

Working Through Transition: How Josh Found Success & Taught Us What Is Possible

OSEP Project Director's Conference ▪ July 24, 2012 ▪ 9:00 – 10:15 a.m.



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Today's Session

An intensive intervention process for older youth with emotional/behavioral challenges

- Context within systems of support in schools
- Connection with MH and other systems supporting youth and their families
- The Development of the wraparound-based RENEW Process
- The perspectives of those who experience it

The Context

Mental Health Needs of Youth:

- One in 5 youth have a MH “condition”
- About 70% of those get no treatment
- School is “defacto” MH provider
- JJ system is next level of system default
- 1-2% identified by schools as EBD
- Those identified have poor outcomes
- Suicide is 4th leading cause of death among young adults

From Cradle to Career...

What does that mean with regard to the emotional/behavioral health of ALL students?

Ensuring effective academic outcomes and improved graduation rates requires a focus on the whole child/youth.

The systems for emotional/behavioral instruction and intervention are as critical as the academic systems.

Context and History

System of Care (SOC), Wraparound, Interagency Efforts

- OSEP SOC grants (1990) SAMHSA SOC Grants (20+ yrs)
- IL EBD Network (1991-2000)
- Began SW-PBS in IL 1998 (20-25 schools)

OSEP's PBIS TA Center (1999- present)

- Approximately 17,000 schools
- 1,600 schools supported by IL PBIS Network

Context (cont.)

K-I Center: Tertiary Demo project (2007-2011)

- Six districts in 4 Year of Tertiary demo - 54 schools
- Two replication Districts – 15+ schools
- Three additional replication sites
- “Business as usual”-added RENEW in 2010

We Know the Practices that Work...

- Proactive, strength-based; “set kids up” to experience success
- High rates of consistent, supported instruction; teach/practice/reinforce
- Predictable and consistent environments
- Know unique “why?” for each student/problem
- Contextual fit: Strategic use of natural supports, and settings
- Careful monitoring of data over time with ongoing revisions to guide incremental improvements in quality of life

The System Features Needed to Support Effective Practices...

- A **Team** unique to each individual child & family
 - Blend the family/natural supports with the school representatives who know the child best
- A defined **Meeting** Process
 - Meet frequently and use data
 - Develop, implement, review range of interventions
- **Facilitator** Role
 - Bringing team together
 - Blending perspectives; guiding consensus
 - Systematic use of data (strengths and needs)

Some 'Ah Ha' moments...

- Why expect teachers/principals to switch to proactive strength-based approach with the students deemed “the most difficult” when practices not being used for others?
- Why ask them to build highly individualized plans from scratch one student at a time?
- The ‘one youth at a time’ approach was challenging as evidence-based behavioral approaches weren’t used systematically

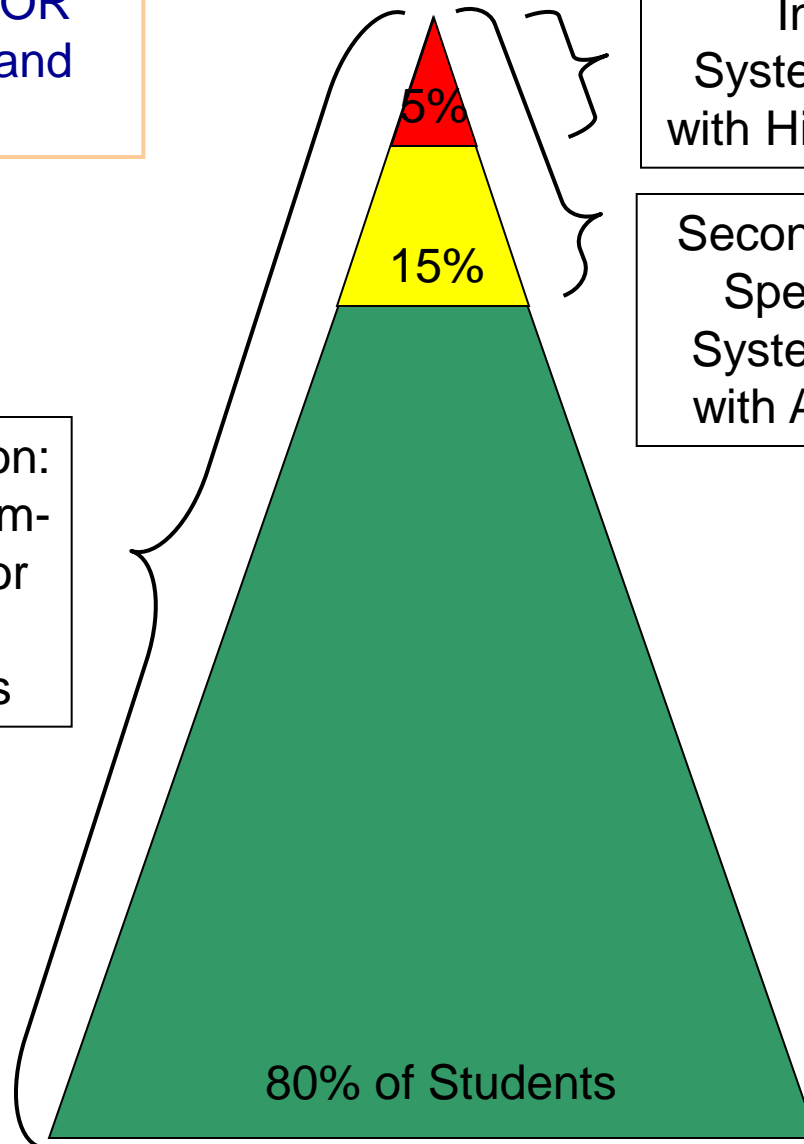
**Putting outcomes for
students with EBD
into the context of
schools as systems to
educate and support
ALL students.**

**SCHOOL-WIDE
POSITIVE BEHAVIOR
INTERVENTIONS and
SUPPORT**

**Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior**

**Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior**

**Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings**



What is Wraparound?

Wraparound is a **process** for developing family-centered teams and plans that are strength and needs based

- (not deficit based)
- across multiple settings and life domains.

Wraparound

- Wraparound is a facilitated team based practice model designed to integrate natural and professional supports, with the family/youth in the driver's seat.
- A wraparound team is formed to help define and refine family/youth strengths, culture, vision and needs; prioritize needs and create the plan; and then carry out the plan one prioritized need at a time until the formal team is no longer needed because the vision of the family/youth has been achieved.

