

# B1: Let's All Be RENEWed: An Intervention For Youth and Young Adults To Support Their Hopes and Dream

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# Learning Objectives

**Upon completion this session, participants will be able to:**

- Articulate of the definition of resiliency and the key protective factors that promote a greater sense of health, resiliency, and overall well-being
- Name key components the RENEW model for transition age youth complex support needs in a variety of settings both in schools and mental health
- Understand specific to the elements of resilience from youth narratives after having participated in the RENEW model
- Learn how to adapt the Tier 3 intervention during remote times through a case example

# Understanding the Concerns...

## During the pandemic...

- 37% of highschool students reported they experienced poor mental health
- 44% reported they persistently feel sad or hopeless during the past year
- Over a third (36%) of students said they experienced racism before or during the COVID-19 pandemic

[New CDC data illuminate youth mental health threats during the COVID-19 pandemic | CDC Online Newsroom | CDC](#)

“The COVID-19 pandemic has created traumatic stressors that have the potential to further erode students’ mental wellbeing”

-CDC Acting Principal Deputy Director Debra Houry, M.D., M.P.H.

# Understanding the Concerns

## Overall...

- Persistent feeling of sadness or hopelessness increased 40% between 2009-2019 for highschool age students
- Lesbian, gay, and bisexual youth are 4x more likely to have attempted suicide
- Black youth are also more likely to have attempted suicide than their peers.
- In 2019, 1 in 5 high school students reported being bullied on school property
  - SAMHSA's National Child Traumatic Stress Initiative (NCSTI)
- In 2020, Suicide is 2<sup>nd</sup> leading cause of death for people ages 10-14 ([Facts About Suicide | Suicide | CDC](#))

# Connectedness As A Protective Factor

“Connectedness refers to a sense of being cared for, supported, and belonging, and can be centered on feeling connected to school, family (e.g., parents and caregivers), or other important people and organizations in a person’s life.”

- Youth who feel connected at school and at home were found to be as much as **66% less likely** to experience health risk behaviors related to sexual health, substance use, violence, and mental health in adulthood

[New CDC data illuminate youth mental health threats during the COVID-19 pandemic | CDC Online Newsroom | CDC](#)

# Protective Factors

(Smith & Carlson, 1997)

## Individual Factors:

- Coping abilities: Appraisal, selecting a strategy, implementing the strategy, and assessing the results.
- Ability to mobilize personal resources and individual protective factors-
  - Beliefs, self-efficacy-
  - Temperament
  - Physical and Mental Health-
  - Knowledge and intelligence
  - Social skills

# Protective Factors

(Smith & Carlson, 1997)

## Family Factors:

- Attachment to at least one parent
- Capacity to provide guidance and support
- Family resiliency and resources

# Protective Factors

(Smith & Carlson, 1997)

## External support factors:

- The ability to find supportive adults outside of the family
- Teachers, school
- The important supportive resources include:
  - Esteem support
  - Problem-solving
  - Connections to resources
  - Companionship
  - Peers- healthy peer relationships

# School Connectedness and Supports

- Safe and supported school environments
- Well-managed classrooms
- Inclusive Practices
- Positive Youth Development Programs
- Strengthening school and caregiver relationship
- Access to critical supports:
  - Social Emotional Learning
  - Access to mental health professionals and counselors

# 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).

# Resilience

**“Positive adaptation despite experiences of significant adversity or trauma.”**

- Multiple studies showed despite growing up in adverse conditions, many children experienced positive developmental outcomes.
- Research shift from risk factors toward positive or protective factors.

(Luthar, 2000; Garmezy, 1971, 1974, 1987; Rutter, 1979; Werner & Smith, 1982, 1992, 2001.)

# Research Framework for Resilience (Masten, 2011)

- Self-efficacy
- Coping strategies:
- 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 people and environments to 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).

