



RENEW
Rehabilitation for
Empowerment,
Natural Supports,
Education, and Work

RENEW Facilitator's Workbook

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University of New Hampshire**


This facilitator's workbook was created to directly support the person facilitating the RENEW process. The purpose of this workbook is to serve as a reference tool kit where facilitators can easily find:

- RENEW Checklist
- Roles and Responsibilities Agreement
- Sample Parent Letter
- Sample Norms
- Graphic Facilitation Basics
- Mapping Guides/Scripts
- Sample Action Plan
- Facilitator Meeting De-Brief Template
- Transition Information
- Renew Integrity Tool

We hope you find this workbook helpful as you move through the RENEW process.
Thank you for your continued commitment to helping support our most vulnerable youth.

RENEW TASK LIST

Suggested items to consider

	Task	Target Date	Who	Date Completed
	Consider a RENEW training/overview with all staff so that they are aware of this Tier 3 intervention			
	Identify student			
	(Facilitator) Invite student to participate in the RENEW process <ul style="list-style-type: none"> • Purpose • Explain Futures Planning Process 			
	Involve/ engage a parent/guardian/family member			
	Go over roles and responsibilities agreement with student			
	Establish schedule of next meeting(s)			
	Contact and orient special education case manager, counselor, etc. when indicated			
	<ul style="list-style-type: none"> • Facilitator completes tool(s) to gather and document hard baseline data • Facilitator completes tool(s) <u>with</u> student to gather perception data 			
	Begin Mapping <ol style="list-style-type: none"> 1. History 2. Who am I today 3. Strengths & Accomplishments 4. People 5. What works and what doesn't work 6. Dreams 7. Fears, Concerns/Barriers 8. Goals 9. Next Steps 			
	List Next Steps and create initial Action plan (when maps are done)			
	Support student to: <ul style="list-style-type: none"> • Identify team members (consider people/resources map) • Identify MAPS to be shared • Create list of ground rules • Decide who will invite each person to first meeting <ul style="list-style-type: none"> o Facilitator support with preparing invited individuals 			

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	<ul style="list-style-type: none"> Agenda for first team meeting 			
	First Team Meeting <ul style="list-style-type: none"> Ground rules and purpose of meeting shared Youth/Team Action Plan is written Team members commit to activities that will assist the youth 			
	Assign a mentor to the student who will check in regularly			
	Conduct resource mapping and create a Resource Binder of available school and community resources			
	Ongoing data collection and data based decision making			

ROLES AND RESPONSIBILITIES AGREEMENT

Facilitator's Role:

- Help you to develop your futures plan.
- Facilitate the RENEW mapping process.
- Help you to develop your team and manage your team meetings.
- Help you identify supportive community resources so you can reach your goals.
- Teach you how to analyze and solve problems so that you can be successful.
- Assist you to learn how to set goals and make decisions so that you can advocate for yourself.
- Report right away to the proper state/legal authorities any situations if you tell me that you are in danger or that others may be in danger. This is to protect you and make sure you are safe.

Student's Role:

- Lead the person centered planning process.
- Work with my RENEW Facilitator and fully participate in planning for my future.
- Set personally meaningful goals for my future.
- Advocate for my own goals, needs & wants.
- Be open to hearing suggestions from my team on how I can make improvements.
- Ask for help when I need it.

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- Be honest with my RENEW facilitator so the process can be as useful as possible. I

_____, have read and understand the Roles and Responsibilities agreement for participating in Renew Services. I realize that in order to make improvements in my life and plan goals for my future I need to play an active role in planning with my RENEW Facilitator. If I am unable to keep an appointment I will contact my RENEW Facilitator ahead of time.

Youth Signature _____ Date _____

RENEW Facilitator Signature _____ Date _____

School Letterhead

RENEW Facilitator Training Institute

Sample Letter for Parents

Dear:

As part of effort to improve our school, we are offering a new program called RENEW for students who need extra support to do better in school and to graduate. Your (son/daughter, or name of student) has been picked by our staff as one student who might benefit from this program. RENEW started in 1996 in New Hampshire and has been spread into other states, with good results to help students who struggle.

