Building Whole Child Efforts in your School: The HOPES in Schools Project

Indiana Whole Child School Health Network

Virtual Conference 2021

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WRIGHT STATE UNIVERSITY

HOPES IN SCHOOLS

cairn
The path to healthy schools.

Today's Speakers

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Session Goals

1. Describe how to start or expand Whole Child initiatives at your school/district.

2. Understand the planning process, tools, and activities to engage district leadership and stakeholders.

3. Discover possible outcomes from participating in the planning process.

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The Whole Child

- **Our Goal:** Fully prepare our students for a future including career and citizenship.

1. *HEALTHY* and learns about and practices a healthy lifestyle.

2. Learns in an environment that is physically and emotionally *SAFE* for students and adults.

3. Actively *ENGAGED* in learning and is connected to the school and broader community.

4. Access to personalized learning and is *SUPPORTED* by qualified, caring adults.

5. *CHALLENGED* academically and prepared for success in college or further study and for employment and participation in a global environment.

Why use a Whole Child Approach?

- Shift in thinking that highlighted the connectedness between education and health.

- Schools can't do it all and can't do it alone.

- Supporting educators and staff well-being.

- Moving upstream from a crisis-driven approach to a strategic approach through a systems-change lens connected to school improvement.
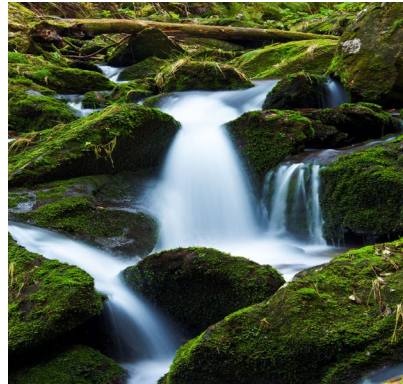
Healthy Schools: Moving Upstream

Upstream

1. Strategic planning
2. Sustainable structures & leadership
3. How do we ensure students are:
   - Healthy
   - Safe
   - Engaged
   - Supported
   - Challenged

Midstream

- Programs
- Policies
- Practices
- Structures

Downstream

- Mental and behavioral health services
- Impact of unintentional overdose deaths
- Trauma
- Tornado recovery
- School violence programs and safety measures
- Coronavirus and returning to school

Project Overview

Ohio's Whole Child Framework
A collaborative approach to learning and wellness

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District Outcomes:

- Our Vision
- Our Story
- Our Priorities
- Our Goals
- Our Plan

FOLLOW ME...

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Project Components

HOPES Framework & Skill Building Workshop Series

- Five workshops with District Whole Child Teams.

- Technical support to build:

  1. Whole Child Advisory Councils

  2. Whole Child Liaisons

  3. Whole Child plan that connects to district strategic planning goals.

How Can I Help?

- 50-minute workshop to develop awareness of how to

  - Recognize

  - Reach Out

  - Refer

  - Recharge.

HOPES in Schools
Project Outcomes

1. Connect Whole Child Initiatives with district goals and outcomes to create healthy, safe, supported, challenged and engaged students.

2. Establish Local Whole Child Advisory Council (WCAC) & develop Whole Child Liaisons (WC Liaison).

3. Conduct a needs assessment to identify whole child priorities.

4. Develop an action plan to implement whole child initiatives.

5. Develop community partnerships and connect to programming that meets your needs.

6. Train staff to Recognize, Reach Out, Refer and Recharge.
   - Develop a local referral system to support students and educators.

*Project funded by the Ohio Department of Higher Education.

