

# The Zoom Interface

The screenshot displays the Zoom Webinar interface with several key elements and annotations:

- Header:** "Zoom Webinar" title bar, "You are viewing David Terry's screen", and "View Options" dropdown.
- Main Content:** TTC Technology Transfer Centers logo, "Thank you for joining us today!", and "You will not be on video during today's session".
- Q&A Window:** A "Question and Answer" window is open, showing a question: "This is a test question!". It includes tabs for "All questions (1)" and "My questions (1)", and a text input field labeled "Type your question here...". Annotations explain that users can switch between questions and use the Q&A feature to ask questions of the host and presenters.
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. It shows a "To: All panelists" field and a message: "Your text can only be seen by panelists". Annotations explain that the chat feature allows users to talk with other people and that the "To" field indicates who will receive the message.
- Bottom Bar:** Contains "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave" buttons. Annotations point to "Click Here to maximize your session view", "Click Here to adjust your audio settings", and "Click here to leave the session".
- Audio Settings Panel:** A "Select a Speaker" panel is visible, showing "Speakers (Realtek(R) Audio)" selected and "Same as System" as an option.

**All attendees are muted. Today's session will be recorded.**

# Post-Pandemic Impacts on School-Age Youth Mental Health

Sonia Rodrigues, MA, LPC, LMFT, LCADC, ACS  
Suzi Millar, PsyD

Rutgers School and Community Based Programs  
February 29, 2024



**Mental Health Technology Transfer Center**  
*Funded by SAMHSA*

**Northeast and Caribbean  
Region 2**

**General Mental  
Health Workforce**

**Provider  
Wellness**

**Youth & Young  
Adult Services**

**School Mental  
Health Workforce**



Northeast and Caribbean (HHS Region 2)

**MHTTC**

**Mental Health Technology Transfer Center Network**

Funded by Substance Abuse and Mental Health Services Administration

**EPBs** for serious mental health conditions

**Wellness & Recovery** for Providers and people with mental health conditions

**School Mental Health**  
Comprehensive, multi-tiered services & supports

**Hispanic and Latiné** mental health education

**Online Education Courses**  
Wellness Matters, IMR, Functional Thinking & more

## Services Available

No-cost training, technical assistance, and resources





# Grow Your Knowledge and Skills

Keep up with the latest effective practices, resources, and technologies!

**Subscribe** to receive our mailings.  
All activities are free!



# We Want Your Feedback

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!



Northeast and Caribbean (HHS Region 2)

**MHTTC**

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# Video Recording Information

## *Please Note:*

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.



# Disclaimer

This presentation was prepared for the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC) under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC). This presentation will be recorded and posted on our website.

At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

# Your Interactions With Us

## Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question may be visible to other participants.

## Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED AND  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

A woman with dark, curly hair is looking out of a window. She has a nose ring and a tattoo on her neck. The background shows a blue sky with clouds and greenery.

# 988

SUICIDE  
& CRISIS  
LIFELINE

**For people experiencing:**

- Suicide, mental health, substance use crisis
- Emotional distress
- People concerned about someone in crisis

# Meet Today's Presenters



**Sonia Rodrigues, MA, LPC, LMFT, LCADC, ACS**  
*Rutgers School and Community Based Programs*  
*Senior Director*



**Suzi Millar, PsyD**  
*Rutgers School and Community Based Programs*  
*Program Director*

# OBJECTIVES

01

Provide an overview of the prevalence of mental health challenges among youth before and after the COVID-19 pandemic.

02

Examine specific groups of youth that may be more vulnerable to mental health challenges post-pandemic.

03

Explore pandemic-related changes in behavior patterns and coping mechanisms adopted by youth, including the role of technology.

04

Describe ways in which schools can identify students who experience persistent challenges and implement school-based programs to best support these youth.

**slido**



**If I could give my students/clients one thing  
it would be?**

ⓘ Start presenting to display the poll results on this slide.

# Understanding the Scope of the Issue

- How does the prevalence of mental health issues differ among youth before and after the COVID-19 pandemic?



Same storm, different boats.





**BACK IN  
SESSION**

**DR. ROBI LUDWIG**  
PSYCHOTHERAPIST AND AWARD-WINNING REPORTER



# Challenges our children faced throughout the pandemic

---

- Changes in structure and routines
- Fear and Worry regarding:
  - Safety of Self and Others
  - What the future holds
    - 29% had a caretaker who lost their job
- Loss of significant life events
- Loss of Loved Ones
  - Over 200,000 children lost a caregiver
- Loss of security and safety
  - 55% experienced emotional abuse by caregiver
  - 11 % experienced physical abuse by caregiver
- Social Isolation
- AND Social and Political Unrest



