The Whole Child: A Blueprint for Success

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Presentation Goals

- Learn about the history of WSCC work in New Haven Public Schools and Connecticut.
- Describe perceived successes and challenges related to implementation throughout Connecticut.
- Identify key considerations in an action planning blueprint to facilitate successful WSCC implementation.
- Discuss key opportunities to enhance successful planning, implementation, and evaluation across different school and district contexts.

Whole School, Whole Community, Whole Child Model

10 Components in WSCC

- Community involvement
- Counseling, psychological, & social services
- Employee wellness
- Family engagement
- Health education
- Health services
- Nutrition environment and services
- Physical education and physical activity
- Physical environment
- Social and emotional climate


Whole School, Whole Community, Whole Child Model

Project Overview

<table>
<thead>
<tr>
<th>Project Stage</th>
<th>Activities</th>
<th>Current Context</th>
<th>Outcome</th>
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</table>
| Pre-Development Work | Historical Context | Evaluate historical context for improved planning | Identify strengths and challenges in the current context. 
| | Current Context | Evaluate current context for improved planning | Identify areas for improvement in the current context. 
| Initial Blueprint Development | New Haven Pilot Use and Feedback | Conduct pilot use with a selected group of schools to assess the effectiveness and feasibility of the blueprint | Identify areas for improvement in piloting the blueprint. 
| Revision of Blueprint | New Haven Pilot Use and Feedback | Conduct pilot use with a selected group of schools to assess the effectiveness and feasibility of the blueprint | Identify areas for improvement in piloting the blueprint. 
| Completed Blueprint | New Haven Pilot Use and Feedback | Conduct pilot use with a selected group of schools to assess the effectiveness and feasibility of the blueprint | Identify areas for improvement in piloting the blueprint. 
| | Alpha Version | Conduct stakeholder feedback and revisions to the blueprint | Validate the blueprint with stakeholders. 
| | Beta Version | Conduct stakeholder feedback and revisions to the blueprint | Validate the blueprint with stakeholders. 
| | Final Version | Conduct stakeholder feedback and revisions to the blueprint | Validate the blueprint with stakeholders. 

Summary:
- The blueprint provides a comprehensive framework for improving whole child health in schools.
- The blueprint is designed to be flexible and adaptable to different school and district contexts.
- The blueprint includes 10 key components that address community involvement, counseling, psychological, and social services, employee wellness, family engagement, health education, health services, nutrition environment and services, physical education and physical activity, physical environment, and social and emotional climate.
- The blueprint is continuously updated and refined through stakeholder feedback and revisions, ensuring its relevance and effectiveness.
- The blueprint is available for use by schools and districts to enhance the well-being of all students.
HISTORY: COordinated SCHOOL HEALTH EFFORTS IN CT

Our Vision
Connecticut’s children and adolescents are healthy, learning and succeeding in life.

Our Mission
We will nurture the physical, social and emotional health of our entire school community including students, families and school personnel. We will promote and support full implementation of a coordinated approach to school health in schools and communities.

Lessons Learned
- Create a systems change approach
- Establish connections with key educational and health initiatives
- Focus on sustainability
- Showcase success stories

Systems Change
CURRENT WORK: PERCEIVED SUCCESSES AND CHALLENGES IN WSCC
The WSCC Blueprint Project

**Primary Goal:** To build a comprehensive and usable document to support districts in WSCC Implementation

**New Haven Project:**
- To better understand strengths, challenges, and opportunities for WSCC Implementation.

<table>
<thead>
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<tbody>
<tr>
<td>37 NHPS Wellness Coordinators</td>
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<tr>
<td>12 School Principals</td>
</tr>
<tr>
<td>30 Members from Connecticut Association of Administrators of Health and Physical Education</td>
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</tbody>
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<th>Semi-Structured Interviews</th>
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<td>NHPS Central Office Administrators and Community Organizations</td>
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Defining and Connecting the WSCC Model

- When you hear/say “meeting the needs of the whole child”, what does it mean to you?
- How do you think about the link between learning and health in your work?

**Knowledge of Whole Child and Health-Academics Link**

- Overall, participants broadly acknowledged the “whole child” as the social, emotional, physical, and academic needs of the child.
- Participants also acknowledged the connection between health risks and student academic outcomes.

