



Youth Risk Behavior Survey
HMS/HHS Results 2023

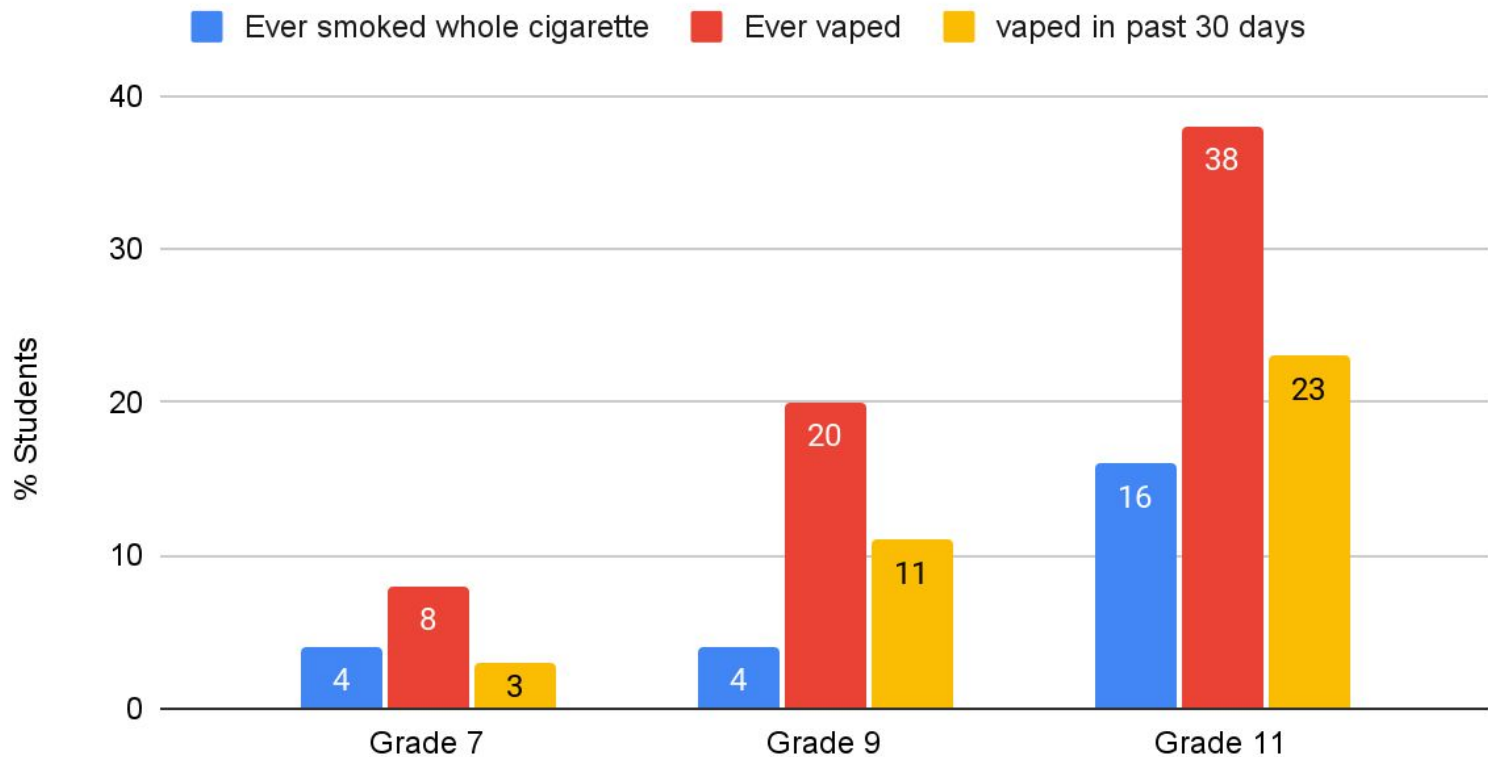


Youth Risk Behavior Survey (YRBS)

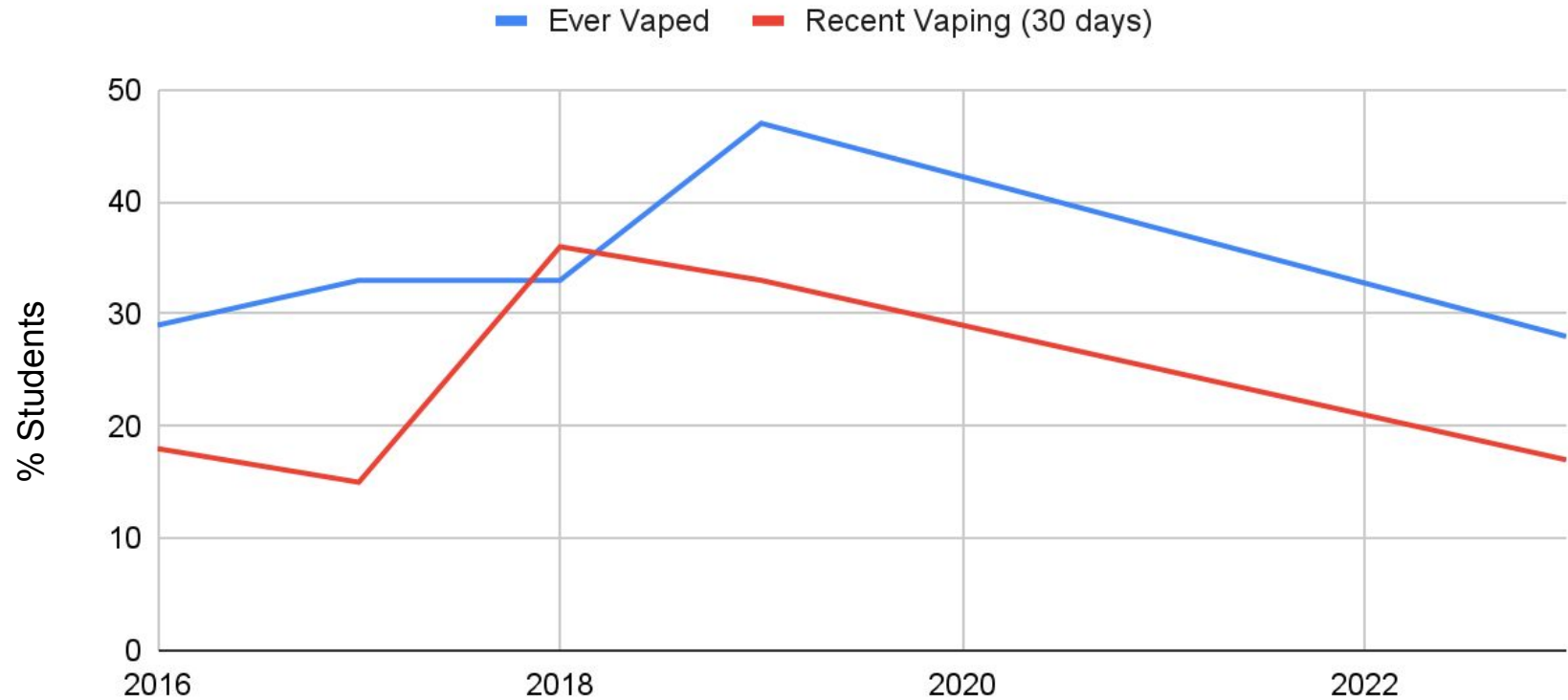
- Designed by the Centers for Disease Control.
- Anonymous survey used by the MA Department of Elementary and Secondary Education (DESE) to collect health data statewide.
- Used in-district to track longitudinal trends.
- HPS administers every spring to students in Grades 7, 9 and 11.
- The last full survey was done in 2019 due to COVID.

