

Integrated Pediatric Counseling Models Supporting Healthy Adolescent Communication Skills and Positive Social Engagement Across Communities Today

Dr. Naresh Kaushik¹, Alka Singh², Dr. Gauri Shinde³, Dharmasheel Shrivastava⁴, Aswin Mohan Ram⁵, Dr. Arvind Kumar Pandey⁶, Mr. Karthik N R⁷, Dr. Jitendriya Biswal⁸

¹Assistant Professor, Department of uGDX School of Technology, ATLAS SkillTech University, Mumbai, India, Email Id-naresh.kaushik@atlasuniversity.edu.in, Orcid id- 0000-0002-9896-4662

²Assistant Professor, Department of Computer Science and Engineering (AI), Noida Institute of Engineering and Technology, Greater Noida, Uttar Pradesh, India, Email Id-alkasingh.it@niet.co.in, Orcid id- 0009-0004-4891-436X

³Assistant Professor, Dept. of Obstetrics and Gynecology, Krishna Institute of Medical Sciences, Krishna Vishwa Vidyapeeth "Deemed to be University", Taluka-Karad, Dist-Satara, Pin-415 539, Maharashtra, India. drgauri8@gmail.com

⁴Assistant professor, Biotechnology and Microbiology, Noida International University dharmasheel.shrivastava@niu.edu.in 0000-0002-2022-3290

⁵Assistant Professor, Emergency Medicine, Sree Balaji Medical College and Hospital, Bharath Institute of Higher Education and Research. E-mail: aswin26@sbmch.ac.in

⁶Associate Professor, Department of Computer Science & IT, Arka Jain University, Jamshedpur, Jharkhand, India, Email Id-dr.arvind@arkajainuniversity.ac.in, Orcid id- 0000-0001-5294-0190

⁷Assistant Professor, Information Science, Presidency University, Bangalore, Karnataka, India, Email Id-nr.karthik@presidencyuniversity.in, Orcid id- 0009-0003-0799-6752

⁸Associate Professor, Department of Psychiatry, IMS and SUM Hospital, Siksha 'O' Anusandhan (Deemed to be University), Bhubaneswar, Odisha, India, Email Id-jitendriyabiswal@soa.ac.in, Orcid id- 0000-0003-4343-4880

Abstract

Good communication skills and positive social interaction are critical components of healthy adolescent development. Some young people, however, face difficulties in communicating, have little or no social contact and have emotional problems that can have a negative impact on their health and social involvement. The role of integrated models of pediatric counseling in improving communication skills of adolescents and maintaining healthy social relationships in various community settings was examined. A cross-sectional survey was carried out with 250 adolescents (12 to 19 years) in schools and community centers. Standardized questionnaires assessing communication skills, social engagement and counseling support were used to collect data. Relationships between study variables were assessed by the use of correlation and regression analysis. The higher the rate of counselling support received, the more adolescents showed improvement in communicating, relationships with peers and involvement in the community. Positive relationships were noted between counseling interventions, communication competence and social engagement. The use of integrated pediatric counseling models has a significant contribution to the development of communication skills and social connections among adolescents, as a means to achieving healthier psychosocial outcomes.

Keywords: Adolescents, Pediatric Counseling, Communication Skills, Social Engagement, Community Health, Adolescent Well-Being.

1. INTRODUCTION

Adolescence is a period of development that is very important due to its physical, emotional, cognitive and social changes. Communication skills are critical to assisting adolescents build healthy relationships, appropriately express feelings, manage conflict and engage actively in community life. Good communication skills also relate to high levels of self-confidence, emotional strength and social adjustment. Therefore, the goal of encouraging positive communication and social interaction is now a key area of focus on adolescent health and development programs. The research already conducted has pointed to the significance of counselling interventions, family support activities, guidance services provided in the school and community engagement activities as contributing to adolescent well-being. There is evidence that counselling interventions enhance adolescents' interpersonal communication, emotional management and social inclusion. Collaborative learning and education and community-based support systems have also been identified as effective structures to support adolescent development and mitigate psychosocial risks.

In spite of these strides, many adolescent girls still struggle to communicate, withdraw socially, engage in peer relationships and participate in community life. Current interventions are often disjointed and disjointed in the health, education and community sectors, reducing the effectiveness and sustainability of the interventions. As communication barriers and social isolation increase among adolescents, it is important to identify integrated counseling approaches that take multiple aspects of adolescent development into account. The purpose of this study is to measure adolescent communication abilities, to predict adolescent social engagement, and review the effectiveness of integrated pediatric counselling models.

