


**RENEW: A Tier 3 Intervention for High School Youth with Emotional and Behavioral Disorders**

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

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## Presentation Content

- Resiliency and social/emotional skill development
- The RENEW transition model
- How RENEW first Into a Multi-Tiered System of Support
- RENEW case example: Kennett High School
- Outcome data from high school projects
- Questions, discussion



**RENEW**

Rehabilitation for Empowerment, Natural Supports, Education, & Work

## Resilience

Defined as...“positive adaptation despite experiences of significant adversity or trauma”

(Luthar, 2000)

Multiple studies showed that, despite growing up in adverse conditions, many children experienced positive developmental outcomes.

(Garmezy, 1971, 1974, 1987; Rutter 1979; Werner & Smith, 1982. 1992, 2001).

This has led to the development of approaches and frameworks that shift the focus away from risk factors toward positive or protective factors.

8/10/2016

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## Risk Factors

- Socioeconomic Disadvantage
- Childhood abuse and neglect
- Community violence
- Parental mental illness
- Poor school environments
- Low expectations for academic achievement
- Low levels of emotional or social support

(Mulloy, 2015)

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## Protective Factors

(Smith & Carlson, 1997)

### Individual Factors:

- Coping abilities: Appraisal, selecting a strategy, implementing the strategy, and assessing the results.
- Ability to mobilize personal resources and individual protective factors-
  - Beliefs, self-efficacy-
  - Temperament
  - Physical and Mental Health-
  - Knowledge and intelligence
  - Social skills

## Protective Factors

(Smith & Carlson, 1997)

### Family Factors:

- Attachment to at least one parent
- Capacity to provide guidance and support
- Family resiliency and resources

## Protective Factors

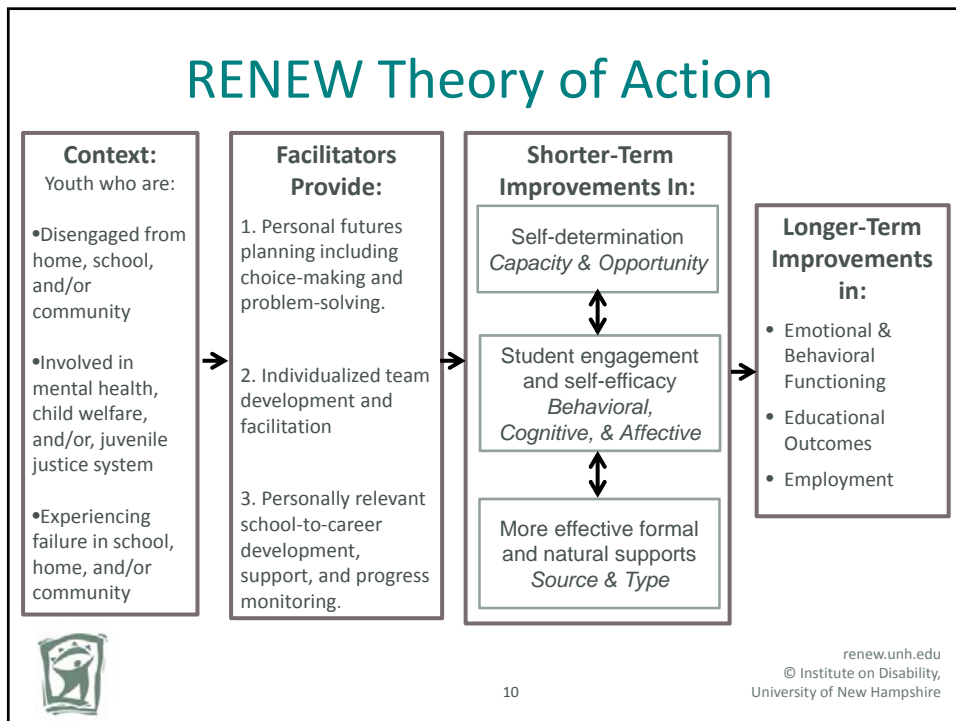
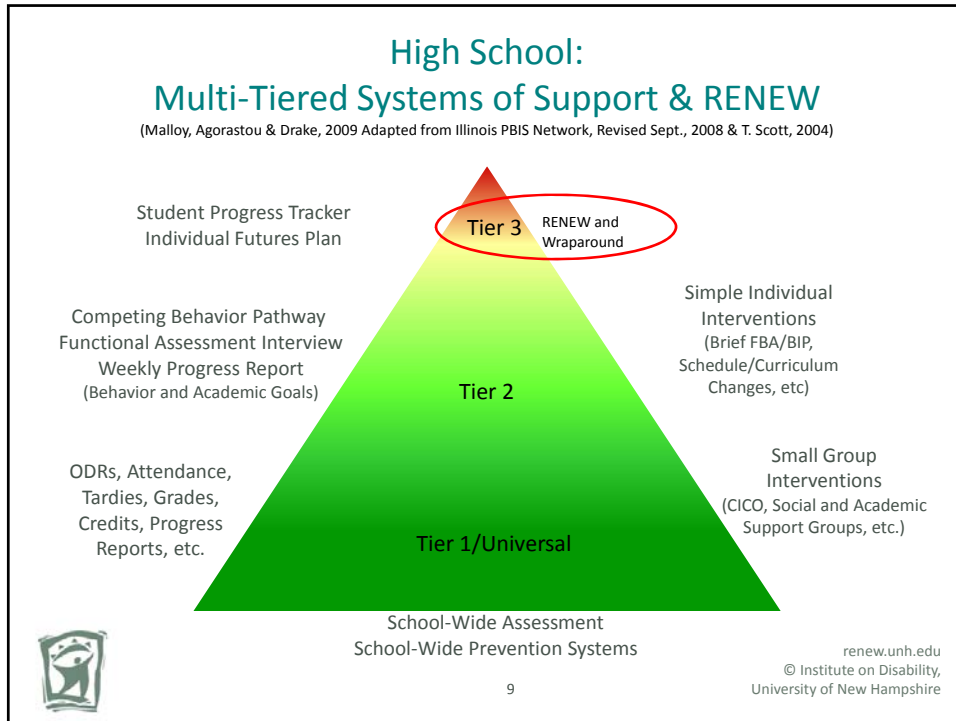
(Smith & Carlson, 1997)

