

# Making it Work at Tier 3: Lessons Learned from Implementing an Intensive Intervention for High School Students

JoAnne Malloy, Ph.D.  
Kathy Francoeur, M.Ed.  
Institute on Disability at  
UNH  
Ali Hearn MSW, Midwest  
PBIS Network



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

11/14/2019

# Learning Objectives

Identify at least 2 implementation drivers that are critical to the successful implementation of Tier 3 supports.

Identify the key features and values behind a research-based, intensive intervention for youth with significant emotional and behavioral disorders.

Identify at least 2 data collection tools and measures that can be used to support effective implementation of a research-based practice.



11/14/2019

# RENEW

Rehabilitation for Empowerment, Natural Supports, Education, & Work

# Turn and Talk

Think about a time you implemented a research-based intervention for youth and families with individualized, intensive needs.



## Discuss:

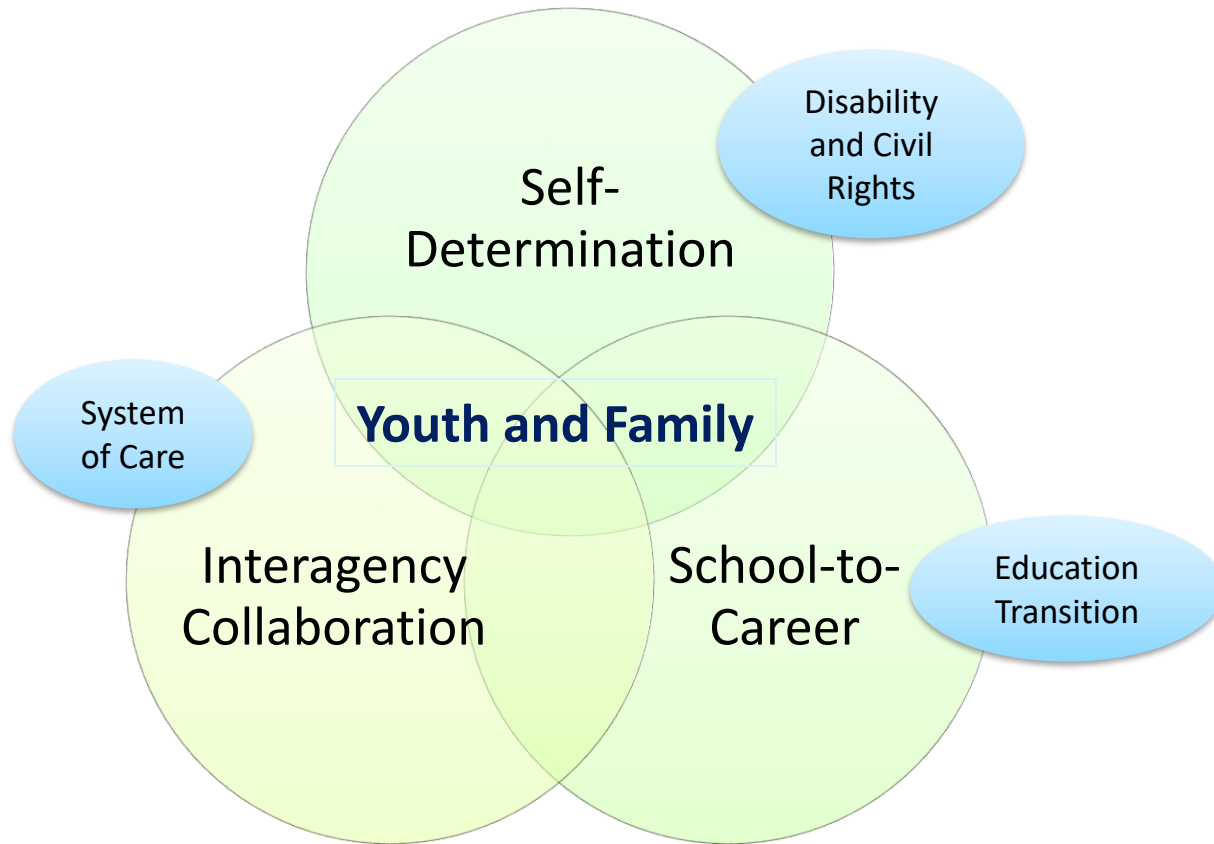
- What were some of the challenges in delivering the intervention?
- What technical assistance was available to support the person delivering the intervention?
- What was needed to improve the implementation of this practice?



# Relationship Between Fidelity and Child/Parent Outcomes



# RENEW: Model Elements



# RENEW LOGIC MODEL

*Vision: By targeting youth who are in out-of-home placements or who are not succeeding in school or at home and providing them with the tools, supports, and relationships they need to develop and direct their own transition from high school to adult life, we hope to create more positive outcomes for those youth including high school completion, employment at their full potential, postsecondary education and training participation, stable independent living, and improved mental health.*

Population/Context	Strategies	Outcomes
--------------------	------------	----------

Population:  
 -Youth ages 15-21 with emotional or behavioral disorders  
 -Poor functioning at school, home or in the community

Context:  
 Youth: Lack of engagement in programs, services; mismatch between needs and perceived programs and services  
 Families: Lack of support for or involvement with supports and services  
 Systems: Lack of coordination and collaboration

Assets:  
 -Supports from schools and mental health centers to provide intensive services  
 -Well- developed training resources

Guiding Principles:

- Self-determination
- Community inclusion
- Strengths-based care
- Unconditional care
- Flexible Funding/resources

**Capacity Building**

- Training and support for RENEW Facilitators and Implementation Teams
- Outreach and collaboration with schools and families
- State level policy & program leaders and parents involved in policy analysis and revision

**Strategies**

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

Desired Outcomes

Youth:

- High school graduation, increased post-secondary education, and increased employment
- Improved functioning in home and community
- Increased satisfaction with self and relationships
- Increased social connections

Families:

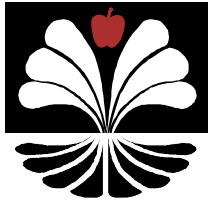
- Increased positive involvement with child long term

Systems:

- Reductions in placements, incarcerations, and better utilization of services







# The NIRN

## Implementation Research: A Synthesis of the Literature



Fixsen, D. L., Naom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008





# The Science of Implementation

Framework 1: Usable Innovations

Framework 2: Implementation Stages

Framework 3: Implementation Drivers

Framework 4: Implementation Teams

Framework 5: Improvement Cycles



# Implementation Gap



What is adopted is not used with fidelity resulting in poor outcomes



What is used with fidelity is not sustained for a useful period of time



What is used with fidelity is not used on a scale sufficient to impact social problems



**Two  
components,  
when combined,  
result in  
successful and  
sustainable**



### **Program/Initiative (Innovation)**

*Set of evidence-based  
practices*

Selected on: Need,  
Fit, Resource  
Availability, Evidence,  
Readiness for  
Replication, Capacity  
to Implement

