

# RESOURCE GUIDEBOOK

Jewish Day Schools and Mental Health:  
Addressing Strategies and Opportunities

**A Symposium for Educators**



**“The ancients said that just as health and sickness applied to the body, so health and sickness applied to the soul. . . Shall one's soul be ill, one should proceed in the same manner as one would proceed in the treatment of ills of the body.”**

**-- Maimonides**

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## Professional Development – Local Organizations

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Organization:	Asperger/Autism Network (AANE)
Contact Information/ Website:	<a href="http://www.aane.org/resources/professionals/training-consultation-professionals/">http://www.aane.org/resources/professionals/training-consultation-professionals/</a> (617) 393-3824 info@aane.org
Description of Products/Services:	(1) Training <ul style="list-style-type: none"><li>○ Ex. Transition Planning for High School Educators and Parents</li><li>○ Ex. Working Effectively with Your Students on the Autism Spectrum</li><li>○ Ex. Practical Strategies for Including Students on the Autism Spectrum</li><li>○ Follow-up consultations to find solutions and support the implementation of new strategies</li></ul>
Keywords:	Autism, Asperger’s Syndrome, strategies

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Organization:	Boston Medical Center
Contact Information/ Website:	617-414-4005 <a href="https://www.bmc.org/programs/good-grief-program">https://www.bmc.org/programs/good-grief-program</a>
Description of Products/Services:	(2) Good Grief <ul style="list-style-type: none"><li>○ Grief and Loss 101 training for Educators and School Staff</li><li>○ Crisis Team Training and Protocol Development</li><li>○ Ongoing Consultation and Support</li><li>○ Empowers school staff through grief education and training, resulting in educators who feel effective in responding to the needs of grieving students</li></ul>
Keywords:	grief, depression, loss, support

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Organization:	Brookline Center for Community Mental Health
Contact Information/ Website:	(617) 277-8107 info@brooklinecenter.org
Description of Products/Services:	<p>(1) BRYT: Bridge for Resilient Youth in Transition</p> <ul style="list-style-type: none"> <li>○ innovative school bridge programs equip schools to provide short-term intervention, improve student outcomes, get 85% or more of students back to their regular academic schedule, and bring dropout rates down to as low as 8%</li> <li>○ BRYT partners with schools and districts to provide the tools, framework, and ongoing counsel to help them define, structure, and launch their own bridge program for students identified as their school's priority population</li> <li>○ the challenge of recovery while managing typical adolescent social and academic pressures can lead to a high rate of relapse (up to half of students with serious mental health disorders drop out of high school)</li> </ul> <p>(2) Trainings</p> <ul style="list-style-type: none"> <li>○ Educator training to improve awareness of and responsiveness to students' mental health needs</li> </ul>
Keywords:	reintegration, depression, bipolar disorder, anxiety, school re-entry

Organization:	Engaging Minds
Contact Information/ Website:	<a href="http://www.engagingmindsonline.com/resources/for-educators">http://www.engagingmindsonline.com/resources/for-educators</a> (617) 964-3100 info@engagingmindsonline.com
Description of Products/Services:	(1) Workshops for Teachers <ul style="list-style-type: none"> <li>○ What is Executive Function? This workshop seeks to demystify the term “executive function” and explain why these skills are an increasingly important aspect of every child’s education, especially in today’s ever-changing world and academic landscape</li> <li>○ Additional Workshop: three key executive function skills—organization (of materials and ideas), planning and time management, and task initiation</li> <li>○ Reducing Academic Stress</li> <li>○ Get Organized!</li> <li>○ Planning and Time Management</li> <li>○ Task Initiation</li> </ul>
Keywords:	Executive function, stress, organization, procrastination

Organization:	Keshet
Contact Information/ Website:	<a href="https://www.keshetonline.org/training-and-consultation/">https://www.keshetonline.org/training-and-consultation/</a>
Description of Products/Services:	<p>(1) Individualized Workshops</p> <ul style="list-style-type: none"> <li>○ workshops are tailored to meet the specific needs of the community or organization hosting the training</li> <li>○ incorporate a variety of learning modalities and approaches to build the capacity of educators to understand the unique needs of LGBTQ youth, families, and staff</li> </ul> <p>(2) Keshet Leadership Summit</p> <ul style="list-style-type: none"> <li>○ one day action-oriented gathering for leaders of Jewish institution</li> <li>○ help teachers strengthen and deepen their relationships with students</li> <li>○ participants learn to help students with the range of developmental issues, as well as to recognize serious psychological difficulty and seek appropriate help</li> </ul>
Keywords:	LGBTQ, bullying, gender, identity, inclusion

Organization:	Massachusetts Department of Public Health
Contact Information/ Website:	<a href="https://www.mass.gov/service-details/suicide-prevention-program-trainings-conferences-webinars-and-events">https://www.mass.gov/service-details/suicide-prevention-program-trainings-conferences-webinars-and-events</a>
Description of Products/Services:	<p>(1) Trainings</p> <ul style="list-style-type: none"> <li>○ Ex: Mindfulness Practices for High Risk Individuals</li> <li>○ Ex: Safety Planning Intervention (SPI)</li> </ul> <p>(2) Webinars</p> <ul style="list-style-type: none"> <li>○ provides additional education, awareness, and information on suicide prevention and related topics of interest to providers and consumers throughout Massachusetts</li> </ul> <p>(3) Conferences</p> <ul style="list-style-type: none"> <li>○ Many Voices, One Mission: Suicide Prevention Across the Lifespan</li> </ul>
Keywords:	Bullying, prevention, gender, LGBTQ, inclusion

