

Executive Program in School & Mental Health Counseling Resource Guide 2018

Internship II – EDSC 610.001/.002
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Children and Adolescents

ADHD in Adolescents

Depression: Children, Adolescents, and Teens

ADHD in Adolescents

Katie Dixon

This manual was compiled to provide strategies for working with adolescents who have been diagnosed with ADHD. These resources provide important information about recognizing the symptoms of ADHD, the process of testing and diagnosis and, most importantly, techniques for managing the symptoms. Many of the resources were created for parents and educators to help navigate challenging behaviors. Other resources serve to help teens increase their self-awareness and find support. In my work with adolescents, I have noted the increase in diagnoses of ADHD over the past few years. The implications for this are numerous for the students with whom I continue to work. It is essential for anyone who works with adolescents to understand the unique ways in which ADHD manifests during the teen years. Understanding the implications for young adults is also significant as early interventions lead to the more positive outcomes for those diagnosed with ADHD.

1. CHADD: The National Resource on ADHD

CHADD: The National Resource on ADHD. (2018). Retrieved from

<http://www.chadd.org/Understanding-ADHD/For-Parents-Caregivers/Teens/Diagnosing-ADHD-in-Adolescence.aspx>

CHADD is a comprehensive resource for anyone trying to understand the common symptoms of ADHD, how it is diagnosed, as well as common co-occurring conditions associated with the disorder. This website is very user friendly for those who do not have a medical or mental health background. There are links specifically for parents, teachers, and most importantly, for teens to have their questions answered. The organization offers support by way of trained ADHD specialists and the number to a helpline to address further questions. Additionally, trainings are offered for professionals who treat young people with ADHD, for parents, and for educators. The website also provides details about upcoming conferences and webinars related to ADHD.

2. Child Mind Institute

Rooney, M. (2018) ADHD in Teenagers. *Child Mind Institute*. Retrieved from

<https://childmind.org/article/adhd-in-teenagers/>

The article about ADHD in Teenagers was written by Dr. Mary Rooney, a clinical psychologist, who addresses the unique challenges that adolescents with ADHD face. She compassionately conveys that this diagnosis is different for everyone. Furthermore, she explains that, while the hyperactivity commonly seen in young children with ADHD diminishes, there is more susceptibility to peer pressure in adolescence particularly those with ADHD. Research indicates that adolescents with ADHD have more challenges in their interpersonal relationships than other teens. Rooney's article addresses the academic, social, and emotional challenges that are unique to adolescents with ADHD and provides strategies for parents. She also provides information about concerns related to driving and the increased possibility of risky behaviors associated with ADHD. The website also includes resources for anxiety and mood disorders in teens.

3. ADDitude

Grossberg, B. (2018). Inside Your Teen's ADHD Mind. ADDitude Magazine. Retrieved from <https://www.additudemag.com/inside-the-mind-teen-with-adhd/>

This article, written by Dr. Blythe Grossberg, focuses specifically on ADHD in adolescent boys. The report was written specifically for parents of boys to help them understand the ways in which ADHD often manifests differently for them than it does in girls. She offers practical advice and encourages parents to recognize their son's strengths, to connect them with successful adults who have ADHD to serve as role models, to let their son make his own choices, and to be patient with his progress. According to Grossberg, adolescent boys with ADHD have more difficulty asking for help or accepting it when it is offered than other teens. Furthermore, they are often at a disadvantage academically due to the fact that they have often been restless in the classroom setting and are behind their female counterparts in terms of their verbal skills. This website offers resources for professionals, and educators, in addition to children and adults who have been diagnosed with ADHD. There are links with information about the top ADHD clinics and specialists. The website also offers webinars and further information about the impact of health and nutrition and medication on ADHD.

4. Attention Deficit Disorder Association

Retrieved from <https://add.org/new-support-groups-for-2017/>

This resource offers includes links to numerous articles, webinars, and information about special events related to ADHD. The most exciting feature about this resource is that it can connect teens and families to ADDA Ambassadors who serve as mentors to help those in the process of seeking strategies and treatment. The Ambassadors are also diagnosed with ADHD

and are able to mentor as a result of their own experiences. The most recent feature added to this site is the opportunity to connect with online support groups.

5. ADHD Resource Center

ADHD Resource Center. (2017) *American Academy of Child & Adolescent Psychiatry*.

Retrieved from

https://www.aacap.org/aacap/Families_and_Youth/Resource_Centers/ADHD_Resource_Center/Home.aspx#clinicalresources

The ADHD Resource Center provides information about common signs of symptoms related to ADHD, tips for finding appropriate treatment, as well as the consequences of untreated ADHD. There are links for books related to the topic, clinical resources, and a link to help families in the process of finding a child and adolescent psychiatrists. This resource also includes a list of additional research and information about trainings on ADHD.

6. ADHD: Clinical Practice Guideline for the Diagnosis, Evaluation, and Treatment of Attention-Deficit/Hyperactivity Disorder in Children and Adolescents.

ADHD: Clinical Practice Guideline for the Diagnosis, Evaluation, and Treatment of Attention-Deficit/Hyperactivity Disorder in Children and Adolescents.(2011). *American Academy of Pediatrics*. Vol. 128, 5. Retrieved from <http://pediatrics.aappublications.org/content/128/5/1007>

This resource may be helpful for parents in the process of ruling out or seeking to confirm an ADHD diagnosis for their child. It provides the procedure that pediatricians and primary care doctors follow in their evaluation process for children between the ages of 6-12 and provides guidelines for the prescription of medication dependent upon the child's age. The terminology is geared more towards medical professionals, but could prove to be a valuable resource for parents in gaining a better understanding of the process, the possibility of misdiagnosis, and how they can best prepare for an appointment.

7. Center for Management of ADHD: Children's Hospital of Philadelphia

Retrieved from

<http://www.chop.edu/conditions-diseases/attention-deficithyperactivity-disorder-adhd/health-Resources>

The Center for Management for ADHD is one of the most well-known centers for diagnosing and treating ADHD. There are five center locations for families to access. Additionally, the Children's Hospital of Philadelphia website provides information and resources for parents and educators working with children and teens diagnosed with ADHD.

8. Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices

Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices. (2008). *U.S. Department of Education*. Retrieved from <https://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching-2008.pdf>

This resource was specifically designed for teachers to implement for their students with ADHD. This manual of strategies includes preferred seating, useful organizational and study skills, individualized instruction plans, and behavioral interventions for students with ADHD. The accommodations start with identifying the individual student's needs and strengths in order to determine the appropriate instructional methods to meet the student's academic and behavioral needs. Some suggestions for supporting the student, include maintaining an ongoing evaluation, providing audiovisual materials, dividing work into smaller tasks, encouraging the student to correct mistakes, and remaining consistent. Strategies for specific disciplines are also included.

9. *A Bird's Eye View of Life with ADD and ADHD.*

Zeigler Dendy, C. A. & Zeigler, A. (2003). *A Bird's Eye View of Life with ADD and ADHD. Cherish the Children.*

This book is a compilation of stories from adolescents and young adults who have ADD and ADHD. The author is a former teacher and school psychologist who has two adult sons with ADHD. The graphic designer for the book has found ways to cope and live successfully with ADD. The purpose of the book is to inspire other young readers with ADD and ADHD through the life lessons and advice from people who share their experience. The twelve individuals who shared their journeys provide examples of strategies and skills that helped them to manage living with ADD and ADHD more easily. A book such as this one is a wonderful resource for young people to provide them with the message that they are not alone and that others have been able to find ways to manage their symptoms and live fulfilling, successful lives.

10. *The ADHD Advantage: What You Thought was a Diagnosis May Be Your Greatest Strength.*

Archer, D. (2016). *The ADHD Advantage: What You Thought was a Diagnosis May Be Your Greatest Strength*. Avery.

This book was written by Dale Archer, a respected psychiatrist and *New York Times* best-selling author. Archer himself is diagnosed with ADHD and has never used medication as part of his treatment. The benefit of Archer's personal and professional experience with ADHD is that he is able to recognize the symptomatology as well as the traits that benefit individuals with ADHD. He shares examples of highly successful individuals who used these traits to propel themselves forward. This book provides a unique outlook on a diagnosis that has often been perceived as something to manage. Archer challenges readers to use this diagnosis to their advantage. For teens, this may provide the positive reframing necessary to engage their strengths and not view ADHD merely as a hindrance. This is also available as an audiobook narrated by Walter Dixon.

11. *ADHD: A Teenager's Guide*

Crist, J.J. (1996). *ADHD: A Teenager's Guide*. Childsworld/Childsplay. 2nd ed.

This book follows a question and answer format to make it accessible and engaging for teens seeking answers about ADHD. It is recommended for children 12 and older. The book includes a chapter for parents and can also serve as a helpful resource for those supporting an adolescent with ADHD. Although this book was originally published more than 20 years ago, it is still relevant in providing teens with strategies for managing the added pressures of academics, extracurriculars, social relationships and homelife as they grow into adults. Although some of the treatment options and accommodations in schools are changing, this is a worthwhile resource for adolescents.

12. *The ADHD Workbook for Teens*

Hobos, Webb, L. (2011) *The ADHD Workbook for Teens*. Instant Help.

This workbook was designed specifically for teens with ADHD. It provides simple skills for managing the varied symptoms related to ADHD. Some examples of the suggested strategies are related to finding calm during moments of impulsivity and hyperactivity, developing plans to achieve important goals, as well as ways to help with active listening in order to improve social relationships. The book includes exercises and worksheets to help teens identify their interests and strengths in order to help them build lasting friendships, to complete projects and to follow through on the goals they set.

13. Mindfulness for Teens with ADHD: A Skill-Building Workbook to Help You Succeed

Burdick, D. (2017). *Mindfulness for Teens with ADHD: A Skill-Building Workbook to Help You Succeed. Instant Help.*

The intention of this workbook is to help teens with ADHD challenge their inclination towards distractedness and impulsivity by focusing on the present moment through mindfulness techniques. The strategies focus on building many of the same skills as the other resources such as goal-setting, organization, building stronger relationships, safety when driving, and good decision-making. The author is a clinical social worker who is a recognized expert in incorporating mindfulness into the management and treatment of ADHD.

14. Psychology Today

<https://www.psychologytoday.com/us>

This website is an excellent way for families to research support groups that may be meeting in their area. They can search the type of meeting they would like to attend and enter their zip code to find therapists in their area. This search can also apply to finding psychiatrists and therapists for individual counseling. Some of the groups in the Philadelphia area included for support groups for parents with children who have ADHD in addition to CBT and DBT groups created specifically for teens with ADHD. The descriptions provided by the therapists are useful in allowing parents to select a therapist that best meets their needs.

What Is Depression:

Childhood depression is a mental illness that has a significant effect on one's ability to function and is marked by persistent feelings of sadness, emptiness, worthlessness, and hopelessness.

Below are resources identified and designed to aide children suffering, from depression, families of those children and other professionals that have the ability to influence the trajectory of their lives.

I. AGENCIES**A. CHAMP (Child and Adolescent Mood Program)**

3401 Civic Center Blvd., Philadelphia, PA 19104 |Phone number: 215-590-7555

The Child and Adolescent Mood Program, part of the Department of Child and Adolescent Psychiatry and Behavioral Sciences at The Children's Hospital of Philadelphia, serve kids and teens with depression or other mood disorders. This program treats a variety of disorders including depression, bipolar anxiety, disruptive mood dysregulation disorder, ADHD, and more. If a child is thought to benefit from CHAMP, the parent and child will attend an evaluation and a feedback appointment set up by an intake coordinator. Following these sessions, recommendations for next steps will be provided. Possible treatment options may include supportive therapy, cognitive behavioral therapy (CBT), interpersonal therapy (IPT), group therapy, or medication to help manage your child's symptoms.

B. Equilibria, psychological and consultation services

525 South 4th Street, Suite 471 Philadelphia, PA 19147 |Phone number: 267-861-3685

At Equilibria Psychological and Consultation Services, licensed child psychologists, licensed child therapists and school certified psychologists and therapists aim to help children and teens achieve their potential and help them manage any social, emotional, behavioral or learning challenge that they are experiencing in their daily life. This agency offers a wide range of therapy, assessment and evaluation services to meet the various needs that children and teens may have, whether they are behavioral problems, social problems, emotional issues, learning challenges, or more complex mental health issues.

II. SUPPORT GROUPS



C. **ADAA** (Anxiety & Depression Association of America)

8701 Georgia Avenue, Silver Spring MD 20910 |Phone number: 240-485-1001

ADAA is an international nonprofit organization dedicated to the prevention, treatment, and cure of anxiety, depressive, obsessive-compulsive, and trauma-related disorders through education, practice, and research. The mission focuses on improving quality of life for those with these disorders. ADAA provides education about the disorders and helps people find treatment, resources, and support. More than 25 million people visit ADAA's website each year - from all across the globe.

ADAA is unique in that it brings together clinicians and researchers with diverse backgrounds in medicine, psychology, social work, counseling, nursing, neuroscience, genetics, epidemiology, and other disciplines to advance science and treatment. They aim to work together with those who suffer from these disorders in order to reach a common goal.

D. Depression on the Mighty

Facebook Group | 196,414 Followers |

<https://themighty.com/depression>



Depression on The Mighty is a site where people share their personal experiences with disability, disease and mental illness. On this page, we feature stories from our community of contributors living with depression. It is a digital health community created to empower and connect people facing health challenges and disabilities.

III. PODCAST

E. The Coffee Klatch (Blog Talk Radio)

www.thecoffeeklatch.com

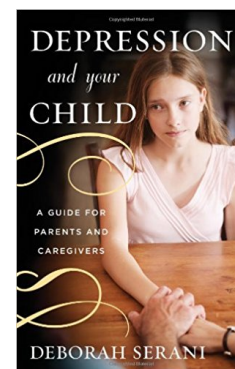
<http://www.blogtalkradio.com/thecoffeeklatch/2014/03/31/part-3-depression-in-children-7-things-a-child-with-depression-should-know>

The Coffee Klatch was created for parents of both newly diagnosed children of depression as well as those that have “navigated muddy waters” as space to meet and share. The founder noticed that parents were struggling, overwhelmed, isolated and feeling defeated. It was concluded that what they needed was evidence based, comprehensive, cutting edge information and that is what The Coffee Klatch Talk Radio provides. The intent is to bring my listeners the tools and information to not only accept and understand a child’s diagnosis, but to educate parents on special education law, digging out of the trenches and the true meaning of advocacy.

IV. BOOK RESOURCES

F. **Depression and Your Child** by Deborah Serani

Mental illness in children can be particularly draining due to the mystery surrounding it, and the issue of diagnosis at such a tender age. *Depression and Your Child* gives parents and caregivers a unique understanding of pediatric depression, its causes, its symptoms, and its treatments. Serani weaves her own personal experiences of being a depressed child along with her clinical experiences as a psychologist treating depressed children.



Current research, treatments and trends are presented in easy to understand language and tough subjects like self-harm, suicide and recovery plans are addressed with supportive direction. Parents will learn tips on how to discipline a depressed child, what to expect from traditional treatments like psychotherapy and medication, how to use holistic methods to address depression, how to avoid caregiver burnout, and how to move through the trauma of diagnosis and plan for the future.

G. **Erika's Lighthouse**, A beacon of hope for adolescent depression

<https://www.erikaslighthouse.org/recommended-reads>

Erika's Lighthouse is a not-for-profit organization dedicated to educating and raising awareness about adolescent depression, encouraging good mental health and breaking down the stigma surrounding mental health issues. Erika's Lighthouse was founded in 2004 by Virginia (Ginny) and Thomas (Tom) Neuckranz following losing their daughter as a result of depression. In understanding the difficulty involved in finding an effective read about depression, this organization has done the legwork and provided an extensive list of recommended books. In addition to the books, this

organization provides useful tools for teens, parents and teachers in efforts to educate and increase awareness about depression.

V. ONLINE GUIDES

H. NAMI (PA, Main Line)

Email: coordinator@NAMIpaMainLine.org | Phone: 267-251-6240

<https://namipamainline.org/support/services-for-children-and-teens/>

NAMI PA, Main Line has compiled an extensive list of resources containing information about national, Pennsylvania and greater-Philadelphia-area resources to help transition-aged youth (ages 16-24) who are living with mental health needs, as well as their family members. Resources include information, but is not limited to, online community supports, help lines, support groups, parenting strategies, college preparation and more.

I. USA.gov (Online Kids and Depression guide)

www.USA.gov/features/kids-and-depression

USA.gov has created the free online-only Kids and Depression guide offering sound, compassionate advice designed to help parents, grandparents and teachers recognize symptoms and risk factors in youth struggling with depression. It explains treatment options, including counseling and medication as well as age-appropriate information about depression that parents can share with their children.

According to the National Institute of Mental Health, in 2015, 3 million kids aged 12 to 17 experienced a major depressive episode in the past year. This highlights that

depression can be a significant factor in suicide attempts. The guide provides information to help parents recognize the warning signs of suicidal thoughts in their children.

For concerns regarding a child's suicidal ideation, contact the National Suicide Prevention Lifeline by calling 800-273-8255. It offers confidential help 24 hours a day.

VI. 24-Hour HOTLINES

J. National Youth Crisis Hotline: 1-800-448-4663

This resource provides brief interventions for youth who are dealing with pregnancy, sexual abuse, child abuse, depression and suicidal thoughts. They also provide referrals to local counseling, treatment centers, and shelters.

K. National Hopeline Network: 1-800-SUICIDE (784-2433)

If your depression is leading to suicidal thoughts, call the National Hopeline to connect with a depression treatment center in your area. The Hopeline also offers a live chat feature for those who don't want to (or are unable to) call and can dispatch emergency crews to your location if necessary.

L. National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

This national hotline is another valuable resource for people whose depression has escalated to suicidal or other harmful thoughts. Their network of crisis centers provide emotional support and guidance to people in distress and are also available via a chat service and a special hotline number for the hearing impaired: 1-800-799-4889.

Emotional and Behavioral Disorders

Bipolar Disorder

Resource Manual

Bipolar Disorder

1. <https://www.bphope.com>

This website and magazine contains information about the descriptions that identify Bipolar Disorder according to the DSM V, and it then provides the reader with a description of each of the items utilized to diagnose the disorder. This website also provides information via people who live daily with Bipolar disorder and different methods that they may utilize to provide ways of living with the disorder ,ex: medicines and holistic therapies.

2. <https://www.nimh.nih.gov/index.shtml>

This website The National Institute of Mental Health is a website which provides information about many mental disorders, it is available in both English and Spanish and there is an 800 number: **hone:** [1-866-615-6464](tel:1-866-615-6464) to contact the center in Maryland. The website provides research, outreach information and news and events.

3. <https://www.nami.org/learn-more/mental-health-conditions/bipolar-disorder>

This website provides information about diagnosis and treatment: NAMI National Alliance on mental illness. This website also offers a hotline for your state by calling 800-950-NAMI, if you have questions or need help in a crisis.

4. <https://www.everydayhealth.com/bipolar-disorder/guide/treatment/>

This website discusses the different types of Bipolar disorder and is very good with listing medications and alternatives to treatment and available resources. The website also discusses other types of mental illness.

5. <http://www.bipolarcaregivers.org/resources/organisations-and-websites-dealing-with-bipolar-disorder/united-states>

This website provides links to other websites about bipolar disorder in the United States and other countries around the world.

6. <https://psychcentral.com/>

This website provides information about counseling for Bipolar disorder and research and resources.

7. <https://copelandcenter.com/>

This website provides information about Bipolar disorder in Vermont: The Wellness Recovery Action Plan (WRAP®) is a personalized wellness and recovery system born out of and rooted in the principle of self-determination. WRAP® is a wellness and recovery approach that helps people.

8. <https://www.beyondblue.org.au/>

This website provides information about Bipolar disorder, Anxiety and Depression. It also provides a 24 hour phone number: 1-300-22-4636, treatment options, online conversations and supports. This good if you live in Australia or visiting Australia.

9. <http://ibpf.org/>

This website provides information about only Bipolar disorder, resources, how to get help and it is provided in over 15 different languages. The site offers information about webinars, different authors of books about the disorder and conventions and volunteer activities in different parts of the country.

10. https://secure2.convio.net/dabsa/site/SPageServer/?jsessionid=00000000.app268b?NONCE_TOKEN=BF0C1ACF80AA2FDFF8EA9739FE3CE957&pagename=home DBSA. Depression and Bipolar Support Alliance.

This website provides education along with peer support and wellness options, with an 800 number 800-826-3632. All information is available along with updates and personal experience stories of those living with the disorder.

11. <http://www.bipolarbrain.com/>

This website provides information about Bipolar disorder from the view point of a person who suffers from the disorder.

12. <http://www.bipolarworld.net/>

This provides a plethora of information from suffers of the disorder since 1998. It also provides resources and research.

13. <https://www.hopetocope.com/> website and Esperanza Magazine

This provides information about Bipolar disorder, resources, personal accounts and BLOGS. You can also subscribe to the magazine through the website.

14. Bipolar Expeditions: Mania and Depression in American Culture 1st Edition BY Emily Martin(Book)

This book provides a deep explanation of the feeling, emotions and physical feeling of Bipolar disorder and mania and the fascination that our culture has with people who behave thus: list some famous people who have or who have had the disorder, Ex Vincent Van Gogh.

Learning Issues

Dyslexia

Learning Disabilities

1. <https://www.understood.org/en>



This is a great resource for a broad audience. Teachers, students, family members, and therapists will benefit from this resource as it provides information on a variety of diagnosis including dyslexia. The online tool can be used to simulate dyslexia giving viewers a first-hand account of the struggles sufferers face in an authentic manner. Resources include videos, articles, tools for educators, families, and friends. This site provides a one-stop-shop resource for a variety of learning and attention issues.

2. <http://college.usatoday.com/2016/03/18/dyslexia-simulation-not-accurate/>



Experts say dyslexia simulation fails to fairly depict learning disorder. This article is a great resource for family members or siblings who do not suffer from dyslexia but strive to be compassionate supporters of those experiencing the symptoms of this disorder. The article highlights the exhaustive nature that often goes unexplained and is a great supplement for those who have utilized a dyslexia simulator. The article provides insights into the areas in which simulators fall short when accurately seeking to capture the full effects of all that comes with the diagnosis. Struggles with reading comprehension and limited vocabulary are the overt challenges that are often expressed; however, the depths of mental exhaustion experienced by sufferers of dyslexia as well as the true difference in processing time when struggling to read is outlined.

3. <https://childrendyslexiapa.org/>



Children's Dyslexia Center of Philadelphia

214-673-1972

1700 Tomlinson Road

Philadelphia, PA 19116

The is a great local resource. The website provides detailed information regarding the disorder and well as outlines online and in person tools. The center prides itself on its ability to work with students from a variety of backgrounds. The clinicians' knowledge of Individualized Education Plans (IEP) and 504 Plans make the center a great partner for local schools. Their clinical model incorporates the most scientific research in the field of reading and spelling education, dyslexia and dyslexia remediation.

4. <https://dyslexiaida.org/>



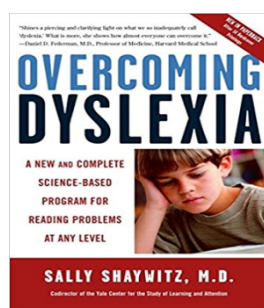
This resource provides a general overview of dyslexia as well as options for an initial self-assessment and general facts about the disorder. Additionally, users are able to access webinars and identify area clinicians and support providers within the US by state. The site outlines steps practitioners may take to become Center for Effective Reading Instruction (CERI) certified as well as teacher workshops and trainings.

5. <http://www.elishevaschwartz.com/>



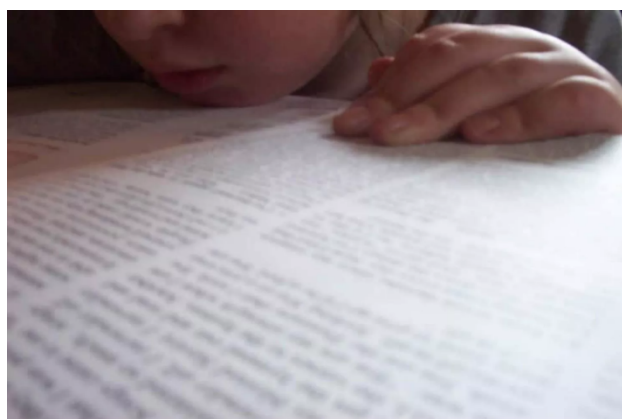
Elisheva Schwartz's podcasts provide interviews with cognitive scientists, geneticists, and other cutting-edge thinkers who study those experiencing dyslexia. The site offers online testing tools, blogs, and consultancy options for parents, students, and educators.

6. *Overcoming Dyslexia* (Paperback or Audiobook)



Sally Shaywitz is one of the world's leading experts in the field of reading and dyslexia. Her book *Overcoming Dyslexia* is considered one of the most comprehensive and practical books when helping parents and educators understand, identify, and overcome reading problems experienced by children today. Dr. Shaywitz demystifies the challenges of those who experience dyslexia, utilizing the research of her own laboratory. One of the most notable strengths of the book is that it outlines action steps, resources, and tools that parents and teachers can utilize year-by-year, grade-by-grade, and date-by date.

7. https://www.washingtonpost.com/news/parenting/wp/2016/10/21/beyond-dyslexia-fonts-what-parents-can-do-to-help-kids-who-struggle-with-reading/?utm_term=.6260d0769925



Beyond dyslexia fonts: what parents can do to help kids who struggle with reading.

This is a great article for parents to read to help better understand that dyslexia affects students from all walks of life. The article outlines how nearly twenty percent of the population is affected by some form of reading challenge. Dyslexia can be experienced by children whose language is based on an alphabet (such as English) or languages based on logographics (such as Mandarin or Korean). The article highlights the U.S. Senate resolution to create fonts that help with the distinction of letters such as a, p, and q. The article explains how efforts to support those who are experiencing dyslexia are occurring at the legislative level.

8. <http://dyslexia.yale.edu/>



The Yale Center for Dyslexia strives to increase the awareness of dyslexia while simultaneously illuminating the creative and intellectual strengths of those living with the disorder. The Center uses cutting-edge research and resources to help students and adults better understand their diagnosis so that they may become better readers and ultimately more successful students. One of the notable strengths of the Center is that it works to educate students of color and students from lower socioeconomic backgrounds to better understand their diagnosis. Additionally, the Center is a chief proponent of advocacy work and works diligently to help close the achievement gap between students struggling with dyslexia and the larger population.

9. <https://tea.texas.gov/academics/dyslexia/>



Texas Education Agency (TEA) aims to improve quality of life for public school students, including facilitating initiatives that promote the cognitive well-being of public school students. These efforts address specific cognitive challenges by providing local public school instructors with access to the proper information about a variety of psychological conditions including dyslexia.

10. <http://testdyslexia.com>

Is it Dyslexia?



This is a great resource for the initial round of testing for parents who may want to decide if more robust testing is necessary. This resource is free and provides a thorough, confidential assessment of a student's strengths and weaknesses. The assessment does not require any personal information and can be answered with parent and child or by the child alone. The 41 question assessment is comprehensive yet allows for the test taker to easily bypass questions that do not apply.

In the field of mental health, there is a major problem that people with a learning disability are not always recognized or diagnosed. Research by Taylor et al. (2008) has identified three reasons why mental health problems amongst people with learning disabilities are not always recognized or diagnosed. First, there is a gap between mental health services and learning disability services. Secondly, assessment measures to detect mental health problems in people with a learning disability are not always well developed. Thirdly, diagnostics of mental health and learning disabilities are always overshadowed. The resource manual is designed to help upcoming professional Counselors and Clinicians to gain a better understanding of the issues in the people who have learning disabilities as well as mental health problems. The resource manual will help us gain information on learning disabilities, mental health, teaching, and professionals in the field.

Learning Disabilities: A Multidisciplinary Journal

The journal is a vehicle for disseminating the most current thinking on learning disabilities and to provide information of research, practice, theory, issues, and trends regarding learning disabilities from the perspectives of varied disciplines involved in broadening the understanding of learning disabilities. The journal includes adults, advocacy, assessment, cultural difference, mental health, social and emotional issues, and career education.

<https://ldaamerica.org/learning-disabilities-a-multidisciplinary-journal/>

Learning Disabilities Association of America

Learning Disabilities Association has provided support to people with learning disabilities, their parents, teachers and other professionals with cutting edge information on learning disabilities, practical solutions, and a comprehensive network of resources. It includes all of the state/local affiliate's information: address and contact number. One of the section of this website is success

stories, which is important to give hope and inspiration to those who may be struggling with the same issues.

