



EDUCATION EQUITY AND JUSTICE SERIES

Forging Interdisciplinary Collaborations:
Comprehensive Mental Health Programming
Across P-16 Education Systems

EDITED BY

Ian Levy & Sam Steen

FOREWORD BY

Cheryl Holcomb-McCoy

Forging Interdisciplinary Collaborations

**Praise for Forging Interdisciplinary Collaborations:
Comprehensive Mental Health Programming Across
P-16 Education Systems**

Levy and Steen's "Forging Interdisciplinary Collaborations" is a tremendous resource for educators, mental health professionals, and policy makers committed to advancing comprehensive mental health initiatives in P-16 education settings. This text deftly bridges the gap between theory and practice, providing actionable strategies for integrating interdisciplinary support systems at every educational level. With expert insights and real-world applications, it highlights the necessity of collaborative approaches to promote student wellness and academic success.

—*Matthew E. Lemberger-Truelove, PhD, LMHC (NM), & ACA Fellow*
Professor of Counseling at the University of North Texas
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Education Equity and Justice Series

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The American University School of Education's Summer Institute on Education Equity and Justice (SIEEJ) is the home of this book series. The School of Education aims to be locally, nationally, and internationally recognized for making a meaningful impact in the field of education through innovative teaching, research, and service. The mission of the School of Education is to create knowledge and prepare students to transform societies through education. The aim of this series is to include scholarship relating to PreK-16 Academic Excellence; Equity; Antiracism and Social Justice; Diversity and Inclusion; Collaboration; Innovation. Books published in this series will be used to advocate for equitable and inclusive learning environments; advance social justice; prepare effective educators; provide leadership in public-policy arenas; and collaborate with local, national, and international communities and organizations. The annual American University School of Education Summer Institute on Education Equity and Justice (SIEEJ) was developed to convene local and national educators and education advocates to highlight new practices and strategies for addressing the educational needs of Black, Brown, and indigenous students.

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Forging Interdisciplinary Collaborations

**Comprehensive Mental Health
Programming Across P-16
Education Systems**

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And

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To my wife Joanna, and my son Cole, for keeping me centered.

Ian Levy

To the One who created me, my wife Joy, the lives He's entrusted us with including Maddi Claire, Tristan Oliver, Nathanael James, Stephenson Lee, and Geoffrey Carrington. I am grateful for this firm foundation to my well-being.

Sam Steen

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ABOUT THE EDITORS

Ian Levy, EdD, is an Assistant Professor of School Counseling in the Educational Psychology Department at Rutgers University, a former High School counselor, and an emcee. His research explores preparing school counselors to use Hip Hop-based interventions to support youth development. Most notably, Dr. Levy piloted the development, implementation, and evaluation of a Hip Hop based counseling framework in urban schools. This particular hip hop therapy program was featured on various news outlets including the New York Times, and CNN. In 2016 Dr. Levy was named the New York State School Counselor of the Year. His research monograph, *Hip Hop and Spoken Word Therapy in School Counseling: Developing Culturally Responsive Approaches*, is published with Routledge. In 2023 he released his second album, *Sometimes I Forget Where I've Been*, available on all streaming platforms.

Dr. Sam Steen holds a bachelors in Psychology, a Master's Degree in School Counseling and a PhD in Education with a specialty in preparing school counselors and mental health professionals. He holds the rank of Professor and is a licensed Professional School Counselor, the Director of the Diversity Research Action Consortium, and the Director of the Child, Family, Community Engagement Division at George Mason University. Dr. Steen specializes in school counseling, group counseling and cultivating Black students' academic identity development. He was a school counselor for 10 years and this experience shapes his research agenda, approach to teaching, and service. Dr. Steen is a Fellow for the Association for Specialists in Group Work and is the recipient of the Al Dye Research Award and the Professional Advancement Award both from ASGW. He received the Counselors for Social Justice (CSJ) Advocacy of the Year Award and has written over 80 articles and book chapters and is the co-author of the following 4 books: *Group Counseling Leadership Skills for School Counselors*; *Stretching Beyond Interventions (2021)*, *Anti-Black Racism in Contemporary Society (2022)*, *Introduction*

to Group Counseling: A Culturally Sustaining and Inclusive Framework (2023) and *Advancing Equity-Focused School Counseling for All Students (2024)*. In addition, Dr. Steen has three additional books under contract. Dr. Steen's research has been funded by the National Science Foundation which aims to advance programs, knowledge, and skills targeting Black male middle school students for better accessibility, and higher likelihood for success, in Algebra 1 and future STEM related careers and most recently by the Department of Education which provides funding to prepare the next vanguard of school based mental health practitioners from underrepresented backgrounds to work in under resourced school communities.

ABOUT THE CONTRIBUTORS

Dr. Edmund Adjapong, is an associate professor in the Educational Studies Department at Seton Hall University. Dr. Adjapong, a former middle school science educator, is also a faculty fellow at the Institute of Urban and Minority Education at Teachers College, Columbia University, and the editor of #HipHopEd: The Compilation on Hip-Hop Education Series. He is the director of the Science Genius Program, a program that engages youth in the sciences through Hip-Hop. Dr. Adjapong is a STEM and Urban Education advocate whose work and research address issues of race, class, inequities in education, and misperceptions of urban youth. His current focus is on how to incorporate youth culture into educational spaces, specifically on utilizing hip-hop culture and sensibilities as an approach to teaching and learning.

Ravza Nur Aksoy, MEd (she/her), a doctoral candidate at the Pennsylvania State University, Counselor Education and Supervision program. She earned her master's degree in school counseling from the University of Texas at San Antonio and a bachelor's degree in psychology from Turkiye. She worked as a career counselor at Penn State Career Services.

Dr. Jordon J. Beasley is an Assistant Professor of Counselor Education at Augusta University, where she also serves as the School Counseling Program Coordinator. With a background as a school counselor for six years in Georgia and South Carolina, Dr. Beasley brings practical experience and a deep commitment to enhancing the field of education. Her research interests lie in program evaluation, social and emotional wellness for educators, group counseling, and fostering equitable environments within schools. Through her work, Dr. Beasley aims to bridge the gap between research and practice, ensuring that educators are equipped with the tools and knowledge needed to help all students achieve academic excellence.

