Supporting BU Students and Organizations

COE LLC and TWLOHA Collaborate to Increase Mental Health Awareness on Campus

A SERIES OF MENTAL health awareness events will take place across the BU campus on Oct. 8 and 9. The McDowell Institute will support the College of Education Living Learning Community (COE LLC) and the student organization known as TWLOHA, which stands for To Write Love on Her Arms, as they present and staff mental health displays outside of Kehr Union and on the Warren Student Services Center patio from 8 a.m. to 4 p.m. Therapy dogs will return to campus in support of the planned events on Oct. 8 from 9 to 11 a.m. and 2 to 4 p.m. for Pet Therapy outside Warren Student Services Center.

Additionally, the McDowell Institute, in collaboration with the COE LLC, will host a symposium for the BU community with particular emphasis on students enrolled in teacher preparatory programs within the College of Education on Oct. 9 from 2 to 4 p.m. in Kehr Union Multipurpose A and B. This symposium, a collaborative panel presentation, will highlight two featured speakers from Minding Your Mind, Jaclyn Ricciardi and Kristin Nordeman.

Jaclyn Ricciardi

Ricciardi has been an active mental health and anti-bullying advocate since her early teenage years. She struggled with depression, anxiety and chronic self-injury from the time she was 6-years-old. She had a fear of revealing these issues to her friends and family because of the stigma surrounding mental health disorders and her seemingly perfect external life. Ricciardi was student body president, an athlete and in the top 10 percent of her class, but internally, she was struggling with depression, anxiety and self-harm. Her journey to healing began when she began attending Saint Joe's University on an academic scholarship. Through her recovery, she became president of a mental health advocacy organization on campus and has organized suicide awareness and mental health awareness benefit concerts.

Becoming a speaker for Minding Your Mind has given her the opportunity to share her experiences with people who might be feeling as isolated as she did before she received the proper treatment. She also speaks for those who may simply be unaware of the importance of mental health and for those who believe they can easily identify the face of mental illness. She feels passionately about educating adolescents that recovery may not be simple, but is unbelievably powerful when it is experienced.

Kristin Nordeman

With a Bachelor of Arts in psychology from Temple University, Nordeman has worked as a youth support partner for the past three and a half years, sharing her story to help youth with mental health disorders find their voice and overcome their struggles. A member of a large, loving family, Nordeman remembers being anxious from an early age. She developed panic disorder while in high school, where she was bullied; however, she tried to hide her issues because she wanted to remain the easy-going, middle child who did not make waves. Nordeman began to self-harm to cope with her inner pain and eventually suffered from suicide ideations. While attending college, she was diagnosed with bipolar disorder, which she initially refused to accept because of the stigma associated with this particular mental illness.

Nordeman manages her diagnoses through therapy, medication and positive coping mechanisms that she has learned over the years. She wants to share her story with youth in order to erase the stigma surrounding mental health and mental health issues. Her passion is to see youth succeed and show them that there are always options. She hopes to be a light for youth who are struggling and that her words will be remembered by those who may struggle in the future.
What was your greatest concern about student teaching before you started your student teaching placement?

My greatest concern was not being as comfortable in the classroom as I pictured in my mind. The two primary factors that contributed to my concern were transition times and classroom management.

What type of classroom placement are you in for student teaching?

I started in a second-grade regular education classroom for my first placement as a Special Education (PK-8)/Early Childhood Education (PK-4) Dual Certification Program major. My second scheduled placement was in a fourth-grade Learning Support classroom.

You entered your student placement after the school year had already started, which kind of made you the “new kid on the block.” How did you go about getting to know the students and establishing rapport?

My goal for day one was to know every student’s name by the end of the day. My goal on day two was to actively promote on-task behavior and, when necessary, correct off-task behavior in a personal manner by using their names. This was also helpful to show them that I wanted to get to know them as individuals.

How important was it for you to establish clear behavioral expectations with your students?

Establishing clear behavioral expectations was extremely important because once I established positive rapport, it was easy to get behavioral expectations established. I made it a point to have each of my students know what was expected within the classroom. I would describe my classroom as a well-oiled machine. You learn very quickly that if there are not clear expectations established students get confused and, therefore, have more tendencies to be off task.

