E08: Fostering Resilience to Support Our Most Vulnerable Youth

Dr. JoAnne Malloy
Kathy Francoeur M.Ed.
Institute on Disability, UNH
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Objectives

➢ Articulate of the definition of resiliency and the key protective factors
➢ Name key components the RENEW model for transition age youth complex support needs
➢ Understand specific to the elements of resilience from youth narratives after having participated in the RENEW model
Prevalence of Emotional or Behavioral Disorders (CDC, 2017)

Most commonly diagnosed mental disorders in children:
• ADHD: 9.4% of children aged 2-17 years (approximately 6.1 million)
• Behavior problem: 7.4% of children aged 3-17 years (approximately 4.5 million)
• Anxiety: 7.1% of children aged 3-17 years (approximately 4.4 million)
• Depression: 3.2% of children aged 3-17 years (approximately 1.9 million)
• Anxiety and depression have nearly doubled in 10 years
• There are significant differences by age, race, gender, ethnicity
• Highly correlated with exposure to multiple Adverse Childhood Events (ACES) and trauma (Maltreatment, racism, poverty, violence).
• 70% do not receive adequate treatment (McKay et al., 2005).
Shifting from a Deficit-Based to Strengths Based Lens

• The strength-based approach allows a person to see themselves at their best. They are encouraged to capitalize on their strengths rather than focus on negative characteristics.
• The strength-based approach examines not only the individual, but also their environment; for example, how systems are set up or power imbalances between a system or service and the people it is supposed to serve.
• In addition, the strength-based approach identifies constraints that might be holding back an individual's growth. These constraints might be social, personal, and/or cultural issues. (McCashen, 2016).
What is Resilience?

Multiple studies showed that, despite growing up in adverse conditions, many children experienced positive developmental outcomes. (Garmezy, 1971, 1974, 1987; Rutter 1979; Werner & Smith, 1982. 1992, 2001).

Resilience is... “the process of effectively negotiating, adapting to, or managing significant sources of stress or trauma. Assets and resources within the individual, their life and environment facilitate this capacity for adaptation and “bouncing back” in the face of adversity. Across the life course, the experience of resilience will vary. (Windle, 2011, p. 152)

This has led to the development of approaches and frameworks that shift the focus away from risk factors toward positive or protective factors.
Cultural Considerations

- Perceived strengths in the dominant (White) culture may not translate to individuals in other subgroups:

- Studies of culture and resilience show that we MUST consider context and culture. For example, one study of Black female students showed that positive socialization meant that “Black girls [are] less restrained by the dominant, White middle-class view of femininity as docile and compliant, and less expectant of male protection than White girls in other educational research” (p. 499). Teachers may not always interpret such behavior positively. The girls were thought by their educators to be “too assertive” and “unladylike.” (Morris, 2007)
# 40 Developmental Assets – Search Institute

## External Assets
- Support
- Empowerment
- Boundaries & Expectations
- Constructive Use of Time

## Internal Assets
- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity
RENEW Model: Theory, Elements and Implementation
Who is RENEW For?

• High rates of:
  • School dropout
  • Anti-social behavior
  • Trauma

• Low rates of:
  • Income and employment
  • Access to mental health services
  • Community and social supports
RENEW Theory of Change

**Context:**
Youth who are...

- Disengaged from home, school, and/or community
- Involved with the mental health, child welfare, and/or juvenile justice systems
- Experiencing failure in school, home, and/or community

**Facilitators provide:**
1. Person-centered 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

**Shorter-Term Improvements in:**
- Developing a concrete, personally relevant plan
- Engagement in home, school, and community
- Access to formal and natural supports

**Longer-Term Improvements in:**
- Educational Outcomes
- Employment
- Emotional & Behavioral Functioning

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MTSS High School Model: Positive Behavior Interventions and Support & RENEW

- Tier 3
  - RENEW and Wraparound
  - Simple Individual Interventions (Brief FBA/BIP, Schedule/Curriculum Changes, etc.)
  - Small Group Interventions (CICO, Social and Academic Support Groups, etc.)

