

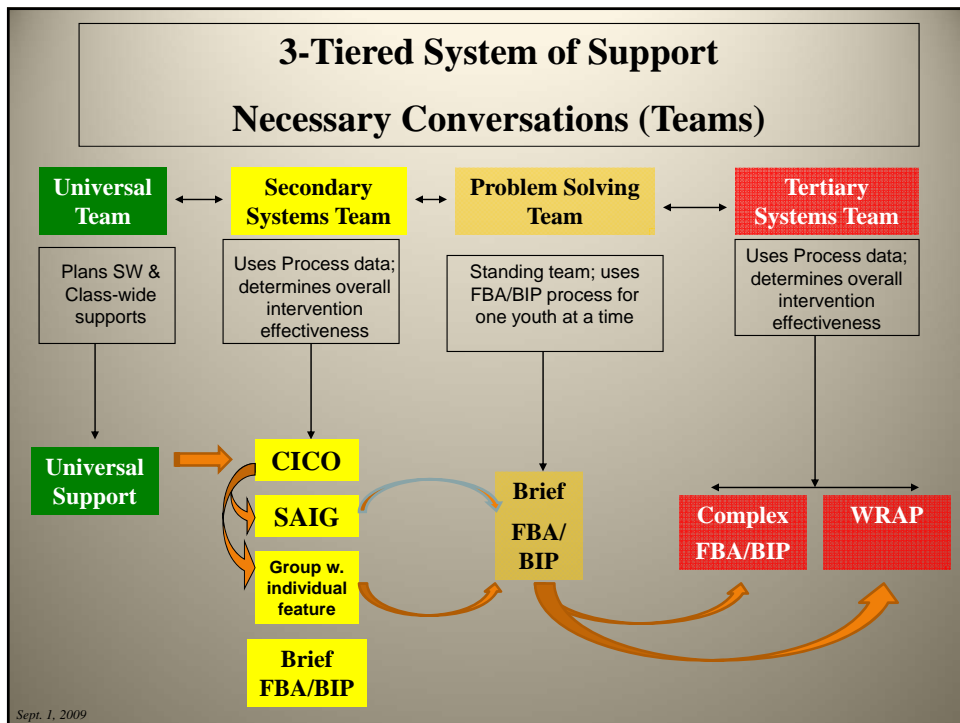
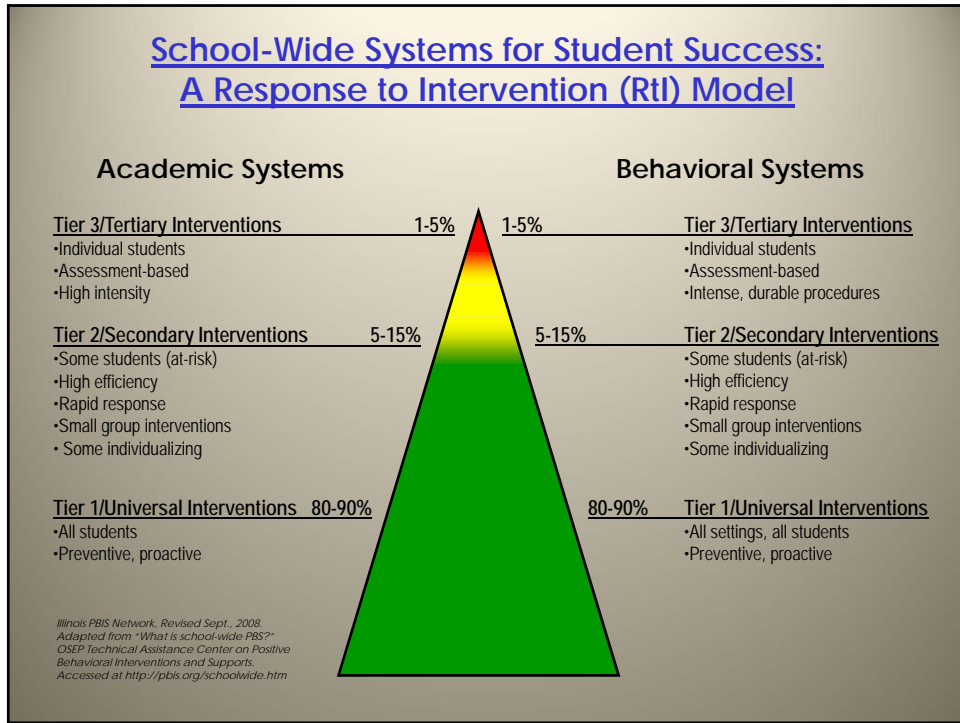
High School Tertiary Supports Implementation Strategies

