Advancing School-Based Health Care and Cross-System Partnerships

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Milken Institute School of Public Health
THE GEORGE WASHINGTON UNIVERSITY

CME and CE Information

In support of improving patient care, this activity has been planned and implemented by Ohio School-Based Health Alliance and Moses/Weitzman Health System, Inc. and its Weitzman Institute and is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

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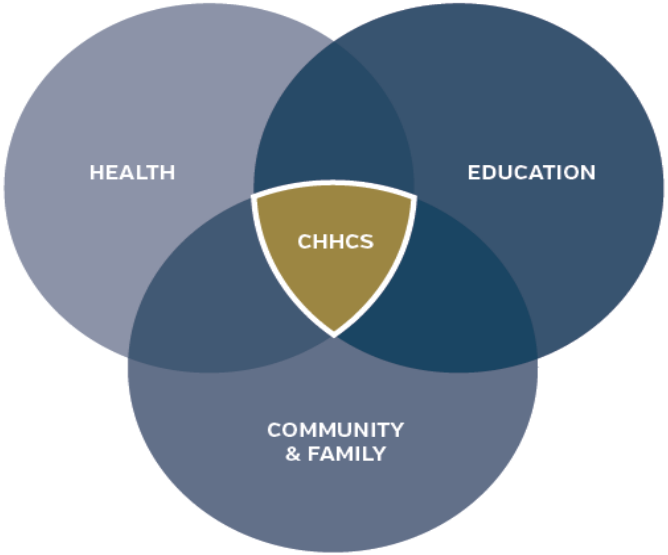
Center for Health and Health Care in Schools (CHHCS)



www.healthinschools.org

Vision: We envision a society where school and community environments foster health and opportunities for all students to thrive.

Mission: Through multi-sector and school-connected approaches, we advance policies, systems, and environments to build and sustain strategies that bridge health and learning for all students.

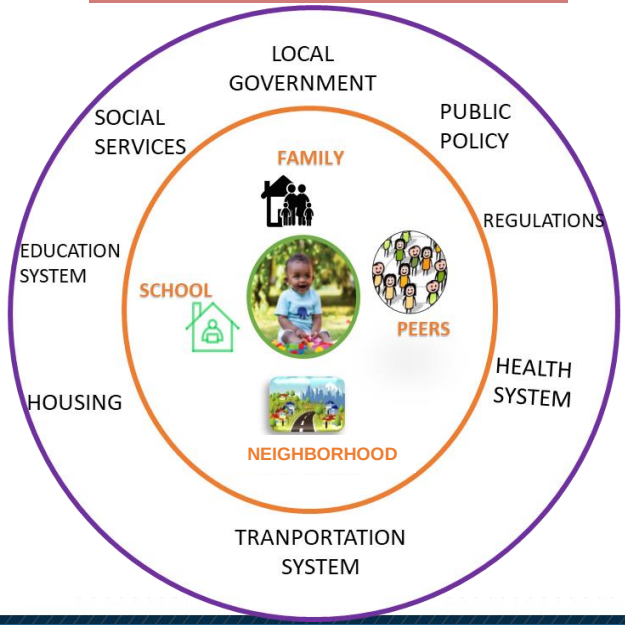
An Applied Research Center: We Help Find Solutions to Practice-Based Problems

Socio-Ecological Model Guides Work & Partnerships

Focus: Individual Children & Families

Focus: Children within their immediate environmental contexts and the characteristics of those environments that influence development

Focus: Children within the larger social contexts and how this impacts their development



Learning Objectives

Participants will be able to:

- Define and list at least two social influencers of health and education (SIHE) that impact student health and well-being
- Describe a process for screening and addressing SIHE through school-based strategies
- Identify local cross-system partnerships that can be forged to expand SBHC capacity to support student health and well-being

Deepening Our Impact

- **Brief #1**: *Understanding the Social Influencers of Health and Education* (August 2020)
- **Brief #2**: *Assessing Social Influencers of Health and Education* (February 2021)
- **Brief #3**: *Addressing Social Influencers of Health and Education Using a Multi-Tiered System of Supports Framework* (June 2021)
- **Brief #4:** *Social Influencers of Health and Education Needs Assessment: A Pathway for School Health and Mental Health Professionals (August 2023)*

Understanding the Social Influencers of Health and Education

- Provides an overview of the SIHE
- Describes the role of schools, as well as SBHCs and CSMHSs
- Presents a call to action and next steps for the school health field

Understanding Social Influencers of Health and Education:

A Role for School-Based Health Centers and Comprehensive School Mental Health Systems

August 2020

A child's health status and educational achievement are influenced by multiple factors, many of which are external and not easily controlled by the child or parents/guardians.

These factors, such as the safety of the neighborhood, a family's socioeconomic status, access to needed services, the availability of healthy food, the quality of the physical environment, and experiences with racism or discrimination, profoundly impact well-being and can severely limit opportunities for growth. Despite limitations on the extent to which these factors can be changed, staff from school-based health centers (SBHCs) and comprehensive school mental health systems (CSMHSs) are well-positioned to assess and take actions to help overcome these obstacles to student achievement, social-emotional development, and well-being. This brief defines key concepts and outlines how school health service systems can play a role in addressing factors that affect student academic and health outcomes.

School-based health centers (SBHCs)

(a partnership between schools and a local health care organization)

Provide array of services that may include primary care, mental health, social service, oral health, reproductive health, nutrition education, vision, and health promotion.

Care may be provided to students, as well as school staff, family members, and others in the community during and after school hours, and often during the summer.[1]

The CDC Community Preventive Services Task Force recommends SBHCs in low-income communities to improve educational and health outcomes.

Comprehensive school mental health systems (CSMHSs)

Provide array of supports and services that promote positive school climate, social and emotional learning, and mental health and well-being, and reduce the prevalence and severity of mental illness.

Built on a strong foundation of district and school professionals, including administrators, educators, and specialized school-based support personnel.

Builds a strategic partnership with students and families, as well as community health and mental health organizations.[2]

What are the Social Influencers of Health and Education?

The influencers of health and education are rooted in the social determinants of health.

Social determinants of health refer to the characteristics in a child's surroundings that affect a wide range of health, functioning, prevalence of risks, and quality-of-life outcomes—in other words, the social, environmental or economic conditions in which individuals are born, live, learn, play, work, worship, and age.[3] To highlight the potential for positive change when social and environmental factors are identified and addressed early on, the term *influencers* has been favored over *determinants*.[4] Research underscores that social influencers of health not only have a positive or negative impact on the health of an individual child, they can also drive student educational outcomes.[5] Therefore, we propose the term Social Influencers of Health and Education (SIHE) to reflect the social and environmental factors that affect the growth, development, and well-being of school-aged children, youth, and their families.

Social & Environmental Conditions for Children in the U.S.

The Good

- 96% received needed healthcare in the past year
- 96% have never been a victim of or a witness to violence
- 95% live in a safe neighborhood
- 93% have health insurance

The Bad

- 29% live in neglected neighborhoods
- 19% live in poverty
- 15% live in households where it is hard to get by on the family income
- 5% of households with children cannot afford food

Source: NSCH 2019; NSCH 2019-2020

Conditions for Students During the COVID-19 Pandemic


Local

The pandemic intensified hunger in the D.C. region. Now, there's a push to end it for good.


1 in 5 Families Report Pandemic-Era Patient Care Access Hardship

Although telehealth has filled in some gaps, families still report challenges with patient care access and a preference for in-person care.


