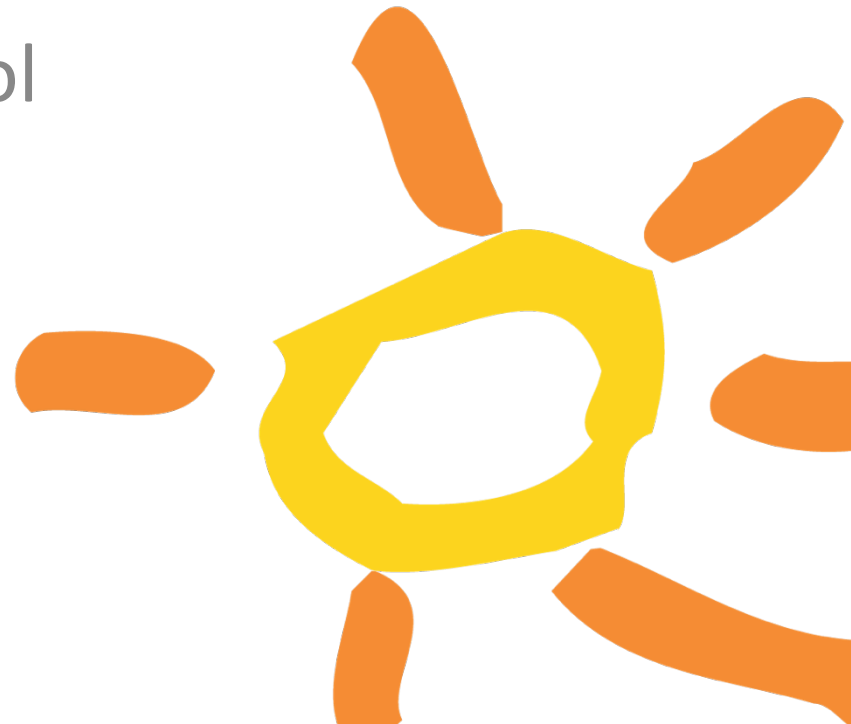




Alternative Approaches to Student Discipline and the Implementation of a Mindfulness Room

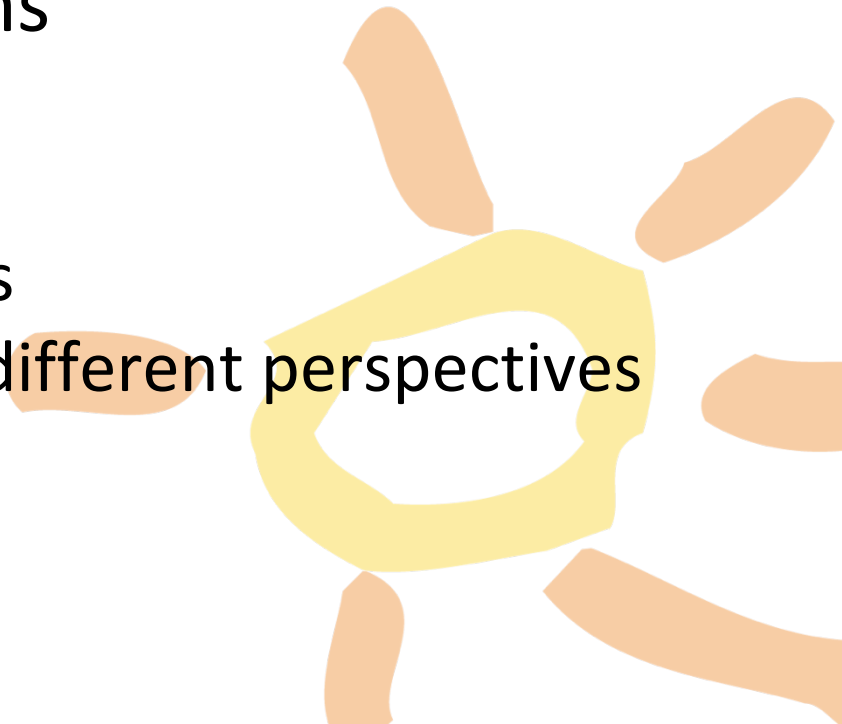
H³

Shane Hartley, Associate Principal
Deer Park Jr/Sr High School



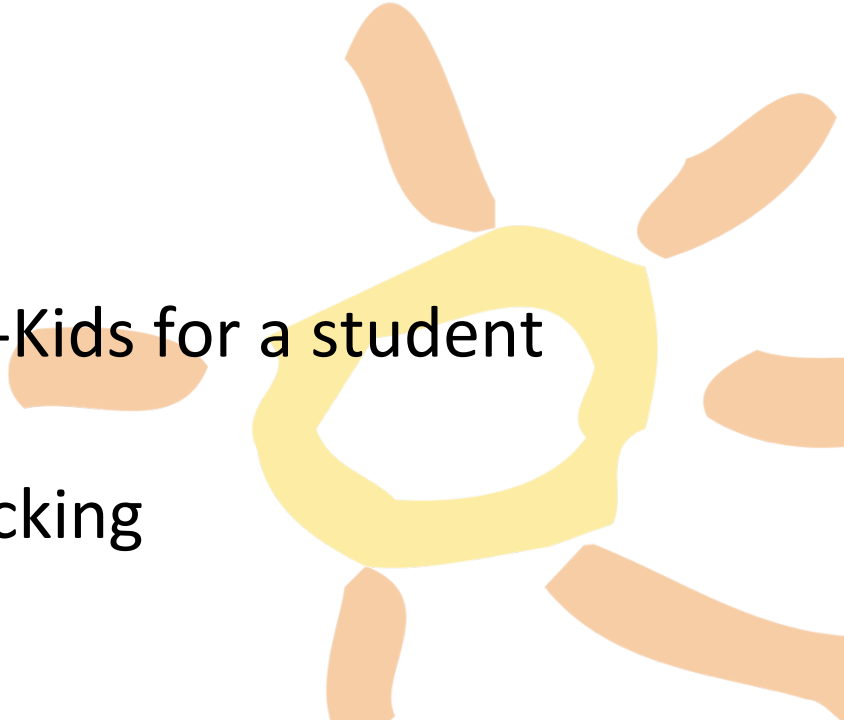
Challenge / Background

- Deer Park At a Glance
 - 1st Level neighborhood from Cincinnati
 - Approx. 100 students/grade level
 - 75% White, 42% Econ. Disadv.
- Student Behavior Concerns
 - Problem-Solving Ability
 - ACEs
 - Repeat offenders and ACEs
 - Need for consistency and different perspectives



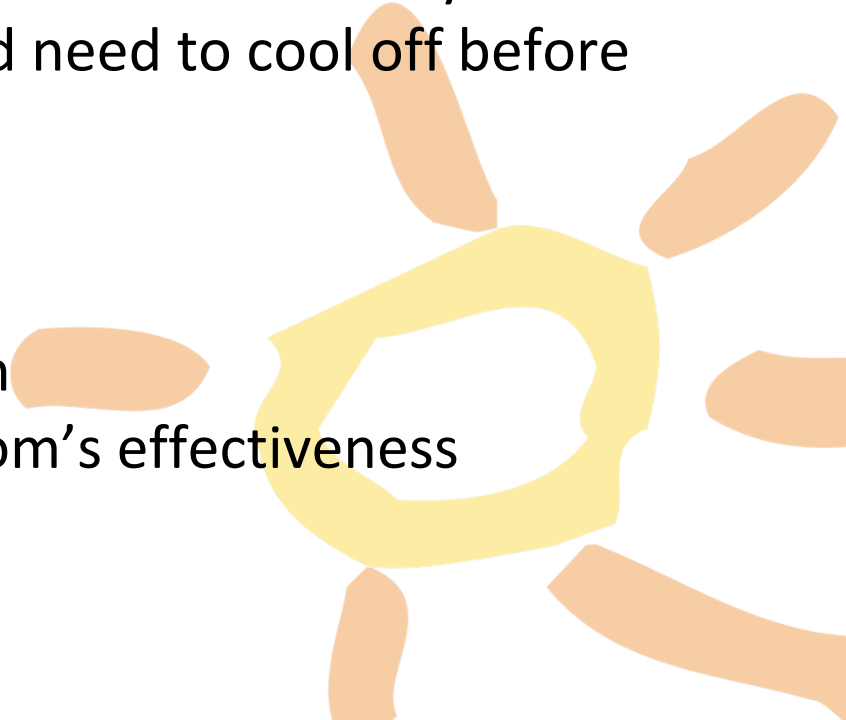
Challenge / Background

- Safe and Positive Culture
 - Perspective - Restorative Practices
 - Common Core Characteristics (H3)
 - Various other resources
- MindPeace's Role
 - Room Design
 - Items for the room
 - Worked with Got-Special-Kids for a student "open house"
 - Helped with data and tracking

