

ADDITIONAL RESOURCES

24/7 TOOLS

MHA Screening: Online screening is one of the quickest and easiest ways to determine if you're experiencing symptoms of a mental health condition. Our screens are free, confidential, and scientifically-validated.

988 Suicide & Crisis Lifeline: The Lifeline provides 24/7, free, and confidential support to people in distress – you don't need to be suicidal to reach out. Call 1-800-273-8255 to be connected with a crisis counselor. Crisis counselors who speak Spanish are available at 1-888-628-9454.

988 Textline: When you text 988, you will complete a short survey letting the crisis counselor know a little about your situation. You will be connected with a trained crisis counselor in a crisis center who will answer the text, provide support, and share resources if needed.

Crisis Text Line: If you prefer texting to talking on the phone, text MHA to 741-741 to be connected with a crisis counselor who will help you get through your big emotions.

Domestic Violence Hotline: If you're experiencing domestic violence, looking for resources or information, or are question unhealthy aspects of your relationship, call 1-800-799-7233 or go to their site to virtually chat with an advocate.

Childhelp National Child Abuse Hotline: If you or a child you know is being hurt or doesn't feel safe at home, you can call or text 1-800-4-A-CHILD (1-800-422-4453) or [start an online chat](#) to reach a crisis counselor. They can help you figure out next steps to work through what is happening and stay safe.

The Trevor Project: The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer and questioning youth. Trained counselors are available 24/7 to youth in crisis, feeling suicidal, or in need of a safe and judgment-free person to talk to. Call 1-866-488-7386, text START to 678-678, or [start an online chat](#).

MHA RESOURCES

Addressing the Youth Mental Health Crisis: The Urgent Need for More Education, Services, and Supports

Indicators of youth mental health and well-being indicate a growing public health crisis that has only been worsened by COVID-19. Yet, public policy has been slow to respond. This report is designed to guide advocacy at the state level and begin to create a framework for federal policy. The report aims to document the alarming trends in youth mental health and the disparities in access to care; address several innovative state legislative solutions to promote school-based mental health education, supports, and services; and highlight the effect of these policies on advancing equity and the role of youth leadership in securing legislation. Visit [MHA's website](#) to access the report.

Back-to-School Toolkits

An archive of Back-to-School toolkits (like this one) from previous years can be found on [MHA's website](#). Some materials are also available in Spanish.

Screening in Schools

Providing mental health screenings in schools is one of the best ways to catch mental health problems when and where they are likeliest to arise. Fifty percent of individuals who struggle with a mental health condition will show symptoms during their adolescent years. Childhood brain development research indicates that puberty is especially an important time for monitoring the onset of mental illnesses, including depression, bipolar disorder, and schizophrenia. This period is when individuals are most vulnerable to poor outcomes, but also where intervention has the best chance for building resiliency and change.

Mental health screenings can be implemented in schools through sharing resources with students on school posters or handouts at the nurse's office, by providing screenings and education in health or physical education classes, or as part of a extensive mental health screening and education protocol. MHA Screening is a free program designed to support schools in any district, across various levels of investment. Learn how to get started at [screening.mhanational.org/mental-health-screening-in-schools](#).

State of Mental Health in America Report 2022

The State of Mental Health in America report is intended to provide up-to-date data and information about disparities faced by individuals with mental health challenges and serve as a tool for change. Learn more about disparities in mental health treatment for youth of color by downloading the report at <https://mhanational.org/issues/state-mental-health-america>. A new report will be released in October 2022.

MHA Webinars:

- [Back To "Normal" – Or Not: How to Help Your Family Through COVID-19 Transitions](#)
- [Child and Adolescent Mental Health Crisis Services](#)
- [Navigating Trauma For Kids & Teens: Back-to-School & COVID-19](#)
- [Supporting LGBTQ+ Youth in Our Communities](#)
- [Teachers & Families: Coping With Back-to-School Stress](#)
- [Trauma Informed Practices in Schools: Understanding Racial Trauma and Cultivating Wellness](#)
- [Young Mental Health Leaders Series: Peer Support and Youth Mental Health](#)

MHA Webpages:

- [Bereavement and Grief](#)
- [Healthy Mental and Emotional Development](#)
- [Helping Children Cope With Loss](#)
- [Helping Children Cope With Tragedy-Related Anxiety](#)
- [Recognizing Mental Health Problems in Children](#)
- [Talking to Adolescents and Teens: Starting The Conversation](#)
- [Talking to Adolescents and Teens: What To Do And Where To Go](#)
- [Time to Talk: Talking to Your Parents](#)
- [What Every Child Needs for Good Mental Health](#)
- [When Home Life Is Hard: Understanding Abuse](#)
- [Youth Information and Support](#)
- [Youth Mental Health](#)

MHA PARTNERS AND ASSOCIATE MEMBERS

The **AAKOMA Project** builds the consciousness of youth of color and their caregivers on the recognition and importance of mental health, empowers youth and their families to seek help and manage mental health, and influences systems and services to receive and address the needs of youth of color and their families. Learn more at <https://www.aakomaproject.org>.

