Mental Health Toolkit!

A Guide for Secondary School Educators

Rachel Chen
Grace Lee
Michelle Martinez
Amber Navarro
Chayanne Ramirez
Jasmine B. Romero
Charissa Schubert
Rachel Wiegand

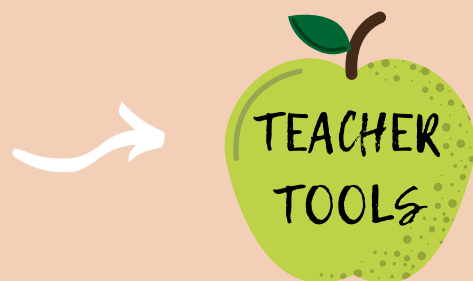CHAPMAN UNIVERSITY | Attallah College of Educational Studies

TABLE OF CONTENTS

As you make your way through this Tool Kit keep your eye out for this green apple labeled **"Teacher Tools."**. When you see this symbol it means that there is a complimentary resource in the Appendix or a student activity that is paired with that section! Enjoy!

TEACHER TOOLS

WHAT IS MENTAL HEALTH?

Mental health describes a person's level of emotional, psychological, and social well-being. Mental health is just as important as physical health (38)

Mental health makes a difference

Positive mental health allows students to...

- Have increased self-esteem
- Cope well with the stresses of life
- Achieve academic success
- Cultivate meaningful relationships
- Have more control over one's life
- Become goal-oriented (21)

Poor mental health can...

- Negatively affect academic performance
- Cause increased absences
- Hinder productivity
- Cause difficulty in forming meaningful relationships
- Cause depression , anxiety, and other mental illnesses
- Cause students to give up on goals or dreams (21)

Ways to Maintain Positive Mental Health (21)
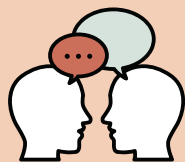
Counseling
Physical activity
Healthy diet
Adequate sleep
Connections with family and friends
Learning coping skills for dealing with stress
Keeping a journal
Participating in enjoyable activities

WHAT IS POSITIVE PSYCHOLOGY?

Positive psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. (32)

The study pf what makes life worth living!

FOSTERS...

RESILIENCE, HOPE, COMPASSION, CONFIDENCE, SELF ESTEEM

FOCUSES ON...

1. Increasing positive emotions and optimism
2. Building on individual strengths and traits
3. Applying positive psych principles to improve institutions, such as schools!

KEY LESSONS FROM POSITIVE PSYCHOLOGY

Feel free to use one or many of these tips to supplement your current self-care routine

As educators it is imperative to prioritize self care!

Gratitude (32)
- Keep a gratitude journal. Write down 3 things you are grateful for each day
- Write a letter of gratitude to a friend or loved one

Kindness/Service (32)
- Perform an act of kindness, small or large, once a week
- Volunteer to do community service, invite students if possible

Optimism (32)
- Practice purposefully using optimistic thinking often
- In the morning, write down 3 positive thoughts or affirmations

WHAT IS WELLNESS?

<u>Wellness</u> is an active process through which people become aware of and make choices toward, a more successful existence.

Wellness Tools

National Wellness Institute offers FREE tools, exercises, meditations, and resources are for personal development and to assist wellness professionals, coaches, and students in opening a dialogue about personal fulfillment within each of the Six Dimensions of Wellness. Click the link: https://nationalwellness.org/resources/free-wellness-tools/

Activities designed to help you take care of yourself/your students and manage stress

Mindful Movement
Search for a basic yoga or movement practice that you can follow along with to spend time stretching and breathing.

Mindful Eating: Healthy Snacks
Find a simple recipe online and spend time in the kitchen preparing yourself a nutritious meal. When you finish, take a photo of your creation and share it with class

Mindful Listening: The Magic of Music
Find or create a playlist that makes you happy. Spend time by yourself listening to music that brings you joy or makes you feel better about life.

Quiet Moments
Find a quiet spot in your home or outside. Make yourself physically comfortable. Set a timer for 3-5 minutes. Close your eyes and focus on your breathing. Try to clear your mind of thoughts. Each time a thought enters your mind, let it go. Immediately following your reflection, spend a few minutes journaling.

Check out Appendix A for a self-care assessment just for you!

TEACHER TOOLS

WHAT ARE SOME COMMON DIAGNOSES WE SEE IN SCHOOLS?

You know that you will come across students with different kinds of diagnoses, but you may be wondering...

"What do they look like in my classroom?"

Each box below describes symptoms/behaviors you may see IN YOUR CLASSROOM specific to each diagnosis. Children often present these diagnoses differently than what we typically would see in adults, or outside of a school setting. Therefore, if you are looking out for the "typical symptoms", you may not see them. We suggest you keep a copy of these symptoms somewhere you look frequently to serve as a reminder (2).

Remember...

You are in the unique position to get to know students in your classroom and notice changes in their behavior. You know them better than any other staff member. Don't underestimate yourself!

Attention Deficit Hyperactivity Disorder (ADHD)

- Difficulty sustaining attention in lectures, assignments, readings, classwork
- Difficulty completing work accurately and being attentive to details
- Difficulty keeping materials together & meeting deadlines
- Difficulty remaining in seat and sitting still
- Difficulty talking when appropriate (talks excessively, blurts out answers before appropriate, & interrupts others while talking) (2)

Depression

- Sad, irritable, or agitated mood most of the day, every day
- Loss of interest in activities typically enjoyed (sports, clubs, hanging out with friends)
- Abnormal sleep (too much or too little), may dose off in class
- Changes in eating (eating too much or too little) & change in weight
- Loss of energy; always feeling tired
- Difficulty concentrating & making decisions
- Feeling worthless & guilty (these thoughts may be exhibited in journals)
- Thoughts of death, suicide, or attempts to commit suicide (these thoughts may be exhibited in journals) (2)

Anxiety

- Abnormal worry & fear over assignments, tests, school in general, the future
- Feeling irritable and angry (disagreements with peers)
- Difficulty falling asleep at night (appear more tired or dose off in class
- Difficulty concentrating at school
- Physical symptoms like headaches, muscle tension, and stomachaches
- Student can feel heart pounding, have trouble breathing, feel dizzy, shaky, or sweaty (may ask to visit nurse more frequently) (2)

Autism Spectrum Disorder (ASD)

- Difficulty with social communication and social interaction in lots of different environments
- Restricted, repetitive patterns in activities, interests behaviors
- The characteristics will typically show up early in childhood when a student is very young, and can impact their life in a variety of ways such as socially, in school, at work, in the community or at home
- ASD is a spectrum. This means that the characteristics and behaviors of two people, both with ASD, might be very different from one another (2)

Specific Learning Disorder

- Difficulty learning or using academic skills
- This difficulty last over an extended period of time
  (at least 6 months)
- Despite getting help from teachers, peers, or
  family members, difficulties with learning or using academic skills do not get better
- Might struggle with a variety of skills and subjects such as reading, writing, or math
- Difficulties learning usually start when a student
  begins school, but sometimes might not become obvious until that student get a little older (2)

Other

- There are many different conditions and needs that a student might have as it relates to their mental health
- Sometimes these are conditions that students might need help with when they are young, and sometimes the conditions do not arise till they are older
- It is important to keep in mind that many mental conditions are "invisible." We might not know if students have different mental health needs if they are not showing symptoms at school. This is one reason why school-home communication is so important!
- While these are the common features of common conditions, experiences vary! (2)

You've noticed some of these behaviors or symptoms. what do you do next?

1. It is important to remember that seeing these symptoms doesn't automatically mean a mental illness it present. Nonetheless, consult with your school counselor, school psychologist, or other mental health providers to discuss next steps. *See "Go to This Person When..." (p.16)* for more information on who to see for help and when.

2. For more intensive support, fill out the Mental Health Counseling Referral Form *(Appendix B)*.

TEACHER TOOLS

CULTURAL DIVERSITY FACTORS

As our communities become increasingly more diverse and multicultural, so do our classrooms.

A **culturally responsive** lens helps our students grow in their understanding of and empathy for diverse peer groups (13).