# 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)

# RENEW Model: Theory, elements and implementation



[www.renew.unh.edu](http://www.renew.unh.edu)

# Youth with EBD Experience Poor Functioning at Home, at School, and in the Community

- **High rates of:**

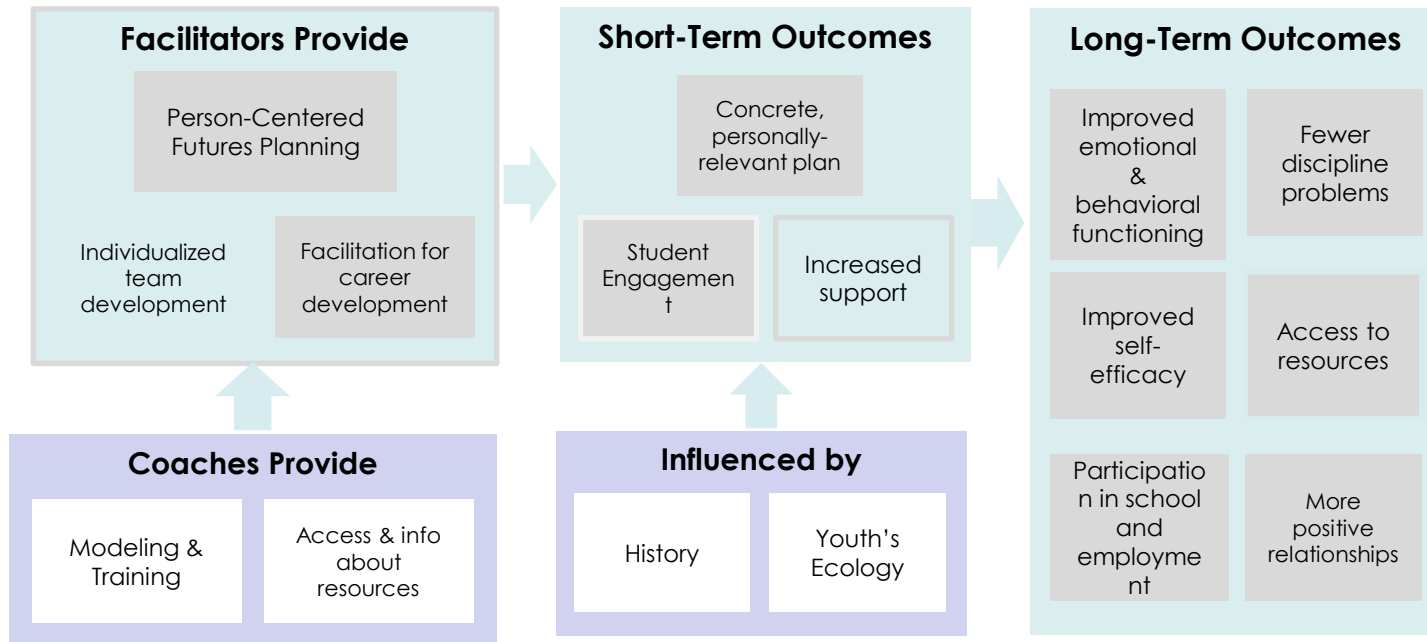
- School dropout
- Anti-social behavior
- Trauma

- **Low rates of:**

- Income and employment
- Access to mental health services
- Community and social supports



