

Mental Health Association in New York State, Inc.

Youth Mental Health Fact Sheet

According to the World Health Organization, mental health is defined as a state of wellbeing in which every individual realizes his or her own potential, can cope with normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

Fast Facts



Half of all chronic mental illnesses begin by age 14



Half of all lifetime cases of anxiety disorders begin as early as age 8



22% of youth experience serious mental illness in a given year



Youth substance abuse may be an attempt to **self-medicate** symptoms of undiagnosed mental illness



Early signs of mental illness are often **mistaken** for typical characteristics of childhood and adolescent development



The median delay between the onset of symptoms and treatment is **10** years.

Mental Health Association in New York State, Inc. (MHANYS) is a non-profit organization with 26 local affiliates serving fifty counties across the state, and is an affiliate of Mental Health America. Through public education, training, advocacy, and family engagement, we are on the forefront of the fight to improve lives of individuals and families by raising mental health awareness.



HEALTHY MINDS FOR A HEALTHY NEW YORK

Catholic School
Administrators
Association of NYS

www.csaanys.org
csaanys@nycap.rr.com
518-273-1205
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Links and Helpful Information

Scoop it articles and
resources—

- Scoop it Articles - <http://www.scoop.it/t/instructionalresourceandinformation2>
- <http://www.scoop.it/t/catholic-education-nys>
- Follow CSAANYS on Twitter!
- Check out the new NYS Social Emotional Learning Benchmarks and Resources- <http://www.p12.nysed.gov/sss/sel.html>
- Check out the Mental Health Resources available at MHANYS - <https://mhanys.org/>



Instructional Spotlight

A Supplemental CSAANYS Newsletter

January 2019

GROWTH MINDSET & SELF-REGULATION



INSTEAD OF THINKING...
(FIXED MINDSET)

- HE NEEDS TO LEARN SOME SELF-CONTROL.
- SHE KEEPS GIVING ME A HARD TIME.
- MY CLASSROOM WORKS FINE FOR ALL THE OTHER STUDENTS.
- HIS BEHAVIOUR COMES OUT OF THE BLUE.
- NOTHING WORKS FOR THIS CHILD.
- SHE JUST NEEDS TO CALM DOWN.
- HE WON'T EVER LEARN SELF-REGULATION.



TRY THINKING...
(GROWTH MINDSET)

- HE NEEDS HELP WITH SELF-REGULATION.
- SHE IS HAVING A HARD TIME. HOW CAN I HELP?
- EVERY STUDENT IS UNIQUE. WHAT CHANGES CAN I MAKE TO SUPPORT THIS STUDENT?
- LET'S LOOK DEEPER FOR PATTERNS AND SETTING EVENTS.
- WHAT ELSE CAN I TRY?
- DOES SHE EVEN KNOW WHAT CALM FEELS LIKE?
- HOW CAN I HELP HIM LEARN SELF-REGULATION?

GROWTH MINDSET AND SELF-REGULATION
DECREASE JUDGEMENT AND INCREASE CURIOSITY



FREE DOWNLOAD: northstarpaths.com



Articles Worth Reading....

- Snowball Fight Stress Away Video - <https://www.facebook.com/edutopia/videos/10156455515744917/>
- **Speed Bump, Not a Road Block** - <https://www.edutopia.org/article/speed-bump-not-roadblock?fbclid=IwAR3tThFch5aMQLZi9mGIFN-bPcSaTmJ7b4zYzAjF6RfZSoQQL3QuRZGF0cM>
- **Student Centered Approaches** - <https://www.kqed.org/mindshift/47223/how-one-teacher-let-go-of-control-to-focus-on-student-centered-approaches?fbclid=IwAR0MXKiKhWarsb6Sqq6m1917TfVPvtcQahVGSIQHClug-SgcqIY7gBG4rw>
- **6 Ways to Help Students Understand Math** - https://www.edutopia.org/blog/ways-help-students-understand-math-matthew-beyranevand?utm_source=facebook&utm_medium=socialflow&fbclid=IwAR1wmfmlBt8FrwJ-GtlWGsOrpT4O3amfuhMnnQOaSsMgfbRbT0F21Jal3rs

5 Tips to improve your open house and enroll more students

By Nick LeRoy

It's already time to start thinking about school open house season. Principals and admissions directors are busy promoting their tour dates and marketing for open houses. The school tour and open house is where the rubber figuratively hits the road in your recruitment. Your ultimate success in a school open house is the number of students that enroll. But you can break it down even further by looking at the total number of families that attend, divided by the number of families that enroll. Understanding what your "closure rate" is will help you to know if you need to do a better job of attracting more people to your school open house vs. improving your ability to get them to enroll. So what can you do to improve your open house?

