Prevention 101:
Exploring and Implementing Prevention Programs
Educational Service Centers
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Today's Takeaways

1) Provide background on the Ohio prevention initiative grants, the needs assessment, and planning process

2) Prevention within a Multi-tiered System of Support (MTSS)

3) The selection of Evidence-Based Practice (EBP) using a Strategic Prevention Framework

4) Discuss supports, resources, and next steps

Takeaway 1:

Provide background on the Ohio Prevention Initiative grants, the needs assessment, and the planning process

Ohio Prevention Education

• Partnership between the Ohio Departments of Education and Mental Health and Addiction Services

• $20 million state budget investment two
   Initiatives:
   · K-12 Prevention (ADAMHS)
   · k-12 Professional Development (ESC)

• How do you reach Every student, every grade, every school?

   • Needs Assessment (Self-Assessment Survey) and
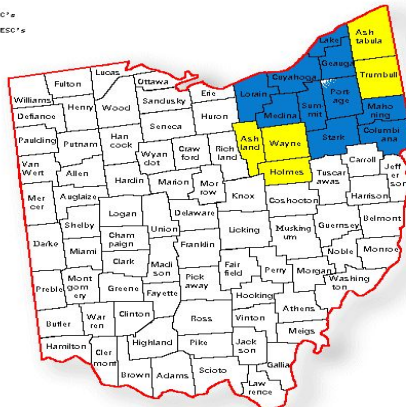   Planning

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Primary Regional ESC's	Secondary Regional ESC's
Columbiana	Ashtabula
Lorain	
Mahoning	Tri-County
Medina	
Northeast Ohio	Trumbull
Portage	
Stark	
Summit	
Western Reserve	

ESC Counties
 ● – Primary ESC's
 ● – Secondary ESC's

Source: diymaps.net (c)

Group Activity:
When you think of "PREVENTION"....
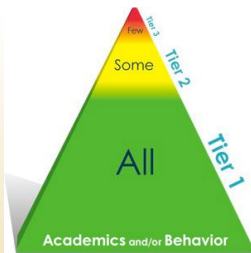what word or words come to mind?
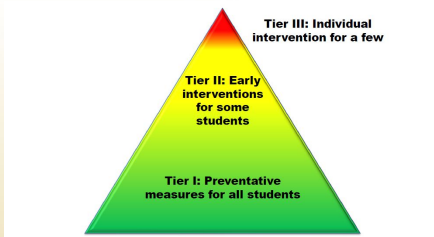

Takeaway 2:

Prevention within a Multi-tiered
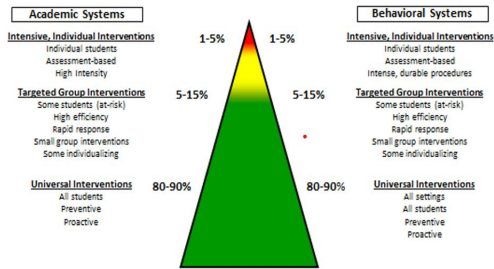System of Support (MTSS)

What is a Multi-Tiered System of Support?

❖ Framework - universal,
   targeted, intensive

❖ Data Informed - academic
   and behavioral

❖ Streamlined, collaborative,
   team approach

Slide 1

Prevention Education and Multi-Tiered System of Supports

Tier III: Individual intervention for a few

Tier II: Early interventions for some students

Tier I: Preventative measures for all students

Slide 2

Academic and Behavioral Systems

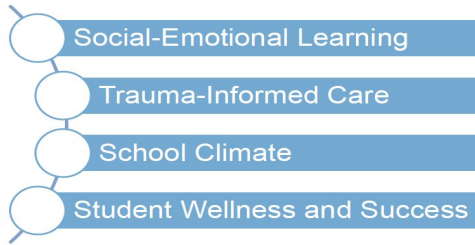| Academic Systems		Behavioral Systems
Intensive, Individual Interventions Individual students Assessment-based High Intensity	1-5% 1-5%	**Intensive, Individual Interventions** Individual students Assessment-based Intense, durable procedures
Targeted Group Interventions Some students (at-risk) High efficiency Rapid response Small group interventions Some individualizing	5-15% 5-15%	**Targeted Group Interventions** Some students (at-risk) High efficiency Rapid response Small group interventions Some individualizing
Universal Interventions All students Preventive Proactive	80-90% 80-90%	**Universal Interventions** All settings All students Preventive Proactive

