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**The Whole Child:  
Schools at The Intersection of Education & Health**

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## How Can I Help?

1. An 8<sup>th</sup> grades student is creating quite a ruckus today. She entered the room scowling, refused to take notes, or even open her book. Any requests or eye contact from the teacher has been met with a scowl. Overall, she has been disenchanting, negative and uncooperative.
2. One student shares his parents use drugs during the middle of a HOPE Curriculum lesson.
3. One student is having a rough week and is quiet, shy and just not been herself. The teacher talks to her privately and she discloses she and her mom are moving out because her dad is struggling with substance abuse.
4. A teacher stops parks in a local park on her way home and spends 15 minutes before she can head home to her family.
5. A child is aggressive, argumentative, doesn't sit down, follow directions and has already missed a number of days of school.

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## Ohio Health Indicators

Figure 5. Ohio health indicators

Indicator	Ohio	Year of most recent data	Ohio rank among 50 states and D.C.
Child mortality: Number of infant deaths per 1,000 live births (ages 0-1 year)	12.2	2015	37 <sup>*</sup>
Tobacco all tobacco use: Percent of youth ages 12-17 who used cigarettes, smokeless tobacco, cigars or pipe tobacco during the past 30 days	7.4%	2013-17	2014
Healthy behaviors for grade 8 students: Percent of students per 100,000 children ages 2-17	194.8	2013	31
Adult smoking: Percent of population ages 18 and older that are current smokers	21.4%	2015	43
Adult diabetes: Percent of adults who have been told by a health professional that they have diabetes	11.0%	2015	35
Adult depression: Percent of adults who have ever been told they have depression	19.6%	2015	30
Healthcare access: Percent of population that lack health insurance	7.7%	2015	37

\* Rank 1 is the best and 50 is the worst.  
\*\* Rank is based on 2014, the most recent year for which data is available for other states.

Source: Health Policy Institute of Ohio, Health Policy Brief 1: Connections between Education and Health.

Figure 11. Number of Unintentional Drug Overdose Deaths Involving Selected Drugs by Year, Ohio, 2000-2017

Percent of Ohio adults ages 25 and older reporting fair or poor health, by educational attainment

Less than high school	34.0%
High school graduate	21.0%
Some college or technical school	15.4%
College grad	6.3%

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## Relationship between Education and Health

- Strong relationship between educational attainment and health, even after accounting for factors such as income, race, ethnicity and access to health care<sup>1</sup>.

1>Ross, Catherine E. and Chia-ling Wu. "The Links between education and health." American Sociological Review, 64, No. 5 (1999): 729-745.

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## Ohio's Response

**Health**

- State Health Improvement Plan
- Medicaid Expansion
- School-Based Health Services

**Health & Education**

- Joint Study Report on Drug Prevention in Schools
- Safer Schools Ohio
- Project Aware
- Health Education Requirements
- Violence Prevention Mental Health
- Trainers Informed

**Education**

- ODE Strategic Plan
- Prioritizing Early Learning
- College & Career Ready
- Teacher Education

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## Ohio's current approach to K-12 drug and violence prevention and mental health promotion

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## Each Child, Our Future

*In Ohio, each child is challenged, prepared and empowered.*

**Vision**

In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

**One Goal**

Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an apprenticeship and/or a one-year or four-year college program.
- Serving in a military branch.
- Earning a living wage or
- Engaged in a meaningful, self-sustaining vocation.

**Four Learning Domains**

- Foundational Knowledge & Skills**  
Literate, numerate and technologically proficient.
- Well-Rounded Content**  
Social studies, sciences, languages, arts, health, physical education, etc.
- Leadership & Reasoning**  
Problem-solving, design thinking, creativity, information analysis.
- Social-Emotional Learning**  
Self-awareness & management, social awareness, relationship skills, responsible decision-making.