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

- Tier 1/Universal
  - Student Progress Tracker
  - Individual Futures Plan
  - School-Wide Assessment
  - School-Wide Prevention Systems
T3.12 Formal and Natural Supports: Behavior
support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends)
RENEW Timeline

1996
Developed through an RSA-funded demonstration project

1998–2007
Developed a non-profit community-based agency

2002–present
High schools tertiary level intervention (3-tiered PBIS model: NH, IL, PA, WI, MA, ME, CT, CA)

2008–present
Community mental health providers in NH

2014
International training, technical support, and coaching

2022
NH ‘s Residential Treatment Centers & JJ
RENEW Core Values and Principles

**RENEW Core Values**
- Youth-driven,
- Community-based,
- Culturally and linguistically competent,
- Trauma-responsive,

**RENEW Principles**
- Self-Determination
- Empowerment
- Strengths-Based
- Self-Efficacy
- Developing Natural and Formal Supports
- Unconditional Care
- Equity
- Full Inclusion
RENEW Goals

• High School Completion
• Employment
• Post-Secondary Education
• Community Inclusion
RENEW Maps

1. My History Map
2. Who Am I Today Map
3. My Strengths & Accomplishments Map
4. My People & Resources Map
5. What Works and Doesn’t Work Map
6. My Dreams Map
7. My Fears, Challenges, and Barriers Map
8. Needs Statements
9. My Goals Map
10. Next Steps Map
RENEW Maps: Focusing on Youth Strengths, Hopes & Dreams

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RENEW
resilience, empowerment, & natural supports for education and work
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Research Framework for Resilience (Masten, 2011)

- **Self-efficacy**: as a person’s belief that they can successfully complete a certain task or achieve a particular outcome, (Bandura, 1982).

- **Coping strategies**: associated with self-efficacy include an understanding of what one can control, managing goals, managing time, logging accomplishments, linking shorter term tasks to longer term goal attainment, drawing on strengths and past accomplishments, and emotional regulation (Delany, Miller, El-Ansary, Remedios, Hosseini, & McLeod, 2015).

- **Optimism** is another quality among resilient individuals and is related to self-efficacy, characterized as “a positive attitude to life events and situations” (McBride, 2012, p. 6)

- **Supportive “social ecologies”** build the capacity of the individual as well as that of the family, community, school, social services, and cultural resources to support the youth (Unger, 2012).
Reflecting On Who They Are Today…
Focusing on Strengths…

My Strengths & Accomplishments

- Good at multi-tasking
- Good at writing
- Patience
- Empathetic
- Kind-hearted
- Helpful
- Strong
- Likeable, good kid
- Great personality
- Able to accept help

- Wrote a book
- Performed a song on the guitar
- Striving for 3 meals/day
- Improving grades at school

Strengths

- Biking
- Making Friends
- Working
- Adapt to change easily!

Accomplishments

- Woodshop
- Rainbow Box pizza
- Build Things - Bike
- Getting Odd Jobs - Earning Money
- Get work done in class
- Math
- Easy Going Oct 1, 2014
Identifying People and Resources…
Building Hopes and Dreams...
Understanding My Needs...

- I need to feel safe
- I need to be able to trust others
- I need to know that I matter
- I need to make a difference
- I need to sleep and eat regularly
- I need to feel connected
- I need to feel like I can be myself
- I need others to believe in me
Setting Achievable Goals...

1. Finish a book
2. Get a job
3. Help an outlet for helping people
4. Report Card
   - Pass
   - Pass
   - Pass
5. Stretch goal: Honor Roll
   - No more cutting
Hollie Teaches us About Adversity
Turn and Talk

• What are some indicators of resilience seen through this process of RENEW?
• What value does this process have in building resilience?
Youth Narratives

IES Study
2015-2019

RENEW
resilience, empowerment, & natural supports for education and work
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The Center on Disability and Community Inclusion at the University of Vermont and the Institute on Disability at the University of New Hampshire received a grant to study RENEW from 2015 to 2019. The purpose was to better understand what works for high school students with emotional and behavioral challenges at risk of dropping out. 13 high schools participated in Illinois, Maryland, New Hampshire, and Vermont. Eligible students were randomly assigned to receive RENEW or regular services for 18 months.

Learn more about the RENEW efficacy study.
## Study Participants

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<th>All Schools</th>
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<td>Invited to participate</td>
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<tr>
<td>Agreed &amp; started study</td>
<td>247</td>
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<td>RENEW group</td>
<td>123</td>
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<td>Comparison group</td>
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Phenomenological Study … (Moustakas, 1994)

…an analytic process that results in a description of “the meaning of the lived experiences for several individuals about a concept or the phenomenon” (Creswell, 1998, p. 51). The phenomenon under investigation in this study is the experience with resilience of youth within the context of receiving person centered planning and team facilitation through the RENEW intervention. The authors used a deductive data analysis protocol, working from more specific to broader categories, which is appropriate for this situation given that resilience is a developed concept (Elo & Kyngäs, 2008).
Research Questions

1. What indicators of resilience are expressed by youth as they reflect on receiving an intervention that supports their transition from adolescence to adulthood?

