



The UPSTATE PDRC

Newsletter, February 2021 Issue 10

*A NYSED Funded Project for Access and Equity -
Free of cost services through Title II, Part A and Title IV, Part A of ESSA*

Supporting the Mental Health of All Students

UPCOMING EVENTS

Check out our
[Frontline Catalogue](#)
for winter Professional
Development offerings

PRACTITIONER SPOTLIGHT

[Meet Jennifer Horn,
MA, ATR-BC, LCAT
on Student Mental Health](#)

*Click on the link above to
view the interview!*

DID YOU MISS IT?

[Check out previous newsletters](#)

ARCHIVED WEBINARS

Get inspired with
[these PD webinars.](#)

“Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral health and the ability to cope with life’s challenges.”

School-Based Mental Health Services: Improving Student Learning and Well-Being, National Association of School Psychologists

According to a recent report by the [National Association of School Psychologists \(NASP\)](#), one in five children and adolescents experience a mental health problem during their school years. These problems may include stress, anxiety, bullying, family problems, depression, a learning disability, and alcohol and substance abuse. NASP estimates that up to 60% of students do not receive the treatment they need due to stigma and lack of access to services. The study also reports that of the children and youth who do get help, nearly two thirds do so only in school.

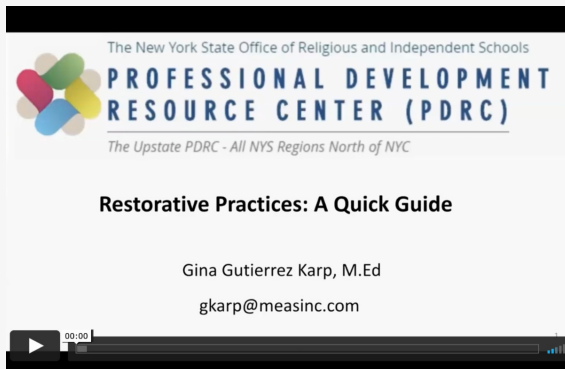
These statistics reflect the state of pre-pandemic child mental health. Living through a pandemic for close to a year has added an [adverse childhood experience \(ACE\)](#) to the lives of many young people, even those who previously lived lives free of trauma or the effects of toxic stress. This understanding requires a response from educators (who may themselves be struggling emotionally) to bring a trauma-informed lens to their work with children and youth. Fortunately, in addition to the critical efforts of teachers to meet the emotional needs of students during the pandemic, both NASP and the American Psychological



Association (APA) agree on the measures that schools can take to ensure that the heavy lifting is done with an integrated approach such as [Whole School, Whole Community, Whole Child](#). In the APA's recent Special Report [Safeguarding Mental Health](#), three whole-school approaches to mental health services are explored.

[*\(Read More Here\)*](#)

FEATURED QUICK GUIDE:



[More Quick Guides Here! Including: Google Classroom Organization, Flipped Learning, Restorative Practices, and many more!](#)

Restorative Practices

Just what are restorative practices, and how does it relate to Morning Meeting and SEL? This quick guide will set you up for our more in-depth webinar: [Restorative Practices, Part 1: Developing a Restorative Mindset](#), where participants will engage with the foundations and principles of the restorative approach to community-building and discipline.

RESOURCE ROUNDUP: Looking for More? Check out these Resources!

READ



[School Connectedness: Strategies for Increasing Protective Factors Among Youth](#)

WATCH



[We Can Prevent ACEs \(Adverse Childhood Experiences\)](#)

LISTEN



[Conversations about Student Mental Health](#)



[Isolated Students May Struggle to Stay Mentally Healthy](#)



[Teens Discuss Mental Health During COVID-19](#)



[There's an App for That: School Counseling and SEL Go Online](#)

UPSTATE PDRC: SERVING ALL NYS REGIONS NORTH OF NYC

[How can we help you? Visit our website to find out more!](#)