External support factors:

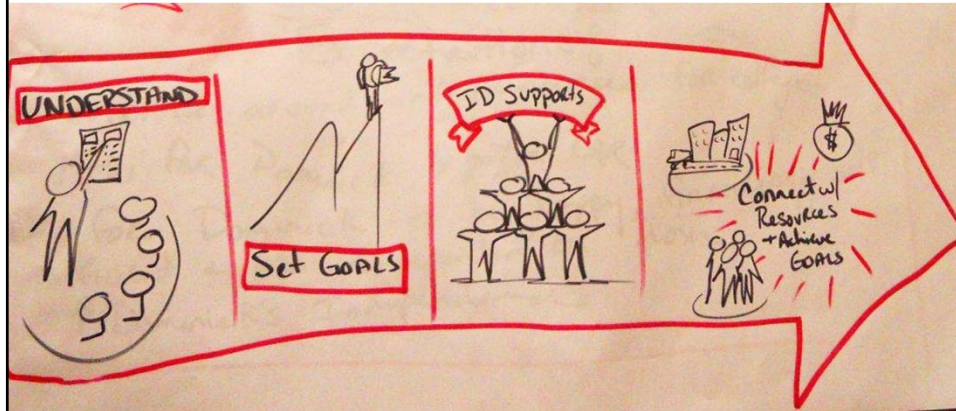
- The ability to find supportive adults outside of the family
- Teachers, school
- The important supportive resources include:
  - Esteem support
  - Problem-solving
  - Connections to resources
  - Companionship
  - Peers- healthy peer relationships

## Children and Youth with Emotional and Behavioral Disorders

- High rates of exposure to trauma and violence
- High rates of behavior problems, school discipline
- Lack social resources and positive relationships
- High dropout rates
- High rates of juvenile justice involvement & incarceration
- Disengaged from school, support services, and treatment programs
- Disproportionate punishment - African American youth, youth with disabilities, Native youth



