

Tertiary Practice in High Schools: Pennsylvania's and Illinois' Installation of RENEW

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

Agenda

- The RENEW Model: History, Philosophy, Model Elements
- Pennsylvania Installation & Case Example
- Illinois Installation & Coaching Model



The Problem: Educational Outcomes for Youth with Emotional and Behavioral Disabilities:

- 40%-60% drop out 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)



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

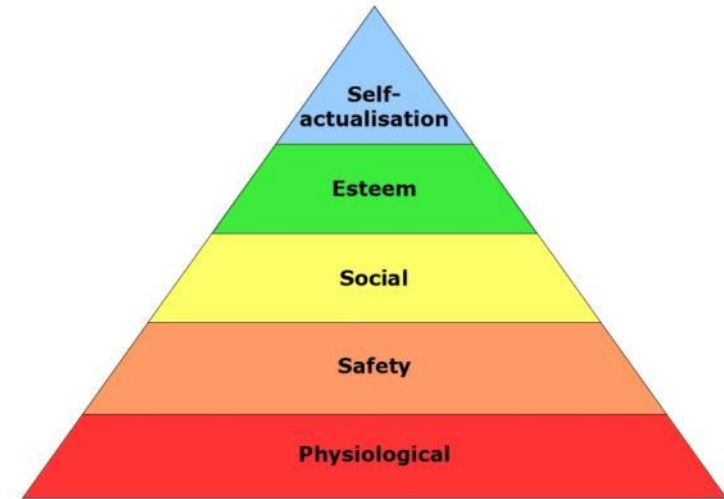
(Lane, Carter, Pierson, & Glaeser, 2006)



What is needed..

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

- Support to complete the schools' academic program
- Assistance with high school completion and real world employment
- Building self-determination skills
- Assistance to build a positive social support network
- Assistance to develop a personalized career and post-high school plan

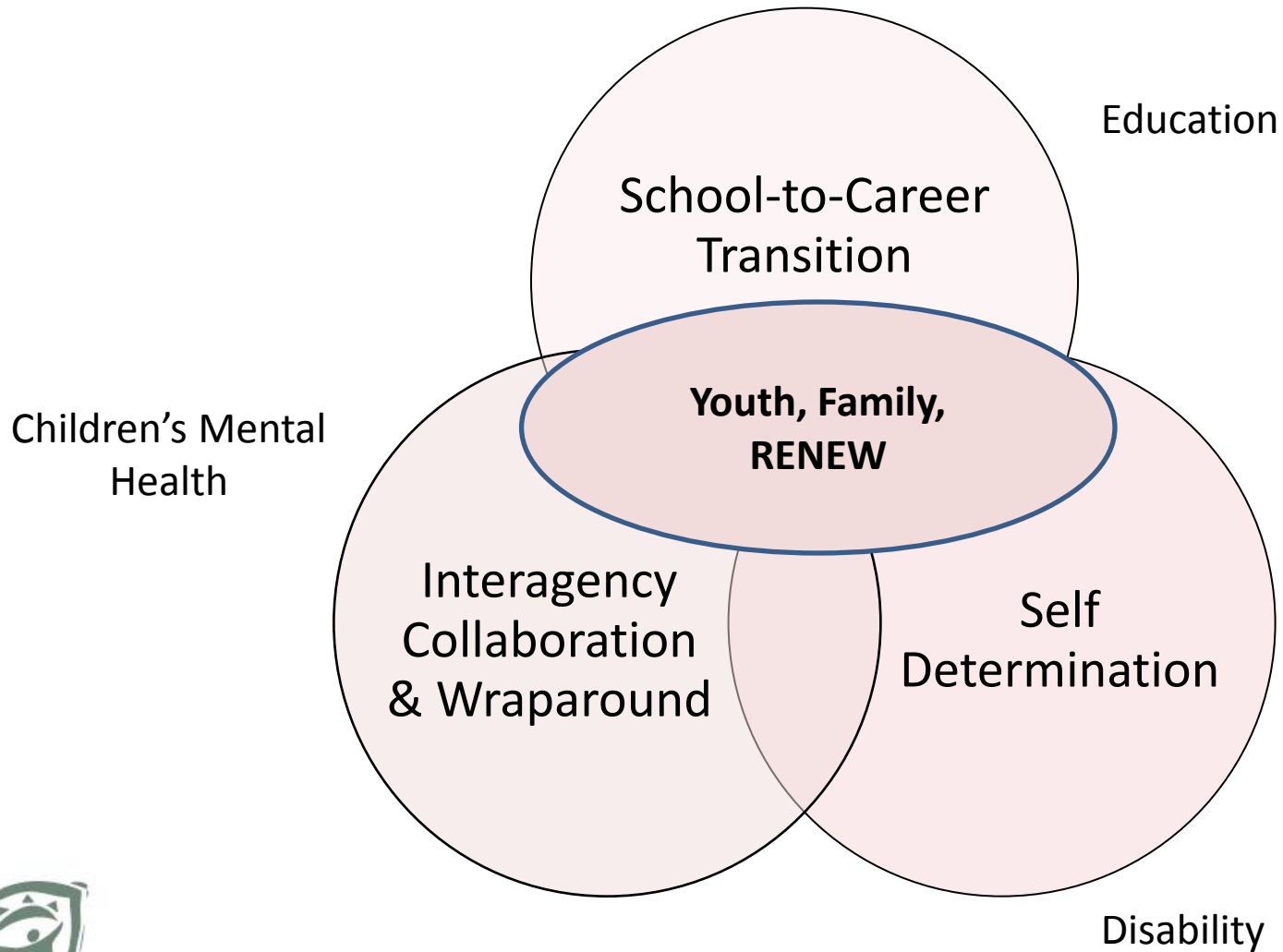


Rehabilitation, Empowerment, Natural Supports, Education and Work {RENEW}

- Developed in 1996 as the model for a 3-year RSA-funded employment model demonstration project for youth with “SED”
- Focus is on community-based, self-determined services and supports
- Promising results for youth who typically have very poor post-school outcomes (Bullis & Cheney; Eber, Nelson & Miles, 1997; Cheney, Malloy & Hagner, 1998; Malloy, Sundar, Hagner, Pierias, Viet, 2010)



