

# Applying The Power of Person-Centered Planning to Engage Youth

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**Northeast  
PBIS Network  
Leadership Forum**  
MAY 16 & 17, 2024



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Connection of the Presentation Topic to TFI 3.0 Item(s):

## Tier 3 Individualized PBIS Features:

### Subscale: Individualized Support

**3.15 Individual Support Team:** For each individual support plan, a unique team exists to design, implement, monitor, and adapt the student-specific support, including input/approval from student/family about team membership and individuals who actively provide expertise in each relevant area:

- applied behavioral expertise
- mental health and trauma expertise
- access to external support agencies and resources for planning and implementing non-school-based interventions
- academic expertise
- physical health and wellness (e.g., nurse, health teacher)
- knowledge of data systems and information regarding system and student academic and SEB strengths and needs
- knowledge about the operations of the school across grade levels and programs

### Subscale: Individualized Support

**3.16 Individual Assessment Plans:** Individual Support Teams (defined in item 3.15) follow comprehensive assessment protocol (defined in item 3.4) to document individualized comprehensive assessment for each student receiving Tier 3 support that includes all relevant data sources and each student specific element (this includes observable, measurable, and specific descriptions)

Connection of the Presentation Topic to TFI 3.0 Item(s):

## Tier 3 Individualized PBIS Features:

### Subscale: Individualized Support

**3.17 Individual Support Plans:** Individual Support Teams (defined in item 3.15) follow Tier 3 individual support plan protocols (defined in item 3.5) to document individualized support plans for all students receiving Tier 3 support.

### Subscale: Individualized Support

**3.18 Individual Support Plan Orientation and Training:** A written process is followed for teaching all relevant staff, families, and students how to implement or support each individual support plan that is in place

### Subscale: Individualized Support

**3.19 Individualized Data-based Decision Making** Each Individualized Support Team meets at least monthly (or more frequently if needed) and uses data to modify the support plan across all relevant plan areas to improve fidelity of plan implementation and impact on quality of life, academic, SEB, and other relevant outcomes.

# Objectives

- Learn about the values, principles, and elements of the RENEW model.
- See an example youth voice in their own planning process
- Understand the importance of building durable partnerships between school and community mental health providers



**RENEW**<sup>™</sup>

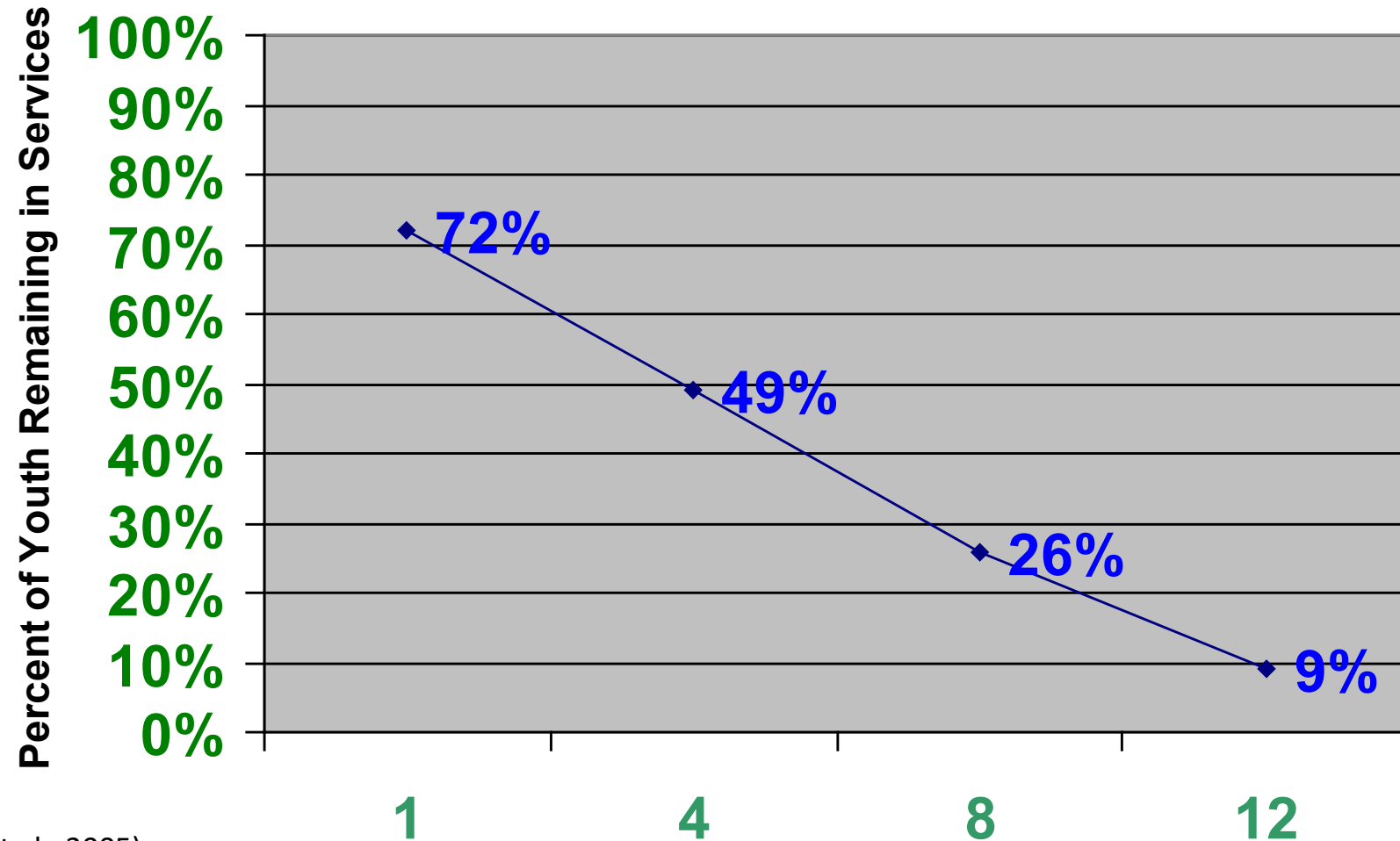
resilience, empowerment, and natural supports for education and work