We need your permission to offer this program to your child. We have already talked to your son/daughter about this and he/she says it OK to talk to you. This program is completely voluntary and you or your child can leave the program at any time. We have trained our staff in the program. If you give the OK, (name of staff facilitator), will begin to meet with your child once a week at a time when he or she will not miss any classes. During these meetings we will help your child talk about his or her background, create a vision about what he or she would like to do in the future, and create a plan for how to get there. This program is designed to help your child to be more independent and successful. After these first few meetings take place, you and others will be invited to a meeting so you can see what your child has planned and how you can help.

We will consult with and interview teachers or other school staff about your child's needs and

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situation. We may also interview you and your child (with your permission). We also would like to share information about how your child is doing with the state and researchers for RENEW. Your name and that of your child will never be shared and you cannot be identified. By sharing this information, though, we can make sure we're making progress and doing a good job.

If you have any questions about this project, we would be very happy to answer them at any time. You can contact: (school coach or principal...)

☐ Yes, I consent/agree to let my child receive the RENEW program.

Your Child's Name: _____

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____ Date: _____

RENEW Meeting Ground Rules

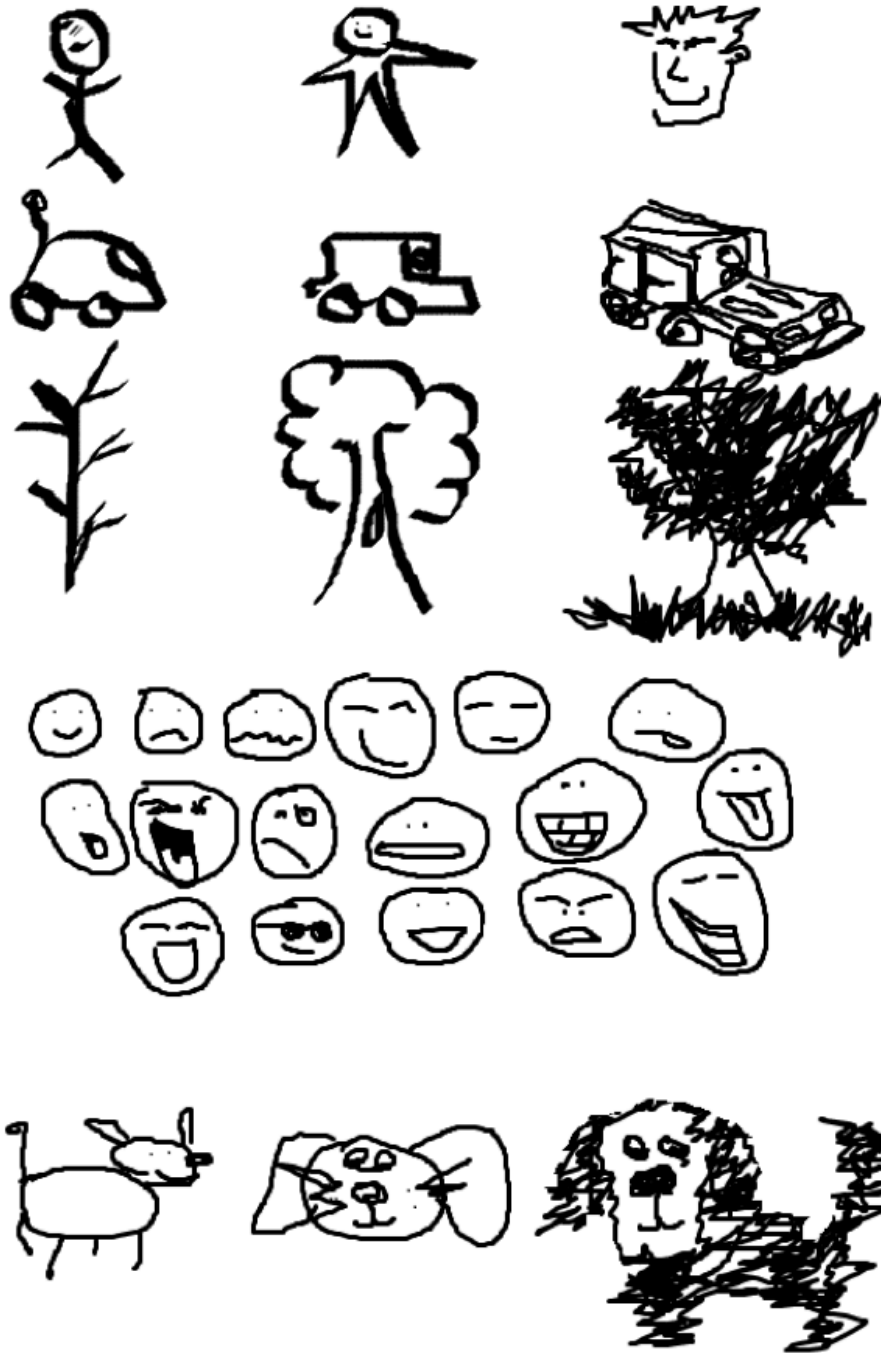
SAMPLE

1. Sarah will be facilitating the meeting.
2. We will focus on Sarah's strengths and goals.
3. One person will speak at a time.
4. Please stay focused on agenda items.
5. Please only use cell phone devices as a resource for the meeting outcomes.

Graphic Facilitation Basics

The field of graphic facilitation is designed to help individuals and groups develop common understandings. It can be a powerful tool in helping people to conceptualize complex ideas and make connections between concepts. A facilitator does not need to be an artist to be able to draw graphics or do graphic facilitation. A facilitator is free to draw basic or complex drawings as he/she sees fit. As long as the facilitator(s) and the youth understand the meaning, that is all that matters.

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Possible Map Questions/Guides

The following questions/scripts are intended to be used as a guide/reference. Feel free to

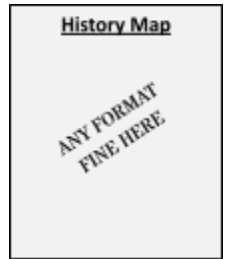
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elaborate on or use less than what is provided where needed. These scripts and questions are intended to provide assistance and are not meant to hinder the authenticity of the process.

Map #1: History Map

Purpose: To learn about the formative events that have shaped this youth's life and are unique to his or her personal story.

