

RENEW in Pennsylvania

November 5, 2015

PaTTAN

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PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.



RENEW
Rehabilitation for
Empowerment,
Natural Supports,
Education, & Work

“RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.”

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

Student Voice #1

Who better to describe the experience...
(Please see RENEW on Pattan.net website)

Meet Sara and her mother

What is RENEW?

- Developed in 1996 as the model for a 3-year RSA-funded employment model demonstration project for youth with “SED”
- Focus is on community-based, self-determined services and supports
 - Person centered planning and student driven
- Promising results for youth who typically have very poor post-school outcomes

(Bullis & Cheney; Eber, Nelson & Miles, 1997; Cheney, Malloy & Hagner, 1998; Malloy, Sundar, Hagner, Pierias, Viet, 2010)

What is RENEW?

- Tertiary level intervention within the PBIS framework and an evidence based practice
- Student voice and the impact of RENEW on their lives
http://www.iod.unh.edu/Projects/renew/renew_main.aspx

- *Who Cares About Kelsey?*

“She was a poster child for high school dropouts -- until she encountered an education revolution that's about empowering, not overpowering, teens with emotional/behavioral disabilities.”

<http://whocaresaboutkelsey.com/>



UNH: Institute on Disability

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



INSTITUTE ON DISABILITY / UCED

*A University Center for Excellence in Disability
at the University of New Hampshire*

search



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RENEW

Rehabilitation for Empowerment, Natural Supports, Education, and Work

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RENEW is a youth-directed
planning and support process
designed to meet the needs
of young people with emotional and
behavioral disorders transitioning
from school to adult life.

07:50



What RENEW is and is not

RENEW is...

- Flexible, individualized, person-centered planning & support service
- Driven by student's expressed needs, interests, and goals
- Designed to foster competence by creating supported educational and career-related experiences in which the youth can be successful
- Designed to build social resources for the youth

RENEW is not...

- A school or classroom program
- A counseling service
- A mental health or medical service

Goals and Principles of RENEW

RENEW GOALS

- ✓ High School Completion
- ✓ Employment
- ✓ Postsecondary Education
- ✓ Community Inclusion



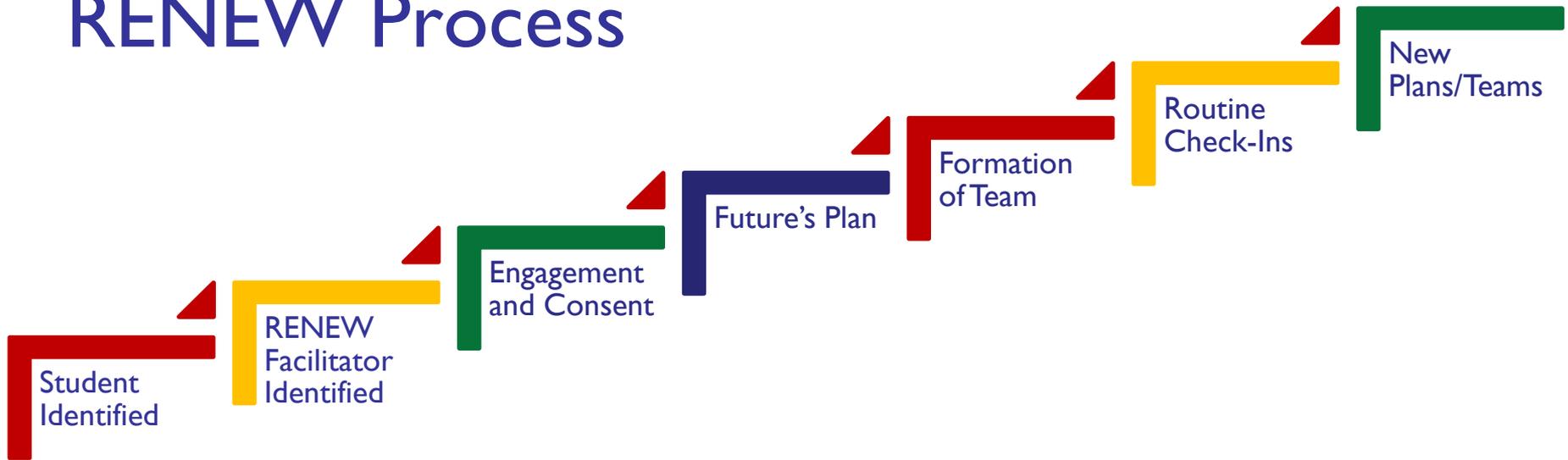
RENEW PRINCIPLES

- ✓ Self-Determination
- ✓ Unconditional Care
- ✓ Strengths-Based Supports
- ✓ Building Family, Natural and Community Supports
- ✓ Individualized School-to-Career Planning



RENEW PROCESS PERSON CENTERED PLANNING AND MAPPING

RENEW Process



Phase 1

Engagement and Futures Planning

Student consents to participate

Parental consent

Roles and Responsibilities Agreement

Futures Planning or Mapping

Phase 2

Team Development

Goal Setting

Action Planning

Individual Team Development

Phase 3

Implementation & Monitoring

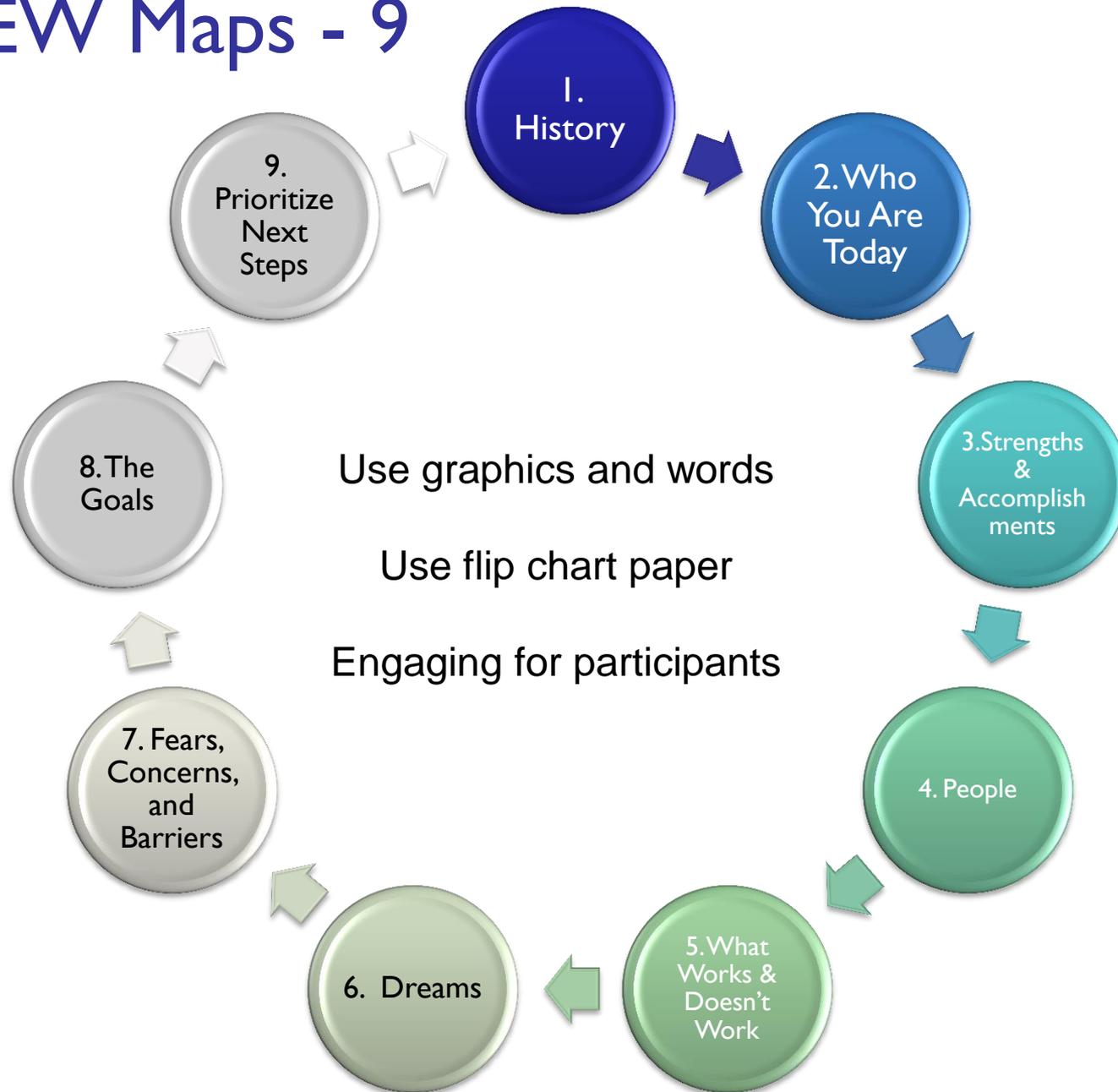
Progress Monitoring

Process Evaluation

Person Centered Planning

- Historically used with youth with developmental disabilities
- RENEW is one of the few models that uses person centered planning for youth with EBD support needs
- Creates an environment where the youth feels *safe* in voicing his/her perspective (sharing dreams, goals, needs, preferences, and concerns)
- Helps youth create a meaningful, personalized, individualized plan for transition from HS to adult life

