

# BUILDING RESILIENCY

A PEDIATRIC  
MENTAL HEALTH SUMMIT



**#BuildingResiliency19**



**MIKE DEWINE**  
GOVERNOR OF OHIO

# A Systematic Approach to Prevention in Schools

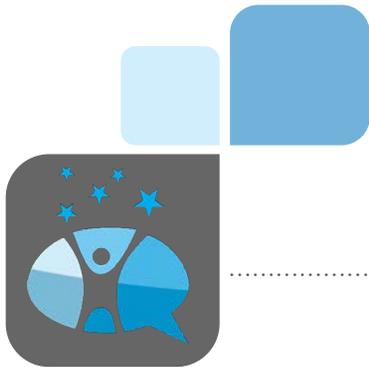


**Pediatric Mental Health Summit**

**September 26<sup>th</sup>, 2019**

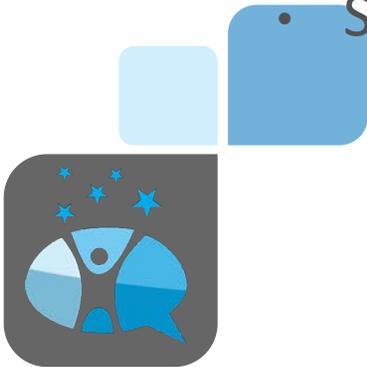
**Glenn Thomas, PhD**

**Behavioral Health Services**

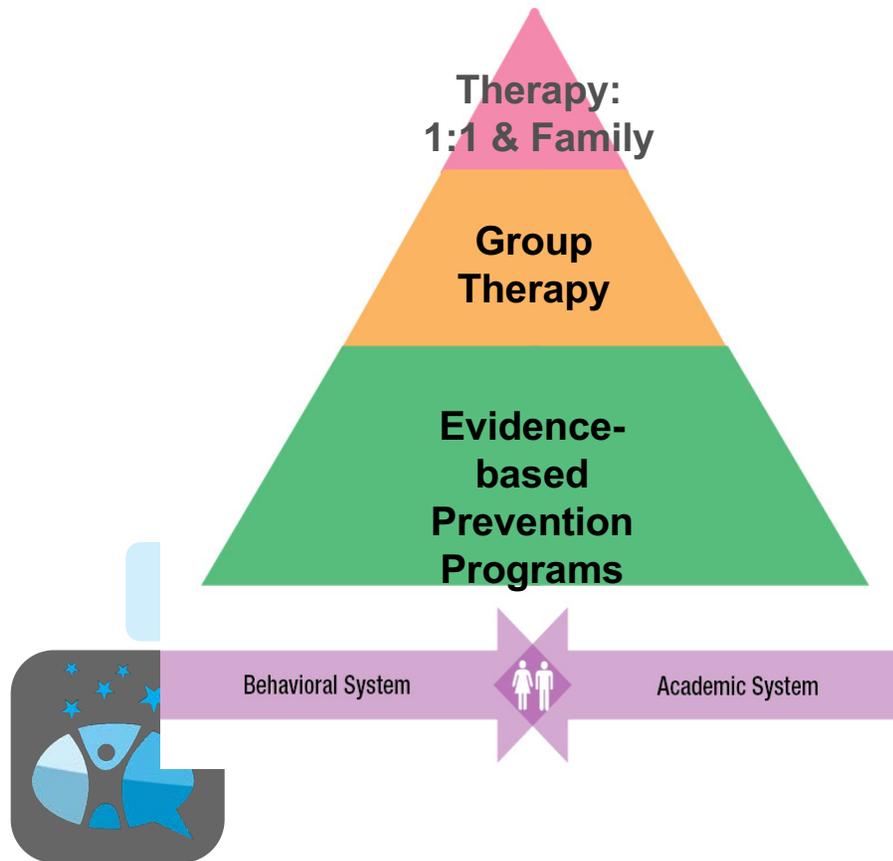


# Why Prevention?

- Evidence is clear that prevention works
- Cost-effective
- Decreases need for other services
- Gains to be made from universal prevention
- Social determinants of health



# School-Based Prevention



## Best Practice Prevention Programs

- Ohio/Georgetown Model of Pre-school Classroom Consultation
  - PAX Good Behavior Game
    - Signs of Suicide
      - PAX Tools
      - Triple P

### Also:

- Early Childhood Master Trainers
- OPPEP – Ohio Preschool Expulsion Prevention Partnership Hotline

# Some Considerations

- Evidence-based
- Funding & financial impact
- Sustainability
- Workforce expansion and development
- Fidelity & flexibility



# PAX

- Set of research-based and trauma-informed strategies teachers use to teach self-regulation in context of collaboration with others
- Not a curriculum
- Outcomes:
  - Improved academic outcomes
  - Long-term outcomes
- Blends seamlessly with PBIS
- Sustainability



# Future Directions

- Continued growth in Columbus City Schools and Canal Winchester Schools
- Expansion into Southeast Ohio with \$2 million investment from Nationwide Insurance Pediatric Innovation fund
- Currently implementing in 11 districts across 6 counties
- Examine outcomes, including impact on Partners for Kids (ACO)



# ECMH Prevention

- Statewide Ohio Preschool Expulsion Prevention Partnership Hotline 
- ECMH Classroom Consultation expanded to 25 Centers in central Ohio counties
- 2 Master Trainers for 16 county region providing free trainings on early childhood development, social and emotional learning, ECMH and required training for Ohio ECMH professional credential
- Triple P (Positive Parenting Program) & Triple P Partnerships
  - Free parenting support in 13 Central Ohio counties & Triple P learning collaborative



# ECMH Classroom Consultation

## **Programmatic Level**

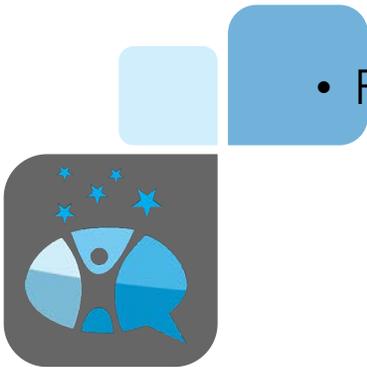
- Focus on communication, professional development and school policies and procedures to support social-emotional development and facilitate a positive school climate

## **Classroom Level**

- Focus on enhancing social-emotional development via teacher knowledge, curriculum, discipline, classroom environment, activities/transitions and teacher stress

## **Family/Child Level**

- Focus on factors that contribute to a child's success and supporting teacher engagement with caregiver



