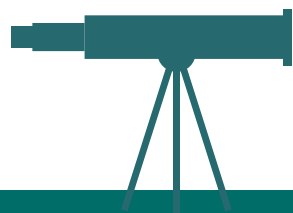


SECOND ANNUAL



Ohio Family Engagement

— LEADERSHIP SUMMIT —



*CHARTING NEW
TERRITORIES*

in Family Engagement



THE OHIO STATE
UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT



Ohio Statewide
**Family
Engagement
Center**

— at The Ohio State University —



Partnering with Schools and Families to Cultivate Mental Wellness in Students

Nakeia L. Hudson, LISW-S, MBA

September 17, 2021

Objectives

- Increase awareness of current trends related to mental illness in youth
- Understand various frameworks designed to provide student/patient- and family-centered support
- Share strategies to cultivate mental wellness in students
- Share strategies to engage families to foster support and resilience
- Discuss mental health implications for caregivers and strategies for wellness

Creating a Platform for Change: OUR MISSION

Because we don't wear our

thoughts on our sleeves



On Our Sleeves is committed to providing every community in America with **free** evidence-informed educational resources necessary for breaking child mental health stigmas and educating families and advocates. We also support access by connecting to trusted local resources.

No Family Should Struggle Alone.

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The Movement for Children's Mental Health

You've Probably Seen the Statistics

1 IN 5 KIDS HAS A MENTAL ILLNESS



50% of all lifetime mental illnesses start by age 14*
*National Institute of Mental Health
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Suicide is the **SECOND** leading cause of death among persons aged 15 to 25 years*
*Centers for Disease Control and Prevention
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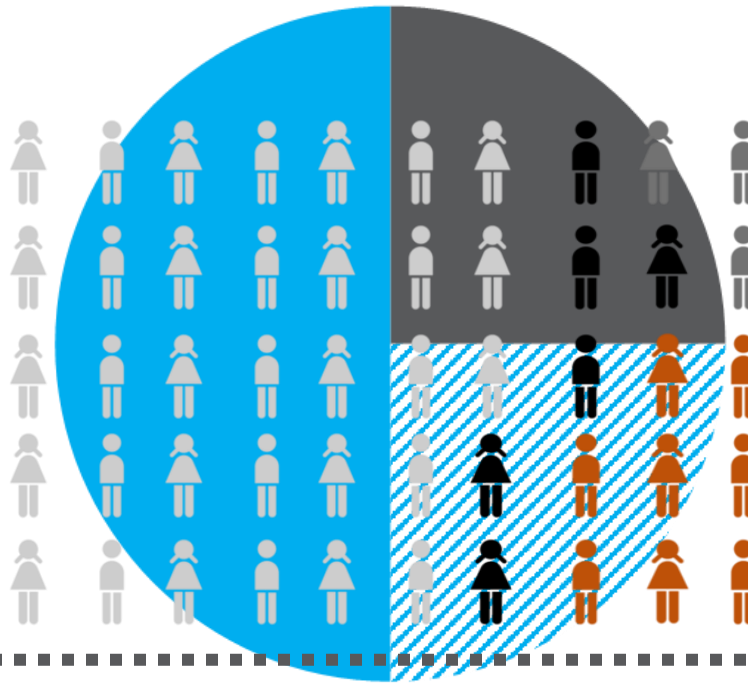


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The Burden of Mental Illness on our Youth

- 11% of children (ages 8 to 11) have or have had a mental illness with severe impairment
- 22% of teens (ages 13 to 18) have had a mental illness with severe impairment in their lifetime
- Only 50% of youth with a mental health disorder receive any behavioral health treatment

50% of all lifetime
mental illness
start by **age 14**



75% of all lifetime
mental illness
start by **age 24**

Mental Illness Does Not Discriminate

The suicide rate for Black children
ages 5 to 11 has nearly
DOUBLED.

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Suicide attempts for Hispanic girls,
grades 9-12, were
40% HIGHER
than for non-Hispanic white girls
in the same age group, in 2017.

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LGBTQ+ youth report experiencing
**HIGHER LEVELS
OF DEPRESSION**
than non-LGBTQ+ youth.

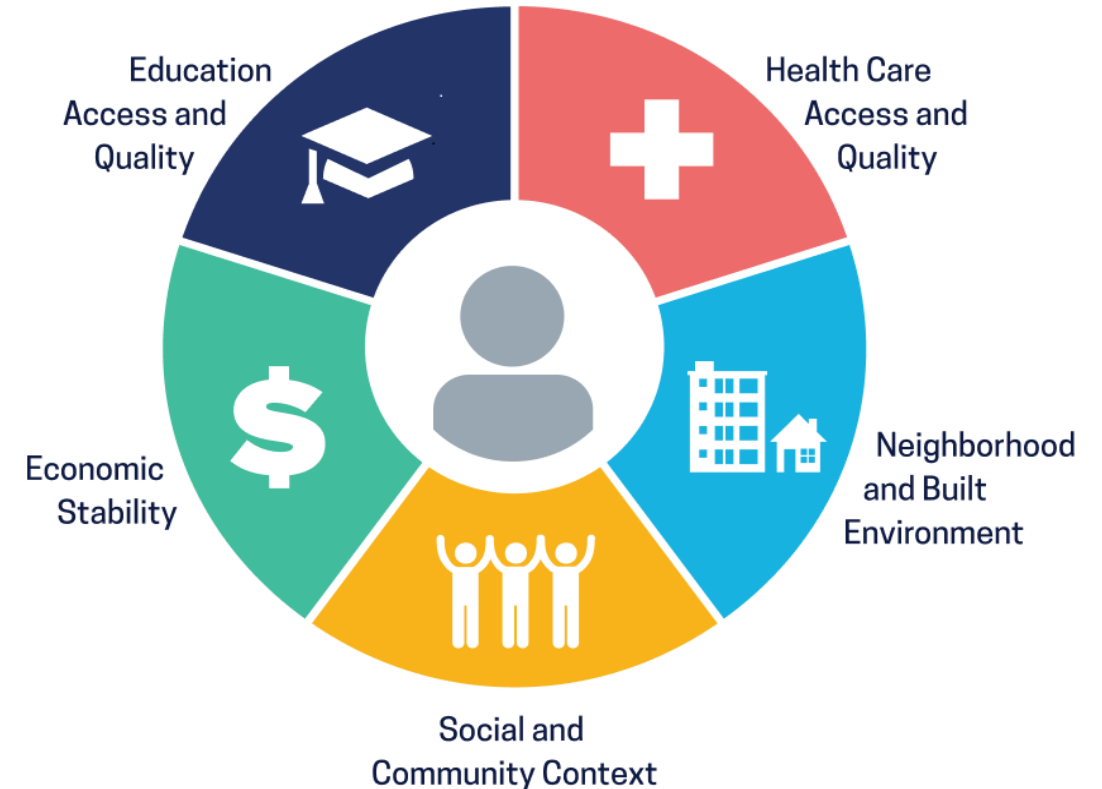
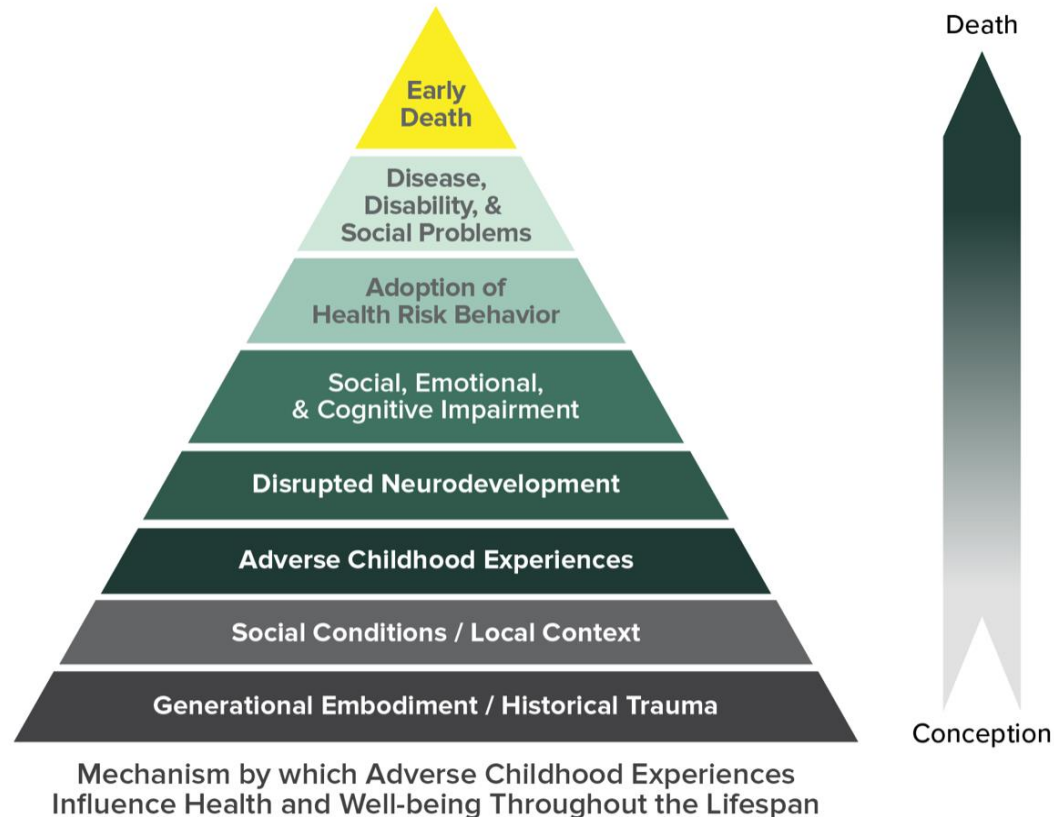
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Children of Asian-American and Pacific Islander (AAPI)
descent are **about as likely to experience mental
health problems** as the general population, but only
HALF AS LIKELY
to seek mental health services.

