

# Self-harm, adolescents and mental health on social media and in the family environment: from the perspective of health professionals

 **RAQUEL MORALEDA-ESTEBAN**, Universidad Rey Juan Carlos (Spain) raquel.moraleda@urjc.es

 **ESTHER MARTÍNEZ-PASTOR**, Universidad Rey Juan Carlos (Spain) esther.martinez.pastor@urjc.es

## Abstract

*Non-suicidal self-harm (NSSH) in adolescents is increasing as a coping mechanism for negative emotions. In this paper, our objectives are to find out the perspective of health and social intervention professionals on whether social media are a risk factor for the development of self-harm and the role of the family in the emotional well-being of the child. Nineteen interviews were conducted with health and labour/social work/education experts specialised in adolescence, self-harm and families. They were conducted online and in person between March and May 2024. The main findings are that social media promote self-harm and simplify language through memes, abbreviations and codes, affecting the development of basic social skills in adolescents and disrupting their mental health. Hence the importance of good communication with the family to promote the emotional well-being of young people.*

## Keywords

*Social media, digital socialisation, non-suicidal self-harm, mental health, family, adolescents, young people, children.*

## Resum

*Les autolesions no suïcides (ANS) en adolescents estan augmentant com a mecanisme d'afrontament de les emocions negatives. En aquest treball els nostres objectius són conèixer la perspectiva dels professionals de la salut i la intervenció social sobre si les xarxes socials són un factor de risc per al desenvolupament d'autolesions i el rol de la família pel que fa al benestar emocional del menor. S'han fet 19 entrevistes a experts sanitaris i del treball/l'educació social especialitzats en adolescència, autolesions i famílies. Aquestes es van fer per mitjà d'internet i de manera presencial entre els mesos de març i maig de 2024. Les principals conclusions són que les xarxes socials promouen les autolesions i simplifiquen el llenguatge a través de mems, abreviatures i codis, afecten el desenvolupament d'habilitats socials bàsiques en els adolescents i n'alteren la salut mental. D'aquí la importància d'una bona comunicació amb la família per promoure el benestar emocional dels joves.*

## Paraules clau

*Xarxes socials, socialització digital, autolesions no suïcides, salut mental, família, adolescents, joves, menors.*

**Submitted: 08 November 2024 / Reviewed: 23 January 2025 / Accepted: 06 February 2025**

## How to cite:

Moraleda-Esteban, R., & Martínez-Pastor, E. (2025). Self-harm, adolescents and mental health on social media and in the family environment: from the perspective of health professionals. *Quaderns del CAC*, 51, 17-28.

doi: <https://doi.org/10.60940/qcac51id431940>

## 1. Introduction

### 1.1 Justification

Non-suicidal self-harm (NSSH) is a set of behaviours through which people inflict physical harm on themselves as a way of reducing intense psychological distress, but without the intention of causing death, with cuts, blows and burns being the main methods (Agüero et al., 2018; Nock, 2014; Rascón, 2024; Xiao et al., 2022). This behaviour is frequent in adolescence, and decreases from the age of majority onwards (Faura-García et al., 2021; Steinhoff, 2021; Xiao et al., 2022).

Numerous studies point to an increase in self-harm (Nock, 2014; Wester et al., 2018). However, prevalence figures in adolescents show a high variability, partly due to the fact that only 0.21% to 6.5% of young people who self-harm seek medical care (Faura-García et al., 2022). This limitation in seeking help contributes to the disparity in published figures: internationally, the figures vary between 1.5% and 54.8%, while in Spain they range from 0.58% to 74.9% (Bousoño Serrano et al., 2021; Faura-García et al., 2021; Calvete et al., 2017). The use of different assessment methodologies (Swannell et al., 2014) or populations analysed in the studies (Faura-García et al., 2021) also affect the variation in this data, and there is no consensus on the incidence of self-harm. However, the literature estimates an overall prevalence of 16-22% (Farkas et al., 2023).

A child's upbringing, care and family dynamics are key elements in their socialisation and the development of their mental health, which are factors that can affect the onset of self-harming behaviours (Albarracín & González, 2020). Parent-child communication and feeling that the home is a safe space are essential for the emotional well-being of the adolescent (De Rivera et al., 2021). However, family interaction time is decreasing, as families have less and less time to spend together (Gladys, 2003). This generates feelings of loneliness and incomprehension in the child that undermine their mental health (Curtis, 2018). Many young people turn to social media for company, making it one of the primary means of communication and interaction among teenagers.

According to data from Spain's National Statistics Office (INE) (2023), seven out of ten children aged 10-15 have a mobile phone and 94.7% use the internet. In addition, 90.8% of young people aged 11-17 go online daily and 98.5% are registered on at least one social network, with Instagram and TikTok being the most used (Andrade et al., 2021). Furthermore, 68.5% of young people use the internet constantly, spending more than five hours a day online (Lopez-Iglesias et al., 2023). However, the literature shows a link between the development of self-harm in adolescents and internet use (Duarte-Tánori et al., 2023).

Virtual socialisation has harmful effects on the mental health of young people (López-Iglesias, 2023). The content they consume alters their emotional balance, making them vulnerable to self-harm as a way of self-regulating distress (Ruiz et al., 2023). The ANAR Foundation (2024) relates the

increase in the use of technologies to the increase in self-harm in young people.

In this context, as there are few studies that reflect the perspective of experts (Martínez-Rodríguez et al., 2024; De Rivera et al., 2021) in relation to our two topics of study, family and social media, we believe it is appropriate to know what professionals who work directly in the area of adolescent mental health, healthcare professionals and social work experts in non-clinical settings, think about the role of the family environment in terms of the emotional well-being of children and the effects of social media on the development of self-harming behaviours.

### 1.2 State of play

Adolescence defines an essential period of human life in which social and emotional habits necessary for adulthood and emotional balance are acquired (Albarracín & González, 2020). Family bonds generated since childhood, such as attachment and the feeling of protection or safety at home, directly affect the mental health and identity configuration of the adolescent (Duarte-Tánori et al., 2023). Attachment during childhood generates an affective bond between parents and children, serving as a model for their social and emotional relationships throughout their lives (Gladys, 2003).

Previous studies point to the importance of attachment and the correct acquisition of social skills. Gladys (2003) points out that a conflictive family environment generates deficits in social skills, as well as alterations in self-perception and behaviour, causing anxiety. Wang et al. (2019) highlight attachment security as a protective factor for self-harm. Conflicts in the family and negative affectivity are related to self-harming behaviours (Obando et al., 2018). As opposed to healthy parenting with positive affection that acts as a protective factor against distress and self-harm (Duarte-Tánori et al., 2023).

Young people report that the best help a child can receive in dealing with self-harm is to have an environment in which they can talk and be listened to actively without being judged (Berger et al., 2014), and where they have the confidence to talk about this behaviour (Fortune et al., 2008). Young people also report a need for more love, support and care from families, and for them to show more interest in their children's lives (Fortune et al., 2008).

