

OBJECTIVES

Objective #1

Demonstrate an understanding of a three-tiered approach to providing a full continuum of mental, behavioral and health services at school.

Objective #2

Describe how the Wellness Center model provides prevention, education and outreach to support positive mental, behavioral and health outcomes for students.

Objective #3

Describe replicable strategies to utilize youth development, community partnerships, and staff consultation/training to implement the Wellness Center model in your context.

PRESENTATION OUTLINE

TUHSD Wellness Mission Statement

Why is Wellness Important

TUHSD Wellness Model & Framework

Wellness & RtI (Response to Intervention)

TUHSD Wellness Framework: 3 Replicable Strategies

- Community Partnerships
- Youth Development
- Staff Consultation & Training

Starting Wellness in your District:

- From Needs Assessment to Implementation

I STAND FOR WELLNESS

TUHSD Wellness Center

Mission Statement

In order to improve the health, well-being, and educational outcomes of all students, the mission of the Tamalpais Union High School District Wellness Program is to enhance the delivery of coordinated and comprehensive health, mental health, substance abuse, sexual health and other support services within the school environment.

Why is Wellness Important?

- More students receive mental health treatment services at school than in any other setting (SAMHSA). Over 70 % of students receiving mental health services are getting them at school (National Assembly on School Based Care).
- 13-20% of youth have mental health needs but over 70% do not get treatment, even those with insurance. Schools provide increased access, decreased stigma and provide early intervention services that are less expensive and can prevent the need for more intensive services later on (CDC & California Health Interview Survey).

WHY WELLNESS?

2015-2016 TUHSD CALIFORNIA HEALTHY KIDS SURVEY

42% 9TH GRADERS

73% 11TH GRADERS

Reported having used alcohol one or more times

27% 9TH GRADERS

57% 11TH GRADERS

Reported having used marijuana one or more times

12% 9TH GRADERS

24% 11TH GRADERS

Reported having used prescription drugs to get "high"

27% 9TH GRADERS

30% 11TH GRADERS

Reported chronic sad or hopeless feelings in the past 12 months

14% 9TH GRADERS

13% 11TH GRADERS

Reported they seriously considered attempting suicide in the past 12 months

OVER
1/2

of students say they don't know if help is available or think help is not likely available at school to help them reduce their use of alcohol or other drugs

What are the statistics in your schools and district?

- California Healthy Kids Survey
- Youth Risk Behavior Survey
- Other

TUHSD Qualitative Data Findings

Student Identified Needs

- **Stress**
- **Alcohol and drug use/abuse**
 - **Binge drinking**
 - **Marijuana use/abuse**
 - **Prescription pill abuse**
- **Body Image**
 - **Eating disorders**
- **Anxiety**
- **Depression**
- **Self Esteem**
- **Sexual Orientation**
- **Suicidal Ideation**
- **Sexual health decision making and support**
- **Pressure**
 - **Peer pressure**
 - **Parent pressure**
 - **Self pressure**
- **Self Injurious behavior**
- **Sleep**
- **Relationships**
 - **Family**
 - **Friends**
 - **Teachers**
 - **Boyfriend/girlfriend**
- **School/Life Balance**

What is the TUHSD Wellness Center Model?

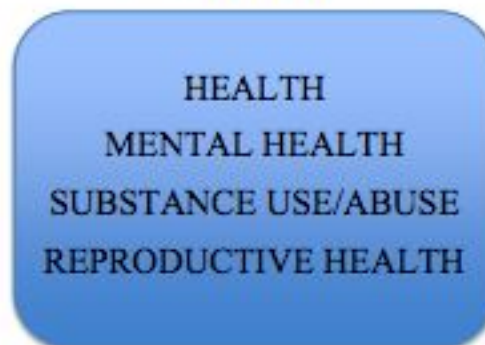
- A Wellness Center offers coordinated health, mental health, substance use/abuse and sexual health services for all students on campus.
- A Wellness Center offers a safe and welcoming space for students to get the support they need.
- A Wellness Center helps de-stigmatize the utilization of behavioral health services and reduce barriers to student access.
- A Wellness Center offers coordination of prevention programs, education and activities for the entire school community.



