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VAPING AND SUBSTANCE USE IN YOUTH

TIPS FOR TALKING TO YOUR CHILD ABOUT THE DANGERS OF SUBSTANCE USE

HIGHLIGHTS

APPROXIMATELY 19,800 CT HIGH SCHOOL STUDENTS USED A TOBACCO PRODUCT AT LEAST ONCE IN THE PAST 30 DAYS (2023).

USE OF VAPING PRODUCTS WAS MORE THAN TWO TIMES HIGHER AMONG CT HIGH SCHOOL STUDENTS WHO REPORTED POORER MENTAL HEALTH (2023).

IF YOU SUSPECT THAT YOUR CHILD MAY BE ADDICTED TO NICOTINE OR ANOTHER SUBSTANCE, CALL 211 FOR 24/7 INFORMATION AND REFERRALS OR VISIT 211CT.ORG FOR SUBSTANCE USE RELATED SERVICE LISTINGS.

References

American Academy of Pediatrics. (2025). How to talk with your teen about drugs & alcohol: What I tell every parent. <https://www.healthychildren.org/English/ages-stages/teen/substance-abuse/Pages/Talk-to-Your-Teen-About-Drugs-And-Keep-Talking.aspx>
U.S. Food & Drug Administration. (n.d.). Vaping prevention & education. HHS.gov. https://digitalmedia.hhs.gov/tobacco/educator_hub/prevention_tips/how_to_discuss_e_cigarettes_and_nicotine_addiction_with_youth?locale=en
Sorosiak, D., Peng, J. (2024). Connecticut Youth Risk Behavior Survey; Tobacco Use Behaviors and Related Findings; 2023 Surveillance Report. Hartford, CT: Connecticut Department of Public Health.
Vape Free CT. (n.d.). Support for parents. CT Department of Public Health. <https://vapefreect.org/support-for-parents/>

RESEARCH AND EDUCATION

- Learn about the dangers of certain substances, including nicotine, cannabis, pills, and fentanyl, and their various presentations
- Understand why many youth begin smoking and/or vaping (e.g. peer pressure, media influence, lack of education, desire for independence)
- Know the warning signs of addiction (e.g. jittery, anxious or depressed mood, irritability)

STARTING A CONVERSATION

- Pick a natural time to talk and ask open-ended questions (e.g. “What do you know about vaping?”)
- Use news stories about vaping and smoking to start conversations rather than using your child’s friends as examples (e.g. “I read an article today about vaping. Do kids at your school vape?”)
- Popular media makes drug and alcohol use seem harmless- be clear about your expectations and desire for your child to be safe

KEEP THE CONVERSATION GOING

- Frequent, short conversations are more effective and less pressure than long conversations
- Discuss the effects of smoking that matter to youth (financial cost, lack of energy for sports, trouble concentrating in class)
- It’s okay if you don’t have all the answers- stay informed and have consistent, open conversations

This resource is provided on behalf of the partnership between your child’s school and the School-Based Diversion Initiative (SBDI). To learn more about SBDI and how it improves student outcomes, please visit ctsdbi.org or email [Gianna Mendes gmendes@chdi.org](mailto:Gianna.Mendes@chdi.org)





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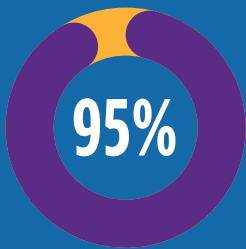
TECHNOLOGY AND SOCIAL MEDIA USE IN YOUTH

