RENEW: School-to-Career Transition Planning for Youth with Emotional and Behavioral Challenges

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Learning Objectives

• The logic and target population for the RENEW Model
• How to engage youth using graphic facilitation
• How to facilitate the RENEW Mapping process
• Describe implementation supports for RENEW
## Our Norms

| Be Responsible | Make sure you are comfortable & that your personal needs are met  
|                | Address question/activity in group time before discussing “other” topics  
|                | Address your attention to the topic and task  
|                | Ask questions  
| Be Respectful  | Turn all electronic devices to vibrate/silent  
|                | Be aware of the needs of your group.  
|                | Respect and consider every idea  
|                | Contribute to activities and conversations  
| Be Prepared    | Bring an open mind  
|                | Follow through  


Activity

STEP 1: Identify 1-2 youth with significant emotional or behavior needs. Talk about:

– Types of problems exhibited
– Academic performance
– Social/emotional characteristics
– Issues outside of school
Activity (cont.)

• Step 2: Discuss how your school or agency currently responds to each of these young people.
Activity (cont.)

Step 3:

• Discuss
  – What the ideal response should be.
  – What is needed to reach this ideal.
  – The gaps between what is needed and what exists.
Poor Functioning

• High rates of:
  – School dropout
  – Anti-social behavior
  – Trauma

• Low rates of:
  – Income and employment
  – Access to mental health services
  – Community and social supports
Disproportionality

Suspensions and Expulsions

- 22% White Males
- African American Males 78%

Out of School Suspensions

- Students without Disabilities 33%
- Students with Disabilities 67%

Mental Health Needs of Youth

• School is the “de facto” Mental Health provider
• 70% of youth in juvenile justice systems have a mental health concern
• Very few (1-2%) are identified by schools as having an emotional disorder
• 37% of youth with a mental health concern drop out of school
• Suicide is the 3rd leading cause of death among youth
What is needed for youth with Emotional, Behavioral Disorders/Challenges (EBD)

- Academic support
- Transition support and planning
- Positive social support network
- Real world employment
- Self-determination skills
- Personalized career and post-high school plan

Wagner & Davis (2006)
1996
RENEW Developed through a RSA-funded demonstration project

1998-2007
Developed a non-profit community-based agency

2002-present
High schools tertiary level intervention (3-tiered PBIS model NH, IL, PA, WI, MA)

2008-present
Community mental health providers in NH

2014
International training, technical support, and coaching
**RENEW Theory of Change**

**Context:**
Youth who are:

- Disengaged from home, school, and/or community
- Involved in mental health, child welfare, and/or juvenile justice system
- Experiencing failure in school, home, and/or community

**Facilitators Provide:**
1. Personal futures planning including choice-making and problem-solving.
2. Individualized team development and facilitation
3. Personally relevant school-to-career development, support, and progress monitoring.

**Shorter-Term Improvements In:**
- Self-determination *Capacity & Opportunity*
- Student engagement and self-efficacy *Behavioral, Cognitive, & Affective*
- More effective formal and natural supports *Source & Type*

**Longer-Term Improvements in:**
- Emotional and Behavioral Functioning
- Educational Outcomes
- Employment

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The APEX High School Model: Positive Behavior Interventions and Support & RENEW

**Tier 1/Universal**
- School-Wide Assessment
- School-Wide Prevention Systems

**Tier 2**
- Simple Individual Interventions
  (Brief FBA/BIP, Schedule/Curriculum Changes, etc)
- Small Group Interventions
  (CICO, Social and Academic Support Groups, etc.)
- Competing Behavior Pathway
- Functional Assessment Interview
- Weekly Progress Report
  (Behavior and Academic Goals)
- ODRs, Attendance, Tardies, Grades, Credits, Progress Reports, etc.

**Tier 3**
- Student Progress Tracker
- Individual Futures Plan
- RENEW and Wraparound

*14 Tier 3*
RENEW Goals & Principles

• RENEW Goals
  – High School Completion
  – Employment
  – Post-Secondary Education
  – Community Inclusion

• RENEW Principles
  – Self-Determination
  – Unconditional Care
  – Strengths-Based Supports
  – Flexible Resources
  – Natural Supports
RENEW 4-Phase Process

Phase 1: Engagement and Futures Planning
Phase 2: Team Development Initial Planning
Phase 3: Implementation and Monitoring
Phase 4: Transition to Less Intensive Supports
Anthony & RENEW

