

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

Presentation for the 22nd
Annual Conference on
Advancing School Mental
Health

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

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- Kathleen Abate, Granite State Federation of Families for Children's Mental Health
- Kelsey Carroll, Justin Tilbe, Anthony Haley, and many more youth, families, and collaborators!



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



RENEW

Rehabilitation for Empowerment, Natural Supports, Education, & Work

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.)

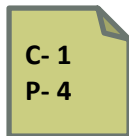
Step 3:

- Discuss
 - What the ideal response should be.
 - What is needed to reach this ideal.
 - The gaps between what is needed and what exists.



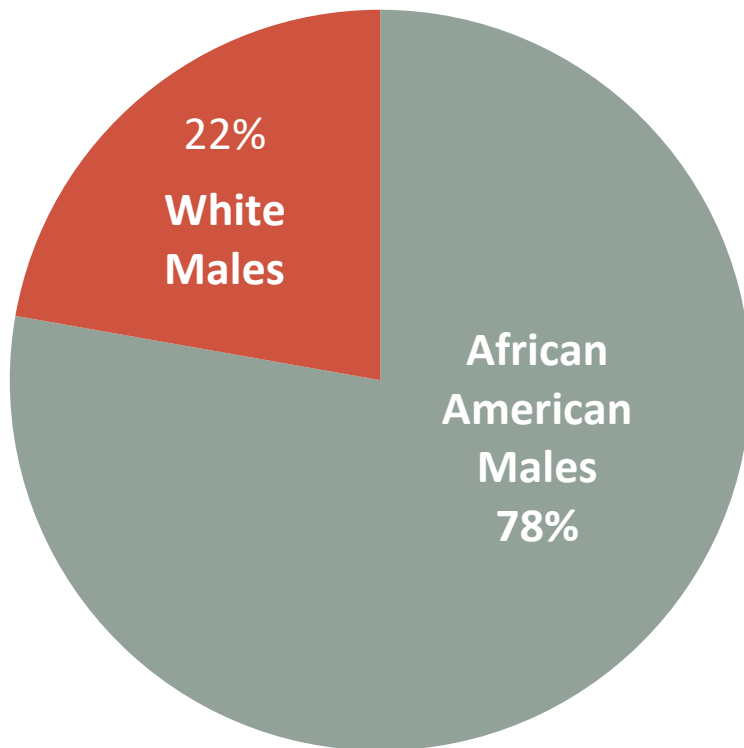
Poor Functioning

- High rates of:
 - School dropout
 - Anti-social behavior
 - Trauma
- Low rates of:
 - Income and employment
 - Access to mental health services
 - Community and social supports

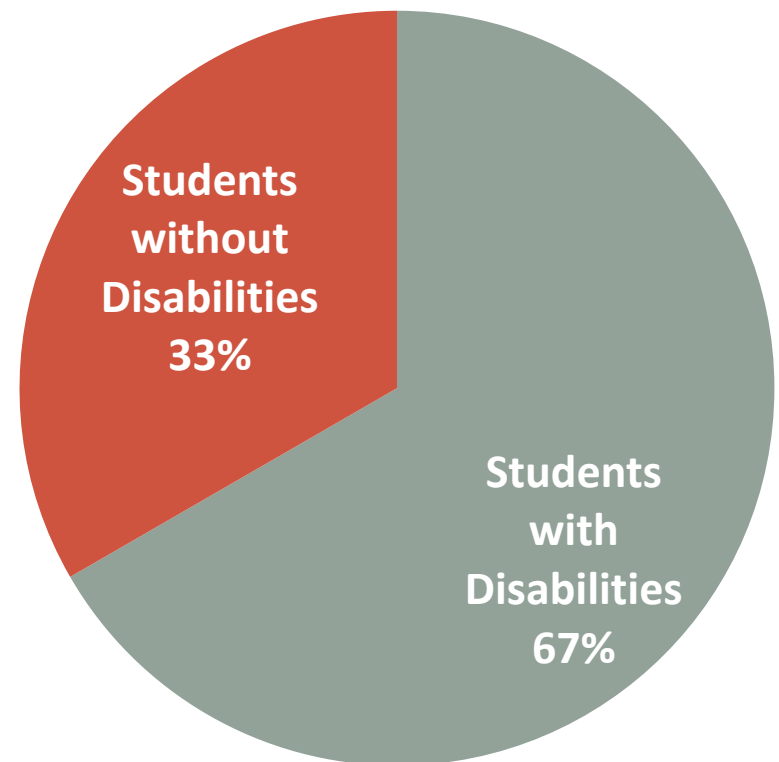


Disproportionality

Suspensions and Expulsions



Out of School Suspensions



(Krezmien, Leone, & Achilles, 2006; Skiba, Michael, Nardo, & Peterson, 2002; U.S. Department of Education, 2003, 2012)

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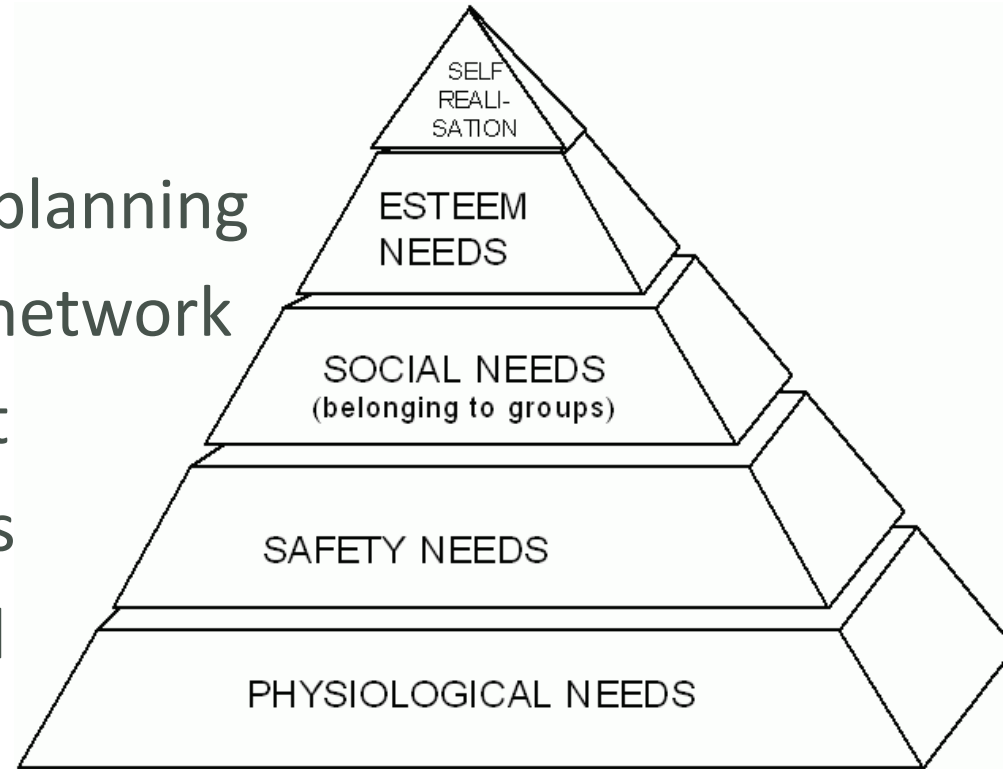
Mental Health Needs of Youth

- 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



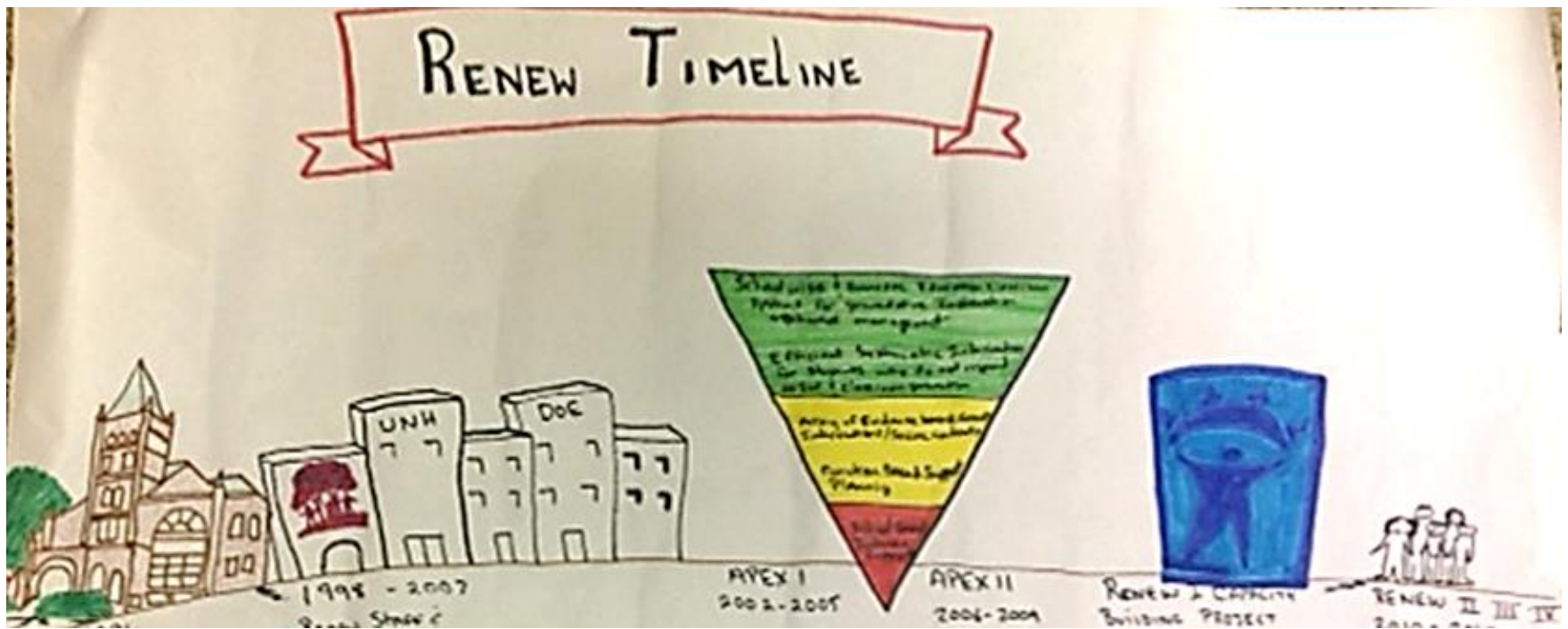
What is needed for youth with Emotional, Behavioral Disorders/Challenges (EBD)