# RENEW Theory of Action

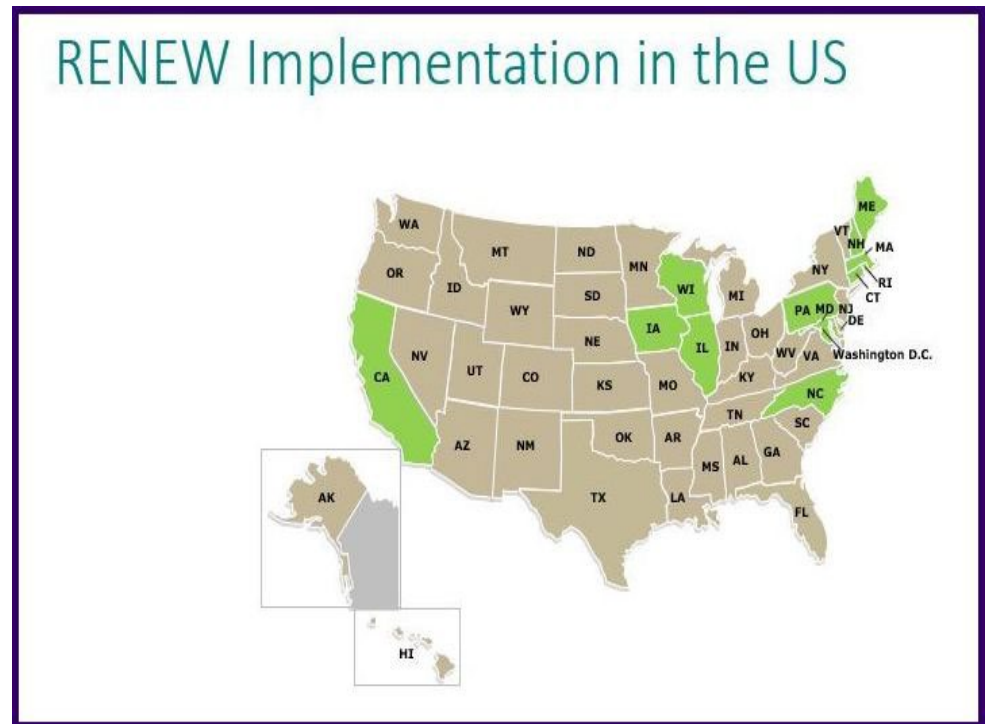


# RENEW Continues to Expand

- **1996** -Developed in 1996 by staff at the UNH Institute on Disability (IOD)
- **2002–present** High schools tertiary level intervention
- **2008–present** Community mental health providers in NH
- **2014-** International training, technical support, and coaching
- **2022-** Expands to residential treatment facilities and juvenile justice system in NH

3-tiered PBIS model: NH, IL, PA, WI, IA, MA, ME, CT, RI, NC, MD, CA

**5<sup>th</sup> Leading Tier 3 intervention in the nation**



# Interconnected System Framework

**School Mental Health  
Prevention Model**

**PBIS**

**Tier 3: Most Intensive**

**Supports  
for FEW**

**Tier 2: Secondary Prevention**

**Supports  
for SOME**

**Tier 1: Primary Prevention**

**Supports for  
EVERYONE**



# 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 Phases



# RENEW Maps

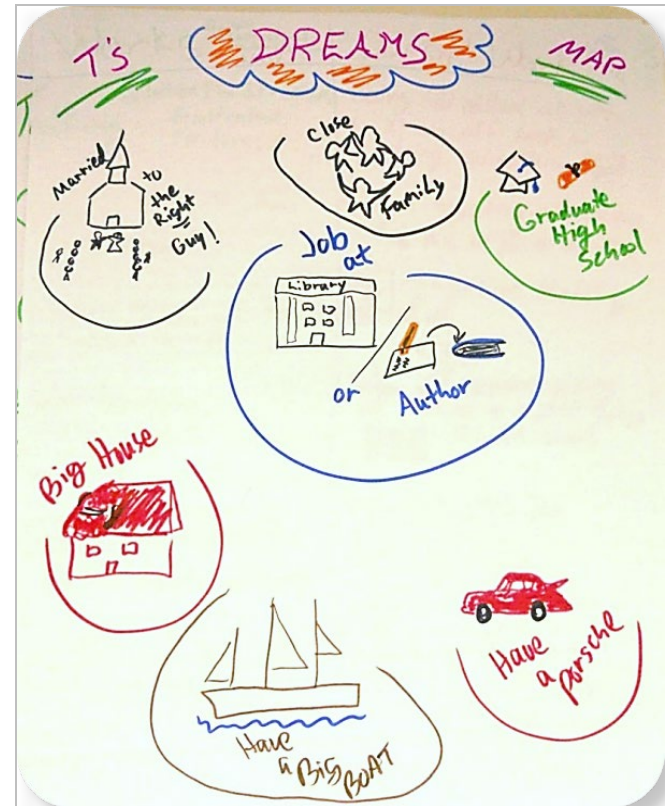


1. My History Map
2. Who Am I Today? Map
3. My Strengths & Accomplishments Map
4. My People & Resources Map
5. What Works and Doesn't Work Map
6. My Dreams Map
7. My Fears, Challenges, and Barriers Map
8. My Needs Map
9. My Goals Map
10. Next Steps Map

