

Prevention Series:
Prevention 101 for Teachers
Implementing Prevention Strategies in the Classroom

Educational Service Centers
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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)



What is Prevention?

Prevention focuses on improving the well-being of student by:

- Reducing risk factors and risky behaviors that increase the likelihood of mental, emotional and behavioral health disorders.
- Building protective factors to decrease mental, emotional and behavioral health disorders.



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.

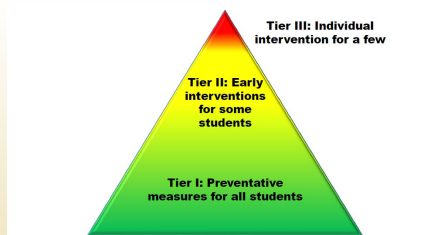


Potential Impact of Prevention Education in Schools

- Increase student academic success
- Increase student attendance
- Increase student social-emotional competencies and behavioral health
- Increase positive school climate
- Decrease student suspension and expulsion



Prevention Education and Multi-Tiered System of Supports



Today's Takeaways

1. Incorporating prevention efforts within a trauma-sensitive classroom
2. Exploring prevention strategies within established classroom routines
3. Aligning Ohio's Social-Emotional Learning Standards



Takeaway 1:

Incorporating prevention efforts within a trauma-sensitive classroom

Prevention Efforts

- Build relationships between students and staff
- Create a safe and supportive environment
- Provide a range of interventions and teach strategies for coping with trauma responses



Prevention Efforts: Relationship-building

- Greeting at door
- Showing interest in students
- Recognizing antecedents and triggers
- Creating safe spaces in classroom
- Therapeutic moments



Prevention Efforts: Therapeutic Moments

“Long-term and enduring changes to neural networks can be created by an intense period of stimulation that lasts less than a minute. If the intense experience is repeated 4 times within an hour, the change will be maintained long term.”

Dr. Bruce Perry



Prevention Efforts: Safe and Supportive Environment

- Avoid power struggles
- Strict physical space procedures
- Limits and procedures for common areas
(pencil sharpener, tissue, trash can, to ask a question)
- Watch for bullying and teasing behavior and intervene quickly



Prevention Efforts: Coping with Trauma Responses

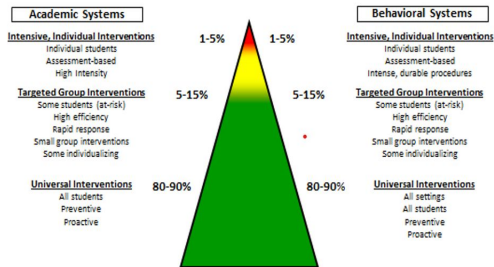
- Teach strategies to “change the channel”
- Give supportive feedback
- Limit exclusionary practices



Takeaway 2:

Exploring prevention strategies within established classroom routines

Academic and Behavioral Systems



Priority Populations

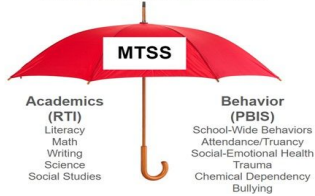
Prevention strategies can be classified using the Institute of Medicine Model of priority populations based on differing levels of risk:

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



RTI + PBIS = MTSS

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



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.



Encouraging Self Advocacy and Asking for Help (SA)

- Use sticky notes
- Display question starter cards
- Question box
- [Self Awareness Worksheet](#)

What is Self-Advocacy?
http://www.knowwarranty.com

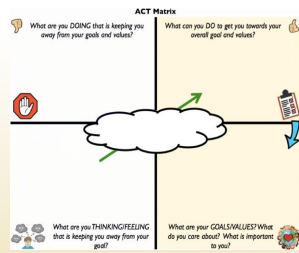
| | | | | | | |
|--------------------------|------------------------------|----------------------------------|---------------------------------------|-----------------|---|-----------------------------------|
| Speaking Up for Yourself | Learn how to get Information | Finding out who Will Support You | Know Your Rights And Responsibilities | Problem Solving | Reaching Out to Others When You need help | Learning about self determination |
|--------------------------|------------------------------|----------------------------------|---------------------------------------|-----------------|---|-----------------------------------|

www.pacifichealth.com



Building Self-Confidence (SA)