RENEW Maps - 9



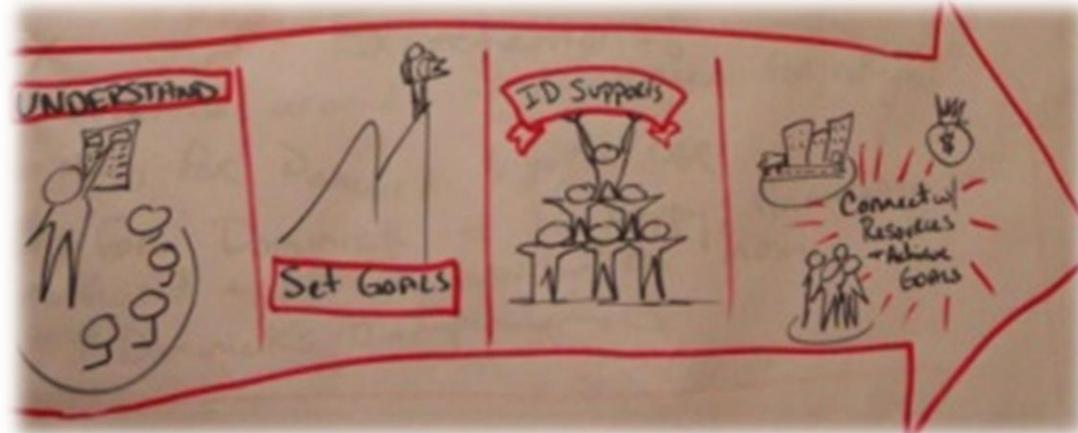
Mapping Elements

- Futures Planning Maps uses flip chart paper & markers, a power point projected on a wall, or a Smart board and should include:
 - *Both* words and graphics that represent the student and their story
 - A focal point where everyone on the team can see the maps being created



Graphic Facilitation

- Engages **all participants**
- Is a **“learning” or cognitive tool**
- Notes are recorded in real time during the meeting, and e-mailed. (take digital photos/iPad)
- All team members have copies of the original meeting notes
- Notes can also be sent to other collaborators



Goals Map (8)



Purpose: Create connections between the person's dreams and next steps in working towards those goals. This provides structure for the student and the team to move forward in achieving the dreams.

- Here the facilitator will begin to teach the student how to prioritize goals by asking him or her to decide what to work on first.
- Then, the facilitator will mentor the student around his or her decisions



Questions for Facilitating Goals Map

“Now, we are going to get more specific. In order to make progress towards your dreams, we need to break down your dream into small steps”

- For each of the dreams, identify goals that you would like to set for 2 years from now? Next year? This year? This semester? Tomorrow?
- What barriers need to be addressed in order to reach the goals?
- How will you know you’ve reached each goal?



Next Steps



Purpose: To brainstorm with the student different pathways to achieve a particular goal. To strategize what additional information and resources are needed before essential next steps can be taken.

- Facilitator will teach the student how to move from broad to specific planning
- Make a timeline to map out when specific markers will be accomplished

My Action Plan Case Study 2 - Cole

Goal # 3	Become a Tattoo Artist			
When do I want this to be completed?				
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments
1. <i>Look into Art classes to practice drawing</i>				
2. <i>Talk to Dave at Ink Spot about tattooing</i> <ul style="list-style-type: none"> • <i>How did he open his shop?</i> • <i>What kind of training do I need?</i> • <i>What equipment will I need?</i> • <i>Do I need to do an apprenticeship?</i> • <i>How much do tattoo artist earn?</i> • <i>What hours do you work?</i> • <i>What is your favorite/least favorite part of job?</i> 	-Ride to destination -Address for Ink Spot -ONET Website			

My Action Plan – Cole

Goal # 3	Become a Tattoo Artist			
When do I want this to be completed?				
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments
3. Find out a place to practice 4. Report back to Mr. S with findings				
5. Complete a Transition Assessment	Formal – PIC or Reading Free Inventory	<ul style="list-style-type: none"> •Wendy – TaC •Administer: TBD 		
6. Apply to Lehigh County MH/ID Office to determine eligibility of services	One page handout on apply for ID services created by Lehigh Valley Employment Coalition	<ul style="list-style-type: none"> -Wendy -Parent -Student -Social worker 		

My Action Plan – Cole

Goal # 4	Look into Summer Jobs			
When do I want this to be completed?	<i>Additional discussion is needed as to who is going to assist Cole with these activities.....</i>			
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments
<ol style="list-style-type: none"> 1. Pathmark, Rite Aid, Valley Pizza, Subway, Pizza Hut, Gas Station, Turkey Hill, BK, McD 2. Get an application, fill it out, submit 3. Check back within 3 to 5 days 				
<ol style="list-style-type: none"> 4. Prepare for interview <p>-Dress nice clothes/clean up first</p>	<p>PA Career Guide, 2012-2013, pages 54-65</p> <p>Practice Interview Skills,</p>	<p>Wendy - TaC</p>		

My Action Plan - Cole

Goal # 4	Look into Summer Jobs			
When do I want this to be completed?	<i>Additional discussion is needed as to who is going to assist Cole with these activities.....</i>			
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments
Apply for PA Photo Identification Card	http://www.dmv.state.pa.us/driverlicensephotoidcenter/obtainingphotoid.shtml	Wendy		
Identify public transportation routes Apply for People with disabilities ride for half-fare (\$1) Independent Community Travel Training (ICT), complete application	http://www.lantabus.com/ http://www.lantabus.com/fares.html SMART Booklet: http://www.cliu.org/Page/643 , page 5	Wendy		

School Connectedness

- Body of research indicates students' emotional connectedness to school is directly related to their choices about activities involving drugs and violence
- **EVERY** student has a need for recognition, acknowledgement, purpose, belonging, and competence.



**EVERY KID IS
ONE CARING
ADULT AWAY
FROM BEING
A SUCCESS
STORY.** – Josh Shipp





WHAT A SCHOOL NEEDS TO IMPLEMENT

School District Framework

- Administrative Support
- Development of a Tier Three Team
- Building Level RENEW Facilitators

Building Administrative Support



- Assist with resources (release time, schedule and support staff with training time)
- Empower staff to learn and practice
- Invest in and participate in problem-solving with individual student team meetings
- Exhibit a personal commitment and modeling
- Make RENEW a priority as part of the PBIS framework

Developing the Tier Three Team

- Receives 1 day of training and updates as needed
- Meets monthly
- Identifies youth who need RENEW services
- Chooses/recruits RENEW facilitators and schedules and supports facilitator training
- Ensures delivery of the RENEW model with program fidelity
- Monitors outcomes using data sources



Role and Function of the Tier Three Team

Who makes up this team?

- core team member only?
- core team member and a facilitator?



Other functions of this team?

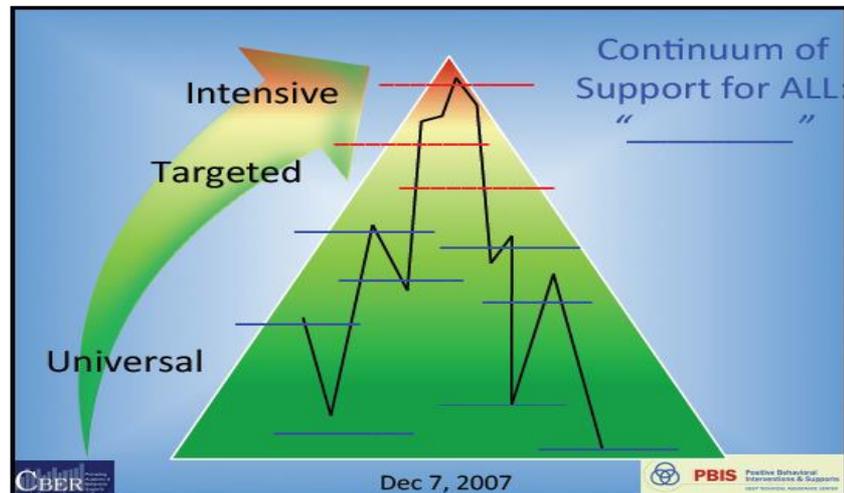
- Administrator (decision maker)
- Agenda Maker (focus of the meeting, where we ended last time, new referrals, action steps for next meeting, etc)
- Data Manager (review the sources of data leading to referral)
- Facilitators (case updates)
- Time Keeper (ground rules – start and end on time)
- Note Taker (minutes to all team members at end of meeting)

Set Criteria for students referred for RENEW

Questions for the Tier Three Team to consider:

- Are you using Universal Screening to identify students at-risk?
- Who is doing well with tier 1 support?
- Who needs additional tier 2 supports?
- Who is not responding to tier 2 supports?
- Who needs tier 3 supports? In what area? Or what service?
- What can be done to bolster core instruction/framework?

