

# We lose a Child: One School Community's Approach to Promoting Student Experience through Collaboration.

2018 School Security & Safety Solutions Summit  
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Annie Stephens - Sandy Hook Promise

## Learning Targets:

Identify action steps to building a family-school-community partnership in a rural school district.  
Identify strategies to implement evidence-based practice and programs in school mental health.  
An overview of Suicide Prevention Education and Awareness efforts.

## A Catalyst for Change: Death by Suicide

January 2015: High school male student – history of high level of participation in extra-curricular activities (athletics and music) – history of mental health involvement and support

February 2015: High school male student – history of participation in various extra-curricular activities – history of mental health involvement (family history of death by suicide)

Suicides related in nature – 'contagion'



## Community Support Coalition – Phases Action and Support

### Reaction

- **“Crisis care” for students, family and community – a reactive approach**
  - Madison County Crisis Response Team – focus was student grief counseling
  - Jonathan Alder Community Support Network
  - Partnerships established

### Response

- **Intentional evaluation, planning and training**
  - Needs assessment (CAYCI Survey)
  - Professional Development
  - Service/Gap analysis
  - Community perceptions and needs
  - Jonathan Alder Community Support Coalition

### Restoration

- **Program development, implementation and evaluation**
  - CAYCI Survey Data
  - Building-level priorities
  - Professional Development
  - Student Support Specialist
  - Jonathan Alder Community Support Coalition – a formal organizational structure and operation

## Jonathan Alder Community Support Coalition

- 57 members of the Jonathan Alder Schools community:
  - District administration, teachers and coaches
  - Representatives from the Plain City Church Fellowship
  - Local first responders (Police and Fire)
  - Village Administration
  - Parent/Community Representatives
  - Madison/Union County Mental Health Recovery Board
  - Representatives from local mental health partnerships, early childhood agencies, social service agencies, wrap-around service agencies, Nationwide Children's Hospital, Ohio State University



## Obtaining Stakeholder Perceptions

Community-Based Focus Groups



## Guiding Mental Health Partnerships

### Union County Mental Health & Recovery Board

- Consultation & Support
- Professional Development
- Network Linkage
- Community-Based Supports (Crisis Texting)
- School-Based Mental Health Counselor

### Madison/Clark/Green County Mental Health & Recovery Board

- Consultation & Support
- Professional Development
- Network Linkage
- Grant Opportunities
- Ohio State University – College of Social Work

## Obtaining Stakeholder Perceptions

Jonathan Alder High School

Community and Youth Collaborative Institute  
School Experience Survey for  
Parents/Caregivers

The Jonathan Alder School District is collecting data around "getting the conditions" right for your child(ren)'s learning. To do this, the District is partnering with The Community & Youth Collaborative Institute (CAYCI) at The Ohio State University. The goal of this process is to enhance the overall



Anderson-Butcher, D., Amorose, A. J., Iachini, A. L., & Ball, A. (2013). *Community and Youth Collaborative Institute School Experience Family of Surveys*: Columbus, Ohio: College of Social Work, The Ohio State University.

Community and Youth Collaborative Institute – School Experience Survey

Gathering data from various stakeholders in multiple domains: academic learning; student experiences and youth development; parent/family engagement and support; health and social services; community partnerships;

2,703 participants: 101 teachers/staff; 1043 parents/caregivers; 775 elementary students; 841 secondary students

District & building-level reports (parent/caregiver, teacher, student and community), community-wide report

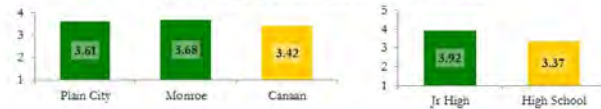


CAYCI Student Experience Survey: From Data to Action



Student Experiences and Youth Development

Students on Overall School Experiences



Elementary Results

Item	Average**	% YES/ or Yes
I enjoy coming to school.	3.19	81%
I have good relationships with my teachers and other adults at my school.	3.71	97%
I am proud to be at my school.	3.71	94%
I feel like I belong at my school.	3.56	91%