# What are we seeing in children now?

## **Symptoms**

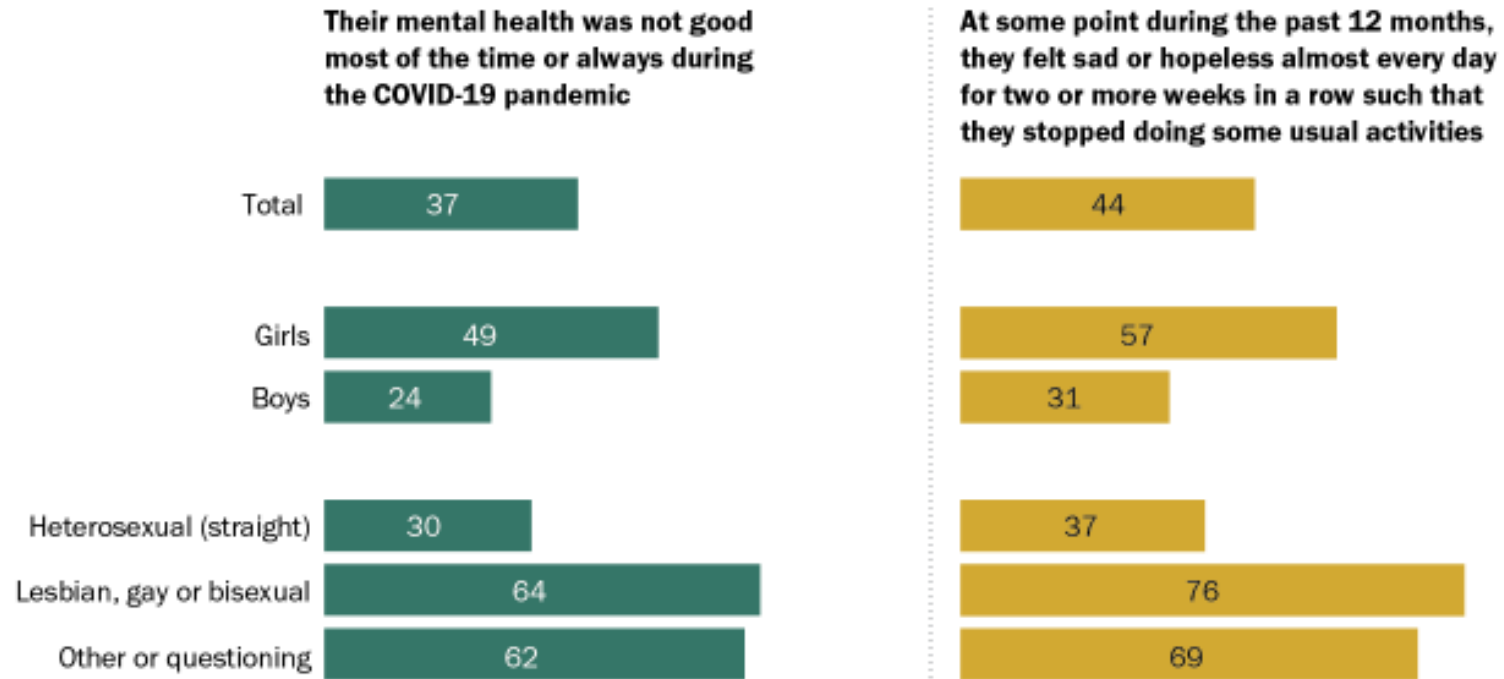
- Depression
- Anxiety
- Low Self Esteem
- Difficulty with Peer relationships
- Anger and Behavioral concerns
- Eating Disorders

## **Environmental Stressors:**

- Family Stressors
- Academic Difficulties
- Transitions Issues
- Abuse
- Trauma

## Among U.S. high schoolers in 2021, girls and LGB students were most likely to report feeling sad or hopeless in the past year

*% of high school students who said ...*



Note: High school students include those who attend public and private schools. Poor mental health includes stress, anxiety and depression. Differences between LGB and other or questioning high schoolers are not statistically significant.

Source: Centers for Disease Control and Prevention, January-June 2021 Adolescent Behaviors and Experiences Survey.

PEW RESEARCH CENTER

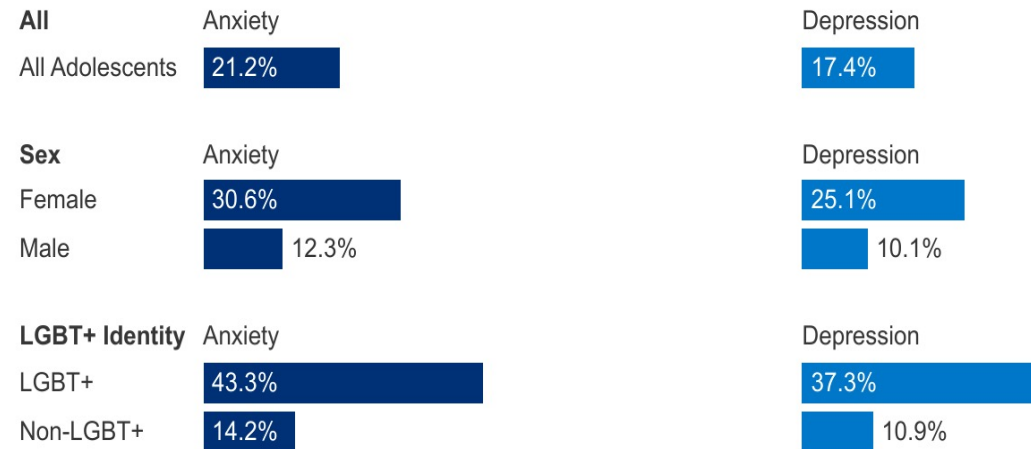


# According to the CDC...

- Adolescent Behaviors and Experiences Survey (ABES) was provided to 7,705 students throughout the US in January-June of 2021. They found –
  - 1 in 3 High School students reported poor mental health
  - 50% of students reported feeling persistently sad or hopeless