<https://www.pbis.org/Common/Cms/files/pbisresources/HAND%20MTSS%20CMHACY%208%20May%202014.pdf> George Sugai: www.pbis.org



How do you determine a student in need of RENEW?

Initial data-based decision making and planning done by the Tier Three Team:

- Behavior problems: ODRs by teachers, time of day, subjects, location, etc. (SWIS data system)
- Attendance data: class and school (unexcused absences)
- Academic: class failures, grades, transcripts
- Credit Gap Analysis (RENEW manual)

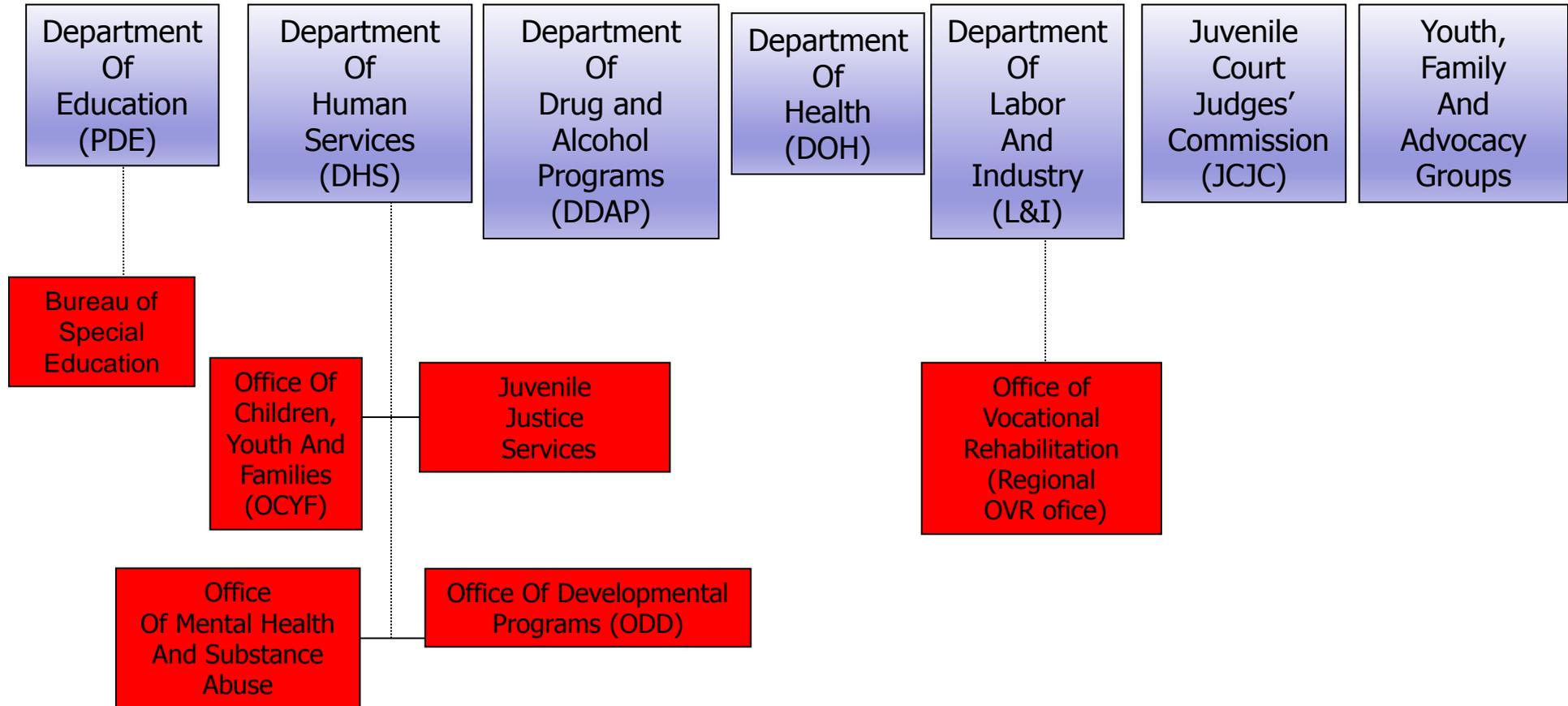
RENEW Facilitators and Teams

- Who will be identified and trained?
- How will students be matched with Facilitators?
- When will meetings occur?
- What about parent permission?
- What about non-school personnel?



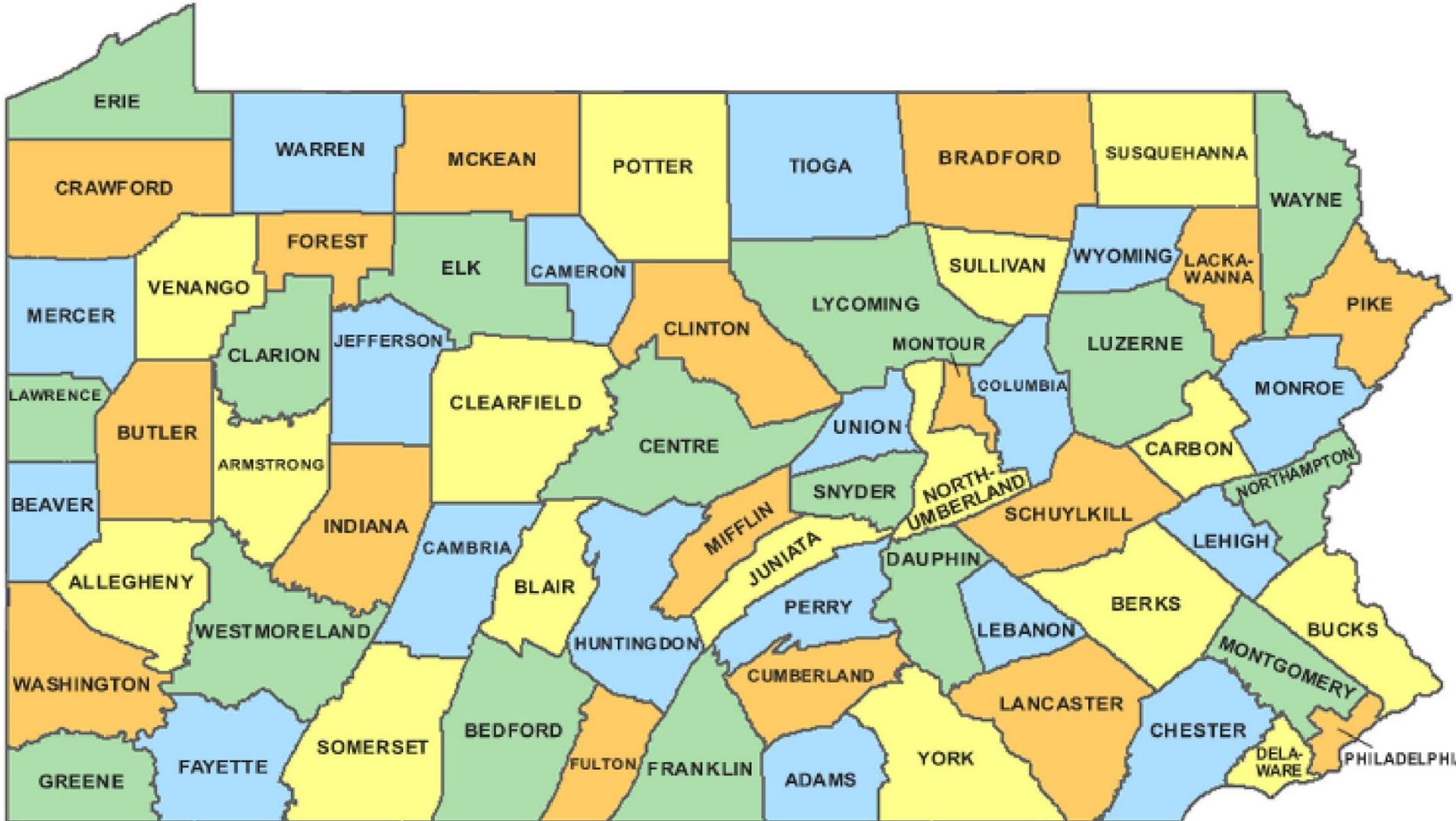
IMPLEMENTATION OF RENEW: THE PENNSYLVANIA STORY

