

Go Slow to Go Fast: Training and Coaching for Tier 3 Practices

2018 Annual Conference on Advancing School Mental Health
 October 11-13, 2018
 Las Vegas, Nevada

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 Institute on Disability
 University of New Hampshire



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



Learning Objectives

- Participants will be able to articulate how to develop the key features of a Tier 3 intervention
- Participants will gain an understanding of an Implementation Framework to create a strong training and coaching system
- Participants will learn how to use tools and data to coach to improve fidelity of implementation of a practice.



RENEW

Rehabilitation for Empowerment, Natural Supports, Education, & Work 2

10/5/2018

Turn and Talk

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

- Types of problems exhibited
- Academic performance
- Social/emotional characteristics
- Issues outside of school

STEP 2: Discuss how your school or agency currently responds to each of these young people.

- What systems are in place to support the youth?
- What training and expertise are available to support the youth?
- How do you measure if the intervention is provided with fidelity?






Turn and Talk (cont.)

STEP 3:

- Discuss
 - What the ideal response should be?
 - What is needed to reach this ideal?
 - What kind of coaching needs to be in place to help support those implementing the intervention?





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

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



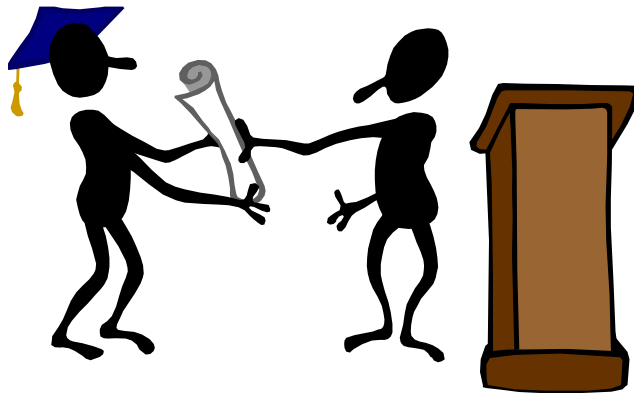
RENEW Goals & Principles

RENEW Goals

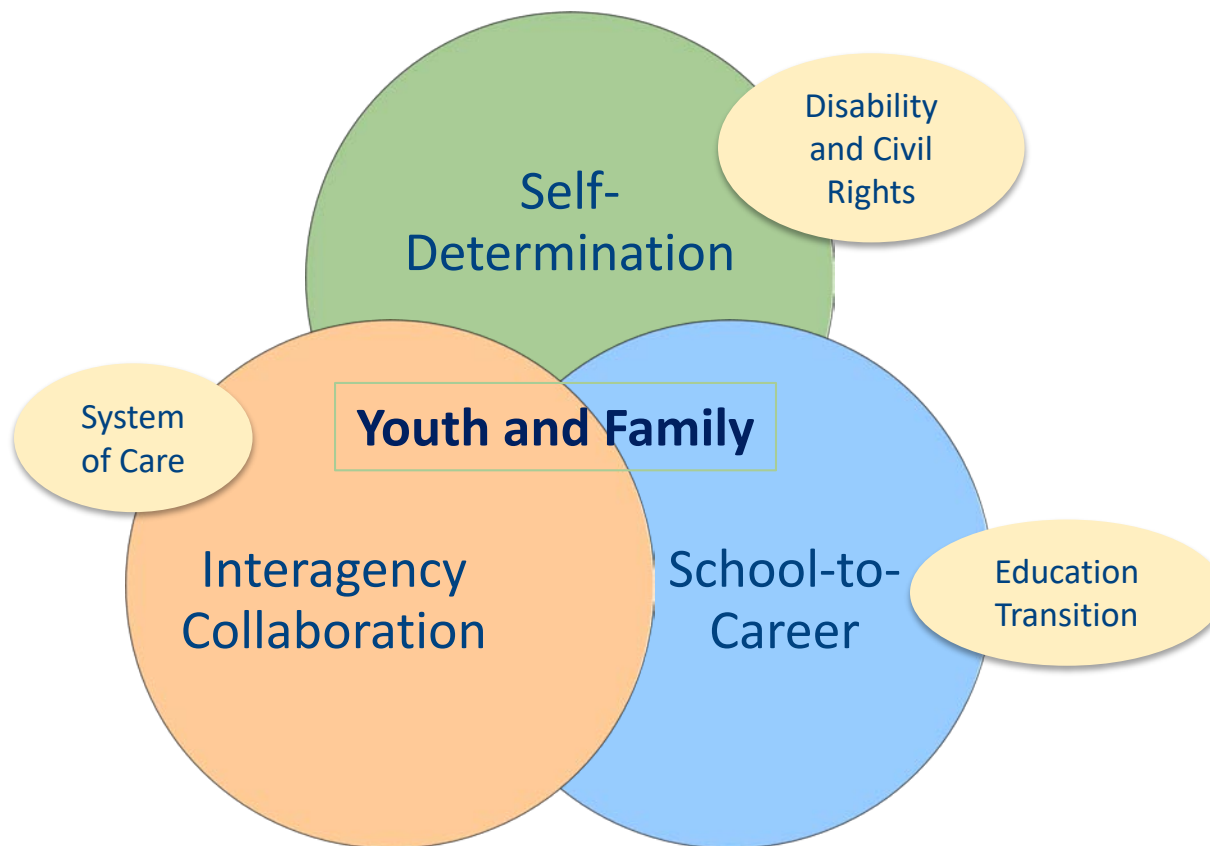
- High School Completion
- Employment
- Post-secondary Education
- Community Inclusion

RENEW Principles

- Self-Determination
- Unconditional Care
- Strengths-Based Supports
- Flexible Resources
- Natural Supports