It sounds like you had a lot of different student needs in your classroom. How do you use positive reinforcement with your students to increase the likelihood that each of your students progresses academically as well as socially and emotionally?

My classroom, especially the fourth-grade Learning Support classroom, had many different student needs. A number of my students were below grade level in many ways. I had to adapt my approach to lesson planning around each student’s needs. This was an eye-opener in terms of the difference in how I respond to my students.

I made sure to emphasize the positive and to avoid being negative. When a student gives an incorrect answer, I ask the student to think about it again and ask for them to explain their answers. Once students start to explain it, they are more likely to realize they missed something. Also I try to pair successful students with struggling students, specifically in regular education class. This gave those students a sense of helping someone else, it was a challenge for them, and a chance for them to have to explain their perspectives to a classmate. Struggling students weren’t embarrassed by this because to them it didn’t feel like they were getting help. It was just like talking with a peer or reading with a peer.

What are some of the biggest behavioral challenges you have encountered in student teaching?

The biggest challenges for the most part have been mostly simple forms of off-task behavior, junk behavior. This was especially the case in my Learning Support classroom. I noticed that students may become more likely to shut down when the topic of learning is more challenging. So I learned to step back and think about how I could explain the lesson better or in a different way for them to understand. If there was something I could explain better, I would go back and start over. Other than that, there really hasn’t been any significant negative behavior that I have had to address. I feel fortunate to have worked with these students in both my placements.

What classroom management advice would you give to future student teachers? Any food for thought or words of wisdom to share?

The biggest piece of advice I would share is definitely be proactive and consistent in classroom management. Stick with it. If your approach doesn’t work initially then change it, but the more room you give students to get confused, the more likely you will have problems. I just noticed that once I invested in preventative strategies, my students became very cooperative. Our classroom became a fun and engaging environment and relationships bloomed, instead of me needing to react to negative behaviors.
An Interview with Ryan Stilwell ’15, Student Teacher
Conducted by Ryan Novak ’16

What was your greatest concern about student teaching before you started your student teaching placement?

The biggest concern that I had before starting student teaching was not knowing really what to expect from being in an Emotional Support classroom. I had observed and seen most of the other special education environments, but really had limited experience in Emotional Support, which was one of the main reasons I wanted that placement.

What type of classroom placement were you in for student teaching?

My first placement was in a first grade, co-taught inclusion classroom. My second placement as a Special Education (PK-8)/Early Childhood Education (PK-4) Dual Certificate Program major was in a middle school Emotional Support classroom.

You entered your student placement after the school year had already started, which kind of made you the “new kid on the block.” How did you go about getting to know the students and establishing rapport?

I tried to build rapport by talking to each student individually during non-instructional times during the day. What really helped me to build rapport with the students was learning about them as a person: what types of hobbies they enjoy and what things they like to do. It also helped to joke around with the students and let them know that I truly enjoyed working with them and being around them.

How important was it for you to establish clear behavioral expectations with your students?

It was very important to establish clear behavioral expectations, especially with the students in the Emotional Support classroom. Many of those students are in the classroom due to challenging behavioral histories. Since they knew I was a student teacher, it was much more difficult to gain that teacher respect, build rapport and earn their trust at the same time. Having clear, positive expectations was critical.

What are some of the biggest behavioral challenges you have encountered in student teaching?

I have encountered many behavioral challenges during student teaching due to being in an Emotional Support classroom. I have been fortunate not to have experienced many physically dangerous behaviors, but most days consist of some verbal outbursts when it comes to the students not getting their own way or refusing to do assignments for specific classes. I, of course, have had to find the right balance between redirecting student problem behavior and proactively reinforcing appropriate behavior.

What classroom management advice would you give to future student teachers? Any food for thought or words of wisdom to share?