Elizabeth Levine Brown, PhD, is an Associate Professor in the College of Education and Human Development at George Mason University. Dr. Brown's research investigates (a) developmental (i.e., social and emotional) and psychosocial influences on learning for marginalized children across PreK-12 schooling, (b) evaluation of comprehensive school-based mental health systems with attention to high-quality Tier 1 and Tier 2 supports, and (c) educator preparation and well-being. Across affiliations in Elementary Education, Educational Psychology, and Human Development and Family Science programs, Brown employs her interdisciplinary background in Applied Developmental Psychology to bolster interprofessional collaborations in school-based settings and prepare undergraduate and graduate students for futures in teaching, mental health prevention and research. Brown serves as a consultant for the National Center for School Mental Health, American Institutes of Research and was recently elected chair of the AERA SIG Teachers' Stress, Coping and Resilience.

Isis Burks (she/her/hers), a second-year School Psychology doctoral student in the Department of Disability and Psychoeducational Studies at the University of Arizona. Her research interest includes advancing mental health and psychological well-being in minoritized K-16 demographics (i.e., socio-emotional and behavioral supports and interventions). Additionally, her research also focuses on contributing to research topics on African American youth, minority mental health prevention and intervention services, and student-teacher relationships.

Janice A. Byrd-Badjie, PhD (she/her), a native of rural South Carolina, earned her PhD in counselor education and supervision from the University of Iowa and an MEd in counselor education (K-12 school counseling) from South Carolina State University. Dr. Byrd-Badjie has previous experience as a school counselor, career counselor, teaching in secondary settings and serving as a university-wide DEI affiliate. She has been nationally recognized for her scholarship, teaching, and service, and her work appears in various peer-reviewed journals, such as *Review of Educational Research*, *Counselor Education and Supervision*, *Professional School Counseling*, and *Journal of Diversity in Higher Education*. As a community-engaged, critical qualitative researcher, Dr. Byrd-Badjie's areas of research include: (1) policies and practices that influence the development and social determinants of health of Black girls/women in educational settings; (2) college and career readiness; and (3) culturally-responsive and trauma-informed research and teaching in counselor education and supervision.

Dr. Felicia Castro-Villarreal is a Professor of School Psychology in the Department of Educational Psychology at the University of Texas at San Antonio. She serves as the program director for the master's in School Psychology program. Earning her doctoral degree in School Psychology from Oklahoma

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Dr. John Davis is an Associate professor in the Department of Educational Psychology at UTSA. He earned his doctoral degree from Texas A&M University. Dr. Davis's research goals to fit within a broad vision of School Psychology as a discipline that encompasses academic, cognitive, social, emotional and cultural dimensions of educating children within school settings. To this end, his general research focus falls under the heading of investigating effective intervention practices for children in schools. This includes both direct implementation of intervention strategies and evaluation of intervention approaches through meta-analysis.

Dr. Norma L. Day-Vines maintains a faculty appointment as Professor of Counseling and Educational Studies in the School of Education at Johns Hopkins University. Prior to joining the faculty at Johns Hopkins University, she held tenured faculty positions at The College of William and Mary and Virginia Tech. Dr. Day-Vines' research agenda examines the importance of multiculturalism as an indispensable tool in the delivery of culturally competent counseling and educational services for clients and students from marginalized groups. More specifically, she specializes in the measurement of attitudes toward discussing the contextual dimensions of race, ethnicity and culture with ethnic minority clients/students and the identification of strategies that reduce barriers to well-being.

Dr. Crystal D. Dorn serves as a School Psychologist in the District of Columbia Public Schools and is the Director of Mental Health Initiatives at L.E.E.P. to College Foundation, Inc. located in Prince George's County, Maryland. She also holds a license to practice as a Mental Health Counselor in New York State. As a School Psychologist, Dr. Dorn utilizes multitiered systems of support to help alleviate academic, social, emotional, and behavioral challenges affecting students from prekindergarten through 12th grade. Dr. Dorn is an

invaluable member of a multidisciplinary team where consultation and collaboration with teachers, parents, medical and health care professionals work to meet the needs of all students. Dr. Dorn earned degrees and certifications in psychology, counseling psychology, neuropsychology, school psychology, cognitive behavioral therapy, and trauma informed practices. Additionally, Dr. Dorn has served as an Adjunct Professor at Trinity University, Washington, DC, teaching graduate level courses such as “Mental Hygiene” and “Students in Crisis: Issues of Abuse and Violence” in the Professional Development Workshops Program. Lastly, Dr. Dorn’s passion and research interest include implementing Dr. Robert Enright’s Forgiveness Education Curriculum to disenfranchised children and adolescents to help them heal from adverse childhood experiences.

Dr. Amber D. Dumford is currently a Professor of Higher Education & Student Affairs at the University of South Florida (USF). She completed her PhD in Higher Education (with a cognate in Sociology) at the Pennsylvania State University in 2008. She also received a master’s degree in Public Administration and a baccalaureate degree in Mathematics, both from Indiana University Bloomington. Before joining the faculty at USF, Dr. Dumford was an Associate Research Scientist for the Center for Postsecondary Research at Indiana University Bloomington, providing research and analytic support to the Strategic National Arts Alumni Project (SNAAP), the National Survey of Student Engagement (NSSE), and various other large survey research projects. She has authored or co-authored numerous articles in professional journals, book chapters, and reports for the research projects and grants on which she has served. She has consulted on statistical modeling and survey development for the National Center for Educational Statistics, numerous higher education institutions in both the United States and Canada, and several advisory boards. Her research interests are varied but generally include factors that influence student engagement and learning, transitions to/within higher education, and data quality issues.

Dr. Christopher Emdin is the Maxine Greene Chair for Distinguished Contributions to Education and Professor of Science Education at Teachers College, Columbia University. He is also the Director of Creativity, Innovation and Entrepreneurship at the STEAM DREAM and Ideal Lab. He previously served as Robert Naslund Endowed Chair in Curriculum Theory at the University of Southern California, where he was Director of Youth and Community Partnerships at the USC Race and Equity Center. Dr. Emdin is an alumni fellow at the Hip-hop Archive and Hutchins Center at Harvard University, Scholar in Residence at Lincoln Center for the Performing Arts and was STEAM Ambassador for the U.S. Department of State and Minorities in Energy Ambassador for the U.S. Department of Energy. Dr. Emdin holds a PhD in Urban Education with a concentration in Mathematics, Science, and Technology; Masters degrees in both Natural Sciences and Education and Bachelors degrees in Physical

Anthropology, Biology, and Chemistry. He is the creator of the HipHopEd social media movement, Science Genius BATTLES and the CREATE Accelerator—an initiative that funds nonprofits focused on culture and education. He has been named one of the 27 people bridging divides in the United States by Time magazine and the Root 100 list of most influential African Americans. He is the author of numerous award-winning works; including the Strage Prize awardee, Urban Science Education for the Hip-hop Generation and the New York Times bestseller, *For White Folks Who Teach In the Hood and the Rest of Ya'll* too. His latest books are *STEM STEAM Make Dream* and *Ratchetdemic: Reimagining Academic Success*.

