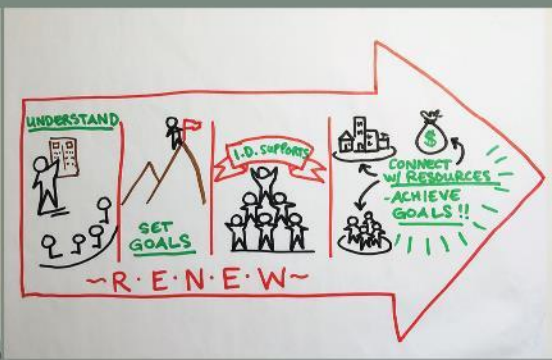


E08: Fostering Resilience to Support Our Most Vulnerable Youth

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Institute on Disability, UNH
20th International
Conference on Positive
Behavior Support



RENEW

resilience, empowerment,
& natural supports
for education and work

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

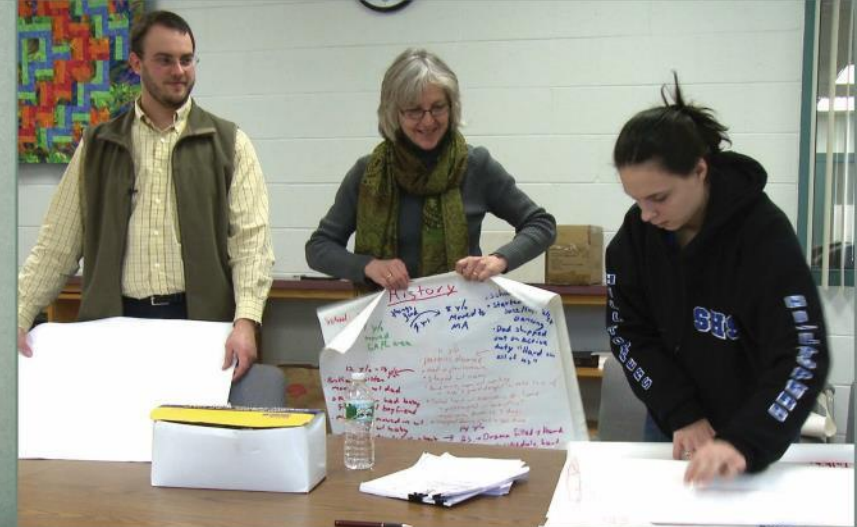
Social Competencies

Positive Identity



Discovering what kids need to succeed





RENEW Model: Theory, Elements and Implementation



RENEW™

resilience, empowerment, & natural supports for education and work
Creating Hope, Building Futures, Changing Lives



RENEW

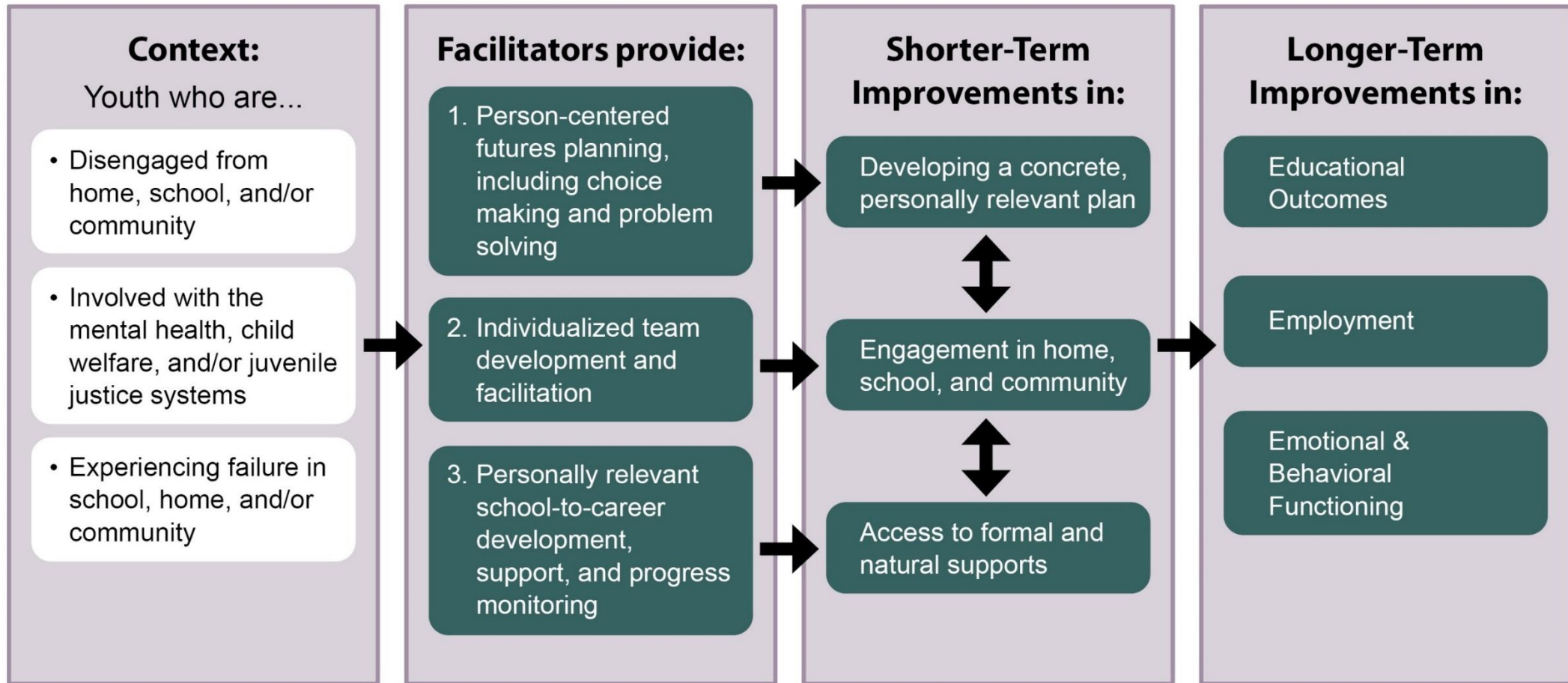
resilience, empowerment,
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Who is RENEW For?

- High rates of:
 - School dropout
 - Anti-social behavior
 - Trauma
- Low rates of:
 - Income and employment
 - Access to mental health services
 - Community and social supports

