

CENTER FOR ADVANCING
HEALTHY
COMMUNITIES



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

Supports to Advance Emotional Well-Being in Schools

Whole Child Community of Practice

September 25, 2024
12-1p.m. ET



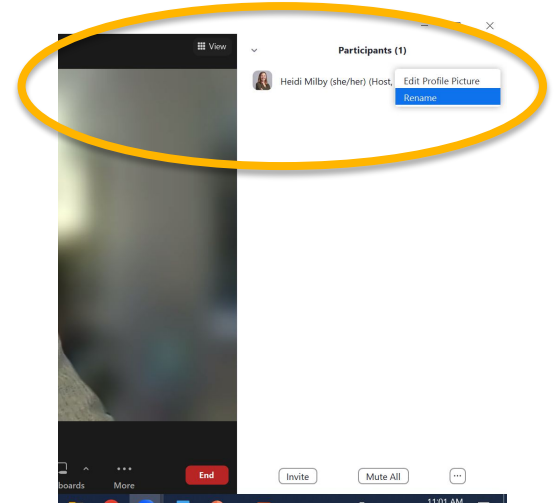
Funding Acknowledgement

The *National Initiative to Advance Health Equity in K-12 Education by Preventing Chronic Disease and Promoting Healthy Behaviors* project is supported by the Centers for Disease Control and prevention (CDC) of the U.S. Department of Health and Human Services (HHS). The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, CDC/HHS or the U.S. Government.

Zoom Name

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

*NAME (preferred pronouns),
ORGANIZATION*






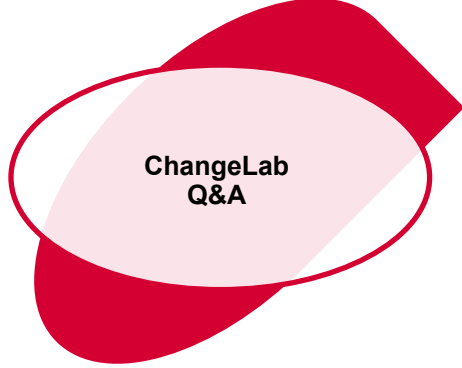
Agenda



Welcome




**ChangeLab Solutions:
School Discipline
Policies to Support
Children's Mental
Health & Well-Being**



**ChangeLab
Q&A**



**Spotlight: Neosho School
District**



**Small Group
Discussions**



**Wrap Up and Next
Steps**



Welcome



What is the Whole Child Community of Practice?

Communities of practice support:

- Sharing information and best practices
- Building relationships and collaboration
- Encouraging peer-to-peer learning

The Whole Child CoP supports our goal to **increase the physical, mental, and behavioral health among students and school staff.**

Who: Anyone working at the school, district or state level from former or current participants in the *Supports to Advance Emotional Well-Being in Schools* project.



Call Objectives

- **Identify best practices** in positive school discipline that support student mental and emotional well-being
- **Discuss positive approaches** to school discipline happening in other states and school districts across the country
- **Strengthen relationships** with other school districts and states participating in the learning collaborative by sharing successes, challenges and/or providing resources/support to others



What We Heard

Staff Support

- “Discipline stopping learning”
- “Teachers struggling with what to do when behaviors happen”
- “Training opportunities for staff who are new to the education field”
- “Staff buy in for restorative practices and social emotional learning”
- “Preventative strategies and support”
- “Physical outbursts, lack of executive functioning skills”

Effective Practices

- “Effective practices”
- “Consistency in practices”
- “Balancing effective, research-based practices with the perception that discipline is too soft”
- “Logical consequences”

Trauma & Behavior

- “Separating student behavior/discipline from student mental health/trauma”
- “How trauma and regulation challenges impact behavior and discipline”

Suspension Reductions

- “Alternatives to suspension”
- Student sense of belonging and reducing suspensions”

Parent/Caregiver Partnerships

- “Parent cooperation in holding students accountable and setting a good example at home”
- “Alcohol Use/ Wrap Around Services for families in a high SES”

Sustainability

- “Funding, system building”

Equity

- “Disproportionality”

Chat Waterfall

“Positive School Discipline is a comprehensive approach that uses discipline to teach rather than punish and, as a result, helps students succeed and thrive in school” – Education Development Commission (EDC)

Chat Waterfall Prompt: Using an emoji from the chat, how do you think a child feels when misbehavior is addressed from a positive discipline perspective vs a punitive approach?



