

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



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



11%

THE PERCENTAGE OF 8TH GRADERS WHO HAVE TRIED ALCOHOL IN
THEIR LIFETIME.

5%

THE PERCENTAGE OF 8TH GRADERS WHO HAVE TRIED ELECTRONIC
VAPOR PRODUCTS IN THEIR LIFETIME.

3%

THE PERCENTAGE OF 8TH GRADERS WHO HAVE TRIED MARIJUANA IN
THEIR LIFETIME.

3% or Less

OFF ALL 8TH GRADE STUDENTS AT WMS ARE CURRENTLY USING
ALCOHOL, MARIJUANA OR ELECTRONIC VAPOR DEVICES.



PERCEPTION OF RISK/HARM



90%

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

89%

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



ACCESS



38%

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

26%

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

12%

THE PERCENTAGE OF WMS STUDENTS WHO REPORT ACCESSING
ALCOHOL FROM A PARTY.

9%

THE PERCENTAGE OF WMS STUDENTS WHO REPORT ACCESSING
ALCOHOL FROM A FRIEND.

6%

THE PERCENTAGE OF WMS STUDENTS WHO REPORT ACCESSING
ALCOHOL FROM A PERSON OVER 21.

0%

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



BULLYING & CYBERBULLYING



20% (6-8)

THE PERCENTAGE OF WMS 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.

2008: 37% 2016: 15% 2018: 18% (GRADES 7-8)

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.

14% (6-8)

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

2006-2016: 10-12% 2018: 16% (GRADES 7-8)

'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



15% (6-8)

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

2006: 16% 2016 10% 2018 19-21% (GRADES 7-8)

STRESS & ANXIETY (6-8)

- FEMALES ARE MORE LIKELY TO REPORT STRESS THAN MALES
- SCHOOL IS THE MOST COMMON FORM OF STRESS (39% OF STUDENTS REPORT THIS) FOLLOWED BY SOCIAL ISSUES, APPEARANCE & FAMILY ISSUES
- 16% REPORT FEELING NERVOUS, ANXIOUS OR ON EDGE
- 20% REPORT FEELING TIRED OR HAVING LITTLE ENERGY
- 15% REPORT SLEEPING PROBLEMS
- 13% REPORT HAVING TROUBLE CONCENTRATING IN SCHOOL
- 12% REPORT EATING PROBLEMS DUE TO FEELING STRESSED AND ANXIOUS

7% (6-8)

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

2006: 14% 2016 6% 2018 10% (GRADES 7-8)

DEPRESSIVE SYMPTOMS, SELF-INJURY & SUICIDALITY (6-8)

- 7% REPORT SELF INJURY IN THE PAST 12 MONTHS
- 8% HAVE SERIOUSLY CONSIDERED SUICIDE IN THEIR LIFETIME
- 3% 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



30% (6-8)

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

2010: 11% 2014 36% 2016-18 STEADY (GRADES 7-8)

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

THIS IS ALSO A GENERAL TREND IN ALL METROWEST DISTRICTS SURVEYED

TIME SPENT ONLINE, SOCIAL MEDIA USE & GAMING (6-8)

- 7% SPEND THREE OR MORE HOURS ON SOCIAL MEDIA
- 7% SPEND THREE OR MORE HOURS ON GAMING
- SOCIAL MEDIA USE (3 + HOURS) FEMALES 9%, MALES 5%
- GAMING (3 + HOURS) MALES 11%, FEMALES 3%
- POSITIVE & NEGATIVE ATTITUDES EXIST
- POSITIVE: FEELING CONNECTED, SOCIAL SUPPORT, INTERESTS & HOBBIES
- NEGATIVE: HURTS RELATIONSHIPS, MAKES THEM FEEL BAD, EXCLUDES THEM FROM IMPORTANT THINGS (FAMILY, HOMEWORK)
- 23% OF ALL YOUTH FEEL LIKE THEY SPEND TOO MUCH TIME ON SOCIAL MEDIA (FEMALES 30%, MALES 14%)
- MORE LIKELY TO REPORT CYBERBULLYING, MENTAL HEALTH CONCERNS, DEPRESSIVE SYMPTOMS, SUICIDAL CONSIDERATIONS



PROTECTIVE FACTORS



75% (6-8)

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

NO NOTICABLE CHANGES SINCE 2016 (GRADES 7-8)

