

Installing a Tertiary Level Practice in High Schools: Integrating School Mental Health and PBIS

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Behavior Support

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AGENDA

- The RENEW Model within PBIS in High Schools
- Implementation in Pennsylvania
- Implementation in New Hampshire
- Lessons Learned, Challenges
- Discussion

The RENEW Model and PBIS in High Schools

The Problem

Youth with Emotional and Behavioral Disorders (EBDs) have the poorest transition outcomes of any other sub-group:

- High rates of school dropout, with associated low income and employment

(U.S. Department of Education, 2005; Wehman, 1996; Wagner & Cameto, 2004; Wagner, Kutash, Duchnowski, & Epstein, 2005)

- Disengaged from school – high truancy rates
- Poor academic outcomes

(Lane, Carter, Pierson & Glaeser, 2006)

- Lack community and social supports

(Cullinan, & Sabornie, 2004; Lane, Carter, Pierson, & Glaeser, 2006)

The Problem (cont.)

Youth with EBDs have...

- 10%-25% enroll in post-secondary education, compared to 53% of typical population
(Bullis & Cheney, 1999)
- High rates of anti-social behavior including incarceration, arrests, behavior problems in school
(Chen, C-C., Symons, F. J., & Reynolds, A. J. , 2011; Cullinan & Sabornie, 2004; Nelson, Benner, Lane, & Smith, 2004; NH, 2008; Sabornie, Cullinan, Osborne, & Brock, 2005)
- High rates of exposure to trauma
(Kilpatrick, Ruggiero, Acierno, Saunders, Resnick, & Best, 2003; De Bellis, 2005; Zinzow, Ruggiero, Hanson, Smith, Saunders, & Kilpatrick, 2009)

Student engagement has emerged as the bottom line in preventing dropout

- Dropping out is a process of disengagement
- Keys to engaging students early on
 - Enter school ready to learn/early intervention
- Contextual keys to engaging students
 - Providing effective instruction – evidence based, best practice
 - Creating cultural match/relevance – extend to include strategies that are appropriate to student background and culture

(Alexander, Entwisle & Kabbani, 2001; Christenson, Sinclair, Lehr & Hurley, 2000; Cotton & Conklin, 2001; Cleary & Peacock, 1998; Finn, 1993; Payne, 2005)

Youth with EBD Need...

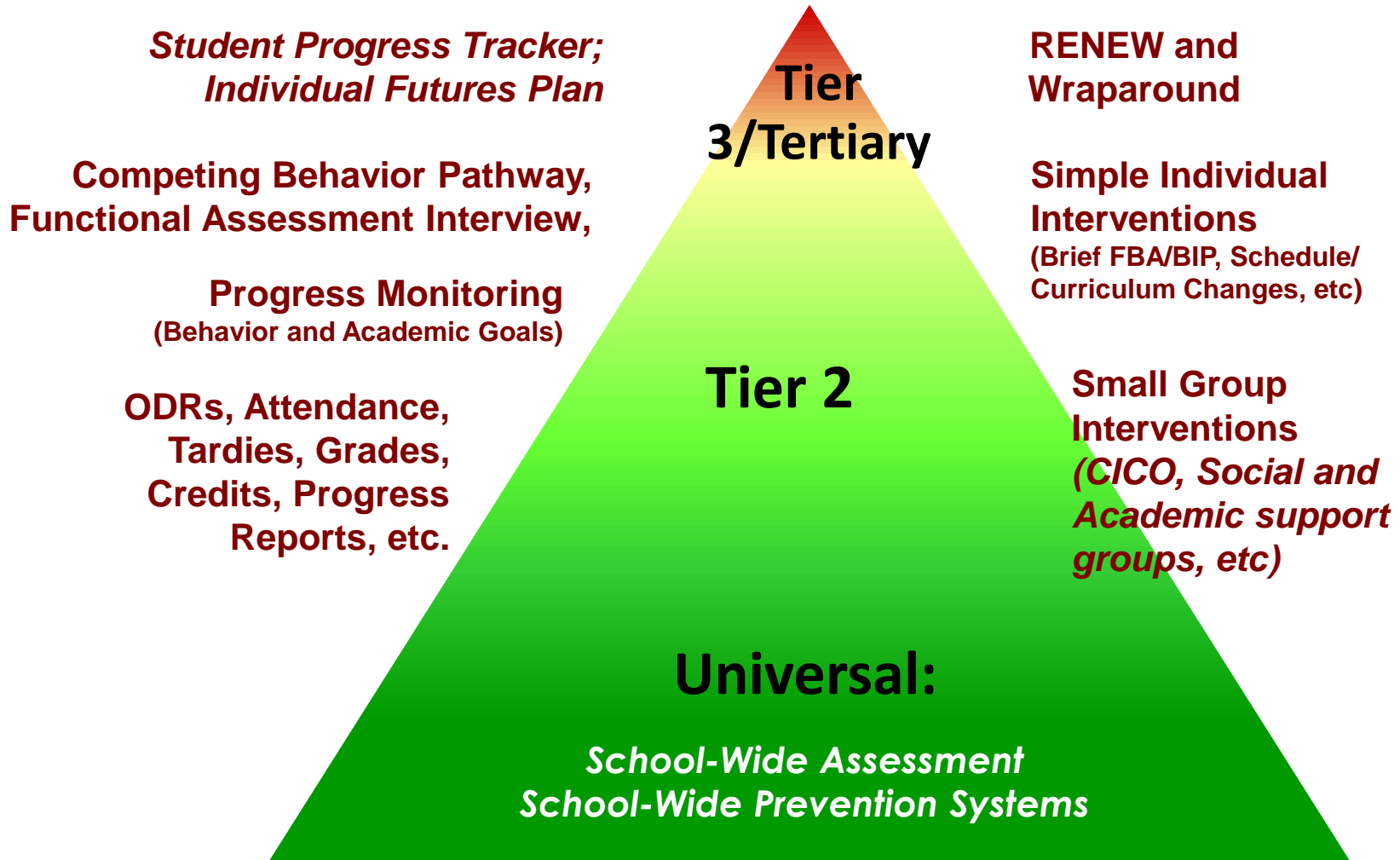
- An intervention that assists with high school completion and real world employment
- To learn self-determination skills for transition to adulthood
- Assistance to build a positive social support network
- Assistance to develop a personalized career and post-high school plan

RENEW (Rehabilitation for Empowerment, Natural supports, Education and Work)

- Developed in 1996: 3-year RSA-funded employment model demonstration project for youth with “SED” in Manchester NH
 - Initial promising results (Bullis & Cheney, 1999; Cheney, Malloy & Hagner, 1998; Malloy, Cheney, & Cormier, 1998)
- Based upon System of Care Values and Principles, best practice in transition from school to adult life, and development of social supports