# Center for Suicide Prevention and Research

- Collaboration between NCH Behavioral Health and the Research Institute
- Implementation of suicide prevention programs in central/Southeastern Ohio schools at no cost
- Consultation on policy, prevention & postvention
- Support hospital best practices in suicide care
- Work with journalists on safe suicide reporting



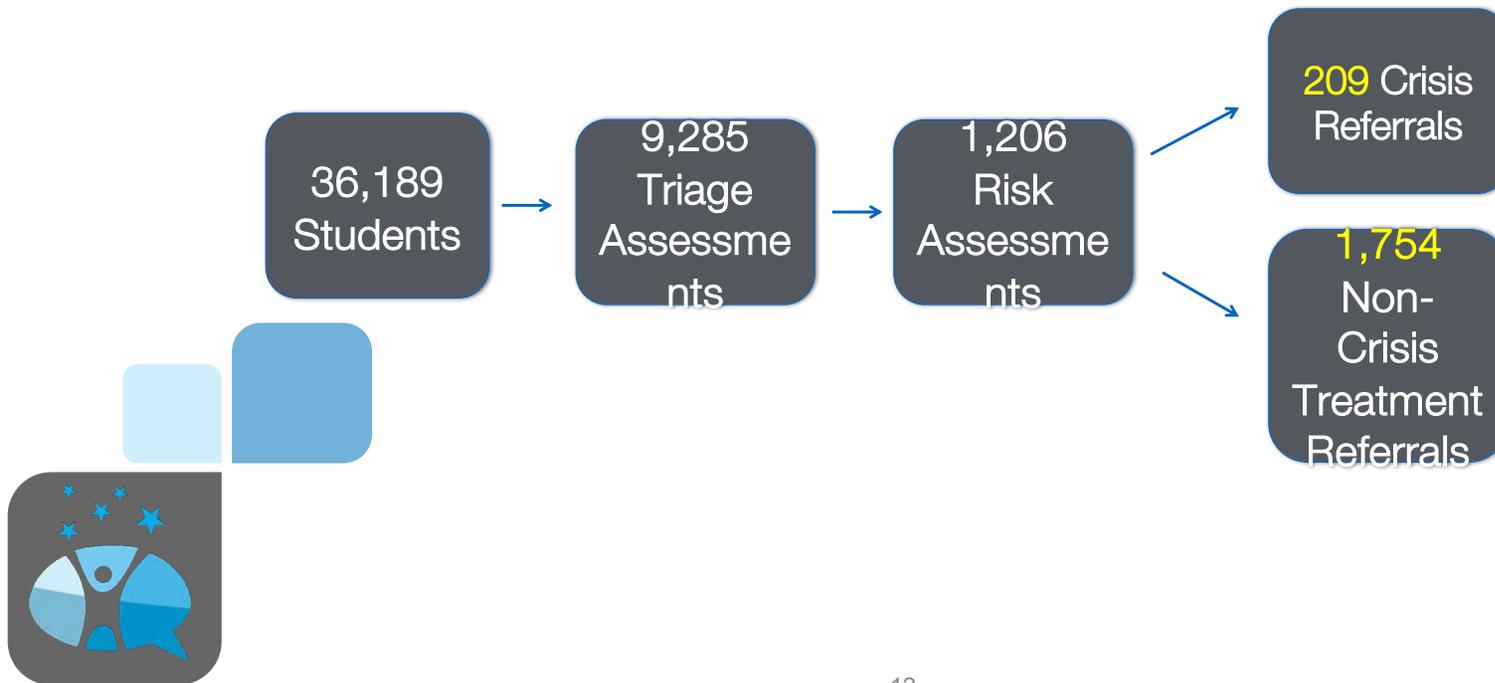
# Signs of Suicide (SOS)

- Only universal school-based suicide prevention program with evidence of a reduction in self-reported suicide attempts
- 3 separate RCTs have shown a reduction in self-reported suicide attempts by 40%-64%
- Staff demonstrate increased awareness and confidence
- Students display greater knowledge of symptoms of depression, warning signs of suicide, & how to respond



# NCH SOS Implementation

•To date: 18 counties, 134 schools, 1,677 classrooms



# Lessons Learned

- Large urban school districts experience challenges
- Increasing resources can also increase demands on school administrators
- “Competing” interventions in community
- Assess for readiness
- Engagement at all levels
- Local champions
- Clear role definition
- Commitment to sustainability



# Questions & Comments

## **PAX Good Behavior Game**

[Samanta.Boddapati@nationwidechildrens.org](mailto:Samanta.Boddapati@nationwidechildrens.org)

## **The Center for Suicide Prevention & Research**

<http://www.nationwidechildrens.org/suicide-prevention>

[John.Ackerman@nationwidechildrens.org](mailto:John.Ackerman@nationwidechildrens.org)

or [suicideprevention@nationwidechildrens.org](mailto:suicideprevention@nationwidechildrens.org)

## **Early Childhood Mental Health**

[Kristopher.West@nationwidechildrens.org](mailto:Kristopher.West@nationwidechildrens.org)

Or Glenn Thomas [Glenn.Thomas@nationwidechildrens.org](mailto:Glenn.Thomas@nationwidechildrens.org)



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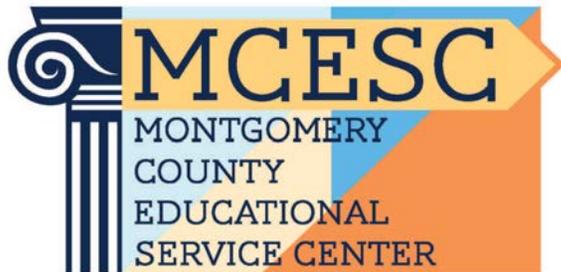
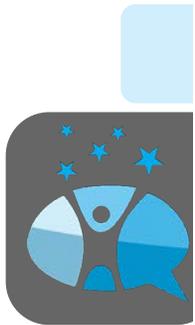


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# Building Resiliency Through Trauma Informed Schools