- The survey is instrumental in shaping health, physical education and counseling curricula and helps the district design programs that meet our students' unique needs.
- Collecting data allows us to have stronger footing to apply for grants when available.
- We can monitor progress and compare results to state and national data.

Smoking vs. Vaping

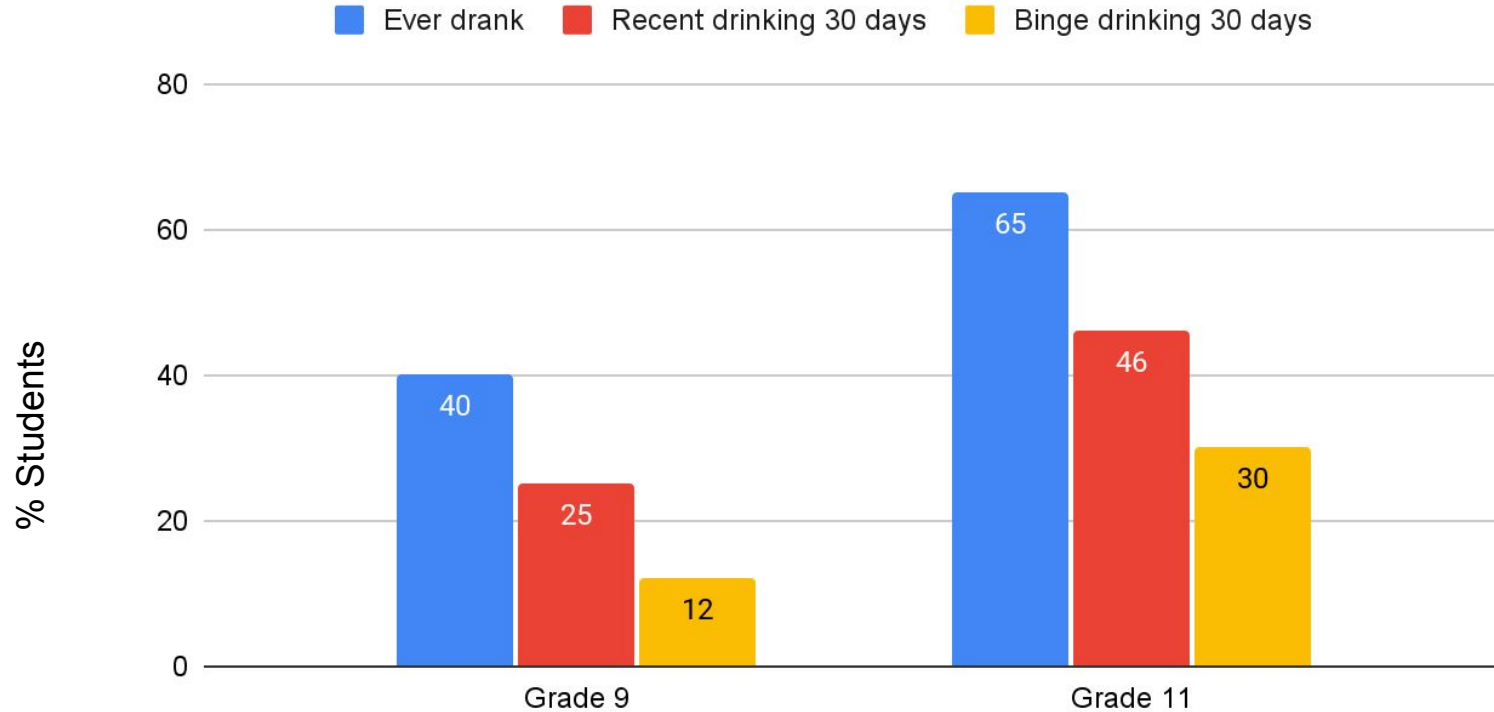


Ever Vaped and Recent Vaping (30 days) Grades 9 & 11



19% drop in ever vaping and 16% drop in recent vaping from 2019 to 2023

Ever drank, Recent drinking and Binge drinking

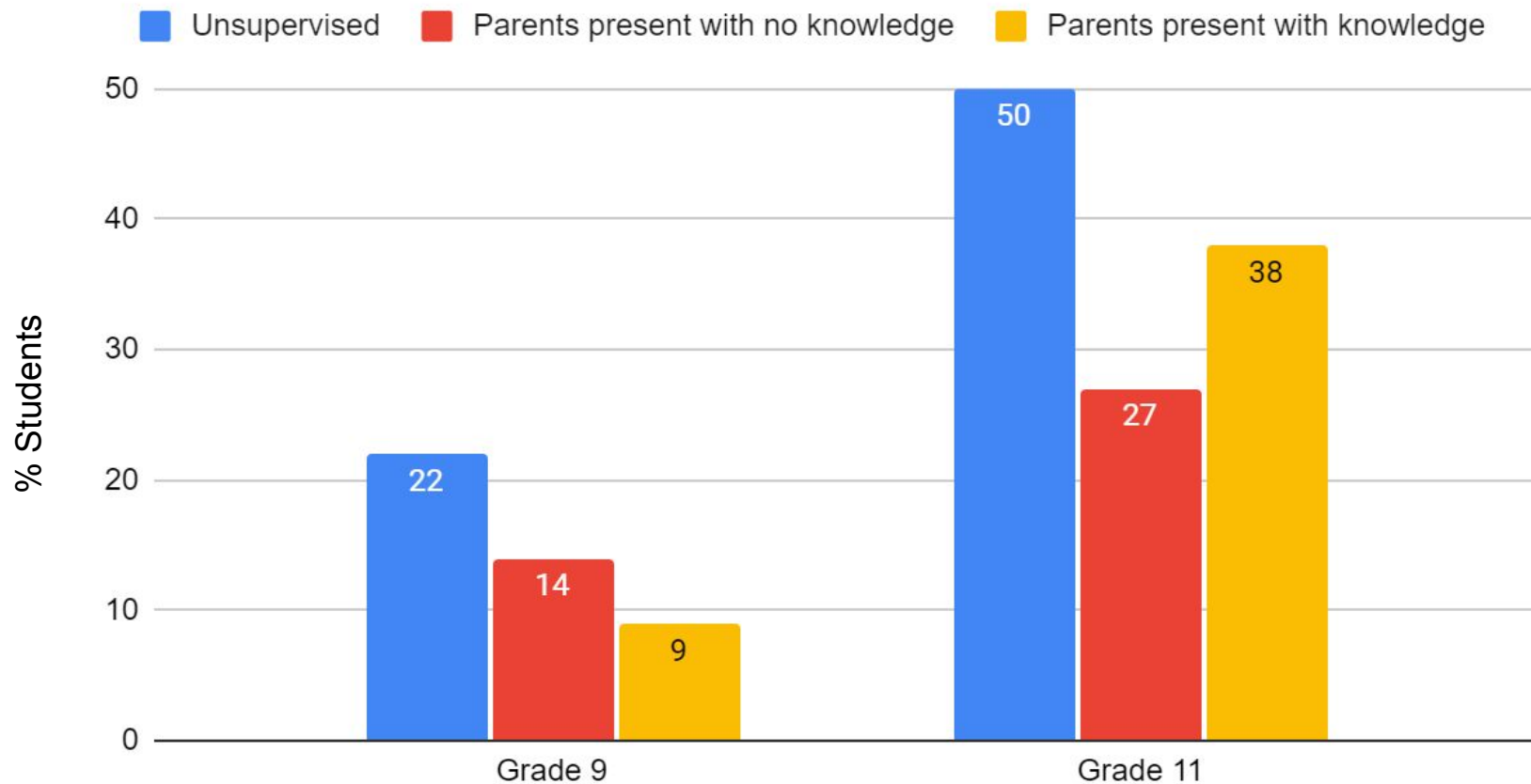


