AIM Youth Mental Health

The State of Youth Mental Health in Monterey

2025 AIM Ideas Lab Report

OUR VISION

A world of mentally healthy youth.

OUR MISSION

AIM is bridging the gap between research and access to care for youth struggling with their mental health by finding, funding, and implementing promising youth mental health research and empowering youth to discover their own mental health solutions.

Empowering Teens to Address the Youth Mental Health Crisis

The AIM Ideas Lab is an innovative youth participatory action research program, designed to give young people a direct voice in addressing the youth mental health crisis.

Over the course of 8 weeks, high school students conduct peer-to peer mental health research, gathering insights from their fellow students. They analyze the data to develop actionable solutions and use their findings to better understand the state of youth mental health in their communities and advocate for stronger support systems.

The AIM Ideas Lab empowers teens to lead the conversation around mental health and drive positive change in their communities.

UNDERSTANDING TEEN MENTAL HEALTH

Mental health is a widespread and deeply felt concern among teens. Many carry heavy emotional burdens—often quietly and alone. There's an urgent need for youth-informed education, stronger school-based support, and open, judgment-free conversations across communities.

Teens are overwhelmed, anxious, and navigating family pressure, academic stress, and personal challenges. While common, these struggles show up differently and willingness to talk about them varies by gender and age. From anxiety and burnout to depression and unhealthy relationships, the challenges are wide-ranging, deeply personal, and often intensify over time.

Though many are quick to support a struggling friend, most hesitate to ask for help themselves—even when they want it. Stigma, fear of judgment, and concerns about confidentiality remain major barriers, especially when it comes to using school-based mental health resources.

Until support systems feel safe, relatable, and free from shame, they will go unused. This research calls for youth-informed solutions—at school, at home, and across communities—that meet teens where they are and remind them: you're not alone.

KEY RECOMMENDATIONS

Normalize and Promote Mental Health Support: Schools should provide consistent, visible access to mental health resources and promote them regularly reducing stigma and encourage help-seeking.

Promote Youth-Led Mental Health Campaigns: Youth-led campaigns with peer stories reduce stigma, build empathy, and motivate students to care for themselves and others. Centering youth perspectives ensures mental health efforts are relevant, relatable, and resonate with those they aim to support.

Create Anonymous Support Pathways: Implementing anonymous, confidential ways for students to seek support can reduce stigma and help youth access existing school-based mental health resources.

Strengthen Peer Support Systems: Students often turn to peers first, and skill-building workshops to recognize signs of distress, support friends, and feel more confident reaching out for help themselves.

Tailor Interventions by Gender and Grade: Mental health concerns and barriers to support vary by gender and grade; strategies should be tailored to meet the unique needs of different student groups.

RESEARCH APROACH

Youth Participatory Action Research (YPAR) is an approach to research and social change that encourages young people to use their own perspectives and strengths to identify, study, and address issues that impact them.

Research Objective: Survey a demographically representative sample of teens in California to identify the most pressing mental health challenges they are facing and to explore potential strategies for addressing them effectively.

RESEARCH METHODOLOGY

Survey Development & Review: Youth researchers developed a survey to explore pressing mental health issues affecting teens in their community. It was reviewed by AIM's Scientific Advisory Board to ensure clarity, impact, and adherence to research ethics guidelines

Mixed-Methods Approach: The survey consisted of 28 quantitative (frequencies, percentages) and 1 qualitative (open-ended response) questions.

Survey Distribution: The survey took ~ 10 min to complete and was distributed Feb 17 - 28, 2025, via word-of-mouth, text message, social media, and in select schools.

1,623 youth in California completed the survey.

RESPONDENT DEMOGRAPHICS

DEMOGRAPHIC INSIGHTS

- The geographic and demographic distribution reflects the identities and communities of the youth researchers leading the project in regards to school, gender, race/ethnicity, age and grade.

- Participation tended to be higher in schools where direct outreach took place or where school communities were already engaged with the program.

- The distribution of responses follows a long-tail pattern: a small group of schools contributed a large portion of responses, while the majority of schools had fewer participants.

RESPONDENT DEMOGRAPHICS - SAMPLE SIZE

TOTAL RESPONDENTS

2025

623 RESPONDENTS

2024

472 RESPONDENTS

The youth researchers aimed for 384 respondents to ensure a statistically representative sample of teens in the California.

RESPONDENT DEMOGRAPHICS - SCHOOL REPRESENTATION

Tier	# of Schools	Total Responses	% of Responses	Schools
High Representation (75+ responses)	3	402	65.20%	Soledad HS (178), Salinas HS (131), Everett Alvarez HS (93)
Moderate Representation (10–75 responses)	4	197	31.90%	Monterey HS (60), Rancho San Juan HS (55), Carmel HS (44), Stevenson School (38)
Broad Distribution. (<10 responses)	8	18	2.90%	*Alisal HS (9), North Salinas HS (3), Rancho Cielo (1), Pacific Grove HS (1). Marina HS (1), Seaside HS (1), Central Coast HS (1), Greenfield HS (1)*