Social Emotional Learning Services

Jacqueline Renegado, OTR/L  
Social Emotional Learning Specialist

Pediatric Mental Health Resiliency Summit  
September 26, 2019



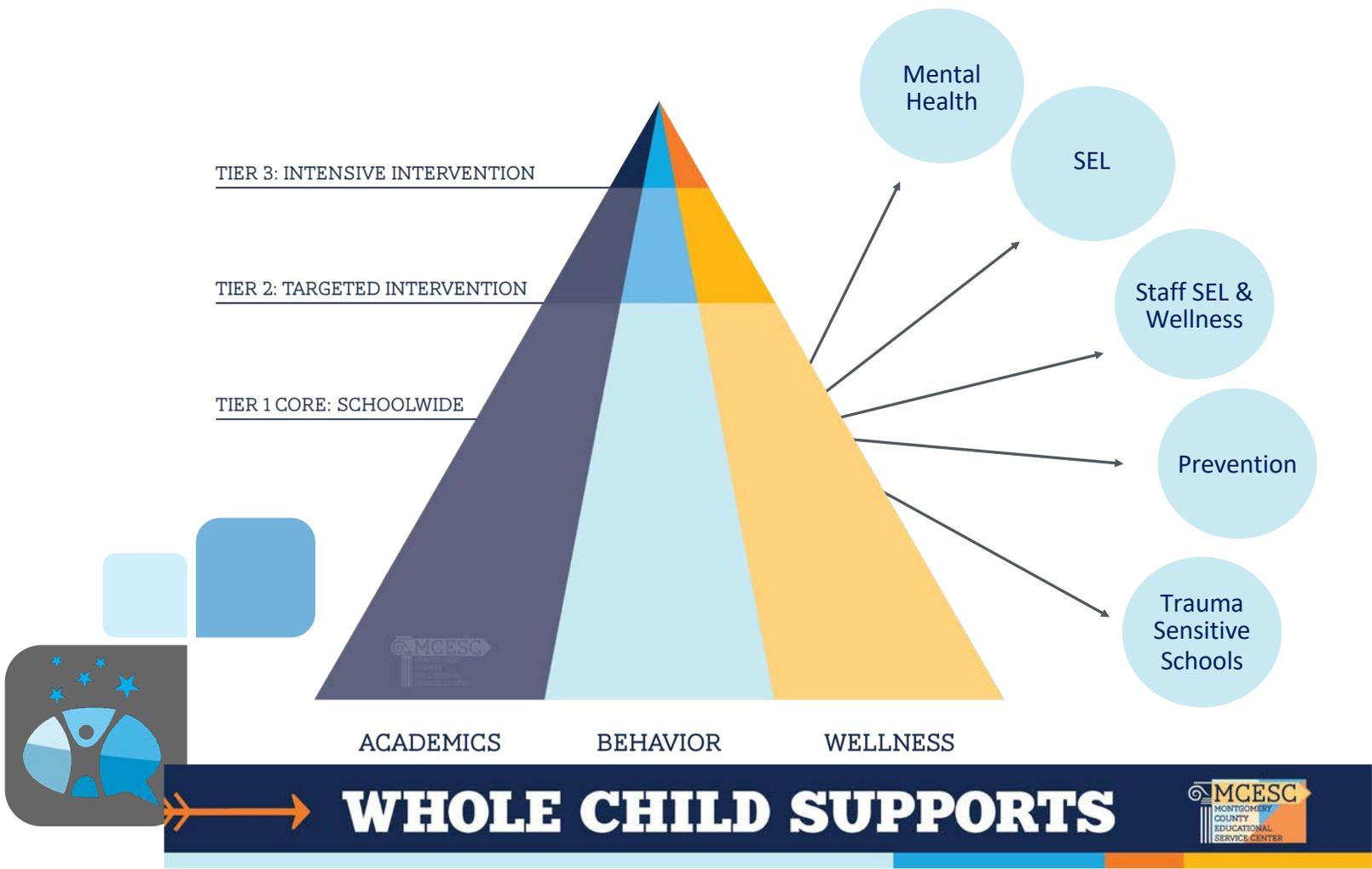
What are your hopes and dreams for your children or the children in your community?

Text



Educating Hearts.  
Inspiring Minds.







# Creating Trauma Informed/SEL Integrated Schools

Text

**NATIONAL COUNCIL FOR BEHAVIORAL HEALTH**  
 AN IMPERIAL PARTNER

**The National Council for Behavioral Health Seven Domains of Trauma-Informed Care**

The National Council's Seven Domains of Trauma-Informed Care model is built on the following core values and principles reflected in a trauma-informed care organization:

*Safe, calm and secure environment with supportive care*  
 System wide understanding of trauma prevalence, impact, and trauma-informed care  
 Cultural competence  
 Consumer voice, choice and self-advocacy  
 Recovery, consumer-driven and trauma specific services  
 Healing, hopeful, honest and trusting relationships

**Domain 1 - Early Screening and Comprehensive Assessment**  
 Develop and implement a respectful screening and assessment process that is routine, competently done, culturally relevant and sensitive.

**Domain 2 - Consumer Driven Care and Services**  
 Involve and engage people who are or have been recipients of our services to play numerous roles in our organizations and to meaningfully participate in planning, implementing and evaluating our improvement efforts.

**Domain 3 - Trauma-Informed, Educated and Responsive Workforce**  
 Increase the awareness, knowledge and skills of the entire workforce to deliver services that are effective, efficient, timely, respectful and person centered. Implement policies, procedures and practices that build and sustain a trauma-informed work force.

**MENTAL HEALTH FIRST AID**  
**NATIONAL COUNCIL FOR BEHAVIORAL HEALTH**  
 Healthy Minds. Strong Communities.

703.644.3400 | 1400 N. 1st St. Suite 400, Washington, DC 20002 | www.TheNationalCouncil.org



