

Prevention Services Survey Data Report



DECEMBER 2021



Overview

Prevention services in schools provide all students with supports needed to **reduce risk factors, build resilience and gain skills for success in life**. In fiscal year 2020, \$20 million in state funding was dedicated to support prevention in Ohio's schools. Under the leadership of Governor Mike DeWine and the [RecoveryOhio Initiative](#), the Ohio departments of Education and Mental Health and Addiction Services worked collaboratively to distribute \$18 million to support prevention education for K-12 students. The additional \$2 million was allocated to support prevention education professional development across the state. This critical investment assisted communities to build sustainable processes and achieve the ultimate goal of providing evidence-informed prevention services *for every child, in every grade, in every school*. In addition, as a part of the [Governor's Children's Initiatives](#), districts and schools received \$675 million in Student Wellness and Success Funds to support mental health counseling and wrap around services. These services are a part of the prevention services continuum and address students' individual needs early and holistically.

In addition to this investment, [Ohio law](#) requires school districts to report on the types of kindergarten through grade 12 prevention-focused programs, services and supports used to assist students with the following:

- Developing knowledge and skills to engage in healthy behaviors and decision-making; and
- Increasing awareness of dangers and consequences of risky behaviors: substance use, suicide, bullying and other harmful behaviors.

A statewide survey was sent in November of 2020 by the Ohio Department of Education to districts, public schools, community schools, joint vocational schools, nonpublic schools, state supported organizations and educational service centers to gather Ohio schools' prevention services information. This report summarizes the first year of data received during the 2019-2020 school year. This report should be considered baseline data for Ohio and may be used by schools, districts, providers or others interested in learning more about prevention services currently offered in Ohio's schools.

Ohio's Strategic Plan for Education, [Each Child, Our Future](#) emphasizes the importance of meeting the needs of the whole child to ensure each student is challenged, prepared and empowered for his or her future. Ohio's [Whole Child Framework](#) recognizes that unless the whole child is considered and supported, the conditions for learning are less than optimal. Students will thrive in school and life if they are healthy, safe, supported, challenged and engaged.

Through [Positive Behavioral Interventions and Supports \(PBIS\)](#), Ohio schools are required to implement a framework offering three tiers of support for students. Tier I supports build a positive school culture and schoolwide behavior expectations. These expectations can reduce behaviors like substance use, suicide, bullying and other harmful behaviors when provided in a supportive environment with targeted prevention services. Providing prevention services equips students with resiliency skills and decreases the likelihood of risky behaviors and the need for Tier II and Tier III interventions. When prevention services are provided through the PBIS framework, staff and students create a safe and supportive learning environment, students are more likely to engage in learning and each student receives the supports they need to gain skills for success in school and life.

Key Report Takeaways

- At least 70% of all Ohio's schools offer prevention-focused programs and supports during the school day.
- Schools reported they primarily offered prevention-focused programs and supports during the school day compared to offering outside of the classroom or school day.
- Proportionally, across every type of prevention service (programs and supports during the school day; programs and supports outside the classroom; programs and supports outside the school day and prevention-focused curricula), 10-20% more middle school buildings provided services than elementary

or high school buildings. This is partially driven by the higher percentage of middle schools responding compared to other building types.

- The most common prevention-focused curricula developed by an outside organization and used during the school day were Second Step, crisis curricula including Therapeutic Crisis Intervention (TCI) or Crisis Prevention Institute (CPI), PAX Tools, Signs of Suicide and Say Something.
- Teachers and counselors are the personnel most frequently providing curricula, programs and supports during and outside of the school day while schools also leverage community-based providers for programs and supports outside of the classroom and school day.
- Of the prevention programs and supports provided during the school day, outside of the classroom and outside of the school day, mental wellness and youth development (for example, counseling and social and emotional learning) were the most commonly used categories of prevention programs and supports.
- Schools reported that teachers and administrators are the most common types of school staff to receive professional development on prevention-focused curricula or program and supports by professionals with expertise in prevention. School nurses, school counselors, school social workers, bus drivers and others also received professional development. Mental wellness, violence prevention and youth development topics were the most common prevention-related professional development topics received by these school staff members.
- Schools reported that community-based partnerships were present in 40% of schools to provide prevention-focused curricula or programs and supports on site. Family engagement was the most common prevention programming offered through school and community partnerships including Parent University, Social Worker Family Coaching Sessions, Family Night Resource Fair and support for families with gifted students.

