

Mental Health Awareness: SBAE Teachers Perspectives

Eric D. Rubenstein
University of Georgia

Anna M. Scheyett
University of Georgia

J. Renee Martin
University of Georgia

Taylor D. Bird
University of Georgia

Ian Marburger
University of Georgia

This study examines School-Based Agricultural Education (SBAE) teachers' perspectives on mental health (MH) awareness, resources, and motivations for MH training. Focus group discussions revealed four themes: help-seeking, support services, classroom culture, and child/adolescent behavior. While teachers recognize the importance of addressing MH needs, barriers such as limited resources and time hinder their efforts. Mentorship and advisement were identified as effective strategies for MH support. The findings highlight the need for more explicit protocols and consistent professional development. The study suggests that SBAE teachers require more training and resources to support students' and teachers' MH needs effectively.

Keywords: mental health awareness, School-Based Agricultural Education (SBAE), teacher perspectives, student well-being, support services

INTRODUCTION

School-based Agricultural Education (SBAE) teachers are uniquely positioned to support students' academic development due to their responsibilities, competencies, and skillset expectations (Baldock et al., 2022; Clemons et al., 2021). SBAE teachers hold multifaceted roles encompassing academic, career readiness, and personal growth support, making them significant influencers in their students' lives. SBAE teachers and students foster close and trusting relationships through their interactions via experiential learning (Bowling et al., 2020; Clemons et al., 2021). Experiential learning enriches academic instruction and builds an environment where students may feel comfortable seeking personal support from teachers

they trust. Due to the nature and closeness of their relationships, SBAE teachers are among the most likely teachers to notice the need for MH services among students and support those students' psychological needs (Bowling et al., 2020); however, this may not suffice for a student who requires more direct and comprehensive MH assistance. Bowling et al. (2020) further highlight that although SBAE teachers may act as initial support points, complex MH needs often require structured, formal school-based MH services for adequate assistance. School-based MH services are an effective way to meet student MH needs and are supported by many parents (Searcy Van Vulpen et al., 2018). This is especially crucial in rural areas, where additional barriers to accessing MH services exist (Blackstock et al., 2018). However, the lack of MH resources in some schools limits the availability of these school programs (Blackstock et al., 2018). Consequently, this scarcity of MH resources in schools places greater reliance on teachers, like those in SBAE, to informally support students' MH—often without sufficient resources or formal training.

While school services could address students' MH needs, teachers feel they need additional training or more access to resources to help students use school-based MH services effectively (Moon et al., 2017). Moon et al. (2017) indicate that educators across fields need ongoing professional development to feel adequately prepared to support students' MH needs. This lack of training is evident across career stages, making it a critical area of need for novice and experienced SBAE teachers alike (Hall et al., 2022). SBAE teachers are often not provided adequate, empirically supported, and relevant training and resources across career stages (Hall et al., 2022). Therefore, additional student MH training is needed for seasoned and new SBAE teachers.

Studies have demonstrated that SBAE teachers and their spouses feel numerous stressors, including a lack of support from school staff and administration (Foor & Cano, 2011; Smalley et al., 2020). The demanding responsibilities of teaching and inadequate support systems contribute to significant stress and burnout among SBAE educators. As described by Hasselquist et al. (2017), burnout often results from emotional exhaustion and a sense of isolation that SBAE teachers experience (Hasselquist et al., 2017). These stressors can lead SBAE teachers to experience burnout (Hasselquist et al., 2017) and are also likely to experience emotional exhaustion, given the responsibilities they are expected to undertake (Kitchel et al., 2012). While prior research has identified burnout, studies also reveal that fostering collaboration and support among teachers can mitigate teacher attrition and enhance job satisfaction (Bowling et al., 2022; De Lay & Washburn, 2013; Smalley et al., 2020). Thus, creating a professional environment with mentorship, collaborative opportunities, and MH resources is essential for SBAE teacher retention and job satisfaction.

Therefore, this study examines teachers' perceptions of responsibilities and resources that support student MH. By understanding SBAE teachers' perspectives on MH roles and the resources they need, this research aims to inform targeted training programs that address student well-being and support the resilience and mental health of SBAE educators themselves.