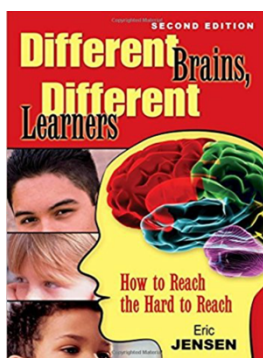
<https://idaamerica.org>

National Center for Learning Disabilities

The main mission of NCLD is to improve the lives of 1 in 5 children and adults nationwide with learning and attention issues—by empowering parents and young adults, transforming schools and advocating for equal opportunities. This organization tries to create a society in which every individual possesses the academic, social and emotional skills to help them to success in life. It provides specific programs for different groups. For instance, for parents: Understood; for young adults: friends of Quinn. In addition, we can learn the newest policies and resources about the learning disabilities. There is also a center located in New York City. 32 Laight Street, Second Floor, New York, NY 10013.

<https://www.nclld.org>

Different Brains, Different Learners



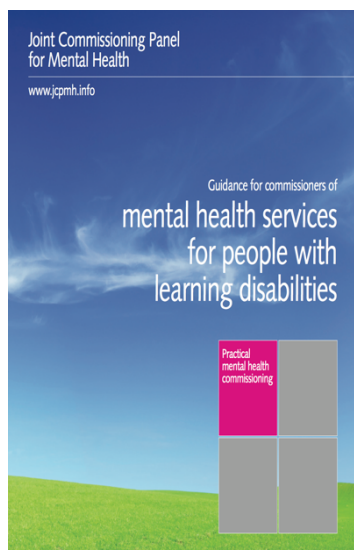
This book uses plain language to tell us how to recognize the most common conditions that challenge learners and how to help them succeed, which through basic neuroscience knowledge to increase readers understanding what is going on for students who has learning disabilities.

It also explains the greatest concern among most educators now is, what will prepare learners most for life success, getting higher test scores or a well-rounded education?

This book helps us identify and address the learning impairments that are so common

today, as well as with our awareness increased, we learned how to work with those students and what kind of support and assistance they need.

Guidance for commissioners of mental health services for people with learning disabilities



This guidance is a good resource for people who wants to know about the group people who has learning disabilities and do not know how to help. It authorized by the Joint Commissioning Panel for Mental Health (JCP-MH) is a new collaboration co-chaired by the Royal College of General Practitioners. It is part of the implementation arm of the government mental health strategy *No Health without Mental Health*. They aim to bring together people with mental health problems, clinicians, commissioner, managers and to produce the

best possible advice on commissioning the design and deliver of high quality mental health. learning disabilities. This guidance brief introduces what are mental health services for people with learning disabilities? Why this is important? What would good mental health services for people with learning disabilities look like?

www.jcpmh.info

This link is the electronic format of this guidance:

<https://www.jcpmh.info/wp-content/uploads/jcpmh-learningdisabilities-guide.pdf>

Temple University Disability Resources and Services

This is a learning community that values people with diverse abilities and demonstrates through its actions a deep commitment to the full inclusion of all its member. It applied assistive technology

for students such as hardware, software, or piece of equipment that is commonly used to improve the functional capabilities of individuals with a disability. this place creates a safe environment for students who may feel lonely and confused about their specialties.

Address: 100 Ritter Annex (004-03),1301 Cecil B. Moore Avenue, Philadelphia, PA 19122

CHADD The National Resource on ADHD

This is nonprofit, parent-based organization provides family support and advocacy, public and professional education and encouragement of scientific research for individuals with ADHD. It creates and implements programs and services in response to the needs of adults and families affected by ADHD through collaborative partnerships and advocacy, including training for parents, and K-12 teachers, hosting educational webinars and workshops, providing information specialists to support the ADHD community, etc..

<http://www.chadd.org>

International Dyslexia Association

The international dyslexia association (IDA) is a nonprofit organization dedicated to helping individuals with dyslexia, their families, and the communities that support them. This association has published its Knowledge and Practice Standards for Teachers of Reading, which details the knowledge based required for skilled reading may differ in many ways. It has 10,000 teachers, other professionals, individuals with dyslexia, and parents as their membership.

<https://dyslexiaida.org>

40 York Road, 4th Floor, Baltimore, MD 21204.

(410)296-0232

The National Attention Deficit Disorder Association (ADDA)

The Attention Deficit Disorder Association provides information, resources and networking opportunities to help adults with Attention Deficit Hyperactivity Disorder lead better lives. The website also provides knowledge and events for adults who has been diagnosed as ADHD or people who willing to help their family members. The products at the shop are very useful, such as ADDA Health Storylines, and reading focus card.

<https://add.org>

15000 Commerce Parkway, Suite C
Mount Laurel, NJ 08054

LODnLine

LD OnLine seeks to help children and adults reach their full potential by providing accurate and up-to-date information and advice about learning disabilities and ADHD. The site features hundreds of helpful articles, multimedia, monthly columns by noted experts, first person essays, children's writing and artwork, a comprehensive resource guide, very active forums, and a Yellow Pages referral directory of professionals, schools, and products.

<http://www.ldonline.org>

Mental Health Disorders

Anxiety Disorders

Anxiety and Depression for Girls and Women

Anxiety in Mental Health and School Settings

Schizophrenia Disorder

Treating Clients with Schizophrenia Spectrum Disorders

Anxiety Resources

by Tina Fidalgo

Anxiety disorders involve more than temporary worry or fear. For a person with an anxiety disorder, the anxiety does not go away and can get worse over time. The feelings can interfere with daily activities such as job performance, school work, and relationships. There are several different types of anxiety disorders.

Anxiety as defined by the APA (American Psychological Association)

An emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.

Different Types of Anxiety Disorders

Social Anxiety	Agoraphobia	Specific Phobia
Generalized Anxiety Disorder	Selective Mutism	OCD
Panic Disorder	Separation Anxiety	PTSD

General Resources

These resources will provide general information with a variety of extras including links to research, techniques and general definitions for anxiety.

NIMH (National Institute of Mental Health)

<https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>

ADAA (Anxiety and Depression Association of America)

<https://adaa.org/understanding-anxiety>

Anxiety.org

<https://www.anxiety.org>

APA (American Psychological Association)

<http://www.apa.org/topics/anxiety/>

The Child Mind Institute

The Child Mind Institute is an independent, national nonprofit dedicated to transforming the lives of children and families struggling with mental health and learning disorders. Our teams work every day to deliver the highest standards of care, advance the science of the developing brain and empower parents, professionals and policymakers to support children when and where they need it most.

<https://childmind.org/about-us/>

Anxiety Scales and Measures

The Hamilton Anxiety Rating Scale:

The Hamilton Anxiety Rating Scale (HAM-A) is a widely used and well-validated tool for measuring the severity of a patient's anxiety.

<http://dcf.psychiatry.ufl.edu/files/2011/05/HAMILTON-ANXIETY.pdf>

Beck Anxiety Inventory:

The BAI is a brief measure of anxiety with a focus on somatic (physical) symptoms of anxiety that was developed as a measure adept at discriminating between anxiety and depression.

<https://www.integration.samhsa.gov/clinical-practice/GAD708.19.08Cartwright.pdf>

GAD-7 (Generalized Anxiety Disorder = PHQ Anxiety Scale):

This easy to use self-administered patient questionnaire is used as a screening tool and severity measure for generalized anxiety disorder.

<https://www.integration.samhsa.gov/clinical-practice/GAD708.19.08Cartwright.pdf>

Groups

ADAA (Anxiety and Depression Association of America)

<https://adaa.org/supportgroups>

<https://healthunlocked.com/anxiety-depression-support>

Coping Skills and Tools

Psychology Today – Anxiety Relief Techniques

The following techniques, tools, strategies and ways to help anxiety. This cheat sheet will give you a very solid start if you're searching for ways to reduce your anxiety and de-stress effectively today.

<https://www.psychologytoday.com/us/blog/in-practice/201503/50-strategies-beat-anxiety>

ADAA - How to deal with Stress and Anxiety

An infographic which also includes fitness tips from the ADAA.

<https://adaa.org/tips-manage-anxiety-and-stress>

GoodTherapy.Org – Coping Strategies for Stress and Anxiety

<https://www.goodtherapy.org/blog/12-surefire-strategies-for-coping-with-anxiety-and-stress-0513155>

Mindfulness

Mindful is a mission-driven non-profit. Dedicated to inspiring, guiding, and connecting anyone who wants to explore mindfulness—to enjoy better health, more caring relationships, and a compassionate society.

<https://www.mindful.org/?s=anxiety>

Recent Articles

Anxiety Cells in the Brain

<https://www.npr.org/sections/health-shots/2018/01/31/582112597/researchers-discover-anxiety-cells-in-the-brain>

Why Are More American Teenagers than ever Suffering from Severe Anxiety

<https://www.nytimes.com/2017/10/11/magazine/why-are-more-american-teenagers-than-ever-suffering-from-severe-anxiety.html>

How to Combat Your Anxiety

<https://www.nytimes.com/2017/12/21/smarter-living/how-to-combat-your-anxiety-one-step-at-a-time.html>

Apps and Podcasts

Tranquility du Jour

Hosted by therapist and creative entrepreneur Kimberly Wilson, this podcast will help you on the way to living a full, calm and meaningful life. With topics varying from yoga, to mindfulness, to travel, and entrepreneurship, this podcast will help you maneuver your way through everyday stresses and remain calm and happy.

<http://www.acast.com/tranquilitydujour>

The Daily Meditation Podcast

In just under twenty minutes, this podcast will help you regain balance and go about your day in a calm and happy manner. With daily meditations, seven days a week, you are guaranteed to learn new techniques, which will help you in a plethora of ways, from managing stress during your work day, to dealing with feelings of anger, through to managing anxiety and increasing confidence. A handy podcast to have at the ready, no matter what your day throws at you.

<https://www.acast.com/dailymeditation>

Invisibilia

Meaning “all invisible things” in Latin, Invisibilia focuses on all the invisible elements that govern human behavior. Through scientific research and engaging storytelling, this podcast addresses all of the unseen forces, like ideas, beliefs and emotions, helping you learn more about yourself, how you live your life and how to better understand those around you. With great episodes like ‘Fearless’, discussing the human need for fear, you will learn to navigate your life in a calm and stress-free manner.

<http://www.acast.com/invisibilia>

ASMR Podcast

All about sound, ASMR is a calming and at times bewildering exploration of 3D sound. You can listen to anything, from the hosts softly speaking about the places they would like to visit in Australia, to a plastic bowl rotating continuously for 32 minutes and, crazy as it

sounds, it's an unmissable and relaxing experience. Sit back and enjoy your body unwinding to the soothing sounds of this podcast.

<https://www.acast.com/asmrhqpodcast>

The Digital Mindfulness Podcast

At a time when our daily lives are saturated with emails, smartphones and instant communication, this podcast is the key to protecting yourself from becoming digitally overwhelmed. Using a combination of natural and social sciences, the hosts aim to improve your interaction with technology, helping you manage all elements of the digital world, from emailing to dividing your work and personal lives in an effective manner.

<http://www.acast.com/digitalmindfulness>

Motivation Monday

As we all know, Monday can often be the most challenging day of the week, but this weekly podcast aims to change that perception and charge you up with positivity and calmness to breeze through the rest of the week. With episodes on everything from new beginnings, to overcoming difficult situations, this podcast will be the weekly motivation you've been looking for

<http://www.acast.com/motivationmonday>

Anxiety Coaching and Podcast

Anxiety coaching and podcast to help you find your natural peace and calm.

<https://www.stitcher.com/podcast/kevin-davis/the-anxiety-coaches-podcast>

Anxiety and Depressions Association of America

ADAA podcasts are presented by ADAA professional member experts on a wide variety of subjects related to anxiety, depression, OCD, PTSD, and other disorders.

<https://adaa.org/podcasts#>

Anxiety and Depression for Girls and Women

Over the course of my time in this program I have realized that the majority of my clients have been women of color suffering from anxiety and depression. After interning at Overbrook High school and working this year with Healing in Progress LLC, I realize the importance of offering not only therapeutic resources but also psychoeducational resources that are fluent enough for a child to understand. I do recognize that anxiety and depression have no color- however, I would be lying if I did not make this reference manual specifically for serving women of African American women- who I believe are suffering in silence. Many of our colleagues will work with young women of color and I chose (10) resources that I believe speak to the most prevalent issues that trigger anxiety and depression in the African American community.

1. The Willie Lynch Letters:

http://www.finalcall.com/artman/publish/Perspectives_1/Willie_Lynch_letter_The_Ma_king_of_a_Slave.shtml

I chose this as the first resource because I feel that in the lives of African American people, the Letters are crucial for understanding much of the trauma that is found throughout our history. Specifically, the information about what was done to black slave

women can serve as a social justice and historical framework for many of the issues that our clients may face and are triggered by today. I am aware that this is unconventional, but I feel that from a psychoanalytic standpoint- it allows us to understand the roots of anxiety and depression in women and girls of African descent.

2. The Black Mental Health Network: <http://www.mentalhealthamerica.net/african-american-mental-health>

According to The Black Mental Health Network: 13.2% of the population identifies as African American and of that over 16% identify as having a mental health issue which is 6.8 million people namely in the cities of Chicago, Houston and Philadelphia. The network is designed to offer resources for people of African descent struggling through mental health issues. I thought this as an excellent resource because in the African American community there is still a stigma surrounding mental health. This network helps to dispel the stigma as well as offer cultural specific resources.

3. Scholarly Research: The Strong Black Woman, Depression and Overeating- <http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=5935&context=etd>

This scholarly article by Dr. Michelle Offutt, highlights the cultural, spiritual and economic struggles of African American women from a clinical perspective. It gives great

insight into the lives of women struggling with depression and the coping mechanism closely associated with the cultural.

4. Scholarly Research: African American Women's Perception of Depression and Suicide Risk Protection Through the Eyes of a Womanist-

<http://journals.sagepub.com/doi/pdf/10.1177/0886109912452401>

I thoroughly enjoyed this resource and had to include it. We hear so much about Feminist Theory and how it is needed for an equal world – however African American women were not always welcomed into the Feminist movement. Therefore, the term Womanist was coined by Alice Walker which encompasses a myriad of thought including: Feminism, Men, and Blackness. The thought is that finding refuge in womanism promotes self- preservation which would push men and women to move towards holistic healing.

5. Scholarly Research: Whatever Happened to Daddy's Little Girls and Bridges:

<https://www.bancroftpress.com/pdfs/bridgeschapter1.pdf>

These two books speak to the mental effects of being a daddy less daughter (Whatever Happened to Daddy's Little Girl) and also trying to reconcile relationship with fathers due to abandonment ranging from incarceration to death (Bridges). I included this is because one of the triggers for many of my adolescent clients has been the absence of

their fathers in their lives. I think it's important for therapist to read these pieces of literature and share it with families as a resource for reconciliation and familial healing.

6. Mindfulness and African Centered Yoga Practices to heal Depression and Anxiety:

<http://aseyoga.squarespace.com/>

According to Cognitive Behavior Therapy practices yoga and mindfulness are key strategies for dealing with depression and anxiety. I thought that if the client is in the Philadelphia area they would benefit from attending classes at Ase Yoga and tea room which offers African Centered education, women's studies, nutritional guides and herbal teas to help with depression in women clients.

7. Spiritual Community Supporting Depression:

<https://www.rand.org/news/press/2013/06/25.html>

I think it's important that clients are connected to communities that help them through the healing journey of managing depression and anxiety. The above article seeks to offer research based guidance on implementing group support as a means for clinical treatment.

8. Beating Depression Through Diet: <https://www.health.harvard.edu/blog/nutritional-strategies-to-ease-anxiety-201604139441>

<https://www.everydayhealth.com/columns/therese-borchard-sanity-break/foods-eat-every-day-beat-depression/>

As it was stated earlier in this resource guide, Black Girls and Women turn to over-eating as coping mechanism for depression and anxiety. Additionally, while working in the school setting many of my depressed students were eating foods that directly cause depression and anxiety to be triggered chemically. These two links offer a nutritional guide to be passed onto clients as they build a life that supports wellness.

9. Fitness that helps with Depression and Anxiety:

<http://www.lafortalezafitness.com/home>

The above link is to a fitness center in Philadelphia that specializes in decreasing depressive behaviors for minority clients. Exercise is an anecdote to depressive behaviors and promotes wellness.

10. Social Justice Theory Counseling:

<https://www.theguardian.com/lifeandstyle/2016/feb/08/black-women-mental-health-high-rates-depression-anxiety>

Despite the stigma- this article highlights how many Black women and girls are taking medicine to cope with mental health issues between the ages of 20 and 30. Although medicine is deeply frowned upon by many outsiders it has seemingly become the last resort to healing for many black women. This article discusses that Black women and girls are the lowest on the social pole, thus the most tired and depressed. This ties directly into our first resource, *The Willie Lynch Letters*". The post traumatic slave issue of being psychologically frozen is deeply traumatizing and causing emotional fatigue in Black women specifically.

ANXIETY RESOURCES FOR use in mental HEALTH AND SCHOOL SETTINGS

DAWN CAPPELLO

Anxiety is a word that is heard throughout the school day and that enters our private practice settings. The number of people from young to old that experience anxiety is causing the mental health community to take a closer look at this issue. The resources provided attempt to help those in school and mental health settings work independently with clients or in conjunction with an educated support system. The more we have to offer, the greater hope there is that we can help those in need.

BASIC ANXIETY INFORMATION

WebMD provides a quick glance at the symptoms those with anxiety might experience. Knowing the average time frame and experiences a client might suffer will help in planning and goal setting.

<https://www.webmd.com/anxiety-panic/guide/anxiety-attack-symptoms>

The American Psychiatric Association provides information about anxiety and the different forms anxiety takes. Their site provides basic risk factors and treatments those with anxiety might pursue. One of the positive pieces of the information provided on the site is that the author immediately references anxiety as a normal response. This approach might encourage a client who is hesitant to seek counseling due to the stigma that seeking help for a mental health issue is a sign of weakness.

<https://www.psychiatry.org/patients-families/anxiety-disorders/what-are-anxiety-disorders>

The NPR article is a book review of *[On Edge: A Journey Through Anxiety](#)*. The article provides an overview of the book that provides first hand account of a person who is experiencing severe anxiety. The book takes the reader from onset, to hospitalization, and eventually to managing anxiety. Overall, the article speaks to the hope and insight that the book provides.

As clinicians we can never walk in another's shoes but we can stand with them; when someone is brave enough to share their struggles, taking it in and growing our knowledge base will benefit not only the clinician but also those who seek help.

<https://www.npr.org/sections/13.7/2017/10/05/555855908/what-is-it-like-to-suffer-from-an-anxiety-disorder>

VIDEO TOOLS

How might a kid describe anxiety? What would he tell you about his anxiety? In this YouTube video, Jonas Kolker provides a TEDx Talk about overcoming anxiety. The talk is approximately ten minutes in length and the speaker urges those with anxiety to "Embrace the Suck."

<https://www.youtube.com/watch?v=A1anXJhVamc>

Debbie Augenthaler uses her YouTube Channel and website to provide breathing techniques to use with clients. These techniques are intended to help calm a person prior to or during an anxious moment. Additionally, Debbie promotes her books as well as her workshops.

<http://www.debbieaugenthaler.com/toolbox/>



TOOLS FOR THE TOOL BOX

Finding tools for our "toolbox" can be a daunting process; however, this website takes some of the footwork out of the journey. *Coping Skills for Kids* provides easy and effective activities to use with children in schools, in a mental health setting, and at home. The site also provides links to ecourse, blogs, and downloads. This is a great starting point for helping children with anxious feelings.

<https://copingskillsforkids.com/blog/2016/6/6/how-to-make-a-coping-skills-toolbox-for-your-child>



The website *Therapist Aid* provides free worksheets for mental health professionals to download. The worksheets not only include those focused on anxiety, but also depression, grief, self-esteem etc. Additionally, the site offers resources to use with children, adolescents and adults, so there is something for everyone.

<https://www.therapistaid.com/therapy-worksheets/anxiety/none>



The gathering of tools and techniques cannot be just web-based. There are times that having the right app at the right time can make the day easier. With that in mind, there are five different apps that have been recommended to those needing support during an anxious moment. The app “Stop Breathe Think” will check in on what the person is thinking and or feeling. The app will move the user through breathing exercises to create space between emotion and reaction. Lastly, it will provide personalized meditations and activities. While each app has different pros and cons, knowing the availability and the usefulness of these tools will be of value to clients.

1. Stop Breathe Think
2. Pacifica
3. Calm
4. Headspace
5. Mind shift

Parent education

Oftentimes parents might look for absolute answers in working with their child that has been diagnosed with anxiety. The website *Mommy Edition* gives ideas for helping children under the age of ten cope with anxiety. There is list of Dos and Don'ts as well as ways parents can help. There is a psychoeducational piece to the site that gives a starting point for parents that are unsure how to navigate the waters of an anxious child.

<http://www.mommyedition.com/how-to-help-children-under-10-cope-with-anxiety>

Hey Sigmund touts itself as the place where the science of psychology meets that art of being human. The article “Dealing with Anxiety in Children: How to Calm and Strengthen an Anxious Brain” takes the approach of separating the brain into the right and the left side as well as front and back. The concept provides ways to establish connections between the different areas of the brain. The connections are reported to make a more “effective brain.”

<https://www.heyigmund.com/dealing-with-anxiety-in-children-calm-anxious-brain/>

There may be times when a parent will approach a clinician about medicating a child. While we do not provide medication, we can provide easy-to-understand articles focused on therapy with the support of medicine. The article “For Children With Severe Anxiety, Drugs Plus Therapy Help Best” gives a starting point for understanding that medicine and therapy when

used in conjunction, can help support children who suffer from extreme anxiety. Having resources on hand to help educate family members makes helping the child a team goal.

<https://www.npr.org/sections/health-shots/2017/10/02/554550787/for-children-with-severe-anxiety-drugs-plus-therapy-help-best>

MINDFULNESS

Mindful, a website, breaks mindfulness into ten key areas. Mindfulness keeps the individual in the moment and out of the “what if” area. The goal of the page is to practice ways that enable the client to work with anxiety mindfully. These steps are something that can be taught in session and then used for home growth throughout the week.

<https://www.mindful.org/10-mindful-attitudes-decrease-anxiety/>

SCHOOL REFUSAL

NPR uses their platform to help illuminate the struggles of mental health to the general population. Recently there has been a notable influx of children seeking counseling assistance due to school anxiety. The article “Educators Employ Strategies to Help Kids with Anxieties Return to School” gives advice to the school counselor along with data that helps understand the role anxiety plays in school refusal.

<https://www.npr.org/2017/10/16/558097820/educators-employ-strategies-to-help-kids-with-anxiety-return-to-school>

ANXIETY AND AUTISM

The link below provides handouts from a workshop on “Identifying and Addressing Anxiety in Children with Autism Spectrum Disorder.” The workshop provides psychoeducation as well as ideas for helping children through fire drills. It also provides strategies for teachers and caregivers.

<https://www.cdd.unm.edu/autism/pdfs/summer-institute/summer-institute-pdfs-2017/ASD%20and%20Anxiety%202017%20-%203%20slides%20per%20page.pdf>

INFORMATION ON SCHIZOPHRENIA AND ACCESS TO WEBSITES

Schizophrenia is a chronic brain disorder that affects about one percent of the population. When schizophrenia is active, symptoms can include delusions, hallucinations, trouble with thinking and concentration, and lack of motivation. ... Schizophrenia does not mean split personality or multiple-personality.

<https://www.psychiatry.org/patients-families/schizophrenia/what-is-schizophrenia>

YouTube video clip on schizophrenia describing what schizophrenia is and the type of mental disorder and how it is characterized by several types of symptoms, including positive symptoms like delusions and hallucinations, negative symptoms like alogia, and cognitive symptoms. For additional information please view <https://youtu.be/PURvJV2SMso>

PHILADELPHIA COMMUNITY OUTPATIENT MENTAL HEALTH SUPPORT ORGANIZATIONS

JEVS Human Services is a community based organization that provides housing and allows individuals with intellectual/mental disabilities to live with independence and dignity with the support of a caring and experienced staff. JEVS offers a full range of adult day services and a seniors' program to provide social activities, social skills training, and community involvement to adults with intellectual disabilities as well as mental illness and addiction counseling. In-home supports allow adults with mental illness to live in the comfort of their own home and maintain their independence with the support of committed caregivers.

<https://www.jevshumanservices.org/job-listings/>

COMHAR's Long Term Structured Residences (LTSR) is located in Philadelphia and the Northampton Counties. These therapeutic programs are designed to provide 24/7 residential and intensive treatment supports for adults with a variety of psychiatric and health related needs. Individuals requiring this level of care have access to a variety of services including individual and group therapies, psychiatric evaluation, crisis intervention, peer support, psychiatric rehabilitation and medication management. The multidisciplinary treatment team is comprised of staff that includes a psychiatrist, mental health professionals, licensed nurses, peer specialists, and direct care staff. Services are delivered both on-site and in natural community settings to maximize learning opportunities. Their focus is to assist individuals in developing skills, increasing their independence and stabilizing their psychiatric and physical health symptoms with the goal of moving into lesser structured settings.

COMHAR utilizes evidenced-based practices such as:

- The Beck Initiative- (CT) Cognitive Therapy
- PACTS Initiative (TF-CT) Trauma Focused Cognitive therapy for children
- (DBT) Dialectical behavioral Therapy program
- (DBT-PE) Prolonged exposure
- (EMDR) Eye Movement De-sensitization Re-processing

- (TAMAR) Trauma, Addiction Mental Health and Recovery groups
- (MI) Motivational Interviewing.

Contact Information:

100 West Lehigh Avenue

Philadelphia, PA 19133

Phone: (215) 203-3000

Fax: (215) 203-3011

Website: <https://www.comhar.org/contact>

Horizon House offers a variety of services to ensure individuals receive the most appropriate care and treatment, and it aligns with individual's specific needs:

- Mental health recovery
- Individual and group psychotherapy
- Medication evaluation and management
- Diagnostic assessments
- Crisis intervention
- Community-based treatment services
- Employment and education services
- Outpatient support
- Peer support services
- Residential treatment
- Housing and supported living
- Representative payee services
- Psychiatry, health, and wellness

Contact Information:

Philadelphia County

120 S. 30th Street

Philadelphia, PA 19104

Phone: 215.386.3838

Website: <http://www.hhinc.org>

CRISES RESPONSE CENTERS OF PHILADELPHIA

The Crisis Response Centers serve individuals in crisis with psychiatric and/or substance-related conditions. The CRC is staffed by psychiatrists, psychiatry residents, psychiatric nurses, crisis technicians, clinical social workers, and security personnel and is open 24 hours a day, 365 days a year.

Temple University Hospital-Episcopal Campus

100 East Lehigh Avenue
Philadelphia, PA 19125
Phone: 215-707-2577

Hall Mercer-Pennsylvania Hospital

8th & Locust Streets
Philadelphia, PA 19107
Phone: 215-829-5433

Mercy Hospital

54th & Cedar Avenue
Philadelphia, PA 19143
Phone: 215-748-9525

NAMI PHILADELPHIA is an affiliate of The National Alliance on Mental Illness and provides information and support to people with mental illness, their families, care givers and friends. All services are free-of-charge. ***Based on NAMI 1.1 % of the population suffers from schizophrenia which amounts to 1 in 100 (2.4 million) American adults live with schizophrenia.***

Contact Information

NAMI Philadelphia Affiliate Office
Coordinator National Alliance on Mental Illness (NAMI)
520 N. Delaware Ave, 7th Floor
Philadelphia, PA 19123
(p) 267-687-4381
(c) 215-316-0138
Website: <https://namiphilly.org/volunteer.html>

RESOURCE TO EVIDENCE BASED THERAPEUTIC INTERVENTIONS

McNamee, L., Mead, G., MacGillvray, S., Lawrie, S. (2013). Schizophrenia, poor physical activity: evidence-based interventions are required to reduce major health inequalities. *BJP*, 203:239-241. Doi: 10.1192/bjp.bp.112.125070

This article examines the poor physical health of individuals who suffer from schizophrenia and pre-mature death by approximately twenty years less than the general population. The primary reason for this is that individuals with schizophrenia suffer from cardiovascular disease. People with schizophrenia typically lead unhealthy, physically inactive lifestyles, with high fat intake, smoking and alcohol use. These individuals are at risk for type 2 diabetes, hypertension and dyslipidemia. Interventions to increase physical activity can involve simple and free activities such as walking which can easily be incorporated into everyday life. Studies indicate that out-patient and inpatients who exercise by walking, jogging and practicing relaxation techniques are more successful in overall health and symptoms of schizophrenia.

Active physical health promotion must be routinely included in the care plans of people with schizophrenia and accepted as the responsibility of all healthcare staff to help reduce the profound yet seemingly ignored, health inequalities that these individuals suffer from.