TIPS FOR BUILDING HEALTHY MEDIA HABITS FOR YOUR CHILD

1 IN 10



CHILDREN AGES 5-12 COMMUNICATE
WITH AN AI CHATBOT



PERCENTAGE OF TEENS THAT REPORT
USING SOCIAL MEDIA
MORE THAN 33% REPORT USING
SOCIAL MEDIA **“ALMOST CONSTANTLY”**



AVERAGE
NUMBER OF
HOURS TEENS
SPEND ON
SCREENS

References

American Academy of Pediatrics. (2023, May 30). Constantly connected: How media use can affect your child. [HealthyChildren.org](https://www.healthychildren.org/English/family-life/Media/Pages/Adverse-Effects-of-Television-Commercials.aspx).
<https://www.healthychildren.org/English/family-life/Media/Pages/Adverse-Effects-of-Television-Commercials.aspx>
American Academy of Pediatrics Center of Excellence on Social Media and Youth Mental Health. (2026, January 6). How to build healthy digital habits: 5 tips for families. [HealthyChildren.org](https://www.healthychildren.org/English/family-life/Media/Pages/how-to-build-healthy-digital-habits-tips-for-families.aspx).
<https://www.healthychildren.org/English/family-life/Media/Pages/how-to-build-healthy-digital-habits-tips-for-families.aspx>
McClain, C., Sidoti, O., Faverio, M., & Lama, S. (2025, October 8). How parents manage screen time for kids. [Pew Research Center](https://www.pewresearch.org/internet/2025/10/08/how-parents-manage-screen-time-for-kids/).
<https://www.pewresearch.org/internet/2025/10/08/how-parents-manage-screen-time-for-kids/>
Office of the Surgeon General. (2023). Social media and youth mental health: The U.S. Surgeon General's advisory. U.S. Department of Health and Human Services. <https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>

POTENTIAL DANGERS OF TECHNOLOGY

Adolescent brains are vulnerable during this period of development and can be impacted by frequently using technology and social media:

- Youth are at-risk for **social pressure and peer comparison** due to developments in the amygdala (emotional learning and behavior) and the prefrontal cortex (impulse control, emotional regulation, and social behavior).
- Greater social media usage predicts **poor sleep quality, obesity, online harassment, poor body image, low self-esteem, and higher depressive symptom scores** with adolescent girls being particularly at-risk.
- Increased internet use exposes youth to **risky behaviors, sexually explicit content, and online predators**.

HOW TO BUILD HEALTHY MEDIA HABITS

- Work together to create a **Family Media Plan** to set rules around technology use. Click [here](#) for a helpful tool to get started.
- Research the digital content your child wants to watch by using **age-based review platforms**, like [Common Sense Media](#).
- **Limit time on social media and encourage in-person connection and physical activity**. One study with older adolescents found limiting social media use to 30 minutes daily led to significant improvements in depression severity.
- Learn about built-in **“Do Not Disturb” features** on your child’s devices and activate them during school, family meals, and bedtime.
- Review **social media privacy features** with your child and talk about how to be safe online. Click [here](#) for tips to get started.

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Child Health and
Development Institute



CONNECTICUT
Education



CONNECTICUT
Children & Families



CONNECTICUT
Mental Health & Addiction Services



STATE OF CONNECTICUT



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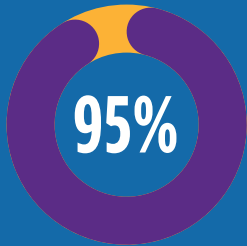
USO DE LA TECNOLOGÍA Y LAS REDES SOCIALES EN LOS JÓVENES

CONSEJOS PARA CREAR HÁBITOS MEDIÁTICOS SALUDABLES PARA SU HIJO

1 EN 10



LOS NIÑOS DE 5-12 AÑOS HABLAN
CON UN CHATBOT DE INTELIGENCIA
ARTIFICIAL.



PORCENTAJE DE ADOLESCENTES QUE USAN
LAS REDES SOCIALES.

MÁS DEL 33% DE LOS ADOLESCENTES USAN
LAS REDES SOCIALES "CASI SIEMPRE".



NÚMERO MEDIO DE
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Referencias

American Academy of Pediatrics. (2023, May 30). Constantly connected: How media use can affect your child. [HealthyChildren.org](https://www.healthychildren.org/English/family-life/Media/Pages/Adverse-Effects-of-Television-Commercials.aspx), <https://www.healthychildren.org/English/family-life/Media/Pages/Adverse-Effects-of-Television-Commercials.aspx>

American Academy of Pediatrics Center of Excellence on Social Media and Youth Mental Health. (2026, January 6). How to build healthy digital habits: 5 tips for families. [HealthyChildren.org](https://www.healthychildren.org/English/family-life/Media/Pages/how-to-build-healthy-digital-habits-tips-for-families.aspx), <https://www.healthychildren.org/English/family-life/Media/Pages/how-to-build-healthy-digital-habits-tips-for-families.aspx>

