

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”

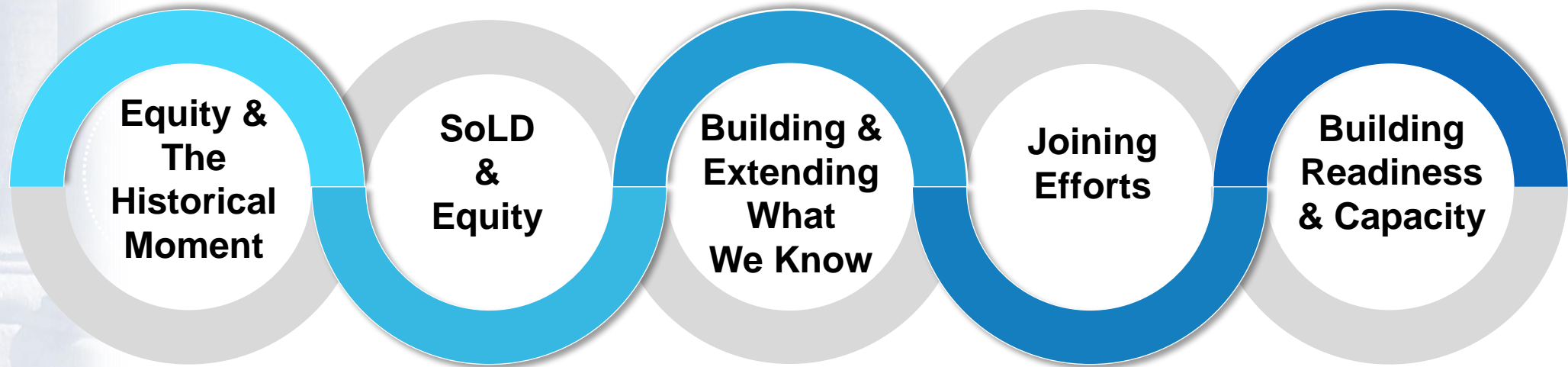


A Grounding Example: North Lawndale College Preparatory School, Chicago

- “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

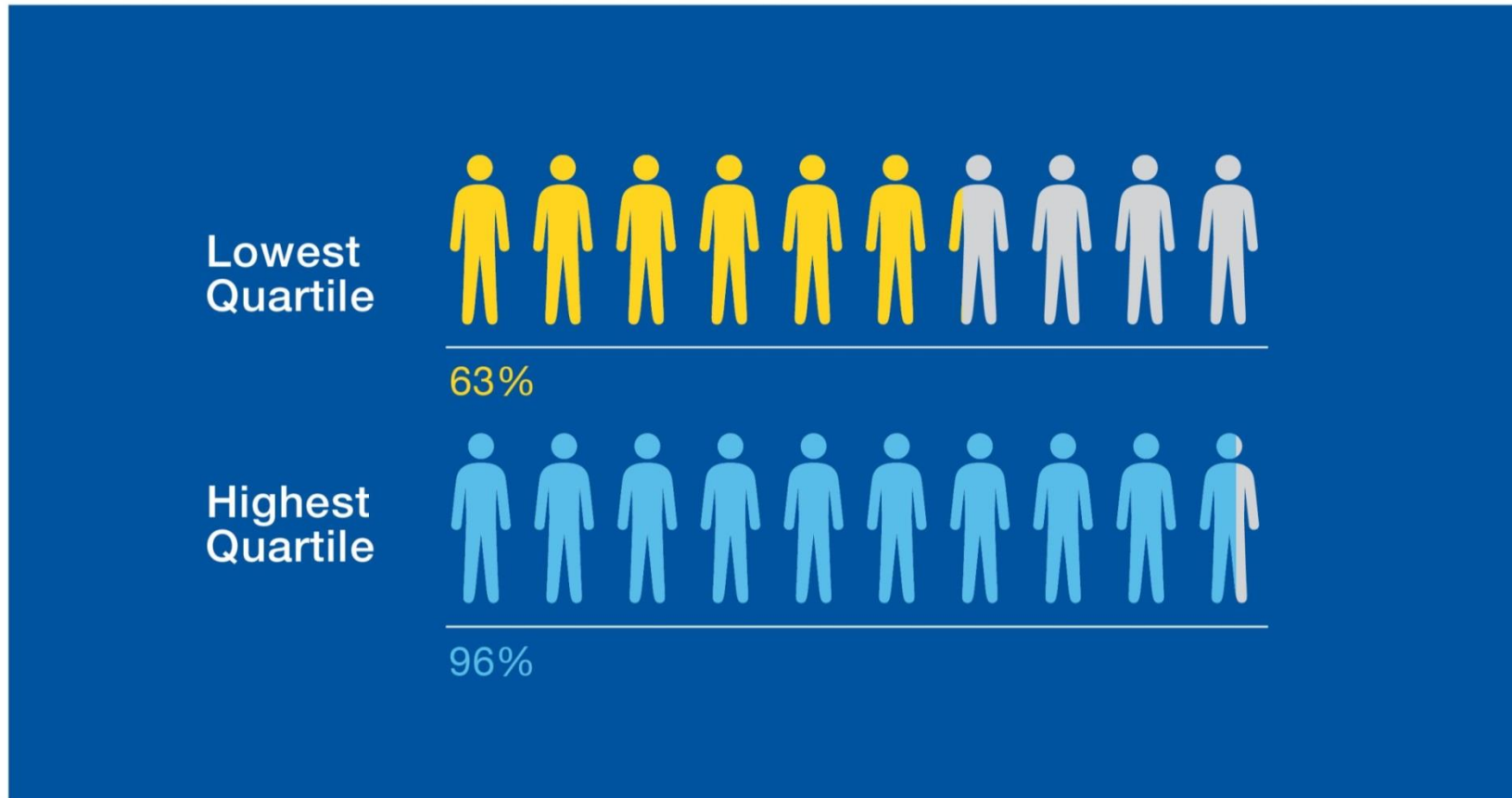
- More appreciation of the centrality of;
 - Whole child
 - Promotion and SEL
 - Compare the 1994 and 2009 IOM Reports
 - Youth development
 - Cultural competence and responsiveness
 - School mental health and wellness
 - Computational and methodological advances

