

Youth mental health promotion: the role of healthy relationships

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NATIONAL CENTER
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Through a transdisciplinary team of medical, mental health, and school professionals, the NCSCB provides:

What We Do

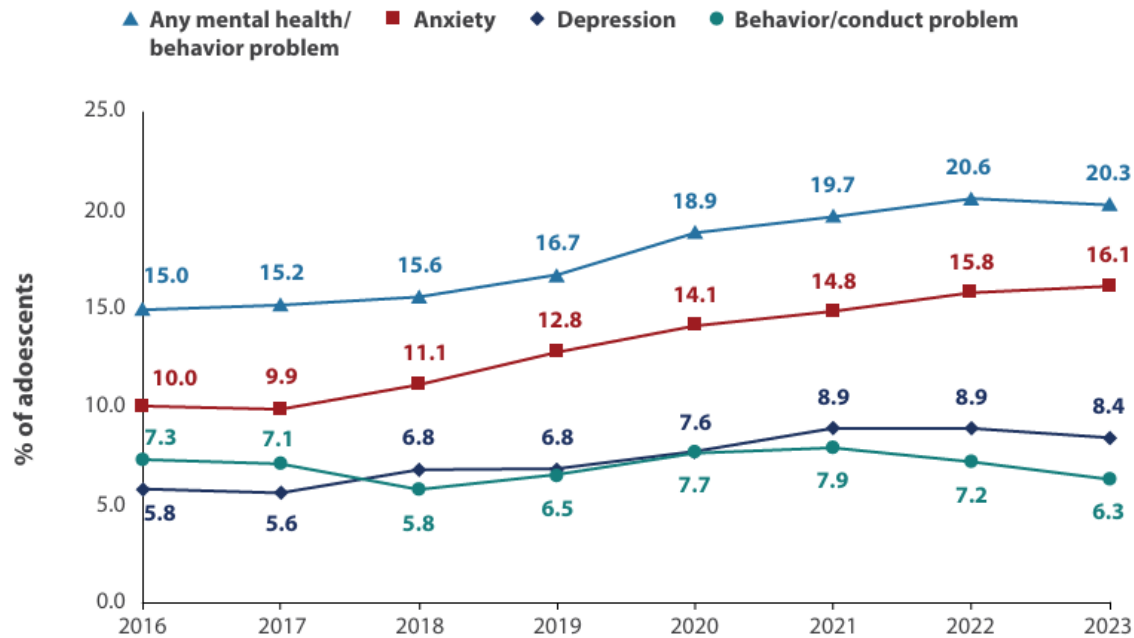
- Confidential on-site/remote technical assistance/consultation
- Practical, timely advice via 24/7 toll-free number and email
- Ongoing support in immediate aftermath and throughout long-term recovery period
- Educational resources and crisis management tools
- Training, community presentations and professional development

Youth mental health from a population health approach

- Review data on youth mental health and suicide, rates and risk factors
- Identify resilience factors
- Provide additional information about NCSCB



Trends in diagnoses of anxiety, depression, and behavior/conduct problems among adolescents, 12-17 years, 2016-2023



(National Survey of Children's Health Adolescent Mental and Behavioral Health, 2023 Data Brief | October 2024)

Teen Mental Health Statistics

39.7%

Persistent sadness or hopelessness
among high school students in 2023

15.4%

Adolescents had a past-year
major depressive episode in 2024

20.4%

High school students seriously
considered attempting suicide in 2023

60.6%

Adolescents with a past-year
depressive episode received mental
health treatment in 2024

psychology.com

Rates of Suicide 2007-2016

Figure 2. Suicide and homicide death rates among children and adolescents aged 10–14: United States, 2000–2017

