Advancing PREVENTION SCIENCE THROUGH POSITIVE YOUTH DEVELOPMENT

Micah Woodard, LICSW, ACSW, C-CATODSW, BCD
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Learning Objectives

• Compare and contrast current School-Based Health practices with Whole Health and Wellness Approaches that fully integrate the full continuum of behavioral health care.

• Discuss current community gaps and success stories around Whole Health and Wellness Approaches that fully integrate the full continuum of behavioral health care.

• Identify and discuss Prevention Science within the context of School-Based Positive Youth Development, Positive Behavioral Intervention and Supports, and an Interconnected Systems Framework.

• Discuss the implementation science of designing for a full continuum of behavioral health care within a School-Based Whole Health and Wellness framework that can reduces risk, promote resiliency, and learning.

• Identify and discuss Prevention Science within the context of School-Based Positive Youth Development, Positive Behavioral Intervention and Supports, and an Interconnected Systems Framework.
Trauma-informed schools create and maintain a whole-school culture that ensures students and staff members feel safe and supported

- Trauma-informed school: *Realizes* both the widespread impact of trauma and the role of schools in promoting resiliency
- *Recognizes* the signs and symptoms of trauma in students, family, and staff
- *Responds* to fully integrating knowledge about trauma into policies, procedures, and practices
- *Resists* re-traumatization of students and staff and fosters resiliency
Neurobiology
Helps us understand how our brain development and functions are impacted by toxic stress/trauma

Challenges with:

- Memory
- Communication
- Sensory regulation
- Executive functioning
- Regulation

In Survival Mode – assessing threat constantly
Brain Structures Involved...

- **Prefrontal Cortex**: Offers rational thinking, planning, decision making, sense making.
- **Hippocampus**: Memory formation – checks memories for context.
- **Amygdala**: Considers sensory info for real or perceived danger.
- **Hypothalamus**: If stress response warranted – HPA axis initiates.
- **Anterior Cingulate Cortex**: incoming sensory information.

Illustration: Hallorie Walker Sands
Impact of Trauma

• Relational

• Emotional Reactions
  • Feelings – emotions, regulation
  • Alteration in consciousness
  • Hypervigilence

• Psychological and Cognitive Reactions
  • Concentration, slowed thinking, difficulty with decisions, blame

• Behavioral or physical
  • Pain, sleep, illness, substance abuse,

• Beliefs
  • Changes your sense of self, others, world
  • Relational disturbance
Neurobiology and Trauma

• **Neurobiology of habit** is in the basal ganglia having two main types of paths carrying opposing messages: one carries a ‘go’ signal which spurs action, the other a ‘stop’ signal.

• **Neuroplasticity** enables the child to adapt to environmental change and is important as we think about the impact of trauma on brain development and children’s healing.

How can broader exposure to Positive Youth Development, Creative Arts, and Culturally Based Programs and Services offer hope in fostering healing with complex community, family, and individual trauma?
School Based Health Center

- **SCHOOL NURSE**
  - Employed by school/school district/ESD
  - Manages student immunizations program
  - Coordinates screenings
  - Chronic school health case management
  - Manage chronic medication delivery during school
  - Oversees school health programs
  - FERPA regulated

- **SBHC**
  - Employed by medical organization
  - Administers immunizations
  - Conducts screenings, physical exams
  - Care of both acute and chronic needs
  - Administer and prescribe medications
  - Counseling, prevention and wellness promotion
  - HIPPA regulated
  - Certified by the State
  - Fully integrated Whole Child Care
School-Wide Multi-Tiered Supports: An Interconnected Systems Framework Model (ICSF) – Positive Behavior Intervention and Supports (PBIS)

### Behavioral Health & Wellness Systems

**Level 1: Tertiary Definitions** 1-5%
- High (at-risk) students (SI, etc.)
- Assessment-based/Wrap around/CANS, highly individualized
- High intensity (intensive/day/residential tx)

**Level 2: Secondary Interventions** 5-15%
- Moderate (at-risk) students
- Assessment-based, CANS
- High efficiency
- Rapid response for access
- Small group interventions
- Individualized

**Level 3: Primary Prevention** 80-90% / Targeted Prevention
- All students (universal)
- Individualized for students around risk factors
- Preventive, proactive

**Level 1: Tertiary Interventions** (35-44% CBHC)
- Assessment/service plan/tx (ind/group)
- Intensive outpatient; day tx; residential tx
- Music, Art, Eco Therapy (contract); FC Transitions; Rec therapy; targeted prevention/community integration

