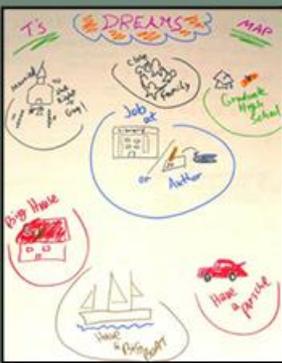


# Building Resiliency for Transition Age Youth with Emotional and Behavior Challenges

JoAnne Malloy  
Kathryn Francoeur  
Institute on Disability  
University of New Hampshire



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

# Learning Objectives

- Describe Resiliency
- Describe the Key Features of the RENEW Model
- Understand from a case example: Link the reflections of youth who have experienced RENEW to Resilience Theory and Developmental Assets
- Describe an agenda for further research and implementation



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# Acknowledgements

- Doug Cheney, Professor of Special Education, University of Washington
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- NH's Departments of Health and Human Services and Education
- Kelsey Carroll, Justin Tilbe, and Anthony Haley and many more youth, families, and collaborators!



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Pair- When you had a challenge in your life, what got you through it?



# Resilience

Defined as...“positive adaptation despite experiences of significant adversity or trauma”

(Luthar, 2000)

Multiple studies showed that, despite growing up in adverse conditions, many children experienced positive developmental outcomes.

(Garmezy, 1971, 1974, 1987; Rutter 1979; Werner & Smith, 1982. 1992, 2001).

This has led to the development of approaches and frameworks that shift the focus away from risk factors toward positive or protective factors.

# Risk Factors

- Socioeconomic Disadvantage
  - Childhood abuse and neglect
  - Community violence
  - Parental mental illness
  - Poor school environments
  - Low expectations for academic achievement
  - Low levels of emotional or social support
- (Mulloy, 2015)

# Protective Factors

(Smith & Carlson, 1997)

## Individual Factors:

- Coping abilities: Appraisal, selecting a strategy, implementing the strategy, and assessing the results.
- Ability to mobilize personal resources and individual protective factors-
  - Beliefs, self-efficacy-
  - Temperament
  - Physical and Mental Health-
  - Knowledge and intelligence
  - Social skills



# Protective Factors

(Smith & Carlson, 1997)

## Family Factors:

- Attachment to at least one parent
- Capacity to provide guidance and support
- Family resiliency and resources



# Protective Factors

(Smith & Carlson, 1997)

## External support factors:

- The ability to find supportive adults outside of the family
- Teachers, school
- The important supportive resources include:
  - Esteem support
  - Problem-solving
  - Connections to resources
  - Companionship
  - Peers- healthy peer relationships

