

# Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders

Thursday, May 9, 2024

3–4 p.m. ET | 2–3 p.m. CT | 1–2 p.m. PT



CMS Financial Management Group (FMG)  
7500 Security Boulevard  
Baltimore, MD 21244

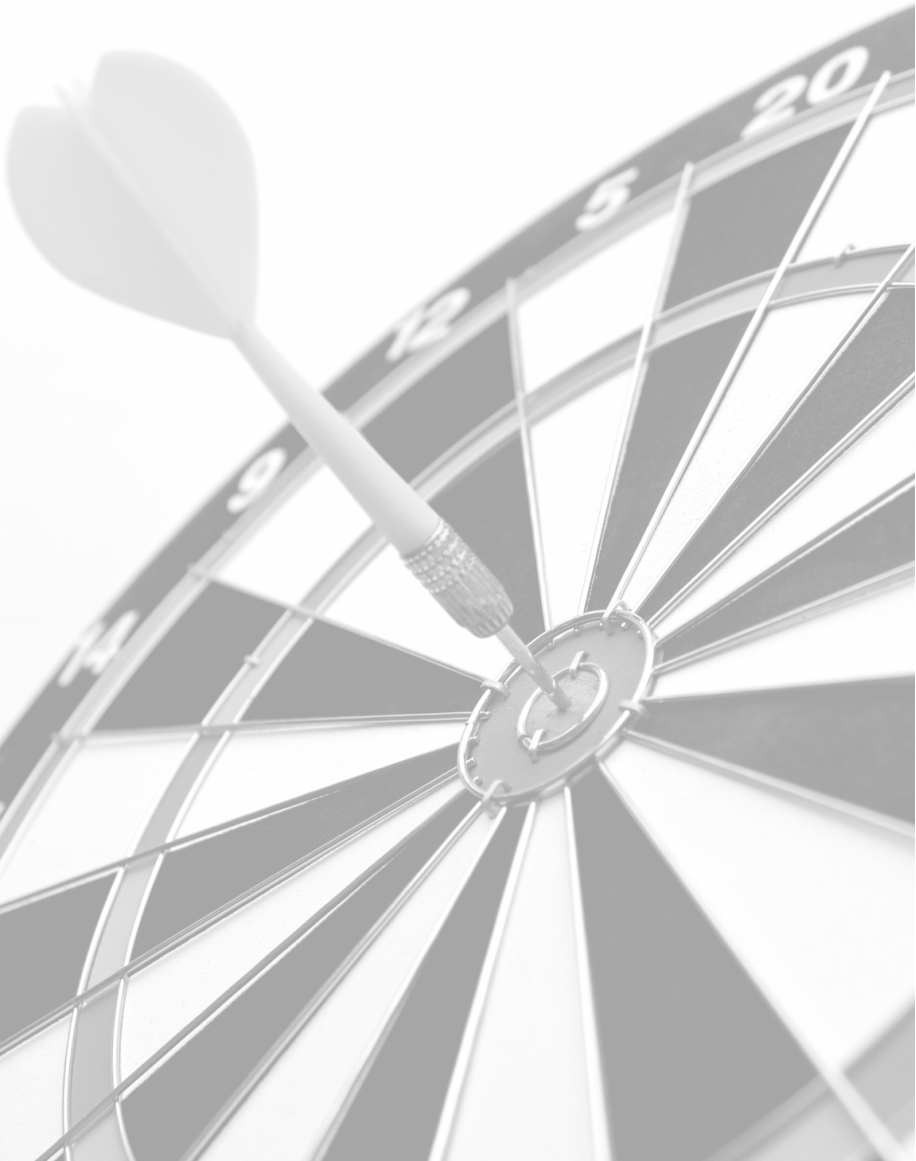


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Bethesda, MD 20814

# Agenda

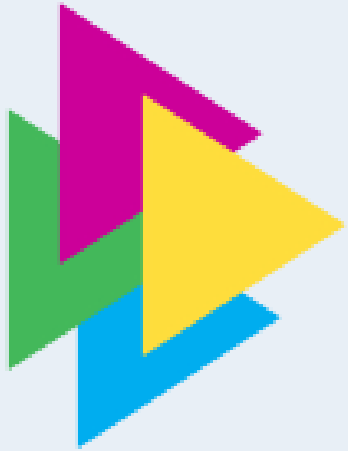
- › Welcome
- › Objectives
- › Bipartisan Safer Communities Act (BSCA)
- › Introduce and discuss the Centers for Disease Control's (CDC's) Mental Health Action Guide
  - Describing the key strategies for promoting mental health and well-being in schools
  - Considering promising practices and tools available to assist with the implementation of strategies
- › Panel Discussion
- › Questions, conclusion, and adjournment

# Learning Objectives



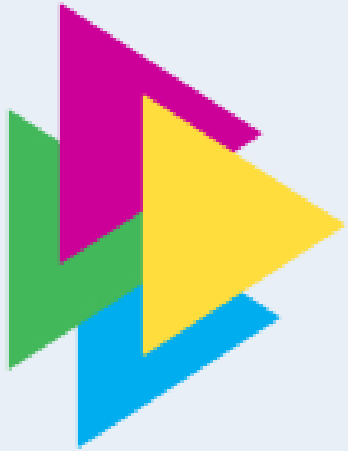
- › By the end of this webinar, attendees should:
  - Recognize the importance of addressing mental health within schools.
  - Identify strategies for promoting mental health and well-being in schools.
  - Describe additional considerations for implementing approaches that promote mental health in schools.
  - Locate tools and resources to support mental health promotion strategies in schools.