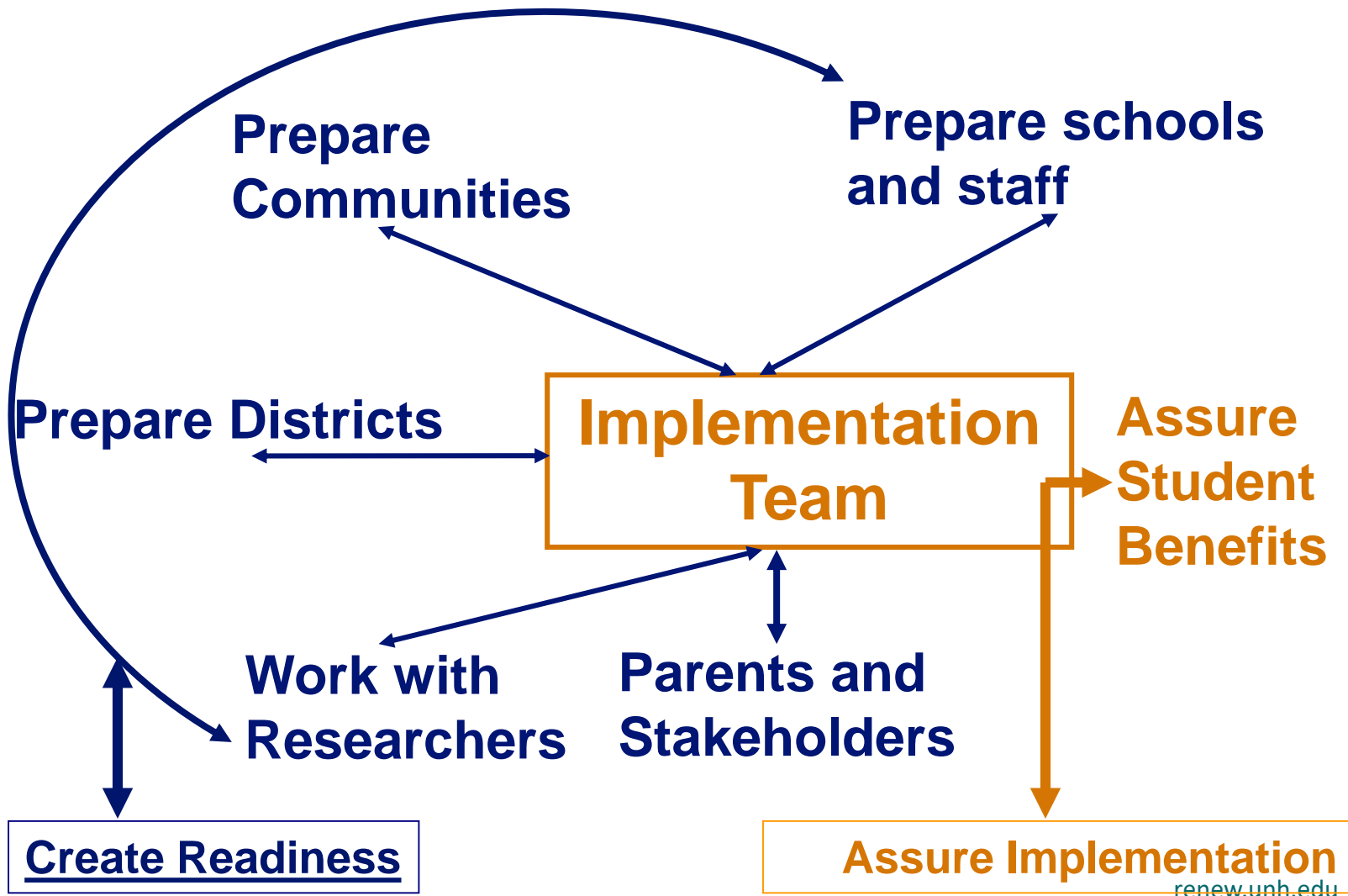


### **Supporting Infrastructure (Implementation)**

Ensuring that the  
interventions are  
implemented  
correctly with the  
“right people”, at the  
“right time”, in the  
“right amounts”  
(Implementation  
Fidelity)

.... This infrastructure  
begins with your  
team

# Implementation Team



“Discovering what works does not solve the problem of program effectiveness.

Once models and best practices are identified, practitioners are faced with the challenge of implementing programs properly.

A poorly implemented program can lead to failure as easily as a poorly designed one.”

- Mihalic, Irwin, Fagan, Ballard & Elliott, 2004



# 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



# RENEW IMPLEMENTATION STRUCTURE

## FEEDBACK LOOPS

Provide feedback and data on implementation efforts

- Aggregated Student Outcome data & Implementation Process Data
- Aggregate RIC
- RCIT
- Training Surveys
- New tools developed by IOD, UNH

- Aggerated RIT v.7
- Student Outcome data
- Implementation Process Data
- RIC

- RIT v.7
- Facilitator Reflection
- Student Outcome data
- Implementation Process Data
- Youth/Team Plan

- Facilitator Reflection Tool
- Student Outcome data
- Implementation Process Data
- Youth/Team Plan

## SUPPORT LOOPS

Provide supports for effective practices implemented with fidelity

# Coaching



**Ensures fidelity**



**Ensures implementation**



**Develops clinical and practice judgment**



**Provides feedback to selection and training processes**



**Grounded in “Best Practices”**





# Training and Coaching

	<b>OUTCOMES</b>		
	<b>% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom</b>		
<b>TRAINING COMPONENTS</b>	<b>Knowledge</b>	<b>Skill Demonstration</b>	<b>Use in the Classroom</b>
<b>Theory and Discussion</b>	<b>10%</b>	<b>5%</b>	<b>0%</b>
<b>...+Demonstration in Training</b>	<b>30%</b>	<b>20%</b>	<b>0%</b>
<b>...+ Practice &amp; Feedback in Training</b>	<b>60%</b>	<b>60%</b>	<b>5%</b>
<b>...+ Coaching in Classroom</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>



# Tools Used By RENEW Coaches to Reach Fidelity



RENEW Implementation  
Checklist (RIC)



RENEW Integrity Tool (RIT)



RENEW Facilitator  
Reflection Tool



## RENEW Implementation Team Checklist (RIC)

RENEW Implementation Checklist (RIC)

**Action Plan for Building RENEW System Support**

Use the scores on the RIC to build an action plan. Identify areas that are a "1" or a "0" on the list as items that should be addressed in the table. Next, review all steps that require action and highlight activities that are judged by the team as priorities. Some activities may not be initiated until the subsequent school year; in this case, simply note the year in which the activity will be targeted. Finally, assign responsibility for keeping work on this activity progressing to one or more individuals in the school.

Components	Action Steps	Who	When
<b>A. Foundations-</b> <ul style="list-style-type: none"> <li>• RENEW has been carefully selected</li> <li>• There is a representative team</li> <li>• There is a point person</li> <li>• There are selection processes for youth and Facilitators</li> <li>• Facilitators are trained and matched to youth</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

*We use this tool to assess the systems features of RENEW Implementation:*

Assess the elements that need to be in place prior to implementing an intervention (Installation)?

Identify the training and coaching support is needed for successful implementation.

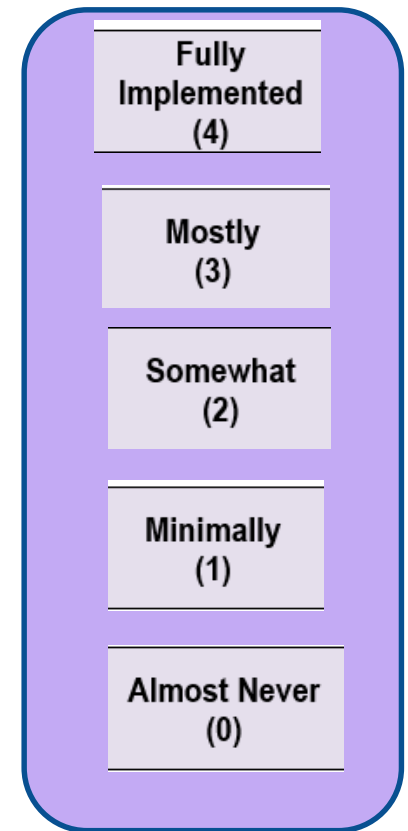
Assess progress (or slippage) of systems support.



# RENEW Integrity Tool (RIT)

- 3 sections (38 Items | 152 Points)
  - Phase 1: Engagement and Mapping
  - Phase 2: Initial Plan Development
  - Phase 3: Plan Implementation & Refinement

6	Every youth who enrolled and his or her parents signed school/agency consent documents required to participate in RENEW.
7	The Roles and Responsibilities agreement was discussed with each youth who enrolled in RENEW & signed.
8	The facilitator's schedule allowed for youth to choose the mapping meeting times, frequencies and locations.