Respondents at a Glance

The Department distributed the survey to Ohio public schools, community schools, educational service centers (ESCs), joint vocational school districts (JVSDs), state supported organizations, STEM schools, and nonpublic schools. Ohio law requires all schools, except nonpublic, to report on the types of prevention-focused programs, services and supports provided to students for school year 2019-2020. Of those schools required to report, 88.6% responded to the survey. Although nonpublic schools were not required to complete the prevention services survey, 16.4% reported the prevention services they provide.

In Ohio, there are 4,192 public, nonpublic, community, STEM and state supported organizations. For the purposes of this report, this number is considered the total number of schools and was used to calculate percentage of schools offering prevention-focused curricula, programs and supports.

The following tables report the survey responses by organization type, school type and typology.

Number of Responding Schools by Organization Type

Organization Types	Reported Number	State Total	% of Total Reported
Community School	303	323	93.8%
Educational Service Center (ESC)	50	51	98%
Joint Vocational School District (JVSD)	49	49	100%
Nonpublic School	119	724	16.4%
Public School	2,746	3,130	87.7%
State Supported Organization	5	8	62.5%
STEM	7	7	100%

Number of Responding Elementary, Middle and High Schools

School Type	Reported Number	State Total	% of Total Reported
Elementary Schools	1,724	2,415	71.4%
Middle Schools	593	649	91.4%
High Schools	840	1,083	77.6%

Schools categorized by building type only include public, nonpublic, community and state supported organizations.

Number of Public Schools Reporting Typology			
School Typology	Reported Number	State Total	% of Total Reported
Rural	659	707	93.2%
Small Town	664	755	87.9%
Suburban	809	873	92.7%
Urban	614	789	77.8%

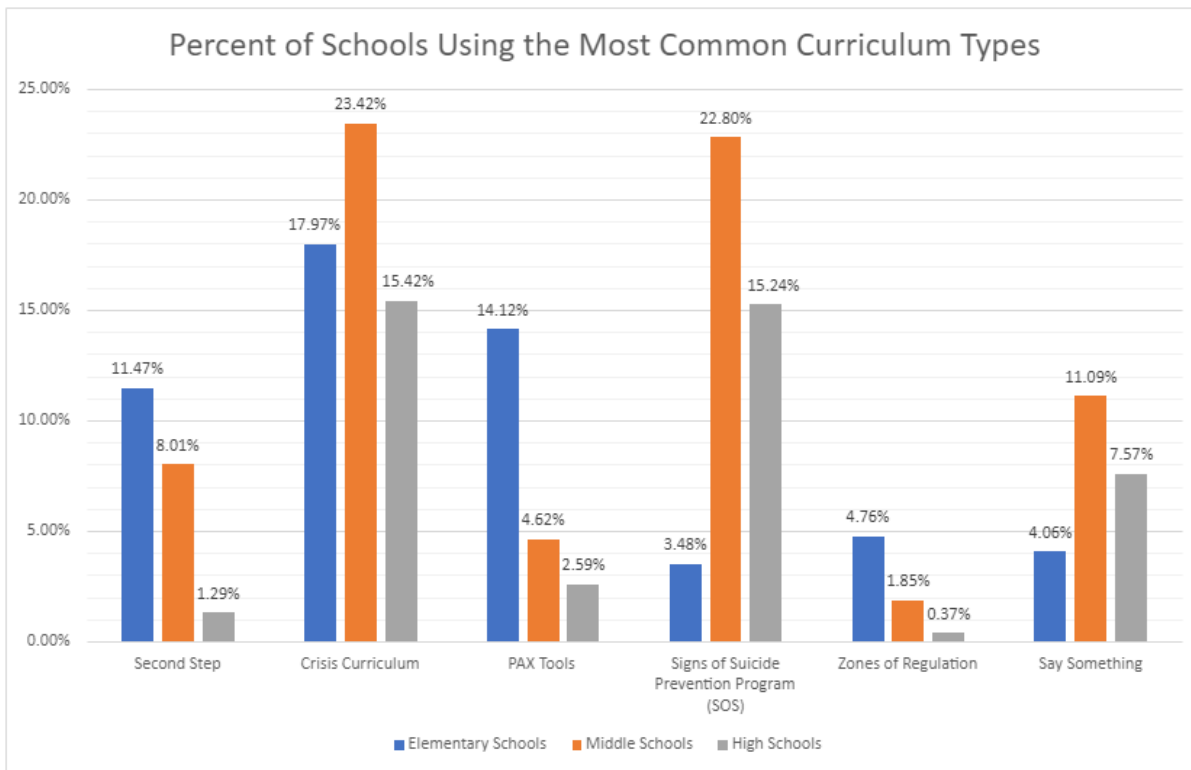
Schools categorized by typology only include public schools.

