Professional Development Institute

Flex Course Syllabus

Social, Emotional, and Physical Wellness
for Students and Teachers (PreK-12)

PDI Course Number: 136T02

UCSD Course Number: EDUC42343

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you noticing a drop in overall wellness and mental health, not only for you personally, but for your students and your entire school community as well? As most teachers are acutely aware, being a teacher is an awesome privilege, which is why it is one of the most rewarding and satisfying professions; however, it also has the potential to be one of the most stressful. Additionally, many teachers also know that students who have poor mental health and coping skills are more likely to disengage from school, engage in unhealthy behaviors, and lack healthy relationships with adults. This online course is specifically designed to assist PreK-12 teachers as they search for ways to make wellness, mindfulness, and mental health a priority, not just for their students, but for themselves as well. Teachers will learn specific self-care strategies for both students and staff. Teachers will explore ways to cultivate a more joyful classroom and school environment so that everyone's social and emotional needs are better met. Specific strategies to cultivate empathy, compassion, and diversity are shared, including circle practices, modeling, making curriculum meaningful, connecting with the greater community, and celebrating student success. By the end of this course, teachers will feel more confident and successful in their quest to uncover strategies to embed the principles of social-emotional learning into their own teaching

practices so that the wellness needs of both students and teachers are more wholly and efficiently met.

Educational Outcomes

1. Teachers will understand the importance of breaking generational trauma in order to boost overall wellness and equity.
2. Teachers will explore the current mental health crisis.
3. Teachers will understand the important role that community plays in the well-being of students and staff, and they will understand that successfully building a successful community contributes to the long-term success of students — academically, socially, and emotionally.
4. Teachers will understand what self-care truly means, and they will explore the reasons why teachers tend to struggle with it.
5. Teachers will understand the effect of self-care on wellness, and they will explore several strategies for increasing their own-self-care.
6. Teachers will be introduced to several solutions for combatting the mental health challenges they face in school.
7. Teachers will explore several challenges students face in terms of their self-care needs, including such things as work and family balance, home life, mental health issues, and sleep schedules/internal biological clocks.
8. Teachers will understand and appreciate the importance of caring relationships to students' self-care, and the fact that those relationships need to be built on mutual trust.
9. Teachers will learn strategies for building trust with their students.
10. Teachers will deeply explore several specific strategies in order to get to know their students and their families better, so that trust can be developed.
11. Teachers will learn how to create an action plan to address students' self-care needs.
12. Teachers will explore several self-care strategies that can be used to engage students in the classroom.
13. Teachers will learn a variety of specific strategies to develop students' curiosity and joy.
14. Teachers will learn how to create time and space for joy, both in and outside the classroom.
15. Teachers will learn about the different types of empathy.
16. Teachers will learn specific strategies for diversifying the curriculum as a way to cultivate and promote empathy in the classroom.
17. Teachers will learn how to use circle practices to build community and empathy within the school community.
18. Teachers will learn about restorative justice, including how it can be used to increase empathy within their own school communities.
19. Teachers will understand the importance of including patience and compassion in their teaching repertoires as a way to build empathy and increase overall well-being, and they will learn specific strategies for incorporating both into their own teaching practices.
20. Teachers will explore ways to make school meaningful for teachers and students, including incorporating students' interests, teaching relevant skills, and creating meaningful curriculum and assessments.

21. Teachers will understand what service learning is and how it can be used to connect to the greater community so that wellness is increased.
22. Teachers will explore specific strategies for incorporating service learning opportunities, both within the school community as well as the broader local and global communities.
23. Teachers will learn how to increase the mental health and wellness of their students by using strategies such as student shout-outs and showcases.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Respond to Classroom Management Scenarios with a Wellness Twist (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- The Importance of Mental Health
- The Current Mental Health Crisis
- Importance of Community for Staff and Students
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level, and what you specifically hope to learn about bringing wellness, mindfulness, and self-care

strategies into the PreK-12 classroom to help teachers and students function more fully. Your autobiography should be a minimum of three paragraphs.

- **Test #1**

Unit Two

- What is Self-Care?
- Understanding Changing Circumstances
- Self-Care at School for Staff
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Challenges with Students' Self-Care
- Relationships to Promote Self-Care
- Self-Care at School for Students
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to identifying and promoting a variety of wellness, mindfulness, and self-care strategies in the PreK-12 classroom in order to help students and teachers function more fully. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Creating Joy in School
- Academic Benefits of Joy
- Making Time for Joy
- **Test #4**

Unit Five

- Cultivating Empathy and Diversity
- Circle Practices and Restorative Justice

- Modeling Patience and Compassion
- **Test #5**

Unit Six

- Making School Meaningful
- Service Learning and Giving Back to the Community
- Celebrating Student Success
- **Assignment #4**

  Out of the ten hypothetical classroom management situations presented in the assignment, choose six scenarios, and write a minimum one-paragraph response for each explaining how you (as the teacher) should respond to each situation so that empathy, diversity, patience, and compassion are used as the basis for attending to the overall well-being of yourself and the class. Each response should be written in no less than six detailed sentences and should be directly related to the chosen scenario. Format your assignment by pasting your chosen situations (in their entireties) into the assignment as well as your response under each appropriate situation. To obtain full credit, be sure to follow all the parameters set forth in Assignment 4.

- **Assignment #5**

  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

Afzal, A., & Hussain, N. (2020). "The Impact of Community Service Learning on the Social Skills of Students." In *Journal of Education and Educational Development*, *7*(1), pp. 55-70.

Alber, R. (2011). "20 Tips for Creating a Safe Learning Environment." In *Edutopia*. George Lucas Educational Foundation. Available at: https://www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber

Alber, R. (2012). "A Favorite Formative Assessment: The Exit Slip." Retrieved 01 July 2022 from https://www.edutopia.org/blog/formative-assessment-exit-slip-rebecca-alber

Allan, B. (2018). "Important, worthwhile and valuable employment: How helping others makes work more meaningful." American Psychological Association. Available at: https://www.apa.org/science/about/psa/2018/07/valuable-employment

Allan, B. A., Dexter, C., Kinsey, R., & Parker, S. (2016). "Meaningful work and mental health: job satisfaction as a moderator." In *Journal of Mental Health*, *27*(1), pp. 38–44.