McClain, C., Sidoti, O., Faverio, M., & Lama, S. (2025, October 8). How parents manage screen time for kids. [Pew Research Center](https://www.pewresearch.org/internet/2025/10/08/how-parents-manage-screen-time-for-kids/), <https://www.pewresearch.org/internet/2025/10/08/how-parents-manage-screen-time-for-kids/>

Office of the Surgeon General. (2023). Social media and youth mental health: The U.S. Surgeon General's advisory. U.S. Department of Health and Human Services. <https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>

PELIGROS POTENCIALES DE LA TECNOLOGÍA

- Los cerebros de los adolescentes son vulnerables durante este período de desarrollo y pueden afectar por la tecnología y las redes sociales:
- Los jóvenes pueden tener tensión social en comparación con sus compañeros porque los desarrollos en la amígdala (aprendizaje y comportamiento emocional) y la corteza prefrontal (control de impulsos, regulación emocional y comportamiento social).
- Un mayor uso de las redes sociales predice mala calidad del sueño, obesidad, acoso en línea, mala imagen corporal, baja autoestima y más síntomas depresivos, con las adolescentes en mayor riesgo.
- Los adolescentes que usan internet a menudo están en riesgo de comportamientos de riesgo, contenido sexualmente explícito y depredadores en línea.

CÓMO CREAR HÁBITOS SALUDABLES EN EL USO DE LOS MEDIOS

- Trabajan juntos para crear un "Family Media Plan" y crean reglas sobre el uso de la tecnología. Pulsa [aquí](#) para un recurso.
- Investigue el contenido digital que su hijo quiere ver utilizando plataformas como [Common Sense Media](#).
- Limita el tiempo en redes sociales y tiene más conexión en persona y la actividades afueras. Un estudio con adolescentes mayores reveló que limitar el uso de redes sociales a 30 minutos reducen las síntomas de depresión.
- Aprende las funciones "Do Not Disturb" integradas en la tecnología de su hijo/a y actívalas durante la escuela, las comidas de familia y la hora de dormir.
- Revisa las funciones de privacidad de las redes sociales con su hijo/a y habla sobre seguridad en línea. Pulsa [aquí](#) para un recurso.

Este recurso es de una colaboración entre la escuela de su hijo/a y la School Based Diversion Initiative (SBDI). Para obtener más información sobre la SBDI y como ayuda a los estudiantes, visite ctsdbi.org o escriba a Gianna Mendes a gmendes@chdi.org.



**SCHOOL
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YOUTH AND ADOLESCENT MENTAL HEALTH

TIPS FOR TALKING TO YOUR CHILD ABOUT THEIR MENTAL HEALTH

THE FOLLOWING TIPS ARE INTENDED TO HELP PARENTS SUPPORT THEIR CHILD’S GENERAL WELLBEING. IF YOUR CHILD EXPRESSES SUICIDALITY OR MAJOR MENTAL HEALTH CONCERNS, CALL THEIR PEDIATRICIAN. IF THEY ARE ACTIVELY SUICIDAL OR IN DANGER OF INJURING THEMSELVES OR OTHERS, CALL 2-1-1 AND PRESS 1 FOR CRISIS.

HIGHLIGHTS

22.4% OF CONNECTICUT CHILDREN AGE 3-17 WERE TOLD BY A HEALTH CARE PROVIDER THAT THEY CURRENTLY HAVE ADHD, DEPRESSION, OR ANXIETY PROBLEMS (2024).

FOR MENTAL HEALTH RESOURCES AND REFERRALS, DIAL 2-1-1 OR VISIT 211CT.ORG

IF YOUR CHILD IS EXPERIENCING A MENTAL HEALTH CRISIS, DIAL 2-1-1 AND, AT THE PROMPT, PRESS “1” FOR CRISIS OR VISIT AN URGENT CRISIS CENTER. [CLICK HERE FOR LOCATIONS IN CT.](#)

References
America’s Health Rankings analysis of U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, National Survey of Children’s Health, United Health Foundation, AmericasHealthRankings.org, accessed 2026.