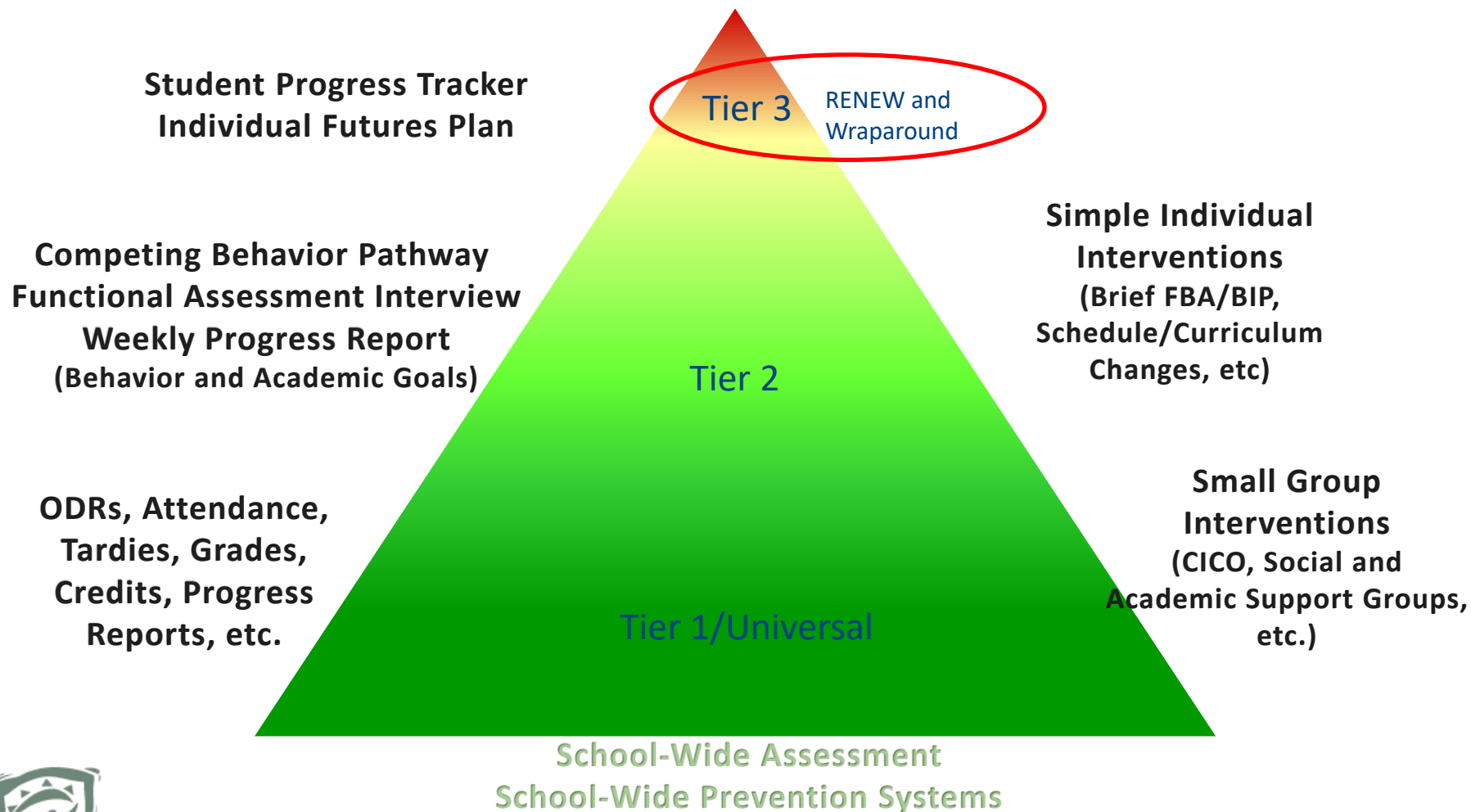


RENEW: Model Elements

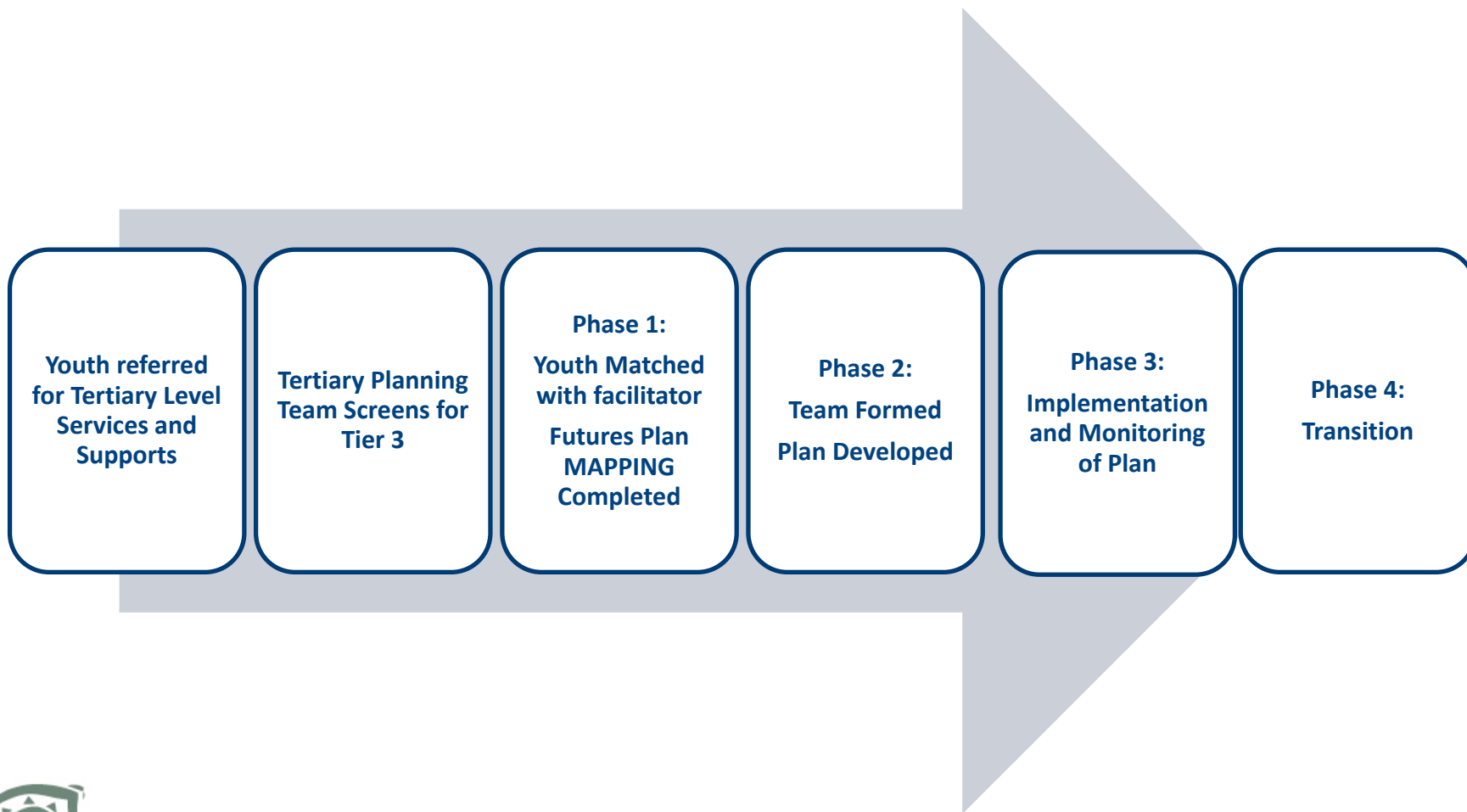


The MTSS High School Model: Positive Behavior Interventions and Support & RENEW

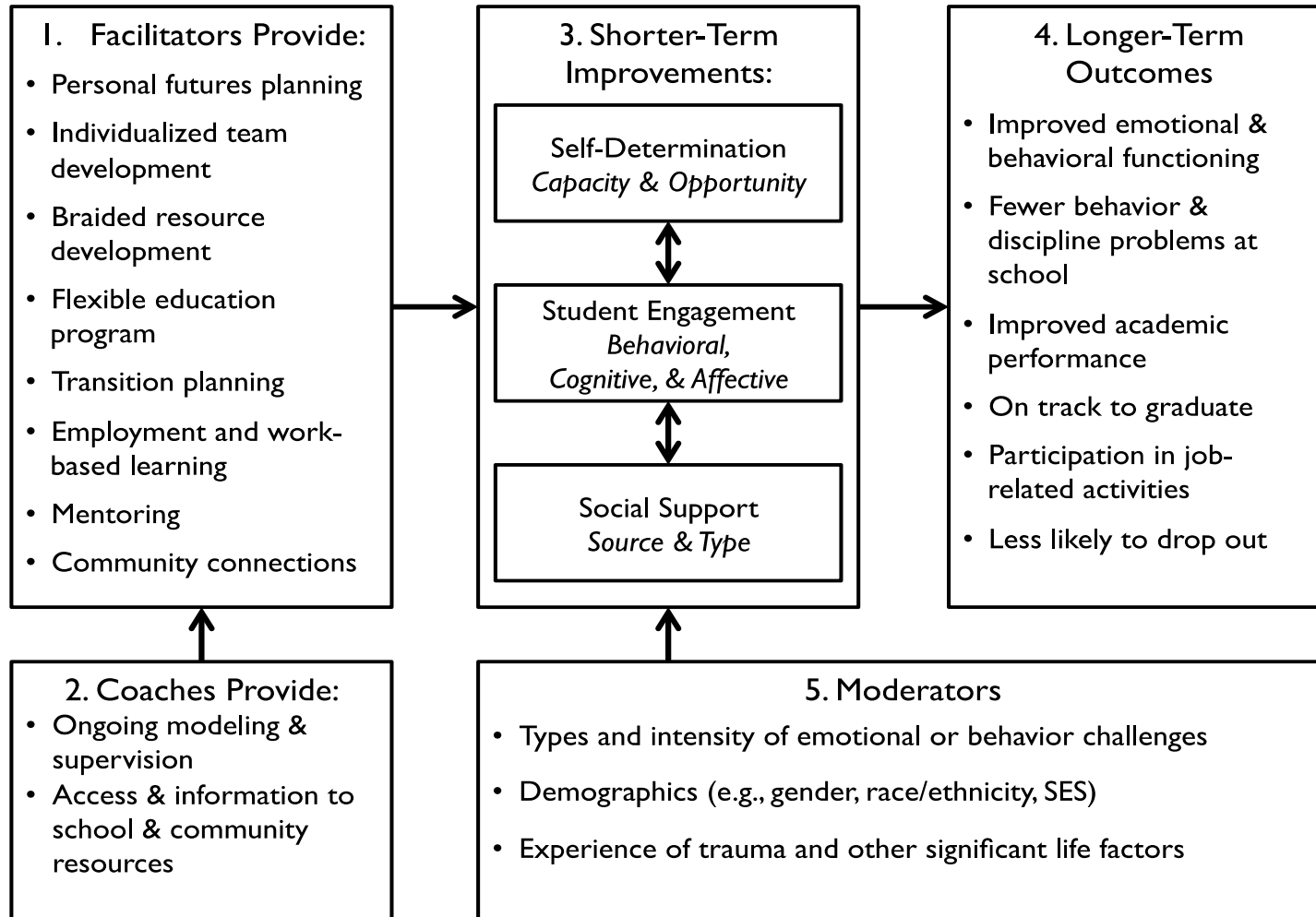
(Malloy, Agorastou & Drake, 2009 Adapted from Illinois PBIS Network, Revised Sept., 2008 & T. Scott, 2004)



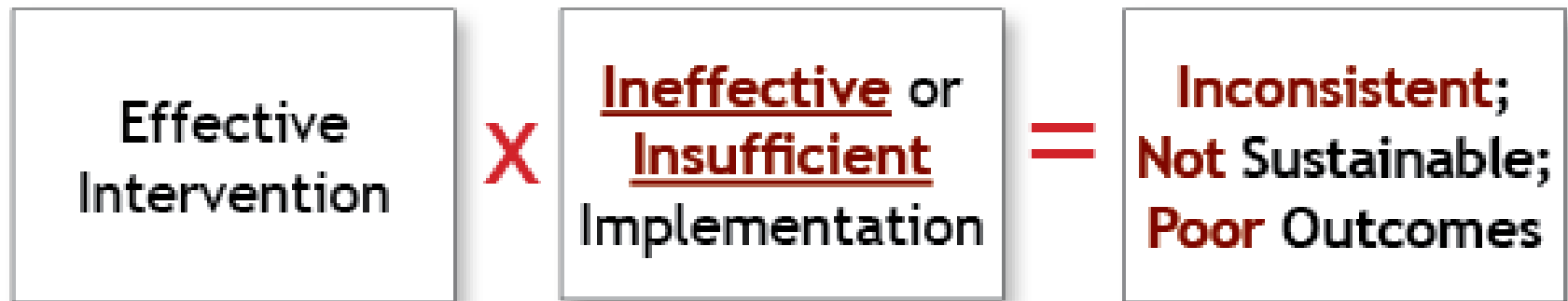
RENEW Phases



IES: RENEW Theory of Change



The Implementation Gap



Bertram, Blasé, & Fixsen, 2012



Stages of Implementation

Focus	Stage	Description
