RENEW Facilitator Training Day 2

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

Agenda Day 2

- Cultural Competence/ Adolescent Development

- PHASE 2: Team Development and Facilitation

- Family Engagement and Teams

- Preparing for PHASE 3 (Implementation & Progress Monitoring)

- Data Collection and Supports for RENEW Facilitators

RENEW

Rehabilitation for Empowerment, Natural Supports, Education, & Work

Learning Objectives

- Understand cultural difference and culturally-informed practice

- Understand how work with youth to form a team of helpers

- Understand how to develop and manage team meetings

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 cell phones, beepers, PDA's, and pagers off or 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

Mini-Film: Latoya

Latoya's Story

- What was missing from her school experience, and what helped her?

- What would have helped Latoya to be successful?

- What do kids need to do well in school, home, and community?

- What indicators of culture do you see in this clip?

Latoya Fletcher

Typical Adolescent Development

- Brain development between emotional control and reasoning is not finished until mid 20's
- Focus on self, alternating between high expectations and poor self-esteem
- Moodiness
- Tendency to return to childish behavior, particularly when stressed
- Mostly interested in present, with limited thoughts of the future
- Intellectual interests expand and gain in importance
- Development of ideals and selection of role models

Adolescent Development

Frontal Lobe is still forming and developing:

- Impaired decision making

- Impulsivity

- Prone to addiction

- Poor sleeping habits

- Stress & coping
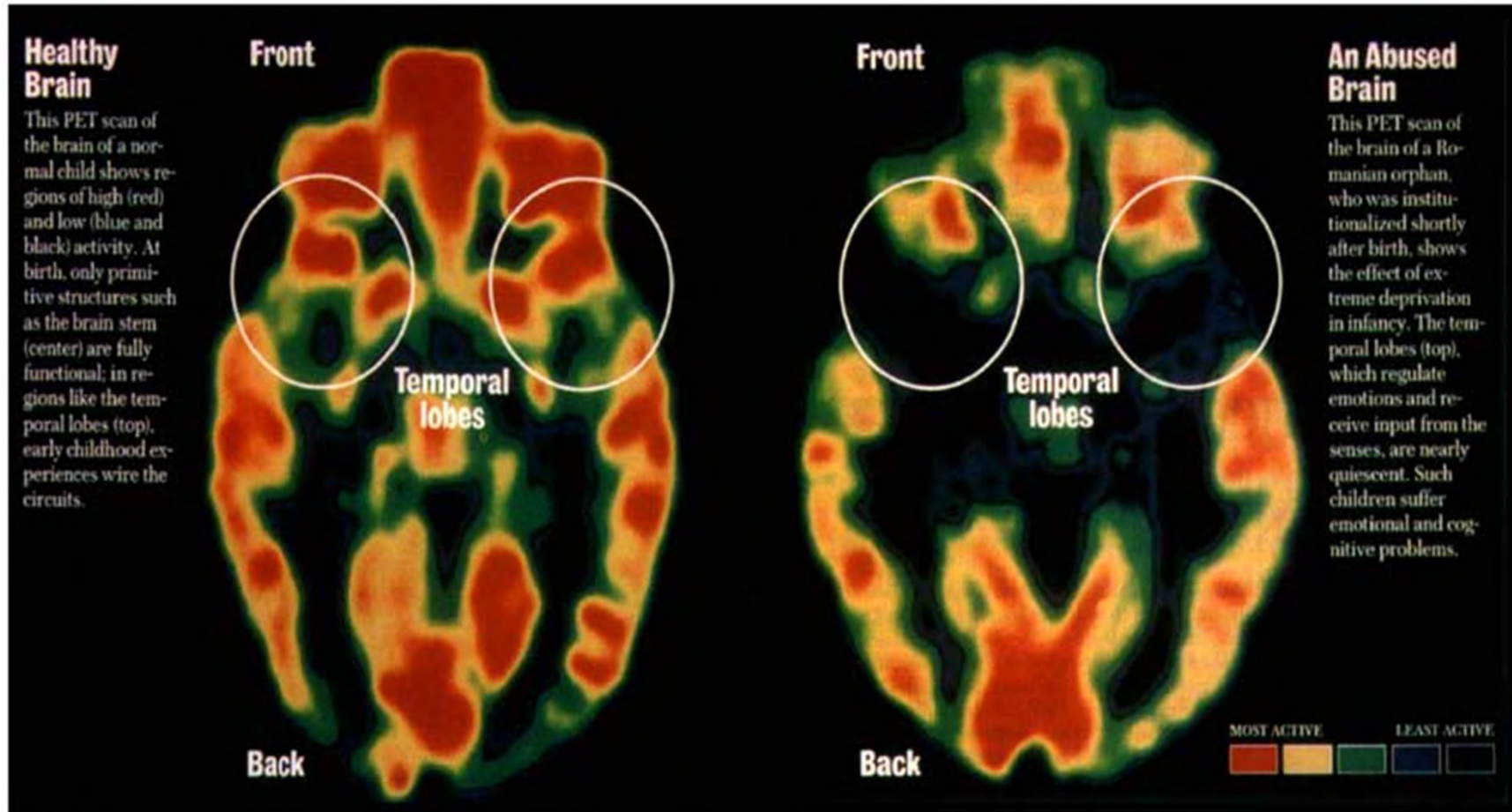
- Produces worse sleeping habits

