Hingham High School Report

Boston University School of Education

Survey Completed: November, 2017
Report Completed: January, 2018
Final Report Submitted: February, 2018
Report Prepared by:
Jennifer Greif Green
Javier Guzmán
Clara Logan
Angela Wang

Table of Contents

Contents

Introduction

This report describes findings from the Systems of Supports Survey completed by students in grades 4 to 12, teachers, and parents in Hingham Public Schools. This survey was administered by researchers at Boston University at the request of the School leadership team. The goal of this survey is to better understand the social and emotional strengths and challenges of students from the perspective of parents, teachers, and students themselves. Survey results are designed to provide schools and the district with information about the needs of students, types of support services provided, and any gaps in support services. These results will be used by the district to improve support services. All surveys were completed anonymously (without names or identifying information); therefore surveys do not identify individual students in need of supports. Results are designed to inform the planning and provision of school-wide support services and activities and to determine the professional development needs of teachers.

Students in grades 4 through 12 completed the survey during the school day using a web-based survey software program. All surveys were completed anonymously and students were told that they could skip or leave blank any questions that they preferred not to answer. Students who indicated that they were currently experiencing social or emotional problems were asked a series of follow-up questions about how those problems impacted them and strategies for responding to those problems. All students were directed to respond to a series of questions about school climate, social and emotional strengths and challenges, support services, and help-seeking.

Parents (including Caregivers) were invited to complete a complementary web-based survey, which included questions about their child's social and emotional well-being, support services accessed, and their satisfaction with support services in the school.

Teachers were invited to complete a web-based survey, which asked them to indicate social and emotional problems they observed among their class of students. The teacher survey additionally asked teachers to indicate how they would support the students described in the scenarios. This survey was designed to provide information to inform professional development activities for teachers. These results are not included in the current report, but are provided to the district for planning purposes.

Executive Summary

Rates of Social and Emotional Problems in Hingham High School (page 8)

- Overall, **22.4%** of High School students reported social/emotional problems in the last 6 months (**11.6%** had slightly raised scores, **4.3%** had high scores, and **6.5%** had very high scores)
- **35.9%** of students reported emotional problems in the past 6 months (**13.2%** had slightly raised scores, **9.5%** had high scores, and **13.2%** had very high scores)
- **8.6%** of students reported conduct problems in the past 6 months (**4.2%** had slightly raised scores, **2.1%** had high scores, and **2.3%** had very high scores)
- **26.2%** of students reported problems with attention/hyperactivity in the past 6 months (**10.0%** had slightly raised scores, **7.7%** had high scores, and **8.5%** had very high scores)
- **24.7%** of students reported peer problems in the past 6 months (**11.4%** had slightly raised scores, **7.3%** had high scores, and **6.0%** had very high scores)

Group Differences in Social and Emotional Problems (page 8, 9)

Significant social and emotional problems are reported most frequently by:

- Females (**12.0%**)
- Students in grades 10 (**12.6%**) and 12 (**12.4%**)

Challenges for Students with Social and Emotional Problems (page 12)

Students rated how well they were doing in multiple domains of school functioning:

- Students with significant social and emotional problems reported trouble with reading **(17.8%),** math **(33.6%),** paying attention **(56.5%),** making friends **(38.9%)**, building relationships with students **(33.3%)** and teachers **(31.5%)**, finishing work on time **(44.4%)**, taking tests/quizzes **(38.9%)**, speaking up in class **(43.8%)**, and sitting still in class **(55.1%)**
- Students with emotional, conduct, and hyperactivity problems reported trouble with writing **(14.4%, 28.6%, and 22.5%)**

Student Connections with Other at School (page 13)

Students reported that when they are upset or having a hard time at school they talked to…

- Friends (**80.5%**)
- Parents **(72.7%)**
- A brother or sister **(44.8%)**
- Another family member **(31.0%)**
- A boyfriend of girlfriend **(26.2%)**
- Guidance counselor **(21.7%)**
- Other adults in community **(19.1%)**
- Teachers (**16.8%**)

Student Use of Social and Emotional Support and Services (page 14)

Among students reporting significant social/emotional problems:

- **28.3%** of students said that they talked to a counselor, doctor, or therapist
- **3.5%** of students said they are currently meeting with someone at school
- **12.6%** of students said that they are currently meeting with someone outside of school

Survey Participants

Description of Participants

- 1,016 students completed the survey (80.8% Response Rate)
- 264 parents/caregivers completed the survey (21.0% Response Rate)

Participants by Grade

Grade*	Students	Parents/Caregivers
9th Grade	277	78
10th Grade	247	59
11th Grade	245	55
12th Grade	244	69

*Some students did not indicate grade level, some parents indicated other grade levels

Participants by Child's Gender

Gender	Students	Parents/Caregivers
Male	468	127
Female	527	135
Transgender	11	1
Other	10	1

Parent's Relationship to Child

Relationship	Parents/Caregivers
Mother	231
Father	31
Grandmother	1

Child's Race/Ethnicity According to Parent

(note: parents could select multiple race/ethnicity categories)

Race/Ethnicity	Parent Report
Asian/Asian-American	5
Black/African-American	3
American Indian or Alaska Native	1
Pacific Islander	1
White or Caucasian	256
Multi-Ethnic	3
Other	4
Not Applicable, Not Sure, or Decline to Answer	1

Description of Surveys Administered

Social and emotional well-being is conceptualized as a core component of student functioning and success at school. Students with social and emotional problems are at increased risk for struggling with the academic demands of school as well as having difficulty developing and maintaining positive relationships with peers and teachers. However, with effective supports, students with social and emotional problems can be quite successful and have very positive school experiences.

Studies of children and adolescents across the U.S. find that approximately 40% have experienced an emotional or behavioral problem within the past year and that these problems increase in adolescence.[1] The most common of these problems is anxiety. About 8% of children and adolescents experience severe emotional or behavioral problems that substantially interfere with their daily functioning.[2] Studies of the general U.S. population find that only about one-third of children and adolescents with an emotional or behavioral problem receive counseling supports or services.[3]

Ultimately, the goal for children is not only to reduce the likelihood that they will experience social and emotional problems, but also to build on their ability to positively connect with the world around them. The assessments included in the current survey were designed to evaluate both student challenges and student strengths.

Strengths and Difficulties Questionnaire (SDQ)[4]
Students and parents completed the Strengths and Difficulties Questionnaire (SDQ), a brief, well-validated measure of child social and emotional functioning (for more information, please see www.sdqinfo.org). The SDQ measures problems in 5 areas: Emotional Problems, Conduct Problems, Hyperactivity Problems, Peer Problems, and Prosocial Behavior. Scores on each of these scales above a cut-off indicate the likely presence of a social or emotional problem. Students completed the SDQ for themselves and parents completed the SDQ for their children.

The SDQ assesses the following social and emotional strengths and challenges:
- **Total problems** refer to students who indicated high scores on questions across multiple subcategories.
- Feelings of anxiety, depression, and anger; physiological manifestations of these feelings (**Emotional Symptoms**)
- Behaviors associated with acting out, lying, cheating, and stealing (**Conduct Problems**)
- Behaviors related to restlessness, attention, planning, and judgment (**Hyperactivity/Inattention**)

---

[1] Kessler, R. C., Avenevoli, S., Costello, E. J., Georgiades, K., Green, J. G., Gruber, M. J., ... & Sampson, N. A. (2012). Prevalence, persistence, and sociodemographic correlates of DSM-IV disorders in the National Comorbidity Survey Replication Adolescent Supplement. *Archives of general psychiatry*, *69*(4), 372-380.

[2] Kessler, R. C., Avenevoli, S., Costello, J., Green, J. G., Gruber, M. J., McLaughlin, K. A., ... & Merikangas, K. R. (2012). Severity of 12-month DSM-IV disorders in the national comorbidity survey replication adolescent supplement. *Archives of general psychiatry*, *69*(4), 381-389.

[3] Merikangas, K. R., He, J. P., Burstein, M., Swendsen, J., Avenevoli, S., Case, B., ... & Olfson, M. (2011). Service utilization for lifetime mental disorders in US adolescents: Results of the National Comorbidity Survey–Adolescent Supplement (NCS-A). *Journal of the American Academy of Child & Adolescent Psychiatry*, *50*(1), 32-45.