Figure 1

## Share of Adolescents Reporting Symptoms of Anxiety or Depression in the Past Two Weeks by Sex and Sexual Identity



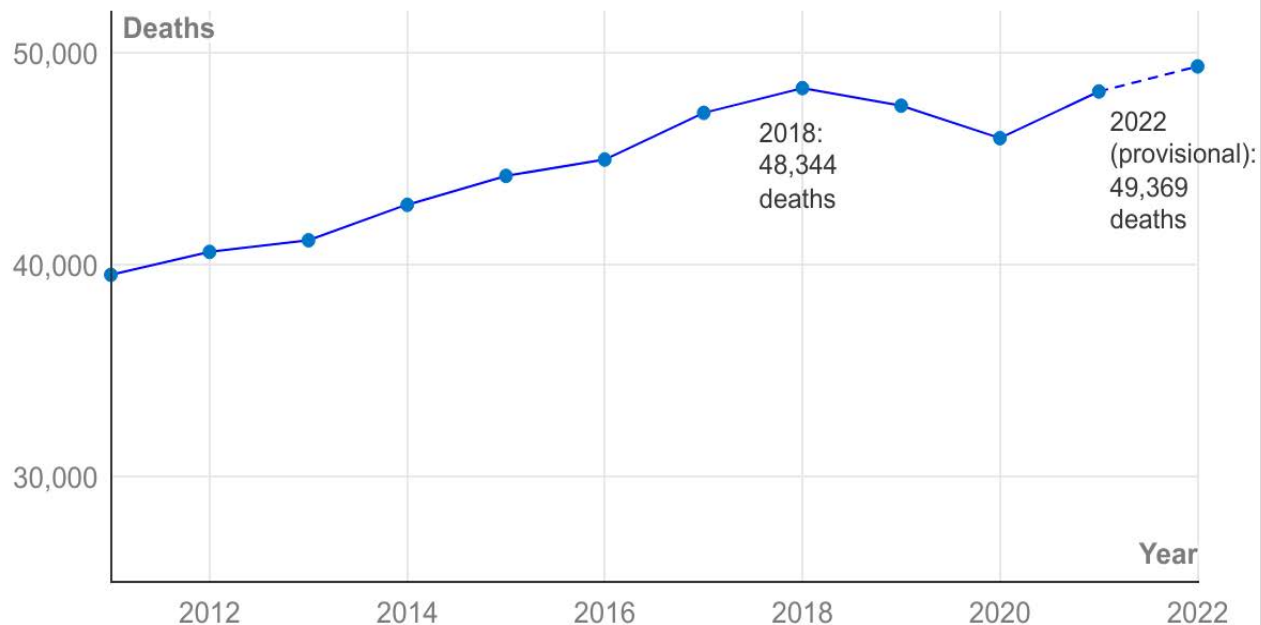
NOTE: Adolescents refers to individuals ages 12-17. Symptoms of anxiety or depression are defined by a score of 3 or more based on the GAD-2 and PHQ-2 scales, respectively. Data reflects symptoms experienced during the last two weeks. LGBT+ includes respondents who selected gay or lesbian, bisexual, something else, not sure/don't know when asked about their sexual orientation; and/or respondents who described their current gender identity differently from their sex assigned at birth.

SOURCE: National Health Interview Survey — Teen, July 2021 - December 2022.

Figure 1

## Number of Deaths Due to Suicide, 2011 to 2022

2022 CDC data is provisional



NOTE: Analysis of CDC WONDER underlying cause of death data, 2011 to 2022. Provisional data used for 2022 is not yet final and may represent incomplete data for that year that is subject to change. Suicide deaths are identified using the following codes: X72-X74, U03, X60-X71, X75-X84, and Y87.0) It is possible that some suicides may be classified under other categories.