# 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).

# Children and Youth Do Not Engage In Treatment



(McKay et al., 2005)

# 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**



# Shifting from a Deficit-Based to Strengths Based Lens

**The strength-based approach allows a person to see themselves at their best.**

- It capitalizes on their strengths rather than focus on negative characteristics.
- Examines not only the individual, but also their environment
- The strength-based approach identifies constraints that might be holding back an individual's growth. (McCashen, 2016).





“... approach is not to make assumptions about the client's appropriate process, but to follow the process laid out by the client.”

Dave Mearns, [Person-Centred Therapy Today: New Frontiers in Theory and Practice](#)

# Foundational Theory

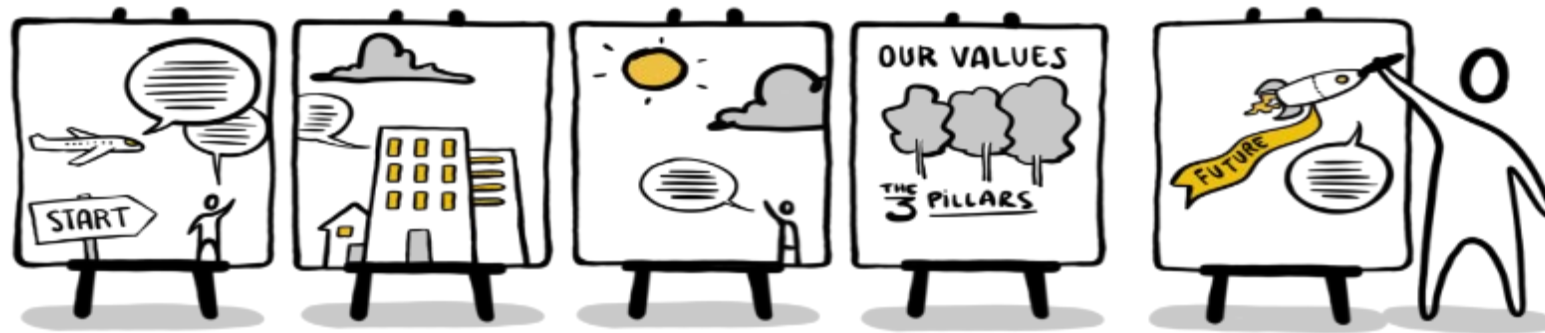
“Person Centered Planning grew out of a passionate concern to support people with developmental disabilities in discovering and contributing their gifts”

