# Applying Protective Factors to Support Families and Youth Exposed to Trauma

# Reimagining How We Introduce Ourselves

## What and How:

- Co-Founder & Co-Chair, Evidence-Based School Counseling Conference

- Former ASCA Trainer; Lead RAMP Reviewer

- Fellow: The Center for School Counseling Outcome Research and Evaluation

- Author: 2 books; over 37 peer-reviewed articles; 150+ presentations and workshops; multiple keynote sessions

- Former school counselor (urban, rural)

## My Why:

My mom's 1st grade classroom

The awareness that as a white, cisgender male, I perpetuate oppression if I'm not actively combating oppressive systems and investing in liberation of students.

I'm inspired when others begin unpacking their own potential so they can see themselves in places they never thought they would be!

3

# Objectives:

- Attendees will understand that many students identify the mental health issues exacerbated by the pandemic as the #1 barrier to their educational success.

- Attendees will identify strengths and assets to apply to increase feelings of Hope and Belonging in the families and students with which we work.

- Attendees will leave with a plan for increasing their own feelings of Hope.

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
AND HUMAN ECOLOGY

Hope Builders

# Ohio's Parent Mentors

- The Ohio Parent Mentor Project was founded in 1990

- For the last 34 years, parent mentors have coached and mentored families to ensure their child experiences success navigating the special education process in schools.

- **As we discussed in the keynote, Parent Mentors are literally HOPE BUILDERS!**

How do we foster our own **Hope** so we do not burn out?

Should we care about **Belonging** in this often-divisive world?
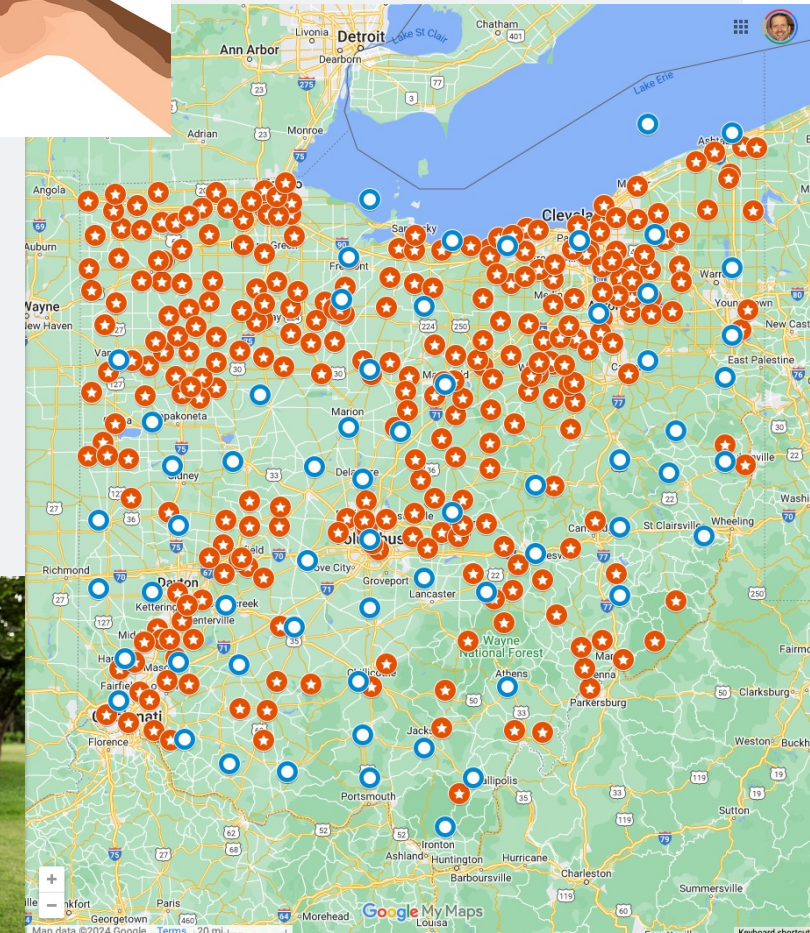
# Let's see how hopeful we are as adults!

• Complete the handout with the Adult Hope Scale.

• Be ready to talk through whatever you feel comfortable sharing about your score. Please only share what you feel comfortable sharing!

• The original Adult Hope Scale for your records:
ADULT HOPE SCALE

# Let's Talk! (Mentimeter Activity)





- What does it mean to have Hope?

- What does it look like to lack Hope?

- What does a hopeful person look like and sound like?

# 1. Living in a Pandemic World

What's the need?

# Department of Ed Impact Summary

- Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students (US Dept. of Ed. Office for Civil Rights)

**Observation 1**: Academic growth has been impacted and existing disparities widened

**Observation 2**: **Disparities in access and opportunity have widened**

**Observation 3**: ELL Student struggles have been exacerbated

**Observation 4**: **Disability-based disparities have widened**

**Observation 5**: LGBTQ+ populations face heightened abuse, isolation, anxiety, and stress

**Observation 6**: **All students have faced mental health and well-being challenges**

**Observation 7**: Sexual abuse and violence towards women increased (especially transgender, non-binary, or gender non-conforming)

**Observation 8**: Asian American and Pacific Islander harassment and violence have increased

**Observation 9**: **New barriers to postsecondary for marginalized populations have emerged**

**Observation 10**: Institutes of higher education serving BIPOC and low-income students have experienced lower enrollment

**Observation 11**: **Students with disabilities enrolled in higher education courses face new and enhanced hardships and barriers to success.**

9

*And, don't forget intersectionality

# Profound Mental Health Impact

US Surgeon General published an Advisory Report (2021), titled, "Protecting Youth Mental Health."

Suggests youth mental health in the pandemic  is at risk of being a public health crisis:

- CDC Youth Risk Behavior Survey results suggest that in 2019, 1 in 3 high school students and half of female students reported feeling sad or hopeless, an increase of 40% from 2009.

- A research study with 80,000 youth across the world found that symptoms of anxiety and depression doubled during the pandemic, with 1 in 5 experiencing anxiety and 1 in 4 experiencing depression.

- Yard et al., (2021) report that emergency room visits in early 2021 for suspected suicide attempts were up 51% for adolescent girls and 4% for adolescent boys compared to 2019.