Allison, M. A., Attisha, E., Lerner, M., De Pinto, C. D., Beers, N. S., Gibson, E. J., Gorski, P., Kjolhede, C., O'Leary, S. C., Schumacher, H., & Weiss-Harrison, A. (2019). "The Link Between School Attendance and Good Health." Policy Statement from the American Academy of Pediatrics. Available for download at: https://publications.aap.org/pediatrics/article/143/2/e20183648/37326/The-Link-Between-School-Attendance-and-Good-Health

American Academy of Pediatrics. (AAP, 2021). "AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health." Retrieved 11 March 2022 from https://www.aap.org/en/advocacy/child-and-adolescent-healthy-mental-development/aap-aacap-cha-declaration-of-a-national-emergency-in-child-and-adolescent-mental-health/

American Federation of Teachers. (2017). "2017 Educator Quality of Life Survey." Retrieved 10 March 2022 from https://www.aft.org/sites/default/files/2017_eqwl_survey_web.pdf

American Psychological Association. (2020). *Stress in America, 2020: A National Mental Health Crisis.* Washington, D.C.: American Psychological Association.

American University School of Education. (2020). "Inequality in Public School Funding: Key Issues & Solutions for Closing the Gap." Retrieved 28 March 2022 from https://soeonline.american.edu/blog/inequality-in-public-school-funding

Amico, B. (2020). "Teaching Empathy: Essential for Students, Crucial for Humanity." Retrieved 28 June 2022 from https://www.waldorfeducation.org/news-resources/essentials-in-education-blog/detail/~board/essentials-in-ed-board/post/teaching-empathy-essential-for-students-crucial-for-humanity#:~:text=The%20research%20shows%20that%20higher

Anderson, M. D. (2016). "How The Stress of Racism Affects Learning." Retrieved 14 March 2022 from https://www.theatlantic.com/education/archive/2016/10/how-the-stress-of-racism-affects-learning/503567/

Anderson, M. & Jiang, J. (2018). "Teens, Social Media & Technology 2018). Pew Research Center. Retrieved 11 March 2022 from https://assets.pewresearch.org/wp-content/uploads/sites/14/2018/05/31102617/PI_2018.05.31_TeensTech_FINAL.pdf

Armstrong, K. (2017). "I Feel Your Pain: The Neuroscience of Empathy." Retrieved 24 June 2022 from https://www.psychologicalscience.org/observer/neuroscience-empathy

Assistant Secretary for Public Affairs. (ASPA, 2019). "What Is Bullying?" Retrieved from StopBullying.gov on 27 April 2022 at https://www.stopbullying.gov/bullying/what-is-bullying

Association of Teacher Educators. (2009). LeBlanc, P. R., Gallavan, N. P. (Eds.) *Affective Teacher Education: Exploring Connections Among Knowledge, Skills, and Dispositions*. Lanham, MD: Rowman & Littlefield Education.

Balow, C. (2018). "Social-Emotional Learning vs. Mental Health: What's the Difference?" Retrieved 14 March 2022 from https://www.illuminateed.com/blog/2018/10/social-emotional-learning-vs-mental-health-whats-the-difference/

Bandy, J. (2011). "What is Service Learning or Community Engagement?" Vanderbilt University Center for Teaching. Retrieved 06 July 2022 from https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/

Barile, N. (2021). "Building a Joyful Classroom: Top 10 Strategies Based on Education in Finland." In *Hey Teach!* Available at: https://www.wgu.edu/heyteach/article/building-joyful-classroom-top-10-strategies-based-education-finland1812.html

Bariso, J. (2018). "There Are Actually 3 Types of Empathy. Here's How They Differ — and How You Can Develop Them All." Retrieved 24 June 2022 from https://www.inc.com/justin-bariso/there-are-actually-3-types-of-empathy-heres-how-they-differ-and-how-you-can-develop-them-all.html

Bashant, J. (2014). "Developing Grit In Our Students: Why Grit is Such a Desirable Trait, and Practical Strategies for Teachers and Schools." In *Journal for Leadership and Instruction, 13*(2), pp. 14-17.

Baskin, T. W., Slaten, C. D., Sorenson, C., Glover-Russell, J., & Merson, D. N. (2010). "Does youth psychotherapy improve academically related outcomes? A meta-analysis." In *Journal of Counseling Psychology*, *57*(3), pp. 290–296.

Bellis, M. A., Hardcastle, K., Ford, K., Hughes, K., Ashton, K., Quigg, Z., & Butler, N. (2017). "Does continuous trusted adult support in childhood impart life-course resilience against adverse childhood experiences - A retrospective study on adult health-harming behaviours and mental well-being." In *BMC Psychiatry*, *17*, Article 110.

Benner, A., & Wang, Y. (2015). "Adolescent substance sse: The role of demographic marginalization and socioemotional distress." In *Developmental Psychology, 51*(8), pp. 1086-1097.

Bezo, B., & Maggi, S. (2015). "Living in 'survival mode:' Intergenerational transmission of trauma from the Holodomor genocide of 1932–1933 in Ukraine." In *Social Science & Medicine*, *134*, pp. 87–94.

Bonner, T. D., & Aspy, D. N. (1984). "A Study of the Relationship Between Student Empathy and GPA." In *The Journal of Humanistic Education and Development*, *22*(4), pp.149–154.

Branstetter, R. (2021). "Here's what to do when your children say school is boring." In *Washington Post.* Available at: https://www.washingtonpost.com/lifestyle/2021/09/20/kids-bored-school-psychology/

Bremner, J. D. (2006). "Traumatic stress: effects on the brain." In *Dialogues in Clinical Neuroscience*, *8*(4), pp. 445–461.

