



ONLINE MENTAL HEALTH SCREEN

You aren't alone – help is available, and recovery is possible.

When facing a mental health concern or living with a mental health condition, it's common to feel like no one understands what you're going through.


EARLY DIAGNOSIS SAVES LIVES

The average delay between symptom onset and treatment is 11 years, meaning a lot of people spend months or years facing mental health challenges before getting a diagnosis. It is never too early to seek treatment for your mental health. Intervening effectively during early stages can

1 IN 5 PEOPLE

While 1 in 5 people will experience a mental illness during their lifetime, everyone faces challenges in life that can impact their mental health. About half of Americans will meet the criteria for a diagnosable mental health condition sometime in their life,

EASY ACCESS TO SCREENING
JUST SCAN QR CODE



URGENT REALITY
Life can be challenging, but every day shouldn't feel hard or out of your control. If it does, one of the quickest and easiest ways to determine whether you are experiencing symptoms of a mental health condition is to take a mental health screening at mhascreening.org



988
SUICIDE
& CRISIS
LIFELINE



Friends of Nate
thrive
Advocates for Behavioral Health

In 2020, Congress designated the new 988 dialing code to operate through the existing National Suicide Prevention Lifeline's (1-800-273-8255) network of over 200 locally operated and funded crisis centers across the country

On July 16, 2022, the United States will begin using 988

Since the Lifeline began in 2005, it has served as an invaluable resource, helping thousands of people overcome suicidal crisis or mental health-related distress every day. With the transition to 988, these life-saving resource will make it even easier to reach a trained crisis counselor who can help.

People can also dial 988 if they are worried about a loved one who may need crisis support

The Lifeline works!

988 is the new three-digit number for the National Suicide Prevention Lifeline connecting people with compassionate, accessible care and support available for anyone experiencing mental health-related distress.

People can use 988 if they are having thoughts of suicide, mental health or substance use crises, or any other kind of emotional distress.

How is 988 different from 911?

988 was established to improve access to crisis services in a way that meets our country's growing suicide and mental health related crisis care needs. 988 will provide easier access to the Lifeline network and related crisis resources, which are distinct from 911 (where the focus is on dispatching Emergency Medical Services, fire and police as needed).

EASIER ACCESS

An easy-to-remember 3-digit dialing code will provide greater access to life-saving services.

URGENT REALITIES

- In 2020, the U.S. had one death by suicide every 11 minutes.
- For people ages 10–34, suicide is a leading cause of death.
- From April 2020 through April 2021, over 100,000 people died from drug overdoses.

There is hope.