The APEX High School Model: Positive Behavior Interventions & Supports & RENEW

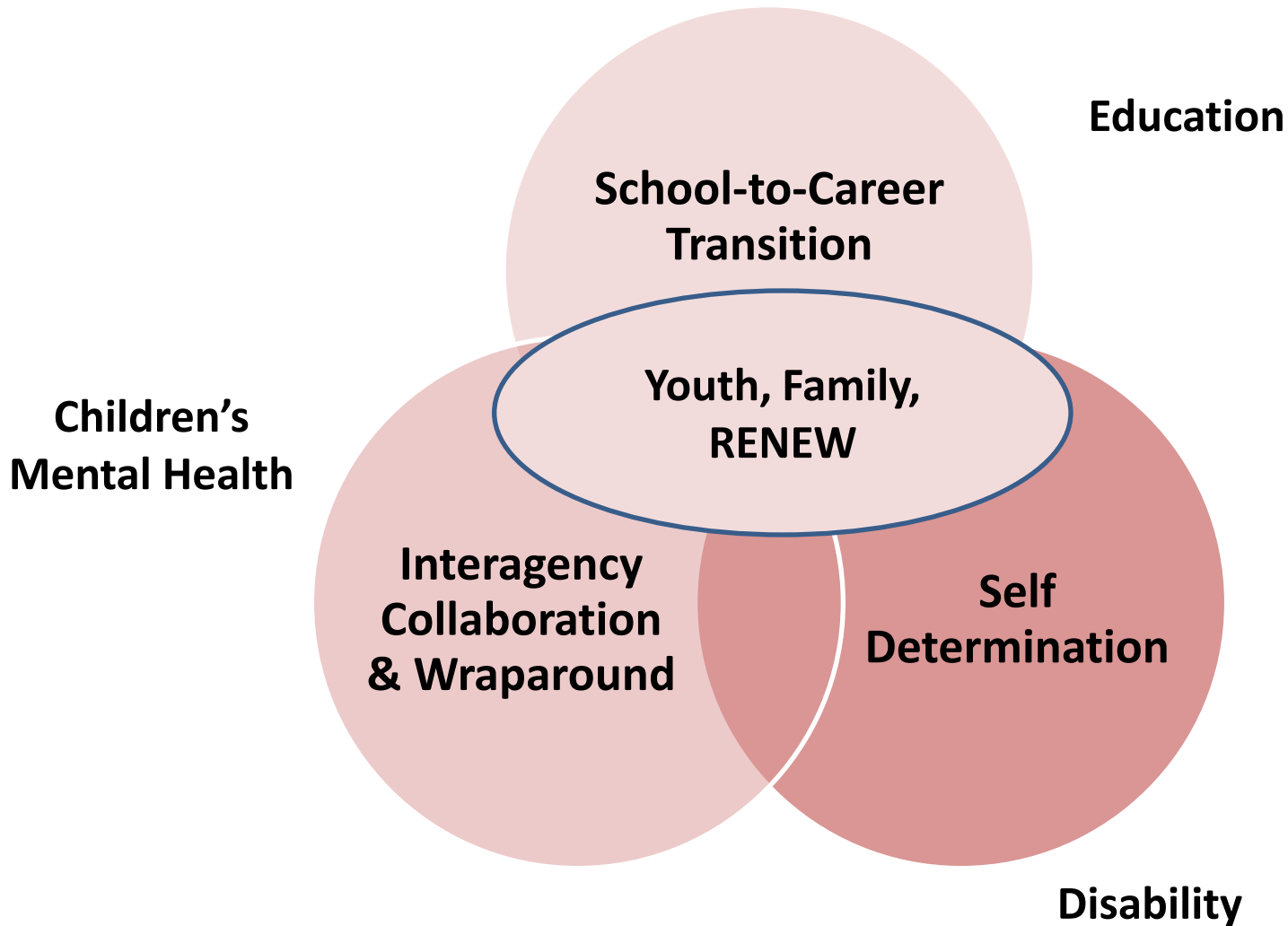
Malloy, Agorastou & Drake, 2009 Adapted from Illinois PBIS Network, Revised Sept., 2008 & T. Scott, 2004



RENEW as the Intensive Intervention in PBIS

- Leveraging In-school Needs and Resources:
 - Special Educators MUST provide secondary transition planning and supports for all students with IEPs who are 16 years or older (Special Education Requirement)
 - Schools MUST provide personalized learning and mentoring if they are to graduate 100% of their students (dropout rate)
 - Students with significant support needs MUST have transition planning and supports if they are to succeed as adults

RENEW: Conceptual Framework



Self-determination

- “Theory, research, and practice have suggested that to keep youth in school, educators must encourage students’ perceived competence and self-determination” (Eisenman, 2007, p. 3).”
- Self-determination skills include goal-setting, problem solving, help-seeking.

Elements of Personal Futures Planning Process

- Graphic facilitation (remove the “bias” of language)
- Youth’s point of view, youths’ goals and purposes, (“driven” by youth)
- Not geared to the service system organization: geared to needs, and needs are not programs or services
- No blaming or shaming & work until it works

A Values-based Intervention

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



RENEW Goals

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



Strategies

- Personal Futures Planning
- Individualized Team Development and Wraparound
- Braided (individualized) Resource Development
- Flexible, or Alternative Education Programming
- Individualized School-to-Career Planning
- Naturally Supported Employment
- Mentoring
- Sustainable Community Connections

RENEW Planning Process

Step-by-Step

Phase 1: Engagement and Futures Planning:

- Student Consents to Participate
- Student chooses who will participate
- Futures Planning or Mapping

Phase 2: Team Building

- Goal Setting
- Action Planning

Phase 3: Implementation & Monitoring

- Progress Monitoring
- Process Evaluation

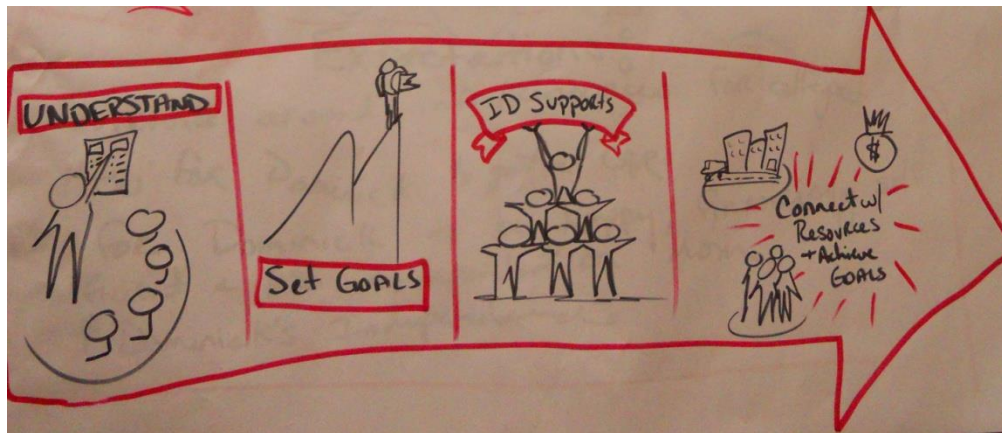
Personal Futures Planning Models

- Personal Futures Planning (Beth Mount)
- MAPS [McGill Action Planning (Vandercook, York & Forrest)]
- Methods, Models and Tools, (Cotton, 2004)
- Essential Lifestyle Planning (Michael Smull)
- Group Action Planning, known as GAP (Turnbull & Turnbull); and
- PATH [Planning Alternative Tomorrows with Hope (Pearpoint, O'Brien, & Forest)]

Phase 1: Personal Futures Planning

“MAPS”

- History-Where I have been.
- Who I am now, strengths, weaknesses.
- The people in my life
- What Works/Doesn't Work
- My goals and dreams
- My fears, what could get in my way
- Short-term goals (3-6 months)
- Next Steps: Who does what
- Schedule follow up



People

SK1

School: Ms. Nadeau (Alt Sch)
Ms. Franceau (Guid)

Army w/ Brother
PT - Recruitte - Sgt. Lasure

- Jeff
Fire Dept. - Jaime Miller (Fighter)
w/ Dad & Bob

Health

Chance, Justin, Jenn,
Mancellous, Laura, Alisha
Ashley,

Dad, Brother

Stepbrother

* Brit (Best Friend)
Emily
Dwayne
Alex

Mom, Sister (17)
stepmom, siste (24)
sister (12)

Phase 2: Formation of Team

- Based upon needs and goals, the youth and facilitator identify who should be invited to help
- Family members/ primary caregivers are always invited
- Members are asked to be part of the process by the youth or facilitator
- Youth and facilitator develop meeting “groundrules”
- Members are oriented to the process: “Why you are here”

Family Engagement

Phase 1: Engagement and futures planning

- Orient Families to RENEW Process
- Highlight roles
- Describe how RENEW supports family

Phase 2:Team Development- Initial Planning

- Youth Present futures plan to family
- Engage their family to be on their team
- Help youth identify potential team members

Phase 3: Implementation and Monitoring

- Family has a role in the implementation and monitoring of the plan
- Family celebrates successes

Phase 4: Transition

- Family takes part in developing the RENEW transition plan
- Has a role in connecting the youth to additional supports & resources as needed