A Growing Evidence Base

See Bruns and Suter, (2010) largest analysis of wrap research. Key points include:

- Investment in wraparound is backed by controlled research. In 2003, there were 3 controlled studies published, in 2010, there are 12 scientifically controlled and over 36 overall outcomes studies, more being published monthly.
- Research is showing an association between system, organizational, team fidelity to good outcomes with families.
- The wraparound-based RENEW process showing significant outcomes for older, transition-aged youth with or at-risk of EBD.

Who is Wraparound for?

- Youth with **multiple needs** across home, school, community
- Youth at-risk for **change of placement** (youth not responding to current systems/practices)
- The adults in youth's life are **not** effectively **engaged** in comprehensive planning (i.e. adults not getting along very well)

Implementing Wraparound:

Key Elements Needed for Success

- Engaging students, families & teachers
- Team development & team ownership
- Ensuring student/family/teacher voice
 - Getting to real (big) needs
- Effective interventions
 - Serious use of strengths
 - Natural supports
 - Focus on needs vs. services
- Monitoring progress & sustaining
- System support buy-in

Features of Wraparound:

- **individual** students
- built upon **strengths**
- **voice**, priorities of youth and family
- based on unique youth and family **needs**
- **culturally relevant** teams and plans
- plans include **natural supports**
- traditional and **non-traditional interventions**
- **multiple** life domains
- **unconditional**

Wraparound Skill Sets

1. Identifying “big” needs (quality of life indicators)
 - “Student needs to feel others respect him”
2. Establish voice/ownership
3. Reframe blame
4. Recognize/prevent teams’ becoming immobilized by “setting events”
5. Getting to interventions that actually work
6. Integrate data-based decision-making into complex process (home-school-community)



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

RENEW:

Tertiary Supports in a Multi-Tiered System of Support in High Schools

2012 OSEP Project Directors Conference | Washington, D.C.

JoAnne M. Malloy, Ph.D.

Institute on Disability at the University of New Hampshire



INSTITUTE ON DISABILITY/UCED

Thank you

- NH Department of Education, Bureau of Special Education
- 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
- Maureen Tracey, Donna Couture, Kathy Francoeur, Jonathon Drake, Derek Ahl, Institute on Disability at UNH
- Administrators and staff at Memorial High School in Manchester, NH

Educational Outcomes for Youth with Emotional & 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 challenges, 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)

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)

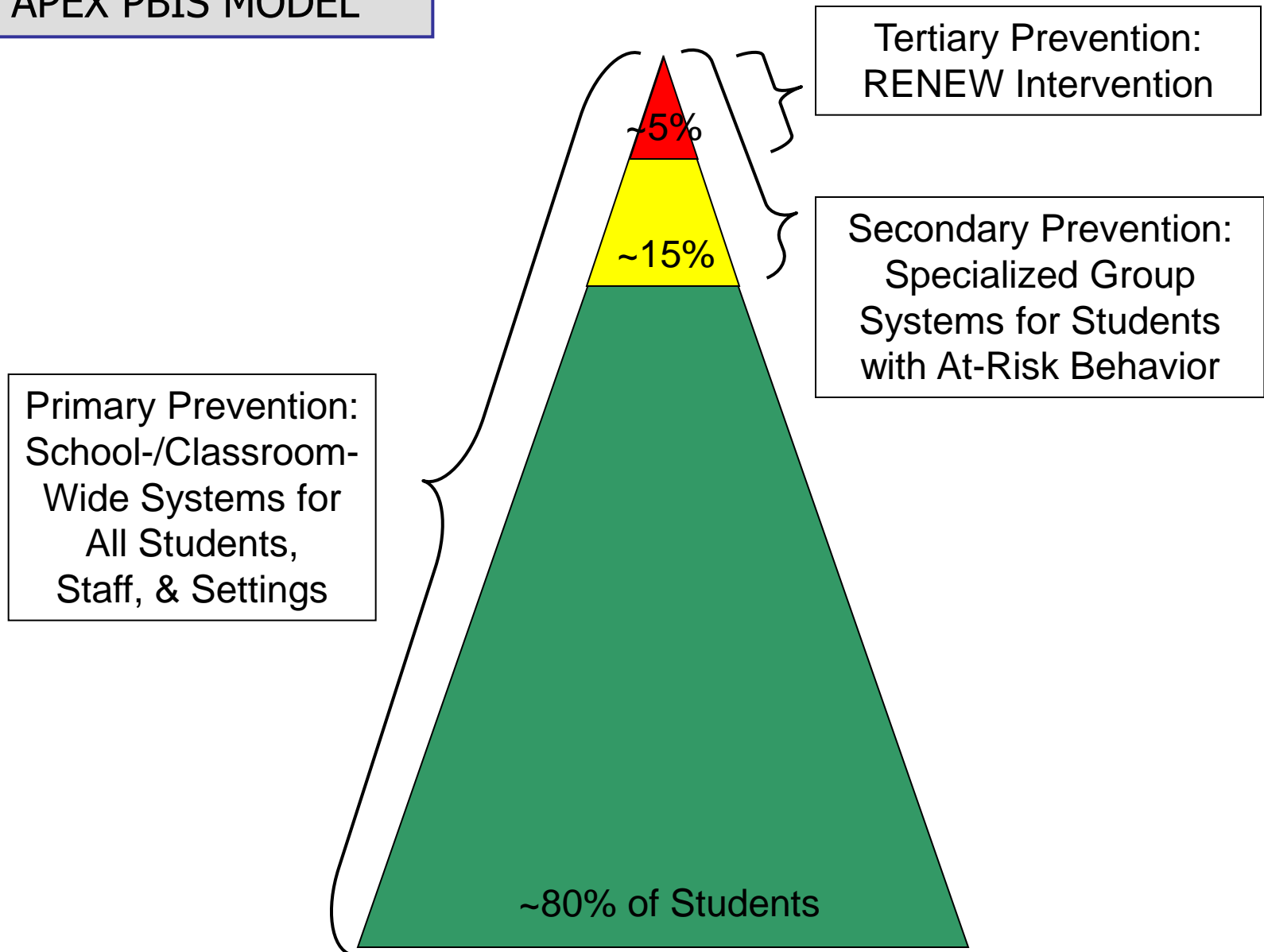
Rehabilitation, Empowerment, Natural Supports, Education and Work {RENEW}

- 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
- Initial 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 Applications

- RENEW is the intensive intervention for PBIS model dropout prevention projects: APEX, APEX II, APEX III in 15 High Schools 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 provided by 6 of NH's community mental health centers
- Since 1996, over 250 youth have participated in all contexts, with data collected