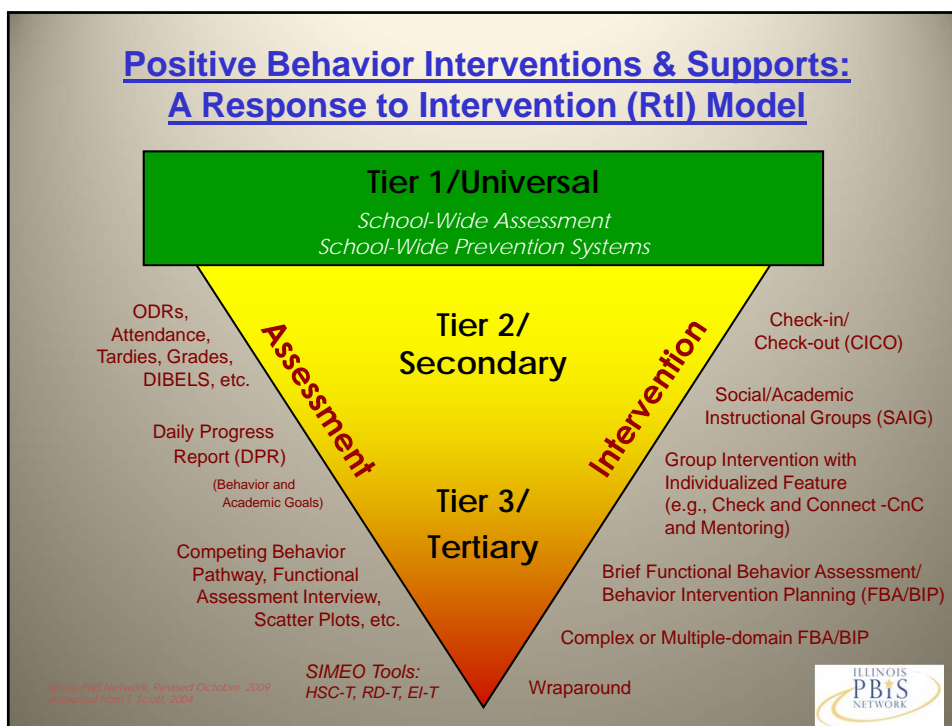
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Agenda

- Tertiary Supports within the RTI framework:
Strategies from IL
- RENEW Model
- Implementation of Tertiary Supports in High
Schools & APEXIII in NH
- What We've Learned & Going Forward





Check & Connect

- Created in five year period from 1990-1995
- Supported by 18 years of research
- Originally focused on High School & Middle School youth but manual now addresses Elementary School as well (2008)
- Considered a ‘drop-out prevention’ intervention

Mentoring Example



Wraparound

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.

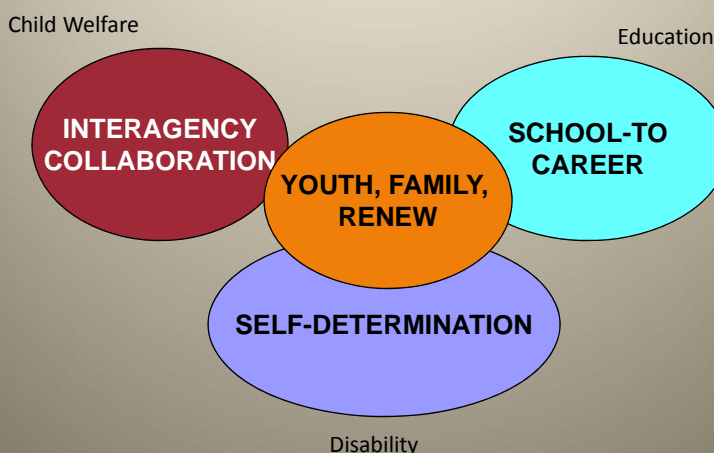
Who is Wraparound for?

- 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)

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)

RENEW: Conceptual Framework



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

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RENEW PRINCIPLES

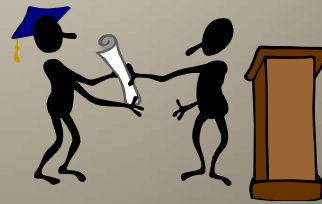
- Self-Determination
- Unconditional Care
- Strengths-Based Supports
- Flexible Resources
- Natural Supports



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RENEW Goals

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



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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

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RENEW Process

1. Student identified
2. RENEW facilitator identified
3. Initial conversation between facilitator and the student
4. Future's Plan (Person Centered Plan)
5. Formation of a team according to the plan
6. Routine check-ins to determine success of the plan
7. New plans/teams formed as new goals are developed

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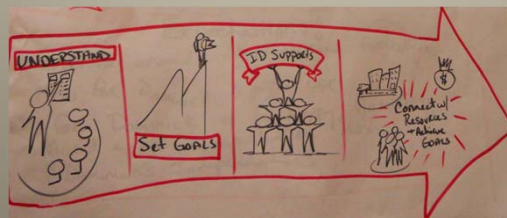
Personal Futures Planning Models

- 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)]

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Personal Futures Planning

- History-Where I have been.
- Who I am now, strengths, weaknesses.
- The people in my life
- 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



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RENEW Case Example: “Kristen”

- Student Situation when Enrolled (2007)
 - 16 years old
 - Significant behavior problems (drugs, disrespect, fighting)
 - Referred through Targeted Team
 - Receiving “504” education services
 - Mom unemployed and abusing drugs and alcohol
 - History of abuse and homelessness
 - Frequently moving between mom and dad’s home
 - Failing all classes (repeating freshman year)

“She’s crazy...I mean nuts” “Rough family” “One of those R-town kids” “Very high at risk” “Drama queen”

History

Born, NH 90 → 1 y/o moved GAFL area

things good 7 yrs → 8 y/o Moved to MA

- School good
- Started Jazz/Tap/dance
- Dad shipped out on active duty "Hard on all of us"

11 y/o ←

- parents divorced
- dad → portsmouth
- stayed w/ mom
- Hard time, mom not working
- 4 kids & granddaught to take care of
- School hard w/ everything @ home
- "preoccupied w/ everything"
- mom into drinking & drugs
- stopped Dante → had to get there

