Professional Development Institute

Flex Course Syllabus

Responding to Students' Mental Health Challenges with SEL (6-12)

PDI Course Number: 144T02

UCSD Course Number: EDUC42428

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

Do you wish you had social-emotional teaching strategies to respond to the current mental health crisis among teens? Many of our students face numerous challenges that can contribute to poor mental health outcomes, including disabilities; adverse childhood experiences; social, racial, and ethnic justice; and risky behaviors. This online course is specifically designed for teachers in grades 6-12 who are looking to dig deeper into how these challenges impact mental health and how effective social-emotional strategies such as empathy, coping, problem solving, decision making, emotional resilience, and effective communication can make a difference. Teachers are provided with thorough background information on a variety of mental health challenges that are germane to grades 6-12. The foundations of equity and equality in education are discussed, as well as strategies for helping students who have suffered from trauma. Specific culturally-responsive social-emotional strategies are also shared so that teachers can be more effective when working with students from diverse racial and ethnic backgrounds Finally, teachers will learn how to explicitly teach self-advocacy — a skill that all students can benefit from, regardless of the challenges they face. By the end of this course, teachers will be well prepared to teach critical SEL skills that directly relate to mental health.

Educational Outcomes

1. Teachers will learn how to detect mental health challenges among their students, including the risk factors, causes, and protective factors.
2. Teachers will understand the guiding principles of social-emotional learning and how they relate to mental health and students with special needs.
3. Teachers will understand the consequences of social, emotional, and behavioral challenges and how to improve the mental health outcomes of special education students.
4. Teachers will be able to identify various emotional and behavioral disorders and will learn how to support students' emotional resiliency and positive behaviors.
5. Teachers will learn social-emotional strategies to support the mental health of students with learning disabilities.
6. Teachers will learn social-emotional strategies to support the mental health of students with autism.
7. Teachers will learn social-emotional strategies to support the mental health of students with intellectual disabilities.
8. Teachers will learn social-emotional strategies to support the mental health of students with sensory impairments.
9. Teachers will learn social-emotional strategies to support the mental health of students with health impairments.
10. Teachers will understand how adverse childhood experiences can impact students' mental health.
11. Teachers will learn social-emotional strategies to support the mental health of students who have experienced abuse and neglect.
12. Teachers will learn social-emotional strategies to support the mental health of students who have been exposed to violence.
13. Teachers will learn social-emotional strategies to support the mental health of students who have experienced poverty and homelessness.
14. Teachers will learn social-emotional strategies to support the mental health of LGBTQIA+ students.
15. Teachers will learn culturally responsive social-emotional strategies to support the mental health of racial and ethnic minority students.
16. Teachers will be able to differentiate between equity and equality and will understand the importance of each in education.
17. Teachers will learn the short-term and long-term impacts of bullying on the mental health of everyone involved.
18. Teachers will learn social-emotional strategies to prevent bullying.
19. Teachers will understand the link between substance abuse and mental health and will learn social-emotional strategies to prevent substance abuse.
20. Teachers will be able to explicitly teach self-advocacy to students with mental health challenges.

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)
- Design Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- The Rise of Adolescent Mental Health Issues
- What is SEL?
- Mental Health and Special Education
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about applying social and emotional learning in your classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Students with Emotional and Behavioral Disorders
- Students with Learning Disabilities
- Students with Autism

- **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

- Students with Intellectual Disabilities
- Students with Sensory Impairments
- Students with Health Impairments
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively implementing social and emotional skills using literature and will 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 easily follow. 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

- Mental Health and Adverse Childhood Experiences
- Students of Abuse and Neglect
- Students Exposed to Violence
- Students of Poverty and Homelessness
- **Test #4**

Unit Five

- Addressing the Mental Health of LGBTQIA+ Students
- Students from Diverse Racial and Ethnic Backgrounds
- **Test #5**

Unit Six

- Bullying
- Substance Abuse
- Encouraging Students to be Self-Advocates
- **Assignment #4**
  You have been provided with many examples of social-emotional strategies that address the mental health challenges our students face. Considering all the information you have

learned from this course, design two social-emotional lesson plans that are geared toward helping students from any two of the populations addressed within the course. The lesson plans should include a purpose, a materials list, and a minimum of six detailed steps to execute the procedure. In addition to incorporating social-emotional strategies, your lessons should be detailed enough so that another teacher can immediately use them in his/her classroom. Be sure to label the lesson plans with the grade level(s), content area, and diverse populations to which they best apply.