RENEW Conceptual Framework



RENEW Goals

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



RENEW PRINCIPLES

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

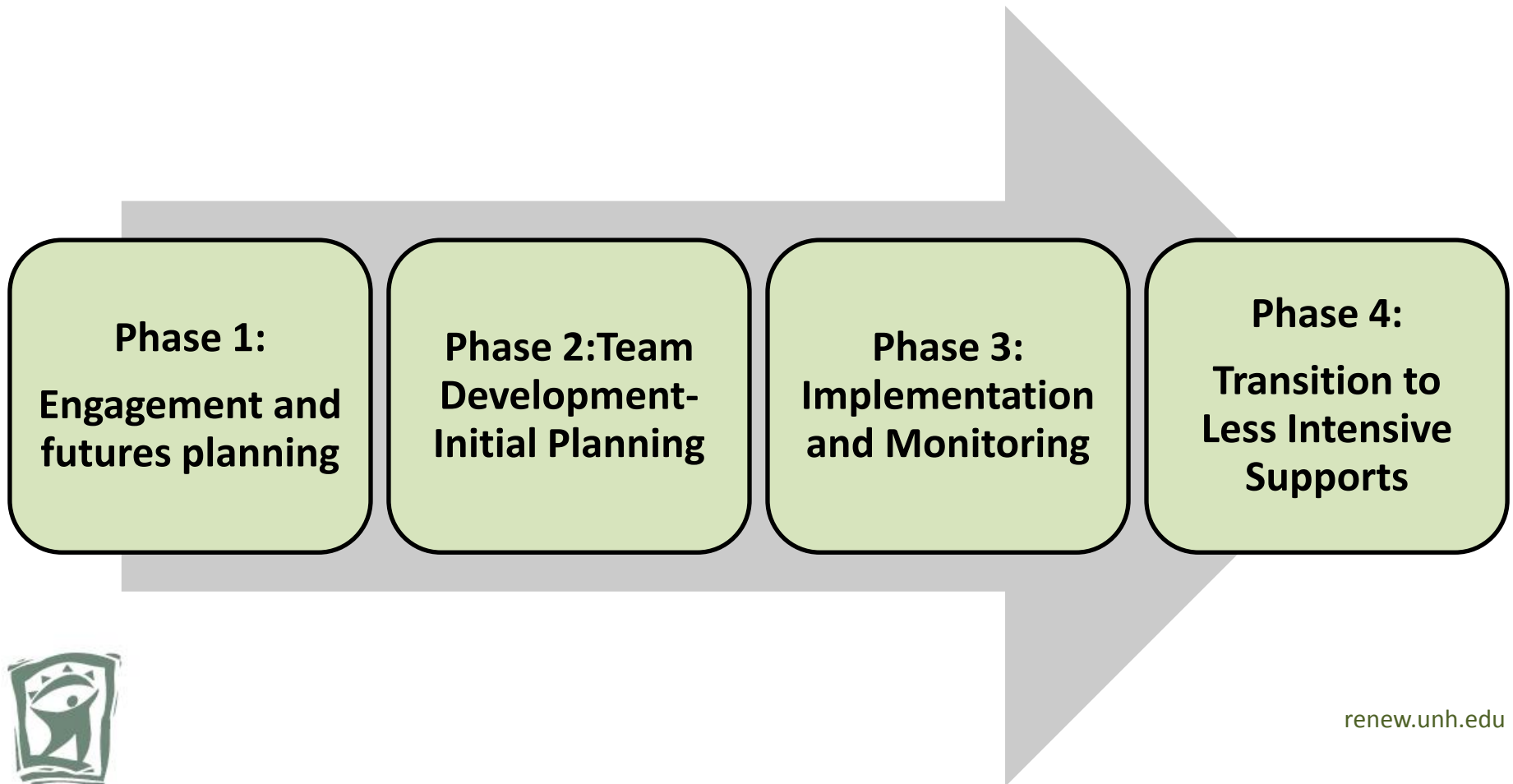


RENEW Strategies

- 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

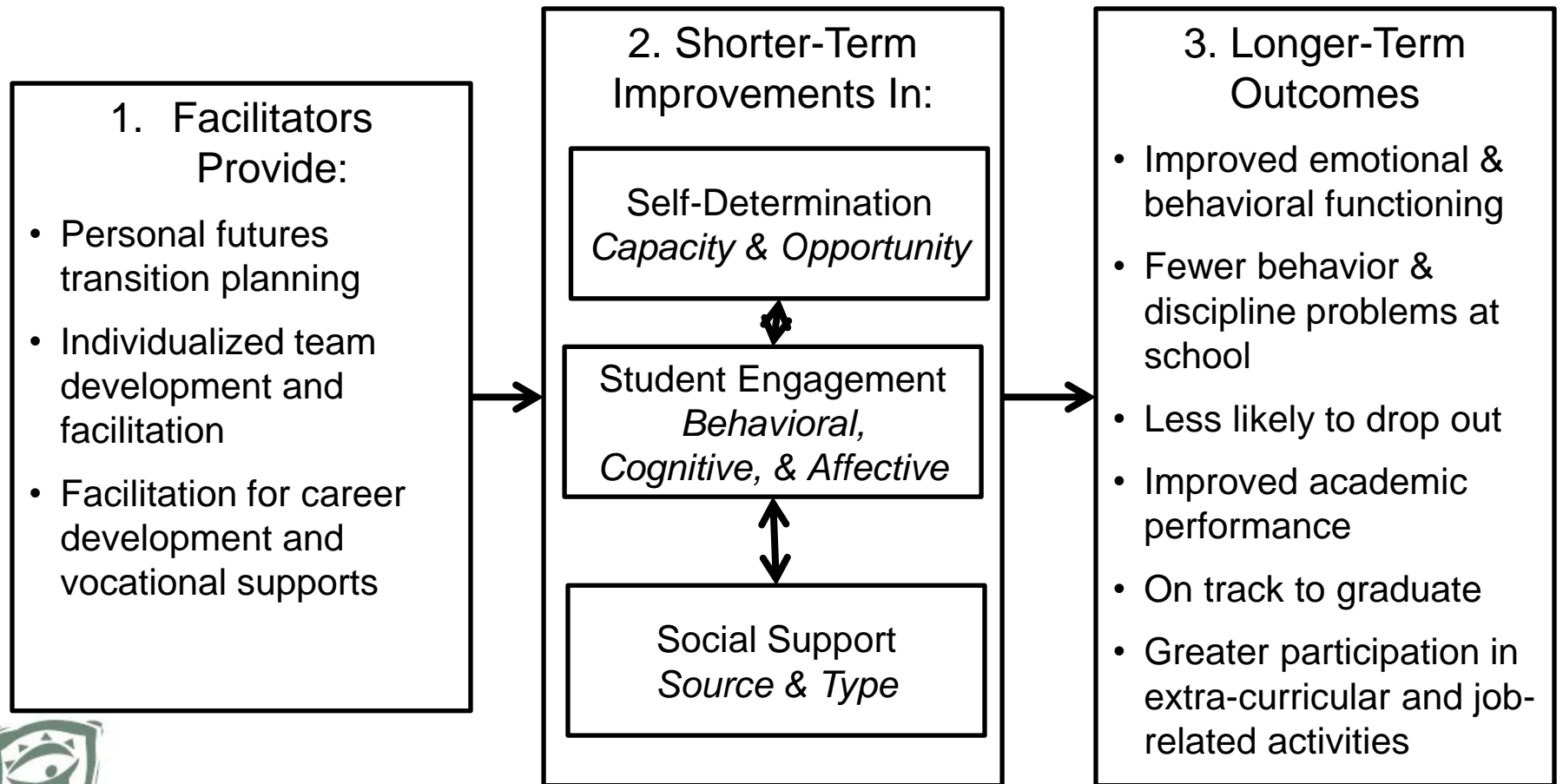


RENEW 4-Phase Process



RENEW Theory of Change

(i.e., why are we doing this?)



RENEW Development

- Manual
- Training Curriculum
- Tools
- Fidelity Instrument (RIT)
- Competencies
- Practice Profile
- Website & Social Media
- Youth Mentoring Component



RENEW: Applications

New Hampshire Implementation (500+ Youth):

- Intensive intervention for a PBIS model dropout prevention projects: APEX, APEX II, APEX III
- US DOE funded Juvenile Justice community re-entry project
- Community mental health centers

National Implementation:

- PA, MD, WI, IL, St. Louis (MO), Detroit (MI), Miles City MT.



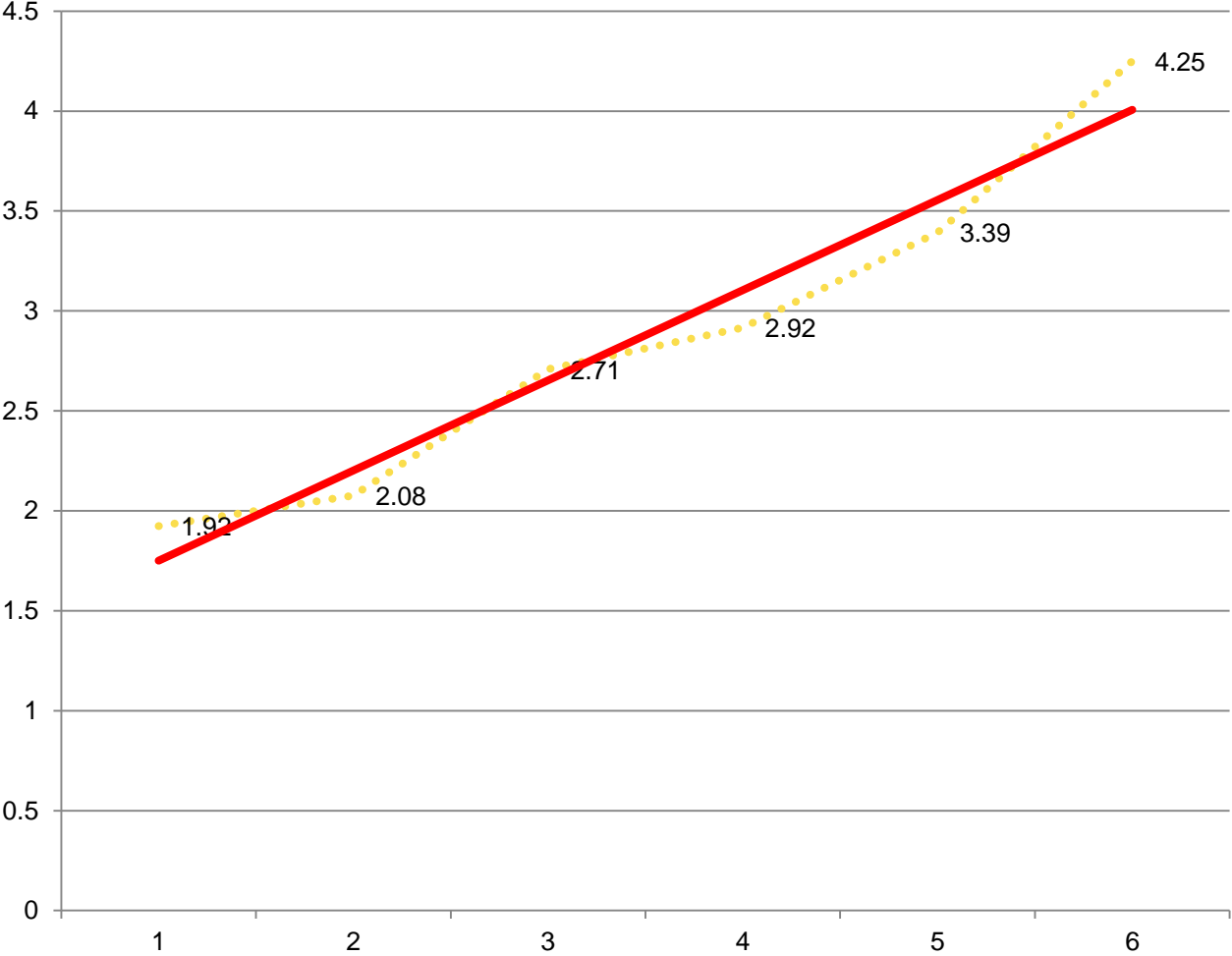
RENEW in APEX II: School Case Example

- 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)

