

Rehabilitation, Natural Supports, Education, and Work (RENEW)

Person-centered Planning and Supports for
Youth with Emotional and Behavioral
Disorders

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

Agenda

- RENEW Overview
- History of RENEW
- RENEW Capacity Building Project
- Mental Health Agency using RENEW as an Treatment Model
- RENEW Student Panel
- Discussion

Youth with EBD

Youth with Emotional and Behavioral Disabilities (EBD) Outcomes:

- 50%-60% dropout of high school
- 10%-25% enroll in post-secondary education
- 30%-58% employed post-school
- High rates of MH utilization, poverty, incarceration

(Alexander, et al., 1997; Kortering, et. al., 1998; Lee and Burkham, 1992; Wagner, 1992)

Why RENEW?

How do we keep students with EBD engaged in learning activities?

Survey over 10,000 Students across the U.S.:

- Top four motivating factors for student engagement in school are:
 - Personal Development (around an interest area)
 - Socialization with Peers and Adults
 - Activities such as sports
 - Please an adult in some way
- The number one way to keep them in school is:
 - Engage them in learning.
- How do we engage them?
 - Relevance to student's interest areas (see first point)
- **KNOWING WHAT KIDS CAN DO WELL AND WHAT THEY WANT TO DO AS ADULTS IS THE KEY**
 - You'll see how the RENEW Model addresses these things.

History of Rehabilitation, Empowerment, Natural supports, Education and Work {RENEW}

- 1996, several university researchers and practitioners in NH developed a grant funded project called RENEW.
 - To address youth's needs with emotional and behavioral challenges, focus is on community-based services and supports
 - Secondary Transition Model, Community Inclusion and Employment Focused
 - Promising results for youth who typically have very poor post-school outcomes (Eber, Nelson & Miles, 1997; Cheney, Malloy & Hagner, 1998)

RENEW History Continued

- Since 1999, RENEW is provided by the Alliance for Community Supports
 - Manchester, Central NH
 - Fee-for-service
 - Grant supplemented
- Serves as the intensive intervention for PBIS APEXI (2002-05)
- Juvenile Justice projects through 2007

RENEW Defined as:

- A process that utilizes the strengths of the individual, fosters his/her self determination, and builds a system of care around the individual in order to improve his/her life, so that s/he will more likely succeed in school and other life domains.

RENEW Goals

- High School Completion
- Employment in Typical Jobs for Competitive Wages
- Postsecondary Education
- Sustainable Community Inclusion
 - Linkages with community resources and supportive relationships

