



# How Mental Health and Wellness Support Engaging, Excellent, Safe, and Equitable Schools

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Mental Health

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# My Grounding

## A Grounding Example : North Lawndale College Preparatory School, Chicago

- Strong academic press; strong social support
- Supports academic risk taking: “teachers are like another set of parents”
- Development of moral community
- Fellow students “like brothers, sisters, cousins”



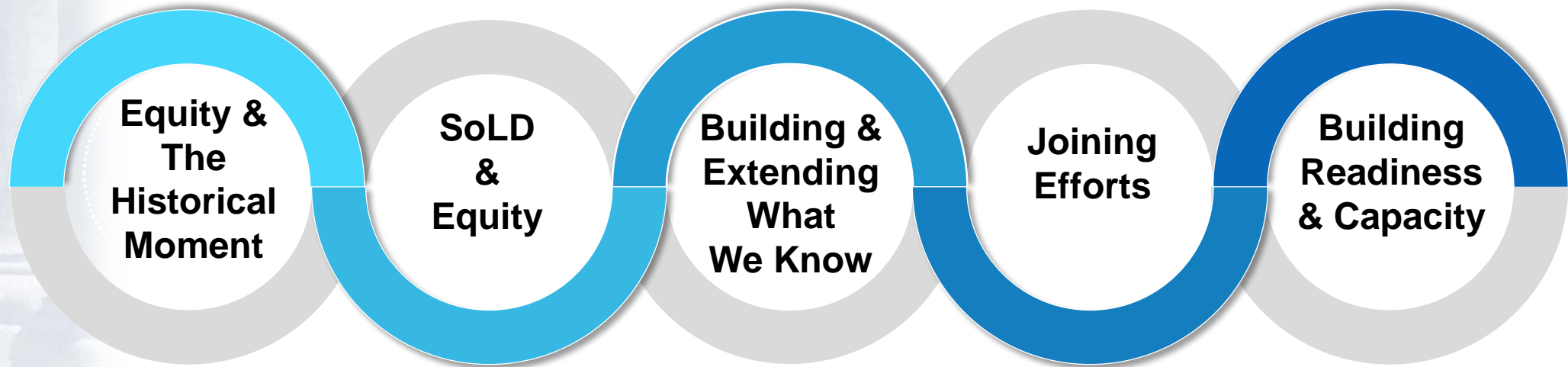


## A Grounding Example: North Lawndale College Preparatory School, Chicago

- “This is not about graduating from high school; it is about graduating from college”
- Money for counselors, not metal detectors and security staff
- One counselor stays with same students grades 9-13; another one follows up 14-16



# Agenda and Main Points



# The Glass is Half Full



# The Glass is Half Full: Good News

- Accumulation of knowledge from practice and research
- Convergence of knowledge
- Lesson's from Federal investments
- Development of research communities and communities of practice

# The Glass is Half Full: Good News

- More appreciation of the centrality of;
  - Whole child
  - Promotion and SEL
    - Compare the 1994 and 2009 IOM Reports
  - Youth development
  - Cultural competence and responsiveness
  - School mental health and wellness
  - Computational and methodological advances

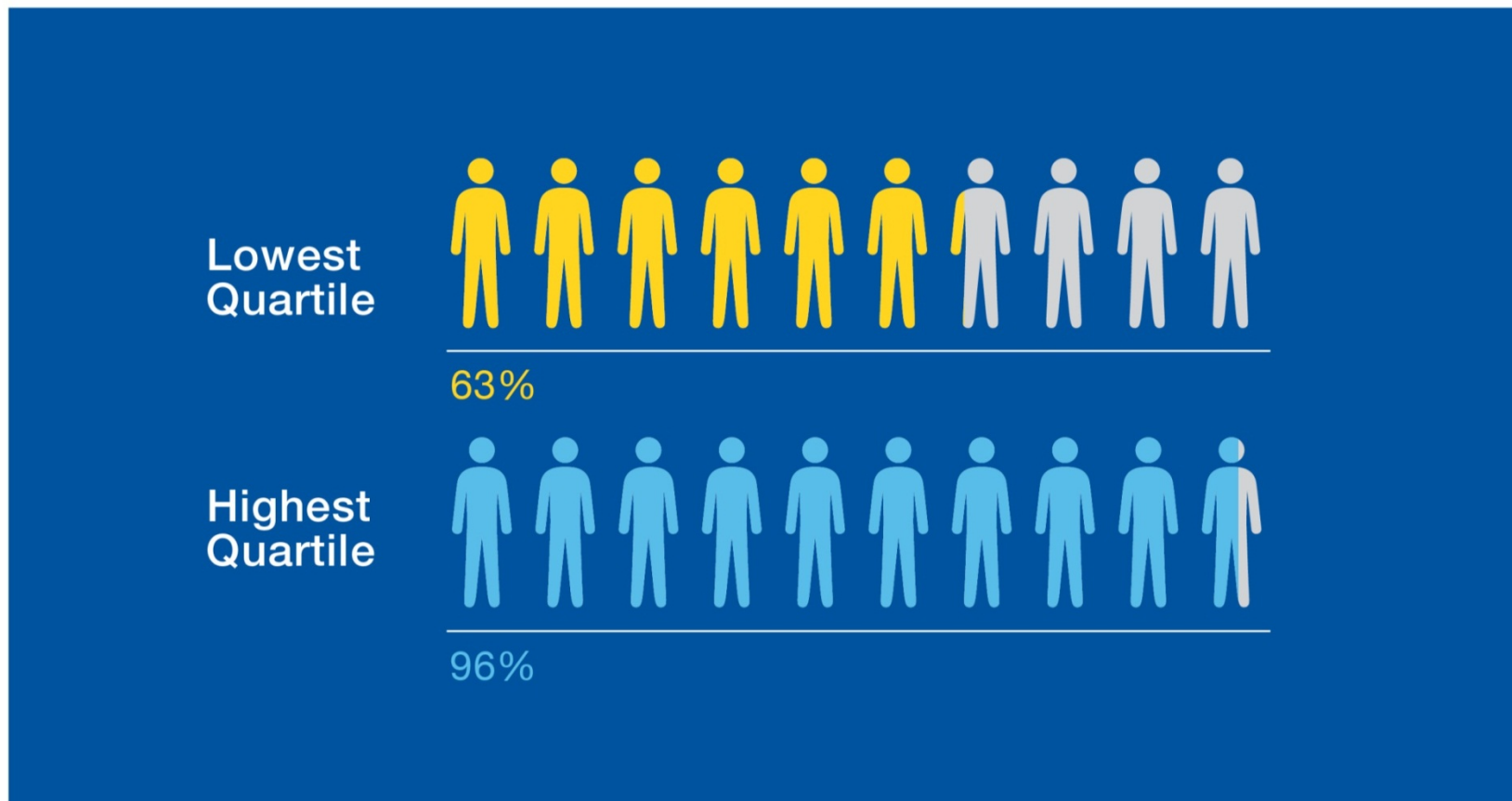


# The Glass is Half Full: Negatives

- Persistent inequities and disparities in school, community, and life outcomes
- Historic marginalization of mental health in schools
- Chronic fragmentation
- Convergent knowledge often in silos or under-aligned
- Lack of common measures and indicators