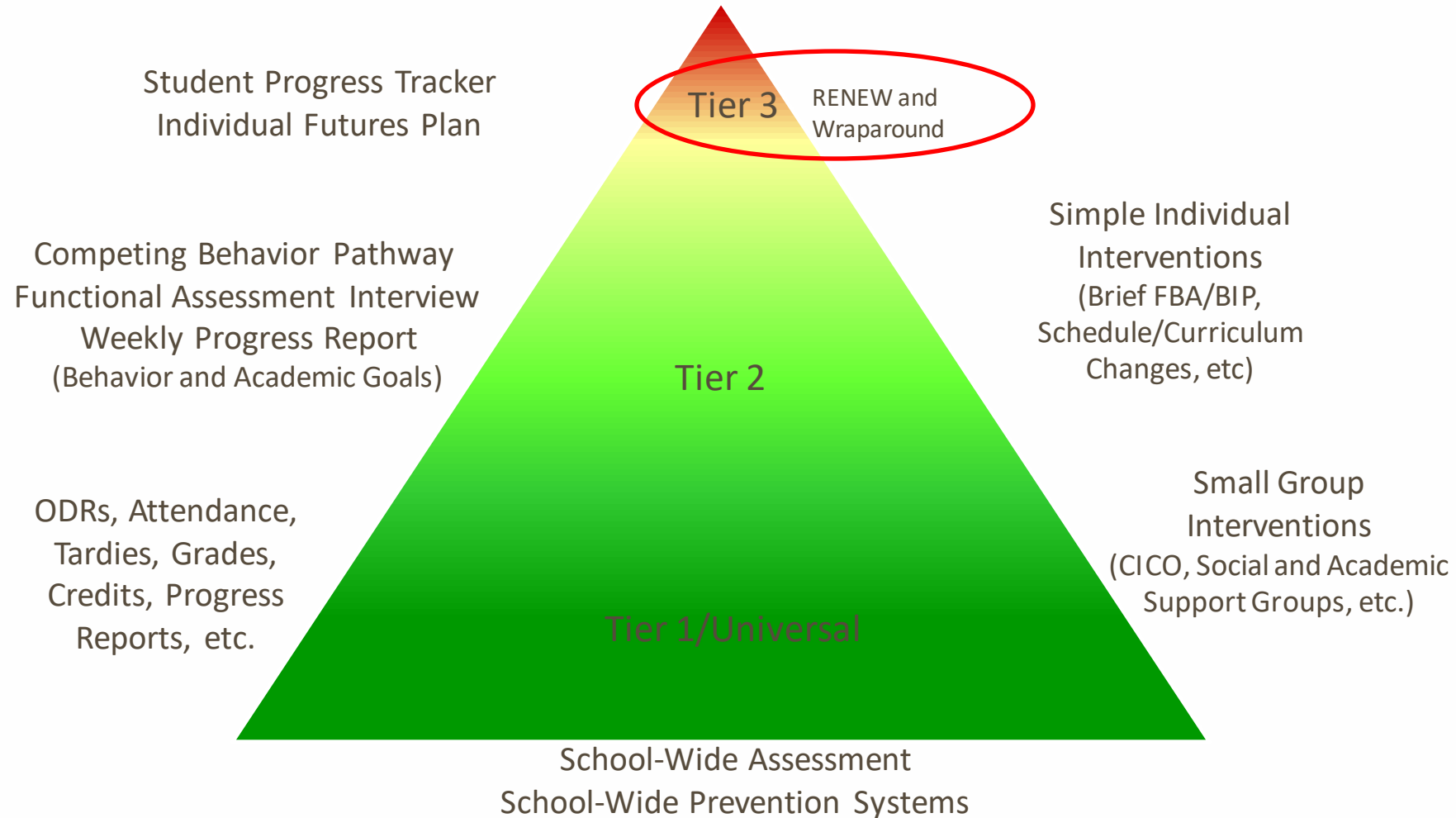


RENEW Theory of Change



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

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



RENEW & SWPBIS Tiered Fidelity Inventory

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

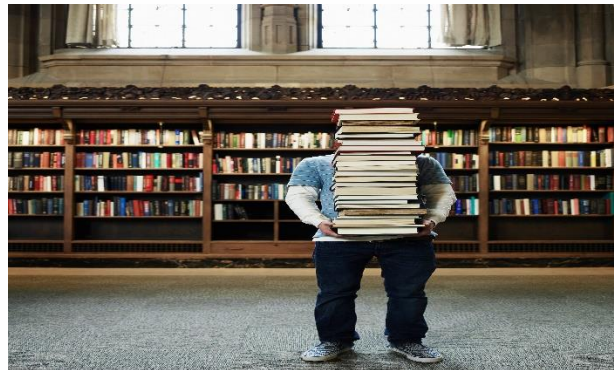
- Self-Determination
- Empowerment
- Strengths-Based
- Self-Efficacy
- Developing Natural and Formal Supports
- Unconditional Care
- Equity
- Full Inclusion



RENEW Goals

RENEW Goals

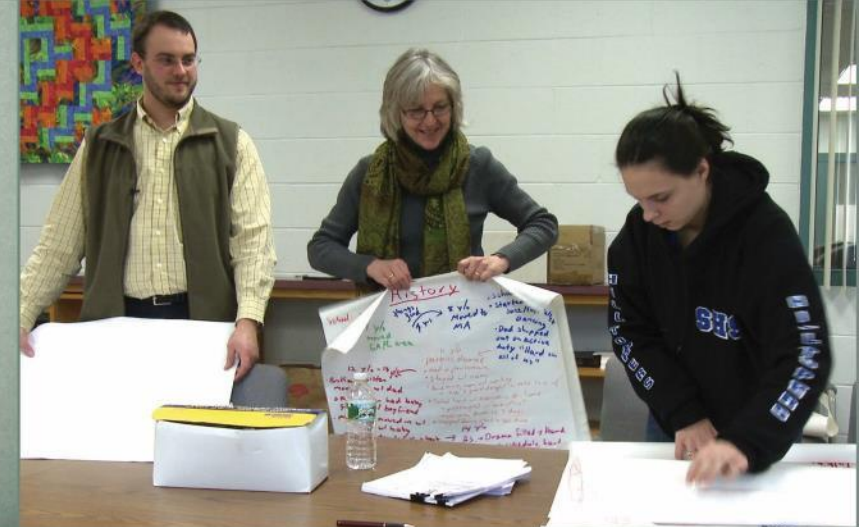
- High School Completion
- Employment
- Post-Secondary Education
- Community Inclusion



RENEW Maps

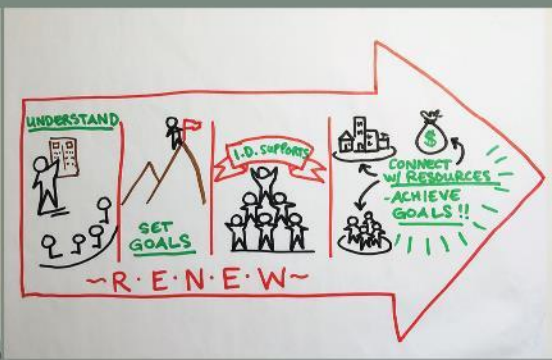
1. My History Map
2. Who Am I Today Map
3. My Strengths & Accomplishments Map
4. My People & Resources Map
5. What Works and Doesn't Work Map
6. My Dreams Map
7. My Fears, Challenges, and Barriers Map
8. Needs Statements
9. My Goals Map
10. Next Steps Map