RESPONDENT DEMOGRAPHICS - AGE & GRADE LEVEL

AGE

GRADE

8.4%
8.4%
23.0%
22.3%
37.9%

● 14 ● 15 ● 16 ● 17 ● 18

18.9%
21.7%
32.8%
26.6%
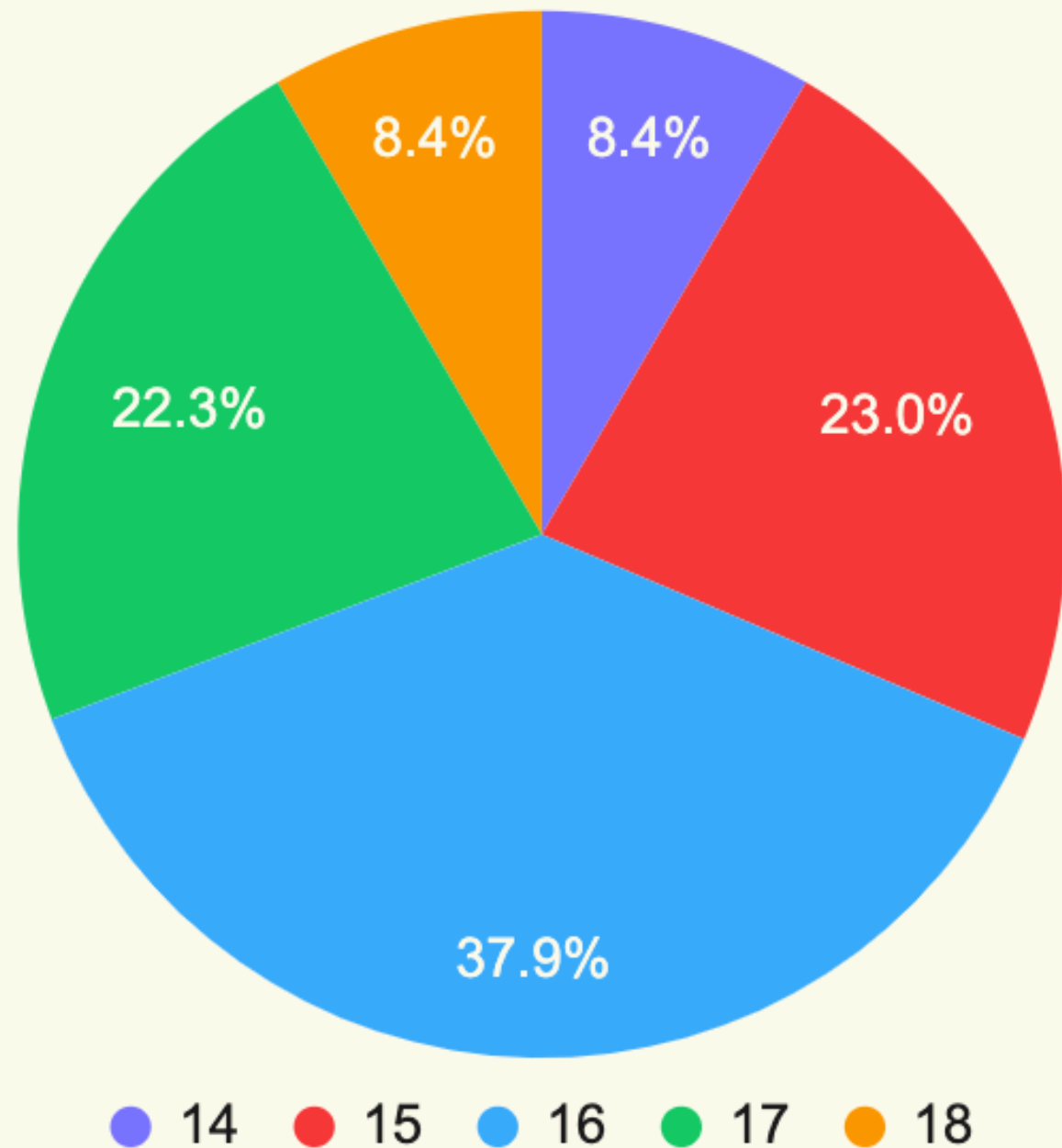
● 9th Grade ● 10th Grade
● 11th Grade ● 12th Grade
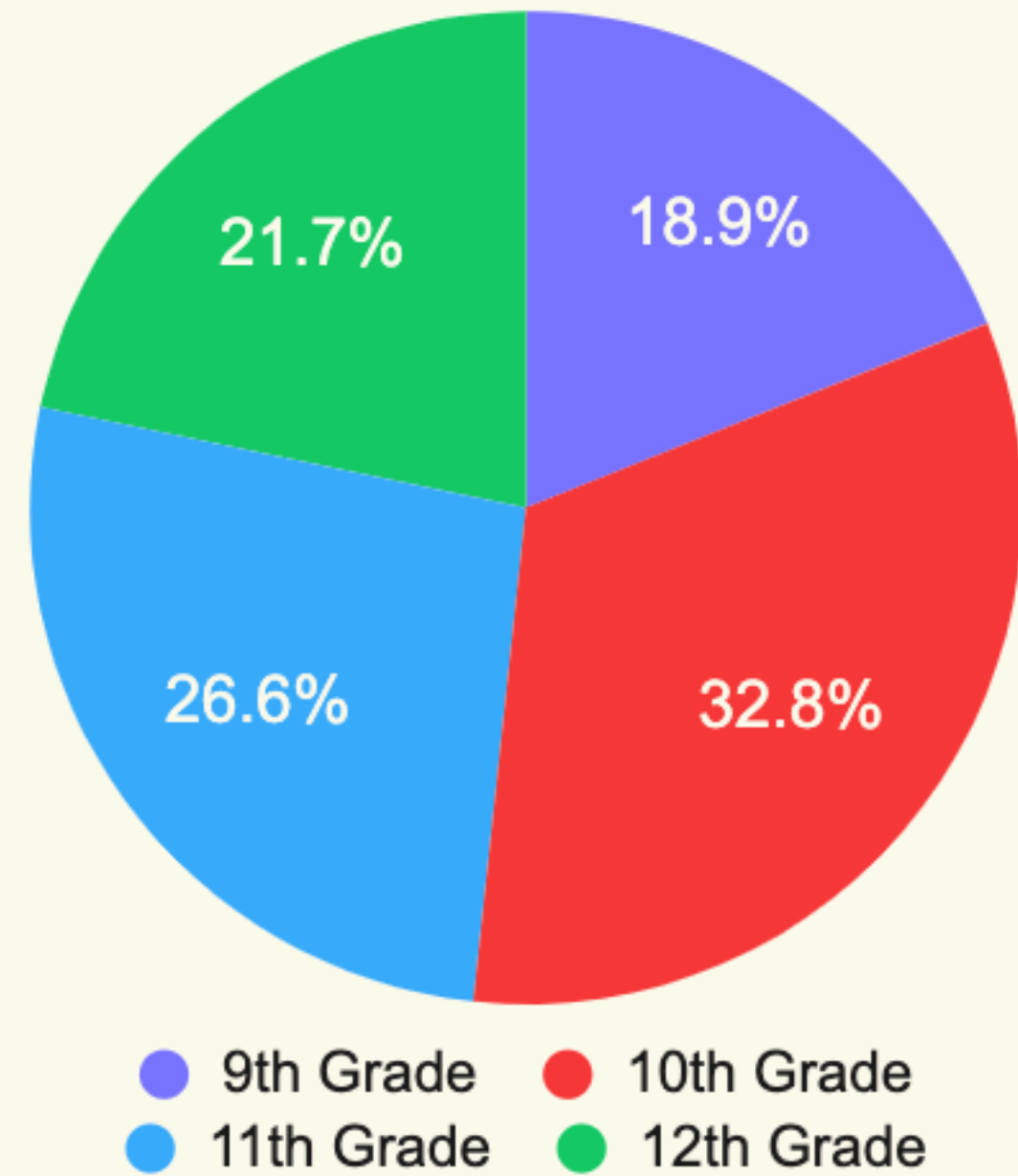
RESPONDENT DEMOGRAPHICS - RACE & GENDER IDENTITY

RACE AND ETHNICITY

Race/Ethnicity	%
Latino/a or Hispanic	66.3%
White or Caucasian	27.1%
Asian or Asian American	10.0%
Black or African American	4.8%
Indigenous or Native American	3.2%
Native Hawaiian or Pacific Islander	1.9%
Middle Eastern or North African	0.8%
Prefer not to say	2.1%

623 total respondents, includes 101 respondents who selected more than 1 racial/ethnic identity

GENDER IDENTITY

Legend:
- Female
- Male
- Prefer not to say
- Transgender
- Non-binary

30.0%
64.3%
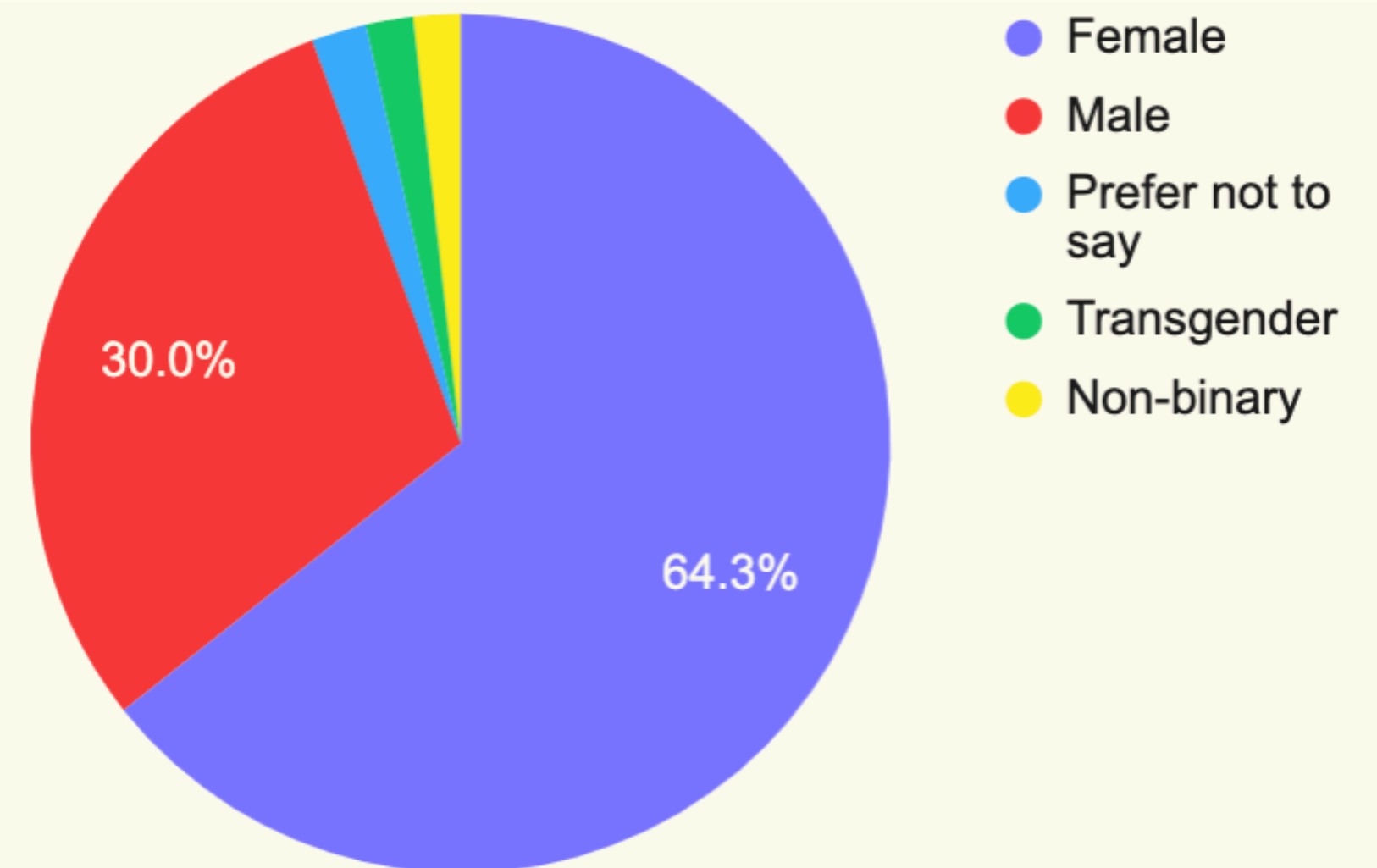
623 total respondents, includes 11 respondents who selected more than 1 gender identity