COVID-19 pandemic has worsened food insecurity, especially in households with children


3rd party ad content

'It's just hard to find somebody': Navigating childcare during the COVID pandemic

Katelyn Waltemyer Jackson Newspapers

Published 9:29 a.m. ET Oct. 18, 2021 | Updated 10:02 a.m. ET Oct. 18, 2021


Education

NYC school attendance drops among homeless students amid coronavirus, report says

Updated: Oct. 20, 2021, 10:31 a.m. | Published: Oct. 20, 2021, 9:57 a.m.


More than 140,000 U.S. children lost a primary or secondary caregiver due to the COVID-19 pandemic

New study highlights stark disparities in caregiver deaths by race and ethnicity, calls for urgent public health response.


Review Article | Published: 27 September 2021

Why lockdown and distance learning during the COVID-19 pandemic are likely to increase the social class achievement gap

Sébastien Goudeau, Camille Sanrey, Arnaud Stanczak, Antony Manstead & Céline Darnon


DETROIT

The world is going virtual but many in Detroit are still left behind

Dana Afana Detroit Free Press

Published 6:01 a.m. ET Oct. 2, 2021

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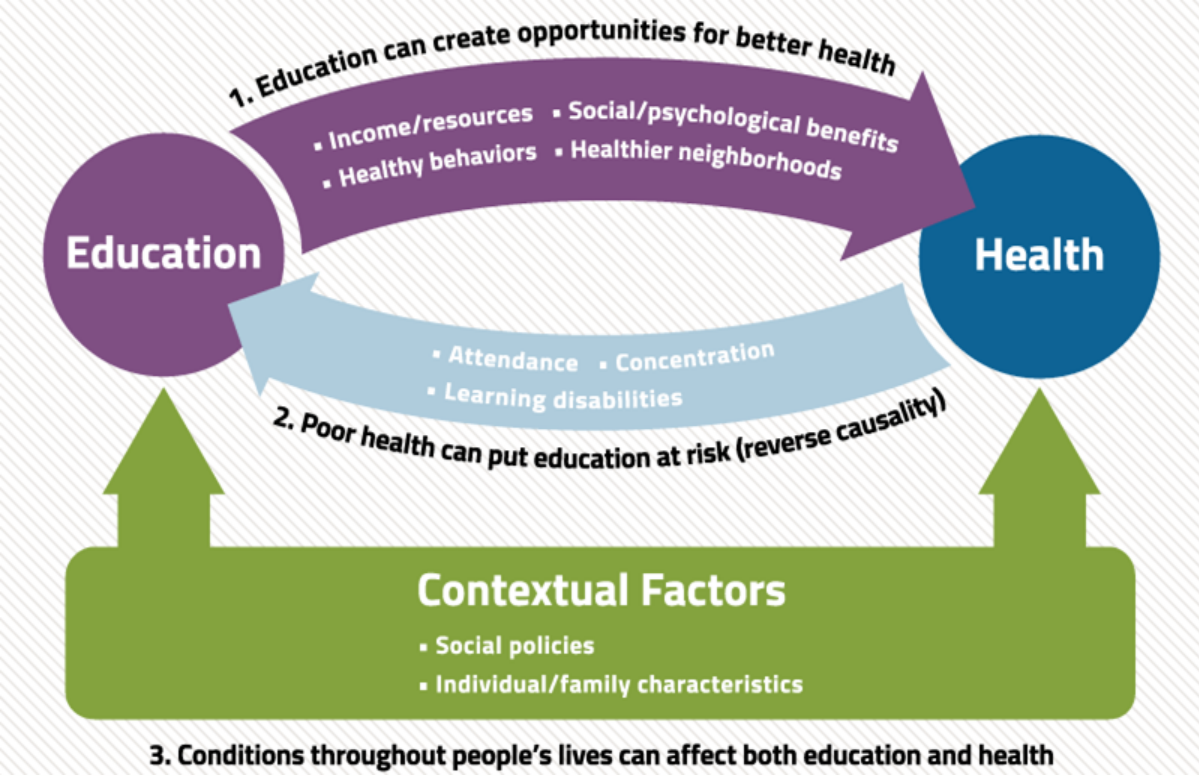
WASHINGTON, DC

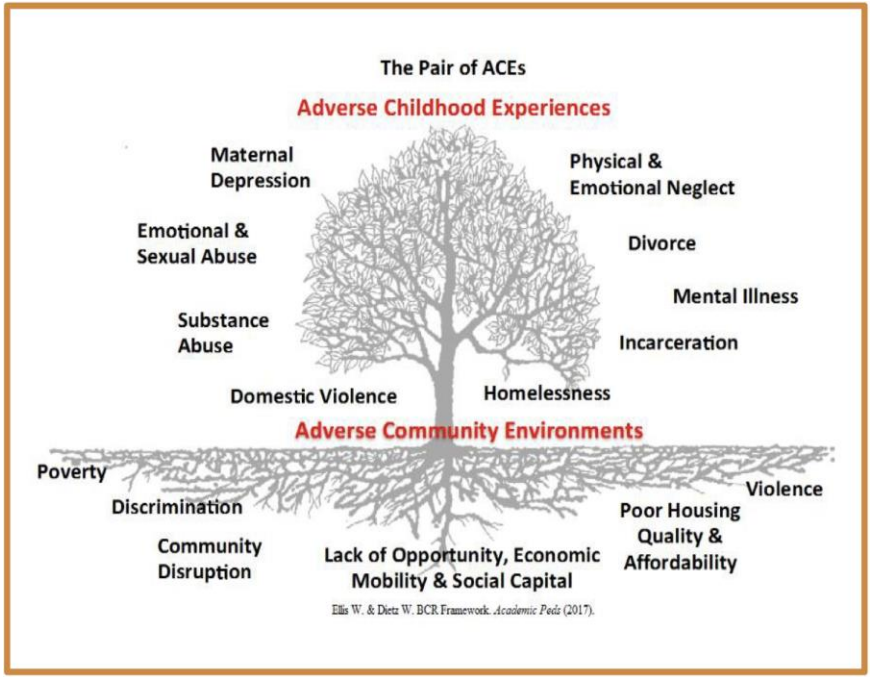
Reciprocal Effect of Health & Education



Source: VCU Center for Society & Health

Understanding the “Root Causes”

- Requires an understanding of the environments and conditions in which people are born, grow, live, learn, work, and age
- Are the fundamental drivers of health and mental health status, and long-term success

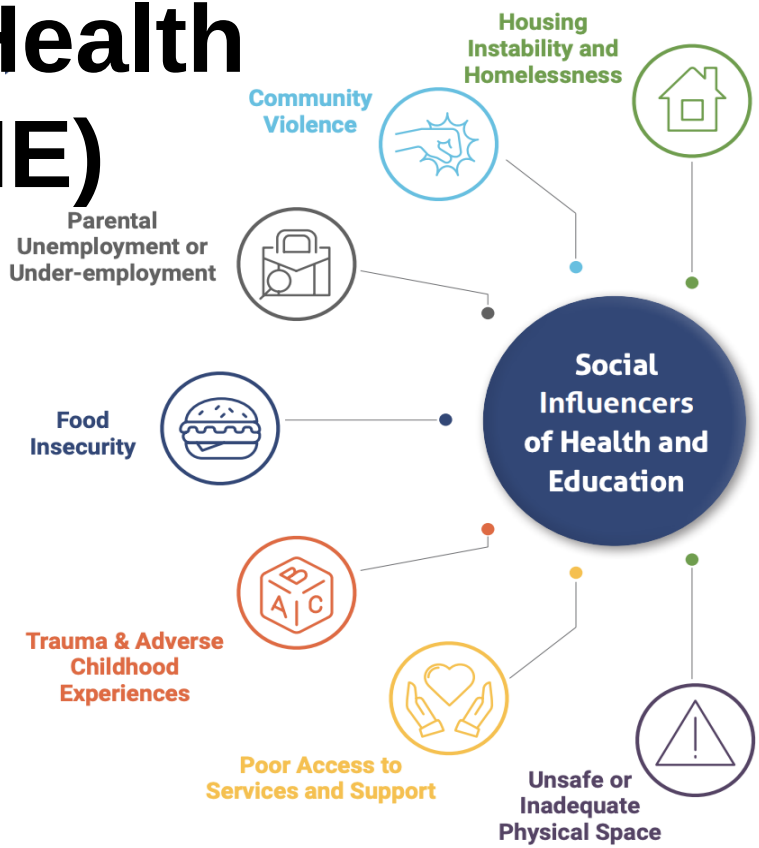


Social Determinants of Health (SDOH/SDH)

