RENEW

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Objectives

- **Why** we need RENEW

- **Where** RENEW fits into the **triangle**

- **What** RENEW is

  ○ what does it look like, feel like, etc.

- **How** do we do RENEW?

- What is the **end result**?

- Experiential Learning- **experience MAPPING**

Quick Check

○ What has your experience been with PBIS interventions?

○ Where are you at the PBIS Process?

○ What do you know about RENEW?

○ What would you like to learn?

What does UNCONDITIONAL mean?

With your table partners, share your thoughts and write them on the paper provided. We will post them on the wall to share out.

VIDEO

Reflection:

- How were the students in the video impacted by the key components of the RENEW Process?
  - Unconditional care
  - Self-determination

RENEW

Rehabilitation for

Empowerment,

Natural Supports,

Education, and

Work

J. Malloy and colleagues at UNH

RENEW

RENEW is a **process** for developing

STUDENT-centered **teams** and **plans** that are

strength and **needs** based, to support students with

complex needs.

RENEW is a youth directed planning and support process designed to meet the needs of young people with emotional and behavioral disorders transitioning from school to adult life.

Who is RENEW for?

- Youth with multiple needs across home, school, community

- Youth at-risk for change of placement (youth not responding to current systems/practices)

- Youth who are not effectively engaged in **school, futures planning, community, etc.**

- Youth who have adults in their lives who are not effectively engaged in comprehensive planning (i.e. adults not getting along very well)

WHY DO WE NEED RENEW?

Setting the Context for RENEW

Within High Schools

Least Restrictive Environment Data Trends at the High School Level

○ Significantly **higher use of restrictive placements** of students with disabilities in most restrictive settings

  ○ **Over 20% in some high schools**

○ **Drop out rates** exacerbate the issue

○ Students with **any behavioral/emotional component to their disability are more likely to be outplaced and/or drop out**

○ ….and lots more are NOT identified with a disability

Some "Big Picture" Challenges

○ We tend to meet **high levels of need** with **low intensity, low fidelity interventions for** behavior/emotional needs

○ **Habitual use of restrictive settings** (and poor outcomes) for youth with disabilities

○ High rate of **undiagnosed mental health problems** (stigma, lack of knowledge, etc)

○ **Changing the routines of ineffective practices** (systems) that are "familiar" to systems

We Know the **Practices** that Work…

- **Proactive, strength-based**; "set youth up" to experience success

- **High rates of consistent, supported instruction**; teach/practice/reinforce

- **Predictable and consistent environments**

- Know unique "why?" **(function) for each student's problem behavior**

- 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

We Know the **System Features Needed** to Support the **Effective Practices…..**

- A **<u>Team</u>** unique to each individual child & family
  - Blend the family/natural supports with the school representatives who know the child best

- A defined **<u>Meeting</u>** Process
  - Meet frequently and use data
  - Develop, implement, review range of interventions

- **<u>Facilitator</u>** Role
  - Bringing team together
  - Blending perspectives; guiding consensus
  - Systematic use of data (strengths and needs)

Now that we know we need it...

WHERE DOES RENEW FIT
into a multiple tiered system of support?

Setting the Context for RENEW

Within the PBIS Framework

School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions   1-5%
•Individual students
•Assessment-based
•High intensity

Tier 2/Secondary Interventions   5-15%
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
• Some individualizing

Tier 1/Universal Interventions   80-90%
•All students
•Preventive, proactive

Behavioral Systems

1-5%   **Tier 3/Tertiary Interventions**
                        •Individual students
                        •Assessment-based
                        •Intense, durable procedures
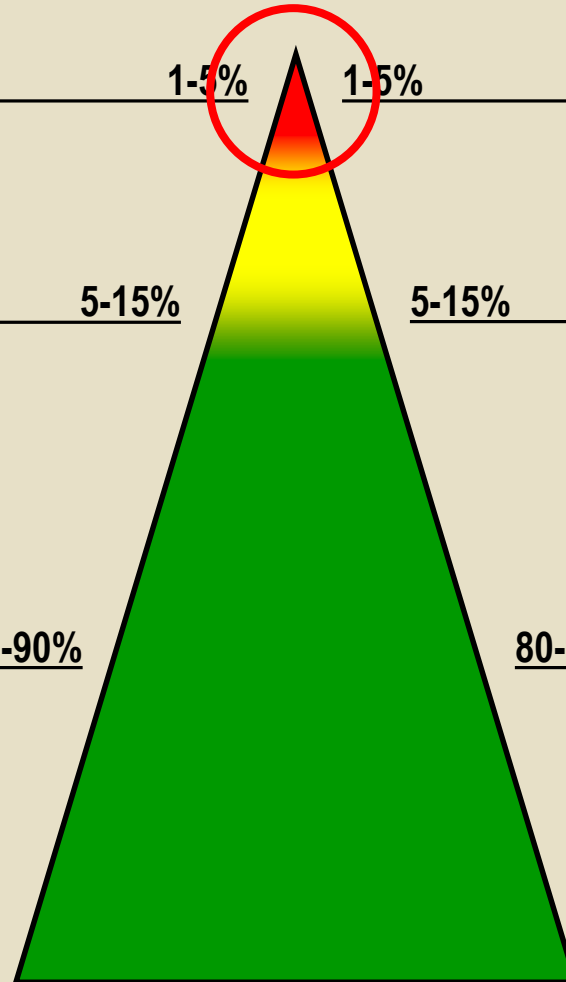
5-15%   **Tier 2/Secondary Interventions**
                        •Some students (at-risk)
                        •High efficiency
                        •Rapid response
                        •Small group interventions
                        •Some individualizing

80-90%   **Tier 1/Universal Interventions**
                        •All settings, all students
                        •Preventive, proactive

A Response to Intervention (RtI) Model

Tier 1/Universal

School-Wide Assessment
School-Wide Prevention Systems

Tier 2/ Secondary

Tier 3/ Tertiary

Assessment

Intervention

ODRs, credits Attendance, Tardies, Grades, DIBELS, etc.

Daily Progress Report (DPR)

(Behavior and Academic Goals)

Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.