Prevention-focused Curricula During the School Day

Ohio schools reported existing prevention-focused curricula they provide during the school day. Of all Ohio schools (excluding ESCs and JVSs), 63% (2,648) provide at least one prevention-focused curricula during the school day.

The chart below shows the most common existing prevention curricula provided during the school day by each school type (elementary, middle and high school). The most common existing prevention curriculum for elementary, middle and high schools was a crisis curriculum, followed by Signs of Suicide (SOS), PAX Tools, Second Step, Say Something and Zones of Regulation. These curricula support the development of knowledge and skills which allow students to engage in healthy behaviors and decision-making and increase awareness of dangers and consequences of risky behaviors like substance use, suicide and bullying. Reference Table 1 in Appendix for additional data on common prevention-focused curricula.

Referenced in the chart below, crisis curriculum includes both Therapeutic Crisis Intervention (TCI) and Crisis Prevention Institute (CPI). These prevention programs are used to train teachers, administrators and other school personnel in de-escalation techniques and proper use of restraint and seclusion. [Ohio law](#) requires school districts to ensure an appropriate number of personnel in each building are trained annually in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion. This requirement may account for the high number of crisis curricula reported during the school day.



Prevention Focused Programs and Supports

Ohio’s schools reported the prevention programs and supports they provided during the school day, outside of the classroom and outside of the school day. The following reflects the total number and percentage of prevention-focused programs and supports provided in Ohio schools for each time of the school day.

Time of Day	Percent of Schools	Number of Schools	Number of Programs
During the School Day	70%	2,950	9,747
Outside of the Classroom	51%	2,161	4,874
Outside of the School Day	35%	1,499	2,673

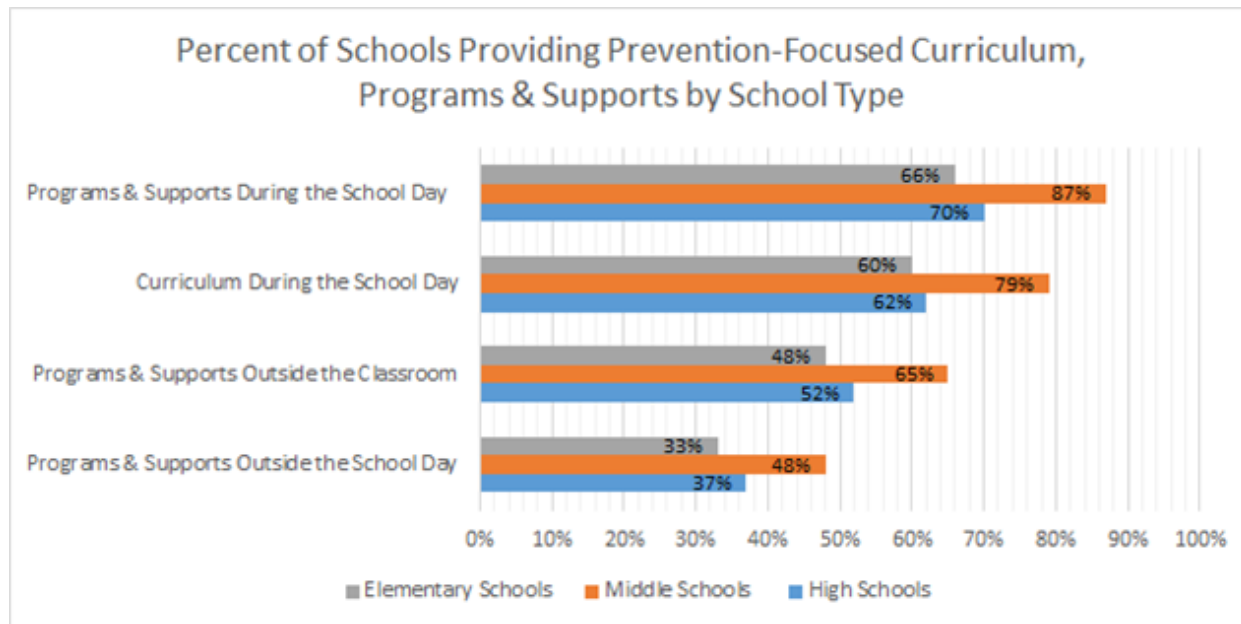
The percentage of schools was calculated using the number of schools reporting prevention services during the school day divided by all schools (community, nonpublic, public, state supported and STEM) in the state, not just respondents.