RENEW Maps: Focusing on Youth Strengths, Hopes & Dreams

www.renew.unh.edu



RENEW

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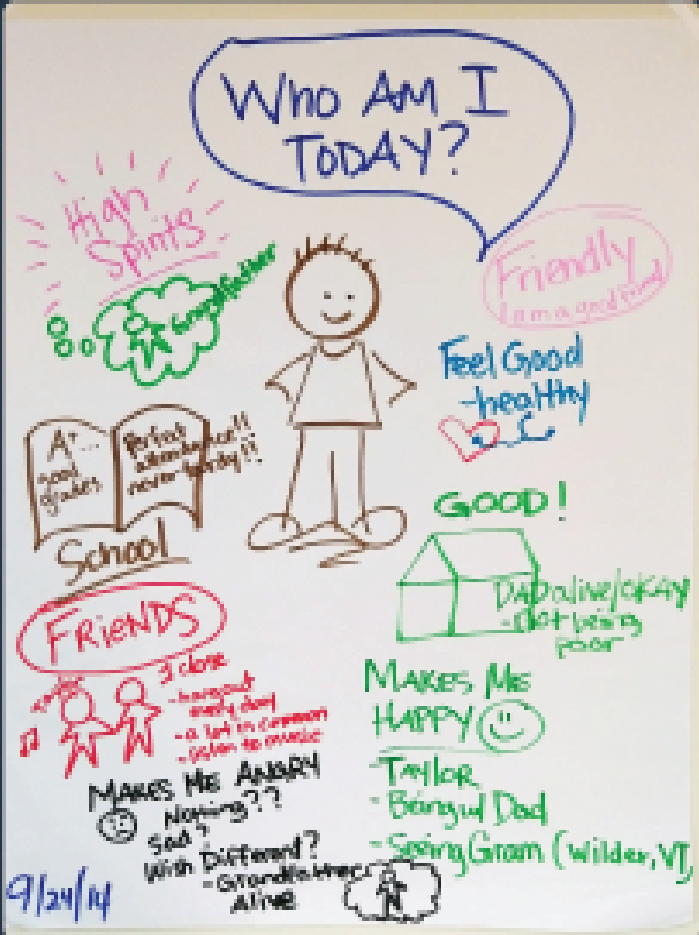
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Research Framework for Resilience (Masten, 2011)

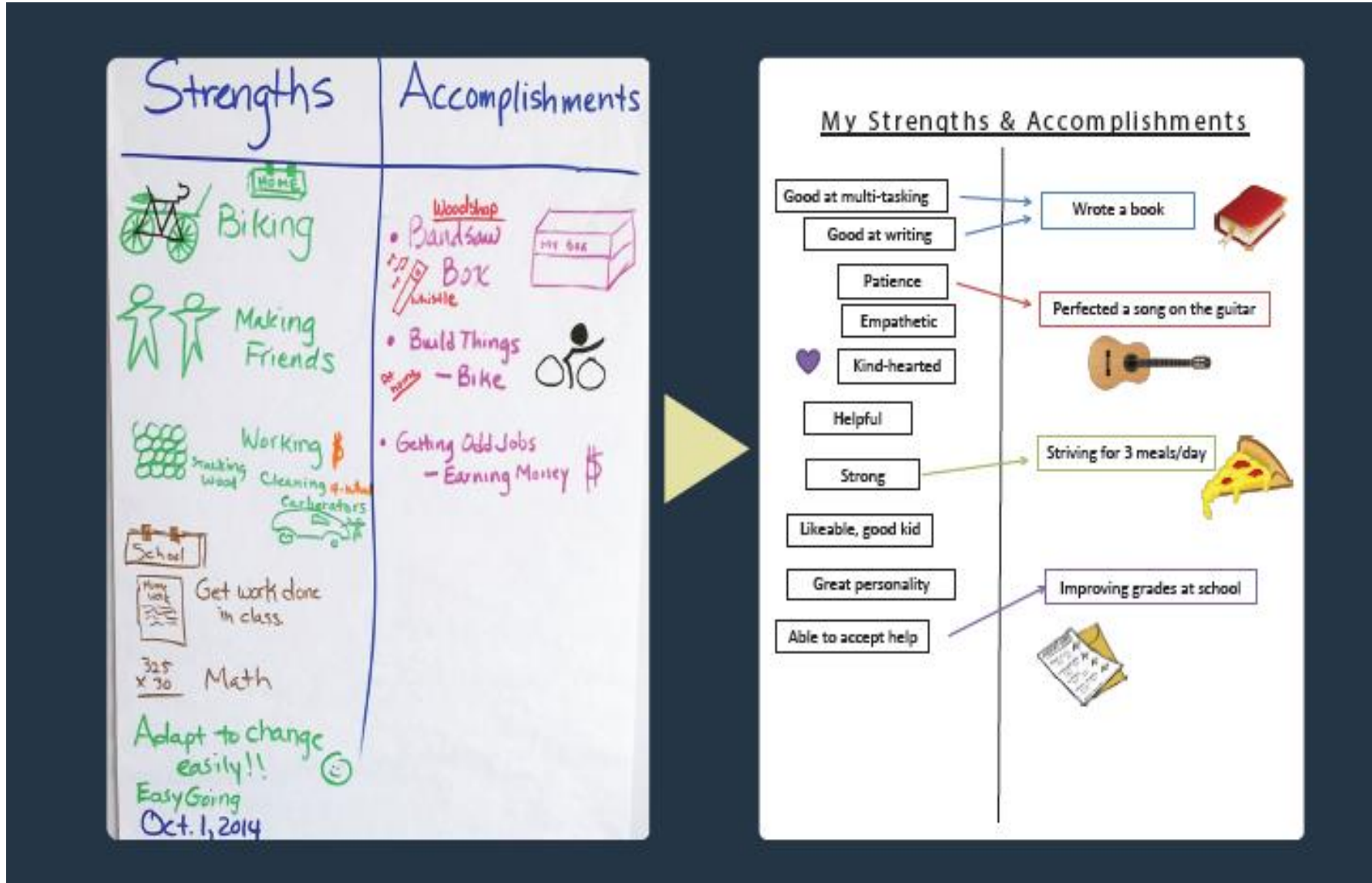
- **Self-efficacy:** as a person's belief that they can successfully complete a certain task or achieve a particular outcome, (Bandura, 1982).
- **Coping strategies:** associated with self-efficacy include an understanding of what one can control, managing goals, managing time, logging accomplishments, 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).



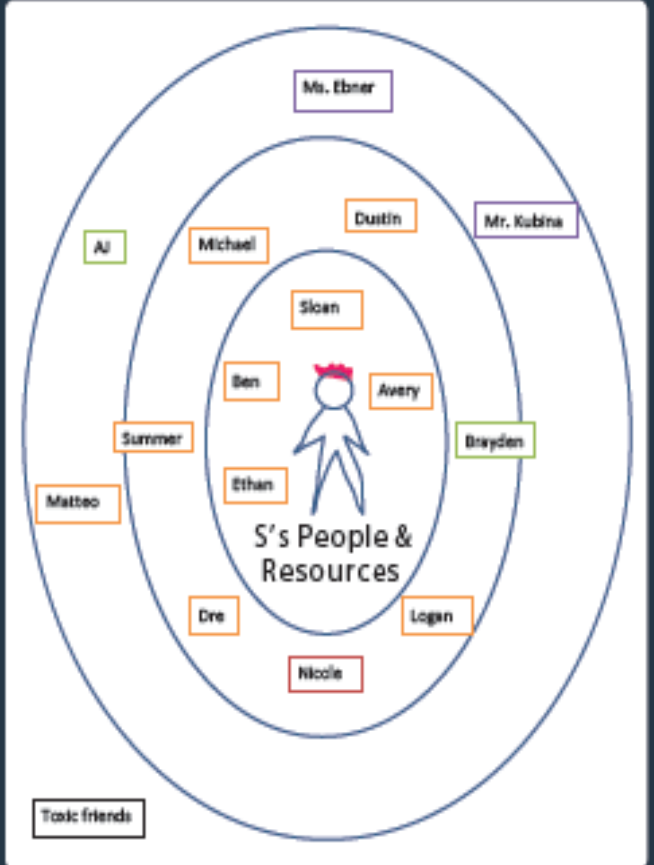
Reflecting On Who They Are Today...