- 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

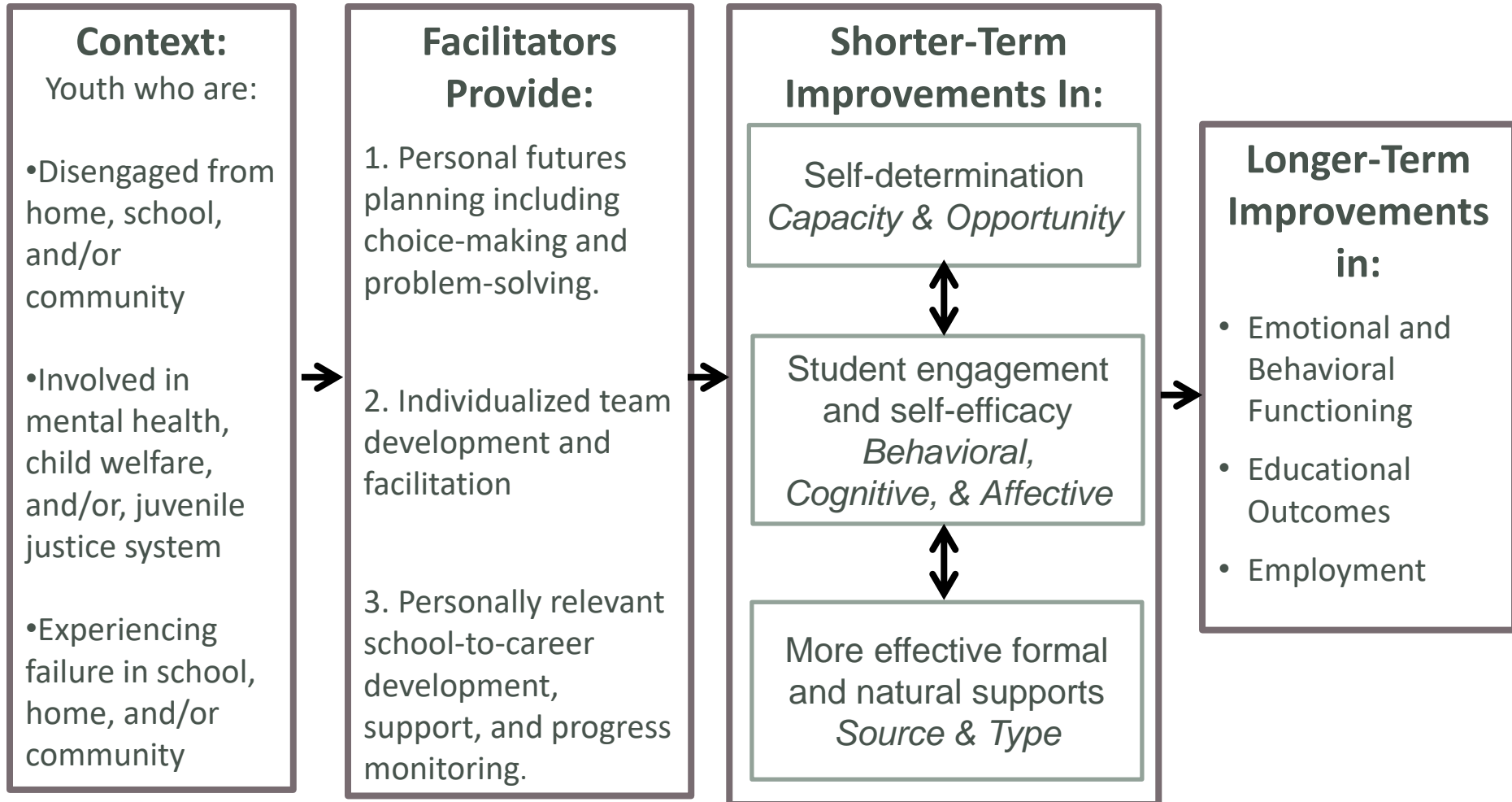
Community mental health providers in NH

2014

International training, technical support, and coaching

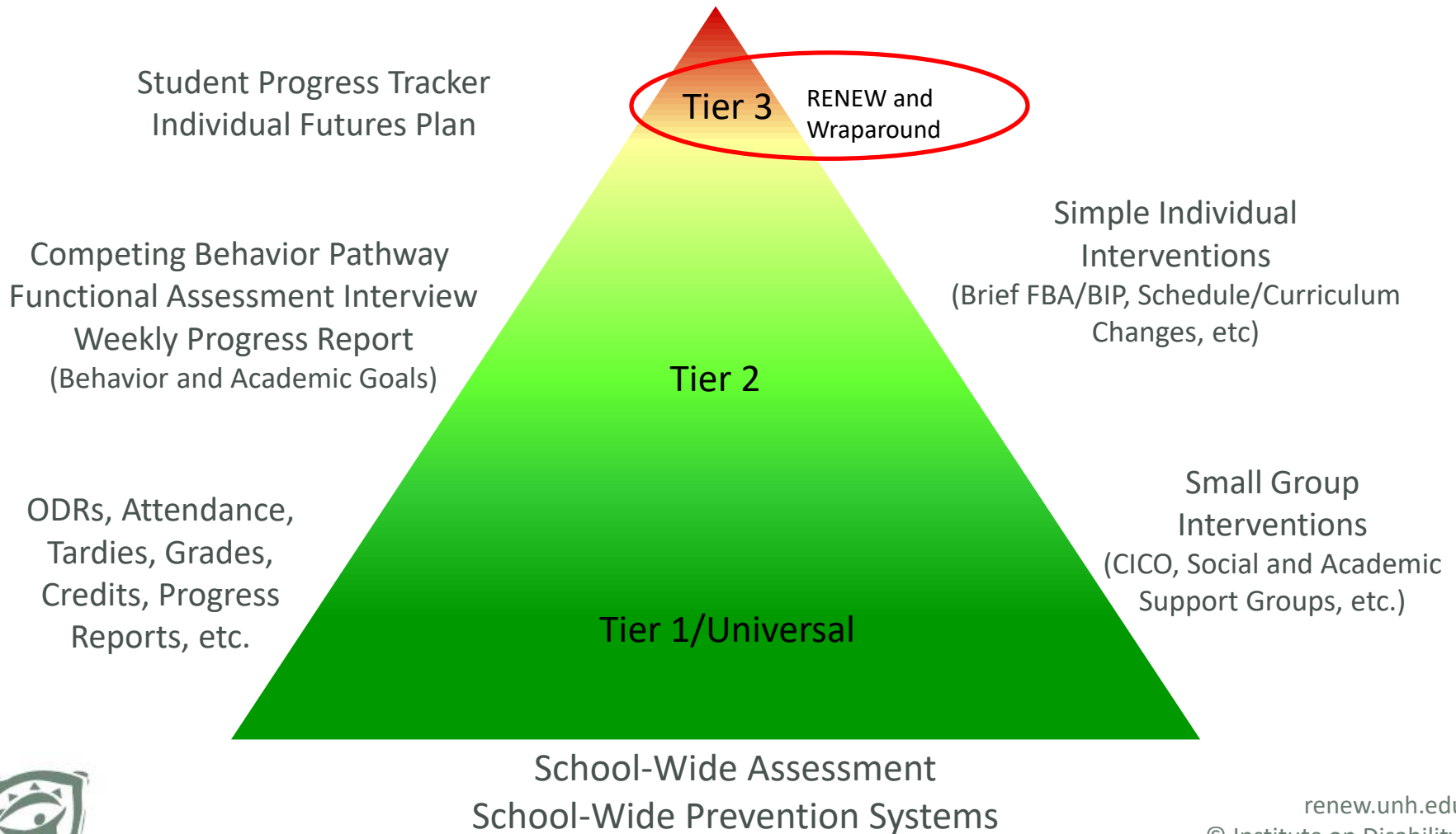


RENEW Theory of Change



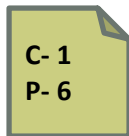
The APEX High School Model: Positive Behavior Interventions and Support & RENEW