# Practice Reflection Checklists

- Specify the *practice by creating indicators* for each project component
- Help facilitators understand *key characteristics* of the practices
- Serve as the *standards against which* learners examine and improve their practices

## RENEW Facilitator Reflection Tool

(Adapted from Participatory Adult Learning Strategy (PALS II))

Facilitator: \_\_\_\_\_ Agency/School: \_\_\_\_\_

Observer/Coach: \_\_\_\_\_ Date(s): \_\_\_\_\_

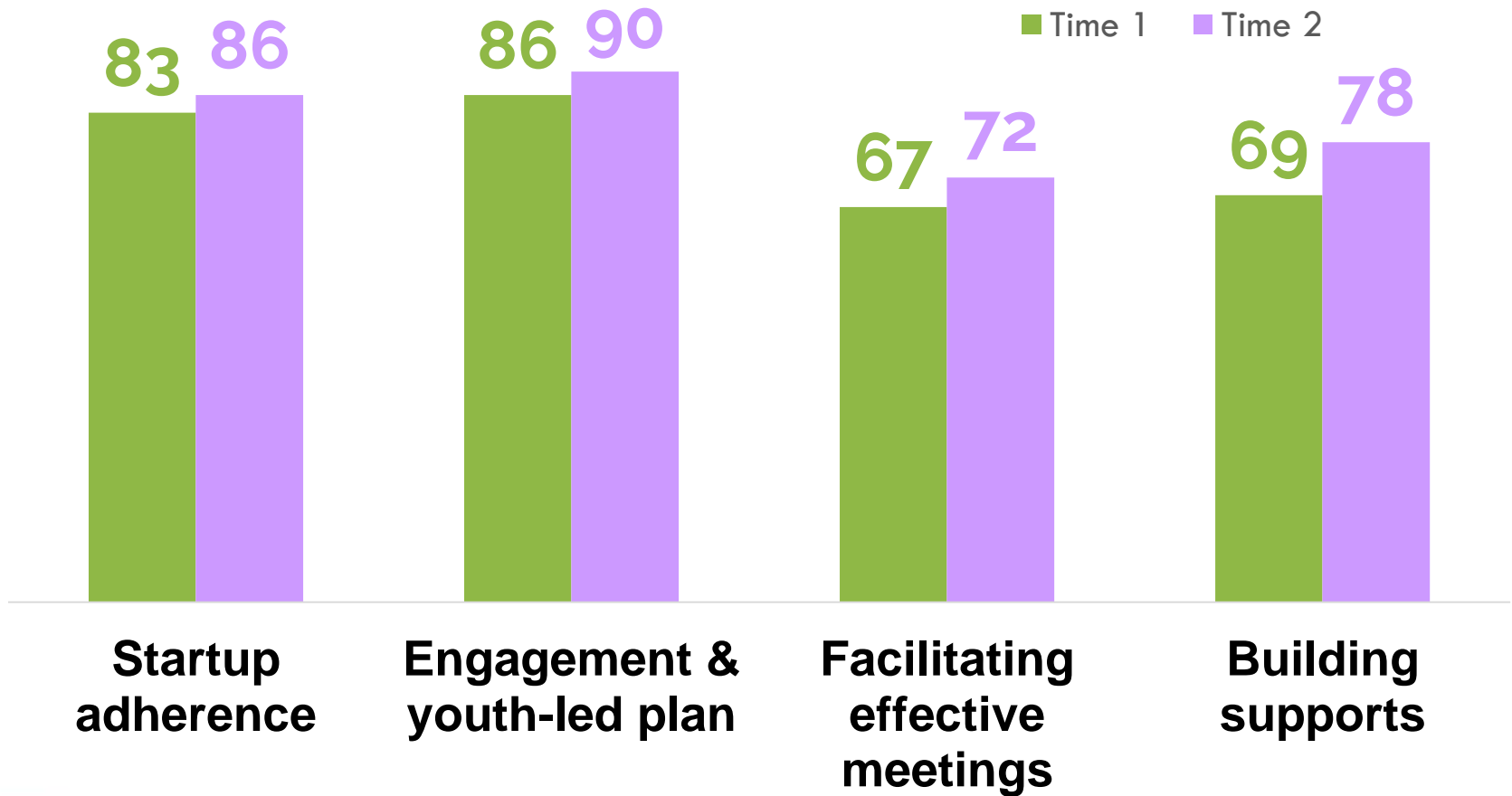
Directions: This tool is designed to be used by a RENEW Facilitator to reflect on his/her practice then reviewed in person with a RENEW Coach at various intervals during the Mapping stage and when forming a RENEW Team. The Facilitator should complete this reflection tool directly after working with a youth.

Rating Scale		1 = Yes, the practice was used consistently	2 = Practice was partially used, sometimes done
		3 = Practice was not used, opportunity missed	4 = NA, no opportunity to observe
To what extent was each of the following practices used?		Rating	Example/Comment/Reflection
RELATIONAL PRACTICES	Interpersonal Skills	1. Listens to youth's interest, concerns & requests.	
		2. Responsive to youth's concerns and asks for clarification.	
		3. Demonstrates warm and caring attitude and behavior toward youth.	
	Asset-Based Attitudes	4. Explicitly focuses on and acknowledges youth strengths.	
		5. Treats youth with dignity and respect in terms of personal, family, or cultural differences and preferences.	
		6. Acknowledges the youth's ability to achieve desired outcomes.	
PARTICIPATORY PRACTICES	Youth Choice And Action	7. Explicitly discusses with youth choices for meeting needs and the implications of different options.	
		8. Actively involves youth in carrying out any identified course of action.	
		9. Provides youth participatory opportunities to learn and develop new skills.	
	Facilitator Responsiveness	10. Supports and respects youth's decisions.	
		11. Demonstrates flexibility and responsiveness to the youth's situation.	
		12. Reflects and evaluates with youth about achievements and accomplishments.	

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Institute on Disability, University of New Hampshire



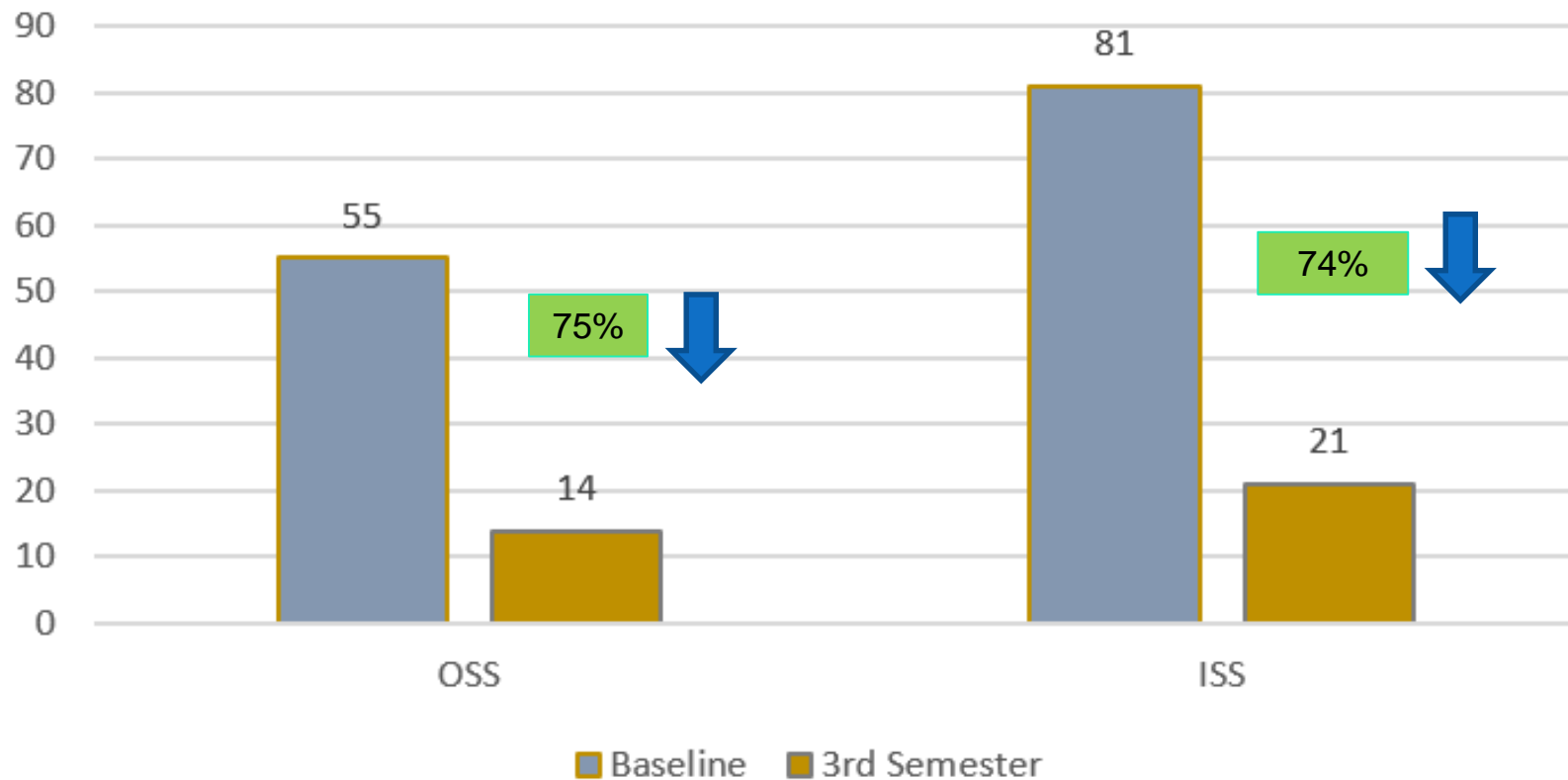
# Example of RENEW Implementation Data (RIT)