Based on the program description, most programs were categorized into the following content areas: physical health and wellness, mental wellness, alcohol, tobacco or other drug prevention, suicide prevention, violence prevention, youth development, community agency, diversity and inclusion, bullying prevention, alternatives to discipline, culture and climate and other. In elementary, middle and high schools, mental wellness and youth development were the most common type of program and support provided during the school day, outside of the classroom and outside of the school day.

Prevention-focused Curricula, Programs and Supports by School Type

Ohio’s elementary, middle and high schools reported on prevention focused curricula during the school day and prevention focused programs and supports during the school day, outside of the classroom and outside of the school day.

Elementary, middle and high schools reported providing prevention-focused curricula¹, programs and supports during the school day followed by prevention programs and supports outside of the classroom and outside of the school day. Reference Table 2 in Appendix for additional data on the percentage and number of schools providing prevention curricula, programs and supports.



Middle school buildings were confirmed to provide 10-20% more prevention services than elementary and high schools. One reason is due to middle schools having a higher response 91.4%, compared to elementary 71.4% and high schools 77.6%. Another reason may be that middle schools on average provide more prevention programs compared to elementary and high school. The Department will continue to monitor this finding in future reporting and gather additional information from educational service centers and alcohol, drug and mental health boards to understand why middle schools provide the more prevention programs.

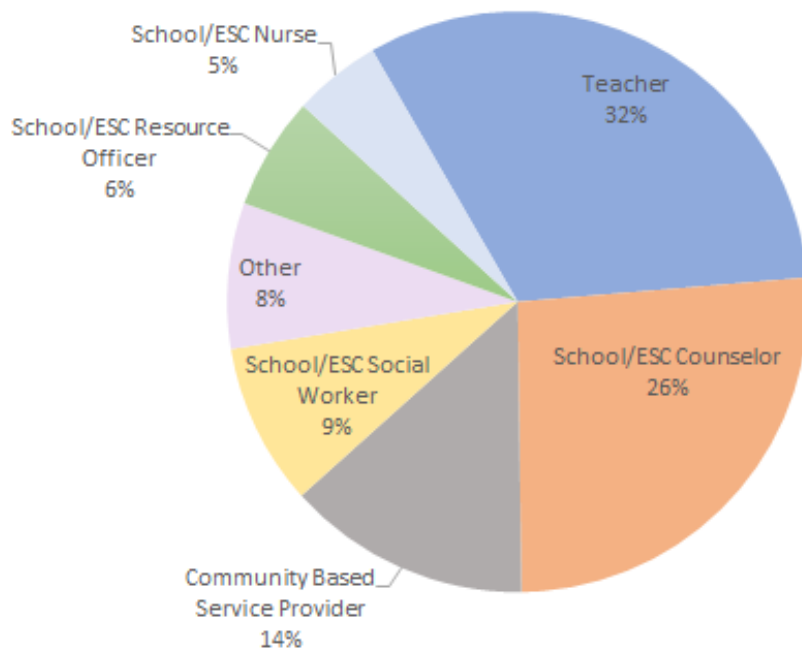
Staff Providing Prevention-focused Curricula, Programs and Supports During School Day and Outside of the Classroom

This section describes the types of staff, including in-school professionals and community-based providers, providing prevention-focused curricula, programs and supports during the school day and outside of the classroom. In-school professionals generally include teachers and counselors, while community-based service providers include community-based organizations, the business community, physical and behavioral health professionals and faith-based organizations. Schools reported that teachers and school counselors provide most prevention focused curricula, programs and supports during the school day. Community-based service providers provide the highest number of prevention programs and supports outside of the classroom compared to teachers and school counselors.