Briggs, S. (2014). "How Empathy Affects Learning, And How To Cultivate It In Your Students." Retrieved 28 June 2022 from https://www.opencolleges.edu.au/informed/features/empathy-and-learning/#:~:text=Does%20Empathy%20Really%20Improve%20Academic

Brower, T. (2019). "Think Empathy Is A Soft Skill? Think Again. Why You Need Empathy For Success." In *Forbes.* Available at: https://www.forbes.com/sites/tracybrower/2019/06/16/think-empathy-is-a-soft-skill-think-again-why-you-need-empathy-for-success/?sh=7faac58276d6

Carlson, C. (2014). "6 Benefits of Transcendental Meditation (and How You Can Get Started Today)." Retrieved 28 June 2022 from https://www.womenshealthmag.com/fitness/transcendental-meditation-benefits-and-how-to-get-started

Centers for Disease Control and Prevention. (CDC, 2017). "CDC - How Much Sleep Do I Need?" Retrieved 27 April 2022 from https://www.cdc.gov/sleep/about_sleep/how_much_sleep.html

Centers for Disease Control and Prevention. (CDC, 2018). "About Mental Health." Retrieved 11 March 2022 from https://www.cdc.gov/mentalhealth/learn/index.htm

Centers for Disease Control and Prevention. (CDC, 2019). "About Teen Pregnancy." Retrieved 26 April 2022 from https://www.cdc.gov/teenpregnancy/about/index.htm

Centers for Disease Control and Prevention. (CDC, 2020*a*). "Preventing Child Abuse & Neglect." Retrieved 26 April 2022 from https://www.cdc.gov/violenceprevention/childabuseandneglect/fastfact.html

Centers for Disease Control and Prevention. (CDC, 2020*b*). "Creating a Good Sleep Environment." Retrieved 27 April 2022 from https://www.cdc.gov/niosh/emres/longhourstraining/environment.html

Centers for Disease Control and Prevention. (CDC, 2021). "Symptoms of Anxiety or Depressive Disorder and Use of Mental Health Care Among Adults During the COVID-19 Pandemic — United States, August 2020 – February 2021." Retrieved 11 March 2022 from https://www.cdc.gov/mmwr/volumes/70/wr/mm7013e2.htm

Centers for Disease Control and Prevention. (CDC, 2022). "Data and Statistics on Children's Mental Health." Retrieved 14 March 2022 from https://www.cdc.gov/childrensmentalhealth/data.html

Chamorro-Premuzic, T. (2014). "Curiosity Is as Important as Intelligence." In *Harvard Business Review.* Available at: https://hbr.org/2014/08/curiosity-is-as-important-as-intelligence

Chapman, B. (2021). "Schools Confront a Wave of Student Misbehavior, Driven by Months of Remote Learning." In *Wall Street Journal*. Available at: https://www.wsj.com/articles/schools-student-misbehavior-remote-learning-covid-11639061247

Cherry, K. (2020). "What is Empathy?" Retrieved 24 June 2022 from https://www.verywellmind.com/what-is-empathy-2795562

Cherry, K. (2021). "Benefits of Mindfulness." In *Verywell Mind.* Available at: https://www.verywellmind.com/the-benefits-of-mindfulness-5205137

Chick, N. (2010)." Learning Styles." Retrieved 14 March 2022 from https://cft.vanderbilt.edu/guides-sub-pages/learning-styles-preferences/

Childhelp.org. (n.d.). "Child Abuse Statistics." Retrieved 26 April 2022 from https://www.childhelp.org/child-abuse-statistics/

Cidalia, J., & Dacunha, M. (2016). "Disrupting Eurocentric Education through a Social Justice Curriculum." Available at: https://commons.clarku.edu/cgi/viewcontent.cgi?article=1087&context=idce_masters_papers

The Civil Rights Project. (2010). "School Discipline." Retrieved 28 June 2022 from https://www.civilrightsproject.ucla.edu/research/k-12-education/school-discipline

Cleveland Clinic. (2019). "Put the Phone Away! 3 Reasons Why Looking at It Before Bed Is a Bad Habit." Retrieved 28 March 2022 from https://health.clevelandclinic.org/put-the-phone-away-3-reasons-why-looking-at-it-before-bed-is-a-bad-habit/

Cleveland Clinic. (2020). "3 Reasons Adult Coloring Can Actually Relax Your Brain." Retrieved 16 May 2022 from https://health.clevelandclinic.org/3-reasons-adult-coloring-can-actually-relax-brain/

conflict. In *thefreedictionary.com.* Retrieved 28 June 2022 from https://www.thefreedictionary.com/conflict

Corcione, A. (2018). "How to Use Gender-Neutral Words. And Why They're Important." In *Teen Vogue.* Available at: https://www.teenvogue.com/story/how-to-use-gender-neutral-words

Council of Europe. (2022). "Improving well-being at school." Retrieved 01 July 2022 from https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/improving-well-being-at-school

Crowe, C. (2009). "Coaching Children in Handling Everyday Conflicts." Retrieved 28 June 2022 from https://www.responsiveclassroom.org/coaching-children-in-handling-everyday-conflicts/

Davis, M. (2013). "Restorative Justice: Resources for Schools.: In *Edutopia.* Available at: https://www.edutopia.org/blog/restorative-justice-resources-matt-davis

DeAngelis, T. (2019). "The legacy of trauma." Retrieved 10 March 2022 from https://www.apa.org/monitor/2019/02/legacy-trauma

Dennis, L. (2016). "How Important Is Student Happiness to Academic Success?" In *Learning Liftoff.* Available at: https://www.learningliftoff.com/how-important-is-student-happiness-to-academic-success/#:~:text=When%20students%20are%20happy%2C%20they

DeRolf, S. (1997). *The Crayon Box That Talked.* New York, NY: Random House, Inc.