Step 1: Effectively leverage ALL of your advertising channels to get more attendance

This sounds elementary, but it is critical to try to get as many people as possible to attend your open house. For most schools this is an incredibly time-consuming event with some disruption to the normal school day. You need to make it count. Exterior signage is your first step. Make sure that you have banners or signs outside of your school announcing the event at least a few weeks prior to the event. Ask every current family to display a yard sign that has the name of your school, date and time of your open house featured prominently. Do you know why political campaigns use yard signs? Because they work!

If you are a parochial school, make sure that there are multiple announcements at Mass in the weeks leading up to your open house and that it is featured prominently in the bulletin. Make sure that your priest is mentioning the school and all of the good things happening there. Having an information table staffed by energetic parents and students after Mass always helps to begin conversations with parishioners who were interested, but haven't engaged. Nearby parishes without schools? Be there!

Use social media as much as possible and make sure that you are posting multiple times. With the challenges of Facebook's algorithms, it is getting harder and harder to gain a wide audience. Make sure you are using the Event feature of Facebook to increase visibility. Encourage all of your families to like and share your posts that announce your open house.

Every prospect in your database should receive a person invitation. Or better yet, have all of your existing parents personally invite their friends. You can even distribute a card that a prospective family that was referred by a current family can redeem for a t-shirt or some other promotional item.

Step 2: Make it easy for parents to attend

Understand the challenges of a working or busy parent. Make sure that there are plenty of opportunities for parents to tour and engage with your school regardless of their working time. Many schools are moving to having a weekly time set aside for tours and prospective parent time. [You must meet the customer when it is convenient for them](#) – not you. If that means that you need to have multiple open houses or multiple events, then do so. You need to work around the schedule of your customers.

Step 3: Gather your data

Ensure that you are gathering [contact and child data](#) from every prospective parent that walks through your door. These "leads" are golden and you need to treat them that way. Don't rely on a handwritten sheet where you can't read their writing. Have a simple google form set up on an ipad so you can get their correct contact information.

Make sure that you ask them how they heard about your school. This is fundamental to understanding which marketing vehicle brought them in the door and is very useful in tweaking future campaigns and programs. Most parents will indicate that they knew of you through [word of mouth](#). If that is the case, then make sure you ask the simple follow up question, "Who should we thank for referring you?" Once you have that information, engage the referring parent to help you to encourage them to attend. A follow up call from their friend is always more effective than one from a school administrator.

Step 4: Have updated and relevant collateral material to give to them

You should be giving the parents a set of strong collateral materials post-tour for them to read when they get home. This is not a handbook or just an application. This is a nice, professionally-designed printed piece to sell your school. The more sophisticated private schools will call this a viewbook. Make sure that it talks about all the great things about your school. Different parents will want different things, so you need to make sure

that you include as much as you can about what makes your school great and sets you apart ([information gathered from parent and teacher surveys can be excellent content for these pieces](#)).

Ensure that the pictures in your printed pieces reflect your diversity as much as possible. Many parents cite lack of diversity as a reason why they don't attend a private school. Try to help them see all your students and your inclusiveness.

Provide contact information to your parent ambassadors. Many times, parents want "the real story" about your school and they don't feel like they can get it from the admissions team. Having a preset group of parents that you know will help sell the school can often make a huge difference.

Step 5: Follow up, follow up, follow up.

How do you convert families who attended your school open house to enrolled families? [Ensure that each family that tours receives a series of three follow ups](#). The first should be a handwritten card from the admissions person thanking them for coming. The second should be a follow up call from either a current parent, a coach, or even the teacher for the grade that the student will be entering. The third and final call should come from an administrator offering to answer any additional questions and thanking them for attending. Make them feel welcomed and wanted at your school. These small things make a huge difference. A little secret – your competition isn't doing this. Or if they are and you aren't? Then they are beating you and showing prospective families that they are willing to go the next mile.

By making a few personal follow ups, you can set yourself apart and make each prospective family feel wanted. This ultimately improves your school open house experience and increases your enrollment.