School Discipline Policies to Support Children's Mental Health & Well-Being

Presented by: ChangeLab Solutions

*Alexis Etow
Tyra Satchell
Cesar De La Vega*



ChangeLabSolutions

School Discipline Policies to Support Children's Mental Health & Well-Being

Whole Child
Community of
Practice Call

September 25,
2024

Welcome!

Hi! We are:



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ChangeLab Solutions

*Healthier communities
for all through equitable
laws & policies.*



Disclaimer

The information provided in this discussion is for informational purposes only and does not constitute legal advice. ChangeLab Solutions does not enter into attorney-client relationships.

ChangeLab Solutions is a nonpartisan nonprofit organization that educates and informs the public through objective, nonpartisan analysis, study, and research. The primary purpose of this discussion is to address legal and policy options to improve public health. There is no intent to reflect a view on specific legislation.

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Funding Acknowledgement

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Today's Agenda



Connections between education
and health



How school discipline policies can affect
children's immediate and long-term health



Effective practices, policy considerations,
and resources



Q&A

Today's Agenda



**Connections between education
and health**



How school discipline policies can affect
children's immediate and long-term health



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Q&A



Question: What factors contribute to children's social, emotional, and physical outcomes?

Please type your response in the chat...

What factors contribute to children's social, emotional, and physical outcomes?

Many environmental factors contribute to children's health, safety, and well-being.

A **multidisciplinary approach** is necessary to holistically promote positive health outcomes among adolescents.

What are
some ways
schools
promote
adolescent
health?

Promotion of protective factors:



**Providing safe and
supportive school
environments**



**Supporting mental
health**

What is a protective factor?

- **Protective factors** are individual or environmental characteristics or conditions that promote the health and emotional well-being of adolescents. Benefits of protective factors include:
 - Aid in student's engagement in positive health behaviors
 - Help students avoid risky health behaviors
 - Can serve as a buffer for students from potential harmful effects of negative situations

Protective Factors for School Health

- Healthy and Supportive School Environments
- Parent Engagement
- School Connectedness
- Community Involvement