12 y/o - 13 y/o

- sister & sister moved in w/ dad
- then sister had baby & move w/ boyfriend
- mom moved in w/ sister w/ baby
- parents decided that best for me to move in w/ dad

14 y/o

- HS → Drama filled → Hard
- Class & schedule hard
- Took care of self w/ everything but bills & din

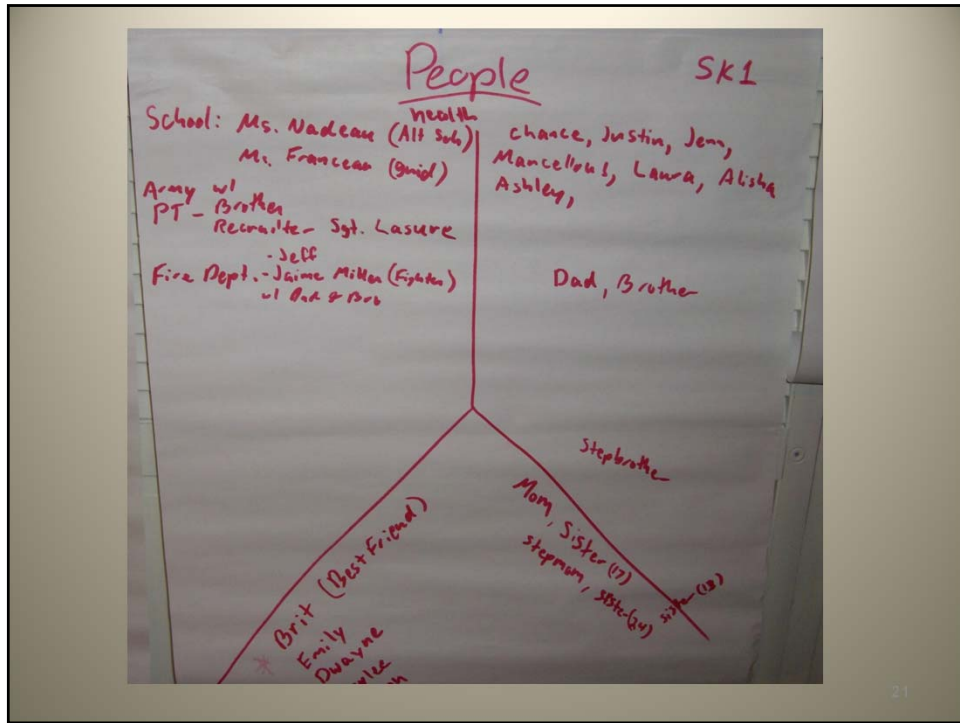
15 y/o - dad engaged

- didn't like stepmom
- Got married late the year
- School still hard
- Could have passed classes but too lazy

16 y/o - School same

- Not sure if passing
- Sometimes do work but sometimes don't
- lots of fighting w/ ex boyfriend

Strengths	Like	Challenges	Don't Like
works		Doesn't work	
self awareness		Not having a good day	
Giving advice		Teachers don't understand → get in trouble	
Strong - Resilient		<u>School Drama</u>	
→ work through things		<u>Math</u>	
Tolerant		School - class, getting up early	
Good w/ people		when I don't get my way	
Insightful	Talking on phone	Grades - keeping them up	
Music		Not caring	
Friends			
Cheerleading			
Gymnastics			
Hands on work			
Having a good day helps w/ school			
Like building			
Cooking			
Science labs			
Sleeping			
Talking			
		opinionated	

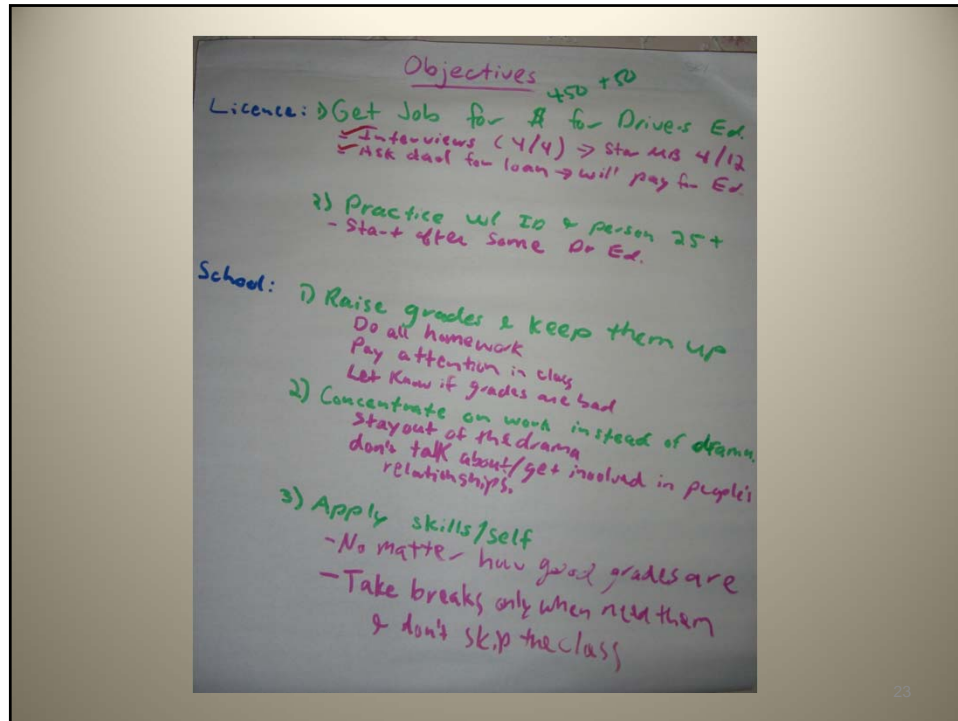


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Obstacles

- Firefighter: School → Graduate
- Military: School → Passing Age (17-18)
- Married: Age
- Big house/N.E.: Age, Job/Money,
- Spain: #
- Dog: Nothing