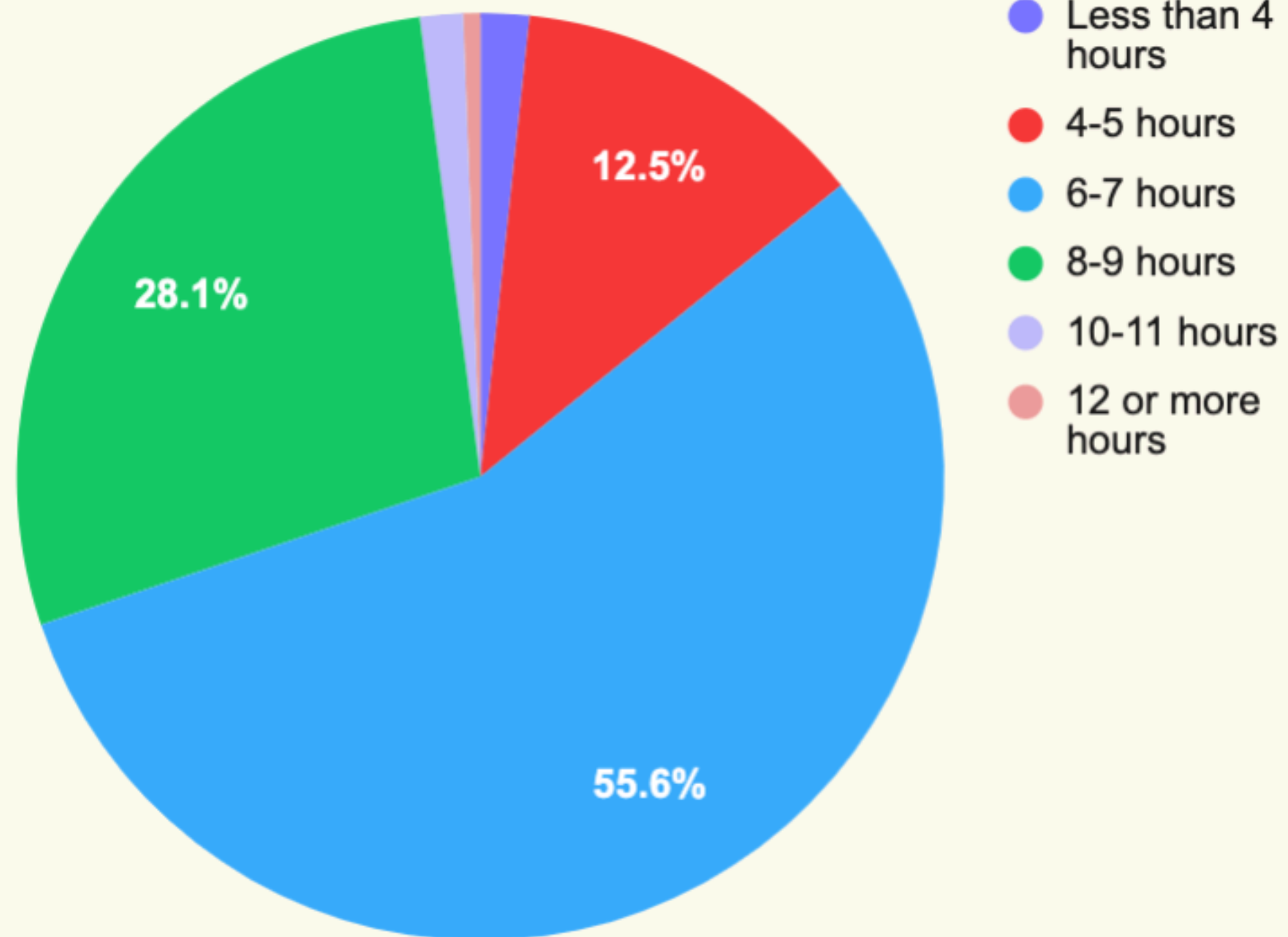# 2025 AIM IDEAS LAB FINDINGS

FACTORS AFFECTING YOUTH MENTAL HEALTH

FACTORS AFFECTING YOUTH MENTAL HEALTH

- 87% of teens in Monterey say sleep significantly affects their mental health, yet over two-thirds aren't getting enough sleep—and sleep declines with age.
- 91.2% of Monterey teens take part in extracurriculars, with 46.0% spending at least four hours per week on extracurriculars on top of school and homework.
- Two-thirds (65.9%) of students feel overwhelmed on a weekly basis.
- Female students are more likely to feel overwhelmed frequently, while male students more often report only occasional or rare stress.
- Feelings of overwhelm increase steadily by grade, peaking in 12th grade.
- Time management becomes more difficult as academic and extracurricular demands increase in 11th grade.
- Teens also report that the impact of self-image can fluctuate depending on the day, environment, or stressors. Female students were more likely to report negative self-esteem than male students.
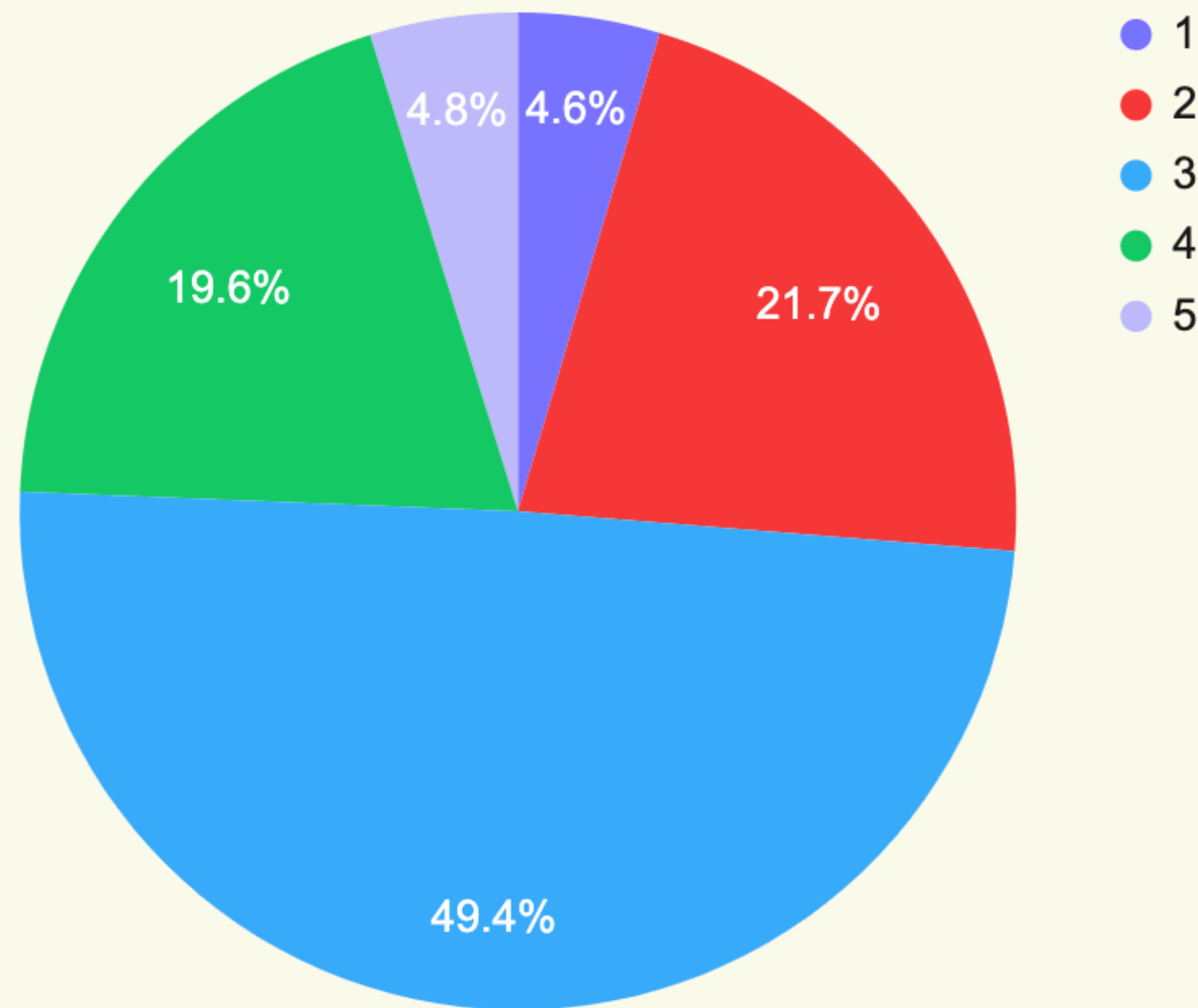
SLEEP HABITS

On average, how much sleep do you get per night?