**Level 2: Secondary Interventions** (35-38% CBHC)
- Assessment/service plan/tx (ind/group)
- Music Therapy; Art Therapy; Eco-Therapy (contract); Rec Therapy; equine

**Level 3: Primary Prevention / Targeted Prevention** 30-40%
- 100% needs/preferences;
- 100% BH Screening; 100% Safety Assessment (ASQ); 100% Positive Peer/SEL, Project Venture Prevention; Targeted Prevention SELLEAD; Positive Youth Development (peer court; youth coalition; Personal Health/Wellness “Lets Move”; Cultural Arts; NWYC; Healthy Relationships; SA Prevention, etc.)
• “The Commission found compelling research sponsored by OSEP on emotional and behavioral difficulties indicating that children at risk for these difficulties could also be identified through universal screening and more significant disabilities prevented through classroom-based approaches involving positive discipline and classroom management.”


Rationale:
Student Benefits Associated with Universal Screening
• Student Wellness Plan
• Universal Screening
  • PHQ-9
  • GAD 7
  • CRAFFT
• Safety Assessment (Ask about Suicide Questions (ASQ))
• Next steps: Collaborative Assessment & Management of Suicidality (CAMS)

• Full Circle Survey/School Climate
• Trauma Responsive School Climate
• Youth Focus Groups/Co-design
• Rapid Assessment for Adolescent Prevention Services
• Next steps:
  • Adapt the Strengths Deployment Inventory (SDI) to support Social Emotional Learning and Strengths-Based School climate/culture
  • BH Family of Measures (Student-centered; equity, effective, efficient, safe, and timely)
“Untreated emotional problems have the potential to create barriers to learning that interfere with the mission of schools to educate all children.” (Adelman & Taylor, 2002)

“Without early intervention, children who routinely engage in aggressive, coercive actions, are likely to develop more serious anti-social patterns of behaviors that are resistant to intervention.” (Walker, Ramsey, & Gresham, 2004)

Youth who are the victims of bullying and who lack adequate peer supports are vulnerable to mood and anxiety disorders (Deater-Deckard, 2001; Hawker & Boulton, 2000)

“Depressive disorders are consistently the most prevalent disorders among adolescent suicide victims (Gould, Greenberg, Velting, & Shaffer, 2003)

Rationale:
Poor outcomes associated with delaying intervention
What is Implementation Science?

• Explores the barriers to successful interventions
• Evolved from the failure to transfer evidence based interventions into real world contexts.
• Focus on the implementation science fidelity instead of an outcome measure. Implementation fidelity refers to the degree to which an intervention or programme is delivered as intended.
• Utilizes a project management (stages/phases) and improvement science approach to advancing known best practices/evidence based practices.
• Not intended to be rigid, but adaptive to advance best practices.
Stage 1: Getting Ready for Change
(Exploration and adaptation)

- Creating an implementation team
- Developing a clear vision
- Readiness and commitment

Stage 4: Getting ready for change
Stage 2: Capturing Hearts and Minds

Sharing the vision

Building knowledge & understanding

Organizational structures
Focus on leadership

Problem identification

Solution finding

Stage 3: Getting the ball rolling (Initial Implementation)
Stage 4: Making it Natural

- Monitoring & reviewing
- Maintain momentum

Stage 1
Stage 2
Stage 3
Stage 4: Making it natural

(Full Implementation)
Implementing Whole Child School-Based Healthcare Example

Implementing New Interventions: Whole School Implementation Planning

Stage 1: Exploration and Adoption
- Creating Implementation Team
- Developing a Clear Vision
- Monitoring and Reviewing Progress

Stage 2: Installation Stage
- Sharing the Vision
- Building Knowledge, Understanding, and Confidence
- Focus on Leadership

Stage 3: Initial Implementation
- Problem Identification and Solution Finding
- Maintaining Momentum

Stage 4: Full Implementation
- Sustainability
- Implementation Drivers
- Implementation Team
Advancing Prevention Science through Positive Youth Development

• According to the Institute of Medicine Report, 2009, “Prevention Science provides the knowledge to help children, youth and families to live healthy, happy, and productive lives.” Advancing Prevention Science becomes even more urgent when it comes to serving the most vulnerable. Suicide, substance abuse, and complex trauma exposure disproportionately impacts American Indian and Alaska Native (AI/AN) youth.

• According to SAMHSA, prevention efforts that use a Positive Youth Development (PYD) framework can address both risk and protective factors in a more balanced and holistic way.
Positive Youth Development

PYD is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people’s strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.

