
Youth Research Teams 1 and 2: Compilation and Collaborative Data Analysis of Thought Bubble Words

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This compilation is based on summary notes of the workshops/focus group discussions conducted with two youth research teams. Two of the teams consist of young people with experience accessing and using mental health services (Youth Research Teams 1 and 2). A total of seventeen youth (n=17) with lived experiences of accessing and using child and youth mental health services provided feedback. Due to Covid19 and social distancing measures, the feedback was obtained remotely using zoom

In empty “thought bubbles”, the research team members were asked to consider the following:



- Thought Bubble 1: Write down five words that describe what “mental health” for children and youth means to you from your perspectives.
- Thought Bubble 2: Write down five words that describe what “mental health issues” for children and youth means to you from your perspectives.

RESPONSES FROM YOUTH RESEARCH TEAM 1 (YRT1):

Based on summary notes:

YRT1.Mtg7_TB.Sept27.2021; YRT1.Mtg8_TB.Oct25.2021; and
YRT1.Mtg9_TB.Nov8.2021

YRT1 Thought Bubble 1: Write down five words that describe what “mental health” for children and youth means to you from your perspectives. Note: Each bullet point reflects a different youth/respondent.

- Balanced; universal; well-being in general; sleeping, eating and overall health; performative; and not well explained
- Accessible resources; crucial; impactful; meaningful; undiscussed
- Receptive or malleable: by good and bad events alike; fundamental: harder to change later on and builds up the person they'll be later; non-linear: children may react to the same situation differently / mental health varies for children; reflective: the environment and treatment they're in is something they'll reflect back onto others; maintenance/practice makes perfect: when growing and learning new concepts, change isn't instant

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- Accessible resources; relationships; identity; expressive"... and then some other ones are like, self-care; health; self-aware; friendships; education
 - Overlooked; vulnerable; nurtured; mental health of children and youth is definitely something that can be nurtured; healthy habits; open and healthy communication; important
 - Often neglected; temper tantrums; they usually have comfort items, I know I did when I was younger; unhealthy coping mechanisms - I put some of these in terms of people who do have mental illnesses, and some of these in terms of people who don't; parents and family play a really big role in a child's mental health
 - Welfare. Mental health is, in my view, the key measurement of the current welfare of a child or youth; Emotions. Mental health is centered around emotions, feelings, and how one responds to them; this is true for both youth and adults; Education. For children and youth, I immediately associated mental health with its relation to education. The relations between education systems and student mental health is undoubtedly one of the keys to determining the causes of youth struggles today; Potential. The status of your mental health at a given time can largely determine your potential and performance in that given time, which can lead to both positive and negative feedback loops. If someone is in a good mental place, they can do better in education, work and their social life, leading to an even better mental state, resulting in a loop. The same applies in reverse, where someone can be in a bad mental state and thereby reduce their ability to function and perform, leading to a worse state which loops into a downward spiral; Balance. Mental health is largely a balancing act; there is a vaguely defined "healthy" mental status, flanked on one side by mania and the other by more depressive emotions. Where the line is drawn, and to what extent the line shifts between individuals, is poorly understood

YRT1 Thought Bubble 2: Write down five words that describe what "mental health issues" for children and youth means to you from your perspectives. Note: Each bullet point reflects a different youth/respondent.

- Concerning
- Complex; overwhelming; downplayed; under-researched; hidden; important - I feel like everything is always downplayed, and seen as small problems, *Refers to discussions about "cognitive behavioural therapy" and "toxic positivity"* - And some situations that cause negative feelings are out of your control!
- Silenced; brave in terms, specifically talking about the children and youth who may have mental health issues; struggling" to describe that same aspect, because it is silenced, ignored" and overlooked
- Struggling; complex; misunderstood; underfunded - which is kind of similar to the under-researched and under-estimated; just a few more that are all kind of similar – detrimental; structural; domino-effect; rippled-slash-webbed; overarching; specifically in quotation marks "dramatic" because that's something I've heard children's mental health issues referred to as very frequently as like them, "being dramatic" or "children not having reason to complain", basically, so specifically in

quotation marks “dramatic” or like not taken seriously. I love how we all have different words for the same effect (domino, snowball and butterfly-effect)