SIMEO Tools: HSC-T, RD-T, EI-T

Check-in/ Check-out (CICO)

Social/Academic Instructional Groups (SAIG)

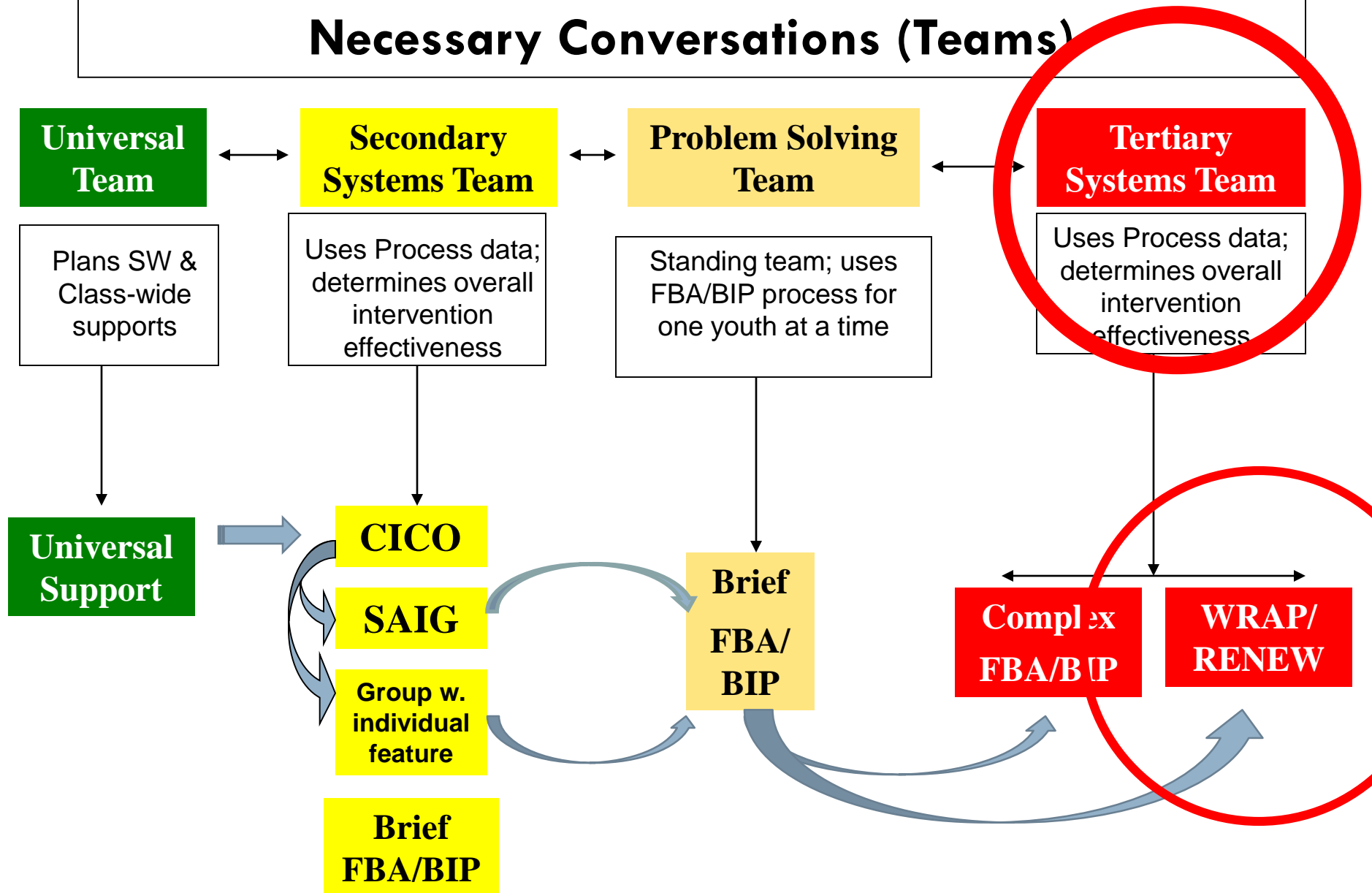Group Intervention with Individualized Feature (e.g. Mentoring)

Brief Functional Behavior Assessment/ Behavior Intervention Planning (FBA/BIP)

Complex or Multiple domain FBA/BIP

Wraparound / RENEW

3-Tiered System of Support

Necessary Conversations (Teams)

Universal Team	**Secondary Systems Team**	**Problem Solving Team**	**Tertiary Systems Team**
Plans SW & Class-wide supports	Uses Process data; determines overall intervention effectiveness	Standing team; uses FBA/BIP process for one youth at a time	Uses Process data; determines overall intervention effectiveness

Universal Support

CICO

SAIG

Group w. individual feature

Brief FBA/BIP

Brief FBA/ BIP

Complex FBA/BIP

WRAP/ RENEW

Individualized Teams at the Tertiary Level

- Are **unique** to the individual student
  - Blend the student's natural supports with the school representatives who know the student best
    - Team members will be different for each student
    - May have "fluid" members in addition to the core team
    - Consider Special Ed. case managers

- Meeting Process (different)
  - Meet **frequently**
  - **Regularly develop & review** interventions
    - Use data to guide the process

- **Facilitator** Role
  - Role of blending perspectives
  - Helping give voice to the student/family
  - Role of bringing team together (helping student to do so)

Individualized, Comprehensive **Teams/Plans**

What Do Tertiary Plans include?
Supports and interventions across **multiple life domains** and settings

- Use the resources at Tier 1 and Tier 2
- (i.e. behavior support plans, academic interventions, basic living supports, multi-agency strategies, family supports, community supports, etc.)

What's Different?
Natural supports and unique **strengths** are emphasized in team and plan development. Youth/family access, **voice, ownership** are critical features. Plans include supports for adults/family, as well as youth. Designed to **improve the quality of life** as defined by the **student**/family.

Quick Reflection

○ Think of a student who you believe needs Tier 3 support.

▪ How is he/she currently accessing Tiers 1 and 2?

▪ How can adding Tier 3 components improve effectiveness of lower level interventions?

Now that we know where it fits in the triangle...

WHERE DOES RENEW
(person centered planning)
come from?