SAMHSA
Substance Abuse and Mental Health
Services Administration

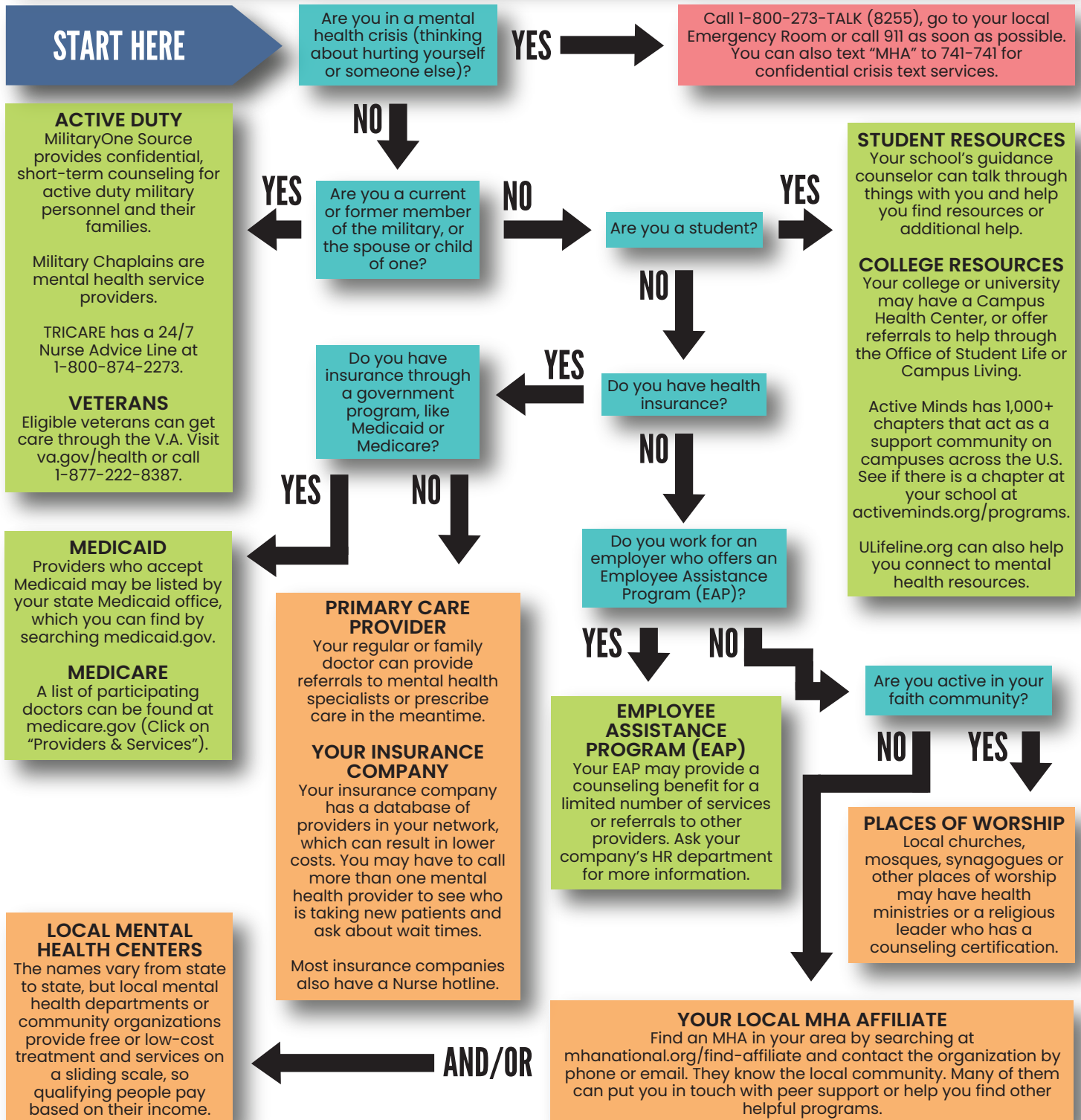


988
SUICIDE
& CRISIS
LIFELINE

Providing 24/7, free and confidential support to people in suicidal crisis or emotional distress works! The Lifeline helps thousands of people overcome crisis situations every day.

WHERE TO GO

When you've decided to seek help, knowing what resources are available and where to start can be tricky. Use this decision map to help you figure out your options. If you don't find help where a path ends, try any of the resources in the gold boxes.





