



Tertiary Level Systems, Data and Practices in a Multi-Tiered System of Support in High School: New Hampshire's APEX Project

Presentation for the 17th Annual Conference for Advancing School Mental Health
October 25, 2012
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Agenda

- Need: To Effectively Implement Tertiary Practices within a Multi-Tiered Framework in High Schools
- RENEW
- Tertiary Implementation Team
- Activity: What is Your Team's Mission?
- From Planning to Action

Activity

STEP 1: Identify 2-3 students who you feel need tertiary level supports:

- Types of problems exhibited
- Academic performance
- Social/emotional characteristics
- Issues outside of school

Step 2: How does the school respond to each of these students now?

Activity (cont.)

Step 3: What should the school's response be? What would the ideal be?

STEP 4: What is needed to reach the ideal?

STEP 5: What are the gaps between what is needed and what exists?

Educational Outcomes for Youth with Emotional and Behavioral Disabilities

- 40%-60% dropout of high school (Wagner, 1991; Wehman, 1996; Wagner, Kutash, Duchnowski, & Epstein, 2005)
- Experience poorer academic performance than students with LD (Lane, Carter, Pierson & Glaeser, 2006)
- 10%-25% enroll in post-secondary education (compared to 53% of typical population) (Bullis & Cheney, 1999)
- High rates of unemployment/underemployment post-school (Bullis & Cheney, 1999; Kortering, Hess & Braziel, 1996; Wagner, 1991; Wehman, 1996)
- High rates of MH utilization, poverty, incarceration (Alexander, et al., 1997; Kortering, et. al., 1998; Lee and Burkham, 1992; Wagner, 1992)

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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)

Disproportionality

- African American students (especially males) are 3.5 times more likely to be suspended or expelled than their white peers
- Students with disabilities are 2X more likely to receive one or more out-of-school suspensions than students without disabilities
- The dropout rate is 50% or more among African Americans, Native Americans, Hispanic youth, and students with emotional handicaps (Krezmien, Leone, & Achilles, 2006; Skiba, Michael, Nardo, & Peterson, 2002; U.S. Department of Education, 2003, 2012)



Rationale and Need

- Only 71% of youth with IEPs in New Hampshire graduate with a regular diploma (2007)
- Of those students who dropped out of school in 2008-09, 37% were students with emotional handicaps, and 41% were students with learning disabilities (NH DOE)
- The NH dropout rate for youth with disabilities is 4.5%, compared to 3.0% for all youth.


Schools chosen to participate: (1) higher than state average expulsion and suspension rates; (2) lower than state average graduation rates; (3) higher than State average dropout rates; (4) lower than State average NECAP scores; and (5) commitment of selected schools administration.

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What are We Trying to Achieve? Potential Outcomes for HS Students

1. Improved academic achievement
 2. Improved social, emotional, behavioral competence
 3. Increased attendance rates
 4. Increased rates of on time to class
 5. Increased graduation rates
 6. Improved post-school outcomes
- 
1. Decreased course failures
 2. Decreased problem behaviors
 3. Decreased dropout rates
 4. Decreased tardies, truancy
- 

What Gets in the Way of Achieving Your Academic Outcomes?

1. Lack of social, emotional, behavioral competence
 2. High rates of problem behaviors (disrespect, disruptions, inappropriate language, etc.)
 3. High rates of not completing work, homework, assignments
 4. High rates of absenteeism, truancy, dropping out of school
 5. High rates of tardies
- 

Projects

- First APEX Project funded by US DOE as a Dropout Prevention project using PBIS and RENEW – 2 high schools- 2002-2006
- APEX II funded by US DOE as a Dropout Prevention project- using PBIS and RENEW 10 high schools- 2006-2009
- APEX III funded by NH DOE, Bureau of Special Education Services- 6 high school demonstration sites to build a problem-solving capacity at Tiers 2 and 3.
- NH RESPONDS- funded by the Office of Special education Services at the UD DOE to implement RtI- 2 high schools