MA 2019 Data: Grade 9 Ever n/a Recent 16% Binge 6%
 Grade 11 Ever n/a Recent 32% Binge 16%

*Binge drinking is defined as 5 or more drinks in a row, within a couple of hours.

**MA 2021 data (most recent) not available yet

Attended parties in the past 3 months with alcohol



Access to Alcohol

During the past 30 days how did you usually get the alcohol you drank?

20% Someone gave it to me

8% I gave someone else money to buy it for me

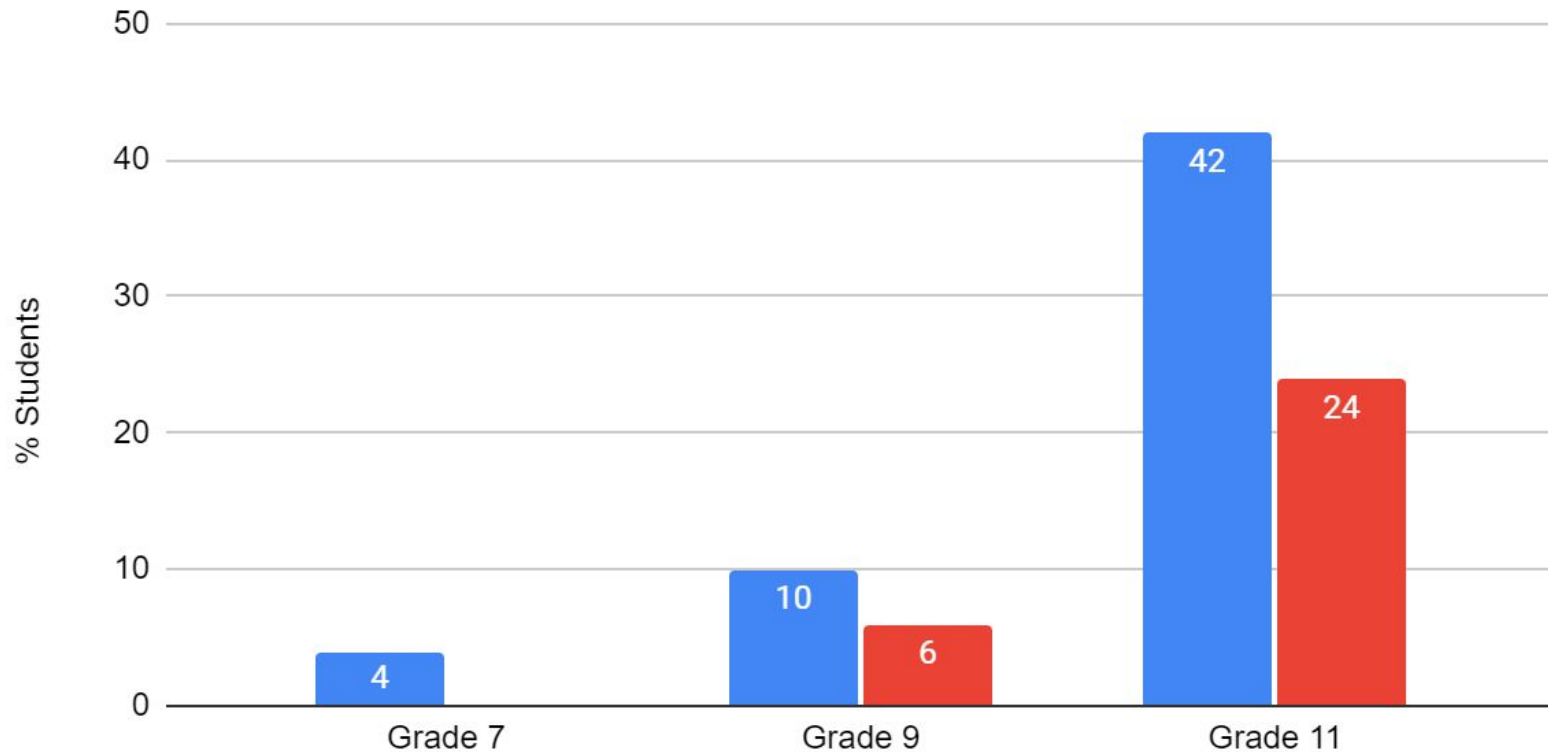
1% I took it from home without permission

What was the most frequent spot you chose to drink?