- Dismissed; ways of acting out; worries of incompetence; dysfunction with how mental health can hinder tasks or everyday function; extremes of fight or flight or just extremes in general; feel like an outlier because, I feel like there's a difference between acknowledging a child has issues but also making them feel estranged from growth or their peers so outliers; clashing narratives with not knowing what to focus on with your mental health or what tasks, or who to talk about it with or the resources available; “butterfly effects” from a ACEs (adverse childhood experiences) that have led to issues they may have; Dismissed (acting out) - worries of incompetence and dysfunction (to behave or complete a task); Extremes (forms of self harm or lashing out); Outlier (children feeling estranged from others because of how mental health issues impact them OR how others treat them because of it); Clashing narratives (not knowing what to focus on or who to talk about it with); Butterfly Effect (from ACEs); being on a spectrum is also a really good point! Binary views have hindered accessing help a lot; Underfunded is also a really good point especially a word describing external factors; Children's distress is scarily downplayed [*Responding to peer comment about “man-up”*]: “Toxic masculinity onto both genders or that unrealistic ideal in general... good point”. [*Responding to discussion about toxic positivity*]: That's also true! also spades of “hey, people are dying you shouldn't be upset!” when most people with mental illnesses withhold accessing help because they feel they don't deserve it.” While it's a true statement for some, it doesn't provide help and it comes off as more dismissive or harmful. Toxic positivity has a major grip on the mental health system actually. I think you can give a positive platform without taking away or trying to downplay the people on that platform; [*Responding to discussion about CBT [referring to cognitive behavioural therapy]*]: CBT where they act like all your issues are perspective when there are some issues that are very real. I find it's also prominent with my friends of colour who are also in the system
- Spectrum” because there's many different levels of mental health issues for children and youth and for everyone; toxic positivity; important; misunderstood; forgotten; traumatic; lost; what other people think children and youth, especially adults is they often call children who deal with mental health issues as “sensitive” or “too sensitive”; typical. Misunderstood, toxic positivity, bullying, important, neglectful, forgotten, traumatic, abusive, “sensitive”, “attention-seeking”, “typical”, spectrum, lost; [*Responding to discussion about CBT [referring to cognitive behavioural therapy] and toxic positivity*]: In that case, people are basically trying to blame you for your own feelings
- Family; tantrums; love; safe space; in quotes, I put “man-up” because around me a lot as a child I always heard people say, and that's like all the boys in my life, “man-up”; snowball” as in like the “snowball-effect”, like “it just piles; lack of explanation – like when you have it, you don't really know how to explain it because you don't really is fully know what's happening; ignored; then in quotations again, this one's more of a statement, “I'll give you something to cry about because that's also something I heard so much”. Family, tantrums, love, 'man up', safe space, snowball, lack of explanation, 'I'll give you something to cry about'

- Isolation. Given that children and youth rarely discuss mental health amongst each other, it can feel like you're alone if you ever have issues; Stressful. In my time providing some support to people who need it, and in my own experience, I've found that individuals with mental health issues are stressed. Sometimes this is a direct result of the mental health issue (such as anxiety disorders, which I have), whereas other times it's more indirect, such as having to spend more time keeping your mental health in check, causing school work to pile up; Resolvable. In the vast majority of cases, mental health issues can be resolved - sometimes it may occur on its own, sometimes an individual is capable of doing it themselves, and sometimes it takes professional treatment. Whether or not they receive the correct treatment, receive it in a timely fashion, or receive the necessary support is another question entirely, however; Unique. Every youth who struggles with mental health has a unique set of challenges and issues that have caused it, and has a unique struggle; Misunderstood. Very few youths who have not struggled with mental health issues are capable of relating to individuals who do have such issues. Certainly some can, but it's not common

YRT1, COLLABORATIVE DATA ANALYSIS OF THOUGHT BUBBLES:

Responses to question asked by Maria to clarify what is meant by “toxic positivity”:

YRT1_Y10.GF.17: My standpoint is either kind of enabling where people say that, “oh, this kind of behavior is okay” or letting people not heal but rather let themselves go in the same destructive behavior, that's what I have for top my head.

