

Meeting the HB 367 Requirement for Opioid Abuse Prevention Education

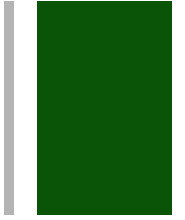
Kevin Lorson

Kevin.lorson@wright.edu

HB 367 Overview

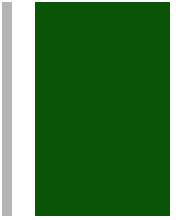
- HB 367 requires Ohio schools to select a **health curriculum** that **includes instruction on the dangers of prescription opioid abuse**.
- Governor's Cabinet Opiate Action Team (GCOAT) makes recommendations that are published by [ODE](#).
- “**Health education**, which shall include instruction in: (f) *Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.*”
- ODE provided recommendations for instruction at each grade band (K-2, 3-5, 6-8, 9-12)

Ohio's Health Education Requirements



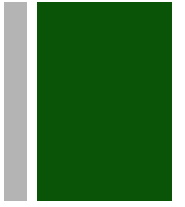
- Graduation Requirement:
 - One-half unit (60 hours)
- Other grades: **NO** Time Requirement
- Must have a health education curriculum for all schools that must include:
 - Nutrition (including natural and organically produced foods, the relation to health and the use and effects of food additives.
 - Harmful effect and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco.
 - Venereal disease*
 - Personal safety and assault prevention, child abuse prevention (K-6), 9-12 Dating violence and sexual assault prevention.
 - Prescription opioid abuse prevention.

Health Education in Ohio



- Health Education is the only academic content area without academic content standards
- Ohio is one of two states without health education standards (Iowa).
- General Assembly has oversight of health education, not ODE. (Only content area).
- ODE cannot develop or publish curriculum, but they can provide links and resources.
- No ODE health education consultant.

Current Opioid & Drug Abuse Prevention Education Initiatives



- **Start Talking**

- Governor Kasich's initiatives to give families, educators, and community leaders the tools to start the conversation with Ohio's youth about the importance of living health, drug-free lives
- Information, teachable moments in the classroom, athletics and law enforcement.

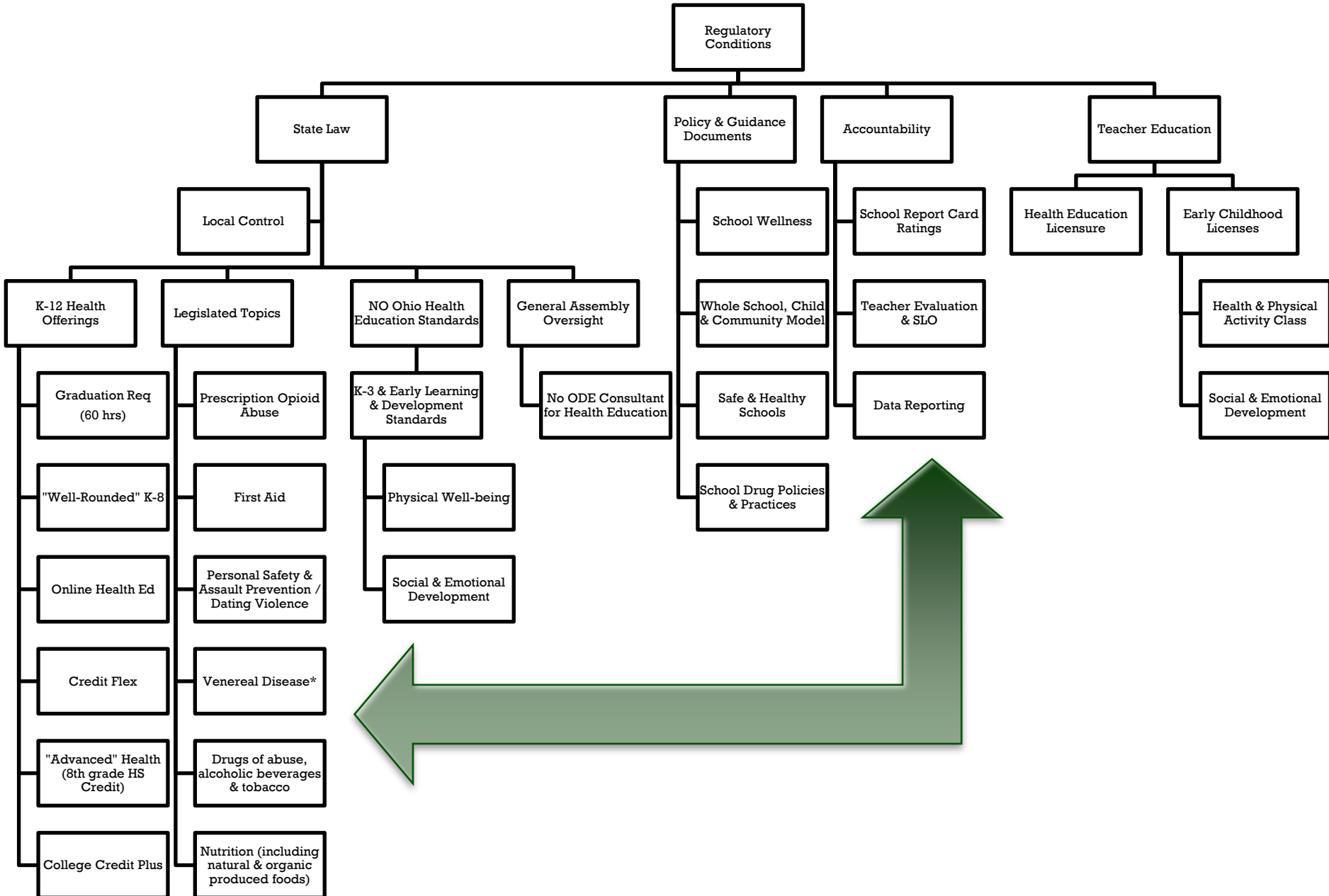
- **Health & Opioid Abuse Prevention Education (HOPE) Curriculum**