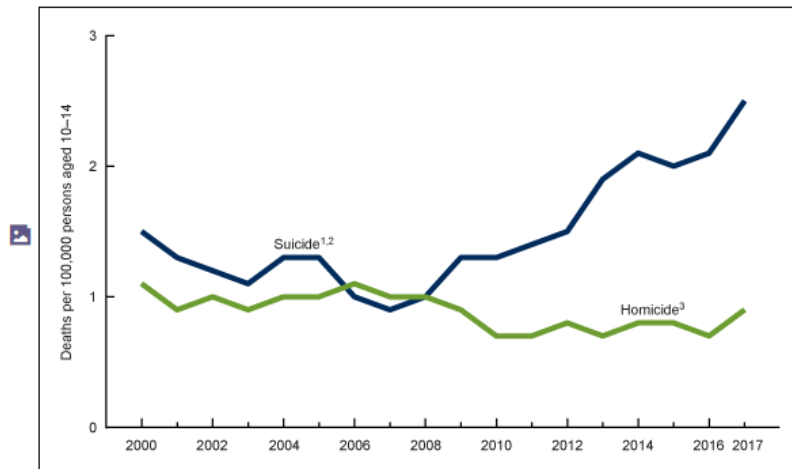
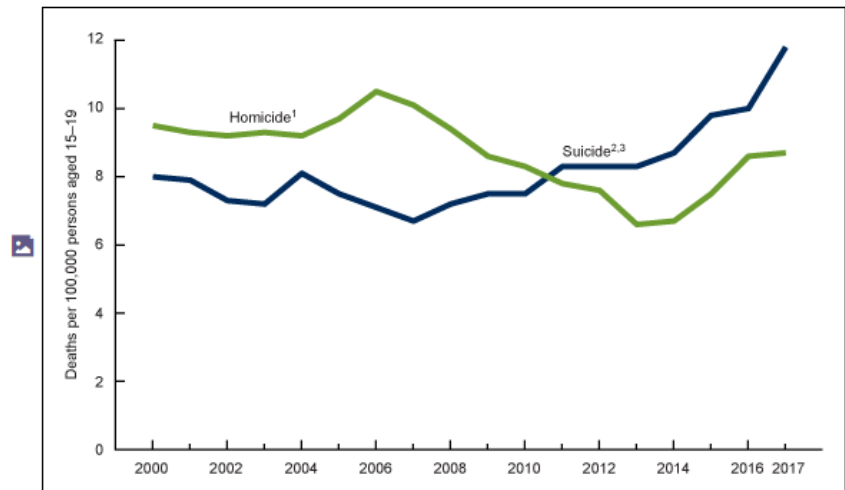


Figure 3. Suicide and homicide death rates among adolescents aged 15–19: United States, 2000–2017



S.C. Curtin and M. Heron, CHS Data Brief No. 352, October 2019
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Risk varies by disparities

Figure 8: Suicide rate per 100,000 by race/ethnicity
(Youth Risk Behavior Survey, 2016)⁸⁶

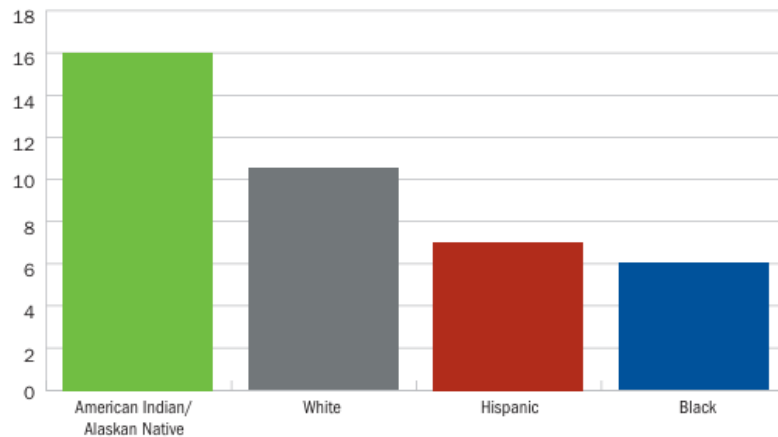
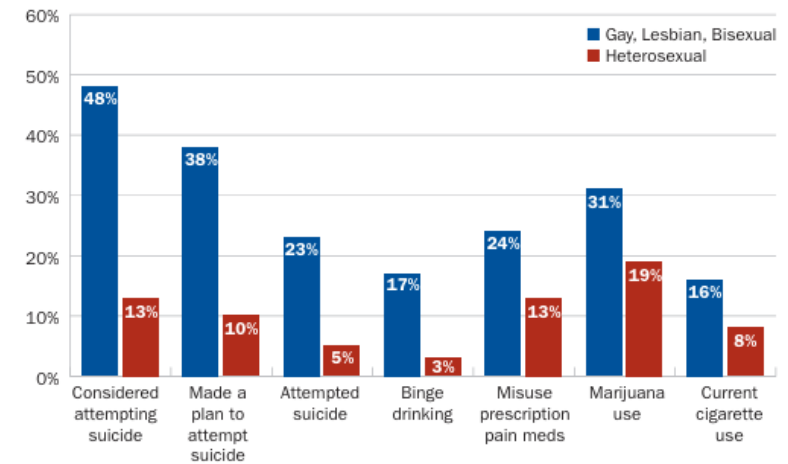


Figure 6: Suicide and substance misuse behaviors among adolescents by sexual orientation (National Youth Risk Behavior Survey, 2017)⁸¹



