"OUR VOICES MATTER"

2024 Youth Summit Report

A collaborative project by the Tippecanoe Resilience & Recovery Network - Prevention Subcommittee

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Executive Summary

In March 2024, the Tippecanoe County Resilience and Recovery Network – Prevention Subcommittee hosted the sixth annual "Our Voices Matter" Tippecanoe County Youth Summit. The purpose of this event is to allow a safe space for area teens (aged 14-18) to share their experiences with mental health, coping behaviors, and more.

The Prevention Subcommittee is made up of 24 community organizations spanning leaders in the sectors of mental health; healthcare; K-12 and higher education; research; public health; service agencies; and community networking. The over-arching goal of this committee is to target prevention efforts for mental health, substance use, suicide, and stress coping behaviors. For the 2024 Youth Summit, members of this subcommittee and other community volunteers were trained in best practices and acted as moderators to guide student conversations and generate discussion.

The 2024 Youth Summit was held in-person at a local center's meeting space, and some schools had additional in-person events as they were unable to make the main event. In total, approximately 88 students, ranging from freshmen to seniors, attended from schools across the county. These students were placed into 21 total groups. Student groups answered eight *sets* of questions totaling 17 *individual* questions. The findings express three major takeaways. These takeaways include:

1. Social media has a profound impact on our students. Students mentioned twenty different themes regarding social media and how it impacts them both positively and negatively. Students almost unanimously mentioned self-image and self-comparison as a concern related to social media as a negative. However, friendships, education and resources are a positive of social media. Students are concerned about the authenticity of others they encounter on social media, and they mentioned they lose many hours of sleep due to scrolling their social media accounts.

2. Students struggle with asking for help when they are feeling overwhelmed. They may not know how to ask, who to ask, where to ask or when to ask. It was also mentioned that guys especially struggle with seeking out help. They believe that being emotional and exposing their feelings has a negative stigma in our society.

3. A large percentage of the participants mentioned concerns within their schools. School environment and discipline was mentioned as a concern by many groups. In addition, students mentioned many mental health issues that students are encountering. Students have a desire to build strong relationships with teachers and other adults they are in contact with.

Of the 57 students who attended the Youth Summit and completed an evaluation, 52 (91%) indicated that they would be willing to participate in an event like this again.

Methodology

The Tippecanoe County Resilience and Recovery Network – Prevention Subcommittee connected with schools in Tippecanoe County. School counselors were asked to select up to 15 students who would be open to discussing their thoughts about different areas of their life, including: school life, personal life, social life, and more. Individual school counselors decided which students to invite. It was recommended that counselors choose students from all demographic areas.

The 2024 Youth Summit was held in-person at a local center's meeting space on March 20, 2024. The event began with an introduction which welcomed students to the event; described the event's purpose; expressed the safe space students had entered; and described the layout of the event. The questions, conversations, and discussions began in small groups of about four to seven students. The room was divided in half and there were two tables asking the same questions. Students were asked between one to three questions at each table by the moderator, and a corresponding notetaker recorded the students' answers anonymously. Moderators and notetakers were trained in best practices for leading and reporting on focus group style conversations prior to the event. Student groups were given 15 minutes to discuss the questions at each table before they rotated to the next table and question. In total, the students answered eight sets of questions totaling exactly 17 individual questions. These questions included:

1. *What impact do you think social media has on youth today? (Including, for example: mental wellbeing? friendships? family life? self image? sleep? grades? physical health?)*
2. *What do you think are the biggest stressors high school students face today?*
3. *What substances do you think youth are using the most? What substances do you think are high risk? How would you define "high risk"?*
4. *What issues do you think youth are dealing with that schools need to be paying more attention to? What can school staff do to help?* <u>*Tally Question:*</u> *Please raise your hand if you can identify one adult you feel connected to at school.*
5. *What mental health issues do you think impact youth the most? How would you define or describe the specific issues you mentioned?*
6. *What barriers stop teenagers from asking for help for themselves? What barriers stop teenagers from asking for help for someone else?*
7. *What do you like about living in Tippecanoe County? What do you think could be better? What resources do you know about in this community?*
8. *How do high school students cope with stress in a good way? How do high school students cope with stress in a bad way?*

Before the students departed from the event, they completed an evaluation to rate the event. The questions within this evaluation included:

1. *What is your year in school?*
2. *Please rate the following statements on a scale from 1 (strongly disagree) to 5 (strongly agree).*
   a. *I felt heard when I shared my ideas in today's event.*
   b. *I learned new things from other students in today's event.*

        c.   *I believe positive change will come from my responses.*
        d.   *I enjoyed participating in this event.*
        e.   *I am inspired to make a change from today's event.*
        f.   *I would be willing to participate in an event like this again.*
3. *Please share something specific that you learned from or during today's event.*
4. *How many supportive adults do you have in your life?*

In the months after the Youth Summit, the subcommittee began working on the content analysis from the event. Six members of the subcommittee coded all questions and the student evaluation from the event. These subcommittee members work in the sectors of education (K-12 and collegiate levels); research; mental health (counseling and programming); and community networking. Questions were organized and separated into individual questions.

One important note to make is that student responses were anonymous, confidential, and coded as group responses. A limitation in reporting this way is that the subcommittee reports on the *student groups* who respond in a certain way, and *not the number of students* who express an idea. Therefore, not all groups have students who expressed an idea, and not all groups agree on each idea that was expressed.

The members met several times throughout a three-month period to determine the steps in creating this content analysis and begin coding uniformly. These members completed rounds of intercoder reliability on the same question. Then, questions were divided evenly among the group to code in pairs of two. After all the questions and responses were coded and the content was analyzed, the members began writing this report. Below are the findings from the 2024 Youth Summit. Also included in the appendix is a Codebook describing the identified themes and the number of times they were mentioned.

Thank you especially to the following members for their contribution: *Bonnie Crawford; Laura Kooiman-Cox; Chuck Newton; Amy O'Shea; Stafka Poweleit; and Katie Walter*.

Findings

Impact of Social Media

For the first year, the subcommittee asked students the question, *"What impact do you think social media has on youth today?"* and offered examples, such as: mental wellbeing, friendships, family life, self-image, sleep, grades, or physical health. Twenty-one student groups answered this question.

Students gave a variety of answers to this question, ranging from interpersonal analyses (e.g., the impact of social media on their self-image) to insight on how social media impacts their relationships with others (e.g., their friends, their family). The responses and insight are valuable, but variable.

The subcommittee categorized their responses into 21 themes, based on responses from 21 student groups, which include (from most discussed to least discussed):

- **Self-Image and Self-Comparison (90% of groups)**: Nineteen student groups said that social media impacts their self-image and encourages self-comparison among themselves and their peers. Students overwhelmingly discussed the comparisons they make between themselves and what they see online. One student noted that social media "makes you want to look like someone, be like someone, and ask 'Why am I not as good?'."

- **Friendships (76% of groups):** Sixteen student groups said that social media impacts their friendships in both good and bad ways. Some students shared that social media can be a great place to connect with long-distance friends, while other students shared that it can affect who students become friends with based on social media presences.

- **Education and Resources (71% of groups):** Fifteen student groups said they use social media for education and resources. In fact, many students shared that social media is and can be informative and offer an easy way to search for things that can help you. Other students discussed the variety of resources that social media can offer, such as job or travel opportunities.

- **Question the Authenticity of Others (67% of groups):** Fourteen student groups said that social media makes them question the authenticity of other people, or how they show-up authentically in their social media presences. Students, for example, pointed out that people only show the good parts of their lives on social media, and that presence can sometimes make them question if other people's lives are as interesting, cool, or authentic as it might seem.

- **Sleep (67% of groups):** Fourteen student groups said that social media impacts their sleep for the worse. Students often reported on the decrease in sleep because students do not want to stop scrolling on social media in order to go to sleep.

- **Bullying and Meanness (57% of groups):** Twelve student groups said that social media increases bullying and the overall mean comments towards them or others they know. One student specifically shared that social media "takes bullying to a whole new level." Another student said that "it is normal to criticize people" on social media.

- **Mental Well-Being (57% of groups):** Twelve student groups said that social media impacts their mental well-being and can sometimes trigger current or previous mental health issues. Students shared that social media is "bad for mental health" and that it "causes mental health issues."

- **Academics and Grades (52% of groups):** Eleven student groups said that social media generally negatively impacts their grades and academic life. Students shared that they get less work done or study less with social media being accessible and that their grades would likely be better without it.

- **Question the Reliability or Trust of Information (48% of groups):** Ten student groups said that while social media can be informative, it can also make them really question the reliability or trustworthiness of information they see online. Students shared that sometimes it is hard for them to decipher which resources are "the good ones" and sometimes information can be misleading and "tainting."

- **Distraction/Time/Attention Management (48% of groups):** Ten student groups said that social media can be a distraction for them; can impact their time management skills; or can shorten a person's attention span. Students shared that they feel people are more distracted on their phone and that social media has generally shortened people's attention spans.
- **Family Life (38% of groups):** Eight student groups said that social media impacts their family life in both good and bad ways. Students shared that social media could bring families closer for sharing updates for long-distance family members or creating social media content together, but it can also keep families apart. For example, one student shared that they would be closer with siblings and parents but "tech puts a space in between us" – that "siblings do their thing, and I do my thing."
- **Influence (38% of groups):** Eight student groups said that social media is especially influential – both for being influenced and being the influencer. Students said that it is easy to influence other people on social media, as well as be influenced by what they see on social media. For example, social media can be especially influential for fashion trends or quick-buying purchases.
- **Concern for Safety (38% of groups):** Eight student groups said that social media brings about a concern for safety, especially for those younger than themselves. Students highlight that "dangerous people and predators" live on social media, and it can sometimes not feel like a safe environment.
- **Positive Outlet for Self-Expression (28% of groups):** Six student groups said that social media can be a positive outlet for self-expression and creativity to post what students want to post. Students said that social media is a "place to create" and "allows you to express yourself however you please."
- **Increases the Fear of Missing Out (FOMO) (28% of groups):** Six student groups said that social media increases their fear of missing out. Students shared that they often do not know things are happening until they see it later on social media, and they sometimes feel afraid to miss what is happening on the internet.
- **Digital Footprint or Forever Record (24% of groups):** Five student groups discussed the digital footprint and forever record that social media keeps. One student shared, "people don't understand digital footprint; it will stick with you even if it is deleted." Other students shared the same idea by discussing that everything students say is and remains on social media for everyone to see.
- **Physical Health (19% of groups):** Four student groups said that social media impacts their physical health. Students discussed that sometimes they may choose to scroll social media while laying in bed instead of working out. Others said that social media is "bad for the brain."
- **Finding Community and "Your People" (19% of groups):** Four student groups said that social media is a place where they can find their community or people with similar interests that they maybe couldn't otherwise find in-person. One student specifically shared that social media is a place where students are able to find "their niche" easier and find people they "fit in with" easier.

- **Becomes Addictive (14% of groups):** Three student groups specifically said that social media is addictive and that they are "addicted to scrolling."
- **Divide the Country (5% of groups):** One student group said that social media has "divided the country" which "causes political extremism."

What impact do you think social media has on youth today?
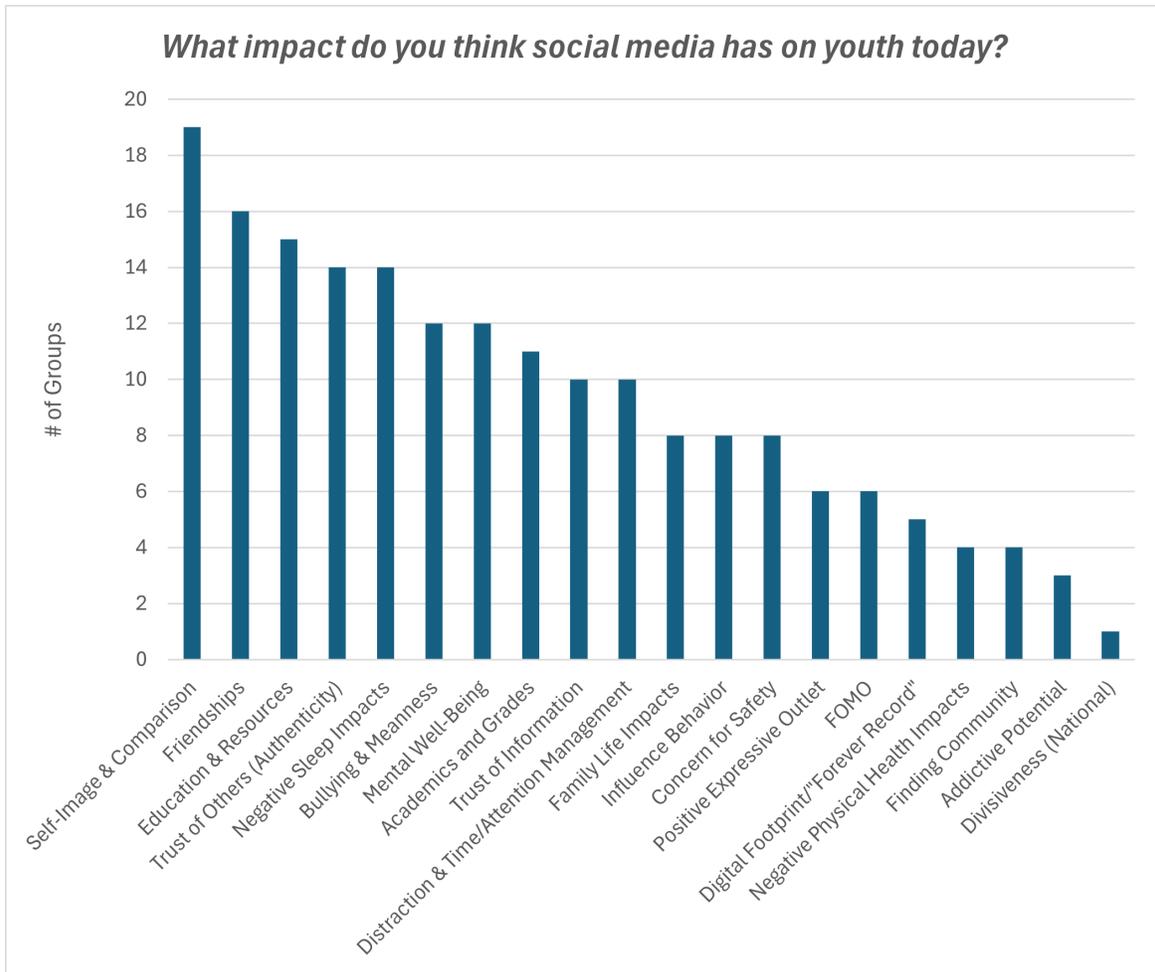
Figure 1

Biggest Stressors Faced by High School Students

For years, the subcommittee has asked students the question, *"What do you think are the biggest stressors high school students face today?"* and has received varied but uniform responses. Twenty-one student groups answered this question.

Students gave a variety of answers to this question, ranging from experiencing stressors of school and social life, pressures from parents or other people, and internal stressors perpetuated by social media.

The subcommittee categorized their responses into 11 themes and a varied "other" category, based on responses from the student groups, which include (from most discussed to least discussed):

- **School and Academics (90% of groups):** Nineteen student groups said that school and academics are stressors in their lives, especially when discussing the rigor of academics and the workload of school.
- **Balance of Priorities (81% of groups):** Seventeen student groups said that the balance of their school-work-social-home lives is a major stressor for them, often describing that students feel stressed to uphold all facets of their lives at school, at work, at home and in their friendships and relationships.
- **College and Future Planning (81% of groups):** Seventeen student groups said that their future plans (many of which involve college preparation) are a stressor for them. Students shared the stress they feel when thinking about their futures and the preparation or work that is needed to accomplish their future goals.
- **Social Life and Relationships (67% of groups):** Fourteen student groups said that their social lives and friendships or relationships are a stressor for them, often discussing the complexities of friendships and time spent nurturing these relationships.
- **Social Pressure and Perceptions from Peers (57% of groups):** Twelve student groups said that they feel stress through means of social pressure from their peers, especially thinking of how others may perceive them.
- **Expectations from Adults (52% of groups):** Eleven student groups said that they feel stress because of the expectations from adults in their lives, mostly from their parents.
- **Extracurriculars (52% of groups):** Eleven student groups said that extracurricular activities (mostly sports) bring a fair amount of stress to their lives through time commitment, team aspect, or future scholarship opportunities.
- **Home Life (48% of groups):** Ten student groups said that their home lives bring stress for them, often describing sibling or parent relationships, or the complexities of needed stability within their home.
- **Social Media (48% of groups):** Ten student groups said that social media is stressful for them. Students discussed pressures to share "social-media perfect" posts or described their thoughts on others' social medias influencing them.
- **Mental Health (33% of groups):** Seven student groups shared that their mental health challenges bring stressors into their lives.
- **Money (24% of groups):** Five student groups shared that money issues or problems cause stress in their lives.
- **Other:** 15 other responses were given by these student groups, with the largest themes being "self-image, comparison, or identity" and "lack of sleep or time."

What do you think are the biggest stressors high school students face today?
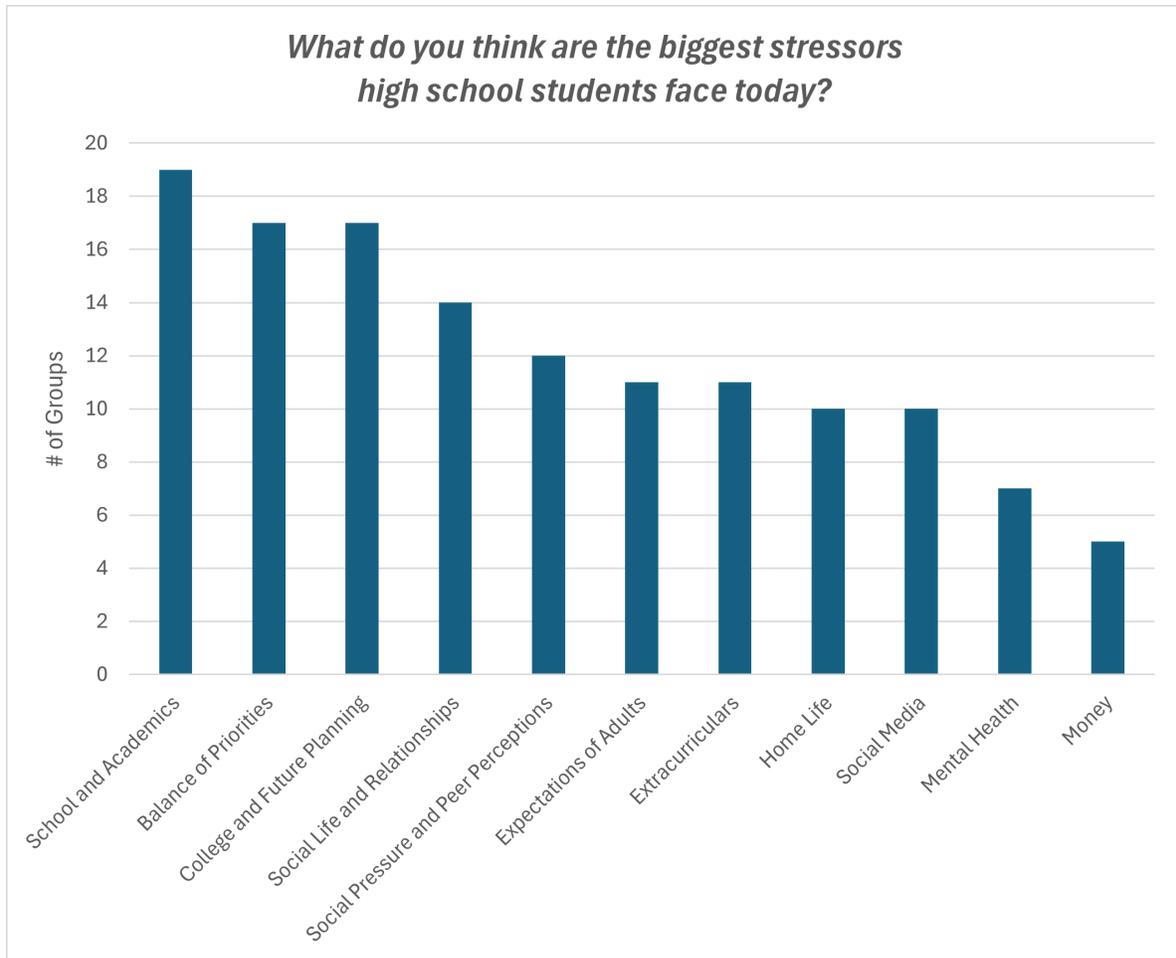
Figure 2

Substances Youth are Using

Next, the subcommittee asked the students, *"What substances do you think youth are using the most?"* This question has been asked in three previous years. Twenty-one out of 21 student groups responded to this question and has been divided into seven themes.

The subcommittee categorized the student responses into seven themes, which include (from most discussed to least discussed):

- **Nicotine (95% of groups):** Twenty groups mentioned nicotine. There were many comments about how vapes are an overwhelmingly popular way to use tobacco and that students often use vapes at school.
- **THC/marijuana (95% of groups):** Twenty groups mentioned THC/marijuana, which are seen as prevalent and easy to access by youth today. Students mentioned that THC can be found in vapes.
- **Alcohol (95% of groups):** Twenty groups mention alcohol consumption. Alcohol is seen as a substance that is easy to access and often used at parties or at home.

- **Stimulants: ecstasy, molly, Adderall, meth (38% of groups):** Eight student groups mentioned that various stimulants are being used by youth.
- **Generic pills (33% of groups)**: Seven groups mentioned that pills are used by youth. This included both over- the-counter medications such as ibuprofen, Benadryl, and cough syrup (lean) as well as prescription pills that are overused or obtained by someone that it was not prescribed for.
- **Psychedelics (29% of groups):** Six groups mentioned that psychedelics are used by youth in our county. Psychedelics include LSD, mushrooms, ketamine and others.
- **Opioids: fentanyl, heroin, oxycodone (19% of groups):** Four groups mentioned that youth are using opioid based substances.