“RENEW gave me more structure and helped me focus on goals I could not do myself otherwise.”
My life before RENEW

• Home
  – Dad?
  – Family?
  – Mom?
  – Basic Needs: food, shelter, health

• School
  – Attended school regularly but could not concentrate
  – Behind in credits – failed Fresh Experience, Wellness; lacked math credit
  – Skipping Class – why I failed most of classes
  – Attitude – disruptive in halls and classes – did not care about school
  – Suspended – ISS and OSS for fighting, disruption
  – Drugs
  – Had a few close friends that had a similar bad situation ...
My Life Today

• Stormy and unsettled household – dark cloud over our family
• Uncertainty of food and shelter daily
• Mother and boyfriend – lazy, drinking a lot
• Stressed all the time
• Life is hectic but remain hopeful
• Over crowded household
• Living out of storage bins
• Personals stuff getting lost/stolen
• Brother facing jail time
• Missing deceased father
My Strengths:
Helped me realize how I can use my strengths to be successful in everyday life

Strengths:
• Reading books
• Research interesting facts
• Easygoing
• Smart
• Does not argue back
• Friends

Accomplishments:
• Passing Classes
• Honor roll
• Maturing
• Can live on very little
• Appreciate what I have
• Employed
My Resources: The People in My Life

People

• Help me establish a support system

• Inner Circle: People whom I could trust and were readily available

• Middle Circle: Important people in and out of school I could count on for advice

• Outer circle: Professionals & other resources
What Works/What Doesn’t Work

What Works:
• Positive Connection with Teachers
• Having time to study during the school day
• Learning interesting facts & seeing the evidence
• Daily reminders
• Having directions explained in a non demanding way

What doesn’t work:
• Unreasonable teachers
• Homework
• The requirement of school
Dreams

Helped me put my aspirations on paper so they are more believable and visual

SHS Diploma  A car
College       EMT
Shelter      A Pug
Fears, Concerns, & Barriers

Obstacles

Helped me realize what his getting in the way of succeeding:

• Time
• Tardies
• Unmeet basic needs
• Sleep deprived
• Unemployed
• Depressed
• Unsure of living situation
Goals and Next Steps

• Find a way to stay in Somersworth
  • Help Mom find housing
• Take care of my dog
  • Find a home and get pet supplies
• Get Good Grades
  • Learn time management skills
  • Get help
  • Get to school on time
• Work
  • to earn money
  • Help with basic needs
• License
  • Get social security number
  • Get birth certificate
  • Proof of residency
  • Study Manual
  • Find someone to practice driving
• Expand education
  • Apply for college
  • Complete FASA/scholarships
  • Get certified as an EMT
# Anthony’s Action Plan for Transition:

**Goal:** To explore military & college, obtain driver’s license

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>PURPOSE or NEED</th>
<th>WHO?</th>
<th>WHEN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain SS Card</td>
<td>To be independent and open a bank account and get a job</td>
<td>Anthony and Mom</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Obtain non driver’s license</td>
<td>To get a job</td>
<td>Chloe and Anthony</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with military recruiter</td>
<td>To explore military options</td>
<td>Anthony &amp; RENEW team</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Meet with financial aid person at</td>
<td>To develop a plan to pay for college</td>
<td>Anthony</td>
<td>Aug 2102</td>
</tr>
<tr>
<td>GBCC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take Accuplacer Test</td>
<td>To plan course work for major</td>
<td>Anthony</td>
<td>Aug 2012</td>
</tr>
<tr>
<td>Complete FAFSA</td>
<td>Find out about college costs</td>
<td>Anthony and GBCC</td>
<td>FAFSA Fridays</td>
</tr>
<tr>
<td>Obtain Driver’s license</td>
<td>To be independent</td>
<td>Anthony &amp; Driving</td>
<td>Ongoing</td>
</tr>
<tr>
<td>• Practice driving</td>
<td></td>
<td>Instructor</td>
<td></td>
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<tr>
<td>• Review manual</td>
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</tbody>
</table>
Office Discipline Data

Semester

RENEW began
RENEW began

➤ Concern: Not earning credits necessary for graduation
Grade Point Average

Before RENEW

2008-2009

RENEW Implemented

2009-2010
Anthony’s Team

Standing (Core) Team:
• Anthony
• **Mr. Storms, Welding Teacher & RENEW Facilitator**
• Mom
• Guidance Counselor(s)
• Administrator(s)
• Mrs. Francoeur, NH RESPONDS facilitator
• Mr. Quigley, mentor

