

Healthy and Safe Youth: What does it take to be ready to learn?

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“Survival & Emotional data have priority over cognitive processing.”

- Dr. David A. Sousa, “Midwest Brain & Learning Institute”, June 2001

HEALTH AND ACADEMICS: What the Research Says

Compared to students who received mostly As, those who reported receiving mostly Ds and Fs were:

-  More than **11 times** more likely to have injected illegal drugs
-  More than **4 times** more likely to have had four or more sexual partners
-  **5 times** more likely to miss school because of safety concerns
-  **2 times** more likely to feel sad or hopeless

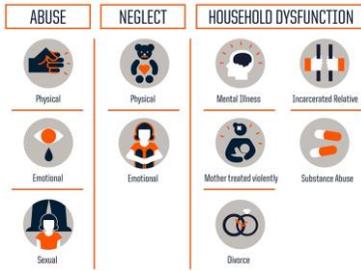
Read the report at www.cdc.gov/mmwr/volumes/66/wr/mm6635a1.htm.
Learn more at www.cdc.gov/HealthyYouth/health_and_academics.



Healthier Students Are Better Learners: A Missing Link in School
Reforms to Close the Achievement Gap

The ACE Study: What are ACEs?

Source:
<https://www.tjtr.org/en/ bibliography/the-truth-about-aces.html#download>



How do ACEs impact us later?

Source:
<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy>



Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Disrupted Neurodevelopment: What is happening?

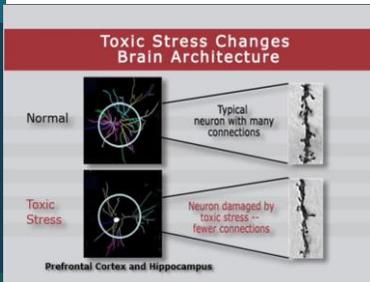
Source:
https://protectchildren.ca/pdfs/C3P_BigFeelingsComeAndGo_posters_en.pdf



Disrupted Neurodevelopment:

Our brains change in response to repeated experiences

Source: <https://developingchild.harvard.edu/resources/what-is-the-impact-of-early-adversity-on-childrens-development-video/>



How ACEs impact us:
What might we see if a student is in Freeze, Fight, or Flight mode?

Source: <https://www.cdc.gov/violenceprevention/childabuseandneglect/acesstudy>



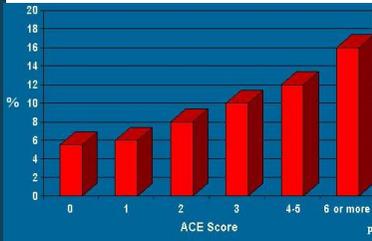
WHAT IMPACT DO ACEs HAVE?

As the number of ACEs increases, so does the risk for negative health outcomes



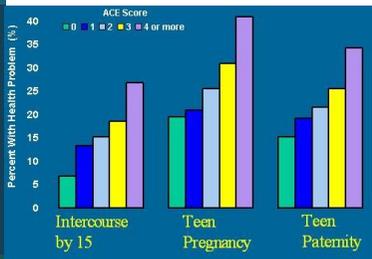
Source: <https://www.rwjf.org/en/library/infographics/the-truth-about-aces.html/download>

ACEs and Smoking



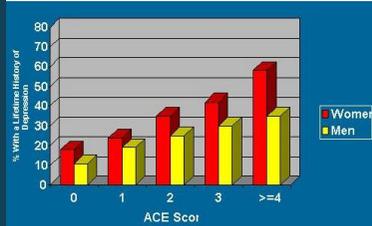
Source: <https://acestoohigh.com/got-your-ace-score/>

ACEs and Teen Sexual Behaviors



Source: <https://acestoohigh.com/got-your-ace-score/>

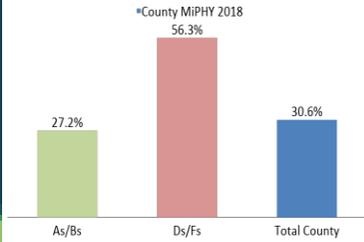
ACEs and Chronic Depression



Source: <https://acestoohigh.com/got-your-ace-score/>

ACEs and Grade Achievement for High School Students

Source: Oakland County MiPHY, 9th and 11th combined 2018.



What can we do?



Trauma Informed Approach

Ask: "What happened to you?" rather than "What's wrong with you?"

"What's Predictable is Preventable": biggest impact

"Early intervention with risk factors (e.g., aggressive behavior and poor self-control) often has a greater impact than later intervention by changing a child's life path (trajectory) away from problems and toward positive behaviors (Ialongo et al. 2001)."