Legend:
- Less than 4 hours
- 4-5 hours
- 6-7 hours
- 8-9 hours
- 10-11 hours
- 12 or more hours

Pie chart values: 12.5%, 28.1%, 55.6%

- **Sleep Deficit:** 68.2% are not getting enough sleep (8–10 hours recc.).
  - 12.5% get only 4–5 hours.
  - 55.7% get 6–7 hours.
  - 28.1% get 8–9 hours.
  - 2.1% get 10+ hours.

- **Sleep Declines by Grade:** 10th and 11th graders are most likely to get 4–5 hours and least likely to get the recommended 8–9 hours.

PARTICIPATION IN EXTRACURRICULARS

How much time do you spend on extracurricular activities each week?

Category	Percentage
Don't participate	8.8%
Less than 1 hours	9.9%
1-3 hours	35.3%
4-6 hours	18.1%
7-10 hours	14.3%
More than 10 hours	13.6%

91.2% of Monterey teens take part in extracurriculars, with **46.0%** spending at least four hours per week on extracurriculars in addition to time spent in school and homework.

IMPACT OF SELF-ESTEEM

How much does your self-image impact your mood or mental health on a daily basis?

18.1%
20.4%
42.6%
14.1%
4.8%

Strongly supports my well-being, confidence, and mood.

Mostly positive, with occasional impact on my mental health.

Neutral or mixed, with both positive and negative effects.

Somewhat negative, often impacts my mental health.

Very negative, causes daily stress or discomfort.
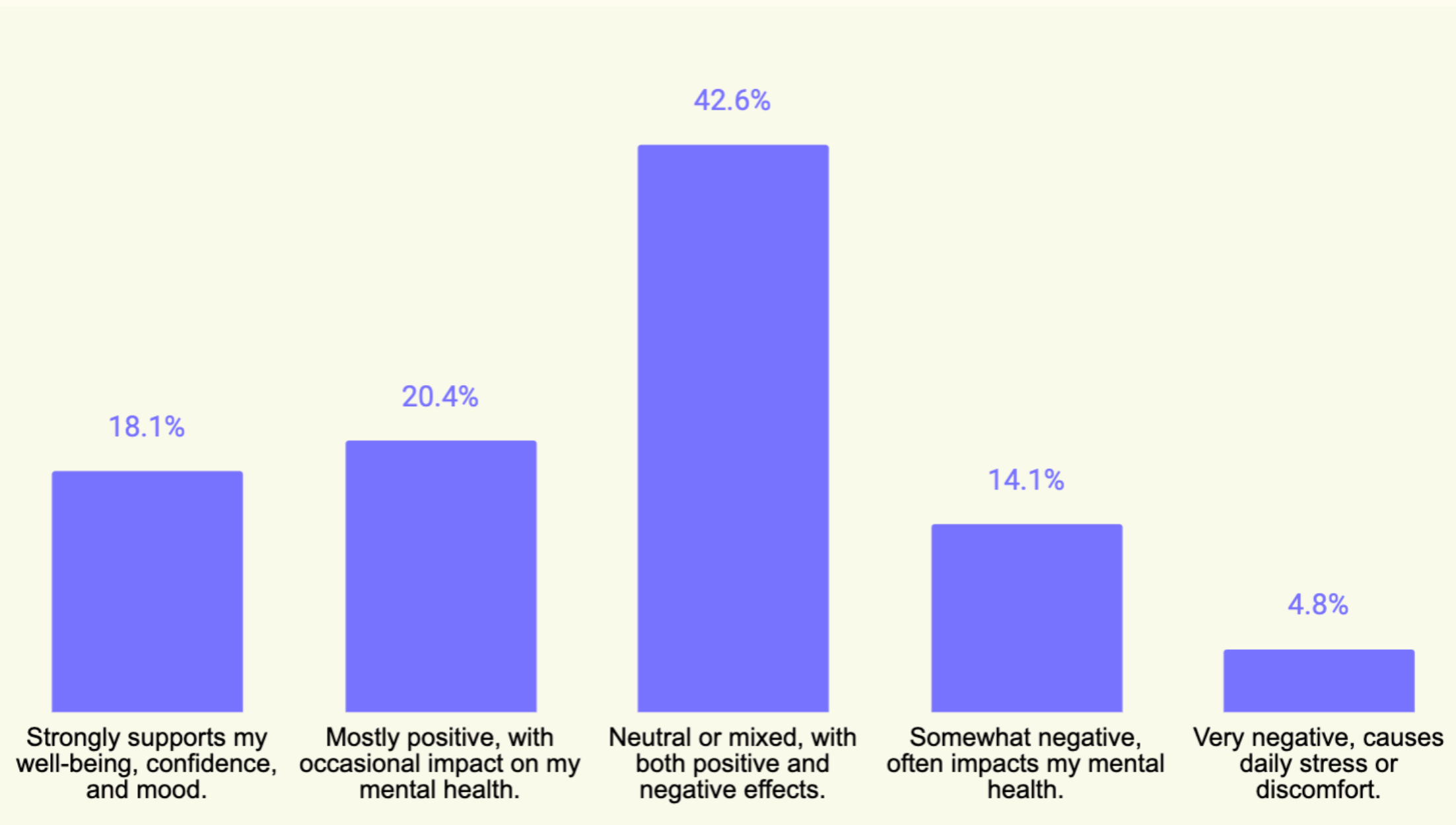
- 1 in 5 students said self-image negatively affects their mental health

- Negative self-image rises with age

- **Girls reported more negative impacts** from self-image than boys, who were more likely to describe theirs as positive.

MENTAL HEALTH CHALLENGES

MENTAL HEALTH CHALLENGES

- Anxiety, family related challenges, burnout, social anxiety, and low self-esteem are the most common struggles teens report, reflecting complex pressures—from academics and social life to home and internal challenges.
- Female teens report higher rates of mental health issues than males, which may reflect greater emotional openness and different experiences; lower rates in boys could be due to stigma and underreporting.
- Mental health challenges increase steadily from 9th to 12th grade, driven by rising academic pressure, societal expectations, and future concerns.
- Mental health affects nearly every aspect of teens' lives—from emotions and self-esteem to academics, daily functioning, and safety.
- Very few respondents reported little to no impact from mental health on all fronts.
- Nearly 3 in 4 report that mental health strongly affects their emotions, confidence, focus, and sleep and 1 in 2 report serious impacts on future planning, participation in hobbies and safety.

Have any of your peers shared with you that they have experienced any of the following mental health challenges?

Challenge	Percentage
Anxiety	68.7%
Family-related challenges	55.4%
High stress levels or burnout	54.6%
Social Anxiety	51.2%
Low self esteem	49.6%
Depression	48.4%
Unhealthy romantic relationships	39.2%
Mood swings or unstable behavior	35.5%
Eating disorders	35.3%
ADD or ADHD	33.5%
Social isolation or loneliness	29.3%
Thoughts of suicide	21.9%
Substance misuse or addiction	20.7%
Nonsuicidal self-injury	20.1%
Trauma or PTSD	16.3%
Bipolar Disorder	12.4%
OCD	12.2%
Psychosis	2.8%
Other	2.4%

- **Female teens report higher rates of mental health challenges** than males, which may reflect both greater emotional openness and differing experiences. Lower rates among boys could be due to underreporting linked to stigma.

- Mental health challenges **increase from 9th to 12th grade**, likely driven by rising academic pressure, societal expectations, and stress around future planning.

IMPACT OF MENTAL HEALTH ON THEIR LIVES

How do you think mental health can affect the following aspects of life?