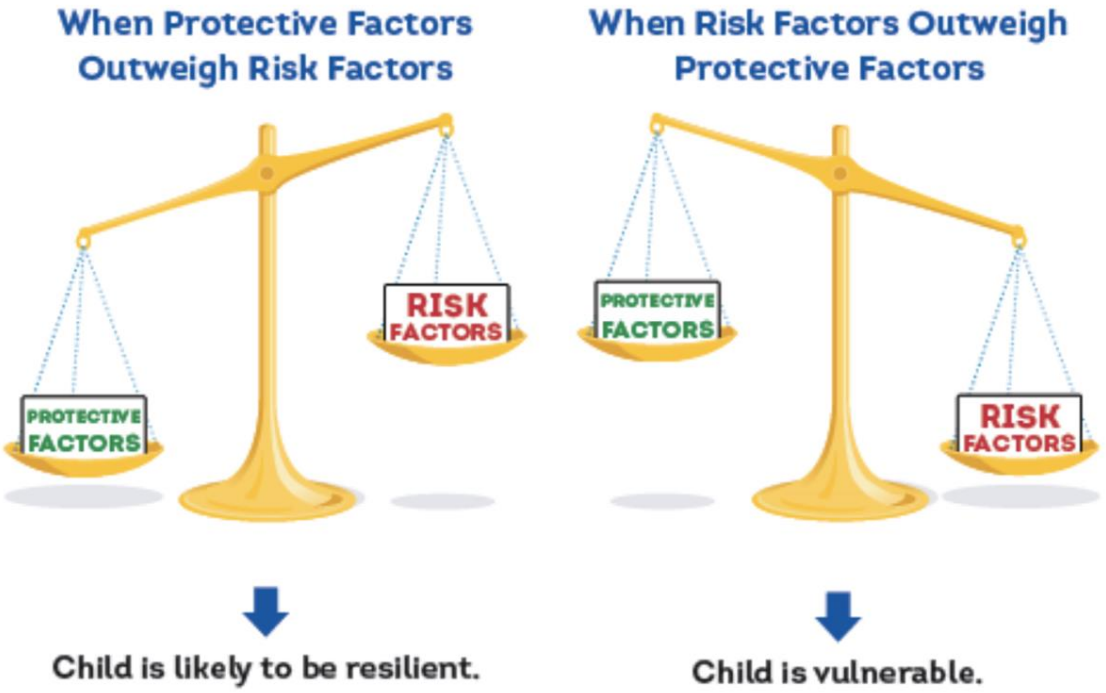
Medical care may be responsible for only 10–15% of health outcomes; SDOH contribute to the vast majority of individual outcomes

Social Influencers of Health and Education (SIHE)

- A *child's health status* and *educational achievement* are influenced by multiple factors, many of which are external to the individual
- Often experienced disproportionately by race and ethnicity and contribute to health inequities, learning disruptions, and opportunity gaps

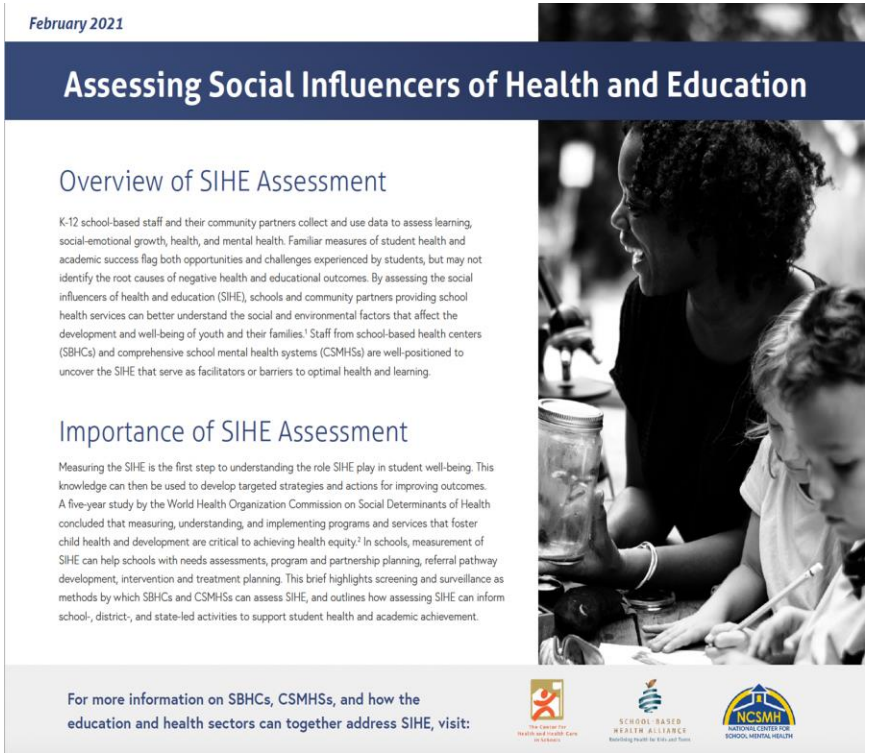


Social Influencers can be Positive or Negative



Assessing Social Influencers of Health and Education

- Provides screening and surveillance considerations
- Lists examples of each
- Offers guiding questions to get started



February 2021

Assessing Social Influencers of Health and Education

Overview of SIHE Assessment

K-12 school-based staff and their community partners collect and use data to assess learning, social-emotional growth, health, and mental health. Familiar measures of student health and academic success flag both opportunities and challenges experienced by students, but may not identify the root causes of negative health and educational outcomes. By assessing the social influencers of health and education (SIHE), schools and community partners providing school health services can better understand the social and environmental factors that affect the development and well-being of youth and their families.[1] Staff from school-based health centers (SBHCs) and comprehensive school mental health systems (CSMHSs) are well-positioned to uncover the SIHE that serve as facilitators or barriers to optimal health and learning.

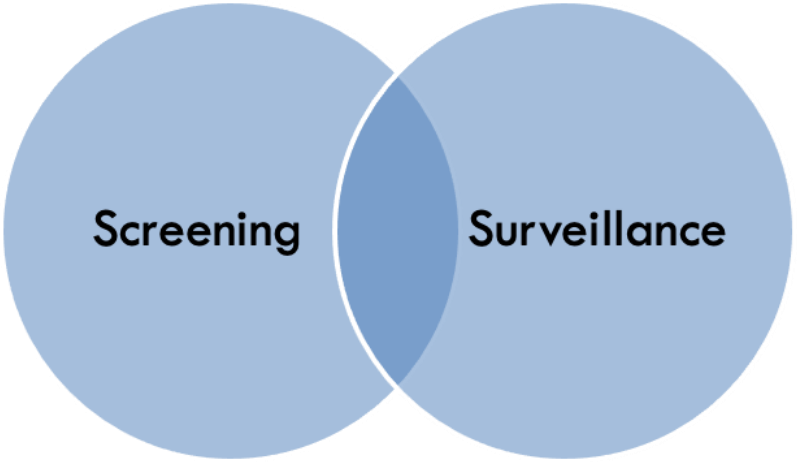
Importance of SIHE Assessment

Measuring the SIHE is the first step to understanding the role SIHE play in student well-being. This knowledge can then be used to develop targeted strategies and actions for improving outcomes. A five-year study by the World Health Organization Commission on Social Determinants of Health concluded that measuring, understanding, and implementing programs and services that foster child health and development are critical to achieving health equity.[2] In schools, measurement of SIHE can help schools with needs assessments, program and partnership planning, referral pathway development, intervention and treatment planning. This brief highlights screening and surveillance as methods by which SBHCs and CSMHSs can assess SIHE, and outlines how assessing SIHE can inform school-, district-, and state-led activities to support student health and academic achievement.