Edward C. Fletcher Jr., PhD, is a College of Education and Human Ecology Distinguished Professor of Workforce Development and Education at The Ohio State University. He serves as a Faculty Associate for the Center on Education and Training for Employment. Dr. Fletcher is the Editor for the Career and Technical Education Research journal. Dr. Fletcher has over 60 publications, and obtained over \$5 million in federal funding, mostly from the National Science Foundation (NSF). His research focuses on the role of career academies in contributing to students' school experiences and engagement as well as postsecondary and labor market transitions—particularly for diverse learners. Dr. Fletcher partners with NAF and their national network of academies across the nation.

Dr. Dana Griffin is a professor at The Pennsylvania State University in the College of Education, where she teaches in the Department of Educational Psychology, Counseling, and Special Education, and the BEd program in Human Development and Family Sciences (HDFS). She is deeply invested in understanding and enacting school counseling practices that alleviate educational inequities and foster low-income and Black and brown students' educational resilience, mental health, and college-going outcomes. Addressing mental health and closing opportunity gaps in academic and college-going outcomes is a nationwide priority and a relentless challenge plaguing the education system; her research advances this national education priority through investigations of school counselors' roles in building partnerships that foster social, emotional, and academic success. Dr. Griffin has 17 years of applied research expertise in developing culturally appropriate interventions for school counselors working with Black and low-income families, particularly around college readiness and mental health and well-being. She is currently the PI of a \$2.7 million grant to diversify the field of school counseling and develop a pipeline of school counselors working in rural school districts. Dr. Griffin has established a track record of research around equity, school-family-community partnerships, and parent involvement, and has several published manuscripts on these issues. Dr. Griffin cites her upbringing, being raised by a single mother in rural Virginia and low-income, and the disparate treatment

she received in schools and in her community, as the motivation for the work she does with schools, families, and communities.

LaChan V. Hannon, PhD, is the Director of Teacher Preparation and Innovation and an Assistant Professor of Professional Practice in the Department of Urban Education at Rutgers University Newark. She earned her PhD in teacher education and teacher development and believes that schools improve when they intentionally engage families and communities. Her scholarly work focuses on welcomeness and the intersectionality of race, disability, and parent engagement toward the development of school leaders and educators. Dr. Hannon's TEDx Talk titled *Young, Gifted & Black with Autism* is used in college classrooms across the country. She has published in academic texts including: *International Handbook of Self-Study of Teaching and Teacher Education Practices*, *Contemporary Justice Review*, *Journal of Autism and Developmental Disorders*, and *Self-Studies in Urban Teacher Education*. Dr. Hannon is also the Executive Director of the 501c3 Greater Expectations Teaching and Advocacy Center and is the Treasurer/President-Elect of the New Jersey Association of Colleges for Teacher Education.

Michael D. Hannon is an Associate Professor at Montclair State University where he teaches in the counseling program to prepare counselors to serve clients in educational and community settings. Dr. Hannon's expertise about the Black fathers' wellness has been featured by outlets including National Public Radio, New York Times, Autism Speaks, Thrive Global, Huffington Post, Waymaker Journal, and Black Enterprise Magazine. His edited book, *Black Fathering and Mental Health*, was published 2022 and his second book, *Protect, Provide, Prepare: Black Fatherhood Code in Family and Community*, will be published in 2025. Dr. Hannon is a licensed counselor in New Jersey, a National Certified Counselor (NCC), and a Board Certified Telemental Health Counselor (BC-TMH). He earned his doctoral degree in Counselor Education and Supervision from The Pennsylvania State University, an educational specialist degree in Counseling Services from Rider University, and master's (Student Affairs Practice in Higher Education) and a bachelor's degrees from the University of Delaware.

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focuses on: (a) postsecondary readiness for Black males; (b) academic and career outcomes of Black males; (c) parental involvement and its impact on academic achievement for students of color; and (d) career exploration for students of color in the fields of Science, Technology, Engineering, and Mathematics (STEM). He is a proud American Counseling Association (ACA) Fellow and recipient of the Al Dye Award from the Association for Specialists in Group Work.

Charlene E. Holkenbrink-Monk, PhD holds a PhD in education through the joint doctoral program between San Diego State University and Claremont Graduate University. She also holds an MA in Sociology from San Diego State University and a BA in history from the University of California, Los Angeles. Her work focuses on dialogue and pedagogy, sociology of education, community-engaged research, and visual research methodologies, and critical disability studies. She is currently working on a visual methods project with undergraduate students, which she will continue doing in Spain, research she was selected to complete as a Fulbright U. Scholar. Her previous work includes being a secondary humanities teacher, including through the height of the pandemic, and she has held several lecturer positions since 2017. She co-founded and is the executive director for the nonprofit The Dignified Learning Project, which is a San Diego, CA-based organization focused on transformative educational approaches, challenging systems, and structures that have historically minoritized individuals and groups of people. In this role, she has contributed to the success of the organization, guiding 100% of its students toward college acceptance, including international graduate programs, organizing and facilitating community workshops around equity in a variety of fields, and started an annual conference focused on student work within education for transformative practices. In addition to this role, she is currently a sociology, education, and research methodologies at the University of California, San Diego, and San Diego State University.

Dr. Angel Jones (she/her/ella) is an educator, activist, and critical race scholar who uses creative methods such as hip-hop and poetry to center the voices and experiences of the Black community. Her research explores the impact of racism on mental health with a focus on microaggressions and Racial Battle Fatigue. Dr. Jones is also a public scholar who uses social media as an educational tool to increase access to academic scholarship. She is the author of *Street Scholar: Using Public Scholarship to Educate, Advocate, and Liberate* which is an unapologetic call-to-action that challenges academia to thoughtfully and intentionally engage in public scholarship. Dr. Jones has been interviewed by multiple media outlets including Forbes, USA Today, and Insider for her expertise on racism in the United States.

Dr. Jones is also a proud first-generation college student who received a PhD in Education from George Washington University with a focus on inequality

in Higher Education. She also has an MEd and EdS in School Counseling from Georgia State University, as well as a BA in Political Science from Syracuse University. She is also a Brooklyn native and proud Afro Latina.