\*\*Possible averages range from 1 (NO) to 4 (YES)

Item	Average	% Strongly Agree or Agree
I enjoy coming to school.	3.17	41%
I am proud to be a student at my school.	3.85	72%
I feel like I belong at my school.	3.75	97%

\*\*Possible averages range from 1 (Strongly Disagree) to 5 (Strongly Agree)

Secondary Results

CAYCI Student Experience Survey: From Data to Action



Health and Social Services

- Concerns with Internalizing Symptomologies in the past week:
  - 31% of ES and 32% of SS report having trouble sleeping.
  - 18% of ES and 33% of SS report feeling sad
  - 18% of ES and 20% of SS report feeling lonely
  - 19% of ES and 35% of SS felt worried
- Teachers/staff may not be aware of the severity.
  - 5% report students struggling with sadness
  - 16% report students are worried/anxious
  - 75% report students have positive mental health

CAYCI Student Experience Survey: From Data to Action

Teacher/Staff Report on Learning Supports (All Schools)



Item	Average	% Frequently or Almost Always
Students in need of extra learning supports in my school are able to get them.	3.93	71%
Teachers and staff in my school effectively refer students and families to support staff and other helping professionals when needed.	4.20	73%
There is a system in place in my school where teachers and staff can refer students and families who are in need of additional learning supports.	4.00	64%
Student learning problems are identified early and acted upon in my school.	3.66	51%
The learning supports and services in my school meet the needs of students.	3.69	57%

\*\*Possible averages range from 1 (Almost Never) to 5 (Almost Always)

Item	Average	% Frequently or Almost Always
Has accessible services and supports available for families	3.55	51%
Has quality services and supports available for families	3.50	48%
Has services and supports in place to meet the needs of families	3.53	48%
Has enough services and supports available for families	3.19	35%

\*\*Possible averages range from 1 (Almost Never) to 5 (Almost Always)

District Priorities for Action

**Instructional Leadership, Creativity & Innovation** - By the end of the 2016-2017 school year, JA will establish an environment that supports the Alder Experience through learning, leading and relationships

**Communication, Connection & Collaboration** - Through the 2016-2017 school year, JA will strengthen relationships to enhance collaboration, credibility and trust

**Fiscal Responsibility & Resource Management** - During the 2016-2017 school year, JA will monitor and enhance processes and guidelines to ensure responsible stewardship, resource management and accountability

## Building-Level Priorities for Action

### Secondary Schools

- Increasing in-school connections (student to student, teacher to student, etc.)
  - Increasing partnerships with community
  - Increasing partnerships with families
- Student Perspective
    - School connectedness
    - Academic press
  - Parent Perspective
    - School and community support services
    - School supports for parent and caregiver engagement
  - Teacher Perspective
    - Non-academic barriers to learning



## Implementing Signs of Suicide Prevention Program

- Collaboration with Nationwide Children's Hospital Center for Suicide Prevention and Research
  - Joint prevention and research focus combining efforts of NCH Behavioral Health and the Research Institute
  - Support school-based efforts to implement the SOS Signs of Suicide prevention program in central and southeastern Ohio at no cost:
    - Train youth, caregivers, school staff and community organizations to increase depression and suicide awareness
    - Teach trusted adults and youth how to identify, support, and respond to individuals at risk for suicide
- Jonathan Alder first school to implement Signs of Suicide 2015/16 School Year - 8th and 10th grade students

# Why Suicide Prevention In Schools?

- Universal prevention
  - Almost all children go to school
  - All students benefit and play a role
  - Depression/suicidal thinking impacts academics
- Staff can identify what “typical behavior”
  - Can use that to identify **major changes**
- Trusted adults make talking about depression or suicide less scary
- Modify culture and enhance “connectedness”
- In 3 separate randomized controlled studies, SOS Program has shown a reduction in self-reported suicide attempts by 40%-64%.