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Adverse Childhood Experiences & Social Determinants of Health



Impact of COVID-19 Pandemic

Physical Health Concerns

- Everyone knows someone
- A new threat to safety
- Conflicting information
- Vaccine status for youth



Inconsistency

- Constant changes
- Inconsistent expectations
- Disrupted routines
- Cancelled plans



Mental Health Concerns

- Trauma
- Stress
- Grief
- Depression
- Anxiety



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Impact of Social and Racial Justice Issues

**BLACK
LIVES
MATTER**



**PROTECT
TRANS
YOUTH**

**STOP
AAPI
HATE**

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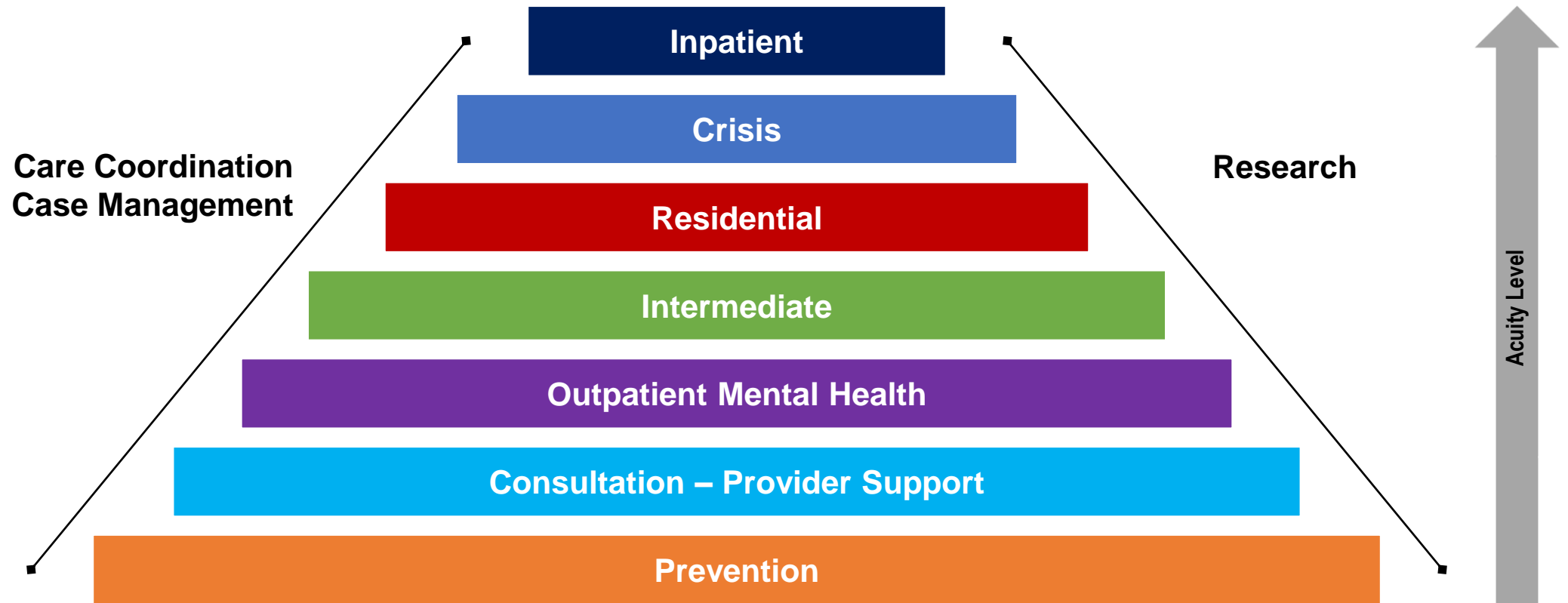
Student- and Family-Centered Support



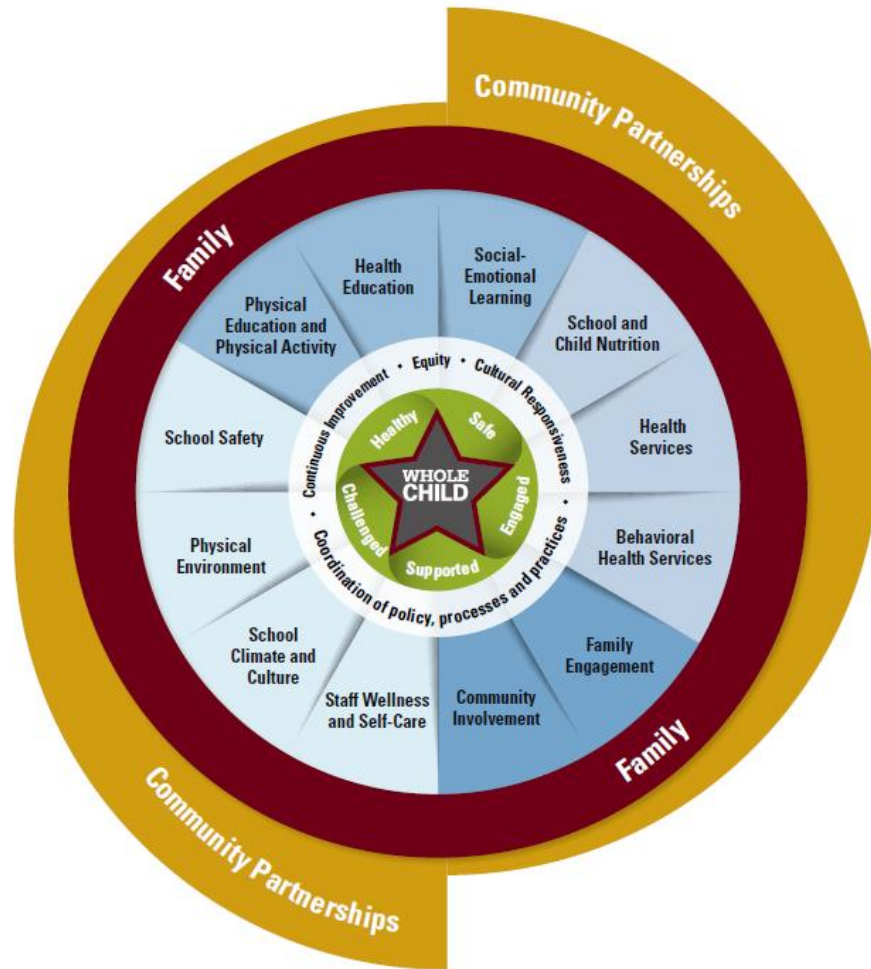
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Nation-Leading Model for Systems of Care

