Objectives

- Reflect on what components are needed to engage youth in their own planning for their futures
- Describe a Tier 3 intervention that specifically designed for high school youth with significant support needs
- Learn from a youth, listening to her own journey in self-determination and leading her team to self-directed goals

Turn and Talk

Think of a youth that exhibits some level of disengagement in their school and community
- How are they doing academically? Behaviorally? In the community?
- How has your school/agency responded?
- How involved has the youth been in their own planning?

Youth At Risk...

- Disengaged from school/family/community
- Most likely disability group to be in a segregated academic setting
- Highest rates of disciplinary infractions
- Perceived by teachers as having significantly lower levels of social competence and school adjustment

(Wagner, Carter, Pierson, & Glaeser, 2006)

Positive Youth Development

There are six resiliency skills linked to academic success:
- building confidence,
- making connections,
- setting goals,
- managing stress,
- increasing well-being, and
- understanding motivation (Hupfeld, 2009)

We need to focus on relationships and affiliation (the need to belong), in a community
All youth have the inherent capacity for positive growth and development.
Resilience

Defined as “…positive adaptation despite experiences of significant adversity or trauma” (Luthar, 2000)

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).

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

40 Developmental Assets – Search Institute

<table>
<thead>
<tr>
<th>External Assets</th>
<th>Internal Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>Commitment to Learning</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Positive Values</td>
</tr>
<tr>
<td>Boundaries &amp; Expectations</td>
<td>Social Competencies</td>
</tr>
<tr>
<td>Constructive Use of Time</td>
<td>Positive Identity</td>
</tr>
</tbody>
</table>

Effective Transition Planning

- Student Focused Planning
- Student Development
- Interagency Collaboration
- Family Involvement
- Program Structures

What Is Self-Determination?

- The power or ability to make a decision for one’s self without influence from the outside — (Webster’s Dictionary)
- In IEPs - The concept that the student has knowledge about him or herself that is relevant to the educational plan.
- Self determination is believing you can control your own destiny. Self-determination is a combination of attitudes and abilities that lead people to set goals for themselves.

Self-Determination

- Involves many attitudes and abilities including: self-awareness, assertiveness, creativity, and pride, and problem solving and self-advocacy skills.
- Self-determination skills are most effectively learned and developed by practicing them, students should be given ample opportunity to use their self-advocacy, decision-making and socialization skills well before they leave high school to prepare themselves for working and living in their community.
RENEW Goals & Principles

**RENEW Goals**
- High School Completion
- Employment
- Post-secondary Education
- Community Inclusion

**RENEW Principles**
- Self-Determination
- Unconditional Care
- Strengths-Based Supports
- Flexible Resources
- Natural Supports

### My Life before RENEW

**Home**
- Family break up (7 yrs. old)
- Grandmother on father’s side died. Only person who could influence my father
- Living with father but not a good situation; difficult & confusing time
- Basic needs were not being met (clothes, shoes, food, etc.)
- Began living with mother freshman year

**School**
- In 3rd grade, behavior problems started with lots of anger issues
- In 4th grade, 1st suspension
- In high school:
  - lots of drama with peers
  - Skipping classes
  - Failing most classes

### Map 2: Who Am I Today?

**What I learned about who I was my Sophomore year:**
- My motivation
- My health issues

**What has changed since this map?**
Map 3: Strengths & Accomplishments

How does knowing what my strengths are important to me and my future?

My accomplishments when I started this Map were important to me then, but I have new things that I have accomplished since then that mean more to me today.

Map 4: People & Resources

Doing this map help me realize who was there for me and who could help.

Now, it makes me realize that some people are no longer in my life.

Professional people, such as those in the school, helped me more than they probably had too. My goal then was to graduate so they helped me with that but now I am done high school, naturally I do not have the same kind of contact with them.

Map 5: What Works /What Doesn’t Work

I like figuring things out on my own...I like being independent and smaller work or learning environments...

• This map helps me figure out what works for me in my learning and relationships & what does not
• Narrows down the type of environment I will be successful in.