SOURCE: KFF analysis of CDC WONDER data, 2011 to 2022

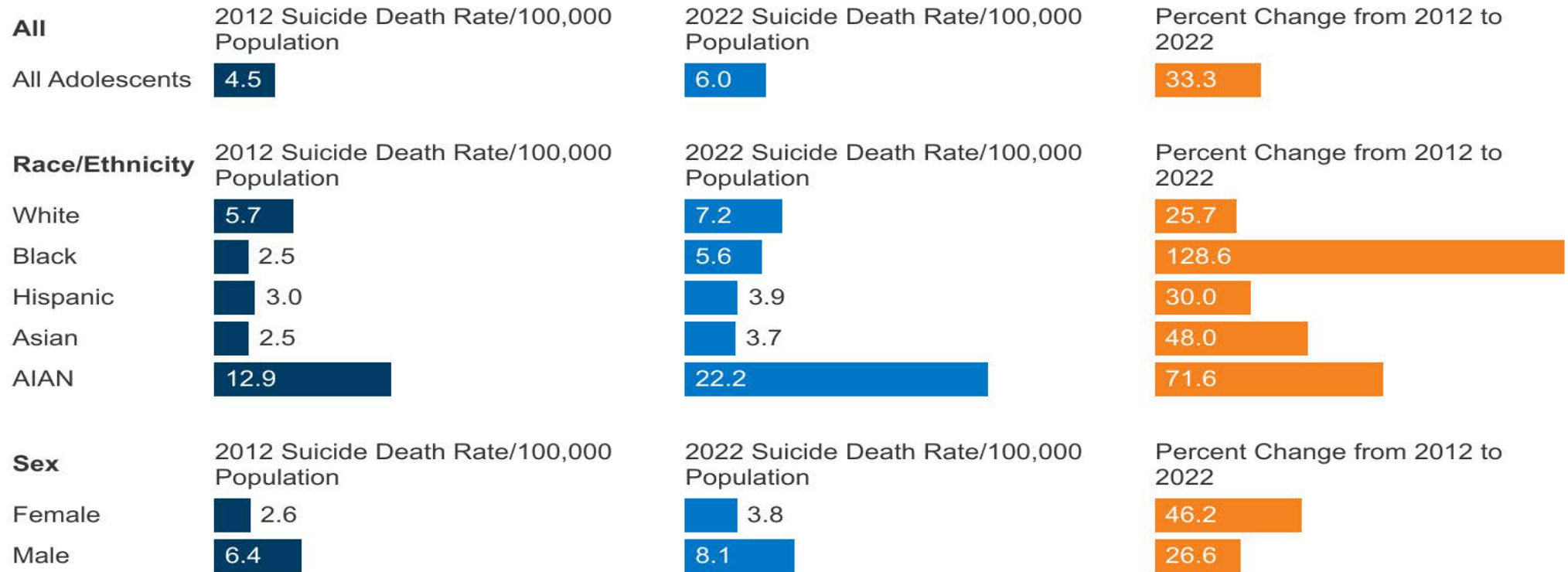
**KFF**

# Suicide Rates on the rise

- ABES found that
  - 12% of female and 5% of male students reported a suicide attempt in the past year
  - 25% of LGB youth compared to 5% of students identifying as heterosexual reported a suicide attempt.
- Gun related suicide and homicide deaths in youth has increased. Firearms are leading cause of death in children under 17.

Figure 4

## Suicide Death Rates Among Adolescents, by Race/Ethnicity and Sex, 2012-2022



NOTE: Data for 2022 is provisional. Adolescents includes individuals ages 12-17. AIAN refers to American Indian and Alaska Native people. Persons of Hispanic origin may be of any race but are categorized as Hispanic for this analysis; other groups are non-Hispanic. Suicide deaths were classified using the following ICD-10 death codes: U03, X60-84, Y87.0.

SOURCE: KFF analysis of CDC National Center for Health Statistics, Provisional Mortality on CDC WONDER Online Database, 2018-2022.



# Anxiety Trends in Youth

- Anxiety Disorders, as a group, are the most common mental illnesses that occur in children and adolescents
- The estimated 'lifetime prevalence' of any anxiety disorder in studies with children and adolescents is about 15-20%
- Anxiety rates increased from about 11.6% in 2012 to 20.5% in 2022.
- Children with anxiety are 3x more likely to develop depression



# Depression Trends in Youth

- Depression rates among children increased from 3.2% in 2018 to 15.08% in 2022.
- Having another disorder is most common in children with depression: about 3 in 4 children aged 3-17 years with depression also have anxiety (73.8%) and almost 1 in 2 have behavior problems (47.2%) (Ghandour et al., 2018).



# Students receiving treatment

According the Child Mind Institute's Child Mental Health Report:

- 80% of children with a diagnosable anxiety disorder
- 60% of children with diagnosable depression

are not getting treatment.

**Left untreated, children with anxiety and depression are at higher risk to develop behavioral issues, perform poorly in school, miss out on important social experiences, and engage in substance abuse.**

# Eating Disorder Trends among Youth

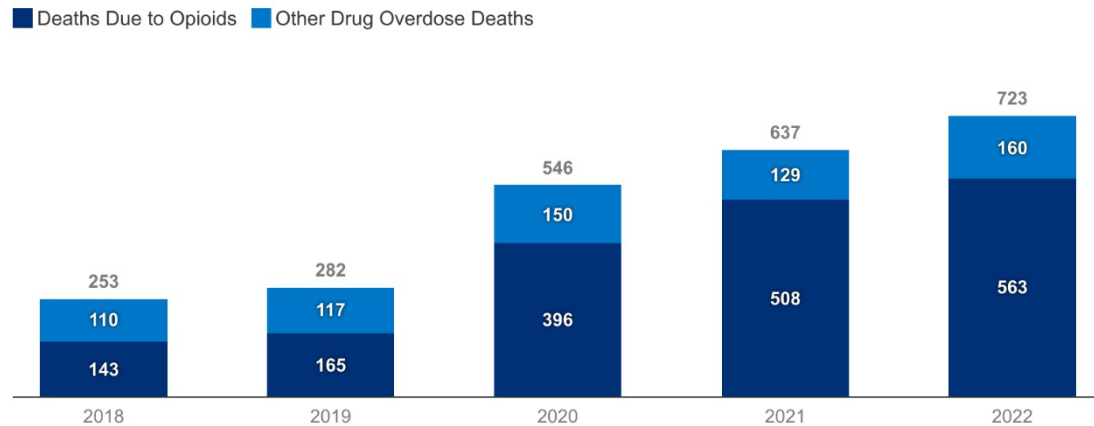
- Eating disorders are serious and can even be fatal.
- From 2018 to 2022, Eating disorder health care visits for children under 17 increased by 107.4%
- Approximately 22% of children and youth have unhealthy eating behavior.
- 12% of adolescent females can be diagnosed with an eating disorder.
- Less than 20% seek help.



# Substance Use Trends Among youth

- We are also seeing an increase in substance use and substance use related deaths among adolescents.