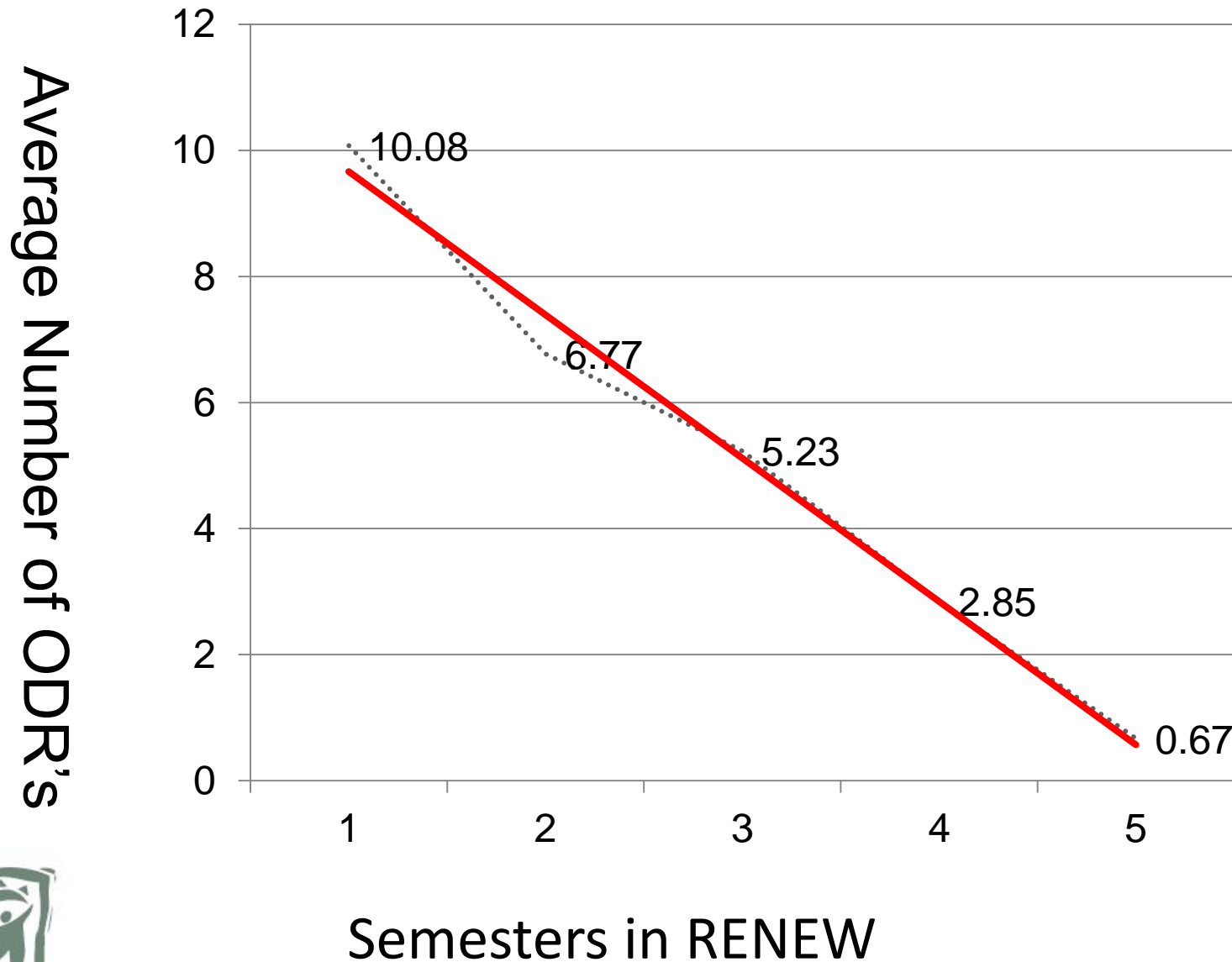
Average Credits Earned



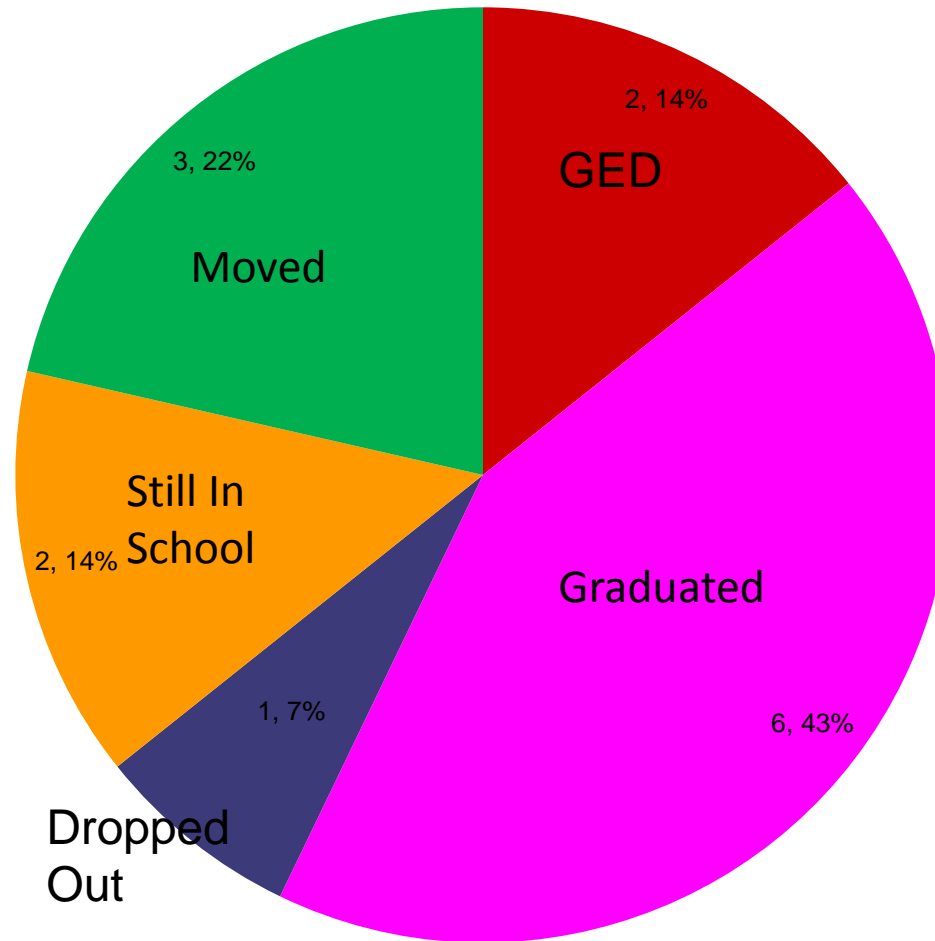
Semesters in RENEW



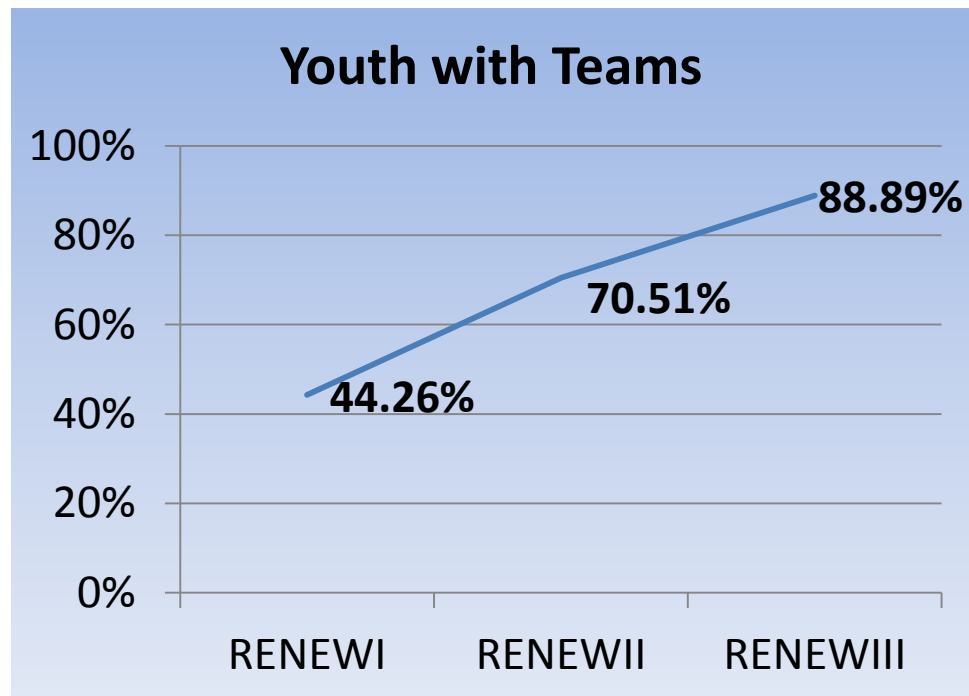
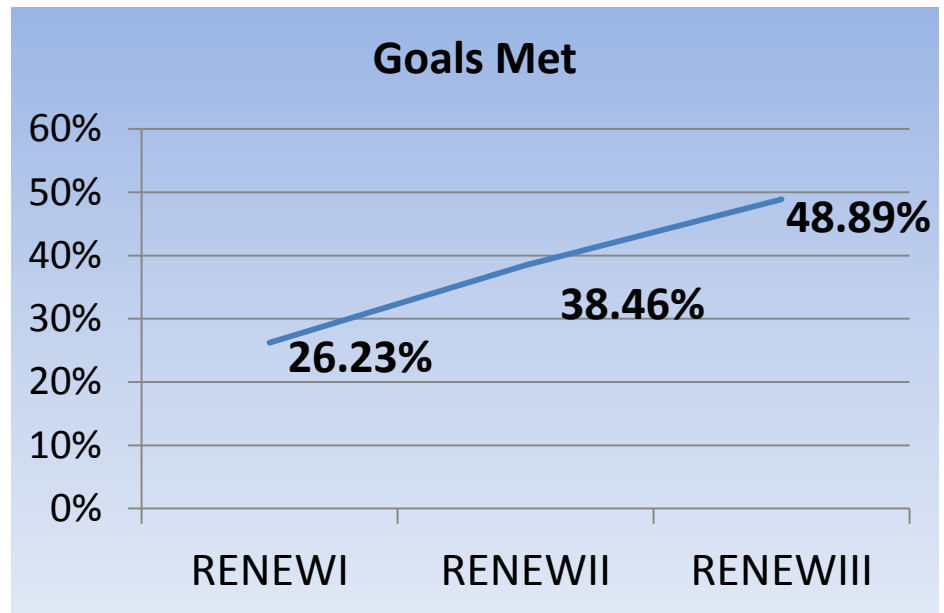
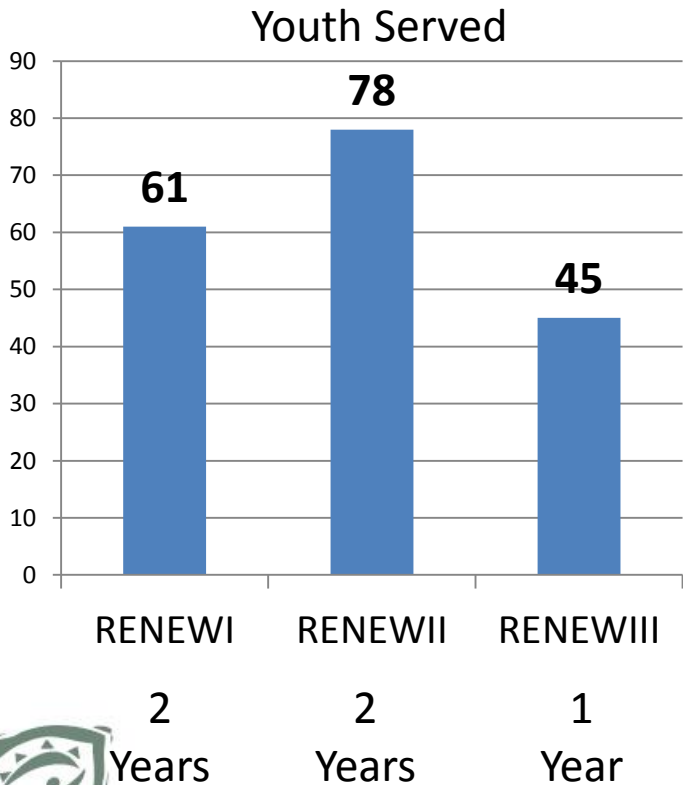
Discipline Referrals (n=12 Students)



Graduation Rates 14 Students From 2 Semesters in RENEW

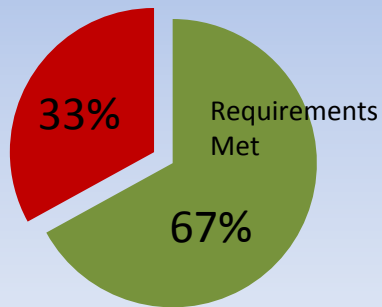


Agency Outcomes Since 2008 (n=184):

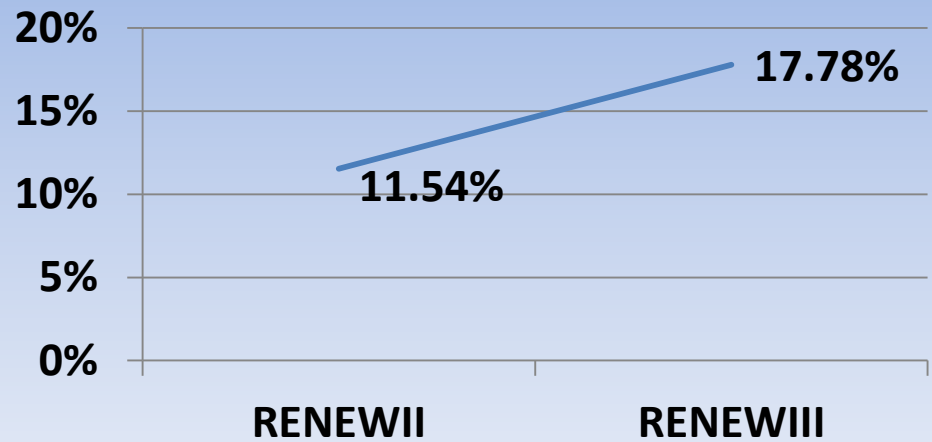


Agency Outcomes Since 2008 (n=184):