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

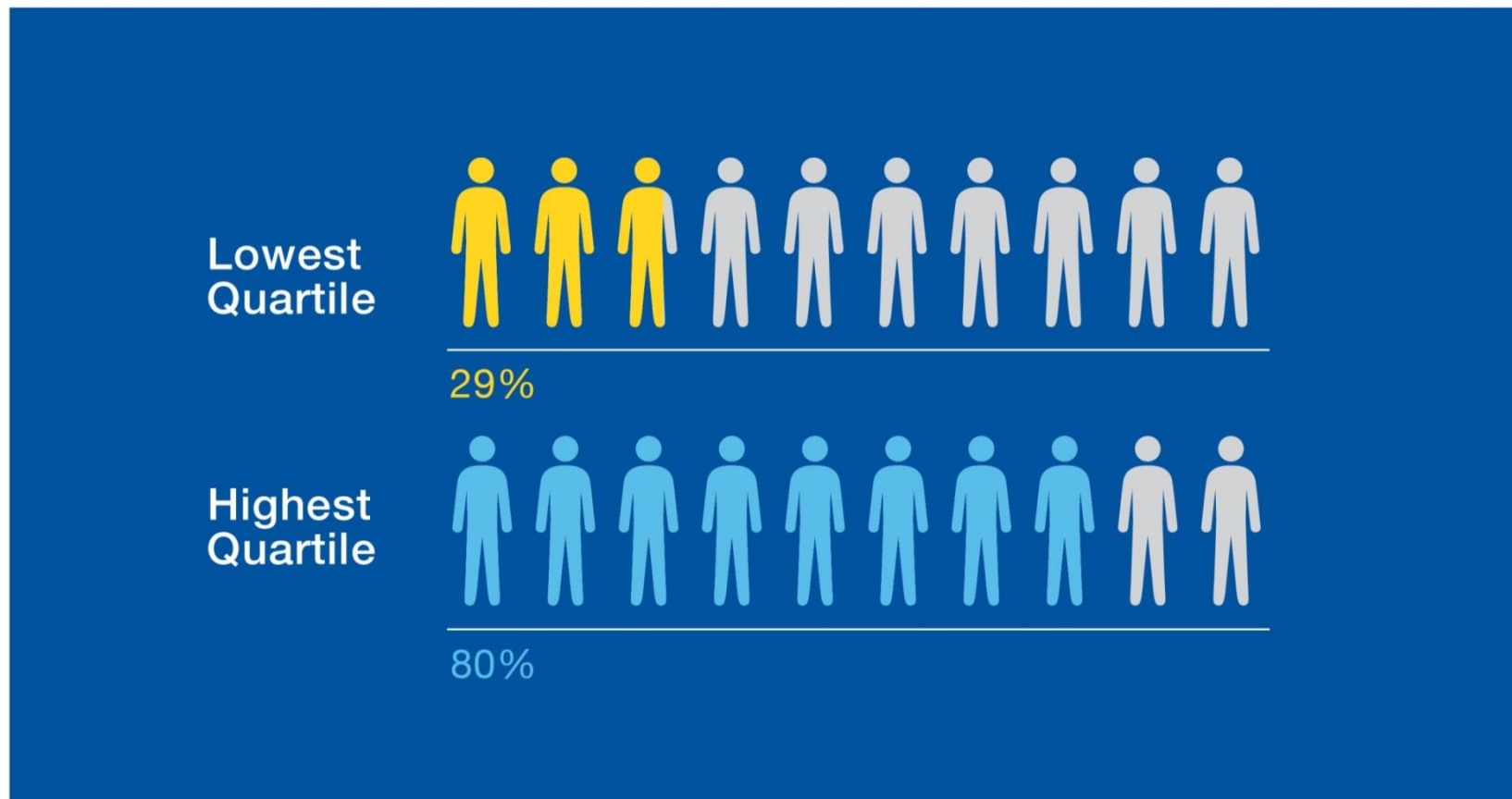


Source: U.S. Department of Education



THE CHALLENGE:

ONLY 29 PERCENT OF LOW-INCOME STUDENTS GO TO COLLEGE

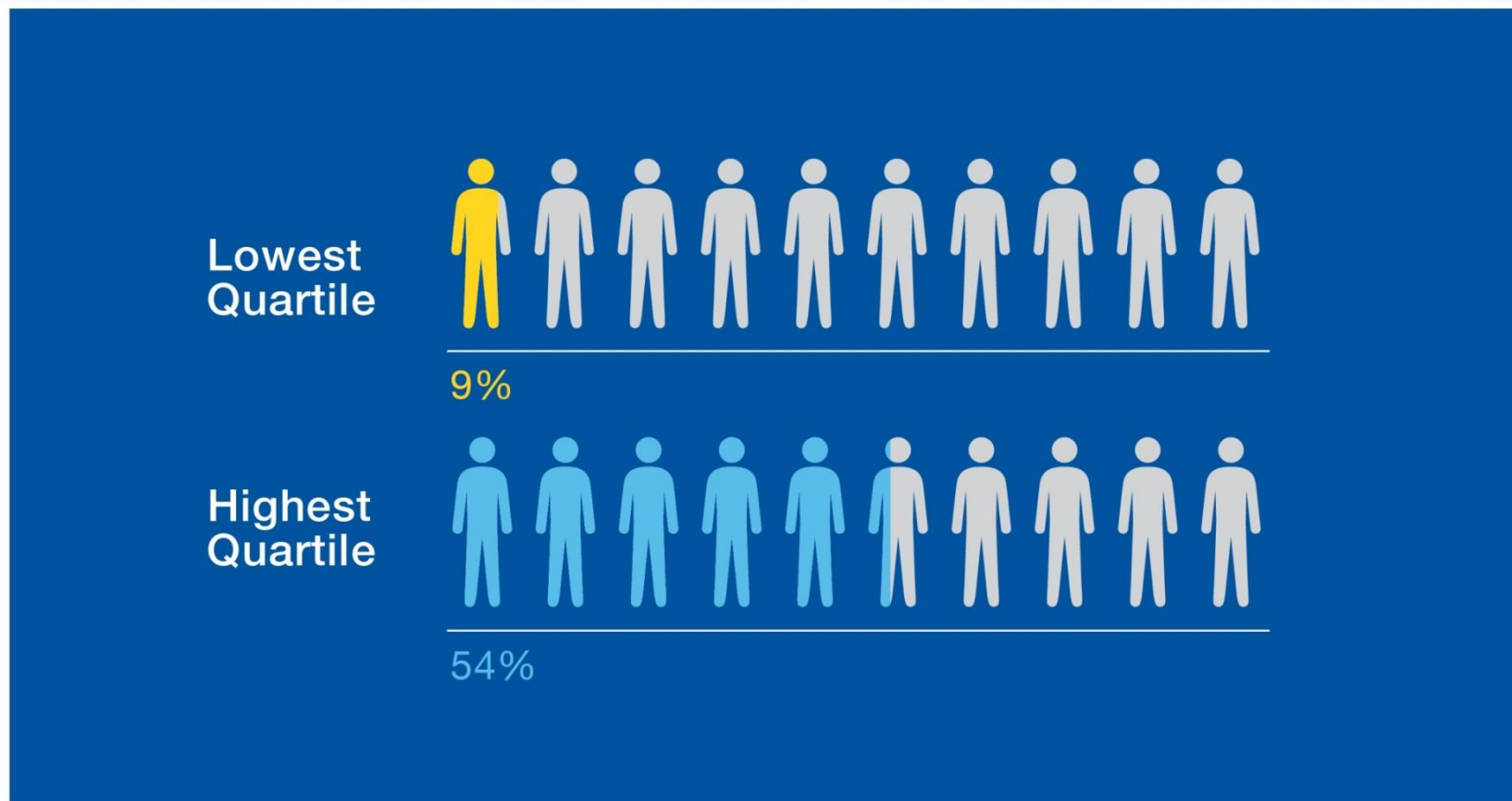


Source: U.S. Department of Education



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 Implications of the Science of Learning and Development

Thriving Not Just Surviving

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

- 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

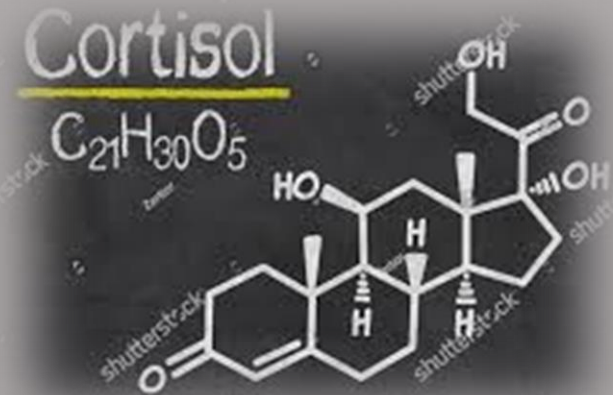
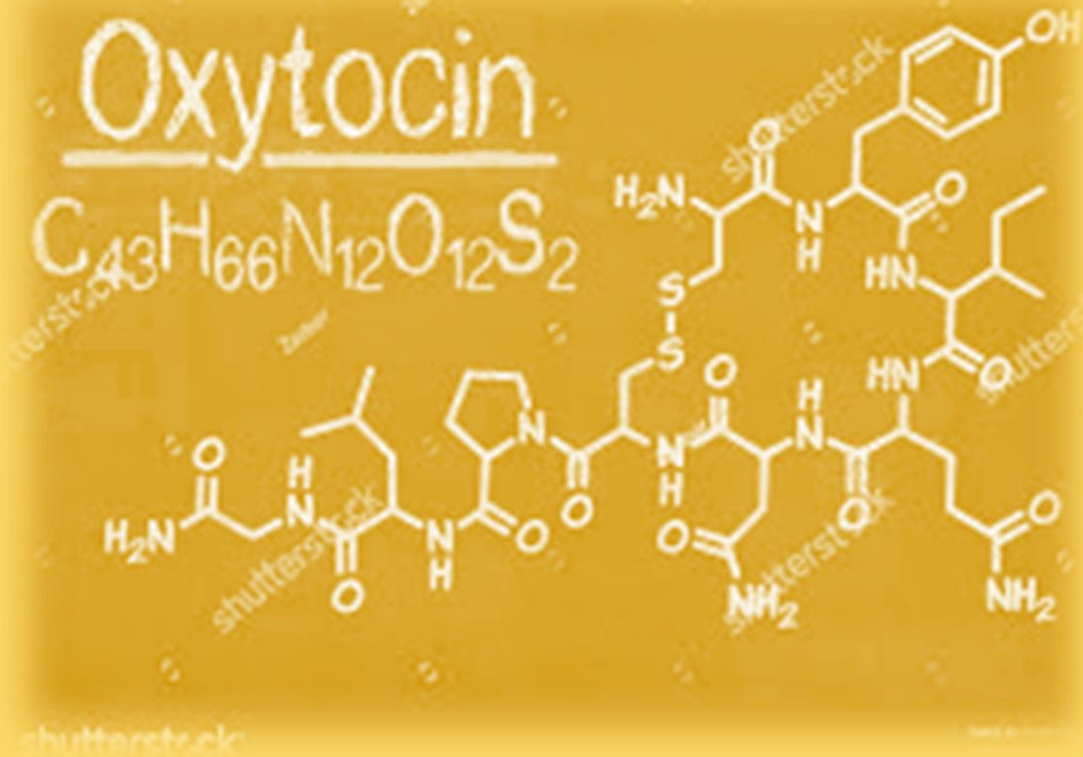
Brain



