Building District Capacity for RENEW in High Schools

JoAnne Malloy
Institute on Disability at the University of New Hampshire

Jonathan Jageman, Milwaukee Public Schools

Illinois PBIS Leadership Forum

October 22, 2015
Learning Objectives

• Articulate the key elements of an effective initiative to implement a new practice throughout a school district.

• Understand the decision-making and problem solving processes used to improve adoption of a new practice throughout a school district.

• Understand how Milwaukee Public Schools developed buy in and scaled up the RENEW practice throughout the district.

• Articulate the benefits of implementing RENEW for high need high school students.
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

**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)
Leadership Team Action Planning Worksheets

Steps:

Self-Assessment: Accomplishments & Priorities

Session Assignments & Notes: High Priorities

Action Planning: Enhancements & Improvements
“In theory there is no difference between theory and practice; in practice, there is.”

Yogi Berra
Talk with your neighbor:

Have you ever been part of a failed initiative?
Why did it fail?
The NIRN

Implementation Research: A Synthesis of the Literature


© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008
STAGES of IMPLEMENTATION
(Fixsen, 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
Should we do this?

Why would we implement a Tier 3 intervention like RENEW?

1. Do you have school dropouts?
2. Do you have students who are disengaged?
3. Do you have students with significant emotional and behavioral challenges?
4. Are you losing students from particular ethnic or racial groups at higher rates?
Youth with Emotional and Behavioral Challenges

• High rates of school dropout (with associated low income and employment)
• High rates of anti-social behavior including incarceration, arrests, behavior problems in school
• High rates of trauma
• Poor access to or utilization of mental health services
• Lack community and social supports
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

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
Wagner & Davis (2006) recommend that programs for youth with EBD include:

- Support to complete the schools’ academic program
- Assistance with high school completion and real world employment
- Building self-determination skills
- Assistance to build a positive social support network
- Assistance to develop a personalized career and post-high school plan
RENEW Theory of Change

Context: Youth with who are:
• Disengaged from home, school community
• Youth who are involved in jj system
• Experiencing failure in school, home or community

Facilitators Provide:
1. Personal futures planning including choice-making and problem-solving.
2. Individualized team development and facilitation
3. Personally relevant school-to-career development, support, and progress monitoring.

2 Shorter-Term Improvements In:

- Self-Determination Capacity & Opportunity
- Student Engagement and Self-efficacy Behavioral, Cognitive, & Affective
- More effective formal and natural supports Source & Type

Longer-Term Improvements in:
• Emotional & behavioral functioning
• Educational outcomes
• Employment
Practice Elements

1. Personal Futures Planning
2. Individualized Team Development & Facilitation.
3. Implementation and monitoring of individualized school and vocational plan.
   - Braided (individualized) Resource Development
   - Individualized, Flexible School-to-Career Planning
   - Naturally Supported Employment
   - Mentoring & Sustainable Community Connections
**Strengths**

- Perseverence (Limit +/-)
- Curious/Adventurous (Try new things)
- High vocabulary (Well spoken - Articulate)
- Good Listener
- Painting (Art)
- Basketball, Baseball
- Football ACTIVE

**Accomplishments**

- Making B Ball Team
- 1st place in 3rd gr. Otown
- 6th grade Spelling
- Good Attendance
- Bringing Family together
- Independently Completing Math Work

**DREAMS**

- Build Stuff
- Inventor
- Artist
- Dancer
- Best Friend
- NASCAR Driver
- Rapper
- President of USA
- Basketball James
- Japan
- Learn French
- Paris!
- Actor Film Star
RENEW IS....

• A flexible, person-centered planning and support service
• Driven by the student’s expressed needs, interests, and goals
• Designed to foster competence by creating supported educational and career-related experiences in which the youth can be successful
• Designed to be flexible and individualized
• Designed to build social resources for the youth

RENEW IS NOT....

