



### RENEW:

## Phase 1, Personal Futures Planning: Skills for Engaging Youth with Emotional and Behavioral Disorders to Take Control of Their Lives

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School Mental Health

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JoAnne Malloy, Ph.D.

Jonathon Drake, MSW



## Thank You!

- The Endowment for Health in New Hampshire
- Lucille Eber, Director of the Illinois PBIS Network
- Douglas Cheney, University of Washington
- Hank Bohanon, Loyola University of Chicago

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## Agenda

- RENEW Background, Principles, Key Features
- Person-centered Planning & Graphic facilitation
  - Examples, Modeling, Practice
- Break
- Developing and Leading Individualized Teams
- Wrap Up

## Youth with EBD....

- Disengaged from school/family/community
- Most likely disability group to be in a segregated academic setting
- Highest rates of disciplinary infractions
- Perceived by teachers as having significantly lower levels of social competence and school adjustment

(Lane, Carter, Pierson, & Glaeser, 2006)

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## What is needed..

Wagner & Davis (2006) recommend that programs for youth with EBD emphasize:

- Relationships
- Rigor
- Relevance
- Address the needs of the whole child
- Involve students and families in transition planning

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## RENEW; Meeting Youths' needs

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

Survey of 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

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## Rehabilitation for Empowerment, Natural Supports, Education and Work (RENEW)

- Developed in 1996 via a 3-year RSA-funded employment model demonstration project for youth with “SED”
- Focus is on community-based, self-determined services and supports
- Initial promising results for youth who typically have very poor post-school outcomes (Bullis & Cheney; Cheney, Malloy & Hagner, 1998; Malloy, Cheney, & Cormier, 1998)
- Continuing positive results in 7 grant-funded and fee-for-service applications (Hagner, Malloy, Mazzone, & Cormier, 2008; Malloy, Sundar, Hagner, Pierias, & Viet, 2010)

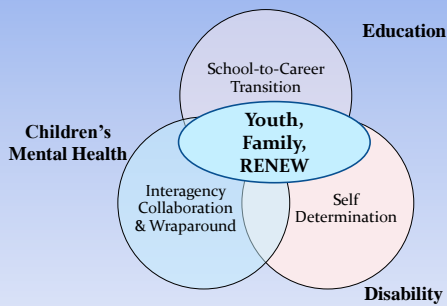
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## RENEW Applications

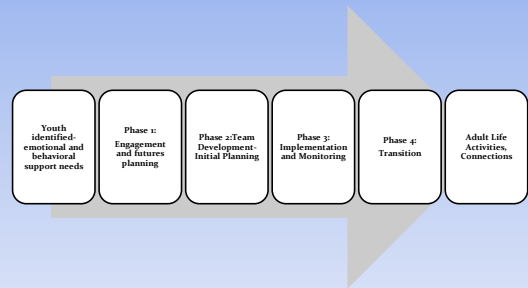
- RENEW is the intensive intervention for PBIS model dropout prevention projects: APEX, APEX II, APEX III in New Hampshire (replicated in Illinois).
- RENEW was the primary intervention for a US DOE funded Juvenile Justice community re-entry project.
- RENEW is being implemented as a service of 6 of NH's community mental health centers
- Since 1996, over 250 youth have participated in all contexts, with data collected

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## RENEW Conceptual Framework



## Wraparound/RENEW Phases



## RENEW IS....

- A flexible, person-centered support
- Driven by the student's expressed needs, interests, and goals
- A service

## RENEW IS NOT....

- A program
- A classroom or school

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## RENEW PRINCIPLES

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



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## RENEW and Wraparound

RENEW	WRAPAROUND (Bruns, et al., 2008)
Self-determination	<i>Family voice and choice Individualized</i>
Unconditional Care	<i>Culturally Competent Persistence</i>
Strengths-based	<i>Strengths-based</i>
Flexible Resources	<i>Collaboration</i>
Natural Supports	<i>Natural Supports Community-based</i>
Team Based	<i>Team Based</i>
Outcome-based	<i>Outcome-based</i>

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## RENEW Goals

- High School Completion
- Employment
- Post-secondary Education
- Community Inclusion
- Development of a Career Pathway



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## RENEW Features

1. Self-determination through Personal Futures Planning
2. Individualized Team Development and Wraparound
3. Individualized Education Programming
4. Individualized School-to-Career Planning
5. Naturally Supported Employment
6. Mentoring
7. Sustainable and Positive Social Connections