Marroquin, Y. (n.d.). *Parents: Tips for talking to your child about mental health.* Children’s Hospital of Philadelphia. <https://www.chop.edu/health-resources/parents-tips-talking-your-child-about-mental-health>.

NOTICE THE SIGNS

- Notice changes in your child’s mood, routines, or sleep habits- these can be warning signs of a bigger issue. Are they more withdrawn? Are they eating or sleeping more/less?
- Some parents are weary that talking about mental health will trigger an issue. However, open communication with your child about their mental health can have a positive impact on their wellbeing.
- Acknowledge how you speak about mental health. Your child may be willing to open up if they hear you being supportive of others’ struggles.

STARTING A CONVERSATION

- First, listen without judgement. Avoid blaming statements (e.g. “How could you feel this way?”, “You have nothing to be stressed about”).
- Ask open-ended questions to learn more (e.g. “Can you tell more more about what makes you feel anxious?”).
- Avoid the urge to problem solve- validate their emotions instead (e.g. “It sounds like you have a lot on your plate right now.”)

KEEP THE CONVERSATION GOING

- Ask your child if they would be open to talking with a mental health professional at their school or in the community. Click [here](#) to find support in your area or call 2-1-1.
- Teach your child emotional regulation techniques, like deep breathing, and practice them. Click [here](#) for more ideas.

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SALUD MENTAL DE JÓVENES Y ADOLESCENTES

CONSEJOS PARA HABLAR CON SU HIJO SOBRE SU SALUD MENTAL

RECAPITULACIÓN

54.000 ADOLESCENTES DE CONNECTICUT EXPERIMENTAN UN EPISODIO DEPRESIVO MAYOR CADA AÑO (2024).

30.000 ADOLESCENTES DE CONNECTICUT TIENEN PENSAMIENTOS SERIOS DE SUICIDIO CADA AÑO (2024).

PARA OBTENER RECURSOS Y REFERENCIAS DE SALUD MENTAL, LLAME AL 2-1-1 O VISITE 211CT.ORG

SI SU HIJO ESTÁ TENIENDO UNA CRISIS DE SALUD MENTAL, MARQUE 2-1-1 Y, CUANDO SE LE INDIQUE, PRESIONE 1 Y 1 PARA CRISIS O VISITE UN CENTRO DE CRISIS URGENTE. PULSA [AQUÍ](#) PARA CONOCER LAS UBICACIONES EN CT.

LOS SIGUIENTES CONSEJOS ESTÁN DISEÑADOS PARA AYUDAR A LOS PADRES A APOYAR EL BIENESTAR GENERAL DE SUS HIJOS. SI SU HIJO MANIFIESTA IDEAS DE SUICIDIO O PROBLEMAS GRAVES DE SALUD MENTAL, LLAME A SU PEDIATRA. SI TIENE IDEAS SUICIDAS ACTIVAS O ESTÁ EN PELIGRO DE LESIONARSE A SÍ MISMO O A OTRAS PERSONAS, LLAME AL 2-1-1 Y MARQUE EL 1 Y 1 PARA CASOS DE CRISIS.

RECONOCE LAS SEÑALES

- Observe cambios en el estado de ánimo, las rutinas o los hábitos de sueño de su hijo; pueden ser señales de alerta de un problema mayor. ¿Está más retraído? ¿Está comiendo o durmiendo más o menos?
- A algunos padres les preocupa que hablar sobre la salud mental pueda causar un problema. Sin embargo, mantener una comunicación abierta con sus hijos sobre la salud mental puede tener un impacto positivo en su bienestar.
- Preste atención a cómo habla sobre la salud mental. Su hijo podría sentirse más cómodo al hablar si lo escucha apoyar a otras personas que enfrentan dificultades.

INICIA UNA CONVERSACIÓN

- Primero, escucha sin juzgar. Evita las acusaciones ("¿Cómo puedes sentirte así?", "No tienes por qué estresarte").
- Haga preguntas para aprender más ("¿Puedes contarme más sobre lo que te hace sentir ansioso?").
- Evite la urgencia de resolver problemas- valide sus emociones ("Parece que tienes mucho que hacer en este momento").