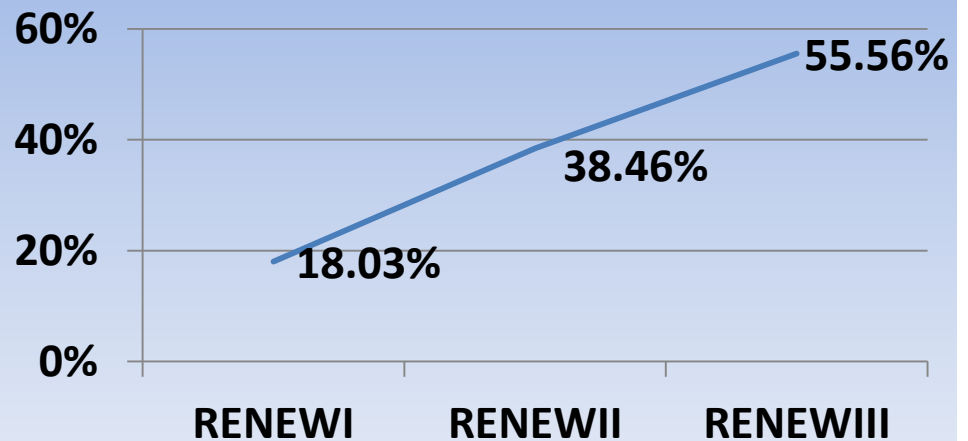
Met Probation Requirements (n=27)



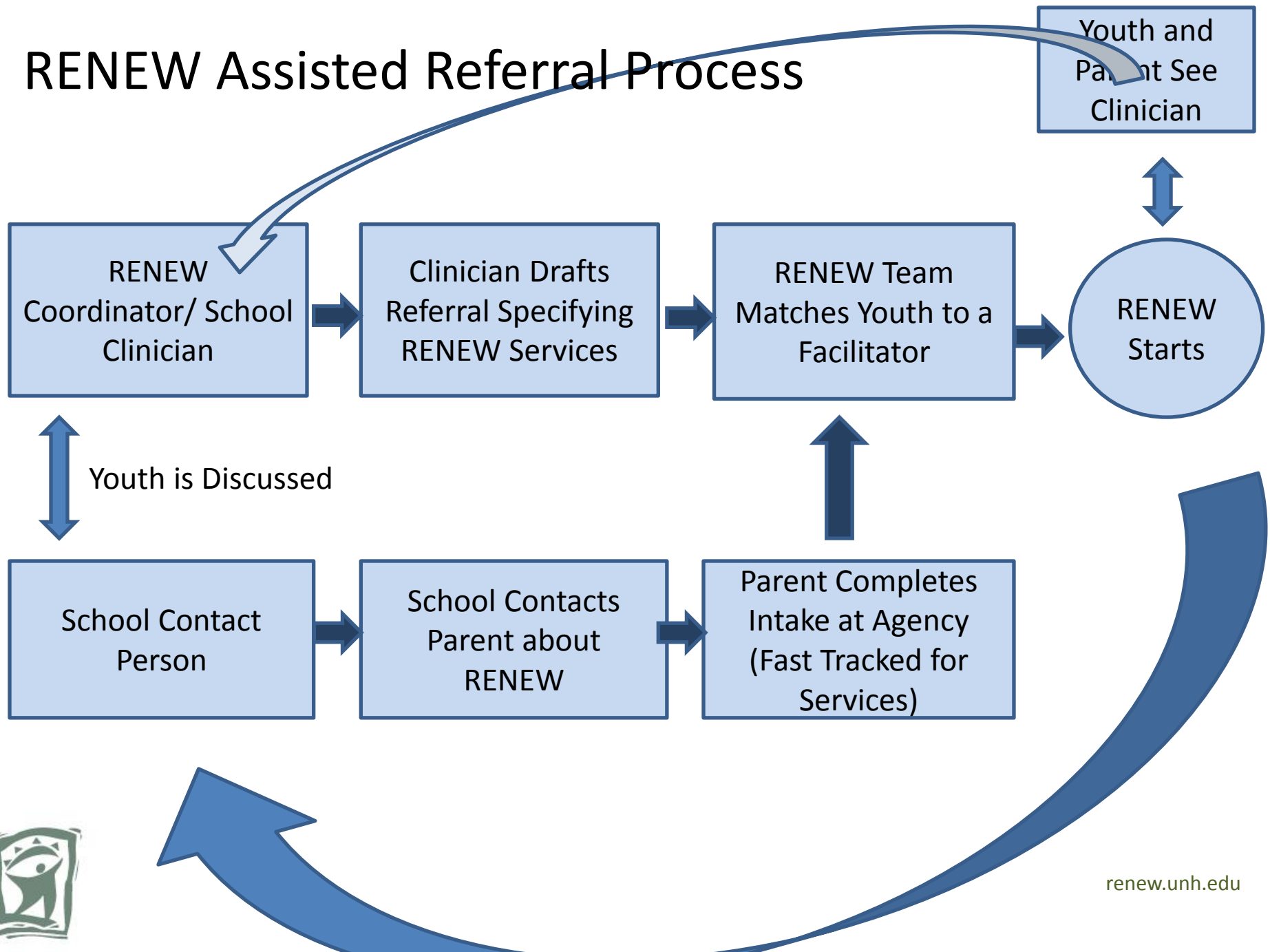
Graduated/GED



Jobs Obtained



RENEW Assisted Referral Process

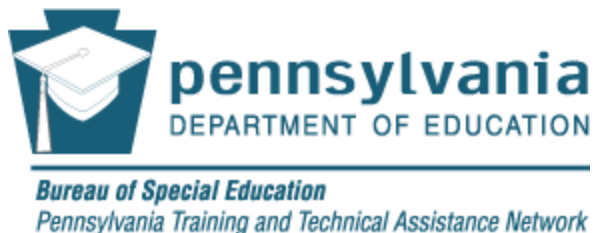


Implementation of RENEW: The Pennsylvania Story

APBS

March 6, 2014

Michael Minor



Installation and Training of RENEW in PA



RENEW
Rehabilitation for
Empowerment,
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Education, & Work

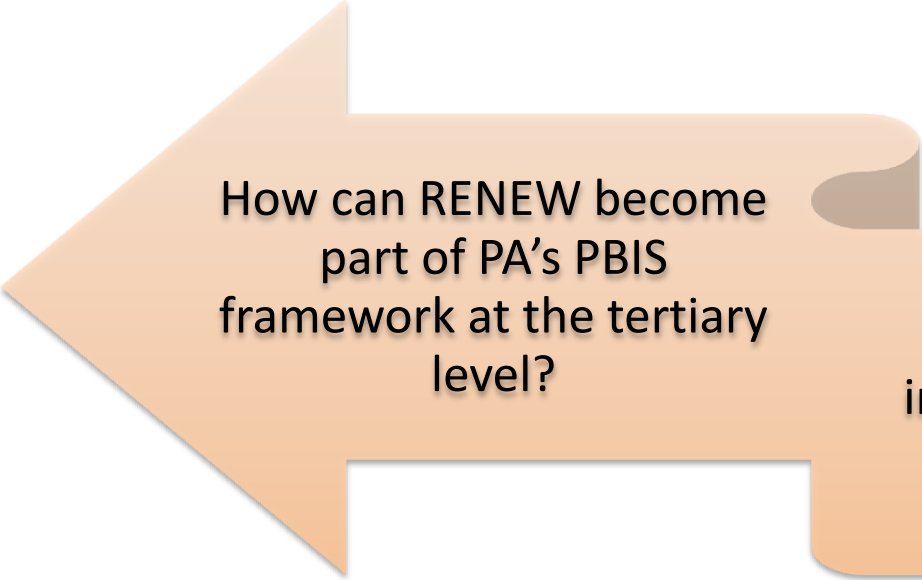
“RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.”

http://www.iod.unh.edu/Projects/renew/renew_main.aspx




Installation and Training of RENEW in PA

Pennsylvania Wanted to Know...



How can RENEW become part of PA's PBIS framework at the tertiary level?



How can RENEW be incorporated into transition planning (Indicator 13)?



