

CENTER FOR ADVANCING
HEALTHY
COMMUNITIES



NATIONAL ASSOCIATION OF
CHRONIC DISEASE DIRECTORS
Promoting Health. Preventing Disease.

Supports to Advance Emotional Well-Being in Schools Learning Collaborative Cohort

SEA/LEA Quarterly Call

May 10, 2023
2:00 – 3:30 p.m. ET



Funding Acknowledgement

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Call Objectives

- Describe the connection between school employee well-being and student mental health
- Outline key considerations when forming a team to support student and staff well-being
- Reflect on opportunities to enhance emotional well-being and mental health efforts for students and staff in your state/district



Agenda



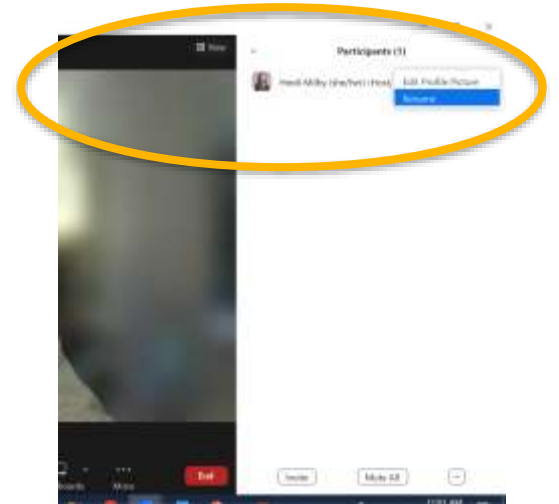


Welcome and Introductions

Zoom Name

- To change your Zoom name, click on:
 - Participants
 - Click on 3 dots
 - Rename