- Grant funded by Ohio Department of Higher Education to develop K-12 curriculum for opioid abuse prevention education (HB 367)

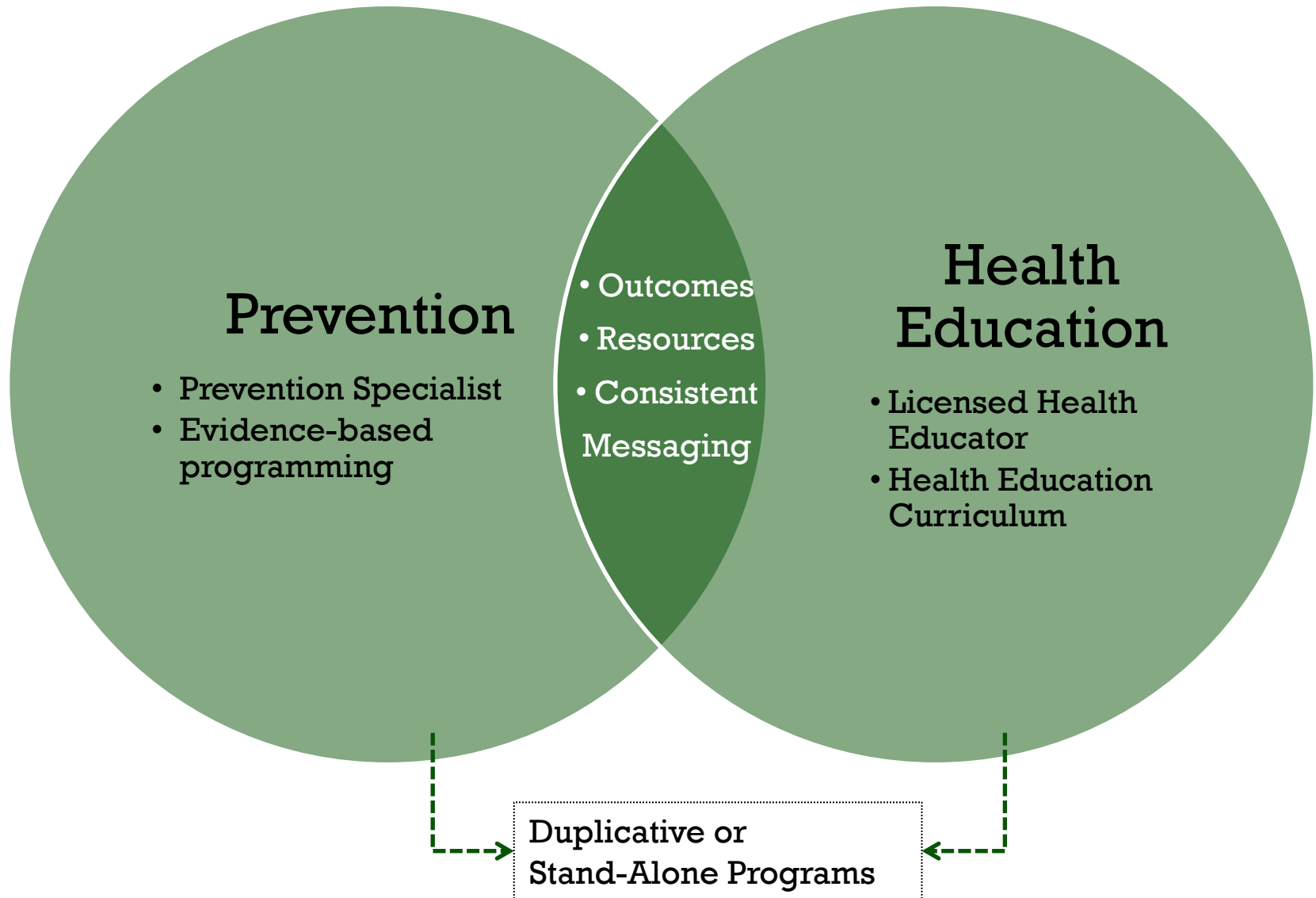
- **Attorney General's Joint Study Committee on Drug Abuse Prevention Education**