Organization:	Massachusetts General Hospital: Think Kids
Contact Information/ Website:	<a href="http://www.thinkkids.org/train/training-for-systems-schools/">http://www.thinkkids.org/train/training-for-systems-schools/</a>
Description of Products/Services:	<ul style="list-style-type: none"> <li>(1) Think Kids <ul style="list-style-type: none"> <li>o one-day introductory training provides a foundation for professionals and parents interested in learning Collaborative Problem Solving®, an evidence-based approach to understanding and helping children and adolescents with behavioral challenges</li> <li>o provides individualized training and consultation services to help transform the way challenging kids are understood and treated in various settings.</li> </ul> </li> <li>(2) Functional Analysis of student <ul style="list-style-type: none"> <li>o <a href="http://www.thinkkids.org/wp-content/uploads/2016/05/Electronic-Think-Kids-FBA-BIP-2015_1.pdf">http://www.thinkkids.org/wp-content/uploads/2016/05/Electronic-Think-Kids-FBA-BIP-2015_1.pdf</a></li> </ul> </li> </ul>
Keywords:	challenging behavior, Collaborative Problem Solving (CPS), social, emotional, and behavioral challenges



Organization:	Multi-service Eating Disorder Association
Contact Information/ Website:	<a href="https://www.medainc.org/services/educate/">https://www.medainc.org/services/educate/</a> 617-558-1881
Description of Products/Services:	<p>(1) Trainings</p> <ul style="list-style-type: none"> <li>○ MEDA offers presentations from a skilled mental health clinician on a variety of topics including Body Confidence, Eating Disorders, and Promoting Positive Body Culture in Your Schools</li> </ul> <p>(2) Tools</p> <ul style="list-style-type: none"> <li>○ How to Create a Body Positive School Environment</li> <li>○ Tips for Teachers</li> </ul>
Keywords:	Eating disorders, body culture, warning signs, intervention

Organization:	National Alliance on Mental Illness Massachusetts (NAMI)
Contact Information/ Website:	<a href="http://namimass.org/">http://namimass.org/</a> (617)-580-8541
Description of Products/Services:	<p>(1) Allies for Student Mental Health</p> <ul style="list-style-type: none"> <li>○ two-hour professional development program designed to help K-12 teachers, parents and school staff work as allies to identify and understand mental health conditions that can have significant impact on students' academic success and overall well-being</li> </ul> <p>The program addresses a range of mental health conditions with emphasis on:</p> <ul style="list-style-type: none"> <li>○ ADD/ADHD</li> <li>○ Anxiety</li> <li>○ Depression</li> <li>○ Oppositional Defiant Disorder</li> <li>○ Trauma</li> </ul> <p>It provides practical, solutions-oriented information, including:</p> <ul style="list-style-type: none"> <li>○ Signs and symptoms</li> <li>○ Resources</li> <li>○ Classroom strategies and accommodations</li> <li>○ Strengthening alliance with families</li> <li>○ Understanding stigma and empathy</li> </ul>
Keywords:	ADD/ADHD, Anxiety, Depression, Oppositional Defiant Disorder, Trauma

Organization:	OCD Massachusetts
Contact Information/ Website:	<a href="https://iocdf.org/">https://iocdf.org/</a> <a href="http://www.ocdmassachusetts.org">www.ocdmassachusetts.org</a>
Description of Products/Services:	(1) Lecture Series <ul style="list-style-type: none"> <li>o presents a series of preeminent speakers in the field of OCD and related disorders</li> <li>o Ex: The Basics of OCD and Its Many Faces</li> </ul>
Keywords:	OCD, behavior, support, referral

Organization:	Riverside Trauma Center
Contact Information/ Website:	<a href="http://riversidetraumacenter.org/our-services/our-trainings/">http://riversidetraumacenter.org/our-services/our-trainings/</a>
Description of Products/Services:	(1) Several trainings, including: <ul style="list-style-type: none"> <li>o Eight-hour training on how to help an adolescent who is experiencing a mental health challenge or is in crisis</li> <li>o introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help in both crisis and non-crisis situations</li> <li>o 2-hour training is designed to increase knowledge about suicide and crisis issues in youth, including warning signs and risk and protective factors; improve the skills and confidence of teachers and other school</li> </ul>

staff to ask youth directly about suicide; understand effective school protocols for managing youth at risk.

- (2) Whole-school grief training – Administrators and school behavioral staff will learn to facilitate healthy grieving, with the goal of helping the community integrate the loss

Keywords: suicide assessment/intervention, high-risk youth, trauma

Organization: Samaritans

Contact Information/  
Website: <https://samaritanshope.org>  
(617) 536-2460  
info@samaritanshope.org

Description of  
Products/Services: (1) Suicide Prevention Workshop

- o aims to reduce the stigma associated with mental illness and suicide, and give people the tools to be able to prevent suicide and reduce the number of suicide deaths in the community

Keywords: Suicide, prevention, education, outreach

Organization: Stanley H. King Counseling Institute

Contact Information/  
Website: <http://www.shkingcounseling.org/>

Description of  
Products/Services: (1) Trainings

- o offers a model of teaching counseling and listening skills to teachers, advisors, administrators, and other school personnel
- o help teachers strengthen and deepen their relationships with students
- o participants learn to help students with a range of developmental issues, as well as to recognize serious psychological difficulty and seek appropriate help

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Keywords:

Development issues, adolescent culture, education, development, sexual orientation/identity, racial/cross-cultural/ethnic education, learning issues, listening skills, suicide prevention & response, advising

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Organization:

Trauma and Learning Policy Initiative (TLPI)

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Contact Information/  
Website:

<https://traumasensitiveschools.org/>  
617-998-0106

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Description of  
Products/Services:

- (1) Training
    - o works directly with educators in schools to learn what they must do to address students' needs
  - (2) Learning Community Blog
    - o features guest contributors and an ongoing discussion with Learning Community Members
  - (3) Tips/Resources
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Keywords:

Trauma, safety, anxiety, adversity, family violence

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Organization:

Welcoming Schools

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Contact Information/  
Website:

<http://www.welcomingschools.org/training/>

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Description of  
Products/Services:

- (1) Trainings: receive professional development and accompanying lesson plans, book lists, and practical tips on topics like:
    - o Preventing bias-based bullying in your school
    - o Helping transgender and non-binary students to thrive
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- Creating classrooms that welcome all families
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Keywords: Bullying, prevention, gender, LGBTQ, inclusion

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## Professional Development – National Organizations

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Organization: Collaborative for Academic, Social, and Emotional Learning (CASEL)

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Contact Information/  
Website: <https://casel.org/guide/>

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Description of  
Products/Services: (1) SEL in Schools and Classrooms

- Integrate SEL at all three levels of school functioning (curriculum and instruction, schoolwide practices and policies, family and community partnerships).
- give educators information for selecting and implementing SEL programs in their districts and schools
- well-designed classroom-based programs that systematically promote students' social and emotional competence, provide opportunities for practice, and offer multi-year programming.
- high-quality training and other implementation supports, including initial training and ongoing support to ensure sound implementation
- evidence-based with at least one carefully conducted evaluation that documents positive impacts on student behavior and/or academic performance

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Keywords: Social and emotional learning (SEL)

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Organization: Lives in the Balance

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Contact Information/  
Website: <https://www.livesinthebalance.org/educators-schools>

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Description of  
Products/Services:

- (1) The Walking Tour
  - Through audio programming and demonstration videos, you will learn the basics of the CPS model to help you change how you go about dealing with behavioral challenges in your school and classroom
- (2) Podcasts
  - 45-minute informative podcasts from educators all over the world who are on the journey to treating kids in ways that are more compassionate and effective

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Keywords: CPS, challenging behavior

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Organization: Minding Your Mind

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Contact Information/ Website:	<a href="http://mindingyourmind.org/">http://mindingyourmind.org/</a>
Description of Products/Services:	<p>(1) Speaker Program</p> <ul style="list-style-type: none"> <li>○ Sessions which teach how to reduce the stigma and destructive behaviors often associated with mental health issues and illnesses, and how to move away from crisis-based response to prevention through education</li> <li>○ Provide information regarding signs and symptoms of mental health issues and illnesses, in addition to stressing that they are treatable and help is available</li> </ul> <p>(2) Best Practice Registry Programs (state-mandated PD)</p> <ul style="list-style-type: none"> <li>○ QPR</li> <li>○ Just Talk About It</li> </ul>
Keywords:	Suicide, prevention, depression, crisis, stigma, mood disorders
Organization:	National Association of Anorexia Nervosa and Associated Disorders (ANAD)
Contact Information/ Website:	<a href="http://www.anad.org/">http://www.anad.org/</a> hello@anad.org 630.577.1333
Description of Products/Services:	<p>(1) Online training resources</p> <ul style="list-style-type: none"> <li>○ Body image</li> <li>○ Eating disorders</li> <li>○ Symptoms</li> <li>○ How to help</li> </ul>
Keywords:	Eating disorders, body image, symptoms
Organization:	Society for the Prevention of Teen Suicide



Contact Information/ Website:	(732) 410-7900 <a href="http://www.sptsusa.org/">http://www.sptsusa.org/</a>
Description of Products/Services:	(1) Online trainings in suicide prevention  (2) <i>The Lifelines Trilogy: Prevention, Intervention, &amp; Postvention</i> – guidebook to help schools identify at-risk students and address their needs, all while remaining focused on their primary functions of educating all students in a safe and healthy environment for learning.
Keywords:	suicide, prevention, identification, depression

Organization:	Treatment and Services Adaptation Center
Contact Information/ Website:	<a href="https://traumaawareschools.org">https://traumaawareschools.org</a>
Description of Products/Services:	(1) Psychological First Aid (PFA) for Students and Teachers – guide to help schools keep kids in school and adapt students to school following trauma; uses the “Listen, Protect, Connect” model  (2) Two-minute informational videos on a variety of topics, including: <ul style="list-style-type: none"> <li>○ Bullying and Cyberbullying</li> <li>○ Mentoring</li> <li>○ Threat Assessment</li> <li>○ Trauma-Informed Schools</li> <li>○ Traumatic Stress</li> </ul>
Keywords:	anxiety, school crises, risk factors, assessment, trauma

## Student Services – Local Organizations

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Organization: Brookline Center for Community Mental Health

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Contact Information/  
Website: <https://www.brooklinecenter.org/services/>

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Description of  
Products/Services:

- (1) Project GROW
  - o strategies for coping with difficulties such as inclusion/exclusion among friends, pressures about body image, and social choices
- (2) Individual Counseling
- (3) School-based counseling
- (4) Group counseling
  - o Led by experienced clinicians, each group addresses a specific need or age group

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- Ex: 6th and 7th grade boys--manage attention/impulsivity issues and develop social skills to increase frustration tolerance and negotiate conflict
- (5) Crisis intervention
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Keywords: social pressure, girls, body image, groups, counseling

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Organization: Boston Medical Center

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Contact Information/  
Website: <http://www.childwitnessstoviolence.org/>

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Description of  
Products/Services: (1) Child Witness to Violence Project

- counseling, advocacy and outreach project that focuses on the growing number of young children who are hidden victims of violence: children who are bystanders to community and domestic violence

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Keywords: counseling, advocacy, domestic violence victims

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Organization: Cambridge Eating Disorder Center

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Contact Information/  
Website: info@cedcmail.com  
888-900-CEDC(2332)

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Description of  
Products/Services: (1) Support Groups

- This group is intended to provide psychoeducation and support to individuals struggling with an eating disorder.