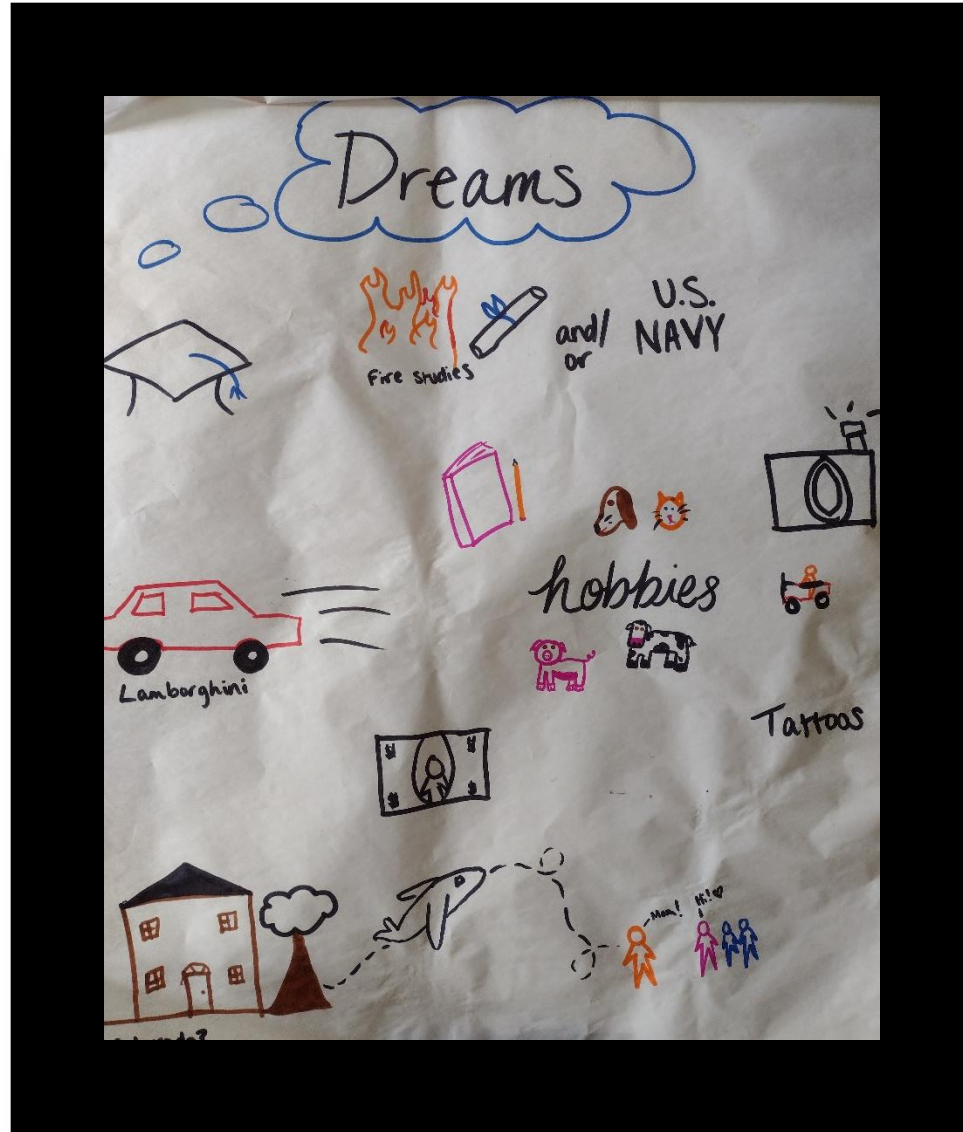
Focusing on Strengths...



Identifying People and Resources...



Building
Hopes and
Dreams...

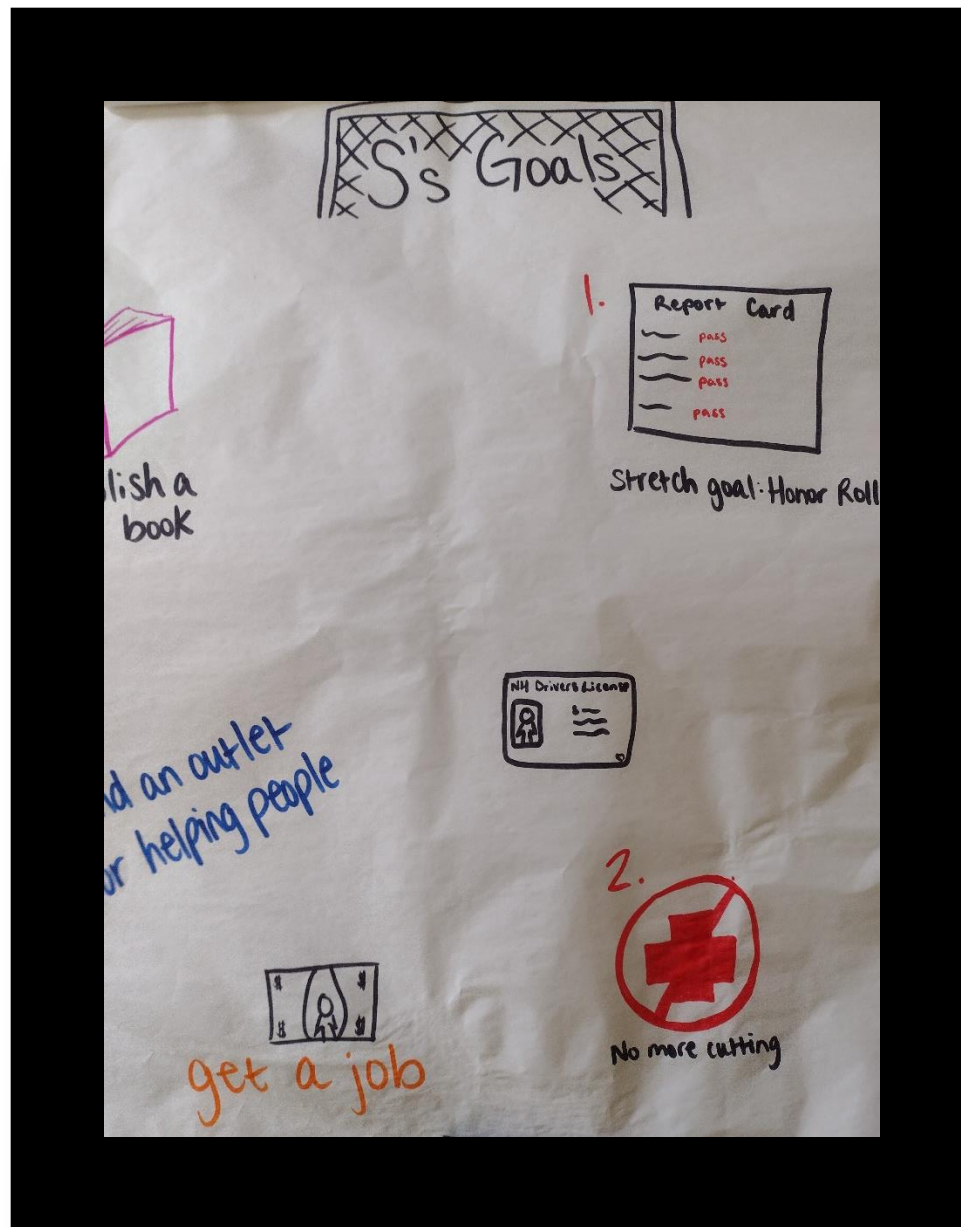


Understanding My Needs...