Pennsylvania's Installation of RENEW Pilot

CoP on Secondary
Transition



CoP on School Based
Behavioral Health

RENEW State
Advisory Team



Pennsylvania's Installation of RENEW Pilot

RENEW State Advisory Team



PAPBS Network
RENEW



Systems of Care Partnership
High Fidelity Wrap Around



Pennsylvania State Structure of RENEW



Bureau of Special Education

Community Care Behavioral Health

Department of Health

Department of Public Welfare

Disability Rights Network of Pennsylvania

High Fidelity Wraparound

Juvenile Probation Office

Office of Children, Youth and Families

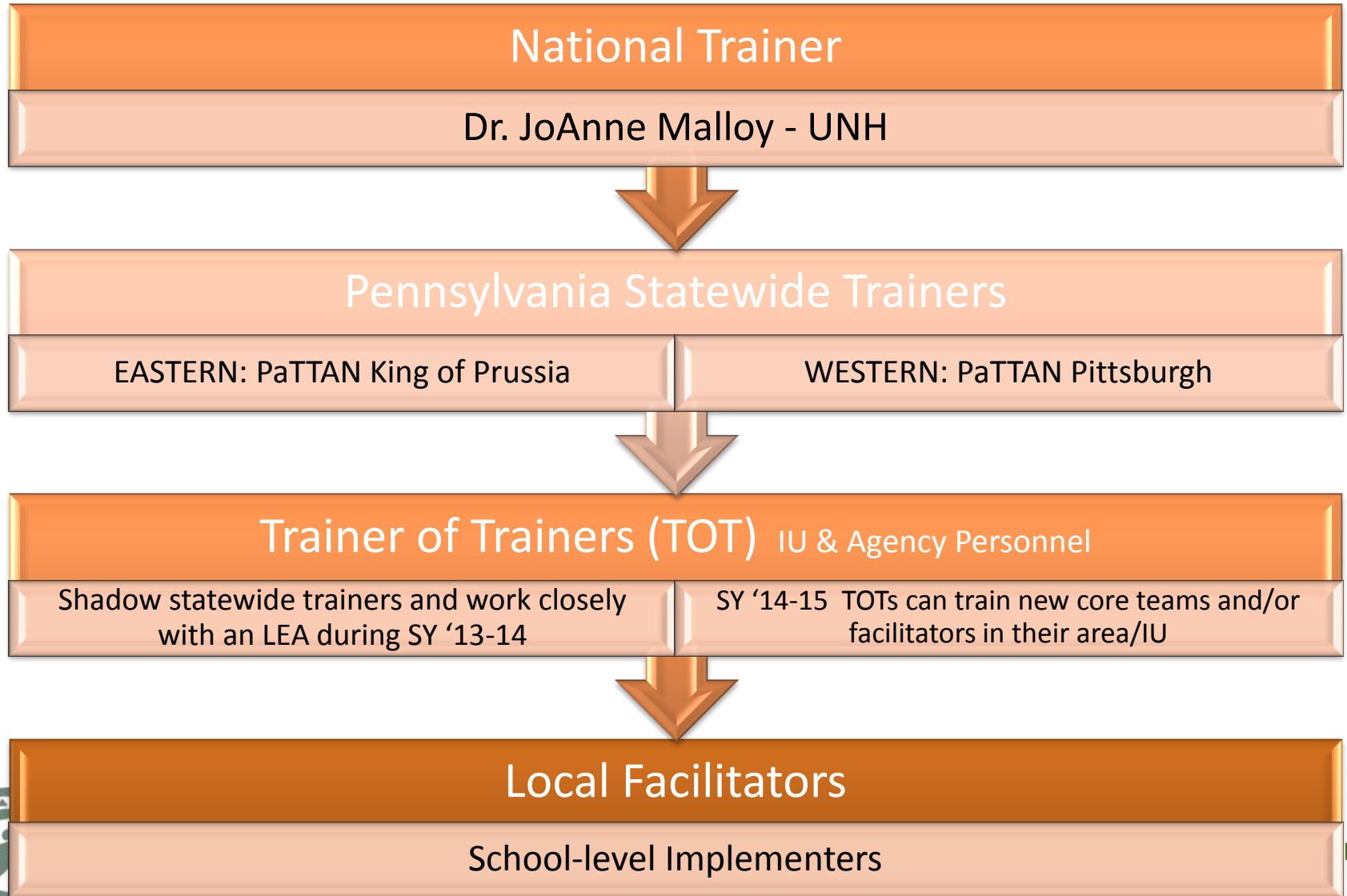
Office of Developmental Programs

Office of Mental Health and Substance Abuse Services

Office of Vocational Rehabilitation

renew.uph.edu

Hierarchy of Trainers

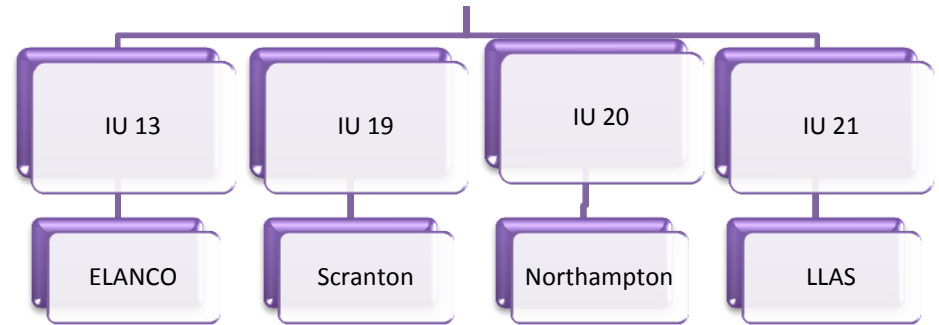
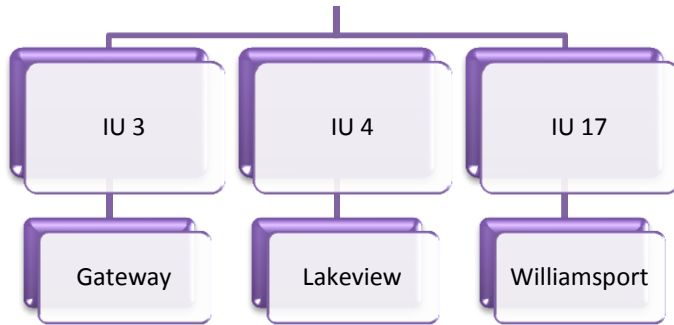


PaTTAN Statewide Trainer Role

- Provide training and technical assistance to the sites
- Attend mapping and tertiary team meetings
- Collect and monitor student tracker data
- Oversee TOTs, IU TaC, and local facilitators
- Consult with national trainer to support the needs in PA



Pennsylvania's Installation of RENEW pilot



7 pilot sites in SY 2012-13:

- 5 High Schools
- 1 Alternative School
- 1 Middle School

** Each site has trained RENEW facilitators and a tier 3 core team*

Trainings provided:

- 3 days of facilitator training
- 1 day of tertiary team training
- 2 statewide conference calls with JoAnne Malloy and the state-wide trainers
- On-site technical assistance from PaTTAN and IU TaC



Building Administrative Support

- Assist with resources (release time, schedule and support staff with training time)
- Empower staff to learn and practice
- Invest in and participate in problem-solving with individual student team meetings
- Exhibit a personal commitment and modeling
- Make RENEW a priority as part of the PBIS framework



Developing the Tertiary Core Team

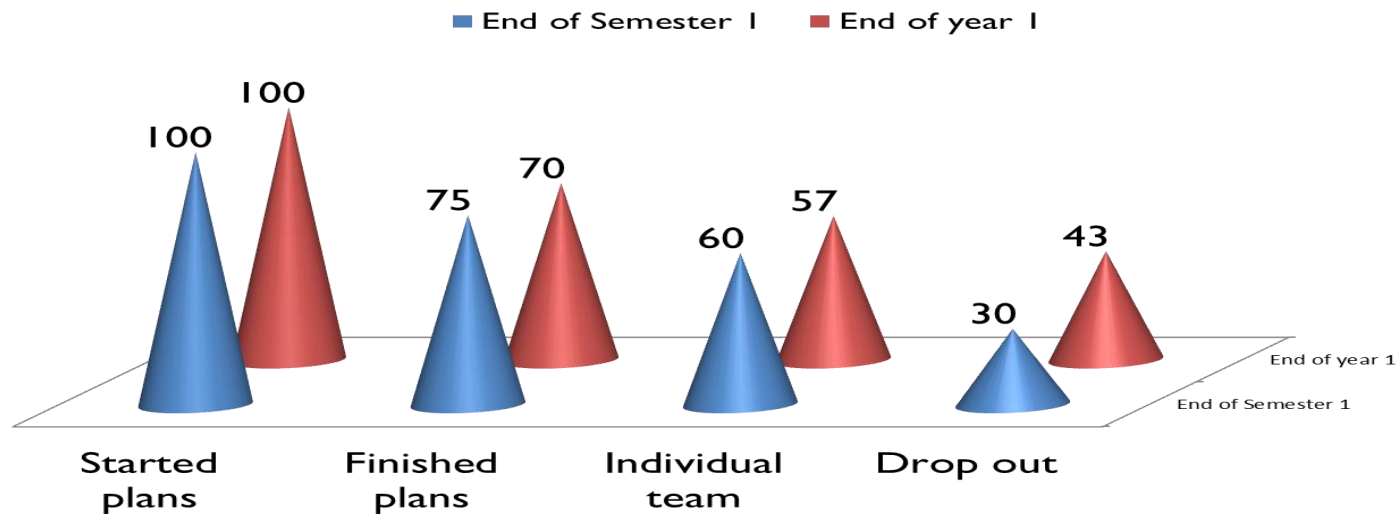
- Receives 1 day of training and updates as needed
- Meets monthly
- Identifies youth who need RENEW services
- Chooses/recruits RENEW facilitators and schedules and supports facilitator training
- Ensures delivery of the RENEW model with program fidelity
- Monitors outcomes using data sources



Pennsylvania - Student Outcomes Year 1

23 students participated in RENEW during the pilot year

- 100% of the students enrolled started their plans
- 70% of the students enrolled completed their plans
- 57% of the students enrolled created individual teams
- 43% of the students enrolled dropped out
(moved, assigned to more restrictive placement, arrested, and 1 dropped out of school)



Year 2: 13 new sites and 50+ new facilitators

	LEA	Building(s)
Eastern Region	➤ Northampton SD	➤ Northampton HS & Washington Crossing Alt School
	➤ Pocono Mountain SD	➤ Pocono Mountain Academy
	➤ Scranton SD	➤ West Scranton HS
	➤ IU 21	➤ LLAS; CLAS; ACLAS
	➤ IU 19	➤ The Achievement Academy
Central Region	➤ ELANCO SD	➤ Garden Spot HS
	➤ Williamsport SD	➤ Curtin MS & Williamsport HS
	➤ Central Dauphin SD	➤ Central Dauphin East HS
Western Region	➤ Gateway SD	➤ Gateway HS
	➤ Propel Charter School	➤ Braddock Hills HS and Andrew St. HS
	➤ Highlands SD	➤ Highlands HS
	➤ Elizabeth Forward SD	➤ Elizabeth Forward HS
	➤ Laurel SD	➤ Laurel HS
	➤ Steel Valley SD	➤ Steel Valley HS



Year 3: What lies ahead?

- Continued expansion of the project
- Include more IUs and LEAs across the state
- TOTs will train additional LEAs in their area
- *Behavior Hot Topic Webinar* has been recorded and will be made available on the PaTTAN website to inform schools about RENEW from the perspective of two participating schools in the project
- Receiving interest now for next year!

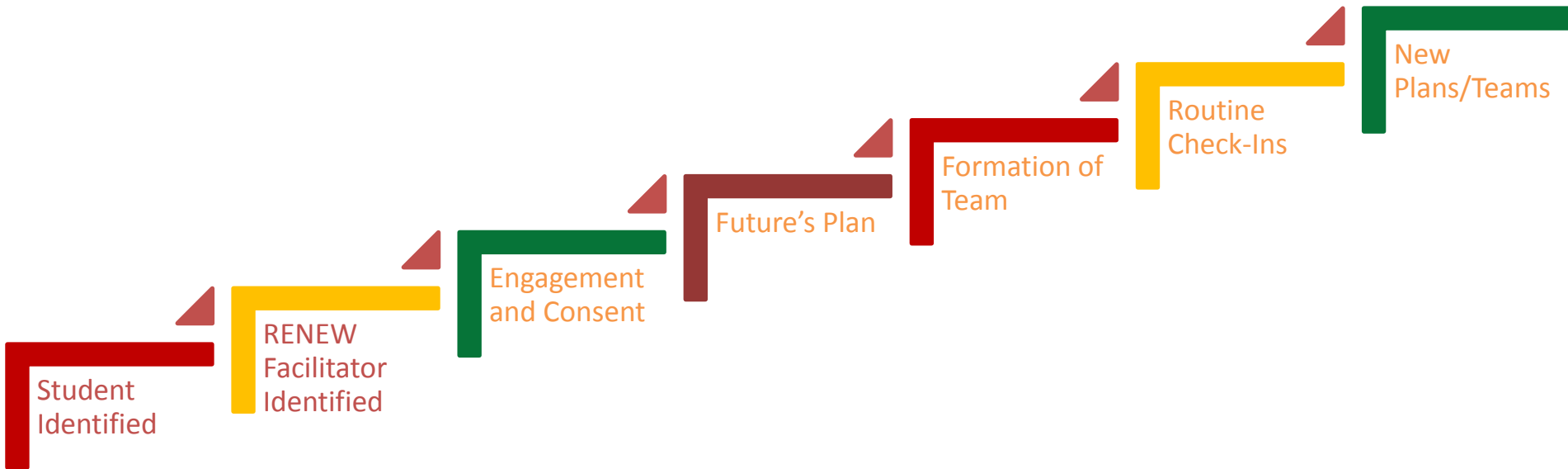


Is RENEW right for your school?