Responses included…

- “…making sure that children in the New Haven Public School system are being taken care of intellectually, emotionally, and physically.”
- “If faculty and teachers can’t address their emotional and physical health, how can they teach the kids?”
- “…health is not just something you do by taking care of yourself physically. If you don’t take care of yourself emotionally, psychologically, spiritually it’s for naught. So, I think you need to have a totally integrated approach.”

Integrating Health and Learning

WSCC model emphasizes, that integrating learning and health sectors is critical to success in meeting needs of the whole child.

- Fundamentally, do you believe this is aspirational, actionable, or both?
Integrating Health and Learning

Aspirational
“Definitely aspiration and it’s a necessity and I believe that it absolutely can be done.”

“Structures are in place, we're ready but not everyone is in action mode.”

“I think it needs to be actionable, but I think it’s a precedent that needs to be set. It needs to be managed from the top down and it needs to be one who sets it.”

“I think it’s aspirational…But working together is a way to give kids more opportunities. I think we’re ready to do it and I think we’re going to be a really good example, but as everything in a period of change, it all takes time.”

Actionable

Both

“Definitely aspiration and it’s a necessity and I believe that it absolutely can be done.”

“I think it’s aspirational and it is working together. It’s a way to give kids more opportunities. I think we’re ready to do it and I think we’re going to be a really good example, but as everything in a period of change, it all takes time.”

“I think it needs to be actionable, but I think it’s a precedent that needs to be set. It needs to be managed from the top down and it needs to be one who sets it.”

“I think it’s aspirational…But working together is a way to give kids more opportunities. I think we’re ready to do it and I think we’re going to be a really good example, but as everything in a period of change, it all takes time.”

Current “Stage of Change”

Stages varied widely depending on the specific WSCC Component. Factors influencing the current state were:

➢ Time
➢ Administrator Buy-In
➢ Teacher Buy-In

“I think at first there’s going to be a lot of hesitation… I think it can happen, but I think it’s going to take a very long time to happen just because educators are so used to the idea that it’s only about academics.”

Barriers to Implementation

➢ Support, Staffing, and Challenges to Implementation…

“I think a major challenge is lifting this issue up as a district level priority… and devoting resources to this, the same way we devote resources to our academic priorities…”

“Some faculty are so stressed that they can’t think conceptually about the whole student when you are struggling yourself.”

“If faculty and teachers can’t address their emotional and physical health how can they teach the kids?”

“Structures are in place, we’re ready but not everyone is in action mode.”

“I think it needs to be actionable, but I think it’s a precedent that needs to be set. It needs to be managed from the top down and it needs to be one who sets it.”
Overcoming Challenges

Changes to Prioritize Whole Child Efforts:

- Have administration recognize importance of social emotional and physical health
- Work with administrators who have implemented successful health-learning initiatives
- Professional development focused on the impact of health on math and literacy outcomes

“Have a formal department that is committed to this work.”

Summary of identified Needs For Prioritization:

- More time in classroom, with families in the home
- Support and backing at the district level
- Each school to have a liaison for wellness
- Full-time nurse in every building
- PD for all stakeholders
- Inclusion of family and student voices
- Financial support

Project Recommendations

- District Leadership
  - Building level supports, Clarified policies, Increased collaboration across stakeholders
- Professional Development for all Staff
  - Training in embedding WSCE Model in teaching, In collaborative use of data, Support employee wellness

- Expanding Voices
  - Increase engagement of family and students when building actionable plans, Embrace the community and changing community characteristics.

- Embracing Differences Across the District
  - Formative assessment of needs and building specific flexibility, Use data to help prioritize

REFLECTIONS ON “THINK ABOUT THE LINK”
From Siloes to Systemic Change
Paradigm Shift – Reactive to Responsive

<table>
<thead>
<tr>
<th>Reactive Approach</th>
<th>Responsive Approach</th>
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<tbody>
<tr>
<td>Deficit-Based Orientation</td>
<td>Strengths/Asset Based Orientation</td>
</tr>
<tr>
<td>Transactional</td>
<td>Transformative</td>
</tr>
<tr>
<td>Siloed</td>
<td>Systemic</td>
</tr>
<tr>
<td>Pathogenic Focus</td>
<td>Salutogenic Focus</td>
</tr>
<tr>
<td>Exclusive</td>
<td>Equitable</td>
</tr>
<tr>
<td>Formal/Traditional/Past Practice</td>
<td>Relational/Inclusive/Best Practice</td>
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</table>

