**MHA AFFILIATE SCHOOL-BASED PROGRAMS**

CALIFORNIA – [Mental Wellness Center](https://mentalwellnesscenter.org/)

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

For more information, contactAnn Lippincott, PhD, Mental Health Matters Facilitator, at [education@mhmyouth.org](mailto:education@mhmyouth.org).

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

For more information, please contact Alexis Malatesta, Education Department Manager, at [amalatesta@mentalwellnesscenter.org](mailto:amalatesta@mentalwellnesscenter.org).

**Youth Mental Health First Aid (YMHFA)** is designed for adults who regularly interact with young people - either in a personal or professional capacity. It is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who may be experiencing a mental health or addictions challenge or who is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations.

Contact [Mental Wellness Center via email](mailto:educationmwc@gmail.com) to learn more.

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

Contact [Mental Wellness Center via email](mailto:educationmwc@gmail.com) to learn more.

FLORIDA – [MHA in Indian River County](https://www.mhairc.org/)

The **Middle & High School Violence & Suicide Prevention Program** provides countywide services for Indian River County youth to educate students on mental health; ensure student access to mental health care; intervene as needed to prevent avoidable harm and crisis; provide additional, ongoing support; and effectively treat emotional and behavioral concerns that can worsen if left untreated. The program’s mental health professionals provide:

* On-site prevention education to middle and high school students in collaboration with Substance Awareness Center on Erika’s Lighthouse (ELH) for depression awareness and suicide prevention to include therapeutic care and crisis intervention for students who request immediate intervention via ELH self-referral;
* Crisis intervention and mental health support to middle and high school students in need of immediate assistance, to prevent harm to self or others, and to restore stability and functioning;
* Ongoing effective mental health treatment services t middle and high school students and their families to address unmet emotional and behavioral health needs of students with diagnosable mental health concerns; and
* Critical incident support for traumatic events affecting middle and high school students, parents and/or staff to restore disrupted functioning and assist with healing.

For more information, contact Jeanne Shepherd, M.Ed. LMHC, Executive Clinical Director, at [jeanne@mhairc.org](mailto:jeanne@mhairc.org).

FLORIDA – [MHA of Southeast Florida](https://mhasefl.org/)

**I’m Thumbody** is a one-hour self-esteem program for Grade 2 students. Children learn to respect themselves, respect others, be responsible for their attitudes/actions, and where to go for safe help. These concepts are helpful for bullying prevention as well. The classroom presentation introduces the concept of good mental health and discusses the positive value of differences. The presenter teaches the second graders to change negative thoughts to positive ones to feel good about themselves. In addition, children learn that it’s good to talk about their feelings and ways to manage their anger.

For more information, contact [thumbody@mhasefl.org](mailto:thumbody@mhasefl.org)

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

For more information, contact [ltc@mhasefl.org](mailto:ltc@mhasefl.org)

**Thumbody, Too** is a 45-minute kindergarten classroom presentation, which is a prequel to the Grade 2 version. A puppet resembling a thumb teaches the children they are very special, and everyone has different fingerprints. Themes include respect and responsibility. Not only do the kids love the puppet, but they also enjoy the songs, the coloring activity, and doing their thumbprints. The students learn that it’s good to talk about their feelings (happy, sad, scared & mad) and that they are special – even though some things might be difficult for them. They also learn some appropriate things to do when they are angry and what to do if they get separated from their adult in a big store.

For more information, contact [thumbody@mhasefl.org](mailto:thumbody@mhasefl.org)

ILLINOIS - [Hult Center for Healthy Living](https://www.hulthealthy.org/empowering-youth/youth-education-programs/)

**Youth Mental Health Matters** is taught to grades K to 5. Programs are tailored to be age-appropriate and align with Illinois Social Emotional Learning Standards. Groups will be provided a menu of Social Emotional Learning topics to choose from that address foundations of mental health, including self-regulation, decision-making, self-awareness, building relationships, and social awareness. (30 minutes)

**Suicide Prevention Programming** is taught to grades 5 to 12. This program will help train youth on suicide prevention best practices and local and national resources. Individuals will learn to identify suicidal behaviors and learn how to reach out and/or ask for help through innovative, practical, and proven strategies for recognizing the signs of crisis. (60 minutes)

For additional mental health education support or consultation, please call 309-692-6650 or email [info@hulthealthy.org](mailto:info@hulthealthy.org).

