

Mapping Strength-Based Counseling Models And Interventions For Student Mental Health

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Abstract.

Mental health issues among adolescents, particularly students, are increasingly complex and widespread, ranging from academic stress, low self-esteem, and social anxiety to more severe conditions such as depression, eating disorders, and suicidal ideation. Although these challenges have been well-documented globally, many school-based interventions are still based on problem-oriented, rather than potential-focused counseling models. Strengths-Based Counseling (SBC) offers a paradigm shift by emphasizing students' internal strengths, resilience, cultural identity, and capacity for growth. Rooted in positive psychology and humanistic principles, SBC aims to empower students as active agents in their healing and development. However, its implementation in educational contexts remains fragmented and under-researched. This article seeks to map and critically analyze existing strengths-based counseling models and interventions to support student mental health and to advocate for a more holistic, proactive, and empowering approach to school counseling practice. This study employed a Systematic Literature Review (SLR) design, drawing on four databases: Springer Link, Sage Journals, Science Direct, and Taylor & Francis. Specifically, inclusion and exclusion criteria were determined in this SLR to produce quality findings to answer the research question, which was to determine which strengths-based counseling models and interventions can be applied to support the mental health of students and adolescents. After a comprehensive study selection process, fifteen articles were identified as eligible for use in this study. The research findings indicate several effective strengths-based counseling models and interventions that can support students' mental health and holistic psychological well-being.

Keywords: Strength-Based Counseling; Mental Health; Student

INTRODUCTION

Mental health issues have become a global issue in today's society, experienced by various groups, including adolescents in schools. Adolescence is a crucial developmental period marked by rapid biological, psychological, and social changes, which can increase vulnerability to mental health problems (Maddock, 2021). The World Health Organization (WHO) stated in 2021 that one in seven adolescents, or approximately 15% of adolescents globally, experiences a mental disorder. Depression, anxiety, and conduct disorders are the leading causes of mental health problems among adolescents. Adolescents, or students, experience mental health problems due to at least three factors: individual factors, family factors, and school or peer factors (Rahman & Kundu, 2023). These three layers increase adolescents' psychological vulnerability because they are at a sensitive developmental stage, where emotional support and a positive environment are crucial for maintaining mental balance.

Mental health disorders in adolescents are complex and are on the rise, particularly in the form of social anxiety, general anxiety, and academic stress in students (Broglia, 2021). Research conducted by Linden et al. (2021) revealed an increase in self-reports of stress, psychological distress, and mental health diagnoses among college students over the past five years. Mental health issues in adolescents, according to findings (Hossain et al., 2022), report a high prevalence of anxiety, depression, sleep disorders, suicidal behavior, stress-related disorders, attention deficit/hyperactivity disorder, and other mental health problems. In Indonesia, the results of a survey conducted by the 2022 Indonesia-National Adolescent Mental Health Survey (I-NAMHS) showed that one in three Indonesian adolescents (34.9%), equivalent to 15.5 million adolescents, experienced mental health problems in the past 12 months, and one in twenty adolescents (5.5%), or approximately 2.45 million, experienced a mental health disorder. Anxiety disorders rank among the top mental health issues in adolescents. Research conducted by Sheldon (2021) shows that mental health problems impact poor academic performance and increase the global dropout rate.

Mental health issues in adolescents need to be addressed immediately. This is because failure to address mental health issues in adolescents can have long-term impacts into adulthood, disrupting physical and mental balance, and reducing individuals' opportunities to achieve an optimal quality of life later in life. 15.5 million adolescents are experiencing mental health disorders, and only 2.6% access professional counseling or support services (I-NAMHS, 2022). This data indicates a significant gap

between the need for and utilization of mental health services among Indonesian adolescents. This gap is due to numerous factors, one of which is the social stigma surrounding mental health, which views those seeking counseling as troubled. The current diagnostic model views individuals as problematic or deficient, highlighting a shift toward a holistic and meaningful approach (Wong & Laird, 2023).