Should we do it	Exploration/Preparation Activities	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Getting it right	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct baseline data, develop plan.
	Initial Implementation	Roll-out the practices, work out details, learn and improve before expanding to other contexts.
Making it better	Full Implementation	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Sustainability/Continuous Regeneration	Make it easier, more efficient. Embed within current practices.



Managing Complex Change

Model for Managing Complex Change

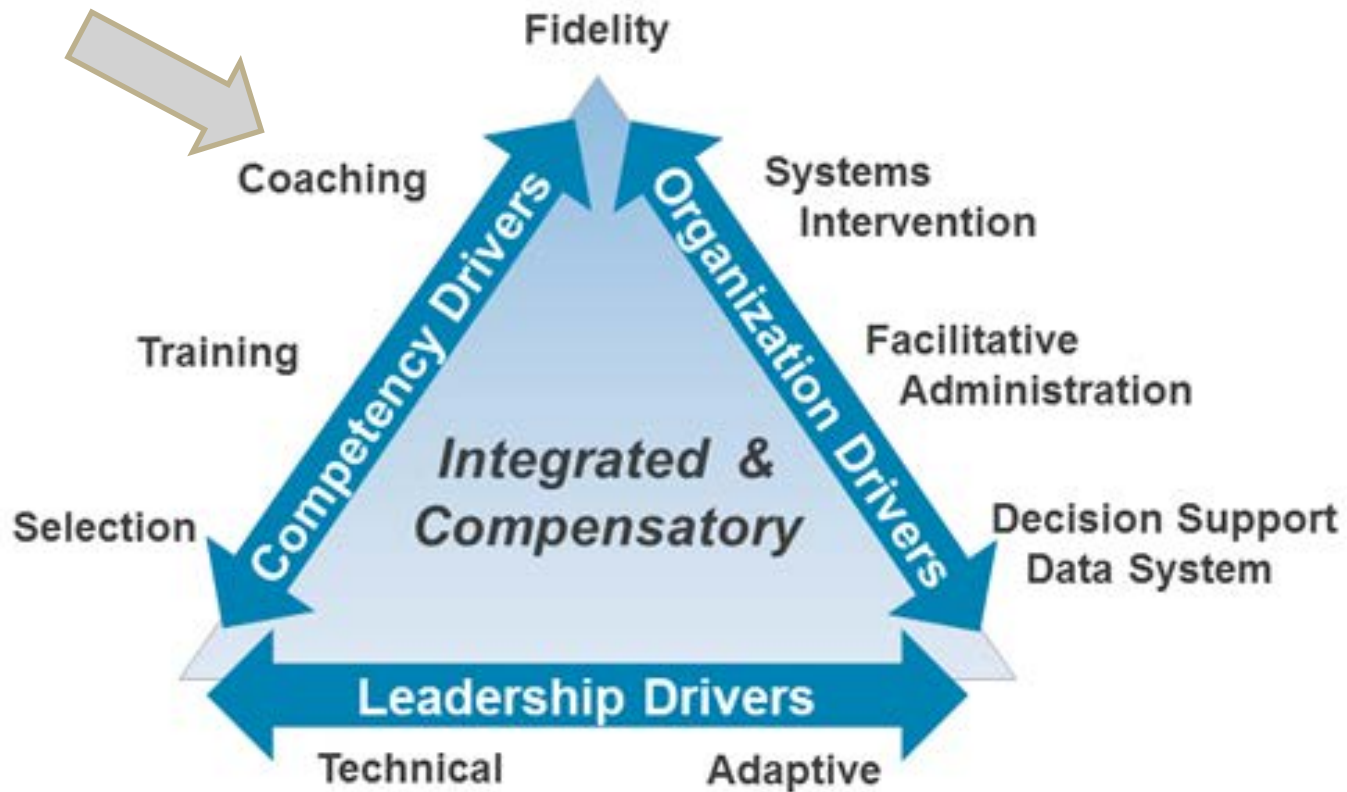


Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.