I think the biggest thing when it comes to classroom management is to really get to know your students first and build good rapport. Your students are going to be more likely to meet your classroom expectations if they come to the realization that you truly care about them as a person. I used recess and the time spent outside with my middle schoolers to build rapport. Let them know that you are there to help them succeed educationally, but don’t be afraid to build rapport during non-instructional times, too. But the most important thing you can do is have fun and enjoy walking into that classroom each and every day.
Early Education Center, have been planning centers, Sunbeam Station and Otterbein framework. The staff at two early education Intervention and Support (PWPBIS) of the Program-wide Positive Behavior application of these screeners at the early buildings scheduled for spring 2016. The implementation in the NESD elementary in spring and summer 2015, with the early childhood education programs Emotional (ASQ-SE2) screener. Two local Head Start programs and two coordination with local elementary schools. Screening protocol across programs in establishment of a standard social emotional included, but have not been limited to, the Activities associated with Element 1 have

Element 1- Early Childhood Social and Emotional Development

Staff from NESD convene regularly with staff from local early childhood education centers and staff from Pennsylvania’s Early Intervention Technical Assistance (EITA) to collaboratively build capacity. Activities associated with Element 1 have included, but have not been limited to, the establishment of a standard social emotional screening protocol across programs in coordination with local elementary schools. Two local Head Start programs and two early childcare centers have agreed to work with NESD towards systematic use of the Ages and Stages Questionnaire-Social Emotional (ASQ-SE2) screener.

Initial implementation commenced in the early childhood education programs in spring and summer 2015, with implementation in the NESD elementary buildings scheduled for spring 2016. The application of these screeners at the early childhood education programs has been carefully situated within implementation of the Program-wide Positive Behavior Intervention and Support (PWPBIS) framework. The staff at two early education centers, Sunbeam Station and Otterbein Early Education Center, have been planning and training on PWPBIS since July 2014. Alignment and roll out of this approach district-wide is planned in the near future.

Element 2- Promoting Mental, Emotional, and Behavioral Health/School and Community Mental Health

There has been an increase in activities to promote mental, emotional and behavioral health during initial implementation of the SS/HS Partnership. Specifically, the number of referrals for school-based mental health services and access to services has improved this year. This is, at least in part, associated with the addition of a mental health therapist through Pressley Ridge on school grounds, bringing the total of mental health clinicians serving students and their families to two full-time and two part-time therapists. This represents a 25 percent increase in capacity to provide mental health services in the district, which is associated with increasing numbers of referrals to the Student Assistance Program. A mental health data base was formalized to track service utilization between the MH provider and the school district.

To further promote mental health awareness and supports, three NESD staff members became certified instructors in Youth Mental Health First Aid (YMHFA). An initial YMHFA training was provided in spring 2015 with six scheduled trainings planned for the 2015-16 academic year. Additionally, Club Ophelia, which specifically addresses issues associated with relational aggression, will be part of the activities in NESD to promote mental, emotional and behavioral health in 2015-16. This will position Club Ophelia to grow further across school buildings to help to prevent bullying and facilitate healthy relationships among peers.

Element 3- Supporting and Connecting Schools and Communities

Public outreach in NESD has been increased through the SS/HS Partnership with the goal of increasing students’ positive engagement in their local community. Expansion of services and supports in schools is expected to help improve youth- and family-friendly approaches district-wide.

In one effort, local youth leaders, in collaboration with systems partners, organized a county-wide Public Service Announcement (PSA) contest to reduce the stigma typically associated with mental health and drug and alcohol treatment. One direct result of efforts to increase engagement has been the establishment and expansion of a Youth Leadership Team. This Youth Leadership Team initiated a Ribbon Campaign in the high school for Mental Health Awareness Week in 2014 with plans to continue to work on youth-led mental health awareness activities in 2015-16. In a related initiative, a family member developed a website link on the main district website, www.nesd.k12.pa.us/ domain/815, that links to all system partners’ websites and the PSA contest videos. To further bolster community connections, two clothing drives in 2014-15 served more than over 75 families, with all goods donated by the community.

