

PLC/Book Study Guide for *A Practical Guide to Mental Health & Learning Disorders for Every Educator*

Myles L. Cooley, Ph.D.

This guide is meant to be a professional development resource and to provide support to any study group. It can be used as a growth opportunity, a learning experience, or the basis for a book study for professional learning communities (PLCs) within a school setting. Each session represents a chapter of the book and aims to make the material relevant and useful and to help readers internalize the information as it relates to their particular settings and students. Each section of the book study guide includes suggested questions and discussion topics for use during the group session. Feel free, however, to adjust, modify, or add to the suggested questions as desired to meet your group's needs and objectives.

Because time is so critical for all professionals in a school environment, the only expectation before each session is that the chapter has been read prior to meeting. However, before beginning the study, the principal and/or facilitator would ideally read the entire guide and the book. Facilitator notes are provided for additional support and explanation in planning and overseeing your school or group's sessions.

This PLC/Book Study Guide was written by Laurel Lisovskis, QMHP, MSW, CSWA, to accompany the book *A Practical Guide to Mental Health & Learning Disorders for Every Educator* by Myles L. Cooley, Ph.D.

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Introduction

1. Go around the room and briefly state some challenges you experience as an educator, what you hope to gain from this learning opportunity, and how you might benefit from using this book.
2. The book discusses some of the many changes that have taken place in education in recent years. How might these changes affect students? What changes have *you* personally observed? How have they affected you and your approach to teaching?
3. What do you see as some of the major benefits of using proactive, preventative interventions to address students behavioral, academic, or other challenges?
4. Talk about how it could be useful to recognize behaviors and symptoms of mental health and learning disorders, as well as how it could help you in your work to know and use classroom strategies and interventions for the disorders identified in this book.
5. Without using any names or identifying information, go around the room and share a story of a student with whom you have rapport and who struggles with behaviors or symptoms that may be described in this book. How do you think you might have already made a difference in that student's life? What more do you hope to accomplish, and how do you hope the information in this book will help you reach this goal?

Facilitator Note: *It may be helpful to show book study participants the PDF presentation associated with A Practical Guide to Mental Health & Learning Disorders for Every Educator to offer an overview of the book.*

PART 1:

The Role of Schools in Addressing Mental Health and Learning Disorders

Chapter 1: Effective Classroom Policies and Procedures

Facilitator Note: *Prior to this session, it may be a good idea to gather your school's mission statement and basic school rules, as well as the forms your setting uses for communication with parents. Additionally, it might be valuable to begin this session by exploring the importance of confidentiality and respect regarding the privacy of students. There are times throughout the book where educators are asked to discuss memories or examples of students and their behaviors, which can be extremely useful in adding relevance and immediacy to the topics being discussed. However, leaving out student names is crucial to keeping these discussions helpful and appropriate.*

1. Talk about a time you were challenged by a student's behavior and didn't know what to do about it. What *did* you do? How did the situation play out? What might you do differently if you could?
2. Review your school's mission statement and school rules. Do they align with the suggestions on page 10 of the book? How do you share your school rules with students? When it's necessary to remind students of the rules in your setting, how do you usually do so?
3. What is your school's process for communicating with parents about student behaviors? Do you have a structure in place to share positive behaviors? If not, how could such a structure be established, and what would you want it to look like?
4. Does your school actively and intentionally engage students in self-monitoring behaviors? If so, how does it do so, and how do you think the system might be improved? If not, how could you help develop a structure to do this?
5. How do you hold students accountable for their behavior in your classroom? In your larger school community? Try to think as specifically as possible. If you need support or ideas for doing this, consider ways you might use the reproducible forms on pages 16–20.