Promotes **a school climate of inclusivity** and prepares students to join diverse communities beyond secondary education (21).

ALL KINDS OF FAMILIES
There are many different kinds of families. I can't draw them all on this page; it's impossible! What is your family like?

©Elise Gravel

DRAW YOURS HERE

Educators today hear a lot about gaps in education – achievement gaps, funding gaps, school-readiness gaps. Still, there's another gap that often goes unexamined: the cultural gap between students and teachers (21).

Cultural meanings, habits, and traditions can also contribute to either stigma or support in the social and familial response to mental illness (2).

Culture may influence acceptance or rejection of a diagnosis and adherence to treatments, affecting the course of illness and recovery (2).
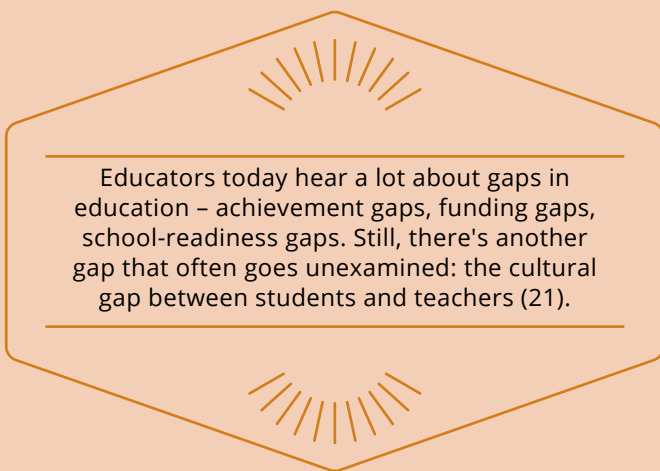
Exploring important definitions

- **Cultural syndrome** is a cluster or group of co-occurring, relatively invariant symptoms found in a specific cultural group, community, or context (e.g., *ataque de nervios*) (2).
- **Cultural idiom of distress** is a linguistic term, phrase, or way of talking about suffering among individuals of a cultural group (e.g., similar ethnicity and religion) referring to shared concepts of pathology and ways of expressing, communicating, or naming es sential features of distress (e.g., *kufiingisisa*) (2).
- **Cultural explanation or perceived cause** is a label, attribution, or feature of an explanatory model that provides a culturally conceived etiology or cause for symptoms, illness, or distress (e.g., *maladi moun) (2)*.

Activities for Awareness

Icebreakers that build community
Name Stories

Students will write a short story about their name:

Who gave you your name? Why?
What is the ethnic origin of your name?
What are your nicknames, if any?
What do you prefer to be called?

Encourage them to have fun and share as they feel called to!
In small groups of 5-6 have students share the story of their name or a memory. Encourage volunteers to share to the class.

Once students have shared ask the class:
How did it feel to share their story?
How did it feel to hear about their peers?
Why is this learning experience important?

(18)

Seek out established community organizations

If you're teaching in a community you're still learning about, don't be afraid to bring the community to your classroom! Connect with local organizations who champion for social justice and equity

Visit
resilienceoc.org/
ocjusticeproject.org/

Bring Social Justice to life in the classroom!

Teaching Tolerance film kits are FREE for use in K–12 schools, schools of education, public libraries, houses of worship and youth-serving nonprofit organizations

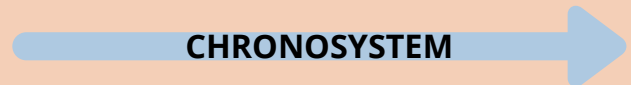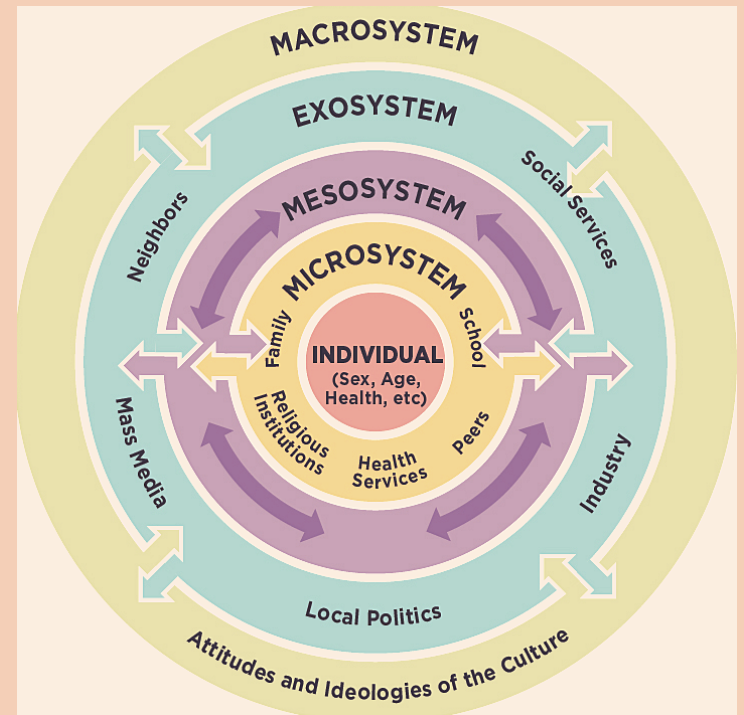**Visit** https://www.tolerance.org/classroom-resources/film-kits

WE ARE ALL MEMBERS OF MANY SYSTEMS

Overview: Psychologist Urie Bronfenbrenner's Ecological Theory suggests that people develop in and are influenced by their surrounding settings and experiences within those settings (8).

Why are systems important for educators to consider?
Understanding our students as members of many systems can provide us helpful context and insights into who they are individuals, factors that might be impacting them, and what they need from us to learn (6).

MACROSYSTEM

EXOSYSTEM

MESOSYSTEM

MICROSYSTEM

Neighbors

Social Services

Family

School

INDIVIDUAL
(Sex, Age, Health, etc)

Religious Institutions

Mass Media

Health Services

Peers

Industry

Local Politics

Attitudes and Ideologies of the Culture

CHRONOSYSTEM

The **individual's** characteristics are always considered; however, characteristics alone do not dictate an individual's experience with their surroundings (6, 8).

The **microsystem** is the immediate environment an individual interacts with including immediate relationships (e.g. school. family, peers) (6, 8).

The **mesosystem** explains the relationships between the child's microsystem, or "inner circle" (e.g. how school and family interact) (6, 8)

The **exosystem** includes environments the individual is not directly involved with, but affects their experiences anyway (e.g. parent workplace, community) (6, 8).

The **macrosystem** involves the institutions and influences the individual interacts with (e.g. educational systems, systems of law or government) (6, 8).

The **chronosystem** embodies the concept of time and how these systems evolve over time. The era in which one grows up in influences their development (6, 8).

Make Your Own Eco Map!

Directions: Invite your students to reflect on the systems within their own lives by creating their own EcoMap (*see Appendix C for sample worksheets*).
Once the Eco Maps are complete, consider using the questions below as prompts for discussion, pair-sharing, or reflective writing.

Eco Map Prompts (6)

Regarding Self:
What do you consider to be your strengths?
What types of plans/hopes/dreams do you have for the future?
Whom do you admire? What do you admire about them?
What behaviors do you have that you like/do not like?
Can you describe some of the challenges you have of being you?

Regarding Interactions with Community and Friends:
How important are your friends – are they more or less important than your family?
What organizations do you belong to or participate in?
What are some of your favorite pass times or what do you do when you "hang out"?

Regarding Family:
When I mention the word family to you, what comes to mind? Can you describe briefly the members of your family?
Do you get along with your family members? Is there one member of the family who influences
you the most (positively)? Is there one family member who influences you in a negative way?
What is the language your family uses at home?
Are there challenges you/your family face?
What customs/holidays does your family celebrate or not celebrate?

Regarding School:
Do you go to school now?
Do you have a degree or certificate?
What do you want to do when you finish school?
Is education important for achieving your goals?
Is school a positive experience for you? Negative?

> **Need an alternative?**
> Short on time but want to learn more about the systems in your students' lives? See Appendix D for the **"I Wish My Teacher Knew"** activity (37)!