For more information on SBHCs, CSMHSs, and how the education and health sectors can together address SIHE, visit:

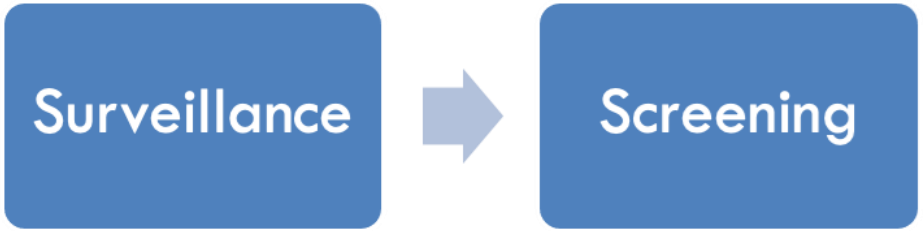
Two Approaches to Learn More

Screening: Use of a systematic tool or process to identify the strengths and needs of students



Use of both screening and surveillance to get a well-rounded perspective of student strengths and gaps

Surveillance: The systematic collection and reporting of data (national, state, local) to monitor patterns and trends



Use of surveillance data tells us that we need to screen for student strengths and gaps at the individual level

Screening Examples

Pediatric ACEs Screening and Related Life Events Screener (PEARLS) *Bay Area Research Consortium on Toxic Stress and Health*

Children

Designed for proxy-report by an individual on behalf of a child or self-report by a child

Often used in clinical settings

Paper version available

Part 1: 10 questions

Part 2: 9 questions

Parents, guardians, or caregivers responding for their child, 0- 11 years old

Free screening tool and free training available

Arabic
Armenian
Cambodian
Chinese
English
Farsi
Hindi
Hmong
Japanese
Korean
Laotian
Punjabi
Spanish
Russian
Tagalog
Thai
Vietnamese

Community violence
Discrimination
Food insecurity
Housing instability
Interaction with the criminal justice system
Physical, mental, verbal, sexual and substance abuse in the home

Teens

Administered by a health provider or clinical staff; self-report by individual

Often used in clinical settings

Paper version available

11-24 questions

Parents, guardians, or caregiversresponding for their adolescent child, 12-19 years old;

Self-report for adolescents, 12-19 years old

Free screening tool and free training available

Arabic
Armenian
Cambodian
Chinese
English
Farsi
Hindi
Hmong
Japanese
Korean
Laotian
Punjabi
Spanish
Russian
Tagalog
Thai
Vietnamese

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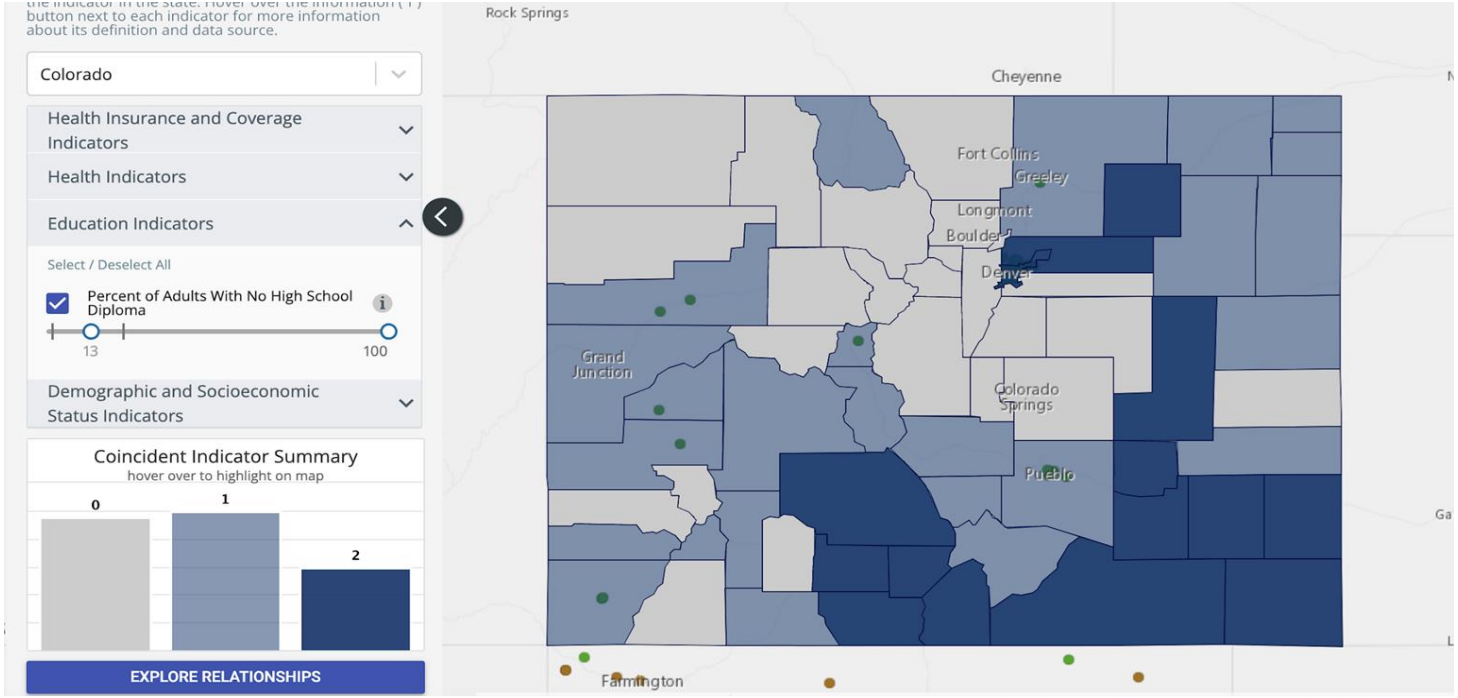
Physical, mental, verbal, sexual and substance abuse in the home

Surveillance Example: Child Health and Education Mapping Tool



https://data.sbh4all.org/sbhadb/maps/

Addressing Social Influencers of Health and Education Using a Multi-Tiered System of Supports Framework

- Provides an overview of the use of an MTSS approach for SIHE interventions
- Lists examples at each tier

Addressing Social Influencers of Health and Education Using a Multi-Tiered System of Supports Framework

June 2021

Schools provide an ideal setting to deliver interventions that support student learning, health, and well-being.

Many K-12 schools partner with community resources to provide wraparound services, expand health and mental health services, and offer a continuum of health and learning supports. Research confirms that implementing prevention and health promotion programs, as well as delivering services in schools, improves access and reduces barriers to services, increases utilization and follow-up, reduces stigma, and is associated with a host of positive health and education outcomes.[1,2]

Factors that impact health, well-being, and learning are also known as Social Influencers of Health and Education (SIHE). The SIHE are essential to understand because the social, environmental, or economic conditions in which individuals are born, live, learn, play, work, worship, and age, impact their health status and educational achievement.[3] Screening and/or surveillance for SIHE can uncover the extent to which these may positively or negatively impact individuals, groups, or the whole school community.[4] With this information, schools with their integrated health and mental health professionals – and namely school-based health centers (SBHCs) and comprehensive school mental health systems (CSMHSs) – can provide interventions that mitigate the effects of SIHE associated with poor short- and long-term outcomes.