- Connie Lyle O’Brien and John O’Brien



# The Purpose of Futures Planning/Person Centered Planning

- Create a meaningful, personalized, individualized plan
- Identify supports
- Build self-determination skills

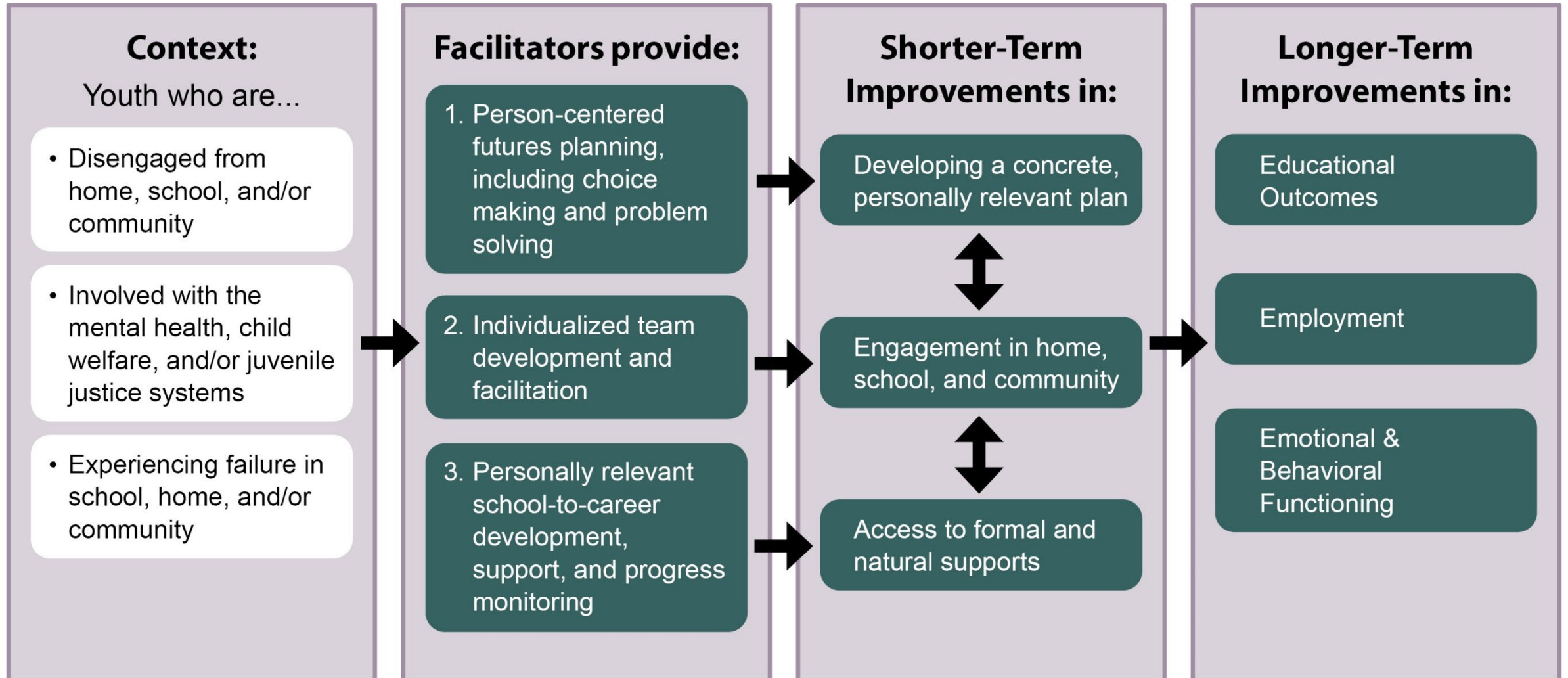


# The Key To The Work:

- Programs and interventions are strengthened when they involve and engage youth as equal partners!