TEACHER TOOLS

> **"There are three parts to good health: physical health, mental health, and social well-being."**
>
> The World Health Organization
> (WHO)

Fifty percent of mental illness begins by age 14

AMERICAN PSYCHIATRIC ASSOCIATION (APA)

NO ONE IS HURT BY AN EVALUATION, AND IT CAN PINPOINT THE NATURE OF A PROBLEM AND QUICKLY GET YOU STARTED ON FEELING BETTER (10).

Teachers and other educators have a unique role to play both in promoting mental health, and in identifying students who are at possible risk (34).

Red Flags Checklist for Students

⚠️ Significant decrease in school performance

⚠️ High absenteeism

⚠️ Trouble paying attention and concentrating

⚠️ Big changes in energy levels, eating, or sleeping patterns

⚠️ Physical symptoms (stomach aches, headaches, backaches)

⚠️ Feelings of hopelessness, sadness, anxiety, crying often

⚠️ Substance abuse

⚠️ Seeing or hearing things that others do not

(3)

Web Resources for Teachers to Support Students with Red Flags
http://socialanxietydisorder.about.com/od/copingwithsad/a/teachingstudents.htm
http://www.kidsmatter.edu.au/families/mental-health-difficulties/depression/depression-suggestions-teaching-staff

STATISTICS

About four million 9- to 17-year-olds have a major mental health disorder resulting in significant impairment at home, at school and with peers, according to a report of the Surgeon General's Conference on Children's Mental Health. At least **one in five** children and adolescents has a mental health disorder, and **one in 10** has a serious disorder. **Mental health disorders affect students' ability to succeed in school both academically and socially** (11).

Depression, Anxiety, Behavior Disorders, by Age
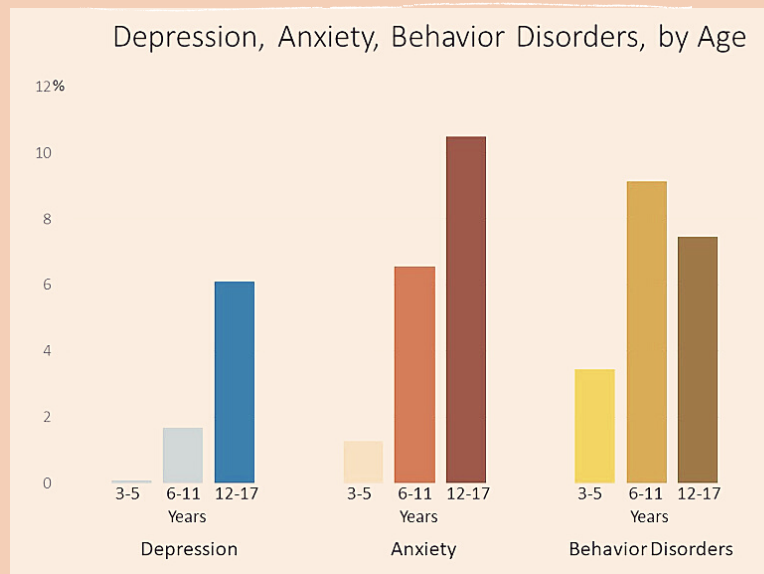
(11)

1in 5
teens has had a serious mental health disorder at some point in their life.

(41)

50%
of all **mental illnesses** begin by age **14**, and **75%** by the **mid-20s**

(41)

The more risk factors adolescents are exposed to, **the greater the potential impact** on their mental health. Factors that can contribute to stress during adolescence include **a desire for greater autonomy, pressure to conform with peers, exploration of sexual identity, and increased access to and use of technology.**

(1)

STATISTICS
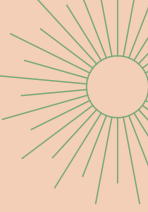
Children with mental health and learning disorders face frequent **discipline** and school **failure**, which can lead to problems later in life. These trajectories can be corrected, but only with **recognition** and **intervention**.

(24)

Suicide is the **2nd** leading cause of death among children from ages 12-17

70% of adolescents with mental health needs **do not** receive proper treatment

(40)

Mental illness is **treatable** and suicide is **preventable**

(38)

Mental health issues affect up to **20%** of students in the U.S.

Students with a mental disorder are **3x** more likely to be arrested

(40)

RISK FACTORS

The following list includes common factors that may increase a student's risk of developing a mental Illness

*Please note that this list is not exhaustive
*Students with one or more of these characteristics may need extra support to offset their increased risk

INCREASED RISK FACTORS

- Students who have suffered emotional and/or physical trauma such as..
  - students experiencing grief
  - students with incarcerated parents
  - students who have been physically or emotionally abused
- Students from the LGBTQ+ community
- Students with insecure housing
- Students in foster care
- Students with other adverse family climates (e.g., stress, divorce, substance abuse, exposure to poverty conditions)

(4)

Educators can help offset this Risk!

- Build a positive and supportive relationship with these students
- Offer group counseling sessions related to these topics
- Provide referrals to school and community resources

(4)

"Mental health promotion and prevention interventions strengthen an individual's capacity to regulate emotions, enhance alternatives to risk-taking behaviors, build resilience for difficult situations and adversities, and promote supportive social environments and social networks" (WHO, 2020). (43)

Early intervention through school based supports is crucial for students facing mental health challenges and requires a systems approach to mental health.

HOW DO SCHOOLS PLAY A ROLE?

Administration
support needs of all school-based mental health specialists (26)

School Counselors & School Psychologists
support students, families, and teachers in academic and emotional success (26)

School-based Social workers
behavioral and classroom support, consultation with teachers, parents, and administrators (32)

Teachers & Educators
support and early detection of students at risk for mental health problems (26)

School Nurse
provide empathy, compassion, understanding and safe spaces (24)

Coaches
supportive role in ensuring their players stay safe and healthy (24)

Prevention

- Screening
- Tier 1 Supports
- School Climate Scale
- Staff Training
- Program Implementation
- SEL Curriculum
- Health and Sex Education
- Promoting Mental Health Awareness (Suicide Prevention, Anxiety, etc.)
- Lessons on mental health topics (26)

Intervention

- Referrals to Community Mental Health Services
- Individual Counseling
- Tier 2 Supports
- Tier 3 Supports
- Small Support Groups
- Developing IEPs and 504 Plans
- Parent Conferences
- Campus Collaboration With Outside Services
- Behavioral Assessments (26)

WHO PLAYS A ROLE?
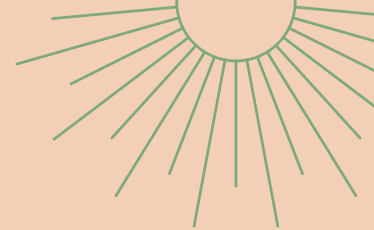
Administrators

School Psychologists & Counselors

Students

Teachers

Parents

Community Providers

YOU play a very important role in your students' mental health.

Students arguably spend the most amount of time at school with their teachers. You know them better than any other adult on campus. Below are some of the roles you take on (Hint: you probably do a lot of this already without even realizing!):

- Build & maintain relationships with your students
- Help ensure a positive, safe classroom and school environment
- Promote social and emotional competency
- Attend grade level team and student problem solving meetings (SST's) to collaborate on and monitor students who are struggling
- Consult and collaborate with the mental health professionals at your school
- Allow students time and space to calm down when angry or stressed (*See Appendix J for Calm Down Kit ideas*)
- Familiarize yourself with suicide risk factors and warning signs so you know when to reach out for help (p. 13)
- Familiarize yourself with the referral process to refer students for mental health services. (*See Appendix B for the Mental Health Counseling Services Referral Form*)

START EARLY

To support your students' mental health, you first have to build a relationship with them. Here are some suggestions on how to get to know your students early on:
- Send a **questionnaire home** to the family of your students to learn more about them, their child, and their goals for their child's education and future. *See Appendices E-F for a sample questionnaire in English and Spanish*
- Have students complete the **"I Wish My Teacher Knew.."** worksheet. *See Appendix D*
- **Icebreakers**! We know you have some of those up your sleeve!
- Integrate a **"Feelings Check In"** as part of your classroom routine. This could be as simple as having students rate how they feel on a scale of 1-5 using their fingers, or going around the room and sharing one word that describes them that day.
- Consider a start of week check-in activity: See some examples in *Appendices G-I*

TEACHER TOOLS

GO TO THIS PERSON WHEN...