Shine Kim, PhD holds a PhD in Education from Claremont Graduate University. She also holds an MA in Education from Claremont Graduate University and a BA in International Studies from the University of California, Irvine. Throughout her PhD program, she conducted multiple research projects with UCI, USC, and CGU. Her projects range in saving face; Southeast Asian, Native Hawaiian, and Pacific Islander representation; social network analysis and health; and marginalization in online communities. Her main research, which has won two dissertation awards, focuses on understanding perspectives of power dynamics in PhD advisor-advisee relationships. With her research, she initiated campus research reports around experiences with student exploitation, microaggressions, and gender-based discrimination. Professionally, she is the assistant director for the nonprofit, The Dignified Learning Project, which is a San Diego, CA based organization focused on transformative educational approaches, challenging systems and structures that have historically minoritized individuals and groups of people. In this role, she supports the executive director in centering student work through avenues such as the Praxis in Education conference. When she's not engrossed in her research or working at The Dignified Learning Project, she explores another avenue of research interest: the combined complexity of spiritual abuse/religious trauma and higher education.

Deepika Raju Nantha Kumar (she/her) is a second year PhD student in Counselor Education at Pennsylvania State University. Her work centers exploring the intersections of mental health, higher education, and social justice. She uses critical scholarship to address systemic issues within counseling, education, and supervision practices. Her work centers experiences of individuals in historically marginalized communities, advocating for inclusive approaches that empower clients, faculty and students from diverse backgrounds. Deepika has presented her research at various national conferences, contributing to the ongoing dialogue about equity in counselor education and mental health services. In addition to her academic pursuits, she actively engages in diversity, equity, and inclusion work at her institution. Deepika's commitment to transformative education and advocacy shapes her vision of a more equitable future for the counseling profession. Outside of her studies, she enjoys reading, going to new coffee shops, and exploring new restaurants.

Tamara K. Lawson, PhD, NCSP (she/her/hers), an Assistant Professor in the Department of Disability and Psychoeducational Studies at the University of Arizona. Her research focuses on three primary areas: (1) culturally responsive practices (i.e., teaching behaviors, instructional practices, fostering positive teacher-student relationships, and family-school engagement practices in

K-12 settings); (2) social, emotional, and behavioral supports for minoritized youth, including the role of school-based mental health professionals in the implementation of school-wide and individual mental health supports; and (3) African American youth's sense of belongingness, and engagement in practices that contribute to their academic success, school connectedness, and racial identity development in K-16 settings. Furthermore, she has presented and published widely on topics related to behavioral support and culturally responsive practices for minoritized youth in K-12 settings.

Dr. Bo Hyun Lee is an Assistant Professor of Counseling Psychology at the Ohio State University. She received her doctorate in Counseling Psychology from the University of Missouri-Columbia. Her research interest lies at the nexus of vocational psychology, social justice training and advocacy, and inequity in the world of work. Specifically, Dr. Lee takes an intersectional approach to understanding the influence of marginalization on academic achievement and career development among members from diverse racial/ethnic backgrounds in science, technology, engineering, and mathematics (STEM) disciplines. She is also dedicated to understanding systematic levels of oppression, focusing on environmental/contextual factors influencing one's persistence in education and career. Her work has been published in scholarly outlets such as *Journal of Vocational Psychology*, *Journal of Counseling Psychology*, and *Journal of Career Development*. Dr. Lee has received several honors for her work, including Donald E. Super Fellowship and Joseph A. Johnson Research Award. She has also served diverse roles for leadership, committee, and volunteering, including IMOC convention planning subcommittee in Division 17, American Psychological Association.

Duhita Mahatmya, PhD, is an associate research scientist in the College of Education at the University of Iowa. She received her doctorate degree in Human Development and Family Studies from Iowa State University and infuses her interdisciplinary training into her scholarship. As a research scientist, Dr. Mahatmya uses an ecological systems framework and mixed methods to develop, implement, and evaluate projects that promote K-12 and postsecondary students' academic and social development. She also serves as a project evaluator on several federally funded grants focused on creating more equitable and inclusive learning environments. Her work highlights the importance of supportive relationships and environments in fostering resilience and positive development among youth. By understanding these factors, her research aims to inform policies and practices that can better support young people's growth and well-being.

Rena D. Mayes, PhD, NCC, is a professor in the Department of Educational Psychology at the University of Arizona. Mayes's research agenda centers around the creation of Black joy and homeplace for Black students including, Black boys, girls, and gifted Black students with dis/abilities. Mayes' research

details the experience of students and families navigating schools, while also providing recommendations for dismantling systems of oppression through policy and antiracist practice.

Alan Meca (él/he/him) is an Associate Professor in the Department of Psychology in the University of Texas at San Antonio (UTSA). He received his PhD in Developmental Science from Florida International University in 2014 and completed a postdoctoral fellowship at the University of Miami. Broadly, his expertise is in identity development, acculturation, cultural stress, and positive youth development. Although his research has focused generally on identity development, most of his work has been on cultural identity development and acculturation among ethnic/racial minoritized youth, particularly among Hispanic/Latinx populations. Toward this end, his research agenda has focused on identity development and cultural stressors and their effects on health risk behaviors, mental health, and educational achievement. In pursuit of this research agenda, he has published over 100 peer-reviewed manuscripts focused on personal, ethnic/racial, and national identity and on the cultural dynamics among Hispanic/Latinx families. Currently, his research agenda is focused on refining measures of cultural identity, understanding the processes that govern how ethnic/racial minoritized youth navigate their cultural environment (e.g., code-switching, cultural frame switching), and identifying ways we can support youth experiencing cultural stressors such as discrimination, bicultural stress, and negative context of reception.

Willmara Angelee Moye, a recent two-time graduate of George Mason University, has been passionate about the mental health field since being diagnosed with ADHD when she was younger. This diagnosis led to her interest in studying mental health disorders and to her pursuit of an undergraduate degree in psychology and a master's degree in clinical mental health counseling. Now a prelicensed therapist working at a community agency in Richmond, Virginia, Willmara strives to incorporate social justice and multiculturalism into her practices. She aspires to promote mental health awareness among Black and Hispanic communities as those are communities of which she is a part, and she looks forward to continuing to gain diverse experiences in different mental health settings to build her competency in the field. Willmara is a member of the American Counseling Association (ACA) and has also been involved with the National Alliance on Mental Illness (NAMI).