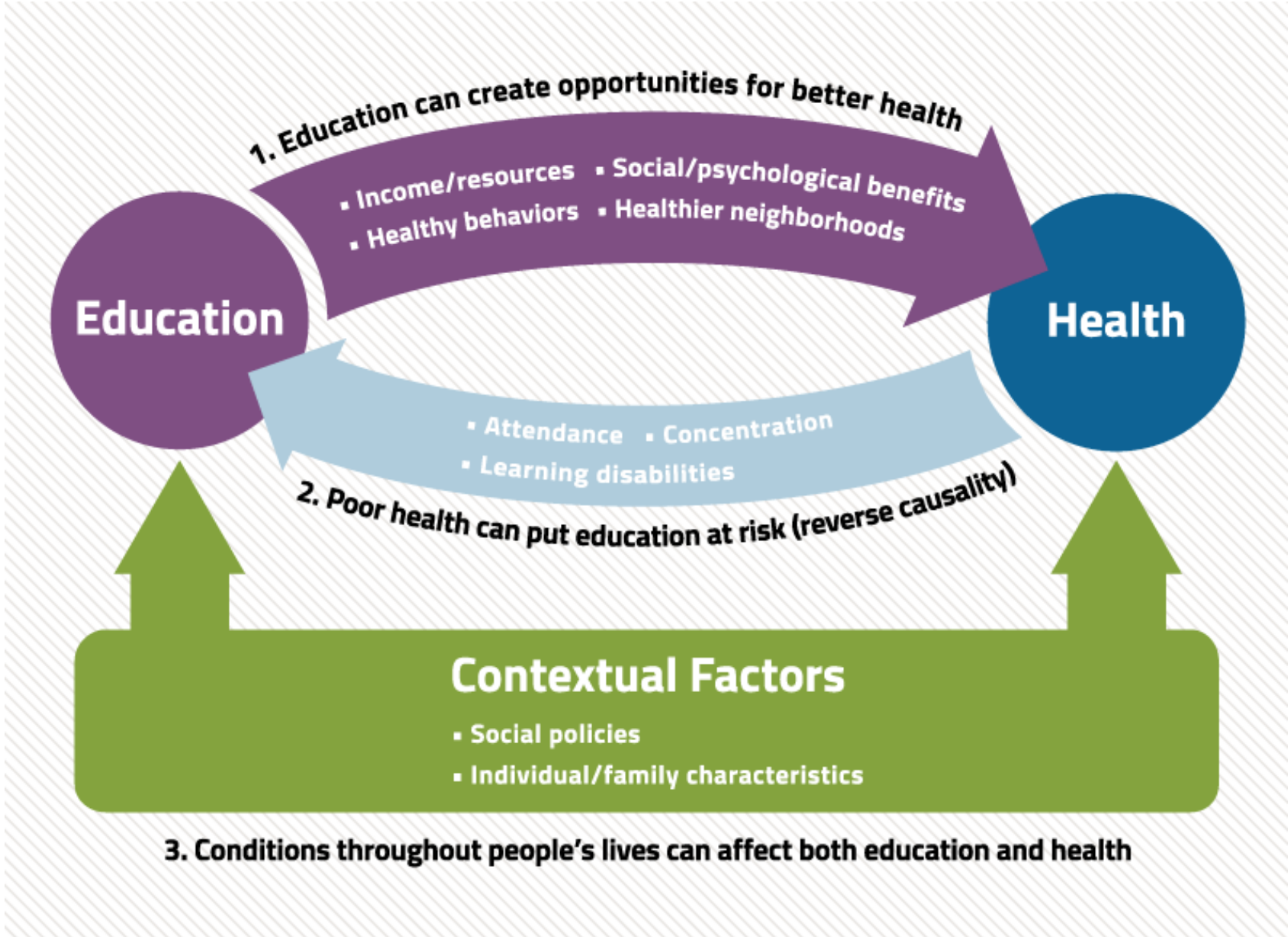


How does the
school
environment
influence the
health
outcomes of
children and
adolescents?

School environments that are safe and supportive are successful at connecting adolescents to a network of caring peers and adults, including parents, other primary caregivers, and teachers.

Ensuring students are connected to their schools and families is an important protective factor that can reduce students' risk for engagement in risky behaviors and poor mental health outcomes.

Connections between Education and Health



Source: Virginia Commonwealth University, [Why Education Matters to Health: Exploring the Causes](#), 2015.

Today's Agenda



Connections between education
and health



**How school discipline policies can affect
children's immediate and long-term health**



Effective practices, policy considerations,
and resources



Q&A

What inequities exist when it comes to school discipline?

- **Black and Native American students** continue to experience disparities in out-of-school suspensions and expulsions, starting as early as preschool.
- **Preschool students with disabilities represent 56.9% of the preschool population who are expelled**, despite accounting for only **22.8%** of all preschool students. (CRDC, 2021)
- **Students who identify as LGBTQ+** are also disproportionately punished for public displays of affection, violating gender norms, protecting themselves from instances of bullying or harassment at school, or for nonconforming gender expressions.

Some key challenges

- Inconsistency in enforcement
- Understanding how mental health/trauma can affect student behavior/discipline (and vice versa)
- Need for staff training and wraparound supports/services



How does school discipline affect health and well-being?

1. Decrease opportunities for health

- Decreased academic achievement (Noltemeyer & Mcloughlin, 2015)
- Increased likelihood of chronic absenteeism and eventual dropout (Fabelo et al., 2011)
- Increased risk of social and economic instability, chronic disease, and low-life expectancy (Rostron et al., 2010)



PRINCIPAL

Punitive discipline: What are the health effects?

1. Decrease opportunities for health
2. **Fuels the school-to-prison pipeline**
 - Increased likelihood of ending up in criminal legal system (Fabelo et al., 2011; Rosenbaum, 2018)
 - Incarceration, in turn, is associated with negative mental and physical health outcomes during adolescence and young adulthood (González, 2017)



PRINCIPAL

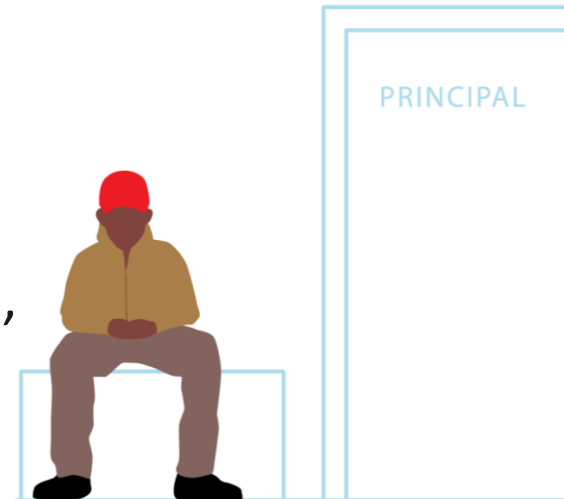
Punitive discipline: What are the health effects?

