


## RESEARCH ARTICLE

# “What Are Some of the Things You Are Worried About?”: An Analysis of Youth’s Open-Ended Responses of Current Worries

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## ABSTRACT

**Introduction:** There is widespread concern that contemporary global issues (e.g., climate change, technology use) are exacerbating a “youth wellbeing crisis.” However, we have heard little about this issue from youth themselves. To ascertain whether youth themselves are worried about global issues, their mental health, or other aspects of their life, we asked youth an open-ended question about their current worries. Further, we assessed whether mental health was related to self-generated worries.

**Methods:** Participants, 516 youth 13–19 years old ( $M_{\text{age}} = 15.60$ ,  $SD = 1.65$ , 48.2% female) from Canada, responded to the question: “What are some of the things you are worried about?” Youth also self-reported on demographics, social anxiety, depressive symptoms, and general worry.

**Results:** Youth generated a range of worries, with the most common worries being school and their future. Few adolescents directly mentioned the state of the world, covid, or their own mental health. Worries were differentially associated with mental health problems and youth who reported worrying about “everything” or reported many worries had worse mental health compared to peers.

**Conclusions:** Contemporary issues, that often are cited as a concern, were not a focal point of youth’s responses. Asking open-ended questions to youth about their worries may be a way to identify which youth may be experiencing poor mental health.

## 1 | Introduction

In recent years, there has been a growing concern expressed from researchers, media, practitioners, and parents that contemporary global issues (e.g., COVID-19 pandemic, climate change, war, technology use) have influenced or exacerbated a “youth mental health crisis” (Aftab and Druss 2023; American Academy of Pediatrics 2021; Duffy, Twenge, and Joiner 2019; Madigan et al. 2023; Panchal et al. 2023; Racine et al. 2021; Shoshani and Kor 2022). For example, media headlines such as: “Kids mental health is in crisis. Here’s what psychologists are

doing to help”—American Psychological Association (Abrams 2023); “Youth mental health crisis is ‘the next wave of the pandemic.’” “The pandemic has magnified how fragile mental health is for many children and adolescents”—Indie week (Blythe 2022); “‘Climate Anxiety’ becoming the next mental health crisis in youth”—NBC (NBC 2022); “A youth mental health crisis was already brewing. The pandemic made it worse, surgeon general says”—The Washington Post (Paúl 2021); “Generation Anxiety: smartphones have created a gen Z mental health crisis – but there are ways to fix it”—The Guardian (Haidt 2024), highlight the tremendous concern for the wellbeing of youth today.

Adolescence often is considered a sensitive period of developmental when the risk for vulnerabilities related to mental health problems are high (Kessler and Wang 2008; McGrath et al. 2023). Theories of adolescent brain development, such as the Imbalance Model, propose that this vulnerability is related to the reorganization of neural circuitry associated with affective processing and cognitive control that takes place during this period (Casey, Galván, and Somerville 2016; Somerville and Casey 2010). Specifically, circuitry within the limbic-striatal system (associated with affective processing) is thought to mature early in adolescence, likely due to puberty, while the prefrontal executive system (associated with cognitive control) undergoes protracted development. This asynchrony in maturity is thought to lead to heightened activation in limbic-striatal regions, and thus heightened reactivity to emotionally salient or stressful contexts, during a time when neural interconnections to the prefrontal executive system that might dampen this activity are not fully mature. As a result, adolescents in general may be particularly attuned to stressful or emotionally salient events, which might contribute to deficits in mental health.

Notably, there has been some evidence that adolescents today self-report greater difficulties with mental health than previous generations (Collishaw et al. 2010; Gage and Patalay 2021). Borg, Heffer, and Willoughby (2024) assessed mental health problems (social anxiety and depressive symptoms) over time between two generations of adolescents from the same high school, 20 years apart. They found that while most adolescents, on average, reported consistently low mental health problems, today's generation of adolescents had a higher proportion of youth who were consistently at risk across the high school years compared to the previous generation. While there has been speculation as to what factors may contribute to elevated mental health problems in today's generation, research is needed to specifically assess what types of concerns and worries youth today have and whether these issues relate to their mental health.