# Persistent Feelings of Sadness or Hopelessness
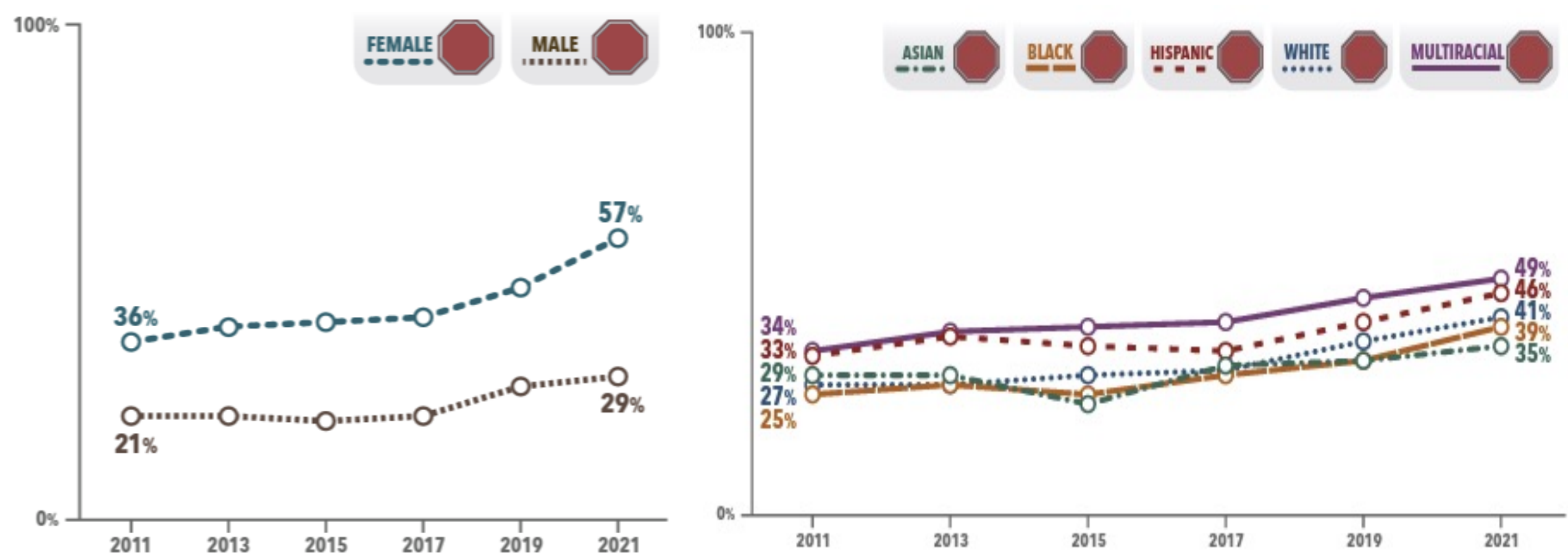
# Suicidality
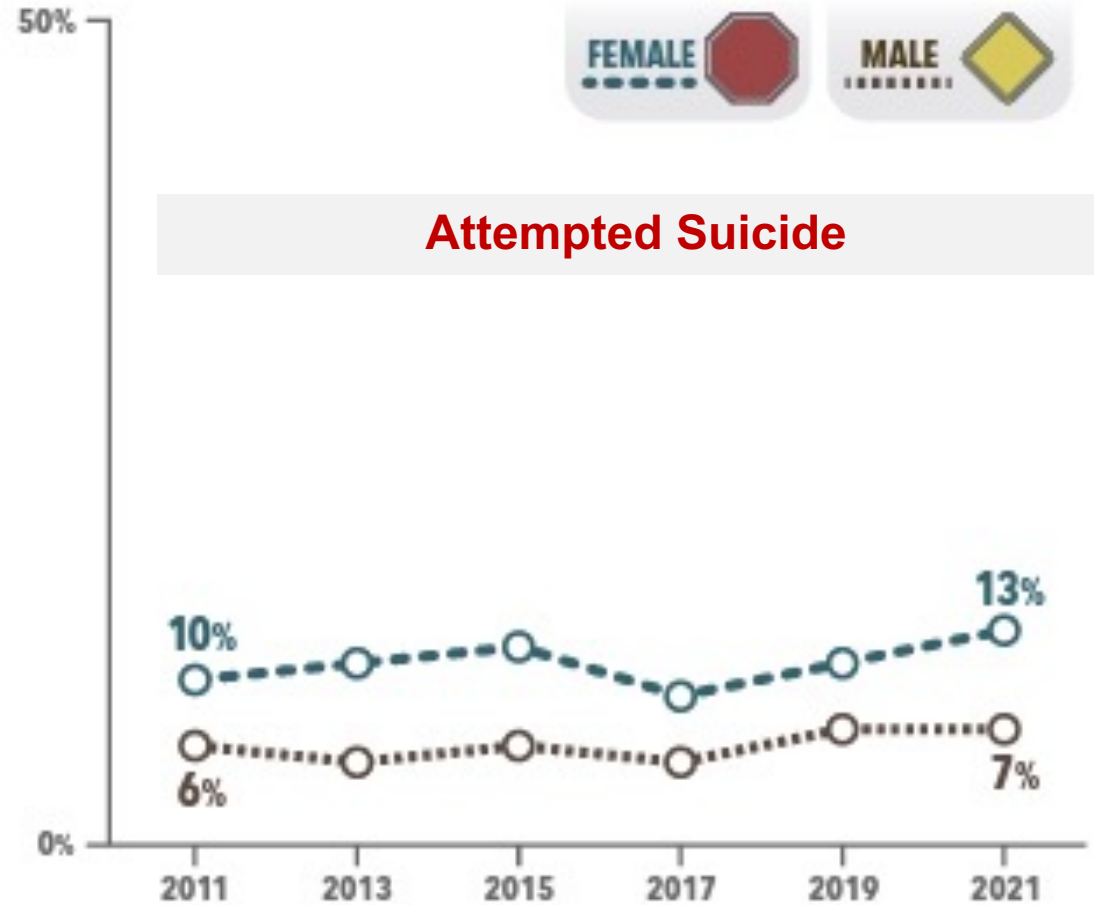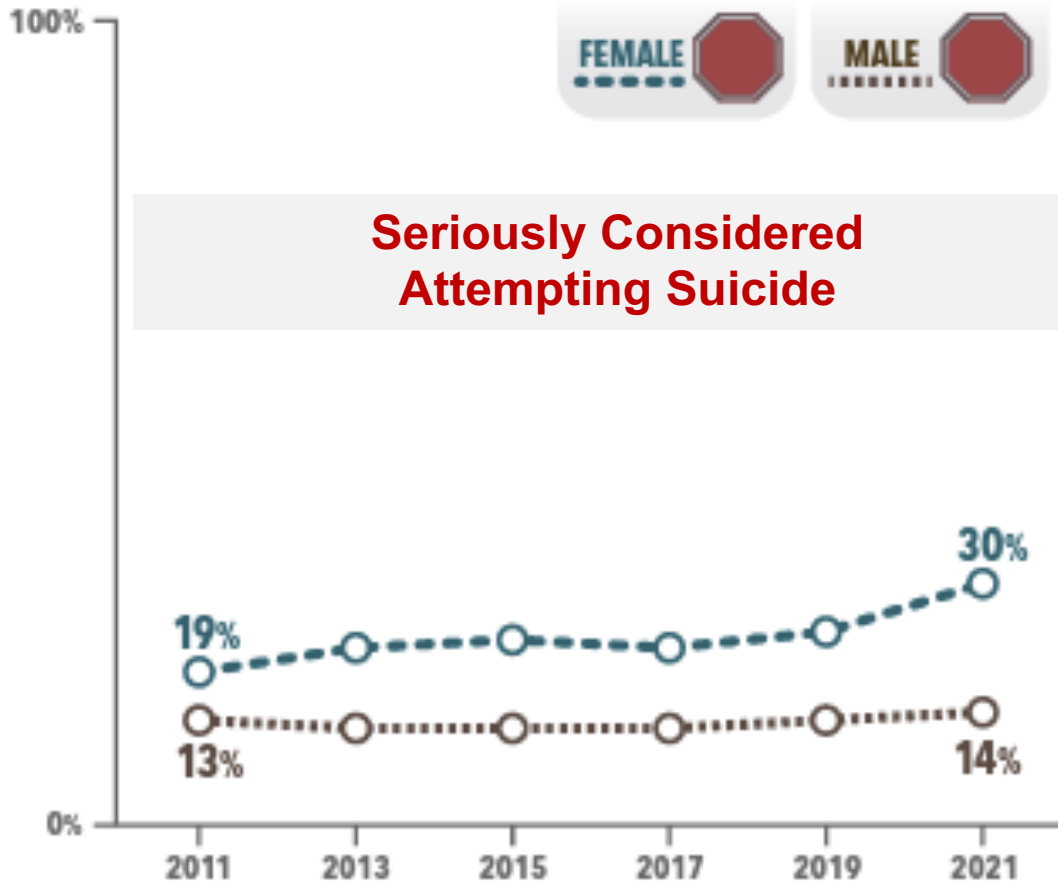
# Youth Health Crisis