Aspect	No Impact	Slight Impact	Moderate Impact	Strong Impact	Overwhelming Impact
Emotional well-being and mood			17.5%	30.4%	41.9%
Academic performance and ability to focus			20.2%	32.5%	37.7%
Self-confidence and self-esteem	6.9%	7.4%	19.7%	28.4%	37.5%
Ability to manage responsibilities			16.1%	32.0%	44.3%
Relationships with family			21.0%	28.6%	41.6%
Future planning and motivation			15.7%	23.5%	52.0%
Sleep and energy levels			17.9%	30.2%	42.7%
Friendships and social life			20.4%	28.6%	41.0%
Personal safety or risk of self-harm			13.2%	26.5%	52.5%
Physical health and well-being		12.1%	27.1%	27.5%	28.9%
Romantic relationships		7.6%	17.4%	31.3%	39.4%
Participation in hobbies or activities	9.5%		16.3%	19.3%	50.6%

Legend:
- No Impact
- Slight Impact
- Moderate Impact
- Strong Impact
- Overwhelming Impact

SEEKING SUPPORT + SELF-CARE

SEEKING SUPPORT AND SELF CARE

- Most students (63.2%) feel at least somewhat comfortable asking for support, but a significant 36.8% do not feel comfortable seeking help.
- Common coping strategies like music, alone time, watching shows, and social media can help, but may lead to isolation rather than seeking professional help.Teens find it much easier to give support to others than to ask for help themselves.
- Nearly half of teens say they would reach out to no one even when wanting help, reflecting barriers like stigma, confidentiality concerns, and uncertainty.
- Teens primarily turn to trusted people—friends, significant others, and parents —but over half avoid school counselors, teachers, or professional therapists.
- Female students seek help more across all sources, while male students show greater reluctance and are more likely to avoid seeking help despite wanting it.
- Teens feel most comfortable discussing mental health in judgment-free, confidential, safe spaces with trusted, empathetic listeners—especially when conversations include shared experiences, vulnerability, and active support.

COMFORTABILITY SEEKING SUPPORT

If you were going through a challenging time, how comfortable are you asking for support?
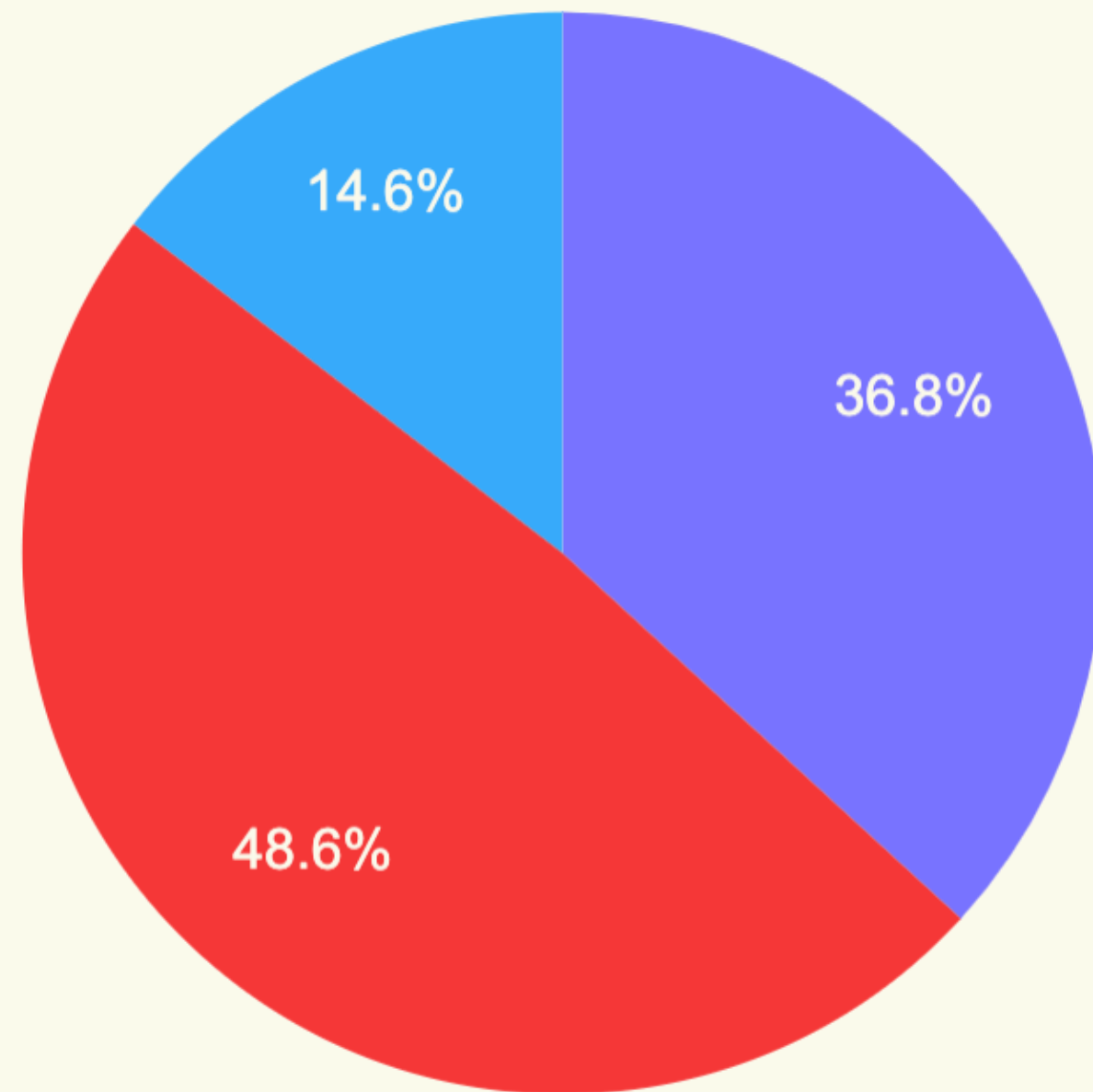
Legend:
- Not Comfortable
- Somewhat Comfortable
- Very Comfortable

36.8%
48.6%
14.6%

- Most students feel at least somewhat comfortable asking for support, however **2 in 5 are not comfortable at all.**

- Overall comfort in **seeking support was similar across genders**

- Males were more likely to feel very comfortable, while females were more likely to feel somewhat comfortable; discomfort rates were nearly identical.

- Older students are more confident in seeking support.

COPING MECHANISMS

How do you typically cope with stress and pressure?

Coping Mechanism	Percentage
Listening to music	78.6%
Spending time alone	65.8%
Watching movies or shows	51.0%
Using social media	44.4%
Excessive screen time (e.g., binge-watching, doom scrolling)	43.6%
Sleeping excessively or not getting enough sleep	43.2%
Talking to friends or family	42.4%
Self-isolating or withdrawing from others	40.9%
Avoiding or procrastinating	39.3%
Engaging in physical activity (e.g., exercise, sports)	38.7%
Playing video games	38.1%
Spending time outside (e.g., walking, fresh air)	36.4%
Creative or artistic hobbies (e.g., drawing, painting, writing)	27.8%
Overworking or overexerting yourself	19.3%
Organizing tasks or making lists	18.7%
Practicing self-compassion or positive self-talk	9.9%
Practicing mindfulness or meditation	9.3%
Seeking professional help (e.g., counselor, therapist)	6.6%
Smoking or vaping	6.0%
Using alcohol, drugs, or substances	5.3%

What factors make an environment feel comfortable and supportive?