CONTINUA LA CONVERSACIÓN

- Pregúntele a su hijo si hablaría con un profesional de salud mental en su escuela o en la comunidad. Pulsa [aquí](#) para encontrar ayuda en su área o llame al 2-1-1.
- Enseña a su hijo técnicas de regulación emocional, como la respiración profunda, y practíquelas. Pulsa [aquí](#) para más ideas.

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Substance Abuse and Mental Health Services Administration. (2024). *2021-2022 National Survey on Drug Use and Health: Model-Based Estimated Totals (in Thousands) (50 States and the District of Columbia)*. SAMHSA. <https://www.samhsa.gov/data/sites/default/files/reports/rpt44485/2022-nsduh-sae-totals-tables-csv/2022-nsduh-sae-totals-tables.pdf>



RESTORATIVE PRACTICES

TIPS FOR USING RESTORATIVE APPROACHES WITH YOUR CHILD

AS PART OF THE PARTNERSHIP BETWEEN YOUR CHILD’S SCHOOL AND THE SCHOOL-BASED DIVERSION INITIATIVE (SBDI), SCHOOL STAFF MEMBERS WERE TRAINED TO INCORPORATE RESTORATIVE PRACTICES BOTH IN CLASSROOMS AND IN THE SCHOOL BUILDING. THE FOLLOWING TIPS EXPLAIN WAYS THAT YOU CAN BRING THIS SUPPORTIVE APPROACH INTO YOUR HOME.

HIGHLIGHTS

RESTORATIVE PRACTICES (RP) CAN HELP ANY GROUP TO DEVELOP AND STRENGTHEN RELATIONSHIPS, MANAGE CONFLICT AND TENSIONS, AND ADDRESS HARM WHEN IT HAPPENS.

“RESTORATIVE PRACTICES POSITIVELY IMPACT STUDENT BEHAVIOR AND SCHOOL CLIMATE. THEY CREATE A SENSE OF BELONGING, MINIMIZE HARM, AND SUPPORT STUDENT LEARNING.”¹

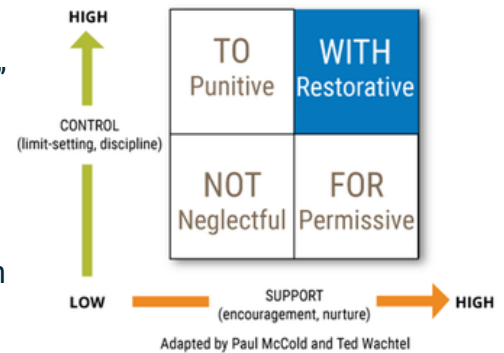
References
Oakley, K. (2025, March 26). *Building relationships can be as easy as 1-2-3!*. International Institute for Restorative Practices. <https://www.iirp.edu/news/>
¹*Restorative practices: Explained - IIRP graduate school*. International Institute for Restorative Practices. (n.d.). <https://www.iirp.edu/restorative-practices/explained>
Restorative practices and discipline. International Institute for Restorative Practices. (n.d.-a). https://www.iirp.edu/images/pdf/Social_Dicipline_Window.pdf

STRENGTHEN RELATIONSHIPS

- Use the 1-2-3 Check-In Method after school. When you ask your child how their day was, they can reply with a number: 1 = not great, 2 = okay, 3 = good. You can follow-up with questions based on the number they chose.
- Create a **Family Charter**- This collaborative document provides expectations for how your family treats each other, what those values look like in action, and what will happen if someone violates the charter (e.g. Expectation: Everyone deserves to feel heard. Action: Do not interrupt someone when they’re talking. If this happens, the person trying to speak will give a “time out” hand signal to indicate that the charter was broken and we will check-in with one another.).

MANAGE CONFLICT AND HARM

- The **Social Discipline Window** describes the four ways that you can work with people. By adopting a “Restorative, With” approach, the parent/caregiver maintains control and refuses to accept inappropriate behavior, but is doing so in a supportive way that allows their child to share what happened.
- To address misbehavior in a restorative way, ask these questions following an incident: What happened?, What were you thinking at the time?, What have you thought about since?, Who has been affected by what you have done?, In what way were they affected?, What do you think you need to do to make it right?



