A Systems-Thinking Approach to the Whole Child: Connecting Education & Health Partners

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How Can I Help?

1. A new student arrived to your class today, she recently moved in with her grandparents.

2. One student shares that one of his parents use drugs during a HOPE Curriculum lesson.

3. A child is aggressive, argumentative, doesn’t sit down, follow directions, and has already missed a number of days of school.

4. A teacher stops and parks in a local park on her way home and spends 15 minutes before heading home to his/her family.
Relationship between Education & Health

- Strong relationship between educational attainment and health.
  - Even after accounting for factors such as income, race, ethnicity and access to healthcare.

- **HPIO Brief: Education & Health**


Figure. The relationship between education and health.

Source: Health Policy Institute of Ohio. Health Policy Brief 1: Connections between Education and Health
Each Child, Our Future
In Ohio, each child is challenged, prepared and empowered.

**Vision**
In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

**Four Learning Domains**
- Foundational Knowledge & Skills
  - Literacy, numeracy and technology
- Well-Rounded Content
  - Social studies, sciences, languages, arts, health, physical education, etc.
- Leadership & Reasoning
  - Problem-solving, design thinking, creativity, information analytics
- Social-Emotional Learning
  - Self-awareness & management, social awareness, relationship skills, responsible decision-making

**One Goal**
Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program; an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage;
- Engaged in a meaningful, self-sustaining vocation.

**Three Core Principles**
- Equity
- Partnerships
- Quality Schools

**10 Priority Strategies**
1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation

Ohio’s Strategic Plan for Education: 2019-2024
HOPES in Schools Project

1. **HOPES in Schools Framework**
   - Connecting strategic planning, whole child components (WSCC), referral, & delivery systems
   - Professional development workshops & technical support with ESCs.

2. **How Can I Help?**
   - Recognize, Reach Out, Refer & Recharge.
   - 50 minute professional development workshop to develop awareness of how to support students in need.
Student Wellness & Supports Framework

Strategic Planning
- Whole Child Advisory Council
- Needs Assessment
- Planning
- Implementation
- Evaluation
- Sustainability

Components
- Physical Education & Physical Activity
- Nutrition Environment & Services
- Safe & Healthy Physical Environment
- Staff Wellness & Self-Care
- Family Supports & Resources
- School Climate
- Counseling, Psychological & Social Services
- Health Services
- Social-Emotional Learning
- Prevention Programming
- Health Education Curriculum

Delivery Model
- Model 1: Co-located School-based
- Model 2: School-based
- Model 3: Community-based

MTSS
- How Can I Help? Referral System
- Mandatory Reports

Notes:

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Whole School, Whole Community, Whole Child (WSCC) Approach

- **Tenets**
  - Healthy, safe, supported, engaged & challenged

- **Principles**

- **Components**

- **Community-School Connection**
Multi-Tiered System of Supports

Tier 1/ Universal
(All Students/All Settings)
School-wide, Culturally Responsive Systems of Support/ School-wide PBIS
(75-85% of students)

Includes: Expectations signage, school-wide recognition, social-emotional skills teaching

Tier 2/ Selected
Classroom & Small Group Strategies
(10-20% of students)

Positive Behavioral Interventions and Supports Pyramid
Tier 3/ Targeted/Intensive
Individual Interventions
(1-5%)

Includes: Individualized interventions for high-risk behaviors

Positive Behavioral Interventions and Supports Pyramid
Adapted from: Sprague & Walker, 2004

Includes: Social-skills groups, daily check-in with adult, classroom behavior interventions

Wright State University

Acevedo & Bartz, 2012
Student Wellness & Supports Framework
Keys to Implementation

• Whole Child Advisory Councils
  1. Assess and identify school health priorities, resources, policies, procedures and practices.
  2. Build capacity to support health priorities.
  3. Plan professional development or capacity building activities.
  4. Develop relationships to link health, education and community systems.
     • Connect and coordinate community and school resources.
     • Connect health resources within the school to student needs.

