

Supporting the Whole Child: Connecting Brain Health, Systems, and Practice

A WSCC Framework for Practice and Collaboration

April 8th, 2026
Session 1



What This Series Is

- An ongoing, twice-monthly learning series
- Grounded in the Whole School, Whole Community, Whole Child (WSCC) framework
- Interactive and case-based (not just presentations)
- Designed for multiple disciplines and perspectives
- Focused on real-world practice and collaboration

A space to learn, share, and problem-solve together in support of the whole child



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Today's Session

- Welcome and series overview
- WSCC as a framework for supporting the whole child
- How this series is designed and what to expect
- Practice scenario and group discussion
- Questions and wrap-up



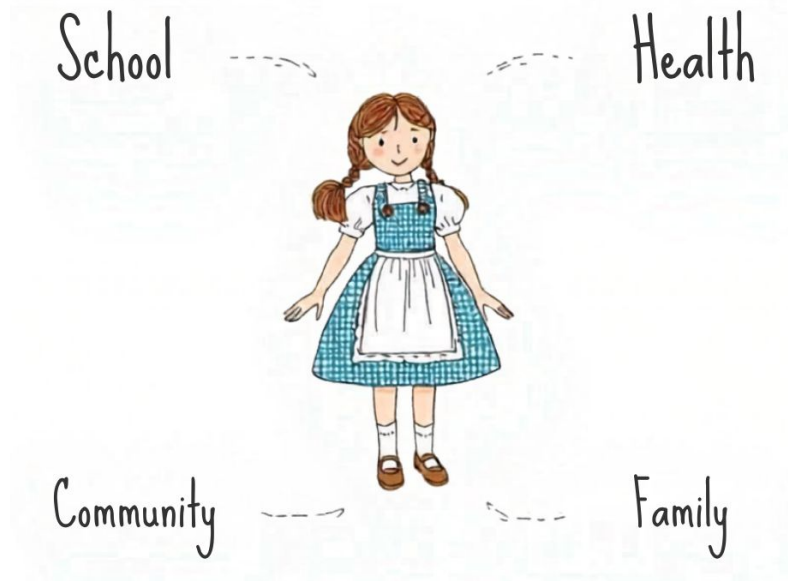
Learning Objectives

1. Describe the WSCC (Whole School, Whole Community, Whole Child) framework and its relevance to supporting children's health and development
2. Identify how multiple systems, including education, healthcare, families, and community organizations, contribute to whole-child outcomes
3. Explain how an interdisciplinary, case-based learning approach supports real-world application across settings
4. Describe the structure of the ECHO series and how to actively participate in ongoing sessions including case discussions and peer learning



Supporting the Whole Child: Where Do We Start?

A child's well-being is shaped by multiple, connected systems.



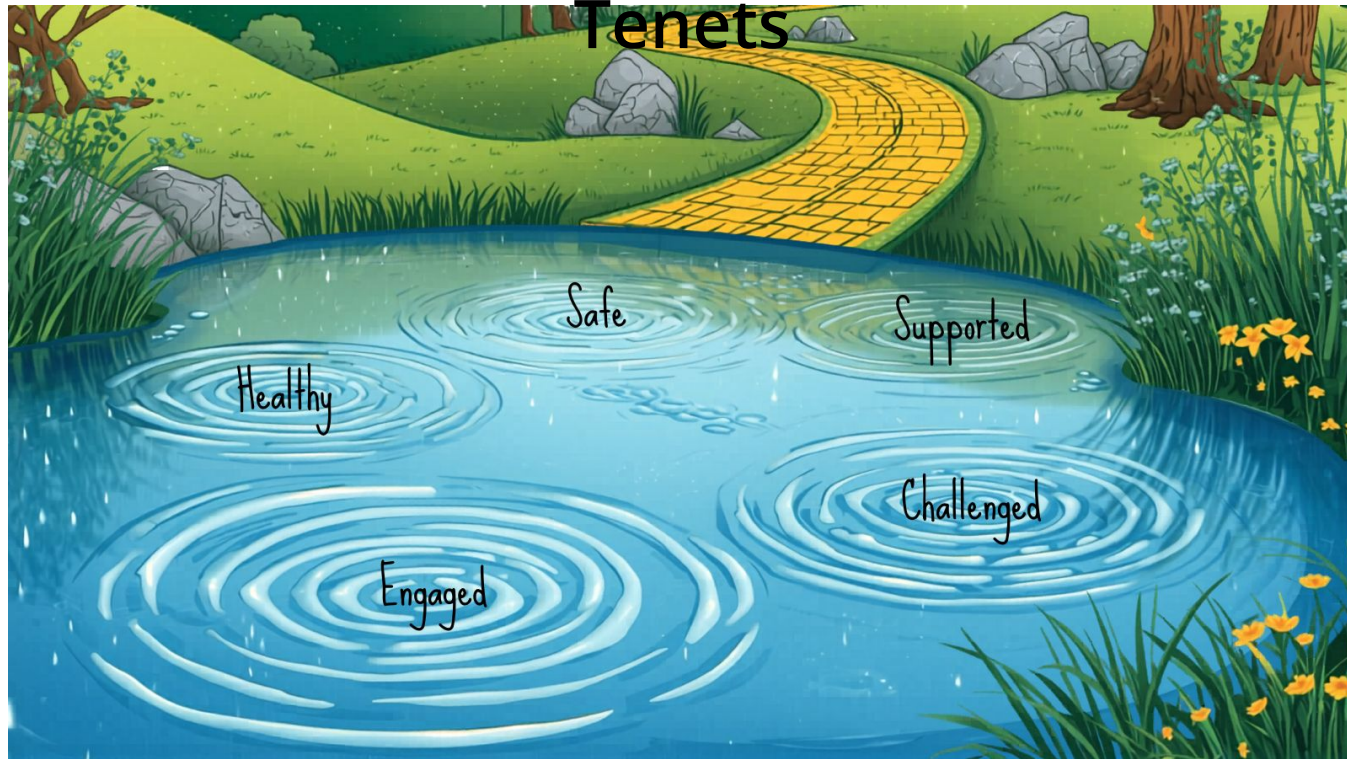
No single system sees the whole child.