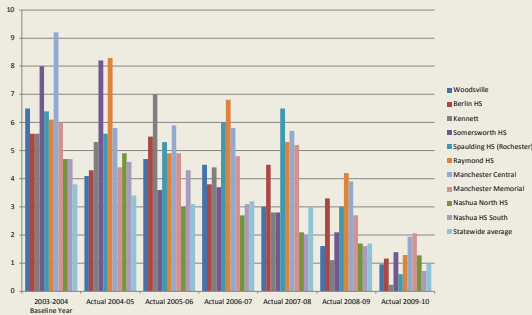
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APEX III Project

(Achievement in Dropout Prevention and Excellence)

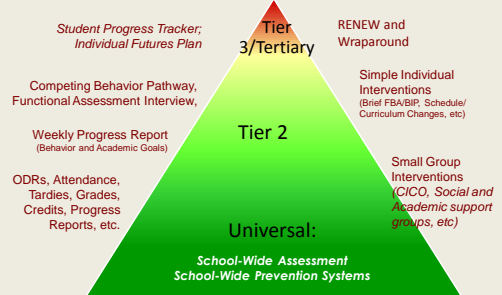
- Funded by the NH Department of Education, Bureau of Special Education; Federally allocated
- February 2010-June 2013
- OBJECTIVE: Develop and support the implementation of a 3-tiered model of behavior support in 6-8 NH high schools order to improve outcomes for all students, including and with an emphasis on students with disabilities
- NEED: Making implementation “stick”

APEX II: High School Dropout Rates: 2004-2010



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



The NIRN

Implementation Research: A Synthesis of the Literature



Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

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Tertiary Level: RENEW Development and Installation

Stage 1: Consensus Building

- What do we believe about student self-determination and about working as equal partners with students? What do we believe about the capabilities of students with disabilities and our legal restrictions and obligations?
- Who are the students ages 15 and up with disabilities who are at greatest risk of failure? Which of these students have not "responded" positively to other interventions?

RENEW Development

Stage 2: Planning

- What system do we have or will put into place to allow for students to receive RENEW services? How will we monitor and communicate about the RENEW process and plans developed by the student?
- Who will be referred to and served by the APEX III and schools staffs this year? How many? How will the students be contacted and engaged? (start up by April 2010)

RENEW Installation

Stage 3: Installation

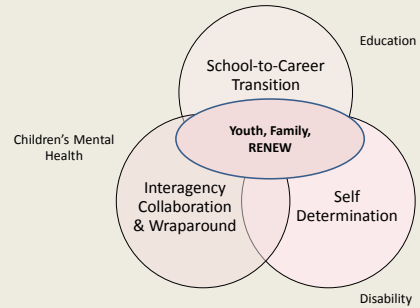
- Initial meetings and mapping happens with students (beginning April 2010). What do the students plans look like? What accommodations and supports are needed by students? Who needs to be involved? How is the process working? (check in point June 2010)
 - Development of Tertiary Implementation Teams
- Stage 4: Capacity Building, Training (Fall 2011)

ASSESSING READINESS

- Is there a commitment to the practice? Has that commitment been assessed and quantified?
- Are there benchmarks developed to assess and or determine readiness?
- What readiness standards are set to insure personnel are ready to implement?
- What system benchmarks are in place to insure readiness for implementation?

RENEW SYSTEMS READINESS TOOL

RENEW Conceptual Framework



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

RENEW is a youth-directed planning and support process that combines person-centered planning with the development and facilitation of individualized teams that are designed to help the youth accomplish his or her stated goals for transitioning from school to post-school life.