INDIANA – [MHA of West Central Indiana](https://mhawci.org/)

Junior Mental Health America staff teach the **Too Good for Drugs (TGFD)** program in Vigo County fourth grade classrooms. In this program, students focus on developing the personal and interpersonal skills necessary to resist peer pressure and make healthy choices. TGFD emphasizes goal setting, decision-making, bonding with others, respecting oneself and others, managing emotions, and effective communication. The program also provides information on the negative consequences of drug use and the benefits of a nonviolent, drug-free lifestyle. Too Good for Drugs is a curriculum produced by the Mendez Foundation that has been approved by the Substance Abuse and Mental Health Administration (SAMHSA) as a best practice program for safe and healthy schools.

The **No Fear Future Club** program provides young people opportunities to learn more about themselves through service to others. Club members gain an understanding of the important role each individual plays in the community as they organize various service-learning projects.

This club provides students the opportunity to be young leaders within their schools, teaching their peers about the importance of giving back and standing up against important social issues, such as bullying, suicide prevention, and the importance of staying drug and alcohol free!

For more information, contact [info@mhawci.org](mailto:info@mhawci.org).

INDIANA – [MHA of Northwest Indiana](https://mhanwi.org/)

**Empowering Teens as Parents** (ETAP) - children/youth, parents/caregivers, and middle/high school … ETAP offers pregnant and parenting teens school-based services helping them navigate the challenges they face on their way to graduation. ETAP provides guidance and support as participants earn their high school diploma or GED, helps participants develop future goals and stay on track, enables participants to earn points for accomplishing goals and redeem them for critical care items, helps participants access prenatal and well child care, helps teens address daily challenges, teaches parenting skills that build protective factors in the home, provides information about pregnancy and pregnancy prevention, and encourages supportive relationships with friends and family for emotional well-being and positive life trajectory for baby and parents. Teen moms AND dads can participate. This program is primarily offered at the high school level, but we have served teens as young as 12. Services are also available to teens not currently in school and are offered in home. This program is funded through grants and donations.

**I'm Thumbody Special** - elementary school - Presented to elementary classes (3rd grade) in two counties, I'm Thumbody Special helps elementary students develop life skills to make decisions, resolve conflicts, and cope with challenges. This program encourages children to see differences as valuable and promotes respect for self and others to reduce bullying. This program is funded through grants.

**Ready To Soar** - preschool, parents/caregivers, teachers/administrators - Kindergarten readiness program for preschool children; this program is for incoming Kindergarten students, parents, and schools that provides screenings, individualized parent consultations, and workshops both at home and in school to support early learning success. This program is funded through grants.

For more information, contact Kim Smith, Vice President of Operations, at [ksmith@mhanwi.org](mailto:ksmith@mhanwi.org).

KANSAS – [MHA of South Central Kansas](https://www.mhasck.org/)

**Pathways** is the oldest substance abuse prevention support program in Sedgwick County serving children ages 11 – 18 that are at-risk of using drugs and/or alcohol. Pathways utilizes Life Skills Training, a research-based curriculum proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. The 8-12 session program focuses on drug education and awareness, prevention, self-esteem, peer pressure and anger management. Pathways encourage students to seek healthy alternatives to using drugs. Groups are available for classroom settings, during lunch, or after school.

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

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

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

For more information, please call 316.685.1821 Ext 1261.

NEW JERSEY – [MHA of Monmouth County](https://mentalhealthmonmouth.org/)

**Lifelines**

This training is a full, 3-day training that focuses on suicide postvention, intervention and prevention. The theoretical model behind the training is trauma-informed and best practice for suicide prevention in a comprehensive school-based approach. Each day of training has specific audiences, with the intention of training the entire school community. The training model is a year-long approach and starts with a readiness assessment of the school's strengths and weaknesses as well as a review of its policies and protocols.

