

Mental Health Promotion to Create the Conditions of Learning in Schools and Early Care and Education

First Meeting Goals:

- 1) Learn about the bidirectional relationship between mental health promotion and the conditions of learning.
- 2) Highlight evidence-based mental health promotion strategies and interventions that can promote the conditions of learning, based on research about the science of learning. For example, how can mental health promotion strategies improve classroom management and reduce the use of punitive approaches that are ineffective?
- 3) Determine if and how schools (preK-12) and early care and education are currently utilizing mental health promotion strategies to improve the conditions of learning, and identify the challenges and key gaps.
- 4) Analyze how any identified gaps can be filled in a way that is feasible to those in the education sector. For instance:
 - How can evidence-based mental health promotion strategies that improve the conditions of learning be made more accessible to educators? What are the best avenues to make this information available and actionable for those on the frontlines of education – pre-service trainings, professional development, curriculum development, policies/standards, early care and education licensing, parenting education, etc.?
 - What is the role of specialized instructional support personnel such as social workers and school psychologists?
 - Could special education be an important and useful early adopter of mental health promotion strategies that improve the conditions of learning?

First Meeting Outcomes:

- Brief meeting summary highlighting the science, evidence-based interventions, current efforts in schools and early care and education, and identifying the gaps and opportunities
- Inform the future deliberations of the National Collaborative on Education and Health