

MetroWest Adolescent Health Survey

The Wayland Data





THE SURVEY

- The Survey Contains 160 Questions for High School Students and 107 Questions for Middle School Students.
- Survey Categories
 - Substance Use
 - Violence
 - Behaviors Related to Unintentional Injuries
 - Sexual Behaviors
 - Mental Health
 - Dietary Behaviors and Physical Activity
 - Protective Factors

Background

- Monitors health and risk behaviors in the region served by the MetroWest Health Foundation (MHF).
- The MWAHS is largely based on the Youth Risk Behavior Surveillance System (YRBSS) of the Centers for Disease Control and Prevention (CDC).
- Administered every two years since 2006; WHS has participated all seven times. This data is based on survey administration in Fall 2018.
- In 2018, 58 middle and high schools from 25 school districts in the region took the survey. A total of 24,746 high school students were surveyed.
- At WHS, 799 out of 847 participated (94.3% participation rate).



HELPING MAKE THE SURVEY POSSIBLE





HOW THE SURVEY HELPS

- The Survey provides WaylandCares, Wayland Public School and the Community with up to date trend data, on topics of great value.
- The Survey provides us with tangible measurement, allowing us to monitor the impact of education efforts, policy change and other factors that influence the action of the youth of Wayland.
- Provides Data & Information to help secure funding through grants and foundations for community health and wellness.



SUBSTANCE USE



61%

THE PERCENTAGE OF 12TH GRADERS WHO HAVE TRIED ALCOHOL IN
THEIR LIFETIME.

34% 53% 60% 61%

9th Grade

10th Grade

11th Grade

12th Grade

Percentage of WHS Students Who Have Consumed Alcohol in Their Lifetime

11% 30% 40% 40%

9th Grade

10th Grade

11th Grade

12th Grade

Percentage of WHS Students Who Have Consumed Alcohol in the Last 30-Days

26%

THE PERCENTAGE OF 12TH GRADERS REPORT THAT THEY HAVE
ENGAGED IN BINGE DRINKING.

42%

THE PERCENTAGE OF 12TH GRADERS WHO HAVE TRIED ELECTRONIC
VAPOR PRODUCTS IN THEIR LIFETIME.

19% 38% 43% 42%

9th Grade

10th Grade

11th Grade

12th Grade

Percentage of WHS Students Who Have Used Electronic Vapor Products
in Their Lifetime.

13% 28% 26% 26%

9th Grade

10th Grade

11th Grade

12th Grade

Percentage of WHS Students Who Have Used Electronic Vapor Products
in the Past 30- Days

40%

THE PERCENTAGE OF 12TH GRADERS WHO HAVE TRIED MARIJUANA IN
THEIR LIFETIME.

8% **29%** **33%** **40%**

9th Grade

10th Grade

11th Grade

12th Grade

Percentage of WHS Students Who Have Used Marijuana
in Their Lifetime.

6% **18%** **27%** **26%**

9th Grade

10th Grade

11th Grade

12th Grade

Percentage of WHS Students Who Have Used Marijuana
in the Past 30-Days.

31% **32%** **18%** **26%**

SMOKED

VAPED

EDIBLE

CONCENTRATE

How WHS students are using marijuana

The image features a solid orange background. In the top-left corner, there are three vertical bars of varying heights, each composed of several overlapping semi-transparent circles. In the bottom-right corner, there are four vertical bars of increasing height from left to right, also composed of overlapping semi-transparent circles.

PERCEPTION OF RISK/HARM

68%

THE PERCENTAGE OF WHS STUDENTS WHO PERCEIVE THE USE OF
ELECTRONIC VAPOR PRODUCTS TO BE OF MODERATE TO GREAT RISK.

-22%

THAT IS A 22% DROP IN PERCEPTION OF RISK OR HARM, FROM 8TH
GRADE INTO HIGH SCHOOL.

70%

9TH

44%

12TH

THE PERCENTAGE OF WHS STUDENTS WHO PERCEIVE THE USE OF
MARIJUANA PRODUCTS TO BE OF MODERATE TO GREAT RISK.



ACCESS



30%

THE PERCENTAGE OF WHS STUDENTS WHO REPORT ACCESSING
ALCOHOL FROM HOME WITH PARENTS KNOWLEDGE.

42%

THE PERCENTAGE OF WHS FEMALE STUDENTS WHO REPORT
ACCESSING ALCOHOL FROM HOME WITHOUT PARENTS KNOWLEDGE.

66%

THE PERCENTAGE OF WHS 12TH GRADE STUDENTS WHO REPORT
ACCESSING ALCOHOL FROM A FRIEND.

51%

THE PERCENTAGE OF WHS 12TH GRADE STUDENTS WHO REPORT
ACCESSING ALCOHOL FROM A PARTY.