Each school community member offers a unique perspective and expertise in supporting our students' mental health needs. Below are a few examples of the different supports that you can expect from various stakeholders. Remember--each school community may vary in terms of a staff member's role, but the ideas below should give a sense of what you can likely expect from colleagues and community members, and who to reach out to for assistance!

School Psychologist

- If a student's mental health needs are impacting their behavior and you need consultation on in-classroom supports
- A student has expressed (directly or through schoolwork) thoughts of hurting themselves of others
- To discuss counseling services related to an IEP

Counselors

- You want support in checking in with a student who seems upset or disengaged
- To recommend a student for a specific group (e.g. social skills, grief counseling, etc.)
- To get support in connecting a student and their family to outside services
- You need help in fulfilling your duties as a mandated reporter

Administrators

- You are interested in learning more about mental health through trainings or professional learning communities
- You want to discuss how school policies and rules might be impacting school climate
- You are interested in implementing school wide programs that contribute to wellness (e.g., mindfulness, restorative practices, etc.)

Nurse

- If a student is struggling with an issue that relates to their physical wellbeing (e.g., substance use, eating disorder, self-harm, etc.)
- If you have questions about medication a student is taking, or if a student is taking medication on campus but the school in unaware
- Consultation on students with somatic complaints (e.g., headaches and stomach aches)

Parents

- You want to learn more about what the student's life is like outside of school, and how this might be contributing to their mental health
- To consult on strategies to best support the student while they are at school
- To check in when you notice a major change in the student's grades, behavior, attendance, or overall well-being

Community Providers (CP)

- To seek out information about services for students and families that might not be available through the school
- Connect with guest speakers and educators to provide learning experiences for students and families on mental health and related topics
- To consult about when it is appropriate to refer a student for services offered by a specific CP

Rights

- Abide by the Family Educational Rights and Privacy Act (FERPA)
- Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972

Responsibilities

- Have a primary obligation to the students
- Acknowledge the vital role of parents/guardians
- Respect students' and families' values and beliefs
- Stay updated on laws and regulations that may affect your students
- Maintain appropriate boundaries

Important considerations

Though educators aren't bound to specific confidentiality laws, knowledge of **rights, responsibilities,** and **confidentiality** may be helpful in navigating various dilemmas.

Confidentiality

CONFIDENTIAL

- Explain the limits of confidentiality when students share information about harming themselves, others, or if they are being harmed
- Protect the confidentiality of student records
- Recognize the vulnerability of confidentiality in electronic communications

A TEACHER'S GUIDE TO FERPA ₍₁₄₎

federal law (1974; amended 2008) created to ensure protection of students' educational records

gives parents and students 18+ right to review school records within 45 days of request & can request to correct a record if inaccurate (if you disagree, they have rights to a hearing)

requires schools to have written permission to release any info from a student's record (w/ exceptions)

requires school to notify parents and eligible students of FERPA rights annually; allows schools to release "directory info" afterward

schools can disclose records w/o consent to: school officials, transferring schools, auditors, financial aid parties, organizations conducting studies for the school, accrediting organizations, judicial order/subpoena, health & safety

avoid casual conversation (in or out of school) about student grades, IEPs, discipline, or other personally identifiable info

keep records secure: always sign off from PowerSchool/m CLASS, keep IEP/PEP/cumulative folders secure

do not leave grade rosters, discipline records, or stacks of graded work out in the open. exercise caution when accessing electronic information from outside of school.

ALWAYS ask your principal if you are unsure of your compliance with FERPA!

N
C S

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Piktochart
make information beautiful

School Policy

School policy is the first step to demonstrate our COMMITMENT

Addressing Mental Health School Policy Outline (29)

1. General Domains for Intervention in Addressing Students' Mental Health
2. Major Areas of Concern Related to Barriers to Student Learning
3. Type of Functions Provided related to Individuals, Groups, and Families
4. Timing and Nature of Problem-Oriented Interventions
5. Assuring Quality of Intervention
6. Outcome Evaluation and Accountability

Your school mental health policy should include (36):

- Policy Statement
- Key Staff Members
- Signposting
- Supporting Peers
- Training
- Policy Review
- The Policy Scope & Aims
- Teaching about Mental Health
- Identifying Needs and Warning Signs
- Managing Disclosures & Confidentiality
- Support at School and in the Local Community
- Whole School Approach
  (Working with Parents, Partners & Agenccies)

CLEAR
RELEVANT
MENTAL HEALTH POLICY SHOULD BE
CURRENT
WELL CONSIDERED
PRACTICAL
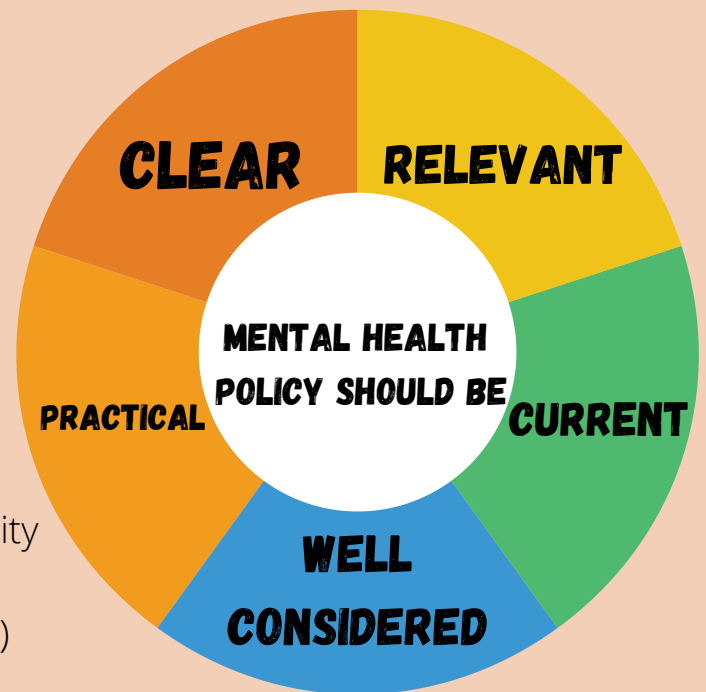
Resources

Check out School Mental Health Policy for more details on what to do with the school mental health policies:
https://www.highspeedtraining.co.uk/hub/wp-content/uploads/2019/05/SchoolMentalHealthPolicy.pdf

SCREENING & PROGRESS MONITORING

How Can We Use It In Our Schools?

Mental Health Screening

Screening tools help us identify students who may be at higher risk or need additional resources/support with their mental health

*Disclaimer: Regardless of results, screening does not provide a diagnosis

Screening (28)

- Screening is a Tier 1 tool that should ideally be administered to the entire student body
- Screening helps identify students before their mental health needs escalate
- Typical screening tools include questions about the student's thoughts, feelings, and behavior
- A screening questionnaire should be kept short and concise (15 mins or less)

Progess Monitoring

Progress monitoring is used to assess a student's progress based on their needs/goals. It can also assess the effectiveness of an intervention or program

*Progress Monitoring should be ongoing and occur multiple times per school year

Progress Monitoring (28)

- There are several methods to monitor progress. Some examples include:
  - Teacher reports
  - Student observations
  - Additional data collection
    - surveys
    - other assessments like Behavior Goal Attainment Scaling (GAS) which tracks frequency, duration, & intensity of behavior

Additional Screening and Progress Monitoring Resources:

- https://www.samhsa.gov/ebp-resource-center
- https://www.nami.org/Advocacy/Policy-Priorities/Intervene-Early/Mental-Health-Screening
- http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Screening-1.27.20.pdf

MULTI-TIERED SYSTEMS OF SUPPORT

Multi-tiered systems of support (MTSS) ensure that all students get the different levels of support they need. For some students, interventions given to the whole school are enough while others need more support, such as counseling and other help.