- Convened by AG Mike DeWine
 - 22-members of lawmakers, state agencies, prevention specialists, organizations and educators
- Develop recommendations for policies, legislation and practices to enhance drug abuse education in schools (90 days).
- Meetings & your role?

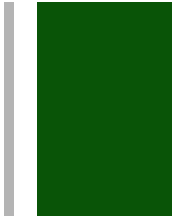
Factors Impacting Drug Abuse Prevention Education in Schools



Prevention & Education:

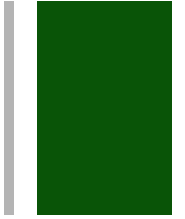


Health & Opioid Abuse Prevention Education (HOPE) Curriculum Project: Goals & Outcomes



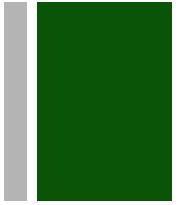
1. Design a K-12 opioid abuse prevention curriculum to develop the knowledge, skills, behaviors, and attitudes to prevent opioid and prescription drug abuse.
2. Provide professional development for teachers (health educators, elementary classroom teachers) administrators (principals and curriculum directors) and other school health partners throughout Ohio.
3. Implement and evaluate the impact of the HOPE curriculum and opioid abuse crisis on students, teachers, schools and communities.
4. Evaluate the extent to which HOPE increases the students' knowledge and expected behaviors (i.e. learning targets).

Why create the HOPE Curriculum?



- Lots of free resources available to schools
 - Ranging from curriculum to resources and materials
- Can teachers and administrators make sense of it all?
- What schools need?
 - Easy to understand and easy to implement.
 - Meet K-12 learning needs.
 - Easy to implement for health educators & classroom teachers.
 - Grounded in learning standards and assesses student learning.
 - Goes beyond basic knowledge skills, behaviors, attitudes and functional health knowledge.
 - Linked with other drug abuse prevention materials & resources.
 - Comprehensive tool to maximize school resources & provide consistent anti-drug messaging.