Organizational Structure:



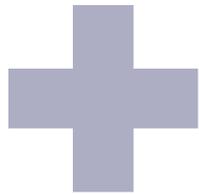
500 School Districts
159 Charter Schools
14 Cyber Charter Schools
29 Intermediate Units

67 Counties



Pennsylvania's Installation of RENEW Pilot

CoP on Secondary
Transition



CoP on School Based
Behavioral Health

RENEW State
Advisory Team

CoP Partners:

- Bureau of Special Education
- Department of Health
- Department of Human Services
- Disability Rights Network of Pennsylvania
- Juvenile Justice Services
- Office of Children Youth and Families
- Office of Mental Health and Substance Abuse
- Office of Vocational Rehabilitation
- Youth and Family Training Institute (High Fidelity Wraparound)

Advisory Panel's Mission Statement

RENEW

The mission of the PA RENEW Advisory Panel is to sustain and expand RENEW implementation at the local level through information sharing, coordination, and collaborative problem solving among youth, families, and state agencies in order to ensure graduation and post-secondary success for every student in PA.

RENEW in PA

Pennsylvania Secondary **Transition**

RENEW is a part of
PA's **PBIS**
framework at the
tertiary level.

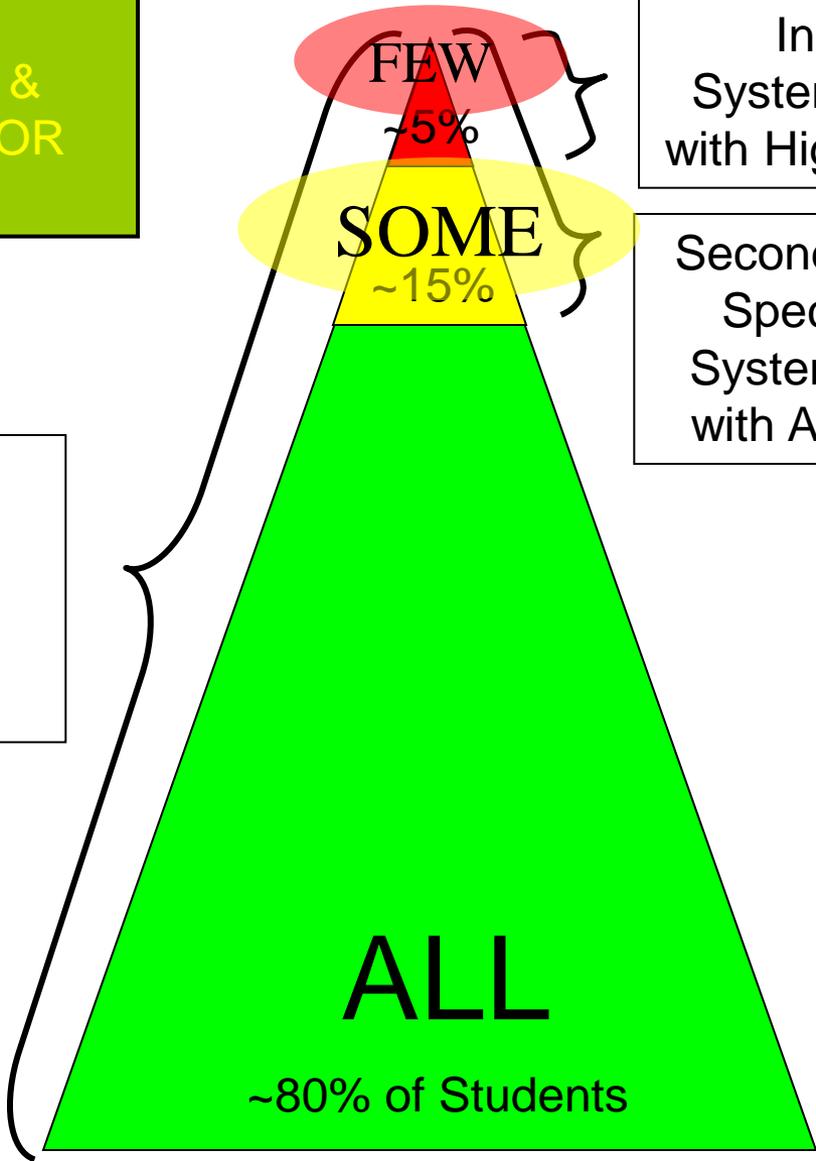
RENEW supports
Secondary Transition
goals of PA (Indicator 13).



PENNSYLVANIA POSITIVE
BEHAVIOR SUPPORT

**CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT**

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Hierarchy of Trainers

National Trainer

Dr. JoAnne Malloy – Institute on Disability



Pennsylvania Statewide Trainers

Lisa Brunschwyler- PaTTAN King of Prussia

Mike Minor- PaTTAN Pittsburgh



Trainer of Training (TOT) IU & Agency Personnel



RENEW Facilitators

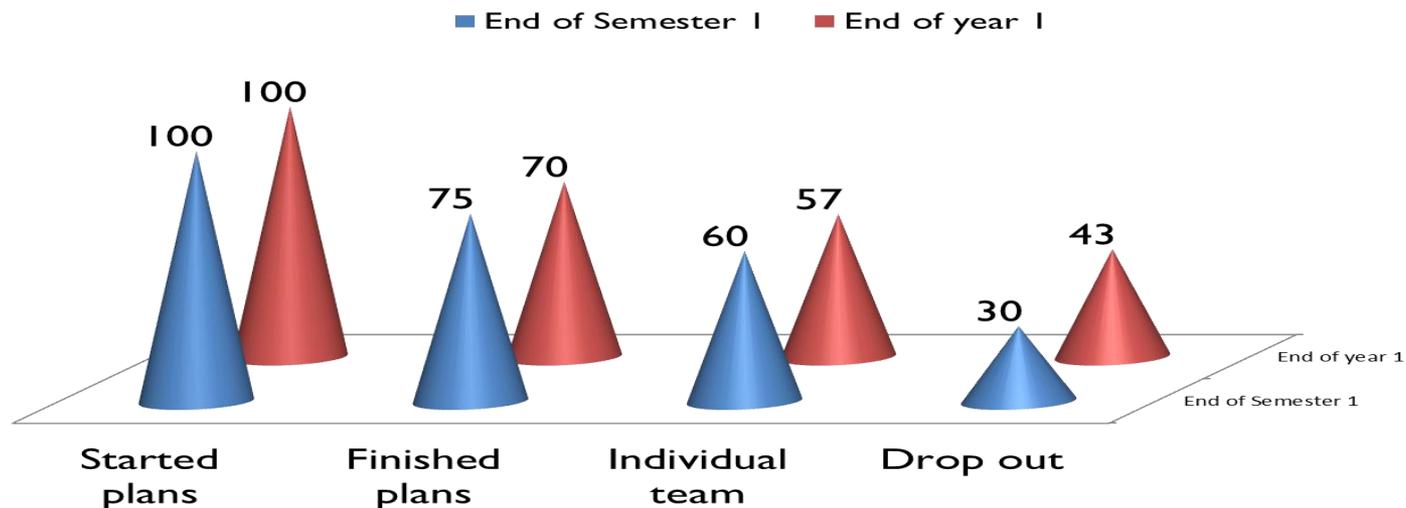
School-level Implementers

PaTTAN Statewide Trainer Role

- Provide training and technical assistance to the sites
- Attend mapping and tertiary team meetings
- Collect and monitor student tracker data
- Oversee TOTs, IU TaC, and local facilitators
- Consult with national trainer to support the needs in PA

Pennsylvania - Student Outcomes Year 1

- 23 students participated in RENEW during the pilot year
- 100% of the students enrolled started their plans
 - 70% of the students enrolled completed their plans
 - 57% of the students enrolled created individual teams
 - 43% of the students enrolled dropped out
- (moved, assigned to more restrictive placement, arrested, and I dropped out of school)