RENEW PRINCIPLES

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



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RENEW Goals

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



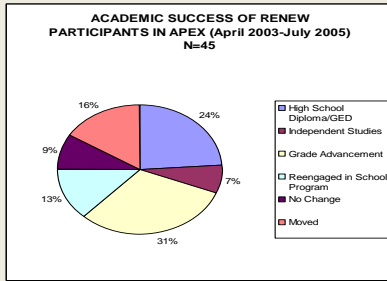
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RENEW Strategies

- 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

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RENEW Outcomes: 1st APEX Project



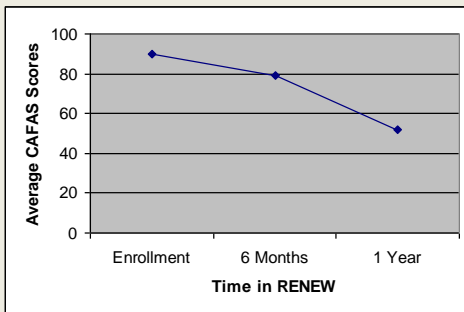
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Academic Success Category Definitions

- *High School Diploma/GED* – 11 (24%) – Nine participants received their high school diplomas and two participants completed their GED.
- *Independent Studies* – 3 (7%) participants not yet eligible to graduate remained enrolled in school but worked independently outside of the school for course credit.
- *Grade Advancement* – 14 (31%) participants remained in school classes and moved up a grade.
- *Reengaged in School Program* – 6 (13%) participants reengaged in some school program such as MST, Adult Ed, Ombudsman or PASS.
- *No Change* – 4 (9%) participants completed futures plans but were in and out of engagement throughout the school year and had no academic change.
- *Moved* – 7 (16%) participants completed futures plans but had to discontinue services because they either moved to a new school (4), placed in YDC (1) or left to have a baby (2).

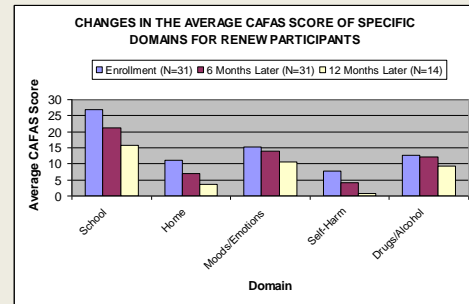
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CAFAS Data APEX (n=20)



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CAFAS Data: APEX by Sub-scale

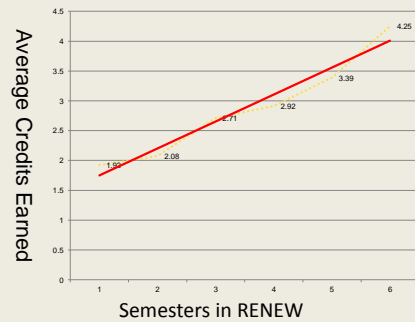


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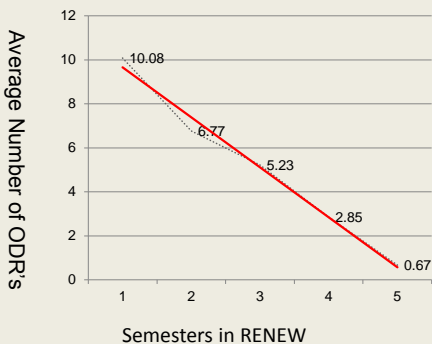
RENEW in 2nd APEX Project: School Case Example

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

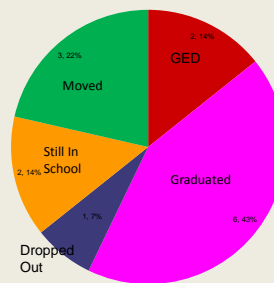
Credits Earned (n=12 Students)



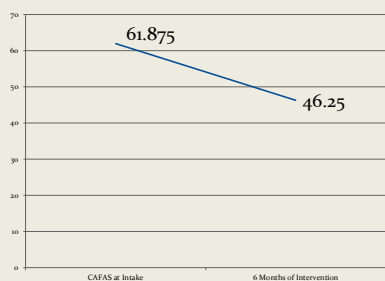
Discipline Referrals (n=12 Students)