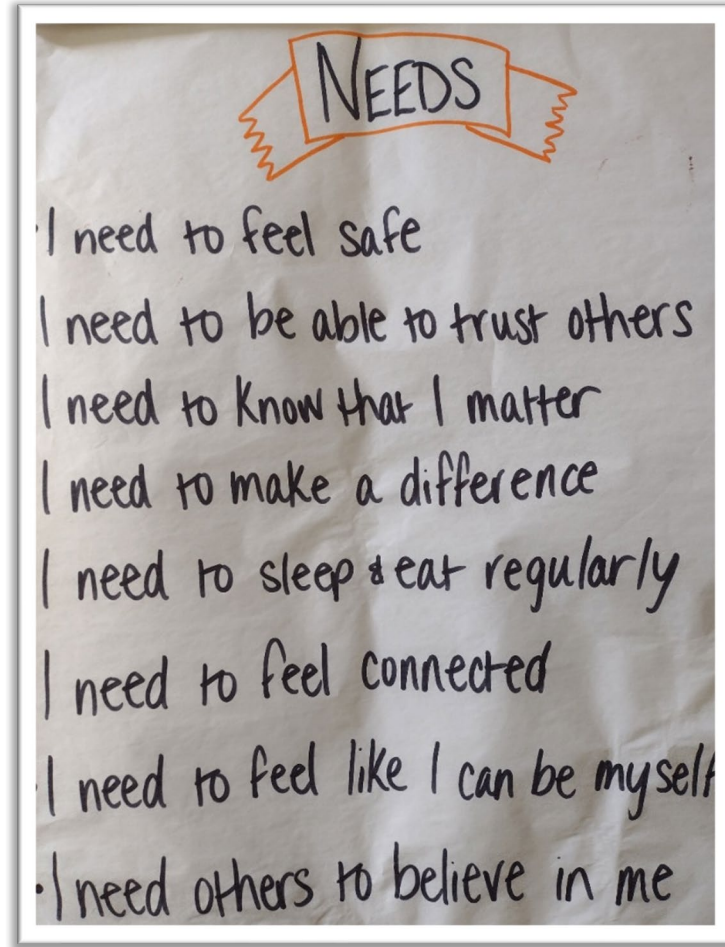
# RENEW Theory of Change



# 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



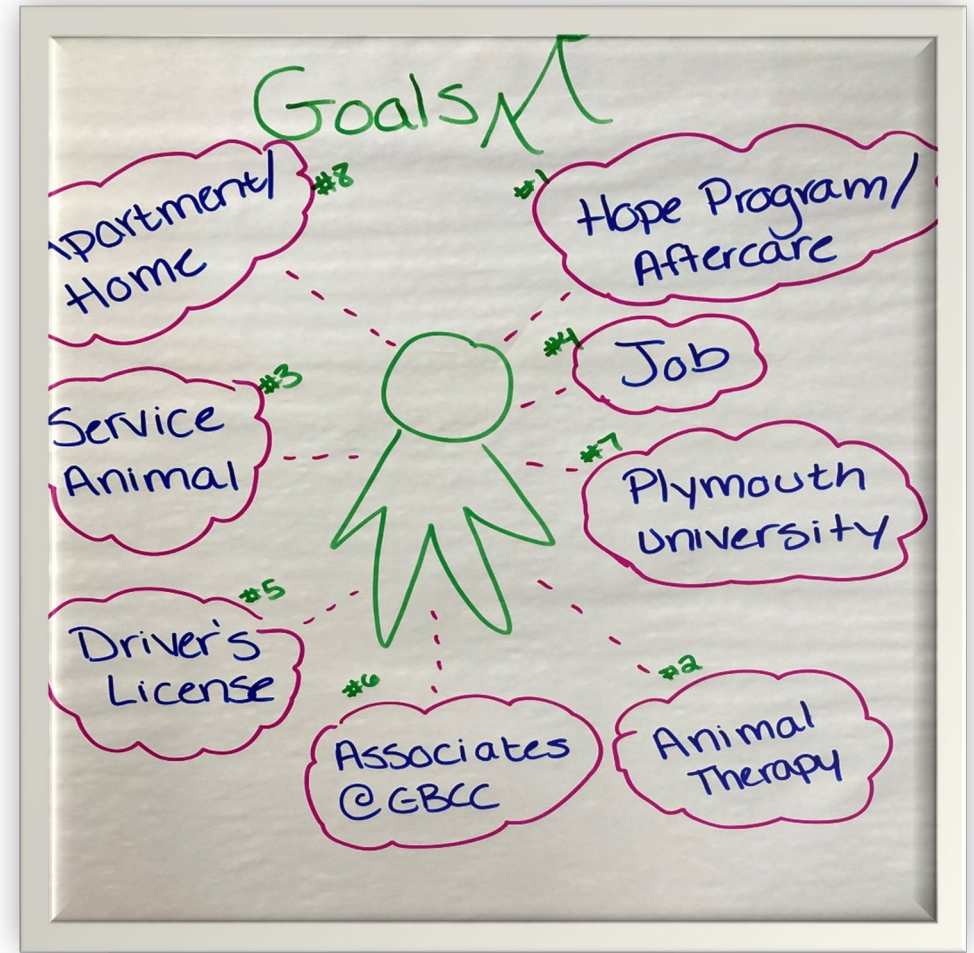


# RENEW Youth Team Meeting



# Youth Voice & Goal Setting

- What evidence do you see of client engagement?
- Currently, how do you capture the client's own voice in planning for their goals?
- How are their goals or plan shared with others?



# Now You TRY!

- What have you done that you are proud of?
  - What skills did you use to accomplish what you did?
- Name something that makes you feel good about yourself.
  - Why does it make you feel good?
- What do you do when you have time to yourself?
- What are you most passionate about?
- What do your friends say you are really good at?
- Did you ever do something that other people thought was great?



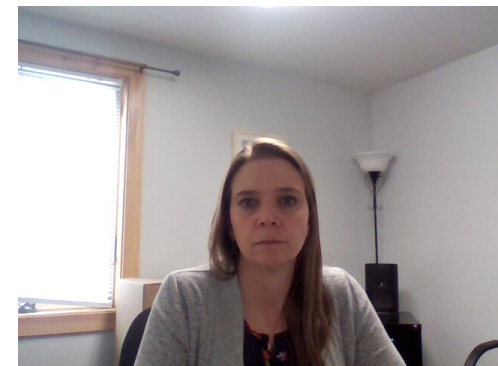
# Creative Collaboration



Nicole Quinn