KEY CONSIDERATIONS: A PLANNING BLUEPRINT TO FACILITATE WSCC IMPLEMENTATION

Summary Thoughts on “Pre-Development” Work

- **Somewhat unexpected:** the what
  – or the degree of request for multi-media material to build WSCC content knowledge
- **Somewhat expected:** the who
  – strategy for leadership to sustain efforts
- **Expected:** the how
  – or the need for support as to “how” to do WSCC implementation
  * E.g. overwhelming to look at it all simultaneously

Lessons from Schoolwide Positive Behavior Intervention and Supports (SWPBIS):

What are challenges associated with accurate, durable, and relevant [WSCC] implementation?
Embrace Complex Change – Moving from Silo to Integrated

Through collaborations, opportunities are actively sought to enhance the work within individual components and facilitate intersections with others.

Case Example – Moving from silo to integrated in addressing student anxiety

**Preliminary example of WSCC individual component efforts**

- Physical education faculty met to re-design the two-year health education and physical activity curriculum.
- The need for increased focus on mental health is voiced with plans to embed an embedded mental health curriculum.
- Student services faculty met to plan options for providing additional 1:1 supports for students exhibiting symptoms of anxiety.
- Separate budget requests reflect (1) staffing, training, and materials associated with physical education faculty delivery of health lessons and (2) increasing student services faculty capacity to provide supports.

**Coordinated example of WSCC integrated efforts**

- WSCC school-wide facilitates meeting with physical education and student services faculty to plan for reducing student anxiety.
- Phys. Ed. faculty work with student services faculty to design a transition unit for all students to be embedded in health/phys. education curricula. The work includes families as partners to support learning and anxiety.
- School nurses are included in a “surveillance” protocol to identify and refer those students who need additional support by student services faculty.
- Coordinated budget requests are submitted to facilitate time for protocol development and faculty training.

Embrace Complex Change - Using Implementation Science

**The EPIS Model**

- EXPLORE
- PLAN
- IMPLEMENT
- SUSTAIN

Adapted from Aarons et al. (2012) NIMH

Setting the Stage: Initial Exploration

**INITIAL EXPLORATION**

- Core Content Knowledge
- Implementation Features
- Readiness of the inner organizational for WSCC

**EXPLORE... fit and commitment to WSCC work**

**- PLAN - IMPLEMENT - SUSTAIN -**
Building Core Content Knowledge

- Explaining key concepts
- Defining “gears” and providing exemplars
- Proving multiple sources/formats of information

WSCC KEY CONCEPTS

- WSCC embraces school role and responsibility by integrating learning and health initiatives, building on substantial history of related initiatives in child success and well-being (CDC coordinated school health, ASCD whole child)
- WSCC weaves together efforts to support the whole child – which means that although academic indicators do form a critical part to school buy-in, efforts also attend to social, emotional, behavioral, and physical domains
- WSCC requires coordinated leadership across district and school decision making policy, process, practice arenas
  - Examples: school improvement plans, school wellness plans, district strategic plans, mission statements
- WSCC is contextually relevant in that efforts will look different across districts and within schools
  - Example differing factors: leaders, policies, culture, needs and assets, resources, family engagement, community involvement
- WSCC is a continual process of coordinated decision making about needs, priorities, and actions
  - Not doing it all at once, but systematic coordination of efforts
- WSCC is data-driven, with data options that include “big” data (scores, attendance, discipline, climate/safety) deemed critical as well as “component” data (reports of chronic illness, behavior plans, family contacts)
- WSCC requires school commitment to collaboration with community and families
- WSCC must be viewed as the umbrella to school initiatives, cutting across layers to influence common vision
  - To be successful, planned efforts focus on reduction of duplication, inefficiency, and confusion (e.g., what are the current areas of focus and resource allocation, what is the gap analysis across policies, processes, and programs)
WSCC work weaves together efforts
weaving occurs across domains, settings, and service intensity

Building Core Content Knowledge
• Defining “gears” and providing exemplars
• Proving multiple sources/formats of information

Understanding Implementation Features
Active Implementation Network
• Using the science of how to do something as intended
• Extending questions beyond What evidence-based practices have we adopted? to:
  – Who is using those practices and do they have the requisite knowledge and skills?
  – What resources are both needed and allocated to use of those practices?
  – How well are the practices being implemented as intended?