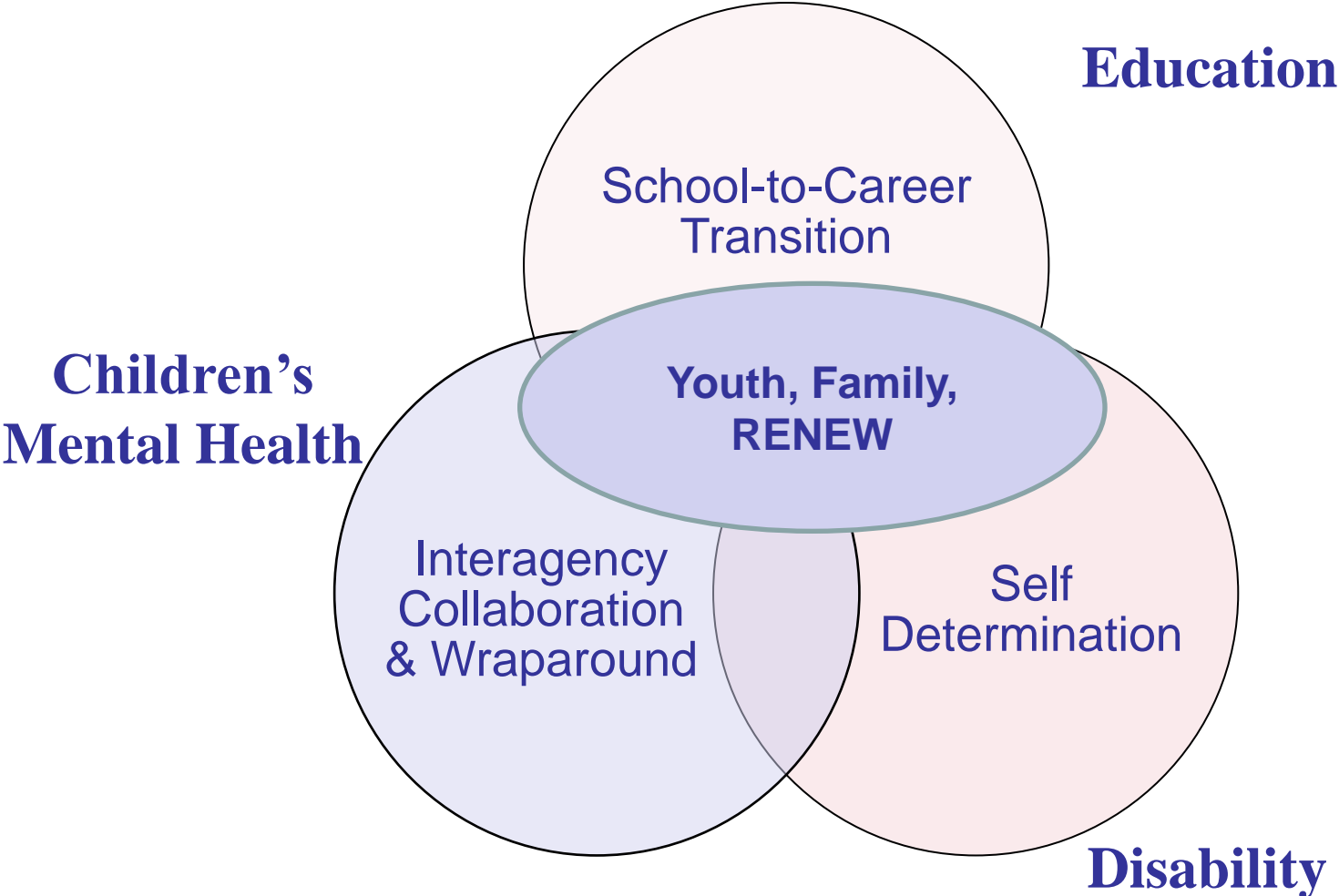
APEX PBIS MODEL



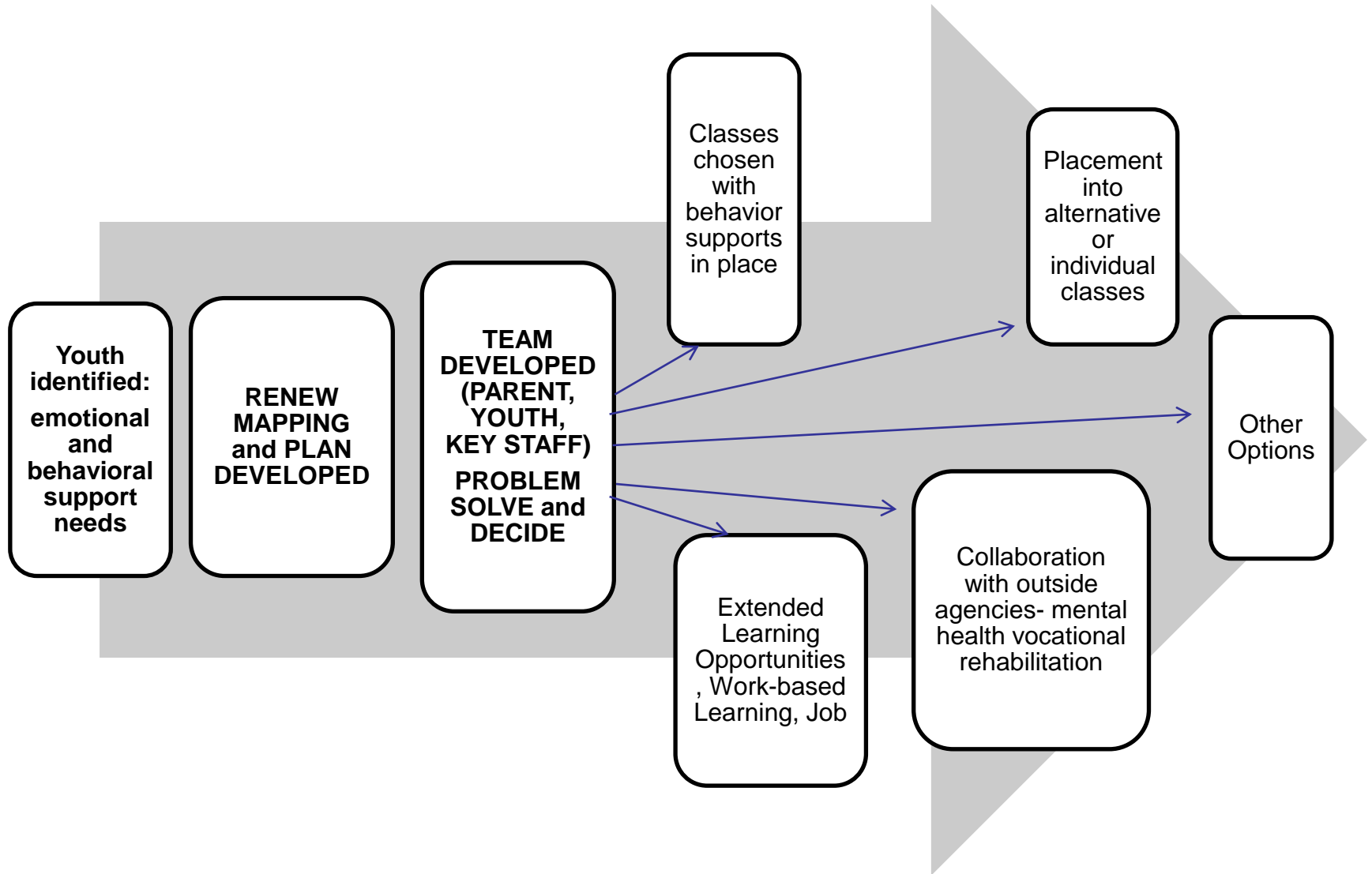
Tertiary Planning Teams in PBIS High Schools...