According to the Transactional Theory (Lazarus and Folkman 1987), both minor daily hassles and severe life stressors can impact mental health, and whether or not a problem is considered distressing depends on one's perception of the stressor and ability to manage different internal and external demands (Low et al. 2012; Seiffge-Krenke 2000). If these concerns accumulate or become excessive, they may heighten mental health problems, particularly during adolescence (Newman et al. 2013; Núñez-Regueiro and Núñez-Regueiro 2021). Researchers examining the relation between worry and mental health among adolescents predominately use general measures to assess youth's worry or concerns (e.g.,

"I know I should not worry about things but I just cannot help it" (Barendse et al. 2023; Lessard and Puhl 2021; Sciberras and Fernando 2022), which do not capture specifically *what* adolescents are worried about or *how many* distinct types of worries they have. Studies that do assess the types of worries that youth have typically use a pre-determined list of worries, selected by the researchers (Huan et al. 2008; Hunter et al. 2022; Núñez-Regueiro and Núñez-Regueiro 2021), which limits adolescents' ability to self-generate and describe their lived experiences. Asking youth

to self-generate what they are worried about may be an important way to identify which youth may be most at risk of suffering from a wellbeing crisis. Thus, research is needed that directly asks today's youth about their current worries and mental health problems.

In the late 1990s/early 2000s several qualitative studies were published that asked youth about their worries (Silverman, Greca, and Wasserstein 1995; e.g., Weems, Silverman, and La Greca 2000) using a semi-structured interview methodology. Silverman, Greca and Wasserstein (1995) found that youth aged 7 to 12 most commonly reported worrying about school (e.g., test performance), health (e.g., getting AIDS), and personal harm (e.g., getting robbed). Notably, the questioning procedure for these semi-structured interviews began with specific prompts (e.g., "Do you worry about *school*?") for 14 categories generated by the authors (e.g., personal harm, disasters, appearance). While this technique covers a comprehensive list of worries (Núñez-Regueiro et al. 2022; Núñez-Regueiro and Núñez-Regueiro 2021), it likely overestimates the worries youth report due to priming effects and does not provide an understanding of youth's self-generated worries. Further, an extension of this research is necessary to understand youth's worries in a contemporary context (e.g., is technology use a worry for today's youth?).

Recently, Bartholomew et al. (2024) used a thematic analysis to assess adolescents' current self-generated worries. They used an open-ended question with the prompt "*What issues are concerning you at the moment? These could relate to you, your community, or the world. You can list up to three.*" The most commonly reported issues were school and academics, COVID-19, relationships, and mental health and wellbeing. They also assessed whether the most frequently reported concern (school and academics) was related to mental health problems. Surprisingly, reporting school and academic concerns (compared to all other themes combined) was related to *lower* mental health problems. The authors suggest that this finding is likely tapping into the "normative" experience of school worry. While this study marks an important step in understanding self-generated worries among today's adolescents, there are several key limitations. First, they only allowed youth to generate their top three worries, which limits the ability to assess the *number* of worries that youth generate. Second, this study only assessed whether the top reported worry (school and academics) was related to mental health problems compared to all other worries. Thus, the study does not address whether certain *types* of worries among youth are more strongly related to mental health problems than other types of worries. The current study addresses these limitations.

The purpose of the current study was to examine the worries that youth *themselves* believe they are facing today and whether these self-generated issues relate to their mental health. We used a qualitative approach to investigate the different types of worries that youth self-generate and to identify whether different types of worries, as well as the number of worries youth report, are related to mental health problems (e.g., depressive symptoms, social anxiety, general worry).

## 2 | Method

### 2.1 | Sample

Participants were 516 adolescents from Ontario, Canada who were part of a larger longitudinal study on youth health-risk behaviors ( $M_{\text{age}} = 15.57$ ,  $SD = 1.64$ , age range = 13–19 years, 48.2% female, 7% nonbinary/other). The open-ended question regarding current worries was not included in the study until wave 6 of the study; thus, only data from that wave are presented in the current study. Students completed the survey online through Qualtrics outside of school due to restrictions given the COVID-19 pandemic. Parent/caregiver reports indicated that 82.55% of adolescents were White, 2.08% were Black, 2.34% were Asian, 3.65% were Hispanic, 1.30% were Indigenous, and 7.55% were Mixed (0.52% preferred not to answer). Mean levels of parental education (used as a proxy for socioeconomic status) fell between “completed an associate degree/diploma” and an “undergraduate degree,” suggesting that the sample represents a middle-class population (Census in Brief: Does education pay? A comparison of earnings by level of education in Canada and its provinces and territories 2017). Students received \$30 as compensation for participation. The study was approved by the University Ethics Board. Participants provided written informed assent and parents/guardians provided written informed consent.