Dr. Michelle Muratori, a lecturer in the Counseling and Educational Studies department in the Johns Hopkins School of Education, formerly held the positions of Assistant Director of Student Support, CTY Scholars Educational Advisor, and Senior Counselor at the Johns Hopkins Center for Talented Youth (CTY). Michelle earned her M.A. in Counseling Psychology from Northwestern University and her PhD in Counselor Education from the University of Iowa. In 2014, she was honored with the Johns Hopkins University Alumni

Association Excellence in Teaching Award. She has presented at national conferences in counseling for years and has coauthored books through the American Counseling Association (ACA) on the topics of counselor self-care, coping skills for a stressful world, and clinical supervision. She is passionate about group work and hopes to inspire counselor trainees to feel as excited about group counseling as she is!

Mahogany Persip (she/her) is currently working at the University of North Carolina at Chapel Hill. Her background is in college readiness and student development, with a focus on supporting students of color as they navigate predominantly white institutions (PWIs). Mahogany's academic interests center on the resilience and community that Black women build on these campuses. Her mission is to celebrate, uplift, and unapologetically support students of color, with a special emphasis on advocating for Black women.

Mahogany has presented on gender expression in school-aged children, the BIPOC community's double pandemic experience with COVID and racism, and the policing of dress codes on Black and Brown girls. She holds a bachelor's degree from Frostburg State University and two master's Degrees from George Washington University in Higher Education and Counseling.

Paris C. Pruitt, MA, NCC (she/her/they) is a Black feminist counselor educator and Black girl advocate. Pruitt is a national certified counselor and licensed professional school counselor in both Maryland and Connecticut. Pruitt has served as a career counselor at the University of Connecticut. Pruitt's research centers on Black girls and aims to educate school counselors and community partners to better support their academic, social/emotional, and career needs. Pruitt is pursuing a PhD in Counselor Education and Supervision at The Pennsylvania State University. Pruitt studied at the University of Connecticut, earning an MA in Educational Psychology with an emphasis in Counselor Education and Counseling Psychology and a BS in Biological Sciences.

Diane Reese, PhD, is an Associate Professor at George Mason University, where she contributes to the academic growth of future counselors in the Counseling Program in the College of Education and Human Development. With a strong commitment to enhancing the field of school counseling, Dr. Reese has dedicated much of her career to preparing the next generation of school counselors. Her research interests focus on comprehensive and equity-focused school counseling programs, school counselor leadership, and addressing adverse childhood experiences and trauma. Dr. Reese is also an advocate for equity and inclusion within school systems, emphasizing the role of school counselors in fostering supportive, inclusive environments for all students. In addition to her academic work, Dr. Reese has extensive experience as a practicing school counselor, which informs her teaching and research. As a Resident in Counseling, her work is deeply rooted in equity, trauma-informed practices, and improving the lives of marginalized communities.

She continues to inspire future counselors with her dedication to the profession. Dr. Reese holds numerous licenses and certifications and has been recognized as one of *Diverse: Issues in Higher Education's 40 Outstanding Women in Higher Education (2024)*.

Adrienne Robertson is an Assistant professor at Temple University where she teaches in the Counseling in Educational Settings Program. Adrienne received her PhD in Counselor Education and Supervision from Georgia State University in 2023. She is a former high school counselor in Illinois and middle school counselor in Georgia. She is also a Licensed Clinical Professional Counselor with over 15 years of combined school and clinical counseling experience. Adrienne's research interests include the mental health of marginalized youth and how it impacts academic success.

Dr. Niani Smith is a Licensed Clinical Social Worker and Certified Clinical Trauma Professional. Serving for over 15 years in the field, Dr. Smith has contributed to multiple work streams in the social work realm. In education and human services, Dr. Smith has conducted mental health interventions in public, private and charter school networks, and child welfare programs for hundreds of children and adolescents. She supports the development of clinicians through clinical supervision and is the Director of Behavioral Health and Wellness for Redemptions Global, a human service organization based in Africa. Currently, Dr. Smith serves as the Trauma Prevention and Recovery Manager for a metropolitan school district where she focuses on developing healing and hope amid challenging situations. Additionally, Dr. Smith is a Certified Master Trainer for National Threat Evaluation and Reporting through the U.S. Department of Homeland Security to help stop the spread of school violence. As a presenter, lecturer, and trainer, Dr. Smith's collective work is geared toward influencing and changing systems to support the healthy development and advancement of individuals by increasing awareness on the impact and effects of trauma and shifting programmatic structures to promote healing.

Dr. Jeremy Sullivan is a Professor and past Chair of the Department of Educational Psychology at the University of Texas at San Antonio (UTSA). Dr. Sullivan earned his doctoral degree from Texas A&M University, and he is a Licensed Psychologist, Licensed Specialist in School Psychology, and Nationally Certified School Psychologist. Dr. Sullivan's areas of research include psychoeducational assessment, psychometrics, supervision, and training/professional issues in school psychology. He has published more than 35 articles in peer-reviewed journals, in addition to one co-authored book (*Neuropsychological Assessment and Intervention for Childhood and Adolescent Disorders*) and one co-edited book (*Pediatric Neurotoxicology: Academic and Psychosocial Outcomes*). He has recently been involved with several multi-year projects funded by the U.S. Department of Education. All of these funded projects respond to

personnel shortages and involve increasing the number and diversity of highly trained professionals in school and community settings. At UTSA, Dr. Sullivan typically teaches courses in educational measurement and assessment, cognitive assessment, and neuropsychology, in addition to supervising practicum students and interns in their school-based field placements.

Dr. Victor Villarreal is a Professor in the Department of Educational Psychology at the University of Texas at San Antonio (UTSA). Dr. Villarreal earned his doctoral degree in school psychology from Texas A&M University. He is a Licensed Psychologist, Licensed Specialist in School Psychology, and Nationally Certified School Psychologist with experience providing mental health services in schools and community clinics. Dr. Villarreal's areas of research include school-based mental health programming, the evaluation of methods for identifying students with the greatest need for behavioral and emotional support, and metascience in school psychology. Dr. Villarreal's research has been published in leading journals in the field and he has been involved in multi-year, grant-funded projects intended to address school-based mental health professional shortages. At UTSA, Dr. Villarreal typically teaches courses on child and adolescent mental health issues, as well as ethical and professional issues in school psychology.

Kathryn Watson, PhD, is a scholar focused on education policy, school leadership, and the needs of underrepresented students. Her research examines the impact of school-based mental health policies like Iowa Senate File 496 on school practices and develops evidence-based interventions to support twice-exceptional students. As part of the Iowa Best + Well evaluation team, Kathryn helps train educators to identify and support students with mental health challenges. Her work on culturally responsive leadership and meta-analyses of school-based mental health interventions equips education leaders with practical tools to create more inclusive and effective school environments. Kathryn's contributions significantly advance the field of education leadership by providing leaders with the insights needed to enhance school climate and student outcomes.