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 Development: Some Takeaways: Mechanisms

- 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

- Developmental opportunities occur over the life course.
- We all walk different roads but can realize common outcomes.
 - Jaggedness
 - Equifinality

Todd Rose, The End of Average



The individuality as well as social nature of development

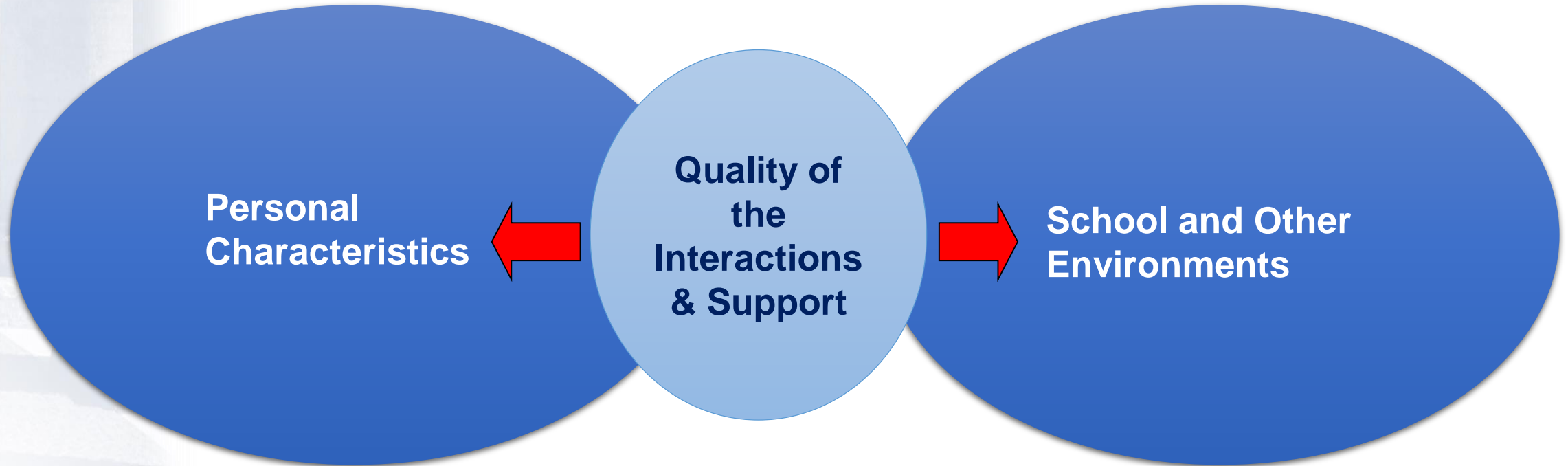
- Individuality
 - Jaggedness
 - Pathways
 - Equifinality
- Webs of Group Affiliation (Simmel)

