

Schools cannot do it alone

In memory of Dr. Andy Anderson, OHSC, OISE

Christine Preece, Chair, Ontario Healthy Schools Coalition
Mental Health and Wellbeing Lead, St. Clair Catholic District School
Board



Ontario Healthy Schools Coalition

www.ontariohealthyschools.com

- Volunteers
- Advocates
- Caring adults
- Supported many policy papers
- Linked internationally
- Existence for almost 20 years



◊ Coalition ontarienne des écoles en santé ◊
◊ Ontario Healthy Schools Coalition ◊

Kudos

Aqua

- Speaking Up for Equity = Fighting for our rights
- You have a voice and it is a gift so use it
- You are not alone

Sam Hammond

- Want the best for our families, our children and our staff
- Speak “with” anyone: so key to success

Bruckert & Santor

- “Austerity”
- We must do research on violence in school settings

Anne Kidder

- We need quality supports and resources in schools
- We have a “collective” responsibility to support our people in our school communities



Activity



What the research says....

“No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established, the educational progress will be profoundly limited if students ***are not motivated and able to learn***.....addressing health disparities **MUST** be a part of our educational and societal reform.”



Dr. Charles Basch, 2010

Healthier students are better learners: A missing link in school reforms

Let's talk a bit about COMMODITIES

- Resources, products, goods, services
- Something sold for money
- Makes the world go around for the society?



◉ Coalition ontarienne des écoles en santé ◉
◉ Ontario Healthy Schools Coalition ◉

What should we be focusing on?



**OR
ONLY
ON**



Healthy Schools Focus

<https://www.youtube.com/watch?v=qarQXqKbmLg>



Have we mortgaged our children's future?

**Inequality in the OECD is at a record high
– and society is suffering as a result.**

Mike Brewer, Economic and Social Research Council, 2019



What helps lessen violence?

- Collective impact, **not the us vs. them**
- Knowledge and understanding about why it occurs
- Empathy
- Quality funding not just piecemeal
- Collective approach at recognizing trauma: Looking from a lens of “what happened to you”



“Canadian is a nation of pilot projects, our decision makers find it hard to thing long term and value those policies, programs that work and keep them funded”.

Dr. Andrew Pipe, HEAL Conference, 2007.

Why does inequality matter?



“While talking tough on inequality our politicians and business leaders have done very little to address it”.

Kate Pickett, Professor of Epidemiology, York University, 2018

<https://www.youtube.com/watch?v=dqAvYrRJMNg>

The evidence showing that increased inequality can decrease empathy is large and growing.

The Equality Trust, 2019

Poverty leads to feelings of shame for those at the bottom, and reduces social mixing, trust and social cohesion.

University of Oxford, 2010

Looking back

A 2001 a policy paper was developed in US addressing school violence and considered certain factors.....which were:

- Media influence on violence
- Community and family instability
- Impact of trauma
- Housing/neighbourhoods
- Extreme Poverty

According to the Council of Chief State School Officers, “Schools are society’s vehicle for providing young people with the tools for successful adulthood. Perhaps no tool is more essential than good health” (CDC, 2001).

(Center for Disease Control, 2001)

Looking back.....

- A similar paper developed in 2006 by the Alberta Coalition for Healthy School Communities recognized the importance of addressing factors (Social determinants of health) beyond just the school community. It stated...
- “In light of the significance of non-medical determinants of health, it would seem that improving these factors for Canada’s most disadvantaged populations is the key to improving their health”.

(PHAC, 2005).



What has changed since?



- Almost a seven fold increase in violence against educators in the past twelve years (Santor, Bruckert and McBride, 2019)
- “Qualitative data revealed that educators often feel unsupported by administrators, that common strategies (e.g., Personal Protective Equipment) are addressing symptoms rather than root causes, and that there is a disturbing normalization of violence”. (Santor, Bruckert and McBride, 2019)
- Educators listed as experiencing the highest number of lost time injuries from workplace violence (WSIB, 2019)
- Inability of how to deal with student’s rights/safety/mental health needs vs. staff rights/safety/health needs

What has changed since?