4%

THE PERCENTAGE OF WMS STUDENTS WHO REPORT ACCESSING ALCOHOL PURCHASING ONLINE, A STORE, ASKED A STRANGER.

91%

THE PERCENTAGE OF WHS STUDENTS WHO REPORT ACCESSING
MARIJUANA FROM A FRIEND.

85%

THE PERCENTAGE OF WHS 12TH GRADE STUDENTS REPORT IT IS
“FAIRLY EASY” OR “VERY EASY” TO OBTAIN MARIJUANA.

LESS THAN 10%

OF WHS STUDENTS REPORT PURCHASING MARIJUANA FROM SOMEONE
WHO SOURCED IT THROUGH A MEDICAL OR RECREATIONAL
DISPENSARY.



BULLYING & CYBERBULLYING



21%

THE PERCENTAGE OF WHS STUDENTS WHO REPORT BEING BULLIED IN THE PAST 12 MONTHS. 17% REPORT BEING BULLIED ON SCHOOL PROPERTY. BULLYING VICTIMIZATION IS HIGHER AMONG FEMALES THAN MALES OVERALL.

**2010: 23% 2016: 12% 2018: 17% FUTURE DATA
WILL SHOW IF THIS IS INDICATIVE OF A TREND**

The repeated use by of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

13%

THE PERCENTAGE OF WHS STUDENTS WHO REPORT BEING CYBERBULLIED IN THE PAST 12 MONTHS. FEMALES ARE MORE LIKELY TO BE VICTIMS.

2010: 17% 2018: 13%

'Bullying through the use of technology or any electronic communication, including the creation of web pages or blogs in which the creator assumes the identity of another person'



MENTAL HEALTH



39%

THE PERCENTAGE OF WHS STUDENTS WHO REPORTED THAT THEIR LIFE WAS VERY STRESSFUL IN THE LAST 30 DAYS

2006: 32% 2018 39%

STRESS & ANXIETY

- FEMALES ARE MORE LIKELY TO REPORT STRESS THAN MALES (54% v 24%)
- SCHOOL IS THE MOST COMMON FORM OF STRESS (69% OF STUDENTS REPORT THIS, FOLLOWED BY SOCIAL ISSUES at 26%)
- 33% REPORT FEELING NERVOUS, ANXIOUS OR ON EDGE
- 35% REPORT FEELING TIRED OR HAVING LITTLE ENERGY
- 22% REPORT SLEEPING PROBLEMS
- 20% REPORT HAVING TROUBLE CONCENTRATING IN SCHOOL
- 19% REPORT EATING PROBLEMS DUE TO FEELING STRESSED AND ANXIOUS

11%

THE PERCENTAGE OF WHS STUDENTS WHO REPORTED DEPRESSIVE SYMPTOMS IN THE
PAST 12 MONTHS

**REPORTS OF DEPRESSIVE SYMPTOMS HAVE BEEN
STEADY AT 11% SINCE 2016, WITH PRIOR REPORTS
RANGING FROM 13-17%**

DEPRESSIVE SYMPTOMS, SELF-INJURY & SUICIDALITY

- 9% REPORT SELF INJURY IN THE PAST 12 MONTHS
- 9% HAVE SERIOUSLY CONSIDERED SUICIDE IN THEIR LIFETIME
- 2% HAVE MADE A SUICIDE ATTEMPT
- FEMALES ARE MORE LIKELY TO REPORT DEPRESSIVE SYMPTOMS
- YOUTH WITH DISABILITIES REPORT MORE MENTAL HEALTH PROBLEMS THAN YOUTH WITHOUT DISABILITIES
- MANY YOUTH WHO REPORT MENTAL HEALTH PROBLEMS DO NOT RECEIVE MENTAL HEALTH SERVICES



ONLINE BEHAVIOR



66%

THE PERCENTAGE OF WHS STUDENTS WHO SPEND THREE OR MORE HOURS ONLINE ON THE AVERAGE SCHOOL DAY

2010: 31% 2018 66% (2010 WAS THE FIRST YEAR THIS DATA WAS COLLECTED)

THE PROPORTION OF YOUTH IN WAYLAND SPENDING THREE OR MORE HOURS ONLINE DAILY HAS DOUBLED FROM 2010 TO 2018.