1. How did the youth characterize the supportiveness of their family, school, and community?
## Setting and Participants

<table>
<thead>
<tr>
<th>Youth</th>
<th>High School</th>
<th>State</th>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Date of Interview</th>
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<td>M</td>
<td>African American</td>
<td>November 2018</td>
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Rainbow Method

Purpose of this analytic tool:
• A visualization tool to explore and understanding information
• An efficient, concise visual alternative in multidimensional datasets in capturing seeing common themes
• A numerical spreadsheet enables exploration of numbers, a visualization spreadsheet enables exploration of visual forms of information

(E. H. Chi, P. Barry, J. Riedl and J. Konstan; Caberera-Miles, Z)
Content Analysis Showed...

Framing positive goals, Optimism

"I’ve progressed a lot. I have honor roll now. Going to college. Everything is good now, thanks to the group”

Self-efficacy, Managing Goals, and Incremental Progress

"Whenever I had a bad situation or something he’d tell me to keep my head up. And that’s what I do, and eventually you are going to make it"

"I’ve started doing things a year ago I wouldn’t even try”

I don’t get in any trouble with the administrators anymore. I don’t skip my classes anymore.
Content Analysis showed (cont.)

Emotional & Behavioral Regulation & Adaptability

“I’ve gotten like, go up to the teachers and asked for help and not be afraid to do it”

“A Supportive Environment

“I just focus on my work because it relaxes me”

“It definitely helped being able to talk to somebody about what I want to do and what I feel like I can do versus what I can’t”

“I know it’s kind of their job to care ...but it showed me that it is deeper than that, like they really actually cared about us”
Study outcomes: students self-reporting that they have a team

Take home:
The *E-RIT* asks students to report on activities conducted by their RENEW team. Overall, RENEW students were much more likely to report having a team, and this steadily increased over 18 months.
Implementing With Fidelity

RENEW Implementation Model

EXPLORATION & ADOPTION
- Explore the need for RENEW, develop initial plan, and gain approval from the site
- Create Administrative & Stakeholder Buy-In
  1. Form a RENEW Implementation Team
  2. Identify community partners & resources
  3. Create a referral process
  4. Develop a data system

INSTALLATION
- Select and Train RENEW Implementation Team & Facilitators
  1. Youth & Facilitator selection process
  2. RENEW Implementation Training
  3. RENEW Facilitator Training
  4. Install data collection systems

IMPLEMENTATION
- Sustainability
  1. Identify site coaches
  2. RENEW Coaches Training
  3. Certify RENEW Facilitators and Coaches
  4. Establish systems and procedures
  5. Build capacity
  6. Share successes with stakeholders

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Outcomes From Other Studies
Renew Youth Avg. Discipline Outcomes

- Prior (N=28)
- Enrolled (N=28)
- 1 Semester Post (N=17-19)
- 2 Semesters Post (N=9)

Avg. ODR
Avg. ISS
Avg. OSS
Academic Outcomes

Renew Youth Avg. GPA

- Prior (N=26)
- Enrolled (N=29)
- 1 Semester Post (N=20)
- 2 Semesters Post (N=10)

Avg. GPA
<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. Department of Education (95-98)** | Youth, ages 15-21, with Severe Emotional Disturbance (SED)                      | • High School Completion  
| **Community Youth re-entry Project U.S. Department of Education (99-02)**       | Youth with disabilities, ages 15-21, in juvenile detention or placement facilities | • Community re-entry  
• Employment  
• High school completion | Hagner, Malloy, Mazzone, & Cormier, 2008 |
| **APEX I PBIS Dropout Prevention Project - U.S. Department of Education (02-06)** | 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 |
| **APEX II PBIS Dropout Prevention Project - U.S. Department of Education (06-09)** | 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. |
| **APEX III PBIS Dropout prevention project - NH Department of Education (09-present)** | 7 NH high schools with high dropout rates among students with disabilities; RENEW to 72 students with disabilities | • High school completion  
• Employment  
• Improved behavioral and community functioning | Malloy, Suter, & Haber, 2014 Malloy, Haber, LaPorte, & Burgess, 2015 |
| **RENEW I & II Capacity Building Projects - Foundation funded (09-present)**     | 6 community mental health centers - RENEW to 180 youth with EBD, ages 15-19       | • Stable housing  
• Academic progress  
• Social supports  
• Employment | Malloy & Haber, 2013 |
Questions?
Thank You!

JoAnne Malloy, Ph.D.
Research Associate Professor
Institute on Disability, UNH
joanne.malloy@unh.edu
603.862.4320

Kathy Francoeur, M.Ed.
Co-Director of Training & TA
Institute on Disability, UNH
Kathryn.Francoeur@unh.edu
603.862.4320
For Further Information:
Visit the Center for RENEW Implementation

Please Contact:
Kathy Francoeur
RENEW Coach/Trainer
UNH Institute on Disability
Kathryn.Francoeur@unh.edu

RENEW National Trainers:
JoAnne Malloy
Kathy Francoeur
Heidi Cloutier

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