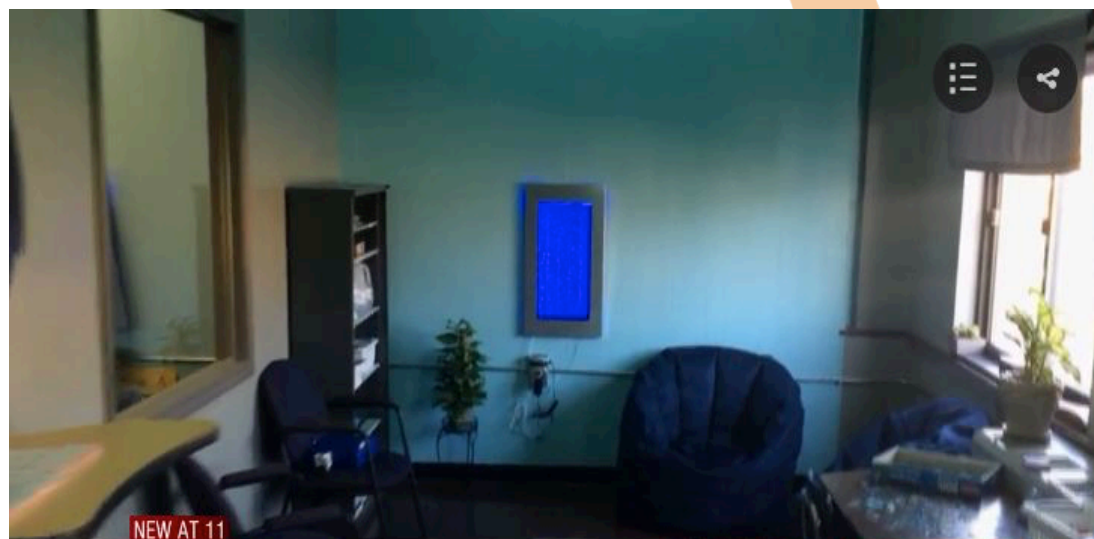


Program Details

- Creation of a Mindfulness Room
 - Place for students to cool off, reset, release energy, and/or reflect before negative or destructive behaviors
 - Students may recognize triggers and request visit
 - Teachers may recognize triggers and send
 - May also be reactionary: Students have already reacted in unacceptable manners, and need to cool off before discussion
- Multiple Logistical Issues
 - Creating the process
 - Staffing the room/supervision
 - Tracking students and the room's effectiveness

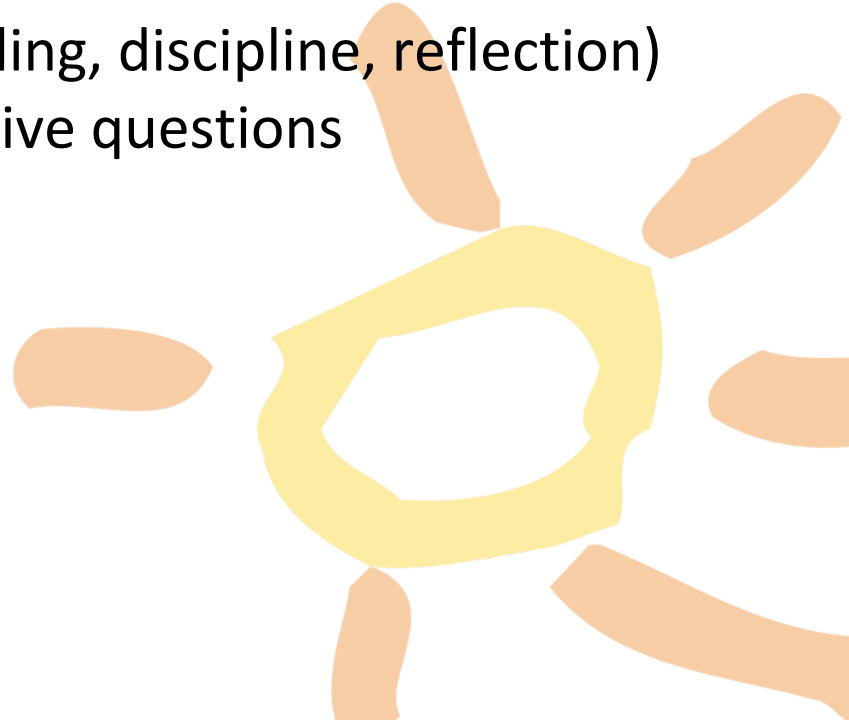


Program Details



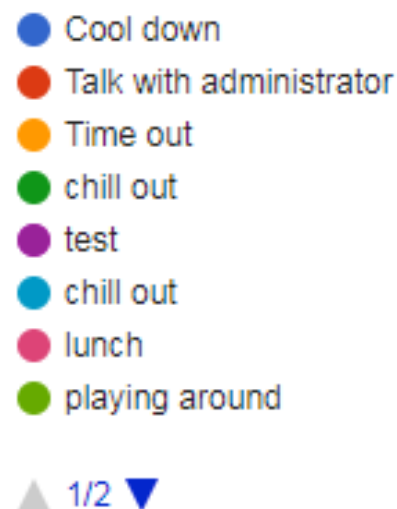
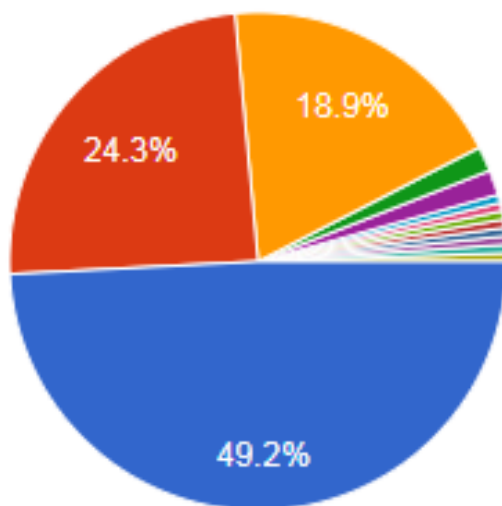
Program Details

- Process at a Glance:
 - Student reports to H3 room and signs in
 - Dean of Students checks in with student and helps to determine needs
 - Student has 10 minutes to access needs
 - Student and Dean of Students then meet to discuss next steps (return to class, counseling, discipline, reflection)
 - Student signs out with reflective questions



Results

Reason for visit:



Cool Down: 49.2%

Talk with administrator: 24.3%

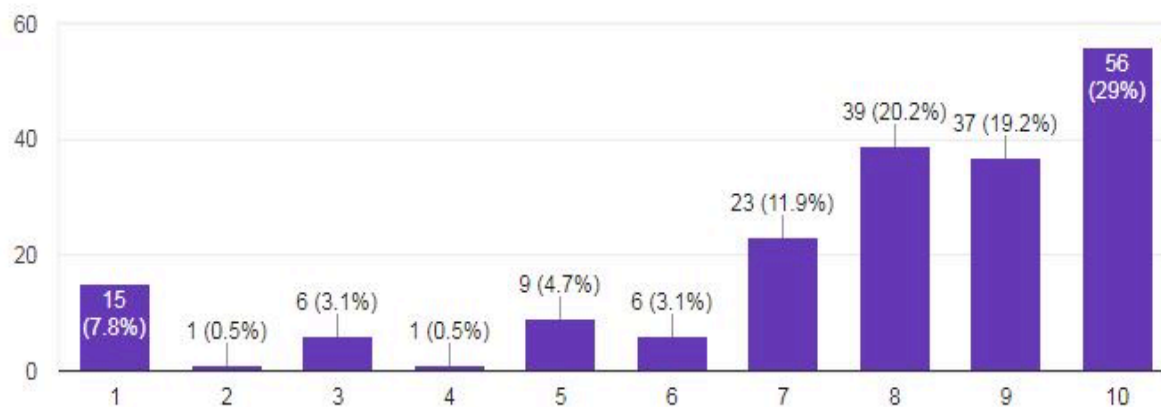
Time out: 18.9%



Results

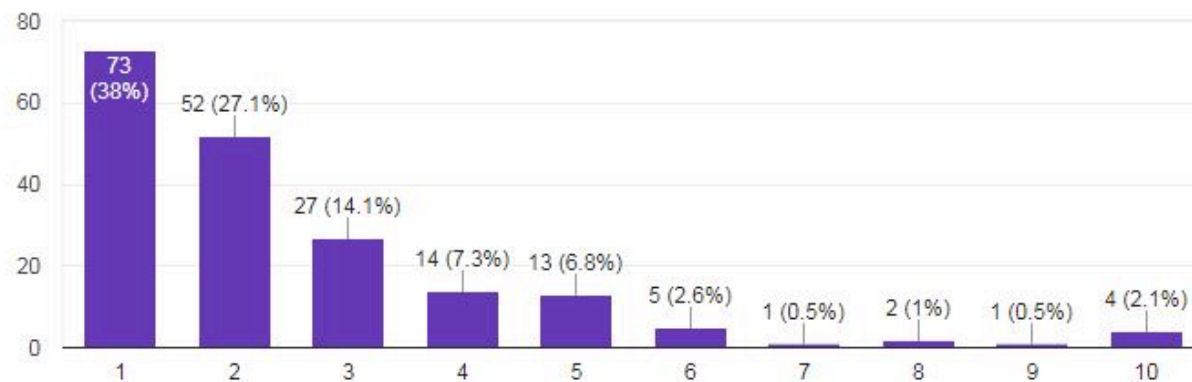
How I felt when I came in

193 responses



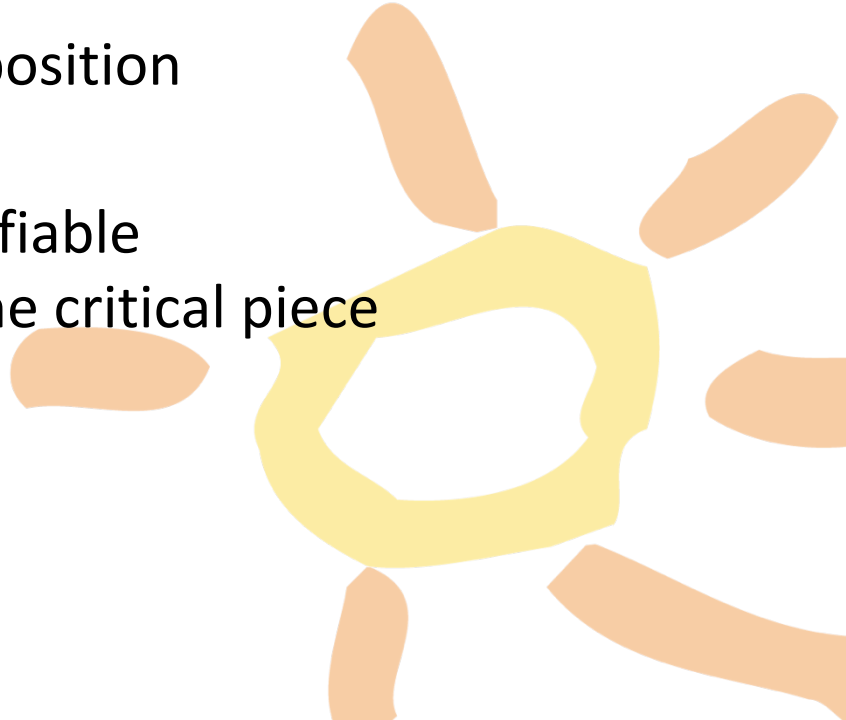
How I feel now

192 responses



Results

- Challenges
 - Students and staff learning process
 - Dean of Students not always available
 - Student overuse
 - Long-term follow up (one visit does not create long-term change)
 - Change in Dean of Students position
- Applications
 - Exact difference is not quantifiable
 - Creating the opportunity is the critical piece



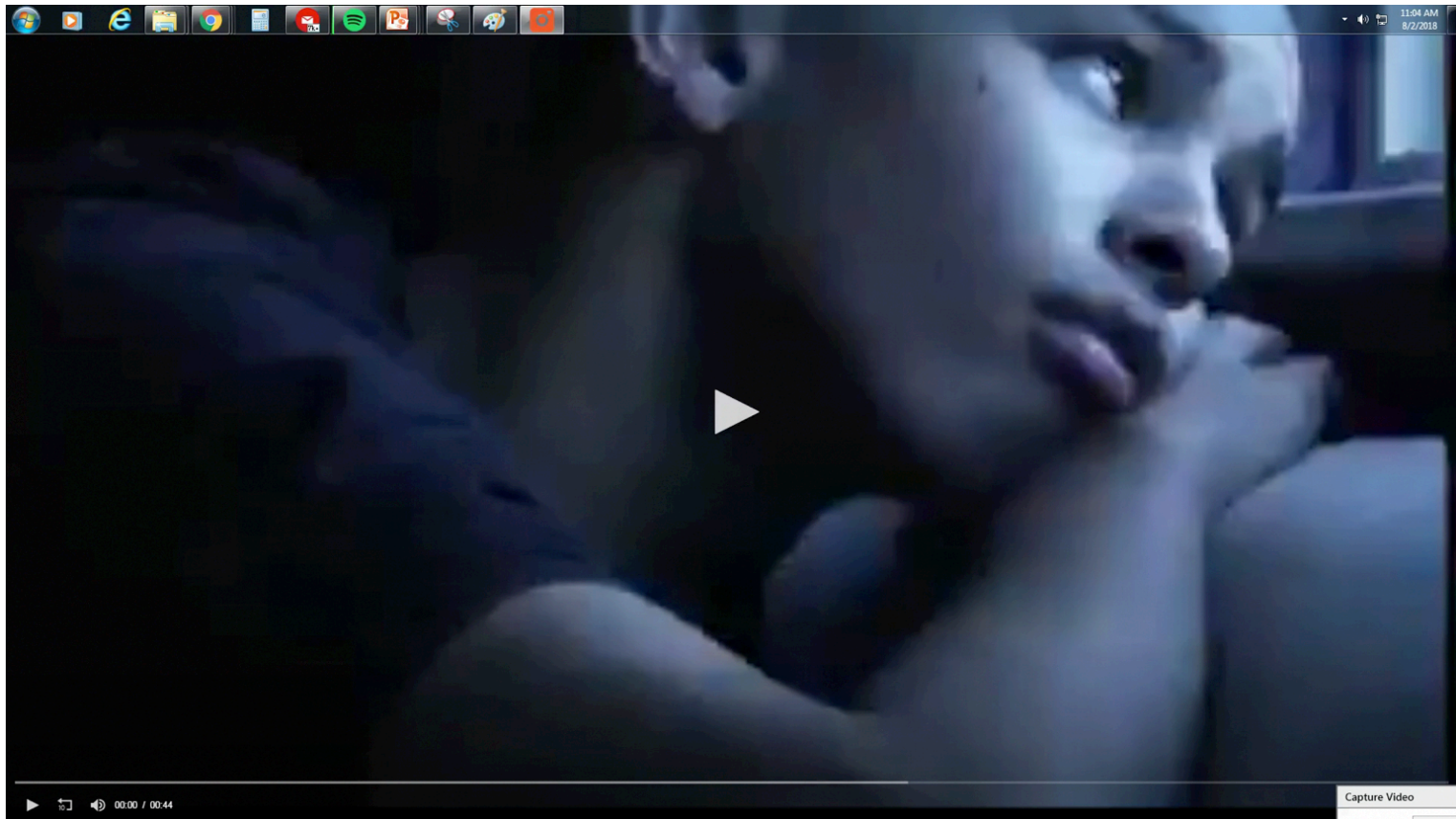


...