# THE CHALLENGE:

MANY LOW-INCOME STUDENTS FAIL TO COMPLETE HIGH SCHOOL

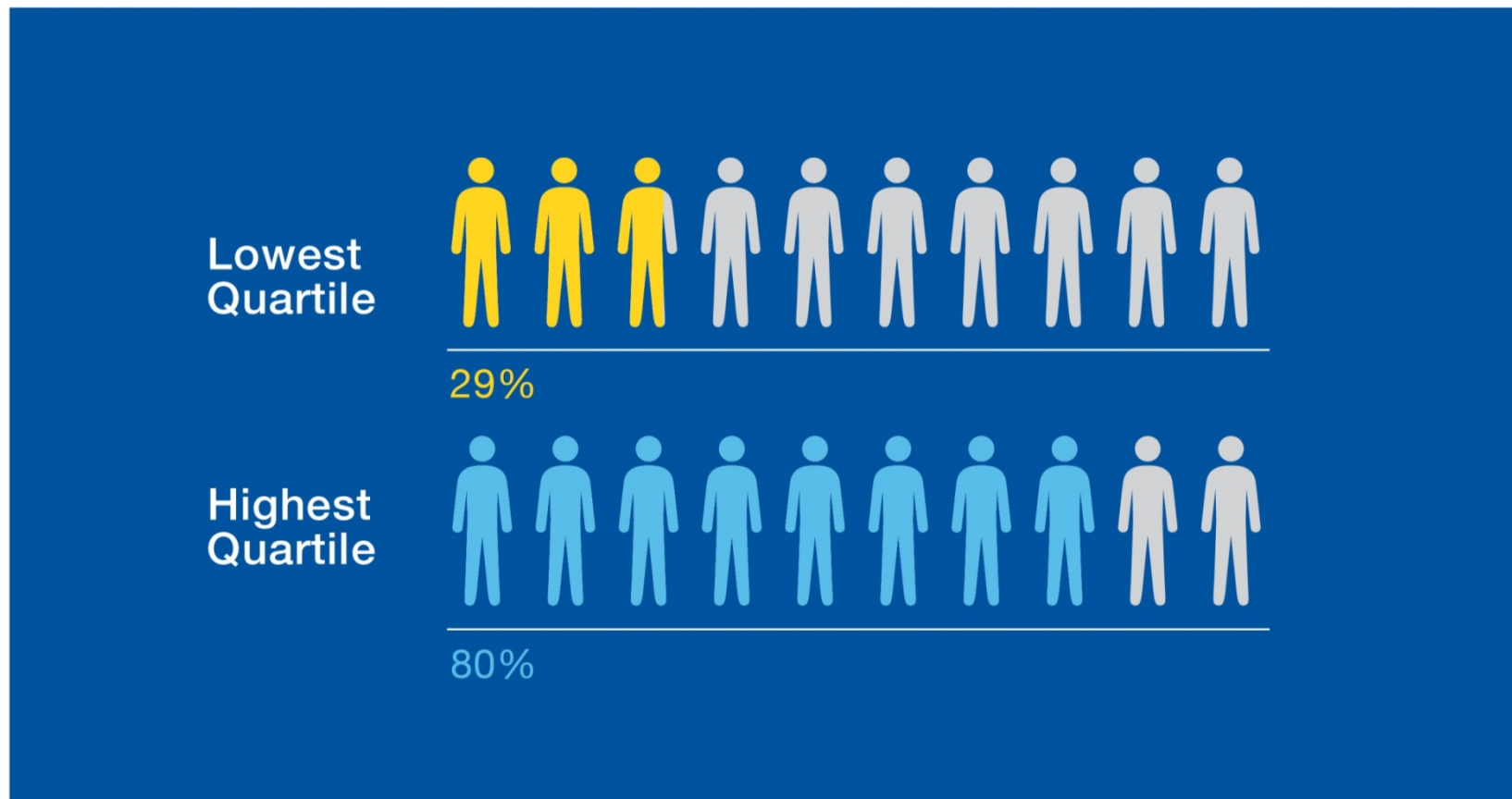


Source: U.S. Department of Education



# THE CHALLENGE:

ONLY 29 PERCENT OF LOW-INCOME STUDENTS GO TO COLLEGE

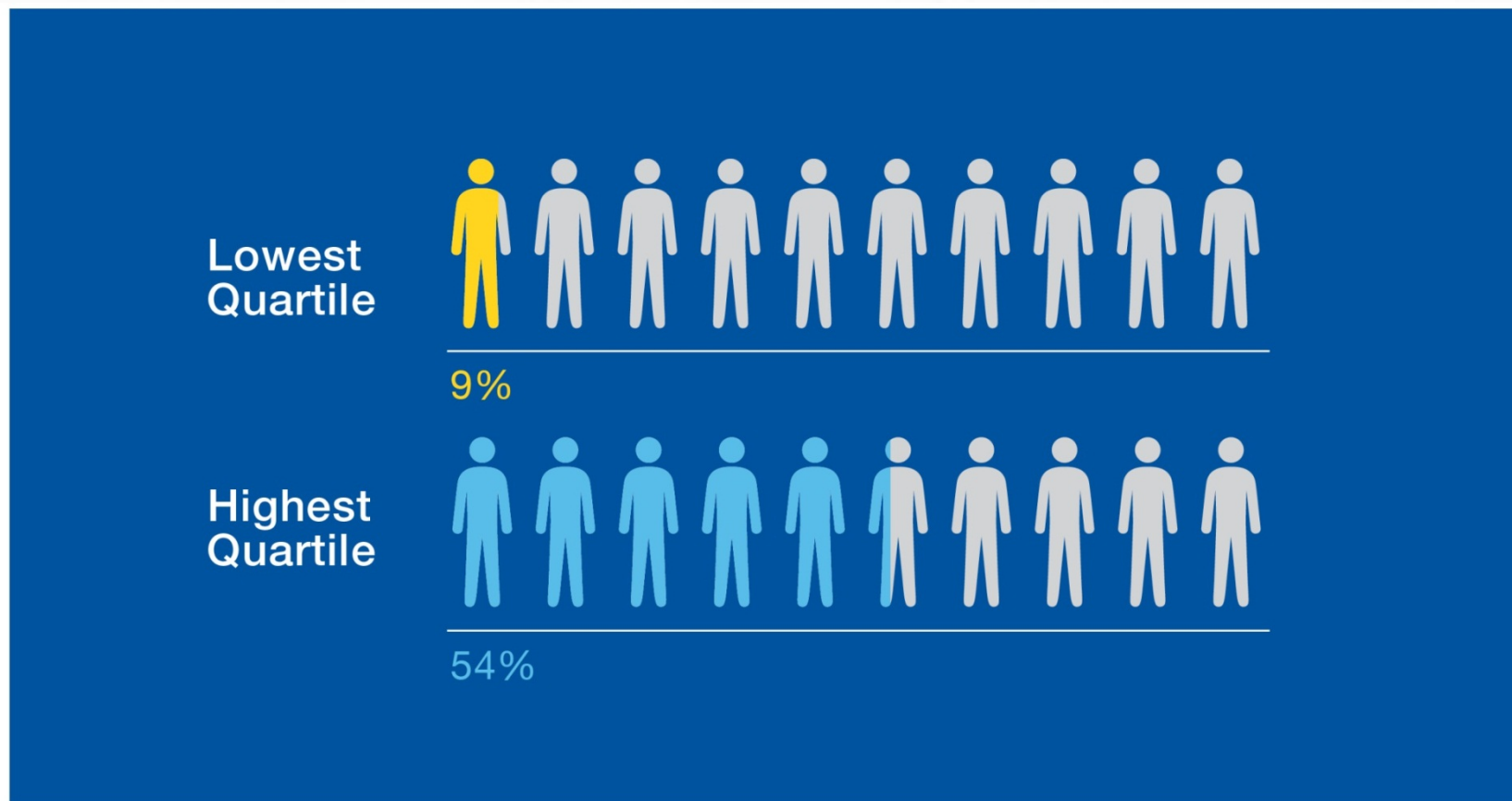


Source: U.S. Department of Education



# THE CHALLENGE:

ONLY 9 PERCENT OF LOW-INCOME STUDENTS COMPLETE COLLEGE



Source: U.S. Department of Education



# The Challenge

## Racial Disparities

- Within and across systems
- Access to robust academics
- Exclusionary discipline
- Low and narrow expectations
- The Impacts of Macro and Historical (Chrono) factors in the present
  - Housing Segregation >wealth accumulation>poorly funded schools
  - Implicit bias, microaggressions, stereotype threat





# The Implications of the Science of Learning and Development

Thriving Not Just Surviving

# Science of Learning & Development: Some Takeaways: Malleability and Plasticity

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- Genetics are not destiny; epigenetics matter.
- Malleability and neural plasticity are core to human development.
- Social and emotional competencies can be developed.
- Resilience and thriving are possible.
- Address the interconnectivity of children's cognitive, social, and emotional development

# BODY-BRAIN LOOP



**Body**

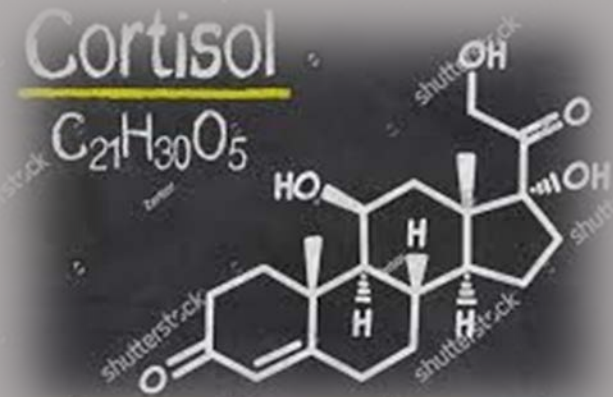
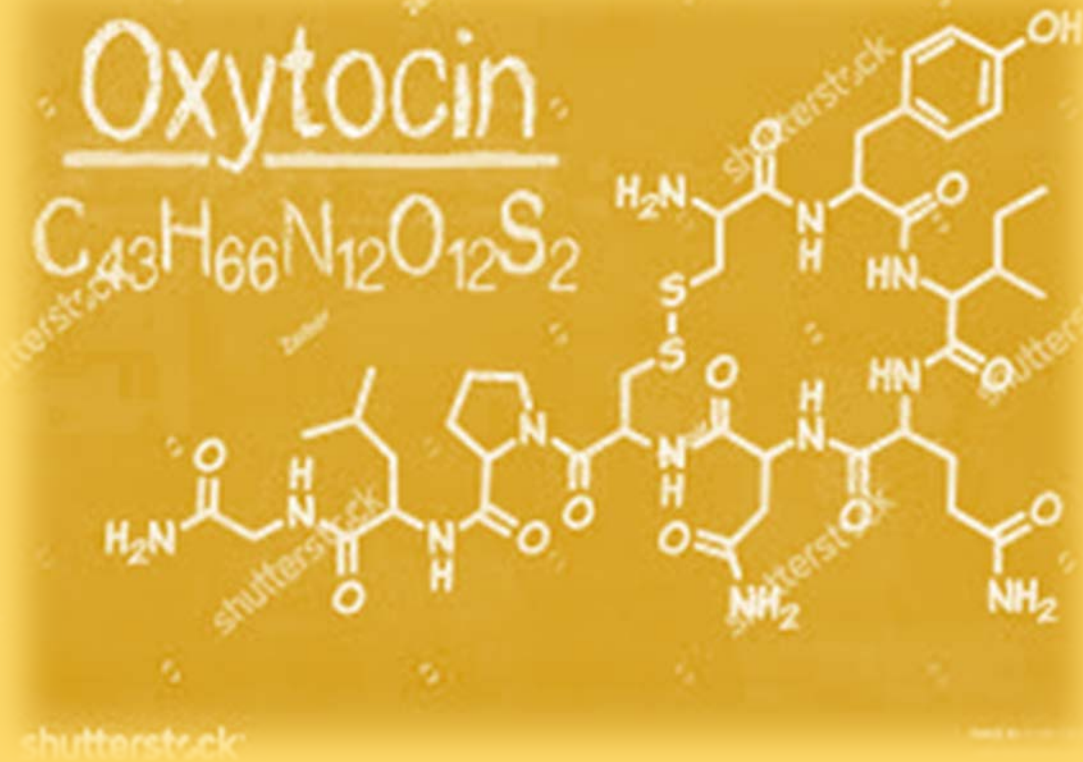
**Brain**



# Brain, Mind & Body

- Complex dynamic feedback loop between the brain, mind and body
- Effects on:
  - Cognition
  - Appraisal
  - Motivation
  - Behavior
  - Memory
- “We feel, therefore we learn.” (Mary Helen Immordino-Yang & Damaiso, 2007)

# More Oxytocin, Less Cortisol





# Science of Learning and Development: Some Takeaways: Mechanisms

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- Experiences and their processing drive, growth and change.
- Context matters: contextual influence and ecology cannot be ignored.
- Relational context is particularly salient.
- Adversity can affect development, mental and physical health, and learning.
- The ability of adults to attune with children, buffer stress, and support their cognitive, social, and emotional development is key to the personalization of learning and healthy development.

# The Science of Learning and Development: Relationships

- The human relationship is the primary process through which biological and contextual factors mutually reinforce each other.
- The ability of adults to attune with children, buffer stress, and support their cognitive, social, and emotional development is key to learning and healthy development.

# The Science of Learning & Development: Meaning Making, Culture, and Social Structure

- We make meaning through:
  - Experience
  - Moderating lenses
    - Culture
    - Visibility & Observability (What can and can't be seen by whom )
  - Perceptions as moderated by attitudes
  - Social networks and reference groups
  - Mindsets

# Science of Learning & Development: Some Takeaways: Development Over Time and Across Social Fields

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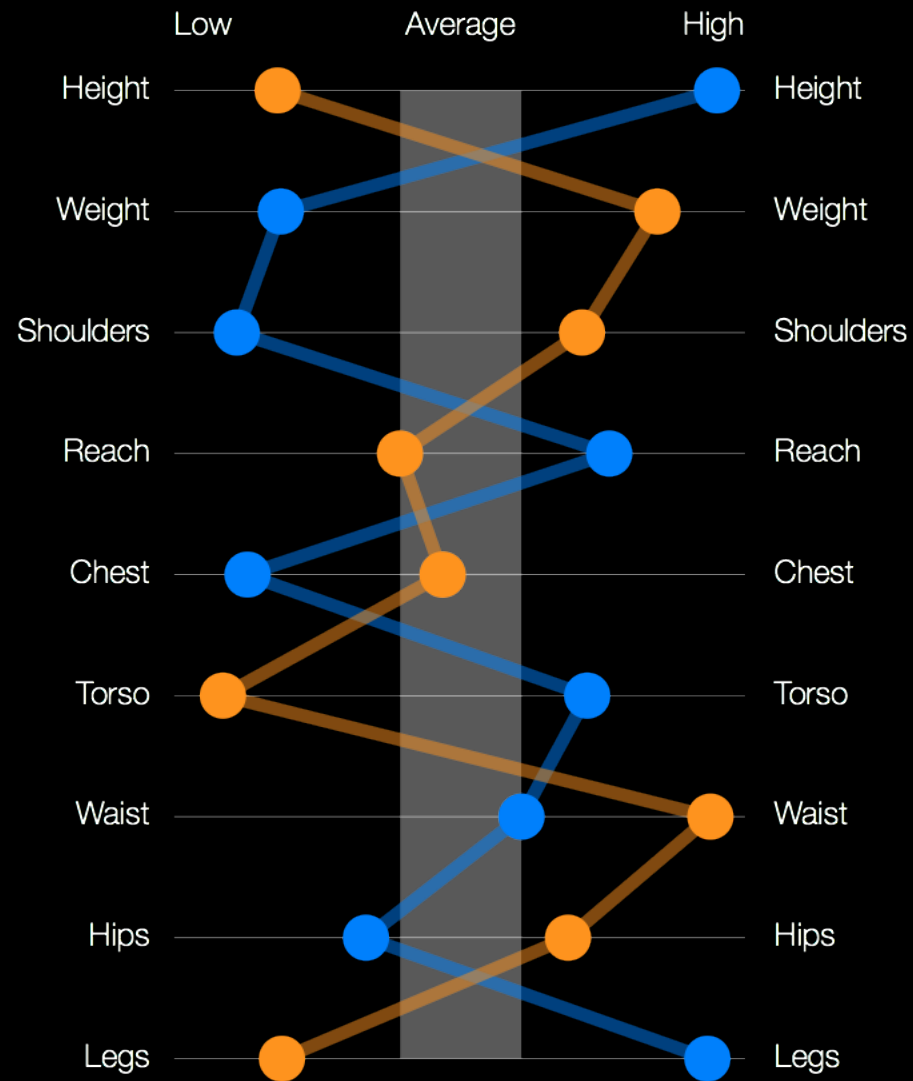
- Developmental opportunities occur over the life course and across social fields
  - Webs of group affiliation
- We all walk different roads but can realize common outcomes.
  - Coinfluences of individual and environmental factors
  - Jaggedness
  - Equifinality