Adolescent Development and Trauma

- Trauma effects the developing brain as early as when babies are in the womb.
- Strong link between complex trauma and impaired brain development, impaired learning ability, emotional and behavioral disorders, and other health impairments.
- "Many problems of traumatized children can be understood as efforts to minimize objective threat and to regulate their emotional distress." (van der Kolk, 2005)
- More information on trauma: National Traumatic Stress Network

- Refer to Pre-Reading: Complex Trauma

What Trauma Does to the Brain

Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.

Front

Temporal lobes

Back

Front

Temporal lobes

Back

An Abused Brain

This PET scan of the brain of a Romanian orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.

MOST ACTIVE   LEAST ACTIVE

11

School as a Risk Factor

Risk

- Alienation
- Academic Frustration
- Chaotic Transitions
- Negative Relationships with Adults and Peers
- Teasing, Bullying, Gangs
- Segregation with Antisocial Peers
- Multiple School Placements
- Harsh Discipline; Suspension, Expulsion, Push Out/Drop Out
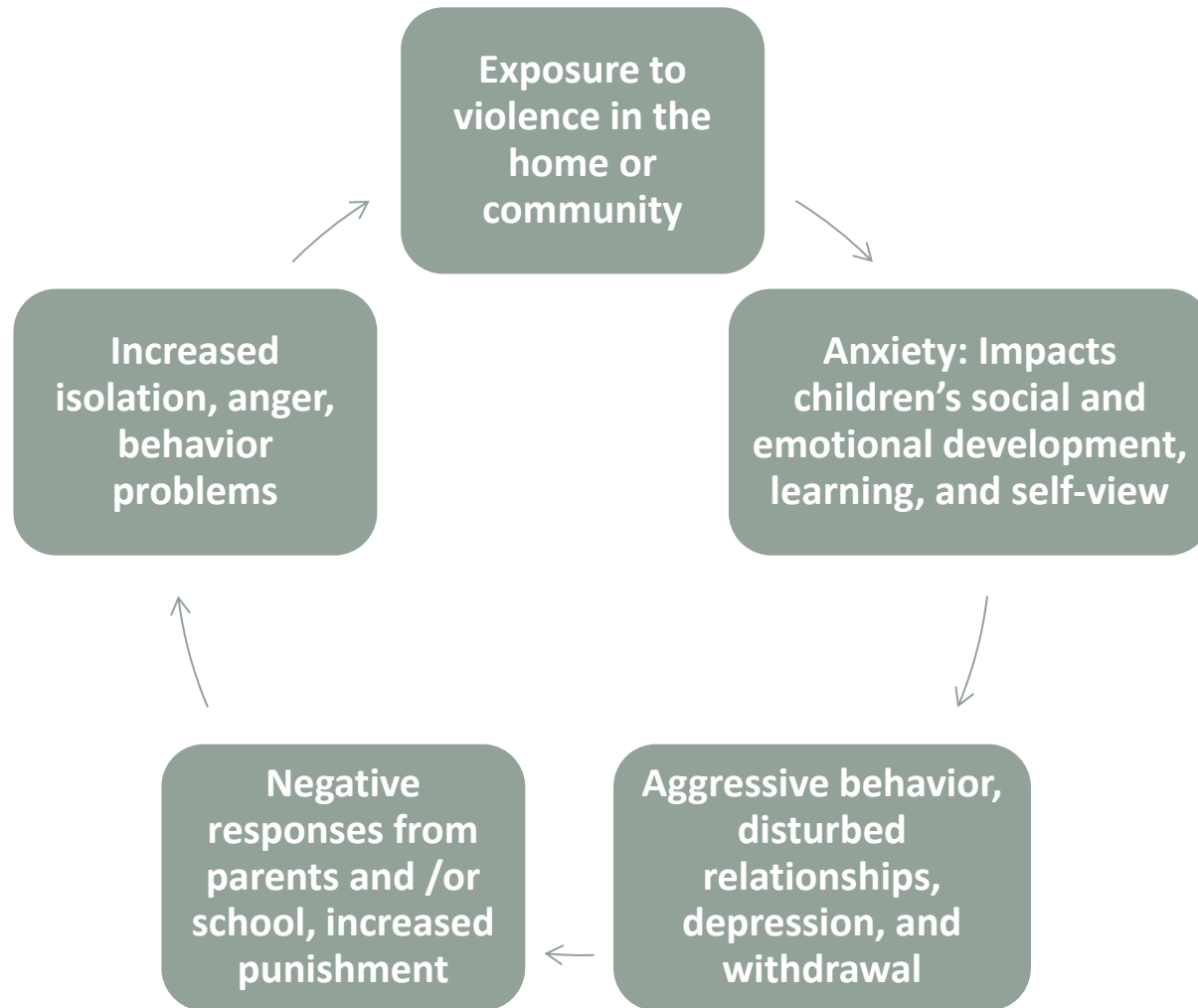
School as a Protective Factor