Rotating Members:
• Teachers
• Administrators
• Food Pantry
• Friends
• Recruiters
How RENEW Impacted My Life

- My team stays in touch with me (Mr. Storms, Mrs. Francoeur)
- Learned skills to develop self action plans
- Check-ins to see if there is anything my facilitators can help me add to the plan
- I am my own advocate
- Understand myself better
- Think about problems in a more realistic and doable way
- Use the resources around me effectively
- Developed good job skills and work ethic
“Some people spend an entire lifetime wondering if they made a difference. The Marines don’t have that problem.”
— President Ronald Reagan, 1985
Since Graduating RENEW

• License
• Wheels
• Living independently
• Held 3 jobs simultaneously
• Working part-time as a Youth Mentor for UNH
• Have joined the Marines
BREAK
RENEW Phase One: Futures Planning
Preparing Youth for Mapping Meetings…

• Roles and Responsibilities Agreement

• Meeting logistics
  – Who to invite
  – When and where to meet
RENEW Maps

Next Steps
History / Story
Who I Am Today
Strengths & Accomplishments
People
Goals
Fears, Concerns, and Barriers
Dreams
What Works & Doesn’t Work

C- 3
P- 31
The Purpose of Futures Planning

- Create a meaningful, personalized, individualized plan
- Identify supports
- Build self determination skills
3 Simultaneous Facilitation Skills

- Active Listening/ Capturing the speakers voice
- Synthesizing & Organizing information
- Drawing
Using Graphics

PICTOGRAPHS

NATURAL OBJECTS

PEOPLE

IDEOGRAPHS

IDEA

PROBLEM
Demonstration of Mapping
Mapping: Try It!

• Part 1: Map Overview & Modeling
• Part 2: Pairs - Facilitate a Map
• Part 3: Provide Feedback:
  – What went well? What could be improved on? Use of open ended questions? Level of interest and enthusiasm?
• Part 4: Switch Roles and Repeat Parts 2 & 3
History Map

• Purpose: Learn about the events that have shaped the youth’s life and the important people who contributed to where they are today.
History Map

T's History

4 years old
- Loss
  - Nann
  - Uncle George
  - Not allowed at Funeral...

6 years old
- Mom married Mike

12 years old
- Dad threw me out
  - Went to live with Mom
  - Didn't talk for a year

13 years old
- Camping
  - Great group
  - Awesome
- Bad Influence
- Friends

14 years
- Got arrested
  - 15 years
  - Grammy & Grandpa passed away
  - Went to placement
  - In Hospital

Now 15 1/2
- Dad contacted ME!
  - Happiness
  - Want to live at Home

Middle School
Good mixed feelings

Middle School
Good
Facilitating a History Map

• Start where you want; tell us your story. You can go back as far as you like.
• What have been some of the most important things that have happened?
• When did each event happen? How old were you?
• How did you feel?
• What happened as a result of each event?
• Who was important in each situation? Who was there?
• What are some of the toughest things that have happened to you?
• What are some of the favorite things you have done?
• Where are the important places you have gone?
Strengths and Accomplishments Map

- **Purpose**: This map helps youth think of what they are good at and what they are proud of. It begins to let them see themselves in a positive way.
Strengths and Accomplishments Map

Strengths and Accomplishments

- Writing
- Relaxing
- Ice Skating
- Volley Ball
- Cooking & Baking
- Reading
- Helpful
- Math
- Family
- Debating

Accomplishments

- Graduating Middle School
- Building a Fire
- Controlling Temper
- Good organization
- Good academic skills
- Science
- Positive relationships
- Female Teachers
- Lucky
- Stay away from drugs
- Got instructions before camping
- Knowing where to start
  - No wind
  - Away from trees
- Getting materials
  - Wood
  - Starter

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Facilitating the Strengths and Accomplishments Map

• What have you done that you are proud of? What skills did you use to accomplish what you did?
• Name something that makes you feel good about yourself. Why does it make you feel good?
• What do you do when you have time to yourself?
• What are you most passionate about?
• What do your friends say you are really good at?
• Did you ever do something that other people thought was great?
People Map

• Purpose: Learn about the interpersonal connections in the youth’s life; create a record of his/her most trusted allies, others who can be relied upon to help, as well as people who are not helpful.
People Map