PURPOSE AND RESEARCH QUESTION

This study aimed to determine SBAE teachers' understanding of MH and MH resources for students and teachers in a public school setting. The research questions for this study are the following:

1. What is the extent of a SBAE teacher's knowledge of MH resources available in the school/community?
2. What are SBAE teacher's perceptions of student MH in the classroom?
3. What strategies or factors are effective as a motivation for SBAE teachers to choose to participate in MH awareness training?

CONCEPTUAL/THEORETICAL FRAMEWORK

The conceptual framework of this study was adapted from Korte & Simonsen (2018) regarding the influence of social support on novice SBAE teacher self-efficacy. The framework merged the literature on social support (Cohen & Wilson, 1985; House, 1981) and teacher self-efficacy (Bandura, 1997). Korte &

Simonsen's (2018) research underscores the importance of a supportive network for early-career teachers, emphasizing that access to various forms of support bolsters self-efficacy, improves retention, and reduces burnout among SBAE educators. Korte & Simonsen's (2018) framework highlighted forms of social support, including emotional and appraisal, informational, and instrumental, from various sources that impact perceived self-efficacy toward career commitment. Emotional support, such as empathy and encouragement, and instrumental support, like access to MH resources and collaboration with MH professionals, are essential for addressing the growing MH (MH) needs among students and educators. In Bandura's (1977) theory of self-efficacy, personal self-efficacy directly affects one's ability to exhibit a desired behavior. This theory is foundational in understanding how SBAE teachers' belief in their capabilities can shape their approaches to student support and classroom management, especially when managing MH needs. Korte & Simonsen (2018) concluded that although all individual supports were not significant, the statistical significance of the overall model affirmed the need for support to alter self-efficacy. This finding suggests that comprehensive support systems within educational settings may be essential for sustaining SBAE teachers' career commitment and self-efficacy, particularly regarding MH support.

This study utilized the framework to examine SBAE teachers' self-efficacy in managing MH needs for themselves or others. As Bandura (2009) suggests, self-efficacy is strengthened when educators have consistent access to supportive environments, where mastery experiences, social modeling, verbal encouragement, and emotional arousal are cultivated. Bandura (2009) illustrates a connection between the perception of available support and the development of the four principal sources that affect self-efficacy: enactive mastery experiences, social modeling, verbal encouragement, and emotional arousal. For SBAE teachers, mastery experiences may include successfully handling MH crises with student support staff, while social modeling can occur through mentorship with more experienced teachers skilled in MH support. Verbal encouragement and reassurance from administrators and colleagues are also critical to bolstering teachers' confidence in addressing MH needs.

Mosley et al. (2023) provided support ideas for teachers specifically for MH, including emotional and informational support, and partnered with adequate resources to address MH. This aligns with the findings of Moon et al. (2017), which indicated that teachers who receive continuous MH training and resources report greater confidence in assisting students with MH concerns. The framework of this study assumes these types of support can be provided from various sources, including administration, guidance counselors, school psychologists, school resource officers, and more. By integrating support from these multiple sources, SBAE teachers may feel more capable of meeting their students' MH needs and their well-being, thus enhancing their self-efficacy and commitment to the profession.

METHODS

This study utilized a semi-structured interview through a focus-group design as an interactive discussion, led by a moderator, between pre-selected participants. Semi-structured focus groups allow for flexible but guided exploration of key themes, ensuring that participants have space to share experiences related to MH (MH) support within the SBAE context while enabling the moderator to probe into specific areas of interest. Four focus groups were led, lasting between 45 and 60 minutes, and consisted of five to eight current SBAE teachers within similar counties or school districts. This group size facilitated meaningful, in-depth discussion among participants while remaining manageable for the moderator, allowing for diverse perspectives on MH support across SBAE settings. Questions were developed using the findings of Mosley et al. (2023). This approach ensured that the questions were relevant and reflective of recent research in MH support for educators, addressing specific gaps and needs previously identified in the literature. Three of the five researchers involved in this study were former SBAE teachers. This background provided the research team with first-hand knowledge of the SBAE teaching environment, enhancing the credibility of the study's design and its alignment with the real-world experiences of SBAE educators. Three, including one of the former teachers, had direct engagement with MH and social work

initiatives. This expertise allowed the team to integrate MH perspectives effectively, ensuring that educational and MH research best practices informed the study's approach.