(Osher, Dwyer, and Jackson, 2004)

Protection

- Connection
- Academic Success
- Supported Transitions
- Positive Relationships with Adults and Peers
- Caring Interactions
- Interaction with Pro-Social Peers
- Stability
- Positive Approaches to Disciplinary Infractions

Conflict Cycle

Exposure to violence in the home or community

Anxiety: Impacts children's social and emotional development, learning, and self-view

Aggressive behavior, disturbed relationships, depression, and withdrawal

Negative responses from parents and /or school, increased punishment

Increased isolation, anger, behavior problems

Behavior You Might Expect to See From a Youth Who Has a Background of Trauma

- Physical symptoms
- Self-regulation difficulties
- Inconsistent academic performance
- Over or under-reacting to events
- Severe reactions
- Long duration (more than 1 month)

Kelsey Classroom Scene

Look at this scene from the lens of the conflict cycle.

What You Can Do to Respond

- Recognize when a youth is over-reacting, minimizing, avoiding and quietly acknowledge the difficulty of the task

- Find out if the youth is getting help: "Are you seeing someone to help you with your anxiety?"

- Empathize, be positive, focus on strengths: "I know this is difficult…. But this problem can be solved. Are you in a position to work on it now? Because we can make this work."

- Seek help from your RENEW coach if you are concerned.

Activity: Cultural Competence

- What is your culture? What is your cultural heritage? Routines? Family?

- What will you as a RENEW Facilitator have to be aware of when you work with youth and their families?

- In small groups, brainstorm what cultural competence is.

Social Impact

ME

- Sexual Orientation
- Marital Status
- Nationality
- Occupation
- Religion
- Family
- Education
- Parental status
- Political Affiliation
- Physical Ability
- RACE
- GENDER
- Geographic Region
- Social Class
- Military Exp
- ETHNIC GROUP
- AGE
- Experiences
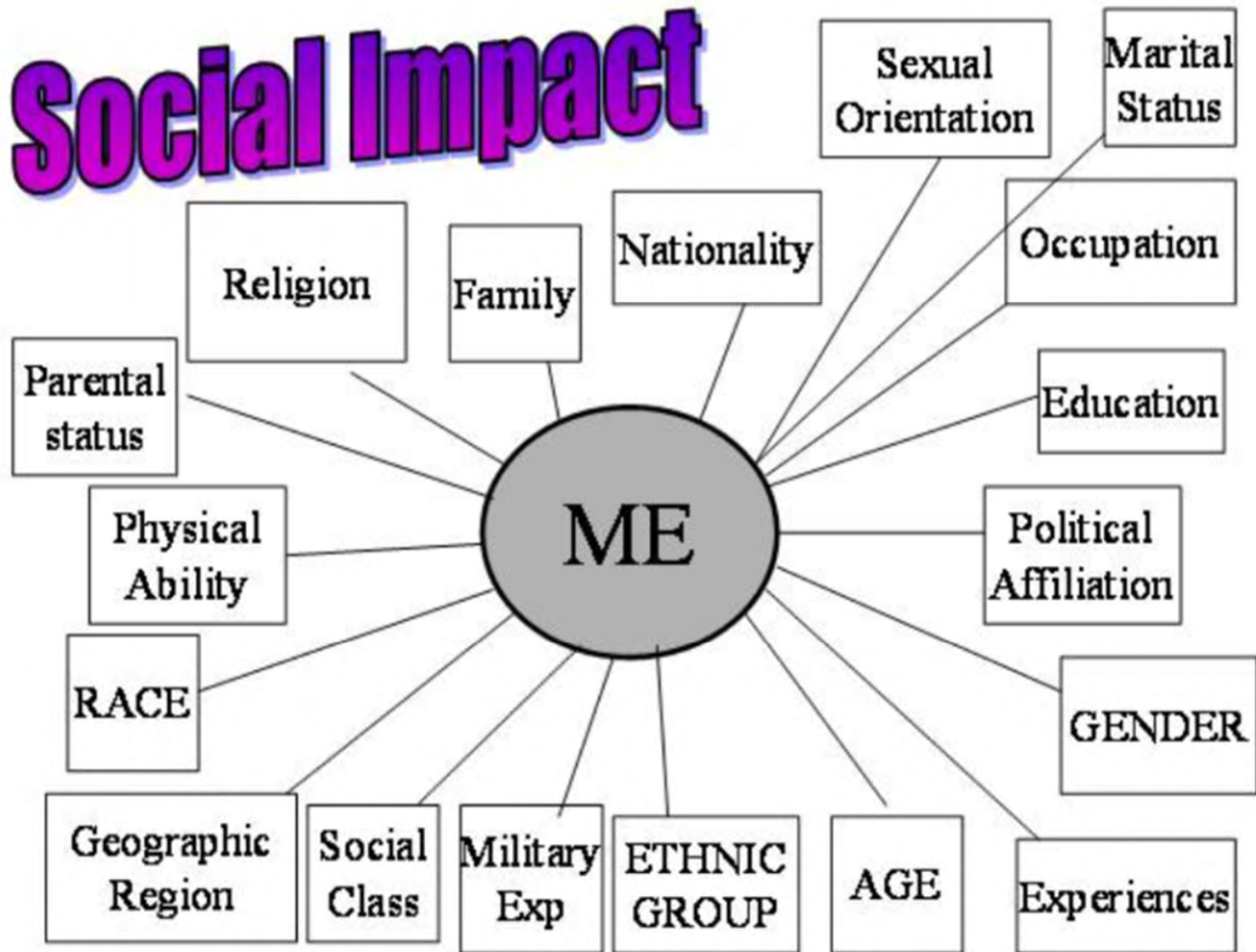
Engaging Families