- **Mental Health Crisis**
  - More than 40% of high school students in the United States reported feeling depressed
  - Suicide is the 2nd leading cause of death for adolescents between ages 10 and 17. Increase of 300% between 2007-2017 for those ages 10-14.
  - Over 1 in 5 reported seriously considering suicide in 2021 and in 1 in 10 reported having attempted suicide
  - In one study of 80,000 participants, 1 in 5 reported experiencing anxiety and 1 in 4 reported experiencing depression (Racine et al., 2020).
  - During the pandemic, families of students in special education reported facing increased psychological distress (Sakerneh, 2021).
  - Students in special education report higher rates of anxiety and depression than those not in special education and are at risk for suicidal ideation (Ludi et al., 2012).

- **Adverse Childhood Experiences (ACEs)**
  - Reported as the greatest health crisis in the United States.
  - Kalmakis and Chandler (2014) define ACEs as events occurring within the family or social environment that cause harm or distress.
  - Original 1998 study defined ten, but studies since that time have expanded to issues that occur in the environment outside the home (e.g. racism is an ACE).
  - Social Determinants of Health (SDOH) may contribute to ACEs as well: (a) economic stability, (b) healthcare access, (c) education access and quality, (d) neighborhood and built environment, and (e) social and community context.

13

Center for Disease Control and Prevention (2023)
Youth Risk Survey results:
https://youthtruthsurvey.org/wp-content/uploads/2021/08/YouthTruth-Students-Weigh-In-Part-III-Learning-and-Well-Being-During-COVID-19.pdf

# Barriers to Learning: Youth Truth Student Survey



**Pre-COVID**
2010–2019
447,447 students
grades 5-12
898 schools
37 states

**Spring 2020**
May and June
20,000 students grades 5–12
166 schools
9 states

**Fall 2020**
October to December
85,170 students grades 3–12
248 schools
14 states

**Spring 2021**
January to May
206,950 students grades 3–12
585 schools
19 states

Source: https://youthtruthsurvey.org/wp-content/uploads/2021/08/YouthTruth-Students-Weigh-In-Part-III-Learning-and-Well-Being-During-COVID-19.pdf

## Do any of the following make it hard for you to do your best in school?

| | |
|---|---|
| Feeling depressed, stressed, or anxious | ▲ 49% |
| Distractions at home and family responsibilities | ▼ 38% |
| My health or the health of my family members | 27% |
| Limited or no internet access | 23% |
| My personal relationships | 17% |
| Not having an adult who can help me with my school work | ▼ 16% |
| Extracurricular commitments | 15% |
| Limited or no access to a computer or device | 13% |
| I don't feel safe at school | 10% |
| I don't feel safe at home | 8% |
| Getting picked on or bullied | 7% |

▲ Significant increase since fall 2020　　▼ Significant decrease since fall 2020

https://youthtruthsurvey.org/wp-content/uploads/2021/08/YouthTruth-Students-Weigh-In-Part-III-Learning-and-Well-Being-During-COVID-19.pdf

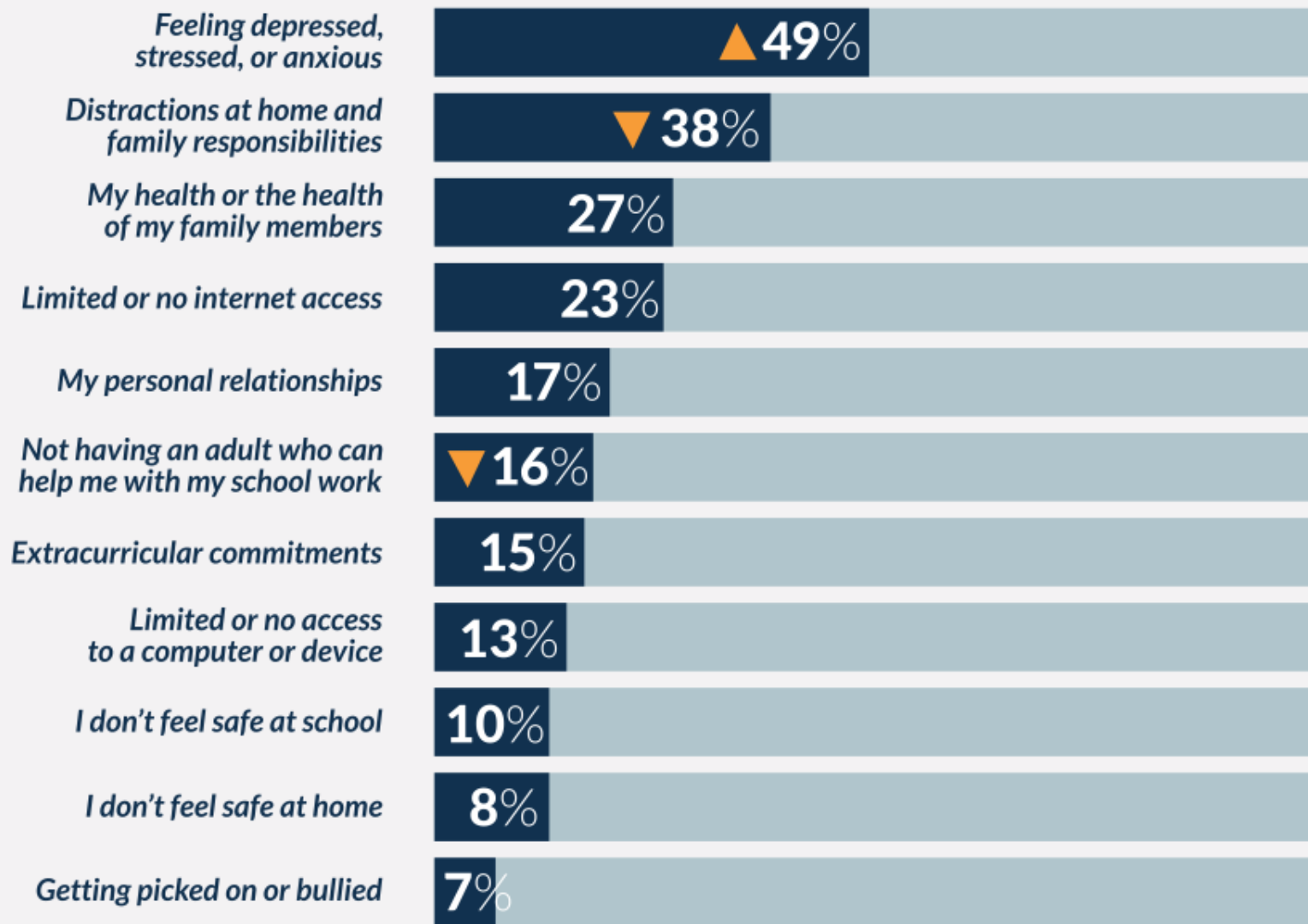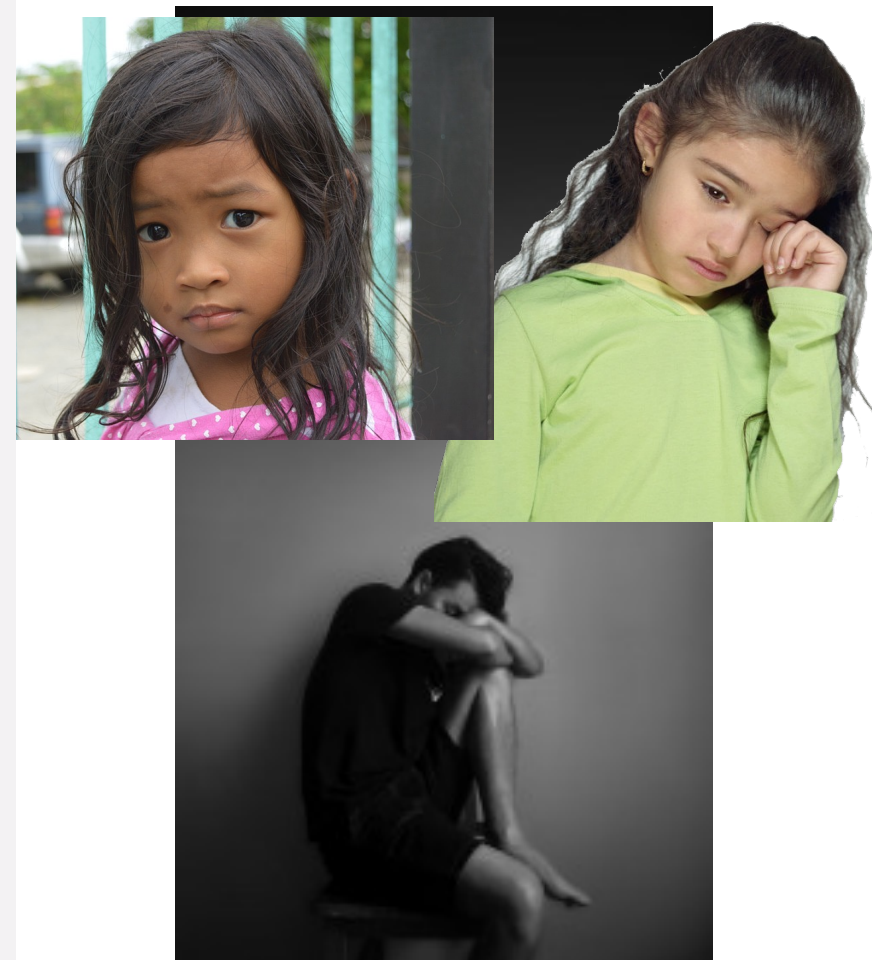# 2. Adverse Childhood Experiences and Trauma