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Individual Student RENEW Team

- Meets **regularly** to check on plan status
- School RENEW facilitator and external RENEW consultant build the meetings' structure and student develops agenda
- Team consists of Kristen (Student), RENEW Facilitators, Principle, Guidance, Voc/Tech Counselor, Teachers, School Case Manager, School Behavior Specialist (Targeted Team), and others depending on Kristen's needs.

RENEW Goals Through the Years

Freshman (2nd year): School counselor, guidance, RENEW facilitator.

- Social skills mentoring by a teacher to avoid school drama.
- Getting a License: Dad, mom pay for part of Driver's Ed., need a job.

Sophomore: Teacher, counselor, guidance, RENEW.

- Job exploration: call sites, applications, role-plays with teacher.

Junior: Counselor

- Monthly check ins on progress

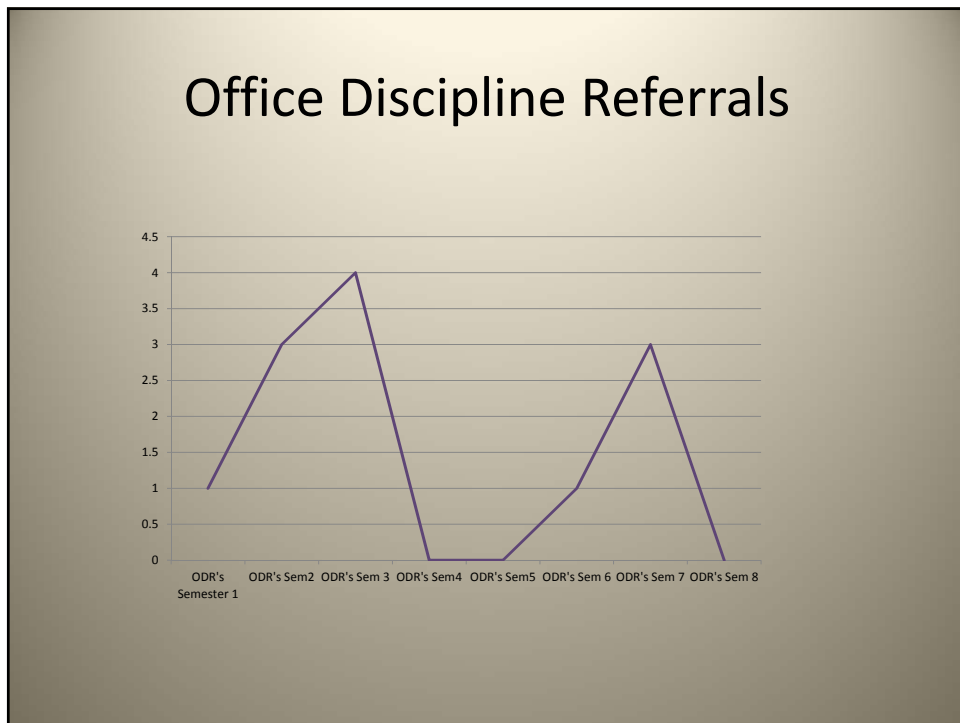
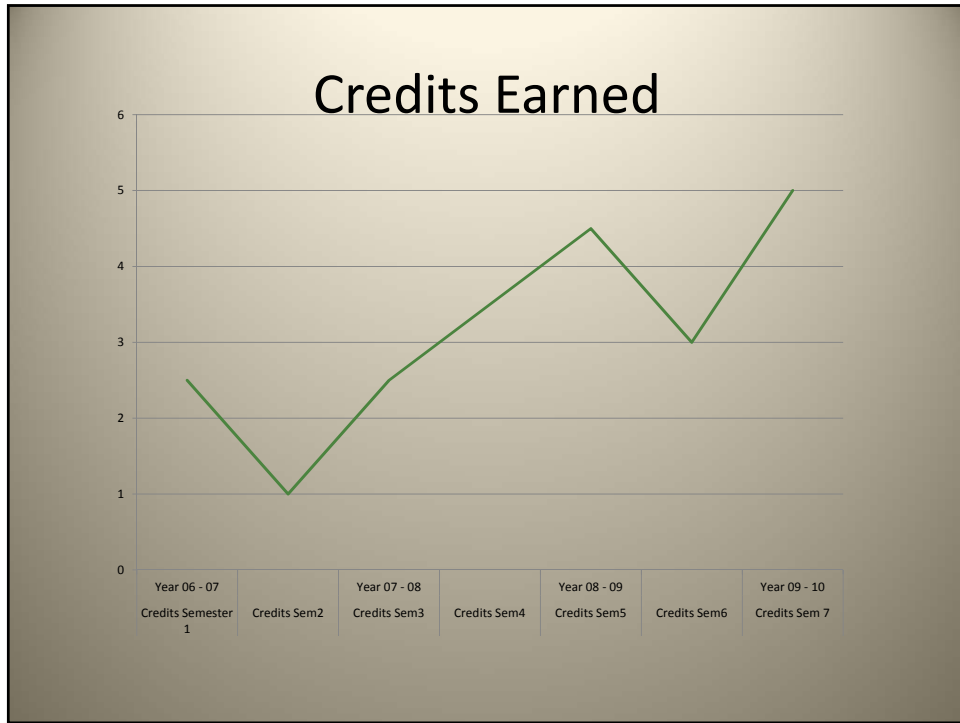
Senior Year

Problems Arise: Behavior, Discipline beginning of year.