Caponigro, J. M., Moran, E. K., Kring, A. M., & Moskowitz, J. T. (2014). Awareness and coping with emotion in schizophrenia: Acceptability, feasibility and case illustrations. *Clinical Psychology & Psychotherapy*, 21(4), 371-380. doi:<http://proxy.library.upenn.edu:2155/10.1002/cpp.1839>

This Practitioner report/article discusses the possibility and acceptability of a skills-based group treatment for people with schizophrenia or schizoaffective disorder. Part of the awareness and coping with emotion in schizophrenia (ACES) intervention, group members learned eight empirically supported cognitive and behavioral skills covering emotional awareness and coping. This study included eleven people diagnosed with schizophrenia or schizoaffective disorder between the ages of 18-60 years old. Assessments of psychiatric symptoms and psychological well-being were conducted at baseline, post-treatment and 3-month follow up. Weekly assessments of experienced emotion, frequency of home practice and helpfulness of skills were assessed at the beginning of each group. The measure used in this study was the Credibility/Expectancy Questionnaire. The measure was completed pre-treatment and post-treatment, with additional questions added to the post-treatment questionnaire to assess interest and motivation to participate in the group and satisfaction with the learned skills and therapists. The results showed that the intervention appeared to be feasible and acceptable treatment. Participants showed high motivation to attend group sessions and expressed positive feedback both during group and at the 3-month follow-up. Participants also expressed interest in participating in similar interventions in the future. Future studies should extend this work by systematically evaluating the efficacy of this treatment approach at increasing positive emotions, well-being and coping.

Rathod, S, Kingdon, D. Cognitive Therapy for Schizophrenia. Psychiatry N Am 33 (2010) 527-536; doi:10.1016/j.psc. 2010.04.009

This article discussed the effectiveness of CBT in patients suffering from schizophrenia and its effectiveness in conjunction with drug therapy. CBT is regarded as an essential treatment in clinical treatment guidelines in the United States by the American Psychiatric Association and by the National Institute of Clinical Excellence in the United Kingdom and Europe. Studies confirmed the effectiveness of CBT in persistent positive and negative symptoms of schizophrenia. In CBT, there is a strong focus on engagement of the patient, Socratic questioning and guided discovery. More than 30 randomized controlled trials have been published reporting the efficacy of CBT. However, CBT has been less successful in patients with low levels of insight and severe primary negative symptoms including affective blunting and alogia (inability to speak due to mental illness). The result of this study opined that CBT should be considered as a component of a comprehensive treatment package with social interventions and antipsychotic medication. CBT for schizophrenia continues to be more widely practiced in the United Kingdom than in the United States.

Santosh S, Roy DD, Kundu PS. Cognitive self-regulation, social functioning and psychopathology in schizophrenia. Ind Psychiatry J 2015;24: 129-34.

This article aims to explore relationship between cognitive self-regulation, social functioning, and psychopathology in schizophrenia. A total of one-hundred patients diagnosed with schizophrenia were taken from the Department of Psychiatry of two postgraduate hospitals of Kolkata, India for this study. Previous studies have shown that cognitive impairments in schizophrenia results in difficulties in the ability to work, to engage in social relationship, to attend to self-care, and to participate in recreational and community activities and untoward behavior. The Positive and Negative Syndrome Scale for Schizophrenia (PANSS) was administered. The results confirmed that the cognitive self-regulation is significantly and positively correlated to social functioning. Cognitive self-regulation along with positive and negative symptoms is a significant predictor of social functioning.

ASSESSMENTS GIVEN TO ASSESS SYMPTOMS OF SCHIZOPHRENIA

POSITIVE AND NEGATIVE SYNDROME SCALE (PANSS) Data gathered from this assessment procedure are applied to the PANSS ratings. Each of the 30 items is accompanied by a specific definition as well as detailed anchoring criteria for all seven rating points.

www.bli.uzh.ch/BLI/PDF/panss.pdf

MONTREAL COGNITIVE ASSESSMENT MoCA

The MoCA was designed as a rapid screening instrument for mild cognitive dysfunction. It assesses different cognitive domains: attention and concentration, executive functions, memory, language, visual constructional skills, conceptual thinking, calculations, and orientation.

<https://www.parkinsons.va.gov/resources/MOCA-Test-English.pdf>

The study by Abi-Dargham (2017) proposes that “genetic vulnerability” to schizophrenia “may be further augmented by use of dopamine releasing drugs, such as cannabis.” Mice brains were shown to change shape and become less functional in response to an excess of dopamine. Specifically, excess dopamine was linked to the “impairment in the function of the prefrontal cortex, the reward system and... anatomical restructuring of the basal ganglia.” This study may lead to more research on how drug use may trigger a cascade of genetic and anatomical changes leading to the onset of schizophrenia in humans.

AddictionCenter (2017, September 12). *Schizophrenia and Addiction*. Retrieved from <https://www.addictioncenter.com/addiction/schizophrenia/>

AddictionCenter is an online resource for finding addiction rehab clinics in the United States. This page describes the intersection between schizophrenia and substance use and advocates for this simultaneous treatment of schizophrenia and addiction symptoms. It also advocates for the use of prescription drugs and cognitive-behavioral therapies to manage schizophrenia and addiction symptoms concurrently.

American Addiction Centers (2018). *Schizophrenia Among Drug and Alcohol Addicts: Treatment and Statistics*. Retrieved from <https://americanaddictioncenters.org/schizophrenia-and-addiction/>

The American Addiction Centers are a network of dual-diagnosis treatment facilities based in Tennessee. The organization advocates that all clients with mental health issues get screened for drug and alcohol use given the high comorbidity of addiction and mental illness. The organization reiterates that “substance abuse does not cause schizophrenia, but the chronic, excessive misuse of alcohol or drugs can increase the frequency and severity of psychotic episodes.” As such, schizophrenia symptoms can be triggered by substance use.

Chiappelli, J., Chen, S., Hackman, A. & Hong, L. E. (2018). Evidence for differential opioid use disorder in schizophrenia in an addiction treatment population. *Schizophrenia Research*, 194(1), pp. 26-31. Retrieved from [http://www.schres-journal.com/article/S0920-9964\(17\)30263-3/abstract](http://www.schres-journal.com/article/S0920-9964(17)30263-3/abstract)

Chiappelli et al. (2018) found that “a significantly lower proportion of patients with schizophrenia are reported to have problems with heroin (5.1%) relative to the entire treatment population (18.2%).” However, they also found that “the schizophrenia sample had significantly higher proportions of individuals with problems with alcohol, cocaine, and cannabis relative to the treatment population.” It seems that in this particular population, heroin was not often the drug of choice for people with schizophrenia and substance use disorders. Why that is is still unclear given the existing research.

Echeburúa, E., Gómez, M. & Freixa, M. (2017). Prediction of Relapse After Cognitive-Behavioral Treatment of Gambling Disorder in Individuals With Chronic Schizophrenia: A Survival Analysis. *Behavior Therapy*, 48(1), pp. 69-75. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0005789416300831>

Echeburúa et al. (2017) suggest that there are “higher rates of Gambling Disorder in schizophrenic populations (10%) than in the nonschizophrenic population (1%–5%).” The “failure rate,” defined by three or more lapses during treatment, was “43%” (of a population of 35). The relapse rate post-treatment was “32%.” It would be interesting to see whether these rates are reflected in studies with larger populations.

Fortgang, R. G., Hoff, R. A. & Potenza, M. N. (2018). Problem and Pathological Gambling in Schizophrenia: Exploring Links with Substance Use and Impulsivity. *Journal of Gambling Studies*, 34(1), pp. 1-16. Retrieved from <https://link.springer.com/article/10.1007/s10899-018-9757-z>

Fortgang et al. (2018) suggest that pathological gambling is underreported in people with schizophrenia. They investigate the correlation between delay discounting, where the value of a reward declines with “delay of receipt,” and pathological gambling in people with schizophrenia. They found that substance use was “strongly linked” with gambling in people with schizophrenia, although the gambling was “not always pathological.”

Goluz, I., Borchard, J., Kiarie, E., Mullan, J. & Pai, N. (2017). Exploration of food addiction in people living with schizophrenia. *Asian Journal of Psychiatry*, 27(1), pp. 81-84. Retrieved from [http://www.asianjournalofpsychiatry.com/article/S1876-2018\(16\)30551-2/abstract](http://www.asianjournalofpsychiatry.com/article/S1876-2018(16)30551-2/abstract)

According to Goluz et al. (2017), a survey of people with schizophrenia showed a “26.9% prevalence” for symptoms of Food Addiction via the “Yale Food Addiction Scale.” The researchers distinguish Food Addiction is a symptom of Disordered Eating but that most people with schizophrenia and Food Addiction do not qualify as having Disordered Eating. This study shows that impulsive behaviors related to eating can manifest in similar ways as substance use disorders in people with schizophrenia.

Hartz, M. S. et al. (2018). Genetic correlation between smoking behaviors and schizophrenia. *Schizophrenia Research*, 194(1), pp. 86–90. Retrieved from [http://www.schres-journal.com/article/S0920-9964\(17\)30111-1/abstract](http://www.schres-journal.com/article/S0920-9964(17)30111-1/abstract)

According to Hartz et al. (2018), research suggests that “there is a component of common genetic variation that is shared between smoking behaviors and schizophrenia.” They looked at people with varying degrees of dependence on nicotine via smoking cigarettes and found that there is a hereditary component to nicotine addiction in people with schizophrenia. This is substantiated by the large number of people included in the study’s population (N = ~200,000).

Kozak, K., Barr, M. S. & George, T. P. (2017). Traits and Biomarkers for Addiction Risk in Schizophrenia. *Current Addiction Reports*, 4(1), pp. 14-24. Retrieved from

<https://link.springer.com/article/10.1007/s40429-017-0130-6>

Kozak et al. (2017) found common biomarkers, or biological indicators of the presence of addiction and schizophrenia in the brain. This research shows how cognitive, emotional, and behavioral symptoms of addiction and schizophrenia have roots in neurological systems, especially with regard to certain neurotransmitters, such as dopamine, glutamate, and GABA.

Reginsson, G. W. et al. (2017). Polygenic risk scores for schizophrenia and bipolar disorder associate with addiction. *Addiction Biology*, 23(1), pp. 485-492. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/adb.12496>

Here Reginsson et al. (2017) suggest how there is a “shared etiology between psychosis and addiction.” Interestingly, they suggest that as “regular smoking becomes more stigmatized and less prevalent, these biological risk factors gain importance as determinants of the behavior.” That is, the less prevalent an addictive behavior in a population, the more indicative that behavior may be of symptoms of schizophrenia.

Mindfulness

Mindfulness for: OCD, Perfectionism, and Anxiety

Mindfulness-Based Stress Reduction

Mindfulness for School-Aged Students

Mindfulness and Meditation Practices For: OCD, Perfectionism and Anxiety

<https://positivepsychologyprogram.com/mindfulness-exercises-techniques-activities/>

This article contains 4 Mindfulness Activities for Groups and Group Therapy, 6 Fun Mindfulness Interventions, Techniques, and Worksheets for Adults Introducing Dialectical Behavioral Therapy (DBT), 5 Simple Mindfulness Exercises from Dialectical Behavioural Therapy, Mindfulness Techniques for Depression, Anger, Addiction, and Anxiety.

<https://www.healthyplace.com/blogs/anxiety-schmanxiety/2017/11/diy-anxiety-relief-make-3-mindfulness-tools/>

This article explains why mindfulness tools lower anxiety and teaches individuals how to make 3 different anxiety tools. The DIY items a homemade stress ball, rice or sand box and calm-down jar. The article talks about how you it is more empowering to make these items then to purchase them at a store.

<https://psychologytools.com/technique-mindfulness.html>

This website is a fantastic resource for different mindfulness tools to use with clients. It provides several mindfulness resources, along with a Mindful Attention Awareness Scale (MAAS), free mindfulness audio recordings, key readings, and other materials.

<https://mindfulminutes.com/meditation-overcome-perfectionism/>

The article talks about the three worst pitfalls of perfectionism which are, you don't actually finish projects, you beat yourself up at the smallest slip and you are constantly disappointed. It explains how meditation can be a form of medicine in helping heal your body and mind. The best part about this particular article is the guided meditation to help overcome perfectionism.

<http://parentingchaos.com/anxiety-apps-kids/>

This article is directed towards parents whose children may be struggling with anxiety. It breaks down 15 specific apps that help children reduce anxiety. A clinician can also use them with their clients. Most of the recommended apps are free.

<https://www.cpp.edu/~healthcounseling/related-resources/self-help-tools.shtml>

This website page provides a wealth of resources and tools. Such as Self assessment, self help screening, along with apps for anxiety, depression, mental health tools, Mindfulness/Relaxation, PTSD, Self-Esteem, Suicide Prevention, Sexual Assault Resources and Recovery.

<https://www.amazon.com/Mindfulness-Workbook-OCD-Overcoming-Compulsions/dp/1608828786>

This is a workbook entitled *The Mindfulness Workbook for OCD: A Guide to Overcoming Obsessions and Compulsions Using Mindfulness and Cognitive Behavioral Therapy*. The workbook offers practical and easy to understand tools to manage unwanted thoughts and compulsions through the utilization of a mindfulness and CBT approach.

<http://www.livingflow.net/overcome-perfectionism/>

This article offers a variety of resources to help overcome perfectionism from a mindfulness based approach. The tools included within this webpage are 3 tactics to deal with perfectionism, 8 simple steps to overcome perfectionism for life, 10 steps to conquer perfectionism, and ways to curb perfectionism.

<https://eocinstitute.org/meditation/how-meditation-reduces-your-ocd/>

This resource calls itself the ultimate guide to conquering obsessive compulsive disorder. It explains how meditation transforms the OCD mind and the nature of unwanted and intrusive thoughts. The article offers a lot of psychoeducational information that can be used with clients in any setting help them better understand OCD and meditations positive effects.

<http://www.mindfulhub.com/wp-content/uploads/Mindfulness-for-OCD.pdf>

This is a PDF that gives specific mindfulness techniques to use with individuals struggling with OCD. It first explains what a compulsion is and then provides mindful practices to combat the specific compulsions. The exercises include resetting the nervous system, recognizing the pattern, befriending the pattern, refuting the logic, break it down, and trust in the process of change.

<https://bebrainfit.com/meditation-anxiety/>

This article is called *Meditation for Anxiety: A proven way to calm down*. “What you’ll learn about meditation for anxiety in this article are Four key ways meditation makes your brain less prone to anxiety. Why *mindfulness meditation* is particularly good for anxiety relief and why *guided meditation* is a foolproof way to get started. The best websites and free (or nearly free)

apps for meditations for anxiety and moving meditations to try if meditation makes you more anxious.”

What Is MBSR, and What are the Benefits?

- Mindfulness-Based Stress Reduction (or MBSR) is a group program that was developed by Jon Kabat-Zinn in the 1970s to treat patients struggling with life's difficulties and physical and/or mental illness (Kabat-Zinn, 2013).
- mindfulness as a moment-to-moment awareness of one's experience without judgment. In this sense, mindfulness is a state and not a trait. While it might be promoted by certain practices or activities, such as meditation, it is not equivalent to or synonymous with them.
- Several disciplines and practices can cultivate mindfulness, such as yoga, tai chi and qigong, but most of the literature has focused on mindfulness that is developed through mindfulness meditation — those self-regulation practices that focus on training attention and awareness in order to bring mental processes under greater voluntary control and thereby foster general mental well-being and development and/or specific capacities such as calmness, clarity and concentration (Walsh & Shapiro, 2006).

Stress reduction. Many studies show that practicing mindfulness reduces stress. In 2010, Hoffman et al. conducted a meta-analysis of 39 studies that explored the use of mindfulness-based stress reduction and mindfulness-based cognitive therapy. The researchers concluded that mindfulness-based therapy may be useful in altering affective and cognitive processes that underlie multiple clinical issues.

Less emotional reactivity. Research also supports the notion that mindfulness meditation decreases emotional reactivity. In a study of people who had anywhere from one month to 29 years of mindfulness meditation practice, researchers found that mindfulness meditation practice helped people disengage from emotionally upsetting pictures and enabled them to focus better on a cognitive task as compared with people who saw the pictures but did not meditate (Ortner et al., 2007).

Decreased stress and anxiety. Research found that premedical and medical students reported less anxiety and depressive symptoms after participating in an eight-week mindfulness-based stress reduction training compared with a waiting list control group (Shapiro et al., 1998). The control group evidenced similar gains after exposure to mindfulness-based stress reduction training. Similarly, following such training, therapist trainees have reported decreased stress, rumination and negative affect (Shapiro et al., 2007). In addition, when compared with a control group, mindfulness-based stress reduction training has been shown to decrease total mood disturbance, including stress, anxiety and fatigue in medical students (Rosenzweig, Reibel, Greeson, Brainard, & Hojat, 2003).

Better quality of life. Using qualitative and quantitative measures, nursing students reported better quality of life and a significant decrease in negative psychological symptoms following exposure to mindfulness-based stress reduction training (Bruce, Young, Turner, Vander Wal, & Linden, 2002). Evidence from a study of counselor trainees exposed to interpersonal mindfulness training suggests that such interventions can foster emotional intelligence and social connectedness, and reduce stress and anxiety (Cohen & Miller, 2009).

Source: <http://www.apa.org/monitor/2012/07-08/ce-corner.aspx>

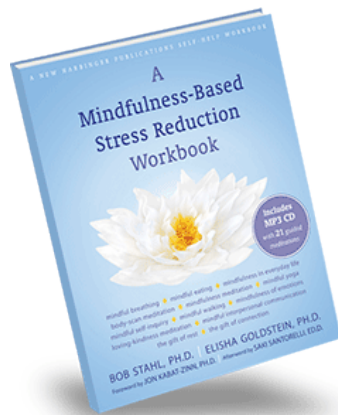
Websites:



“Reality is the leading cause of stress amongst those in touch with it.” – Jane Wagner

<https://positivepsychologyprogram.com/mindfulness-based-stress-reduction-mbsr/>

Positive Psychology Program is a website that offers 25 Mindfulness Based Stress Reduction exercises and courses. The site offers articles and resources that contain information about popular exercises and techniques, yoga, meditation and MBSR, courses, training certificates, MBSR retreats, free workbooks, body scan information and other online resources. This site is very useful for individuals who are new to the process or who are well versed in these teachings. There is something for all levels on this site.



<http://mbsrworkbook.com/resources/>

This website offers information about purchasing the MBSR workbook, along with a blog that provides updates and new research in the field. The site also offers a store with other products that can be purchased and information about the Facebook community they have where you can interact with other people and discuss your experiences with MBSR.



<https://palousemindfulness.com>

This site offers a free 8 week MBSR online course. This course is completely self-guided (there is no registration and only you will be monitoring your progress, using the provided practice sheets). If you successfully complete the eight weeks of practice and study and send the materials indicated in **Requesting a Certificate of Completion**, they will send you a personal note of congratulations along with a certificate of completion. There is no cost for this. You simply submit the seven sets of practice sheets and a one page description of what you've learned and how you will be incorporating what you learned into your life.



HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

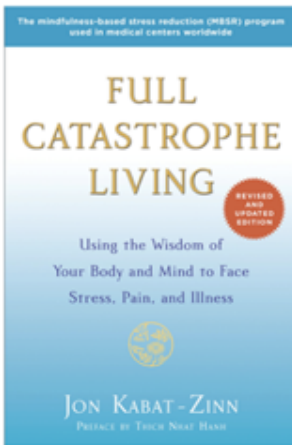
<http://hospitals.jefferson.edu/departments-and-services/mindfulness-institute/>

The Myrna Brind Center for Mindfulness (formerly The Mindfulness Institute) is the longest standing program of the Marcus Institute of Integrative Health. The Center is the Philadelphia region's leading provider of Mindfulness-Based Stress Reduction (MBSR) programs.

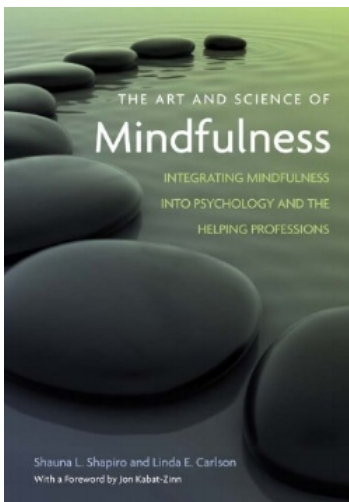
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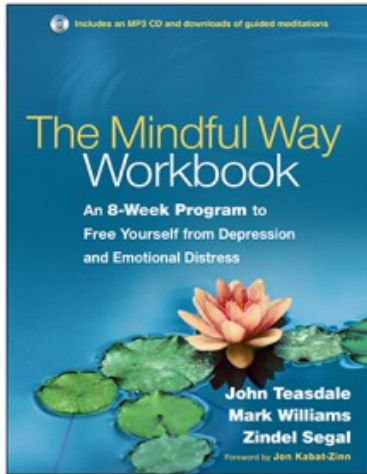
Books



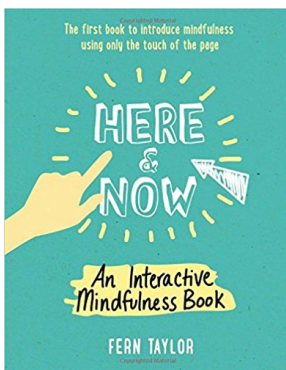
Stress. It can sap our energy, undermine our health if we let it, even shorten our lives. It makes us more vulnerable to anxiety and depression, disconnection and disease. Based on Jon Kabat-Zinn's renowned mindfulness-based stress reduction program, this classic, groundbreaking work—which gave rise to a whole new field in medicine and psychology—shows you how to use medically proven mind-body approaches derived from meditation and yoga to counteract stress, establish greater balance of body and mind, and stimulate well-being and healing. By engaging in these mindfulness practices and integrating them into your life from moment to moment and from day to day, you can learn to manage chronic pain, promote optimal healing, reduce anxiety and feelings of panic, and improve the overall quality of your life, relationships, and social networks. (<https://www.amazon.com/Full-Catastrophe-Living-Revised-Illness/dp/0345536932>)



Intention is fundamental to any project, endeavor, or journey. Related to intention is the concept of mindfulness - the awareness that arises through intentionally attending to oneself and others in an open, caring, and nonjudgmental way. Authors Shapiro and Carlson draw from Eastern wisdom and practices as well as Western psychological theory and science to explore why mindful awareness is integral to the therapeutic healing process and to show clinicians how to connect with this deeper awareness. This second edition is an accessible discussion of the fundamentals and also contains new sections describing the latest research on the neuroscience of mindfulness and mechanisms of change. Integrating the art and science of mindfulness to inspire greater well-being in both clinicians and their patients, this volume bridges a gap between therapist and patient, reminding us that we are all human beings wanting health, happiness, and freedom from suffering. (<https://www.amazon.com/Art-Science-Mindfulness-Integrating-Professions>)



This carefully constructed workbook shows the reader how to build a mindfulness practice in 8 weeks. Basic mindfulness principles and facts about depression and other common emotional problems are combined with specific mindfulness practices to try on a daily and weekly basis, plus a wealth of interactive features that encourage and motivate. Readers will be drawn in immediately by self-assessments, reflection questions and exercises with spaces to jot down notes, worksheets for keeping track of progress, and quotations and questions from others going through the program. (<http://mbct.com/books-cds/>)



A unique, fast and fun way of reaching a calm and mindful state using the physical pages of a book. With a soothing tone and reference to modern life, the book features 25 exercises that bring about a sense of mindful awareness as you interact with the page. Some find it hard to reach a state of mindfulness simply by following written instructions. Apps offer interactive support but come with all the distractions of their host devices. Here and Now provides a quick and enjoyable way of achieving a mindful state using only the pages of the book. Each exercise features an engaging illustration that gently guides you towards a state of mindfulness as you interact with the page. The exercises are focused around the themes of breathing, deep relaxation, compassion, gratitude, and interconnectedness, to mention just a few. The pages can be returned to again and again and used at any time to comfort, calm and inspire. Here and Now's refreshing and unique take on mindfulness will appeal to those who already have some experience of the practice, whilst its light-hearted and friendly approach makes it a simple and compelling guide for beginners. (<https://www.amazon.com/Here-Now-Interactive-Mindfulness-Book>)

Videos



Jon Kabat-Zinn - "The Healing Power of Mindfulness"

https://www.youtube.com/watch?v=If4a-gHg_I

- This video features Jon Kabot-Zinn, who is the founder of the Center for Mindfulness Based Stress Reduction and has written many books on the subject as well. This video teaches the principles of MBSR and how he has been able to help integrate the process into mental health, education and medical fields.



The Power of Mindfulness: What You Practice Grows Stronger | Shauna Shapiro |

TEDxWashingtonSquare

<https://www.youtube.com/watch?v=IeblJdB2-Vo>

- How do we change? In this pioneering talk, Dr. Shauna Shapiro draws on modern neuroscience and ancient wisdom to demonstrate how mindfulness can help us make positive changes in our brains and our lives.



How mindfulness can help you to live in the present | Rev. Takafumi Kawakami |

TEDxKyoto

https://www.youtube.com/watch?v=gDMOc_WCTW0

- Rev. Takafumi Kawakami, Deputy Head Priest at Kyoto's Shunkoin Temple, embraces the skill of mindfulness as the center of Zen Buddhism and meditation, inspiring us all to slow our frantic lives to stay true to the present.



Self-Transformation Through Mindfulness | Dr. David Vago | TEDxNashville

<https://www.youtube.com/watch?v=1nP5oedmzkM>

- How is the Self represented in the brain and how is it sculpted through our everyday moment-to-moment perceptions, emotions, and thoughts? Cognitive Neuroscientist, David Vago demonstrates that a systematic form of mental training involving meditation and mindful awareness has the potential to transform our self and our mental habits in a positive way. Learn more about how every moment is an opportunity to change our brain and strongly influence our health & longevity at both conscious and non-conscious levels.



30 seconds to mindfulness | Phil Boissiere | TEDxNaperville

<https://www.youtube.com/watch?v=ad7HqXEc2Sc>

- Can you go from feeling stressed to calm in under 30 seconds? Phil Boissiere shares his simple technique to bring mindfulness to your busy life, any time, anywhere. Phil Boissiere is an adult ADHD and couples counseling specialist based in the San Francisco Bay Area. His goal-focused approach and use of evidence based practices, such as Cognitive Behavioral Therapy (CBT) and skills training form an empowering therapeutic process. Phil has pursued expertise in brain science, advanced training in the Neurosequential Model of Therapeutics (NMT), and adult ADHD specific training at the Massachusetts General Hospital Psychiatry Academy.

MBSR Exercises

Eating One Raisin : A First Taste of Mindfulness

- **Placing**
- Now slowly bring the raisin up to your lips, noticing how your hand and arm know exactly how and where to position it. Gently place the object in the mouth, without chewing, noticing how it gets into the mouth in the first place. Spend a few moments exploring the sensations of having it in your mouth, exploring it with your tongue.
- **Tasting**
- When you are ready, prepare to chew the raisin, noticing how and where it needs to be for chewing. Then, very consciously, take one or two bites of it and notice what happens in the aftermath, experiencing any waves of taste that emanate from it as you continue chewing. Without swallowing yet, notice the bare sensations of taste and texture in the mouth and how these may change over time, moment by moment, as well as any changes in the object itself.
- **Swallowing**
- When you feel ready to swallow the raisin, see if you can first detect the intention to swallow as it comes up, so that even this is experienced consciously before you actually swallow the raisin. Following. Finally, see if you can feel what is left of the raisin moving down into your stomach, and sense how the body as a whole is feeling after completing this exercise in mindful eating.
- **Following**
- Finally, see if you can feel what is left of the raisin moving down into your stomach, and sense how the
- body as a whole is feeling after completing this exercise in mindful eating.

Source: <https://www.slideshare.net/greytigyr/mindfulness-based-stress-reduction-the-what-why-and-how>

Hand Scan Mindfulness Exercise

- 1. Sit in a chair as for the breath awareness or lie down, making yourself comfortable, lying on your back on a mat or rug on the floor or on your bed. Choose a place where you will be warm and undisturbed. Allow your eyes to close gently.
- 2. Take a few moments to get in touch with the movement of your breath and the sensations in the body. When you are ready, bring your awareness to the physical sensations in your Hand, especially to the sensations of touch or pressure, where your hand makes contact with the Chair, your body, floor or bed. On each outbreath, allow your hand to let go, to sink a little deeper into the Chair, floor, body or bed.
- 3. Remind yourself of the intention of this practice. Its aim is not to feel any different, relaxed, or calm; this may happen or it may not. Instead, the intention of the practice is, as best you can, to bring awareness to any sensations you detect, as you focus your attention on each part of the body in turn.
- 4. Now bring your awareness to the physical sensations in the lower
- Each aspect or part of your hand, becoming aware of the changing patterns of sensations in your palm, as you breathe in, and as you breathe out. Take a minute to feel the sensations as you breathe in and as you breathe out.
- 5. Having connected with the sensations in the palm, bring the focus or "spotlight" of your awareness your thumb, and then each of your fingers. Focus on each of the Fingers and thumb, in turn, bringing a gentle curiosity to investigate the quality of the sensations you find, perhaps noticing the sense of contact between the fingers, a sense of tingling, warmth, or No particular sensation.