Figure 3

Substances Considered High Risk
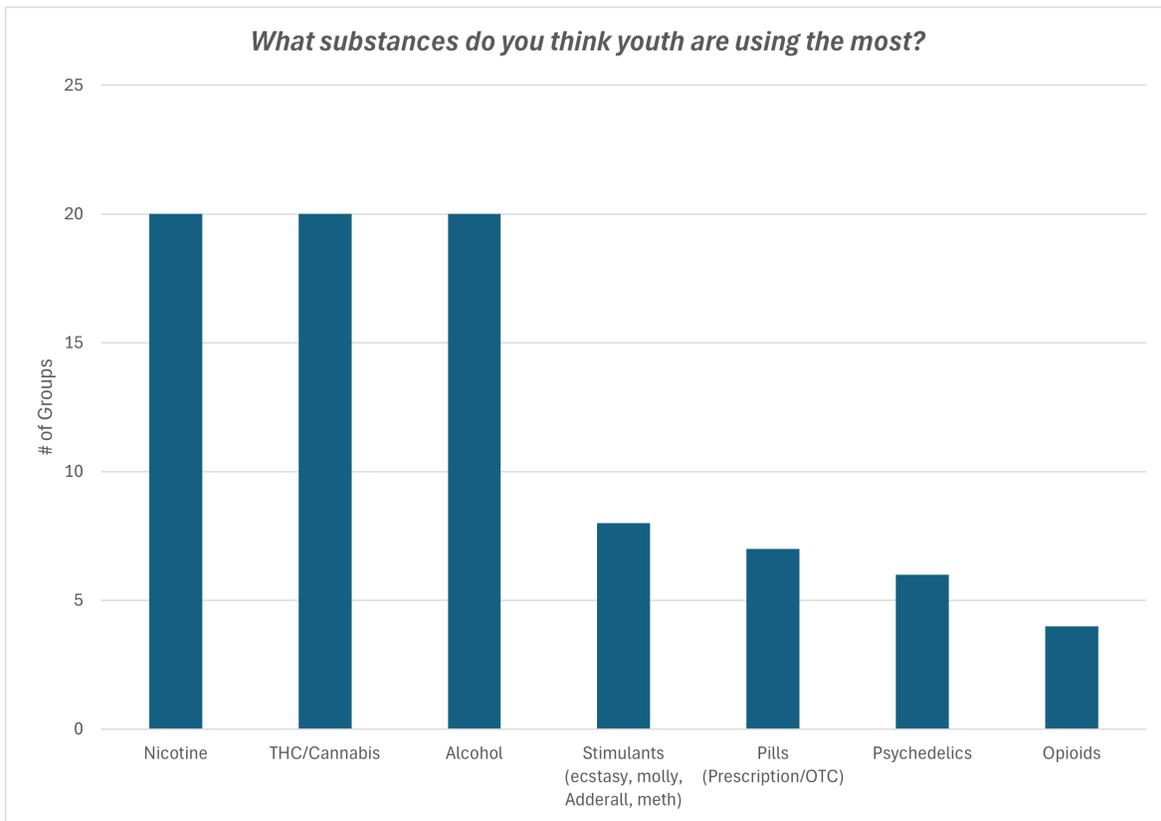
The subcommittee then asked each student group the question, *"What substances do you think are high risk?"* The same question was asked the three previous years at the Youth Summit events. Twenty-one out of 21 student groups responded to this question. The subcommittee categorized the student responses into nine themes, which include (from most discussed to least discussed):

11

- **Alcohol (71% of groups)**: Fifteen groups mentioned that students have concerns about alcohol being high risk, particularly if used in binge drinking situations or drunk driving. Many students identified the addictive qualities of alcohol to be particularly high risk.
- **Nicotine (57% of groups):** Twelve groups noted nicotine is seen as highly addictive, especially due to flavored vapes. Students note that nicotine is easy to hide and widely used during the school day.
- **All drugs are high risk (52% of groups):** It was notable that approximately half of the groups (11 out of 21 groups) this year indicated that any substance could potentially be risky, especially if its use becomes a habit or excessive. This is the first time this has been a theme for this question.
- **THC/marijuana (38% of groups):** Eight student groups mentioned THC/marijuana as a risky substance, and though it was viewed as more normalized than other drugs, students did note emotional changes and cognitive abilities slowing while using this substance.
- **Opioids: fentanyl, heroin, oxycodone (38% of groups):** Opioids (8 out of 21 groups) were also seen as very high risk and associated with overdose and potentially being laced with fentanyl. It was noted that most student groups felt like youth use of opioids was rare and seen as very risky.
- **Stimulants: ecstasy, molly, Adderall, meth (33% of groups):** Seven student groups mentioned they felt that stimulant substances were high risk.
- **Benzodiazepines: Xanax (19% of groups):** Four groups mentioned benzodiazepines as a substance they considered to be high risk.
- **Generic pills (19% of groups)**: Four groups mentioned generic pills, both prescribed and over the counter as being high risk substances.
- **Psychedelics (14% of groups):** Three groups mentioned psychedelics including LSD, mushrooms and ketamine as high risk substances.
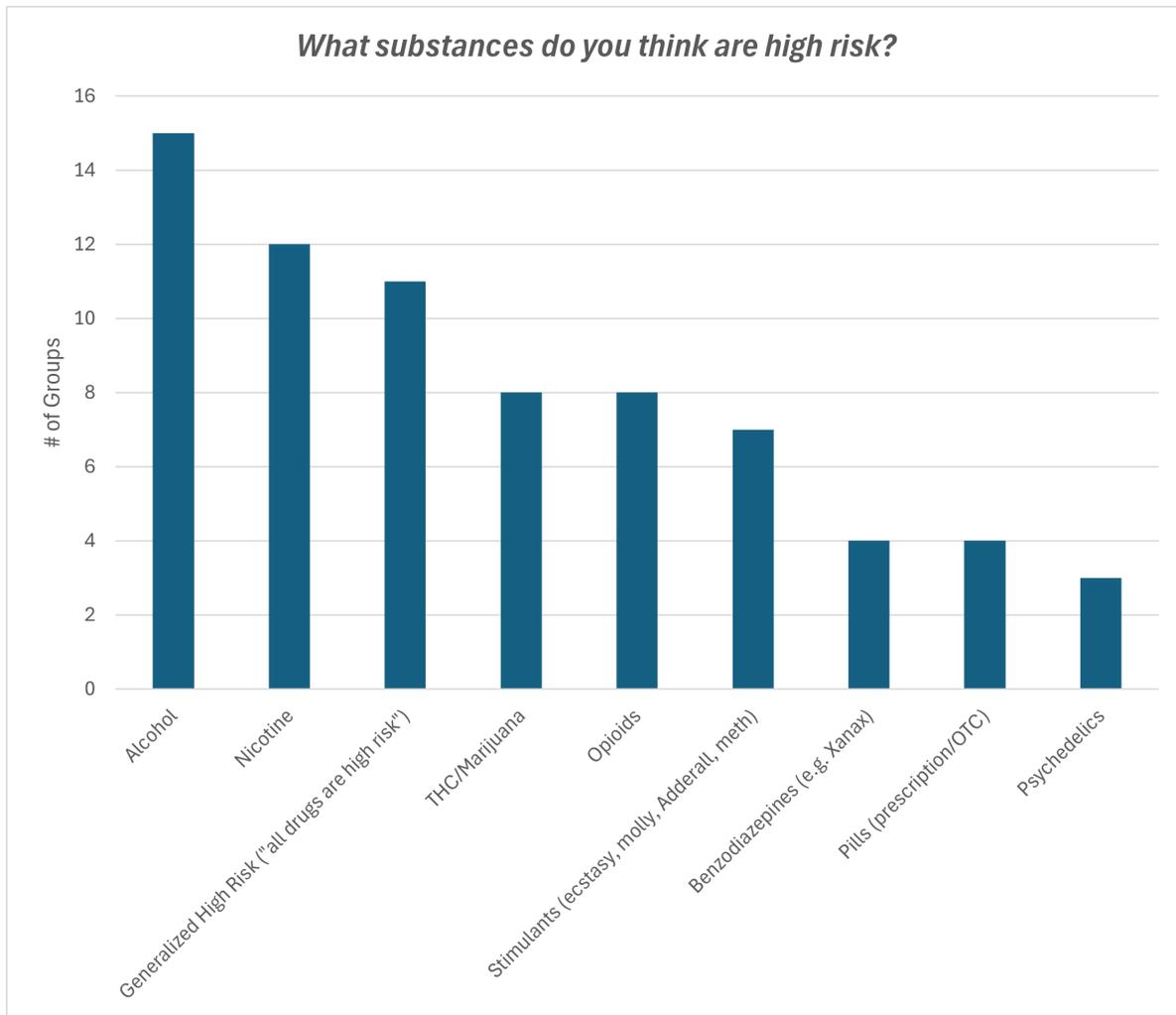
Figure 4

Definition of High Risk

In the last question in the set regarding substances, the subcommittee asked each student group the question, *"How would you define 'high risk'?"* This question was also asked in the 2022 and 2023 Youth Summit events. Twenty-one out of 21 student groups responded to this question. The subcommittee categorized the student responses into ten themes, which include (from most discussed to least discussed):

- **Causes death and harm (76% of groups):** Sixteen groups mentioned that high risk substances could cause death or harm. This could include a death from an overdose or impairment from drug use, such as drunk driving, causing death or harm.
- **Affects physical health (76% of groups):** Sixteen out of 21 groups defined high risk as causing physical harm. This could mean affecting the brain or body long-term and being detrimental to one's health.

- **Addictive qualities (71% of groups):** Fifteen groups mentioned that if a substance is addictive, it is high risk. They note that repeated use leads to dependency, making it harder to quit.
- **Impacts how one functions or makes decisions (62% of groups):** Thirteen groups mentioned that they define high risk as something that can impact how you function or make decisions. They indicate they are concerned that high risk substances can affect your future or can affect relationships.
- **All drugs are high risk (52% of groups):** Eleven groups mentioned that they believe that all drugs are high risk. Anytime a substance has the ability to impact physical or mental health or life, it is high risk. This is the first time that this theme has emerged during a summit.
- **Affects mental health (48% of groups):** Ten groups defined high risk substances as those that affect mental health. They noted that substances can be used as a coping mechanism or to numb emotions.
- **Impacts one's future (29% of groups):** Six groups noted that high risk means that use could lead to long-term consequences that could impact a person's future. This could be academics, getting into legal trouble, harming relationships or changes to the body that could occur from use.
- **Used as a way to cope (24% of groups):** Five groups mentioned that it is high risk to use substances to cope with life's situations and circumstances.
- **Ease of accessibility (19% of groups):** Four groups mentioned that high risk substances are anything that is easily accessible to youth.
- **Can be laced with other substances (14% of groups):** Three groups mentioned that substances can be high risk if the user is unsure of what is in them. They say that it might seem safe, but you don't really know what you are putting in your body. Of particular concern is drugs laced with fentanyl.

How would you define 'high risk'?
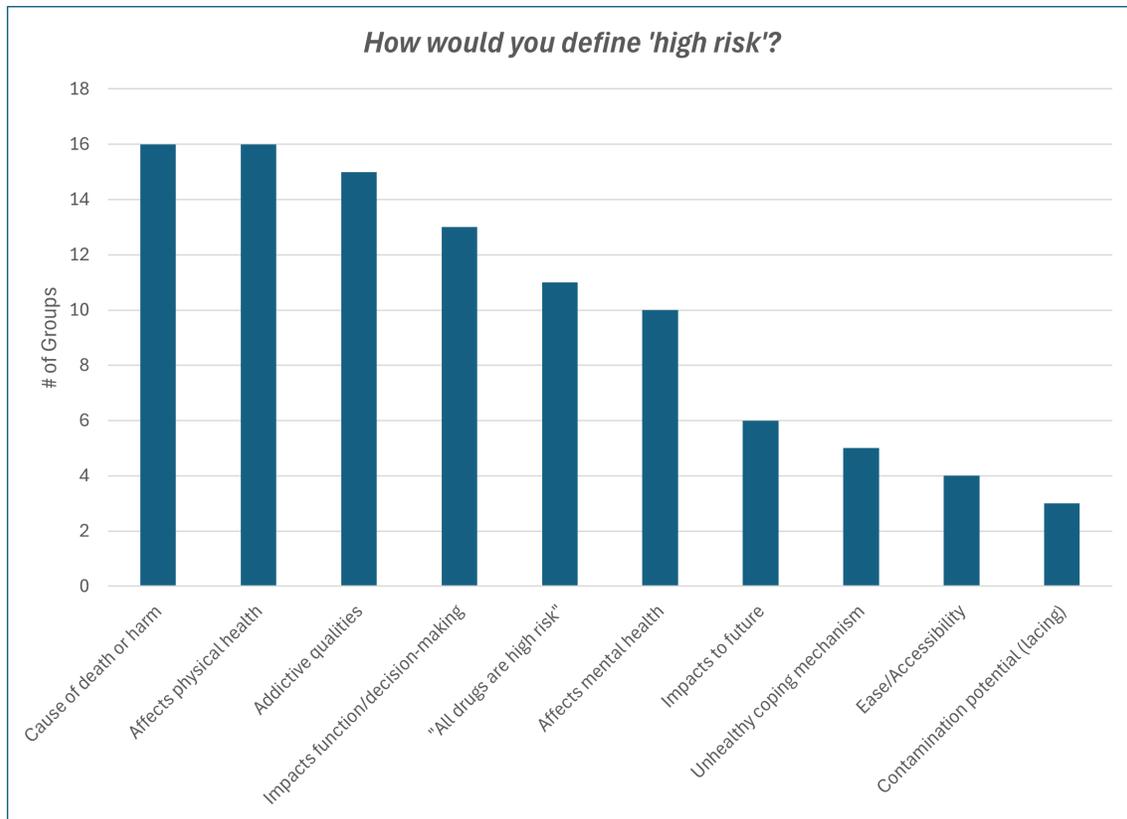
Figure 5

Recommendations for Schools

Next, the subcommittee asked the students about their school lives and any recommendations or suggestions they had for improving their school experience. The subcommittee asked each student group the question, *"What issues do you think youth are dealing with that schools need to be paying more attention to?"* This question was asked at the three previous summits. Twenty one out of 21 student groups responded to this question.

Students were very willing to answer this question and give heart-felt answers. The reader should keep in mind that the answers given by the students are their perceptions of what is happening in schools and remember that their perceptions are their reality.

The subcommittee categorized the student responses into 21 themes, based on responses from 21 student groups, which included (from most discussed to least discussed):

- **School Environment/Discipline Concerns (90% of groups):** Nineteen student groups said there are ways to improve the school environment so that school is a place where they want to be. They also want discipline and rules to be better enforced. In student responses, environment does not just mean the physical environment; it means the emotional environment as well.

- **Mental Health/Substance Use or Misuse (52% of groups):** Eleven student groups said that schools should be more aware of and better understand mental health issues and substance use/misuse and how they are dealt with. As one group mentioned, "mental health crisis OVER substance use; substance use is fueled by mental health issues." If mental health is better monitored, maybe substance use/misuse could be lowered.
- **Building Relationships with Students (48% of groups):** Ten student groups said that it is important for teachers to develop a relationship with them so teachers can better understand them. As in the past, students indicate they value relationships with adults in their buildings. They want adults to ask about their day, their weekend plans or how they are doing.
- **Expectations and Pressures (Internal and External) (48% of groups):** Ten student groups said that there are both internal and external expectations and pressures on them that increase their stress and anxiety levels. Students have internal pressures they put on themselves, and they also have external pressures placed on them by parents, coaches, teachers, friends, etc. They feel they are being judged when they do not meet those expectations.
- **Academic Overload (43% of groups):** Nine student groups said that they get overwhelmed with the quantity of schoolwork they must do at any given time. As one student mentioned, "I feel that I have many projects and assignments due each week that overwhelms me." Students indicate they see the value in homework, but they want it to be a reasonable amount.
- **Family Issues/Physical and Financial Concerns (33% of groups):** Seven student groups said that family issues including physical and financial concerns impact their school performance. Students want teachers to be aware that things like watching siblings at night, lack of parental support, and financial concerns impact a student's ability to complete their work. One group mentioned, "teachers do not understand home life; teachers need to be more aware of the environment that students are coming from, so they are not degrading to students."
- **Diversity and Inclusion (33% of groups):** Seven student groups said that they want to see special education students, students of color and international students treated fairly and equally within the school environment. Student respondents had a high level of empathy for those students who are treated differently because of their academic ability, their culture or race.
- **Balance of Life (athletics, extra-curriculars, work, home) (33% of groups):** Seven student groups said that it is difficult for them to find a balance between the expectations of academics, extra-curriculars, athletics, family and friends. Students want to be able to enjoy all facets of their lives without feeling the pressures and stress associated with feeling overwhelmed.
- **Bullying (29% of groups):** Six student groups said that schools need to acknowledge that bullying is happening both in school and on-line, and it needs to be handled in an appropriate way. In addition to peer bulling, it was mentioned that "some teachers bully students, they are mean, they degrade students." Students would like bullying to be reduced within schools.

- **Learning Life Skills and Preparing for the Future (24% of groups):** Five student groups said that it is important to them for schools to be teaching life skills and preparing them for the future whether that be college or employment. Students are anxious about the future, and they want schools to give them more direction.
- **Teacher Awareness (24% of groups):** Five student groups said they would like teachers to be more aware of their (student) moods and how the things they (teachers) say and do can impact them. Students would like teachers to be more sensitive to how they feel, what is going on in their lives, etc. to better understand their ability to perform academically.
- **Student Expectations of Counselors (24% of groups):** Five student groups said that they have expectations of what the student/counselor relationship should look like, and those expectations are not always met. Students want help from school counselors, but they feel "counselors are stretched too thin so they can't effectively help students." They also feel that some counselors feel uncomfortable and unprepared to work with mental health issues.
- **Schools should be a Safe Place (19% of groups):** Four student groups said that school should be a place where they can go and have no fears for their safety. From fights to being jumped to rumors to gun violence, students are concerned about their physical safety during the school day.
- **Availability of Resources (14% of groups):** Three student groups said that many students are not aware of the resources that are available to them both in and out of school and how to access them. Some students are unaware of the available resources because they are not in need of the resources and are not looking for them while others need them and don't know where to look. Students are looking for resources both in school and in the local community.
- **Mental Health Awareness (14% of groups):** Three student groups said that school staff should be more aware of how mental health issues impact their students. Students believe mental health (depression, stress and anxiety) affects many students at any given time. They want school staff to be able to identify when a student is having issues.
- **Self-Care (5% of groups):** One student group said that it is important for teachers to allow students to engage in self-care when needed. The student said, "if I need a few moments to lay my head down, or take a few minutes, I need it." Students are typically aware of their needs.
- **Teacher Accountability (5% of groups):** One student group said they would like teachers to be held accountable for what they are doing in the classroom. The student mentioned that sometimes teachers are not teaching. They focus on assignments rather than teaching the content.
- **Students Want to Express Their Opinions (5% of groups):** One student group said that the school should ask for student opinions on how the school operates. This student believes that asking for student opinions would help the school be more effective in day-to-day operations.

- **Parking Lot Issues (5% of groups):** One student group said there are concerns regarding the school parking lot that should be addressed. Concern was expressed that the parking lots are too crowded, and not all students have access to a parking space.
- **Social Media Concerns (5% of groups):** One student group said that social media influences and pressures students. As mentioned earlier in this report, students reported that social media has both positive and negative impacts on students.
- **Curriculum Concerns (5% of groups):** One student group said that the curriculum should be revised to better meet student needs. Specifically, this student has an interest in language—both spoken and non-spoken and would like to see American Sign Language become part of the curriculum.

What issues do yout hink youth are dealing with that schools need to be paying more attention to?
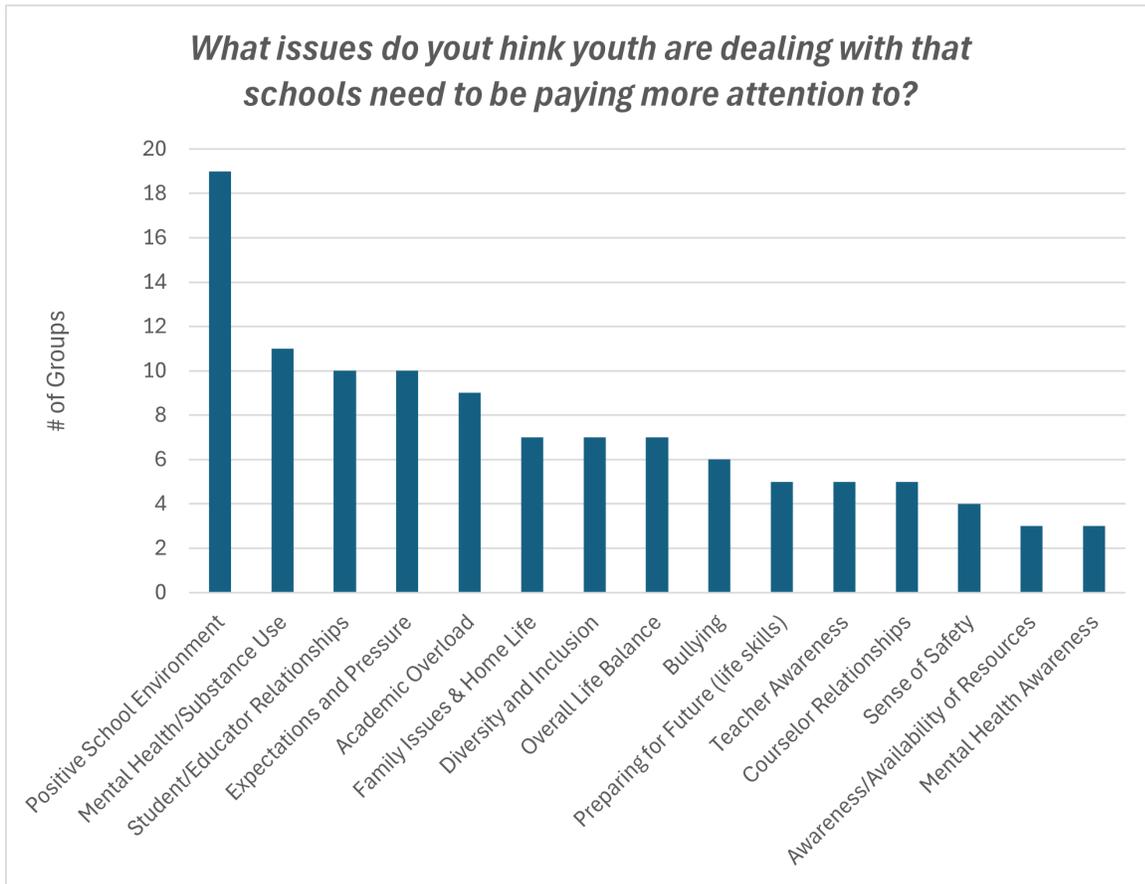
Figure 6

The subcommittee, then, asked each student group the question, *"What can school staff do to help?"* This question was asked at the three previous summits. All 21 out of 21 student groups responded to this question.

Again, students gave a variety of responses to this question. Many responses were like those given last year, but there were several new responses as well. From the responses, it is obvious the students have thought about ways to improve their schools and make them a better place for both adults and students.

The subcommittee categorized their responses into 17 themes, based on responses from 21student groups, which include (from most discussed to least discussed):

- **Encourage Positive Relationships with Students (67% of groups):** Fourteen student groups said that they would like the school to encourage its teachers to develop more personal relationships with students. Students would like for teachers to "ask how students are doing." In addition, "teachers should spend more time talking to students outside of class, try to be more involved and get more engagement." One student mentioned, "the better relationship I have with my teacher, the better I do in the class." Students truly want teachers to care about them and show an interest in their lives outside of the classroom.

- **Improve the School Environment (33% of groups):** Seven student groups said the school should do things that will make the school experience a better one for both students and adults in the building. Students mentioned the academic environment, the social environment and the physical environment. As one student mentioned, "a kid should at least want to go to school, if you don't, that's not ok." A positive school environment will cause students to want to go to school.

- **Help School Staff Understand Their Impact on Students (33% of groups):** Seven student groups said that school staff should have a better understanding of how their words, behaviors and reactions impact students both positively and negatively. Teachers may have no idea the stressors they have in their own lives can come to the surface and impact the way they perform in the classroom. One student suggests that school staff should "take a step back and look at their own lives; look in the mirror and see how they impact others."