First Meetings: The goal is to get Everyone's Buy In and Support

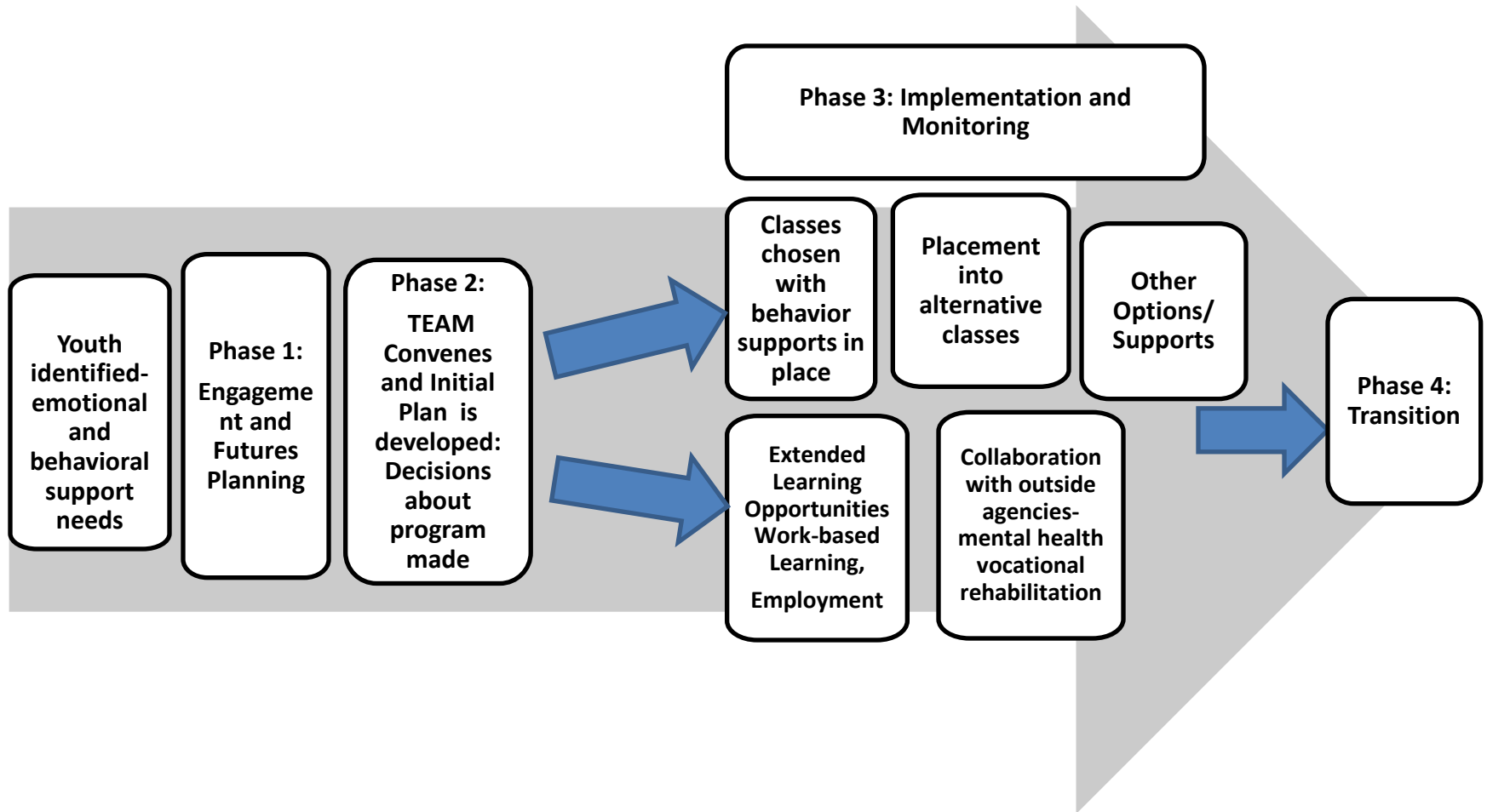


1. Introductions
2. Ground rules
3. Share the Future's Plan (necessary parts)
4. Frame the purpose of the meeting
5. Identify the roles
6. Brainstorm as a group next steps, people, and resources needed to achieve the youth's goals
7. The youth picks which next steps s/he wants to work on and who will help
8. The team articulates how the youth will know if they are making progress toward their goals (use of data)
9. All decisions are logged into the Youth/Team Plan

Example: Goal: Earn All Credits this Semester

Action Item	Purpose/Need	Person Responsible	When Due
Invite Case Manager	To support possible ways to earn credit	Student	By Sept 10
Invite Guidance Counselor	To review transcript and discuss options for classes	Student & RENEW facilitator	By Sept 10
Invite parent	To give support the plan and help encourage homework completion at night and check in on grades	Student	By Sept 10 th
Invite Volleyball Coach	To serve as a positive mentor and provide daily check in	Student	By Sept 10 th
RENEW facilitator check in with student	To see if student meet his/her goals listed on action steps	RENEW facilitator	Three days prior to meeting

Student/Team Decision Planning Process



Phase 3: Implementation and Check Ins

- Facilitator and youth check ins
- Review team progress towards goals
- Check in on the youth's action items
- Troubleshoot barriers that arise between meetings
- Plan for future meetings
 - Agenda, Participants, Resources, Data

RENEW: Scaling Up

- 2005: Developed a Training Manual for RENEW Facilitators
- 2008: Developed and field tested a Fidelity Tool, Data collection tools
- 2011: Developed coaching system and tools
- Current: Developing Facilitator Competencies; Developing Coaches Competencies and Training Modules; Developed Facilitator & Coaches' Certification

Stages of Implementation

Moving Science to Service

Fixsen & Blasé, 2005

Exploration/
Adoption

- *Should we do this?*

Installation

- *Put resources and systems in place*

Initial
Implementation

- *Initial pilots and assess results*

Full Implementation

- *The practice was successful, adopt system-wide*

Innovation

- *Adopt variations of the practice and assess results*

Sustainability

- *Make this the way of doing business*

Scaling Up: Training, Coaching, & Fidelity

- UNH Institute on Disability staff train and coach to implement RENEW.
- Share data tools: process & outcome measures, and a Fidelity of Implementation tool
- Trained 30 facilitators in Illinois, 45 in Wisconsin, 30 in Pennsylvania, through each state's PBIS network.
- Significant “uptake” using Implementation Science

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

Institute on Disability: RENEW Implementation Model

Exploration & Adoption

Create Administrative Buy In-

1. Leadership Team
2. School/site selection process
4. Data system development
3. Site application & Approval

Installation

Select and Train Tertiary Oversight Teams and Facilitators

1. Tertiary Team Development- youth and facilitator selection process
2. RENEW Facilitator Training- 3 days
4. Identify and train state level coaches
5. Install data collection systems

Implementation

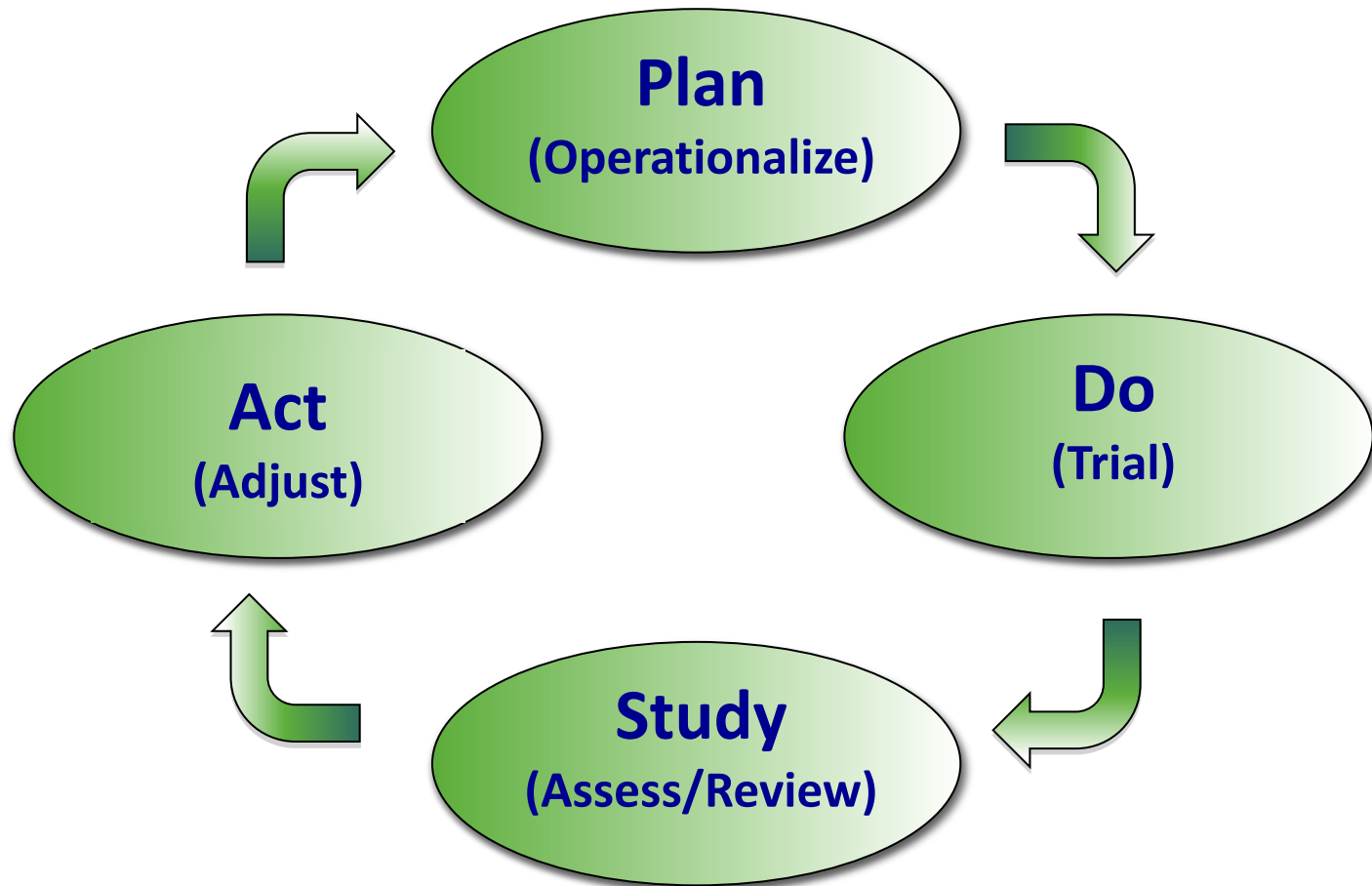
Sustainability:

1. Identify site coaches
2. Train site coaches- 2 days
3. Certify RENEW Facilitators & Coaches
4. Site systems and procedures established

Work
with state
or region
to
develop a
plan

Improvement Cycles

Cycle – Do over and over again until the intended benefits are realized

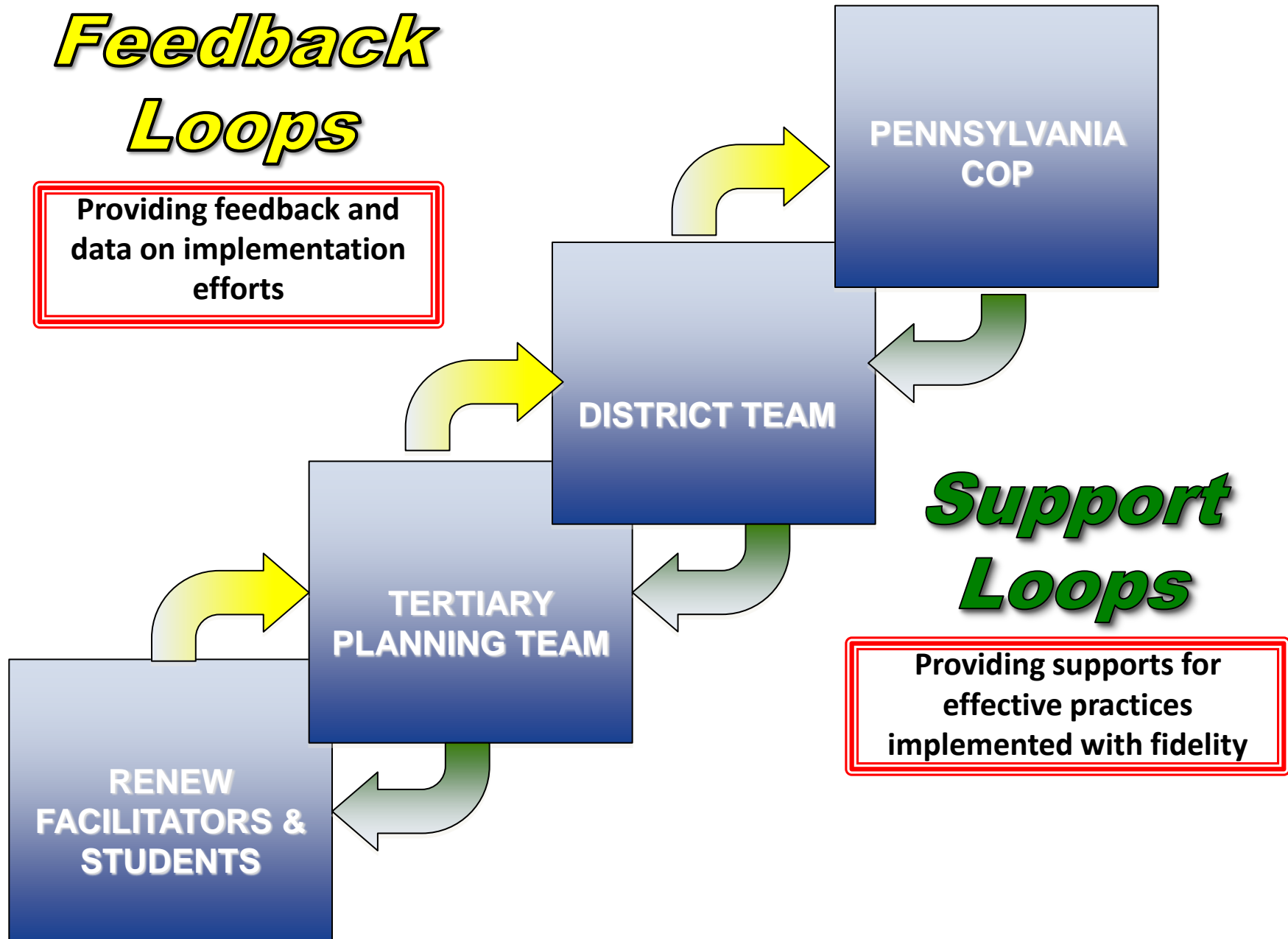


Shewhart (1924); Deming & Juran (1948); Six-Sigma (1990)

WHERE ARE PRACTICES IMPLEMENTED?