The newly hired School Resource Officer (SRO) was strategically embedded within community outreach endeavors this past year. For example, the SRO participated in the annual school district craft fair, providing free fingerprinting for children and families. Further outreach to the community occurred through Parent Teacher Organization (PTO) sponsored events, including the Conewago Elementary School PTO Spaghetti Dinner Night to promote the SS/HS Partnership and engage youth and district families. In addition, NESD hosted a Systems of Care Community Café to discuss mental health issues as well as abuse awareness, educational issues and strategies to further connect students to community services.

Element 4- Preventing Behavioral Health problems (D&A)

NESD staff have been working closely with York County drug and alcohol prevention partners to identify evidence-based programs to curb drug- and alcohol-related problems in the schools and community. One of the main programs being considered is the Lifeskills Training Program (LST), a classroom-based middle school substance-
Teaching Students who Receive Services from Other Child-Serving Systems in Your Classroom: Inter-agency Collaboration 101

One aspect of teaching that challenges both entry-level teachers and seasoned veterans is how to coordinate instruction in the classroom with services from other child-serving systems.

Perhaps a student in your classroom has a diagnosed mental health condition and is receiving supportive services from a local provider agency. Perhaps part of those services are in the form of a prescription for Therapeutic Staff Support (TSS), which results in a TSS person providing services to the student in your classroom during the instructional day. What are your responsibilities? How do you go about delivering instruction to not just this one student, but all of the other youngsters in the classroom? What information is confidential, what can you share, and how do you plan? These are just a few of the questions that you might have as a classroom teacher in this situation.

Here are few points to consider:

Acknowledging Theoretical Orientations and Language Among Child-serving Systems

Theoretical orientations or paradigms are somewhat like a pair of lenses that one might wear to see more clearly; not all lenses are designed the same. As a teacher, you view the world through a set of educational lenses, while mental health providers will view that same world through therapeutic lenses. Others, such as a juvenile probation officer, will have yet another distinctive set of lenses, such as public safety and restorative justice. It is important to acknowledge and respect these different ways of seeing the world to appreciate that each comes with a different language (e.g., terms such as educational intervention plan as compared with mental health treatment plan). Appreciating the presence of such differences can help you to become effective and increasingly efficient in communicating in a way that resonates with everyone involved in the collaborative process.

Authentic Engagement of Youth and Family Voice

The phrase nothing about us without us should serve as a navigational mantra for interagency collaboration in your classroom. You will need to determine, on a case-by-case basis, the best way to engage the youth and his or her family in the collaborative process. This will require use of common, jargon-free language in tandem with supporting the youth and family to express what they view as desired outcomes. Meaningfully engaging youth and family perspective in providing targeted supports can enhance effectiveness and time efficiency for everyone.

Securing Release of Information to be able to Share Information among Relevant Child-serving Agencies

Information concerning any student in your classroom is considered confidential. This equally applies to a mental health worker who provides treatment to a student and his or her family, or information about a child who has an assigned juvenile probation officer. The parent/legal guardian and student, depending on age, must give permission for you to share information with representatives of other child-serving systems. Your school and each of the other child-serving agencies should have an established release form or forms to use to obtain such approval. Obtaining informed consent is essential to the interagency collaborative process.

Establish Clear Protocol for Interagency Collaboration

Establishing procedures concerning how communication is to occur between you, others and among the group in general can enhance collaborative decision-making. As a teacher, you will want to clarify...
with your immediate supervisor, such as the building principal, your school’s expectations in terms of communication. In turn, you will use this guidance as you work with colleagues from other child-serving systems to agree upon how you will communicate with one another. Communication may occur in many forms, including verbal statements, formal and informal written correspondence, and interpersonal dynamics during face-to-face meetings, such as body language, tone of voice, and active listening. Remember that differences in theoretical orientations and language as previously described will translate into communication and should be incorporated within the protocol that you establish with other colleagues from other child-serving systems.

Articulating Shared Goals and Objectives among Staff from Various Child-serving Systems

As you communicate using the established protocol, you will want to reach agreement on common goals and objectives, which should provide a clear focus on organization of the targeted supports to be provided along with professional responsibilities and accountability. By doing this, you will increase the likelihood of coordinated services, and minimize the likelihood of fragmented and disjointed approaches. It is not uncommon in schools today for students to be involved with one or more child-serving systems. Establishing common goals and objectives helps to ensure that time and energy is well invested.