- **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

Adolescent Wellness Academy. (2018). "Mental Health Facts & Statistics." Retrieved 22 Aug. 2022 from https://adolescentwellnessacademy.com/teen-mental-health-facts-statistics/

American Psychiatric Association. (APA, 2018). "What is Mental Illness?" Retrieved 16 Sept. 2022 from https://psychiatry.org/patients-families/what-is-mental-illness

American Psychological Association. (2017). "Addressing the Mental Health Needs of Racial and Ethnic Minority Youth." Retrieved 9 Feb. 2023 from https://www.apa.org/pi/families/resources/mental-health-needs.pdf

Banks, A. (2022). "Why Social-Emotional Learning is Important in Special Education." Retrieved 31 Aug. 2022 from https://insightstobehavior.com/blog/social-emotional-learning-important-special-education/

Beauchemin, J., Hutchins, T.L., & Patterson, F. (2008). "Mindfulness Meditation May Lessen Anxiety, Promote Social Skills, and Improve Academic Performance Among Adolescents with Learning Disabilities." In *Journal of Evidence-Based Integrative Medicine, 13*(1), 34-45. https://doi.org/10.1177/1533210107311624

Bjorgaas, H.M., Elgen, I., Boe, T., & Hysing, M. (2013). "Mental Health in Children with Cerebral Palsy: Does Screening Capture the Complexity?" In *The Scientific World Journal*. https://doi.org/10.1155/2013/468402

Breunlin, D. C., Cimmarusti, R. A., Bryant-Edwards, T. L., & Hetherington, J. S. (2002). "Conflict resolution training as an alternative to suspension for violent behavior." In *The Journal of Educational Research, 95*(6), 349-357.

Brown-Chidsey, R. & Bickford, R. (2016). *Practical Handbook of Multi-Tiered Systems of Support*. New York, NY: The Guilford Press.

The Center on Positive Behavioral Interventions and Supports. (n.d.). "What is PBIS?" Retrieved 1 Feb. 2023 from https://www.pbis.org/pbis/what-is-pbis
The Centers for Disease Control and Prevention. (CDC, 2019). "Youth Risk Behavior Surveillance System Results." Retrieved 24 Aug. 2022 from https://www.cdc.gov/healthyyouth/data/yrbs/results.htm

The Centers for Disease Control and Prevention. (CDC, 2021*a*). "Estimated HIV Incidence and Prevalence in the United States, 2015-2019." In *HIV Surveillance Supplemental Report, 26*(1). https://www.cdc.gov/hiv/pdf/library/reports/surveillance/cdc-hiv-surveillance-supplemental-report-vol-26-1.pdf

The Centers for Disease Control and Prevention. (CDC, 2021*b*). "Adverse Childhood Experiences (ACEs)." Retrieved 17 Jan. 2023 from https://www.cdc.gov/vitalsigns/aces/index.html

The Centers for Disease Control and Prevention. (CDC, 2021*c*). "Preventing Bullying." Retrieved 17 Feb. 2023 from https://www.cdc.gov/violenceprevention/pdf/yv/Bullying-factsheet_508_1.pdf

The Centers for Disease Control and Prevention. (CDC, 2022*a*). "Signs and Symptoms of Autism Spectrum Disorder." Retrieved 26 Oct. 2022 from https://www.cdc.gov/ncbddd/autism/signs.html

The Centers for Disease Control and Prevention. (CDC, 2022*b*). "Fast Facts: Preventing Adverse Childhood Experiences." Retrieved 17 Jan. 2023 from https://www.cdc.gov/violenceprevention/aces/fastfact.html

The Centers for Disease Control and Prevention. (CDC, 2022*c*). "Fast Facts: Preventing Child Abuse & Neglect.: Retrieved 19 Jan. 2023 from https://www.cdc.gov/violenceprevention/childabuseandneglect/fastfact.html