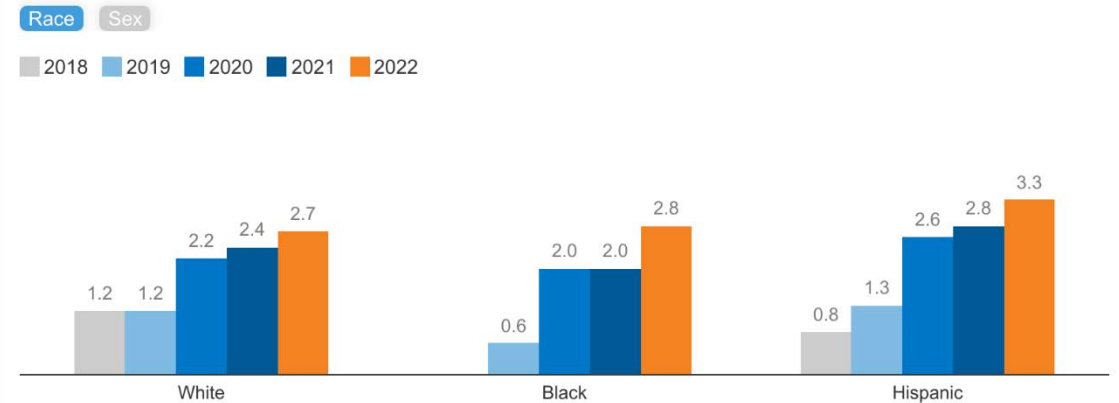
Figure 2  
 Nearly Four out of Five Adolescent Drug Overdose Deaths Involved Opioids in 2022



NOTE: Data for 2022 is provisional. Drug overdose deaths were classified using the ICD-10 underlying cause-of-death codes: X40–44, X60–64, X85, or Y10–Y14. Opioids involved in these deaths are identified by the ICD-10 multiple cause-of-death codes: T40.0-40.4 or T40.6.  
 SOURCE: KFF analysis of Centers for Disease Control and Prevention (CDC), National Center for Health Statistics. Multiple Cause of Death 2018-2022 on CDC WONDER Online Database.

KFF

Figure 3  
 Drug Overdose Death Rates Have Increased Faster Among Black and Hispanic Adolescents



NOTE: Data for 2022 is provisional. Death rates are per 100,000 adolescents (ages 12-17). Drug overdose deaths were classified using the ICD-10 underlying cause-of-death codes: X40–44, X60–64, X85, or Y10–Y14. Data for AIAN and Asian adolescents was unreliable, in addition to data for Black adolescents in 2019. Persons of Hispanic origin may be of any race but are categorized as Hispanic for this analysis; other groups are non-Hispanic.

SOURCE: KFF analysis of Centers for Disease Control and Prevention (CDC), National Center for Health Statistics. Multiple Cause of Death 2018-2022 on CDC WONDER Online Database.

KFF

# Violence in Youth

---

- 2021 CDC Youth Risk Behavior Survey found that –
  - 20% of females and 22% of LGBTQ+ youth experienced sexual violence
  - 15% of females and 20% of LGBTQ+ were forced to have sex.
  - 23% of LGBTQ+ youth were bullied at school
  - 7% of youth were threatened or injured with a weapon at school.
  - 9% of High School students were truant from school due to feeling unsafe
  - 20% of Females and 27% of LGBTQ+ youth were bullied electronically.



# Identifying Youth and Contributing Factors

What are some of the various factors contributing to the negative impact on youth mental health during the pandemic?

- social isolation
- academic challenges
- economic uncertainties
- witnessing violence/arguing in the home
- loss of experiences (i.e. prom, graduation, first year of college, etc)



## Signs of anxiety in children

---

- Physical symptoms like headaches, stomach-aches
- Difficulty falling or staying asleep
- Avoidance (people, places or tasks)
- Irritability/Anger
- Defiance
- Lack of focus
- Overplanning
- Negative thinking





# Signs of anxiety in adolescents

- Physical symptoms like headaches, sweating or stomach-aches, shortness of breath
- Sleep disturbance
- **Unfounded or unrealistic fears**
- **Feeling nervous/on edge**
- **Restlessness/Agitation**
- **Difficulty concentrating**
- **Apathy, decreased interest**
- **Unexplained outbursts**



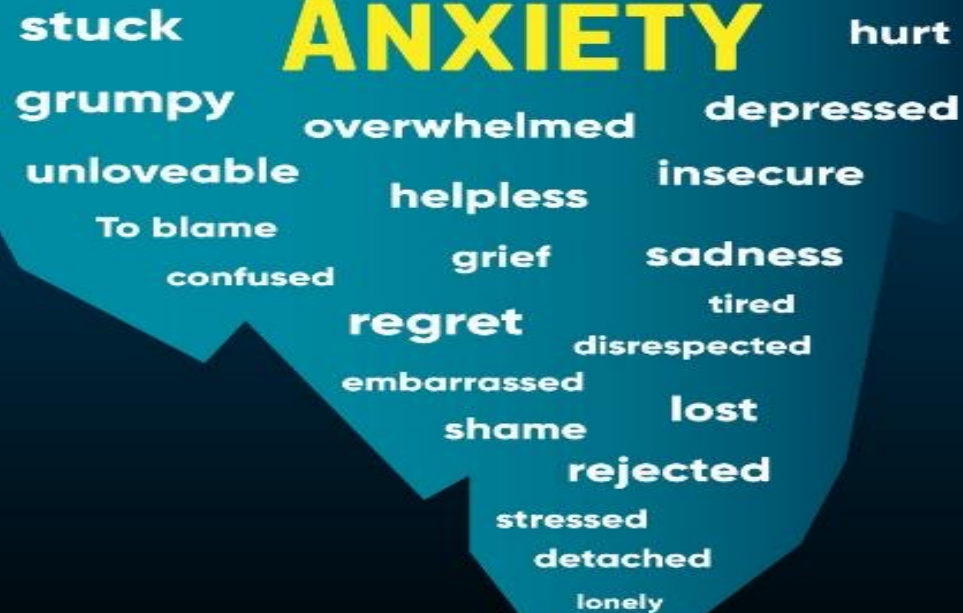


**UNALOME**

INDIVIDUAL, FAMILY &  
GROUP THERAPY

# ANXIETY ICEBERG

**Above surface  
the behaviour**



**Below the  
surface feeling**

# Signs of Depression in children

- Irritability or anger
- Continuous feelings of sadness and hopelessness
- Social withdrawal
- Increased sensitivity to rejection
- Changes in appetite
- Changes in sleep
- Difficulty concentrating
- Physical complaints
- Feelings of worthlessness or guilt
- Impaired thinking
- Talking about death or dying
- Loss of interest in pleasurable activities
- Fatigue and low energy

