Installing a Tertiary Level Practice in High Schools: Integrating School Mental Health and PBIS

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AGENDA

• The RENEW Model within PBIS in High Schools
• Implementation in Pennsylvania
• Implementation in New Hampshire
• Lessons Learned, Challenges
• Discussion
The RENEW Model and PBIS in High Schools
The Problem

Youth with Emotional and Behavioral Disorders (EBDs) have the poorest transition outcomes of any other sub-group:

• High rates of school dropout, with associated low income and employment

• Disengaged from school – high truancy rates

• Poor academic outcomes
  (Lane, Carter, Pierson & Glaeser, 2006)

• Lack community and social supports
  (Cullinan, & Sabornie, 2004; Lane, Carter, Pierson, & Glaeser, 2006)
Youth with EBDs have...

- 10%-25% enroll in post-secondary education, compared to 53% of typical population
  (Bullis & Cheney, 1999)
- High rates of anti-social behavior including incarceration, arrests, behavior problems in school
  (Chen, C-C., Symons, F. J., & Reynolds, A. J., 2011; Cullinan & Sabornie, 2004; Nelson, Benner, Lane, & Smith, 2004; NH, 2008; Sabornie, Cullinan, Osborne, & Brock, 2005)
- High rates of exposure to trauma
  (Kilpatrick, Ruggiero, Acierno, Saunders, Resnick, & Best, 2003; De Bellis, 2005; Zinzow, Ruggiero, Hanson, Smith, Saunders, & Kilpatrick, 2009)
Student engagement has emerged as the bottom line in preventing dropout

- Dropping out is a process of disengagement

- Keys to engaging students early on
  - Enter school ready to learn/early intervention

- Contextual keys to engaging students
  - Providing effective instruction – evidence based, best practice
  - Creating cultural match/relevance – extend to include strategies that are appropriate to student background and culture

Youth with EBD Need...

- An intervention that assists with high school completion and real world employment
- To learn self-determination skills for transition to adulthood
- Assistance to build a positive social support network
- Assistance to develop a personalized career and post-high school plan
RENEW (Rehabilitation for Empowerment, Natural supports, Education and Work)

• Developed in 1996: 3-year RSA-funded employment model demonstration project for youth with “SED” in Manchester NH
  – Initial promising results (Bullis & Cheney, 1999; Cheney, Malloy & Hagner, 1998; Malloy, Cheney, & Cormier, 1998)

• Based upon System of Care Values and Principles, best practice in transition form school to adult life, and development of social supports
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

Universal:
School-Wide Assessment
School-Wide Prevention Systems

Competing Behavior Pathway, Functional Assessment Interview,
Progress Monitoring (Behavior and Academic Goals)
ODRs, Attendance, Tardies, Grades, Credits, Progress Reports, etc.

Tier 2
Simple Individual Interventions
(Brief FBA/BIP, Schedule/Curriculum Changes, etc)
Small Group Interventions (CICO, Social and Academic support groups, etc)

Tier 3/Tertiary
RENEW and Wraparound

Student Progress Tracker; Individual Futures Plan

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
RENEW as the Intensive Intervention in PBIS

• Leveraging In-school Needs and Resources:
  – Special Educators MUST provide secondary transition planning and supports for all students with IEPs who are 16 years or older (Special Education Requirement)
  – Schools MUST provide personalized learning and mentoring if they are to graduate 100% of their students (dropout rate)
  – Students with significant support needs MUST have transition planning and supports if they are to succeed as adults
RENEW: Conceptual Framework

- School-to-Career Transition
- Interagency Collaboration & Wraparound
- Self Determination
- Education
- Children’s Mental Health
- Disability

Youth, Family, RENEW
Self-determination

• “Theory, research, and practice have suggested that to keep youth in school, educators must encourage students’ perceived competence and self-determination” (Eisenman, 2007, p. 3).”

• Self-determination skills include goal-setting, problem solving, help-seeking.
Elements of Personal Futures Planning Process

• Graphic facilitation (remove the “bias” of language)

• Youth’s point of view, youths’ goals and purposes, (“driven” by youth)

• Not geared to the service system organization: geared to needs, and needs are not programs or services

• No blaming or shaming & work until it works
A Values-based Intervention

• Self-Determination
• Unconditional Care
• Strengths-Based Supports
• Natural Supports
RENEW Goals

• High School Completion
• Employment
• Post-secondary Education
• Community Inclusion
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 Planning Process Step-by-Step

Phase 1: Engagement and Futures Planning:
• Student Consents to Participate
• Student choses who will participate
• Futures Planning or Mapping