Who implements mental health supports?

Teachers   Administrators
Counselors   Students
Parents   Support Staff
School Psychologists
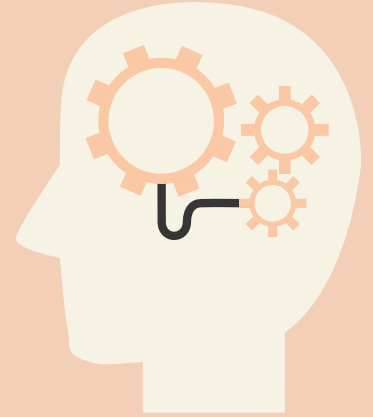
FEW

~In Home Support

~Individual/ Group counseling

~Functional Behavioral Assessment

~Referral to community mental health resources (therapist, psychiatrist, hospital family services, parent support)

SOME

~Mentoring programs

~Check In / Check Out systems with a teacher

~Programs or counseling for small groups of student who share a common need

~Extra help with social, emotional, or behavioral skills

~Workshops for students and families on issues related to their specific needs

ALL

~Creating a positive school climate where students feel safe and valued

~School-wide lessons on mental health and social-emotional skills

~School-wide mindfulness practices, promoting wellness, and teaching students about positive psychology

~Implementing Restorative Practices to build community, solve problems and have tough conversations

(26, 27, 29)

Tier 1: Universal Interventions

ALL students in a school or classroom receive interventions at this level. The purpose is to prevent as many students as possible from needing more intense support.

Tier 2: Targeted Interventions

SOME students receive interventions at this level. These students are considered at-risk and are given extra support for their needs. Universal supports were not enough, but we are still trying to prevent intensive supports.

Tier 3: Intensive Interventions

FEW students receive intensive interventions and supports at the Tier 3 level. Typically, these students have not been responsive to Tier 1or Tier 2 supports. The next step is to provide highly individualized help to meet their specific needs.
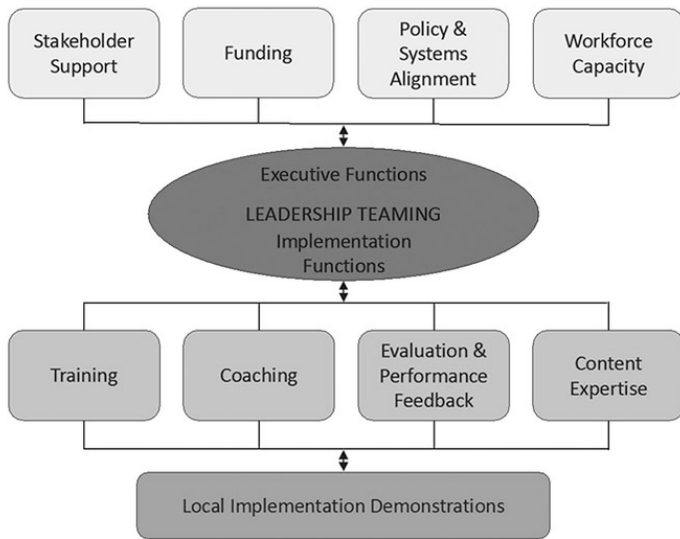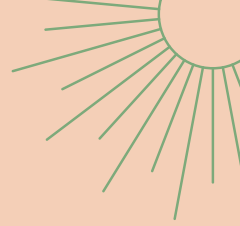
(26, 27, 29)

MTSS Implementation

Figure 1.8 MTSS implementation blueprint.
(15)

Executive Functions
- Encouraging Stakeholder Support
- Developing Policy
- Maintaining Funding
- Establishing Implementation Capacity (15)

Implementation Functions
- Organizing and Providing Personnel Training
- Coordinating Coaching Supports
- Ensuring Local Specialized Behavior Capacity (15)

A Student's Journey Through MTSS

Data findings show a high count of students with anxiety. Anxiety can disrupt a student's ability to focus in class.

Tier 1
Team develops interventions to support students with anxiety. (SEL class lessons, providing psychoeducation on anxiety and coping strategies, creating school-wide awareness, and informing students about school counselors & school psychologists)

Some students with anxiety are now informed enough to talk to their parents, talk about it openly, and use coping strategies successfully

Two students, Jen and Jose, are still struggling with anxiety and it has affected their attendance

Tier 2
These students now see the school counselor or school psychologist and participate in small group counseling with peers also struggling with anxiety.

Jen is able to cope and has a new group of friends to talk to. She is now attending all of her classes.

Jose is still struggling with anxiety. He has been too afraid to open up in group counseling sessions and has stopped attending them at all.

Tier 3
Jose has received individual counseling at school and has also been referred to an outside therapist by his school counselor/school psychologist.

Self-Care Assessment

Adapted from Saakvitne, Pearlman, & Staff of TSI/CAAP (1996). *Transforming the pain: A workbook on vicarious traumatization*. Norton.

The following worksheet for assessing self-care is not exhaustive, merely suggestive. Feel free to add areas of self-care that are relevant for you and rate yourself on how often and how well you are taking care of yourself these days.

When you are finished, look for patterns in your responses. Are you more active in some areas of self-care but ignore others? Are there items on the list that make you think, "I would never do that"? Listen to your inner responses, your internal dialogue about self-care and making yourself a priority. Take particular note of anything you would like to include more in your life.

Rate the following areas according to how well you think you are doing:
     3 = I do this well (e.g., frequently)
     2 = I do this OK (e.g., occasionally)
     1 = I barely or rarely do this
     0 = I never do this
     ? = This never occurred to me

Physical Self-Care

____ Eat regularly (e.g. breakfast, lunch, and dinner)
____ Eat healthily
____ Exercise
____ Get regular medical care for prevention
____ Get medical care when needed
____ Take time off when sick
____ Get massages
____ Dance, swim, walk, run, play sports, sing, or do some other fun physical activity
____ Take time to be sexual – with myself, with a partner
____ Get enough sleep
____ Wear clothes I like
____ Take vacations
____ Other:

Psychological Self-Care

____ Take day trips or mini-vacations
____ Make time away from telephones, email, and the Internet
____ Make time for self-reflection
____ Notice my inner experience – listen to my thoughts, beliefs, attitudes, feelings
____ Have my own personal psychotherapy
____ Write in a journal
____ Read literature that is unrelated to work
____ Do something at which I am not expert or in charge
____ Attend to minimizing stress in my life
____ Engage my intelligence in a new area, e.g., go to an art show, sports event, theatre
____ Be curious

_____ Say no to extra responsibilities sometimes
_____ Other:

Emotional Self-Care

_____ Spend time with others whose company I enjoy
_____ Stay in contact with important people in my life
_____ Give myself affirmations, praise myself
_____ Love myself
_____ Re-read favorite books, re-view favorite movies
_____ Identify comforting activities, objects, people, places and seek them out
_____ Allow myself to cry
_____ Find things that make me laugh
_____ Express my outrage in social action, letters, donations, marches, protests
_____ Other:

Spiritual Self-Care

_____ Make time for reflection
_____ Spend time in nature
_____ Find a spiritual connection or community
_____ Be open to inspiration
_____ Cherish my optimism and hope
_____ Be aware of non-material aspects of life
_____ Try at times not to be in charge or the expert
_____ Be open to not knowing
_____ Identify what is meaningful to me and notice its place in my life
_____ Meditate
_____ Pray
_____ Sing
_____ Have experiences of awe
_____ Contribute to causes in which I believe
_____ Read inspirational literature or listen to inspirational talks, music
_____ Other:

Relationship Self-Care

_____ Schedule regular dates with my partner or spouse
_____ Schedule regular activities with my children
_____ Make time to see friends
_____ Call, check on, or see my relatives
_____ Spend time with my companion animals
_____ Stay in contact with faraway friends
_____ Make time to reply to personal emails and letters; send holiday cards
_____ Allow others to do things for me
_____ Enlarge my social circle
_____ Ask for help when I need it
_____ Share a fear, hope, or secret with someone I trust
_____ Other:

Workplace or Professional Self-Care

_____ Take a break during the workday (e.g., lunch)
_____ Take time to chat with co-workers
_____ Make quiet time to complete tasks
_____ Identify projects or tasks that are exciting and rewarding
_____ Set limits with clients and colleagues
_____ Balance my caseload so that no one day or part of a day is "too much"
_____ Arrange work space so it is comfortable and comforting
_____ Get regular supervision or consultation
_____ Negotiate for my needs (benefits, pay raise)
_____ Have a peer support group
_____ (If relevant) Develop a non-trauma area of professional interest

Overall Balance

_____ Strive for balance within my work-life and work day
_____ Strive for balance among work, family, relationships, play, and rest

Other Areas of Self-Care that are Relevant to You

_____
_____
_____

(Retrieved 8/6/2010 from
http://www.ballarat.edu.au/aasp/student/sds/self_care_assess.shtml and adapted by Lisa D.
Butler, Ph.D.)