Curriculum vs. Resource

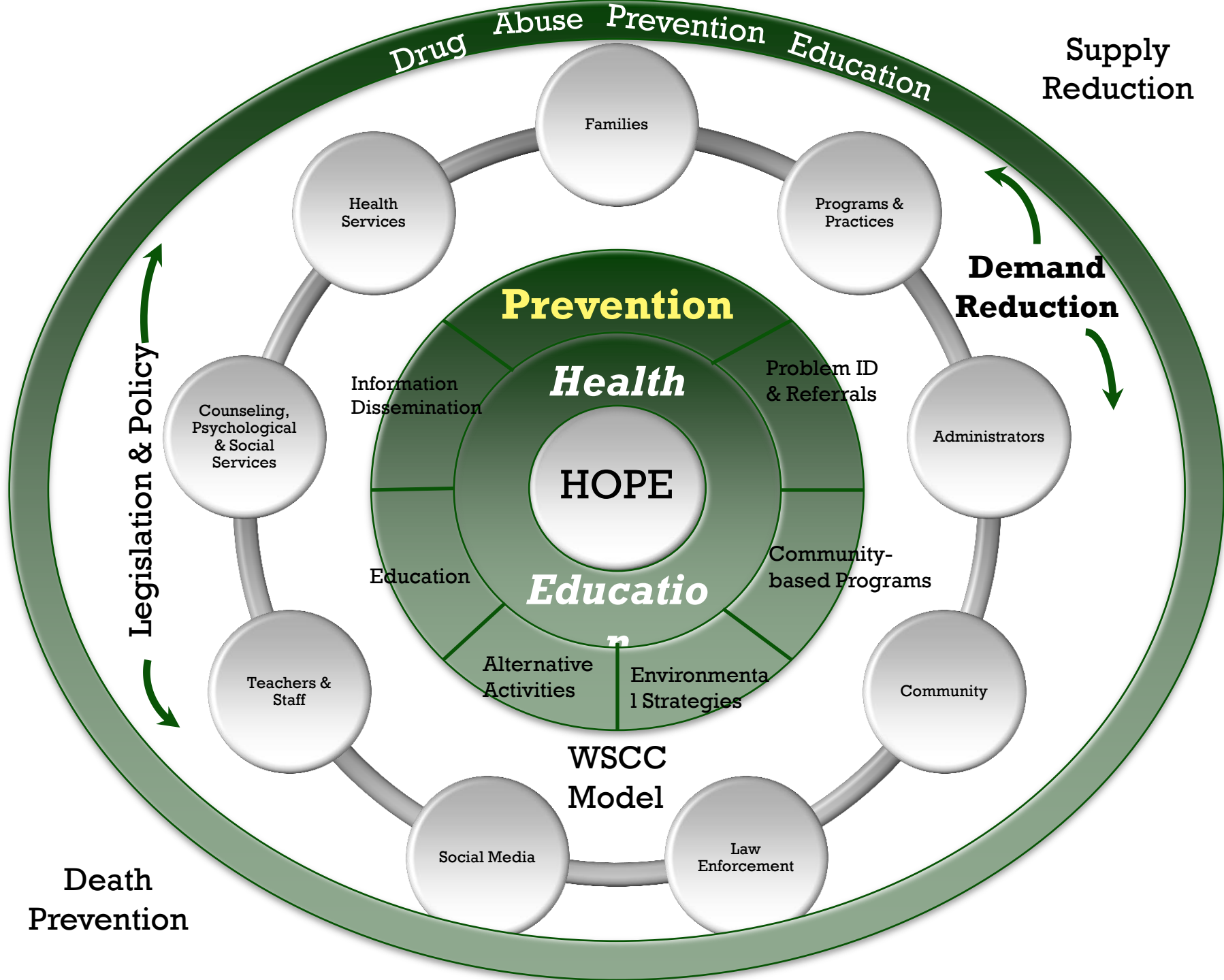


- **Curriculum**

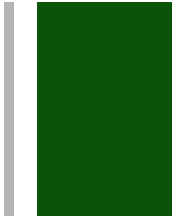
1. Course of study that broadly outlines what students will know and be able to do.
2. Educational plan with a structure, learning outcomes, learning experiences and assessments.
 - Usually includes teaching strategies, assessments, lessons and materials
3. Teaching strategies and learning experiences for students to acquire the knowledge, skills and attitudes for making health promoting decisions.
4. Students in a class setting, implemented by teacher.

- **Resource or Program**

1. Has some aspects included in a curriculum, but not all of the key aspects.
2. Programs sometimes target different audiences: universal, selective, indicated, tiered
3. Environment is classroom, outside of class, assemblies or special events.
4. Community or prevention-based v school-based



Characteristics of the HOPE Curriculum Outcomes

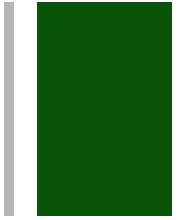


1. Enhancing functional health knowledge
 - Focus on essential information that leads appropriate health behaviors.
 2. Shaping personal beliefs that support healthy behaviors.
 3. Shaping group norms that value a healthy lifestyle.
 4. Developing the essential health skills necessary to adopt, practice and maintain health enhancing behaviors.
- Standards-based, tailored to meet students' developmental needs, matches available school and teacher resources.