- **Improve Staff Empathy in Dealing with Mental Health Issues (33% of groups):** Seven student groups said that it is important for school staff to develop more empathy and understanding for students who are dealing with mental health concerns. By showing empathy to students who are struggling with mental health concerns, school staff members show they care about the students and their well-being. One student suggested that teachers "give students the push to discuss their mental health problems."

- **Re-evaluate Discipline Policies and Procedures (33% of groups):** Seven student groups said that schools should deal with discipline in an effective and fair way to help improve school safety and to help students change their behaviors. One student response indicated they would like to see "improved communication in disciplinary actions to understand the student and help to motivate them to change their behavior."

- **Provide Non-Judgmental Mental and Physical Health Resources (32% of groups):** Seven student groups said that the school could provide resources and help for mental and physical health episodes that students experience without the fear they are being judged. Students suggested resources be made available on how to handle stress and ways to develop coping skills. They would also like to see individual and group therapy available in the schools.

- **Provide Resources/Preparation for the Future/Life Skills (29% of groups):** Six student groups said that the school could provide more resources and classes to help

students prepare for the future and teach them life skills. As they get closer to graduation, students begin to realize they are not as well prepared for their future as they would like to be. Several students mentioned that life skills training, life guidance and career classes be made available to fill these needs.

- **Train School Staff on Things that Impact Today's Youth (29% of groups):** Six student groups said that school staff could be trained to better understand the things/events that impact youth's ability to perform academically. Home lives, social media, school/life balance, mental health and many other things impact youth daily. By understanding these things, school staff can better understand why students behave and react as they do.

- **Assign Homework that is Essential for Learning (24% of groups):** Five student groups said that teachers should assign homework/assignments that are important to aid in student learning and refrain from assigning work that is more busy work. With their hectic lives students may have a difficult time completing all of their assignments without letting some other aspect of their life be negatively impacted. Sleep, family and friends were mentioned. Students understand homework is necessary; they just don't want it to be excessive.

- **Help Counselors Understand What Students Need from Them (24% of groups):** Five student groups said that they want to be able to access counselors more to get the help they need in the areas of academics and mental health. They want counselors to better understand their needs. It was mentioned that counselors are always busy, and additional counselors should be added. It was also suggested that maybe there be two types of counselors—ones that deal with academic issues and ones that deal with mental health issues.

- **Promote Diversity and Inclusion (19% of groups):** Four student groups said that they want to see special education students, students of color and international students treated fairly and equally within the school environment. They would like to see more diversity in the school staff. One student mentioned that schools should consider "diversifying staff members to help diverse students feel more welcome and understood."

- **Investigate the impact of Additional Staff/Staff Resources for Students (19% of groups):** Four student groups said that additional staff would be beneficial to improve student learning. It was mentioned that schools should consider adding additional counselors, language teachers, teachers to co-teach classes, academic aides, etc. As one student mentioned, "co-teaching may increase student attention and decrease stress on teachers."

- **Hold Teachers Accountable for Teaching and Classroom Activities (19% of groups): Four** student groups said that teachers should be held accountable for the effectiveness of their teaching and classroom activities. Most students want to learn, and they want teachers to help them learn. It was suggested that the principal could check in and ask teachers what they are doing in their classes.

- **Acknowledge Bullying and Deal With it Appropriately (10% of groups):** Two student groups said that schools need to acknowledge that bullying is happening both in school and on-line. Schools need to deal with bullying quickly and effectively. One student commented, "People who bully should be expelled no question; the kids who are

bullying also need mental health help." This student was looking out for both the person doing the bullying and the person receiving the bullying.

- **Provide Safe Spaces Within the School (10% of groups):** Two student groups said that the school should provide a place within the school that is considered a "safe place" for students to go when they need a safe environment. Both groups mentioned the word "decompress" when talking about a safe place. They would like to see a spot in the school that a student can go to when they are experiencing an emotional episode.
- **Investigate Parking Lot Concerns (10% of groups):** Two student groups said that school parking lot issues should be addressed for access and safety. It was suggested that schools increase the number of parking spaces to increase access for students to park and to monitor the parking lots before, during and after school.
- **Provide More Time for Homework and In-Class Questions (5% of groups):** One student group said that more class time and more availability of teachers to access help would be beneficial. This student suggested a time at the end of the class period to begin working on homework and to be able to ask questions would be a positive.
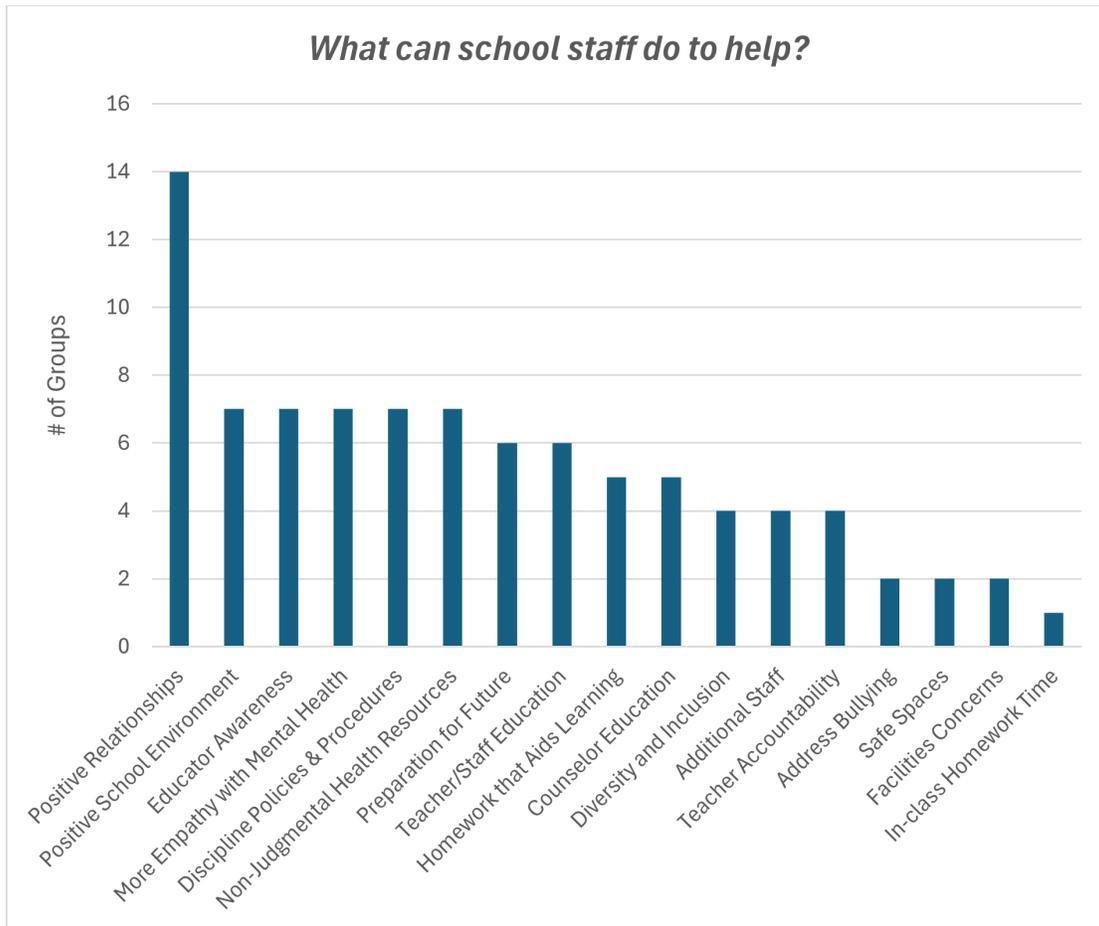

Figure 7

Next, the subcommittee asked each student group the question, *"Can you identify one adult who has made a connection with you at school?"* This question was introduced in the 2022 Youth Summit and was repeated in 2023 and 2024 because past reports indicated that students desperately wished to build and cultivate a relationship with school staff members. Of the 88 students who participated in this year's summit, 72 or 82% of the students indicated they had made a connection with at least one adult at school. Many of the students had more than one person they felt comfortable going to when they needed to speak to an adult. Some of the students mentioned teachers, coaches or club advisors as those they felt close to.

Mental Health Issues

The subcommittee asked each student group the question, *"What mental health issues do you think impact youth the most?"* This question has been asked in pervious Youth Summit events. Twenty-one of the 21 student groups responded to this question.

The students gave a range of responses, many identifying mental health symptoms or disorders, while others described their internal state or external factors relating to their environment, interpersonal relationships, or access to mental health care and support.

The subcommittee categorized their responses into 9 themes, based on responses from 21 student groups, which include (from most discussed to least discussed):

- **Anxiety (95% of groups):** Twenty student groups identified anxiety as a mental health condition impacting youth. Collectively, students defined anxiety with mental (e.g., "feeling worried and uncertain;" "being nervous or afraid to do things") and physical (e.g., "sweating; shaking/tremors; bouncing leg; increased heart rate") manifestations.
- **Depression (86% of groups):** Eighteen student groups mentioned depression in response to this question. Collectively, students defined depression as "a numb feeling," "feeling down about everything," "a lack of motivation, exhaustion."
- **General stress (48% of groups):** Ten student groups identified general stress as a mental health condition impacting youth. Together, students defined general stress as "being overwhelmed and trying to meet too many peoples' 'needs'" and "feelings of uncertainty, fear of failure."
- **Attention disorders (e.g., ADHD) (33% of groups):** Seven student groups mentioned attention disorders in response to this question. Together, students defined attention disorders as "inability to sit still or focus," "always moving, interrupting, distracted," and "spaciness."
- **Eating disorders and body image (29% of groups):** Six student groups identified eating disorders and body image in response to this question. Collectively, students described eating disorders and body image as "self-explanatory" and "comparing oneself to 'beauty standards." One group noted that "eating disorders stem from social media and outside sources," and that "eating disorders are not always shown and difficult to tell just by looking at someone."

- **Interpersonal relationships and/or communication (29% of groups):** Six student groups mentioned interpersonal relationships and/or communication in response to this question. Some groups simply identified "relationships," while others spoke to loneliness or difficulty communicating with others, some related to anxiety.
- **Access to mental health care and/or information (24% of groups):** Five student groups identified access to mental health care and/or access to accurate mental health information. For example, one group shared, "people diagnosed with mental illnesses need more help, but there are also many people who are undiagnosed who need help."
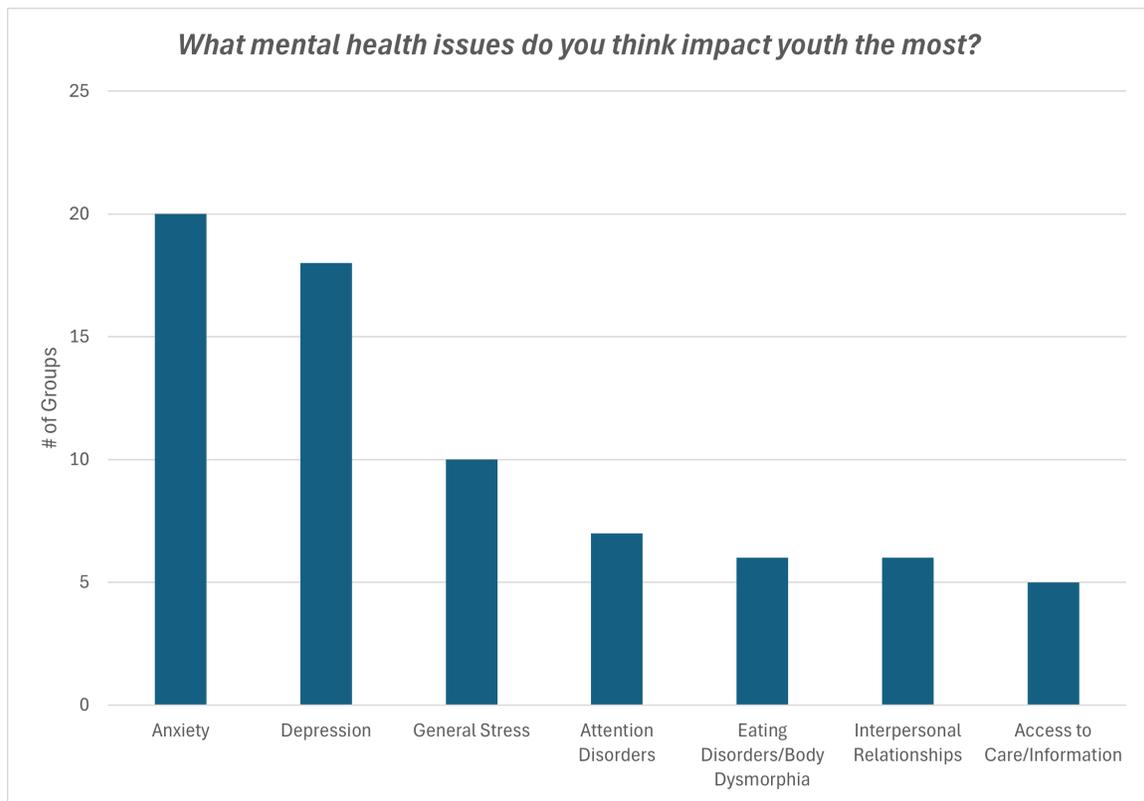

Figure 8

Other topics mentioned were suicidal thoughts (mentioned by 3 groups); bipolar disorder (mentioned by 3 groups); addiction (mentioned by 2 groups); anger (mentioned by 2 groups); stigma related to mental health; and other specific mental health and neuro-developmental conditions (4 specific conditions mentioned, each by one group).

Figure 9: How would you define/describe the specific issues you mentioned? (Anxiety and Depression)

Anxiety	Depression
Anxiety is agitating, overwhelming and debilitating.	Depression is being able to feel everything but at the same time feeling nothing.
Nervousness building up to one moment related to tests, academics and extracurriculars.	Depression is described as scared to socialize, feelings of sadness and overwhelming loneliness.
Social anxiety is a fear of judgement from speaking; it stems from thinking about what others think of you.	Depression is described as feeling down about everything, too many worries, negative thinking and worry about outcomes.
Anxiety during school is constant and every day, but anxiety during summer is not as present.	Depression is described as a lack of motivation, exhaustion, not meeting self-expectations.
Anxiety is being scared to speak up, being afraid to socialize or put yourself out there or being afraid to ask for help.	Depression is described as being empty but being full at the same time; suffocating; feeling stuck. "I am fine but screaming in my head."
Anxiety is extensive nervousness that is no longer helpful	Depression is when you want to kill yourself frequently.
The fear of messing up and saying things you do not mean leads to immense stress and social anxiety.	Depression is described as lack of motivation, lack of productivity or possible suicidal ideation.
Anxiety can lead to inattention with overthinking which can then lead to poor grades and school performance.	Depression can cause students to not do anything such as schoolwork.
Anxiety is constant racing thoughts or over reactions to results of academics.	Depression is described as cyclic and episodic with high highs and low lows.
Anxiety is defined as being nervous or afraid to do things. Questioning the unknown causes anxiety.	Depression is more than sadness. If is a feeling of loss and anguish all mixed together.
Your heart starts beating fast, and you feel like everything is going in one ear and out the other.	Depression is described as the non-willingness to do anything; constantly on edge.
Physical anxiety is sweating, shaking/tremors, bouncing leg, and/or increased heart rate.	Depression is hard to see in other people and is hidden very easily.
Anxiety can cause sickness such as nausea, pit in the stomach and racing heart	Depression is a constant feeling that affects all parts of life (school and home). It is shutting down.
Anxiety is about meeting expectations such as knowing what to do in the future, having a job, expectations from parents, being productive.	Depression is a lack of motivation for life activities; stigma associated with depressive symptoms; described as lazy by some.
Anxiety is described as making you feel worried and uncertain about what is occurring; hopeless sometimes.	Depression is more than just being sad. It is more about being stuck in a mindset that feels like nothing is going to get better.
Anxiety is described as thinking about what can happen so much that it causes a freak out and may lead to not even doing the task.	Depression is described as the lows being lower or when you are happy, but you can't enjoy it.

Figure 10: How would you define/describe the specific issues you mentioned? (Other mental health items mentioned)

General Stress	ADHD	Eating Disorders/Body Image	Post-Traumatic Stress Syndrome	Bi-Polar
Feelings of uncertainty, fear of failure; nail biting, bouncing leg, repetitive body movement, biting lips, stuttering, shaking/trembling, zoning out, all consuming	An inability to sit still and pay attention; hyperactivity and spaciness; always moving, interrupting, being distracted; affects school performance	Seen as more shameful and people keep it more to themselves; comparing oneself to "beauty standards," comparing all aspects of oneself to peers	One of the worst feelings in the world; brings back the things you do not want to remember most; makes you feel hopeless sometimes; unintentional things that bring you back to that bad headspace	A strong change of emotion at the slightest things; you are never one emotion; you are everywhere; hormones can influence the brain and cause mood swings; a large swing between moods without reason

Barriers for Seeking Help for Yourself

Next, the subcommittee asked students about the possible barriers they feel exist when seeking help from others. Specifically, the subcommittee asked each student group the question, *"What barriers stop teenagers from asking for help for themselves?"* Compared to previous Youth Summit events, this question was asked previously, but in 2022, this question was segmented from one question that asked about seeking help for self and others into two separate questions that individually asked about help-seeking barriers for themselves and help-seeking barriers for others. The question was again asked in two separate questions at the 2023 and 2024 summit. Twenty-one of 21 student groups responded to this question. It should also be noted that this question does not ask specifically about mental health concerns, but that was the underlying intent of the question. The subcommittee categorized the student responses into twelve themes, which include (from most discussed to least discussed):

- **External stigma from others (95% of groups):** Twenty groups mentioned this theme. They indicated that there is a fear of being judged if asking for help or that they "don't want others to think you are attention seeking."
- **Internal stigma and self-expectation (86% of groups)**: Eighteen groups mentioned that internal stigma, fear of being judged, and self-imposed expectations keep them from asking for help for themselves.
- **Fear of feeling invalidated or misunderstood (not by parents, family) (71% of groups)**: Fifteen groups mentioned that young people may not ask for help because they are concerned they will not be validated in their need or will be judged or diminished.

- **Lack of knowledge or access to resources (62% of groups):** Thirteen groups mentioned that they did not feel they knew when or how to ask for help and did not know where to go for help. Some noted that resources for mental health support are limited or have waiting lists.
- **Fear of consequences (57% of groups)**: Twelve groups mentioned that fear of consequences may be a barrier to seeking help. This could include feeling embarrassed, fear of mandatory reporting to Child Protective Services, not wanting other people to find out about the situation, or how they will be viewed by others after seeking help.
- **Parent or family member dynamics (52% of groups)**: Eleven groups mentioned family dynamics such as strained relationships, family members who would not support mental health treatment or getting in trouble with parents as barriers to seeking help.
- **Teacher/counselor relationships (43% of groups):** Nine groups mentioned that relationships with teachers or counselors may be a barrier to seeking help. Some are concerned that they do not know the students very well or are too busy to help, while others are concerned that the counselor will talk to parents or family members after asking for help.
- **They want to deal with the problem themselves (29% of groups):** Six groups shared that students don't want to involve others in their problems or have to depend on others to help them.
- **Fear of burdening others (29% of groups):** Six groups noted that they do not want to be a burden to those who may help, and that they don't want to worry anyone with their problems.
- **Difficult for males to ask for help (24% of groups):** Five groups pointed out the particular difficulty males have in reaching out for help due to social pressures to not appear emotional or to be the protector and not be seen as weak. This is the first year this theme has appeared in the results.
- **Various aspects of culture (19% of groups)**: Four groups indicated that cultural aspects can make it difficult to ask for help, including language barriers, race, ethnicity, and religion.
- **Previous negative experiences (14% of groups):** Three groups of students indicated that if someone has had a negative experience in seeking help, they are less likely to ask for help again, with several mentioning a lack of trust based on previous experiences.

What barriers do you think stop teenagers from for help for themselves?
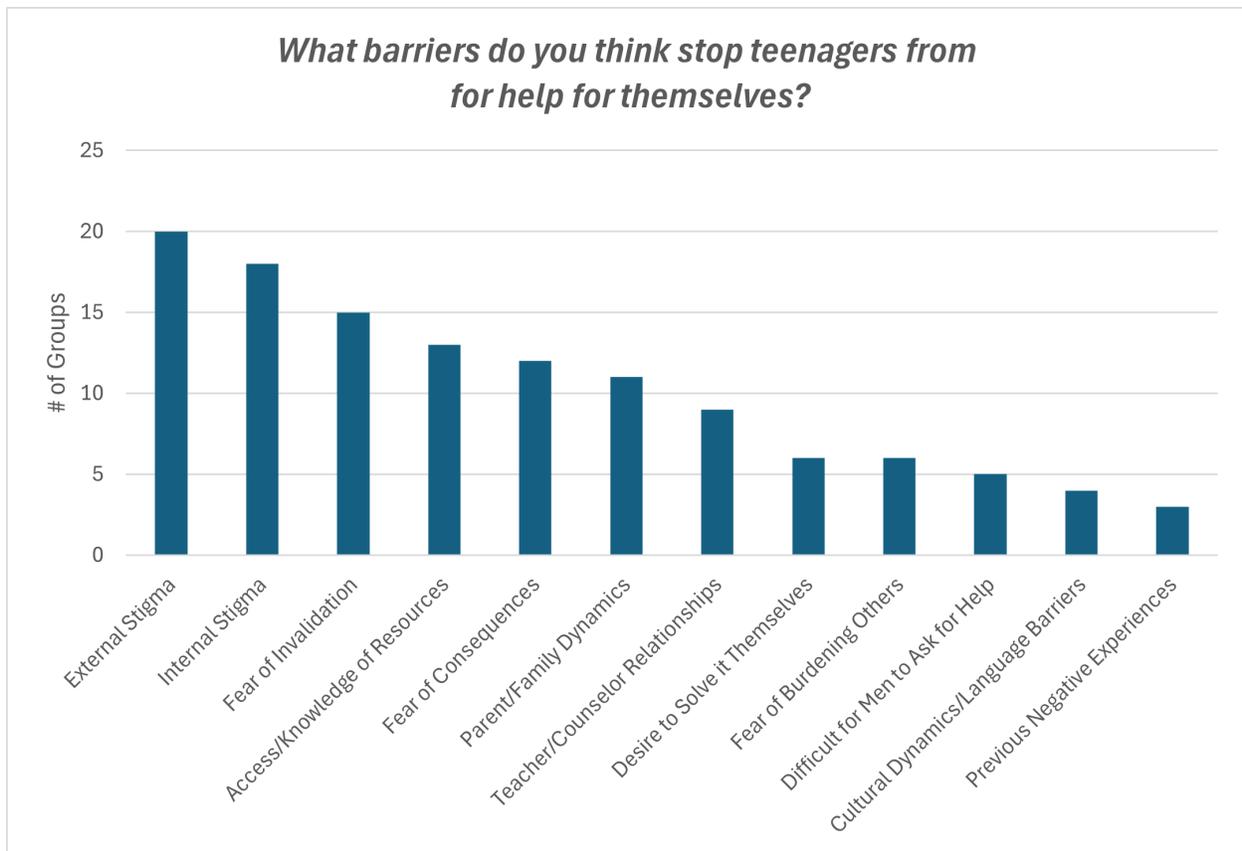
Figure 11

Barriers for Seeking Help for Others

Additionally, the subcommittee asked student groups about the perceived barriers to seeking help for others. Specifically, the subcommittee asked each student group the question, *"What barriers stop teenagers from asking for help for someone else?"* This question was asked in the same way at the 2022 and 2023 Youth Summit. Twenty-one out of 21 student groups responded to this question.