**Three Core Principles**

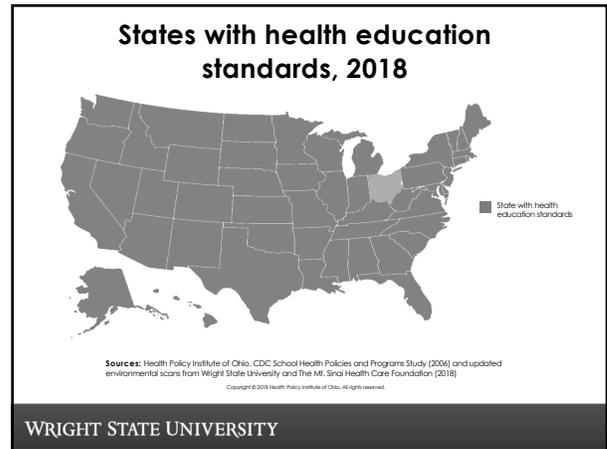
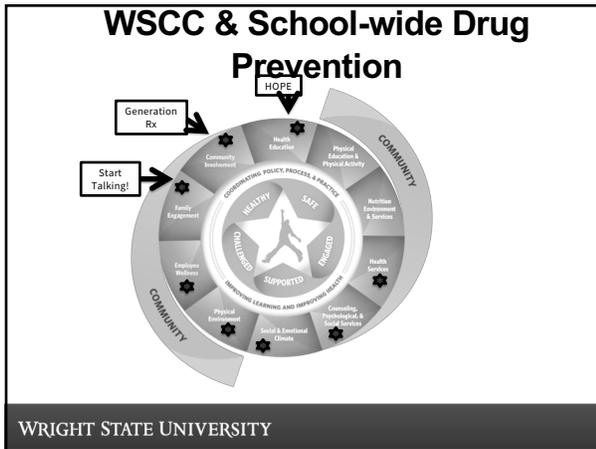
- Equity
- Partnerships
- Quality Schools

**10 Priority Strategies**

- Highly effective leaders & leaders
- Principal support
- Teacher & instructional support
- Standards reflect all learning domains
- Assessments gauge all learning domains
- Accountability system honors all learning domains
- Meet needs of whole child
- Expand quality early learning
- Develop literacy skills
- Transform high school/provide more paths to graduation

Ohio's Strategic Plan for Education: 2019-2024

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## HOPE Curriculum

**HOPE**  
Health and Opioid Prevention Education

- K-12 opioid prevention curriculum designed for health education curriculum.
  - Enhance medication safety and opioid prevention functional knowledge
  - Build skills to make healthy choices.
    1. Decision-making
    2. Communication
    3. Analyzing influences
    4. Accessing Valid Health Resources
- Approximately 1,000 registrations on Pilot, 36 PD workshops/conferences in 2017-2018.
- Research to transition from evidence-informed to evidence-based.
- Additional information: [Start Talking](#)

**OhioHigherEd**  
Department of Higher Education

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## HOPES IN SCHOOLS

- **H**Health
  - Physical, social/emotional, mental, and behavioral health.
- **O**pioid
  - Developing health literate students to prevent current and future opioid misuse.
  - Support students impacted by the opioid crisis.
- **P**revention
  - Align and coordinate with existing prevention programs and resources.
- **E**ducation
  - Education is a key asset to develop healthy and successful students.
- **S**upports – For Students and Educators
  - Creating positive learning environments and build supportive relationships with students.
  - Coordinate school and community resources and supports.
  - Build tools for educators to Recognize, Reach Out, Refer and Recharge.

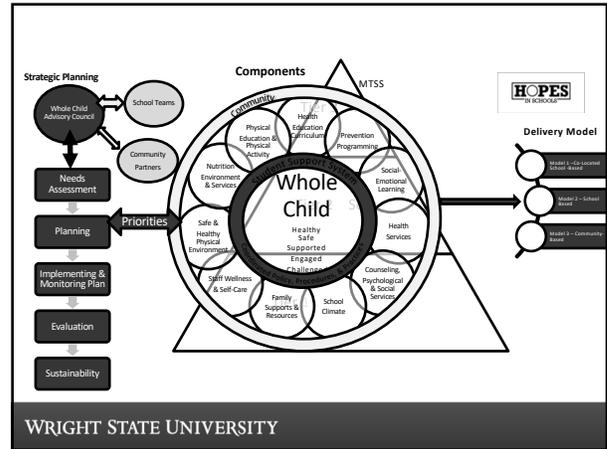
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- **Purpose:** Assist schools in supporting students impacted by the opioid crisis.
  1. Support ODE initiatives and strategic plan.
  2. Build capacity of current and future educators to support healthy and successful students.
  3. Identify resources and capacity to support students.
- **Outcomes:**
  1. Opioid-related Trauma Tool
  2. HOPES in Schools Framework