Todd Rose, The End of Average

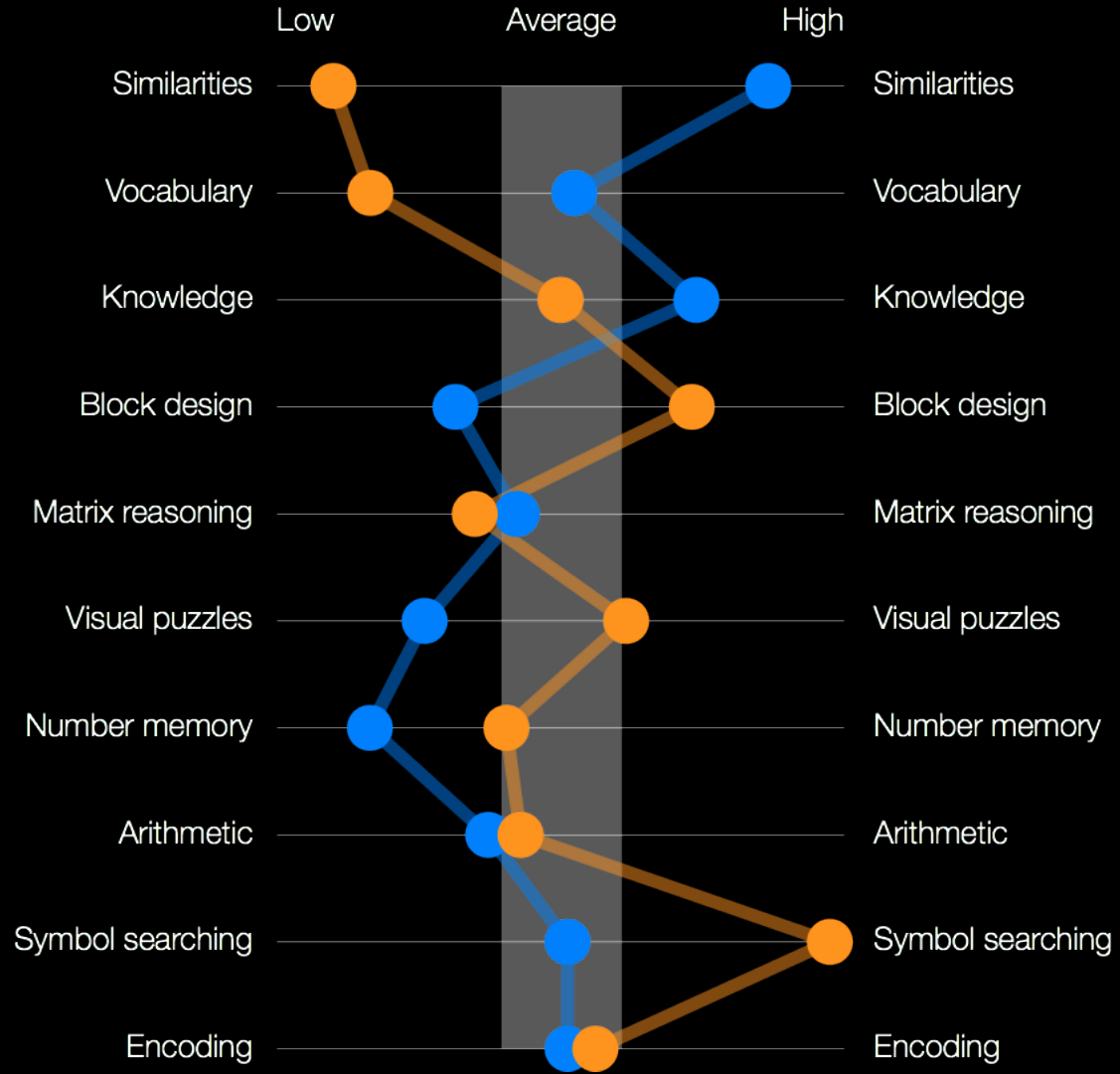




Todd Rose



Todd Rose,



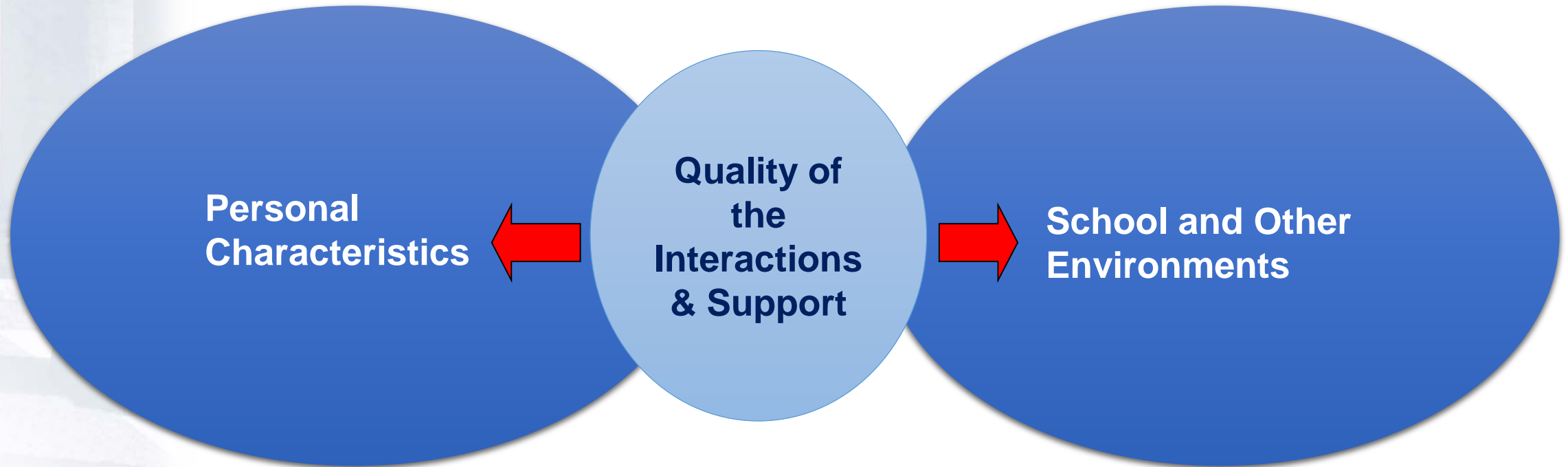


# Building & Extending What We Know

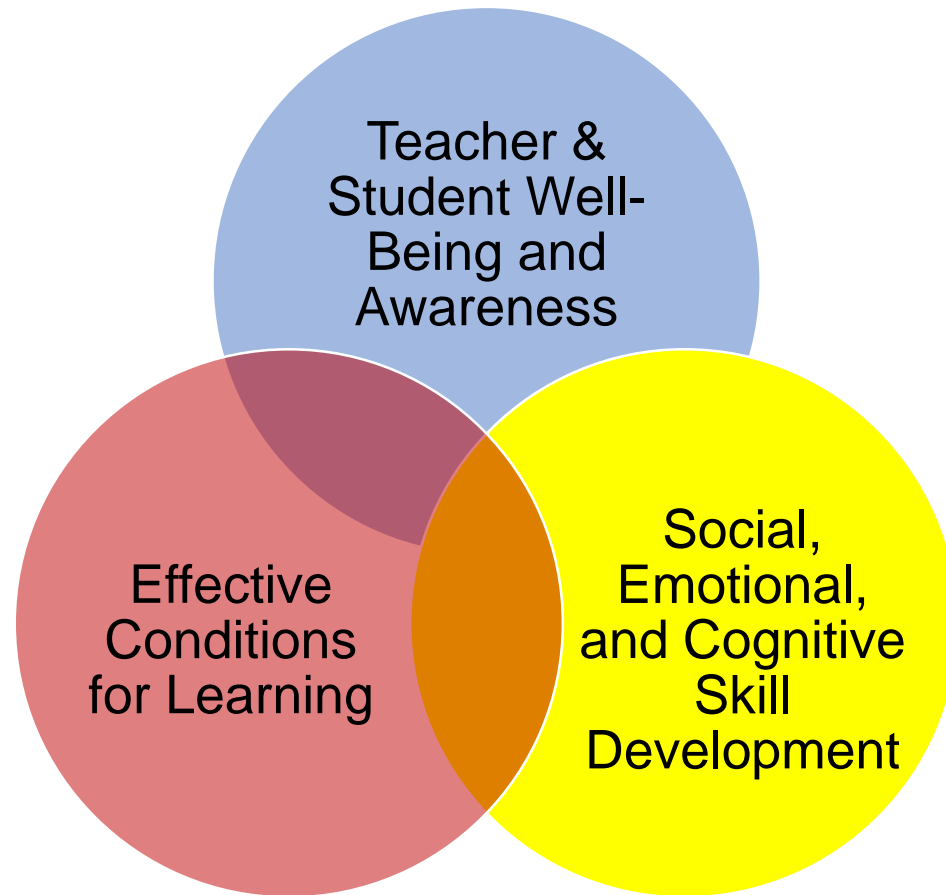
# Development Within Contexts

**Individual**

**Contexts**

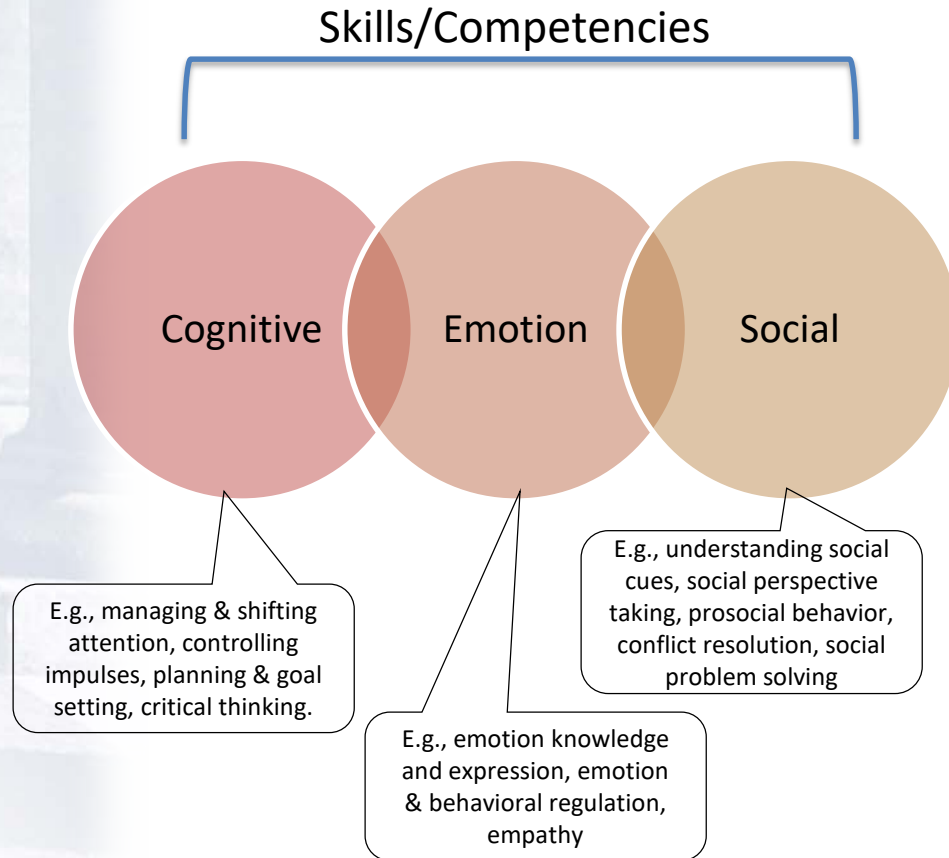


# Supporting Effective Social & Emotional Development & Wellbeing

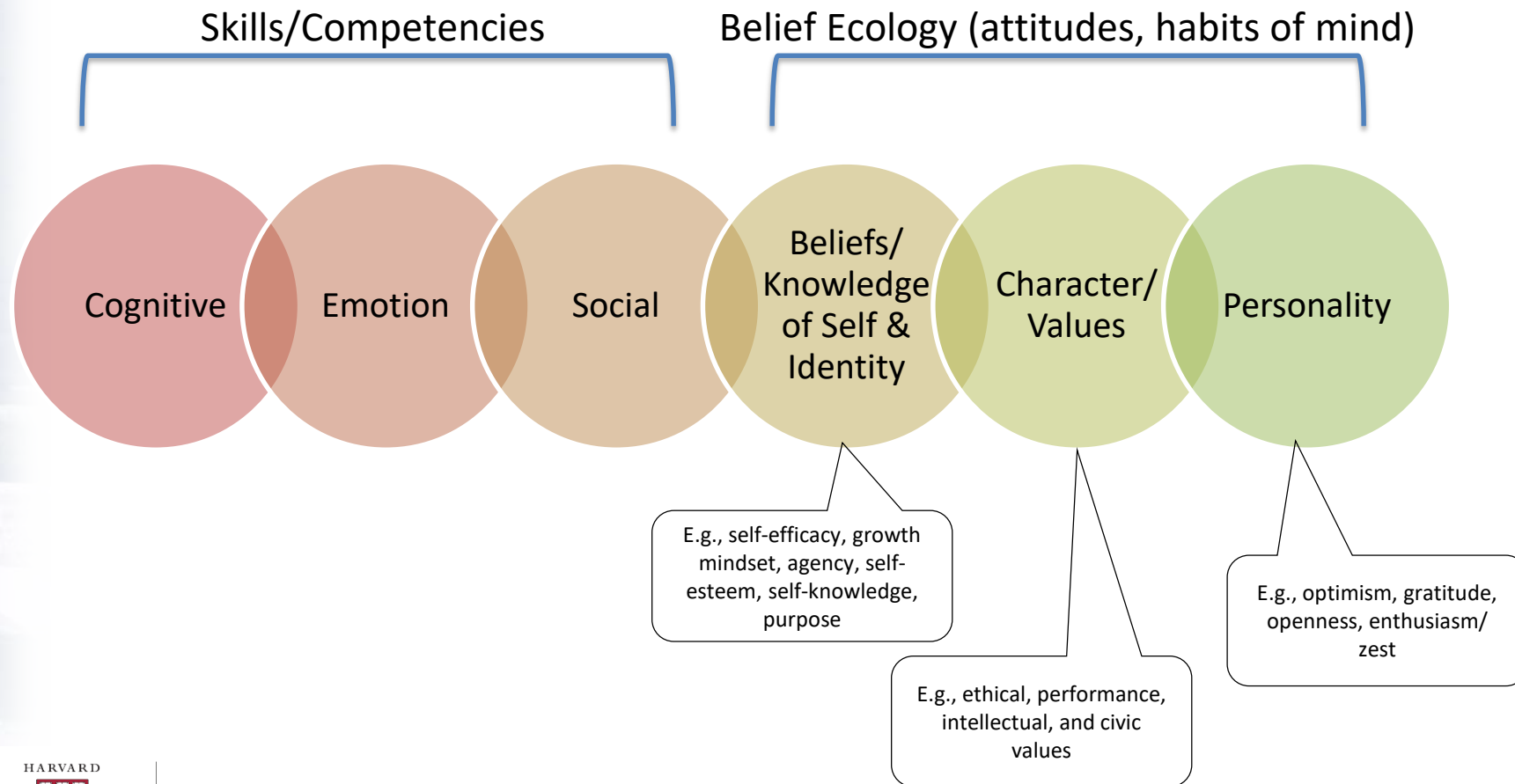




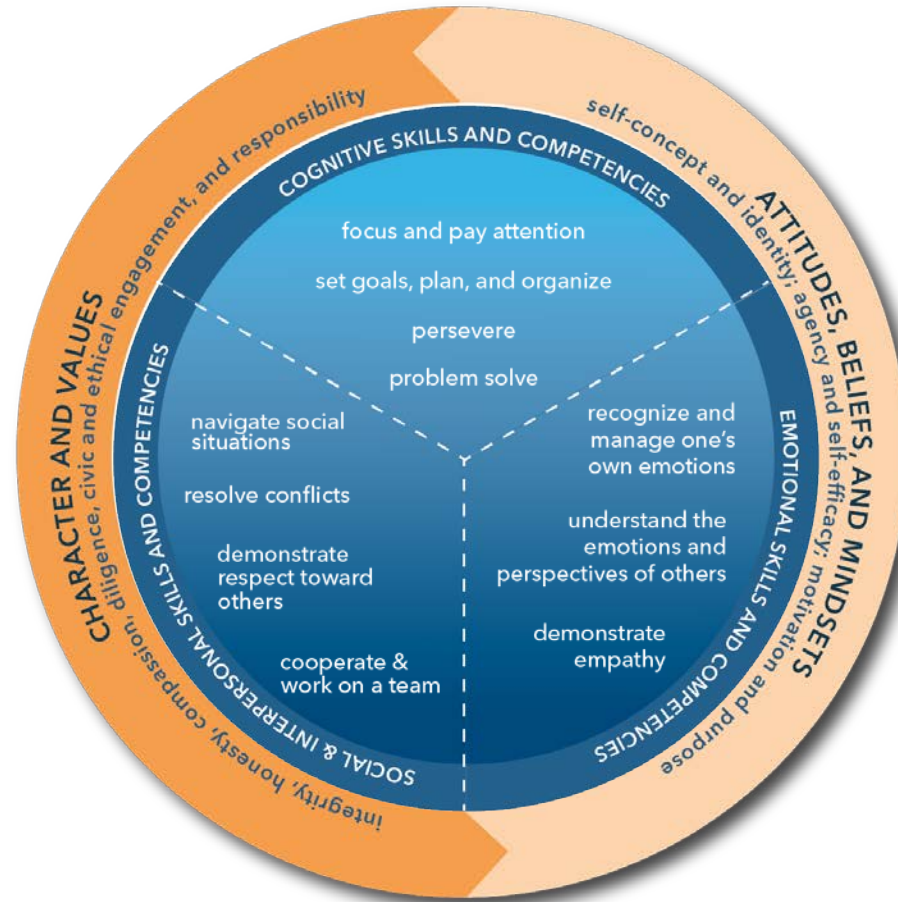
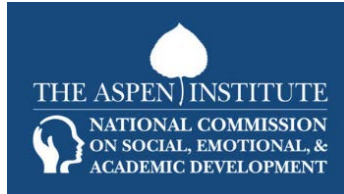
# Social and Emotional Skills/Competencies



# Social and Emotional Dispositions



# Version from Aspen SEAD Commission



# Social Emotional Conditions for Learning

## Students feel SAFE

Physically  