1. Decrease opportunities for health
2. Fuels the school-to-prison pipeline
3. **Weakens school climate and critical protective factors**
 - Promotes feelings of being “unvalued and unwelcome” (Jones et al., 2018)
 - Not an effective deterrent (Massar et al., 2015)

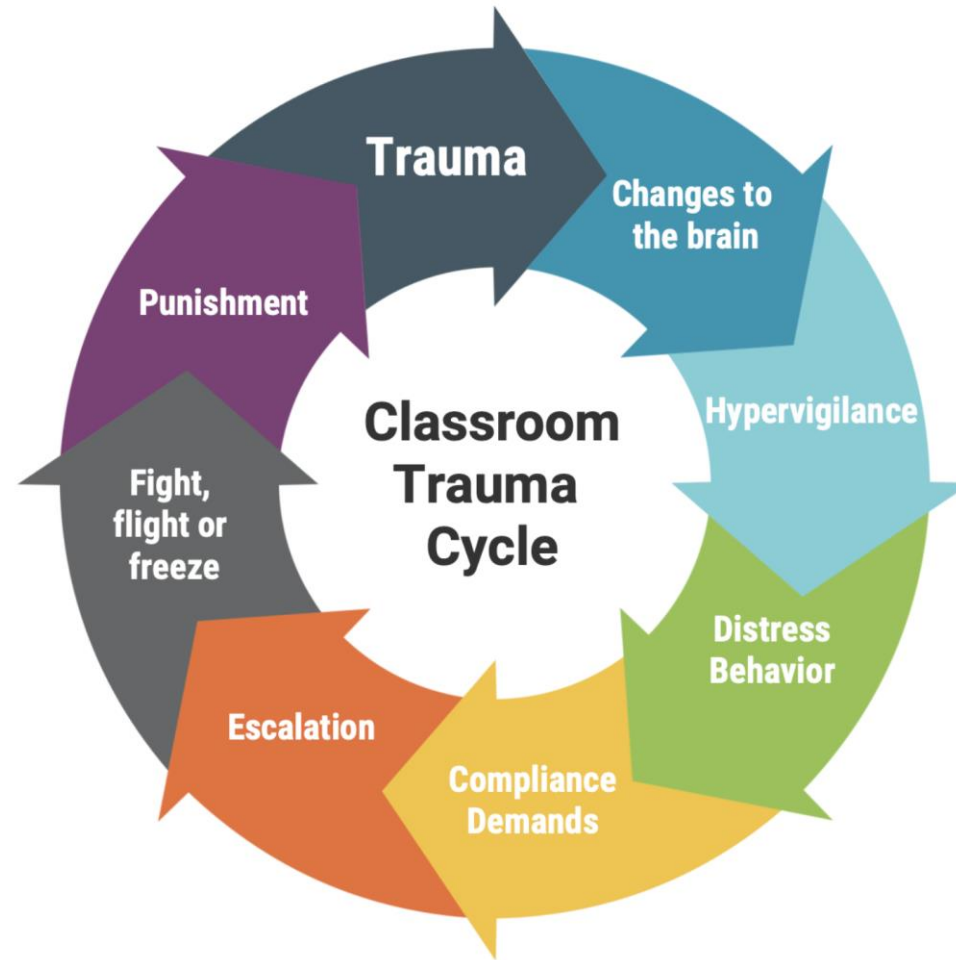


Punitive discipline: What are the health effects?

1. Decrease opportunities for health
2. Fuels the school-to-prison pipeline
3. Weakens school climate and critical protective factors
4. **Activates trauma symptoms**
 - Suppressed emotions (Brantlinger, 1991; Cameron, 2006)
 - Stigmatization and negative self-image (Cameron, 2006)
 - Higher levels of depressive symptoms (Chu & Ready, 2022)
 - Range of trauma symptoms, including anxiety, hypersensitivity to criticism, psychic numbing, poor concentration, somatic complaints, sleep disturbance, flashback, and other symptoms associated with PTSD (Hyman, 2003; Cameron, 2006)



How does
trauma
affect
student
behavior/
discipline?