The proposed framework includes pediatric counseling support and family, school, and community-based engagement strategies to help build communication skills and positive social interactions. This study has been important for the creation of an integrated youth support framework, the assessment of the results of communication and social engagement, and the identification of concrete counselling strategies which can contribute to youth wellbeing in a range of community settings.

2. LITERATURE REVIEW

Communication skills play an integral role in adolescent development, and affect their emotional well-being, academic performance and social adjustment [1],[2]. Verbal and interpersonal communication skills help adolescents communicate thoughts, discuss their concerns, establish relationships and manage conflict in a positive way [7],[13]. Emotional expression and active listening are important skills in communication that enable a two-way shared understanding, empathy and positive interactions with others within the community, family and peers [4],[5]. Skilled communicators typically have elevated self-esteem, better emotional management and healthy relationships [3,6]. Pediatric counseling has become an important way to assist in the adolescent's development and to overcome communication related difficulties [10],[14].

Individual counseling offers an environment in which adolescents can explore issues of concern to them, develop coping strategies and have the opportunity to express themselves [14]. Family centered counseling fosters positive interactions between family and youth, helps family members understand each other better, and supports the emotional elements of family relationships [2]. Additionally, school-based counseling programs make a contribution by offering guidance, conflict resolution training, developmental support as part of the school environment to help promote healthier communication habits and social skills [9],[11]. Social involvement and community participation also are critical factors of adolescent health. A healthy, nurturing relationship with peers helps to foster emotional security, social learning and psychological resilience [3],[12]. Being involved in community activities, youth programs, and volunteering can create opportunities to develop new skills, build leadership, and improve social integration [8]. Furthermore, robust social support systems within the family, school, peer, and community help build protective environments that promote healthy behaviors and emotions [5].

The benefits of counselling interventions on the communication skills, emotional well-being and social adjustment of adolescents have been reported in previous studies [10],[14]. Communications Improvement Programs have been shown to be effective in increasing interpersonal effectiveness and decreasing social problems [7]. Likewise, community-based youth interventions have been found to enhance social engagement, support networks and greater wellbeing in the youth [8],[12]. There have also been increased opportunities for customised early intervention and support for children and young people utilising emerging technology-assisted counselling and mental health support systems [3],[6]. The results showed how significant it is to integrate various counseling resources such as healthcare, educational, family and community resources into a comprehensive counseling programs for adolescent development [2],[5],[14].

3. METHODOLOGY

3.1 Study Design

The research type used in this study was cross sectional correlational research with a viewpoint of integrated model of pediatric counseling, adolescent communication skill and positive social engagement. Both quantitative and qualitative evidence was acquired using a mixed method. Structured questionnaires were used to collect

Quantitative Data and Semi-structured interviews were conducted for Qualitative Data with selected participants. The mixed method approach allowed for the full picture of communication skills, counseling experiences, and involvement in society for adolescents. The study was conducted for four weeks in community centers and educational institutions. The research design allowed for an examination of relationships among counseling support, communication development and social engagement outcomes at a specific time.

3.2 Study Population

The study population comprised 250 adolescents aged 12 to 19 years from the schools and community centres selected by stratified random sampling. The sample size was deemed adequate for correlation and regression based statistical analysis with adequate statistical power. The selection of the participants was done based on the criteria as listed in Table 1.

Table 1. Inclusion and Exclusion Criteria

Criteria Type	Description
Inclusion	Adolescents aged 12–19 years
Inclusion	Enrolled in schools or community programs
Inclusion	Provided informed consent
Exclusion	Diagnosed severe psychological disorders
Exclusion	Incomplete questionnaire responses
Exclusion	Inability to participate in interviews

Ethical approval was obtained prior to data collection. Parents/carers and participating adolescents gave written consent and assent, respectively.

3.3 Data Collection Tools

Multiple validated instruments were used to gather the data for the primary study variables. The Adolescent Communication Skills Questionnaire (ACSQ) assessed verbal communication, interpersonal interaction, emotional expression and listening skills. Peer relationships, community participation and social connectedness were assessed with the Social Engagement Assessment Scale (SEAS). The Pediatric Counseling Effectiveness Survey (PCES) was used to determine adolescents' perception of the effectiveness of the counseling interventions. Semi-structured interviews were used for qualitative findings with regard to issues of communication and social experiences. Table 2 shows some of the variables and the associated measurement tools.

