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# Mental Health and Its Effect on Positive Behavior for Economically Disadvantaged Students

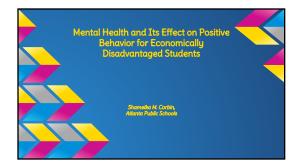
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Although historically mental health has been viewed through the lens of mental illness, (e.g., depression, schizophrenia, bipolar disease), we have come to recognize that good mental health is not simply the absence of illness but also the possession of skills necessary to cope with file's challenges. As educators we need to understand the role mental health plays in the school context because it is so central to our students' social, emotional, and mendance entered.

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STEP 1: Identifying...

Near records of observations

Reachers who are concerned about a student should keep clear, concise
of the indicators and incontents that may later help health professionals
determine whether a student has depression.

Orall with a school courselor

B studenters and since so observations with a school coursefor and
entages the principal.

D address pager interview.

B students continue to attend school during the time they are being assessed
for discussed and depression disputs to their students with a previous

Constructions at the school during the time they are being assessed
for discussed and depression and depression and depression.

# **Creating An Inviting Classroom**

# Creating an institug environment where students feel sofe to take healthy risks is important, as students with depression may avoid school if they feel threatened or insecure bene. The environment with adapted to account is powerful, expectably to students with depression.

## **Teaching Organizational Strategies**

- Prompt students to use agenda books or day-timers for assignments and tests. Memory is not reliable when a person is mentally unstable.
- Encourage students to use positive self-talk and problem solving when confronted by difficult work. Teachers can model this by talking about times when they used positive self-talk to overcome a challenaina situations
- Normally, as students mature, teachers expect students to take the initiative to request help but this is hard for students with mental health issues

## **Instructional Strategies**

- Maintain a pleasant, interested tone and be prepared to listen; do not
  press students for details on family problems or therapy.
- Find out what motivates students, such as working with music, popular culture, unique books
- Be aware of any special needs or learning problems
- Initiate conversation when students arrive, leave, or during breaks, as students with depression are not likely to do so.
- Stop by students' desks during seat work or sit in on small groups.

## Building a Support Network

Students need to be encouraged to build a network of support from parents, teachers, and friends. As mach as they are able, they need to let people know how they are doing. At school, they may choose a teacher or counselve to be an advocate to assist them in communicating with their other teachers. Maintain contact with a few friends by talking to them regularly and participating in activities.

- Use assertive communication rather than fighting, shouting, or yelling. "I don't like it when you
  pull my jacket. Keep your hands to yourself"
- Walk with a friend, an older buildy or a teacher during recess or breaks. This minimizes the feeling of being left out when the student sees other students having fun or seeming to have many friends.

## Counseling Related Strategies

- Coaching students to use positive self-talk
- Encouraging students to follow healthy living practices
- Encouraging students to participate in community progr
- Helping students "find" their own gifts and talents



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