Emotionally & socially  
Intellectually  
In terms of identity  
Treated fairly & equitably

## Students experience SUPPORT & CONNECTION

Meaningful connection to adults  
Strong bonds to school  
Positive peer relationships  
Effective and available support

## Students experience CHALLENGE & ENGAGEMENT

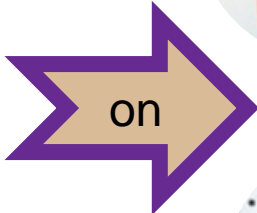
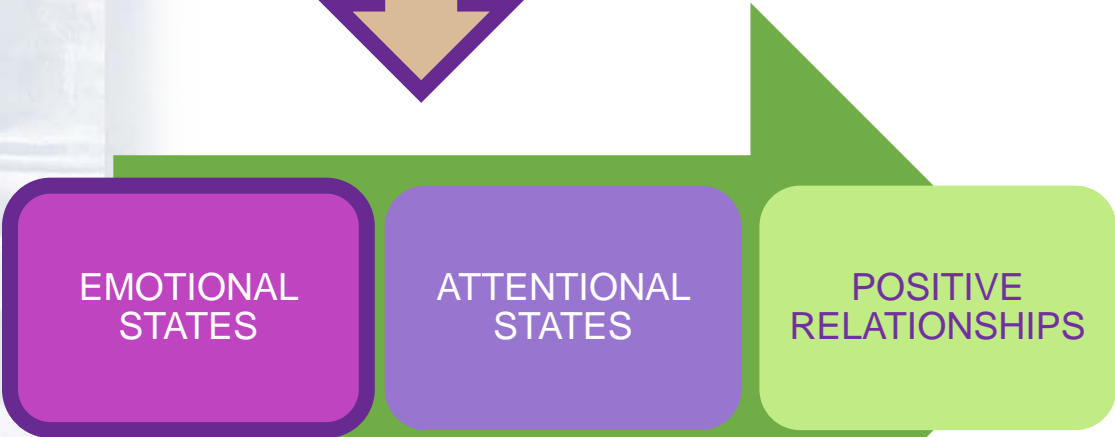
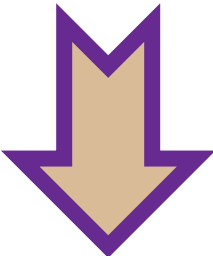
High expectations  
Strong personal motivation  
School is connected to life goals  
Robust academic opportunities

## Peers & teachers are SOCIALLY CAPABLE

Emotionally intelligent &  
culturally competent  
Responsible & persistent  
Cooperative team players

