



# Students Supporting Students: A School-Based Peer Support Program

PEER SUPPORT TEAM MEMBER GUIDE



## **ACKNOWLEDGEMENTS:**

The Child Health and Development Institute (CHDI) is a nonprofit organization based in Farmington, Connecticut. We collaborate with policymakers, schools, providers, and partners to develop and advance solutions that result in better and more equitable behavioral health outcomes for children, youth, and families. CHDI developed the Students Supporting Students program and team/advisor guides with funding from the State of Connecticut. The program is modeled after the University of Michigan Eisenberg Family Depression Center's (EFDC) Peer-to-Peer Depression Awareness Program. The EFDC is not responsible or liable for content adaptations and program facilitation without their oversight.

# INTRODUCTION

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**Welcome to the peer support team!** As a peer team member, you'll work with a group of students to support your classmates to learn about mental health, reduce stigma (which means negative actions, feelings, or beliefs about someone because of their potential experience with a mental health condition), and encourage others to seek help if they are struggling. This guide has all the information you will need this year as you work with your team to create fun, educational activities and spread awareness about mental health.

**As a member of the peer support team, you will be responsible for the following tasks:**



Provide support to classmates who may be going through a hard time



Plan and create a campaign with activities and messaging to spread awareness about mental health and asking for help



Solve problems, conflicts, and make good decisions



Collect information about how many people you have checked in with or who have reached out to you



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In this guide you will find resources and information to help you accomplish these tasks, including:

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# THE PROCESS PROTOCOL

Use this guide as a reminder of the necessary steps for checking in with a classmate who you think may be struggling.



## IMPORTANT NOTE:

Classmates may come to you if they need someone to talk to - in that situation, you can follow these same steps!

## STEP 1: BE AWARE AND CHECK IN

Most students will have days when they are not feeling their best, but if you notice a classmate is showing signs that they may be struggling with their mental health, you should check in with them right away.

**As a reminder, common signs to watch out for could include:**

**Anger or irritability**



**Frequent crying or feeling sad**



**Feeling hopeless**



**Neglecting personal care**



**Withdrawing from others or feeling alone**



**Regularly missing classes**



**Difficulty remembering things or concentrating**



**Thoughts or statements about harm or suicide**



**Less interest in friends, family, hobbies or other activities that are normally enjoyable**



**Acting impulsive or reckless**



**Feeling very tired or exhausted all the time**



**Major changes in eating or sleeping habits**



Please remember that ANY change you notice in someone that is different from how they usually act could be a sign they may need support.

## How do I start a conversation with someone I think is struggling?

Examples of how to start this conversation include:

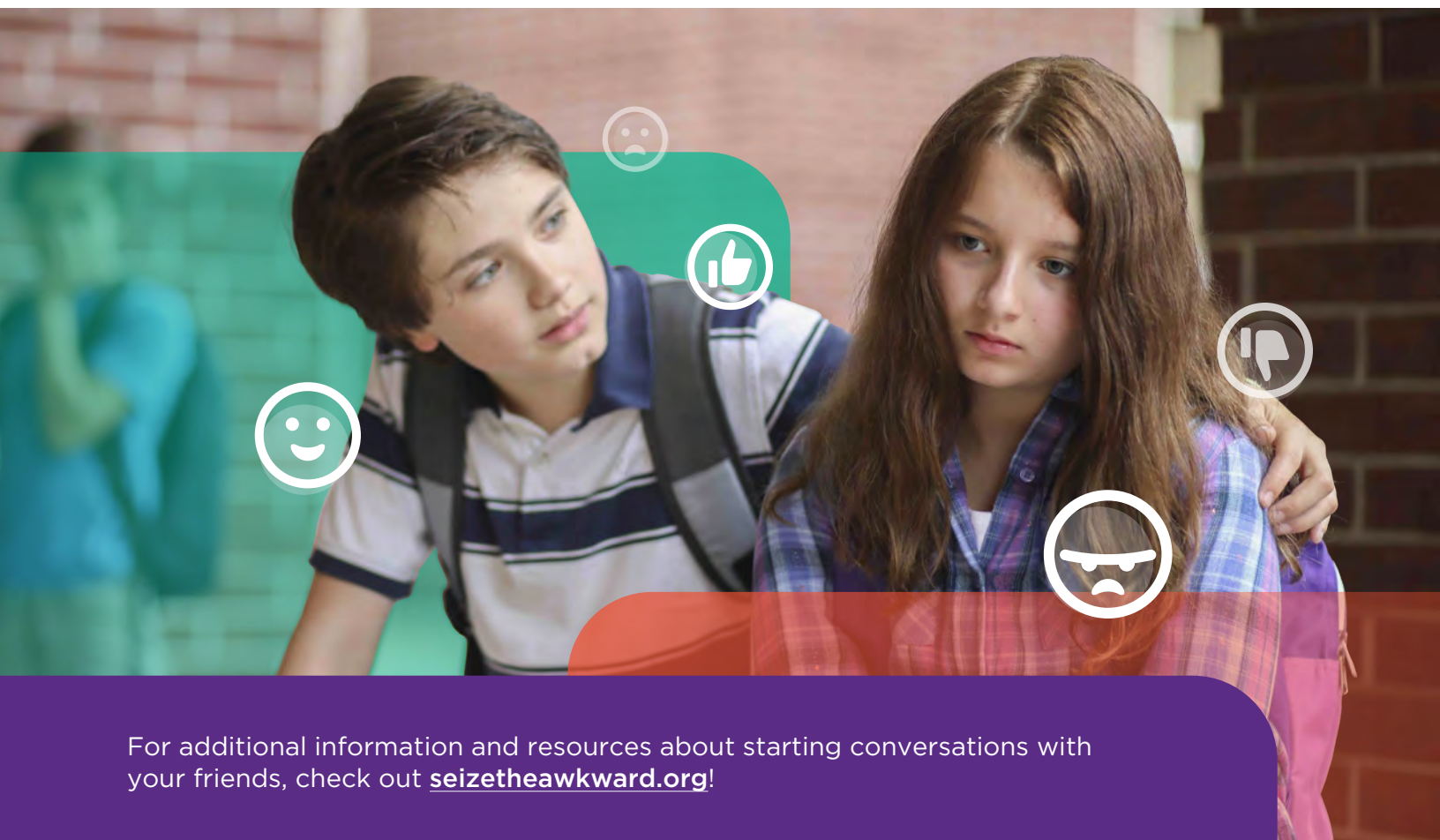
- “I noticed you have missed a few classes, is everything okay?”
- “You don’t seem like yourself lately, want to meet later to talk?”
- “How are you doing?”

You can also ask additional questions for more information:

- “How has this been making you feel?”
- “How long have you felt this way?”

You should avoid statements that may make your friend feel judged or not want to talk with you. These might include:

- “You’ve been no fun lately.”
- “You’ve been acting really weird.”



For additional information and resources about starting conversations with your friends, check out [seizetheawkward.org](https://seizetheawkward.org)!



## STEP 2: LISTEN

Give your friend a chance to tell you what's going on. Make sure you are listening fully and take what they say seriously. If they seem unwilling to talk or are upset that you asked about it, make sure to share that you are only checking in because you care about them.

**Being a good listener means that you are using active listening skills. To use active listening, you should:**

- Give your full attention to the person talking to you – don't be distracted!
- Not interrupt them
- Use non-verbal cues like nodding your head to show you are listening to them
- Be kind and respectful about what is shared with you

**When your friend shares information with you, make sure you are supportive and thankful for them opening up. This could sound like:**

- "Thank you so much for telling me this."
- "I am here for you."
- "That sounds like a really tough time."

**Avoid statements that may make your friend feel like you don't care or are dismissing their concerns. This might sound like:**

- "You really shouldn't worry about that stuff."
- "A lot of people have things way worse than you."
- "You just need to think of the positives."
- "You need to stop feeling sorry for yourself."



### CONFIDENTIAL INFORMATION:

All information that someone shares with you **MUST** remain confidential. This means that you do not share this information with anyone other than a trusted adult or your program advisor. Please see the exception to this in step 3.





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You should NOT try to support someone who is struggling with their mental health on your own. The best action is to encourage your friend to talk with a trusted adult to access resources that can help them feel better. Offer to go with them if it makes them feel more comfortable.

**Some examples you might use include:**

- “It might be good to talk with someone who really knows how to help.”
- “I think it might be helpful for you to talk with someone. I can go with you for support.”