# The Bipartisan Safer Communities Act



- On June 25, 2022, President Biden signed into law the Bipartisan Safer Communities Act (BSCA).
- Title 34, Subtitle B, Chapter 3 includes a directive to CMS to provide additional guidance to States on Medicaid School-Based Services (SBS) to:
  - Increase access to Medicaid-funded school-based health services, including mental health services.
  - Reduce administrative burden.
  - Support Federal compliance with Individuals with Disabilities Education Act (IDEA) requirements, billing, and payment.
  - Ensure ongoing coordination and collaboration between the U.S. Department of Health and Human Services and the U.S. Department of Education (ED).
  - Provide information to State Educational Agencies (SEAs) and Local Education Agencies (LEAs) on how to utilize funding to ensure payment under Medicaid for assistance provided in SBS.

# The Bipartisan Safer Communities Act (cont.)



- For Medicaid SBS, BSCA specifically addresses:
  - Establishing responsibility for interagency coordination between State agencies.
  - Providing SMAs and SEAs with technical assistance necessary for them to access Medicaid to provide SBS.
  - Identification of the requirements that may be met through State statute or regulation, signed agreements, or other appropriate written methods.

# Today's Presenter

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## **Dr. Kathleen Ethier**

Director, Centers for Disease Control and Prevention  
(CDC) Division of Adolescent and School Health

# Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders

Dr. Kathleen Ethier, Director

**Centers for Disease Control and Prevention**  
National Center for Chronic Disease Prevention and Health Promotion

Division of Adolescent and School Health





# CDC Strives to Help Youth Be Healthy and Successful

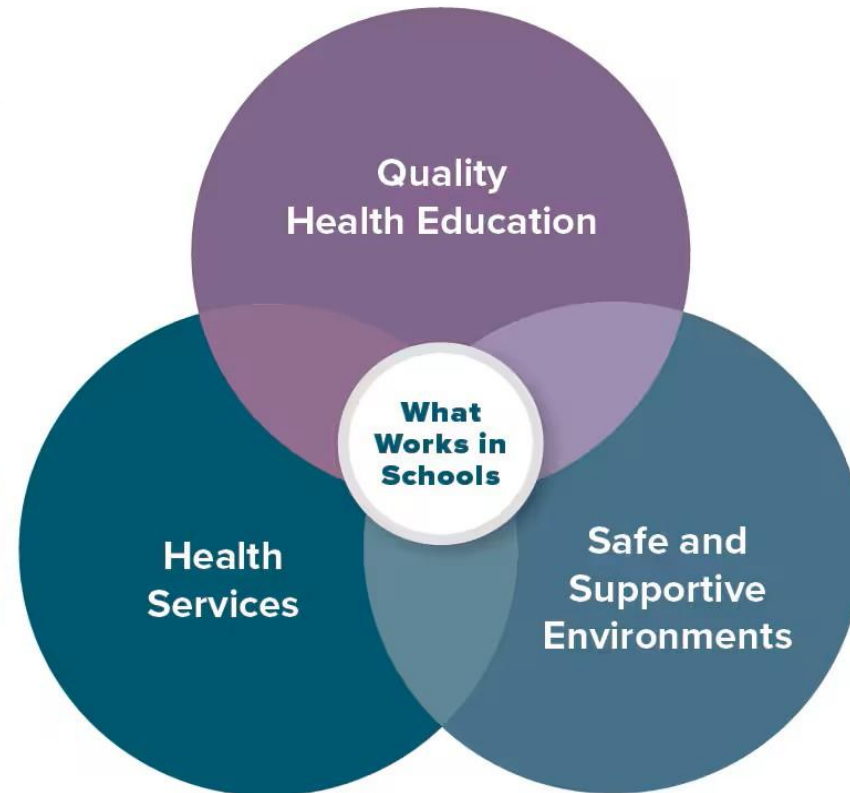
We envision a future where all young people in the U.S. are empowered with the knowledge, skills, and resources to support health and well-being.





