

RENEW Capacity Building Project Training Series, Part 1



Jonathon Drake
Heidi Cloutier

Institute on Disability at the University of New
Hampshire

RENEW Capacity Building Project has been brought to you by:

- The Endowment for Health
 - A statewide, private, non-profit foundation dedicated to improving the health of New Hampshire's people, especially those who are vulnerable and underserved.
 - <http://www.endowmentforhealth.org/>



Agenda

- RENEW History
- Data
- Principles & Activity
- RENEW process overview with case example
- Client eligibility & Activity
- Client engagement, Orientation, & Activity
- Manual & Tools overview
- Homework

Introductions Activity

- At your tables, starting with the person closest to the front of the room say:
 - Your name
 - Where you are from (organization/agency/school etc.)
 - Thinking back to high school, what did you want to be when you grew up? How did this turn out?

>> 10 Minutes <<

RENEW PRINCIPLES

- **Self-Determination**
 - Teach skills that build independence around living, employment, education, and positive relationships
- **Community Inclusion**
 - With a locus of services that coordinates care (mental health center, school, etc.)
- **Unconditional Care**
 - Services are given without regard to race, origin, sex, and disability, and services are sensitive to the person's needs.
- **Strengths-Based Supports**
 - Focus on strengths of the individual and family's values and beliefs
- **Flexible Resources**

Renew Strategies

1. Career Focused Person Centered Planning
2. Individualized Team Development and Wraparound services
3. Braided Funding (Individualized Resource Development)
4. Flexible Education Programming
5. Individualized School Transition Planning
6. Naturally Supported Employment
7. Mentoring
8. Sustainable Community Connections

RENEW Defined as:

- A planning and engagement process for youth at risk of failure in home, school, and community that is strengths-based, focused on self determination, and links the youth with resources to successfully complete high school and transition into adult life.

RENEW Goals

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

(Data is collected around each of these outcomes)

Kelly Activity

Using the activity case study sheet:

1. Read through the case study independently
2. Once everyone has finished, rank the order from 1 to 12 for who is the most responsible for getting Kelly into her predicament, with 1 being the most responsible.
3. Then rank from 1 to 12 who is the most responsible for getting her out of her situation.
4. Finally, list and discuss 5 strengths that Kelly has or may have based on her story.

>>20 Minutes<<



Activity Debrief

RENEW History

- 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)