Table 2. Variables and Measurement Tools

Variable	Instrument Used	Scale Type
Communication Skills	Adolescent Communication Skills Questionnaire (ACSQ)	5-Point Likert Scale
Social Engagement	Social Engagement Assessment Scale (SEAS)	5-Point Likert Scale
Counseling Effectiveness	Pediatric Counseling Effectiveness Survey (PCES)	5-Point Likert Scale
Qualitative Insights	Semi-Structured Interviews	Thematic Analysis

The overall Communication Competency Score (CCS) was obtained from the following:

$$CCS = \frac{\sum_{i=1}^m S_i}{m} \quad (1)$$

where SEI denotes the social engagement index, S_i represents social participation indicators, and m denotes the total number of engagement-related items.

3.4 Statistical Analysis and Conceptual Framework

Participant characteristics and study variables were summarized with descriptive statistics such as frequencies, percentages, means and standard deviations. The Pearson correlation analysis was used to find the relationships between the type of counseling effectiveness and communication skills with SOC outcomes, including:

$$r = \frac{\sum(X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum(X - \bar{X})^2 \sum(Y - \bar{Y})^2}} \quad (2)$$

where r denotes the correlation coefficient, X and Y represent the study variables, and $\bar{X}$ and $\bar{Y}$ denote their respective mean values. The predictive effect of counseling support on adolescents' outcomes was assessed using linear regression analyses, which included:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon \quad (3)$$

where Y represents communication skills or social engagement outcomes, X denotes counseling effectiveness, β_0 is the regression intercept, β_1 is the regression coefficient, and ε represents the residual error.

This study was based on the conceptual framework presented in Figure 1. Pediatric counseling models are the primary intervention component that affects the development of communication skills and social engagement outcomes and therefore integrated models are more effective. The framework also specifies age, gender, type of family support, and community environment as factors that could act as a moderator and influence the strength of these relationships. This model serves as a framework to examine the impact of counseling around communication competence and positive social engagement for youth.

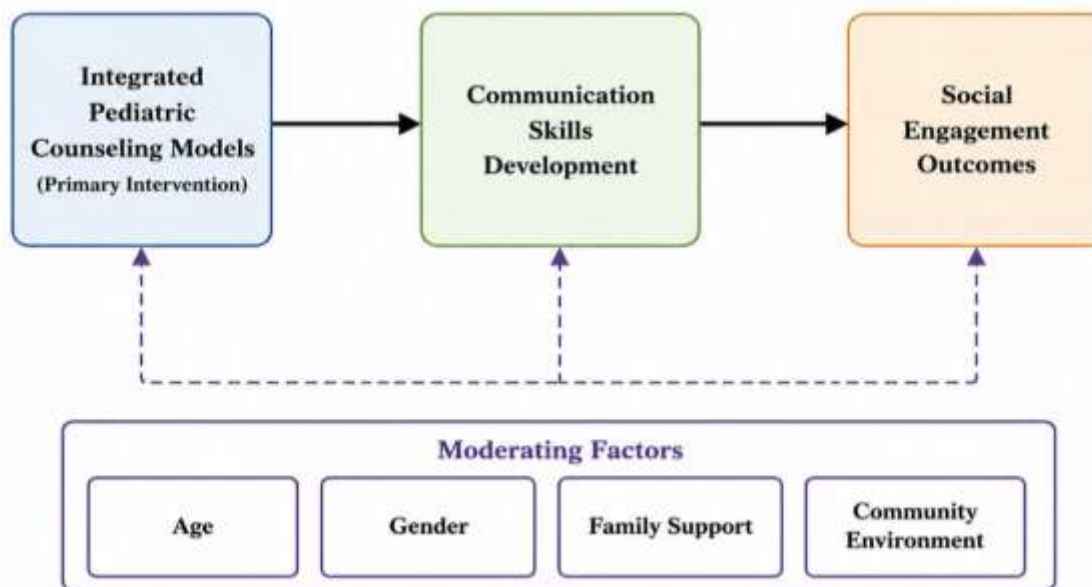


Fig 1: Conceptual framework diagram

4. RESULTS AND DISCUSSION

4.1 Participant Characteristics

The study involved 250 adolescents (12-19 years old) from schools and community centres. The demographic distribution is shown in Table 3. There were slightly more participants aged 16-19 years (54%) than those aged 12-15 years (46%). Females comprised 52% and males 48% with a relatively good gender balance. The majority of adolescents said that they had moderate to high family support.