Behind in work, graduation questionable 2nd semester.

Team: Principle, guidance, career/tech, counselor, teachers, EMT person, Nurse.

- Internships for credit, job exploration and experience
- Make up credits, off task in classes and need to graduate
- Scheduled check-in's with teacher to reduce anxiety
- Progress reports weekly with guidance mentor
- Tutoring, work checking and reviewing by professionals
- Practice testing, reading problems out loud for final test



Kristen's Outcomes

- Graduated June 2010 (26 credits)
- Captain of the cheerleader squad
- Has logged two years (200+ hours) as an EMT trainee, firefighter trainee/community service
- Is looking toward college and independent living
- Firefighter certification & employment
- Hesser Community College
- Maintains employment
- Helping with educational film

RENEW Data:

- Includes outcome data collected from high school students in first RENEW project (1996-99), and,
- Outcome data from students in PBIS dropout project who received individualized RENEW services, and,
- Data collected for a subset (n=20) of PBIS participants using the Child and Adolescent Functional Assessment Scale (CAFAS; Hodges, 2000)
 - “Normed” instrument, used primarily in mental health, that measures functioning in several domains:
 - Home
 - School
 - Community
 - Mental health (mood, drugs/alcohol)

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RENEW Employment Outcomes: 1st Cohort

- 89% obtained one or more jobs
- 75% were employed 3 months after project's end
- Average wage; \$6.74/hr. (1999)
- Average hours per week: 27.8
- Average job duration: 14 weeks
- Average No. of jobs: 3

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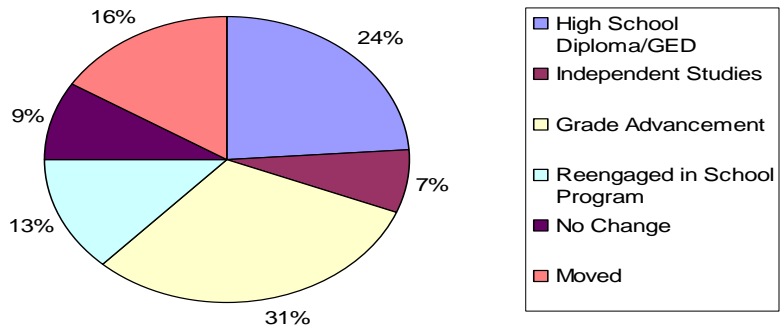
RENEW Education Outcomes: 1st Cohort

- 66% finished high school
- Another 21% were in secondary education at project's end
- 31% entered post-secondary education

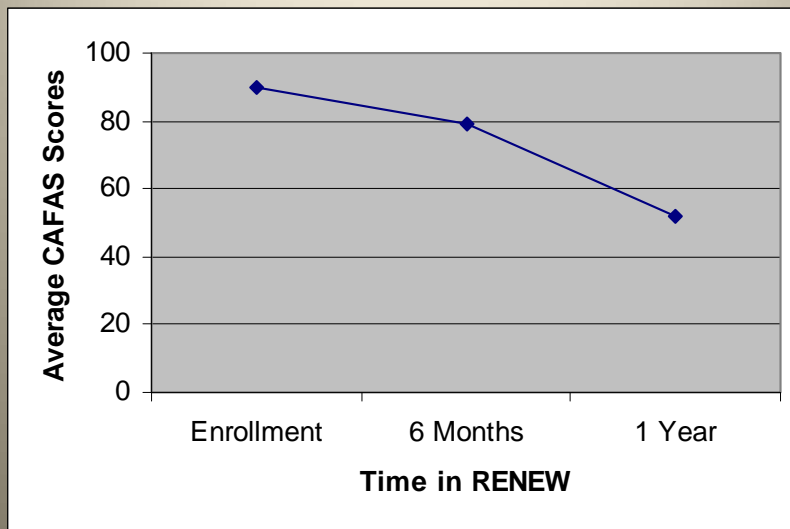


RENEW Outcomes: APEX Project

**ACADEMIC SUCCESS OF RENEW PARTICIPANTS IN APEX (April 2003-July 2005)
N=45**



CAFAS Data APEX (n=20)