T's Resources

Close
Best Friends
Alicia
Laura

Intimate
Mom
Dad
Hospital Staff
Teacher Guidance
Special Ed Person

Friends/Peers

Professional/Groups

Not Helpful

Old Group of Friends
New Peers

Support Worker
MHC
Therapist
What Works and Doesn’t Work Map

• **Purpose:** This map helps gather information about the situations where the youth feels successful, and situations that contribute to their difficulties in the learning environment, in relationships, and with communication.
What Works and Doesn’t Work Map

Works

- Talking
  - When I’m stressed, frustrated, confused
- Given a 5-minute break
- Given choices of tasks to do
- On learning
  - Visual
- Allowed to help with tasks if off task
- Things down help me remember

Doesn’t Work

- Being yelled at when I am off task or doing something wrong
- Given negative alternatives
  - “Do this or go to the office”
- Lecture learning
- Teachers asking me to repeat things for the class
- Sit while class
  - Left, right, down
- Can’t learn if too much talking & noise in class
Facilitating the What Works and Doesn’t Work Map

What works:
- What are the situations where you are more successful?
- What type of help is better when you are at school, home, with your friends or when you are in the community?
- What works when you are trying to learn something new?
- What are your best subjects in school and why?
- What do your teachers do that is helpful?
- What makes you feel heard and understood?
- What makes you happy?
- What helps you connect with others?

Doesn’t work:
- What prevents you from being at your best?
- When do you have trouble learning or doing something new?
- What are some things that frustrate or irritate you?
- What makes you angry, frustrated, anxious or bored?
We Jump to the Future: Dreams Map

• Purpose: This map gives youth a chance to think big about what they would like their future to look like. The sky is the limit!
Dreams Map
Facilitating the Dreams Map

Think ahead: it is 3, 4, 5 years from now and you are achieving your dreams. Everything is great and as you want it to be.

- What does your life look like?
- What are you doing every day and with whom?
- What have you accomplished?
- What are some of the things you have?
- Where are you living?
- What kind of relationships do you have?
- What do you do for a job?
- What do you do for fun?
- Where are some of the places you have been?
Fears, Challenges, Barriers Map

• Purpose: This Map helps to surface some of the obstacles that may be preventing the youth from achieving his or her dreams.
Fears, Challenges, Barriers Map

Diagram showing various symbols and words such as "Probation," "Trust," "Support," "Love," "Others," "Hating," and "Stress."
Goals Map

• Purpose: This map will help the youth to identify concrete and measurable stepping stones towards the dreams. This map provides structure to move forward in achieving the youth’s dreams.
Goals Map

- Goals This Year
  - Probation
  - Get a Job...
  -Will Power
    - To Stay out of Trouble
  - Look into Nursing Career
  - Get Good Grades
  - Get My...
Next Steps Map

Purpose:

• Brainstorm options to achieve a particular goal
• Strategize what additional information and resources are needed before essential next steps can be taken
• Teach the student how to move from broad to specific planning
Next Steps Map

Goal: Get off Probation

1. Do well in School!
   - Get help with Math → Teacher, Tutor, Resource
   - Quiet place to do work → Mom, Study Hall
   - Get organized → Counselor, Mom
   - Develop plan for what works → 504 Team
     → Stay focused

2. Stay away from trouble!
   - Better friends → Volleyball team → Best friend
   - Strategies to "say no" → Best friend
   - Get a job
   - Stay busy

3. Get a job → Supportive employment
   - Look for job → Mom, FSS Worker, VR
   - Internship @ hospital → VOC program
     → ELO coordinator
   - Create resume → Aunt
     → English, Computer teacher, VR, FSS
RECAP: RENEW Process Map
Reflections on Mapping with Graphics

How might the mapping process build:

- Engagement?
- Trust?
- Empowerment?
- Self Determination Skills?
BREAK
When Phase One Ends and Phase Two Begins

- Phase One is about the “what.”
- Phase Two is about the “how.”
Purposes of the First Team Meeting(s)

- Youth share futures plan maps and goals.
- Team members agree on a common vision, purpose, and activities.
A RENEW Team Meeting is characterized by...

1. Attendance by the youth, the facilitator, and at least one other person,
2. The youth’s voice and participation in development of the agenda and invitations, and,
3. A focus on the youth’s goals.

Note: Check-ins or informal meetings are not RENEW Team meetings.
Preparing for the first team meeting:

Work with the youth to...

**Step 1:** Explore the purpose of a RENEW team and what they look like.

**Step 2:** Brainstorm who to invite and why they will be invited.

**Step 3:** Identify ways to invite people.

**Step 4:** Prepare for the first team meeting.

- Explore why a team is important.
- Share how they may be different from other teams.