**NME**  
childtrauma.org

**CASEL**

**INDICATORS OF SCHOOLWIDE SEL**

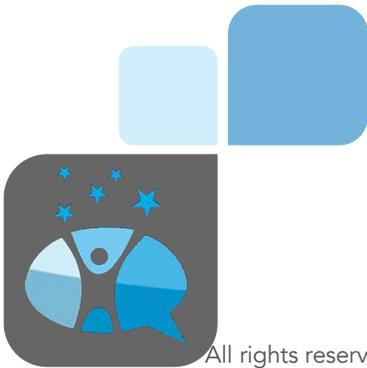
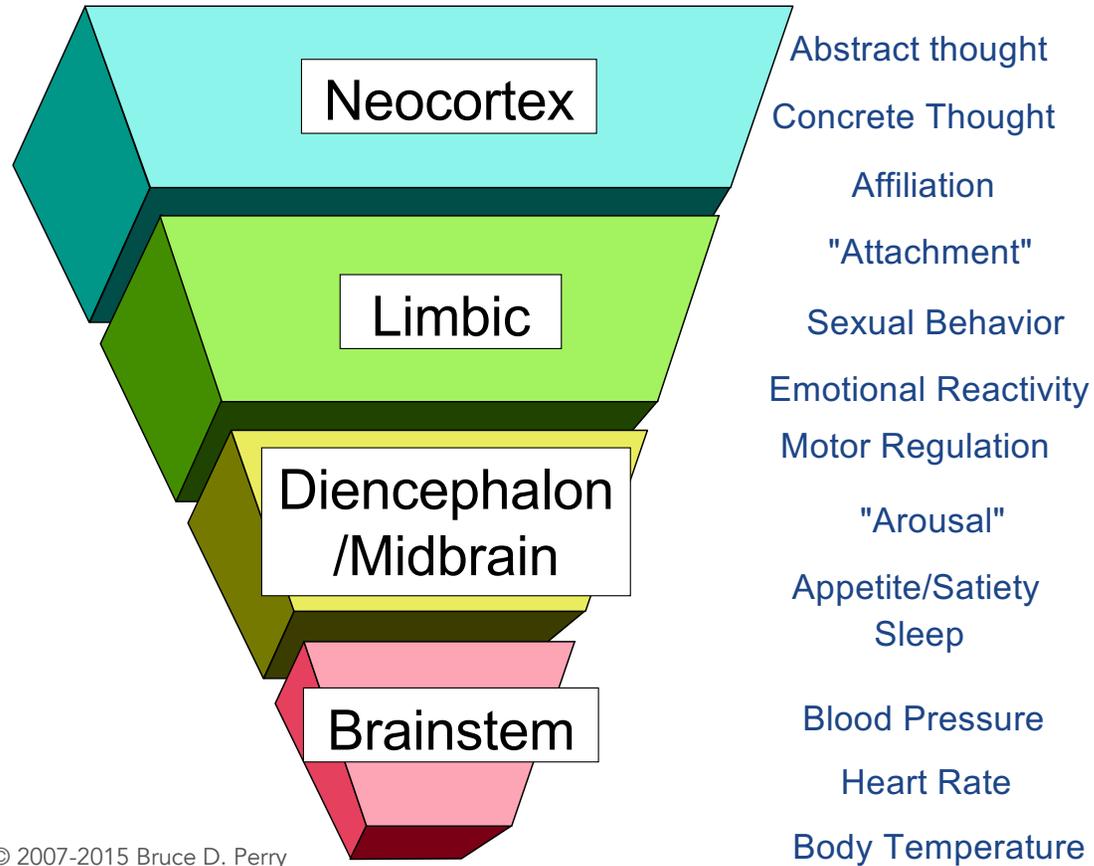
Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

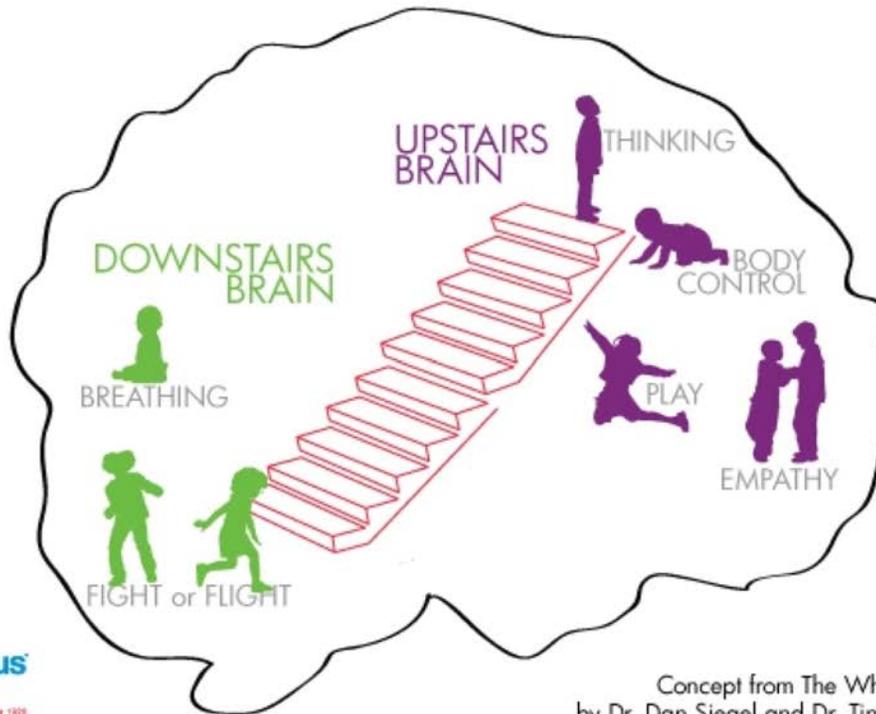
LEVEL	INDICATOR	DESCRIPTION
CLASSROOM	Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
	SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
	Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL	Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
	Focus on adult	Adults model and create opportunities for students to practice their interpersonal, intrapersonal, and community skills.
	Supportive district	Districts provide resources, training, and support to ensure all schools are successful.
COMMUNITY	Authentic family and community partnerships	Partnerships are built and sustained through ongoing communication and collaboration.
	Aligned community resources	Community resources are identified and leveraged to support school and classroom learning environments.
	Systems for continuous improvement	Systems are in place to monitor, evaluate, and improve schoolwide SEL implementation.

**CASEL**

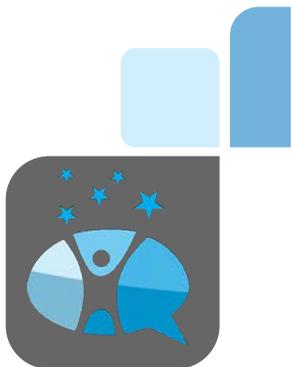


# The Brain





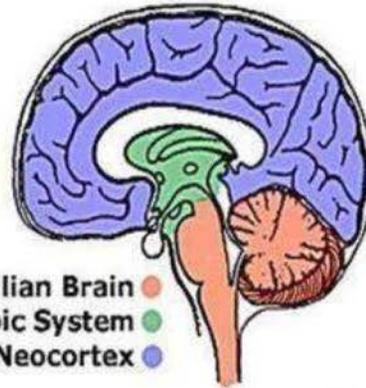
Concept from The Whole-Brain Child  
by Dr. Dan Siegel and Dr. Tina Payne Bryson



**momentous**  
institute  
Powered by SisterMary's Club since 1926

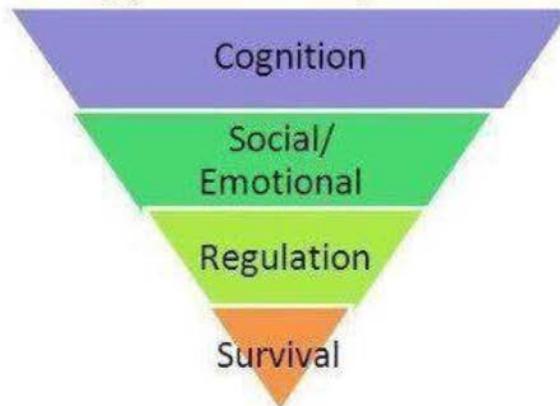
**MCESC**  
MONTGOMERY  
COUNTY  
EDUCATIONAL  
SERVICE CENTER