(2) Residential Program

- CEDC's Residential Program provides 24-hour support to females suffering from eating disorders and may serve as a viable alternative to hospitalization for some client

(3) Outpatient

- Consultations

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- Medication evaluation and management
- Individual therapy
- Nutrition counseling

Keywords: Eating disorder, support groups, inpatient, outpatient

Organization: Depression and Bipolar Support Alliance

Contact Information/  
Website: <http://www.dbsaboston.org/>

Description of  
Products/Services: (1) Support groups

- Depression group
- Mania and Bipolar Issues group
- Family and Friends group

Keywords: Bipolar disorder, depression, support group

Organization: Engaging Minds

Contact Information/  
Website: <http://www.engagingmindsonline.com/resources/for-educators>  
(617) 964-3100  
info@engagingmindsonline.com

Description of  
Products/Services: (1) Summer Programs Ex:

- One-on-one coaching
- College application process
- Study skills

(2) Tutoring

Keywords: Executive function, stress, organization, procrastination, skills

Organization:	Keshet
Contact Information/ Website:	<a href="https://www.keshetonline.org/training-and-consultation/">https://www.keshetonline.org/training-and-consultation/</a>
Description of Products/Services:	<p>(1) Workshops for Teens</p> <ul style="list-style-type: none"> <li>○ explores issues of diversity and the intersection of identity, Jewish values, and LGBTQ inclusion</li> <li>○ uses a combination of interactive activities, film screenings, and text study to engage teens on issues related to gender identity, sexual orientation, and what it means to create a fully inclusive Jewish teen culture</li> <li>○ participants learn to help students with the range of developmental issues, as well as to recognize serious psychological difficulty and seek appropriate help</li> </ul> <p>(2) Shabbatonim</p> <ul style="list-style-type: none"> <li>○ opportunities for LGBTQ and ally Jewish teens to come together in community as their fullest selves while developing the confidence and leadership skills to create meaningful programs and pursue positive change in their home communities</li> </ul>
Keywords:	LGBTQ, bullying, gender, identity, inclusion
Organization:	Massachusetts General Hospital: Cognitive Behavioral Therapy (CBT) Program
Contact Information/ Website:	<a href="https://www.massgeneral.org/psychiatry/">https://www.massgeneral.org/psychiatry/</a> 617-726-2000
Description of Products/Services:	<p>(1) Therapy</p> <ul style="list-style-type: none"> <li>○ brings together highly experienced psychologists and interns from throughout the Department of Psychiatry at Massachusetts General Hospital who specialize in the use of CBT for the treatment of psychiatric disorders and medical issues</li> </ul>

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Keywords: CBT, ADHD, Anxiety disorders, Depression, Insomnia, Obsessive-compulsive disorder, Pain, Schizophrenia

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Organization: McLean Hospital

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Contact Information/  
Website: <https://www.mcleanhospital.org/access-care>  
800-333-0338

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Description of  
Products/Services: (1) McLean is appropriate for individuals who:

- Are having suicidal thoughts
- Fear that they may be a danger to themselves or someone else
- Abuse drugs and/or alcohol
- Have depression or anxiety that prevents them from functioning at home, work, or school
- Are hallucinating or experiencing extreme paranoia
- Are having thoughts that are expansive and grandiose but are not their own
- Have people telling them that they are scared and worried about their emotional state or their behavior

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Keywords: psychiatric hospital, bipolar disorder, depression, anxiety, drug/alcohol abuse, suicide

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Organization: OCD Massachusetts

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(617) 855-8623  
Contact Information/  
Website: <http://www.ocdmassachusetts.org/>  
[info@ocdmassachusetts.org](mailto:info@ocdmassachusetts.org)

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Description of  
Products/Services: (1) Find Therapists  
(2) Support Groups  
(3) Family involvement in OCD  
(4) Clinics and Programs

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Keywords: counseling, advocacy, domestic violence victims

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Organization: OTA The Koomar Center

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Contact Information/  
Website: <http://www.otawatertown.com/>

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Description of  
Products/Services: (1) Occupational Therapy  
(2) Speech Therapy  
(3) SAFE PLACE

- o Intensive 12 treatment program among occupational therapists, psychotherapists, and parents/guardians for children with sensory processing disorder (SPD) and complex trauma-attachment concerns

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Keywords: SI, SPD, Occupational Therapy, Speech Therapy

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Organization: Samaritans

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Contact Information/  
Website: <https://samaritanshope.org>  
(617) 536-2460  
info@samaritanshope.org

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Description of  
Products/Services: (1) 24/7 Hotline

- o (877) 870-4673
- o Whatever the challenge, those who are suffering will find a caring, compassionate person who will listen.

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- (2) Grief Support Services
- o offers free support to loss survivors, a term used to describe people who have lost loved ones to suicide
  - o meetings are free, ongoing, and drop-in
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Keywords: Suicide, support, loss, depression

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Organization: Walden Eating Disorders Treatment

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Contact Information/  
Website: <http://www.dbsaboston.org/>

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Description of  
Products/Services: (1) Treatment Programs and Services

- o Treatment Programs
- o Inpatient
- o Residential
- o Partial Hospitalization
- o Intensive Outpatient
- o Outpatient Services
- o Eating Disorders Treatment Services
- o Specialized Integrative Psychiatry Services

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Keywords: Eating disorder, Anorexia, Bulimia, Binge Eating Disorder, ARFID, OSFED, Orthorexia, inpatient, residential, outpatient

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## Tools/ Resources for Educators

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Organization: Gay, Lesbian & Straight Education Network (GLESN)

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Contact Information/  
Website: <https://www.glsen.org/educate/professional-development/toolkits>

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Description of  
Products/Services: (1) Ready, Set, Respect!