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If someone shares serious information regarding harm to themselves or others, you must tell your advisor or another trusted adult in the school immediately. Do not keep these types of dangerous secrets for your friends, even if they ask you to.

## STEP 4: CARE FOR YOUR OWN WELL-BEING

It can be difficult to hear about others' struggles with mental health. Any time you talk with a classmate to provide support, regardless of the reason for the conversation or the outcome, make sure you:



Reach out to your advisor as soon as possible to let them know about the conversation and get support.



Review and use self-care strategies provided during the Ending the Silence training, as needed.



Seek additional support from your advisor and/or any available resources (see page 29) if you have any ongoing negative feelings or thoughts about the conversation.

## STEP 5: FOLLOW-UP

Try to connect with your friend afterwards to check-in. You could say something like:

- “I wanted to see how you’ve been doing since we talked.”
- “How have things been?”

It takes time to feel better after a person struggles with their mental health. Make sure that you remain supportive and avoid saying things that may discourage your friend from continuing to access resources, such as “why have you not gotten over this yet?” or “you really need to move on.”

### REMINDERS:

1

It is not your responsibility to fix what is going on with someone or give any mental health advice. You are supporting and encouraging your classmates to reach out to trusted adults who can help.

3

Always seek support from your advisor as soon as possible whenever you have these conversations with your classmates.

2

NEVER keep dangerous secrets about a friend’s intentions, especially if they involve harm to themselves or others – Tell your advisor immediately.

4

Review the coping skills and self-care strategies shared in your Ending the Silence training session.





# TIPS TO START YOUR CAMPAIGN

While each campaign will be different and should reflect what will work best in your school, there are four core messages you have to include.

As you create your ideas, remember to “**keep it M.I.N.T.**” with all messaging you include in your campaign.



## Mental health is real.

Depression, anxiety, and other mental health conditions are real and occur on a spectrum. Many people may experience some signs or symptoms, while others may have a diagnosable mental health condition. No matter where you fall on this spectrum, it is important to know that it is not a character flaw, you cannot willpower it away, and help is available.



## Inform about effective supports.

If you or someone you know is concerned about their mental health or well-being, there is professional help and support available that is effective at improving these conditions. You do not have to do it on your own. Reaching out is not a sign of weakness.



## Notice and recognize the signs.

Mental health concerns can take many forms and look different in each person. Any change you notice in someone that is different from how they usually act could be a sign they may need support. However, there are some serious signs and symptoms to watch out for, especially if they continue for several weeks or interfere with daily functioning:

Feeling sad or empty

Less interest in activities

Neglecting personal care

Withdrawing from others

### Other Signs:

- Changes in sleeping patterns (more or less)
- Feeling tired or less energetic
- Regular unexplained aches and pains
- Feeling irritable or restless
- Changes in weight (loss or gain)
- Feeling hopeless or guilty
- Overeating OR a loss of appetite
- Difficulty remembering things, concentrating, or making decisions
- Less interest in friends, family, or hobbies or other activities that you normally find enjoyable
- Thoughts of suicide



## Tell an adult right away if someone mentions suicide.

DO NOT keep it a secret. Tell a trusted adult immediately.

# CONTENT + SLOGAN + PROMOTION = CAMPAIGN

Past campaigns that have reached the most students have used a combination of both **content** and **promotional** activities.

Along with a **slogan**, your campaign should include at least one activity for content and at least one for promotion. Feel free to use some of the ideas listed below or come up with your own.



## Content

Refers to activities that educate, create awareness, and share resources.

- Social media posts
- Assembly/speakers event
- Classroom visits with lesson plans and/or speakers
- Daily announcements
- Videos (see Video Library on page 26)
- Art gallery
- Information tables
- “Lunch and Learn” presentations
- Skit/theater presentation
- Parent night / staff presentation
- Mental Health Awareness week



## Promotion

Refers to ways to share about the program, messaging, and upcoming events.