Feedback Loops

Providing feedback and
data on implementation
efforts



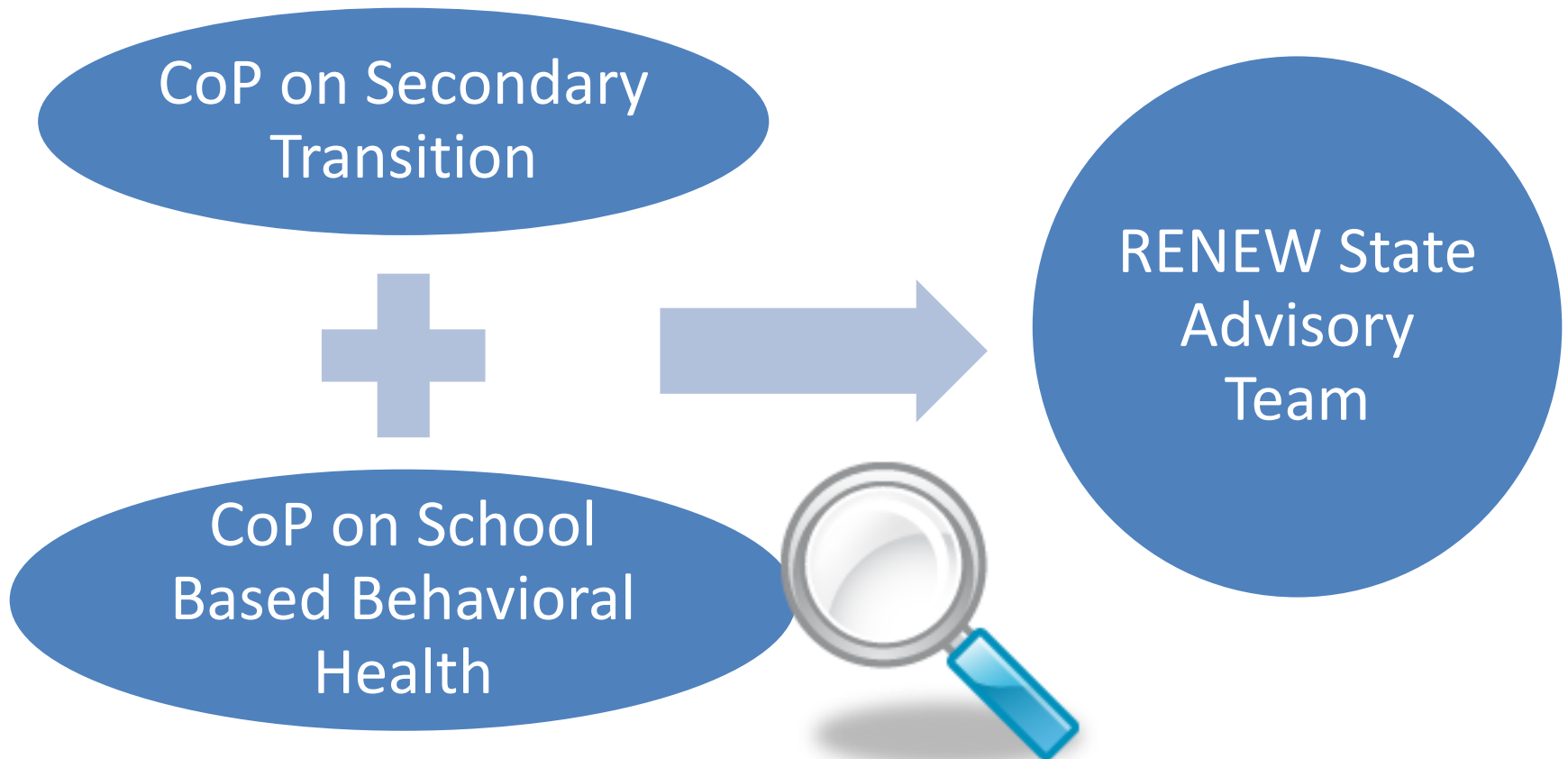
Support Loops

Providing supports for
effective practices
implemented with fidelity

Implementation in Pennsylvania (process & outcomes)

Pennsylvania's Installation of RENEW pilot

- State Advisory Team



Pennsylvania's Installation of RENEW pilot

- State Advisory Team



PAPBS Network –
RENEW



Systems of Care Partnership –
High Fidelity Wrap Around



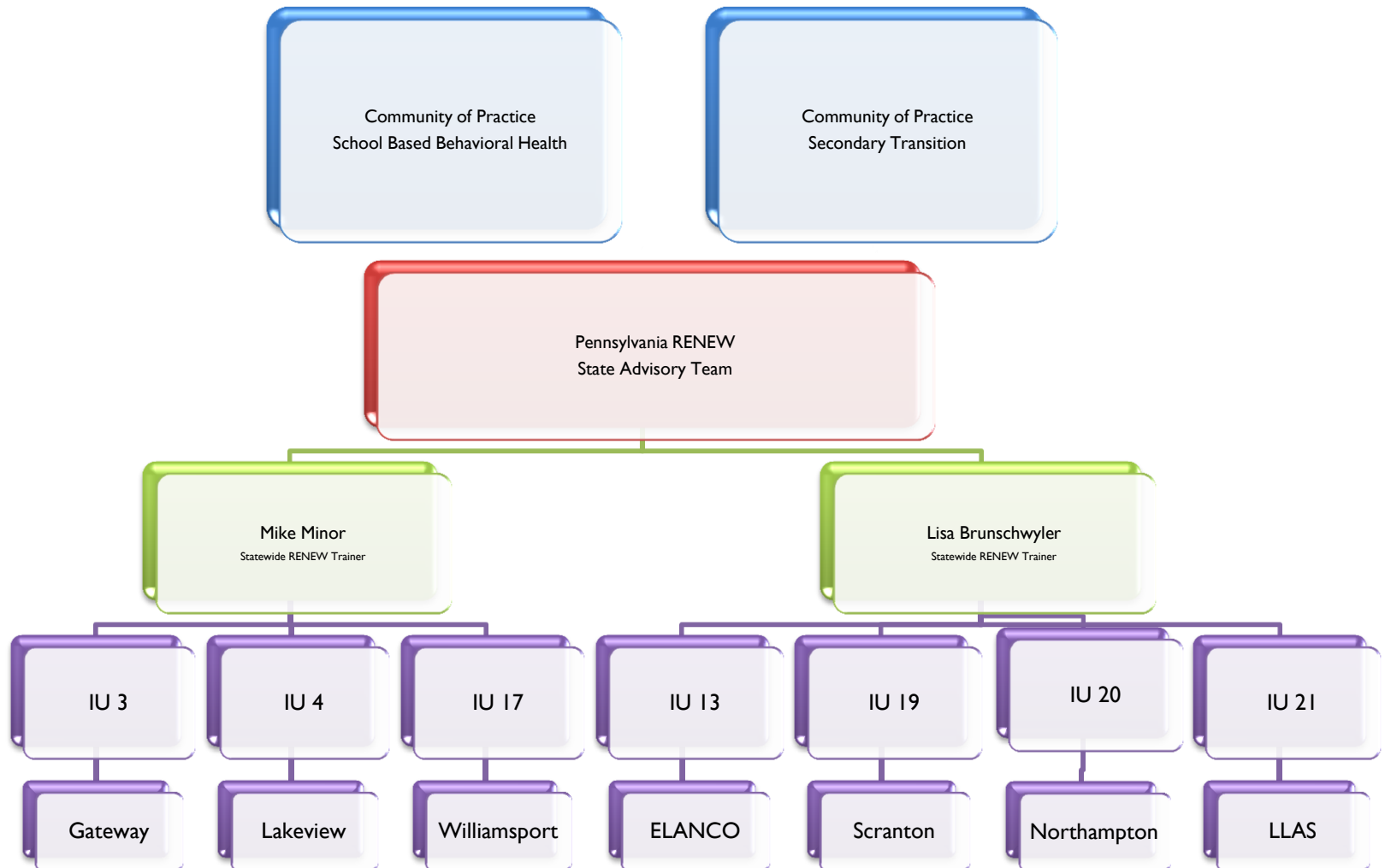
CoP on School Based
Behavioral Health

Pennsylvania's Installation of RENEW pilot

- State Advisory Team



Pennsylvania's Installation of RENEW pilot



Pennsylvania's Installation of RENEW pilot

- There are 7 pilot sites across Pennsylvania in the school year 2012-13
 - Each site has trained RENEW facilitators and a tier 3 core team
 - Trainings provided this year:
 - 3 days of facilitator training
 - 1 day of tertiary team training
 - 2 statewide conference calls with JoAnne Malloy and the state-wide trainers