Several studies warn that parents' negative emotional reactions, such as shame, guilt (Ferrey et al., 2015), fear, confusion or prejudice, can increase the child's distress and self-harming behaviour and act as a barrier to asking for help (Hasking et al., 2015). During adolescence, the child continues to need the family as the first support figure in complicated situations (Albarracín & González, 2020). Young people turn to the peer group rather than the family for support, which shows a perceived lack of parental understanding (Hasking et al., 2015). This creates the potential for a copycat effect, increasing the likelihood of self-harm in the peer group (Hasking et al., 2013).

However, some studies indicate that parents do not know how

to deal with self-harm, as they are afraid of encouraging self-harm and feel abandoned in the absence of resources, peer support and information to guide them on how to act (Whitlock et al., 2017), while others are reluctant to seek information because of the taboo of self-harm (Ferrey et al., 2015). Kelada et al. (2016) report that parents do not know how to deal with their children's self-harm, feel insecure and think they do not have the skills to help them. This reveals the importance of efforts to raise awareness so that parents are equipped to help a child with self-harm (Whitlock et al., 2017).

Given the perceived social isolation of young people (Primack et al., 2017) and the uncertainty of a home where there is a lack of communication, the internet becomes a space of refuge and risk related to emotional distress, such as anxiety or depression, which can lead to self-harm (Carbonell et al., 2012); Duarte-Tánori et al., 2023; Ruiz et al., 2023).

Digital communities of children who self-harm have been created on social media (Gustina Sari et al., 2022; Martín Muñoz & Atauri Mezquida, 2024; Martínez-Pastor et al., 2023) where young people show and talk about self-harm, establishing environments that promote this behaviour (Conceição Silva et al., 2021; Hilton, 2016; Khasawneh et al., 2021; Martínez-Pastor et al., 2023).

Some authors believe that digital communities can lead to the normalisation of self-harm (Khasawneh et al., 2021), due to continuous exposure to images and videos of self-harm. Normalisation discourages people from seeking help (Susi et al., 2023), enhances the development of self-harm and increases its frequency due to the imitation effect (Chen et al., 2021; Susi et al., 2023), as the practices shown in the visualised content are reproduced (Memon et al., 2018). Zdanow & Wright (2012) point to the internet as a gateway to self-harm or suicide, given they promote this type of content.

Finally, social media are generating a metalanguage that simplifies words to the minimum expression (Sabando & Rodríguez, 2019), leading young people to configure their own language that only they understand (Martínez-Pastor & Gaete-Salgado, 2023). This affects their ability to relate in the physical world and isolates them increasingly in the digital environment (Nasibova, 2018).

## 2. Objectives

This study aims to achieve the following objectives:

- O1: To understand the role of the family environment in terms of emotional well-being and the development of self-harming behaviours in adolescents based on the discourse of experts.
- O2: To research the perspective of professionals regarding the effects of social media on children's mental health and self-harming behaviours.

## 3. Methodology

This research is based on a qualitative study whereby, through in-depth interviews, we have been able to extensively reflect the discourse of health and social intervention professionals who specialise in children and self-harm. We consider the semi-structured interview to be the most appropriate technique for achieving our research objectives, as through the use of open-ended questions and topics, the experts were able to extensively develop their opinions, knowledge and experiences (Ibarra-Sáiz, 2023), allowing us to obtain a large amount of information with a wide range of nuances. In addition, this technique made it possible to clarify any doubts related to the answers during the process, allowing us to collect comprehensive, accurate and complete information (Díaz-Bravo et al., 2013).

Nineteen interviews were conducted, ten with health professionals (psychologists, child and adolescent psychiatrists, paediatricians and nurses) and nine with social workers and educators. Both specialise in intervention with young people and adolescents, with and without mental disorders (anorexia, bulimia, borderline personality disorder), and their families, both in health centres (primary care, hospitals, day centres, private practices) and in non-profit associations (see Table 1). The selection criteria for this panel of experts, in accordance with the research objectives, were as follows: training and specialisation in adolescents, self-harm and families. Considering that this professional profile has the most knowledge regarding the subject of study.

The experts on this panel belong to two types of institutions: from the field of health and social work/education/psychology. The healthcare professionals are members of institutions such as the Sociedad Internacional de Autolesión, the Spanish Sociedad Española de Médicos de Atención Primaria (SEMERGEN), the Spanish Sociedad Española de Medicina de la Adolescencia (SEMA), the Child and Adolescent Psychiatry Unit of the Department of Psychiatry and Medical Psychology of the Universidad de Navarra Hospital, the Vidal i Barraquer Foundation and the ASISA Centro Médico Caracas. They are also from psychotherapeutic centres: ISNISS Psicología y Formación (ISNISS Psychology and Training), Centro de Psicología Ínsula (Ínsula Psychology Centre), Serendipia Psicólogos (Serendipia Psychologists) and Centro Psicopedagógico Municipal (Municipal Psychopedagogical Centre) (Alcobendas City Council).

The social workers/educators and psychologists work for non-profit associations or foundations focused on caring for children and families in vulnerable situations. The participating associations are: FAD Juventud Foundation, AVIFES, La Rueda Asociación, ACTUA sccl, Asociación Cultural La Kalle, Acción Joven Madrid and Grupo ABD. One person also works at the Centre of Education and Juvenile Detention (CEIMJ) in Zaragoza.

In addition, some interviewees are also academics and lecturers in public and private universities.