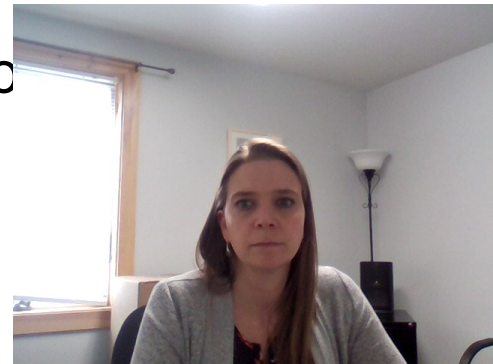
# The Challenge:

- **School Perspective:** Disengaged students, lack of resources, and struggle to implement effective Tier 3 interventions
- **Mental Health Perspective:** Disengaged clients and limited access to youth



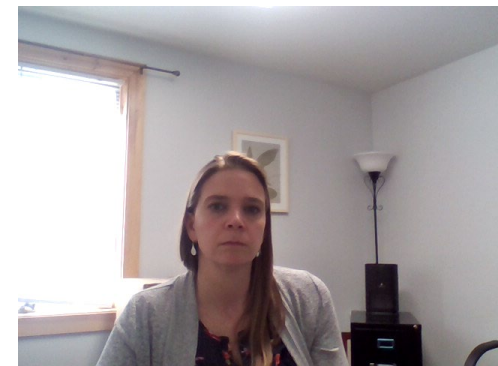
# Benefits of Collaboration

- Understanding that Mental Health is for All
- Building Community Partnerships
- Sharing of Resources Increases Flexibility for Students
- Engages Families
- An Integrated Approach: team-based decision making, use of data, coaching



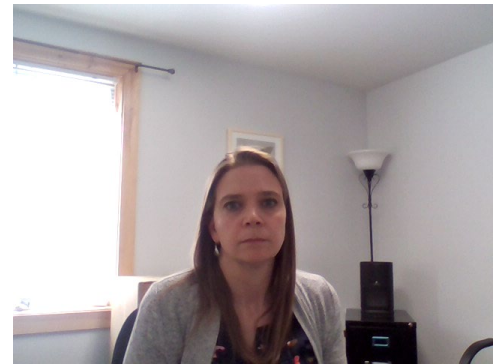
# What Is Needed to Collaborate

- **Commitment from Many Levels**
  - School Board
  - District Level
  - Building Level
- **Resources**
  - Funds
  - People
  - Shared understandings of each system
  - Data
  - Time & other logistics
- **Education about RENEW and SEL Benefits**