- Responsible for:
 - Identifying the students most in need of tertiary level supports
 - Developing school's capacity to provide tertiary level supports and supporting staff with professional development
 - Choosing and developing evidence-based interventions (contextual fit)
 - Assessing the effectiveness of tertiary level interventions
 - Ensuring the students have voice, choice and support (using the RENEW process)

RENEW Conceptual Framework



RENEW Planning and Implementation Process



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

RENEW Principles

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



RENEW Goals

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



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

Personal Futures Planning Models

- Personal Futures Planning (Beth Mount)
- MAPS [McGill Action Planning (Vandercook, York & Forrest)]
- 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)]

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

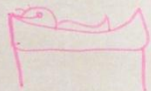


DREAMS

Firefighter

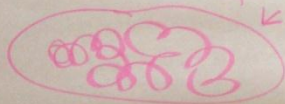


Married
w/ children



Travel to Spain

Food



Really Big
Truck



Military

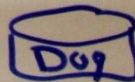


Medal

Live in N.E.
Big House



Dog
Rotweiler



Success for

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)
- Pro-social skills in context- the importance of building and sustaining positive relationships
- 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
- For students with IEPs:
 - Is a transition planning process that meets compliance with Indicator 13 standards

Dianna and Josh

RENEW

Memorial High School

Diana Liz

Special Education Guidance Counselor

Background

- Special Education Teacher/Case Manager
- Guidance Counselor
 - Elementary
 - Middle
 - High School
 - Passion for working with students who are at-risk

Manchester New Hampshire



Demographics of Manchester

- Manchester largest city in New Hampshire
- Population 110,000
- 11% Foreign born
- 19% English as a Second Language
- 13% Below Poverty
- Per Capita Income \$27,000 Annual
- 50% Home Ownership Rate

Manchester Memorial High School



Demographics

- Memorial 1 of four high schools
- Does not receive Title I support
- 180 Staff
- 2000 Students Grades 9-12
- 600 (30%) students receive free and reduced lunch
- 320 (16%) special education students

Characteristics of At-Risk Population In Manchester

Location Location Location!!!

Where are my students?!!!

Avoidance

Administration, Guidance, Nurse

Bathroom, Hallways, 3 hour Lunch, Parking Lot

Home, Streets, Mall

Executive Function

- Processing Difficulty
 - Problem Solving
 - Advocacy Skills
 - Understanding of Systems
- Impulsivity and Emotionality
 - Fight or Flight Responses
 - Conception of Cause and Effect
 - Social Skills

Typical Profiles of Students Who Need RENEW

- Years of Failure
- Low Self-Esteem
- Poor Academic Skills
- Hopelessness

**University of New Hampshire
Institute on Disability**

**APEX Education Consultant
Spring 2010**

RENEW

Consultant

- Worked First Year With 18 Students
- Trained Staff on RENEW

RENEW Oversight Committee

(Tertiary Planning Team)

- Established October 2011
- Comprised of
 - Administration
 - Guidance
 - Regular Educator
 - Special Educator
 - Resource Officer
 - Social Workers
 - Memorial Alumni
 - Bi-Lingual Home Liaison

RENEW Oversight Team Priorities

- Identify Students
 - Special education students
 - Repeat Freshmen
 - High Suspension Rates
- Use Data
 - Attendance
 - Grades
 - Behavior
- Build Protocols
 - Identification
 - Intervention
 - Progress Monitoring

Proactive Approach “Clearing the Trail”

- Set up for success
- Deliberately matching resources with need
- Predicting and preparing for stumbling blocks
- Re-engage students
 - Students discovers where they are
 - Students identify where they want to go
 - Students lays out their maps
- Stay on their trail

Individualized RENEW

Student Team

- Knowledge of Dreams and Goals
- Connecting Resources to Match Goals
- Schedule Changes for meeting goals
- Understanding of student's unique obstacles to achieving goals
- Communication with team members
- Data & Progress Monitoring

Rollercoaster Ride

(Clip on your RENEW seatbelt)

- The ups – Students happens.
 - Get it and are
 - involved
 - succeeding,
 - happy
- The downs –Life Happens
 - lose sight of goals
 - Forget strategies and resources
- Refer back to maps – get back on track

Lessons learned from RENEW

- Progress is different for each student
- Progress is different with each teacher
- Success is determined by the student
- Patience