This situation demonstrates the need for an approach oriented toward individual development or empowerment. Strengths-Based Counseling (SBC) is a paradigm that emerged in response to practices that focus too much on problems (Flückiger et al., 2023). SBC focuses on strengths-based individual capacity-building or resource-building interventions and their impact on mental health literacy (Fu et al., 2025). By highlighting students' strengths, SBC is a potential and relevant approach to supporting student mental health. However, despite its high relevance, the implementation of SBC in education remains fragmented and rarely implemented. No comprehensive mapping has identified effective SBC interventions for student mental health. Therefore, this study aims to address this gap. This study aims to map strengths-based counseling models and interventions implemented and tested for effectiveness, examine the principles and techniques used, and their effectiveness in improving student mental health. This study is expected to provide empirical evidence regarding the implementation of strengths-based models and interventions for student mental health, and at the same time serve as a reference for academics and practitioners in implementing and developing strengths-based interventions in education.

METHODS

This systematic literature review was conducted through several research stages. However, the researcher first determined this study's inclusion and exclusion criteria. Specifically, this study only used literature published between 2020 and 2025. The data-based sources used were only from Springer Link, Sage Journals, Science Direct, and Taylor & Francis to ensure the credibility of the literature used in this study. The research questions were: a) What SBC models/interventions have been implemented in the school context to support student mental health?; b) What are each model's principles and techniques in supporting student mental health?; and c) How effective are they at improving students' mental health literacy? The study selection process was carried out through four stages: identification, screening, eligibility, and inclusion, as depicted in this PRISMA flowchart:

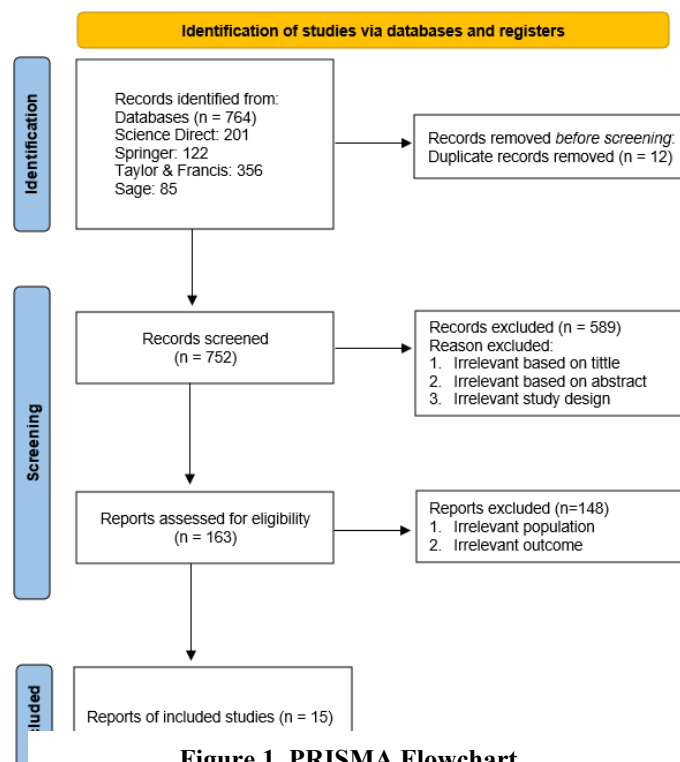


Figure 1. PRISMA Flowchart

RESULTS AND DISCUSSION

This systematic literature review identified 15 articles that met the inclusion and exclusion criteria. A summary of the findings from the literature obtained is presented in a table as follows:

Table 1. Literature Review Results

| Title/Author/Publication Year | Country | SBC Models or Interventions | Principle and Technique | Outcomes |
|---|--------------------------|---------------------------------------|--|--|
| Title: Exploration of adventure therapy community and practice in Aotearoa, New Zealand Author: Helen Jeffery Ciara Hensey Publication Year: 2022 | New Zealand | Adventure Therapy | Principle: Humanistic approach, connection with nature, trauma-informed. Technique: Experiential learning, reflection, metaphor, mindfulness, group work, challenge by choice. | Adventure therapy can effectively increase engagement, mental health, and social connections. |
| Title: Therapeutic Working Alliance in Brief Therapy with College Students: In-Person Versus Telemental Health Author: Jocelyn K. Novella & Kok-Mun Ng Publication Year: 2024 | United States of America | Solution Focused Brief Therapy (SFBT) | Principle: Focus on solutions, individual strengths, the future, positive change, not problems. Technique: Miracle questions, scaling, exception finding, goal setting, homework every session. | SFBT is efficacious in improving mental health, particularly in reducing anxiety in students, in three counseling sessions, both face-to-face and telemental health. |
| Title: Community Recommendations for Adapting an Evidence-Based Mental Health Intervention for Racially/Ethnically Diverse Schools: A Qualitative Study Author: Sara M. St. George; et al. Publication Year: 2024 | United States of America | U-PEACE | Principle: The cognitive-behavioral transdiagnostic approach is flexible and modular, focusing on general emotional management (rather than specific diagnoses), and is adaptive to cultural diversity and school needs. Technique: Psychoeducation, emotional regulation, behavioral activation, and school staff training for identifying mental health problems. | U-PEACE is effective in supporting the mental health of racially and ethnically diverse youth in school settings, through a school-based approach that reduces stigma. |