Maria: So, if somebody is feeling sad sort of saying well it's okay for them or it's right for them to feel sad because their situations really sad - is that an example of what you mean?

YRT1_Y10.GF.17: No, it's more like, I had a friend who like how to really like a disrupted home life and she would always hit me and everyone else said it was, okay, because I was her outlet.

YRT1_Y3.F.17: From my take on it, parts of it are like the exact opposite of what you [YRT1_Y10.GF.17] just said about how like, oh, somebody is feeling or somebody's life a sad so they should feel sad. It's oh like at least it's not this bad or oh look on the bright side of things, or oh your life is going so fantastic or oh kind of just the don't feel sad like everything's okay like it's positive like you know you know just. It that's not that bad you don't need to feel that bad over that you don't need to feel upset about that. Just everything's good or just convincing people also specifically who struggle with mental illnesses, that like oh, like everything is going to be great like you're going to be fine everything's fantastic when you're kind of I guess dismissing or invalidating their actual negative experiences.

YRT1_Y8.F.17: Yeah exactly what [YRT1_Y3.F.17] said was like my understanding, in general, like invalidating someone's feelings, but through positivity like. Making it seemed like everything is fine for them and thinking like that's the way to solve their problem, is just to start thinking positively and like not even on a personal level, I think something that to add to [YRT1_Y3.F.17] is on like organizational level we're like schools, often have lots of toxic positivity where they're like promoting the wellbeing of students, but then they don't instruct their teachers to support the students or or, for example, like Peel's model that we [YRT1_Y2.F.16], [YRT1_Y6.F.16] and [YRT1_Y5.F.16] are all going through it's like clear example of them being hypocritical by not saying like we are here to listen to the kids voices, we care about your mental health and like and then say and then ignoring like how, everyone is against this model and how it's detrimental to us, so it's like kind of saying like no, this is better than what it was before, and like just promoting everything with positivity. It's like the most common thing is especially as mental health is becoming more important of a subject, everything is very much performative, it's just not like real action or real conversations it's like, oh, like let's meditate, I'll fix everything and like I do, I do like agree that meditation can be a great outlet, but it doesn't work for everyone so it's like. The words that people say to you it's just so invalidating, especially when you're a child, like, I would still consider as all youth, because most of us that are under 18 I think so yeah.

Maria: Are these research workshop things like an example of toxic positivity because I'm constantly like, 'Oh, my God, you had a super bad day that is so amazing, thank you for sharing like I'm like constantly trying to keep the energy up.

YRT1_Y9.M.17: Just to start off I don't think what like you did right there was actually toxic positivity because you were just encouraging us to be vulnerable and share like what we have. I think more toxic positivity is when you're surrounded by "yes men" or "yes people" that tell you what you want hear, and they just, like, they basically just want you to feel good just but then when you're gone each talk about your back like oh you're this, you're bad or whatever.

Maria: Okay, that's so interesting, it's like way more complicated than the way that I'm taking it up. Did everyone just read what YRT1_Y10.GF.17 put in the chat – (quoting YRT1_Y10.GF.17); 'I think you can give a positive platform, without taking away or trying to downplay the people on that platform'. (And quoting YRT1_Y8.F.17): 'No! not at all you are very honest and real even by admitting your own anxiety and stress'.