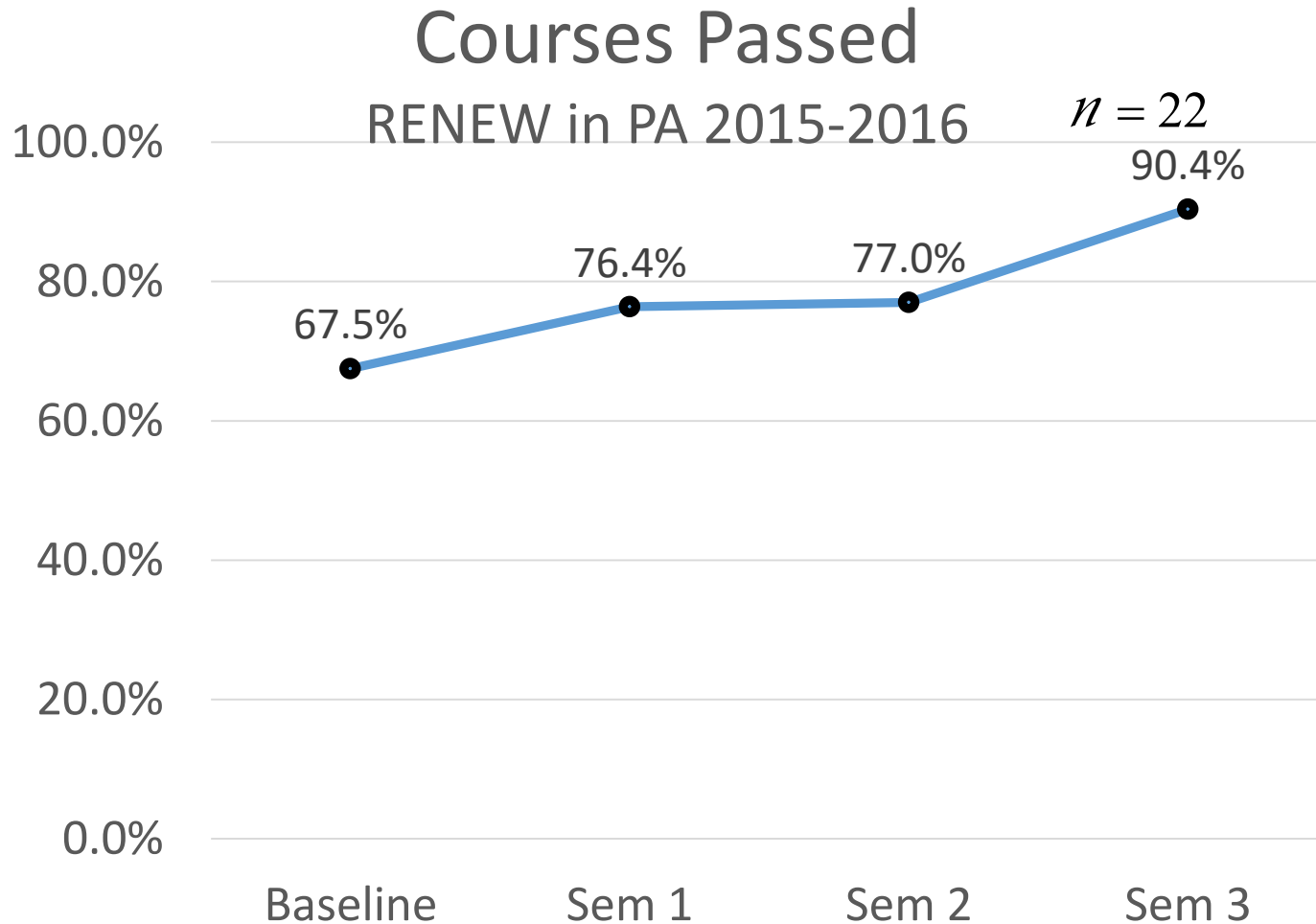
# Example of Student Outcome Data

## OSS & ISS 2012-2017

RENEW in PA 2013-2017 44 Students

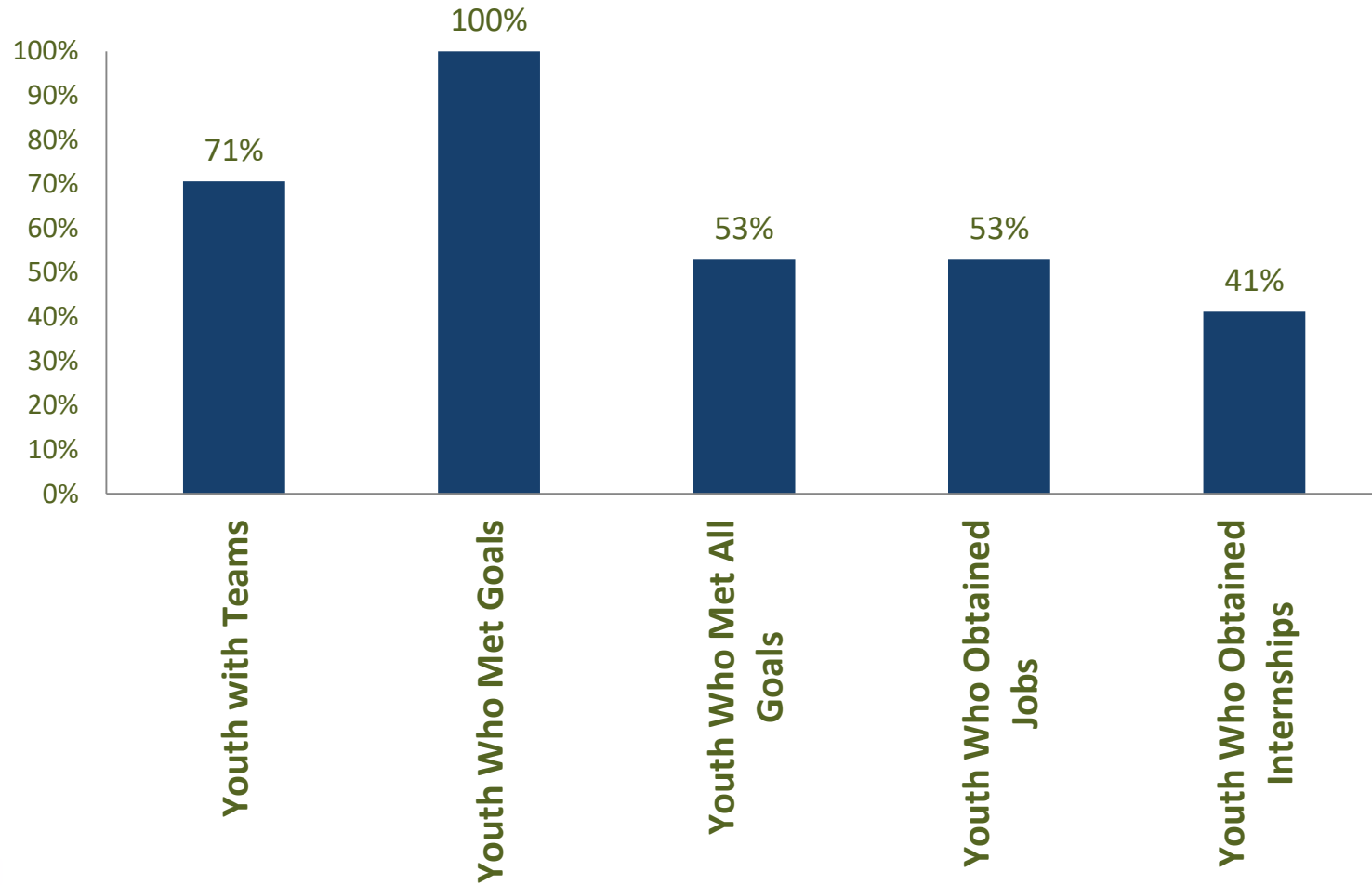