Hand Scan Mindfulness Exercise, continued

- 6. When you are ready, on an in breath, feel or imagine the breath entering the dorsum of your hand. Then, on the outbreath, feel or imagine the breath coming all the way in its entirety, of your entire hand. then breathe
- 7. When you become aware of tension, or of other intense sensations in a particular part of your hand you can "breathe in" to it, allowing the in breath gently to bring awareness right into the sensations, and, as best you can, have a sense of their letting go, or releasing, on the outbreath.
- 8. The mind will inevitably wander away from the breath and the hand from time to time. That is entirely normal. It is what minds do. When you notice it, gently acknowledge it, noticing where the mind has gone off to, and then gently return your attention to the part of your hand you intended to focus on.
- 9. After you have "scanned" your entire whole hand in this way, spend a few minutes being aware of a sense of the hand as a whole, and of the breath flowing freely in and out of the body.
- 10. If you find yourself falling asleep, you might find it helpful to prop your head up with a pillow, open your eyes, or do the practice sitting up rather than lying down. You can adjust the time spent in this practice by using larger chunks of your body to become aware of or spending a shorter or longer time with each part. When you are ready to Finish, take a gentle mindful inbreath in, then an outbreath, and gently end your session.

Just Three Breaths

The Exercise: As many times a day as you are able, give the mind a short rest. For the duration of three breaths ask the inner voices to be silent. It's like turning off the inner radio or TV for a few minutes. Then open all your senses and just be aware—of color, sound, touch, and smell.

REMINDING YOURSELF

Post notes in your environment with the number 3 on them. You could add a drawing of a person with an empty thought balloon above his head. It might help to set an alarm or cell phone to ring at irregular intervals throughout the day.

Source: <http://www.redrockmeditation.com/week-one.html>

Mindfulness for School Aged Students

Mindfulness, also known as social and emotional learning, is a growing approach in schools nationwide. The benefits of mindfulness are plentiful and can easily be implemented. The resources below allow for better implementation of mindfulness in schools and households nationwide. Each resource allows for greater depth into the subject matter.

Resource #1 - Why Social and Emotional Learning is Essential for Students

<https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrov-ich-gullotta>

This article is full of information and additional resources. Within the article are key components to successfully implementing Social and Emotional Learning, SEL, into your classroom. Additionally, the article explains how to help shift school and district wide policy, in order to foster greater SEL success. Another component of the article is a section on how to build better family and community partnerships.

Resource #2 - MindUP Curriculum

<https://mindup.org/>

This website offers insight into a groundbreaking mindfulness curriculum used nationwide. There are links to MindUP lessons for school and home use. Also, there are links to neuroscience related research used to validate the attached lessons. Lastly, this site allows visitors to see sample lessons and activities.

Resource #3 - Growth Mindset

<https://biglifejournal.com/blogs/blog/obstacles-teaching-kids-growth-mindset>

This article explains how to better teach and implement growth mindset with children. Within the article are three common struggles adults face when implementing the theory of growth mindset; coupled with the struggles are numerous ideas to overcome. Additionally, within the article are multiple free printable items to use at home or in a classroom.

Resource #4 - Mindfulness Training for Elementary School Students: The Attention Academy

<http://flourishfoundation.org/wp-content/uploads/2014/04/Napoli-Mindfulness-In-Ed.pdf>

The purpose of this article is to present how mindfulness training helped first, second, and third grade students focus and pay attention. The results allow for teachers and parents to see how mindfulness works and can help elementary school children focus more intently. Lastly, the article touches on how the outlined practices can be applied to any environment, no matter the race or socioeconomic status.

Resource #5 - Mindfulness Activities for Children

<https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>

This website, and link, is packed with numerous activities that children can engage in to further help their mindfulness skill set. After the activities are described,

there is a list of tips for how to teach children mindfulness strategies. Also included in the link are free downloads to further your educational background.

Resource #6 - Mindful Kids Practice: Coming Back to the Positive

<https://www.mindful.org/mindful-kids-practice-coming-back-positive/>

This link outlines an eight minute guided meditation that helps children notice and pay attention to the positive. Embedded within the link is a soundcloud link that provides vocal instructions for the meditation, if desired. Also, at the bottom of the article are links to other mindfulness articles published by the same website.

Resource #7 - The Powerful of Mindfulness

<https://childmind.org/article/the-power-of-mindfulness/>

This article does an amazing job outlining how mindfulness helps adolescents and explains how mindfulness came to be. Furthermore, the article explains how mindfulness can be used in general education and special education settings. Lastly, the article contains an email subscription box, so readers can continue to receive up to date mindfulness article and exercises.

Resource #8 - The Calm School Initiative

<https://www.calm.com/schools>

This website offers free mindfulness tools and training information for teachers, so that mindfulness can reach every school in the country. Within the link is a video

explaining the initiate and more about the website. Parents and students can also click additional links to further their mindfulness knowledge.

Resource #9 - Bring Mindfulness to Your School

<https://mindfulnessinschools.org/bring-mindfulness-to-your-school/>

This link allows perspective counselors and teachers to bring mindfulness to their school via the Mindfulness in Schools Project (MiSP). After participating in an eight week training course, teachers/counselors can implement mindfulness training in their classrooms and communities. Included in the training are multiple sets of materials to use. These trainings could help children whom you work with.

Resource #10 - 10 Ways to Teach Mindfulness to Kids

<http://leftbrainbuddha.com/10-ways-teach-mindfulness-to-kids/>

There are a plethora of ideas within this website link. One way to teach mindfulness is called “Breath Buddies” and a video is included within the description. Each idea offers allow students of all abilities to engage. The website publisher also offers an app for smartphones and an email mailing list.

Resource #11 - Mindful Teachers: Activities and Teaching Resources

<http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>

This site is designed specifically for classroom teachers. The link has multiple themes of mindfulness displayed with activities under each theme. Each activity is

different and contains directions (some even have videos). Also, the website contains a resource section for readers to find additional activities if desired.

Resource #12 - Free Guided Meditations

<http://marc.ucla.edu/mindful-meditations>

This website is great for school aged children because it guides them through meditations. The videos are available in spanish and english; furthermore, the videos come with transcripts if the students want to read along too. The last perk of this link is that all the meditations are free to use.

Resource #13 - Mindfulness at Island Park Elementary

<https://www.mercerislandschools.org/Domain/1572>

The link above leads to a elementary school's website in Washington state. This link is a great example for how to present mindfulness curriculum to other teachers and parents. Additionally, within the website are links to mindfulness resources that are not mentioned above.

Multiculturalism

Cultural Competence and Social Justice

Latino English Language Speakers

Cultural Competence Resources for Educators & Readings about Social Justice

Websites:

National Education Association (NEA)

<http://www.nea.org/tools/30402.htm>

The NEA has many resources to offer educators. Under the teaching strategies articles and resources section, they provide a Diversity Toolkit: Cultural Competence for Educators. In this toolkit educators can understand the importance of cultural competence and also get information on specific strategies that can be utilized.

The Education Alliance at Brown University

<https://www.brown.edu/academics/education-alliance/publications/leading-diversity-cultural-competencies-teacher-preparation-and-professional-development>

The Education Alliance provides the publication *Leading with Diversity* to address the professional development needed for teachers, school districts, and other professionals to gain the skillset needed to address the changing population of schools. This resource can be used by state, and district level professionals, who are training teachers and other professionals in the area of cultural competence.

EdChange – Multicultural Pavilion by Paul Gorski

<http://www.edchange.org/multicultural/activityarch.html>

The EdChange Multicultural Pavilion provides a variety of resources for educators. The Awareness Activities collection provides ideas and activities to introduce diversity at the beginning of the school year. They also have a section titled Teacher's Corner for curriculum ideas, strategies, and more.

Teaching for Change

<http://www.teachingforchange.org/#>

Teaching for Change is a non-profit that focuses on providing tools for teachers and parents. The website features lesson plans, tips for addressing diversity in the classroom, and other resources for teachers.

Scholastic

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/multiculturalism-and-diversity/>

Scholastic produced a collection of resources addressing Multiculturalism and Diversity. The website provides lesson plans, articles, tips and strategies to help educators connect with students and families from diverse backgrounds.

Inclusive Schools Network

<https://inclusiveschools.org/inclusion-resources/>

The resource library on the Inclusive Schools Network has a wide range of resources that are tailored to diversity focusing on creating equity for students with disabilities. There are resources that discuss how to create inclusive classrooms and information on culturally responsive teaching.

Books:

[Readings for Diversity and Social Justice: An Anthology on Racism, Sexism, Classism, Anti-Semitism, Heterosexism, and Ableism](#)

By: Maurianne Adams, Warren J. Blumenfeld, & Carmelita (Rosie) Castañeda

Description: For more than a decade, *Readings for Diversity and Social Justice* has been the trusted, leading anthology to cover the full range of social oppressions from a social justice standpoint. With full sections dedicated to racism, sexism, classism, heterosexism, and ableism, as well as transgender oppression, religious oppression, and adult and ageism, this bestselling text goes far beyond the range of traditional readers. New essay selections in each section of this third edition have been carefully chosen to keep topic coverage timely and readings accessible and engaging for students. The interactions among these topics are highlighted throughout to stress the interconnections among oppressions in everyday life.

[Teaching for Diversity and Social Justice: A Sourcebook for Teachers and Trainers](#)

By: Maurianne Adams, Lee Anne Bell, & Pat Griffin

Description: For nearly a decade, *Teaching for Diversity and Social Justice* has been the definitive sourcebook of theoretical foundations and curricular frameworks for social justice teaching practice. This thoroughly revised second edition continues to provide teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms. Building on the groundswell of interest in social justice education, the second edition offers coverage of current issues and controversies while preserving the hands-on format and inclusive content of the original. *Teaching for Diversity and Social Justice* presents a well-constructed foundation for engaging the complex and often daunting problems of discrimination and inequality in American society.

[Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States](#)

By: Eduardo Bonilla-Silva

Description: Many Americans believe racism has all but disappeared, and that we live in a truly colorblind society. Yet people of color lag behind whites in almost all social indicators. They are poorer, less educated, and have less access to health care. If race has become largely irrelevant—and racists are few and far between—how can these conditions persist? This new book challenges our racial common sense, showing that new, more subtle forms of discrimination have emerged that help preserve white privilege. This 'new racism' has produced a powerful ideology of 'color-blind racism' that justifies contemporary inequities. The voices of whites and African Americans heard in this book expose how white America manufactures nonracial accounts of persistent realities like residential and school segregation. Bonilla-Silva calls for a new civil rights movement anchored in the working-class, which is made up increasingly of female and minority members. While acknowledging the obstacles this movement will face, he demonstrates why equality of results, reparations, and the end of all structures of racial discrimination are vital to America's future.

[Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education](#)

By: Ozlem Sensoy, Robin DiAngelo, James A. Banks

Description: Based on the authors' extensive experience in a range of settings in the United States and Canada, the book addresses the most common stumbling blocks to understanding social justice. This comprehensive resource includes new features such as a chapter on intersectionality and classism; discussion of contemporary activism (Black Lives Matter, Occupy, and Idle No More); material on White Settler societies and colonialism; pedagogical supports related to "common social patterns" and "vocabulary to practice using"; and extensive updates throughout.

Counselor Resources

School-Wide Tools & Goals

What Matters for Staying On-Track and Graduating in Chicago Public Schools

<https://consortium.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools>

This massive study highlights the importance of language competency before reaching high school. Those who were considered long-term ELLs had the lowest graduation rate of ELL students at only a 52% graduation rate. I included this not only to illustrate the reason I focused on this group, but also as a potential evidence for school administrators who may not be aware of the serious negative impacts of deficient supports.

School-Wide Cultural Competence Checklist

<https://www.uwec.edu/RTI-CCP/upload/THE-SCHOOL-1.doc>

This downloadable strength-based assessment is a wonderful tool to review current school standards and create action plans based on the identified gaps. Administration would need to “buy in” to these goals, but it looks like a great way to start conversations, track changes, and make cultural competency more than just a blurb in the mission statement.

6 Things to Push For

<http://educationnorthwest.org/northwest-matters/six-things-principals-can-do-support-their-english-language-learners>

This is geared towards principals, but they are some great general goals for any school. I think being aware of these six areas of need and advocating for them would be more valuable than emailing this website to any one person. If all of these other suggestions are too much to juggle, these 6 are an essential foundation for supporting ELLs in schools.

K-12 Resources

Colorín Colorado

<http://www.colorincolorado.org/>

This massive website has resources for families and educators, all available in both English and Spanish. I would recommend this to any teacher, caregiver, or administrator looking for information, tools, and techniques. It's a fantastic website that all school staff should have bookmarked.

CAP4Kids

<http://cap4kids.org/philadelphia/>

This Philadelphia centric website provides reliable information on community resources as well as printable handouts on dozens of topics. This website could be provided to families and is translatable into 31 languages. Specific handouts or urls could also be provided by the counselor when appropriate. Overall, I would recommend bookmarking this website and frequently utilizing it as a reference. The url below has specific Latino services; though it is helpful, these are not the only helpful resources on CAP4Kids and I would hesitate to refer a family there solely based on their cultural identity.

<http://cap4kids.org/philadelphia/parent-handouts/immigration-refugee-services/latino-resources/>

Higher Education

Excelencia in Education

<https://www.edexcelencia.org/programs-initiatives/growing-what-works-database>

A searchable database of active programs proven to accelerate Latino student's success in higher education. There are over 190 programs covering numerous topics, from college preparation and DREAMers, to parent resources. I've highlighted this database, but the entire website has helpful information about helping Latino students succeed in higher education. Their college data by state page may also be useful in activating your administration in providing additional support to Latino ELL students <https://www.edexcelencia.org/research/latino-college-completion> Overall this website is well organized, has fantastic resources, and can provide some powerful graphics regarding the equity gap.

Teacher Resources

Classroom Techniques

Research-Based Approaches

<http://educationnorthwest.org/resources/what-research-says-improving-instruction-english-learner-students>

This is a great place to point teachers who are looking to find various research-based techniques for teaching ELL students. It includes 7 links to studies along with a brief synopsis of each.

A Framework for Teaching ELLs

<https://www.empoweringells.com/principles/>

This website has a vast amount of information about teaching ELLs. I've highlighted the page of principles as a primer that any teacher could build their lessons around. The blog has many other posts, most of which have research citations and helpful infographics. This would likely be a great blog for some staff to subscribe to.

Working with ELL Families

Engagement

Strategies for Engaging Immigrant and Refugee Families

<http://www.promoteprevent.org/content/strategies-engaging-immigrant-and-refugee-families-0>

This website provides information specifically for working with immigrant and refugee families. Though it currently has only one document listed, the pdf includes a breadth of information, examples, and strategies. This resource is applicable to immigrant and refugee family from all over the world. I see this as a great reference for counselors, admin, and teachers, particularly when there is an influx of new families from other countries.

ELL Family Resources

A Parent Guide to School ELL Supports

<http://educationnorthwest.org/resources/parent-guide-english-learners-english-and-spanish-versions>

This is a quick printable reference for caregivers of ELL students and is available in both English and Spanish. The 4th page seems the most helpful as it lets caregivers know who they might ask questions to (along with some sample questions) and their legal rights. I could see this being a great thing to hand out to new ELL families. It's a quick and simple reference that could create a welcoming and empowering foundation for Spanish speaking families.

A Guide Explaining Parent-Teacher Conferences

<http://www.colorincolorado.org/guide/tips-parents-parent-teacher-conferences>

This printable guide would be ideal for beginning of the year handouts or for families new to the school. It is available in both English and Spanish and can help

parents to understand the process as well as advocate for their children.

Helping Your Child Succeed: Helpful PreK-12 Tips

<http://www.colorincolorado.org/article/helping-your-child-succeed-helpful-prek-12-tips>

This streamlined article provides some simple and practical ways that caregivers can help their children succeed academically. Again, this seems like a good option for beginning of the year handouts. It empowers caregivers by engaging them in their child's academic growth and helps in sharing normative expectations. Like everything from Colorín Colorado, this is available in Spanish as well.

CAP4Kids

<http://cap4kids.org/philadelphia/>

Colorín Colorado

<http://www.colorincolorado.org/>

Although the websites above were mentioned earlier as a resource for counselors, I would wholeheartedly recommend them to caregivers. Their resources are innumerable, well organized, and easily translated. If your school lists resources for families on their website, social media pages, or on paper, these should absolutely be included.

Professional Development

Professional Development for the Private Practitioner

Christine L. Batra
Professional Resource Manual

Professional Development for the Private Practitioner

Orientation/Topic	Resource	Description
Psychoanalytic Psychotherapy	Psychoanalytic Center of Philadelphia (PCOP) www.pcph.memberclicks.net Philadelphia	The Psychoanalytic Center of Philadelphia provides comprehensive training and professional development opportunities for clinicians seeking to expand their practice in Psychoanalysis. One of the highlights of the center is that it offers ongoing training while emphasizing the need for trainees to partake in personal Psychoanalysis.
Psychoanalytic Psychotherapy	The New Jersey Institute for Training in Psychoanalysis www.njinstitute.com New Jersey	The New Jersey Institute for Training in Psychoanalysis offers practitioners professional development in the area of psychoanalysis. In addition, they offer a one year training program, consisting of six core courses that provides foundational training in Psychoanalysis.
Gestalt Therapy	The Pennsylvania Gestalt Center www.gestaltcenter.com/ Pennsylvania	The Pennsylvania Gestalt Center provides both comprehensive training/certification and ongoing professional development. An interactive free Gestalt demonstration is offered for clinicians who would like more information on the techniques and insight into this modality.
Rational Emotive Behavioral Therapy & Cognitive Behavioral Therapy	The Albert Ellis Institute www.albertellis.org New York	The Albert Ellis Institute is a world-renowned psychotherapy training Institute established in 1959. AEI is committed to promoting emotional well-being through the research and application of effective, short-term therapy with long-term results.
Cognitive Behavioral Therapy	The Beck Institute for Cognitive Behavioral Therapy https://beckinstitute.org/ Philadelphia	Along with resources for both professionals and consumers, the Beck Institute offers varying levels of training from fundamental elements of CBT to disorder specific modalities using the CBT approach.
Emotion Focused Therapy	The International Centre for Excellence in Emotion Focused Therapy https://iceeft.com Training offered remotely in various locations	The work of Dr. Sue Johnson has explored the nature of relationships and the breakdown of intimacy with couples through comprehensive research and study. Exploring relationships through the lens of attachment theory, EFT therapy provides practitioners with tools to uncover the barriers to deep intimacy and connection. The ICEEFT is the official certification and training center for Dr. Sue Johnson's work.
EMDR Eye Movement	The EMDR Institute, Inc. http://www.emdr.com	Dr. Francine Shapiro is the pioneer of EMDR therapy and offers training and certification at the EMDR Institute.

Desensitization & Reprocessing	Trainings offered remotely in various locations	EMDR therapy has been empirically proven to treat clients with ruminating memories of past pain to contextualize and reorganize these memories. In particular, clients who have experienced traumatic events or ongoing emotional trauma, may find emotional relief through this modality.
Business Practice Management for Mental Health Practitioners	Valant https://valant.com	Valant is a web-based practice management service for mental health professionals. Using a cloud-based format, the programs offers services from client acquisition to business development. It has a broad scope for new clinicians entering the field attempting to launch their own business.
Professional Organization	American Counseling Association https://www.counseling.org	The American Counseling Association offers mental health professionals a wide range of services. These services include professional membership, continuing education, current legislation and research, and career opportunities among others. An annual conference helps bring mental health professionals together to share out ideas and best practices. Most notably, membership in the ACA provides access to the most current research and journal publications.
Professional Organization	American Association for Marriage and Family Therapy http://www.aamft.org	The AAMFT is a professional organization for clinicians who practice psychotherapy within the context of marriage, couples, and family systems. This organization offers membership for practitioners along with professional development, career development, legal/ethical concerns, and networking opportunities.
Diverse/Alternative Training & Self Care	Kripalu www.kripalu.org Massachusetts	In its foundation, Kripalu is a training and certification organization for yoga. While it's emphasis continues to be rooted in yoga training, it has expanded its reach to include many topics related to mental health, personal growth, and overall wellness. Most notably, Kripalu hosted Bessel Van der Kolk for a weekend training session around concepts from his book, " <i>The Body Keeps the Score</i> ."

Self-Harm and Suicide

Self-Injury

Suicide Assessment, Prevention, and Training

Resource Manual: Self-Injury

Websites

1. SAFE Alternatives® (Self-Abuse Finally Ends)
 - a. <https://selfinjury.com>
 - b. (1-800-366-8288) is a nationally recognized treatment approach, professional network and educational resource base, which is committed to helping achieve an end to self-injurious behavior. S.A.F.E. Alternatives also provides information on how to find a therapist to treat self-injury and informative YouTube videos.
2. Behavioral Tech, LLC.
 - a. www.Behavioraltech.org
 - b. Behavioral Tech offers DBT Resources designed to help people who engage in self-injury and their loved ones to learn more about the DBT Skills. It has videos and resources, as well as an interactive directory to help locate a DBT certified therapist in your area.
3. Cornell Self-Injury Research Center:
<http://www.selfinjury.bctr.cornell.edu/resources.html>
 - a. This website is part of the Cornell Research Program on Self-Injury and Recovery and summarizes their research, and provides links and resources to self-injury information including books, articles, assessment measures, videos, and additional resources with specific information for patients, parents, clinicians, and more.

Books

4. Hollander, M. (2008). *Helping teens who cut: Understanding and ending self-injury*. New York, NY: Guilford Press.
 Michael R. Hollander, a leading authority on teen self-injury, gives parents and clinicians the facts about this behavior—and explains what they can do to make it stop and how various treatments can provide effective routes to wellness.
5. Lader, W., Conterio, K. & Bloom, J.K. (1998). *Bodily harm: The breakthrough healing program for self-injurers*. New York, NY: Hyperion.
 Bodily Harm exams self-injury and offers a comprehensive treatment regimen. Written by the directors of S.A.F.E. (Self Abuse Finally Ends) Alternatives, it clearly defines what cutting is and explains the kinds of emotional trauma that can lead to self-mutilation. Most importantly, Bodily Harm offers a course of treatment based on years of experience and extensive clinical research; as well as compassion, advice, and hope for the afflicted and their loved ones.
6. Nixon, M.K., & Heath, N.L. (Eds.). (2008). *Self-injury in youth: The essential guide to assessment and intervention*. New York, NY: Taylor & Francis, Inc.
 This text features evidence-based reviews and practical approaches for the professional in the hospital, clinic, community and school, with case examples throughout. Divided into five major sections, the book offers background historical and cultural information, discussion of self-injury etiology, assessment and intervention/prevention issues, and relevant resources for those working with youths who self-injure.
7. Selekman, M. D. (2009). *The adolescent & young adult self-harming treatment manual: A collaborative strengths-based brief therapy approach*. New York: W.W. Norton & Company.

Matthew Selekman provides readers with a comprehensive, highly practical approach to working with this challenging pathology. The manual offers readers effective guidelines for how parents can prevent and constructively manage self-harming episodes, discusses the major aggravating factors that contribute to the development and maintenance of this problem among youth, and offers an integrative and flexible solution-oriented approach for treatment.

8. Miller, D.N. & Brock, S.E. (2009). Identifying, assessing, and treating self-injury at school. New York: Springer.

The first book specifically geared toward education personnel, “Identifying, Assessing, and Treating Self-Injury at School” clearly defines NSSI, differentiating it from suicidal, borderline, and other behaviors and analyzes the psychological contexts in which it occurs. This school-based perspective gives readers a practical framework for earlier, more accurate diagnosis; relevant consulting with parents, teachers, and colleagues; and effective, science-based treatment.

9. Gratz, K. & Chapman, A. (2009). Freedom from self-harm: Overcoming self-injury with skills from DBT and other treatments. Oakland, CA: New Harbinger Publications.

This comprehensive guide to eliminating self-injury gives you the facts about self-harm, corrects common myths about this behavior, and provides self-soothing techniques you can begin using right away for regulating difficult or overwhelming emotions. “Freedom from Self-Harm” also includes self-assessment worksheets, guidance for seeking professional help, and information about the most effective therapies and medications. It draws from treatments such as DBT and ACT.

Video

10. The Silent Epidemic:

- a. <https://www.sbs.com.au/shows/secretsofthehumanbody/tabl listings/page/i/4/h/The-Silent-Epidemic/>

The Silent Epidemic follows Australia’s leading mental health experts on their pioneering quest for answers and through the extraordinary personal stories of three young Australians with first-hand experience of self-injury, and reveals the neurological processes that could help explain this often misunderstood behavior.

11. Self-Injurious Behavior: Free satellite broadcast, October 19, 2006.

- a. <https://www.youtube.com/watch?v=r0ITOpDL5hA>
- b. It is widely believed that the number of youth who intentionally injure their bodies by cutting, burning, or engaging in other forms of mutilation has increased in recent years. Join Dr. Janis Whitlock as she summarizes what we know and don’t know about self-injury as well as recommendations for detection, intervention, and prevention.

Webinar

12. Cutting Edge: Understanding Clients Who Engage in Self-Injurious Behaviors
<https://www.naadac.org/cutting-edge-understanding-clients-who-engage-in-self-injurious-behaviors>

This free webinar will review various reasons clients use self-harm as a coping mechanism, how this behavior can become addictive, and treatment options for this population.