All focus groups were audio-recorded and transcribed for data analysis. Each participant was provided a pseudonym to provide anonymity. Confidentiality was critical for encouraging openness among participants, allowing them to speak freely about sensitive MH topics. Each researcher independently analyzed the data using deductive and inductive analytical approaches, and the researchers engaged in open, axial, and selective coding to let findings emerge from the data and to establish relationships among concepts (Creswell, 2013). This combination of open, axial, and selective coding enabled researchers to identify teacher response patterns, connecting broader themes related to MH support and SBAE teacher self-efficacy. Trustworthiness was obtained through credibility and comfortability by triangulation of field notes and member checking of transcripts (Lincoln & Guba, 2007). Field notes, recorded by each researcher, captured additional observations and reflections during the focus groups, which served as a valuable cross-reference to the transcriptions and strengthened the study's credibility.

Additionally, a methodological journal was kept by researchers, the researchers participated in peer debriefing, and rich and thick descriptions of data were used (Creswell, 2013). The methodological journal documented the research process, including challenges and decision-making, further supporting transparency and accountability. Finally, disclosing positionality addressed researcher bias (Creswell, 2013). This disclosure helped to clarify each researcher's perspective and potential biases, allowing the study to maintain objectivity and transparency throughout the analysis.

RESULTS

This qualitative study explored SBAE teachers' knowledge, perceptions, and perceived ability to address MH needs. The data coding revealed four themes: help-seeking, support services, classroom culture, and child and adolescent behavior.

Help-Seeking

Teachers looking for ways to help students with MH challenges encounter various factors that either hinder or aid the teachers in seeking and providing the necessary assistance. Financial constraints, time limitations, and a lack of resources are significant barriers. Teachers noted that numerous students were living well within the boundaries of poverty, presenting several emotional and physical issues affecting students. Terrence mentioned, "I would say what skill I would like [to develop] is maybe recognizing MH issues in my class. Because with so many students and with everything really, I feel like it's labeled as either just behavioral issues or just related to poverty". Moreover, while there are mechanisms in place for helping students, there are restrictions on how these referrals are viewed and this can delay verbal communication upwards of 24 hours.

Furthermore, a knowledge gap exists among educators. While resources are available, teachers and students often need to figure out who to approach or how to find resources themselves. Specifically, Carol explained, "I have taken [students] down to the clothing closet... They were like, 'Wow, I never would have known who to go to.'" Many teachers and students are unaware of the exact procedures to follow, leading to potentially crucial resources being underutilized.

However, several facilitators encourage help-seeking, where awareness plays a pivotal role. Teachers are increasingly becoming aware of the MH issues facing students. Carol explained, "[our] middle school also does a thing called Rethink Ed. Every Tuesday, once a week, they have to do a module on social-emotional health things." The role of mentorship has also proven invaluable in this context. Participants discussed mentorship at the middle school level and how it has impacted their students. Lisa explained that their school "participates in a mentoring program, and teachers can report if a student would benefit from a mentor set up through the counseling office. That mentor comes in once a week and meets with the kids for about 30-45 minutes." They also emphasized the importance of having supportive mentors who could provide guidance and perspective, even if they lacked formal training.

Support Services

In support services, various avenues are available to educators and students alike. Tony acknowledged the role of counselors as a principal resource for assistance, and Terrence mentioned that they remembered “at the beginning of the year or during orientation, a training that was online. But I think there was a MH module at the beginning of the year.” This uncertainty makes it clear that a more consistent and comprehensive professional learning approach is needed. Carol described their experience working with counselors from organizations outside of the school and how the information given is limited for privacy, “we do have a few outside counselors, but they can't give us their clients' names. So, I can refer to that counselor [only] if the student tells me that's who they go to.” However, they also revealed that upon reporting certain situations to counselors, there was a lack of communication regarding outcomes, which was additionally stressful.