# Signs of Depression in adolescents

- Apathy and fatigue
- Physical complaints
- Difficulty concentrating
- Agitation, irritability, or anger
- Feelings of worthlessness and guilt
- **Irresponsible behavior -- for example, forgetting obligations, refusing to do chores or schoolwork**
- Loss of interest in food or compulsive overeating
- Memory loss
- Preoccupation with death and dying
- **Rebellious, risk taking behavior**
- Sadness, anxiety, or a feeling of hopelessness
- Staying awake at night and sleeping during the day
- Sudden drop in grades
- **Withdrawal from friends**
- **Self Harm Behaviors**



A group of diverse young people, including a young woman with long braids, a young man with glasses, and a young woman with a black beanie, are sitting in front of a vibrant, colorful mural. The mural features abstract shapes and patterns in shades of blue, red, yellow, and purple. The young woman in the foreground is looking down at a smartphone in her hands.

# Vulnerable Groups

- Specific groups of youth that are more vulnerable to mental health challenges post-pandemic include:
  - youth with pre-existing conditions
  - marginalized communities
  - youth who have experienced loss during the pandemic



# Behavioral Changes

- Changes in behavior patterns among youth include:
  - increased screen time
  - altered sleep patterns
  - changes in substance use
  - withdrawal from peers and social supports

\*How do these factors impact youth mental health?



# Coping Mechanisms

- What are some of the coping mechanisms adopted by youth during the pandemic?
- How effective were they in mitigating mental health challenges?

# The Role of Technology

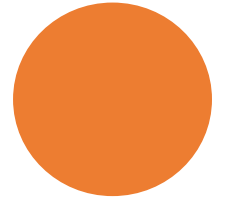
- What role did technology play in both exacerbating and alleviating mental health issues among youth?
  - Technology helped kids stay connected with friends, their classroom and the world during the pandemic
  - Downsides are that it led to too many hours of screentime and comparing themselves to others often creating unrealistic messages about what they are supposed to look like





# What Coping Mechanisms Can They Use

- Coping strategies for youth to manage stress and anxiety can include:
  - Therapy or group support
  - Connecting with friends and family
  - Journaling
  - Mindfulness
  - Exercise
  - Deep breathing

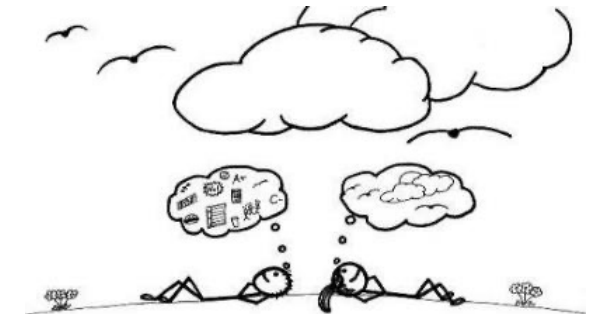


# Mindfulness activities

- [Cosmic Kids Yoga - https://www.cosmickids.com/](https://www.cosmickids.com/)
- Gonoodle.com
- Go Zen Online (youtube)
- 4-7-8 breathing
- Belly breathing
- Mindful walk (Noticing colors/ 5 senses)
- Take 5 Grounding activity (5 senses)

- Mindfulness Activities for Teachers - <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>

Visual imagery  
Progressive muscle relaxation  
Body Scan



# Take 5 grounding exercise

---

## Stay Grounded Using Your 5 Senses

Relax Your Body, Take a Few Deep Breaths and Focus on the Following...

**5** Things You Can See 

**4** Things You Can Feel 

**3** Things You Can Hear 

**2** Things You Can Smell 

**1** Thing You Can Taste 

# Color Zones of Regulation

## Self Regulation : Body Signals

Everyone gets overwhelmed sometimes. What you need to know is to listen to your body and brain to stay in control. This 5-point scale maps out how some people feel at each level of frustration.



Rating	How does your body feel?
5	Exploding, threatening others, throwing things
4	Crying, yelling, swearing
3	Rapid breathing, headache, short breath
2	Teeth and/or hands clenched, nervous laugh
1	Relaxed body, slow breathing

# Scale of emotional intensity

- Check in with yourself
- Red zone means emotional intensity is high, so its best to use distress tolerance skills,
- Blue zone use emotional regulation skills.

## Scale of Emotional Intensity



## Distract with ACES

- **Activities** (Activities that require thought and concentration)
- **Contributing** (Focus on someone or something other than yourself)
- **Emotions** (Do something that will create a competing emotion)
- **Sensations** (Find safe physical sensations to distract you from intense negative emotions).





# Importance of Support Systems

- Establishing a support system can be critical for achieving emotional wellness, both formal (counseling services, helplines) and informal (family, friends), in helping youth navigate mental health challenges.