Kristina Ferrari
Professional Resource Manual

Suicide Assessment, Prevention and Training

Resource	Type + Link	Description
Clinical Manual for Assessment and Treatment of Suicidal Patients	Book/Manual https://www.amazon.com/Clinical-Assessment-Treatment-Suicidal-Patients/dp/1585621404	The authors challenge the belief that suicide can be predicted and controlled, focusing on the problems that suicide is designed to control. Features: self evaluation for clinicians, interactive checklists + patient assessment tools, case vignettes and narratives. More than just a resource manual, this text provides real, detailed content on what to do with a suicidal client.
Why People Die	Book https://www.amazon.com/Why-People-Suicide-Thomas-Joiner/dp/0674025490	Written by a clinical psychologist who has personally been affected by suicide, the author finds three factors that mark those most at risk for suicidal ideation or behavior: the feeling of being a burden on loved ones, the sense of isolation, and the learned ability to hurt oneself. He offers an explanation on how people come to this place, making sense of all the statistics and placing them into an insightful narrative that serves as a clinical guide.
The Suicide Detective	Magazine/Article https://www.nytimes.com/2013/06/30/magazine/the-suicide-detective.html More on this topic @ https://harvardmagazine.com/2017/03/foreseeing-self-harm	This is likely a controversial, but worthwhile read. It highlights researcher Matthew Nock and his team as they attempt to research suicide through observation, by spending hours upon hours in that space to understand its basic properties. Nock is doing so through observing suicide survivors, and collecting hundreds of data points. "Each one moving him closer to his ultimate goal: to be able to give people a series of tests that could tell them how high their risk of suicide is at any given moment." It's a provocative read and Nock has received a lot of push back from the field as he essentially negates the common belief that treatment is effective.
American Association of Suicidology	Website http://www.suicidology.org/	AAS is a charitable non-profit organization directing efforts to: develop scholarly work on suicidology, develop and apply strategies that reduce the incidence of suicidal behaviors, adhere to the highest possible standards of prevention and intervention, and promote research and training. The website houses dozens of resources that cater to both general inquiries, as well as more population specific content. There is also a comprehensive list of trainings with links and detailed content on each. Other areas worth

		exploring are the sections dedicated towards survivors, students, and their membership and annual conference.
SAMHSA	<p>Governmental Organization</p> <p>https://www.integration.samhsa.gov/clinical-practice/suicide-prevention</p> <p>More on this topic @http://www.sprc.org/states</p>	<p>The Substance Abuse and Mental Health Services Administration dedicates a significant amount of its work to the prevention, assessment, risk and care of suicide survivors and those dealing with suicidal ideation; particularly given the prevalence with veterans.</p> <p>Their website lists out general resources, screening tools, special populations, community resources and trainings. Of particular note is the link to the suicide prevention resource center, which provides contacts by state as well as that state's prevention plan.</p>
Suicide Safe by SAMHSA	<p>App</p> <p>https://itunes.apple.com/us/app/suicide-safe-by-samhsa-suicide/id968468139?mt=8</p>	<p>SAMHSA also has an app that you can download for IOS devices. Suicide Safe is a suicide prevention learning tool for primary care and behavioral health providers and is based on the nationally recognized Suicide Assessment Five-step Evaluation and Triage (SAFE-T) practice guidelines. Suicide Safe helps providers feel confident to assist patients who present with suicidal ideation. The app offers tips on how to communicate effectively with patients and their families, determine appropriate next steps, and make referrals to treatment and community resources.</p>
Stories Of Hope And Recovery: A Video Guide for Suicide Attempt Survivors	<p>Video Series</p> <p>https://store.samhsa.gov/product/Stories-Of-Hope-And-Recovery-A-Video-Guide-for-Suicide-Attempt-Survivors/BackInStock/SMA12-4711DVD</p>	<p>Another tool created by SAMSHA is this video series which features the first-hand narratives of three survivors of suicide. There is a personal account of each person's journey, which the description touts as ultimately hopeful and positive towards recovery.</p> <p>This series may be good for both the clinician to experience a first-hand account of an attempted suicide (particularly if they have never had a client in such a state), and also, potentially, to share with clients expressing suicidal ideation (assuming it's clinically appropriate).</p>
Suicide Assessment Five-step Evaluation and Triage	<p>Safety Card</p> <p>https://www.integration.samhsa.gov/clinical-practice/safe-t_card.pdf</p>	<p>Based on their SAFE-T model of evaluation and triage, this easily printable card highlights the five key areas:</p> <ul style="list-style-type: none"> • identify risk factors • identify protective factors • conduct suicide inquiry • determine risk level/intervention • document <p>It also breaks down high, moderate and low levels of suicide risk and provides The National Suicide Prevention Lifeline number. A great reference to keep on your desktop at all times for easy and quick access to pertinent information in critical situations.</p>

NIMH	<p>Website</p> <p>https://www.nimh.nih.gov/health/topics/suicide-prevention/index.shtml</p>	<p>The National Institute of Mental Health is another strong resource to gain knowledge on suicide, prevention, assessment and understanding. Unlike many other sites, this one does look at suicide through the lens of various theoretical orientations which may prove beneficial to clinicians wanting to adhere to their model of choice.</p> <p>in addition to signs and symptoms, risk factors, and treatments and therapies, the website also houses current news articles, and science and research on the topic of suicide and suicidal ideation.</p>
The Columbia Lighthouse Project	<p>Online Training</p> <p>http://cssrs.columbia.edu/training/training-options/</p>	<p>From the creators of the Columbia-Suicide Severity Rating Scale (C-SSRS), the Columbia Lighthouse Project offers numerous free training options, ranging in total time to complete from twenty minutes to an hour.</p> <p>In conjunction with the Center for Practice Innovations (CPI) Learning Community, they developed a new, iSRS training module interactive C-S. It is simple to complete, taking only about thirty minutes, but also offers options to access additional resources for a deeper exploration of the material.</p>
Assessment of Suicidal Risk using C-SSRS	<p>Training/video</p> <p>http://zerosuicide.sprc.org/sites/zerosuicide.actionallianceforsuicideprevention.org/files/cssrs_web/course.htm</p>	<p>The C-SSRS was developed in the context of a national effort to better identify people at-risk for suicide. This training module uses videos, voice over, graphics and forms to learn how the C-SSRS is structured and how to administer it. Once completed you will be prepared to administer the C-SSRS. There are twenty five slides in total and it can take anywhere from half an hour to a couple of hours to complete, depending on how deep you decide to explore content.</p>

School-Based Counseling

Autoethnography in Schools

Individualized Education Plans (IEPs)

Statement:

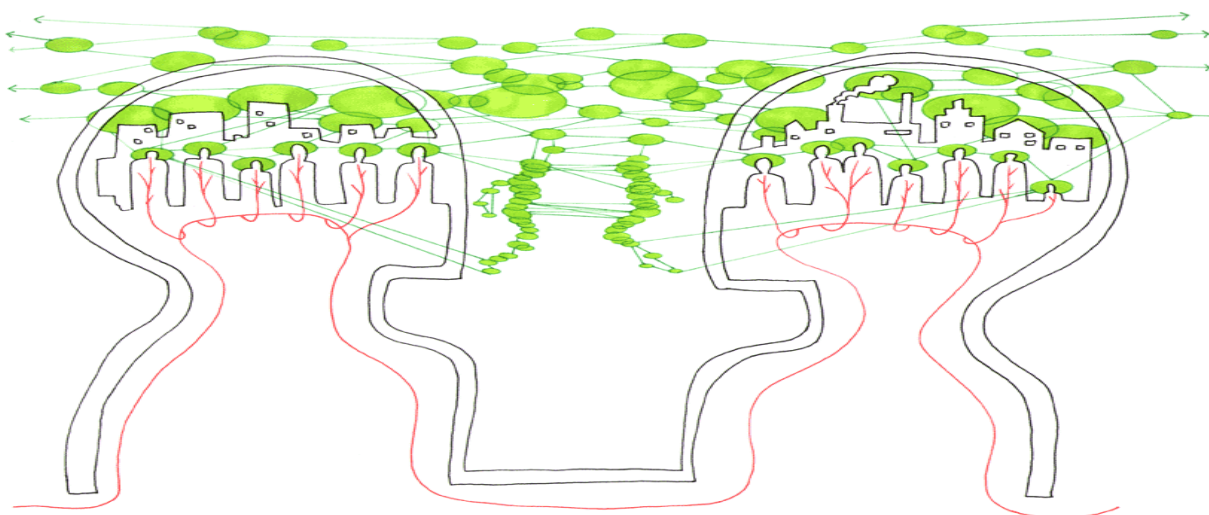
Autoethnography is qualitative research that views the experiences and interests of each individual as critically important components of academic, intellectual and personal growth. There is an array of forms that autoethnographic research may take, many of which tend to foreground the senses, keenly aware of phenomenology and artistic expression. In a similar fashion that all fiction is at some level autobiographical, autoethnography contends that educational research is always a statement about the researcher's subjectivities, regardless of whether we choose to acknowledge this fact. Moreover, the researcher's choices, motivations, omissions, fears, hopes, histories and desires are always a part of the story. Thus, autoethnographers attempt to directly account for the human factors present in any relational setting, utilizing the reflexive tools of self-scrutiny to both clarify and cloud their modes of inquiry. This type of analysis is an important method of expressing one's identity, an area in which many schools are severely lacking. This manual will illuminate many forms of autoethnography and discuss the tactics and methods for implementing this mode of inquiry.

I believe that the emotional and intellectual lives of children are being increasingly controlled and manipulated by structures and forces that too often readily define what it means to cultivate a self. These structures often speak of a supposed 'real world,' which is code to 'get-in-line' and conform with our current consumption based models (ie. Wall Street, politicians, infotainment). According to former New York State Teacher of the Year, John Taylor Gatto, after we account for school, homework, meals, sleep, and screen time, children have nine hours per week of private contemplative time in which to fashion a self, to ponder, wander, wonder, and perceive of their own existence. Autoethnography privileges the individual as obscure, unique, and worthy of further investigation. It is a method of inquiry that all school students, regardless of ability, race, ethnicity, or gender, may benefit from in terms of identity formation, stress reduction, and citizenship. In addition, counselors can engage in autoethnographic practices as a method of self-care and personal exploration. Ideally, students would bear witness to a counselor's excitement and interest in engaging in exploration through autoethnography and become inspired to immerse themselves in their own autoethnographic exploration. This type of research can also be beneficial because it creates communication and an increased sense of community within a school setting, as counselors could confer with teachers on various autoethnographic assignments, projects, and practices.

Possible Methods of Autoethnographic Research:

- Painting
- Writing
- Dancing
- Acting
- Poetry
- Singing
- Spoken Word
- Photography

*Often times, an autoethnographic researcher will combine modalities as well.



Rhizome- philosophical concept developed by Gilles Deleuze meaning an ‘image of thought.’ Autoethnographic research strives to connect people; counselors and students, students and teachers, counselors and teachers, students and students, and most importantly, the individual to themselves.

Web-Based Resources

1) A General Overview of Arts Based Research

<https://www.youtube.com/watch?v=s91PRFB6PXs>

Brief video defining Arts Based Research. This video provides a rationale and brief history of arts based research, illuminating the various methods as well as providing some tangible research questions posed by arts based researchers. Importantly, it would be beneficial to conceptualize ‘arts based research’ as personal data collections that is often taking place regardless of our conscious awareness. Thus, arts based research simply attempts to catalogue, quantify, and qualify what is always already on the minds of ‘researchers.’ From this context, all human beings are potential researchers.

2) Artistic Intellect

<http://artisticintellect.com/>

Artistic Intellect is a web-space dedicated to the exploration of arts based research projects. This site provides additional background, definition, and rationale for arts based research in schools. Specifically, this site defines and describes the origins of a/r/tography to advance one’s sense of self and future scholarly endeavors. A/r/tography is introduced as methodology, describing the importance of ‘a/r/t’ as Artist, Researcher, and Teacher. Thus, all individuals engaging in this form of expression begin to realize the empowering multidimensional aspects of their being. That is to say, students conducting a/r/tographic research become the teachers, the researcher, and of course, the artist. In addition, the ‘graphy’ is described as the conjoining feature that gives the research its narrative quality regardless of the medium or chosen form.

3) A/R/Tography as Research Methodology for the Performing Arts

https://video.search.yahoo.com/yhs/search; ylt=AwrC5rIPnLJanQgA0Vw0nIIQ; ylu=X3oDMTBncGdyMzQ0BHNIYwNzZWfyY2gEdnRpZAM-; ylc=X1MDMTM1MTE5NTcwMARfcgMyBGFjdG4DY2xrBGJjawM0bmk3ZmpwZGF2c2RlJTl2YiUzRDMIMjZzJTNEMjgEY3NyY3B2aWQDUGtheWtqRXdMakZMeU8uZVdxX3hyZ0ZNTVRje kxnQUFBQURkeGVwewRmcgN5aHMtcHR5LXB0eV9jb252ZXJ0ZXIEZnIyA3NhLWdwBGdwcmlkAy50NIRSN2kwU0xHeG9sejld1g2N0EEbXRlc3RpZANudWxsBG5fcNsdAM2MARuX3N1Z2cDMARvcmlnaW4DdmlkZW8uc2VhcmNoLnlhaG9vLmNvbQRwb3MDMARwcXN0cgMEcHFzdHJsAwRxc3RybAMxMgRxdWVyeQNhL3IvdG9ncmFwaHkEdF9zdG1wAzE1MjE2NTQ4MDkEdnRlc3RpZANudWxs?gprid=.t6TR7i0SLGxolz9awX67A&pvid=PkaykjEwLjFLyO.eWq_xrgFMMTczLgAAAADdxeps&p=a%2Fr%2Ftography&ei=UTF-8&fr2=p%3As%2Cv%3Av%2Cm%3Asa&fr=yhs-pty-pty_converter&hsimp=yhs-pty_converter&hspart=pty&type=co_appfocus1_ff#id=2&vid=0e6bbc9eb009f99b929907c46a8b000e&action=view

Considering that this topic may be completely new for educators/counselors, this brief video explores some of the important terminology, names, and ideas that provides the theoretical and practical backdrop for a/r/tography as a research method. In this clip, the researcher is utilizing his musical abilities to overlay the quality of a/r/tographic description. This particular form of expression may be one part of many different expressions utilizing his musical interest and skill. Importantly, this video provides a synergy between sonic exploration and more explicit, explanatory forms of communication pertaining to a/r/tography.

4) A/R/Tography in Action

<https://vimeo.com/20206845>

Fascinating video of a/r/tography in action. An elementary school teacher demonstrates her own personal a/r/tography while inspiring her young students to think deeply about notions of research, knowledge, and self-exploration. This would be the go-to video for anyone who has doubts about student's capacity to grasp difficult concepts pertaining to arts based research. This video highlights the importance of process in arts based education. In the video, the teacher is laying the groundwork for expression and the degree of democratic dialogue is quite remarkable.

"Our business in living is to become fluent with the life we are living, and art can help this."

-John Cage



Helix Nebula aka. "The Eye of God."

Journal Publications

- 5) Stringgay, S., Irwin, R.L. & Kind, W. S. (2005) A/r/tography as Living Inquiry Through Art and Text. *Qualitative Inquiry* Vol. 7 Issue 6 pp. 897-912.

This research article is concerned with presenting a/r/tography as a research method. This article is useful for counselors attempting to implement a/r/tography in their own personal research endeavors as well as their attempts to present arts based research as potentially important for students to stimulate creativity, reduce stress, and work toward fashioning a self. According to the authors, "To be engaged in the practice of a/r/tography means to inquire in the world through a process of art making and writing." The researchers illuminate the importance of arts based research through the context of six specific renderings of this method of qualitative research: contiguity, living inquiry, openings, metaphor/metonymy, reverberations, and excess.

- 6) Knowles, J.G & Coles, A.L. (2008). *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues*. Thousand Oaks, CA. Sage Publications Ltd. doi: 10.4135/9781452226545

This handbook attempts to highlight the wide array of potential applications for arts based research. Perhaps most importantly, the contributors to this handbook attempt to elevate the concept of inquiry within educational spaces. Thus, a/r/tography viewed through this lens is simply a highly-personalized mode of inquiry in which the researcher attempts to uncover meaning that is applicable to their lives as students, teachers, counselors, artists, and humans. The authors contend that, "we are discovering how these art-based methods, making use of a larger spectrum of creative intelligence and communications, generate important information that often feels more accurate, original, and intelligent than more conventional descriptions."

- 7) Durham, D. B. (2012). *Art, music, and story at woods charter school an exploration of a/r/tography methods* (Order No. 1510493). Available from ProQuest Dissertations & Theses Global. (1017683276).
<https://proxy.library.upenn.edu/login?url=https://proxy.library.upenn.edu:2072/docview/1017683276?accountid=14707>

This research article provides a detailed summary of the interdisciplinary efforts in an 8th grade classroom throughout the course of an entire academic year utilizing a/r/tographic methodologies. Students worked collaboratively in various modes of expression including writing, performance, and illustration. Students reflected on the experience through questionnaires and other written feedback. This experience proved to be empowering and intellectually enriching for students. In addition, qualitative research like this continues to demonstrate an interdisciplinary quality that can be effectively replicated at many developmental levels and seems to characteristically invite an inclusionary, highly generative approach to research endeavors.

- 8) Gouzouasis, P., Irwin, R. L., Miles, E., and Gordon, A. (2013). Commitments to a community of artistic inquiry: Becoming pedagogical through a/r/tography in teacher education. *International Journal of Education & the Arts*, 14(1)

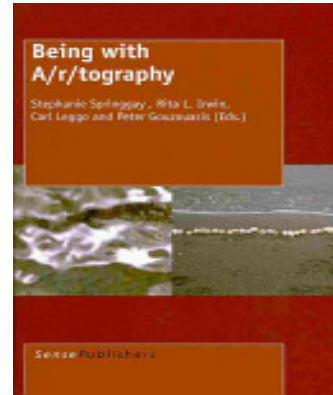
This article highlights the possibilities for a/r/tography as a method of inquiry for elementary school teachers. The researchers stress the importance of interdisciplinary learning and the value in attending arts based workshops to enhance their professional development. The article attempts to problematize arts based pedagogy through open inquiry and potential difficulties which may ensue as one 'learns to learn' from various contexts. Counselors occupy a unique position of being able to bridge some of these difficulties through dialogue. Thus, a counselor's curriculum can enhance the efforts of arts based learning communities.

"Imagine an eye unruled by man-made laws of perspective, an eye unprejudiced by compositional logic, an eye which does not respond to the name of everything but which must know each object encountered in life through an adventure of perception. How many colors are there in a field of grass to the crawling baby unaware of 'Green'? How many rainbows can light create for the untutored eye? How aware of variations in heat waves can that eye be? Imagine a world alive with incomprehensible objects and shimmering with an endless variety of movement and innumerable gradations of color. Imagine a world before the 'beginning was the word.'"

-Stan Brakhage, *Metaphors on Vision*

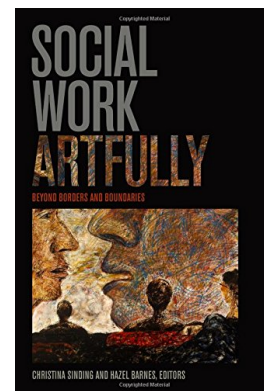
Books Exploring a/r/tography

- 9) Springgay, S., Irwin, R., Leggo, C., Gouzouasis (2009). *Being with A/r/tography*. Sense Publishers: The Netherlands.



This book is a collection of essays compiled by some of the innovators of the a/r/tography movement. It organizing arts based research by three themes: 1) self-study and autobiography 2) communities of a/r/tographic practice 3) ethics and activism. These essays also address assessment, validity, and interpretation. Importantly, this book could be a foundational text for counselors interested in further exploring various methods in arts based educations. In addition, it can be approached as a one-volume text on ‘how to conduct qualitative research.’

- 10) Sinding, C. and Barnes, H. (2015). *Social Work Artfully: Beyond Borders and Boundaries*. Laurier University Press: Canada.



This book explores the power, importance, and impact of arts based approaches to social justice. The researchers foreground personal, community, and political struggles through a creative, artistic lens. The researchers address trauma, displacement, sexual violence, as well other important themes, in the hopes of elevating the importance of story-telling, healing, and community. The authors privilege the complexity of the human experience and invite a collaborative effort to confront the issues of modern life with courage and beauty.

Resource Manual

Individualized Education Plans (IEP) – Resources for Teachers, School Counselors, Parents & Students

I choose to focus on looking more into providing information for IEPs after meeting with a student who informed myself and my supervisor the teacher was not following the modifications set forth in her IEP. After speaking with the teacher, the teacher was not aware he had to use the modifications in general education as well as their special education classes. In addition, during the meetings I was sitting in, I noticed that some parents were still confused about the meaning of having an IEP, how they can help their child progress in school, and how the school counselor can help with the child study team. For my own benefit I began looking into more what an IEP was, as I was not aware of what modifications were. As I began looking more into IEPs and how to enforce them, I came across research that will benefit teachers, school counselors, and parents and students.

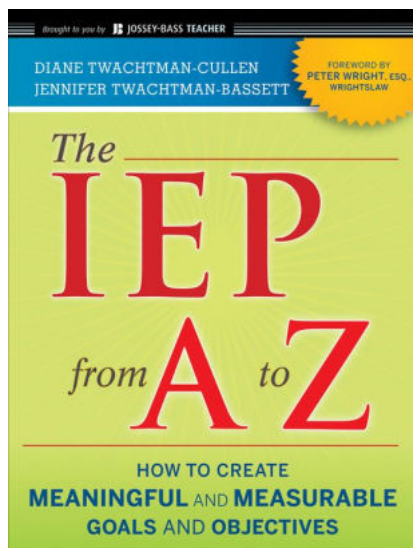
IEPs

<https://www.understood.org/en/school-learning/special-services/ieps>

The website, Understood for learning and attention issues, provides an overview for what an IEP is, how to understand the process, and how to navigate the process. The webstore provides a link that discusses how to create SMART goals (school counselor and school social worker) and how to know if the goal is SMART (for parents). In addition, the website provides video and written testimony of personal stories for how students and parents have navigated the IEP process.

The IEP from A to Z: How to Create Meaningful and Measurable Goals and Objectives by

Diane Twachtman-Cullen and Jennifer Twachtman-Basset



This book, which is available through Barnes and Noble, is parent and teacher friendly. The IEP from A to Z helps parents and teachers look at different diagnoses, such as Autism or Emotional Disturbance, to help determine the best route to take to get the education that is needed. In addition, this book helps create an IEP that is geared towards working with specific diagnosis. The book also helps school counselors and social workers create measurable goals that appropriate for the

diagnosis.

Advocacy in the IEP Process: Strengths-Based School Counseling in Action

<http://professionalschoolcounseling.org/doi/pdf/10.5330/PSC.n.2010-12.162?code=asca-site>

This resource article, provided by the American School Counselor Association, identifies school counselors as advocates for the IEP process. School counselors can take the lead on a strengths-based approach. This article suggests focusing on the positive development as opposed to the problem prevention.

The Short-and-Sweet IEP Overview

<http://www.parentcenterhub.org/iep-overview/>

This resource provides numerous links to help understand the purpose of an IEP, who helps develop the IEP, when it is developed, and how students are involved in the process of creating their goals. In addition, the website also provides links to other resources that can be helpful to parents and students.

IEP and Inclusion Tips for Parents and Teachers

<http://www.namihelps.org/iep-doc.pdf>

RESOURCE MANUAL

This resource manual, which if ordered comes with a CD-ROM to be used on a computer. This resource provides information that will help parents and teachers come prepared to the meeting. For parents, this provides information about what an IEP, their child's rights, and how they can help with the development process. For teachers, there is an overview for how to develop a curriculum that is best for the student and modifications.

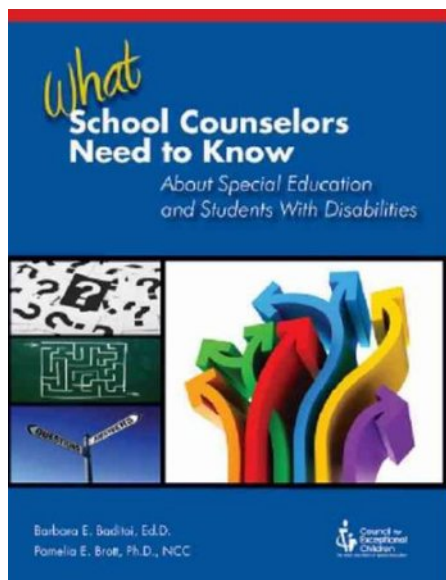
A Guide to the Individualized Education Program

<https://www2.ed.gov/parents/needs/speced/iepguide/index.html>

This resource, put together by the United States government, goes over the laws of the IDEA, how to identify, evaluate, and classify the student. The resource is further broken down to discuss what the IEP is, how the IEP is implemented through goals and how the goals are measured. In addition, the resource discusses how to begin preparing the student for transition after the student turns 16.

What School Counselors Need to Know About Special Education and Students with Disabilities by

Barbara E. Baditoi



This book is available through Amazon and is great for school counselors. Due to school counselors not having the training in special education. School counselors are an essential part of the IEP meeting, with helping to come up with short term goals and the book, breaks down what is essential to know for working with students with disabilities. This book would be essential in the office of the school I am working with.

Individualized Education Plans (IEP) for Teachers

<https://kidshealth.org/en/parents/iep-teachers.html>

This website, is kid and parent friendly, which can be used to help worried parents understand what is going on and how they can help their child. This resource breaks down how the IEP process begins by a teacher, parent, school counselor, or doctor advocating for the student who may be struggling, who is involved on IEP team and how the IEP will be developed. The website provides information relating to different diagnoses and signs that a student has a learning disability.

Advice for Classroom Teachers: Your Students with IEPs

<https://educationonline.ku.edu/community/advice-for-classroom-teachers>

This resource is from an educator standpoint, which from a school counselor point of view can help teachers understand their job to provide modifications and curriculum that is appropriate. In addition, teachers should be reaching out to the parents and school counselors when the student is falling behind.

How to Help Students Lead Their IEP Meetings

<http://www.ciclt.net/ul/mgres/2.HowtoHelpStudentsLeadIEP.pdf>

This resource is helpful to increase parent and student participation. Although this a study, the study presents how increased student participation leads to the student taking ownership of their education and allowing their needs to be met. Furthermore, the self-advocacy the student is learning will continue to their next level of education or work experience.

Support Services & Specialized Populations

Adoptees

Children in Foster Care

Children of Incarcerated Parents

Couples Counseling and Sex Therapy

Financial Aid

Hunger and Homelessness

Immigrants and Refugees

Parents of Children with Autism Spectrum Disorder

Students from Low Income Areas

Teen Substance Abuse in Philadelphia and DC

Resource Manual: Counseling Adoptees

Articles

Baden, A. L., & O'Leary Wiley, M. (2007). Counseling adopted persons in adulthood: Integrating practice and research. *The Counseling Psychologist*, 35(6), 868-901.
doi:10.1177/0011000006291409

Because empirical research and clinical practice can inform each other, this article integrates literatures in both areas so that counseling practice with adopted adults can guide research, just as research guides practice. The authors gathered the clinically pertinent literature into three main areas: identity (including genealogical and transracial adoption issues), search and reunion, and long-term outcomes. Epidemiological research found ample regulation for adopted adults. However, clinicians and researchers must address the unfailing discovery that a subgroup of adoptees struggle and cope with issues unlike their nonadopted counterparts. The authors pinpoint best clinical practices and a future research agenda connected to adult adoptees and propose an adoption-sensitive model for research and practice.

Corder, K. (2012). Counseling adult adoptees. *The Family Journal*, 20(4), 448-452.
doi:10.1177/1066480712452088

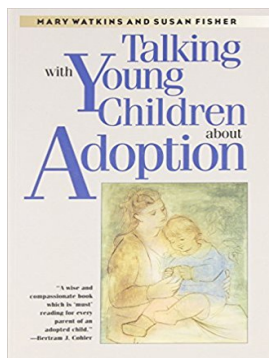
This article offers several resources about working with adult adoptees in order to enlighten counselors in their practice. Topics covered include basics of adoption, including types of adoption and adoption statistics; possible issues adult adoptees may face; and suggestions and implications for counselors. The article addresses some of the grave emotional and psychological problems the adult adoptee can bring to the counseling relationship. Also included is a discussion of the search process for birthparents and the counselor's possible role in this process.

Deeg, C. (2002). Issues of psychoanalytic technique with adoptees. *Journal of Social Distress and the Homeless*, 11(2), 193-205. doi:10.1023/A:1014368002708

Treatment issues relevant to the psychoanalytic treatment of the adoptee are presented; clinical formulation is encouraged within broad ego-diagnostic parameters. The adoptee's inner cathexis of the biological mother is acknowledged as an essential dynamic and the twofold transference involving the adoptee's displaced relation to a dual set of parental representations is described. A metapsychological bias, based upon different perceptions of the status of self and object representations is described and related to the adoptee's treatment. Several transference/countertransference dyads are also discoursed.

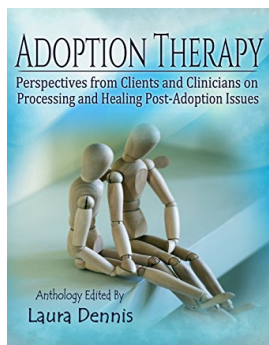
Books

Talking With Young Children About Adoption



This book was written by Mary Watkins and Dr. Susan Fisher. This book aids parents, therapists and teachers address the issue of adoption with young children. It draws on instances of true personal discussions between parents and their children, aged two to 10, from 20 families of all kinds, including single, lesbian and interracial. Psychologist Watkins (Waking Dream) and psychoanalyst Fisher (coauthor of To Do No Harm) are themselves adoptive mothers. Stressing that "the adoptive family integrates diversity," and that "children come into families in different ways," the authors try to prepare parents to familiarize children with their roots through honest talk, stories and play.

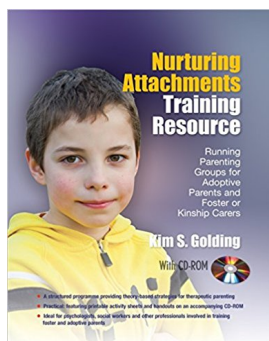
Adoption Therapy: Perspectives from Clients and Clinicians on Processing and Healing Post-Adoption Issues



A much-needed anthology addressing a variety of potential psychological and physiological concerns, Adoption Therapy, Perspectives from Clients and Clinicians on Processing and Healing Post-Adoption Issues is a must-read for adoptees, adoptive parents, first families, and vitally, mental health professionals.

With writing by adoptees, adoptive parents, and clinicians, Adoption Therapy is a first-of-its-kind and absolutely unique reference book, providing understanding, guidance, and personal stories which highlight the specific nature of the adoptee experience.

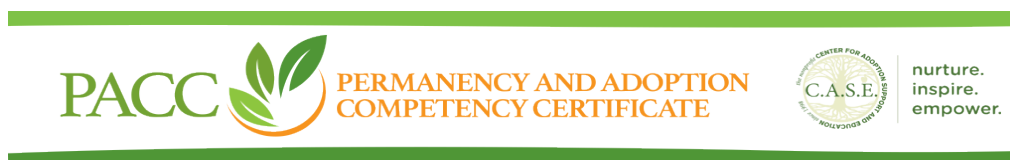
Nurturing Attachments Training Resource: Running Parenting Groups for Adoptive Parents and Kinship Carers



Nurturing Attachments Training Resource is a complete group-work program containing everything you need to run training and support sessions for adoptive parents and foster or kinship caregivers. Based on attachment theory and developed by expert author and trainer Kim Golding, this rich resource provides an authoritative set of ideas for therapeutically parenting children along with all the guidance you will need to implement the training.

Websites

<https://cascw.umn.edu/continuing-education/permanency-adoption-competency-certificate/>



The Permanency and Adoption Competency Certificate (PACC) was established in response to public petition to meet the need for growing the accessibility and capability of a professional workforce able to work across systems to serve the distinctive and intricate clinical and practice needs for adopted individuals and their families. The goal of the PACC is to surge the number of competent permanency and adoption mental health and child welfare professionals in the state who are able to work in collaborative and multicultural contexts.

<http://adoptionsupport.org/adoption-competency-initiatives/training-for-adoption-competency-tac/about/>

The Training for Adoption Competency (TAC) addresses the needs of members in the adoption kinship network for quality mental health services. The TAC is designed to increase families' and individuals' access to adoption competent mental health professionals and to improve the well-being of adopted children and youth and their families. Based on eighteen adoption competencies developed by C.A.S.E. in collaboration with its National Advisory Board, C.A.S.E. created the TAC to build and strengthen adoption competency in mental health communities across the United States.