# Unpacking Conditions for Learning

Impact of



STUDENTS



TEACHERS

LEARNING

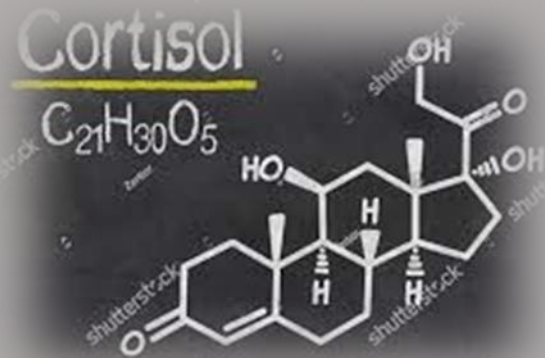
# Safety





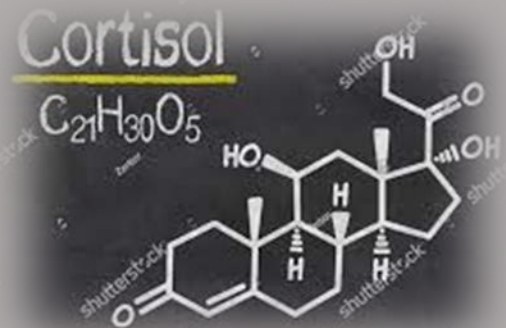
# Fear

- Narrow focus (tunneling)
- Fight, freeze or flight

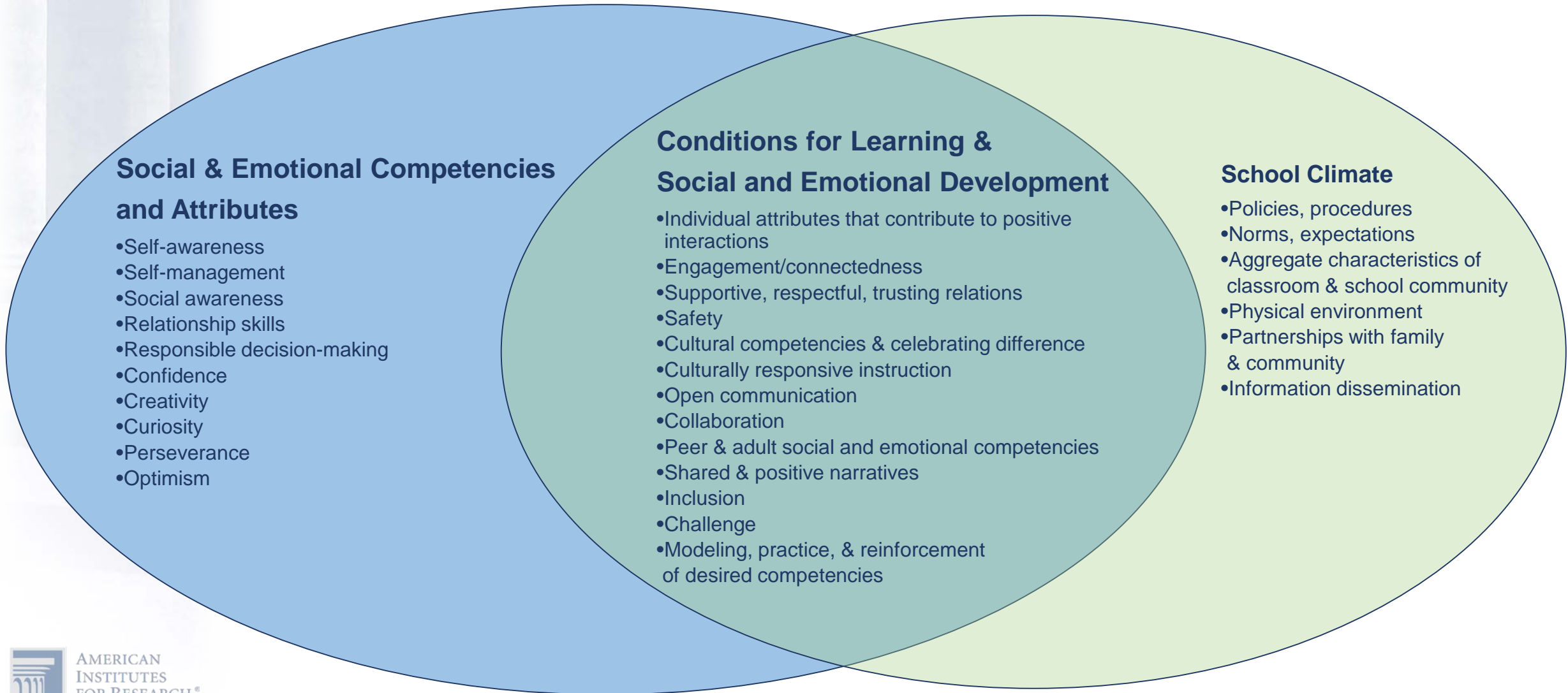


# Anxiety and Toxic Stress

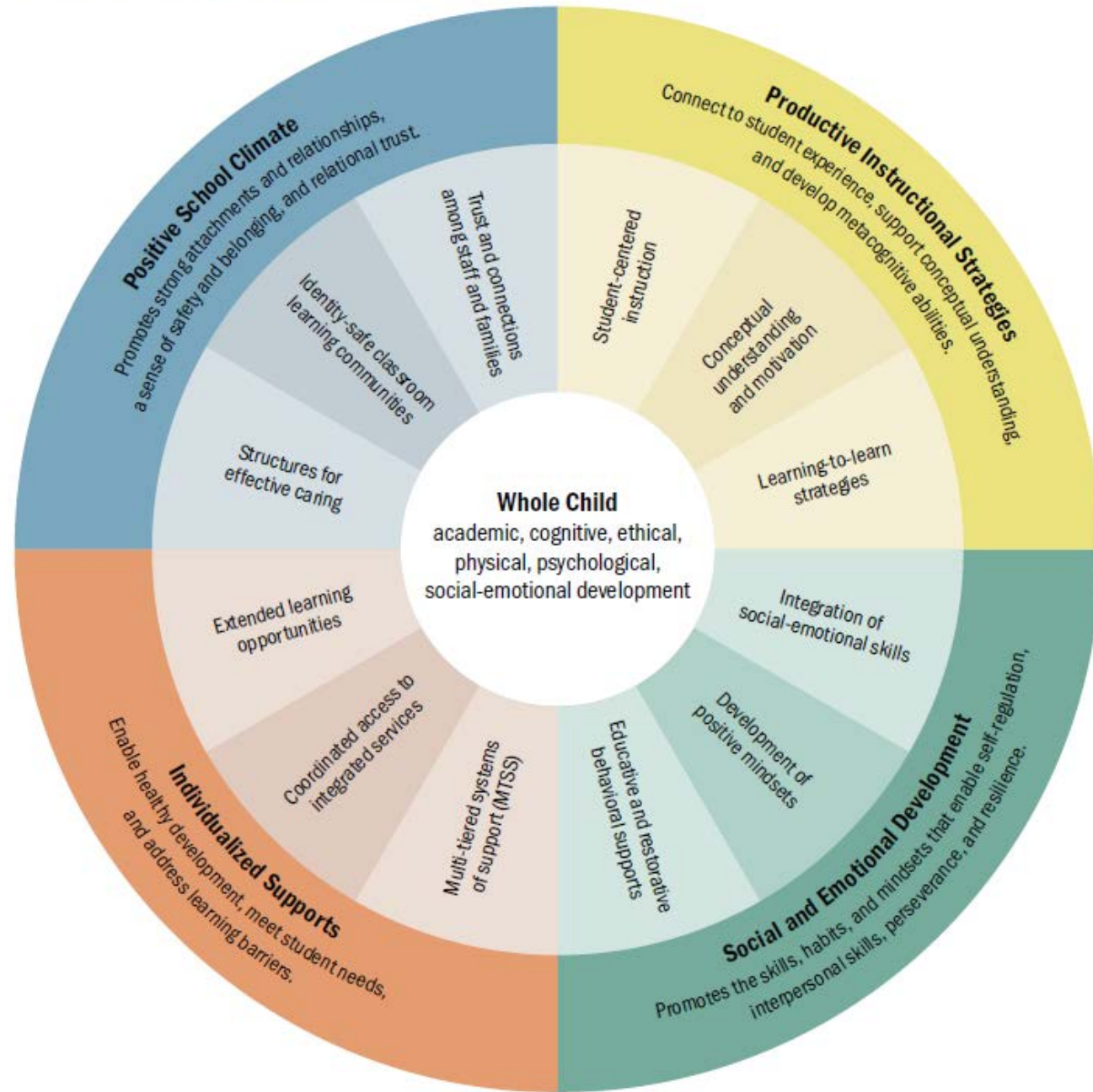
- Compromised working memory
- Less attention
- Limits to creativity



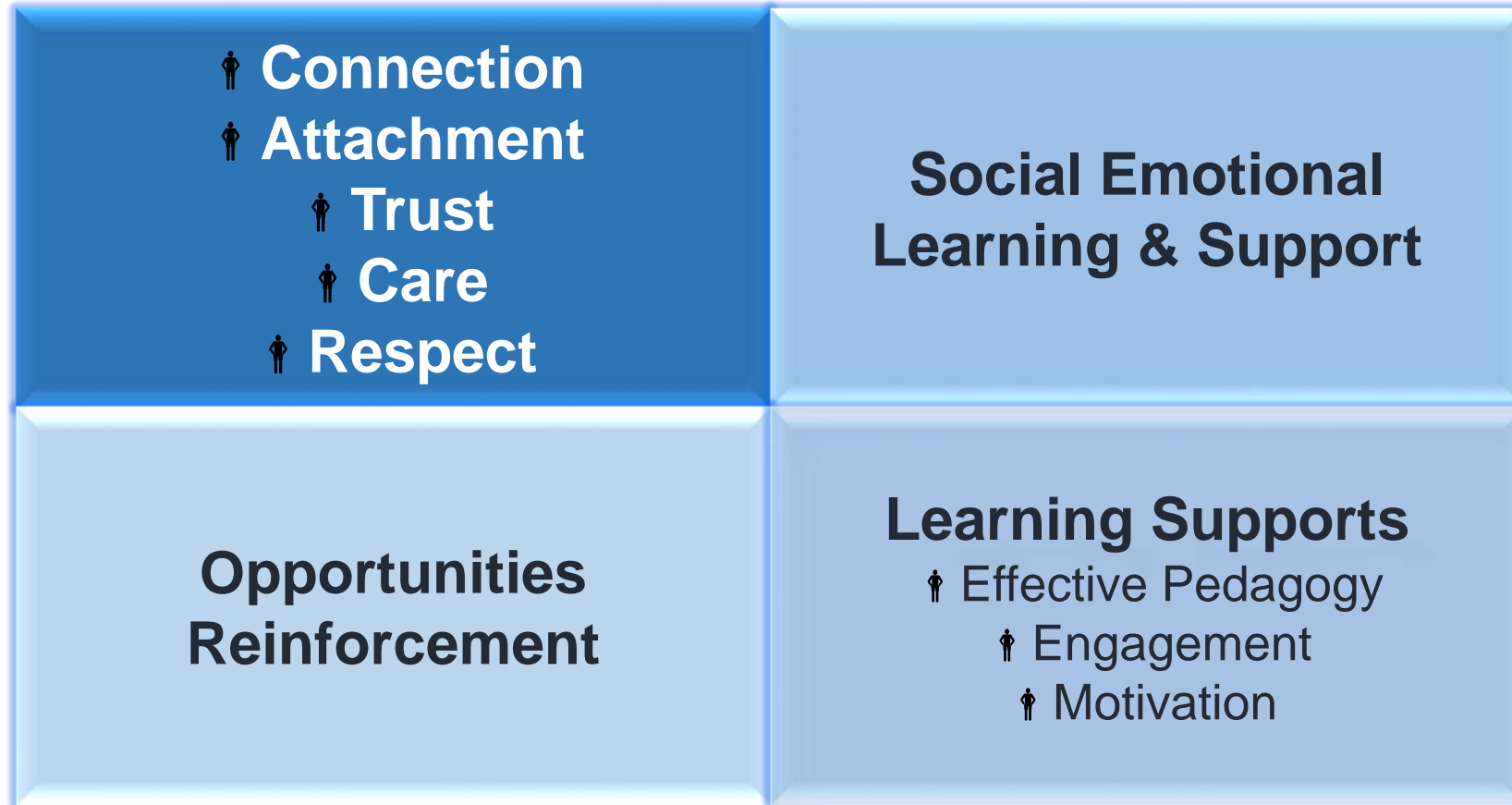
# Overlap Between Conditions for Learning and Social and Emotional Competencies