# 3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



**1 HOUSEHOLD**

- divorce
- incarcerated family member
- homelessness
- physical and emotional neglect
- parental mental illness
- bullying
- domestic violence
- alcoholism and drug abuse
- maternal depression
- emotional and sexual abuse

**CLIMATE CRISIS**
- record heat & droughts
- wildfires & smoke
- record storms, flooding & mudslides
- sea level rise

**3 ENVIRONMENT**

**NATURAL DISASTERS**
- tornadoes & hurricanes
- volcano eruptions & tsunamis
- earthquakes
- pandemic

**2 COMMUNITY**
- discrimination
- substandard schools
- historical trauma
- lack of jobs
- substandard wages
- poverty
- violence
- structural racism
- lack of social capital and mobility
- poor water and air quality
- food scarcity
- poor housing quality and affordability

Thanks to **Building Community Resilience Collaborative and Networks** and the **International Transformational Resilience Coalition** for inspiration and guidance. Please visit **ACEsConnection.com** to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.

ACEs Connection

# How the ACES Work

## Adverse Childhood Experiences
- Abuse and Neglect (e.g., psychological, physical, sexual)
- Household Dysfunction (e.g., domestic violence, substance abuse, mental illness)

## Impact on Child Development
- Neurobiologic Effects (e.g., brain abnormalities, stress hormone dysregulation)
- Psychosocial Effects (e.g., poor attachment, poor socialization, poor self-efficacy)
- Health Risk Behaviors (e.g., smoking, obesity, substance abuse, promiscuity)
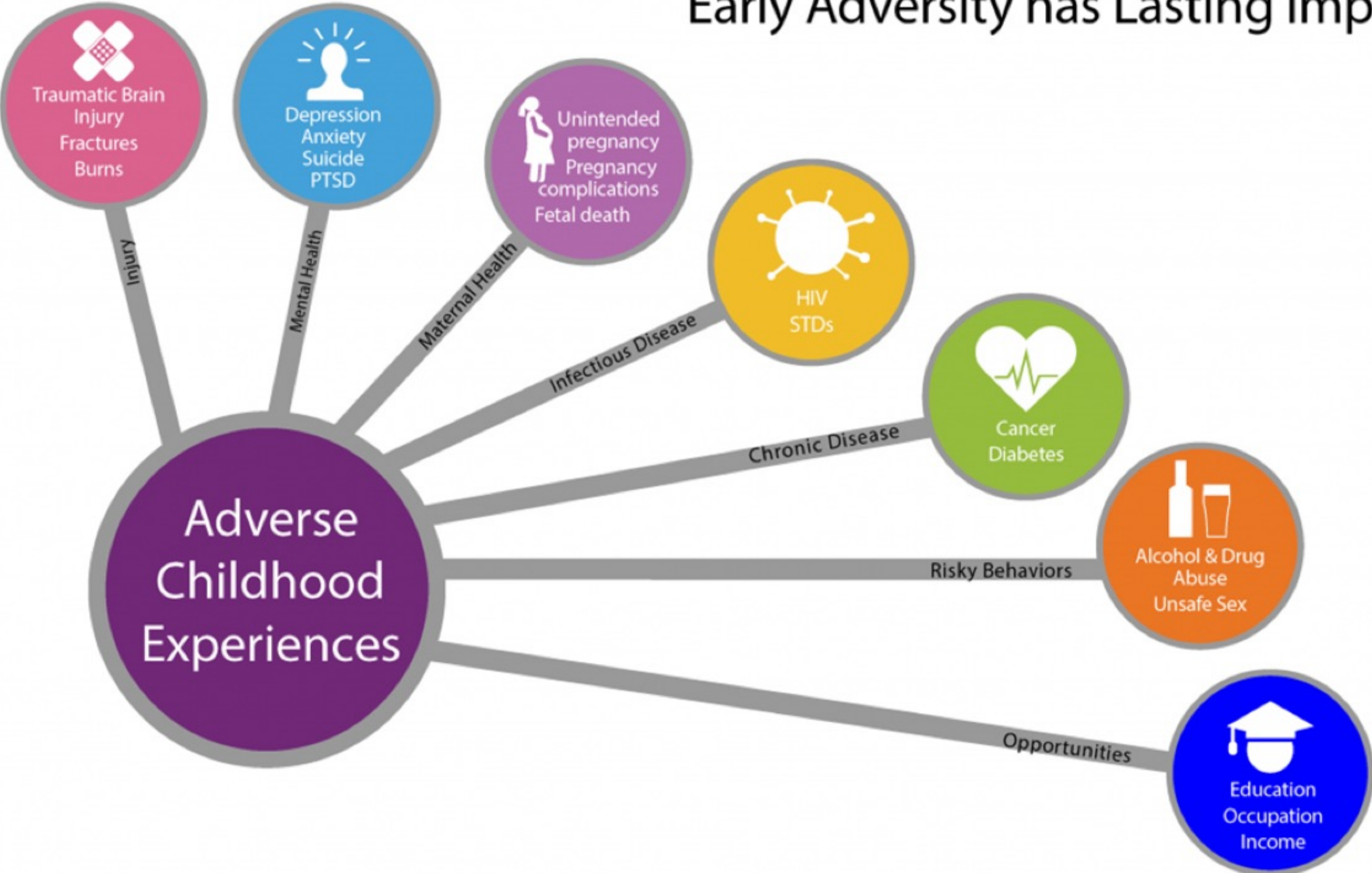
## Long-Term Consequences