Table 1. Panel of experts in health and social intervention

| Interviewee name                         | Profession                                      | Specialisation                                                              | Gender | Public/private institution                                                                                                                                                                          | Location            |
|------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Health professionals</b>              |                                                 |                                                                             |        |                                                                                                                                                                                                     |                     |
| Fernando Gallego Mata                    | Health Psychologist                             | Adolescence-Families                                                        | Male   | <a href="#">Serendipia Psicólogos</a> (private)                                                                                                                                                     | Madrid (Pozuelo)    |
| Gonzalo García Prado                     | Social Worker, Doctor of Sociology              | Juvenile centres                                                            | Male   | CEIMJ Zaragoza Univ. Zaragoza (public)                                                                                                                                                              | Zaragoza            |
| Miguel Marino Rey                        | Health Psychologist                             | Adolescence-Family                                                          | Male   | <a href="#">Centro de Psicología Ínsula</a> (private)                                                                                                                                               | Madrid              |
| Juan Faura García                        | Health Psychologist Nurse                       | Self-harm                                                                   | Male   | President of the <a href="#">Sociedad Internacional de la Autolesión</a> (private)                                                                                                                  | Madrid              |
| Anna Carrió Llach                        | Social Worker (in a health centre) Psychologist | Adolescence and community rehabilitation                                    | Female | Sant Andreu Community Rehabilitation Service - <a href="#">Vidal i Barraquer Foundation</a> (public)                                                                                                | Barcelona           |
| Luis Fernando López                      | Health Psychologist                             | Self-harm in adolescents                                                    | Male   | <a href="#">ISNISS Psicología y Formación</a> (private)                                                                                                                                             | Madrid              |
| Azucena Díez Suarez                      | Psychiatrist                                    | Childhood and Adolescence                                                   | Female | Department of Psychiatry and Medical Psychology <a href="#">Clínica Universidad Navarra I</a> (public)                                                                                              | Navarre             |
| Ana Gemma Hernández Osado                | Clinical Psychologist                           | Children and Youth                                                          | Female | <a href="#">ASISA Centro Médico Caracas</a> (private)                                                                                                                                               | Madrid              |
| *                                        | Clinical Psychologist                           | Childhood and Adolescence                                                   | Female | Schools (public)                                                                                                                                                                                    | Madrid (Alcobendas) |
| Luis Rodríguez Molinero                  | Paediatrician Doctor of Medicine                | Adolescent Medicine, accredited by the Spanish Paediatric Association (AEP) | Male   | Recoletas-La Marquesina Medical Centre. <a href="#">Sociedad Española Medicina Adolescencia</a> (private)                                                                                           | Valladolid          |
| Xavier Díaz Carrasco                     | General Practitioner                            | Family and community medicine                                               | Male   | Paediatrics, EAP (psychopedagogical counselling and guidance team) Esparreguera. Catalan Health Service (public). Child and Adolescent Working Group Coordinator <a href="#">SEMERGEN</a> (private) | Barcelona           |
| Verónica Olmo Dorado                     | General Practitioner                            | Family and community medicine                                               | Female | Torreblanca Health Centre. Andalusian Health Service (public). Mental Health Working Group Coordinator <a href="#">SEMERGEN</a> (private)                                                           | Seville             |
| <b>Social Intervention Professionals</b> |                                                 |                                                                             |        |                                                                                                                                                                                                     |                     |
| *                                        | Social Psychologist                             | Children and families                                                       | Female | <a href="#">AVIFES</a> (private)                                                                                                                                                                    | Bilbao              |
| *                                        | Social and Community Psychologist               | Guidance for children and families                                          | Female | <a href="#">FAD Juventud Foundation</a> (private)                                                                                                                                                   | Madrid              |
| Judit Cordero Greciano                   | Social Psychologist                             | Adolescence-Family                                                          | Female | <a href="#">La Rueda Asociación</a> (private)                                                                                                                                                       | Madrid              |
| Joan Naharro Via                         | Social Worker and Educator                      | Adolescence-Families                                                        | Male   | <a href="#">ACTUA sccl</a> (private)                                                                                                                                                                | Barcelona           |
| Marta Gil Pinel                          | Social Educator Psychologist                    | Socio-educational intervention for adolescents at risk of social exclusion  | Female | <a href="#">Asociación La Kalle</a> (private)                                                                                                                                                       | Madrid              |
| Laura Moreno Rozas                       | Social Psychologist                             | Holistic mental health and Drug use                                         | Female | SAE (Specialised Therapeutic Care and Accompaniment Service). <a href="#">Grupo ABD</a> (private)                                                                                                   | Madrid              |
| Ildefonso Javier Gómez - Uribarri        | Social Psychologist                             | Adolescent and family social intervention                                   | Male   | Acción Joven. <a href="#">Grupo ABD</a> (private)                                                                                                                                                   | Madrid              |

Source: prepared by the authors.

\*Note: The names of those professionals who have not consent to publication have been anonymized.

When determining the number of interviews, priority was given to quality rather than quantity, and sufficient variety of discourse was collected in order to reach the saturation level (Pedraz Marcos et al., 2014); Martín-Crespo & Salamanca, 2007).

A database was created with contacts obtained from scientific literature on mental health, adolescence and self-harm,<sup>1</sup> health websites and Spanish medical societies.<sup>2</sup> Personal contacts of the researchers in terms of child and youth psychologists were also included. A mass email was sent out and respondents were interviewed. All other experts interviewed were found using the "snowballing" technique (identification of informants from networks of contacts of the object of study) (Merriam, 2009). When we conducted an interview, we obtained new contacts.

With the aim of seeking diversity in the discourses, although not a statistical representation of this, we tried to ensure that interviewees were from different areas of Spain (Madrid, Barcelona, Bilbao, Navarre, Zaragoza and Valladolid), and from both public and private institutions, avoiding bias. Additionally, the sample consists of 9 men and 10 women, eliminating gender as a possible source of bias.

Experts were recruited following ethical criteria, informing them of the objectives, process and data processing, with voluntary participation and express consent. The option of public acknowledgement in the final report was offered. The interviews, conducted between March and May 2024, were either face-to-face or online, lasting 90 minutes on average, and in some cases 2 or 2.5 hours.

To create the questionnaire and the response analysis, two thematic areas of interest were established for the study: family and self-harm and social media and children's mental health. The most relevant answers given by the experts for each topic were selected according to the research objectives.

## 4. Results

### 4.1 Objective 1: Family environment and self-harming behaviours

Families believe that the more material and financial resources you have, the better you live. However, experts believe this to be a misconception, stating that what creates a comfortable family environment is attention, help and active listening between parents and children.

*"There are families that when we ask the parents which school year their child is in, they don't know. I always say: 'you don't know if your child is in year one, two or three?' And they say: 'Er no... I think they're in year two, but I'm not sure' So, of course, when you are dealing with a family where the father doesn't even know what year the child is in at school, you can imagine the level we're at, and the truth is that the parents are more focused on their work than on attending to the needs of the family".*

Paediatrician. Sociedad Española de Medicina de la Adolescencia (SEMA)

Young people report that they do not feel accompanied or supported by their families or protected at home.

*"When we look at how adolescents are doing at home, there is one very revealing question: Do you feel loved at home? And it's very interesting how almost everyone responds in the same way: 'I don't doubt that my parents love me, but I don't feel loved' So, there is always an emotional background. It's the lack of affection or the lack of expression of that affection that leads us to suffer".*

Paediatrician. Sociedad Española de Medicina de la Adolescencia (SEMA)

Families generally seek help when the child has already self-harmed and cuts or blood are found. However, in most cases, parents don't know the reason for the self-harm due to this lack of communication with their children.

In other cases, they haven't even detected the self-harm and simply come because they observe changes in the child's behaviour, but don't know or understand the background to it. There have also been cases where self-harm is detected outside the home, rather than in the family environment, with a friend or one of the friend's parents informing the parents that their child is self-harming.

*"Most parents know what it is, but don't know what's behind it. The feeling of loneliness or sadness is often not identified until the self-harm occurs. They also come for cases of bullying that they don't discover until they see the self-harm. But young people don't verbalise that they feel accompanied, they don't feel supported by the family... so the situation of hopelessness leads them to self-harm".*

Clinical Child and Adolescent Psychologist. ASISA Centro Médico Caracas.