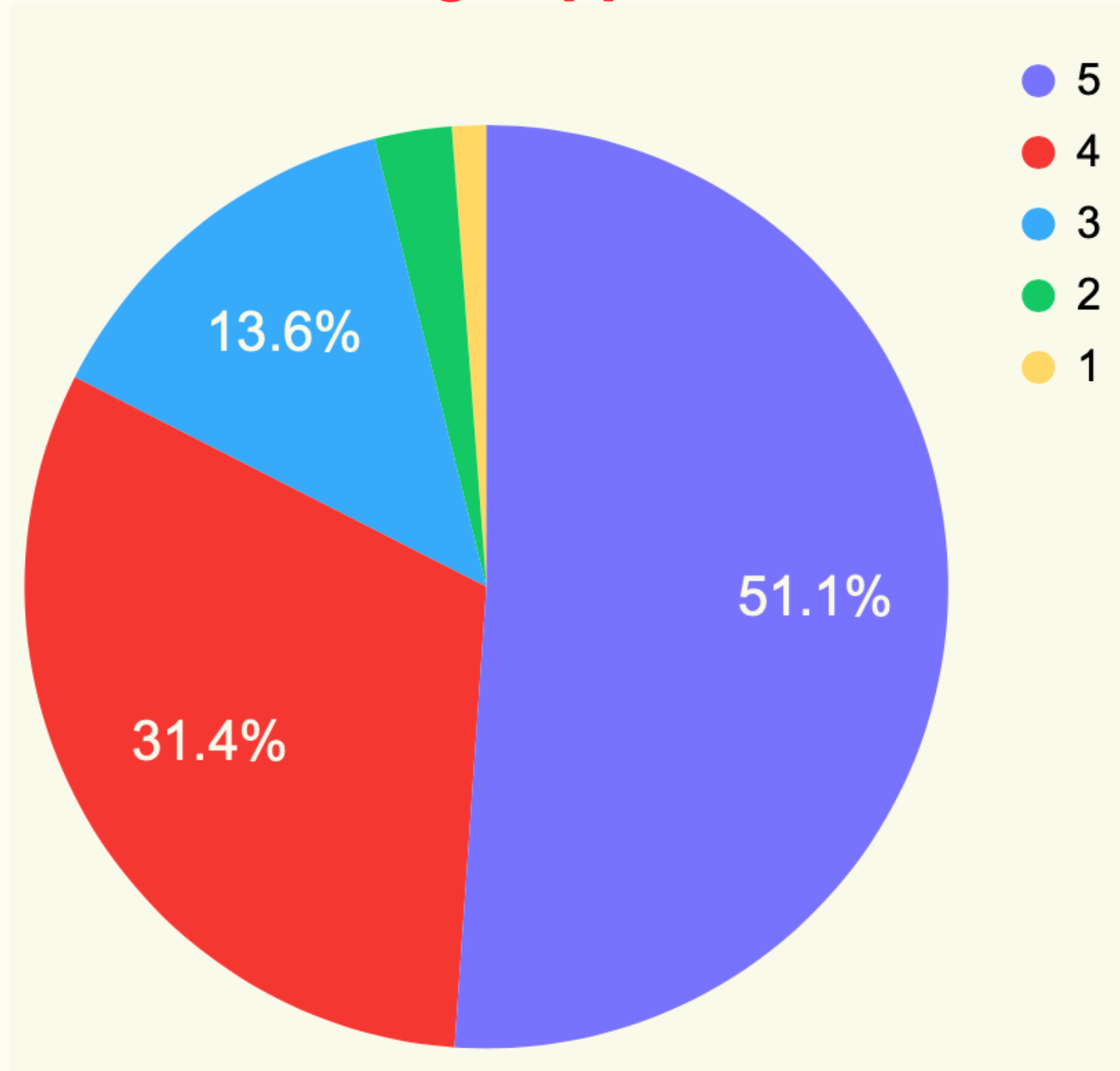| Factor	Percentage
Being with close friends	69.2%
Being alone	55.2%
Freedom to express myself without judgment	54.2%
A quiet atmosphere (e.g., soft lighting, minimal noise, calm environment)	53.2%
Having control over the space (e.g., ability to personalize, leave when I want)	48.5%
Having a sense of belonging or community	45.0%
Being in nature/outdoors	43.1%
Being with family	41.7%
A familiar or home-like setting	41.7%
Access to supportive people (e.g., mentors, counselors, teachers)	26.5%
High sensory stimulation (e.g., music, movement, energy in the space)	22.2%
A structured setting (e.g., school, library, club room)	15.0%

WHO YOUTH TURN TO FOR SUPPORT

If you were going through a challenging time, how likely are you to ask the following people or resources for mental health support?

Friend(s)
70.0%
33.0%

Significant other
61.8%
28.9%

Parent(s) or guardian(s)
59.3%
40.2%

No one, but I wanted to
48.9%

Another family member
43.5%
49.8%

No one, but I didn't want to
31.0%

Therapist outside of school
29.3%
62.5%

Counselor(s) at school
21.8%
79.5%

Adult(s) outside of school
20.8%
74.5%

Teacher
19.4%
77.7%

Online friends
18.2%
81.3%

Online mental health resources
14.9%
82.3%

Online community
10.6%
90.2%

Anonymous hotline/talkline
10.2%
86.0%

Other adults at school
9.0%
88.2%

Classmate(s)
7.5%
89.8%

Likely   Unlikely

COMFORTABILITY OFFERING SUPPORT TO A FRIEND

If a friend reached out to you for help with their mental health, how comfortable would you feel offering support?

Legend:
- 5
- 4
- 3
- 2
- 1

Pie chart values: 51.1%, 31.4%, 13.6%

- Most students are **very comfortable offering support**, with overall comfort levels nearly identical across genders.

- **Students are far more comfortable offering support** (51.1%) **than asking for it** (14.6%), revealing a key tension in how youth navigate mental health.

- Teens are often the first to support peers—giving them tools to help themselves and others can reduce stigma and improve access to care.

CHALLENGES IN PEER SUPPORT

If you felt less comfortable offering support, what do you think would make it difficult for you to help?

1. I'm unsure how to approach the conversation - **71.4%**
2. I'm worried I might say the wrong thing - **70.2%**
3. I don't feel confident in my ability to provide the right type of support - **54.8%**
4. I'm not sure how to support them without overstepping **- 42.9%**
5. I don't feel equipped to help with mental health issues - **41.7%**
6. I'm worried it could make things worse - **40.5%**
7. I've never dealt with something like this before -**33.3%**
8. I'm unsure if I should involve others in the situation (e.g., family, other friends) - **25.0%**
9. I don't know where to direct them for professional help - **19.0%**
10. I'm afraid it might negatively affect our friendship **- 15.5%**
11. I'm afraid they might not be open to receiving help - **15.5%**
12. I don't feel like I have enough time or energy to help - **13.1%**
13. I have my own mental health concerns that make it hard to help others - **13.1%**

WHAT MAKES TEENS COMFORTABLE OPENING UP

What would make you feel more comfortable opening up about and having conversations about mental health with people you trust?

No Judgment

"Knowing I can share without being judged."

Feeling Heard

"They listen without jumping to conclusions."

Shared Experience

"They've gone through it too."

Close Relationship

"It's easier if I know they care."

Mutual Openness & Vulnerability

"I'll share if they're open too."

Safe, Private Setting

"One-on-one in a calm space"

Confidentiality & Trust

"They'll keep it between us"

Normalize the Conversation

"Talking about mental health shouldn't be taboo."

Addressing Stigma

"I don't want to be seen as weak or broken"

Supportive Response

"I want them to take me seriously"

MENTAL HEALTH SUPPORT AT SCHOOL
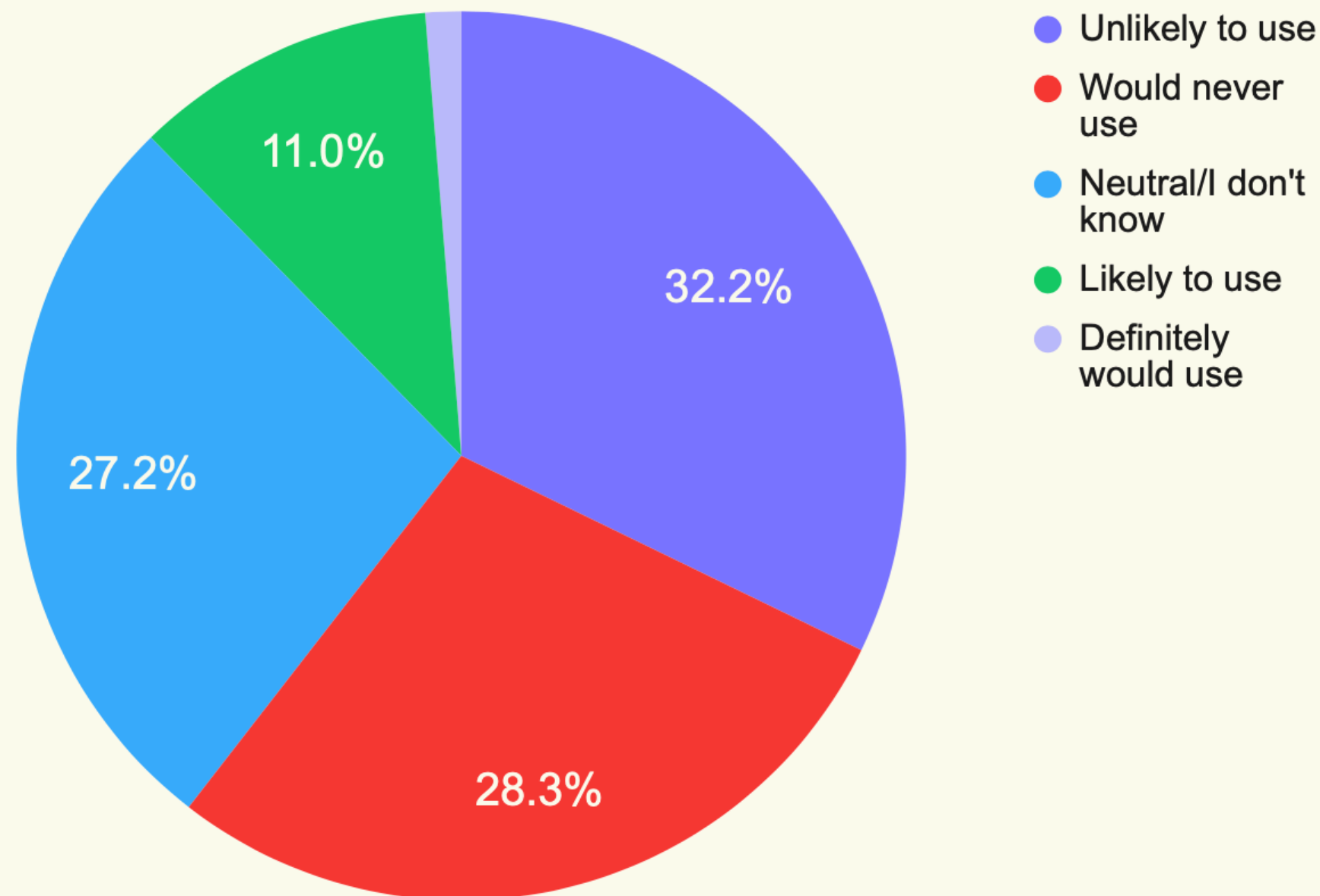
MENTAL HEALTH SUPPORT AT SCHOOL