Pennsylvania's Installation of RENEW pilot

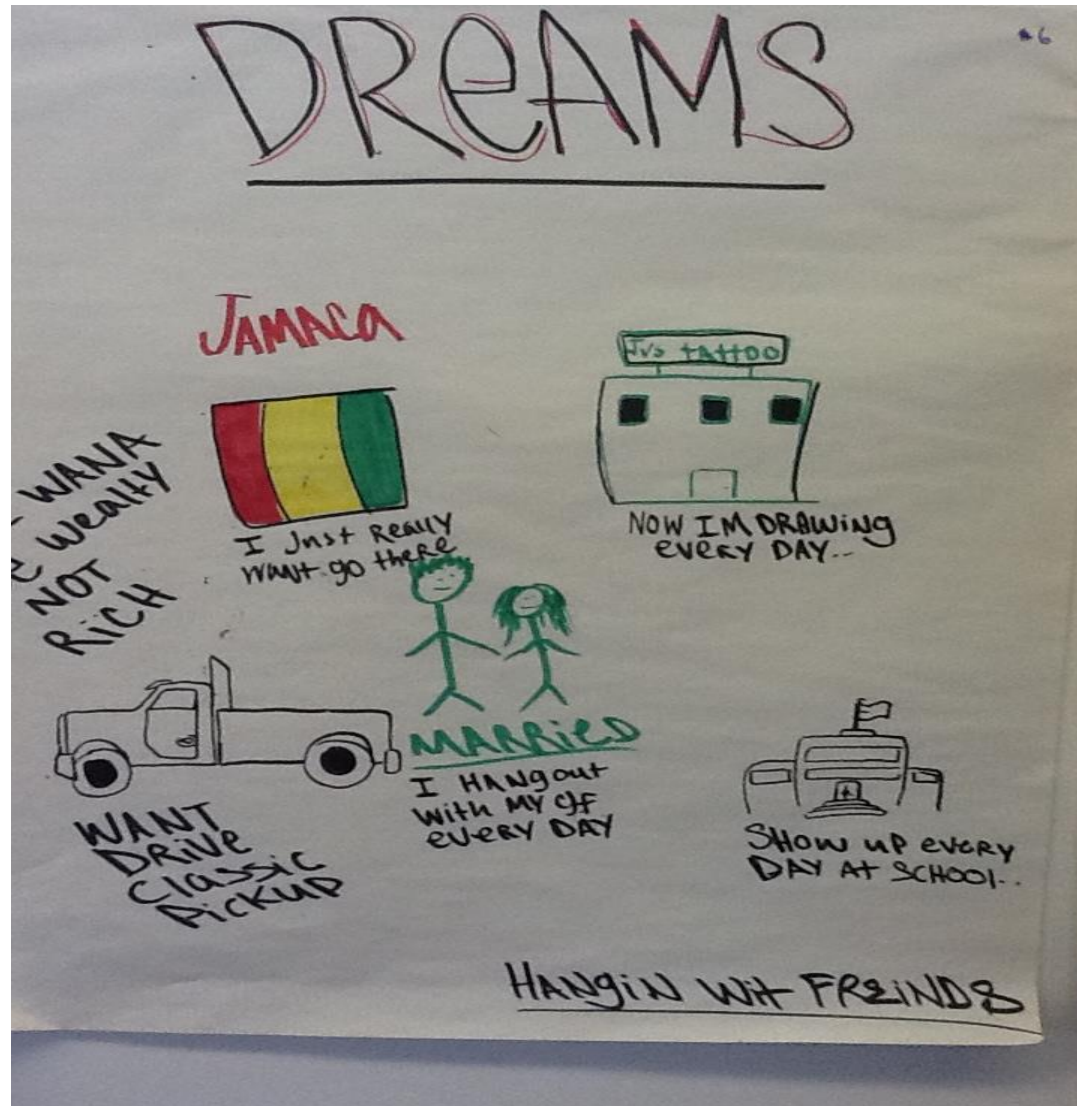
- There are two state-wide trainers/consultants from PaTTAN
 - Provide technical assistance to the sites
 - Attend mapping and tertiary team meetings
 - Collect and monitor student tracker data
 - Oversee IU TaC and local facilitators
 - Consult with the national trainer to support the needs in PA

Pennsylvania's Installation of RENEW pilot

- Tier 3 core teams
 - Comprised of school personnel and meet monthly
 - Review cases and assign facilitators to each student
- Facilitators
 - Include School Counselors, School Psychologists, Special Education Teachers, Administrators, Behavioral Health Workers, and IU TaC
 - Lead individual team meetings and mapping sessions in conjunction with the student