DeVictor, B., Drew, N., Eisen, P. Nagle, B., & Olson, H. (2001). *Conflict Resolution and Peer Mediation.* Little Rock, AR: State Deptartment of Education.

Downey, L. (2019). "Guiding Students to Question Prejudices." In *Edutopia.* Retrieved 24 June 2022 from https://www.edutopia.org/article/guiding-students-question-prejudices

Drexel University School of Education. (n.d.). "The Importance of Diversity & Cultural Awareness in the Classroom." Retrieved 14 March 2022 from https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/

Duckworth, A. L., & Seligman, M. E. P. (2005). "Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents." In *Psychological Science, 16*(12), pp. 939–944.

Duffy, J. (2019). "The body-clock science behind later school start times. Available at: https://www.bbc.com/worklife/article/20191023-the-body-clock-science-behind-later-school-start-times

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." In *Child Development*, *82*(1), pp. 405–432.

Education World. (2011). "Lesson to Celebrate Diversity: The Unity Necklace." Retrieved 24 June 2022 from https://www.educationworld.com/a_lesson/celebrate-diversity-unity-necklace.shtml

Elias, M. J. (2013). "Special Education: Promoting More Inclusion at Your School." Retrieved 14 March 2022 from https://www.edutopia.org/blog/more-inclusion-students-special-education-your-school-maurice-elias

Esteves, K. J., & Rao, S. (2008). "The Evolution of Special Education: Retracing legal milestones in American history." Retrieved 14 March 2022 from https://www.naesp.org/sites/default/files/resources/1/Principal/2008/N-Oweb2.pdf

Eva, A. L. (2017). "How to Nurture Empathic Joy in Your Classroom." In *Greater Good Magazine.* Available at: https://greatergood.berkeley.edu/article/item/how_to_nurture_empathic_joy_in_your_classroom

Faber Taylor, A., & Kuo, F. E. (2009). "Children With Attention Deficits Concentrate Better After Walk in the Park.: In *Journal of Attention Disorders*, *12*(5), pp. 402–409.

Farrington, C., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). "Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance — A Critical Literature Review." Retrieved 14 March 2022 from https://www.kipp.org/wp-content/uploads/2016/11/Teaching_Adolescents_to_Become_Learners.pdf

Feeding America (2020). "The Impact of the Coronavirus on Food Insecurity in 2020." Retrieved 16 May 2022 from https://www.feedingamerica.org/sites/default/files/2020-10/Brief_Local%20Impact_10.2020_0.pdf

Feshbach, N. D., & Feshbach, S. (2011). "Empathy and Education." In J. Decety and W. Ickes (Eds.), *The Social Neuroscience of Empathy* (pp. 85-99). Cambridge, MA: The MIT Press.

Finley, T. (2017). "11 Research-Based Classroom Management Strategies." In *Edutopia.* Available at: https://www.edutopia.org/article/11-research-based-classroom-management-strategies

Fiore, N. (2014). "The Benefits of Movement in Schools." Retrieved 16 May 2022 from https://www.creativitypost.com/article/the_benefits_of_movement_in_schools

Fisher, D. & Frey, N. (2018). "Show and Tell: A Video Column/A Map for Meaningful Learning." Retrieved 05 July 2022 from https://www.ascd.org/el/articles/a-map-for-meaningful-learning

Flannery, M. E. (2015). "The School-to-Prison Pipeline: Time to Shut it Down." In *NEA News.* Available at: https://www.nea.org/advocating-for-change/new-from-nea/school-prison-pipeline-time-shut-it-down

Foundation for Economic Education (2020), "COVID Crisis Could Push 100 Million People into Extreme Poverty, New World Bank Study Says." Retrieved 16 May 2022 from

https://fee.org/articles/covid-crisis-could-push-100-million-people-into-extreme-poverty-new-world-bank-study-says/

Fowler, T. A. (2020). "Racism contributes to poor attendance of Indigenous students in Alberta schools: New study." In *The Conversation.* Available at: https://theconversation.com/racism-contributes-to-poor-attendance-of-indigenous-students-in-alberta-schools-new-study-141922

Franklin, M., & LaFee, S. (2021). "How Adolescents Used Drugs During the COVID-19 Pandemic." Retrieved 11 March 2022 from https://health.ucsd.edu/news/releases/Pages/2021-08-24-how-adolescents-used-drugs-during-the-covid-19-pandemic.aspx

Frieze, S. (2015). "How Trauma Affects Student Learning and Behaviour." In *BU Journal of Graduate Studies in Education, 7*(2), 27-34. Available at: https://files.eric.ed.gov/fulltext/EJ1230675.pdf

Fuqua, B. (2019). "Student Self Perception of the Benefits of Service Learning in an Alternative Education Program. Available at: https://digitalcommons.kennesaw.edu/teachleaddoc_etd/36/

Gannon, M. (2016). "Race Is a Social Construct, Scientists Argue.: In *Scientific American.* Available at: https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/

Garcia, E., & Weiss, E. (2020). "COVID-19 and student performance, equity, and U.S. education policy: Lessons from pre-pandemic research to inform relief, recovery, and rebuilding." Economic Policy Institute. Retrieved 14 March 2022 from https://www.epi.org/publication/the-consequences-of-the-covid-19-pandemic-for-education-performance-and-equity-in-the-united-states-what-can-we-learn-from-pre-pandemic-research-to-inform-relief-recovery-and-rebuilding/

Gasper, J., DeLuca, S., & Estacion, A. (2012). "Switching Schools." In *American Educational Research Journal*, *49*(3), pp. 487–519.

Glowiak, M. (2020). "What is Self-Care and Why is it Important For You?" Retrieved 28 March 2022 from https://www.snhu.edu/about-us/newsroom/health/what-is-self-care#:~:text=Engaging%20in%20a%20self%2Dcare

Godman, H. (2014). "Regular exercise changes the brain to improve memory, thinking skills." Retrieved 28 March 2022 from https://www.health.harvard.edu/blog/regular-exercise-changes-brain-improve-memory-thinking-skills-201404097110#:~:text=In%20a%20study%20done%20at,in%20verbal%20memory%20and%20learning.