[4] Goodman, R. (1997) The Strengths and Difficulties Questionnaire: A Research Note. *Journal of Child Psychology and Psychiatry*, *38*(5), 581-586.

- Social isolation, bullying, relationships with peers and adults (**Peer Relationship Problems**)
- Trouble with empathy, sharing and helping behaviors (**Prosocial Behavior Problems**) – not included in current report

Student Experience Survey[5]

Students completed a brief measure indicating their perceptions of teachers' care and support for their personal development and well-being beyond the classroom.

Cognitive Functioning

Cognitive functioning is defined as perceptions of cognitive abilities such as memory, attention, concentration, processing speed and organization skill (NINDS, 2015)[6]. In this study, cognitive function was tested with 8-items from the NIH toolbox. High scores indicate better self-reported cognitive functioning.

Additional Measures

Students and parents completed additional measures of school functioning, use of supports and services, and help-seeking from adults and peers at school. These measures are described in more detail on the following pages.

---

[5] Gehlbach, H., Brinkworth, M. E., & Harris, A. (2011). Social motivation in the secondary classroom: Assessing teacher-student relationships from both perspectives. *Online Submission*.

[6] National Institute of Neurological Disorders and Stroke (NINDS). *User Manual for the Quality of Life in Neurological Disorders (Neuro-QoL) Measures, Version 2.0, March 2015*. Retrieved from: http://www.healthmeasures.net/images/neuro_qol/Neuro-QOL_User_Manual_v2_24Mar2015.pdf

STUDENT RESULTS

What social and emotional problems are most common among students?

The most common social and emotional problems students reported were emotional problems.

Student Report of Clinically Significant Social and Emotional Problems

- Very High
- High
- Slightly Raised
- Average

(Bar chart showing categories: Total, Emotional, Conduct, Hyperactivity, Peer on the x-axis, with percentages from 0% to 100% on the y-axis.)
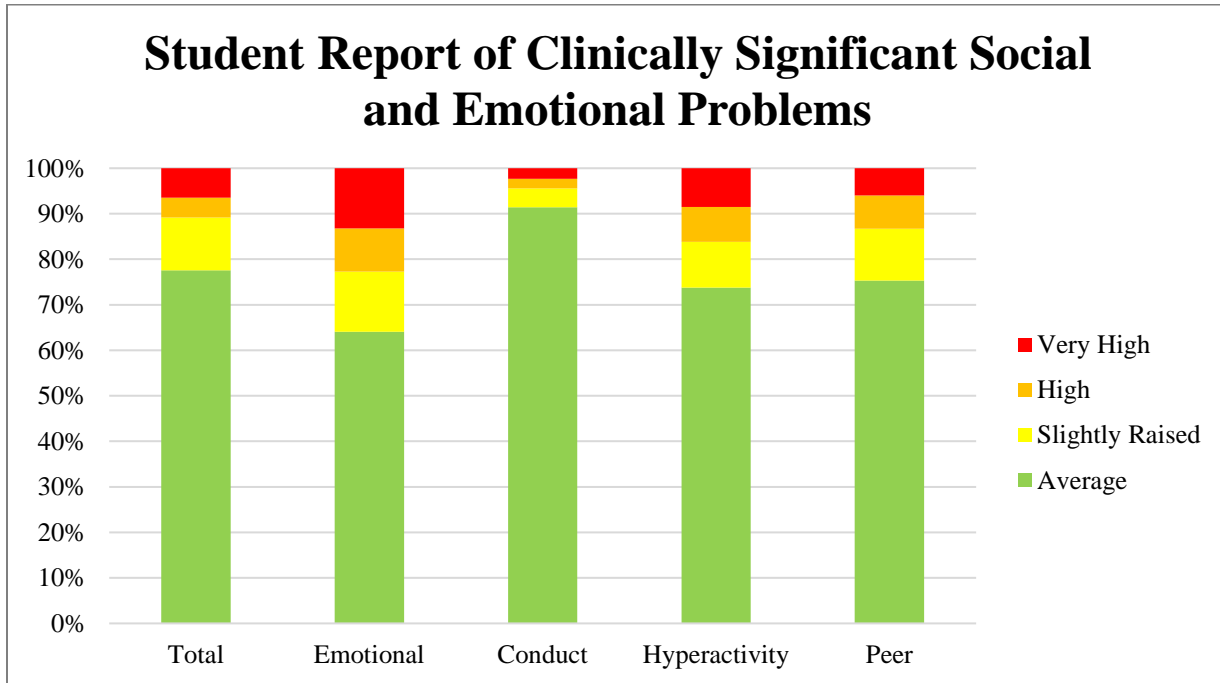
Do social and emotional problems differ across grades and gender?