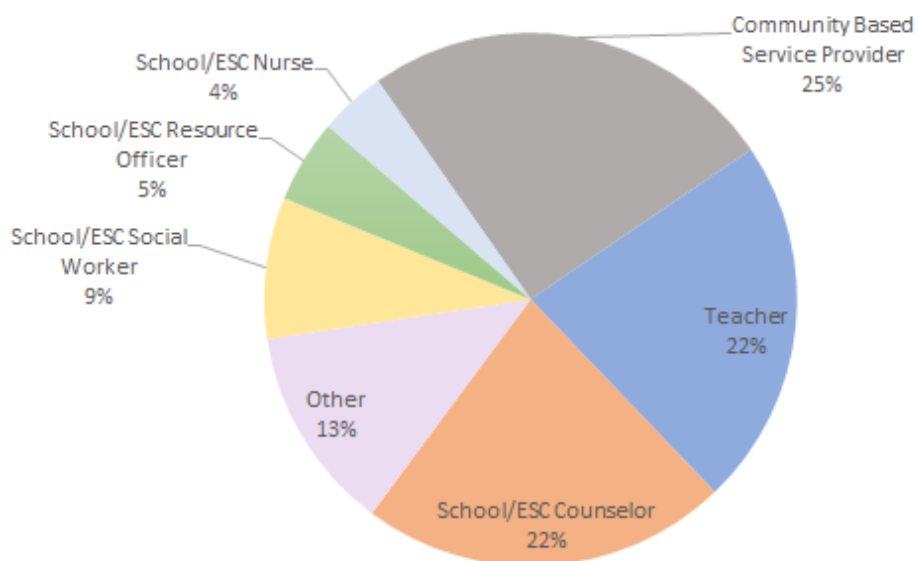
The following two charts show the percentage of in-school and community-based staff providing prevention-focused curricula, programs and supports during the school day and outside of the classroom.

¹The data used for the chart includes both existing curricula and curricula created by the school or educational service center.

Staff Providing Prevention-Focused Curriculum, Programs & Supports During the School Day