*NAME (preferred pronouns),
ORGANIZATION*





NACDD, Child Trends, Mental Health America

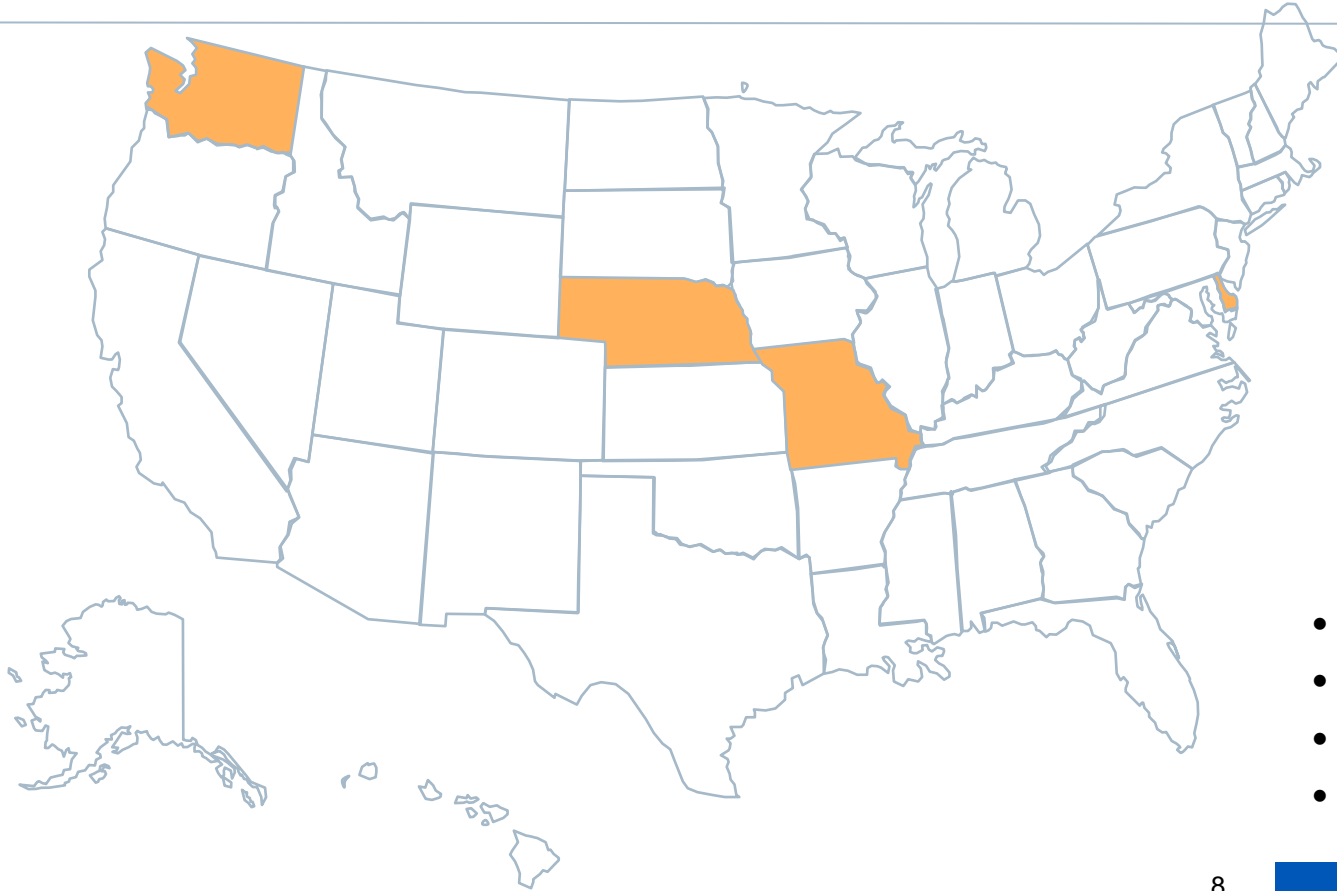


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LCC States



- Delaware
- Missouri
- Nebraska
- Washington

Delaware (DE)

Christina School District

Caesar Rodney School District

Missouri (MO)

Monett R-1 School District

Neosho School District

Nebraska (NE)

Papillion LaVista Community
School District

Washington (WA)

Kelso School District



Introductions

- 1) Role
- 2) City, State
- 3) Something unique about your school district or community.



Purpose of SEA/LEA Quarterly Calls

Purpose of Quarterly Calls

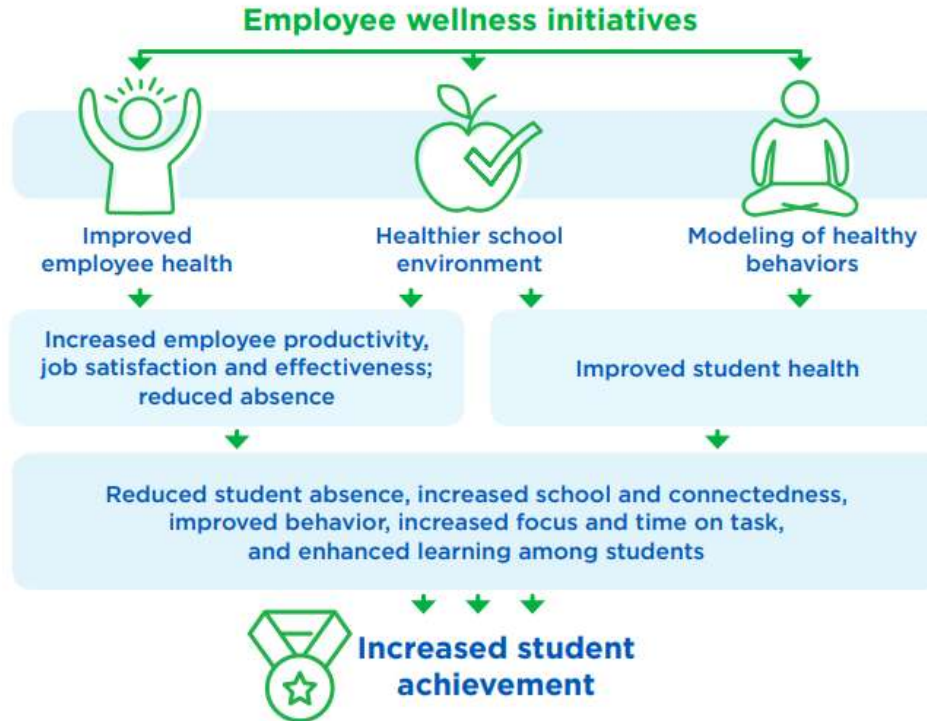
- Calls will involve a mix of:
 - Professional Development - Learning and Reflection
 - Peer-to-Peer Sharing
- SEA and LEA teams will meet ~quarterly during the project period
 - Anyone from your state/district is welcome to join
- Goals:
 - Learn from and share with others participating in the learning collaborative
 - Support LEA action plan priorities
 - Strengthen supports for staff and student emotional well-being and mental health