- Wages decreased in real terms for most people
- Middle class are decreasing
- Supports were pulled from schools
- Income inequality increasing
- Parents stressed and with less time
- Mental health problems increasing
- Increased precarious work and increase unpredictability of work
- Lower work protections
- Communities struggling

(MacKenzie, 2018)

We have been stuck on an escalator.....

WE NEED TO TAKE COLLECTIVE ACTION!!!

Inequality causes stress



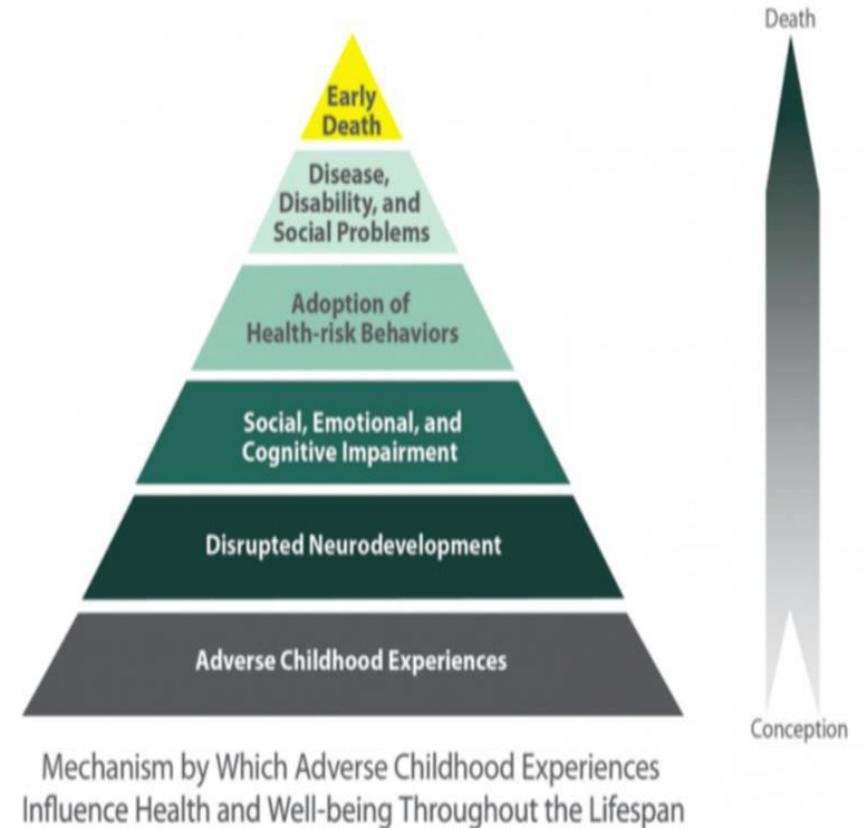
Adverse Childhood Experiences Study- Longitudinal

- Neglect
- Abuse
- Divorce, separation
- Mental illness in house
- Domestic violence

All causes trauma for a child

Poverty and Stress

- Toxic stress in childhood damages developing brain leading to multiple vulnerabilities
- Trauma impacts stress response leading to poorer coping and social problems including violence



Looking from another lens

<https://www.youtube.com/watch?v=apzXGEbZht0>



Did you know?

- Nadine Burke Harris, California's Surgeon General, is requesting that every child that enters the school system is screened for Adverse Childhood Experiences.
- "This involves public education, routine screening to enable early detection and early intervention, and cross-sector coordinated care," Burke said at a hearing on providing care in schools in September. "The opportunity ahead of us is about a true intersection of health care and education."

NBC News, October 2019



Language Matters Too

Good intentions can help perpetuate current inequitable practices and policies, when we are not ourselves and as a whole society, culturally grounded and knowledgeable of our biases, assumptions, and actions we do.