### 2.2 | Missing Data

Missing data occurred because some participants did not complete all survey questions (3%). Missing data on the continuous scales were estimated using multiple imputation with the R package “mice” (van Buuren and Groothuis-Oudshoorn 2011). Multiple imputation retains cases that are missing data thus avoiding the biased parameter estimates that can occur with pairwise or listwise deletion (Schafer and Graham 2002). Missingness on the open-ended question was not imputed.

### 2.3 | Measures

#### 2.3.1 | Demographics

Age, gender (male, female, nonbinary/other) and parental education (one item per parent, averaged together, using a scale of 1 = *did not finish high school* to 6 = *professional degree*) were included as covariates in all analyses.

#### 2.3.2 | Open-Ended Responses of Current Worries

Participants were given the following prompt and asked to provide an open-ended response: “*What are some of the things you are worried about? Please give as much detail as you can.*” Responses were coded using applied thematic analysis, which allows for detection of patterned responses of meaning that emerge directly from the data (Braun and Clarke 2006; Guest, MacQueen, and Namey 2012). The thematic analysis was grounded in a postpositivistic approach, acknowledging that

while objectivity is sought through systematic coding processes, the influence of the researchers may inevitably impact the interpretation of responses (Braun and Clarke 2021). An exploratory, inductive approach was used to develop the coding framework, such that participant responses were iteratively read and coded to identify themes that accurately represent the data. Authors worked together to develop, refine, and synthesize the themes until each theme was clearly delineated, sufficiently supported by the data, and agreed upon by all authors. Once the coding structure was established, the first author coded all responses (0 = *category not referenced*, 1 = *category referenced*). Inter-rater reliability was completed for 20% of the data by the first two authors and prevalence-adjusted kappa (PABAK) was calculated; the average PABAK was 0.98, indicating excellent agreement between coders. Ambiguous responses (e.g., “ik”;  $n = 8$ ) and responses indicating that the participant “preferred not to say” ( $n = 3$ ) were excluded from the analysis.

