Make It Work: Identifying and Implementing Effective Universal Prevention Strategies

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Nationwide Children's
When your child needs a hospital, everything matters.
Program Overview

4 Districts

1 Charter School
- Population: 1,000
- 1.5 FTE’s

2 Suburban Districts
- Bexley School District
  - Population: 2,300
  - 2 FTE’s – 5 Schools
- Canal Winchester Schools
  - Population: 3600
  - 2 FTE’s – 4 Schools

1 Urban District
- Columbus City Schools
  - Population: 54,000
  - 23.5 FTE’s – 42 Schools
Program Overview

Pre-Implementation of Multi-Tiered Delivery System

One Entry Point

- Focus on Individual Therapy

Capacity

- 15-30 Cases Per FTE

Learned Lessons

- Low Impact
- Lack of Engagement from School
Program Overview

Tier 3: 1.5% Individual Intensive Interventions

**Goal:** Reduce severity, intensity of symptoms driving impairment

**Strategies:** Address family and individual factors

**Programs:**

- Individual therapy
  - Cognitive Behavioral Therapy
  - Motivational Interviewing
- Family therapy
- Group Therapy
  - Cognitive Behavioral Intervention for Trauma in Schools
- School collaboration
Program Overview

Tier 2: 5-10% Targeted Interventions

Goal: Reduce risk for “at-risk population”

Strategies: Treatment and prevention groups to address symptoms/concerns

Programs

- Too Good for Drugs
- Too Good for Violence
- Coping Cat
- Skillstreaming
- Relationship Plus
Program Overview

Tier 1: 80-90% Targeted School Wide

**Goal:** Promote a positive school climate through implementation of prevention programs that provide consistent and structured responses to behavioral and emotional concerns

**Strategies:** Teacher education, resources, student and family engagement and strategies

**Programs:**
- Elementary: PAX Good Behavior Game
- Middle and High School: Signs of Suicide (SOS)
Assessment of Needs

Community Concerns

Franklin County Youth Suicide Rates

- 2014: 14
- 2015: 11

Source: Columbus Dispatch; Franklin County Coroner's Office
Youth Suicides: Franklin County (OH)

Source: Columbus Dispatch; Franklin County Coroner’s Office
Assessment of Needs

Community Concerns

- 25.2% of Children in Franklin County living in Poverty in 2012.
- High School Dropout Rate. In 2012 67 percent of students graduated from High School in Franklin County.
- 17% of Franklin County children diagnosed with one or more mental, emotional and behavioral disorder in 2012.
- 40.6% of students were enrolled in schools labeled as failing in 2012.

*Source: Community Conversations Report: Recommendation to city of Columbus; Franklin County Children’s Stress Profile*
ACES in Ohio’s Children

49% have 0 ACES

25% have 1 ACE

26% have 2 or more ACES

www.childhealthdata.org (2011)
ACES in Ohio’s Children

50% have 0 ACES

36% have 1-2 ACES

14% have 3 or more ACES

www.childhealthdata.org (2014)
Assessment of Needs

Strategies

- Review and Utilize Community Data
  - Coroners Offices
  - Health Department
  - Community Reports
- Collaborations
  - Coalitions/Partnerships
  - Community Conversations
  - Community Engagement
Assessment of Needs

School Data

- School Climate
- Most Common Mental Health Diagnosis Presented
  - Percentage of Students Experiencing Impairment
- Restrictive Setting
- Discipline Data
- Support Staff
- Community Partners
- Additional Resources Available
Funding and Partners

District Support
- Engage and Train Support Staff

County Mental Health Board
- Grants/Training Opportunities

Support of Hospital Administration
- Internal Partnerships
Signs of Suicide Implementation

- **School Engagement**
- **Gatekeeper Training**
- **Parent Training (Optional)**
- **Classroom Implementation**
  - Acknowledge
  - Show that you Care
  - Tell a Trusted Adult
- **Screenings and Risk Assessments (Optional)**
  - Brief Screening for Adolescent Depression (BSAD)
  - Columbia Severity Suicide Rating Scale (C-SSRS)
- **Linkage to Treatment Services**
## SOS Program Data (2015)

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<th>Category</th>
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PAX Good Behavior Game Implementation

Classroom-based teacher-implemented strategy to improve socialize students and increase self-regulation skills.

- Not a program/curriculum
- Classes are divided into equivalent teams
- Teams are rewarded for appropriate behavior/inhibition of disruption and aggression
- Intensity is increased over time
A kernel is the smallest unit of scientifically proven behavioral influence.

<table>
<thead>
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<th>• PAX GBG is comprised of 5 evidence-based kernels</th>
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<tr>
<td>• Tootles</td>
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<tr>
<td>• Beat the Timer</td>
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<td>• PAX Quiet</td>
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<tr>
<td>• Granny's Wacky Prizes</td>
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<td>• PAX Sticks</td>
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<td>PAX Good Behavior Game Data</td>
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2015-16 Canal Winchester Schools
School Spleem Data

Spleems/student/hour

September: 4.43
October: 8.75
December: 3.33
January: 2.63
February: 5.04
March: 4.34
April: 2.79
May: 2.65

Average: 4.34
2016 (2nd Semester) CCS Classroom Spleem Data

Spleems/student/hour

Baseline March April

Average 60.3 63.6 40.4 36.2
2016-2017 PAX Data

Goal for 2016-17: Disciplinary Incidents by classroom

Preliminary Data

- Ohio Ave Elementary
  - 54.1% reduction of suspension days/student
  - 1.12 to 0.51 days/student
  - 39% reduction in infractions that resulted in in-school and out-of-school suspensions

- Livingston Ave
  - 12.6% increase in the rate of suspension days/student
  - 1.23 to 1.38 days/student.
  - 5% increase in infractions that resulted in in-school and out-of-school suspensions
PAX Good Behavior Game

Improved Outcomes...

- Up to 75% reduction in disruptive and inattentive behaviors in the classroom
- Up to 60% fewer discipline referrals
- Improved academic standardized test scores
- 20-30% reduction in special education
- 15% more likely to graduate from high school
- 32% reduction in juvenile and adult criminal acts
- Up to 50% reduction in suicidal ideation

Substance Use Prevention...

- 68% reduction in tobacco use
- 35% reduction in alcohol dependence
- 50% reduction in other substance use
Lessons Learned

- Strategic Planning
- School Leadership Buy-In
- Sustainability
Future Plans

Cures Grant

• Ohio Expansion
• Collaboration

NCH Expansion

• Training Opportunities
• Collaboration with After School Programs
Questions?