- Posters
- Wristbands
- T-shirts
- Bulletin Board
- Messages of Hope board
- Pencils with messages of hope
- Keychains
- Lanyards
- Temporary tattoos
- Resource cards
- Stress balls
- Bookmarks



## Campaign Slogan Examples

- Know science, no stigma
- Stigma hurts, awareness helps
- It’s okay to not be okay
- Depression is real, hope is real too
- Depression is real, share how you feel
- Speak out, don’t grind it out
- No one should be left in the dark
- When in doubt, talk it out
- Not all illnesses are visible
- Trust to discuss
- Depression doesn’t define you
- Sometimes it’s more than just a “bad day”
- You can’t just “snap out” of it

## RESOURCE WEBSITE

If you would like examples of what schools have done in the past, please see this website: [www.members.depressioncenter.org/apps/p2p](http://www.members.depressioncenter.org/apps/p2p). This resource website has lists of what peer teams did in past years as well as examples that you can view and download.

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Use the sheet on [page 17](#) to brainstorm campaign ideas. Once your team has decided on your activities, then fill out the proposal form on [pages 18-19](#).

To see an example of a campaign proposal form, go to [page 20](#).





# BRAINSTORM WORKSHEET

## Content Activity *(At Least One)*

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

## Promotion Activity *(At Least One)*

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

### How long will it take to plan?

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

### How long will it take to implement?

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

### How would you accomplish it? What tasks would be involved?

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

### Who would need to be involved beyond the peer team?

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

### How does this activity promote the core messages (M.I.N.T.)?

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

### How long will it take to plan?

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

### How long will it take to implement?

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

### How would you accomplish it? What tasks would be involved?

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

### Who would need to be involved beyond the peer team?

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

### How does this activity promote the core messages (M.I.N.T.)?

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

## Slogan Ideas

# PEER TEAM CAMPAIGN PROPOSAL

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Name of School:

Name of Advisor:

Peer Team Members:

## Overall Campaign Goal

*(write out 1-3 goals you hope to accomplish with your campaign activities):*

Slogan *(if applicable):*

## Program Activities

*(How are you going to achieve your overall program goal?) Remember to be as specific as possible, while keeping your goals/activities achievable, realistic, and timely. Your message can be reinforced by doing several activities over a period of time (not all have to be big projects!).*

**As a reminder, you must include the four core messages (M.I.N.T.) in your campaign.**

**M**ental health is real. Inform about effective supports. **N**otice and recognize the signs. **T**ell an adult right away if someone mentions suicide.

**A. Description of activity, how will you include core messages, who is responsible, when will it be complete, how much will it cost?**

**B. Description of activity, how will you include core messages, who is responsible, when will it be complete, how much will it cost?**

**C. Description of activity, how will you include core messages, who is responsible, when will it be complete, how much will it cost?**

# TIMELINE

<b>October-December (Planning for campaign)</b>
<b>January</b>
<b>February</b>
<b>March</b>
<b>April</b>
<b>May</b>

**Overall Budget/Resources Needed:**

# PEER TEAM CAMPAIGN PROPOSAL - EXAMPLE

**Name of School:**

**Name of Advisor:**

**Peer Team Members:** *Monica, Sawyer, Asia, Theo, Naomi, Briana, Alexa, Lucy*

## Overall Campaign Goal

*(write out 1-3 goals you hope to accomplish with your campaign activities):*

*Raise awareness that depression is a real illness and not something you can just “snap out of”, decrease stigma, increase help-seeking*

**Slogan (if applicable):**

## Program Activities

*(How are you going to achieve your overall program goal?) Remember to be as specific as possible, while keeping your goals/activities achievable, realistic, and timely. Your message can be reinforced by doing several activities over a period of time (not all have to be big projects!).*

**As a reminder, you must include the four core messages (M.I.N.T.) in your campaign.**

**Mental health is real. Inform about effective supports. Notice and recognize the signs. Tell an adult right away if someone mentions suicide.**

### A. Description of activity, how will you include core messages, who is responsible, when will it be complete, how much will it cost?

- Classroom presentations on depression and anxiety that will include core messages in slides*
- Monica, Sawyer, and Asia will create presentation*
  - Rest of the team will alternate doing presentations*
- Presentation draft done by February 14th then submit to advisor for review, team starts presentations during advisory on March 1st*
- Cost: \$0*

### B. Description of activity, how will you include core messages, who is responsible, when will it be complete, how much will it cost?