Family reactions such as a lack of empathy regarding the causes of the child's discomfort are dangerous, as they create a feeling of incomprehension and invalidation in the child, hindering family support and recovery. However, although it is less common, there are also cases where parents provide their children with the right support.

*"Self-harm in itself is not the problem, it's the manifestation of the problem. Parents would openly tell you that they are focused on the manifestation of the problem, not the problem itself".*

Clinical Psychologist, Specialist in Self-harm. ISNISS Psicología y Formación.

Sometimes, given typical adolescent behaviour, when there is significant suffering, they do not express it, due to shame, guilt, fear of being told off or subjected to control, because there is no habit of communicating with the family, not wanting to scare their parents or simply not knowing how to tell them. Mothers are more empathetic and affectionate than fathers, who tend to be colder and less understanding.

Professionals stress the importance of dedicating quality time to children and providing understanding in order to create a healthy family environment, where it is easy to verbalise negative emotions and provide tools in order to regulate such feelings. This would be a highly preventive formula for self-harm and part of the solution.

*"What I have seen that provides the best protection for any adolescent, just like in the case of addictions, is the social network, not social media, but the social network [...] that would boost self-esteem or being more comfortable in your own skin or having someone to share your emotions with".*

Health Psychologist. Specialist in Family and Adolescence.  
Ínsula Centro Psicología.

Experts point to the importance of developing self-harm awareness programmes for adults that promote a better understanding of the process that children go through.

*"Parents don't provide very good support, they do their best to be there, but... they often do more harm than good. They need information and a basic understanding so that they don't slap the child and say "Come on, get studying what you have to and stop hurting yourself"."*

Clinical Psychologist, Specialist in Self-harm. ISNISS  
Psicología y Formación

## 4.2 Objective 2: Effects of social media on adolescent mental health

### 4.2.1 Normalisation of self-harm

Health workers warn of a dangerous normalisation of self-harm by adolescents. Professionals understand that social media have a very important role to play, as we are currently facing an exponential proliferation of online content about self-harm.

Through social media, adolescents have a direct way of connecting with other young people suffering the same discomfort who suggest self-harm as an escape route. Many of them discover it in this way as a tool for emotional regulation, leading to an imitation effect.

*"I remember a girl aged 10 or 11 who started self-harming during the pandemic because someone on a social network told her that it could be a good idea, that it might help [...] When we looked at her screen time, we saw that she was spending 14-18 hours a day on the internet, at the age of 10. We told the parents to remove all screens and encouraged them to buy a puppy, and that solved everything. She was cured. It's a full-blown sociological case".*

Psychiatrist, Specialist in Children and Adolescents.  
Universidad de Navarra Hospital.

The highly personalised algorithm of social media exclusively displays content that may be of interest to the child based on their behaviour on the internet (Macías, 2023), so if the adolescent consumes content about self-harm, the network will forward similar content to them. As a result, people who

consume self-harm content automatically receive more self-harm content, and with increasing frequency (Macías, 2023).

*"The content I see on TikTok is not everything on TikTok, but is based on what I have searched for and what the algorithm interprets as being of interest to me [...] TikTok can push over-normalisation through encapsulation. If it only shows a certain type of content, I will easily perceive this as more normal than it really is".*

Social Worker and Educator. Asociación ACTUA sccl.

### 4.2.2 Poorer social skills

According to experts, another harmful effect of social media on adolescents is related to the complex process of developing and learning social skills.

On the net, communication develops through emoticons, stickers, memes, acronyms, abbreviations or codes, lacking the basic structure that gives depth to what we think and express. A language that does not allow us to communicate and express ourselves in complex, articulated language. According to experts, this underdevelopment of language is having serious consequences for adolescents, who are unable to express their emotions through words:

*"Self-harm is the only way for them to communicate the pain they feel through the boundaries of their skin, which they are unable to express through words. It is a form of creative communication, the only way they have found to be able to express what is happening to them".*

Clinical Psychologist, Specialist in self-harm. ISNISS  
Psicología y Formación

However, the current dumbing down of language is affecting the mental health of our adolescents. Therefore, many young people that self-harm have coping problems and no previous pathologies.

*"Tomorrow's adults are going to lack the communication and coping skills to deal with the challenges life is going to throw at them. Because the question is not whether life will hit them in the face, but when. And when this does happen, if they don't have the skills to deal with it, we're going to have a population at very, very high risk".*

Clinical Psychologist, Specialist in self-harm. ISNISS  
Psicología y Formación

The difficulty for the adolescent of expressing themselves through words enhances their sense of isolation, reducing face-to-face social relations and enclosing them in the virtual setting they feel comfortable in. This makes it difficult for them to build strong friendship networks to support them in bad times, which is a risk factor for self-harm.

*"There is an involution of the language that is hindering processes that were already established and it's not decreasing, rather it's increasing more and more".*

Clinical Psychologist, Specialist in Self-harm. ISNISS  
Psicología y Formación

### 4.2.3 Digital communities and false companionship that foster feelings of loneliness among young people

Many adolescents who self-harm turn to social media to find companionship and peer groups. These groups validate self-harm, as the topic of conversation is not about looking at alternatives, but about seeing how others self-harm.

*"TikTok will encourage you to keep posting videos by showing you how many views you have or the impact of your discourse on other people, giving you a false sense of projection and bonding, and this can be very dangerous for self-harm".*

Social Worker and Educator. Asociación ACTUA sccl.

Social media are causing a rapid transition in the way young people self-harm. Previously, self-harm occurred alone, in private, and the person hid their suffering and behaviour. Currently, the concealment of self-harm occurs in the real world, but in the virtual space it becomes completely public. Adolescents are turning the behaviour almost into an act of bonding whereby self-harm is romanticised. They are two very different ways of engaging in the same behaviour, and the change is due to digital socialisation, according to experts.

*"It gives the sense that the fear of self-harm is removed, or of somebody coming out of the closet, so it has become something that is easier to share than it used to be".*

Social worker and educator. Asociación ACTUA sccl.

In these groups, young people create their own language, which identifies them and is known only to them, in order to maintain the exclusivity and intimacy of the group, which acts as a place of refuge for them.

*"I have seen WhatsApp messages that remind me of the cryptic language used by the military when they send messages to each other so that no one understands what they are saying. At that level they are [...] the metalanguages or neolanguages of young people on social media are part of their idiosyncrasy. For them it is a way of protecting themselves, so that nobody knows what is happening to them, or only my buddy knows, the one I love, the one I like, the one who understands me and is there for me, but neither my father, nor the professional, nor the journalist, nor anyone else is going to know anything [...] They communicate secretly in search of a place of refuge in that network [...] and the intimacy that the group is completely theirs".*

Paediatrician. Sociedad Española de Medicina de la Adolescencia (SEMA)

However, what really protects and supports any adolescent are secure and quality bonds, in family and friendships. Social media and the internet should be used as a complement and for information seeking, not as an end in itself.