Participants painted a picture describing the emotional and mental toll that teaching has taken on them, emphasizing the enormous gaps in the current support system. Benny highlighted the incredible pressure Ag teachers face, juggling multiple responsibilities, and expressed the need for mechanisms to prevent burnout. They specifically mentioned that:

I think we as Ag teachers need help with balancing everything. We have our work we have to meet; we're coaching, we're trying to keep up on grades, we're running a greenhouse or we're running a livestock program, we are out in the community doing fundraisers, we're doing X, Y, and Z. How do you keep that from weighing you down and not getting to that point where you just say, “I'm done.”?

When effective, support services offer invaluable emotional support. Sam explained that teachers are encouraged to connect with students on a personal level, drawing on their humanity to understand and support the students' emotional needs by “being human, how we can relate to them, what our responsibilities are, and how we can give them advice as adults.”

Collaboration between various stakeholders – from counselors to social/emotional learning coordinators to community resources, demonstrates the potential success of utilizing a united approach in addressing student needs. This is being done in the mentoring program, mentioned by Susan, where teachers can recommend students to benefit from mentorship and receive regular sessions, which denotes the importance of providing targeted support. Susan explains that this is a long-term commitment, and it is expected that “mentors continue on with that one mentee or they might have two mentees all the way throughout high school.”

Classroom Culture

When looking at classroom culture, many aspects define the teaching and learning experiences. For instance, the school where Wendy is a teacher encapsulates a broad range of diversity, with “66% of its student population being Black and 20% White.” They also mention the school is further marked by a varied curriculum offering “things like Spanish and French, and the basics. There are a lot of remedial classes at our school. But then we have AP classes, as well”, displaying a wide range of student needs and abilities. Such a diverse classroom setting paves the way for a more inclusive learning environment, accommodating different learning and teaching styles.

An essential part of classroom culture is the creation of a safe space. Lisa is a testament to this belief, representing a sanctuary where students can freely express their emotions and feelings. Lisa continued, “More than any computer-generated program or professional training, a genuine one-on-one interaction—where students feel heard, understood, and supported—can make all the difference.” The classroom's dedication to MH emerges not just as a nod to academic performance but as a more profound commitment to the holistic well-being of every student.

The ever-elusive work-life balance remains a struggle for many educators and stressors from home can leak into the classroom if allowed. On the other hand, the repercussions of an incredibly demanding day can continue into the teacher's personal lives, potentially impacting family dynamics. Vicki explains, “I take it home, and then my husband and the rest of my family deal with the repercussions of me being overstimulated regularly.” Participants highlighted there's an urgency to shift the focus from mere data to understanding and addressing the needs of educators unless the breaking point is reached. Wendy said, “I'm

not worried about data at this point. I'm worrying about my MH and the kids' MH because, at this point, somebody is going to explode."

Child and Adolescent Behavior

In the evolving landscape of child and adolescent development, the influence of school systems stands out significantly. Susan discussed their school's unique approach to student advisement, where "teachers begin advisement with 9th graders and continue these sessions until they graduate." These meetings are pivotal in MH discussions, allowing students to express their struggles beyond academic performance comfortably. Discussions during the advisement period can create meaningful conversations for teachers and become a bridge to discuss various issues as they arise. Susan elaborated,

Certain advisors have reached out to me about students in my classes, saying 'in advisement this kid mentioned this is going on with their family. I've been in several meetings where students, parents, teachers, their counselor, and an instructional coach will talk about more than just [issues occurring in] school. I feel like advisement is another level to that MH piece, because we know those students. And a lot of the times they'll open up more.

While parent involvement is integral to a child's development, there exists a divergence in parental attitudes. Carol noted, "some parents are receptive and understanding, while others can be in denial about their child's struggles," complicating the communication process between the school and home. The importance of school resources, such as staff equity circles, was underscored as a valuable tool for educators. These circles focus on racial healing, indicating a holistic approach to MH with staff and also allowing for a time of professional learning where, according to Susan, "before school started, we also had to go through gang training, which might not seem like a MH resource, but they gave us lots of numbers and stuff to reach out to people because the people that are involved in the youth detention center and stuff like that."