# Example of Student Outcome Data

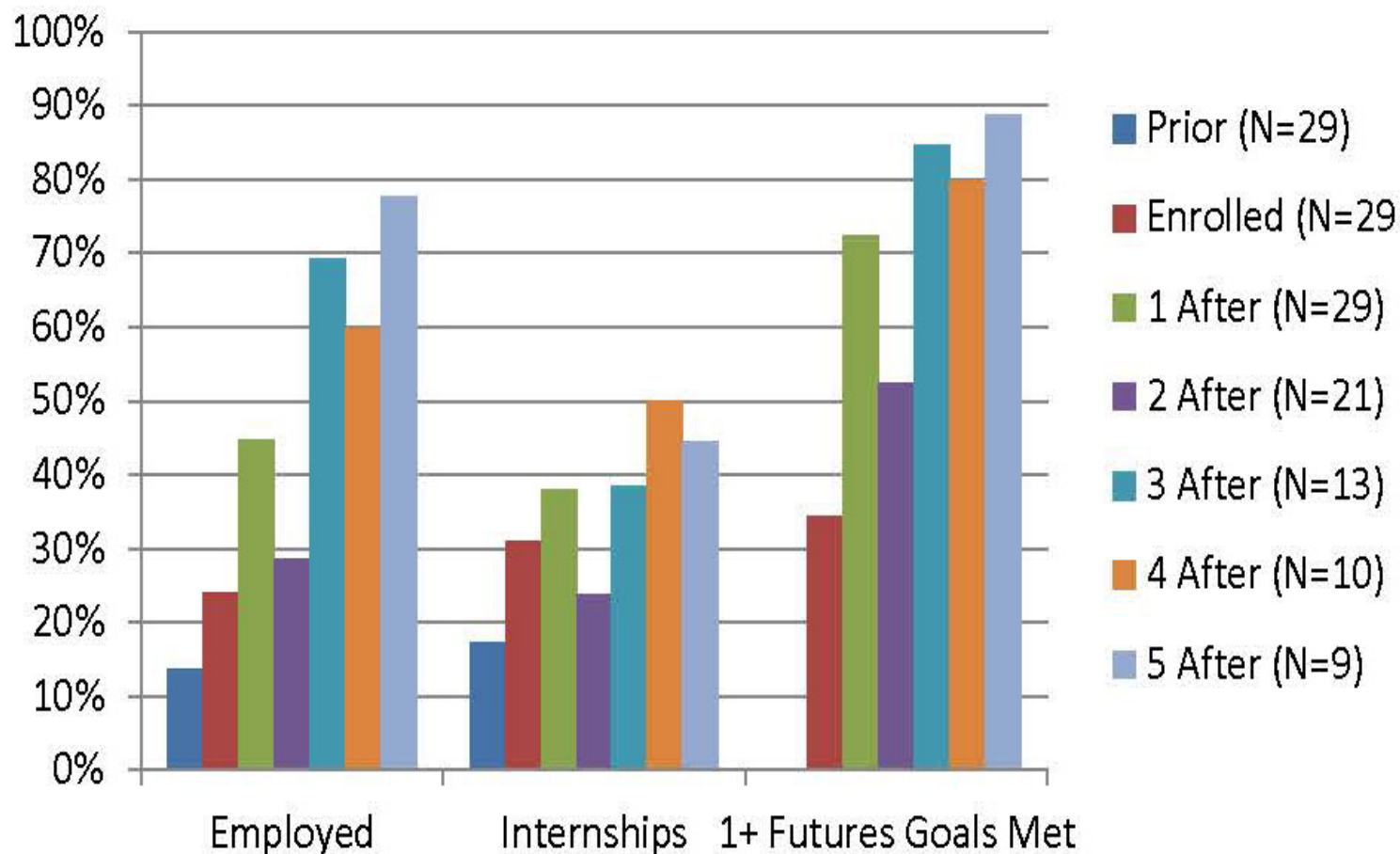




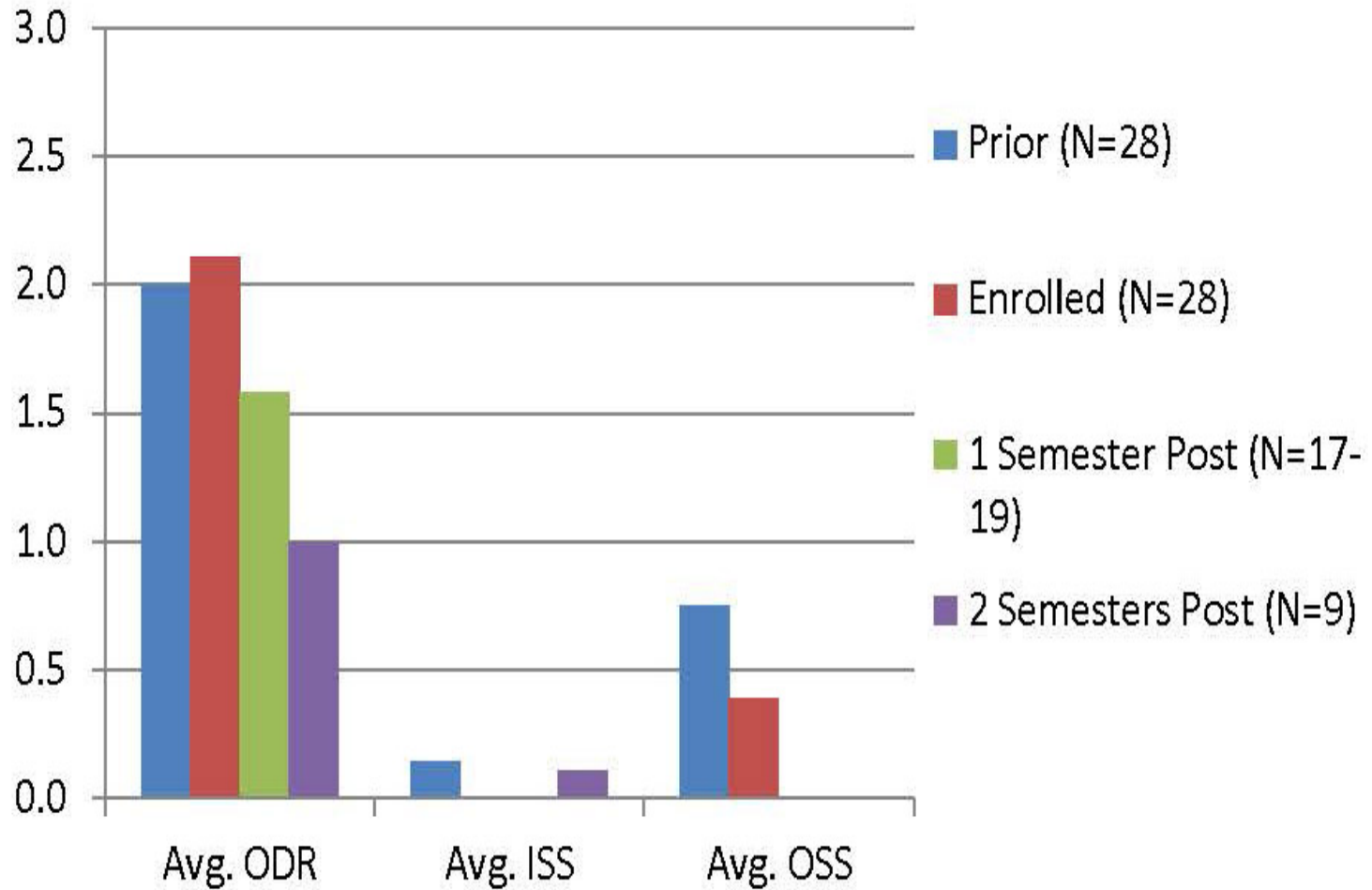
# High School Example: RENEW Benchmarks (n= 17)