DESCRIPTION

1. Find a comfortable seat and settle in. We are going to do a loving-kindness practice to show love and compassion to ourselves and others.
2. Focus on one point or close your eyes, whichever is more comfortable. Place both of your hands on your heart, and connect to your breath. Inhale; exhale. Breathe in; breathe out.
3. Now, take a moment to connect with yourself. On your next exhalation, silently send yourself this special wish: May I be happy, may I be healthy, may I be safe, may I be free.
4. Notice if you are experiencing anything in the way of you feeling happy, healthy, safe, and free. Imagine a door opening at the bottom of each foot, and breathe whatever is not helping you out through these doors.
5. Take 3 collective breaths and close the imaginary doors. Send yourself this special wish: May I be happy, may I be healthy, may I be safe, may I be free.
6. As you deepen your breath, visualize someone you love and hold close to your heart. It can be a family member, a teacher, or a best friend. Take a moment to connect to that person. On your next exhalation, silently send this person this special wish: May you be happy, may you be healthy, may you be safe, may you be free.
7. Now, think about someone that you do not know very well, like a stranger on the street or a student from a different grade level that you pass in the hall. Perhaps it is a classmate you want to get to know better, a new teacher or student at school, or a friend's sibling. Take a moment to connect to that person. On your next exhalation, silently send this person this special wish: May you be happy, may you be healthy, may you be safe, may you be free.
8. Now, think of someone that you may be having a conflict with right now. Perhaps it is a family member, classmate, friend, or teacher. Take a moment to connect to that person. Think to yourself, **“just like me this person wants to be happy, healthy, safe and free.”** On your next exhalation, silently send this person this special wish: May you be happy, may you be healthy, may you be safe, may you be free.
9. Now, take a moment to connect with yourself. On your next exhalation, silently send yourself this special wish: May I be happy, may I be healthy, may I be safe, may I be free.
10. Take 3 collective breaths. Open your eyes if they're closed and smile at someone across the way.

REFLECTION QUESTIONS

1. How did it feel to send good wishes to someone you love?
What did you notice about yourself?
2. How did it feel to send good wishes to someone you don't know very well? What did you notice about yourself?
3. How did it feel to send good wishes to someone you are having conflict with? What did you notice about yourself?
4. How do you think you will feel the next time you see any of these people?
5. How did it feel to send good wishes to yourself?

Friends of Nate

thrive

Advocates for Behavioral Health

Elementary School

MANTRA MONDAY

I am loved

TRY-IT TUESDAY

Body Scan

Sit in a comfortable position. Close your eyes or look down. Bring your awareness to each body part and notice what you observe.

WELLNESS WEDNESDAY

Self-hug

Inhale and bring your arms out to a T. Exhale and give yourself a big hug. Now tell yourself something kind. Repeat exercise with the opposite arm on top.

THANKFUL THURSDAY

Self-Esteem Gratitude

Draw or write one thing about yourself that you are grateful for.

FREEDOM FRIDAY

Self-Esteem

What makes you YOU? What positive qualities and characteristics do you have? List as many as you can think of

I am a good friend

3 Wishes

When it's hard to be kind to someone, send them 3 wishes: May you be happy, May you be healthy, May you be peaceful.

Tree Circle

Everyone stands in a circle and does their best tree pose. Once your branches (arms) are raised connect hands. See how long you can hold with the support of your circle.

Resilience Gratitude

Draw or write about a challenge you have faced with courage.

Healthy Relationships

Why do you think it is sometimes difficult to ask for help?

I am brave

Box Breath

Breathe in for 4, Hold for 4, Breathe out for 4. Hold for 4. Try this when you are faced with a challenge.

Connection Gratitude

Draw or write about someone you are grateful for.

Wall Sit

It will be hard but you can do it. Put your back on the wall and bend your knees to sit against the wall. Hold for 30 seconds.

Resilience & Purpose

What was something you thought you couldn't do at first,

I choose to be kind

Take a Pause

When you're thinking about making a choice that isn't healthy, ask yourself - How is this good for me?

Make Your Choice

For 1 minute do jumping jacks or jog in place.

Choice Gratitude

Draw or write about one healthy choice you made today.

Choices Interactive

Is saying positive things to yourself easy or tough and why?

Middle School and High School

MANTRA MONDAY

Self-Esteem Mantra
"The things that make me different are the things that make me ME"

Connection Mantra
"I own my device, not the other way around"

Purpose Mantra
"I am worthy of happiness and success"

Choice Mantra
"It's going to be okay"

TRY-IT TUESDAY

Body Scan
Sit in a comfortable position. Close your eyes or look down. Bring your awareness to each body part and notice what you observe.

3 Wishes
When it's hard to be kind to someone, send them 3 wishes: May you be happy, May you be healthy. May you be peaceful.