Understanding the clear distinction between MH crises and non-crises is essential. Behavioral intervention plans, for instance, are tailored strategies that assist students in navigating their academic and personal challenges. Early intervention in MH concerns, like suicide, has become a cornerstone of these restorative schools. Zach discusses training on "suicide, warning signs and risk factors, protective and preventive strategies, intervention after a suicide," emphasizing the importance of timely and preventive intervention strategies. Obstacles in development like anxiety, stress, and safety concerns further underscore the significance of a supportive school environment. For example, Sam's school has a school social worker and family engagement specialist who is the "go-to person if a student does not have school supplies or dress code," they attend to student needs while addressing student safety concerns.

CONCLUSIONS/DISCUSSIONS/RECOMMENDATIONS

Help-seeking serves as the pivotal point for students experiencing MH distress from spiraling further into crisis, supporting numerous studies regarding adolescent MH (Kahn et al., 2022; Moon et al., 2017; Stewart et al., 2015). The findings of this study present an evident need for more explicit protocols and follow-ups with students post-intervention. Intervention strategies are not one-size-fits-all and need clear usage protocols and initiatives for post-intervention follow-up. Schlieder et al. (2020) found that two-thirds of adolescent participants of the intervention still reported feeling either a little less, the same amount, or a little more hopeless than before the intervention. The willingness for an adolescent to come forward seeking help regarding MH is widely affected by the community, resources readily available to them, and stigma about MH that they have been exposed to, supporting the findings of Stewart et al. (2015).

The findings of this study, including the positive outcomes of proactive, effectively implemented, and consistent advisement intervention in supporting students' MH needs, further supports the work of DuBois et al. (2002). Youth mentorship was exemplified as a tool for facilitating proactive prevention and intervention for MH, which, as suggested by Cavell (2021) is a concept that has been included in literature for decades. The findings posed ideas of support systems in place to offer life advice and take a proactive approach regarding a student's emotional well-being. Previous research (Mahon et al., 2001) supports the

connection between feelings of anger, depression, and loneliness with little engagement in positive health practices like nutrition, relaxation, and exercise. Furthermore, school-based initiatives enhanced with empirical training, tools, and resources are crucial for ensuring the success of all school employees in handling student MH needs, as seen in Ratter's work (2003).

One theme is classroom culture, with the foundational concepts of every kid feeling seen, heard, and wanted within a classroom setting. This theme contributes to the knowledge base within educational empirical research about the crucial importance of classroom culture development. Morton (2022) says, "Creating a positive classroom culture that supports young adolescents through social, physical, and academic development can be complex but supports healthy mindsets." Furthermore, Prios & Balasa (2007) support the importance of these themes by outlining the need of children and adolescents to sustain a positive view of self and ability can significantly impact ethical intention, development of social skills, and academic achievement. Practices discussed by participants revolved around the effects of child and adolescent behavior significantly affecting a teacher's ability to foster a positive classroom culture.

The researchers recommend that school personnel pursue measures to educate faculty, staff, and students about any support services geared toward MH. Specifically, these education measures should incorporate specific procedures for accessibility to these services. Additionally, training for faculty and staff to exemplify the importance of developing a positive culture within individual classrooms and utilizing child and adolescent behavior concepts will be used to ground this training. In conjunction, teacher educators are recommended to preface future teachers with the paradigms and ideas revolving around adolescent MH issues and crises. Familiarity with the topic earlier on can hopefully decrease anxiety and stress revolving around MH.

Finally, recommendations for future research include additional qualitative and quantitative studies with an increased sample of SBAE teachers in different regions of the country. Research concerning teacher MH training in conjunction with implemented strategies for developing class culture would be beneficial.