Social and emotional problems reported by students were relatively consistent across grade levels.

	9th (N=258)	10th (N=238)	11th (N=236)	12th (N=242)
SDQ Total	8.5%	12.6%	11.0%	12.4%
SDQ Emotional	21.7%	21.6%	24.0%	23.8%
SDQ Conduct	4.4%	3.6%	4.9%	3.3%
SDQ Hyperactivity	19.4%	12.8%	17.6%	14.8%
SDQ Peer	10.0%	15.6%	12.9%	15.7%

Social/emotional problems differed by gender. A higher percent of males than females reported conduct and hyperactivity problems. Females reported significantly more emotional problems than males, males reported significantly more conduct problems.
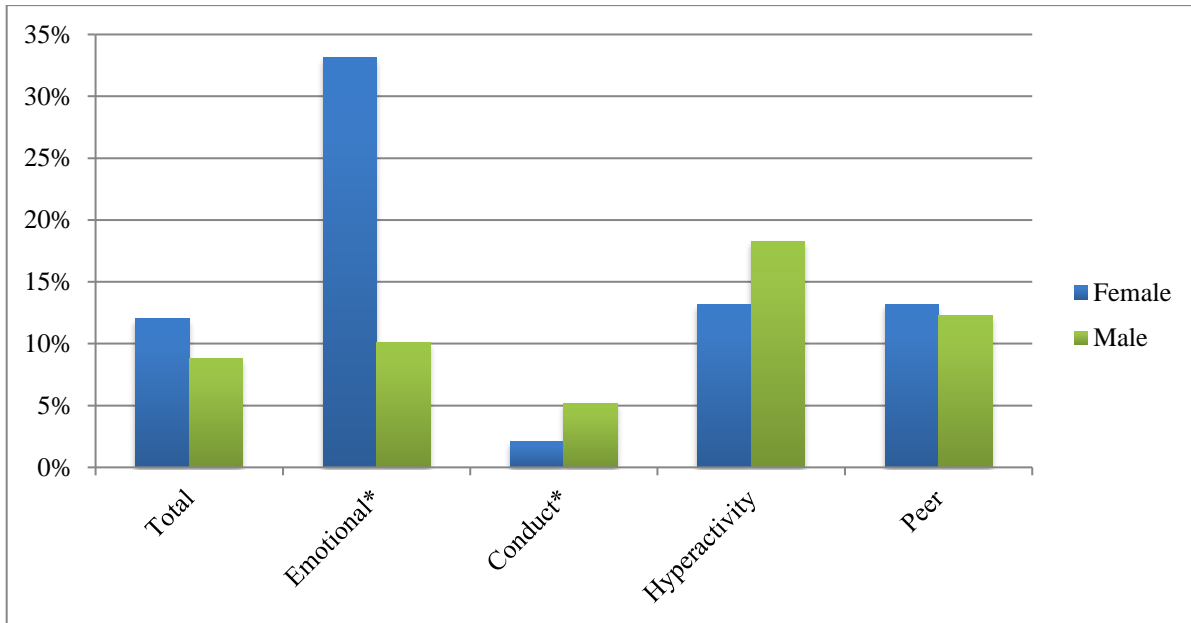
*Indicates a significant difference between females and males