Chapter 2:

Schoolwide Behavior and Academic Supports

1. Why do you think it's important to explore alternatives to special education referrals in schools? How could doing so change your classroom? How might being able to stay in a general education classroom setting support students?
2. If a Multi-Tiered System of Supports (MTSS) is in place at your school, what kind of system is it, and how has it been implemented? Do you see room for improvement, and if so, where?
3. Why do you think positive and prevention-oriented strategies such as PBIS and RTI are so important for schools to consider as ways of helping students?
4. What are some things classroom teachers can do to support interventions at the various tiers? Think of some specific examples your school's teachers have done or could do that represent these supports.
5. Think of an example of a student's behavior or performance that could be improved through intervention. Who could you turn to for support in providing intervention for the student?
6. Review the information on page 25 about externalizing and internalizing disorders. Why is it more difficult to identify internalizing issues in students than externalizing behaviors? How can MTSS help—and not help—with these various disorders? How does this challenge you as an educator?

Chapter 3:

Identifying and Communicating Students' Needs

Facilitator Note: *It may be helpful to print out your school's registration forms prior to this session. Additionally, it may be useful to bring a list of your school district's mental health professionals and their contact information to share with your PLC.*

1. Why is early intervention so important for students with mental health issues or learning disorders? How might you prepare to support a student with a mental health or learning disorder?
2. Review your school's registration form. Is there a specific space for parents to list mental health diagnoses? Is there an open-ended question (or another opportunity) for parents to share about the mental health of their child? If not, how could this be put in place, and what do you think the benefits might be?
3. At a parent-teacher conference or other meeting where a parent might be listing off symptoms of a possible mental health condition, what is important about your role as a teacher in terms of a response to the parent? What if you observe symptoms on your own? Who might you consider referring to or joining you in support of the student you are concerned about?
4. Talk about ways to draw support from staff within your school or district who are trained as mental health professionals. Think of some specific times you asked for support, or where support was needed. What happened? What do you think could have gone better, if anything?
5. When a student confides private and personal information to you, when is it important to share that information with others? Do you feel you have a clear understanding of both your responsibilities and a student's rights in this situation? If not, how could you improve your understanding?
6. Think of some interpersonal tools that could be useful when talking to parents. Why might it be important to show sensitivity when communicating with parents about student behaviors? In pairs or small groups, practice ways to talk with parents about these topics.

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7. Think of a time when a conversation with a parent didn't go very well. Why do you think that happened? After reading this chapter, is there anything you would do differently if you could do it over again? If so, what? How do you think the situation might turn out if you used this approach?
 8. How does your school share students' medical information with teachers? If your setting does not provide this opportunity, can you think of a way this information might be shared?
 9. When noticing a change in a student's behavior that might be related to medication (or a change in medication), how might this concern be shared with parents? Who within your school district might be able to support you in these conversations?

Chapter 4:

Culturally Responsive Education

Facilitator Note: Before this session, you may wish to pull together some of your school's disciplinary data, as well as your setting's policy on bullying, in order to enrich the discussion.

1. Talk about what kinds of cultures exist within your school setting. In doing so, be sure to think beyond ethnicity. Also consider socioeconomic groups, gender identity, religion, family makeup, military service, and so on. How might your own culture play a role in the context of your job?
2. Teaching in culturally responsive ways can have many effects. Is culturally responsive teaching in place at your school? If so, what does it look like? If not, what are some ways you think your school and students could benefit from cultural responsiveness?
3. What are three ways you can foster cultural awareness in your school setting? Use the checklist tools on pages 37–38 of the book to enrich the conversation about ways to instill culturally responsive teaching in your classroom and school.
4. Why is it important to be consistent in terms of a culturally responsive disciplinary approach?
5. Look at your school's disciplinary data. Is there evidence of disproportionate discipline? Talk about how you feel about your findings.
6. Why is it important to consider school climate and the reduction of school bullying when developing culturally responsive strategies? For example, evidence shows that zero-tolerance bullying policies are often ineffective or counterproductive. Can you make a connection between these findings and your own school, or the context of this section? Why do you think broader strategies might be more effective than the zero-tolerance approach?
7. What is your school climate like? How does your school currently address bullying? What might you want to change about the approach?
8. When addressing bullying, how do you think restorative justice principles could guide your school as an alternative to more traditional, punitive measures?