Setting the Context for RENEW

Person-Centered Planning characteristics

- **Process oriented** approach
- Puts people in charge of **defining the direction for their lives**
  - Discovers and **acts on** what is important to a person
- Involves the **development of a "toolbox"** of strategies and resources that enable people to choose their own **pathways to success**
- Facilitators simply **help** to figure out **where they want to go** and **how best to get there**
- A **life planning** model
- Designed to **increase personal self-determination** and **improve independence**

Person (Family) Centered Planning

- **Individualized approach** to planning for persons/families in need of services and supports

  - **Wraparound –** focus on student and family needs across multiple life domains
  - **RENEW –** focus on student completing HS, with support from family and team

Person Centered Planning
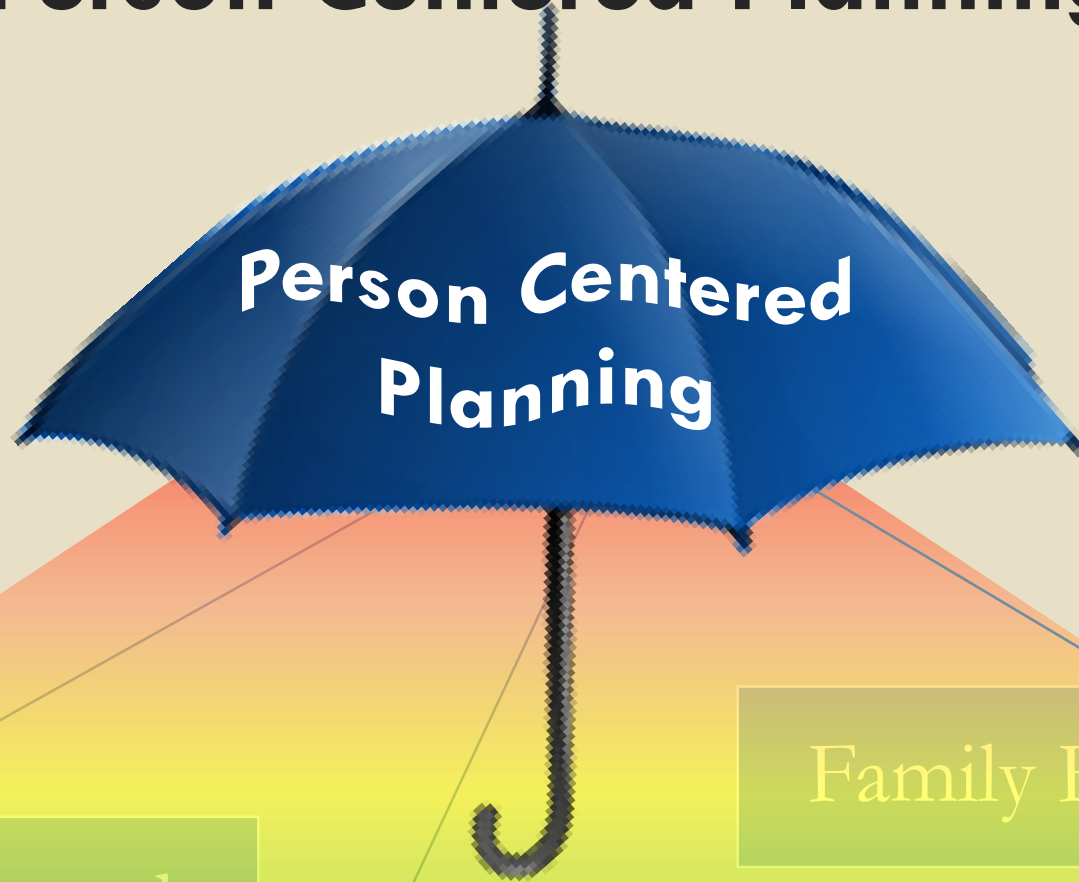
Person Centered Planning

Family Focus

Wraparound

RENEW

Futures Planning Goals

◦ Create a meaningful, personalized, individualized plan

◦ Identify supports at home, school, and in the community

◦ Assist the youth to build **self determination** skills

DO WITH (not do FOR)

What is Self-Determination?

- Knowing & **believing in yourself**

- Knowing **what you want** your future to be like and **how to make plans** to achieve this future.

- **Knowing the supports that you need** to take control of your life.

More than one skill to teach!

How do we teach Self-Determination?

DATA

High School data supports the NEED.

RENEW

- **Self-Determination Skills TAUGHT THROUGH:**
- **Person-centered Planning**

Self Determination

- Futures PLAN & planning skills

Positive Outcomes
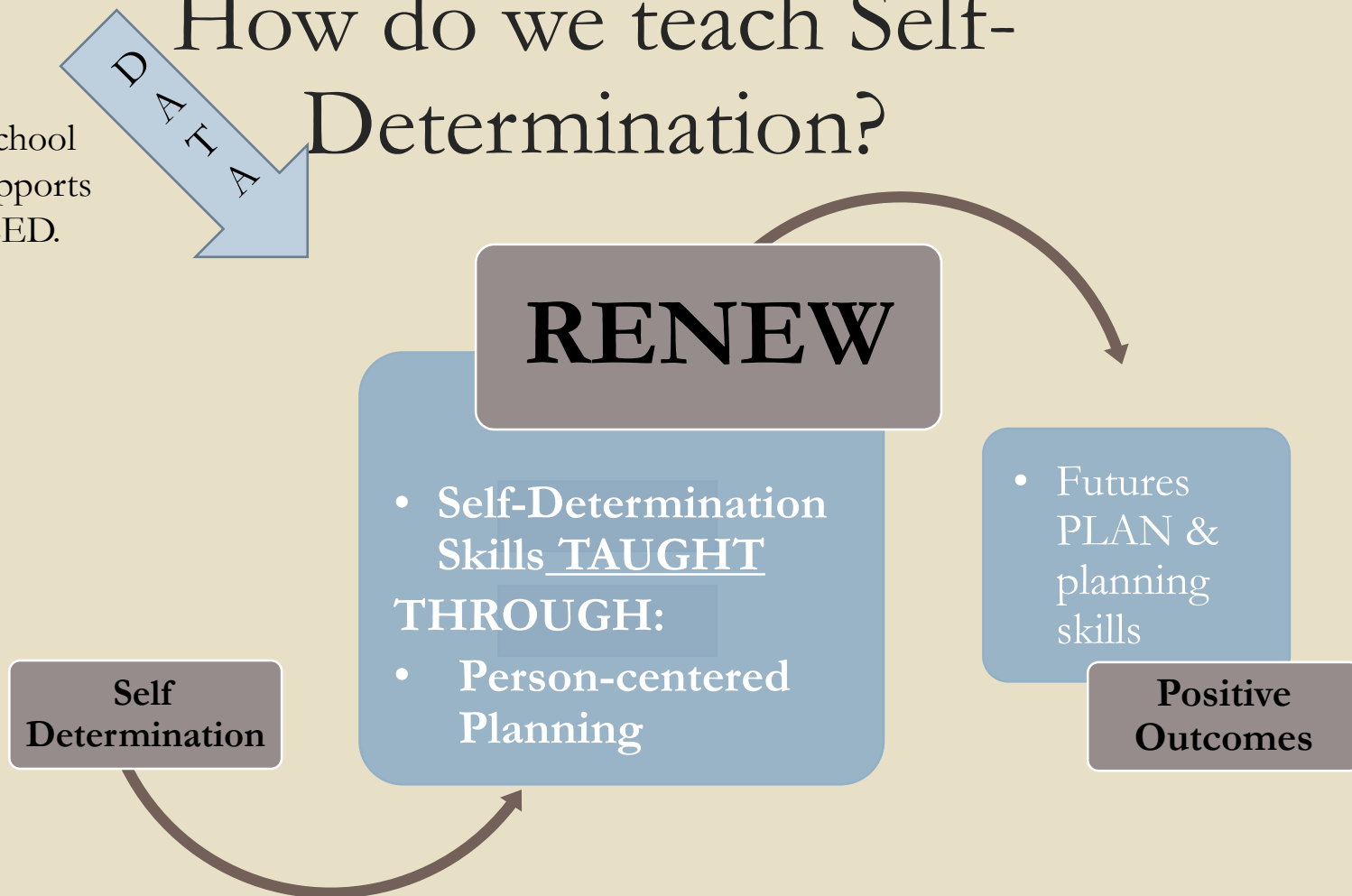
What is your first response, thought, or reaction to what you have heard about **RENEW** so far?