This brief describes how the use of a multi-tiered system of supports (MTSS) framework for SIHE-related interventions promotes alignment with and can increase the benefits of other academic, social-emotional, and behavioral interventions already offered in school.

Recommended Citation: Center for Health and Health Care in Schools, School-Based Health Alliance, National Center for School Mental Health (2021). Addressing Social Influencers of Health and Education Using a Multi-Tiered System of Supports Framework. Washington, D.C.: School Health Services National Quality Initiative.

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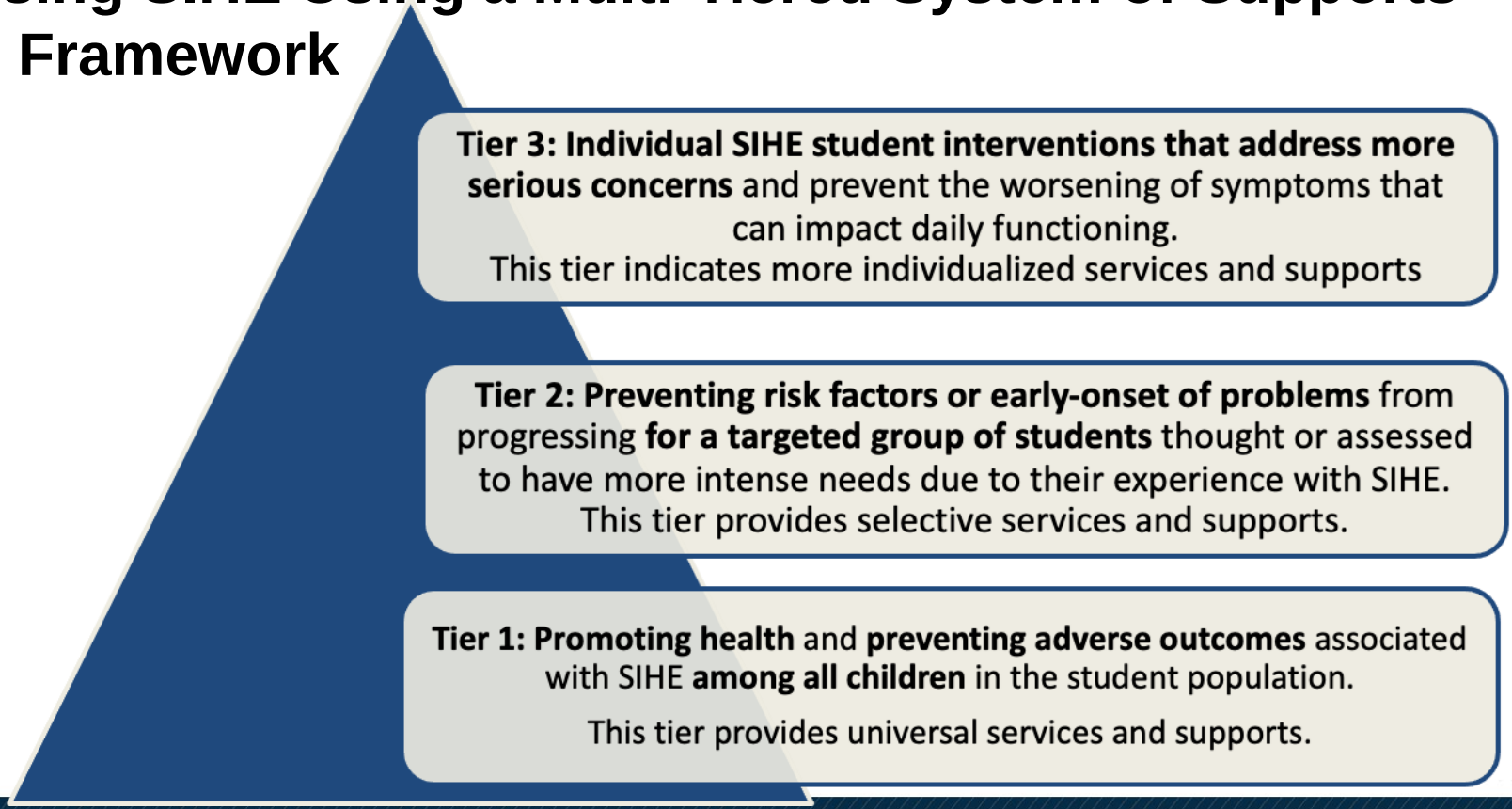
For more information on SBHCs, CSMHSs, and how the education and health sectors can together address SIHE, visit:

Addressing SIHE Using a Multi-Tiered System of Supports (MTSS) Framework



Tier 1 focuses on promoting health and preventing adverse outcomes associated with SIHE among all children in the student population based on available school, community and population data. This tier provides universal services and supports through strategies such as:

- Universal health and mental health literacy interventions
- Prevention and health promotion programs and policies
- Health communications and resource dissemination
- School-community partnerships with health and human service agencies
- Health and wellness events
- Professional development for school and community staff to build knowledge and awareness
- School-wide surveys about student assets and needs
- School or district policies that advance equity

Tier 2 focuses on preventing risk factors or early-onset of problems from progressing for a targeted group of students thought or assessed to have more intense needs due to their experience with SIHE. This tier provides selective services and supports through strategies such as:

- Targeted screening
- Referral and follow-up activities[7]
- Small groups for students coping with specific challenges
- Support groups for at-risk families
- "Trainings and workshops to remediate limited knowledge or skills

Tier 3 focuses on individual SIHE student interventions that address more serious concerns and prevent the worsening of symptoms that can impact daily functioning. This tier includes more individualized services and supports, such as:

- Individual screening
- Case management
- Care coordination
- Motivational interviewing
- Individual, group, or family counseling

My whole life is stressful. I ran away from home…there was like 13 people in that house…after a while, you know, there's not enough food and everything for everybody to be there. One winter we had no heat. We had no electricity. We had no water. It was bad.

SIHE	Example of Potential Health Impact of SIHE	TIER 1 Intervention Example	TIER 2 Intervention Example	TIER 3 Intervention Example
Unsafe housing	Living in older homes that are in disrepair may cause exposure to lead-based paint and elevated blood levels.	Disseminate information and host meetings in partnership with the local health department to educate all families about the dangers of lead exposure.	Conduct virtual or in-person home visits with families living in areas with high rates of lead poisoning to assess their risk and inform them of signs and symptoms of lead exposure; refer students to the SBHC for an annual well-check visit to conduct age-appropriate lead screenings.	Refer families to local housing authority programs to resolve home lead exposure or assist in their relocation to safe housing.

SIHE	Example of Potential Health Impact of SIHE	TIER 1 Intervention Example	TIER 2 Intervention Example	TIER 3 Intervention Example
Food insecurity	Insufficient food to eat at home causes children to request to go to the nurse's office complaining of stomachaches.	Offer universal school meals (breakfast and lunch).	Work with partners to implement a school-based food pantry or holiday food drives.	Assist with applications and refer families to the local Supplemental Nutrition Assistance Program (SNAP) office for families with chronic food insecurity.