Chapter 5:

Social-Emotional Learning

Facilitator Note: *Prior to this session, research easy-to-use or “bite-sized” meditations or other mindfulness practices in order to offer strategies to the group as needed. You might also print out a list of yoga studios or other resources in your area to share with your PLC.*

1. What is social-emotional learning (SEL), and why is it important for teachers to understand and foster it?
2. Do you regularly use SEL activities in your classroom? If so, what are they, and what benefits have you observed? If not, what are some you would be interested in trying?
3. Why is the ability to exercise self-control so important? In what ways could you teach self-control and self-regulation to students? Be creative and realistic in coming up with some ways self-control could be taught in your setting.
4. What kinds of behaviors could be reduced through mindfulness practices? What other benefits do you think mindfulness exercises could have for your students? For you?
5. Talk about different meditation techniques used by you or your colleagues. If no one in your PLC has anything to share about meditation, review some of the meditation information you gathered before this meeting.
6. What is growth mindset? Think of a student you know who could benefit from adopting a growth mindset. Describe how this might help the student.
7. What qualities can be found in a person with grit? How could having grit help students in areas such as resilience, distress tolerance, frustration tolerance, and more? As an educator, how can you foster grit in your students?
8. Using your observations of individual qualities, social skills, and peer relationships, how would you assess your students in terms of social competence? Think of a specific student you know and consider the skills

and qualities on page 46. How can your awareness of students' individual strengths and challenges in social areas help you support these students?

9. Review the “Step-by-Step Breakdown of How to Join a Group” box on page 47. Think about times when a student in your setting might need to join a group, such as selecting group classroom project partners or joining a lunch table. Building on the concepts taught in this section, use this step-by-step breakdown to create a plan for joining a group in a scenario relevant to your setting.
10. How might practicing yoga benefit students and staff? Does anyone in your PLC practice yoga? If so, ask about how it is helpful. If not, consider exploring yoga as an individual or as part of your PLC and applying what you learn to your classroom.
11. Why is it so important to talk with students about physical exercise and its benefits? How might you encourage physical activity in your students?

Chapter 6:

Identifying and Supporting Students with Executive Functioning Difficulties

1. The executive functioning (EF) skills explored in this chapter are related to cognition. Using the charts on pages 51–52, identify a student you have worked with who has faced one or more academic challenges. Note the EF skills related to these problems and think about why it might be important to make this connection. Next, think of a student who struggles with a particular type of academic task and consider the possible EF-related problems. How could strengthening EF skills help these students succeed?
2. Review the suggestions for sustaining attention, initiating, planning, organizing, working memory, shifting, and self-monitoring on pages 53–56. Think of one of the students you identified in the previous question and, based on these suggestions, come up with a list of ways to help that student.
3. How could you use the “Self-Monitoring Form” on page 57 to help students build EF skills? Once again, imagine one of the students you identified in this session’s first question. How could this form benefit the student? You can use your identified student as an example.

Chapter 7:

Language Used in This Book

1. What is the *DSM-5*? While most educators will not be diagnosing students with mental health disorders, why might it be relevant to be aware of the *DSM-5* and the role it may play in your students' lives?
2. How do environmental factors play a role in the development of mental health disorders? Why do you think it's so important to consider stressors and environmental factors in students' lives when thinking about mental health?
3. What can be problematic about the differences between the language and terminology used by mental health professionals and those used by educators when discussing mental health and learning disorders? Have you ever run into challenges around terminology? Why might it be important to be aware of these challenges? As an educator, do you think it could be feasible for you to use mental health terminology when talking with mental health workers regarding a student? Do you think it should be the role of the mental health professional to adjust terminology when speaking with educators? Or do you feel the best solution is somewhere in the middle?
4. Why is it important to avoid labeling a student? How might we avoid labeling? Think about the idea of a student who's experiencing a mental health condition being identified *only* in that context. Talk about why this might be an important concept to consider carefully when speaking to students, parents, or colleagues about mental health conditions or learning disorders.

