Governor's Playbook on MH: What's Missing?

If you haven't read it, you will appreciate much of what is discussed in ***Strengthening Youth Mental Health: A Governor's Playbook*** https://www.nga.org/youthmentalhealth/

> **As always, we approach such documents with a view to what's missing related to mental health *in schools*.**

While specific practices for school are proposed, the playbook only tinkers with the major role schools can play with respect to addressing a range of mental health concerns.

To understand why we say this, see our commentary recently requested by *EdSource* entitled:

> >***Let's stop tinkering and really change how schools address mental health***
> > https://edsource.org/2024/lets-stop-tinkering-and-really-change-how-schools-address-mental-health/719884

Also, see our article:

> >***Embedding Mental Health into School Improvement Policy and Practice.***
> > *Annals of Psychiatry and Mental Health, 8*(2): 1147-1154.
> > https://smhp.psych.ucla.edu/pdfdocs/embedding.pdf

As we continue to stress:

> Although schools clearly are not in the mental health business (their mission is education), they can play a significant role in addressing a broad range of mental health concerns as they pursue their education mission.

> Indeed, significantly reducing the equity and achievement gaps depends on schools working with their communities to

>   (a) address factors that interfere with learning and teaching
> and
>   (b) promote social and emotional development.

> To these ends, schools must move in new directions as they revitalize student/learning supports with limited budgets. See

> >*Student/Learning Supports: A Brief Guide for Moving in New Directions*
> > https://smhp.psych.ucla.edu/pdfdocs/briefguide.pdf

> >*Transforming Student and Learning Supports: Starting the Process*
> > https://smhp.psych.ucla.edu/pdfdocs/systemchangesteps.pdf