



RENEW Awareness

CI3t Summer Institute

June 21, 2016

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RENEW AWARENESS

Ci3T Summer Conference: All Means
All

June 21, 2016

Ryan Guffey



Entering Activity

- Today I am excited to learn.....about RENEW!



For this session...

Outcomes:

- Participants will gain awareness of the evidenced based practice RENEW and how the RENEW process fits into a multi-tiered system of support (Ci3T).
- Participants will know about the RENEW principles and the desired outcomes of the process
- Participants learn about resources and next steps as they consider implementation in their school.

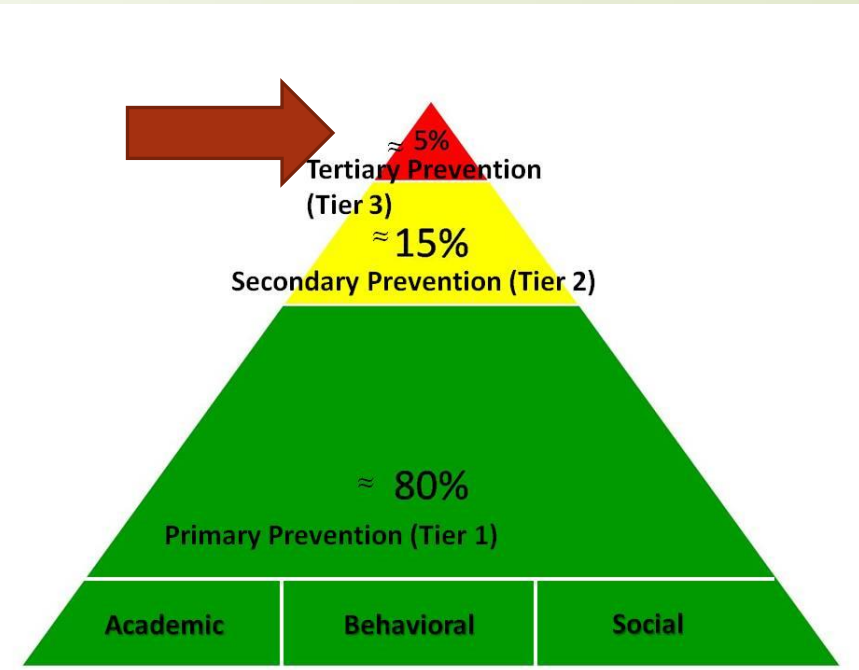
Agenda

- Welcome
- Youth
- Phases of RENEW
- Coaching
- Next Steps

Organization for Today

- Summer Conference- Weebly
<http://allmeansall.weebly.com/>
has materials for today
- Twitter- **#allmeansall16**
- Parking Lot- post its on chart paper to capture

- Notes Page





Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

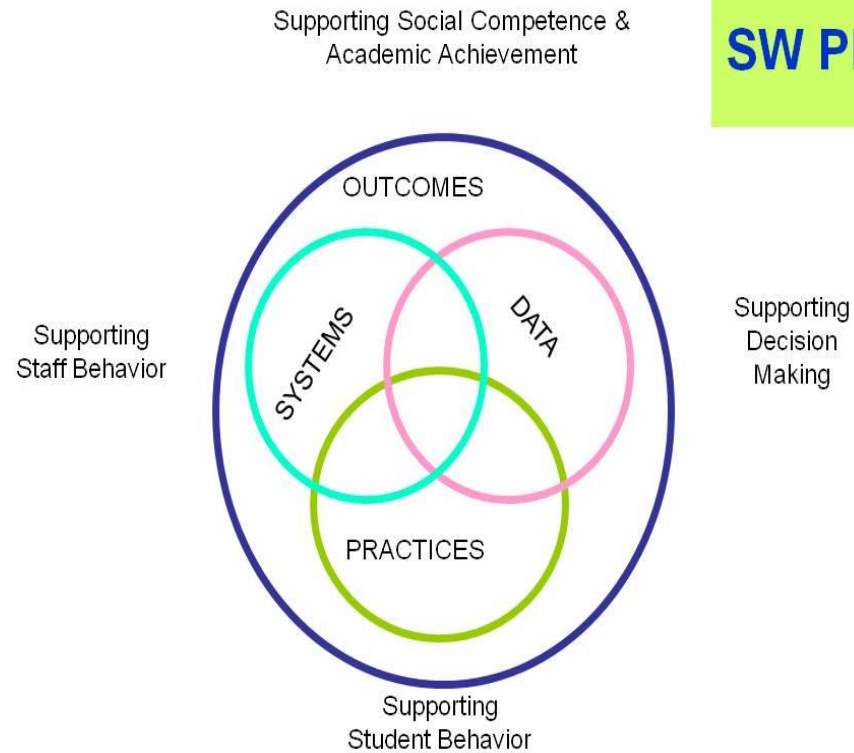
Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