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RECAPITULACIÓN

LAS PRÁCTICAS RESTAURATIVAS (PR) PUEDEN AYUDAR A CUALQUIER GRUPO A DESARROLLAR Y FORTALECER RELACIONES, GESTIONAR CONFLICTOS Y TENSIONES, Y ABORDAR LOS DAÑOS CUANDO SE PRODUCEN.

“LAS PRÁCTICAS RESTAURATIVAS IMPACTAN POSITIVAMENTE EL COMPORTAMIENTO DE LOS ESTUDIANTES Y EL CLIMA EN LA ESCUELA. CREAN UN SENTIDO DE PERTENENCIA, MINIMIZAN EL DAÑO Y APOYAN EL APRENDIZAJE DE LOS ESTUDIANTES”¹

Referencias

Oakley, K. (2025, March 26). *Building relationships can be as easy as 1-2-3!*. International Institute for Restorative Practices. <https://www.iirp.edu/news/Restorative-Practices>.
¹Restorative practices: Explained - IIRP graduate school. International Institute for Restorative Practices. (n.d.). <https://www.iirp.edu/restorative-practices/explained>
Restorative practices and discipline. International Institute for Restorative Practices. (n.d.-a). https://www.iirp.edu/images/pdf/Social_Dicipline_Window.pdf

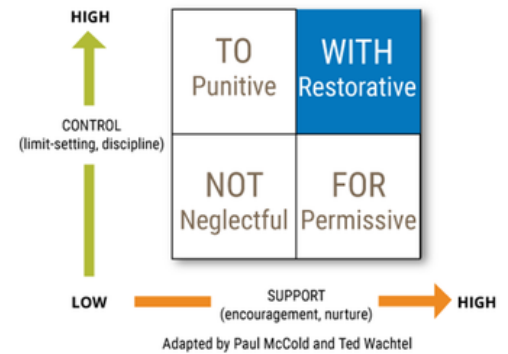
COMO PARTE DE LA COLABORACIÓN ENTRE LA ESCUELA DE SU HIJO Y LA SCHOOL-BASED DIVERSION INITIATIVE (SBDI), EL PERSONAL ESCOLAR HA RECIBIDO CAPACITACIÓN PARA APLICAR PRÁCTICAS RESTAURATIVAS EN EL SALÓN DE CLASE Y EN LA ESCUELA. LOS SIGUIENTES CONSEJOS EXPLICAN FORMAS EN LAS QUE USTED PUEDE INCORPORAR ESTA PRÁCTICA EN SU HOGAR.

FORTALECER LAS RELACIONES

- Utiliza el Método de Registro 1-2-3 después de la escuela. Cuando le preguntes a tu hijo/a sobre su día, puede responder con un número: 1 = no muy bien, 2 = regular, 3 = bien. Puedes hacer preguntas sobre el número.
- Creen un **Acuerdo de Familia**: Este documento colaborativo explica cómo se tratarán entre sí los miembros de la familia, qué implica esto y qué sucederá si alguien incumple el acuerdo (e.g. Expectativa: Todos deben ser escuchados. Acción: No interrumpas a nadie mientras habla. Si esto ocurre, la persona que está hablando hará la señal de “tiempo fuera” para indicar que se ha incumplido el acuerdo, y haremos una pausa para revisar la situación.).

GESTIONAR CONFLICTOS Y DAÑOS

- **La Ventana de la Disciplina Social** describe las cuatro formas en que se puede trabajar con las personas. En un enfoque “Restaurativo, Con”, los padres mantienen el control y no aceptan comportamientos inapropiados. Los padres brindan su apoyo y permiten que su hijo comparta lo sucedido.
- Para abordar la mala conducta con prácticas restaurativas, hágase estas preguntas después de un incidente: ¿Qué pasó?, ¿Qué estabas pensando en ese momento?, ¿Qué has pensado desde entonces?, ¿Quiénes se han visto afectados por tus acciones?, ¿Cómo se vieron afectados?, ¿Qué crees que debes hacer para mejorarlo?