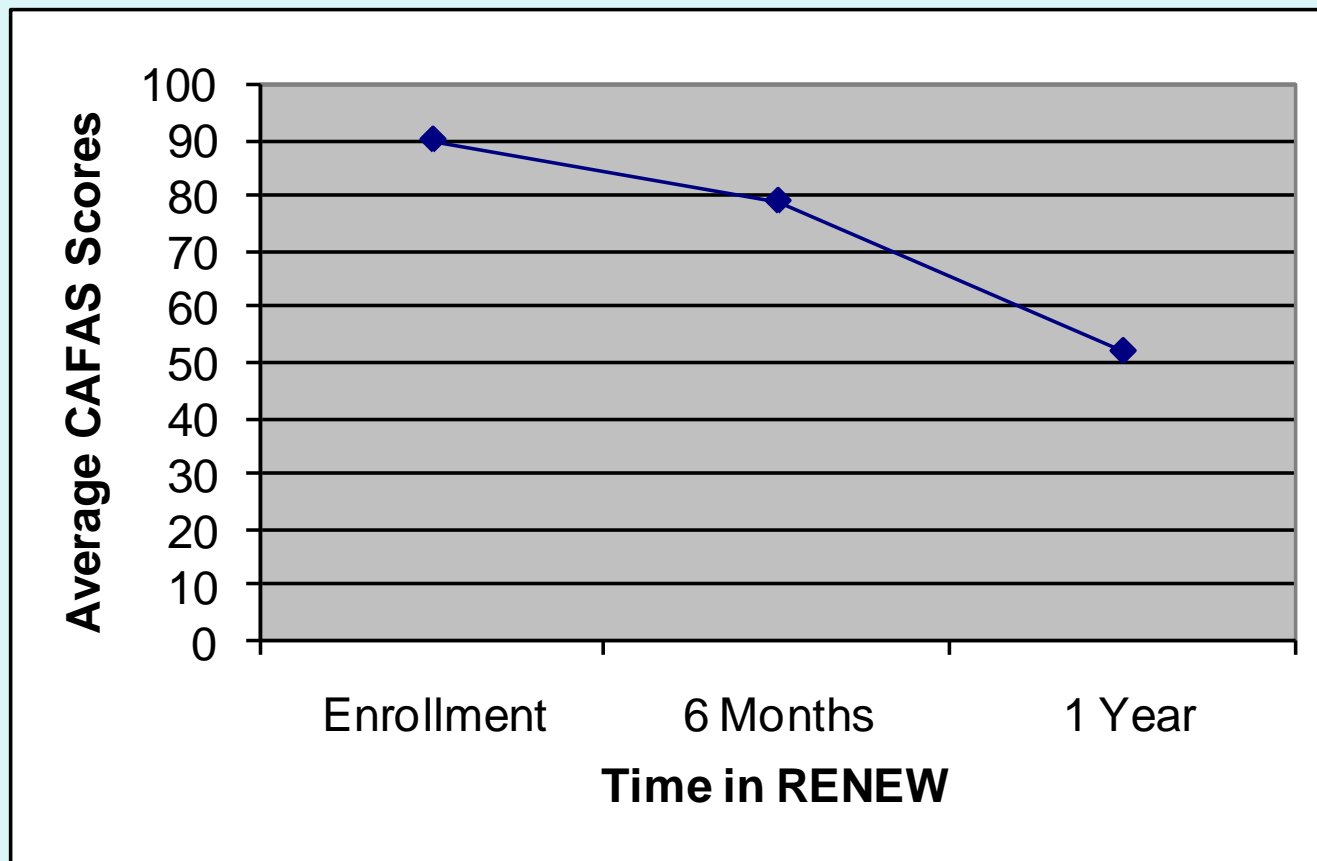
RENEW History Continued

- Serves as the intensive intervention for PBIS APEX I, APEX II, APEX III (2002-Current)
- Juvenile Justice projects through 2007
- Mental Health Capacity Building Project 2008-2012

Data Outcomes from RENEW



CAFAS Data APEX 2000-02 (n=20)



RENEW Employment Outcomes:

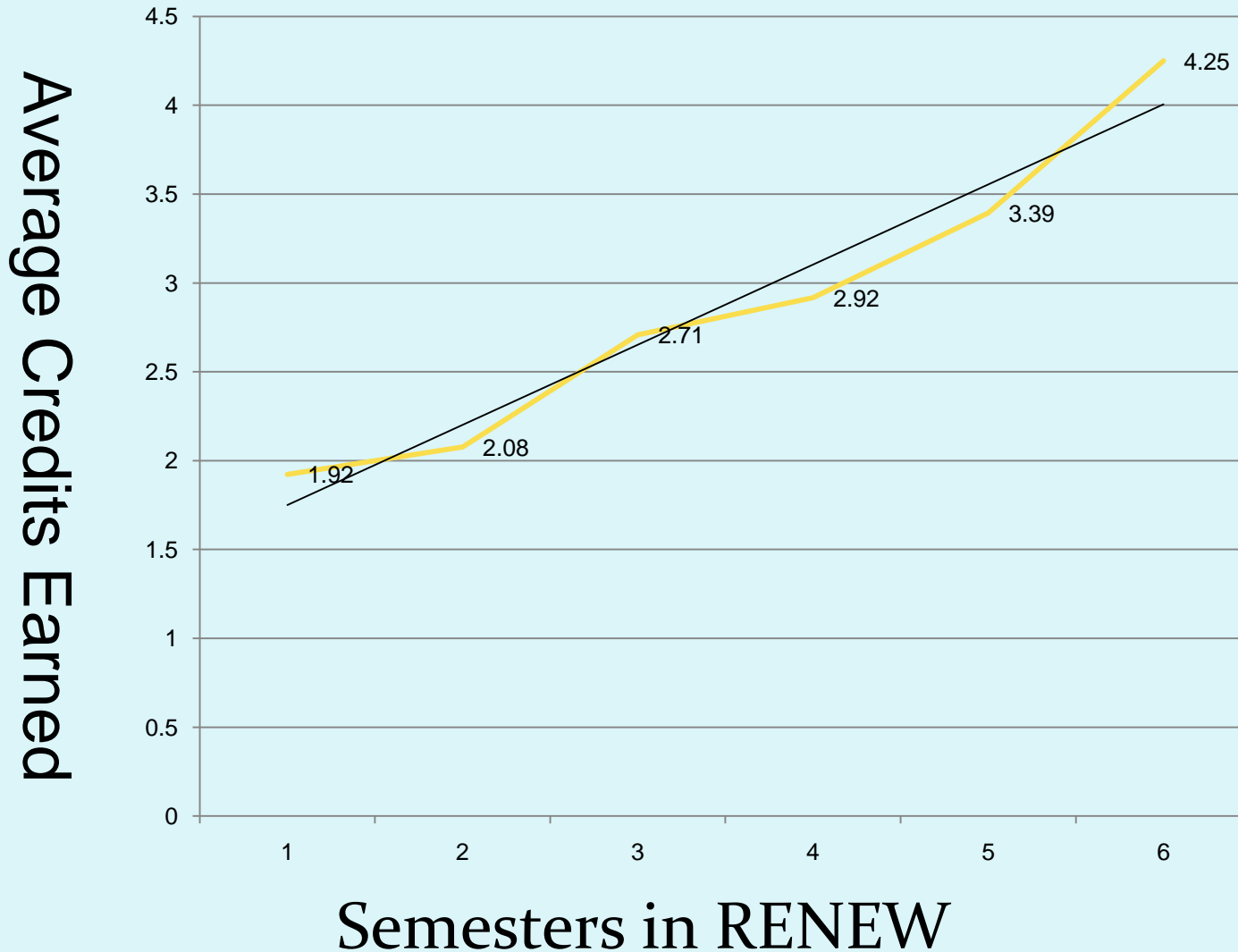
- 89% obtained one or more jobs
- 75% were employed 3 months after project's end
- Average wage; \$6.74/hr. (1999)
- Average hours per week: 27.8
- Average job duration: 14 weeks
- Average No. of jobs: 3

RENEW Education Outcomes:

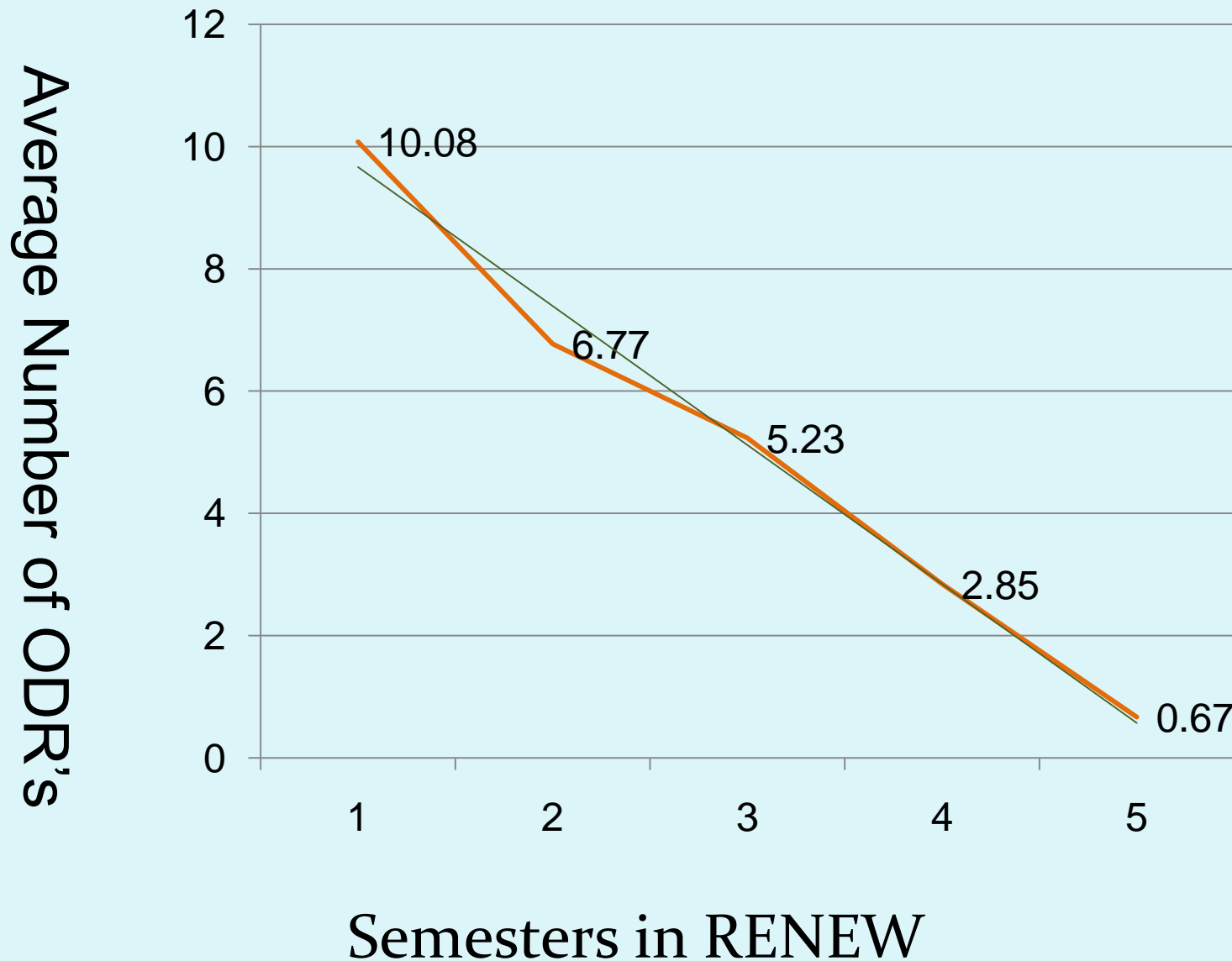
- 66% finished high school
- Another 21% were in secondary education at project's end
- 31% entered post-secondary education