*"The person will stop self-harming when they no longer need to do so, i.e. when other structures appear that allow the suffering that the self-harm symbolises to be contained".*

Social Worker and Educator. Asociación ACTUA sccl.

### 4.2.4 Social media addiction

Experts warn of the addictive effect of social media and their consequences. Social media fall into the category of so-called non-substance addictions, producing mechanisms in the brain that are very similar to those of drugs by activating the release of dopamine, a hormone that activates the pleasure mechanisms.

*"We have had patients admitted for screen detoxification and circadian rhythm recovery because they may not have left their room for 2 years, not going to school, not talking to anyone; they only talked to online therapists".*

Child and Adolescent Psychiatrist. Universidad de Navarra Hospital

They warn of the importance of raising social awareness of the danger we are putting young people in when we put them in front of a screen from a very early age:

*"It is a very delicate age, and society as a whole, families and schools must take this into account in order to protect young people because they are more sensitive"*

Paediatrician. Sociedad Española Medicina de la Adolescencia (SEMA)

## 5. Discussion

Experts stress the importance of the role of the family in the emotional well-being of young people. Parents have less and less time to talk to their children, a perception also echoed by Gladys (2003), although this author associates the decrease in family interaction time with the increasing distances between work and home, and the time this entails.

This decrease in the time available for parents to dedicate to their children is causing the family to no longer be a space for communication, active listening and attention to the problems and needs of the children, leading young people to feel neither supported nor protected by their families. This is why, according to experts, many parents do not know that their child is unwell until they discover they are self-harming. This fits with young people with this behaviour preferring to talk to friends rather than their parents as they feel misunderstood by them (Hasking et al., 2015), and with young people demanding more love and a demonstration of greater parental interest in their lives (Fortune et al., 2008). This situation produces strong emotional suffering in young people, as detected in the interventions of the professionals we interviewed.

For a child to grow up with good mental health, professionals warn of the essential need for the family to be a warm space where a secure and non-judgmental attachment is fostered from childhood as a protective factor against emotional distress and self-harm (Duarte-Tánori et al., 2023). Invalidation of children's discomfort or parental reactions such as guilt or shame are a major barrier to their recovery, and may even enhance self-harming behaviour, which was also observed by Hasking et al. (2015).

Therefore, in order to facilitate the de-stigmatisation of self-harm and mental health problems, experts are pointing out the urgent need to implement programmes that inform adults of this issue, and the important role that the family can play in such behaviours either developing or being prevented. This claim, based on the experience of professionals, is consistent with studies indicating that parents do not know how to deal with self-harm and lack resources to guide them (Whitlock et al., 2017).

The estrangement that young people feel from their parents increases their feeling of loneliness (Primack et al., 2017), leading them to seek companionship in social media. However, experts warn of a number of harmful effects on young people's mental health resulting from their use. As also indicated by several empirical studies, they alter the emotional balance of the young person, enhancing states of anxiety or depression, and may promote self-harm as a strategy for regulating discomfort (Duarte-Tánori et al., 2023; Moss et al., 2023; Ruiz et al., 2023). However, other work shows social media as positive spaces, as they promote social interaction between young people (Alhassan & Pennington, 2021) and reduce feelings of isolation (Moss et al., 2023).

According to experts, social media are normalising self-harm, making it desirable and even a sign of identity among teenagers, as a result of their algorithmic design. This perspective is consistent with the literature, which indicates that continuous exposure to self-harm content online can normalise this behaviour and be a gateway to it (Khasawneh et al., 2021; Zdanow & Wright, 2012).

Young people who self-harm share their cases with peers, giving rise to digital communities around this behaviour (Martín Muñoz & Atauri Mezquida, 2024). From a professional point of view, this poses a great risk for young people, as it enhances the imitation effect and complicates therapeutic treatment, which begins by understanding self-harm as a risk. The studies by Susi et al. (2023) and Chen et al. (2021) support this perception by pointing to the normalisation of NSSH as a deterrent to psychological help and an enhancer of the imitation effect.

In digital communities, young people seek support and understanding (Martínez-Pastor et al., 2023). However, professionals warn that companionship through social media is not true companionship. Young people have a sense of being accompanied, but when they have a problem in the real world they are alone, that company is not there (Nasibova, 2018). Furthermore, they consider that these communities focus on self-harming behaviour, rather than on ways to stop it, and encourage young people to self-harm more and more seriously and frequently, as a result of the dictatorship of the *like* (Martín Critikián & Medina Núñez, 2021). However, some studies conclude that digital communities benefit young people by providing a place of support (Alhassan & Pennington, 2021). This may be because this study only analyses content uploaded by young people to Twitter, but taking into account that the virtual world is full of untruths, perhaps knowing the effects of

this interaction in the physical space could have changed the conclusions.

Professionals warn of the harmful effects of the high simplification of language in social media (Narciso et al., 2024). Adolescents are being affected in terms of the acquisition of social skills such as communication, conflict resolution or emotional expression, as they lack the necessary language. This means that young people are increasingly rejecting the physical world and becoming more immersed in the virtual world, as they understand it and are better able to deal with it, thus increasing their social isolation. This observation is consistent with findings from other research, which indicate that frequent use of social networking sites generates antisocial behaviour in young people, reduces the time spent on other activities, such as physical social interactions or sporting activities, decreases their public contact and enhances depressive states (Batool et al., 2023; Erreygers et al., 2017).

Therefore, for health and social education professionals, social media are an important risk factor for adolescent mental health and self-harm, given the number of harmful effects they have on young people, which may alter their emotional well-being; a perspective corroborated by the empirical data provided by multiple studies in the literature (Duarte-Tánori et al., 2023; García, 2017; Lira et al., 2017; López-Iglesias et al., 2023; Martín & Chaves, 2022; Martín Critikián & Medina Núñez, 2021).

## 6. Conclusions

Digital socialisation without a conscious and consistent regulation of the negative effects of online browsing is putting our young people in a serious position of vulnerability and danger to their health. Therefore, it is striking that, despite the scientific evidence, there is still no regulation that effectively reduces the risks of online browsing for young people and avoids content about self-harm.

Experts warn that our young people are already suffering the serious consequences of their addictive exposure to social media. An exposure they say could be avoided by greatly limiting access to mobile phones, implementing educational programmes that provide tools for a more conscious use of the internet, promoting psycho-affective education and creating family environments that teach how healthy and enriching physical social interaction is from childhood, so that the child learns to love and desire this type of interaction, seeing the physical rather than the virtual space as a place of greater protection.