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 & 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...



Hollie Teaches us About Adversity

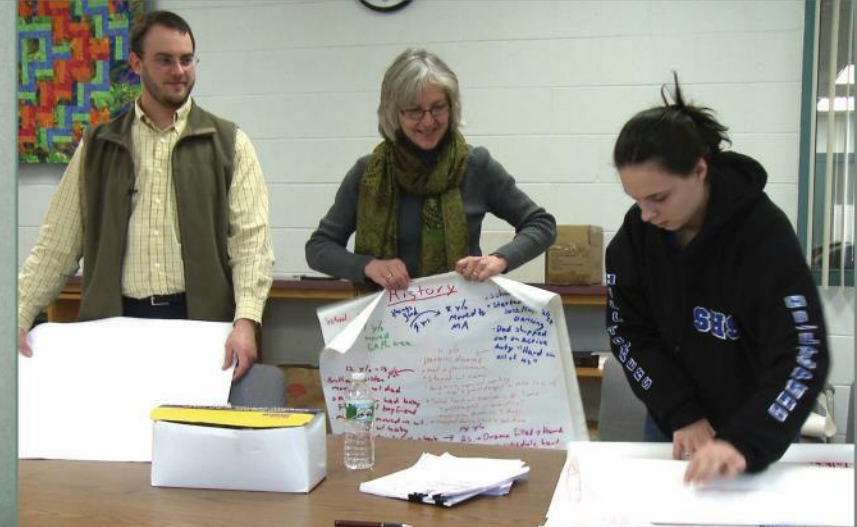


Turn and Talk



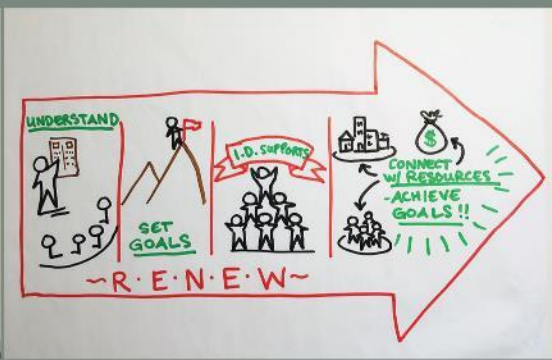
- What are some indicators of resilience seen through this process of RENEW?
- What value does this process have in building resilience?





Youth Narratives

IES Study
2015-2019



RENEW

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& natural supports
for education and work

Institute of Educational Sciences (IES) Study- Randomized Controlled Trial- 2015-2019

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.](#)



CENTER ON DISABILITY &
COMMUNITY INCLUSION



renew.unh.edu
University of New Hampshire

Study Participants

	All Schools
Invited to participate	1,014
Agreed & started study	247
RENEW group	123
Comparison group	124



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

Youth	High School	State	Gender	Race/Ethnicity	Date of Interview
1	1	NH	F	White	April 2018
2	1	NH	M	White	April 2018
3	2	NH	M	White	December 2018
4	2	NH	F	White	December 2018
5	3	MD	F	African American	November 2018
6	3	MD	M	African American	November 2018
7	4	MD	M	African American	November 2018
8	4	MD	M	African American	November 2018
9	4	MD	M	African American	November 2018



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)

Resiliency Observations					NP	TS	SHS	CVRHS
Themes	Categories							
1. Framing positive goals: positive development and achievements in expected developmental tasks	optimism				■	■	■	■
	drawing on strengths and past accomplishments				■			
	Self-efficacy, mastery				■	■	■	■
2. Goal attainment/managing goals, managing time, logging accomplishments, linking shorter term tasks to longer term goal attainment-	Locus of control				■	■	■	■
	Self-efficacy				■	■	■	■
3. Human adaptive systems attachment relationships, change in attachment relationships, self-efficacy, emotional or behavioral self-regulation, and problem-solving ability	active coping				■	■	■	■
	emotional regulation				■	■	■	■
	social, emotional and behavioral competence				■	■	■	■
4. Caring relationships, supportive environments	a supportive environment				■	■	■	■



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"

"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"

Self-efficacy, Managing Goals, and Incremental Progress

"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”

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

A Supportive
Environment

‘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”