Brightline is reinventing behavioral health care for children and families, bringing together innovative technology, virtual behavioral health services, and an integrated care team focused on supporting children across developmental stages and their families. Brightline is headquartered in Palo Alto, CA and expanding quickly to support families across the country. Learn more at <https://www.hellobrightline.com>.

The **Cook Center for Human Connection** brings together the best organizations, programs, and products to prevent suicide, provide mental health support, and enhance human connections essential for people to thrive. The Cook Center has created My Life is Worth Living, an educational animated series that includes five powerful stories told over 20 episodes. In each episode, relatable teen characters wrestle with challenges that are all too familiar for many viewers and discover strategies to cope when it feels like their own thoughts are against them. Learn more at mylifeisworthliving.org. The Cook Center has also created parentguidance.org, a free resource that helps parents find answers to help their child(ren). Its content is led by therapists who provide trusted and specialized courses, professional support, and a safe community of parents helping each other. It includes a free "ask a therapist" feature.

Effective School Solutions is working to reinvent K-12 mental health care by partnering with districts to help them implement culturally inclusive mental health and behavioral support programs. These programs have been proven to improve care, strengthen academics, address trauma, and maintain students in-district. Learn more at <https://www.effectiveschoolsolutions.com/about>.

Minding Your Mind creates experiences that open minds and show people they are not alone when they are struggling. Its group of young adult speakers, who have successfully and productively coped with their mental health challenges, share their stories of hope, recovery, and resilience. They use the power of storytelling to provide evidence-based education about mental health challenges in schools, communities, and workplaces. Minding Your Mind encourages youth to seek help and ensures that those around them are effectively prepared to provide that help. Learn more at <https://www.mindingyourmind.org>.

The **National Eating Disorder Association (NEDA)** is the largest nonprofit organization dedicated to supporting individuals and families affected by eating disorders. NEDA supports individual families and youth affected by eating disorders. NEDA also has specific content and resources for parents and caregivers on how to help support loved ones through eating disorders. Learn more at <https://www.nationaleatingdisorders.org/blog-tags/parents-caregivers>.

The **National School Boards Association (NSBA)** is a federation of state associations and the U.S. territory of the Virgin Islands that represent locally elected school board officials, serving approximately 51 million public school students. Working with and through state association members, NSBA advocates for equity and excellence in public education through school board leadership. Learn more at <https://www.nsba.org>.

Teen Talk App is a free, anonymous, safe space for teens to request support from trained peers and learn from others with similar experiences. The app is a safe and anonymous space where teens can freely speak to their peers about everyday issues and their overall mental health. Teen Advisors are trained to support their peers through a wide range of experiences, including anxiety, depression, relationships, family issues, school, and more. Teen Advisors are supervised by licensed mental health professionals. Learn more at <https://www.teentalkapp.com>.

MHA AFFILIATE SCHOOL-BASED PROGRAMS

CALIFORNIA – [Mental Wellness Center](#)

Mental Health Matters is a program that teaches basic facts about mental health to middle and high school students, including symptoms and warning signs, specific mental health conditions, understanding that mental health conditions are treatable, and understanding that mental health conditions can happen to anyone – even children and adolescents. The class reduces stigma and ignorance and allows students to practice wellness skills. Mental health conditions discussed include thought disorders like schizophrenia, clinical depression, bipolar diagnoses, anxiety and panic, phobias, post-traumatic stress disorder, obsessive compulsive disorder, anorexia, bulimia, binge eating, and attention-deficit/hyperactivity disorder.

The Wellness Connection is a high school leadership program that educates, empowers, and engages students. Students raise awareness and reduce stigma around mental health by promoting self-care, connection, kindness, education, prevention, and outreach amongst their peers.