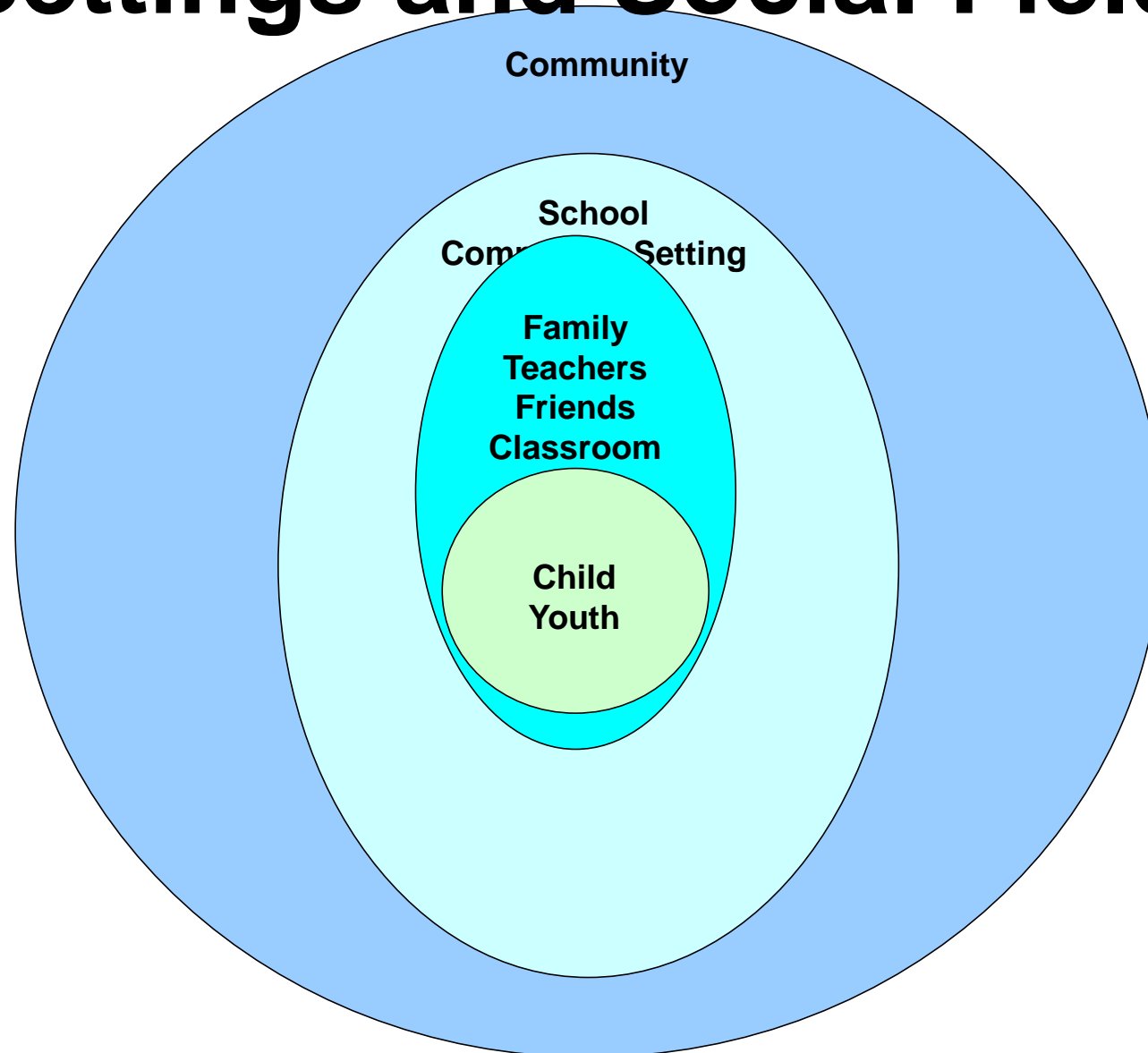
## A Framework for Whole Child Education



# Supporting Conditions for Learning



# Support and Intervene Across Settings and Social Fields





# Work at Three Levels

## Provide Individualized Intensive Supports

Provide coordinated, intensive, sustained, culturally appropriate, child and family focused services and supports.

## Intervene Early and Provide Focused Youth Development Activities

Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

## Build a Schoolwide Foundation

Universal prevention and youth development approaches, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, student voice, and strong family involvement.

# Taking What We Know and Improving Upon It

- Broadening MSST
- Broadening and deepening SEL
  - Integrating SEL into practice
  - Moving from programs to kernels
- Attending to the unanticipated consequences of well-intentioned help
- Addressing connections
  - Social, emotional, and academic development
  - School Climate and SEL
  - SEL, MTSS, Restorative Practice

# Taking What we Know and Improving Upon It

- From addressing being on track to on track to thrive
- From engaging families to engaging with families and being engaged by them
- From parallel play to integrated as well as aligned practices
- From strengths based to building as well as building upon strengths
- From cultural competence to cultural responsiveness & humility

# Taking What We Know and Improving Upon It

- From the science of averages to the science of the individual
  - Multiple opportunities for succeeding
  - Intersectionality and the web of affiliations
  - Personalization within context
  - Including ideographic analyses in our research designs

# Taking What We Know and Improving Upon It

- From a focus on individual interventions to a focus on the ecology of interventions
  - Peer effects
  - Effects of other interventions
  - Practices, not just programs (e.g., Chopita, Weiss, Lipsey, Jones)