Whole Child Framework: Key Questions

1. How can I help?

2. What are your school or district's Whole Child priorities?

3. How to connect your needs with resources?

4. Why are these so important to you and your school?

5. What are your barriers? Who are your assets, helpers and supports?

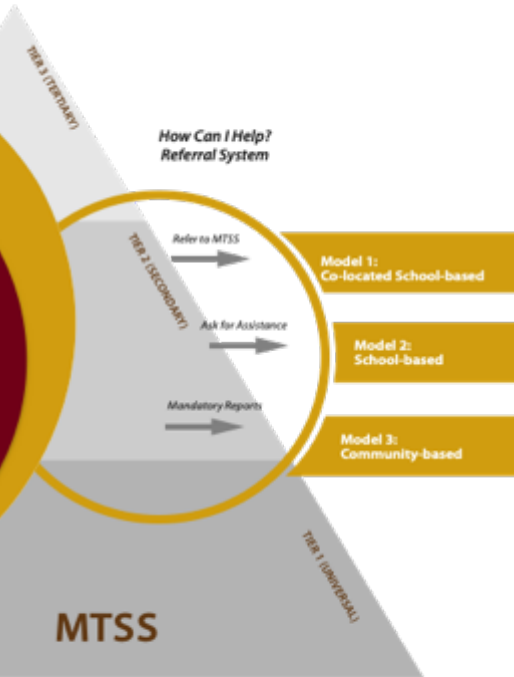6. We've made a difference, but how do we show it?

HOPES in Schools Framework©
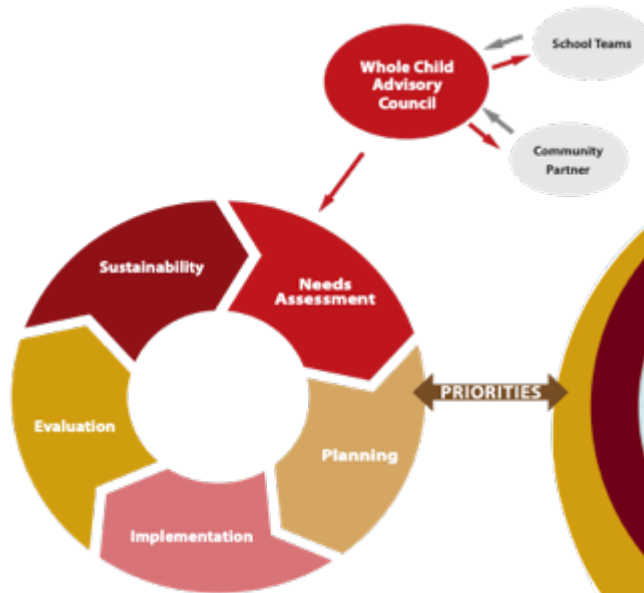
1 Jackson, J. & Jordan, E. (n.d.) Using strategic process to address behavioral health in schools. Ohio Department of Education.
2American Society of Curriculum Directors. (2018, October 23). Whole School, Whole Community, Whole Child. Retrieved from www.ascd.org.
3Colorado Education Initiative (2017). School Behavioral Health Services Framework. https://www.coloradoedinitiative.org/Resources/coloradoframework-for-school-behavioral-health/

HOPES in Schools & Ohio Whole Child Framework

- Aligned with ASCD Whole School, Whole Community, Whole Child[1]

- **Grounding Principle**:
  - Systems Thinking, Systems Change

- **Key Elements**
  - Strategic planning, components, referral system, & delivery models.
  - Sustainable Infrastructure
    - Whole Child Advisory Council
    - Whole Child Liaison
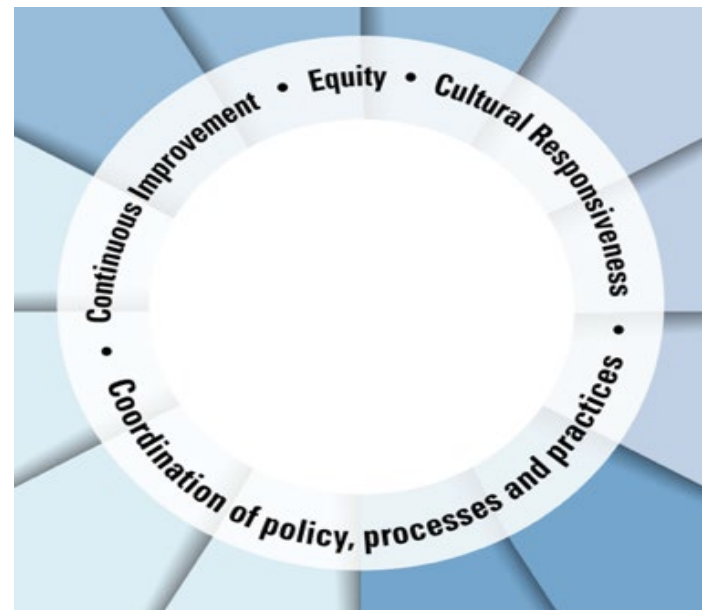   - Educational Service Center & Community Partners