• A program
• A course, a classroom, or a school
RENEW 4-Phase Process

Phase 1: Engagement and futures planning
Phase 2: Team Development - Initial Planning
Phase 3: Implementation and Monitoring
Phase 4: Transition to Less Intensive Supports
The APEX High School Model: Positive Behavior Interventions & Supports & RENEW

Malloy, Agorastou & Drake, 2009 Adapted from Illinois PBIS Network, Revised Sept., 2008 & T. Scott, 2004

**Universal**
- School-Wide Assessment
- School-Wide Prevention Systems

**Tier 2**
- Competing Behavior Pathway, Functional Assessment Interview,
- Weekly Progress Report (Behavior and Academic Goals)
- ODRs, Attendance, Tardies, Grades, Credits, Progress Reports, etc.

**Tier 3**
- Student Progress Tracker; Individual Futures Plan
- Simple Individual Interventions (Brief FBA/BIP, Schedule/Curriculum Changes, etc)
- Small Group Interventions (CICO, Social and Academic support groups, etc)
- RENEW and Wraparound

**The APEX High School Model**
Malloy, Agorastou & Drake, 2009 Adapted from Illinois PBIS Network, Revised Sept., 2008 & T. Scott, 2004

[Diagram showing the hierarchy of interventions and supports]
Students in RENEW: Outcome Data (n=25)
Students in RENEW: Annual Grade Point Average

Significant change in GPA * $p < .05$
Somersworth High School: Annual Event Dropout Rates

PBIS Initiated

Somerworth State Average
<table>
<thead>
<tr>
<th>Project</th>
<th>Target Population</th>
<th>Main Findings</th>
<th>Studies</th>
</tr>
</thead>
</table>
| RENEW Research and Demonstration Project U.S.        | Youth, ages 15-21, with Severe Emotional Disturbance (SED)                        | • High School Completion  
| Department of Education (95-98)                      |                                                                                  |                                                                               |                                                                        |
| Community Youth re-entry Project                     | Youth with disabilities, ages 15-21, in juvenile detention or placement facilities | • Community re-entry  
• Employment  
• High school completion | Hagner, Malloy, Mazzone, & Cormier, 2008                                        |
| U.S. Department of Education (99-02)                 |                                                                                  |                                                                               |                                                                        |
| APEX I PBIS Dropout Prevention Project- U. S.        | 2 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout | • High school completion  
• Employment  
• Improved behavioral and community functioning | Malloy, Sundar, Hagner, Pierias, & Viet, 2010; Bohanon, Eber, Flannery, Malloy, & Fenning, 2007; Bohanon, Fenning, Borgmeier, Flannery, & Malloy, 2008 |
| Department of Education (02-06)                      |                                                                                  |                                                                               |                                                                        |
| APEX II PBIS Dropout Prevention Project- U. S.       | 10 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout | • High school completion  
• Employment  
• Improved behavioral and community functioning | Malloy, & Hawkins, (Eds.), 2010; Malloy, 2011.                                      |
| Department of Education (06-09)                      |                                                                                  |                                                                               |                                                                        |
| APEX III PBIS Dropout prevention project- NH         | 7 NH high schools with high dropout rates among students with disabilities; RENEW to 72 | • High school completion  
• Employment  
• Improved behavioral and community functioning | Malloy, Suter, & Haber, 2014 Malloy, Haber, LaPorte, & Burgess, 2015          |
| Department of Education (09-present)                 | students with disabilities                                                       |                                                                               |                                                                        |
| RENEW I & II Capacity Building Projects- Foundation  | 6 community mental health centers- RENEW to 180 youth with EBD, ages 15-19        | • Stable housing  
• Academic progress  
• Social supports  
• Employment                                 | Malloy & Haber, 2013                                                           |
| funded (09-present)                                   |                                                                                  |                                                                               |                                                                        |
Replication Sites

• Over 20 high schools and 10 mental health centers in New Hampshire
• Pennsylvania, Illinois, St. Louis SD, North Carolina, Maryland, Milwaukee Public Schools
Institute on Disability: RENEW Implementation Model

**Exploration & Adoption**
- Work with state or region to develop a plan
- Create Administrative Buy In-
  1. Leadership Team
  2. School/site selection process
  3. Site application & Approval
  4. Data system development