Child Mind Institute. (2021). "Substance Use + Mental Health in Teens and Young Adults." Retrieved 24 Feb. 2023 from https://drugfree.org/wp-content/uploads/2019/02/Substance-Use-Mental-Health-in-Teens-and-Young-Adults.pdf

Cohen, S. (2022). "Suicide rate highest among teens and young adults." Retrieved on 17 Aug. 2022 from https://connect.uclahealth.org/2022/03/15/suicide-rate-highest-among-teens-and-young-adults/

Colby, S.L. & Ortman, J.M. (2015). *Projections of the Size and Composition of the U.S. Population: 2014 to 2060*. Washington, D.C.: United States Census Bureau.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2021*a*). "What is the CASEL Framework." Retrieved 17 Aug. 2022 from https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2021*b*). "SEL in the Classroom." Retrieved 17 Aug. 2022 from https://casel.org/systemic-implementation/sel-in-the-classroom/

Columbia Center for Teaching and Learning. (n.d.). "Community Building in the Classroom." Retrieved 06 Oct. 2022 from https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/community-building/

Committee for Children. (2012). "Bullying Prevention in Schools Starts with Social-Emotional Learning." Retrieved 21 Feb. 2023 from https://assets.ctfassets.net/98bcvzcrxclo/3npGxkUw2SAFqSYUYTPNsK/4bd0811c1ee56fa4143ef42813d2e190/SEL_Bullying_Paper.pdf

Creswell, D.J., Dutcher, J.M., Klein, W.M., Harris, P.R., & Levine, J.M. (2013). "Self-Affirmation Improves Problem-Solving Under Stress." In *PLoS One, 8*(5). https://doi.org/10.1371/journal.pone.0062593

Ditch the Label. (2022). "Why Do People Bully? The Scientific Reasons." Retrieved 21 Feb. 2023 from https://www.ditchthelabel.org/why-do-people-bully/

Dunn, C. (2018). "Trauma and Individuals with Intellectual and Developmental Disabilities." Retrieved 29 Nov. 2022 from https://vkc.vumc.org/assets/files/tipsheets/traumatips.pdf

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." *Child Development, 82*(1), pgs. 405-432.

Eaton, C., Tarver, J., Shirazi, A., Pearson, E., Walker, L., Bird, M., Oliver, C., & Waite, J. (2021). "A systematic review of the behaviours associated with depression in people with severe–profound intellectual disability." *Journal of Intellectual Disability Research, 65*(3), pgs. 211-229. https://doi.org/10.1111/jir.12807

Francis, S., Loring, W., Rodrigues, V., & Juárez, P. (2018). "Addressing Mental Health Needs in Students with Autism Spectrum Disorders: A Toolkit for Educators." Retrieved 25 Oct. 2022 from https://vkc.vumc.org/assets/files/resources/mental-health-toolkit.pdf

The Gateway Institute. (n.d.). "Intrusive Thoughts OCD — Symptoms and Treatment." Retrieved 06 Oct. 2022 from https://www.gatewayocd.com/intrusive-thoughts-ocd-symptoms-and-treatment/

Gatens, B. (2015). *Helping Students Cope with Addiction: Tips for Teachers*. Retrieved 1 Mar. 2023 from https://education.cu-portland.edu/blog/curriculum-teaching-strategies/teachers-help-students-addiction/

Gilbert, A. (2020). "Help Teens Learn to Control Emotions." Retrieved 23 Jan. 2023 from https://parentandteen.com/self-regulation/

Gladden, R.M., Vivolo-Kantor, A.M., Hamburger, M.E., & Lumpkin, C.D. (2014). *Bullying Surveillance Among Youths: Uniform Definitions for Public Health and Recommended Data Elements*. Atlanta, GA: Centers for Disease Control and Prevention.

Grandin, T. & Barron, S. (2005). *The Unwritten Rules of Social Relationships*. Arlington, TX: Future Horizons, Inc.