RENEW

- Defined by **10 principles**

- Has **4** specific **goals**

- Is completed with a specific set of **strategies**

- Implemented in **4 phases**

- Uses **DATA** to identify the youth

- Builds **self-determination**

- The RENEW process is a key component on the <u>continuum</u> of a school-wide system of PBIS
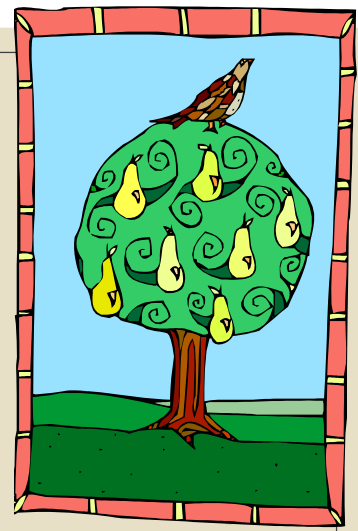
10 Principles of **RENEW**

1. Student Voice and Choice
2. Team-Based
3. Natural Supports
4. Collaboration
5. Community-Based

6. Culturally-Competent
7. Individualized
8. Strengths-Based
9. Unconditional Care
10. Outcome-Based

◦ NWI standardized the 10 principles in 2004
  2008—Revised persistent to unconditional

Summary of 10 principles

Voice and Choice

Team Based

Natural Supports
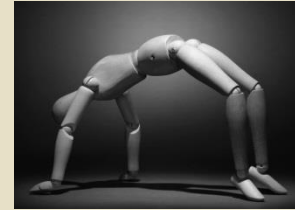
Flexible Resources

Culturally Competent

Community based/ Inclusion

Individualized

Strengths based

Unconditional Care

Outcomes based

Goals of **RENEW**

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

Strategies used to support meeting the goals of RENEW

1. Personal Futures Planning- (mapping)
2. Individualized Student Teams
3. Braided Resources- (home, school, community)
4. Flexible Programming- (i.e. discipline system, credits)
5. Individualized Transition Planning
6. Naturally Supported Employment
7. Mentoring
8. Sustainable Community Connections

4 RENEW Phases

Youth referred for Tertiary Level Services and Supports

Phase 1:

1. Engagement
&
2. Team Preparation

Phase 2:

Initial Plan Development

Phase 3:

Implementation and Monitoring of Plan

Phase 4:

Transition
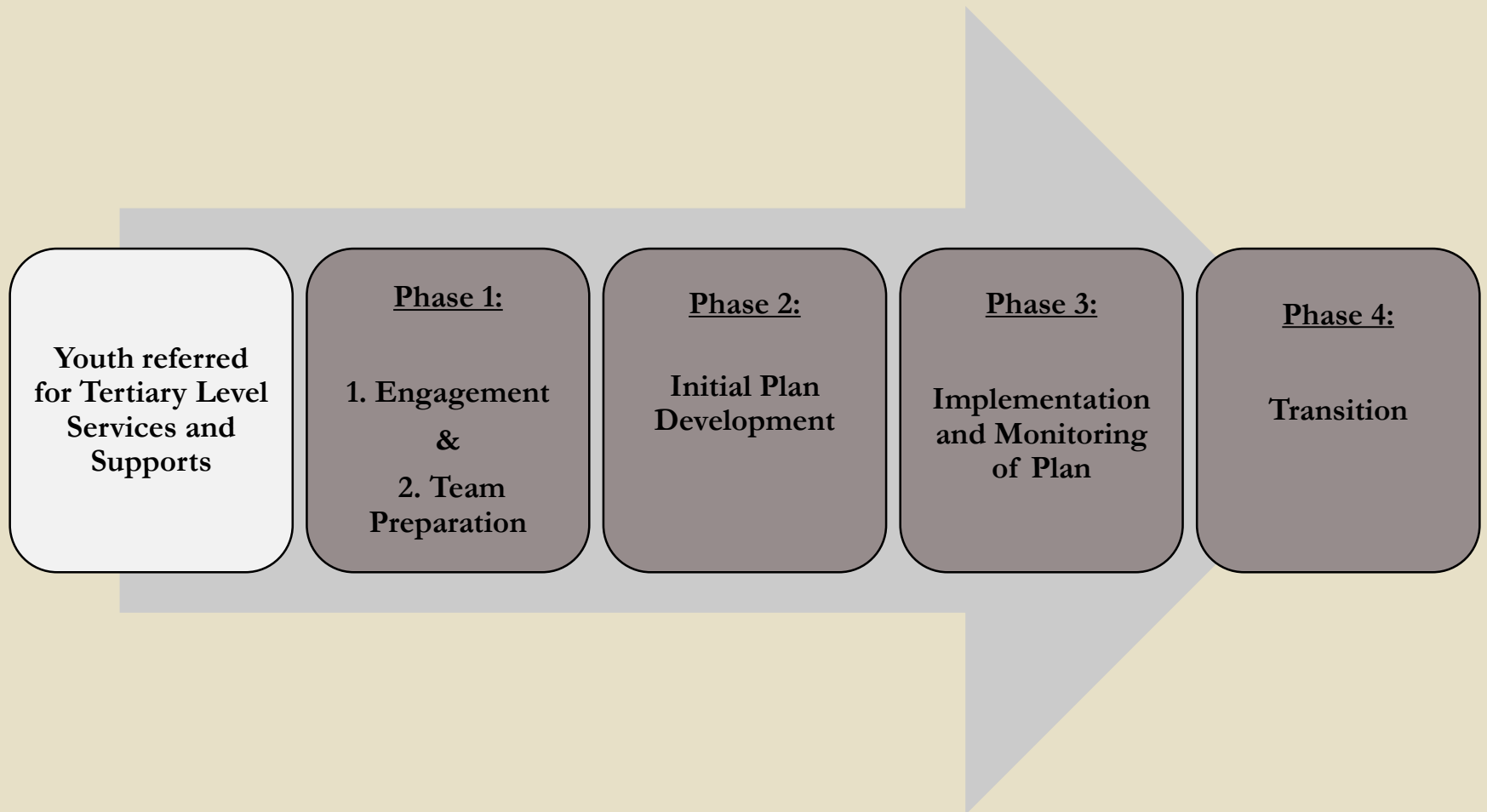
REVIEW- Now we know…

- **Why** we need RENEW

- **Where** RENEW fits into the **triangle**

- Where RENEW **comes from**

- **What** RENEW is

What questions do you have?

The Personal Futures Planning MAPS

- History

- Who You Are Today

- Strengths & Accomplishments

- People and Resources

- What Works and Doesn't Work (Preferences)