# School-Based Prevention Strategies Are Effective

CDC funding helps schools implement **3 key strategies**








Improves  
Mental Health

Lowers  
Sexual Risk  
Substance Use  
Suicidality  
Violence

# Key Indicators of Adolescent Mental Health Are Worsening

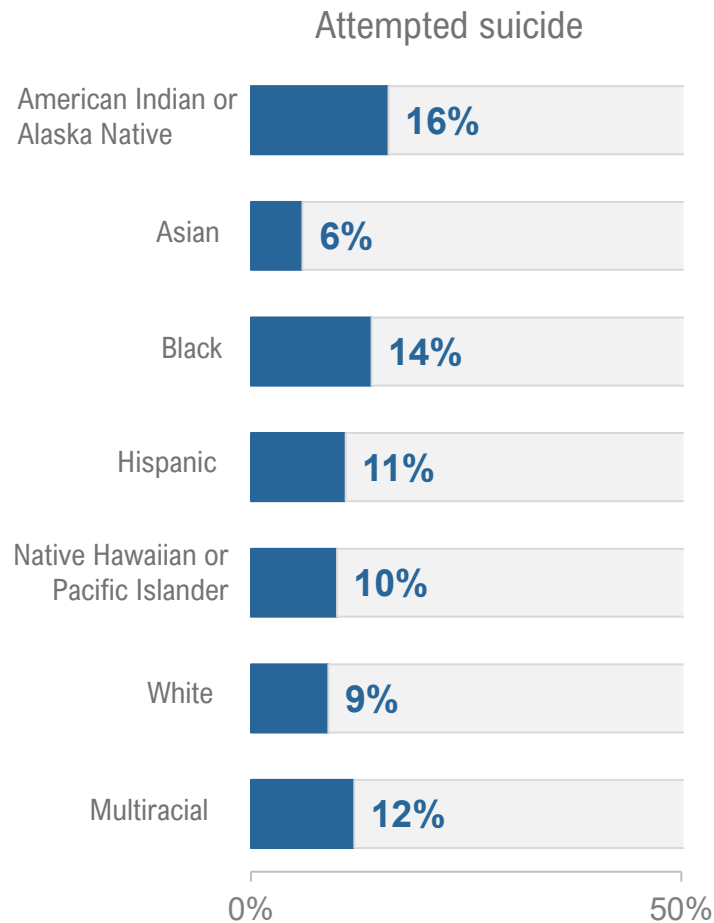
## LEGEND

	In wrong direction
	No change
	In right direction

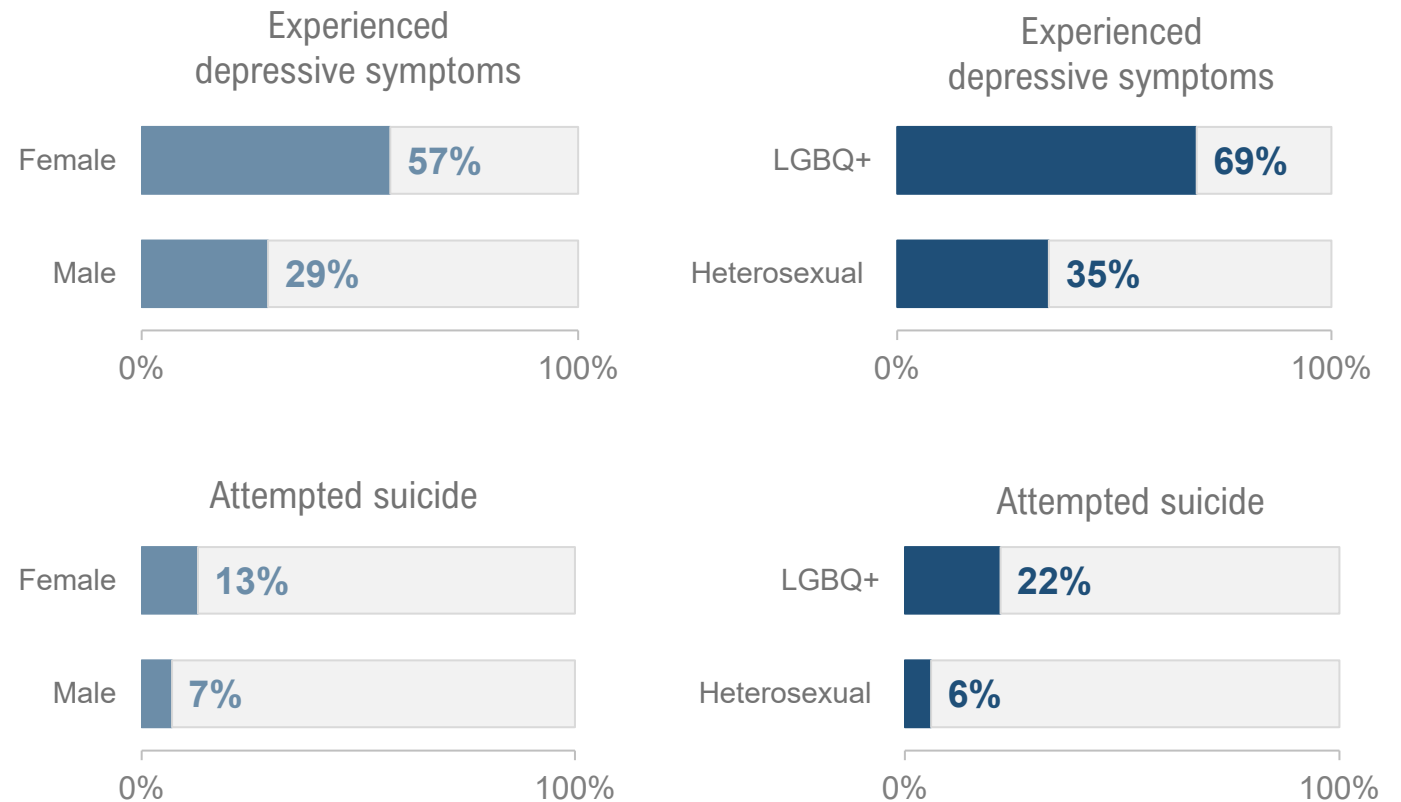
The Percentage of High School Students Who:*	2011 Total	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	Trend
Experienced persistent feelings of sadness or hopelessness	28	30	30	31	37	42	
Experienced poor mental health	–	–	–	–	–	29	–
Seriously considered attempting suicide	16	17	18	17	19	22	
Made a suicide plan	13	14	15	14	16	18	
Attempted suicide	8	8	9	7	9	10	
Were injured in a suicide attempt that had to be treated by a doctor or nurse	2	3	3	2	3	3	