## 7. Limitations and future lines of research

We came up against certain methodological limitations related to the number of interviews conducted, as a larger number

would have possibly provided more variability in terms of the responses. We also faced the limitations of a qualitative study, namely the lack of representativeness. This expert panel could be implemented at national level, thus providing a more representative view of the perception of health professionals. As future lines of research, we suggest the study of NSSH in other possible targets, such as: the prison population, women who are victims of gender-based violence or the elderly. Another possible line of research would be to work with young people with NSSH and see if their experiences coincide with the professional perception.

## Notes

- 1 Some sources consulted: Faura-García et al., 2022; Vázquez López et al., 2023; Vázquez Fernández et al., 2014.
- 2 Links, websites and companies consulted, in Table 1. Other sources: [Sociedad Española Urgencias Pediatría](#) | [LOGPSIC-Centros Psicología y Logopedia](#) | [Sociedad Española Psiquiatría y Salud Mental](#) | [Hospital Sant Joan de Déu](#) | [Hospital Infantil Niño Jesús](#) | [El Neuropediatra](#).

## References

- Agüero, G., Medina, V., Obradovich, G., & Berner E. (2018). Comportamientos autolesivos en adolescentes. Estudio cualitativo sobre características, significados y contextos. *Arch Argent Pediatr*, 116(6), 394-401. <https://dx.doi.org/10.5546/aap.2018.394>
- Albarracín, L., & González, L.F. (2020). Vínculos afectivos familiares en mujeres adolescentes con conductas autolesivas no suicidas. *Cuadernos Hispanoamericanos de Psicología*, 19(1), 1-18. <https://doi.org/10.18270/chps.v19i1.2977>
- Alhassan, M.A. & Pennington, D. (2021). *Investigating Non-suicidal Self-injury Discussions on Twitter* [Conference]. International Conference on Social Media and Data Mining – ICSMDM. <https://acortar.link/yFhDu5>
- Andrade, B., Guadix, I., Rial, A., & Suárez, F. (2021). *Impacto de la tecnología en la adolescencia. Relaciones, riesgos y oportunidades*. UNICEF España. <https://ja.cat/5LyW6>
- Batool, S., Zaffer, N., & Kausar, S. (2023). Real vs Virtual Identity: A Contemporary Analysis of Social Displacement Accelerating Anti-social Behavior Among Youth. *Journal of Policy Research (JPR)*, 9(2), 750-759. <https://doi.org/10.61506/02.00010>
- Berger, E., Hasking, P., & Martin, G. (2014). Adolescents' perspectives of youth non-suicidal self-injury prevention. *Youth Soc*, 49(1), 3-22. <https://doi.org/10.1177/0044118X13520561>
- Bousoño Serrano, M., Al-Halabí, S., Burón, P., Garrido, M., Díaz-Mesa, E.M., Galván, G., García-Álvarez, L., Velasco, Á., Rodríguez-Revuelta, J., Wasserman, C., Carli, V., Hoven, C., Sarchiapone, M., Wasserman, D., Bousoño García, M.V., García-Portilla, M.P., Iglesias, C., Sáiz, P.A., & Bobes, J. (2021). Alcohol use and risk factors for self-harm behavior in Spanish adolescents. *Adicciones*, 33(1), 53-62. <https://doi.org/10.20882/adicciones.1239>
- Calvete, E., Orue, I., & Sampedro, A. (2017). Does the acting with awareness trait of mindfulness buffer the predictive association between stressors and psychological symptoms in adolescents? *Personality and Individual Differences*, 105, 158-163. <https://doi.org/10.1016/j.paid.2016.09.055>
- Carbonell, X., Fúster, H., Chamarro, A., & Oberst, U. (2012). Adicción a internet y móvil: una revisión de estudios empíricos españoles. *Papeles del Psicólogo*, 33(2), 82-89. [ISSN 0214-7823](#)
- Chen, R., Wang, Y., Liu, L., Lu, L., Wilson, A., Gong, S., Zhu, Y., Sheng, C., Zeng, Y., Li, Y., & Ou, J. (2021). A qualitative study of how self-harm starts and continues among Chinese adolescents. *BJPsych Open*, 7(1), 1-7. [Doi:10.1192/bjo.2020.144](https://doi.org/10.1192/bjo.2020.144)
- Conceição Silva, A., Giaccherio Vedana, K.G., Pereira dos Santos, J.C., Pillon, S.C., Arena Ventura, C.A., & Miaso, A.I. (2021). Analysis of nonsuicidal self-injury posts on Twitter: A quantitative and qualitative research. *Research, Society and Development*, 10(4). [Doi:10.33448/rsd-v10i4.13017](https://doi.org/10.33448/rsd-v10i4.13017)
- Curtis, S., Thorn, P., McRoberts, A., Hetrick, S., Rice, S., & Robinson, J. (2018). Caring for young people who self-harm: A review of perspectives from families and young people. *International Journal of Environmental Research and Public Health*, 15(5), 950. <https://doi.org/10.3390/ijerph15050950>
- De Rivera, J., Gordo López, A.J., García-Arnau, A., & Díaz-Catalán, C. (2021). Los factores estructurales e intervinientes de la socialización digital juvenil. Una aproximación mediante el método Delphi. *Revista Complutense de Educación*, 32(3), 415-426. <https://doi.org/10.5209/rced.70389>
- Díaz-Bravo, L., Torruco-García, U., Martínez-Hernández, M., & Varela-Ruiz, M. (2013). La entrevista, recurso flexible y dinámico. *Investigación en educación médica*, 2(7), 162-167. [ISSN 2007-5057](#)
- Duarte-Tánori, K.G., Vera-Noriega, J.Á., & Fregoso-Borrego, D. (2023). Apego a los padres, a los iguales y adicción a internet en la relación entre depresión y autolesión en adolescentes mexicanos. *Revista de Psicopatología y Psicología Clínica*, 28(1), 39-50. <https://doi.org/10.5944/rppc.31795>