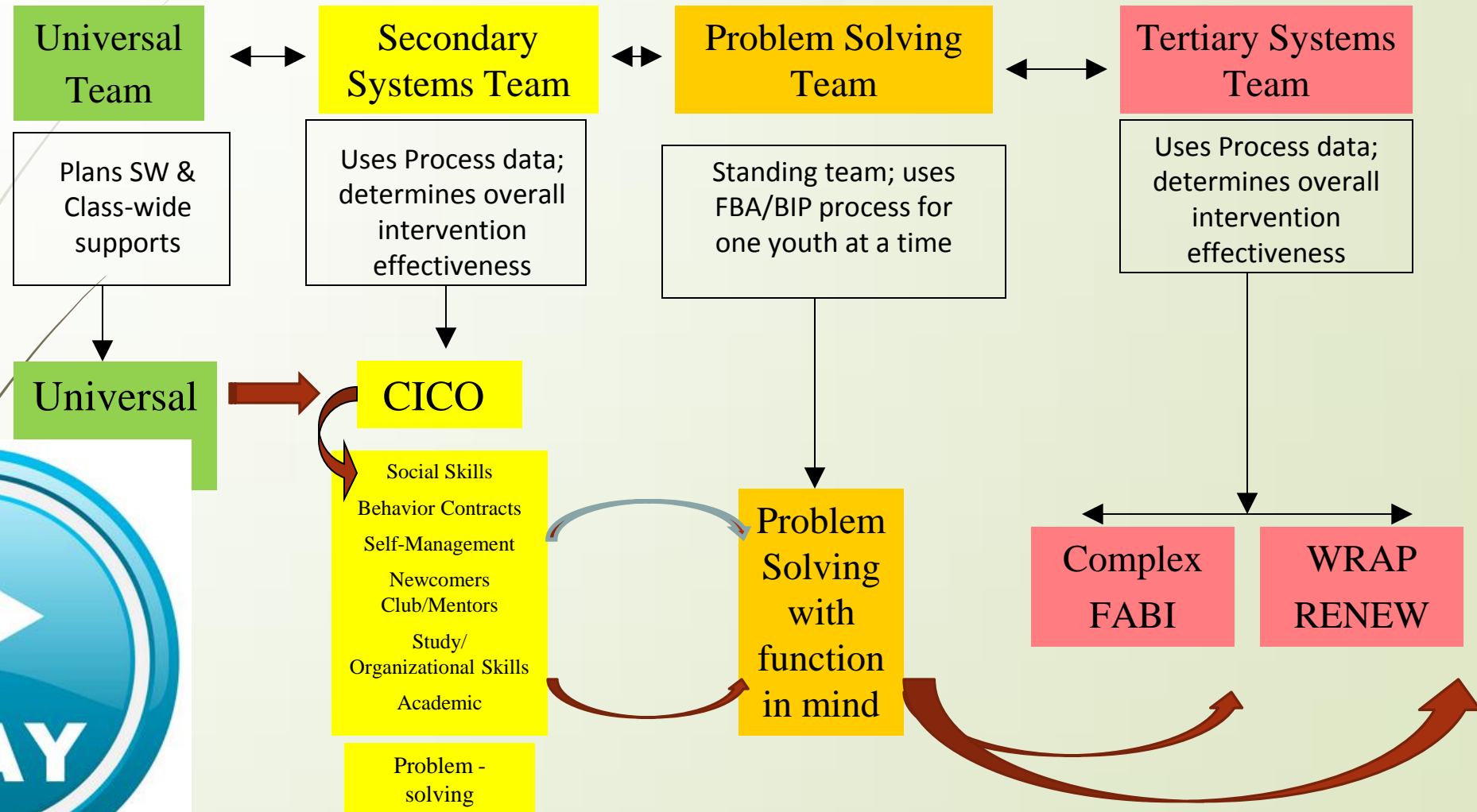
Evidence Based Practices



- http://www.iod.unh.edu/Projects/renew/renew_main.aspxre

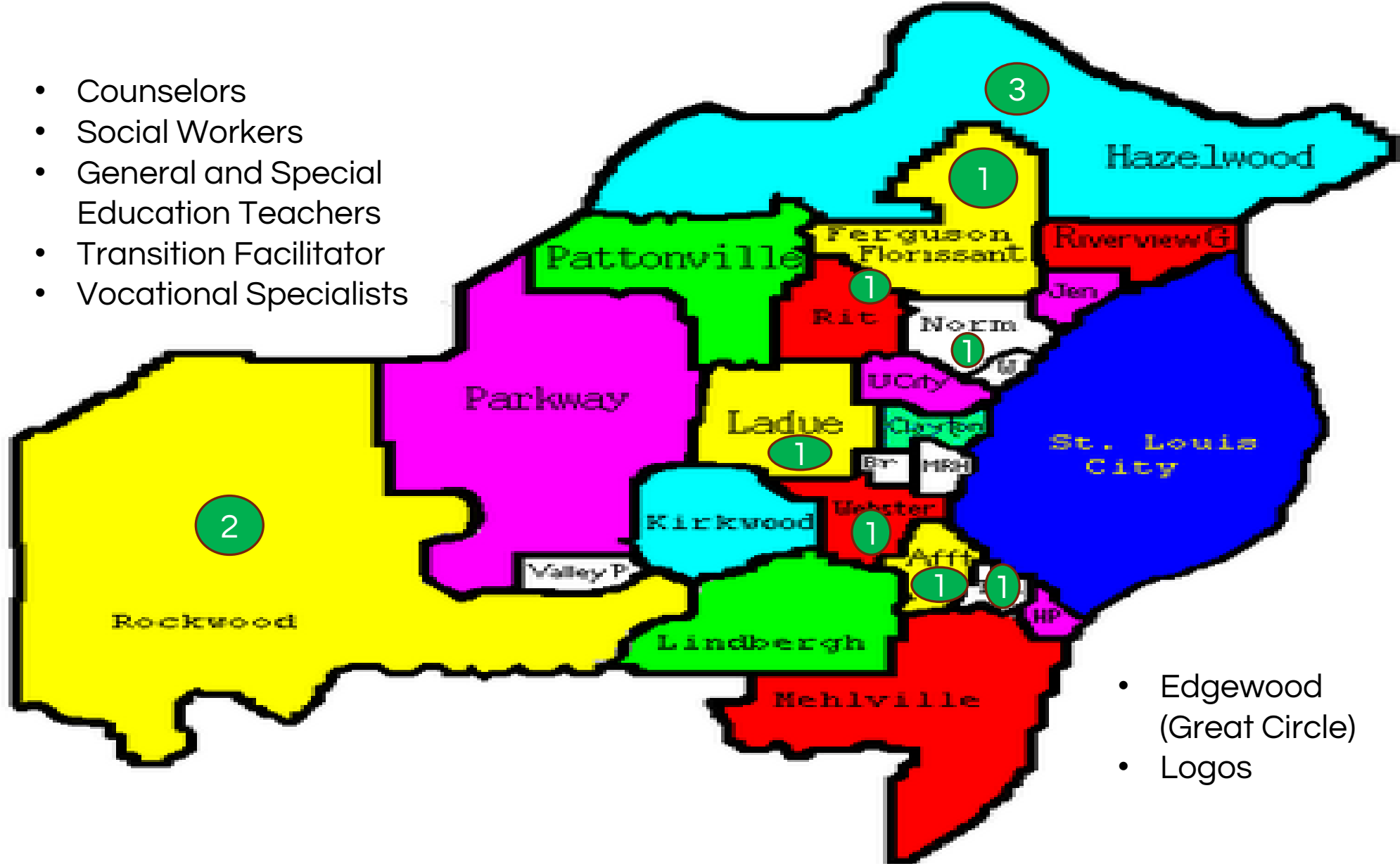
3-Tiered System of Support

Necessary Conversations (Teams)



RENEW Connections

- Counselors
- Social Workers
- General and Special Education Teachers
- Transition Facilitator
- Vocational Specialists



- Edgewood (Great Circle)
- Logos



R.E.N.E.W.