- **Our Goal:**

[1]ASCD (2015)

Ohio Whole Child Framework
Key Principles

- Equity
- Cultural Responsiveness
- Continuous Improvement
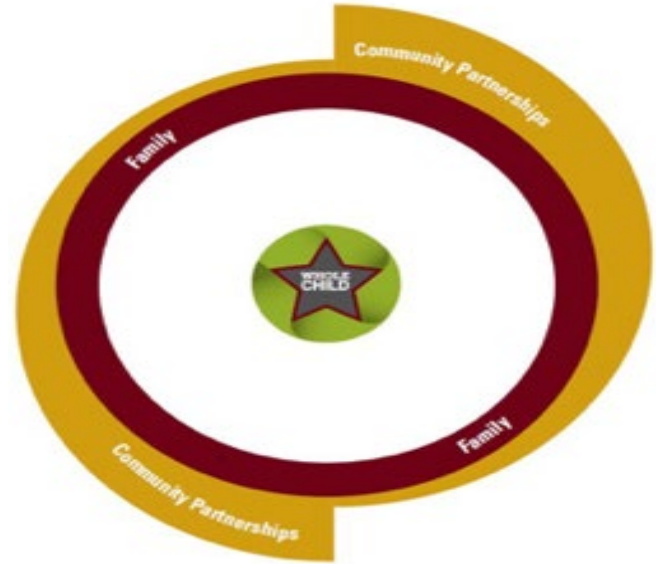- Coordinating policy, processes, and practices.