- What are the Intensive/Tertiary level needs of the youth and families in your school?
- What does your data tell you (dropout rates, truancy and attendance data, suspension data, course failures)?
- Is what you are doing now successful and appropriate for tertiary supports and transition needs?
- What is your school's readiness to address its needs?
- Is there capacity to support implementing RENEW?



RENEW Process: Case Study

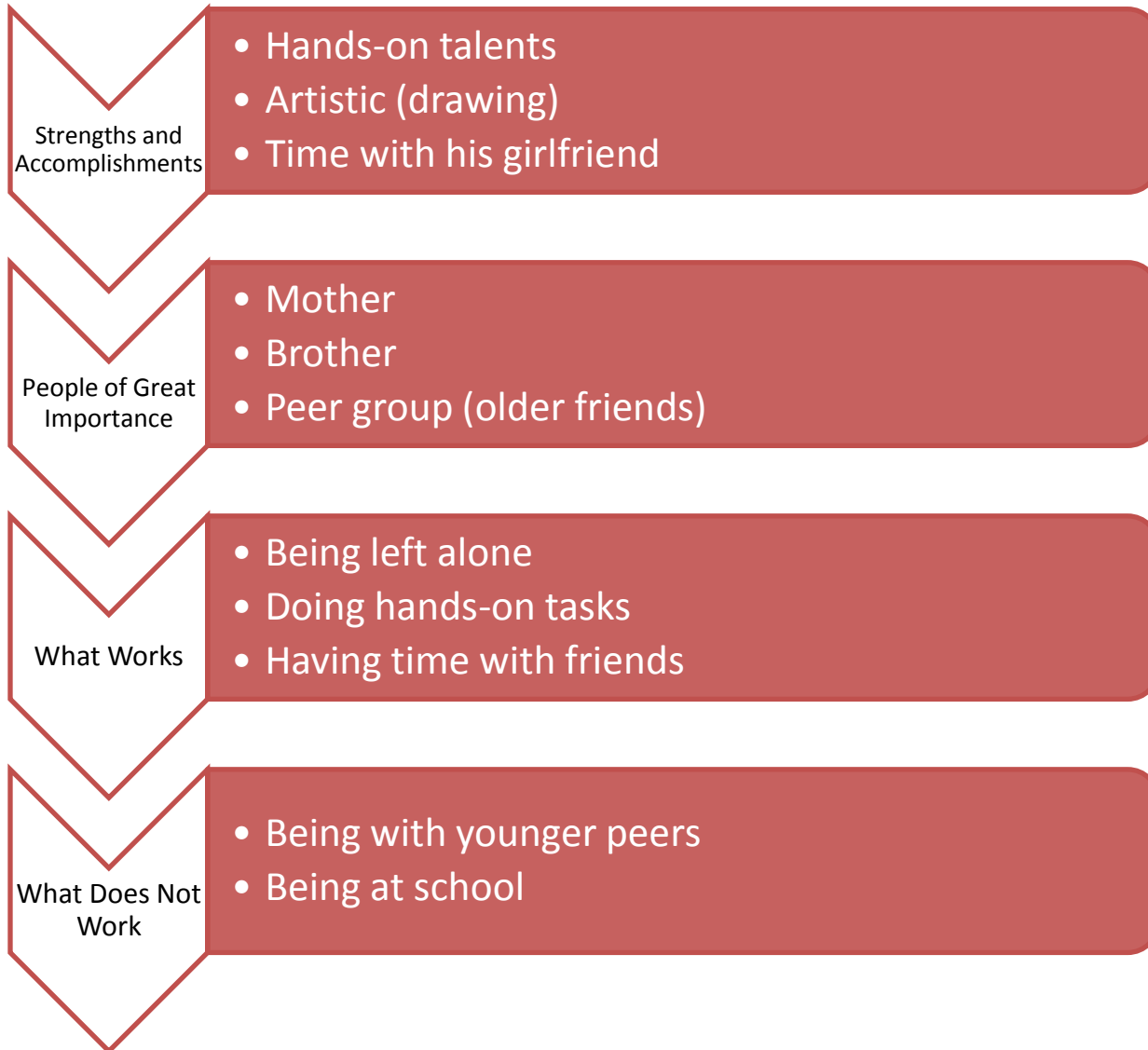


Person Centered Planning: Case Study

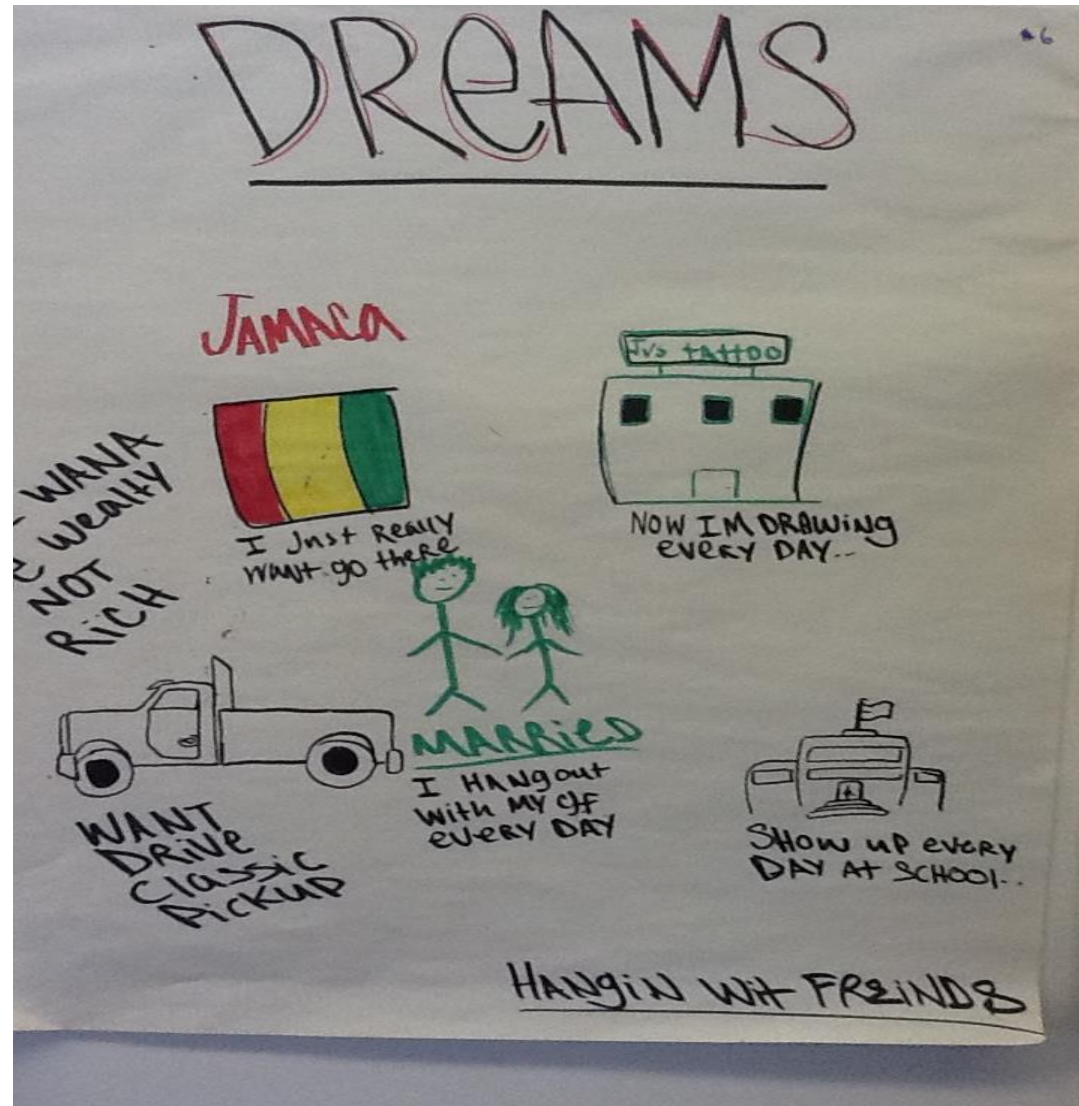
- 15 year old male repeating 9th grade
- *History* of alternative school placements due to:
 - Behavioral transgressions
 - Poor academic performance
 - Numerous ODRs
 - Absent/Tardy
 - IEP for a specific learning disability
- *Who I am today*
 - Attends Career Tech Center for graphic arts
 - Enjoys drawing and artistic work
 - Earned 0 credits as of December of second year in 9th grade
 - Absent often, arrives late, leaves early on own accord
 - Completes minimal work in class
 - Quick to anger and aggression