- Dreams

- Fears, Concerns, Barriers

- The Goals

- Next Steps

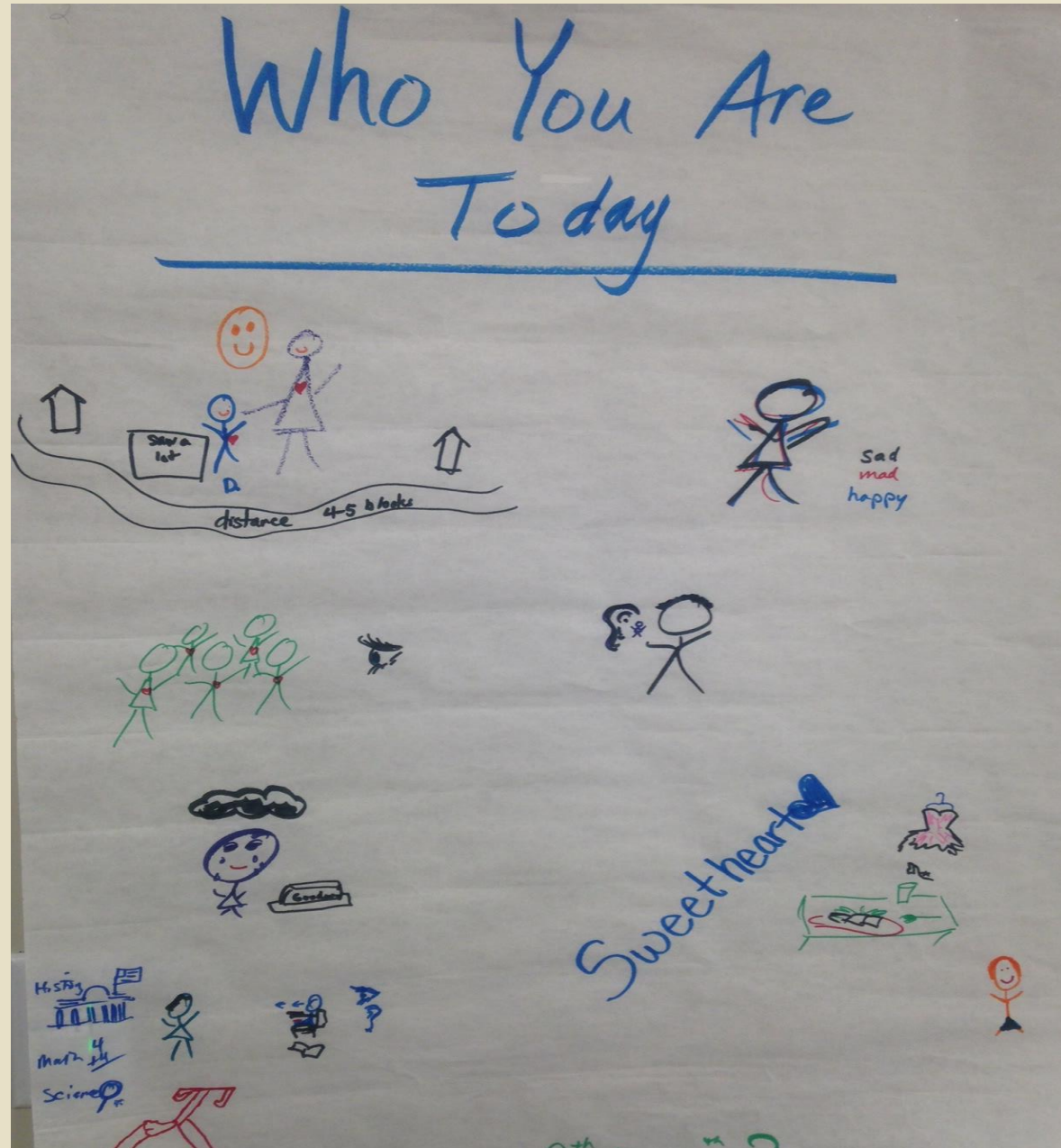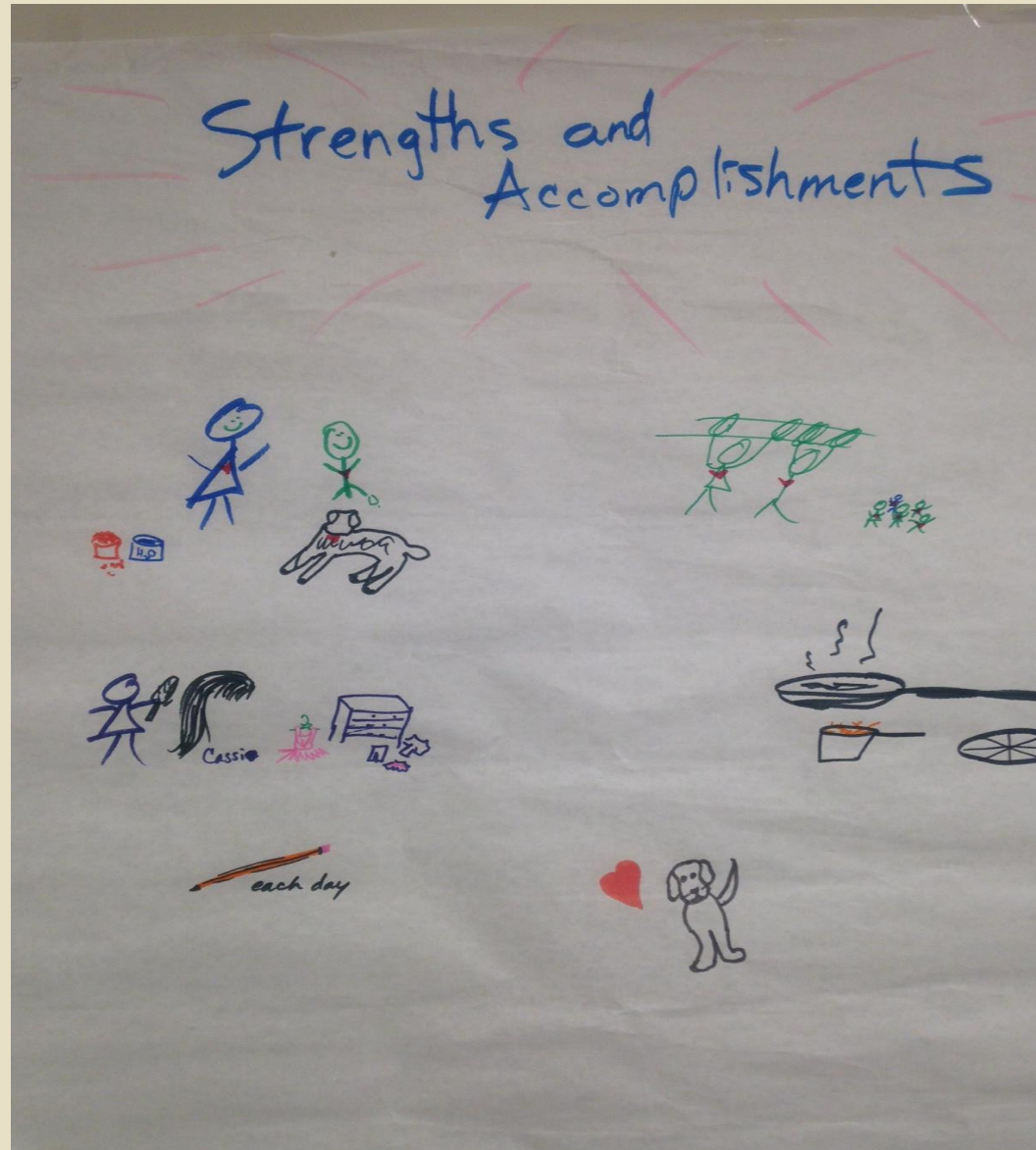- Essential Next Steps and Follow Up (Action Plan)
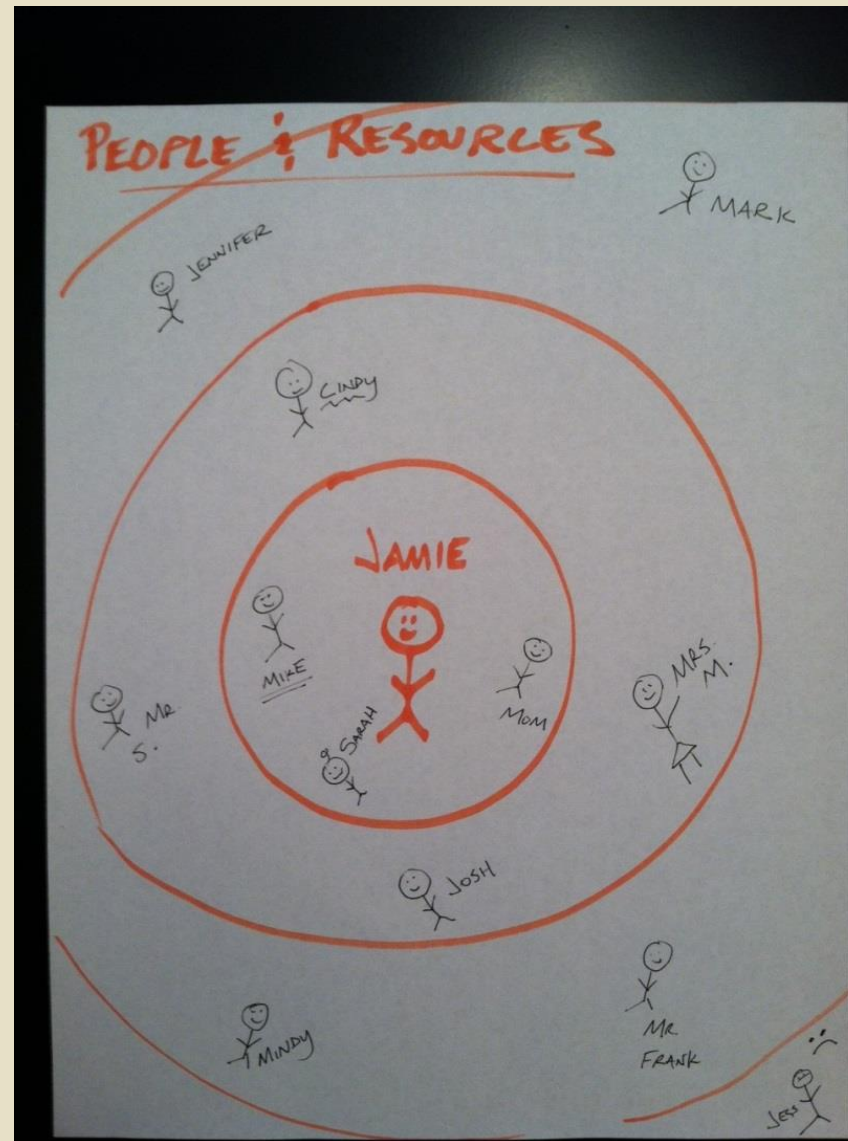
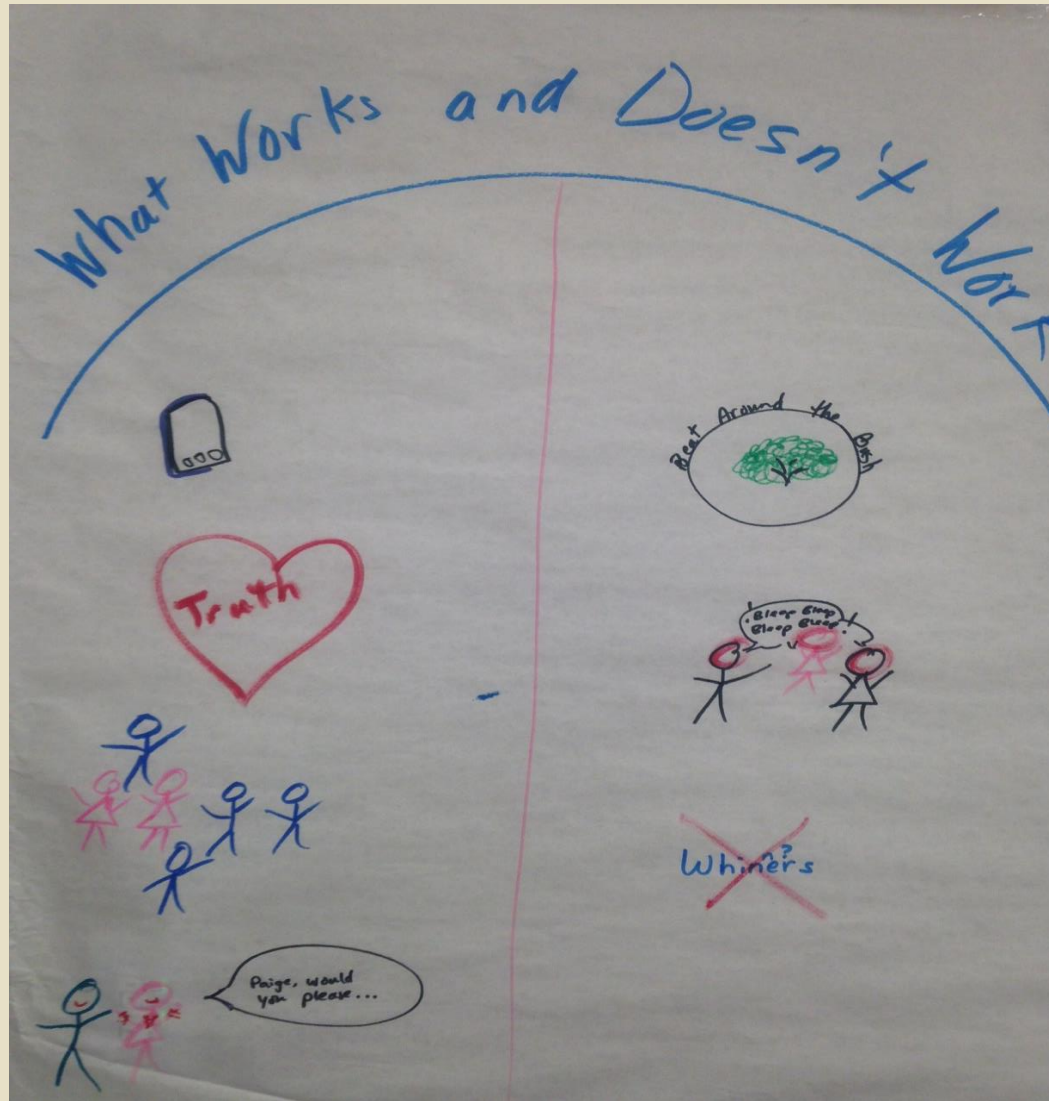# History
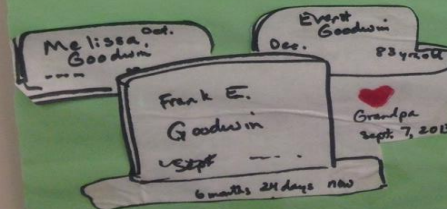
Who I am Today