# Then and Now





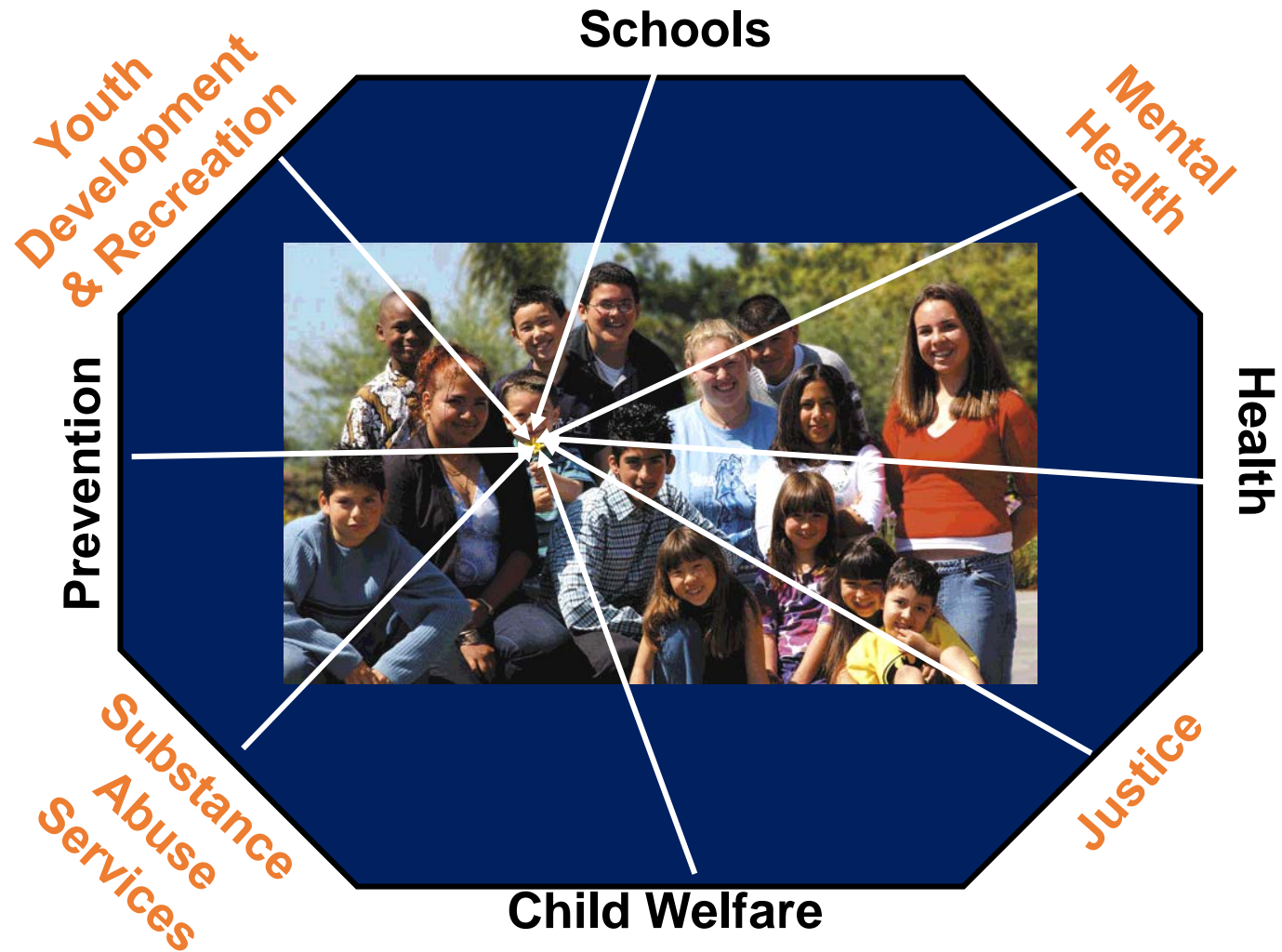
# Then and Now



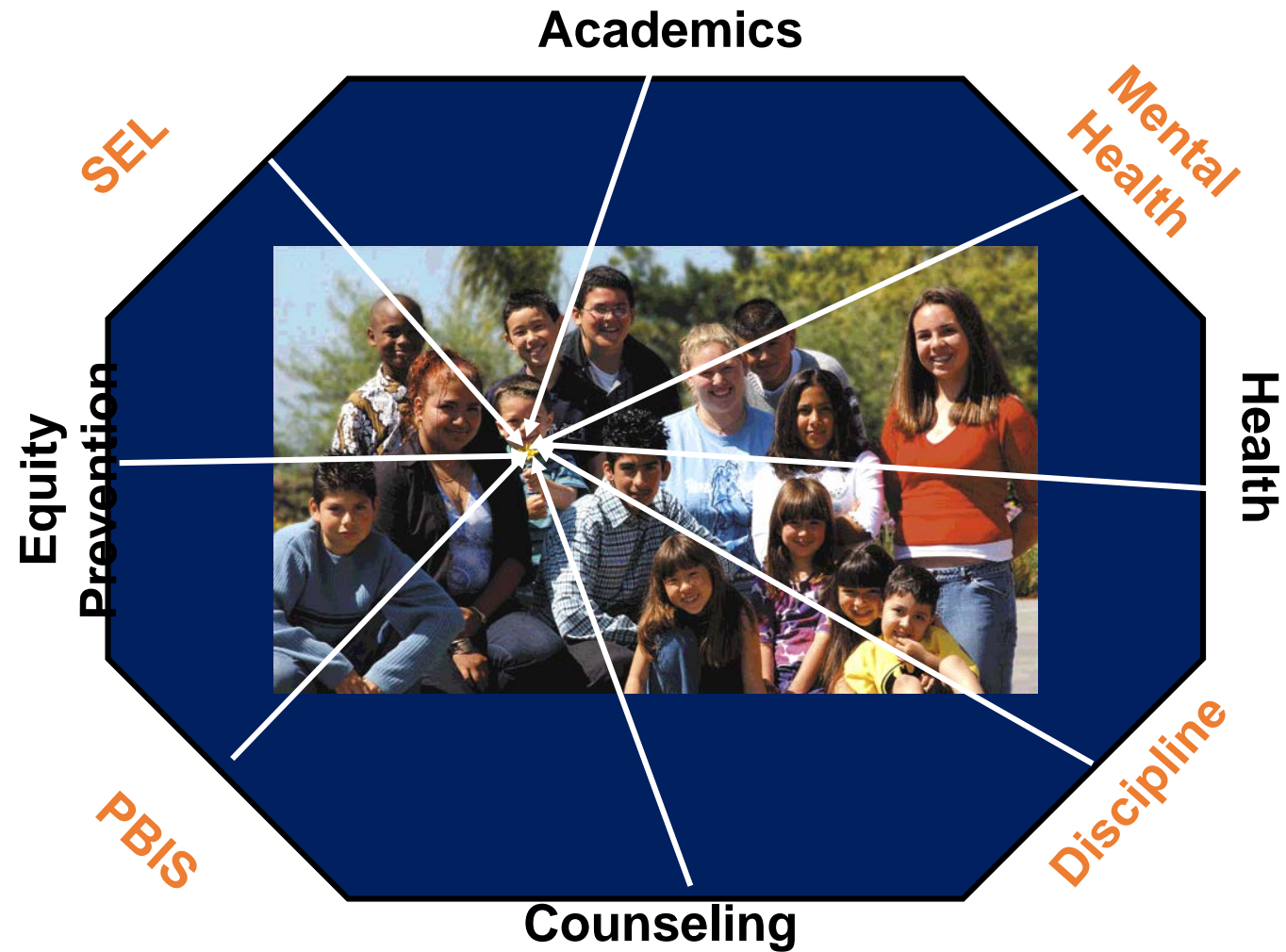
# Taking What We Know and Improving Upon It

- From separate indicators to common indicators
  - The example of the Interagency Working Group on youth programs
- From coordination, alignment, and collaboration to braided practice-based integration

# Avoid Fragmented Perceptions, Approaches, and Indicators

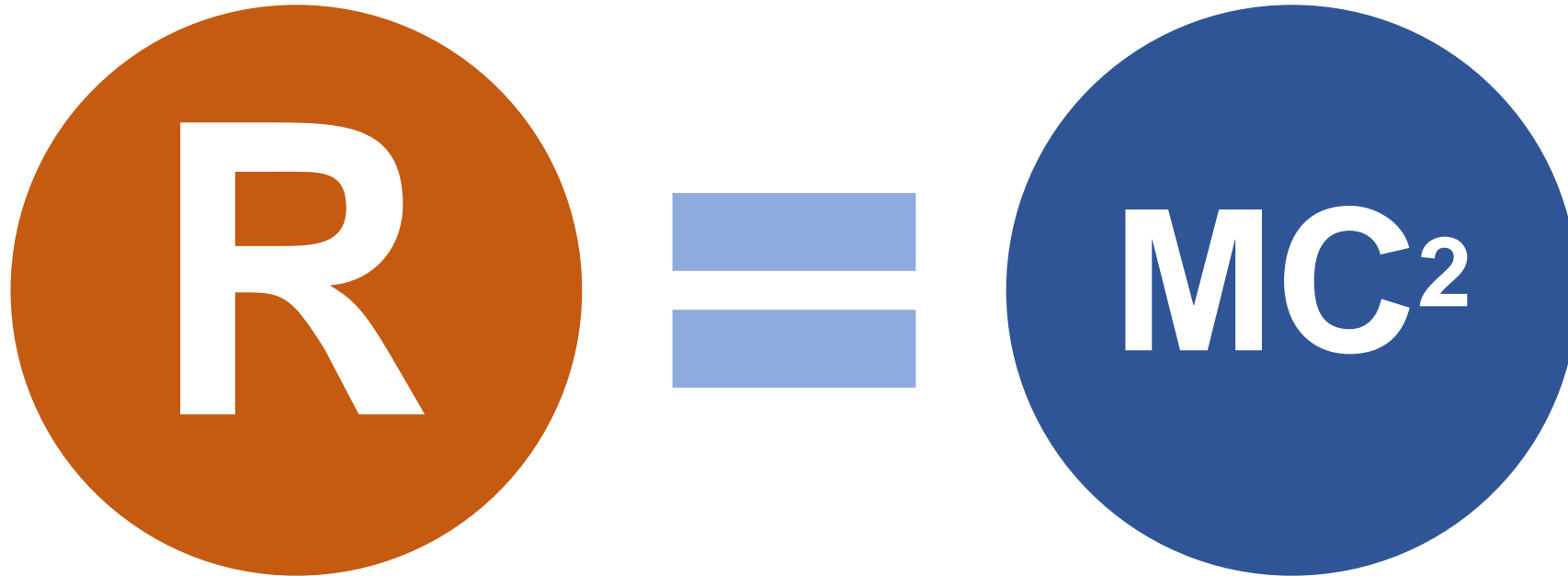


# Avoid Fragmented Perceptions, Approaches, and Indicators



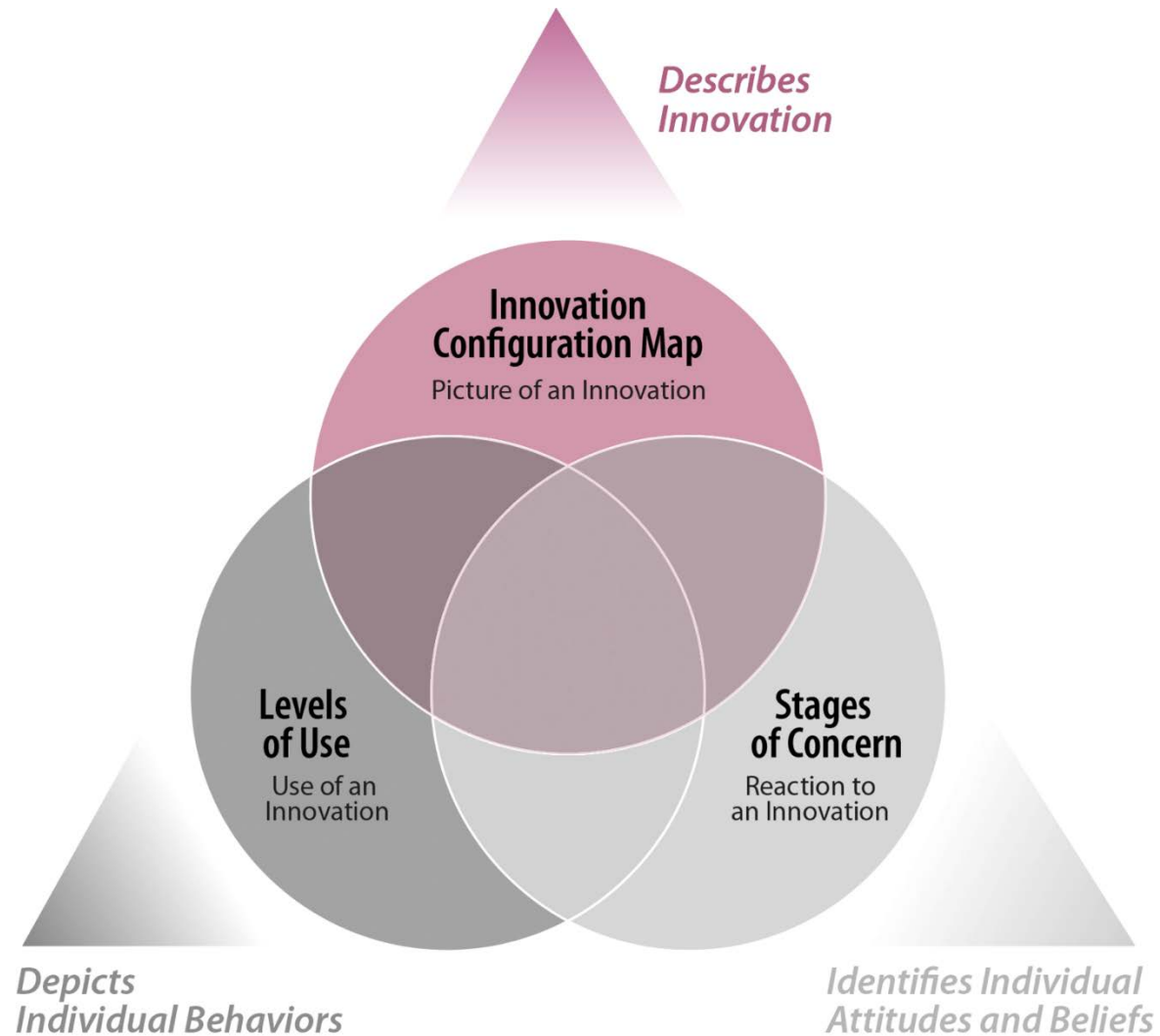
# Readiness

(Dymnicki, Wandersman, Osher, Grigorescu, & Huang, 2014)



Readiness = Motivation x **General** Capacity x **Implementation-Specific** Capacity

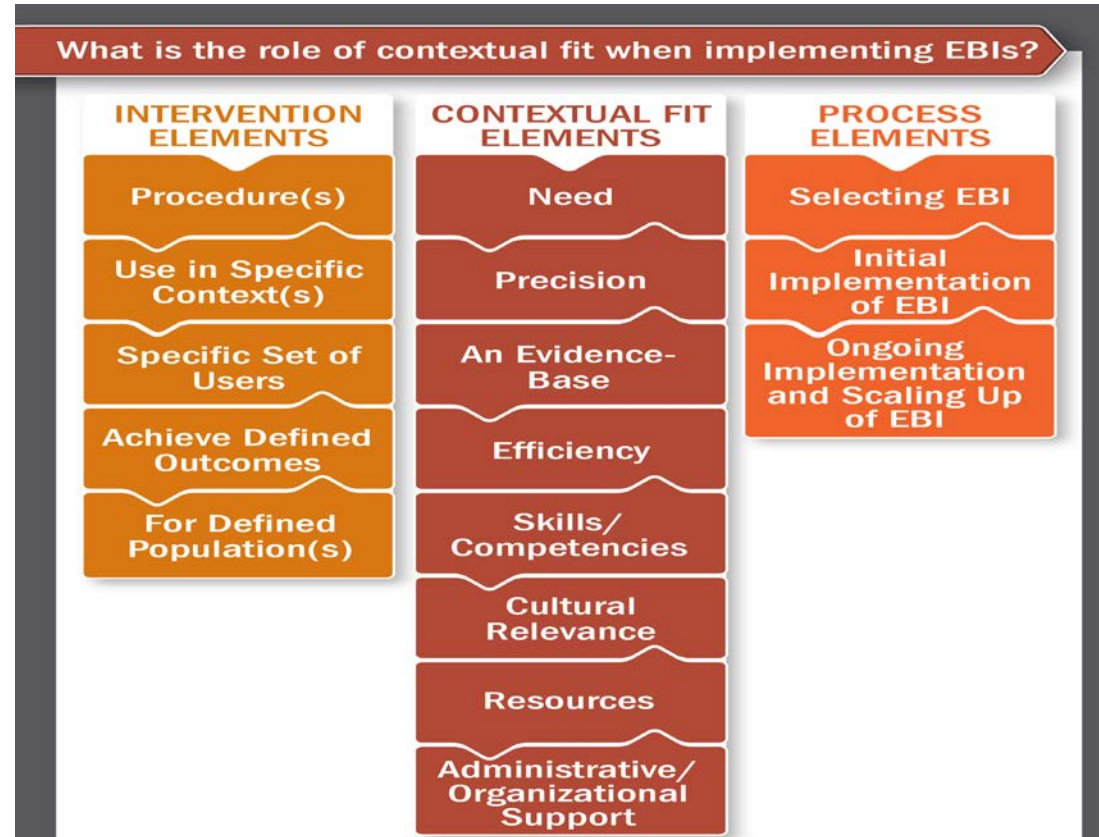
# The Concerns-Based Adoption Model





# The Importance of Contextual Fit when Implementing EBIs

(Horner, Blitz, & Ross, 2014)