PART 2:

Mental Health and Learning Disorders

Chapter 8:

Anxiety Disorders

Facilitator Note: *In this section, question 2 presents scenarios relating to different presentations of anxiety. The answers to these are listed here for the facilitator's reference: (a) describes generalized anxiety disorder (GAD); (b) describes social anxiety disorder (SAD); (c) describes a student who could be experiencing a specific phobia; (d) describes a student who could be experiencing a panic disorder; (e) describes a student who may be experiencing a separation anxiety disorder.*

1. What are some signs that a child may be experiencing anxiety? What are some things that could be missed or misinterpreted in a classroom setting?
2. Read the following five scenarios as a large group or in small groups. Consider the behaviors and symptoms presented in each scenario and think about which type of anxiety disorder you believe is most likely being exhibited. Next, identify some possible strategies and interventions that could be useful while working with that student. Finally, comment on one thing that you think might *not* be useful.
 - a. Aidon is an eighth grader who frequently looks worried. Even though he does well academically, he often tells his teacher that he's worried about his grades. He says that his parents tell him not to worry because they're satisfied with how he's doing at school. They have also told him that he worries too much about lots of other things that he doesn't need to worry about.
 - b. Kayla is a sixth grader. In the hallways and cafeteria, she is usually alone. She never raises her hand in class, and when called on, she responds in a very soft voice. Once, when she had to give a report in front of the class, her voice and hands were shaking. After that, she told the teacher that she feels very panicky when she has to speak in front of people. She asked the teacher if she could be excused from oral reports.
 - c. Liam is a second grader. The day after a classmate vomited in class, Liam's mother called his teacher to say she couldn't get Liam to go to school because he was afraid someone might throw up. His mother said Liam is terribly afraid that he or someone else might vomit. Occasionally, he asks his mother if eating certain foods might make him throw up.

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- d.** One morning, Charlie, a tenth grader, suddenly began sweating profusely in class. He turned pale and seemed to be breathing very fast. He looked afraid as he stood up. As he tried to leave the room, he wobbled as if he were going to fall down. When his teacher asked what was wrong, he replied, “I don’t know. I just feel like I’m really scared.”
- e.** First grader Gabriel and his family were recently in a house fire. His mother was burned and spent several days in the hospital. Since the fire, Gabriel has cried and begged every morning not to have to go to school. His mother says he won’t even let her walk to the mailbox without him. If his mother needs to go out in the evening, he screams until she ends up staying home. Gabriel told his mom he’s afraid something bad is going to happen to her. This situation has gone on for about one month.
- 3.** How does your school address attendance issues? Have you ever thought about school refusal in terms of problematic attendance in students? How might some of the strategies or interventions described in this section apply in your setting?

Chapter 9:

Obsessive-Compulsive and Related Disorders

1. What are some behaviors and symptoms that might be shown by students experiencing OCD?
2. Discuss three interventions for the classroom that could be effective for students with OCD.
3. Review the common types of OCD discussed on pages 87–88. Do you recognize any students in your life who exhibit some of these characteristics? If so, have you ever thought of these students in terms of experiencing a mental health disorder? If not, how do you think considering these students' mental health might—or might not—be illuminating or helpful?
4. Hair pulling and skin picking disorders can be uncomfortable to observe because it is sometimes difficult to see a student exhibiting these behaviors. When you speak privately with students about the behaviors you're observing (perhaps in part to learn whether the students themselves are aware of these behaviors you are observing), why might it be important to be mindful of your own reactions to these behaviors?
5. What are some possible side effects of selective serotonin reuptake inhibitors (SSRIs)? Why might it be important to recognize these side effects? How do you think your observations could have implications for a student's health and well-being, and to whom would you report such observations?
6. Consider the story of Johanna on page 90 and discuss the way her school team helped her cope with her OCD symptoms. Why do you think specific and thoughtful accommodations might be especially helpful to a student with OCD? Who at your school could you turn to for support in developing creative and appropriate accommodations for students who need them?