Problem

Violence

Bullying

Anxious

Suicide

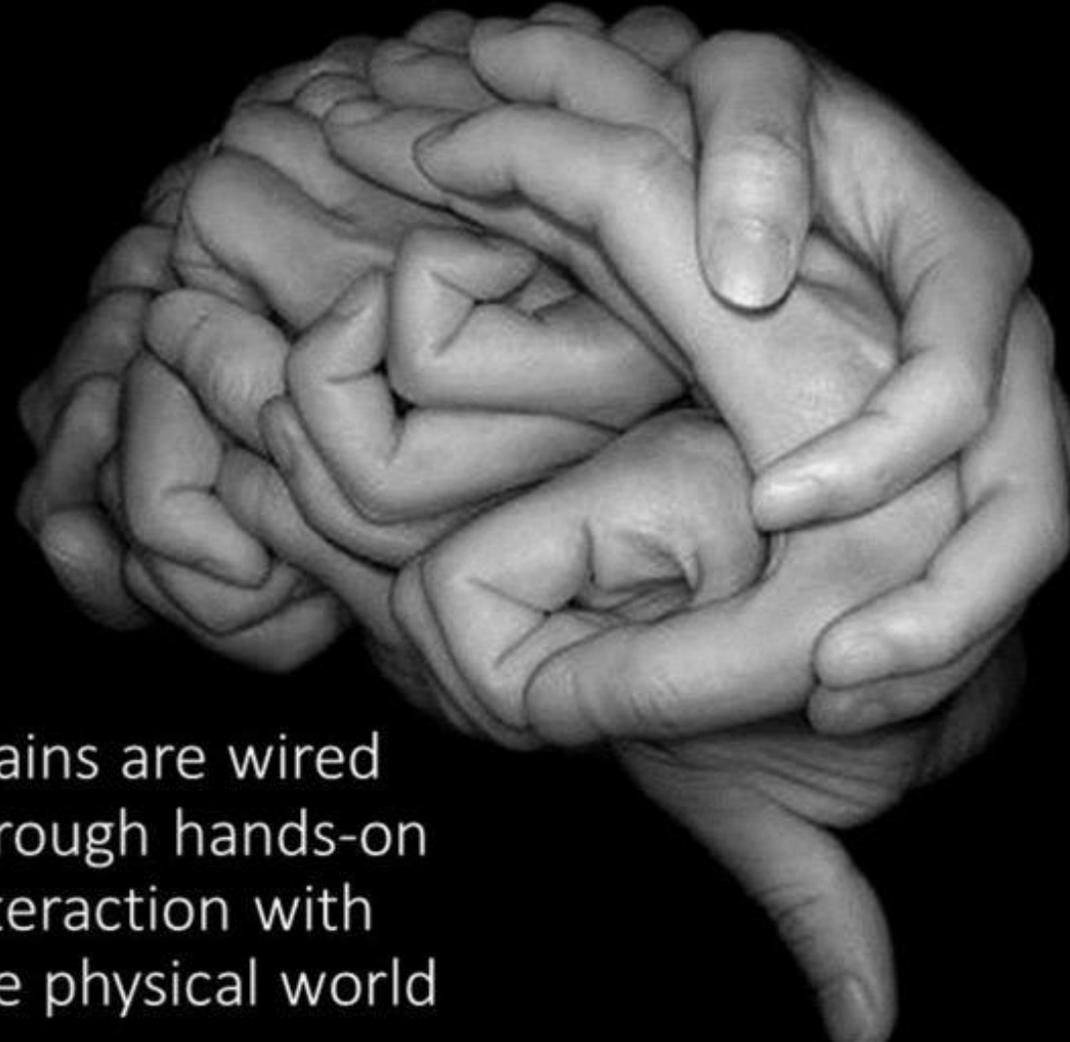
**Collaborative For
Academic, Social,
And Emotional
Learning, 2019**
www.casel.org

Fogarty et al, 2018

PLAY MATTERS

- Play is meaningful in child development as it helps with decision-making, executive functioning, social skills and more (UNICEF, 2019).
- Play allows children to communicate and understand each other. It helps us develop empathy (UNICEF, 2019).
- The removal of play and movement in school will increase behaviours similar to ADHD by 50% (Badenoch, 2019).