Founding Student of Group Talk/Just Us Peers

Suicide Prevention Efforts: Western Hills High School

****2016: Our Mindpeace Partnership Begins***



Suicide Prevention Efforts: Western Hills High School

How We Responded:

****Trauma Informed Care TEAM Formed***

****Suicide Prevention Sub-Committee is Formed***

- ★ *Dr. Carlos Blair, Principal, Western Hills High School*
- ★ *Angela Campbell-Harris, Resource Coordinator, Grad Cincinnati*
- ★ *Jamell Taylor, Peer Mediator Coordinator, Grad Cincinnati*
- ★ *Abbie Crookham, Registered Nurse, Cin. Health Dept. – School-based Clinic*
- ★ *Nancy Miller, Founder & Consultant for 1N5*
- ★ *Elana Carnevale, Program Manager, Mindpeace, Inc.*
- ★ *Pailin Grier, Student Representative*
- ★ *DeAdrian Midell, Student Representative*
- ★ *Bryce Thomas, Student Representative*
- ★ *Samantha Goff, Student Representative*
- ★ *Brett Newton, School Counselor, Western Hills High School*



Suicide Prevention Efforts: Western Hills High School



city of
CINCINNATI
HEALTH DEPARTMENT

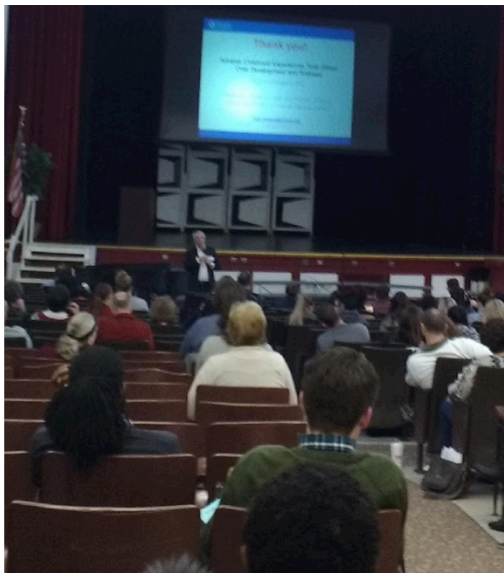


Building... Question. Persuade. Refer. th... nation

This partnership has created countless blessings:

****School-wide support*** through crises

****Increased **staff & student awareness/training** for suicide prevention***



Suicide Prevention Efforts: Western Hills High School

This partnership has created countless blessings:

*New ***student opportunities to get involved*** in advocacy movements around youth suicide awareness/prevention

bring
change
to mind

let's talk mental health

 mindpeacecincinnati.com



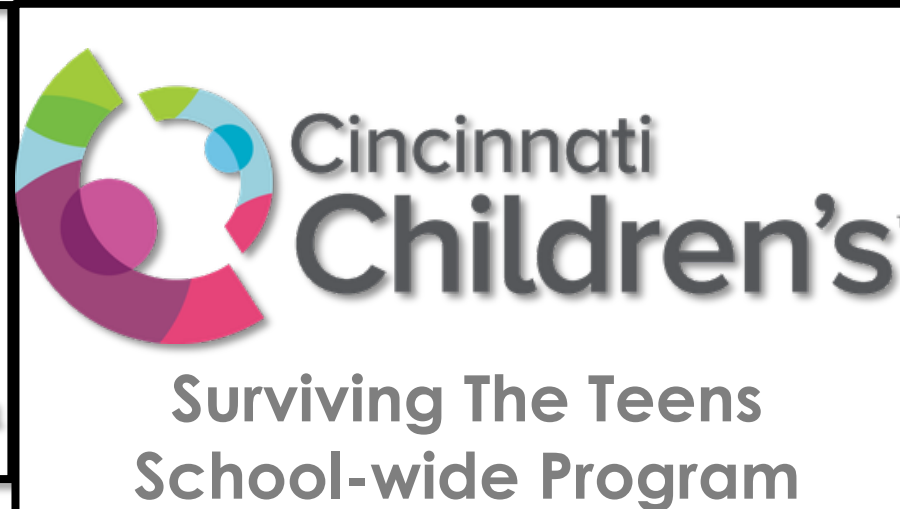
Suicide Prevention Efforts: Western Hills High School

What's in store for 2018-19 and Beyond:

- *Continued Staff & Student Training
- *Continued Collaboration
- *Continued Staff and Student Advocacy Opportunities
- *Continued Student Screenings for Suicidal Concerns & Immediate connection to Professional Supportive Resources



mindpeacecincinnati.com





And finally, we owe a huge...



THANK YOU

To


MindPeace™
Susan, Elana, Interns & others!

***For the continued love, support,
comraderie and resources devoted
to the betterment of our school
and community!***



Suicide Prevention Efforts: Western Hills High School

Brett Newton, School Counselor
(513)363-8709

newtonb@cps-k12.org

Pailin Grier, 2018 West High Graduate

Founding Student of Group Talk/Just Us Peers

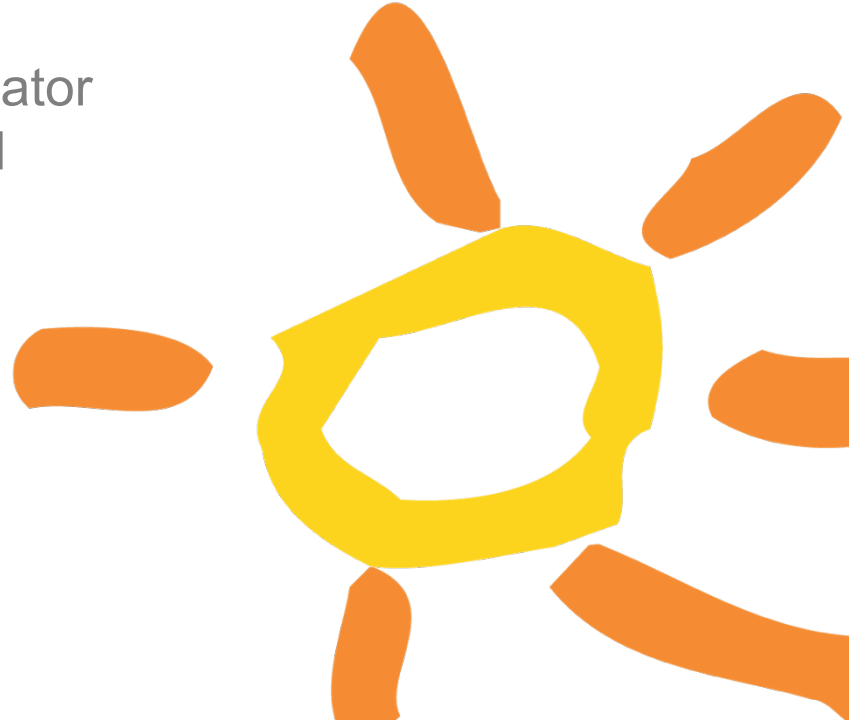




Dragon Buddies

Amy R. Harris, Ph.D.
School Psychologist
Academy of World Languages
513-363-7813

Jill Smith
Resource Coordinator
Academy of World
Languages
513-363-7819



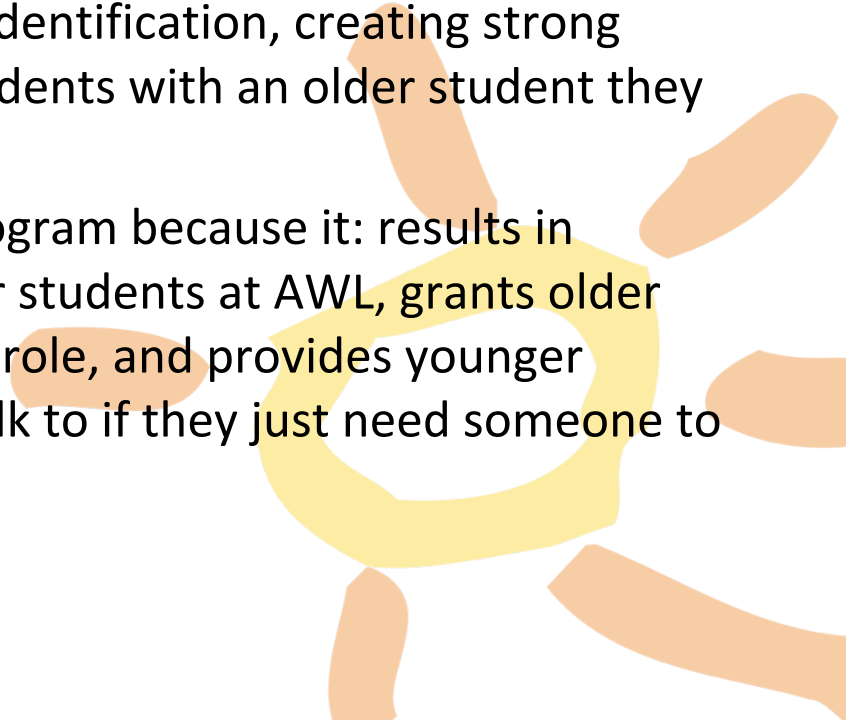
About AWL..