The program is intended for K-12 schools. Each piece of the training provides school staff with resources (handouts, policy samples, draft letters, forms) to utilize in their schools. Postvention provides skills and education on how to respond to a traumatic loss event in schools. Participants include but are not limited to administrators, crisis team members, school support staff, secretaries, and nurses. Intervention directs school staff on how to implement and utilize developmentally appropriate tools to assess for suicide risk. Participants in this session include administrators, school support staff, and school nurses.

Finally, the prevention piece of the trilogy provides health care teachers with curriculum specific for grades 5-12 in suicide prevention and help-seeking behaviors. The student curriculum follows national health care class guidelines for seamless transition into health care classes. Participants for this training include administrators, directors of curriculum, health care teachers and school support staff. Additionally, school support staff are provided with trainings specific for the entire school staff community on warning signs, risk factors, and how to access help. A parent education piece is also provided to empower parents to know when and how to get help for their child or a friend.

For more information, contact Nicole D'Amore-Nolan, MPP, MSW, LCSW, Suicide Prevention Specialist, at [ndamore@mentalhealthmonmouth.org](mailto:ndamore@mentalhealthmonmouth.org).

NEW YORK – [MHA in New York State](https://mhanys.org/)

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

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

The **School Mental Health Resource & Training Center** is an online, self-directed module for school personnel. 1 hour. Eligible for one CTLE credit. Participants can leave and return to the course as necessary. Audio and video are part of the course. To obtain the certificate, participants must take a test.

**Youth Mental Health First Aid** - The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations.

For more information or to schedule a Mental Health and Wellness school trainings, please contact Brandon Beachamp, Director, School Mental Health Resource and Training Center, at [bbeachamp@mhanys.org](mailto:bbeachamp@mhanys.org).

NEW YORK – [Association for Mental Health & Wellness](http://mhaw.org/)

**Community Education Program** - presentations to school age children, parents, teachers and admin to educate and inform about Mental Health. Goal is to increase awareness around mental health issues and challenges and to reduce stigma around folks facing such challenges.

For more information contact Alexis Rodgers, LMSW, Coordinator of Community Mental Health Education, at [arodgers@mhaw.org](mailto:arodgers@mhaw.org).

NEW YORK – [MHA of Western New York](https://mhawny.org/)

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

To learn more about how you can bring BEST to your school, contact BEST Director Mary Lou Montanari, at [montanari@mhawny.org](mailto:montanari@mhawny.org).

NEW YORK – [MHA of Columbia-Green Counties](https://www.mhacg.org/)

The **Advantage After School Program** provides educational support, recreational opportunities, skill-building, character education, and a nutritional snack. Three hours of interesting and engaging structured daily activities. Collaborations with service providers offer specialized services for participating youth. Promotes positive attitudes regarding school, delays childbearing, and prevents violence. The programs are available every school day. Students are expected to participate in each 3-hour session.

**School-Based Prevention Programs (SBPP)** - The Ichabod Crane and Taconic Hills School-Based Prevention Programs are collaborative efforts between the Columbia County DSS, the two school districts and MHACGC. Based at the school, MHACGC staff provides services to families with children who have serious emotional, social and/or behavioral issues that put them at risk of being placed in out-of-home settings or dropping out of or failing in school. The staff offers a variety of supports to enable the family to keep the child at home and the family intact. Family Support Specialists provide services for 10-12 families at a time. These families have children whose behavioral, social or emotional needs impact upon their ability to learn. Although the target population is Kindergarten through 8th grade, the program serves the whole family.

If you have any questions about programs, please contact our Children & Family Services staff, at 518.828.4619.

OHIO – [MHA of Licking County](http://mhalc.org/)

The **Signs of Suicide** program helps middle and high school students learn about mental health, mental wellness, and the signs and symptoms of suicidal thoughts and ideation in a classroom setting over 2-3 days. Students are trained to recognize these symptoms in themselves, their friends, and their family members. The students learn about available resources. They are given mementos with contact information (in case of a crisis), like pencils, pens, and bracelets.