- Family-Centered: Professionals seen almost as "employees" of the family. Families are the experts and professionals exist to support them and their role as the primary agent in helping their children reach their goals.

- Presume Competence
  - The family is the expert on their children
  - Assume the family has the best intentions for their children
  - Validate that all families have challenges

From Osher, Trina W. and David M. Osher. The Paradigm Shift to True Collaboration with Families. Journal of Child and Family Studies, Vol. 11, No. 1, March 2002, pp. 47-60

Scenario

- You struggled in school and dropped out in 10th grade so you could work and help your family
- You have a family history of mental illness
- You have been out of work for 8 months
- Your car needs brakes and isn't inspected
- Your assistance check was unexpectedly $500 less this month
- You can't pay rent and you are at risk of being evicted
- Your son was just arrested for the 3rd time and the school social worker wants you to come to a meeting...

How are you feeling now?

(Kate Salvati, Strafford Learning Center)

Scenario (continued)

- You manage to get a ride to the meeting from a neighbor
- You arrive on time but everyone else is already at the table talking
- You are still thinking about the food shortfall you will have this month
- The room is full of professionals:
  - School representative, psychologist, truancy officer, and 2 others that you don't know
  - They are having a disposition meeting – it sounds serious but you don't know what it means

How are you feeling now?

Engaging Youth's Family

- Families are actively engaged throughout the RENEW process

- "Family" is defined by the youth: Identify who the youth's family is from their perspective

- Identify who has guardianship/explore custodial issues

Family Engagement in RENEW

Phase 1:

Engagement and Futures Planning

Phase 2:

Team Development and Initial Planning

Phase 3:

Implementation and Monitoring

Phase 4:

Transition

- Orient families to RENEW process
- Highlight roles
- Describe how RENEW supports the family

- Youth present Futures Plan to family
- Engage the family to join the youth's team
- Help youth identify potential team members

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

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

Rapport & Engagement

- Meeting the individual where s/he is at; being empathetic
- Being a good listener
- Validate what is being said as important
- Show support no matter what
- Follow through on commitments
- Professionals don't get to choose or judge what students determine as their needs/wants
- Use neutral and unassuming language, questions, and unbiased statements

Summary: Culturally Responsive Practice and Youth & Family Engagement

- Listen unconditionally

- Put your assumptions aside

- Look for the youth and family's strengths

- Partner with them, don't do for them

- Food

- Make a list of your assumptions and responses that you want to keep in check

Break

RENEW Phase Two: Team and Initial Plan Development

- Who should be on the team?

- Inviting new members

- Preparing for the meeting

- Member orientation

- Youth/Team Plan

- Progress Monitoring

*Manual Chapter 4

When Phase One Ends and Phase Two Begins

- Phase One is about the "what"

  – in other words, what are major goals the youth wants to work on

- Phase Two is about the "how"

  – how to bring people together to get on the same page as a the youth and to help the youth to successfully achieve his or her goals

Team Development is About Building Social Capital

- Who needs to come to the table?
- Who does the student need buy in from in order to succeed?
- Who is a positive role model/support?
- Is there a mentor or someone who can act as a positive role model within the student's chosen profession, etc.?
- How will these people be included? What will their role be in supporting the student or process?