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## RENEW Process

1. Student identified
2. RENEW facilitator identified
3. Initial conversation between facilitator and the student
4. Future's Plan (Person Centered Plan)- with core team members invited
5. Formation of a team according to the plan- family members
6. Routine check-ins to determine success of the plan
7. New plans/teams formed as new goals are developed

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## Personal Futures Planning Models

- Personal Futures Planning (Beth Mount)
- MAPS [McGill Action Planning (Vandercook, York & Forrest, 1989)]
- Methods, Models and Tools, (Cotton, 2003)
- Essential Lifestyle Planning (Michael Smull)
- Group Action Planning, known as GAP (Turnbull & Turnbull); and
- PATH [Planning Alternative Tomorrows with Hope (Pearpoint, O'Brien, & Forest)]

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## Personal Futures Planning: Common Elements

- Use of graphic facilitation
- Person centered: Planning driven by student & focuses on their view, goals and purpose for planning
- Geared to student's needs (not programs or services)

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## The RENEW MAPS

- History
- Who You Are Today
- Strengths & Accomplishments
- People
- What Works and Doesn't Work (Preferences)
- Dreams
- Fears, Concerns, Barriers
- The Goals
- Next Steps
- Essential Next Steps and Follow Up (Action Plan)



## Mapping

Futures Planning Maps uses flip chart paper & markers, a power point projected on a wall, or a Smart board and should include:

- Both words and graphics that represent the student and their story
- A focal point where everyone on the team can see the Maps being created



## 3 Simultaneous Skills

- Active Listening/ Capturing the speakers voice
  - Being a conduit for discussion
  - Flow of words to paper, and then reflect
- Synthesizing & Organizing information:
  - Use of templates & maps to keep the information organized & efficient
  - Using colors to represent different approaches, moods, and meanings
- Drawing:
  - Symbols & graphics to convey theme, meaning & keep interest



## Graphic Facilitation

- Use of a flip chart & graphic recording techniques to document the planning process
- Engages all learners
- Notes are recorded in real time during the meeting, then digital photos can be taken and e-mailed out, so that all members have copies of the original meeting notes
- These notes can also be sent to the school, Area Agency, VR or other collaborators



## My Personal Futures Plan 2007

**History**

Born, NH  
70 → 1 y/o moved GAR area

12 y/o - 15 y/o  
- moved in w/ dad  
- mom & sister  
- moved w/ boyfriend  
- mom moved in w/ sister w/ baby  
- parents decided that had to move in w/ dad

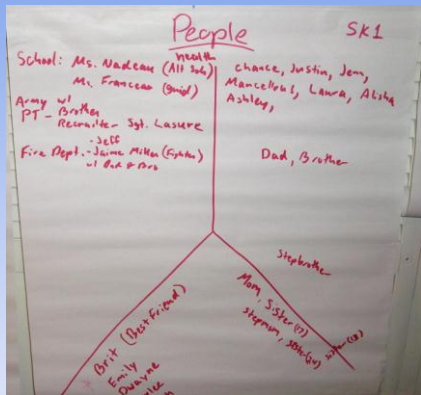
11 y/o  
- parents divorced  
- dad is homosexual  
- 3 boys w/ mom  
- Hand care, mom not working  
- mom had to go to work to take care of  
- school hard but doing ok in home  
- interrupted w/ babysitting  
- mom was drinking & drugs  
- stopped drinking to get home

14 y/o  
- Drama filled → hard  
- class + schedule hard  
- Took care of self w/ anything but bills ridin

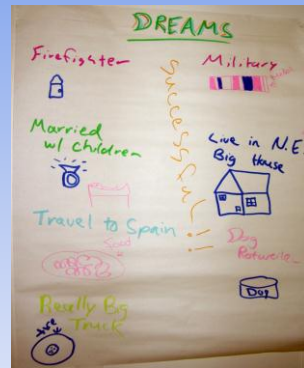
15 y/o - dad engaged  
- didn't like Stephen  
- Got married late - 1st year  
- School still hard  
- could have passed class but no help

strengths works	Like	Challenges Doesn't work	Don't Like
Self awareness	Giving advice	Not having a good day	Teachers not understanding the job in trouble
Strong - Resilient	Strong - Resilient	School Drama	Math
Tolerant	Good w/ people	School - class, getting up early	When I don't get my way
Insightful	Talking on phone	Grades - Keeping them up	Not caring
Music			
Friends			
Cheerleading			
Gymnastics			
Hands on work			
Having a good day kept w/ school			
Like building			
Cooking			
Science labs			
sleeping			
Talking			