We Learn By Doing



Brains are wired
through hands-on
interaction with
the physical world

Empathy Matters



“Empathy appears to be waning on a societal level. Self reported empathy among young people has declined 40% since 1970.”
(University of Michigan, 2010)

“Failing to recognize the limits of empathy can impair performance.”
(Harvard Business Review, 2019)

“Empathy is the antidote to shame”. Dr. Brene Brown, 2013

Has society lost empathy as a collective? Are we a judgemental society now?

“Teachers' pay and benefits at top of heap, don't let them fool you”.

Or

“They're not taking it seriously': Under-reporting of student violence persists”

Or

“This child is out of control, crazy and should be in jail”.

Or

“That parent is lazy, unmotivated and neglectful to her/his child”.

Or

“Schools do not nothing to help our children they only make them fearful”.

Or

“Gun violence is happening because of mentally ill people”.

Have we lost the collective impact to raise healthy children and to care for each other?



Furthermore.....

- Your tough children always show up – kids loved at home come to school to learn, your kids who are not loved at home come to school to be loved
- Problematic behaviour is a system of unmet needs
- Biggest form of neglect is being developed by technology
- For violent people..... “what is going on the inside is pain. Society can be very sympathetic who to a person who lashes out at self but we are not sympathetic who lashes out at others”.

Derek Allan, National Institute of Trauma, 2017.

“The expectation that we can be immersed in suffering and stress daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet”.

**Rachel Naomi Remen
Kitchen Table Wisdom, 1996**

Not always so.....kindness can do wonders as long as we promote it...

<https://www.cbsnews.com/news/curtis-jenkins-lake-highlands-elementary-bus-driver-beloved-by-community-2019-05-24/>



© Coalition ontarienne des écoles en santé ©
© Ontario Healthy Schools Coalition ©

Schools cannot do it alone.. Interconnected systems approach is warranted

- CAS
- Public Health
- Police
- Mental Health Agencies
- Educators
- Nurses
- Parents
- Students
- Businesses
- Social Media
- Mainstream Media
- Social Services
- Not for profit and profit groups



Collective Impact Matters

<http://www.edu.gov.on.ca/eng/healthyschools/F4HSdiagram.pdf>

Healthy schools coordinators are warranted

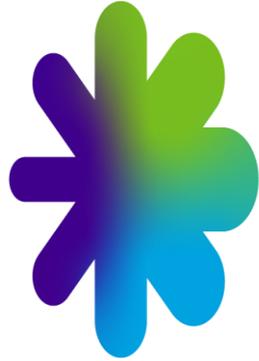
Health impacts everything

Should nurses be put back into schools? (CHNIG, 2015)

Funding needs to be increased and advocacy for it from those who are our customers