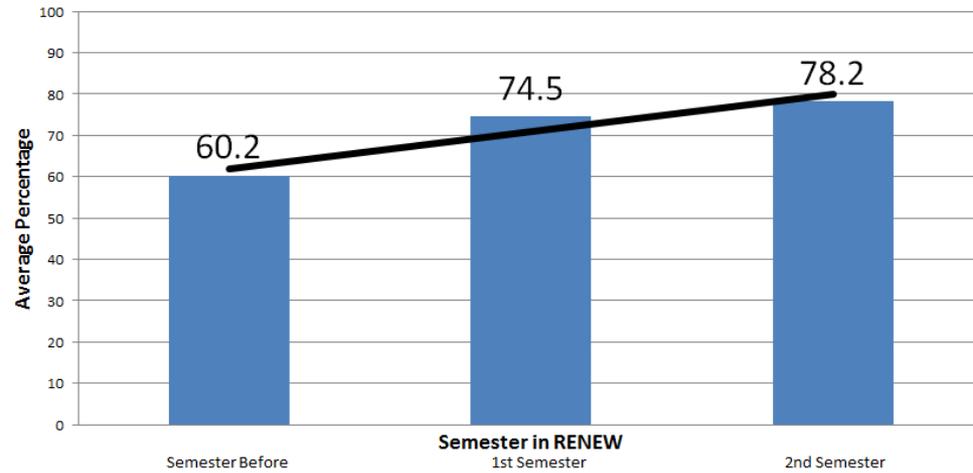


Year 2: 14 new sites and 50+ new facilitators

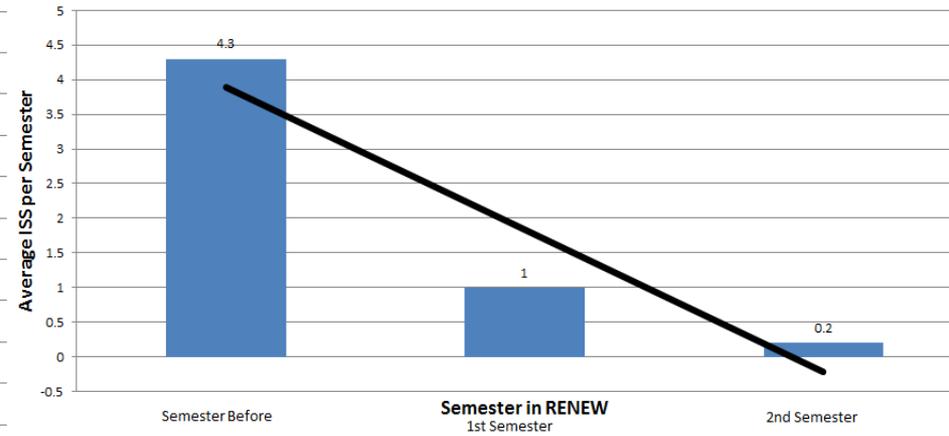
	LEA	Building(s)
Eastern Region	<ul style="list-style-type: none"> ➤ Northampton SD ➤ Pocono Mountain SD ➤ Scranton SD ➤ IU 21 ➤ IU 19 	<ul style="list-style-type: none"> ➤ Northampton HS & Washington Crossing Alt School ➤ Pocono Mountain Academy ➤ West Scranton HS ➤ LLAS; CLAS; ACLAS ➤ The Achievement Academy
Central Region	<ul style="list-style-type: none"> ➤ ELANCO SD ➤ Williamsport SD ➤ Central Dauphin SD 	<ul style="list-style-type: none"> ➤ Garden Spot HS ➤ Curtin MS & Williamsport HS ➤ Central Dauphin East HS
Western Region	<ul style="list-style-type: none"> ➤ Gateway SD ➤ Propel Charter School ➤ Highlands SD ➤ Elizabeth Forward SD ➤ Laurel SD ➤ Steel Valley SD 	<ul style="list-style-type: none"> ➤ Gateway HS ➤ Braddock Hills HS and Andrew St. HS ➤ Highlands HS ➤ Elizabeth Forward HS ➤ Laurel HS ➤ Steel Valley HS

Data Across Semesters

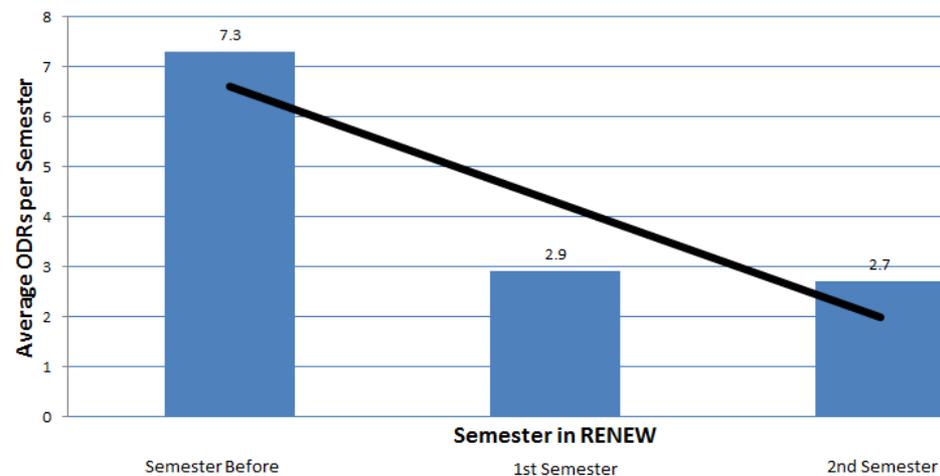
Average Percentage of Classes Passed



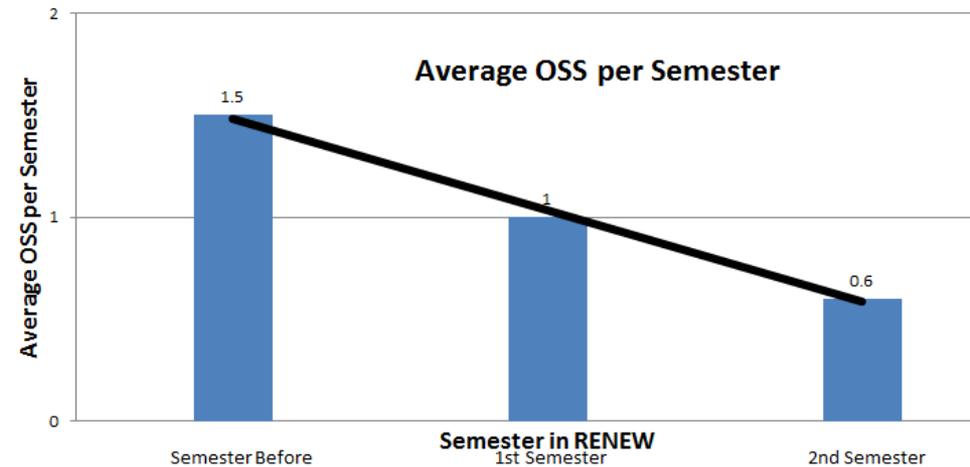
Average In School Suspension (ISS) per Semester