Health Education Learning Targets

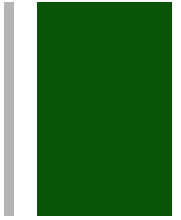
- 1.KEY CONCEPTS** – comprehend concepts related to health promotion and disease prevention.
- 2.ANALYZING INFLUENCES** – analyze the influence of others, culture, media, technology on health.
- 3.ACCESSING VALID HEALTH RESOURCES** - access valid information, products and services.
- 4.INTERPERSONAL COMMUNICATION SKILLS** - use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5.DECISION-MAKING SKILLS** - use decision-making skills to enhance health.
- 6.GOAL-SETTING SKILLS** - use goal-setting skills to enhance health.
- 7.SELF-MANAGEMENT SKILLS** – demonstrate health-enhancing behaviors to avoid or reduce health risks.
- 8.ADVOCACY SKILLS** - advocate for personal, family, and community health.

Characteristics of the HOPE Curriculum



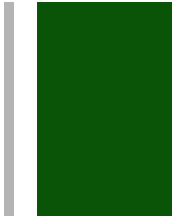
- Designed for K-12 with lessons for each grade band
 - K-5 designed for classroom teachers in English Language Arts
 - Middle and High School designed for licensed health education teacher.
 - Three lesson packets with enhancements for five lessons
- Grounded in the Health Education Learning Targets
- Aligned with the health behavior outcomes identified in the [Health Education Curriculum Analysis Tool \(HECAT\)](#), [Alcohol & Other Drugs \(AOD\) Content Module](#), and the recommendations on the ODE website.
- Designed to supplement, not replace, a comprehensive approach to alcohol and other drugs prevention education.
- Connected with *Start Talking!*; *Generation Rx*; youth-led prevention programs; community assessments and strategic planning; and other local prevention resources and programs.

HOPE Curriculum



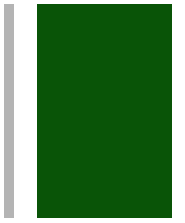
- ***Lesson Plans*** – Three lesson plans for each grade band (K-2, 3-5, 6-8, 9-12) with two additional lessons for those schools that want to implement the enhanced unit.
- ***Assessments*** – Student activities and rubrics used to assess the knowledge and skills learning outcomes.
- ***Instructional Materials*** – Support materials such as PowerPoint, worksheets, videos, and diagrams to support lesson plans and student learning.
- ***Teacher and School Administrator Guides*** – Tips and suggestions to implement the lessons. Additional content knowledge packets with instructor notes, additional resources, FAQs, letter to parents overviewing the topic and resources.
- ***Staying Connected*** – ideas for additional follow-up, community and parent engagement, and social marketing based on the foundation established by *Start Talking!*, Youth-led prevention programs, Generation Rx.

HOPE Learning Outcomes: Kindergarten – 2nd Grade



- Standard 1: Functional Knowledge
 - Risks associated with use of over-the-counter medicines.
 - Family & school rules about medicine use.
- Standard 2: Analyzing the influence of others
 - Relevant influences of family & school personnel on taking medicines.
- Standard 3: Accessing valid & reliable information
 - Trusted adults & school personnel who can help with taking medicines.
 - School helpers who can help with info about drugs and medicines.
- Standard 4: Interpersonal Communication
 - Effective refusal skills, including saying “not” and getting away when offered medicines or other drugs by someone other than a trusted adult.
 - How to effectively tell a trusted adult when feeling threatened or harmed when offered medicines or other drugs by someone other than a trusted adult.
- Standard 5: Decision-Making.
 - How family, peers or media influence the decision to not use over-the-counter and prescription medicines in unsafe ways.
- Standard 8: Advocating for Drug-Abuse Prevention
 - Make requests to other to avoid riding in a vehicle or someone driving while under the influence of alcohol or other drugs.

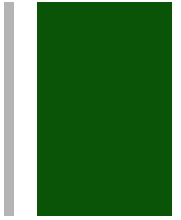
HOPE Learning Outcomes: Kindergarten – 2nd Grade



- Standard 4: Interpersonal Communication
 - Effective refusal skills, including saying “not” and getting away when offered medicines or other drugs by someone other than a trusted adult.
 - How to effectively tell a trusted adult when feeling threatened or harmed when offered medicines or other drugs by someone other than a trusted adult.
- Standard 5: Decision-Making.
 - How family, peers or media influence the decision to not use over-the-counter and prescription medicines in unsafe ways.
- Standard 8: Advocating for Drug-Abuse Prevention
 - Make requests to other to avoid riding in a vehicle or someone driving while under the influence of alcohol or other drugs.