- Posters: We will create 6 posters with our slogan and core messages that show the symptoms of depression and anxiety, faces of people with depression and anxiety, and where to go for help*
- Theo, Naomi, and Briana will each design 2 posters on Canva.com*
- Posters will be displayed March 1st – March 14th.*
- Cost: \$0*

### C. Description of activity, how will you include core messages, who is responsible, when will it be complete, how much will it cost?

- Stickers: We will create a sticker design with our slogan and resources on them and order 650 of them*
- Alexa and Lucy will design the stickers*
- Stickers will be displayed March 1st – March 14th.*
- Cost: \$350*

## TIMELINE - EXAMPLE

### October-December (Planning for campaign)

#### January

- Plan classroom presentation outline
- Design stickers

#### February

- Submit classroom presentation to advisor for approval
- Design and submit posters

#### March

- Start classroom presentations
- Display posters
- Create social media posts

#### April

- Post/share social media posts

#### May

- Reflect on campaign activities
- Fill out post-implementation survey
- Plan End of Year presentation

**Overall Budget/Resources Needed:** \$350

# SOLVING CONFLICTS

**Planning your campaign as a team will likely include figuring out how to navigate differing opinions. If conflicts arise with team members or with classmates:**

- ✓ Acknowledge the conflict and suggest working to find a solution
- ✓ Use your positive coping skills to calm down, if needed
- ✓ Get perspectives – hear everyone’s side
- ✓ Speak calmly and kindly
- ✓ Work through the SODAS problem-solving process to make a decision about how to move forward (see SODAS below)

**How to use the SODAS problem-solving process:**

- S** **Situation:** Define the problem
- O** **Options:** Brainstorm a list of potential solutions
- D** **Disadvantages:** For each option, list any negative consequences of choosing that solution
- A** **Advantages:** For each option, list any positive outcomes of choosing that solution
- S** **Solution:** Decide on the option that has the best outcomes with the least consequences and put your solution into action

**Use the worksheet on the next page to work through this process as needed!**



# SODAS DECISION-MAKING WORKSHEET

What is the situation:

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## Possible Solutions

Option 1:

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Option 2:

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Option 3:

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Disadvantages

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Disadvantages

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Advantages

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Best Solution

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# DOCUMENTING CONVERSATIONS

A final task of all peer team members will be to document conversations related to behavioral or mental health that you have with your classmates. This will give you an opportunity to understand how many students have reached out to you and what the outcomes were from those conversations. Your advisor will create a spreadsheet that you will use as soon as possible after each conversation, which will include these pieces of information:

- The date of the conversation
- General notes about the topic of conversation
- What the outcome was (e.g., suggested they talk to a trusted adult)
- Whether there was a follow-up with the student and what date this was

Be prepared to review this information at your regular peer team meetings. As a reminder, this information is **CONFIDENTIAL** which means you should not share it with anyone other than your advisor and peer team during meetings.



## IMPORTANT NOTE:

You should **ALWAYS** speak with your advisor after a conversation with another classmate, especially if there is mention of suicide or self-harm.

If at any time you feel sad or upset about a conversation, please speak with your advisor immediately. It is important that you get support just like the support you give to your classmates.





# VIDEO LIBRARY

## Talking About Mental Health

**TinyShifts - Change the Conversation** (1 m. 44 sec.)

<https://www.youtube.com/watch?v=I3DR5qf76tU>

**Seize the Awkward | Friendship & Mental Health** (1 m. 5 sec.)

<https://youtu.be/r47I4eUU1bc?si=zsr1sfFdL2OGxI9M>

**Seize the Awkward - Just Listen | Friendship & Mental Health** (0 m. 41 sec.)

<https://www.youtube.com/watch?v=JmrCrC-KHmk>

**Seize the Awkward - Just Ask | Friendship & Mental Health** (0 m. 36 sec.)

<https://www.youtube.com/watch?v=GBwwosvCF0c>

**Seize the Awkward - The Awkward Silence | Friendship & Mental Health** (1 m. 6 sec.)

<https://www.youtube.com/watch?v=8gKtVoSgNNM>

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## Personal Stories

**Athletes Connected | Will Heining** (6 m. 33 sec.)

<https://www.youtube.com/watch?v=DQ7OXOrliGY>

**Athletes Connected | Stacey Ervin: “You don’t have to be sick to get better”** (4 m. 55 sec.)

[https://www.youtube.com/watch?v=\\_oupH28FME8](https://www.youtube.com/watch?v=_oupH28FME8)