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

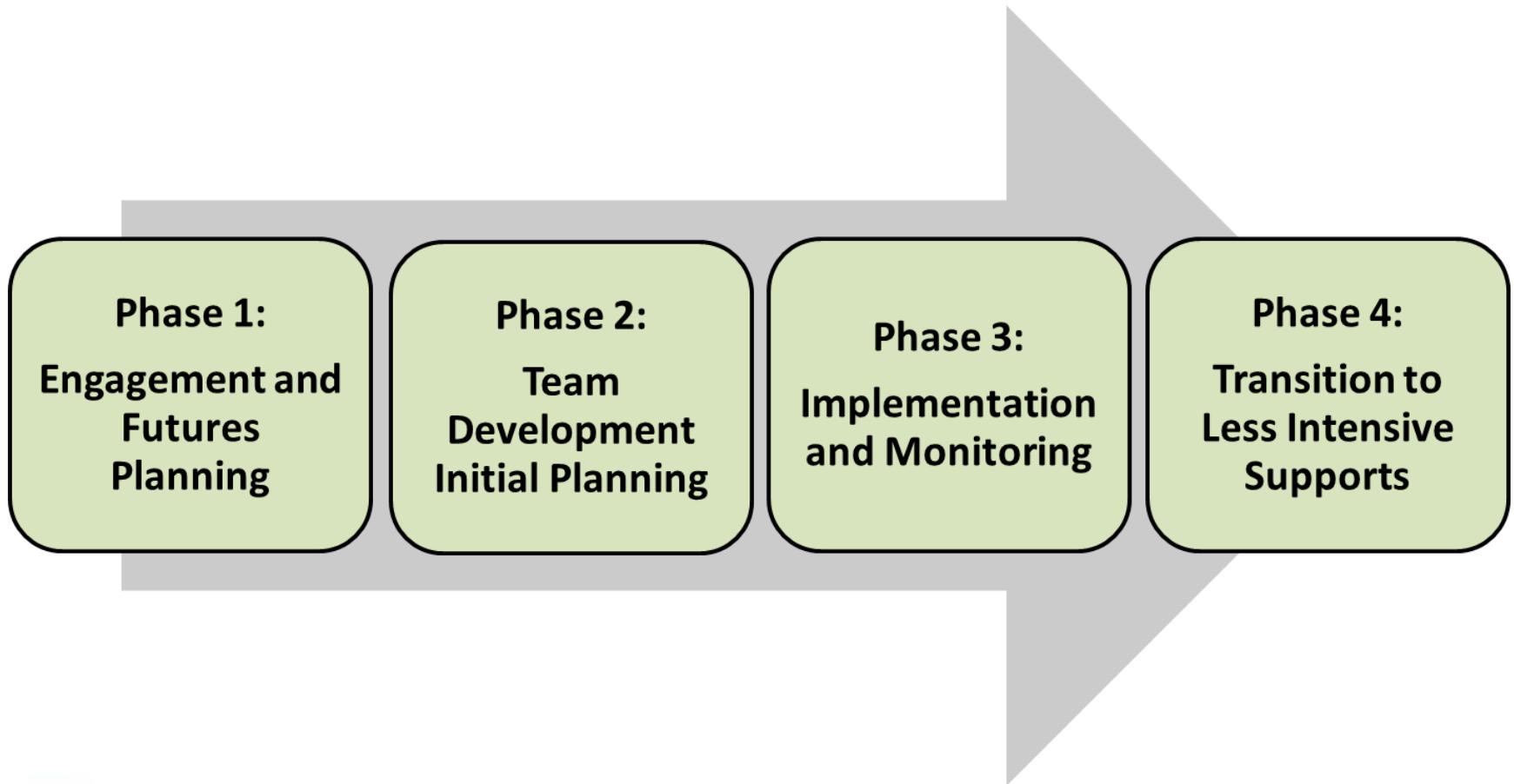


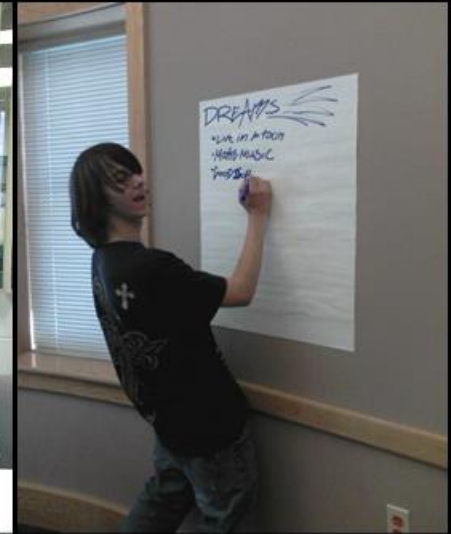
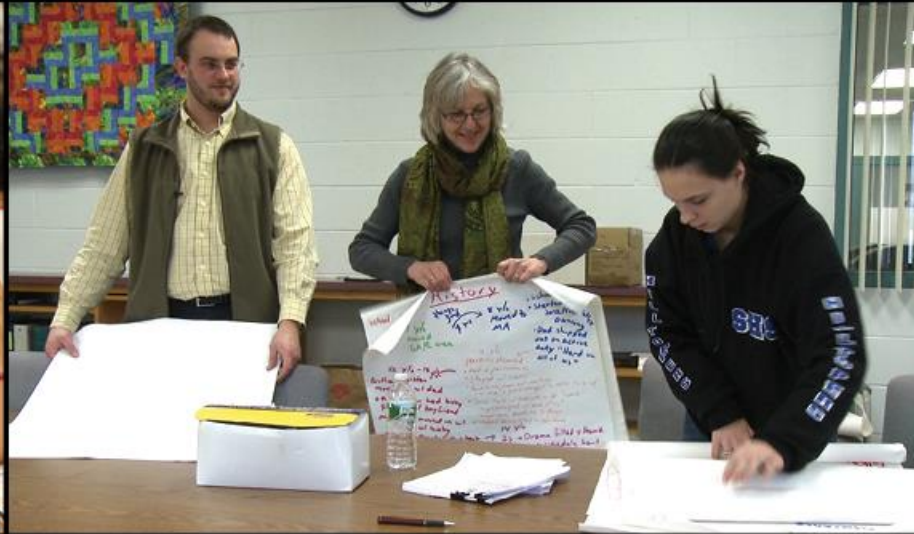
RENEW Goals & Principles

- 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





Anthony & RENEW

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



RENEW
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Empowerment,
Natural Supports,
Education, & Work

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



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

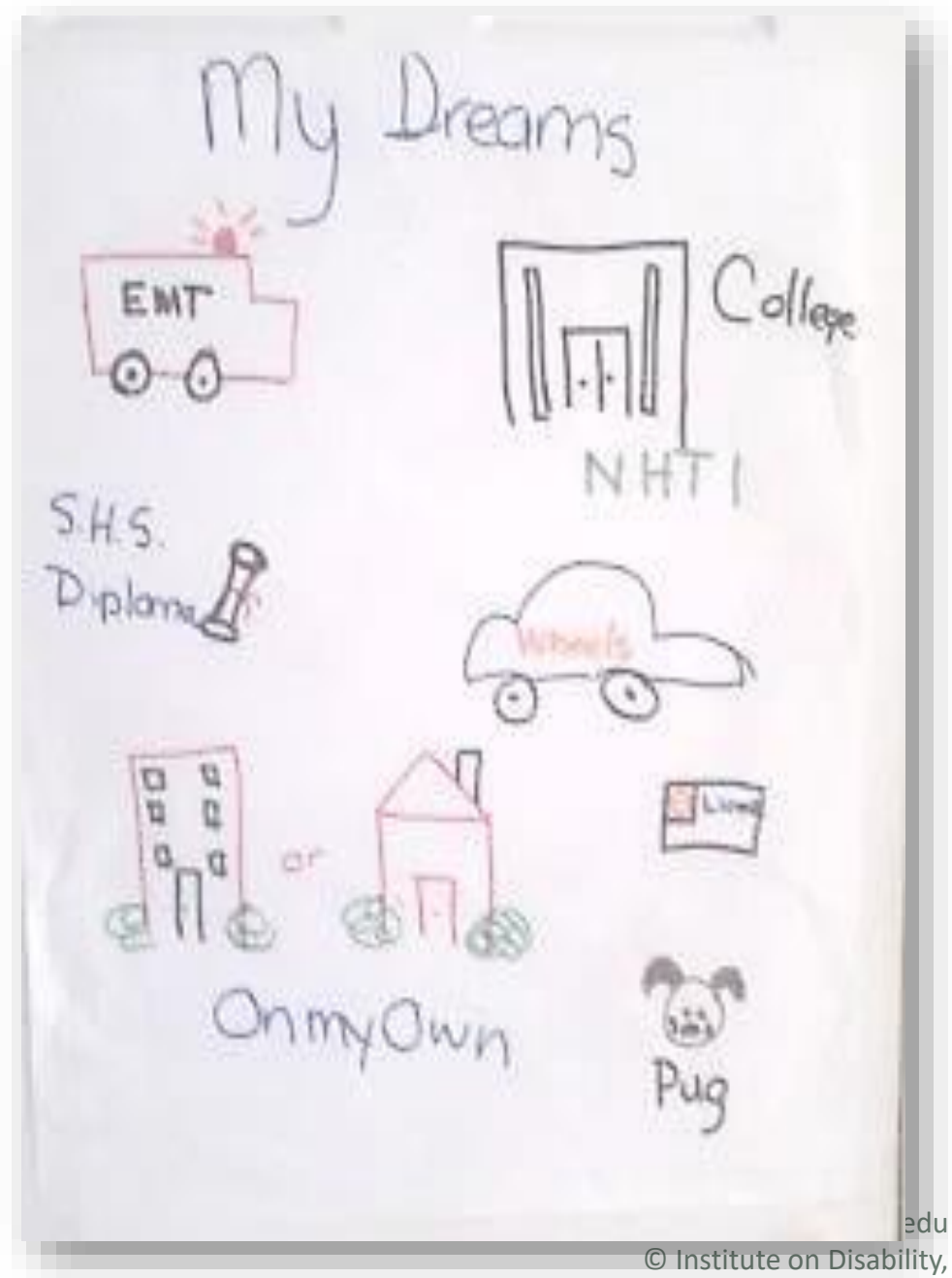
WORKS	Doesn't WORK
Like all teachers	Teachers who throw my stuff out
Having a study	Teachers who throw me out of class for no reason
Learning interesting facts & seeing the evidence	Having chair pulled out from me
Daily reminders	Homework
Having directions explained in a quiet, non demanding way	School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



