



ADVANCING WELLNESS and RESILIENCE in EDUCATION

**A Collection of
Mental and Behavioral Health
Online Resources**



Introduction to Compendium	4
Category: General - American Psychiatric Association	5
Category: General - American Psychological Association	6
Category: General - Bring Change 2 Mind	7
Category: General - Half of Us	8
Category: General - National Alliance on Mental Illness	9
Category: General - PsyCom	10
Category: General - Substance Abuse and Mental Health Services Administration	11
Category: General - U.S. Department of Health and Human Services	12
Anxiety Disorders	13
Category: Anxiety - Anxiety and Depression Association of America (ADAA)	15
Category: Anxiety - Andrew Kukes Foundation for Social Anxiety (AKFSA)	16
Category: Anxiety - Anxiety.org	17
Attention-Deficit/Hyperactivity Disorder (ADHD)	18
Category: ADD/ADHD - Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)	19
Category: ADD/ADHD - ADHD-ADD Resources	20
Category: ADD/ADHD - Attention Deficit Disorder Association	21
Autism	22
Category: Autism – Vanderbilt Kennedy Center	23
Category: Autism – Autism Society	25
Category: Autism – OCALI Autism Center	26
Category: Autism – VCU Autism Center for Excellence	27
Bipolar Disorder	29
Category: Bipolar Disorder - Juvenile Bipolar Research Foundation	30
Category: Bipolar Disorder - Depression and Bipolar Support Alliance (DBSA)	31
Category: Bipolar Disorder - The Bipolar Child	32
Category: Bipolar Disorder - International Bipolar Foundation (IBPF)	33
Category: Bipolar Disorder - Facing Us Clubhouse	34
Bullying	35
Category: Bullying – StopBullying.gov	37
Category: Bullying – STOMP Out Bullying™	38
Category: Bullying – PACER’s National Bullying Prevention Center	39
Category: Bullying – CyberBully.org	40
Category: Bullying – Cyber Bully Help: Preventing Bullying in the Digital Age	41
Category: LGBTQ Bullying Resources - GLSEN	42
Category: LGBTQ Bullying Resources - PFLAG	43
Category: LGBTQ Bullying Resources - Teaching Tolerance (Southern Poverty Law Center)	44
Category: LGBTQ Bullying Resources - The Trevor Project	45
Category: LGBTQ Bullying Resources - It Gets Better Project	46
Category: LGBTQ Bullying Resources - GSA Network	47

Dating Violence	48
Category: Dating Violence - Love Is Respect	49
Category: Dating Violence - Dating Matters: Strategies to Promote Healthy Teen Relationships	50
Category: Dating Violence - Safe Dates: An Adolescent Dating Abuse Prevention Curriculum	51
Category: Dating Violence - Break the Cycle	52
Category: Dating Violence - That's Not Cool	53
Category: Dating Violence - Love Doesn't Shove	54
Depression	55
Category: Depression - Erika's Lighthouse- A Beacon of Hope for Adolescent Depression	56
Category: Depression - HelpGuide	57
Category: Depression - International Foundation for Research and Education on Depression	58
Category: Depression - Anxiety and Depression Association of America	59
Eating Disorders	60
Category: Eating Disorders - National Eating Disorders Association	61
Category: Eating Disorders - National Association of Anorexia Nervosa and Associated Disorders	62
Category: Eating Disorders - The Body Positive	63
Category: Eating Disorders - Eating Disorder Hope	64
Category: Eating Disorders - Families Empowered and Supporting Treatment of Eating Disorders	65
Category: Eating Disorders - The National Association for Males with Eating Disorders	66
Human Trafficking	67
Category: Human Trafficking - National Human Trafficking Resource Center's Webinar for Educators	68
Category: Human Trafficking - The National Human Trafficking Resource Center	69
Category: Human Trafficking - Born2fly International, Inc.	70
Category: Human Trafficking - Frederick Douglass Family Initiatives	71
Category: Human Trafficking - Abolishing Injustice in the 21st Century (A21)	72
Category: Human Trafficking - Human Trafficking Prevention Education Guidance for Implementation of Youth Programs	73
Sexual Assault	74
Category: Sexual Assault—RAINN	76
Category: Sexual Assault—NSOPW (National Sex Offender Public Website)	77
Category: Sexual Assault—Sexual Assault Youth Support Network (SAYSN)	78
Substance Use/Abuse	79
Category: Substance Use/Abuse – Get Smart About Drugs	80
Category: Substance Use/Abuse – National Institute on Drug Abuse	81
Category: Substance Use/Abuse – DrugAbuse.com	82
Category: Substance Use/Abuse – SAMHSA	83
Suicide	85
Category: Suicide - American Foundation for Suicide Prevention	86
Category: Suicide - American Association of Suicidology	87
Category: Suicide - International Association for Suicide Prevention	88

Category: Suicide - National Suicide Prevention Lifeline	89
Category: Suicide - The Jed Foundation	90
Category: Suicide – K-12 Toolkit for Mental Health Promotion and Suicide Prevention	91
Self-Harm/Non-Suicidal Self Injury	92
Category: Self-Harm/Non-Suicidal Self Injury - Self-injury and Recovery Research and Resources	93
Category: Self-Harm/Non-Suicidal Self Injury - LifeSIGNS Self-Injury Guidance and Network Support	94
Category: Self-Harm/Non-Suicidal Self Injury - S.A.F.E. Alternatives Resources for Schools	95
Category: Self-Harm/Non-Suicidal Self Injury - Self-Injury Outreach and Support	96
Category: Self-Harm/Non-Suicidal Self Injury - Recover Your Life	97
Trauma	98
Category: Trauma – Ohio Department of Education Trauma-Informed Schools	99
Category: Trauma – National Center for Trauma-Informed Care & Alternatives to Seclusion and Restraint	100
Category: Trauma – The Ohio Department of Mental Health and Addiction Services website on Trauma-Informed Care (TIC)	101
Category: Trauma – The National Child Traumatic Stress Network	102

Introduction to Compendium

As part of the Now is the Time (NITT) Project AWARE initiative, the NITT Technical Assistance Center, in partnership with the Substance Abuse and Mental Health Services Administration (SAMHSA), released an issue brief entitled [Mental Health and Academic Achievement](#).

According to research cited in the brief, approximately one in six school-age youth experience difficulty in life functioning due to a mental health or behavioral health issue. The most prevalent mental illnesses among school-age youth include attention deficit/hyperactivity disorder (ADHD), behavioral or conduct problems, anxiety and depression. Unfortunately, less than half of young people with a mental illness receive adequate treatment or support. Schools are one of the most likely places where mental health concerns among young people will be detected, and school personnel have an unparalleled opportunity to connect youth with appropriate prevention, support, intervention and treatment resources. Early detection of mental health concerns can lead to improved academic achievement, reduced disruptions at school and more positive outcomes in life in general.

The purpose of this compendium is to provide a foundational source of information about online mental health, social-emotional and behavioral health resources school personnel and mental health professionals can share with children, adolescents and their families who are coping with mental health and behavioral health issues. This compendium includes a general section that highlights national organizations, each having a vision and mission to provide information and support for individuals with mental illnesses and their families. In addition to the general section, the compendium includes sections for each of the following mental health and behavioral health concerns:

- Anxiety Disorders;
- Attention Deficit/Hyperactivity Disorder;
- Autism;
- Bipolar Disorder;
- Bullying (in general and of LGBT students);
- Dating Violence;
- Depression;
- Eating Disorders;
- Human Trafficking;
- Sexual Assault;
- Substance Use and Abuse;
- Suicide;
- Self-Harm/Non-Suicidal Self-Injury;
- Trauma.

We hope this will be a helpful resource for school personnel who want to share online mental health and behavioral health resources with their students and families; however, we also encourage individuals and schools utilizing this compendium to consult other sources for additional resources when selecting the most appropriate mental health and/or behavioral health resource(s) to meet the needs of their students and families. This compendium is not an exhaustive list of resources available. It should be used as a foundational starting point to provide information and support to young people and families who may be experiencing mental health and/or behavioral health concerns. When considering sharing a resource with youth and families, the resource should be evaluated on a variety of dimensions, including its appropriateness for the intended use (content and population fit), its usability (ease of use) and the developmental and educational level of the information.

Category: General - American Psychiatric Association

URL
https://www.psychiatry.org/
Brief Description
<p>The American Psychiatric Association is an organization of psychiatrists working together to ensure humane care and effective treatment for all persons with mental illness, including substance use disorders. It is the voice and conscience of modern psychiatry. Its vision is a society that has available, accessible, quality psychiatric diagnosis and treatment.</p> <p>The mission of the American Psychiatric Association is to:</p> <ul style="list-style-type: none"> ○ Promote the highest quality care for individuals with mental illness, including substance use disorders, and their families; ○ Promote psychiatric education and research; ○ Advance and represent the profession of psychiatry; and ○ Serve the professional needs of its membership.
Resources Provided
<p>The American Psychiatric Association offers:</p> <ul style="list-style-type: none"> ● General Information: Information for patients and families about common mental disorders, including symptoms, risk factors, and treatment options. Provides answers to questions written by leading psychiatrists, stories from people living with mental illness and links to additional resources. ● Find a Psychiatrist: Provides a useful search engine for finding a psychiatrist in the individual's area. ● Share Your Story: Provides an outlet for individuals to share their own personal experiences, and for others to engage and find personal anecdotes possibly of assistance to them. ● Guide to <i>DSM-5</i>: Provides a helpful tool for understanding and interpreting the language of the <i>DSM-5</i> in order to obtain the most valuable information for an individual's particular experience.

Category: General - American Psychological Association

URL
http://www.apa.org/
Brief Description
<p>The American Psychological Association's mission is to advance the creation, communication, and application of psychological knowledge to benefit society and improve people's lives.</p> <p>The American Psychological Association does this by:</p> <ul style="list-style-type: none"> ● Encouraging the development and application of psychology in the broadest manner. ● Promoting research in psychology, the improvement of research methods and conditions, and the application of research findings. ● Improving the qualifications and usefulness of psychologists by establishing high standards of ethics, conduct, education, and achievement. ● Increasing and disseminating psychological knowledge through meetings, professional contacts, reports, papers, discussions, and publications. <p>The American Psychological Association aspires to excel as a valuable, effective, and influential organization advancing psychology as a science. The core values that guide their mission include pursuit of excellence, knowledge, diversity, and ethical action. Their strategic plan goals are to maximize the association's organizational effectiveness, expand psychology's role in advancing health, and increase recognition of psychology as a science.</p>
Resources Provided
<p>The American Psychological Association offers:</p> <ul style="list-style-type: none"> ● Topics: Extensive scientific research organized by topics of interest, helping to inform and guide those seeking help with issues that affect their personal lives, professional lives, and emotional wellness. <ul style="list-style-type: none"> ○ "How to Choose a Psychologist" ○ "Science of Psychology" ○ "Psychology and Ethics" ● Publications & Databases: Various books, databases, journals, magazines, newsletters, reports, and videos are all provided and organized by publishing type and subject. ● Psychology Help Center: Online consumer resource featuring information related to psychological issues affecting an individual's daily physical and emotional well-being. ● News & Events: News about what is currently happening at APA and in the general field of psychology.



Category: General - Bring Change 2 Mind

URL
http://bringchange2mind.org/
Brief Description
<p>Bring Change 2 Mind (BC2M) is a nonprofit organization built to start the conversation about mental health, and to raise awareness, understanding, and empathy. BC2M develops influential public service announcements (PSAs), including its most recent campaign, #MindOurFuture. In addition, BC2M has piloted evidence-based programs at the university (UBC2M) and high school (LETS BC2M) levels engaging students to reduce stigma and discrimination and has created a social movement around change by providing people with platforms to share, connect, and learn.</p>
Resources Provided
<p>Bring Change 2 Mind provides a number of helpful resources on their site, including:</p> <ul style="list-style-type: none"> ● Men’s Mental Health: Specific resources for men about mental health, as it is sometimes an avoided topic of conversation in communities. ● Choose Your Words: Guidelines on how to jump start and continue the conversation of mental health, either from the perspective of the individual or supportive others. ● Suicide Prevention: Specific outlets for individuals dealing with suicidal thoughts, or individuals who are worried about a loved one. ● General Support and Information: Provides necessary knowledge over a number of different mental illnesses, as well as provides helpful outlets for individuals seeking more in-depth information about a specific issue. ● Child and Adolescent Support: Specific outlets for children and youth struggling with mental illness. ● High School and College Support: Specific outlets for high school and college students struggling with mental illness. ● Military and Veteran Communities: Specific outlets for military individuals and veterans struggling with mental illness. ● International Organizations: A number of different international outlets for individuals struggling with mental illness.



Category: General - Half of Us

URL
http://www.halfofus.com/
Brief Description
<p>Half of Us has resources for individuals who are feeling angry, anxious, depressed, hopeless, lonely, stressed and/or weird. They also have links for experiences with abuse, body image issues, a break-up, loss, digital drama, discrimination, LGBTQ issues, money problems, self-injury, trauma and veteran issues. There are places to get help if someone is worried about a friend and needs help figuring out what to say. There are resources providing facts about addiction, anxiety, bipolar disorder, depression, eating disorders and suicidal behavior. On the website, individuals can act, help a friend, or find help for themselves. There is a lot of information that is educational and supportive for those dealing with these disorders or feelings.</p>
Resources Provided
<ul style="list-style-type: none"> ● Dealing With... provides information for a variety of difficult experiences ● Get the Facts about addiction, anxiety disorders, bipolar disorders, depression, eating disorders, and suicidal behavior ● Personal videos of individuals sharing their stories ● How to tell if a friend is struggling: Aids in helping individuals help friends when the time is right ● What individuals can do to help: Empowers and educates individuals who want to help their friends ● Variety of links targeting feelings and experiences: To help individuals find support and coping strategies
Other
Text START to 741-741 or call (800) 273-TALK (8255)

Category: General - National Alliance on Mental Illness

URL
https://www.nami.org/
Brief Description
<p>The National Alliance on Mental Illness (NAMI) is a convention for promoting good mental health. They offer things like a hotline, a blog and a place to become a member. This is a nationally based organization that is expanding every day. There is a place to make your own contribution to the convention by donating. One of the biggest goals of this website is to get rid of the stigma that comes along with all mental illnesses.</p>
Resources Provided
<ul style="list-style-type: none"> ● Learn More: This section provides information on the convention and research findings about mental illness. ● Find Support: Under this section there are places to find support and find motivation to beat the odds. ● Get Involved: This section has many links to get involved within or outside of the program. ● Donate Now: This is where you can donate directly to the organization.



PsyCom

30 Years of Mental Health Advocacy

Category: General - PsyCom

URL: https://www.psycom.net/
https://www.psycom.net/
Brief Description
PsyCom is a website filled with a number of different resources and information describing common mental health problems in our community. It originated from the extensive research done by Dr. Ivan Goldberg.
Resources Provided
PsyCom provides a number of different resources for the following mental illnesses. Each of these resource collections contains statistics, types, signs and symptoms, and treatment programs for each of the disorders. <ul style="list-style-type: none">● Depression● Anxiety● ADHD● Bipolar Disorder● Schizophrenia● PTSD and Trauma● Drug and Alcohol Addiction● Eating Disorders● Mood Disorders



Category: General - Substance Abuse and Mental Health Services Administration

URL
http://www.samhsa.gov/
Brief Description
<p>The Substance Abuse and Mental Health Services Administration (SAMHSA) is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities. Congress established the Substance Abuse and Mental Health Services Administration (SAMHSA) in 1992 to make substance use and mental disorder information, services, and research more accessible. Prevention, treatment, and recovery support services for behavioral health are important parts of the health service systems for the community. The services work to improve health and minimize costs to individuals, families, businesses, and governments. However, people suffering from either substance use or mental disorders, or both, because of their illness are often excluded from the current health care system and instead have to rely on "public safety net" programs. The gap in service to this population unnecessarily jeopardizes the health and wellness of people and causes a ripple effect in costs to American communities.</p>
Resources Provided
<ul style="list-style-type: none"> ● Find Help & Treatment: Locators of nearest treatment centers, along with hotlines. ● Topics: Alphabetic list of various topics to search for more information. ● Programs & Campaigns: Information, training, and technical assistance, for all parts of the country, on delivering high quality programs. ● Grants: Funds are available through the Center for Substance Abuse Prevention, the Center for Substance Abuse Treatment, and the Center for Mental Health Services. Find funding opportunities that support programs for substance use disorders and mental illness, and learn about the grant application, review, and management process. ● Data: Providing data both nationally and for individual states, including lists of programs SAMHSA is evaluating. ● Publications: Numerous publications are available, covering a variety of topics with some of the publication free of charge.
Other
<p>The Substance Abuse and Mental Health Services Administration has a presence on social media through Facebook, Twitter, YouTube, the SAMHSA Blog, and RSS feeds (https://www.samhsa.gov/social-media/connect-samhsa).</p>



Category: General - U.S. Department of Health and Human Services

URL
https://www.mentalhealth.gov/
Brief Description
MentalHealth.gov provides one-stop access to U.S. government mental health and mental health problems information. MentalHealth.gov aims to educate and guide the general public, health and emergency preparedness professionals, policy makers, government and business leaders, school systems, and local communities. It aims to display a national dialogue on mental health.
Resources Provided
The U.S. Dept. of Health and Human Services provides resources such as: <ul style="list-style-type: none">• Mental health definition, facts, myths• What to look for in each disorder• How to talk about mental health• How to get help
Other
Main focus is on stories of recovery and how to stop communities from stigmatizing mental health.

Anxiety Disorders

Anxiety disorders are characterized by excessive fear and worry, such as the following (NIMH, 2016):

- **Generalized Anxiety Disorder** — characterized by excessive worry for months, including several of the following symptoms:
 - Restlessness or feeling wound-up or on edge;
 - Being easily fatigued;
 - Difficulty concentrating or having one’s mind go blank;
 - Irritability;
 - Muscle tension;
 - Difficulty controlling the worry;
 - Sleep problems.
- **Social Anxiety Disorder (or social phobia)** — characterized by the fear of social or performance situations, typically including the following symptoms:
 - Feeling highly anxious about being with, or talking to, other people;
 - Feeling self-conscious in front of others and worrying about being embarrassed or offending others;
 - Fearing that people will judge them;
 - Worrying about a social event for days or week ahead of time;
 - Difficulty making and keeping friends;
 - Blushing, sweating or trembling when around other people;
 - Feeling nauseous or sick when around other people.
- **Panic Disorder** — characterized by recurrent, unexpected panic attacks, which typically include the following symptoms:
 - Intense fear;
 - Palpitations, pounding heart or accelerated heart rate;
 - Sweating;
 - Trembling or shaking;
 - Feelings of shortness of breath, smothering or choking;
 - A feeling of impending doom.

Everyone experiences fear or worry at times, but when these are interfering with one’s daily functioning, it is likely an anxiety disorder (ADAA, n.d.). In anxiety disorders, these fears result in physical symptoms related to “fight or flight” responses, as well as avoidant behaviors. These anxiety disorders differ in the types of objects or situations that lead to anxiety, fear and avoidance but share in common that the fear and anxiety is persistent and out of proportion to the object or situation.

Many anxiety disorders develop in childhood and tend to persist into adulthood without proper treatment. Anxiety disorders are the most common mental disorder among adolescents. It is estimated that approximately 31.9 percent of adolescents (ages 13 to 18) have had an anxiety disorder at some time in their lives. Anxiety disorders occur more often in females than males (prevalence rates of 38 percent and 26.1 percent, respectively; NIMH, 2017).

Anxiety disorders among children and adolescents increase the risk of the development of other psychological disorders, continued psychological problems in adulthood, and problems with academic performance and peer relationships (McLaughlin & King, 2015; Mychailyszyn, Méndez, & Kendall, 2010; Patton et al., 2014). Use of research-supported treatments and interventions for anxiety disorders can improve outcomes for affected individuals. Anxiety disorders are medical conditions and should be treated as such; it is important to seek treatment if you are suffering from an anxiety disorder (ADAA, n.d.).

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.

Anxiety and Depression Association of America (n.d.). *Understand the Facts*. Retrieved from

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

McLaughlin, K. A., & King, K. (2015). Developmental trajectories of anxiety and depression in early adolescence. *Journal of Abnormal Child Psychology*, 43(2), 311-323.

Mychailyszyn, M. P., Méndez, J. L., & Kendall, P. C. (2010). School functioning in youth with and without anxiety disorders: Comparisons by diagnosis and comorbidity. *School Psychology Review*, 39(1), 106-121.