Table 3. Demographic Characteristics

Variable	Frequency (%)
Age 12–15 Years	46
Age 16–19 Years	54
Male	48
Female	52
High Family Support	44
Moderate Family Support	38
Low Family Support	18

4.2 Communication Skill Levels

Majority of adolescents were found to have medium-high level communication skills in the evaluation of communication skills. The results shown in Figure 2 indicate that 45% of those participating had a moderate level of communication competence, and 38% had high communication competence. Just 17% were classified as being low communicators. The findings suggest good level of verbal expression, listening skills, and interpersonal communication skills for most of the adolescents. Likewise, the findings on social engagement results also reflected a positive participation rate among the study respondents.

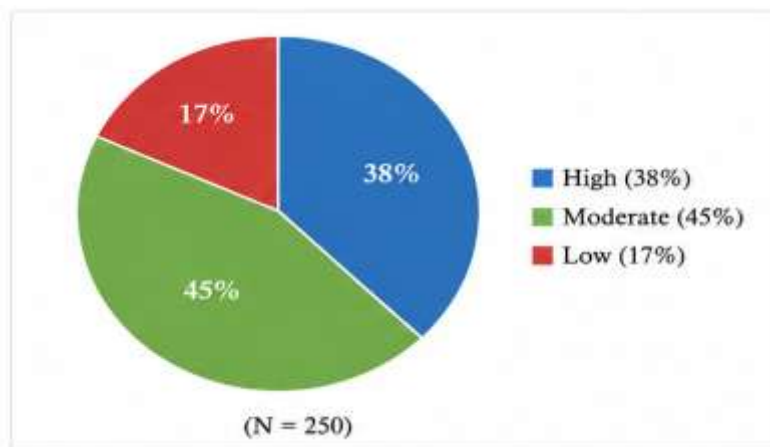


Fig 2: Distribution of Communication Skill Levels Figure

As seen in Figure 3, 48% of the adolescents were moderately socially engaged, and 34% were highly socially engaged, with low social engagement accounting for 18%. The results indicated that most of the subjects had active peer relations and engagement in community-related social activities.

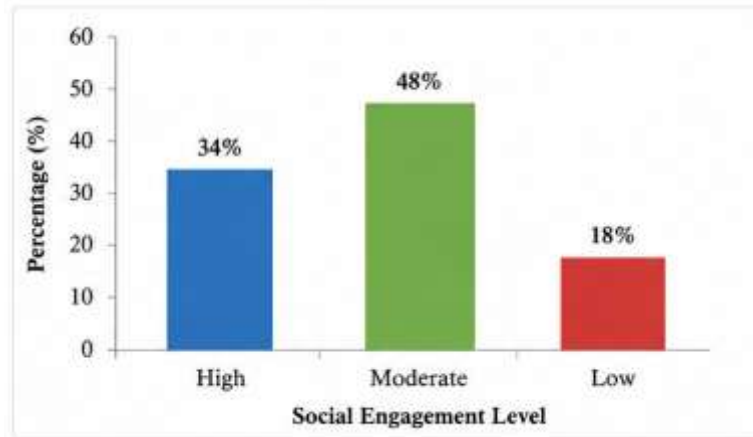


Fig 3: Social Engagement Levels Among Adolescents

4.3 Counseling Model Outcomes

Various developmental dimensions of effectiveness for integrated pediatric counseling interventions were assessed. This is summarized in Table 4. The means on the items for communication improvement were the highest (4.12 ± 0.68), while the items for peer interaction, overall effectiveness of the counseling, emotional expression and social participation received mean scores of 4.08 ± 0.71 , 4.01 ± 0.65 , 3.96 ± 0.74 and 3.89 ± 0.77 , respectively. Such findings suggest that counselling interventions had positive effects on communication skills, emotional adjustment and social functioning of adolescents.

Table 4. Counseling Effectiveness Measures

Outcome Measure	Mean Score ($\pm$ SD)
Communication Improvement	4.12 ± 0.68
Emotional Expression	3.96 ± 0.74
Peer Interaction	4.08 ± 0.71
Social Participation	3.89 ± 0.77
Overall Counseling Effectiveness	4.01 ± 0.65

4.4 Association Between Variables

Pearson correlation analysis showed that there were positive and significant relationships between the items of counseling support, communication skills, and social engagement outcomes. The correlation obtained has been presented in Table 5. Adolescents who were more competent in communication skills were most likely to be socially involved ($r = 0.65$), showing the strongest association between the two. Positive relationship with counseling support to communication skills ($r = 0.61$) and social engagement ($r = 0.57$). Moderately positive association with family support was also found for communication competence ($r = 0.49$) and social engagement ($r = 0.46$). Figure 4 depicts an increasing trend between counselling support and communication skills.