# My Dreams Map

## T's Vision Statement:

To graduate high school and pursue a career as a librarian to support my dream of owning my own house with my future partner and family.








# My Goals Map









# Focusing on Strengths..

Strengths	Accomplishments
 <p>HOME Biking</p>	<p>Woodshop</p> <ul style="list-style-type: none"> <li>• Bandsaw</li> <li>• Box</li> </ul> 
 <p>Making Friends</p>	<ul style="list-style-type: none"> <li>• Build Things</li> <li>• Bike</li> </ul> 
 <p>Working</p> <p>Stacking Wood Cleaning Carpenters</p>	<ul style="list-style-type: none"> <li>• Getting Odd Jobs</li> <li>• Earning Money</li> </ul>
<p>School</p> <p>Get work done in class.</p>	
<p>325 x 30</p> <p>Math</p>	
<p>Adapt to change easily!!</p> <p>Easy Going</p> <p>Oct. 1, 2014</p>	



## My Strengths & Accomplishments

Good at multi-tasking	→	Wrote a book	
Good at writing			
Patience	→	Perfected a song on the guitar	
Empathetic			
Kind-hearted			
Helpful			
Strong	→	Striving for 3 meals/day	
Likeable, good kid			
Great personality	→	Improving grades at school	
Able to accept help			

# Identifying People and Resources



# Turn and Talk

- How does the Future's Planning process of RENEW inspire hope, build on strengths, and create resilience?

# 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



THE UNIVERSITY OF VERMONT  
EDUCATION AND  
SOCIAL SERVICES

# Study Participants

## Student eligibility:

1. In 9<sup>th</sup> or 10<sup>th</sup> grade,
2. Experienced emotional or behavioral challenges, AND
3. Were at risk of dropping out for academic OR attendance problems.

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

# 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?
2. 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	November 2018

# Semi-Structured Interview: Questions

1. Over the past year and a half, how much progress have you made in your life toward your goals? In home, school, community? What has helped you make progress?
2. What have school people done that you found helpful? Be specific if you can....What things did school people do that was particularly helpful? What surprised you?
3. What things happened or what did school people do that you find not helpful?
4. How much control of the decisions and choices you were making did you feel you had? What was helpful there?
5. To what extent do you feel like you've been able to overcome or address challenges over the past year? Did you do this by yourself or with help? Who helped you?
6. What are some important relationships have you built over the past year? What has contributed to your success in building relationships? What new resources or supports have you discovered over the past couple of years?

# Analysis

1. Focus groups were audio-taped and transcribed.
2. Youth were given \$50 gift cards for participation. Focus groups were approximately 45 minutes long. There were 2 – 3 youth in each focus group.
3. The authors used an iterative approach ((Braun & Clarke 2006; Elo & Kyngäs, 2008), reading through the transcripts, identifying phrases and words that represented these categories:
  - Optimism
  - Drawing on strengths and past accomplishments
  - Self-efficacy, mastery
  - Locus of control
  - Active coping
  - Emotional Regulation
  - Social, emotional and behavioral regulation
  - Supportive environment