- School of choice in Cincinnati Public Schools- students come from all over the city
- About 550 students preschool through 8th
- About 60% of our students are English Language Learners
- Nearly 100% economically disadvantaged



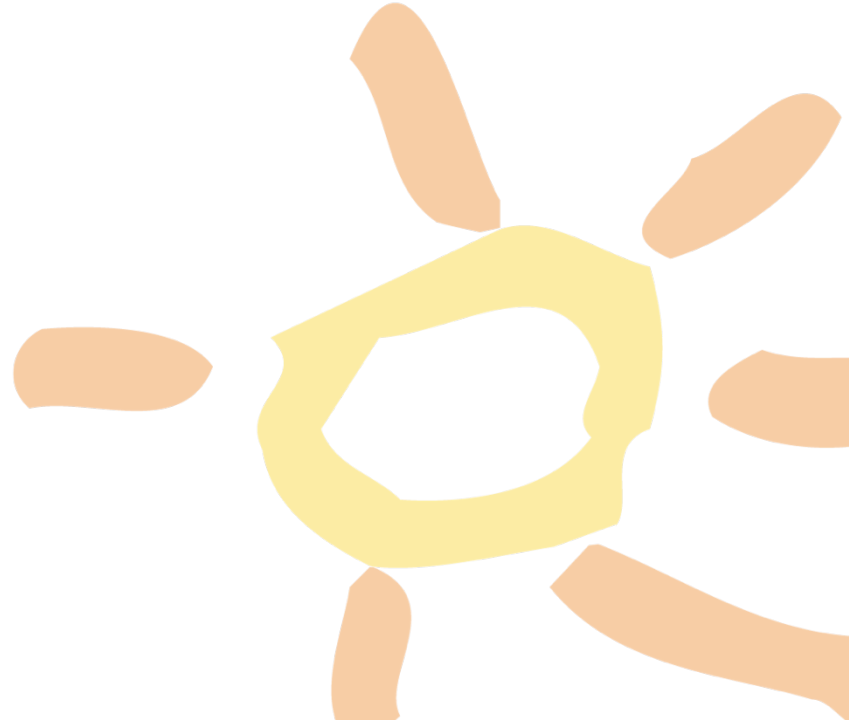
Challenge / Background

- There was a need at the school for positive role models for some of the younger students at AWL.
- Program leaders work closely with the teachers at the school to:
 - Determine older students who would serve as positive role models.
 - Decide which younger students are in need/could benefit from the program.
- The program would focus on emotional identification, creating strong bonds within the school, and provide students with an older student they can confide in.
- Other schools could benefit from this program because it: results in cohesion between the older and younger students at AWL, grants older students the opportunity of a leadership role, and provides younger students an older buddy that they can talk to if they just need someone to listen.



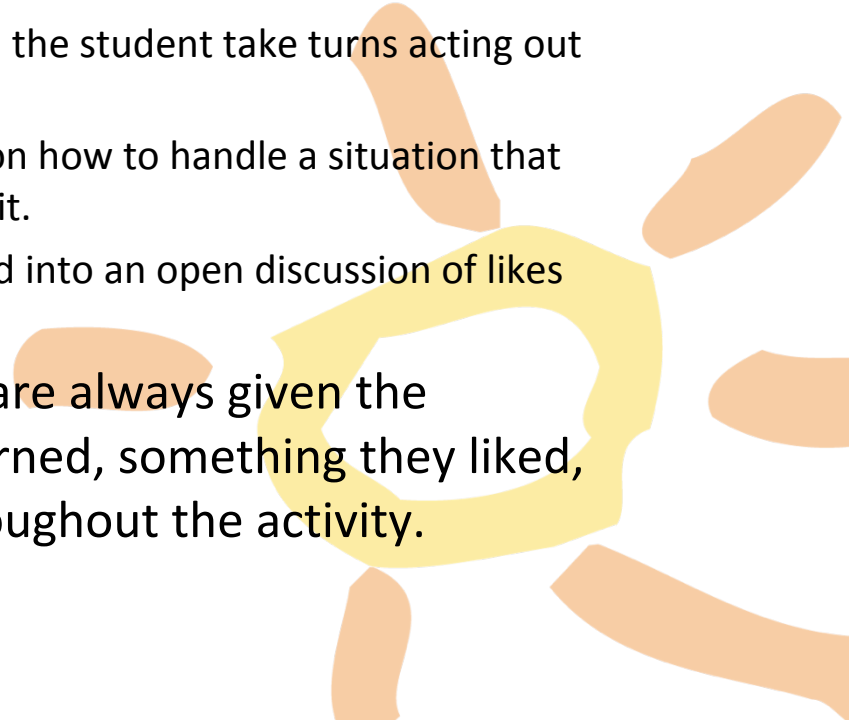
Identification of Students

- Office referral data
- Collaboration between school staff and mental health partner about students who could benefit
- Teacher nomination



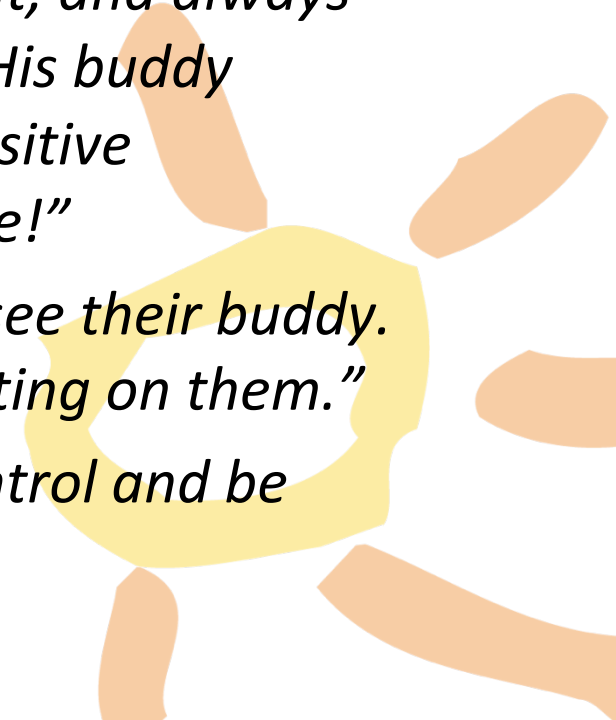
Program Details

- The older students would gather the younger students from their morning class on Monday mornings at 9am.
- The pairs would then meet the larger group in the cafeteria where the group leaders would explain an activity that the Dragon Buddies were to complete that day.
- Examples of activities:
 - Headbands game with emotions on them, and the student take turns acting out the emotion for the partner to guess.
 - What would you do? An activity that focuses on how to handle a situation that would otherwise lead to an anger or sadness fit.
 - Getting to know your buddy activities that lead into an open discussion of likes and dislikes between the pair.
- At the end of the meeting, the students are always given the opportunity to share something they learned, something they liked, or something they found interesting throughout the activity.