Partner with public health





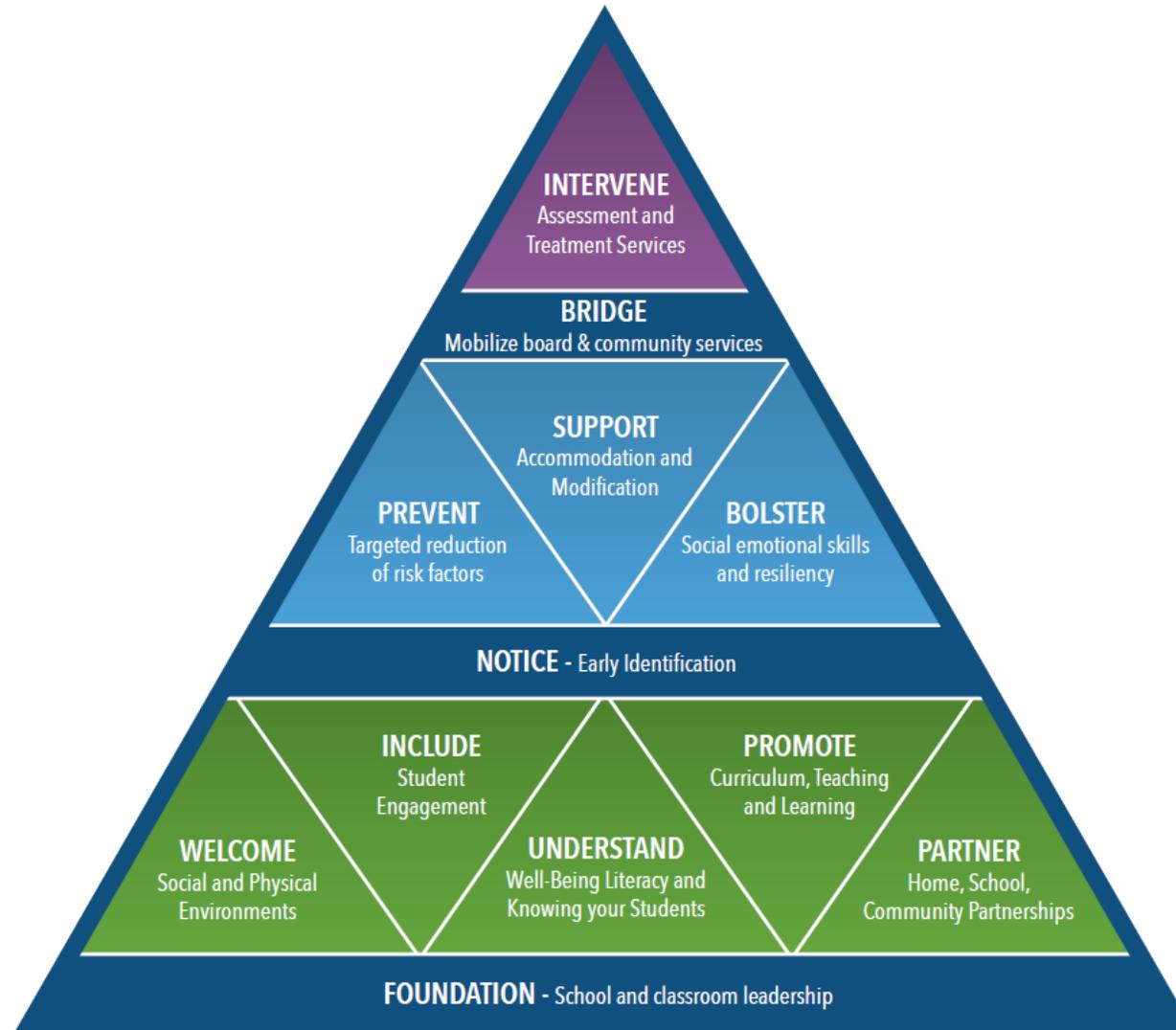
**School
Mental Health
Ontario**

**Santé mentale
en milieu scolaire
Ontario**

<https://smho-smso.ca/wp-content/uploads/2019/10/SMHO-Explained.pdf>

Aligned and Integrated Model (AIM)

All based on research and what works!
Also shows many dollars saved from other systems like justicel, social services, health, etc.



This is what works!!!!
Stuff is not made up

Changes take time



- Systematic approaches to changing health behaviours takes time and does not occur over night (7-10 years)
- Rome was not built in a day
- A person was not broken in a day
- Rather than trying to “fix” focus on prevention
- Taking “impactful and collective” action is needed
- School Mental Health Ontario is measuring impact over time

Taking care of our own shoes first



◉ Coalition ontarienne des écoles en santé ◉
◉ Ontario Healthy Schools Coalition ◉



How can we make a difference?



