

7 Insights on Student Mental Health

Any training regarding student mental health should seek to help teachers become better teachers, not mental health experts or therapists.

—Sandy Merz, p. 12

Those of us in caregiving fields have long realized that trauma is toxic to students' brains and spirits as well as their bodies.




—Kristin Souers, p. 32

Tens of thousands of good teachers feel the pain of failure for students with mental illnesses. They know that failure, student by student by student, not merely as statistics.

—Jeffrey Benson, p. 38

What we see of students in the classroom is the bare tip of what's there—in terms of capacity, but also in terms of the complexities of their lives.

—Carol Ann Tomlinson, p. 88



Students who feel calm during school after participating in mindfulness activities are often more creative, more responsive, and retain their learning long after the lesson.

—Connie Titone, erin feldman,
and Marie DeRosato, p. 74

If schools are meant to be places where students can learn and feel affirmed and safe, understanding the impact of discrimination and racism on the mental health of students of color must be a top priority.

—Priya Sehgal, Julia Jeffries,
and Nancy Rappaport, p. 51

Many mental health challenges emerge in adolescence. Parents are often left wondering whether sudden changes in behavior are “normal” or signify the beginning of a mental health problem.

—John Kelly, Eric Rossen,
and Katherine C. Cowan, p. 62

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