Map 6: My Dreams

How did this map help with my future? And setting long term goals?

How does this map help set priorities for me? What are my priorities?

• This map sets me on specific path so I can actually get there
• Helps me plan for my future and for the long term

Map 7: Fears, Concerns & Barriers

How are my personal barriers affecting my education?

How could this impact my life?

What do I need to focus on or get support with?

• Self confidence has a lot to do with it.
• How I am feeling about myself in the moment sets up how I am going to react.

Map 8: Goals

How does setting goals help in planning now and in the future?

• Shows me what I need to focus on to get to my future
• Dreams are more broad

How will this map be useful in planning for college or a career even when I am not in RENEW any longer?

• Easy way for me to know what I want to accomplish then and there
Goals Identified and Goals Reached

In May 2017, I identified 9 main goals with a mix of smaller goals; some personal, some academic.

I have achieved about 75% of my goals

By reflecting on this process, I feel it is important for all students in RENEW to complete a second set of maps in the second year or last year of participating to what has changed and what new goals they want to work

Goals that were important to me:

- Motivation
- Improving my grades
- Positive attitude
- Handling emotions
- Exploring photography
- Volunteer work
- Healthy eating habits and emotional health
- Learning how to drive
- Getting a job
- Applied at colleges
- GRADUATED

Map 9: Next Steps

- Breaking things down in mini steps helps alleviate my stress.
- Doing little bit at a time makes things easier, less stressful, and overall not as much work.
- When think about college this map helps with mini steps.
- Makes this all doable

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Sara’s Team

Standing (Core) Team:

- Sara
- Ms Francoeur, RENEW Trainer
- Ms McTague, RENEW Facilitator
- Megan Varrell, Guidance Counselor(s)
- Mr. Seeley, Teacher
- Administrator

Rotating Members:

- Other Teachers
- Mom
- Ms. Heath, ELO Coordinator
- Administrators

Phase 3: Action Plan & Monitoring

Goal: To earn all credits in Semester 1 2018 by passing all classes

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Resources</th>
<th>Who?</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor attendance daily in each class to not exceed 1 absence in the next 3 weeks</td>
<td>Power School Manage Anxiety by breathing and contacting your supports Use agenda book and have teachers sign every time you take a break</td>
<td>Sara Teachers</td>
<td>Starting 12/19/18 to end of Semester 1</td>
</tr>
<tr>
<td>Pass Truth and the Media by turning in the 5 assignments prior to the break</td>
<td>Check to understand instructions of assignments</td>
<td>Sara Mr. Danielson, teacher</td>
<td>12/21/18</td>
</tr>
<tr>
<td>Track credits on an ongoing basis to make sure Sara is on track for graduation</td>
<td>Transcript Credit Gap Analysis</td>
<td>Sara Ms. Varrell, school counselor</td>
<td>1/6/19</td>
</tr>
</tbody>
</table>

How RENEW Help Me...

Phase 1: Future’s Planning
- How did the mapping process help me?
- How was my voice heard?

Phase 2: Team Development
- What active role did I take in my team meetings?
- What activities did my team and I do together?

Phase 3: Progress Monitoring
- How did action plans help me in reaching my goals & goals for the What activities did my team and I do together?

Phase 4: Transition
- How did celebrating my successes keep me motivated? Why is this important for students?
How Renew Impacts My Life Today

- Learned skills to develop my own action plans
- Check-ins to see if there is anything that can help me add to the plan
- I am my own advocate
- Understand myself better
- Think about problems in a more realistic and doable way
- Use the resources around me effectively
- Developed good job skills and work ethic

Results from My Journey in RENEW

- Improved attendance
- Staying in class
- Stayed focused
- Motivated to earn 26 credit diploma
- Improved wellbeing – better eating habits, and sleeping patterns, overall happier
- Gained employment and became self-sufficient
- Being more social- PROM & Yearbook Activity
- Practiced driving
- Known by more staff in a positive way
- Developed self-confidence
- Good work ethic
- Ready for college

Thank you!

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Many thanks to Sara R. for sharing her experience with us today!

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