# Trauma & Brain Development



Reptilian Brain ●  
Limbic System ●  
Neocortex ●

## Typical Development

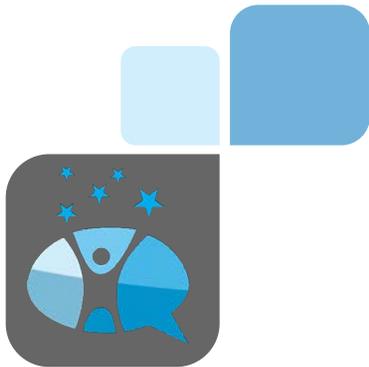
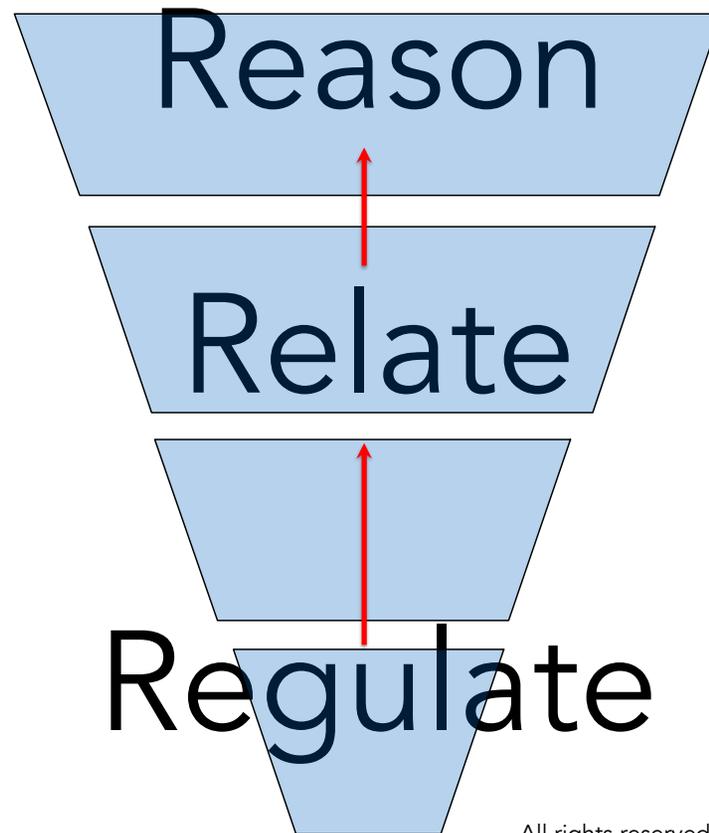


## Developmental Trauma



Adapted from Holt & Jordan, Ohio Dept. of Education

# Sequence of Engagement





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# Tier 1 Practices

Creating Safe, Supportive Environments

Building Relationships

Adult SEL

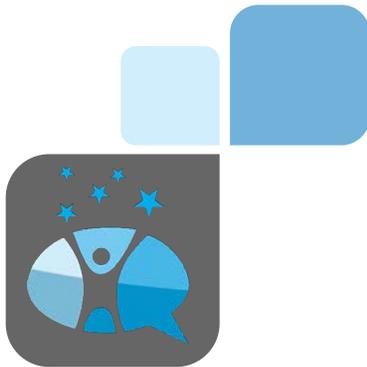
SEL Instruction

Supportive Discipline

Student Voice

Family and Community Partnerships

System Wide Understanding of TI/SEL practices

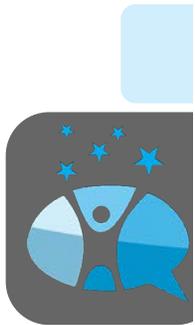


wrong

Think –

“What **happened** to you?”

& “How can I **help** you?”





Positive Experiences



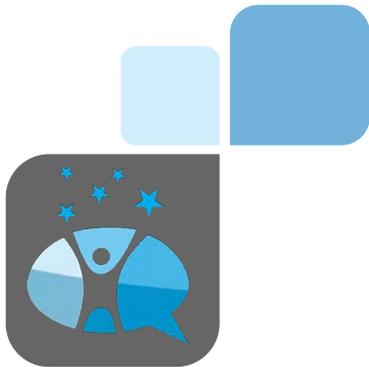
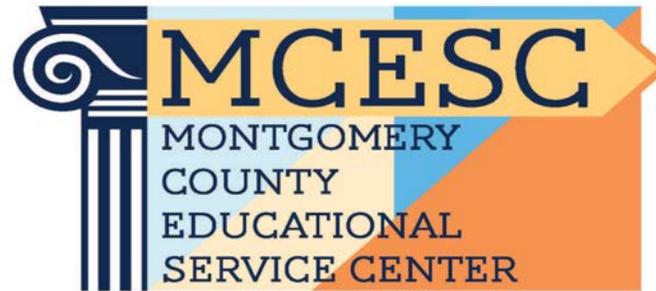
Safe Adults



Positions of Authority



# Thank You!



[Jacqueline.Renegado@mcesc.org](mailto:Jacqueline.Renegado@mcesc.org)



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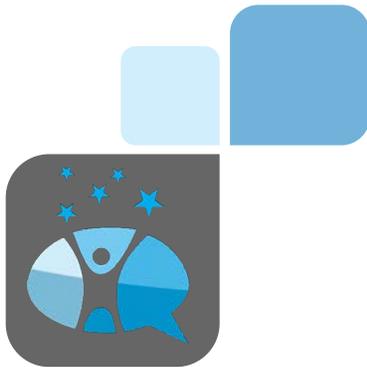


## What is PAX?

The PAX Good Behavior Game is a set of research based strategies the teacher uses to **teach self-regulation** in a culturally sensitive manner.