Phase 2: Team Building
• Goal Setting
• Action Planning

Phase 3: Implementation & Monitoring
• Progress Monitoring
• Process Evaluation
Personal Futures Planning Models

- Personal Futures Planning (Beth Mount)
- MAPS [McGill Action Planning (Vandercook, York & Forrest)]
- Methods, Models and Tools, (Cotton, 2004)
- Essential Lifestyle Planning (Michael Smull)
- Group Action Planning, known as GAP (Turnbull & Turnbull); and
- PATH [Planning Alternative Tomorrows with Hope (Pearpoint, O'Brien, & Forest)]]
Phase 1: Personal Futures Planning
“MAPS”

• History - Where I have been.
• Who I am now, strengths, weaknesses.
• The people in my life
• What Works/Doesn’t Work
• My goals and dreams

• My fears, what could get in my way
• Short-term goals (3-6 months)
• Next Steps: Who does what
• Schedule follow up
People

School: Ms. Nadeau (Art Sub)
Ms. Francseau (Guid)

Army w/ Brother
PT - Recruiter - Sgt. Lasure
  - Jeff
Fire Dept. - Jaime Miller (Engineer)
  - 1st & 2nd

Brit (Best Friend)
Emily
Dwayne

Health

Dad, Brother

Mom, Sister (12)
Stepmom, Brother (15)

Chance, Justin, Jenn,
Mancellous, Laura, Alisha
Ashley,
Phase 2: Formation of Team

- Based upon needs and goals, the youth and facilitator identify who should be invited to help

- Family members/primary caregivers are always invited

- Members are asked to be part of the process by the youth or facilitator

- Youth and facilitator develop meeting “groundrules”

- Members are oriented to the process: “Why you are here”
Family Engagement

Phase 1: Engagement and futures planning
- Orient Families to RENEW Process
- Highlight roles
- Describe how RENEW supports family

Phase 2: Team Development - Initial Planning
- Youth Present futures plan to family
- Engage their family to be on their team
- Help youth identify potential team members

Phase 3: Implementation and Monitoring
- Family has a role in the implementation and monitoring of the plan
- Family celebrates successes

Phase 4: Transition
- Family takes part in developing the RENEW transition plan
- Has a role in connecting the youth to additional supports & resources as needed
First Meetings: The goal is to get Everyone’s Buy In and Support

1. Introductions
2. Ground rules
3. Share the Future’s Plan (necessary parts)
4. Frame the purpose of the meeting
5. Identify the roles
6. Brainstorm as a group next steps, people, and resources needed to achieve the youth’s goals
7. The youth picks which next steps s/he wants to work on and who will help
8. The team articulates how the youth will know if they are making progress toward their goals (use of data)
9. All decisions are logged into the Youth/Team Plan
## Example: Goal: Earn All Credits this Semester

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Purpose/Need</th>
<th>Person Responsible</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite Case Manager</td>
<td>To support possible ways to earn credit</td>
<td>Student</td>
<td>By Sept 10</td>
</tr>
<tr>
<td>Invite Guidance Counselor</td>
<td>To review transcript and discuss options for classes</td>
<td>Student &amp; RENEW facilitator</td>
<td>By Sept 10</td>
</tr>
<tr>
<td>Invite parent</td>
<td>To give support the plan and help encourage homework completion at night and check in on grades</td>
<td>Student</td>
<td>By Sept 10th</td>
</tr>
<tr>
<td>Invite Volleyball Coach</td>
<td>To serve as a positive mentor and provide daily check in</td>
<td>Student</td>
<td>By Sept 10th</td>
</tr>
<tr>
<td>RENEW facilitator check in with student</td>
<td>To see if student meet his/her goals listed on action steps</td>
<td>RENEW facilitator</td>
<td>Three days prior to meeting</td>
</tr>
</tbody>
</table>
Student/Team Decision Planning Process

Phase 1: Engagement and Futures Planning
- Youth identified - emotional and behavioral support needs
- TEAM Convenes and Initial Plan is developed: Decisions about program made

Phase 2: TEAM Convenes
- Classes chosen with behavior supports in place
- Extended Learning Opportunities Work-based Learning, Employment
- Collaboration with outside agencies - mental health vocational rehabilitation

Phase 3: Implementation and Monitoring
- Placement into alternative classes

Phase 4: Transition
- Other Options/Supports
Phase 3: Implementation and Check Ins

- Facilitator and youth check ins
- 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
RENEW: Scaling Up