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| Title: Exploring the Benefits of an Arts-Based Mindfulness Group Intervention for Youth Experiencing Challenges in Schooling Author: Diana Coholic; Mark Eys; et al. Publication Year: 2023 | Canada | Arts-Based Mindfulness Group Intervention | Principle: Arts-based mindfulness, self-reflection, emotional regulation, creative activities, and group discussions. Technique: Creative arts activities (e.g., painting without holding paper), self-reflection and group discussions, breathing exercises, and self-awareness. | This intervention improves mental health by increasing self-awareness, emotional regulation, and social relations. |
| Title: Developing a Strengths-based Intervention for Foster Youth: Mixed-Methods Pilot of FMHC. Author: Meyer, M. L. Publication Year: 2025 | United States of America | Fireside Mental Health Chats (FMHC) | Principle: Focus on individual strengths, psychological empowerment, increased self-efficacy, and culturally responsive interventions. Technique: Structured group discussions, selection of modifiable determinants of mental health, and active participation-based intervention mechanisms. | This intervention effectively increases psychological empowerment and self-realization in adolescents, thus potentially increasing access to quality mental health services. |
| Title: A Familial Case Study Exploring the Effects of a Strengths-Based Camp Intervention on Children's Self-Perception Author: Kaytryn D. Campbell; Amanda J. Hasselle; and Kathryn H. Howell Publication Year: 2022 | United States of America | Strengths-Based Camp Intervention (Camp HOPE) | Principle: Camp HOPE emphasizes individual strengths through a positive, safe, and supportive approach based on trauma-informed care and Positive Youth Development (PYD). Technique: Techniques include positive reinforcement, voluntary challenges, group activities, and character awards. | This intervention effectively improves mental health by significantly and sustainably increasing self-perception for up to four months after the program. |
| Title: Gaming in the intervention and support process: A realist evaluation of a gaming-based programme | Australia and Sweden | Gaming-Based Programme | Principle: Strengths-based, neurodiversity-affirming, and power-sharing by positioning the child as the "expert". Technique: Collaborative role-playing in games, shared goal | Game-based programs improve adolescents' social skills, emotional regulation, motivation, and independence. |

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| Author: Melissa H Black; Abi Lilford; et al Publication Year: 2025 | | | setting, problem-solving facilitation, and a personal approach through online activities. | |
| Title: Music, adversity and flourishing: Exploring experiences of a community music therapy group for Australian youth Author: Katrina McFerran and Meagan Hunt Publication Year: 2022 | Australia | Music Therapy | Principle: Focus on the power and potential of music to build connection, safety, and community; emphasize active participation, positive identity, and empowerment. Technique: Songwriting, professional recording, performance, group improvisation, peer mentoring, and collaborative facilitation with professional musicians and music therapists. | Music therapy effectively increases participants' sense of belonging, understanding, social support, self-confidence, and purpose in life. Some participants report significant improvements in mental health, even saving lives. |
| Title: The effectiveness of character strength intervention on severe mental illness in Hong Kong Author: Chaoran Sun and Sylvia Y.C.L. Kwok Publication Year: 2025 | Hong Kong | Character Strength Intervention (CSI) | Principle: Focus on developing strengths and virtues. Technique: Group psychoeducation, reflection on experiences, and sharing among members to strengthen 14 character strengths. | CSI effectively increases recovery and happiness during the intervention and reduces the decline in recovery rates. |
| Title: Positive psychotherapy for psychosis in Hong Kong: A randomized controlled trial Author: Menza Hon-wai Chu, et al Publication Year: 2022 | Hong Kong | Positive Psychotherapy for Psychosis (PPP) | Principle: Recovery-oriented, focusing on improving well-being through developing personal strengths, positive experiences, gratitude, forgiveness, and a meaningful self-narrative. Technique: Identifying and developing character strengths, mindful savoring, positive responding, finding positives in negative experiences, practicing gratitude and forgiveness, and planning strength-based activities. | PPP effectively improves well-being, hope, and self-efficacy and is recommended for mental health services. |