Gregory, S. (n.d.). "Increase Student Learning by Teaching Replacement Behaviors." Retrieved Oct. 2022 from https://www.n2y.com/blog/teaching-replacement-behaviors/

Gresham, F.M. (2018). *Effective Interventions for Social-Emotional Learning.* New York, NY: The Guilford Press.

Haider, A. (2021). "The Basic Facts About Children in Poverty." Retrieved 30 Jan. 2023 from https://www.americanprogress.org/article/basic-facts-children-poverty/

Hanover Research. (2015). "Personalized Learning and Student Achievement." Retrieved 4 Oct. 2022 from https://www.ohioschoolboards.org/sites/default/files/Personalized%20Learning%20and%20Student%20Achievement.pdf

Hasbrouck, J. (2021). "The Social and Emotional Impacts of Dyslexia." Retrieved 21 Oct. 2022 from https://medium.com/inspired-ideas-prek-12/the-social-and-emotional-impacts-of-dyslexia-cb89b82dc805

Headspace. (n.d.). "What is meditation?" Retrieved 21 Oct. 2022 from https://www.headspace.com/meditation-101/what-is-meditation

Hollins, S. & Allen, E. (2020). "Depression in People with Intellectual Disabilities." Retrieved 29 Nov. 2022 from http://www.intellectualdisability.info/mental-health/articles/depression-in-people-with-intellectual-disabilities

Human Rights Campaign Foundation. (2020). Advocating for LGBTQ Students with Disabilities. Retrieved 6 Feb. 2023 from https://welcomingschools.org/resources/advocating-for-lgbtq-students-with-disabilities

The Illinois ACEs Response Collaborative (n.d.). "Health Brief: ACEs for Health Systems and Providers." Retrieved 17 Jan. 2023 from http://www.hmprg.org/wp-content/themes/HMPRG/backup/ACEs/Health%20Policy%20Brief.pdf

Individuals with Disabilities Education Act. (IDEA, 2018). "Sec. 300.8 Child with a disability." Retrieved 16 Sept. 2022 from https://sites.ed.gov/idea/regs/b/a/300.8

Jaser, S. (2010). "Psychological Problems in Adolescents with Diabetes." In *Adolescent Medicine: State of the Art Reviews, 18*(2), pgs. 138-151.

Jean, E. & Young, N.D. (2018*). Emotions and Education — Parents Make the Difference: Fostering Emotional Resiliency to Improve School Outcomes*. Wilmington, DE: Vernon Press.

Kosciw, J. G., Clark, C. M., & Menard, L. (2022). *The 2021 National School Climate Survey: The experiences of LGBTQ+ youth in our nation's schools*. New York, NY: GLSEN.

Lal, S., Tremblay, S., Starcevic, D., Mauger-Lavigne, M., & Anaby, D. (2022). "Mental health problems among adolescents and young adults with childhood-onset physical disabilities: A scoping review." In *Frontiers in Rehabilitation Sciences*. doi: 10.3389/fresc.2022.904586

Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success*. New York, NY: The Guilford Press.

Learning Disabilities Association of America. (LDA, n.d.*a*). Types of Learning Disabilities. Retrieved 20 Oct. 2022 from https://ldaamerica.org/types-of-learning-disabilities/

Learning Disabilities Association of America. (LDA, n.d.*b*). Social Skills and Learning Disabilities. Retrieved 24 Oct. 2022 from https://ldaamerica.org/info/social-skills-and-learning-disabilities/

Linkhorn, T. (2021). "Pandemic-induced mental distress higher among those with disabilities." Retrieved 16 Sept. 2022 from https://medicalxpress.com/news/2021-10-pandemic-induced-mental-distress-higher-disabilities.html

Lucci, C. (2017). "Teenage Rebellion with Chronic Illness." Retrieved 29 Dec. 2022 from https://www.cff.org/community-posts/2017-10/teenage-rebellion-chronic-illness

Massachusetts General Hospital. (n.d.). "Childhood Epilepsy: Mental Health and Behavior." Retrieved 28 Dec. 2022 from https://www.massgeneral.org/children/epilepsy/education/mental-health-and-behavior

McDonald. (2021). "Preventing Homelessness for Youth and Young Families in Foster Care: FY2021 Updates." Retrieved 31 Jan. 2023 from https://endhomelessness.org/blog/preventing-homelessness-for-youth-and-young-families-in-foster-care-fy2021-updates/#:~:text=Researchers%20have%20found%20that%20between,within%2012%20months%20of%20exit.