- **Time Spent in School:** Schools are a central part of students' lives, and as such, they serve as a critical environment for mental health support.

- **Established Systems**: Schools already have allocated teams and funding intended to provide mental health support, such as counselors, social workers, and wellness programs.

- **Intention vs. Implementation:** Despite the presence of these resources and efforts to create effective support systems, they are often falling short in meeting the real needs of students.

MENTAL HEALTH SUPPORT AT SCHOOL

- Over two-thirds of students hesitate to use school mental health resources; only about 1 in 10 would likely or definitely seek school-based support.
- Fewer than half know where to find help, citing stigma, embarrassment, and confidentiality concerns as major barriers.
- About one-third feel unsafe or uncomfortable discussing mental health, fearing judgment or stigma from peers and adults at school.
- Teens believe school mental health resources could be more approachable and accessible through greater teacher and staff support.
- Academic stress is significant, with over half endorsing reduced workload, flexible deadlines, and additional support during stressful periods as key improvements.
- Nearly half support designated mental health days to help normalize and legitimize mental health care in schools.

UTILIZATION OF SCHOOL MENTAL HEALTH RESOURCES

How likely are you to use school-provided mental health resources if you were going through a challenging time?

Legend:
- Unlikely to use
- Would never use
- Neutral/I don't know
- Likely to use
- Definitely would use

Pie chart values:
- 32.2%
- 28.3%
- 27.2%
- 11.0%

- Nearly **⅔ of students expressed reluctance to use school mental health resources**, with only 1 in 10 likely to turn to them.

- Only 1.3% of students said they would definitely use school provided mental health resources.

- Underclassmen (9th & 10th graders) showed the most hesitation.

- Boys showed more hesitation, while female students are more open to using them

FAMILIARITY AND COMFORT WITH SCHOOL RESOURCES

Which of the following best represents your familiarity and comfort accessing mental health resources or accommodations at school?

45.4% know where to find resources, but feel hesitant to access them due to embarrassment, concerns about confidentiality, or fear of judgment.

23.6% are unsure whether their concerns are serious enough to justify seeking help or using available resources.

22.9% feel comfortable accessing resources when they need them

22.0% are aware of the available resources, but are unsure how to use them

16.5% are not sure what resources or accommodations are available

16.5% would feel more comfortable accessing resources if they were promoted in a more approachable way.

11.5% feel that teachers and staff could do more to make resources feel accessible and approachable

BARRIERS TO UTILIZING MENTAL HEALTH RESOURCES

If you haven't used the mental health resources available at school or outside of school, what are some reasons why?

48.0% prefer to handle their mental health on their own

36.1% don't feel comfortable or safe discussing their mental health with others

30.5% are afraid of being judged or stigmatized for seeking help

28.8% find it difficult to find someone they can relate to

25.2% feel embarrassed or ashamed about needing help

23.0% don't believe their mental health problems are serious enough to warrant help

22.6% are not sure if they trust the professionals or the services available

22.1% don't think the resources will be helpful or effective

19.4% are not aware of the resources available or where they are located

18.8% are concerned that their parent(s)/guardian(s) will find out

BARRIERS TO UTILIZING MENTAL HEALTH RESOURCES

If you haven't used the mental health resources available at school or outside of school, what are some reasons why?

15.9% have not experienced any obstacles

12.6% are unsure how to access the resources or ask for help

11.7% are concerned that seeking help will affect my grades or teacher's perception of me

10.4% are concerned that seeking help could affect future opportunities (college apps, recommendations)

10.0% cannot afford mental health care

10.0% are worried that my teachers or school staff will negatively judge me for seeking help

8.0% believe mental health issues should be kept private and not discussed

5.3% are discouraged from seeking mental health support by their parents

1.8% say resources are not available when they need them

WHAT STUDENTS SAY WOULD ACTUALLY HELP

How can your school improve its mental health support system to make resources more accessible and comfortable for students?

54.5% – More flexible deadlines or extended time for assignments

52.5% – Reduced or more manageable homework and assignment workload

50.7% – Less emphasis on grades

50.2% – Private, quiet spaces for students to take breaks during the school day

43.5% – Providing specified mental health days for students to utilize

37.4% – More resources during stressful times (e.g., finals, college applications)

34.9% – Training for teachers and staff to recognize and respond to mental health needs

33.8% – Teachers openly acknowledging their availability to support student mental health

30.6% – Educating parents/guardians about youth mental health

24.5% – Tips to combat student stress

21.6% – Offering regular mental health awareness programs or workshops

19.8% – Education on how students can support one another and peer support groups

18.9% – Increasing visibility of mental health resources through posters, announcements, and digital platforms

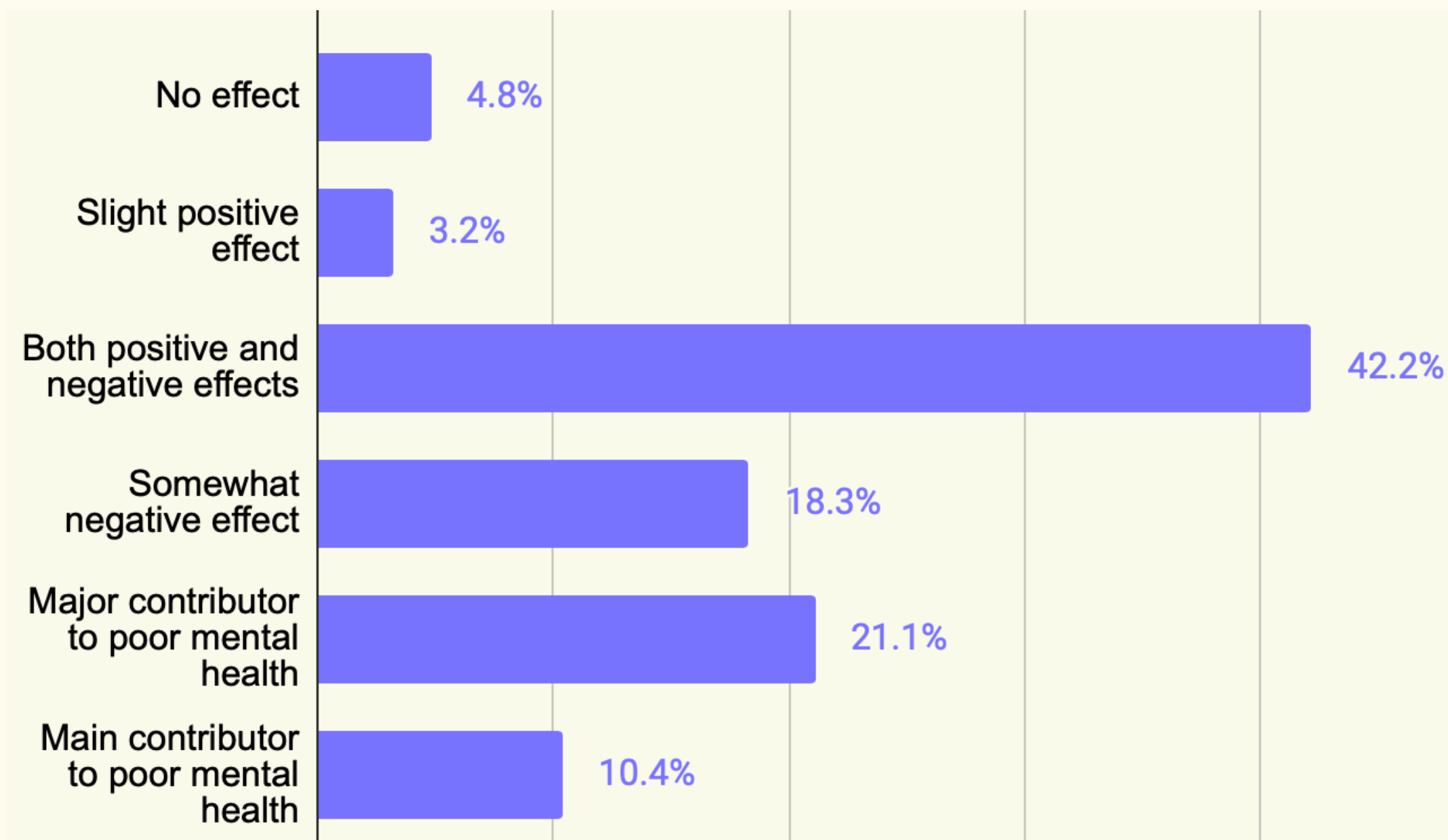**16.4%** – Integrating mental health discussions into classroom lessons and school activities