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| Title: Promoting Identity Wellness in LGBTGEQIAP+ Adolescents Through Affirmative Therapy Author: Rob McKinney, Michael Desposito & Eunhui Yoon Publication Year: 2020 | United States of America | Affirmative Therapy | Principle: Strengths-based and non-pathological approach, affirmation of sexual/gender identity, focus on protective factors, holistic, contextual, and social justice-oriented. Technique: Identity validation, psychoeducation, mindfulness and acceptance practices, cognitive-behavioral strategies, creative-expressive interventions, interpersonal training, building social support, and school policy advocacy. | Effectively increases self-acceptance, self-worth, coping skills, social connections, and reduces depression, social isolation, and suicide risk in adolescents. |
| Title: Happiness Engineering: impact of hope-based intervention on life satisfaction, self-worth, mental health, and academic achievement of Indian school students Author: Ashraf Alam and Atasi Mohanty Publication Year: 2024 | India | Hope-Based Intervention | Principle: Focus on individual strengths by enhancing goal, pathway, and agency thinking to build hope, resilience, and positive motivation. Technique: Clear goal setting, exploring various paths to achieving goals, building self-efficacy, cognitive restructuring, narrative techniques, solution-focused learning, group discussions, role-play, use of the Hope Buddy Journal, and parent and teacher involvement. | Significantly improve students' hope scores, life satisfaction, self-esteem, mental health, and academic achievement. |
| Title: An examination of a juvenile justice diversion program for youth with mental health needs and traumatic stress symptoms: a strengths-based approach Author: Faith Summersett Williams; Rachel M. Sax; et al. Publication Year: 2022 | United States of America | Mental Health Juvenile Justice (MHJJ) Program | Principle: Focus on building individual protective factors and strengths, not just addressing problems or risks. Technique: Comprehensive assessment of needs and strengths (MHJJ-CANS), individual action plans, service coordination (therapy, mentoring, skill building), advocacy, and integration of strength-building activities into interventions. | MHJJ is efficacious in improving mental health and significantly reducing symptoms of traumatic stress. |

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| Title: School-Based Mental Health Counseling with Black Males in Title I Elementary School Author: Galaxina G. Wright, Glenn W. Lambie & Lea Herbert Publication Year: 2024 | United States of America | School-Based Mental Health Counseling | Principle: Focus on strengths and potential, building a therapeutic alliance, unconditional positive regard, empathy, presence, cultural awareness, and collaboration with the school and family. Technique: Active listening, supportive reflection, use of games/art activities, and progress monitoring using the Child Behavior Checklist (CBCL) and Teacher Report Form (TRF). | This intervention effectively reduced scores on emotional and social behavioral problems (internalizing and externalizing). |
| Title: A Strength-Based Support Group for International College Students: A Pilot Study Author: Priscilla Rose Prasath, Alex Lian Sheng Lim & Sam Steen Publication Year: 2022 | United States of America | Strength-Based Support Group Counseling | Principle: Focus on strengths (hope, efficacy, resilience, optimism), positive psychology, expressive arts, social support, cultural sensitivity, and language. Technique: Best possible self, strengths identification, Marshmallow Tower, Hope Tree, cultural music, gratitude letters, mindful walking, sand tray, visual arts, retreats. | This model effectively increases awareness and appreciation of personal strengths, strengthens social support, reduces stress, improves mental well-being, social relationships, self-confidence, communication skills, and academic performance. |

The results of the literature review were then used to answer the research questions posed in this study, resulting in an in-depth and integrated analysis of the implementation of the SBC model in the school environment, the principles and techniques used to support student mental health, and its effectiveness in improving mental health literacy among students.