PYD Categories

- Social Emotional Learning Programs;
- Health, Fitness, and Nutrition Programs;
- Personal Leadership Development Programs;
- Service Learning; and
- Experiential learning

7 C’s Focus areas of development

- Competence; Confidence; Caring; Connection; Contribution; Character; and Culture

Source: youth.gov
The Positive Youth Development (PYD) approach draws on the wisdom and strengths of AI/AN culture

- Within cultures of the United States, Native American youth with a high sense of cultural identity and self-esteem displayed lower levels of alcohol and drug use.

- The use of traditional American Indian/Alaska Native values through activities, such as storytelling, have shown success in decreasing substance abuse among these youth.

- Key PYD program components have been shown by CDC to reduce substance abuse, suicide, and violence risk and promotes protective factors

AI/AN Positive Youth Development Programs listed in SAMHSA’s National Registry of Evidence-based Programs and Practices (NREPP)
- American Indian Life Skills Development Program
- Family Spirit
- Project Venture
- Red Cliff Wellness School Curriculum

Other Recognized Programs
- Native H.O.P.E.
- Wiconi Ohitika (Strong Life) Suicide Prevention Project
- Arrowhead Business Group Apache Youth Entrepreneurship Program
- The Healing of the Canoe Project (HOC)
Search Institute: Developmental Assets

The Power of Assets to Protect

- 0-10 Assets: 49%
- 11-20 Assets: 27%
- 21-30 Assets: 18%
- 31-40 Assets: 6%

Problem Alcohol Use: 6%
Illicit Drug Use: 1%
Sexual Activity: 3%
Violence: 9%

The Power of Assets to Promote

- 0-10 Assets: 8%
- 11-20 Assets: 30%
- 21-30 Assets: 26%
- 31-40 Assets: 6%

Succeeds in School: 8%
Values Diversity: 38%
Maintains Good Health: 57%
Exhibits Leadership: 89%
SEL is...
The process through which children and adults 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, and make responsible decisions.

Social and Emotional Learning (SEL)

SELF-AWARENESS
- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

SOCIAL AWARENESS
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

RELATIONSHIP SKILLS
- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

SELF-MANAGEMENT
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

RESPONSIBLE DECISION-MAKING
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility
SEL works: Compelling national evidence

Science Links SEL to Student Gains:

- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests
- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer because they’re able to work more effectively with challenging students —one of the main causes of burnout.

Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.
Science Links SEL to Student Gains: 
Landmark study documented multiple benefits of SEL

2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

Science Links SEL to Student Gains:

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

Reduced Risks for Failure:

- Conduct problems
- Emotional distress

SEL works: Strong return on investment

The **average return on investment** for six evidence-based programs is **11 to 1**

meaning for every dollar invested there is an $11 return, savings from costs not incurred for intervention

The Whole School, Whole Community, Whole Child (WSCC) Model
The Whole School, Whole Community, Whole Child (WSCC) model is an ecological approach to learning and health.

WSCC was created by combining the following:

- ASCD’s (Association for Supervision and Curriculum Development) Whole Child Initiative
- Center for Disease Control’s (CDC) Coordinated School Health Model
- WSCC Video

CDC: Whole School, Whole Community, Whole Child Model (WSCC)
Whole Child Initiative

- ASCD's Whole Child Initiative is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.

Source: ASCD
http://www.ascd.org/whole-child.aspx
Coordinating Policy, Process, & Practices

• The white band of the WSCC Model.
• The white band represents the coordination of the school, health and community sectors to align policy, process and practice to support a child’s learning and health.
Coordinated School Health Model

- CDC’s Coordinated School Health (CSH) Model has been the blueprint for integrating health-promoting practices in the school setting.

Source: Centers for Disease Control and Prevention
http://www.cdc.gov/healthyschools/wsc/approach.htm
Why the WSCC Model?

Need to develop a culturally responsive system of care that addresses complex trauma and a full continuum of wellness care.
What are the benefits of WSCC?