National Institute of Mental Health (2016). *Anxiety Disorders*. Retrieved from <https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>.

National Institute of Mental Health (2017). *Any Anxiety Disorder*. Retrieved from https://www.nimh.nih.gov/health/statistics/any-anxiety-disorder.shtml#part_155096.

Patton, G. C., Coffey, C., Romaniuk, H., Mackinnon, A., Carlin, J. B., Degenhardt, L., ... & Moran, P. (2014). The prognosis of common mental disorders in adolescents: A 14-year prospective cohort study. *The Lancet*, 383(9926), 1404-1411.



Category: Anxiety - Anxiety and Depression Association of America (ADAA)

URL
https://www.adaa.org/
Brief Description
The Anxiety and Depression Association of America (ADAA) is a national organization that works to provide answers and resources for professionals and people dealing with an array of anxiety disorders including general anxiety disorder, post-traumatic stress disorder, obsessive compulsive disorder, panic disorder, specific phobias, and other related conditions.
Resources Provided
<p>ADAA offers:</p> <ul style="list-style-type: none"> ● Understanding the Facts: A collection of webpages that provide basic information on a number of anxiety disorders, including information on symptoms and treatments with links to helpful videos and other related information ● Live and Thrive Resources: A collection of web pages providing information and resources targeted at specific demographic groups such as women, children, older adults, and military families. Webpages include links to relevant videos and brochures. ● Find a Therapist Database: A free database of therapists throughout the United States (as well as across 10 other countries) that specialize in anxiety, depression, OCD, PTSD, and other related disorders ● Screening Tools: A collection of self-screening tools for anxiety disorders and other related disorders. Also includes tools to screen children or family members for anxiety disorders. ● “Triumph” e-Newsletter: A free monthly newsletter for people interested in learning about anxiety disorders and related illnesses to make informed choices about getting help. Newsletters provide information to help readers learn about the disorders, find resources, discover relevant events, and learn more about how ADAA can help. ● Podcasts: Podcast interviews with experts on a variety of topics related to anxiety, depression, OCD, PTSD and other disorders, including podcasts about children and teens. ● Mental Health Apps: A list of apps with reviews by ADAA member volunteer mental health professionals. Reviews include information about the targeted disorders, features of the app, and pricing information. Apps are rated for effectiveness, personalization, interactive/feedback, and research evidence. ● Webinars: Free monthly webinars intended for the general public on a variety of topics related to anxiety, depression, and related disorders. Recent webinar topics included overcoming a fear of flying, back-to-school anxiety in high school and college, and overcoming anxiety related to terrorism.
Other
ADAA maintains an online store that offers resources for purchase, including webinars, DVDs, and registration for conferences.



Category: Anxiety - Andrew Kukes Foundation for Social Anxiety (AKFSA)

URL
http://akfsa.org/
Brief Description
The Andrew Kukes Foundation for Social Anxiety (AKFSA) is an organization whose mission is to educate social anxiety sufferers, mental health and educational professionals, physicians, family, and the general public about social anxiety disorder and partner with other organizations to help people get treatment. The organization was founded by the parents of Andy Kukes, who died by suicide after years of dealing with social anxiety and depression, a commonly co-occurring condition for people with social anxiety disorder.
Resources Provided
AKFSA offers: <ul style="list-style-type: none">● Understanding social anxiety: A collection of basic information including a video series about social anxiety symptoms and treatments as well as information specific to social anxiety in children and teens.● Video collection: A collection of videos about social anxiety, including stories and insights from sufferers, family members, and professionals about the disorder.● A database of recent research: A collection of easy-to-understand summaries of the latest research articles, searchable by target audience (sufferers, family friends and mentors, and professionals). Article summaries include features such as a video summary, a quick summary of the main points, and key takeaways.● Network of informed professionals and organizations: A list of professionals and organizations knowledgeable about social anxiety disorder treatment, organized by state. AKFSA also provides phone support and suggests that if you can't find a professional organization near you that you call AKFSA to help find support.● Support on social media: AKFSA holds monthly live stream video sessions via the social media app Periscope. Mental health professionals from the AKFSA support network lead discussion on topics related to social anxiety and viewers can use the app to ask questions in real time. Subjects are announced on the AKFSA twitter page (@AKFSA).
Other
AKFSA promotes spreading awareness about social anxiety through social media. On their "Spread the Word" page they post stats, articles, videos, and messages (for Twitter and Facebook) to share with friends and followers on social media.

Category: Anxiety - Anxiety.org

URL
https://www.anxiety.org/
Brief Description
Anxiety.org is an organization dedicated to making mental health information accessible and understandable for anyone suffering from an anxiety disorder. The website works with doctors, therapists, scientists, and specialists to make sure the website's content reflects up-to-date research and advances in the field. Their goal is to bridge the gap between people who are dealing with anxiety disorders and mental health professionals.
Resources Provided
<p>Anxiety.org offers:</p> <ul style="list-style-type: none"> ● Information on a variety of anxiety disorders: Information covers <ul style="list-style-type: none"> ○ Definition ○ Symptoms ○ Causes ○ Treatments ○ Resources (links to relevant articles from the anxiety.org database). ● Large article database: A large, searchable database of articles written for a general audience, many by researchers and professionals in the field. Articles are also available using the Anxiety A-Z system, a listing of a wide variety of anxiety-related topics from A-Z. Topics include: <ul style="list-style-type: none"> ○ Attentional Bias ○ Media ○ Mindfulness ○ Fitness ○ School ○ Parenting ○ Insomnia ○ Exposure Therapy ○ Diet
Other
Anxiety.org maintains a database of experts who have published articles with Anxiety.org, including a "Contact Me" link to send an email message and connect.

Attention-Deficit/Hyperactivity Disorder (ADHD)

Attention deficit hyperactivity disorder (ADHD) is a developmental disorder characterized by difficulty with attention, hyperactivity and impulsivity. Subtypes of ADHD are characterized by difficulty primarily with attention, primarily with hyperactivity/impulsivity, or by difficulties with both. The prevalence rate among children and adolescents (ages 2 to 17) who have ever been diagnosed with ADHD is around 9.4 percent (Danielson et al., 2018, as cited by CHADD, 2018). Among adults, the prevalence rate is around 2.5 percent (DSM-5, 2013). ADHD is more common for males than females, occurring with about twice the frequency for male children (DSM-5, 2013).

ADHD begins in childhood and can cause significant functional impairment. The lists below provide examples of some of the symptoms associated with key deficit areas. Many of the deficits associated with ADHD relate to difficulty with executive functioning, which refers to goal-directed planning, organization and self-regulation. Children with ADHD often have trouble in school and with peer relationships and lower self-esteem. As they get older, they are more likely to engage in risky behaviors, including substance abuse (DSM-5, 2013; Graziano et al., 2015). In adulthood, people with ADHD tend to have more difficulty sustaining employment and doing their jobs successfully, as well as maintaining interpersonal relationships.

Inattentive Symptoms:

- Difficulty sustaining attention to tasks (particularly non-preferred tasks);
- Losing things often;
- Forgetfulness;
- Difficulty following instructions;
- Distractibility;
- Difficulty paying attention to details;
- Difficulty organizing tasks and activities.

Hyperactive/Impulsive Symptoms:

- Difficulty being still; fidgeting or squirming;
- Excessive moving (leaving seat, running, climbing) in situations where not appropriate;
- Talking excessively, difficulty playing or doing leisure activities quietly;
- Difficulty waiting turn, interrupting.

In addition to these challenges, people with ADHD also tend to have attributes that can be helpful, particularly when provided with the right environment. Many children with ADHD can be described as creative, innovative, energetic and eager to please (Sherman, Rasmussen, & Baydala, 2006). Symptoms of ADHD, such as shorter attention span and poor planning also can be adaptive in contexts that require being alert to the environment and flexible in reacting to change. Understanding the strengths and challenges of children with ADHD, and the interaction of these unique characteristics with the environment around them, can help parents, teachers and schools work with children with ADHD in ways that set them up for success and positive outcomes (Sherman, Rasmussen, & Baydala, 2006).

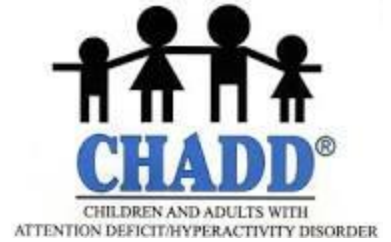
References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.

CHADD: The National Resource on ADHD. (2018). *General Prevalence*. Retrieved from <http://www.chadd.org/understanding-adhd/about-adhd/data-and-statistics/general-prevalence.aspx>.

Graziano, P. A., Reid, A., Slavec, J., Paneto, A., McNamara, J. P., & Geffken, G. R. (2015). ADHD symptomatology and risky health, driving, and financial behaviors in college: The mediating role of sensation seeking and effortful control. *Journal of Attention Disorders, 19*(3), 179-190.

Sherman, J., Rasmussen, C., & Baydala, L. (2006). Thinking positively: How some characteristics of ADHD can be adaptive and accepted in the classroom. *Childhood Education, 82*(4), 196-200.



Category: ADD/ADHD - Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

URL
www.chadd.org
Brief Description
<p>Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) is a national nonprofit organization founded in 1987 to provide education, advocacy, and support for people with ADHD. CHADD maintains a website with informational resources and publishes printed materials targeted to educators, parents, and professionals. CHADD maintains the National Resource Center on ADHD, funded by the Centers for Disease Control and Prevention, which includes a large informational library.</p>
Resources Provided
<p>CHADD offers:</p> <ul style="list-style-type: none"> ● National Resource Center on ADHD: A library of printed materials: <ul style="list-style-type: none"> ○ A Health Sciences Library resource service: Access to the national medical library system as well as an in-house database of more than 7,000 ADHD publications ○ Digital media collection: Includes videos, webcasts and podcasts targeted at the general public, educators, and other professionals ○ Factsheets on specialized topics for diverse populations ○ ADHD in the News: A weekly e-newsletter with timely information about ADHD ○ Ask the Expert webcast series: Monthly webcasts featuring leading ADHD scientists, researchers, and healthcare practitioners; also available: Ask the Expert Educator Edition ○ ADHD Helpline: With specialists available to talk M-F, 1-5 ET at 1-800-233-4050 ● Resource Directory: Resources for treatment and support of ADHD listed by state or U.S. Territory ● Chapter Directory: Contact information for local CHADD chapters, listed by state or U.S. Territory ● Blogs: Blogs addressing issues related to coaching for adults with ADHD, ADHD and school success, and creative ADHD parenting ● Parent-to-Parent Program: A 14-hour, multi-session training program for parents new to, or struggling with, ADHD (fee for participation) ● Teacher-to-Teacher Program: A multi-session, interactive training course developed and taught by educators to help teachers learn about common problems for students with ADHD and techniques and interventions to foster student success (fee for participation)
Other
<p>CHADD memberships are available and include additional resources such as Attention Magazine and monthly newsletter, additional member-only resources, training discounts, and free audio and presentation downloads. Yearly individual, family, and educator memberships are \$53, professional memberships are \$130, student/senior citizen memberships are \$41, and organizational memberships (benefits extend to all employees) are \$354. A scholarship fund is available for families or individuals who are interested in joining but are experiencing financial difficulties.</p>



Category: ADD/ADHD - ADHD-ADD Resources

URL
addresources.org
Brief Description
<p>ADD Resources was started in 1994 to connect people with information, services, and support for ADHD. The website provides information for parents and their children, students, and adults with ADHD, as well as partners/spouses of people with ADHD and professionals who work with people with ADHD. The website also includes information for Washington state-based support groups and clinicians/therapists.</p>
Resources Provided
<p>ADD Resources offers:</p> <p>A searchable collection of informational articles, personal stories, and resources for over 34 categories, including information related to:</p> <ul style="list-style-type: none"> ● Diagnosis ● Treatment ● Organizational Skills ● Research ● Workplace Issues ● Gender ● Adult ADHD <p>Audio information about:</p> <ul style="list-style-type: none"> ● Resilience ● Managing Self Care with ADHD ● A Physician's Perspective on Medications for Treatment
Other
<p>This organization is no longer active as of March 2016. Although they are not generating new content, their website continues to maintain a collection of articles, resources, and useful links.</p>



Category: ADD/ADHD - Attention Deficit Disorder Association

URL
add.org
Brief Description
<p>The mission of the Attention Deficit Disorder Association is to provide “information, resources, and networking opportunities to help adults with Attention Deficit Hyperactivity Disorder lead better lives.” The organization organizes programs and support groups to foster connections between adults with ADHD, including resources specific to college students and dealing with workplace issues. The website also provides general information about ADHD and ADHD related issues and resources for those seeking professional support.</p>
Resources Provided
<p>The Attention Deficit Disorder Association offers:</p> <ul style="list-style-type: none"> ● Opportunities to connect: Through virtual support groups (including a group specifically for college students; available to members only), volunteer opportunities, the ADDA ambassador program, and conference events. ● Quick facts about ADHD ● Screening tool: A printable adult ADHD screening questionnaire ● A library of resources: Spanning 36 categories including diagnosis, research, brain science, health/fitness/nutrition, organizing, relationships, parenting with ADHD technology, women with ADHD, book and product review, and many more ● A monthly newsletter ● Weekly webinars: Many are available to members only; non-members can receive three as part of a “starter kit,” and there are occasional free webinars available ● Directory of professionals: A searchable directory with professionals with particular specialties listed by city, state or province. Specialties represented include coaches, advocates, attorneys, psychiatrists, psychologists, schools, tutors, and more.
Other
<p>The Attention Deficit Disorder Association is entirely volunteer-run and relies on paid memberships for funding. Some of the services and resources they provide are only available with a paid membership. These resources include weekly webinars, member-only sections of the website where there are archived past webinar recordings and newsletters, and access to online support groups. There are memberships for families, individuals, professionals, and students, and costs can be found on the website.</p>

Autism

Autism Spectrum Disorder (ASD) is a developmental disorder that affects an individual's communication and behavior (NIMH, 2018). ASD is typically characterized by:

- Difficulty with social interactions and/or communication;
- Repetitive behaviors (for example, repeating phrases or actions over and over);
- Restricted interests;
- Impacted sensory processing and motor skills.

Diagnoses that used to be separate (such as Autistic Disorder, Pervasive Developmental Disorder - Not Otherwise Specified, and Asperger Syndrome) are now classified under the umbrella term of ASD. Currently, about one in 59 children are diagnosed with ASD. Autism occurs similarly across racial, ethnic and socioeconomic groups. However, it is four times more prevalent among boys than girls (CDC, 2018).

ASD can be reliably diagnosed around age 2; however, many individuals are diagnosed later (CDC, 2018). Early intervention is key in working toward positive outcomes for individuals with autism; therefore, parents are recommended to talk to a doctor or request an evaluation as soon as they suspect their child may be showing signs of autism. Previous research has demonstrated high rates of mental health issues among individuals with autism, particularly anxiety disorders (Russell et al., 2016). The best outcomes for individuals with autism, and their families and caregivers, occur when evidence-based interventions and supports are provided as early as possible.

References

Centers for Disease Control and Prevention (CDC). (2018). *Autism Spectrum Disorder (ASD)*. Retrieved from <https://www.cdc.gov/ncbddd/autism/facts.html>.

National Institute of Mental Health (NIMH). (2018). *Autism Spectrum Disorder*. Retrieved from <https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml>.

Russell, A. J., Murphy, C. M., Wilson, E., Gillan, N., Brown, C., Robertson, D. M., ... & McAlonan, G. M. (2016). The mental health of individuals referred for assessment of autism spectrum disorder in adulthood: A clinic report. *Autism*, 20(5), 623-627.

Category: Autism – Vanderbilt Kennedy Center

URL
https://vkc.mc.vanderbilt.edu/vkc/resources/autism/
Brief Description
<p>The Vanderbilt Kennedy Center (VKC; at Vanderbilt University) works to solve the mysteries of developmental disabilities and human development from an interdisciplinary approach, forming partnerships between researchers and clinicians in behavior, education, genetics and neuroscience in order to make breakthroughs in prevention and treatment. VKC’s programs apply the latest knowledge obtained through research and provide service models so that services can be offered to people with disabilities, families, educators, and healthcare and other service providers. They also reach out to the community for opportunities to learn more about the science of developmental disabilities and the needs and strengths of the people affected by them. As a result, their research, training, and services are focused and effective, having a strong impact on communities.</p>
Resources Provided
<p>Vanderbilt Kennedy Center offers the following Autism-related materials/resources:</p> <ul style="list-style-type: none"> • Autism Parent Guide: Information for Parents of School-Age Children: Available in English or Spanish • Autism Parent Guide: Information for Parents of Toddlers and Preschoolers: Available in English or Spanish • Autism Spectrum Disorders Tip Sheet: Tips and resources for families • Autism Tip Sheet for Librarians: Tips and resources for librarians • Selecting a Behavioral Services Provider: Tips and resources for parents • Evidence-Based Practice for Treatment of Autism Spectrum Disorders: Tips and resources for families • Faith Community Visual Supports: Developed with the Vanderbilt Kennedy Disabilities, Religion, and Spirituality Program; visual supports for religious/spiritual use • Healthy Bodies Toolkit: Available in English or Spanish; A Parent’s Guide on Puberty for Girls/Boys with Disabilities • No-Tech and Low-Tech AAC for Children with Autism Spectrum Disorders: A Guide for Parents: Available in English or Spanish; provides information on what AAC (Augmentative and alternative communication) is and what different options there are • Parent’s Guide to Blood Draws for Children with Autism: This pamphlet presents ways for parents (and child) to cope with the stress and worry that may come with blood draws • Parent’s Guide to Psychological Evaluations for ASD: For parents whose pediatricians recommend their child be evaluated for an autism spectrum disorder • Peer Intervention and ASD Tips and Resources: Tips and resources for teachers • Planning Life After High School for Students on the Autism Spectrum: Available in English or Spanish; this guide is for Tennessee families, but tips can be useful for others as well (may ask school personnel, such as school psychologists, etc. about your state’s laws and procedures) • Provider’s Guide to Blood Draws for Children with Autism: This toolkit provides a guide to strategies that healthcare providers can use to help children with ASD more easily complete routine medical procedures and blood draws while reducing the stress felt by patients and their parents. • Strategies to Improve Sleep in Children with Autism Spectrum Disorders: A Parent’s Guide: Many children with ASD have difficulty with sleep. This informational booklet provides parents with strategies to improve sleep in their child affected by ASD.

- **Sleep Strategies for Teens with Autism Spectrum Disorder:** An informational booklet for families of teens with ASD
- **STAT-MD Training Workshop:** A workshop for pediatric healthcare providers to improve early identification of ASD
- **Tips on Autism for Health Care Providers:** Information on recognizing signs of Autism and early identification
- **Toilet Training and Autism Spectrum Disorders:** Available in English or Spanish; pamphlet for parents/caregivers of young children with ASD who are beginning the process of toilet training
- **TRIAD Program Flier:** TRIAD (Treatment and Research Institute for Autism Spectrum Disorders) is an institute whose goal is to improve assessment and treatment services for children with ASD and their families, while advancing knowledge and training.
- **TRIAD Social Skills Assessment:** This is an assessment for ASD, involving parent report, teacher report, observation, and direct child interaction. The examiner should have knowledge of autism characteristics, communication, and social skill development. The intent is that this instrument be administered by special educators, speech-pathologists, licensed therapists (e.g., occupational therapist, physical therapist), or school psychologists.
- **Understanding Autism: A Guide for Secondary School Teachers**
- **Visual Supports and Autism Spectrum Disorders:** This brochure discusses the use of pictures or other visual items to communicate with a child with autism who has difficulty understanding or using language.

Other

If you need materials in an accessible format, you can contact kc@vanderbilt.edu or call (615)322-8240.