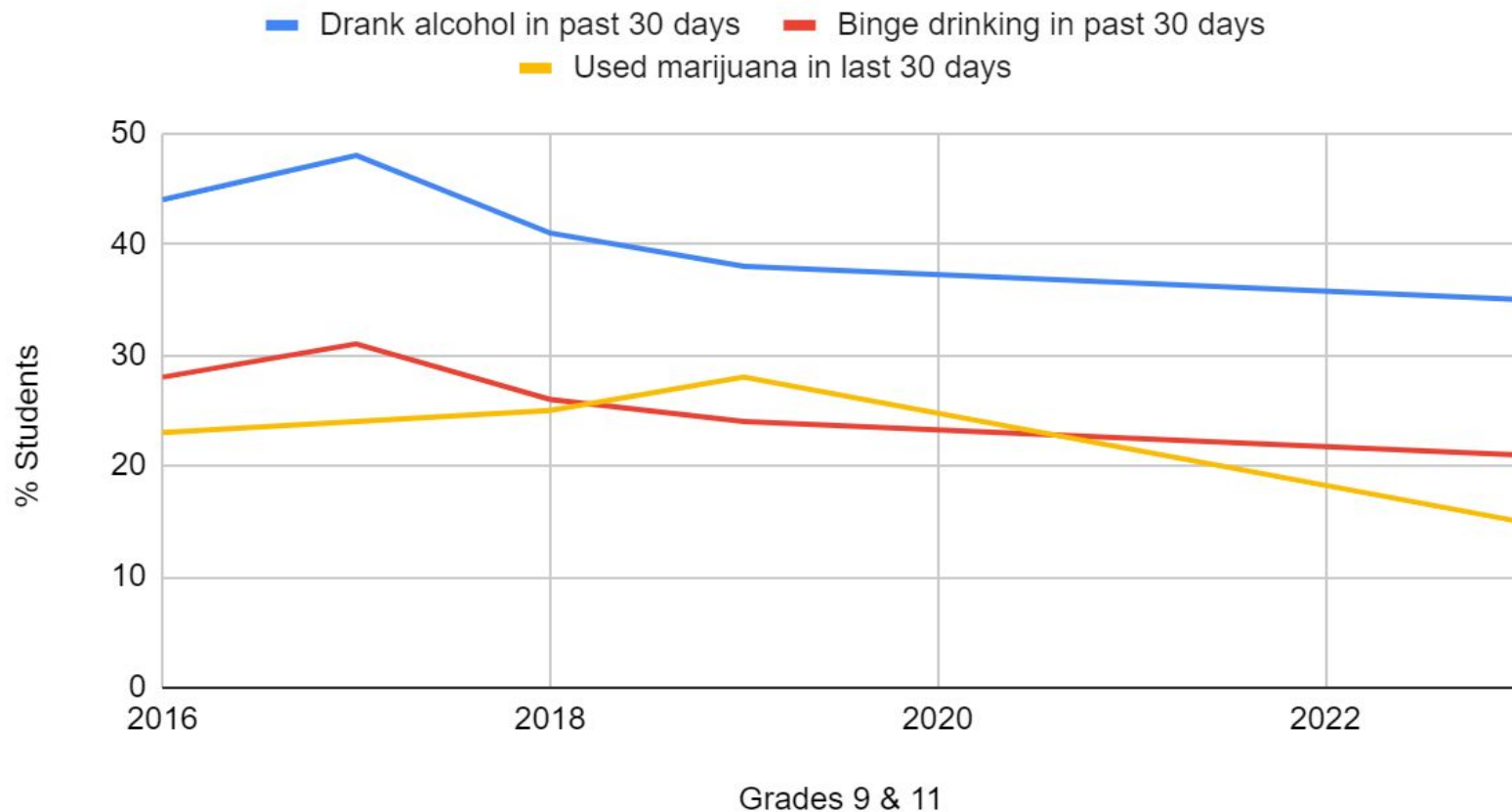
28% report “friend’s house;” 5% report “my house”

Marijuana Use

■ Ever used ■ Used in last 30 days



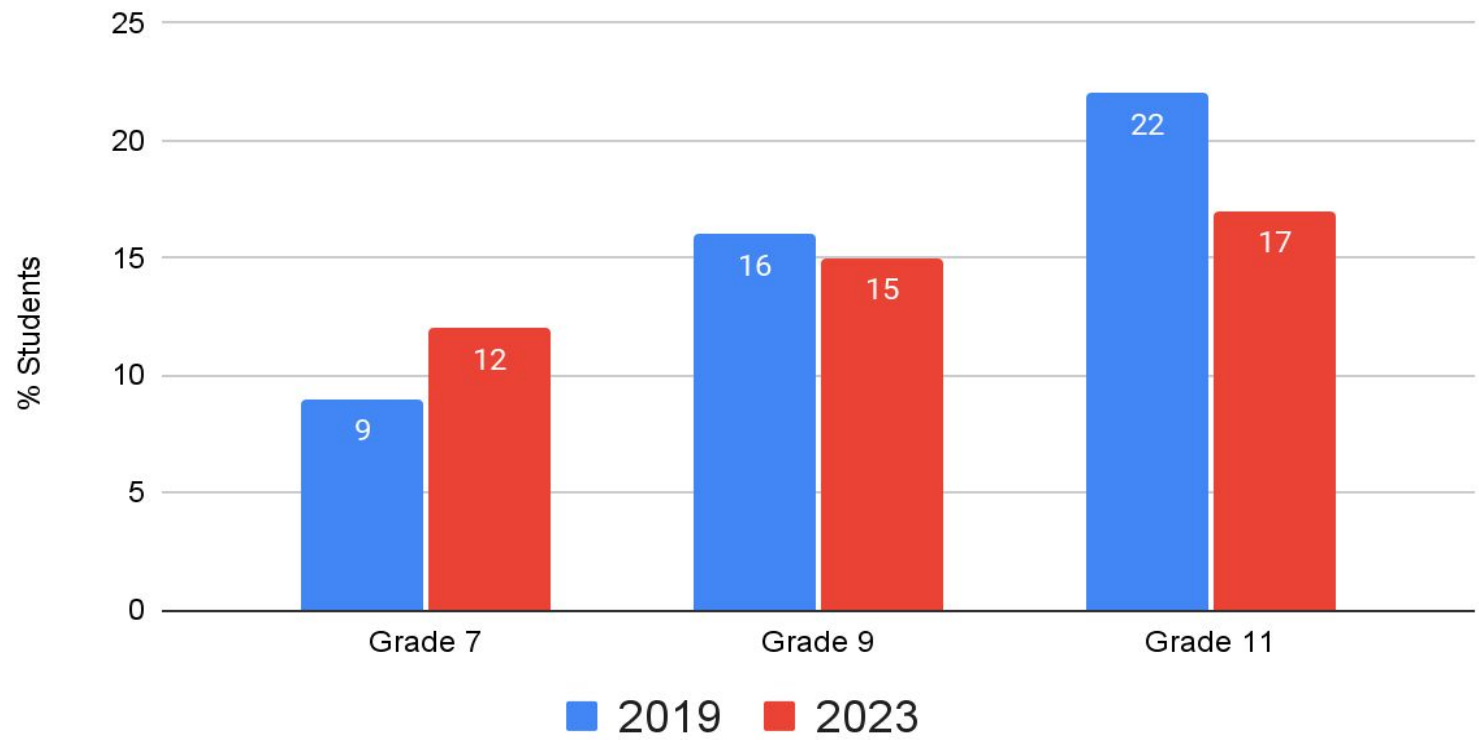
Trends in Alcohol & Marijuana Use (Grades 9 & 11)