For more information, contact Christina Peña-Whittington, Suicide Prevention Program Coordinator and Youth Self-Advocacy Program Coordinator, at [cpena@mhalc.org](mailto:cpena@mhalc.org).

OKLAHOMA – [MHA Oklahoma](https://mhaok.org/)

The **Student Mental Health Screening** program offers a free and voluntary adolescent screening tool that assesses physical and emotional well-being. It is a proactive step designed to ensure Tulsa and Oklahoma City students’ safety and get them help when they need it. The young people who participate in Student Mental Health Screening are 6th-12th graders who have expressed interest in the screening and have parental permission. Teens whose parents give permission for the screening engage in the computer-based screening process, then review the results in a conversation with a licensed clinician. If the screening indicates a need for further evaluation (positive result), the clinician makes contact with parents and, typically, refers the teen to appropriate community resources for further evaluation. Student Mental Health Screening staff continues to follow-up with teens and parents to ensure they receive appropriate resources.

For more information about this program call 918.585.1213 or send a message to [info@mhaok.org](mailto:info@mhaok.org).

SOUTH CAROLINA – [MHA of Greenville County](https://www.mhagc.org/index.php)

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

Want to learn more? [Email us here](mailto:mhagc@mhagc.org)

TENNESSEE – [MHA of East Tennessee, Inc.](https://www.mhaet.com/)

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

For more information, contact Ben Harrington, CEO, at [ben@mhaet.com](mailto:ben@mhaet.com) or Caitlin Ensley, Senior Director of Education and Outreach, at [mh101@mhaet.comnsley](mailto:mh101@mhaet.comnsley).

TENNESSEE – [MHA of the MidSouth](https://mhamidsouth.org/support/erasing-the-stigma-i-c-hope/)

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

For more information, contact Tom Starling, EdD,CEO, at [tstarling@mhamidsouth.org](mailto:tstarling@mhamidsouth.org) and Ashley Nunnally, ETS Coordinator, at [anunnally@mhamidsouth.org](mailto:anunnally@mhamidsouth.org).

TEXAS – [MHA of Greater Dallas](https://mhadallas.org)

**WHO (WeHelpOurselves)**, is a train the trainer anti-victimization and mental health awareness curriculum. This program equips adults who work with children and adolescents to identify dangerous situations and coping with stress and trauma. **WHO** was developed by Mental Health America of Greater Dallas (MHA Dallas) in 1981. WHO is a series of research-based curricula that are formed on sensitive, non-threatening content and methodology? WHO Training prepares school counselors, child advocates, nurses, teachers, case workers and volunteers to present WHO in classroom settings for Kindergarten – 12th Grade. Follow-up materials and evaluation instruments are also included in the WHO Program materials.

**Mental Health First Aid training for Youth** is an evidence-based intervention training to help adults identify, react to, and support a child (age 8-18) experiencing mental health or substance use issues or is in active crisis. The course introduces common mental health challenges, reviews typical adolescent development, and teaches a 5-step action plan on how to intervene. Topics covered include anxiety, depression, substance abuse, disorders inclusive of psychosis indicators, disruptive behavior disorders, and eating disorders.

For more information, contact Maddie Worley, Community Outreach Director,at[mworley@mhadallas.org](mailto:mworley@mhadallas.org).

TEXAS – [MHA of Greater Houston](https://mhahouston.org/)

The **Center for School Behavioral Health** (CSBH/The Center) at Mental Health America of Greater Houston convenes stakeholders from across the community to catalyze systems change around school mental health. We work with public and charter school districts, mental health non-profits, student advocacy groups, and other mental health professionals to support the healthy psychological and cognitive development of children. We do this work by providing Texas Education Agency certified professional development opportunities, hosting collaborative meetings, developing educational materials, convening stakeholders, and pursuing public policy changes in the Texas legislature to increase access to mental health services for students and their families. In addition, we offer professional development and consultancy opportunities outside of our immediate geography.