S.C. Curtin and M. Heron, CHS Data Brief No. 352, October 2019

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Risk and Protective Factors

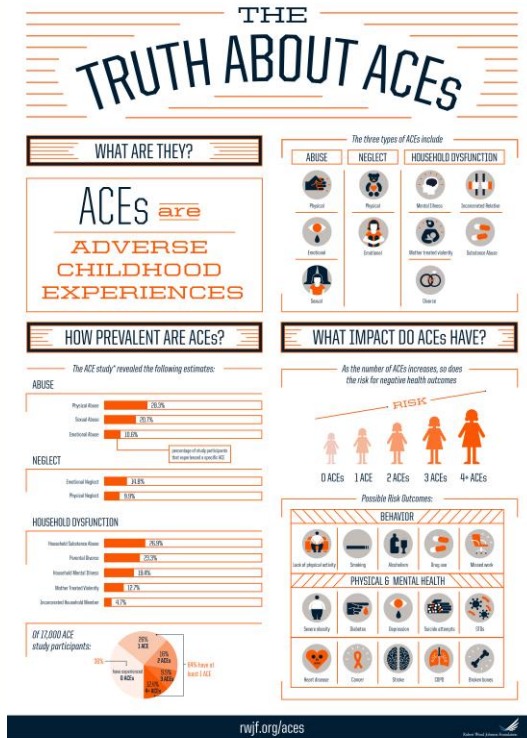
Risk Factors

- Mental health conditions
- ACES
- Bullying
- Family or peer conflict
- Barriers to care, stigma

Protective Factors

- Coping and problem-solving skills
- Connections to family, friends, community
- Supportive relationships with caregivers
- Access to health care

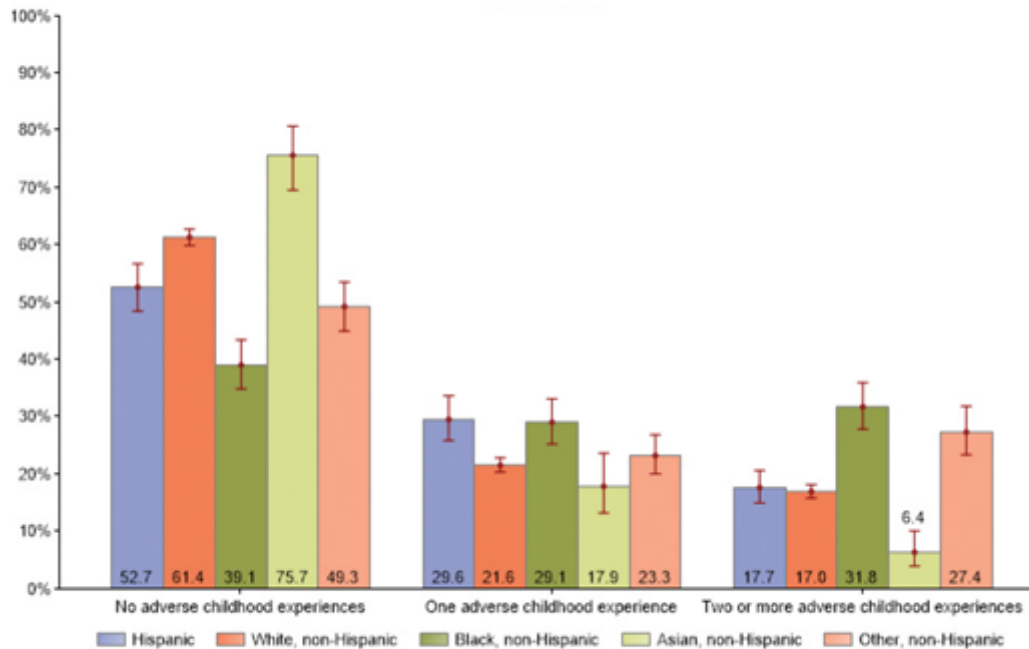
Adverse Childhood Experiences (ACEs) increase risk of mental health needs



- Depression
- Anxiety
- Post-Traumatic Stress Disorder
- Suicidality
- Social Isolation

ACES and Race/Ethnicity

Figure 21: ACEs among children ages 0 to 17, by race/ethnicity
(National Survey of Children's Health, 2017)²⁸⁵



Not all youth exposed to adversity experience negative outcomes



Positive Childhood Experiences contribute to resilience



Ability to talk with family about feelings



Sense that family is supportive during difficult times

Enjoyment of participation in community traditions



Having at least two non-parent adults who genuinely cared

Feeling support from friends



Feeling of belonging in high school

Feeling safe and protected by an adult in the home



Just one caring, safe relationship early in life

What does a positive relationship look like? A Trauma-Informed Approach

- Someone who respects the youth
- Someone who cares about their well-being
- Someone who listens to them and is supportive



NCSCB approach: empowering schools to support students

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- Partner with schools to prepare adults to support students and each other in the wake of loss, crisis or trauma
- Provide technical assistance and support to school in the aftermath of crisis events
- Make online training materials available for free through the NCSCB website
(<https://www.schoolcrisiscenter.org/>) and the Coalition to Support Grieving Students
(<https://grievingstudents.org/>)
- A qualitative study of educator responses to NCSCB webinars on supporting grieving students during the COVID-19 pandemic (Lively-Endicott, Kaimi, Hudson & Schonefeld, 2024) revealed that educators found the training helpful, essential to their professional development, and wanted more (e.g. recurring trainings, more information on diversity and inclusion).
- A qualitative study of NCSCB online materials (Frei-Landau and Schonfeld, 2026) found that pre-service teachers reported learning outcomes in the areas of values, skills, and knowledge.

Questions