Programs & Services Including:



Focused On:



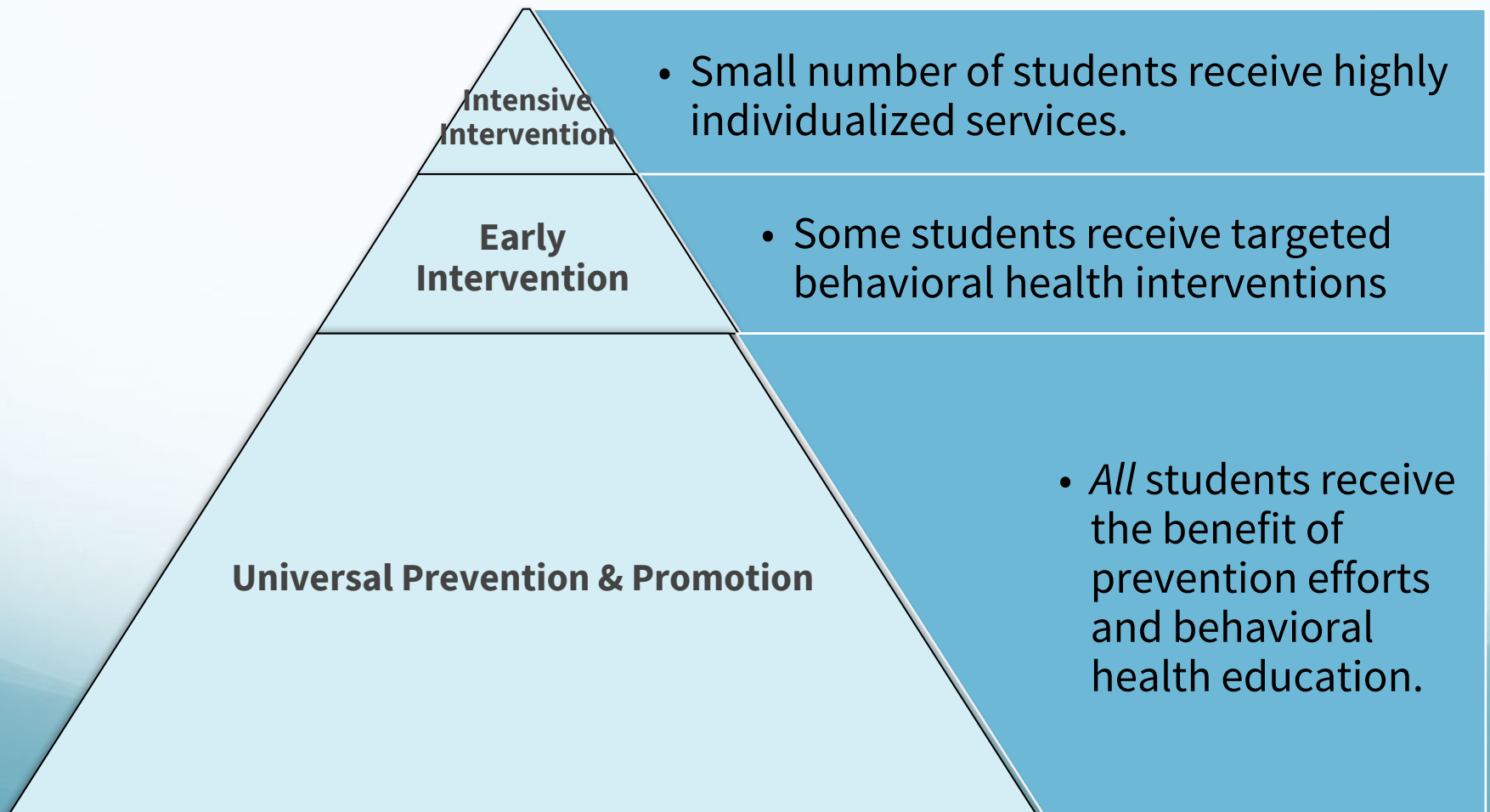
TUHSD Wellness Framework

- **Coordination and Delivery of Direct Services**
- **Health Education and Prevention (Harm Reduction)**
- **Community Partnerships**
- **Youth Development**
- **Wellness Drop-in Space**
- **Parent/Guardian Education and Consultation**
- **Staff Training and Consultation**
- **Wellness Advisory Boards**
- **Evaluation**

Wellness Center Staffing Model



Wellness & Response to Intervention (RtI)



Rtl & The Wellness Center Service Delivery Model

ALL

- Health Education (in classrooms Wellness Center and Wellness Website)
- School Wide Health & Wellness Awareness Events
- Wellness Drop In Center
- Parent/Guardian Education & Consultation
- Staff Training & Consultation

GROUPS

- Support and Empowerment Groups
- Clubs
- Youth Development & Student Leadership Groups

1 ON 1

- Individual Counseling (mental health & substance use/abuse)
- Crisis Support & Intervention
- Case Management
- Health and Sexual Health Services

TUHSD Wellness Model: Sharing Replicable Strategies

1. Community Partnerships
2. Youth Development
3. Staff Consultation & Training

Strategy 1: COMMUNITY PARTNERSHIPS

Wellness connects students to a network of support:

ON-SITE

- Community Based Organizations
- Teen Clinics
- Colleges/Universities

OFF-SITE

Wellness Case Management:

Wellness helps students and families access and navigate community and private health and behavioral health care systems and social services.