Strengths-Based Counseling (SBC) Models and Interventions for Students' Mental Health

The Strengths-Based Counseling (SBC) model implemented in schools serves as an intervention to address students' psychological problems and a preventive strategy that emphasizes optimizing individual potential. Unlike the problem-focused approach, which tends to be deficit-oriented, SBC shifts the counseling paradigm toward empowering students' existing personal, social, and academic strengths. In an educational context, implementing SBC in schools generally combines positive psychology principles with a holistic guidance and counseling service framework. Several SBC models and interventions can be implemented in educational settings or schools, targeting students' mental health. Adventure therapy (Jeffery & Hensey, 2022) is a strength-based intervention that emphasizes connection with nature and utilizes adventure activities to develop clients' strengths, social skills, and mental health. Furthermore, the Strengths-Based Camp Intervention/Camp HOPE (Kaytryn et al., 2022) concept strengthens children's potential and self-esteem through a safe, supportive, and strengths-oriented environment to build mental resilience. The Gaming-Based Program is another activity- and experience-based model/intervention (Black et al., 2025). This approach leverages individual interests and strengths to build self-confidence, social connectedness, and emotional regulation skills in a fun and safe environment.

In addition to activities and experiences, strengths-based interventions focus on arts and creativity. The Arts-Based Mindfulness Group Intervention (Coholic et al., 2023) develops self-awareness, empathy, and resilience through enjoyable arts activities to improve emotional regulation and mental well-being. In line with this approach, Music Therapy (McFerran & Hunt, 2022) is also an arts-focused strengths-based intervention that emphasizes leveraging musical strengths and interests to build social connections, a sense of security, and a positive identity, thus supporting students' mental health.

Other SBC intervention models also exist, based on positive psychology interventions. Solution-Focused Brief Therapy/SFBT (Novella & Ng, 2024) is an approach that focuses on building solutions and client strengths to achieve goals, rather than analyzing problems in depth. Furthermore, U-PEACE (George et al., 2024) is a strategy for building trust and reducing stigma by highlighting students' strengths and resilience, rather than simply focusing on symptoms or weaknesses. There is also Character Strength Intervention/CSI (Sun & Kwok, 2025), which generally aims to strengthen individual character strengths and virtues to build resilience, enhance recovery, and support mental well-being. Positive Psychotherapy for Psychosis/PPP (Chu et al., 2022) is a therapy that seeks to strengthen personal strengths and positive experiences to build hope, gratitude, and a healthier self-identity in people with psychosis. In line with PPP, there is the Affirmative Therapy approach (McKinney et al., 2020), which focuses on adolescents' strengths, potential, and protective factors by affirming their identity, building self-esteem, and leveraging social support. Finally, there is Hope-Based Intervention (Alam & Mohanty, 2024), an intervention that supports mental health by fostering hope through setting clear goals, exploring various strategies to achieve them, and strengthening self-confidence, making individuals more optimistic, resilient, and able to overcome challenges.

There are also programs specifically designed for implementation in schools or communities. Fireside Mental Health Chats (FMHC) (Meyer, 2025) is one model that seeks to empower adolescents through strengthening personal strengths, increasing self-efficacy, and providing group discussions responsive to their needs and culture. School-Based Mental Health Counseling (Wright et al., 2024) is a school-based counseling service that focuses on children's strengths, using a person-centered and strengths-based approach to build empathetic relationships, support social-emotional development, and reduce behavioral problems through collaboration with families and schools. In line with these interventions, Strength-Based Support Group Counseling (Prasath et al., 2022) is an intervention that strengthens mental health by cultivating and utilizing positive psychological strengths such as hope, efficacy, resilience, and optimism through creative activities and social support. Furthermore, a specific program, the Mental Health Juvenile Justice (MHJJ) Program (Williams et al., 2022), supports mental health by diverting youth from legal sanctions to community services that build individual strengths and protective factors, thereby reducing mental symptoms and trauma.

Based on the results of a systematic literature review, these are the SBC models and interventions that can be used to improve student mental health. Although each has a different approach, strategy, and implementation focus according to the context and needs of students, all are based on the same principle, namely utilizing the potential, assets, and strengths of individuals and the environment to improve mental health, psychological resilience, and student well-being sustainably.

Principles and Techniques of the SBC Models and Interventions

Although both are based on a strengths-based approach, each intervention model developed has unique characteristics and unique ways of addressing student mental health issues. This is based on various factors, including the theoretical foundations used, the socio-cultural context of the school, the characteristics of the target student population, and the specific goals the program aims to achieve. These factors influence the selection of techniques, the form of activities, the intensity of the intervention, and the indicators of success measured. Therefore, each model has unique implementation dynamics and cannot be generalized. The principles and techniques of each intervention model are explained.