The subcommittee categorized their responses into ten themes, which include (from most discussed to least discussed):

- **Fear of Consequences (90% of groups)**: Nineteen of the groups mentioned that if they ask for help for someone else, they could get the other person in trouble with the law, school, their family, etc.
- **Negative strain on relationships (86% of groups)**: Eighteen groups indicated that if they ask for help for someone else it could impact their relationship with that person in a negative way. It wasn't worth it to risk their relationship by becoming involved.
- **Knowledge and access to resources (43% of groups)**: Nine groups of students indicated that they do not have the knowledge or access to resources to help others.

- **Might not know the full issue (33% of groups)**: Seven groups mentioned that they may not know the full issue of what another person is dealing with. It would not be wise to get involved and find out the information they had was not accurate or complete.
- **Not my role to help someone else (29% of groups):** Six groups indicated that the responsibility of getting someone else help falls on that person, not someone else. The person should be responsible for their own needs.
- **Other person doesn't want help (24% of groups)**: Five groups mentioned that a barrier to reaching out to help someone else is that the other person does not want help. If they don't want help, it will not be accepted.
- **Respect for privacy (24% of groups)**: Five groups indicated a general respect for privacy regarding other people's issues or needs.
- **Added stress and anxiety for me (19% of groups)**: Four groups mentioned that it is stressful and anxiety inducing asking for help for someone else.
- **Should be able to figure it out for themselves (14% of groups):** Three groups indicated that their peers should be able to figure it out for themselves and ask for the help that they need without intervention from someone else.
- **Prefer to encourage the person to seek help rather than finding help for them (14% of groups)**: Three groups shared that they would rather have someone seek help for themselves and would suggest to that person that they reach out for help. They could provide suggestions and resources for that person to seek assistance.

What barriers stop teenagers from asking help for others?
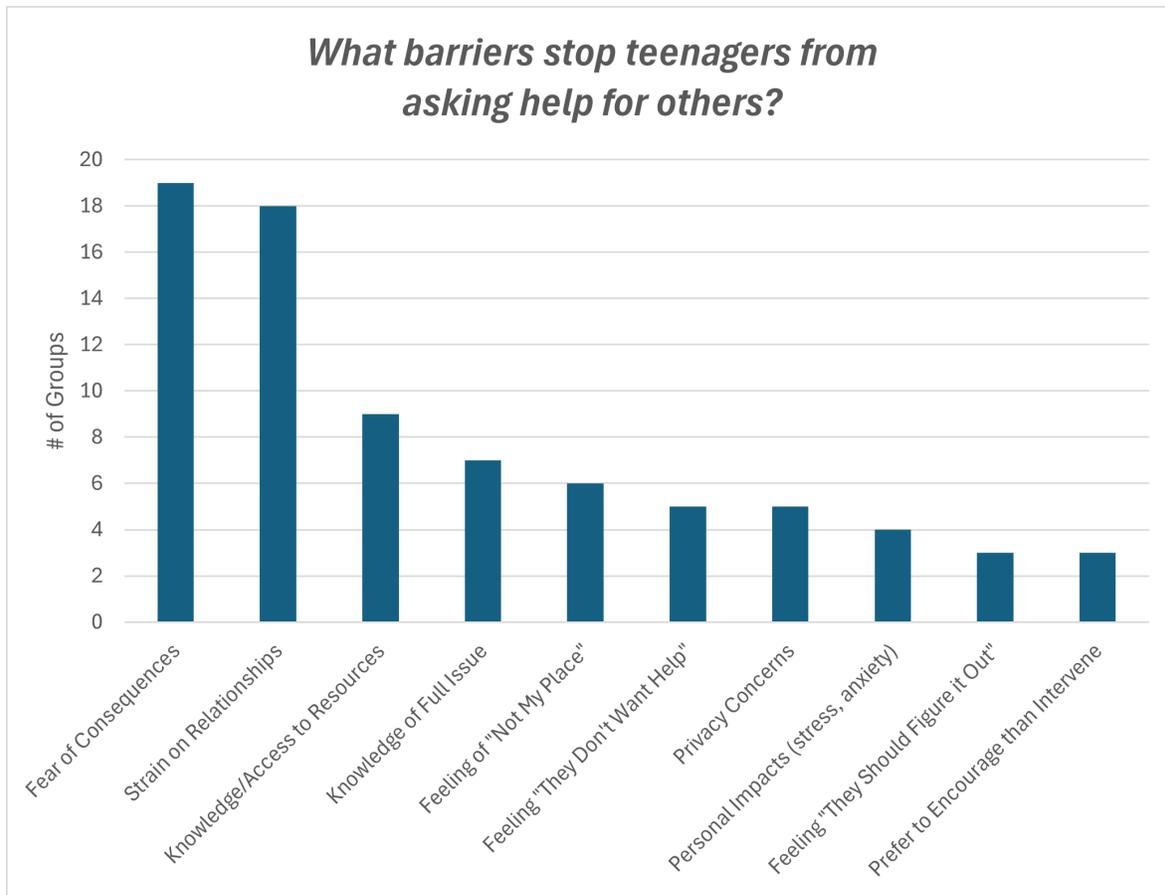
Figure 12

Living in Tippecanoe County

The subcommittee revised this question and added a section on resources. The specific questions this year were: *What do you like about living in Tippecanoe County, What do you think could be better, and What resources do you know about in the community.*

Things students like about living in Tippecanoe County

Students gave a variety of answers to the question, *"What do you like about living in Tippecanoe County?"* ranging from Purdue influence/college town, small town environment, educational opportunities, friends/family/community connections, and others. Twenty-one out of 21 student groups answered this question. The subcommittee categorized their responses into 13 themes, which include (from most discussed to least discussed):

- **Purdue Influence/College Town (43% of groups)**: Nine student groups said that they like the connections and events offered by Purdue University. Students commented that they enjoy being in a college town as it increases diversity in the community with lots of different cultural groups and organizations offered at Purdue. Living right next to Purdue is beneficial because there are lots of things to do like going out to eat or attending

sporting events. Students mentioned that it is a good quality of life to interact with people on a college campus.

- **Small town environment (38% of groups):** Eight student groups like the small, tight knit community. They say that it is friendly, that people know each other and that people are welcoming and nice. Students commented that "everyone knows everyone since it is a relatively smaller community and there are a lot of mutual friends" and another said, "it is not super populated but not too small."   The size of the community gives you chances to meet a variety of different people without being overwhelmed.
- **Educational Opportunities (38% of groups):** Eight student groups commented that they like the variety and quality offered by local schools. Students commented that "There are so many school options in the area for all level of education" and "the education system is pretty good."
- **Community Resources (33% of groups):** Seven student groups like having access to the mayor and other leaders as well as financial resources. Students appreciate how involved local leaders are. They gave the example of community members helping at the Youth Summit. One student mentioned "the mayor comes to local events, and we can have a conversation with him" and "services are available to provide help for those with financial concerns."
- **Diversity/Inclusion (33% of groups):** Seven student groups like the fact that there are a variety of cultures and ethnicities attracted here by Purdue University. Students shared that there is a lot of diversity which helps them to understand different cultures and backgrounds. Students appreciate being "surrounded with lots of people who are open-minded." They also mentioned that being in a college town helps with diversity and helps to develop more of an understanding of different cultures.
- **Friends/Family/Community connections (29% of groups):** Six student groups like the fact they can easily form connections and friendships in the community. They made comments like "the community is very welcoming and nice;" "I feel a deep connection to friends and family here" and "I can move here and form connections quickly."
- **Places to hang out/things to do (29% of groups):** Six student groups like the activities and local events that bring people together. We heard comments from them such as "I like having community events in downtown to bring the community together."
- **Safety/Resource Officers (29% of groups):** Six student groups like the safe community and safe schools. They made comments like "the community here is very safe and there is not a lot of fear being out with friends." Students feel the area has a safe and secure environment.
- **There is nothing I like about the community/boring (19% of groups)**: Four student groups stated that they could not identify anything they liked about the community. It was mentioned that there is not too much going on – there are not too many different activities offered throughout the community. Students mentioned specifically "there is not a lot of things going on unlike in a large community" and "you have to drive two hours to get anywhere that is fun."
- **Affordability/cost of living (14% of groups):** Three student groups said that they like the fact that the cost of living in Tippecanoe County is lower than other communities.

Comments included "It is affordable.   If you work hard enough, you will be able to have a basic life in Tippecanoe County." Some students feel that Tippecanoe County is cheaper than towns in other states.

- **Transportation (10% of groups):** Two student groups stated that they like the fact that it is easy to get from place to place in terms of transportation. Students mentioned that it is easy to get around the area, and it is easy to get from one place to another.
- **Opportunities for Youth to Speak Up (5% of groups):** One student group stated that through events like the Youth Summit and others their voices can be heard.
- **Mental Health resources (5% of groups):** One student group stated that they like the availability of many mental health resources. It was mentioned that "many mental health facilities are available in this county."
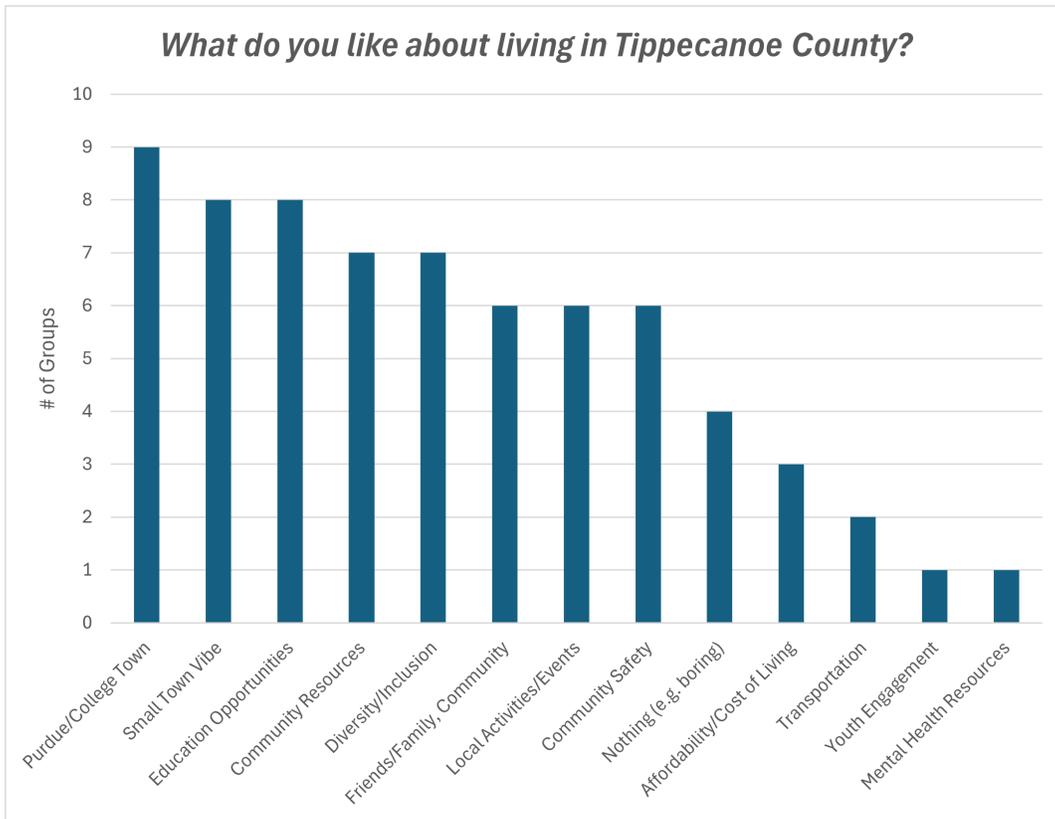
Figure 13

Things that could be better for youth in Tippecanoe County:

Twenty-one out of 21 student groups provided responses to the question, *"What do you think could be better?"*   Student groups gave a variety of answers. As one might expect, the most common response from 71% of the student groups was more activities and things to do. Other themes included improving the mall, better food options, more green spaces, school issues, more inclusive resources, and a stronger connection between youth and community, among others. The subcommittee categorized the responses into 14 themes.

- **More activities and things to do (71% of groups):** Fifteen student groups asked for more activities for youth. Students suggested that the community have more events centered around teenagers and more activities for teenagers rather than skating and parks. Students asked for more outside activities, better pools and water activities, improved fair and concerts. It was suggested that the community "fix river so it's not disgusting and toxic."
- **Improve mall (43% of groups)**: Nine student groups responded that the mall needs to be improved. Students indicated they would like more stores in the mall with better shopping and selections, more specialty grocery stores and more food options. It was also suggested that the mall includes an indoor entertainment park. An indoor entertainment park was recently added to the mall.
- **School issues (38% of groups):** Eight student groups identified the need for a variety of improvements to schools: people to talk to, parking lot safety, bullying, gun safety, and other resources. They said that lower income schools need more help. They also suggested that schools provide social awareness training to reduce bullying in schools. Students would like to see more resources available in the schools so there are more people available to talk to. One group said that schools should provide "education to eliminate anger, racism, and bias in schools and increase diversity in staff at schools."
- **Improve things to do outside/More green spaces (33% of groups):** Seven student groups would like more outside time and green spaces to enjoy. They commented that they "need more outside time and things to do outside," and that the community should "find cost effective and outdoor activities to add." Specifics included mini golf, rope courses/ziplining and more nature-type activities.
- **Improve food options (29% of groups):** Six student groups said that they would like more good places to eat. They made comments such as "different/new restaurants," "more good places to eat," and "more variety of food places."
- **Stronger connections between youth and community (24% of groups):** Five student groups commented that they would like more youth activities and less stereotyping of youth. They commented that older adults stereotype them, and they need more youth resources. It was mentioned that "a lot of older people are very pompous." And "people need to stop stereotyping youth." It was suggested that the community "provide opportunities for young adults to go to camps, sporting camps, and bonding stuff."
- **More inclusive resources (24% of groups):** Five student groups want more inclusion; less stereotyping, and more access for those with handicaps. Student comments included "promote reaching out for help," and "increase education on and access to resources."
- **Cleaner areas/environmental issues (24% of groups)**: Five student groups asked for cleaner environments; specifying trash pick-up and a cleaner river. Students feel that "trash cleanup is something can be improved."
- **Increase Mental and Physical Health Supports (19% of groups):** Four student groups say the community needs to increase mental and physical health supports. The suggestions include resolving drug issues, adding more therapy resources, and addressing negative stereotypes regarding mental health issues. The comments were well thought out and detailed. For example, students suggested the community should "add more

rehab centers for people suffering from substance or alcohol abuse" and "raise awareness of more opportunities to bring those who struggle with mental health together to connect and express their feelings."

- **Construction issues/improve roads/Fix potholes (19% of groups)** Four student groups said that they would like better roads, sidewalks, and infrastructure. They specifically mentioned potholes. One student mentioned that "sidewalks could be better as I skateboard."
- **Safety (14% of groups):** Three student groups said that they don't feel safe in certain locations and activities. They would like more SROs. Students shared that "outside at night downtown does not feel safe," and "a lot of activities are occurring in unsafe places." It was also recommended to "have more corrections officers at schools."
- **Career exploration opportunities/Education: life after school (10% of groups)**: Two student groups would like more resources to prepare for life after school. Students would like to see more classes to prepare them for living on their own and doing adult things. They would also like more resources on life after high school and life responsibilities.
- **Increase resources for housing (10% of groups):** Two student groups said that better housing is needed. They pointed out that "Unhoused people need more support in the community all around." They also suggested "better housing in West Lafayette."
- **Increase job opportunities (10% of groups):** Two student groups said that there should be more youth oriented and youth jobs available. Their comments included "make it easier to get jobs for younger people."
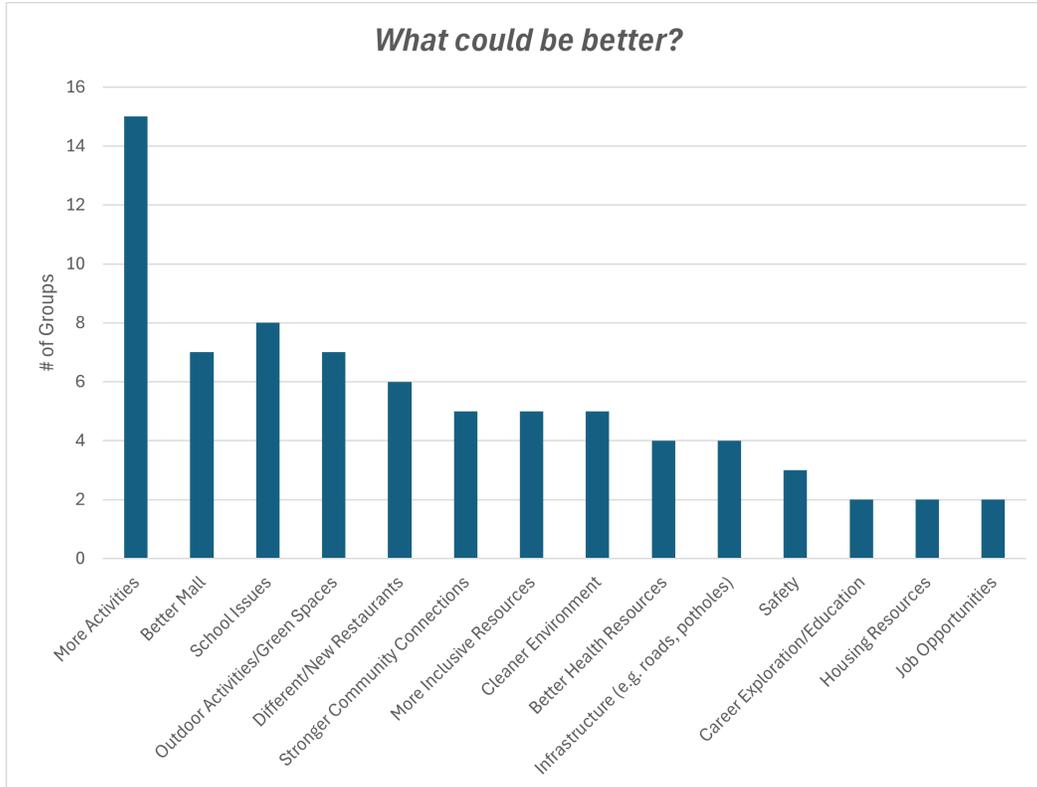
Figure 14

Tippecanoe County resources youth were aware of:

Next, the students were asked the question, "*What resources do you know about in the community?*" Twenty-one student groups responded with 33 different responses or individual resources. The subcommittee was impressed by the number of resources and categories the students mentioned. Examples for themes will be listed, but self-explanatory and/or unique agencies and resources will be listed by the frequency with which student groups mentioned them.

- **School related resources (57% of groups):** Twelve student groups mentioned resources ranging from counselor-provided resources to posters about mental health resources and e-mails about college opportunities. Students stated, "school counselors send emails with opportunities" and "posters at school with numbers to call for mental health," are readily available.
- **Food pantries (33% of groups):** Seven student groups mentioned the availability of food pantries in the community.
- **Do not know any (33% of groups):** Seven student groups indicated they were not aware of any resources. They stated, "it's hard to think of any resources" or "I don't know of any."
- **Mental Health (29% of groups):** Six student groups mentioned they were aware of mental health resources with comments such as "posters at school with numbers to call for mental health," "they are there if you need them" and "therapy places."
- **Housing/Habitat/LTHC (24% of groups): Five** student groups talked about housing resources available in Lafayette such as Habitat for Humanity, Lafayette Transitional Housing, Lafayette Urban Ministry and other low-income community housing supports.
- **Valley Oaks (24% of groups):** Five student groups mentioned Valley Oaks as a resource.
- **Purdue/IVTC (24% of groups):** Five student groups mentioned Purdue and IVTC related resources. High school students can take classes at Purdue and Ivy Tech. There are research connections and positions available at Purdue. Students enjoy the convocation opportunities available at Purdue.

Three student groups (14%) mentioned each of the following resources:

- **Health Department/Doctors:** Three student groups mentioned the County Health Department and doctors as resources available to them.
- **Lafayette Urban Ministry:** Three student groups indicated they were aware of Lafayette Urban Ministry and the services it offers.
- **Churches:** Three student groups mentioned specifics churches such as Riverside Community Center and First Methodist Church. Others just mentioned churches.
- **Online:** Three student groups indicated they are aware of many varied resources available online.
- **Other people I know:** Three student groups mentioned they can approach people they know to get the resources and information they need.

Two student groups (9%) mentioned each of the following resources:

- **Baby drop-off/Sheriff's Department:** Two student groups mentioned the Sheriff's Department as a resource when they need information. The baby drop-off boxes were also mentioned.
- **Clothing Drives:** Two groups mentioned that many local organizations host clothing drives to help those who need clothes and coats.
- **Changes Program at Sycamore Springs:** Two groups mentioned the Changes Program at Sycamore Springs as a resource for those with mental health concerns.
- **Work Related:** Two student groups mentioned that their employers and/or work colleagues can be a source of information when they are searching for resources. They indicated that employers offer therapy and counseling through the workplace.
- **National Hotlines:** Two groups mentioned there are national hotlines that they can call to get resources and the information they need. They can find these hotlines online and at school.
- **DEI (Diversity, Equity and Inclusion) Resources:** Two groups mentioned DEI resources. Students specifically mentioned the Black Cultural Center at Purdue, and they mentioned that schools have clubs geared towards specific groups.

One student group mentioned each of the following:

- Family planning, food stamps, Women's Shelter, Crisis Center, YMCA/YWCA, Boy's and Girl's Club, Willowstone, Excel Center, Phoenix, Matrix, jobs, thrift stores, athletics and sports opportunities, public library, and green spaces.

Positive Coping with Stress

The subcommittee asked each student group the question, *"How do youth cope with stress in a good way?"* This question has been asked in pervious Youth Summit events. Twenty-one of the 21 student groups responded to this question.

The subcommittee categorized their responses into 14 themes, based on responses from 21 student groups, which include the following responses.

- **Sports, extracurriculars, exercise (100% of groups):** All twenty-one student groups identified sports, extracurriculars, and/or exercise as a positive way in which youth cope with stress.
- **Talking/Spending time with others (86% of groups):** Eighteen student groups mentioned talking to or spending time with others as a positive way in which youth cope with stress.
- **Music (76% of groups):** Sixteen student groups identified music in response to this question. Some students mentioned making music while others described listening to music.
- **Hobbies and the arts (71% of groups):** Fifteen student groups mentioned hobbies and the arts in their response to this question.