Category: Autism – Autism Society

URL
https://www.autism-society.org
Brief Description
<p>The Autism Society of American has been working to improve the lives of all affected by autism for over 50 years and envisions a world where individuals and families living with autism are able to maximize their quality of life, are treated with the highest level of dignity, and live in a society in which their talents and skills are appreciated and valued. They provide advocacy, education, information and referral, support, and community at national, state, and local levels through their strong nationwide network of Affiliates.</p>
Resources Provided
<p>Autism Society provides the following information and resources:</p> <ul style="list-style-type: none"> • What is Autism? Information about what Autism is, signs and symptoms, diagnosis, potential causes, Asperger’s Syndrome (replaced in the DSM-5 with the umbrella diagnosis of Autism Spectrum Disorder), and facts and statistics • Living with Autism: This section offers several resources that can help you if you are looking for information, services, or community connections. It includes the following: Autism through the lifespan, navigating services, research, legal resources, treatment options, family issues, Autism friendly businesses, community inclusion, future planning, how Autism Society can help, stories from the Spectrum, and an Autism blog. • Get Involved: This section suggests ways to get involved with the Autism community, such as becoming a member, attending a national conference, donating to the Autism Society, participating in National Autism Awareness Month, shopping in the Autism Society store, participating in the Autism Society Business Supporter Program, along with many other opportunities for involvement. • Public Policy: The Autism Society works to influence public policy, with an emphasis on Education, Medicaid, and Employment—issues which are vital to individuals with Autism and their families. Information about the Autism Society’s work and how you can get involved with public policy are included in this section of the website. It includes the action center; national position statements; letters and testimony; statements/news releases; action alerts; policy regarding education, community living and housing, and employment; and a public policy and advocacy newsletter. • About Us: Learn more about the Autism Society, including its guiding principles, history, latest updates, press releases, affiliate network, board/advisors, staff, services, financial information, publications, awards, partners, and how to contact them. • Qué es Autismo?: This includes information in Spanish (en español).



Category: Autism – OCALI Autism Center

URL
Brief Description
https://www.ocali.org/center/autism
<p>The Autism Center at OCALI (Ohio Center for Autism and Low Incidence) serves as a clearinghouse for information on research, resources, and trends regarding autism. The center offers training, technical assistance, and consultation to build professional and program capacity to foster individual learning and growth. Although this organization is based in Ohio, it is one of the leaders in the nation and provides many useful Autism-related resources.</p>
Resources Provided
<p>OCALI provides the following information and resources:</p> <ul style="list-style-type: none">• ASD in the News: Explore breaking news and the latest research in Autism Spectrum Disorder.• Autism Center Resource Gallery: Explore interventions to support learners with ASD and other complex needs.• Intro to ASD: Discover a collection of resources that provides parents and professionals with foundational information for understanding ASD.• Assessment: Whether you are beginning your assessment journey or fine-tuning the assessment process, explore a wealth of information related to assessment and ASD.• ASD Training: Explore professional development resources addressing ASD and other complex disabilities.• Help: Learn how the Autism Center at OCALI provides high quality professional development and consultation services to school districts and other educational organizations.



Category: Autism – VCU Autism Center for Excellence

URL
https://vcuautismcenter.org
Brief Description
<p>The Virginia Commonwealth University’s Autism Center for Excellence (VCU-ACE) improves services and supports for individuals with autism spectrum disorder (ASD) by promoting the implementation of research-based practices in schools and the community through training, technical assistance, research, and collaboration.</p>
Resources Provided
<p>ACE provides the following information and resources:</p> <ul style="list-style-type: none"> • Training & Education: Includes providing professional development to expand the expectations, knowledge, and skills of those who live with, educate, and support individuals with ASD. It supports the sustainable implementation of research-based practices by providing instructional activities and resources to anyone who wants to learn more about ASD and to leaders who guide professional development initiatives in home, school, community and work. Includes the following sections: Online courses, Webcasts, How To video series, Inclusion roundtable podcast, Just for parents, For educators, For paraprofessionals, For administrators, CEUs & recertification, College & university coursework, FAQ’s, Seminars, The tiered model, Trainings around Virginia, Transportation, Virginia skill competencies, Virtual learning communities. • Resources: This page provides quick access to information, websites and resources available on a number of topics related to ASD. Each topic contains top-rated resources found online, both on the VCU-AVE website and on other websites. Includes the following sections: ACE factsheets and briefs, Ask the experts, Classroom snapshot, Autism Spectrum Disorder, Behavior, Communication, Early intervention, Evidence-based practices, Families, Paraprofessionals, Screening and diagnosis, Transition to adulthood. • Research: As part of their mission to promote quality programming for students with ASD, VCU-ACE conducts, reviews, and disseminates research into innovative and practical solutions to create successful outcomes for individuals with ASD in school, work, and life. This database includes peer-reviewed articles as well as the Inclusion Roundtable podcast. You can search for articles by keyword, population(s) served, type(s) of intervention, program characteristics, research design(s), whether it is peer-reviewed, and the year it was published. • PARAPRO: The VCU-ACE PARA (Professionals in Autism Resource and Achievement) Project provides professional development for paraprofessionals who serve students with ASD and the teachers with whom they work. This section includes an online course, course feedback, information for administrators, guidelines and legal information, and House Bill 325 and training standards. • Technical Assistance: Includes facilitating, implementing, and evaluating systems-change initiatives customized to the unique needs of stakeholders in educational and community environments, regions, and the Commonwealth. It supports the sustainable implementation of research-based practices by providing team facilitation, coaching, strategic planning, and project management in agencies, school divisions and direct services settings to build the capacity and confidence of those who support individuals with ASD. Includes the following sections: Communities of leaders in Autism, School division-wide intervention, Administrator support, and Communication. • News: Provides news on what is new at ACE. This part of the website includes the following sections: Across Virginia, In research and intervention, Archived eNewsletters, and Archived news.

- **About Us:** This part of the website explains VCU-ACE's vision, mission, and core values. It includes the following sections: What is ACE, About this site, Advisory council, Collaborators, Contact us, Funding, Join our mail list, Meet the staff, Projects, and Research.

Bipolar Disorder

Bipolar and related disorders, formerly known as manic depressive illnesses, are characterized by severe shifts in mood that negatively impact functioning. When people have bipolar disorder, their moods vary between elevated, manic and depressed moods. Manic moods can be described as abnormally elevated or irritable. When people are experiencing a manic episode, they have increased energy and engage in a high level of activity. Symptoms of manic moods include inflated self-esteem, extreme talkativeness, decreased need for sleep, racing thoughts and engaging in activities that will likely have negative consequences (for example, shopping sprees or risky behaviors). Depressed moods are characterized by feelings of sadness, emptiness or hopelessness and by the loss of interest or pleasure in most activities. In addition to these feelings, symptoms of depressed moods include significant loss of weight or appetite, insomnia or hypersomnia, fatigue, feelings of worthlessness or guilt, difficulty concentrating and thoughts about death or suicide (DSM-5, 2013).

Bipolar disorder affects between 1 and 2 percent of the population; although, it is possible this is an underestimate, as there is evidence that bipolar disorder is underdiagnosed (Fagiolini et al., 2013). Bipolar disorder most commonly onsets in late adolescence or early adulthood, but children also can develop bipolar, as can adults later in life (in their 60s or 70s). Men and women are affected by bipolar disorder at roughly equivalent rates (DSM-5, 2013). Genetic factors likely contribute to the development of bipolar disorder.

People with bipolar disorder often experience problems with work, relationships and alcohol use disorders. Bipolar disorder also is associated with an increased risk for suicide, as high as 15 times that of the general population (DSM-5, 2013). Many people with bipolar disorder are able to function normally between episodes of mania and depression. Medication and self-management approaches to treatment can help many people successfully manage manic and depressive episodes (Geddes & Miklowitz, 2013).

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.

Fagiolini, A., Forgione, R., Maccari, M., Cuomo, A., Morana, B., Dell'Osso, M. C., ... & Rossi, A. (2013). Prevalence, chronicity, burden and borders of bipolar disorder. *Journal of Affective Disorders*, 148(2-3), 161-169.

Geddes, J. R., & Miklowitz, D. J. (2013). Treatment of bipolar disorder. *The Lancet*, 381(9878), 1672-1682.

Category: Bipolar Disorder - Juvenile Bipolar Research Foundation

URL
http://www.jbrf.org/
Brief Description
The Juvenile Bipolar Research Foundation (JBRF) is an organization that promotes research on causes and treatments of bipolar disorder in children. Many of the resources are targeted at mental health professionals, but there are also some general informational resources for families.
Resources Provided
<p>JBRF offers:</p> <ul style="list-style-type: none"> ● Child Bipolar Questionnaire: Online access to a screening tool for bipolar as well as related, commonly co-occurring disorders; can be printed and taken to a professional or scored online (for a fee of \$25) ● General Information for Families: Webpages with information on juvenile bipolar disorder, co-occurring diagnoses, frequently asked questions, and participation in research studies ● Information on diagnosing childhood bipolar for clinicians: <ul style="list-style-type: none"> ○ Diagnostic Assessment Information: Information on the diagnostic instruments developed through JBRF, including methods of development and psychometric properties. Information on use and purchase of these instruments is also available ○ Core Diagnostic Criteria: A description of the core diagnostic criteria for juvenile-onset bipolar disorder that expands on the criteria from the DSM, including information about how these map onto assessment instruments ● Professional Listserv: An online forum for professionals to exchange expertise and opinions about treatment and diagnosis of bipolar disorder. ● Research Information: PDFs of articles published by JBRF, and summaries of key information about major research areas (Fear of Harm and treatment with ketamine).
Other
JBRF offers a Clinician Pathway Program, an assessment package that allows clinicians to purchase assessment packages including online administration and scoring as well as secure, archival records of all cases.



Depression and Bipolar
Support Alliance

Category: Bipolar Disorder - Depression and Bipolar Support Alliance (DBSA)

URL
http://www.dbsalliance.org/
Brief Description
The Depression and Bipolar Support Alliance (DBSA) is an organization created by and for people living with mood disorders. The organization provides resources to help, support, and educate people who live with depression and bipolar disorder.
Resources Provided
<p>DBSA offers:</p> <ul style="list-style-type: none"> ● Information on Mood Disorders: DBSA includes web pages and printable brochures with specific information on mood disorders including anxiety, depression, bipolar disorder, and others as well as information on treatment options. ● Confidential online screening measures: Self-screening measures are available for depression, anxiety, and mania. A downloadable PDF is available for childhood mania. ● Podcasts: Podcasts are available on a variety of topics, including a Young Adult podcast series focused on the challenges of living with a mood disorder as a young adult. ● Family Center: Podcasts, publications, support group information, and advocacy information for families of those living with bipolar disorder or depression. ● DBSA support groups: A support group finder, searchable by state and zip code, is available to locate local DBSA support groups. ● Wellness toolbox: The toolbox includes resources for laying the foundation for wellness (e.g., screeners, goal setting, suicide prevention, information for seeking treatment), building wellness (e.g., strategies, wellness tracker, workbook, wellness checklist), and maintaining wellness (e.g., personal journal, how is my treatment working worksheet, medication side effect help). ● Peer Leadership Center: Information about peer specialists and peer supporters available to provide support, as well as networking and information about opportunities for people affected by mood disorders interested in becoming peer specialists. Employment opportunities for peer specialists and supporters are available with a membership to the Peer Leadership Center. ● Living Successfully with a Mood Disorder online course: An online course with video sessions to help participants develop a plan for wellness. ● DBSA Wellness Tracker App: A smartphone app that tracks trends in emotional, mental, and physical health to help users recognize potential problems and partner with clinicians to develop treatment plans to improve health and well-being. ● Podcasts, videos, and books by clinicians for clinicians: Information on topics including diagnosis, therapy approaches, and medication aimed at clinicians. ● Find a Pro mental health resource finder: Listing of mental health providers and treatment facilities providing services for bipolar disorder and depression, searchable by city and state.
Other
DBSA has a number of online newsletters available for those who sign up for their mailing list. Some of the information resources on the website are also available in Spanish.



Category: Bipolar Disorder - The Bipolar Child

URL
http://bipolarchild.com/resources/online-resources/
Brief Description
<p>The Bipolar Child provides online resources for those who are diagnosed with Bipolar Disorder, as well as their friends and families who are indirectly impacted by this. It seeks to normalize the stigma around Bipolar Disorder and change the conversation so that it is talked about in a more positive way, as with any other mental illness. It was based off the book <i>The Bipolar Child</i>, which has had huge impacts on children with Bipolar Disorder.</p>
Resources Provided
<p>There are many online resources that this website provides including:</p> <ul style="list-style-type: none"> ● Child and Adolescent Bipolar Foundation <ul style="list-style-type: none"> ○ Educates families and community, provides support and resources ● STARFISH Advocacy <ul style="list-style-type: none"> ○ Ensures the well-being of children with neurological/hidden disabilities, provides education, advocacy, and support to parents and other educational professionals ● Depression and Bipolar Support Alliance <ul style="list-style-type: none"> ○ Supports research to promote more timely diagnosis, develops more effective and tolerable treatments, and seeks to discover a cure ● The National Alliance for the Mentally Ill (NAMI) <ul style="list-style-type: none"> ○ Provides resources for self-help and advocates for policy against discrimination ● Bp Magazine <ul style="list-style-type: none"> ○ Publishes articles written by/about individuals with bipolar disorder; communicated in a positive way
Other
<p>There are newsletters sent out to update the audience with current research findings. Additionally, the website allows people to submit a consultation request in order to be assessed by a clinician.</p>



Category: Bipolar Disorder - International Bipolar Foundation (IBPF)

URL
http://www.ibpf.org/
Brief Description
The International Bipolar Foundation (IBPF) is an organization created by parents with children affected by bipolar disorder to improve understanding and treatment of bipolar disorder, provide resources for individuals and caregivers, and reduce stigma about bipolar disorder through education.
Resources Provided
IBPF offers: <ul style="list-style-type: none">● Resource database: A database of resources searchable by topic and location. Topics include advocacy, blogs, mentoring, and online therapy, among many others.● Behavioral Health Quality of Life Questionnaire and Health Plan: An online tool that provides recommendations for treatment plans based on an online questionnaire (approximately 10 minutes).● Healthy Living with Bipolar Disorder Book: A book for people living with bipolar disorder and their caregivers, including sections on bipolar disorder broadly, healthy living, and resources (e.g., medication charts, mood chart, exercise journal). The book is available as a free downloadable PDF or as a Kindle or hard copy. PDF versions are available in several languages.● Webinars: Live webinars are available most weeks, and webinars are recorded and posted to the website. A list of upcoming webinars is available on the website. Topics covered include:<ul style="list-style-type: none">○ Ways to manage bipolar at home○ New treatment options○ Personal stories of people who successfully live with bipolar and their strategies○ How bipolar impacts different aspects of life● Blogs: Approximately 40 active bloggers maintain monthly blogs about topics related to bipolar including therapy, relationships, family, pregnancy, and exercise.● YouTube Question and Answer series: A series of YouTube videos in which experts answer common questions about bipolar disorder. Example topics include:<ul style="list-style-type: none">○ How do I help my significant other understand bipolar disorder?○ What is the difference between temper tantrums and bipolar disorder?
Other
The IBPF website includes information on how to get involved through events such as lectures and fundraising events as well as through legislative advocacy. A list of upcoming events is available on their website. Volunteer opportunities are also available.



Category: Bipolar Disorder - Facing Us Clubhouse

URL
http://www.facingus.org/
Brief Description
The Facing Us Clubhouse is a program developed by the Depression and Bipolar Support Alliance (DBSA). Facing Us is an interactive resource intended to provide inspiration and support for those living with depression or bipolar disorder.
Resources Provided
<p>The Facing Us Clubhouse includes many resources:</p> <ul style="list-style-type: none"> ● Journal: A place to journal about worries and fears in a safe, private place; to reflect; to write creatively; or to express gratitude. Users can personalize the journal’s appearance. ● Wellness Plan: A step by step program for creating an action plan to take control of wellness—both short and long term. The plan is intended to provide a map for living a more balanced and healthy life and prepare users and those who support them for difficult moments that might come up. ● Wellness Book: A personal book of tips/advice to help you live better. Users can read tips shared by others and submit their own to include in their personal books. Users’ books are private. They can personalize their book’s appearance and include as many tips as they want. ● Media Room: A collection of video and audio presentations to calm and uplift users. Example media resources include meditations, yoga, video stories, an art gallery, and comedy clips. ● Resources: Links to additional information and resources about mood disorders. ● Creativity Center: Includes online workshops to help users learn to use their creativity and wellness tools and podcasts featuring musicians, authors, researchers, and artists talking about the creative process. ● Wellness Tracker: The Facing Us Clubhouse connects with the Wellness Tracker also created by DBSA. ● Connect Resource: A program that can send e-postcards to others. Users can invite others to join or send other kinds of greetings (e.g., birthday, thinking of you).
Other
To use the Facing Us Clubhouse , users need to create an account. Creating an account is free, and accounts are private and secure. Full privacy information is available on the website. Creating an account allows users to save data in their journal, wellness plan, etc. and come back to it later. You have the option to share de-identified data from the Wellness Tracker with DBSA to help DBSA determine whether the program is working.

Bullying

Bullying refers to aggressive behavior that happens repeatedly over time and involves an imbalance of power (Smith, 2016). It is not the typical conflicts or arguments that occur between peers; it includes specific factors, such as an imbalance of power (for example, physical strength, popularity, access to embarrassing information) and/or repetition (happens more than once) (stopbullying.gov). There are mental health and social emotional concerns regarding victims of bullying, as well as those individuals who are engaging in the bullying behaviors, so it is important for parents and educators to work to prevent and intervene in these situations. Additionally, there are certain groups of individuals who are at higher risk for being the victims of bullying behaviors. These include individuals with disabilities, as well as LGBTQ individuals (described in a section below).

Cyberbullying

Cyberbullying (bullying that takes place over texting, on the internet or via social media) has become prevalent due to the widespread use of smart phones and social media. Although this typically takes place outside of school hours, it usually occurs between classmates (Smith, 2016). This type of bullying often includes the sharing of embarrassing, harmful or private information (stopbullying.gov).

Bullying of LGBTQ Students

LGBTQ bullying is a subset of bias-based bullying, which is bullying based on one's prejudices against a particular group (Evans & Chapman, 2014). This type of bullying is a widespread problem with serious short- and long-term effects (GLSEN, 2014; Russell, Ryan, Toomey, Diaz, & Sanchez, 2011). Furthermore, there is very little in the way of protection for victims of LGBTQ bullying (GLSEN, 2015; GLSEN, 2014; Swearer, Espelage, Vaillancourt, & Hymel, 2010).

Project AWARE Ohio developed an information brief

(http://resources.oberlinkconsulting.com/uploads/infobriefs/LGBTQ_Bullying_Brief_FINAL.pdf) that describes the problem of LGBTQ bullying in schools and offers suggestions for ways in which youth-serving adults can make a difference. Research studies have repeatedly reported that LGBTQ students are much more likely than their non-LGBTQ peers to experience bullying in school (Berlan, Corliss, Field, Goodman, & Austin, 2010; Birkett, Espelage, & Koenig, 2009; Human Rights Campaign, 2012). For example, 51 percent of LGBTQ students, compared to 25 percent of non-LGBTQ students, reported experiencing verbal harassment in a 2012 study (Human Rights Campaign, 2012). Bias-based bullying has been found to be associated with a multitude of negative health, academic and social outcomes in its victims, including in LGBTQ students (Birkett et al., 2009; Duong & Bradshaw, 2014; GLSEN, 2014; Rivers, 2011; Robinson & Espelage, 2013). Furthermore, some studies have even suggested that victims of LGBTQ bullying may experience more severe outcomes than victims of other types of bullying (Evans & Chapman, 2014; Patrick, Bell, Huang, Lazarakis, & Edwards, 2013; Swearer, Turner, Givens, & Pollack, 2008). The Project AWARE Ohio information brief includes information on:

- School Experiences of LGBTQ Youth;
- Bullying of LGBTQ Students;
- Lack of Protection;
- Ways to Make a Difference; and
- References.

Many schools offer very little in the way of protection for LGBTQ students and victims of LGBTQ bullying (GLSEN, 2014; Swearer et al., 2010). For example, according to the 2013 GLSEN National School Climate Survey, frequent teacher intervention in cases of verbal harassment was only reported by 18 percent of LGBTQ students (GLSEN, 2014). Anti-bullying programs in schools often neglect to include LGBTQ students (Swearer et al., 2010). Only 10 percent of students nationwide and 4 percent of students in Ohio reported the existence of anti-bullying policies at their schools that are comprehensive (enumerate 'sexual orientation' and 'gender identity') (GLSEN, 2104).

This compendium highlights organizations that promote acceptance, understanding and diversity by providing awareness-raising education, support for LGBTQ individuals and their families and online forums to create an empowered community.

References

Berlan, E. D., Corliss, H. L., Field, A. E., Goodman, E., & Austin, S. B. (2010). Sexual orientation and bullying among adolescents in the growing up today study. *Journal of Adolescent Health, 46*(4), 366-371.

Birkett, M., Espelage, D. L., & Koenig, B. (2009). Lgb and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes. *Journal of Youth and Adolescence, 38*(7), 989-1000.

Duong, J., & Bradshaw, C. (2014). Associations between bullying and engaging in aggressive and suicidal behaviors among sexual minority youth: The moderating role of connectedness. *Journal of School Health, 84*(10), 636-645.