APEXII 2006-2010

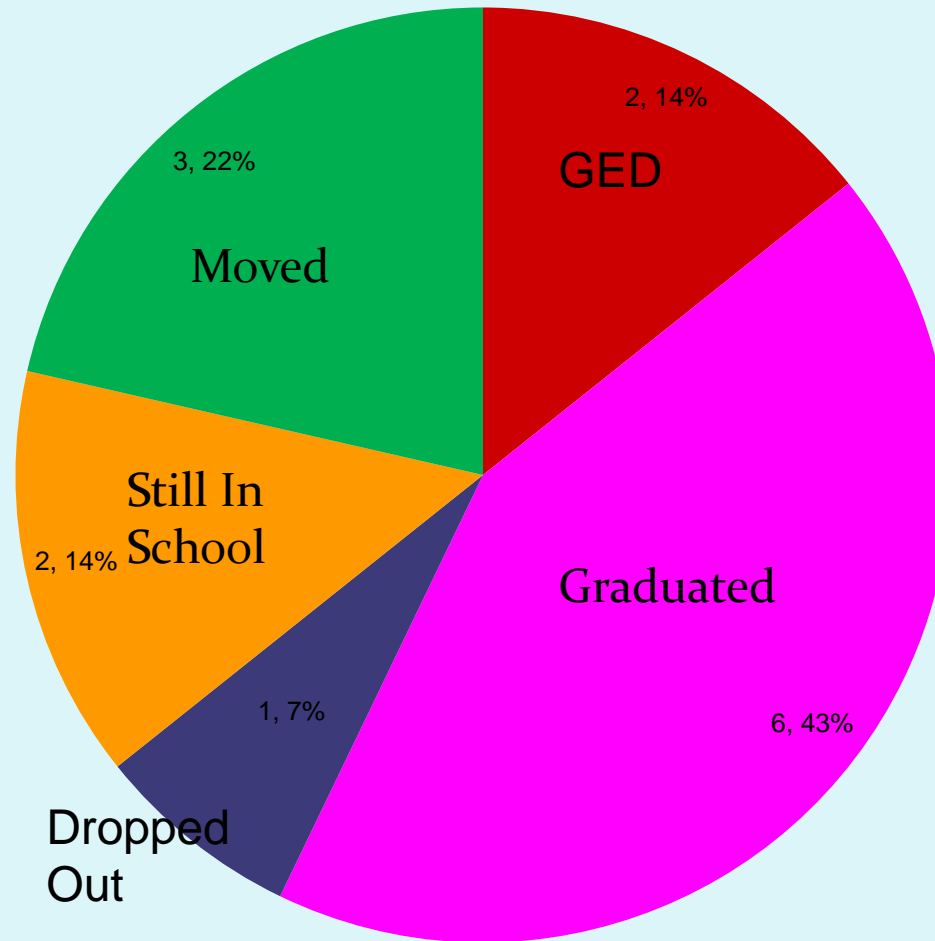
Credits Earned 12 Students



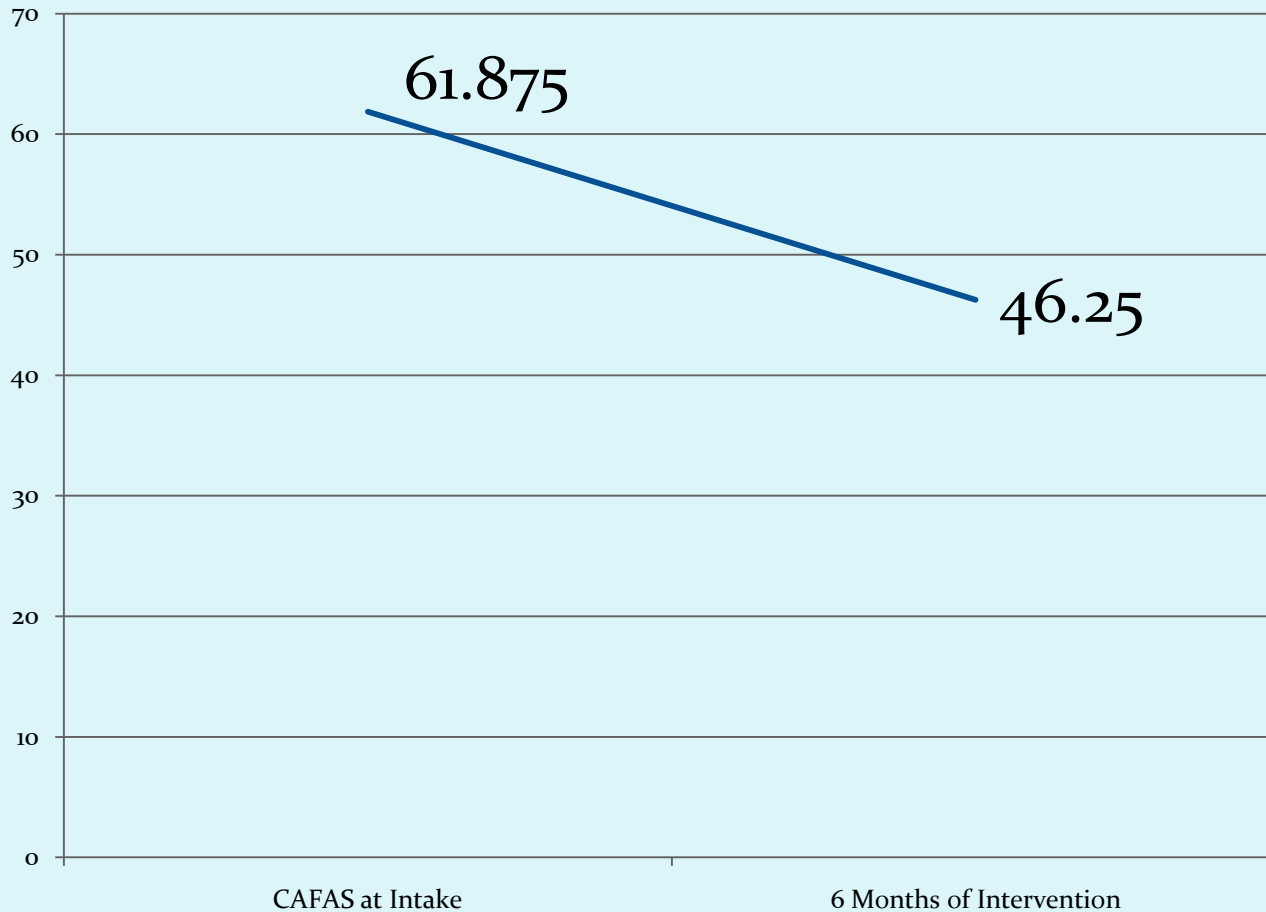
Discipline Referrals 12 Students



Graduation Rates 14 Students



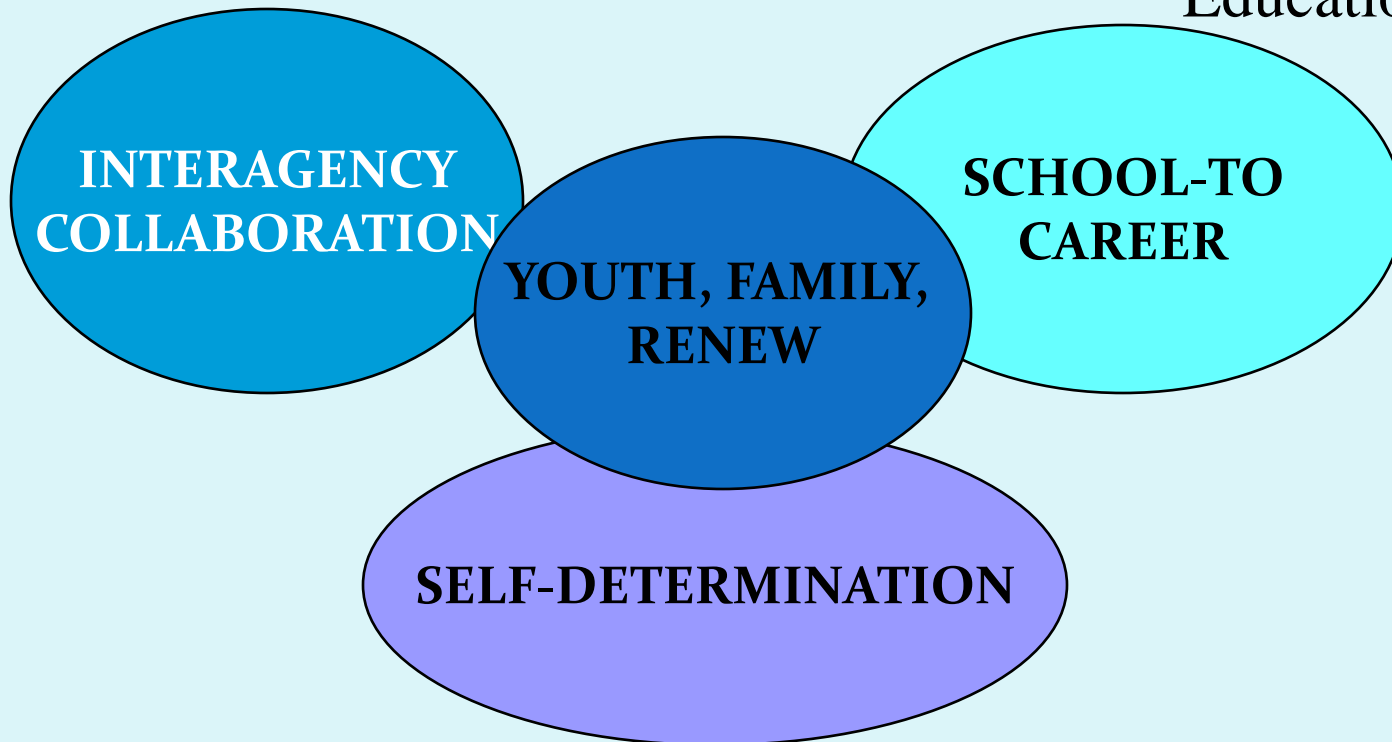
EFH RENEW Capacity Building Project Round 1



RENEW: Conceptual Framework