YRT1_Y3.F.17: I just wanted to kind of add on more a little bit in terms of like explanation about toxic positivity and also adding on to something that YRT1_Y10.GF.17 mentioned about kind of how it's it has a major grip on the mental health system, because I think personally, one of the biggest places, other than school that I've experienced it is actually in programs, for example, like CBT [referring to cognitive behavioural therapy] or the concepts of CBT but not being taught by actual therapists because when you're constantly told that, 'oh, you need to change your mindset' like if you have a positive mindset your situation will get better, the only reason that you're still feeling down is because you're kind of like putting it on yourself,

maintain like have a more positive mindset and you'll be okay' like it's kind of when it's put on to you like when you're in a bad situation and you're having bad emotions, when like external people are telling you that those will go away if you're able to have a positive mindset and having like a positive outlook on life and a positive mentality about certain things how that's going to solve all your problems and to a certain extent it works, because the mind is really powerful and there's a lot that like you know, there are reasons that certain aspects of CBT are the way that they are because we do have a lot of control over our situations and stuff, but it's I think people who aren't trained constantly trying to enforce this idea of if you think positively, everything will be okay like you just, you need to be positive about this and that's going to solve all of your mental health issues, like all of your mental illnesses can be solved by thinking, thinking brightly and it's also like I think a really big issue when it comes to like hospitals and doctors and even that because it's a really common theme to just be told that you need to reframe your thoughts and when you actually have like a mental illness, I know a lot of people struggle when they're being told, like reframe your thoughts essentially.

Collaborative Analysis: Identifying similarities and differences across the responses to the prompt “words for describing mental health/issues”

YRT1_Y6.F.16 “one of the patterns was a lack of discussion, recognition, and helpful resources. I put helpful resources specifically because someone did mention that there are resources, but the resources aren't really good for much. I also put that everyone, most people, sorry, recognized that it comes from your environment. And someone mentioned that environment can also include family and friendships, which was also a common theme for everyone as well. And the last thing I put down for similarity was that we all kind of agreed that it was just kind of neglected or missed whenever a child decided to seek out about like how to heal or something like that”

YRT1_Y10.GF.17 “I noticed that some people mentioned education, which makes sense. That's a time where kids are in and out of for a lot of their developmental years. Accessibility, along with accessibility the genuinely helpful resources kind of like YRT1_Y6.F.16 said. Sometimes kids just don't know where to start or people facilitating or other parents. Impact, or like impact on their development and generally how important it is that it's discussed, which it's not. I think that's my fourth one, it's often undiscussed, unresearched, neglected, and this one is kind of a broad statement—which is semi-intentional—but I used the word “sensitivity” for my fifth word. Both positively and negatively, because I saw someone mention like sometimes people think kids just throw tantrums or like unhealthy coping mechanisms, but sometimes they have good resources like comfort items. They're very like... there's just a whole lot of emotions that are playing a part there and it's often such a crucial part of mental health. So either emotions or sensitivity is what I said for my fifth one”. “As a whole, the concept of children's mental health is just not looked upon very much. Sometimes people think that the only thing they need to do is like food, clothes on their backs, and then they're set.” “I think by impact in general I meant like the necessity of maintaining better mental health, rather than thinking like, they're intertwined but I was focusing on a different meanings.”

YRT1_Y3.F.17 “I guess I’ll kind of just give you the five words that I came up with in terms of similarities. So the first one was fundamental, and I guess I kind of used that to cover like everyone saying like it’s integral, fundamental, basically saying that it was essential because I did notice that that was something that came up in a lot of the responses. Next, was, this has already been discussed to some extent, not exactly in the same words: family and relationships. So basically, the environmental impact. Different people mentioned how environments can change basically just mental health in general. The third one is just welfare and general health. That was also brought up a couple of times when we were discussing mental health, just kind of general, overall wellbeing and the state of health, not necessarily the lack of illness, but the state of health. The fourth one was—this has also been brought up in slightly different terms—but the overlooked, the overlooked which also covers like dismissed and just kind of what they already mentioned. And the last one, which I know just came up a couple times was just balance. Again, I know this was just us speaking about the balance that is required to have I guess strong mental health. Balance in terms of like everything I guess. So yeah, those are the five things I noticed to be similar. I found that a lot of our answers seemed to be similar overall. Like we all had different words for things, but I feel like we were all making the exact same main points essentially. Like I feel like we were all pretty much on the same page in terms of like what mental health was to us. I think different people took a couple different approaches to it. Like some people I think were focused um more so on mental health in relation to mental illness versus just kind of general mental health, or just the development of mental health overall, um but I think, at the end of the day, we all kind of came up with pretty similar things.” “overlooked I think was just my general term to describe all of that [accessibility, etc.]”