McKibben, S. (2014). "The Two-Minute Relationship Builder." Retrieved 24 Jan. 2023 from https://www.ascd.org/el/articles/the-two-minute-relationship-builder

McLaughlin, K. (2017). "The long shadow of adverse childhood experiences." Retrieved 17 Jan. 2023 from https://www.apa.org/science/about/psa/2017/04/adverse-childhood

Minority Rights Group International. (2020). "World Directory of Minorities and Indigenous Peoples — United States of America." Retrieved 10 Feb. 2023 from https://minorityrights.org/country/united-states-of-america/
MST Services. (2019). "The Crossover Between Youth Mental Health & Substance Abuse." Retrieved 24 Feb. 2023 from https://info.mstservices.com/blog/teen-mental-health-substance-abuse

Mwanza, N. (n.d.). "How pediatric leukemia can impact a child's mental health." Retrieved 28 Dec. 2022 from https://www.alustforlife.com/tools/how-pediatric-leukemia-can-impact-a-childs-mental-health

Naeini, T. S., Ashadi, F. K., Hatamizadeh, N., & Bakhshi, E. (2013). "The effect of social skills training on perceived competence of female adolescents with deafness." In *Iranian Red Crescent Medical Journal, 15*(12). doi: 10.5812/ircmj.5426

National Alliance on Mental Illness. (NAMI, n.d.*a*). "What You Need to Know About Youth Suicide." Retrieved 17 Aug. 2022 from https://www.nami.org/Your-Journey/Kids-Teens-and-Young-Adults/What-You-Need-to-Know-About-Youth-Suicide

National Alliance on Mental Illness. (NAMI, n.d.*b*). "LGBTQI." Retrieved 7 Jan. 2023 from https://www.nami.org/Your-Journey/Identity-and-Cultural-Dimensions/LGBTQI

National Alliance on Mental Illness. (NAMI, n.d.*c*). "Identity and Cultural Dimensions." Retrieved 10 Feb. 2023 from https://www.nami.org/Your-Journey/Identity-and-Cultural-Dimensions

National Autistic Society. (2021). "Anxiety." Retrieved 9 Nov. 2022 from https://www.autism.org.uk/advice-and-guidance/topics/mental-health/anxiety

National Center for Education Statistics (NCES, 2021). "Number of students receiving selected disciplinary actions in public elementary and secondary schools, by type of disciplinary action, disability status, sex, and race/ethnicity: 2017-18." Retrieved 1 Sept. 2022 from https://nces.ed.gov/programs/digest/d21/tables/dt21_233.27.asp

National Center for Education Statistics (NCES, 2022). "Students with Disabilities." Retrieved 20 Oct. 2022 from https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities

National Center for Homeless Education. (2022). "Student Homelessness in America." Retrieved 30 Jan. 2023 from https://nche.ed.gov/wp-content/uploads/2022/11/Student-Homelessness-in-America-2022.pdf

National Center for Learning Disabilities. (NCLD, 2017). "Social, Emotional, and Behavioral Challenges." Retrieved 1 Sept. 2022 from https://www.ncld.org/research/state-of-learning-disabilities/social-emotional-and-behavioral-challenges/

National Center for Homeless Education. (2022). "Graduation Rates of Students who Experienced Homelessness in America." Retrieved 31 Jan. 2023 from https://nche.ed.gov/wp-content/uploads/2022/09/ACGR-of-Students-Who-Experienced-Homelessness-in-America.pdf

National Coalition for the Homeless. (n.d.). "Youth Homelessness." Retrieved 31 Jan. 2023 from https://nationalhomeless.org/issues/youth/

National Institute of Mental Health. (NIMH, 2022). "Anxiety." Retrieved 20 Sept. 2022 from https://www.nimh.nih.gov/health/topics/anxiety-disorders