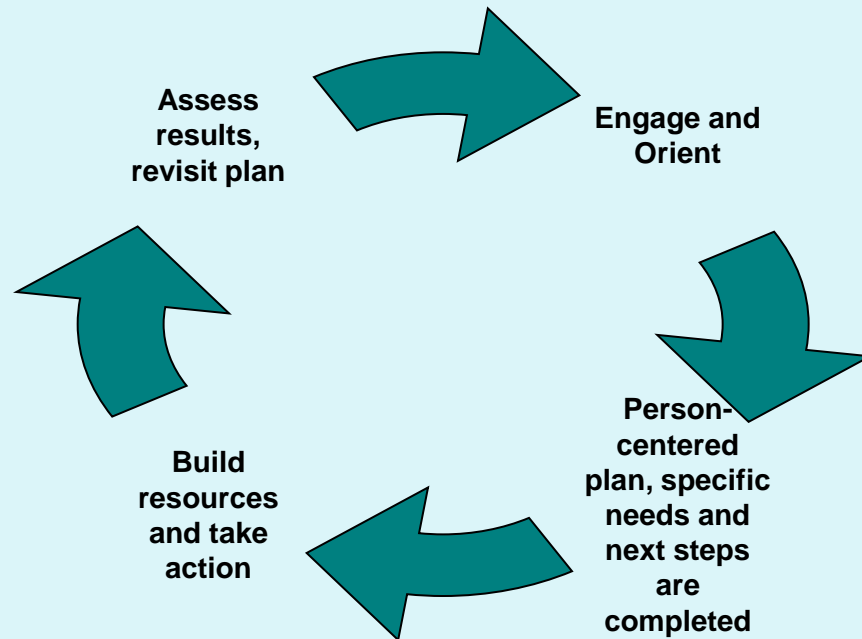
Child Welfare

Education



Disability

RENEW Process Overview with Case Example





“T”

- “T” is currently 17 years old and a sophomore at an Alternative High School. She is diagnosed with Bipolar Disorder, Childhood Onset and Personality Traits. She has been receiving mental health services since 2007.