- o The kit provides a set of tools that will help you prepare to teach about respect and includes lesson plans that can help you seize teachable moments in the elementary school classroom

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Keywords: bullying, bias, LGBT, prevention, elementary school

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Organization: National Center for Injury Prevention and Control

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Contact Information/  
Website: <https://www.cdc.gov/violenceprevention/>

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Description of  
Products/Services: (1) A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors

- o The strategies represented in this package include those with a focus on preventing youth violence from happening in the first place as well as approaches to reduce the immediate and long-term harms of youth violence in order to prevent future violence.

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Keywords: Youth violence, prevention, risk, education, development

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Organization: National Center for Injury Prevention and Control & STRYVE

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Contact Information/ Website:	<a href="https://www.cdc.gov/violenceprevention/">https://www.cdc.gov/violenceprevention/</a>
Description of Products/Services:	<p>(1) Preventing Suicide: A Technical Package of Policy, Programs, and Practices</p> <ul style="list-style-type: none"> <li>o focus on preventing the risk of suicide in the first place as well as approaches to lessen the immediate and long-term harms of suicidal behavior for individuals, families, communities, and society.</li> <li>o support the goals and objectives of the National Strategy for Suicide Prevention and the National Action Alliance for Suicide Prevention’s priority to strengthen community-based prevention.</li> </ul>
Keywords:	Suicide, prevention, risk, immediate & long-term, strategies, complicated grief, stigma, depression, anxiety, post-traumatic stress disorder,
Organization:	OTA The Koomar Center
Contact Information/ Website:	<a href="http://www.otawatertown.com/">http://www.otawatertown.com/</a>
Description of Products/Services:	<p>(1) Referring student to occupational therapy</p> <ul style="list-style-type: none"> <li>o Symptom checklist guide for school age referral</li> </ul> <p>(2) Information about Sensory Integration/Sensory Processing Disorders (SI/SPD)</p>
Keywords:	SI, SPD, Occupational Therapy, Speech Therapy

## Curriculum

Organization:	Center on Great Teachers & Leaders
Contact Information/Website:	<a href="https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf">https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf</a>
Description of Products/Services:	<p>(1) Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks</p> <ul style="list-style-type: none"><li>o Identifies 10 teaching practices that occurred most frequently across the six SEL programs and eight SEL scholars.</li><li>o These 10 practices are not exhaustive, but they represent instructional strategies that can be used in classrooms to support positive learning environments, social-emotional competencies, and academic learning.</li><li>o These examples can be modified to fit other grade-level and content areas, and they can generally be applied to multiple contexts</li></ul>
Keywords:	Social-emotional learning (SEL), assessment, support, discipline, instruction

Organization:	Collaborative for Academic, Social, and Emotional Learning (CASEL)
Contact Information/Website:	<a href="https://casel.org/guide/">https://casel.org/guide/</a>
Description of Products/Services:	<ul style="list-style-type: none"> <li>○ Give educators information for selecting and implementing SEL programs in their districts and schools</li> <li>○ well-designed classroom-based programs that systematically promote students' social and emotional competence, provide opportunities for practice, and offer multi-year programming.</li> <li>○ high-quality training and other implementation supports, including initial training and ongoing support to ensure sound implementation</li> <li>○ evidence-based with at least one carefully conducted evaluation that documents positive impacts on student behavior and/or academic performance</li> <li>○ By developing lessons that avoid bias and that include positive representations of lesbian, gay, bisexual, and transgender (LGBT) people, history and events, teachers can promote safer school environments</li> </ul>
Keywords:	LGBTQ, inclusion, bias

Organization:	Gay, Lesbian & Straight Education Network (GLESN)
Contact Information/Website:	<a href="https://www.glsen.org/sites/default/files/LGBT%20inclus%20curriculum%202014_0.pdf">https://www.glsen.org/sites/default/files/LGBT%20inclus%20curriculum%202014_0.pdf</a> info@glsen.org 212-727-0135
Description of Products/Services:	(1) Developing LGBT-Inclusive Classroom Resources

- By developing lessons that avoid bias and that include positive representations of lesbian, gay, bisexual, and transgender (LGBT) people, history and events, teachers can promote safer school environments

Keywords: LGBTQ, inclusion, bias

Organization: Massachusetts Department of Primary and Secondary Education

Contact

Information/ Website: <http://www.doe.mass.edu/frameworks/health/1999/mental.html>

Description of Products/Services: (1) Massachusetts Comprehensive Health Curriculum Framework

- Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention

Keywords: stress coping, suicide prevention, emotion management

Organization: Welcoming Schools

Contact

Information/ Website: <http://www.welcomingschools.org/resources/lesson-plans/>

Description of Products/Services: (1) Lessons to Create LGBTQ-Inclusive Schools  
(2) Lessons to Embrace Family Diversity  
(3) Lessons to Prevent Bias-Based Bullying  
(4) Lessons to Understand Gender

Keywords: LGBTQ, inclusion, bias, gender

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## Glossary

### TYPES OF MENTAL HEALTH PROFESSIONALS

There are different types of mental health professionals: psychiatrists, psychologists, clinical social workers, psychiatric nurses, licensed mental health clinicians, certified alcohol and drug abuse counselors, and marital and family therapists. It can be confusing to know what type of mental health professional to call. It is not simply that each discipline has its own training and licensing requirements (which they do), but even WITHIN disciplines, different providers may do different types of therapy (whether it be individual, couples, family, or child) with different approaches (psychodynamic, cognitive-behavioral, internal family systems, etc.).