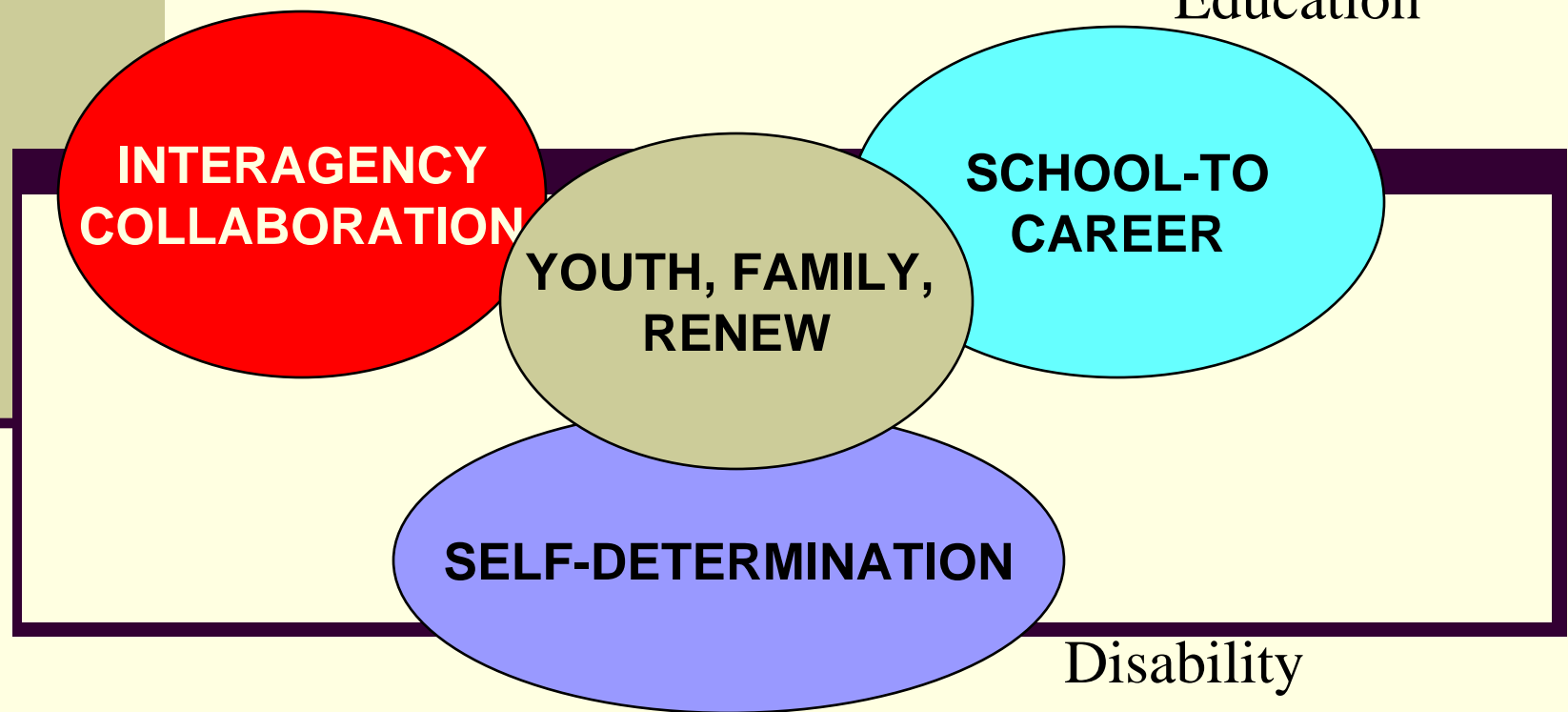
RENEW Strategies

1. Person Centered Planning
2. Individualized Team Development and Wraparound services
3. Braided Funding (Individualized Resource Development)
4. Flexible Education Programming
5. Individualized School-to-Career planning
6. Naturally supported employment
7. Mentoring
8. Sustainable Community Connections

RENEW: Conceptual Framework

Child Welfare

Education



Two Strategies of RENEW Implementation

- RENEW Capacity Building Project
- Achievement in Dropout Prevention and Excellence 2 (APEXII)

RENEW Capacity Building Project

(Oct. 2008- Sept. 2010)

- Funded by the Endowment for Health under its new Children's MH Initiative.
- The IOD will train 3 staff members at
 - Riverbend MHC
 - The Mental Health Center at Nashua's Community Council
 - The Mental Health Center of Greater Nashua
 - Genesis Mental Health Center
 - the Tobey School

6 Project Goals

GOAL # 1: Create an administrative process so that RENEW services are reimbursable in the community mental health system and to braid funds from various health and education funding streams.

GOAL #2: Build capacity for staff at the MHCs and Tobey School to provide RENEW services through training and technical assistance

6 Project Goals (cont.)

GOAL # 3: Provide RENEW services to no fewer than 60 youth. Ensure that 45 youth see improved outcomes in school, home and community.

GOAL #4: Build local capacity to provide seamless support for the youth through collaboration with schools, DJJS, DCYF, community providers.

6 Project Goals (cont.)

GOAL # 5: Develop proposal to expand and sustain the RENEW capacity-building initiative.

GOAL #6: Disseminate outcomes and learnings from the project.