SOCIAL MEDIA

- Teens view social media as both a source of community and relaxation, but also as a factor that negatively affects sleep, self-esteem, and productivity.
- Half of students use social media excessively to cope with stress and pressure.
- Over half see social media as more harmful than helpful, with 30% citing it as a major contributor or main contributor to poor mental health in teens.
- As students get older, fewer report no effect from social media on their mental health, while more recognize it as a major contributor, indicating growing awareness over time.
- Negative effects are reported as having a stronger impact than positive ones, often shaping teens' self-image, habits, and mental health.
- Positive impacts include entertainment, inspiration, and a sense of community.
- Major negative effects include body image concerns, addiction, setting unrealistic expectations, and distressing or negative content impacting most teens.

HOW SOCIAL MEDIA AFFECTS TEEN MENTAL HEALTH BY GRADE

Which of the following statements reflects how you believe social media affects teen mental health overall?
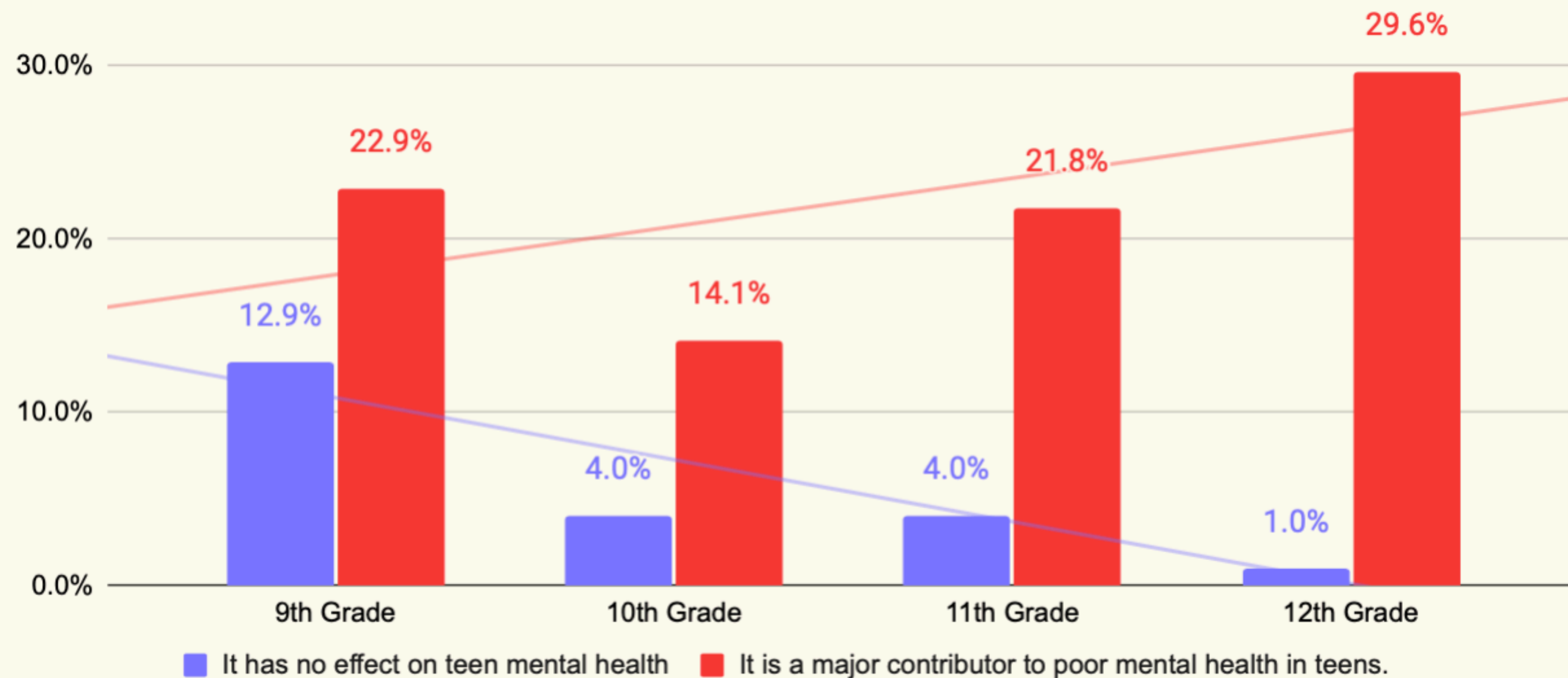
As students get older, fewer say social media has no effect on their mental health, while more recognize it as a major contributor—suggesting increased awareness of its impact over time.

POSITIVE IMPACTS OF SOCIAL MEDIA

How much of a positive impact do the following aspects of social media have on mental health?

Legend: No Impact | Minor Impact | Moderate Impact | Major Impact

Aspect	No Impact	Minor Impact	Moderate Impact	Major Impact
Fun/entertaining	8.8%	13.4%	34.6%	43.2%
Finding inspiration or motivation	11.0%	20.3%	35.6%	33.2%
Making connections with friends and acquaintances	14.1%	20.0%	36.7%	29.2%
Staying informed and educated on topics I am interested	11.6%	18.9%	37.5%	32.0%
Exploring self-expression and identity	21.5%	26.0%	36.0%	16.5%
Being a part of online communities or support groups	18.0%	31.5%	35.6%	14.9%
Accessing mental health resources, awareness, or support	8.5%	19.5%	36.2%	35.8%

NEGATIVE IMPACTS OF SOCIAL MEDIA

How much of a negative impact do the following aspects of social media have on mental health?

Legend: ■ No Impact ■ Minor Impact ■ Moderate Impact ■ Major Impact

Aspect	No Impact	Minor Impact	Moderate Impact	Major Impact
Impact on body image	29.7%	17.1%	22.2%	30.9%
Comparison to others	18.9%	12.0%	19.8%	49.3%
Addiction or overuse (spending too much time on social media)	19.0%	12.0%	25.9%	43.1%
Perfectionism and unrealistic expectations	25.3%	22.1%	24.8%	27.7%
Sleep disruption (using social media late at night)	17.4%	14.5%	26.0%	42.1%
Exposure to negative news or distressing content	19.0%	11.5%	21.7%	47.8%
Disconnection from real-life activities or relationships	24.7%	25.0%	30.7%	19.6%
Seeking validation (relying on likes, comments, or shares for self-worth)	19.3%	13.1%	25.0%	42.6%
Peer pressure (feeling pressured to conform)	25.2%	21.5%	25.9%	27.4%
Cyberbullying or online harassment	24.0%	17.3%	28.6%	30.0%
FOMO (missing out on social events or experiences)	25.6%	19.0%	23.7%	31.8%
Loss of in-person social skills	25.8%	23.1%	26.8%	24.3%
Exposure to mental health misinformation	23.3%	18.6%	28.9%	29.2%

AIM Youth Mental Health

THANK YOU FOR BEING HERE

If you have any questions, please contact **Mariana@AIMymh.org**