Clarifying Roles and Functions of Staff

Communication among Systems to Achieve Agreed upon Goals and Objectives

Once goals and objectives are established, you will want to define what needs to be provided, by whom, and by whom. Focus should be on how the agreed-upon supports from other child-serving systems will be implemented within your classroom. Precise and detailed discussion will minimize confusion during the school day and within your classroom. Depending on the nature and location of the services to be provided by staff from other child-serving systems, this may also require establishing a written interagency agreement clearly describing who has supervisory authority while on school grounds. This type of interagency agreement helps to increase clarity of targeted supports for the student(s) of concern and minimizes the chance of a classroom teacher being placed in an awkward situation. Be sure to talk with your building principal to find out about extant interagency agreements.

Providing Clear and Timely Communication

One of the most precious resources that you have as a teacher is your time. This is also the case for your students as there is no such thing as a do-over from the previous day. Providing detailed and clear communication among relevant parties facilitates timely student access to needed supports. Both individual communications as well as notes from any interagency team meetings should be clearly written and disseminated in a timely manner.

Resource Sharing

Your time and knowledge about classroom operations and student performance are likely the most immediate resources that you will share with colleagues from other child-serving systems, based on approval to release information in concert with extant interagency agreements. However, depending of the student’s degree of need, it may be necessary to “braid” resources from your school and other systems to provide necessary services and supports. Such intertwining of resources will likely require administrative approval from your school, as well as the other funding system. For example, in one school, county funding from child protective services was used to partially underwrite aspects of operating Check and Connect as a targeted support in a PBIS school. Be sure to keep your building administrator in the loop of communications concerning resources.

On-going Progress Monitoring and Joint Problem-solving to Achieve Agreed upon Goals and Objectives

How your student(s) of concern respond to instruction should be tracked to inform decision making. In turn, this data should be shared within established team meeting protocol. You will gather progress monitoring data respective to both academic and behavioral performance while your counterparts from other child-serving systems will concurrently gather data as established by requirements of their respective systems. Given approval for release of information has been obtained by your school and the other relevant child-serving agencies, the sharing of this information can help to inform decision making among all relevant parties.

EFFECTIVE CLASSROOM MANAGEMENT:

Spotlight on Student Engagement and Increasing Opportunities to Respond in the Classroom

EFFECTIVE TEACHING involves addressing both academic and non-academic barriers to learning with all students. It is essential to actively engage students in instruction to enhance academic achievement as well as to prevent inappropriate behavior in the classroom. One evidence-based approach to actively engage students in your classroom is by providing a sufficient level and variety of Opportunities to Respond (OTRs). Simonsen and Myers (2014) define OTRs as any teaching behavior employed that elicits an observable student response (e.g. posing a question, presenting a problem for completion, requesting for help). The key is in providing high rates of OTRs throughout the ebb and flow of your classroom instruction. There are a variety of ways that you can provide OTRs within your classroom.
It is important to vary your instructional approaches to provide OTRs in your classroom. Providing high rates of OTRs is one way to actively engage your students in the learning process which should decrease the likelihood of behavioral concerns emerging at an unusual level in your classroom. What is considered a sufficient level of OTRs to be provided will vary across student populations (e.g. first-graders as compared with students in high school) and instructional contexts (e.g. teacher-direct instruction as compared to teacher-facilitated, peer-to-peer-directed activities associated with cooperative learning). A general guideline is to provide about three OTRs per minute during teacher-directed instruction for simple responses (e.g. verbal or gestural responses to clarify/checking for understanding types of questions). However, for more complex or prolonged task responses, a sufficient number of OTRs may be far less (e.g. one OTR per 20 minutes for a written task, such as writing a detailed response/essay). Teachers must employ sound professional judgment in planning and delivering sufficient levels of OTRs in the classroom.