• Whole Child Liaisons
  – Leader of the Whole Child efforts for your school
  – Leads Whole Child Advisory Meetings
  – Connects various initiatives and key stakeholders
  – Qualities of a Whole Child Liaison?
  – Other factors to consider?
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<td>Positive Behavioral Interventions and Supports</td>
<td>CCIP Application</td>
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<td>School-wide and selected students</td>
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<td>Identifying Critical Need</td>
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Revised 5/09/2017 Created by Jill Jackson PhD, Emily Jordan MSW, LISW, Lara Belliston PhD
Health Education Curriculum

- Planned learning experiences where students acquire the knowledge and skills to become health literate
- Aligned with National Health Education Standards
  - OAHPERD Health Education Model Curriculum
- Skills-focused and targeting health behavior outcomes.
  - Addresses individual values, attitudes, and beliefs
  - Addresses individual and group norms.
  - Functional health knowledge
- Provides adequate time for instruction and learning
  - K-12 opportunities
    - K-8 Curriculum
    - High School - .5 credit
  - Addresses Ohio’s required topics
- Professional Development for Teachers
- Connected to other prevention efforts
HOPE Curriculum

- **Key Concepts**
  - What is a healthy choice/unhealthy choice?
  - Only take medicine from a trusted adult
  - Never share or take someone else’s medicine
  - Store medicines in locked cabinet and out of reach of children.
    - Properly dispose excess or expired prescriptions.
  - If it is unhealthy, unsafe or you’re unsure: Don’t take. Don’t taste. Don’t touch. Tell a trusted adult!

- **Essential Skills**
  - Decision-making
    - Stop, Think, Choose
  - Analyzing influences
    - Media, peers, other
  - Communication skills
    - Refusal Ways to say No!
    - Assertive verbal and nonverbal communication

- K-12 opioid prevention curriculum designed for health education curriculum.
- Enhance existing health education, not a new program.
- Enhance knowledge and skills to make health choices about medicines and opioids.
Accessing the HOPE Curriculum Lesson Plans

1. Go to: pilot.wright.edu/d2l/loginh/
2. Scroll down to the bottom and click on “External Registration”
3. Click on “I do not have a username and password.”
4. Scroll down until you find "HOPE Curriculum."
5. Click Register.
6. Enter your information (First Name, Last Name, Email). Click “Submit.”
7. You will be given a Username and temporary password. You will receive an email and a notification that you have to be approved for the course
   - Please allow 24 hours for your registration to be approved.
8. Once you are enrolled in the course you will receive an email with additional directions:
   o Create a new password and login to “Wright State Pilot Online Learning Gateway Page.”
9. To login to your account visit: pilot.wright.edu/d2l/loginh/
10. Click “External Users Login.” Enter your username and password.
11. After you login you can access the lessons you would like to review:
   o The lessons are available under the “Content” tab.
   o Lessons and other learning materials are organized by grade band: K-2, 3-5, 6-8, and High School.

Please contact HOPECurriculum@wright.edu or Kevin Lorson (937-775-3258) if you have questions, concerns or need assistance.
School-Based Prevention Programming

• Designed to help individuals develop the intention and skills to act in a healthy manner.
  – Develop social & behavioral skills.

• Possible Content:
  – Life & social skills
  – Drug Prevention
  – Bullying Prevention
  – Sexual Violence Prevention
  – HIV/ STI Prevention Programs
  – Tobacco
  – Suicide Prevention
Social-Emotional Learning

- Process through which children acquire and effectively apply the knowledge, attitudes and skills necessary to:
  - Understand and manage emotions,
  - Set and achieve positive goals,
  - Feel and show empathy for others,
  - Establish and maintain positive relationships,
  - Make responsible decisions.