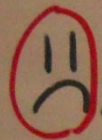
Case Background

- Internal referral:
 - Qualified for RENEW because she needed school and community-based supports.
 - She was at a point where typical therapeutic strategies were not progressing.
 - Very stuck, refusing to use strategies, felt down about herself and did not seem to have motivation to be successful and happy.
- On current caseload



“T’s” Futures Plan

T's HISTORY



LOSS



HAPPINESS!

- 4th Birthday
- Mom married Mike
- NANA passed away
- DAD throwing me out
- Grandpa + Grandpa John passed away
- Uncle George passed away
- Moved in with Mommy
- DAD contracted me
- George's funeral
- Didn't talk to DAD
- Got to see DAD Again
- DAD contracted me
- mixed feelings
- losing camp
- Manny passing away
- For almost 1 year
- Manny passing away
- Being allowed to see Crissy (sister Again)
- Mom went to hospital
- moved to Laconia - Depressed
- Picnic up North w/ Mom, Mike, Lena
- Got sent to placement 7 days
- Camping w/ Genesis
- on Probation P-off



Who Am I TODAY?

Exciting

School "Freshman"

Adventurous

♥ Loveable

Sporty

Adventurous



Family oriented

Important people

Mom + Mike

Boyfriend

CARE team / supports

Brianna

Christa

CAIDE

Chloe

Jessica

DADDY

CAMP

Nature

DRAWING

Cuddling

READING


WRITING

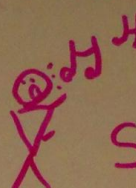
When mom + I fight it makes me SAD because I want to get along with her.


When I fight with my siblings it makes me SAD/upset because I don't want them to think I don't love them


Wish Mom + DAD were together sometimes
HAPPY Just the way I am ☺


Strengths ≠ Accomplishments


Writing 

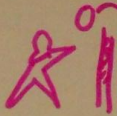
 Singing


Relaxing 


 debating

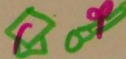
Ice Skating 

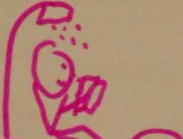
 Build a Fire


Volley Ball 

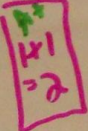
 Family

Cooking & Baking 


Graduate
Middle
School

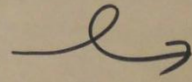
Reading 

Helpful 

Math 

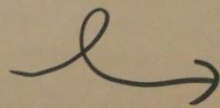
Accomplishments → Skills

Graduating
Middle
School



- Controlling Temperature
- 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

Rosario

TEACH



Dr. Christenson

Police

Police 10/14

aday

Dr. Hair

Mom,
Mrs. Wanzel,
Lura, Mike,
Paul, Crissy C.,
Jade, Jennys,
Mrs. Kruger.

Genesis

Hospital

Youth group.



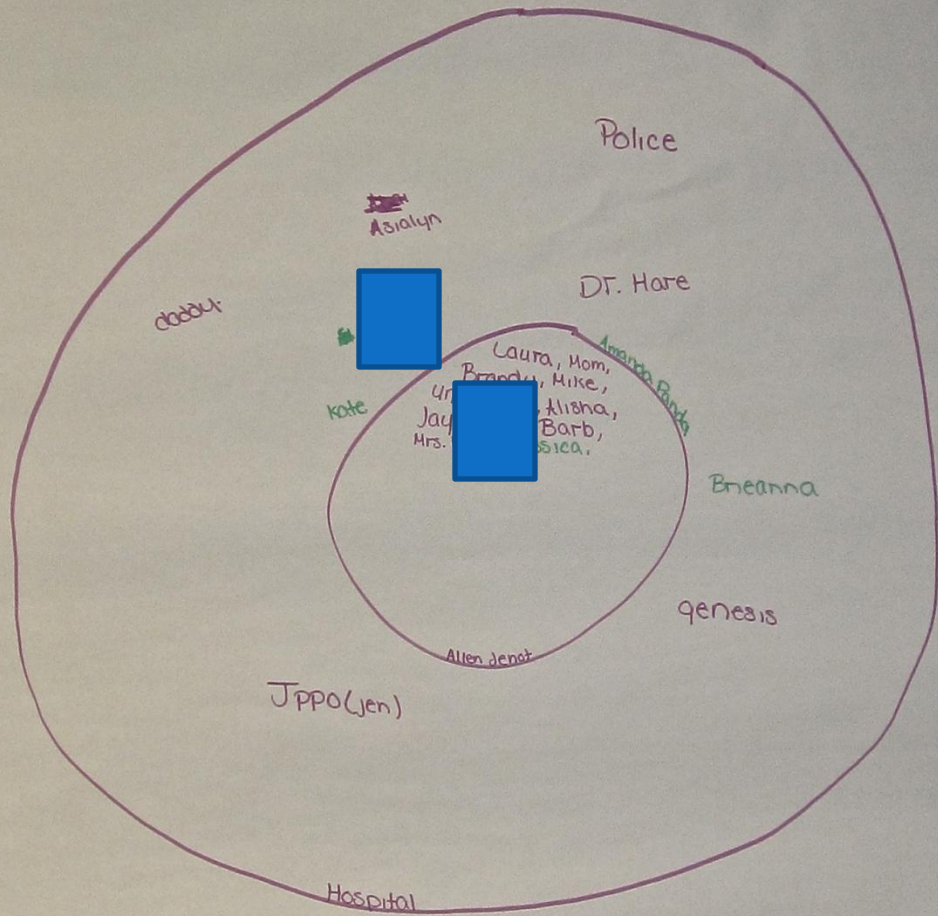
S...h



6/25/10

Resources

4 cont



Works Builds connections understanding safety



Talking → When I'm stressed, frustrated, confused

• Given a 5 → " " " " minute break


• Given Choices of tasks, work to do

Hand-on learning
Visual


• Allowed to help with tasks if/when off task


•  +  things down help me remember


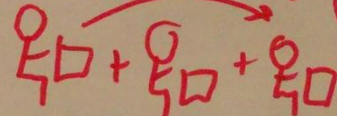
Doesn't Work For class...