Dreams

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

SHS Diploma	A car
College	EMT
Shelter	A Pug

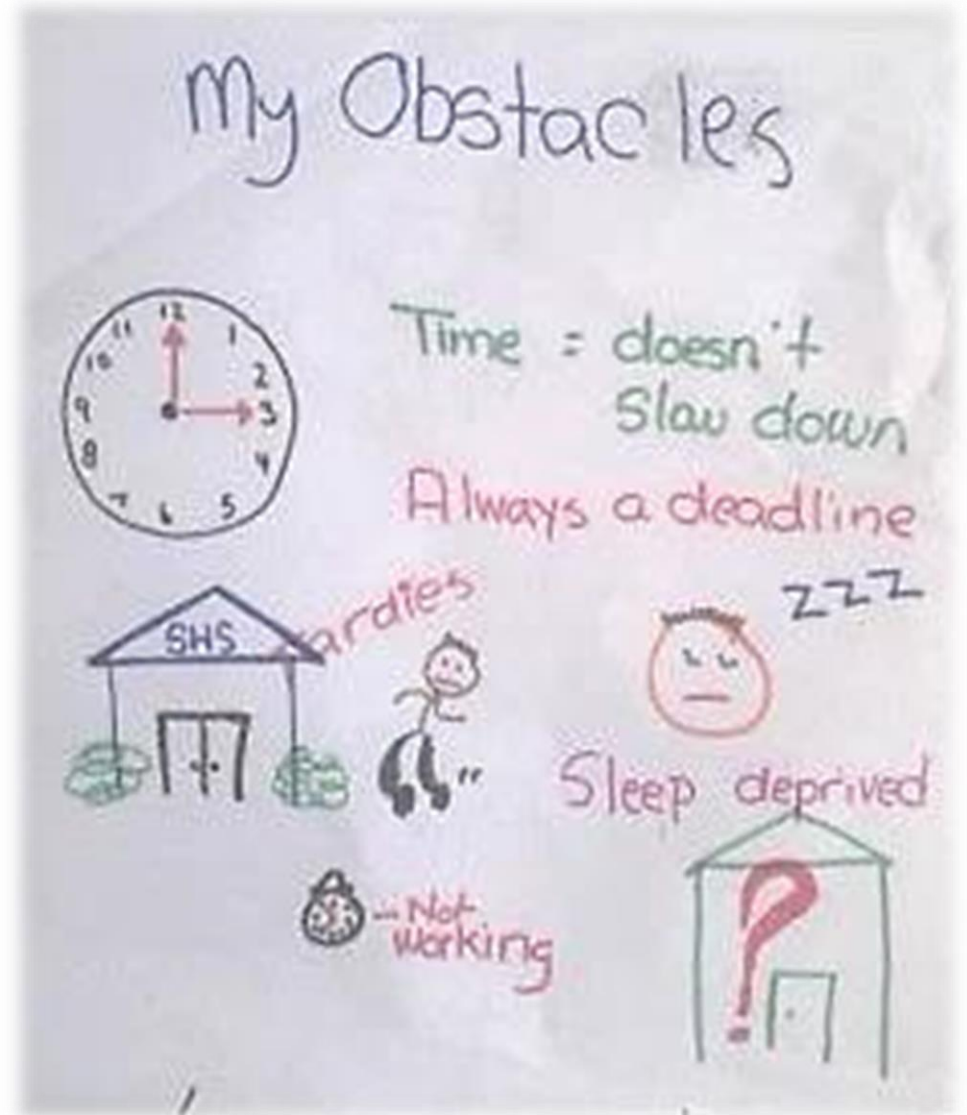


Fears, Concerns, & Barriers

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



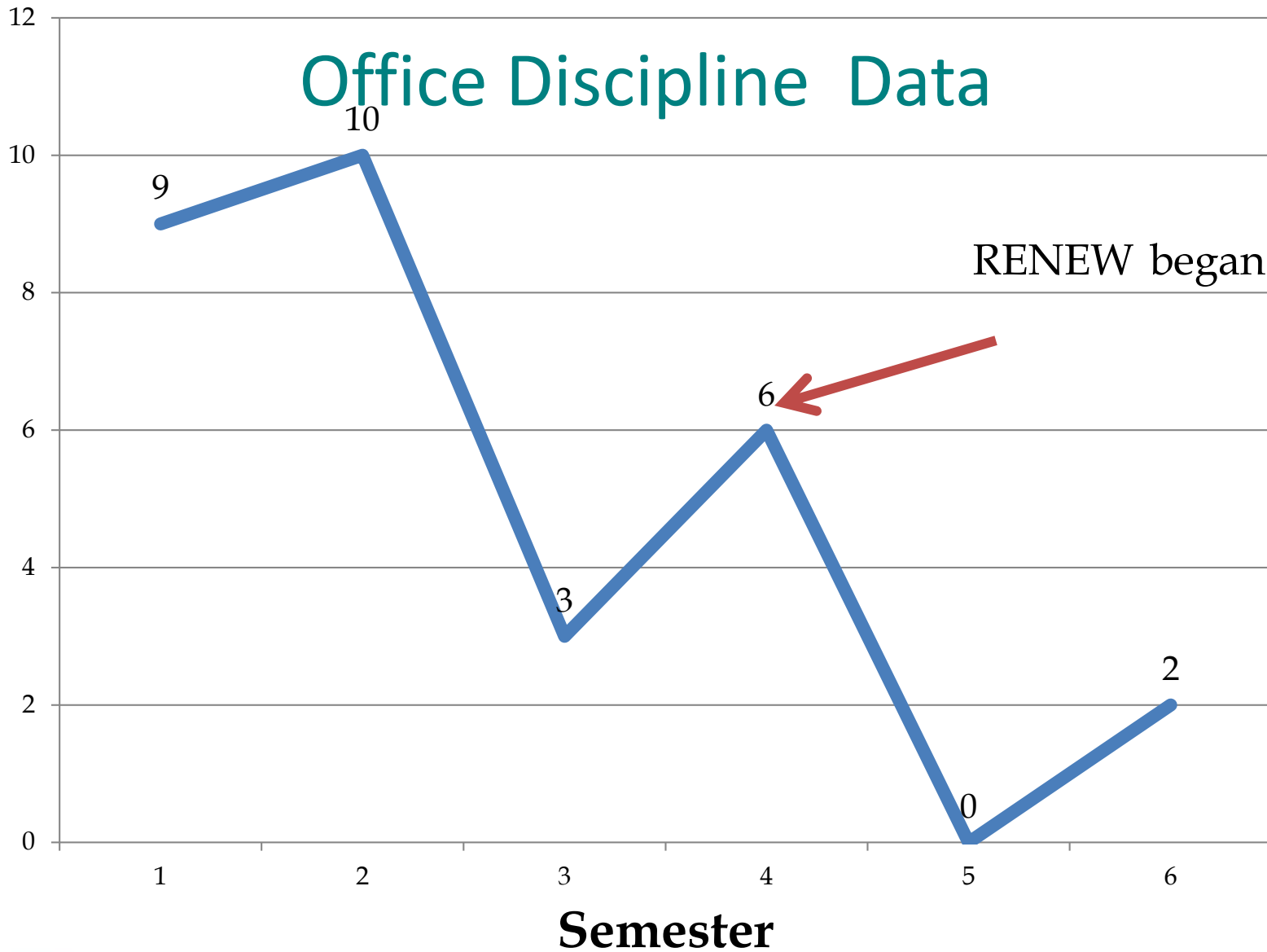
Anthony's Action Plan for Transition:

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

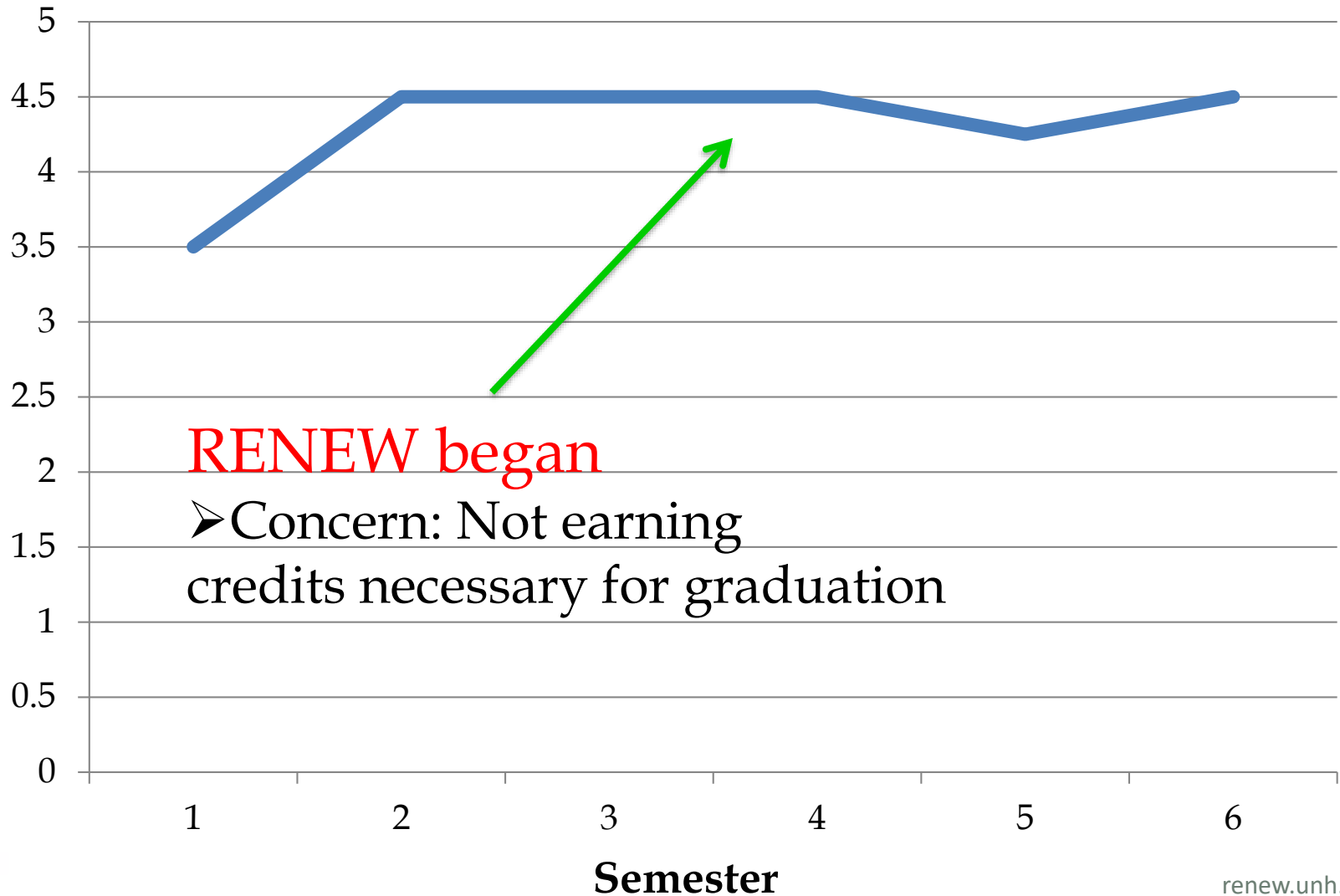
ACTION STEPS	PURPOSE or NEED	WHO?	WHEN?
Obtain SS Card	To be independent and open a bank account and get a job	Anthony and Mom	Spring 2011
Obtain non driver's license identification	To get a job	Chloe and Anthony	Spring 2011
Meet with military recruiter	To explore military options	Anthony & RENEW team	Spring 2011
Meet with financial aid person at GBCC	To develop a plan to pay for college	Anthony	Aug 2102
Take Accuplacer Test	To plan course work for major	Anthony	Aug 2012
Complete FAFSA	Find out about college costs	Anthony and GBCC	FAFSA Fridays
Obtain Driver's license <ul style="list-style-type: none"> • <i>Practice driving</i> • <i>Review manual</i> 	To be independent	Anthony & Driving Instructor	Ongoing



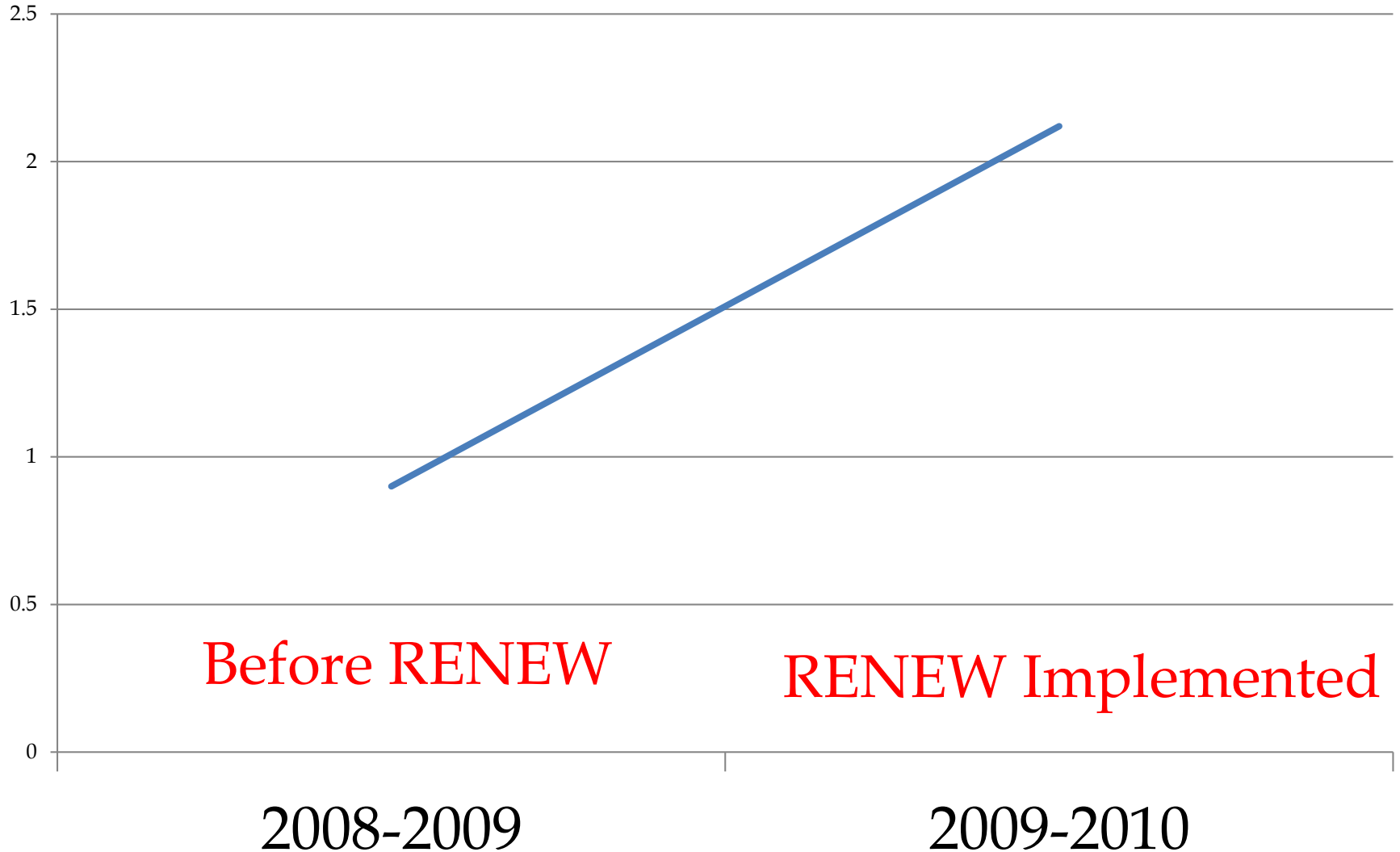
Office Discipline Data



Credits Earned



Grade Point Average



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





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



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



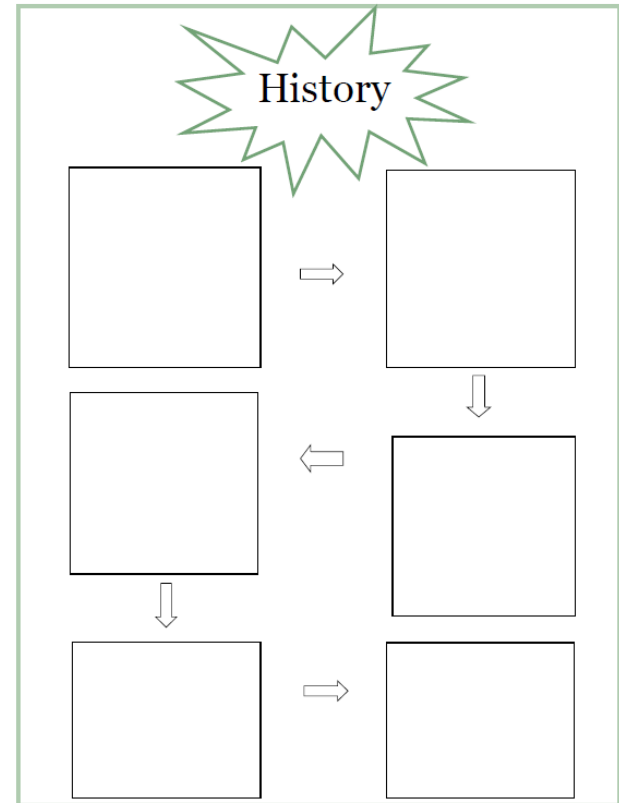
Mapping: Try It!