Strengths and Accomplishments
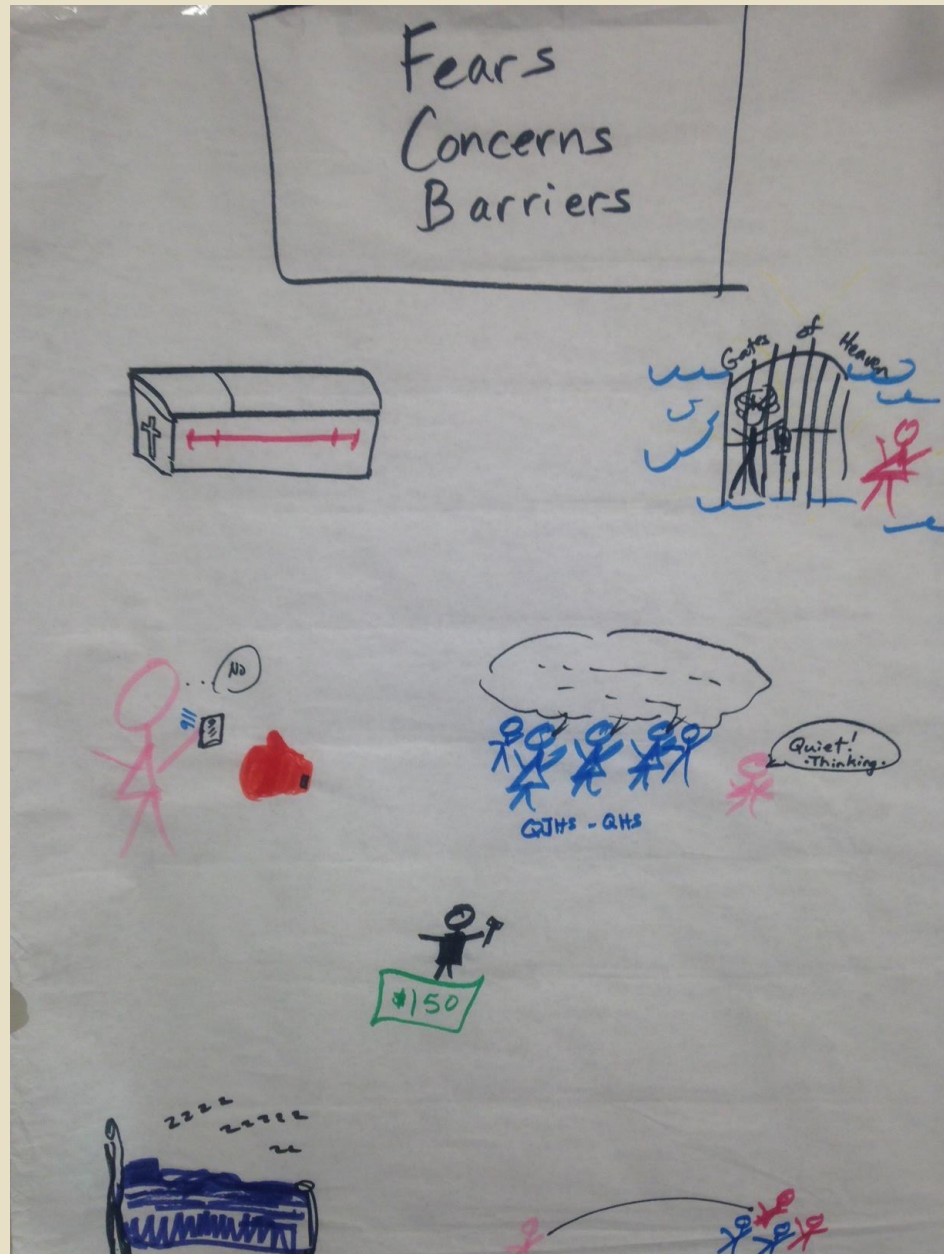
People and Resources
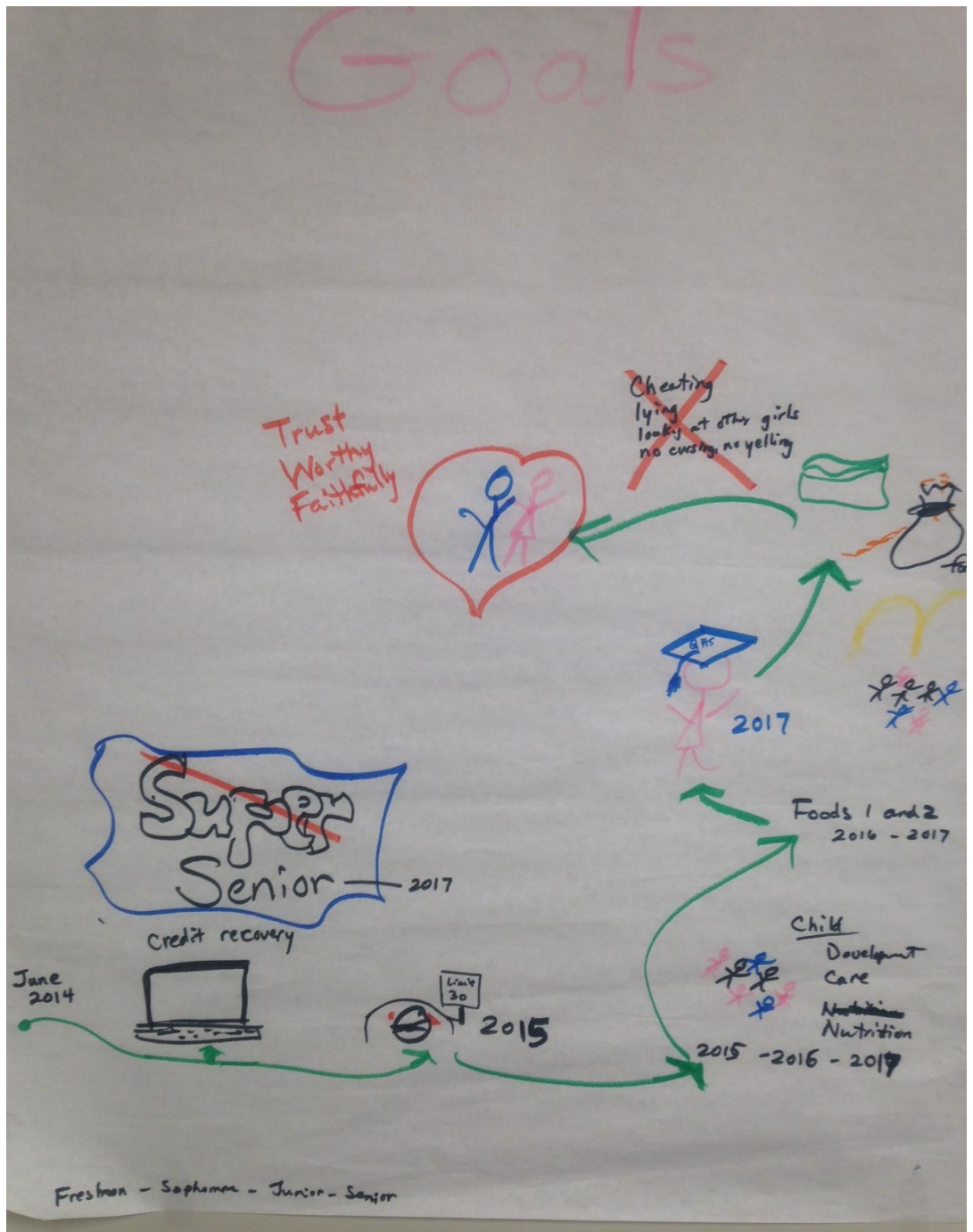
What Works and What Doesn't Work