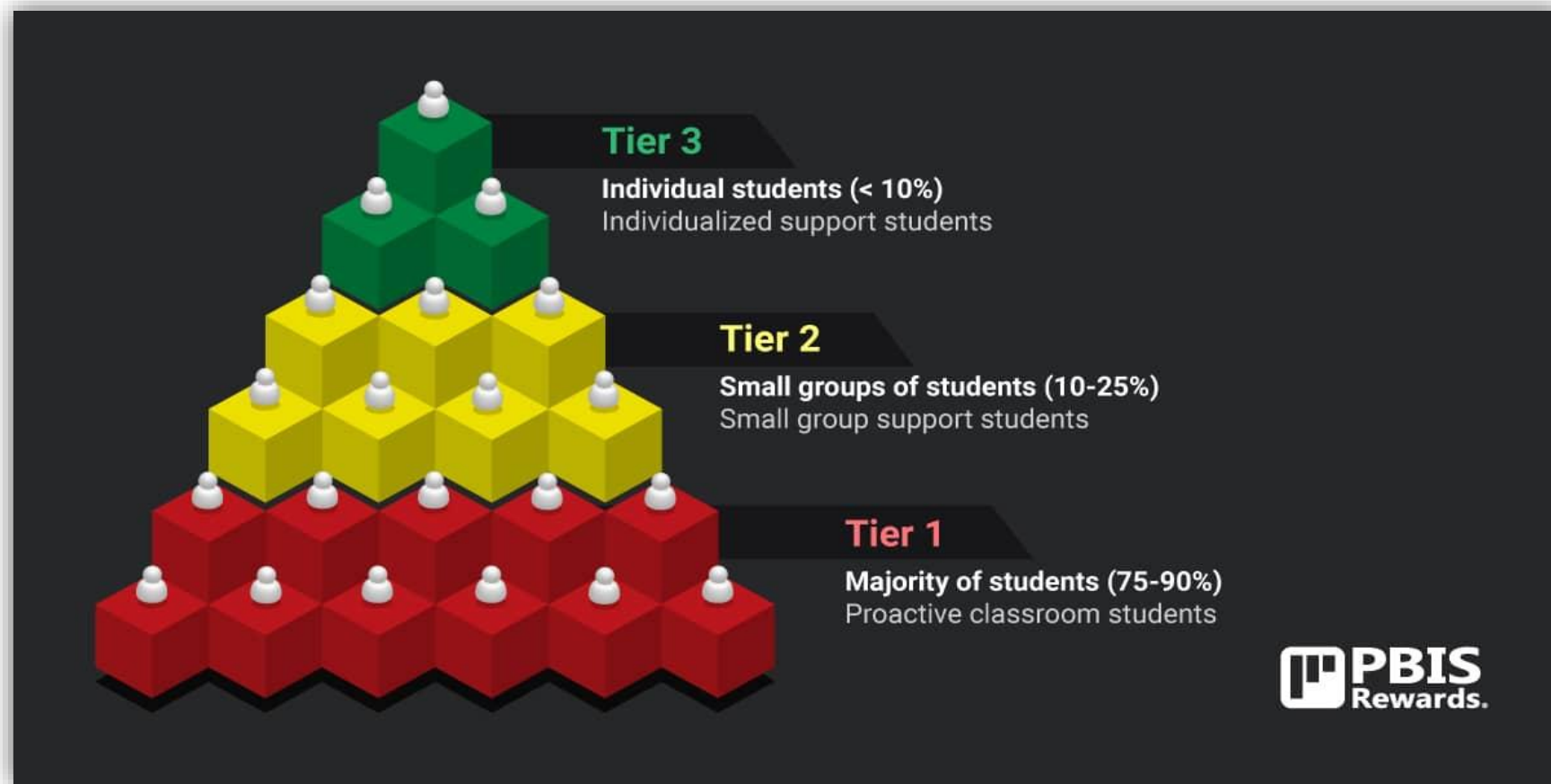


Ohio's Whole Child Framework



- Whole child approach broadens school and district focus beyond academics to include meeting students' **social and emotional, physical and safety needs**
- Meeting these needs are foundational to a child's intellectual and social development and necessary for students to fully engage in learning and school\
- Addressing the needs of each child starts with **parents and caregivers** and extends to schools and other government and **community partners** that serve children.
- Clustered into four categories represented by the various shades of blue around the circle:
 - Healthy Behaviors
 - Services to Students and Families
 - Engaging Others
 - Safe and Supportive School Environments

Designing School-wide Systems of Student Success



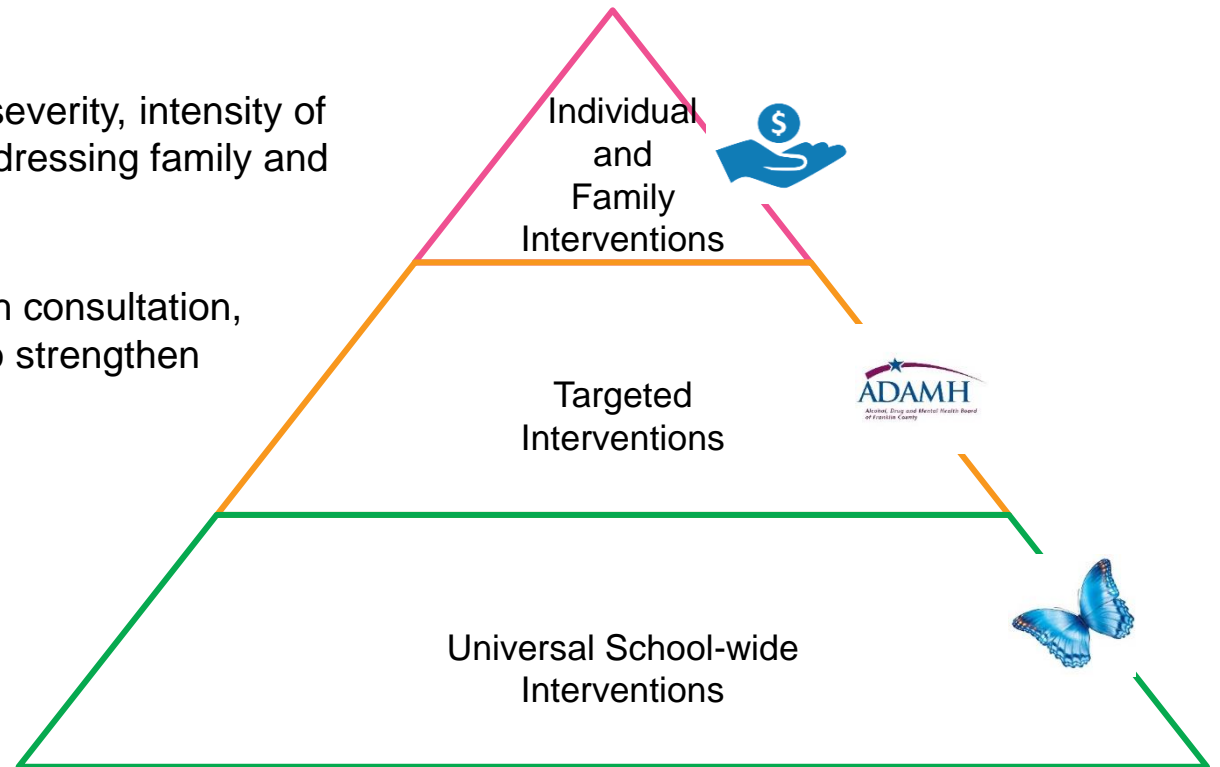
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Multitiered System of Supports (MTSS) Service Model and Funding

Tier 3 – 1-5% of students; Reduce severity, intensity of symptoms driving impairment by addressing family and individual factors

Tier 2 – 5-10% of students; Reduce risk through consultation, individual skill building and prevention groups to strengthen social emotional learning skills

Tier 1 – 80-90% of students; Promote a positive school climate through wellness promotion and implementation of prevention programs that provide consistent and structured responses to behavioral and emotional concerns through by educating teachers, families and students



Universal School-wide Interventions

Goal: Promote a positive school climate through wellness promotion and implementation of prevention programs that provide consistent and structured responses to behavioral and emotional concerns

Strategies: Teacher, family and student education

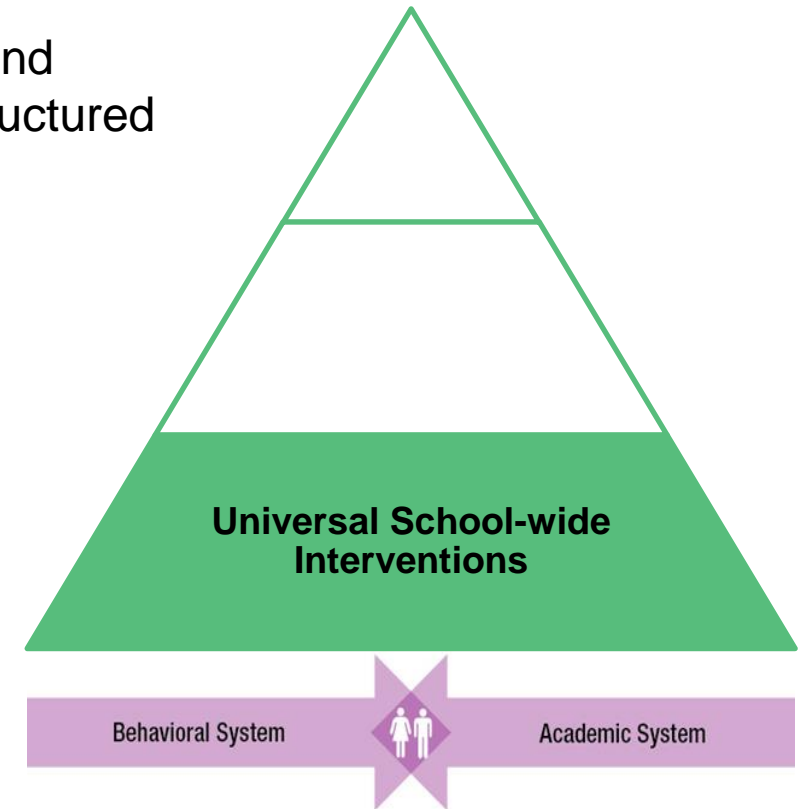
Programs:

- Elementary – PAX Good Behavior Game; Triple P
- Middle – Signs of Suicide (SOS)
- Summer programming

Additional School-wide Supports:

- Needs and readiness assessment
- Staff training
- Wellness education for students
- Wellness Tips
- On Our Sleeves Campaign

Outcomes: Improved school climate, enhanced social-emotional learning strategies, reduced disruptive behaviors, improved academic performance