National Institute on Drug Abuse. (NIDA, 2021). "Common Comorbidities with Substance Use Disorders Research Report." Retrieved 27 Feb. 2023 from https://nida.nih.gov/publications/research-reports/common-comorbidities-substance-use-disorders/why-there-comorbidity-between-substance-use-disorders-mental-illnesses

Newport Academy. (2022). "5 Evidence-Based Anger Management Techniques for Teens." Retrieved 29 Dec. 2022 from https://www.newportacademy.com/resources/empowering-teens/anger-management-techniques/

Newton, K. (2021). "Mental Health and LD." Retrieved 20 Oct. 2022 from https://ldaamerica.org/lda_today/mental-health-and-ld/

Noe-Bustamante, L., Ruiz, N.G., Lopez, M.H., & Edwards, K. (2022). "About a third of Asian Americans say they have changed their daily routine due to concerns over threats, attacks." Retrieved 21 Feb. 2023 from https://www.pewresearch.org/fact-tank/2022/05/09/about-a-third-of-asian-americans-say-they-have-changed-their-daily-routine-due-to-concerns-over-threats-attacks/

North, R.J., Pai, A.V., Hixon, J.G. & Holahan, C.J. (2011). "Finding happiness in negative emotions: An experimental test of a novel expressive writing paradigm." *The Journal of Positive Psychology, 6*(3), pgs. 192-203. doi: 10.1080/17439760.2011.570365

Ossa, F.C., Pietrowsky, R., Bering, R., & Kaess, M. (2019). "Symptoms of posttraumatic stress disorder among targets of school bullying." In *Child and Adolescent Psychiatry and Mental Health, 13*(43). https://doi.org/10.1186/s13034-019-0304-1

Platzman Weinstock, C. (2019). "The Deep Emotional Ties Between Depression and Autism." Retrieved 26 Oct. 2022 from https://www.spectrumnews.org/features/deep-dive/the-deep-emotional-ties-between-depression-and-autism/

Prange-Morgan, C. (2021). "Limb Loss, Mental Health, and Accessibility." Retrieved 28 Dec. 2022 from https://www.psychologytoday.com/us/blog/full-catastrophe-parenting/202104/limb-loss-mental-health-and-accessibility

Prinstein, M. (2022). "US youth are in a mental health crisis—we must invest in their care." Retrieved 17 Aug. 2022 from https://www.apa.org/news/press/op-eds/youth-mental-health-crisis

Quirk, A. (2020). "Mental Health Support for Students of Color During and After the Coronavirus Pandemic." Retrieved 10 Feb. 2023 from https://www.americanprogress.org/article/mental-health-support-students-color-coronavirus-pandemic/

Quittner, A.L., Goldbeck, L., Abbott, J., Duff, A., Lambrecht, P., Solé, A., Tibosch, M.M., Bergsten Brucefors, A., Yüksel, H., Catastini, P., Blackwell, L., & Barker, D. (2014). "Prevalence of depression and anxiety in patients with cystic fibrosis and parent caregivers: results of The International Depression Epidemiological Study across nine countries." In *Thorax, 69*(12), pgs. 1090-1097. doi: 10.1136/thoraxjnl-2014-205983

Ragozzino, K. & Utne O'Brien, M. (2009). "Social and Emotional Learning and Bullying Prevention." Retrieved 21 Feb. 2023 from https://ed.buffalo.edu/content/dam/ed/alberti/docs/Bullying-brief.pdf

Richards, J. (2014). "TBI Linked to Mental Health Problems in Teens." Retrieved 29 Dec. 2022 from https://www.slatervecchio.com/blog/tbi-linked-to-mental-health-problems-in-teens/

Rockett, D. (2022). "Teens with disabilities are 5 times more likely to suffer from mental, emotional and behavioral health disorders." Retrieved 17 Aug. 2022 from https://medicalxpress.com/news/2022-01-teens-disabilities-mental-emotional-behavioral.html

Rooney, M. (2022). "ADHD in Teenagers." Retrieved 29 Sept. 2022 from https://childmind.org/article/adhd-in-teenagers/

Seider, S. & Graves, D. (2020). "Making SEL Culturally Competent." Retrieved 14 Feb. 2023 from https://www.edutopia.org/article/making-sel-culturally-competent/