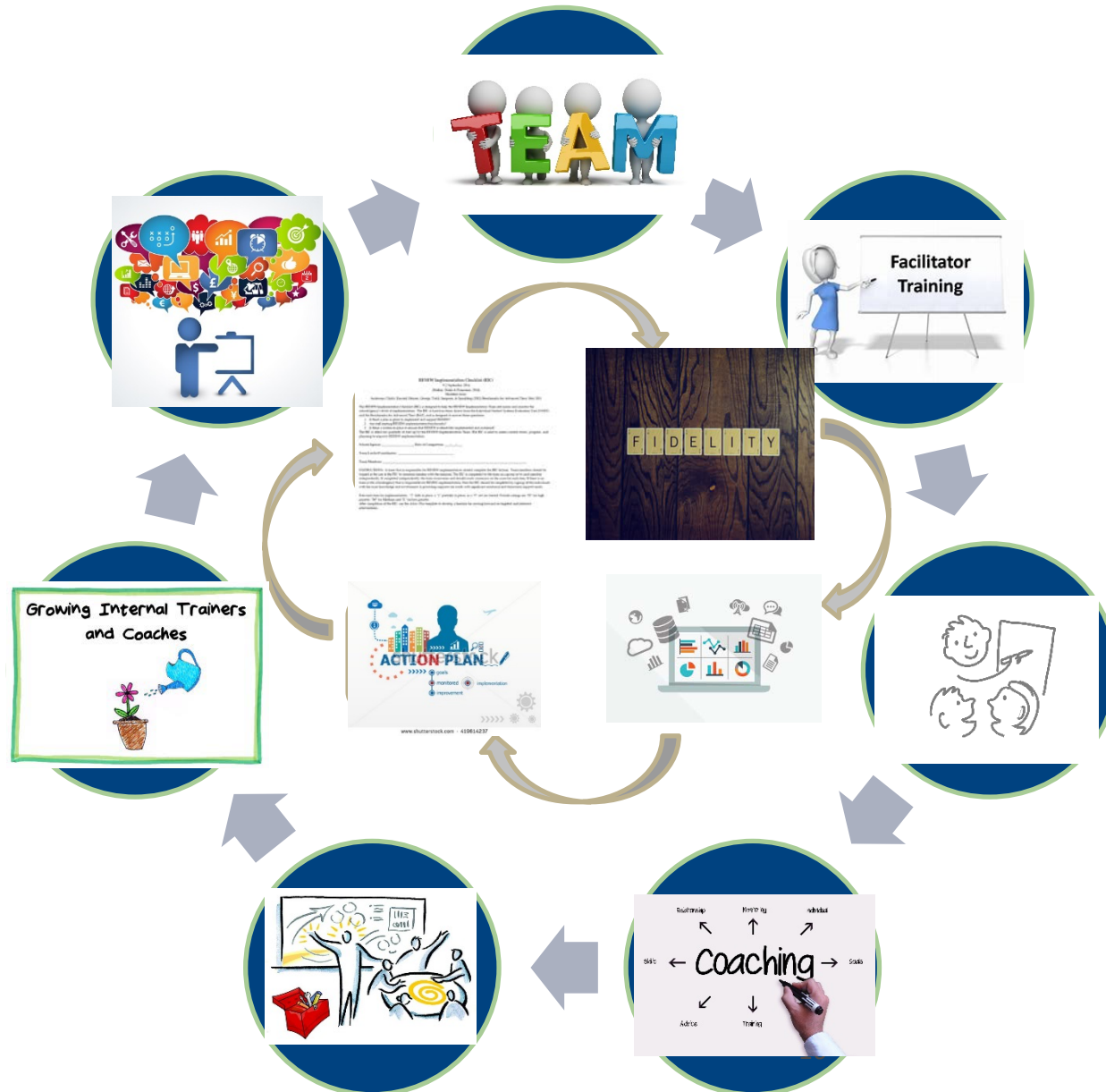


Drivers

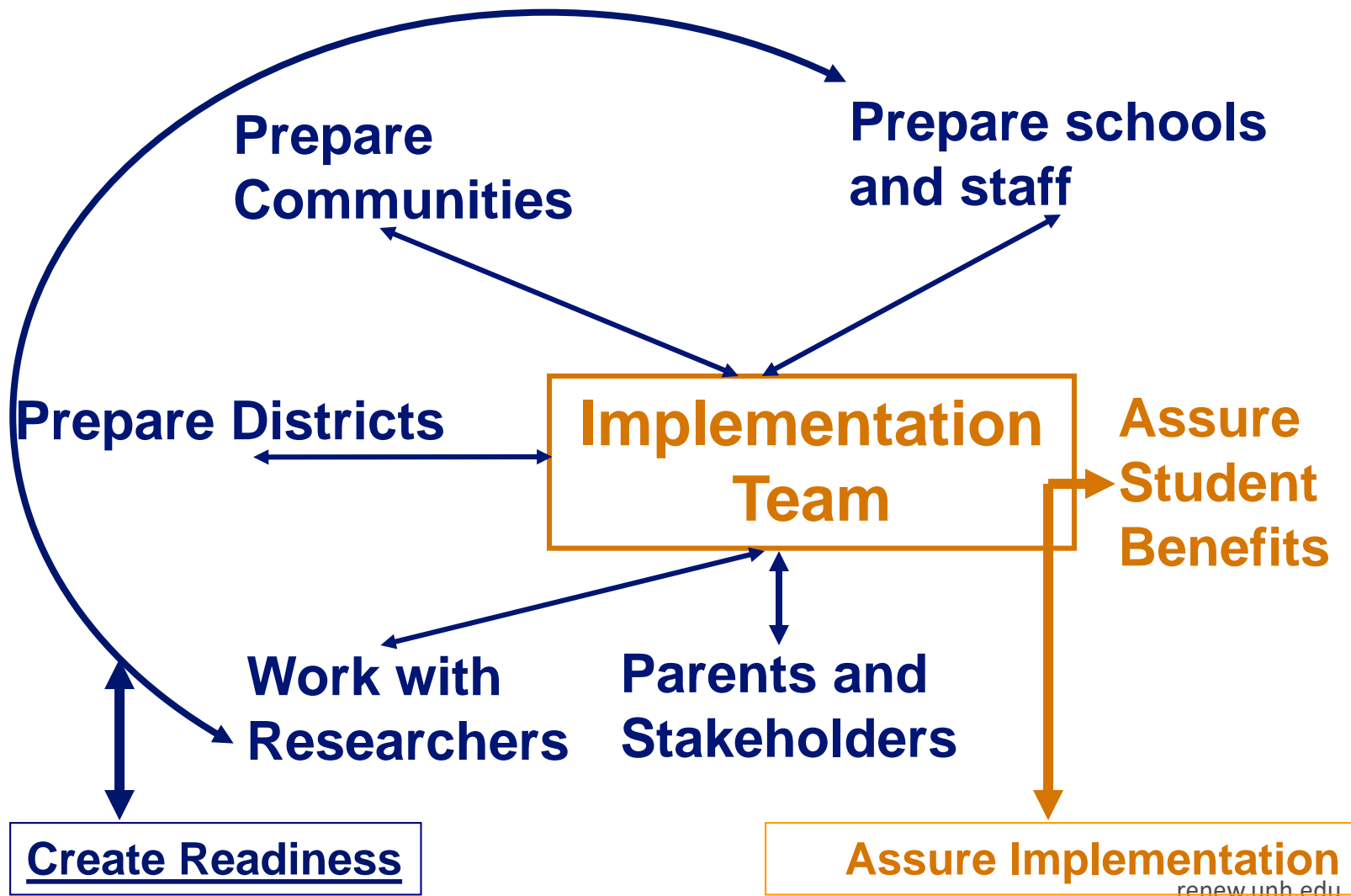
Implementation Drivers



RENEW Stages of Implementation



Implementation Team



RENEW Implementation Team Tasks and Responsibilities

- Identify and recruit youth who meet your 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.