# Mental Health Perspective

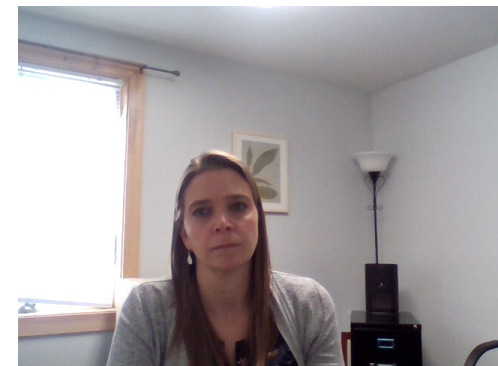
- Working “ in a vacuum”
- School lacked knowledge of mental health agency’s practices and expectations
- Agency not knowledgeable about school practices and expectations
- Everyone was disconnected and working towards different goals
- Difficulty accessing youth and school information
- Everyone utilizing different practices or interventions





# The Role of a Mental Health Specialist on Tier 3 Team

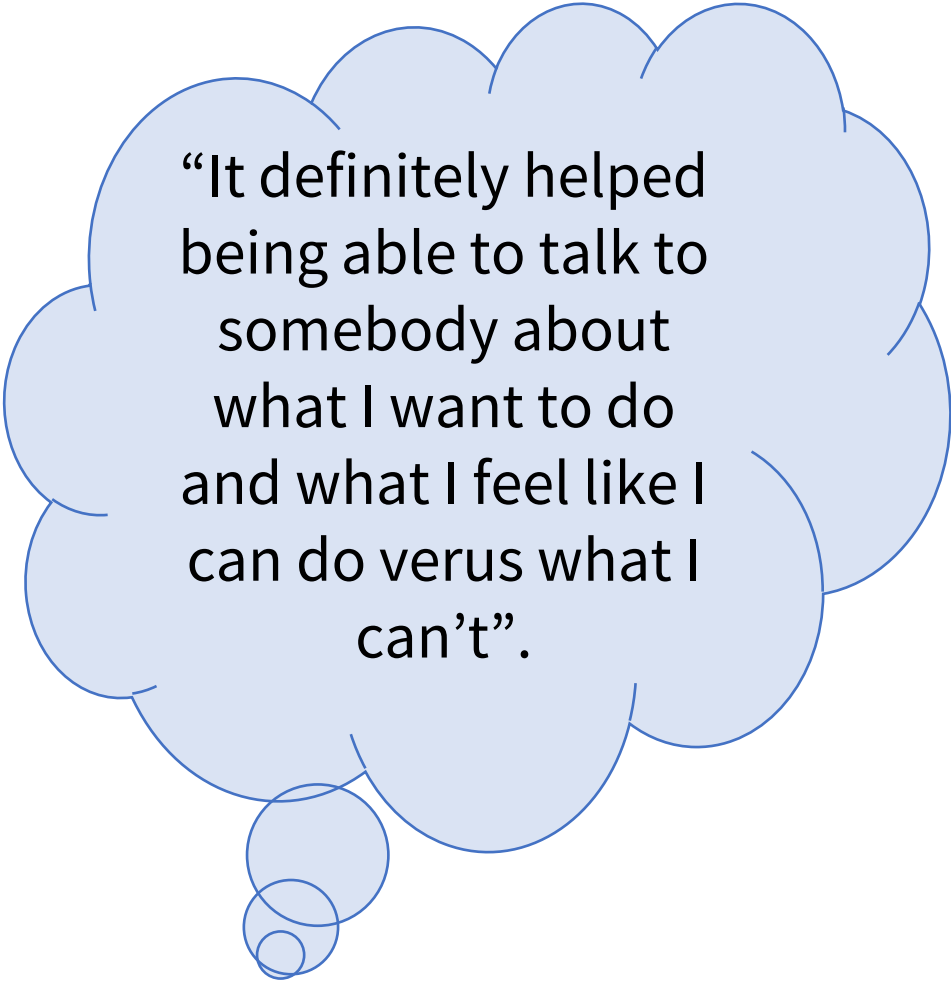
- Improved access to information
- Earlier access to services
- Promotes communication & coordination of services
- Common language & common approach
- Ability to focus on the organizational structures of both systems
- Able to provide school staff with insight into beneficial agencies practices