Triple P: Positive Parenting Program

Prevention Services

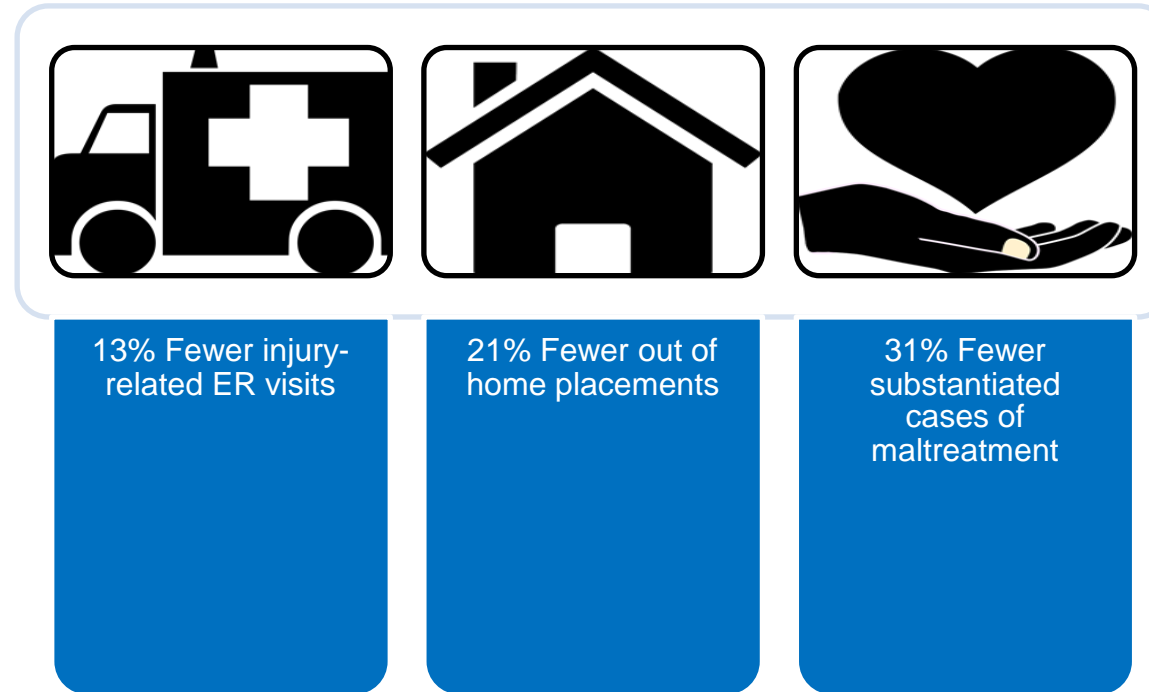


- Roughly 5,500 parents and childcare teachers reached in Central Ohio
- 60 NCH and community partners trained via our learning collaborative network

Triple P: Positive Parenting Program

Prevention Services

The CDC funded a trial in South Carolina introducing Triple P into 9 counties and comparing outcomes with 9 similar counties with care as usual. The results for the Triple P counties:



Source: Prinz, R. J., Sanders, M. : R., Shapiro, C. J., Whitaker, D. J., & Lutzker, J. R. (2009). Population--based prevention of child maltreatment: The U.S. Triple P System Population Trial. *Prevention Science*, 10(1), 1-12.
Prinz, R. J. (2017). Assessing child maltreatment prevention via administrative data systems: A case example of reproducibility. *Child Abuse and Neglect*, 64, 13-18.

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PAX Good Behavior Game

Prevention Services

Roughly 9,000 students* in 32 schools reached in Central and Southeast Ohio



2013-2014



2014-2015



2018-2019



2019-2020



2021-2022



*Student count estimated through May 2021 due to COVID impacts

PAX Good Behavior Game

Prevention Services



A set of behavioral principles implemented by the teacher during the course of the school day to teach self-regulation which results in:

- More nurturing classroom environments
- Increased academic performance
- Improved long-term outcomes

PAX classrooms typically report:

- 45 to 60 additional minutes of instruction
- Up to 75% reduction in disturbing or disruptive behavior
- Up to 60% decrease in discipline referrals
- Up to 20 to 30% decrease in special education referrals
- Significant increases in Math and Reading scores

Long-term outcomes include:

- Up to 50% reduction in suicidal ideation
- 68% reduction in tobacco use
- 35% reduction in alcohol dependence
- 50% reduction in other substance use
- 23% reduction in violent and criminal behaviors

(e.g., Bradshaw et al., 2009; Wilcox et al., 2008)

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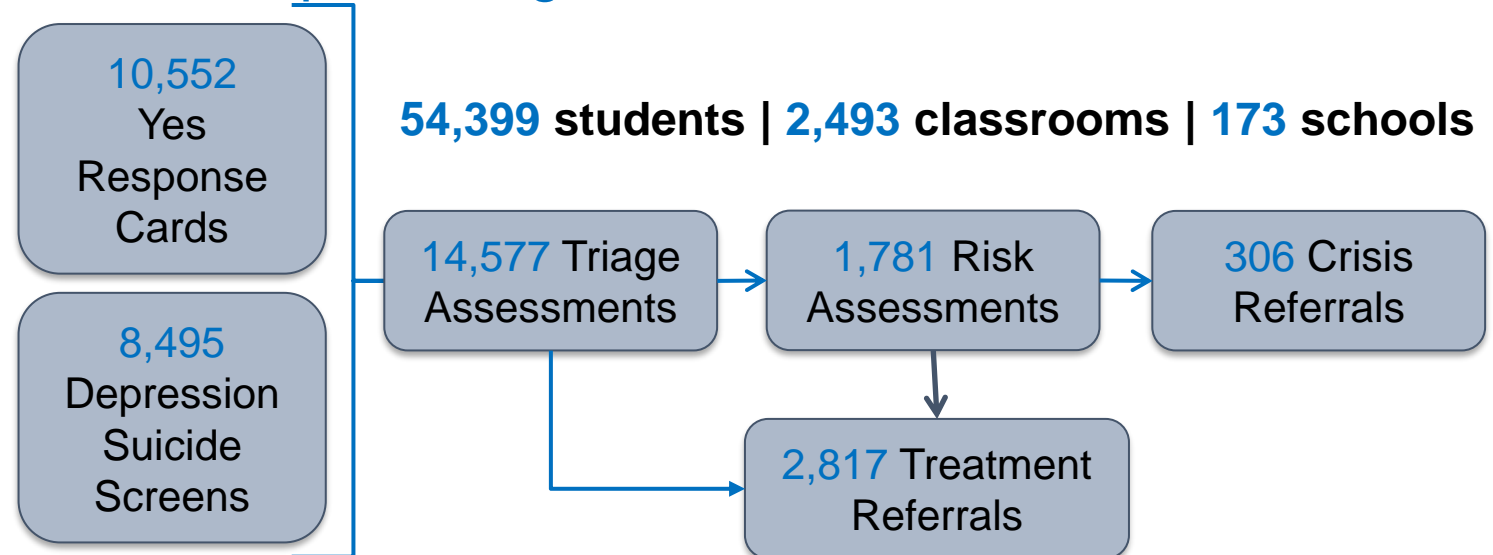
Signs of Suicide (SOS) *Prevention Services*



- Train all adults to **identify** depression symptoms and warning signs for suicide
- Teach **action steps** to students and adults when encountering suicidal behavior
- Increase **student awareness** and **help-seeking**

Acronym (**ACT**)

- ✓ **A**cknowledge
- ✓ **C**are - Show that you care
- ✓ **T**ell a trusted adult



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Signs of Suicide (SOS) *Prevention Services*



- Full model involves [gatekeeper training](#) (staff and parent education), [student awareness training](#), [peer-to-peer support](#), [screening & risk assessment](#)
- Evidence-based universal suicide prevention
 - 3 RCTs show **40-64% reduction** in self-reported student suicide attempts at 3-month follow-up
 - Greater knowledge and attitudes about depression

Targeted Interventions

Goal: Reduce risk for “at-risk” population

Strategies: Consultation, individual skill-building and prevention groups to strengthen social-emotional learning skills

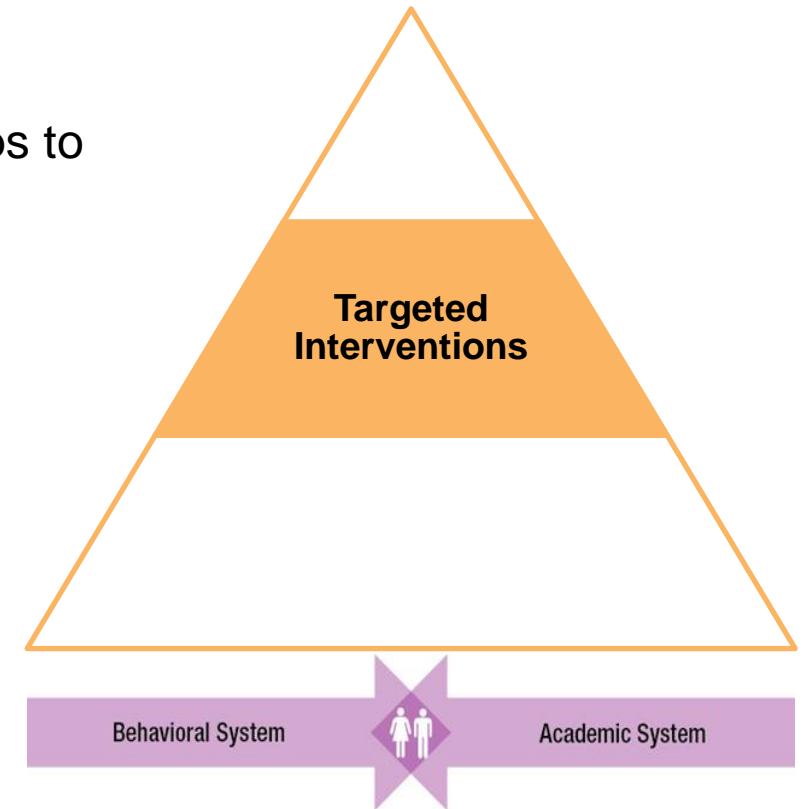
Programs:

- Too Good for Drugs
- Too Good for Violence
- Coping Cat
- Skillstreaming
- Relationship Plus
- Dialectical Behavior Therapy in Schools

Additional Targeted Interventions:

- Crisis Response
- Individual Brief Intervention
- Classroom Observation
- Consultation
- Parent Education

Outcomes: Enhanced resilience & social-emotional learning strategies, reduction in symptomatology and disruptive behavior, improved academic performance

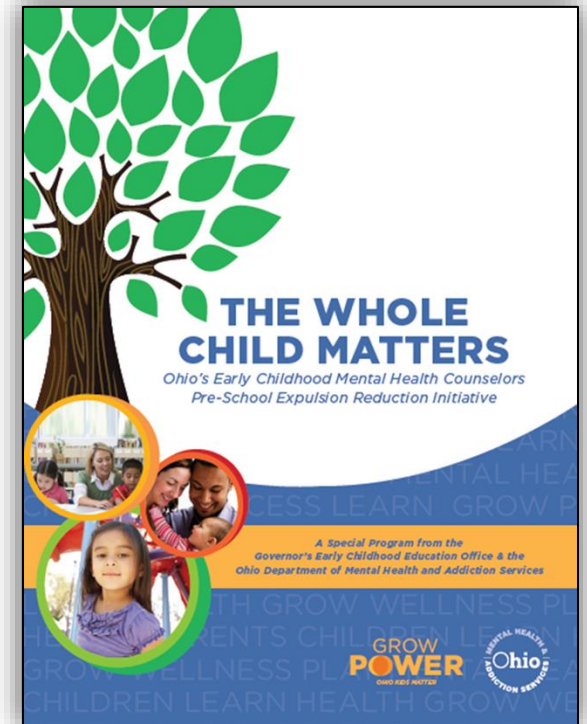


Whole Child Matters

Prevention Services

Comprehensive Model for early learning sites in Central Ohio

- Training and Workforce Development
 - Over 12,000 early childhood professionals
- ECMH Classroom Consultation
 - 260 classrooms, 1610 teachers and 4,518 young children
- OPEPP - Statewide Expulsion Prevention Hotline
 - Over 2100 calls reaching almost 41,000 young children



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Dialectical Behavioral Therapy

Prevention Services

- Dialectical Behavior Therapy (DBT) skills have been demonstrated to be effective in helping adolescents manage difficult emotions, cope with stress, and make better decisions.
- Acknowledges students social and emotional concerns and also focuses on skill building and practical application.

DBT has four areas of skill building:
Weaving together Acceptance and Change



Individual & Family Interventions

Goal: Reduce severity & intensity of symptoms driving impairment

Strategies: Address family and individual factors

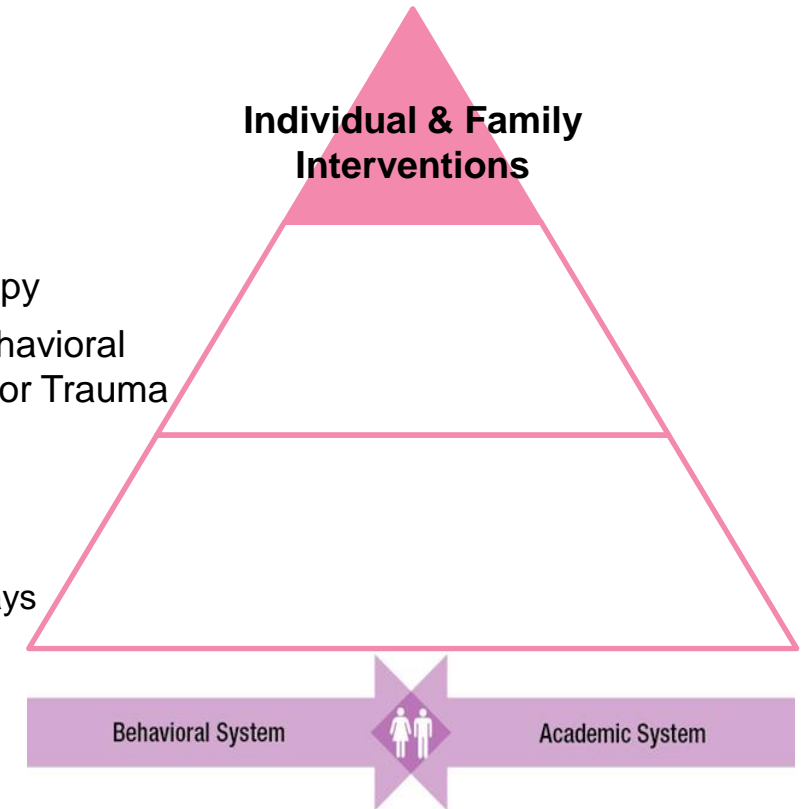
Programs:

- Bridging Services
- Adjunct Services
- Ongoing Services
- Trauma-Informed Care
- Motivational Interviewing
- Cognitive Behavioral Therapy
- Family Therapy
- Cognitive Behavioral Intervention for Trauma in Schools

During Treatment:

- Individual and family therapy in the school, home and/or community
 - Continues through scheduled school closures and inclement weather days
- 1-2 contacts per week
- Family engagement
- Consultation and collaboration with school staff
- 24/7 crisis support
- Multi-system collaboration
- Integrated care with School Health Services (SHS) Clinic and Psychiatry

Outcomes: Reduction in symptomatology and disruptive behavior, improved functioning



School-Based Behavioral Health Services *Treatment Services*

Bexley City Schools

- 3 elementary schools
- 1 middle school
- 1 high school



Columbus City Schools

- 21 elementary schools
- 1 elementary/middle school
- 14 middle schools
- 3 middle/high schools
- 14 high schools

Canal Winchester Local Schools

- 2 elementary schools
- 1 middle school
- 1 high school



Arts & College Preparatory Academy

- 1 middle/high school

Reynoldsburg City Schools

- 3 elementary schools
- 2 middle schools
- 2 high schools



KIPP Columbus

- 2 elementary schools
- 1 middle/high school

n = 73 total schools

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Cultivating Students' Mental Wellness



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Breaking the Stigma...

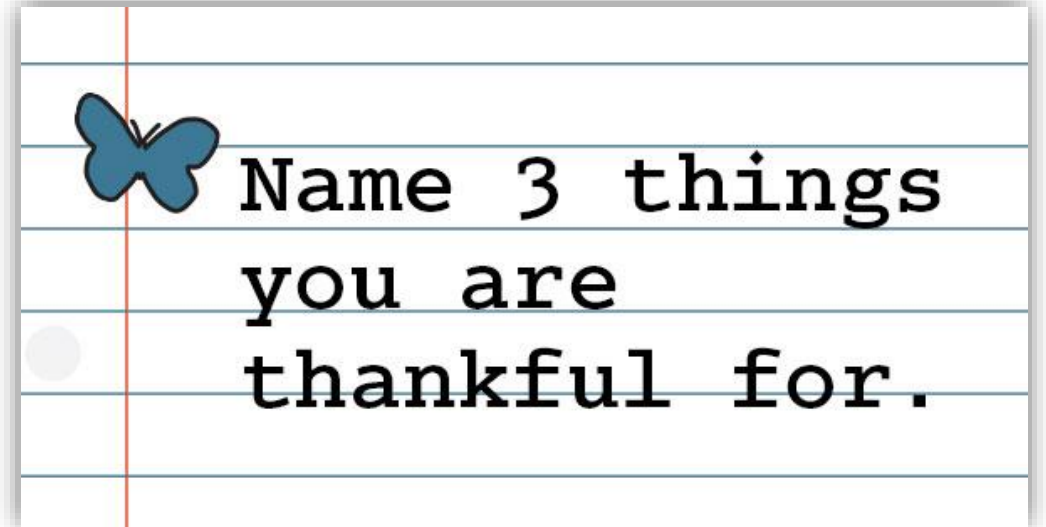
Starting Conversations

Starting a conversation about mental health can be difficult

Kids don't always volunteer the information

Helps set the stage for future talks

Builds emotional language



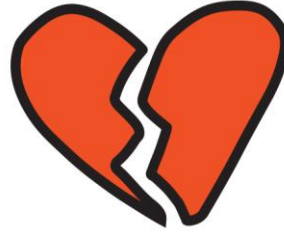
Name 3 things
you are
thankful for.

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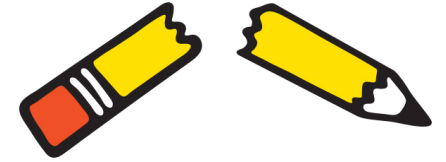
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What are Potential Barriers?

It can get scary pretty quickly



I'm not a mental health expert



Where do I start?

Most of my students don't have these problems



I've got my hands full with existing lesson plans

My students are too young



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Mental Health Promotion is NOT

Asking students to share private information

Searching for mental health diagnoses or symptoms

Something only a mental health provider can do

Time consuming



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Conversations About Culture and Race

"I'm trying to check in with people I care about. How are things going for you and your family lately?"