REFERENCES

- Baker, M.A., Robinson, J.S., & Kolb, D.A. (2012). Aligning Kolb's experiential learning theory with a comprehensive agricultural education model. *Journal of Agricultural Education*, 53(4), 1–16. <https://doi.org/10.5032/jae.2012.04001>
- Baldock, K.D., Murphrey, T.P., Briers, G.E., Rayfield, J., & Frazee, S. (2022). Agricultural Educators' Adoption of Inquiry-Based Learning (IBL): Effects of Beliefs. *Journal of Agricultural Education*, 63(4), 188. <https://doi.org/10.5032/jae.2022.04188>
- Blackstock, J., Chae, K., Mauk, G., & McDonald, A. (2018). Achieving access to mental health care for school aged children in rural communities: A literature review. *The Rural Educator*, 39, 12–25. <https://doi.org/10.35608/ruraled.v39i1.212>
- Bowling, A.M., & Ball, A.L. (2020). Supporting Students' Psychological Needs and Motivation within School Based Agricultural Education Programs: A Mixed Methods Study. *Journal of Agricultural Education*, 61(2), 206–221. <https://doi.org/10.5032/jae.2020.02206>
- Bowling, A., Rice, A.H., Curry, K., & Marx, A. (2022). The essence of agricultural education teachers motivational beliefs across career stages. *Teaching and Teacher Education*, 114. <https://doi.org/10.1016/j.tate.2022.103691>
- Cavell, T.A. (2021). Back to the future: Mentoring as means and end in promoting child mental health. *Journal of Clinical Child & Adolescent Psychology*, 50(2), 281–299. <https://doi.org/10.1080/15374416.2021.185327>
- Clemons, C.A., Hall, M., & Lindner, J. (2021). What Is the Real Cost of Professional Success? A Qualitative Analysis of Work and Life Balance in Agriscience Education. *Journal of Agricultural Education*, 62(1), 95–113. <https://doi.org/10.5032/jae.2021.01095>
- Creswell, J.W. (2013) *Qualitative inquiry and research design: Choosing among five traditions*. Sage Publications.

- Crotty, M. (2010). *The foundations of social research: Meaning and perspective in the research process*. Sage Publications.
- De Lay, A.M., & Washburn, S.G. (2013). The Role of Collaboration in Secondary Agriculture Teacher Career Satisfaction and Career Retention. *Journal of Agricultural Education*, 54(4), 104–120. <https://doi.org/10.5032/jae.2013.04104>
- De Lay, A.M., & Swan, B.G. (2014). Student Apathy as Defined by Secondary Agricultural Education Students. *Journal of Agricultural Education*, 55(1), 106–119. <https://doi.org/10.5032/jae.2014.01106>
- DuBois, D.L., Holloway, B.E., Valentine, J.C., & Cooper, H. (2002) Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30(2), 157–197. <https://doi.org/10.1023/A:1014628810714>
- Figas, K., Giannouchos, T., & Crouch, E. (2022). Rural-urban difference in child and adolescent mental health prior to and during the COVID-19 pandemic. *Rural & Minority Health Research Center Findings Brief*. Retrieved from https://sc.edu/study/colleges_schools/public_health/research/research_centers/sc_rural_health_research_center/documents/youthmhbriefnov2022final.pdf
- Foor, R.M., & Cano, J. (2011). Predictors of Job Satisfaction among Selected Agriculture Faculty. *Journal of Agricultural Education*, 52(1), 30–39. <https://doi.org/10.5032/jae.2011.01030>
- Guba, E., & Lincoln, Y. (1990). Can there be a human science? *Person-Centered Review*, pp. 130–154.
- Hall, B.M., Easterly, R.G. “Tre,” III, & Barry, D.M. (2022). A Comparison of Curricular Resource Use of Florida School-Based Agricultural Education Teachers by Career Stage. *Journal of Agricultural Education*, 63(4), 232. <https://doi.org/10.5032/jae.2022.04232>
- Hasselquist, L., Herndon, K., & Kitchel, T. (2017). School Culture’s Influence on Beginning Agriculture Teachers’ Job Satisfaction and Teacher Self-Efficacy. *Journal of Agricultural Education*, 58(1), 267–279. <https://doi.org/10.5032/jae.2017.01267>
- Hennink, M.M. (2014). *Focus Group Discussions*. Oxford University Press.
- Hennink, M., Hutter, I., & Bailey, A. (2011). *Qualitative Research Methods*. Sage Publications.
- Kahn, G., Tumin, D., Vasquez-Rios, V., Smith, A., & Buckman, C. (2022). Prior health care utilization among adolescents treated for a suicide attempt at a rural ED. *Journal of Rural Health*, 38(4), 748. <https://doi.org/10.1111/jrh.12630>
- Kitchel, T., Smith, A.R., Henry, A.L., Robinson, J.S., Lawver, R.G., Park, T.D., & Schell, A. (2012). Teacher Job Satisfaction and Burnout Viewed through Social Comparisons. *Journal of Agricultural Education*, 53(1), 31–44. <https://doi.org/10.5032/jae.2012.01031>
- Korte, D.S., & Simonsen, J.C. (2018). Influence of social support on teacher self-efficacy in novice agricultural education teachers. *Journal of Agricultural Education*, 59(3), 100–123. <https://doi.org/10.5032/jae.2018.03100>
- Davis, L., Aylward, A., Scott, B.G., & Jacobs, J. (2022). “Following the Breath”: A Trauma-Informed Intervention for Educator Wellness in Rural Montana. *Education Sciences*, 13(23), 23. <https://doi.org/10.3390/educsci13010023>
- Lincoln, S.Y., & Guba E.G. (2007). But is it rigorous? Trustworthiness and authenticity of naturalistic evaluation. *New Directions for Evaluation*, 114, 15–25. <https://doi.org/10.1002/ev.223>
- Mahon, N.E., Yarcheski, A., & Yarcheski, T.J. (2001) Mental health variables and positive health practices in early adolescents. *Psychological Reports*, 88(3), 1023–1030. <https://doi.org/10.2466/pr0.2001.88.3c.1023>
- Moon, J., Williford, A., & Mendenhall, A. (2017). Educators’ perceptions of youth mental health: Implications for training and the promotion of mental health services in schools. *Children and Youth Services Review*, 73, 384–391. <https://doi.org/10.1016/j.childyouth.2017.01.006>
- Morton, B.M. (2022). Trauma-informed school practices: Creating positive classroom culture. *Middle School Journal*, 53(4), 20–27. <https://doi.org/10.1080/00940771.2022.2096817>