The infographic is a 3x3 grid of white boxes with black borders, set against a red background. In the center, a large number '8' is positioned above the text 'ways to COMMUNICATE with parents in 2019'. Each box contains a title and an illustration:

- class or school blog**: Illustration of a computer monitor displaying a website.
- radio or podcast**: Illustration of a pair of orange headphones.
- video or television**: Illustration of a blue clapperboard with the word 'SCENE' written on it.
- email**: Illustration of a yellow envelope with a red seal.
- social media**: Illustration of the LinkedIn, Twitter, and Facebook logos.
- voice tools**: Illustration of a yellow musical note on a blue background.
- apps**: Illustration of a smartphone displaying a person's face.
- in person**: Illustration of two children, a girl in a pink dress and a boy in a blue shirt and yellow shorts.

At the bottom left of the infographic is the text '@kathleen_morris' and at the bottom right is 'www.kathleenamorris.com'.

NYS Budget Updates

- State Office for Religious and Independent Schools: the Executive Budget recommends \$800,000 for 2019-2020, which will cover salaries.
- Health, Safety, and Security: \$15 million is recommended to be continued to support health, safety, and security needs, including security personnel.
- CAP: Recommended at \$77,476,000 for 2018-2019 expenses with the 2– year lag in CAP nearly paid off.
- Mandated Services: Recommended at \$115,652,000 for 2018-2019 school year expenses, an increase of 3.6% over last year.
- Securing Communities Against Hate Crimes program: \$25 million has been proposed.
- Smart School Bond Act: \$25 million is re-appropriated to address inequities in our share of the bond funds.
- Immunization: It appears that the Governor did not include any funds for the immunization program expenses for schools in the cities of Buffalo, Rochester, and New York—Which was funded \$7 million last year.
- STEM salary reimbursement: 33% increase is recommended for a total of \$20 million
- Textbook Aid: \$58.25 per pupil
- Software Aid: \$14.98 per pupil
- Hardware Aid: Average of \$12 per pupil
- Library Materials: \$6.25 per pupil
- School Bus Driver Training: \$400,000
- Pre-k: an increase of \$15 million is recommended for a total of \$849 million

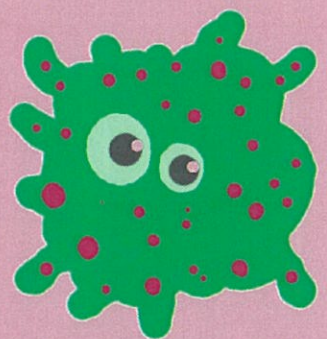
} Per pupil remains unchanged



All re-appropriations for unspent funds in these programs appear to be proposed.

Top 10 dirtiest things we touch every day...

- Computer Keyboard
- Cell Phone
- Toilet Seat
- Shopping Cart
- Remote Control
- Bathtub
- Kitchen Sink
- Kitchen Sponge
- Money
- Light Switch



Keep washing your hands to stay healthy!

Did you know...

Education underscoring soft skills remains critical.

The shelf life of hard skills will become shorter as technology advances more rapidly, and inputs become more automated. Soft skills, or power skills, including collaboration; communication; critical thinking; and the ability to make quick decisions from a set of information will remain essential for all employees and will also be increasingly sought out by hiring managers. How does this change your thoughts about K-12 Education? Are there changes that should be occurring in classrooms? How often are children challenged to solve a problem quickly with a specific set of information, and then evaluate the results of that decision? This is a great topic for a faculty meeting discussion.

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CSAANYS News

Serving Administrators Since 1972

Catholic School Administrator's Association of NYS

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Facebook: Catholic School Administrators Association NYS (CSAANYS)
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Prayer to Saint Patrick

I bind myself to God's power to guide me, God's might to uphold me, God's wisdom to teach me, God's eye to watch over me, God's ear to hear me, God's way to lie before me, God's shield to shelter me, God's host to secure me...Against the snares of demons, against the seductions of vices, against the lusts of nature, against everyone who meditates injury to me, whether far or near, few or many.

SAVE THE DATE

The CSAANYS Gathering will be November 3, 2019 at the Albany Marriott Hotel

The RISE Conference will be November 4 & 5, 2019

For budgeting purposes it is safe to plan for a 5% increase over last year.



Have a little Title IIA left over? Did you know you can use those dollars to pay for your CSAANYS membership? Questions on how to do this? Call us! Membership renewal forms are coming out in May.