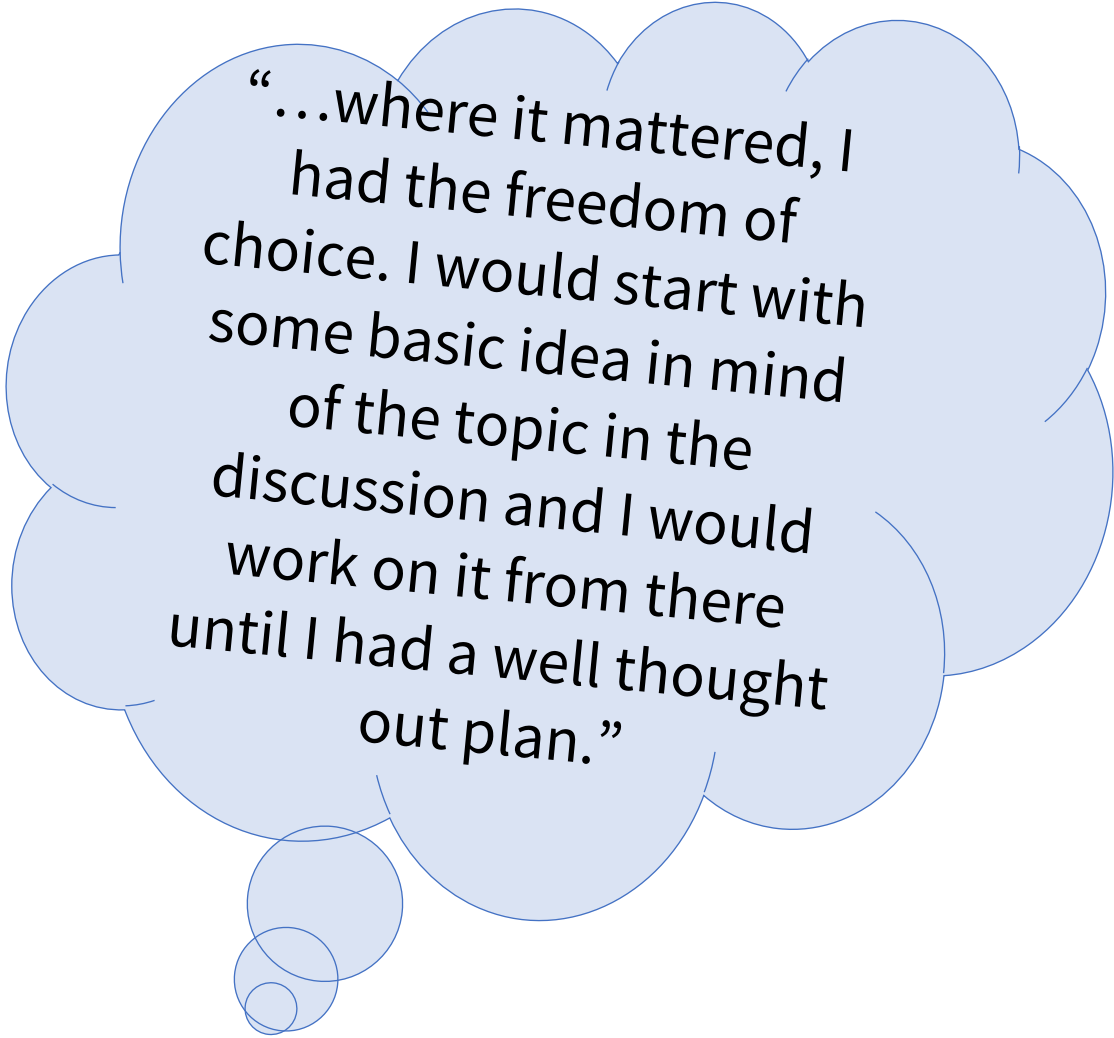
# RENEW Implementation



# Youth & Their Engagement:



“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”.



“...where it mattered, I had the freedom of choice. I would start with some basic idea in mind of the topic in the discussion and I would work on it from there until I had a well thought out plan.”

# Questions/Reflections



# Thank You!

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- Website: [renew.unh.edu](https://renew.unh.edu)
- For further questions please contact us at [iod.renew@unh.edu](mailto:iod.renew@unh.edu)



# Session Evaluation

Your feedback is critical to future planning of this event.

**PLEASE** take a moment to share your valuable insight!

**THANK YOU!**



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