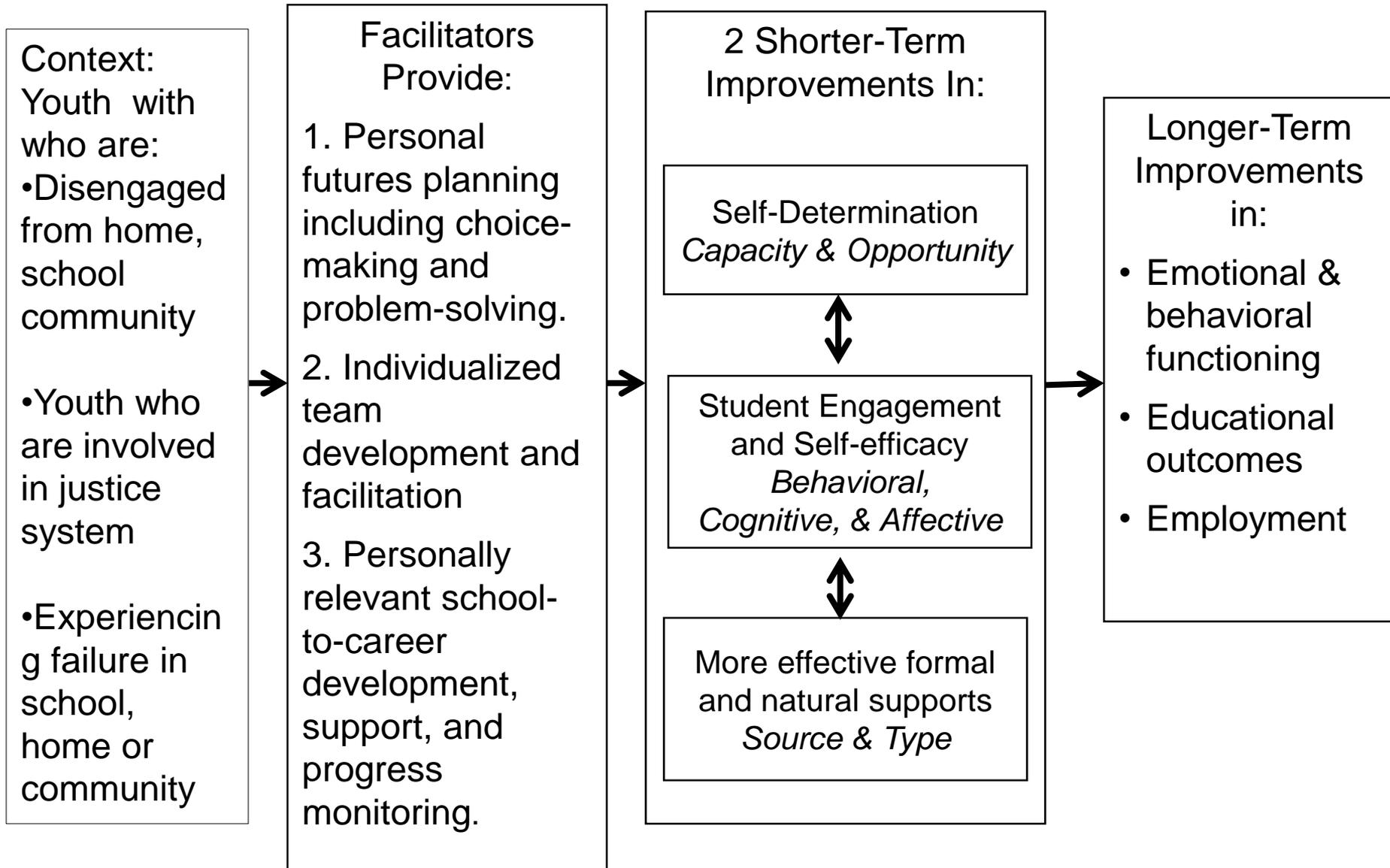


# Children and Youth with Emotional and Behavioral Disorders

- High rates of exposure to trauma and violence
- High rates of behavior problems, school discipline
- Lack social resources and positive relationships
- High dropout rates
- High rates of juvenile justice involvement & incarceration
- Disengaged from school, support services, and treatment programs
- Disproportionate punishment - African American youth, youth with disabilities, Native youth