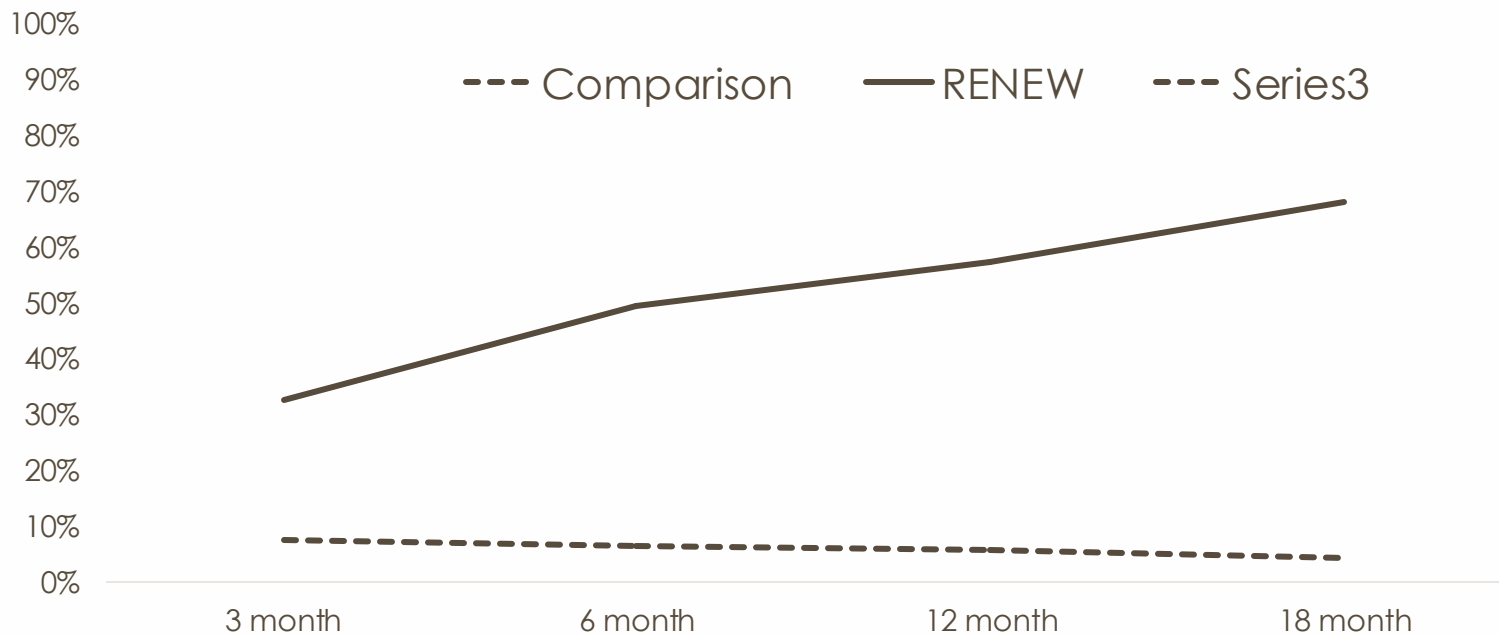


Study outcomes: students self-reporting that they have a team

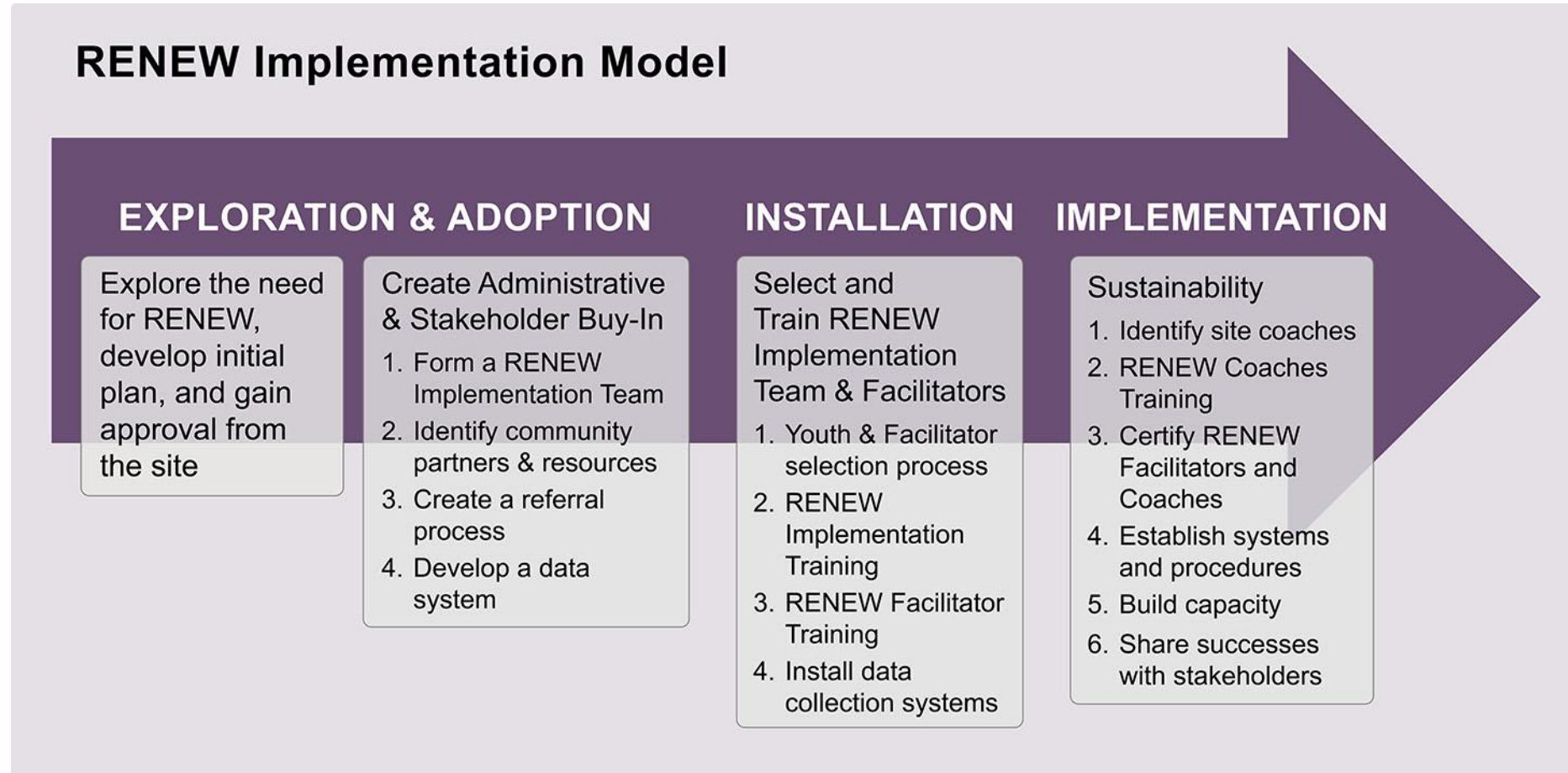
Take home:

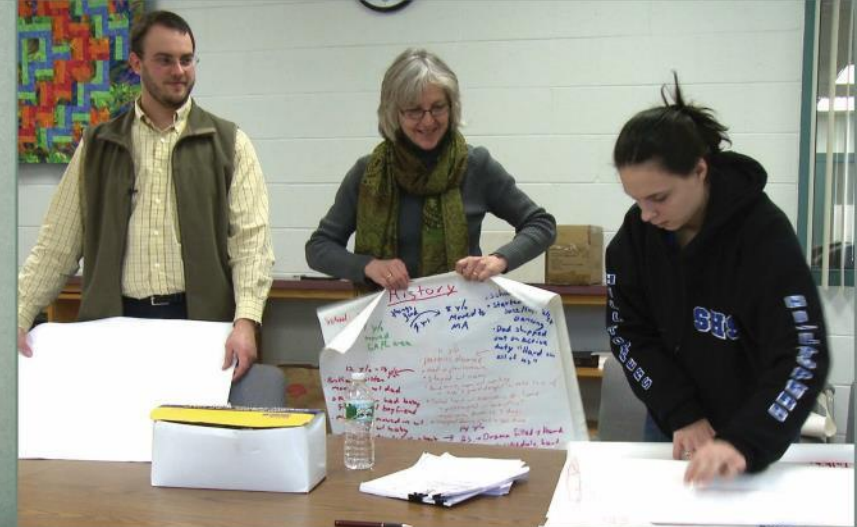
The *E-RIT* asks students to report on activities conducted by their RENEW team. Overall, RENEW students were much more likely to report having a team, and this steadily increased over 18 months.