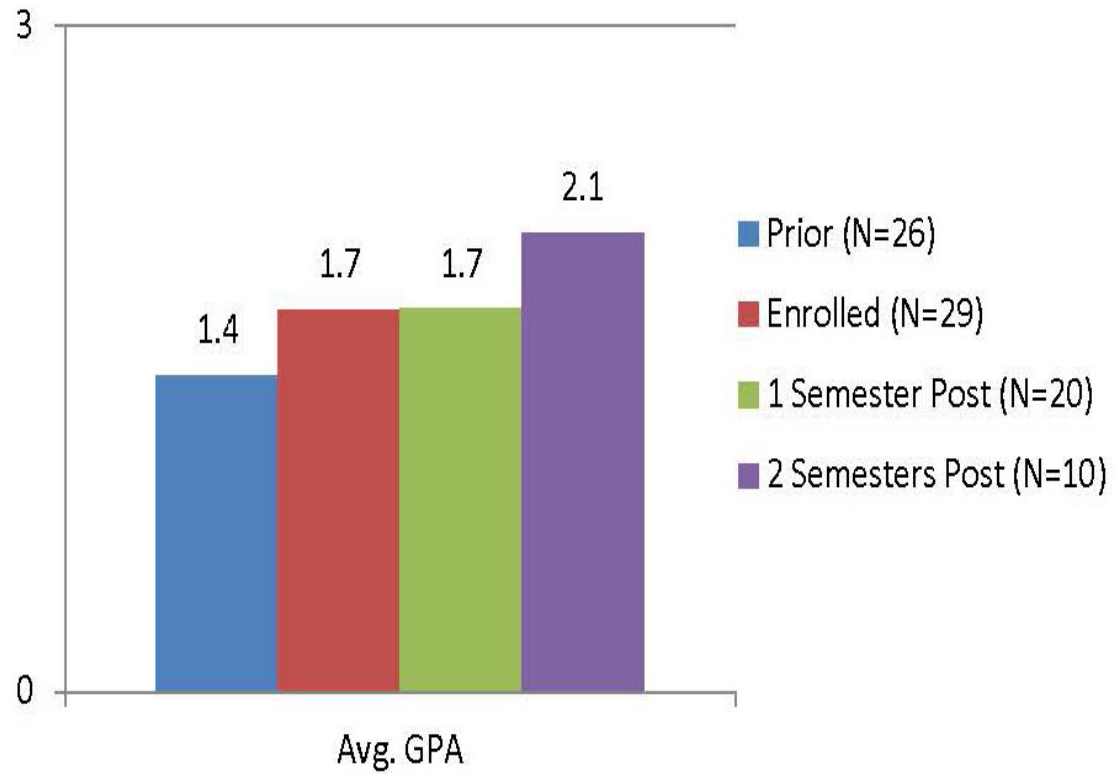
## Renew Youth Employment, Internships, and Goals



## Renew Youth Avg. Discipline Outcomes



### Renew Youth Avg. GPA



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# Case Examples

- What worked and what didn't work in setting up and ensuring strong RENEW implementation teams?
- What worked and didn't work in terms of accepting coaching?
- What were the factors that distinguished staff who implemented RENEW effectively from those who did not?



Elgin  
Huntley  
Kankakee  
Streamwood

North Country

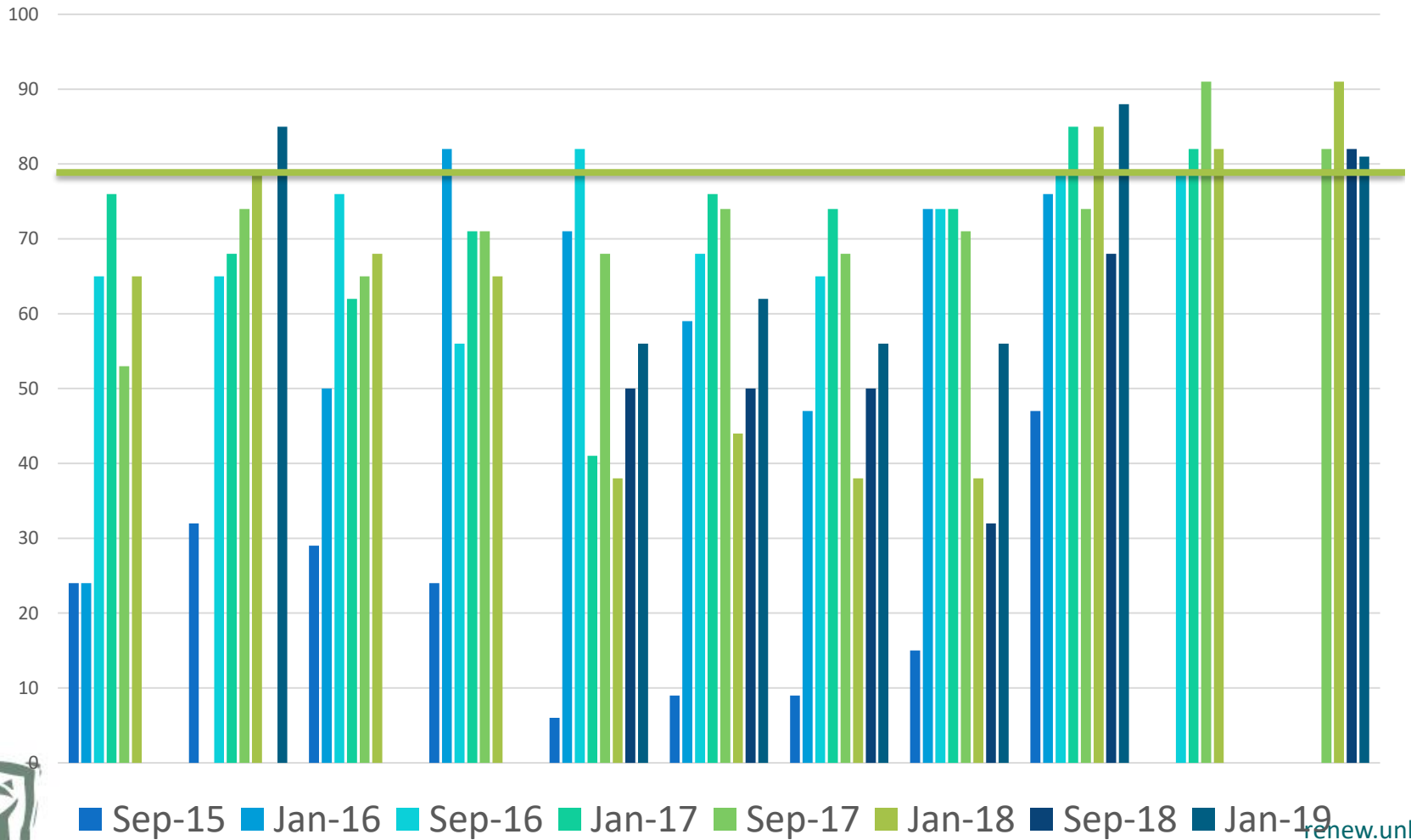
ConVal  
Kingswood  
Somersworth

Henry Lackey  
Maurice McDonough  
North Point  
Thomas Stone



# Implementation Varied by School

RIC Scores by School



# Randomized Controlled Trial Funded by the Institute of Educational Sciences

Title: Efficacy of RENEW for High School  
Students with Emotional and Behavioral  
Challenges

July 2015- June 2020

243 High school age youth enrolled  
between September 2015 and June 2018





# 1. Implementation Outcome Measures

- **Acceptability of Intervention Measure (AIM)**

- RENEW meets my approval.
- RENEW is appealing to me.
- I like RENEW.
- I welcome RENEW.