**Installation**
- Select and Train Tertiary Oversight Teams and Facilitators
  1. Tertiary Team Development- youth and facilitator selection process
  2. RENEW Facilitator Training- 3 days
  3. Identify and train state level coaches
  4. Install data collection systems

**Implementation**
- Sustainability:
  1. Identify site coaches
  2. Train site coaches- 2 days
  3. Certify RENEW Facilitators & Coaches
  4. Site systems and procedures established
Manualized training and coaching system.
RENEW Facilitator Certification

RENEW Facilitator Initial Certification Requirements:
• Certificate of completion of RENEW Facilitator Training.
• Documentation that the RENEW process has been facilitated with three or more youth.
• 6 hours of supervision and/or coaching; or related professional development.
• Achieve a fidelity score of 80% or higher on the RENEW Integrity Tool.

RENEW Facilitator Certification Annual Renewal Requirements:
• Documentation that the RENEW Process has been facilitated with three or more youth for the current year.
• 6 hours of continuing education in a related area.
• Achieve a fidelity score of 80% or higher on the RENEW Integrity Tool.
Required Structural Elements to Ensure Effective Implementation and Sustainability of RENEW

• RENEW coaching.
• RENEW Implementation Team.
• Implementation Data System.
• RENEW website resources http://iod.unh.edu/Projects/renew/renew_main.aspx
FACILITATORS, STUDENTS, & FAMILIES

RENEW IMPLEMENTATION TEAM STRUCTURE

Providing supports for effective practices implemented with fidelity

Support Loops

Providing feedback and data on implementation efforts

Feedback Loops

UNH TRAINING AND COACHING SUPPORT

STATE TRAINING AND COACHING SUPPORT

BUILDING IMPLEMENTATION TEAM and COACHES

FACILITATORS, STUDENTS, & FAMILIES
RENEW Implementation Data

- RENEW Integrity Tool (RIT)- Measures fidelity of implementation of primary elements of RENEW model at the facilitator level.
- RENEW Implementation Checklist (RIC)- 17 item checklist used by the RENEW Implementation Team to guide implementation and support of RENEW model.
- RENEW Youth Tracker- Database to track process, outcome, and demographic data at the individual youth, school, district, and state levels.
PBIS & RENEW Implementation
Milwaukee Public Schools

Jonathan Jagemann
October 22nd, 2015
Milwaukee Public Schools
District Information

- 75,548 Students (September 2015)
  - 53.5% African American
  - 25.5% Hispanic
  - 13.0% White
  - 6.3% Asian
  - 0.7% Native American

- 66.3% Socio-economically Disadvantaged

- 9.1% English Language Learners

- 20.0% Students with Disabilities
Rationale

2007-2008

• Council of Great City Schools first recommends PBIS
The mission of PBIS/RtI in Milwaukee Public Schools is to provide support to ensure that academic and social emotional needs of all students are met.

The vision of PBIS/RtI in Milwaukee Public Schools is for every student to experience school as a place where staff meets them where they are academically and behaviorally to provide them with the tools they need to become productive citizens.
Brainstorm

• What do you think would be some keys to implementing a district-wide framework such as PBIS and RENEW?
### PBIS Rollout

#### Tier 1
- **Planning and Preparation** (2008-2009)
- **Cohort 1** (2009-2010)
- **Cohort 1** (2010-2011)
- **Cohort 1** (2011-2012)
- **Cohort 1** (2012-2013)
- **Cohort 1** (2013-2014)

#### Tier 2
- **Cohort 1** (2009-2010)
- **Cohort 1** (2010-2011)
- **Cohort 1** (2011-2012)
- **Cohort 1** (2012-2013)
- **Cohort 1** (2013-2014)

#### Tier 3
- **Cohort 1** (2011-2012)
- **Cohort 1** (2012-2013)
- **Cohort 1** (2013-2014)
Milwaukee Public School PBIS Results
MPS Attendance Rate

- 85.5%
- 86.0%
- 86.5%
- 87.0%
- 87.5%
- 88.0%
- 88.5%
- 89.0%
- 89.5%
- 90.0%
- 90.5%

Years:
- 2007-2008
- 2008-2009
- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
MPS Suspension Rate