YRT1_Y10.GF.17 “I think I’m going to amend mine [my answer]. I have like sensitivity worded as like an umbrella word and I’m going to do the same for undiscussed and neglected. Each represent a spectrum in a way”

YRT1_Y6.F.16 “the whole overlooked thing is a good umbrella term that can summarize parts of it”

YRT1_Y8.F.17 “The five words I wrote down to describe mental health for children and youth were first, undiscussed, so same as overlooked, but I would say it’s a little bit different because it’s just not talked about. Obviously it’s acknowledged that every person has mental health, just as they have physical health, but it’s just not talked about because people think children often have no problem in their lives, therefore they don’t have reason to worry about their mental health. My second word was non-linear. That kind of focuses on how children go through and face intense amounts of emotion. Like, for example, their “temper tantrums,” just they feel very intensely about any sort of thing that happens in their life, like whether they like knock over a glass of water or their parents want them to go to sleep. Like small things like that can really trigger a child. And I don’t think that’s an unhealthy response in any way, at least I’m not professional so I wouldn’t know, I just feel like people don’t, people look at it as though it were a

linear chart, like oh once your kid starts acting up like that's it, that's their downfall, they're gonna keep having that continued behaviour, whereas it's really non-linear and I say that because of the malleability, which is my next word, for the mental health of children and youth. Um at that point in time, they're very malleable, and susceptible to everything around them, including their relationships, which is another word I have. Um, and at the end of it, my last word was toxic positivity because I think that um was definitely a good point just around mental health for children and youth because I feel like once again, going back to my first point, people just think youth and children don't have problems. So if they're upset about something adults just say, "just be happy." Like you're young, there's nothing to be worried about, and that ties back to toxic positivity."

[Maria asks: where did you see the words susceptible and malleable in people's responses?] "I think a lot of people mentioned the words vulnerable, I noticed that like four times, or three times throughout our responses. And also some people said receptive or malleable, so I felt like that repetition made me think that when kids are young or even at our age, your brain scientifically, your brain is malleable because I think your pre-frontal cortex is still growing and so because of that we're all very susceptible to the environmental situations we go through. So whether you face something at school or in your house, those experiences make you who you are and it definitely has an impact on your mental health, maybe for the good and maybe for the bad."

YRT1_Y7.M.17 "for mine, which is the last one on this list for what mental health is, I took a very sort of literal approach to the question and I was more so trying to think of words that can be used to sort of describe what mental health is from a literal perspective, so for example, my first word was welfare because mental health is a key way to measure how well a child or youth is doing, of course if they're very depressed or they're suicidal or they're manic, then the child is, you wouldn't necessarily say, doing too well. Whereas, if they're having a very decent, understandable, and normal emotional status even though, even though normal is very vague obviously and very subjective, you would say they're probably doing bad. I also mentioned my second word, which is emotions, which is, that's what of the key factors of mental health. How an individual copes with their emotions, how they regulate their emotions and how they respond to it. I go on later and get into the area of education, which is more about defining mental health and looking into things that affect it and mental health both effects your education and education can affect your mental health as well. If you're not doing well mentally, then you probably wouldn't succeed as much as if you were doing better. And additionally, that lack of success can make mental health worse and that can lead to an unfortunate cycle. I also say potential because someone who obviously isn't, is in a depressive episode or in a manic episode or something like that is not going to do as well. And depressive and manic episodes are certainly not the only thing in mental health, but those are just two examples. If you're very depressed, you might have less energy, you might not perform as well in work or in education, and you might not get the stuff done that you want, for example. And then finding balance, one of the more literal aspects as well. And I specifically give the example that, on one hand, you