Box Breath
Breathe in for 4, Hold for 4, Breathe out for 4. Hold for 4. Try this when you are faced with a challenge.

Take a Pause
When you're thinking about making a choice that isn't healthy, ask yourself how is this good for me?

WELLNESS WEDNESDAY

Self-hug
Inhale and bring your arms out in a T. Exhale and give yourself a big hug. Now speak one kind word to yourself. Repeat exercise with the opposite arm on top.

Tree Circle
Everyone stands in a circle and does their best tree pose. Once your branches (arms) are raised connect hands. See how long you can hold with the support of your circle.

Wall Sit
It will be hard but you can do it. Put your back on the wall and bend your knees to sit against the wall. Hold for 30 seconds.

Make Your Choice
For 1 minute, choose to do jumping jacks or jog in place.

THANKFUL THURSDAY

Self-Esteem Gratitude
Sketch or jot down one thing about yourself that you are grateful for.

Connection Gratitude
Write a letter to someone you are grateful for.

Resilience Gratitude
Write about a challenge you have faced with courage.

Choice Gratitude
Think about one healthy choice you made today. Promise to yourself that you will make this choice again tomorrow.

FREEDOM FRIDAY

Self-Esteem
. Think about your own voice. What are some examples of positive

Healthy Relationships
Why do you think it's hard to put your phone down and away?

Resilience & Purpose
. What is something that you were a part of that made you feel very

Choices
What is something that is challenging you right now? How can you reframe it?

WARNING SIGNS OF SUICIDE:

The behaviors listed below may be some of the signs that someone is thinking about suicide.

TALKING ABOUT:



- ▷ Wanting to die
- ▷ Great guilt or shame
- ▷ Being a burden to others

FEELING:



- ▷ Empty, hopeless, trapped, or having no reason to live
- ▷ Extremely sad, more anxious, agitated, or full of rage
- ▷ Unbearable emotional or physical pain

CHANGING BEHAVIOR, SUCH AS:



- ▷ Making a plan or researching ways to die
- ▷ Withdrawing from friends, saying good bye, giving away important items, or making a will
- ▷ Taking dangerous risks such as driving extremely fast
- ▷ Displaying extreme mood swings
- ▷ Eating or sleeping more or less
- ▷ Using drugs or alcohol more often

If these warning signs apply to you or someone you know, get help as soon as possible, particularly if the behavior is new or has increased recently.

**National Suicide Prevention Lifeline
1-800-273-TALK**

**Crisis Text Line
Text "HELLO" to 741741**



National Institute
of Mental Health

www.nimh.nih.gov/suicideprevention

NIMH Identifier No. OM 19-4316

#timetothrive



When **my only child, my son, Nathaniel Brady** finished high school and left home for MIZZOU. I was so proud and excited for him. During his second semester Nathan was having feelings of depression. He visited the counseling office on campus as he was instructed to during

Freshman orientation and his campus visit. Nathan was handed a form and filled it out honestly, was he depressed? He answered yes. Was he thinking about self-harm? He answered yes. Had he considered killing himself? He answered yes. As my son waited for someone to talk to. Someone that would listen and give him advice, two campus police officers showed up in the waiting room. **They hand cuffed him and took him for a 72-hour hold.** That was the last time my son ever asked for help.

My son graduated Magna Cum Laude with a Bachelor of Health Science degree and a minor in Psychology in 2021. Nathan was starting his career as a Nuclear Medicine Technologist. He had completed a year of clinicals in Missouri's hospitals (during COVID) and had been asked for directly by name and hired because of his academic accomplishments and clinical experience. He had learned excellent patient care. He was 24 years old.