This self-regulation creates:

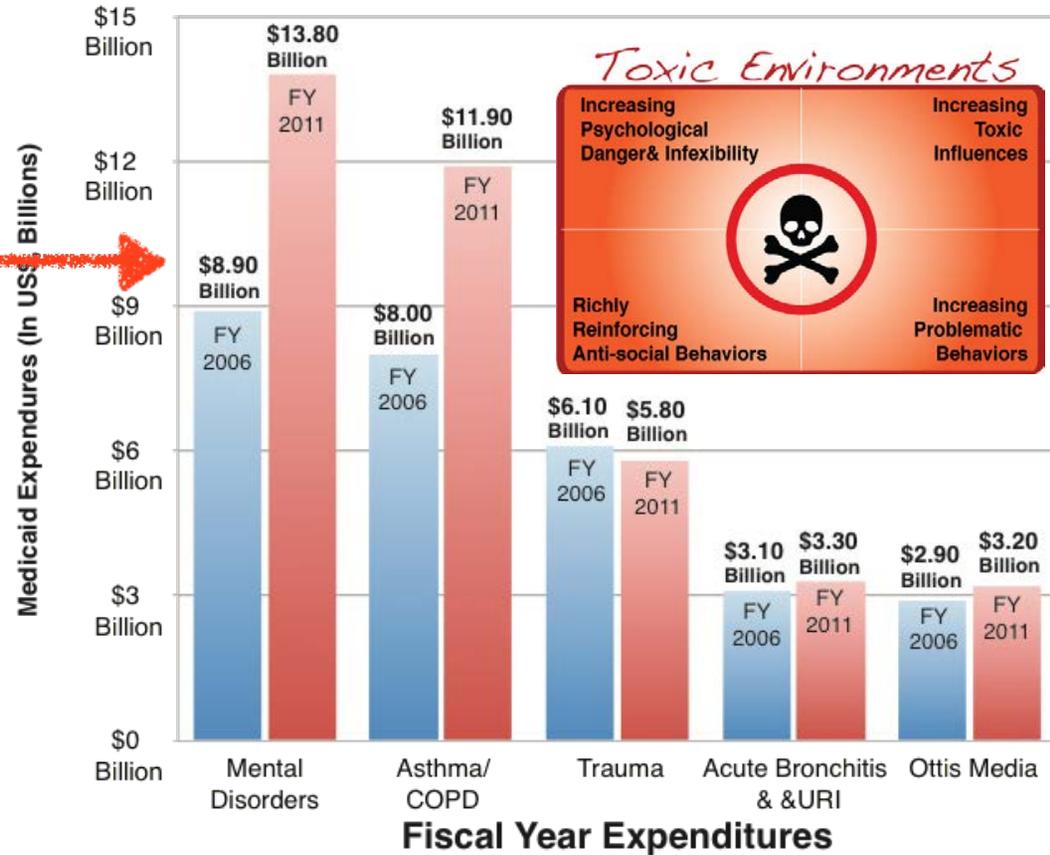
- More Nurturing Classroom Environments
  - Increased academic performance
  - Improved long-term outcomes
- Dennis D. Embry, Ph.D., president/senior scientist, PAXIS Institute, Tucson, AZ:  
Co-investigator, Johns Hopkins Center for Prevention;  
Scientific Advisor, Children's Mental Health Network



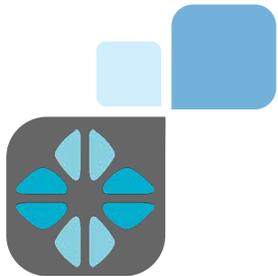


The cost of Mental Disorders is increasing \$1 billion per year

### Medicaid Expenditures for the Five Most Costly Conditions in Children



Source: Center for Financing, Access, and Cost Trends, Agency for HealthCare Research and Quality, 2006, 2011



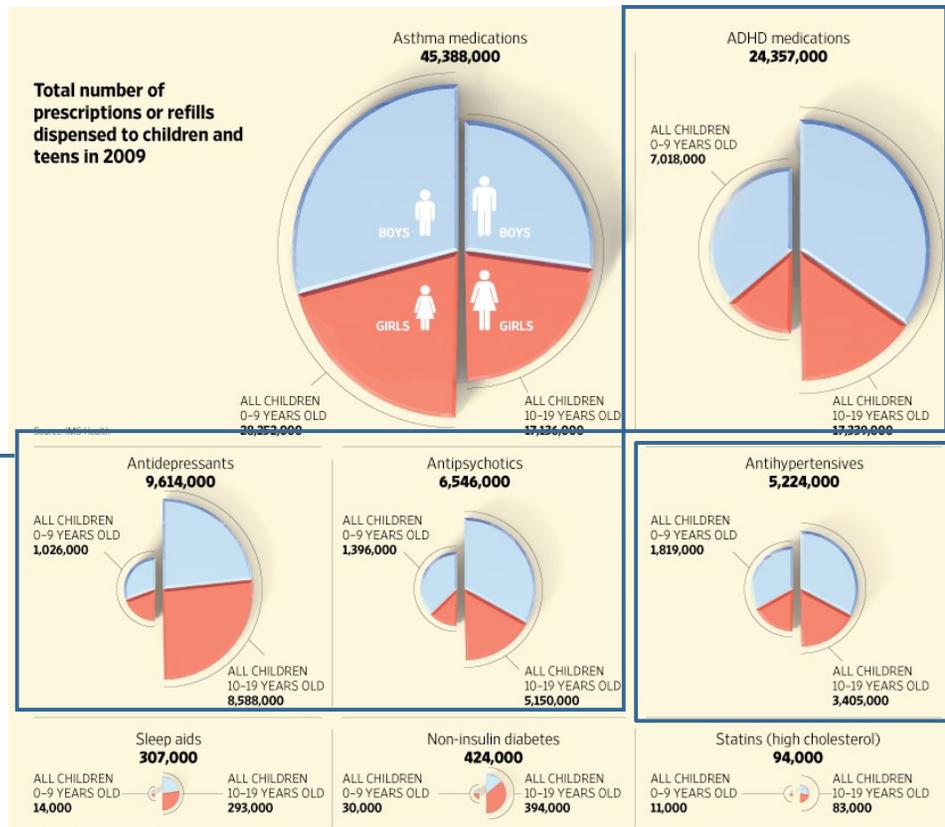
The US had 75 million children and teens 2009