Do social and emotional problems differ across schools?
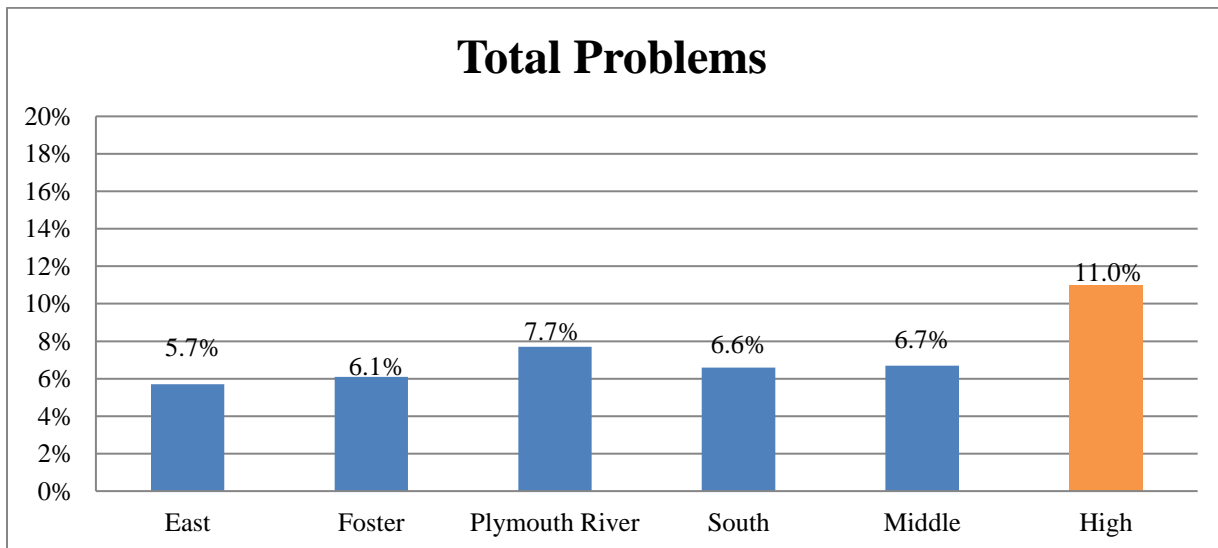
*11.0% represents 108 High school students with "high" or "very high" Total Problems

Emotional Problems

School	Percentage
East	9.6%
Foster	12.3%
Plymouth River	11.0%
South	8.5%
Middle	13.2%
High	22.7%
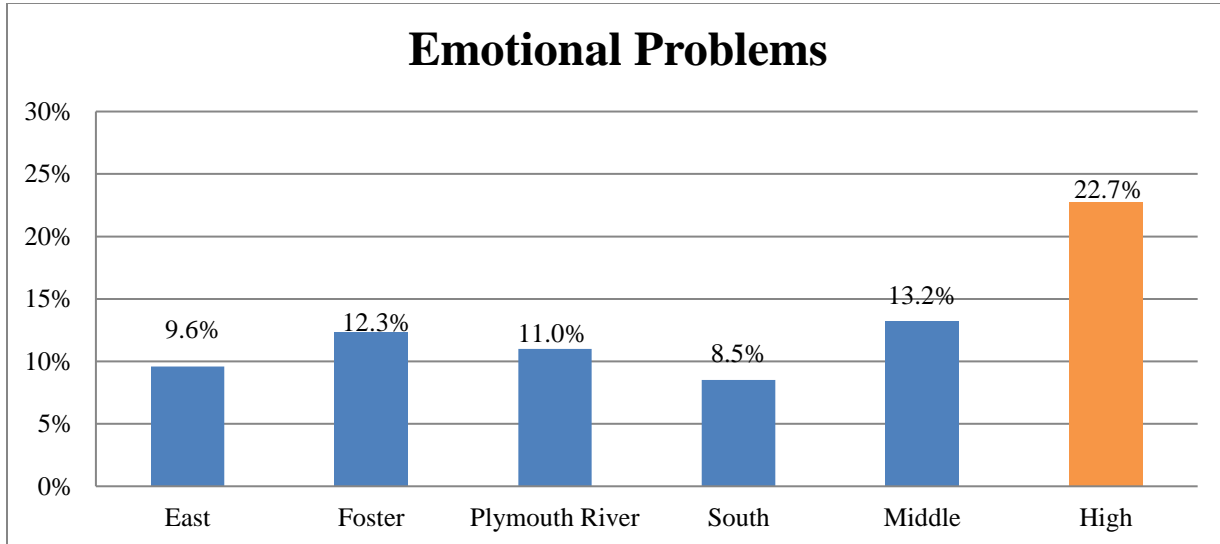
*22.7% represents 230 High school students with "high" or "very high" Emotional Problems