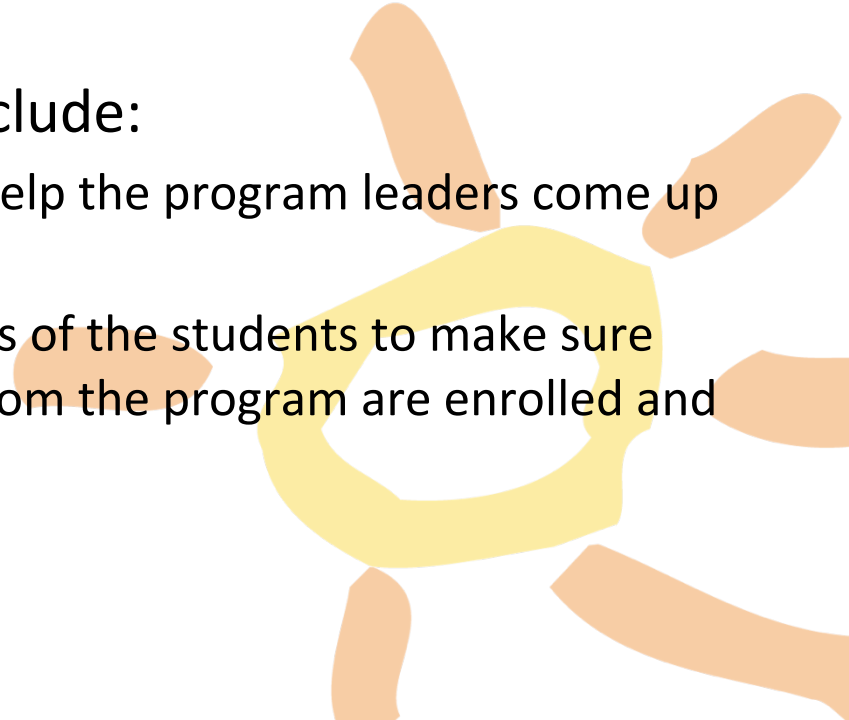
Results and Next Steps

- Overall the results were extremely positive from the teachers and the students. An end-of-the year survey was distributed to all teachers to complete:
 - *“My K student gained confidence in using his words, made a connection with an older student, and always looked forward to Dragon Buddy days. His buddy served as an additional and personal positive influence. I think it made a big difference!”*
 - *“A lot of the students get excited to go see their buddy. I think they enjoy having someone counting on them.”*
 - *“Loved watching middle school take control and be responsible”*



Results and Next Steps

- Recommendations from teachers:
 - *Pairing a whole class of older students with a class of younger students.*
 - *Feedback and communication to those teachers with students involved, as for how the MS students were acting as leaders and/or buddies*
- In addition, other changes may include:
 - Older students (6th-8th graders) will help the program leaders come up with ideas for activities.
 - Program leaders will assess the needs of the students to make sure that those who could benefit most from the program are enrolled and active.





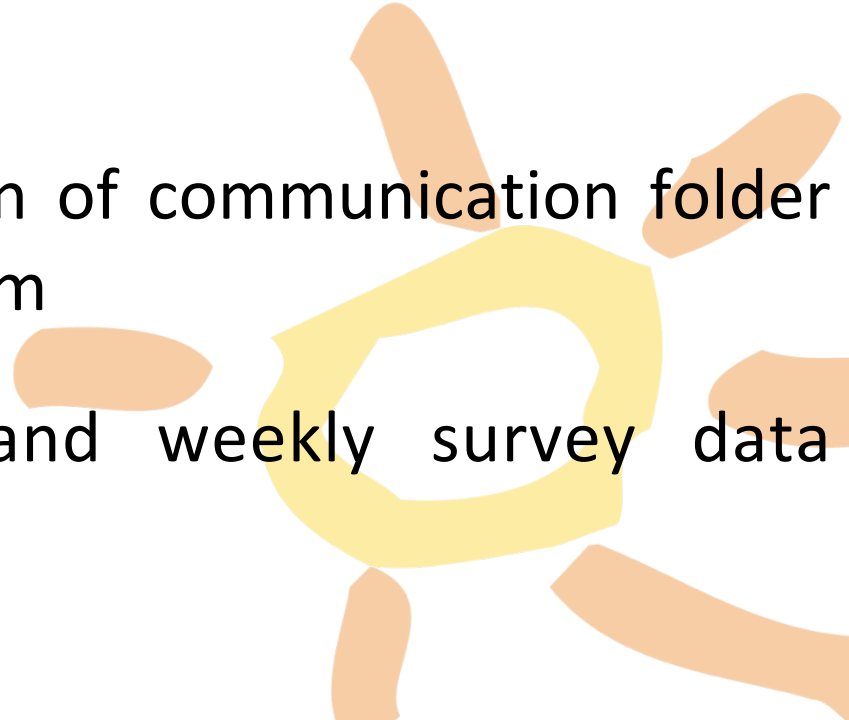
Oyler Brain Health Communication Study

Todd Provenzano, M.Ed., LPCC-S
Managing Director of Clinical Service
& Partnership
St. Aloysius



Improving Student Outcomes Through More Effective Systemic Communication & Collaboration

- Goal: Help students achieve important treatment goals by improving coordination of therapist / teacher interventions
- Scope: K-3 students receiving MH services with St. Al's
- Timeline: April 2-30, 2018
- Process: Formal implementation of communication folder developed by St. Al's clinical team
- Data Collection: Pre, post and weekly survey data coordinated by MindPeace.



Pilot Implementation: Online Pre & Post Surveys (Completed for each student receiving treatment)

Baseline and follow-up data obtained for:

- Frequency of challenging classroom behaviors
- Student's level of classroom engagement
- Frequency of therapist updates to teacher
- Frequency of teacher updates to therapist
- Student's level of social engagement with peers
- Student's compliance with directions
- Student's practice of organizational skills
- Teacher awareness of student's triggers
- Teacher awareness / use of recommended coping skills



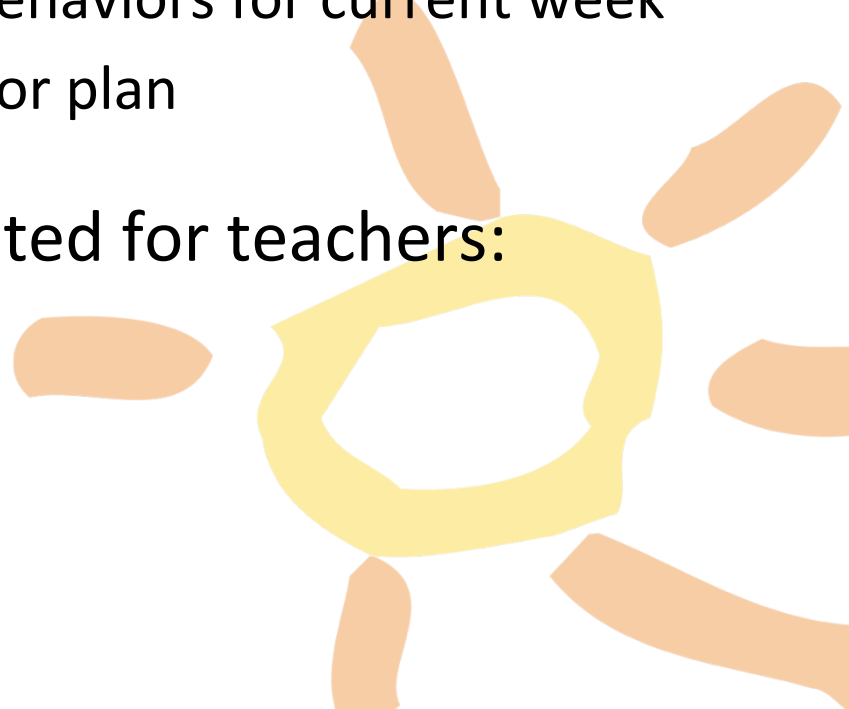
Communication Folder: Weekly Teacher Survey & Therapist Feedback

Weekly teacher ratings and feedback obtained for:

- Student risk factors
- Caregiver / household risk factors
- Frequency, severity and duration of behaviors at time of referral
- Frequency, severity and duration of behaviors for current week
- Presence / absence of student behavior plan

Therapist communication log updated for teachers:

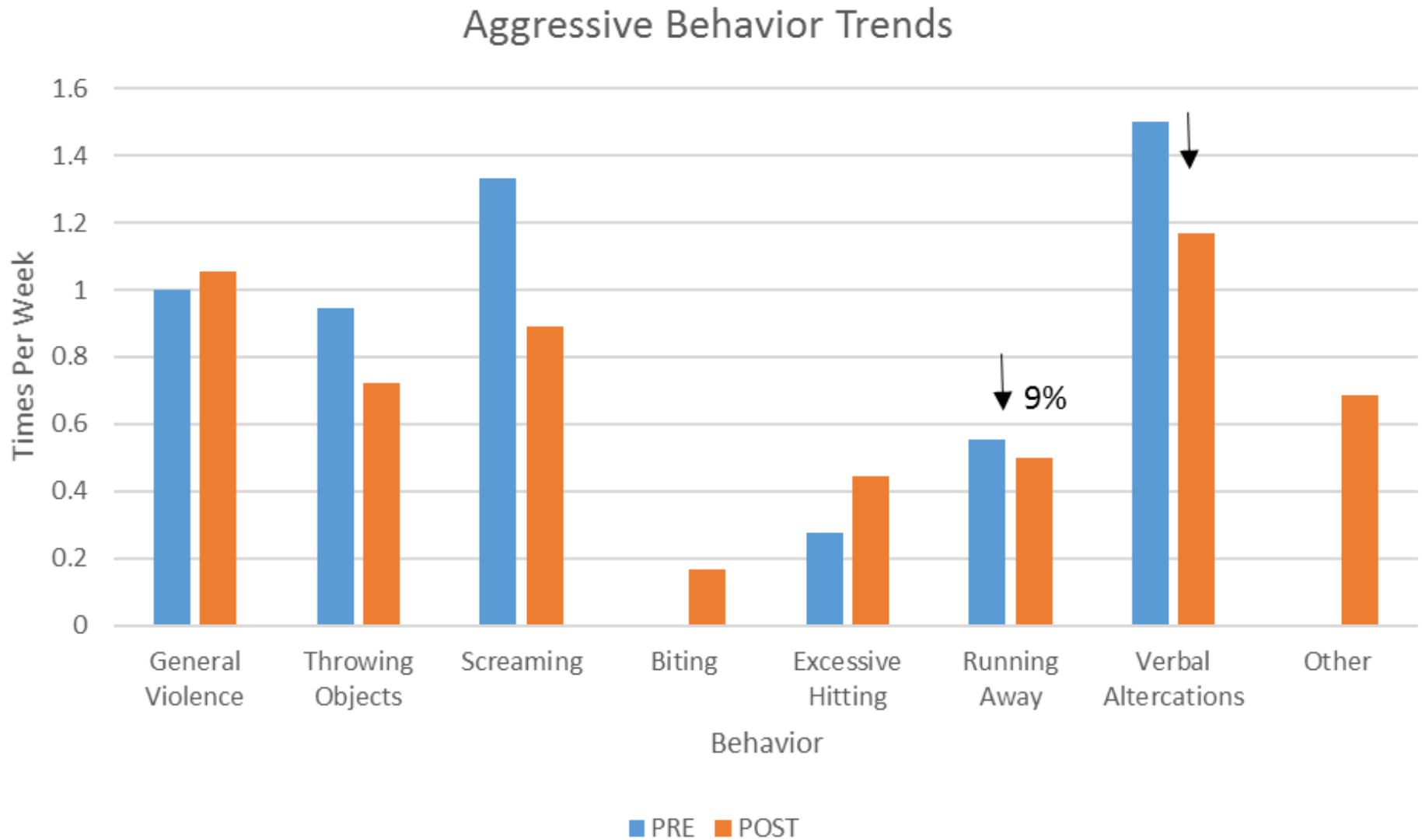
- Rewards / motivation
- Strengths / Challenges
- Recommended interventions



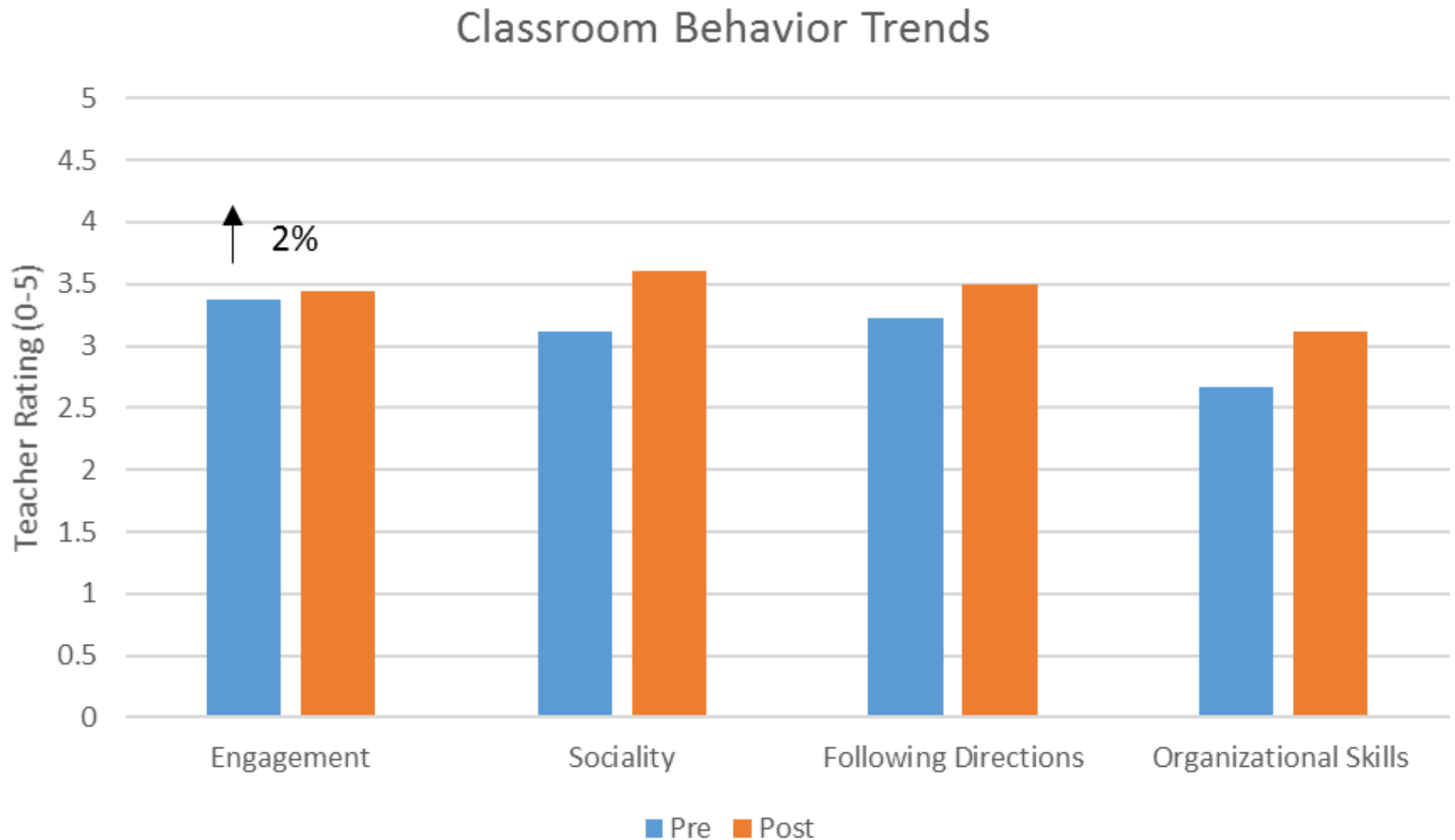
Initial Successes

- Notable increase in perceptions of communication between teachers and providers
- Educators reported being more receptive to importance of mental health services and communication with providers
- Educators and providers reported increased comfort level in communicating preferences and updates
- Frequency, severity and duration of challenging behaviors decreased by as much as 44% from time of referral
- Teachers reported overall increase in students' social engagement, peer interactions, following directions and organizational skills

