

A Blueprint Toward Youth Mental Wellness

Today, countries around the world are faced with a youth mental health crisis

1 in 7 youth experience mental health conditions—most untreated. Half of all cases begin by age 14, and many face daily distress even without a diagnosis.



Schools are found in every community. They serve as **community hubs**—spaces to connect, support, and build our collective future. These elements are fundamental to well-being. What if we approach who is responsible for youth well-being differently?

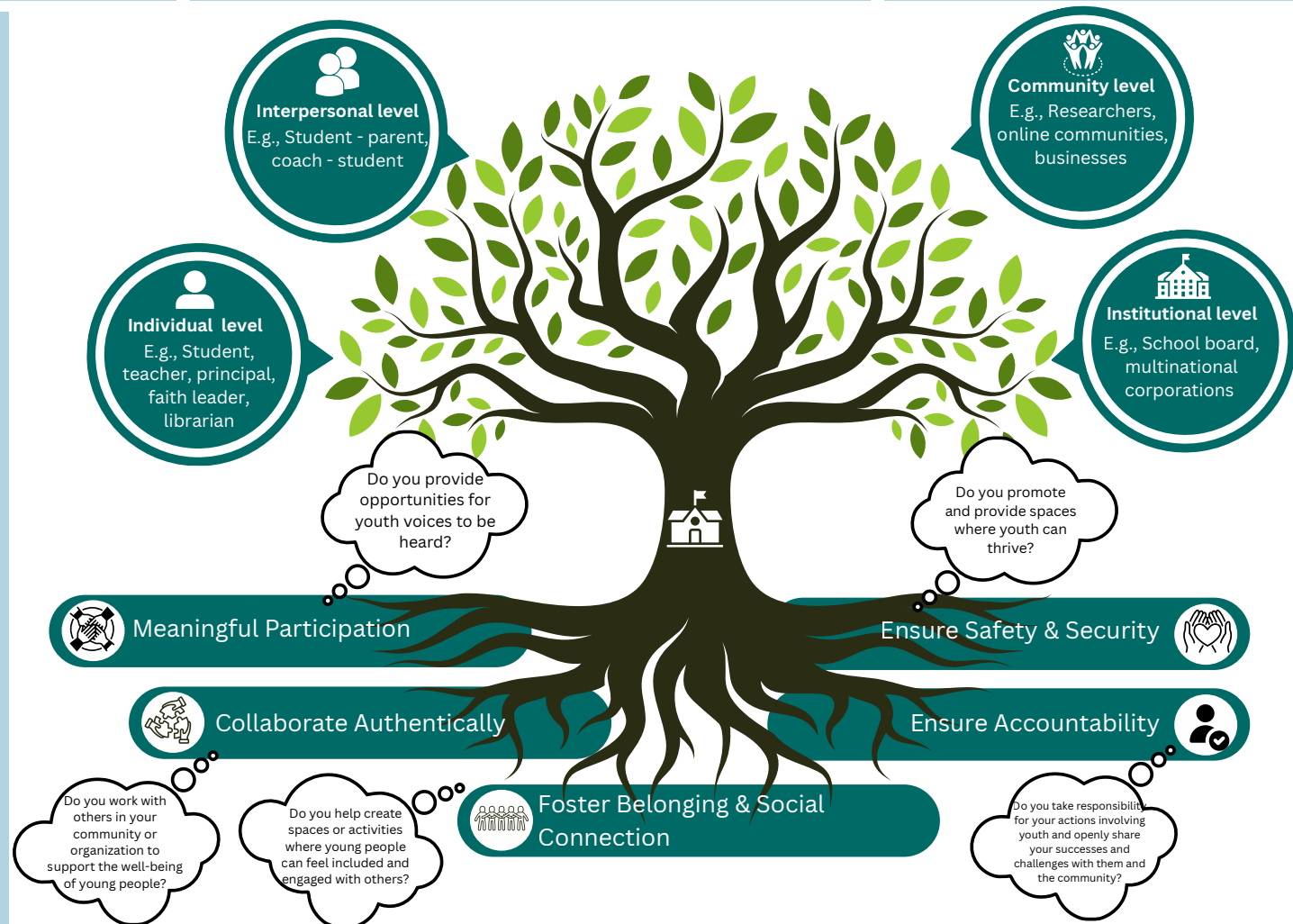


- How can the experiences of youth today be improved?
- What can be done to prevent further crises in the future?
- What can you do?

Everyone has a role in promoting youth well-being. Every action—at home, work, or in the community—can make a difference. Imagine the impact if all of your friends, family, neighbors, colleagues, and policymakers took action. When **communities collaborate** and create opportunities for youth participation, **young people and entire neighborhoods thrive.**

The Safe and Humane School Task Force of the Global Alliance for Behavioral Health and Social Justice developed a science-based **blueprint** to help everyone—not just professionals—understand how they can **promote youth well-being.**

Using a **tree** to depict the blueprint, it shows **strong roots as core principles**, the **trunk as schools**, and the **foliage as all members of a community**. Four levels of influence—individual, interpersonal, community, and institutional—are represented by the branches. People and organizations often **influence multiple levels**. The challenge is for each of us to reflect on these roles and take action. **Together, we can support schools as community hubs for youth wellness.**



Read the full blueprint [here](https://doi.org/10.1037/ort000804): Jaffe, G., Balasa, J., Siegal, R., & Tan, S. X. L. (2025). A blueprint toward youth mental wellness: A whole-community approach to supporting our schools. *American Journal of Orthopsychiatry*, 95(5), 497–511. <https://doi.org/10.1037/ort000804>

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