Table 5. Correlation Analysis

Variable Pair	Correlation (r)
Counseling Support vs Communication Skills	+0.61
Counseling Support vs Social Engagement	+0.57
Communication Skills vs Social Engagement	+0.65
Family Support vs Communication Skills	+0.49
Family Support vs Social Engagement	+0.46

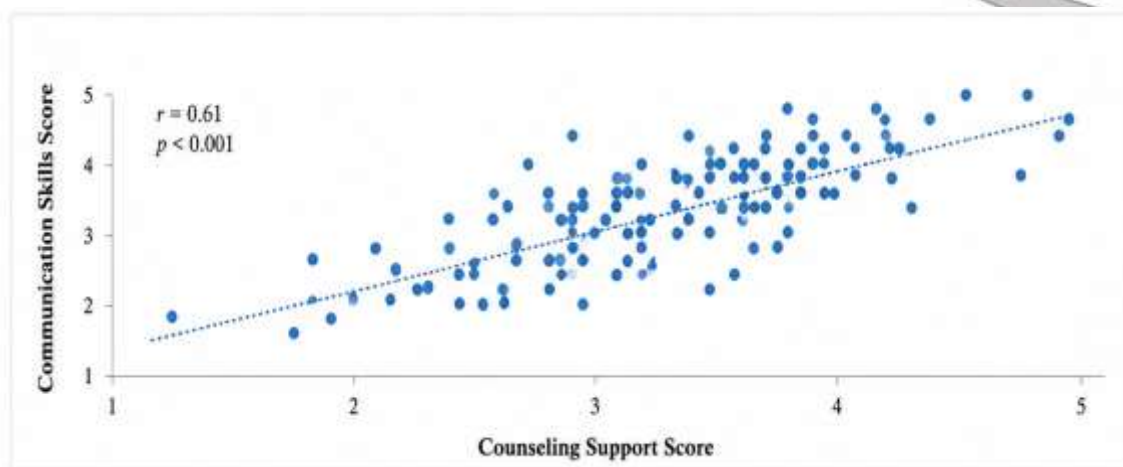


Fig 4: Correlation Between Counseling Support and Communication Skills

4.5 Discussion

The results of this study found that integrated models of pediatric counseling are indeed beneficial in improving the communication ability and social interaction of adolescents. Generally, there was moderate to high competence in communicating from most of the participants, thus counseling support can increase verbal expression, listening skills, and interactions with other persons. For healthful relationships and emotional wellness in adolescence, communication is critical.

There was also a positive level of social engagement, where adolescents are involved in peer and community activities. When considering the connection between the two variables, it appears that there is a positive relationship between communication skills and social participation, as the scores in both areas increased together. Considering the correlation between the two variables, it seems to be a positive relationship between the communication competency and the connectedness and social participation because both increased together. In addition, positive correlations were found between counseling support and social engagement outcomes and communication development.

Adolescent outcomes were also related to family support, underscoring the need for community, healthcare, and school partnerships to improve the outcomes of the adolescent. The findings of the study have been mostly supportive for the effectiveness of integrated pedagogy in the development of communication competence, enhanced social relations and positive developmental outcomes among adolescents.

5. CONCLUSION AND FUTURE SCOPE

The present study analyzed the integrated pediatric counseling models for supporting the communication and positive social engagement of adolescents in community settings. The results showed that counselling interventions have a significant effect on improving communication competence, expression of emotions, peer interaction and social participation. High levels of counseling support were associated with adolescents having higher interpersonal communication skills and more involvement in social and community activities. The findings also showed the family to be a strong factor for supporting communication development and social connectedness, thereby underscoring the need for families, schools, health and community providers to work together.

Integrated counseling constructs identified with positive relationships between counseling support, communication skills and social engagement indicate that integrated counseling approach is an effective framework in the development of healthy adolescents. These models have the potential to improve psychosocial development through meeting several needs at once and promote greater engagement with the community. Further studies should use longitudinal designs to study longer-term outcomes of counseling interventions on adolescent development. Future research on digital counselling platforms, culturally diverse groups and community-wide

approaches to implementation could be examined. In addition, the development of new models of counselling which incorporate the use of technology, parent involvement, and school adapted support networks may yield important information for enhancing the health and social outcomes of adolescents across multiple settings.

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