Evans, C. B. R., & Chapman, M. V. (2014). Bullied youth: The impact of bullying through lesbian, gay, and bisexual name calling. *American Journal of Orthopsychiatry, 84*(6), 644-652.

Gay, Lesbian & Straight Education Network (GLSEN). (2015). [Illustration of United States map according to enumerated bullying laws]. State Maps. Retrieved from <http://glsen.org/article/state-maps>.

Gay, Lesbian & Straight Education Network (GLSEN). (2014). *The 2013 national school climate survey: The experience of lesbian, gay, bisexual and transgender youth in our nation's schools*. Retrieved from https://www.glsen.org/sites/default/files/2013%20National%20School%20Climate%20Survey%20Full%20Report_0.pdf.

Human Rights Campaign. (2012). Growing up LGBT in America: HRC Youth Survey Report key findings. Retrieved from https://assets2.hrc.org/files/assets/resources/Growing-Up-LGBT-in-America_Report.pdf.

Patrick, D. L., Bell, J. F., Huang, J. Y., Lazarakis, N. C., & Edwards, T. C. (2013). Bullying and quality of life in youths perceived as gay, lesbian, or bisexual in Washington State, 2010. *American Journal of Public Health, 103*(7), 1255-1261.

Rivers, I. (2011). *Homophobic bullying: Research and theoretical perspectives*. New York, NY: Oxford University Press.

Robinson, J. P., & Espelage, D. L. (2013). Peer victimization and sexual risk differences between lesbian, gay, bisexual, transgender, or questioning and non-transgender heterosexual youths in grades 7-12. *American Journal of Public Health, 103*(10), 1810-1819.

Russell, S. T., Ryan, C., Toomey, R. B., Diaz, R. M., & Sanchez, J. (2011). Lesbian, gay, bisexual, and transgender adolescent school victimization: Implications for young adult health and adjustment. *Journal of School Health, 81*(5), 223-230.

Smith, P. K. (2016). Bullying: Definition, types, causes, consequences and intervention. *Social and Personality Psychology Compass, 10*(9), 519-532.

Stopbullying.gov. (2018). Retrieved from <https://www.stopbullying.gov>.

Swearer, S. M., Espelage, D. L., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher, 39*, 38-47.

Swearer, S. M., Turner, R. K., Givens, J. E., & Pollack, W. S. (2008). "You're so gay!": Do different forms of bullying matter for adolescent males? *School Psychology Review, 37*(2), 160-173.

Category: Bullying – StopBullying.gov

URL
https://www.stopbullying.gov
Brief Description
<p>StopBullying.gov provides information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to bullying.</p>
Resources Provided
<p>StopBullying.gov provides information and resources in the following areas:</p> <ul style="list-style-type: none"> ● Bullying: Provides information on what bullying is; the role kids play; who is at risk; warning signs for bullying; effects of bullying; bullying related to diversity, race, and/or religion; LGBTQ youth; youth with disabilities or special needs; and other types of aggressive behavior. ● Cyberbullying: Provides information on what cyberbullying is; cyberbullying tactics; preventing cyberbullying; social media and gaming; digital awareness for parents; establishing rules; tips for teachers; and reporting cyberbullying. ● Prevention: Provides information on how to prevent bullying; prevention at school; assessing bullying; engaging parents and youth; setting policies and rules; building a safe environment; working in the community; responding to bullying; finding out what happened; and supporting the kids involved. ● Resources: Provides resources such as how to get help; facts about bullying; media guidelines; laws and policies; training center; external resources; research resources; what you can do; what teens can do; and what kids can do.



Category: Bullying – STOMP Out Bullying™

URL
http://stompoutbullying.org
Brief Description
<p>STOMP Out Bullying™ is a national anti-bullying and cyberbullying organization for kids and teens in the U.S. Its mission is to put an end to this crisis, to keep children of all ages safe, and to create bullying prevention education in schools and online. STOMP Out Bullying™ is dedicated to changing the culture for all students. It works to reduce and prevent bullying, cyberbullying, and other digital abuse, educates against homophobia, LGBTQ discrimination, racism and hatred, and deters violence in schools, online, and in communities across the country. In this diverse world, <i>STOMP Out Bullying</i> promotes civility, inclusion and equality. It teaches effective solutions on how to respond to all forms of bullying, as well as educating kids and teens in school and online. It provides help for those in need and at risk of suicide, and raises awareness through peer mentoring programs in schools, public service announcements by noted celebrities, and social media campaigns.</p>
Resources Provided
<p>STOMP Out Bullying™ provides information and resources in the following areas:</p> <ul style="list-style-type: none"> • Get Help Now: <ul style="list-style-type: none"> ○ HelpChat Line: A free and confidential help chat for kids and teens over the age of 13. It is intended to assist those who are victims of all forms of bullying and those who may be at-risk for suicide as a result of being bullied. ○ About Bullying and Cyberbullying ○ Digital U: Coming soon ○ Educators Page: Information and resources for educators ○ Parents page: Information and resources for parents ○ What Kids and Teens Can Do About Sexual Harassment • Ways to Help <ul style="list-style-type: none"> ○ Suggests ways to make a difference • Campaigns <ul style="list-style-type: none"> ○ Provides information on anti-bullying campaigns, including National Culture Week™, SeeMe Campaign, National Block It Out Day, Blue Shirt Day, National Bullying Prevention Awareness Month • Media <ul style="list-style-type: none"> ○ Links to media stories • Blog <ul style="list-style-type: none"> ○ Blog posts related to bullying prevention • Events <ul style="list-style-type: none"> ○ Lists upcoming events related to bullying prevention/awareness • About STOMP Out Bullying™ <ul style="list-style-type: none"> ○ Provides information including celebrity PSAs/videos; global ambassadors; leadership; their mission, manifesto, and history; prevention partners and supporters ○ Links to become an ambassador, share your story/videos, or contact them

Category: Bullying – PACER's National Bullying Prevention Center

URL
http://www.pacer.org/bullying/
Brief Description
<p>PACER's National Bullying Prevention Center actively leads social change so that bullying is no longer considered an accepted childhood rite of passage. PACER provides innovative resources for students, parents, educators, and others, and recognize bullying as a serious community issue that impacts education, physical and emotional health, and the safety and well-being of students.</p> <p>PACER's National Bullying Prevention Center aims to help by:</p> <ul style="list-style-type: none"> • Promoting a shared conversation and response to bullying in which everyone works together responsibly and collaboratively to create safe environments for students • Inspiring entire communities to get involved with social change and promoting kindness, acceptance, and inclusion • Offering classroom activities, toolkits, and lesson plans for educators • Providing informative guides for parents to understand the dynamics of bullying, help their children through bullying situations, and learn how to communicate with school staff • Educating students with age-appropriate resources and information to manage bullying situations, be supportive of their peers, and act to prevent bullying in their school, community, and online • Creating school-wide opportunities to address bullying, including National Bullying Prevention Month in October and Unity Day, initiatives both founded by PACER's National Bullying Prevention Center
Resources Provided
<p>PACER's National Bullying Prevention Center offers:</p> <ul style="list-style-type: none"> • National Bullying Prevention Month: Sponsored by PACER's National Bullying Prevention Center, this is a campaign to educate and raise awareness about bullying prevention. There are many ways to get involved. • Resources: This section of the website provides answers to questions, statistics, facts, information related to cyberbullying or students with disabilities, information handouts, access to a book club, free bookmarks, Unity Day posters, and websites for kids and teens (KidsAgainstBullying.org and TeensAgainstBullying.org). • Classroom: Lesson plans and toolkits are available for educators to use in their classrooms/schools to educate students, staff, and the community on bullying prevention. • Videos: These videos were created by PACER or sent in and are based on the themes of bullying prevention, kindness, acceptance, and/or inclusion. • Stories: These are stories submitted by students expressing their feelings about bullying, how they think it affects students and schools, things they have done to prevent bullying, and/or what others can do to prevent bullying. Stories and videos can be sent to Bullying411@PACER.org. • Get Involved/Campaigns: This provides individuals with opportunities to get involved in bullying prevention campaigns or to be an ambassador or peer advocate. • What Parents Should Know About Bullying: This provides parents with the definition and impact of bullying, laws and policy, ways they can help their child, tips for working with the school, and information about mobile and online safety.

CYBERBULLY

Category: Bullying – CyberBully.org

URL
https://www.cyberbully.org
Brief Description
CyberBully.org is a resource to empower and educate parents on how they can prevent cyberbullying and protect their kids from the lasting effects. This organization focuses on confidence building and conflict resolution and aims to provide parents with the tools they need to help their children get through these difficult situations and learn how to handle conflicts on their own. This can also be a good resource for educators, as well as students.
Resources Provided
CyberBully.org provides information and resources in the following areas: <ul style="list-style-type: none">● Guides: Provide information and advice for parents, students, and educators regarding preventing or dealing with cyberbullying● News: Shares recent news stories related to cyberbullying● Contact: A way to reach out to the organization if someone has a story they want to share or a question



Category: Bullying – Cyber Bully Help: Preventing Bullying in the Digital Age

URL
https://www.cyberbully.org
Brief Description
<p>Cyber Bully Help is a resource created by Dr. Robin Kowalski (professor of psychology at Clemson University), Dr. Susan Limber (director of the Center on Youth Participation and Human Rights at the Institute on Family and Neighborhood Life and professor of psychology at Clemson University), and Dr. Patricia Agatston (licensed professional counselor with the Prevention/Intervention Center, a student assistance center in the Cobb County School District in Georgia).</p>
Resources Provided
<p>Cyber Bully Help provides information and resources in the following areas:</p> <ul style="list-style-type: none"> ● What is cyber bullying: This page provides information for parents, educators, and students on what cyber bullying is and how it can be prevented. ● Help Center: This page states that cyberbullying violates most social media sites' terms of use agreements. It contains links for reporting abuse on various social media sites. ● Training and Presentations: This page contains information about presentations and trainings that parents, students, and/or educators can attend. There is also a highlight video from a recent training Dr. Agatston provided. ● Resources: This page provides books, curriculum, handouts, videos, and recommended briefs on cyberbullying. Many of these resources are free.
Other
<p>National Suicide Prevention Lifeline: 1-800-273-TALK (8255), suicidepreventionlifeline.org</p>



Category: LGBTQ Bullying Resources - GLSEN

URL
Brief Description
https://www.glsen.org/
<p>GLSEN (pronounced "glisten") was founded in 1990 by a small, but dedicated group of teachers in Massachusetts who came together to improve an education system that too frequently allows its lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) students to be bullied, discriminated against, or fall through the cracks. Over 25 years later, that small group has grown into the leading national education organization focused on ensuring safe and affirming schools for LGBTQ students. GLSEN conducts extensive and original research, authors developmentally appropriate resources, partners with decision-makers and dozens of national education organizations and empowers students to effect change.</p>
Resources Provided
<p>GLSEN provides information and resources in the following areas:</p> <ul style="list-style-type: none">• Learn: Provides information on who GLSEN is, policies that are making a difference, research, and the global movement.• Act: This section includes information on programs, student action, and GLSEN Up (a movement for social change)• Teach: Includes resources for educators, professional development, and their education network which K-12 educators can join• Connect: Provides ways to connect with GLSEN, through its chapters, staff directory, the press, or careers available with GLSEN• Support: Learn about ways to support GLSEN's efforts, such as through giving, attending events, or connecting with GLSEN's partners



Category: LGBTQ Bullying Resources - PFLAG

URL
http://community.pflag.org/Page.aspx?pid=194&srcid=-2
Brief Description
<p>PFLAG is a website pertaining to uniting LGBTQ members and their families, all while striving to get a better balance on equality for this community. PFLAG is a chapter-based organization and has over 400 chapters around the world. PFLAG hopes for a community that is accepting and understanding of the diversity that comes from the LGBTQ community. PFLAG's website is used to educate, promote awareness and support families and friends of LGBTQ members. They are an organization that wants to change laws and assist in helping LGBTQ individuals get the rights and equal opportunities given to non-LGBTQ individuals.</p>
Resources Provided
<ul style="list-style-type: none"> ● Our Priorities: This section has 4 other links including: Proud People, Loving Families, Safe Communities, and Diverse & Inclusive World ● Our Work: Includes 5 external links such as: Chapter Network Support, Straight for Equality, Cultivating Respect, Scholarship Program, and PFLAG Academy Online ● Take Action: Includes links on Advocacy 101, Where We Stand, Claim Your Rights, and Make My Voice Heard. There is also a section to sign up to receive action alerts. ● Chapter Network: Options to start, run or find a chapter ● News & Events: Here, you can find the blog and news about PFLAG or events
Other
<p>Founded in 1972 with the simple act of a mother publicly supporting her gay son, PFLAG is the nation's largest family and ally organization.</p>



TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

Category: LGBTQ Bullying Resources - Teaching Tolerance (Southern Poverty Law Center)

URL
https://www.tolerance.org
Brief Description
<p>Teaching Tolerance is a project run by The Southern Poverty Law Center. The website includes many articles about a variety of topics for anyone to read. The topics tend to revolve around how to handle difficult conversations about identity, elections and challenging topics for some to discuss appropriately. There is also a professional development tab with educational materials such as presentations, classroom strategies, and reflective teaching strategies to help teachers instruct children k-12 about diversity and tolerance of differences. There is a complete tab with classroom resources as well, which consist of lesson plans to help promote these conversations properly in the classroom. Film kits include names of films that have been made to illustrate different historical events. Mix It Up Lunch Day is held on the last day of October each school year and children are advised to eat with someone different and expand their comfort zone. There are also webinars for teachers to watch for examples of raising awareness in schools and how to implement different strategies.</p>
Resources Provided
<ul style="list-style-type: none">● Magazines● Professional Development Aids● Classroom Resources● Film Kits● Mix It Up● Publications● Webinars
Other
You can subscribe to the magazine and support their efforts in many ways.



Category: LGBTQ Bullying Resources - The Trevor Project

URL
http://www.thetrevorproject.org/
Brief Description
<p>The Trevor Project is an organization that focuses on providing resources nationwide for support and help for the LGBTQ community. It is an organization that you can subscribe to and get notified when something significant in the organization happens. The Trevor Project also has a focus in suicide prevention and making sure people don't feel hopeless about their diversity. Trevor is all about protecting LGBTQ students and making a safe environment for the members of the community. There is also a lot of data on suicide in general on The Trevor Project.</p>
Resources Provided
<ul style="list-style-type: none"> ● Get Help: Here you can “get help now” and visit Trevorspace, which is a way to stay connected ● Education: This is where you can further your education of Trevor through the lifeguard workshop, trainings for youth serving professionals and model school policy ● Resources: The two links under this section are Prevent Suicide and Trevor Support Center ● Get Involved: There are three links under this subheading: Connect with Trevor, Volunteer and Regional Cities ● About: There are three external links under this category: History & Film, Programs & Services and Research. Under the research link there are multiple other links to research ● Blog & Events: There are two links with more information about events and the blog ● Donate: Under this link there are three external links: Give Money, Annual Fund Programs and Fundraise
Other
<p>The website has a 24/7 help line that you can text or chat, and they have it posted at the very top of the page for easy access.</p>



Category: LGBTQ Bullying Resources - It Gets Better Project

URL
http://www.itgetsbetter.org/
Brief Description
<p>The It Gets Better Project is an organization that has a main goal of communicating with young children of the LGBTQ community that it does get better. The website provides information to support these kids and encourage families and friends of LGBTQ to stay positive. The website also focuses on having the conversation of the LGBTQ community and promoting the diversity of these people. The website also shares stories of people who it “got better for” in hopes to encourage young LGBTQ individuals.</p>
Resources Provided
<ul style="list-style-type: none"> ● About: This link explains what the It Gets Better Project is and the timeline of its life as a foundation ● Get Help: This link has information such as hotlines and numbers to get help if in a crisis ● Get Involved: This link has 8 external options and more information under each one to get involved with the program ● Videos: This link is very encouraging because it has videos of success stories of LGBTQ members who say “it got better” ● Store: This is a link to where you can purchase merchandise to support the cause ● Media: This link has sharable items and things such as MTV specials in honor of the program ● International: This link shows where the “it gets better” is internationally on a map
Other
<p>There is a specific section at the top of the website to donate directly to the foundation.</p>



Category: LGBTQ Bullying Resources - GSA Network

URL
https://gsanetwork.org/
Brief Description
The GSA Network is a website/foundation that is intended to empower queer and trans youth for racial and gender justice. The website offers things such as a blog and ways to donate and become an active GSA Network member. The goal of the website is for people of this community to feel welcomed and supported. They offer a registry for people to sign up and join the movement. The website also offers a spotlight section that shares good news about queer and trans equality.
Resources Provided
<ul style="list-style-type: none"> ● About us: Under this link there are 10 external links talking about things such as more general information about the foundation, supporters, staff and the history of the organization ● What we do: Under this link there are 6 external links that discuss things such as networking, training, transforming schools, changing policies and building a national movement ● News: Under this link there are 6 external links related to the news of the foundation ● Events: Under this link there are 9 links to events run by GSA Network such as GAYLA and the Pride march ● Resources: Under this link there are 10 links to outside resources to further one's education and knowledge about the network ● GSA Registry: Under this link there are 2 external links that help with getting registered ● Get Involved: Under this link there are 9 external links that have many other ways of getting involved

Dating Violence

According to the National Center for Victims of Crime, teen dating violence is controlling, abusive and aggressive behavior in a romantic relationship. It can happen in straight or gay relationships and can include verbal, emotional, physical and/or sexual abuse (The National Center for Victims of Crime, 2017).

Examples of controlling behaviors include not letting a dating partner hang out with their friends; calling or paging frequently to find out where they are, who they're with and what they're doing; telling them what to wear; and having to be with them all the time. Examples of verbal and emotional abuse include calling a dating partner names; jealousy; belittling them; threatening to hurt them or someone in their family; and threatening to hurt yourself if they do not do what you want. Examples of physical abuse include shoving, punching, slapping, pinching, hitting, kicking, hair pulling and strangling. Examples of sexual abuse include unwanted touching and kissing, forcing a dating partner to have sex, not letting them use birth control and forcing them to do other sexual things (The National Center for Victims of Crime, 2017).

Victims of teen dating violence are more likely to experience negative consequences, such as doing poorly in school, not attending school due to feeling unsafe, abusing alcohol and drugs, feeling hopeless and sad, attempting suicide, developing a negative body image, taking diet pills/laxatives, becoming overly dependent on others, becoming pregnant, having a sexually transmitted disease and becoming uncomfortable with their sexuality. In addition, victims may find it difficult to establish intimacy with a romantic partner, become a positive member of society, develop a personal value system and establish an adult identity.

Project AWARE Ohio developed an information brief

(http://resources.oberlinkconsulting.com/uploads/infobriefs/Teen_Dating_Violence-What_Schools_Parents_and_Youth_Need_to_Know.pdf) that describes teen dating violence and provides guidance on what schools, parents and youth need to know and how they can help.

Teen Dating Violence Statistics

One in three U.S. teens has been a victim of dating violence, and about one in three has committed relationship violence (Ybarra et al., 2013). Of high school students in a dating relationship, 9.6 percent have been physically hurt on purpose (being hit, slammed into something or injured with an object or weapon) by a boyfriend or girlfriend (CDC, 2015), and 10.6 percent have been forced to do sexual things (being kissed, touched or physically forced to have sexual intercourse) by a boyfriend or girlfriend (CDC, 2015). Violent behavior in dating relationships often begins between the ages of 12 and 18 (Department of Justice, 2006). Only 33 percent of teens who were in abusive relationships ever told anyone about the abuse.

References

Centers for Disease Control and Prevention (2015). Youth Risk Behavior Surveillance – United States, 2015. Morbidity and Mortality Weekly Report, Vol. 65 (No. 6). Retrieved January 18, 2017 from https://www.cdc.gov/healthyouth/data/yrbps/pdf/2015/ss6506_updated.pdf.

Department of Justice, Bureau of Justice and Statistics, Intimate Partner Violence in the United States, 1993-2004. Dec. 2006.

The National Center for Victims of Crime (2017). *Bulletins for Teens: Dating Violence*. Retrieved January 18, 2017 from <http://victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens/dating-violence>.

Ybarra, M., Espelage, D. L., Langhinrichsen-Rohling, J., Korchmaros, J. D., Boyd, D., & Basile, K. (2013). National rates of adolescent physical, psychological, and sexual teen dating violence. American Psychological Association Conference, Honolulu, HI.