Rehabilitation, Empowerment, Natural Supports, Education and Work



RENEW



- RENEW is a **strengths-based** approach designed to support high school aged youth whom may be experiencing emotional and behavioral challenges. This supportive, **student-driven** approach values the **voice of the youth** as they plan for their future and life after school. Through the RENEW model students become an **active agent of change** as they commit to reflecting, identifying supports and pursuing **their goals**.



Who Are We Looking to
Support?



RENEW Indicators

- Social Emotional Concerns (Emotional Disturbance or On this Track)
- Mental Health Concerns
- Risk of Drop Out
- Poor Academics (Low to NO Credits; Credit Recovery)
- Lack of community and social supports
- High Rates of:
 - Trauma
 - Arrests
 - Suspensions
 - Substance Abuse
 - Transition

**Protective Factors (SNP)*

- Legal

- Spiritual

- Medical

- Financial

- Employment

LIFE DOMAINS



Current "Caseload"

- What students on your current caseload come to mind?
- How do we assess need?
- What evidence based interventions are currently provided?
- What outcomes are we looking to achieve?





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
- Outcome Based

INTERVENTION GUIDELINES

Intervention	Description	School-wide data entry criteria	Monitoring progress (data)	Exit Criteria
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RENEW	RENEW is a strengths-based, self-determined, student driven model to help youth with emotional and behavioral challenges set and attain goals by assessing resources and support.	<u>Behavioral</u> -Not responding to lower-level interventions. -Critical Risk Factors And Protective Factors within SNP -High Risk on Universal Screener -6+Referrals to Office -At risk of alternative placement -Failing 3+ classes -Credit Recovery to graduate necessary	Student Measures <ul style="list-style-type: none"> ▪ Weekly Progress Report all subject areas ▪ Weekly progress attendance ▪ Weekly measure on ODR and suspensions ▪ Monitor student action plan Treatment Integrity <ul style="list-style-type: none"> ▪ RENEW Process Checklist Social Validity <ul style="list-style-type: none"> ▪ Student Survey to assess satisfaction-can articulate action plan and goals 	<ul style="list-style-type: none"> ▪ One reporting period of low risk on SRSS ▪ GPA of 2.5 higher ▪ 90% or higher attendance ▪ No Suspensions ▪ Employment
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STEP 1: CRITICAL RISK FACTORS: The youth ...	CHECK (✓) IF PRESENT
1. Is/was a dropout or has been expelled one or more times.	
2. Had more than 6 unexcused absences in the previous semester or half year.	
3. Has moved to a different town more than 3 times or has attended more than 3 different schools in the past 5 years.	
4. Has failed 2 or more classes in the previous school year.	
5. Has had 6 or more major discipline problems in school during the previous year.	
6. Has been suspended 3 or more times in the previous semester or half year.	
7. Has fewer than 66% of the credits needed to graduate based upon years in high school.	
8. Is a special education student (emotional, learning, intellectual, other health impaired or physical disability) and is not responding appropriately services being offered.	
9. Has mental health challenges or exhibits serious emotional/behavioral problems coupled with an inability to benefit from the typical classroom setting without significant modifications and supports.	
10. Has been arrested more than once or been incarcerated.	
11. Has had a recent crisis (death, divorce, illness) or life transition that is affecting school performance.	