Building & Extending What We Know

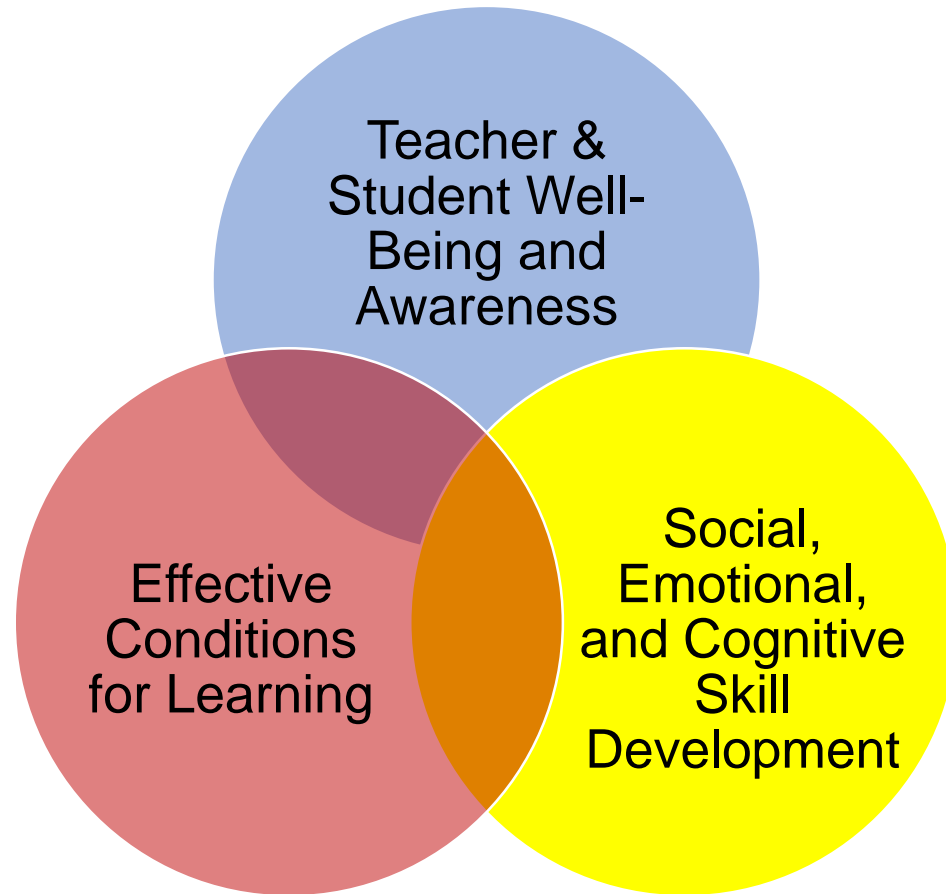
Development Within Contexts

Individual

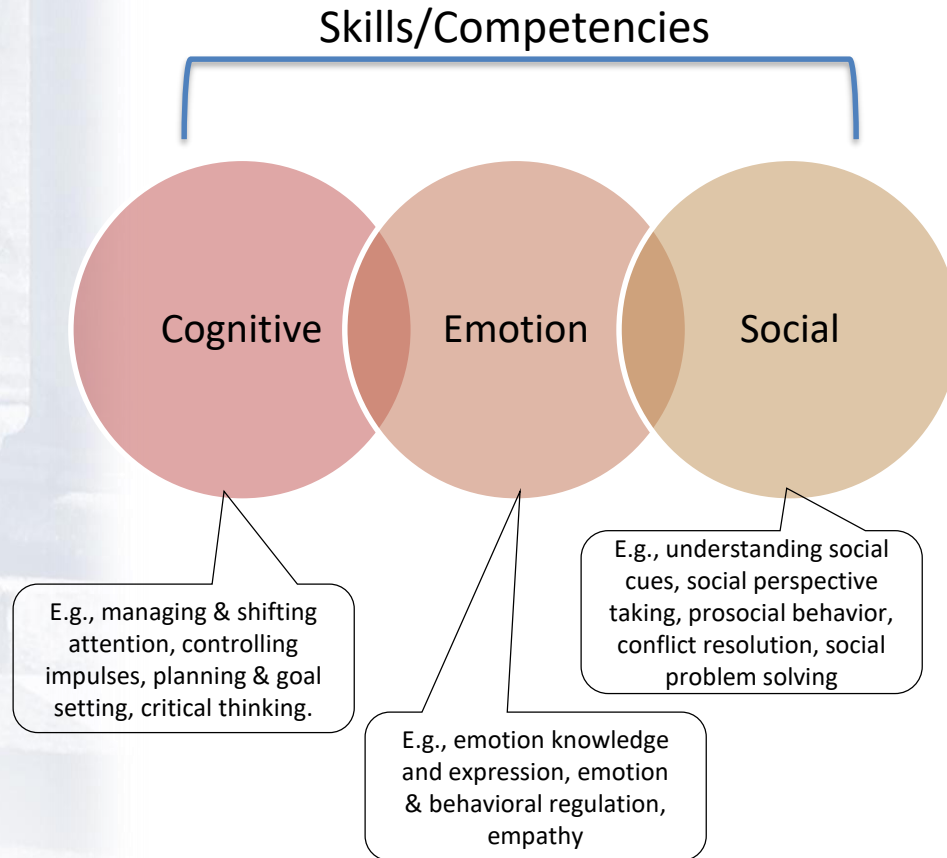
Contexts



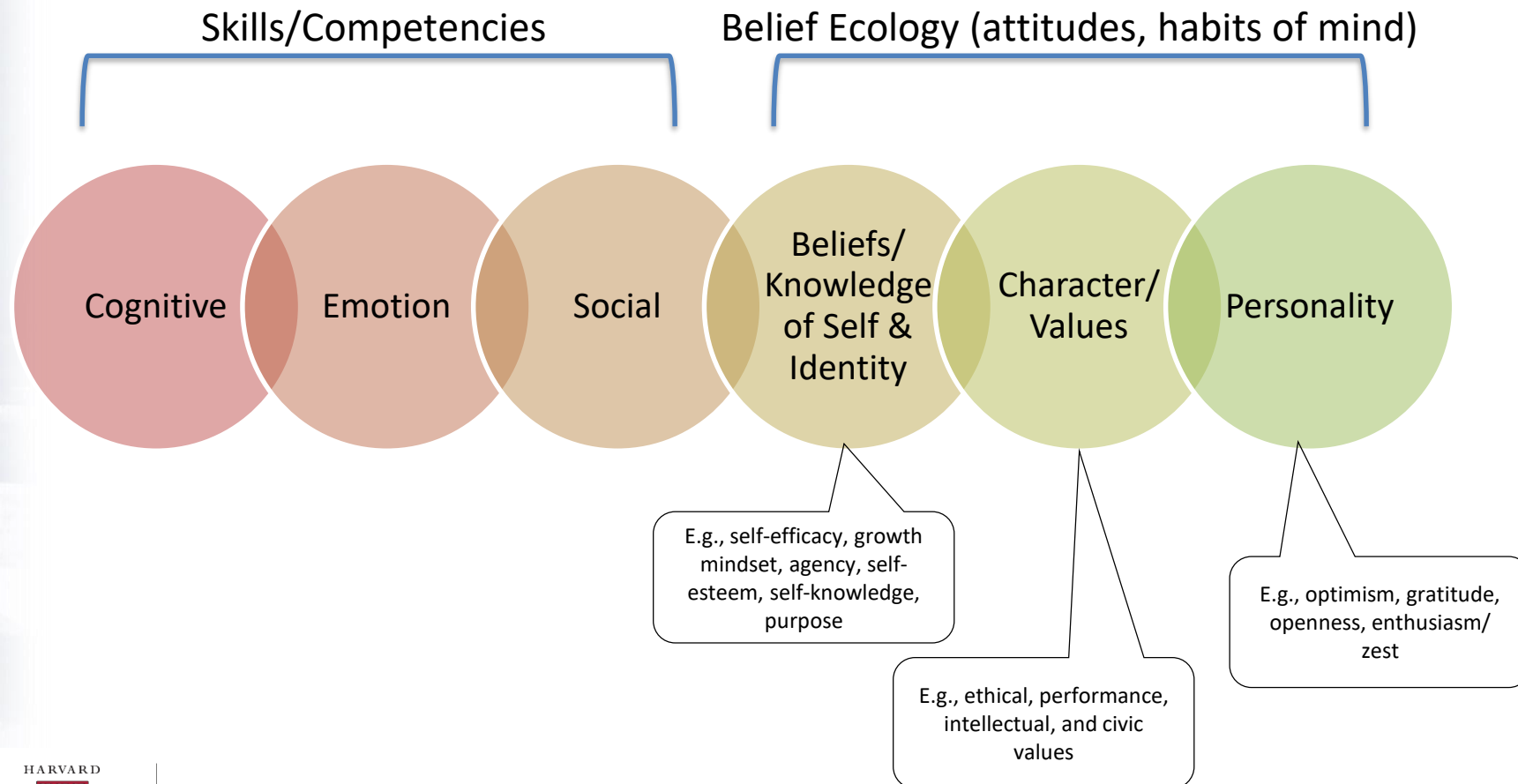
Supporting Effective Social & Emotional Development & Wellbeing



Social and Emotional Skills/Competencies



Social and Emotional Dispositions



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

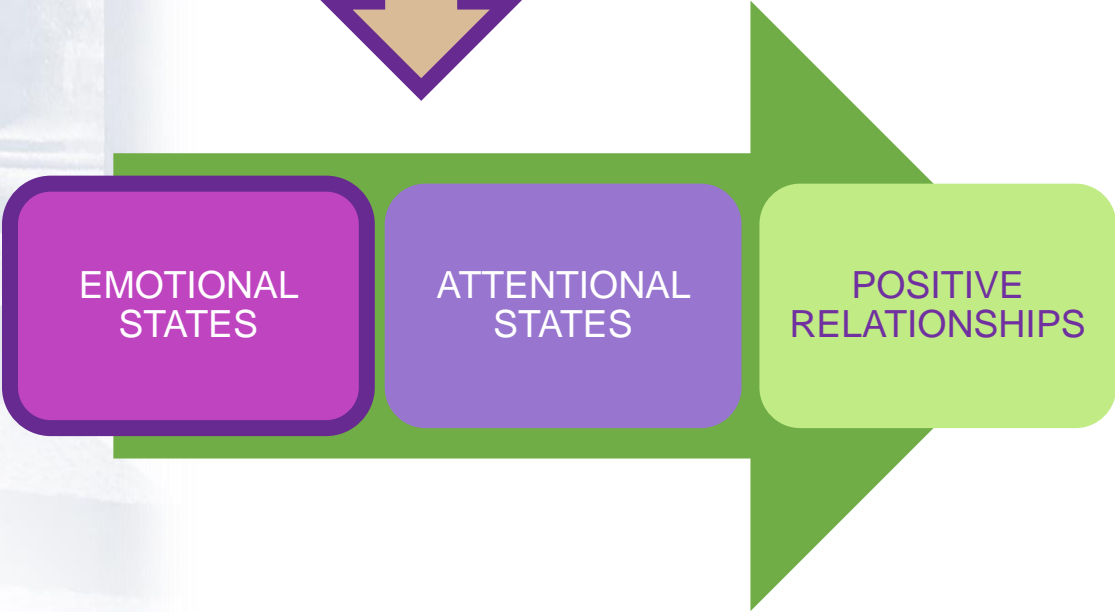
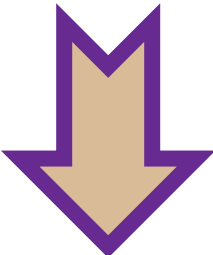
High expectations
Strong personal motivation
School is connected to life goals
Robust academic opportunities

Peers & teachers are SOCIALLY CAPABLE

Emotionally intelligent &
culturally competent
Responsible & persistent
Cooperative team players