- **Intervention Appropriateness Measure (IAM)**

- RENEW seems fitting for our students.
- RENEW seems suitable for our students.
- RENEW seems applicable to the student needs.
- RENEW seems like a good

match for the student needs.

- **Feasibility of Intervention Measure (FIM)**

- RENEW seems implementable.
- RENEW seems possible.
- RENEW seems doable.
- RENEW seems easy to use.

**SCALE**  
**1 = Completely disagree,**  
**2 = Disagree,**  
**3 = Neither agree nor disagree, 4**  
**= Agree,**  
**5 = Completely agree**



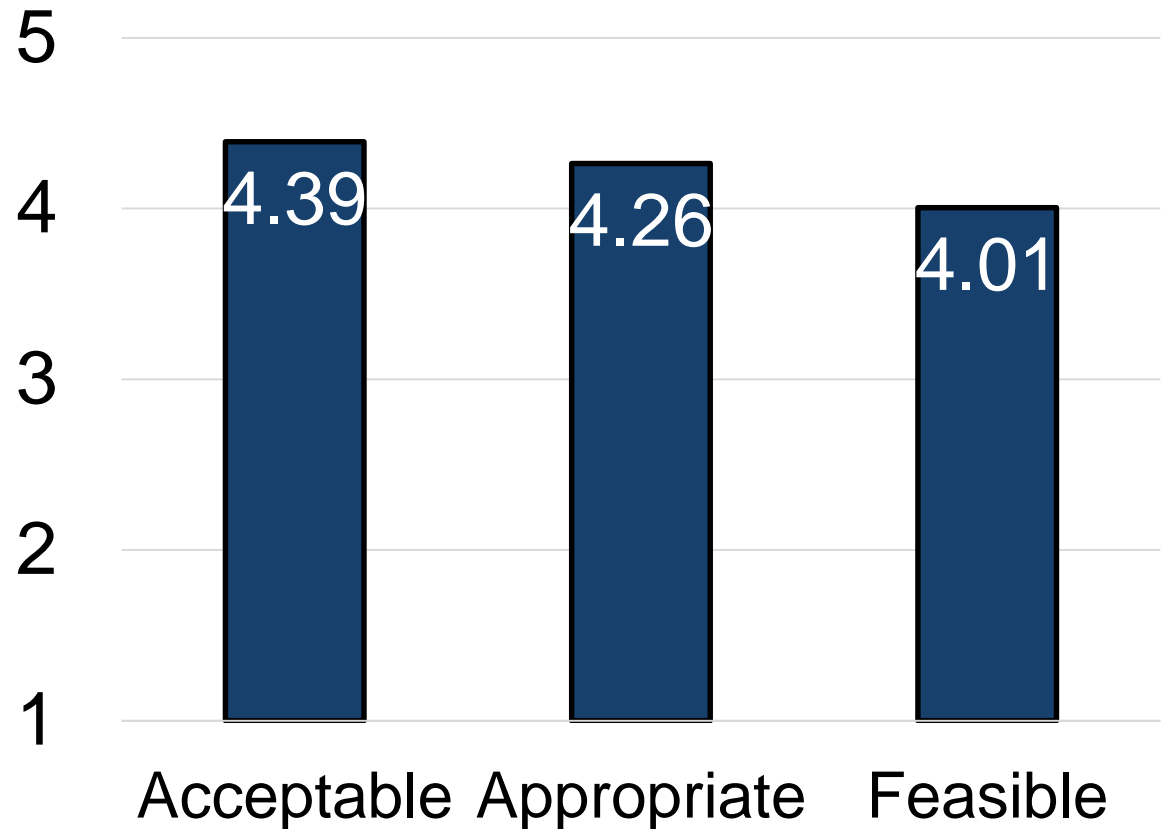
# 1. IES: Implementation Outcome Measures

## Take home:

On average, 92 facilitators, Coordinators, and Principals agreed RENEW was acceptable, appropriate, and feasible.

## School differences?

Simple one-way ANOVAs showed significant mean differences between schools for appropriateness (range 3.7 to 4.8) and feasibility (range 3.4 to 4.6)



## 2. Expectations for students and RENEW

(Malloy, 2018)

- I believe that students in RENEW will successfully graduate from high school.
- I believe that RENEW has made a positive impact on students in RENEW.
- I believe students in RENEW will find it difficult to support themselves as adults. (reversed)
- I feel that there is little I can do to help students in RENEW. (reversed)
- I want to help students in RENEW.
- I feel I do not benefit from helping my students in RENEW. (reversed)

**SCALE**  
**1 = Completely disagree,**  
**2 = Disagree,**  
**3 = Neither agree nor disagree, 4**  
**= Agree,**  
**5 = Completely agree**

# IES: Expectations for Students and RENEW

## Take home:

On average, 92 facilitators, Coordinators, and Principals agree with these items. Items about their support and impact of RENEW show higher agreement than future expectations for students.

## School differences?

Wait to examine until we decide if appropriate to combine as mean score.

ITEM	M	SD
I want to help students in RENEW.	4.71	0.50
I believe that RENEW has made a positive impact on students in RENEW.	4.30	0.82
I feel I do not benefit from helping my students in RENEW. (reversed)	4.14	1.04
I feel that there is little I can do to help students in RENEW. (reversed)	4.12	0.95
I believe that students in RENEW will successfully graduate from high school.	3.82	0.74
I believe students in RENEW will find it difficult to support themselves as adults. (reversed)	3.30	1.01
MEAN	4.07	0.59

## 3. Facilitator Choice (Malloy, 2018)

- ***I had full choice over whether or not to be a RENEW facilitator.***
- On average, facilitators agreed
- with a mean of 4.17 ( $SD = 1.2$ ).
- Individual responses ranged from
- 1 to 5, and school means ranged
- from 3 to 4.9.

**SCALE**  
**1 = Completely disagree,**  
**2 = Disagree,**  
**3 = Neither agree nor disagree, 4**  
**= Agree,**  
**5 = Completely agree**

# 4. Role Conflict and Role Ambiguity Questionnaire (Rizzo et al., 1970)

- **Role Ambiguity (6 items)**
- I know exactly what is expected of me.
- I feel certain about how much authority I have.
- Clear, planned goals exist for my job.
- I know that I have divided my time properly.
- I know what my responsibilities are.
- Explanation is clear of what has to be done.
- **Role Conflict (8 items)**
- I have to do things that should be done differently.
- I have to work on unnecessary things.
- I receive an assignment without the proper manpower to complete it.
- I receive an assignment without adequate resources and materials to execute it.
- I work with two or more groups who operate quite differently.
- I have to buck a rule or policy in order to carry out an assignment.
- I receive incompatible requests from two or more people.
- I do things that are apt to be accepted by one person and not accepted by others.

## SCALE

1 = **Absolutely false**, 2 = **Mostly false**, 3 = **Somewhat false**, 4 = **Neutral**, 5 = **Somewhat true**, 6 = **Mostly true**, 7 = **Absolutely true**

# Role Conflict and Ambiguity

**Note:** Scoring is confusing, because higher scores are “bad” (i.e., more conflict and more ambiguity AND ambiguity items are reversed.

**Take home:**

On average, facilitators report it is mostly false their roles are ambiguous and somewhat false they experience role conflict.

**School differences?**

Significant mean differences between schools for conflict but not ambiguity.