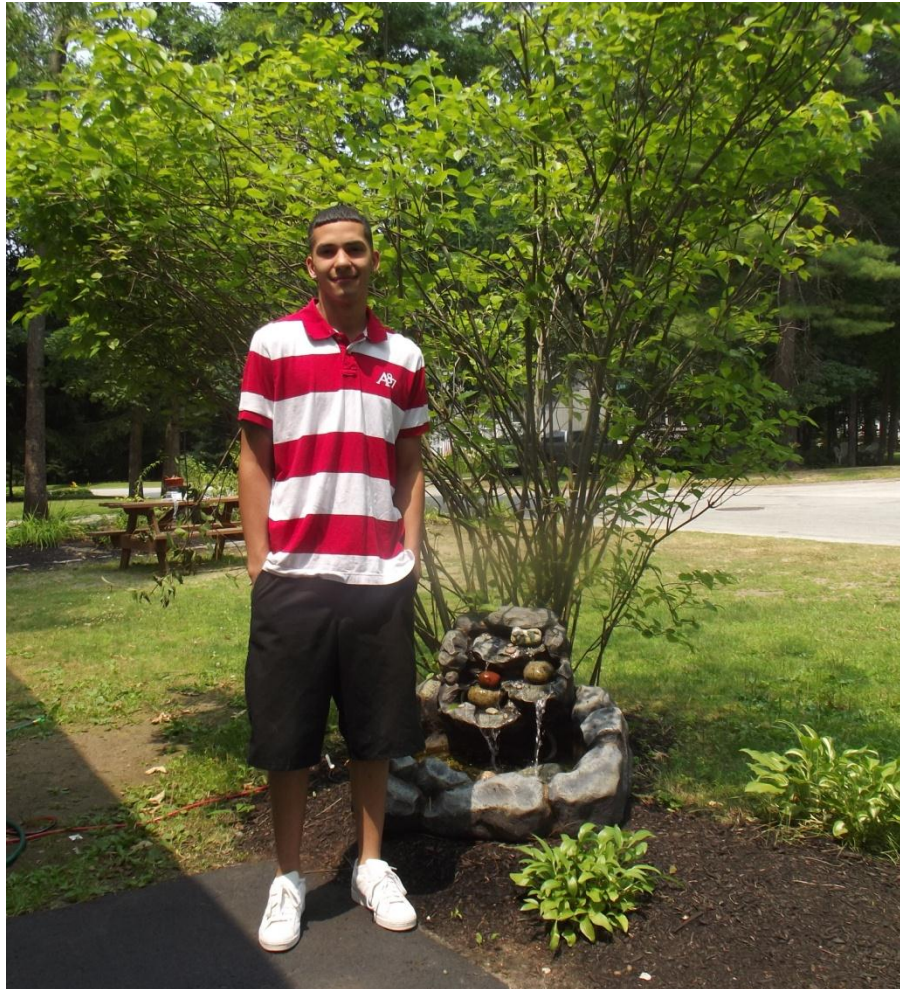
Recommendations

- Understand that its progress overtime
- You should never give up
- Recognize small accomplishments
- It takes a team
- It takes collaboration
- Emotional investment with the family and the student

Success

- Original 18 Students Involved
 - 6 Moved out of district
 - 6 Are on track to graduate
 - 2 Are Making progress on their goals
 - 1 Dropped out
 - 3 Graduated

Here is One Story



Achieving Your Dreams

Presented by Joshua Quiles

Josh Quiles

- September 2010



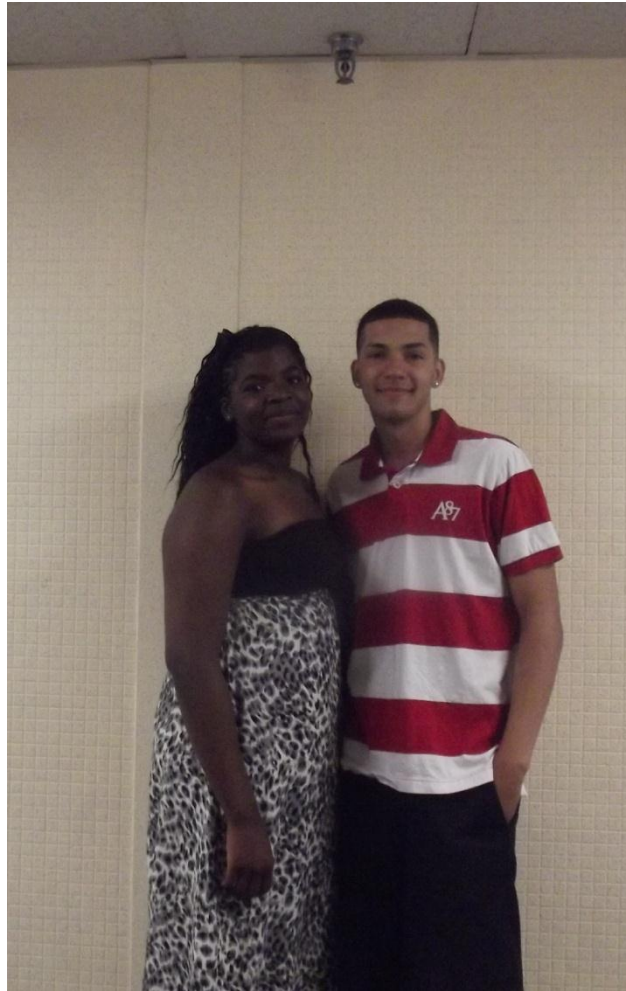
History of RENEW at Memorial

- UNH Institute on Disability began working with a new group of students at Memorial in September 2010
- We were not passing classes and getting suspended all the time
- Mrs. Tracey started working with us to develop future plans in September
- She would meet with us during our study period

We Built Our Futures Plan

- There are 8 steps or maps to developing a plan
- We put it on large white paper
- We used markers so we could draw a visual
- We could draw or have Mrs. Tracey draw
 - But she is not that great at drawing

Mapping with RENEW



First Step

We wrote and drew our history on paper

- Our School History
- Our Personal History

History

NY School Kindergarten
A B A B

Josh School History 9/10

Beech St

DC	30	bq	1st	DF
BC	30	bq	2nd	DF
CC	30	bq	3rd	DF
CC	30	bq	4th	DF

3 lot off fights

South Side

bq	6	C C B C
bq	7	B C D O
bq	8	F F F F F F F F

Pass me with a 0.00

Memorial

9	9	FFFF	bbbb
9	9	FFFF	bbb
10	10	BAADAD	***

Jumping
Gym
2
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Popcorn
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Second Step

Who Am I today?

- We wrote down all the different hats we wear

Who Am I

Who Am I

- Big Daddy
- Skipper
- Friend
- Boy friend
- Student
- Singer in church
- Church goer
- Texter
- Grandson
- Businessman
- Cousin
- Brother
- Basketball player
- Baseball player
- Hard worker
- Short temper
- Lots of energy
- Player
- Charmer
- Sweet
- Survivor
- Fresh