Ohio Whole Child Framework Components

- Healthy Behaviors

- Healthy Environment

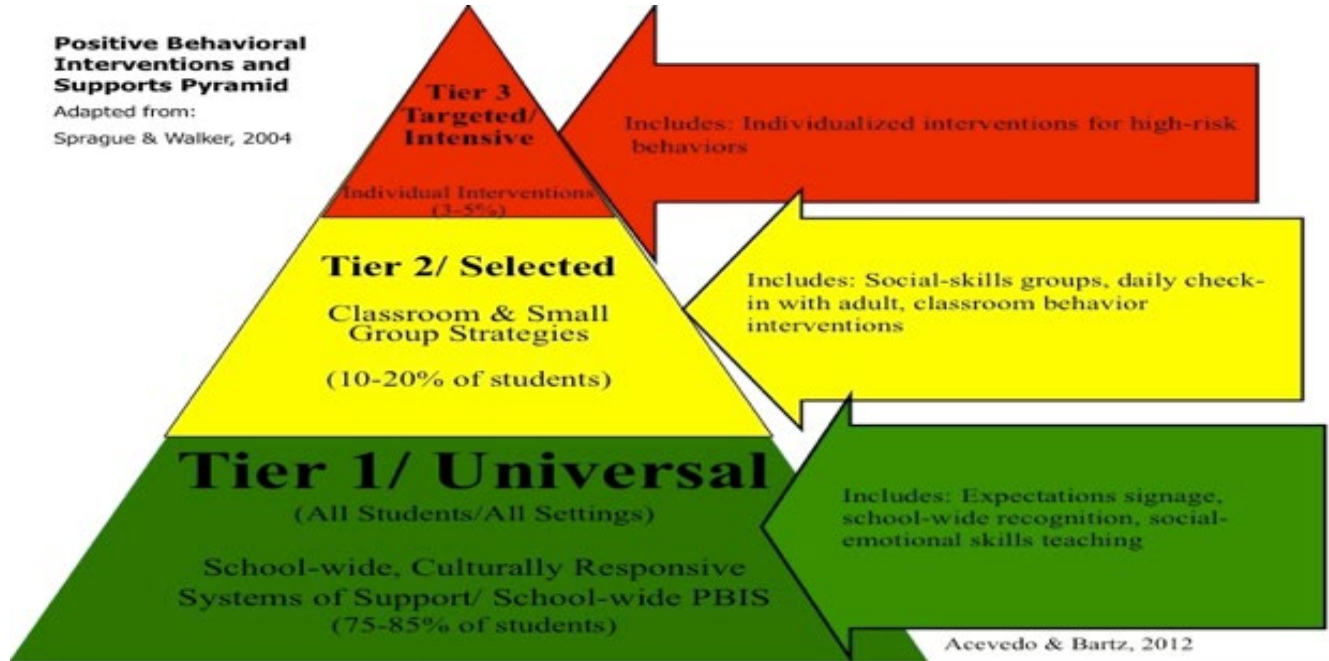- Health Services

- Community & Family Engagement

A Whole School & Whole Community Approach

- Community Partnerships

- Families

1. How can the school's whole child approach support families and the community?

2. How can families and the community support the whole child?
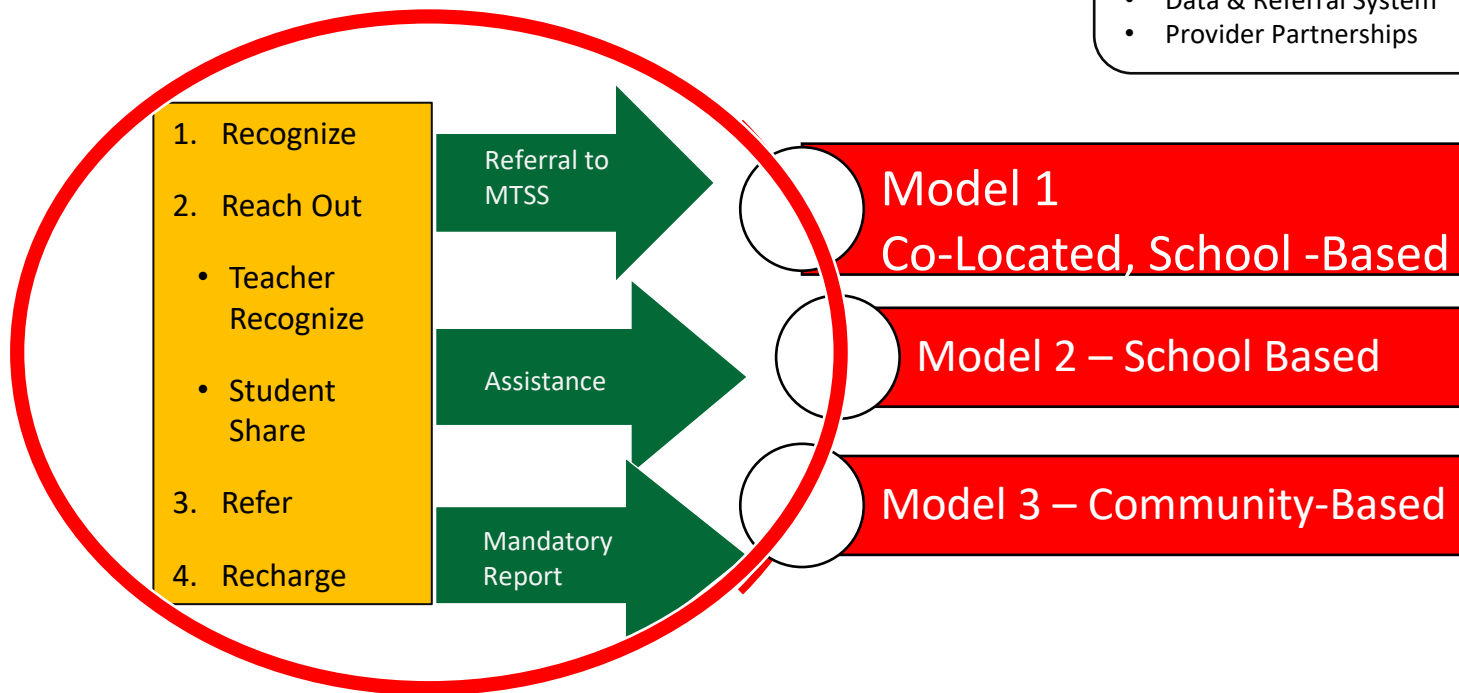
Multi-Tiered System of Supports