Being  yelled at when I am off task or doing something ~~wrong~~ wrong.

• Given negative alternatives "Do this or go to the office"

•  → Lecture learning...

•  Teachers asking me to repeat things for the class

• Sit whole class 


•  Can't learn if too much talking & noise in class...

T'S

DREAMS

MAP

Married to the Right Guy!

Close Family

Graduate High School

Job at

Library

or Author

Big House



Have a Big BOAT

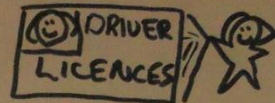


Have a porsche

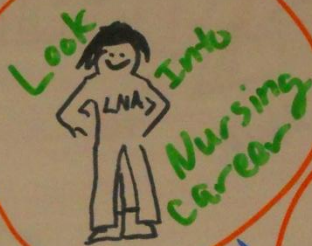
Goals This Year



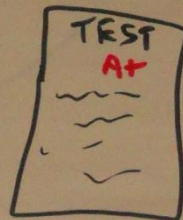
Probation



Get My...



Get a Job...



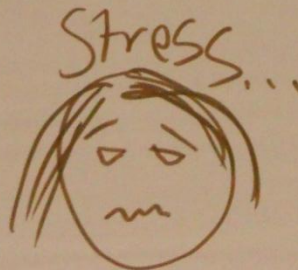
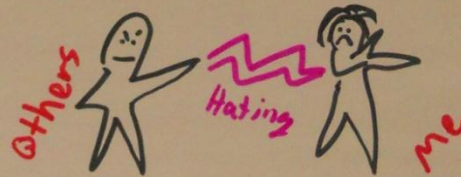
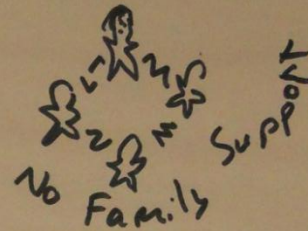
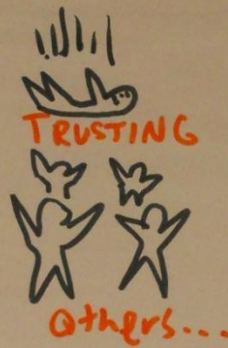
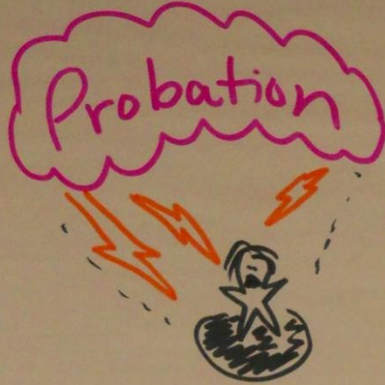
Get Good Grades

Will Power



To Stay out of Trouble

(in) Fears & Concerns



Action Steps.

9

1. Keep Grades up/Attend class.

1a. Meet w/ Mrs. Wirtz to determine Credits.

1b. Create highschool plan.

5. ^{get highschool diploma.} Save up money/pay for collage.

2. Keep Attitude in check ✓ !!

5a. P.S.A.t.

5b. S.A.t.

2a. Save up \$500.00 \$530.00 dollars.
get info on school program.

5c. Check out what collage I want to go to.

2b. pay off drivers ed teacher.

5d. Apply to collage !!
Apply for Financial aid & Scholarships.

2c. take drivers ed and pass !!

5e. Extra curricular activities.

2d. get driver hours.

2e. take drivers test and pass.

5f. be nice to teach
get recommendations.
work hard.

2f. get My License !!

5g. keep Grades/Attend class.

3. Attitude ✓.

3a. be positive !!

3b. less fighting.

3c. More talking things out.

3d.

3e.

3f.

4. Fill out apps.

4a. return apps.

4b. call them.

4c. go in for interview.

Ground Rules for School Team (504)

To give control/power to the student so that they feel safe to contribute to non-RENEW meetings.

Guide Lines for 504.

No talking above one another.

Come in w/ open Mind.

Be respectful.

NO telling other teachers or students
About Meeting/what I say about
people...