**ALLIANCE
AGAINST**

**SECLUSION
RESTRAINT**

Today's Agenda



Connections between education
and health



How school discipline policies can affect
children's immediate and long-term health

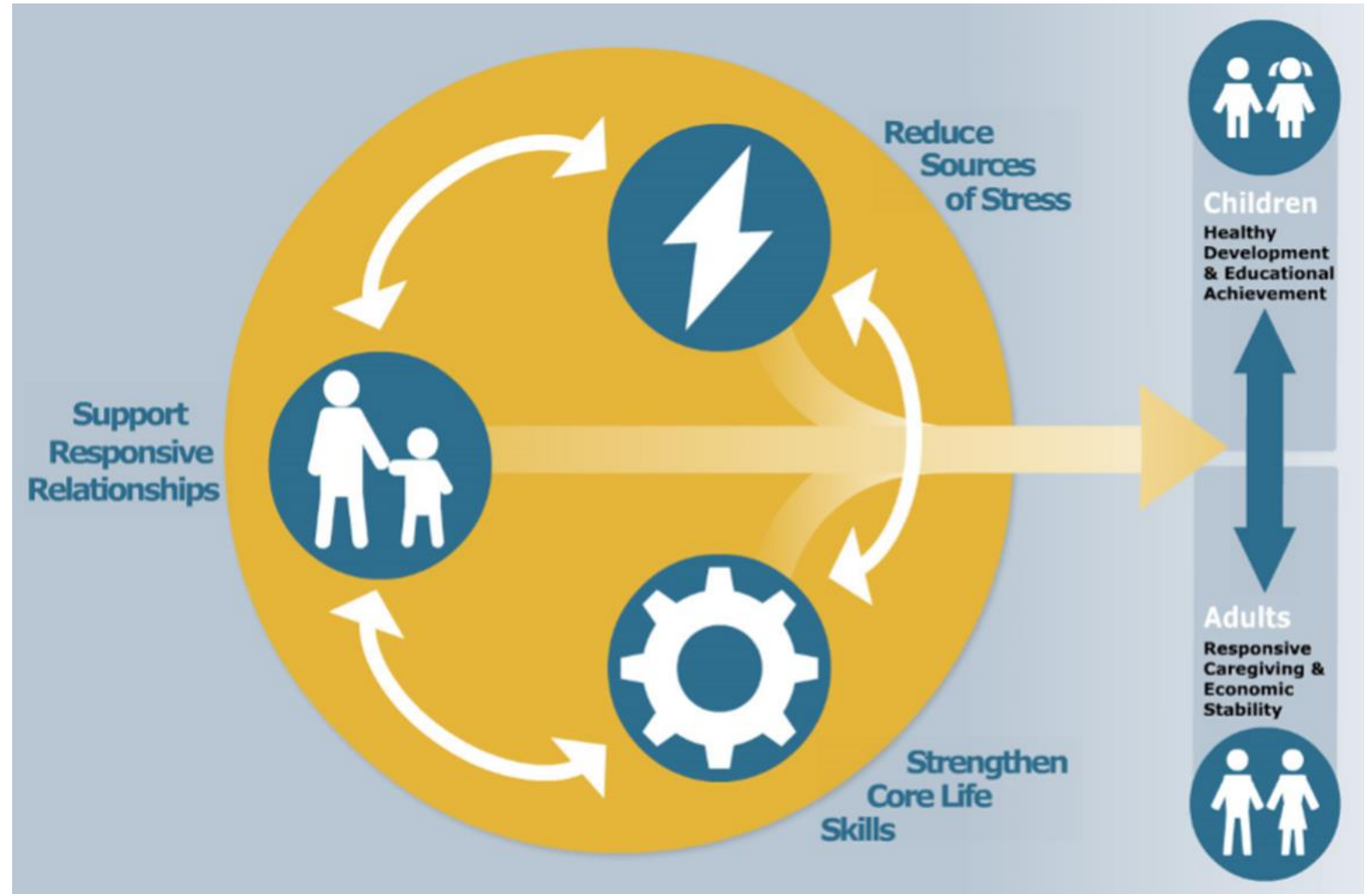


**Effective practices, policy considerations,
and resources**



Q&A

Three Principles to Improve Outcomes for Children and Families



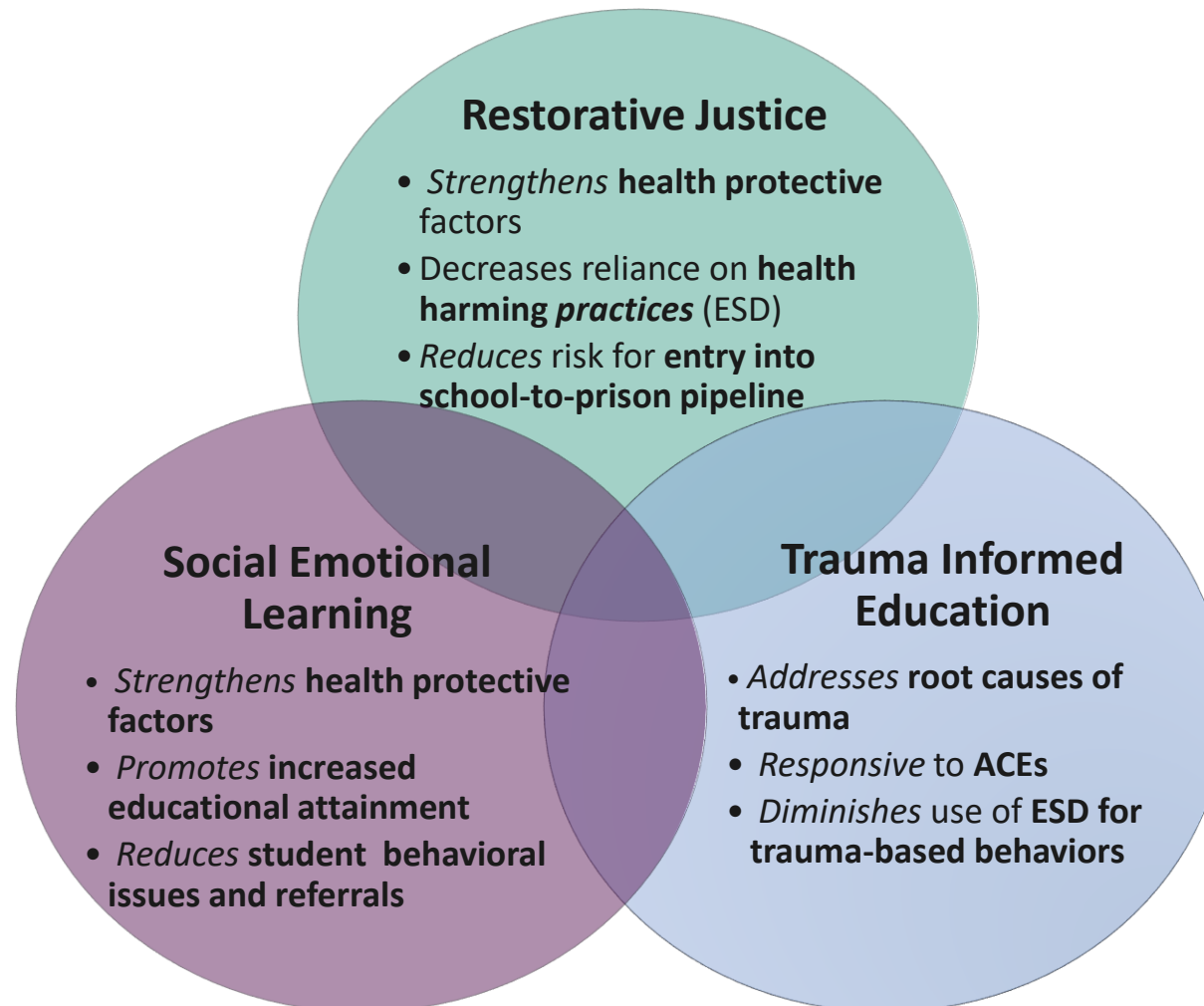
Source: Center on the Developing Child at Harvard University (2017). *Three Principles to Improve Outcomes for Children and Families*. <https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/#:~:text=To%20be%20maximally%20effective%2C%20policies,lives%20of%20children%20and%20families.>

Health- promoting policies

Health-promoting policies: Improve or promote the health of students. Within the broader category are policies that impact student connectedness and safer school environments. These types of health-promoting policies:

- Support mental health of staff and students
- Strengthen protective health factors
- Are implemented and enforced equitably
- Supported by evidence to improve adolescent health and wellness