## The RENEW Process



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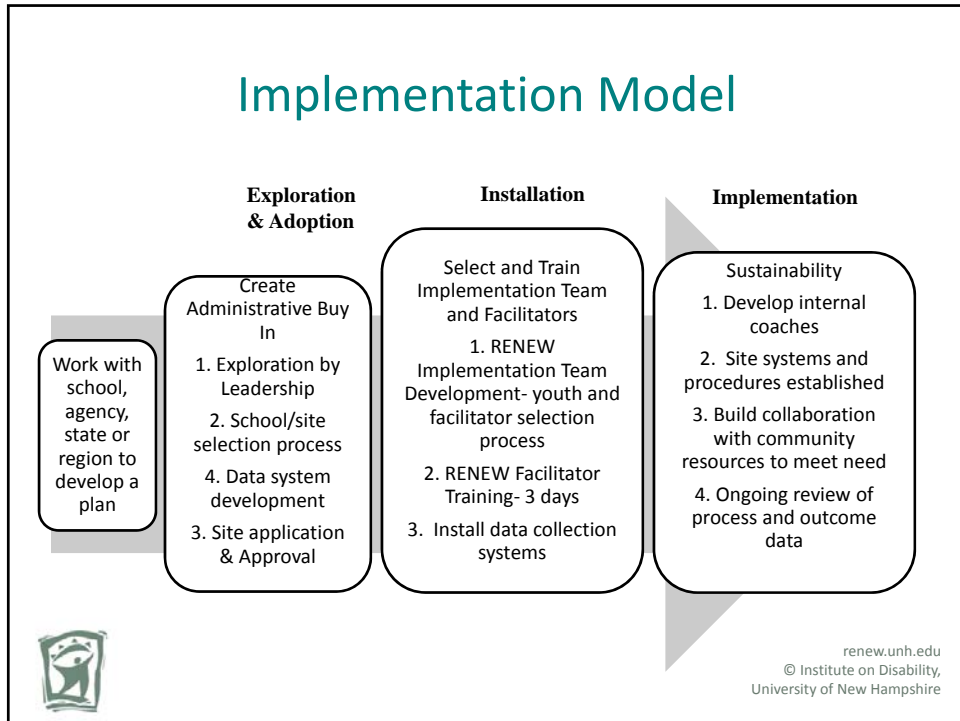
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## RENEW Goals & Principles

- RENEW Goals
  - High School Completion
  - Employment
  - Post-Secondary Education
  - Community Inclusion
- RENEW Principles
  - Self-Determination
  - Unconditional Care
  - Strengths-Based Supports
  - Flexible Resources
  - Natural Supports

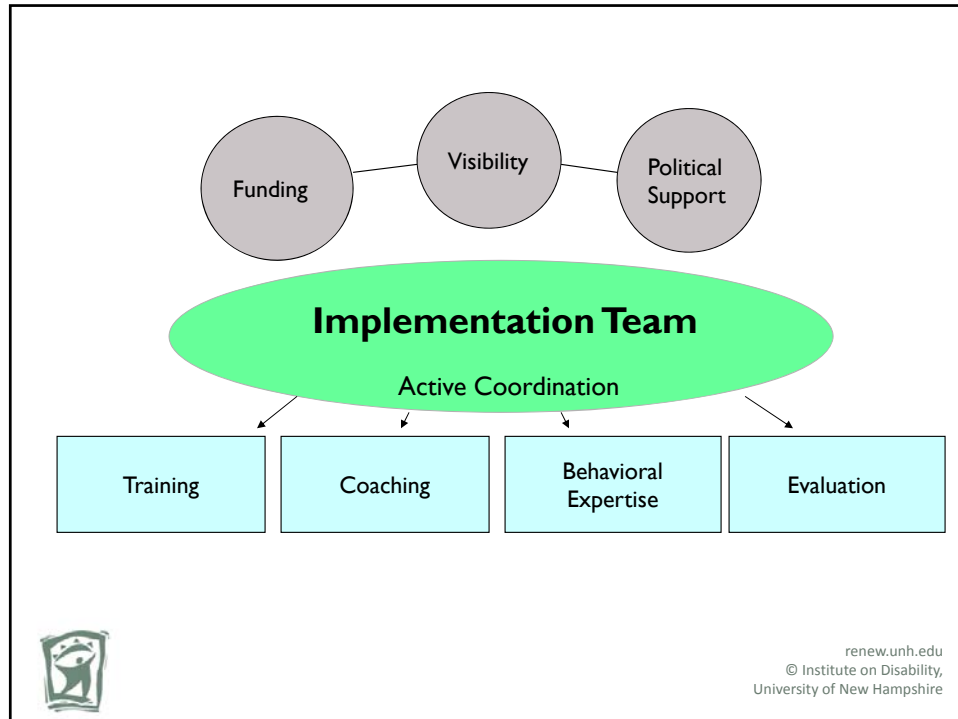


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## Infrastructure to Support Coaching & Implementation

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## Purpose of RENEW Implementation Team

- Identify youth meeting criteria of intervention
- Identify school personnel to be trained as RENEW facilitators
- Address systematic barriers for RENEW facilitation and implementation
- Develop referral process
- Match referred students to RENEW facilitators
- Track RENEW implementation with process and outcome data
- Disseminate information and successes with faculty and community members
- Develop interagency collaboration to develop resources from multiple sources to link the youth with post-school supports
- To orient and ensure family involvement in the RENEW process





## KHS RENEW Implementation Team

### Mission

*To coordinate the RENEW intervention to support at risk students in order to develop the skills necessary to be lifelong learners and responsible citizens in a global community.*