Dreams

Fears, Barriers, Concerns

Goals

Sometimes goals can change during the process. That's okay. It's all part of the learning process for the youth.

Next Steps

Sample Action Plan- Initial

Huntley High School

Date: 10.18.11
Next Team Meeting: 11.1.11
Long Term Goal: To become a Physical Therapist
Short Term Goal: To gain information about the field and explore options for college

	Next Steps	Person Responsible	Status
1	Attend PT speaker today	Student/ Teacher	Complete
2	Review information covered at meeting and action plan	Student/ Social Worker	Complete
3	Gather information about Physical Therapy – Bureau of Labor Statistics	Student	In progress
4	Set up job shadow	Case Manager	In progress
5	Research PT programs at local community colleges	Student	Complete
6	Enroll in Medical Skills class 2nd semester	Counselor/ Teacher	Complete
7	Discuss need for additional services post-high school (Special Education, social work)	Student/ Social Worker	In progress
8	Set up IEP meeting	Case Manager	Complete

RENEW Goals fit under the umbrella of Transition Planning for Students who have disabilities

- **High School Completion**
  - Currently less than half of all young people with emotional disabilities graduate from high school. (Wagner, Newman, Cameto & Levine, 2005; U.S. Department of Education, 2005)

- **Employment in Typical Jobs for Competitive Wages**
  - Working is extremely significant in the development of competence, self-determination and self-efficacy.

- **Postsecondary Education**
  - Training and education beyond high school is a prerequisite for landing competitive jobs that pay livable wages.

- **Sustainable Community Inclusion**
  - Social isolation and lack of community resources are common challenges for many high risk youth.

Thank you!

- Any questions, concerns or feedback? Please let us know.