NSNH Essentials

Transition practices include:
- Enhanced transition planning, activities & opportunities, including RENEW
- Best practice Extended Learning Opportunities (ELOs)
- High level family-school engagement

Evidence shows that embedding new practices requires multi-stage implementation.

NSNH Essentials

Next Steps NH offers training and coaching on embedding evidence-informed transition practices in schools to increase the graduation rate of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.

Training introduces and illustrates the practice.
Coaching supports putting the training to use.

NSNH Essentials

Implementing practices with fidelity is a primary focus. The use of planning tools ensures fidelity.

<table>
<thead>
<tr>
<th>Not in Place</th>
<th>Partially In-Place</th>
<th>In-Place</th>
<th>Critical Component of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td>Students-at-risk and students with IEPs participate meaningfully in the development of their post school goals.</td>
</tr>
</tbody>
</table>

When implemented with fidelity these practices will increase the graduation rates of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.
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
RENEW Theory of Change
(i.e., why are we doing this?)

RENEW Facilitators Provide:
• Personal futures transition planning
• Individualized team development and facilitation
• Facilitation for career development and vocational supports
• Braided resource development
• Flexible education program
• Employment and work-based learning
• Mentoring
• Community connections

Shorter-Term Improvements In:
• Self-Determination
• Capacity & Opportunity
• Student Engagement
• Behavioral, Cognitive, & Affective
• Social Support Source & Type

Longer-Term Outcomes
• Improved emotional & behavioral functioning
• School graduation
• Employment
• Community Integration
• Post-secondary Education

RENEW Phases

Youth referred for Tertiary Level Services and Supports
Tertiary Planning Team Screens for Tier 3
Phase 1: Youth Matched with Facilitator Futures Plan MAPPING Completed
Phase 2: Team Formed Plan Developed
Phase 3: Implementation and Monitoring of Plan
Phase 4: Transition

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

Quote by Student...

“RENEW is not a set curriculum you need to learn. You figure out your goals, your figure out what you need to learn in order to pass, you figure out what needs to be done to accomplish your goals. It is not something set up by the teachers. They ask you what you need and we reach out to people to help us accomplish that goal.”
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)]

The NIRN
Implementation Research: A Synthesis of the Literature


© Dean Fissen; Karen Blase, Robert Horner, George Sugai, 2008

STAGES of IMPLEMENTATION
(Fissen, Blasé, 2005)

- Exploration/Adoption • Should we do this?
- Installation • Put resources and systems in place
- Initial Implementation • Initial pilots and assess results
- Full Implementation • The practice was successful, adopt system-wide
- Innovation • Adopt variations of the practice and assess results
- Sustainability • Make this the way of doing business

Activity: Partner Discussion

Thinking about your RENEW implementation:
- Where are you within the stages of implementation?
- Where would you like to be?
- What do you need to do to move toward the next stage?
Two components that when combined, result in successful and sustainable outcomes

- Program/Initiative (Innovation)
  - Set of evidence-based practices
  - Selected on: Need, Fit, Resource Availability, Evidence, Readiness for Replication, Capacity to Implement
- Supporting Infrastructure (Implementation)
  - Ensuring that the interventions are implemented correctly with the “right people”, at the “right time”, in the “right amounts” (Implementation Fidelity)

... This infrastructure begins with your team

Managing Complex Change

<table>
<thead>
<tr>
<th>Vision</th>
<th>Skills</th>
<th>Reflective Practice</th>
<th>Resources</th>
<th>Action Plan</th>
<th>Incentives</th>
<th>Resistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stagnation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treadmill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model to Support Implementation

**Exploration & Adoption**
- Support Administrative Buy In
  1. Exploration by Leadership
  2. School/site selection process
  3. Data system development
  4. Site application & Approval

**Installation**
- Select and Train Implementation Team and Facilitators
  1. RENEW Implementation Team Development - youth and facilitator selection process
  2. RENEW Facilitator Training - 3 days
  3. Install data collection systems