- Erreygers, S., Vandebosch, H., Vranjes, I., Baillien, E., & De Witte, H. (2017). Nice or naughty? The role of emotions and digital media use in explaining adolescents' online prosocial and antisocial behavior. *Media psychology*, 20(3), 374-400.  
<https://doi.org/10.1080/15213269.2016.1200990>
- Farkas, B.F., Takacs, Z.K., Kollárovics, N., & Balázs, J. (2023). The prevalence of self-injury in adolescence: a systematic review and meta-analysis. *European Child & Adolescent Psychiatry*, 3, 3439-3458.  
<https://doi.org/10.1007/s00787-023-02264-y>
- Faura-García, J., Calvete, E., & Orue, I. (2021). Autolesión no suicida: conceptualización y evaluación clínica en población hispanoparlante. *Psychologist Papers*, 42(3), 207-214.  
<https://dx.doi.org/10.23923/pap.psicol.2964>
- Faura-García, J., Orue, I., & Calvete, E. (2022). Nonsuicidal self-injury thoughts and behavior in adolescents: validation of SITBI-NSSI. *Psicothema*, 34(4), 582-592.  
<https://doi.org/10.7334/psicothema2022.13>
- Ferrey, A.E., Hawton, K., Simkin, S., Hughes, N., Stewart, A., & Locock, L. (2015). 'As a parent, there is no rulebook': A new resource for parents and carers of young people who self-harm. *The Lancet Psychiatry*, 2(7), 577-579.  
[https://doi.org/10.1016/S2215-0366\(15\)00182-0](https://doi.org/10.1016/S2215-0366(15)00182-0)
- Fortune, S., Sinclair, J., & Hawton, K. (2008). Adolescents' views on preventing self-harm: A large community study. *Social Psychiatry and Psychiatric Epidemiology*, 43, 96-104.  
<https://doi.org/10.1007/s00127-007-0273-1>
- Fundación ANAR (2024). *Informe anual teléfono/chat ANAR 2023*. <https://www.anar.org/informe/informe-anual-telefono-chat-anar-2023/>
- García Umaña, E.A. (2017). Impacto social y educativo del comportamiento mediático digital contemporáneo: Nomofobia, causas y consecuencias. *Revista Dilemas Contemporáneos: Educación, Política y Valores*, 1(35), 1-21. ISSN: 2007-7890
- Gustina Sari, G., Wirman, W., & Fauzi, D. (2022). Communication Patterns of Adolescent Self-Harm Suffering in Interpersonal Relationships. *Jurnal Kajian Komunikasi*, 10(1), 29-38.  
<https://doi.org/10.24198/jkk.v10i1.29384>
- Hasking, P., Rees, C.S., Martin, G., & Quigley, J. (2015). What happens when you tell someone you self-injure? The effects of disclosing NSSI to adults and peers. *BMC Public Health*, 15, 1039.  
<https://doi.org/10.1186/s12889-015-2383-0>
- Hasking, P., Andrews, T., & Martin, G. (2013). The role of exposure to self-injury among peers in predicting later self-injury. *Journal of Youth and Adolescence*, 42, 1543-1556.  
<https://doi.org/10.1007/s10964-013-9931-7>
- Hilton, C.E. (2016). Unveiling self-harm behaviour: what can social media site Twitter tell us about self-harm? A qualitative exploration. *Journal of Clinical Nursing*, 16(11-12), 1690-1704.  
<https://doi.org/10.1111/jocn.13575>
- Ibarra-Sáiz, M.S., González-Elorza, A., & Rodríguez Gómez, G. (2023). Aportaciones metodológicas para el uso de la entrevista semiestructurada en la investigación educativa a partir de un estudio de caso múltiple. *Revista de Investigación Educativa*, 41(2), 501-522.  
<https://doi.org/10.6018/rie.546401>
- INE-Instituto Nacional de Estadística (2023). *Encuesta sobre Equipamiento y Uso de Tecnologías de Información y Comunicación en los Hogares*.  
<https://www.ine.es/dyngs/Prensa/es/TICH2024.htm>
- Jadue, G. (2003). Transformaciones familiares en Chile: riesgo creciente para el desarrollo emocional, psicosocial y la educación de los hijos. *Estudios Pedagógicos*, 29, 115-126. <http://dx.doi.org/10.4067/S0718-07052003000100008>
- Kelada, L., Whitlock, J., Hasking, P., & Melvin, G. (2016). Parents' experiences of nonsuicidal self-injury among adolescents and young adults. *Journal of Child and Family Studies*, 25, 3403-3416.  
<https://doi.org/10.1007/s10826-016-0496-4>
- Khasawneh, A., Chalil Madathil, K., Zinzow, H., Wisniewski, P., Ponathil, A., Rogers, H., Agnisarman, S., Roth, R., & Narasimhan, M. (2021). An investigation of the portrayal of social media challenges on YouTube and Twitter. *ACM Transactions on Social Computing*, 4(1), 1-23. <https://doi.org/10.1145/3444961>
- Lira, A.G., de Piano Ganen, A., Sinhorini Lodi, A., & Dos Santos Alvarenga, M. (2017). Uso de redes sociais, influência da mídia e insatisfação com a imagem corporal de adolescentes brasileiras. *Jornal Brasileiro de Psiquiatria*, 66(3), 164-71.  
[Doi:10.1590/0047-2085000000166](https://doi.org/10.1590/0047-2085000000166)
- López-Iglesias, M., Tapia-Frade, A., & Ruiz-Velasco, C.M. (2023). Patologías y dependencias que provocan las redes sociales en los jóvenes nativos digitales. *Revista de Comunicación y Salud*, 13, 1-21.  
[Doi:10.35669/rcys.2023.13.e301](https://doi.org/10.35669/rcys.2023.13.e301)
- Macías Rodríguez, H.J. (2023). Entre el entretenimiento y la socialización: un acercamiento a la cultura digital adolescente a través de TikTok. *Revista Iberoamericana de las Ciencias Sociales y Humanísticas*, 12(23).  
<https://doi.org/10.23913/ricsh.v12i23.307>
- Martín, T., & Chaves Vázquez, B. (2022). La influencia de Instagram en la creación y reproducción del ideal de belleza femenino. *Anuario Electrónico de Estudios en Comunicación Social "Disertaciones"*, 15(1), 1-17.  
[Doi:10.12804/revistas.urosario.edu.co/disertaciones/a.11148](https://doi.org/10.12804/revistas.urosario.edu.co/disertaciones/a.11148)