Goleman, D. (2008). "Hot to Help: When can empathy move us to action?" Retrieved 24 June 2022 from https://greatergood.berkeley.edu/article/item/hot_to_help

Gonzalez, J. (2017). "Why It's So Hard for Teachers to Take Care of Themselves (And 4 Ways to Start." Retrieved 28 March 2022 from https://www.cultofpedagogy.com/teacher-self-care/

Grace, W. (2019). You Just Gotta be Able to Pick Something Outta Nothing: Black Students' Sensemaking on Racism in High School." Available at: https://ecommons.luc.edu/cgi/viewcontent.cgi?article=4989&context=luc_theses

Graham, E. (2009). "Public School Education - The Case for Reduced Class Size. Why the Present Class Size is Not Working and What Can We Do about It? Retrieved 28 March 2022 from https://files.eric.ed.gov/fulltext/ED503690.pdf

Graham, E. (2020). "Showcasing Student Work." Available at: https://www.nea.org/professional-excellence/student-engagement/tools-tips/showcasing-student-work

Haidt, J., & Allen, N. (2020). "Scrutinizing the effects of digital technology on mental health." In *Nature*, *578*(7794), pp. 226–227.

Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019). "Understanding the Experiences of LGBTQ Students in California." Available for download at: https://www.wested.org/resources/lgbtq-students-in-california/

Hardy, J. (2021). "How to set clear work boundaries — and stick to them." Retrieved 28 March 2022 from https://ideas.ted.com/how-to-set-clear-work-boundaries-jayne-hardy/

Harvard Health Publishing. (2010). "Spending time outdoors is good for you, from the Harvard Health Letter." Available at: https://www.health.harvard.edu/press_releases/spending-time-outdoors-is-good-for-you

Harvard Health Publishing. (2021). "Sleep and mental health." Available at: https://www.health.harvard.edu/newsletter_article/sleep-and-mental-health

Harvard T. H. Chan School of Public Health. (2020). "Children's food insecurity increasing during COVID-19 pandemic." Retrieved 16 May 2022 from https://www.hsph.harvard.edu/news/hsph-in-the-news/childrens-food-insecurity-increasing-during-covid-19-pandemic/

Hawkins, E. H. (2009). "A Tale of Two Systems: Co-Occurring Mental Health and Substance Abuse Disorders Treatment for Adolescents.: In *Annual Review of Psychology*, *60*(1), pp. 197–227.

Heitzeg, N. A. (2009). "Education Or Incarceration: Zero Tolerance Policies and The School To Prison Pipeline." In *Forum on Public Policy, (n2).* Available at: https://files.eric.ed.gov/fulltext/EJ870076.pdf

Hemez, P., Brent, J. J., & Mowen, T. J. (2020). "Exploring the School-to-Prison Pipeline: How School Suspensions Influence Incarceration During Young Adulthood." In *Youth Violence and Juvenile Justice*, *18*(3), pp. 235-255.

Henry, K.-A. K., Catagnus, R. M., Griffith, A. K., & Garcia, Y. A. (2021). "Ending the School-to-Prison Pipeline: Perception and Experience with Zero-Tolerance Policies and Interventions to Address Racial Inequality." In *Behavior Analysis in Practice*. https://doi.org/10.1007/s40617-021-00634-z

Hewlett, S. A., Marshall, M., & Sherbin, L. (2013). "How Diversity Can Drive Innovation." In *Harvard Business Review.* Available at: https://hbr.org/2013/12/how-diversity-can-drive-innovation

Hjorth, C. F., Bilgrav, L., Frandsen, L. S., Overgaard, C., Torp-Pedersen, C., Nielsen, B., & Bøggild, H. (2016). "Mental health and school dropout across educational levels and genders: a 4.8-year follow-up study." In *BMC Public Health*, *16*(1), doi 10.1186/s12889-016-3622-8

Hoffer, A. (n.d.). *Impact | Volume 24, Number 1 | Using Recreation to Support the Social Well-Being of Children and Youth*. Available at: https://publications.ici.umn.edu/impact/24-1/using-recreation-to-support-the-social-well-being-of-children-and-youth#:~:text=Some%20of%20the%20benefits%20include

Hughes, M. C. (2018). "Three Ideas for Infusing Joy in the Classroom." In *Association of Middle Level Education (AMLE).* Available at: https://www.amle.org/three-ideas-for-infusing-joy-in-the-classroom/#:~:text=Infusing%20joy%20with%20purpose%20can

Immordino-Yang, M. H., Christodoulou, J. A., & Singh, V. (2012). "Rest Is Not Idleness." In *Perspectives on Psychological Science*, *7*(4), pp. 352–364.

Jason, Z. (2017). "Bored Out of Their Minds.: In *Harvard Graduate School of Education.* Available at: https://www.gse.harvard.edu/news/ed/17/01/bored-out-their-minds

Jerath, R., & Beveridge, C. (2020). "Respiratory Rhythm, Autonomic Modulation, and the Spectrum of Emotions: The Future of Emotion Recognition and Modulation." In *Frontiers in Psychology*, *11*(14). https://doi.org/10.3389/fpsyg.2020.01980

Jiang, F. (2019). "Sleep and Early Brain Development." In *Annals of Nutrition and Metabolism*, *75*(1), pp. 44–54.