### Disease and Disability
- Major Depression, Suicide, PTSD
- Drug and Alcohol Abuse
- Heart Disease
- Cancer
- Chronic Lung Disease
- Sexually Transmitted Diseases
- Intergenerational transmission of abuse

### Social Problems
- Homelessness
- Prostitution
- Criminal Behavior
- Unemployment
- Parenting problems
- High utilization of health and social services
- Shortened Lifespan

CANarratives.org

# Early Adversity has Lasting Impacts

**Adverse Childhood Experiences**

- Injury → Traumatic Brain Injury, Fractures, Burns
- Mental Health → Depression, Anxiety, Suicide, PTSD
- Maternal Health → Unintended pregnancy, Pregnancy complications, Fetal death
- Infectious Disease → HIV, STDs
- Chronic Disease → Cancer, Diabetes
- Risky Behaviors → Alcohol & Drug Abuse, Unsafe Sex
- Opportunities → Education, Occupation, Income

# Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and well-being.

## Abuse
- Emotional abuse
- Physical abuse
- Sexual abuse

## Household Challenges
- Domestic violence
- Substance abuse
- Mental illness
- Parental separation/divorce
- Incarcerated parent

## Neglect
- Emotional neglect
- Physical neglect

People with 6+ ACEs can die

**20 yrs**

earlier than those who have none.

1/8 of the population have more than 4 ACEs

## 4 or more ACEs

**3x** the levels of lung disease and adult smoking

**11x** the level of intravenous drug abuse

**14x** the number of suicide attempts

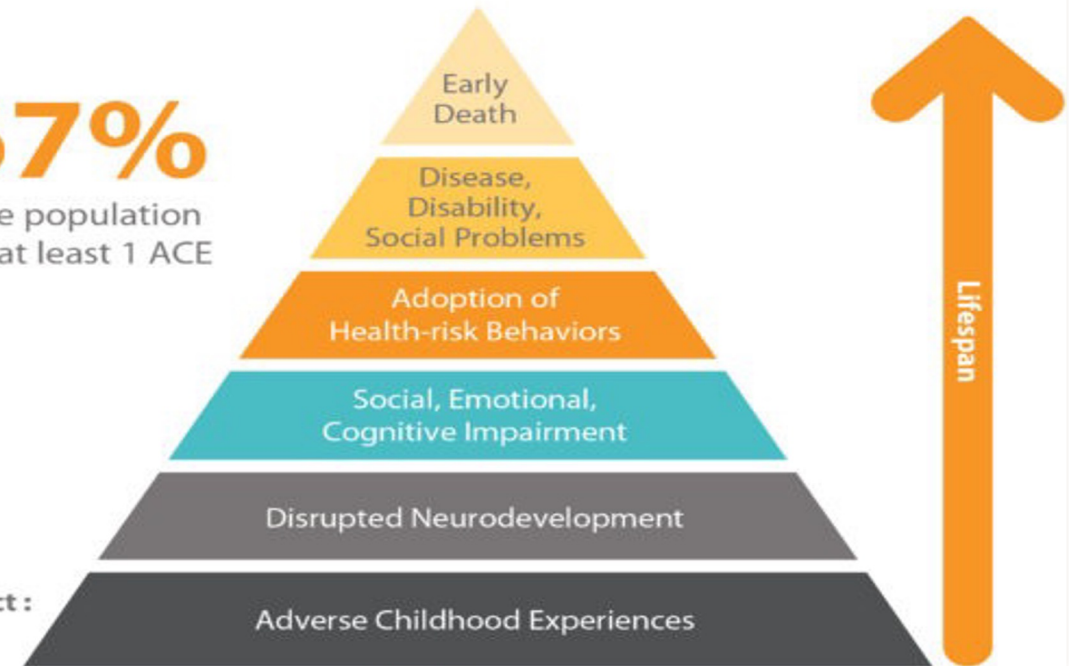**4x** as likely to have begun intercourse by age 15

**4.5x** more likely to develop depression

**2x** the level of liver disease

> Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today.

Dr. Robert Block, the former President of the American Academy of Pediatrics

**67%**

of the population have at least 1 ACE

### Pyramid (bottom to top), Lifespan

- Early Death
- Disease, Disability, Social Problems
- Adoption of Health-risk Behaviors
- Social, Emotional, Cognitive Impairment
- Disrupted Neurodevelopment
- Adverse Childhood Experiences

# 3. Protective Factors: Buffering ACEs and Trauma

# Positive Childhood Experiences & Protective Factors: What's the difference?

## Positive Childhood Experiences

Research through the lens of examining how various constructs **load directly** into outcomes that buffer the negative effects of ACEs

## Protective Factors

Research through the lens of examining how various constructs load directly into buffering the negative effects of trauma in general - sometimes overlaps with ACEs

# Positive Childhood Experiences

1. Felt able to talk to family about feelings
2. Felt family stood by them during difficult times
3. Enjoying participating in community traditions
4. **Felt a sense of belonging in high school**
5. Felt supported by friends
6. Had at least 2 non-parent adults who took genuine interest in them
7. Felt safe and protected by an adult in their home

Bethell et al. (2019)

# Protective Factors

- Positive adult relationship

- Emotional stability

- Empathy

- Peer intimacy

- Positive student-teacher relationship

- Positive student-peer relationships

- Prosocial friends

- Psychological resilience

- Resilience coping

- **School belonging**

- School engagement

- School safety

- Self-efficacy

- Social emotional support

- Support from class

- Support from peers

# School Belonging

Term that is used interchangeably with others, such as:

- School Connectedness
- School Engagement
- School Bonding
- School Community

**Our definition:**

Goodenow and Grady (1993) defined it as the degree to which students feel "accepted, respected, included, and supported by others in the school social environment" (p. 80).

# School Belonging

- **School environment must:**
  - Foster positive relationships between students and teachers and
  - Foster positive relationships between students and their peers.

- **Improvements in feelings of school belonging can help:**
  - Reduce the impact of depression (Anderman, 2002; Kia-Keating & Ellis, 2007; Sargent et al., 2002),
  - Emotional distress (Jennings & Greenberg, 2009), mental illness (Hagerty et al., 1996), and loneliness (Chipuer, 2001; Mellor et al., 2008).