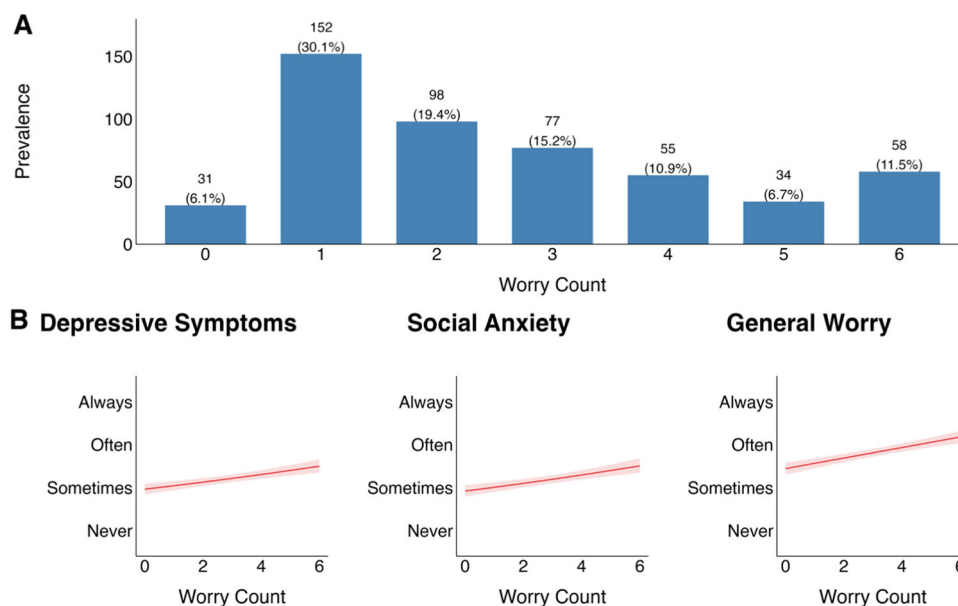
#### 2.3.3 | Mental Health Indicators

*Depressive symptoms* were assessed using seven items from the Center for Epidemiologic Studies Depression Scale for Children (e.g., “I felt sad,” “I was bothered by things that usually don’t bother me”) (Weissman, Orvaschel, and Padian 1980). *Social anxiety* was assessed using four items from the Social Anxiety Scale for Children—Revised (e.g., “I am afraid other students my age will not like me,” “I am quiet when I am with a group of other students my age”) (La Greca and Stone 1993). *General worry* was assessed with five items (e.g., “I know I should not worry about things, but I just cannot help it,” “I worry about making mistakes” (Carver and White 1994; Ellis and Rothbart 2001; Meyer et al. 1990). All items were measured on a scale from 1 (*almost never*) to 4 (*almost always*). Cronbach’s alpha for depressive symptoms, social anxiety, and general worry were 0.84, 0.80, 0.87, respectively. Higher scores indicated worse mental health.

## 3 | Results

### 3.1 | Number of Worries

On average, participants reported 2.74 worries (see Figure 1A for the distribution of the number of worries across youth). Three regressions were conducted to assess whether self-reporting a greater number of worries was associated with worse mental health problems (depressive symptoms, social anxiety, and general worry), controlling for demographic variables. Depressive symptoms and social anxiety were right skewed and bounded at zero and thus, were modeled as conditionally gamma distributed; worry was modeled as conditionally normally distributed. Reporting a greater number of worries was associated with greater odds of depressive symptoms ( $OR = 1.04$ ,  $CI [1.02, 1.06]$ ,  $p < 0.001$ ) and social anxiety ( $OR = 1.05$ ,  $CI [1.03, 1.06]$ ,  $p < 0.001$ ), as well as higher levels of general worry ( $\beta = 0.275$ ,  $CI [0.19, 0.36]$ ,  $p < 0.001$ ; see Figure 1B for the effects plots showing the association between number of worries and mental health).



**FIGURE 1** | (A) The top panel shows the prevalence of youth ( $n$  [%]) who reported a different number of worries. Participants who responded that they were worried about “everything” were assigned the highest count category. (B) The bottom panel shows the effects plots for the association between the number of worries and each mental health outcome. The plots were created using the `plot_frq` and the `plot_model` functions from the `sjPlot` package in R (Lüdtke 2020; R Core Team 2019). [Color figure can be viewed at [wileyonlinelibrary.com](https://onlinelibrary.wiley.com/doi/10.1002/jadl.12470)]

### 3.2 | Types of Worries

See Figure 2 for the prevalence of responses within each worry category and average level of mental health across each category. A sample of qualitative responses across different categories are reported in Table 1.

Three regressions were conducted to assess whether distinct types of worry were associated with worse mental health problems. Reporting worries related to social evaluation ( $OR = 1.13$ ,  $p = 0.003$ ), the future ( $OR = 1.09$ ,  $p = 0.010$ ), and everything ( $OR = 1.24$ ,  $p = 0.004$ ) were associated with greater odds of depressive symptoms, compared to not reporting these types of worries. Reporting worries related to friends ( $OR = 1.12$ ,  $p = 0.018$ ), social evaluation ( $OR = 1.20$ ,  $p < 0.001$ ), and everything ( $OR = 1.20$ ,  $p = 0.023$ ) were associated with greater odds of social anxiety, compared to not reporting these types of worries. Reporting worries related to current school ( $\beta = 0.145$ ,  $p < 0.001$ ), the future ( $\beta = 0.110$ ,  $p = 0.009$ ), social evaluation ( $\beta = 0.106$ ,  $p = 0.012$ ), everything, ( $\beta = 0.136$ ,  $p < 0.001$ ), and uncertainty ( $\beta = 0.086$ ,  $p = 0.038$ ) were associated with greater general worry, compared to not reporting these types of worries (see Figure 3 for regression plots).