Unpacking Conditions for Learning

Impact of



STUDENTS



TEACHERS

LEARNING

Safety

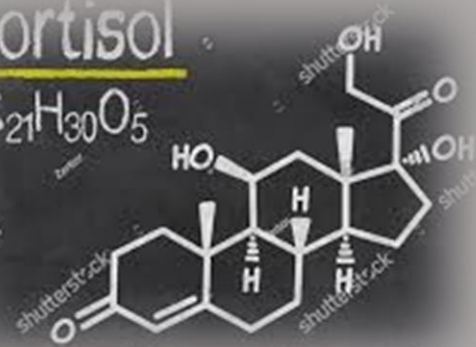


Fear

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

Cortisol

$C_{21}H_{30}O_5$

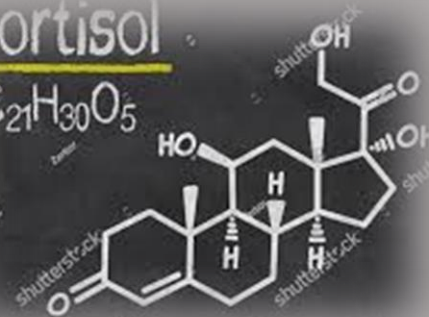


Anxiety and Toxic Stress

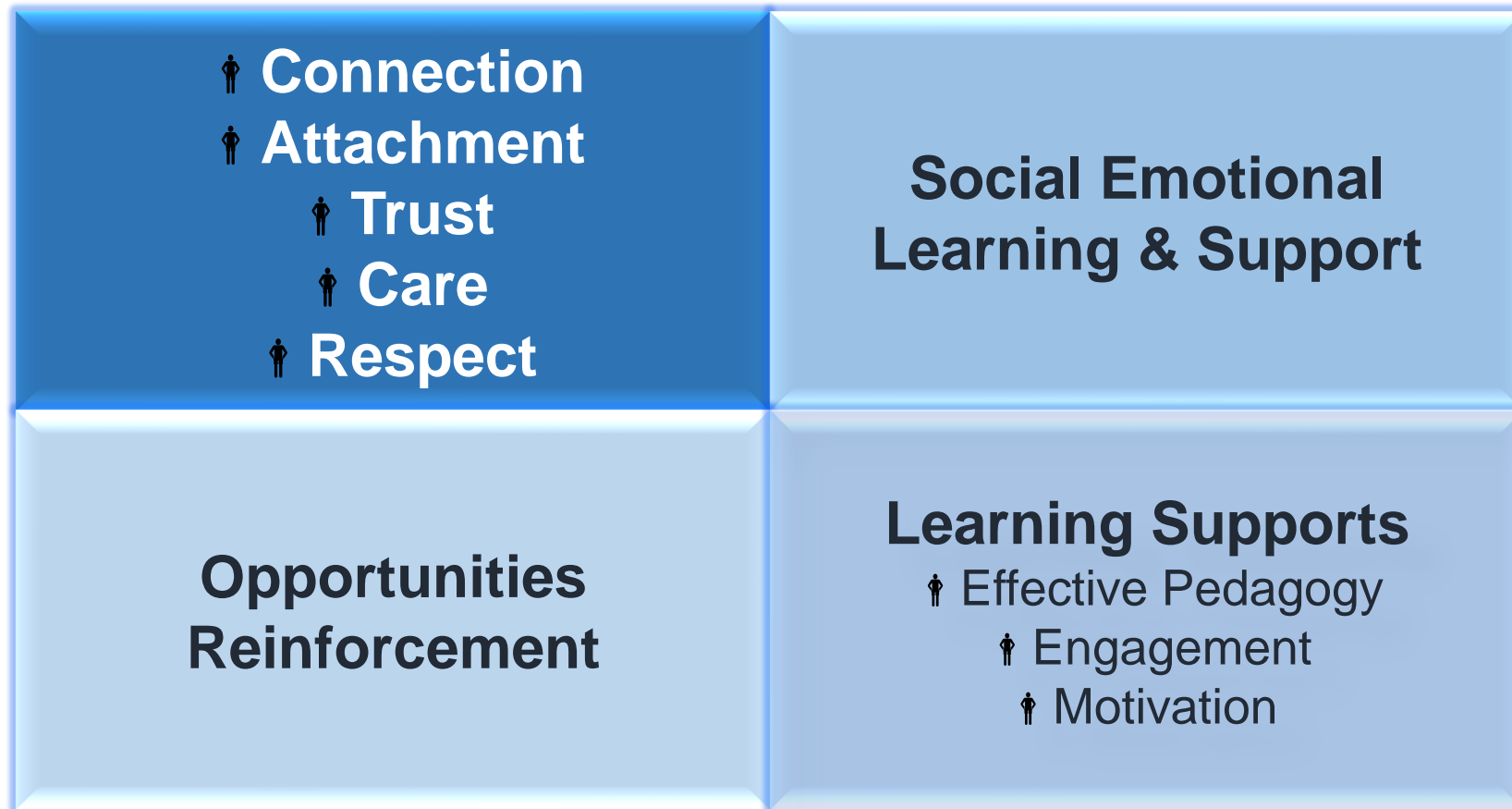
- Compromised working memory
- Less attention
- Limits to creativity

Cortisol

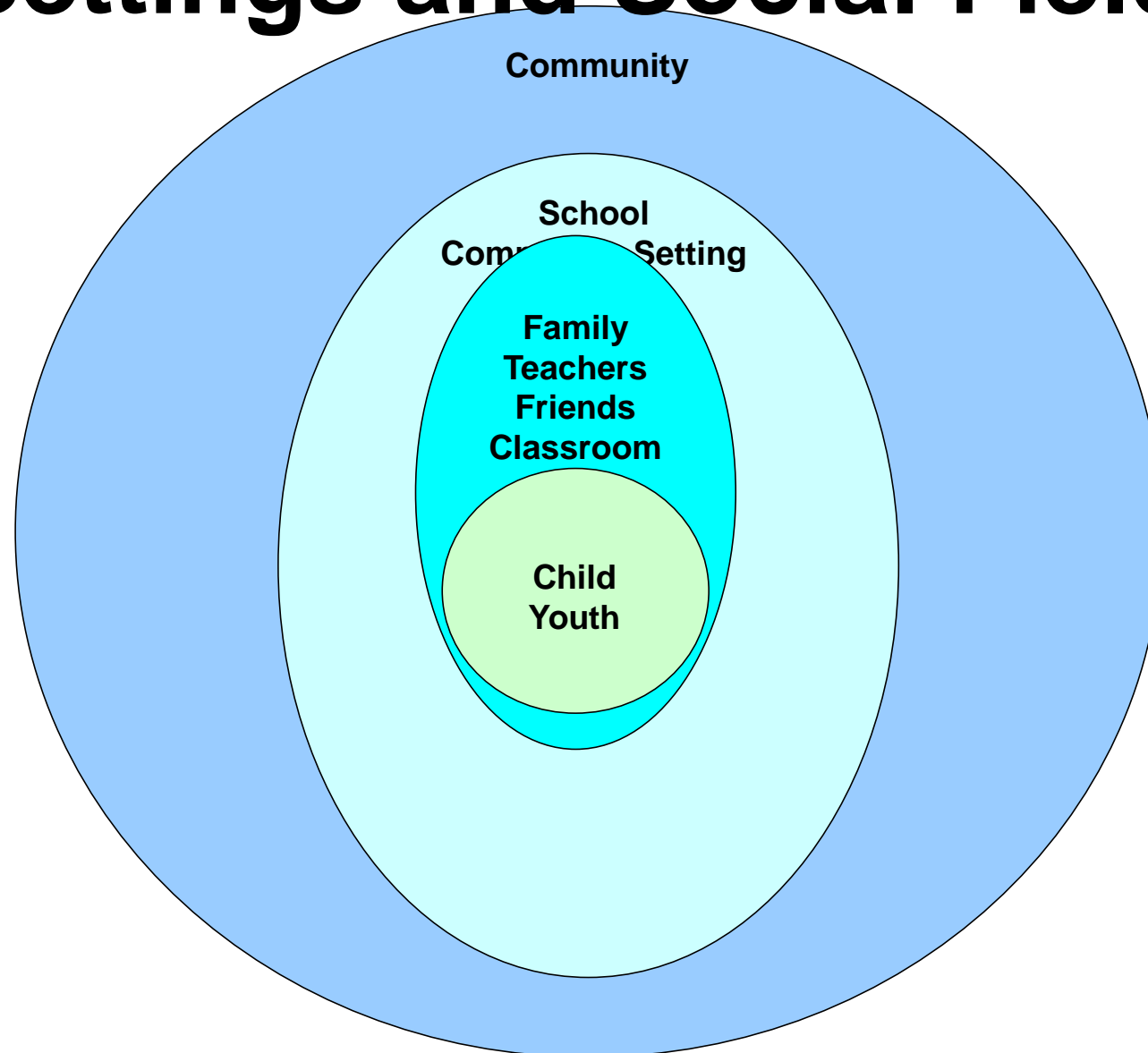
$C_{21}H_{30}O_5$



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)