Overall impressions of substance use data

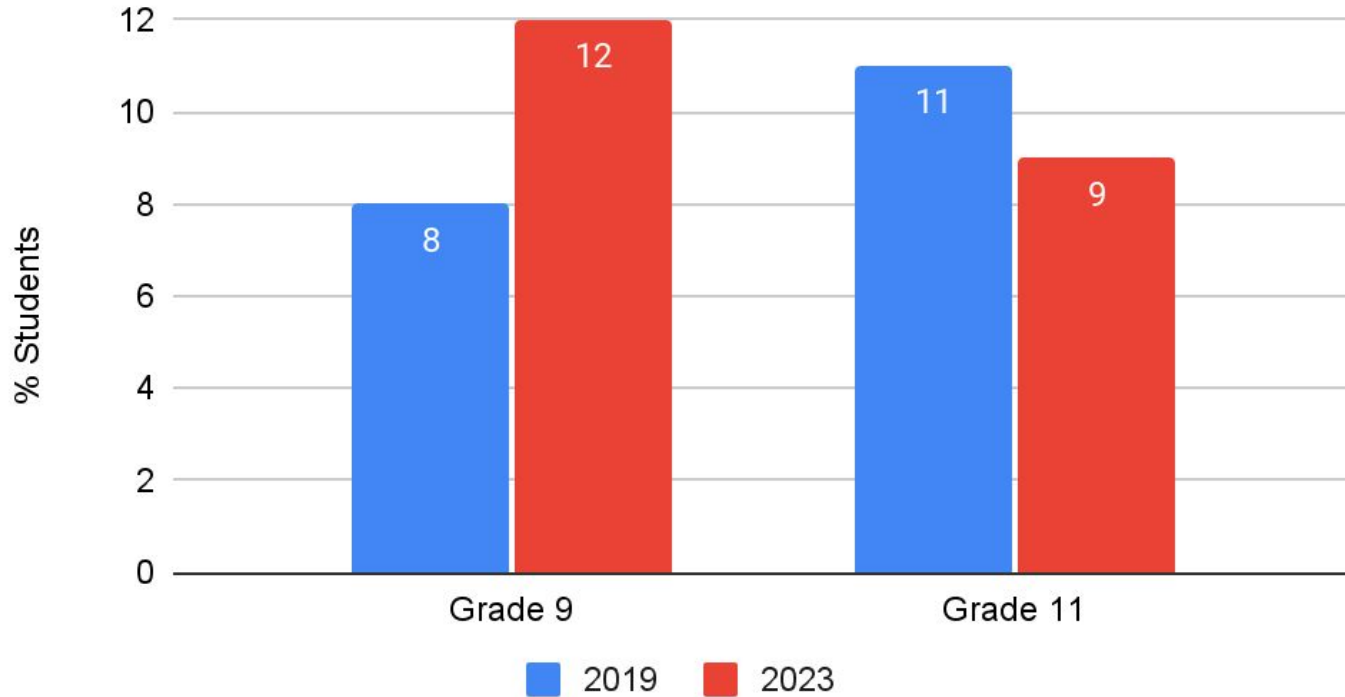
- Rates of having ever vaped, and recent vaping have gone down since 2019
- Alcohol use remains a concern – including recent and binge drinking, drinking at parties with adults present/knowledge of drinking.
- However overall rates of marijuana and alcohol use have declined slightly in recent years

Felt sad or hopeless for two or more weeks in past 12 months



MA 2019 Data: Grade 7: 24% Grade 9: 28% Grade 11: 35%

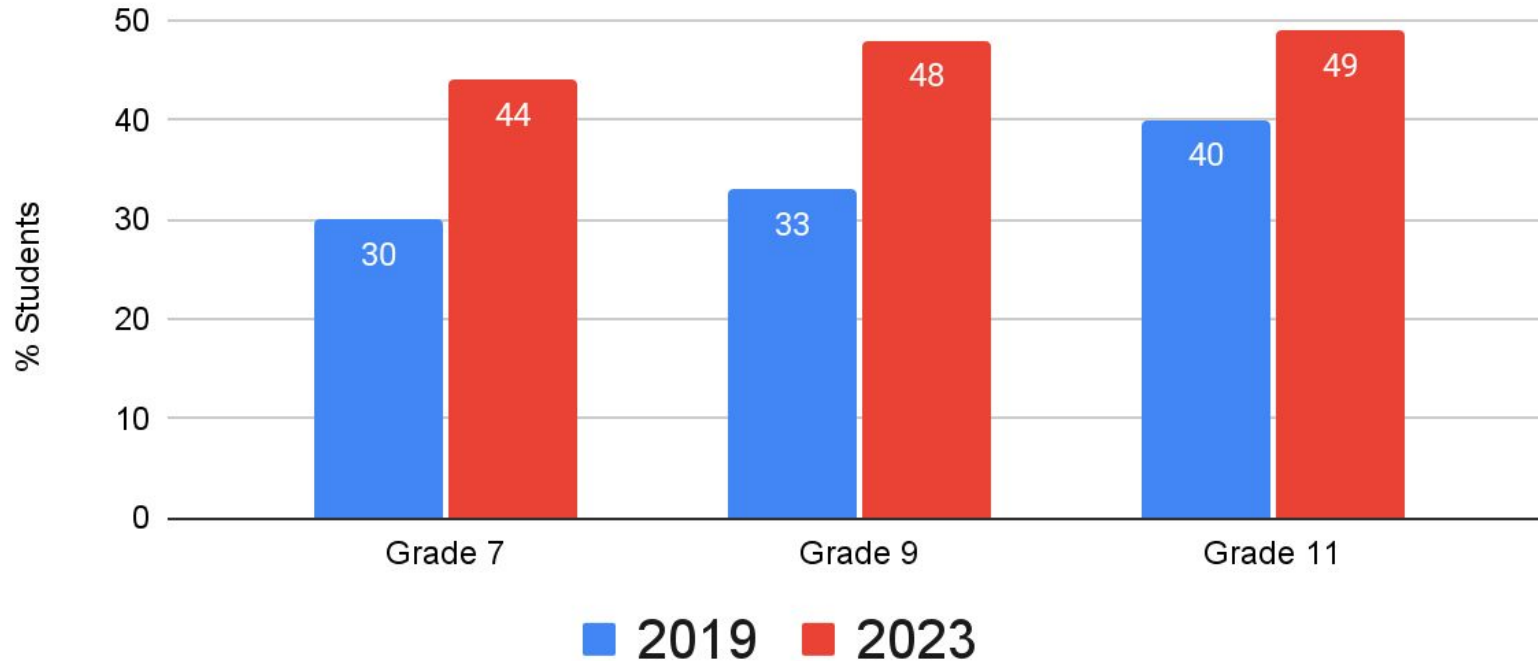
Seriously considered suicide in past 12 months