“Thank you for being here today, _____. This first map is going to help us to get a picture of your life and the events that have helped to shape it. We are trying to capture your personal ‘story’. I am going to ask you some questions to help guide you in this process.”



Possible Facilitator Questions:

1. In thinking back about your entire life up to this point, what are some of the events that stand out to you as being memorable or important? They can be events that were positive in your life or that were negative in your life.
 - a. What about that event makes it stand out to you or makes you remember it?
 - b. Are there any particular feelings associated with that event?
 - c. Were there any other people involved in that event that you would like us to include/represent?
2. If you are getting stuck, consider places you have been to, relationships that have been important, situations that have been positive or that have been challenging, etc.
 - a. What events from your life would you want to live over again if you could?
 - b. What events from your life are you glad/relieved that you do not have to re-live again?
 - c. What circumstances or events do you think have added or helped in molding who you are today?
 - i. What about that event left an impact on you?

Map #2: Who You Are Today

Purpose: To clarify the youth's vision of what their life is like now/today, the feelings associated with this life, and the important aspects of it.

“This second map is going to help to give us a picture of the person you are today. This includes your thoughts, feelings, and perspectives on yourself and your life in this moment in time. This map will not reflect on the past as much as the first map, instead it will talk about who you are NOW/TODAY”



Possible Facilitator Questions:

1. How do you feel that things are going for you in your life right now in general?
 - a. Relationships?

- b. Home setting?
 - c. School setting?
 - d. Your connection to your community/culture/things outside of school and home?
- 2. What kinds of words or images would you use to describe your life right now?
- 3. What feelings do you have most of the time?
 - a. What in your life causes you to have the best and the hardest feelings that you have?
- 4. What about your life situation makes you feel the most happy/confident?
- 5. What about your life situation makes you feel the least confident/happy?
- 6. What would you like to keep the same about your life right now?
- 7. What would you change about your life right now if you could?

Map #3: Strengths and Accomplishments

Purpose: This map is intended to help the young person to assess what things he/she is good at, what interests he/she has, what areas of life he/she would like to keep exploring, in addition to what he/she is proud of thus far in his/her life. The information that comes from this map can help in establishing a starting place for guiding future plans.

“This third map is going to help you take a look at things you are good at or areas you are interested in as well as things you have done in your life that you are the MOST proud of.”