Chapter 10:

Depressive Disorders

1. What are some distinctions between typical feelings of sadness and the experiences of students who have depressive disorders?
2. What is the most dangerous symptom of depressive disorders?
3. Review the four different types of depressive disorders discussed on pages 92–93. How are they different from one another? How are they similar? Without naming any names, share about a student who comes to mind for you while reading this section.
4. Review the symptoms and behaviors of students experiencing depressive disorders. Referring back to the student you were thinking of in question 3, consider how these symptoms might impact that student's learning experience.
5. What combination of classroom strategies or interventions might work for the student you thought of in response to question 4? Which would you feel comfortable trying right now? If you need more support around some of the strategies, where could you get that support?

Chapter 11:

Bipolar Disorder

1. Unusual and extreme changes in mood and energy during transitions characterize BPD. How might this translate to behaviors in the classroom? Have you observed behaviors or symptoms that seem like they might be connected to bipolar disorder? If so, how did you respond? What kinds of strategies and interventions do you think could be useful in addressing such behaviors?
2. Students experiencing bipolar disorder may exhibit an array of mood swings that are sometimes severe. For this reason, it might be especially important to accurately report behaviors to parents and professionals. What kinds of details do you think might be important to report?
3. Discuss how classroom strategies and interventions for students with BPD might work in your setting. What do you think could be challenging about implementation? How could you address those challenges?
4. Although symptoms and interventions for BPD may overlap with other disorders, there is one aspect of professional treatment that stands out. What is this aspect? Why do you think professional treatment is especially important for people with BPD?

Chapter 12:

Neurodevelopmental Disorders

1. Take the ADHD IQ test on pages 103–104 and discuss the correct answers. What surprised you about the answers? What reminded you of students you know?
2. Have someone read aloud “An ADHD Child’s Bill of Rights” on page 106. Discuss how you feel about it. Did any items strike a particular chord with you? If so, which ones, and why do you think that was the case? Did any items spur you to think about students with ADHD in a new way?
3. Discuss the three presentations of ADHD and note the differences among them. What elements of these presentations have you seen in your students? If these behaviors caused challenges in your classroom, how did you deal with them? What strategies from this book might you use in the future?
4. Discuss the two types of tics. Note the common school problems connected to tics and review classroom strategies to address these challenges. Which of these strategies might also apply to other disorders discussed in this book? How do you think it could be useful to you to notice this?
5. What are some challenges or limitations often faced by students with high-functioning autism (HFA)? How might these challenges be connected to the behaviors and symptoms these students exhibit?
6. Look at the tip sheet for students with HFA on page 117. Could you see this approach working in your setting? If not, how might you create a tip sheet that *could* be useful to you?
7. Without naming any names, take a few minutes within your PLC to discuss students with ASD/HFA. What challenges do they experience in the classroom? What challenges do you face as an educator when it comes to supporting this student population?
8. How do most school districts define specific learning disorders (SLDs), which are also sometimes called learning disabilities (LD)? In contrast, how does the *DSM-5* define the primary criterion? What do you think of these different definitions? How do they match up—or not—with what you’ve observed in your classroom?

9. Among students with reading disorders or disabilities (RD), what are some indicators for problems with fluency? With comprehension? What strategies and interventions are you interested in trying with students who face these challenges?
10. Why is it important not to assume a student may simply have a developmental lag and delay intervention based on this conclusion? What could be the implications for a student who doesn't receive needed supports due to this type of assumption?
11. What are some teaching methods an educator might use when working with students who have RD? Choose three or four that you see working in your classroom and discuss why you chose them.
12. Read through the "Elements of Classroom Reading Instruction" on page 129. Does your setting include these elements? If not, how could you introduce some or all of them?
13. What challenges might a student face who is struggling with a specific learning disability with impairment in math (dyscalculia)? How might you be able to notice when a child is experiencing this disorder, and what could you do to support that student?
14. Select two classroom strategies and interventions for a student with a math disability and discuss how they might look in your setting.
15. When thinking about writing, what is the role of the "author" and what is the role of the "secretary"? How does this idea change or expand your understanding of writing? How do you think it could help your students approach the task of writing?
16. What challenges might a student face who struggles with written expression? Dysgraphia? Talk about students in whom you've noticed some of these difficulties. How have you helped them in the past? How might you support them in the future?