# 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 )

# Rainbow Analysis showed...

## Based on participants responses:

- 4 major themes of resiliency were identified as
- All cohorts discussed goal setting and goal achievement through the RENEW process.
  - Within that theme all felt more optimistic and hopeful about their futures and had a greater sense of self-efficacy.
  - 3 out of 4 cohorts described how their RENEW Facilitator drew on past strengths to accomplished the current goals
- All cohorts discussed how RENEW helped them plan more effectively, bring needed resources to the table to meet their personal goals, and how they had voice and choice throughout the process.
- All cohorts cited handling situations mentioning specific coping strategies and an improved emotional regulation.
  - 3 out of 4 implied feeling more competent in this area.
- **All cohorts spoke about the unconditional care Facilitators provided and the supportive environment fostered in RENEW.**

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

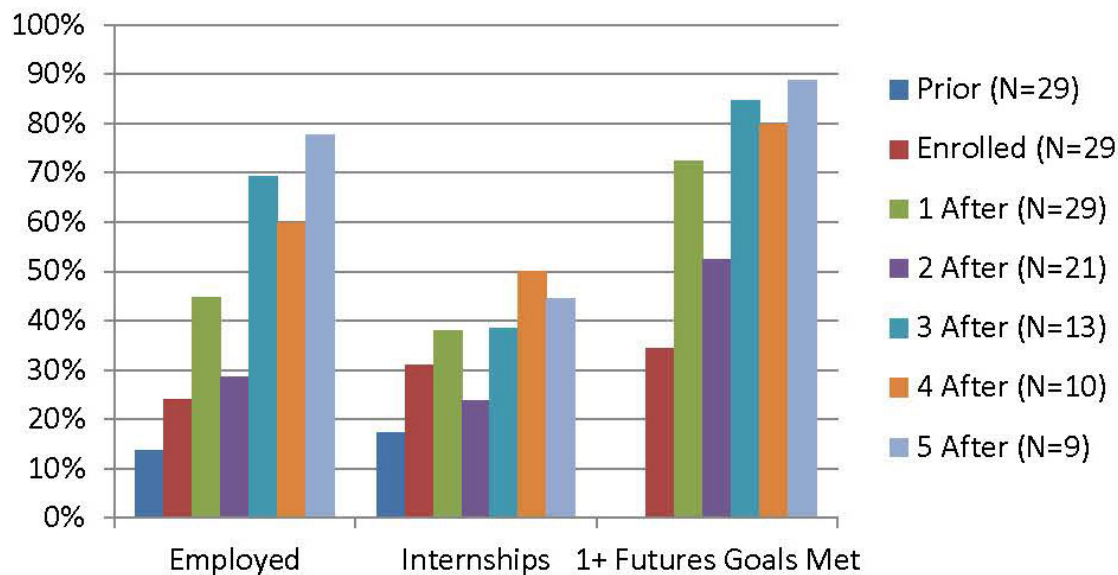
'It definitely helped  
being able to talk to  
somebody about  
what I want to do and  
what I feel like I can  
do versus what I  
can't"

"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"