Positive Behavioral Interventions and Supports Pyramid

Adapted from:
Sprague & Walker, 2004

Tier 3 Targeted/Intensive

Individual Interventions (3-5%)

Includes: Individualized interventions for high-risk behaviors

Tier 2/ Selected

Classroom & Small Group Strategies

(10-20% of students)

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

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

Acevedo & Bartz, 2012

How Can I Help?
The Referral System:

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

1. Recognize
2. Reach Out
   - Teacher Recognize
   - Student Share
3. Refer
4. Recharge

Referral to MTSS

Assistance

Mandatory Report

Model 1
Co-Located, School -Based

Model 2 – School Based

Model 3 – Community-Based

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Recharge:
Self-Care & Charging your Battery

- Quick charge

- Plug it in

- Maintenance & long-term battery care

Meeting Content

- **Meeting 1:** Create awareness and orientation to whole child, gauge readiness, & inventory current activities/prospects.

- **Meeting 2:** Systems change, sustainability, & Whole Child Advisory Councils (WCAC).

- **Meeting 3:** Needs Assessment and collecting school health data.

- **Meeting 4:** Prioritization of initiatives to meet needs, action planning, community partnerships and resources.

- **Meeting 5:** WCAC check-in, implementation of action plan, sustainability, evaluation, celebration!

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HOPES/Whole Child
Skill Building Workshops

- **Session 1:**

  - Introduction to Whole Child & WSCC Framework

- **Session 2:**

  - Systems Thinking, Systems Change

HOPES/Whole Child
Skill Building Workshops

- **Session 3:**
  - Needs assessment should include community, school, and student data
  - Tools
    - SHAPE Assessment
    - ASCD School Improvement Tool
    - Ohio K-12 Prevention Initiative Self-Assessment
    - Public health and school data.
  - Review data and enter prioritization process
  - Examine possible evidence-based policies, programs, practices.

Tenet	Explanation	Avg. Score	My Score
Healthy	Each student enters school healthy and learns about and practices a healthy lifestyle.	3.44	3.00
Safe	Each student learns in an environment that is physically and emotionally safe for students and adults.	3.90	3.50
Engaged	Each student is actively engaged in learning and is connected to the school and broader community.	3.34	3.30
Supported	Each student has access to personalized learning and is supported by qualified, caring adults.	3.82	3.60
Challenged	Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.	3.66	3.40
Sustainability*	Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach's long term success.	3.72	3.00