"What can I do to support you during this difficult time?"

"What do you think is important for me to learn about related to what you're going through?"

"How is _____ (mental health concern) perceived in your social circle?"

VIDEO

Kids and Race-Related Violence



Learn how your children might respond to these events based on their age group as well as the best ways to offer support and guidance.

ARTICLE

How to Talk to Kids About Gender Identity



Our behavioral health experts can help you become familiar with LGBTQIA+ topics and terminology so you can support and start conversations with kids.

ARTICLE

How to Teach Kids About Microaggressions



On Our Sleeves has tips for parents and teachers to teach kids about microaggressions; every day subtle, intentional or unintentional interactions or behaviors that communicate some sort of bias toward historically marginalized groups.

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Fostering a Child's Emotional Development

Developing Skills that Teach
Emotional Empowerment

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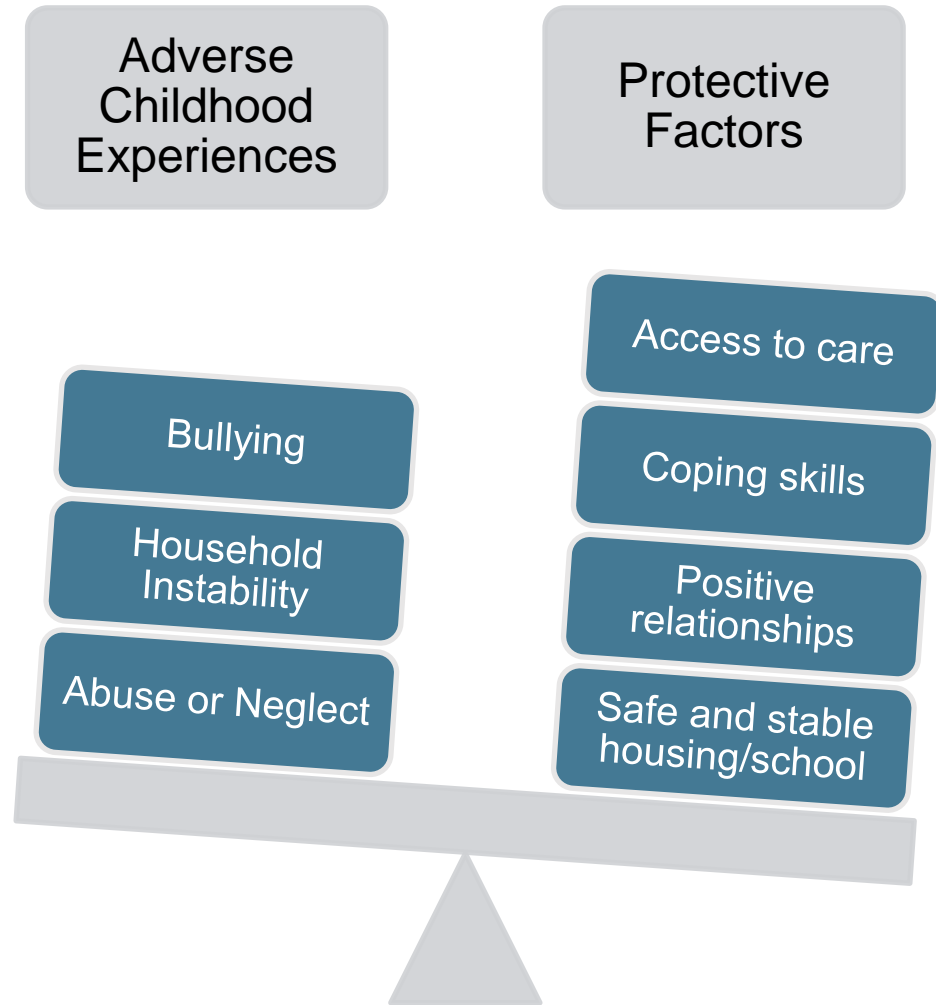
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[Developing Skills that Teach Emotional Empowerment - YouTube](#)

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Fostering Resilience



- The ability to adapt WELL in the face of adversity - tragedy, trauma, threats to safety
- It is NOT an avoidance of negative emotions or distress

Forming New Habits



1. **Reminder** (the trigger to start the action)

- Make it visual
- A calendar or checklist works great. Put it in a location that is easily accessible.
- Caregivers will need to give reminders at the start

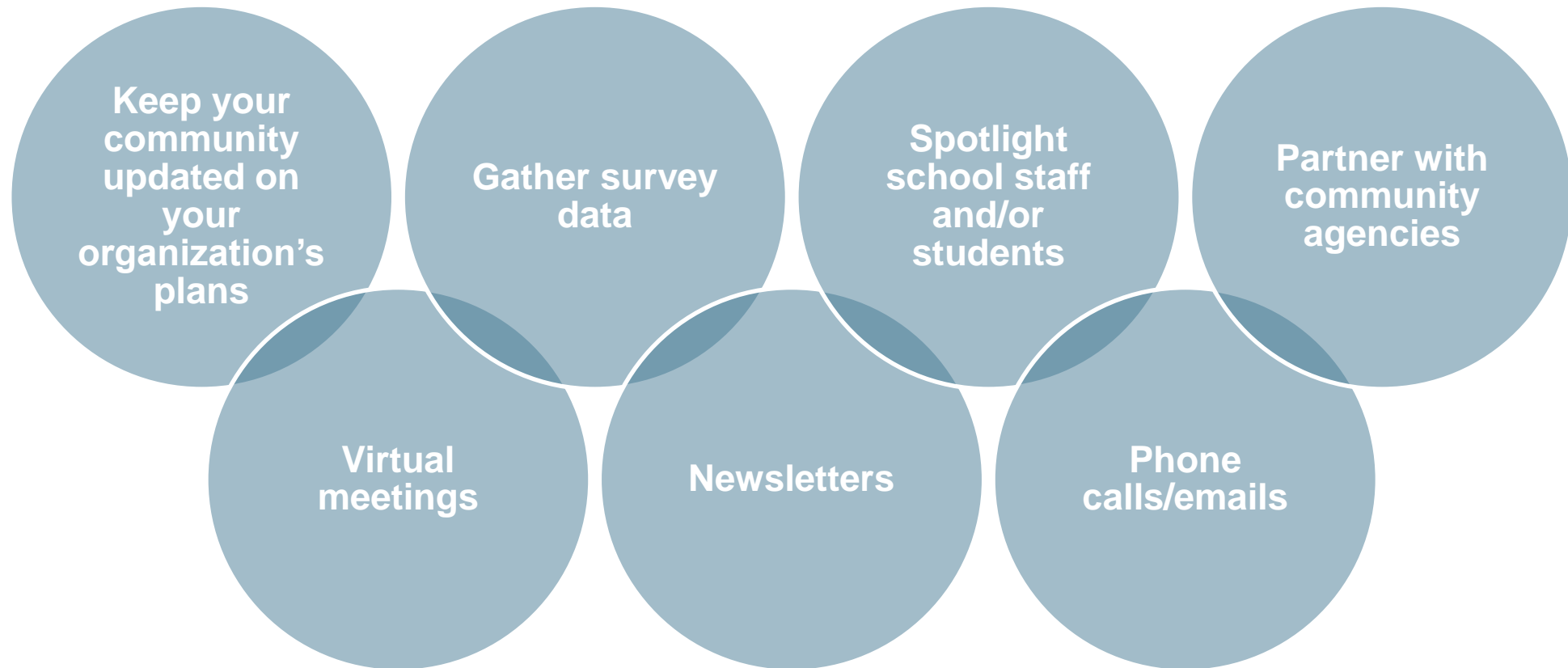
2. **Routine** (the action you want to take)

- Make sure kids know specifically what they are expected to do
- Practice together
- Make sure they are capable

3. **Reward** (what you get for doing the action)

- Have the new behavior be rewarding to your child
- Offer something special when the new routine is completed
- This should be small, but meaningful

Strategies to Connect



How to Provide Support

Emotional Check-in



Emotional Check-ins

- Be specific
- Ask permission to provide advice



Resources

- Care packages
- Educational packages
- Links to resources
- Partner with other organizations

When to Make a Referral for Services

Are their responses to the pandemic beyond what would be considered typical? Are there barriers to daily functioning?

Is there a pre-existing Mental Health diagnosis?

Are there other dynamics that are or could exacerbate their symptoms?

Telehealth options remain widely available. Remind families there are effective treatments available for anxiety and depression.

How to make referrals. Respond to urgent concerns of child safety immediately.



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Content Promoting Mental Wellness

1. 2. 3. Healthy Habits Checklist

Although the schedule is different for everyone, we have created a few checklists to get you started. You can use these as a guide to create checklists for your family to help form new healthy habits for the upcoming school year, not matter what form that takes.