SIHE Needs Assessment: A Pathway for School Health and MH Professionals

- A guide with tools and practical strategies for identifying root causes of identified or emerging problems
- Aids planning of effective interventions to reduce social and environmental barriers to learning or enhance home and community strengths

Social Influencers of Health and Education Needs Assessment:

A Pathway for School Health and Mental Health Professionals

August 2023

Introduction

Many K-12 school-based staff (school-employed and community partners) understand the connection between the health and well-being of students and their academic success.

They also appreciate that environmental, social, economic, and community factors can impact the experiences students have inside and outside of the classroom. Identifying, understanding, and addressing these social influencers of health and education (SIHE) is critical to help advance educational equity and to secure lifelong health and well-being for all students. Taking the SIHE into account can help advance school-, district-, and state-led activities and initiatives to support student health, mental health, and academic growth.

This guide provides resources that can be used by school-based health centers (SBHCs), comprehensive school mental health systems (CSMHSs), and school health and mental health providers to assess and address SIHE affecting students, their families, and communities so that students are healthy, safe, and ready to learn. This document serves as a "pathway" guide, with tools and practical strategies, for identifying root causes of identified or emerging problems. It also can assist with planning effective interventions to reduce social and environmental barriers to learning or enhance home and community strengths. The guide uses a public health approach to identify collective solutions to address community and population-based health and mental health challenges.

The SIHE Needs Assessment Pathway will lead teams through the following guideposts using the following step-by-step approach:

Guidepost I: Get Ready to Go!

- **Understanding the Path/Definitions**
- **Social Influencers of Health and Education (SIHE) Overview**

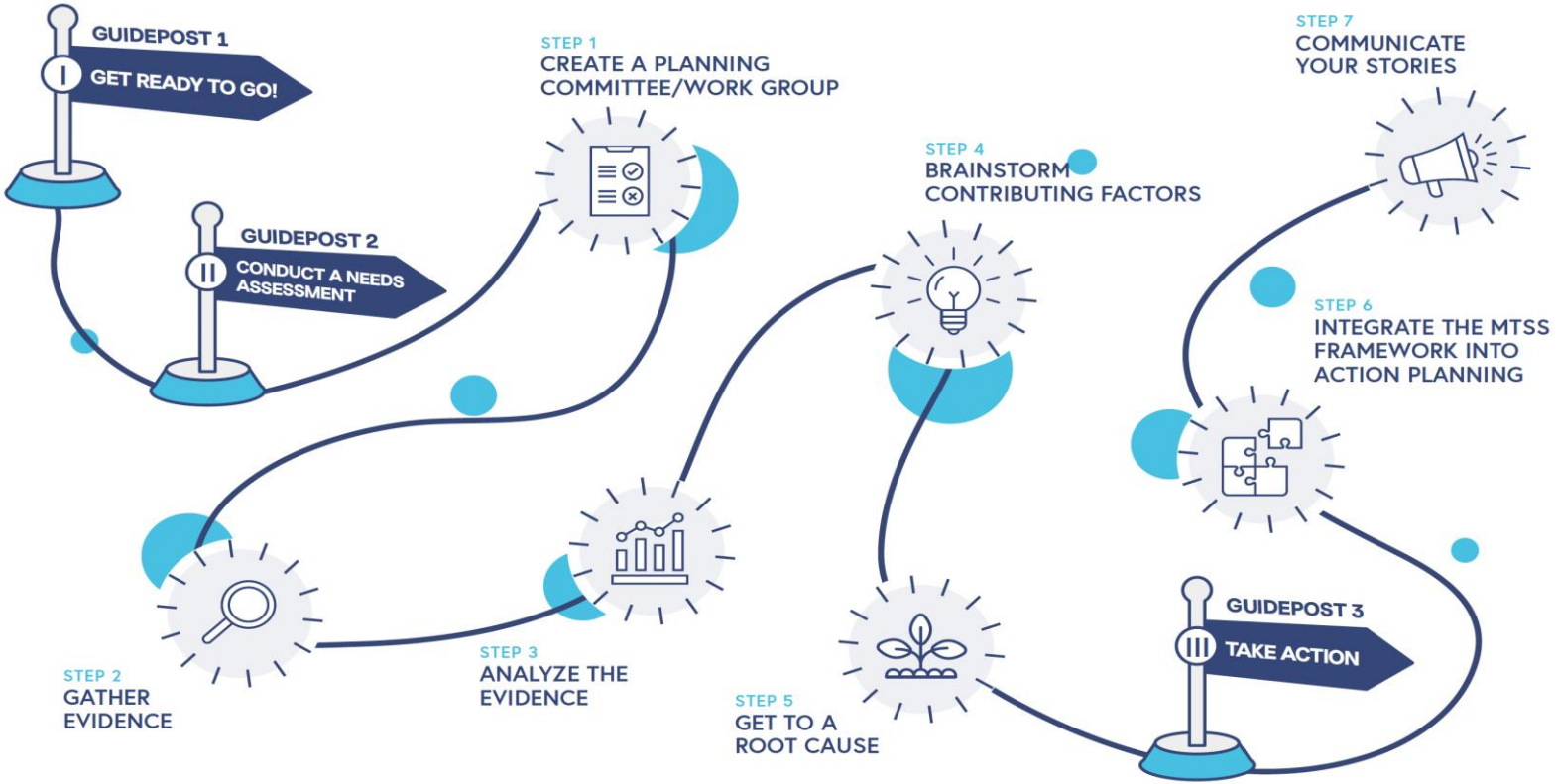
Guidepost II: Conduct a Needs Assessment

- **Step 1: Create a Planning Committee/Work Group.** Provides resources for engaging stakeholders, gives examples of potential stakeholders, and shares an example of a Committee Organization Chart.
- **Step 2: Gather Evidence.** Shares information about what data will help teams identify priority SIHE.
- **Step 3: Analyze the Evidence.** Guides teams as they seek to effectively use the evidence they have gathered.
- **Step 4: Brainstorm Contributing Factors.** Guides teams to collaboratively identify contributing factors so that root causes of SIHE can be understood.
- **Step 5: Get to a Root Cause.** Helps teams determine the root cause(s) of a SIHE using the Fishbone Diagram and the Five Whys.

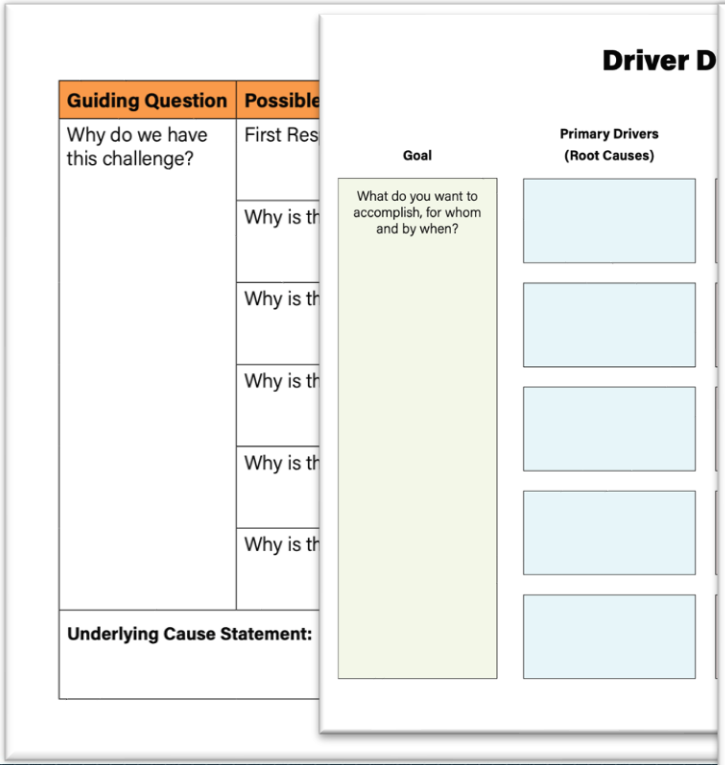
Guidepost III: Take Action

- **Step 6: Integrate the MTSS Framework into Action Planning.** Introduces teams to the Multi-Tiered Systems of Support Framework used widely in schools for intervention planning.
- **Step 7: Communicate Your Stories.** Explains framing social change.