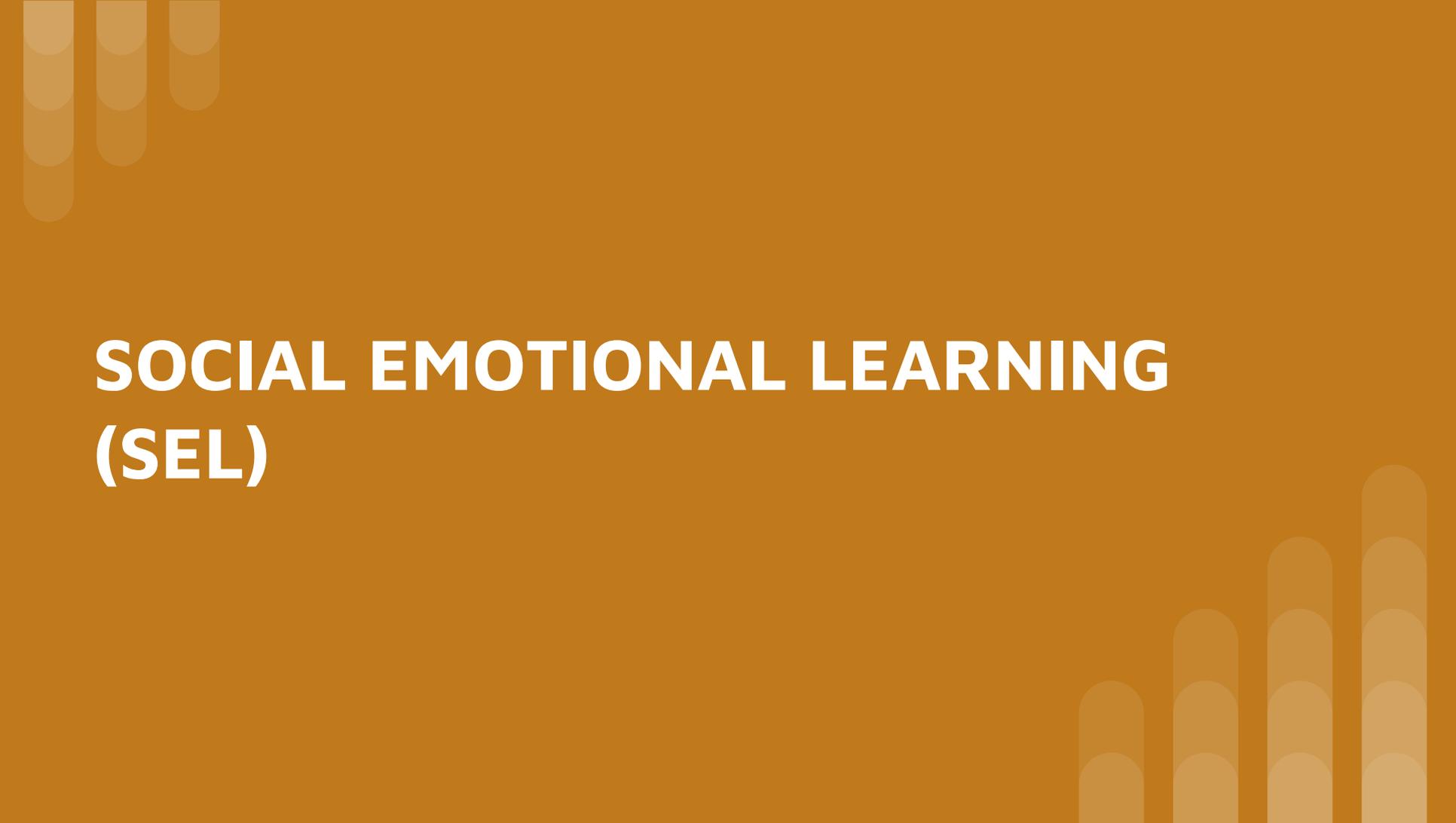
82% (6-8)

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

2006: 67% 2016: 73% 2018: 81% (GRADES 7-8)

SCHOOL ATTACHMENT & ENGAGEMENT (6-8)

- REPORTS OF SCHOOL ATTACHMENT ARE SIMILAR AMONG FEMALES AND MALES
- 82% HAVE AN ADULT IN SCHOOL WITH WHOM THEY CAN TALK
- 95% HAVE AN ADULT, PARENT OR OTHER, OUTSIDE OF SCHOOL WITH WHOM THEY CAN TALK
- 83% 'I FEEL CLOSE TO PEOPLE AT THIS SCHOOL
- 79% 'I AM HAPPY TO BE AT THIS SCHOOL
- 89% '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 circles. In the bottom-right corner, there are four vertical bars of increasing height from left to right, each also composed of several overlapping 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: launching at the end of the month
- 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?

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