# RENEW Theory of Change



# Goals and Principles of RENEW

## RENEW GOALS

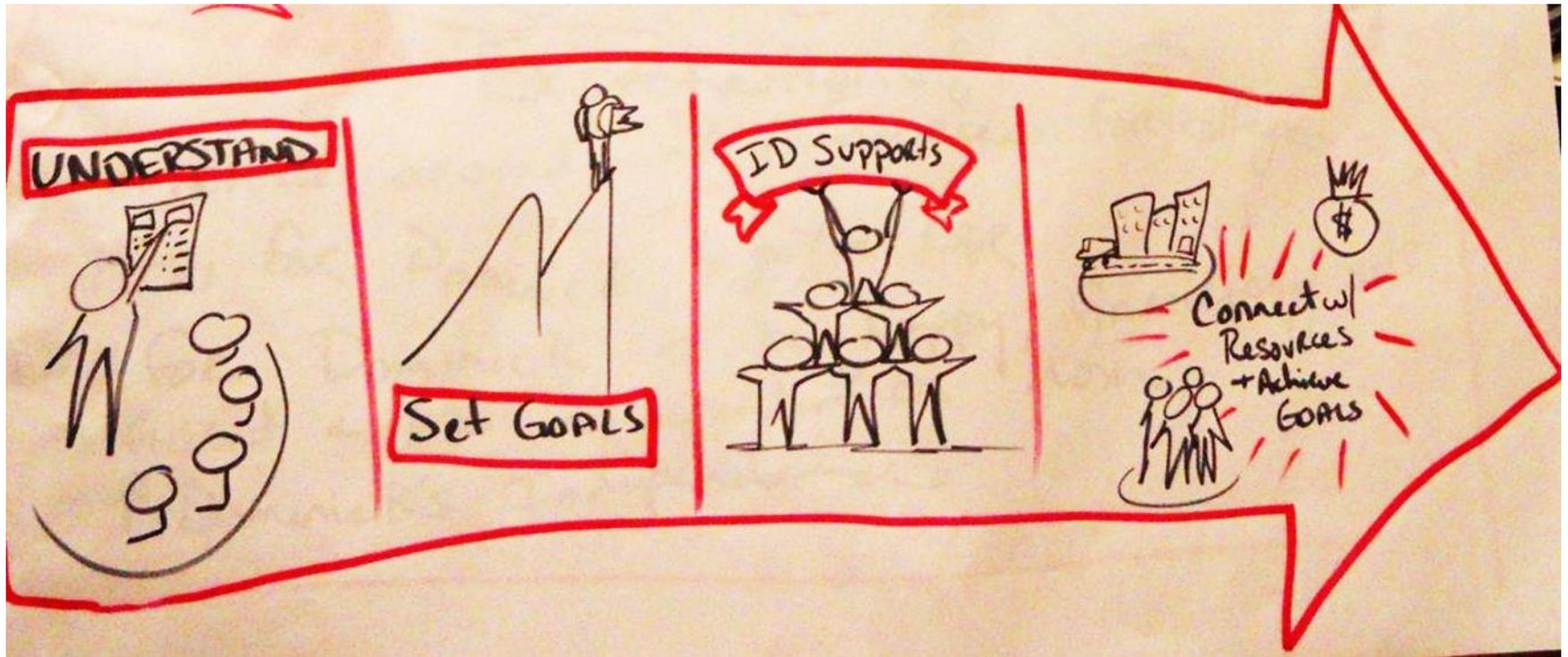
- ✓ High School Completion
- ✓ Employment
- ✓ Postsecondary Education
- ✓ Community Inclusion

## RENEW PRINCIPLES

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



# RECAP: RENEW Process Map



# My Preferences

## 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



WORK IN PROGRESS



WORKS	Doesn't WORK
Like all teachers	Teachers who throw my stuff out
Having a "study"	Teachers who throw me out of class for no reason
Learning interesting facts & seeing the evidence	Having chair pulled out from me
Daily reminders	Homework
Having directions explained in a quiet, non-demanding way	School - only do it because it is required