- Martín Critikián, D. & Medina Núñez, M. (2021). Redes sociales y la adicción al like de la generación Z. *Revista de Comunicación y Salud*, 11, 55-76. <https://doi.org/10.35669/rcys.2021.11.e281>
- Martín Muñoz, D., & Atauri Mezquida, D. (2024). Comunidad digital de las autolesiones de los menores en Tiktok. Aproximación metodológica cuantitativa y cualitativa. *International Visual Culture Review*, 16(4). <https://doi.org/10.62161/revvisual.v16.5292>
- Martín-Crespo, C., & Salamanca, A.B. (2007). El muestreo en la investigación cualitativa. *NURE investigación: Revista Científica de enfermería*, 27. <https://bit.ly/3MawleD>
- Martínez-Pastor, E., Atauri-Mezquida, D., Nicolás-Ojeda, M.A., & Blanco-Ruiz, M. (2023). Visualización e interpretación de las interacciones en los mensajes de autolesiones no suicidas en Twitter, *REDES. Revista Hispana para el Análisis de Redes Sociales*, 34(2), 238-253. [Doi:10.5565/rev/redes.996](https://doi.org/10.5565/rev/redes.996)
- Martínez-Pastor, E., & Gaete-Salgado, C. (2023). Jóvenes creadores de contenidos en torno a las autolesiones: identificación de metalenguajes en X (Twitter). *Revista Panamericana De Comunicación*, 5(2), 55-70. <https://doi.org/10.21555/rpc.v5i2.2984>
- Memon, A.M., Sharma, S.G., Mohite, S.S., & Jain, S. (2018). The role of online social networking on deliberate self-harm and suicidality in adolescents: A systematized review of literature. *Indian Journal of Psychiatry*, 60(4), 384-392. [Doi:10.4103/psychiatry.IndianJPsychiatry\\_414\\_17](https://doi.org/10.4103/psychiatry.IndianJPsychiatry_414_17)
- Merriam, S.B. (2009). *Qualitative research. A guide to design and implementation*. Jossey-Bass. <https://acortar.link/KMAhNY>
- Moss, C., Wibberley, C., & Witham, G. (2023). Assessing the impact of Instagram use and deliberate self-harm in adolescents: A scoping review. *International Journal of Mental Health nursing*, 32(1), 14-29. <https://doi.org/10.1111/inm.13055>
- Narciso, R., Silva Moreira, A.C., Kreuzberg da Silva, C., de Almeida, E.F., Melo Gomes, L.C., da Silva, L.I., de Oliveira, N.P., & da Silva, S.M. (2024). The influence of social networks on children's literacy: challenges and opportunities. *Cuadernos de Educación y Desarrollo*, 16(2). <https://doi.org/10.55905/cuadv16n2-026>
- Nasibova, J. (2018). Internet and social isolation among youth in England. *Metafizika*, 1(2), 54-64. <https://sid.ir/paper/713789/en>
- Nock, M.K. (2014). *The Oxford handbook of suicide and self-injury*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195388565.001.0001>
- Obando D., Trujillo A., & Prada M. (2018). Conducta autolesiva no suicida en adolescentes y su relación con factores personales y contextuales. *Revista Psicopatología y Psicología Clínica*, 23(3), 189-200. [doi: 10.5944/rppc](https://doi.org/10.5944/rppc)
- Pedraz Marcos, A., Zarco Colón, J., Ramasco Gutiérrez, M., & Palmar Santos, A.M. (2014). *Investigación cualitativa*. Elsevier. <https://doi.org/10.1016/B978-84-9022-445-8.00002-0>
- Pérez, S., García-Alandete, J., Gallego, B., & Marco, J.H. (2021). Characteristics and Unidimensionality of Non-suicidal Self-injury in a Community Sample of Spanish Adolescents. *Psicothema*, 33(2), 251-258. [Doi:10.7334/psicothema2020.249](https://doi.org/10.7334/psicothema2020.249)
- Primack, B.A., Shensa, A., Sidani, J.E., Whaitte, E.O., Lin, L., Rosen, D., Colditz, J.B., Radovic, A., & Miller, E. (2017). Social Media Use and Perceived Social Isolation Among Young Adults in the U.S. *American Journal of Preventive Medicine*, 53(1), 1-8. <https://doi.org/10.1016/j.amepre.2017.01.010>
- Rascón, M.P. (2024). Atención de la autolesión no suicida en el servicio de urgencias. *NPunto*, 7(70), 64-91. [ISSN 2605-0110](https://doi.org/10.2605/0110)
- Ruiz, V.V., Onishi, F.M., & Armoa, A. (2023). El impacto de las redes sociales en la salud mental de los adolescentes en la Facultad de Ciencias Administrativas y Contables Filial Ciudad del Este. *LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades*, 4(2), 1198-1206. <https://doi.org/10.56712/latam.v4i1.677>
- Sabando, J., & Rodríguez, T.H. (2019). Analysis of the communicational abbreviations of written language in the Facebook social network. *Vivat Academia. Revista de Comunicación*, 148, 41-55. <https://doi.org/10.15178/va.2019.148.41-55>
- Steinhoff, A., Ribeaud, D., Kupferschmid, S., Raible-Destan, N., Quednow, B.B., Hepp, U., Eisner, M., Shanahan, L. (2021). Self-injury from early adolescence to early adulthood: age-related course, recurrence, and services use in males and females from the community. *European Child & Adolescent Psychiatry*, 30, 937-951. <https://doi.org/10.1007/s00787-020-01573-w>
- Susi, K., Glover-Ford, F., Stewart, A., Knowles Bevis, R., & Hawton, K. (2023). Research Review: Viewing self-harm images on the internet and social media platforms: systematic review of the impact and associated psychological mechanisms. *The Journal of Child Psychology and Psychiatry*, 64(8), 1115-1139. <https://doi.org/10.1111/jcpp.13754>
- Swannell, S.V., Martin, G.E., Page, A., Hasking, P., & St John, N.J. (2014). Prevalence of Nonsuicidal Self-Injury in Nonclinical Samples: Systematic Review, Meta-Analysis and Meta-Regression. *Suicide and Life-Threatening Behavior*, 44(3), 273-303. <https://doi.org/10.1111/sltb.12070>
- Vázquez Fernández, M.E., Muñoz Moreno, M.F., Fierro Urturi, A., Alfaro González, M., Rodríguez Carbajo, M.L., & Rodríguez Molinero, L. (2014). Consumo de sustancias adictivas en los adolescentes de 13 y 18 años y otras

- conductas de riesgo relacionadas. *Revista Pediatría Atención Primaria*, 16(62), 125-134. <https://acortar.link/zSyxy9>
- Vázquez López, P., Armero Pedreira, P., Martínez-Sánchez, L., García Cruz, J.M., Bonet de Luna, C., Notario Herrero, F., Sánchez Vázquez, A.R., Rodríguez Hernández, P.J., & Díez Suárez, A. (2023). Self-injury and suicidal behavior in children and youth population: Learning from the pandemic. *Anales de Pediatría*, 98(3), 204-212. <https://doi.org/10.1016/j.anpedi.2022.11.006>
- Wang, Y., Zhang, M., & Chen, H. (2019). Self-injury among left-behind adolescents in rural China: The role of parental migration and parent-child attachment. *Frontiers in Psychology*, 9, 1-8. <https://doi.org/10.3389/fpsyg.2018.02672>
- Wester, K., Trepal, H., & King, K. (2018). Nonsuicidal Self-Injury: Increased Prevalence in Engagement. *Suicide and Life-Threatening Behavior*, 48(6), 690-698. <https://doi.org/10.1111/sltb.12389>
- Whitlock, J., Lloyd-Richardson, E., Fisseha, F., & Bates, T. (2017). Parental secondary stress: The often hidden consequences of nonsuicidal self-injury in youth. *Journal of Clinical Psychology*, 74(1), 178-196. <https://doi.org/10.1002/jclp.22488>
- Xiao, Q., Song, X., Huang, L., Hou, D., & Huang, X. (2022). Global prevalence and characteristics of non-suicidal self-injury between 2010 and 2021 among a non-clinical sample of adolescents: A meta-analysis. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsyg.2022.912441>
- Zdanow, C., & Wright, B. (2012). The Representation of Self Injury and Suicide on Emo Social Networking Groups. *African Sociological Review*, 16(2), 81-101. [eISSN: 1027-4332](https://doi.org/10.1080/10274332.2012.681111)