The Sentencing Project. (2022). "Too Many Locked Doors." Retrieved 2 Sept. 2022 from https://www.sentencingproject.org/wp-content/uploads/2022/03/too-many-locked-doors.pdf?eType=EmailBlastContent&eId=3b23a844-3eb8-42d1-b8fb-ef43de567e59

Shoham, N., Lewis, G., McManus, S., & Cooper, C. (2019). "Common mental illness in people with sensory impairment: results from the 2014 adult psychiatric morbidity survey." In *BJPsych Open, 5*(6). doi:10.1192/bjo.2019.81

Singer, B.D. & Mogensen, J. (2021). "Getting Students to Self-Advocacy — Step by Step." Retrieved 2 Mar. 2023 from https://leader.pubs.asha.org/do/10.1044/leader.FTR1.26082021.32/full/

StopBullying.gov. (2018). "Fact Sheet." Retrieved 23 Feb. 2023 from
https://www.stopbullying.gov/sites/default/files/2018-08/Bystander-Factsheet.pdf

Strassle, P.D., Stewart, A.L., Quintero, S.M., Bonilla, J., Alhomsi, A., Santana-Ufret, V., Maldonado, A.I., Forde, A.T., & Napoles, A.M. (2022). "COVID-19–Related Discrimination Among Racial/Ethnic Minorities and Other Marginalized Communities in the United States." In *American Journal of Public Health, 112*(3), pgs. 453-466.

Substance Abuse and Mental Health Services Administration. (SAMHSA, 2021). "Key Substance Use and Mental Health Indicators in the United States: Results from the 2020 National Survey on Drug Use and Health." Retrieved 24 Aug. 2022 from
https://www.samhsa.gov/data/sites/default/files/reports/rpt35325/NSDUHFFRPDFWHTMLFiles2020/2020NSDUHFFR1PDFW102121.pdf

Tarrasch, R., Berman, Z., & Friedmann, N. (2016). "Mindful Reading: Mindfulness Meditation Helps Keep Readers with Dyslexia and ADHD on the Lexical Track." In *Frontiers in Psychology, 7*(578). https://doi.org/10.3389/fpsyg.2016.00578

Teaching Tolerance. (2018). "Best Practices for Serving LGBTQ Students." Montgomery, AL: Southern Poverty Law Center.

Totsika, V., Liew, A., Absoud, M., Adnams, C., & Emerson, E. (2022). "Mental health problems in children with intellectual disability." In *The Lancet: Child & Adolescent Health, 6*(6), pgs. 432-444. https://doi.org/10.1016/S2352-4642(22)00067-0

The Trevor Project. (2022). "2022 National Survey on LGBTQ Youth Mental Health." Retrieved 2 Feb. 2023 from https://www.thetrevorproject.org/survey-2022/

Turning Point of Tampa. (2021). "What is Driving the Increase in Adolescent Mental Health Issues?" Retrieved 22 Aug. 2022 from https://www.tpoftampa.com/increase-in-adolescent-mental-health-issues/

United States Census Bureau. (2022). Poverty in the United States: 2021. Retrieved 30 Jan. 2023 from https://www.census.gov/data/tables/2022/demo/income-poverty/p60-277.html

U.S. Department of Education. (2019). "Chronic Absenteeism in the Nation's Schools." Retrieved 1 Sept. 2022 from https://www2.ed.gov/datastory/chronicabsenteeism.html

U.S. Department of Education. (2021). "43rd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2021." Retrieved 1 Sept. 2022 from https://sites.ed.gov/idea/files/43rd-arc-for-idea.pdf

U.S. Department of Education, Office for Civil Rights. (2021a). "An Overview of Exclusionary Discipline Practices in Public Schools for the 2017-18 School Year." Retrieved 1 Sept. 2022 from https://www2.ed.gov/about/offices/list/ocr/docs/crdc-exclusionary-school-discipline.pdf

U.S. Department of Education, Office for Civil Rights. (2021*b*). "2017-2018 State and National Estimations: School-Related Arrests with and without Disability." Retrieved 2 Sept. 2022 from https://ocrdata.ed.gov/estimations/2017-2018