**Implementation**
- Sustain Implementation
  1. Develop internal coaches
  2. Site systems and procedures established
  3. Build collaboration with community resources to meet need
  4. Ongoing review of process and outcome data

RENEW IMPLEMENTATION STRUCTURE

- Providing feedback and data on implementation efforts
- Providing supports for effective practices implemented with fidelity
- Supporting Administrative Buy In
  - Work with school, agency, state or region to develop a plan

**Support Loops**
- Onsite RENEW Coaches
  - RENEW Facilitators & YOUTH

**Feedback Loops**
- STATE RENEW TA PROVIDER
  - Community Resources

BUILDING DISTRICT LEVEL RENEW IMPLEMENTATION TEAM
RENEW Internal Coach

- 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 Implementation Team Tasks and Responsibilities

- Identify and recruit youth who meet eligibility criteria.
- Identify and support school personnel to be RENEW facilitators.
- Identify and address systemic barriers to RENEW facilitation and implementation.
- Match referred students to RENEW facilitators.
- Assist with data identification and facilitate data collection.
- Track RENEW implementation with process and outcome data.
- Disseminate information and successes to internal and external stakeholders.
- Develop interagency collaboration to develop resources from multiple sources to link the youth with post-school supports.
- Ensure family involvement in the RENEW process.

RENEW System 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 the system

RENEW Implementation Feature: Systems Support

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

**Support System to Sustain RENEW:** IOD

- Use the videos for developing buy in:  
  www.whocaresaboutkelsey.com
- On-line boosters and videos
- Training Curriculum for Facilitators and Coaches
- Recognition for Trained RENEW Facilitators & Coaches
- National Coaches Community of Practice
- Use resources on the IOD website:  
  www.renew.unh.edu

**Coaching**

**Purposes:**
- Ensures fidelity
- Ensures implementation
- Develops clinical and practice judgment
- Provides feedback to selection and training processes
- Grounded in “Best Practices”

**Training and Coaching**

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>+ Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>… Practice &amp; Feedback in Training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>+ Coaching in Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce and Showers, 2002
Activity: RENEW IMPLEMENTATION CHECKLIST (RIC)

This is a 17 item checklist that is completed at least 2 X per year to ensure that your team is installing, monitoring, and supporting implementation of RENEW. It takes about 30 minutes to complete.

Critical Component #1: Foundations

Critical Component # 2: Training and Technical Assistance

Critical Component # 3: Ongoing Progress Monitoring, Support, and Sustainability

RENEW Implementation Scores

<table>
<thead>
<tr>
<th>Schools</th>
<th>Baseline</th>
<th>Winter 2015</th>
<th>Spring (April/May 2015)</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>68%</td>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 2</td>
<td>59%</td>
<td>82%</td>
<td></td>
<td>88%</td>
</tr>
<tr>
<td>School 3</td>
<td>53%</td>
<td>76%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 4</td>
<td>50%</td>
<td></td>
<td></td>
<td>68%</td>
</tr>
</tbody>
</table>

Dreams

This is your chance to be creative and think about how you want your school or your agency to respond to youth with emotional or behavioral challenges.

• What does RENEW implementation look like?
• Who is doing the work- what does that look like?
• In this ideal world, how is RENEW implemented?
Vision Statement

• Develop a statement about RENEW implementation:
• In XXX years youth/students are ...........

Draft Mission

The purpose of the RENEW Implementation Team at Mascoma Valley Regional HS is to oversee the fidelity of the RENEW model by supporting facilitators and their teams, using data-based decision making, and developing program structures for sustainability in order to assist vulnerable students and families for successful transition into adulthood.

Can We Implement RENEW?