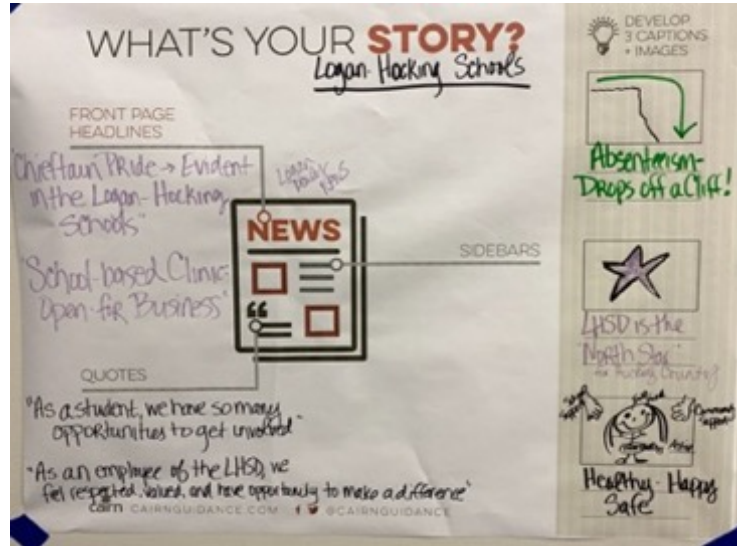# SHAPE Quality Assessment Overview

Components

- Quality

- Trauma-Informed Tool

Benefits

- Teaming

- Tiered-System

- Reports & Library of Resources

- Learn from the assessment process

HOPES/Whole Child
Skill Building Workshops

- **Session 4:**
  - Priorities & Action Plan
  - Partnerships
  - Connecting with resources & programs
- **Session 5:**
  - Implementation
  - Sustainability
  - Communication
  - Celebration

Types of Partnerships

Networking – provides a forum for the exchange of ideas and information for mutual benefit, often through newsletters, conferences, meetings and electronic information sharing. Least formal, requires little trust.

**Coordinating** – involves exchanging information and altering activities for a common purpose.

Cooperating – involves exchanging information, altering activities and sharing resources. It requires a significant amount of time, high level of trust, and sharing of turf.

Collaborating – includes enhancing the capacity of the other partner for mutual benefit and a common purpose, in addition to the above activities.

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Complexity of Partnerships
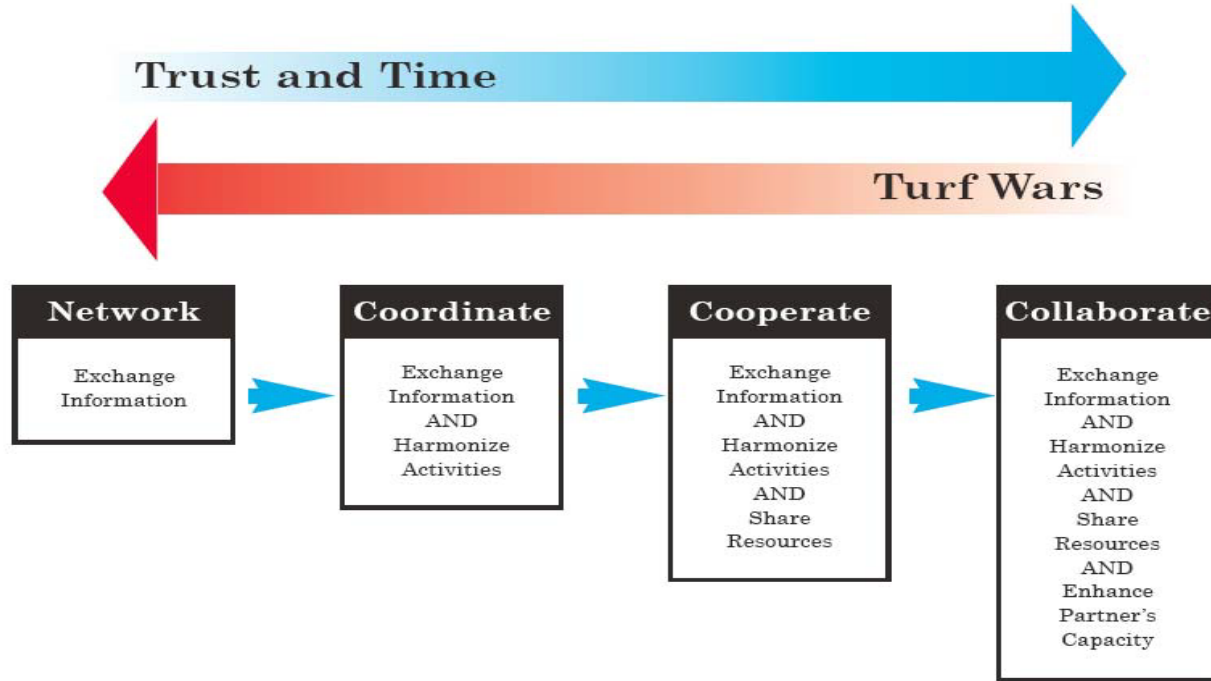
Partnership Resources