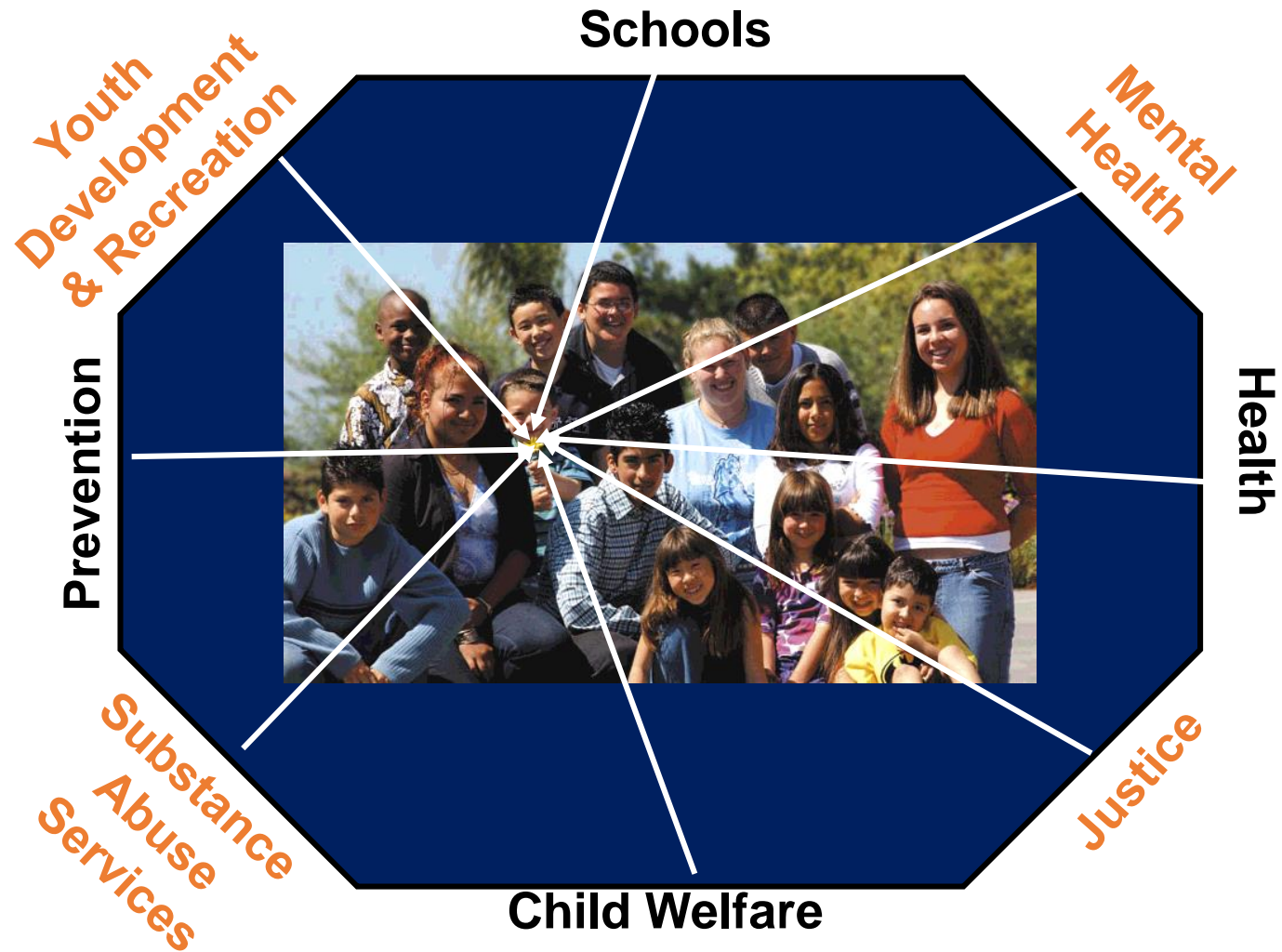




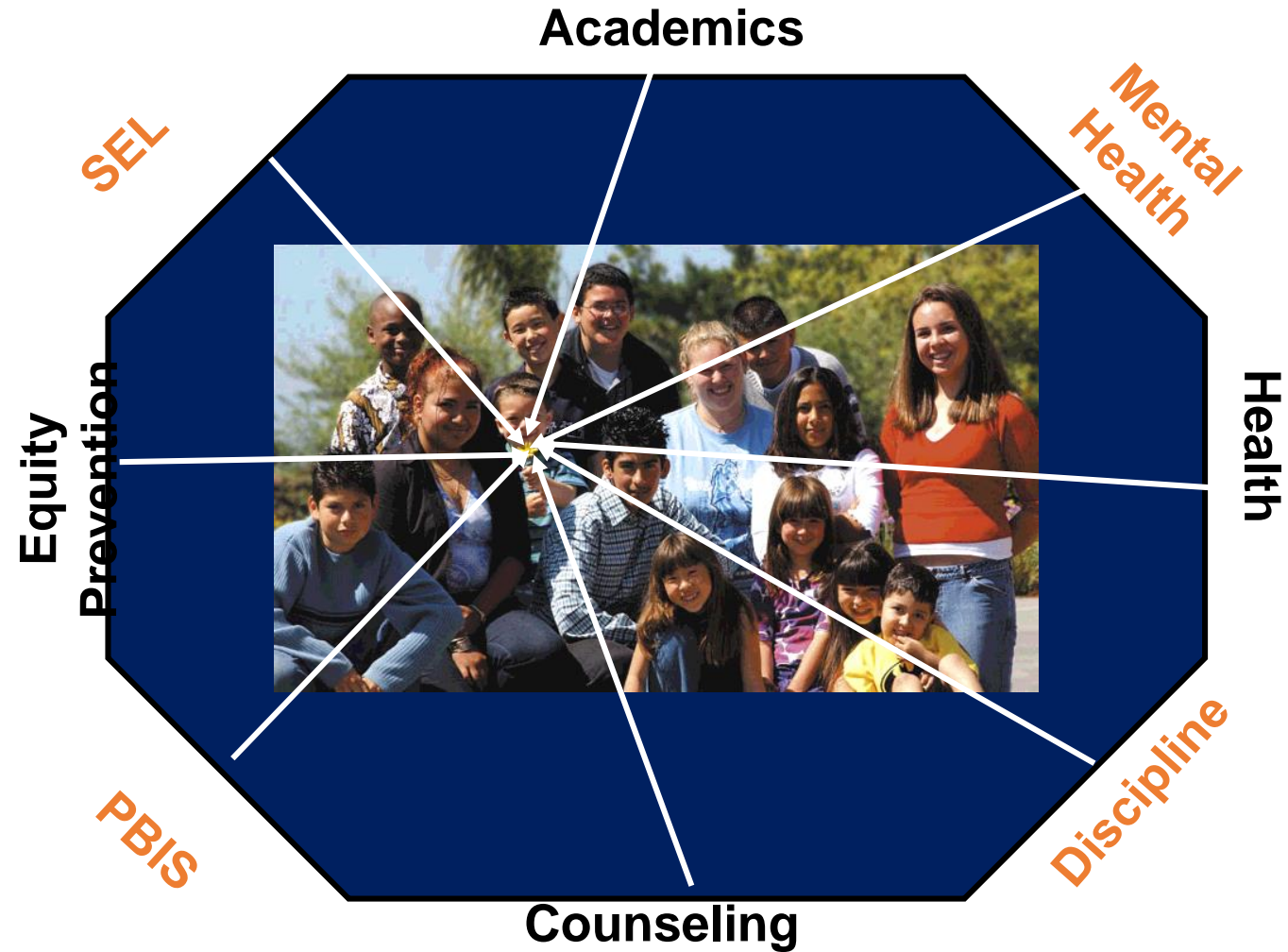
Taking What We Know and Improving Upon It