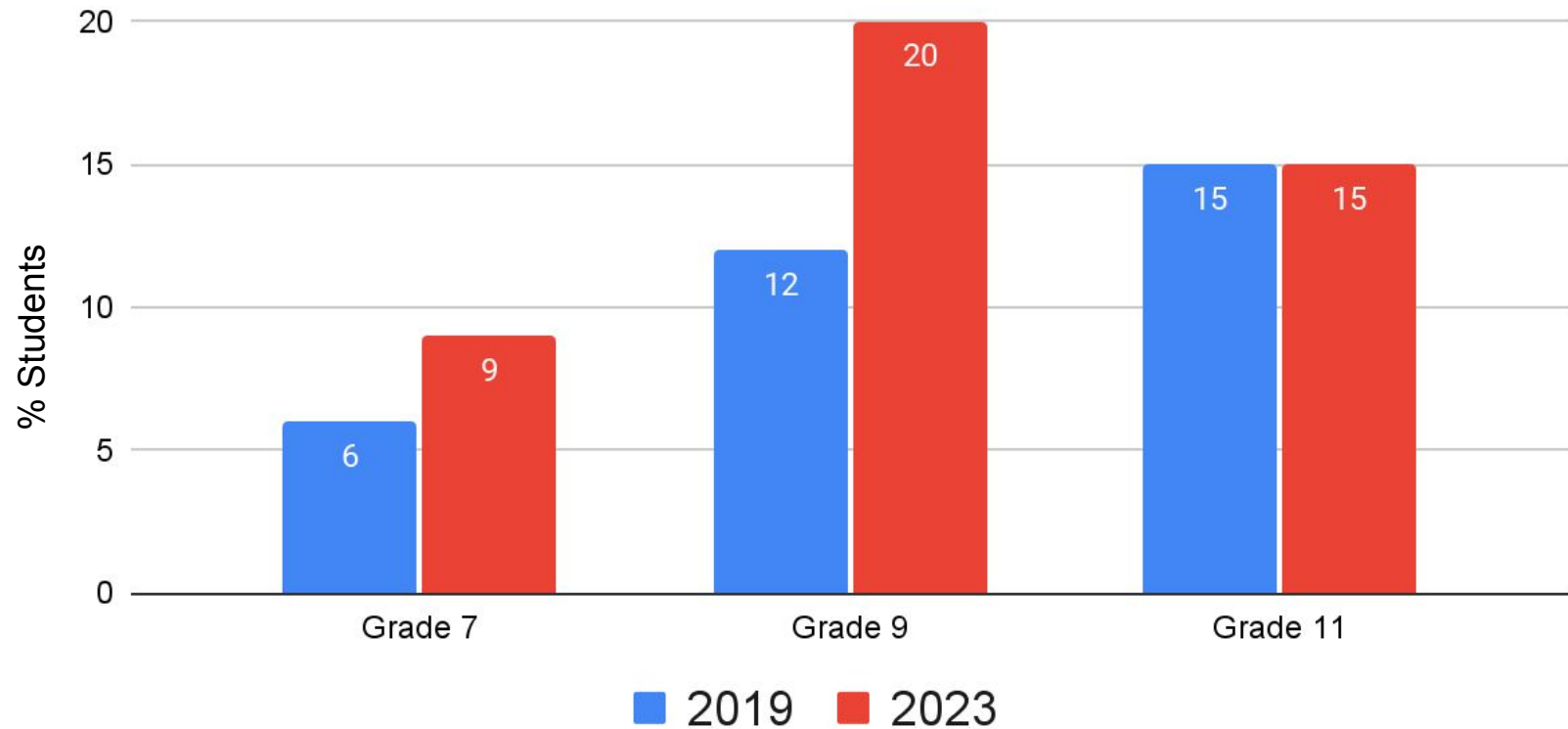
MA 2019 Data: Grade 9 17% Grade 11 17%

How much do you worry/can't control worry about minor things like HW, adjusting to change, talking to teacher?

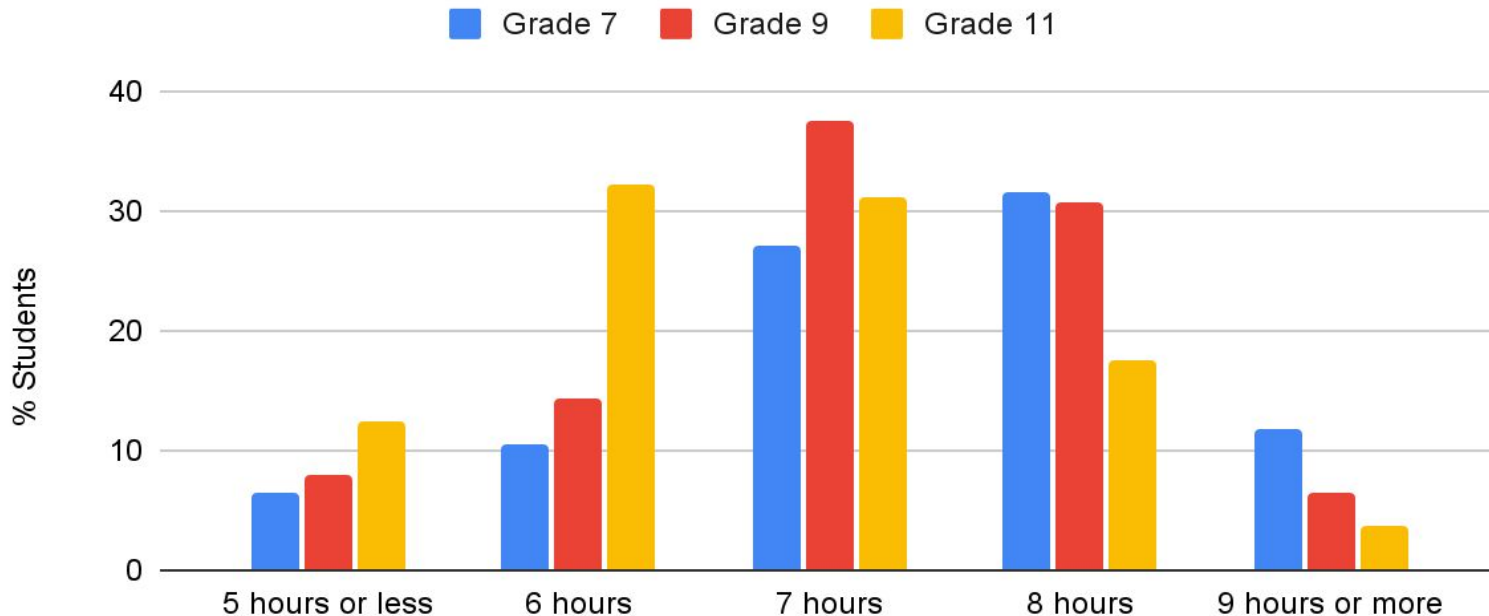
Students who answered "Often or Always"



How often do you avoid going places or doing things you like to do because you feel anxious?



How many hours of sleep do you get on a typical school night?



*CDC recommends 8-10 hours for kids 13-18 years old

Our students are not getting enough sleep:

44% of gr 7, 60% of gr. 9, 76% of gr. 11 are getting less than 8 hours of sleep

Protective Factors: Community Engagement

80% of our high school students participate in at least one sport

Data on club activities at HMS (can we find out % participation at HMS?)

School-sponsored Clubs/Intramurals:

HMS offers over 25 options and HHS offers over 75

Students are involved in organized activities after school, at night and weekends such as **clubs, art/music/drama lessons, church and rec center.**

% of students who report participating in these types of activities 2 or more hours per week:

40% Gr. 7 52% Gr. 9 66% Gr. 11 (similar rates in 2019)

Students are involved in volunteer work:

% of students who report participating in at least 1 hour volunteer activities per month

36% Gr. 7 50% Gr. 9 66% Gr. 11

How often do you feel sense of belonging at school?