Staff Providing Prevention-Focused Programs & Supports Outside the Classroom

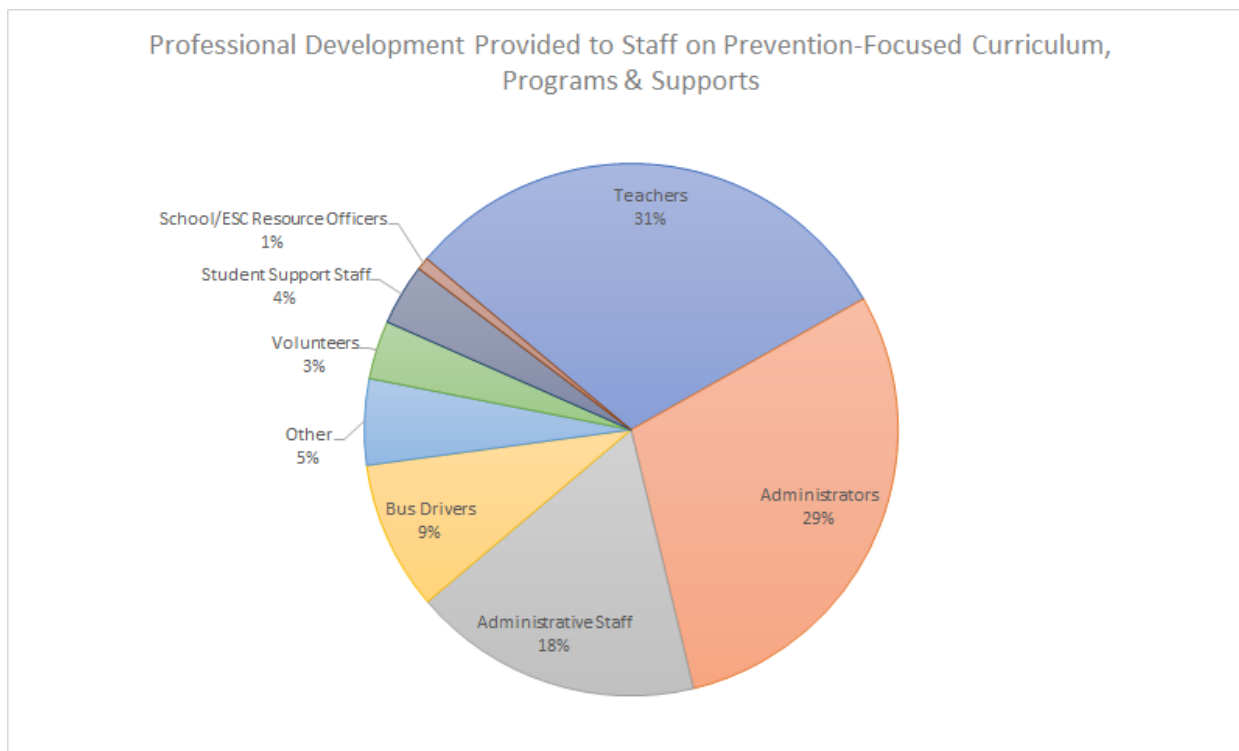


Professional Development Provided to Staff

Professional development supports successful implementation of prevention services in schools. The number of survey respondents, which includes all surveyed organization types, providing professional development for teachers, administrators and other staff in prevention-focused curricula, programs or supports is 3,003.

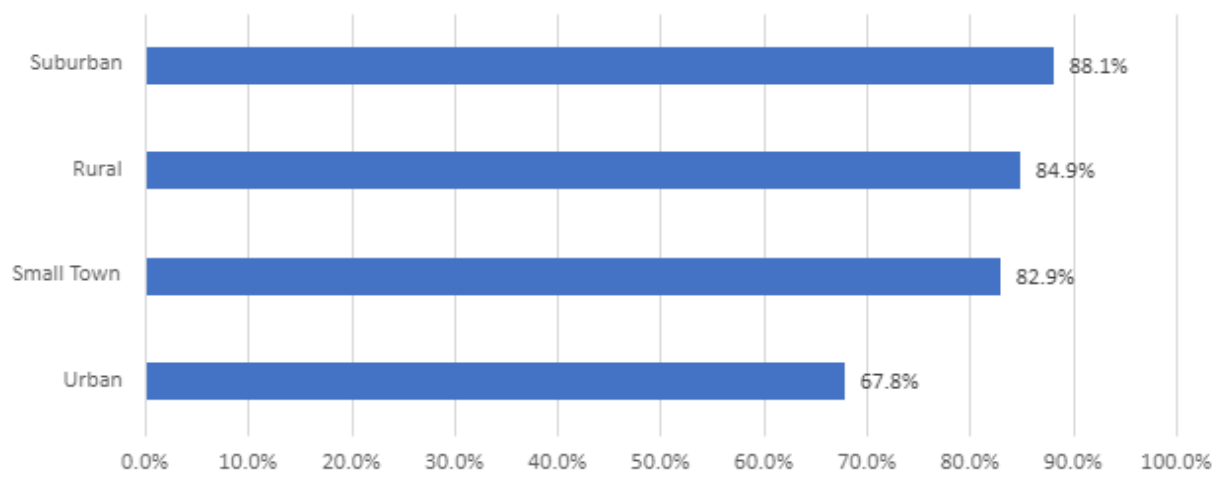
The most common professional development topics that schools provide to their staff included mental wellness, violence prevention and youth development. Other categories of professional development provided by schools included suicide prevention, bullying prevention, alcohol, tobacco or other drug prevention, diversity and inclusion, alternative to discipline and student wellness.

The charts below show the percentage of each role receiving professional development in prevention education and the percentage of schools providing professional development, by typology. More than half of the professional development on prevention-focused curricula and programs was provided to teachers and administrators compared to bus drivers, volunteers, and student support staff. Suburban, rural and small-town schools lead in providing professional development on prevention-focused curricula and programs Reference Table 3 in Appendix for additional information.



Student Support Staff includes school and educational service center counselors, social workers, nurses and nutritional staff.