Category: Dating Violence - Love Is Respect

URL
http://www.loveisrespect.org/
Brief Description
Loveisrespect.org is a website that discusses the topic of dating violence. The website provides help and support for those who are victims to this crime. There are such things as chat rooms, a number to call and even a number to text. The website also offers quizzes to see if one's relationship is healthy or not. The main goal of the website is to empower youth and let them know that they can be the change in dating violence.
Resources Provided
<ul style="list-style-type: none"> ● Get Help: This is a section where you can get help for yourself, someone else or even legal help for severe cases. ● Relationships 101: This section gives advice on dating, has a section for questions on data and a section that determines the definition of abuse. ● Resources: This is the section to go for downloading materials and digital help, toolkits and where you can find other campaigns. ● Quizzes: This is the section where you can find the external quiz links. ● About: This is the section where you can learn about ways to get involved and about sponsors & partners. ● Donate: This is where you can donate to the foundation. ● Blog: This is the section where you can find other blogs that have corresponding information about dating violence.
Other
They are sponsored by companies such as Mary Kay, Verizon and HCSC and many others.



Category: Dating Violence - Dating Matters: Strategies to Promote Healthy Teen Relationships

URL
https://www.cdc.gov/ViolencePrevention/DatingMatters/index.html
Brief Description
<p>Centers of Disease Control and Prevention: Violence Prevention: Dating Matters, is a website that focuses on preventing unhealthy relationships by starting to promote safe relationship education at an early age. This website is based on sharing the negative effects of dating violence and how to avoid that and how to become a society that demands respect. They work off the basis of preventing violence rather than telling people how to fix violence. This is a very proactive website.</p>
Resources Provided
<ul style="list-style-type: none"> ● What is Dating Matters? This section talks about strategies to help prevent teen dating violence ● Why was Dating Matters created? This section talks about the efforts behind Dating Matters ● What is Dating Matters based on? This section explains the 3 important facts that the website is founded on ● Where does CDC fund implementation of Dating Matters? This section talks about where the CDC gets its funds to run Dating Matters ● Want to learn more about Dating Matters? This section gives links to PDF's that give more information about Dating Matters ● In need of teen dating violence prevention training? This is a section that provides places to get additional training for prevention ● Questions? There is an email address here to contact for more information
Other
The CDC saving lives is a 24/7 service.



Violence Prevention Works!

Hazelden
Publishing

Safer Schools, Safer Communities

HOME OF THE  **OLWEUS** BULLYING PREVENTION PROGRAM

Category: Dating Violence - Safe Dates: An Adolescent Dating Abuse Prevention Curriculum

URL
http://www.violencepreventionworks.org/public/safe_dates.page
Brief Description
<p>Violence Prevention Works is a website that targets prevention of bullying. The major concept of the website is following four main steps: 1) Develop a school policy, 2) Educate about abuse, 3) Reinforce student learning, and 4) Activate student leaders. The website provides a foundation that pushes for safer schools and safer communities. There are things such as funding opportunities and places to make donations, which hopefully will keep the organization growing.</p>
Resources Provided
<ul style="list-style-type: none">● Home: In this section you can find out more information about the program● Bullying: In this section, it is clear that bullying is a serious issue and it addresses the warning signs and the impact of bullying● Dating Violence: Here you can find the definition of dating violence, ways to help and consequences of dating violence● Youth Suicide: Similar to dating violence you can find all of the same information but for youth and suicide● Professional Education: In this section there are links to training courses, webinars and online courses● Funding: Here there are available grants, government and foundation funding● News: In this section there are tools such as a press release, media kit and a section to contact them● State Information: This section has a link to a site with information on how states address bullying, harassment and hazing● Affiliates & Partners: This section includes information about people affiliated with the organization● Key Resources: This section has resources for preventing or intervening against violent behaviors among K-12 students or young adults.

Category: Dating Violence - Break the Cycle

URL
https://www.breakthecycle.org/
Brief Description
<p>Break the Cycle is a website that focuses on healthy relationships and doing things to prevent violence within romantic relationships. They have things such as real stories to put the message of abuse into real terms for you. There are things such as blogs to look for help, and there are also places to donate to help expand the organization. The motto of Break the Cycle is, “Because Everyone Deserves A Healthy Relationship,” which is a very powerful driving force behind the organization.</p>
Resources Provided
<ul style="list-style-type: none"> ● How we help: This section gives an overview about specific ways the organization helps prevent dating violence ● Learning about dating abuse: This is a section based on facts and information about dating abuse ● Take action: This is a section with ways to get involved, and they also have a section for sharing your story ● Build capacity: Here is where you can find things such as training and program building ● Donate now: Here is where you can donate to the organization through Amazon Smile and Bead Relief Jewelry



Category: Dating Violence - That's Not Cool

URL
https://thatsnotcool.com/
Brief Description
<p>That's Not Cool is an organization that targets teen dating violence. It is unlike many other supportive organizations because its main focus is on digital abuse and bullying. The organization is meant to support and help teens going through violent situations and to help change that. That's Not Cool predicts that teens are the way to change teen violence, and they want to do everything they can to change the statistics. The organization sets out to accomplish this in ways such as games and activities to make dating violence prevention educational yet interesting.</p>
Resources Provided
<p>The That's Not Cool initiative provides a variety of resources:</p> <ul style="list-style-type: none">● Respect Effect App: Using your mobile device, you can become part of a community interested in spreading respect and different examples of respect, as well as complete different fun challenges, such as "listen to a friend talk about their day for 3 whole minutes." You can also share your results through these challenges and be rewarded in a fun way.● Ambassador Program: You can volunteer to be an ambassador of the program in your own community and help raise awareness about a particular issue that affects your family, friends, and the general public around you.● CoolNotCool Quiz Cards: Here you can play a fun interactive game surrounding the topic of dating violence and unhealthy relationships. You can test your knowledge over what is appropriate in a relationship using their convenient quiz cards.● Adult Ally Tools: Here adults can find helpful resources, like support materials and helpful tips, in order to do their part in engaging individuals in their community.● Social Hub: The program provides a general social network for individuals seeking to get involved in the conversation and being alerted of what's going on throughout the initiative.● Ambassador Stories: Here you can find a number of different anecdotes about ambassadors' particular individual experiences through their involvement in the campaign, and how they have started the conversation over dating violence in their communities.



Category: Dating Violence - Love Doesn't Shove

URL
https://www.lovedoesntshove.org/
Brief Description
Love Doesn't Shove is a website that targets teen violence and how to prevent it and create a safer society. Teen violence is an elevating epidemic that needs to be stopped. The website puts forward ideas to help prevent teen violence. There are things such as advice, tips, and programs that promote taking a stance and preventing teen dating violence.
Resources Provided
<ul style="list-style-type: none">● Home: This section goes over everything that the website stands for and shows some statistics on teen violence● Mission: This section talks about the mission of the website and how they plan on attaining it● Donate: This section is where you can donate to help the organization grow● Resources: This is a list of websites and hotlines for further help on the situation of teen violence● Contact: Here you can send the people of Love Doesn't Shove a message for any further clarity● Shop: This section has products to buy

Depression

Depression and other depressive disorders are classified by feelings of pessimism, sadness, discouragement and hopelessness. They also can cause somatic and cognitive changes that significantly affect one's capability to function. The major differences between each individual disorder is the duration of the depression and the etiology (DSM-5, 2013). Symptoms of depressive disorders vary in severity and type. Symptoms can be physical, mental or both. Some signs of depression include feelings of guilt, appetite and/or weight change, thoughts of death and suicide, persistent sadness, or loss of interest in pleasurable things. It also is important to note that depression may look different among children and adolescents, compared with adults. For example, children and adolescents who are depressed may display increased irritability or agitation (Anxiety and Depression Association of America).

Many factors play a role in developing depression. Stressors are the leading cause of depression and can impact the level and duration. Stressors can be things such as divorce, loss of a loved one, getting fired or not getting a job. Stressors vary with how severe they are and how long they occur before the onset of depression. There are also biological factors that play a role. Genetic influence impacts depression variance by 31-42 percent. Research has shown that dopamine, norepinephrine and serotonin are highly biologically involved as well (Butcher, Hooley & Mineka, 2010).

As far as treatment goes, there are three main avenues one suffering from depression can take, one being medications, such as Selective Serotonin Reuptake Inhibitors (SSRIs) or newer generation drugs such as Effexor and Wellbutrin. The second option for treatment would be of the more invasive routes with things such as Electroconvulsive Therapy (ECT), Transcranial Magnetic Stimulation and/or Bright Light Therapy. The third option is behavioral activation and interpersonal therapy, which is less intensive but still successful (Butcher, Hooley & Mineka, 2010). None of the treatment options are better than the other; they all work in different, yet effective ways.

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.

Anxiety and Depression Association of America. *Anxiety and Depression in Children*. Retrieved from <https://adaa.org/living-with-anxiety/children/anxiety-and-depression>.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). *Abnormal Psychology, Core Concepts: Books a la Carte*. Prentice Hall.



A Beacon Of Hope For Adolescent Depression

Category: Depression - Erika's Lighthouse- A Beacon of Hope for Adolescent Depression

URL
http://www.erikaslighthouse.org/
Brief Description
Erika's Lighthouse educates school communities about teen depression, attempts to eliminate the stigma associated with mental illness, and empowers teens to take charge of their mental health. They reach out to not only teens, but also parents and schools. They educate and provide resources to help all involved.
Resources Provided
<ul style="list-style-type: none"> • Teens <ul style="list-style-type: none"> ○ High School Teen Club ○ Depression Awareness Campaign for Teens • Young Adults <ul style="list-style-type: none"> ○ University Level Depression Education Workshops • Parents <ul style="list-style-type: none"> ○ Parent Handbook on Childhood and Teen Depression ○ Kelsey's Story: A Message of Hope • Schools <ul style="list-style-type: none"> ○ Teen Depression: Stories of Hope and Health ○ Real Teenagers Talking About Adolescent Depression: A Video-Based Study Guide ○ Teacher Trainings • Health Professionals <ul style="list-style-type: none"> ○ All of the above • Community Organizations <ul style="list-style-type: none"> ○ All of the above
Other
There are free posters available for download that help promote awareness of mental illness (e.g., depression).



Category: Depression - HelpGuide

URL
https://www.helpguide.org/articles/depression/helping-a-depressed-person.htm
Brief Description
<p>The HelpGuide is a guide to inform and educate families and friends about how to provide useful help to a loved one suffering from depression. It talks about recovery and how assisting a depressed person really changes the revival process. Although helping a loved one recover is fulfilling, it is also tiring and takes a lot out of the person offering help. This guide recognizes that and helps maintain a balance between helping too much and losing one's self in the process. The HelpGuide goes over 6 firm rules to follow to achieve success when helping a loved one but, at the same time, staying emotionally stable. The guide also discusses briefly what it is like to have depression and how they can't "fix" their loved ones. The "do's and don'ts" are addressed in regard to phrases and things to acknowledge. The risk of suicide is discussed and how it is something to be taken very seriously. The website also makes it a clear priority to have the hotline number listed.</p>
Resources Provided
<ul style="list-style-type: none">● Topics A-Z: Other emotional/self-help topic categories that have helpful resources and descriptions under each of them.● Teen Topics: Teen topics with helpful information under each one.● EQ Toolkit: 5 Steps listed, the science behind the course, transcripts to the videos on the site & frequently asked questions.● Harvard Health: Help provided from Harvard Medical School.● Our People: Information on the creative and technical team & board of directors.● Donate: Donations in honor of co-founder can be made at this place.

Category: Depression - International Foundation for Research and Education on Depression

URL
http://www.ifred.org/
Brief Description
<p>The iFred is a website designed to focus on depression and different forms of it. The main goal of iFred is to eliminate the stigma that accompanies depression and instead shed a positive light on it. It is a foundation for research and to educate people on depression. On the home-page, there is an explanation under each subheading of a depressive disorder. The website also offers options for getting help for people suffering from one of the many depressive disorders, for people with friends suffering from depression or depressive disorders, and a questioning link that helps determine if one has depression or not. There is a section that is dedicated to getting involved with iFred and depression that offers donations, “staying informed” information, sharing your story and shopping hope. Shop hope is a section that talks about iFred’s message and what they strive to achieve as a foundation. The website also talks a little bit about the founder, Kathryn Goetzke and what she has contributed to the organization.</p>
Resources Provided
<ul style="list-style-type: none"> ● About iFred: This tab has sub links to things such as iFred’s mission, their gratitude wall, the collaborators and board of directors, advisory board and information about their founder, Kathryn Goetzke. ● Find Support: Under this sub link there are different kinds of support such as individual support, suicide hotlines, ways to donate, ways to say informed, a place to share your story and wall for hope, which includes stories about different people and depression. ● Understanding Depression: Here is your basic information about types, causes, stigmas and comorbidity of depression. There is also a depression test and management options of depression. ● Our Work: This section covers what the foundation does in terms of outside projects and schools for hope.
Other
A mailing list is available to join.



Category: Depression - Anxiety and Depression Association of America

URL
http://www.adaa.org/living-with-anxiety/ask-and-learn/resources
Brief Description
Anxiety and Depression Association of America is a website full of online resources. It has 14 separate links that direct you to subcategories which then have 10 or so links under each to other resources related to the category. It's a very simple website that makes it easy to navigate and manage the information.
Resources Provided
<ul style="list-style-type: none"> ● Children and Adolescents: Under this subgroup there are 11 other external links that provide more information about children and adolescents such as: Child Mind Institute, Families for Depression Awareness, Families USA, Georgetown Center for Children and Families, National Child Traumatic Stress Network, The Balanced Mind Foundation, The Henry J. Kaiser Family Foundation, Selective Mutism Group, Selective Mutism Foundation, WorryWiseKids.org and Red Sox Foundation and Massachusetts General Hospital. ● Teens and College Students: Under this subgroup there are 7 other external links that provide more information about Teens and College Students such as: Active Minds, Guide to College Student Mental Health, Minding Your Mind, National Eating Disorders Association, Promoting Student Mental Health, Student Mental Health: A Guide to Identifying Disorders and Promoting Wellness, The Jed Foundation ● Women: Under this subgroup there is one link that provides information about Food and Drug Administration Office of Women's Health which then provides further information. ● Men: Under this subgroup there are two external links, Man Therapy and Headsup Guys, that provide information for men. ● Military and Military Families: Under this subgroup there are two external links, Helping Children Cope During Deployment and BraveHeart: Welcome Back Veterans Southeast Initiative, which gives more information about individuals in the military and their families. ● Mental Health- General: Under this subgroup there are over 10 links that provide more information about general mental health. ● Medication: Under this subgroup there are 4 links that discuss Drug information about warnings and up-to-date things to be aware of. ● Mindfulness: Under this subgroup there is 1 external link that provides information about Mindfulness for Healthy Living. ● Obsessive-Compulsive Disorder: Under this subgroup there are 2 external links that discuss OCD foundations. ● Posttraumatic Stress Disorder: Under this subgroup there are 6 external links that discuss more information about PTSD. ● Specific Phobias: Under this subgroup there is one external link that talks about shy bladder syndrome. ● Suicide Prevention: Under this subgroup there are 5 external links for suicide prevention. ● Related Resources: Under this subgroup there are 9 links pertaining to different types of mental health related topics. ● International Organizations: Under this subgroup there are 3 external links all addressing anxiety within Canada, Manitoba and the UK.

Eating Disorders

Eating disorders are defined as negative emotions, attitudes and behaviors that result from issues with weight and food (National Eating Disorders Association). Many male and female youth display maladaptive eating patterns that have the potential to develop into an eating disorder. For example, more than half of adolescent girls and a third of adolescent boys try to control their weight in unhealthy ways by skipping meals, vomiting, taking laxatives or fasting. Given the large number of adolescents who struggle with establishing healthy eating behaviors, along with the fact that 95 percent of people with an eating disorder are between 12 and 25 years old, it is critical for school personnel to understand eating disorders and learn how to effectively intervene to help students (National Association of Anorexia Nervosa and Associated Disorders, 2016).

Project AWARE Ohio developed an information brief (http://resources.oberlinkconsulting.com/uploads/infobriefs/Eating_Disorders_Brief.pdf) that focuses on the impact of two eating disorders on youth: Bulimia nervosa (BN) and anorexia nervosa (AN). BN is characterized by the eating of large amounts of food in short periods of time (binge eating) followed by compensatory behaviors to prevent gaining weight. BN also involves feeling out of control during binges, and self-esteem is overly dependent on body image (National Eating Disorders Association). AN is characterized by inadequate food intake and a low body weight, which can lead to starvation, excessive weight loss and, in extreme cases, death. The Project AWARE Ohio information brief includes information on:

- Understanding Eating Disorders Among Youth;
- Risk and Protective Factors;
- How Schools Can Help:
 - Administrators and/or Mental Health Professionals;
 - Teachers;
 - Communicating with Parents.
- References.

Awareness of eating disorders is crucial, as AN has the highest mortality rate compared to other eating disorders (Fairburn & Harrison, 2003). Eating disorders also are very hard to treat, as individuals do not want to come forward and often have a hard time talking about their experiences. Also, it is hard to know which type of therapy might be beneficial because there can be variability in experiences, situations and effects. The websites below highlight some of the organizations that are available to both individuals with eating disorders, as well as their family members who might be affected. There are many organizations working to raise awareness of different eating disorders and to support those in need. In this way, individuals can find support networks, classes, blogs, stories and awareness activities for them to become involved in. As eating disorders continue to become an increasing issue, these organizations are providing support and becoming more crucial in the recovery process.

The organizations highlighted in this compendium include:

- National Eating Disorder Association (NEDA);
- National Association of Anorexia Nervosa and Associated Disorders (ANAD);
- The Body Positive;
- Eating Disorder Hope;
- Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T.); and
- The National Association for Males with Eating Disorders (N.A.M.E.D.).

References

Fairburn, C. G., & Harrison, P. J. (2003). Eating disorders. *The Lancet*, 361(9355), 407-416.

National Association of Anorexia Nervosa and Associated Disorders (2016). *Eating disorders statistics*. Retrieved from <http://www.anad.org/education-and-awareness/about-eating-disorders/eating-disorders-statistics/>.

National Eating Disorders Association. *General information*. Retrieved from <http://nationaleatingdisorders.org>.



Category: Eating Disorders - National Eating Disorders Association

URL
www.nationaleatingdisorders.org
Brief Description
<p>The mission of The National Eating Disorders Association (NEDA) is to help individuals and families affected by eating disorders. NEDA helps with prevention, intervention, and getting individuals access to the care they need. NEDA raises awareness and provides resources that can help everyone along the way to receiving treatment. They provide a section on their website that gives information about each eating disorder and toolkits that could be useful for individuals. NEDA helps families and individuals get early intervention and the resources they need to begin working through the life-threatening illness. NEDA provides resources for the individual suffering from the eating disorder, as well as the families and friends that may be impacted by their loved one's illness.</p>
Resources Provided
<ul style="list-style-type: none"> ● Eating Disorders Screening Tool: This tool is used to screen individuals ages 13 years and up to identify if it is time to seek help from professionals. ● Helpline: Available Monday-Thursday 9am-9pm and Friday 9am-5pm. The helpline is available for individuals to contact if they need resources, support, and treatment options for themselves or for a loved one. ● Find Treatment: A search engine for individuals to identify their symptoms in order to find the best treatment options. ● Support Groups and Research Tools: A search engine for individuals to find different support groups available to join. ● NEDA Navigators: A program allowing peer-to-peer online support for individuals with an eating disorder and their family members. ● Parent, Family & Friend Network: Offers a survey allowing individuals to indicate what information, connection, and resources would be most beneficial. ● Loss Support Network: Brings those who have lost a loved one to an eating disorder together. ● NEDA walks: Provides a search engine to find where a walk is occurring or to find a walker in order to raise awareness. ● NEDAwareness Week: During Feb 26-March 4, there are awareness-raising events, screening events, opportunities to get help, and discussions so that eating disorders can be understood. ● Legislative Advocacy: Volunteers who work to lobby change around how eating disorders are handled. ● The Body Project: Used to reduce dissatisfaction with body image, negative mood, and unhealthy eating. ● Feeding Hope Fund: Raises funds to offer grants to qualified clinical researchers examining eating disorders.