Understanding Implementation Features
Active Implementation Network

<table>
<thead>
<tr>
<th>Implementation Stage</th>
<th>Application to WSCC</th>
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<tbody>
<tr>
<td>Exploration</td>
<td>What is WSCC? What are the defining features and do we agree? How do our school and community settings show commitment to WSCC? Why do we need WSCC – is it focus all students or just a few? What are our expectations for outcomes?</td>
</tr>
<tr>
<td>Installation</td>
<td>What are the features of WSCC for our setting? What do we need to do to put WSCC in place? How are we monitoring what is happening?</td>
</tr>
<tr>
<td>Initial Implementation</td>
<td>What are our “starting points” for WSCC – the prices that are easiest to put in place with biggest return? How are providing initial training and planned for continuing support? How is evaluation of outcomes occurring?</td>
</tr>
<tr>
<td>Full Implementation</td>
<td>Does our evaluation of outcomes suggest WSCC plans are working? What needs revision, expansion, or deletion? Do we have appropriate levels of “buy-in” from stakeholders – with good fidelity of use (P20N)?</td>
</tr>
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Adapted From W2R
Readiness of the Inner Organization for Implementation

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<th>Leadership</th>
<th>Climate</th>
<th>Citizenship</th>
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<tbody>
<tr>
<td>✓ Proactive</td>
<td>✓ Focus</td>
<td>✓ Helping others</td>
</tr>
<tr>
<td>✓ Knowledgeable</td>
<td>✓ Education support</td>
<td>✓ Keeping informed</td>
</tr>
<tr>
<td>✓ Supportive</td>
<td>✓ Recognition</td>
<td></td>
</tr>
<tr>
<td>✓ Perseverant</td>
<td>✓ Selection</td>
<td></td>
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</table>

Adapted from Evidence-Based Practice in School Mental Health (Lyon et al 2018)

Identify Leadership Team – Explore to Do the Work

Who/What is the Leadership Team?

✓ Leadership, Climate, Citizenship Behaviors

HUB – the effective center of an activity, region, or network

Synonyms: center, core, heart, middle, central point, nucleus, kernel

Source: https://www.merriam-webster.com/dictionary/hub

Identify Leadership Team – Explore to Do the Work

Example Visual - Drivers of Implementation in School Systems

<table>
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LEADERSHIP TEAM

Responsible for Planning, Implementation, & Coordination

Training and Professional Development | Coaching & Technical Assistance | Evaluation | Local Content Expertise

Adapted from School-Wide Positive Behavior Supports (Silver, 2010)

2011 ASCD report - identified the following "WSCC" levers: (1) principal as leader; (2) active and engaged leadership; (3) distributive leadership; (4) integration with school improvement plan; (5) effective use of data for continuous improvement; (6) embedded professional development; (7) mutually beneficial community collaborations; (8) stakeholder support; and (9) related policy (Source: Rasberry, Slade, Lohrmann, & Valois, 2015).
Identify Leadership Team – Explore to Do the Work

Example Tools

Exercise: Cascading Logic Model
Complete the table below with regard to the chosen policy, process, or practice - and WSCC domain. After each input, ask “how” 5 times to ensure all possible areas of success and challenge have been explored.

<table>
<thead>
<tr>
<th>Input (ask How)</th>
<th>Desired Output</th>
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<td>How will students benefit?</td>
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<td>How will district supports be developed to support school implementation?</td>
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<td>How will state and community resources be accessed to support school implementation?</td>
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Identify Leadership Team – Initial Planning to Do the Work

• Now establish the improvement cycle... and decision points

Example Tools

Identify Leadership Team – Initial Planning to Do the Work

Initial Planning to Do the Work

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Identify Leadership Team – Initial Planning to Do the Work

Example Tools

Identify Leadership Team – Initial Planning to Do the Work

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Embrace Complex Change - Using Implementation Science

The EPIS Model

EXPLORE → PLAN → IMPLEMENT → SUSTAIN

Aaron et al. (2013)

DISCUSSION: KEY OPPORTUNITIES ACROSS DIFFERENT SCHOOL AND DISTRICT CONTEXTS

Panel Discussion

• How do you emphasize it is a framework, not a one size fits all approach? How can it look different across contexts?
• How important is leadership at different levels – state, district, building? How to engage leaders as collaborative partners in the work?
• What are facilitators and barriers to successful implementation and sustainability?
• How do you scale up the efforts? What are the needed resources and the role for partnerships?

Questions, Comments, & Thank You!

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