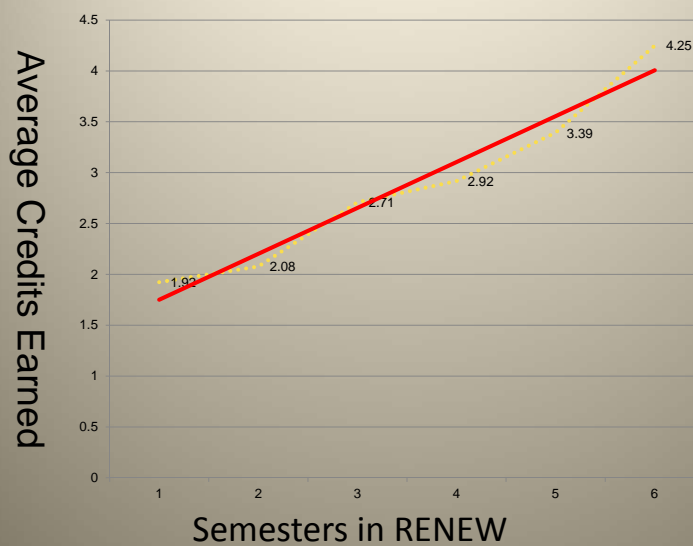


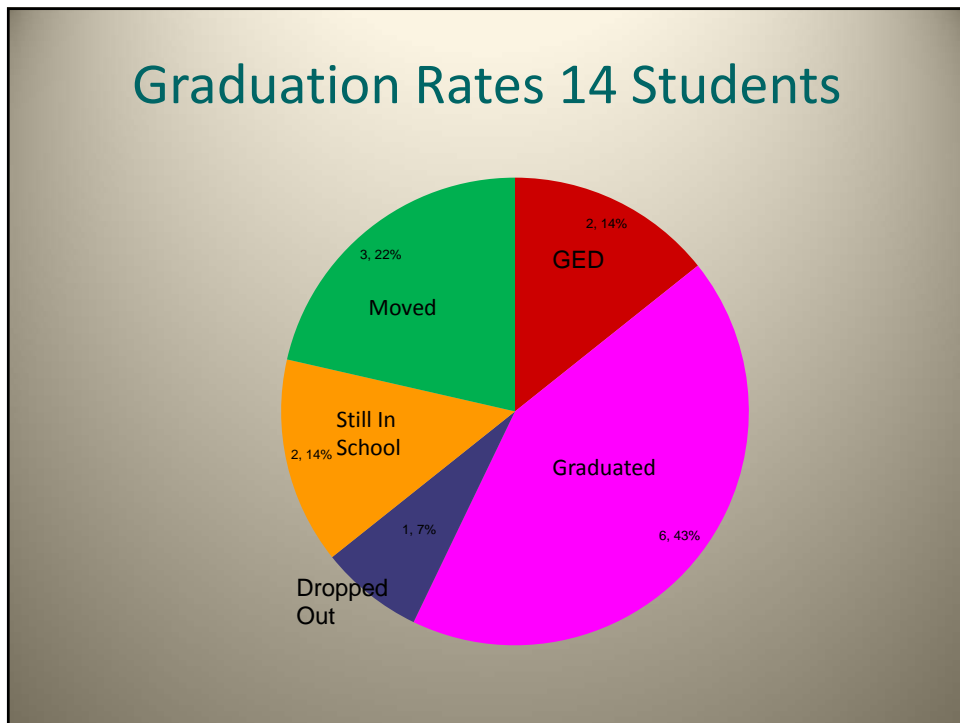
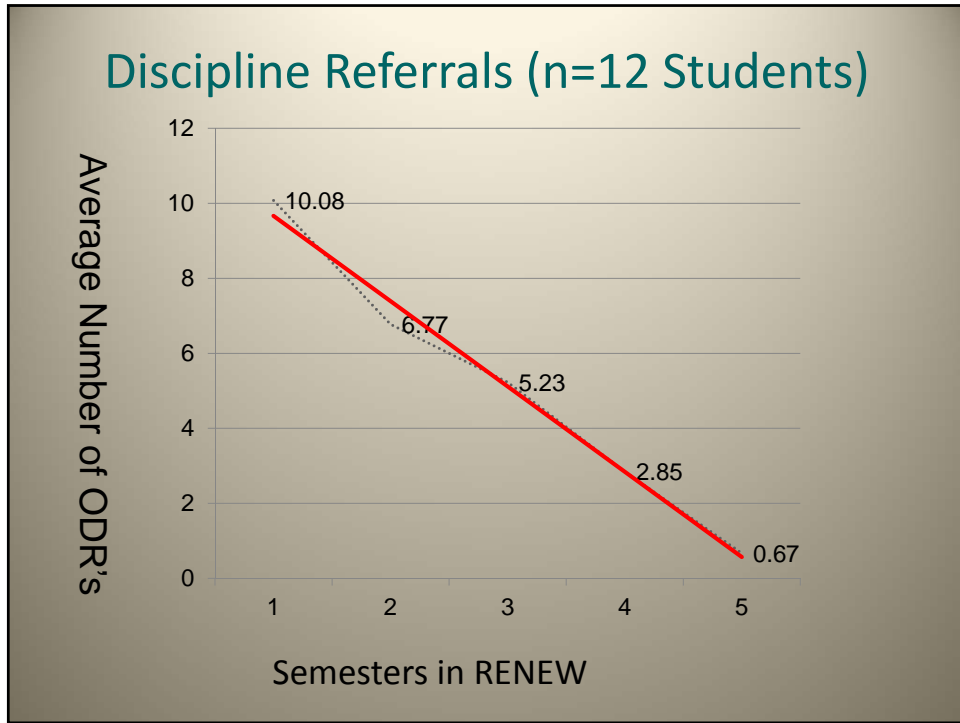
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RENEW in APEX II: School Case Example

- 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)
 - (6) students
 - (2) female, (4) male
 - (4) Special Ed., (1) 504
 - Ages 16 to 17
 - (5) White, (1) Hispanic