Before my son could start his employment as a Nuclear Medicine Technologist, he needed to complete his Missouri certified board exam. He had been studying all weekend. My son was a highly educated accomplished graduate from one of the best universities in our state. He shared with me that he was very nervous about the exam. I tried to reassure him that it was going to be just fine. He had already proven what a success he was. I brought him a glass of water, an orange, and a bag of chips. I hugged him. I told him I

loved him. I told him how proud I was of him and how happy I was to have him home from school. That was the last time I spoke to my son. **I found him the next day with his head hanging loosely in a tie from the closet bar in his room.**

I am a 50-year-old single mother of one. I raised my child on my own and paid for him to get a 4-year degree plus 1 year of clinicals from our state's medical university. He learned excellent patient care. **Why did he not learn excellent self-care as a repeating part of the core curriculum?** My pain is immeasurable. My loss is irreplaceable. Our little family is destroyed. However, consider this, Missouri lost a highly educated, caring sensitive young man that would have been able to help many people in his chosen career field.

We need to create an environment where our young people can Thrive into adulthood. A place where a child can be honest and say "I'm not feeling right. I think I need help. Can I talk to you about it?", and **our schools, educators, lawmakers and first responders listen. A place where it is ok to ask for help because help really does exist.**

Nathaniel Brady Memorial Foundation <https://bit.ly/NateBrady>

Friends of Nate - Thrive Advocates for Behavioral Health https://bit.ly/Thrive_MO

Friends of Nate



Advocates for Behavioral Health

I can thrive

Mental Health Resources

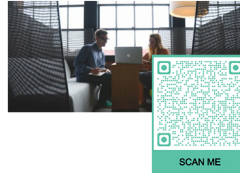
Scan QR Codes for Mental Health Resource lists or
Go To <https://bit.ly/MentalHealthThriveResources>



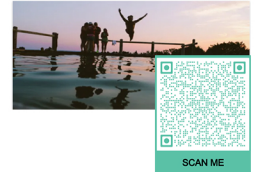
**Mental Health
Crisis Lines**



**Counseling
Services**



**Prescription
Assistance
Resources**



**Youth and
Young Adults**



**Information and
Supportive Services**



**Residential
Therapy
Services**



**Substance Use
Disorder
Resources**



**Missouri
Department of
Mental Health**



**Academic Studies
and Therapy
Services**



Foreword

Did you know that research has found that remarkable things can happen if parents and caregivers spent at least 15 minutes of undivided time a day listening and talking with their children? Research also tells us that children really do look to their parents and caregivers for advice and help about difficult choices and decisions.

The document in your hands right now and other companion materials about bullying are part of 15+ Make Time to Listen...Take Time to Talk, an initiative developed by the Substance Abuse and Mental Health Services Administration, part of the U.S. Department of Health and Human Services, to promote healthy child development and to prevent youth and school-based violence.

The initiative builds on both the value children place on the advice they get from important adults in their lives and the benefits of those special 15 minutes each day. The listening and talking theme, however, also can be adapted by teachers, counselors, and other adults who are involved in the lives and futures of children.

Whether focused on bullying – as in this part of the initiative – or on general principles of healthy development and behavior, the messages exchanged between children and their parents and caregivers in just these 15 minutes or more a day, can be instrumental in building a healthier and safer future for children as individuals, family members, and active and engaged participants in the life of their communities.

about Bullying

Welcome to...

“Make Time To Listen...Take Time To Talk...ABOUT BULLYING” interactive conversation starters. Schools, adults and children can use these cards to start conversations about bullying and how to prevent it.

There are no “right or wrong” answers, just statements that make us think about the issue of bullying and ways to prevent and/or stop it. The cards are listed under different headings so that there is flexibility in how the questions can be asked to lead to meaningful dialogue about bullying prevention and interventions. The basis of the conversation starters are to help start meaningful dialogue about the critical issue of bullying and the prevention of bullying.

There are no rules. Everyone is a winner if we begin to talk and listen to one another, but you can't be a winner if you don't answer the questions honestly. No one is looking for problems, but if bullying is an issue at school, home, or in your community, then this is a safe way to start to understand and hopefully resolve the problem.