Our signature program component is our **Emotional Backpack Project**. An emotional backpack is an invisible bag filled with life experiences. The Emotional Backpack Project will teach educators, youth, and parents, about mental health and resources and provides information, ideas, words, thoughts, self-care tools, skills and strategies needed to stay mentally healthy. Additional training modules, lesson plans, and activities are available to help schools infuse mental health into the campus culture.

For more information, contact Jamie Freeny, DrPH, MPH, Director, Center for School Behavioral Health, at

[jfreeny@mhahouston.org](mailto:jfreeny@mhahouston.org).

VIRGINIA – [MHA of Fredericksburg](https://www.mhafred.org/)

Suicide Prevention Education at middle and high schools using Mindwise's curriculum Signs of Suicide; at these same schools, we help coordinate Teen Councils with the purpose of promoting mental wellness among their peers; For teachers of any grade level, we use Tools2Thrive during a 1-hour workshop about mental wellness.

The **Suicide Prevention Education Program** empowers middle and high school students with the ability to identify the signs and symptoms of suicide and depression and what they can do to get help. The curriculum used is Signs of Suicide (SOS), developed by Screening for Mental Health, Inc. It is listed on SAMSHA’S National Registry of evidence-based programs and practices for high school, while the middle school program is considered a best practice. Students are taught that suicide is not a normal response to stress but is a preventable tragedy that can be a result of untreated depression. The program has been implemented in Spotsylvania County and Fredericksburg City public schools at the 7th and 9th grade level.

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

For more information, contact Barbara Barlow, Executive Director, at [barlow@mhafred.org](mailto:barlow@mhafred.org).

WISCONSIN – [MHA in Sheboygan County](https://mhasheboygan.org/education-schools)

**Mindful Classroom Initiative Educator Series**. We offer this series for educators - formal and informal - to guide best practices in mindfulness techniques for personal and professional use. Leaders within different fields will find information, resources, and practices beneficial for sharing with students, co-workers, clients, patients, family members and more.10-12 hours of in-person training at desired location and schedule. VIRTUAL OPTIONS AVAILABLE. Hours can be broken up into different days within a 2-month timeframe.

* **Social Emotional Learning Brought to You** - MHA utilizes an evidence-based curriculum developed and used by Growing Minds as well as an expanded curriculum and programming developed by MHA Mindfulness Instructors providing additional tools for teachers. The curriculum lessons fall into four different categories, each relevant to concepts within the classroom including: focus & attention, self-awareness & self-regulation, knowledge of thoughts & emotions, and social skills & relationships.
* **MCI STUDENT SERIES**  
  Up to 20 sessions of Growing Minds' social emotional mindfulness curriculum. Grades K5-6 meets twice weekly for approx. 20 min; grades 7- 12 meets once weekly for 45-60 min (adjustments can be made for grades 7&8 to meet twice weekly.) Lessons run up to 10 weeks dependent upon weather, illness, school calendar, and other schedule conflicts. MHA will provide these lessons of in-classroom instruction with a staff directly trained by Growing Minds to facilitate this curriculum. Each classroom will receive materials from MHA to encourage and continue mindful practices.

**Educational Presentations** - MHA in Sheboygan County provides educational presentations for students ages K-12. Trainings available both in person (when appropriate) and virtually include depression & anxiety, depression & suicide, B4Stage4 Mental Health Matters for youth, stress management, and customized programs.

Curriculum created by the team of MHA Mindfulness Instructors having a culmination of various mindfulness educational backgrounds and certifications. Training is comprised of best practice, evidence-based techniques and resources. Introduction to mindfulness; body, mind, and heart education; as well as teaching techniques for different student or adult ages covered. Includes an informational binder with handouts for personal and professional use, a mindfulness book, calming mind jar, and sample lesson plan schedule.

For more information, contact Julie Preder, CHES, Executive Director, at [julie@mhasheboygan.org](mailto:julie@mhasheboygan.org).