- **Improvement in School Belonging increases:**
  - Self-esteem, self-efficacy, and life satisfaction (Allen & Bowles, 2012; Haslam et al., 2009; Slaten et al., 2016).
  - Belonging is both a protective factor and an impactor of academic outcomes (Anderman, 2002; Pittman & Richmond, 2007; Sirin & Rogers-Sirin, 2004).

You belong

# Protective Factors – Research (1)

- Positive, supportive relationships with one or more adults = School Success (Forster et al., 2017)

- School Engagement and Belonging, and Feeling Safe = Better Health

  (Davis et al., 2019; Liu et al., 2020; Moore & Ramirez, 2016)

- Feeling Supported by Others buffers depression

  (Brinker & Cheruvu, 2017; Cheong et al., 2017)

# Protective Factors – Research (2)

- Emotional Stability and Self-Efficacy buffers mental health issues (Cohrdes & Mauz, 2020)

- Social Support or Empathy buffers some effects of dating abuse (Davis et al., 2019)

- Resilience buffers feelings of anxiety, depression, and distress (Beutel et al., 2017)

# Protective Factors – Research (3)

ACEs = substance use
← **protective adult relationships**
(Brown & Shillington, 2017)

Youth with 0-5 ACEs, **stronger social bonds**, ↓rearrested
(Craig et al., 2017)

Childhood sexual abuse → **having a confidant** → ↑mental health
(Fuller-Thomson et al., 2019)

↑ACEs → ↑emotion dysregulation → ↑anxiety
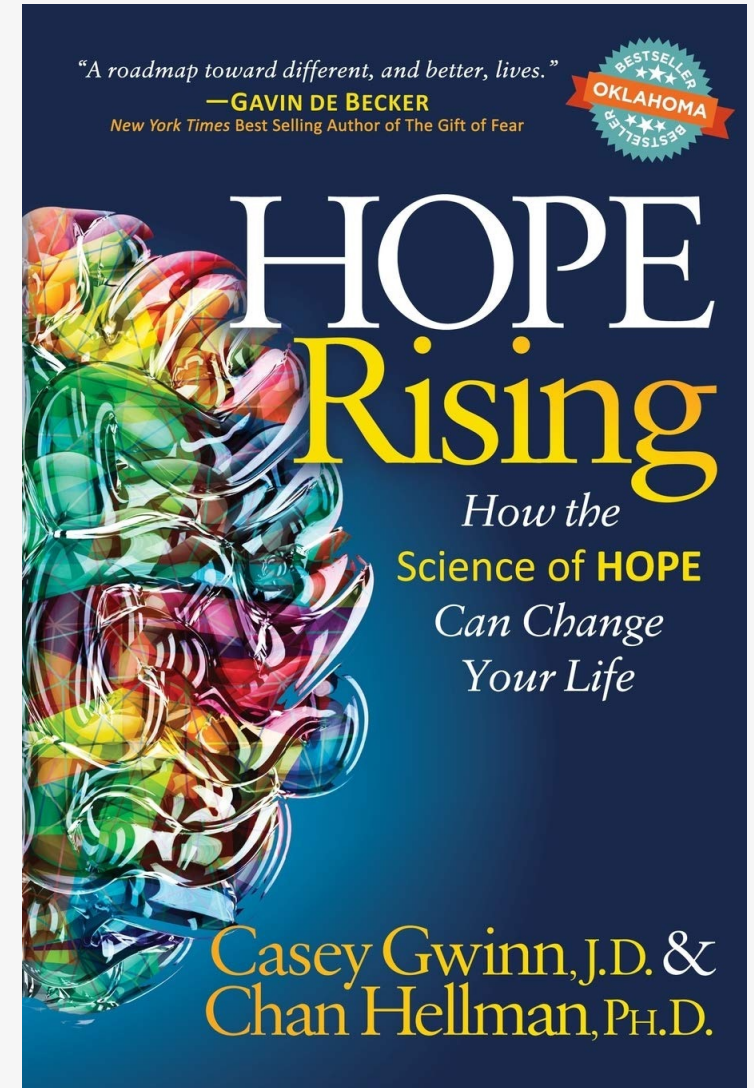← **psychological resilience**
(Poole et al., 2017)

# 3. Impact of Hope

# What is Hope?

"Hope is the belief that your future can be brighter and better than your past and that you actually have a role to play in making it better"

\- Casey Gwinn & Chan Hellman

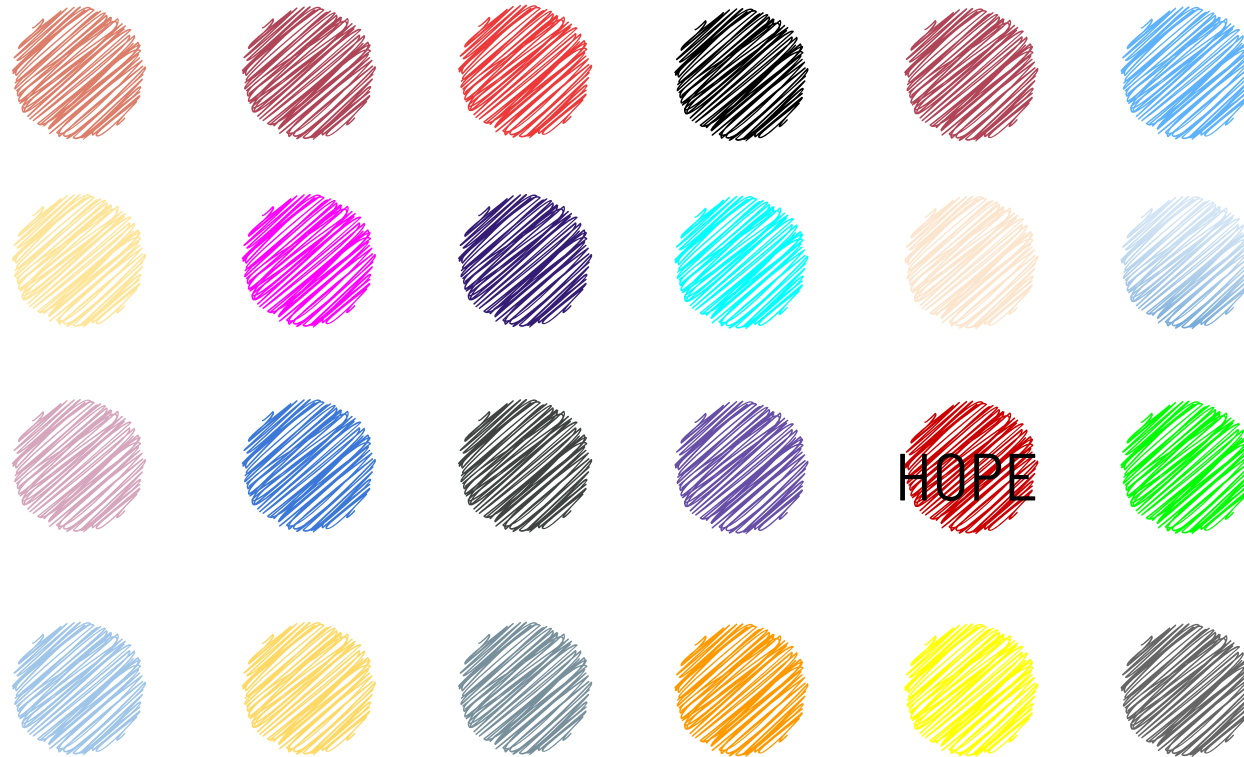Authors of Hope Rising, p. 9

# What is Hope?

AGENCY



PATHWAYS

Hope is the combination of willpower (agency) and waypower (pathways)