<table>
<thead>
<tr>
<th>Enhances positive learning and health outcomes</th>
<th>Student access to health and wellness services</th>
<th>Engages students and increases concentration</th>
<th>Support health and wellness &amp; resiliency of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student access to full continuum of behavioral health services</td>
<td>Improves attendance, behavior, and academic achievement</td>
<td>Improves resiliency and protective factors</td>
<td>Improves positive attitudes towards self and others.</td>
</tr>
</tbody>
</table>
Whole School, Whole Community, Whole Child Model

- WSCC model calls for a collaborative approach to learning and health, across the community, across the school and across sectors to meet the needs and reach the potential of each child.
- This is not a program! Think of it as puzzle pieces to be connected.
- Behavioral and Physical Health and education impact individuals, society, and the economy.
  - Individuals - quality of life
  - Society - active lifestyles
  - Economy - healthy productive workforce and health care costs
- Schools are a perfect setting for this collaboration because approximately 95% of all U.S. children and youth attend school.
- Schools are one of the most efficient systems for reaching children and youth to provide health services and programs.

Source: ASCD PowerPoint Slide 5
<table>
<thead>
<tr>
<th>WSCC Components</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical education and physical activity</td>
<td>Supporting healthy student behaviors</td>
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<tr>
<td>• Nutrition environment and services</td>
<td></td>
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<tr>
<td>• Health education</td>
<td></td>
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<tr>
<td>• Health services</td>
<td>Supporting school health services</td>
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<tr>
<td>• Counseling, psychological, and social services</td>
<td></td>
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<tr>
<td>• Employee wellness</td>
<td></td>
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<tr>
<td>• Social and emotional school climate</td>
<td>Supporting safe and positive school environments</td>
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<tr>
<td>• Physical environment</td>
<td></td>
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<tr>
<td>• Family engagement</td>
<td>Supporting the engagement of family and community</td>
</tr>
<tr>
<td>• Community involvement</td>
<td></td>
</tr>
</tbody>
</table>
WOSU Next Steps...

- New Student Wellness Center 2020-2021
- New Healing and Gratitude Garden 2019-2020
- Expanded eco therapy/fitness 2019
- Certification as School-Based Health Center 2019-2020 (WCWSWC Model)
- Creative Arts Therapist positions established (recreation, music, art, dance movement, psychodrama) 2019 (2 FTE)
- Integrated Behavioral Care Managers 2019 (2 FTE)
- Clinical Supervisor Position 2019-2020
- Improvement Champion Roles 2019 (Trauma, Clinical Dev, Prev.)
- Seasonal School Based MHP’s 2019 (2 FTE)
- CARF Certification 2020
- Comprehensive PYD SEL and Health, Fitness, Nutrition 2019-2020 (PRC PSC)
- Internship/University Partnerships
- Develop long-term staffing plan 2020 (GS 9, 11, and 12)
For More Information

• CDC
  https://www.cdc.gov/healthyschools/wssc/index.htm
• WSCC Boston Public Schools
  http://bpsselwell.weebly.com
• Greater Tacoma Community Foundation
  http://gtcf.org
  www.k12.wa.us
• WSCC Colorado
  http://cde.state.co.us
• WSCC OK Website
  http://wssc.health.ok.gov
CASEL’s tools and resources: Support high-quality SEL implementation

**SEL District Resource Center**
Resources from districts where SEL programs, practices, and policies are working to support high-quality SEL implementation.

[https://drc.casel.org](https://drc.casel.org)

**SEL Assessment Guide**
Guidance to choose and use an SEL assessment.


**Schoolwide Guide to SEL**
Guidance for systemic SEL implementation in a school.

[https://schoolguide.casel.org/](https://schoolguide.casel.org/)

**SEL State Resources**
Sample policies and practices that support SEL.

[https://casel.org/csi-resources/](https://casel.org/csi-resources/)

**Program Review Guides**
Recommendations for selecting high-quality SEL programs.

[https://casel.org/guide/](https://casel.org/guide/)

**SEL Starts at Home**
Resources to bring SEL into your home and community.

[https://casel.org/in-the-home/](https://casel.org/in-the-home/)
Resources

- Centers for Disease Control (CDC)
  [http://www.cdc.gov/healthyschools/wssc/index.htm](http://www.cdc.gov/healthyschools/wssc/index.htm)

- Virtual School Health
  - ASCD
  - WSCC Video
    [https://youtu.be/x1kURnZXsd0](https://youtu.be/x1kURnZXsd0)

- CASEL Meta-Analysis 2017
  [https://casel.org/2017-meta-analysis/](https://casel.org/2017-meta-analysis/)

- CDC’s Health and Academic Achievement

Kahoot! Survey
QUESTIONS - DISCUSSION

Please do not hesitate to reach out with questions and/or opportunities to collaborate:

CDR Micah Woodard, LICSW, BCD
micah.woodard@ihs.gov

School Based Health and Wellness Needs Assessment link:
https://www.surveymonkey.com/r/SchoolBasedWellness