# Mental Health and Suicidality – Data Snapshot

**Black students were significantly more likely to attempt suicide**



**Female and LGBTQ+ students experienced more depressive symptoms and suicidality than their peers**

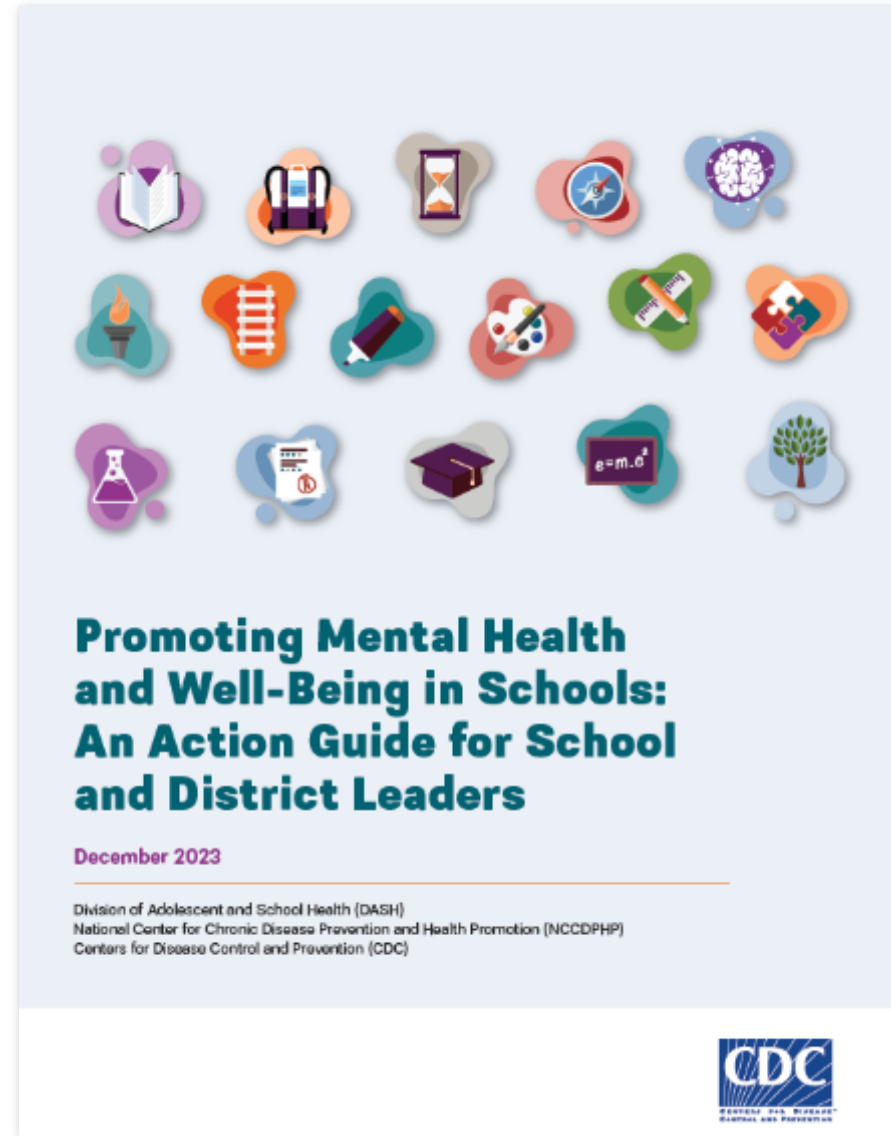


Source: National Youth Risk Behavior Survey, 2021



Because schools **reach 95% of youth** for most of their day, school-based strategies have the **potential to improve the mental health and well-being of all young people in the U.S.**