**Psychiatrists** have an MD. In addition to providing therapy, they can prescribe medications. Depending on their specific training, they can offer a range of psychotherapy modalities and approaches.

**Psychologists** have a doctorate (Ph.D., Psy.D., or Ed.D.). In addition to providing therapy, some psychologists conduct psychological testing. Depending on their specific training, they can offer a range of psychotherapy modalities and approaches.

**Clinical social workers** have a Masters in social work (MSW) and, in Massachusetts, are licensed as an LICSW (licensed independent clinical social worker). Depending on their specific training, they can offer a range of psychotherapy modalities and approaches.

**Licensed mental health clinicians** have a Masters in psychology or counseling (MA) and are licensed as an LMHC. Depending on their specific training, they can offer a range of psychotherapy modalities and approaches.

A **psychiatric clinical nurse specialist/nurse practitioner** is a Masters-prepared nurse who has a specialty in psychiatry. Depending on their specific training, they can offer a range of psychotherapy modalities and approaches and may prescribe medication.

**Licensed Alcohol and Drug Counselors (LADCs)** in MA have specific training in substance abuse and often offer groups in addition to individual sessions.

**Licensed Marital and Family Therapists (LMFTs)** have specific training to work with families and couples.

## **LEVELS OF CARE**

There are several different options when choosing the intensity of services needed. A mental health provider will help you choose which option is best suited given individual needs and the severity of symptoms.

**Outpatient:** The least intensive form of treatment, it can be offered in a wide variety of settings including offices, schools, hospitals, and community mental health centers. This can be used as the primary form of care, or as a follow up to more intensive care.

**Intensive Outpatient (IOP):** Often affiliated with hospitals, IOPs offer more intensive outpatient services, usually emphasizing group treatment. Many are offered in the evenings, to allow patients to continue work or school. Goals are often focused on building coping skills and support networks.

**Partial Hospitalization Programs (PHP)/Day Programs:** Outpatient programs typically running 6-8 hours/day, often 5 days a week. An alternative for individuals needing intensive care but wishing to continue living at home. PHPs can also be used after inpatient hospitalizations. They are often affiliated with hospitals.

**Residential/Inpatient Hospitalization:** The most intensive form of care, typically used if someone is actively suicidal or experiencing psychotic symptoms. Hospitalization usually focuses on stabilization, both emotionally and medically, with the goal of transitioning as quickly as possible to some form of outpatient care.

## **MENTAL HEALTH DISORDERS**

**Anxiety:** display excessive anxiety or worry for months and face several anxiety-related symptoms including: restlessness or feeling wound-up or on edge, being easily fatigued, difficulty concentrating or having their minds go blank, irritability, muscle tension, difficulty controlling the worry, sleep problems (difficulty falling or staying asleep or restless, unsatisfying sleep). Types of Anxiety disorders include, but are not limited to: Social Anxiety Disorder, Panic Disorder, Generalized Anxiety Disorder, and Post-Traumatic Stress Disorder.

**Attention-Deficit Hyperactivity Disorder (ADHD):** brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.

**Bipolar Disorder:** also known as manic-depressive illness, is a brain disorder that causes unusual shifts in mood, energy, activity levels, and the ability to carry out day-to-day tasks. Four basic types include:

- **Bipolar I Disorder**— defined by manic episodes that last at least 7 days, or by manic symptoms that are so severe that the person needs immediate hospital care. Usually, depressive episodes occur as well, typically lasting at least 2 weeks. Episodes of depression with mixed features (having depression and manic symptoms at the same time) are also possible.
- **Bipolar II Disorder**— defined by a pattern of depressive episodes and hypomanic episodes, but not the full-blown manic episodes described above.
- **Cyclothymic Disorder (also called cyclothymia)**— defined by numerous periods of hypomanic symptoms as well numerous periods of depressive symptoms lasting for at least 2 years (1 year in children and adolescents). However, the symptoms do not meet the diagnostic requirements for a hypomanic episode and a depressive episode.
- **Other Specified and Unspecified Bipolar and Related Disorders**— defined by bipolar disorder symptoms that do not match the three categories listed above.

**Depression:** causes feelings of sadness and/or a loss of interest in activities once enjoyed. It can lead to a variety of emotional and physical problems and can decrease a person's ability to function at work and at home. Symptoms include: Feeling sad or having a depressed mood, loss of interest or pleasure in activities once enjoyed, changes in appetite — weight loss or gain unrelated to dieting, trouble sleeping or sleeping too much, loss of energy or increased fatigue, increase in purposeless physical activity (e.g., hand-wringing or pacing) or slowed movements and speech (actions observable by others), feeling worthless or guilty, difficulty thinking, concentrating or making decisions, and thoughts of death or suicide.

**Eating Disorders:**

- **Anorexia nervosa**—may see themselves as overweight, even when they are dangerously underweight. People with anorexia nervosa typically weigh themselves repeatedly, severely restrict the amount of food they eat, and eat very small quantities of only certain foods.
- **Bulimia nervosa**—have recurrent and frequent episodes of eating unusually large amounts of food and feeling a lack of control over these episodes. This binge-eating is followed by behavior that compensates for the overeating such as forced vomiting, excessive use of laxatives or diuretics, fasting, excessive exercise, or a combination of these behaviors.
- **Binge-eating disorder**—lose control over his or her eating, and unlike bulimia nervosa, periods of binge-eating are not followed by purging, excessive exercise, or fasting. As a result, people with binge-eating disorder often are overweight or obese.