- 2005: Developed a Training Manual for RENEW Facilitators
- 2008: Developed and field tested a Fidelity Tool, Data collection tools
- 2011: Developed coaching system and tools
- Current: Developing Facilitator Competencies; Developing Coaches Competencies and Training Modules; Developed Facilitator & Coaches’ Certification
<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration/Adoption</td>
<td>• Should we do this?</td>
</tr>
<tr>
<td>Installation</td>
<td>• Put resources and systems in place</td>
</tr>
<tr>
<td>Initial Implementation</td>
<td>• Initial pilots and assess results</td>
</tr>
<tr>
<td>Full Implementation</td>
<td>• The practice was successful, adopt system-wide</td>
</tr>
<tr>
<td>Innovation</td>
<td>• Adopt variations of the practice and assess results</td>
</tr>
<tr>
<td>Sustainability</td>
<td>• Make this the way of doing business</td>
</tr>
</tbody>
</table>

Stages of Implementation
Moving Science to Service
Fixsen & Blasé, 2005
Scaling Up: Training, Coaching, & Fidelity

• UNH Institute on Disability staff train and coach to implement RENEW.
• Share data tools: process & outcome measures, and a Fidelity of Implementation tool
• Trained 30 facilitators in Illinois, 45 in Wisconsin, 30 in Pennsylvania, through each state’s PBIS network.
• Significant “uptake” using Implementation Science
  (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)
Institute on Disability: RENEW Implementation Model

**Explore & Adoption**
- Create Administrative Buy In:
  1. Leadership Team
  2. School/site selection process
  3. Site application & Approval
  4. Data system development

**Installation**
- Select and Train Tertiary Oversight Teams and Facilitators:
  1. Tertiary Team Development- youth and facilitator selection process
  2. RENEW Facilitator Training- 3 days
  3. Identify and train state level coaches
  4. Install data collection systems

**Implementation**
- Sustainability:
  1. Identify site coaches
  2. Train site coaches- 2 days
  3. Certify RENEW Facilitators & Coaches
  4. Site systems and procedures established

Work with state or region to develop a plan.
Improvement Cycles

**Cycle** – Do over and over again until the intended benefits are realized

- **Plan** (Operationalize)
- **Do** (Trial)
- **Act** (Adjust)
- **Study** (Assess/Review)

Shewhart (1924); Deming & Juran (1948); Six-Sigma (1990)
WHERE ARE PRACTICES IMPLEMENTED?

Feedback Loops

Providing feedback and data on implementation efforts

Support Loops

Providing supports for effective practices implemented with fidelity

RENEW FACILITATORS & STUDENTS

TERTIARY PLANNING TEAM

DISTRICT TEAM

PENNSYLVANIA COP
Implementation in Pennsylvania (process & outcomes)
Pennsylvania’s Installation of RENEW pilot

- State Advisory Team
Pennsylvania’s Installation of RENEW pilot

- State Advisory Team

PAPBS Network – RENEW

Systems of Care Partnership – High Fidelity Wrap Around

CoP on School Based Behavioral Health
Pennsylvania’s Installation of RENEW pilot

- State Advisory Team
Pennsylvania’s Installation of RENEW pilot

- Community of Practice
  - School Based Behavioral Health
- Community of Practice
  - Secondary Transition

Pennsylvania RENEW State Advisory Team

- Mike Minor
  - Statewide RENEW Trainer
- Lisa Brunschwyler
  - Statewide RENEW Trainer

IU 3
- Gateway

IU 4
- Lakeview

IU 17
- Williamsport

IU 13
- ELANCO

IU 19
- Scranton

IU 20
- Northampton

IU 21
- LLAS
Pennsylvania’s Installation of RENEW pilot

• There are 7 pilot sites across Pennsylvania in the school year 2012-13
  – Each site has trained RENEW facilitators and a tier 3 core team
  – Trainings provided this year:
    • 3 days of facilitator training
    • 1 day of tertiary team training
    • 2 statewide conference calls with JoAnne Malloy and the state-wide trainers
Pennsylvania’s Installation of RENEW pilot

• There are two state-wide trainers/consultants from PaTTAN
  – Provide technical assistance to the sites
  – Attend mapping and tertiary team meetings
  – Collect and monitor student tracker data
  – Oversee IU TaC and local facilitators
  – Consult with the national trainer to support the needs in PA
Pennsylvania’s Installation of RENEW pilot

• Tier 3 core teams
  – Comprised of school personnel and meet monthly
  – Review cases and assign facilitators to each student

• Facilitators
  – Include School Counselors, School Psychologists, Special Education Teachers, Administrators, Behavioral Health Workers, and IU TaC
  – Lead individual team meetings and mapping sessions in conjunction with the student
Pennsylvania – Sample Student Maps

Dreams Map

- Jamaica
  - I just really wanna go there
- Married
  - I hang out with my gf every day
- Show up every day at school
- Want drive classic pickup
- Now I'm drawing every day
- Hangin' wit' friends

- Not wealthy
- Rich
Pennsylvania – Sample Student Maps

Fears, Barriers Map

STOPED ME IN DA PAST PS AND WOUL NO MORE.