Eligibility for RENEW Services

Eligibility:

- Youth ages 15- 21 (age 14 in Tobey School
- Must be eligible for state-funded community mental health services (or can be found eligible)
- Target population and referral process will be locally-determined
- 15-18 youth per site to be enrolled-
- Enrollment: March 2009 - September 2009

The Role of Local Collaboratives: Resource “Mapping” Process

- To create a list of youth-serving organizations, programs, services and key people and systems in each community.
- To create and strengthen existing linkages between systems, programs, and people for the benefit of high-risk youth

Overview of Agency System Working with Schools

- Formal Agreement with schools specific to RENEW referrals.
 - 5 Students referred
 - Requirements for referral
 - On site support: logistical, academic/behavior support
- Referrals
 - Student has been assessed around needs
 - Need for additional mental health services due to exhausted or limited supports in the school.
 - Have IEP's and need support around transition into adulthood
 - Need for job development and other types of community support
 - Schools need help building in Extended Learning Opportunities around student's interests

Activities

- Student referred to agency for mental health services.
 - Agency determines RENEW is appropriate
- Meeting with student and school support people to discuss RENEW
- Describe to student the RENEW process
 - Self directed, action planning around their interest, goal setting for school completion or job development.
- Conduct Futures Planning
- Develop networks of support to address the student's identified goals and needs within the school
- Developing natural supports, job mentorship in the community.
- Address the transition from youth into adulthood, and what needs exist (mental health, financial planning etc.)

Activities Continued

- Connecting parents to the student's goals
 - Engage them in the process to be participants
- Identify family needs and develop supports through family support/therapy teams and/or wraparound supports.
- School Wrap Team to help brainstorm around agency supports that could address needs of student.
- Develop smooth transition into adult mental health services where they are needed.

What Works Well

- Early intervention using RENEW (age 16)
- Schools that have systems which support work-based learning, extended learning opportunities as well as other alternatives that can be catered toward the student's interests.
- Schools have personnel who can develop the ELO's and have connections to the community for these experiences.
- Administrative support in schools, as well as a culture that is willing to try alternatives to assist students to complete their goals.
- Wrap interagency collaborative process, where agencies can troubleshoot/problem solve around how to provide students the supports they identify as their needs.

What Works Well Continued

- RENEW is an evidence based intervention that is Medicaid reimbursable.
- RENEW training was provided through the Endowment Grant to 5 staff within the agency.
- There is a staff capacity to provide RENEW services within their caseloads.
- Administrative and managerial support is crucial to the mental health providers using the RENEW model

Challenges

- Some referrals are cases where students have such great needs, that RENEW as an intervention is very time consuming, and results take a substantial amount of work in the main areas of home, school and community.

APEXII

Model Assumptions:

- School organization and processes are related to dropout rates (school-wide issues) (Gottfredson, Gottfredson & Hybl, 1993; Bryk & Thum, 1989; Lee & Burkham, 2001; Nelson, 1996; Rumberger, 2001; Rutter, 1979)
- Behavioral problems in school are associated with a likelihood of dropping out – indicator of risk
- Students with significant emotional or behavioral challenges require individualized, community-based transition services in order to successfully complete high school

APEX II Model

- To address school-based systems/climate issues:
 - Positive Behavioral Interventions and Supports (PBIS) (Bohanon, et. al., 2004; Sugai & Horner, 1999)
 - Student Leadership Development
- To address issues for students most at-risk:
 - Rehabilitation for Empowerment, Natural supports, Education and Work (RENEW) (Eber, Nelson & Miles, 1997; Cheney, Malloy & Hagner, 1998; Bullis & Cheney, 1999)
 - 8th to 9th grade transition system and practices

APEX II GOALS*

1. Work toward implementing Positive Behavioral Interventions and Supports (PBIS),
2. Provide leadership in the school-wide systems change process and support the dedication of staff time to participate in project activities,
3. Collaborate with project staff to develop a systematic transition from the 8th to 9th grade for at-risk students,
4. Collaborate with project staff to develop individualized school-to-career services for the most at-risk students using the RENEW model, and,
5. Develop and implement a high school student leadership initiative to focus on school climate issues.