- **Meditation/Mental health activity (52% of groups):** Eleven student groups shared that they meditate or engage in another proactive mental health activity or exercise to cope with stress.
- **Sleeping (43% of groups):** Nine student groups identified sleeping as a positive way in which youth cope with stress.
- **Spending time with family (33% of groups):** Seven student groups said that spending time with family is a positive way that youth manage stress.
- **Reading (33% of groups):** Seven student groups identified reading in their response to this question.
- **Alone time (29% of groups):** Six student groups described alone time as a positive way in which youth cope with stress.

How do you cope with stress in a good way?
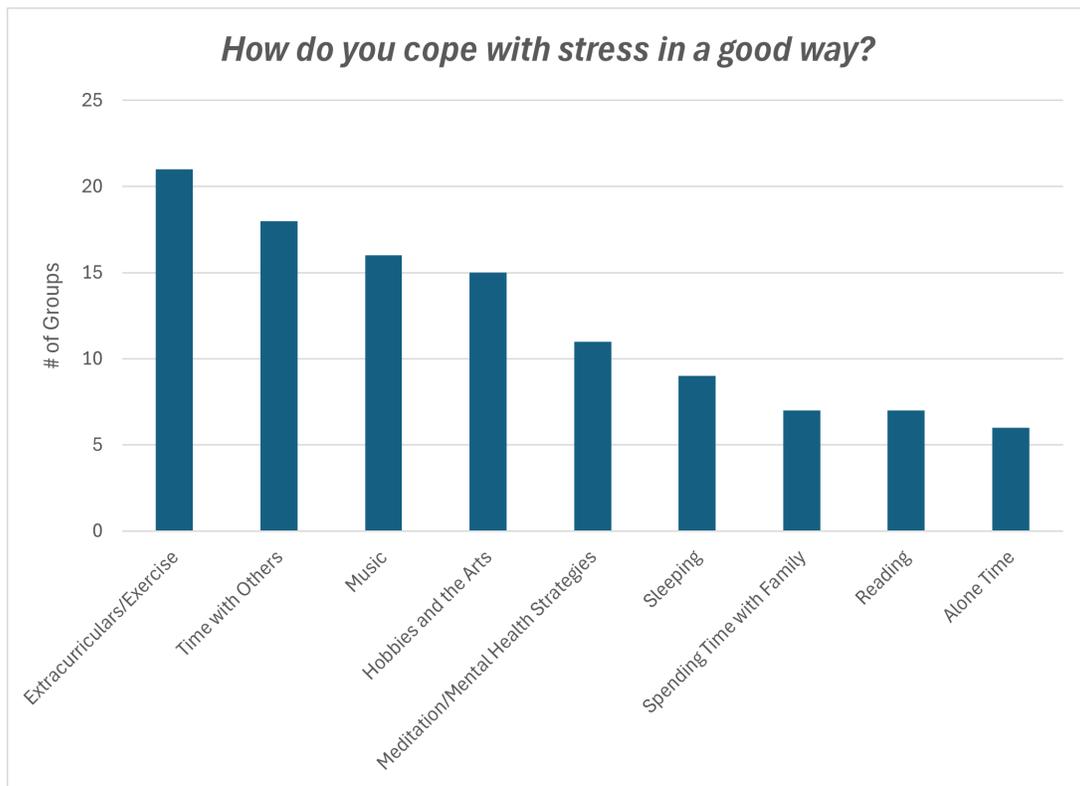
Figure 15

Other topics mentioned were food (mentioned by 4 groups); spending time with animals (mentioned by 3 groups); speaking with a teacher/counselor (mentioned by 2 groups); video games (mentioned by 2 groups); spirituality (mentioned by 1 group).

Negative Coping with Stress

The subcommittee asked each student group the question, *"How do youth cope with stress in a bad way?"* This question has been asked in pervious Youth Summit events. Twenty-one of the 21 student groups responded to this question.

The subcommittee categorized their responses into 15 themes, based on responses from 21 student groups, which include the following responses.

- **Substance Use-Alcohol (76% of groups):** Sixteen student groups shared that teens use alcohol to cope with stress, and many also shared that they have witnessed their friends or peers "drinking," "drinking too much" or "drinking more" than usual.
- **Substance Use-Nicotine or Vaping (71% of groups):** Fifteen student groups shared that teens vape or smoke nicotine if they are stressed.
- **Aggression (or Physical Aggression) (62% of groups):** Thirteen student groups shared that they can sometimes resort to physical violence or otherwise aggressive behaviors when they are stressed.
- **Procrastination or Avoidance of Stressor (57% of groups):** Twelve student groups shared that they actively avoid stressors or even procrastinate doing something if it brings them too much stress.
- **Substance Use-General (57% of groups):** Twelve student groups said that teens may "use drugs" when they are stressed, but did not otherwise clarify the type of drug.
- **Substance Use-Marijuana (52% of groups):** Eleven1 student groups said that teens use marijuana or "weed" to cope with stress in their lives.
- **Self-Harm (48% of groups):** Ten student groups said that teens engage in self-harm behaviors (such as cutting) when they are stressed.
- **Lashing Out on Others (43% of groups):** Nine student groups said that they actively lash out at others (mostly parents or friends) when they are stressed.
- **Disordered Eating (38% of groups):** Eight student groups shared that they may engage in disordered eating patterns, such as eating too much or not eating enough, as a means of control in a stressed environment.
- **Keeping Things Inside or Isolating from Others (33% of groups):** Seven student groups shared that teens keep things inside or isolate from others when they are experiencing stress.
- **Sleeping (Over or Under Sleeping) (29% of groups):** Six student groups shared that their sleep patterns change when they are stressed, either by sleeping too much or not sleeping enough.
- **Social Media Scrolling (29% of groups):** Six student groups shared that they scroll on social media when they are experiencing stress.
- **Substance Use-Other Drugs Than Those Listed (29% of groups):** Six student groups shared that teens engage in substance use with drugs other than nicotine or marijuana.
- **Overthinking (14% of groups):** Three student groups said that they tend to overthink and get trapped in their minds while stressed.
- **Sex (14% of groups):** Three student groups said that they engage in sexual behaviors or watching pornography when they are stressed.
- **Other themes**: Eleven other responses were given, most often involving spending money, crying or melting down, stealing, skipping school, piercing themselves, or running away from home.

How do you cope with stress in a bad way?
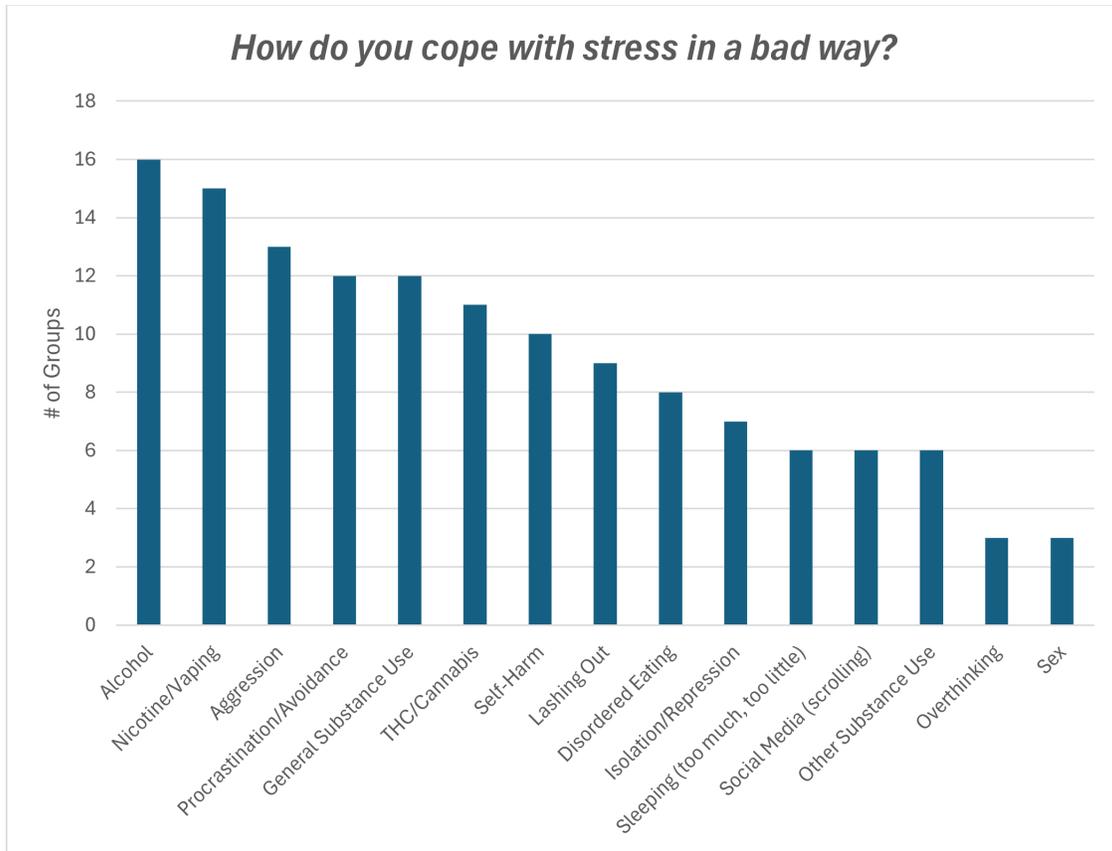
Figure 16

Conclusion

The 2024 Youth Summit celebrated youth voices, while also diving deeply into the real and complex lives of high school students. The Tippecanoe Resilience and Recovery Network – Prevention Subcommittee asked local high school students eight *sets* of questions, totaling 17 *individual* questions. The findings throughout this report indicate local area students' perceptions of issues regarding stressors, mental health, substance use, coping behaviors, and ways in which school staff or the community at large could help youth. Below, are six major takeaways from the conversations.

1. Students continue to experience real mental health challenges. When asked which mental health issues impact youth the most, students – for years – have named anxiety and depression as the top two mental health concerns. However, what is most surprising is how well students define and describe these concerns, indicating that students really understand what it feels like to either have anxiety or depression. This finding is of concern, giving rising national attention surrounding youth mental health and suicide.

2. For the second consecutive year, students indicate that the most commonly used substances are also the substances they deem high risk (i.e., nicotine and alcohol). New this year, student groups indicated that all drugs can be high risk if their use becomes a habit or excessive. Students continue to provide clarity regarding how they define high

risk, with most student groups indicating that addictive qualities make the substance highest risk. Furthermore, these substances are discussed during conversations with students about poor coping behaviors for stress. This finding is significant because it highlights not just the most used substances by teens but also highlights students' perceptions of substance risks and substance use as a coping mechanism for stress.

3. New this year, students discussed the impact social media has on them. It quickly became clear that social media use has both positive and negative consequences for youth. Self-image and self-comparison are top themes. Youth compare themselves to others not just physically but in family dynamics, demographics and social activities. Although they understand that social media typically presents the best scenarios, many times they feel they can't and don't compare which can increase anxiety and depression. Physical health is impacted when students lose sleep time scrolling through their social media accounts. Students fear for the safety of younger students because of their inexperience in dealing with internet predators. On a positive note, students use social media to connect with friends and family who are in different locations and to learn new things and for resources when needed. Parents must have conversations with their children regarding appropriate uses of social media.

4. Data collected at the 2024 Youth Summit indicates that youth have a strong awareness of the resources that are available to them in our community, outside our community and online. Whether it be through school connections, community information or research, they have a good idea of where they can go to get their questions and needs addressed. By utilizing these resources, it is hoped that youth will experience positive impacts in their lives.

5. As in past summits, students were asked what barriers stop them from asking for help for themselves. This year's responses were consistent with other years with one major exception. This year, it was discussed that males have a very difficulty time asking for help due to typical male stereotypes--men must hold it in and not ask for help; males can't be emotional and have feelings. Therefore, it is important to pay attention to signs of distress in young men and ask them if they need help as they are less likely to come forward and ask for it on their own.

6. Approximately 82% of students at the 2024 Youth Summit could identify a supportive adult at school. Like previous Youth Summit events, students overwhelmingly desire to build a trusting relationship with school staff or other adults. However, students do not just hope for any relationship, but, instead, they want one that is built on mutual elements of trust, respect, dignity, and treats students as maturing adults with real feelings. Students express that they want to discuss real, adult topics like mental health in a productive, open-for-conversation type of way.

Student Evaluation

Approximately 88 students attended the 2024 Youth Summit. A total of 57 of these students completed a post-event evaluation with the following questions:

1. *What is your year in school?*
2. *Please rate the following statements on a scale from 1 (strongly disagree) to 5 (strongly agree).*
    a. *I felt heard when I shared my ideas in today's event.*
    b. *I learned new things from other students in today's event.*
    c. *I believe positive change will come from my responses.*
    d. *I enjoyed participating in this event.*
    e. *I am inspired to make a change from today's event.*
    f. *I would be willing to participate in an event like this again.*
3. *Please share something specific that you learned from or during today's event.*
4. *How many supportive adults do you have in your life?*

The findings of this student evaluation are below.

Year in School. Of the 57 students who responded to the student evaluation, four identify as freshmen students; nine identify as sophomore students; 31 identify as junior students; and 13 identify as senior students. Therefore, about 75% of the students who responded to the survey identify as upperclassmen students (juniors and seniors).

Rating the Youth Summit Event.

Of the 57 students who responded to the student evaluation, 89.5% of the students (51 out of 57 students) indicated that they agree or strongly agree with the statement, "I felt heard when I shared by ideas in today's event."

What is your year in school?

7% · 16% · 54% · 23%

■ Freshmen   ■ Sophomores   ■ Juniors   ■ Seniors

40

I felt heard when I shared my ideas in today's event.

Responses by rating (1–5): 0, 1, 5, 6, 45

■ 57 Responses
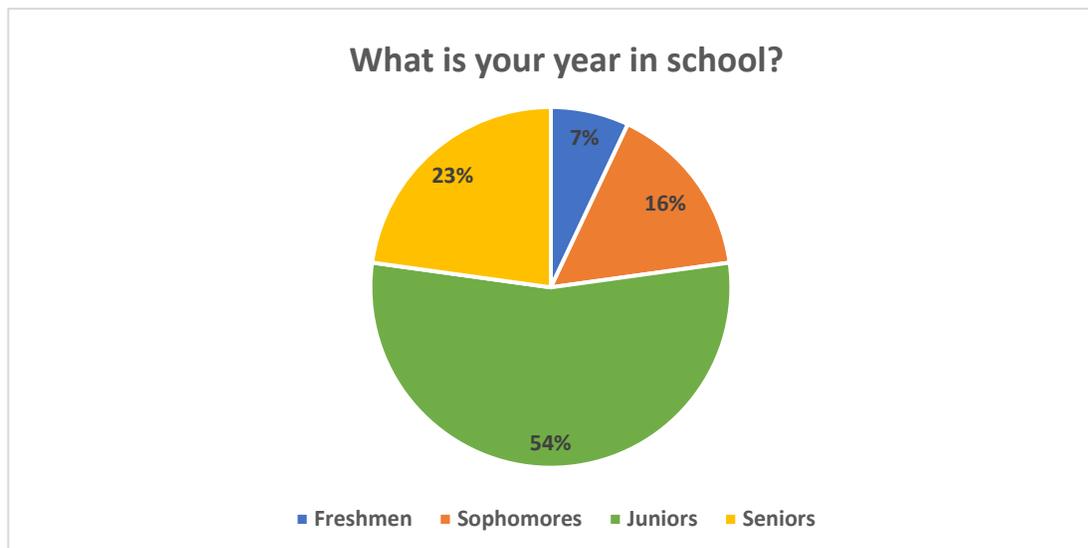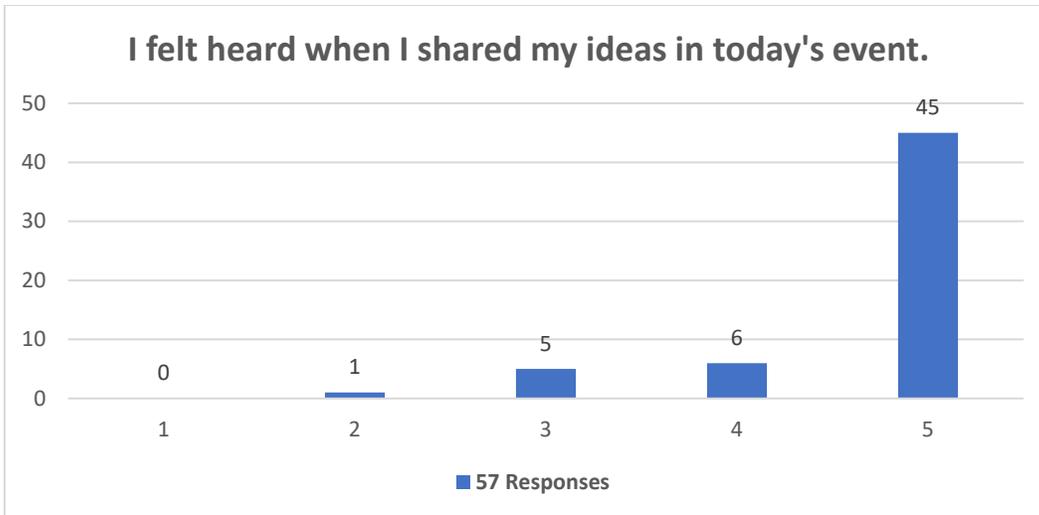
Next, 47 out of 57 (82%) students indicated that they agree or strongly agree with the statement, "I learned new things from other students in today's event."

I learned new things from other students at today's event.

Responses by rating (1–5): 0, 2, 8, 9, 38
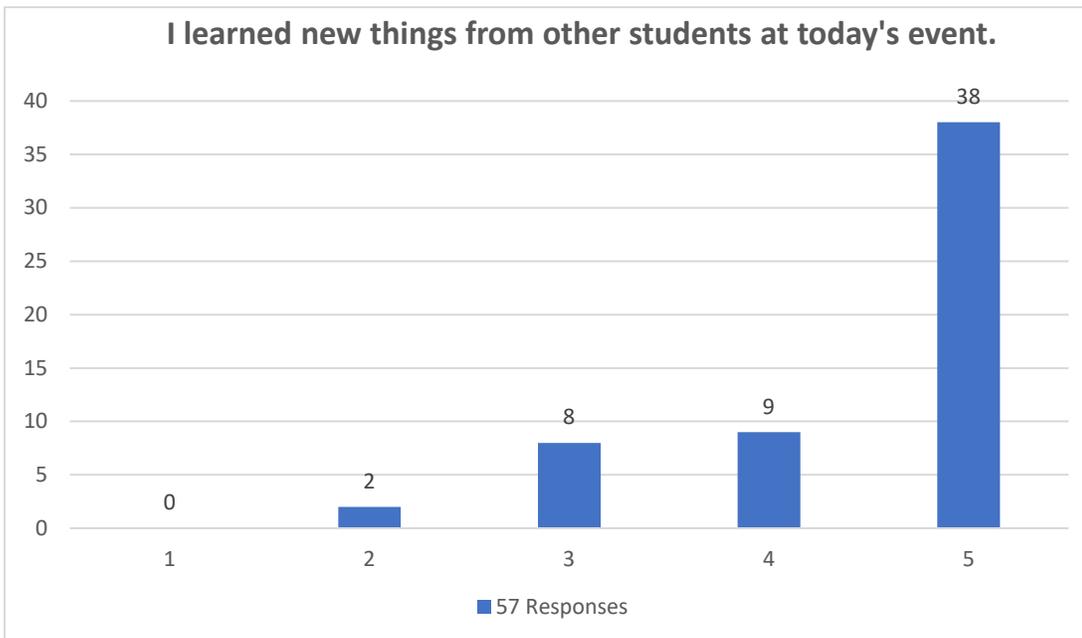
■ 57 Responses

Third, 42 out of 57 (74%) students indicated that they agree or strongly agree with the statement, "I believe positive change will come from my responses."

I believe positive change will come from my responses.

Rating	1	2	3	4	5
Responses	2	2	11	24	18

57 Responses
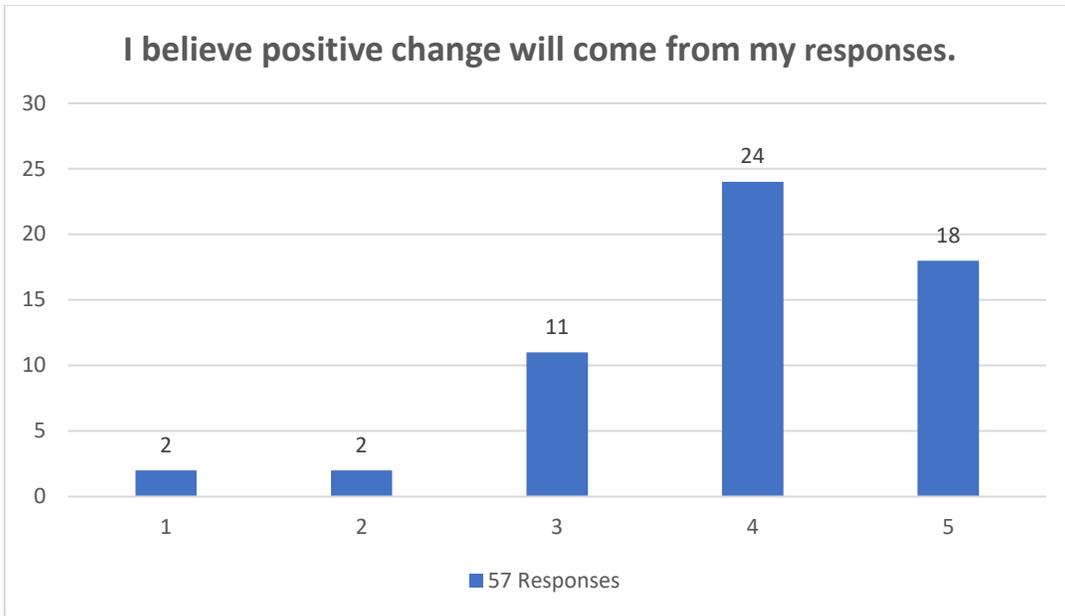
Fourth, 50 out of 57 (88%) students indicated that they agree or strongly agree with the statement, "I enjoyed participating in this event."

I enjoyed participating in this event.

Rating	1	2	3	4	5
Responses	0	2	5	13	37

57 Responses
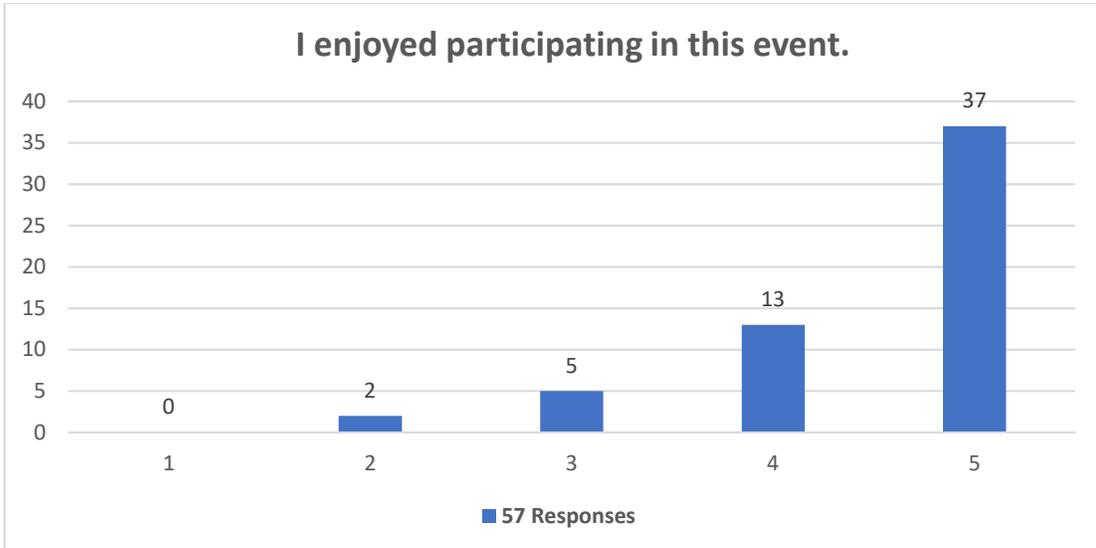
Also, 42 out of 57 (74%) students indicated that they agree or strongly agree with the statement, "I am inspired to make a change from today's event."