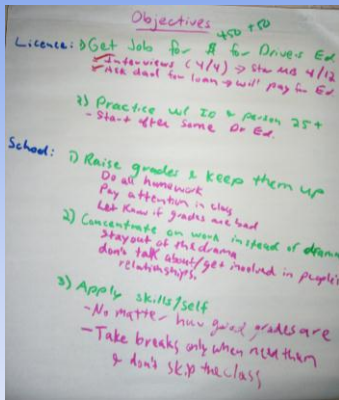
*Appreciated*



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**I Graduated!**



## How I Used My Futures Plan

- Put me in charge
- Gave me control
- Developed confidence in myself
- Helped me understand myself better
- Think about problems in a more realistic and doable way
- Use the resources around me effectively

## Demonstration

- History
- What works/What doesn't work

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## Questions to Help Facilitate the Strengths and Accomplishments MAP

- What are you really good at?
- Pull out something the youth identified from their History map and say "This was a really difficult time for you, what helped you through it?"
- What do you do when you have time for yourself?
- What are you most passionate about?
- What do your friends say you are good at?
- This is your time to brag!



## Facilitating the People Map

- We are going to draw a map with a section for each type of person in your life.
  - Closest people: best friends, family, adults who you can always count on no matter what
  - Good relationships: people you see day to day that you like, spend time with
  - Professional relationships/Groups/Organizations: Jobs, clubs, counselors, DCYF, Probation officer, Doctor, psychologist, boy/girl scouts, fire explorers.



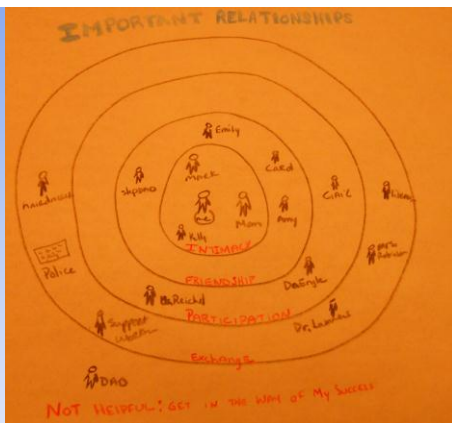
## Preferences Map

Purpose: to gather information about what works/ doesn't work in different contexts. This information is helpful for planning.

- Contexts could include: School, work, home, community groups/activities/programs etc.
- Frame the map with around gathering information & strategies for success

## Questions for Facilitating Preferences Map

- What is your learning style?
- What strategies help you stay focused?
- What gets in the way of learning? Distracts you?
- What are the situations you are most successful in and why?
- What type of personal support is most helpful for you? Who do you like best & what is it about them that you like?
- What helps you connect with others? Makes you feel heard, & understood?



## Questions for Facilitating Dreams MAP

This is your chance to be creative and think about what you want in your future.

- So think 3, 4, or 5 years from now, what does your life like?
  - Think of a perfect world without barriers, and you could have, be, do anything?
  - What have you accomplished?
  - What relationships do you have?
  - What are some of the things you have?
  - Where are you living? What are you doing?
  - What do you do for fun/recreation?
  - Where are some of the places you have been?

## Questions for Facilitating a Fears MAP

- What may get in the way of your dreams?
- What has gotten in the way in the past?
- What do you NOT want to happen?
- What are you afraid of?
- What are some of the things that we'll need to address to work toward your dreams?
- What will allow you to sleep at night? How about your family and closest people in your life?



## Questions for Developing a List of Goals

- For each of the dreams, identify goals that you would like to set for 2 years from now? next year? this year? this semester?
- What barriers need to be addressed in order to reach the goals?
- How will you know you've reached each goal?