Purposes of the First Team Meeting(s)

- Opportunity for the youth to share his or her futures plan maps and goals

- Key individuals in the youth's life will agree on a common vision, purpose, and activities

Team Development

Step 1: Discuss with the youth why there is a team and what a RENEW Team looks like (many youth may have had bad experiences with teams)

Step 2: Brainstorm with the youth:

- "Who should we invite to your group to help you accomplish your goal(s)?"
- "Who do you feel will be helpful?"
- "Why don't we talk to…?" (offer ideas)

Step 3: Talk with the youth about ways to invite people to attend team meetings.

Extending an Invitation

Invitation Action Plan

Who to invite	Role/ Extent Involved	How to invite?	Target Date
Case Manager	To support possible ways to earn credit	Student –> verbal invitation	Sept. 10
School Counselor	To review transcript and discuss options for classes	Student and RENEW Facilitator –> email invitation	Sept. 10
Parent	To support to the plan, help encourage homework completion at night, and check in on grades.	Student –> verbal invitation	Sept. 10
Invite Volleyball Coach	To serve as a positive mentor and provide daily check in	Student –> verbal invitation	Sept. 10
RENEW Facilitator	To see if student met his/her goals listed on action steps	RENEW Facilitator	Three days prior to meeting

Refer to Handout 2.1: Invitation Action Plan

Team Development

Step 4: Prepare for the youth's first team meeting:

- Develop an agenda and desired outcomes

- Develop Ground Rules

- Decide which maps to share

- Gather data if applicable to the meeting
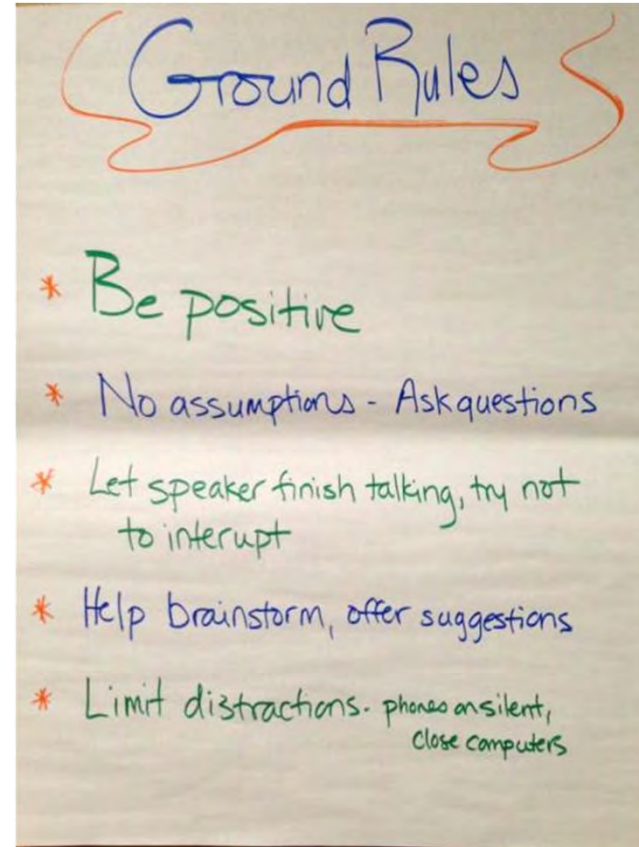
Team Development

Step 5: Team member orientation

- Help participants understand their roles
- Teach new members how this process may be different than what they have experienced
- Relay the principles of RENEW
- Gain commitments
- Develop and/or share Ground Rules

Ground Rules

- Post and refer to them at every meeting
- Frames the process
- Gives power to the Facilitator and student
- Keeps logistics in order
- Prevents and alleviates conflict
- Lists explicit expectations that everyone in the group agrees to follow
- Sets the tone

Ground Rules

* Be positive
* No assumptions - Ask questions
* Let speaker finish talking, try not to interupt
* Help brainstorm, offer suggestions
* Limit distractions. phones on silent, close computers

Team Development

Step 6: The team meeting (first few)

- Introductions and roles
- Ground Rules
- Purpose of the meeting, agenda
- Youth presents their Futures Plan (maps agreed to prior to this meeting)
- Youth shares his/her Goal(s)
- Brainstorm as a group next steps or strategies, people, and resources needed to achieve the youth's goal(s)
- The youth picks which next steps s/he want to work on and the best person to help (if needed)
- Using data – what the team needs to review to see if progress is being made toward the goal
- Capture all decisions in the youth/team action plan (slides 43-44)

Structure for Ongoing Team Meetings

Team participation and agenda are flexible depending on youth's needs and goals.

1. Review action plan from previous meeting
2. Identify progress towards activities in action plan
3. Identify successes and celebrate
4. Identify areas where there is no progress and problem solve
5. Develop measurable action items for next meeting

Problem Solving

- If the youth or another team members raises an issue or barrier:

  1. Determine if it is really a problem and how it can be overcome:

      - "What is the real problem here?" "Is this really important to the goal that we are focused on?" "Who has the power to solve this problem or issue?"