Today's Date: _____   Referral Source: _____

Mental Health Counseling Services Referral Form

Student's Name: _____   Grade: _____   Teacher: _____

Home Phone: _____   Family Cell Phone: _____
Mother's Name: _____   Father's Name: _____
Primary Language: _____   Primary Language: _____

Are the parents/ guardians supportive? YES NO   Do the parents/ guardians know about this referral? YES NO

Living/ Custody Arrangement: _____   Educational Rights Holder: _____

The reason(s) for this referral is (are)

[ ] Social Skills   [ ] Defiant   [ ] Self Harm (i.e. cutting)

[ ] Impulsivity   [ ] Divorce/ Separation (circle 1)   [ ] Anxiety

[ ] Eloping   [ ] Withdrawn   [ ] Aggression

[ ] Depression   [ ] Grief   [ ] Bullying/ Bullied (circle 1)

[ ] Crisis: (recent loss, hospitalization, etc. please explain) _____

[ ] Other: _____

[ ] Classroom Behavior: (please explain) _____

[ ] Playground Difficulties: (please explain) _____

Additional Comments: _____
_____

Interventions tried prior to this referral (behavioral contract, class pass/ break pass, school-home note, mentor, parent meeting, classroom modifications, etc…)
    1. _____
    2. _____
    3. _____

Have you contacted parent/ guardian about your concern? (please explain with date of contact)
_____

What other services is student receiving (special education, tutoring, outside counseling, etc.)
_____IEP (Speech, OT, RSP, SDC)   _____MTSS (SST, RTI Process)   _____Behavior Contract/BIP
Additional Services: _____

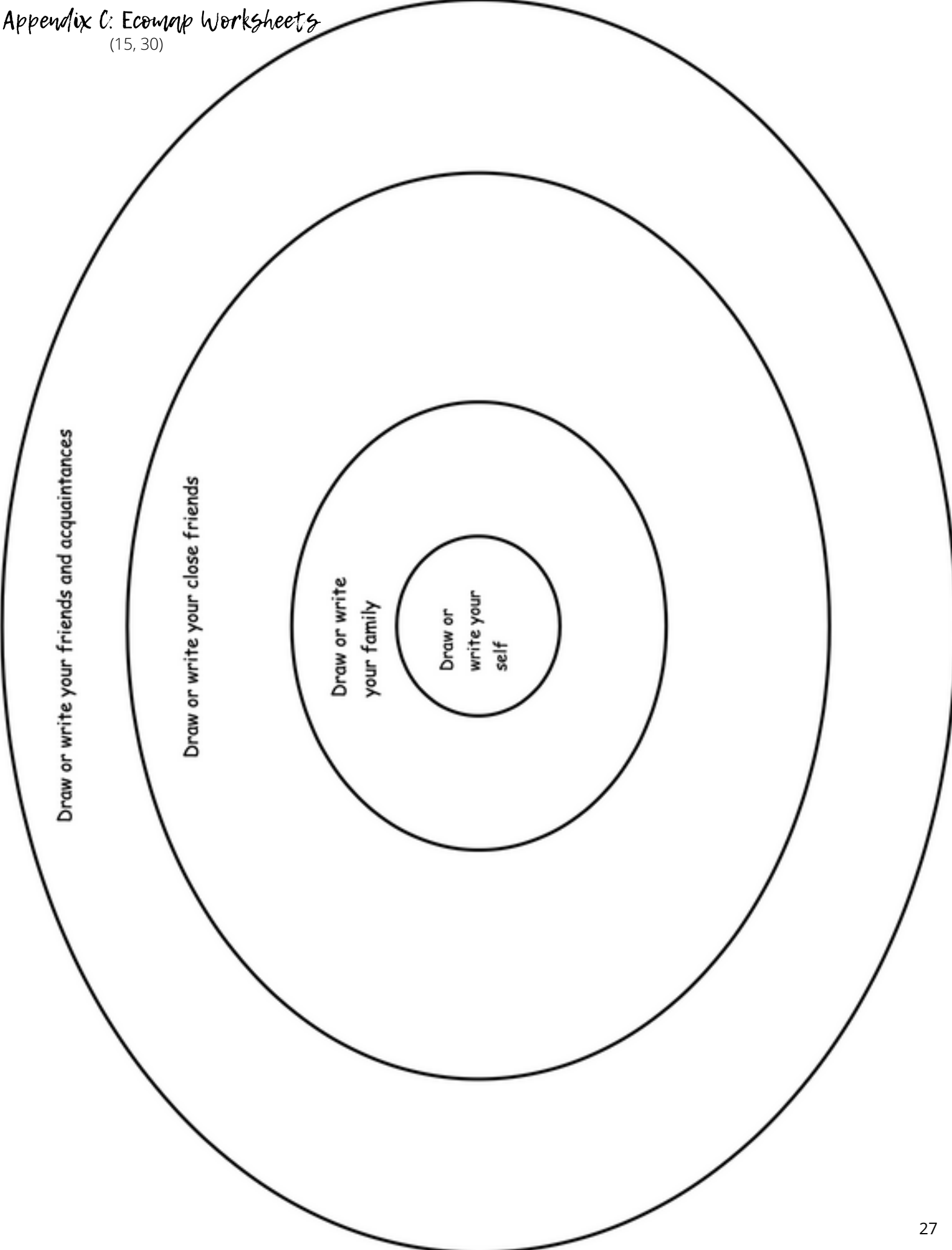**If the student has an IEP, is there an IEP Social/ Emotional Behavioral Goal?   YES   NO**

Is there a known medical diagnosis?   YES   NO   If yes, please explain _____

Academics:
Overall academics are (circle one): Excellent Satisfactory Needs Improvement   Far Below Grade Level

Attendance:
Overall attendance is (circle one): Excellent   Satisfactory   Needs Improvement   Absent/ Tardy Often

Draw or write your friends and acquaintances

Draw or write your close friends

Draw or write your family

Draw or write your self

___'s Self-Assessment

Goals and Priorities

Financial Responsibilities

Health

Values

Interests

Skills

Date of Assessment

Motivations

Personal Responsibilities

Needs

Spirituality

Leisure Activities

Why Complete a Self-Assessment?

Completing a self-assessment takes a snapshot of your life, where you are at right now, and helps you to determine what's important to you at this moment.

Directions

In each space, reflect on what's going on in your life in each of these parts of your life. Write a few words or phrases that capture what it is happening or needs to change.

Measuring Progress

In a few months (and without looking at previous self-assessments) complete another one to see where you are at. What changed? How are things the same or different? What do you want to work on?

Social Work Tech

Directions: In the space below write at least one thing you wish your teacher knew about you

I Wish my teacher knew...

Family Questionnaire

Welcome to the start of a new school year! In order for me to get to know you better, and learn how I can best support you and your child this school year please complete the questionnaire below. I look forward to working with you and your student this year!

Student's Name:_____

Parent or Guardian's Name:_____

Best way(s) to reach you: _____ Phone call _____ Email _____ Text Message

Best time of day to reach you: ___Morning ____Afternoon____Evening

What are your child's strengths?

What are some areas you feel your child needs to work on this year?

What does your family like to do outside of school?

What are some interests your child has outside of school?