Days in school

Before school

- ☐ Consistent wake up time
- ☐ Eat breakfast
- ☐ Shower
- ☐ Get dressed
- ☐ Brush teeth/comb hair
- ☐ Pack backpack and leave by the door
- ☐ Pack lunch and place in/next to backpack
- ☐ Find mask, make sure to have an extra in your bag

After school

- ☐ Wash hands
- ☐ Place mask(s) in the basket by the door
- ☐ Unpack backpack, place lunchbox on the counter
- ☐ Change clothes
- ☐ Play time
- ☐ Consistent bed time





















Other things to consider including:

- ☐ Practicing a sport or other skill
- ☐ Experiential learning - outside, at a park, science experiments
 - <https://www.sciencefun.org/kidszone/experiments/>
 - <https://www.weareteachers.com/easy-science-experiments/>
- ☐ Homework time (if applicable)
- ☐ Practice or learn musical instrument
- ☐ Art time
- ☐ Mindfulness exercises - [OnOurSleeves.org/get-involved/gratitude](https://www.onoursleeves.org/get-involved/gratitude)

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Mental Fitness Challenge

Keeping our brain in shape is just as important as physical fitness. Try doing one of these tips every weekday!

-  3. Send an email/message to someone you love.
-  4. Allow yourself to be present in the moment.
-  5. Plan a family activity night, like game night or movie night.
-  6. This morning, talk about what you are most excited for today.
-  7. Donate to or volunteer at an organization.
-  8. Draw a picture of someone or something you are grateful for.
-  9. Make a list of 3 things you want to do this year.
-  10. Sing a song together.
-  11. Limit screen time today.
-  12. Read a book.
-  13. Make dinner together.
-  14. Smile and say hello to every person you see today.
-  15. Focus on the positive. Try not to complain about anything today.
-  16. Ask your kids to share one thing they like about themselves and why.
-  17. Write down one thing you want to get done this weekend - and do it.
-  18. Do one random act of kindness today.
-  19. Color a picture.
-  20. Go to sleep a half hour earlier.
-  21. Send a text message to someone you miss.
-  22. You decide: How will you be mentally fit today?

For more mental health tips and information, visit [OnOurSleeves.org](https://www.onoursleeves.org). Share how you're being mentally fit. Use #OnOurSleeves on social media.

Guide to Good Sleep

From infants and toddlers to school-aged kids and teens, it's important to make sure your kids are getting the sleep they need to grow, learn and play.

Of course, we all know that life and nature can interfere with getting plenty of rest and knock us off track - cue the after-school activities, homework, studying, Daylight Saving Time and the COVID-19 pandemic, to name a few.

This combination of all these events can certainly alter our sleep schedules. But it doesn't have to. Check out these tips, tricks and resources for getting the right amount of zzz's, no matter your child's age (and maybe a good refresher for you, too!).



COVID-19 and Sleep: Is Your Child Getting Enough Rest?

Getting a good night's sleep is so important for our mental and physical health. Like so many things recently, COVID-19 has significantly disrupted the sleep of children and adolescents. So what can we do to get back to a healthy sleep routine?



FAQs About Sleep

Bedtime is always a battle. My child refuses to stay in bed. Help! Is sleep training safe for kids? Our experts answer these common questions - and more - around your child and sleep.



Insufficient Sleep Can Be Deadly

One of the main purposes of sleep is that it is restorative for both the brain and the body. Adolescents actually need more sleep than adults but often get less. Even with more than nine hours of sleep a night, many adolescents still feel tired the next day.

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The Million Classroom Project

May – October 2021

Child Mental Health is Heavy... Let's Help Carry the Weight for our Children.

- There are approximately 4 million elementary and middle school classrooms in America.
- *On Our Sleeves* is committed to providing **1 MILLION** of those classrooms with free mental health and mindfulness resources in 2021.

How will we achieve this?

Launched on Child Mental Health Awareness Day (May 7) 2021

- **Teachers and classrooms** – Promote awareness of, and encourage access to, our free library of curriculum, student activities and resources to teachers and schools.
- **Parents and Citizens** – Parents and Advocates can honor teachers and schools by registering them to receive materials. Content will be distributed digitally and via classroom kits so we can reach everywhere.
- **Partnerships** – *On Our Sleeves* is partnering with committed corporate and organization partners to distribute content.

OnOurSleeves.org/Million



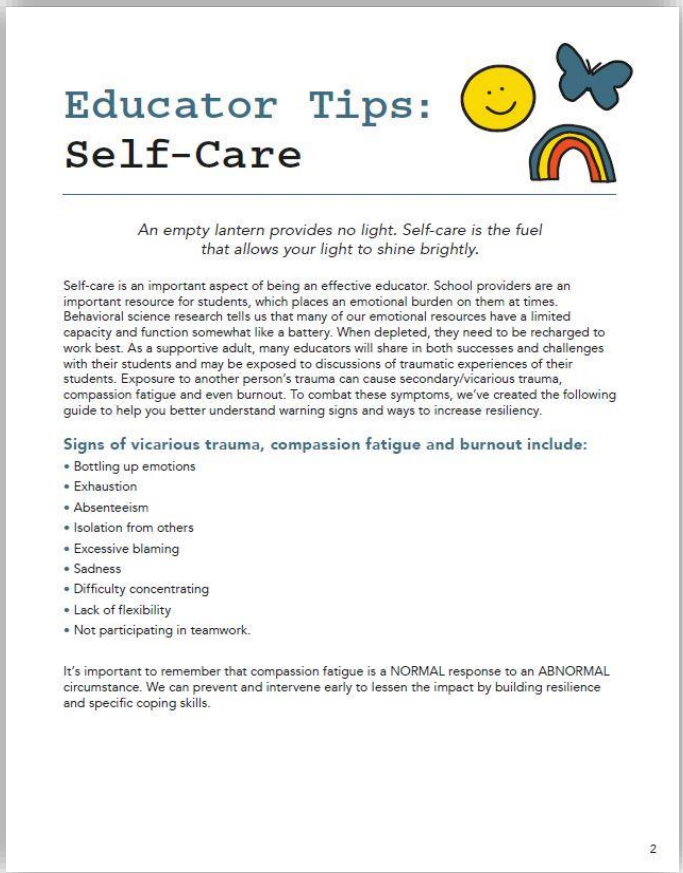
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Supporting Kids in the Classroom Guide

Developed by trusted pediatric behavioral health experts, this free guide is designed to provide helpful classroom activities and resources to boost the mental wellness of kids in all grade levels.



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Caregiver Support and Mental Wellness