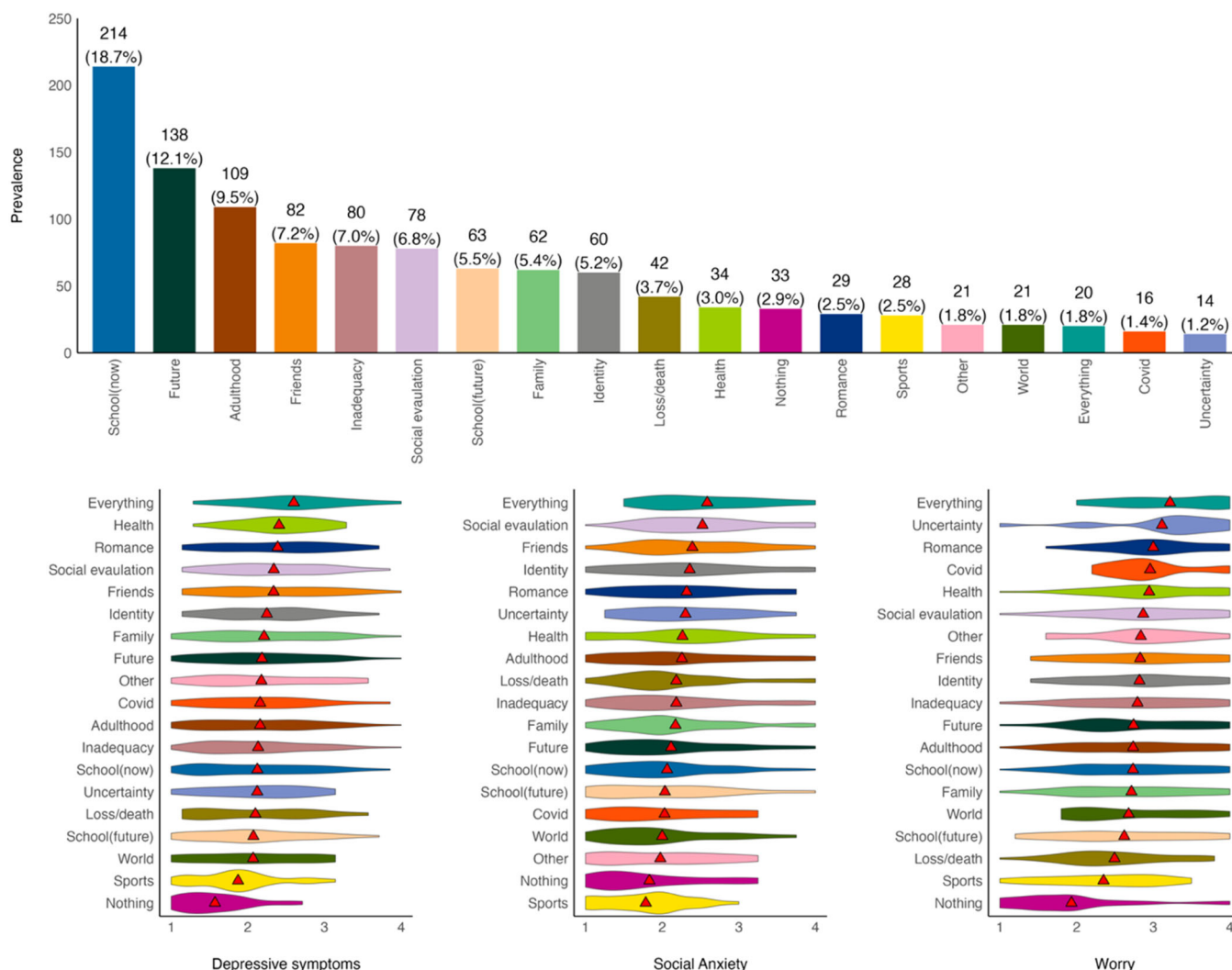
## 4 | Discussion

There has been tremendous concern expressed from researchers, media, practitioners, and parents about the mental health of youth today (American Academy of Pediatrics 2021; Deng et al. 2023; Duffy, Twenge, and Joiner 2019). Yet, we have heard relatively little from youth themselves about the types of concerns or worries that they feel are most prominent in their lives. The current study found that youth reported relatively few

worries; however, youth who self-generated a greater number of worries had worse mental health than youth who reported fewer worries. Our results also revealed that youth generally are most worried about factors associated with their personal lives, such as school and their future. Self-reporting worries about “everything” or “social evaluation” were consistently associated with poorer mental health, whereas other types of worries were differentially related to specific mental health problems (e.g., worrying about “uncertainty” was associated only with greater general worry).

An important contribution of the current study was to assess the number of worries that youth self-generated. Studies in the past have given youth a predetermined list of concerns that the researchers believe are relevant to youth (Huan et al. 2008; Hunter et al. 2022; Núñez-Regueiro and Núñez-Regueiro 2021) or have limited the number of responses youth can provide (Bartholomew et al. 2024). Our study adds to this work by allowing youth to self-generate as many (or as few) worries as they feel are relevant to their lives. Importantly, youth who self-generated a greater number of worries had poorer mental health than youth who reported fewer worries. Notably, we controlled for age in this analysis; thus, these results are not simply due to older adolescents providing more detailed responses. This finding indicates that attention should be paid to youth who self-generate a wide range of worries.