Connection Between School Employee Well-Being and Student Mental Health

Impact of School Employee Wellness on Students

Figure 1: Potential Impact of School Employee Wellness Initiatives on Students

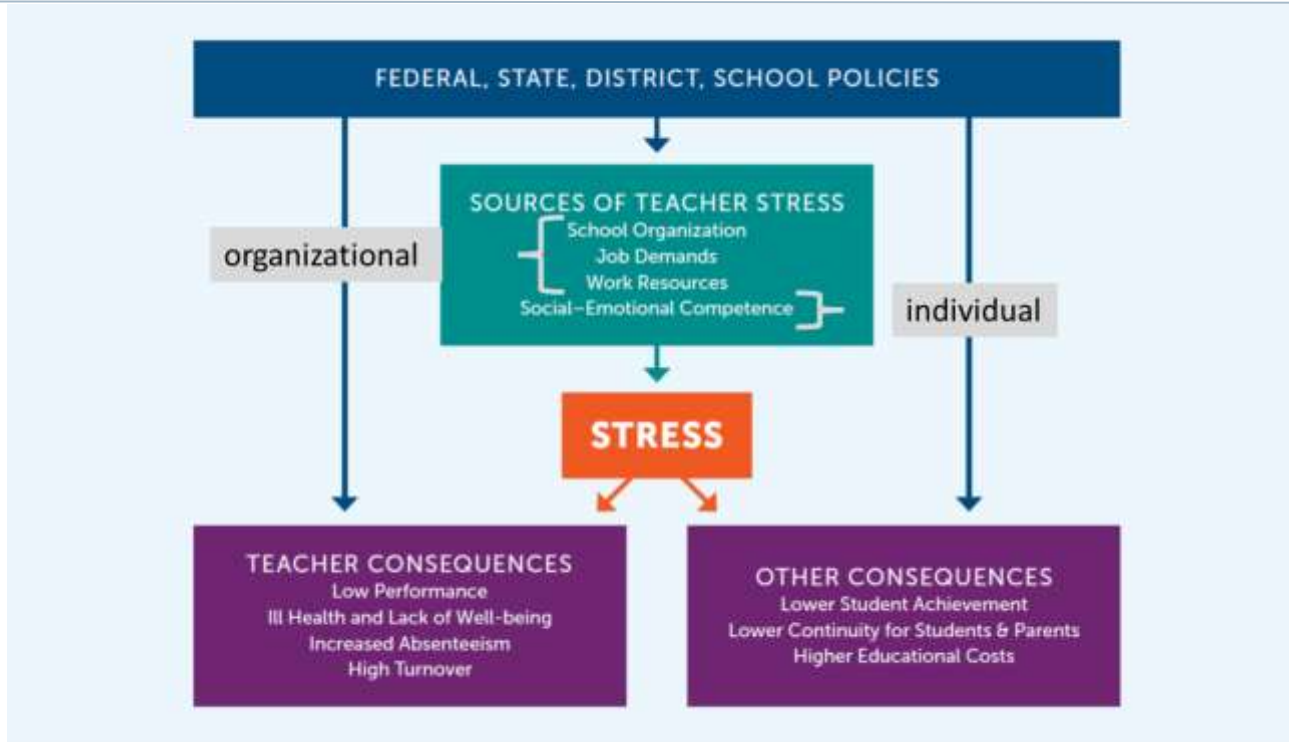


**Healthy School, Healthy Staff, Healthy Students:
A Guide to Improving
School Employee
Wellness**

https://chronicdisease.org/resource/resmgr/school_health/school_employee_wellness/nacdd_school_employee_wellness.pdf



Sources and Consequences of Teacher Stress



Source: Greenberg, M. T., Brown, J. L., & Abenavoli, R. M. (2016). Teacher stress and health effects on teachers, students, and schools. *Edna Bennett Pierce Prevention Research Center, Pennsylvania State University.*

Staff and Student Wellness are Linked



Example 1

A study looked at **teacher stress** and challenging student behaviors comparing two interventions:

1. teacher consultation to enhance teacher skills

2. play therapy to enhance student skills

BOTH strategies resulted in reduced teacher stress!

