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| Titolo                  | Handbook of school-based mental health promotion : an evidence-informed framework for implementation // Alan W. Leschied, Donald H. Saklofske, Gordon L. Flett, editors  |
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| Nota di contenuto       | Chapter 1. An Overview of Implementation -- PART I: The Evidence for Implementation in Schools and Systems of Care -- Chapter 2. Both Promising and Problematic: Reviewing the Evidence for Implementation Science- Chapter 3. What Works in School-Based Mental Health Service Delivery? -- Chapter 4. Shifting Systems of Care to Support School-Based Services -- Chapter 5. Beyond Silos: Optimizing the Promise of School-based Mental Health Promotion Within Integrated Systems of Care -- Chapter 6. Schools and Mental Health: Is some Necessary Re-examining in Order? -- PART II: A Focus on Educators -- Chapter 7. Yet One More Expectation for Teachers -- Chapter 8. Mental Health Literacy as a Fundamental Part of Teacher Preparation: A Canadian Perspective -- Chapter 9. Promoting Mental Health Literacy Among |

Educators: A Critical Aspect of School Based Prevention and Intervention -- Chapter 10. Qualities of Teacher Effectiveness in Delivering School Based Mental Health Programs: The Relevance of Emotional Intelligence -- Chapter 11. Educational Leaders Supporting the Mental Health of Students and Staff: Limited Research but Promising Practices in Preparing School Principals -- PART III: A Focus on Specific Program Implementation -- Chapter 12. Effectiveness of School-based Interventions on Mental Health Stigmatization -- Chapter 13. Self-Stigma in Youth: Prevention, Intervention and the Relevance for Schools -- Chapter 14. Nonsuicidal Self-Injury: What Schools Can Do -- Chapter 15. School-Based Suicide Prevention, Intervention, and Postvention -- Chapter 16. School-based Prevention and Early Intervention Programs for Depression -- Chapter 17. The Fourth R: Implementing Evidence-based Healthy Relationships and Mental Health Promotion Programming in Diverse Contexts -- Chapter 18. Mindfulness-Based Programs in School Settings: Current State of the Research -- Chapter 19. Children and Adolescents "Flying Under the Radar": Understanding, Assessing, and Addressing Hidden Distress Among Students -- Chapter 20. Resilience to Interpersonal Stress: Why Matterings Matter When Building the Foundation of Mentally Healthy Schools -- Chapter 21. School-Based Intervention for Adolescents with Impaired Social Anxiety -- Chapter 22. Implementing and Integrating Parenting Education into Early Childhood Education Environments -- Chapter 23. Youth in High-Achieving Schools: Challenges to Mental Health and Directions for Evidence-Based Interventions -- Chapter 24. Implementing Emotional Intelligence Programs in Australian Schools. .

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## Sommario/riassunto

The Springer Series on Human Exceptionality Series Editors: Donald H. Saklofske and Moshe Zeidner Handbook for School-Based Mental Health Promotion An Evidence-Informed Framework for Implementation Alan W. Leschied, Donald H. Saklofske, and Gordon L. Flett, Editors This handbook provides a comprehensive overview to implementing effective evidence-based mental health promotion in schools. It addresses issues surrounding the increasing demands on school psychologists and educational and mental health professionals to support and provide improved student well-being, learning, and academic outcomes. The volume explores factors outside the traditional framework of learning that are important in maximizing educational outcomes as well as how students learn to cope with emotional challenges that confront them both during their school years and across the lifespan. Chapters offer robust examples of successful programs and interventions, addressing a range of student issues, including depression, self-harm, social anxiety, high-achiever anxiety, and hidden distress. In addition, chapters explore ways in which mental health and education professionals can implement evidence-informed programs, from the testing and experimental stages to actual use within schools and classrooms. Topics featured in this handbook include: . A Canadian perspective to mental health literacy and teacher preparation. . The relevance of emotional intelligence in the effectiveness of delivering school-based mental health programs. . Intervention programs for reducing self-stigma in children and adolescents. . School-based suicide prevention and intervention. . Mindfulness-based programs in school settings. . Implementing emotional intelligence programs in Australian schools. The Handbook for School-Based Mental Health Promotion is a must-have resource for researchers, clinicians and related professionals, and policymakers as well as graduate students across such interrelated disciplines as child and school psychology, social work, education policy and politics, special and general education, public health, school nursing,

occupational therapy, psychiatry, school counseling, and family studies.

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