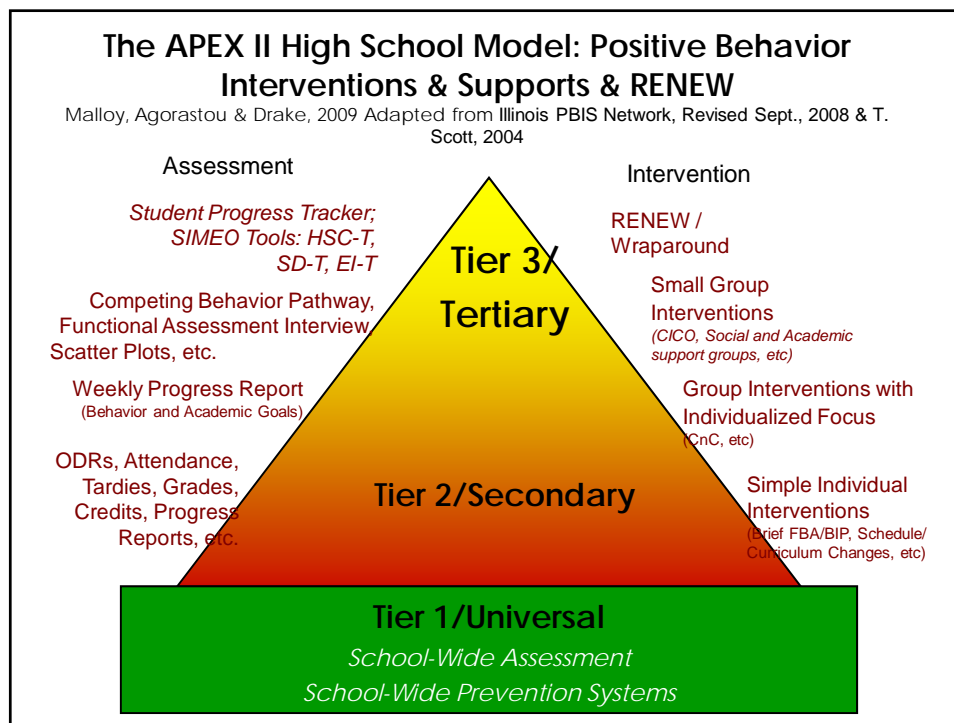
Credits Earned (n=12 Students)





RENEW Applications

- We have been implementing RENEW in NH since 1996:
 - Through research and demonstration projects
 - Provided by a community-based organization
 - Provided by high school staff as part of PBIS 3-tiered approach
 - Provided by Community Mental Health Center staff



APEX PBIS High School Projects in NH

- First APEX Project funded by US DOE as a Dropout Prevention project using PBIS and RENEW – 2 high schools- 2002-2006
- APEX II funded by US DOE as a Dropout Prevention project- using PBIS and RENEW 10 high schools- 2006-2009
- APEX III funded by NH DOE, Bureau of Special Education Services- 6 high school demonstration sites to build a problem-solving capacity at Tiers 2 and 3.
- NH RESPONDS- funded by the Office of Special education Services at the UD DOE to implement RtI- 2 high schools

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RENEW Systems Features for School Implementation

- Readiness: Is the school supportive of providing evidence-based transition practices for *all* youth?
- The school will develop a tertiary level planning team to ID and screen students and monitor tertiary level implementation
- The school has a system for providing positive behavior support to students

Readiness (cont.)

- The school embraces a commitment to provide and respond to student-led plans, including student-led IEPs
- The school is committed to supporting staff to be trained in and provide RENEW services.
- The school has strong collaborative relationships with families and local agencies.
- The school is committed to providing work and career-based learning options for all students, including the students at highest risk.

Using Implementation Research*

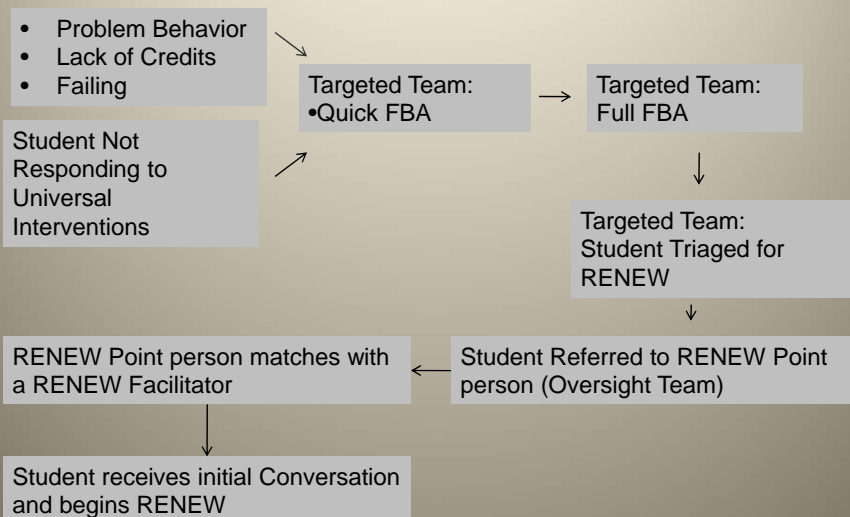
- Carefully selecting the school for implementation and staff to be trained
- Carefully crafted training
- Adequate resources for coaching
- Strong system to evaluate staff implementation
- Strong data system for decision support (are the right youth getting the right services at the right time?)
- Administrative support
- Systems support (community involvement)

*(Fixsen & Blasé, 2009)