- 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

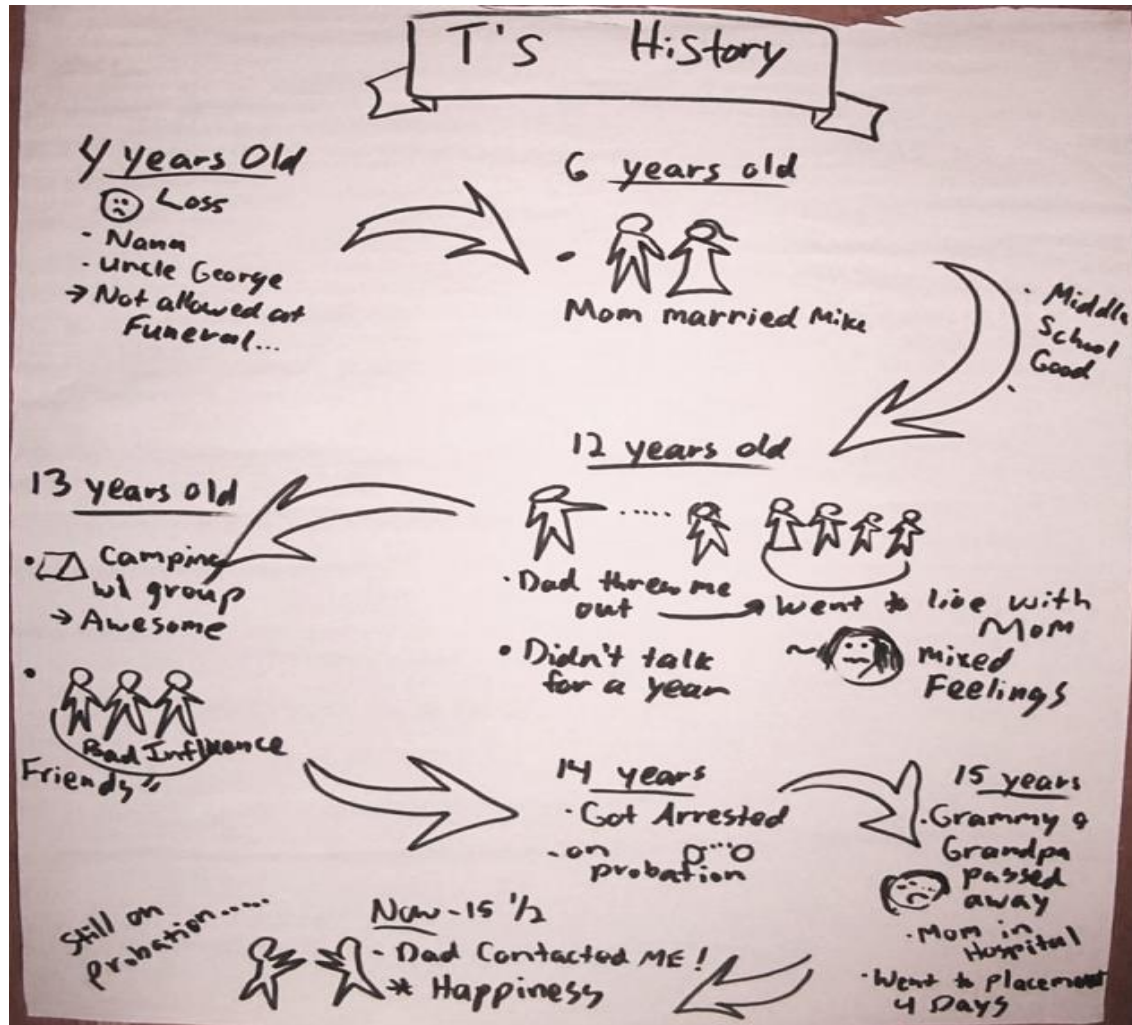


History Map

- 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





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 	Accomplishments 



Strengths and Accomplishments Map

Strengths ≠ Accomplishments

Writing 	Singing 
Relaxing 	debating 
Ice Skating 	Build a Fire 
Volley Ball 	Family 
Cooking & Baking 	Graduate Middle School 
Reading 	
Helpful 	
Math 	

Accomplishments → Skills

Graduating Middle School →

- Controlling Temper
- Good organization
- Good academic Skills
 - Math
 - Science
- Positive relationships
 - Female Teachers
 - Lucky
- Stay away from drama

Building a Fire →

- Got instructions before camping
- Knowing where to start
 - no wind
 - away from trees
- Getting materials
 - wood
 - starter



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



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	What Doesn't Work



What Works and Doesn't Work Map

Works	Builds connections understanding safety	Doesn't Work	For Class...
<ul style="list-style-type: none"> Talking → When I'm stressed, frustrated, confused 		<ul style="list-style-type: none"> Being yelled at when I am off task or doing something wrong 	
<ul style="list-style-type: none"> Given a 5 → " " minute break 		<ul style="list-style-type: none"> Given negative alternatives "Do this or go to the office" 	
<ul style="list-style-type: none"> Given Choices of tasks, work to do 		<ul style="list-style-type: none"> Lecture learning... 	
<ul style="list-style-type: none"> on learning Visual 		<ul style="list-style-type: none"> Teachers asking me to repeat things for the class 	
<ul style="list-style-type: none"> Allowed to help with tasks if/when off task 		<ul style="list-style-type: none"> Sit while class 	
<ul style="list-style-type: none"> things down help me remember 		<ul style="list-style-type: none"> 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?

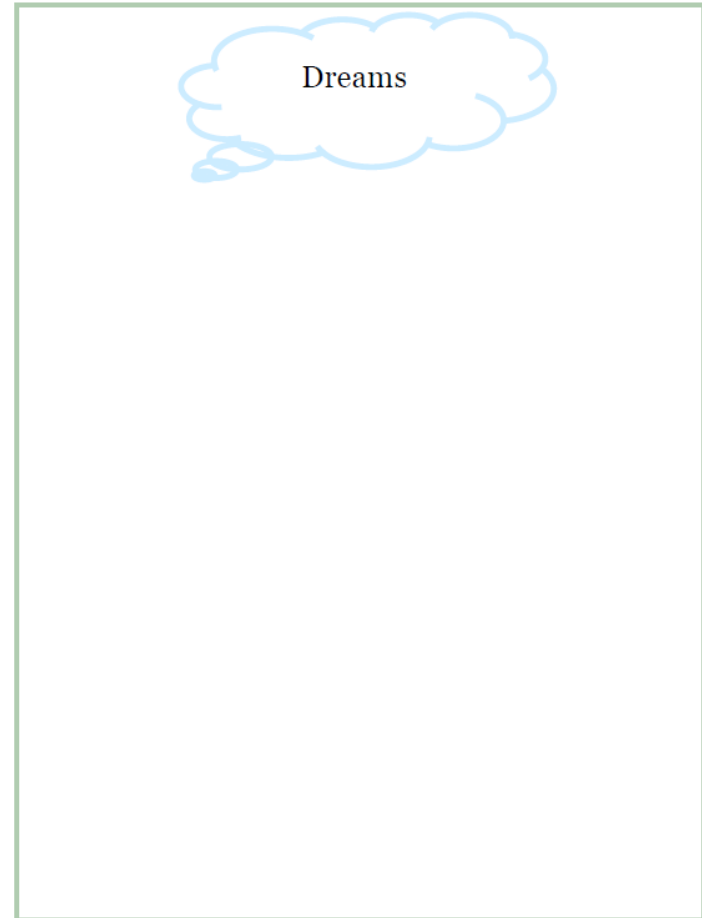
Doesn't work:

- 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?