People Need to Follow 504 Plans

DON'T MAKE ME MAD!

listen to My Ideas

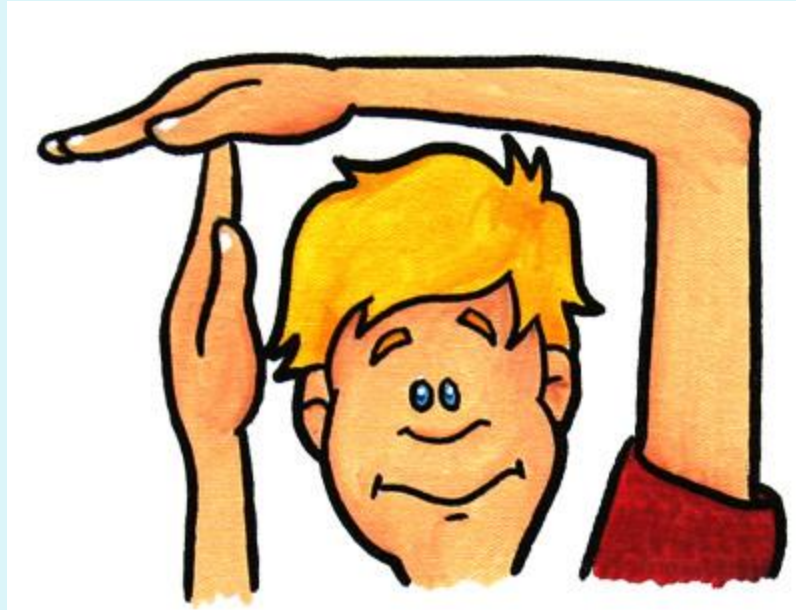
Take me seriously.

Don't treat me like I'm a child.

Work productively towards
Solutions.

**HAVE A
POSITIVE
Attitude.**

Break...



RENEW Eligibility...



- 16 to 20
- Medicaid Reimbursable
- Meet Criteria on At Risk Checklist
- Student not already responding to other interventions

At Risk Checklist Activity

- Using the At-Risk Checklist, discuss whether she may be a candidate for RENEW and what support networks would need to be contacted initially about her starting RENEW.

Engaging Students

- Build rapport
- Provide a timeframe
- Keep momentum going
- Identify a purpose for planning linked to the student's interest

Building Rapport

- Meeting the individual where s/he is at, being empathetic
 - Literally, figuratively
- Being a good listener
 - using body language
 - summarizing what you hear back
- Validate what the individual is feeling or saying as important
- Show support no matter what position the individual is in
- Follow through with commitments
- Frame statements in a way that the individual will understand
- Cultural competence

What's the key to engaging students?

- A survey was done across 10,000 in the united states with EBD asking them about what would be important factors in their engagement. What do you think they said?

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

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

- Top 4 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**

Orientation: First Meeting

- Explain the Renew Process
- Roles & Responsibilities
- Answer any questions
- Discuss whether the student/ family is willing to commit to Renew
- Ask the student what they hope to get out of the planning

Explaining the Purpose of RENEW

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

Going over the Process

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

- Mapping process
 - A process that helps us understand who you are and what is important to you
 - Use of maps VS taking notes
- From there decide who we want to join us
- Have group get-togethers regularly to discuss what we can do to start working toward goals
- You will be in charge along the way and make all the decisions as to where we go and what we do

ROLES



Renew Facilitator

- Facilitate student's person centered plan
- Record Notes in "real time" on Flipchart
- Help student set goals for future, Break goals into manageable steps
- Help student Advocate for self
- Provide Assistance connecting to Resources for student to Achieve Goals

STUDENT



- Drive person centered planning process
- Engage + Fully participate in planning for my future
- Set Goals for my future
- Advocate for my own Goals, NEEDS and wants
- Ask for help when I need it

Therapist



- Provide counseling to assist student/family
- Communicate with therapeutic team, as appropriate

ROLES AND RESPONSIBILITIES

AGREEMENT

- FACILITATOR'S ROLE:
 - Facilitate youth's person centered Renew plan (meaningful individualized plan for the transition from high school to adult life).
 - Record notes on the flip chart & complete Renew mapping.
 - Help youth identify supportive community resources to assist in achieving his/ her goals.
 - Empower youth to make his/her own decisions, take control of his/her life.
 - Assist youth in learning how to problem solve, set goals, make decisions and advocate for him/herself.
- Student's Role:
 - Drive my person centered planning.
 - Engage with my Renew Facilitator and fully participate in planning for my future.
 - Set personally meaningful goals for my future.
 - Advocate for my own goals, needs & wants.
 - Be open to hearing suggestions from my team on how I can make improvements.
 - Ask for help when I need it.
 - Let my facilitator know how I feel about the planning.

Invite the Student

- After hearing all that, do you have any questions or concerns?
- Would you like to give RENEW a try?
- Consent forms/ Roles & Responsibilities Agreement

Elevator Speech Activity

1. With a partner, explain Renew, principles, roles and responsibilities. >>2 minutes<<
2. When finished, Partner provides feedback based on:
Renew Process
Roles & Responsibilities Agreement
>> 1 Minute<<
3. Switch & repeat.

Tools

- Roles & Responsibilities Agreement
- At-Risk Checklist
- Renew Engagement checklist



Grant Expectations

- Each Agency works with 15 students between now and September 2012.
 - Identify 2 students for each facilitator to start working with by our next training (1/10/11)
 - Each facilitator will start working with 5 students by April
 - Each facilitator will be connected with at least 1 local school in order to collaborate around student supports as needed
 - Facilitators will work with at least 1 of the first students alongside a RENEW trainer
 - Facilitators will use the model with fidelity as trained
 - Facilitators will meet at least monthly within an agency RENEW meeting and individually with a RENEW trainer
 - Ask for help when it is needed and keep communication open with RENEW trainers

Homework

- Identify 2 students between now and next training to start with which to use RENEW
- Read the RENEW manual up through chapter 2
- Read articles on self determination and positive behavior support.