# Dream

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

SHS Diploma	A car
College	EMT
Shelter	A Pug

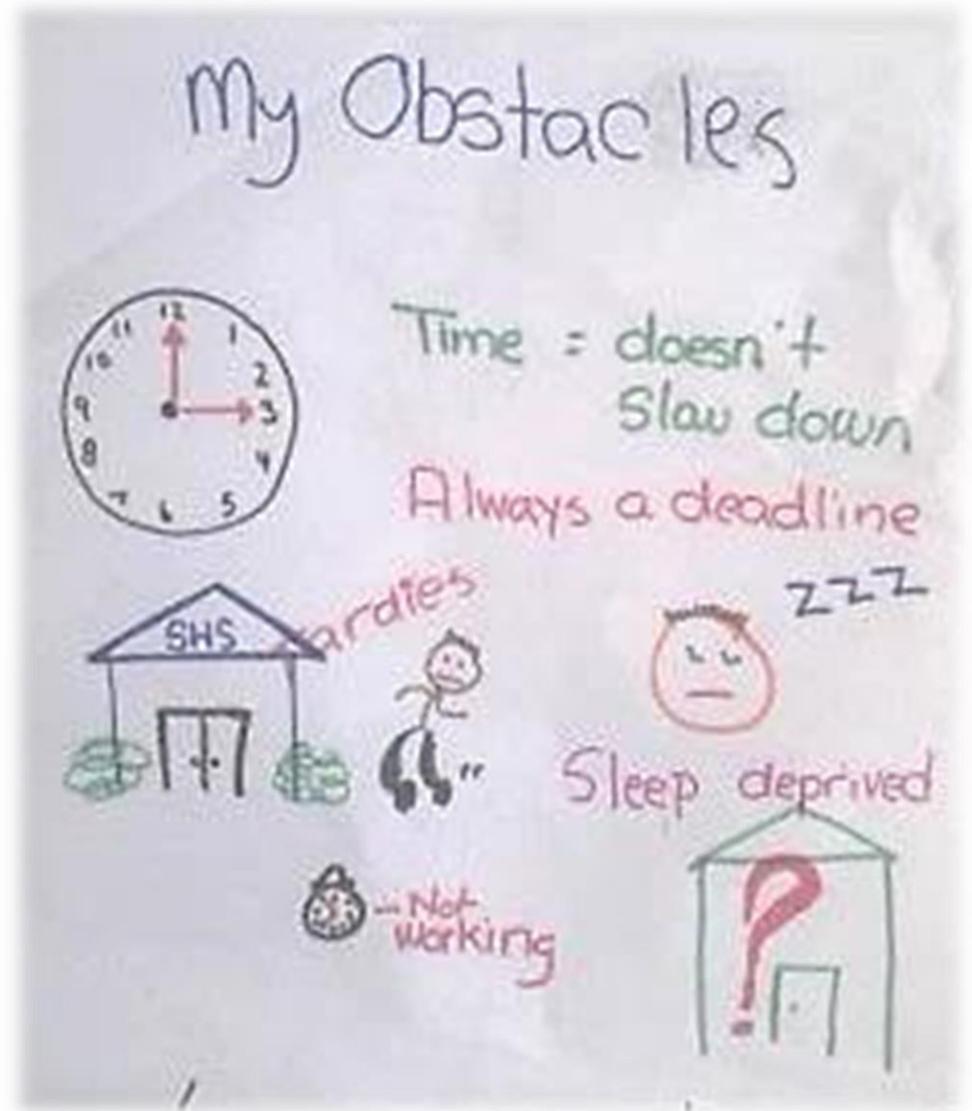
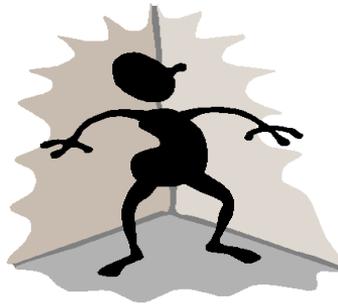


# My Fears & Challenges

## 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



# 40 Developmental Assets – Search Institute

## External Assets

Support

Empowerment

Boundaries & Expectations

Constructive Use of Time

## Internal Assets

Commitment to Learning

Positive Values

Social Competencies

Positive Identity



*Discovering what kids need to succeed*



# Discussion

- Look at RENEW Theory of Change and the Search Institute list of Developmental Assets – how does the RENEW theory of change relate to the development of assets?



# Qualitative versus Quantitative Research

- Quantitative: Numerical results, typically looking at correlation or causation
- Qualitative: Looking to explore a concept, trend or more deeply explore a concept. Often use to characterize social processes, meaning making in context, and culture.

# Research Questions?

1. How do at-risk youth perceive their prospects and efficacy as they reflect on their participation in the RENEW intervention?
2. Under what circumstances do the youth say their prospects and supports are improved in the context of reflecting on their participation in the RENEW intervention?



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# Resilience in children and youth: A review (2012)

Zolkoski, S., M. & Bullock, L. M.