Needs

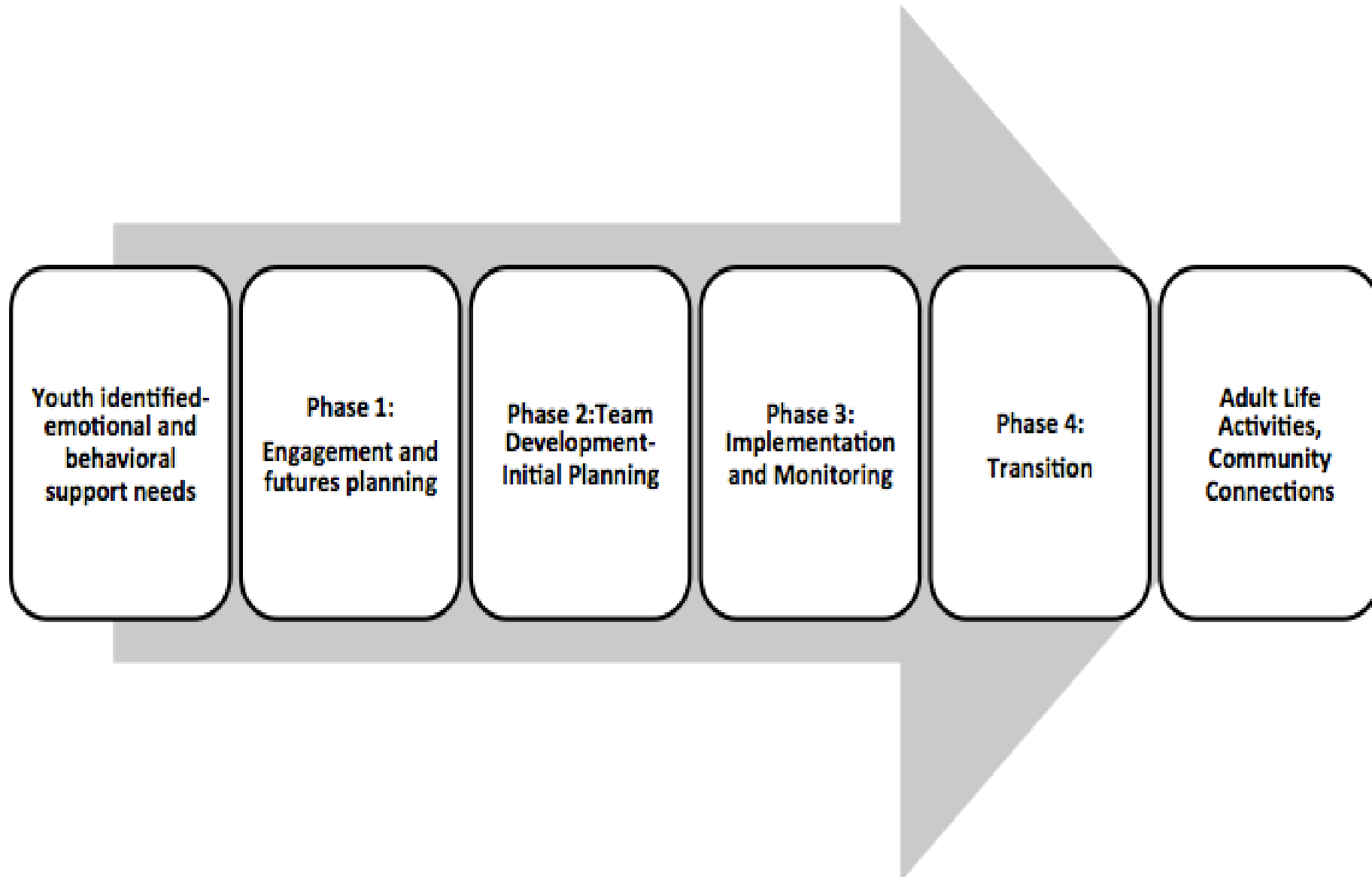
STEP 2: Other Risk Factors	Check
1. Is pregnant or a parent.	
2. Is/was a victim of physical, psychological, sexual abuse, rape or other violent crime; student has experienced trauma.	
3. Is homeless (on the street, shelter, transitional housing, living with friends or other temporary arrangements)	
4. Has language/cultural barriers, or is a recent immigrant.	
5. Is experiencing repeated failure in school, and is not responding to services provided (such as function-based supports, tutoring, etc.).	
6. Is currently or recently in out-of-home placement (foster care, detention, independent living, residential treatment, etc.).	
7. Appears socially isolated/unhappy/has relationship problems (such as no friends/is a negative peer influence.	
8. Bullies others or is the victim of serious bullying or harassment.	
9. Appears to have an eating disorder.	
12. Has a chronic health condition	
13. Engages in overt sexual behavior, is unusually sexually active.	
14. Appears to be abusing substances or there is extreme substance abuse in the home.	
15. Is significantly economically disadvantaged	
16. Displays no motivation to improve or to complete schoolwork, engage, or complete assignments	
17. Has needs but does not fit the eligibility criteria for existing programs.	
18. Does not want to utilize or participate in existing educational or vocational programs or services and/or requires additional supports and services in order to benefit from participation in existing programs or services.	

