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

Kathryn A Francoeur, Co-Director of Training & TA, University of New Hampshire
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

“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 2nd leading cause of death for people ages 10-14. ([Facts About Suicide | Suicide | CDC](https://www.cdc.gov/suicide/))
“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.

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
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**

**Facilitators Provide**
- Person-Centered Futures Planning
- Individualized team development
- Facilitation for career development

**Influenced by**
- History
- Youth’s Ecology

**Short-Term Outcomes**
- Concrete, personally-relevant plan
- Student Engagement
- Increased support

**Long-Term Outcomes**
- Improved emotional & behavioral functioning
- Fewer discipline problems
- Improved self-efficacy
- Access to resources
- Participation in school and employment
- More positive relationships

**Coaches Provide**
- Modeling & Training
- Access & info about resources
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

5th Leading Tier 3 intervention in the nation
Interconnected System Framework

School Mental Health Prevention Model

PBIS

Tier 1: Primary Prevention

Supports for EVERYONE

Tier 2: Secondary Prevention

Supports for SOME

Tier 3: Most Intensive

Supports for FEW
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

- Get off Probation
- Look into Nursing Career
- Get a Job
- Get my Driver's Licence
- Test for Good Grades
- Will power to stay out of trouble
Innovating and Adapting RENEW in a Remote World
Focusing on Strengths..

Strengths

- Biking
- Making friends
- Working
t  - Sanding wood
t  - Cleaning
t  - Earning money $5
- School
  - Get work done in class
- Math
- Adapt to change easily!!

Accomplishments

- Woodshop
  - Bandsaw
  - Box
- Build Things - Bike
- Getting Odd Jobs - Earning Money $

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
- Perfected a song on the guitar
- Striving for 3 meals/day
- Improving grades at school
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.
Study Participants

Student eligibility:
1. In 9th or 10th grade,
2. Experienced emotional or behavioral challenges, AND
3. Were at risk of dropping out for academic OR attendance problems.

<table>
<thead>
<tr>
<th></th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invited to participate</td>
<td>1,014</td>
</tr>
<tr>
<td>Agreed &amp; started study</td>
<td>247</td>
</tr>
<tr>
<td>RENEW group</td>
<td>123</td>
</tr>
<tr>
<td>Comparison group</td>
<td>124</td>
</tr>
</tbody>
</table>
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?
<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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>NH</td>
<td>F</td>
<td>White</td>
<td>April 2018</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>NH</td>
<td>M</td>
<td>White</td>
<td>April 2018</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>NH</td>
<td>M</td>
<td>White</td>
<td>December 2018</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>NH</td>
<td>F</td>
<td>White</td>
<td>December 2018</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>MD</td>
<td>F</td>
<td>African</td>
<td>November 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>MD</td>
<td>M</td>
<td>African</td>
<td>November 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>MD</td>
<td>M</td>
<td>African</td>
<td>November 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>MD</td>
<td>M</td>
<td>African</td>
<td>November 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>African American</td>
<td></td>
</tr>
</tbody>
</table>
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?
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. 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.
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

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

“Ifever 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 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

- Employed
- Internships
- 1+ Futures Goals Met

Legend:
- Prior (N=29)
- Enrolled (N=29)
- 1 After (N=29)
- 2 After (N=21)
- 3 After (N=13)
- 4 After (N=10)
- 5 After (N=9)
Office Discipline Outcomes

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)
Mental Health Agency Project Youth Goals Met

Youth with 1+ Futures Goals Met

Youth with 1+ Probation 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

- Highest need/presence of symptom
- Lowest need/presence of symptom

Time Period:
- 6 months prior to RENEW
- Start of RENEW
- One year into RENEW
- RENEW completion
- One year post RENEW

Symptoms:
- Impulsivity/hyperactivity
- Depression
- Anxiety
- Oppositional
- Adjustment to trauma
- Suicide risk
- Non-suicidal self-injurious behavior
- Personality disorder traits

Scale:
- 6 mos. prior
- Start of RENEW
- 1yr. into RENEW
- RENEW completion
- 1yr. post RENEW
Thank you!

Kathy Francoeur, M.Ed.
Co-Director of Training & Technical Assistance
Institute on Disability, University of New Hampshire
10 West Edge Drive
Durham NH 03824
(603)973-3367
Kathryn.Francoeur@unh.edu
Pronouns: she, her, hers
For Further Information:
Visit the Center for RENEW Implementation

Like us on Facebook:
www.facebook.com/IOD.RENEW

Follow us on Twitter:
https://twitter.com/RENEW_IOD

RENEW website/Youth Voices Video:
www.renew.unh.edu