**Child Mind Institute - My Younger Self** (Time ranges)

<https://childmind.org/myyoungerself/>

**Campus Mind Works | Anxiety & Identity: Maddi’s Story** (5 m. 11 sec.)

[https://www.youtube.com/watch?v=AwKGnVmluwA&feature=emb\\_title](https://www.youtube.com/watch?v=AwKGnVmluwA&feature=emb_title)

**Ted Talk | Nikki Webber Allen - Don’t suffer from your Depression in silence** (6 m. 27 sec.)

[https://www.ted.com/talks/nikki\\_webber\\_allen\\_don\\_t\\_suffer\\_from\\_your\\_depression\\_in\\_silence?referrer=playlist-4\\_ted\\_talks\\_on\\_overcoming\\_depr](https://www.ted.com/talks/nikki_webber_allen_don_t_suffer_from_your_depression_in_silence?referrer=playlist-4_ted_talks_on_overcoming_depr)

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## General Mental Health

**Seize the Awkward - The Signs | Friendship & Mental Health** (0m. 31 sec.)

<https://www.youtube.com/watch?v=V-IWdg-PfeM>

## For Middle School

**4-7-8 Breathing Exercise** (3 m. 39 sec.)

<https://www.youtube.com/watch?v=UxbdX-SeOOo&t=41s>

**Fear vs. Anxiety - What's the difference?** (1 m. 39 sec.)

<https://www.youtube.com/watch?v=0v5E6syVppl>

**Anxiety: Why Humans Experience Anxiety** (3 m. 10 sec.)

[https://www.youtube.com/watch?v=7W\\_rlrwH-BE](https://www.youtube.com/watch?v=7W_rlrwH-BE)

**How it feels to have depression** (1 m. 55 sec.)

<https://www.youtube.com/watch?v=eQbvzSxNDtY>

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## Coping Skills

**TinyShifts - Tiny Shifts; Not Easy Fixes** (1 m. 59 sec.)

<https://www.youtube.com/watch?v=8-ke08jjl5g>

**7 Ways to Maximize Misery** (7 m. 16 sec.)

[https://www.youtube.com/watch?time\\_continue=49&v=LO1mTELoj6o](https://www.youtube.com/watch?time_continue=49&v=LO1mTELoj6o)

**Managing Stress** (2 m. 23 sec.)

<https://www.youtube.com/watch?v=hnpQrMqDoqE>

**Identifying and Reframing Negative Thoughts** (1 m. 49 sec.)

<https://www.youtube.com/watch?v=DmxAIrr1LZc>

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## Depression

**Depression Isn't Always Obvious** (1 m. 20 sec.)

<https://www.youtube.com/watch?v=1Yq6W7YAHM4>

**What is depression? Helen M. Farrell** (4 m. 28 sec.)

<https://www.youtube.com/watch?v=z-IR48Mb3WO>

**Buzzfeed - What It's Like Living with Depression** (2 m. 14 sec.)

[https://www.youtube.com/watch?time\\_continue=1&v=Ps8RcOdfHT4](https://www.youtube.com/watch?time_continue=1&v=Ps8RcOdfHT4)

**The Mighty - Parts of Depression That Often Get Missed** (2 m. 2 sec.)

<https://www.youtube.com/watch?v=DVqx99DQN4Q>

**The Science of Depression** (2 m. 48 sec.)

<https://www.youtube.com/watch?v=8SfOOSpwwsA>

**I had a black dog, his name was depression** (4 m. 18 sec.)

<https://www.youtube.com/watch?v=XiCrniLQGYc>

## Bipolar Disorder

Ted Talk | What is Bipolar Disorder? (5 m. 53 sec.)

[https://www.ted.com/talks/helen\\_m\\_farrell\\_what\\_is\\_bipolar\\_disorder](https://www.ted.com/talks/helen_m_farrell_what_is_bipolar_disorder)

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## Anxiety

The Science of Anxiety (2 m. 38 sec.)

[https://www.youtube.com/watch?v=Z\\_jkNmj5S0s](https://www.youtube.com/watch?v=Z_jkNmj5S0s)

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## Obsessive Compulsive Disorder

Ted Talk | Debunking the Myths of OCD (3 m. 43 sec.)