<https://www.familyworkstogether.org/for-professionals/>

FamilyWorks Together works with child welfare professionals in a variety of ways to improve the lives and circumstances of children and families. Through professional training and education services, client referral services and local advocacy efforts, we strive to impact the lives of adoptive families, children, and those impacted by the child welfare system. Human services professionals need continuing education and support in order to effectively address the complex needs of the children and families they serve. FamilyWorks Together offers specialized training and continuing education services for counselors, therapists, social workers, and other professionals that are designed to increase awareness and enhance knowledge and practical skills.

Videos

<https://youtu.be/ZfHVZe0mQIc>

“You feel like you’re on display. You’ve got all these people watching you and you’re wearing this shirt that singles you out. You’re on the spot.” Lacy, 14, is an orphan, and a better description of her situation would be hard to imagine. Lacy is on the look-out for parents, and the South Mississippi ‘adoption picnic’ could be the last chance she gets to grow up within a family environment.

For the first time, cameras have been allowed into the yearly picnic where prospective foster parents get to see the children in a lively, social situation. Brainchild of adoption specialist Sylvia Sessions, The Picnic invokes strong emotions in the participants, and this Witness film captures every poignant moment.

<https://youtu.be/c37SVvpl4UI>

An adopted child's time in an orphanage deprived him of his vital need for love, touch, and nurture, which serve as the blueprint for forging healthy relationships. When human connection is absent in the early days of life, the effects last a lifetime. There are three ways to support adoptees and their parents.

<https://youtu.be/wYhpiFXW8k0>

This webinar provided a general review of adoption and adoption-related concepts for counseling professionals. Structured like an on-line lecture, the webinar covered the following information:

- Early assumptions about adoption and reviewed the impact on psychological research relevant to adoptees
- Common psychosocial experiences of adoptees
- General suggestions and resources for working with adoptees
- A counseling example and Q& A with the facilitators.

Providing Counseling, Educational, and Community Support for Children in Foster Care

A Home Within
95 3rd Street, Suite 224,
San Francisco, CA 94103
Multiple State Clinical Chapters

Phone: 1-888-898-2249
Fax: 1-415-294-9020
<https://www.ahomewithin.org/>

A Home Within is a nonprofit organization dedicated to providing individual psychotherapy to children who are currently in foster care and adults who were formerly in foster care. The counseling is offered free of charge. The organization also offers online trainings to clinicians and persons working with children in foster care. These trainings focus on relationship-based therapy and the impact of trauma. Licensed counselors may volunteer with A Home Within to offer their services to children in foster care one a week pro bono.

Youth Villages: The Force for Families
3320 Brother Boulevard
Memphis, TN 38133
Multiple Locations/Partners Nationwide

Phone: 901-251-5000
<http://www.youthvillages.org/>

Youth Villages offers counseling services to children between the ages of birth and twenty-two who have experienced emotional and behavioral disorders, physical and sexual abuse, substance abuse, or suicidal ideation or attempt. The organization's services include residential treatment, intensive in-home treatment, and specialized crisis services and crisis support. In addition to counseling services, Youth Villages provides children in the custody of the state with stable, temporary homes. It also offers a program called YVLifeSet that helps foster youth transition out of foster care and into adulthood.

***Fostering a Brighter Future* by Bethany Bray**
Journal: Counseling Today
Publication Year: 2017
<http://ct.counseling.org/2017/02/fostering-brighter-future/>

This article published by Counseling Today details an overview of the foster care system in the U.S. and guidance and therapeutic strategies for counselors working with foster youth. *Fostering a Brighter Future* describes the responsibility of counselors to act as translators for foster parents and explain what their behavior means and what causes it. The article suggests implementing trauma-focused cognitive behavior therapy and Trauma-Based Relational Intervention, and provides an overview of the therapeutic techniques. Tips for counseling are also included, and cover the topics of regression, building structure and routines, transitions, goal setting, and self-regulation.

Supporting Youth in Foster Care in Making Healthy Choices: A Guide for Caregivers and Caseworkers on Trauma, Treatment, and Psychotropic Medications
https://www.childwelfare.gov/pubPDFs/mhc_caregivers.pdf

Supporting Youth in Foster Care is a guide for foster parents, caseworkers, counselors, and other caregivers about how to help children in foster care, especially those who have experienced trauma, improve their mental health. The guide includes sections about trauma and behavioral/mental health, treatment, seeking help, and monitoring treatment and supporting progress. In each of the sections are detailed overviews of the topics, tips about how to support the children, and several resources that include publications and organizations specifically for caregivers and those who work with foster youth.

Foster Care Transition Toolkit

Provided by: U.S. Department of Education

Publication Year: 2016

<https://www2.ed.gov/about/inits/ed/foster-care/youth-transition-toolkit.pdf>

The Foster Care Transition Toolkit offers information and resources about transitioning out of the foster care system to youth currently in foster care and young adults formerly in foster care. The included in this toolkit is information about transition planning, educational opportunities, career support, money management, obtaining documentation, support networks, housing, and physical and mental health. The toolkit provides readers with several resources to organizations that specialize in assisting children in foster care transition to higher education and or a career.

Foster Care to Success

**23811 Chagrin Boulevard, Suite 210
Cleveland, OH 44122**

Phone: 571-203-0270

Fax: 855-773-8299

<http://www.fc2success.org/>

Foster Care to Success is a nonprofit organization dedicated to helping adolescents getting ready to transition out of foster care and into adulthood apply and pay for college. The organization provides adolescents with support and information about applying for scholarships and grants, managing finances, and building support networks once at college. Foster Care to Success also offers academic coaches, personal mentors, care packages and internship opportunities.

Housing for Youth Aging Out of Foster Care

Provided by: U.S. Department of Housing and Urban Development

https://www.huduser.gov/publications/pdf/housingfostercare_literaturereview_0412_v2.pdf

Housing for Youth Aging Out of Foster Care is a review of barriers all foster youth face when transitioning out of foster care, specifically when securing housing. The first section of this review details an overview of the foster care system, the risk of homelessness, securing housing, and federal and state policies concerning youth transitioning out of foster care. The second section provides the reader with information about housing programs for foster youth transitioning out of foster care.

Foster Care Alumni of America
5810 Kingstowne Center Drive, Suite 120-730
Alexandria, VA 22315
Multiple Chapters Nationwide

Phone: 1-918-862-2586
<https://fostercarealumni.org/>

Foster Care Alumni of America is a nonprofit organization comprised of adults who were once in the foster care system. The organization offers support not only to former foster youth but also to current foster youth. Foster Care Alumni of America holds alumni reunions for members to help them make connections with other former foster youth and offers a scholarship for individuals who are age 25 or older who are pursuing a higher education degree. It also offers training for current children in foster to help them prepare for transitioning out of the system, and how to share their life stories in a meaningful and therapeutic way.

Foster Youth in Action
2140 Shattuck Avenue, Suite 504
Berkeley, CA 94704
Multiple Partners Nationwide

Phone: 510-528-7440
<http://www.fosteryouthaction.org/>

Foster Youth in Action is an organization that is comprised of and led by adolescents in foster care. The organization offers a program called Learning Hub for foster youth between the ages of 14 and 24 to meet with adult advisers to strengthen their leadership and advocacy skills, educate each other on key foster youth issues, and improve program practices. Foster Youth in Action also organizes an annual conference in Washington, DC, at which members of the organization meet with elected officials to advocate for children in foster care, and train them to implement systemic change in their communities.

National Foster Parent Association
1102 Prairie Ridge Trail
Pflugerville, TX 78660
Multiple State Affiliates/Member Agencies Nationwide

Phone: 800-557-5238
Fax: 888-925-5634
<http://nfpaonline.org/>

The National Foster Parent Association is a nonprofit organization that provides foster families with opportunities for advocacy, networking, and education. The organization develops and provides education to the public via trainings, and advocates for foster youth and foster programs at all levels of government. The association provides updates on public policy regarding foster care, offers scholarships to foster youth on their way to college, and presents caregivers with training programs.

Children's Bureau
An Office of the Administration for Children & Families
U.S. Department of Health & Human Services
330 C Street SW
Washington, DC 20201
Multiple Regional Offices Nationwide
<https://www.acf.hhs.gov/cb>

The Children's Bureau is a federal office dedicated to supporting foster youth and their caregivers. The bureau provides detailed information about the foster care system, how to adopt, child abuse and neglect, and child welfare services. It also offers "funds to states, tribes, and communities to help them operate every aspect of their child welfare systems." The Children's Bureau presents information about grant programs to adolescents who are interested in attending college.

Children of Incarcerated Parents

Resource Manual

compiled by: Olivia Houston

Working with children that have a parent who is incarcerated can be complex and multi-layered. Depending on the reason for the parent's incarceration, the child may have experienced significant trauma, or the child may even be placing blame on him/herself for the parent no longer being in the home. Depending on the length of time and distance from the prison, the child may not get to see his/her parent for visitation very often, and in some cases it is not permissible at all. For younger children, this can be very confusing and upsetting. For older teens, it is common to see behavioral issues as a result of the frustration and stigma of having a parent in prison. The parent will most likely be missing out on major events and/or milestones, and this can result in anger, feelings of abandonment, resentment, and sadness. Below are several resources that can be offered to professionals and parents/guardians, in order to better help them better support this population of kids.

Tools and Curricula

The Sesame Street Toolkit

This toolkit is appropriate for guardians/caregivers to utilize for young children with incarcerated parents. The toolkit offers sesame street videos, as well activities, and tips for discussion. There are several printable activities that can be completed as well as additional multimedia through the Sesame Street Incarceration App available for iOS.

<http://www.sesamestreet.org/toolkits/incarceration>

Rainbows

The Rainbows Program is a program designed for children and teens who are dealing with grief or loss. Rainbows also has specific programming for children that have a parent who is incarcerated. These programs should be facilitated by a trained facilitator, but training and materials are available through their website: <https://rainbows.org/>

Community Agencies and Programs

The Angel Tree Program

Christmas gift delivery to children of prisoners. Local churches purchase gifts in the names of incarcerated parents. This is a nationwide program; however it is coordinated locally. The program was created by the Prison Fellowship. More information on this organization is available at: <https://www.prisonfellowship.org/>

Girls Scouts Beyond Bars

GSBB bring girl scouts and their incarcerated mothers together at Philadelphia Riverside or Montgomery County Correctional Facilities. This program helps to keep daughters and their mothers connected during periods of incarceration.

<http://www.gsep.org/>

The PA Prison Society

This Philadelphia-based organization provides affordable bus transportation from Philadelphia to any of the PA state prisons. This helps family members have the opportunity to visit their loved ones in prison. <http://www.prisonsociety.org/>

Address: 230 South Broad Street, Suite 605, Philadelphia, PA 19102

Phone: 215-564-4775

POPs the Club

Pain of the Prison system (POPs) are high-school based clubs that are designed to support students with incarcerated parents. These clubs meet weekly, and students use writing and artwork as a means of expression. Information on the POPs club curriculum is available on their website: <http://popstheclub.com/>

Scaling Walls with A Note at a time (SWAN)

SWAN is a Lancaster, PA-based program that offers musical instruments and lessons to children of the incarcerated. This program offers mentoring and instruction that takes place within schools and neighborhoods.

<http://www.swan4kids.org/>

Advocacy, Research, and Training

The Annie E. Casey Foundation

The Annie E. Casey Foundation is a private entity located in Baltimore, MD. The Foundation provides grant funding to various agencies that are working towards addressing issues within the juvenile justice and child welfare systems, and raising awareness of critical problems that are facing children and families.

<http://www.aecf.org/>

The National Resource Center on Children and Families of the Incarcerated (NRCCFI)

Located at Rutgers University, the NRCCFI is a national research center that maintains a directory of programs and a library of resources for families of the incarcerated. Their searchable directory is available on their website. Additionally, organizations can request training from the NRCCFI.

<https://nrccfi.camden.rutgers.edu/>

Books

The Night Dad Went to Jail: What to Expect When Someone You Love Goes to Jail

by Melissa Higgins

Age group: 5-8 years old

This book helps young readers answer some of the unknown questions related to when a parent goes to jail. It is told from the perspective of a bunny, a kid-friendly and relatable character. This book helps children better understand what they can expect, and also offers caregivers an opportunity to start the conversation and answer questions for the child.

Visiting Day

By Jacqueline Woodson

Age group: 5-7 years old

Visiting a parent in prison can be a very anxiety-provoking and confusing experience for a child. This book is told from the perspective of a child, and it appropriately goes through the thoughts running through a child's head while preparing for a visitation day.

Couple Counseling and Sexual Intimacy

Love is a primary human need. The state of our personal relationships affects every area of our lives. The couple is the basis the family. I am eager to learn how couples build lasting unions and to develop a deeper understanding of how intimate partnerships deteriorate or heal. I am looking to explore distinctive approaches to counseling and cull together the right approach for me. Couples that find themselves unable to resolve differences and eventually divorce/separate are of interest. As is sexual and intimacy issues that lurk beneath the surface of communication concerns. This guide will focus on various approaches to couples counseling (communication, intimacy, traditional or avant garde).

1) Esther Perel: Therapist, Author, & Speaker

<https://www.estherperel.com/>

- TED Talk:

https://www.ted.com/talks/esther_perel_rethinking_infidelity_a_talk_for_any_one_who_has_ever_loved

https://www.ted.com/talks/esther_perel_the_secret_to_desire_in_a_long_term_relationship

- Expert on relationships and sexuality, speaks at conferences around the world
- *Sessions* professional multi-disciplinary online training for counseling

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professionals and coaches (year-long program)

- Books: *Mating in Captivity* and *The State of Affairs*
- Podcast: *Where Do We Begin?*

2) Terry Real: Creator of Relational Life Therapy

<http://www.terryreal.com/>

- Internationally recognized Family Therapist, Speaker and Writer
- Offers multi-level training for therapists that culminates with a master class
- Books: *How Can I Get Thru To You?*, *I Don't Want To Talk About It*, and *The New Rules of Marriage*
- Known to breakthrough to couples on the brink of divorce when nothing else has succeeded
- Goal is to move men and women beyond typical traditional roles
- Workshops: Couples Experiential, Relationship Boot Camp and Trauma Intensive

3) American Association of sexuality educators, counselors and therapists

<https://www.aasect.org>

- Membership-based organization of peers dedicated to sexual health and advancement in the fields of sexual therapy, counseling and education
- Online and event communities available

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- Grants certification as Sexuality Educators, Sexuality Counselors and Sex Therapists
- Mentorship program connects experienced professionals with mentees looking for support
- Hosts a Summer Institute that provides continuing education credits

4) Cloe Mandanes: Family and Strategic Therapist

<https://cloemadanes.com/>

- Author of Relationship Breakthrough and seven other books
- Partners with Tony Robbins to create relationship-counseling films
- Offers workshops that move into the coaching territory
- Approach is influenced by theoretical “greats” like Salvador Minuchin and Milton Erickson.

5) Michele Weiner Davis: Marriage Counselor, Author and Professional Speaker

<http://www.healingfrominfidelity.com/#healing-from-infidelity>

https://divorcebustingtraining.mykajabi.com/p/196326?preview_theme_id=415224

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- TED Talk: <https://www.youtube.com/watch?v=Ep2MAx95m20>
- Founder and Content Creator of a variety of products to improve a couple's relationships, i.e. Divorce Busting®, The Sex-Starved Marriage®, Keeping Love Alive®, Marriage Breakthrough®, Sex-Starved Wife®, It Takes One To Tango®
- Offers professional live training and online training (Solution Focused Marital Mindset)
- Books: *Healing from Infidelity*
- Encourages couples to work smarter to stay together and keep families intact

6) The Society for the Scientific Study of Sexuality

<http://sexscience.org/>

- Committed to advancing knowledge of sexuality and communicating scientifically based sexuality research and scholarship to professionals, policy makers, and the general public
- Offers a scholarly journal that publishes empirical reports, brief reports, theoretical essays, review articles, methodological articles, commentaries, and letters to the editor
- Holds symposiums and hosts the The SSSS Sexual Science Summer Research Institute

7) Dr. Sue Johnson: Creator of Emotionally Focused Therapy (EFT)

<http://www.drjsuejohnson.com/>

- Author, Clinical Psychologist, Researcher, Professor, Speaker
- Leading innovator in the field of couple therapy and adult attachment
- International Centre for Excellence in Emotionally Focused Therapy (ICEEFT) offers educational courses and training to mental health professionals
- Books: *Hold Me Tight* (self-help best seller)
- Professional Books: *The Practice of Emotionally Focused Couple Therapy: Creating Connection* and *Emotionally Focused Couple Therapy with Trauma Survivors*

8) Harriet Lerner: Psychologist, Relationship Expert and Author

<https://www.harrietlerner.com/>

- TED Talk: <http://www.tedxkc.org/harriet-lerner/>
- Books: *Marriage Rules* and *The Dance of Intimacy* among 10+ other titles
- Focuses on couples, feminism and family systems
- Renowned speaker on the dance between partners, women, couples and families

9) The Gottman Institute: Drs. John and Julie Gottman

<https://www.gottman.com/>

- Tiered levels of certificate core clinical training, online and workshops
- Conducted research on over 3000+ couples in their Love Lab
- Books: *The Seven Principles for Making Marriage Work* and *10 Principles for Doing Effective Couple Work* among others
- Mission: Help couples appreciate the importance of friendship and shared meaning in a relationship and to learn and practice conflict resolution tools

10) BOOK: Gestalt Psychotherapy: Coaching for Relationships by Philip Brownell (2017)

https://www.amazon.com/Gestalt-Psychotherapy-Coaching-Relationships-Brownell/dp/113894923X/ref=sr_1_fkmr0_1?s=books&ie=UTF8&qid=1522437482&sr=1-1-fkmr0&keywords=gestalt+psychocoaching+for+relationships

- Recommended by a GTIP instructor in a Gestalt Couples workshop
- Focuses on typical themes of couples work, i.e. infidelity, sex, boundaries
- Offers theoretical explanation, live examples and vignettes and explains the difference between counseling and coaching

11) Positive Psychology Program

<https://positivepsychologyprogram.com/couples-therapy-worksheets-activities/>

- Fun, couples activities that invite playfulness into session

- More pop culture website, less theoretical

12) America Association for Marriage and Family Therapy

<https://www.aamft.org/iMIS15/AAMFT/>

- Comprehensive resource for new and seasoned counselors to seek supervisors, find research literature and journals, conduct job searches, and perform general networking
- Variety of workshops, speakers and continuing education courses
- Publishes FMT, Family Therapy Magazine

13) Psychotherapy Networker Magazine: Industry Publication

<https://psychotherapynetworker.org>

- Covers a comprehensive range of counseling topics and regularly features articles from leaders in couples, marriage, sexuality and relationship counseling
- Hosts annual Psychotherapy Networker Symposium with 4000+ attendees and dozens of world-renowned speakers
- Offers a myriad of online couples training courses and digital seminars
- Digital seminars are run by leaders in the field
- Resource to purchase hundreds of educational products

14) National Council on Family Relations

<https://www.ncfr.org/jmf>

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- Publishes the *Journal of Marriage and Family*
- Leading research journal in the family field and studies all aspects of marriage, close relationships and families
- Select articles can be viewed on the Wiley Online Library

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E Student Loan - Website

<https://www.estudentloan.com/>

This website is an excellent resource for students who are looking for private loans. The Student Loan Finder helps students find loans that match their income and need levels. This website also has an entire section entitled "What You Should Know About Financial Aid" that includes articles about multiple topics.

Federal Student Aid - Website

<https://studentaid.ed.gov/sa/>

This website is a great resource for people who are new to the financial aid process. There is a helpful breakdown of the types of financial aid, information about who qualifies for financial aid, and even guidance about how to repay your student loans. There is even a glossary that provides definitions for all of the terms used in financial aid, which is extremely helpful for first-time families.

Federal Student Aid – "2018-2019 Do You Need Money for College? The Guide to Federal Student Aid" – Printable PDF

<https://studentaid.ed.gov/sa/sites/default/files/2018-19-do-you-need-money.pdf>

PDF resources are available on Federal Student Aid's website. They are free and easily printable. The document linked above is a comprehensive list of frequently asked questions about financial aid. At the bottom, it also has the contact information for the U.S. Department of Education in case any questions are left unanswered after reading through the document. That said, it seems to cover a lot of the basic information regarding applying for and receiving financial aid.

Pennsylvania Higher Education Assistance Agency – Website/Agency

<https://www.pheaa.org/>

PHEAA offers loan servicing, financial aid processing, outreach and student aid programs. Eligible Pennsylvania residents can apply for a Pennsylvania State Grant via this website, and there is also information for students who are interested in the military and National Guard. Information about work-study and loan forgiveness is also available. Counselors, community partners, parents and students can also order physical copies of brochures, articles, posters and other materials.

StudentLoans.gov - Website

<https://studentloans.gov/myDirectLoan/index.action>

This website covers a lot of information regarding paying back student loans. For example, by answering 5 simple questions, students are given repayment options that make the most sense for their individual situations. There is also information for Parent Borrowers and Graduate/Professional students.

FinAid – Website/Printable Checklist

<http://www.finaid.org/students/checklist.phtml>

FinAid is a website that offers a significant amount of information about financial aid, but the Student Financial Aid Checklist is a great specific resource to point students to. The checklist begins at a student's junior year of high school and suggests what to do at

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each point during a student's junior and senior year (broken down by month). It even has information available for subsequent years, reminding students that they need to reapply for financial aid each year they are in school.

FastWeb - Website

www.fastweb.com

FastWeb is a great resource for students looking to apply to outside scholarships. Students create an account that details information about their activities, academics, and interests and FastWeb matches them to scholarships they are eligible for. While many scholarships are minimal (around \$1,000), each year there are quite a few scholarships that are much larger. Also, if a student receives multiple awards, it adds up quickly!

Overview of the Financial Aid process – Videos

<https://www.youtube.com/channel/UCEnu3BHoR9IYgBnCkqQdgmA>

For people who learn visually, there are short videos that provide succinct overviews of the financial aid process, sponsored by Federal Student Aid. At the end of each video, students are linked to other videos related to this topic (all sponsored by Federal Student Aid) such as “Responsible Borrowing” and “Budgeting”. There is even a video entitled “How to Fill Out the FAFSA”, which is hugely helpful.

Basic Information for Students – Printable PDF in Spanish, Braille and English

<https://studentaid.ed.gov/sa/sites/default/files/direct-loan-basics-students-spanish.pdf>

This PDF is available in English, Spanish and Braille. The PDF is only a few pages long, but it includes a glossary of commonly used words to make the process even easier to understand. There are a few other PDF documents available in Spanish and Braille on the FSA website, but this is my favorite to use as a starting point.

College Aid Professionals – CAPofPA – Nonprofit Organization

<https://capofpa.org/>

CAPofPA is a nonprofit organization based in Emmaus, Pennsylvania. In addition to college counseling, career counseling, and academic advising, CAPofPA counselors will individually help students and families complete the FAFSA, CSS Profile and institutional forms. CAPofPA also does many Financial Aid workshops at local high schools! While they are based in Pennsylvania, they work with students from all over the country. (I saw their presentation at my internship site, and I loved it!)

CSS Profile – Audio Recording/Tutorial

<https://cb.collegeboard.org/css-profile/tutorial/index.html>

This is an audio recording of a tutorial for completing the 2018-2019 CSS Profile. CollegeBoard, the nonprofit organization that offers the CSS Profile, PSAT, SAT, SAT Subject Tests, and Advanced Placement exams created it. It is a great resource for auditory learners.

Hunger and Homelessness
Philadelphia, PA
Resource Manual Created By Kelly Sanford

Hunger

The Greater Philadelphia Coalition Against Hunger

<http://www.phillyfoodfinder.org/>

The Greater Philadelphia Coalition Against Hunger

On this website, you are able to input an address, and see all of the food resources in the area.

Food resources include farmers markets, food pantries, soup kitchens, senior food resources, and free summer lunch programs.

SNAP Hotline

215-430-0556.

Monday-Thursday 9:00 a.m.-5:00 p.m.

Friday from 9:00 a.m.-4:00 p.m.

Benefit counselors at The Greater Philadelphia Coalition Against Hunger can help callers enroll in SNAP food stamp program. They can also help with annual re-enrollment. Clients who do not have access to the internet can also call the SNAP Hotline to find out about local food resources in their area.

Philabundance

215-339-0900

3616 South Galloway Street

Philadelphia, PA 19148

www.philabundance.org/find-food/

Philabundance supplies food to almost all of the food pantries in Philadelphia. They are able to connect you with food services in your area. On their website, you will find an interactive map with food resources. You are able to search by zip codes and see food pantries in the area.

SHARE Food Program

(215) 223-2220

info@sharefoodprogram.org

2901 W. Hunting Park Avenue

Philadelphia, PA 19129

The SHARE Food Program has programs for individuals, families and seniors. Some of their programs offer free food, and others include low-cost food purchase programs. They have distribution locations all over Philadelphia and surrounding counties.

Philadelphia: Children's Summer Meals

Call the toll-free Summer Meals Hotline: 1-855-252-MEAL

Text "FOOD" or "MEALPA" to 877-877

There are over 1,000 sites in Philadelphia that serve free summer meals and snacks to youth ages 18 and under, as well as students 19 and older enrolled in a qualifying school program. These sites may be found at recreation centers, parks, churches, or even on your neighborhood block. No ID or registration is required!

National Organization: WHY Hunger

Call 1(800) 5-HUNGRY, text your zip code to 1-800-548-6479

Call or text WHY Hunger, a national organization, to find food resources in your area. WHY Hunger can refer you to food pantries, soup kitchens, summer meals sites, government nutrition programs and grassroots organizations, especially those that provide access to nutritious foods and nutritional support services.

IMPORTANT NOTE: Be sure to contact food pantries before sending client to ensure that they are open and distributing food. Some food pantries have specific eligibility requirements or require appointments.

Homelessness

Centralized Homeless Intake Services

Centralized Homeless Intake Services includes an assessment of eligibility and service needs of persons and families presenting for placement into emergency housing. If eligible, persons and families are placed in appropriate emergency housing, boarding homes, or other alternative housing. Mental health assessments and referrals to drug/alcohol treatment, health services, children and youth services, legal services and veterans' services, etc., are provided as needed.

Intake Locations By Day and Time:

- Monday through Friday 7 am – 5 pm
 - Single Women and Families: Appletree Family Center, 1430 Cherry Street
- Monday through Friday 7 am – 3 pm
 - Single Men: Roosevelt Darby Center, 802 N. Broad Street
- After 5 PM Daily, Weekends and Holidays
 - Families: Salvation Army Red Shield Family Residence, 715 N. Broad Street
- After 3 PM Daily, Weekends and Holidays
 - Single Women: House of Passage, 49th & Haverford Avenue
 - Single Men: Station House, 2601 N. Broad Street

Young Adult Access Points (operational as of March 6, 2018)

In addition to the intake centers listed above, if you are between 18 and 24 years old and experiencing homeless in Philadelphia County, you can also go to a youth access point to be evaluated for services through the homeless assistance system. You can visit one of these agencies below during the listed drop-in hours to be evaluated for services.

<p><i>Valley Youth House</i> 1500 Sansom St., 3rd Floor Philadelphia, PA 19102</p> <p>Hours: Monday- 10am-1pm Wednesday- 2pm-4pm Thursday- 1pm-5pm Friday- 9am-12pm</p>	<p><i>Attic Youth Center</i> 255 S. 16th St. Philadelphia, PA 19102</p> <p>Hours: Monday-Friday: 12pm-2:30pm</p>
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Youth Homelessness

If you are under 18 and are experiencing homelessness, you can reach out to one of the following Runaway and Homeless Youth providers for assistance:

Youth Emergency Services (emergency shelter for youth ages 17 and under): 215-787-0633 or 1-800-371-SAFE

Connection Training Services (emergency shelter for youth ages 17 and under): 215-320-5520

Forget Me Knot Youth Services (emergency shelter for youth ages 17 and under): 215-223-3621

Pathways PA (emergency shelter for female youth ages 17 and under): 215-397-4260

Valley Youth House Synergy Project outreach team (24/7 outreach hotline): 1-888-HOUSE-15

Daytime Drop-In Centers

Daytime Drop-In Centers are facilities that are open to homeless populations during the day. These are not shelters, but places where individuals and families can receive supports, services, and recreation.

<p><i>The Hub of Hope</i> 1401 Arch Street, 215-309-5225 Suburban Station Concourse - Lower Level Mon-Fri: 7am-7pm Coffee & snacks, case management, recovery groups, showers/laundry, medical</p>	<p><i>The Welcome Center</i> Lutheran Church of the Holy Communion 2111 Sansom Street, 215-567-3668 Activities Daily 12-4pm Lunch on Fri: 12pm</p>
<p><i>Philadelphia Recovery Community Center</i> 1701 Lehigh Ave, 215-223-7700 Mon-Wed: 10-6pm; Thurs-Fri: 11:30-7:30 Group and individual recovery support</p>	<p><i>A New Life Recovery Learning Center</i> 3119 Spring Garden Street, 267-507-3529 Mon-Sun: 7am-7pm Recovery & peer support</p>

Resource Manual: Immigrants and Refugees

C. Eric Bondy

University of Pennsylvania

March 27, 2019

This resource manual is for students, families, and educators that are, or work with students that are, recent immigrants or refugees. The manual includes:

- I. Materials regarding the impact of moving to a new country on a student and family
- II. Information and resources to help an immigrant or refugee student navigate their new culture and community.