I am inspired to make a change from today's event.

Bar chart showing responses on a 1–5 scale with "57 Responses":
- 1: 1
- 2: 1
- 3: 13
- 4: 19
- 5: 23
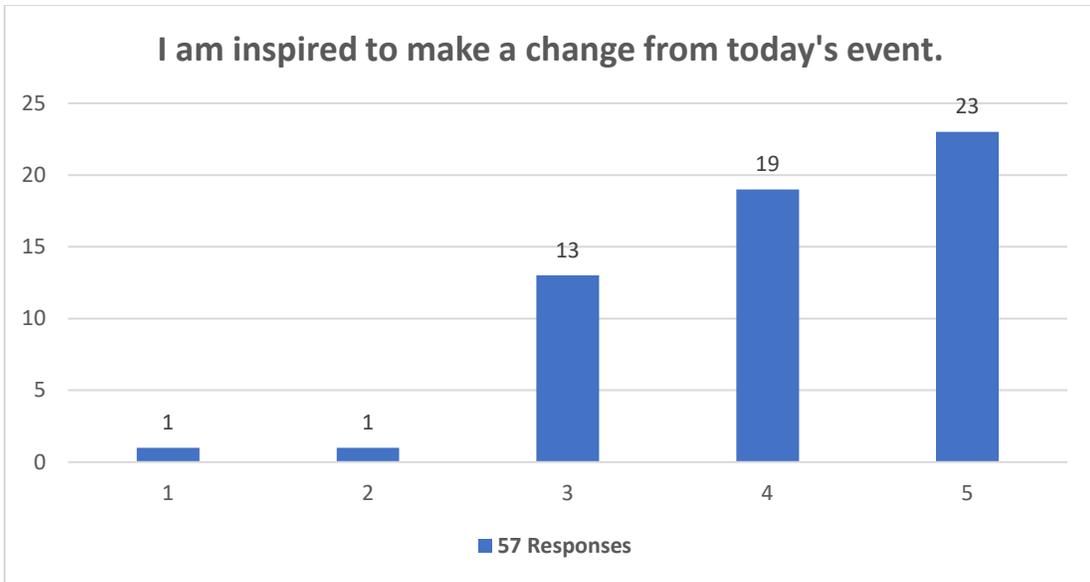
Lastly, 52 out of 57 (91%) students indicated that they agree or strongly agree with the statement, "I would be willing to participate in an event like this again."

I would be willing to participate in an event like this again.

Bar chart showing responses on a 1–5 scale with "57 Responses":
- 1: 0
- 2: 1
- 3: 4
- 4: 10
- 5: 42
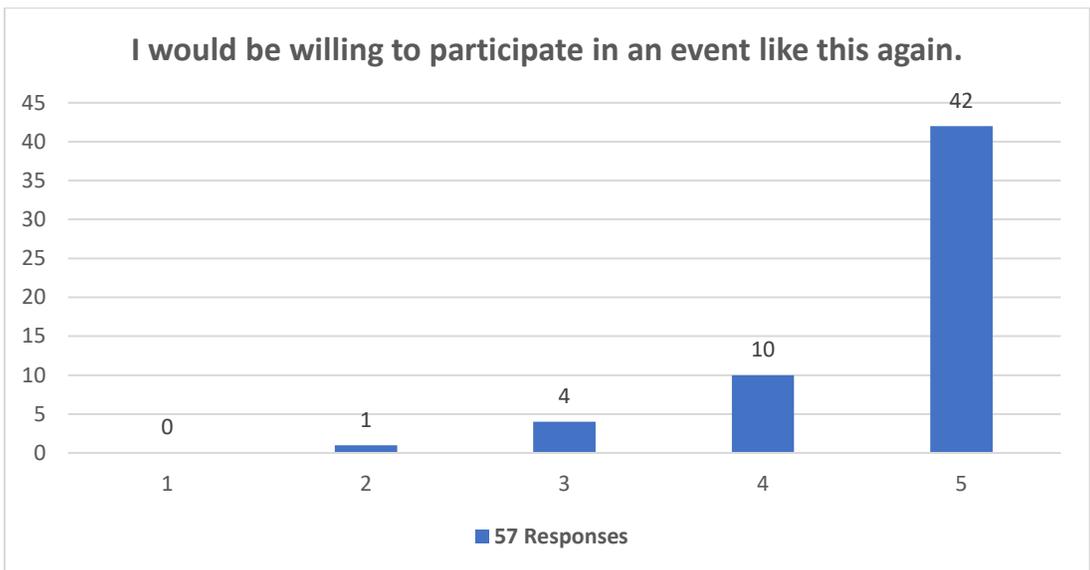
Students were also asked the question, "How many supportive adults do you have in your life?" Thirty-two out of 57 students (56%) responded that they can identify five or more supportive adults in their life.

How many supportive adults do you have in your life?

Pie chart segments: 4 (1), 6 (2), 11 (3), 4 (4), 32 (5+)
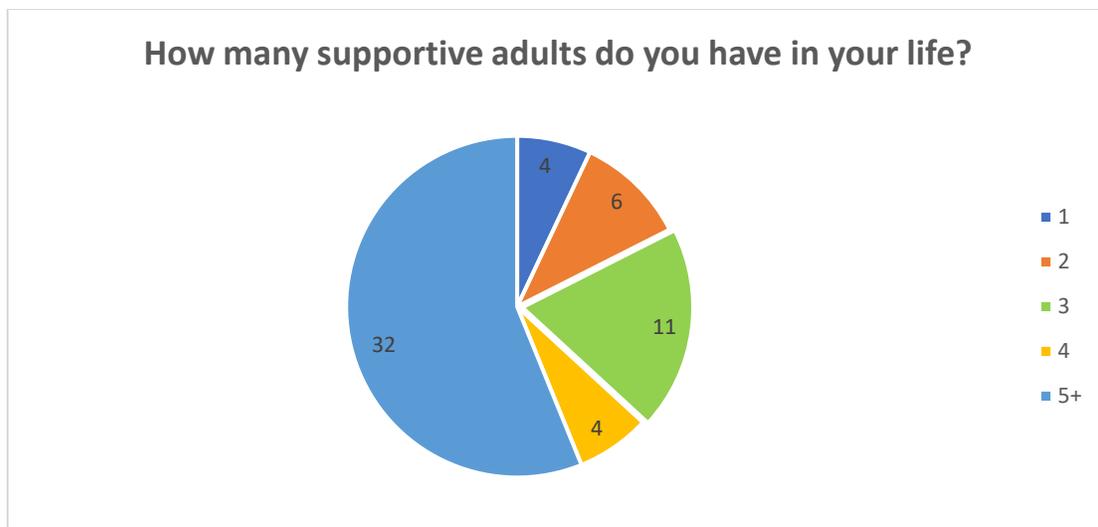
Something Learned. Students were asked to share something specific that they learned from or during the 2024 Youth Summit. Eight students shared that they learned that students have different experiences than themselves, while 15 students shared that they learned that students have similar experiences. Nine students shared that they learned something noteworthy about the prevalence of mental health, substance use, or stress, often citing that they learned many more students struggle with these challenges than they imagined. Four students shared that they learned of new resources that exist for them because of this event. Five students shared that they are now generally more aware of other students' experiences and lives because of this event. Five students expressed that they learned that others in their lives or the community are trying to help students. Seven students mentioned topics related to relationships and dealing with others including helping others, being kind to others and bullying. One comment expressed the intent of the Youth Summit: "The leaders in our community are very involved and want to make the community better for us."

Moving Forward

Each year that the Youth Summit event is held, it is the hope of not just the Tippecanoe Resilience and Recovery – Prevention Subcommittee, but also the students who attended and engaged, that their voices, thoughts, ideas, and suggestions will be shared with the greater community. Often, this 'sharing of voices means a few things.

First, it is the hope of the Prevention Subcommittee that this report and previous reports are shared among key decision leaders and stakeholders in the county, surrounding counties, and state. Key decision leaders and stakeholders include mayors; county commissioners; congressional leaders; governmental leaders; school staff administrators, counselors, teachers, and change makers; mental health agencies, therapists, counselors, and others in the field; health care agencies; community health and public health workers; parents, guardians, or advocates for youth; researchers; and more.

Second, it is the hope of the Prevention Subcommittee that action, when possible and appropriate, is taken to address the key issues that students have shared. For example, for years now, students have shared an overwhelming desire to build trusting, authentic relationships with school staff. There is an opportunity that exists, based on these conversations during the Youth Summit, to cultivate these types of relationships with teens across the county.

Third, it is the hope of the Prevention Subcommittee that this Youth Summit event continues for years to come. Students overwhelmingly express their appreciation for being able to participate in events like these, and rate events like these very favorably in post-event evaluations. The findings of the Youth Summit have and continue to shape key programs, services, and initiatives that support youth, and work to prevent mental health issues, substance use, suicide, and negative stress coping behaviors.

APPENDIX I
Codebook

Q1: What impact do you think social media has on youth today? Twenty-one student groups provided 21 themed ideas. These themes are below.

a. **Self-Image and Self-Comparison – 19**
    i. **Defined:** Social media impacts their self-image and encourages self-comparison among themselves and their peers.
    ii. **Examples:**
        1. Social media "makes you want to look like someone, be like someone, and ask 'Why am I not as good?'

b. **Friendships – 16**
    i. **Defined:** Social media impacts their friendships in both good and bad ways.
    ii. **Examples:**
        1. Great way to connect with long-distance friends
        2. Social media can affect friendships poorly based on social media presence or posts

c. **Education and Resources – 15**
    i. **Defined:** Social media can be used for educational purposes and sharing resources.
    ii. **Examples:**
        1. Learn new things
        2. Job or travel opportunities or resources

d. **Question the Authenticity of Others – 14**
    i. **Defined:** Social media makes them question the authenticity of other people, or how they show up authentically in their social media presences.
    ii. **Examples:**
        1. People only show the good parts about them online
        2. Sometimes posts make students wonder if their posts are "real"

e. **Sleep – 14**
    i. **Defined:** Social media impacts their sleep for the worse.
    ii. **Examples:**
        1. Lose track of time while scrolling on social media
        2. Spend too much time on social media so it impacts your sleep at night

f. **Bullying and Meanness – 12**
    i. **Defined:** Social media increases bullying and the overall mean comments towards them or others they know.
    ii. **Examples:**
        1. "Takes bullying to a whole new level"
        2. "It is normal to criticize people"

g. **Mental Well-Being – 12**
  i. **Defined:** Social media impacts their mental well-being and can sometimes trigger current or previous mental health issues.
  ii. **Examples:**
    1. "Bad for mental health"
    2. "Causes mental health issues"
h. **Academics and Grades – 11**
  i. **Defined:** Social media generally negatively impacts their grades and academic life.
  ii. **Examples:**
    1. Students get less work done
    2. Study less because of social media
i. **Question the Reliability or Trust of Information – 10**
  i. **Defined:** While social media can be informative, it can also make them really question the reliability or trustworthiness of information they see online.
  ii. **Examples:**
    1. Hard for students to find "the good ones," when it comes to sources and information
    2. Can feel misled by information, or like it's "tainted"
j. **Distraction/Time/Attention Management – 10**
  i. **Defined:** Social media can be a distraction for them; can impact their time management skills; or can shorten a person's attention span.
  ii. **Examples:**
    1. Students feel like social media generally shortens people's attention spans
    2. Major distraction for students, from other things they should be doing
k. **Family Life – 8**
  i. **Defined:** Social media impacts their family life in both good and bad ways.
  ii. **Examples:**
    1. That they would be closer with siblings and parents but "tech puts a space in between us" – that "siblings do their thing, and I do my thing"
l. **Influence – 8**
  i. **Defined:** Social media is especially influential – both for being influenced and being the influencer.
  ii. **Examples:**
    1. Social media can be especially influential for fashion trends or quick-buying purchases
m. **Concern for Safety – 8**

   i. Defined: Social media brings about a concern for safety, especially for those younger than themselves.

   ii. Examples:

     1. "Dangerous people and predators" live on social media, and it can sometimes not feel like a safe environment

 n. Positive Outlet for Self-Expression – 6

   i. Defined: Social media can be a positive outlet for self-expression and creativity to post what students want to post.

   ii. Examples:

     1. "Place to create"

     2. "Allows you to express yourself however you please"

 o. Increases the Fear of Missing Out (FOMO) – 6

   i. Defined: Social media increases their fear of missing out.

   ii. Examples:

     1. FOMO

 p. Digital Footprint or Forever Record – 5

   i. Defined: The digital footprint and forever record that social media keeps.

   ii. Examples:

     1. "People don't understand digital footprint; it will stick with you even if it is deleted"

 q. Physical Health – 4

   i. Defined: Social media impacts their physical health.

   ii. Examples:

     1. "Bad for the brain"

 r. Finding Community and "Your People" – 4

   i. Defined: Social media is a place where they can find their community or people with similar interests that they maybe couldn't otherwise find in-person.

   ii. Examples:

     1. Students can find "their niche" easier and find people they "fit in with" easier

 s. Becomes Addictive – 3

   i. Defined: Social media is addictive.

   ii. Examples:

     1. "Addicted to scrolling"

 t. Divide the Country – 1

   i. Defined: Divides the country which "causes political extremism"

Q2: What do you think are the biggest stressors youth face today? Twenty-one student groups provided 12 themed ideas. These themes are below.

 1. School/Academics – 19

      i. **Defined:** School or overall academics are stressors, especially the rigor of academics or overall workload of school.

      ii. **Examples:**

          1. "Pressure from academics and how well you're doing in class"
          2. "Homework and projects"
          3. "grades"

2. **Balance of Priorities – 17**

      i. **Defined:** Maintaining a balance of school-work-social-home lives is a major stressor.

      ii. **Examples:**

          1. "School, sports, social life and balancing all of that"
          2. "School and managing a job along with school"

3. **College/Future Planning – 17**

      i. **Defined:** Future plans are stressors, including preparing for college or life after high school.

      ii. **Examples:**

          1. "Trying to do well to get into a good college"
          2. "The college admission process"
          3. "The future in general is scary"

4. **Social Life/Relationships – 14**

      i. **Defined:** Social lives and friendships or relationships are stressors.

      ii. **Examples**

          1. "Social life"
          2. "You are always trying to make sure you are involved with people"

5. **Social Pressure/Perceptions from Others – 12**

      i. **Defined:** Students feel stress through means of social pressure from peers.

      ii. **Examples:**

          1. "Peers are the biggest stressor"

6. **Extracurriculars – 11**

      i. **Defined:** Extracurricular activities are stressors, such as sports.

      ii. **Examples:**

          1. "Sports"

7. **Expectations from Adults – 11**

      i. **Defined:** Students feel stress because of expectations from adults in their lives, such as from parents.

      ii. **Examples:**

          1. "Being pressured by adults"

8. **Home Life – 10**

      i. **Defined:** Students' lives at home bring stress.

      ii. **Examples:**

          1. "Home life"

2. "Siblings can be a source of stress"

9. **Social Media – 10**
   i. **Defined:** Social media is a stressor for students.
   ii. **Examples:**
      1. "Social media affects us"

10. **Mental Health – 7**
    i. **Defined:** Students' mental health challenges bring stress.
    ii. **Examples:**
       1. "Mental health"

11. **Money – 5**
    i. **Defined:** Money issues or problems cause stress.
    ii. **Examples:**
       1. "Money and financial standards"

12. **Other – 15**
    i. **Defined:** Other stressors than those identified above.
    ii. **Examples:**
       1. Self-image, comparison, or identity issues brings stress
       2. Lack of sleep or time brings stress

Q3a: What substances do you think youth are using the most? Twenty-one student groups provided 7 themed ideas. These themes are below.

u. **Nicotine/Vapes - 20**
   i. **Defined:** Students say that Nicotine is used the most.
   ii. **Examples:**
      1. Vaping
      2. Nicotine
      3. Zyn

v. **THC/Marijuana – 20**
   i. **Defined:** Students say that THC/Marijuana is used the most.
   ii. **Examples:**
      1. Weed
      2. Marijuana
      3. Carts

w. **Alcohol – 20**
   i. **Defined:** Students say that alcohol is used the most.
   ii. **Examples:**
      1. Alcohol

x. **Stimulants – 8**
   i. **Defined:** Students say that stimulants are used the most.
   ii. **Examples**
      1. Ecstasy
      2. Molly

3. Adderall
4. Meth
5. Caffeine
6. Cocaine

y. Generic Pills – 7
    i. **Defined:** Students say that prescription or over-the-counter pills are used the most.
    ii. **Examples:**
        1. Pills/prescription drug abuse
        2. Cough syrup/lean
        3. Benadryl
        4. Ibuprofen
        5. Promethazine
        6. Overuse of prescribed pills
        7. Resold pills from someone that is prescribed
        8. Use of antidepressants and anxiety meds
        9. Pain medication

z. Psychedelics – 6
    i. **Defined:** Students say that psychedelic Substances are used the most.
    ii. **Examples:**
        1. Acid
        2. LSD
        3. Shrooms

aa. Opioids – 4
    i. **Defined:** Students say that opioids are used the most.
    ii. **Examples:**
        1. Percocet
        2. Opiates
        3. Fentanyl
        4. Narcotics

Q3b: What substances do you think are high risk? Twenty-one student groups provided 17 themed ideas. These themes are below.

bb. Alcohol – 15
    i. **Defined:** Students say that Alcohol use is high risk.
    ii. **Examples:**
        1. Alcohol
        2. Beer
        3. Mixed drinks

cc. Nicotine – 12
    i. **Defined:** Students say that nicotine use is high risk.
    ii. **Examples:**
        1. Vaping

2. Nicotine
3. Zyn

dd. **All Drugs are high risk** - 11
    i. **Defined:** Students say that all drugs are high risk.
    ii. **Examples:**
        1. "All substances are high risk"
        2. "All drugs in general"
        3. "Any type of substance that harms your brain"
        4. "Any substance"

ee. **THC/Marijuana – 8**
    i. **Defined:** Students say that THC/Marijuana use is high risk.
    ii. **Examples:**
        1. Weed
        2. Marijuana
        3. Carts

ff. **Opioids – 8**
    i. **Defined:** Students say that opioid use is high risk.
    ii. **Examples:**
        1. Percocet
        2. Opiates
        3. Fentanyl
        4. Narcotics

gg. **Stimulants – 7**
    i. **Defined:** Students say that stimulant use is high risk.
    ii. **Examples**
        1. Ecstasy
        2. Molly
        3. Adderall
        4. Meth
        5. Caffeine
        6. Cocaine

hh. **Benzodiazepine – 4**
    i. **Defined:** Students say that Benzodiazepine use is high risk.
    ii. **Examples:**
        1. Xanax

ii. **Generic Pills** - 4
    i. **Defined:** Students say that prescription pills or over-the-counter pills are high risk.
    ii. **Examples:**
        1. "Sometimes people take pills that they know and other times people take them just to take them without knowing"
        2. "Not specific pills in general but different types"

jj. **Psychedelics – 3**

        i.   **Defined:** Students say that psychedelic use is high risk.

       ii. **Examples:**

          1. Acid

          2. LSD

          3. Shrooms

kk. **All Drugs are high risk** - 11

        i.   **Defined:** Students say that all drugs are high risk.

       ii. **Examples:**

          1. "All substances are high risk"

          2. "All drugs in general"

          3. "Any type of substance that harms your brain"

          4. "Any substance"

Q3c: How do you define high risk? Twenty-one student groups provided 10 themed ideas. These themes are below.

    ll. **Causes Death or Harm – 16**

        i.   **Defined:** Students say that the substance is high risk if it's easy to overdose while using, or it could create a significant harm (like death).

       ii. **Examples:**

          1. Drunk driving

          2. Can kill you if overused

          3. Poses serious risk or death

    mm.   **Affects Physical Health – 16**

        i.   **Defined:** Students say the substance is high risk if it impacts your overall physical health, long term or short term.

       ii. **Examples:**

          1. Impacts my body

          2. Impacts brain function

          3. Impacts breathing or organs

nn. **Addictive – 15**

        i.   **Defined:** Students indicate the substance is high risk if it has addictive qualities.

       ii. **Examples:**

          1. Easy to become addicted to

oo. **Impacts Function or Decision Making** - 13

        i.   **Defined:** Students indicate the substance is high risk if it overall impacts the way you function or make decisions, typically immediately or in the short term (NOT long term).

       ii. **Examples:**

          1. Impacts how I function

          2. Impacts how I make decisions

pp. **All Drugs are High Risk** - 11

        i.   **Defined:** Students say that all drugs are high risk.

ii. **Examples:**
            1. "All substances are high risk"
            2. "All drugs in general"
            3. "Any type of substance that harms your brain"
            4. "Any substance"
qq. Affects Mental Health – 10
        i. **Defined:** Students specifically indicate the substance is high risk if it impacts your overall mental health, long term or short term.
        ii. **Examples:**
            1. Impacts my mental health
            2. Impacts my anxiety
            3. Impacts my depression
rr. Things that can Impact my Future – 6
        i. **Defined:** Students indicate the substance is high risk if it impacts your long-term future success.
        ii. **Examples:**
            1. Could get in legal trouble
            2. Something that affects your life in the future
ss. Used to Cope – 5
        i. **Defined:** Students indicate the substance is high risk if it is used by teens as a way to cope with stress, instead of dealing with the problem directly.
        ii. **Examples**
            1. Substances that are used as a coping mechanism
tt. Easy to Access – 4
        i. **Defined:** Students indicate the substance is high risk if it is easy to access or get your hands on.
        ii. **Examples:**
            1. Anything that is easily accessible
uu. Drugs that can be Laced with Other Substances - 3
        i. **Defined:** Students indicate drugs that can be laced with other substances are high risk, especially because they may not know what is in it.
        ii. **Examples:**
            1. "Drugs that have the potential to be laced"
            2. "Drinks can have substances put in them as well"
vv. Other – 8
        i. **Defined:** Other responses
        ii. **Examples:**
            1. Substances that teens are uneducated on are high risk
            2. The substances that people think are safe (vapes)
            3. Can affect your interpersonal relationships
            4. Substances that don't have research in use in children
            5. Substances that aren't researched
            6. Cheaper is higher risk

Q4a: What issues do you think youth are dealing with that schools need to be paying more attention to? Twenty-one student groups provided 21 themed ideas. These themes are below.