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Weathering the Storm

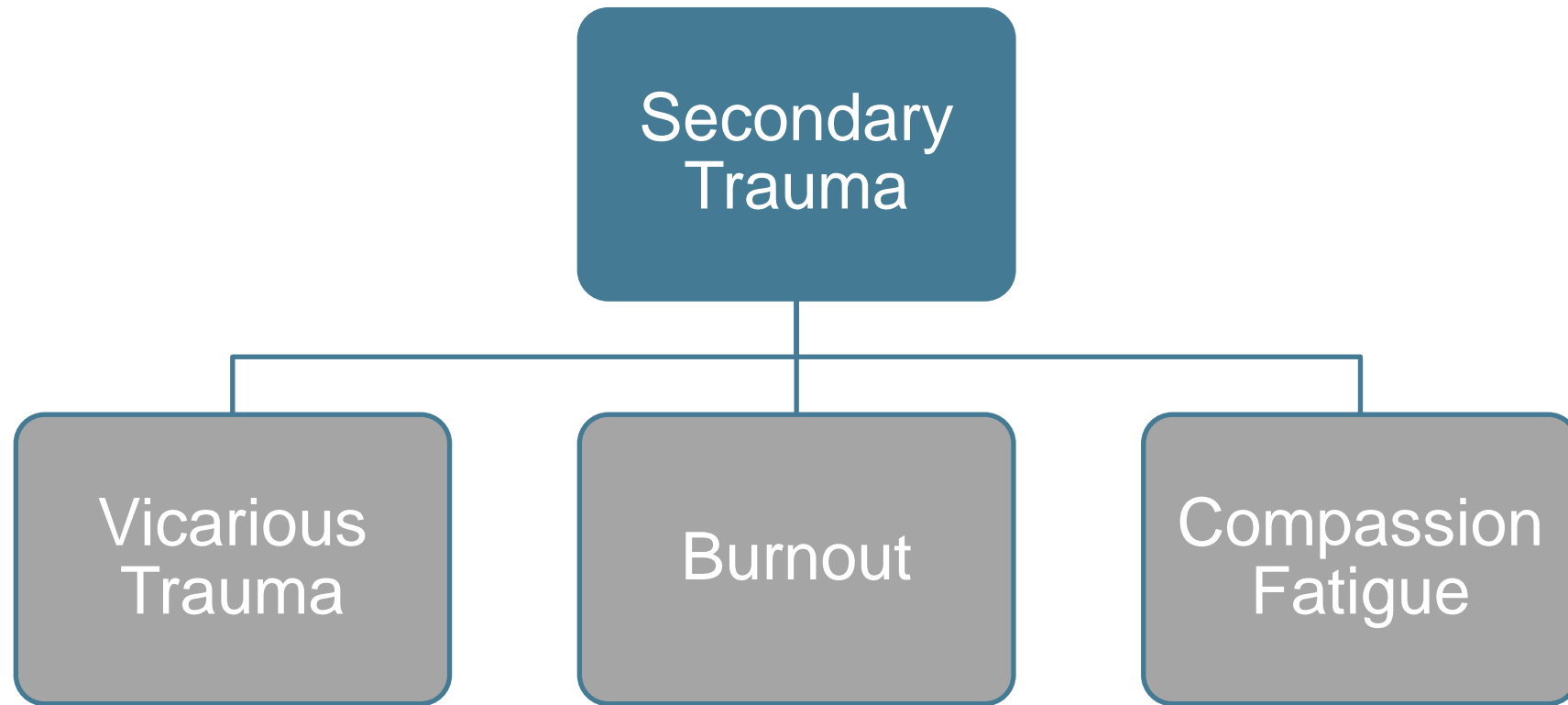


2020 showing 2021 around the workplace



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Weathering the Storm



Normalizing Distressing Emotions



COVID-19 Pandemic & Social and Racial Justice Issues

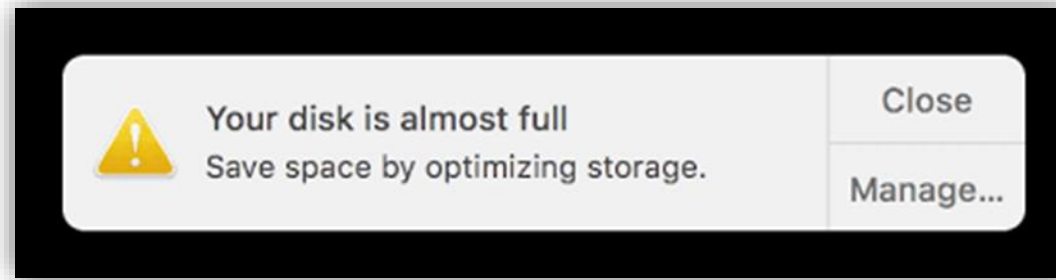
- General sense of discomfort that mirrors many of these symptoms
- Many people report difficulty sleeping, more worries, being more irritable, and feeling less interested in doing things they used to like to do'
- Everyone experiences these emotions and symptoms throughout their lifetime
- Natural response to life events or perceived threats
- Occurs on a spectrum

Are my mood symptoms a disorder?

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Change Fatigue



Power of Habits & Routines

- Govern much of the non-conscious decisions we make each day
- Help reduce the cognitive load on our brains
- Reduce decision fatigue

Managing Change



1. Expect it!
2. Step back and see the reality
3. Long-term or short-term?
4. Adjust your environment
5. Form a new habit if needed
6. Increase self-care

Common Coping Skills

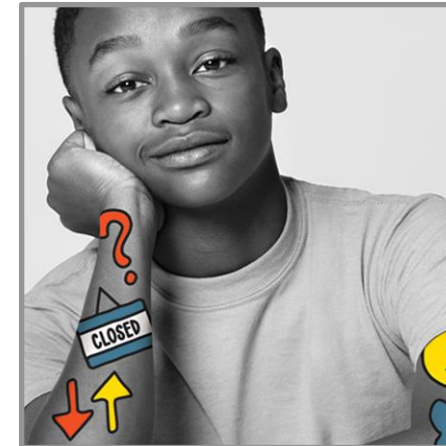


Preparation/Rehearsal

- Helps reduce the unknown
- Let's us master something ahead of time
- Can be gradual
- Pair this with relaxation

Relaxation

- Impacts the sympathetic nervous system
- Reduce physical symptoms
- Allows our brain to refocus
- Headspace, Calm, Breathe2Relax



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Emotional Intelligence

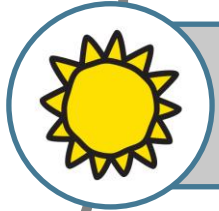


How do we learn to handle big emotions we may have?



Being able to identify, express and manage your own emotions and to use these skills to help with relationships

- Important for personal and professional success



Skills can be practiced, honed, and used more consistently

- Requires repetition



Anyone at any age can benefit

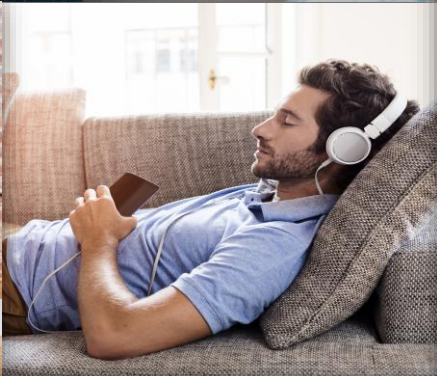
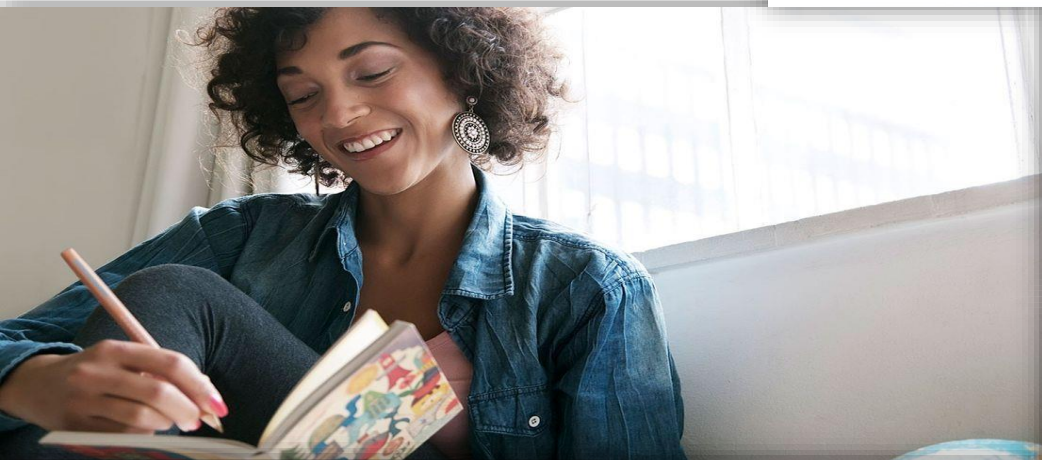
- Mindfulness, phone apps, psychotherapy, self-help books, etc.

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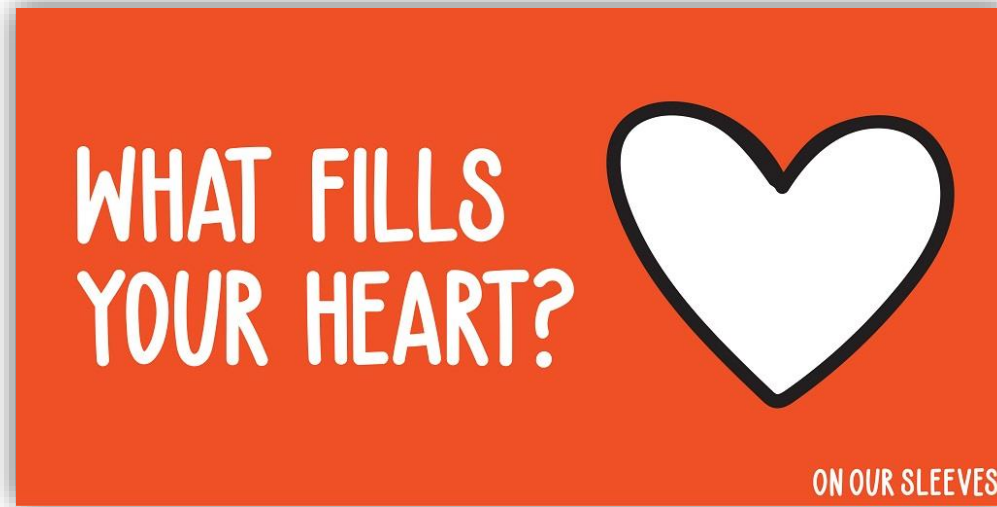
Self-Care

"NO"
is a complete
sentence



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10 Ways to Show Yourself Love



1. List out reasons you are awesome
2. Set a goal for YOU
3. Find something that makes you feel confident
4. Create a mantra
5. Remind yourself that you are worth it
6. Treat yourself
7. Create your own toolkit for harder days
8. Schedule down time
9. Be a little selfish
10. Set good boundaries

Advocacy



Advocate for Yourself

- Figure out what you need
- Let people know how to help
- Take breaks

Advocate for Others

- Ask other people how they are doing
- Spend more time listening
- Kindness goes a long way

Organizational Response

Be proactive!

Identify individual and organizational symptoms

Resources for staff

Provide permission to practice self-care



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Silver Linings

Silver linings
Can't always be found
Sometimes you have to
Buy some silver paint
And brush on your own

-Ashlee Edens-

SILVER
LINING
AND
SILVER
PAINT

*Do you have a
silver lining you'd
like to share?*

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How to Get Involved

Sign Up

Sign up to receive On Our Sleeves updates and resources at <https://www.onoursleeves.org/get-involved/sign-up>



Learn how to advocate for children's mental health responsibly at <https://www.onoursleeves.org/get-involved/advocate>



Educate yourself on how to talk to your kids about mental health at <https://www.onoursleeves.org/find-help/support/how-to-talk-to-your-kids-about-mental-health>



Start the conversation in your own family. Here are some tips to get your going: <https://www.onoursleeves.org/find-help/tools-for-you/convo-starters>

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Thank You for What You Do!



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THANK YOU FOR WATCHING!

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OhioSFEC@osu.edu



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