Average ODRs per Semester



Average OSS per Semester



Year 3: RENEW 2014 - 15

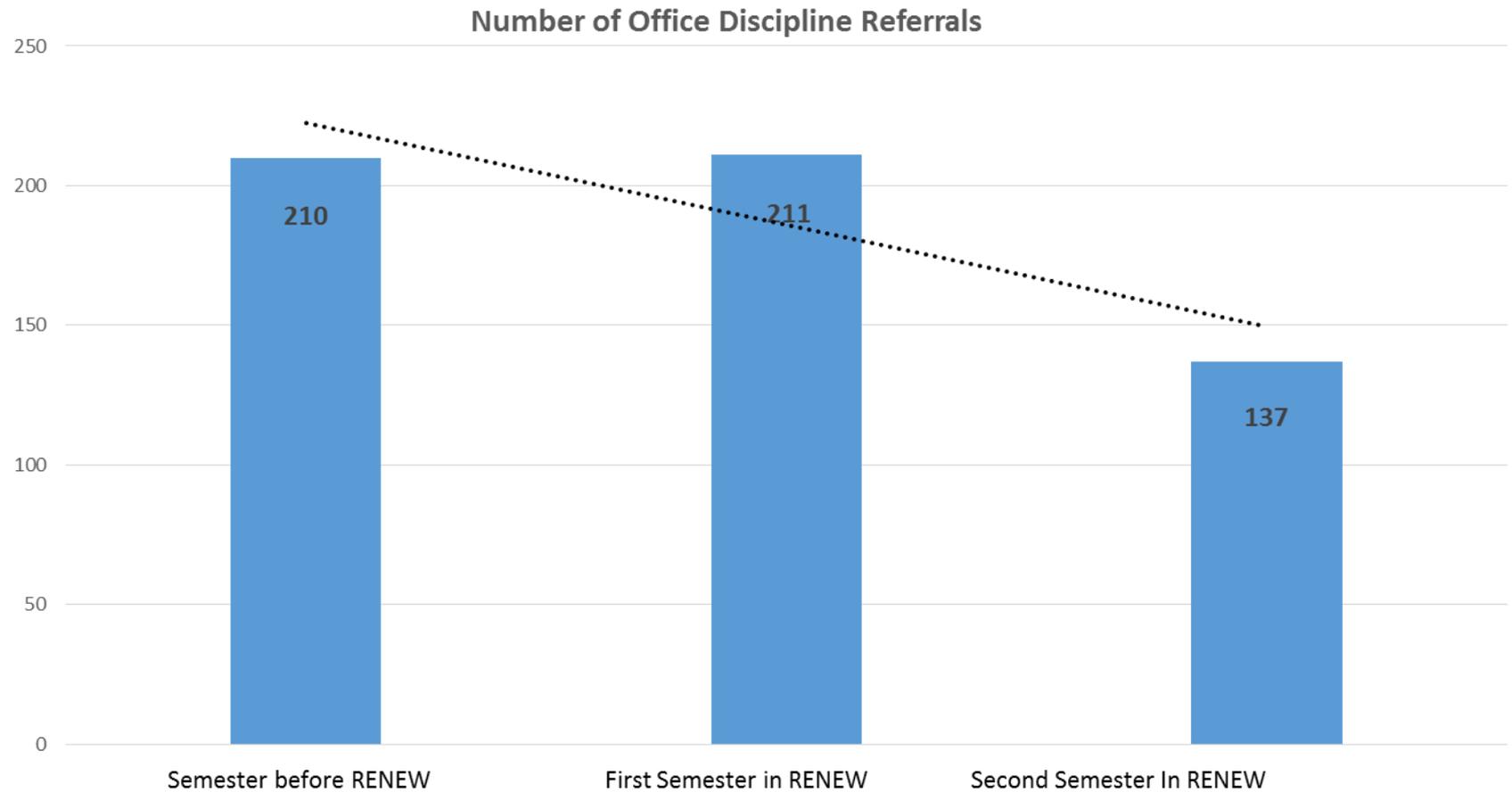
- Expansion from 18 sites last year to 42 sites
- TOTs are training their own teams and facilitators from last year's TOT cohort
- Implementation across more of the state
- 175+ facilitators have been trained
- 77 students enrolled in RENEW this year



RENEW

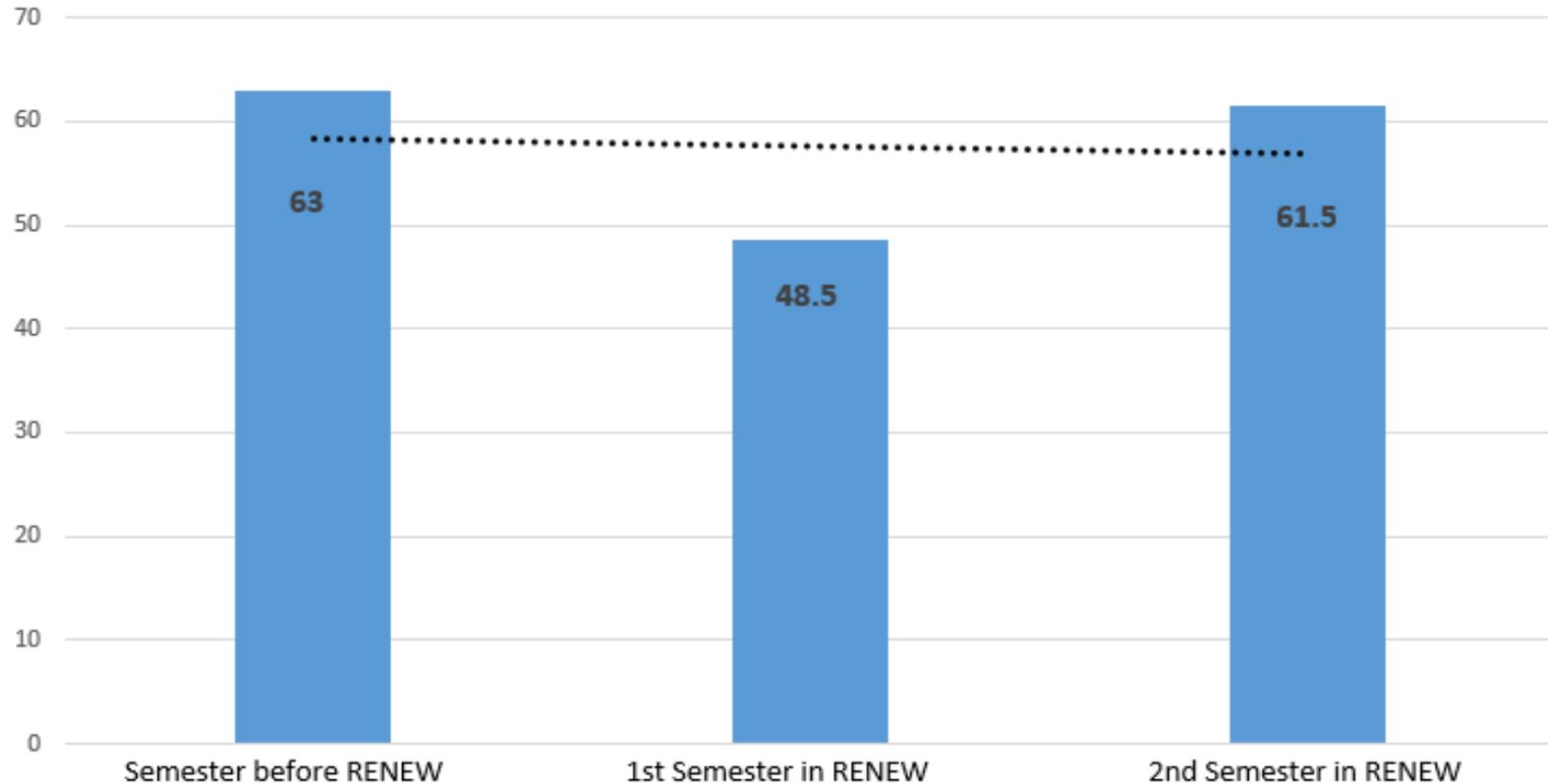
Rehabilitation for Empowerment, Natural Supports, Education, and Work