can be very depressive, on one hand you can be manic, and you kind of want to be in the middle. And there's other aspects to it as well, you can have too much anxiety you can have too little anxiety and mental health is just a balancing act of trying to find a middle ground between all these emotions and all these ideas that individuals experience." "for what I saw between others, well there's a lot of, there's obviously a lot of, I mostly agree with what everyone else said. There's a lot of talk about accessible resources, and how mental health was treated. I was just sort of trying to point out that mine was a little bit different in that I took it more like a literal question and less associated it with what mental issues is, I just took mental health alone and focused on that. But others often focused on self-awareness, on friendship, on comfortable environments and more subjective and less literal and more subjective interpretations of the question of what is mental health." "how certain situations can be uncomfortable, one person mentioned how it's harder to change a child's behaviour later. All of these ideas I think sort of clump into the same general idea of associating mental health with mental health issues"

YRT1_Y2.F.16 "the first [similarity] I wrote was about the topic of emotion, as YRT1_Y7.M.17 also mentioned, and how when people described their perspectives on it, they used words like temper tantrum and like how they're being dramatic and it just shows how people, specifically adults, can view children's mental health as more of an emotional problem rather than a wellbeing of how people are allowed, no matter what their age is, they're allowed to go through problems, they're allowed to struggle and it's how they recover, how they help themselves, and how they cope in general. So emotions and how people react are definitely a big topic. The second one I wrote was how it was downplayed, so once again tying in the topic of overlooking, and when it's downplayed, that's how it leads to my third word, which is often neglected and how children specifically can feel as though their emotions are unimportant and they feel very invalidated because no one is giving them the proper attention that they need and it makes them feel as though they're being too dramatic and that they shouldn't be taken seriously. Because as YRT1_Y8.F.17 mentioned, they're young, everything should be ok, and they shouldn't have any problems. My fourth word is ignored and ignored is because many people mentioned how this seems to be just a phase that they're going through at this age and this can lead to more problems almost like the idea of the snowball effect of how when your mental health is ignored and then it tends to get worse and then it keeps on repeating so you try to get help and then it gets ignored, and so it just deteriorates over time. And that leads into my fifth word which is your wellbeing. So overall, when you're feeling whatever you're feeling and it depends on how other people respond to when you ask for help, you're wellbeing can definitely take a toll and it can affect other aspects of your life, as other people have mentioned, whether that be education, your relationships with others, and so on and so forth"

Maria: "when I look at the list it seems to me that you're describing these concepts or ideas as being interconnected or related". "very, very quickly without going back to the data. These are some of what I've identified very quickly based on what you've shared in terms across the responses, in terms of the five main concepts." [accessibility and resources (youth, parents, children); welfare, wellbeing, balance, and emotions;

nonlinear, snowball effect, development, growth; neglected, dismissed, invalidated; relationships and environment]

Responding to Maria's point that the five recurring themes identified are very similar to those raised by YRT2

YRT1_Y8.F.17: "I just think that that last one, self-contentment, I'm not sure how we all missed that I just that's a really like humongous part of mental health issues, the second category I would say or even the first because I think that that connects to every single issue that youth or children face. Like it ends up reflecting on one's self-esteem and the way they see themselves and the way they see other things"

Maria: "they called it self-contentment, but you also talked about a similar concept, your team has talked about a similar concept, and the concept that you've talked about is invalidation"

YRT1_Y3.F.17: "I was also really surprised when I saw the self-contentment kind of thing because I do think, even though we discussed about invalidation, I think there's a whole other aspect to it, that doesn't necessarily have to do with stuff in our external validation from our environment that makes us feel bad, but just internally how we see ourselves and how we kind of feel about ourselves, or necessarily in relation to being invalidated directly from our environment but I think the fact that we never brought up like self-esteem specifically or just kind of like self-perception overall and even the kind of general lifestyle of just self-awareness and that whole aspect, we didn't really discuss that and I was very surprised to see that because I was very surprised that we missed that part"