Strengths

STEP 3: Identify PROTECTIVE FACTORS: The youth ...	CHECK (✓) IF PRESENT
1. Has a positive/resilient temperament	
2. Has high levels of social supports from family members.	
2. Is involved with and practices spiritual or organized religious activities	
3. Has well developed social competencies and problem-solving skills	
4. Seeks and receives social support from adults and peers	
6. Holds high expectations for self and abilities	
5. Has positive expectations/optimism for the future	
8. Is involved with adults who have high expectations for the youth	
9. Expresses motivation and a general positive attitude toward school	
10. Maintains current academic comprehension, achievement and competency	
11. Receives and responds well to pro-social and academic rewards	
12. Lives with a family that has economic stability	
13. Participates in regular and meaningful involvement with positive, organized and non organized, peer to peer activities and/or clubs	
14. Lives in a community where there is sustainable economic stability and high expectations for youth productivity	
15. Lives in a safe and cohesive neighborhood where there are opportunities for participation in positive activities	

ENTRY CRITERIA

Phases of R.E.N.E.W.



RENEW Phase ONE

Futures Planning

- Future's Planning (Person Centered Plan)



s & Doesn't Work



RENEW Maps

Concerns, and Barriers

als

eps

al Next Steps and Follow Up

- Use graphics and words
- Use flip chart paper
- Engaging for participants

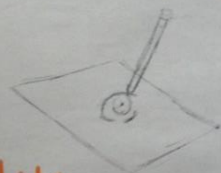
② 2/1/15

Who I Am TODAY

GAMES
- Computers
- modify

SCHOOL
- HARD (socially)
- Difficult

Relax



- Likes To Draw



THINKING ABOUT THE FUTURE

ANALYZE

"Am I forgetting something"

Confused
Bored

⑥ 2/10/15
2/23/15

DREAMS

\$\$\$
(debt)

*entertaining
worthwhile job
(maybe online?)
freelancing



in Highland



Leisure... still enjoying Art & Computers as hobbies

Accomplished:
HS diploma

Socially
↳ 3 people icons and a peace symbol

Cont Ed

in 3-5 years
(page 21)

Phase 2: Team and Initial Plan Development

- Forming goals and action plan
- Identifying who needs to be involved
- Forming the team



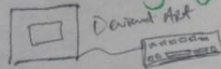
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Essential NEXT STEPS

AGENDA 5/11

- Celebrations
- DESCRIBE RENEW
- TEAM MTG PURPOSE
- GROUND RULES
- REVIEW MAPS
 - BIG IDEAS
 - TO SHARE
- PAUSE - "TAKE PULSE"
- NEXT STEPS

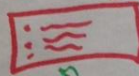
Continues to Engage in Process:
• PROUD!!



PLANNING FOR FUTURE, NEXT STEPS, GOALS!
Hx ESTABLISH "Learn" "GAIN SUPPORT"



Strategies



Talk through maps



①, ②, ③, ⑤, ⑦, ⑧, ⑨
④, ⑥

How many? Toward only

THE WHO? DATE TO MTS: 30th?

FOOD/SNACKS?

Phase 3: Plan Implementation & Refinement

- Regular meetings
- Progress monitoring
- Celebrations!



Long-Term Goal: Be prepared for the "Real World"

Short-term Goal # <u>1</u>	<u>Explore Continuing Ed.</u>				
When Do I Want This Completed?					
What Do We Have To Do To Make This Happen?	What Resources, Materials, or Support, Do I Need?	Person(s) Responsible	Target Date	Status (complete, incomplete, not started)	Comments
Research schools ↳ where is plausible? programs/classes of interest	Missouri Connections website computer access time to research & save best options	Youth, Parent, Teacher, Voc Specialist	April 30 th	✓	→ * ongoing - work on 4/14 5/12
once schools are ID'd, focus in on a few classes that appeal to Tanner - & contact instructors (maybe request syllabus info?)	computer access → email address save in MI connections			✓	* 4/29: discussion re: University (4 year school) readiness? Blurb: more inquiring vi on support &