How To: **Community Partnerships**

1. Alignment of Wellness & CBO Mission
2. Not-for-profit
3. History of Success
4. Goodness of Fit (Does it make sense? Does it fill a need?)
5. MOU/contract (hand-out)
6. Comprehensive Orientation (hand-out)
7. Ongoing coordination of client care and services
8. Data collection and evaluation

Strategy 2:

YOUTH DEVELOPMENT

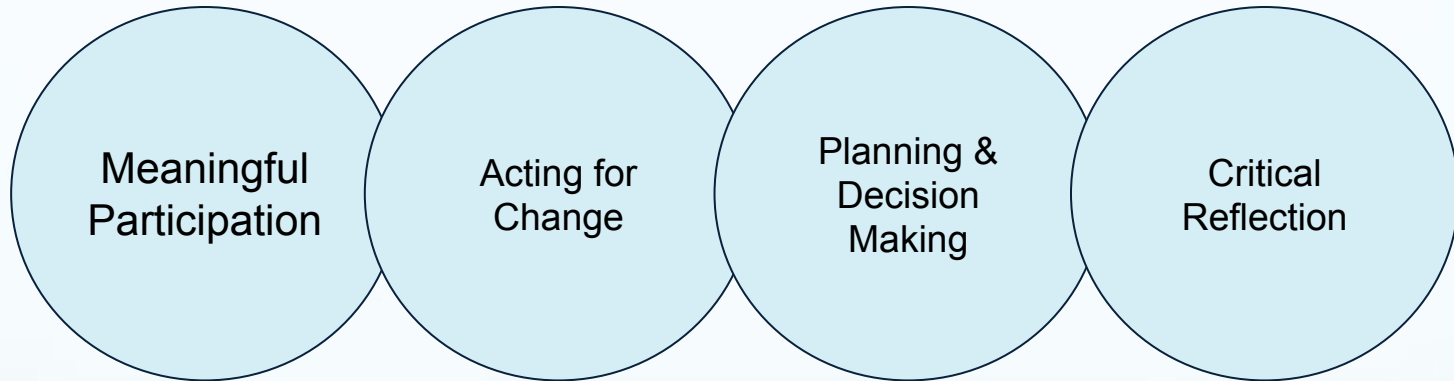
***YOUTH DEVELOPMENT * YOUTH PARTICIPATION**
*** YOUTH INVOLVEMENT * YOUTH ENGAGEMENT**

TUHSD WELLNESS:

- **Wellness Student Advisory**
- **Peer Resource Class Partnership**

Youth Development

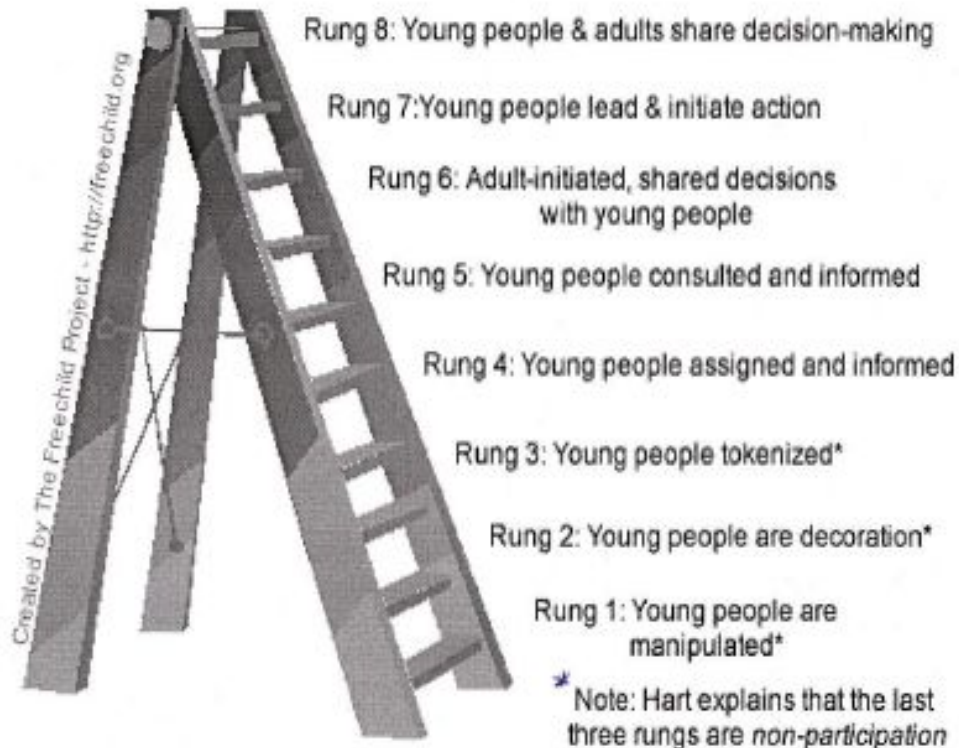
Young People & Adult Allies Working Together