Percent of students who say they have a team



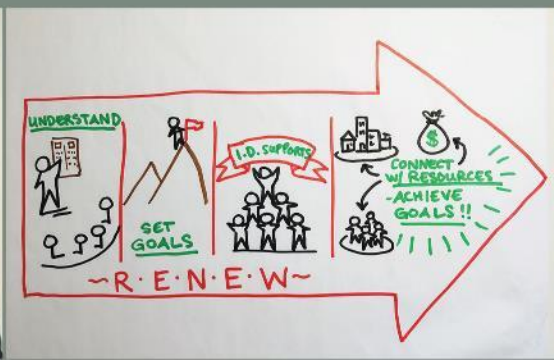
Implementing With Fidelity





Outcomes From Other Studies

Research

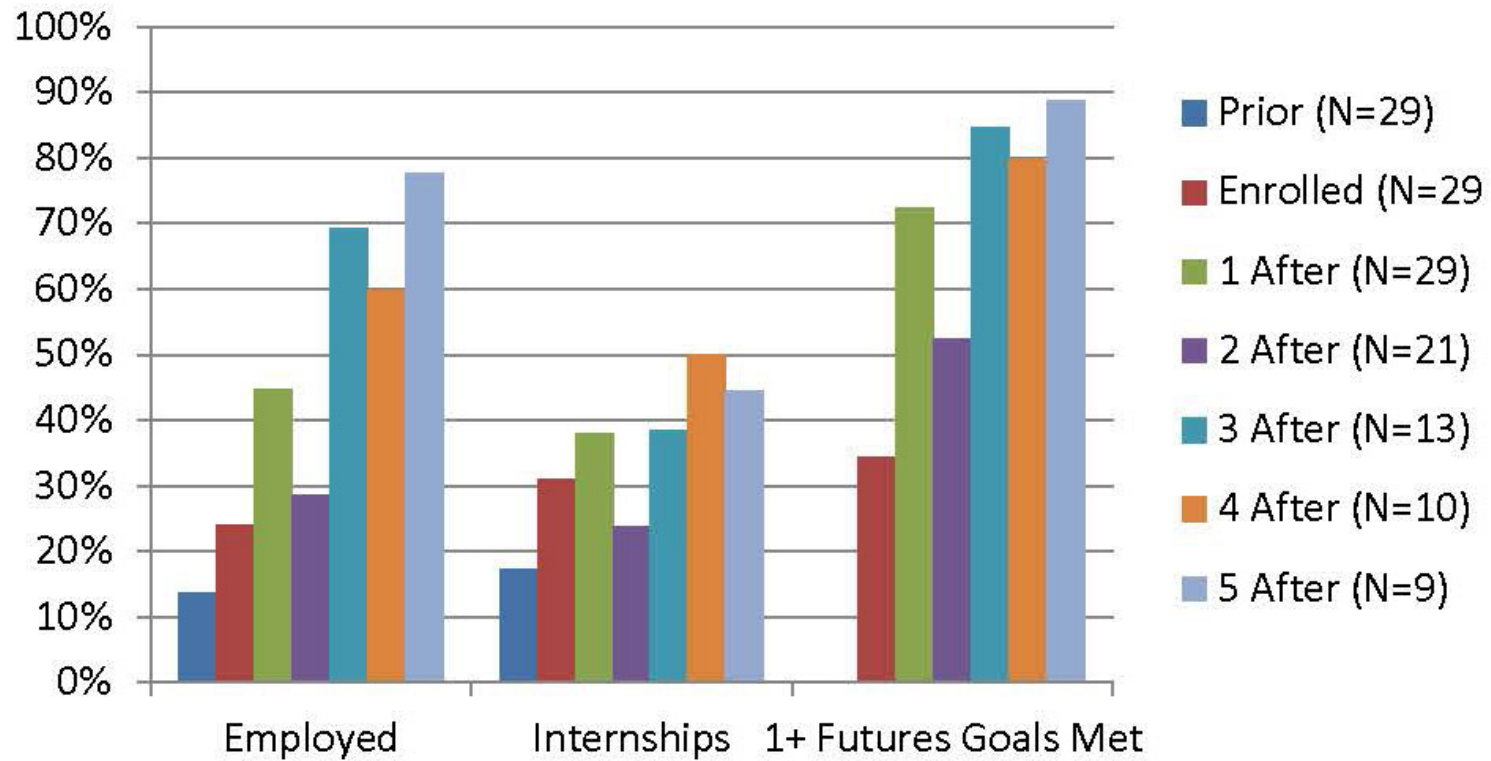


RENEW

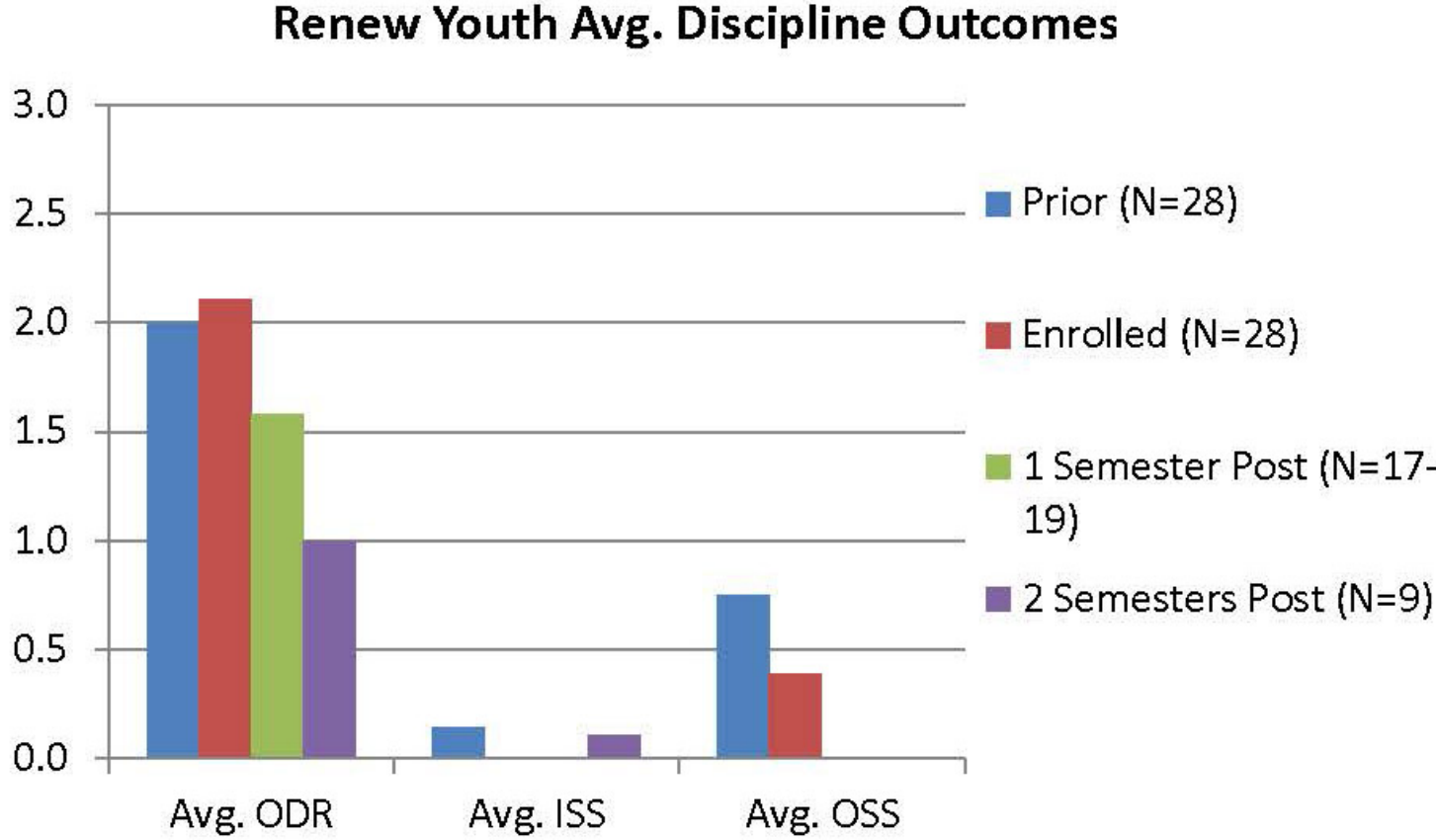
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Progress Towards Goals