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Resource	Contact Information
<p>211 United Way of Connecticut</p>	<p>Call 211 for 24/7 information and referrals or visit 211ct.org to find resources near you. For crisis response services for children under 18, call 211 and press 1 again for mobile crisis.</p>
<p>Connecting to Care CT provides resources to help families find behavioral health services in their area.</p>	<p><u>Connecting to Care CT website</u> -<u>Assisted Intervention Matching (AIM) Tool</u> helps families find services based on specific behavioral health needs. -<u>Community Collaboratives</u> bring community members together to ensure services meet the needs of children, adolescents, and their families. -<u>Carelon Behavioral Health Network</u> strengthens external connections to a regional service array for students and their families.</p>
<p>FAVOR supports, educates, and advocates for families with children who have mental, emotional, and behavioral health challenges and/or developmental and intellectual disabilities.</p>	<p><u>FAVOR website</u></p>
<p>Plan 4 Children provides a blueprint for meeting the mental, emotional, and behavioral health needs of all children in CT.</p>	<p><u>Plan 4 Children website</u></p>
<p>Regional Behavioral Health Action Organizations (RBHAOs) provide planning, education, and advocacy of behavioral health needs and services for children and adults.</p>	<p>Click here to learn which organization serves your region.</p>
<p>Suicide Prevention</p>	<p><u>CT Suicide Advisory Board</u> Call or text 988 for free, confidential 24/7 support.</p>
<p>Urgent Crisis Centers</p>	<p>There are four <u>walk-in crisis centers</u> across the state. No appointment needed.</p>
<p>Youth Recovery CT provides support groups for youth and young adults dealing with substance use problems and recovery.</p>	<p><u>Youth Recovery CT</u></p>
<p>Youth Service Bureau staff are knowledgeable about local community resources and can link children, adolescents, and families to services.</p>	<p><u>Youth Service Bureau (YSB)</u></p>

Recurso	Información del contacto
<p>211 United Way de Connecticut</p>	<p>Llame al 211 para obtener información y referencias las 24 horas del día, los 7 días de la semana o visite 211ct.org para encontrar recurso.</p> <p>Para servicios de respuesta a crisis para niños menores de 18 años, llame al 211 y presione 1 y 1 para crisis móvil.</p>
<p>Connecting to Care CT ofrece recursos para ayudar a las familias a encontrar servicios de salud conductual en su área.</p>	<p><u>Connecting to Care CT</u></p> <ul style="list-style-type: none"> -<u>Assisted Intervention Matching (AIM) Tool</u> ayuda a las familias a encontrar servicios basados en necesidades específicas de salud conductual. -<u>Community Collaboratives</u> reúnen a los miembros de la comunidad para garantizar que los servicios satisfagan las necesidades de los niños, adolescentes y sus familias. -<u>Carelton Behavioral Health Network</u> ayuda las conexiones externas con una variedad de servicios regionales para estudiantes y sus familias.
<p>FAVOR apoya, educa y defiende a las familias con niños que tienen problemas de salud mental, emocional y conductual y/o discapacidades intelectuales y del desarrollo.</p>	<p><u>Sitio web de FAVOR</u></p>
<p>Plan 4 Children proporciona un plan para satisfacer las necesidades de salud mental, emocional y conductual de todos los niños en Connecticut.</p>	<p><u>Sitio web de Plan 4 Children</u></p>
<p>Las Organizaciones de Acción Regional de Salud Conductual (RBHAO) brindan planificación, educación y defensa de las necesidades y servicios de salud conductual para niños y adultos.</p>	<p>Pulsa <u>aquí</u> para saber qué organización presta servicios en su región.</p>
<p>Prevención del suicidio</p>	<p><u>CT Suicide Advisory Board</u></p> <p>Llame o envíe un mensaje de texto al 988 para obtener asistencia gratuita y confidencial las 24 horas, los 7 días de la semana.</p>
<p>Centros de Crisis Urgentes</p>	<p>Hay <u>cuatro centros de crisis</u> en todo el estado. No se necesita cita previa.</p>
<p>Youth Recovery CT ofrece grupos de apoyo para jóvenes y adultos jóvenes que enfrentan problemas de consumo de sustancias y su recuperación.</p>	<p><u>Youth Recovery CT</u></p>
<p>El personal de la Oficina de Servicios Juveniles está informado sobre los recursos de la comunidad local y puede vincularse niños, adolescentes y familias a los servicios.</p>	<p><u>Oficina de Servicios Juveniles (YSB)</u></p>