    ww.   **School Environment/Discipline Concerns – 19**
- i. **Defined:** Students say there are ways to improve the school environment so that school is the place they want to be. They also want discipline and rules to be better enforced.
- ii. **Examples:**
  1. "Students do not feel that they will be helped by the school"
  2. "School should attempt to make the environment more "friendlier" but not changing the quality of education"
  3. "Safety in the bathrooms; ex: jumping in the bathrooms; outside school and kids getting out of school incidents occur such as jumping"
  4. "Sexual harassment is a huge issue especially youth woman; They are easy to dismiss cases of sexual harassment"
  5. "Teachers dismiss problems/concerns of students until several students bring up the same issue"

xx. Mental Health/Substance Use or Misuse – 11
- i. **Defined:** Students say that schools should be more aware of and better understand mental health issues and substance use/misuse and how they are dealt with.
- ii. **Examples:**
  1. "Need help with mental health, older generation feel it's drama, not mental health"
  2. "Teachers downplay mental health issues and say that it is not a valid excuse; accommodations are needed, and teachers need to be more understandable"
  3. "Substance abuse punishment instead of actually helping"
  4. "Mental health crisis OVER substance use; substance use is fueled by mental health issues"
  5. "Help students with substance abuse BEFORE they get expelled; there's always a reason why a student starts using substances"

yy. Building Relationships with Students – 10
- i. **Defined:** Students say that it is important for teachers to develop a relationship with them so that teachers can better understand them.
- ii. **Examples:**
  1. "Teachers need to pay attention when failing, talk to them and find out /go out of your way to try to help the student"
  2. "Teachers don't ask how we are doing; never had a counselor call me down and ask me my feelings"

3. "Teachers don't try to understand student prospectives"
4. "Teachers can't tell when a student is confused - as long as one student says they understand they'll move on from the topic"
5. "Teachers should be more interactive, make it fun"

zz. Expectations and Pressures (Internal and External – 10
    i. Defined: Students say that there are both internal and external expectations and pressures that increase their stress and anxiety levels.
    ii. Examples:
        1. "We have so much we are doing it is hard to get it done, not necessarily learn, because we are overwhelmed"
        2. "As the class averages increase, the teachers expect more from the students"
        3. "Students are constantly stressed and tired of all the work"
        4. "Sometimes kids don't feel they can talk about how they feel with outside people, feel like they are being judged"
        5. "College application stress"

aaa.   **Academic Overload – 9**
    i. Defined: Students say that they get overwhelmed with the quantity of schoolwork they must do at any given time.
    ii. Examples:
        1. "Teachers hear that we have a lot of homework, up late doing it, should not be normalized
        2. "Studying can be overwhelming, too much, even if on laptop, it all adds up; not saying do not give homework, it helps, just understand the amount of it so it makes sense, not just busy work"
        3. "I feel that I have many projects and assignments due each week that overwhelms me"
        4. "Teachers need to communicate their schedules, so students are not overwhelmed with too many tests/assignments to complete in same day/week"

bbb.   **Family Issues/Physical and Financial Concerns – 7**
    i. Defined: Students say that family issues including physical and financial concerns impact their school performance.
    ii. Examples:
        1. "Students are exhausted especially if watching their siblings, home issues; not every home life is perfect"
        2. "Feel hopeless when have no supports at home; some generally need more help due to no support"
        3. "Home life can affect school performance"
        4. "Teachers do not understand home life; teachers need to be more aware of the environment that students are coming from so they are not degrading to students"

ccc.   **Diversity and Inclusion – 7**

    i. Defined: Students say that they want to see special education students, students of color and international students treated fairly and equally within the school environment.

    ii. Examples:

        1. "Schools do not attempt to integrate students or cultures; students feel alienated"
        2. "Special ed students are made fun of and students are nice to them, but it is condescending"
        3. "Foreign students with accents; teachers look down or discriminate against these students"
        4. "Special needs kids are made fun of; special needs kids are separated from the general population and a stigma is created"
        5. "Hints of racism and discrimination; white privilege/rich privilege/student athlete privilege they can get away with more stuff"

ddd.   **Balance of Life (athletics, extra-curriculars, work, home) – 7**

    i. Defined: Students say that it is difficult for them to find a balance between the expectations of academics, extra-curriculars, athletics, family and friends.

    ii. Examples:

        1. "Balance between school and extracurriculars; time management"
        2. "Stressors including family life, activities, and school make it difficult to balance in student's life"
        3. "I have no free time I feel"
        4. "Time management with outside commitments; enough time for family and friends"

eee.   **Bullying – 6**

    i. Defined: Students say that schools need to acknowledge that bullying is happening both in school and online, and it needs to be handled in an appropriate way.

    ii. Examples:

        1. "Bullying gets dismissed"
        2. "Bullying is more nuanced - less physical; online bullying; social media harassment"
        3. "Some teachers bully students, they are mean, they degrade students"
        4. "Online bullying; no consequences of online bad behavior"

fff. Learning Life Skills and Preparing for the Future – 5

    i. Defined: Students say that it is important to them for schools to be teaching them life skills and preparing them for the future whether that be college or employment.

    ii. Examples:

1. "Struggle to know how to study; students struggle figuring out HOW to study and where to start when you go to study"
        2. "I feel there is not enough guidance for the future"
        3. "Schools need more opportunities to help students determine career choice"
- ggg. **Teacher Awareness – 5**
     i. **Defined:** Students say they would like teachers to be more aware of their moods and how the things they say can impact them.
     ii. **Examples:**
          1. "Moods are not taken into account for the students"
          2. "Sexual harassment is a huge issue; teachers often address issues in a setting that can humiliate or cause issues for me"
          3. "Pay attention to moods of students"
- hhh. **Student Expectations of Counselors – 5**
     i. **Defined:** Students say that they have expectations of what the student/counselor relationship should look like, and those expectations are not always met.
     ii. **Examples:**
          1. "Hard to reach counselors and gain the help they need"
          2. "Counselor confidentiality; student wishes that counselor does not communicate with parents frequently because the student wants to keep some things private"
          3. "Counselors are stretched too thin so can't affectively help students"
          4. "Some counselors are unprepared to help mental help issues"
  iii. **Schools should be a Safe Place – 4**
     i. **Defined:** Students say that school should be a place where they can go and have no fears for their safety.
     ii. **Examples:**
          1. "Safety within school is a concern"
          2. "Teachers need to pay attention to rumors as they negatively impact how we act; I had personal experience with rumors which resulted in physical violence"
          3. "Gun threats; gun violence"
- jjj. **Availability of Resources – 3**
     i. **Defined:** Students say that many students are not aware of the resources that are available to them both in and out of school and how to access them.
     ii. **Examples:**
          1. "Kids don't know what resources are available"
          2. "Students don't understand the available resources"
          3. "Student does not feel that effective coping skills are offered"

kkk. **Mental Health Awareness – 3**
  i. **Defined:** Students say that school staff should be more aware of how mental health issues impact their students.
  ii. **Examples:**
    1. "Stress is not addressed within the school"
    2. "Feels that no one cares"
    3. "Mental health discussion and the stigma"

lll. **Self-Care – 1**
  i. **Defined:** One student says that it is important for teachers to allow students to engage in self-care when needed.
  ii. **Examples:**
    1. "If I need a few moments to lay my head down, or take a few minutes, I need it"

mmm. **Teacher Accountability – 1**
  i. **Defined:** One student says they would like teachers to be held accountable for what they are doing in the classroom.
  ii. **Examples:**
    1. "Sometimes teachers are not teaching; they focus on assignments but not content"

nnn. **Students Want to Express Their Opinions – 1**
  i. **Defined:** One student says that the school should ask for student opinions on how the school operates.
  ii. **Examples:**
    1. "Students feel they have no voice"

ooo. **Parking Lot Issues – 1**
  i. **Defined:** One student says there are concerns regarding the school parking lot that should be addressed.
  ii. **Examples:**
    1. "Crowded school parking lots; not accessible to all students"

ppp. **Social Media Concerns – 1**
  i. **Defined:** One student says that social media influences and pressures students.
  ii. **Examples:**
    1. "Social media influences and pressures students"

qqq. **Curriculum Concerns – 1**
  i. **Defined:** One student says that the curriculum should be revised to better meet student needs.
  ii. **Examples:**
    1. "More languages offered, not just spoken languages but also other such as ASL"

Q4b: What can school staff do to help? Twenty-one student groups provided 17 themed ideas. These themes are below.

     rrr.   **Encourage Positive Relationships with Students – 14**
- i. **Defined:** Students say that they would like the school to encourage its teachers to develop more personal relationships with students.
- ii. **Examples:**
    1. "Teachers should build a relationship with us, and want to learn about us"
    2. "The better relationship I have with my teacher, the better I do in the class"
    3. "Staff could ask how students are doing"
    4. "Teachers should confer with students on their current state"
    5. "Encourage teachers to build personal relationships with the students"
    6. "Teachers should spend more time talking to students outside of class, try to be more involved, get more engagement"
    7. "Increase the teachers' will to care and connect with students"

sss. Improve the School Environment – 7
- i. **Defined:** Students say the school should do things that will make the school experience a better one for both students and adults in the building.
- ii. **Examples:**
    1. "Teachers/class is more fun when the teacher is involved and interactive, learning is a lot more fun"
    2. "Teachers need to address issues openly with holistic views"
    3. "Show the students the purpose for which they are in school to keep morale higher
    4. "Take action to change the teacher's style of teaching and administration not being complacent"
    5. "A kid should at least want to go to school, if you don't, that's not ok"

ttt. Help School Staff Understand Their Impact on Students – 7
- i. **Defined:** Students say that school staff should have a better understanding of how their actions, behaviors and reactions impact students both positively and negatively.
- ii. **Examples:**
    1. "Address the student hierarchy that teachers have in regards to the level of "success" they have and the quality of colleges they attend"
    2. "Provide better understanding and leniency for accommodations that students may require for their learning"
    3. "Hosting events that recognize the struggles of different populations in schools"

4. "Take a step back and look at their own lives; look in the mirror and see how they impact others"

uuu. **Improve Staff Empathy in Dealing with Mental Health Issues – 7**
   i. **Defined:** Students say that it is important for school staff to develop more empathy and understanding for students who are dealing with mental health concerns.
   ii. **Examples:**
      1. "Convince the student to tell the truth, be more empathetic"
      2. "Staff should provide assistance to students who need it before they ask for it"
      3. "Give students the push to discuss their mental health problems"
      4. "a student should have the liberties to grieve and sit in their own feelings when someone close to them dies"
      5. "Teachers, counselors, and general school staff should be checking up on students"

vvv. **Re-evaluate Discipline Policies and Procedures – 7**
   i. **Defined:** Students say that schools should deal with discipline in an effective and fair way to help improve school safety and to help students change their behaviors.
   ii. **Examples:**
      1. "Take the situation step by step and not take things to the highest level when they may not need to be escalated as much as they do"
      2. "Improve communication in disciplinary actions to understand the student and help to motivate them to change the behavior"
      3. "Increase surveillance of bathrooms and outside schools to prevent physical altercations"
      4. "Make sure vaping isn't occurring at school, but if they come to a teacher with it don't yell at them"

www. **Provide Non-Judgmental Mental and Physical Health Resources – 7**
   i. **Defined:** Students say that the school could provide resources and help for mental and physical health episodes that students experience without the fear they are being judged.
   ii. **Examples:**
      1. "Provide resources for students to find how they handle stress"
      2. "Provide education on various coping skills"
      3. "Increase resources to speak with adults about mental health struggles"
      4. "Provide group therapy; providing therapy will help make them feel like they aren't just a number"

xxx. **Provide Resources/Preparation for the Future/Life Skills – 6**
   i. **Defined:** Students say that the school could provide more resources and classes to help students prepare for the future and teach them life skills.

    ii. **Examples:**
1. "They can provide more life guidance to students like me in their senior year"
2. "Teaching life skills for preparation for future life"
3. "Provide guidance for students to explore classes that will expand upon the subjects in the career that they want to do"
4. "Provide a greater variety for students to try different specific things to continue in a career"

yyy.   **Train School Staff on Things that Impact Today's Youth – 6**
    i. **Defined:** Students say that school staff could be trained to better understand the things/events that impact youth's ability to perform academically.
    ii. **Examples:**
1. "Look in the mirror and see how they impact others"
2. "Teachers should be more understanding of the different facets of the student's life"
3. "Understand the different perspectives that can be taken to understand students"
4. "Teachers need to better understand how different mental health diagnoses affect students' learning

zzz.   **Assign Homework that is Essential for Learning – 5**
    i. **Defined:** Students say that teachers should assign homework/assignments that are important to aid in student learning and refrain from assigning work that is more busy work.
    ii. **Examples:**
1. "Giving breaks for students, for example light homework assignments"
2. "Find a way to lighten the workload"
3. "Staff could give less homework or provide more leniency"
4. "Stop assigning busywork"

aaaa.   **Help Counselors Understand What Students Need from Them – 5**
    i. **Defined:** Students say that they want to be able to access counselors more to get the help they need in the areas of academics and mental health. They want counselors to better understand their needs.
    ii. **Examples:**
1. "Counselors reevaluate the situation and provide sanctuary and advocacy for the students and not always share with the families"
2. "Having the counselors be more prepared, having two different types of counselors, one for academics and one for mental health"
3. "Counselors should be better at letting kids know they are there for them"
4. "Extra counselors that checks on each individual, more one on one; counselors are always busy"

5. "Improve student-counselor relationships."

bbbb. **Promote Diversity and Inclusion – 4**
  i. **Defined:** Students say that they want to see special education students, students of color and international students treated fairly and equally within the school environment. They would like to see more diversity in the school staff.
  ii. **Examples:**
    1. "Advocate for the fair treatment of people with special needs disorders"
    2. "Address discrimination"
    3. "Diversifying staff members to help diverse students to feel more welcome and understood"

cccc. **Investigate the impact of Additional Staff/Staff Resources for Students – 4**
  i. **Defined:** Students say that additional staff would be beneficial to improve student learning.
  ii. **Examples:**
    1. "Increase the number of teachers who speak another language to assist English-second-language students to understand the material"
    2. "Co-teaching may increase student attention and decrease stress on teachers"
    3. "Add other languages to the curriculum"

dddd. **Hold Teachers Accountable for Teaching and Classroom Activities – 4**
  i. **Defined:** Students say that teachers should be held accountable for the effectiveness of their teaching and classroom activities.
  ii. **Examples:**
    1. "The principal could check in and ask the teachers what are they doing in their classes"
    2. "Teachers should be more lenient about assignments when it comes to extracurricular activities"
    3. "Altering the course of the learning to increase student absorption, retention, and application"
    4. "Evaluate the status of the class if the staff is effectively teaching the students"

eeee. **Acknowledge Bullying and Deal With it Appropriately – 2**
  i. **Defined:** Students say that schools need to acknowledge that bullying is happening both in school and online, and it needs to be handled in an appropriate way.
  ii. **Examples:**
    1. "The kids have more control than the adults, when it comes to bullying"

2. "People who bully should be expelled no question; the kids who are bullying also need mental health help"

ffff. **Provide Safe Spaces Within the School – 2**
    i. **Defined:** Students say that the school should provide a place within the school that is considered a "safe place" for students to go when they need a safe environment.
    ii. **Examples:**
      1. "Allow students the space to decompress and deal with their emotions"
      2. "There should be a place for you to decompress"

gggg. **Investigate Parking Lot Concerns - 2**
    i. **Defined:** Students say that school parking lot issues should be addressed for access and safety.
    ii. **Examples:**
      1. "Increase the amount of parking spaces to increase access for the students to park"
      2. "Monitor school parking lots"

hhhh. **Provide More Time for Homework and In-Class Questions – 1**
    i. **Defined:** One student says that more class time and more availability of teachers to access help would be beneficial.
    ii. **Examples:**
      1. "Some teachers allow time, open door, elongated hours to provide extra help"

Q4c: Tally Question: Please raise your hand if you can identify one adult you feel connected to at school. 88 students responded to this question.

    i. **Defined:** Eighty-two percent of students identified that they had at least one adult in their school they felt connected to.
    ii. **Examples:**
      1. Many students mentioned teachers, coaches or club advisors as those they felt close to.

Q5a: What mental health issues do you think impact youth the most? Twenty-one student groups provided 15 themed ideas. These themes are below.

1. **Anxiety - 20**
    i. **Defined:** Students described anxiety with both mental and physical manifestations.
    ii. **Examples**:
      1. "Feeling worried and uncertain"
      2. "Being nervous or afraid to do things"

3. "Sweating, shaking/tremors, bouncing leg, increased heart rate"

2. **Depression -18**
   iii. **Defined: Students said that depression is a mental health issue that impacts youth.**
   iv. **Examples:**
      1. "A numb feeling"
      2. "Feeling down about everything
      3. "A lack of motivation, exhaustion."
3. **General Stress - 10**
   a. **Defined**: Students identified general stress as a mental health issue impacting youth.
   b. **Examples**:
      i. "Being overwhelmed and trying to meet people's 'needs.'"
      ii. "Feelings of uncertainty, fear of failure."
      iii. "Overall life balance."
4. **Attention Disorders (e.g., ADHD) - 7**
   a. **Defined:** Students mentioned attention disorders, such as ADHD, when speaking about mental health issues that youth face.
   b. **Examples**:
      i. "Inability to sit still or focus"
      ii. "Always moving, interrupting, distracted"
      iii. "Spaciness"
5. **Eating Disorders and Body Image** - 6
   a. **Defined**: Students said that eating disorders and body image are mental health issues impacting youth.
   b. **Examples**:
      i. "Comparing oneself to 'beauty standards.'"
      ii. "Self-image, body dysmorphia, constantly looking at others and comparing"
      iii. "Eating disorders are not always shown and difficult to tell just by looking at someone."
6. **Interpersonal Relationships and/or Communication - 6**
   a. **Defined**: Students said that interpersonal relationships and/or communication impact youth mental health.
   b. **Examples**:
      i. "Toxic relationships"
      ii. "Difficulty communicating feelings"
      iii. "Effective communication"
7. **Access to Mental Health Care and/or Information - 5**
   a. **Defined**: Students said that access to mental health care and/or information impact youth mental health.
   b. **Examples**:
      i. "Access to mental health"
      ii. "People with diagnosed mental illnesses need more help, but there are many people who are undiagnosed who need help"

iii. "People think there are easy fixes to mental health issues and there is a stigma around these issues which leads to people not getting help."

iv. "Medication helpfulness"

v. "Not getting right/correct mental health information"

8. **Bipolar Disorder - 3**
   a. **Defined**: Students shared that they believed bipolar disorder was a mental health issue that impacts youth the most.
   b. **Examples**:
      i. "Bipolar is a big issue"
      ii. "Bipolar especially if it stems from genetics"

9. **Suicidal Thoughts - 2**
   a. Defined: Students identified suicidal thoughts when describing mental health issues youth face today.
   b. **Examples**:
      i. "So many kids deal with suicidal thoughts"
      ii. "Suicidal thoughts"

10. **Addiction - 2**
    a. **Defined**: Students said that addiction is a mental health issue impacting youth.
    b. **Examples**:
       i. "Substance abuse"
       ii. "Addiction issues"

11. **Anger - 2**
    a. **Defined**: Students identified anger as a mental health issue impacting youth.
    b. **Examples**:
       i. "Anger"
       ii. "Having a short fuse"

12. **Stigma Related to Mental Health - 2**
    a. Defined: Students said that stigma was an issue impacting youth mental health.
    b. **Examples**:
       i. "Stigma/stereotypes"
       ii. "Not seeing mental health issues as an issue with chemicals in the brain"

13. **Other Specific Mental Health/Neurodevelopmental Conditions - 4**
    a. **Defined**: Students mentioned other specific mental health/neurodevelopmental conditions; each condition was mentioned by 1 group.