I. The impact of moving to a new country on a student and family

Refugees 101 - Who are refugees?

https://www.youtube.com/watch?v=A60t_hN0rqY

This short video gives an overview of the world refugee situation. It was produced by USA for UNHCR (<http://www.forcedtofly.com>). This non-profit organization was established by “concerned American citizens” that want to support the The Office of the United Nations High Commissioner for Refugees (UNHCR), also known as the UN Refugee Agency. The UNHCR is the world’s leading organization aiding and protecting people forced to flee their homes due to violence, conflict and persecution. UNHCR provides shelter, food, water, medical care, and other life saving assistance to refugees around the world.

Understanding the Journey of a Refugee Informs the Present and Future

https://www.youtube.com/watch?v=GhAx_cHoQUw

After her parents fled religious persecution in Bhutan, Tulsa was born and spent the first 15 years of her life living in the refugee camp in Nepal. This experience fueled her passion for helping others and for education. Tulsa has an inspiring story of overcoming obstacles to achieve your dreams.

Tulsa Gautum is a woman with an incredible story to share. After spending most of her life in a refugee camp in Nepal, she now happily to call Cairns, Australia her home. Tulsa is a member of the Cairns Bhutanese/Nepalese community and an artist of dance and drama. Once a presenter at Cairns FM 89.1, Tulsa is now a second year Nursing student at James Cook University, where she leads others as a mentor leader as well as a student representative and an ambassador for the University. In her spare time (where does she find the time?), Tulsa has worked as a support worker at the Gordonvale Disability

Centre in the Young Lifestyle Care program and is currently working at the Cairns Hospital as a nurse assistant

What If You Were an Immigrant?

<https://www.youtube.com/watch?v=Pi1TjE13S3s>

This speaker takes a viewpoint that for hundreds of years, nature was the biggest challenge for immigrants to the USA. Now it is policy and bureaucracy. “Give me your tired, your poor, your huddled masses yearning to be free” has become just a phrase on a statue rather than the recognition that the US was built by immigrants. He examines immigration, race, religion and how US policy does not represent the views of most Americans. Further, he emphasizes immigration as a driving force for growth and innovation in the United States that propels the economy forward. Who and how we do and do not let people into the US has serious implications and each person should engage in this discussion and vote people into office that support their views rather than passively letting elected officials continue to ignore their desires.

II. Information and resources to help an immigrant or refugee navigate their new culture and community.

Unaccompanied Refugee Minors (URM) - Part of the Office Refugee Resettlement in the U.S. Department of Health and Human Services.

The Unaccompanied Refugee Minors Program, through a network of caregivers, helps unaccompanied minor refugees develop the skills necessary to enter adulthood and to become self-sufficient. The URM establishes legal responsibility, under State law, to ensure that unaccompanied minor refugees and entrants receive the full range of assistance, care, and services which are available to all foster children in the State; a legal authority is designated to act in place of the child's unavailable parent(s). Reunification of children with their parents or other appropriate adult relatives is encouraged, through family tracing and coordination with local refugee resettlement agencies. Additional services provided include: indirect financial support for housing, food, clothing, medical care and other necessities; intensive case management by social workers; independent living skills training; educational supports; English language training; career/college counseling and training; mental health services; assistance adjusting immigration status; cultural activities; recreational opportunities; support for social integration; and cultural and religious preservation.

Church World Service (CWS)

Church World Service is a faith-based organization working to transform communities around the globe through just and sustainable responses to hunger, poverty, displacement and disaster. The CWS office in Lancaster, PA serves the immigrant and refugee population in central PA. CWS welcomes over 400 individuals each year and aims to help new arrivals adjust to become successful members of their communities. CWS provides help and homes for uprooted people looking to contribute in their new communities.

Lutheran Immigration and Refugee Service (LIRS)

The Lutheran Immigration and Refugee Service has supported refugees and migrants from around the globe for almost 80 years. LIRS has a history of providing compassionate service that has made a difference in the lives of hundreds of thousands of people who have found safety and hope in the United States. Their work aims to transform communities through ministries of service and justice.

United We Dream

Their website indicates they are the largest immigrant youth-led community in the USA. Understanding the discrimination undocumented people face and working to build leadership and organizing skills to help youth overcome fears are key components of their efforts. Further, they help youth develop actions at the local, state, and federal levels to work towards social justice for immigrants and all people. This is a large organization with 400,00 members and over 4 million people in their online network.

United We Dream “envisions a society based on human dignity that celebrates all of our communities. We understand that, in order to achieve this vision, how we do our work must be reflective of the kind of society we aim to create: multi-ethnic, interdependent, intersectional, and inter-generational, all connected and reliant upon one another to achieve the highest standards for our collective humanity and liberation.”

Tarjimly

[Tarjimly](#) is advertised as “Anytime. Anywhere. Fast. Free.” App and that it allows 3 billion bilingual speakers to translate for 23 million refugees worldwide in real time. The website has entry points geared for refugees, aid workers, or volunteer translators. Organizations such as Habitat for Humanity, Facebook, AirBnB, Forbes, CNN, as well as non-governmental organizations and non-profits across the world utilize [Tarjimly](#) to communicate with people they are trying to help. This resource is a step forward from the machine translation apps and websites available.

Notifica

Notifica is an App undocumented immigrants who are the subject of a raid by Immigration and Customs Enforcement will be able to use the Notifica app to send customized messages to 15 personal contacts.

Arrived

Arrived is an App that keeps track of the latest executive actions, legislative proposals, and news about immigration. This app is a hub for immigration resources, Arrived displays the latest immigration news and educates users on the deportation process. It also offers English lessons, assists with job application materials, and offers a map with every non-governmental organization, law clinic and sanctuary city in the United States.

Launched in summer 2016, Arrived is an Android/iOS app that shields immigrants from scams and misinformation in the US. Created by a team of Google employees and volunteers from around the country, it provides the right information at the right time - from housing and education to job and deportation.

Cell 411

Cell 411 is an App that is real-time, free, emergency management plan. Although Cell 411 isn't specifically for undocumented immigrants, the app recently rolled out features for that population. It allows users to create custom groups to facilitate contacting close friends and family when being confronted by Immigration and Customs Enforcement (ICE) Officers. There are also public groups for companies, universities, and even entire cities to work together in solving a crisis in real time.

RedadAlertas

This soon-to-be-released app will deliver verified and crowdsourced data on ICE raids, checkpoints or other confrontations happening nearby. Once a raid is verified, RedadAlertas will send alerts to other users in a 10- to 20-mile radius. RedadAlertas will also help community organizers, journalists and activists respond to and protect Immigrants. The app will also allow witnesses to report raids or sightings along with critical details, which will then aid in verification of raids by advocates. These alerts will inform vulnerable immigrants of risks they may face in their neighborhood or workplace. They will also enable legal aid groups, community organizations and activists respond rapidly to protect immigrant communities.

Bethany Christian Services

Since 1944, Bethany Christian Services has worked to bring and keep families together through services in many countries. These services include sponsorship, foster care, family support, and adoption. They believe that the family is the best place for children to grow and services have been designed to allow children to stay in their home country, with a local family whenever possible.

PARENTS OF CHILDREN WITH AUTISM SPECTRUM DISORDER



ASD typically
appears during the
early years of life.

Early assessment and
intervention are crucial
to a child's long-term
success.

World Autism Awareness Day is April 2nd

Autism spectrum disorder (ASD) is a neurodevelopmental disorder characterized by deficits in social interactions and social communication and by restricted, repetitive patterns of behavior.

The Center for Autism and Related Disorders (CARD)

CONTACT TOLL FREE (PARA AYUDA EN ESPAÑOL): 1-855-345-CARD (2273)

Evaluations can identify autism spectrum disorders, developmental and neurocognitive delay, impulse control problems, difficulties with attention, emotional and behavioral concerns, learning disabilities, memory and concentration issues, and giftedness.

Infant, child, adolescent, and adult clients referred internally through CARD and from the outside community are provided diagnostic and annual assessments focused in the areas of cognitive, language, adaptive, academic, social, emotional, behavioral, and executive functioning.

FAMILY ONLINE RESOURCES

My Autism Team

Location: Visit the site at www.myautismteam.com

The social network for parents of kids with autism. Parents share their experiences including their reviews of local service providers, to help inform the parents in their communities.

Autism Speaks Family Services Team

Contact: Autism Response Team (ART) at 888-AUTISM2 (288-4762), or by email at familyservices@autismspeaks.org.
ART En Español al 888-772-9050.

The Autism Speaks Family Services Department offers resources, tool kits, and support to help manage the day-to-day challenges of living with autism (www.autismspeaks.org/family-services).

Organization for Autism Research

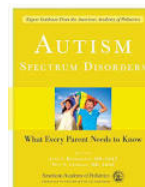
Location: 2000 N. 14th Street, Suite 240
Arlington, VA 22201

Phone: (866) 366-9710

E-mail: info@researchautism.org

An organization dedicated to supporting applied research and providing answers to practical day-to-day issues to all those who are living with autism.

Books



Autism Spectrum Disorders: What Every Parent Needs to Know

Author: American Academy of
Pediatrics

Prepared under the editorial direction of 2 distinguished pediatricians who are autism experts—one of whom is also the parent of a son with autism—this book helps you understand how ASDs are defined and diagnosed and provides you with information on the most current types of behavioral and developmental therapies.

Magazines



<https://www.autismparentingmagazine.com/>

Autism Parenting Magazine provides the most current information and interventions about Autism.

Interventions & Services

APPLIED BEHAVIOR ANALYSIS (ABA)

ABA is defined as the process of systematically applying interventions based upon the principles of behavior theory to improve socially significant behaviors, including reading, academics, social skills, communication, and adaptive living skills, to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior (Baer, Wolf, & Risley, 1968; Sulzer-Azaroff & Mayer, 1991).

For more Information Visit: **Autism Society**

4340 East-West Hwy, Suite 350

Bethesda, Maryland 20814

1 (800) 328-8476

<http://www.autism-society.org/living-with-autism/treatment-options/>



Sensory Integration/Occupational Therapy

In sensory integration therapy, occupational therapists work with children to stabilize their senses and their reactions to external stimuli. This therapy can help children gain better control over their bodies, and thus can reduce clumsiness, instability and hand-eye coordination. SI therapy can also reduce anxiety in children with AS/HFA by improving their responses to particular sounds or touches. When children have better control of their senses, they are better able to control their movements, sounds, and emotions. This leads to reduced awkwardness and improved social skills.

Cognitive Behavior Therapy

Cognitive Behavioral Therapy (CBT) is used primarily to help individuals with AS regulate their emotions, develop impulse control, and improve their behavior as a result. The key ingredient of CBT, which distinguishes it from regular behavior therapy, is working on this change in cognition or how thinking is processed. Therapists seek to reduce challenging behaviors, such as interruptions, obsessions, meltdowns or angry outbursts, while also teaching individuals how to become familiar with and manage certain feelings that may arise.

Social Skills Training and Speech-Language Therapy

Children can expand and improve their social skills through training and therapy. Therapists often teach social skills to children with AS/HFA using visual techniques such as social stories or using exercises that involve the children in various social situations. Speech and language therapy may also help these children to communicate better. This therapy could correct awkward methods of speaking such as monotone and help children to better understand and interpret the speech and communication signals of others such as humor, eye contact, and hand gestures.

AUTISM CENTERS OF EXCELLENCE (ACE) IN PHILADELPHIA

Child Guidance Resource Center

2901 Island Avenue

Philadelphia, PA

267-713-4100

NE Treatment Center

499 Spring Garden Street

Philadelphia, PA

855-ASD-PACE

SPIN

10541 Drummond Road

Philadelphia, PA

215-612-7625

Training Resources



RETHINK

19 W 21ST STREET,
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WWW.RETHINKED.COM



AUTISMCCLASSROOM, LLC

www.autismclassroom.com
DESIGNED TO PROVIDE
ASSISTANCE FOR
EDUCATING CHILDREN
WITH AUTISM

Community Events

EAGLES AUTISM CHALLENGE

CONTACT: info@eaglesautismchallenge.org 215.339.6790 One NovaCare Way, Philadelphia, PA 19145

Partners with **Children's Hospital of Philadelphia** AUTISM INTEGRATED CARE PROGRAM AND CENTER FOR AUTISM RESEARCH, **DREXEL UNIVERSITY** A.J. DREXEL AUTISM INSTITUTE, AND **JEFFERSON HEALTH** AUTISM AND SENSORY INTEGRATION LAB.

Autism Awareness Day at the Philadelphia Zoo

Contact: AutismSocietyZooDay@verizon.net Phone: 610-358-5256 ~ www.asaphilly.org Join us on Facebook: ASA Philly

Autism Society Greater Philadelphia

Developing Relationships with Students from Low-Income Areas

Working in a Title One School for the past five years (internship and professionally), had made me notice that students are in a great need of developing relationships with their teachers, instructional staff, etc. Higher rates of negative classroom behaviors occur when their teacher or another familiar staff member is absent. Furthermore, students will really miss their teachers if they are out for even a day. For my manual, I would like to discuss and highlight the importance of developing relationships, especially in Title One/impoverished schools as it has a role on students academically and socially. These resources are meant to not only inform budding counselors, but also help their teachers when facing behavioral issues and develop a better understanding of their students' backgrounds.

1. Understanding and Working with Students and Adults from Poverty

<https://www.ahaprocess.com/wp-content/uploads/2013/09/Understanding-Poverty-Ruby-Payne-Poverty-Series-I-IV.pdf>

This pamphlet provides information for counselors and teachers who do not have a true understanding of students coming from a background of poverty. I find that pages 10-13 are crucial to read. These pages provide an understanding of why students fight, respond in certain ways, and how to counter these interactions with students. Furthermore, it explains the differences between classes and how to be work students coming from poverty so that we are able to enhance the way they interact and gain understanding of the world around them.

2. What Role Do Relationships Play in Learning?

<https://www.npr.org/2013/06/21/179822992/what-role-do-relationships-play-in-learning>

In this video, Rita Pierson speaks on how relationships are important in the world of education. In order for students to succeed, they need to feel human connections. Also, they need to feel inspired when they are in the classroom as opposed to a mundane classroom environment and do not feel connected to the person teaching them.

3. Improving Students' Relationships with Teachers to Provide Essential Supports for Learning

<http://www.apa.org/education/k12/relationships.aspx>

This article provides insight on what good teacher-student relationships look like, what negative teacher-student relationships look like, the do's and don'ts of establishing relationships with your students, why there needs to be teacher-student relationships, how to improve relationships with difficult students, and teacher and student stressors. One thing to note is that when creating positive relationships, it not only establishes rapport, but it also can help students develop socially.

4. Finding Common Language Through Relationships

<http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet.aspx?ArtMID=888&ArticleID=511>

Andrea M. Salvo is a middle school counselor and gives her perspective on why it is important to have relationships with your students in the classroom. Some of the points that she mentions are to make students aware that someone cares about them, that there is a purpose to them being at school, and to speak the students' language so that everyone is on the same page. She provides some examples of things that she did at her middle school and explains the changes she saw after changing the language with not just the students, but also with her teachers.

5. The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Students

<https://steinhardt.nyu.edu/appsyh/opus/issues/2013/fall/gallagher>

This article discusses and provides better insight on the importance of building relationships in the classroom, especially in schools with students from low-income areas. Some points mentioned in this article are the benefits of relationships and its correlation to academic and social outcomes. An important note to consider are the self-esteem and sense of positive self that develops from having positive and meaningful relationships with your students.

6. A New Way Forward with Urban Schools

<https://www.aspenideas.org/session/new-way-forward-urban-schools>

This audio clip presents an eye and mind-opening viewpoint on how we should work with our students. In this clip, it discusses how we need to change the way we see our students. If we change the way that we see them, then we will be able to push our students in a more positive manner. This clip makes listeners more aware of where our students are coming from and how we can work towards a better environment and community for our schools. One step is building the relationships and what we can do to establish those relationships with the students in our urban schools.

7. *Teaching with Poverty in Mind* by Eric Jensen

This textbook provides plethora of examples on what to do in the classroom, in the hallway, or just in passing with a student that does not know you very well. This textbook covers the emotional and social challenges from a clinical, theoretical, and research perspective which is then applied into what can be in the schools. This book also covers the “emotional keyboard” in which shows hardwired versus taught behaviors, in which can be beneficial to helping counselors and teachers understand what they can do to better work with their students.

8. *Engaging Students with Poverty in Mind* by Eric Jensen

This book discusses how there are seven engagement factors to consider when working with students in poverty. These seven factors are health and nutrition,

vocabulary, effort and energy, mind-set, cognitive capacity, relationships, and stress level. With these factors, the author discusses how it correlates to physical, mental, and emotional health and can impact their performance in school (be it social or academic).

9. 10 Ways to Build Relationships with Students This Year

<https://www.scholastic.com/teachers/blog-posts/genia-connell/10-ways-build-relationships-students-year-1/>

This article presents tips on how to build relationships with your students. One tip that I have also found to be effective are saying hello and good-bye to every student at the doorway. Another few tips that I have found to be effective is speaking to students with respect, letting students into your world, allowing students to have a voice, and being real with them.

10. Personality Phrases

<file:///Users/mishazaidi/Downloads/13258.pdf>

This exercise allows for students to develop a personality phrase that represents who they are in six words or less. This will allow for students to have the opportunity to capture who they are and have their voice heard in their classroom. By doing this, it will establish a sense of community that can be supportive and know who they are in the classroom setting.

Resource Manual
for
Teens Struggling with Substance Use and Addiction
in the Philadelphia and DC Area

The following is a resource manual for those looking for supports for teen drug and alcohol use and addiction. Though I am not fearful to work with youth who struggle with substance use or addiction, I do not know of any external resources or agencies who work specifically with substance use/addiction. The resources mentioned can provide information for families, professionals, and students from any location with a specific focus of Philadelphia and Washington, DC. Therefore, the resource manual's purpose is not only to educate stakeholders in teen substance use and addiction but to further educate myself on location specific supports for my future career in youth counseling.

1. (2017). Teen substance use. *The National Center of Addictions and Substance Use*. Retrieved from <https://www.centeronaddiction.org/addiction-prevention/teenage-addiction>

The National Center on Addiction and Substance use has a page on its website specifically dedicated to teen substance use. The page lists statistics related to teen substance use, information on warning signs, and information on the important role parents play in teen mental health. The teen substance use page can be found in a tab under the "Preventions" tab. An important point that the page states is that, "The earlier an individual starts smoking, drinking, or using other drugs, the greater the likelihood of developing addiction."

2. (2016). Preventing underage marijuana use: Parents' guide to talking with your kids. *Oregon Health Authority: Public Health Division*. Retrieved from <http://www.oregon.gov/oha/ph/PreventionWellness/marijuana/Documents/OHA-8965-Marijuana-Parent-Guide.pdf>

The public health division of the Oregon Health Authority created a wonderful guideline for parents on how to prevent their teens from marijuana use. The legalization of marijuana in many states and the increased number of parents using the substance may lend to confusion on how best to keep children from enjoying—or if abstinence is necessary in the first place. The Oregon guideline does a great job of explaining the short term and long-term dangers of underage marijuana use that may not exist in adult use. It also provides general information on marijuana products, strategies for talking with kids to support healthy decision making, and resources for more information. For example, the document states that research shows that persistent and regular use of the drug has a small but meaningful long-term impact on cognitive functioning but more research is required. It also states that parents can tell their children that, besides the fact that it is against the law for persons under 21, marijuana can harm their brains in ways that it cannot to adult brains.

3. Teen rehab directory. *Intervention America*. Retrieved from <http://teenrehab.interventionamerica.org/citydirectory.cfm?State=PA&city=Philadelphia>

Intervention America, a database for mental health treatment facilities, allows you to specifically search the United States for teen rehabilitation facilities by city. The above listed page lists adolescent rehab services, teen sober living homes, and teen mental health services in Philadelphia. Though the website itself looks minimal and dated, it provides a wonderful source of localized and teen specific information.

4. (2017). National hotline. *Substance Abuse and Mental Health Services Administration*. Retrieved from <https://www.samhsa.gov/find-help/national-helpline>

The above webpage has information on Substance Abuse and Mental Health Services Administration's (SAMHSA) national hotline. The hotline offers individuals and family members information on mental health and/or substance use disorders. The hotline, like many hotlines, does not offer counseling, but can refer individuals to desired resources. A wonderful aspect of this hotline is that it is free, confidential, and available 24/7, 365. It is also available in Spanish if need be.

5. District of Columbia drug & alcohol treatment centers for adolescents. *Drug Rehab Services*. Retrieved from <http://www.addicted.org/district-of-columbia-adolescents-programs.html>

Though the Drug Rehab Services (DRS) can list services for any state in the USA or Canada, the listed webpage specifically lists resources for adolescents with substance use in Washington, DC. On this page you may also choose to search for resources in DC by insurance, by payment method, by drug, specifically for detox centers, for special addictions, for specific individuals and families, and for professionals. There is also information on extended care services and legal advice services.

6. Crank. *Goodreads*. Retrieved from <https://www.goodreads.com/book/show/270730.Crank>

Hopkins, E. (2004). *Crank*. New York, NY: Simon & Schuster.

Crank by Ellen Hopkins is the #1 bestseller for young adult drug and substance abuse novels. In this book author Hopkins illustrates a disturbing relationship between a young girl named Kristina and a character called the monster which represents crystal meth. Kristina is inspired by Hopkins' own daughter and her struggle with addiction. The book may be used by counselors as a part of bibliotherapy so that teens can find comradery with others who have been in their shoes. Other YA books focused on addiction can be found here: https://www.goodreads.com/list/show/2160.YA_Drug_Substance_Abuse_Novels

7. Addict in the house: A no-nonsense family guide through addiction & recovery. *Parentbooks*. Retrieved from <https://www.parentbooks.ca/Addiction.html>

Barnett, R. (2016). *Addict in the house: A no-nonsense family guide through addiction & recovery*. Oakland, CA: New Harbinger Publications.

Parentbooks lists parent focused literature on different topics. One of the preferred books in the addiction section is called *Addict in the House: A No-Nonsense Family Guide Through Addiction & Recovery* by Robin Barnett. This book can be used by parents who are unsure what to do with a child struggling with addiction. Short descriptions of each book and their price are included in the listing. Other books on the list include such works as *Beautiful Boy: A Father's Journey Through His Son's Addiction* by David Sheff and *Chasing the High: A Firsthand Account of One Young Person's Experience with Substance Abuse* by Kyle Keegan and Howard Moss.

8. Winsler, A., Deutsch, A., Vorona, R. D., Payne, P. A., & Szklo-Coxe, M. (2014). Sleepless in Fairfax: The difference one more hour of sleep can make for teen hopelessness, suicidal ideation, and substance use. *Journal of Youth and Adolescence*. Retrieved from <https://pdfs.semanticscholar.org/18a5/8df4455b778b6014bbd512cc62abe2592ab0.pdf>

The cited study looks at how decreased sleep in adolescents can increase the risk of hopelessness, suicidal ideations, and substance use. The information the research addresses may be beneficial to any stakeholder of adolescent substance use. The results of the research state that just one hour less of sleep per night is associated with significantly greater odds of feeling hopeless, seriously considering suicide, suicide attempts, and substance use. A large and diverse data sample of 27,989 teenagers was used. Of the sample, only 3% noted they received the recommended nine hours of sleep showing that lack of sleeping is a common factor among youths.

9. LaMance, K. (2018). Minor in possessions of alcohol or drugs. *LegalMatch*. Retrieved from <https://www.legalmatch.com/law-library/article/minor-in-possession-of-alcohol-or-drugs.html>

Stakeholders of an adolescent indulging in substance use should be aware of the legal implications. LegalMatch, is a cite that aims to help those with legal problems by answering their basic inquiries and matching them with the proper lawyer. In terms of alcohol, LegalMatch states that if a person is younger than the legal drinking age in their state and they 1) are in possession of alcohol, 2) attempted to purchase alcohol, or 3) or drank alcohol, they will be persecuted under Minor in Possession (MIP) laws. Prosecution is left to the states. Potential consequences are fines, jail time, court-ordered rehabilitation, community service, and loss of driving privileges.

10. Houchins, J. Symptoms and signs of drug abuse. *Drugabuse.com*. Retrieved from <https://drugabuse.com/library/symptoms-and-signs-of-drug-abuse/>

Drugabuse.com lists signs of drug abuse as well as specific symptoms of 24 different illicit drugs. The webpage also has an additional list of the symptoms of abuse of about 50 different

prescription drugs. The page organizes the general signs of abuse and addiction into physical and behavioral symptoms. For example, dilated or constricted pupils is a physical symptom, whereas lethargy is categorized as a behavioral symptom. If you click on any of the listed drugs, a new webpage appears with in-depth information about the drug, signs and symptoms of abuse, statistics regarding the drug, information specific to teen abuse, and additional resources.

11. Tackett, B. Teen drug abuse: The warning signs. *Drugabuse.com*. Retrieved from <https://drugabuse.com/teen-drug-abuse-signs/>

The same website as the previous resource has a webpage specifically illustrating the warning signs of teen drug abuse. Signs and symptoms are organized into five categories: behavior changes, psychological changes, health problems, personal appearance signs, and additional signs. Such signs include acting secretive, poor concentration, appetite changes, poor hygiene, and missing medication from home. The site states that while the presence of a sign does not confirm that an adolescent is using substances, the more signs present, the greater the chance.

12. Intercept expeditions for struggling teens and young adults, *Outward Bound*. Retrieved from <https://www.outwardbound.org/intercept/what-is-intercept/>

The Intercept Expeditions are long term nature trips specifically for families and teens who are struggling at home and/or at school. During the trip the adolescents work on communication, conflict resolution, and awareness of self and others. The outdoor aspect of the program allows teens to have healthy risk-taking experiences in the wild. The setting allows individuals an opportunity to work on new skills outside of their potentially toxic home environments but the parents/guardians are integrated at the end of the trip. Intercept Expeditions seem like a great early intervention option for students who have started risky behaviors with drugs and alcohol. The program may not be right for those who are suffering with addiction and abuse.

13. *Teen Addiction Anonymous*. Retrieved from <http://www.teenaddictionanonymous.org/home>

If teens are looking for 12 step groups that are specifically geared towards them, Teen Addiction Anonymous (TAA) fits the bill. TAA is not only a 12 step group but an organization which organizes national events, offers additional resources, and facilitates different types of teen-lead groups. MPOWRD is one example of a teen lead national support group. MPOWRD also created a YouTube station called CYBER MPOWRD. The station's aim is to support teens who are struggling with addiction all around the world. The station also allows an opportunity for peer mentorship.

14. Addiction self help test. *Teen Addiction Anonymous*. Retrieved from <http://www.teenaddictionanonymous.org/the12steps/addiction-self-test>

The Teen Addiction Anonymous website has an addiction self-help test that teens can easily take. The test says it tests for one's "tendency to experience addictive behaviors." Therefore, as expected, the test is not meant to diagnose one with a substance addiction. Instead it can help

adolescents identify if they should seek further assistance. The test is 10 questions and the reader is instructed that if they answer “yes” to any of the questions that it may indicate a tendency to experience an addictive behavior.