Examples: Health-Promoting Policies/Practices



Strategies to Improve School Environments



Understand and partner with the **school community**



Assess and develop a shared understanding of **existing school policies**

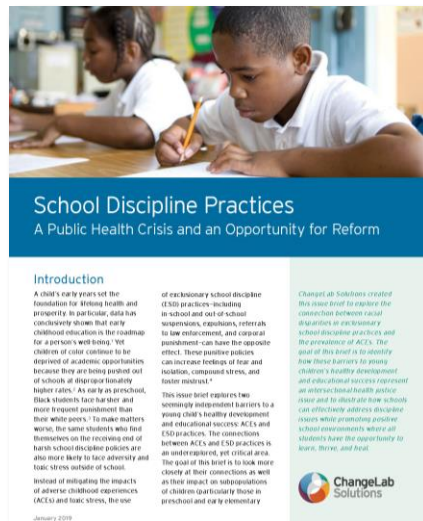


Implement **health-promoting policies**

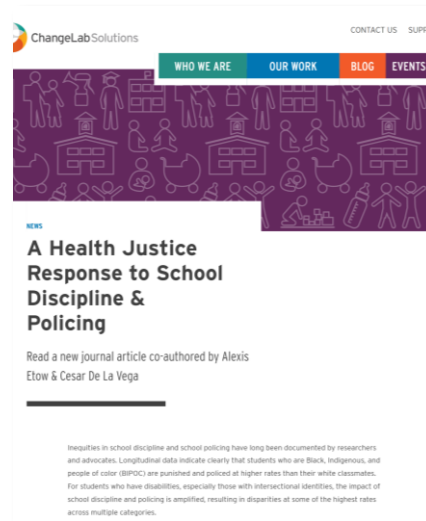


Deepen **multidisciplinary partnerships**

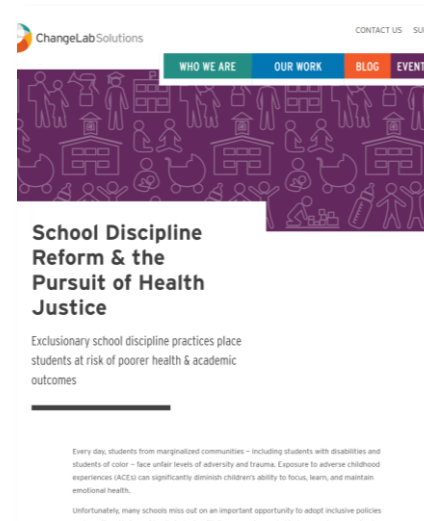
ChangeLab Solutions Resources



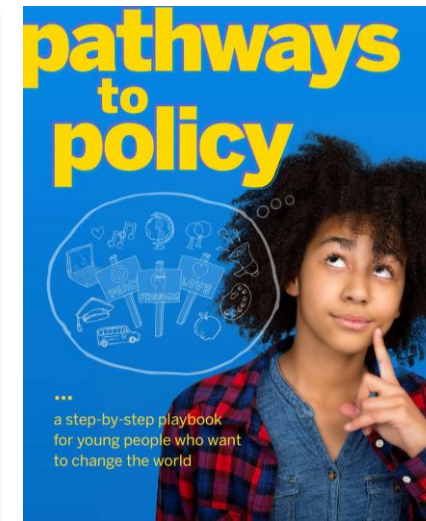
[School Discipline Practices Issue Brief](#)



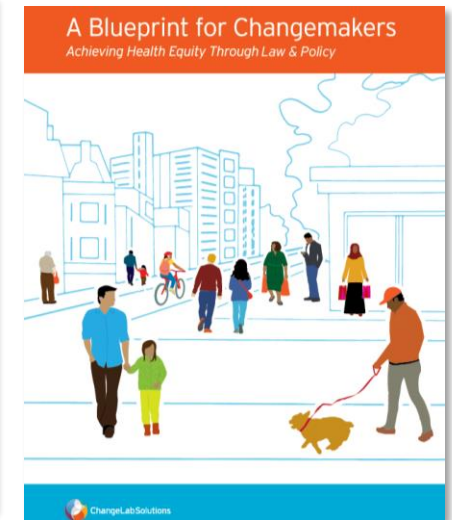
[School Discipline Reform and the Pursuit of Health Justice](#)



[A Health Justice Response to School Discipline and School Policing](#)



[Pathways to Policy Playbook](#)



[Blueprint for Changemakers](#)

New Resources!