# What can we do?

- Try to create a sense of structure or routine
- Take cues from the child
- Allow them to ask questions – respond honestly and age appropriately
- Validate and acknowledge their feelings
- Notice changes in mood or behaviors
- Help them create a toolbox of their own helpful skills
- Be mindful of your own feelings and reactions





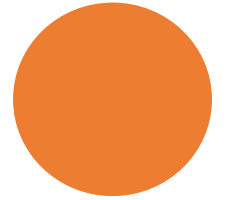
## Why schools are the ideal place to provide mental health and behavioral supports

- ❖ Students can receive a full continuum of services
- ❖ Programming emphasizes shared responsibility to fill in the gaps and ensure students don't fall through the cracks.
- ❖ A strong connection between schools and community agencies helps a school move toward a collaborative, school-based mental health services model and ensures that wraparound services are provided to support the whole child and family.



# Strategies for Implementing Supportive School Based Mental Health Programs

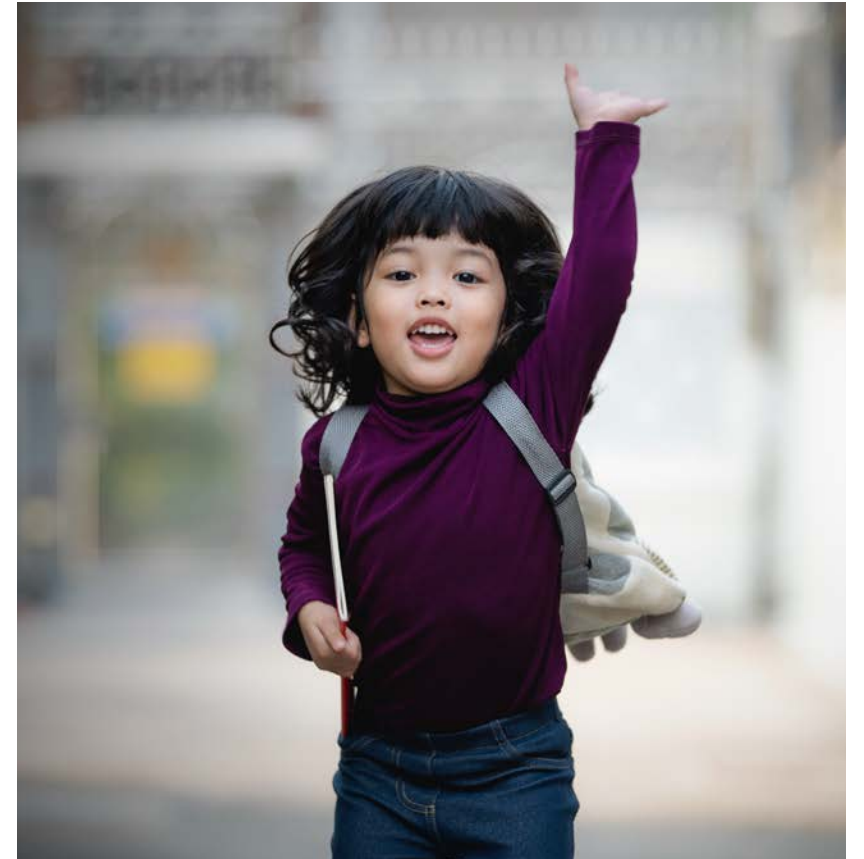
- Strategies for implementing programs to support the identified challenges facing these youth include:
  - Integrating a tiered system of support to identify which level of support students need
  - Consider school-wide screenings or identification processes to address the mental health needs of youth while ensuring resources to meet those needs.
  - Establish school-based health centers or community partnerships with health and mental health providers.
  - Create healthy, safe, and supportive school climates. Incorporate social and emotional learning into the core curriculum.



# Strategies for Addressing the Mental Health and Well-Being Needs of Youth

---

- Incorporate social and emotional learning into the core curriculum.
- Promote parental engagement, and support parents and families.
- Rebuild relationships with peers and teachers, and school connectedness.
- Balance academic learning opportunities with social, emotional, and behavioral support.
- Provide resources for mental health, including stress and anxiety management.
- Promote and build resilience.





# Strategies for Supporting Educators and Staff

---

- Provide professional learning opportunities related to mental, emotional, and behavioral health.
- Provide direct support for the mental health needs of educators and staff.



# Resources for Building School Community Partnerships

A detailed “how-to” manual on building school-community partnership systems

- Sarah Costelloe and I-Fang Cheng, Partnering for Student Success: A Practical Guide to School Based Partnerships (Rockville, MD: Abt Associates, 2016).

A framework for building successful community schools

- Reuben Jacobson and Martin J. Blank, A Framework for More and Better Learning Through CommunitySchool Partnerships (Washington, DC: Institute for Educational Leadership, Coalition for Community Schools, 2015).

# Resources for Building School Community Partnerships

An action guide for building effective integrated student support systems

- Center for Optimized Student Support, Boston College, *The Whole Child: Building Systems of Integrated Student Support During and After COVID-19* (Boston: Center for Optimized Student Support, Boston College, 2020).

Tools for Starting and Building Community Schools

- New York City Department of Education, *Community Schools: A Guide to Getting Started* (New York: New York City Department of Education, 2019).