- 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

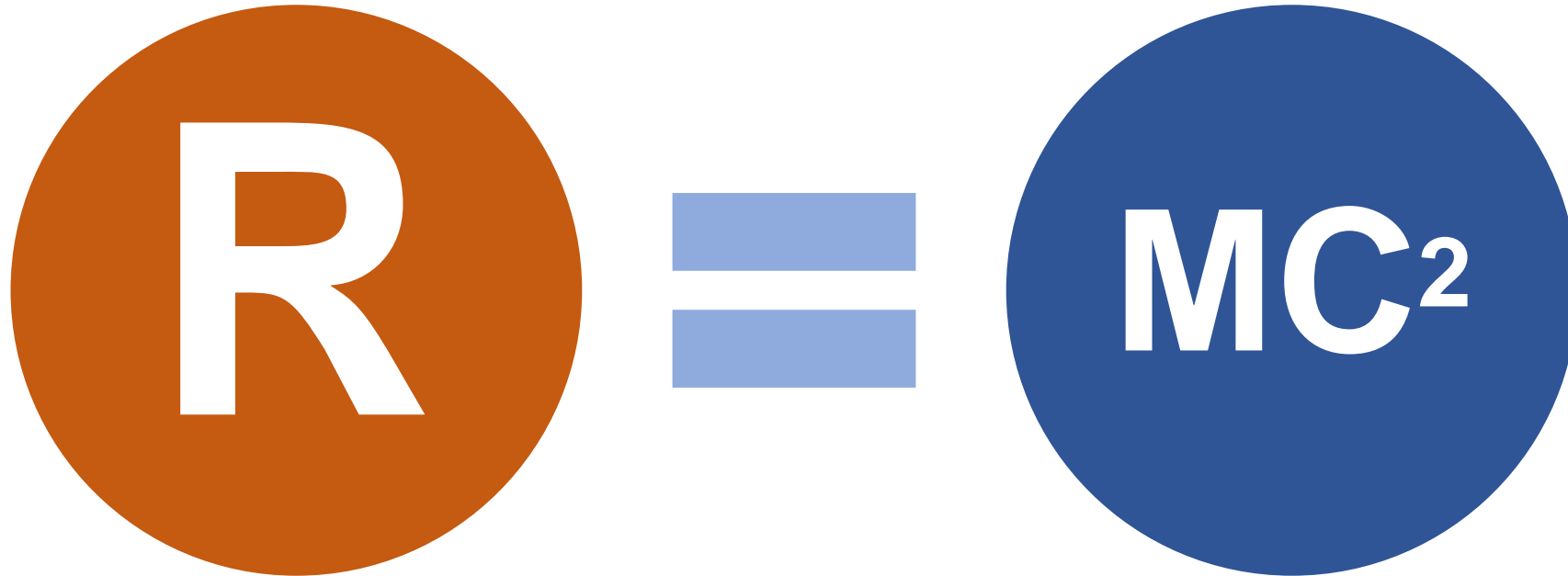


Avoid Fragmented Perceptions, Approaches, and Indicators



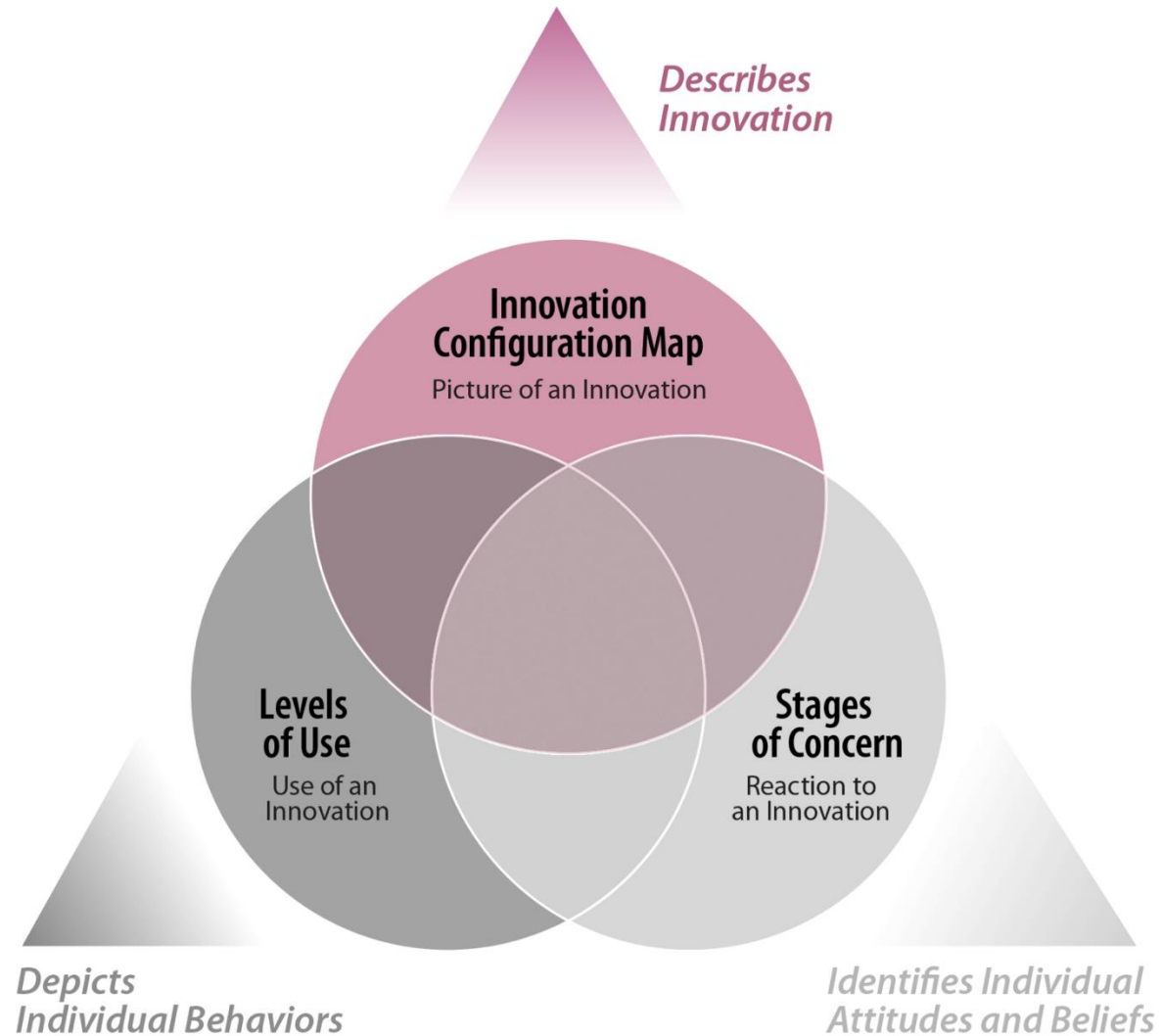
Readiness

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



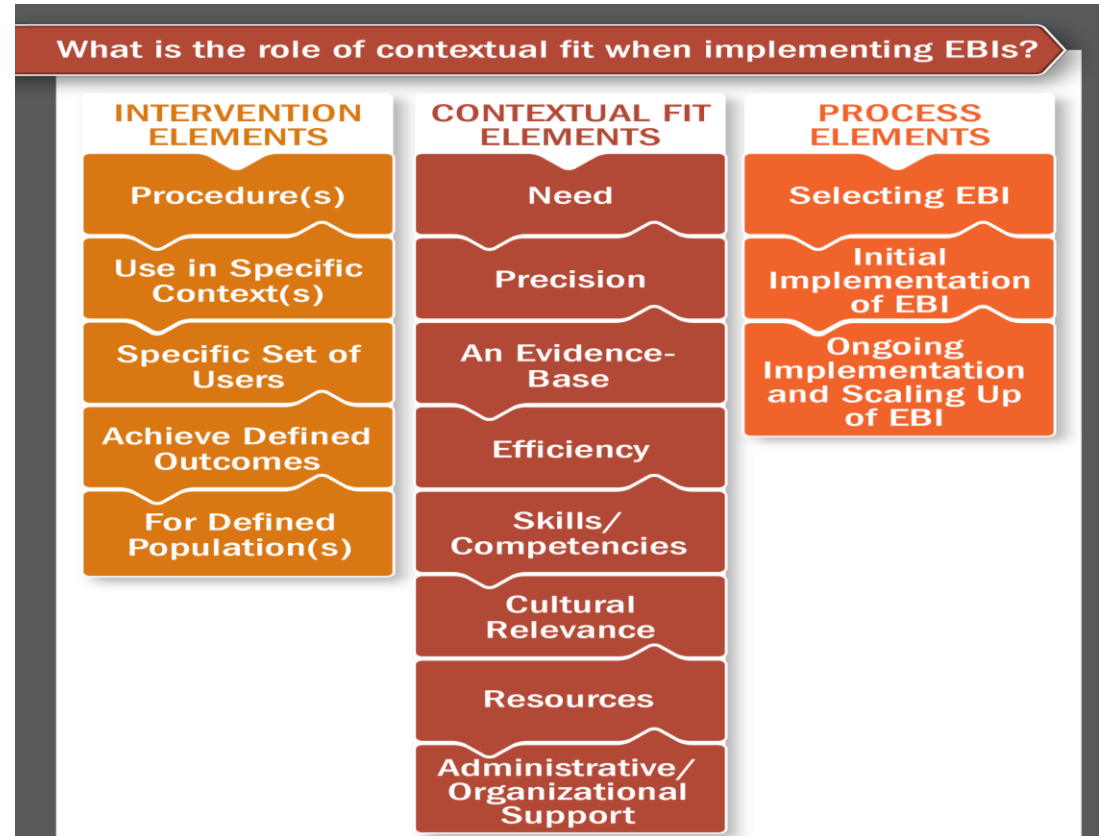
Readiness = Motivation x **General** Capacity x **Implementation-Specific** Capacity

The Concerns-Based Adoption Model



The Importance of Contextual Fit when Implementing EBIs

(Horner, Blitz, & Ross, 2014)