Percent of Schools that Provide Professional Development for Teachers, Administrators & Others in Prevention-Focused Curriculum, Programs or Supports

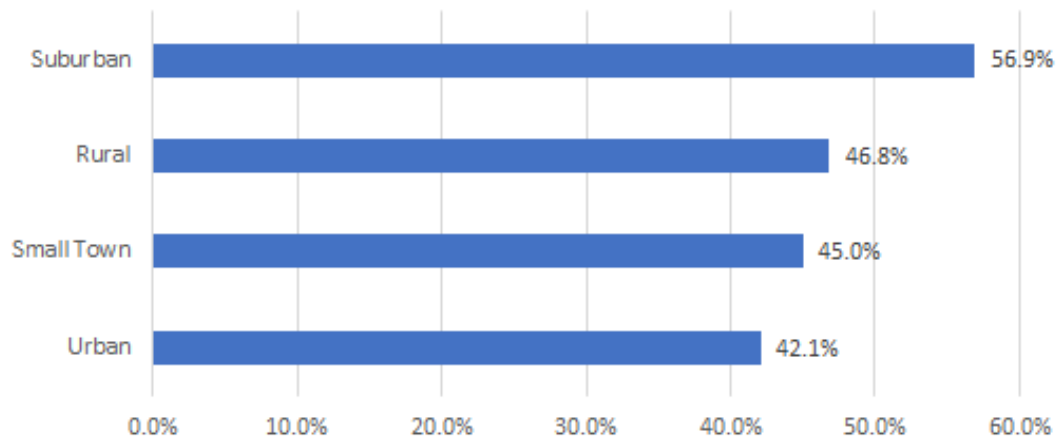


Community Partnerships that Provide Prevention-focused Curricula, Programs and Supports to Parents and Families

Schools often use community partnerships to provide prevention-focused programs and supports to parents and families to reinforce prevention knowledge and skills. In this survey, 1,724 survey respondents including 1,676 schools (40% of all Ohio schools) reported having partnerships with a community coalition, outside organization or professional to provide prevention-focused curricula, programs and supports to parents and families at the school. Schools reported their community partners provided the following prevention-focused curricula, programs and supports to parents and families: family engagement, mental wellness, youth development, community-based agency, suicide prevention and violence prevention.

The chart below shows the percentage of schools with community partnerships that provide prevention-focused curricula, programs or supports to parents and families by typology. Schools with a suburban typology reported a greater percentage of community partnerships than rural, small town or urban typologies. Reference Table 4 in Appendix for additional information.

Percent of Schools With Community Partnerships That Provide Prevention-Focused Curriculum, Programs & Supports to Parents & Families



Conclusion

Ohio prioritized strengthening school-based prevention services with the goal of providing quality prevention services *for every child, in every grade, in every school*. In fiscal year, 2020, the Ohio departments of Education and Mental Health and Addiction Services worked collaboratively to distribute \$20 million to support prevention education for K-12 students. This critical investment assisted communities to build sustainable processes. This annual collection of kindergarten through grade 12 prevention-focused curricula, programs and supports will help Ohio measure progress towards reaching this goal.

This report summarizes the results from the first annual prevention services survey. It highlights prevention-focused curricula, programs and supports provided to Ohio's students, professional development provided to administrator and school personnel, partnerships with community coalitions and organizations and efforts to engage families and the community, during the 2019-2020 school year. Based on the information reported at least 70% of all Ohio's schools offer prevention-focused programs and supports during the school day.

Ohio schools will have the opportunity to highlight their focus on prevention education as future annual reports are conducted, and more data becomes available. Strengthening prevention services in schools aligns with Ohio's whole child approach, to meet each student's social-emotional and wellness needs so that students can fully engage in learning and gain skills for success in school and life.

Appendix

Based on the description of the program or support, the following categories were established.

Program or supports were categorized into the following areas:

- Academic Support;
- Alcohol, Tobacco or Other Drug Prevention;
- Alternative to Discipline;
- Community Agency;
- Bullying Prevention;
- Diversity and Inclusion;
- Family Engagement;
- Mental Wellness;
- Physical Health and Wellness;
- Safety;
- Suicide Prevention;
- Violence Prevention; and
- Youth Development.

Professional development was categorized into the following areas:

- Alcohol, Tobacco or Other Drug Prevention;
- Alternative to Discipline;
- Bullying Prevention;
- Community Agency;
- Diversity and Inclusion;
- Mental Wellness;
- Student Wellness;
- Suicide Prevention;
- Violence Prevention; and
- Youth Development.

Community partnerships were categorized into the following areas:

- Community-based Agency;
- Family Engagement;
- Mental Wellness;
- Suicide Prevention;
- Youth Development; and
- Violence Prevention.

This Prevention Services Survey used the terms defined here.