Conclusion


GUIDEPOST 1
I
GET READY TO GO!
GUIDEPOST 2
II
CONDUCT A NEEDS ASSESSMENT
STEP 1
CREATE A PLANNING COMMITTEE/WORK GROUP
STEP 2
GATHER EVIDENCE
STEP 3
ANALYZE THE EVIDENCE
STEP 4
BRAINSTORM CONTRIBUTING FACTORS
STEP 5
GET TO A ROOT CAUSE
STEP 6
INTEGRATE THE MTSS FRAMEWORK INTO ACTION PLANNING
STEP 7
COMMUNICATE YOUR STORIES
GUIDEPOST 3
III
TAKE ACTION

Practical Resources and Tools



Guiding Question	Possible
Why do we have this challenge?	First Res
	Why is th
	Why is th
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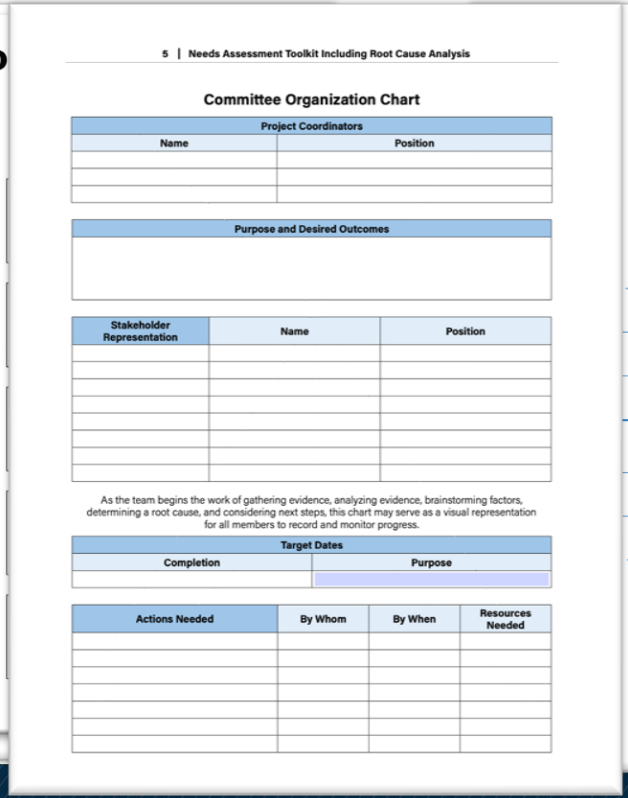
	Why is th
Underlying Cause Statement:	

Driver D

Goal	Primary Drivers (Root Causes)
What do you want to accomplish, for whom and by when?	



Committee Organization Chart

Project Coordinators	
Name	**Position**

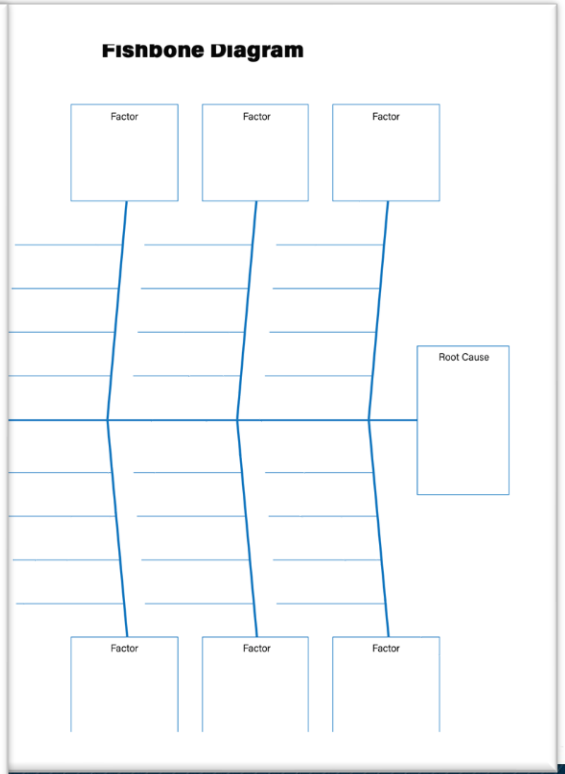
Purpose and Desired Outcomes

Stakeholder Representation	Name	Position

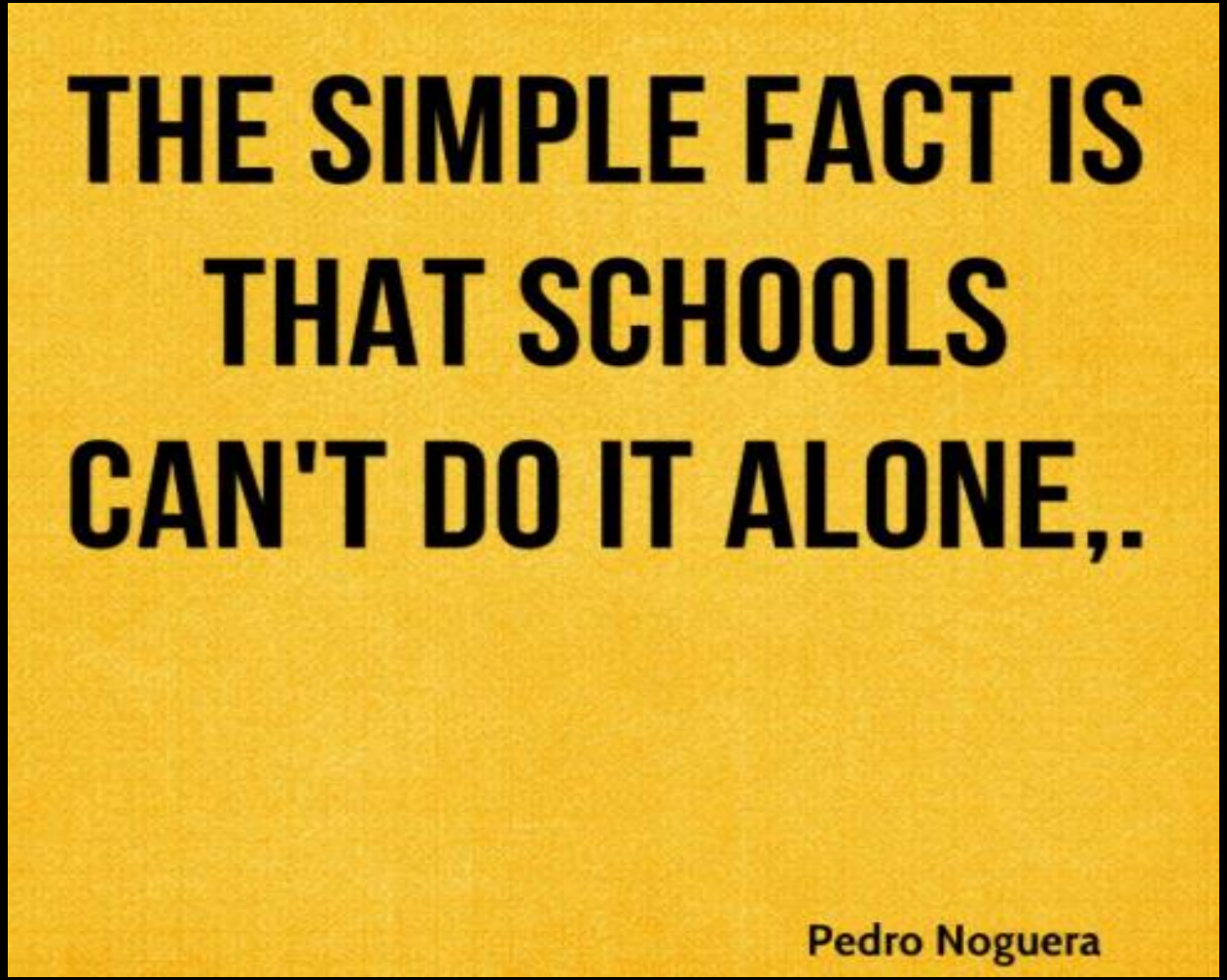
As the team begins the work of gathering evidence, analyzing evidence, brainstorming factors, determining a root cause, and considering next steps, this chart may serve as a visual representation for all members to record and monitor progress.