 **Daylio Journal**  
Self-Care Bullet Diary & Go...  
★★★★★ 30K  
GET  
In-App Purchases



 **2ndFloor: Youth Helpline**  
Spitball  
GET

7 RATINGS  
4.4  
★★★★☆

AGE  
12+  
Years Old

CATEGORY  
Health & Fitness

 **MyLife Meditation: Mindfulness**  
Meditate, Relax & Sleep Well  
OPEN

17K RATINGS  
4.8  
★★★★★

AGE  
4+  
Years Old

CATEGORY  
Health & Fitness

 **Virtual Hope Box**  
Health & Fitness  
★★★★☆ 398  
GET



 **Headspace: Meditation & Sleep**  
Stress less, Relax, Sleep  
UPDATE

853K RATINGS  
4.9  
★★★★★

AWARDS  
Editors' Choice  
Apps

AGE  
4+  
Years Old

Health

# Helpful Apps



# References

- Abrams, Z. (2023). Kids' mental health is in crisis. Here's what psychologists are doing to help. *Monitor on Psychology*, 54 (1), 63-65.
- *Adolescent and School Health | CDC*. (2020, September 4). Wwww.cdc.gov. <https://www.cdc.gov/healthyouth/>
- Center for Disease Control and Prevention. (2021). *Youth Risk Behavior Survey*. [https://www.cdc.gov/healthyouth/data/yrbs/pdf/YRBS\\_Data-Summary-Trends\\_Report2023\\_508.pdf](https://www.cdc.gov/healthyouth/data/yrbs/pdf/YRBS_Data-Summary-Trends_Report2023_508.pdf)
- Ghandour RM, Sherman LJ, Vladutiu CJ, Ali MM, Lynch SE, Bitsko RH, Blumberg SJ. Prevalence and Treatment of Depression, Anxiety, and Conduct Problems in US Children. *J Pediatr*. 2019 Mar;206:256-267.e3. doi: 10.1016/j.jpeds.2018.09.021. Epub 2018 Oct 12. PMID: 30322701; PMCID: PMC6673640.
- Hartman-Munick, S. M., Lin, J. A., Milliren, C. E., Braverman, P. K., Brigham, K. S., Fisher, M. M., Golden, N. H., Jary, J. M., Lemly, D. C., Matthews, A., Ornstein, R. M., Roche, A., Rome, E. S., Rosen, E. L., Sharma, Y., Shook, J. K., Taylor, J. L., Thew, M., Vo, M., ... Richmond, T. K. (2022). Association of the COVID-19 pandemic with adolescent and Young Adult Eating Disorder Care Volume. *JAMA Pediatrics*, 176(12), 1225
- Halldorsdottir, T., Thorisdottir, I. E., Meyers, C. C. A., Asgeirsdottir, B. B., Kristjansson, A. L., Valdimarsdottir, H. B., Allegrante, J. P., & Sigfusdottir, I. D. (2021). Adolescent well-being amid the COVID-19 pandemic: Are girls struggling more than boys? *JCPP Advances*, 1(2). <https://doi.org/10.1002/jcv2.12027>
- *NHIS Teen*. (n.d.). Wwww.cdc.gov. Retrieved February 12, 2024, from [https://www.cdc.gov/NHISDataQueryTool/NHIS\\_teen/index.html](https://www.cdc.gov/NHISDataQueryTool/NHIS_teen/index.html)
- NPR. (2023, March). *The Kids Aren't Alright: The Post-Pandemic Teen Mental Health Crisis*. NPR; NPR. <https://www.npr.org/2023/03/01/1160478454/the-kids-arent-alright-the-post-pandemic-teen-mental-health-crisis>
- Panchal, N., & 2022. (2022, June 28). *Recent Trends in Mental Health and Substance Use Concerns Among Adolescents*. KFF. <https://www.kff.org/mental-health/issue-brief/recent-trends-in-mental-health-and-substance-use-concerns-among-adolescents/>
- Radhakrishnan L, Leeb RT, Bitsko RH, et al. Pediatric Emergency Department Visits Associated with Mental Health Conditions Before and During the COVID-19 Pandemic — United States, January 2019–January 2022. *MMWR Morb Mortal Wkly Rep* 2022;71:319–324. DOI: <http://dx.doi.org/10.15585/mmwr.mm7108e2>
- *Treating Symptoms of Trauma in Children and Teenagers 2022 Children's Mental Health Report*. (n.d.). [https://childmind.org/wp-content/uploads/2022/10/Trauma\\_Report\\_2022.pdf](https://childmind.org/wp-content/uploads/2022/10/Trauma_Report_2022.pdf)

# Question and Answer



# Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



# Toward Wellness and Recovery

## Our Podcast Channel



Check out our latest podcast series!

## Flourishing at Work: A Plan for Helping Professionals

**Search then Subscribe** wherever you get your podcasts!

[Spotify](#) Apple Music [Podbean](#)

## Webinars Recordings

Did you miss a previous webinar  
or just want to watch one again?

**Access all of our recorded webinars!**

The recording of this webinar will be made available in the Northeast and Caribbean Products & Resources Catalog on our website. To view this and all previously recorded webinars that are currently available go to the link below. Check back often as new additions are always being added.



*\*Please allow 14 business days for all recordings to be made available.*

# Certificate of Completion

A Certificate of Completion will automatically be emailed to all online participants within 7 days of webinar broadcast.

# Connect With Us

Phone: (908) 889-2552

Email: [northeastcaribbean@mhttcnetwork.org](mailto:northeastcaribbean@mhttcnetwork.org)

Website: <https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

*Like and follow us on social media!*

Facebook: Northeast & Caribbean MHTTC

Twitter: @necmhttc

LinkedIn: @Northeast and Caribbean MHTTC



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration





# MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals. Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

## CONNECT WITH US



[MHTTCnetwork.org](https://MHTTCnetwork.org)



[Sign-Up for Newsletter](#)



[MHTTC News](#)