7

6

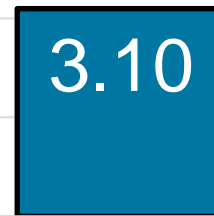
5

4

3

2

1



Conflict



Ambiguity

# 5. Implementation Leadership Scale

(Aarons et al., 2014)

- **Scale 1: Proactive**
  - Developed a plan to facilitate RENEW implementation
  - Removed obstacles to implementation of RENEW
  - Established clear department standards for implementation
- **Scale 2: Knowledgeable**
  - Is knowledgeable about RENEW
  - Is able to answer staff questions about RENEW
  - Knows what he or she is talking about when it comes to RENEW
- **Scale 3: Supportive**
  - Recognizes and appreciates employee efforts
  - Supports employee efforts to learn more about RENEW
  - Supports employee efforts to use RENEW
- **Scale 4: Perseverant**
  - Perseveres through the ups and downs of implementing RENEW
  - Carries on through the challenges of implementing RENEW
  - Reacts to critical issues regarding implementation of RENEW

**SCALE**

**0 = Not at all, 1 = Slight extent,  
2 = Moderate extent, 3 = Great extent,  
4 = Very great extent**



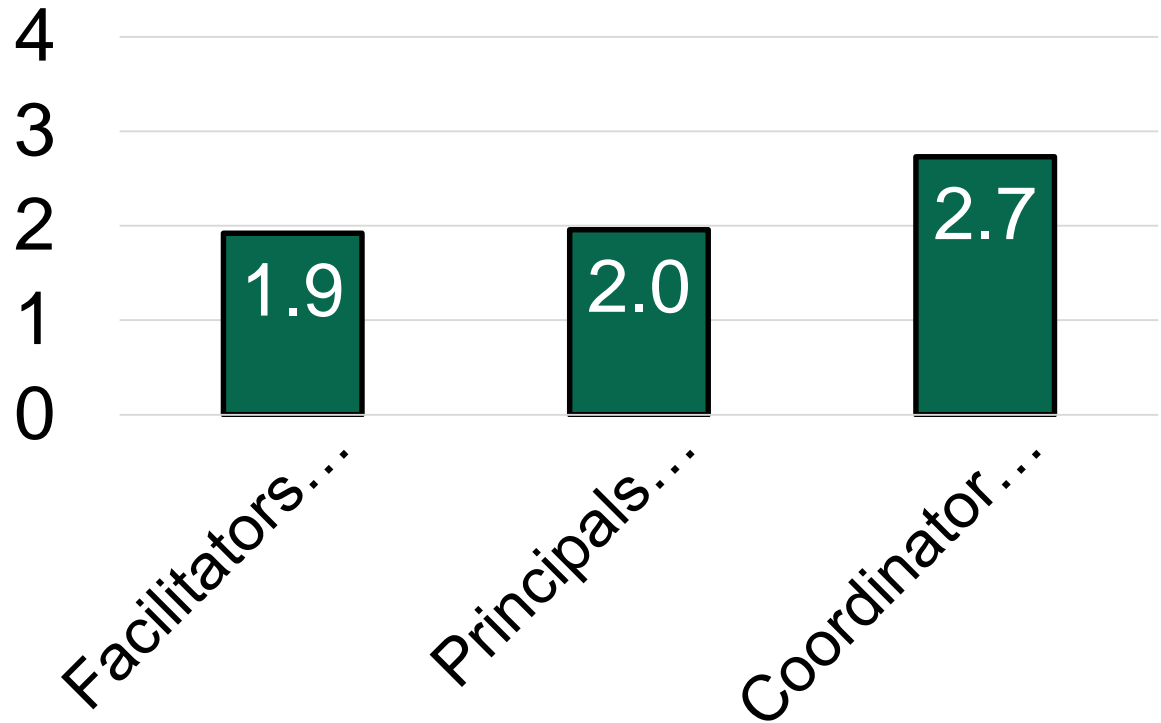
# IES: Perspectives on Principals' Leadership Implementation

## Take home:

Principals were perceived as providing a *moderate level* of leadership for RENEW implementation (consistent with a recent study using this measure).

School coordinators rated principals higher than facilitators or principals themselves.

Principals received higher ratings for *Supportive Leadership* than other scales. And principals viewed themselves as more *Supportive* but less *Proactive* than facilitators viewed them.



# IES: Perspectives on Principals' Leadership Implementation

## Take home:

The table below shows mean ratings about principals for each of the Implementation Leadership scales by facilitators, principals, and coordinators.

Who	Proactive	Knowledge able	Supportive	Perseverant	Total
Facilitators	1.8	1.8	2.2	1.9	1.9
Principals	1.2	1.8	2.6	2.3	2.0
Coordinators	2.6	2.4	3.1	2.8	2.7

### SCALE

0 = Not at all, 1 = Slight extent, 2 = Moderate extent, 3 = Great extent, 4 = Very great extent

# What do these outcomes mean?

Implementation challenges



**RENEW**

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EDUCATION AND  
SOCIAL SERVICES

Jesse C Suter



SMART

School Mental Health Assessment  
Research & Training Center

Eric J Bruns &  
Michael Pullmann  
Larissa Gaias



Sheppard Pratt  
HEALTH SYSTEM

Sarah O'Rourke,  
Becky Piermattei,  
Patti Hershfeldt,  
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Tom Laporte



Institute on Disability/UCED



University of  
New Hampshire

JoAnne Malloy,  
Kathy Francoeur,  
Jonathan Drake,  
Heidi Cloutier,  
Daniel Peyton

Ami Flammini,  
Ali Hearn,  
Jessica Swain-  
Bradway, Eryn  
VanAcker, Julie  
Busken





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# UNH Center for RENEW Implementation

**JoAnne M. Malloy, Ph.D.**  
Research Associate Professor

[joanne.malloy@unh.edu](mailto:joanne.malloy@unh.edu)

**Kathy Francoeur, M.Ed.**

MTSS-B & RENEW Trainer

[kathryn.francoeur@unh.edu](mailto:kathryn.francoeur@unh.edu)

**Heidi Cloutier, M.S.W.**

MTSS-B & RENEW Trainer

[heidi.cloutier@unh.edu](mailto:heidi.cloutier@unh.edu)

<https://iod.unh.edu/projects/rehabilitation-empowerment-natural-supports-education-and-work-renew>

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## Center for RENEW Implementation

RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges. Developed in 1996 by staff at the Institute on Disability (IOD), RENEW is being provided by schools, community mental health centers, community-based providers, and IOD staff members to youth. The model focuses on supporting each youth to design and pursue a plan for the transition from school to adult life. RENEW has substantially increased the high school completion, employment, and post-secondary education participation rates among our most vulnerable youth.

### RENEW User's Portal

Register to access the tools, manuals, and booster training materials you will need to implement RENEW.

# Thanks!

- Like us on Facebook:  
<https://www.facebook.com/IOD.RENEW>
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- For further questions please contact us at  
[iod.renew@unh.edu](mailto:iod.renew@unh.edu)



# UNH Center for RENEW Implementation

**JoAnne M. Malloy, Ph.D.**  
Research Associate Professor

[joanne.malloy@unh.edu](mailto:joanne.malloy@unh.edu)

**Kathy Francoeur, M.Ed.**

MTSS-B & RENEW Trainer

[kathryn.francoeur@unh.edu](mailto:kathryn.francoeur@unh.edu)

**Heidi Cloutier, M.S.W.**

MTSS-B & RENEW Trainer

[heidi.cloutier@unh.edu](mailto:heidi.cloutier@unh.edu)

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## Center for RENEW Implementation

RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges. Developed in 1996 by staff at the Institute on Disability (IOD), RENEW is being provided by schools, community mental health centers, community-based providers, and IOD staff members to youth. The model focuses on supporting each youth to design and pursue a plan for the transition from school to adult life. RENEW has substantially increased the high school completion, employment, and post-secondary education participation rates among our most vulnerable youth.

### RENEW User's Portal

Register to access the tools, manuals, and booster training materials you will need to implement RENEW.

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## For more information...

### **Kathy Francoeur, M.Ed.**

MTSS-B & RENEW Trainer  
Institute on Disability  
University of New Hampshire  
10 West Edge Drive  
Durham, NH 03824  
(603)862-0318

[Kathryn.francoeur@unh.edu](mailto:Kathryn.francoeur@unh.edu)

### **JoAnne M. Malloy, Ph.D.**

Research Associate Professor  
Institute on Disability  
University of New Hampshire  
56 Old Suncook Rd.  
Concord, NH 03301  
(603)228 -2084

[Joanne.malloy@unh.edu](mailto:Joanne.malloy@unh.edu)

### **Ali Hearn**

Technical Assistance Director  
Midwest PBIS Network  
[ali.hearn@midwestpbis.org](mailto:ali.hearn@midwestpbis.org)  
847-309-5336