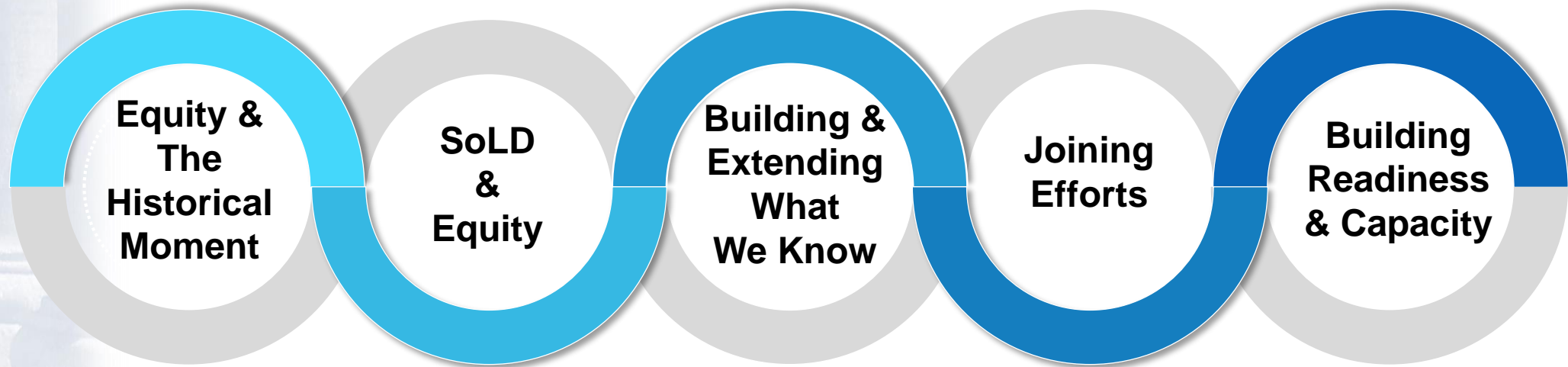
The Challenge of Contextual Fit

- Schools are dynamic systems
- The ecology of interventions

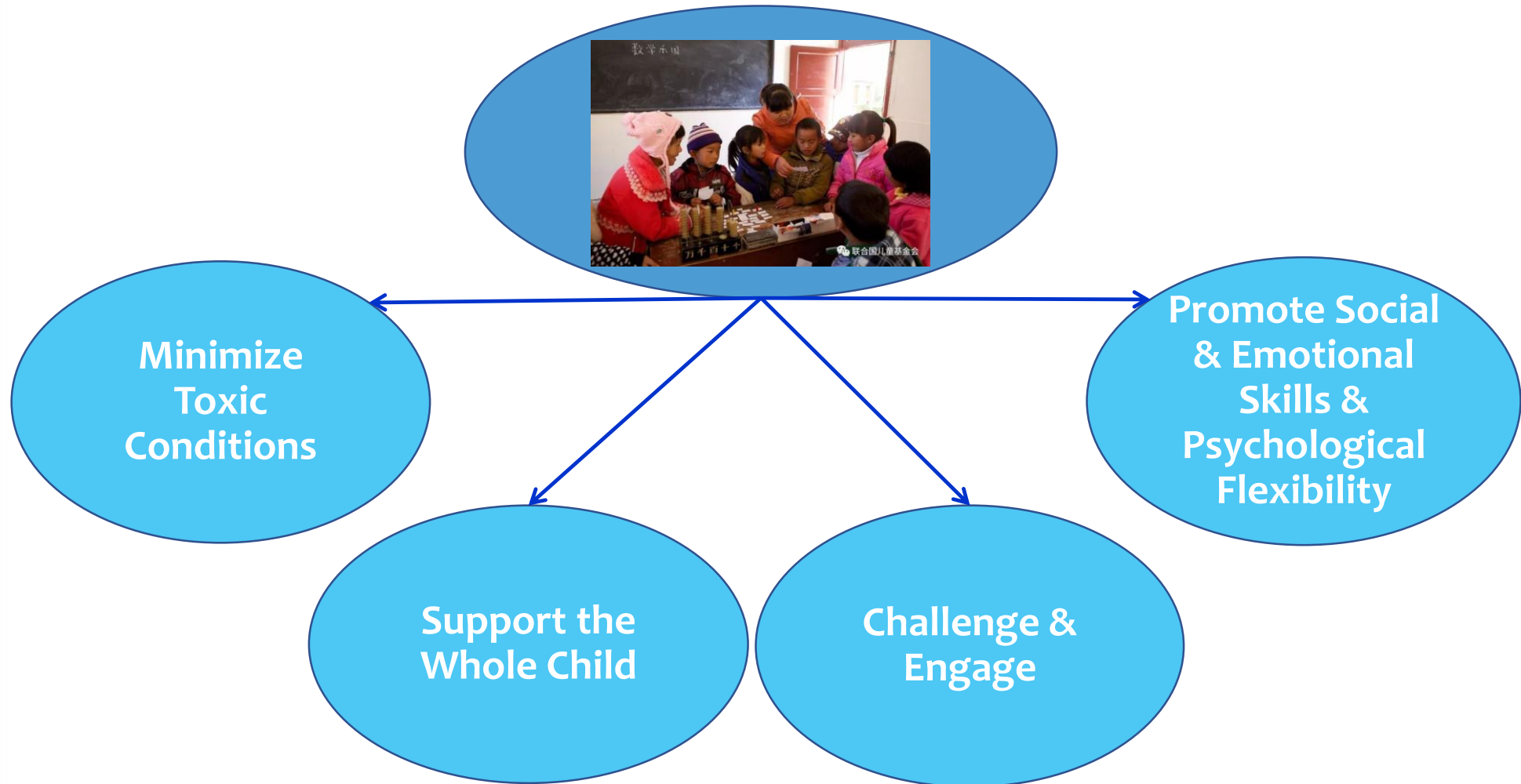
Think About Contexts and Interventions Ecologically



Summing Up



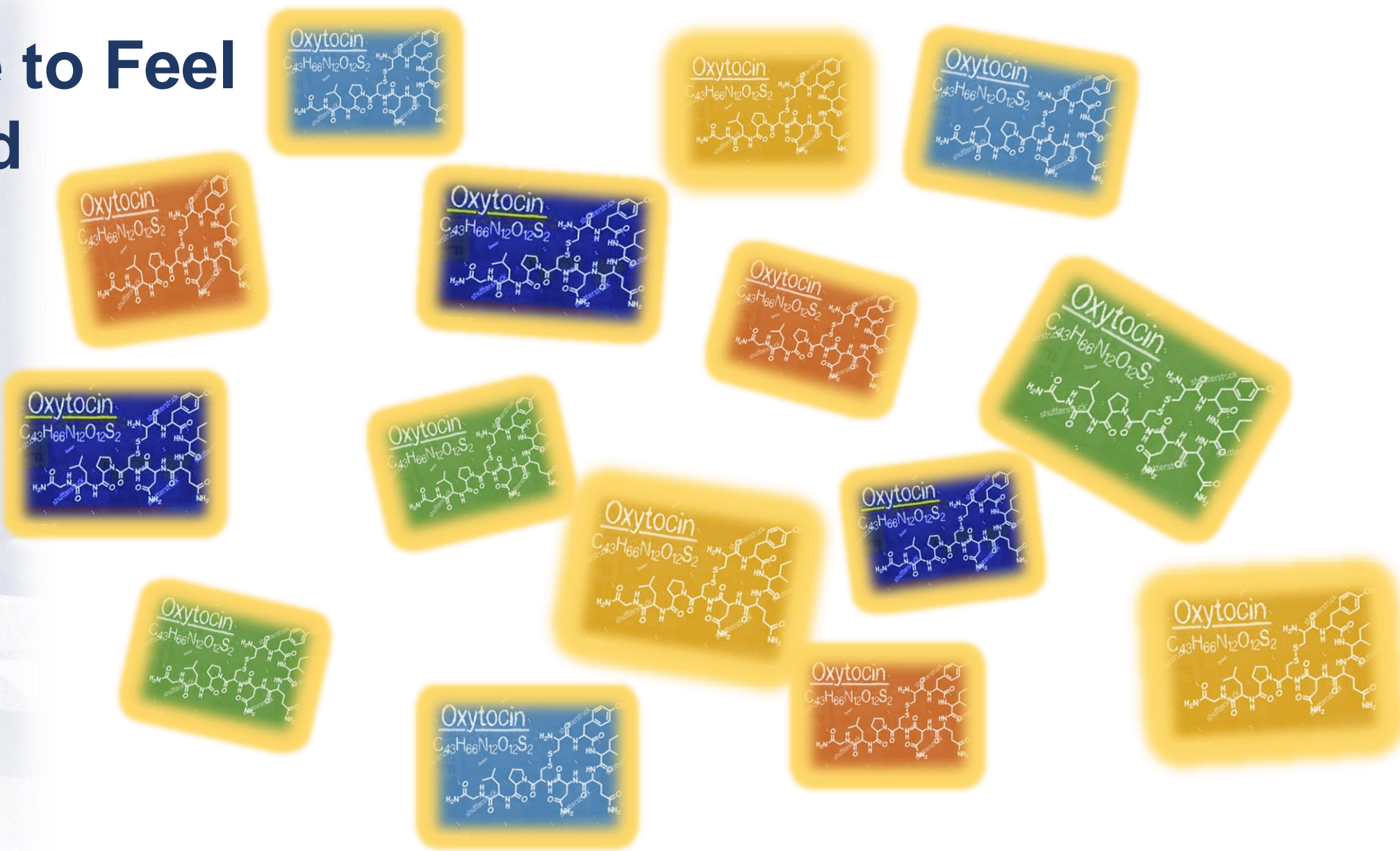
Supportive School Environments





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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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