## SOS Program Components

**Universal education:**  
video & guided discussion



**SOS Signs of Suicide® Prevention Program**

**Student Screening Form**

• Age \_\_\_\_\_ • Ethnicity • Hispanic/Latino • Not Hispanic/Latino  
 • Sex \_\_\_\_\_ • Race (check all that apply)  
 • Gender \_\_\_\_\_ • National/ethnic/racial/ethnicity \_\_\_\_\_ • Ethnic/ethnic ancestry \_\_\_\_\_ • When  
 • Family • Male • Transgender • State/territory/other health district \_\_\_\_\_ • Other/ethnicity/race \_\_\_\_\_ • How  
 • Are you currently being treated for depression? • Yes • No

**Brief Screen for Adolescent Depression (BSAD)\***

Please answer the following questions as honestly as possible by circling the "Yes" or "No" response.

**In the last four weeks...**

1. Have you felt like nothing is fun for you and you just aren't interested in anything?	Yes	No
2. Have you had less energy than you usually do?	Yes	No
3. Have you felt you couldn't do anything well or that you weren't as good/looking as smart as most other people?	Yes	No
4. Have you thought seriously about killing yourself?	Yes	No
5. Have you EVER, in your WHOLE LIFE, had to kill yourself or made a suicide attempt?	Yes	No
6. Has being even little things made you feel really tired?	Yes	No
7. Has it seemed like you couldn't think as clearly or as fast as usual?	Yes	No

**Identifying Trained Adults**

List a trained adult you could turn to if you need help (presented in a broad language: "My English teacher," "my counselor," "my mother," "my dad," "my").

In school \_\_\_\_\_  
 Out of school \_\_\_\_\_

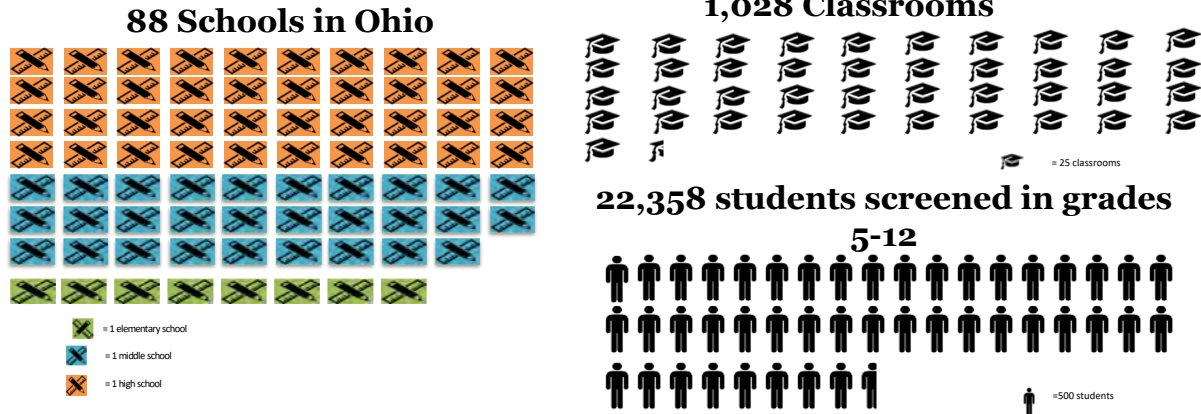
**Screening:** depression & warning signs of suicide





## SOS Implementation Outcomes

(November 2015 – March 2018)



## Strengthen School, Home, Community, and Family Partnerships

### Develop Role of Student Support Specialist/District Social Worker

The Student Support Specialist promotes the educational well-being of students and enhances the overall academic mission of the district by providing a variety of services that strengthen school, home, community, and family partnerships. The Student Support Specialist significantly contributes to the development of an improved 'student experience' - working collaboratively with various stakeholders to address the academic, social, behavioral, and emotional well-being of students.