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## Members of the RENEW Implementation Team

- Brenda Monahan, Special Education Director
- Rachelle Cox, Director of Eagle Academy
- Andy Shaw, Teacher & RENEW Facilitator
- Peter Innes, Case Manager & RENEW Facilitator
- Darren Laughland, Case Manager
- Melanie Bova, Northern Human Services & RENEW Coach



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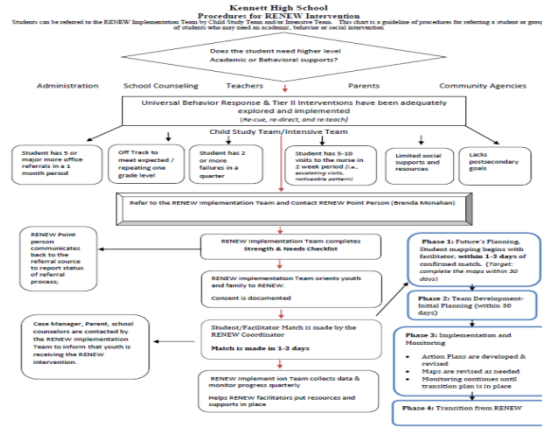
### Kennett High School: Referral Flowchart & Activation Protocol for RENEW

**Criteria for RENEW**

- Office Discipline Referrals:
- Grade Retention
- Attendance Data
- Lack of Post Secondary Plan
- Limited social supports resources
- 5-10 nurse visits in 2 week period

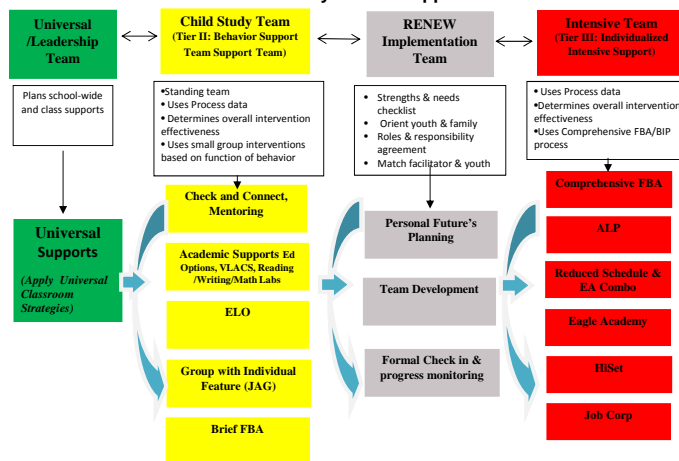
Process: Use data to guide decisions and crosswalk with the Strength & Needs checklist.

**BIG QUESTION:** Do we have capacity to serve youth?



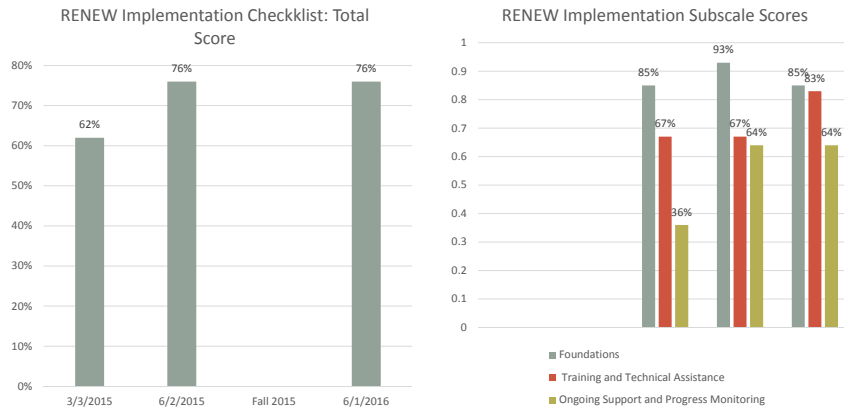
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### Multi-Tiered System of Support at KHS



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# RENEW Implementation Checklist



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## Meeting the Challenges to Implementation

RENEW Implementation	
What Works?	What Doesn't?
<ul style="list-style-type: none"> <li>• "Booster" Training Sessions</li> <li>• Facilitator Commitment</li> <li>• Diverse Implementation Team</li> <li>• Meeting Minutes</li> <li>• Thoughtful Candidate Selection</li> <li>• Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting 1x/month</li> <li>• "Loose" Agenda</li> <li>• "Island" Teams (Child Study, Universal, Intensive Teams)</li> <li>• Website? -- (Purpose?) --</li> </ul>



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## Accomplishments



- Developed Mission Statement & some program structures
- Students presented maps to RENEW Implementation Team Members
- Defined a set location and time that facilitators can meet with students, and where supplies can be kept
- Securing contract to provide ongoing coaching
- Collaboration with Northern Human Services
- Improved student outcomes!