More information: [Michigan ACE Initiative Blog on Addiction and ACEs](#)

- [NIDA Preventing Drug Use Among Children and Adolescents: A Research-Based Guide](#)



Maslow's Hierarchy of Needs





Maslow / ASCD's Whole Child Tenets

Self Actualized / Maximized	Challenged
Self Esteem / Recognition	Engaged
Love / Belonging	Supported
Safety / Security	Safe
Physiological / Survival	Healthy



The Whole School, Whole Community, Whole Child (WSCC) Model

- Places the child at the center
- Comprehensive approach to learning and health
- Greater collaboration across sectors

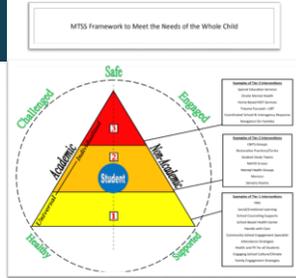


Combines ASCD Whole Child Initiative and CDC Coordinated School Health Model



Creating a System of Support: Find your Team

- Not new
- Who is already meeting that makes sense?
 - MTSS
 - School Improvement
- Add members from each sector of the WSCC Model



What does evidence and skills based comprehensive health education look like?



Red light, Green light

Assign each activity to the green or red light based on what research suggests about the practice:

Green- the practice is **effective and essential** to students changing or adopting behavior(s).

Red- the practice **does not work** and has **limited value** to student learning or behavior change.



Behavior Change: Critical Components





Adapted Health Belief Model





Adapted Health Belief Model

The most important
predictors of current and
future health status

No alcohol, tobacco, and other
drug use





Adapted Health Belief Model

Need to know Information:
Risks and benefits; Severity;
Immediacy

- Students can label emotions
- Students know what healthy communication looks like
- Students know there are multiple ways to "say no"
- Students know what substances can be dangerous
- Students explore the relevant social, health, and legal consequences of using substances:
 - Disappointing friends and family
 - Addiction/Disease
 - MIP and impact on employment
- Students know what the "3Ds for Telling" are
- Students understand what can make a situation "dangerous"





Adapted Health Belief Model

The ability to act in a healthy way

- Using refusal skills
- Self and Social Awareness
- Using healthy communication strategies, such as:
 - Respectfully expressing what bothers you
 - Resolving conflicts
 - Decision making
 - Setting boundaries
- Being able to implement the "3 D's for telling"
- Identifying "dangerous" situations





Adapted Health Belief Model

The belief that one has the ability to change behavior and impact health

- Students demonstrate increased self-control, emotional awareness, healthy communication, and social problem-solving and continually use their skills building positive relationships/outcomes
- Kids have identified a "trusted adult" to talk to and have thought about when they'd go to them for help
- Students empowered to say "no" to reinforce their commitment to other goals and anti-drug attitudes





Adapted Health Belief Model

Peers, school, home, community support and reinforce health behaviors

- School works with substance abuse coalitions for events like Safe Prom
- Parent resources and programs, encouraging conversation and monitoring of youth
- Healthy alternatives and after school activities
- Policies and procedures are up to date, inclusive of restorative practices, and tier 2/3 interventions are available (may be a referral)





Common Mistake in Health Education



The *Michigan Model for Health*[®] is based on building knowledge and skills so that students feel confident and have the self efficacy to act in a safe and healthy way.



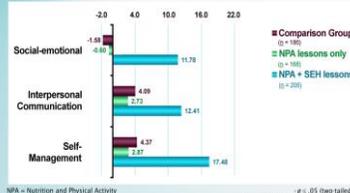
Professional Recognitions




More information on MMH Effectiveness and Recognitions

Improves Social and Emotional Skills*

Percentage Change: Pretest to Follow-Up Posttest
(Follow-up posttest conducted seven weeks after first posttest, which occurred immediately after completing all lessons)



Category	Comparison Group (n=100)	NPA lessons only (n=100)	NPA + SEH lessons (n=200)
Social-emotional	-1.89	11.78	6.80
Interpersonal Communication	4.09	12.41	2.73
Self-Management	4.37	17.48	2.52

NPA = Nutrition and Physical Activity; SEH = Social and Emotional Health; p < .05 (two tailed); scores for groups equivalent at pretest



The 8 Health Education Standards

- National
- Core Concepts
- Accessing Information
- Self Management
- Analyzing Influences
- Goal Setting
- Decision Making
- Interpersonal Communication
- Advocacy



The 8 Health Education Standards



MDE pre-K to 12 SEL [Guidance Document](#); [Competencies](#)

- National
- Core Concepts
- Accessing Information
- Self Management**
- Analyzing Influences**
- Goal Setting
- Decision Making**
- Interpersonal Communication**
- Advocacy