Jiang, S., Postovit, L., Cattaneo, A., Binder, E. B., & Aitchison, K. J. (2019). "Epigenetic Modifications in Stress Response Genes Associated With Childhood Trauma." In *Frontiers in Psychiatry*, *10*. Available at: https://www.frontiersin.org/articles/10.3389/fpsyt.2019.00808/full

Klein, T. (2019). "Why Every Student Needs Caring Adults in Their Life." Retrieved 14 March 2022 from https://greatergood.berkeley.edu/article/item/why_every_student_needs_caring_adults_in_their_life

Konen, J. (2018). "Demonstrating Flexibility and Responsiveness in the Classroom." At *Teacher.org.* Available at: https://www.teacher.org/blog/demonstrating-flexibility-responsiveness-classroom/

Landmark School Outreach. (n.d.). "Social Emotional Learning: Developing Relationship Skills." Retrieved 14 March 2022 from https://www.landmarkoutreach.org/strategies/relationship-skills-sel/

Lawlor, M. (2021). "What is Self-Care and Why Is It So Important for Your Health?" Retrieved 25 March 2022 from https://www.everydayhealth.com/self-care/

Levy, D. J. Heissel, J. A., Richeson, J. A., & Adam, E. K. (2016). "Psychological and biological responses to race-based social stress as pathways to disparities in educational outcomes." In *American Psychology, 71*(6), pp. 455-473.

Lieberman, M. (2021). "The School Staffing Crisis Won't End Any Time Soon." *Education Week*. Retrieved 28 March 2022 from https://www.edweek.org/leadership/the-school-staffing-crisis-wont-end-any-time-soon/2021/12

Linton Howard, L. (2017). *Bright Ribbons: Weaving Culturally Responsive Teaching Into the Elementary Classroom.* Thousand Oaks, CA: Corwin.

Making Caring Common Project. (2021). "How to Build Empathy and Strengthen Your School Community. Harvard Graduate School of Education. Available at: https://mcc.gse.harvard.edu/resources-for-educators/how-build-empathy-strengthen-school-community

Martin, E. (2017). "Hidden Consequences: The Impact of Incarceration on Dependent Children." In National Institute of Justice Journal. Available for download at: https://nij.ojp.gov/topics/articles/hidden-consequences-impact-incarceration-dependent-children

Maslow, A. H. (1943). *A Theory of Human Motivation*. New York, NY: Simon & Schuster.

Matthews, T., Danese, A., Wertz, J., Ambler, A., Kelly, M., Diver, A., Caspi, A., Moffitt, T. E., & Arseneault, L. (2015). "Social Isolation and Mental Health at Primary and Secondary School Entry: A Longitudinal Cohort Study.: In *Journal of the American Academy of Child & Adolescent Psychiatry*, *54*(3), pp. 225–232.

Mayo Clinic. (2020). "Sleep tips: 6 steps to better sleep." Retrieved 25 March, 2022 from https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/sleep/art-20048379#:~:text=The%20recommended%20amount%20of%20sleep,no%20more%20than%20one%20hour.

Mayo Clinic. (2021). "How much should the average adult exercise every day?" Retrieved 25 March 2022 from https://www.mayoclinic.org/healthy-lifestyle/fitness/expert-answers/exercise/faq-

20057916#:~:text=For%20most%20healthy%20adults%2C%20the,of%20moderate%20and%20vigorous%20activity.

Mayo Clinic. (2022). "Why is your teen so tired?" Available at: https://www.mayoclinic.org/healthy-lifestyle/tween-and-teen-health/in-depth/teens-health/art-20046157

McCarty, K. (2006). "Full Inclusion: The Benefits and Disadvantages of Inclusive Schooling: An Overview." Retrieved 14 March 2022 from https://files.eric.ed.gov/fulltext/ED496074.pdf

McShane, G., Walter, G., & Rey, J. M. (2001). "Characteristics of Adolescents with School Refusal." In *Australian & New Zealand Journal of Psychiatry*, *35*(6), pp. 822–826.

Mental Health America. (2022). "The State of Mental Health in America." Retrieved 11 March 2022. Available for download at: https://www.mhanational.org/issues/state-mental-health-america

Milken Institute School of Public Health. (2020). "Equity vs. Equality: What's the Difference?" Retrieved 14 March 2022 from https://onlinepublichealth.gwu.edu/resources/equity-vs-equality/

Miller, K. (2021). "The Benefits of Mental Health According to Science." Retrieved 10 March 2022 from https://positivepsychology.com/benefits-of-mental-health/

Mindful.org (2020). "What is mindfulness?" Retrieved 28 June 2022 from https://www.mindful.org/what-is-mindfulness/

Mission Square Research Institute. (2021). "Survey Findings: K-12 Public School Employee View on Finances, Employment Outlook, and Safety Concerns due to COVID-19." Retrieved 10 March 2022 from https://slge.org/wp-content/uploads/2021/02/2021-slge-cv19-k12-report.pdf

Moeller, J., Brackett, M. A., Ivcevic, Z., & White, A. E. (2020). "High school students' feelings: Discoveries from a large national survey and an experience sampling study." In *Learning and Instruction*, *66*, 101301. https://doi.org/10.1016/j.learninstruc.2019.101301

National Alliance on Mental Illness. (n.d.). "Facts and Myths." Retrieved 14 March 2022 from https://www.naminh.org/get-involved/advocate/help-fight-stigma/facts-myths/

National Center for Education Statistics. (NCES, 2018). "National Teacher and Principal Survey." Retrieved 28 March 2022 from https://nces.ed.gov/surveys/ntps/tables/ntps1718_fltable06_t1s.asp

National Center for Education Statistics. (NCES, 2019). "New Report Shows Increased Diversity in U.S. Schools, Disparities in Outcomes." Retrieved 14 March 2022 from https://nces.ed.gov/blogs/nces/post/new-report-shows-increased-diversity-in-u-s-schools-disparities-in-outcomes

National Center for Education Statistics. (NCES, 2021). "English Language Learners in Public Schools." Retrieved 14 March 2022 from https://nces.ed.gov/programs/coe/indicator/cgf

National Commission on Teaching and America's Future. (n.d.). "Policy Brief: The High Cost of Teacher Turnover." Retrieved 10 March 2022 from https://nieer.org/wp-content/uploads/2015/06/NCTAFCostofTeacherTurnoverpolicybrief.pdf

National FFA Organization. (2022). "Types of Service." Retrieved 06 July 2022 from https://www.ffa.org/livingtoserve/types-of-service/#:~:text=There%20are%20three%20types%20of,%2C%20in%2Ddirect%20and%20advocacy.