[https://www.ted.com/talks/dr\\_natascha\\_m\\_santos\\_debunking\\_the\\_myths\\_of OCD/up-next](https://www.ted.com/talks/dr_natascha_m_santos_debunking_the_myths_of OCD/up-next)

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## Trauma

What is PTSD? Post-traumatic stress disorder (3m. 5 sec.)

<https://youtu.be/SWRmCYhlIA>

Mental Health Myth Busters: Post-Traumatic Stress Disorder (5m. 37 sec.)

<https://youtu.be/p7WBXJm8lq0>

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## Substance Use

Common questions teens have about drugs and alcohol (1m. 22sec.)

<https://youtu.be/O0glXGuLIXE>

What is Addiction? (1m. 34sec.)

<https://youtu.be/FIdq9VveQMM>

# RESOURCES

## NATIONAL RESOURCES

### 24-Hour Help Lines

**National Suicide Prevention Lifeline:** Call or text 988 or visit [988lifeline.org](https://www.988lifeline.org)

**Crisis Text Line:** Text HOME to 741741

**Trevor Lifeline (for LGBTQ youth):** 1-866-488-7386

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### JED Foundation

[www.jedfoundation.org](https://www.jedfoundation.org)

JED works with high schools across the country to strengthen their mental health, substance abuse, and suicide prevention programs and systems. They provide the suicide prevention lifeline and crisis text line. JED also has signature programs such as Half of Us, Set to Go, and Love is Louder. Each of these programs has free mental health resources on their website to help high school and college students.

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### The Steve Fund

[www.stevelfund.org](https://www.stevelfund.org)

The Steve Fund is focused on supporting the mental health and emotional well-being of young people of color. The Steve Fund works with colleges, universities, non-profits, researchers, and practitioners to stimulate dialogue and promote effective programming and strategies for students of color as they enter, matriculate in, and transition out of higher education.

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### The Trevor Project

[www.trevorproject.org](https://www.trevorproject.org)

The Trevor Project provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning (LGBTQ) young people ages 13-24. They aim to create safe, accepting, and inclusive environments through trainings, online resources, and community spaces.

# CONNECTICUT RESOURCES

**If someone is experiencing a mental health crisis, dial 2-1-1**

For more information, visit: [mobilecrisisempct.org/](https://mobilecrisisempct.org/)

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**For a list of Connecticut resources and services visit:**

Resources, Plan 4 Children  
[plan4children.org/resources](https://plan4children.org/resources)

Supports & Services, Wrap CT  
[www.connectingtocarect.org/support-services](https://www.connectingtocarect.org/support-services)

Assisted Intervention Matching Tool (AIM) for Contracted In-Home Programs and Services, WrapCT  
[www.connectingtocarect.org/aim-tool](https://www.connectingtocarect.org/aim-tool)

CT Suicide Advisory Board  
[www.preventsuicidect.org](https://www.preventsuicidect.org)

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**Connecticut Community Collaboratives are regional groups around the state that provide local resources and information to support your wellbeing. For more information about your region, click on the links below!**

Region 1, Southwestern (*Bridgeport, Norwalk*)  
[www.connectingtocarect.org/region/southwest](https://www.connectingtocarect.org/region/southwest)

Region 2, South Central (*Milford, New Haven*)  
[www.connectingtocarect.org/region/eastern](https://www.connectingtocarect.org/region/eastern)

Region 3, Eastern (*Middletown, Norwich, Willimantic*)  
[www.connectingtocarect.org/region/south-central](https://www.connectingtocarect.org/region/south-central)

Region 4, North Central (*Hartford, Manchester*)  
[www.connectingtocarect.org/region/north-central](https://www.connectingtocarect.org/region/north-central)

Region 5, Western (*Danbury, Torrington, Waterbury*)  
[www.connectingtocarect.org/region/western](https://www.connectingtocarect.org/region/western)

Region 6, Central (*Meriden, New Britain*)  
[www.connectingtocarect.org/region/central](https://www.connectingtocarect.org/region/central)

For additional information on mental health resources, visit: [kidsmentalhealthinfo.com](https://kidsmentalhealthinfo.com)