Maria: "their definition of self-contentment is connected to the way that they're seen, how they feel that they're being seen by others. So the idea of your self-esteem being kind of related to the messages that you get from your environment"

YRT1_Y7.M.17: " I think we both shared a lot with regards to it being misunderstood so, for example, for our section on what mental health is you have words like "unexplained," "not well discussed," "crucial," "hard to understand," yeah there's a lot of stuff that we had about not understanding what mental health is, misunderstanding it even and they also had that as well"

Maria: "you describe wellbeing as inclusive of physical health, not just mental. Much broader, kind of bigger understanding of mental health and wellbeing, and much more inclusive in terms of like, the role of community, the role of relationships, the role of family."

YRT1_Y10.GF.17: "I noticed, this is more conceptual, but I noticed that a lot of things listed in the other group's notes were resources or support systems for people outside of your environment, or maybe part of your environment but just people outside of the

youths themselves and I think that's really important because there's only such much work someone can do by themselves, especially at a developing age. But I also think that there should still be some duality, freedom to choose based on what part of your life you're at. For example, maybe someone suffering grief needs to be left alone but with other aspects or issues they really need a support system. I really think there should be a variety, or like some people said it's not linear."

Responses to if we are understanding wellbeing as inclusive of physical and mental health and other extraneous factors, what interventions would you recommend?

YRT1_Y7.M.17: "on the topic of community, there's a lot of discussion in city planning right now on how actual city planning destroys communities and makes it hard to make relationships because back before urban sprawl and before cars were popular you'd have a lot of smaller houses that were close to each other, you could go just walk next door to your friend and stuff. Today in the suburbs, they're so urban sprawl, they're so spread apart, schools are much smaller and fewer between, that everyone's just so much further away that there's now a lot of study and science looking into the fact that it seems like people in suburbs and people in cities which have more urban sprawl, are much more depressed at higher rates, have much more rates of anxiety, have much higher rates of these factors, whereas in Europe, where a lot of cities have now abandoned this style of city planning, the rates of depression have plummeted, the rates of OCD and anxiety, all these rates of mental illness have plummeted and it's largely being attributed to how modern city planning is not framed around building community, it's framed around transit"

YRT1_Y8.F.17: "yeah, so in response to your question about intervention, I would say at least in my opinion, a big part of it is education. I remember mentioning this way back. I think that if students were, especially kids, when you're younger, if you were educated on how to cope with emotions, what are emotions, how to cope with certain family situations, friend situations, just very common things that almost, obviously not every, but almost every child goes through. Like everyone has a mishap with friends, or faces academic struggles, at least once in your youth so I think having workshops or some sort of education about coping strategies or relationship building similar to what you were mentioning in the co-op. I think learning those strategies when you're younger will really help because when you grow up and you face these challenges and you cope in unhealthy ways, it's really hard to choose healthy ways of coping versus unhealthy because being unhealthy is obviously a lot easier"

YRT1_Y2.F.16: "I would say create more solutions for people who want to report bullying, because I feel that a reason why so much bullying occurs and there aren't as many reports on it is because people feel, they don't feel comfortable talking to an adult or their friends or whoever, specifically for adults because I feel like anonymity is a problem with adults because this is a little bit of a tricky situation because if you have a bully and a victim, you want some sort of justice for the victim means that the bully will have to be involved, but that could also lead to the victim feeling even more of a target

than usual. So there has to be some kind of solution. So maybe instead, this is just off the top of my head, but instead of targeting just the bully and saying you can't do this, whatever, whatever, maybe talk about, for example, if it's in a classroom, talk with the entire class about the effects of whatever type of bullying it was just so the victim doesn't feel like they're going to be even more a target than usual and can remain anonymous but the topic is still brought up in hopes that it will ease their situation"

Maria: "are parents in the mental health issue? Or are they bystanders to the mental health issue and are they being supported enough? Like do they get the support that they need?" "I wonder is neglected, dismissed, invalidated, a type of bullying that's unique to children and youth that experience mental health issues?"