- Pasli, M., & Tumin, D. (2022). Children's unmet need for mental health care within and outside metropolitan areas. *Pediatrics & Neonatology*, 63(5), 512–519. <https://doi.org/10.1016/j.pedneo.2022.03.018>
- Proios, M., & Balasas, D. (2007). Self-esteem as a moderator agent for the improvement of the adolescents' moral behavior. *International Journal of Physical Education*, 44(2), 67–73.
- Ratter, K. (2023). Supporting school nurses to deliver emotional and mental health interventions: A service evaluation. *Primary Health Care*, 20–26. <https://doi.org/10.7748/phc.2022.e1768>
- Roberts, T.G., Harder, A., & Brashears, M.T. (Eds). (2016). *American Association for Agricultural Education national research agenda: 2016-2020*. Gainesville, FL: Department of Agricultural Education and Communication.
- Schleider, J.L., Dobias, M., Sung, J., Mumper, E., & Mullarkey, M.C. (2020) Acceptability and utility of an open-access, online single-session intervention platform for adolescent mental health. *JMIR Mental Health*, 7(6). <https://doi.org/10.2196/20513>
- Searcy Van Vulpen, K., Habegar, A., & Simmons, T. (2018). Rural school-based mental health services: Parent perceptions of needs and barriers. *Children & Schools*, 40(2), 104–111. <https://doi.org/10.1093/cs/cdy002>
- Smalley, S.W., Solomonson, J., & Schramm, K.R. (2020). The Role of Collaboration Throughout the Agricultural Education Student Teaching Experience. *Journal of Agricultural Education*, 61(4), 329–342. <https://doi.org/10.5032/jae.2020.04329>
- Smith, A.R., & Smalley, S. (2018). Job Stress, Burnout, and Professional Development Needs of Mid-Career Agricultural Education Teachers. *Journal of Agricultural Education*, 59(2), 305–320. <https://doi.org/10.5032/jae.2018.02305>
- Stewart, H., Jameson, J.P., & Curtin, L. (2015). The relationship between stigma and self-reported willingness to use mental health services among rural and urban older adults. *Psychological Services*, 12(2), 141–148. <https://doi.org/10.1037/a0038651>
- Turner, B.S. (2008). The constructed body. In J.A. Holstein, & J.F. Gubrium (Eds.), *Handbook of constructionist research*, (pp. 493–510). The Guilford Press.
- Vincent, S.K., & Torres, R.M. (2015). Multicultural Competence: A Case Study of Teachers and Their Student Perceptions. *Journal of Agricultural Education*, 56(2), 64–75. <https://doi.org/10.5032/jae.2015.02064>