What are some things previous teachers have done that have worked well for your child?
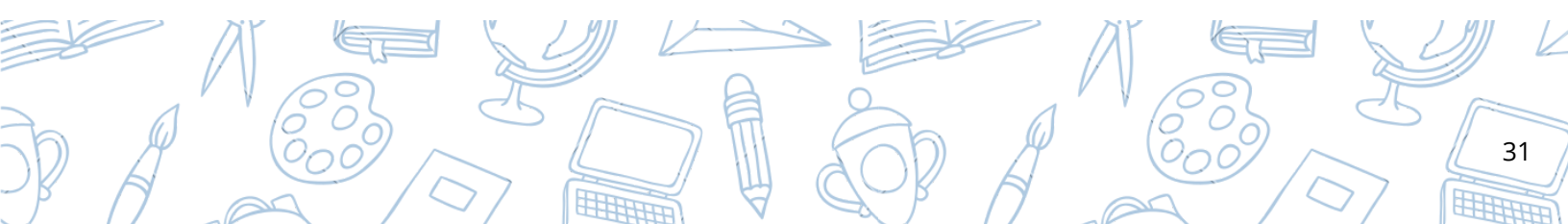
What can I do to help you support your child this school year?

What questions do you have for me about this upcoming school year?

What would you like me to know about your child and your family?

What hopes and dreams do you have for your child's future?

Additional comments:

Cuestionario Familiar

¡Bienvenidos al comienzo de un nuevo año escolar! Para poder llegar a conocerlo mejor y aprender cómo puedo apoyar mejor a usted y a su hijo, por favor complete el cuestionario a continuación. ¡Espero trabajar con usted y su estudiante este año!

Nombre del estudiante:_____

Nombre del padre o guardián:_____

Mejor forma de contactarlo: ____Teléfono ____Correo Electrónico ____ Mensaje de texto

Mejor momento para contactarte: ____Mañana ____Tarde____Noche

¿Cuáles son las fortalezas de su hijo?

¿Cuáles son algunas de las áreas en las que cree que su hijo necesita trabajar este año?

¿Qué le gusta hacer a su familia fuera de la escuela?

¿Cuáles son algunos de los intereses que su hijo tiene fuera de la escuela?

¿Cuáles son algunas de las cosas que han hecho los maestros anteriores que le han funcionado bien a su hijo?
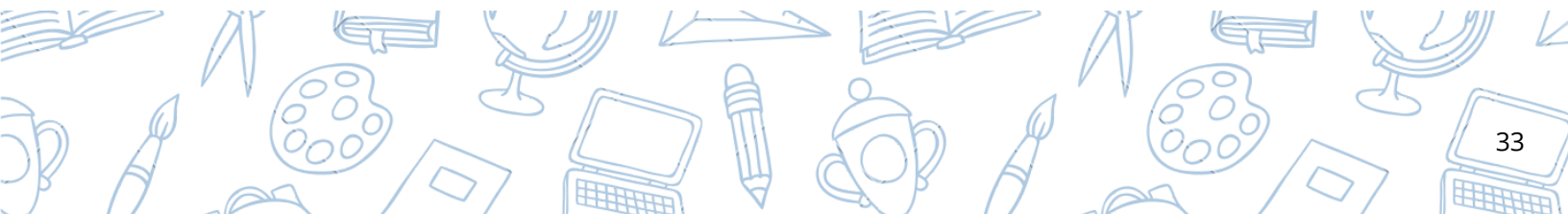
¿Qué puedo hacer para ayudarlo a apoyar a su hijo este año escolar?

¿Qué preguntas tienes para mí sobre este próximo año escolar?

¿Qué le gustaría que supiera sobre su hijo y su familia?

¿Qué esperanzas y sueños tiene para el futuro de su hijo?

Comentarios adicionales:

WEEKLY CHECK IN ACTIVITIES

Directions: A lot can happen in the lives of our students over a weekend or a long break. Consider incorporating some of the activities below into your start-of-week routine. These might help you get an idea of where your students are at and how you might better support them during the week!

Each of these activities can be done as a whole class, in small groups or pairs, or (in most cases) as an independent reflective activity. It is up to you to decide what format suits your needs and the needs of your students. You could also show this menu to students and let them pick how they want to share about their weekend or break!

Highs and Lows (or Peaks and Valleys): Invite students to share or reflect on their high (peak), one thing that brought them joy or positive feelings over the weekend, and their low (valley), one thing that was difficult over the weekend.

Rose, Thorn and Bud: Invite students to share or reflect on each of the items below...
- **Rose:** Something that made them happy over the weekend
- **Thorn:** Something that was challenging or upsetting
- **Bud:** Something they are looking forward to this week

Mood Meter: Use the visual on the following page as a tool for students to reflect on and discuss how they are feeling and why.
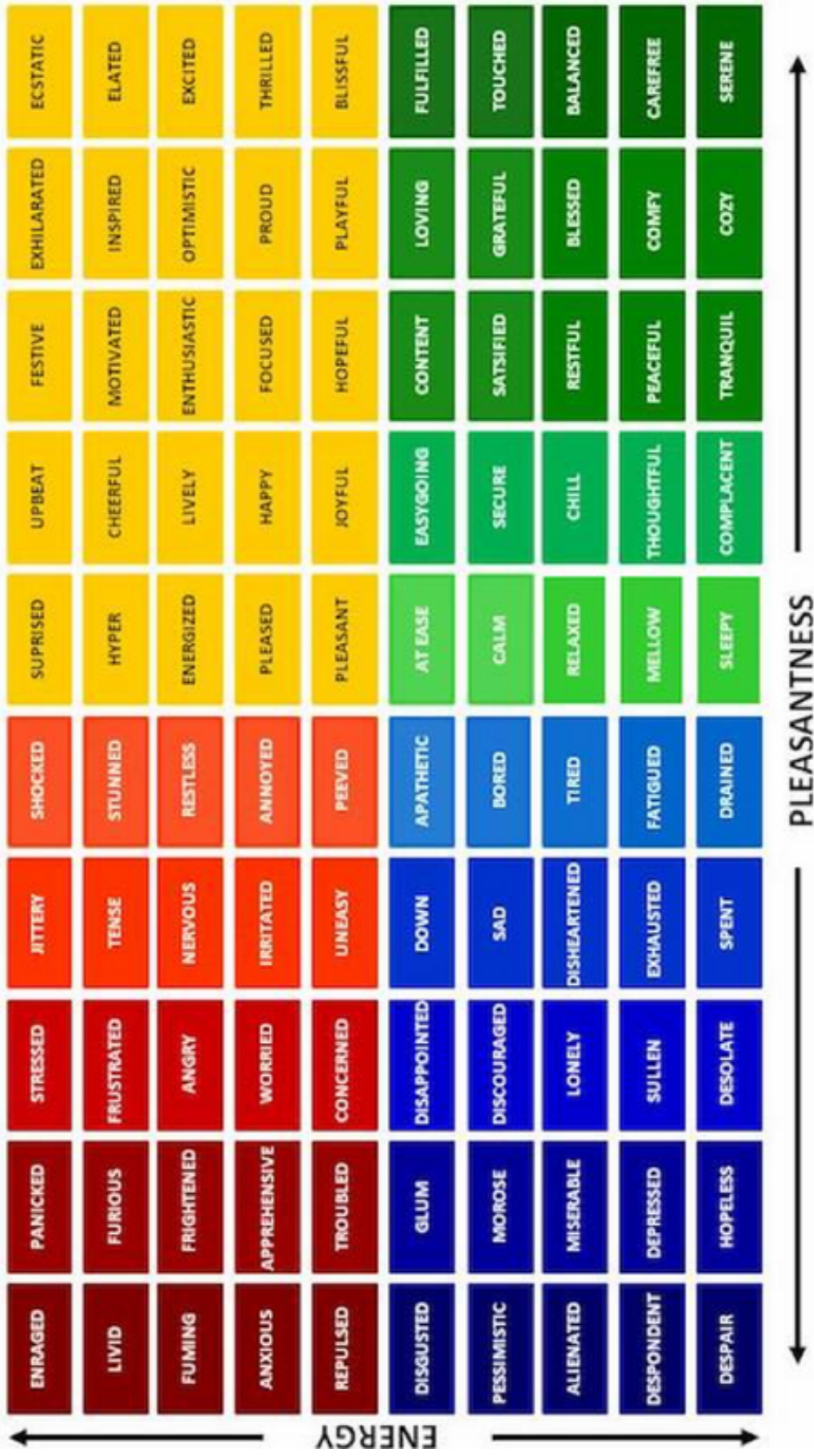
Emoji Chart: This can be a helpful tool to reflect on feelings for younger learners or learners with varying abilities. See the following page.