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FOREWORD

For decades, I have fought for students to receive mental health services in schools. And few people listened outside of my counseling colleagues. Now, with the increase in mass school shootings and lingering student mental health issues from the pandemic, educators are concerned and asking for help. The U.S. Surgeon General, Vivek Murthy, has even called youth mental health a “crisis.” In his advisory, he described the challenges young people face today as “uniquely hard to navigate” and called the mental health effects of these challenges “devastating.” For minoritized youth, mental health issues are increasing at an alarming rate. Suicide death rates among Black youth are on the rise and growing more quickly than for any other racial/ethnic group ([Johns Hopkins Center for Gun Violence, 2023](#)).

Forging Interdisciplinary Collaborations: Comprehensive Mental Health Programming Across P-16 Education Systems highlights the often-forgotten fact that schools are ideal spaces for students and families to receive mental health support. School counselors, psychologists, and social workers are typically the student support staff trained to provide mental health support in educational settings. Yet, there is a need for more collaborative approaches that bring together teachers, mental health professionals, administrators, and community members. Also, helping professionals spend the majority of their time providing other services (e.g., advising, lunch duty). Some districts even opt to replace school counselors with School Resource Officers (i.e., police officers)! Criminalizing students rather than supporting their mental health is indefensible.

Levy and Steen have compiled a rich collection of chapters that act as a “playbook” for providing mental wellness activities in schools. Each chapter explicitly explains what it takes to improve students’ mental well-being and how to structure a school-wide mental wellness approach. Although it’s tempting to discuss the numerous theories of counseling and therapy, the authors offer tips for educators on building foundational relationships, a requisite skill for ensuring students’ wellness in schools.

The chapters in this book illustrate how mental health support can be integrated into a school’s daily activities. The authors also write eloquently about how mental health support is often embedded in school culture or the culture of **how** we “interact with” students and their families. Mental health support is not always ancillary to schools’ day-to-day practices. It’s how we engage with and value students’ emotions, feelings, experiences, etc. that counts!

I would be remiss if I didn’t mention the need for culturally responsive educators. If educators execute the suggestions in this book without doing the hard work of understanding their own biases, racist beliefs, and racial socialization, they will fail. Again, the relationships between students and helping professionals is foundational. To think that one can help students gain mental wellness, without doing their own deep self-work is nonsense! For instance, in Black communities, the reluctance to seek mental health care can often be attributed to a general distrust of medical professionals. This distrust is not without merit: historically, Black Americans have been misdiagnosed at higher rates than their white peers, and Black communities have been exploited by the medical community (e.g., Tuskegee Experiment). Trusting, caring, authentic, and culturally responsive helping professionals are the keys to helping students overcome mental illness. And understanding the history of minoritized populations and the stigma associated with mental health in those communities is paramount to effective mental health treatment. Levy and Steen understand this critical dynamic and have included chapters specifically on dismantling stigma and systems of oppression.

Educators **NEED** this book now more than ever. I agree with the U.S. Surgeon General—we are in a mental health crisis. And schools are the epicenter of the support that’s needed.

Cheryl Holcomb-McCoy, PhD
Distinguished Professor and Dean
American University

REFERENCE

Johns Hopkins Center for Gun Violence Solutions and Johns Hopkins Bloomberg School of Public Health, Department of Mental Health. (2023). *Still ringing the alarm: An enduring call to action for Black youth suicide prevention.*

PREFACE

Adrienne Robertson
Temple University

“Just in case some of yall need to hear this: SCHOOL COUNSELORS ARE MENTAL HEALTH PROFESSIONALS!!! To be honest I focus on mental health first then academics because who in the heck cares about college when my student is suicidal.” #sorrynotsorry #scchat #MentalHealthMatters—@Ms_Robertson84 April 28, 2021 Twitter.

“School counselors (SCs) are mental health professionals” is a statement I have tweeted at least ten times, but I say it often to my colleagues, friends, family, students, and anyone who will listen. I cannot take credit for coining the phrase, but repeating it is vital to change the narrative of the school counseling profession. I always knew that I would focus on mental and emotional health when I became an SC. It was related to my work at a behavioral health hospital during grad school. I saw firsthand how mental health issues directly affected kids’ lives and ability to focus on academic achievement. Therefore, I realized that if kids suffered from problems like trauma, stress, loss, or depression, they were not in the headspace to focus on subjects like reading or math. Adults struggle to do work when their mental health is suffering, so how can we expect our youth to focus on school when they worry about how they are going to eat or how many hours they need to work to pay for college? I considered these outside factors as a school counselor, but not everyone in my school district saw this as a priority. It was frustrating and one of the reasons I chose to pursue my doctorate. I believe SCs are one of the few people in PreK-12 who see students holistically, which is why they need to be at the forefront of prioritizing mental health in schools.

The journey has been challenging, but fortunately, more schools recognize they must promote the emotional health of students. As evidenced by the last five years. Our youth and young adults have experienced a pandemic and witnessed police violence toward Black people, specifically the death of George Floyd. They have seen the attacks on DEI and the transgender

population that contributed to book bans. They watch the political battle of gun control while also seeing mass shootings and wondering if their school or university will be next. Girls must think about the overturn of *Roe vs. Wade* and the policing of their bodies. Black and Brown youth experience racism and discrimination. College students who protested the genocide in Gaza were attacked by law enforcement. The list could go on, but I think you can see some of the events that contribute to why our youth are in a mental health crisis. Issues such as anxiety and depression have increased alarmingly, but these issues are not new in PreK-16 education. They have been brought to the forefront, and mental health can no longer be ignored. Still, so many students have struggled with mental health issues for decades, specifically those with marginalized identities who have experienced historically oppressive systems in education.

While SCs have the training and skills to lead the movement to prioritize mental health in schools, they cannot do it alone. As they say, it takes a village; everyone from educators to families to communities must contribute. Even more, SCs must connect and collaborate with school-based mental health counselors (SBMHCs). Historically, there has been tension between SBMHCs and SCs, but the work of both these professionals is vital to eradicate the stigma of mental health in PreK-16 schools. They have similar training, but their roles within a school are different. SBMHCs provide traditional therapy to individual students and are not typically employed by school districts. SCs are essentially responsible for all students, and although they can provide short-term counseling, they also facilitate whole-school and small-group interventions that address mental health. To reiterate, SCs are mental health professionals who have the training and skills to address mental health in their schools, but that is not their only role. SBMHCs serve fewer students and focus on those students to provide therapy. Therefore, these two roles can and must coexist to address student needs.