SOURCE: Ray, D. C. (2007). Two counseling intervention to reduce teacher-child relationship stress. *Professional School Counseling*, 10(4), 428-440.



Example 2

A study of a **mindfulness-based**, emotional competency training looked at teacher stress & observed classroom interactions.

They found that **teacher distress decreased** & their **classroom interactions improved** compared to a control group.

SOURCE: Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., et al. (2017). Impacts of the CARE for Teachers program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, 109(7), 1010.



Building an Effective, Diverse and Inclusive Team



Best Practice	Average Score
Team is multidisciplinary and diverse?	3.3
Meaningfully involve students and families	2.5
Facilitate effective school-community partnerships?	3.5
Address each tier of the multi-tiered system of support?	4.1
Avoid duplication and promote efficiency	2.5
Conduct effective meetings	4.5
Delineate staff roles/responsibilities	2.7
Make school-based mental health referrals	3.3
Make community-based mental health referrals	4
Use data to determine needs	3.2
Collect and share data among team members	2.8
Disseminate policies/procedures	2.8
Support school-level teaming	3
Monitor school-level teaming	2.7
Assess and refine district supports	2.5

LEA Assessment and Teaming

Team Purpose and Function

Functions of a District Team:

- Shape policy & practice
- Train, coach and support school teams
- Serve as a liaison between state agencies and local schools
- Collect student, family, community perspectives on needs

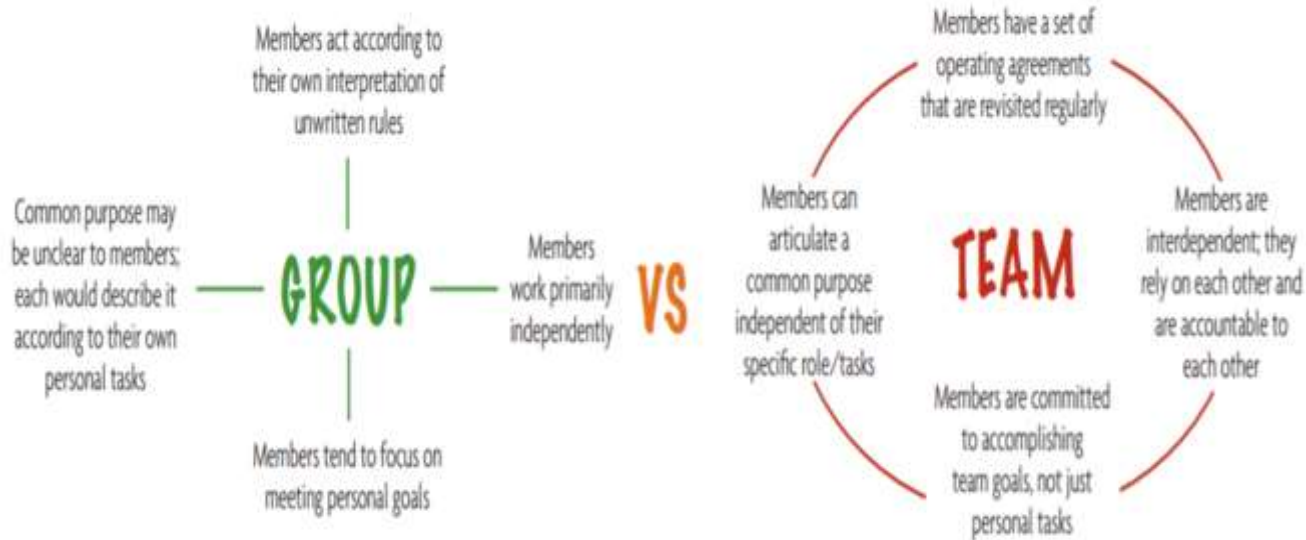
Teams need a clear purpose and team members need clear roles/responsibilities that support the team's purpose.