  2. Brainstorm solutions if necessary using the team process.

Brainstorming

- Purpose: To pool a bunch of ideas together in a place where they can be later used or analyzed for decision making
- Rules are as follows:
  - Any information is accepted without questioning, remarking, or judgments (neither positive or negative)
  - All ideas are included and written down
  - No decisions are made during the brainstorming session
  - Time limited – as many ideas as quickly as possible
  - Try not to let any one person dominate the session (seek out other participant's ideas by asking them for their input)
  - No self filtering

Brainstorming Activity

Action Planning

- The youth chooses which of the brainstormed options makes sense
- Write down who will do what and by when
- Provide everyone involved with copies of the plan
- Schedule follow-up meeting

RENEW Youth/Team Action Plan

Instructions: This tool is used to develop a workplan that allows the youth and team to plan and progress monitor as they work toward one of the youth's major goals. First, fill in the appropriate student information. Then insert the long-term goal the youth and team have identified. Below the long-term goal there are a series of grids. Each grid is for a short-term goal. Insert all the short-term goals the youth and team have identified in their own grid. Then for each short term goal, decide when the short-term goal needs to be completed. List the various steps needed to complete the short-term goal in the left column of the grid. For each step, the youth and team should articulate what resources, materials, and supports are needed and list them in the adjacent column. Team members responsible and dates for completing each step are logged in the next two columns. The status column is used to determine whether the step is complete, incomplete, or not started and the comments box can be used to log more specific information about the status. The simple Action Planning Tool is used in conjunction with this tool as it generates the steps under the short-term goal during each meeting.

Student: _____   Date: _____/_____/_____

Grade Level: _____

Long-Term Goal: _____

Short-term Goal #					
When Do I Want This Completed?					
What Do We Have To Do To Make This Happen?	What Resources, Materials, or Support, Do I Need?	Person(s) Responsible	Target Date	Status (complete, incomplete, not started)	Comments

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Youth/Team Action Plan

- Develop a Team Workplan
- Used to progress monitor
- Keeps track of goals and persons responsible
- Used to determine rates of success
- Helps youth organize and keep track of their team

Refer to Handout 2.2: RENEW Youth-Team Action Plan

Example: Youth/Team Plan

Goal: To finish college admission process, obtain driver's license, and find a job

Action Steps	Resources, Materials, and Supports I Need	Person Responsible	Target Date
Meet with financial aid person at GBCC	To develop plan to pay for college	Dan and Mom	August 3 at 12:30
Meet with college advisor to pick out courses	To plan course work for major	Dan and Mom	August 3 at 1:00
Look over and complete scholarship	School counselor to help with forms	Dan & Mr. McKellar	August 3
Obtain IEP to sent to GBCC	To provide necessary accommodations	Dan and Mr. McKellar	August 10
Complete FAFSA Form	Meet with Mom and NHHEAF college rep to fill out FAFSA	Dan, Mom, College Financial Aid Officer	February 1
Write College Essay	To have a schedule for when to have outline, thesis, draft, and review draft by two people for edits/suggestions	Dan & Terri	November 1

Managing Meetings and Performing as a Team

- Film Clip: Kelsey's Team Meeting

- What, specifically, are the facilitators doing that foster problem solving, productive collaboration, and respectful interactions?

Team Activity – Role Play

- Thoroughly read the instructions before beginning.

- The student 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.

Refer to Handout 2.3: RENEW Role Play Activity

Youth Goals

- Finding a part-time job.

- Attending school or training program regularly.

- Completing homework.

- Finding an internship in auto mechanics.

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 student, agrees on?

Final Suggestions

- Facilitator should not be doing all the action steps for the team
  - Don't be afraid to ask people to do the work
- Encourage the student to lead the process
  - Provide help before/after the meetings
- If something is not working, go back to the process...what is missing?
- Don't be afraid to ask for help/support from others
  - Fellow Facilitators, team leaders/coordinators, RENEW Consultants

Lunch

Phase Three Plan Implementation & Refinement

- Exploring and identifying resources

- Achieving benchmarks

- Building social capital

- Monitoring progress

- Transitioning from RENEW

*Manual Chapter 5

Exploring & Identifying Resources
Building Social Capital

- Social Resources
  - Natural supports who can offer time, connections, and expertise

- Human Resources
  - People at the table with specific skills or expertise that can offer advice/information

- Financial Resources
  - Institutions, agencies, and programs that can help pay for services or resources

Resources (continued)

- Systems and Agency Resources
  - Programs, services, and supports provided by the school or public organizations
- Community-Based Resources
  - Provide opportunities for the youth to become involved in the community

Activity: Resource Development

- Get into groups
- Review your assigned scenario on the Resource Planning Activity Scenarios sheet. Then using the Resource Planning Worksheet, brainstorm and record 3 to 5 strategies for each type of resource in their respective column.