![Graph showing the MPS Suspension Rate from 2007-2008 to 2014-2015, with a trend of decreasing suspension rates over the years.](image)
Documented Behavior Interventions

![Graph showing the increase in documented behavior interventions from 2009-2010 to 2014-2015. The number of interventions increases each year, indicating a growing need for behavior interventions in Milwaukee Public Schools.](image-url)
Questions considered

- What works and what doesn’t work to change practice in MPS?
- What strategies tend to work best?
- What gets in the way of success?
- What are the strengths within MPS?
- Which people will be most helpful to implementation and how can they be helpful?
RENEW Roll-out
Milwaukee Public Schools

November 2012 to Present
2012-2013

- Initial training and implementation of Cohort 1 schools’ facilitators
- RENEW overview for district administrators
- Creation of RENEW resources website
2013-2014

- All high school facilitators trained in RENEW
- All high school facilitators begin implementation of RENEW
- District team adds a School Psychologist and School Social Worker for Tier 3 Coaching
2014-2015

• First 30 Days Checklist
• Peer Support Circles
• District Tier 3 Leadership Team
• Year-end data collection
2014-2015 RENEW School Summary Data

- Total: 89
- Female: 49
- Male: 40
- White: 9
- African-American: 57
- Hispanic: 20
- Asian: 3
- Homeless: 9
- IEP: 31
2014-2015 RENEW School Summary Data

- Completed Mapping: 46
- Dropped out of RENEW: 24
- Average number of meetings: 1.08
- Average number of goals created: 1.3
- Average number of goals met: 0.46
- Average decrease in Behavior Referrals: 4.26
Implementation and Fidelity Measures

- RENEW Implementation Checklist (RIC)
  - Completed by District Tier 3 Leadership Team

- RENEW Implementation Tool
  - Completed by each school level RENEW facilitator
School RIT Results

District Phases

Phase I Percentage: 74.75%
Phase II Percentage: 43.18%
Phase III Percentage: 33.53%
District Team RIC

(1) Foundations: 71.40%
(2) Training: 100%
(3) Ongoing Support: 50%
Overall: 67.60%
## District RIC Action Plan (example)

<table>
<thead>
<tr>
<th>Item</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Training: High quality RENEW Facilitator and coaching training is obtained</td>
<td>Create and implement MPS district-wide training for new staff based on NH Training. Offer refresher training for previously trained facilitators.</td>
</tr>
<tr>
<td>(2) Training: High quality data based decision practices are in place</td>
<td>Train facilitators on our new data management system to document interventions and progress monitoring data.</td>
</tr>
<tr>
<td>(3) On-going Support: An annual plan is developed and followed</td>
<td>Create and provide school-level Tier 3 Overview for school staff members. Tier 3 facilitators could then present to their staff</td>
</tr>
</tbody>
</table>
Building Capacity and Sustainability At Tier 3

- Worked with other departments to recognize the power of RENEW and PBIS and engaged them in the process throughout implementation
- Continued focus on the importance of strong systems
- On-going trainings of all Tiers of PBIS
- Clear messaging, expectations, and support to all schools in the district
Coaching Support Circles

- Regularly scheduled
- All RENEW facilitators attend one every semester
- Rotating topics
- Discuss best practices and problem solve
- Follow restorative circle model
Website

RENEW

RENEW (Rehabilitation, Empowerment, Natural Supports, Education and Work) is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges. Developed in 1996 by staff at the Institute on Disability (IOD), RENEW is being provided by schools, community mental health centers, community-based providers, and IOD staff members to youth. The model focuses on supporting each youth to design and pursue a plan for the transition from school to adult life. RENEW has substantially increased the high school completion, employment, and postsecondary education participation rates among our most vulnerable youth.

The mission of the Tier 2/3 interventions Team is to plan out goals for the team, develop the systems and supports, to evaluate the fidelity of the supports on an ongoing basis, and to communicate the progress of the team and the supports to all staff members.