Category: Eating Disorders - National Association of Anorexia Nervosa and Associated Disorders

URL
www.anad.org
Brief Description
<p>The National Association of Anorexia Nervosa and Associated Disorders, Inc. (ANAD) is designed to help everyone overcome their fears and issues with eating and body image. ANAD is a place where individuals can share their story and participate in the blog that is available. ANAD also has a newsletter that individuals can subscribe to for more connection, support and education. ANAD has a helpline, support groups, recovery mentors toolkits, and an area for individuals to read others' stories. The website has areas which have a lot of information about eating disorders, body image, and awareness. There are many ways to get involved with ANAD and raising awareness. ANAD accepts donations and wants as many people to get involved as possible. There is also a place to online shop on the website and people can buy objects with the slogan "your life is worth fighting for" printed on all objects. All of the proceeds go to ANAD's efforts. Delta Phi Epsilon has a partnership with ANAD and they raise money, hold vigils, and are active during eating disorders awareness week on their campuses. Anyone can take a pledge and become an ANAD partner who can help combat the effects of eating disorders one step at a time.</p>
Resources Provided
<ul style="list-style-type: none"> ● Helpline: Monday-Friday 9am-5pm. ANAD has future plans to have a 24-hour helpline. ● Support Groups and Treatment: ANAD provides an online directory to help individuals find the support they need. ● Request a Support Group: For those who are unable to find a support group near them, they can request that ANAD start a group for them. ● Request a Recovery Mentor: For those who want one-on-one personal help from a mentor who is recovering from an eating disorder themselves. ● Request a Grocery Buddy: Helps individuals structure and plan their grocery trip. ANAD will also accompany individuals to the grocery store to provide shopping support. ● Toolkits: ANAD provides a recovery journal online and a treatment discharge kit.



Category: Eating Disorders - The Body Positive

URL
http://thebodypositive.org/
Brief Description
<p>Since 1996, The Body Positive has been reconnecting youth and adults to their body to increase their love for their body guided by love and forgiveness. This organization holds professional trainings, public workshops, and campus leadership. The organization has developed a body positivity model to help teach individuals how to live peacefully and healthfully with their body. You can join the mailing list, donate to the organization, or get in touch with them to let them know what they need to add or how they are doing. They are focused on the desire to create a healing community that offers freedom from societal pressures. The Body Positive also holds a blog for individuals to contribute to or read when they wish to. They have found that their model has boosted body image, helped people regulate their eating, helped some overcome depression and anxiety, and has increased self-worth.</p>
Resources Provided
<ul style="list-style-type: none">● Professional Trainings: Allows individuals to be trained to be able lead and teach the competencies that can help tie better relationships to their own body.● Public Workshops: Small-group setting for individuals to share how they're feeling and the difficulties they're experiencing with others who also have an eating disorder.● Campus Leadership Programs: To initiate powerful, student-driven programs that build body positive high schools and college campuses.

Category: Eating Disorders - Eating Disorder Hope

URL
http://www.eatingdisorderhope.com/
Brief Description
<p>Eating Disorder Hope is an organization that offers education, support, and inspiration to those who are suffering from an eating disorder and/or their family members. They are able to help in all cases of eating disorders. Eating Disorder Hope also promotes recovery and works to end the stigma around poor eating behaviors. Their goal is to promote everyone’s unique qualities aside from appearance and achievement. There are sections in the website dedicated to providing information about each eating disorder. There is also a section about eating disorders in men. There is much information on treatment and recovery. The website promotes individual uniqueness and provides many helpful links to help individuals and family members affected by eating disorders.</p>
Resources Provided
<ul style="list-style-type: none"> ● Educational Tabs: Provides information about each eating disorder. ● Eating Disorders Therapist Directory: A list by state to help find a therapist that is a good match. ● Support Forum: A place for discussions to be held online. ● Eating Disorder Support Groups: Listed by state, to help individuals to find a support group near them. ● Eating Disorder Recovery and Self-Help: Tips, videos, and article links to aid in self-help. ● Help-Line and Blogs: Helps individuals in need find and bond with others.



Category: Eating Disorders - Families Empowered and Supporting Treatment of Eating Disorders

URL
https://feast-ed.site-ym.com/
Brief Description
<p>Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T) is an international organization that is driven to serve families while providing information, support, and advocacy for research on reducing suffering from eating disorders. The organization is run by volunteers and solely on donations. F.E.A.S.T is a large proponent of evidence-based treatment being provided whenever possible and the importance of the family being supported through this process, so the patient can be supported as well. There is a blog and myths and facts to help educate those who may have misunderstandings of eating disorders. F.E.A.S.T also holds a forum online for individuals to partake in and discuss important issues. There are many links and information provided to help those find the information they need to be supported in their journey of recovery.</p>
Resources Provided
<ul style="list-style-type: none"> ● From Myth to Fact-- Basic Facts & Concepts: Links providing truths about eating disorders and definitions that are important to know. ● Essential Readings: Family guide booklet series which helps the family support the individual. ● Signs, Symptoms & Diagnoses: Links to help with early detection, early intervention, and comorbidities. ● Causes, Triggers & Maintaining Factors: Role of genetics, environment, nutrition, and exercise. ● Treatment Options & Access to Care: Links to find the proper treatment needed and how to find care. ● The Circle of Care-- Family, Treatment & Community: Helping all of those involved in helping the individual recover. ● Support for Families in Crisis: Helpful links when a crisis occurs and what to do.



N.A.M.E.D.

The National Association for Males with Eating Disorders

Category: Eating Disorders - The National Association for Males with Eating Disorders

URL
http://namedinc.org/
Brief Description
<p>The National Association for Males with Eating Disorders (N.A.M.E.D.) is a nationwide professional association driven to provide support for males with eating disorders and promote the development of effective intervention and research related to eating disorders in men. The website has links for all eating disorders that impact males, in addition to listing facts about eating disorders among this population. There is a blog on this site as well. Many links are posted on the website about eating disorders in men by clinical researchers, which could be of use to many individuals who are seeking information or trying to recover. N.A.M.E.D is trying to promote more research in this area among men.</p>
Resources Provided
<ul style="list-style-type: none">● Blog: Online forum where different facts and stories are shared.● Get involved: Provides opportunities for participants to be a part of the research conducted.● Research articles: Links to help raise awareness and the truth about these disorders.

Human Trafficking

Human trafficking is a form of modern-day slavery, and it is an issue that impacts children and families in our communities. As such, it is an issue that school professionals need to understand because they have the potential to recognize and advocate for child victims by being aware of the risk factors and possible behavioral indicators of human trafficking (U.S. Department of Education, 2015). Human trafficking can be defined as “exploiting a person through force, fraud, or coercion for the purpose of forced labor, commercial sex, or both” (U.S. Department of Education, 2015).

If school personnel (for example, administrators, teachers, bus drivers, food service staff, resource officers) are aware of the risk factors and warning signs, they will be able to recognize a potentially dangerous situation and intervene to help that child and family. Some of the risk factors associated with child trafficking include lack of personal safety, lack of social support, and a history of sexual abuse and/or dating violence. Some of the behavioral indicators include unexplained absences from school; sudden changes in personal hygiene, attire, behavior, relationships, or material possessions; and/or coached or rehearsed responses to questions (U.S. Department of Education, 2015).

After recognizing a child as a potential human trafficking victim, it is important to remember that these children are *victims* and to not judge them or blame them for the situation that they are in. Schools should have specific policies or protocols related to addressing (and preventing) issues of human trafficking affecting their students.

Human Trafficking Statistics:

- There are an estimated 20.9 million victims (adults and children) of human trafficking worldwide (International Labour Organization, 2012).
- Of those 20.9 million people, an estimated 5.5 million victims are children (International Labour Organization, 2012).
- In Ohio, an estimated 1,000 children are being trafficked every year, and an additional 3,000 children are at risk of becoming a victim of human trafficking (Williamson et al., 2010).
- The Ohio Attorney General’s Office reported 18,097 missing and runaway youth in 2014 (Ohio Attorney General’s Office, 2014).

Project AWARE Ohio developed an information brief that can be found at the following webpage:

http://resources.oberlinkconsulting.com/uploads/infobriefs/Human_Trafficking-What_Schools_Need_to_Know_Information_Brief_FINAL.pdf. This information brief describes human trafficking, including what schools and parents need to know.

References

International Labour Organization, *ILO 2012 Global Estimate of Forced Labor*, Geneva, Switzerland, 2012. Retrieved from <http://www.ilo.org/global/topics/forced-labour/lang--en/index.htm>.

Ohio Attorney General’s Office, *2014 Ohio Missing Children Clearinghouse Report*, 2014. Retrieved from [http://www.ohioattorneygeneral.gov/Files/Publications-Files/Publications-for-Law-Enforcement/Bureau-of-Criminal-Investigation-Publications/Missing-Children-Clearinghouse-Annual-Report-\(PDF\)](http://www.ohioattorneygeneral.gov/Files/Publications-Files/Publications-for-Law-Enforcement/Bureau-of-Criminal-Investigation-Publications/Missing-Children-Clearinghouse-Annual-Report-(PDF)).

U.S. Department of Education, Office of Safe and Healthy Students, *Human Trafficking in America’s Schools*, Washington, D.C., 2015. Retrieved from <http://safesupportivelearning.ed.gov/human-trafficking-americas-school>.

Williamson, C., Karandikar-Chheda, S., Barrows, J., Smouse, T., Kelly, G., Swartz, G., & Tame, C. (2010). Ohio trafficking in persons study commission research and analysis sub-committee report on the prevalence of human trafficking in Ohio.



Category: Human Trafficking - National Human Trafficking Resource Center’s Webinar for Educators

URL
https://polarisproject.adobeconnect.com/p7zjdyrfetj/
Brief Description
<p>The National Human Trafficking Resource Center (NHTRC) developed a slide show discussing every aspect of Human Trafficking. The purpose of the slide show is to raise awareness for educators. Thus, educators can take the information and continue to raise awareness in their lives. The slides discuss risks, facts, prevention, needs, how to respond, and more about child trafficking. The additional resources listed and the slide show seem to be used for educational purposes. The slideshow offers resources to help implement programs in schools.</p>
Resources Provided
<ul style="list-style-type: none"> ● Human Trafficking in America’s Schools: Another link to search for more information on human trafficking. It is run by the U.S. Department of Education and is designed for school officials on identifying and responding to Child Trafficking, sample protocols, and community partnership models. ● Child Sex Trafficking Brief for Educators: Run by the National Center for Homeless Education (NCHE) ● Not a #Number-- A Prevention Curriculum: Run by Love146. This is a pilot program in Fairfax County Public Schools. ● The Texas RISE to the Challenge: Run by the Texas Education Agency ● Tricked-- Inside the World of Teen Sex Trafficking: Another pilot program ● National Educators to Stop Trafficking (NEST): Provides a clearinghouse of curricula and lesson plans that have been developed on human-trafficking-related issues
Other
If you have further questions while watching the slideshow, contact the helpline at 1-888-373-7888.



Category: Human Trafficking - The National Human Trafficking Resource Center

URL
https://humantraffickinghotline.org/sites/default/files/Educator%20Assessment%20Tool.pdf
Brief Description
This is another tool for educators made by The National Human Trafficking Resource Center . The resource is to help educators recognize the risk factors and identifiers of Human Trafficking. The resource listed the red flags and indicators and displayed a first response plan based on the responses being yes or no. Questions are listed for an assessment and a check of safety needs. This is a handy resource for educators who may recognize a situation and need to step in.
Resources Provided
There are no further resources listed on the document for educators.
Other
If you have questions or concerns you can call the hotline at 1-888-3737-888, 24 hours a day, seven days a week.



Category: Human Trafficking - Born2fly International, Inc.

URL
https://www.born2fly.org/
Brief Description
<p>The Born2fly project is driven to stop child trafficking. It is a community-based awareness campaign that educates at-risk children and their parents about child trafficking and the dangers. This project is also international; it has been tested in 5 countries. The team is made up of educators, writers, artists, and child experts. Now there are more than 750 organizations in 65+ countries that are allowed to teach the project. There are four curriculums listed on the website for educators to use. The project is working on developing these curricula in different languages too, for wider use. There is an easy registration tab in order to get the materials. The numbers tab will explain the number of children affected by trafficking and is used to raise awareness on this issue. There are many ways to get involved and connected with the community to fight/raise awareness for child trafficking.</p>
Resources Provided
<ul style="list-style-type: none"> • Register: To get the materials you need emailed to you
Other
<p>This is an international project that is used in many countries.</p>



Category: Human Trafficking - Frederick Douglass Family Initiatives

URL
http://www.fdfi.org/human-trafficking.html
Brief Description
The Frederick Douglass Family Initiative (FDFI) is dedicated to teaching the public about human trafficking, starting with young people. They think that, by working with younger individuals, they can inspire change above and beyond raising awareness. They offer the opportunity to book a speaker to come talk about slavery, history, and human trafficking if interested. They also offer educational curricula to use in schools. The FDFI posts history on the page too, as they find that human trafficking is rooted in slavery and historical past events. This way they can use history to educate about the current issues.
Resources Provided
<ul style="list-style-type: none">● Educational Curricula: Videos for schools and communities and a registration page to request the materials● History on Booker T Washington and Frederick Douglass● Can book a speaker or skype presentation
Other
You can also join the movement to fight against human trafficking.



Category: Human Trafficking - Abolishing Injustice in the 21st Century (A21)

URL
http://www.a21.org/content/bodies-are-not-commodities-curriculum/gn4oz
Brief Description
<p>Abolishing Injustice in the 21st Century (A21) offers many facts about human trafficking that people might not know and defines key terms. One powerful part of this website is the explanation about <i>how</i> people are trafficked. There is a circle chart that displays the percentages of individuals who were trafficked through various means. There is also a list of current-day slavery signs for people to be aware of everyday in case they are able to identify a situation. At the end of the home page there are many countries listed and you can click on the country and the hotline will be listed so someone can call the hotline in their country when they suspect a possible case. The mission is to end modern day slavery everywhere, and they operate in 11 countries around the world. They also have created curricula for many levels and individuals. They really want people to get involved to help raise awareness and end modern slavery.</p>
Resources Provided
<ul style="list-style-type: none">● High School Curriculum: Helps teachers integrate human trafficking into the classroom● International Program: For small groups and large audiences, interactive and is suitable for anyone over 12 years of age● Small Group Lesson Plan: Builds upon the foundational principles of strength, worth, and purpose in the lives of young girls who may be at risk of human trafficking.
Other
You can sign up for updates and get involved. There are many resources around the world to help fight modern day slavery.



Category: Human Trafficking - Human Trafficking Prevention Education Guidance for Implementation of Youth Programs

URL
http://www.ohioattorneygeneral.gov/Files/Publications-Files/Publications-for-Law-Enforcement/Human-Trafficking-Reports/Human-Trafficking-Prevention-Education-FINAL.aspx
Brief Description
<p>This document provides guidance for implementing programs in youth groups. The guide truly helps educators in the community who have a desire to teach youth about human trafficking. It covers many helpful topics for these educators. Recommended procedures, educational tools, resources, training materials, and recommended curricula and outreach programs are included making this a comprehensive guide. This guide provides things to strive for before implementing a program. The information in this guide can extend beyond school programs which is helpful for other individuals looking to raise awareness with children outside of school. There are many helpful checklists, definitions and information needed before starting a program. This guide is efficient in describing details, offering information, tips on how to educate certain populations and helpful support when starting from scratch.</p>
Resources Provided
<p>The entire document is a resource for people interested in designing a program or strategy to help educate about human trafficking.</p>

Sexual Assault

What is sexual assault/abuse?

Child sexual assault and abuse have been defined in a number of ways by both social agencies and researchers. Some definitions include unwanted sexual experiences perpetrated by both adults and same-aged peers, while other definitions separate the two. Additionally, some definitions include both contact (for example, unwanted touching by another person) and non-contact experiences (such as being shown another person's genitals without consent). Due to differences in definitions, as well as retrospective reporting (adults reporting on sexual assault or abuse experiences from their childhoods), child sexual assault and abuse statistics vary widely (Finkelhor, Shattuck, Turner, & Hamby, 2014).

Recently, researchers have conducted nationwide surveys with children (ages 1 month to 17 years) and their families to estimate sexual assault and abuse that occurred in the last 12 months, as well as within a child's lifetime (Finkelhor, Ormrod, Turner, & Hamby, 2005; Finkelhor et al., 2014; Finkelhor, Turner, Shattuck, & Hamby, 2013). These surveys define sexual assault as any sexual victimization perpetrated by either a child or an adult during which there was sexual contact (such as rape or unwanted touching). In contrast, sexual abuse was defined as acts perpetrated by either a child or an adult *including sexual assault*, as well as flashing, sexual harassment and statutory sexual offenses (any sexual contact or non-contact abuse by an adult age 18 years or older perpetrated on a child age 16 years and younger).

Sexual assault/abuse statistics

Age. Statistics provided by the most recent national surveys indicated that within the previous 12 months, 7.5 percent of girls and 3.8 percent of boys ages 1 month to 17 years reported experiencing any type of sexual abuse (Finkelhor et al., 2013). However, rates of abuse were not the same across ages. For instance, only 2.1 percent of children ages 6 to 9 years reported sexual abuse in the past 12 months, whereas 16.4 percent of children ages 14 to 17 years reported sexual abuse (Finkelhor et al., 2013). Thus, *as children age, they appear to be victimized at higher rates.*

Gender. There also were significant differences between perpetration of sexual abuse against male and female children. Of those who reported they experienced sexual abuse in their lifetimes, 11.4 percent were girls and 7.8 percent were boys ages 1 month to 17 years (Finkelhor et al., 2013). However, for ages 14-17 years of age, 34.9 percent (about one in three) of girls and 20.2 percent (one in five) of boys reported they had been sexually abused during their lifetimes (Finkelhor et al., 2013). In addition, of the children who reported sexual abuse in the past 12 months, 22.8 percent (about one in five) were girls and 10.3 percent (one in 10) were boys ages 14 to 17 years (Finkelhor et al., 2013). Thus, although rates of victimization increase for both boys and girls as they age, *girls appear to be victimized at higher rates than boys across the lifespan.*

Perpetrator Type. A recent study that evaluated lifetime contact sexual abuse experiences (for example, rape or unwanted touching) of children ages 14 to 17 years found that more than half of the experiences were perpetrated by another person under the age of 18 years: The majority of which were peers known to the survivor (Finkelhor et al., 2014). Of the experiences perpetrated by adults, the majority were perpetrated by family members or persons known to the child (such as a caregiver or neighbor) (Finkelhor et al., 2014). Thus, *the majority of children were victimized by either an adult or peer who was known to them.*

Project AWARE Ohio developed an information brief that

http://resources.oberlinkconsulting.com/uploads/infobriefs/Sexual_Assault_Awareness_Information_Brief_Final.pdf describes sexual assault and abuse, including what schools and parents need to know. This can be used as another resource, in addition to the ones listed in this compendium.

References

Finkelhor, D., Ormrod, R., Turner, H., & Hamby, S. L. (2005). The victimization of children and youth: A comprehensive, national survey. *Child Maltreatment, 10*(1), 5-25.

Finkelhor, D., Shattuck, A., Turner, H. A., & Hamby, S. L. (2014). The lifetime prevalence of child sexual abuse and sexual assault in late adolescence. *Journal of Adolescent Health, 55*(3), 329-333.

Finkelhor, D., Turner, H. A., Shattuck, A., & Hamby, S. L. (2013). Violence, crime, and abuse exposure in a national sample of children and youth: An update. *JAMA Pediatrics*, 167(7), 614-621.