1. Adventure Therapy

In principle, adventure therapy utilizes a connection to nature, experiential learning, and cultural relevance to facilitate personal growth and psychological recovery. Experiential learning cycles, the use of nature-based metaphors, challenge by choice, individual and group reflection, and mindfulness are all techniques used in this therapy (Jeffery & Hensey, 2022). This therapy enhances resilience, social skills, and self-awareness through structured and therapeutic adventure experiences.

2. Solution-Focused Brief Therapy/SFBT

SFBT is based on the assumption that positive change is more effectively achieved by exploring the client's strengths, resources, and past successes, rather than analyzing the causes of problems. Therefore, the intervention techniques used are miracle questions, scaling, exception finding, and goal setting (Novella & Ng, 2024). SFBT also encourages the active involvement of students as primary agents of change.

3. U-PEACE

The strengths-based principle of U-PEACE is based on recognizing and strengthening students' adaptive capacities, resilience, and positive potential. The techniques are implemented through presenting material in non-stigmatizing language, emphasizing existing successes and skills, and facilitating empowering learning experiences within the students' cultural and social contexts (George et al., 2024).

4. Arts-Based Mindfulness Group Intervention

This intervention focuses on developing self-awareness, empathy, and resilience through mindfulness practices presented creatively and enjoyably. Thus, the technique combines expressive arts activities, reflective discussions, and emotional regulation exercises in a safe and supportive group format to facilitate the internalization of psychosocial skills (Coholic et al., 2023).

5. Fireside Mental Health Chats/FMHC

The principles of FMHC are based on a strengths-based paradigm that emphasizes recognizing and developing the innate potential of youth in orphanages. The technique combines structured group discussions, the selection of modifiable determinants of mental health, and participatory intervention mechanisms to build self-efficacy and sustainable psychological empowerment (Meyer, 2025).

6. Strengths-Based Camp Intervention/Camp HOPE

Camp HOPE emphasizes strengthening children's psychosocial assets through a PYD approach and trauma-informed care. Camp HOPE techniques include positive reinforcement, character trait awards, "challenge by choice," thematic-reflective, and collaborative activities (Kaytryn et al., 2022).

7. Gaming-Based Programme

This program is based on a strengths-based and neurodiversity-affirmative approach, which positions students as active agents through equal role-sharing, strengthening existing capacities, and collaborative decision-making. Techniques include using Minecraft games with shared role structures and goals, facilitating naturalistic problem-solving, modeling social skills, and providing positive feedback to optimize the development of social competence and emotional regulation (Black et al., 2025).

8. Music Therapy

The principles of this music therapy intervention are based on a participatory paradigm that positions

music as a medium for empowerment, identity formation, and social connection. The techniques integrate collaborative creative processes such as songwriting, professional recording, public performances, group improvisation, and peer mentoring to simultaneously develop musical skills and strengthen participants' psychosocial resilience (McFerran & Hunt, 2022).

9. Character Strength Intervention/CSI

CSI is based on positive psychotherapy, which focuses on developing positive attributes and virtues to enhance psychological resilience. Intervention techniques include group psychoeducation, facilitated reflection on experiences, and structured interactive discussions on 14 character strengths to facilitate internalization of values and application of these strengths in the context of mental recovery (Sun & Kwok, 2025).

10. Positive Psychotherapy for Psychosis/PPP

PPP is based on a recovery-oriented paradigm that focuses on strengthening individual psychological assets rather than deficits. Techniques used include identifying and developing character strengths, mindful savoring, positive responding, reframing negative experiences into meaningful narratives, and practicing forgiveness to facilitate sustained improvements in well-being (Chu et al., 2022).

11. Affirmative Therapy

This therapy is grounded in a strengths-based paradigm that views individuals as positive developmental assets (McKinney et al., 2020). The techniques used include contextual psychoeducation, cognitive-behavioral strategies for restructuring negative thoughts, mindfulness and acceptance practices for emotion regulation, creative-expressive interventions for processing discriminatory experiences, and systemic advocacy.

12. Hope-Based Intervention

Hope-based interventions are grounded in Snyder's hope theory, which asserts that mental health grows from setting meaningful goals, devising alternative strategies, and maintaining self-motivation. Their implementation combines solution-focused and cognitive-behavioral approaches through specific goal setting, creative path-finding, mindset restructuring, personal narrative development, role-playing, and guided reflection in a Hope Buddy Journal to instill and sustain positive change (Alam & Mohanty, 2024).