The impact of Youth Development work extends to others outside of and in addition to the youth participants themselves.

Roger Hart's Ladder of Young People's Participation

Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*.
Florence: UNICEF Innocenti Research Centre.

How To: Youth Development

- Adopt Youth Development as core philosophy of program
- Develop program with and for youth
- Build partnership with on site classes like Peer Resource

How To: Youth Development

Build Wellness Student Advisory

- Develop applications with job description (handout)

Youth Development Meeting Outcomes:

- Build community & develop relationships
- Educate students on health and wellness topic(s)
- Get youth input/feedback on Wellness Center/program
- Plan programming and events with youth

Strategy 3:

Staff Consultation & Training

- **Consultation**

Wellness offers school staff the opportunity to consult with Wellness providers on a daily basis to discuss students, classroom management and student behavior strategies and supports available to them and their students in and out of classroom.

- **Training:**

Wellness offers professional development (PD) opportunities to staff during faculty meetings, PD days, brown-bag lunch workshops and through curricular enrichment , training and support.

How To:

Staff Consultation & Training

Examples of Staff Training Opportunities to offer:

- How to identify red flags re: adolescent social/emotional health
- How to refer a student to Wellness
- The Teen brain
- Marijuana and the teen brain
- How trauma impacts the brain and learning
- Affirmative Consent
- Nutrition Workshops (Food Labels, Sugar, Body Image & Food Industry)
- Drug and alcohol curriculum training
- Sexual health curriculum training
- Working with and Teaching Transgender Students
- Supporting High Achievers

How To: Starting Wellness in Your District

CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT

- **Include Qualitative & Quantitative data gathering methods**
 - **Identify Student Needs**
 - **Identify Current Support Services**
 - **Identified Needs & Gaps in Support Services**
 - **Comprehensive and Coordinated Health and Behavioral Health Services**
 - **Community Partnerships and Referrals**
 - **Prevention: Education, Outreach and Services**
 - **Staff, Parent and Community Needs**

*Go to the California School-Based Health Alliance (CSBHCA) website for a Needs Assessment Tool Kit www.schoolhealthcenters.org

TUHSD Qualitative Data Findings

Student, Staff, Parent & Community Needs

- **Examples of STUDENT Needs**
 - Safe, non-judgmental adults and professionals to talk to confidentially
 - Social/Emotional and Health curriculum in all grades
- **Examples of STAFF Needs**
 - Identifying and supporting students behavioral health needs
 - Professional development, training and consultation
- **Examples of PARENT Needs**
 - Support in navigating behavioral health systems
 - Understanding adolescent development
- **Examples of COMMUNITY Needs**
 - Community doesn't feel they have access to get in to schools to support students
 - Students rarely access off campus community support services

How To:

Starting a Wellness in Your District

IDENTIFY EXISTING RESOURCES:

NURSING

- School District Nurse or Health Technician

THERAPISTS

- Clinicinas, supervisors and interns from Community-based Organizations

SCHOOL COUNSELORS

SCHOOL PSYCHOLOGISTS

How To: Starting a Wellness in Your District

IDENTIFY LEVERAGED RESOURCES

NURSING

- Nursing Interns from Local University

WELLNESS YOUTH DEVELOPMENT PROGRAM

- Wellness and Peer Resource Partnership

COMMUNITY PARTNERSHIPS

- Local Non-Profits, City and County Government

WELLNESS INTERNS

- Partnerships with Local Colleges & Universities

REQUEST RESOURCES IN DISTRICT STAFFING PLAN

WELLNESS COORDINATOR– Certificated Position

WELLNESS OUTREACH WORKER– Classified Position

Wellness Implementation Sample Timeline



Q & A

TUHSD Wellness Website

www.tamdistrict.org/wellness

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Thank You!