- Ohio School-Based Health Care Toolkit
  - Engaging stakeholders, working with schools and health partners, funding and sustaining partnerships.

- School-Based Health Alliance

- Comprehensive School Mental Health
  - SHAPE System

- HOPES Partnership Inventory
  - Established, Emerging and Potential Partners

Action Planning: An Overview

Goal/Desired Outcome: To develop self-care strategies in staff and improve positive feelings about schools through expressing gratitude.

Why is this outcome important? (Answer here)	Key Staff & Whole Child Component(s)	Evidence of Success or Metrics	Action Steps		Implementation Timeline
			Ready:		
			Set:		
			Go:		
Tenets Addressed (Check)			**Keep Going:**		**Partnership or Required Resources**
Healthy	Safe	Engaged			
Supported	Challenged				

HOPES in Schools: What We've *Done*

District	Activities	Next Steps
Brookville	• Staff Self-Care • SEL/Trauma Informed Professional development	• Parent & Community Education Night • Trauma-Informed Practices & Health Initiatives
Huber Heights	• Implement SEL into Middle School • Implement Tier 1 SBIRT in 7th & 9th • SEL Consultants	• Immunizations & Health Services • Staff Awareness
Miamisburg	• MH Services & MTSS • SEL Course of Study & PBIS • SEL/Trauma Informed Professional development Cohort	• Immunizations & Health Services • Teacher Self-Care
Northridge	• Referral System • SEL/Trauma Informed Professional Development • Civility Summit • *Whole Child Liaison	• School-based health services • Teacher Self-Care • Data-Driven Decision-Making
Northmont	• District Level - Data system • SEL/Trauma-Informed/Equity PD Cohorts • SEL Curriculum embedded into ELA • *Whole Child Liaison	• Referral System • Data-Driven Decision-Making • School-Based Health Services
Valley View	• Clothing closet • Prevention Programming • SEL/Trauma Informed Professional development • *Whole Child Liaison	• Teacher Self-Care • MH Services

HOPES in Schools : What We've Learned

It's a process — Systems-thinking approach to systems change.

Shifting from crisis-driven to a prevention "upstream" focus.

Time to do the work.

Partnerships & Collaboration — Role of Educational Services Centers, School & Community Partners

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Whole Child Infrastructure

- Whole Child Liaison
  - District leader of Whole Child efforts
- Whole Child Team
  - 6-10 members who work lead Whole Child Efforts within the district/school.
- Whole Child Advisory Council
  - School, Community and Health partners who support the effort
  - Meets quarterly or more often to guide and implement Whole Child efforts.
- Partnerships
  - Within School – Components of Whole Child Framework
  - Community Partners - external partners who can share with supports, services, and resources.

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Whole Child & Your District:
Where to start? How to keep going?

- Where to start?
  - Awareness of the Whole Child
  - Build momentum
    - Early adopters and champions
    - Existing teams
    - Role of leadership
    - Issues, topics and priorities
  - Consider first steps and next steps.

- How to keep going?
  - Build structures, supports & processes
    - Whole Child Liaison
    - Whole Child Council
  - Priorities & Planning
    - Connection to continuous improvement process
    - Engage partners in the assessment and planning process
  - Data and communication
  - Partners and support

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Closure & Reflection

- Review session objectives

- Reflection
  - My next steps and possibilities for the future?

- How Can We Help?
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