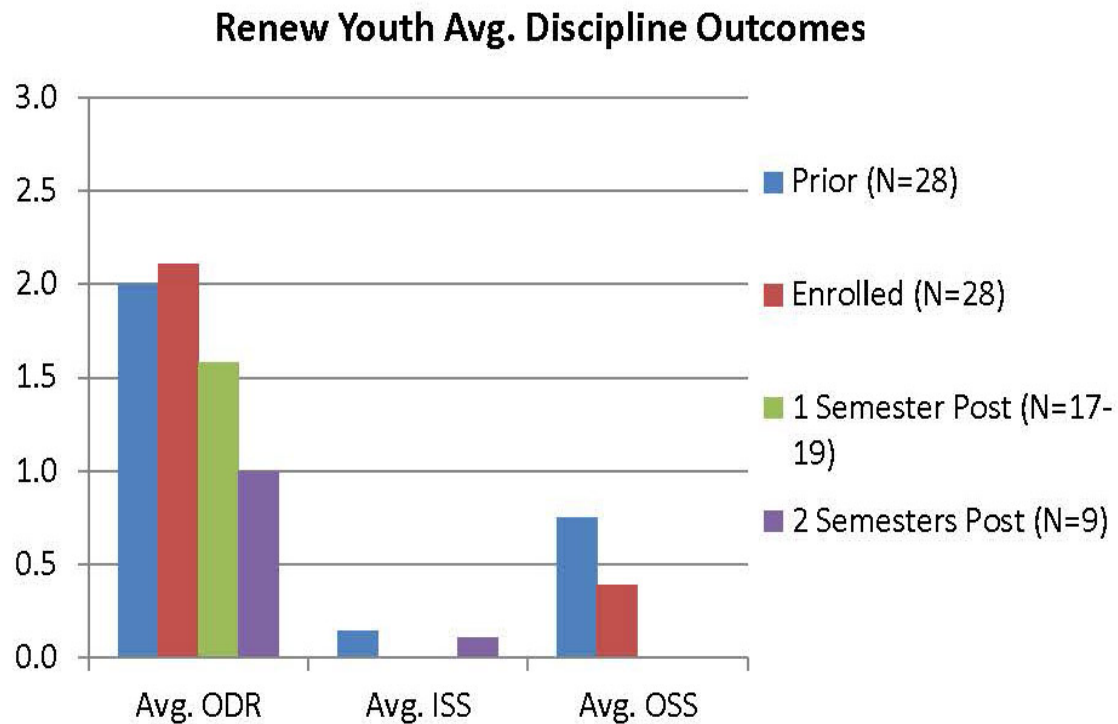
# What Themes Speak to the Importance of Connectedness To Build Resilience?

# Progress Towards Goals

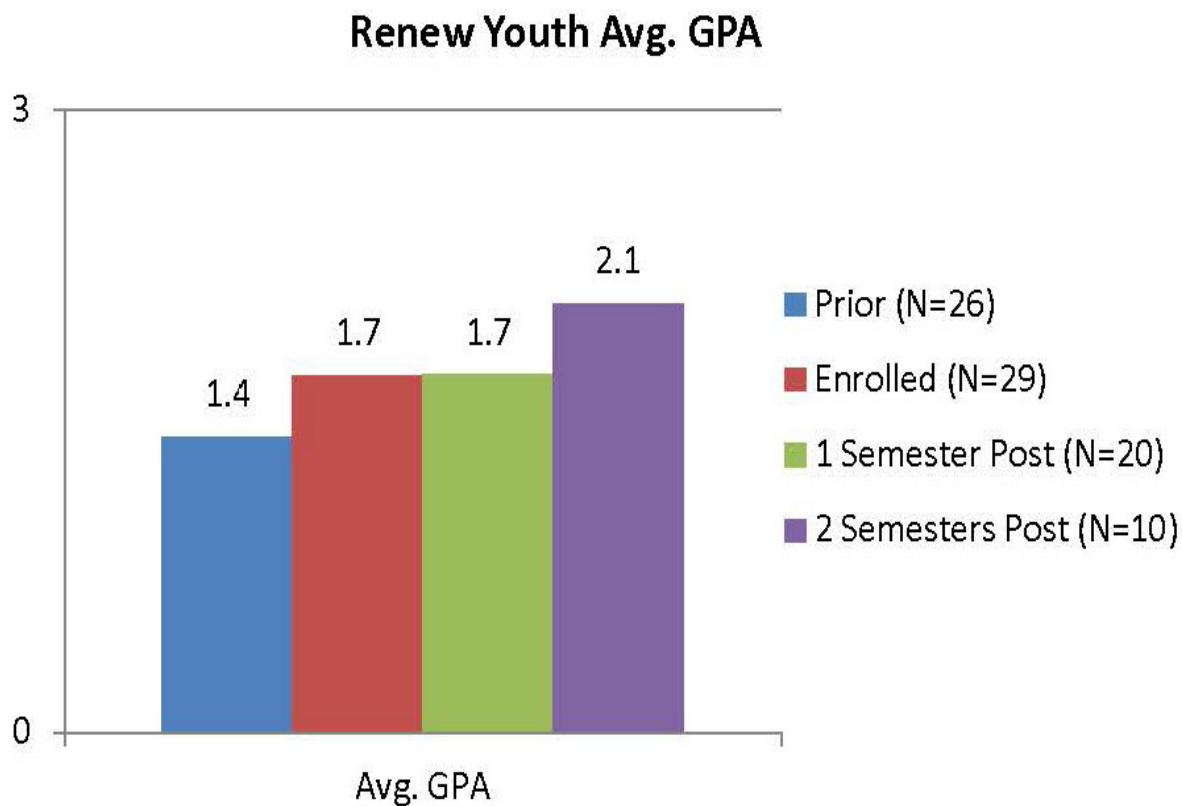
Renew Youth Employment, Internships, and Goals