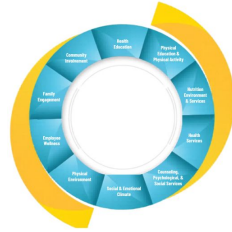
The **W**hole **S**chool, Whole **C**ommunity, Whole **C**hild (**W**SCC) Framework



What Every Child Needs to Thrive: 5 WSCC Tenets



How Systems Support: 10 WSCC Components



Academic Content

- Health Education
- Physical Education & Physical Activity



Services

- Counseling, Psychological & Social Services
- Health Services
- Nutrition Environment & Services
- Employee Wellness



Environments

- Social & Emotional Climate
- Physical Environment



Partners

- Family Engagement
- Community Involvement



Community as a Critical Layer of Support

- Schools don't operate in isolation. They are part of a broader community ecosystem.
- Strong community connections create the conditions for alignment and impact.





The Road is Built Together



Bringing It All Into Focus: A Familiar Story Can Help Us Remember a Complex Model

- Dorothy represents the whole child
- The pond ripples reflect the five core tenets
- The system components come to life through familiar roles:
 - The Scarecrow → learning and academic growth
 - The Tin Man → care, services, and support
 - The Cowardly Lion → safe and supportive environments
 - Toto → trusted partners and relationships
- Glinda represents the broader community—guiding and connecting the system
- The Yellow Brick Road represents the shared path forward



What This Means for How We Work



- Supporting the whole child requires coordination across systems
- Coordination does not happen automatically
- It requires **intentional structures for connection and learning**



Why We Designed This as a Learning Series

- Children's needs ripple across systems
- We often work in parallel, not together
- Traditional trainings are one-time and disconnected
- Real change requires ongoing, shared learning



We need a way to connect people, perspectives, and practice over time.





*Learning together,
applying in practice, and
growing in our work*

What This Will Look Like in Practice Each Session

- Brief, focused content to frame the topic
- Each session highlights key WSCC components
- Real-world case or scenario
- Discussion across disciplines
- Practical strategies you can apply right away



What This Series Builds Over Time

- A consistent space for connection and shared learning
- Stronger relationships across disciplines and systems
- Greater clarity in how the WSCC model applies to real-world practice
- Small changes that build into meaningful impact, systems-level impact



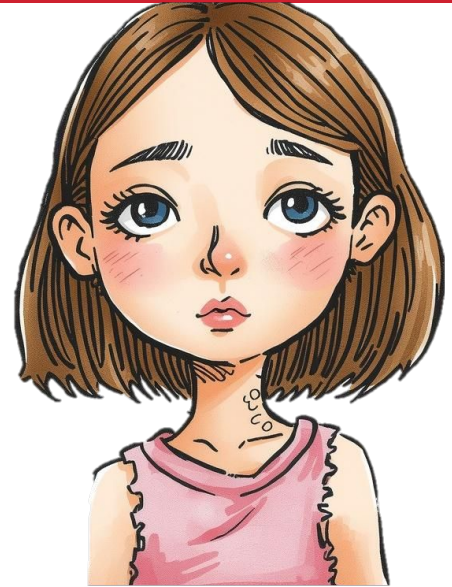
*Sustained learning that improves
outcomes for children*



Practice Scenario

A middle school student has recently been:

- Frequently absent
- Visiting the nurse with headaches and stomachaches
- Struggling academically
- Less engaged in class

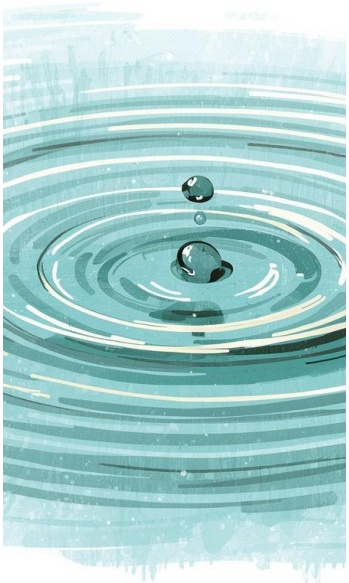


Discussion Questions

- What stands out to you in this scenario?
- What factors or systems might be influencing this student's experience?
- Which areas of the WSCC framework might be most relevant here?
- Who else should be involved in supporting this student?
- What is one step you might take in your role?



Today's Ripple



- Supporting the whole child requires connected systems
- WSCC provides a shared way to understand and respond
- Learning together strengthens practice across disciplines
- Small shifts can create meaningful impact



What's Next

Supporting the Whole Child

Supporting Youth Substance Use Prevention and Early Intervention in Schools and Communities

Join us April 30th at 12 PM CT with Carolyn Swenson & Hildie Cohen



Thank you!