Possible Facilitator Questions:

- 1. What do you love to do the most in life?
 - a. When you are your absolute happiest self, what are you doing?
- 2. What do you do to release stress or to escape from the pressures of life?
- 3. How would the person closest to you describe you?
 - a. What would this person say that they like most about you?
- 4. What are you the most passionate about?
- 5. What was your MOST proud moment?
- 6. What would your friends or family say was your most proud moment? When were they most proud of you?
- 7. What have teachers told you some of your strengths are?
- 8. What is your favorite aspect of your personality?
- 9. If you could brag for a minute about how you are so good at something, what would it be?

Strengths/Accomplishments	

Map #4: People and Resources

Purpose: This map is intended to help the youth to identify which people are important to him/her, which people can be relied on as a support to help this youth, and who the youth may see as NOT helpful in his/her life.

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“This fourth map is going to help you take a look at the people in your life and where they fit into your system of support. Perhaps there are some people that you can really count on or who help to support you. They are going to go in your center circle. And then maybe there are others who help/support you but you may not be as close with. We will put them into the next circle out. Perhaps there are some people who you see often in your life but there is no real benefit or negative thing that you get from them. Finally, there may be some others who are actually not helpful or prevent you from feeling successful. We will put them outside of the circles.”

Possible Facilitator Questions:

1. Can you identify any people in your life who you feel VERY close with? People you feel you can rely on? People you might be able to call them for help in the middle of the night? (These will go on the inner-most circle).
 - a. How are they important to you?
 - b. Is there anything else you want to share with me about this relationship?
2. Can you identify any people in your life who you can count on, you can ask for help or support, but you wouldn't necessarily put them in your closest circle. You wouldn't call them in the middle of the night or show up at their house. (These will go in the next circle out).
 - a. What is your relationship with this person (people)?
 - b. How are they important to you?
 - c. Is there anything else you want to share with me about him/her/them?
3. Now I want you to think about people you come in contact with fairly regularly. You may see them in settings other than school, and you wouldn't necessarily call them or ask them for help, but you see them often in your life.
 - a. How do you know him/her?
 - b. What does he/she do for you?
 - c. Is there anything else you want to tell me about him/her?
4. Finally, are there any people in your life that you feel **prevent** you from accomplishing your goals, or who you feel hurt your ability to be successful?
 - a. What is your relationship with this person?
5. How does he/she impact your life?

*(** Remember that it can be difficult sometimes for a youth to identify supports in his/her life. Have patience. Feel free to help guide and support the student in identifying key people. However, we do not want to TELL the youth who to put in their map. And feel free to use names with pictures to help differentiate between the people on the map)*

Map #5: What Works and What Doesn't Work

Purpose: To identify situations and contexts that are helpful (facilitate success) or detrimental (make it more likely for negative outcomes) for this individual.

“This fifth map is going to help us in identifying situations/circumstances where you feel you can be the most successful and situations that you feel make it more likely that you will have trouble or get frustrated or irritated. I am going to make two columns again and we will take a look at what works and what doesn’t work. Feel free to consider the home environment and the community environment in addition to school.”

Works/Doesn't Work	

Possible Facilitator Questions:

1. What type of help or support is BEST for you in school? At home?
2. What kinds of interactions do you respond best to?
3. How do you learn best? In what kinds of situations do you feel the most successful?
4. When do you have trouble learning or following directions?
5. What types of situations (at home, in school, or in the community) get you the most upset?
6. What kinds of situations make it hard for you to feel successful?
7. Fill in this sentence: “It really works for me to be at my best when_____.”
8. Fill in this sentence: “When _____ is going on, I get my most frustrated/upset/irritated, and I feel like I can’t work or be successful at all.”

Map #6: Dreams

Purpose: To allow the young person the opportunity to dream! There are no boundaries here. Anything is possible. This map allows the youth to truly consider “what if?”

“This sixth map is going to help you in identifying your hopes and your dreams for your life! This is where you have the chance to be creative and think about what you would like for your life to look like if anything was possible! Think about what you want your life to look like in the future. What could you be doing? What could your life look like, ideally?”

Possible Facilitator Questions:

1. If everything went perfectly, what would your life look like?
2. What are you doing every day?
3. Who is in your life with you?
4. What have you accomplished within your perfect dream?
5. Consider that there are no barriers/limits to what is possible. Anything you say here is perfectly fine.