ODRs in 2014-15



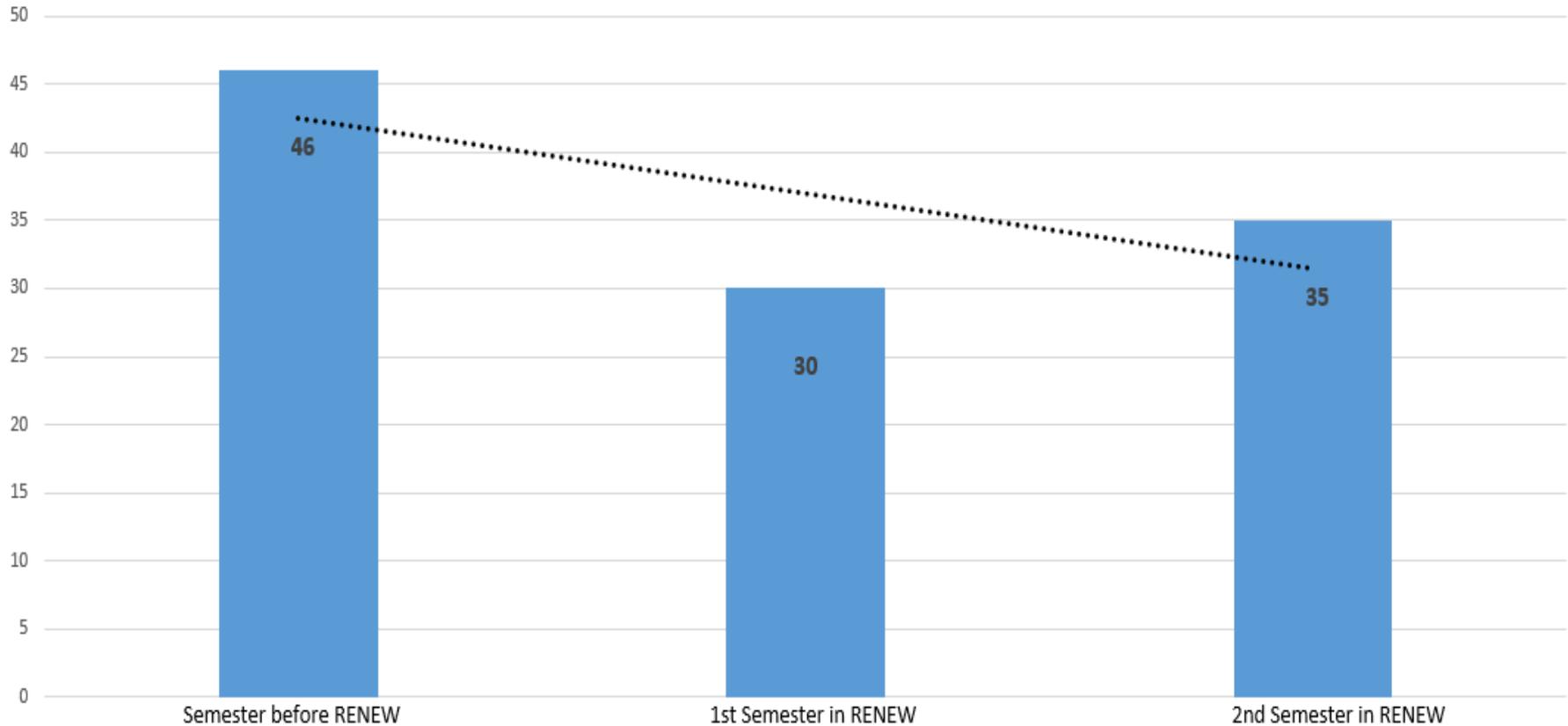
ISS in 2014-15

Number of In School Suspensions



OSS in 2014-15

Number of Out of School Suspensions



Year 4: RENEW 2015 - 16

- Expanding to over 70 sites
- State Trainers are training new TOTS and Facilitators
- TOTS continue to train their own teams and Facilitators



RENEW

Rehabilitation for Empowerment, Natural Supports, Education, and Work



WHY RENEW?

Concerns from the Field

Youth with EBD have the poorest transition outcomes of any other sub-group

- **High rates of school dropout, with associated low income and employment**
(U.S. Department of Education, 2005; Wehman, 1996; Wagner & Cameto, 2004; Wagner, Kutash, Duchnowski, & Epstein, 2005)
- **Lack community and social supports**
(Cullinan, & Sabornie, 2004; Lane, Carter, Pierson, & Glaeser, 2006)
- **High rates of anti-social behavior including incarceration, arrests, behavior problems in school**
(Chen, C-C., Symons, F. J., & Reynolds, A. J. , 2011; Cullinan & Sabornie, 2004; Nelson, Benner, Lane, & Smith, 2004; NH, 2008; Sabornie, Cullinan, Osborne, & Brock, 2005)

Concerns from the Field

- **40%-60% drop out of HS**
(Wagner, 1991; Wehman, 1996; Wagner, Kutash, Duchnowski, & Epstein, 2005)
- **Experience poorer academic performance than students with LD**
(Lane, Carter, Pierson & Glaeser, 2006)
- **10%-25% enroll in post-secondary education compared to 53% of typical population**
(Bullis & Cheney, 1999)
- **High rates of MH utilization, poverty, incarceration**
(Alexander, et al., 1997; Kortering, et. al., 1998; Lee and Burkham, 1992; Wagner, 1992)
- **High rates of exposure to trauma**
(Kilpatrick, Ruggiero, Acierno, Saunders, Resnick, & Best, 2003; De Bellis, 2005; Zinzow, Ruggiero, Hanson, Smith, Saunders, & Kilpatrick, 2009)

Youth with EBD Need...

- [Tariq Video](#)



- An intervention that assists with high school completion and real world employment
- Self-determination skills for transition to adulthood
- Assistance to build a positive social support network
- Assistance to develop a personalized career and post-high school plan

What is needed...

Wagner and Davis (2006) recommend that programs for youth with EBD emphasize:

- Relationships
- Rigor
- Relevance
- Address the needs of the whole child
- Involve students and families in transition planning

Barriers to Outcomes



- Lack of social, emotional, and/or behavioral competence
 - These are skill deficits that need to be introduced, modeled, practiced, and generalized
- Increased rates of:
 - Problem behaviors (internalizing and externalizing behaviors, disrespect, disruptions, inappropriate language, etc.)
 - Academics - not completing assignments and poor grades
 - Absenteeism, tardies, truancy, and dropping out of school
 - **“Not there”** --- remember the motto of *BE THERE!*

Key Indicators that Predict Student Success

Attendance

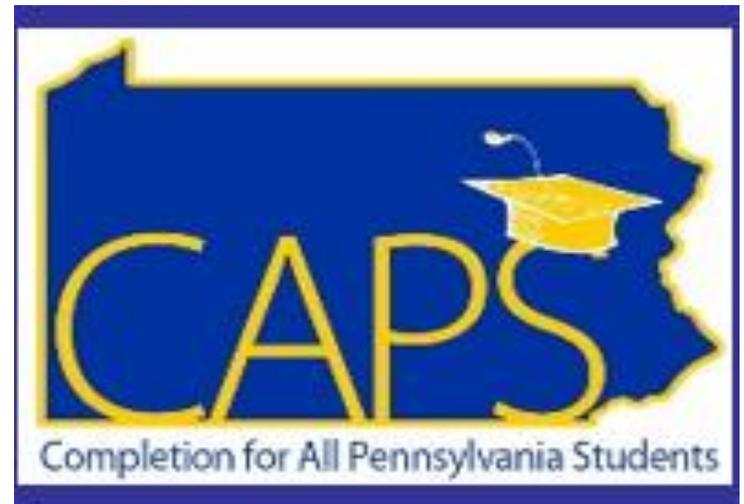
- $\geq 10\%$ absenteeism (per semester)
- 2 or more absences in first 20 days of each school quarter

Behavior

- Signs of disengagement
- Multiple ODRs
- Suspension
- Social & emotional challenges

Course Performance

- Course failure in English or math
- GPA below 2.0
- Failure to accrue enough credits for promotion
- Failed state assessment



PA data: The Dropout Crisis

<http://succeedinpa.org/dropout-crisis/>

Each day in PA, 170 students choose to drop out of high school. While their reasons are very different, the impact of the decision is the same and affects us all. Every student that leaves school before graduating means increased health insurance costs and uncompensated care, a smaller tax base, a lifetime of lower earnings and a much higher likelihood of incarceration. If just half of the dropouts in 2012 would have graduated, it would have resulted in:

- \$103 million in increased earnings
- \$38 million in increased spending
- \$226 million in increased home sales
- \$5 million in increased tax revenue

Recommendations for Dropout Prevention

- Utilize data systems to identify students at-risk
- Assign adult advocates to students at risk
- Provide academic support and enrichment
- Implement interventions to improve behavior and social skills
- Personalize the learning environment
- Provide rigorous and relevant instruction

(Dynarski et al, 2008)



HELPFUL HINTS

Stages of Implementation: Moving Science to Service

(Fixsen & Blasé, 2005)

Exploration/Adoption

- Should we do this?

Installation

- Put resources and systems in place

Initial Implementation

- Initial pilots and assess results

Full Implementation

- The practice was successful, adopt system-wide

Innovation

- Adopt variations of the practice and assess results

Sustainability

- Make this the way of doing business

Implementing a Systematic Approach: One System -- Not Fifty

A systematic approach to behavioral support means:

- A multi-tiered continuum of support
- Data-driven decisions throughout the continuum
- Implementing *practices* that encourage positive behavior & discourage repetitive concerning behavior
 - Implementing practices with fidelity
- Implementing systems that decrease staff stress and support staff to implement effective practices
- Promote Tier I consistency among staff and administration