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## Goals for Next Year



- **Improve meeting procedures & Complete Collaborative Team Checklist**
  - More frequent Implementation Team Meetings at a time when all members can meet. Twice a month I suggest twice a month, for at least one hour, if not a full block & follow meeting norms
  - At the end of each meeting, set the agenda for the next meeting.
  - Clearly define roles of each member and when tasks are assigned, make sure they can realistically be completed by a certain date.
- **Increase 2-way communication within MTSS system**
  - Have a representative of the Implementation Team attend a Child Study Meeting, Intensive Team Meeting and a Universal Team Meeting (once per month) to report on progress of RENEW students and to listen to feedback on progress and additional needs of other students.
  - Continue to have periodic meetings with coach (Kathy) and facilitators throughout the year.
- **Use local resources & increase collaboration with Northern Human Services RENEW coach to work individually with facilitators and students more frequently, perhaps twice a month?**
- **Streamline and improve process of selecting new students for RENEW - getting referrals from faculty.**
- **Get data and public relations info about RENEW out to faculty on a regular basis - maybe faculty meetings, or maybe in monthly newsletter type things.**
- **Complete the RENEW Website and then share with faculty.**
- **Try to get funding to train more facilitators.**



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## Case Examples

- Youth #1
- Youth #2
- How RENEW has impacted me as professional



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## Research

Project	Target Population	Main Findings	Studies
<i>RENEW Research and Demonstration Project U.S. Department of Education (95-98)</i>	Youth, ages 15-21, with Severe Emotional Disturbance (SED)	<ul style="list-style-type: none"> <li>• High School Completion</li> <li>• Employment</li> </ul>	Bullis, & Cheney, 1999; Cheney, Malloy, & Hagner, 1998; Cheney et al., 1998; Hagner, Cheney, & Malloy, 1999; Malloy, Cheney, & Cormier, 1998.
<i>Community Youth re-entry Project U.S. Department of Education (99-02)</i>	Youth with disabilities, ages 15-21, in juvenile detention or placement facilities	<ul style="list-style-type: none"> <li>• Community re-entry</li> <li>• Employment</li> <li>• High school completion</li> </ul>	Hagner, Malloy, Mazzone, & Cormier, 2008
<i>APEX I PBIS Dropout Prevention Project- U. S. Department of Education (02-06)</i>	2 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout	<ul style="list-style-type: none"> <li>• High school completion</li> <li>• Employment</li> <li>• Improved behavioral and community functioning</li> </ul>	Malloy, Sundar, Hagner, Pierias, & Viet, 2010; Bohanon, Eber, Flannery, Malloy, & Fenning, 2007; Bohanon, Fenning, Borgmeier, Flannery, & Malloy, 2008
<i>APEX II PBIS Dropout Prevention Project- U. S. Department of Education (06-09)</i>	10 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout	<ul style="list-style-type: none"> <li>• High school completion</li> <li>• Employment</li> <li>• Improved behavioral and community functioning</li> </ul>	Malloy, & Hawkins, (Eds.), 2010; Malloy, 2011.
<i>APEX III PBIS Dropout prevention project- NH Department of Education (09-present)</i>	7 NH high schools with high dropout rates among students with disabilities; RENEW to 72 students with disabilities	<ul style="list-style-type: none"> <li>• High school completion</li> <li>• Employment</li> <li>• Improved behavioral and community functioning</li> </ul>	Malloy, Suter, & Haber, 2014 Malloy, Haber, LaPorte, & Burgess, 2015
<i>RENEW I &amp; II Capacity Building Projects- Foundation funded (09-present)</i>	6 community mental health centers- RENEW to 180 youth with EBD, ages 15-19	<ul style="list-style-type: none"> <li>• Stable housing</li> <li>• Academic progress</li> <li>• Social supports</li> <li>• Employment</li> </ul>	Malloy & Haber, 2013



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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)

## Web Resources

- Training videos, peer-reviewed journal articles, Powerpoint presentations, information about training and consultation: [www.renew.unh.edu](http://www.renew.unh.edu)
- Please like our RENEW Facebook page and encourage youth to visit: <https://www.facebook.com/IOD.RENEW>
- Follow us on Twitter: [https://twitter.com/RENEW\\_IOD](https://twitter.com/RENEW_IOD)
- To inquire about RENEW: [iod.renew@unh.edu](mailto:iod.renew@unh.edu)



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