Making a Case for Instructional Coaching

“Coaching is all about transporting teachers from where they are to where they need to be.” Gauthier and Giber

An Instructional Coach is someone whose chief professional responsibility is to bring evidenced based practices into classrooms by working with teachers. Why are instructional coaches important? Simply put, we want our teachers to have the best instructional tools and skills. Anything less and our students are being short changed.

Coaches provide teachers wealth of opportunity to grow in the teaching profession. One of our biggest challenges is retaining talented teachers, whether it is burnout, or higher paying job elsewhere, teachers are leaving our schools. Even veteran teachers benefit from coaching. As you visit classrooms, think about what your goals are for student achievement, research how teachers are being supported in neighboring schools, consider the schools goals and how they mesh with high quality instruction. The goal of effective instruction coaching is better instruction leading to greater student learning.



The objectives of a coaching model are to:

- ◆ Promote collaboration and communication to support the delivery of instruction.
- ◆ Assist teachers with instructional strategies by demonstrating and modeling.
- ◆ Analyze data and facilitate data discussions.
- ◆ Promote and model effective use of instructional technology.
- ◆ Plan and facilitate on-site professional development.

Things to think about when hiring an instructional coach:

- ◆ Knowledge of content, standards and best practices.
- ◆ Person that has people skills, ability to self reflect, and a “go getter”
- ◆ Classroom teaching experience.
- ◆ Oral presentation skills and ability to lead teacher groups.

Excellent instruction every day, in every classroom, for every student.

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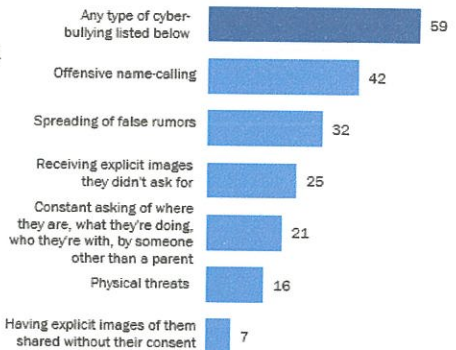
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Twitter: @csaanys

In a recent meeting I attended with personnel from the SORIS office at NYSED, a comment was made that when the SORIS office receives a call from a parent a large percent of the time it is about bullying. Though we couldn't pursue the conversation at the time, it made me wonder. Bullying happens in every school, regardless of the grade levels. Students are more connected now than in any previous generation, making bullying that much easier.

A majority of teens have been the target of cyberbullying, with name-calling and rumor-spreading being the most common forms of harassment

% of U.S. teens who say they have experienced ___ online or on their cellphone



Note: Respondents were allowed to select multiple options. Those who did not give an answer or gave other response are not shown.
Source: Survey conducted March 7-April 10, 2018.
"A Majority of Teens Have Experienced Some Form of Cyberbullying"

PEW RESEARCH CENTER

Many kids are afraid to speak up, or don't know how or what to say.

What information and/or statistics do you have about bullying in your school? Are there consistent means for collecting data? What do you do when an incident arises? What information is collected? What are the processes and procedures? Who is involved?

Think about engaging your faculty in a conversation that includes the data gathering, once you have the data look for trends, and begin working on a comprehensive plan that will help all students.

SAVE THE DATE

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November 3, 2019
Albany Marriott Hotel

Presenter: Dr. Nicholas Kardaras
Glow Kids—How Digital Addiction is
Hijacking our Kids

Religious and Independent School Educator
Conference will be November 4 & 5, 2019
Albany Marriott Hotel
Administrators & Teachers
REGISTRATION OPENS IN AUGUST

MY BETTER BENEFITS

Don't forget about this great benefit of CSAANYS membership. With summer travel right around the corner, save money on cars, hotels and entertainment. Check out our personalized website at: <https://www.mybetterbenefits.org/csaanys.htm>. Your CSAANYS Membership ID # is - 20183289
Print out your ID Card and get saving!

Did you know that you can use your Title IIA dollars to pay for your CSAANYS Membership? Well you can! Memberships are an allowable Title IIA expense. The 2019-2020 CSAANYS membership drive begins May 1st. Even if you only have a little bit left over to spend you can split up the costs! Call CSAANYS if you have questions.