A resource like *Eradicating the Stigma: Prioritizing Mental Health in PreK-16 Education* will not only help SCs but also support the entire village. As someone who is vocal about SCs being recognized as mental health professionals and teaching school counselors in training to see themselves as such, I was excited to hear about this book. School counseling students and new professionals often may have ideas but need help knowing where to start. The information and tools within this book are designed to help all educators and educators in training. Using interdisciplinary collaboration, the authors and editors are creating a way to push mental health support forward that will increase access to resources, build healthy family and community partnerships, and influence policy. What is critical is how this book will help those currently working in schools, and it can be incorporated into counseling, teaching, and principal training programs to equip future educators with the tools and confidence to go into their buildings and advocate for students' mental health.

INTRODUCTION. FORGING INTERDISCIPLINARY COLLABORATIONS: COMPREHENSIVE MENTAL HEALTH PROGRAMMING ACROSS P-16 EDUCATION SYSTEMS

Ian Levy
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Sam Steen
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This book explores an array of symptoms of poor mental health in PreK-16 schools and highlights ways school districts, colleges, and universities can each take up efforts to promote the social and emotional health of their student body and staff. As authors of this text, we both identify as school counselor educators and former school counselors. Thus, with the aim of describing the varied ways educators and mental health workers can support youth's mental health across educational ecosystems, we draw from school counseling frameworks that we believe are useful for all our youth-facing adults. At the time of writing this book, conversations about the importance of youth's mental health, particularly in the wake of the COVID-19 pandemic, are proliferating.

While we are glad that mental health has become part of the popular discourse, there has long been a need to integrate robust mental health services in schools. Findings from the Youth Risk Behavior Surveillance System surveys by the Centers for Disease Control and Prevention (CDC, 2021) indicated that youths overall mental health has trended in the negative direction from 2011 to 2021. In 2021, 29% of high school youth indicated experiencing poor mental health over the 30 days prior to taking the survey, and 42% of youth suggested that their daily activities had been interrupted by feelings of sadness and hopelessness. Hispanic (46%) and multiracial (49%) students indicated even higher persistence of sadness and hopelessness. In 2021, 22% of high school students seriously considered attempting suicide during the past year. The CDC found that one out of every six children in the United States aged (2–8 years old) were diagnosed with a mental, behavioral, or developmental disorder. Using a national dataset, Whitney and Peterson (2019) found that half of all diagnoses occur for individuals before individuals turn 14 years old, and that approximately 1 of 6 US youth (ages 6–17) develop a mental health disorder each year. Given this reality it is essential to provide school-based mental resources that are focused on early identification, as well as developmental and preventative mental health services, to reduce barriers for students and families, particularly for racially, ethnically, culturally, and linguistically diverse communities (Bryan et al., 2020; Duong et al., 2021).

As authors, and former school counselors, we remain deeply concerned that the public's understanding of mental health resources is too narrowly defined at responding to emerging concerns (i.e., therapy after a traumatic event) at the expense of considering how schools can also develop youth's internal capacities to navigate inevitable life stressors. In this book we posit that the chief responsibility of the K-12 schools is to ensure that students are mentally well and developmentally bound, which, according to the World Health Organization (2021), means that they can typically manage everyday stressors, harness their personal strengths and capabilities, and engage in a range of productive activities. For this reason, it is not only necessary for schools to allocate resources for the provision of long-term therapy, but to also consider how mental health programming is available through each educational resource youth engage with.

Therefore, as a guide for this book, the authors borrow from the Educator-Counselor framework (Levy & Lemberger-Truelove, 2021) which operationalizes school counselors as nondual, nonhierarchical, counselors and educators who engage in varied educational tasks (instruction, individual and group counseling, appraisal and advisement, collaboration and consultation, referrals, and leadership and advocacy) to preventatively support youth's development toward wellbeing and social justice outcomes. Considering this framework, we argue that amidst the laudable public demand for mental health supports in schools, most contemporary approaches take

on a reactive and diagnostic approach which both centers mental health concerns within individuals, forgoing the impact of systems on the emergence of mental health systems, and overlooks the ways that mental health professionals work to prevent the development of a mental health concern entirely (Myers, 1992). This is not to suggest that reactive and diagnosis-focused mental health services in schools are inadequate or unnecessary, it's quite the opposite. They are necessary, after a deluge of preventive services are deemed ineffective in supporting young people. While we understand that the audience for this book are not only school counseling professionals, we see the school counselor as the professional who is connected to all parts of this school building. In this way, we suggest that understanding the Educator-Counselor framework is essential in that it activates a range of educators, from teachers to school counselors, school social workers, psychologists, and licensed mental health counselors who are well versed in collaboratively implementing a range of mental health services, across educational ecosystems, to support youth from prevention to intervention.

INTRODUCTION TO THE CHAPTERS

In order to comprehensively focus on mental health in P-16 schooling, the chapters in this text are organized to showcase how interdisciplinary professionals in education can collaborate on supporting youth's wellness via preventative and responsive approaches. Each chapter will include practical recommendations for mental health practitioners, teachers, higher education faculty, parents, and/or students. Collectively, the chapters represent each part of the schooling system, from the district, school, community, and familial levels, with developmental implications across P-16. The 13 chapters in this text span 3 distinct parts: *Part 1) Mental Health Policy and Direct Services*, *Part 2) Fostering Collaborative Educational Environments*, and *Part 3) Evaluating Mental Health Programming*—which are described in detail below.

Part 1: Mental Health Policy and Direct Services

The opening section of this book reviews four chapters which help describe how mental health policies at the district and school level impact the direct provision of mental health services. We begin chapter one at the school district policy level, where Mahatmya and colleagues examine national and state-level educational policy and practice around school mental health, to offer recommendations that advance our practices, research, and policies to promote systemic wellbeing. Chapter 2 further explores district level policy through describing a grant-funded project that aimed to showcase how a university and school-district partnership could increase

access to inclusive and culturally responsive mental health programming across a range of elementary, middle and high schools. In this chapter, Villarreal et al. offer implications for K-12 schools in the delivery of mental health services across a district, but also for systems of higher education who are dedicated to training future generations of mental health professionals.