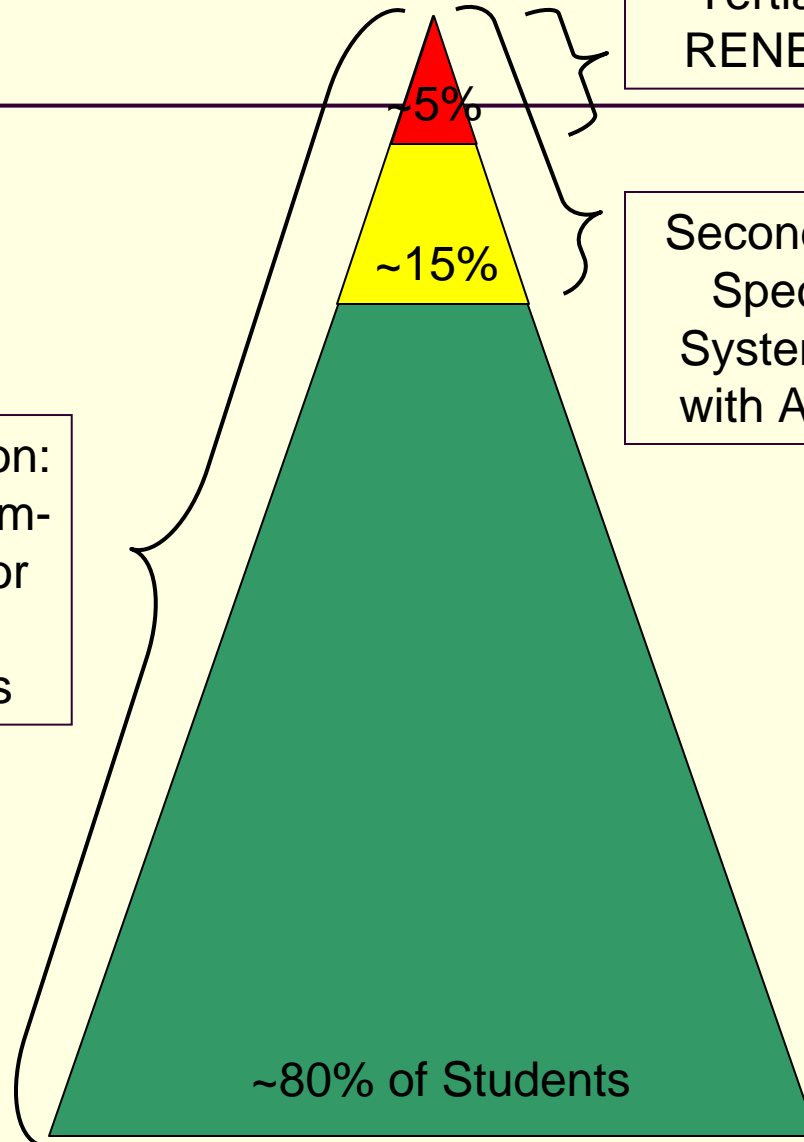
* 2005 MOUs between districts and NH DOE

RENEW: The “Red Zone” Component of the APEX II Project

- For the most “at risk” students
- Model components:
 - Personal Futures Planning
 - Individualized academic programming (creative solutions and “Real World Learning” opportunities).
 - Naturally supported employment
 - Interagency collaboration and braided funding
 - School to Career transition articulation, including post-secondary education
 - Mentoring

APEX PBIS MODEL

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



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

Tertiary Prevention:
RENEW Intervention

PBIS Framework at SHS

- Student Leadership Group
- Universal Team
- Targeted Team
- RENEW – Intensive Interventions

Implementation of RENEW

- Exposing process to key school personnel
- Discussing the implementation of RENEW with the Universal and Targeted Team
- Developing training secessions during staff development time
- Designing referral system with the Targeted Team to screen students
- Pairing selected RENEW students with trained school mentors
- APEX RENEW trainer Jonathon Drake provided assistance along the way