Slide 3

RTI + PBIS = MTSS

Decision Making Process
Universal Screeners and Progress Monitoring
Diagnostic Measures
Continuum of Interventions
Collaboration & Communication

MTSS

Academics (RTI)
Literacy
Math
Writing
Science
Social Studies

Behavior (PBIS)
School-Wide Behaviors
Attendance/Truancy
Social-Emotional Health
Trauma
Chemical Dependency
Bullying

Aligning Preventive Education with Existing initiatives

- Social-Emotional Learning
- Trauma-Informed Care
- School Climate
- Student Wellness and Success

Takeaway 3:

Selection of evidence-based prevention programs using a Strategic Planning Framework

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Prevention

Prevention promotes the health and safety of individuals and communities and focuses on:

- ➢ Mental Emotional Behavior (MEB) Health by:
  - Reducing the likelihood
  - Delaying the onset
  - Slowing the progression
  - Decreasing the severity

Community Approach to Prevention

Risk and Protective Factors

- **Risk factors** -A characteristic at the biological, psychological, family, community, or cultural level that precedes and is associated with a higher likelihood of problem outcomes.

- **Protective factors**-A characteristic at the individual, family, or community level that is associated with a lower likelihood of problem outcomes. Also known as "assets," protective factors are conditions that help to buffer youth from exposure to risk factors by either reducing the impact of the risk factor or changing the way that youth respond to those risks.

How Prevention Works!

EXAMPLES OF RISK AND PROTECTIVE FACTORS

Risk Factors	Domain	Protective Factors
Early Aggressive Behavior	Individual	Self-Control
Poor Social Skills	Individual	Positive Relationships
Lack of Parental Supervision	Family	Parental Monitoring and Support
Substance Abuse	Peer	Academic Competence
Drug Availability	School	Anti-Drug Use Policies
Reduce these	Community	Strong Neighbo... **Elevate these**

Prevention Approaches Aim to
Enhance Protective Factors & Reduce Risk Factors

Prevention Strategies

Center for Substance Abuse Prevention (CSAP) strategies:

- Education
- Environmental
- Alternatives
- Community Based Process
- Information Dissemination
- Problem ID & Referral

Prevention Strategies

- **Education** and **Environmental** strategies *are the two main* prevention strategies, because they have the intervention strength to influence attitude, behavior, and status.

- *Therefore, conducting either* **prevention education** *or* **environmental strategies** *alone is considered prevention.*

Education

Focuses on the delivery of services to target audiences with the intent of influencing attitude and/or behavior.

Environmental

☐ Seeks to establish or change standards or policies to reduce the incidence and prevalence of behavioral health problems in a population.

☐ This is accomplished through media, messaging, policy and enforcement activities conducted at multiple levels in the social-ecological model.

Information Dissemination

Focuses on building awareness and knowledge of behavioral health and the impact on individuals, families and communities, as well as the dissemination of information about prevention services.

Community Based Process

Focuses on enhancing the ability of the community to provide prevention services through organizing, training, planning, interagency collaboration, coalition building and/or networking.

Alternatives

Focuses on providing opportunities for positive behavior support as a means of reducing risk-taking behavior and reinforcing protective factors.