Dreams
ANY FORMAT FINE HERE

*(** Remember that these are the young person’s dreams. It is important for facilitators to accept them as they are presented and not question these.)*

Map #7: Fears, Concerns, and Barriers

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Purpose: To help identify any fears, concerns, or barriers that the youth feels might stand in his/her way of reaching his/her dreams. Identifying these elements is critical in order to know what supports and opportunities are needed to best help the youth to succeed.

“This seventh map is going to help us to identify any fears, concerns, or barriers that might get in the way of you achieving or working towards your dreams. This is the time to think of anything at all that you worry might prevent you from doing and becoming anything you want.”

Possible Facilitator Questions:

1. What do you feel has gotten in the way of you being successful in the past?
2. What do you worry may happen in your future that would not align with your goals?
3. What do you NOT want to see happen?
4. When you think about your hopes and dreams, what do you see as potentially getting in the way?

Fears, Concerns, Barriers
ANY FORMAT FINE HERE

Map #8: Goals

Purpose: To begin to narrow down and create a logical connection between the youth’s dreams and the goals needed to start to accomplish those dreams. This can be a list of goals (as many as the youth identifies) that the youth would ideally like to accomplish, or one main goal that the youth would like to focus on.

“This eighth map is going to help us begin to create a logical connection between your dreams and a goal or a few goals associated with those dreams. These goals are the things you would like to accomplish or that you need to complete in order to start making concrete steps towards making your dream(s) a reality.”

Possible Facilitator Questions:

1. If you have MANY dreams across home, school, community settings, can you start to prioritize one or two main dreams to start working towards?
2. Given what you identified as being your dream(s), what would you need to accomplish in order to be able to achieve that dream?
 - a. What goals would you identify as starting to get you closer to that dream?
3. How will you know you have reached the goal(s) that you identify?
4. What major milestone marks will you have accomplished to be able to say you have made your dream a reality or have started to take steps towards making those dreams a reality?

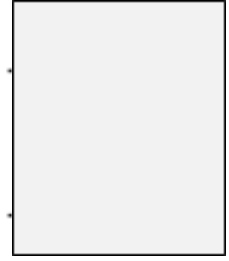
Goals
• _____
• _____
• _____
• _____
• _____

*(** Let us try and finish this section by identifying 1-3 goals that you would like to accomplish to get you closer to what your dreams look like. There does not need to be a goal for each dream right now.)*

Map #9: From Goals to Basic Action Steps (who, what, when, where?)

Purpose: To identify specifically which steps need to be taken to break down the goals of the youth into smaller pieces/action steps that can be accomplished one at a time.

“This last map is going to help us begin to break down your identified goals into attainable action steps. First let’s start to think about some of the smaller action steps that might be associated with some of these goals (we don’t need to identify them all now, we will be revisiting this a lot later on as well). Then we want you to start to think about who we need to invite to be on a team with you that would be able to see/know your goals/plan and could join a team to start to help in the process of accomplishing these goals. (Consider parents, guidance counselors, case managers, teachers, friends, family, community members, etc. ANYONE who the youth can identify as someone that would be supportive and possibly able to help!)



Possible Facilitator Questions:

1. What do you think needs to be done “first” in order start working towards “x” goal? What would you need to accomplish in the next year to start to work toward that goal?
2. What pieces do we need to put into place to start to make steps towards that goal? What would it look like? What are the “mini steps” leading up to that goal?
3. Who do you think would be able to best help you in next steps towards that goal?
4. Who do we need to invite to be part of our team to help in starting to accomplish these goals?
5. Who has been influential in your life here at school, at home, or anywhere in the community?
(Consider referring back to the people/resources map).

****** Make sure that there is a plan for a) when the team will first meet, b) who will be invited to the meeting, c) who will do the inviting, d) where the meeting will be held, and e) when it will be held.

1. At this meeting the agenda will include _____ (make sure to establish with the youth).
2. We will have an action plan there at the first meeting and the meetings beyond that.
3. How do you feel about this?
4. Do you have any thoughts/questions/concerns?

Closing Thoughts

This is just the beginning of the process. All activity flows from what the youth has said from the futures planning maps and meetings. Trust is built over time as the adults around the young person show that they support the identified dream(s).

Trust this process. The youth will talk about what he/she wants and it is almost always truthful, genuine, and on target. No one needs to put words in the student's mouth. Within this framework, young people are typically quite honest and real.