Team Purpose and Function

What is your team's purpose?

How does that purpose align with or differ from other teams within your agency/district?

Group vs. Team



Reflection: Do you have a group or a team?



Team Diversity and Inclusivity

Diversity: Team members represent a wide range of characteristics that reflect your community.

Inclusivity: Actions are taken to ensure that all team members feel respected and valued and are able to make substantive contributions.

Diverse and Inclusive Teams

Diverse teams are often able to come up with more innovative solutions to problems.

However, diverse teams that aren't inclusive can feel hostile or disempowering for individuals with marginalized identities.



Strategies to Foster Inclusivity

- Make sure your team reflects the diversity of your community.
- Take time to set group norms and establish a common vision.
- Engage in activities to address power, privilege, and implicit bias.
- Assess team functioning periodically to course correct as needed.

Youth Engagement

- **Start with a needs assessment**
 - Hearing from young people about what they believe are the most pressing issues facing your community can help guide the services and education you provide.
- **Avoid tokenization**
 - When including youth in advisory boards and engagement opportunities, inviting a singular representative can hinder willingness to provide input, and inviting only two can cause issues of forced consensus. A minimum of three youth representatives is ideal to truly incorporate youth voices.
- **Representation matters**
 - The youth invited to provide feedback should be as reflective of your community as possible.
- **Provide regular opportunities for engagement and input**
 - Incorporating youth voices is not a one-time activity, but rather a process that makes school policies more responsive to the needs of those you they serve.



Approaches to Sharing Power

- Establish Norms
- Share responsibility
- Practice perspective taking
- Offer explanations
- Be willing to be wrong
- Encourage choice
- Encourage voice
- Respond to feedback
- Practice democracy
- Build leadership skills

Teaming Resources

- [Teaming Guide \(NCSMH\)](#)
- [Team Alignment Tool \(NCSMH\)](#)
- [Creating a High Performing Team \(RMC Health\)](#)
- [Creating a Representative SEL Team \(CASEL\)](#)
- [Guide to Developing Team Norms \(UPenn\)](#)
- **Sharing Power**
 - [Approaches to Sharing Power \(Search Institute\)](#)
 - [Sharing Power with Communities \(Community Wealth Partners\)](#)



Breakout Sessions

Breakout Session A: **School Employee Well Being**

Breakout Session B: **Student Emotional Well-Being**



Breakout Session A: School Employee Well Being

Group Discussion Questions

- What are your goals related to school employee wellness? (add to jamboard)
 - What similarities/differences do you see across teams?
- How did your team identify those goals?
 - Who was involved and how do you think that shaped your goals?
- What challenges have you already faced with respect to employee wellness? (not necessarily related to your plan; add to jamboard)
 - What similarities do you see across teams?
 - What did you learn from those challenges?
- What challenges do you foresee in carrying out your action plan? (add to jamboard)
 - What are your plans for overcoming those challenges?



Breakout Session B: Student Emotional Well-Being



Group Discussion Questions

- What are your goals related to youth mental health literacy and emotional awareness in schools?
 - What similarities/differences do you see across teams?
- How did your team identify those goals?
 - Who was involved? How do you think that shaped the goals you set?
 - Were there any goals you hope to reach, but had trouble conceptualizing?
- What challenges have you historically faced in terms of youth, emotion regulation, and self awareness?
 - How did/are you working to overcome these?
 - What did you learn from those challenges?
- What challenges do you foresee in carrying out your action plan?
 - What are your plans for overcoming those challenges?
 - What can we do as a larger team/cohort to support you?



Large Group Share Out

<https://jamboard.google.com/d/1R0-LDSm1HUOFJtB4bABo1fT9OMP4bMhj00HD3TXEvJQ/edit?usp=sharing>

- My Next Step
- I Am Curious



Wrap Up and Next Steps

Please take a few minutes to complete a brief evaluation for this call:

https://nacdd.sjc1.qualtrics.com/jfe/form/SV_3WMne74fwPhaQn4

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