Overall, we found that worry about school was the most reported concern among adolescents. This finding aligns with the broader literature suggesting that academic achievement is a salient concern among youth (Bartholomew et al. 2024; Owczarek et al. 2020; Silverman, Greca, and Wasserstein 1995; Steare et al. 2023). Notably, some research has found that self-reported academic pressure among adolescents has risen since the early 2000s (Boer et al. 2023; Inchley et al. 2020;



**FIGURE 2** | The top panel reflects the number of participants ( $n$  [%]) who reported each type of worry. The bottom panel shows the violin plots for the distribution of mental health problems across each worry type. The red triangles indicate the mean of depressive symptoms, social anxiety, and general worry, separately for each type of worry. Of note, participant’s qualitative responses could be coded under multiple types (see Table 1 for examples). [Color figure can be viewed at [wileyonlinelibrary.com](https://onlinelibrary.wiley.com)]

Löfstedt et al. 2020). Boer and colleagues suggest that this trend may relate to the importance placed on attainment of higher education. Curran and Hill (2022) argue that there is rising competitiveness and individualism and that today’s generation of youth feel heightened pressure to be perfect, and perceive that others are more demanding of them than earlier generations (Curran and Hill 2019). Together, this literature highlights that adolescents today may perceive immense pressure to succeed in their academics, and that this worry is at the forefront of their concerns.

Despite school being the most common worry, we did not find that this concern was related to higher mental health problems apart from general worry. Reporting current school issues (but not future school issues) was related to higher levels of general worry. Notably, the measure of general worry used in the current study asked about worries that may be particularly relevant in a school setting (e.g., “I worry about making mistakes,” “I worry about getting in trouble”). It is perhaps not surprising that general worry, which is quite relevant to an academic setting, would be quite prominent among youth who are

worried about school. Overall, this result highlights that school is a relatively normative worry among youth, and it does not appear to be related to heightened mental health problems in our sample.

It was striking how few adolescents *directly* reported concern over the global contemporary issues (e.g., COVID-19 pandemic) that are commonly reported as “exacerbating” a youth mental health crisis. Adolescents spend a great deal of their time in school and with friends, so recalling these types of concerns may be more salient to them than recalling broader global issues. While it is possible that youth are unaware of contemporary global issues, we find this explanation to be unlikely (particularly within our age group of 13- to 19-year-olds). Adolescents today are highly involved in activism efforts (Arnett 2013) and social justice issues (Grütter and Buchmann 2022). Further, some of these global issues, such as the COVID-19 pandemic, were very relevant to adolescents’ daily lives. Even for global issues and events that did not directly impact adolescents’ daily lives, digital engagement and social media has prompted increased exposure to prominent worldwide issues.