**Obsessive-Compulsive Disorder (OCD):** a common, chronic and long-lasting disorder in which a person has uncontrollable, reoccurring thoughts (obsessions) and behaviors (compulsions) that he or she feels the urge to repeat over and over.

## Brief Articles

### ***Response to the Myth that Talking about Suicide with Kids Will “Plant the Idea”***

By John Kalafat, Ph.D

There are three main arguments in response to this myth:

1. Talking about suicide will not plant the idea in teen’s heads because they are already well aware of suicide from their experiences with suicidal peers and from things they have been exposed to in the media.

2. Over the course of 30 years of hotline experience and 20 years of school-based suicide prevention programming, there has never been a case of planting the idea of committing suicide. The Centers for Disease Control and Prevention has clearly stated this:

“There is no evidence of increased suicide ideation or behavior among program participants.”

“Furthermore, numerous research and intervention efforts have been completed without any reports of harm.”

3. There have been several evaluations of school-based programs that show increased likelihood that program participants will tell an adult about a suicidal peer or will report suicidal thoughts as compared with controls.

Lastly, there have also been two long term follow-up studies in counties where suicide prevention programs were provided in nearly all county schools over a period of years that show reductions in youth suicide rates in the targeted county, while state rates remained unchanged or increased for the same period of time.

Remember, school-based suicide prevention programs are not primarily aimed at suicidal feelings per se, but instead emphasize competencies involved in obtaining help, knowing suicide signs, myths, and where to find available resources; and, most importantly, resolving to take action for one's self or a peer. Also, classroom lessons for students should not be implemented until all adults in the school have received education; policies and procedures have been reviewed and disseminated; and schools and community services have coordinated referral and treatment procedures.

### ***Three Ways to Counter the Effects of Stress on the Brain***

by Martha S. Burns

Stress! It's just a part of everyday life, right? But what if that stress is chronic and beyond a child's control?

More than half of all students in U.S. public schools come from low-income families. Poverty is associated with chronic stress, which can have a toxic effect on the brain. While there is no silver bullet to solve the problem of poverty, we as educators do have the power to positively influence learning for children experiencing poverty by better understanding their brains.

#### *Tolerable vs. Toxic Stress*

Not all stress is bad. Stress can help us stay alert and adapt to changes around us. Tolerable stressors give us the energy and strength—through increased metabolism and heightened bodily response—to get a job done. For students, the stress of an upcoming test may provide the drive and energy to read and memorize new material. For an athlete, the stress of competition may provide the edge needed to win. In these examples, the stress remains tolerable because there is an end in sight. When the test or the game ends, the excess hormones produced by the adrenal gland in response to stress decrease, and a period of rest or relaxation follows.

With toxic stress, however, there is no relief. The stress is ongoing and unremitting. The "fight-or-flight" hormone levels remain elevated for extended periods of time, which negatively affects the body and the brain.

#### *Why the "Thinking" Brain Gets Blocked*

The brain is an experience-dependent organ; it gets better at what it does most. With chronic toxic stress, the brain is focused on and therefore overexercising its stress responses (fight or flight). When that happens, the brain is preparing us to act quickly and decisively, with no time for thinking about the problem. That's why the student who has experienced toxic stress reacts more impulsively to potential stressors, including those that may not bother someone else at all, such as an accidental bump on the shoulder or a comment from a teacher. The student also remains agitated for a much longer time. This can translate to highly impulsive behavior, increased aggression, or what may appear to be a lack of self-control and poor listening skills. The student is on high alert at all times, which can be problematic in a classroom. In essence, the "thinking" brain is blocked, so it is not exercising skills needed to do well in areas like math, reading, or problem solving.

#### *Reversing the Impacts of Stress on Learning*

Chronic stress can influence a child's cognitive, social, and emotional development—all of which can influence their success in school. The good news is that neuroscience research shows that the areas of the brain affected by the adverse experiences of poverty and trauma remain "plastic" or changeable well into adulthood.

Here are a few practices that educators can employ in the classroom and at school to reduce stress and influence positive brain changes in children:

Provide supportive role models and environments. A child who has lived in a state of fear and anxiety has likely developed a significant fight-or-flight response. Psychologists have found that access to at least one supportive adult—such as a teacher—can markedly reduce the effects of toxic stress on a child. The school, too, can provide a safe haven where the child feels protected and respected.

Recognize how differences in brain maturation may play out in the classroom. Neuroscience research has demonstrated many ways in which poverty changes the way the brain matures. As early as 2005, Kimberly Noble, with M. Frank Norman and Martha Farah, published research on the relationship between socioeconomic status and specific cognitive functions. Their findings show that children who come from families living in poverty have limitations in a range of cognitive skills including:

- Long- and short-term (working) memory
- Visual and spatial skills
- Executive functions like self-control

– Ability to learn from reward

In a Nature Neuroscience article published in 2015, Noble described compelling links between family income and brain structure, especially in regions of the brain associated with language, reading, executive functions, and spatial skills—regions essential for academic success.

Build cognitive and literacy skills. Neuroscience-based interventions can supplement the work of educators in the classroom by specifically targeting and building regions of the brain important for learning, resulting in dramatic improvements in academic success. Programs such as the Fast ForWord language and reading intervention prepare the brain for reading and learning by improving the cognitive skills that are weak in struggling learners and providing personalized, intensive practice on a wide variety of language and reading skills. Efficacy studies and functional magnetic resonance imaging (fMRI) of the brains of students who have participated in the program have demonstrated significant gains in reading skills and underlying cognitive skills as compared with children with no intervention, even among students at the secondary level.