- Children who succeed in spite of adversity have been identified as resilient
- They possess certain strengths while benefitting from protective factors that help them overcome adverse conditions
- Resilience is inhibited by risk factors and promoted by protective factors
- Resilience theory is focused on strengths vs. deficits and focuses on understanding healthy development and good outcomes
- Role of an influential person in a youth's life is so significant
- Interventions need to focus on developing assets and resources for those exposed to risk --- **RENEW!**



# Hollie Teaches us About Adversity



9/27/2016

# Protective Factors that were missing

## Individual Factors:

- Coping abilities: Appraisal, selecting a strategy, implementing the strategy, and assessing the results.
- Ability to mobilize personal resources and individual protective factors-
  - Beliefs, self-efficacy-
  - Temperament
  - Physical and Mental Health-
  - Knowledge and intelligence
  - Social skills

## Family Factors:

- Attachment to at least one parent
- Capacity to provide guidance and support
- Family resiliency and resources

## External support factors:

- The ability to find supportive adults outside of the family
- Teachers, school
- The important supportive resources include:
  - Esteem support
  - Problem-solving
  - Connections to resources
  - Companionship
  - Peers- healthy peer relationships



Hollie

# Developmental Assets

- Support
- Empowerment
- Boundaries & Expectations
- Constructive Use of Time
- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity



Hollie

# Hollie Teaches us About How the RENEW Mapping Process Gave her Insight....



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# Developmental Assets and RENEW

- Family Support –
- Positive Family Communication –
- Caring School Climate –
- Adult Role Models
- Achievement Motivation –
- Bonding to school –
- Caring
- Resistance Skills –
- Self-Esteem –
- Personal Power



# Institute on Disability: RENEW Implementation Model

## Exploration & Adoption

Create Administrative Buy In-

1. RENEW Implementation Team
2. School/site selection process
3. RENEW Facilitator Selection Process
4. Data system development
5. Site application & Approval

## Installation

1. Train Implementation Team and Facilitators
2. Team creates system to select youth
3. RENEW Facilitators are trained- 3 days
4. Install data collection systems

