RAISING AWARENESS: THE TEDDY KIDS' WAY

MI VEDETE?

Do You See Me?

A Value-Based, Participatory Approach to Adolescent Mental Health in Italian Schools

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Child and adolescent psychiatry and mental health research "MI VEDETE?" project: a value-based and participatory approach to adolescent mental health in Italian schools

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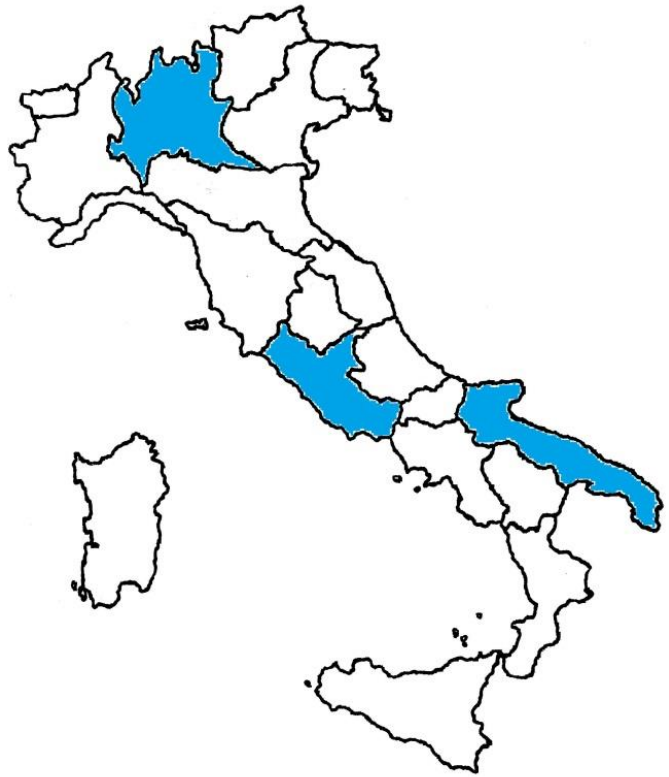
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The “**MI VEDETE?**” (“**Do You See Me?**”) project explores adolescent mental health, identifying **emotional distress** and preventing **mental health disorders** through co-designing the solutions with upper secondary school students, families, and educators within the school environment. The survey assesses multiple domains of adolescent mental distress across emotional, cognitive, behavioural, physical, sleep-related, and risk-related dimensions.



The project was conducted between 2024 and 2025 in three Italian regions (Lombardy, Lazio, and Puglia). A mixed-methods approach was adopted, including a large-scale survey that collected **2,139 responses** across different three groups:

- **students**
- **parents**
- **teachers**

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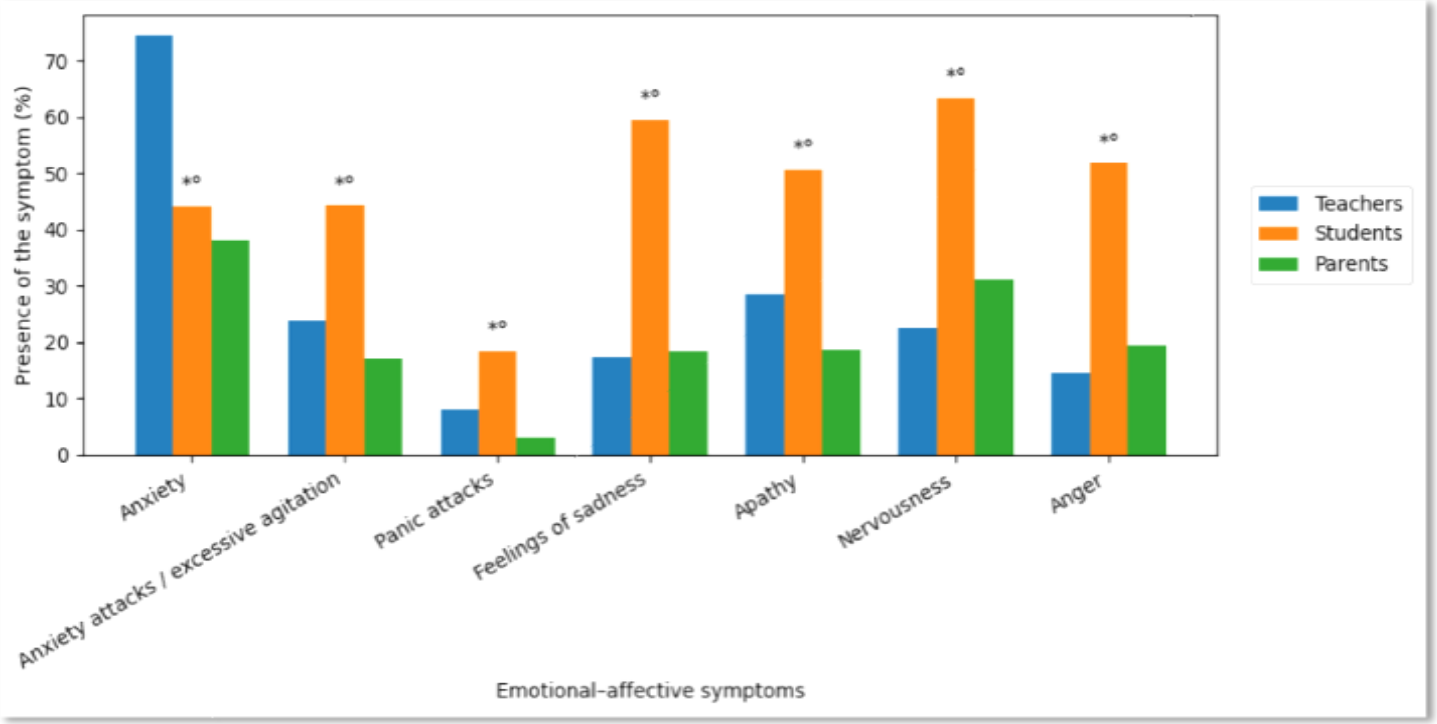
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A total of **2,139 responses** were collected through the survey administered in three upper secondary schools, 879 from students, 1,055 from parents, and 205 from teachers.
All students and all teachers involved in the project completed the questionnaire, while the parental response rate was 60.1%.

Variables	Dimensions	n	%
Sex	Student Girls		65%
	Student Boys		33%
	Student Not declared		2%
Age	Student Years old		
	13-15 yeas old		34%
	16-19		66%
Provenance	Site 1 North (student, parents, teacher)	105-286-62	
	Site 2 Centre (student, parents, teacher)	68-293-31	
	Site 3 South student, parents, teacher)	706-476-112	