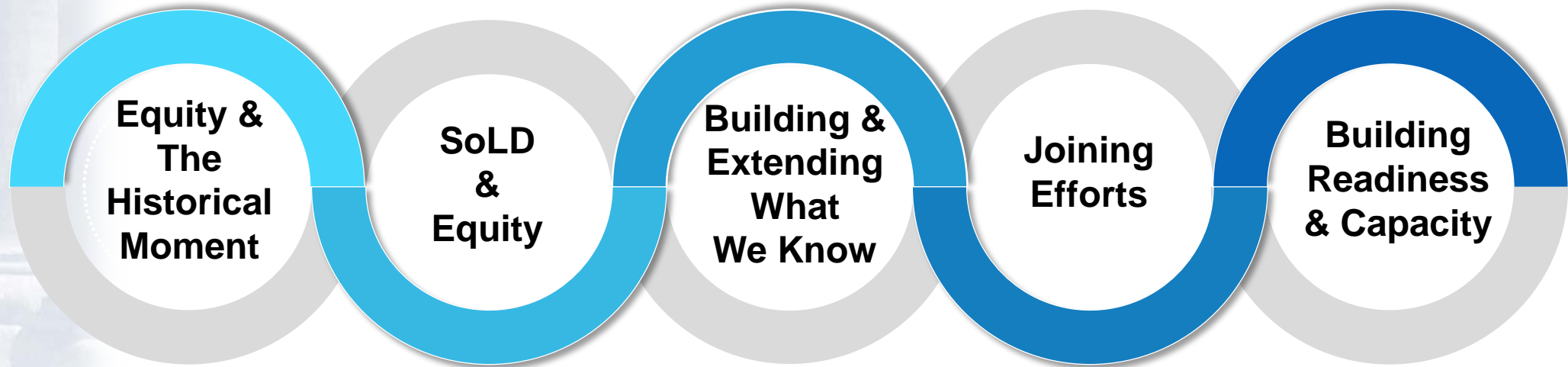
# The Challenge of Contextual Fit

- Schools are dynamic systems
- The ecology of interventions

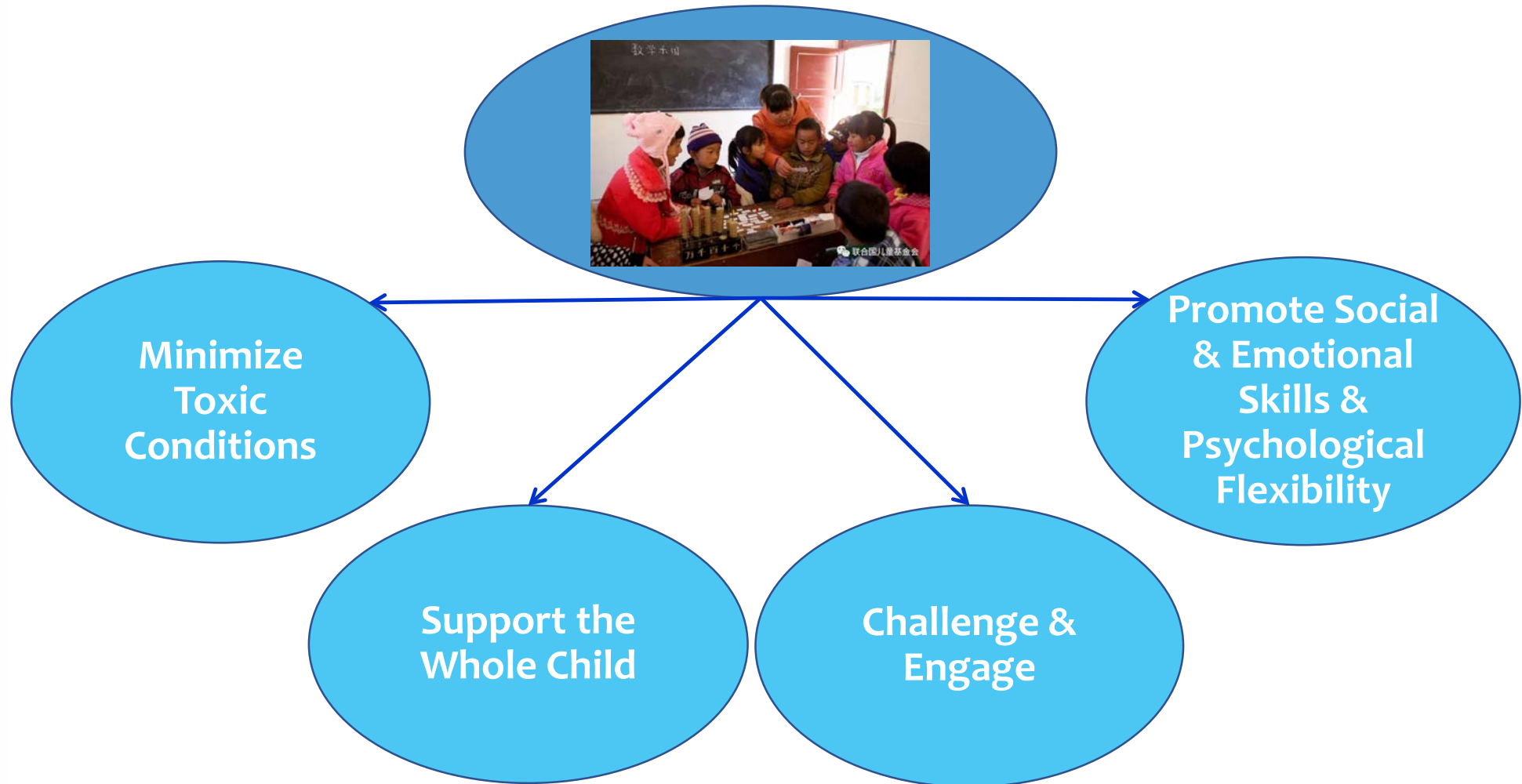
# Think About Contexts and Interventions Ecologically



# Summing Up



# Supportive School Environments

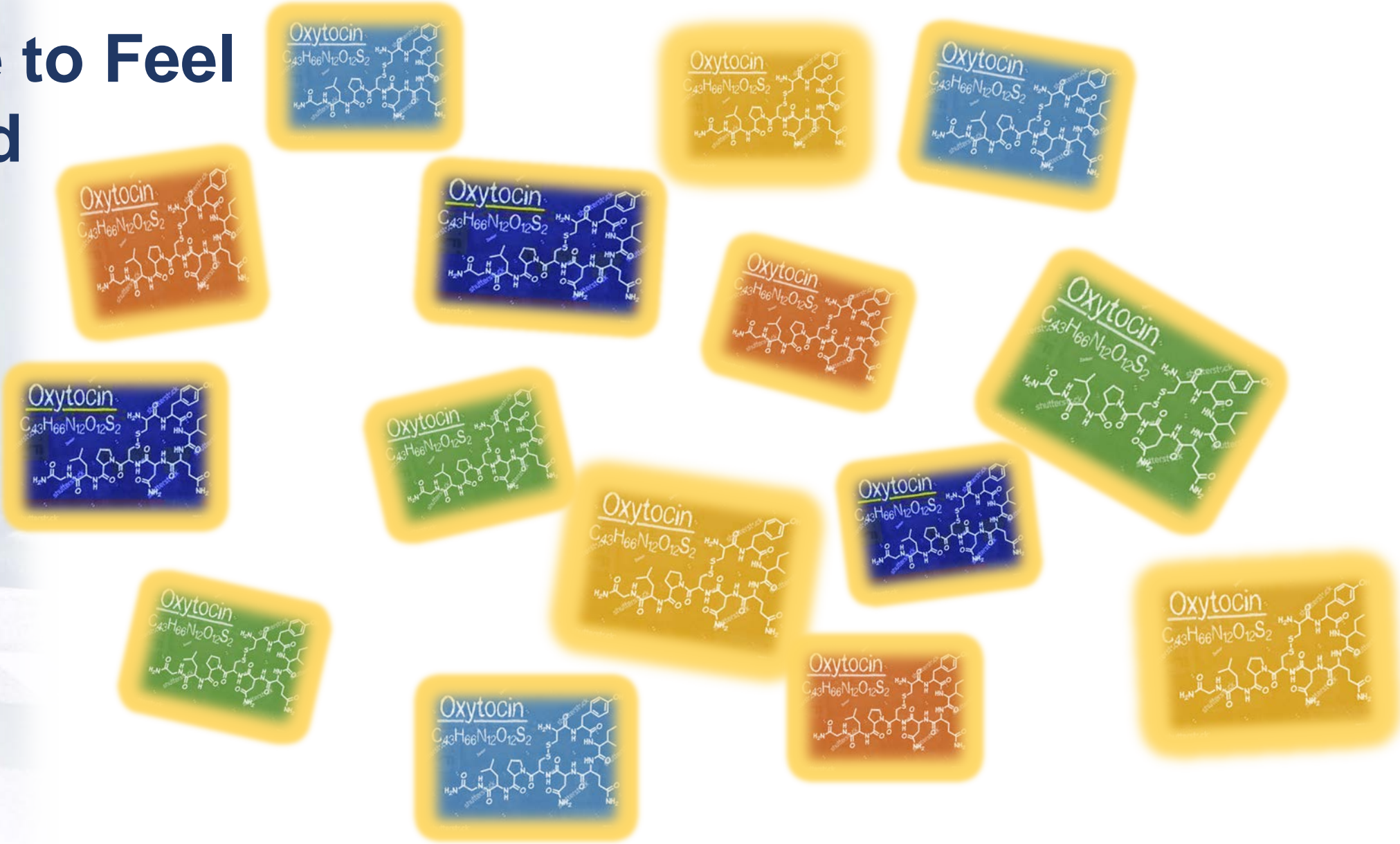








# Time to Feel Good



# Links

- <http://www.air.org/topic/social-and-emotional-learning>
- <https://safesupportivelearning.ed.gov>
- <https://www.gtlcenter.org>
- <http://casel.org>
- <https://www.edutopia.org>
- <https://www.rwjf.org/en/library/collections/social-and-emotional-learning.html>

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