- Creation of Ohio Social Emotional Learning Standards
Health Services

- Prevention and Intervention Services.
- Identify and support students with chronic health conditions.
- Health & Safety promotion for students & families.
- Health care services:
  - Health care
  - Dental
  - Vision
  - Immunizations

- Collaboration with staff members
  - Consulting school health physician
  - Health emergency response plans
  - Care coordination
  - Medication
  - Disease-specific education
  - Food allergies
  - Referral system
    - Including parents, educators, and providers
Counseling, Psychological & Social Services

• Prevention and intervention services supporting the mental, behavioral and social-emotional health of students.

• Direct and indirect interventions to address psychological, academic, and social barriers to learning
  – Individual and group counseling and consultation
  – Referrals to school and community support services

• Services and supports provided by certified professionals including:
  – School counselors
  – School psychologists
  – School social workers

• School-community-family collaboration

• Consultations with community resources and providers.
School Climate

• Creating environments where every student feels welcome, respected and motivated to learn.
• Influences on social and emotional development
• Safe supportive environment
• Sometimes reflects the Social and Emotional Climate,
  – Ohio’s guidelines are comprehensive to include physical activity and nutrition.
• [Link to Ohio School Climate Guidelines]
Family Supports & Resources

• Shared responsibility for students’ learning and healthy development.
  – Supporters, advocates, co-teachers, communicators, decision-makers, learners
• Collaboration with community organizations and service providers.
• Schools also support families:
  – Support groups
  – Parent education
  – Support such as emergency assistance, social and health services
  – Parent and Family Involvement Policy

• Six Types of Family Involvement (Epstein, 2009)
  1. Parenting
  2. Communicating
  3. Volunteering
  4. Learning at Home
  5. Decision-Making
  6. Collaborating with the Community
Staff Wellness & Self-Care

• Worksite Wellness
  – Physical & Mental Health

• Building healthy behaviors:
  – healthy eating
  – tobacco-free
  – stress management
  – safety & injury prevention

Self-Care
  – Compassion fatigue or vicarious trauma.
  – Professional development sessions for self-care and coping skills
  – Safe spaces, support and counseling
  – Building peer network
  – Boundaries of care
Safe & Healthy Physical Environment

- The school building and its contents
  - Land, location and area surrounding it
- Safety from physical threats (e.g. crime, violence, traffic)
- Biological and chemical agents
- Air, water, soil – pollution, hazardous materials, etc.

- **School Safety**
  - Prevention/Mitigation
  - Preparedness
  - Response
  - Recovery
- School Safety Plans
- Readiness and Emergency Management Plans
Nutrition Environment & Services

• Accessible breakfast and lunch programs
  – Strategies to increase participation
• Variety of foods in school meals
  – Strategies to increase Fruits & Vegetables
• Promoting healthy food & beverage choices.
  – Access to healthy drinking water
• Vending

• School Celebrations
• Farm/Garden to School Activities
• Food security
• Adequate time to eat school meals
• Food safety
• Food allergies
• Food Fundraisers
• Access to drinking water
Physical Education & Physical Activity

• Comprehensive School Physical Activity Program (CSPAP)
  – Standards-Based Physical Education
    • Physical Education Evaluation Data
  – Recess/During School PA Breaks
  – Physical Activity Breaks
  – Before/After School Physical Activity
  – Active Commuting to/from School
  – Staff Physical Activity
  – Shared Use Agreements
  – PA Policies:
    • Withholding Recess
    • Physical Activity as punishment
Referral System: How Can I Help?

1. Recognize
   - Teacher Recognize
   - Student Share

2. Reach Out
   - Referral to MTSS
   - Assistance

3. Refer
   - Mandatory Report

Whole Child Advisory Council & WC Liaison
- Resource Map
- Data & Referral System
- Provider Partnerships

Service Delivery Models
- Model 1 – Co-located, School-Based
- Model 2 – School Based
- Model 3 – Community-Based

Recharge
How Can I Help?