Go ahead, get started and remember that these are only conversation starters and you don't have to finish all the cards to continue talking. Use your own judgement on how many questions to ask, when, and for how long. If you or your child feels uncomfortable talking about the issue, you may choose to stop for a while and continue the discussion at a later time. If major problems do arise, please seek the help of a mental health professional.

about Bullying

CMHS-SVP-0051 Printed 2003

Listen - Learn - Respect

These cards are to be used to start conversations about bullying and bullying prevention.

Feel free to adapt the questions to your own conversational styles.

The questions are designed to generate open and honest discussions. Please be careful to respect any concerns or sensitive issues raised by the answers.

Again, if problems do arise, please read the additional materials provided by this project, take a break and talk about the issue later, or seek the help of a mental health professional.

MAKE TIME TO LISTEN
TAKE TIME TO TALK
about Bullying

General Questions

What does “bullying” mean to you?

MAKE TIME TO LISTEN
TAKE TIME TO TALK
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Mental Health Services
www.samhsa.gov

General Questions

Do you ever feel lonely at school or left out of activities? Let's talk about what happens and what you feel.

MAKE TIME TO LISTEN
TAKE TIME TO TALK
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Substance Abuse and Mental Health Services Administration
Center for Mental Health Services
www.samhsa.gov

General Questions

What is lunch time like at your school? Who do you sit with, what do you do, and what do you talk about?

MAKE TIME TO LISTEN
TAKE TIME TO TALK
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Substance Abuse and Mental Health Services Administration
Center for Mental Health Services
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General Questions

What's it like to ride the school bus?
Tell me about it.

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General Questions

Do kids ever call you mean names, or tease you?
Talk more about how you feel and what you do when this happens.

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General Questions

Have you ever been scared to go to school because you were afraid of being bullied?
What ways have you tried to change it?

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General Questions

Have kids ever bullied you by hitting or pushing you, or other things like that?
Let's talk about what you do when this happens.

MAKE TIME TO LISTEN



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.....indicates they have been bullied

.....indicates they have been bullied

Who usually does the bullying? (Boys/girls? Older kids or kids in your grade or class?)
Why do you think they bully?

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Did you talk with an adult at school or a friend about being bullied? Did it help?
If not, what would have helped?

MAKE TIME TO LISTEN



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.....indicates they have been bullied

.....indicates they have been bullied

Talk about how you felt when you were being bullied. Take your time.

Now that we're talking about bullying, what can I do to help?

MAKE TIME TO LISTEN

MAKE TIME TO LISTEN



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.....witnessed bullying

.....witnessed bullying

What do you usually do when you see bullying going on?

Describe what the bullies are like.

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MAKE TIME TO LISTEN



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.....witnessed bullying

.....witnessed bullying

Do you ever see kids at your school being bullied by other kids? How does it make you feel?

Have you ever tried to help someone who was being bullied? What happened? What would you do if it happens again?

MAKE TIME TO LISTEN

MAKE TIME TO LISTEN



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.....bullying other children

.....bullying other children

Have you ever called another person names? Do you think that was bullying? Talk more about that.

Do you or your friends ever leave other kids out of activities? Talk more about this possible bullying behavior.

MAKE TIME TO LISTEN

MAKE TIME TO LISTEN



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.....bullying prevention programs

.....bullying prevention programs

What do you think needs to happen at school to stop bullying?

Would you be willing to tell someone if you had been bullied? Why? Why not?

MAKE TIME TO LISTEN

MAKE TIME TO LISTEN



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.....bullying prevention programs

.....bullying prevention programs

Is your school doing special things to try and prevent bullying? If so, tell me about the school's rules and programs against bullying.

Would you feel like a "tattletale" if you told that someone was bullying you or a friend? Why?

MAKE TIME TO LISTEN

MAKE TIME TO LISTEN



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.....bullying prevention programs

Let's talk about what your friends could do to help stop the bullying.

MAKE TIME TO LISTEN



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.....bullying prevention programs

What things do you think parents could/should do to help stop bullying?