HOPE Learning Outcomes:

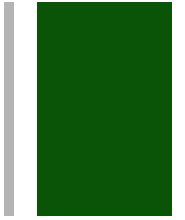
3rd – 5th Grade



- **Standard 1: Functional Knowledge**
 - Explain the potential risks associated with inappropriate use and abuse of prescription medicines. Explain how to use medicines correctly & the benefits of medicines when used correctly.
 - Identify family and school rules about prescription drug use.
- **Standard 2: Analyzing the influence of others**
 - How school, community, media and technology affect prescription drug abuse.
- **Standard 3: Accessing valid & reliable information**
 - Accurate and reliable information sources for over-the-counter and prescription drugs.
- **Standard 4: Interpersonal Communication**
 - Effective verbal and non-verbal communication skills to avoid drug use.
 - Explain how to be empathetic & compassionate towards a family member who is trying to quit alcohol or other drug use.

HOPE Learning Outcomes:

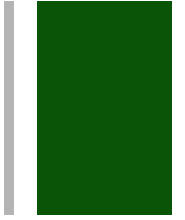
3rd – 5th Grade



- **Standard 5: Decision-Making**
 - Situations which need a decision related to drug-use prevention.
 - Decide when help is needed to make a decision to not use drugs.
 - Identify options and potential outcomes when making a decision.
 - Choose a healthy option when making a decision about drug prevention.
- **Standard 6: Goal Setting**
 - Set a realistic goal to be drug-free and identify resources to help achieve that goal.
- **Standard 8: Advocating for Drug-Abuse Prevention**
 - State personal beliefs about the dangers related to drug use
 - Demonstrate how to persuade others to be drug-free

HOPE Curriculum:

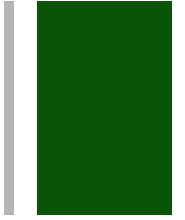
6-8 Outcomes



- **Standard 1: Functional Knowledge**
 - Distinguish between proper use and abuse of over-the-counter and prescription medicines.
 - Summarize the negative consequences of prescription drug use.
 - Determine the situations and reasons why people choose or choose not to use drugs.
 - Describe the relationship between using drugs and other health risks.
- **Standard 2: Analyzing the influence of others**
 - Explain how norms, social expectations, personal values and beliefs influence drug use behaviors.
 - Analyze how relevant peer, school, community, family and cultural influences impact drug use.
- **Standard 3: Accessing valid & reliable information**
 - Analyze the validity and reliability of information for prescription drugs, over-the-counter medicines.
 - Describe situation that call for professional alcohol and other drug use treatment services and locate valid and reliable drug-use treatment services.

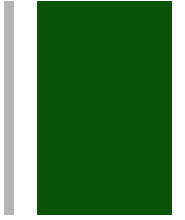
HOPE Curriculum:

6-8 Outcomes



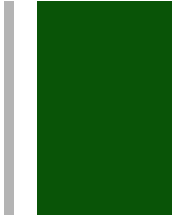
- **Standard 4: Interpersonal Communication**
 - Effective verbal and non-verbal communication skills to avoid drug use.
 - Demonstrate effective peer resistance skills to avoid or reduce exposure to drug use.
- **Standard 5: Decision-Making**
 - Identify circumstances that help or hinder making a decision to be drug-free.
 - Identify how family, culture, media, peers and personal beliefs affect drug-free decisions.
 - Distinguish between healthy and alternatives to a decision related to drug use.
 - Predict potential outcomes of healthy and unhealthy alternatives to a drug use decision.
 - Choose a healthy alternative to drug use.
 - Analyze the effectiveness of a final outcome related to a drug use decision.
- **Standard 6: Goal Setting**
 - Set a realistic goal to be drug-free and identify resources to help achieve that goal.
- **Standard 8: Advocating for Drug-Abuse Prevention**
 - Persuade and support others to be alcohol- and other drug-free

HOPE Curriculum: High School



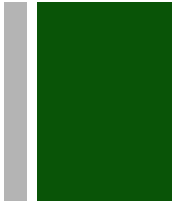
- **Standard 1: Functional Knowledge**
 - Distinguish between proper use and abuse of over-the-counter and prescription medicines.
 - Summarize the negative short and long-term consequences of prescription drug use on school and job performance.
 - Evaluate situations and reasons why people choose or choose not to use drugs.
 - Describe the relationship between using drugs and other health risks.
 - Analyze the dangers of driving or riding in a vehicle with someone under the influence.
- **Standard 2: Analyzing the influence of others**
 - Analyze how norms, social expectations, personal values and beliefs influence drug use behaviors.
 - Analyze how relevant peer, school, community, family and cultural influences impact drug use.
 - Analyze how laws, rules and regulations influence drug use behaviors.
- **Standard 3: Accessing valid & reliable information**
 - Use resources that provide drug-free prevention information and drug-use treatment services.