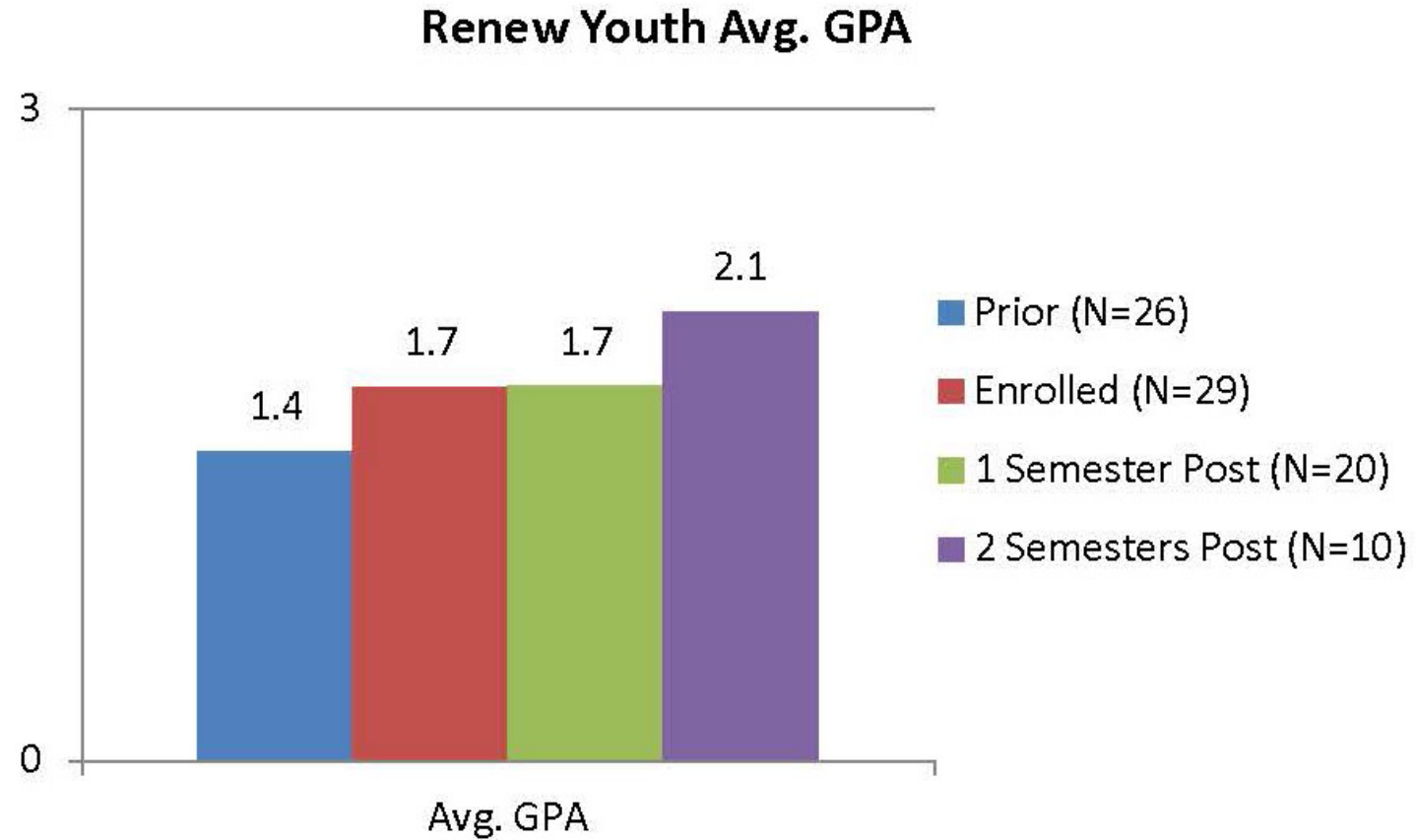
Renew Youth Employment, Internships, and Goals



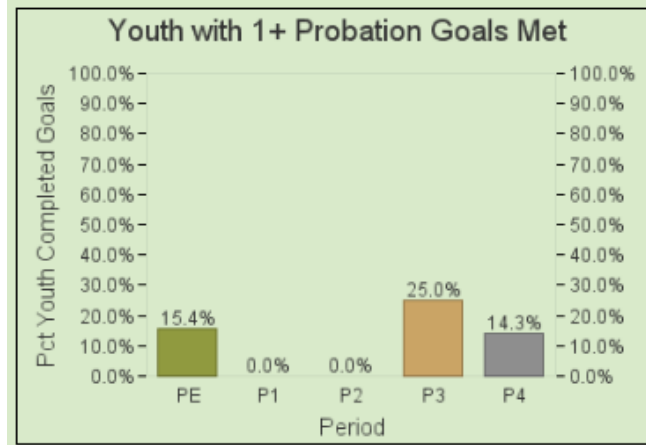
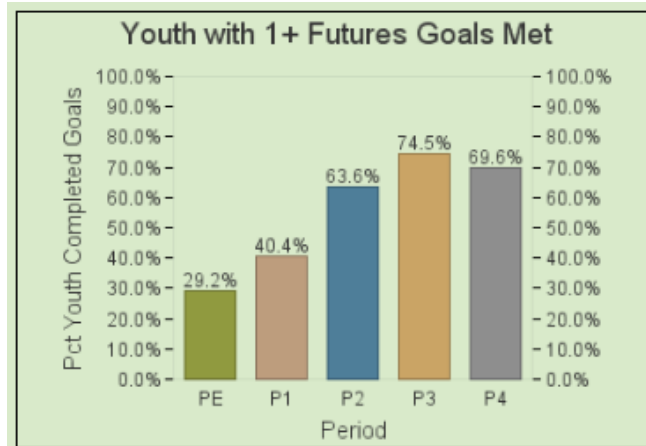
Office Discipline Outcomes



Academic Outcomes



Mental Health Agency Project Youth Goals Met



Research

Project	Target Population	Main Findings	Studies
<i>RENEW Research and Demonstration Project U.S. Department of Education (95-98)</i>	Youth, ages 15-21, with Severe Emotional Disturbance (SED)	<ul style="list-style-type: none"> • High School Completion • Employment 	Bullis, & Cheney, 1999; Cheney, Malloy, & Hagner, 1998; Cheney et al., 1998; Hagner, Cheney, & Malloy, 1999; Malloy, Cheney, & Cormier, 1998.
<i>Community Youth re-entry Project U.S. Department of Education (99-02)</i>	Youth with disabilities, ages 15-21, in juvenile detention or placement facilities	<ul style="list-style-type: none"> • Community re-entry • Employment • High school completion 	Hagner, Malloy, Mazzone, & Cormier, 2008
<i>APEX I PBIS Dropout Prevention Project- U. S. Department of Education (02-06)</i>	2 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout	<ul style="list-style-type: none"> • 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
<i>APEX II PBIS Dropout Prevention Project- U. S. Department of Education (06-09)</i>	10 NH high schools with high dropout rates; students, ages 15-21 at risk of dropout	<ul style="list-style-type: none"> • High school completion • Employment • Improved behavioral and community functioning 	Malloy, & Hawkins, (Eds.), 2010; Malloy, 2011.
<i>APEX III PBIS Dropout prevention project- NH Department of Education (09-present)</i>	7 NH high schools with high dropout rates among students with disabilities; RENEW to 72 students with disabilities	<ul style="list-style-type: none"> • High school completion • Employment • Improved behavioral and community functioning 	Malloy, Suter, & Haber, 2014 Malloy, Haber, LaPorte, & Burgess, 2015
<i>RENEW I & II Capacity Building Projects- Foundation funded (09-present)</i>	6 community mental health centers- RENEW to 180 youth with EBD, ages 15-19	<ul style="list-style-type: none"> • Stable housing • Academic progress • Social supports • Employment 	Malloy & Haber, 2013

Questions?



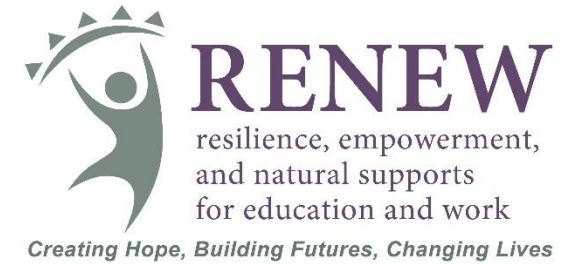
Thank You!



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