- **Prevention:** Promotes the health and safety of individuals and communities and focuses on reducing the likelihood of, delaying the onset of or slowing the progression of, or decreasing the severity of risky behaviors including substance use, suicide, problem gambling and depression.
- **Prevention Services:** A planned sequence of culturally relevant, evidenced-based strategies which are designed to reduce the likelihood of or delay the onset of mental, emotional and behavioral disorders. Prevention services shall be intentionally designed to reduce risk or promote health before the onset of a disorder and be population-focused and targeted to specific levels of risk.
- **Existing Prevention Curricula:** programs which have been developed and created by an organization and have been proven to be effective in increasing awareness or changing behavior.

- **Programs and supports:** Programs and supports offered by staff and delivered to students, with the aim of preventing risky behaviors developed by the school or educational service center.
- **Evidence Based:** An intervention that has been identified as effective by a nationally recognized organization, a federal, or state agency, and has produced a consistent positive pattern of results on the majority of the intended recipients or target population. The intervention must also be implemented to fidelity as defined by the developer; and provided or supervised by licensed, certified or registered professionals.
- **Promising Practices:** Programs with weaker yet still favorable evidence of effectiveness typically are referred to as supported, promising, or emerging.
- **Outside of the classroom:** In school or educational service center common areas, on school or educational service center property and school or educational service center-sponsored events.
- **Outside of the school day:** At after-school programs, at home or in the community.

This Prevention Services Survey references the programs described here.

- **Second Step:** Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments. It uses a holistic approach to building supportive communities for every child through social-emotional learning.
- **Crisis curricula** includes:
 - **Therapeutic Crisis Intervention (TCI):** The Therapeutic Crisis Intervention (TCI) training program for child and youth care staff presents a crisis prevention and intervention model designed to teach staff how to help children learn constructive ways to handle crisis; and
 - **Crisis Prevention Institute (CPI):** Nonviolent Crisis Intervention (NCI) provides your staff with the skills to safely recognize and respond to everyday crisis situations.
- **PAX Tools:** PAX is a collection of trauma-informed, evidence-based behavioral strategies for families and communities to promote the development of self-regulation of the children in their lives.
- **Signs of Suicide (SOS):** Signs of Suicide (SOS) teaches students how to identify signs of depression and suicide in themselves and their peers, while training school professionals, parents, and community members to recognize at-risk students and take appropriate action.
- **Zones of Regulation:** The Zones of Regulation is a systematic, cognitive-behavioral approach used to teach how to regulate our feelings, energy, sensory needs and manage our feelings and get ourselves to a healthy place.

Additional data collected from survey responses can be found in the following tables.

Table 1

Total Schools Using Most Common Curricula			
Curriculum Name	Elementary Schools	Middle Schools	High Schools
Second Step	277	52	14
Crisis Curricula*	434	152	167
PAX Tools	341	30	28
Signs of Suicide Prevention Program (SOS)	84	148	165
Zones of Regulation	115	12	4
Say Something	98	72	82

*Crisis Curricula includes Therapeutic Crisis Intervention (TCI) or Crisis Prevention Institute (CPI)

Table 2

Total and Percent of Schools Providing Prevention-Focused Curricula, Programs & Supports by School Type

	High Schools		Middle Schools		Elementary Schools	
	Count	Percentage	Count	Percentage	Count	Percentage
Programs & Supports Outside the School Day	400	37%	309	48%	785	33%
Programs & Supports Outside the Classroom	568	52%	421	65%	1,160	48%
Programs & Supports During the School Day	762	70%	567	87%	1,603	66%
Curricula During the School Day	667	62%	513	79%	1,451	60%

Table 3

Total Schools that Provide Professional Development for Teachers, Administrators & Others in Prevention-Focused Curricula, Programs or Supports		
Typology	Number of Schools	Percentage of Schools
Urban	535	67.8%
Rural	600	84.9%
Small Town	626	82.9%
Suburban	769	88.1%

Table 4

Total Schools With Community Partnerships that Provide Prevention-Focused Curricula, Programs & Supports to Parents & Families		
Typology	Number of Schools	Percentage of Schools
Urban	332	41.2%
Rural	331	46.8%
Small Town	340	45.0%
Suburban	497	56.9%

The percentage of schools reported in Tables 3 and 4 uses the statewide total of all public schools as a denominator (not total respondents).