RENEW Systems Features: Implementation

- Staff training and coaching schedule
- System for identifying and enrolling students who need tertiary-level supports (at risk checklist based upon risk of dropping out)
- Process for matching students with facilitators
- Process for developing resources with a team process (special education, guidance, family members, teachers on the teams)
- Process for keeping people informed and moving along (action planning and monitoring)

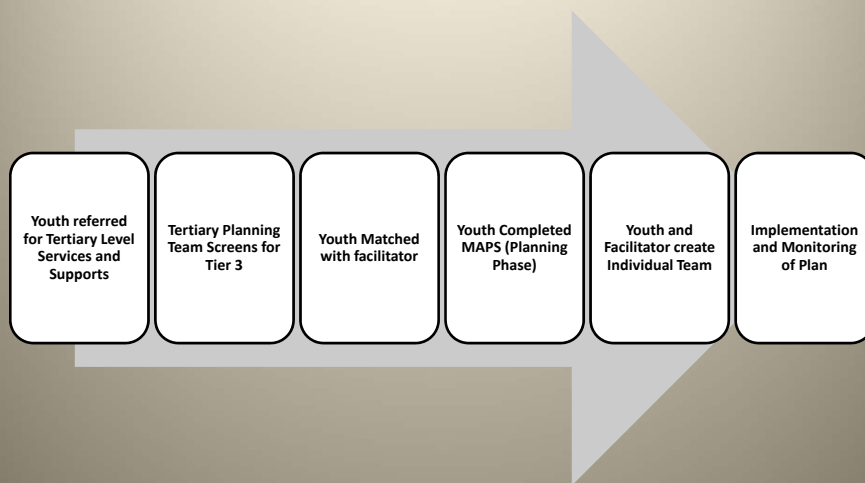
RENEW Referral Process Example: Somersworth High School



RENEW Systems Features: Staff by Role

- Special Educators: Special Education teachers, para-educators (Use the IEP, supports and services)
- School counselors, vocational counselors, (need school-to-career guidance and services)
- Regular education teachers: facilitators, or members of student team to provide behavior or academic support, personalized learning, mentoring
- Universal and Tier 2 behavior supports: to keep students in school and in class.

RENEW System



RENEW Feature: Administrative Support

- Assist with resources (release time, training supports)
- Empower staff to learn and practice
- Schedule and supported staff with training time
- Invest in problem-solving with individual student teams
- Participate in individual student meetings, personal commitment and modeling
- Make RENEW a priority as part of the PBIS framework and system

RENEW Data Features

- Use transcripts, attendance data, progress reports, behavior reports, the student's narrative, teacher and family input.
- Use data based on student's MAPS: Goals; barriers; needs; data.
- Progress monitoring: individualized: Data is brought to every meeting

RENEW Data Features

- Initial data-based decisionmaking and planning: Individualized
 - Examples:
 - Behavior problems (ODRS) (by teachers, subjects, use the FBA)
 - Attendance data: class and school
 - Academic: Class failures, passes, grades, (by teachers, subjects, time of day, instructional methods and supports)
 - Credit Gap Analysis (RENEW manual)

APEX III

(Feb 2010 through June 2011)

- Focus on building Tiers 2 and 3.

Project Goals:

1. Work intensively with 6 high school demonstration sites to build a problem-solving capacity at Tiers 2 and 3.
2. Create, train, and support Tier 2 behavior support teams at each site to reduce problem behaviors.
3. Provide direct services using the RENEW model to 60 high risk youth.

APEX III GOALS (cont.)

4. Train high school staffs to provide the RENEW model.
5. Assist sites to develop meaningful relationships with parents and create youth-driven supports and services.
6. Train and support schools to develop meaningful individualized learning plans, provide work-based learning, ELOs, and additional forms of alternative education.
7. Develop and provide statewide training for all high schools.

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Stages of Implementation

Research Based (Fixsen & Blaise, 2007)

- Exploration and Adoption (consensus)
- Program Installation
- Initial Implementation
- Full Operation
- Innovation
- Sustainability

It is the job of the APEX III staff to facilitate this process in the demonstration site schools.

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RENEW Development and Installation

Stage 1: Consensus Building

- What do we believe about student self-determination and about working as equal partners with students? What do we believe about the capabilities of students with disabilities and our legal restrictions and obligations?
- Who are the students ages 15 and up with disabilities who are at greatest risk of failure? Which of these students have not “responded” positively to other interventions?

RENEW Development

Stage 2: Planning & Installation

- What system do we have or will put into place to allow for students to receive RENEW services? How will we monitor and communicate about the RENEW process and plans developed by the student?
- Who will be referred to and served by the APEX III and schools staffs this year? How many? How will the students be contacted and engaged? (start up by April 2010)

RENEW Development

Stage 2: Planning & Installation

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Fidelity of Implementation

- RENEW Integrity Tool:
 - Domains:
 - School Readiness and Systems
 - Eligibility and Screening
 - Orientation
 - Meeting Organization
 - Youth Empowerment
 - Process Integrity
 - Perception of Success

RENEW Student Progress Tracker

- Data points:
 - Attendance
 - Behavior & Discipline
 - Grades: Pass/Fail
 - Credits Earned
 - Employment
 - Activities
 - Individual Milestones

Big Picture Next Steps

- Illinois PBIS Network
- New Hampshire APEX Project

Thank You!

**For More Information on RENEW
& APEXIII :**

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