RENEW in PA

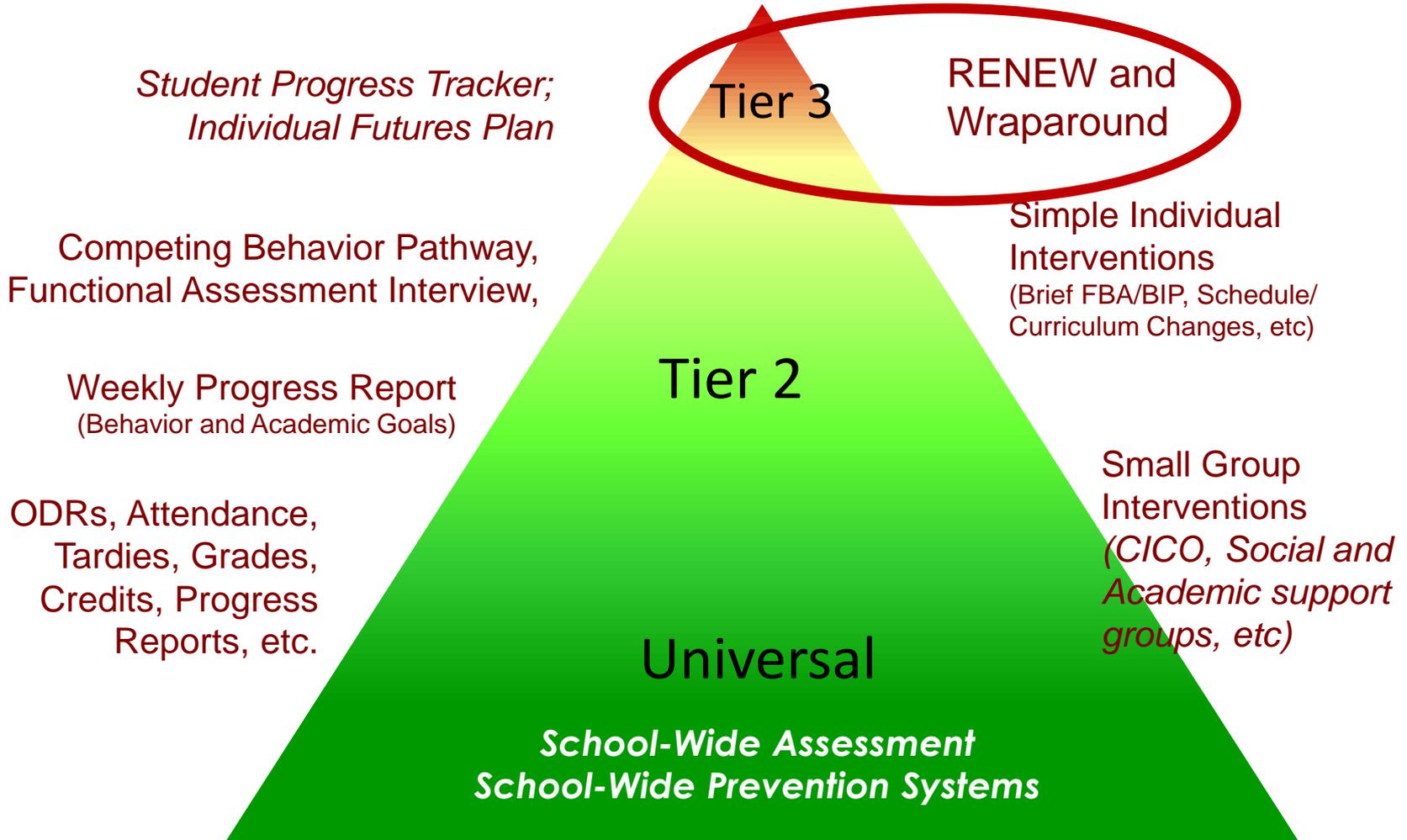
Pennsylvania Secondary **Transition**

RENEW is a part of PA's **PBIS framework** at the tertiary level.

RENEW supports **Secondary Transition** goals of PA (Indicator 13).

The APEX High School Model: Positive Behavior Interventions & Supports & RENEW

Malloy, Agorastou & Drake, 2009 Adapted from Illinois PBIS Network, Revised Sept., 2008 & T. Scott, 2004



Begin with the end in mind...

We strive to ensure that each student:

- Is proficient in core subjects
- Graduates from high school, ready for post-secondary education & career
- Achieves equitable outcomes, regardless of background, condition or circumstances



What is Secondary Transition?

- “**a coordinated set of activities** for a child with a disability that is designed within a **result-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability **to facilitate the child’s movement from school to post-school activities**, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.” (IDEA 2004)

PA's Secondary Transition Website

www.secondarytransition.org

Pennsylvania Secondary

Transition Guide

HOME PENNSYLVANIA YOUTH LEADERSHIP NETWORK SEARCH

RESOURCES ABOUT EVENTS WHAT IS TRANSITION INDEX

PA COORDINATING COUNCILS

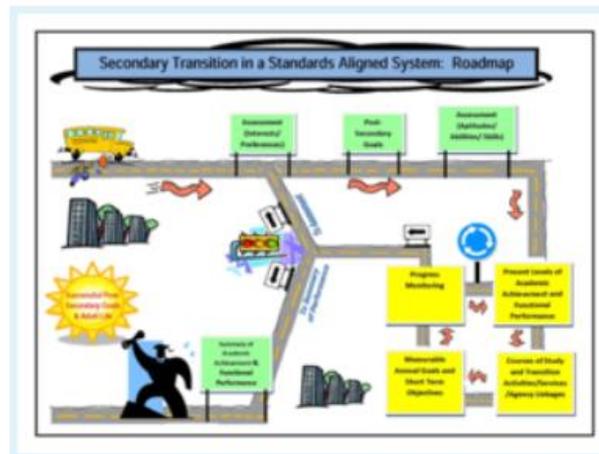


What is Secondary Transition?

Secondary Transition is the process of preparing students for adult life after they leave high school. Transition planning begins at age 14, or younger if determined appropriate by the IEP team, as students consider their goals for the time after graduation through career awareness exploration activities. The transition process continues through high school as academic instruction and community experiences help clarify and support students' goals. The entire process is based on individual student's needs, taking into account each student's strengths, preferences, and interests.

Transition can be thought of as a bridge between school programs and the opportunities of adult life, including higher education or training, employment, independent living and community participation.

Pennsylvania educators facilitate students' successful transition by using a six-step process to develop the IEP; guide the way for students, families, educators, and service providers; and prepare students to cross the "bridge" to adult life.



PA Local Transition Coordinating Councils

Transition within a Tiered Model - College & Career Readiness for ALL Students In Collaboration with PA Secondary RtII Framework

Tier 3: Intensified Programming for a Few Students

- Intensive, individualized supports for academic, social & interpersonal, self-determination skills.
- Intensified assessment & planning (e.g., RENEW, Person-Centered Planning)
- Individualized interventions for dropout prevention
- Intensified programming for secondary transition
- Intensified partnerships including parent, interagency and community

Tier 2: Targeted Programming for Some Students

- Additional assessment and progress monitoring across domains to meet individual need
- Supplemental supports for academic, social /interpersonal,, self-determination skills.
- Targeted guidance for dropout prevention: Check & Connect, mentoring, SAP
- Supplemental assessment & planning for post-secondary outcomes (including transition planning for IEP students); work-based assessment and learning
- Additional assessment across domains as needed to meet individual need
- Targeted supervision and follow-up with community learning opportunities
- Additional outreach to ensure family engagement

Tier I Programming for ALL Students

- Rigor, relevance, engaging instruction with literacy strategies across curriculum
- Clear behavioral expectations taught and reinforced
- Strong guidance program for all students
- Dropout prevention, e.g., 9th grade academies, Early Warning Systems
- Screening and ongoing assessment across domains
- Data-driven decision-making at individual and school levels
- Early and ongoing assessment for developing career and graduation plans
- Curricular connections to career and educational goals; infusion of CEW standards
- Connection with employers and post-secondary education, e.g., job shadowing, volunteering, Families informed & engaged

Adapted from the work of Morningstar (2011) and National Secondary Transition Technical Assistance Center (2011)

Pennsylvania's PBIS Network

Papbs.org

Upcoming Events

Click on the event title below to view event details. Sign in to view additional events.

- 11/05/2015 [20th Annual Conference on Advancing School Mental](#)
- 11/13/2015 [PW New Facilitator call](#)
- 11/16/2015 [PW New Facilitator call](#)

Load Calendar

2015-2016 PBIS School Recognition [Application](#)

NEWS!!!! Interested in becoming a School – Wide Positive Behavior Support Facilitator? Check out the details in the [Application](#) and apply. Initial training is scheduled for December 10, 2016.

[PAPBS Newsletter May 2015](#)

School-Wide vs. Program-Wide

"School-Wide" refers to PBIS in elementary, middle and secondary schools, while "Program-Wide" refers to

[PAPBS Video Presentation](#): This video is an introduction to school-wide positive behavior support. Pennsylvania's community of practice on school-based behavioral health, in partnership with the Pennsylvania Department of Education and its Bureau of Special Education, is pleased to share with you an overview of school-wide positive behavior interventions and supports. This video primarily features Pennsylvania schools and their efforts to reduce non-academic barriers to student achievement.

Is RENEW right for your school?



RENEW
Rehabilitation for
Empowerment,
Natural Supports,
Education, & Work

- What are the Intensive/Tertiary level needs of the youth and families in your school?
- What does your data tell you (dropout rates, truancy and attendance data, suspension data, course failures)?
- Is what you are doing now successful and appropriate for tertiary supports and transition needs?
- What is your school's readiness to address its needs?
- Is there capacity to support implementing RENEW?

Do you want to implement RENEW?

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Commonwealth of Pennsylvania

Tom Wolf, Governor