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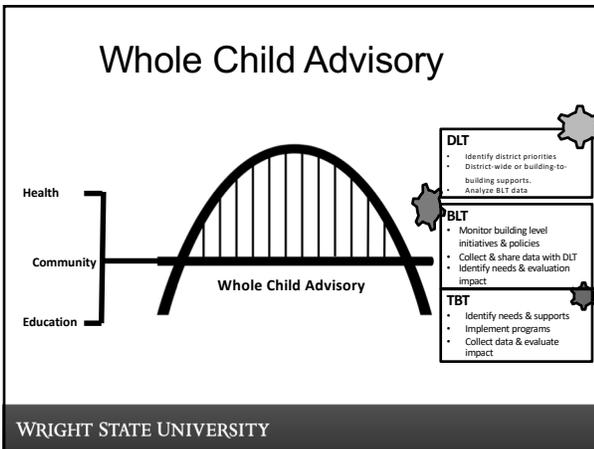
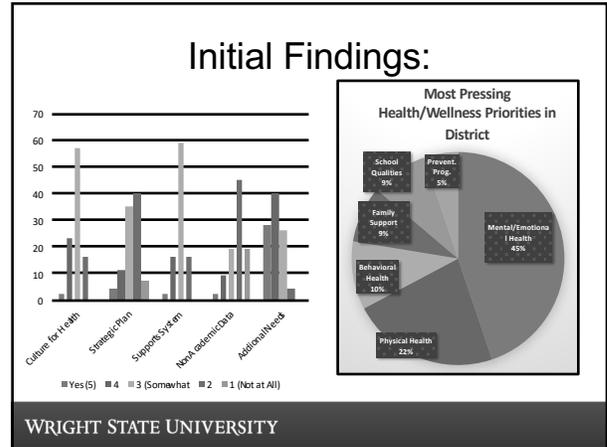


## HOPES in Schools Update

- Initial meeting with Greene & Montgomery County ESC schools
- Whole Child Advisory Councils created & attend 10/25 meeting
- WCAC in district meetings (12/4 & 12/5)
- WCAC ESC meetings with community partners (Feb/Mar)
- ESC meetings in June 2019 to plan for 19-20 school year.

- **Participating ESCs:**
  - Montgomery
  - Greene
  - Brown
- **Participating Schools (18-19)**
  - Brookville
  - Huber Heights
  - Miamisburg
  - Mont Co Juvenile Justice
  - Northridge
  - Northmont
  - Valley View

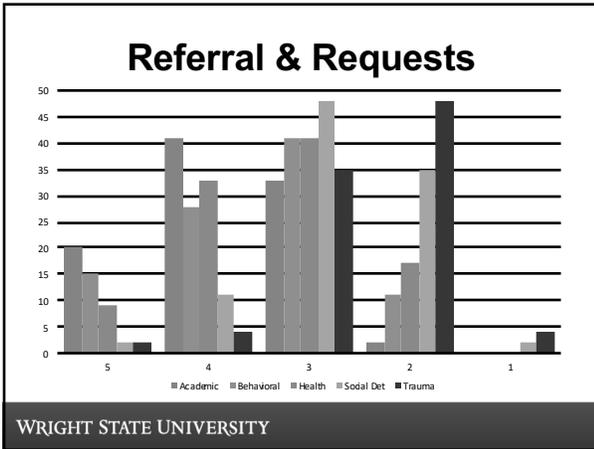
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## What we've learned? Whole Child Advisory Councils

- **Members of WCAC**
  - School Psychologist
  - Counselor
  - School Nurse
  - Teacher
  - Administrator
  - Physical Educator
  - Principal
  - School Therapist
  - Curriculum Director
  - Health Educator

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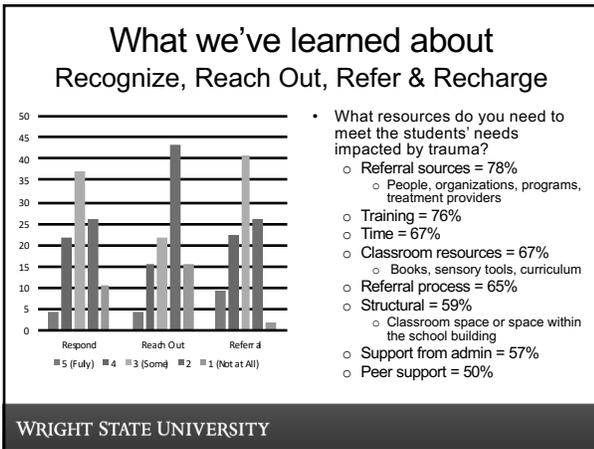


### HOPES in Schools: Opioid-Related Trauma

- What is the impact of the opioid crisis on our schools and classrooms?
  - Prevalence of trauma & opioid-related trauma
  - Signs & recognition
  - Skills to respond and support
  - Self-Care

- 1. RECOGNIZE:**
  - Sudden *CHANGE* in indicators.
- 2. REACH OUT:**
  - Tell them you care.
- 3. REFER:**
  - Referral System v. Request for Assistance
  - Follow district policies for reporting incidents of abuse or mental or behavioral health issues.
- 4. RECHARGE = Self-Care**
  - The Power of **ONE** Caring Adult

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### What's next?

- What is the impact of the "Whole Child" on CEHS?
- Are our students prepared?
- Are our programs up to date and building relevant skills?
- How can we support healthy schools and communities?
- How could WSU support our Whole Child and Health/Education efforts?

**How can I help?**

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