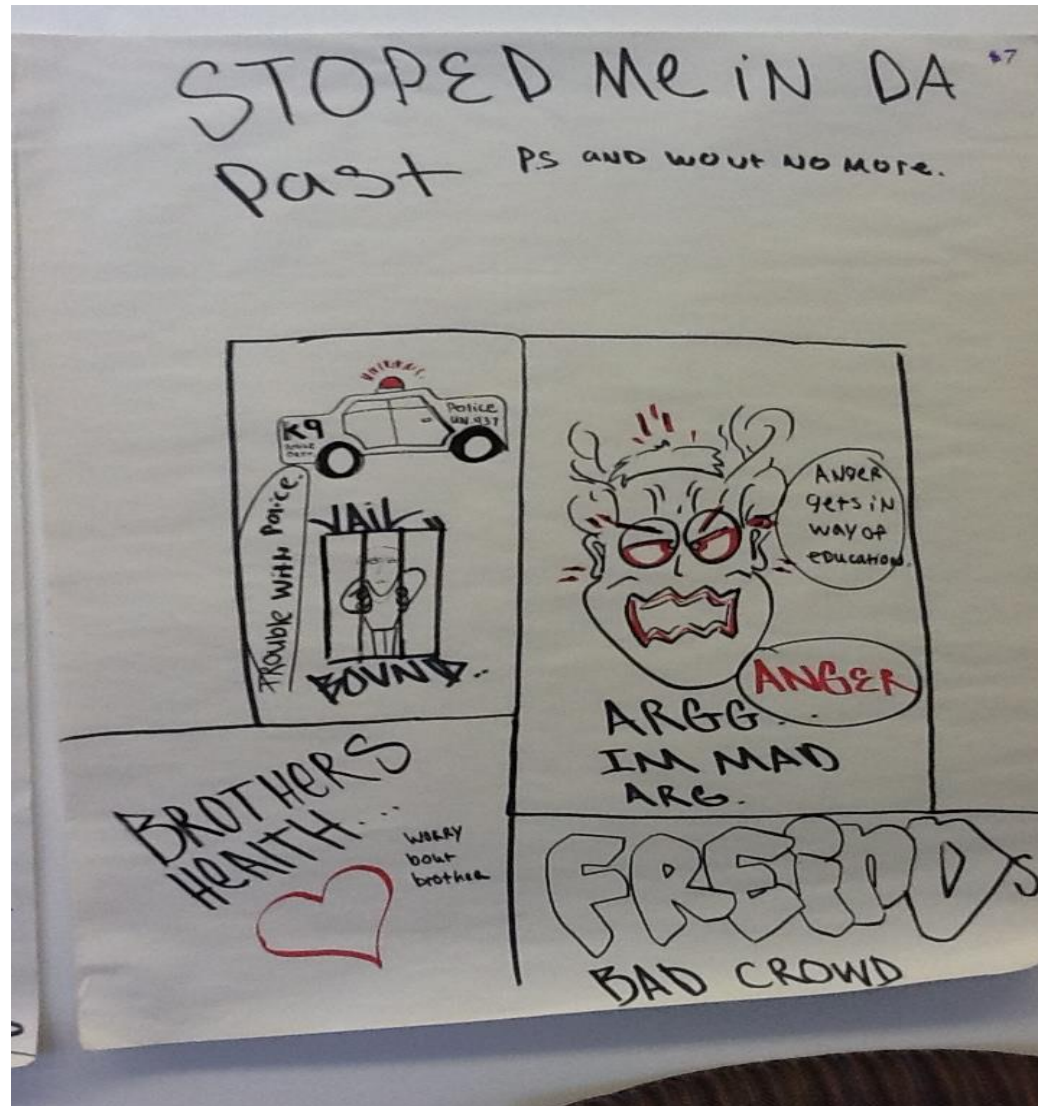
Pennsylvania – Sample Student Maps

Dreams Map



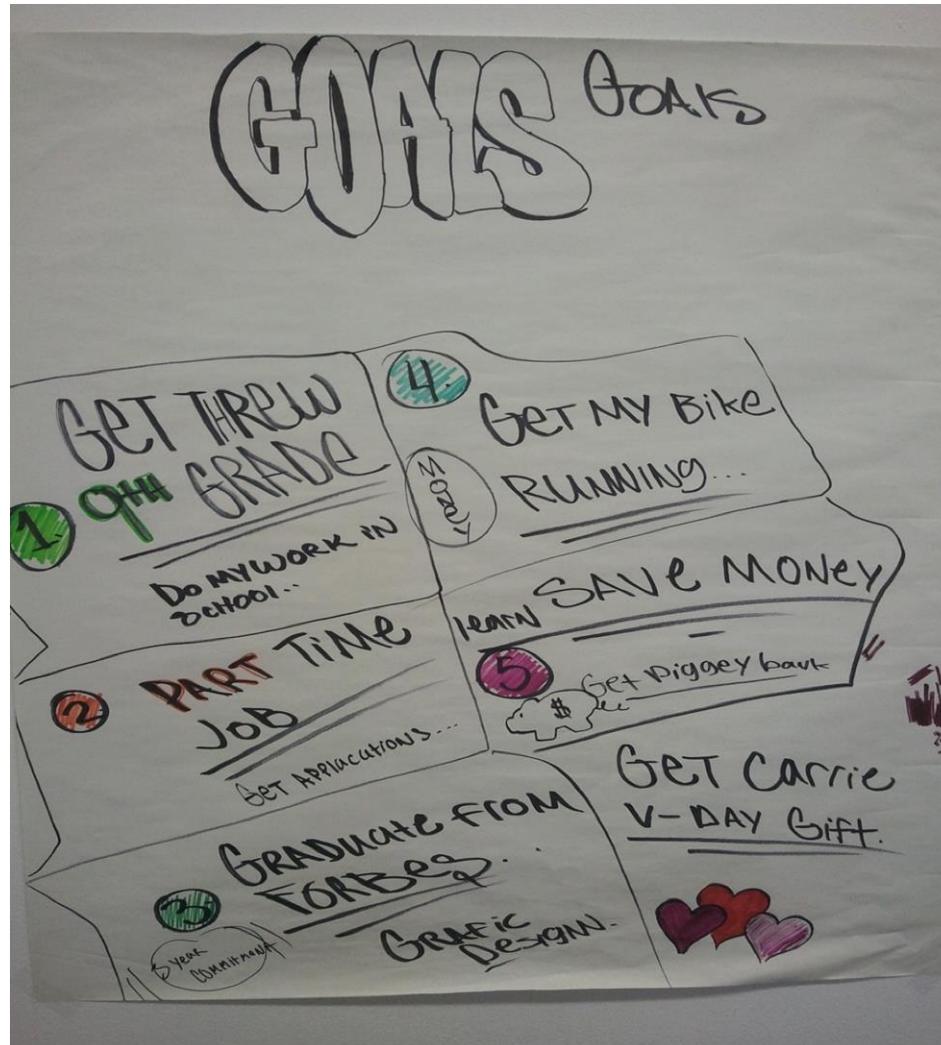
Pennsylvania – Sample Student Maps

Fears,
Barriers
Map



Pennsylvania – Sample Student Maps

Goals
Map



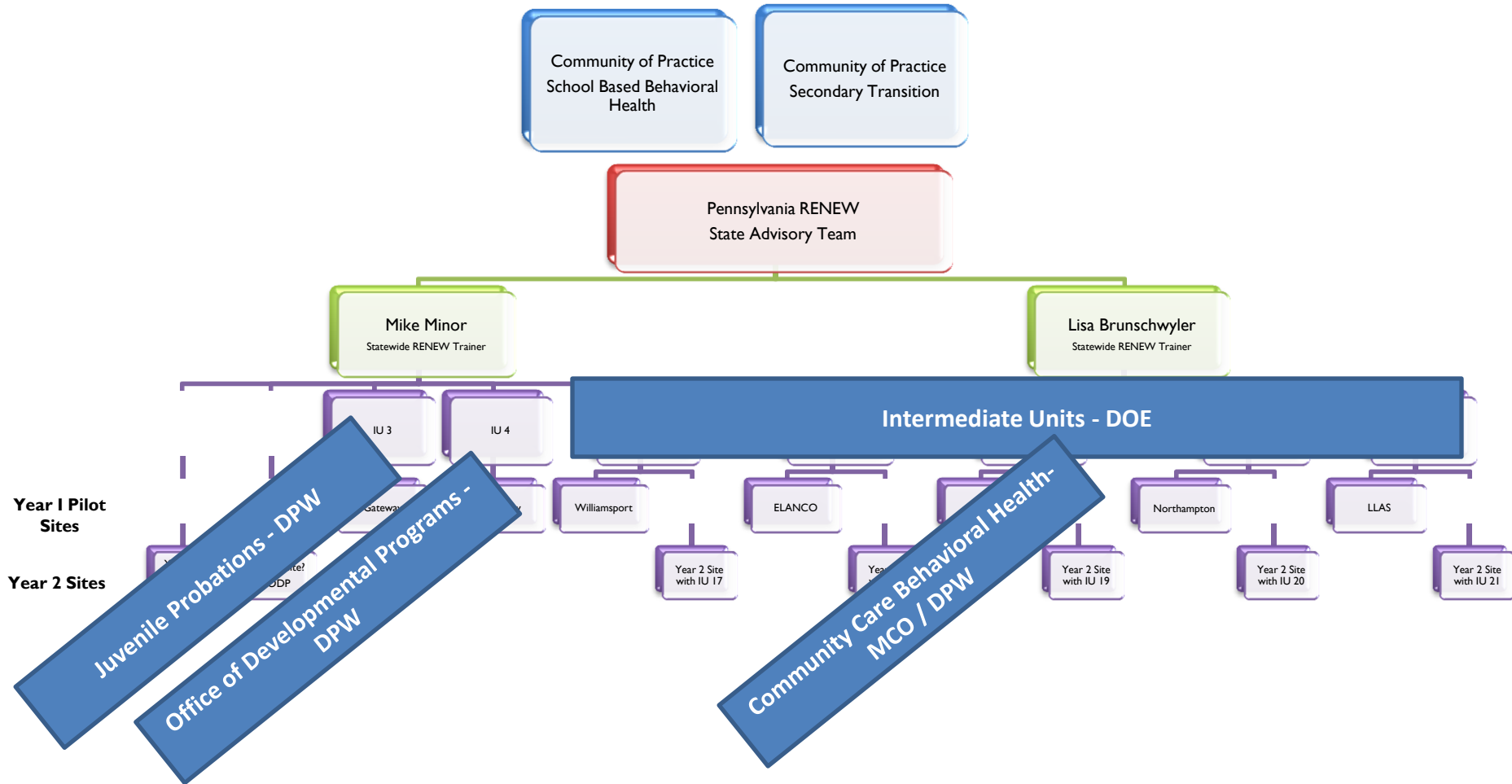
Pennsylvania - Student Outcomes

- Student Tracker Data Themes:
 - Increase in earned credits per semester
 - Decrease in ODRs per semester
 - Decrease in unexcused absences per semester
- After one semester of RENEW:
 - 100% of the students enrolled have started plans
 - 75% of the students enrolled have completed plans
 - 60% of the students enrolled have individual teams
 - 30% of the students enrolled dropped out of RENEW at some point (moved, placement, etc.)

Next Steps in Pennsylvania

- The statewide trainers will train the regional trainers who will then work with newly added LEAs in their region
- As the regional facilitators are trained, they will support this year's pilot sites and add a second site
- Scale up for SY 2013-14
 - Continue to monitor the 7 pilot sites
 - Invite 6-8 more schools to be trained
 - Train 7-10 facilitators

Next Steps in Pennsylvania



Implementation in New Hampshire (process
& outcomes)

RENEW Implementation in New Hampshire

- Developed in 1996: 3-year RSA-funded employment model demonstration project for youth with “SED” in Manchester NH
 - Initial promising results (Bullis & Cheney, 1999; Cheney, Malloy & Hagner, 1998; Malloy, Cheney, & Cormier, 1998)
- Provided by a non-profit community based agency: provided RENEW to youth in New Hampshire: 1998-2007
- Provided to youth in high schools as the tertiary level intervention in a 3-tiered PBIS model (2002- present) : NH, Illinois, Pennsylvania, Wisconsin
- Provided to youth as part of System of Care (MH) projects in North Carolina
- Provided by community mental health providers in New Hampshire (2008- present)
- Focus is on community-based, self-determined services and supports