Third Step

We list our

- Strengths: what we are good at
- Accomplishments: what we have succeeded at

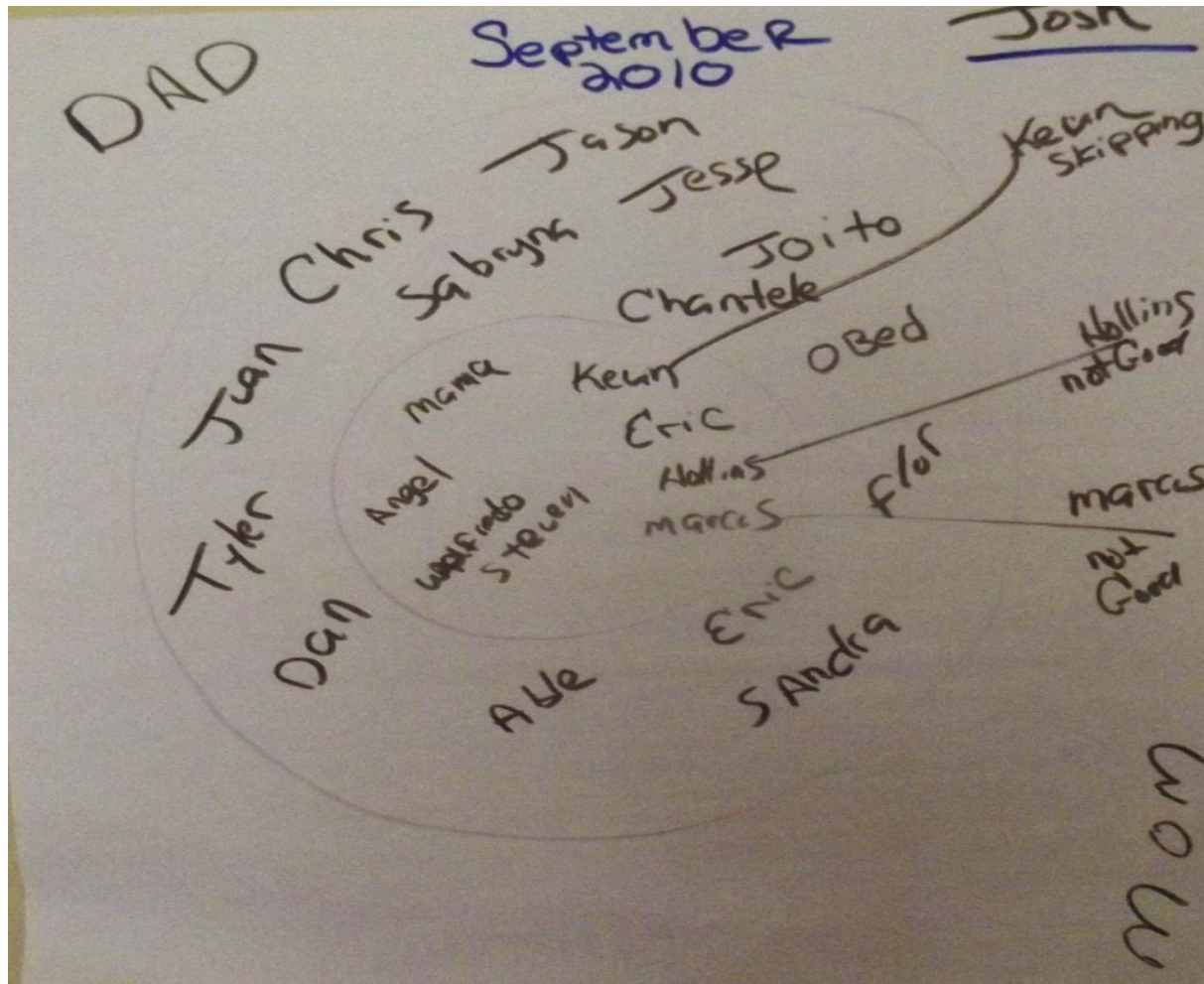
Strengths and Accomplishments

<u>Strengths</u>	<u>Accomplishments</u> 9/10
<ul style="list-style-type: none">• Good natured• lots of connections• People person• good at getting what you want• Street smart• Athletic• Visual• cutting hair• Good dresser•	<ul style="list-style-type: none">• Best skipper• Girlfriends• stayed out of JAIL• NO Criminal Record

Fourth Step

- The People and Resources in My Life
 - Who has our back
 - Who are our everyday people
 - Who gets in our way

People and Resources in My Life



Fifth Step

What Works

- Lets keep doing it

What Doesn't

- Lets figure out why we are still doing it

What Works and What Doesn't

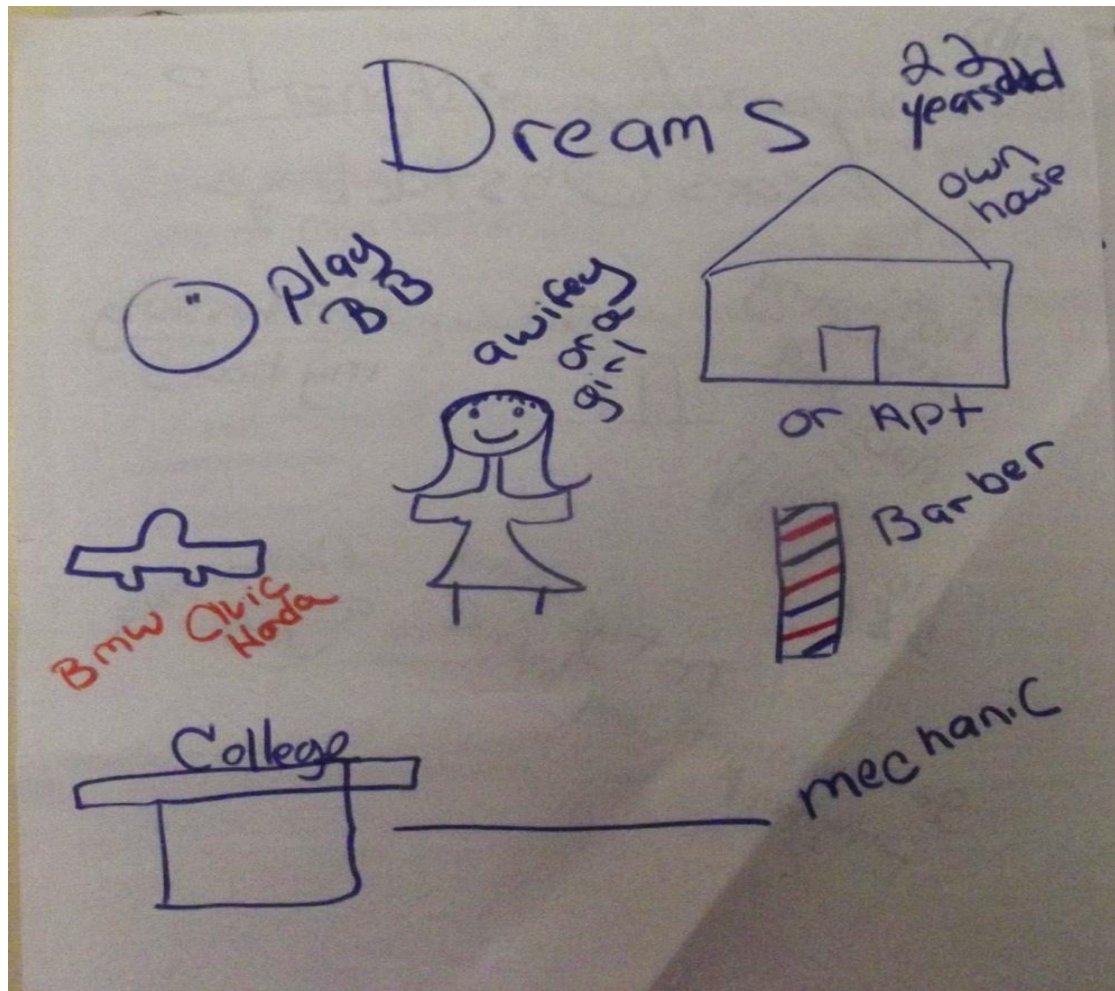
What Works	What Doesn't ^{9/10}
Skipping- Avoid work Avoid stress	people gettin on my case
Sleeping	Failing
Chillin in Bathroom with my friends	going to the principals
Girls	School
Friends/Boys	my grandmother
Basketball with my friends	disappointed in me
Getting suspended	player-
Weekends	
Vacations	
math Mr. Lungo	