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Resource Planning Worksheet

Instructions: Using the columns below, organize types of resource available into the identified categories for a goal or need.

Social:	Human:	Financial:	System:	Community:
Natural supports who can offer time, connections and expertise	People at the table with specific skills or expertise they can offer as advice	Institutions, agencies and programs who can help pay for services or resources	Programs, services, and supports provided by the school or public organizations.	Provide opportunities for the youth to become involved in the community

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Refer to Handouts 2.4: Resource Planning Activity Scenarios & 2.5: Resource Planning Worksheet

Implementation Involves…

- Regular team meetings and check-ins (keep the momentum going)
  - Team membership and meeting frequency is adequate to accomplish the goals
- Progress monitoring - use data!
- RENEW Youth/Team Action Plan is developed at the end of each meeting and reviewed at the beginning of the next meeting
- Celebrations!
  - Help the youth and team members to recognize and reflect on every accomplishment

Facilitator & Youth Check In

- 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

What Do You Do to Monitor Progress?

- Depending on the young person's needs and goals:
  - Academic Progress Reports
  - Discipline data
  - Attendance
  - Others
- Tools:
  - RENEW Youth/Team Action Plans
  - Credit Gap Analysis in What's on My High School Transcript tool (covered in day 3)
  - Goals and Next Steps MAP

Phase Four: Transitioning From RENEW

- Readiness
- Plan for transition
- Celebrate the transition

*Manual Chapter 6

Transition from RENEW

Step 1: Determine Readiness

- Data & Goal Attainment
- Self Determination Skills

Step 2: Form a plan for transition

- Set goals and objectives
- Designate a point person to check in
- Plan for reengaging with RENEW or other individualized program if the need arises

Transition from RENEW

Step 3:

- Celebrate

- Recognize the team members and let them know that the intensive RENEW process is ending

- Report back to agency or school

Review the RENEW Integrity Tool

At your table, look over the items on the RENEW Integrity Tool(RIT).

The purpose of the RIT is to:

1. Assess fidelity of implementation of the RENEW model,

2. Assess the professional development needs of RENEW facilitators, and

3. Assess the quality of RENEW service delivery.

Refer to Handout 2.6: RENEW Integrity Tool

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Break

Critical Facilitator Responsibilities

- Engages the youth
- Conducts the futures plan
- Helps the youth choose and develop his/her network of supporters
- Prepares the youth and team members for meetings
- Facilitates the meetings
- Collects the data
- Manages communication - makes sure that everyone knows what's going on

Explaining RENEW

RENEW is a process that:

- Is all about the youth
- Places the youth in charge
- Helps youth plan for the future
- Identifies dreams and goals that are important to the youth
- Allows the youth to decide how s/he wants to achieve their dreams and goals, and who is going to help him/her along the way
- Will follow the youth as far as s/he wants to take it, meaning that s/he will get out of it as much as they put in.

Explaining RENEW

If s/he decides to participate, you will explain:

- Mapping process
  - A process that helps understand who they are and what is important to them
  - Use of maps vs. taking notes
- From there decide who should join the Facilitator and youth during the first phase. (Often it is just the youth and the Facilitator)
- Team meetings and how they work
- The youth drives the process