RENEW Facilitator Training Institute

A three-day, in-depth training on the Rehabilitation for Empowerment, Natural supports, Education, and Work (RENEW) model and process

- **Day 1:** Orientation to the RENEW Process, youth and family engagement, personal futures planning.
- **Day 2:** Team facilitation, progress monitoring, resource development, and transition strategies.
- **Day 3:** Problem-solving for facilitators, education and support strategies, employment supports, and planning for adult living and careers.



RENEW Facilitator Training Institute
Presented by Institute on Disability/UCED
University of New Hampshire



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Facilitate Empowerment & Success for Our Most Vulnerable Youth



DATES: August 23–24 and October 23, 2018
TIME: 8:30am–4:00pm (registration begins at 8:00)
LOCATION: UNH Institute on Disability
56 Old Suncook Road, Concord NH
REGISTRATION FEE: \$399
Approved by the NH NASW for 16.5 Category 1 CEUs.

DESCRIPTION:

A three-day, in-depth training on the Rehabilitation for Empowerment, Natural supports, Education, and Work (RENEW) model and process.

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

Through group activities and instruction, learn to engage youth, facilitate personal futures planning through mapping, develop individualized teams and resources, direct the RENEW team process, conduct school-to-career planning, and empower youth to lead the process.

A brief overview will cover necessary system supports to ensure successful implementation. Attendees will leave with the knowledge and skills to implement RENEW in their practices.

This training is the first step in full implementation of RENEW, which also includes receiving coaching and the establishment of an implementation team to oversee the work.

WHO SHOULD ATTEND:

Middle/high school general and special educators, para-educators, psychologists, mental health workers, health care providers, social workers, youth and family counselors, and family members supporting youth ages 12–25.



Event Policies

*Payment or a copy of a purchase order is due on the day of or prior to the event.
To receive a full refund, cancellations must be made in writing seven (7) days prior to the event.
For full IOD event policies, visit www.iod.unh.edu/events.*



Trainings for 2014-2017:

- 3 Day RENEW facilitator's training
- 1 Day RENEW Coaches Training
- RENEW Implementation Team Training
- **Ongoing bimonthly coaching and TA to RENEW Implementation Team and RENEW facilitators**



Coaching vs. Training

- Coaching involves active collaboration and participation, but not group instruction.
 - Small group
 - Build from local competence
 - Sustainable



What is a Coach?





External RENEW Coaches

- Assists with resources (release time, training supports)
- Empowers staff to learn and practice
- Ensures fidelity
- Schedules and supports staff with training time
- Invests in problem-solving with individual student teams
- Participates in and observes individual student meetings, models facilitation techniques
- Makes RENEW a priority as part of the PBIS framework and system



Differentiated Coaching

based on individual skill needs and contextualized to specific settings

		Skills	
		New	Established
Context	New	High Level Intensity	Mid-level Intensity
	Familiar	Mid-level Intensity	Low Level Intensity

RENEW Coaching Model

Coaching Activity	Frequency
Observe Facilitators during mapping process	<ul style="list-style-type: none"> • 1x during facilitators first time mapping • 1x per facilitator annually
Observe Facilitators at least during team process	<ul style="list-style-type: none"> • 1x during facilitators first time facilitating a team • 1x per facilitator annually
Meeting one-on-one with each Facilitator to provide feedback, create professional development plans, & review data	<ul style="list-style-type: none"> • 1x per month or more if needed
Meet with Implementation Team (which should include Administrator, Facilitators, and other stakeholders)	<ul style="list-style-type: none"> • 1x per month or more if indicated by the Implementation Team
Administer RENEW Integrity Tool (RIT)	<ul style="list-style-type: none"> • 6 months after working with first RENEW youth • 1x per facilitator annually
Administer RENEW Implementation Checklist (RIC) with Implementation Team	<ul style="list-style-type: none"> • During the initial meetings of the RENEW Implementation Team to establish baseline • Annually



Participatory Adult Learning Strategy II(PALS II):Overview

Carol M. Trivette, Ph.D.

An evidence-based approach to the implementation of professional development.



Tools Used By Coaches to Reach Fidelity



RENEW Implementation
Checklist (RIC)



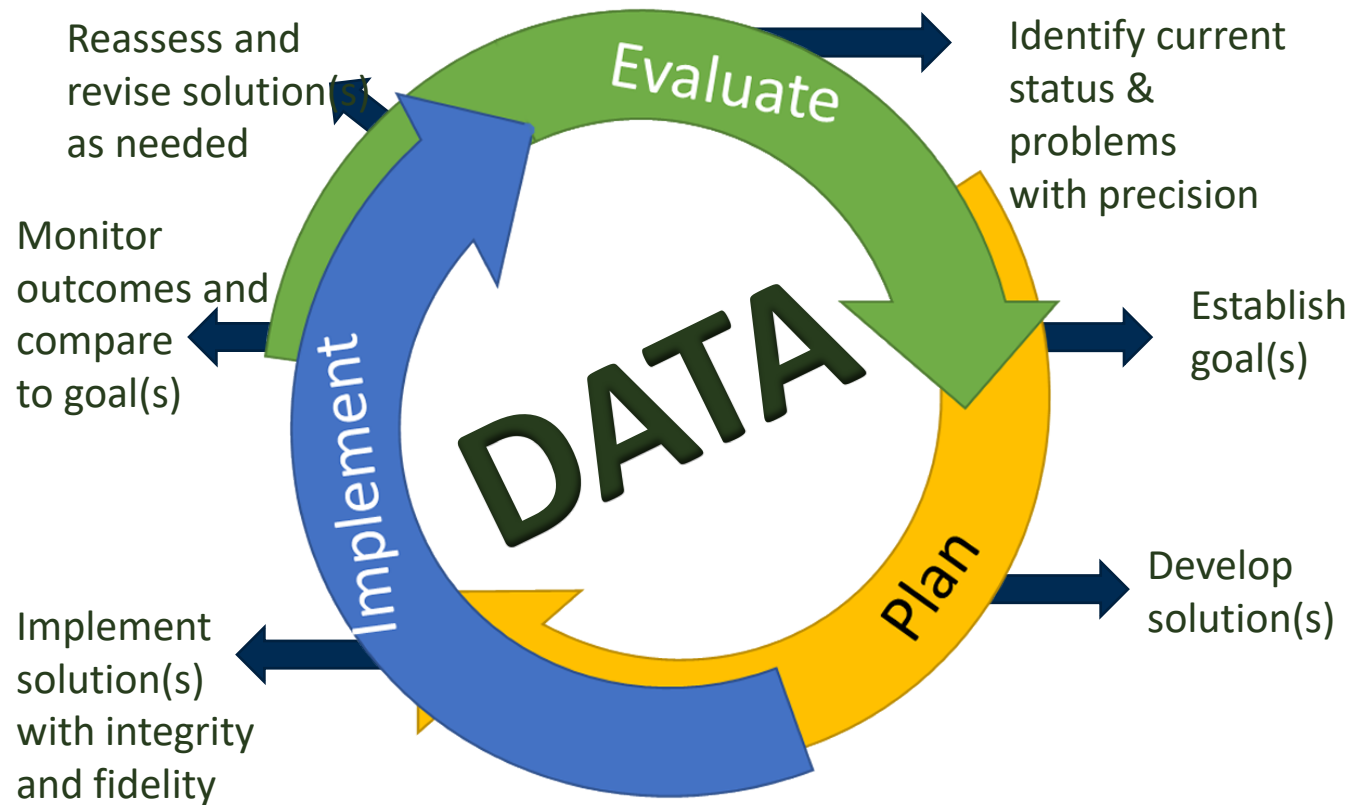
RENEW Integrity Tool (RIT)