13. Mental Health Juvenile Justice (MHJJ) Program

MHJJ is based on a strengths-based approach that views adolescents as subjects with protective potential that can be optimized. Its techniques include a comprehensive assessment of needs and strengths, developing individual action plans, coordinating therapeutic and social services, legal advocacy, and integrating strengths-building activities into rehabilitation to strengthen resilience and reduce psychological symptoms (Williams et al., 2022).

14. School-Based Mental Health Counseling

This intervention principle emphasizes recognizing students' unique strengths and potential through a person-centered approach emphasizing empathy, unconditional acceptance, and cultural awareness. Its techniques integrate active listening, supportive reflection, play, art media to build engagement, and strategic collaboration with teachers and parents to ensure consistent support across learning contexts and daily life (Wright et al., 2024).

15. Strength-Based Support Group Counseling

This intervention is based on a positive psychology paradigm that emphasizes the development of psychological capital (hope, efficacy, resilience, optimism) through exploring and actualizing personal strengths. This approach integrates cultural sensitivity and social support to facilitate psychological well-being. The technique utilizes reflective-creative strategies such as visualizing one's best possible self, identifying one's strengths through social feedback, collaborative problem-solving exercises (Marshmallow Tower), hope-based interventions (Hope Tree), and expressive arts media and direct experiences such as music, sand trays, mindful walking, and retreats (Prasath et al., 2022) to build adaptive skills and mental resilience sustainably.

Based on the discussion above, it can be concluded that each intervention model has different characteristics, strategies, and emphases according to its purpose and the context in which it is implemented. However, despite this diversity, all models are based on the same foundation: strength-based principles. This principle places students' potential, positive capacities, and resources at the center of the intervention process, rather than simply focusing on their weaknesses or problems. This shared foundation emphasizes that, while the pathways and forms of implementation vary, the overall goal

remains: optimizing individual strengths to support students' mental health, psychological well-being, and academic success. This approach reflects a new paradigm in counseling that is more humanistic, empowering, and relevant to today's educational challenges.

Effectiveness on Students' Mental Health

Globally, all existing strengths-based counseling models and interventions have been proven effective for student mental health. The main advantage of a strengths-based approach lies in its orientation, which emphasizes students' existing potential and assets, rather than solely focusing on deficits or problems. This strategy helps students overcome challenges and strengthens their capacity for long-term growth. Its effectiveness has been demonstrated in various educational contexts, including mainstream schools, schools with special populations, and multicultural educational settings. This approach encourages creating a supportive learning environment where students feel valued and listened to, increasing their motivation to learn and strengthening their mental health. Furthermore, strengths-based interventions have been shown to reduce symptoms of depression, anxiety, and academic burnout by empowering students to utilize internal and external resources optimally. In other words, empirical evidence shows that strengths-based counseling is effective as a short-term intervention and has a sustainable positive impact. This approach aligns with the modern educational paradigm that positions students as active subjects in the development process. It is a relevant and adaptive model to address student mental health challenges in this era.

This systematic literature review represents a novelty in the strength-based counseling models and interventions in the context of student mental health, which has not been comprehensively studied or mapped regarding this topic. This research helps present empirical data on strengths-based interventions in the educational context and their relationship to student mental health. This research also serves as a reference for academics and practitioners to implement and develop strengths-based interventions in the educational world, while also providing alternative solutions for addressing student mental health that focus not only on problems, but also on students' potential and strengths.

CONCLUSION

This study attempts to comprehensively map strengths-based models and interventions that benefit student mental health. The findings indicate that 15 strengths-based models or interventions can be applied to student mental health. Each of the models identified has its unique characteristics and tendencies, influenced by differences in theoretical foundations, cultural differences in the research locations, differences in the educational levels of the research subjects, and differences in the objectives to be achieved. However, all of these interventions share a commonality: a strengths-based approach emphasizing the potential and resources students possess to improve their mental health. All of the strengths-based interventions identified in this study have been proven effective and are suitable for implementation in further psychological intervention practices. Therefore, the researchers recommend that practitioners and academics implement these strengths-based models and interventions directly and develop more specific strengths-based psychological interventions for each educational unit or level.

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