MAKE TIME TO LISTEN



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.....bullying prevention programs

What are some good qualities about yourself? Let's talk about why it's so important to feel good about yourself. How would all this help to prevent bullying?



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what is the choking game?

It's not a game at all—just an act of suffocating on purpose.

Adolescents cut off the flow of blood to the brain, in exchange for a few seconds of feeling lightheaded.

Some strangle themselves with a belt, a rope or their bare hands; others push on their chest or hyperventilate.

When they release the pressure, blood that was blocked up floods the brain all at once. This sets off a warm and fuzzy feeling, which is just the brain dying, thousands of cells at a time.

Other names for the Choking Game include:

ROULETTE

RISING SUN

SPACE MONKEY

CALIFORNIA HIGH

AIRPLANING

SPACE COWBOY

AMERICAN DREAM

FUNKY CHICKEN

TINGLING

GASP

PASSOUT

SUFFOCATION

BLACKOUT

FLATLINER

how can i help?

Most people have no idea how dangerous the Choking Game is until someone close to them dies or suffers permanent damage. The only way to stop the suffering is to publicize the danger as we do with the use of drugs and alcohol.

Please help GASP put a stop to this deadly activity in your community. Contact us at contact@gaspinfo.com for ready-made ways to spread the word and raise funds nationwide.

If you would like to make a financial contribution, please send donations to:
GASP c/o Community First
P.O. Box 1487
Appleton, WI 54912

In Canada, send checks payable to:
Sharron Grant in trust for
Deadly Games Association
c/o Toronto Dominion Bank
2 Points Street, Unit 117
Penetang, Ontario, Canada
79M 1M2

For more information, visit
gaspinfo.com

G.A.S.P.

games adolescents
shouldn't play

The Choking Game is a misunderstood activity causing death and suffering for thousands of families worldwide.

GASP is a nationwide campaign set up to fight this "game" with the most powerful weapon at our disposal: education.

**TOGETHER, WE CAN STAMP OUT THIS DEADLY GAME
IN YOUR COMMUNITY.**

who's "playing" the choking game?

Mostly boys and girls between 9-16 years old, nationwide and around the world. These adolescents are generally high-achieving in academics, activities and sports, and don't want to risk getting caught with drugs or alcohol.

By one name or another, the Choking Game has been going on for generations. But the more recent use of bonds (ropes, belts) and the growing practice of playing alone has increased its deadliness dramatically.

It's estimated as many as 250 to 1,000 young people die in the United States each year playing some variant of the Choking Game, but it's difficult to track statistics because many of the cases are reported as suicides.

why are so many adolescents dying?

The plan is to release pressure at just the right time before passing out. If they pass out first, the weight of their body pulls on the rope and they can die. There's also the chance of seizures, stroke, or injuries from a fall.

Playing the game in any form causes the permanent death of a large number of brain cells. Within 3 minutes without oxygen to the brain, a person will suffer noticeable brain damage. Between 4 and 5 minutes, a person will die. Some of those kids who died were alone for as little as 15 minutes before someone found them, and it was already too late.

Also the rush they're getting can be addictive. Many times the Choking Game starts off as a social activity, but adolescents end up doing it alone, which is even more dangerous—nobody's around to help them if they pass out.

G.A.S.P.

3 important questions:

HOW DO I SPOT SOMEONE PLAYING THE CHOKING GAME?
There's no "test" for spotting the Choking Game, but common red flags include bloodshot eyes, frequent headaches, locked doors, marks on the neck, knots tied around the bedroom, wear marks on bedposts and closet rods, and disorientation after spending time alone.

IF I KNOW SOMEONE WHO CHOKES, WHAT SHOULD I DO?
Tell them to stop. And don't just take their word for it—be sure to tell an adult about it.

WHO CAN I TELL?
Any adult you trust: your parents, other family members, your friend's parents, your teacher, your guidance counselor, the school nurse, even a DARE officer.



...as many as 1,000 die each year 'playing'...