Trauma and Abuse

Children Witnessing Abuse

Post-Trauma, Self-Loathing, and Shame

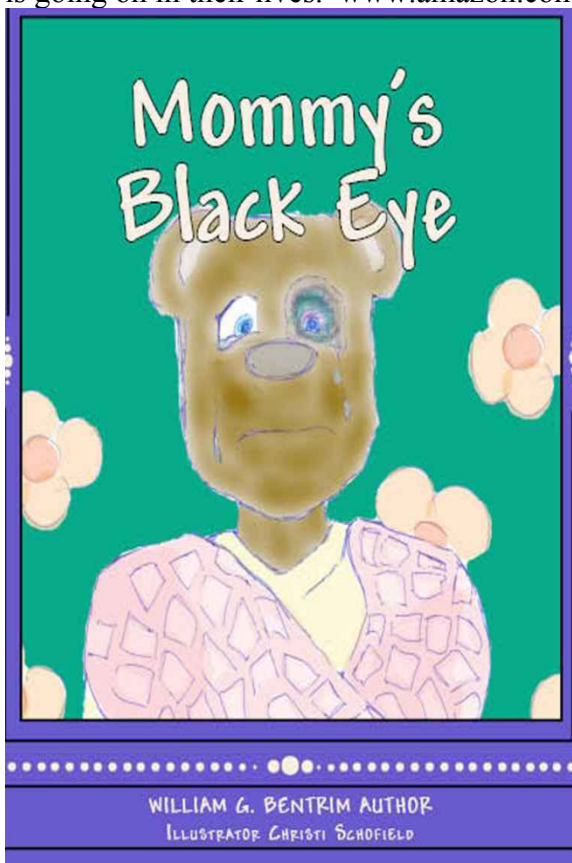
Urban Youth PTSD

1. **Lutheran Settlement House** (LSH) is a non-profit, community-based organization committed to serving children, adults, and families living in Philadelphia. LSH offers therapy for children ages 3-18 who have witnessed intimate partner violence. <https://www.lutheransettlement.org>
2. **Women Against Abuse** is a non-profit that provided family and Children's **educational services**. WAA staff operate a trauma-informed Early Learning Center for pre-school children and an After-School Program for school-aged children. Children in these programs receive support in a nurturing environment to promote healing from trauma and school readiness. During the summer months, Women Against Abuse holds its annual Young Survivors Summer Camp, which includes fun activities such as swimming and field trips to sites the children have never been to before.
3. **Child Witness to Violence Project** Is a therapeutic, advocacy and outreach project that focuses on children of domestic and community violence, as well as other trauma related events. Staff consists of diverse social workers, psychologists, early childhood specialists, consulting pediatrician and consulting attorney. Child Witness to Violence Project at Boston Medical Center.
4. **PA Coalition Against Domestic Violence** PCADV Programs provide young victims and witnesses of domestic violence with specialized services that address the impact of the violence on their emotional, educational, social and behavioral development. <http://www.pcadv.org/About-Us/Mission>
5. **Pennsylvania Family Support Alliance** The booklet, Helping Children Cope with Violence, from the National Institute of Mental Health provides some helpful information for parents and caregivers of children and adolescents.
6. **Children As witnesses to Domestic Violence Webinar** Family Violence workers share their expertise when it comes to utilizing children as witnesses in domestic violence cases. <http://justiceclearinghouse.com/resource/children-witnesses-domestic-violence-cases-law-enforcement-considerations-part-1/>
7. **Eighteen Ways to support Children Who witness Domestic Violence** <https://www.domesticshelters.org/domestic-violence-articles-information/18-ways-to-support-nbsp-children-who-witness-domestic-violence#.WsZCSGbMywQ>
8. **Centennial Counseling Pamphlet** This brochure provides information on the effects domestic violence has on children and shares personal writings/drawings of children who have witnessed domestic violence. https://www.centennialcounseling.com/xm_client/client_documents/ywca_childrens_dv_book.pdf

9. **The National Child Traumatic Stress Network -Does Domestic Violence Affect Children?**

https://www.nctsn.org/sites/default/files/resources//children_domestic_violence_affect_children.pdf

10. **Mommy's Black Eye** (available as E-book) This children's book attempts to explain a very complicated issue to young children. It is focused on pre-school to middle school children. It is not designed as a panacea, merely an attempt to help them understand what is going on in their lives. www.amazon.com/Domestic-Violence-Childrens-Books.





Dear Colleagues,

This Resource Manual is focused on post-trauma, self-loathing and shame. From what I have witnessed at my two internship sites, several clients have reported self-hate after sexual, verbal, and/or physical abuse; the following resources were selected to dig deeper into this phenomenon—in reference to sexual abuse—to assist our clients in healing from traumatic events. Moreover, some of the resources are geared toward providing encouragement and developing self-esteem within the following mnemonic that I created to categorize this information: Reframe, Tackle Shame, Prepare, and Perform Self-Care (RSPS).

To begin, the first resource that I would like to share is a new way to think about trauma. During a small group meeting with a few fellow PENN GSE peers, I proposed creating an acronym for trauma. We developed **T.R.A.U.M.A** as Taking Real Adverse and Unique Memories Ahead. In my role as a therapist, one of my most pressing goals is to help my clients become unstuck. That stated, removing the hypothetical quicksand (i.e., symptoms of trauma like ruminative negative thought patterns) is not an easy task. However, moving trauma forward is possible when we help clients to view therapy as an expedient catalyst for mental wellness.

Recovering from Rape and Sexual Trauma

Tips for Healing



The trauma of being raped or sexually assaulted can be shattering, leaving you feeling scared, ashamed, and alone or plagued by nightmares, flashbacks, and other unpleasant memories. But no matter how bad you feel right now, it's important to remember that you weren't to blame for what happened and you can regain your sense of safety and trust. Recovering from sexual trauma takes time, and the healing process can be painful. But with the right strategies and support, you can move past the trauma, rebuild your sense of control and self-worth, and even come out the other side feeling stronger and more resilient.

The aftermath of rape and sexual trauma

Sexual violence is shockingly common in our society. According to the CDC, nearly 1 in 5 women in the U.S. are raped or sexually assaulted at some point in their lives, often by someone they know and trust.

The impact of sexual violence goes far beyond any physical injuries. When you've been raped, the world doesn't feel like a safe place anymore. You no longer trust others. You don't even trust yourself. You may question your judgment, your self-worth, and even your sanity. You may blame yourself for what happened or believe you're "dirty" or "damaged goods." Relationships feel dangerous, intimacy impossible. And on top of that, you may—like many rape survivors—struggle with PTSD, anxiety, and depression.

It's important to remember that what you're experiencing is a normal reaction to trauma. Your feelings of helplessness, shame, defectiveness, and self-blame are symptoms, not reality.

Dispelling the toxic victim-blaming myths about sexual violence can help you start healing.

Myths and facts about rape and sexual assault

Myth: You can spot a rapist by the way he looks or acts.

Fact: There's no surefire way to identify a rapist. Many appear completely normal, friendly, charming, and non-threatening.

Myth: If you didn't fight back, you must not have thought it was that bad.

Fact: During a sexual assault, it's extremely common to freeze. Your brain and body shuts down in shock, making it difficult to move, speak, or think.

Myth: Women who are raped "ask for it" by the way they dress or act.

Fact: Rape is a crime of opportunity. Studies show that rapists choose victims based on their vulnerability, not on how sexy they appear or how flirtatious they are.

Myth: Date rape is often a misunderstanding.

Fact: Date rapists often defend themselves by claiming the assault was a drunken mistake or miscommunication. But research shows that the vast majority of date rapists are repeat offenders. These men target vulnerable women and often ply them with alcohol in order to rape them.

Myth: It's not rape if you've had sex with the person before.

Fact: Just because you've previously consented to sex with someone doesn't give them perpetual rights to your body. If your spouse, boyfriend, or lover forces sex against your will, it's rape.

Reframe

It can be extraordinarily difficult to admit that you were raped or sexually assaulted. There's a stigma attached. It can make you feel dirty and weak. You may also be afraid of how others will react. Will they judge you? Look at you differently? It seems easier to downplay what happened or keep it a secret. But when you stay silent, you deny yourself help and reinforce your victimhood.

Reach out to someone you trust

It's common to think that if you don't talk about your rape, it didn't really happen. But you can't heal when you're avoiding the truth. And hiding only adds to feelings of shame. As scary as it is to open up, it's what will set you free. However, it's important to be selective about who you tell, especially at first. Your best bet is someone who will be supportive, empathetic, and calm. If you don't have someone you trust, talk to a therapist or call a rape crisis hotline (see Resources section below for links).

Challenge your sense of helplessness and isolation



Trauma leaves you feeling powerless and vulnerable. It's important to remind yourself that you have strengths and coping skills that can get you through tough times. One of the best ways to reclaim your sense of power is by helping others: volunteer your time, give blood, reach out to a friend in need, or donate to your favorite charity. You may also want to consider joining a support group for other rape or sexual abuse survivors. Support groups can help you feel less isolated and alone. They also provide invaluable information on how to cope with symptoms and work towards recovery. If you can't find a support group in your area, look for an online group.

Assign responsibility where it belongs: on the rapist

Even if you intellectually understand that you're not to blame for the rape, you may still struggle with feelings of guilt and shame. But as you acknowledge the truth of what happened, it will be easier to fully accept that you are not responsible. You did not bring the assault on yourself and you have nothing to be ashamed about.

If you're feeling guilty or ashamed because...

- **You didn't stop the assault from happening:** After the fact, it's easy to second guess what you did or didn't do. But when you're in the midst of an assault, your brain and body are in shock. You can't think clearly. Many people say they feel "frozen." Don't judge yourself for this natural reaction to trauma. You did the best you could under extreme circumstances. If you could have stopped the assault, you would have.
- **You trusted someone you "shouldn't" have.** One of the most difficult things to deal with following an assault by someone you know is the violation of trust. It's natural to start questioning yourself and wondering if you missed warning signs. Just remember that your attacker is the only one to blame. Don't beat yourself up for assuming that your attacker was a decent human being. Your attacker is the one who should feel guilty and ashamed, not you.
- **You were drunk or dressed a certain way...** You may be wondering if you are somehow to blame because of the way you were dressed or because you were drunk and not cautious enough. But it's important to remember that regardless of the circumstances, the only one who is responsible for the assault is the perpetrator. You did not ask for it or deserve what happened to you.

Tackle Shame



1. We all have it.
2. Nobody wants to talk about it.
3. The less you talk about it the more you have it.

What's dangerous is that clinicians agree that shame underpins today's most devastating clinical conditions including **addiction, trauma,**

aggression, depression, eating disorders, bullying, and more. However, shame cannot survive when we openly talk about it. It cannot survive empathic connection.

In this free CE video, Dr. Brené Brown, renowned researcher and #1 *The New York Times* bestselling author of *The Gifts of Imperfection*, *Daring Greatly*, and *Rising Strong*, provides you with the awareness and language to talk about shame with your clients.

Additionally, this course is full of helpful, thought-provoking, useful information for our work with clients. Not only that, she encourages us to do our own work surrounding shame as it tends to be present in the lives of nearly everyone at one point or another. Please, please, please take advantage of this training; it gave me more language to approach my clients in a transformative, powerful and therapeutic way.

> [Click here to access the free video](#) or use the link:

https://catalog.pesi.com/sq/bh_001195_brenebrown_courageworks-15330

SHAME SHIELDS

The Armor We Use to Protect Ourselves and Why It Doesn't Serve Us

EXERCISE: SHAME SHIELDS

MOVING
away



MOVING
toward



MOVING
against



Below are the three **Strategies of Disconnection** as developed by Linda Hartling, a relational-cultural theorist.

Moving away: withdrawing, hiding, silencing ourselves, and keeping secrets.

Moving toward: seeking to appease and please.

Moving against: trying to gain power over others, being aggressive, and using shame to fight shame.

COURAGE *works*

Braver living + loving with Brené Brown, Ph.D.

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SHAME SHIELDS

The Armor We Use to Protect Ourselves and Why It Doesn't Serve Us

Answer the following questions:

Whom are you most likely to move away from?

What are the specific triggers or situations that would prompt you to use the shield of moving away?

Whom are you most likely to move toward?

What are the specific triggers or situations that would prompt you to use the shield of moving toward?

Whom are you most likely to move against?

What are the specific triggers or situations that would prompt you to use the shield of moving against?

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SHAME SHIELDS

The Armor We Use to Protect Ourselves and Why It Doesn't Serve Us

EXERCISE:

THE PHYSIOLOGY OF SHAME

In order to recognize when you or someone else is in shame, take about 5 minutes to quickly complete the following prompts.

When I hear the word shame, I think of...

If shame were a color, it would be...

If I could taste shame, it would taste like...

If I could smell shame, it would smell like...

If I could touch shame, it would feel like...

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SHAME SHIELDS

The Armor We Use to Protect Ourselves and Why It Doesn't Serve Us

I physically feel shame in or on...

My shame symptoms include...

When I recognize I'm in shame I feel...

When I talk about shame, I feel...

I can talk about shame with...

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SHAME SHIELDS¹⁵⁵

The Armor We Use to Protect Ourselves and Why It Doesn't Serve Us

SHAME RESILIENCE MODEL

Use this download to identify where you fall on the continuums of the four elements of Shame Resilience.



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Prepare

When we go through something stressful, our body temporarily goes into “fight-or-flight” mode. When the threat has passed, our body calms down. But traumatic experiences such as rape can cause our nervous systems to become stuck in a state of high alert. We’re hyper sensitive to the smallest of stimuli. This is the case for many rape survivors. Flashbacks, nightmares, and intrusive memories are extremely common, especially in the first few months following the assault. For those who go on to develop post-traumatic stress disorder (PTSD), they can last much longer.

To prevent the stress of flashbacks and upsetting memories:

Try to anticipate and prepare for triggers. Common triggers include anniversary dates; people or places associated with the rape; and certain sights, sounds, or smells. If you are aware of what triggers may cause an upsetting reaction, you’ll be in a better position to understand what’s happening and take steps to calm down.

Pay attention to your body’s danger signals. Your body and emotions give you clues when you’re starting to feel stressed and unsafe. These clues include feeling tense, holding your breath, racing thoughts, shortness of breath, hot flashes, dizziness, and nausea.

Take immediate steps to self-soothe. When you notice any of the above symptoms, it’s important to quickly act to calm yourself down before they spiral out of control. One of the quickest and most effective ways to calm anxiety and panic is to slow down your breathing.

Soothe panic with this simple breathing exercise

- Sit or stand comfortably with your back straight. Put one hand on your chest and the other on your stomach.

- Take a slow breath in through your nose, counting to four. The hand on your stomach should rise. The hand on your chest should move very little.
- Hold your breath for a count of seven.
- Exhale through your mouth to a count of eight, pushing out as much air as you can while contracting your abdominal muscles. The hand on your stomach should move in as you exhale, but your other hand should move very little.
- Inhale again, repeating the cycle until you feel relaxed and centered.

Tips for dealing with flashbacks

It's not always possible to prevent flashbacks. But if you find yourself losing touch with the present and feeling like the assault is happening all over again, there are things you can do.

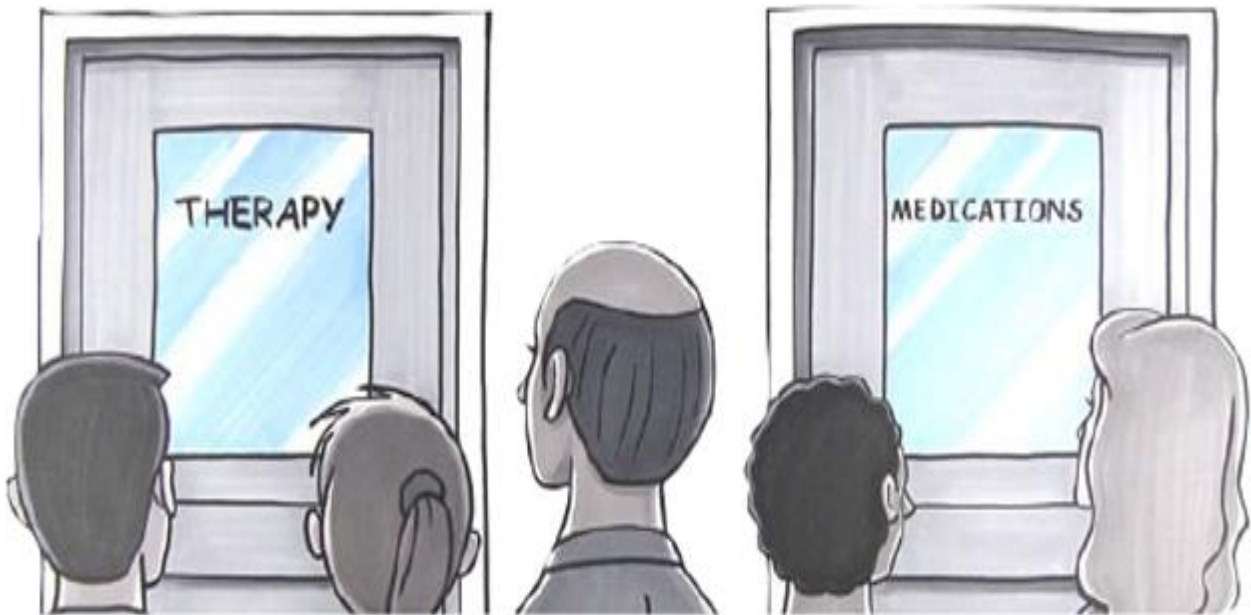
Accept and reassure yourself that this is a flashback, not reality. The traumatic event is over and you survived. Here's a simple script that can help: *"I am feeling [panicked, frightened, overwhelmed, etc.] because I am remembering [traumatic event], but as I look around I can see that [traumatic event] isn't happening right now and I'm not actually in danger."*

Ground yourself in the present. Grounding techniques help you direct your attention away from the flashback and back to your present environment. Some examples include tapping or touching your arms or describing your actual environment and what you see when look around (for example, name the place where



you are, the current date, and 3 things you see when you look around).

The following seven videos are great educational tools to use with clients if PTSD symptoms are present or if an expressed traumatic event is discussed. The information within these videos provide illustrations that are useful with children and adults through attention-grabbing graphics and material in laymen's terms. Moreover, a definition of PTSD is referenced in these clips along with common treatment options.



[What is PTSD?](#)



[Treatment: Know Your Options](#)



["Evidence-based" Treatment](#)



[Cognitive Processing Therapy](#)



[Prolonged Exposure](#)



[EMDR for PTSD](#)



[Medications for PTSD](#)

The following two videos include vital information about PTSD awareness and diagnosing for PTSD. Moreover, it is recommended that the information provided within these videos be paired with the DSM 5 diagnostic criteria along with ruling out other disorders to create a solid diagnosis. Both videos can be referenced by mental health care providers and health care providers.



Watch [Prescribing for PTSD: Know Your Options](#), a short animated video for Professionals that explains PTSD screening and effective treatment options.

Problems viewing videos in pop up windows? [See our alternate video page.](#)



[PTSD Awareness in Health Care Settings](#)

This 15-minute video for medical center staff shows how patients' PTSD symptoms may come into play in health care settings.

Perform Self-Care

Since your nervous system is in a hypersensitive state following a rape or assault, you may start doing things to numb yourself or avoid any associations with the trauma. But you can't selectively numb. When you shut down the unpleasant sensations, you also shut down your self-awareness and capacity for joy. You end up disconnected both emotionally and physically—existing, but not fully living.

Signs that you're avoiding and numbing in unhelpful ways:

- **Feeling physically shut down.** You don't feel bodily sensations like you used to (you might even have trouble differentiating between pleasure and pain).
- **Feeling separate from your body or surroundings** (you may feel like you're watching yourself or the situation you're in, rather than participating in it).
- **Having trouble concentrating** and remembering things.
- **Using stimulants, risky activities, or physical pain** to feel alive and counteract the empty feeling inside of you.
- **Compulsively using drugs or alcohol.**
- **Escaping** through fantasies, daydreams, or excessive TV, video games, etc.
- **Feeling detached** from the world, the people in your life, and the activities you used to enjoy.

To recover after rape, you need to reconnect to your body and feelings

It's frightening to get back in touch with your body and feelings following a sexual trauma. In many ways, rape makes your body the enemy, something that's been violated and contaminated—something you may hate or want to ignore. It's also scary to face the intense feelings associated with the assault. But while the process of reconnecting may feel threatening,

it's not actually dangerous. Feelings, while powerful, are not reality. They won't hurt you or drive you insane. The true danger to your physical and mental health comes from avoiding them. Once you're back in touch with your body and feelings, you will feel more safe, confident, and powerful.



Here are some techniques that can help you reconnect with your body and the way you feel:

Rhythmic movement. Rhythm can be very healing. It helps us relax and regain a sense of control over our bodies. Anything that combines rhythm and movement will work: dancing, drumming, marching. You can even incorporate it into your walking or running routine by concentrating on the back and forth movements of your arms and legs.

Mindfulness meditation. Mindfulness meditation can be practiced anywhere, even while you are walking or eating. Simply focus on what you're feeling in the present movement—including any bodily sensations and emotions. The goal is to observe without judgment.

Yoga, Tai Chi, and Qigong. These activities combine body awareness with relaxing, focused movement and can help relieve symptoms of PTSD and trauma.

Massage. After rape, you may feel uncomfortable with human touch. But touching and being touched is an important way we give and receive affection and comfort. You can begin to reopen yourself to human contact through massage therapy.

Self Care Checklist

- ☐ Overspend, overeat, and overindulge
- ☐ Expect others to read your mind and meet your needs
- ☐ Withhold success from yourself
- ☐ Ignore your deepest desires but seek to fulfill the desires of others
- ☐ Ignore your real emotions and put on a "happy" face
- ☐ Push yourself beyond reasonable limits
- ☐ Allow others to emotionally, physically, or sexually abuse you
- ☐ Deflect compliments
- ☐ Say yes because you can't say no
- ☐ Avoid time alone
- ☐ Over-exhaust yourself because of your need to feel important, needed, or worthy
- ☐ Fear emotional intimacy
- ☐ Try to do it all yourself, never asking for help
- ☐ Try to appear perfect
- ☐ Take time for yourself
- ☐ Allow yourself to make mistakes and to be open about your weaknesses
- ☐ Ask from your needs to be met from a place of vulnerability
- ☐ Spend time with friends
- ☐ Rest
- ☐ Play
- ☐ Exercise
- ☐ Eat well
- ☐ Spend money wisely
- ☐ Pursue your dreams
- ☐ Share honestly with others
- ☐ Enjoy and make time to enjoy and be intimate with those you love
- ☐ Forgive
- ☐ Allow others to be disappointed in you
- ☐ Appropriately express emotions, including anger and sadness
- ☐ Tell others what they mean to you
- ☐ Be present for your children
- ☐ Receive love from others
- ☐ Say yes and no
- ☐ Create a powerful support system for yourself
- ☐ Celebrate accomplishments big and small

OR
do you ↗

From
Renewed: Finding Your Inner Happy in an Overwhelmed World

<http://www.LucilleZimmerman.com>



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PTSD: National Center for PTSD. (2009, May 17). Retrieved April 06, 2018, from

<https://www.ptsd.va.gov/professional/materials/videos/index.asp>

Smith, M., & Segal, J. (2018). Recovering from Rape and Sexual Trauma. Retrieved April 06,

2018, from <https://www.helpguide.org/articles/ptsd-trauma/recovering-from-rape-and-sexual-trauma.htm>

More Resources

[National Sexual Assault Hotline](#) – In the U.S., a confidential, free 24/7 hotline for one-on-one crisis support. Call 1-800-656-HOPE or [chat online](#). (RAINN)

[Sexual Healing from Sexual Abuse](#) – Advice from therapist Wendy Maltz, an internationally-recognized expert in sexual healing after rape and sexual abuse. (HealthySex.com)

[After Sexual Assault: A Recovery Guide for Survivors](#) (PDF) – Learn what to do in the aftermath of sexual assault. Includes legal and medical advice as well as general recovery tips. (Safe Harbor)

[Tips for Survivors on Consuming Media](#) – Tips on how to limit your exposure to media that could prompt flashbacks and uncomfortable experiences for sexual assault survivors. (RAINN)

[Victims of Sexual Violence: Statistics](#) – Learn more about the scope of the problem in the U.S. (RAINN)

[Rape Culture, Victim Blaming, and the Facts](#) – Learn about the dangers of rape culture and victim blaming. (Southern Connecticut State University)

URBAN YOUTH PTSD

Jessica Hasben | University of Pennsylvania

Post-traumatic Stress Disorder develops after a person had experienced or witnessed a terrifying event and is having difficulty recovering. The disorder can last months to years with triggers bringing up unwanted memories of the event. PTSD is usually associated with war participants but new research now shows PTSD symptoms in urban youth who experience traumatic events in their living environments. I believe it is imperative that counselors understand the trauma that youth face on a daily basis and how to best help live fuller lives.

General Information

Center For Disease Control (CDC): Children's Mental Health: PTSD

CDC provides information about PTSD in children through explaining the definition, providing examples of the symptoms exhibited in children, treatment options for PTSD, and how to prevent PTSD from manifesting. This brief informational page gives extensive knowledge that can aid professionals.

<https://www.cdc.gov/childrensmentalhealth/ptsd.html>

U.S. Department of Veterans Affairs: National Center for PTSD: Community Violence Affects Children

The National Center for PTSD is a website that provides extensive information about PTSD for all people. This particular web page is focused on providing information about community violence and how it affects children and leads to PTSD. The article speaks about the following topics, How much violence children face, Who is at risk, What are the effects, and What can we do. This article also provides a fact sheet about children / teens in regards to community violence that leads to PTSD.

<https://www.ptsd.va.gov/public/types/violence/effects-community-violence-children.asp>

<https://www.ptsd.va.gov/public/family/ptsd-children-adolescents.asp>

Books

The Boy Who Was Raised As A Dog: By Bruce Perry

The Boy Who Was Raised As A Dog is a helpful read that offers the reader an in-depth look of how trauma affects youth. This book explains symptoms presented in youth who experienced trauma in various forms. Lastly detailing therapeutic methods for engagement.

https://www.goodreads.com/book/show/129909.The_Boy_Who_Was_Raised_as_a_Dog

Supporting And Educating Traumatized Students: By Robert Hull

Supporting And Educating Traumatized Students has three parts (1) Introduction to trauma and its impact on school functioning, (2) Potential sources of trauma, and (3) Fostering resiliency. This book helps those working in schools to implement trauma informed policies and interventions that can be incorporated immediately into the work.

https://www.goodreads.com/book/show/13689982-supporting-and-educating-traumatized-students?ac=1&from_search=true

Teens Who Hurt: By Kenneth V. Hardy & Tracy A Laszloffy

Teens Who Hurt is a book specifically for working with violent teens and their families. This book offers strategies that are effective with the complex interplay of societal, familial, and individual influences on violence. Teens Who Hurt is broken down into two parts (1) Model, and (2) Strategies. In the first section a number of chapters discuss the aggravating factors of violence: devaluation, disruption of community, the dehumanization of loss, and rage. The second section discusses how to engage, heal, and transform each of the previous aggravating factors of teen violence.

https://www.goodreads.com/book/show/2502887.Teens_Who_Hurt?from_search=true

Trainings

The National Child Traumatic Stress Network

The National Child Traumatic Stress Network mission is to raise the standard of care and improve access to services for traumatized children, their families and communities. NCTSN offers trainings both online and in person through webinars, e-courses, and workshops. Topics include an array of child trauma from general trauma education, to assessment and intervention techniques, to Breakthrough Series Collaborative focused on systems change.

<https://www.nctsn.org/resources/training>

The Philadelphia Alliance For Child Trauma Services

The Philadelphia Alliance For Child Trauma Services mission is To increase the number of children who receive the most effective trauma-focused and trauma informed care in Philadelphia. We will do that by increasing the capacity of behavioral health, pediatric and child serving agencies to offer Evidence Based Practices (EBPs) to youth and their families. PACTS offers trainings and seminars that can be used for continuing education credits. PACTS offers information and education on developing systems of change, implementing trauma informed services and care.

<http://www.philadelphiapacts.org/about-us/what-we-do/>

Organizations

The Life After Trauma Organization: President Dr. Clara Whaley Perkins

The Life After Trauma Organization (LATO)'s mission is to help adolescents and adults prevent and recover from the long-term effects of trauma from commercial sexual exploitation, and other complex trauma. Located in Philadelphia LATO provides adolescents programs and individual counseling services that empower and assistance on the road to recovery. LATO focuses on education, training, and research organized through workshops, seminars, and conferences.

<http://www.thelifeaftertrauma.org/>

Department of Behavioral Health & Intellectual Disability Services

DBHIDS mission is to support the Department's transformation a Recovery and Resilience Oriented behavioral health system. TTU develops strategies to integrate trauma-informed and focused principles, practices and resources within our current services from utilizing a public health framework. The Trauma Unit promotes public awareness and understanding about trauma and its impact on individuals, families and communities. TTU assists with training and workforce development in both evidenced based and trauma informed practices to improve the overall quality of trauma services among our provider network and our cross system partners. DBHIDS children's initiative is focused on trauma-focused cognitive behavioral therapy that is designed to help children and adolescents and their families overcome effects of traumatic life events.

<https://dbhids.org/trauma>

Informative Visuals

The Raising of America: Early Childhood And The Future of Our Nation

The documentary is a five-part series that illustrate how a strong positive start for all children can lead to better outcomes. Episode 4: Wounded Places Confronting Childhood PTSD in America's Shell Shocked Cities which includes Philadelphia directly speaks on the effects of PTSD with urban youth. Raising of America provides a downloadable Action Toolkit and Discussion Guide to follow and implement. The link to the full synopsis, discussion questions, and action toolkit are below.

<http://www.raisingofamerica.org/sites/default/files/Synopsis-Wounded.pdf>

<http://www.raisingofamerica.org/sites/default/files/DiscussionGuide-WoundedPlaces.pdf>

<http://raisingofamerica.org/sites/default/files/ActionToolkit.pdf>

BBC News Online: US Inner-City Children Suffer 'War Zone' Trauma: By Franz Strasser

US Inner-City Children Suffer 'War Zone' Trauma mini documentary illuminates the effects of violent environments on children and their families. PTSD is becoming far more pervasive in US inner cities. This documentary gives an in-depth view of people living through traumatic events daily.

<http://www.bbc.com/news/av/world-us-canada-42229205/us-inner-city-children-suffer-war-zone->