Category: Sexual Assault—RAINN

URL
https://www.rainn.org
Brief Description
<p>RAINN (Rape, Abuse & Incest National Network) is the nation's largest anti-sexual violence organization. RAINN created and operates the National Sexual Assault Hotline (800-656-HOPE, online.rainn.org y rain.org/es) in partnership with more than 1,000 local sexual assault service providers across the country and operates the DoD Safe Helpline for the Department of Defense. RAINN also carries out programs to prevent sexual violence, help survivors, and ensure that perpetrators are brought to justice.</p>
Resources Provided
<p>RAINN provides information and resources in the following areas:</p> <ul style="list-style-type: none">• About Sexual Assault: Provides information on sexual assault, including statistics, laws in each state, types of sexual violence, effects of sexual violence, consent, and statutes of limitations.• Safety & Prevention: You can take an active role in increasing your safety or the safety of those you care about. While there's no way to eliminate the chance that something may happen, there are strategies that may reduce your risk or give you the confidence to step in to prevent a sexual assault. This section includes strategies for parents and students; warning signs; and tips for staying safe, protecting others, and online safety.• After Sexual Assault: After sexual assault, it's hard to know how to react. You may be physically hurt, emotionally drained, or unsure what to do next. You may be considering working with the criminal justice system but are unsure of where to start. Learning more about what steps you can take following sexual violence can help ground you in a difficult time. This section involves suggestions for steps to take after a sexual assault, including recovery and/or reporting.• Public Policy & Action: Find information about laws in your state, learn more about the issues, and learn about current action to prevent/reduce sexual violence. This section includes the RAINN Action Center and information on how RAINN is working with lawmakers. You can also get involved by tweeting or emailing Congress.• About RAINN: Provides information on RAINN's mission, programs and expertise, leadership and governance, spokespersons and supporters, corporate partners, and sexual assault service providers.• Get Involved: There are as many ways to get involved as there are willing volunteers. You can support survivors by volunteering for the National Sexual Assault Hotline, fundraising for RAINN, spreading the word on social media to educate others about sexual assault prevention and recovery, and/or getting involved with student activism. This section also includes survivor stories, which can be submitted to RAINN.• Get Help 24/7: 800-656-HOPE (4673), and live chat option



Category: Sexual Assault—NSOPW (National Sex Offender Public Website)

URL
https://www.nsopw.gov/en
Brief Description
The Dru Sjodin National Sex Offender Public Website (NSOPW) is an unprecedented public safety resource that provides the public with access to sex offender data nationwide. NSOPW is a partnership between the U.S. Department of Justice and state, territorial, and tribal governments, working together for the safety of adults and children.
Resources Provided
<p>NSOPW provides information and resources in the following areas:</p> <ul style="list-style-type: none"> • Search: This is provided as a public service by the U.S. Department of Justice. Using this Website, interested members of the public have access to and may search participating Jurisdiction Website public information regarding the presence or location of offenders who, in most cases, have been convicted of sexually violent offenses against adults and children and certain sexual contact and other crimes against victims who are minors. The public can use this Website to educate themselves about the possible presence of such offenders in their local communities. • Education & Prevention: The information contained on this portion of NSOPW will assist you in learning the facts about sexual abuse and help you protect yourself and loved ones from potential victimization. It involves information for talking to your child, recognizing sexual abuse, help and support for victims, common questions, resources and materials, and facts and statistics. • FAQ: This page includes frequently asked questions and answers, regarding use of the NSOPW.



Category: Sexual Assault—Sexual Assault Youth Support Network (SAYSN)

URL
http://saysn.org/index.html
Brief Description
<p>The Sexual Assault Youth Support Network (SAYSN), an organization created and cultivated by sexual assault victims and survivors, strives to create an inclusive, safe, and resourceful community that is specifically for young sexual assault victims. In addition to providing basic support and access to recovery resources for young individuals who may not have access to them on their own—due to financial instability, lack of familial support, or personal reluctance—SAYSN strives to provide victims with a network and community that offers support, guidance, and safety. Further, SAYSN strives to extend resources and information to those who are close to sexual assault survivors and want to support them; SAYSN aspires to enact social change, to address issues of victim blaming, and to provide preventative education in the interest of reducing the rate of violent crimes against children. Moreover, it is the priority of the SAYSN—not only as a network of survivors, but as a network of activists—to take a simultaneously proactive and reactive approach to sexual assault; though it may prove difficult to completely eradicate sexual assault, measures can be taken to raise awareness, teach about prevention, and create a safer and more welcoming approach to victim reporting, advocacy, and support.</p>
Resources Provided
<p>SAYSN provides information and resources in the following areas:</p> <ul style="list-style-type: none"> • About: Read about SAYSN’s mission, leadership, and how to join their team. • For survivors: Explore popular articles about emotional, social, and legal support. All articles are written by and for sexual assault survivors, sometimes with the assistance of legal or mental health professionals. You can also read through the different sexual offense statutes and statute of limitations in your state, learn your Title IX and victims’ rights, what to do if they are violated, and more. • For supporters: Explore articles about supporting sexual assault survivors in your life. Though you may not have undergone the direct trauma of sexual assault—you may face emotional confusion, cognitive dissonance, or questions about how to effectively support the sexual assault survivors you may know. To cover a wide range of topics within articles, they are coordinated into categories of accepting, coping, supporting, and contributing. By reading these articles, written by other supporters and survivors with the help of mental health or legal professionals—you can effectively learn personal coping, support strategies, and how to contribute to the cause of SAYSN. There are also links to information to learn about sexual offense statutes and the statute of limitations in your state, understand the legal/judicial processes of reporting and prosecuting sexual assault cases, and to find resources for supporters of sexual assault survivors. • Public outreach: Learn about SAYSN’s past, present, and future public outreach projects, including the “I Am” Series and much more. • Resource Directory: Though SAYSN offers an online survivor network and information about coping with sexual assault, survivors are encouraged to also seek help within their community. This page allows survivors to click on their state and find localized resources (e.g., where to report a sexual assault, support groups, mental health counseling, and other therapeutic resources). • Contact us: You can contact SAYSN with any comments, questions, or suggestions.

Substance Use/Abuse

Adolescents are often less likely to realize they need help or seek treatment for substance abuse compared to adults (National Institute on Drug Abuse, 2017). This makes it especially important for parents, caregivers and school professionals to be able to recognize the signs and symptoms, so they can refer students suffering from substance abuse disorders for help. Some of the signs and symptoms associated with substance abuse are listed below (Get Smart About Drugs: A DEA Resource, 2017):

- **Problems at school:**
 - Forgetting homework often;
 - Missing classes/being absent;
 - Drop in grades;
 - Not showing interest in school or school activities.
- **Physical signs:**
 - Lack of energy or motivation;
 - Red eyes or cheeks;
 - Difficulty focusing;
 - Strange burn on mouth or fingers;
 - Chronic nosebleeds.
- **Behavioral indicators:**
 - Excessive attempts at privacy (excessive alone time, not allowing family in their room);
 - Not telling you where they are or who they are with;
 - Changes in family relationships;
 - Changes in friends;
 - Money issues (sudden requests for money without reason, stealing money or other items from home).

If you notice any of these signs, it is important that you refer the child/adolescent for treatment and support. Additionally, substance abuse should be treated as a mental illness (Kellogg & Tatarsky, 2013). Substance abusers are individuals in need of support, treatment and understanding. It is not a character flaw or something they are able to control or manage on their own. Individuals who are using or abusing substances often have other underlying mental health problems. It is necessary to address these issues in addition to the actual substance use (Kellogg & Tatarsky, 2013).

Project AWARE Ohio developed an information brief ([http://resources.oberlinkconsulting.com/uploads/infobriefs/Substance Abuse Info Brief FINAL.pdf](http://resources.oberlinkconsulting.com/uploads/infobriefs/Substance%20Abuse%20Info%20Brief%20FINAL.pdf)) that describes substance use and abuse, including what schools and parents need to know. This can be used as another resource, in addition to the ones listed in this compendium.

References

Get Smart About Drugs: A DEA Resource for Parents, Educators & Caregivers (2017, April 13). Signs of drug use. Retrieved from <https://www.getsmartaboutdrugs.gov/family/signs-of-drug-use>.

Kellogg, S., & Tatarsky, A. (2013, February 26). Addiction is a mental illness. Treat it that way. Retrieved from <https://www.thefix.com/content/addiction-mental-health-problem-integrative-addiction-psychotherapy8955>.

National Institute on Drug Abuse (2017, January). Principles of adolescent substance use disorder treatment: A research-based guide. Retrieved from <https://www.drugabuse.gov/publications/principles-adolescent-substance-use-disorder-treatment-research-based-guide/introduction>.

GET SMART ABOUT DRUGS

A DEA RESOURCE FOR PARENTS, EDUCATORS & CAREGIVERS

Category: Substance Use/Abuse – Get Smart About Drugs

URL
https://www.getsmartaboutdrugs.gov
Brief Description
Get Smart About Drugs is a DEA resource for parents, educators, and caregivers to remain knowledgeable about drugs in order to recognize and respond and/or to prevent youth drug use.
Resources Provided
Get Smart About Drugs provides information and resources in the following areas: <ul style="list-style-type: none">• News, Trends, & Statistics: Includes statistics and news about substance use, as well as events such as Red Ribbon Week and National Prescription Drug Take Back Day• Drugs and Your Family: Provides parents/families with information on social media, signs of drug use, reasons teens use drugs, drugged driving, and how to talk to youth who may be using drugs• Consequences: Describes potential consequences of drug use, such as altered brain development, legal consequences, and school failure; Shares true stories; Provides information about treatment and recovery• Get Involved: Includes ways of getting involved with drug use prevention efforts, such as Red Ribbon Week, the DEA Museum & Visitors' Center, and National Prescription Drug Take Back Day• Publications: Downloadable documents on drug statistics, use, treatment, and prevention• Find help: Provides online resources for getting help• Videos: Includes videos on text messaging, prescription drug use and how to keep your family safe, Red Ribbon Week, and synthetic drugs• Contact & Information: Provides information for families/educators to contact the DEA community outreach and prevention support office, as well as information on what the DEA is

Category: Substance Use/Abuse – National Institute on Drug Abuse

URL
https://www.drugabuse.gov
Brief Description
<p>The National Institute on Drug Abuse (NIDA) is a federal organization whose mission is to advance science on the causes and consequences of drug use and addiction and to apply that knowledge to improve individual and public health. There are particular sections of the website dedicated to parents & educators, as well as children & teens.</p>
Resources Provided
<p>NIDA provides information and resources in the following areas:</p> <ul style="list-style-type: none"> ● Drugs of Abuse: Provides information on commonly abused drugs (e.g., alcohol, club drugs, cocaine, fentanyl, hallucinogens, inhalants, heroin, marijuana, MDMA, methamphetamine, opioids, over-the-counter medicines, prescription medicines, steroids, synthetic cannabinoids/cathinones, tobacco/nicotine/E-cigs, etc.). Each drug page includes a brief overview, street and clinical names, the effects of the drug on the brain and body, statistics and trends, and relevant publications/articles written by NIDA researchers and scientists. ● Related Topics: Provides information and research on a range of topics (e.g., addiction science, the adolescent brain, comorbidity, genetics, prevention, recovery, trends & statistics, etc.). This section includes publications, articles, press releases, and links to additional resources on these topics. ● Publications: Includes a search box which provides access to information and downloadable full-text publications on a range of topics (e.g., addiction science, medical consequences) ● Funding: Includes opportunities for grants, contracts, research, etc. ● News & Events: Provides access to the latest research findings and news releases ● About NIDA: Contains information about who NIDA is, where they are located, what they do, and about their publication series



Category: Substance Use/Abuse – DrugAbuse.com

URL
Brief Description
https://www.drugabuse.com
DrugAbuse.com is a helpful resource for parents to obtain information related to substance use/abuse, as well as prevention strategies.
Resources Provided
DrugAbuse.com provides information and resources in the following areas: <ul style="list-style-type: none">● General Information: This section provides facts and information regarding drug use (e.g., prescription drug use, short- and long-term effects, dependence/abuse/addiction, overdoses, getting clean/sober, and common questions & answers), information about specific drugs, media (e.g., infographics and videos), expert guides, frequently asked questions (about substance abuse, intervention, painkillers, detox, and finding help), information about addiction and stigma, teen drug abuse, and more.● Drug Effects: This section includes pages where you can learn about drug effects, withdrawal, overdose, and effects of using drugs during pregnancy.● Get Help: This section connects people with information and resources they need to get help with their substance abuse problems. There is a toll-free helpline (1-877-801-7284) and a page where you can search for treatment options by state or zip code. There is also an addiction screener and tips and resources for how to help a loved one.● Signs of Drug Abuse: This section explains how to recognize signs and symptoms of drug abuse, as well as information about concurrent alcohol and drug use.



Category: Substance Use/Abuse – SAMHSA

URL
https://www.samhsa.gov
Brief Description
<p>The Substance Abuse and Mental Health Services Administration (SAMHSA) is an agency within the U.S. Department of Health and Human Services whose mission is to advance science on the causes and consequences of drug use and addiction and to apply that knowledge to improve individual and public health. There are particular sections of the website dedicated to parents & educators, as well as children & teens. SAMHSA’s mission is to reduce the impact of substance abuse and mental illness on America’s communities.</p>
Resources Provided
<p>SAMHSA provides information and resources in the following areas:</p> <ul style="list-style-type: none"> • Find Help and Treatment: This page includes a behavioral health treatment services locator, a buprenorphine physician & treatment program locator (i.e., physicians and treatment programs authorized to treat opioids, such as heroin or pain relievers), an opioid treatment program directory, and several different helplines: <ul style="list-style-type: none"> ○ Suicide Prevention lifeline: 1-800-273-TALK (8255), TTY: 1-800-799-4889 ○ SAMHSA’s National Helpline: 1-800-662-HELP (4357), TTY: 1-800-487-4889 ○ Disaster Distress Helpline: 1-800-985-5990 ○ Veteran’s Crisis Line: 1-800-799-TALK (8255), TTY: 1-800-799-4889 ○ Drug-Free Workplace: 1-800-WORKPLACE (967-5752) • Topics: Learn about the many topics that highlight SAMHSA’s efforts to prevent and reduce the impact of mental illness and substance abuse in America’s communities. Topics include prevention of substance abuse & mental illness, behavioral health treatments & services, recovery and recovery support, and many more. • Programs & Campaigns: SAMHSA’s programs and campaigns offer information, training, and technical assistance to improve the quality and delivery of behavioral health services across the nation. This page includes a search box where you can search for programs, campaigns, initiatives, technical assistance centers, or resource centers. • Grants: SAMHSA makes grant funds available through the Center for Substance Abuse Prevention, the Center for Substance Abuse Treatment, and the Center for Mental Health Services. On this page, you can find funding opportunities that support programs for substance use disorders and mental illness, and learn about the grant application, review, and management process. You can also search for grant awards by state. • Data: SAMHSA has prioritized data, outcomes, and quality – realizing an integrated data strategy and a national framework for quality improvement in behavioral health care will inform policy, measure program impact, and lead to improved quality of services and outcomes of individuals, families, and communities. Data helps SAMHSA and the nation assess the impact of the changes to US health care systems and identify and address behavioral health disparities. This page includes descriptions of the types of data SAMHSA collects, state & metro reports, quality metrics, evaluation & services, behavioral health outcomes, and data resources (e.g., SAMHSA’s National Registry of Evidence-Based Programs and Practices).

- **About Us:** This page includes information about SAMHSA's purpose and mission statement, strategic initiatives, social media, interagency activities, advisory councils, budget, and jobs/internships.
- **Publications:** This page sorts journal articles/publications by issues, conditions & disorders; substances; treatment, prevention & recovery; professional & research topics; location; and series.

Suicide

Each day, there are, on average, about 121 completed suicides. It is the 10th most common cause of death, and it *can* be prevented. There are many ways we can help prevent suicide.

The first step is to know the risk factors and warning signs surrounding it. There is not one single cause, it is very comorbid with other disorders. Most likely, there are stressors in an individual's life that exceed the coping abilities they are willing or able to put forth. There are three types of risk factors for suicide: health, environmental and historical. Health includes mental health, substance abuse or any chronic pain. Environmental encompasses all stressful life events, access to lethal means and other stress factors. Historical includes family history of suicide or past attempts. There also are three main categories of warning signs: talk, behavior and mood. For talk, it is mainly when the conversation with the person is about death, pain or being a burden to others. For behavior, some signs include the person isolating him or herself from friends and family and withdrawing from activities. Finally, for mood, there are signs such as depression, loss of interest and rage.

Regarding treatment of suicidal ideation, there are treatments for major depression, (medications, psychotherapies, electroconvulsive therapy (in severe cases, typically a last resort)), treatments for bipolar disorder (mood stabilizers such as lithium, mood stabilizing anticonvulsants or antipsychotics), and treatments for alcohol and drug abuse (psychosocial component). Currently, the only medication approved by the FDA for suicide risk reduction in patients with schizophrenia is clozapine. Many other medications are used to treat depression (such as antidepressants); there are about 22 approved by FDA. Some of the most common psychotherapies are cognitive behavior therapy (CBT), interpersonal therapy (IPT), behavioral activation (BH) and cognitive behavioral analysis system of psychotherapy (CBASP). Hopefully, there will be research done soon to find even more treatments and interventions for suicidology.

Resource

American Foundation for Suicide Prevention. *About suicide*. Retrieved from <http://www.afsp.org/>.



AMERICAN FOUNDATION FOR Suicide Prevention

Category: Suicide - American Foundation for Suicide Prevention

URL
http://www.afsp.org/
Brief Description
The American Foundation for Suicide Prevention (AFSP) is dedicated to saving lives and bringing hope to those affected by suicide. AFSP uses strategies of funding scientific research, educating the public about mental health and suicide prevention, advocating for public policies in mental health and suicide prevention, and supporting survivors of suicide loss and those affected by suicide.
Resources Provided
AFSP offers many resources/opportunities individuals can use: <ul style="list-style-type: none">● Walk to fight suicide● Opportunities to volunteer● Ways to bring prevention to your school● Help you apply for a research grant● Allow you to get training● Find support

Category: Suicide - American Association of Suicidology

URL
http://www.suicidology.org/
Brief Description
The American Association of Suicidology (AAS) has a mission to promote the understanding and prevention of suicide and support those who have been affected by it.
Resources Provided
<p>AAS has many resources that can be utilized:</p> <ul style="list-style-type: none"> ● Crisis Center ● Facts/Statistics ● Suicide Myths ● Infographics ● Links of Interest ● Recommendations of Reporting on Suicide ● Recommended Reading/Videos ● Suicide and Life-Threatening Behavior ● Warning Signs
Other
This website also offers resources for Training & Accreditation.



Category: Suicide - International Association for Suicide Prevention

URL
https://www.iasp.info
Brief Description
The International Association for Suicide Prevention (IASP) is dedicated to preventing suicidal behavior, alleviating its effects, and providing a forum for academics, mental health professionals, crisis workers, volunteers and suicide survivors.
Resources Provided
<p>IASP has many resources:</p> <ul style="list-style-type: none"> ● @Connectedness, Mental Health and Suicide Prevention ● Clusters and Contagion in Suicidal Behavior ● Congresses ● Crisis Centers ● Emergency Medicine and Suicidal Behavior ● Feeling Suicidal? ● Genetics and Neurobiology of Suicide ● Groups at Risk <ul style="list-style-type: none"> ○ Addicts, The Bullied, Defense Personnel, First Nations, Helping Professions, HIV / AIDS, Inmates, LGBTQ, Men, Older People, PTSD - Post Traumatic Stress Disorder, Rural, Teens and Young Adults, etc. ● Helping Someone ● IASP Papers ● IASP Social Media ● IASP Special Interest Groups ● Media ● Mental Health Journals ● News bulletins / Newsletters ● Online Crisis Intervention Services ● Online Suicide Prevention and Mental Health Training ● Postvention (Suicide Bereavement) ● @Stigma, Mental Health and Suicide Prevention ● Suicide and Mental Health Issues ● Anxiety and Related Disorders, Bipolar Disorder, Depression, Schizophrenia, Self-Injury, ... ● Suicide and Pesticides ● Suicide and Social Media ● Suicide and the Media ● Suicide and the Workplace ● Suicide Attempt Survivors ● Suicide Prevention and New Technologies ● Suicide Prevention and Social Media ● Suicide Prevention Helplines Best Practices ● Suicide Research and Prevention ● @Suicide Risk and Protective Factors ● World Health Organization (WHO) ● World Suicide Prevention Day

Category: Suicide - National Suicide Prevention Lifeline

URL
http://www.suicidepreventionlifeline.org/
Brief Description
The National Suicide Prevention Lifeline is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. They are committed to improving crisis services and advancing suicide prevention by empowering individuals, advancing professional best practices, and building awareness.
Resources Provided
The National Suicide Prevention Lifeline has online resources available for the following groups of people with tips on “How to Take Care of Yourself” for each specific group: <ul style="list-style-type: none"> ● Youth ● Disaster Survivors ● Native Americans ● Veterans ● Loss Survivors ● LGBTQ+ ● Attempt Survivors ● Deaf/Hard of Hearing ● Spanish-Speaking Resources



jedfoundation.org

Category: Suicide - The Jed Foundation

URL
https://www.jedfoundation.org/
Brief Description
JED is a national nonprofit that exists to protect emotional health and prevent suicide for our nation's teens and young adults.
Resources Provided
JED offers many resources: <ul style="list-style-type: none">● Mental Health Resource Center● Recommended Resources<ul style="list-style-type: none">○ Documents○ JED Programs○ Videos○ Webinars○ Websites
Other
The website also includes news and issues, as well as ways to get involved, such as donating or volunteering.