RENEW Facilitator's Manual To
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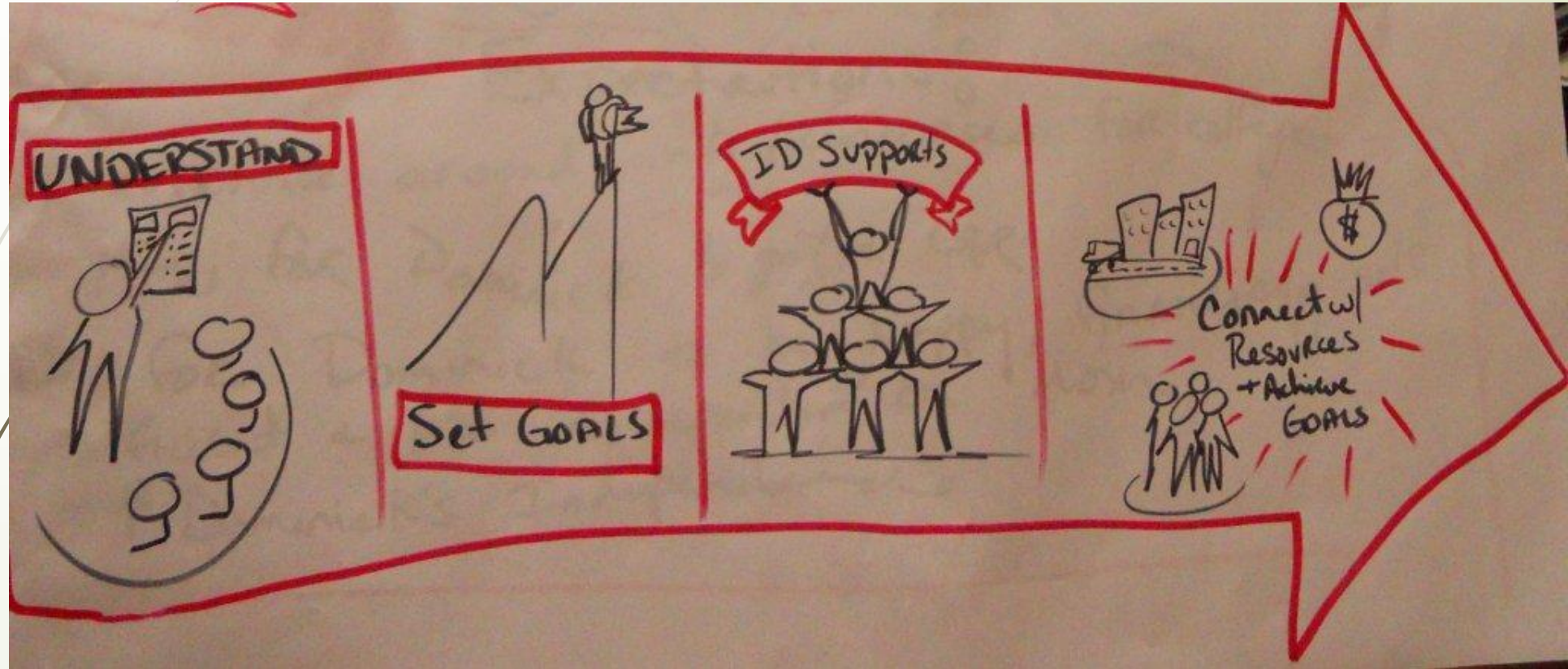
Mapping to Action Planning