Target Dates	
Completion	**Purpose**

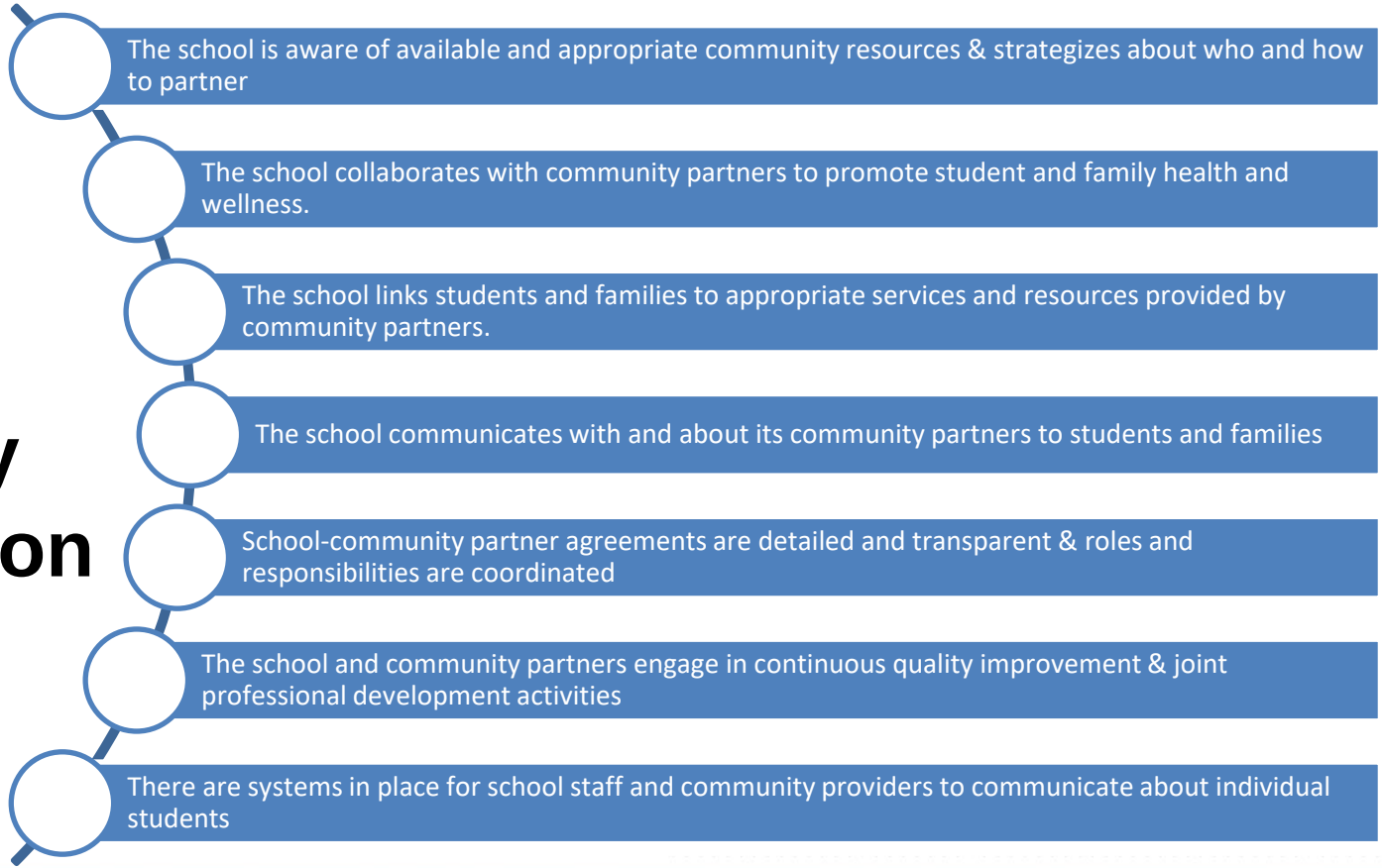
Actions Needed	By Whom	By When	Resources Needed



Fishbone Diagram


THE SIMPLE FACT IS
THAT SCHOOLS
CAN'T DO IT ALONE,.
Pedro Noguera

Effective School-Community Collaboration



PARTNER BUILD GROW

An Action Guide for Sustaining Child Development and Prevention Approaches

An online Action Guide to help stakeholders develop and strengthen community and school-connected programs that will prepare children for academic success while supporting their social, emotional, and physical wellbeing.

Four-pronged strategy → Key Steps, guidelines & tools

Mapping Assets
Guidelines for evaluating the school and community-based programs that are currently in place

Building an Action Team
Guidelines for expanding the network of influential stakeholders

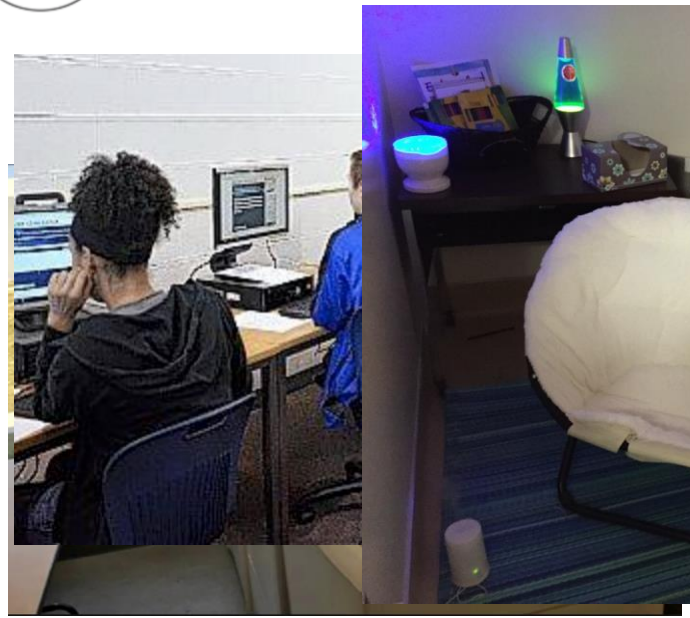
Connecting with the Policy Environment
Guidelines for keeping up to date with state and federal policies and budget processes

Communications
Tools for framing positive messages that connect diverse stakeholders' priorities in support of the overarching initiative

The Power of School-Community Partnership

Aiken High School

Empowering Students to Discover How to be Successful Global Citizens



Key Takeaways

- Let student and family experiences and data inform your priorities and partnerships
- Regularly assess the assets within and outside of your school building (the 4 Ps)
- Commit to improving symptoms and systematically addressing root causes- take the long view
- Relationships, Relationships, Relationships

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