45.6 million kids had one psychotropic med in 2009

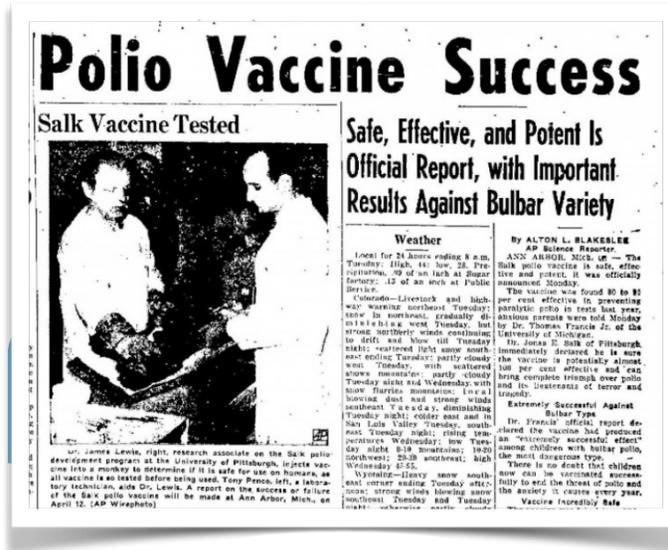
60.8%



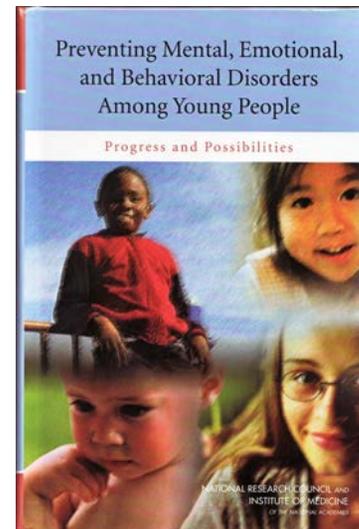
Wall Street Journal,  
12-28-2010



# Demonstrating real **promise** of protection from generational pediatric epidemics



Salk Vaccine proven to express polio antibodies.



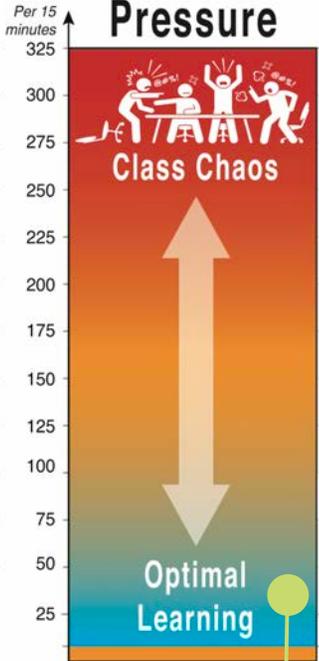
2009 IOM Report confirms prevention of Mental, Emotional & Behavioral Disorders.

One school based highly proven, scalable strategies cited:

**Good Behavior Game**

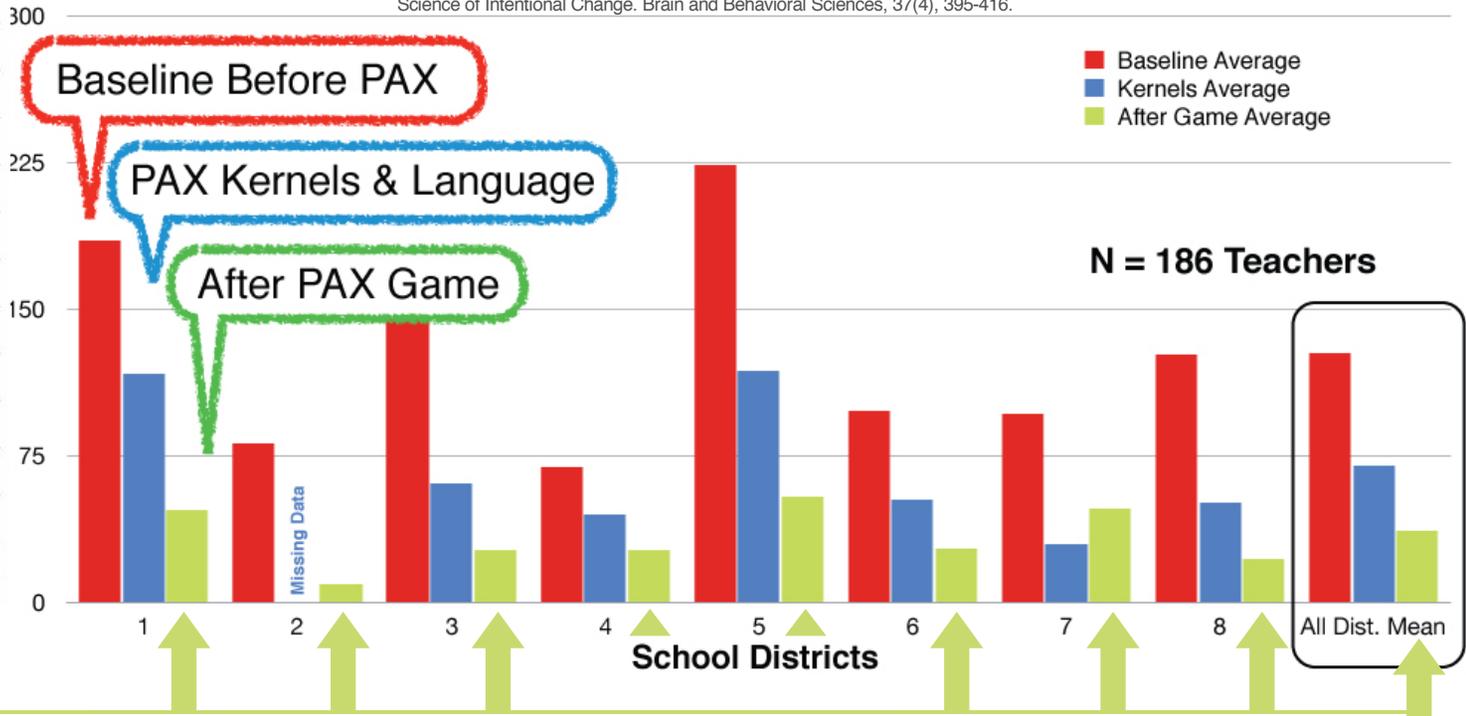


# Classroom Behavioral Pressure



## 3-Month Impact of PAX in Eight US School Districts on Disturbing, Disruptive, and Inattentive Behaviors Per 15 minutes

Originally published in: Wilson, D. S., Hayes, S. C., Biglan, A., & Embry, D. D. (2014). Evolving the Future: Toward a Science of Intentional Change. *Brain and Behavioral Sciences*, 37(4), 395-416.