Considering the provision of mental health services within K-12 schools, Chapters 3 and 4 specify the delivery of direct counseling services at the individual and group levels. In Chapter 3, Lawson and Burks define and codify various school-based mental health professionals and the direct counseling interventions they are each trained to deliver. Following these descriptions are a set of practical recommendations for mental health providers in schools, as well as for teachers, parents, and students who engage with direct services. Chapter 4 describes how mental health professionals in school can utilize group counseling approaches to respond to mental health crises, battle stigma, and contribute to a sense of empowerment and resilience within young people. In this chapter, Muratori et al. present group counseling, not as a singular solution, but as part of the puzzle in promoting mental wellness and addressing traumas like COVID-19. They also offer recommendations of delivering culturally responsive group work that actively engages with the diverse ways that students identify (racially, ethnically, and culturally) to combat systemic barriers and best support their mental health and academic success.

Part 2: Fostering Collaborative Educational Environments

To comprehensively support students' wellbeing, it is essential that teachers, educational leaders, parents, and community members are also involved in the provision of preventative and developmental services. Therefore, part 2 of this text includes seven chapters that describe how a range of educators, across P-16, work to address student's wellness through fostering collaborative educational environments. For example, in Chapter 5, Adjapong and Emdin elucidate how teachers can create physical classroom environments that benefit students' mental health and wellbeing. In particular they describe the concept of the collider classroom, an initiative that invites schools to reimagine the physical structure and design of the classroom in ways that reflect the educational and socio-emotional development of youth. They specifically frame classrooms as an essential and untapped first line of defense for mental health support in schools. Then, in Chapter 6, Hannon and Hannon reimagine parent engagement as a culturally relevant, sustaining, and affirming mental health resource for young people, and school climates more broadly. In their chapter, they

highlight how parents/caregivers, educators, researchers, and clinicians can focus on school students' strengths and assets to protect youth from social, emotional and academic risk factors. Chapter 7, Griffin begins with an autobiographical approach then expands to evidence based research and scholarship that highlights supporting Black families within rural schools and offers a critical view on how to expand this to all children and families regardless of racial and cultural backgrounds.

Chapters 8 through 11 make clear how mental health services can pervade P-16 school systems, via interdisciplinary collaborations at the school community level, through leadership and advocacy efforts within schools, by cultivating a healing-centered school culture, and by actively addressing systemic oppression. In Chapter 8, Holkenbrink-Monk and Kim present an innovative and multidisciplinary framework that focuses on community-engaged methodologies to address the systemic and multicultural components of mental health program development in schools. They make the claim that, in order to engage parents and the surrounding community in mental health efforts across P-16, it is fundamental to believe that the community itself holds knowledge and expertise about what should be considered "best practice." In their chapter they intentionally center the voices and experiences of school communities to offer a framework to challenge institutional practices that often decenter the assets that exist within youth, their families, and the larger community. The development of a framework that corrals community in implementing interdisciplinary approaches for addressing youth's mental health is representative of the type of leadership and advocacy efforts that are desirable from mental health professionals in K-12 schools. Chapter 9, Byrd and colleagues further explicate the importance of leadership and advocacy, where they describe how mental health professionals collaborate with key educational stakeholders in K-12 schools to promote youth's social and emotional wellbeing. Their chapter reviews strategies for advocating for mental health awareness, implementing culturally responsive strategies, and cultivating a positive school climate, all toward supporting the wellbeing of students.

In the 10th chapter of this text, Smith and Dorn review the impact of school and classroom culture on students' mental health and provide strategies that support a positive school culture through Tier 1, universal concepts. Specifically, they call on healing-centered engagement techniques that support student wellbeing, and on a forgiveness education that supports students' empathy and self-worth, both toward instilling positive relationships through open communication across school systems. Considering school, or institutional culture, at the higher education level, Jones and Parsip call attention to the ways that racial microaggressions take form on college campuses, impacting the mental health of students of color, as well as their ability to thrive. Their review of concepts like

racial microaggressions and racial battle fatigue culminates in the presentation of a model for fostering higher education environments that promote psychological thriving. This chapter concludes with two powerful narratives that illustrate how the authors have both survived and thrived within higher education, offering recommendations for college and university systems to create contexts that are appropriate for student and faculty wellbeing.

Part 3: Evaluating Mental Health Programming

The final two chapters (apart from our concluding chapter) of this text make up part three of the book, where the authors highlight the importance of research and evaluation in both understanding and responding to student's mental health needs, and assessing the effectiveness of mental health programming on youth wellbeing outcomes. In Chapter 12, Beasley details a culturally sustaining approach for school and clinical mental health counseling program evaluation to aid practitioners in analyzing the impact of their programming, and advocating for the youth they serve. This chapter comprehensively details five practices of program evaluation through a culturally sustaining lens, to offer readers tools to apply evaluation strategies in their practice. On a more granular level, Fletcher and colleagues offer a research study analyzing the challenges that the COVID-19 pandemic presented to Black high school youth, to both understand the social-emotional issues they faced, as well as the quality of virtual learning supports. Essentially, Chapter 13 provides a practical application of research and evaluation to make sense of the impact of a pandemic on youth's wellbeing, and to then develop strategies for health practitioners recommendations to respond to identified challenges through practice, policy, and research. We provide a concluding Chapter 14 to revisit an opportunity to reflect again on the questions that we pose to you here below.

CONCLUSION

In sum, the chapters in this text seek to respond to youth's mental health, from prevention to intervention, across P-16 school ecosystems. It is our hope that the chapters in this book help practitioners see how mental health programming pervades all levels of schooling, and encourages them to consider who they can engage in the promotion of youths mental health at the district level, via direct individual and group counseling practices in schools, through collaboration with all educational stakeholders (students, teachers, administration, parents, community, etc.), and through active

research and program evaluation. As you read this text, we encourage you to reflect on a number of interactive research questions that we've listed below. At the conclusion of this book we will call on these questions again, to offer you an opportunity to reflect on how your understanding of comprehensive mental health programming may have shifted. Please consider the following:

1. How do you define mental health services across P16?
2. Considering your role in school ecosystems, what is your role in supporting students' mental health?
3. In what capacity can you collaborate with colleagues to meet students' mental health needs?
4. In what ways can you engage in leadership and advocacy work, across P16, to support students' mental health needs?
5. To what extent is it possible for Mental health practitioners and Educators to coexists within a school environment?
6. What policies and procedures do you know that impact the advancement of youth's (and faculty/staff's) mental health?
7. Do youth have a voice in the choices made for their mental health?
8. What role are you currently playing regarding mental health in schools? What role will you play in the future?
9. How do you define mental health in schools?
10. What insight do you hope to gain or did you gain about mental health in school settings?

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