HOPE Curriculum: High School



- **Standard 4: Interpersonal Communication**
 - Effective verbal and non-verbal communication skills to avoid drug use.
- **Standard 5: Decision-Making**
 - Examine circumstances that help or hinder making a decision to be drug-free.
 - Analyze how family, culture, media, peers and personal beliefs affect drug-free decisions.
 - Generate alternatives to a decision related to drug use.
 - Predict potential short-term and long-term outcomes of healthy and unhealthy alternatives to a drug use decision.
 - Choose a healthy alternative to drug use.
 - Analyze the effectiveness of a final outcome related to a drug use decision.
- **Standard 6: Goal Setting**
 - Set a realistic goal to be drug-free and identify resources to help achieve that goal.
 - Develop a short and long-term plan to attain the goal of being drug-free.
- **Standard 8: Advocating for Drug-Abuse Prevention**
 - Persuade and support others to be alcohol- and other drug-free

HOPE Curriculum Project: Year 1 (2016-2017)



- Develop HOPE Curriculum
 - Conduct needs assessment:
 - Assess students, teachers, schools, parents
 - What does health education look like in Ohio's schools?
 - Status of drug & alcohol abuse prevention education in Ohio?
- Debut Middle/High School Curriculum at OAHPERD Convention
 - December 1, 2016
- K-5 Curriculum
 - February 1, 2017
- Pilot Schools
 - Schools of Need & Schools of Interest (12 in each region of Ohio)
 - Assess effectiveness of pilot curriculum
- Revisions & Publish final draft June 2017

HOPE Curriculum Project

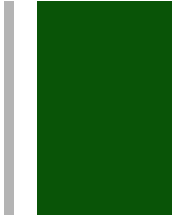
Year 2 (2017-2018): Professional Development



- Professional development for health educators, elementary classroom teachers, & school administrators.
 - Online
 - Self-study modules
 - Webinars & recordings
 - Face to Face
 - Network regional leaders
- Professional Organizations
- Pilot Schools Year 2

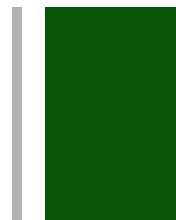
Year 3 (2018-2019)

HOPE Research & Evaluation



1. Summarize the current status of health education in Ohio
 - Infrastructure and capacity to provide quality health education
 - Teacher preparation
 - Curriculum
2. HOPE Curriculum Evaluation
 - Effectiveness & Fidelity
3. HOPE Professional Development
4. HOPE School & Community Impact

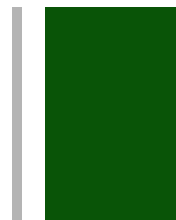
Recommendations for Opioid & Drug-Abuse Prevention Education



- **Health Education Curriculum**

- Revise Middle School & High School Curriculum to align with health education standards.
- Consistent messaging across units (e.g. nutrition, safety, etc)
- Refine the focus to functional health knowledge, skills, and behaviors to be drug-free.
- Develop effective Alcohol, Other Drug and Tobacco Unit.
- Review course offerings to meet students' needs.

Recommendations for Opioid & Drug-Abuse Prevention Education



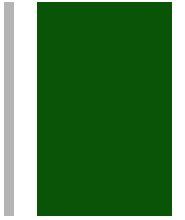
- **Elementary Curriculum**

- Examine opportunities to integrate drug abuse prevention in ELA.
- Provide professional development or resources for teachers.
- Examine presence & potential of health education in K-5.

- **Utilize existing community and prevention resources**

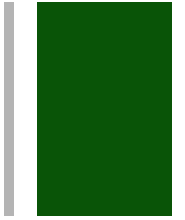
- Identify resources
- Make connections to families & integrate drug-free messages in your school and community.

Effective Alcohol & Other Drug Abuse Education



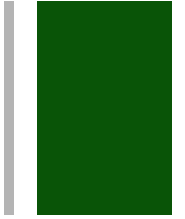
- They need to know you care & give students a reason to care.
- Peer to Peer is effective.
- Classroom teacher is more effective than one-time presenter (consistent messaging)
- Do NOT show methods of drug use or specific products or paraphernalia.
- Address short & long-term consequences
 - Girls are more likely to take risk info seriously, and boys are less likely.
- Scare Tactics **DON'T** work!

