Safe Schools Healthy Students Conference

“The Transformative Role of Building Early Childhood Mental Health into Local Systems” Working Session
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Introductions

- Name
- Role
- “Interest or Stake” in the transformative role of ECMH in your local system?
Session Objectives

• Provide key information and identify resources to leverage and sustain the EC gains made in the SS/HS locales; as well as through the statewide ECMH Whole Child Matters investment beyond EC.

• Explore the implications for social emotional and behavioral health & wellness for students, staff and families K-3 and K-8, G8-12 and beyond.
Session Objectives Continued

- Engage participants in dialogue to become transformation leaders supporting students and families in their communities to continue the social, emotional and behavioral wellness journey across the educational lifespan.
- Develop 1-2 steps for your Community or Personal Transformation Action Plans
Meta-Analysis Summary

A widely cited 2011 meta-analysis previously showed that SEL programs immediately improve mental health, social skills, and academic achievement. The current study shows that school-based SEL interventions continue to benefit students for months and even years to come.
Meta-analytic review of 82 different interventions involving more than 97,000 students from kindergarten to high school, where the effects were assessed at least six months and up to 18 years after the programs ended.
Throughout the SS/HS Initiative, the State along with each of the partnering communities selected Early Childhood Mental Health Indicators:
To support the local SS/HS communities in increasing public value for implementation of evidence based policies and practices that support early childhood social and emotional development and academic success.
Community Goals

Greene:
Increase social and emotional readiness for Kindergarten
Create a service delivery model for early childhood school based mental health

Harrison:
Increase social and emotional readiness for preschool through Kindergarten.

Williams:
Increase social and emotional readiness for Kindergarten
Project Gains Summary

KRA Social Functioning Scores - Statewide 2015 - 2016

Goal 5% increase - Baseline 269.45 to Goal 282.92
Achieved 2% increase (274.87)

PAX GBG- Teacher training, Preschool and Kindergarten Classes
ECMH Consultation Implementation
Project Gains Summary

Greene ESC - 274.60 to 287.70 – Achieved 2% 279.00

Harrison Hills School District - 269.00 to 282.45 - Achieved 6% reported

Williams ESC - 264.74 to 277.98 – Achieved 1% 267.60
Child Based Consultation DECA Ratings Statically and Clinical Significant improvements in pre-post scores

- Teacher Initiative, Self-Control, Attachment, Total Protective Factors, Behavioral Concerns
- Parent DECA Ratings Initiative, Self-Control, Attachment, Total Protective Factors, Behavioral Concerns
Lessons Learned Regarding Community and Partner Needs:

- Understand the key developmental milestones that occur in EC B-5
- Understand the role of SE development in EC and across the life span
- Mechanisms to equip families with essential data and parenting tools to promote SE at each stage of their child’s development
- Equip Teachers, Educators and Counselors and Community Partners to support SE development B-K and K-3 and G2-8 and G8-12.
Tools and Resources:

Weblinks
Bold Beginnings!

www.boldbeginning.ohio.gov

ODE /Local School Districts

http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement

State Support Teams and Educational Service Centers

http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams
Project AWARE- Advancing Wellness and Resilience in Education

PBIS and PBIS Preschool

School Based Mental Health Services

http://education.ohio.gov/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources/Project-AWARE-Ohio

School Safety and Climate

ECMH

http://mha.ohio.gov/Supports/Children-Youth-Families/Early-Childhood

Best Practices Videos

http://mha.ohio.gov/Supports/Children-Youth-Families/Early-Childhood/Early-Childhood-Links

Grow Power Tool Kit

https://www.youtube.com/watch?v=-yyaCVUsFQI
OPPPE - NCH - Ohio Partnership to Prevent Preschool Expulsion

http://mha.ohio.gov/Portals/0/assets/Prevention/EarlyChildhood/NACH-2730-Preschool-Expulsion%20flier.pdf

School and Behavioral Health

http://bepresentohio.org/

Crisis Text Line

http://mha.ohio.gov/Supports/Crisis-Text-Line
BH Juvenile Justice


OhioMHAS- Prevention

http://mha.ohio.gov/Prevention/About

PAX GBG Implementation Support (PAX GBG Partners)

https://www.paxohio.org/
Trainings for EC Educators, Communities and Staff

- Early Childhood Trauma Informed Care
- ECMH EDLS in SE DD EI – TIC
- Engaging and Appreciating Families
- Help Me Grow Central Intake
- Home Visiting (3 EB Models)
- Early Intervention Diagnosis tied to the IEP
- Child Find (Hospitals)
- JFS/ ODE Step Up to Quality Star Rated Early Learning and Child Care Programs
Q12 If YES, who (by role) addresses social and emotional needs of students? (Please select all that apply)

- School counselors/psychologists: 87.36% (5,764 respondents)
- Teacher(s): 38.69% (2,952 respondents)
- Administrator(s): 34.13% (2,250 respondents)
- Non-teaching school staff: 24.15% (1,651 respondents)
- Other (please specify): 14.34% (943 respondents)

Total respondents: 6,622
In order to build an education and community partnership to enhance student’s ongoing SE development and wellness in school, at home and in the community,

Who? - key partners
What? - focus areas locally defined – relevant and urgent
When? - timeframe for plans / implementation
Where? - school, childcare, afterschool, homes, community settings
How? process – what resources, which teams,

We know the WHY...BECAUSE EARLY CHILDHOOD IS IMPORTANT and SOCIAL EMOTIONAL SKILLS BUILD RESILIENCE PROMOTTE THE SKILLS NEEDED FOR SUCCESS IN SCHOOL AND IN LIFE…
Takeaway Activity

- Take 5-7 minutes with 2 elbow partners to discuss a “Vision” for EC in your community that is supported K-3
- How well are the ongoing Social/Emotional needs of students in your community (class/school/district) currently supported? 1 = poor / 5 = well
- What ACTION STEP will you commit to taking when you leave here?