Conduct Problems

School	Percentage
East	2.8%
Foster	3.7%
Plymouth River	2.1%
South	3.5%
Middle	2.8%
High	4.2%
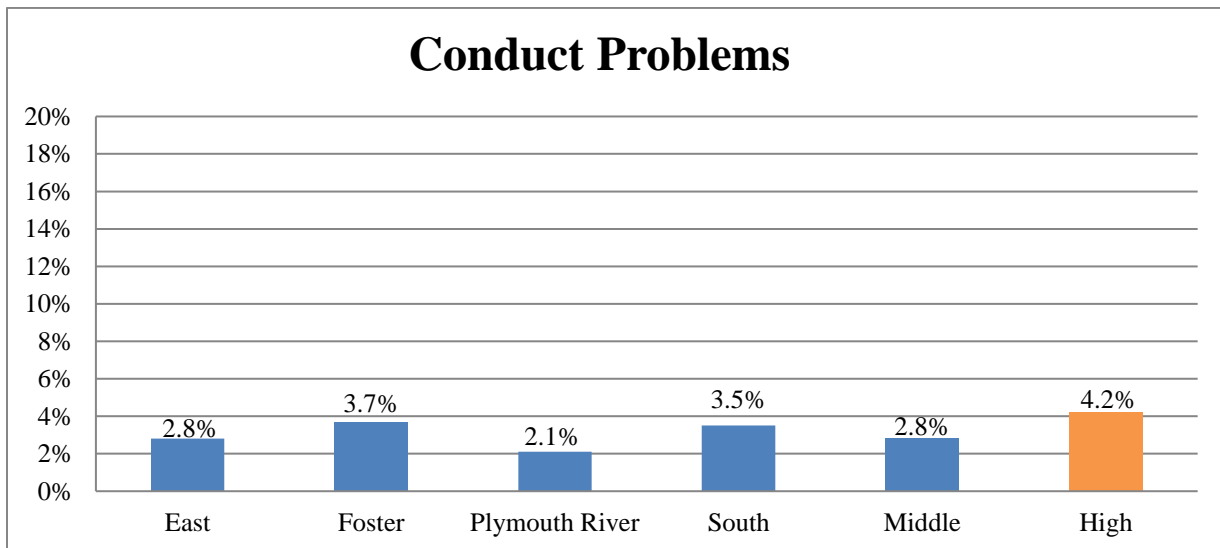
*4.2% represents 43 High school students with "high" or "very high" Conduct Problems

Hyperactivity/Inattention

A bar chart titled "Hyperactivity/Inattention" showing percentages by school:
- East: 12.3%
- Foster: 6.0%
- Plymouth River: 7.7%
- South: 13.4%
- Middle: 10.9%
- High: 16.2%