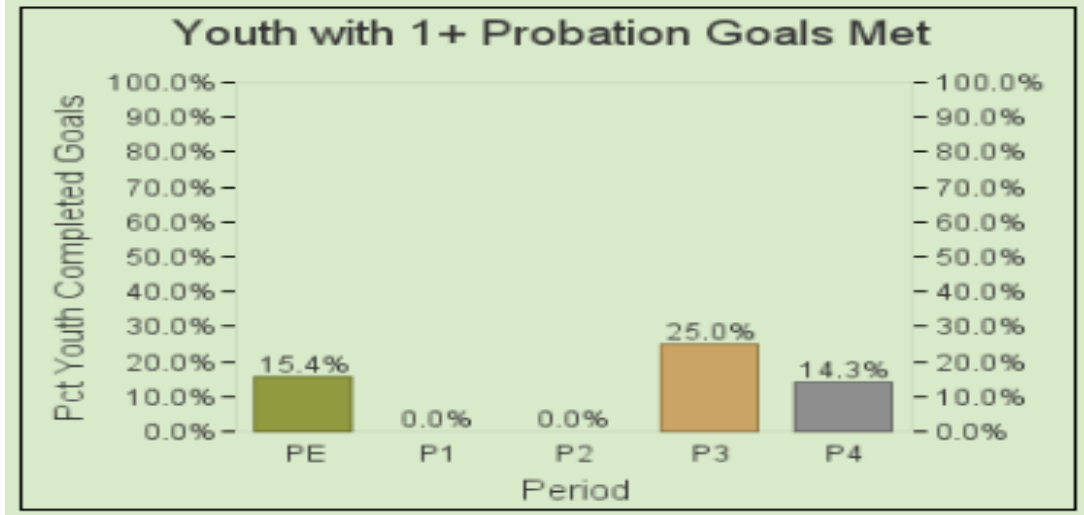
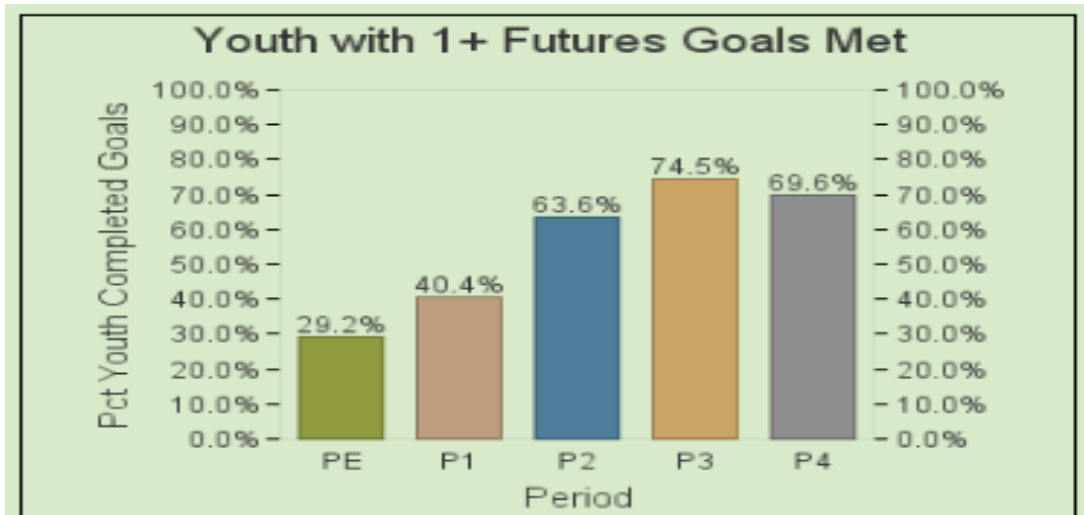
# Office Discipline Outcomes