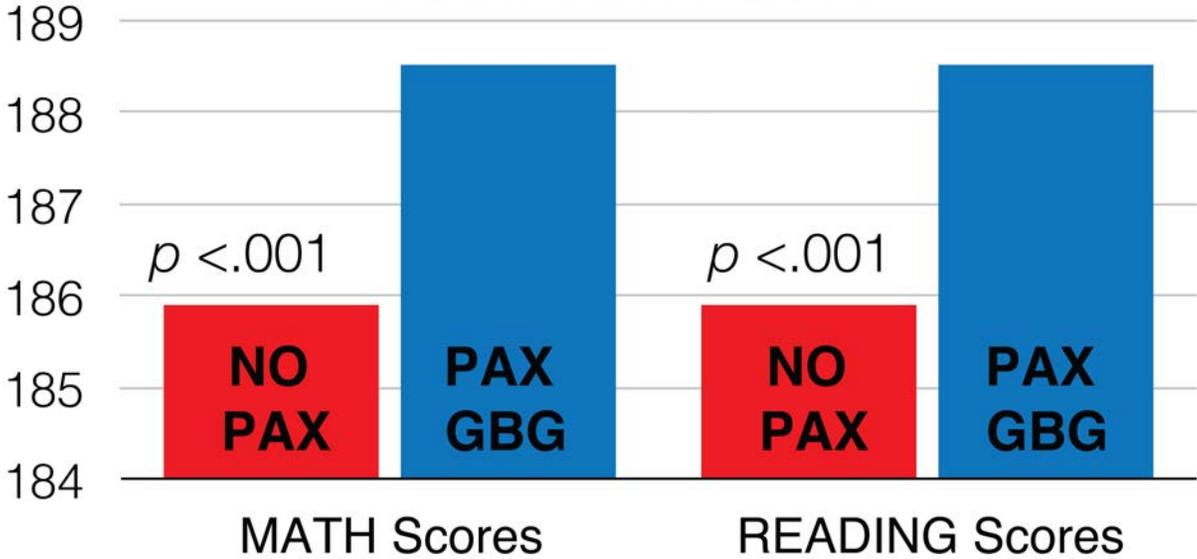


**PAX Kernels and Language PLUS using PAX Game 3-Times Per Day Optimize Learning**

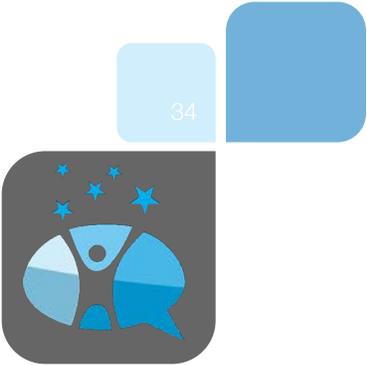
(Note: Site 7 had staff changes who were not fully trained in PAX GBG)

# Improvements on Standard Measures of Academic Progress in Six Districts in High Poverty Schools in Ohio

Source: Weis, Osborne, & Dean, 2015



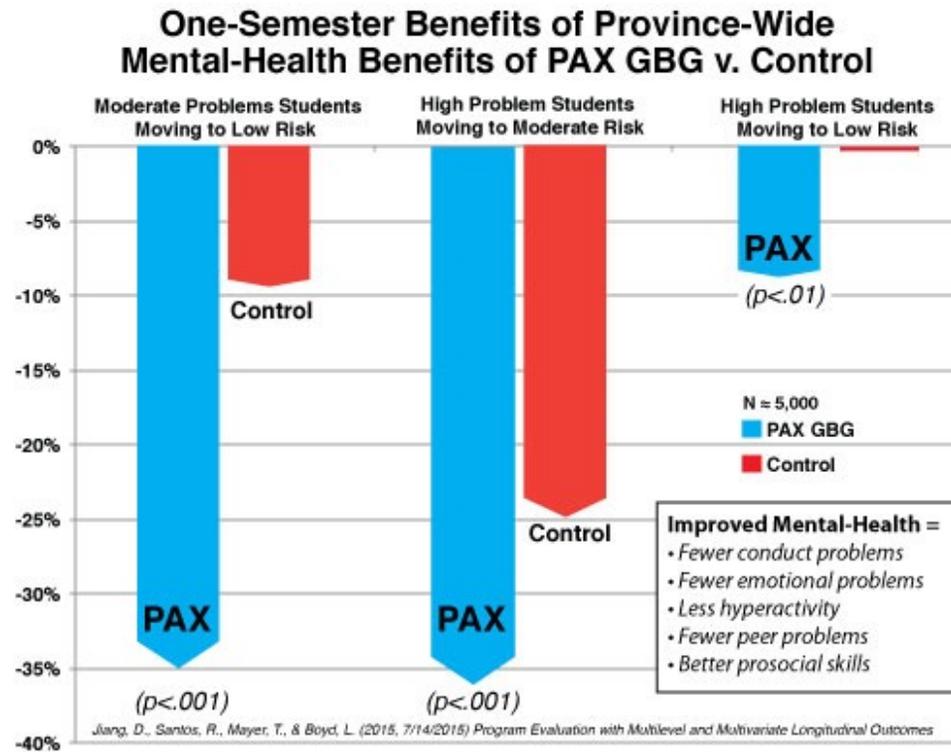
*The statistical difference favoring PAX GBG is highly significant (greater than 1 chance in 1,000).*





## Reduced Risk Probability for Psychiatric Disorders

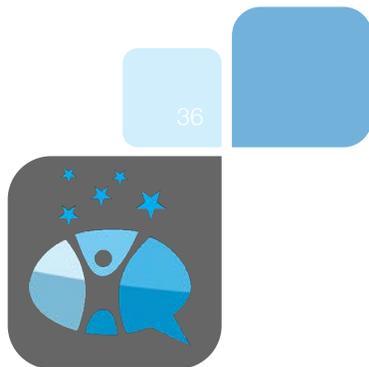
Improved environment and fewer problematic behaviors reduces risk of mental, emotional, behavioral disorders



35



These are the predicted benefits 148,657 Ohio 1st graders benefit when they are 19-21 years old...



12,904	Fewer young people will need any form of special education services
8,349	More boys will likely graduate from high school
10,019	More boys will likely attend college
13,314	More girls will likely graduate from high school
10,404	More girls will likely attend college
1,457	Fewer young people will be convicted of major violent crimes
14,422	Fewer young people will develop serious drug addictions
9,867	Fewer young people will become regular smokers
5,313	Fewer young people will develop serious alcohol addictions
7,275	Fewer young women will contemplate suicide
9,867	Fewer young men will attempt suicide

And, how much money will these changes save Ohio families and citizens?



# \$1.9 Billion per cohort

37



How much money with this save for the children, families, schools, communities, businesses and the state?

Aos, S., Lee, S., Drake, E., Pennucci, A., Klima, T., Miller, M., . . . Burley, M. (2013). Good Behavior Game, Return on Investment: Evidence-Based Options to Improve Statewide Outcomes. (July), 8. Retrieved from <http://www.wsipp.wa.gov/BenefitCost/Program/82>



No, there are 51 peer reviewed published and longitudinal studies— better than any psychotropic drug for children or any other classroom strategy.



**Is PAX too Good to Be True for Ohio's Future?**

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