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<tr>
<th>OTR Strategy</th>
<th>Brief Description</th>
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<tr>
<td>Individual Responding</td>
<td>The teacher presents the OTR to individual students. This includes traditional hand raising to respond to a teacher’s question. An additional approach involves the teacher randomly calling on individual students to respond to a question, which can be accomplished by drawing names from a hat, using assigned numbers for students assigned to groups and asking for responses from a particular numbered student from each group, or other procedures to distribute the individual OTRs. Individual Responding also includes the teacher posing a question, having student pairs/groups discuss a potential response and then a response from an individual student representing the pair/group. Teachers are encouraged to vary the nature of questions posed when increasing OTRs to periodically include opinion questions, providing all students with an opportunity to provide a “correct” response.</td>
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<tr>
<td>Group (Unison) Responding</td>
<td>The teacher presents the OTR to all students at the same moment (class-wide response). One challenge with Group Responding is that it can be difficult to individually monitor both timeliness and accuracy of student responses for the purposes of error correction, when needed. To help address this challenge, the teacher can use signals for responding (e.g. teacher claps hand or uses a countdown to response). Additionally, it can be helpful to pre-teach students “responding routines” that include steps (e.g. Step 1: listen to question, Step 2: think about your response, Step 3: wait for signal from teacher to reply and Step 4: respond as defined when the teacher provides the signal to respond).</td>
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<tr>
<td>Mixed (Combination) Responding</td>
<td>The teacher uses a combination of Individual and Group Responding. Teachers are encouraged to incorporate (ideally, intersperse) individual OTRs among Group OTRs. While there is no firm standard for interspersing individual and group responding, a generally recommended ratio is one third of Individual Responding to two thirds Group Responding.</td>
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<td>Peer-to-Peer Responding</td>
<td>Beyond the teacher provided OTRs, the teacher can provide opportunities for students to question and respond to one another (e.g. peer-to-peer OTR when using Cooperative Learning structures in the classroom). This approach further engages students in the learning process by asking and responding to questions. Pre-teaching of questioning routines is encouraged to increase both accuracy and efficiency in implementation in the classroom.</td>
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<th>How Students Respond (Modes)</th>
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<tr>
<td>Individual Verbal Responses</td>
<td>Individual students produce responses in spoken language or sign language (as relevant).</td>
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<tr>
<td>Group Choral Responding</td>
<td>All students produce responses in spoken language or sign language (as relevant) at the same moment in time.</td>
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<tr>
<td>Gestures</td>
<td>Students respond using a predetermined gesture (e.g. thumbs up or down). This may be used in context of individual, group or mixed OTRs.</td>
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<tr>
<td>Response Cards</td>
<td>Students respond by holding up cards reflective of their response. Response cards can be pre-developed or blank white boards on which students record their response. This approach may also be used in context of individual, group or mixed OTRs.</td>
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<tr>
<td>Student Response Systems</td>
<td>Students use higher forms of technology to respond to questions (e.g. student use of clickers). This approach typically interfaces the technology to a platform, such as a Smartboard where student responses are visually displayed. Student Response Systems may be used in unison with Response Cards as well as other forms of responding based on needs within the classroom.</td>
</tr>
<tr>
<td>Student Production Responses</td>
<td>Student work is displayed while the student(s) are actually working through the task (e.g. solving a math problem). This may be employed with little technology (e.g. blackboard) or higher forms of technology in the classroom (e.g. whiteboard) and may be used with Individual or Group Responding.</td>
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Beyond varying your methods of instruction, it is important to vary the modes of student responses that you elicit throughout your instruction. You are encouraged to incorporate variety both in OTRs in concert with modes of responding in your classroom.
It can be particularly challenging for teachers who work with students who see little or no value in coming to school on a regular basis. Typically, many interrelated factors help to shape a sense of purposelessness to education for some of students. Many times a number of these factors are illusive, at best, and can prove difficult to positively change.