# The Impact of Hope

## The 24 characteristics of well-being study

# The Impact of Higher Hope

⬆ ATTENDANCE RATE

⬆ GRADES

⬆ TEST SCORES

⬇ TARDINESS RATE

⬆ SELECTIVENESS IN COURSE SCHEDULE

# The Impact of Higher Hope: For High School Students

**↑ GRADE POINT AVERAGE**

**↓ ABSENCES**

**↑ GRADUATION RATES**

**↑ COLLEGE ENROLLMENT RATES**

**Shane Lopez's research for Gallup showed that higher hope students perform a full GPA point higher than students with the same intellectual capacity but lower levels of hope**

# Additional Impacts of Hope



2.8x more likely to report excellent grades

3.1x more likely to agree that they do well in school

4.1x more likely to be engaged in school

2.2x less likely to miss a lot of school

# Hope and Special Education

——

- Special education teachers with higher levels of hope experienced higher levels of self-efficacy and felt more competent to help their students (Levi et al., 2013).

- A study explored subjective well-being with a sample of 92 parents of students in special education in Israel. The agency component of Hope significantly predicted subjective well-being of parents of students with special needs.

- Another international study with 30 mothers of students with special needs in Pakistan found that mothers with higher levels of Hope also reported higher quality of life. This was a correlational (not causation) analysis.

A SCHOOL CULTURE OF HOPE LEADS TO
BETTER STUDENT OUTCOMES

HOPE IS THE FOUNDATION FOR
PROTECTIVE FACTORS AND
HOPE PREDICTS SCHOOL BELONGING

**The Simplicity of Hope**

Goal

Pathway (waypower)

Willpower (agency)

Used with permission of Hatching Results and Becky Love

# Building Hope

Be hope-centered

Be Positive & Affirming

Ask Open Questions & Listen

Empathize

Used with permission of Hatching Results and Becky Love

# Are We Measuring What Matters?

## The Children's Hope Scale

| SCALE | Low | Medium | High |
|---|---|---|---|
| Total Summed Score divided by 6 | <3.0 | 30-6.47 | >4.67 |

## The Adult Hope Scale

Scoring instructions included in the link

# Children's HOPE Rating Scale

**Children's HOPE** Scale for ages 8-17.  Developed by Rick Snyder in 1997
Likert Scale:
(1) = None of the time  (2) = A little of the time  (3) = Some of the time   (4) = A lot of the time  ( 5) =Most of the time   (6) =All

_____ 1.  I think I am doing pretty well.

_____ 2.  I can think of many ways to get the things in life that are most important to me.

_____ 3.  I am doing just as well as other kids my age.

_____ 4.  When I have a problem, I can come up with lots of ways to solve it.

_____ 5.  I think the things I've done in the past will help me in the future.

_____ 6.  Even when others want to quit I know I can find ways to solve the problem.

# Willpower Questions

## Children's HOPE Scale for ages 8-17. Developed by Rick Snyder in 1997
### Likert Scale:
(1) = None of the time  (2) = A little of the time  (3) = Some of the time   (4) = A lot of the time  ( 5) =Most of the time   (6) =All of the time

_____ 1.  I think I am doing pretty well.

**Agency (Willpower)**
Sum of 1,3,5

_____ 2.  I can think of many ways to get the things in life that are most important to me.

_____ 3.  I am doing just as well as other kids my age.

_____ 4.  When I have a problem, I can come up with lots of ways to solve it.

_____ 5.  I think the things I've done in the past will help me in the future.

_____ 6.  Even when others want to quit I know I can find ways to solve the problem.

# Pathways Questions

**Children's HOPE** Scale for ages 8-17.  Developed by Rick Snyder in 1997
Likert Scale:
(1) = None of the time  (2) = A little of the time  (3) = Some of the time   (4) = A lot of the time  ( 5) =Most of the time   (6) =All of the time

**Pathways (Waypower) =**
Sum of 2, 4, 6

_____ 1.  I think I am doing pretty well.

_____ 2.  I can think of many ways to get the things in life that are most important to me.

_____ 3.  I am doing just as well as other kids my age.

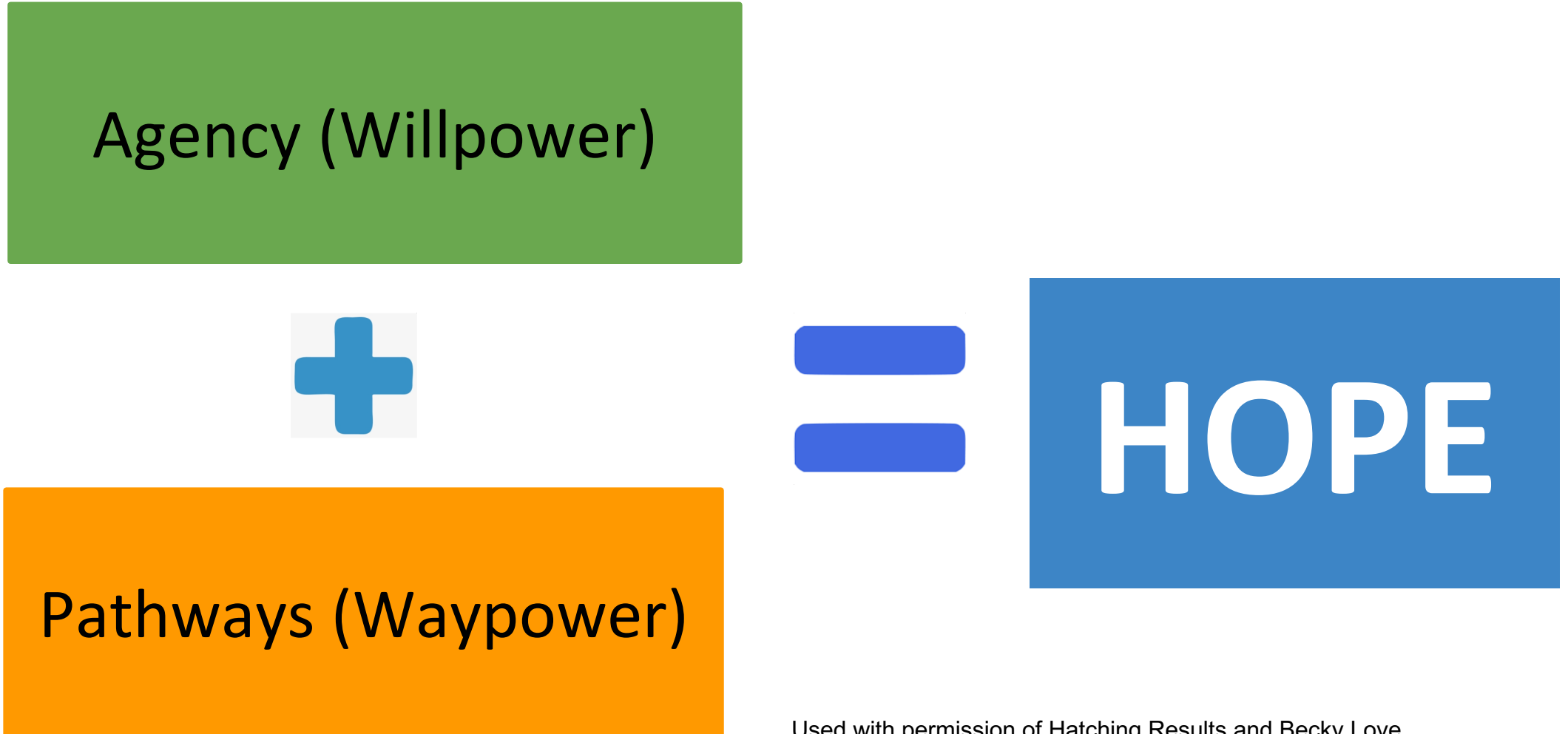_____ 4.  When I have a problem, I can come up with lots of ways to solve it.