RENEW Action Plan/Meeting Agenda

STUDENT

DATE

NEXT MEETING

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TEAM MEMBER SIGN IN:

GOAL	
Update Progress	
Also, consider on this document how you will track data like Grades, Attendance, Referrals, etc.	

NEXT STEPS

ACTION	WHO	BY WHEN

SAMPLE

Alexis's Action Plan

Date: 10.18.11

Next Team Meeting: 11.1.11

Long-Term Goal: To become a Physical Therapist

Short-Term Goal: To gain information about the field and explore options for college

	Next Steps	Person Responsible	Status
1	Review information covered at meeting and action plan	Alexis/Ms. S	Completed
2	Attend PT speaker 10.18.2011	Alexis/Ms. Blair	Completed
3	Gather information about Physical Therapy – Bureau of Labor Statistics	Alexis	Completed
4	Contact Kristin Kubic to set up job shadow	Mrs. K	Completed
5	Research PT programs at MCC/ECC	Alexis	In Progress
6	Enroll in Medical Skills class 2nd semester	Mr. Kent/Ms. Blair	Completed
7	Discuss need for additional services (Special Education, social work) post-high school	Alexis/Ms. S	Completed
8	Set up IEP meeting	Mrs. K	Completed
9	Apply to 2-year school	Alexis	In Progress
10	Meet with Counselor at ECC/MCC to receive academic counseling	Alexis/Parents	In Progress

Date: 12.7.11

Next Team Meeting: 1.11.12

Long-Term Goal: To become a Nurse or Social Worker

Short-Term Goal: To gain information about the field and explore options for college

	Next Steps	Person Responsible	Status
1	Gather information about nursing	Alexis/Mrs. Kunz/Ms Blair	
2	Gather information about social work from Bureau of Labor Statistics	Alexis/Ms. S	
3	Tour MCC and meet with counselor to receive academic counseling	Alexis/Ms. Smith	In Progress
4	Research nursing and social work programs at MCC/ECC	Alexis	In Progress
5	Apply to MCC or a 2-year school	Alexis/Mrs.K	In Progress
6	Attend job shadows	Alexis/Ms. Smith	
7	Identify current IEP accommodations	Mrs.K	
8	Determine what academic IEP accommodations will be needed in college	Alexis/Ms.Smith	
9	Call a day care center to identify requirements for application	Alexis/Ms. Smith	
10	Apply for a job	Alexis/Ms. Smith	

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Facilitator to Facilitator De-Brief Session

Purpose: The purpose of the de-brief session is to allow facilitators to talk with one another openly about the actual process of facilitation. It is imperative that facilitators are able to give positive/constructive feedback to one another and be open to accept this type of feedback from another facilitator. Facilitators need to be able to step outside of their own ego and allow themselves to look at the RENEW process from another's perspective. The ultimate goal is that youth feel comfortable, listened to, and supported. Youth need their thoughts and ideas accurately reflected in the mapping and planning processes.

In order to help this come to fruition, it is essential that the facilitators are able to speak with one another openly about how they are doing with the process of supporting the youth. If there is not a format to help support this process, or a system already set up for healthy communication between facilitators, then if one facilitator has thoughts or ideas about how to improve this implementation process it may come off as offensive to another facilitator. It is for this reason that the "de-brief" session is encouraged.

Possible Facilitator Questions:

Each facilitator could ask any of these (or other) questions of the other facilitator

1. Did I ask open-ended questions, represent the youth's words and perspectives accurately, and honor the youth's voice?
2. Did you believe that I was aware of our group/team dynamics in order to help foster a safe and supportive environment?
3. Did I ask appropriate questions to help elaborate on the youth's thoughts/feelings/ideas, without putting my own thoughts/feelings/ideas into his/her process?
4. Did I use language that the youth could understand and that made him/her feel comfortable, respected, supported, and not judged.
5. Did I remain unconditional?
6. Did I use cultural competency in my responses to statements that the youth made?

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TRANSITION

Transition is a broad term and when given consideration one realizes students are constantly in a state of transition. They are transitioning from home to school, between peers and peer groups, between classes, from Jr High to High School, from the school year to summer vacation and of course transitioning to life beyond high school. Additionally, when facilitating the RENEW process, transition begins when the youth is invited to participate. Lead with the end in mind and the goals always connected to the youth's independence. Below a variety of transitions are discussed including information about the importance of transition planning for youth with disabilities.