1. RECOGNIZE:
   – Sudden *CHANGE* in indicators.

2. REACH OUT:
   – Tell them you care.

3. REFER:
   – Mandatory Reports
   – Referrals to the Multi-Tiered System of Supports
   – Asks for Assistance

4. RECHARGE
   – Teacher Self-Care

The Power of **ONE** Caring Adult!
Delivery of Services

Model 1 – Co-Located School-Based

Model 2 – School Based

Model 3 – Community-Based

Each model has challenges:
- HIPPA/FERPA
- Referral and communication system
- Budgets, supports and space

• Co-Located
  - A School-Based Health Center (SBHC) or service located within or on school grounds by a provider. Staffed by specialists.

• School-Based
  - School employee delivered service.

• Community-Based
  - A strong relationship with a community provider a streamlined referral processes and communication loops for a seamless service delivery model.
Student Wellness & Supports Framework: Keys to Implementation

• A shared process

• Partnerships & collaboration

• Building a system to connect the systems.
  – WCAC, Whole Child Liaisons, Education Service Centers
  – Building health and community connections

• Systems change perspective
HOPES in Schools/Whole Child Project

Goals:
1. Complete a strategic planning process focused on student supports.
2. Connect internal and external education, community and health partners.

- Montgomery County ESC
  - Brookville
  - Huber Heights
  - Miamisburg
  - Montgomery County Juvenile Justice
  - Northridge
  - Northmont
  - Valley View

- Greene County ESC
  - Xenia
  - Cedar Cliff
  - Beavercreek

- Brown County ESC
  - Eastern Brown
  - Fayetteville
  - Georgetown
Whole Child Advisory Council
Core Teams

- Teams attending the trainings with WSU & ESC
- Lead the district level WCAC
- Typically a core team of 6-8 participants

Who?
- District Level Leadership
- Building Level Leadership
- Teachers
- Health & Student Service Providers
- School Partners
- Board Members
District Whole Child Advisory Council

- **Who attends?**
  - Members of Core WCAC
  - Superintendent
  - Building Administrators
  - Parks & Rec or YMCA
  - Parents
  - School board members
  - After-school programs
  - Teachers
  - Community mental health providers
  - Health education teacher
  - Physical education teacher
  - SRO

- **Activities**
  - Vision
  - Support Whole Child activities & initiatives
  - Prioritization
  - Implementing programs
  - Report progress
  - Celebrate success
Whole Child Liaisons

• Role & Responsibilities
  – Lead the Whole Child Advisory Councils.
  – Plan and lead meetings.
  – Coordinate and connect.
  – Meet with other WC Liaisons.

• Who is a Liaison?
  – No specific license, certification or position.
  – A set of knowledge, skills and values
HOPES/Whole Child Workshops

• **Session 1:**
  – Introduction to Whole Child & Whole Child Framework.

• **Session 2:**
  – Systems Thinking, Systems Change.

• **Session 3:**
  – Needs assessment
    • SHAPE Tool, School Health Index, public health and school data.

• **Session 4:**
  – Whole Child Priorities
  – Connecting with resources & programs.

• **Session 5:**
  – Implementation & Sustainability Plans
Session 3: SHAPE Tool

• Purpose: Enhancing the understanding and support for comprehensive school mental health (CSMH) policies and programs.
• Develop a census and performance measures for CSMH
• Obtain customized school & district level progress reports
• Resources to improve system quality and sustainability.

• Components:
  – Profile
  – Quality
  – Sustainability
  – Trauma-informed Practices
• Multi-disciplinary teams complete the process.
• Not an evaluation, an assessment.

https://theshapesystem.com/
SHAPE Summary: What we learned

- The product:
  - Data: What to collect? Why collect it? How do we use it?
  - Capturing our work and resource mapping.
  - How often to complete the SHAPE Assessment?
What We’ve Learned:

• Process-oriented systems change
  – Meeting local needs within a process.
• Shifting from crisis-driven to a prevention focus.
• Time to do the work.
  – Partnerships
  – Collaboration
  – Support
• Schools have very similar in needs, but different solutions.
  – Professional Learning Community
• Referral system & data sharing.
• Relationship to MTSS
• Liaison & WCAC model
Role of the Educational Service Center (ESC)

- Convene
- Connect
- Services
- Support
- Sustain
Supporting the Whole Child
Montgomery County Educational Service Center
WHOLE CHILD SUPPORTS

TIER 1 CORE: SCHOOLWIDE

TIER 2: TARGETED INTERVENTION

TIER 3: INTENSIVE INTERVENTION

ACADEMICS     BEHAVIOR
TIER 1: CORE - SCHOOLWIDE
TIER 2: TARGETED INTERVENTION
TIER 3: INTENSIVE INTERVENTION

ACADEMICS  BEHAVIOR  WELLNESS

WHOLE CHILD SUPPORTS
Whole Child Supports

Tier 3: Intensive Intervention

Tier 2: Targeted Intervention

Tier 1 Core: Schoolwide

Academics

Behavior

Wellness

Mental Health

SEL

Staff SEL & Wellness

Prevention

Trauma Sensitive Schools
### MCESC Support for Enhanced Whole Child MTSS

- Assessment of current District Improvement/Communication mechanism (DLT-BLT-TBT)
- Assessment of current District/Building MTSS
- How will the WCAC and WC Implementation Plan best “fit” into current district fabric?
- Enhance/Develop Whole Child MTSS
  - Academic, Behavior (PBIS), AND Wellness....
    - Physical Health
    - Mental Health/Social Emotional skills
    - Staff Supports

### MCESC Whole Child Liaisons + Consultants

- Utilize current MCESC district support model (SEL consultants, school counselors, school psychs, sped directors, curriculum directors)
- MCESC WC Liaisons & Consultants assigned to districts (enables sharing of resources between districts)
- Ongoing professional development through job-embedded coaching and regional meetings
- MCESC “topic expert” consultants are brought into districts as needed
- Regional/county Inter-discipline meetings to share effective practices leverage resources

### MCESC Whole Child Support/Services/Programs

- Whole Child Liaisons
- MTSS Supports and Services
- Creating Trauma Sensitive/SEL Integrated Schools
  - SEL Consultants - job embedded PD & ongoing coaching aligned to MTSS
  - Training Series (8 days)
  - Full Multi-year Implementation process
- SELLA Curriculum - K-6 Integrated ELA/SEL Curriculum
- Prevention Programming
  - Prevention Educators
  - Schools of Excellence in Prevention
- Mental Health Partners (Day treatment, PD development/delivery)
- Psychologists - SEL/Trauma focused, Crisis Intervention
- School Based Health - liaison for schools, hospitals, 3rd party providers

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**Whole Child Supports**
Trauma Informed/SEL Integrated Schools: Professional Development & Implementation Support

TIER 3: INTENSIVE INTERVENTION

TIER 2: TARGETED INTERVENTION

TIER 1 CORE: SCHOOLWIDE

ACADEMIcS

BEHAVIOR

WELLNESS

MCESC Social Emotional Learning Services Division
Creating Trauma Sensitive / Integrated Social Emotional Learning Environments 2019-2020 Professional Development Offerings

Whole Child Supports
WHOLE CHILD SUPPORTS
Perspectives from Districts

- An Opportunity
  - Putting the puzzle pieces together
- Strengths
- Challenges
- Needs
- Possibilities
Whole Child Framework: Next Steps

• Implications of the Student Wellness and Success Funds from HB 166.
• Developing a Systems-Thinking Approach to connect stakeholders.
  – Building relationships & partnerships in health, prevention and community.
  – Understand the role of the WC Liaison & WCAC.
  – Training, credentials, and building momentum.
• Supporting ESC services and technical assistance for District WCAC.
• Evaluating implementation outcomes and planning for sustainability.
• How to share Whole Child initiatives teachers, parents, community, & providers?