

Tier 3 Interventions - Best Practices for RENEW

Creating a mapping calendar with the RENEW student:

Facilitators continue to find mapping to be an exciting and engaging process with students. Some facilitators last year found that the engagement sometimes waned a bit after the first few maps. In some cases, students began to lose interest in the process. This most often occurred when mapping was not regularly scheduled ahead of time with the student. Sitting with the student and scheduling meeting times which meet their needs, while stressing that mapping should occur at least once a week, affirms the importance of the process.

During the mapping process, schedule at least one meeting per week at the student's convenience. Even more frequent meetings allow facilitators to move through the mapping process with more energy and tends to keep student interest.

RENEW plans in EXCEED:

We are recommending that facilitators create one RENEW plan in EXCEED for mapping, and then end that plan and start a new plan for Action Group work. Progress monitoring during mapping can be done with DPRs from the student's tier 2 interventions, and/or attendance tracking. EXCEED is now set up to allow flexibility to have multiple goals, including individual goals. During Action Group phase, facilitators can create and easily track a number of goals. More information on progress monitoring will be coming out.

Building Parent Engagement in RENEW:

Many facilitators focused last school year on refining their skills with mapping, and learning the best approaches in moving to Action Groups. Our RIT responses indicate that we need to also maintain a focus on helping students engage their families in the process. Actually, the results challenged us to work on helping students access and engage with all the persons and systems on their people maps. This school year, we want to encourage facilitators to help the students engage their families in the following ways:

- Address the involvement of family members in mapping and action groups directly with the student. Students may like to invite parents or family members during creation of some of the maps. In other cases, the student may like to invite family members to a meeting or celebration at which they share specific maps. Facilitators should always consider asking the student if they have family members that should be part of an action group, to provide specific support, or just so they are aware of goals and progress.
- If parents/family are involved in mapping or action planning, facilitators should work with the student to assure that the family member knows what to expect, what their role is and that they understand the RENEW process.
- Parents/ families often need help to understand that RENEW is a student-driven process. The facilitator needs to help them feel their concerns and perspective are respected while allowing for the student to be in charge of developing their action plans. Parents/ families may need assistance in seeing that the leadership and independence developed by the student in the RENEW process is important for their success.