Over 60% of students reported they feel a sense of belonging at school either **Frequently** or **All of the time**.

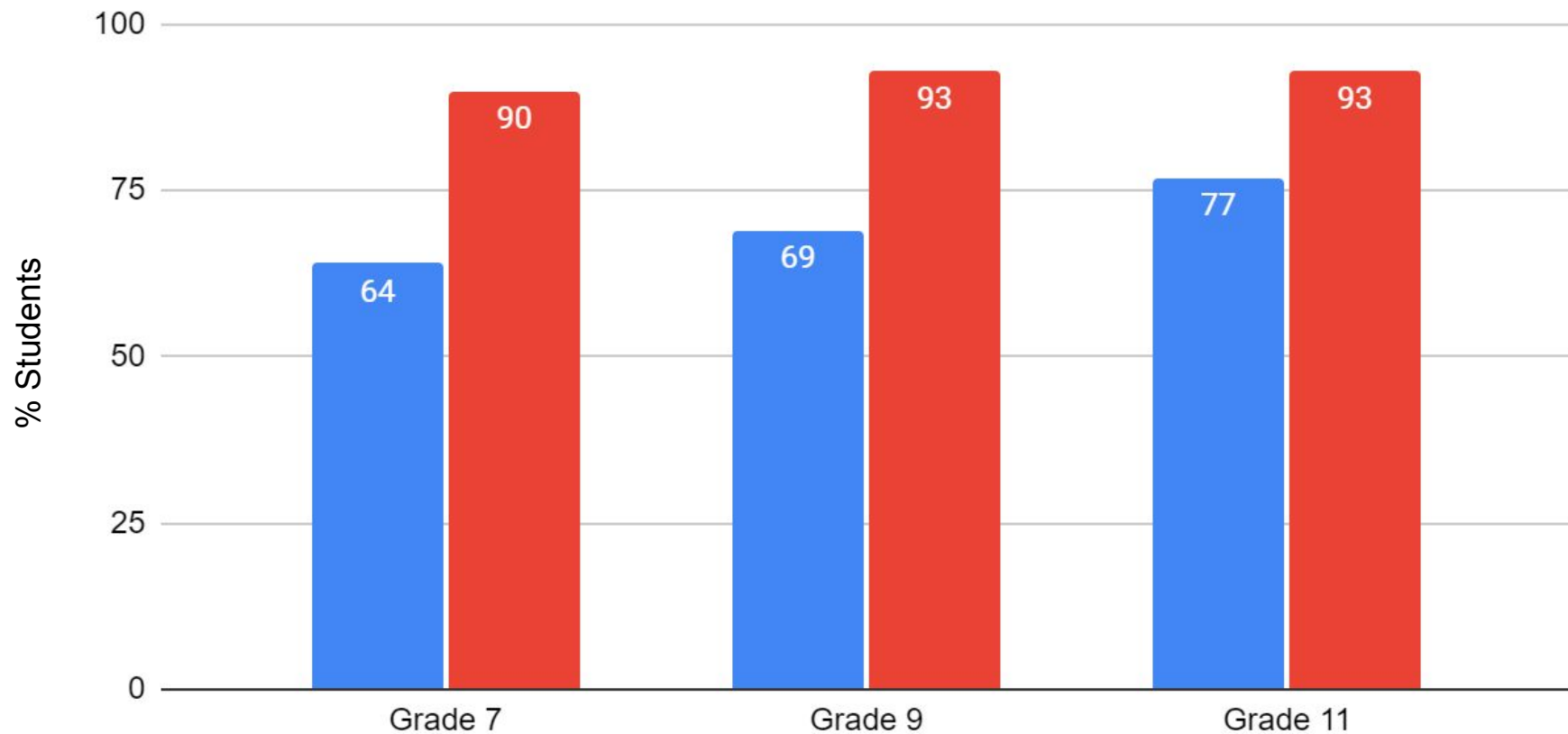
(Gr 7=61%, Gr. 9=63%, Gr. 11=68%)

How often do you feel lonely?

85% of grade 7 students and 80% of grades 9 and 11 students reported they **Never** or only **Occasionally** feel lonely.

HPS students feel connected to adults

■ Have at least one adult to talk to AT SCHOOL ■ Have at least one adult OUTSIDE of school



Overall impressions of mental health data

- Increase since 2019 in students in grades 7, 9 and 11 reporting they worry/can't control worrying about minor things as well as avoiding doing things because they feel anxious.
- Grade 11 students show slightly reduced rates of feeling sad/hopeless and suicide ideation, while grade 9 and 7 student rates are similar or higher to 2019 data.
- Rates of feeling sad/hopeless and suicide ideation in Hingham are much lower than MA state data.
- Our students are not getting enough sleep which is a protective factor.
- Our students do feel connected and have adults to talk to.
- The schools and community offer opportunities for students to get involved, meet peers and participate in healthy activities such as clubs, sports, and volunteering.

SDQ

Strengths and Difficulties Questionnaire (SDQ)

The Strengths and Difficulties Questionnaire (SDQ) is a brief emotional and behavioural universal screening questionnaire for children and young people. The SDQ, administered in fall and spring consists of 25 items, comprised of 5 scales of 5 items each. Counseling staff and administrators meet to review the SDQ data to identify students in need of support and match interventions to students' needs.

The scales include:

- 1) Emotional symptoms subscale
- 2) Conduct problems subscale
- 3) Hyperactivity/inattention subscale
- 4) Peer relationships problem subscale
- 5) Prosocial behaviour subscale

HMS Prevention and Student Support Efforts

Tier I (All Students)	<ul style="list-style-type: none">• Second Step (2 lessons per month)• Act of Honor (Weekly Recognition)• Quarterly Assemblies with Grade Levels• DARE Program (Semester Class-Grade 6)• Health Class (Quarter -7 and 8)• One Book/One School (ADL No Place for Hate)• Calm Classroom (Daily)
Tier II (Some Risk 15%)	<ul style="list-style-type: none">• Lunch groups with guidance counselors• Check In/Check Out with identified students
Tier III (At-Risk 5%)	<ul style="list-style-type: none">• Transition Room• Small group lunch groups/social skills groups with school adjustment counselors

Universal Screening: Strengths Difficulty Screener will be administered in October and April

HMS Prevention and Student Support Efforts

Systems of Supports

- **Universal Screening:** Strengths Difficulty Screener will be administered in October and April
- **Analysis of the Data:** Counseling staff and administrators meet to review the SDQ data to identify students in need of support and match interventions to students' needs.
- **Sharing Data and Supporting the Students:** Administrators and counseling staff will meet with teams to share identified Tier II and Tier III students and supports being implemented in November and May after the administration of the SDQ.
- Instructional Support Team meets monthly where all staff bring students of concern for either academic or social emotional learning needs.