Tu·i·tion man·age·ment | too- ish-uhn man-ij-muhnt www.factsmgt.com

At FACTS, we've spent over 20 years defining what tuition management should be. Today, we unveil a new vision for serving your school and families. In addition to better helping families manage costs, we also offer expanded flexibility for parents and schools that meets your high expectations—and ours. To experience FACTS Tuition Management for yourself, visit our website to sign up for a free Webinar or give us a call. 877.606.2587

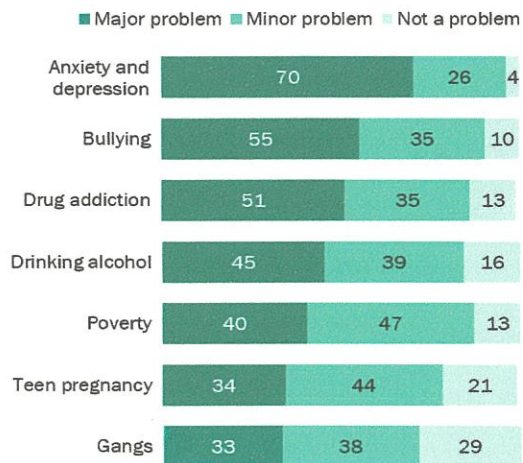


Things to consider

- ◆ Content area alignment (social studies, science, math, religion and ELA), the crosswalks are available at www.nysed.gov. Now is the time to prepare for full implementation of the NYS Next Generation Learning Standards.
- ◆ Do all content area teachers know they are reading and writing teachers? Do they have the skills to help students who struggle with reading? Do all teachers know how to evaluate student reading levels? What professional development is needed for content area teachers around reading and writing?
- ◆ Professional development survey - review the year. What activities worked? What needs to be changed, enhanced or scrapped? Determine what the 2019-2020 school goals are and what professional development will meet those goals.
- ◆ Have you thought about instructional coaching for teachers? What does it look like? Who provides it?
- ◆ The schedule!!! Ensuring that each teacher has concentrated instructional time every day is no simple feat, but it must be accomplished!! Ask frank questions about what worked and didn't work, also ask for suggestions to make the schedule ideal for every teacher. "This the way we've always done the schedule" days are over. Teachers need uninterrupted instructional blocks of time every day.
- ◆ 1/2 day, snow delay, etc. schedules—are they working? Review this year and determine how much instructional time was missed in certain classes. Make a resolution to ensure that instruction is consistent for all students.
- ◆ Principal self evaluation. Take a look at your hard work this year. What would you change, do better, differently or not change at all? Begin thinking about your priorities for next year.

Anxiety and depression top list of problems teens see among their peers

% of teens saying each of the following is a ___ among people their age in the community where they live



Note: Share of respondents who didn't offer an answer not shown
Source: Survey of U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018

"Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers"

PEW RESEARCH CENTER

Accompanying this newsletter is a memo from NYSED with information and links to resources on mental health.

Excerpt from *Creating Culturally Responsive Parent Engagement* by Rosana G. Rodríguez, Ph.D., Rogelio López del Bosque, Ed.D., and Abelardo Villarreal, Ph.D.

We can look forward to much more success in student achievement by creating a culturally responsive, positive environment for parent engagement. This is critical because it sets a stage of readiness for engagement for parents, teachers, administrators and community members to work more closely together. Seven critical elements are evident in this type of atmosphere:

- Having a commitment to consult and engage parents in school decisions that impact the quality of education provided;
- Creating a school culture where parents are seen as important partners in the school's efforts to increase student success;
- Developing and posting around the school a code for effective parent engagement;
- Operationalizing the code by involving school staff and parents in a community of practice;
- Articulating high expectations for success in the engagement process;
- Measuring regularly and ensuring that the quality of engagement is high and focused on the anticipated outcome of success for every student; and implementing specific steps for parent engagement and evaluating the impact on student success.

Heavenly Father,

As I enter another week of my Lenten journey, guide me to the path that leads to you. Fill my heart with gratitude, patience, strength, and peace as I strive to become the-best-version-of-myself, honestly admitting my shortcomings and sins.

As I renew my resolve each day to become a better person, let me hear your voice in the deepest reaches of my heart. Give me rest in you.

Tips for talking with young people



We believe talking about mental health can help you and those around you to be happier and healthier.

Anyone who works with or cares for a young person has the opportunity to play an active role in supporting their mental wellbeing. Giving a young person the chance to open up and have a conversation about their mental health can reassure them that help is available and empower them to access appropriate support should they need to.

Starting a conversation is the first step on that journey.