- Joining together of businesses, governments, media, schools, families, municipalities, social services, health
- Advocating together creates change
- Multi-disciplines and whole school population approach that involves community- beyond the school walls
- Strength based work (not deficit) and policies
- **Evidence informed work**
- Public health involvement – school health mandate
- Inclusive not exclusive
- Policies need to match health outcomes
- Money put towards people for the better good

Save the Date



“We Plant The Seed So They Can Succeed”

ONTARIO HEALTHY SCHOOLS COALITION ANNUAL CONFERENCE

March 31st & April 1st, 2020

Featuring Dr. Jean Clinton- "It is not about fixing our students"

Delta Armouries London Ontario

www.ontariohealthyschools.com

Questions?



◉ Coalition ontarienne des écoles en santé ◉
◉ Ontario Healthy Schools Coalition ◉



References

Allen, D (2017). *Courageous Classrooms*. Online Certification Program: National Institute of Trauma. <https://store.starr.org/Home/index>

Badenoch, B (2019). *The Calm of Science, Trauma Informed Education* Podcast. <https://podcasts.apple.com/us/podcast/the-science-of-calm-with-bonnie-badenoch/id1202867697?i=1000436109483>

Basch, C (2010). American Journal of School Health. *Healthier students are better learners: A missing link in school reforms. (6), p.4*

Brewer, M. (2019). *Inequality and the Rich: What do we know?* <https://www.ifs.org.uk/uploads/Presentations/Inequality-in-the-UK-and-the-very-rich.pdf>

Community Health Nurses Initiative Group (2015, April). Healthy Schools , Healthy Children: Maximizing the Contribution of Public Health Nurses in School Settings. <http://www.chnig.org/wp-content/uploads/2016/02/School-Nursing-Paper-2.pdf>

Center for Disease Control, 2001, December 7. *School Health Guidelines to Prevent Unintentional Injuries and Violence*. *Morbidity and Mortality Weekly Report, 50, 5-6.*

References

Harvard Business Review <https://hbr.org/2016/01/the-limits-of-empathy>

Equality Trust. *Inequality and the Empathy Gap*, May 2014.

<https://www.equalitytrust.org.uk/blog/inequality-and-empathy-gap>

Fogarty et al. (2018). *Deficit Discourse and Strength Based Approach: Changing the Narrative of the Aboriginal and Torres Strait Islander health and wellbeing*. National Centre for Indigenous Studies, The Australian National University. <https://apo.org.au/sites/default/files/resource-files/2018/05/apo-nid172676-1248371.pdf>

Johnson, L. *The science of empathy: What researchers want teachers to know*. Ed Surge, Feb. 19, 2019

Mackenzie, Kwame. *Poverty and Child Learning*. Presentation at Ontario Healthy Schools Coalition Conference 2018.

References

- NBC News. *California's first surgeon general: Screen every student for childhood trauma.*
<https://www.nbcnews.com/news/nbcblk/california-s-first-surgeon-general-screen-every-student-childhood-trauma-n1064286>
- Ouellet & Taylor, 2019. *They are not taking it seriously: Under reporting of school violence exists.*
CBC, October 24, 2019 <https://www.cbc.ca/news/canada/student-violence-data-reporting-1.5331967>
- Pickett, K. & Wilkinson, R (2018). *How social status impacts our self worth.*
<https://www.youtube.com/watch?v=dqAvYrRJMNg>
- Remen, Rachel (1994). *Kitchen Table Wisdom: Stories that Heal.*
- Santor, Bruckert and McBride (2019). *The Escalating Crisis of Violence Against Elementary School Educators in Ontario.* https://storage.googleapis.com/wzukusers/user-34885059/documents/5d7385ad9dae29pZVnXP/educator_violence_final_report_2019.pdf

References

School Mental Health Ontario. www.smho-smso.ca

Unicef (2018). *Learning through Play*. <https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf>

University of Michigan (2010). *Empathy: College students don't have as much as they used to*. <https://apo.org.au/sites/default/files/resource-files/2018/05/apo-nid172676-1248371.pdf>

University of Oxford. "Are shame and poverty closely linked?." ScienceDaily 5 September 2010. www.sciencedaily.com/releases/2010/09/100905164823.htm