Activity: Make Your RENEW Process Map
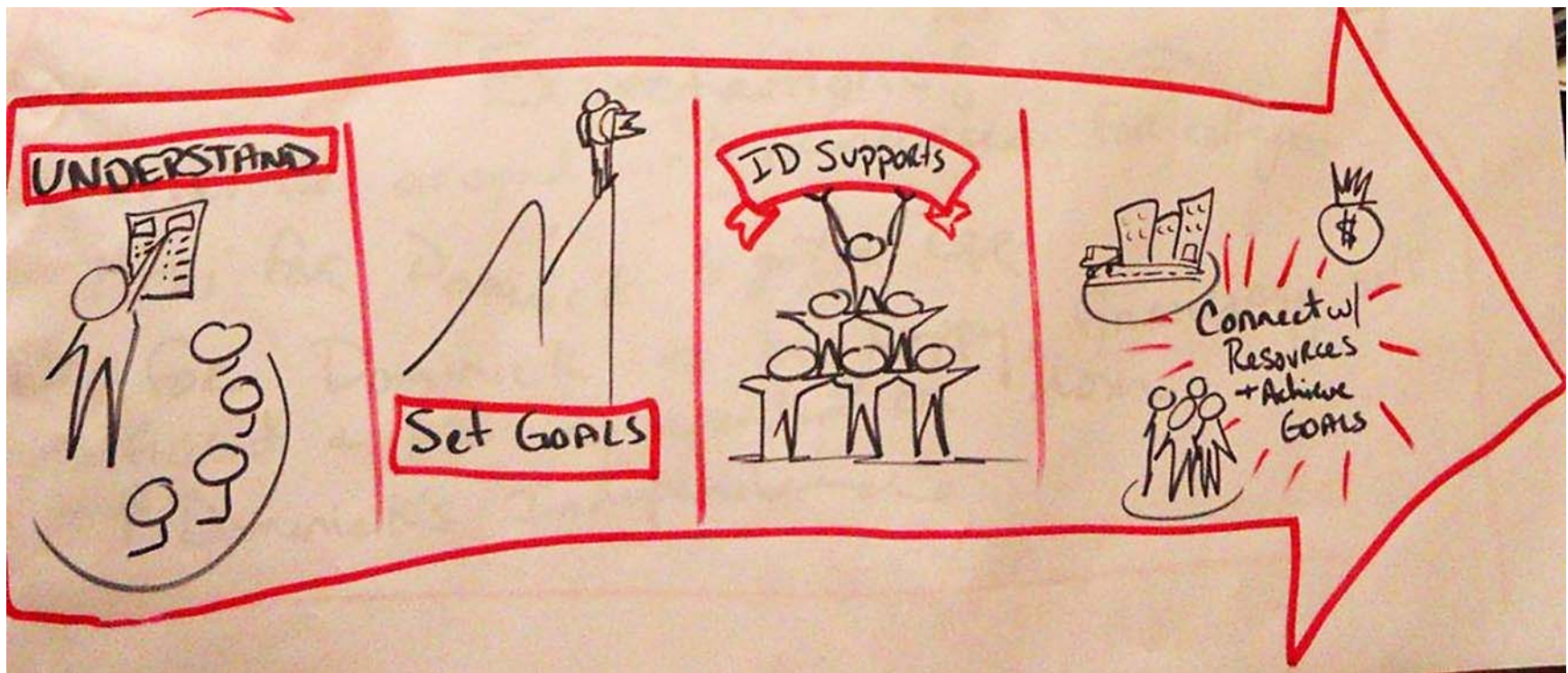
Roles and Responsibilities Agreement

Facilitator's Role:

- Help you to develop your futures plan
- Facilitate the RENEW mapping process
- Help you to develop your team and manage your team meetings
- Help you identify supportive community resources so you can reach your goals
- Teach you how to analyze and solve problems so that you can be successful
- Assist you to learn how to set goals and make decisions so that you can advocate for yourself
- Report right away to the proper state/legal authorities any situations if you tell me that you are in danger or that others may be in danger

Refer to Handout 2.7: RENEW Roles and Responsibilities Agreement

Roles and Responsibilities Agreement

Youth's Role:

- Lead the futures planning process
- Work with RENEW Facilitator and fully participate in planning for my future
- Set personally meaningful goals for my future
- Advocate for my own goals, needs, and wants
- Be open to hearing suggestions from my team on how I can make improvements
- Ask for help when I need it
- Be honest with my RENEW Facilitator so the process can be as useful as possible

Explaining RENEW

"After hearing about RENEW, do you have any questions or concerns?

Would you like to give this process a try?"

- Consent forms/Roles and Responsibilities Agreement are signed (we have sample letters to parents on our webpage)

- Begin mapping

Activity: Engaging Youth

In small groups, brainstorm strategies and practices that help you actively engage youth.

Consider:

- Youth's (and the family's) culture, interest areas, language, and their stage of development.

Activity: Elevator Speech

1. With a partner explain RENEW
   - Process
   - Roles and responsibilities
2. Provide feedback
3. Switch and repeat

Facilitator Supports

- Who is your RENEW Coach?

- Who is on your RENEW Implementation Team?

- renew.unh.edu
  - Tools
  - PowerPoints
  - Research
  - Video Clips

RENEW Process Checklist

- Tool found on website that is often helpful for facilitators who are trying to determine their next steps or feel lost in the process.

Refer to Handout 2.8: RENEW Process Checklist

Activity: RENEW Self Assessment

Step 1: Using the Professional Development Worksheet, check the boxes where you as a Facilitator feel you need further professional development and/or coaching:

- Personal Futures Planning
- Developing a team
- Facilitating the development of a team plan
- Action Planning
- Implementing and progress monitoring the plan
- Transitioning out of RENEW

Step 2: Use the action planning template to identify the next steps you will take to get help in these areas of need.

Refer to Handout 2.9: Professional Development Planning Worksheet

Activity/Discussion: Getting Started

- We want you to get started using the RENEW process with a youth right away. What steps do you need to take to do this?

- Are you scheduled for a Day 3 training?

- Who is your coach and/or support system? Do you have an implementation team at your school/agency?

Congratulations! You Have Completed Day 2!

Thank you!

- Online Evaluation
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