- Self reflection
- Goal setting
- Positive self-talk
- Journaling
- Gratitude journal



Coping Skills (SM)

TYPES OF COPING SKILLS

| | | |
|---|---|--|
| <p>Self Soothing (Identifying yourself through your five senses)</p> <ol style="list-style-type: none"> 1. Breathing exercise 2. Touching smooth stones with one's fingers 3. Listening to one's own breathing 4. Smelling a candle (vanilla, pine, your candle) 5. Tasting a drink (tea, coffee, water) 6. Looking at a picture (art, photos, nature, children) | <p>Distraction (Taking your mind off the problem for a while)</p> <p>Examples: Puzzles, books, artwork, crafts, knitting, crocheting, sewing, unopened puzzles, outdoor, positive websites, music, movies, etc.</p> | <p>Opposite Action (Doing something the opposite of your impulse that's consistent with a more positive emotion)</p> <ol style="list-style-type: none"> 1. Affirmations and repetition (not looking at or drawing negative statements or images) 2. Watching funny or absorbing (not funny movies, TV, books) |
| <p>Emotional Awareness (Tools for identifying and expressing your feelings)</p> <p>Examples: A list or chart of emotions, a journal, writing supplies, drawing, art supplies.</p> | <p>Mindfulness (Tools for centering and grounding yourself in the present moment)</p> <p>Examples: Meditation or relaxation recordings, grounding objects (like a rock or paperweight), yoga mat, breathing exercises.</p> | <p>Crisis Plan (Contact info of supports, self-compassion, or other coping skills aren't enough)</p> <p>Family: Friends Therapist Psychiatrist Counselor Crisis Team: 24/7 911</p> |



Encouraging & Reinforcing Positive Behavior (SM)

- Pre-Corrections & Prompts
- Behavior Specific Praise
- Classwide Group Contingencies
- Teaching Students to Self-Monitor



Teaching Decision-Making (RDP)

5 Simple Steps For Decision Making

- 1 Identify what you have to make a decision.**
When a problem arises, you have to make a decision. It is important for you to identify what you have to decide about something.
- 2 Think about the different choices that you have.**
There are always many choices that you can make. Think about your choices. What are your choices? What are the pros and cons of each choice?
- 3 Create a Pro and Con List.**
Make a pro and con list. Write a pros and cons list. Write down the pros and cons of each choice. This will help you decide which choice is the best one for you.
- 4 Try it out!**
After you think about the pros and cons of your decision, try it out!
- 5 Reflect!**
Think about how your decision worked. Did it work? If not, what did you do wrong? If it did work, what did you do right? How can you use this experience to help you make better decisions in the future?

WHAT'S A **Good Decision** ?



Targeted Prevention Strategies

- Modified schedule
- Reteaching expectations and increased opportunities to practice
- Targeted small group skills instruction - teach replacement behavior
- Individual check-ins with trusted adult



Takeaway 3:

Aligning Ohio's
Social-Emotional Learning
Standards

Ohio SEL Standards



Ohio's SEL Standards: 5 Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making



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Ohio's SEL Standards: 5 Competencies

Self-Awareness
Self-Management
Social Awareness
Relationship Skills

Responsible Decision-Making



Questions?



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>
- Resource [Document](#)



Future ESC of Northeast Ohio Training Topics

- View past recordings:
 - Prevention 101 Overview
 - Trauma-Sensitive Practices
 - Restorative Practice
 - Aligning MTSS
- May 6, 2021 from 11:30 AM - 1:00 PM
 - QPR & Suicide Prevention Coaching



Feedback



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

Thank you to the partners in developing this training.