# Academic Outcomes

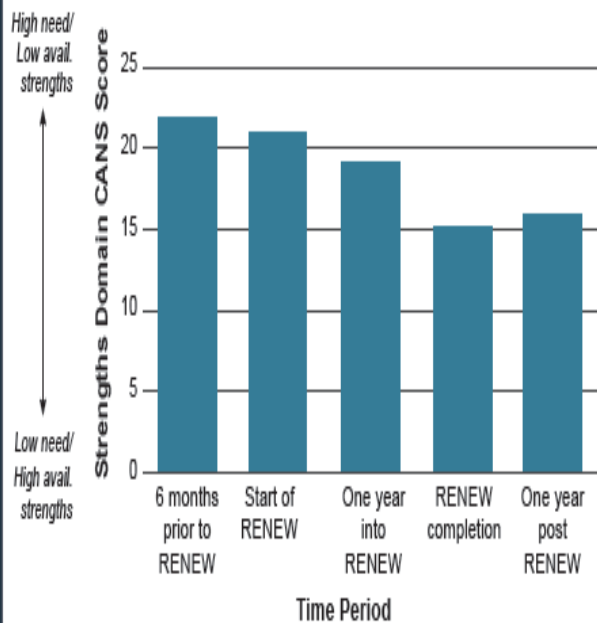


# Mental Health Agency Project Youth Goals Met

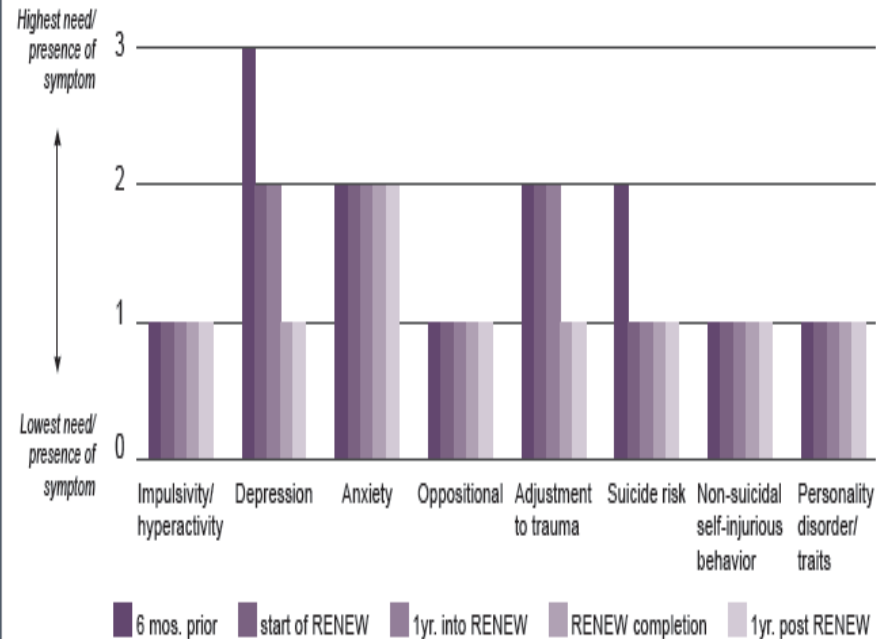


# Single Case Study: Child Assessment of Needs and Strengths

Child Assessment of Needs and Strengths (CANS)  
Scores of a RENEW Youth: Strengths Domain



Child Assessment of Needs and Strengths (CANS) Scores of a RENEW Youth



# Thank you!

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Pronouns: she, her, hers

# For Further Information: Visit the Center for RENEW Implementation



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