Phases of RENEW

- General Resources
- Phase 1: Engagement and Team Preparation
- Phase 2: Initial Team Development
- Phase 3: Implementation
- Phase 4: Preparation for Exit from RENEW

Additional Resources

- Progress Monitoring
- University of New Hampshire RENEW Resources
- MPS Examples
- Graphic Facilitation Resources
Phase 3: Implementation

Required

Youth Action Group Plan  (example)

Optional

Can Info

What

MP!

➢ Progress Monitoring

➢ University of New Hampshire RENEW Resources

➢ MPS Examples

➢ Graphic Facilitation Resources

➢ Summer Resources

• Student 2: Goals and Next Steps // Action Plan

A new Action Plan is created at each meeting. A separate Goals and Next Steps is created for each student goal and same sheet is used until the goal is reached.

Video of MPS Student Mapping “Who Am I”
Data System

- Behavior intervention plan creation
- Collection of regular individualized progress monitoring data
- Uploading of action plans
- Team members listed
3 A’s + 1

• With a shoulder partner:
  – One thing you Agree with
  – One thing you would Argue and do different
  – One thing you would Aspire to try
  – One AHA moment
James: A RENEW Case Study in Milwaukee Public Schools
James’ Story

• Trauma involving death of parent and other family members in an accident
  • No follow-up mental health care
• Failed custodial relative relationships
• Failed middle school placement in another school district
• History of discipline issue including disruptions, fighting, and refusing instructions
<table>
<thead>
<tr>
<th>Strengths</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Persistence (Limit +/-)</td>
<td>• Making BBall Team</td>
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<td>• Curious/Adventurous (Try new things)</td>
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<td>• Painting (art)</td>
<td>• Independently Completing Math Work</td>
</tr>
<tr>
<td>• Basketball, baseball, football ACTIVE</td>
<td>• Supporter (+ peer press)</td>
</tr>
</tbody>
</table>
| | • Taking personal respon.
What WORKS

- Motivational music
- Robotics
- Non-violent expression
- Focus on who's stronger
- Talking (size doesn't matter)
- Teacher matters
- Come in with good attitude (sponge)
- Positive peer pressure
- Setting events: good nights sleep, good dinner, can't sleep > RAP
- Good bedtime
- Being active
- Drawing/art activities

What doesn't WORK

- When ppl focus on (-)
- Come in quiet/head phones in
- Peer pressure off task
- Sugar?
- Threats
- Confrontation
  (Depends on person and tone)
- Safety -cared
- Not care
- Missing bus
- Peers teasing
- Peers trash talking
- Writing activities
DREAMs

Build stuff

Bachelor's

Inventor

President of the U.S.A.

Rapper

Basketball player James

Actor

Dancer

Learn French

Paris

Best Friend
Fears, Concerns, Barriers

- Rap → "being played"
- Travel → Language
- Home/Sick: College (Distance)
- Overwhelmed: College (everything!)
- Coming to School (High School)
- Getting Bored: Losing interest in "Same Thing"
- Peer Pressure: Friends
- Suspended...
- Grades: U's (Belot: English)
- SRP: DONT CARE MENTALITY
- Not being able to succeed (no college)
- Failing at critical moment
- Self-Doubt
- Regrets (Franklin, BBall Team)
- Anger
- Ppl not believing you
- That they're right...
GOALS

1. I want a job.
2. I'm going to graduate with a 3.3 GPA.
3. Go to College (option)
4. Learn about Apprenticeship opportunities
5. Play Basketball (senior year + beyond)
6. Put my music on the internet
7. Build Something "MIND BLOWING!"
8. Get my driver's license
James’ Results

- No ODRs after January of 2014
- 3.3 GPA
- Obtained full time summer employment
- Recruited for Link Crew
- Played varsity football- mentored several freshmen players
- Began implementing coping strategies with changes in his life
- GRADUATED JUNE 2015!!
RENEW Implementation
Milwaukee Public Schools

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Ashley Lee, Assistant to the Superintendent

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Institute on Disability UNH Team

JoAnne M. Malloy, Ph.D.  Renew.unh.edu
Assistant Clinical Professor
Institute on Disability
University of New Hampshire
56 Old Suncook Rd.
Concord, NH 03301
(603)228-2084
Joanne.malloy@unh.edu