THIS IS ALSO THE GENERAL TREND IN ALL METROWEST DISTRICTS SURVEYED

TIME SPENT ONLINE, SOCIAL MEDIA USE & GAMING

- 22% SPEND THREE OR MORE HOURS ON SOCIAL MEDIA
- 8% SPEND THREE OR MORE HOURS ON GAMING
- SOCIAL MEDIA USE (3 + HOURS) FEMALES 27%, MALES 16%
- GAMING (3 + HOURS) MALES 13%, FEMALES 2%
- POSITIVE & NEGATIVE ATTITUDES EXIST
- POSITIVE: FEELING CONNECTED, SOCIAL SUPPORT, INTERESTS & HOBBIES
- NEGATIVE: HURTS RELATIONSHIPS, MAKES THEM FEEL BAD, EXCLUDES THEM FROM IMPORTANT THINGS, HAS HURT RELATIONSHIPS WITH PEERS
- 43% OF ALL YOUTH FEEL LIKE THEY SPEND TOO MUCH TIME ON SOCIAL MEDIA (FEMALES 52%, MALES 35%)
- MORE LIKELY TO REPORT CYBERBULLYING, MENTAL HEALTH CONCERNS, DEPRESSIVE SYMPTOMS, SUICIDAL CONSIDERATIONS



PROTECTIVE FACTORS



75%

THE PERCENTAGE OF WHS STUDENTS WHO REPORTED BEING ENGAGED IN AND CONNECTED WITH THEIR SCHOOLS

SEVERAL INDICATORS ARE SLIGHTLY LOWER IN 2018 AFTER HAVING BEEN RELATIVELY STABLE IN PRIOR SURVEYS, BUT THERE IS NOT A CONSISTENT DECLINE ACROSS ALL INDICATORS

72%

THE PERCENTAGE OF WHS STUDENTS WHO REPORTED HAVING AT LEAST ONE TEACHER OR OTHER ADULT AT SCHOOL TO TALK TO IF THEY HAVE A PROBLEM

2006: 63% 2018: 72%

SCHOOL ATTACHMENT & ENGAGEMENT

- THE MAJORITY OF BOTH MALES AND FEMALES REPORT HIGH LEVELS OF SCHOOL ATTACHMENT; REPORTS ARE HIGHER AMONG MALES
- 72% HAVE AN ADULT IN SCHOOL WITH WHOM THEY CAN TALK
- 91% HAVE AN ADULT, PARENT OR OTHER, OUTSIDE OF SCHOOL WITH WHOM THEY CAN TALK
- 80% REPORT 'I FEEL CLOSE TO PEOPLE AT THIS SCHOOL'
- 72% REPORT 'I AM HAPPY TO BE AT THIS SCHOOL'
- 88% REPORT 'I FEEL SAFE IN MY SCHOOL'

The background is a solid orange color. In the top-left corner, there are three vertical bars of varying heights, each composed of several overlapping semi-transparent circles. In the bottom-right corner, there are four vertical bars of varying heights, also composed of overlapping semi-transparent circles.

SOCIAL EMOTIONAL LEARNING (SEL)

SOCIAL EMOTIONAL LEARNING

THE 5 CORE COMPETENCIES

- self-awareness
- self management of emotions
- responsible decision making
- social awareness / empathy
- managing & developing relationships



SEL VISION STATEMENT



With an explicit focus on social emotional learning, we envision a school district and community that supports students in developing a healthy sense of self and social awareness, embracing diversity with empathy and respect for others, making responsible decisions, and effectively engaging with the world as we strive for both justice and joy.

SEL MISSION STATEMENT

In our accepting and inclusive community, we want our students to:

- Recognize and regulate their own emotions
- Make thoughtful and healthy decisions
- Appreciate their importance, feeling connected and safe in a responsive environment
- Become clear, confident and effective communicators
- Demonstrate self-compassion in the face of doubt, negativity and challenge
- Self-advocate and understand how to access help when needed
- Show resilience and persistence in the face of adversity, transition and change
- Embrace the culture and individuality of others
- Respect the perspective of others
- Create, sustain and support healthy relationships with both peers and adults
- Develop effective skills for parting and grieving and supporting others in this process
- Solve conflicts and problems in a creative and cooperative manner
- Demonstrate genuine concern about the welfare of others
- Have hope and confidence in their future



SEL: WORK IN SCHOOLS

- SEL webpage: live as of 10/28/19
- Letter to parents regarding SEL: going out this week
- Schools will be focussing on one of the 5 core competencies: what makes the most sense for the students
- School-based SEL teams
- Continued review of curriculum: potential changes and new directions
- Surveys and data: options to survey students & staff to establish some baseline data
- Work with McLean hospital: grade based professional development relative to school anxiety
- Reconvene SEL committees



FINAL THOUGHTS & FURTHER ACTIONS

WHAT IS YOUR RESPONSE TO THIS INFORMATION?

SURPRISED YES OR NO?

HORRIFIED YES OR NO?

READY TO ACT YES OR NO?

WHERE SHOULD WE DIRECT OUR FOCUS?