RENEW Facilitator
Reflection Tool



Continuous Quality Improvement



What You Want To Know...

Every month you should be asking for...

1. Who is enrolled? Test and control?
2. Who started RENEW, matched to Facilitator, and when?
3. Where and when are they meeting?
4. How are the students moving through the process?
5. Does the student have concrete goals
6. Does the Facilitator meet with the coach every week?
7. Is the student making progress (*what data are you using to determine this*)?



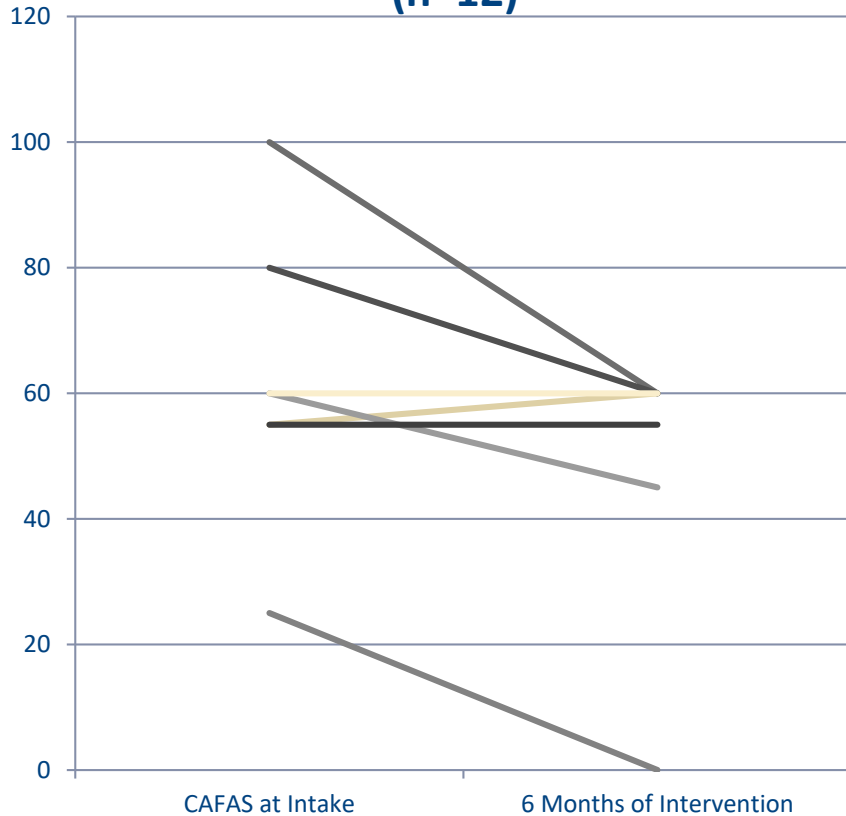


RENEW Data

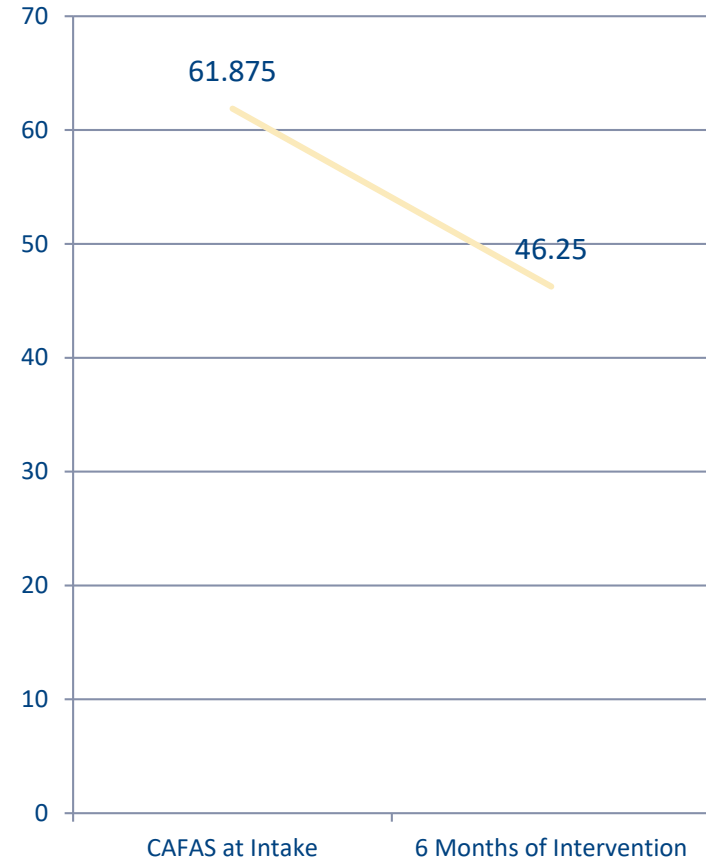
Data	Frequency Reviewing
RENEW Referrals	At every Implementation Team
Transcripts	At least each school marking period and more frequently depending on youth's goal
Youth Tracker	Monthly coaching meeting with Facilitator
Agency Tracker	Quarterly at Implementation Team meetings
Discipline & Attendance Data	At least each school marking period and more frequently depending on youth's goal
RENEW Future's Plan Maps Youth Action Plans	Monthly coaching meeting with Facilitator

RENEW I Youth Outcomes

CAFAS Scores by Facilitator (n=12)

