Integration of Health & Wellness as a Tier I Intervention through Public / Private Partnership

Gloria Hernandez – Goff, EdD
Superintendent Ravenswood City School District

John P. Rettger, PhD
Director of the Mindfulness - Early Life Stress & Pediatric Anxiety Program Lucille Packard Children’s Hospital at Stanford University

Chi Kim
CEO Pure Edge, Inc.
Private Operating Foundation

Objective

Through public/private partnership, Ravenswood City School District, Pure Edge, Inc. and Stanford University integrated a Tier I mindfulness-based health and wellness program districtwide, preK-8th grade, to mitigate against the negative impact of stress and trauma.

Participants will gain an understanding of initial findings of the longitudinal academic and neurobiological study and engage in interactive mindfulness session based on the program.


Mindful Minute

©2018 Pure Edge, Inc.
Lack of Connectedness
Increased social media use in adolescence associated with poor sleep quality, anxiety, depression, low self-esteem, loneliness, and social isolation.

More than 17 million children in the United States have or have had a diagnosable mental illness, yet most are not treated.
The Context of East Palo Alto

History
Demographics

The Crisis

Homelessness
Gentrification

Adverse Childhood Experiences (ACES)

The three types of ACEs include:

- Abuse
- Neglect
- Household Dysfunction


©2018Pure Edge, Inc.
ACES and Outcome Risk

- As the number of ACEs increases, so does the risk for negative health outcomes

0 ACEs  | 1 ACE  | 2 ACEs  | 3 ACEs  | 4+ ACEs


ACES and Health Outcomes

Possible Risk Outcomes:
- Physical and Mental Health
- Sleep
- Nutrition
- Mindfulness
- Exercise
- Healthy Relationships
- Stress
- Depression
- Suicide
- Chronic Illness
- Cancer
- Obesity
- Diabetes
- Heart Disease
- Stroke


ACES: Six Critical Healing Factors

- Sleep
- Mindfulness
- Nutrition
- Healthy Relationships
- Exercise

ACES Antidotes

- Dr. Nadine Burke Harris, M.D.
  The Deepest Well

©2018 Pure Edge, Inc.
The Need

Develop a TIER I Intervention Model to address the impact of stress and trauma.

Even In – Even Out

The Science of Wellness
Share Stanford Research Film

https://cdnapisec.kaltura.com/index.php/extwidget/preview/partner_id/1392761/manifest_id/23332312/entry_id/0_66vf63h1/embed/dynamic
What Did Stanford Study?

TIER I Intervention Model to address the impact
Breath As the Anchor

Pure Power Curriculum

- A three-year longitudinal, controlled, multi-method research evaluation
- The research aims to measure the impact of the curriculum on functioning across social, emotional, cognitive, academic, sleep and brain structure and function of students over time by evaluating progress at three time points (baseline, one-year follow-up and a two-year follow-up)
- All students in the district can participate in the curriculum, however the research study is evaluating a cohort of students who were in the 3rd and 5th grade at the beginning of the study in the winter of 2015
- Data collection and analysis is ongoing

Research and Policy: Stanford University

Pure Power curriculum implemented with fidelity and systematic supports

Preliminary Findings

©2018 Pure Edge, Inc.

What Did Stanford Study?

TIER I Intervention Model to address the impact
Breath As the Anchor

Pure Power Curriculum

- A three-year longitudinal, controlled, multi-method research evaluation
- The research aims to measure the impact of the curriculum on functioning across social, emotional, cognitive, academic, sleep and brain structure and function of students over time by evaluating progress at three time points (baseline, one-year follow-up and a two-year follow-up)
- All students in the district can participate in the curriculum, however the research study is evaluating a cohort of students who were in the 3rd and 5th grade at the beginning of the study in the winter of 2015
- Data collection and analysis is ongoing

Research and Policy: Stanford University

Pure Power curriculum implemented with fidelity and systematic supports

Preliminary Findings

©2018 Pure Edge, Inc.
Neuroscience: Self Care & Vagal Tone

The vagus nerve is the superhighway of the nervous system that connects the body and brain. We can tone the vagus nerve through deep breathing exercises.

Stress Response

“Gas Pedal”
Sympathetic Nervous System:
Fight or Flight

“Brake”
Parasympathetic Nervous System:
Rest and Digest
Learning is social, emotional and academic.

- Development is malleable. Children can always learn new skills from birth through adolescence and into adulthood because the brain never stops growing and changing in response to experiences and relationships.

- Human relationships are the essential ingredient that catalyze healthy development and learning.

The Program & the Research

Serving learners was the goal, but with the research brief that emerged from the Robert Wood Johnson Foundation and Penn State – there had to be a two pronged approach to support the health and wellbeing of educators and learners.
Teacher Burnout

Disrupts relationships between schools and communities

Turnover happens most in poorly performing schools, leading to destabilization of low-income neighborhood schools.

Social and Emotional Learning (SEL) CASEL Competencies

The Competencies serve as a framework for furthering social, emotional and academic learning within school contexts.

Pure Edge programs touch all five but especially promote:

- Self-Awareness
- Self-Management
- Relationship Skills
### SEL Competencies + Mini Unit Mapping

<table>
<thead>
<tr>
<th>CASEL Competency</th>
<th>Description</th>
<th>Pure Edge Touch Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Awareness</strong></td>
<td>The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior; The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”</td>
<td>• Self-Awareness/Identifying emotions&lt;br&gt;• Self-Awareness/Accurate self-perception</td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td>The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</td>
<td>• Self-Management/Impulse control&lt;br&gt;• Self-Management/Stress management</td>
</tr>
<tr>
<td><strong>Responsible Decision-Making</strong></td>
<td>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.</td>
<td>• Responsible Decision-Making/Analyzing situations&lt;br&gt;• Responsible Decision-Making/Solving problems</td>
</tr>
</tbody>
</table>

©2018 Pure Edge, Inc.

---

### Brain Breaks Implementation Tips

- Establish A Consistent Routine
- Start of Day/End of Day/Transitions
- Start Small, Then Build
- Repeat, Repeat, Repeat
- Be Comfortable With the Exercises

1-5 minute activities for any classroom

- Breathing
- Mindful movement
- Mindfulness breaks

Ideal for:

- Start and end of day
- Transition Times
- Before Testing

Brain Breaks align to thirteen of forty-eight National PE Standards for K-5, and all five National PE over-standards.
Insert Jesse video
easier for me to focus on the positive