National Institute of Mental Health. (2021). "Chronic Illness and Mental Health: Recognizing and Treating Depression." Retrieved 10 March 2022 from https://www.nimh.nih.gov/health/publications/chronic-illness-mental-health

National Institute on Drug Abuse. (2020). "Part 1: The Connection Between Substance Use Disorders and Mental Illness." Retrieved 10 March 2022 from https://nida.nih.gov/publications/research-reports/common-comorbidities-substance-use-disorders/part-1-connection-between-substance-use-disorders-mental-illness

National University. (2022). "Social Emotional Learning (SEL) & Why It Matters for Educators." Retrieved 14 March 2022 from https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/

Nelson, J. B. (2017). "Mindful Eating: The Art of Presence While You Eat." In *Diabetes Spectrum, 30*(3), pp. 171-174.

Neumark-Sztainer, D., Wall, M., Larson, N. I., Eisenberg, M. E., & Loth, K. (2011). "Dieting and Disordered Eating Behaviors from Adolescence to Young Adulthood: Findings from a 10-Year Longitudinal Study." In *Journal of the American Dietetic Association*, *111*(7), pp. 1004–1011.

Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J., & Weissberg, R. P. (2000). "Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth." In *The Journal of School Health, 70*(5), pp. 179-185. Available at: https://ocde.us/EducationalServices/LearningSupports/SEL/Documents/Mental_Health_SEL_Framework.pdf

Pellegrini, A. D. (2008). "The Recess Debate: A Disjuncture between Educational Policy and Scientific Research." In *American Journal of Play, 1*(2), pp. 181-191. Available at: https://files.eric.ed.gov/fulltext/EJ1069008.pdf

Pennsylvania State University, Robert Wood Johnson Foundation. (2017). "Teacher Stress and Health: Effects on Teachers, Students, and Schools." Retrieved 10 March 2022 from https://www.prevention.psu.edu/uploads/files/rwjf430428.pdf

Price, M., Hides, L., Cockshaw, W., Staneva, A. A., & Stoyanov, S. R. (2016). "Young Love: Romantic Concerns and Associated Mental Health Issues among Adolescent Help-Seekers." In *Behavioral Sciences*, *6*(2), p. 9. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4931381/

Primack, B. A., Shensa, A., Sidani, J. E., Whaite, E. O., Lin, L. Y., Rosen, D., Colditz, J. B., Radovic, A., & Miller, E. (2017). "Social Media Use and Perceived Social Isolation Among Young Adults in the U.S." In *American Journal of Preventive Medicine, 53*(1), pp. 1-8.

Rucker, J. M., & Richeson, J. A. (2021). "Toward an understanding of structural racism: Implications for criminal justice." In *Science*, *374*(6565), pp. 286–290.

Quin, D. (2016). "Longitudinal and Contextual Associations Between Teacher–Student Relationships and Student Engagement." In *Review of Educational Research*, *87*(2), pp. 345–387.

Rao, M. E., & Rao, D. M. (2021). "The Mental Health of High School Students During the COVID-19 Pandemic." In *Frontiers in Education*. Available at: https://www.frontiersin.org/articles/10.3389/feduc.2021.719539/full

Reilly, K. (2017). "Is Recess Important for Kids or a Waste of Time? Here's What the Research Says." Available at: https://time.com/4982061/recess-benefits-research-debate/

Rodriguez, T. (2018). "Part I: Adolescent Tech Use and Mental Health: Expert Roundtable." Retrieved 11 March 2022 from https://www.psychiatryadvisor.com/home/topics/child-adolescent-psychiatry/part-1-adolescent-tech-use-and-mental-health-expert-roundtable/#:~:text=Part%201%3A%20Adolescent%20Tech%20Use%20and%20Mental%20Health%3A%20Expert%20Roundtable,-Tori%20Rodriguez%2C%20MA&text=It%20is%20estimated%20that%2095,reported%20by%2045%25%20of%20teens.

Rumberger, R. & Lim, S. A. (2008). "Why Students Drop Out of School: A Review of 25 Years of Research." Retrieved 10 March 2022 from https://www.hws.edu/about/pdfs/school_dropouts.pdf

Scales, P. C., Benson, P. L., Roehlkepartain, E. C., Hintz, N. R., Sullivan, T. K., & Mannes, M. (2004). "The Role of Parental Status and Child Age in the Engagement of Children and Youth with Adults Outside their Families." In *Journal of Family Issues*, *25*(6), pp. 735–760.

Schonert-Reichl, K. A., Oberle, E., Lawler, M. S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). "Enhancing Cognitive and Social-Emotional Development Through a

Simple-to-Administer Mindfulness-Based School Program for Elementary School Children: A Randomized Controlled Trial." In *Developmental Psychology, 51*(1) pp. 52-66.

Scommegna, P. (2014). "Parents' Imprisonment Linked to Children's Health, Behavior Problems." Retrieved 27 April 2022 from https://www.prb.org/resources/parents-imprisonment-linked-to-childrens-health-behavioral-problems/

Semple, R. J., Lee, J., & Rosa. D. (2009), "A Randomized Trial of Mindfulness-Based Cognitive Therapy for Children: Promoting Mindful Attention to Enhance Social-Emotional Resiliency in Children." In *Journal of Child and Family 19*(2), pp. 218-229.

Shannon. D. (2004). *A Bad Case of Stripes.* New York, NY: The Blue Sky Press.