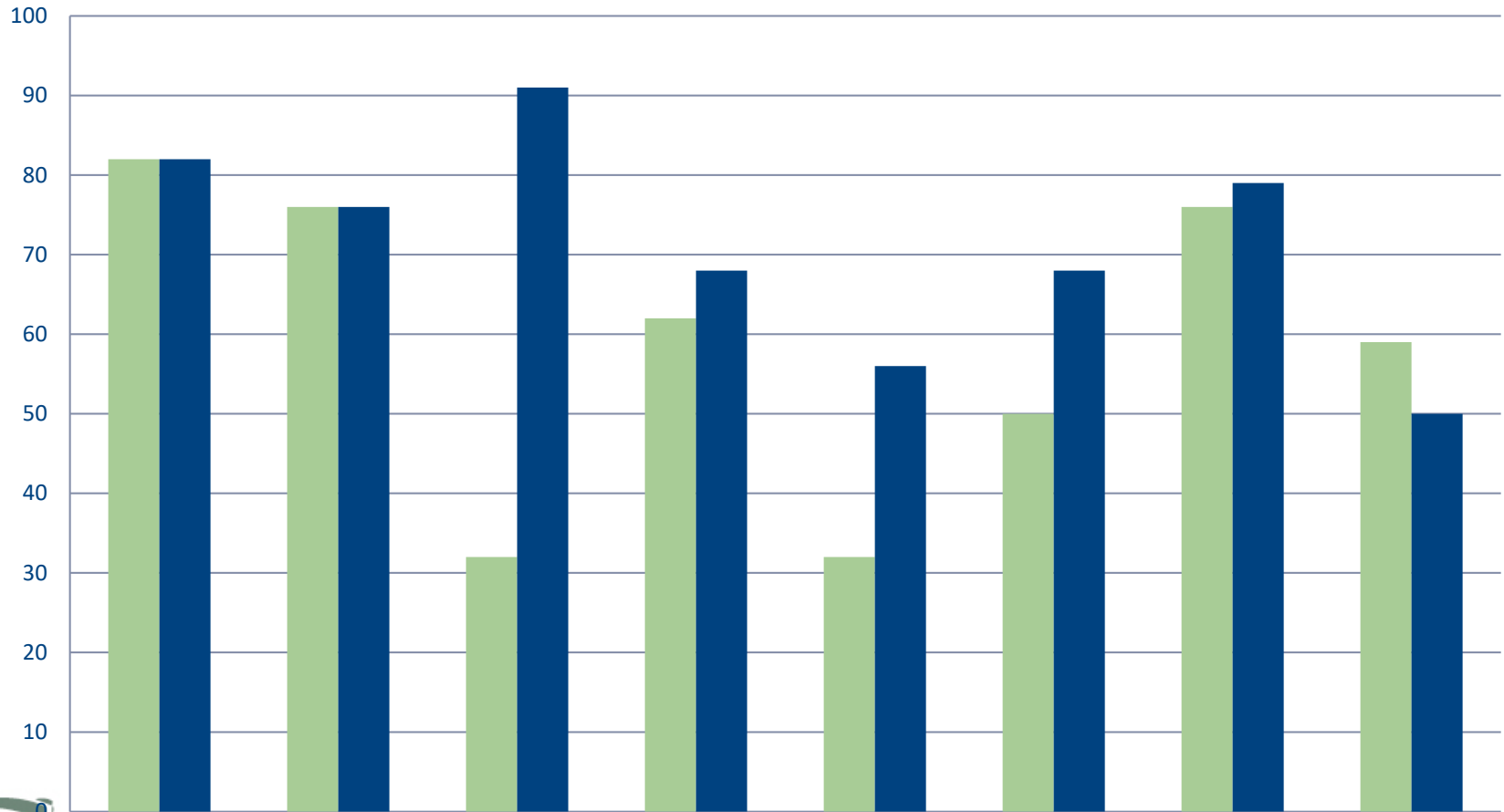


CAFAS Scores All Facilitators



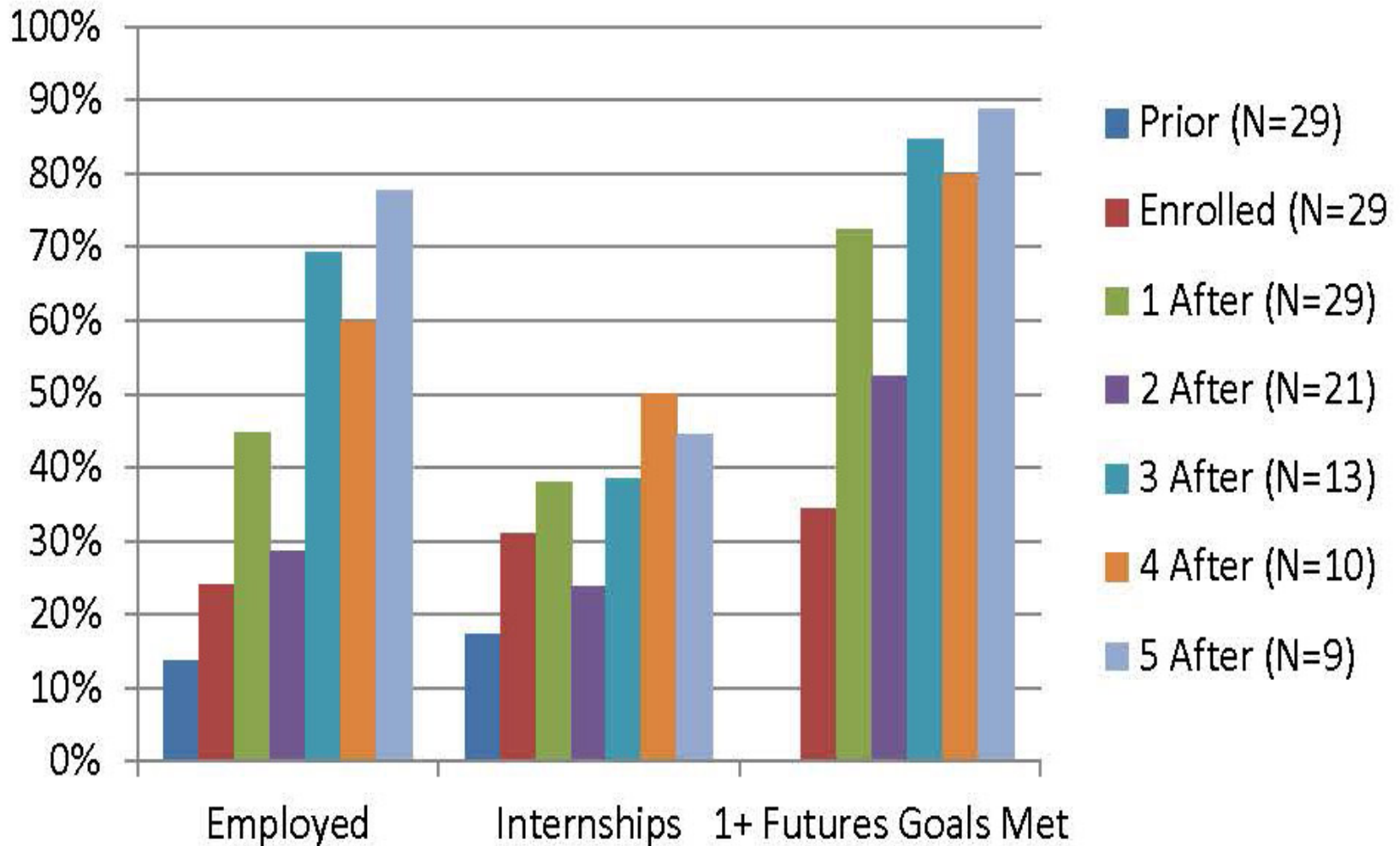
BIP-RENEW Implementation Checklist-

Overall Implementation- 2015-16

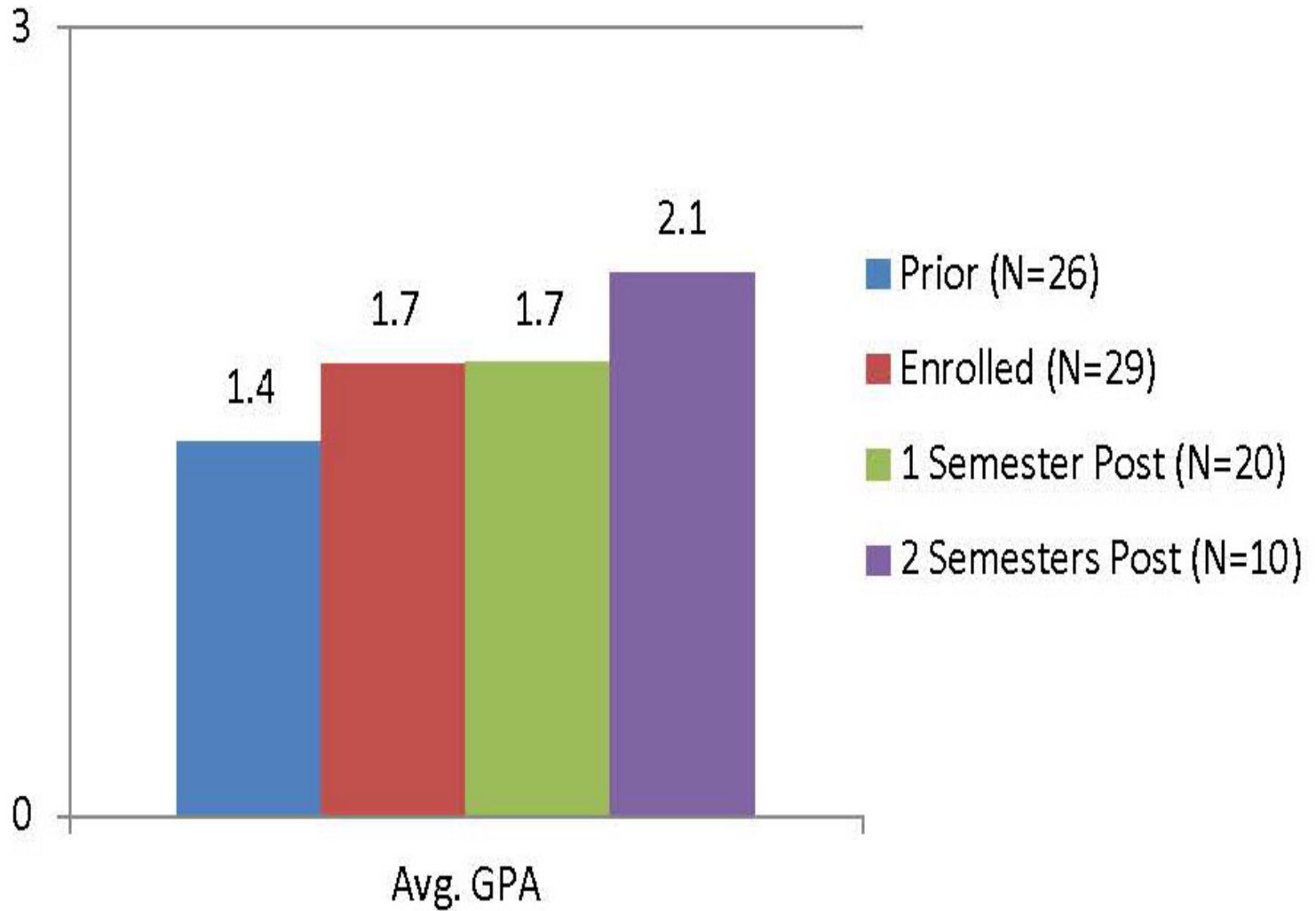


Time 1 versus Time 2 Implementation Measures by Center

Renew Youth Employment, Internships, and Goals

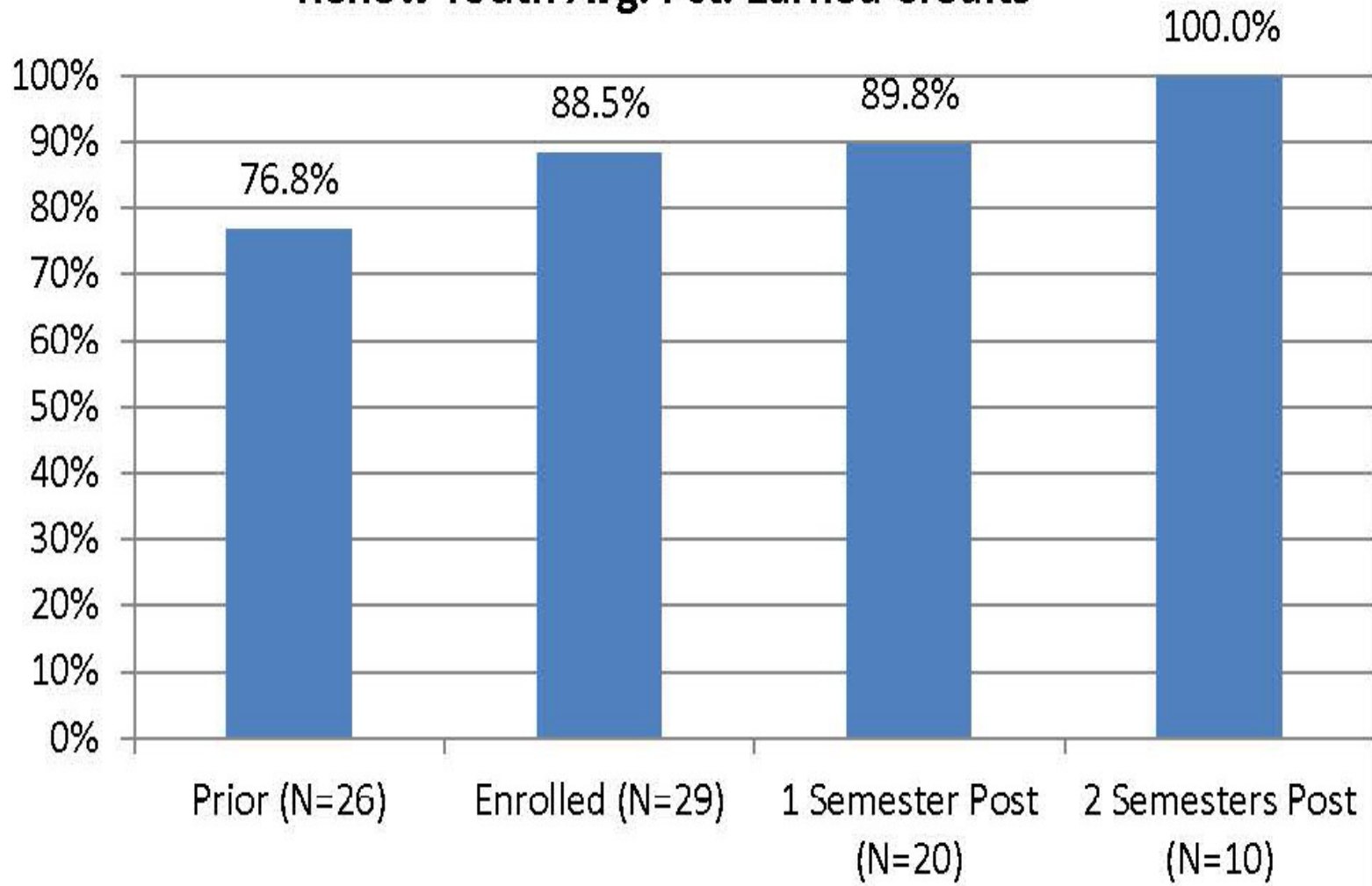


Renew Youth Avg. GPA





Renew Youth Avg. Pct. Earned Credits





What Does It Take To Implement An Intensive, Individualized Intervention ?

- Committed coaches, committed facilitators, and supportive leadership
- A solid implementation team with a dedicated coach who is able to manage this process with fidelity and support facilitators
- Investment for training and ongoing support for facilitators
- Reliable data-driven decision-making
- Identified conduits to outside resources and community



Thanks!

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