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Supporting Student Mental Health and Learning through Effective Interdisciplinary Collaboration and Professional Workforce Preparation

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Message from the Guest Editors

Dear Colleagues,

Recent reports from the Surgeon General, the American Academy of Pediatrics, and the American Psychological Association indicate that an increasing and concerning number of students in the U.S. are experiencing mental health challenges. In the wake of the pandemic, a generation of youth is struggling with mental health, and rates of anxiety, depression, and suicidal thoughts are skyrocketing. This is especially true among girls and LGBTQ+ youth, who are experiencing the highest rate of sadness and hopelessness in a decade.

Schools represent a crucial setting to reach and help children. School mental health programs offer students and caregivers access to various support, ranging from prevention and early intervention to intervention. At the same time, student mental health needs are increasing; however, resources for addressing these needs are scarce. Many school districts are facing barriers such as a lack of educator training for identifying mental health needs, shortages of mental health providers, and teachers and administrators who are experiencing severe burnout and their own unaddressed mental health needs in the wake of the pandemic.



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Special Issue