Sixth Step

Our Dreams

- What do we want our lives to look like

My Dreams

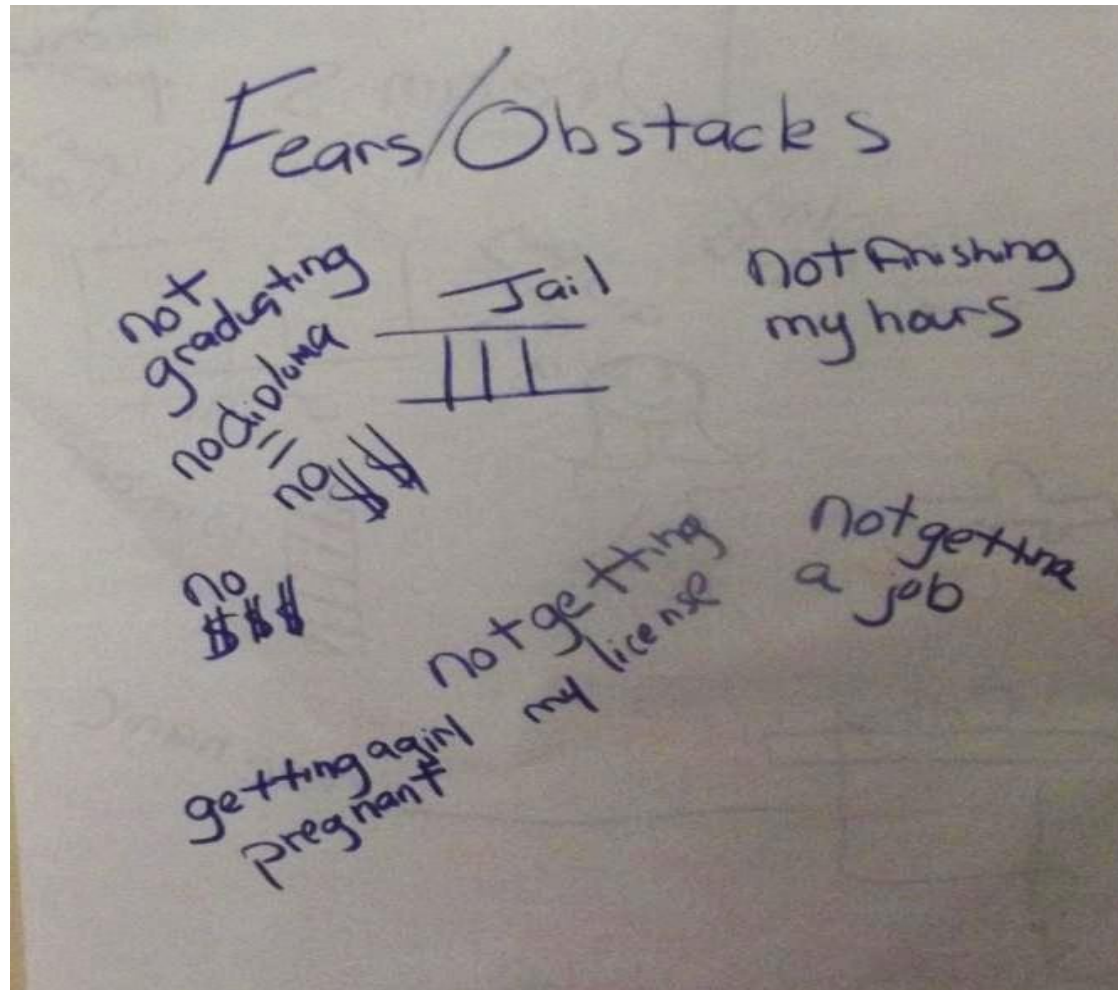


Seventh Step

Our Fears or Obstacles

- What is going to get in the way of us accomplishing our dreams
- What do we fear might stop us from accomplishing our dreams

My Fears and Obstacles



Eighth Step

Our Goals

- What do we want to accomplish by the end of the year
- Break them down into small steps

Breaking Down the Goals

- We write down what we want to accomplish by the end of the school year
- We take each goal and break it down into steps
- We find who can help us with the steps of the goals

Trying Out For Basketball

- Finally got on the honor roll and could try out
- Needed a physical
 - Needed a ride to the physical
 - Needed money for the physical
- Needed to find paperwork to sign up
 - Needed to “find” the athletic director
 - Needed to translate and help my grandmother fill out paperwork
- Needed a ride to the practices