Purpose: To gather information about enablers and hindrances to achievement and success.
• What works and what doesn’t work to change practice in your school or agency?
• What strategies tend to work best?
• What gets in the way of success?
• What are your strengths as a group and why?
• Which people work best with you and what do they do that is helpful?
• What helps you connect with others? Makes you feel heard, & understood?
Fears, Concerns, Barriers

Purpose: To identify obstacles that may prevent you from achieving your vision. Used in action planning to bring out supports and opportunities to help you to achieve success.

Questions for Facilitating Goals

• What is your goal for RENEW implementation 3 years from now? next year? this year? The next few months?
• What barriers need to be addressed in order to reach the goal?
• How will you know you’ve reached each goal?
Planning Next Steps

Purpose: Prioritize your objectives (what needs to happen first, second, and so on).
1. Brainstorm next steps for each goal prioritized
2. Choose which steps you need want to do first (which makes the most sense)
3. Identify supports you have or need.
4. Identify criteria for success around each goal and resources needed.

Goal Setting

Based upon the data:

By January of 2016, we will have accomplished:

Specific measures:

Data

- What data system needs to be in place to monitor youth and the RENEW intervention?
- What do we need to know?

Review Youth tracker

Youth enrolled in RENEW

<table>
<thead>
<tr>
<th>Schools</th>
<th>Total number of youth enrolled</th>
<th>Youth completed mapping</th>
<th># of RENEW youth teams formed</th>
<th>Goals identified</th>
<th>Goals reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>School 2</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>School 3</td>
<td>8</td>
<td>2</td>
<td>13</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>School 4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>
My Goal:

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Who Responsible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My Action Plan

RENEW Referral Process
Example: Somersworth High School

- Problem Behavior
- Lack of Credits
- Failing

Student Not Responding to Universal Interventions

Targeted Team: Quick FBA → Targeted Team: Full FBA → Targeted Team: Student Triaged for RENEW

RENEW Point person matches with a RENEW Facilitator

Student Referred to RENEW Point person /Oversight Team

Student receives initial Conversation and begins RENEW

Example: Tertiary Team (Intensive Level) Referral and Process

- Does the student need higher level supports?

  - Off Track to meet expected graduation
  - Repeating one grade level or at risk for retention
  - Not responding to Tier 2 interventions after 6-8 weeks
  - High absenteeism rate (5+ half day absences)
  - Escalating ODR’s (6+ in a 4 week period) and OSS rate (3-10 day suspension)

RENEW Implementation Team completes Strengths & Needs checklist & engages youth in process

* Documentation exists to show interventions have been done with fidelity

3-Tiered System of Support at KHS

- Universal Team
- Targeted Team
- RENEW Implementation Team
- RENEW Referral Process

- Universal Supports
- Worked into Individual Plans (ISP)

- RENEW Implementation Team
- Strengths & Needs checklist
- Universal intervention effectiveness identified
- Match Facilitator & youth

- Personal Factors Planning
- Team Development
- Brief Plan

- RENEW Referral Process
- Needs & Supports identified
- Universal intervention effectiveness identified
- Match Facilitator & youth

- ISP
- 575
- 757
- 127
- 27
- 775
- 275

www.renew.unh.edu
KHS RENEW REFERRAL FORM FINAL

1. Student Name
2. Date of Request
3. Year of Graduation
4. Referral Name

5. Qualifications:
   - Failing 2 or more classes
   - Attendance Concerns
   - Behind in Credit Acquisition
   - 5 or more Office Referrals
   - Limited Social Supports
   - Lack of Post Secondary Goals

6. Other:
   Please explain/comments

Thank you for participating in this project!

Contact Information:
Institute on Disability at UNH
JoAnne Malloy, Ph.D.
Clinical Assistant Professor
Institute on Disability at UNH
Kathy Francoeur, M.Ed.
PBIS Facilitator/RENEW trainer
kathryn.Francoeur@unh.edu

For further information or inquiries about RENEW, please contact:
lod.renew@unh.edu
https://www.facebook.com/IOD.RENEW