RENEW Implementation in NH

NH Transition
Projects 1996-2004

Youth=
@300

NH PBIS Projects
2002-Present

High
Schools= 17

of Youth =
132

Community Mental
Health Projects-
2008-Present

Agencies=7

Trained
Facilitators= 48

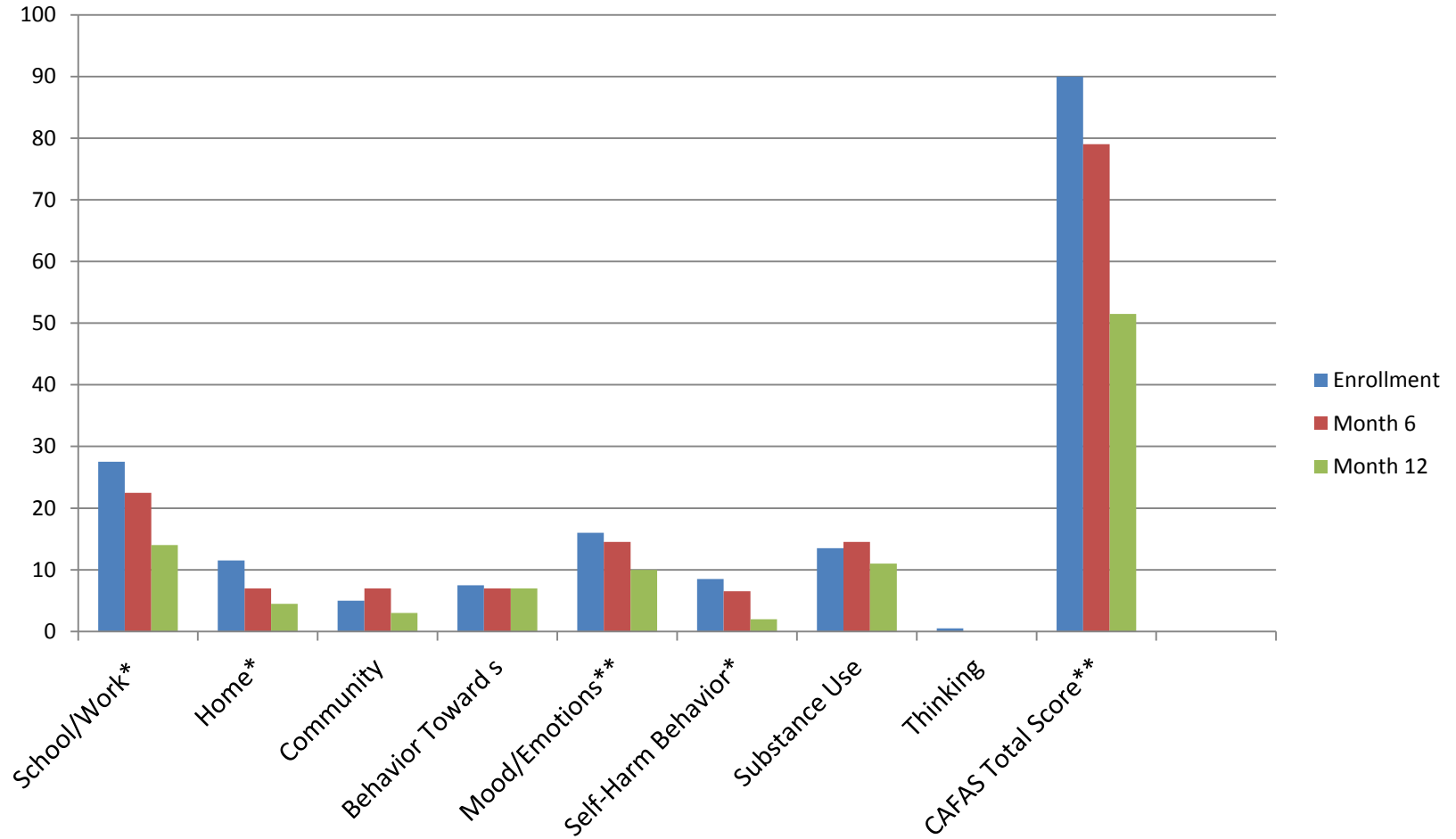
Youth=184

One RENEW Study: 2002-2005

(Malloy, J.M, Sundar, V., Hagner, D., Pierias, L. & Viet, T. (2010

- **Data collected for a subset (n=20) of student participants in school implementing PBIS**
- **Child and Adolescent Functional Assessment Scale (CAFAS; Hodges, 2000)- 6 month intervals:**
 - **Baseline at enrollment**
 - **6 months after initiating RENEW**
 - **12 months after initiating RENEW**
- **Project research Assistant trained in CAFAS collected the data**

Data: CAFAS Sub-scales (n=20)



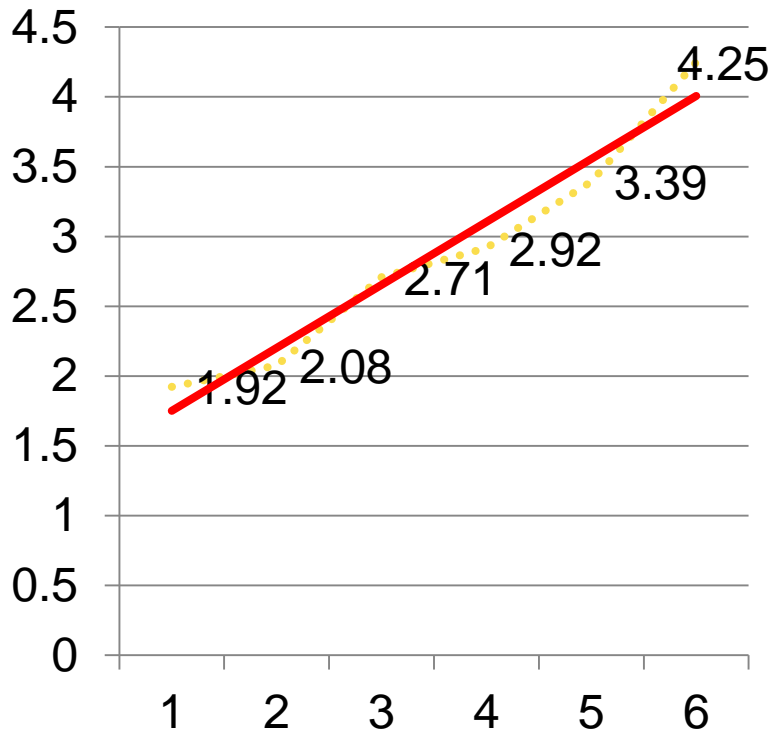
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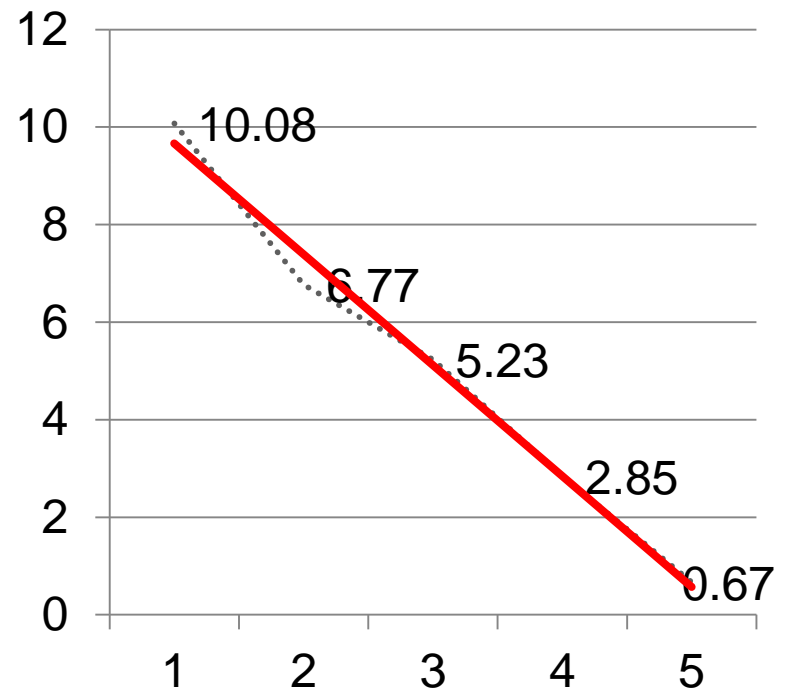
RENEW Data: 3rd Cohort

PBIS School-based RENEW Services (2007-09)

Credits Earned (n=12)



Discipline Incidents (n=12)



Semesters in RENEW

What Youth Tell Us

“Someone cared about me and listened to me”

“The process helped me by dividing a huge problem up into a bunch of little steps... as I accomplished each step I felt like I could do it”

“They focused on what I wanted to do...”

“Now I have a bunch of people I can call on to help me. I really didn’t have that before this”

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.

www.whocaresaboutkelsey.com

DVD • Trailer • Mini-Films • Host a Screening

falling grades
+ ADHD
+ self-mutilation
+ abuse

DROPOUT

WOODSTOCK FILM FESTIVAL
CINEMA FESTA
NEW HAMPSHIRE FILM FESTIVAL
SOUTHWEST FILM FESTIVAL
LITTLE CHURCH, ILL.
CLEVELAND INTERNATIONAL FILM FESTIVAL
SOUTHWEST JAZZ & FILM FESTIVAL
ANNAPOLIS FILM FESTIVAL

who cares about Kelsey?

a documentary
by dan habib
DIRECTOR OF INCLUDING SAMUEL

whocaresaboutkelsey.com

DAN HABIB ROSE ROSENBLATT DIEGO SIRAGNA ROSE ROSENBLATT
RICK BAITZ THE KILLS JONES STREET STATION RIKK DESGRES

NCIE National Center on Inclusive Education
At the Institute on Disability, University of New Hampshire

Lessons Learned

- Establish a State-wide Advisory Team
- Install learning/ pilot sites
- Build a Community of Practice (for practitioners)
- Feature Outcomes
- Feature Youth Success Stories

Discussion

Contact Information

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