U.S. Department of Health and Human Services. (2020). "What is Mental Health?" Retrieved 17 Aug. 2022 from https://www.mentalhealth.gov/basics/what-is-mental-health

U.S. Department of Health and Human Services, Children's Bureau. (2019). "Long-Term Consequences of Child Abuse and Neglect." Retrieved on 19 Jan. 2023 from https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf

U.S. Department of Health and Human Services, Children's Bureau. (2020). "The Child Abuse Prevention and Treatment Act (CAPTA)." Retrieved 19 Jan. 2023 from https://www.acf.hhs.gov/cb/law-regulation/child-abuse-prevention-and-treatment-act-capta

Utti, C. (2016). *Approaching an Addicted Student: A Teacher's Perspective*. Retrieved 1 Mar. 2023 from https://ranchatdovetree.com/blog/approaching-addicted-student/

Via Institute on Character. (2022). "Why Do Character Strengths Matter?" Retrieved 17 Aug. 2022 from https://www.viacharacter.org/

Voices of Youth Count. (2017). Missed Opportunities: Youth Homelessness in America. Retrieved 31 Jan. 2023 from https://voicesofyouthcount.org/wp-content/uploads/2017/11/ChapinHall_VoYC_NationalReport_Final.pdf

Walsh, M. (n.d.). "Identifying and Treating Anxiety Disorders in People with Intellectual Disabilities." Retrieved 23 Nov. 2022 from https://www.mayinstitute.org/news/acl/asd-and-dd-adult-focused/identifying-and-treating-anxiety-disorders-in-people-with-intellectual-disabilities/

We Empower ACEs. (n.d.). "Adverse Childhood Experiences." Retrieved 03 Feb. 2023 from https://weempoweraces.org/aces/

Weiner, M.T., Day, S.J., & Galvan, D. (2013). Deaf and hard of hearing students' perspectives on bullying and school climate. In *American Annals of the Deaf, 158*(3), pgs. 334-343.

Whalen, C. (2022). "Addressing Mental Health Through Social Emotional Learning (SEL)." Retrieved 31 Aug. 2022 from https://www.rethinkfirst.com/wp-content/uploads/2022/04/RethinkEd_SELMentalHealth_WhitePaper.pdf

The Williams Institute at UCLA School of Law. (2020). "LGBT Youth Population in the United States." Retrieved 6 Feb. 2023 from https://williamsinstitute.law.ucla.edu/publications/lgbt-youth-pop-us/

Williamson, A.A., Modecki, K.L., & Guerra, N.G. (2015). *Handbook of Social and Emotional Learning — SEL Programs in High School*. New York, NY: The Guilford Press.

Wisconsin Department of Public Instruction. (2021). "Report Data Shows Prevalence of Disciplinary Removals Among Students with Disabilities." Retrieved 1 Sept. 2022 from https://dpi.wi.gov/sped/report-data-shows-prevalence-disciplinary-removals-among-students-disabilities

World Health Organization. (WHO, 2016). "INSPIRE: seven strategies for ending violence against children." Retrieved 25 Jan. 2023 from https://www.who.int/publications/i/item/inspire-seven-strategies-for-ending-violence-against-children

World Health Organization. (WHO, 2018). "Mental health: strengthening our response." Retrieved 22 Aug. 2022 from https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response

Wright, J. (n.d.). "Good Behavior Game." Retrieved 29 Oct. 2022 from https://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game

Young, E. L., Caldarella, P., Richardson, M. J., & Young, K. R. (2012). *Positive Behavior Support in Secondary Schools*. New York, NY: The Guilford Press.

Young, N.D., Michael, C.N., & Citro, T.A. (2018). *Emotions and Education: Promoting Positive Mental Health in Students with Learning Disabilities.* Wilmington, DE: Vernon Press.

Yuhas, D. (2019). "Untangling the ties between autism and obsessive-compulsive disorder." Retrieved 7 Nov. 2022 from https://www.spectrumnews.org/features/deep-dive/untangling-ties-autism-obsessive-compulsive-disorder/