**Skill Development Examples:
Safety and Social Emotional**

- **Self Management:**
 - Develop strategies to stay safe when using the internet
- **Self Management:**
 - Identify ways to show respect for the feelings, rights, and property of others
- **Accessing Information:**
 - Describe how to ask a trusted adult for help
- **Accessing Information:**
 - Identify people who can help make decisions and solve problems



Grade 5: Skills Practice

Unit	Analyzing Influences	Accessing Info.	Interpersonal comm.	Decision Making	Goal Setting	Self-Mngmt	Advocacy
Social Emotional		X	X	X	X	X	X
Nutrition Physical Activity		X				X	
Safety						X	
ATOD	X		X			X	X
Personal Health/Wellness	X	X			X		



Skill-based Instruction

- **Introduce the skill**
 - Motivate
 - Explain
- **Demonstrate**
 - Check for Understanding
- **Practice**
 - Guided practice with feedback
- **Apply**
 - Encourage use in real life situations & self-evaluation



**Primary Prevention:
Social Emotional Units**

- Self-Awareness and Self-Respect
- Stress Management
- Anger Management
- Communication Skills:
 - Listening
 - I-Statements
 - Empathy
 - Refusal Skills
- Decision Making and Problem Solving
- Conflict Resolution
- Violence Prevention, including Bullying
- Getting and Giving Help



[MMH Prek-12 updated 2019](#)



**Skills Based Instruction:
Social Emotional Health**



Owen thought he was going to be the first one to read the book the class made. Oscar got the book first and thought he could read it first. Owen got angry because Oscar wouldn't give him the book. They argued. Oscar laughed at Owen and walked away. Owen became so angry that he decided to fight Oscar. The book got torn, and Oscar and Owen got hurt.



**Skills Based Instruction:
Social Emotional Health**



Matthew and Samantha are playing at Samantha's house. Matthew sees a board game they've never played together. But Samantha has played it a lot and wants to play a video game. They start to argue.

With the WIN Steps, how can they solve this problem?

Six Categories of Risk Behavior

Behaviors that contribute most to adverse health and social outcomes...

Behaviors that contribute to unintentional injuries and violence

Alcohol and other drug use

Sexual behaviors that result in HIV infection, other STDs, and unintended pregnancy

Tobacco use

Unhealthy dietary behaviors

Physical inactivity

...for youth
ages 15 to 24 -
almost 75% of deaths

...for adults -
almost 66% of deaths



Comprehensive Health Education

CDC Risks	Michigan Model Units
Physical Activity	Nutrition & Physical Activity
Unhealthy Food Choices	
Behavior Leading to Accidental Injuries, Violence & Suicide	Safety
	Social & Emotional Health
Alcohol & Other Drugs	
Tobacco Use	Alcohol, Tobacco & Other Drugs
Behavior Leading to Unintentional Pregnancy, STI's and HIV	*Separate HIV Prevention lessons or Sex Education units available with SEAB approval
	Personal Health and Wellness



Effective Health Education Curriculum

"Today's state-of-the-art health education curricula reflect the growing body of research that emphasizes:

- Teaching functional health information (essential knowledge)
- Shaping personal values and beliefs that support healthy behaviors
- Shaping group norms that value a healthy lifestyle
- Developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

Less effective curricula often overemphasize teaching scientific facts and increasing student knowledge."

More information: <https://www.cdc.gov/healthyschools/sher/characteristics/index.htm>



**Michigan Model for Health:
Tier 1, Evidence Based
Curriculum**



Michigan's Curriculum:

- Sequential grades PK-12
- Developmentally appropriate
- Skills-based
- Comprehensive health education curriculum
- Aligned to health education standards
- Statewide joint effort
- Living document subject to ongoing revisions



**Michigan Model
Training and Support**



Provided by Regional School Health Coordinators

- Employed by ISDs, RESAs, RESDs and major school districts
- Members of the Michigan School Health Coordinators' Association ([MISHCA](#))



**Your
Regional
Health
Coordinator**

[Mary Lebioda](#), Macomb ISD
[Cindy Cook](#), Wayne RESA
[Christina Harvey](#), Oakland Schools

School Health Consultants



Teaching...

- When students struggle with reading, we...
- When students struggle with math concepts, we...
- When children don't know how to swim, we...
- When students struggle with behavior and social skills, we...

No matter how well teachers are prepared to teach,
no matter what accountability measures are put in place,
no matter what governing structures are established for schools;
Educational progress will be profoundly limited if students are not
motivated and able to learn.

- Charles Basch, Professor, Teachers College, Columbia University