Effective Alcohol & Other Drug Abuse Education



- Recovering addicts have not been shown to be effective
 - May normalize the behavior
- Be more than facts (because they probably already know more than you).
- Engaging lessons (leave your speech for another time)
- Assemblies don't work unless they are followed up by reinforcing messages or work to address what was learned.
- Share the NORM – e.g. 80% of students have not misused prescription drugs.
- Reflection and commitment are great ways to put a drug-free plan into action.

Opioid Abuse Prevention Resources



- Start Talking!
 - www.starttalking.ohio.gov
- Generation Rx:
 - <http://www.generationrx.org/>
- Ohio Department of Education web site link
 - <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Health-Education/Opioid-Abuse-Prevention>

Current Opioid Abuse Prevention Resources (SARDI, 2016)

Name of Program	Target Age	Designed by	Website
Medicines in My Home	Grade 1-3	FDA	http://www.fda.gov/downloads/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-the-CounterMedicines/UCM094874.pdf
Kids Health in the Classroom	PRE-K-2ND GRADE	Kids Health	http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf
"Rx for Understanding"	Grades 5-8	NEA Health Information Network	http://neahealthyfutures.org/wpcproduct/rx-for-understanding-be-smart-about-prescription-drugs-grades-5-8/
D/Scerner: Critical Thinking of Opioid Study	Grades 6,7,8	University of Texas Health Science Center	http://teachhealthk-12.uthscsa.edu/activity/opioids-entire-unit http://teachhealthk-12.uthscsa.edu/sites/teachhealthk-12/files/activity/Opioids%20-%20Entire%20Unit.pdf
Mind Over Matter Series	Grades 5,6,7,8,9	NIDA	https://teens.drugabuse.gov/educators/mind-over-matter http://teens.drugabuse.gov/drug-facts
Drugs and Health Blog	Grades 6-10	NIDA	http://teens.drugabuse.gov/educators/nida-teaching-guides/drugs-and-health-blog-teaching-guides-teen-drug-abuse

Current Opioid Abuse Prevention Resources (SARDI, 2016)

Name of Program	Target Age	Designed by	Website
Start Talking! Drug Prevention (Four programs comprise the initiative, including: Parents360 Rx , Know! , 5 Minutes for Life and Resiliency)	Grades 5-9	Governor John R. Kasich and First Lady Karen W. Kasich, Ohio	www.starttalking.ohio.gov
Heroin Prevention Program	Grades 7-12	Robert Crowne Center	https://www.robertcrown.org/heroinprevention.shtml
Drug Free Prevention Program	Grades 7-12	Foundation for a Drug-Free World	http://www.drugfreeworld.org/takeaction.html
Youth360 WreckED	Grades 7-12	pact360	http://pact360.org/
NOPE	Grades 7-12	The Narcotics Overdose Prevention & Education (NOPE) Task Force	http://www.nopetaskforce.org/
The Courage to Speak	Grades 9-12	The courage to speak foundation	https://www.couragetospeak.org/EducationalPrograms/HighSchoolCurriculum.aspx

Current Opioid Abuse Prevention Resources (SARDI, 2016)

Name of Program	Target Age	Designed by	Website
The Science of Addiction: K-12 Integrated Prevention Curriculum	Grades K-12	New Beginnings Drug & Alcohol Rehabilitation	http://www.newbeginningsdrugrehab.org/the-science-of-addiction-k-12-integrated-prevention-curriculum#5-8
Consequences of Prescription Drug Abuse	Grades K-12	Mothers Against Prescription Drug Abuse	http://mapdaonline.org/
Smart Moves Smart Choices	Grades 9-12	The National Association of School Nurses and Janssen Pharmaceuticals	www.smartmovesmartchoices.org/pdfs/SmartMoves_SchoolToolkit_Web.pdf
Just like Me	Grades 9-12	Suffolk Community College	http://www.justlikemeproject.org/
The Science of Addiction: K-12 Integrated Prevention Curriculum	Grades K-12	New Beginnings Drug & Alcohol Rehabilitation	http://www.newbeginningsdrugrehab.org/the-science-of-addiction-k-12-integrated-prevention-curriculum#5-8
Generation Rx	Grades K-12	Cardinal Health	http://www.generationrx.org/
Drug Free Action Alliance	Grades K-12	Drug Free Action Alliance	https://www.drugfreeactionalliance.org/