Youth Mental Health First Aid (YMHA) is designed for adults who regularly interact with young people – either in a personal or professional capacity. It is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help those 12-18 who may be experiencing a mental health or addiction challenge or who is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a five-step action plan for how to help young people in both crisis and non-crisis situations.

Teen Mental Health First Aid (tmHFA) is an evidence-based course that teaches teenagers the skills they need to recognize and help their friends with potential mental health and substance use problems and crises and how to get the help of an appropriate adult. The course is designed to be delivered in high schools or other community sites by a trained teen Mental Health First Aid Instructor in three interactive classroom sessions of 75 minutes each or five sessions of 45 minutes each on non-consecutive days.

FLORIDA – [MHA of Southeast Florida](#)

I'm Thumbody is a one-hour self-esteem program for second grade students. Children learn to respect themselves, respect others, be responsible for their attitudes/actions, and where to go for safe help. These concepts are also helpful for bullying prevention. The classroom presentation introduces the concept of good mental health and discusses the positive value of differences. Second graders learn to change negative thoughts to positive ones to feel good about themselves and that it's good to talk about feelings and ways to manage their anger.

Listen to Children is a mentoring program for elementary students. The premise is that children benefit from an ongoing supportive relationship with a caring, non-judgmental friend who is not an "authority figure." The listener can help children relax and receive extra positive attention in their busy lives. Parents or caretakers must sign consent for the child to participate. Teachers, school counselors, or parents identify students projected to benefit from this prevention program and is not recommended for children with severe behavioral issues.

Thumbody, Too is a 45-minute kindergarten classroom presentation, which is a prequel to the second grade version. A puppet resembling a thumb teaches the children they are very special, and everyone has different fingerprints. Themes include respect and responsibility. Kids love the puppet and they also enjoy the songs, the coloring activity, and doing their thumbprints. The students learn that it's good to talk about their feelings (happy, sad, scared and mad) – even though some things might be difficult for them. They also learn some appropriate things to do when they are angry and what to do if they get separated from their adult in a big store.

INDIANA – [MHA of West Central Indiana](#)

INDEPTH and N-O-T are two programs offered by MHA of West Central Indiana to address tobacco use. The American Lung Association's INDEPTH program is available to middle and high school students in the school setting as an alternative to suspension for tobacco and nicotine infractions. Teens then have an opportunity to attend Not On Tobacco, a 10-week tobacco and nicotine cessation program for teens.

Lost and Found Suicide Prevention Coalition brings awareness and education of suicide prevention to the community. We recognize that help starts with one single act of kindness. The Lost and Found Suicide Prevention Coalition hosts Kindness Rock painting events throughout the Wabash Valley to help spread awareness and education about suicide prevention.

The No Fear Future Club program provides young people opportunities to learn more about themselves through service to others. Club members gain an understanding of the important role each individual plays in the community as they organize various service-learning projects. This club provides students the opportunity to be young leaders within their schools, teaching their peers about the importance of giving back and standing up against important social issues, such as bullying, suicide prevention, and staying drug and alcohol free.

Too Good for Drugs and Violence (TGFD) is a program for elementary and middle school students focused on developing personal and interpersonal skills to resist peer pressures and make healthy choices. TGFD includes an emphasis on goal setting, decision-making, bonding with others, having respect for self and others, managing emotions, and effective communication. The program also provides information about the negative consequences of drug use and the benefits of a nonviolent, drug-free lifestyle.

KANSAS – [MHA of South Central Kansas](#)

Pathways is the oldest substance abuse prevention support program in Sedgwick County serving children ages 11 – 18 that are at risk of using drugs and/or alcohol. Pathways utilizes Life Skills Training, a research-based curriculum proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. The eighth through twelfth grade session program focuses on drug education and awareness, prevention, self-esteem, peer pressure and anger management. Pathways encourages students to seek healthy alternatives to using drugs. Groups are available for classroom settings, during lunch, or after school.

The **PATHS for Kids** program utilizes Promoting Alternative Thinking Strategies (PATHS) which is an evidence-based curriculum for promoting emotional and social competencies and reducing aggression and acting out behaviors in elementary school students, ages 5-11. PATHS curriculum covers five areas of social and emotional development including self-control, emotional understanding, self-esteem, peer relations, and interpersonal problem-solving skills. PATHS for Kids groups meet for 10-12 weeks and are available for classroom settings, during lunch or after school.