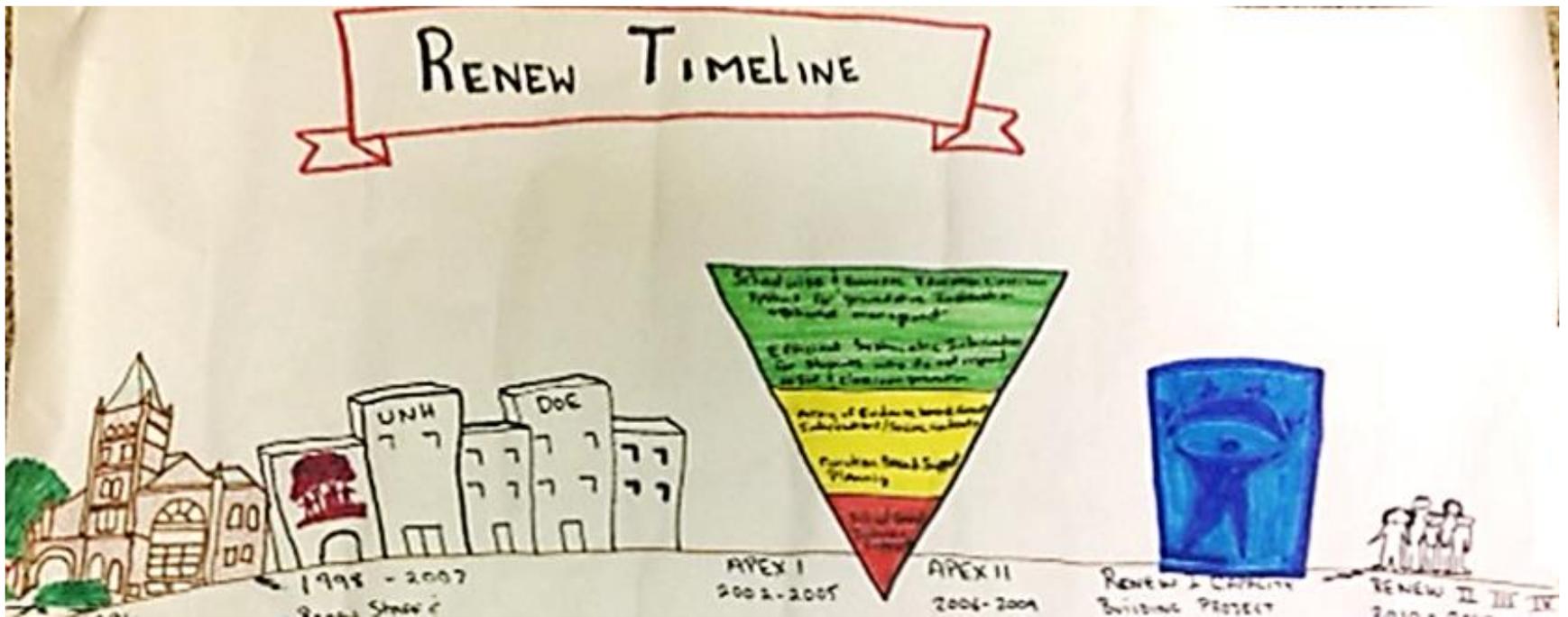
## Implementation

Sustainability:

1. School has a system in place to help students access RENEW
2. Site systems and procedures established
3. Build collaboration with community resources to meet need

Work with school, agency, state or region to develop a plan





1996  
Developed under a 3-year, RSA-funded employment model demonstration project for youth with "SED" in Manchester, NH

1998-2007  
Developed a non-profit community based agency: provided RENEW to youth in New Hampshire: 1998-2007

2002-present  
Provided to youth in high schools as the tertiary level intervention in a 3-tiered PBIS model NH, IL, PA, WI, MA

Provided to youth as part of SOC projects in North Carolina

2008-present  
Provided by community mental health providers in NH. Focus is on community-based, self-determined services and supports

2014  
Provide international training, technical support, & coaching  
2015  
Randomized Controlled Trial Begun



# Research

Project	Target Population	Main Findings	Studies
<i>RENEW Research and Demonstration Project U.S. Department of Education (95-98)</i>	Youth, ages 15-21, with Severe Emotional Disturbance (SED)	<ul style="list-style-type: none"> <li>• High School Completion</li> <li>• Employment</li> </ul>	Bullis, & Cheney, 1999; Cheney, Malloy, & Hagner, 1998; Cheney et al., 1998; Hagner, Cheney, & Malloy, 1999; Malloy, Cheney, & Cormier, 1998.
<i>Community Youth re-entry Project U.S. Department of Education (99-02)</i>	Youth with disabilities, ages 15-21, in juvenile detention or placement facilities	<ul style="list-style-type: none"> <li>• Community re-entry</li> <li>• Employment</li> <li>• High school completion</li> </ul>	Hagner, Malloy, Mazzone, & Cormier, 2008
<i>APEX I PBIS Dropout Prevention Project- U. S. Department of Education (02-06)</i>	2 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout	<ul style="list-style-type: none"> <li>• High school completion</li> <li>• Employment</li> <li>• Improved behavioral and community functioning</li> </ul>	Malloy, Sundar, Hagner, Pierias, & Viet, 2010; Bohanon, Eber, Flannery, Malloy, & Fenning, 2007; Bohanon, Fenning, Borgmeier, Flannery, & Malloy, 2008
<i>APEX II PBIS Dropout Prevention Project- U. S. Department of Education (06-09)</i>	10 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout	<ul style="list-style-type: none"> <li>• High school completion</li> <li>• Employment</li> <li>• Improved behavioral and community functioning</li> </ul>	Malloy, & Hawkins, (Eds.), 2010; Malloy, 2011.
<i>APEX III PBIS Dropout prevention project- NH Department of Education (09-present)</i>	7 NH high schools with high dropout rates among students with disabilities; RENEW to 72 students with disabilities	<ul style="list-style-type: none"> <li>• High school completion</li> <li>• Employment</li> <li>• Improved behavioral and community functioning</li> </ul>	Malloy, Suter, & Haber, 2014 Malloy, Haber, LaPorte, & Burgess, 2015
<i>RENEW I &amp; II Capacity Building Projects- Foundation funded (09-present)</i>	6 community mental health centers- RENEW to 180 youth with EBD, ages 15-19	<ul style="list-style-type: none"> <li>• Stable housing</li> <li>• Academic progress</li> <li>• Social supports</li> <li>• Employment</li> </ul>	Malloy & Haber, 2013