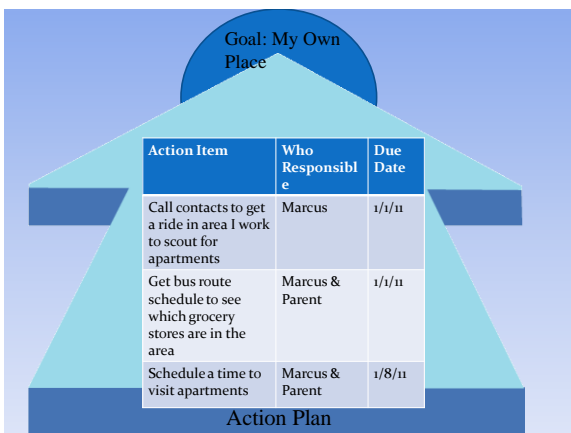
## Questions for Developing Next Steps

- Let's pick a goal and begin breaking it down into the steps that need to be taken to achieve it. This is a brainstorming session, so anything you say we'll consider as an option.
  - If this is confusing, let's take a break and practice breaking down how to make a PB&J sandwich...
    - This process is similar to what we are talking about...



## Questions for Developing Essential Next Steps: Action Planning

- What do we need to do first given your concerns on the obstacle map?
- Who are the people who can help? How do we get them involved?
- When will these steps be finished by? When will we invite these people to meet?
- What supports do we need to get this done?



“...people better equipped with social resources—in the sense of their social network and resources of others they can call upon—will succeed better in attaining their goals. Second, people will invest in relations with others in view of the perceived future value of the social resources made available by these relations.”

(Flap, 2004)



## Resource Planning

- Look at the needs list you developed from the futures plan:
  - What needs must be met by a professional service with an associated cost?
  - What needs can be met by staff in your school?
  - What needs can be met by parents/friends, etc.?
  - What needs can be met by community-based programs that have no cost?
  - Do you need to refer the student to a service to apply for assistance? (Medicaid, VR, etc?)



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## Good Action Plans

### What Makes a good action plan?

- a. Clearly defined activities that are measurable and relate directly to the goals.
- b. Contains the name or names of the persons responsible- they are present at the meeting (can't volunteer someone who isn't there)
- c. Contains a timeframe with a specific date by which the action will be completed
- d. Clearly describes any sub-steps that must be completed as well as any supports that are required for the individual to be successful

2/11/2011

## Types of Resources

- Social Resources
  - Natural supports who can offer time, connections and expertise
- Human Resources
  - People at the table with specific skills or expertise they can offer as advice
- Financial Resources
  - Institutions, agencies and programs who can help pay for services or resources

2/11/2011

## 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

2/11/2011

## Team Development



- Who needs to come to the table?
  - Who does the student need help 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?

## Helping the youth self advocate

- Meet with the youth before a group meeting to discuss what they hope to accomplish with the larger group (this becomes the agenda).
- What supports will he/ she need in order to do this?
- What strategies will need to be implemented before or during the meeting to manage stress, etc.?
- Have the youth practice what he/ she will say, ask for, etc. with you and role play different scenarios prior to the meeting
- Acknowledge how courageous he or she is to speak to/ present to a large group and celebrate his/ her success.

## The first large group meeting

1. Introductions
2. Ground rules
3. Share the Future's Plan (necessary parts)
4. Frame the purpose of the meeting
  - a) State the goals the group will be working on
1. Identify the roles of the attendants and how their role is related to the goals
2. Gain commitments to work toward the goals- Youth/Team Plan
3. Record these commitments in plan
4. If time allows, start creating action items around who will do what, by when to help the youth work toward a goal-

## Reflections

Film Clips  
Discussion

## Conducting the Team Meetings

- Groundrules and roles are clarified at every meeting
- Youth ( with support as needed) presents the desired maps from the futures plan
- Youth presents the goals and seeks input & support
- Team members reflect and ask questions about the futures plan & goals

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## Team meetings (cont.)

- Youth presents the action plan and needs- asks for help
- Members are encouraged and sometimes asked directly to help with an action step: "Mrs. Rollins, can you bring Mary to the DMV next week to get her papers for her driver's license?")
- Team members look at data, monitor progress, and problem solve together

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## Review/revise the plan, ongoing work

- Assess accomplishments, driven by the student
- Build self-advocacy, self-esteem, and self-direction ("success for everyone")
- Celebrate successes!