# NEW: Mental Health Action Guide for School and District Leaders

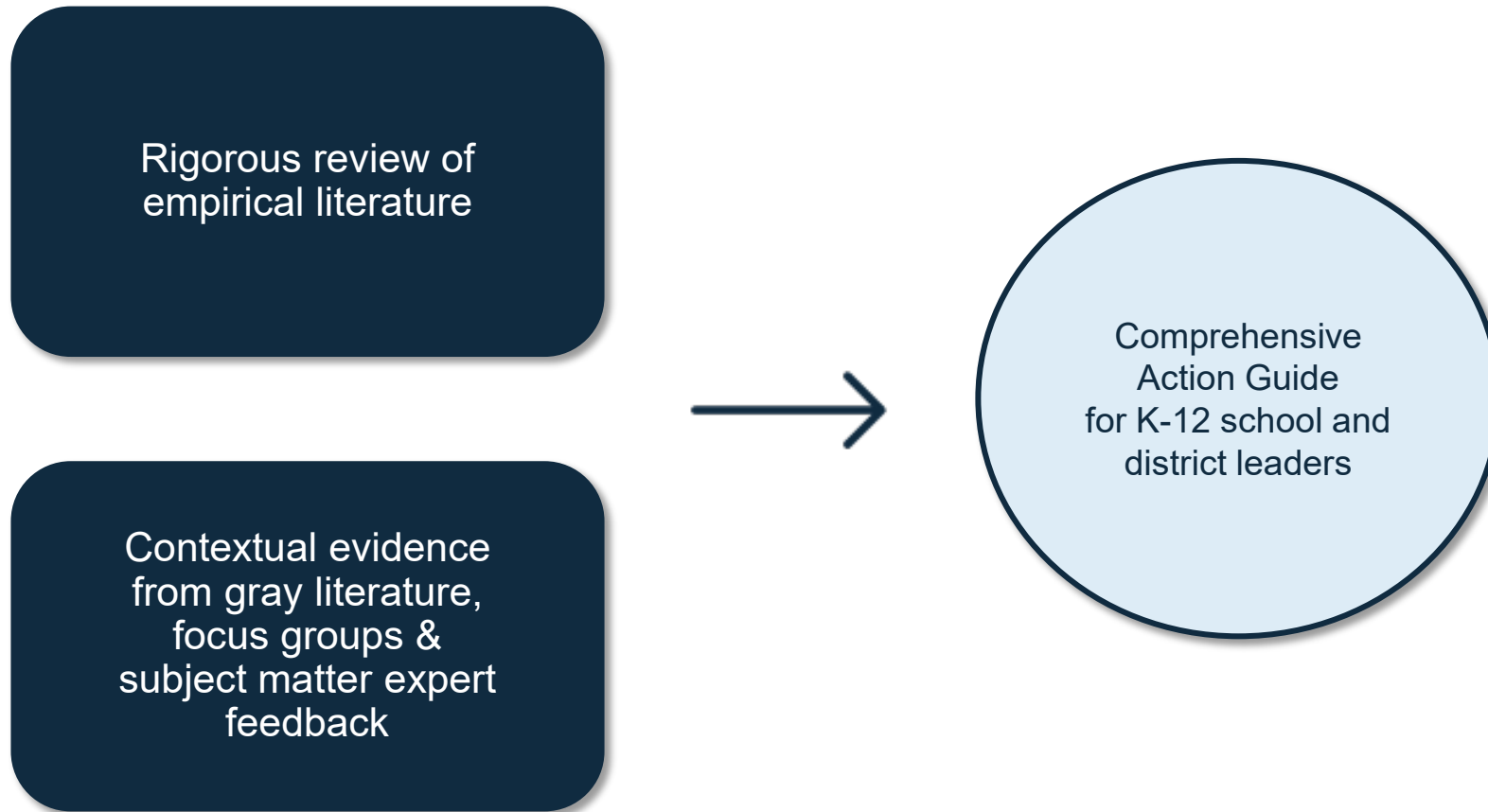


<https://www.cdc.gov/healthyyouth/mental-health-action-guide/index.html>



QR Code to Guide

# Developing the Guide



# What's Included in the Guide?

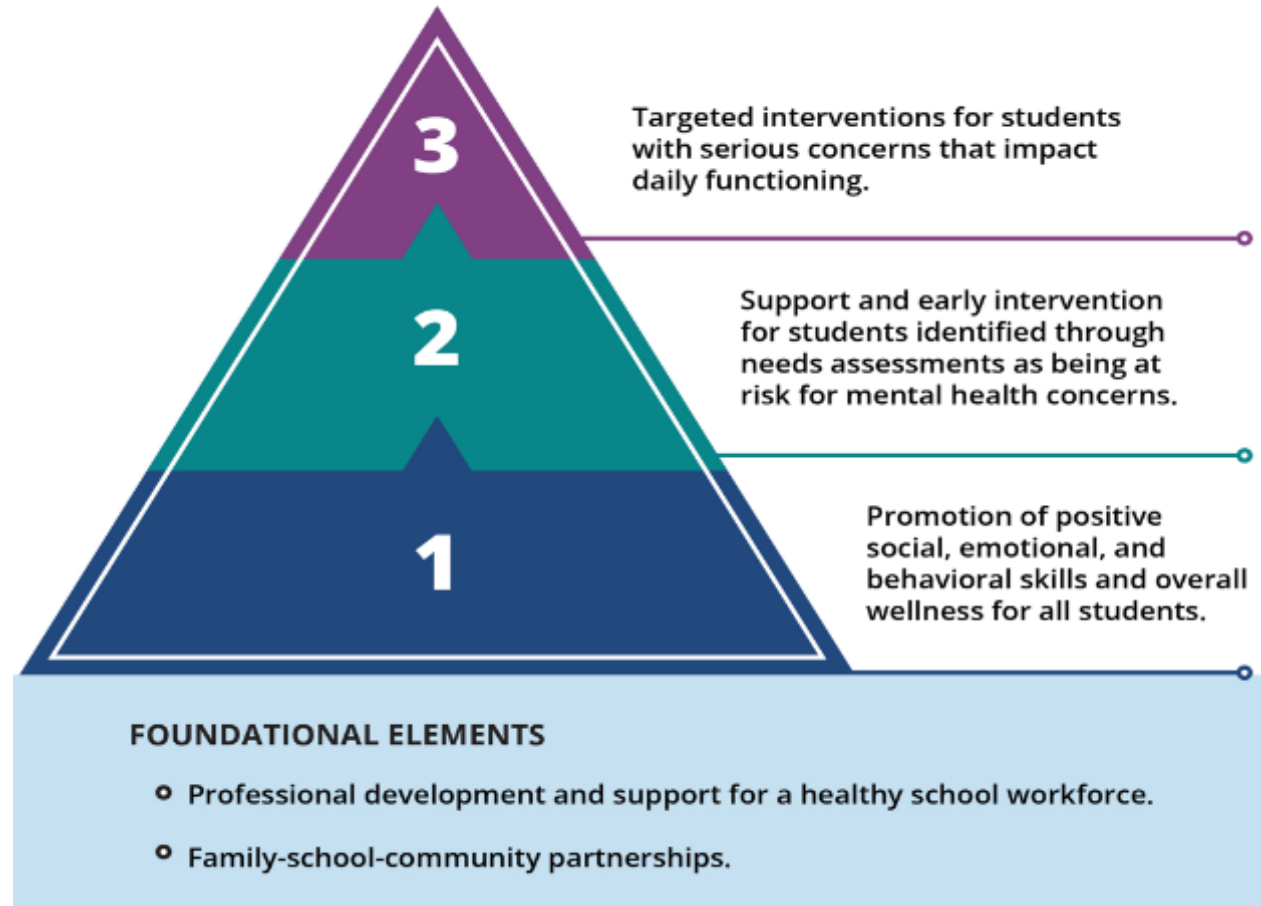
- 6 school-based strategies and supporting approaches for promoting students' mental health
  - **For each strategy**
    - Implementation tips
    - Principles for focusing on equity
    - Links to resources
  - **For each approach**
    - Evidence of impact on mental health related outcomes
    - Example programs to demonstrate approaches