Creating a safe space



Give yourself **plenty of time** so you don't appear to be in a hurry



Meet in a **neutral space** such as a quiet room or pastoral room



Sit down even if the other person is standing – it will make you seem less intimidating



Make it clear that they are **not in trouble**

Talking tips



Keep your body language **open and non-confrontational**



Do not offer glib advice such as “pull yourself together” or “cheer up”



Be **empathetic** and take them seriously



Take into account **cultural differences** in communication styles e.g. how much eye contact is appropriate



Keep the chat **positive and supportive**, exploring the issues and how you may be able to help

Useful questions to ask

How long have you felt like this?

How can I help you?

What kind of support do you think might help you?

How are you feeling at the moment?

What happens next?



Keep the conversation going – follow up and ask them how they are doing. Reassure them that you are always here if they want to talk, and really mean it.



Give **reassurance** that there are **lots of sources of support** and some of these might be available at home through parents/carers, through their place of education, by visiting their GP, or online. If appropriate, offer to go with them to seek support.

How to listen

- Give the person your **full focus** and listen without interrupting
- Listen to their **words, tone of voice and body language** – all will give clues as to how they are feeling
- **Accept them as they are.** Respect the person's feelings, experiences and values although they may be different from yours. Do not judge or criticise because of your own beliefs and attitudes
- **Don't make a moral judgement.** Be genuine – show that you accept the person and their values by what you say and do
- **Get on their wavelength.** Place yourself in the young person's shoes and demonstrate to them that you hear and understand what they are saying and feeling

Take a look at our **list of support organisations for young people**

To learn more about how to support the mental wellbeing of young people, visit mhfaengland.org

Find us on social media by searching **'MHFA England'**

MHFA England

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U.S. Births Dip To 30-Year Low; Fertility Rate Sinks Further Below Replacement Level

“The birthrate fell for nearly every group of women of reproductive age in the U.S. in 2017, reflecting a sharp drop that saw the fewest newborns since 1987, according to a new report by the Centers for Disease Control and Prevention. There were 3,853,472 births in the U.S. in 2017 — “down 2 percent from 2016 and the lowest number in 30 years,” the CDC said. The general fertility rate sank to a record low of 60.2 births per 1,000 women between the ages of 15 and 44 — a 3 percent drop from 2016, the CDC said in its tally of provisional data for the year. The results put the U.S. further away from a viable replacement rate — the standard for a generation being able to replicate its numbers.”

Why is this in the CSAANYS newsletter? Because we have to start planning now for fewer available students in the near future. In areas that don't have large immigrant populations this will have a significant impact on enrollment in nursery, pre-kindergarten, kindergarten classes, and all other grades down the road. Millennials are waiting longer to have children and subsequently having fewer children. Because of this ALL schools will be competing for a smaller population of students. We can't wait to begin planning. We need to work on not only marketing and strategic planning, but having programs in place that parents can't imagine their children not being a part. Research based, innovative programming that can be implemented and sustained in our schools. Gone are the days of instruction that is reminiscent of what previous generations received. Coupled with this is less and less Catholic families are sending their children to Catholic schools.

We need to think, share, and collaborate to figure out how enrollments are going to look in 3, 4, 5 years, what we are doing to build relationships now with young families, and what is going to be “the hook” that gets families in the door, and what are we going to do to keep children enrolled.

The Board of Regents is starting a Blue Ribbon Commission to study High School Graduation requirements. CSAANYS has forwarded two names to the Chancellor for membership on this committee, we will keep you posted as we learn more about the work of this commission.

NYSED office of Early Childhood education has put together resources and a video series for teachers of children nursery through second grade. The videos are excellent and can be used as part of a faculty meeting or professional development training. Go to - <http://www.nysed.gov/curriculum-instruction/early-learning-resource-list> to access the resources and videos.

The NYS Preschool Learning Standards have been updated (previous version is 2012.) The newest version is available by clicking here - <http://www.p12.nysed.gov/earlylearning/standards/home.html>, please note this is not a curriculum.

Mental Health Association in New York State, Inc.

Mental Health Fact Sheet



Mental health is a state of well-being in which you can cope with normal life stresses.



Half of all people will experience mental illness at some point in their life



Children have mental health, too.

The most common mental illness - anxiety - can begin as early as **age 7**.
But signs of mental illness are often **mistaken** for normal parts of childhood



Using alcohol or drugs may be **attempts to relieve** untreated mental illness



Mental illness can affect **anyone**



HEALTHY MINDS FOR A HEALTHY NEW YORK