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## Research: RENEW Employment Outcomes from First Demonstration (1998)

- 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

(Hagner, Cheney, & Malloy, 1999; Bullis & Cheney, 1999)

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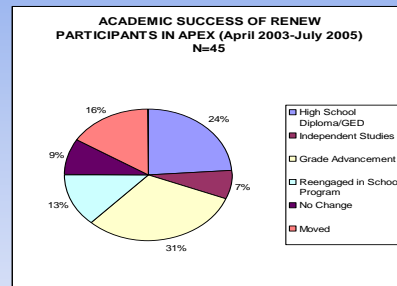
## RENEW Education Outcomes: First Demonstration

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



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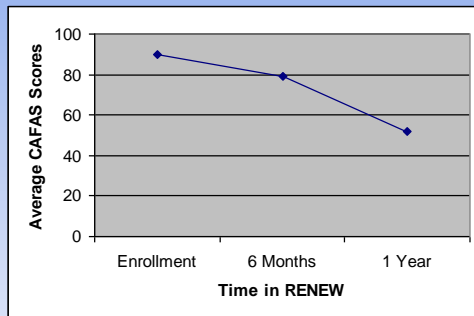
## RENEW Outcomes: APEX Project 2002-2005



(Malloy, Hagner, Sundar, Pierias, & Viet, 2010)

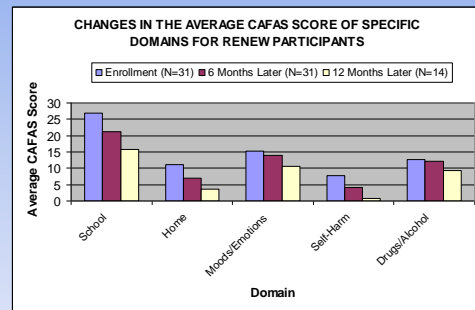
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## CAFAS Data APEX (n=20)



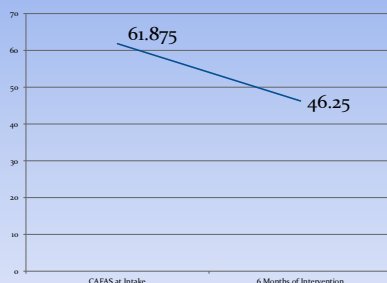
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## CAFAS Data: APEX by Sub-scale



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## RENEW Mental Health Project: 2009-2011: Average CAFAS Scores (n=16)



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## What is being taught/learned through the RENEW process....

Self-determination/leadership skills:

- Positive choice-making, decision-making, problem-solving, self-management, self-awareness, and self-advocacy (Carter, Lane, Pierson, & Glaeser, 2006; Wehmeyer, 1996)
- Protective Factors (pro-social skills: (substance-abuse treatment framework):
- Self-awareness, empathy, communication, interpersonal relations, decision-making, problem-solving, creative and critical thinking, and coping with emotions and stress.

## Implications for Practice

- The process of self-determination adds value:
  - Understanding one's own strengths and weaknesses
  - Understanding what is in one's self-interest
  - Problem-solving, shared work and decisionmaking
  - Understanding the importance of and how to use social resources (how to seek help and gain control)
  - Choice-making

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## RENEW Training

- Tertiary or RENEW Implementation Team training and coaching
  - These teams design and oversee the implementation of RENEW in the school or agency
  - RENEW Facilitator training- 3 full days plus customized coaching
  - Tools:
    - RENEW Facilitator's Manual
    - Data Collection and Process Tools
    - RENEW Integrity Tools (Fidelity of Implementation Tool)

For information visit:

[http://iod.unh.edu/Projects/renew/renew\\_main.aspx](http://iod.unh.edu/Projects/renew/renew_main.aspx)

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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

DVD • Trailer • Mini-Films • Host a Screening

[www.whocaresaboutkelsey.com](http://www.whocaresaboutkelsey.com)



## Contact Information

JoAnne M. Malloy, Ph.D.  
Project Director  
(603) 228-2084 x 27  
[JoAnne.Malloy@unh.edu](mailto:JoAnne.Malloy@unh.edu)

Jonathon Drake, MSW  
RENEW Coordinator  
(603) 767-1697  
(603) 228-2084 x40  
[Jonathon.drake@unh.edu](mailto:Jonathon.drake@unh.edu)

UNH Institute on Disability  
<http://iod.unh.edu>

Kelsey Carroll  
Personal Facebook  
Who Cares About Kelsey on Facebook

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