**Step 5:** Orient Team Members before meeting.

- “Who should we invite to your group to help you accomplish your goal(s)?”
- “Who do you feel will be helpful?”

- Help participants understand their roles.
- Develop an agenda and desired outcomes.
- Develop Ground Rules.
- Decide which maps to share in what order.
- Gain commitments.
- Develop and/or share Ground Rules.
- Gather data if applicable to the meeting.
- Relay the principles of RENEW.

**Step 6:** The first team meeting.

Meeting 1x week for 50 minutes
Minimum time commitment: 40 hrs per month
To gather information, brainstorm ideas, plan, prepare, people to come to be together.
Team Activity: Role Play

• Thoroughly read the instructions before beginning
• The youth and Facilitator should take 10 minutes to plan. Together identify:
  – One goal to work on with your team (team members are listed in your packet)
  – The desired outcome of the meeting
  – The meeting agenda
  – Who should be invited to the meeting, based on the youth’s goal.
  – Distribute roles from those included in your packet based on who is important to accomplish the desired outcome of the meeting.
  – Communicate to participants who were selected that they can use this time to study their roles and plan how they will contribute positively to this meeting. Individuals without a role in the meeting are expected to quietly observe the process.

• Facilitator or other team members should list the Ground Rules on flip chart paper, orient team members to them, and use the Ground Rules throughout the meeting
Goal: Get of Probation

1. Do well in School!
   - Get help with Math → Teacher, Tutor
   - Quiet place to do work → Mom, Study hall
   - Get organized → Counselor, Mom
   - Develop plan for what works → 504 Team
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   - Get a job
   - Stay busy

3. Get a job → Supportive employment
   - Look for job → Mom, FSS Worker, VR
   - Internship @ hospital → VOC program
   - Create resume
     → English, Computer teacher, VR, FSS

Role Play Group Assessment

• What worked well?

• What didn’t work well?

• What would you do differently next time?

• How much youth voice/control/leadership?

• Was there an action plan developed that everyone, especially the youth, agrees on?
Your Work

• What are some of the initiatives that you can align with RENEW?
• What are the data points that you want to measure?
RENEW Implementation Structure

**Feedback Loops**

Providing feedback and data on implementation efforts

**Support Loops**

Providing supports for effective practices implemented with fidelity
WEST High School
Pyramid of Interventions and Supports

Level 3: Intensive Level Interventions and Supports
- RENEW
- IPPS
- FBA
- School Psychologist
- Out of School Coordinator

Level 2: Supplemental Interventions and Supports
- BST Check/Connect
- ALF
- EBD Program
- Autism Program
- GSIL
- UP
- Voc Rehab
- SAP (individual + group)
- Go Manchester
- Resource Rms
- PASS
- Parent Involvement

Level 1: Core/Universal Interventions and Supports
- Advisory
- Peer Tutoring
- JROTC
- Honors
- Student Orgs, Clubs, Sports
- Extended Learning Opportunity
- NRT
- Guidance
- Freshmen Forum
- Climate/Culture
- After school department help
- CSSP
- ESL, ELL
- Library, Cafe
- Teachers- all depts. & levels
RENEW Implementation Team Tasks and Responsibilities- IES

- Identify and recruit youth who meet eligibility criteria.
- Identify and support school personnel to be RENEW facilitators.
- Identify and address systemic barriers to RENEW facilitation and implementation.
- Match referred students to RENEW facilitators.
- Logistics: providing time, space, materials, training support, booster training, time to meet with the coach.
- Assist with data identification and facilitate data collection.
- Track RENEW implementation with process and outcome data.
- Disseminate information and successes to internal and external stakeholders.
- Develop interagency collaboration to develop resources from multiple sources to link the youth with post-school supports.
- Ensure family involvement in the RENEW process.
External RENEW Coaches

• Assist with resources (release time, training supports)
• Empower staff to learn and practice
• Schedule and supports staff with training time
• Invest in problem-solving with individual student teams
• Participate in and observes individual student meetings, models facilitation techniques
• Make RENEW a priority as part of the PBIS framework and system
Youth Voices Video

• renew.unh.edu – RENEW Youth Voices Video

http://www.iod.unh.edu/Projects/renew/renew_main.aspx
Thank you!

• Like us on Facebook:  
  https://www.facebook.com/IOD.RENEW

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• Websites:  www.renew.unh.edu
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Congratulations – You Have Experienced the RENEW Process!