It is important to emphasize that children from impoverished or stressful environments do not have broken brains or limited intelligence; their brains have simply not matured. But educators have the tools to change this. These students have tremendous potential to succeed with the right combination of education and interventions. When students can learn and achieve, school can become a six-hour, daily relief from a toxically stressful environment.

### ***Tackling Eating Disorders With School-Based Initiatives***

By Magaly Olivero, Contributor

One expert says training school staff to recognize the warning signs of eating disorders is crucial for early intervention.

Advocates are pushing for school-based initiatives to raise awareness about the dangers of eating disorders, which kill more Americans than any other psychiatric illness.

“Educators have a real opportunity to disseminate healthful messages and address issues that are impairing the quality of life of many students,” says Rebecca Puhl, deputy director of the Rudd Center for Food Policy and Obesity at the University of Connecticut and co-author of a study that found strong public support for school-based strategies that address eating disorders and weight stigmatization.



Lynn Grefe, president of the National Eating Disorders Association in New York, believes schools need to take a more active role to address eating disorders by reaching out to students in grades five through 12.

“There’s no doubt there’s plenty of disordered eating and dangerous dieting going on in schools,” Grefe says. “Kids are more afraid of being fat than they are of war and terrorism.”

An estimated 30 million Americans will have a diagnosed eating disorder such as anorexia, bulimia and binge eating disorder at some point in their life, reports NEDA, which is sponsoring its 28th annual National Eating Disorders Awareness Week from Feb. 22 to 28 to bring attention to the needs of people with eating disorders and their families.

Experts across the country report seeing eating disorders diagnosed earlier in life, with children as young as 10 years old seeking treatment. Other youngsters are struggling with disordered eating, which refers to harmful habits (such as restricting food intake) that can lead to a diagnosed eating disorder.

“It’s a pressing public health issue,” Puhl says. “These are serious psychiatric disorders that can lead to death.”

Some schools are already taking a proactive approach. At Brooklyn Lab School in Brooklyn, New York, a group of 10th graders are participating in the Body Project, a national prevention program designed to help adolescent girls and young women resist sociocultural pressures to be thin.

“Kids can get caught up in these messages,” says Sukhee Ramawickrama, the school’s HealthCorps coordinator and Body Project co-teacher. “They forget about the healthy image of how they should look and feel, versus how they are being told to look and feel.”

But the Brooklyn Lab School is the exception to the rule. “We could really put a dent into eating disorders if more schools took action,” Grefe says.

Here are three school-based initiatives identified by the Rudd Center study and eating disorder experts that could help prevent and identify eating disorders.

#### *Educating School Personnel*

Training teachers, coaches, nurses and other school staff to spot the warning signs of eating disorders is “crucial because we know that early intervention is key,” says Tiffany Phillips, clinical program manager of the Renfrew Center of Nashville in Brentwood, Tennessee, which treats females ages 13 and older.



School personnel benefit from understanding that eating disorders impact girls and boys from all social, economic and cultural backgrounds, notes Phillips, and not everyone with an eating disorder has the thin appearance typical of anorexics. "People with eating disorders come in all different sizes and shapes," she says.

Typical warning signs include skipping lunch, eating in secrecy, frequently using the bathroom after meals, excessive talk about dieting and negative body image, fluctuating weight, mood swings, changes in school attendance and wearing baggy clothes to hide body size. Other trouble signs including knuckle abrasions (known as "Russell's signs") caused by bite marks during self-induced vomiting, as well as "chipmunk cheeks" caused by swollen salivary glands due to constant bingeing and purging.

Coaches are in a unique position to notice student athletes who may be at risk for an eating disorder because they feel pressure to maintain a certain body type or weight to excel in wrestling, gymnastics, football, track, rowing and other sport, experts said.

"Being involved in sports is fantastic for a kid's self esteem," Phillips says. "But some kids get the message that lower body weight and lower body fat percentages might make them better performers. Coaches can provide sound nutrition advice."

School districts that want to educate teachers, coaches and other staff about eating disorders can find valuable resources on the NEDA website, as well as the site for the National Association of Anorexia Nervosa and Associated Disorders.

### *Enhancing the Health Curriculum*

Expanding the health curriculum to include content about eating disorders can provide students with critical information, notes Sara Niego, medical director of the Eating Disorders Program at Hartford Hospital's Institute for Living in Connecticut, which treats females and males of all ages.

"Even a well-intentioned health class about can backfire," Niego says. "We've seen students whose eating disorders were triggered by a health class that focused on the consequences of being overweight. Kids didn't get the message that they should be healthy. Instead, they began restricting food and dieting, which is the entrée to eating disorders."

Schools that focus on body mass index – an indicator of fat based on height and weight – only increase student anxiety. "People can have a high BMI for many reasons," Niego says. "It's a misleading number that doesn't give you the whole picture. But students take away the message that they are not worthy or good enough."

### *Weight-Related Anti-Bullying Policies*

Adopting and strengthening anti-bullying policies at school to include weight-based teasing can help raise awareness. "School-based anti-bullying policies vary, and many don't address weight-based bullying as a legitimate form of bullying," Puhl says.

Forty-nine states (Montana is the exception) have anti-bullying laws. But only three states (Maine, New Hampshire and New York) include weight or physical appearance, "even though weight is one of the primary reasons kids are bullied in school," she says.

### *Looking Ahead*

NEDA supports the use of screening tools administered by school nurses or pediatricians to identify students who may be at risk for an eating disorder. But most school districts are hesitant to get involved. One exception is Virginia, which in 2013 passed a law requiring schools to annually provide information about eating disorders to parents of students in grades five through 12. The state must also develop a toolkit to guide schools that opt to conduct eating disorder screenings.

"It's progress," Grefe says. "But we need to see these measures across the country."