_____ 5.  I think the things I've done in the past will help me in the future.

_____ 6.  Even when others want to quit I know I can find ways to solve the problem.

# Calculating the Children's HOPE Score

**Children's HOPE** Scale for ages 8-17.  Developed by Rick Snyder in 1997

Agency (Willpower)

**+**

Pathways (Waypower)

**=**

HOPE

Used with permission of Hatching Results and Becky Love

# Interpreting the Children's HOPE Scale

**30+ = High HOPE**

**HOPE Can Rise!**

**19-29 = Moderate HOPE**

**7-18 = Lower HOPE**

**6- = Low HOPE**

Used with permission of Hatching Results and Becky Love

# The Children's HOPE Rating Scale allows us to disaggregate data to better support our students



Used with permission of Hatching Results and Becky Love

## HOPE Rating Scale is also a Root Cause Survey

- Are students lacking the ability to see pathways to their goals?
- Are students lacking motivation or resilience in overcoming obstacles?
- Knowing the separate scores allows us to tailor our interventions toward the areas students need the most support.

## Dr. Hellman's Evidence-based Pro Tips:

- Students with higher ACE scores or increased levels of trauma will struggle in identifying pathways
- When completing the goal setting or other work groups pair students who have low pathways scores with students of higher pathways scores.

Used with permission of Hatching Results and Becky Love

# THINK-PAIR-SHARE

- How might you focus on building Hope and Belonging?

- What might that work look like?

# All Together: Building Hope

*We are going to Worksheet This together to build our Hope:*
https://bit.ly/AOCCHope

1. *Hope:* What is one goal you hope to achieve in the future?
2. *Plan & Action*: What small actions can you take that will start moving you closer towards this goal?
3. *Believe*: Write down 3 short sentences that will help remind you of your capabilities, for instance, "*I am capable and resourceful.*"

This worksheet comes from Kate Snowise (2016) and is derived from Snyder's Hope Theory.

# Closing Thoughts

### Parent Mentors are Hope Builders!

(a) You actively build Pathways, and you invest in families which (b) creates agency!

### Parent Mentors increase feelings of Belonging!

Belonging is about community and relationships . . .

### We can become more intentional . . .

About building Hope and Belonging in our own lives and in our work!

# Thank you!

**My wish for you:**

**That you build Hope in your own life, that you change systems to create pathways for others, and that you coach towards growing Hope and Belonging for families in your work so that EVERY child experiences holistic success!**

Brett Zyromski, PhD
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54

Enjoy the rest of the Ohio Parent Mentor Project Spring Conference 2024!

# Family Engagement Project

- Literature review on opportunities for partnership between schools and families to support students' mental health

- Developed research brief to summarize findings

- Developing resources for educators and families



THE OHIO STATE UNIVERSITY
CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT

Partnering with Families to Support Mental Health

Research-based Strategies for Educators

Developed by the Ohio Statewide Family Engagement Center
Patrick D. Cunningham, Brett Zyromski, Meredith Wellman, and Barbara J. Boone

# 1 Page of Tips for Families
## Early Childhood/Elementary



5 EASY WAYS TO
## Support Your Child's Mental Health

**1** **Help your child know they belong in the school community.**
- Talk about school often at home! Ask about schoolwork, other kids in class, and about their teacher. Celebrate what they are learning.
- Support your child's participation in extracurricular activities (like sports or afterschool programs). Talk with them about what they want to try.

*Can you believe all of these new things you are learning?*

**2** **Support your child's relationship with their teacher.**
- Ask your child which teachers or other adults at school they know.
- Make sure the teacher or school counselor knows if your child feels lonely or unwelcome at school.

*Who is the adult at school that is most special to you?*

**3** **Experience family and school routines and traditions together.**
- Use household routines that promote structure, responsibility, and fun (Example: Singing a silly song while you take out the trash together).
- Celebrate school traditions with your child (Example: Attending school concerts).

*Let's make this a fun, family tradition.*

**4** **Support behaviors that build success and well-being.**
- Talk about healthy sleeping habits, like setting a regular bedtime.
- Encourage activities that build focus and self-control, such as playing board games and following a daily schedule.

*Let's set ourselves up for a good day.*

**5** **Continue to build good relationships at home.**
- Have fun together as a family by playing games, making food together, having a family movie night, etc.
- Have simple, daily conversations with your child about school, friends, and more.

*How are you feeling about _____?*

Ohio Statewide
**Family Engagement Center**
at The Ohio State University

The Ohio Statewide Family Engagement Center is part of The Ohio State University's Center on Education and Training for Employment, a translational research center within the College of Education and Human Ecology.

- **English**
- **Arabic**
- **Dari**
- **Nepali**
- **Somali**
- **Spanish**
- **Swahili**
- **Ukranian**

Ohio Statewide
**Family Engagement Center**
at The Ohio State University

# 1 Page of Tips for Families
## Middle/High School



### 5 EASY WAYS TO
### Support Your Adolescent's Mental Health

**1** **Help your teen know they belong in the school community.**
- Talk about school often at home. Tell your teen what you see them learning and achieving.
- Support your teen's participation in extracurricular activities.

> *I know your classes are more challenging this year, but I'm proud of how you've _____*

**2** **Support your teen's relationship with their teachers.**
- Ask your teen which teachers or other adults at school they feel supported by.
- Make sure the teacher or school counselor knows if your teen feels lonely or unwelcome at school.

> *Who can you talk to if things are tough at school?*

**3** **Experience family and school traditions together.**
- Encourage your teen to share with their friends and teachers about cultural or family traditions that are important to your family or community.
- Participate in school traditions with your teen *(Example: Attending school concerts)*.

> *Let's celebrate together! Remember last year when...*

**4** **Support behaviors that build success and well-being.**
- Talk about and model healthy sleeping habits *(Example: Early, regular bedtime)*.
- Promote activities that align with your teen's interests and that build problem solving skills *(Examples: Sports, yoga, music, theater)*.

> *What do you need to do today to meet your goal? Do you need any help from me?*

**5** **Continue to build nurturing relationships at home.**
- Have fun together as a family by playing games, making food together, etc.
- Have simple, daily conversations with your teen about school, friends, and more.

> *How are you feeling about _____?*

**Ohio Statewide Family Engagement Center** at The Ohio State University

The Ohio Statewide Family Engagement Center is part of The Ohio State University's Center on Education and Training for Employment, a translational research center within the College of Education and Human Ecology.

- **English**
- **Arabic**
- **Dari**
- **Nepali**
- **Somali**
- **Spanish**
- **Swahili**
- **Ukranian**