The **Teen Outreach Girl Empower Program (GEP)** is a structured, gender-specific support group for girls ages 9-18. GEP targets girls at risk for juvenile delinquency, school suspension/expulsion, alcohol/substance abuse, and/or school performance failure. GEP utilizes Girl Circle, a research-based curriculum which aims to counteract social and interpersonal forces that impede girls' growth and development by promoting an emotionally safe setting and structure within which girls can develop caring relationships and use authentic voices. GEP is comprised of groups which meet for 12-15 sessions, that focus on topics including bullying, emotional self-care, shoplifting, healthy relationships, body image, and friendship. GEP groups are held at area schools and community centers at prearranged times. Groups are available for classroom settings, during lunch, or after school.

The **Boys 2 Men Empowerment Project (B2M)** is a gender specific program targeted to boys between the ages of 12-18 at risk for juvenile delinquency, school suspension/expulsion, alcohol/substance abuse, and/or school performance failure. B2M utilizes Boys Council, a research-based curriculum that promotes boys' and young men's safe, strong, and healthy passage through preteen and adolescent years. B2M is comprised of groups which meet for 12-15 sessions, that focus on topics including roles and expectations, bullying, put-downs, respect, power, and emotions. B2M groups are held at area schools and community centers at prearranged times. Groups are available for classroom settings, during lunch, or after school.

MASSACHUSETTS - [Massachusetts Association for Mental Health](#)

The Massachusetts Association for Mental Health (MAMH) has curated **mental health education resources** for students and families on its website (<https://www.mamh.org/education/mhed-resources>). Understanding and maintaining your mental health is a lifelong process that is essential to health and well-being. The webpage includes videos, articles, activities, apps, and more to empower students K-12 to take charge of their own mental health. Resources are organized by grade level (K-4, 5-8, 9-12).

Network of Care Massachusetts is an online tool (<https://massachusetts.networkofcare.org>) that helps users find information about resources in their communities for people of all ages with mental health and substance use needs. Key features include:

- A searchable – by keyword and ZIP code – service directory of over 5,200 listings of mental health, substance use, and related social services programs and organizations across the state.
- Information on how to navigate program eligibility requirements across state agencies.
- Information on how to apply for and maintain health insurance coverage.
- An extensive library of health information, including more than 30,000 high-quality articles, fact sheets, and interactive tools written by leading experts and organizations in their fields.

Network of Care Massachusetts is designed to serve individuals at risk for or living with mental health and/or substance use conditions, their families and friends, care coordinators, district and school staff, and other staff at provider organizations and state agencies. In March 2021, the Culturally Responsive Behavioral Health Resource Hub was added to the site. This hub contains information on online support groups, local and national organizations, therapist directories, culturally-responsive clinics and programs, and wellness resources for Black, Latinx, Asian, and other people of color. Finding a provider, support group, or community space where individuals feel safe and supported is extremely important to mental health and well-being.

MINNESOTA - [Mental Health Minnesota](#)

We Can RELATE provides free, anonymous, online peer support for teens and young adults. Trained volunteers are young adults (age 18-25) who have also faced mental health concerns and can “RELATE” to what students are going through.

NEW YORK – [MHA in New York State](#)

Mental Health and Wellness 101 for Students combines lecture and experiential learning activities. Topics include understanding mental health along a continuum from wellness to illness; self-care and other wellness strategies; recovery and treatment-seeking behavior; and anti-stigma messaging.

Mental Health and Wellness 101 for Educators includes a one-hour training on mental health and wellness, with additional 30-minute training components that can be tailored to specific needs (i.e. suicide prevention, trauma, school-based wellness initiatives).

The **School Mental Health Resource & Training Center** is an online, self-directed module for school personnel. Participants can leave and return to the course as necessary. Audio and video are part of the course. To obtain the certificate, participants must take a test.

Youth Mental Health First Aid is a course that introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a five-step action plan for how to help young people in both crisis and non-crisis situations.

NEW YORK – [MHA of Western New York](#)

BEST: Basic Emotional Skills Training is an evidence-based classroom program that helps students in pre-K through second grade develop the healthy social and emotional skills they need to succeed in school and life.

NEW YORK – [MHA of Columbia-Greene Counties](#)

The **Advantage After School Program** provides educational support, recreational opportunities, skill-building, character education, and a nutritional snack. It is three hours of interesting and engaging structured daily activities. Collaborations with service providers offer specialized services for participating youth. It promotes positive attitudes regarding school, delays childbearing, and prevents violence. The programs are available every school day. Students are expected to participate in each three-hour session.