RENEW continues even when a youth or facilitator changes locations!!
RENEW is UNCONDITIONAL!

● Transitioning back to class after a RENEW session (mapping or team meeting)

- Ensure the youth has time to be emotionally ready before returning to class.
- Consider communicating with the youth's teachers to provide a pre-correct around any changes in scheduling or possible late attendance to classes that may occur.
- Look ahead and consider planning sessions during times that make the most sense in a youth's schedule, including awareness of classes that come **after** the intended session time.

● Transitioning to summer break

- Set up a plan to communicate with the student over the summer. This can be mail, email, meetings in person, etc.
- Consider setting a few action steps for the team to accomplish over the summer.

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- Consider setting up at least one meeting for during the summer, before the school year ends.
- Consider keeping the team members in tact after summer break, even if some switch schools within the district or work locally.
- Establish times the team will meet in-person, electronically or via webinar over the summer. This can be approached with the youth by saying “let’s talk about when we will communicate/connect over the summer” rather than, “do you want to connect over the summer.” Additionally, make sure there is a way for the youth to connect with team members in case of emergency.

● **Transitioning to another school (either more restrictive or another setting)**

- Again closure is essential for our youth. Make sure that youth have an opportunity for any closure with staff and students.
- Try and identify a RENEW facilitator in the new setting that can easily pick up the RENEW plan where you left off. Ideally, you will have enough notice and this person can become a part of the team before the student ever leaves.
- If there is not a RENEW facilitator in the new setting, try and connect the student with supports that may be similar in nature before the student leaves. Remember! We don’t want to do it for the youth, include the youth so they will know how to find supports in the future.
- Consider writing a letter and making sure there is a documented action plan before the student leaves. It can be helpful for students to have something tangible to hold on to as they transition. Make sure to include the youth in this process.

● **Transitioning out of school- graduation**

- Provide closure opportunities with staff and youth.
- Make sure there is an action plan that can carry over to the new setting.
- Include the youth in finding resources that the student can utilize if needed.

● **Transitioning back to school from hospitalization or incarceration**

- Try and have the RENEW facilitator keep connection (either in person or through letters) with the student while in the temporary alternative setting.
- Get the team together as often as possible for meetings even at the alternate setting.
- Try and still action plan and set goals even though the student is currently not attending school.

- Make sure that the team gets together and has a meeting as the student is re-entering the school setting to identify any needs before re-entry.
- **Transitioning to having a new facilitator (if facilitator leaves job or student goes to a different school, other staff are hired, etc.)**
 - If the facilitator is able, consider staying on the team and engaged in the process even from the new location.
 - Try and prepare the student as early as possible for this change.
 - Have the newly assigned facilitator be a part of the team (or meet at least once all together) before the facilitator leaves.
 - Explain to the student why the change is happening, if at all possible.
- **Transitioning out of a RENEW plan (phasing out of support)**
 - Consider youth goals being met
 - Consider allowing the student to keep a contact email or number for a member (or two) from the team
 - Consider keeping the youth connected to a mentor
 - Consider meeting a few more times with the student even after the plan has “ended” or the student has graduated from high school.

Transition Services for youth who have an IEP

The research clearly shows youth with disabilities fare poorly after high school in a number of key areas including: employment, advanced training and education, and independent living. The Individuals with Disabilities Education Improvement Act (IDEA) and amendments (P.L. 101-476 and P.L. 105-17) recognize students with disabilities need targeted services in order to successfully transition from secondary school entitlement services to adult life. The IDEA states that

- Students with IEPs (Individual Education Plans) must receive important outcome-focused transition planning services beginning at age 16. As defined by IDEA, Transition is “a coordinated set of activities...designed within an outcome-oriented process, which promotes movement from school to post-school activities...”The RENEW process can help schools meet the IDEA requirement for a “student-driven” transition plan for students with disabilities by providing a model to deliver strong transition planning and supports. In the context of special education services, the IEP and corresponding transition plans can serve as “platforms” for the

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RENEW process. These plans may include the development of customized options for education, employment, housing, income supports, assistive technology, long-term supports, and other services required by the student.

- Additionally through the RENEW mapping process, natural support systems and collaborations can be identified for participation in transition planning through the IEP process. Goals that are developed through the mapping process can be easily translated into goals for transitional planning.