17. Select two classroom strategies or interventions for a student with a specific learning disability with impairment in written expression and discuss how they might look in your setting.
18. Why is it so difficult to diagnose a nonverbal learning disability (NVLD)? Why might it be important to recognize this difficulty in terms of your role as an educator?
19. What challenges might a student with NVLD face? As an educator, how might you capitalize on the strengths of this student to help him or her address and cope with these challenges?
20. Select two classroom strategies or interventions for students with NVLD and discuss how they might work in your setting.
21. What might you notice in students with speech sound disorder (SSD)? What are some suggestions for helping these students in the classroom?
22. What challenges are faced by students who struggle with child-onset fluency disorder (stuttering)? What might you notice in a child who has this disorder?
23. Select two classroom strategies or interventions for students who struggle with stuttering and talk about how they might work in your setting.
24. What behaviors might you observe in students with receptive language disorders? What about expressive language disorders? Have you seen these behaviors in your classroom? If so, how did you address them?
25. Select two accommodations for students with language disorders and think about how they might work in your setting.
26. What is the primary difference between students with autism spectrum disorder and those with social communication disorder? Why is it important to consider this difference, and how might you address it in the classroom setting?
27. What kinds of challenges might a student with a social communication disorder face, and how might you support that student?

Chapter 13:

Disruptive and Conduct Disorders

1. Why do you think it can be difficult to identify disruptive or conduct disorders such as oppositional defiant disorder (ODD) or conduct disorder (CD)? What are some other considerations that could be important or relevant to a student who is exhibiting these kinds of behaviors?
2. What are some reasons behind disruptive behaviors? What behaviors are you likely to observe in students with ODD and CD? What interventions and strategies are you interested in trying in your classroom?
3. Read through the “Tips for Avoiding Power Struggles” on page 162. How could these apply to specific situations you’ve faced or are facing?
4. Find a partner and role-play the CPS (Collaborative and Proactive Solutions) approach. Discuss how it felt to use this collaborative model.
5. Imagine a scenario you’ve faced in the classroom where it might have been useful to try some of the suggestions on page 164 for dealing with agitated students. How do you think this situation might have gone differently if you’d been familiar with these tips?

Chapter 14:

Self-Injury and Suicide

1. What are some of the distinct differences between self-injurious and suicidal behavior? If you see a student with signs of self-injury, do you think this student should be considered suicidal? Why or why not?
2. Review the strategies and interventions to use with students who self-injure. Are you comfortable with implementing most of these? Are there any with which you don't feel confident? Who could you turn to for support in this area?
3. Take the "What's Your Self-Injury and Suicide IQ" test on pages 169–170 and read aloud the correct answers. What surprised you? How does this information affect your perspective of students you have now or had in the past who may have exhibited behaviors related to self-injury or suicidal thinking?
4. After reviewing the "Responding to Signs of Suicide/Classroom Strategies and Interventions" section on page 170, talk openly about what help looks like in your community. What resources are available to you?

Chapter 15:

Eating Disorders

1. Take the “What’s Your Eating Disorder IQ?” quiz on pages 173–174. Read aloud the correct answers and discuss them. Explore the perceptions in the room around eating disorders.
2. Consider the data suggesting that 90 percent of people with eating disorders are female. How do you think media may play a role in this? Do you view this data as relevant to students in your setting? Discuss the different kinds of social media you notice your students using, and also talk about how this is relevant to your role and your setting.
3. Review the symptoms of each of the three eating disorders. Are any of these symptoms familiar to you in terms of the students you serve? Without naming names, share a time when you have noticed symptoms in a student. What did you do? What was the outcome? After reading this chapter, what might you do in the future?
4. How can you act on concerns you have about a student’s well-being? Are there ways in which you think it’s particularly important to take action if you’re worried that the student may be suffering from an eating disorder?
5. Consider what a plan of return might look like for a student returning to your setting from a residential setting. Who would you want to be part of that plan?