The **Ichabod Crane and Taconic Hills School-Based Prevention Programs** are collaborative efforts between the Columbia County DSS, the two school districts, and MHACGC. Based at the school, MHACGC staff provides services to families with children who have serious emotional, social, and/or behavioral issues that put them at risk of being placed in out-of-home settings or dropping out of or failing in school. The staff offers a variety of supports to enable the family to keep the child at home and the family intact. Family support specialists provide services for 10-12 families at a time. These families have children whose behavioral, social, or emotional needs impact their ability to learn. Although the target population is kindergarten through eighth grade, the program serves the whole family.

OHIO – [MHA of Licking County](#)

The **Signs of Suicide (SOS)** program helps middle and high school students learn about mental health, mental wellness, and the signs and symptoms of suicidal thoughts and ideation in a classroom setting over two to three days. Students are trained to recognize these symptoms in themselves, their friends, and their family members.

Grit is a youth development program that incorporates trauma-informed practices including mentoring, the arts, emotional and physical health, development, and well-being.

MHALC partners with the Licking County Board of Developmental Disabilities to provide **Youth Self-Advocacy (YSA)** to students with a developmental disability in Licking County. YSA is typically provided in special education classrooms covering rights and responsibilities, self-knowledge, effective communication, and problem solving.

OKLAHOMA – [MHA Oklahoma](#)

The **Student Mental Health Screening** program offers a free and voluntary adolescent screening tool that assesses physical and emotional well-being. It is a proactive step designed to ensure Tulsa and Oklahoma City students' safety and get them help when they need it. The young people who participate in Student Mental Health Screening are sixth- through 12th-graders who have expressed interest in the screening and have parental permission. Teens whose parents give permission for the screening engage in the computer-based screening process, then review the results in a conversation with a licensed clinician. If the screening indicates a need for further evaluation (positive result), the clinician makes contact with parents and, typically, refers the teen to appropriate community resources for further evaluation. Student Mental Health Screening staff continue to follow-up with teens and parents to ensure they receive appropriate resources.

PENNSYLVANIA - [MHA of Lancaster County](#)

School-Based Mental Health Trainings are provided on mental health topics for youth and staff and age-appropriate conversations are facilitated about mental health. Training topics include trauma-informed education and awareness, behavioral health awareness, suicide and bullying awareness, QRP training (suicide prevention), and self-care and wellness strategies.

SOUTH CAROLINA – [MHA of Greenville County](#)

The **I.C. Hope® Don't Duck Mental Health®** program is a free public awareness and education program that teaches basic coping skills for mental health and aims to eliminate mental health stigma at a young age. Geared toward elementary school children, the program features I.C. Hope®, the Ambassador for Mental Health and Wellness. This friendly duck wears a bandage on his head to symbolize that mental illness is real and treatable. He also wears a life preserver around his neck to symbolize that every life is worth saving. The program features story time, discussion, crafts, and the oh so popular "Down with the Duck" song and dance. By the end of the program, students should be able to identify new coping skills for stress, bullying, grief, anger, and other mental health-related topics. Each session is about an hour long and features one mental health topic. The number of sessions given per group can be adjusted per request.

TENNESSEE – [MHA of East Tennessee, Inc.](#)

Mental Health 101 is an early intervention program for middle and high school students across Tennessee. Mental Health Association staff visit more than 120 schools annually, serving over 30,000 students in the academic year. Students are eager to learn about mental health because many know their peers are struggling with mental health problems or struggling themselves. Outcome data show gains in demonstrable knowledge of mental illness signs and symptoms, symptom duration, suicidal behaviors, and how to intervene.

TENNESSEE – [MHA of the MidSouth](#)

The **Erasing the Stigma** program provides educational and interactive presentations for children and youth to learn how to eliminate mental health stigmas and develop coping skills for other mental health and wellness-related problems such as, but not limited to, bullying, body image and self-esteem, risky decisions, substance abuse, stress, and depression. Annually, Mental Health America of the MidSouth serves more than 20,000 children and youth in Middle and West Tennessee.

Several mental health and wellness modules with accompanying activities are available free of charge to be presented by MHA staff to classrooms, summer camps, clubs, and other civic groups. All presentations are made age/grade-appropriate and teach students about mental health stigmas and the importance of mental health wellness.

TEXAS - [MHA of Greater Dallas](#)

WHO teaches anti-bullying and anti-victimization strategies to build resiliency in kids through easily-implemented curriculum. Utilizing a train the trainer program, WHO empowers educators to help their students during those sticky situations where adults are not present.