Category: Suicide – K-12 Toolkit for Mental Health Promotion and Suicide Prevention

URL
http://www.heardalliance.org/wp-content/uploads/HEARDToolkit2017.pdf
Brief Description
<p>This toolkit addresses suicide prevention and responses to suicidal behaviors in three irrevocably interconnected and interdependent areas:</p> <ol style="list-style-type: none"> 1. Promotion of mental and physical health and well-being 2. Intervention in a suicidal crisis 3. Postvention response to a suicidal death
Resources Provided
<p>This toolkit provides the following Student and Parent Handouts & Resources:</p> <ul style="list-style-type: none"> ● Mental Health Resources List ● Student Mental Health Handout ● Parent Handouts <ul style="list-style-type: none"> ○ When Your Child Expresses Suicidal Thoughts or Behaviors ○ What to Do & Available Services Resources ○ Self-Care Advice for Parents with a Child in Crisis ○ Risk Factors for Youth Suicide, SAMHSA Toolkit ○ Recognizing & Responding to Warning Signs of Suicide, SAMHSA Toolkit ○ PAUSD Safety Plan
Other
<p>Resources include websites, hotlines, and books.</p>

Self-Harm/Non-Suicidal Self Injury

Non-suicidal self-injury (NSSI) refers to when a person intentionally harms him or herself but does not have any intent to kill him or herself (Klonsky, Victor, & Saffer, 2014). There are a number of ways people injure themselves including cutting, burning, biting, bruising, scratching, constricting, inhaling, picking and scalding (Shapiro, 2008). Of all the methods, cutting is the most common form of non-suicidal self-injury; however, most people who self-injure engage in multiple methods (Klonsky et al., 2014; Shapiro, 2008). Although there are a number of reasons why people self-harm, some of the most common reasons why people self-harm in rank order are: 1) To temporarily alleviate overwhelming negative emotions; 2) To punish themselves; and 3) To produce a physical sign of emotional distress (Klonsky et al., 2014).

Although people engage in self-injury across the lifespan, self-injury is most common in adolescents and typically begins when individuals are 13 to 14 years of age (Klonsky et al., 2014). Research has indicated that anywhere between 15 to 23 percent of adolescents report engaging in non-suicidal self-injury; however, more recent community samples have indicated that anywhere between 33 to 50 percent of adolescents have reported engaging in non-suicidal self-injury (Klonsky et al., 2014; Peterson, Freedenthal, Sheldon, & Andersen, 2008; Shapiro, 2008). In contrast, only 6 percent of adults report engaging in these types of behaviors (Klonsky et al., 2014). Recent research has indicated that neither men nor women self-injure more; however, men and women tend to engage in different methods of self-injury. More specifically, women are more likely to engage in cutting as a self-injury method, whereas men are more likely to engage in hitting or burning themselves (Klonsky et al., 2014). Self-injury has been shown to be more prevalent among people who report non-heterosexual orientations such as lesbian, gay, bisexual and questioning. Research also has revealed that individuals who identify as European American/Caucasian are more likely to engage in self-injury as compared to other ethnic or racial groups (for example, African American/Black, Latino/Hispanic, Asian/Asian American; Klonsky et al., 2014).

Non-suicidal self-injury is different from suicide in a number of ways: 1) Non-suicidal self-injury is much more prevalent than suicide; 2) Non-suicidal self-injury results in less medically severe and less lethal bodily harm than suicide attempts; 3) Most often, people engage in non-suicidal self-injury without having suicidal ideation; and 4) People who engage in non-suicidal self-injury do not intend to end their own lives (Klonsky et al., 2014). Although people who engage in non-suicidal self-injury do not intend to end their own lives, engaging in non-suicidal self-injury can increase a person's risk for suicide. More specifically, individuals who self-injure reduce their fear of self-inflicted injury and sensitivity to pain. This reduction in fear and sensitivity increases their capabilities to act on suicidal behaviors in the future when they become distressed (Klonsky et al., 2014). In fact, a recent study found that 70 percent of adolescents who engaged in non-suicidal self-injury had made at least one suicide attempt, and 55 percent had made multiple suicide attempts (Peterson et al., 2008).

References

Klonsky, E. D., Victor, S. E., & Saffer, B. Y. (2014). Nonsuicidal self-injury: What we know, and what we need to know. *The Canadian Journal of Psychiatry, 59*(11), 565-568.

Peterson, J., Freedenthal, S., Sheldon, C., & Andersen, R. (2008). Non-suicidal self-injury in adolescents. *Psychiatry (Edgemont), 5*(11), 20-26.

Shapiro, S. (2008). Addressing self-injury in the school setting. *The Journal of School Nursing, 24*(3), 124-130.



Category: Self-Harm/Non-Suicidal Self Injury - Self-injury and Recovery Research and Resources

URL
http://www.selfinjury.bctr.cornell.edu/about-self-injury.html
Brief Description
The Self-Injury and Recovery Research and Resources (SIRRR) at Cornell University is a website filled with various information and resources over self-harming behaviors. These resources have been compiled as the Cornell research program has been developed and discovered different trends in this new and complicated behavior. With the help of staff, researchers, clinicians, educators, and students, their expansive research has been translated into user-friendly materials, available to the public on this site.
Resources Provided
The Self-Injury and Recovery Research and Resources (SIRRR) provides a number of different resources: <ul style="list-style-type: none">● Individual-specific resource compilations for:<ul style="list-style-type: none">○ People who self-injure○ Parents & other caring adults○ Friends○ Therapists/clinicians○ Youth serving professionals● Helpful website compilation● Books and Articles: List of helpful books over self-injury and its treatment.● Tools and Assessments: List of various tools useful in the treatment and diagnosis of self-injury and self-harm.● Interviews and Documentary Films: Numerous different interviews and films provided here in order to provide more personal anecdotes about self-harm.● Training: Non-suicidal self-injury 101 training for individuals who need to know what exactly a significant amount of self-injury is, where it comes from typically, how to respond to these individuals and occurrences, and what the best course of treatment and action would be.

Category: Self-Harm/Non-Suicidal Self Injury - LifeSIGNS Self-Injury Guidance and Network Support

URL
http://www.lifesigns.org.uk/how-to-react-when-your-friend-says-they-self-injure/
Brief Description
<p>LifeSIGNS (Self-Injury Guidance & Network Support) is an online, user-led voluntary organization founded in 2002 to create understanding about self-injury and provide information and support to people of all ages affected by self-injury. It is a UK user-led voluntary organization and is managed and led by people with personal experience of self-injury. They are non-judgmental, non-directional, and respectful of their members' and visitors' life experiences and perceptions. It is membership-based.</p>
Resources Provided
<p>LifeSIGNS (Self-Injury Guidance & Network Support) provides a number of different resources:</p> <ul style="list-style-type: none"> ● Support Forum: Community forum where people can find answers to questions, discuss self-harm and self-injury, and support one another. ● About Self-Injury: Expansive compilation of information over what self-injury is, who does it, the choices behind it, as well as personal anecdotes from individuals who have suffered through self-harm. ● Helping You: Various resources outlining the different choices and steps one may experience while suffering through self-injury. They provide information over possible alternatives, as well as numerous different places where help is available to them. ● Auto Email System: Provides an instant reply to any received email, so that an individual who does not feel like communicating directly can still obtain support in a time of distress. ● Guidance for Others: Provides much information directed at individuals seeking to help a loved one, whether it be a friend, partner, or child, and provides insight as to why the person is having this problem, as well as various possible outlets to obtain help for them. ● Fact Sheets: Printable sheets are available for a number of different specific individuals, such as a parent, guardian, teacher, etc., that are useful for distribution in various contexts. ● LifeSIGNS Little Book of Five a Days: Free e-book available on a number of different devices, written by the volunteers at LifeSIGNS offering different ideas for help and happiness.



Category: Self-Harm/Non-Suicidal Self Injury - S.A.F.E. Alternatives Resources for Schools

URL
http://www.selfinjury.com/schools/
Brief Description
<p>S.A.F.E. ALTERNATIVES opened in 1986 and, since that time, has grown into a world-renowned treatment program which has helped thousands of people successfully end self-injurious behavior. A treatment team of experts uses therapy, education, and support to empower clients to identify healthier ways to cope with emotional distress. The S.A.F.E. ALTERNATIVES philosophy and model of treatment focus on shifting control to the client, empowering them to make healthy choices.</p>
Resources Provided
<p>S.A.F.E. ALTERNATIVES provides a number of resources available for use in school settings:</p> <ul style="list-style-type: none"> ● Manuals <ul style="list-style-type: none"> ○ <i>Self-Injury: A Manual for School Professionals</i>: Includes many interventions and specific DOs and DON'Ts for counselors, nurses and teachers ○ <i>Student Workbook</i>: Includes exercises to help students identify and verbalize feelings underlying self-injury and learn new coping skills ● DVDs <ul style="list-style-type: none"> ○ <i>“Can You See My Pain”</i>: 30-minute DVD. An excellent resource depicting personal stories and expert interviews with the founders of S.A.F.E. ALTERNATIVES. ○ <i>“Cut”</i>: 57-minute DVD. Award winning documentary that draws back the curtain on the sensationalism and secrecy surrounding self-harm. Teens articulate their experience with self-injury while revealing their deepest feelings as they begin to confront their urges. Personal struggles are offset by interviews with parents and professionals. ● Books <ul style="list-style-type: none"> ○ <i>Bodily Harm: The Breakthrough Healing Program for Self-Injurers</i>: Written by the founders of S.A.F.E. ALTERNATIVES, it clearly defines what self-injury is and explains the kind of emotional trauma that can lead to self-injurious behaviors. This book offers a course of treatment based on years of experience, compassion, advice and hope for the afflicted and their loved ones.
Other
<p>Frequently Asked Questions section and Interventions section both provided as well.</p>

Category: Self-Harm/Non-Suicidal Self Injury - Self-Injury Outreach and Support

URL
http://sioutreach.org/learn-self-injury/friends/
Brief Description
<p>Self-Injury Outreach and Support (SIOS) is a part of a collaboration between McGill University and the University of Guelph and is an international outreach organization providing current information and helpful resources about self-injury to individuals who self-injure, those who have recovered, as well as their caregivers and families, friends, teachers and the health professionals who work with them.</p>
Resources Provided
<p>Self-Injury Outreach and Support (SIOS) provides numerous resources for friends of individuals suffering through self-harm and self-injury:</p> <ul style="list-style-type: none"> ● Books <ul style="list-style-type: none"> ○ <i>Bodily harm: The breakthrough healing program for self-injurers</i> ○ <i>Freedom from self-harm: Overcoming self-injury with skills from DBT and other treatments</i> ● Websites <ul style="list-style-type: none"> ○ Safe Alternatives (SAFE) ○ Self-injury Foundation ○ Cornell Research Program on Self-Injury and Recovery ○ Recover Your Life ● Information on Self-Injury: Provides extensive information over the concept of self-injury, the possible causes, how to communicate with an individual experiencing these problems, and any possible next steps for concerned friends.



Category: Self-Harm/Non-Suicidal Self Injury - Recover Your Life

URL
Brief Description
http://www.recoveryourlife.com/
<p>Recover Your Life (RYL) is one of the biggest self-harm support communities on the internet. They are known for helping people who suffer with self-harm, but also welcome and support people with other issues such as Eating Disorders, Mental Health problems, those dealing with Abuse, and many more.</p>
Resources Provided
<ul style="list-style-type: none">● Articles: The site provides a number of different articles outlining information about self-harm, and the different solutions and treatments available.● Forums: By becoming a member of RYL, one can gain access to a number of different forums discussing various topics, ranging from general support and advice to abuse and bullying support, all accessible by the RYL community.● Chat and Live Help: RYL provides a number of different chat rooms for easily accessible advice and instant support from others and divides these chat rooms by severity of chat in order to avoid triggers for particular individuals.● E-zine: Comes out monthly and provides information as to what RYL has been up to, and new information that has become available about self-harm.● Distractions: A specific section on distractions is provided on the site and contains plenty of information as to how to possibly beat urges to self-harm, as well as providing different fun, distracting online games to victims.

Trauma

Although several definitions for trauma have been proposed, the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) conceptualizes trauma as:

“Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.”
(SAMHSA, 2014)

Unfortunately, such traumatic experiences are a reality for many children. The Adverse Childhood Experiences (ACEs) study is one of the most well-known studies on youth trauma in the U.S. Defining ACEs as any personal experience of abuse, neglect or household dysfunction, researchers have found that more than two-thirds of the study’s 17,337 participants reported at least one ACE, and more than one in five reported three or more ACEs (CDC, 2014). Furthermore, the study found that as individuals’ number of ACEs increased, risk for mental and physical health concerns — such as depression, suicide attempts, alcohol abuse, early initiation of smoking and risk for intimate partner violence — also increased (CDC, 2014).

Although adversity cannot be completely prevented, and mild everyday adversity can actually provide benefits for daily functioning (SAMHSA, 2014), educators have a unique opportunity and responsibility to support resilience in children who have experienced traumatic situations. Project AWARE Ohio produced an information brief titled Trauma-Informed Schools (http://resources.oberlinkconsulting.com/uploads/infobriefs/Project_AWARE_Ohio_Trauma_Brief.pdf) that provides information on the impact of childhood trauma, possible signs of trauma and ways to create more trauma-responsive school environments. More resources for creating trauma-informed environments are provided on the following pages.

References

Centers for Disease Control and Prevention. (2014, May 13). *ACE study*. Retrieved from <http://www.cdc.gov/violenceprevention/acestudy/index.html>.

SAMHSA. (2014, July). *SAMHSA’s concept of trauma and guidance for a trauma-informed approach*. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Category: Trauma – Ohio Department of Education Trauma-Informed Schools

URL
http://education.ohio.gov/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources/Trauma-Informed-Schools
Brief Description
<p>A trauma-informed school is one in which all students and staff feel safe, welcomed and supported and where the impact of trauma on teaching and learning is addressed at the center of the educational mission. Trauma-informed schools create school policies, practices and cultures that are sensitive to the needs of traumatized individuals and ensure that all individuals (students, families and staff) meet their maximum potential. This website provides information and resources to support schools working towards becoming more trauma-informed.</p>
Resources Provided
<p>On this website, ODE provides information and resources in the following areas:</p> <ul style="list-style-type: none"> • What is trauma? • Potential traumatic events • The impact of trauma on students • Become a trauma-informed district or school



Category: Trauma – National Center for Trauma-Informed Care & Alternatives to Seclusion and Restraint

URL
https://www.samhsa.gov/nctic
Brief Description
<p>The National Center for Trauma-Informed Care (NCTIC) supports interest in developing approaches to eliminate the use of seclusion, restraints, and other coercive practices and to further advance the knowledge base related to implementation of trauma-informed approaches. NCTIC is funded by the SAMHSA Center for Mental Health Services (CMHS). The purpose and mission of NCTIC is to offer consultation and technical assistance, education and outreach, and resources to support a broad range of service systems, including systems providing mental health and substance abuse services, housing and homelessness services, HIV services, peer and family organizations, child welfare, criminal justice, and education.</p>
Resources Provided
<p>NCTIC provides information and resources in the following areas:</p> <ul style="list-style-type: none"> • Training and Technical Assistance is provided to a range of service systems that prioritizes integration of peer voices and empowerment of people served. <ul style="list-style-type: none"> ○ Training may be offered virtually through virtual learning networks; webcasts and webinars; in-person over several hours or days to specific programs, agencies, or systems; or via downloadable technical assistance materials. ○ They also provide technical assistance and consultation to support systems and programs that are committed to implementing trauma-informed approaches to service delivery. • Trauma-Informed Approach and Trauma-Specific Interventions: SAMHSA’s six key principles of a trauma-informed approach and trauma-specific interventions address trauma’s consequences and facilitate healing. This page describes these six principles as well as other aspects of effective trauma-specific interventions. • Resources: This includes links to federally supported resources. NCTIC also provides hotlines and referral resources for informational purposes only (listed below). SAMHSA and NCTIC do not expressly endorse any of these. • Hotlines: <ul style="list-style-type: none"> ○ National Domestic Violence Hotline: 800-799-SAFE (800-799-7233) and 800-787-3224 (TTY) ○ National Sexual Assault Hotline: 800-656-HOPE (800-656-4673) • Referral Resources: <ul style="list-style-type: none"> ○ National Center for Missing and Exploited Children: 800-THE-LOST (800-843-5678) ○ National Center for Victims of Crime: 800-FYI-CALL (800-394-2255) ○ National Organization for Victim Assistance (NOVA): 800-TRY-NOVA (800-879-6682) ○ Homelessness Programs and Resources: homelessnessprograms@samhsa.hhs.gov ○ National Suicide Prevention Lifeline: 1-800-273-TALK (8255) ○ National Teen Dating Abuse Helpline: 866-331-9474 and 866-331-8453 (TTY) ○ SAMHSA’s National Store: 1-877-SAMHSA-7 (1-877-726-4727); 1-800-487-4889 (TTY) <ul style="list-style-type: none"> ▪ This is a one-stop resource for information about preventing and treating alcohol and substance use disorders. ○ SAMHSA’s Substance Abuse Treatment Facility Locator: 800-662-HELP (4357); 800-487-4889 (TTYT)



Category: Trauma – The Ohio Department of Mental Health and Addiction Services website on Trauma-Informed Care (TIC)

URL
http://mha.ohio.gov/Initiatives/Trauma-Informed-Care
Brief Description
<p>The Ohio Departments of Mental Health and Addiction Services (OhioMHAS) and Developmental Disabilities (DODD) collaborate on a statewide Trauma-Informed Care (TIC) Initiative intended to promote a greater sense of safety, security, and equality among consumers/clients. TIC is an approach that explicitly acknowledges the role trauma plays in people’s lives. TIC means that every part of an organization or program understands the impact of trauma on the individuals they serve and adopts a culture that considers and addresses this impact.</p>
Resources Provided
<p>Ohio’s Trauma-Informed Care Initiative website provides the following information and resources:</p> <ul style="list-style-type: none"> • Ohio Voices on Video: This page includes videos of people involved with the TIC Collaborative talking about their perspectives on trauma and hope for healing. • Resource Library: Provides access to numerous TIC resources, sorted by category (e.g., adults, bullying, disabilities, LGBTQ, etc.) • Trauma & Adults: Information and resources to support adults who have experienced trauma • Trauma & Children: Provides information on the impact of trauma on children and interventions that may be effective • OhioMHAS Regional Psychiatric Hospitals: Links to regional hospitals and resources related to trauma • TIC Regional Collaboratives: As part of the TIC Initiative, six Regional TIC Collaboratives are being formed to identify strengths, gaps, and barriers to TIC implementation and to promote TIC implementation throughout the state of Ohio. Resources and trainers are listed under the tabs on this page for each regional collaborative.

Category: Trauma – The National Child Traumatic Stress Network

URL
https://www.nctsn.org
Brief Description
<p>The National Child Traumatic Stress Network (NCTSN) was created to raise the standard of care and increase access to services for children and families who experience or witness traumatic events. NCTSN.org is a resource for the public, professionals, and others who care about children and are concerned about child traumatic stress.</p>
Resources Provided
<p>NCTSN.org provides the following information and resources:</p> <ul style="list-style-type: none"> • What is Child Trauma? gives information on what child trauma is, different types of trauma, and populations who are at risk • Treatments and Practices: Includes treatments that work, screening and assessment practices, Psychological First Aid (PFA) and Skills for Psychological Recovery (SPR), and the Core Curriculum on Childhood Trauma (CCCT; an innovative approach to providing mental health clinicians with foundational knowledge and case conceptualization skills) • Trauma-Informed Care: Provides resources and information on creating trauma-informed systems, culture and trauma, families and trauma, family-youth-provider partnerships, and secondary traumatic stress • Resources: Includes resources on child trauma developed by the NCTSN. Specific topics or resources can be found by entering keywords in the search box or filtering by resource type, trauma type, language, or audience. This page also involves training opportunities, information/resources in Spanish (información en Español), and resources to raise public awareness about the scope and impact of child traumatic stress.

Acknowledgements

We would like to acknowledge the Substance Abuse and Mental Health Services Agency (SAMSHA) and the Ohio Department of Education for supporting the creation of this compendium through Ohio's Project AWARE. The compendium was compiled by Morgan Cody, Hannah Dinnen, and Katherine Knauft from Miami University, with assistance and feedback from staff and affiliates of the Ohio Department of Education (ODE), Miami University's Center for School-Based Mental Health Programs (CSBMHP), Project AWARE Ohio, and the Ohio Mental Health Network for School Success (OMHNSS). The contributions from individuals within these organizations – including Emily Jordan, Cricket Meehan, and Kathy Oberlin – were instrumental in bringing this project to fruition.

Please note: This compendium was developed [in part] under grant number CFDA 93.243 from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.