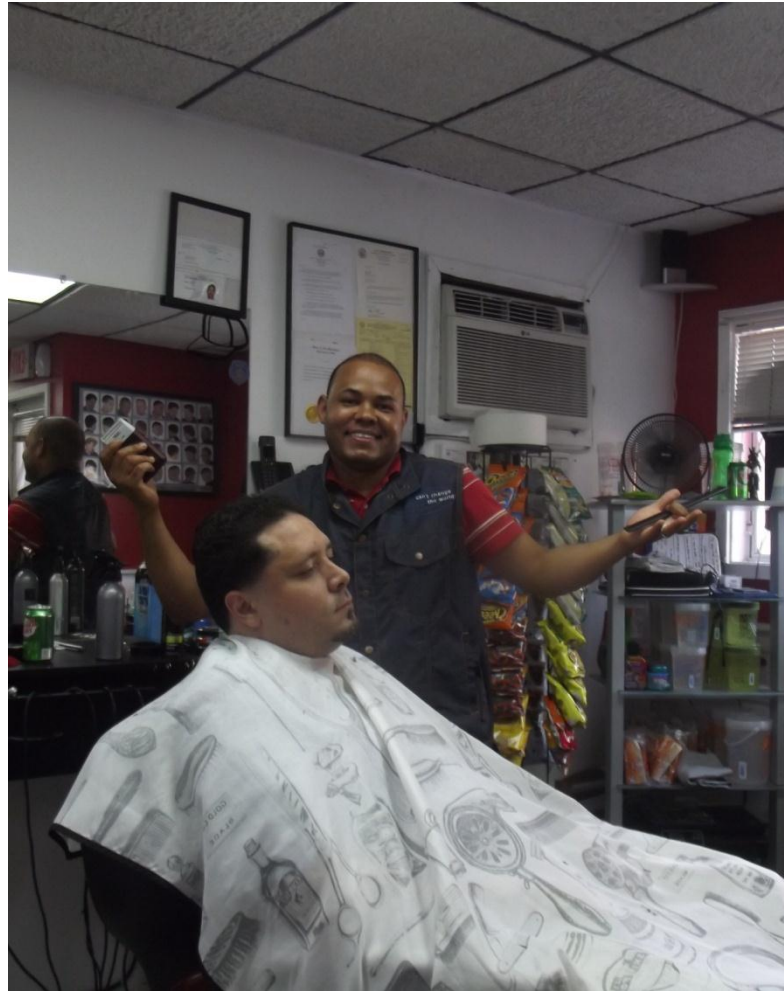
Non Drivers Identification

- Needed birth certificate
 - Mother had in NYC
 - Dad wrote wrong date so suspected fraud
- Needed proof of residency
 - My Grandmother was never legal guardian
 - DMV would not take school documents notarized

Everything Was Hard Work



I Needed to Learn How to Ask For Help!



Where I Was and Where I Am

Before RENEW

- Repeating Freshmen
- I had 5 credits
- Skipped all the time
- Got suspended a lot
- Got a lot detentions
- No work experience
- Ineligible for sports
- Didn't care about school

After RENEW

- Graduated
- Paying Job
- Go to almost all my classes
- Few detentions
- 2 suspensions
- Eligible for sports
- Got all of my credits
- Work experience

Some accomplishments

- Honor roll
- Able to try out for basketball
- GSIL and Pass the Program
- Gave a speech
- Met the Mayor
- Got a job
- Learned how to cut hair
- Stayed in the barber shop
- Presented to students at Memorial
- Graduated and applying to college

Granite State Independent Living Earn and Learn Program

- Resume
- Understanding a check
- Started to work at the barber shop
- Paid for studying and working
- How to be a good employee

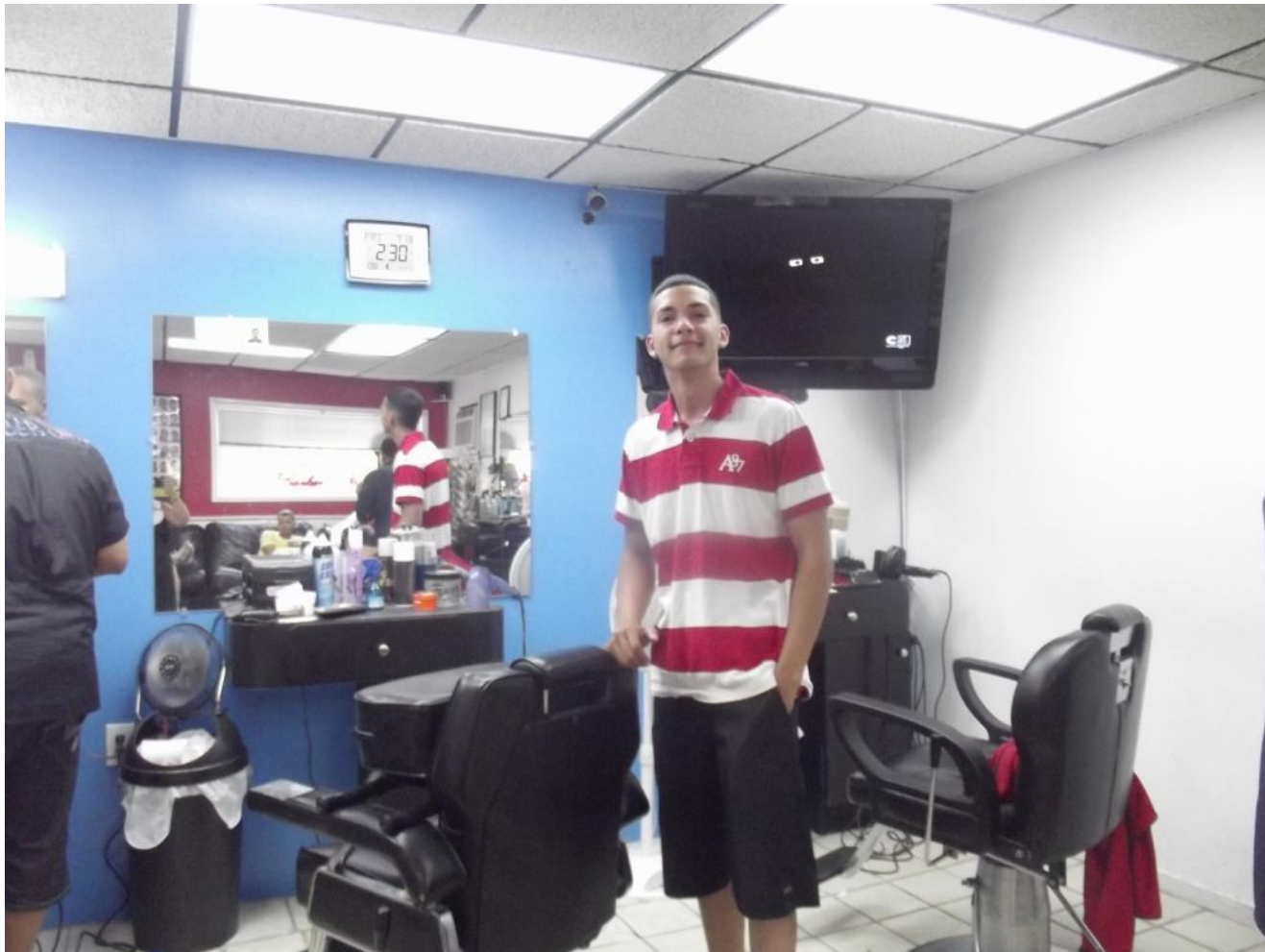
Graduated from Earn and Learn



Gave My First Speech



Apprenticeship My Own Mirror and Chair!



Next Steps

- Graduate
- Make money being barber
- Go to NHTI in the Fall
 - Business Management
 - Electronic Engineering

College This September!



Thank you

- Mr. Bailey
- Ms. Tracey
- Ms. Liz
- Ms Bourque
- Ms. Dakoulas
- Grandma
- Mr. Perich
- Ms Corey
- Ms. Hammond
- And All of My Teachers