TEXAS – [MHA of Greater Houston](#)

The Center for School Behavioral Health is a “living laboratory” for incubating innovative, integrative, cost-effective and replicable best practices. The Center supports the healthy psychological and cognitive development of children in the Greater Houston region through services and programs that promote behavioral health and the prevention, early identification, and treatment of behavioral health conditions (also addresses trauma). The Center works collaboratively with school districts, government institutions, public and nonprofit educational and child-serving organizations, higher learning institutions, behavioral health providers, other community stakeholders (including advocacy groups), students, and parents. The Center advocates for implementing sensible public and school policies to close gaps in services and eliminate constraints that exacerbate students’ behavioral health needs.

The Emotional Backpack Project Campaign – The Emotional Backpack Project Campaign explains an emotional backpack as an invisible bag filled with life experiences. A diverse group of children and young people discuss the importance of filling a child’s emotional backpack with the information, ideas, words, thoughts, self-care tools, skills, and strategies they need to stay mentally healthy wherever they go. The Emotional Backpack Project teaches youth, parents, and educators about mental health and local resources. Additional training modules, lesson plans, and activities are available to help schools infuse mental health into the campus culture.

Emotional Backpack Leaders is a program where schools select one or two Emotional Backpack Leaders to participate in a train the trainer program for a full year. Emotional Backpack Leaders then use the training modules at the school. The training teaches participants how to teach the Emotional Backpack Project curriculum to educators, parents, and students. Participants learn how to present the program with fidelity to the tested core model and apply it to a range of adult and student learning styles.

VIRGINIA – [MHA of Fredericksburg](#)

The **Suicide Prevention Education Program** empowers middle and high school students with the ability to identify the signs and symptoms of suicide and depression and teaches them what they can do to get help. The curriculum used is Signs of Suicide (SOS), developed by Screening for Mental Health, Inc. It is listed on SAMSHA’S National Registry of evidence-based programs and practices for high school, while the middle school program is considered a best practice. Students are taught that suicide is not a normal response to stress but is a preventable tragedy that can be a result of untreated depression. The program has been implemented in Spotsylvania County and Fredericksburg City public schools at the seventh and ninth grade level.

The Mental Health America Fredericksburg Virginia (MHAFVA) **Teen Council** actively works toward spreading awareness and reducing stigma surrounding mental health in our schools and community. The focus is to educate, raise awareness, and give teens a voice. It is open to teens currently enrolled in a high school program in Planning District 16 (Spotsylvania, Fredericksburg, Stafford, King George, and Caroline).

WISCONSIN – [MHA Lakeshore](#)

Social Emotional Learning Brought to You is an evidence-based curriculum developed and used by Growing Minds as well as an expanded curriculum and programming developed by MHA Mindfulness Instructors providing additional tools for teachers. The curriculum lessons fall into four different categories, each relevant to concepts within the classroom including focus and attention; self-awareness and self-regulation; knowledge of thoughts and emotions; and social skills and relationships.

MHA Lakeshore provides **educational presentations** for students in grades K-12. Trainings are available both in person (when appropriate) and virtually. They include depression and anxiety, depression and suicide, B4Stage4 Mental Health Matters for youth, stress management, and customized programs.

RESOURCES FOR SPANISH SPEAKERS

Encuentra Qué Decir has information about mental health, how to support someone with depression, and how to talk to children. Learn more at <https://www.encuentraquedecir.org>.

Latinx Therapy was founded in 2018 with the mission to destigmatize mental health in the Latinx community. Since then, they have expanded to become a bilingual podcast and national directory to find a Latinx therapist (98% of the directory is Spanish speakers). Latinx Therapy strives to provide culturally-grounded workshops and services to the community. Learn more at <https://www.latinxtherapy.com>.

The **National Child Traumatic Stress Network** has a variety of resources available specific to children who live with trauma, including those who are dealing with migration and separation issues. Learn more at <https://www.nctsn.org/resources/informacion-en-espanol>.

My Life is Worth Living™ is the first animated series that models the human connection shown to be protective against suicide. The series tells stories of characters who face some of the most difficult issues that young people deal with and shows their evolution in a key decision: that life is worth living. Videos are available in English, Spanish, Portuguese, Mandarin, and Japanese. Learn more at <https://www.mylifeisworthliving.org/watch/watch-spanish>.