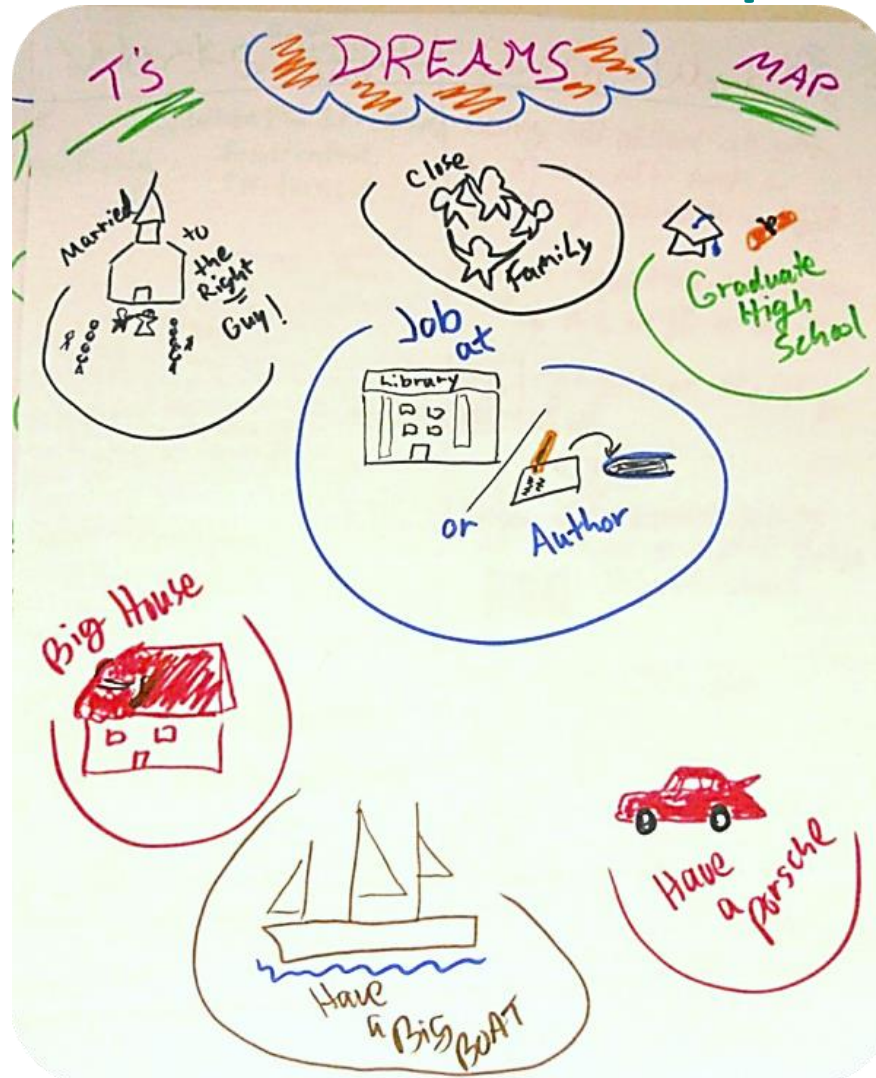


We Jump to the Future: Dreams Map

- 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

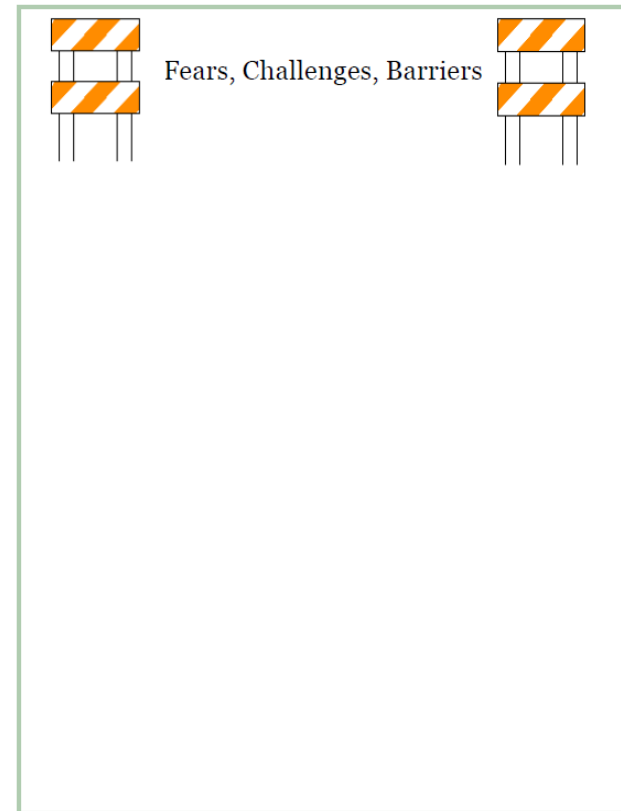
Think ahead: it is 3, 4, 5 years from now and you are achieving your dreams. Everything is great and as you want it to be.

- 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.

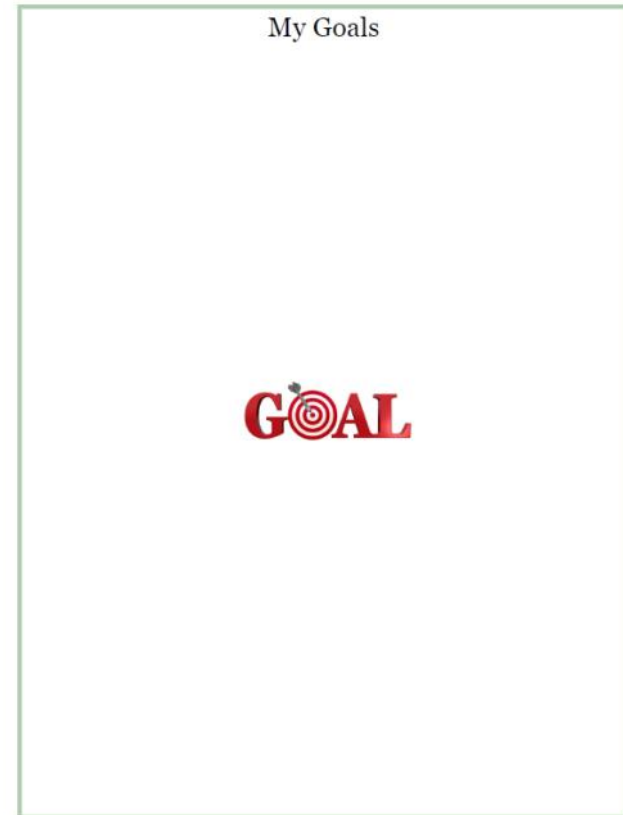


Fears, Challenges, Barriers Map



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



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



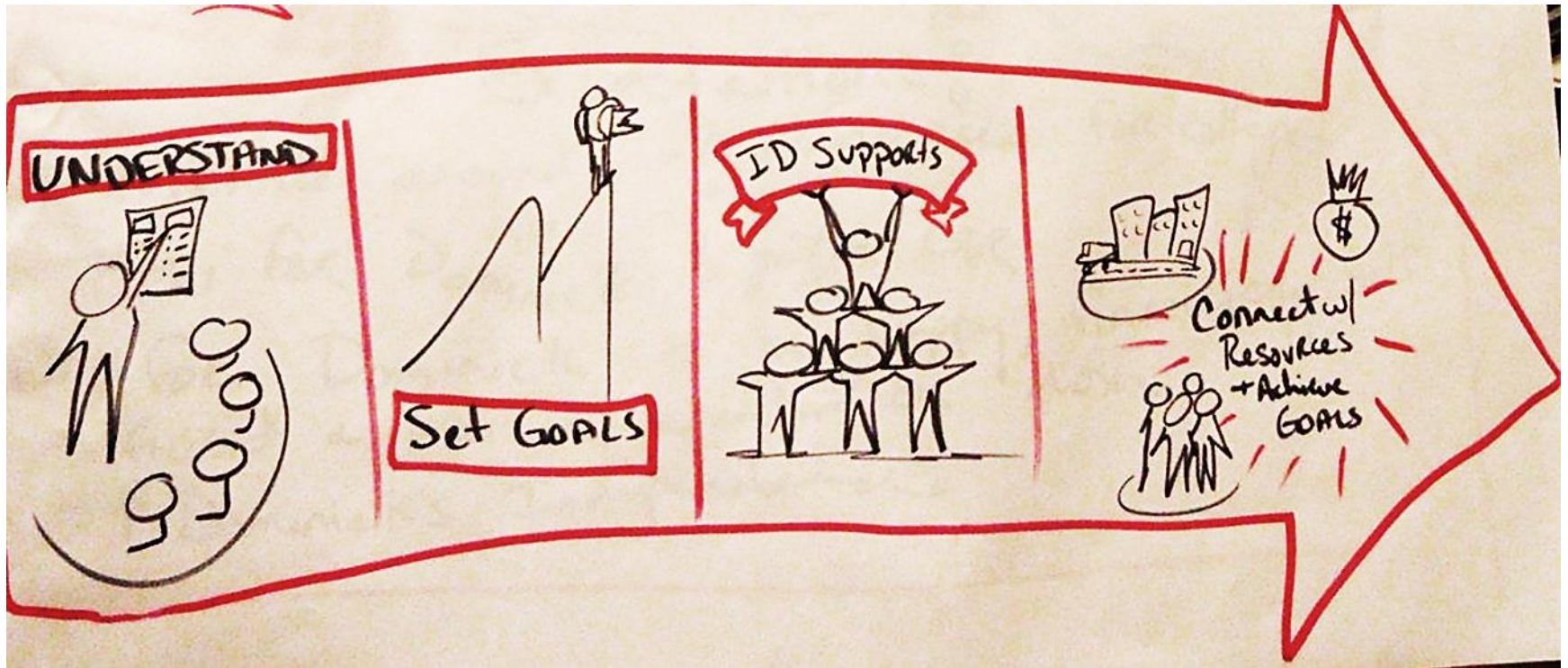
Next Steps Map

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, RENEW, Teachers
→ Stay focused
- ② Stay away from trouble!**
 - Better friends → Volley ball team, Best friend
 - Strategies to "say no" → Best friend
 - Get a job → Therapist, Counselor
 - Stay busy
- ③ Get a job** → Supportive employment
 - Look for job → Mom, FSS worker, UR
 - Internship @ hospital → VOC program, ELO coordinator
 - Create resume → Aunt
 - English, Computer teacher, UR, 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.



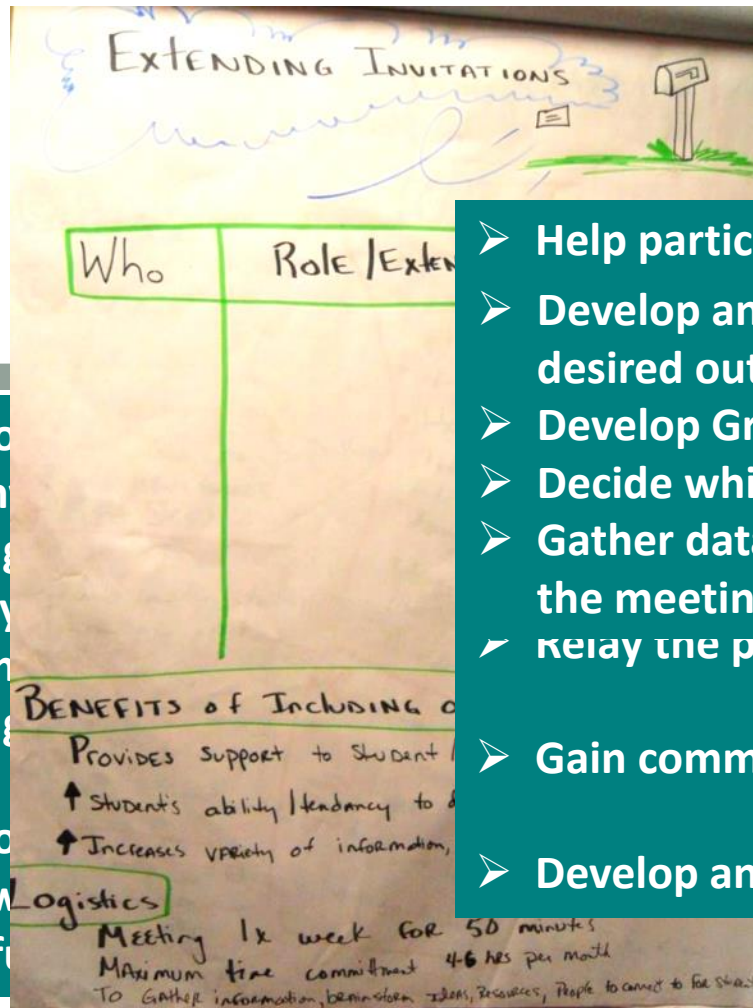
A RENEW Team Meeting is characterized by...

