



Abstract

***Corresponding author:** Gabriel Smith, Department of Pediatrics, Faculty of Medicine, University of Yamanashi, Japan, E-mail: smithgabriel@edu.jp

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dialogic interactions, the research is scarce. The pioneering study carried out by showed the psychological and social benefits of the therapy based on open and anticipation dialogues with adults and adolescents that also involved the family along with the professionals. Rather than focusing in the individual, facilitating supportive interactions among peers, professionals and family members might be an asset underpinning mental health interventions with children and adolescents. This study showed the critical role of collective interactions, which were very different from a dialogue between two individuals. They identified multi-system treatments (MST) characterized by engaging in close interaction professionals with adolescents, family, and other networks. Replication of these US studies in Norway found evidence of effectiveness, particularly, in the adolescents' social skills "what ultimately caused the observed outcome was not revealed. Overall, methods do not help or cure anyone as such. Psychological methods -and other interaction-based means- exist as they user activity."

Whereas, determining the effect of the interaction itself in the outcomes obtained might be problematic, the authors of these paper aim to examine interaction-based mental health interventions, defined as those in which collective interactions, that involve professionals, family and community members with children and adolescents, are an integral component of the intervention. This systematic review focuses on those interventions conducted in schools and communities and its outcomes on children and adolescents' mental health. According to the WHO definition of mental health provided above, primary studies selected for this review will include positive outcomes in a broader sense, comprising not only the reduction of symptoms of mental disorder but also the promotion of emotional well-being.

Methods

This study carries out a systematic review, a methodology developed by the EPPI Centre of the UCL Institute of Education. We have also taken into account the recommendations by PRISMA and checklist by Joanna Briggs Institute (JBI), in order to offer transparency, validity, replicable, and updateable in this study.

Search Strategy

This systematic review has been focused and defined by the question: Do interaction-based mental health interventions in schools and communities have positive effects among children and adolescents?

This question has been defined in terms of PICOS: In children and adolescents (Population) are interaction-based interventions (Intervention) effective in decreasing disruptive behaviors and affective symptoms such as depression and anxiety (in children and adolescents with mental health problems), and in increasing social skills, and improving well-being and academic engagement (in children and

Health Services Administration (SAMHSA), in the Systems of Care effort led the way for child-serving systems, including schools, to become committed partners in addressing the mental health of our nation's youth. In contrast to the fragmentation too often characteristic of the child mental health system, Systems of Care emphasized a shared responsibility of agencies (mental health, education, juvenile justice,