# Multi-Tiered Systems of Support (MTSS)

Action guide strategies and approaches can align with schools' existing MTSS efforts




# Strategies for Promoting Mental Health and Well-Being in Schools




**Increase  
Students'  
Mental Health  
Literacy**




**Promote  
Mindfulness**



**Promote  
Social, Emotional,  
and Behavioral  
Learning**



**Enhance  
Connectedness  
Among  
Students, Staff,  
and Families**



**Provide  
Psychosocial  
Skills Training and  
Cognitive  
Behavioral  
Interventions**



**Support Staff  
Well-Being**



## Increase Students' Mental Health Literacy

### APPROACHES

Deliver classroom-based **mental health education** curricula

- Reduces stigma
- Improves knowledge & attitudes about mental health
- Increases likelihood of students asking for help

Implement **peer-led modeling** programs

- Improves coping skills
- Increases understanding of how to get help for mental health concerns



## Promote Mindfulness

# APPROACHES

Deliver classroom-based **mindfulness education**

- Increases positive coping behaviors and reduces negative coping behaviors
- Reduces anxiety and symptoms of depression

Dedicate time for students to **independently practice mindfulness**

- Decreases anxiety
- Increases resilience

Offer small group **mindfulness activities**

- Decreases stress, feelings of anxiety, and symptoms of depression



**Promote  
Social,  
Emotional, and  
Behavioral  
Learning**

## APPROACHES

Provide **classroom instruction** focused on building social skills and emotional development

- Improves mental health, well-being and resilience
- Decreases symptoms of depression and feelings of anxiety

Offer targeted education focused on **teaching social skills and emotional development**

- Decreases symptoms of depression, feelings of anxiety, and other symptoms of poor mental health



## APPROACH

**Enhance  
Connectedness  
Among Students,  
Staff, and Families**

Provide **relationship-building** programs

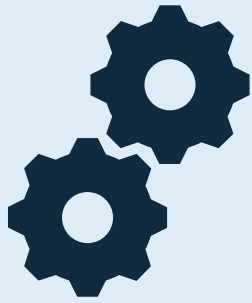
- Decreases symptoms of depression, feelings of anxiety, and other symptoms of poor mental health

Additional resource: [What Can Schools Do?: School Connectedness](#)

# Additional Activities to Increase School Connectedness

<b>Classroom Management</b>	<b>Service-Learning Programs</b>	<b>Mentoring Programs</b>	<b>LGBTQ+ Supportive Policies and Practices</b>
<p>Providing professional development on classroom management techniques, and policies and practices that support youth</p>	<p>Implementing school-based service-learning programs</p>	<p>Implementing school-based mentoring programs</p>	<p>Implementing policies and practices that support LGBTQ+ youth</p>





**Provide  
Psychosocial  
Skills Training  
and Cognitive  
Behavioral  
Interventions**

## APPROACHES

**Promote acceptance** and commitment to change

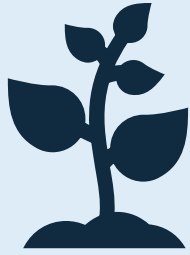
- Increases coping skills
- Decreases depression and physical symptoms of depression

Provide cognitive **behavioral interventions**

- Decreases anxiety, depression, and symptoms of post-traumatic stress

Engage students in **copng skills** training groups

- Increases coping skills
- Decreases anxiety and depression



## Support Staff Well-Being

# APPROACHES

Offer mindfulness-based **training programs**

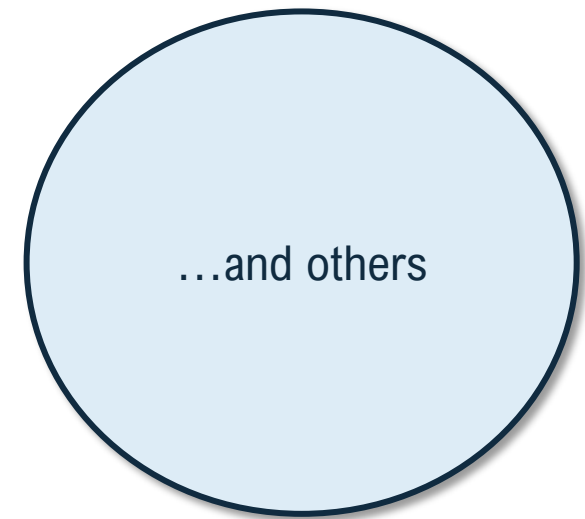
- Improves well-being
- Decreases stress, anxiety, and symptoms of depression

Provide therapeutic **resources**

- Decreases stress, anxiety, and symptoms of depression

# Promising Practices

- Approaches to promote nurturing and welcoming school environments may positively impact mental health and well-being. Schools can promote nurturing and welcoming environments through:



# **Additional Considerations for Implementation**

# Supporting the Diverse Needs of Students

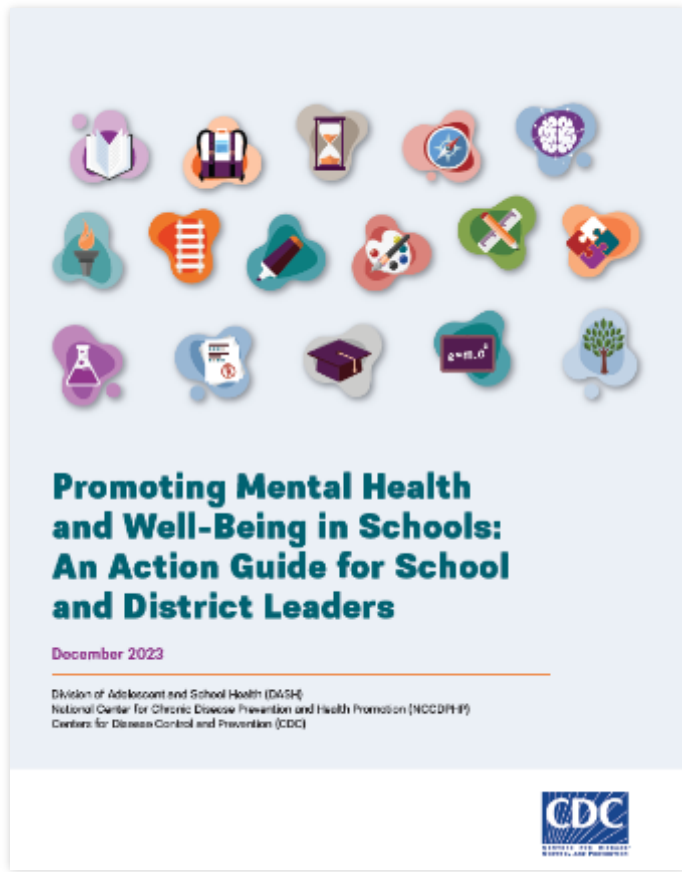
- Match programs to students' developmental needs.
- Incorporate culturally responsive information.
- Educate staff on the social, historical, and environmental inequalities that certain student groups face.
- Support and welcome students, especially those at higher risk of marginalization.
- Support school attendance by addressing factors that can contribute to absenteeism.
- Review school practices and policies to identify whether they might disadvantage specific groups of students.

# Using Comprehensive Assessment Tools

- Assessment data can help schools understand and improve both student and adult competencies, behaviors, and performance and increase accountability.
- Using student data to make decisions about the supports students need is a central component of MTSS.
- Screening can also help link students to needed services.



# Action Guide and Supporting Webpages



[https://www.cdc.gov/healthyyouth/mental-health-action-guide/pdf/DASH\\_MH\\_Action\\_Guide\\_508.pdf](https://www.cdc.gov/healthyyouth/mental-health-action-guide/pdf/DASH_MH_Action_Guide_508.pdf)

The image is a screenshot of a webpage from the CDC. The page title is "Promoting Mental Health and Well-Being in Schools: An Action Guide for School and District Leaders". The page is part of the "Adolescent and School Health" section. On the left, there is a navigation menu with options like "DASH Home", "About DASH", "Data & Statistics", "Communication Resources", "For Parents", "For Schools", "Funded Programs", "Health Disparities", "Mental Health", "Mental Health Action Guide", "Publications & Research", and "Resources for Adolescent Health". The main content area features a large photograph of two young women sitting at a table, looking at a document together. Below the photo, there is a section titled "At a Glance" which provides a summary of the action guide's purpose and content. The "At a Glance" section includes a table with two columns: "Audience" and "Goal".

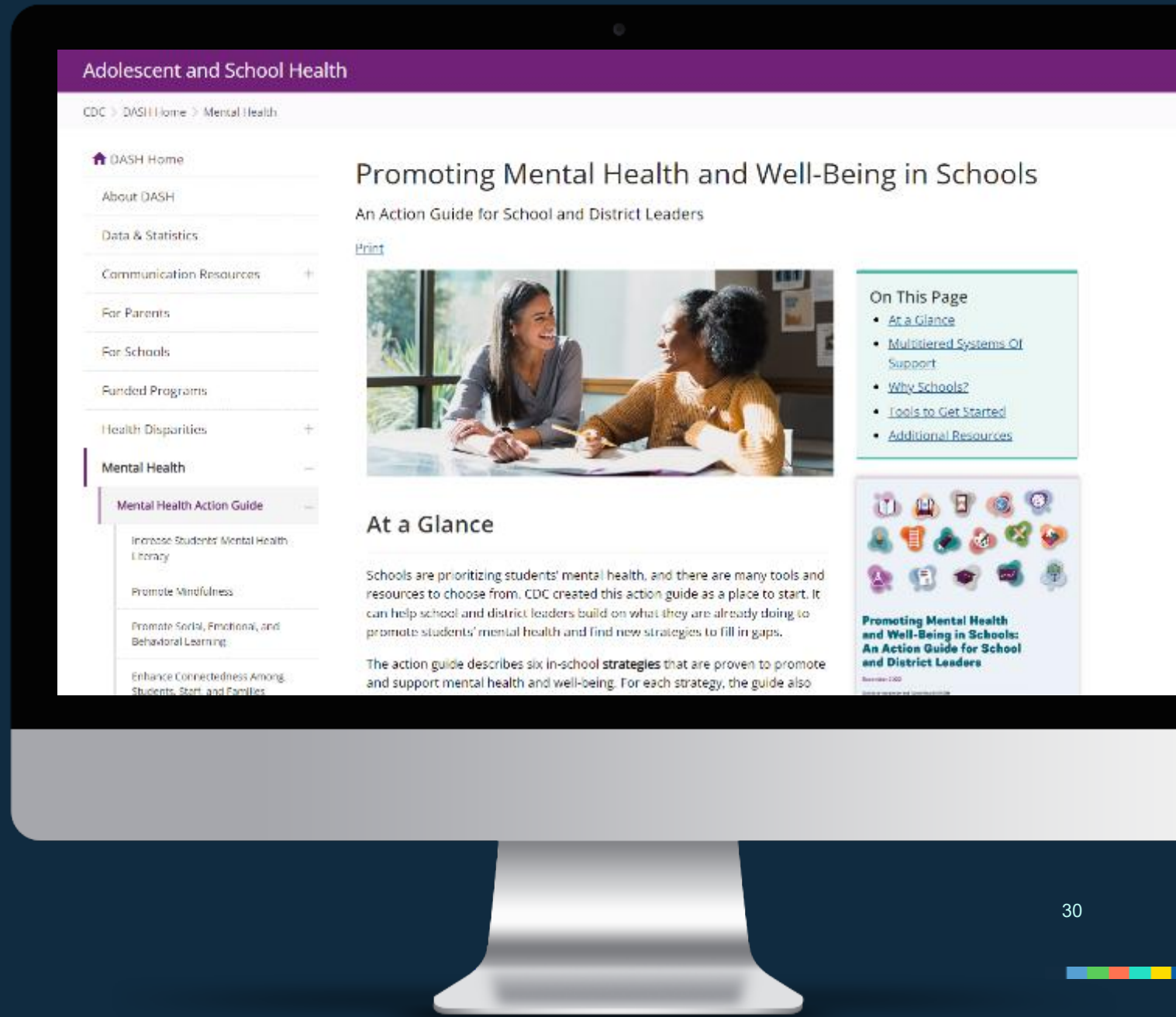
Audience	Goal
School and district leaders of kindergarten through 12th-grade schools (K-12), including principals and leaders of student support teams.	Provide school and district leaders with strategies, approaches, and practices that can improve students' mental health.