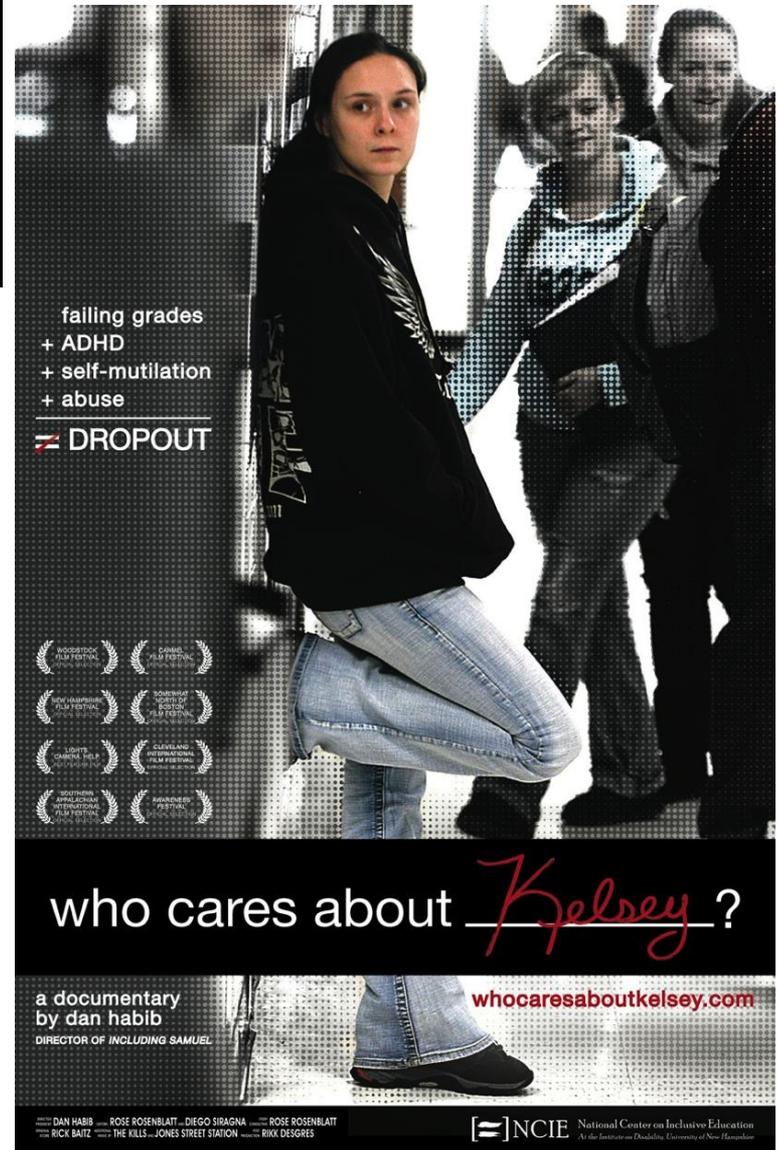
who cares about Kelsey?

Kelsey Carroll lived with homelessness, self-mutilation, sexual abuse and ADHD. She was a likely high school dropout — until she encountered an education revolution that's about empowering, not overpowering, teens with emotional and behavioral disabilities.

DVD • Trailer • Mini-Films • Host a Screening



[www.whocaresaboutkelsey.com](http://www.whocaresaboutkelsey.com)



renew.unh.edu

# Web Resources

- Training videos, peer-reviewed journal articles, Powerpoint presentations, information about training and consultation: [www.renew.unh.edu](http://www.renew.unh.edu)
- Please like our RENEW Facebook page and encourage youth to visit: <https://www.facebook.com/IOD.RENEW>
- Follow us on Twitter: [https://twitter.com/RENEW\\_IOD](https://twitter.com/RENEW_IOD)
- To inquire about RENEW: [lod.renew@unh.edu](mailto:lod.renew@unh.edu)



# Contacts

JoAnne Malloy  
Institute on Disability  
University of New Hampshire  
[Joanne.malloy@unh.edu](mailto:Joanne.malloy@unh.edu)  
<http://renew.unh.edu>

Kathryn Francoeur  
RENEW Project Coordinator  
[Kathryn.Francoeur@unh.edu](mailto:Kathryn.Francoeur@unh.edu)