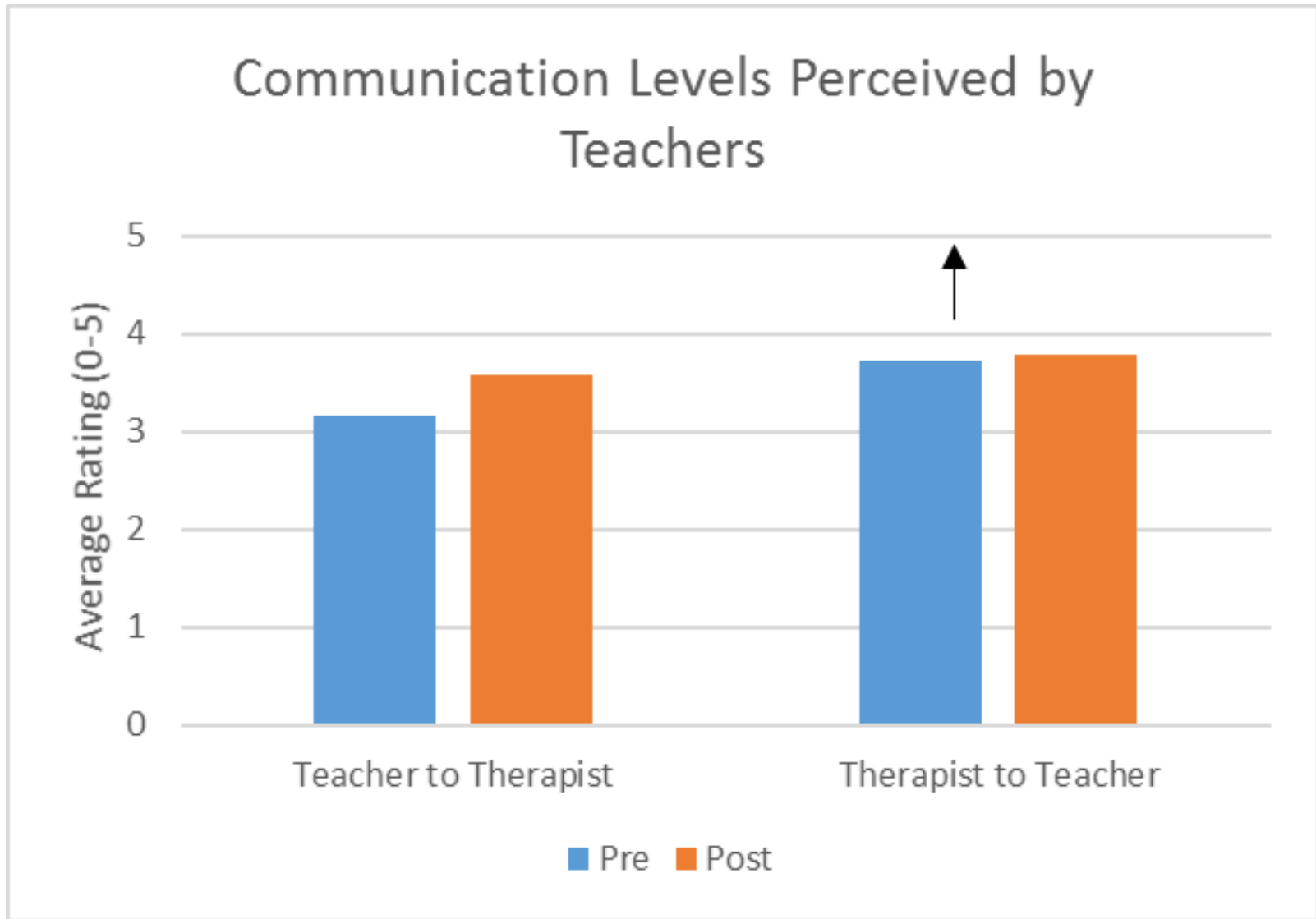
Behavioral Outcomes: Aggressive Behavior



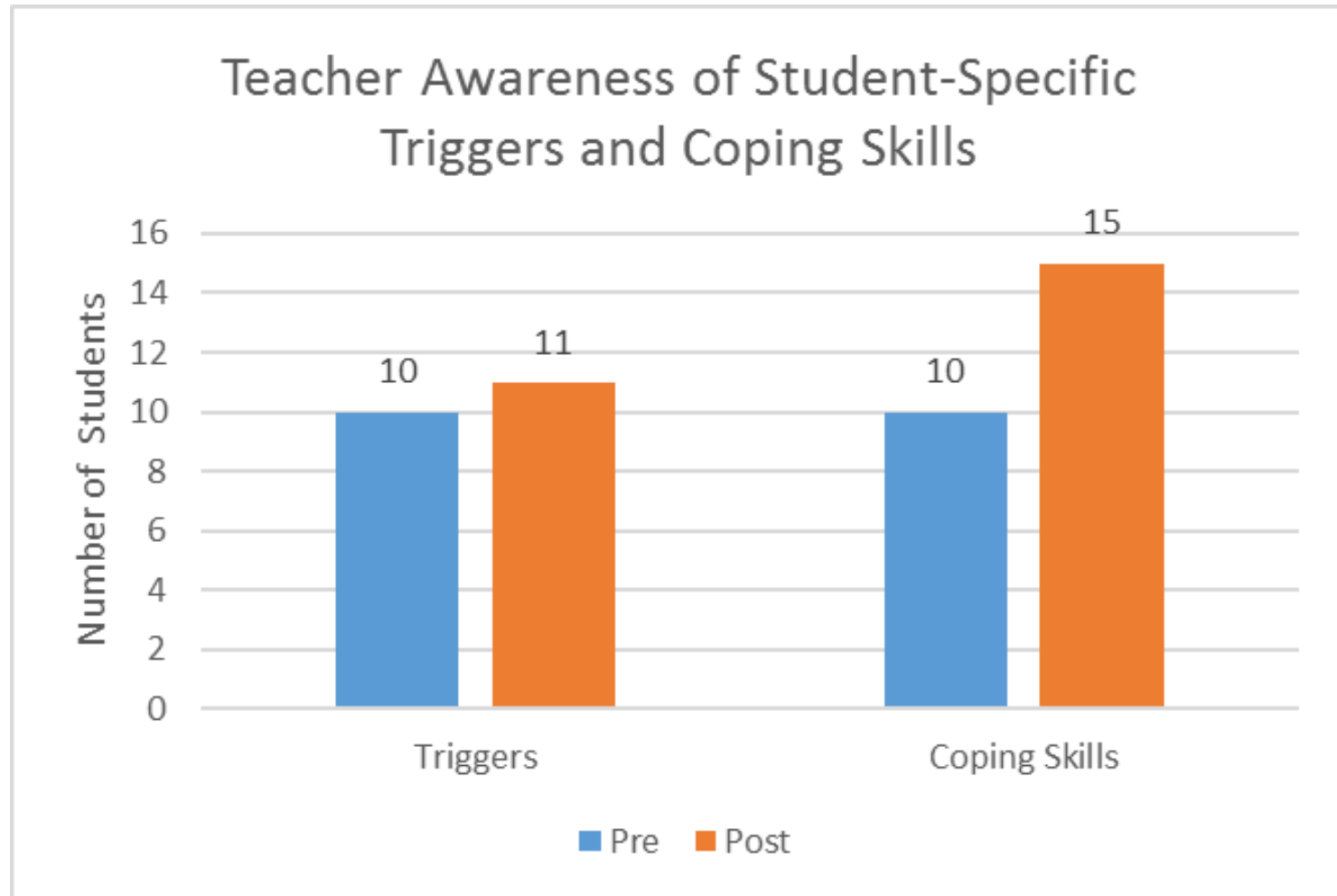
Behavioral Outcomes: Classroom Behavior



Behavioral Outcomes: Perceived Communication



Behavioral Outcomes: Awareness of Triggers & Coping Skills



Suggested Follow-Up

- Develop secure electronic communication tool
- Clearly communicate rationale and create buy-in for project
- Create clearer definitions of behaviors being tracked
- Address teacher / parent concerns about reporting
- Develop teacher / provider-friendly schedule for reporting
- Implement with same grades from beginning of school year
- Promote mutual accountability for completing folders
- Provide weekly feedback to school and provider admin
- Complete weekly graphs to track trends and concerns
- Involve intervention specialists and parents going forward