YRT1_Y3.F.17: "It's really, really interesting to see how our own personal experiences have sort of influenced or have impact on this, like the subtopic of bullying and I think it comes a lot into also how we view blame and bringing this back to what Maria was saying about parents and parent situations and how much fault they have and whether or not parents are bystanders, I think it's very interesting how we can all see this differently based on these kinds of things. Because, for example, as somebody whose parents were kind of just at fault for a lot of things that went wrong with me, it was really difficult to see that they too were people that kind of needed help as well and then when you're a victim in a situation, everyone else tends to be... for me personally at least, I never wanted to like, give my parents the excuse of like this happened to you so it's ok that you did this to me kind of thing, but I think it's really, really interesting that when it comes to bullying our own stances in these situations impacts what it means to be a bystander and the responsibility of bystanders versus victims versus bullies"

RESPONSES FROM YOUTH RESEARCH TEAM 2 (YRT2):

Based on summary notes:

YRT2.Mtg6_TB.Sept29.2021 and YRT2.Mtg7_TB.Oct28.2021

YRT2 Thought Bubble 1: Write down five words that describe what "mental health" for children and youth means to you from your perspectives. Note: Each bullet point reflects a different youth/respondent.

- Coping; emotional regulation; parental resources; supportive community; parenting style;
- Resilience; community; advocacy; support; health
- Kind; understanding; accessible; diverse; thoughtful
- Balance/management; healthy outlets for positive and negative feelings/emotions; being able to deal with setbacks/obstacles; healthy relationships; being/feeling content with yourself; support (social/parental); parenting style
- Secure primary base; social support system; emotional regulation/self-regulations; resilience; self-contentment

- Important; needs representation; on the decline – defined as getting worse and children and youth are struggling more; accessibility problem; misunderstood; research required; community support

YRT2 Thought Bubble 2: Write down five words that describe what “mental health issues” for children and youth means to you from your perspectives.
Note: Each bullet point reflects a different youth/respondent.

- Accessibility; early intervention knowing/identifying when child going through something; school community resources; parenting; proper treatment plans
- Absence of primary secure base; social withdrawal; loss of interest in hobbies; mood instability; self-esteem issues
- Different; difficult; not understood; not always accessible; diverse
- Accessibility; misdiagnosed; side-lined; lonely for children and youth, angry
- Lack of balance; unhealthy/destructive habits; mental/mental unclarity; suicidal thoughts; prolonged sadness/depression; uninterested in life; hard time functioning
- Barriers – long wait-times; privilege - if caught in early, then could put plan in place for succeed; not noticed in everyone; challenging for the child and youth; labels

YRT2, COLLABORATIVE DATA ANALYSIS OF THOUGHT BUBBLES:

What stands out for you? What do you notice? General impressions? What patterns do you notice? What similarities? What differences? How often/much or how less is something occurring? What do you think it means? How do the results answer the research question? Moving forward, what should we do with these outcomes? What does it mean for the team’s work?

Summary of list of similarities, pattern, most occurring words or concepts:

- **Accessibility:** not always accessible, barriers, wait-times
- **Early intervention:** privilege (if caught in early, then could put plan in place for succeed, not noticed in everyone); early intervention knowing/identifying when child going through something; side-lined
- **Parenting:** absence of primary secure base
- **Social withdrawal:** loss of interest in hobbies; uninterested in life; hard time functioning
- **Mood instability:** angry; unhealthy/destructive habits; mental/mental unclarity; suicidal thoughts; prolonged sadness/depression
- **Lonely:** lonely for children and youth; challenging for children and youth
- **Different:** self-esteem issues
- **Misdiagnosed:** not understood

Other, one-time words or concepts: labels, difficult, lack of balance, school community resources, proper treatment plans, diverse

END OF COMPILATION AND COLLABORATIVE DATA ANALYSIS NOTES