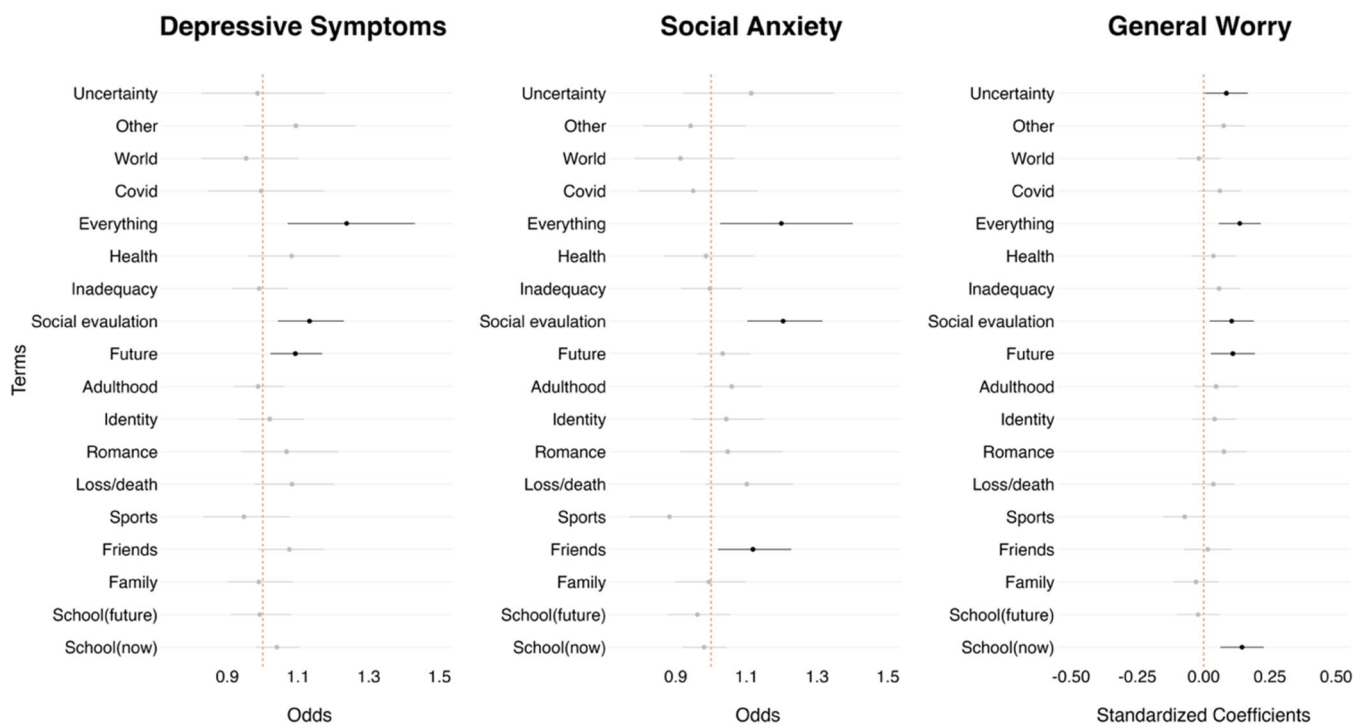
**TABLE 1** | Sample of qualitative responses.

| Response   | Type of worry/worries                              | Gender, age              |
|--|--|--------------------------|
| “Grades and how I perform scholastically, because I want to do my best and not let others down, I also get frustrated when I don’t [sic] succeed.”   | School, inadequacy                                 | Female, 14               |
| “I’m worried about if I can’t find a job and my career path just goes downhill”  | Adulthood  | Female, 14               |
| “Dance competitions, school”   | Sports, school                                     | Female, 13               |
| “I worry about my friends because they are in a fight and it probly [sic] won’t end”   | Friends  | Male, 15                 |
| “Being judged. Being judged is the main reason for a lot of my worries because I care about how people see me. I also don’t like getting in trouble and I feel terrible if I do something that hurts someone else”   | Social evaluation                                  | Female, 18               |
| “Right now my biggest worry is about university. Choosing the right one, how I’m going to pay for it, what career I want, etc. I’m also very worried about having good grades, and everyone knowing that I get good grades”  | School future, adulthood, school                   | Female, 17               |
| “Worried about the time my loved ones will eventually pass away”   | Loss/death   | Male, 15                 |
| “I always worry that I’m not doing my best that I can in school even though I always try my best. I worry about the war going on between Russia and The Ukraine, I fear it could start a world war and Canada could get hurt. Recently I have been overthinking my weight and what/how much I eat almost everyday.”                                      | School, state of the world, identity               | Female, 15               |
| “Approval, being the real me”  | Social evaluation, identity                        | Non-binary/<br>other, 19 |
| “I worry quite a bit just because I’ve always been a worrier. My anxiety has gotten worse this past year because of Covid and some personal things that have happened. I really worry about school the most. We have a lot of work, but not a lot of time to complete it. I worry about the health of my family members especially my grandma right now” | Covid, everything, personal health, school, family | Female, 13               |
| “I’m worried about not finding my soulmate and about not being as successful as my parents”  | Romantic, inadequacy                               | Male, 15                 |
| “I often worry about the future and how things are going to turn out. I worry about high school and the uncertainty of what will happen and if I will do well.”  | Future, school (future), uncertainty               | Male, 13                 |
| “My AirPods getting stolen”  | Other  | Male, 16                 |
| “Everything in life”   | Everything   | Male, 13                 |
| “I tend not to worry bout things.”   | Nothing  | Male, 17                 |