Chapter 16:

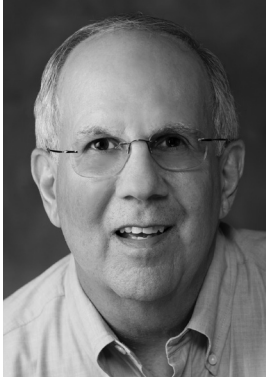
Trauma and Stressor-Related Disorders

1. Why is it important to define trauma based on impact rather than on the nature of the event? How does this understanding affect your mindset about trauma and its aftermath?
2. How can the school environment sometimes be the site of an adverse childhood experience (ACE)? Talk about how that makes you feel.
3. What kinds of changes and symptoms can children experience when they have post-traumatic stress disorder (PTSD)? What can this look like in the classroom? How do you think a classroom setting might elicit some of these symptoms?
4. Read through the behaviors and symptoms to look for regarding students with PTSD. Have you seen any of these behaviors in your classroom? How did you respond?
5. How might resilience and risk factors play a role in students' abilities to cope with PTSD? How can educators help build students' resiliency?

Chapter 17:

A Final Word

1. Have someone in the group read aloud the Haim Ginott quote on page 189. Go around the room and share what goals you had as you began your career as an educator, and how those goals have changed or remained the same over time.
2. Name one thing you're taking away from the shared reading of this book with your professional learning community, and one thing you might do differently based on the material.

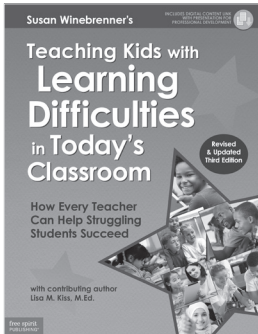


About the Author

Myles L. Cooley, Ph.D., ABPP, is a board-certified clinical psychologist licensed in Florida, where he has had a private practice for more than thirty-five years. For the second half of his career, Myles has specialized in learning, behavioral, and developmental disorders in children and adolescents. He has provided training on these topics to pediatricians, educators, school psychologists, and school counselors. He has served as a consultant to private and public schools and has published articles on ADHD, giftedness, and learning disabilities.

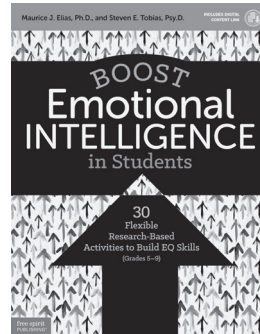
Myles and his wife live in Palm Beach Gardens, Florida, but escape hurricanes in the summer by visiting their grandchildren in San Diego. Myles enjoys tennis, pickleball, piano, and lecturing on cruises. For more information on speaking engagements, consultation, or training, you can contact Myles through his website www.drmylescooley.com.

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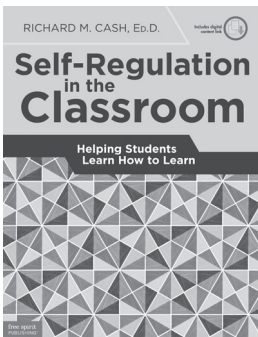
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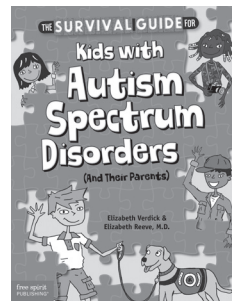
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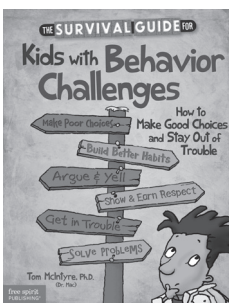
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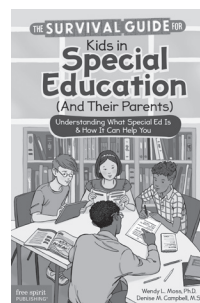
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