Q6a: What barriers stop youth from asking for help for themselves? Twenty-one groups responded to this question and identified 12 themes.

iiii. **External Stigma from Others – 20**
   i. **Defined:** students indicate that a barrier that stops them from asking for help for themselves is the perception; stigma; standard; or expectations from others.
   ii. **Examples:**
       1. "How they are going to see you after asking for help"
       2. "Don't want others to think your attention seeking"
       3. "Fear of being judged"

jjjj. **Internal Stigma and Self-Expectations – 18**
   i. **Defined:** students indicate that a barrier that stops them from asking for help for themselves is the internal stigma of their own self-perception or expectations that they have of themselves.
   ii. **Examples:**
      1. "Don't want to show weakness by asking for help"
      2. "Second guessing yourself thinking you are doing everything wrong"
      3. "Fear of rejection"

kkkk. **Fear of Feeling Invalidated or Misunderstood (not by parents or family) - 15**
   i. **Defined:** Students indicate that a barrier that stops them from asking for help for themselves is that they fear others will invalidate, not believe, or dismiss their problems, or that others would not understand them.
   ii. **Examples:**
      1. "Going somewhere and feeling invalidated or being shut down"
      2. "Fear of your feelings not being valid"
      3. "Fear of being judged or diminished"

llll. **Knowledge and Access to Resources – 13**
   i. **Defined:** Students indicate that they do not have the knowledge or access to resources to get help for themselves.
   ii. **Examples:**
      1. "Not very many resources to get help and educating on resources"
      2. Suicide hotline is the only resource they know about
      3. "Not knowing any different, how or when to ask for help"

mmmm. **Fear of Consequences - 12**
   i. **Defined:** students indicate that a barrier that stops them from asking for help for themselves is the fear of getting in trouble or overall negative consequences.
   ii. **Examples:**
      1. "How they are going to see you after asking for help"
      2. "Embarrassment"
      3. "Do not want other people finding out and the situation getting out to the public"
      4. "Counselors and mandated reports, CPS is called on them which stops youth from asking for help"
      5. "Counselor may talk to parents and you didn't want your parents to know"
      6. "Gossip is a big fear and do not want ideas to get around to entire school"

nnnn. **Parents or Family Member Dynamics – 11**
   i. **Defined:** students indicate that parents or family dynamics are a barrier that stops them from asking for help for themselves.

      ii. **Examples:**
1. "Some parents think mental health is crazy but some parents encourage asking for help"
2. "Could get in trouble by parents"
3. "Relationship with parent is not good"
4. "Asking for help makes you look weaker in front of peers, family and friends"

oooo.   **Teacher/Counselor Rlationships – 9**
      i. **Defined:** students indicate that a barrier that stops them from asking for help for themselves is that they do not have a trusted relationship or rapport with their teacher/counselor.
      ii. **Examples:**
1. "Lack of ability of counselors to actually help you"
2. "Teachers do not actually know you that well"
3. "Think counselor will talk to family after asking for help"

pppp.   **I want to Deal with it Myself - 6**
      i. **Defined:** Students indicate that wanting to deal with the situation themselves keeps them from asking for help.
      ii. **Examples:**
1. "Wanting to feel like you got this and you can do it yourself"
2. "Not wanting to have to depend on others for help"

qqqq.   **Fear of Burdening Others – 6**
      i. **Defined:** Students indicate that fear of burdening others is a barrier to asking for help
      ii. **Examples:**
1. "Don't want to burden others like burdening your friends"
2. "Don't want to be a burden to others"
3. "Don't want those around you to worry about you"

rrrr.   **More Difficult for Males to Ask for Help - 5**
      i. **Defined:** Students say that it is very difficult for males to ask for help.
      ii. **Examples:**
1. "More difficult for guys because of pride or do not want to be seen as weak"
2. "Males can't be emotional and cannot have feelings is a big stigma"
3. "Males think they have to be the protector and hold everything in"

ssss.   **Culture – 4**
      i. **Defined:** Students indicate that various aspects of culture make it difficult to ask for help.
      ii. **Examples:**
1. "Language can be a barrier for people"
2. "Different cultures feel differently about people asking for help"

3. "Race, ethnicity, and religion can make it harder to ask others for help"
4. "Sense of belonging is a part of the American culture that causes so many mental health problems"

tttt.   Previous Experience Asking for Help - 3
     i. **Defined:** Students indicate past experiences prevent them from asking for help again.
     ii. **Examples:**
         1. "Previous bad experience of someone breaking trust so now you don't want to open up again"
         2. "Bad experiences of asking for help in the past"

Q6b: What barriers stop youth from asking for help for someone else? Twenty-one student groups responded to this question and identified ten themes.

uuuu.   Fear of Consequences – 19
     i. **Defined:** Students indicate that if they ask for help for someone else that they could get the other person in trouble with the law, school, their family, etc.
     ii. **Examples:**
         1. "Afraid of backlash if true story of lives come out"
         2. "Possible negative outcome"
         3. "Fear of getting in trouble"

vvvv.   Negative Strain on Relationships – 18
     i. **Defined:** Students indicate that if they ask for help for someone else that it could impact their relationship with that person, negatively.
     ii. **Examples:**
         1. "Could lose a friend, but you need your friend safe"
         2. "You want them to be better, but not mad at you for trying to help them"
         3. "Fear of someone being mad at you"
         4. "Fear of other person getting mad and potentially losing a friendship"

wwww.   Knowledge and Access to Resources - 9
     i. **Defined:** students indicate that they do not have the knowledge or access to resources to help others.
     ii. **Examples:**
         1. "Fear of getting someone involved when the person does not need help"
         2. "Do not know how to help the other person"
         3. "Fear of not knowing what is best for the person"
         4. "Don't know who or where is safe for the person"

xxxx.   Might not Know the Full Issue - 7

     i. **Defined:** Students indicate that they may not know the full issue that someone else is dealing with.

    ii. **Examples:**

        1. "Not know what the person needs or does not need"

        2. "Hard to put yourself in someone else's shoes since they are not going through the same thing as you"

yyyy.   **It's not my Role to Get Someone Else Help - 6**

     i. **Defined:** Students indicate that the responsibility of getting someone else help falls on that person, not on someone else.

    ii. **Examples:**

        1. "Being afraid of stepping over boundaries"

        2. "Do not like to step over boundaries"

        3. "That it is not my place to do so"

        4. "Unless it is something that puts them in danger, it is not your place to tell someone else"

zzzz.   **Other Person Doesn't want help - 5**

     i. **Defined:** Peer tells a friend what is going on but tells the friend he/she does not want any help.

    ii. **Examples**

        1. "If they don't want help, they are not going to accept it"

        2. "Person doesn't want help"

aaaaa.   **Respect for Privacy - 5**

     i. **Defined:** Students indicate a general respect for privacy regarding other people's issues or needs.

    ii. **Examples:**

        1. "They told you in confidence"

        2. "Fear of breaking confidentiality"

        3. "Boundaries of privacy with others"

bbbbb.   **Added Stress and Anxiety for me - 4**

     i. **Defined:** Students indicate that it is stressful and anxiety inducing considering asking for help for someone else.

    ii. **Examples:**

        1. "Not knowing if you are actually helping or if you are making it worse"

        2. "Don't want to hold others' problems in and have to deal with them alone"

ccccc.   **Should be able to Figure it Out for Themselves - 3**

     i. **Defined:** Students indicate that their peers should be able to figure it out on their own.

    ii. **Examples:**

        1. If someone really needs help, they will go get help themselves

        2. In the real world, no one is going to be there to help if you don't ask for help themselves

ddddd.   **Would Prefer to Encourage the Person to Seek Help Rather than Finding Help for Them - 3**

      i. **Defined:** Students indicate that they would rather have someone seek help for themselves.

     ii. **Examples:**

        1. "Would rather directly suggest them to ask for help"
        2. "Encourage them to ask for help themselves"
        3. "Better to encourage them to ask for help for themselves"

Q7: What do you like about living in Tippecanoe County? Twenty-one student groups provided 13 themed ideas. These themes are below:

1. **Purdue Influence/College town-9**

    i. **Defined:** Students say they like the connections, activities, diversity, culture and events offered by Purdue University.

    ii. **Examples:**

    1. "Enjoy being in a college town as it increases diversity in the community; lots of different cultural groups and organizations offered at Purdue"
    2. "Living right next Purdue is beneficial because there a lot of things to do like going out to eat or attending sports games; good quality of life to interact with people on a college campus"
    3. "Like the local college campus; It's neat that people come from outside the country to come to college here"

2. **Small Town Environment-8**

    i. **Defined:** Students say they like the small, tight knit community; friendly people know each other, welcoming and nice.

    ii. **Examples:**

    1. "Everyone knows everyone since it is a relatively smaller community and there are a lot of mutual friends"
    2. "Tight-knit community; the community is very welcoming and nice"
    3. "It is not super populated but not too small; gives you chances to meet a variety of different people without being overwhelmed"

3. **Educational Opportunities-8**

    i. **Defined:** Students say they like the variety and quality of local schools.

    ii. **Examples:**

    1. "A lot of help offered in schools"

2. "Education system is pretty good"
3. "Variety of schools available for students"
4. "There are so many school options in the area for all level of education"

4. Community Resources - 7

i. Defined: Students say they like access to the mayor and community leaders and financial resources.

ii Examples:

1. "'How involved the leaders are, like this event today'; the mayor comes to local events, and we can have a conversation with him"
2. "Good community resources and ways to interact with others"
3. "Services are available to provide help for those with financial concerns"

5. Diversity/Inclusion - 7

i. Defined: Students say they like the fact that there are a variety of cultures and ethnicities attracted here by Purdue University.

ii. Examples:

1. "Lots of diversity to help understand different cultures and backgrounds"
2. "Lots of diversity within the community"
3. "It is more diverse than other areas of Indiana"
4. "Surrounded with lots of people who are open-minded; being in a college town helps with diversity and getting more of an understanding of different cultures"

6. Friends/Family/Community Connections – 6

i. Defined: Students say they like the fact they can easily form connections and friendships in the community.

ii. Examples:

1. "The community is very welcoming and nice"
2. "I feel a deep connection to friends and family here"
3. "Can move here and form connections quickly"

7. Places to Hang Out/Things to do – 6

i. Defined: Students say they like local events to bring people together

ii. Examples:

1. "Having community events in downtown to bring the community together"
2. "Like the little events like Wabash, Mosey, fun times outside and be with family, friends"
3. "The fair is fun; the bridge downtown is fun on the Fourth of July; lots of food places that you can try out"

8. Safety/Resource Officers – 6

i. Defined: Students say they like the safe community and safe schools.

ii Examples:

1. "The community here is very safe and there is not a lot of fear being out with friends"
2. "Very safe and tight knit"
3. "Secure and safe environment"

9. There is Nothing I like about Community/Boring – 4

i. Defined: Some students say they cannot identify anything they like about the community.

ii. Examples:

1. "Not too much going on as in there are not too many different activities offered throughout the community"
2. "There is not a lot of things going on rather than a large community"
3. "You have to drive two hours to get anywhere that is fun; no good places to eat"

10. Affordability/Cost of Living – 3

i. Defined: Students say they like the fact that the cost of living in Tippecanoe County is lower than other communities.

ii. Examples:

1. "It is affordable if you work hard enough, you will be able to have a basic life in Tippecanoe County"
2. "Everything is cheaper than places like Florida and Chicago; don't have to pay for parking"
3. "Everything is cheaper out here than in other states"

11. Transportation – 2

i. Defined: One student says they like the fact that it is easy to get from place to place in terms of transportation.

ii. Examples:

    1. "There is a lot of convince here; easy to get around"
    2. "Easy to get from one place to another"

12. Opportunities for Youth to Speak Up - 1

i. Defined: One student says they like events like the Youth Summit and others so their voices can be heard.

ii. Examples:

    1. "How involved the leaders are, like this event today"

13. Mental Health Resources – 1

i. Defined: One student says they like the availability of many mental health resources.

Ii Examples:

    1. "Many mental health facilities are available in this county"

14. Others-4

i. Defined: Students mentioned other resources.

ii. Examples:

    1. "The food places located here are good"
    2. "County is clean and it's a good environment"
    3. "West Lafayette is a lot greener with walking paths and more nature"
    4. "There is a good amount of freedom"

Q7b. What do you think could be better? Twenty-one student groups provided 14 themed responses

1. More Activities and Things to do – 15

    i. **Defined:** Students say they would like more activities for young people.
    ii. **Examples:**

        1. "Having more events centered around teenagers"
        2. "Offer more activities for the youth like an arcade instead of just skating and parks"
        3. "People to hang out other than going to Walmart, parking lots, restaurants, etc."
        4. "Need more outside time and things to do outside"

5. "Add more places for kids to hang out like amusement parks, water parks, arcades"
6. "Outside activities; improve fair; concert; better pools; zoo/aquarium; water activities; fix river so it's not disgusting and toxic"

2. **Improve Mall – 9**
   i. **Defined:** Students say that the mall needs to be improved
   ii. **Examples:**
   1. "More stores in the mall for shopping/selection; trader joes, specialty grocery stores"
   2. "Improve mall!"
   3. "Improve mall; Zaxby's, more food options; indoor entertainment parks"

3. **School Issues – 8**

   i. **Defined:** Students say that there is a need for a variety of improvements to schools: people to talk to, parking lot safety, bullying, gun safety, and other resources.

   ii. **Examples:**

   1. "Lower income schools need more help"
   2. "Improve cleanliness and overall condition in the schools"
   3. "Social awareness training to reduce bullying in schools as a whole; education to eliminate anger, racism, and bias in schools; increase diversity in staff at schools"
   4. "Add more resources to schools of people you can talk to"

4. **Improve Things to do Outside/More Green Spaces -7**

   i. **Defined:** Students say they would like more outside time and green spaces to enjoy

   ii. **Examples:**

   1. "Need more outside time and things to do outside"
   2. "Find cost effective and outdoor activities to add"
   3. "Mini golf; rope courses/ziplining; more nature and nature things"
   4. "Free public areas; skate park"
   5. "More walkable around town"

5. **Improve Food Options – 6**

   i. **Defined:** Students say they would like more good places to eat.

ii. Examples:

1. "Different/new restaurants"
2. "More good places to eat"
3. "More variety of food places"

6. Stronger Connections Between Youth and Community – 5

i. Defined: Students say they would like more youth activities and less stereotyping of youth.

ii. Examples:

1. "A lot of older people are very pompous; People need to stop stereotyping youth"
2. "Add a youth center"
3. "Provide opportunities for young adults to go to camps, sporting camps, bonding stuff"

7. More Inclusive Resources – 5

i. Defined: Students say they want more inclusion; more access.

ii. Examples:

1. "We need more accessible parking at the courthouse"
2. "Increase education on and access to resources"
3. "Break down stereotype of hyper-independence and promote reaching out for help"

8.Cleaner Areas/Environmental Issues – 5

i. Defined: Students say they would like a cleaner environment in terms of trash pick-up and cleaning the river.

ii. Examples:

1. "Lots of trash everywhere"
2. "Trash cleanup is something that can be improved"
3. "Fix river so it's not disgusting and toxic"

9. Increase Mental and Physical Health Supports – 4

i. Defined: Students say the community needs to resolve drug issues, add more therapy resources, and address negative stereotypes

ii. Examples:

1. "Resolving drug issues in community; the homelessness in the community could be better; unhoused people need more support in the community all around"

      2. "Add more therapy offices/centers; add more rehab centers for people suffering from substance or alcohol abuse"

      3. "Raise awareness of more opportunities to bring those who struggle with mental health together to connect and express their feelings"

10. Construction Issues/Improve Roads/Fix Potholes – 4

i. Defined: Students say they would like better roads, sidewalks, and infrastructure.

ii. Examples:

1. "The potholes"
2. "The roads can be better; Sidewalks could be better as I skateboard"
3. "City planning; walkable; building more infrastructure"

11. Safety – 3

i. Defined: Students say they don't feel safe in certain locations and activities. They would like more SROs.

ii. Examples:

1. "Outside at night downtown does not feel safe"
2. "Have more corrections officers at schools"
3. "A lot of activities are occurring in unsafe places; for example, skating in the southside of Lafayette and Columbian park is dangerous"

12. Career Exploration Opportunities/Education/Life after School – 2

i. Defined: Students say they would like more resources to prepare for life after school.

ii. Examples:

1. "Getting word out about more resources (life after high school, life in general)"
2. "Classes to prepare them for living on their own/doing adult things"

13. Increase Resources for Housing – 2

i. Defined: Students say that better housing is needed.

ii Examples:

1. "Unhoused people need more support in the community all around"
2. "Better housing in West Lafayette"

14. Increase Job Opportunities – 2

    i. Defined: Students say that there should be more youth-oriented and youth jobs available.

    ii. Examples:

1. "There needs to be more youth-oriented and youth available jobs"
2. "Make it easier to get jobs for younger people"

Q7c: What resources do you know about in the community? Twenty-one student groups responded with 33 different themed responses or individual resources. Examples for themes will be listed, but self-explanatory and/or unique agencies and resources will be listed by the frequency with which student groups mentioned them.

    List in order:

    1. School related resources - 12

        i. Examples:

        1. "School counselors send emails with opportunities; emails biweekly with college opportunities"

        2. "Posters at school with numbers to call for mental health"

        3. "Counselors at school are good at sending resources"

    2. Food pantries – 7

    3. Don't know any – 7

        i. Examples:

        1. "Not much"

        2. "It is hard to think of any resources"

        3. "I don't know of any"

    4. Mental Health – 6

        i. Examples:

1. "Mental health, I can go up to someone like the mayor for instance"

2. "Posters at school with numbers to call for mental health; they are there if you need them"

3. "Therapy places"

5. **Housing/Habitat/LTHC – 5**

    i. Examples:

        1. "Housing support; Habitat; LTHC"

        2. "Low in come community housing"

        3. "Habitat for humanity"

6. **Valley Oaks – 5**

7. **Purdue/IVTC - 5**

    i. Examples:

        1. "Some clubs use Purdue facilities; being close to Purdue offers a lot of resources"

        2. "Connection and research positions with Purdue"

        3. "Purdue, information and classes; convocations at Purdue"

        4. "Purdue is a big resource, lets us take Purdue classes;; Ivy tech classes in high school

8. **Health/Department/Doctors – 3**

9. **Lafayette Urban Ministry – 3**

10. **Churches – 3**

    i. Examples:

        1. "Riverside Community Center and food bank; First Methodist"

        2. "Churches"

11. **Online - 3**

12. **Other people I know - 3**

13. **Baby drop-off/Sheriff's Dept. – 2**

14. **Clothing Drives – 2**

15. **Changes – 2**

16. Work Related - 2

    i. Examples:

        1. "New job offers free therapy and counseling"

        2. "Counseling packages through workplace"

17. National Hotlines – 2

18. DEI Resources – 2

    i. Examples:

        1. "Black Cultural Center at Purdue"

        2. "Schools have clubs geared towards certain groups"

19 – 33. One group mentioned each of the following:

Family Planning, Food Stamps, Women's Shelter, Crisis Center, YMCA/YWCA, Boys & Girls Club, Willowstone, Excel Center, Phoenix, Matrix, Jobs, Thrift Stores, Athletics & Sports Opportunities, Public Library, and Green Spaces.

Q8a: How do youth cope with stress in a good way? Twenty-one student groups provided 14 themed ideas. These themes are below.

1. **Sports, Extracurriculars, Exercise - 21**
   - **i. Defined**: Students say that youth cope with stress in a good way with sports, extracurricular activities, or exercise. Some groups also indicated that while these activities could be stress-relieving, they can also cause stress.
   - **ii. Examples**:
     1. "Doing things outside of school because often stress can come from school. Extracurriculars like art or sports"
     2. "Going to the gym"
     3. "Sports like running"
     4. "Swimming"
     5. "Weightlifting"
     6. "Doing activities that make them happy like sports or taking walks or going on a bike ride"
     7. "Being in a school play"
     8. "Skateboarding"
2. **Talking/Spending Time with Others - 18**
   - **i. Defined**: Students say that talking to or spending time with others is a positive strategy for managing stress.
   - **ii. Examples**:

       1. "Call my friends if there's something that's stressing me out, talking it out"
       2. "Hanging out with friends"
       3. "Talking it out with mom or friends"

3. **Music - 16**
    i. Defined: Students say that music provides a positive avenue for managing stress. They describe listening to music as well as writing and making music themselves.
    ii. Examples:
       1. "Listening to music"
       2. "Play piano as a stress reliever"
       3. "Music turned all the way up, you can't hear anything, including what your mind is saying"
       4. "Writing music"

4. **Hobbies and the Arts - 15**
    i. Defined: Students say they feel hobbies and the arts are a way that they cope with stress positively.
    ii. Examples:
       1. "Art, can put what you are feeling into a painting to get it out"
       2. "Crafting like scrapbooking"
       3. "Baking"
       4. "Art, like spray painting, using really aggressive colors on canvas"
       5. "Riding four-wheelers and stuff"

5. **Meditation/Mental Health Activity - 11**
    i. Defined: Students say they cope with stress in a good way with meditation or other mental health activity. Students describe methods for relaxing their mind and body (e.g., meditation) as well as metacognition or intentional mindset shifts.
    ii. Examples:
       1. "Meditation, breathing exercises"
       2. "Reminding yourself about the positives"
       3. "Focusing on the now instead of stressing about the future"

6. **Sleeping - 9**
    i. Defined: Students say that sleep is a positive strategy for managing stress.
    ii. Examples:
       1. "Taking a nap"
       2. "Sleep"

7. **Spending Time with Your Family - 7**
    i. Defined: Students say that family time provides a positive way to deal with stress.
    ii. Examples:
       1. "Friends and family can be a good support."
       2. "Hanging out with family"
       3. "Talk to friends and parents"

8. **Reading - 7**
    i. Defined: Students say that reading is a way they cope with stress positively.

ii. **Examples**:
1. "Reading and writing"
2. "Sit inside and read"
3. "Read a book"

9. **Alone Time - 6**
   i. **Defined**: Students say they cope with stress in a good way with alone time.
   ii. **Examples**:
   1. "Taking the day for yourself"
   2. "Taking a lot of 'me time'"
   3. "Down time away from people"

10. **Food - 4**
    i. **Defined**: Students say that food is a positive way to manage stress.
    ii. **Examples**:
    1. "Comfort foods"
    2. "Food in general can be really comforting like fiesta, more like a social thing"
    3. "Eating, but not too much"

11. **Animals – 3eel**
    i. **Defined**: Students say that spending time with animals helps them cope with stress positively.
    ii. **Examples**:
    1. "Having a pet"
    2. "Get an animal/pet"
    3. "Posting pictures of animals, petting animals"

12. **Speaking with a teacher or counselor - 2**
    i. **Defined**: Students said that speaking with a counselor was a positive way they coped with stress.
    ii. **Examples**:
    1. "Therapy"
    2. "Communicating with professionals like a therapist"

13. **Video games - 2**
    i. **Defined**: Students said that they cope with stress in a good way with video games.
    ii. **Examples**:
    1. "Video games"

14. **Spirituality - 1**
    i. **Defined**: Students identified spirituality as a positive way to cope with stress.
    ii. **Example**:
    1. "Religion/spirituality"

Q8b: How do youth cope with stress in a bad way? Twenty-one student groups provided 15 themed ideas. These themes are below.

eeeee. **Substance Use-Alcohol – 16**
   i. **Defined:** Students say that drinking alcohol is a negative way to cope with stress.

      ii. **Examples:**
1. Drinking, in general
2. Drinking too much
3. Drinking more than usual

fffff.   **Substance Use-Nicotine or Vaping – 15**
      i. **Defined:** Students say that smoking nicotine or vaping, in general, is a negative way to cope with stress.
      ii. **Examples:**
1. Vaping
2. Nicotine

ggggg.   **Aggression (or Physical Aggression) – 13**
      i. **Defined:** Students say that physical violence or otherwise aggressive behavior is a negative way to cope with stress.
      ii. **Examples:**
1. Hitting a pillow

hhhhh.   **Procrastination or Avoidance of Stressor – 12**
      i. **Defined:** Students say that actively avoiding the thing that is causing them stress is a negative way to cope with stress.
      ii. **Examples**
1. Procrastinating
2. Avoiding it

iiiii.   **Substance Use-General – 12**
      i. **Defined:** Students say that generalized substance use, not otherwise noted. is a negative way to cope with stress.
      ii. **Examples:**
1. "Using drugs"

jjjjj.   **Substance Use-Marijuana – 11**
      i. **Defined:** Students say that using marijuana or "weed" is a negative way to cope with stress.
      ii. **Examples:**
1. Marijuana

kkkkk.   **Self-harm – 10**
      i. **Defined:** Students say that self-injurious behavior is a negative way to cope with stress.
      ii. **Examples:**
1. "cutting"

lllll.   **Lashing out on others – 9**
      i. **Defined:** Students say that lashing out on others is a negative way to cope with stress.
      ii. **Examples:**
1. Lashing out on parents or friends

mmmmm. **Disordered eating – 8**

i. **Defined:** Students say that eating too little or overeating is a negative way to cope with stress.

ii. **Examples:**
1. Stop eating
2. Overeating

nnnnn. **Keeping Things Inside or Isolating from Others – 7**

i. **Defined:** Students say that keeping things inside or isolating from others is a negative way to cope with stress.

ii. **Examples:**
1. Keeping things in
2. Isolating self from others

ooooo. **Sleeping (Over or Under Sleeping) – 6**

i. **Defined:** Students say that changes in sleep patterns is a negative way to cope with stress.

ii. **Examples:**
1. Sleeping too much
2. Not sleeping enough
3. Insomnia

ppppp. **Social Media Scrolling – 6**

i. **Defined:** Students say that scrolling social media, specifically, when stressed, is a negative way to cope with stress.

ii. **Examples:**
1. Social media

qqqqq. **Substance Use-Other Drugs Than Those Listed – 6**

i. **Defined:** Students say that using drugs other than those already listed is a negative way to cope with stress.

ii. **Examples:**
1. Medication they are not prescribed
2. "Taking stimulants to get work done"
3. Overconsuming cough syrup

rrrrr. **Overthinking – 3**

i. **Defined:** Students say that spending time over-thinking when stressed is a negative way to cope with stress.

ii. **Examples:**
1. Overthinking

sssss. **Sex – 3**

i. **Defined:** Students say that engaging in sexual activity is a negative way to cope with stress.

ii. **Examples:**
1. Having sex

ttttt. **Other themes – 11**

i. **Defined:** Students mentioned other themes than what are previously listed is a negative way to cope with stress.

ii. Examples:
1. Crying
2. Stealing
3. Skipping school
4. Piercing themselves