Problem Identification & Referral

Focuses on referring individuals who are **currently involved** in primary prevention services and who exhibit behavior that may indicate the need for a behavioral health assessment.
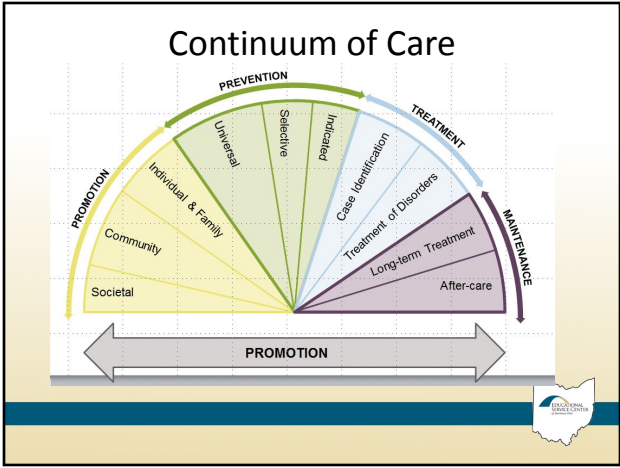
Priority Populations

Prevention strategies can be classified using the Institute of Medicine Model of priority populations based on differing levels of risk:

- **Universal**
- **Selective**
- **Indicated**

Continuum of Care

Direct & Indirect Services

Primary Prevention is provided through direct and indirect services intended to facilitate attitude and behavior change for individuals and communities.

- **Direct Services**: Interactive prevention interventions that require personal contact with small groups to influence **individual-level change**.

- **Indirect Services**: **Population-based** prevention interventions that require sharing resources and collaborating to contribute to **community-level change**.

Data/Science Behind Prevention

Decades of research and expert thinking have provided insight about how people think about health issues, change their minds, and redirect their actions. In order to create positive change within our communities, we must apply best practices and promote evidence-based prevention.

Prevention is not….

- Drug/paraphernalia displays
- Scare Tactics
- Stories by Individuals in recovery
- General awareness/statistics
- Information on drugs and their effects (posters of drugs, needles in arms, overdose victims, pictures/videos of car crashes, etc.)
- Teaching signs and symptoms of addiction
- Information on treatment and recovery
- Program promotion
- Relapse prevention and aftercare

Strategic Prevention Framework

Ohio Improvement Process

https://www.hsredesign.org/wp-content/uploads/2018/06/Visual-of-OIP-Ohio.pdf

Education *Ohio Improvement Process*	Education *Positive Behavioral Interventions and Supports*	Education *CCIP Application*	Prevention *Strategic Prevention Framework*	Health *Community Health Improvement Plan*
School-wide	School-wide and selected students	School-wide	Population or Community Intervention	Population or Community Intervention
Identifying Critical Need	Data Review to Identify Needs	Planning Tool	Assessment & Capacity	Community Health Assessment
Research and Select EB Strategies	Create PBIS Implementation Plan	SMART Goals	Planning	Plan
Plan for Implementation	Implementation of Plan (Evidence Based Practices at each tier)	Strategies and Action Steps	Implementation & Evidence-Based Prevention Approaches	Implement
Implement and Monitor	Progress Monitoring and Evaluation	District Goal and Monitoring	Evaluation	Track and report
Examine, Reflect, Adjust	Sustainability	Sustainability	Sustainability	Sustainability

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EBP Registries

- **SAMHSA**

- **CASEL**

- **ODE**

- **SEL Compendium**

Ohio SEL Standards

Takeaway 4:

Discuss supports, resources, and next steps

Future ESC of Northeast Ohio Training Topics

- Selecting Evidence-Based Program programs and /or services, using school and community data (November)
- Aligning Prevention with Multi-Tiered Systems of Supports and Community Partnerships (December)
- Sustaining Prevention and Multi-tiered Systems of Supports for the Whole Child (March)

Thank you for participating in the Prevention Education Professional Development Training.

Thank you to the partners in developing this training.

Resource Links

- **SAMHSA** https://www.samhsa.gov
- **CASEL** https://casel.org
- **ODE** http://education.ohio.gov
- **SEL Compendium**
  https://casel.org/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures/
- **Ohio SEL Standards**
  http://education.ohio.gov/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/Social-and-Emotional-Learning-Standards