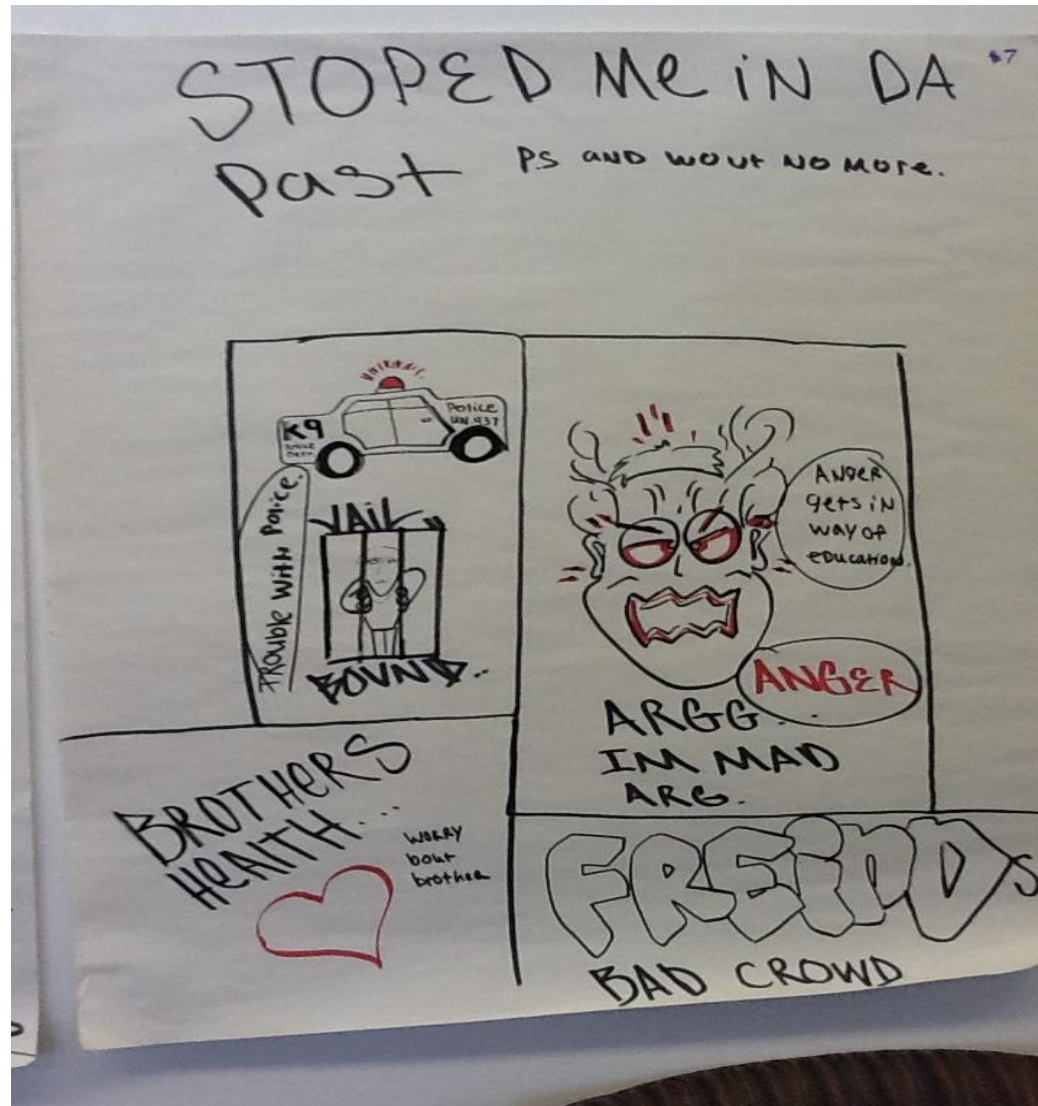
Person Centered Planning: Case Study



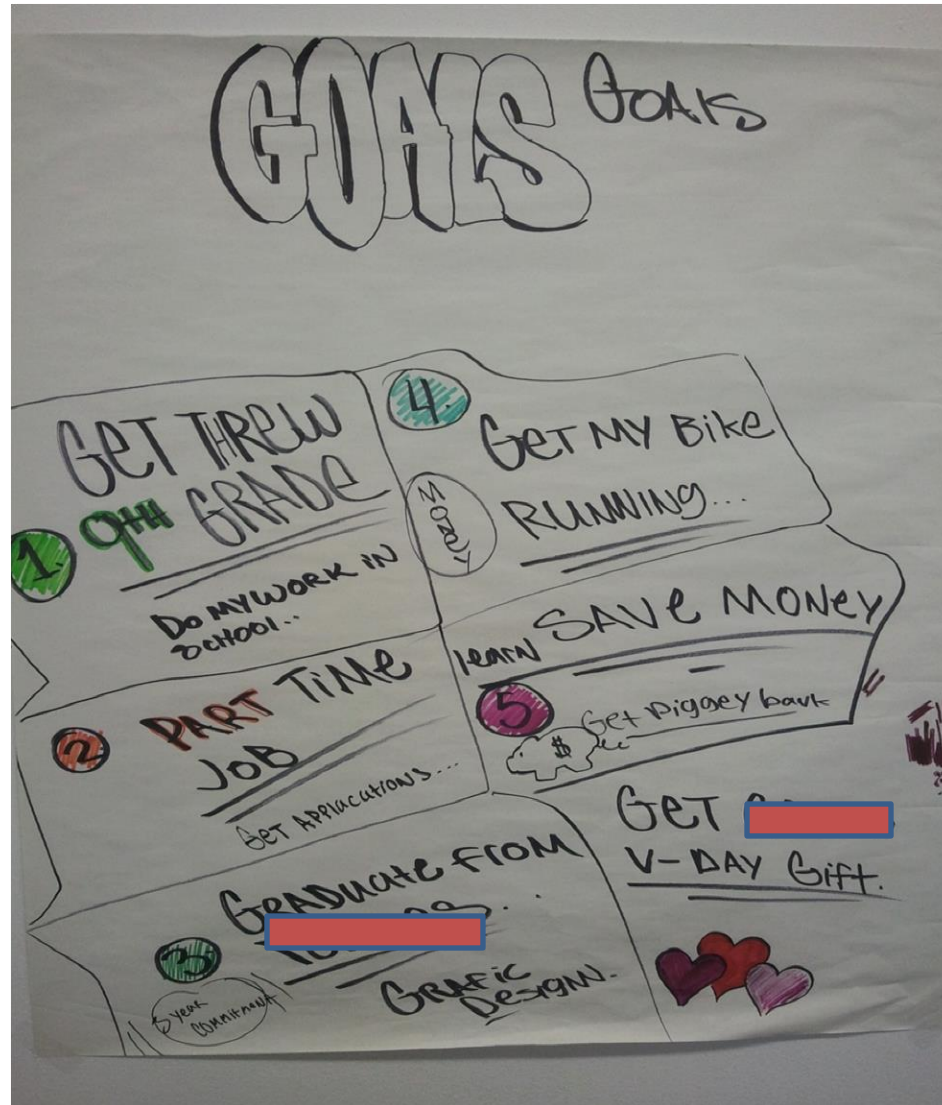
Dreams Map



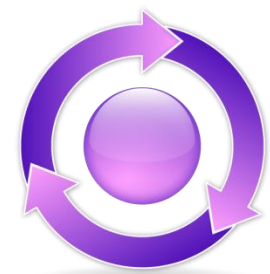
Fears, Concerns, and Barriers Map



Goals Map

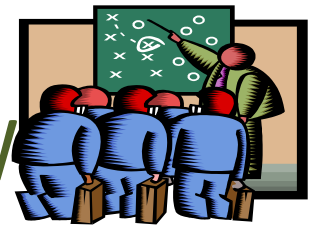


During the RENEW Process



- While doing the maps, he only wanted his “inner circle” of facilitators present
 - Student reported his “inner circle” was the first time he felt the staff cared and listened to him
- Attendance was improving and ODRs were decreasing
- Still refused to complete academic tasks but he was present more in the classroom
- Work began on discussing an action plan and thoughts of his individual team -- He bought into the process!





Moving Forward with RENEW

- Modify schedule at the Career Tech Center (arrive later in the morning versus the expected time)
- Begin a conversation and relationship with a tattoo store owner (talk on the phone, visit the store, possibly turn it into an employment opportunity)
- Earn administrative D's for *being there* (being in the classroom during instruction, participating in the lesson, providing effort, and attempting tasks)
- Continue to check in with his “inner circle” and monitor progress and celebrate successes



Contact Information

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Commonwealth of Pennsylvania
Tom Corbett, Governor

Pennsylvania Department of Education
Carolyn C. Dumaresq, Ed.D., Acting Secretary

John J. Tommasini, Director
Bureau of Special Education



Greetings
from



ALL ROADS



- **History of RENEW in Illinois**
- **Numbers of those trained**
- **Numbers implementing**
- **Numbers in SIMEO**



Numbers through September 2013

Number of TAD/TAC participants	38
Number of ISTAC partners	10
Total number of participants	331
Number of schools	35
Number of districts	26



12 districts implemented RENEW during FY13

20 schools RENEW process in place during FY13

46 facilitators/ active data on one or more youth

116 youth/RENEW data in SIMEO



Building Sustainable Training & Technical Assistance

JoAnne & Jonathon, University of NH



Ami



Ali, Diane, Briana, Sheri, Susan, Katie and Sarah



National RENEW Community of Practice



As we have grown...

- Wrap-Around based RENEW
- The ten principles of wrap-around
- Inserted Video Clips
- Group activity with Transition Points
- Role Play on Day 3
- TASK List



In Illinois, the IL PBIS Network is teaching RENEW as a way to apply wrap-around with high school youth.

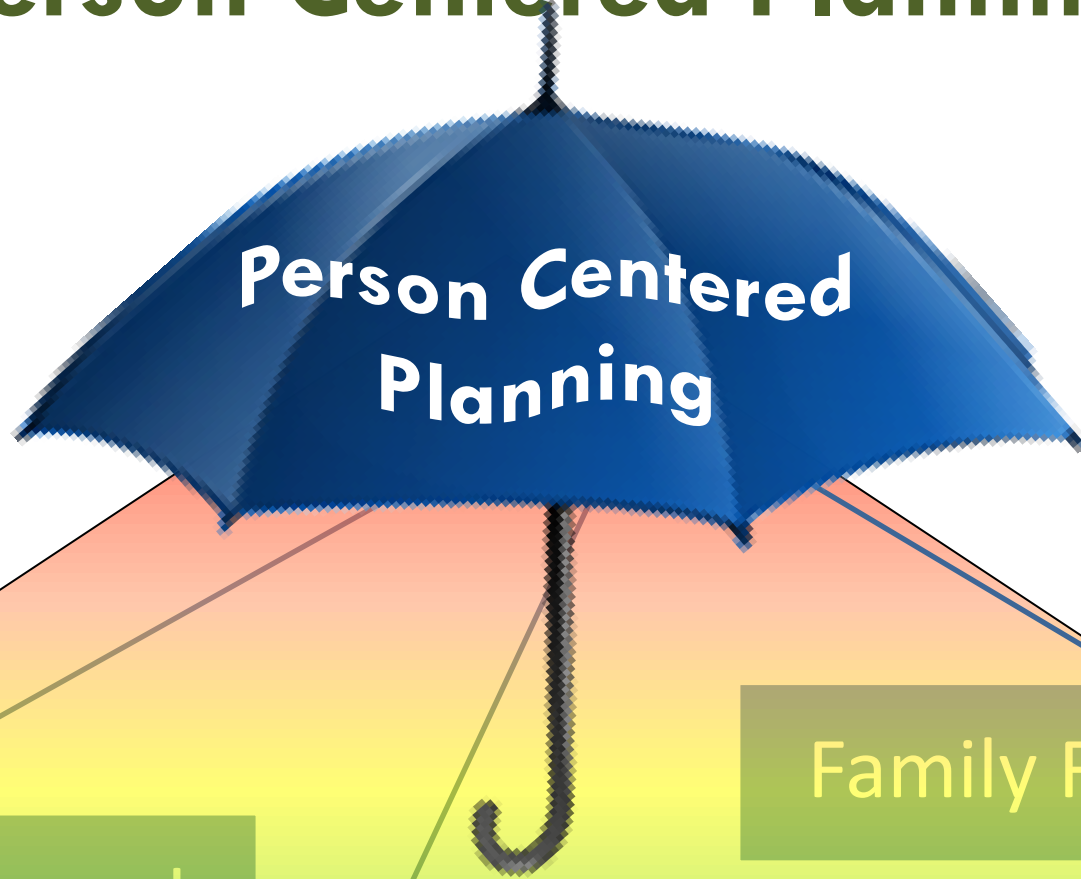
Self-determination supports positive outcomes for youth.