Rehabilitation for Empowerment, Natural Supports, Education and Work (RENEW) is a planning and engagement process for youth who experience difficult challenges within their homes, schools and communities. The person-centered approach is particularly powerful in supporting youth with emotional and behavioral challenges. The RENEW process is a strengths-based approach that emphasizes self-determination linking youth with resources to successfully complete high school and transition into adult life. Developed in 1996 at the Institute on Disability at the University of New Hampshire, RENEW is implemented through collaboration among schools and community mental health providers. The model focuses on supporting each youth to design and pursue a personalized plan for school completion and transition to adult life. RENEW has been credited with substantially increasing high school completion, employment and post-secondary education rates among our most vulnerable youth.

RENEW is an example of an Individual-intensive (Tier Three) approach within schools implementing Multi-tiered Systems of Support (MTSS). Bloomsburg University College of Education majors learn about MTSS structures as they pertain to classroom instruction, as well as entire school MTSS frameworks. Positive Behavior Intervention and Support (PBIS) is an example of an evidence-based MTSS framework that aligns a continuum of services and supports to help teachers meet the needs of their students. The Pennsylvania Training and Technical Assistance Network (PaTTAN) has been rapidly expanding the number of schools implementing the PBIS framework across the commonwealth. RENEW is one of the evidence-based approaches being promoted through PaTTAN to be situated within Tier Three of the PBIS framework in schools. Increasingly more schools in the commonwealth are implementing RENEW and realizing a number of positive outcomes (e.g. over 40 pilot sites positioned across the eastern, central and western regions of Pennsylvania to date).

**Examples of Outcomes for Youth in Pennsylvania Schools**

- Improved educational outcomes in the form of increased graduation rates and participation in post-secondary educational programs
- Increased employment rates for difficult-to-reach youth
- Improved functions by students with emotional and behavioral difficulties in the school and community
- Quantifiable reductions in behavioral difficulties in both the school and community
- High youth satisfaction rates by students who have had less-than-favorable experiences in their earlier school years
- Increases in self-determination and self-efficacy skills associated with successful transition from school to adult life

**Features of RENEW**

Places youth in charge
- Is designed to help youth plan for their future
- Collaboratively identifies dreams and goals that are important to the youth
- Allows youth to decide how they want to achieve those dreams and goals, and who is going to help them along the way
- Follows each youth as far as he or she wants to take the process, meaning that they will get out of it as much as they put in to it

For more information on RENEW, contact Lisa Brunschwyler, PaTTAN King of Prussia, lbruschwyler@pattan.net or Michael Minor, PaTTAN Pittsburgh, mminor@pattan.net.

Special Note: The McDowell Institute has available for review the award-winning documentary by Dan Habib, Who Cares about Kelsey? Kelsey Carroll lived with homelessness, self-mutilation, sexual abuse and ADHD. She was a likely high school dropout – until she encountered RENEW. Contact Charlotte Kemper, ckemper@bloomu.edu, if interested in viewing this powerful documentary.

**Mission Statement**

The mission of the McDowell Institute is to cultivate excellence in current and aspiring educational professionals by developing strong ethical standards and skills to address non-academic barriers to learning emphasizing promotion and prevention activities to support healthy development and learning by all children in order to improve and enhance quality of life in an ever-changing society.

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**McDowell Institute Leadership Team and Framework**

THE MCDOWELL INSTITUTE has two primary, inter-related objectives. One objective is to add value to the College of Education’s professional credentialing programs including all undergraduate teacher credentialing programs. The other objective is to have an impact at state and national levels by supporting educators in schools to effectively implement Multi-tiered Systems of Support (e.g. Positive Behavior Intervention and Support) to address non-academic barriers to learning in tandem with enhancing pre/in-service training in the field.

The leadership structure for the McDowell Institute is framed in a manner to facilitate achievement of these two interrelated objectives. A leadership team composed of three College of Education faculty will collaboratively plan and lead all activities emerging from the McDowell Institute, commencing in fall 2015. The leadership team is positioned to collaboratively organize initiatives and activities associated with both of these inter-related objectives. Dr. Jim Krause, Department of Exceptionality Programs, and Dr. Craig Young, Department of Teaching and Learning, will share lead responsibilities associated with internal College of Education endeavors of the Institute. Dr. Tim Knoetler will provide leadership on state and national level endeavors of the Institute.