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Abstract

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Page 2 of 4

dialogic interactions, the research is scarce. e pioneering study carried out by showed the psychological and social bene ts 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. is study showed the critical role of collective interactions, which were very di erent from a dialogue between two individuals

ey identi ed 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 e ectiveness, particularly, in the adolescents' social skills "what ultimately caused the observed outcome was not revealed. A er all, methods do not help or cure anyone as such. Psychological methods -and other interaction-based means- exist as they user activity."

Whereas, determining the e ect of the interaction itself in the outcomes obtained might be problematic, the authors of these paper aim to examine interaction-based mental health interventions, de ned as those in which collective interactions, that involve professionals, family and community members with children and adolescents, are an integral component of the intervention. is systematic review focuses on those interventions conducted in schools and communities and its outcomes on children and adolescents' mental health. According to the WHO de nition 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

e 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 o er transparency, validity, replicable, and updateable in this study.

Search Strategy

is systematic review has been focused and de ned by the question: Do interaction-based mental health interventions in schools and communities have positive e ects among children and adolescents?

is question has been de ned in terms of PICOS: In children and adolescents (Population) are interaction-based interventions (Intervention) e ective in decreasing disruptive behaviors and a ective 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 Citation: Smith G (2022) Children and Adolescents Mental Health: A Review of Mental Health in Schools and Communities. J Child Adolesc Behav 10: 454.

Page 3 of 4

Health Services Administration (SAMHSA), in the Systems of Care e ort 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 o en characteristic of the child mental health system, Systems of Care emphasized a shared responsibility of agencies (mental health, education, juvenile justice, Citation: Smith G (2022) Children and Adolescents Mental Health: A Review of Mental Health in Schools and Communities. J Child Adolesc Behav 10: 454.

Page 4 of 4

However, more research is needed into the speci c impact of interaction on the mental health of children and adolescents, as well as analyzing the type of interactions that have the most bene cial e ect.

Con icts of interest

e authors declare that the research was conducted in the absence of any commercial or nancial relationships that could be construed as a potential con ict of interest.

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