One way to facilitate teaching self-determination skills is through the use of a Person Centered Planning Process.

Wrap-Around is a person centered planning process that has been widely used nationally and in Illinois.



Person Centered Planning



Person Centered
Planning

Wraparound

Family Focus

RENEW



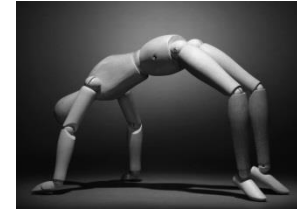
Summary of 10 principals



Voice and Choice



Natural Supports



Flexible Resources



Culturally
Competent



Community
based/ Inclusion

Individualized



Strengths based



Unconditional Care



Outcomes based

VIDEOS



Indicator 13

Employment

**Independent
Living**

**Education
and Training**

Indicator

Agencies

Assessment

Courses

13

Invitation

Services

Annual Goals



Role Plays & Indicator 13



New RENEW task list

RENEW Task List

STEPS	Task	Target Date	Who	Supporting Documents/Info	Date Completed
1	Sign up for SIMEO training. Time/Date Options include:			Go to Pbisillinois.org. Click on the "Trainings" tab. Look for the desired training to participate in and follow the registration steps	
2	Identify student			Can reference the "At-Risk Checklist" located on page xxx of the RENEW manual	
3	(Facilitator) Invite student to participate in the RENEW process			Can reference the script located on page xxxx of the RENEW manual	
4	Involve/engage a parent/guardian/family member			District Policy	
5	Go over roles and responsibilities with student			Can reference the "Roles and Responsibilities Agreement" located on page xxxx of the RENEW manual	
6	Enter baseline data into SIMEO system using 2 SIMEO tools (a)Facilitator completes to gather and document hard data (b) Facilitator completes with student to gather perception data			(a) HS Youth Status Tool (facilitator completes) (b) Home School Community Tool (facilitator completes with youth) Both tools available on Pbisillinois.org "Evaluation" tab "SIMEO II" link	
7	Begin Mapping 1. History 2. Who am I today 3. Strengths & Accomplishments 4. People 5. What works and what doesn't work			Can reference the script/questions to facilitate the MAPS on pages XXXXX of the RENEW manual	

		6. Dreams 7. Fears, Concerns/Barriers 8. Goals 9. Next Steps			Can reference the script/questions to facilitate the MAPS on pages xxx of the RENEW manual
	8	Identify "Mission Statement/ Big Need" with student			
	9	Support student in inviting identified team members to the first team meeting (may use "people" map as an initial guide)			Can reference "Individualized Team Development" on pages xxxx of the RENEW manual
	10	(Facilitator) Help prepare invited individuals for the first team meeting			Can reference "Preparing for the Meeting" on page xxx of the RENEW manual
	12	First Team Meeting Engage student in determining meeting norms/rules (Consider having student action plan; adult action plan; SIMEO data at meeting)			Can reference page 40 in the RENEW manual as a guide Can reference Action Planning documents on pages xxx of the RENEW manual as tools
	13	Assign a mentor to the student who will check in regularly			Can reference "Check-in Systems" on page xxx of the RENEW manual
	14	Conduct resource mapping and create a Resource Binder of available school and community resources			Can reference "Resource Mapping" on page 4xxx of the RENEW manual

The BIG PICTURE

- Readiness
 - Building
 - District
 - Facilitator Role
- The Training & TA Series
- The ‘business as usual’ plan





ILLINOIS P*Bi*S NETWORK

the Positive Behavior Interventions & Supports component of the IL Statewide TA Center (IS-TAC)
an Illinois State Board of Education funded initiative promoting effective practices to benefit **all** children.

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[Training](#) >

Tier 3 Training Readiness

The results of the readiness process are used to help determine when districts and schools are ready to proceed to **brief FBA/BIP**, **complex FBA/BIP**, **Wraparound**, and **RENEW** training.

Use tools below to self-assess and prepare for Tier 3 training and implementation readiness at the building and district levels. These tools will help district and building teams, along with their leaders, reflect on critical features necessary for strong, sustainable Tier 3 implementation:

Preparation for Tier 3 Trainings

If you would like to **prepare for participation in Advanced Tier Training**, register for the following 90-minute webinar by clicking on the link below:

4/1/14 8:30–10:00 am [Register Here](#)

To join this webinar [CLICK HERE](#)



Tier 3 Building-level Readiness Checklist

Purpose: In order to expedite Tier 3 implementation and sustain outcomes from training and technical assistance, buildings will commit to working on these items within the first year of Tier 2/Tier 3 training.

Directions: Reflect on the expectations below with group of building, school and family stakeholders. Indicate status of items and next steps for items not in place.

District Name: _____ School Name: _____ External Coach Name: _____

Building Tier 2/Tier 3 Expectations	Status & Documentation (in place, not in place)	Next steps
Building Tier 2/Tier 3 Systems Team that: <ul style="list-style-type: none"> a) Is responsible and committed to implementing full continuum of interventions, b) Reflects on Systems Response Tool at least quarterly, and c) Reviews EE or building-level placement data at least bi-annually (ex. 5c Data Tool). 		
Building-level leadership: <ul style="list-style-type: none"> a) Is active participant on Tier 2/Tier 3 leadership and planning teams, b) Is informed and knowledgeable of Tier 2/Tier 3 systems and practices, and c) Has regular access to Tier 2/Tier 3 data. 		
Building has multi-tiered systems teams: <ul style="list-style-type: none"> a) Representing Tiers 1, 2, 3, b) Problem solving teams that meet at least monthly. 		



- 2) Professional beliefs:
 - a. Families and Youth need to be supported
 - b. Family and youth outcomes can improve with the right support
 - c. Families and youth need voice, choice and access to make improvements in quality of life
 - d. When families' lives improve, their children do better in school

- 3) Professional is skilled at:
 - a. Interacting positively with school staff, community service providers, students and families
 - b. Effective team facilitation
 - c. Time management
 - d. Staying solution-focused
 - e. Supporting all members to give input
 - f. Maintaining a "safe" environment (no blaming, no shaming)
 - g. Self-initiating activities (and is highly motivated)
 - h. Knowing community agencies/resources

- 4) Role description:
 - a. Assist Systems Planning Team in identifying youth in need of support
 - b. Begin conversations with families and youth



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[Training](#) > [Tier 3 Training Series](#) >

RENEW Training Description and Course Materials

Developed by the [University of New Hampshire](#), [RENEW](#) (Rehabilitation, Empowerment, Natural Supports, Education, and Work) is a unique application of the wraparound process designed for older, transition-aged youth, who are at the greatest risk of alternative placement and school dropout. RENEW focuses specifically on increasing effective school engagement, employment, and post-secondary education and completion for older, transition-aged youth, who have experienced the most system failure over time. RENEW has shown success in reducing school dropout and school push out while increasing high school participation and completion for high school students with emotional and behavioral challenges. (Malloy, Sundar, Hagner, Pieras, & Viet, 2010).

Agenda and Materials:



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Agenda and Materials:

Subject	Content	Tools and Activities
RENEW Training	<ul style="list-style-type: none"> ▪ 3-day RENEW Training PPT updated 1/30/14 ▪ RENEW Webinar 1 PPT ▪ RENEW Webinar 2 PPT ▪ RENEW Webinar 3 PPT 	<ul style="list-style-type: none"> ▪ RENEW Task Checklist



Date	Time	Type
11/20/2013	9:00am - 3:00pm	On-site
11/21/2013	9:00am - 3:00pm	On-site
12/10/2013	8:30am - 10:00am	Webinar 1
1/8/2014	8:30am - 10:00am (rescheduled to 3/25/14)	Webinar 2
1/31/2014	9:00am - 3:00pm	On-site
2/26/2014	2:00pm - 3:30pm	Webinar 3
3/25/2014	8:30am - 10:30am	Webinar 2



Business as usual

ILLINOIS PBiS NETWORK

the Positive Behavior Interventions & Supports component of the IL Statewide TA Center (IS-TAC)
an Illinois State Board of Education funded initiative promoting effective practices to benefit **all** children.

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[Coaches](#) >

Coaches Network Meetings Schedule

The IL PBIS Network continues to confirm/edit dates and details below. Please visit this page regularly for updated information.

To find the next date in your area, first look at the **region column**, then the nearest **location**, then the **date of the next meeting**. You can view the meeting facilitators (TACs) by sliding the bar at the bottom of the table to the right. Facilitators are subject to change.

Academic RtI

The Illinois Response to Intervention Network (I-RtI) is also hosting Network Meetings statewide, for ongoing professional development networking around implementing RtI at the building and district levels. Space is limited. Visit the [I-RtI website](#) for more information.



Tier 3/Tertiary Additional Resources		<ul style="list-style-type: none"> ▪ The Efficacy of the RENEW Model ▪ Features of Effective Crisis Planning ▪ Tips for Building Effective Crisis Planning ▪ Tertiary Student Action Plan & Progress Update ▪ Multi-Tiered Action Plan (MAP) ▪ RENEW PPT from Jonathan Drake of The Institute of Disability at the University of New Hampshire ▪ UNH's Institute of Disability RENEW site
Strengths		<ul style="list-style-type: none"> ▪ Sample Questions for Family Strength Assessment ▪ Sample Questions for School Strength Assessment to be Asked of Teachers about their Schools ▪ Sample Questions for School-Based Strength Assessment Questions to Ask Teachers about Students ▪ IT-E: Developing a Strengths Profile





training

- [Self-Directed IEP 10 Steps Format PPT](#)
- [Student-Led IEP: The IEP and Me PPT](#)
- [Secondary Transition and RENEW PPT](#)
- [Illinois Work Net Center's skills and interest surveys](#)
- Illinois Department of Employment Security's [Career Information System](#) and [Career Information System Junior](#)
- [MyNextMove.org's What Do You Want To Do For A Living](#)
- [iTransition: free online curriculum to help students who are deaf or hard of hearing prepare for life after high school](#)
- [Tips for Teens on how to express their needs in their IEP meetings](#)
- [I'm Determined](#) - provides direct instruction, models, and opportunities to practice skills associated with self-determined behavior beginning at the elementary level
- [National Collaborative on Workforce and Disability For Youth](#)
- [Going-to-College.org](#) - a source about college life with a disability