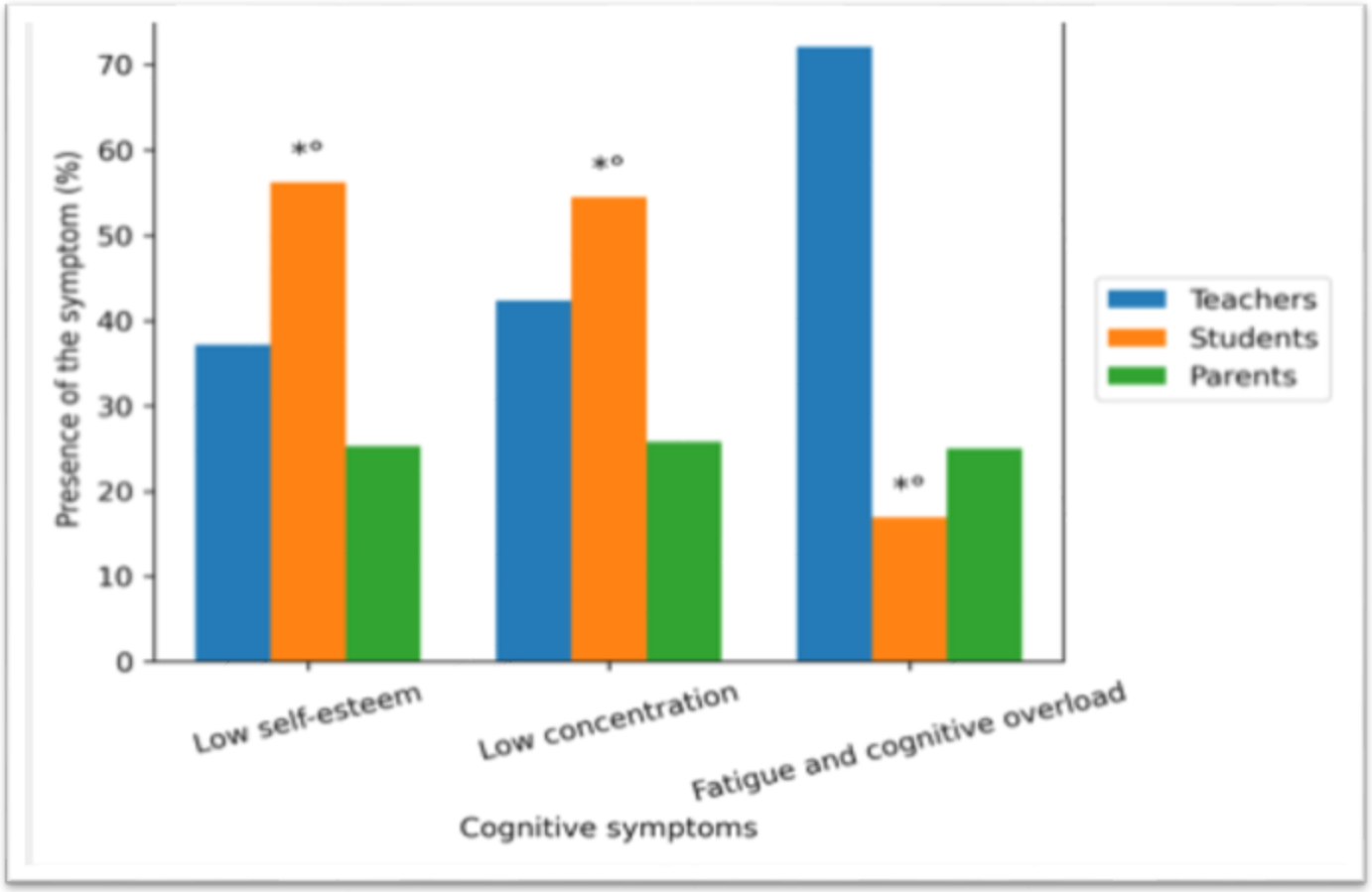
Distribution of perceived **emotional-affective symptoms** across stakeholder groups



The results of the project show a **clear divergence** between what adolescents think about their own mental distress and what adult stakeholders, parents and teachers, perceive about adolescents' mental distress.

The results highlight substantial differences between adolescents' **self reported emotional–affective distress** and the prevalence perceived by adult stakeholders, particularly parents.

Distribution of perceived **cognitive symptoms** across stakeholder groups



Cognitive difficulties were analysed in terms of self-reported impairments in self-esteem, concentration, and cognitive fatigue among students and their perceived prevalence among parents and teachers. More than half of adolescents reported low self-esteem and low concentration. In both cases, **students' self-reports were significantly higher than those perceived by their teachers and by their parents**.

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Conclusions

The findings highlight **marked differences** between adolescents' self-reported emotional distress and adults' perceptions of adolescent mental health.

The results underscore the need for educational initiatives specifically designed to improve parents' and teachers' ability to recognise **early signs of psychological distress** in young people.

Enhancing adults' capacity to observe and understand adolescents' emotional needs should enable timely intervention, activating targeted support pathways and **preventing mental health deterioration**.

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Thank you

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