HMS Prevention and Student Support Efforts

- Implement Check-in/Check-out as well as Check-in/Connect procedures for students identified by external behaviors and SDQ results working with all faculty members.
- Share and analyze SDQ results with academic teams to identify students needing additional support.
- Share YRBS data with faculty, School Council, PTO, and caregivers in order to strengthen efforts and partnerships to support all students.
- Expand data meetings to include analysis of SEL data in addition to math and literacy.
- Partner with ADL and No Place for Hate to create a more inclusive community.
- Expansion of our Second Step curriculum and involvement of general education teachers in its implementation.

HHS Prevention and Student Support Efforts

Tier I (All Students)	<ul style="list-style-type: none">• Universal screening (SDQ) administered annually• Ninth Grade Advisory and Peer Mentoring Programs• Breathe Out peer presentations in PE classes• Peer tutoring programs• Health Class (semester-long course for all sophomores)• Catching Kindness Awards and Opry Awards• Whole-School and Grade-Level Assemblies• Annual Hingham CARES Day• Biannual Breathe Out Days• No Homework Weekends• Counseling Seminars at all grade levels• Comfort Dog
Tier II (Some Risk 15%)	<ul style="list-style-type: none">• Check In/Check Out by guidance counselors• Directed Study (in-school / small-group support)• IST Process
Tier III (At-Risk 5%)	<ul style="list-style-type: none">• Transition Room• Small group/social skills groups with school adjustment counselors• Supported Learning Center

HHS Prevention and Student Support Efforts

Systems of Supports

- **Universal Screening:** Strengths Difficulty Screener will be administered in October and March
- **Analysis of the Data:** Counseling staff and administrators meet to review the SDQ data to identify students in need of support and match interventions to students' needs.
- **Sharing Data and Supporting the Students:** Share trends with staff of the SDQ and plan next steps as a community.
- Instructional Support Team meets once every cycle where all staff bring students of concern for either academic or social emotional learning needs.

HHS Prevention and Student Support Efforts

- Administer universal screening twice (instead of once) per year
- Identify new strategies for sharing and promoting YRBS data with HHS teachers and the broader community (e.g., new weekly feature in the Hingham Highway newsletter)
- Continue to share YRBS data with community partners, PTO, School Council (e.g., Hingham CARES) and contribute to the development of new programming
- Share SDQ data with HHS teachers
- Expand “Tier 1” programming (e.g., guest speakers, assemblies, etc.) for all students to increase frequency, especially among juniors and seniors
- Enlist HHS clubs (e.g., SADD, Mentoring Program, et al) to address concerns with substance abuse and underage drinking
- Expand outdoor learning opportunities and movement breaks
- Enhance promotion of supports through a variety of media (e.g., school website, newsletters, PTO, social media, etc.)

Wellness Committee Spring 2023 Report

HHS students were asked two questions in the spring of 2023.

Do you feel that you have an appropriate amount of social, emotional, and academic balance in your day at school?

- 38.8% (n = 88) of students reported that “no” they do not feel they have an appropriate balance in their school day.

Do you have any ideas on how your day can have more social, emotional, and academic balance?

- Students overwhelmingly expressed concern over the volume of homework they are required to do outside of the school day.
- Students expressed a desire for more mental and social break time during the day, either in the form of longer passing periods, an established break period, and open study halls.
- Students expressed a need for adults to be conscientious about how overwhelmed they feel and to pay attention to the volume of and emphasis on academics.

Next Steps for Wellness Committee

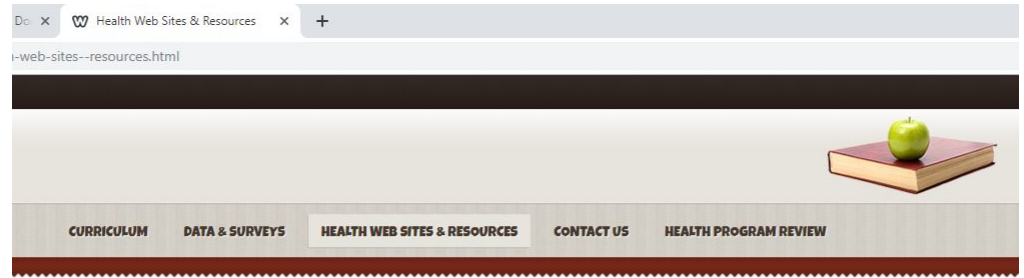
- Continue to strengthen tiered system of supports for social emotional learning needs at all levels
- Continue *Grading for Equity* PLC work.
- Extend “Whole Child Review” pilot in partnership with DESE S3 Academy at the high school.
- Share the Wellness Committee Report (Spring 2023) with department directors and staff and review HHS homework policies.
- Plan to develop a school climate and culture survey districtwide.
- Build and strengthen the Wellness Committee for this school year including expanding membership.

Helpful resources and links can be found on the Health Department [website](#).

Hinghamhealth.weebly.com

Additional resources can be found on the HPS SEL Website

<https://hinghamschools.org/students-and-families/social-emotional-wellness/>



Sites are not in alphabetical or topic order
Click on the icons to visit the health sites below



Calm

Web site and free app that teaches mindfulness and meditation. Use for guided meditation or just choose a peaceful nature scene and enjoy the serenity and clarity of taking a break!

The Centers for Disease Control and Prevention CDC's Mission is to collaborate to create the expertise, information, and tools that people and communities need to protect their health – through health promotion, prevention of disease, injury and disability, and preparedness for new health threats.



At My Life, My Quit we share the truth about nicotine, vaping and other tobacco products. If you decide you want to quit, we're here to help you do it successfully. Text "Start My Quit" to 855.891.9989 or call to talk with a coach who is ready to listen and cheer you on. It's YOUR LIFE and we're here to help you live it YOUR WAY. My Life, My Quit is always free and confidential.



Smokefree Teen is part of the National Cancer Institute's (NCI) **Smokefree.gov** Initiative. The goal of Smokefree Teen is to reduce the number of youth who use tobacco and e-cigarettes. The site has numerous tools and resources to help teens stop using nicotine (vaping or cigarettes). Boost your chances of quitting for good with Smokefree Teen's quitSTART app, text message programs, and more.

Hingham CARES (Community, Action, Resources, Education, Support) The mission of Hingham C.A.R.E.S is to foster a strong and inclusive community that promotes choosing a healthy lifestyle and informed and responsible choices about drug and alcohol use.

The mission is supported by evidence based, prevention focused, sustainable practices and is informed by data such as from local surveys and the Massachusetts Department of Public Health statistics that help to guide practice and program planning.



Herren Wellness

Herren Wellness is a residential substance use, behavioral health, and wellness organization for men and women. Our focus is to guide guests through a process of self-discovery, help them uncover why they turn to unhealthy behaviors or substances.

[Helpful Links:](#)

HMS 2023 YRBS Grade 7 [Survey & Results](#)

HHS 2023 YRBS Grade 9 and 11 [Survey & Results](#)

Massachusetts YRBS [State Data](#)

CDC YRBS [National Data](#)

Thank you!

Questions?

Comments?

Next Steps?