Phase Four: Transitioning From RENEW

- Readiness
- Plan for transition
- Celebrate the transition

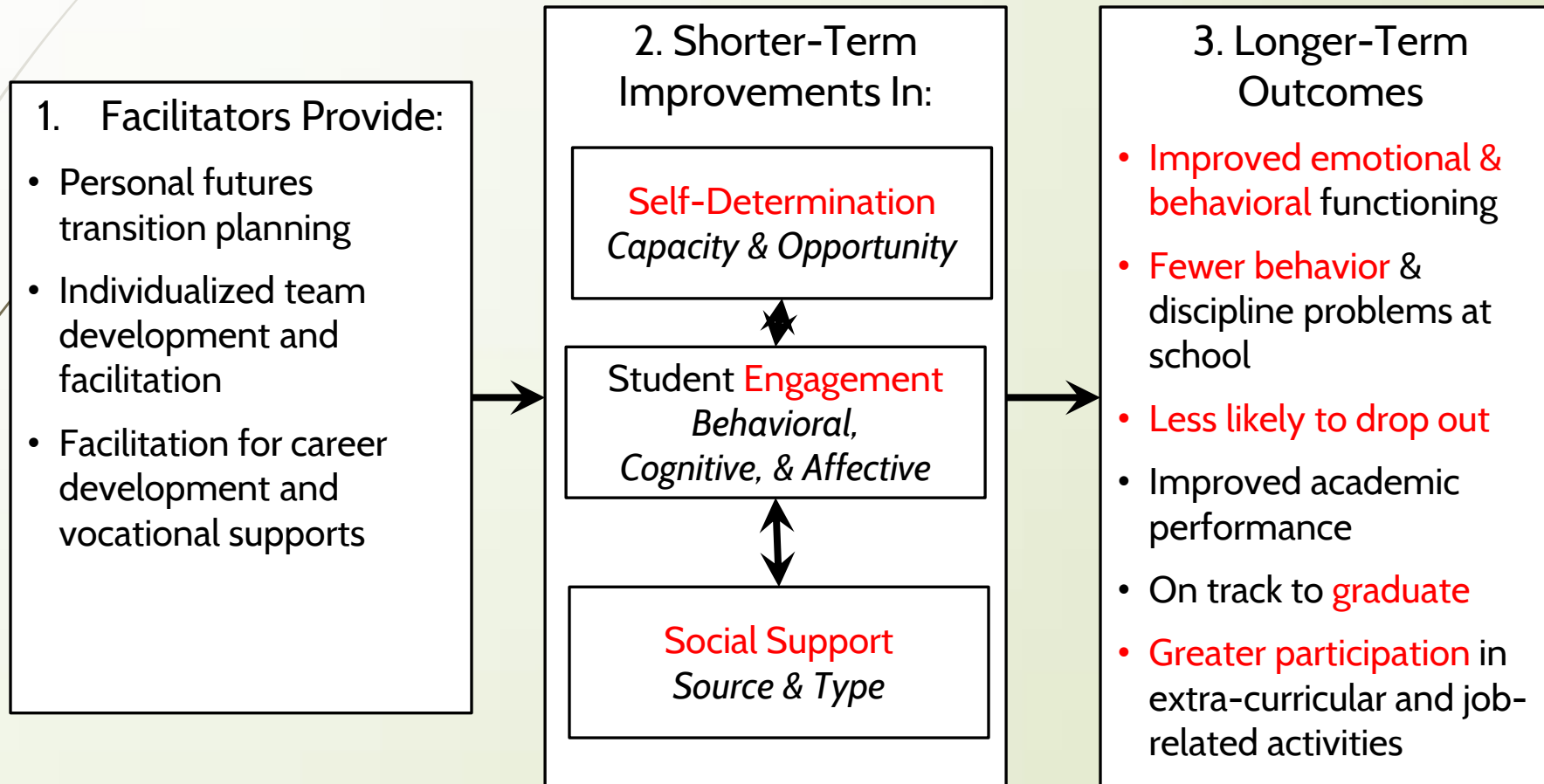


RECAP: RENEW Process Map



RENEW Theory of Change

(i.e., why are we doing this?)






GOALS WORKSHOPS CAREER SUCCESS
SKILLS SEMINARS MENTORING
HELP COACHING IMPROVE
WORK
LEARN
MOTIVATE DEVELOP PROGRAM
LEADERSHIP MENTOR INSPIRE PEOPLE
DIRECTION PRACTICE TRAINING

Social Validity

If a friend were to ask you about this experience what would you tell him or her?



“When we were first approached to involve our daughter in the Wraparound/Renew program, we were skeptical that it would help, but figured we needed to try every option we could to get help for our daughter and her unique disability. Wow! This program has helped to open up our daughter to realize her strengths, not just her limitations (as so many special programs do for disabled people). We have seen her grow in self-reliance and self-motivation. She now has a realization that she can have a future. She is making plans for that future and acting on them! Although we also had some significant medical help with our daughter’s disability during her time in the Wrap/Renew program, much of the credit for her new feelings of hope and self-assurance are due to the program. In our eyes, as her parents, the program has literally saved her life.”

Piecing It Together...Opportunity to Reflect





Preview

- **PBIS: Tier 3 RENEW**
 - September 6th Day 1
 - October 18th Day 2
- **Tier 3 Systems Development HS**
 - September 29th

<http://pbiscompendium.ssd.k12.mo.us/>

http://www.iod.unh.edu/Projects/renew/renew_main.aspx

Cue Use

- Share Your Learning
 - Administrator
 - Team
- Connect with Current RENEW Facilitator
- Interest in attending training:
 - Schedule Readiness Conversation (Partnership Commitments)
 - August 3rd –August 31th
 - Contact: Ryan Guffey
 - rrguffey@ssdmo.org
 - (314)989-7876

RESOURCES



<http://www.nwi.pdx.edu>

THE PBIS COMPENDIUM

<http://pbiscompendium.ssd.k12.mo.us/>



RENEW

Rehabilitation for Empowerment, Natural Supports, Education, and Work

http://iod.unh.edu/Projects/renew/renew_main.aspx

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://goo.gl/6qKeXM>