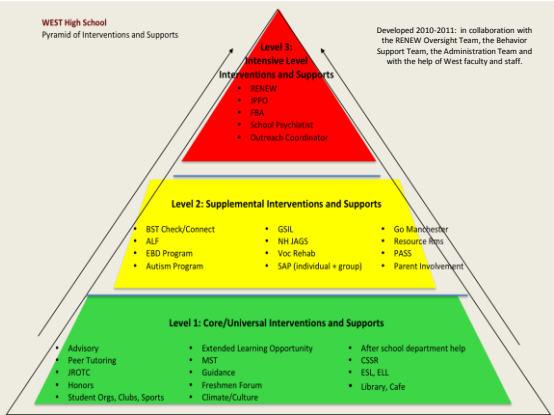
Graduation Rates 14 Students From 2 Semesters in RENEW



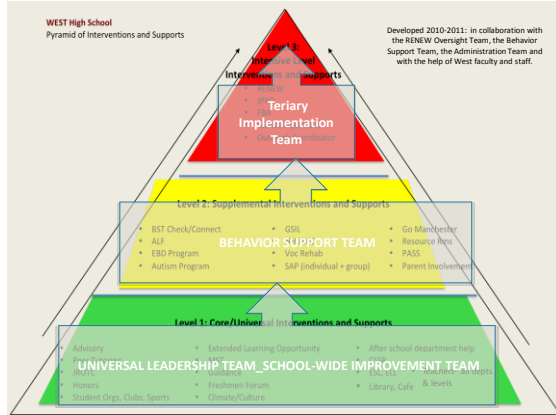
RENEW Capacity Building Project Mental Health Centers 2008-2010 Average CAFAS Scores (n=16)



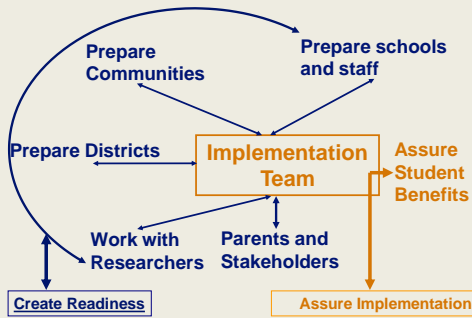
WEST High School Pyramid of Interventions and Supports



WEST High School Pyramid of Interventions and Supports



Implementation Team



© Fixsen & Blase, 2009

RENEW Systems Feature: Tertiary Team

- Identifies pool of youth who need RENEW services
- Chooses/recruits RENEW facilitators and schedules and support facilitator training
- Ensure delivery of the RENEW model, with fidelity
- Monitors outcomes

Meeting Foundation Elements

- Define purpose of the team
 - Decisions to be made, cycle of decision making, and data source(s) to use
- Define roles & responsibilities
- Define team agreements about meeting processes
 1. Inform facilitator of absence/tardy before meeting
 2. Be prepared for meeting by completing previously assigned tasks
 3. Avoid side talk: Remind each other to stay focused
 4. Start and end on time
 5. Be an active participant
 6. Use electronic meeting minutes

1/28/2013

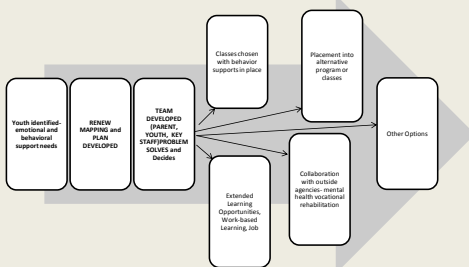
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Performance Assessment

Purposes:

- Measure fidelity
- Ensure implementation
- Reinforce staff and build on strengths
- Feedback to agency on functioning of
 - Recruitment and Selection Practices
 - Training Programs (pre and in-service)
 - Supervision and Coaching Systems
 - Interpretation of Outcome Data

Tertiary Level Process in High Schools



Tertiary Level Checklist

- Activity

Goal Setting Activity

Based upon the data:

By June 2013, we will have accomplished:

- Specific measures:

The Sixth World Conference on the Promotion and Prevention of Mental and Behavioral Disorders

An Interconnected Systems Framework:

Integrating School-based Mental Health & School-wide Positive Behavior Interventions and Supports

Lucille Eber, Statewide Director, IL PBIS Network & National PBIS TA Center
Susan Barrett, National PBIS TA Center, Mark Weist, University of South Carolina



November 18, 2010 • Washington DC



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



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