ANGER GET IN WAY OF EDUCATION
ARGG IM MAD ARG

ANGER

BROTHERS
HEALTH
WHILE BROTHER

BAD CROWD

FRIENDS
Pennsylvania – Sample Student Maps

Goals

Map

- Get T-Rew Grade
- Do my work in school
- Part time job
- Graduate from Tones

- Get my bike
- Running
- Learn to save money
- Graphic Design

- Get Carrie V-day gift
Pennsylvania - Student Outcomes

• Student Tracker Data Themes:
  – Increase in earned credits per semester
  – Decrease in ODRs per semester
  – Decrease in unexcused absences per semester

• After one semester of RENEW:
  – 100% of the students enrolled have started plans
  – 75% of the students enrolled have completed plans
  – 60% of the students enrolled have individual teams
  – 30% of the students enrolled dropped out of RENEW at some point (moved, placement, etc.)
Next Steps in Pennsylvania

• The statewide trainers will train the regional trainers who will then work with newly added LEAs in their region
• As the regional facilitators are trained, they will support this year’s pilot sites and add a second site
• Scale up for SY 2013-14
  – Continue to monitor the 7 pilot sites
  – Invite 6-8 more schools to be trained
  – Train 7-10 facilitators
Next Steps in Pennsylvania

Intermediate Units - DOE

- Community of Practice School Based Behavioral Health
- Community of Practice Secondary Transition

Pennsylvania RENEW State Advisory Team

Mike Minor
Statewide RENEW Trainer

Lisa Brunschwyler
Statewide RENEW Trainer

Year 2 Sites
- IU 21
- IU 20
- IU 19
- IU 13
- IU 17
- IU 10
- IU 8
- IU 7
- IU 4
- IU 3
- ELANCO
- Williamsport
- Northampton
- LLAS

Year 1 Pilot Sites
- Juvenile Probations - DPW
- Office of Developmental Programs - DPW

Community Care Behavioral Health - MCO / DPW
Implementation in New Hampshire (process & outcomes)
RENEW Implementation in New Hampshire

• Developed in 1996: 3-year RSA-funded employment model demonstration project for youth with “SED” in Manchester NH
  — Initial promising results (Bullis & Cheney, 1999; Cheney, Malloy & Hagner, 1998; Malloy, Cheney, & Cormier, 1998)

• Provided by a non-profit community based agency: provided RENEW to youth in New Hampshire: 1998-2007

• Provided to youth in high schools as the tertiary level intervention in a 3-tiered PBIS model (2002- present): NH, Illinois, Pennsylvania, Wisconsin

• Provided to youth as part of System of Care (MH) projects in North Carolina

• Provided by community mental health providers in New Hampshire (2008- present)

• Focus is on community-based, self-determined services and supports
RENEW Implementation in NH

NH Transition Projects 1996-2004

# Youth = @300

NH PBIS Projects 2002-Present

# High Schools = 17

# of Youth = 132

Community Mental Health Projects 2008-Present

# Agencies = 7

# Trained Facilitators = 48

# Youth = 184
One RENEW Study: 2002-2005


- Data collected for a subset (n=20) of student participants in school implementing PBIS
- Child and Adolescent Functional Assessment Scale (CAFAS; Hodges, 2000)- 6 month intervals:
  - Baseline at enrollment
  - 6 months after initiating RENEW
  - 12 months after initiating RENEW
- Project research Assistant trained in CAFAS collected the data
Data: CAFAS Sub-scales (n=20)

*p-value<.05.
**p-value<.01.
RENEW Data: 3rd Cohort
PBIS School-based RENEW Services (2007-09)

Credits Earned (n=12)

Discipline Incidents (n=12)
What Youth Tell Us

“Someone cared about me and listened to me”

“The process helped me by dividing a huge problem up into a bunch of little steps... as I accomplished each step I felt like I could do it”

“They focused on what I wanted to do...”

“Now I have a bunch of people I can call on to help me. I really didn’t have that before this”
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.

[Website URL] who cares about Kelsey?
Lessons Learned

• Establish a State-wide Advisory Team
• Install learning/pilot sites
• Build a Community of Practice (for practitioners)
• Feature Outcomes
• Feature Youth Success Stories
Discussion
Contact Information

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