Two Truths, and a Lie: Invite student to share two truths and a lie about their weekend or break. Have other students guess which statements are true and which is the lie.

Find Someone Who: Announce a statement to the class starting with the phrase, "Find someone who..." (e.g., find someone who watched TV). Then give them time to find a classmate for which that statement applies. This allows student to share about the weekend or break, while incorporating movement as well!

MOOD METER

How are you feeling?

ENRAGED	PANICKED	STRESSED	JITTERY	SHOCKED	SUPRISED	UPBEAT	FESTIVE	EXHILARATED	ECSTATIC
LIVID	FURIOUS	FRUSTRATED	TENSE	STUNNED	HYPER	CHEERFUL	MOTIVATED	INSPIRED	ELATED
FUMING	FRIGHTENED	ANGRY	NERVOUS	RESTLESS	ENERGIZED	LIVELY	ENTHUSIASTIC	OPTIMISTIC	EXCITED
ANXIOUS	APPREHENSIVE	WORRIED	IRRITATED	ANNOYED	PLEASED	HAPPY	FOCUSED	PROUD	THRILLED
REPULSED	TROUBLED	CONCERNED	UNEASY	PEEVED	PLEASANT	JOYFUL	HOPEFUL	PLAYFUL	BLISSFUL
DISGUSTED	GLUM	DISAPPOINTED	DOWN	APATHETIC	AT EASE	EASYGOING	CONTENT	LOVING	FULFILLED
PESSIMISTIC	MOROSE	DISCOURAGED	SAD	BORED	CALM	SECURE	SATISFIED	GRATEFUL	TOUCHED
ALIENATED	MISERABLE	LONELY	DISHEARTENED	TIRED	RELAXED	CHILL	RESTFUL	BLESSED	BALANCED
DESPONDENT	DEPRESSED	SULLEN	EXHAUSTED	FATIGUED	MELLOW	THOUGHTFUL	PEACEFUL	COMFY	CAREFREE
DESPAIR	HOPELESS	DESOLATE	SPENT	DRAINED	SLEEPY	COMPLACENT	TRANQUIL	COZY	SERENE

ENERGY

PLEASANTNESS

FEELINGS CHART

SCARED	HAPPY	SAD
ANGRY	EXCITED	WORRIED
SURPRISED	SILLY	FRUSTRATED

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What is a Calm Down Kit?

A calm down kit is a kit full of tools to help students cope with their emotions (anger, stress, anxiety, sadness) in a positive and safe manner in the classroom. Every calm down kit can look a little different depending on what you choose to include in your kit. All of the tools can be placed into a bin or basket somewhere in your classroom.

Who can use a Calm Down Kit?

Children of all ages can benefit from a Calm Down Kit. It doesn't matter what grade you teach! The items in your kit may differ based on age-appropriate tools.

Below are some example tools you can include in your Calm Down Kit:

- Fidgets
- Stress Balls
- Cards with breathing exercises written and explained
- Coloring pages (yes, older students like coloring too as long as the pages are age-appropriate)
- Books
- Journal Prompts/ Worksheets (*See Appendix K for examples*)
- Feeling Identification worksheets
- Rubiks Cube
- Play-doh and other sensory tools
- Headphones / relaxing music
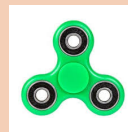
Calm Down Journal

Date: _____

I felt really _____

when _____

_____

To calm down, I _____

_____

The message my emotion was trying to tell me was

_____

_____

_____

Why I'm Grateful

I am grateful for my family because... _____

_____

Something good that happened this week... _____

_____

I am grateful for my friendship with... _____ because... _____

_____

I am grateful for who I am because... _____

_____

Something silly that I am grateful for... _____

_____

Something else I am grateful for... _____

_____

HELPFUL W E B S I T E S
FOR SOCIAL-EMOTIONAL LEARNING AND BEHAVIOR MANAGEMENT

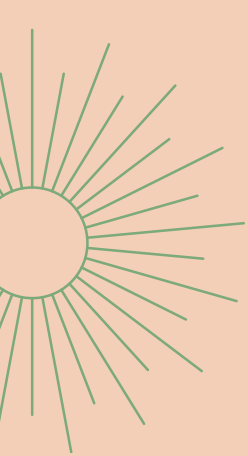| Name of Resource	Grade Level	Short Description	APA Citation
Positive Penguins	k-5	"Positive Penguins is an award winning, top ranked, fun educational app developed for children to help them understand why they feel the way they do and help them challenge their negative thinking. The app aims to help children understand their feelings come from their own thoughts not the situations."	Positive Penguins. (2012). *Positive penguins.* https://positivepenguins.com/
Smiling Mind	k-12	"Smiling Mind is a non-for-profit web and app-based meditation program developed by psychologists and educators to help bring mindfulness into your life."	Smiling Mind. (2020). *Mindfulness in schools.* https://www.smilingmind.com.au/education
HeadSpace	3-12	"Available to all subscribers, kids (and their parents) can enjoy fun, engaging activities that teach them the basics of mindfulness. They'll practice breathing exercises, visualizations and even try some focus-based meditation. Of course, different exercises work best for different ages so we've customized the sessions for three age groups: 5 and under, 6-8 and 9-12."	Headspace. (2020). *About headspace.* https://www.headspace.com/about-us
Calm	Pre-k - 12	"We're the #1 app for Sleep, Meditation and Relaxation, with over 50 million downloads and over 700,000 5-star reviews. We're honored to be an Apple BEST OF 2018 award winner, Apple's App of the Year 2017, Google Play Editor's Choice 2018, and to be named by the Center for Humane Technology as 'the world's happiest app'."	Calm. (2020). About calm. https://www.calm.com/
Middle School Confidential App (Book 1, 2, & 3)	6-8	"Each app focuses on a common stumbling block on the road to high school and beyond. And in each one, readers follow the adventures of a group of 7th graders who are just trying to navigate through the ever-changing drama taking place in their friendships, their families and, of course, at good old Milldale Middle School."	Electronic Eggplant. (2020). *Apps.* http://www.middleschoolconfidential.com/apps.html
Emotionary	2-6	Emotionary allows users to explore the five primary emotions and identify the correct category of various feelings. Creators also provide definitions of each, making it easy for users to explore what different emotions and feelings mean, helping them build the capacity to identify feelings.	Hatherly, S. (n.d.). *Funny Feelings.* http://www.sarahhatherley.com/publishing.php
Equity Maps	k-12	Equity Maps - Chart Dialogue is an iPad app that allows educators to keep track of group conversations amongst their students. With this data teachers can ensure that they are including all students in both large and small group conversations.	Equity Maps. (2020). *About us and our work.* https://equitymaps.com/
GoNoodle	k-8	The GoNoodle website offers videos, games, and activities that introduce brief physical exercise and mindfulness. This is particularly effective for learners who need to use up extra energy during the school day.	Go Noodle. (2020). https://www.gonoodle.com/
GoZen!	all	"GoZen! creates online social and emotional learning programs loved by kids ages 5-15, parents, professionals, and schools. Our mission is to reach 1 million kids with skills to transform stress, anxiety, worry, anger, perfectionism, negativity, and social worry into POWER in the year 2020!"	Go Zen. (2020). https://gozen.com/allprograms/
Class Dojo	all	Class Dojo is an online classroom management system. The goal of Class Dojo is to reinforce positive behavior and build classroom culture. Teachers can award students 'Dojo Points' based on their behavior. There is also a feature to communicate student progress to parents. This tool is free and can be easily implemented in distance learning.	Class Dojo. (2020). https://www.classdojo.com/

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