School RENEW Referral Process

1. Student exhibits problem behaviors or is far behind in credits and is currently academically failing. Student does not respond to Universal Interventions and is referred to the Targeted Team
2. Student receives quick Functional Behavior Assessment (FBA) and a Behavior Support Plan (BSP) is implemented (generally inserted to a group intervention, i.e. social skills)
3. If student does not respond to the BSP, full/intensive FBA is performed and an individualized BSP is implemented, student is triaged for RENEW services (checklist, group decision based on full FBA)
4. If student does not respond to full FBA, then student is referred to RENEW services to receive individualized school engagement, transition, skill capacity based interventions.

Building Sustainability for RENEW

- Universal Team Decided to Train Volunteers in the RENEW model
- During teacher workshop days, trained 2 cohorts of teachers, case managers, guidance counselors and other staff, totaling over 25 individuals (~25% of the staff)
- Each staff trained in RENEW agreed to serve as either a RENEW facilitator or student mentor
- Technical Assistance provided by APEXII IOD staff to the in-school facilitators for about a year



Somersworth RENEW Data



Descriptive Statistics

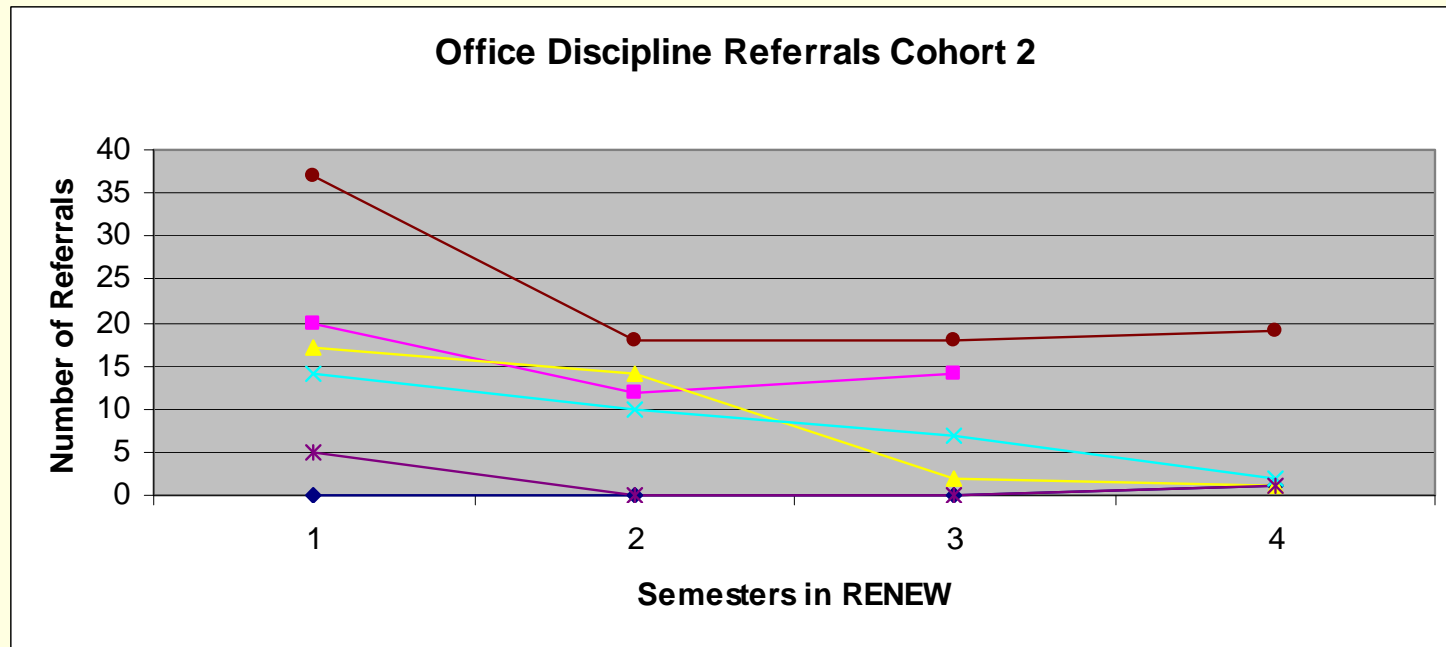
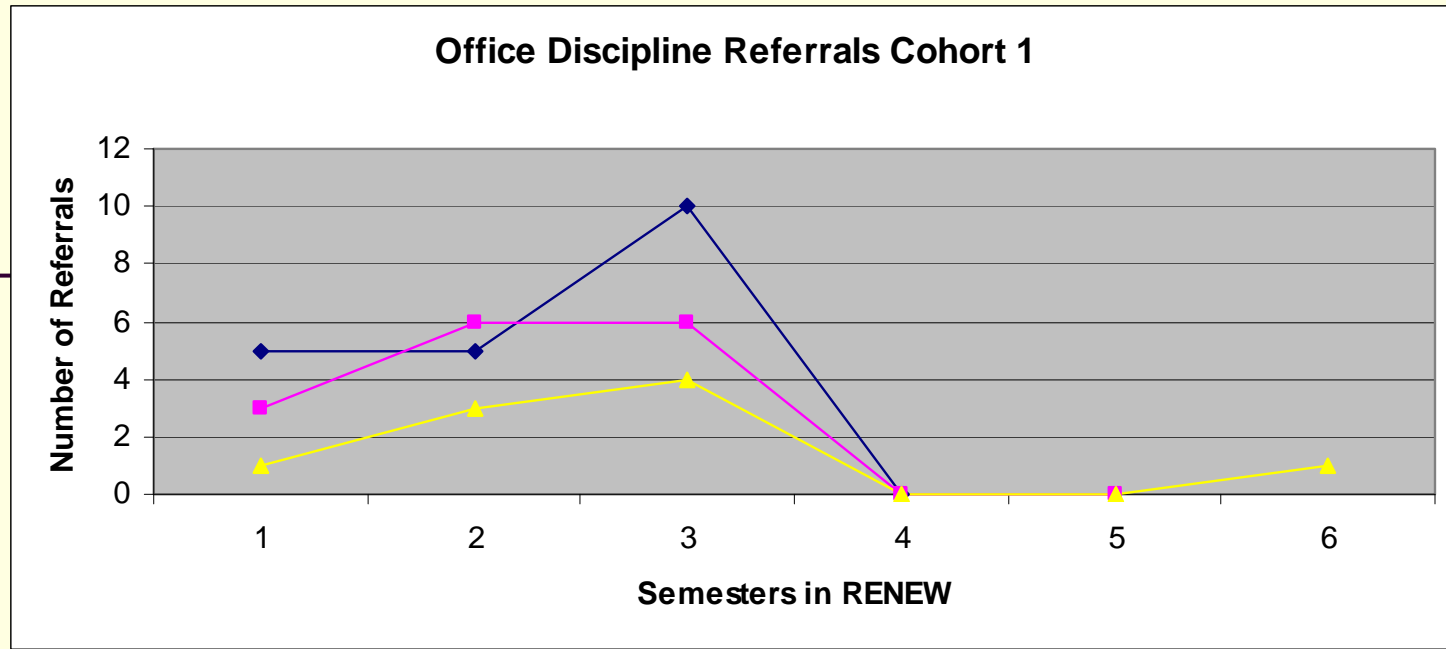
■ Cohort 1 (Enrollment 3/1/07)

- (5) students
- (4) male, (1) female
- (3) Special Ed., (1) 504, (1) Regular Ed.
- (1) Black, (4) White
- (5) Repeating Freshman, ages 15 to 17 at time of enrollment

■ Cohort 2 (Enrollment 9/1/08)