<https://www.cdc.gov/healthyyouth/mental-health-action-guide/index.html>



# Tools to Support Implementation

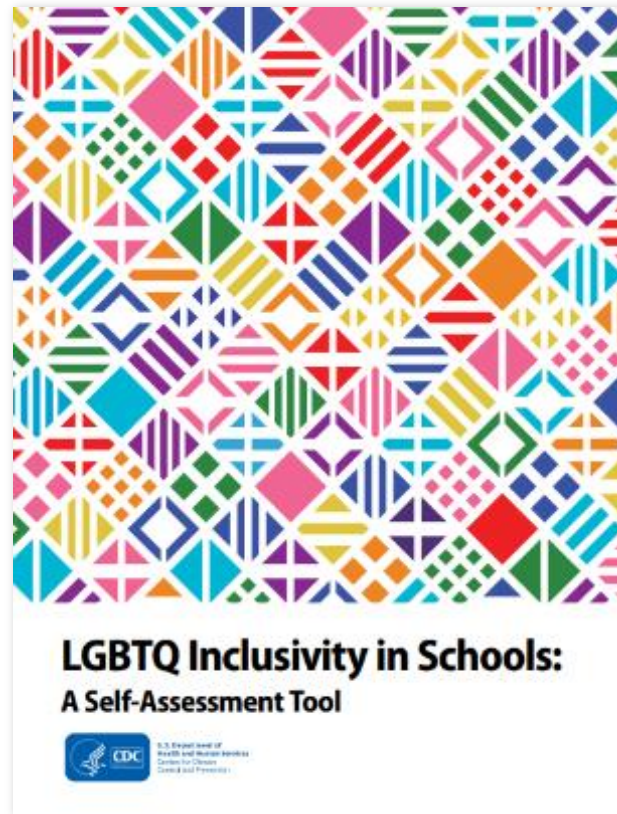
- How to Get Started resource
- Presentation and communication template



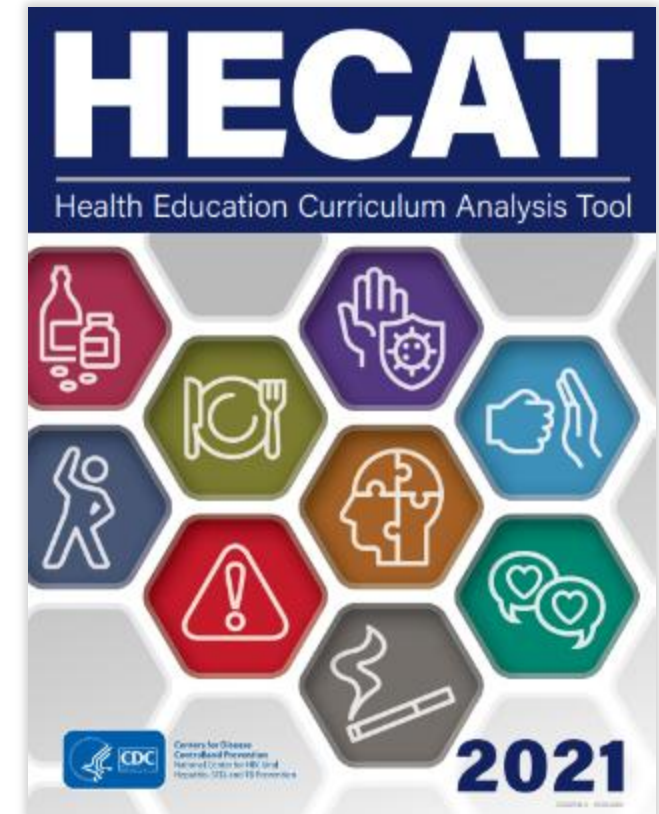
# Additional Resources



[https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBS\\_Data-Summary-Trends\\_Report2023\\_508.pdf](https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBS_Data-Summary-Trends_Report2023_508.pdf)



[https://www.cdc.gov/healthyyouth/safe-supportive-environments/lgbtq\\_youth.htm](https://www.cdc.gov/healthyyouth/safe-supportive-environments/lgbtq_youth.htm)



<https://www.cdc.gov/healthyyouth/hecat/index.htm>

# Panel Discussion



## **Dr. Kathleen Ethier**

Director, Centers for Disease Control and Prevention  
(CDC) Division of Adolescent and School Health



## **Geoff Genser**

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# Questions?

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