*Note:* Types of worries were categorized as follows: *School* referred to being worried about current aspects of school (e.g., homework); *Future* referred to being worried about general aspects of their personal future (e.g., whether I’ll be happy in the future); *Adulthood* referred to being worried about aspects related to being an adult and having adult responsibilities (e.g. job, taxes); *Friends* referred to being worried about friends in general; *Inadequacy* referred to being worried about not being good enough or not being successful; *Social evaluation* referred to being worried about what others think, being unwanted; *School (future)* referred to being worried about school in the future (e.g., university); *Family* referred to being worried about family in general; *Identity* referred to being worried about personal aspects of identity (e.g., looks, personality, religion); *Loss/death* referred to being worried about personal loss/death, and loss/death of loved ones; *Personal health* referred to being worried about aspects of personal physical health and mental health; *Romantic* referred to being worried about romantic relationships; *State of the world* referred to being worried about the state of the world (e.g., climate change, war); *Covid* referred to being worried about things related to the covid-19 pandemic; *Other* referred to worriers that did not fit within the identified themes but were not ambiguous or a refusal to respond (e.g., “my procrastination habits”; “heights”). Responses could be coded under multiple themes if they contained different types of worries.

Another possible explanation is that adolescents were indirectly referring to some of these broader issues when they gave more vague or general responses, such as “my future.” Unfortunately, we do not know exactly what part of “their future” they were referring to when they provided this type of responses. However, descriptively, it appeared that youth who did provide

context rarely were referring to global issues. For example, youth who reported being worried about “friends” appeared to be worried about aspects unrelated to global concerns like the pandemic or social media use (e.g., “High school, if I will like it and make more friends...,” “...losing my best friend after we finish high school,” “I worry about my friends because they are in a fight



**FIGURE 3** | Regression parameters with confidence intervals. Depressive symptoms and social anxiety were modeled as conditionally gamma distributed. Results for these two models were exponentiated to plot the odds. General worry was conditionally normally distributed; standardized betas are plotted. Parameters in gray (i.e., that cross the vertical dotted orange line) are not significant, whereas parameters in black are significant ( $p < 0.05$ ). The regression plot was created using the `modelplot` function from the `modelsummary` package in R (Arel-Bundock 2022).

and it proably [sic] won't end"). Future research would benefit from including follow-up questions or interviews to get more detail on the nature of these concerns, particularly when youth's responses are vague or broad.

Of course, youth failing to explicitly mention worries related to their mental health or other contemporary issues does not negate the possibility of a current youth wellbeing crisis. Instead, the current study provides a nuanced way to identify which youth may be *most at risk* for mental health problems. Researchers, media, practitioners, and parents should consider asking youth what they are worried about to understand the types of worries as well as how many distinct worries youth report. Attention should be paid to youth who self-generate many worries or report that they are worried about everything and/or being socially evaluated, as these worries in the current study were most consistently related to poorer mental health.

The current study has notable strengths, including a large sample and the use of a multi-method design. We also ensured that youth self-generated worries without prompts. This methodology avoids priming effects and provides a youth-focused approach to understanding worry. However, there are some limitations. We did not measure frequency or intensity of each worry. Future research would benefit from not only assessing what types of worries youth self-generate, but also how intensely or frequently they experience these different worries. Further, the current study is cross-sectional and therefore we are unable to ascertain the direction of effects between self-generated types of worries and mental health. Longitudinal

studies assessing how qualitative reported worries and mental health are related over time are necessary to address this question. Finally, youth were asked to disclose some of the things they are worried about. Therefore, youth likely did not include a comprehensive list of all worries. Notably, youth's open-ended worry responses map on well to their self-reported quantitative measures of mental health. Thus, we believe this open-ended question was valuable to capture rich and meaningful details about what types of factors youth today are worried about.

The main goal of our study was to gain an understanding of some of the worries of youth today and their associations with mental health. The current study demonstrates that most youth report worries related to normative adolescent issues (e.g., school, the future, social evaluation), though there was considerable variability in the types of worries that youth self-generated. Contemporary global issues were not particularly salient among youth's responses. Overall, our findings highlight that youth who report many worries, as well as youth who reported specific types of worries (e.g., "everything," social evaluation) appear to be most at-risk for mental health problems. Asking youth to self-generate what they are worried about may be an important way to identify which youth may be most at risk for poor mental health.

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## Conflicts of Interest

The authors declare no conflicts of interest.

## Data Availability Statement

The authors have nothing to report.

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