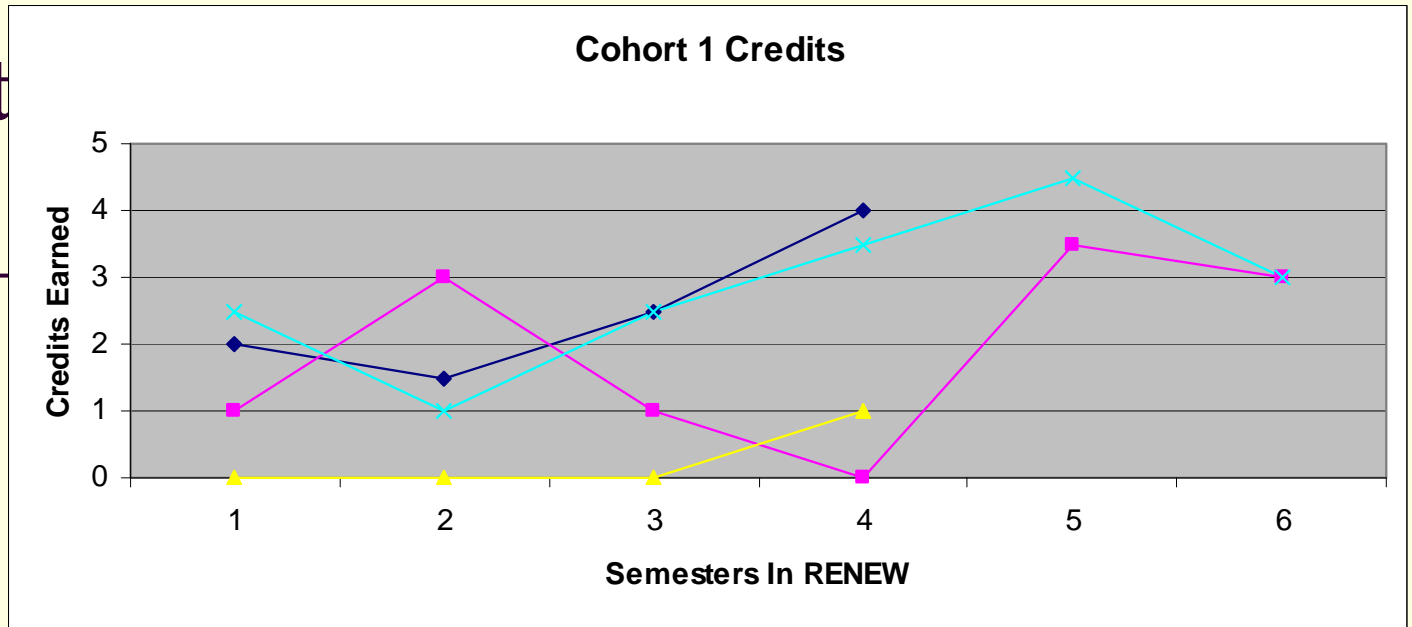
- (6) students
- (2) female, (4) male
- (4) Special Ed., (1) 504
- Ages 16 to 17
- (5) White, (1) Hispanic

Office Discipline Referral Data:

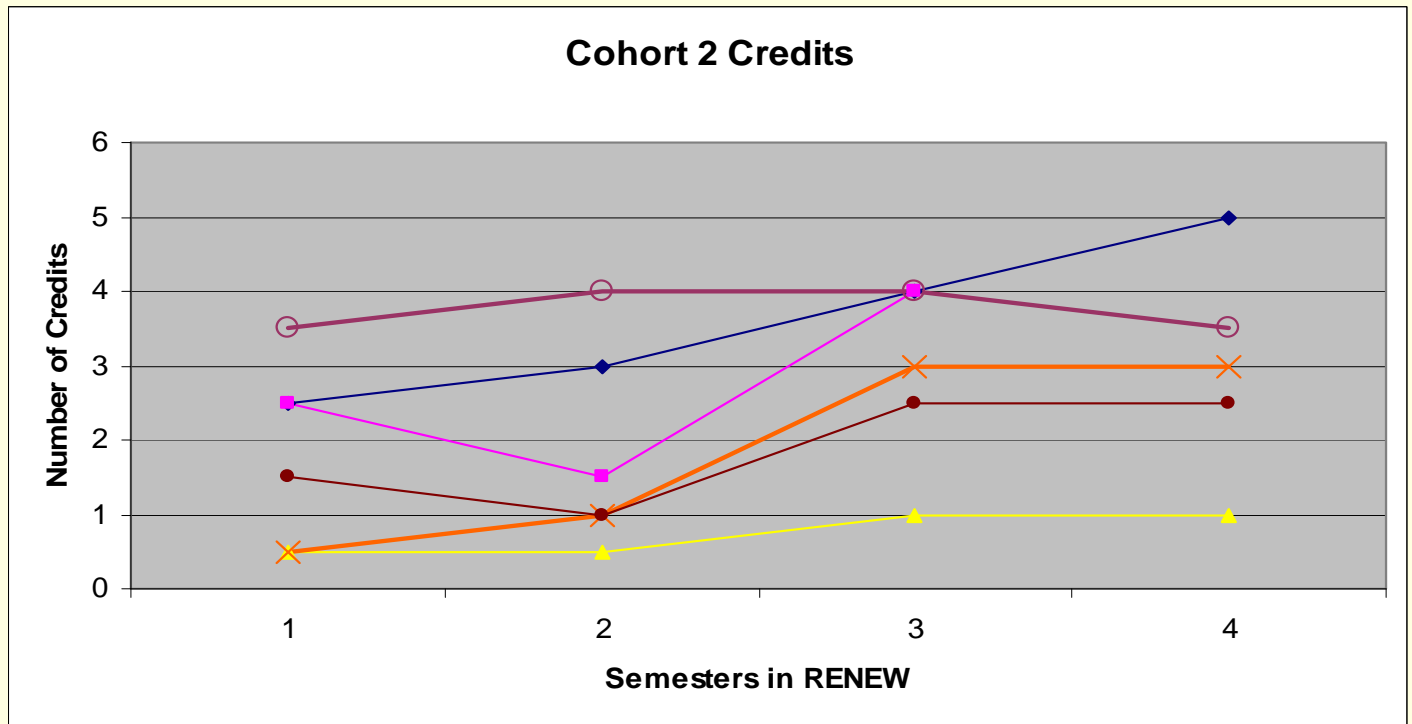


Credit Data:

Cohort 1



Cohort 2



Student Panelist

- Name?
- Grade?
- What grade did you start RENEW?
- How long have you been doing RENEW?

Panel Questions: Round 1

1. Could you describe what school was like for you before you started RENEW?
2. What was working well before RENEW and what wasn't working so well?
3. Could you describe some of the challenges and barriers that were getting in your way as a student?

Round 2

1. What made you want to try RENEW out?
2. What did you think of RENEW when you first began the process?
3. Was there anything you were nervous about when you started RENEW?

Round 3

1. Describe a typical RENEW meeting in your own words? Who attended these meetings?
2. What parts of RENEW did you like?
3. What about RENEW did you not like?
4. What about RENEW kept you coming back throughout the process?

Round 4

1. Has RENEW helped you in school?
 - If so, how has it helped? What things have you done?
2. Has RENEW helped you with your life outside of school?
 - If yes, how?

Round 5

1. What are your dreams?
2. How is RENEW helping you to achieve those dreams?
3. What are your plans for after high school?
4. Do you see RENEW helping you with these plans? If yes, in what ways?
5. Who will help you work on your transition plans?

Round 6

1. From a student's point of view, what helps students get back on track when they are having trouble in school?
2. How can school faculty help out?
3. How can people outside of school help out as well?

Round 7

- Open ended...
 - Anything the student would like to add or say?



Audience:

Questions?

Comments?