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...



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

“Who we in your help y accom your “Who feel w helpf

- Help participants understand their
- Develop an agenda and desired outcomes
- Develop Ground Rules
- Decide which maps to share 1 what
- Gather data if applicable to the meeting
- relay the principles of renew
- Gain commitments
- Develop and/or share Ground Rules



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 off Probation

① Do well in School!

- Get help with Math → Teacher, Tutor, Resource
- Quiet place to do work → Mom, Studhall
- Get organized → Counselor, Mom
- Develop plan for what works → 504 Team, RENEW Teachers
→ Stay focused

② Stay away from trouble!

- Better friends → Volley ball team
→ Best friend
- Strategies to "say no" → Best friend
- Get a job → Therapist
→ Counselor
- Stay busy

③ Get a job → Supportive employment

- Look for job → Mom, FSS worker, UR
- Internship @ hospital → VOC program
→ ELO coordinator
- Create resume → Aunt
→ English, Computer teacher, UR, 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

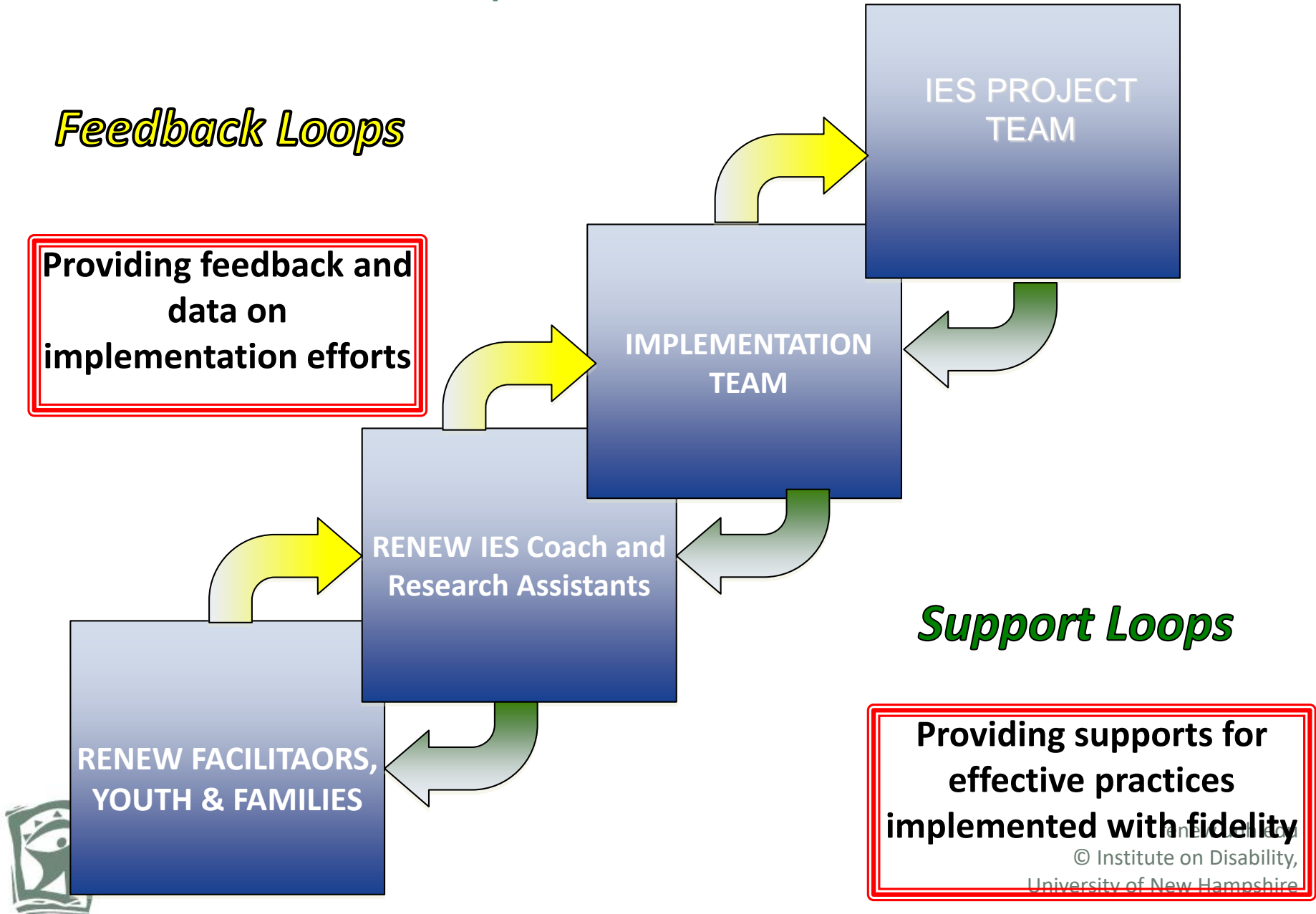
- What are some of the initiatives that you can align with RENEW?
- What are the data points that you want to measure?



RENEW Implementation Structure

Feedback Loops

Providing feedback and data on implementation efforts



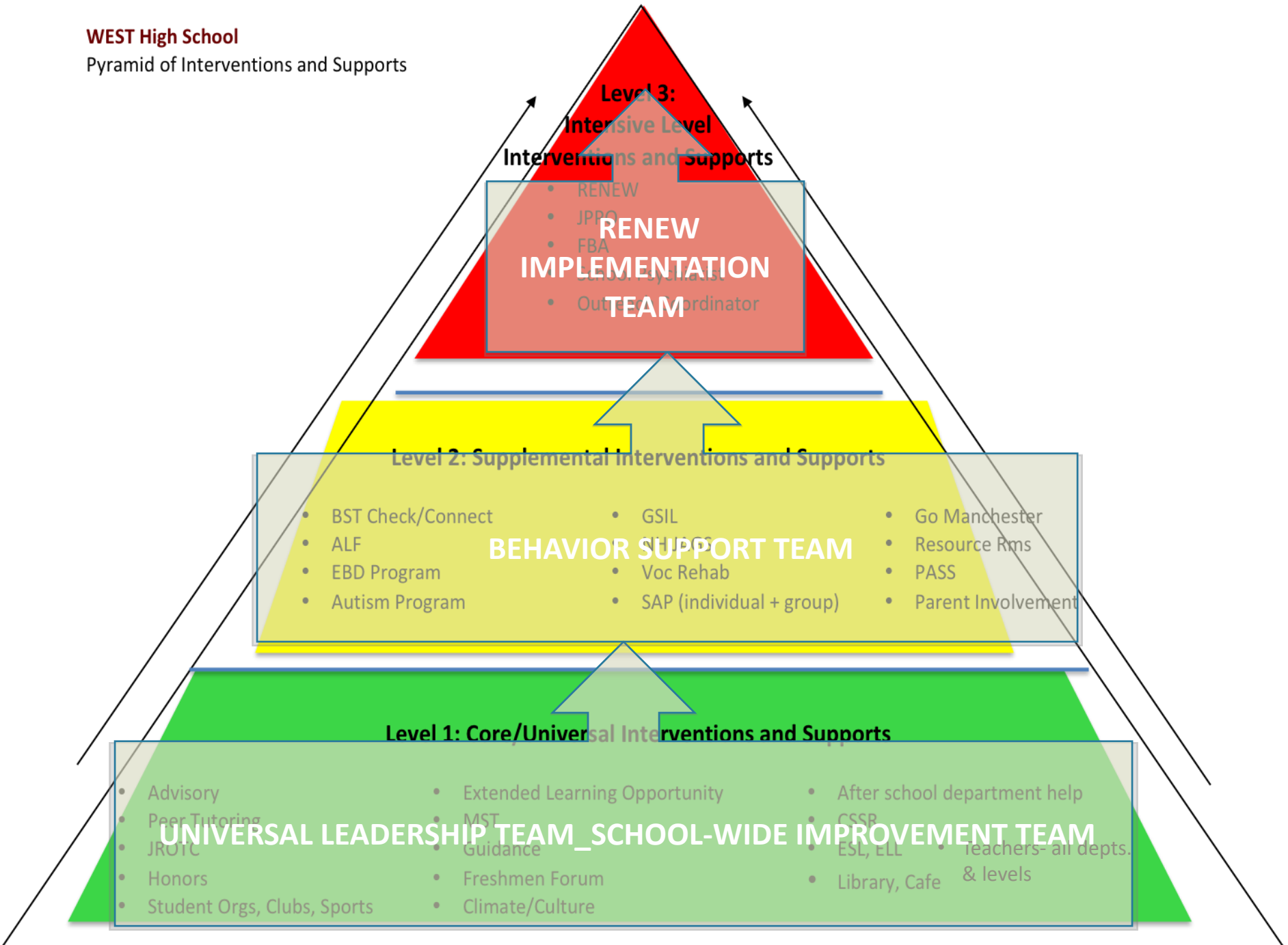
Support Loops

Providing supports for effective practices implemented with fidelity

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WEST High School

Pyramid of Interventions and Supports



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!