## Student Support Specialist

- Develop structures, systems, policies and procedures for student supports throughout the district
- Work with staff to identify needs and develop a plan of intervention
- Access specific mental health and other social service agency supports and resources for students and families
- Provide professional development for staff, parents, and community members
- Network with representatives from local agencies and area districts to develop additional community-based partnerships
- Assist students and their families in gaining access to community resources to improve student learning and healthy development
- Supervise OSU Social Work Student Interns who will be placed throughout the district providing direct services to students

## Student Support Specialist: Priorities 2016/17

- Family & Community Based Services
  - Linking families with multiple resources, including housing, basic needs, and mental health services.
  - Ongoing involvement with Community Coalition and Daily Needs Assistance.
  - Collaborating with community agencies and county truancy officer.
- Trainings/Certifications
  - Completed NOVA Crisis Training - Madison County Crisis Response Team Member.
  - Advanced School Mental Health Training, Youth Mental Health First Aid Certification.
- School Based Services
  - Providing ongoing, targeted professional development for staff in all buildings.
  - Providing 1:1 mental health counseling to students.
  - Collecting data on Social Work Referrals.
  - Collaborating with Mental Health agencies to improve school mental health services.
- Networking
  - Building community partnerships.
  - Attending monthly meetings for Madison & Union County agencies.
  - Building a Youth Led Prevention/Youth Empowerment Program.

## Jonathan Alder Community Resource Guide

### Table of Contents 2016

- Academic Learning
- Student Experiences/Youth Development
- Parent/Family Engagement and Support
- Health and Social Services
  - Behavioral Health
  - Clothing
  - Dental
  - Food
  - Medical
  - Shelter/Respite
  - Transportation
  - Vision
- Community Partnerships/Resources
- Crisis Lines
- Other

## Jonathan Alder Community Resource Guide

## Awareness, Education & Training

- Adult Mental Health First Aid Training
- Youth Mental Health First Aid Training
- Critical Incident Stress Management
- Nationwide Children's Hospital: Signs of Suicide
  - Staff and Parent Training
  - Coaches Training
- Ongoing, Individualized Professional Development – buildings and teacher teams (Mental Health, Trauma, Poverty, Empathy: Building Positive Relationships, Social-Emotional Needs Entwined with Students' Learning)
- Social Media/Digital Abuse Parent Workshop
- Bullying Prevention, Drug Abuse Prevention

## Implementing K-12 Prevention Programs

- Sandy Hook Promise Programs
  - Start with Hello Week
  - Say Something Week
- Beyond Differences
  - No One Eats Alone Day
  - Know Your Classmates Day
- Stick Together Program
- Collaboration with Madison County Prevention
- Developed Youth Led Prevention Group

**SAY HELLO!**  
#startwithhello  
#sandyhookpromise





 *take the*  
**PLEDGE**  
*i promise to...*

1. **LOOK** *for* **WARNING SIGNS**  
**SIGNALS & THREATS** 
2. **ACT IMMEDIATELY** *take it*  
**SERIOUSLY.**
3. *say* **something**  
**TRUSTED ADULT**

*to help CREATE a SAFER, HEALTHIER school*

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# *SAVE Promise Club*

<https://youtu.be/tHBZaxBpNW4>

## Where we are in 2018

- Partnership with The Counseling Source for School Based Mental Health Counseling. Collaboration with local mental health agencies.
- JA Community Support Coalition still meets Quarterly
- 2nd Annual Mental Health Awareness Event at JA Basketball Game
- 4th Year of implementing Signs of Suicide
- Increased Prevention & Education to Students
- Ongoing Targeted Professional Development
- Increased Community Collaboration
- Mentor Program
- Partnership with the OSU College of Social Work
- The Ohio Healthy Youth Environments Survey (OHYES!)



**“We will educate the whole child  
in a positive environment that  
supports the academic, social,  
and emotional needs  
of each student”**

### Recognizing the Challenges ahead....

How to increase Parent/Guardian Involvement  
Growing District - Increased amount of needs  
Generational Poverty  
Rural school mental health challenges and mental health  
stigma

## Contact Information

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Sandy Hook Promise