Developing Positive Disciplinary Strategies to Support Children with ADHD and Tourette Syndrome

Considerations for School Administrators



ChangeLab Solutions

Factsheet for school administrators

An Educator's Primer on the School Policy Process



ChangeLab Solutions

Policy guide

A YouTube video player thumbnail. The title is "How Schools Affect Adolescent Health" by ChangeLab Solutions. The main text asks, "How do schools affect adolescent physical and mental health, and what can schools do to strengthen students' overall health?". The video is marked as "Watch later" and "Share". The thumbnail image shows a classroom scene with a teacher and several students at desks. A red play button icon is overlaid on the text.

Video training

Recap

1. Education can create opportunities for better health; and better health can support educational attainment. Contextual factors can also affect education and health outcomes.
2. Students who feel more connected at school do better in school and in the long run in life.
3. Punitive school discipline policies can disproportionately impede learning, diminish critical protective factors, and create a trauma cycle for some student populations.
4. There are action steps we can all take, as individuals and collectively, to support children and young people's health.

Thank you!

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ChangeLab Solutions

Visit our website for more
info + resources!





Q&A with ChangeLab Solutions



Spotlight: Positive School Discipline Practices in Neosho School District

Samantha Beeson, School Counselor
Chelsey Davenport, Wellness Liaison
Talmage Clubbs, Director of Counseling Services

Trauma Informed and Positive Discipline Practices

Principles for Change

- Stay flexible
- Walk with the willing
- Start with the easy wins

Behavior Support

- Contract with outside agency
- BIST and Restorative Justice
- Reset Rooms
- Behavioral Risk Assessments

Funding

- Grants
- Contracts with Outside Agencies
- Title Funds and District Money

Building Staff Capacity and Support

- Trauma Informed Schools Training
- Employee Assistance Program
- Support personnel

Building Student Capacity and Support

- Character Development
- Student Empowerment
- Explicit training on executive functioning skills/self management

Building Parent Capacity and Support

- Parents as Teachers
- Parent Empowerment Events
- School Year Kickoff Event
- Outside Agency Parenting Classes offered at Schools

SEL Support Personnel/Services

- School Based Therapy
- Behavior Staff
- District Staff: Wellness Coordinator, Director of Counseling, Counseling Support Coordinator, Behavior Specialists
- Alternative High School

SEL Buy-in

- It starts at the top
- Identify your "tights"
- Education and Support

Wrap Around Services

- Updated Resource Sheets
- UpStream/SIM Mapping
- Community Resource Networking



Small Group Discussions

Small Group Discussions

What's Working in Your State/District
Related to Positive School Discipline?

<https://jamboard.google.com/d/1v2lq7DgbDL68q68sc3o4h5yRBRtQ2LgyfzErqMEgh3s/edit?usp=sharing>



Wrap Up and Next Steps

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

<https://s.zoom.us/j/9PXTI>





Continuing the Conversation

You are invited to join NACDD's Engage Community!

- You'll receive an email from me on 9/26
- Click the link within to accept the invitation, which brings you to the login page.
- Your username is your email address. Click on *Forgot Password* to set up a password for your account.
 - Some of you regularly use NACDD member services and may already have a password
- Once logged in, click on Engage at the top of your screen.
- Click on Explore, which takes you to the School Health community.
- You're all set! Feel free to post to the discussion, explore the library, etc.

Engage Quick Start Guide:

<https://engage.chronicdisease.org/participate/quick-start-guide>

Upcoming Whole Child CoP Calls

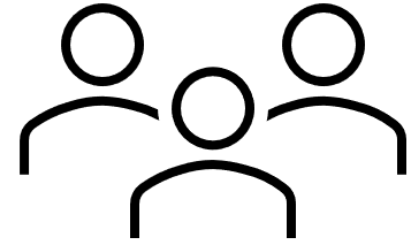


Wednesday, January 29, 2025

12-1PM ET

Topic: Chronic Absenteeism OR Staff Wellbeing

[Zoom Registration Link](#)



Wednesday, May 7, 2025

12-1PM ET

Tentative Topic: Funding/Sustainability

[Zoom Registration Link](#)

Upcoming Professional Development

- Topic: School Employee Well-Being
- Date: Thursday, November, 2024
- Time: 12-3PM ET
- Presented by: NACDD, Child Trends, Mental Health America
- Registration: [Zoom Registration Link](#)



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

<https://s.zoom.us/j/9PxTI>