Shaw, S. (2016). "Student Activities to Promote Diversity, Inclusion and Empathy." Retrieved 27 June 2022 from https://www.gettingsmart.com/2016/10/student-activities-to-promote-diversity-inclusion-and-empathy/

Shim, J. (2022). "Benefits of Service Learning for High School Students." In *Edutopia*. Available at: https://www.edutopia.org/article/benefits-service-learning-high-school-students

Sklad, M., Diekstra, R., De Ritter, M., Ben, J., & Gravesteijn, C. (2012). "Effectiveness of School-Based Universal Social, Emotional, and Behavioral Programs: Do They Enhance Students' Development in the Area of Skill, Behavior, and Adjustment" In *Psychology in the Schools, 49*(9), pp. 892–909.

Steiner, R. J., Sheremenko, G., Lesesne, C., Dittus, P. J., Sieving, R. E., & Ethier, K. A. (2019). "Adolescent Connectedness and Adult Health Outcomes." In *Pediatrics*, *144*(1), e20183766. https://doi.org/10.1542/peds.2018-3766

Steiner, E. D. & Woo, A. (2021). "Job-Related Stress Threatens the Teacher Supply." Retrieved 11 March 2022 from https://www.rand.org/content/dam/rand/pubs/research_reports/RRA1100/RRA1108-1/RAND_RRA1108-1.pdf

Taras, H. (2005). "Nutrition and Student Performance at School." In *Journal of School Health*, *75*(6), pp. 199–213.

Terada, Y. (2018). "Research-Tested Benefits of Breaks.: In *Edutopia.* George Lucas Educational Foundation. Available at: https://www.edutopia.org/article/research-tested-benefits-breaks

Tyndall, D. E., Kosko, D. A., Forbis, K. M., & Sullivan, W. B. (2020). "Mutual Benefits of a Service-Learning Community–Academic Partnership.: In *Journal of Nursing Education*, *59*(2), pp. 93–96.

U.S. Department of Agriculture. (USDA, n.d.) "Dietary Guidelines for Americans: 2020-2025." Retrieved 14 March 2022 from https://www.dietaryguidelines.gov/sites/default/files/2021-03/Dietary_Guidelines_for_Americans-2020-2025.pdf

U.S. Department of Agriculture Economic Research Service. (USDA, 2021). "Food Insecurity in the U.S.: Key Statistics & Graphics." Retrieved 14 March 2022 from https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-u-s/key-statistics-graphics/

U.S. Department of Education Office for Civil Rights. (2014). "Civil Rights Data Collection: Data Snapshot: School Discipline." Retrieved 28 June 2022 from https://ocrdata.ed.gov/assets/downloads/CRDC-School-Discipline-Snapshot.pdf

U.S. Department of Health and Human Services, (2021). "Child Maltreatment 2019." Available for download at: https://www.acf.hhs.gov/cb/report/child-maltreatment-2019

van Kleef, G. A., Cheshin, A., Fischer, A. H., & Schneider, I. K. (2016). "Editorial: The Social Nature of Emotions.: In *Frontiers in Psychology*, *7*(14). https://doi.org/10.3389/fpsyg.2016.00896

van Woerkom, M. (2018). "Building Community with Restorative Circles." Retrieved 27 June 2022 from https://www.edutopia.org/article/building-community-restorative-circles

Wachtel, J. (2013). "Aggression Replacement Training: New professional development & graduate course." Retrieved 28 June 2022 from https://www.iirp.edu/news/aggression-replacement-training-new-professional-development-graduate-course

Walker, T. (2022). "Survey: Alarming Number of Educators May Soon Leave the Profession." Retrieved 28 March 2022 from https://www.nea.org/advocating-for-change/new-from-nea/survey-alarming-number-educators-may-soon-leave-profession

Weissberg, R. (2016). "Why Social and Emotional Learning Is Essential for Students." Retrieved 14 March 2022 from https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta

Wells, G., Horwitz, J. & Seetharaman, D. (2021). "Facebook Knows Instagram is Toxic for Teen Girls, Company Documents Show." Retrieved 11 March 2022 from https://www.wsj.com/articles/facebook-knows-instagram-is-toxic-for-teen-girls-company-documents-show-11631620739

Whitten, E. & Rodríguez-Campos, L. (2003). "Trends in the Special Education Teaching Force: Do They Reflect Legislative Mandates and Legal Requirements?" In *Educational Horizons, 81*(3), pp. 138-145.

Winters, K. C., & Arria, A. (2011). "Adolescent Brain Development and Drugs." In *The Prevention Researcher*, *18*(2), pp. 21–24. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3399589/

Winters, K. C., Tanner-Smith, E. E., Bresani, E., & Meyers, K. (2014). "Current advances in the treatment of adolescent drug use.: In *Adolescent Health, Medicine and Therapeutics*, *5*, pp. 199-210. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4241949/

Wolpert-Gawron, H. (2016. "What the Heck Is Inquiry-Based Learning?" In *Edutopia.* Available at: https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron#:~:text=Teachers%20use%20inquiry%2Dbased%20learning%20to%20boost%20student%20engagement.&text=Inquiry%2Dbased%20learning%20is%20more

World Health Organization. (2022). "What do we mean by self-care?" Retrieved 25 March 2022 from https://www.who.int/reproductivehealth/self-care-interventions/definitions/en/

Yard, E. (2021). "Emergency Department Visits for Suspected Suicide Attempts Among Persons Aged 12–25 Years Before and During the COVID-19 Pandemic — United States, January 2019–May 2021." Retrieved 11 March 2022 from https://www.cdc.gov/mmwr/volumes/70/wr/mm7024e1.htm

Younghans, M. (2016). "Recognizing Student Success: Creating a Positive Culture for Students." *National Association of Secondary School Principals.* Available at: https://www.nassp.org/2016/08/30/recognizing-student-success-creating-a-positive-culture-for-students/

Youth.gov. (n.d.). "Service-Learning." Retrieved 05 July 2022 from https://youth.gov/youth-topics/civic-engagement-and-volunteering/service-learning