Y-axis ranges from 0% to 20% in 2% increments.
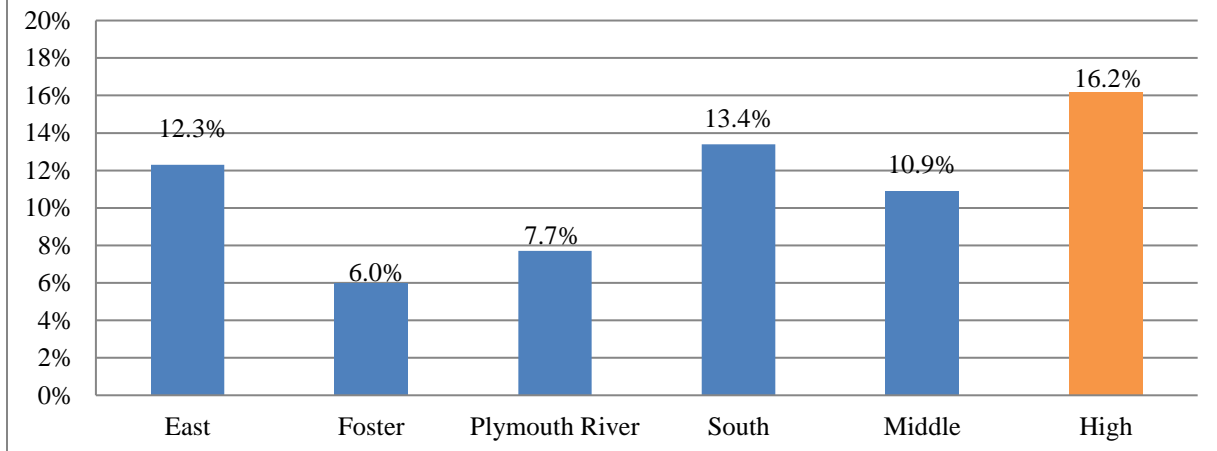
*16.2% represents 164 High school students with "high" or "very high" Hyperactivity Problems

Peer Problems

A bar chart titled "Peer Problems" showing percentages by school:
- East: 13.8%
- Foster: 11.6%
- Plymouth River: 10.1%
- South: 10.1%
- Middle: 10.4%
- High: 13.4%

Y-axis ranges from 0% to 20% in 2% increments.
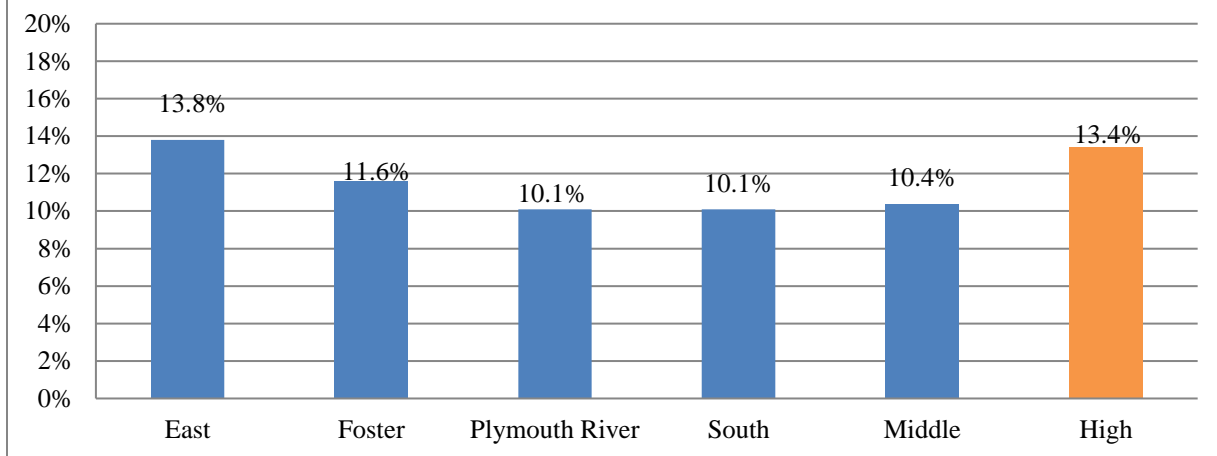
*13.4% represents 135 High school students with "high" or "very high" Peer Problems

25.4% of students reported that in the past 12 months they felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities. There were no differences by grade. Females were significantly more likely to say Yes to this question than males.

Students were asked how many times in the past 12 months they hurt or injured themselves without wanting to die. **84.6%** said 0 times, **7.5%** said 1 or 2 times, **8.0%** said 3 or more times. **F**emales were significantly more likely to report self-injury than males.

12.8% of students said that in the past 12 months they seriously considered attempting suicide. . Females were significantly more likely to say Yes to this question than males.

Students were asked how many times in the past 12 months they actually attempted suicide. **95.8%** said 0 times, **2.9%** said 1 time, **1.3%** said 2 or more times. There were no gender or grade differences.

How do social and emotional problems impact students?

Students rated how they were doing in each of 11 areas of school functioning. The table below indicates the % of students with each type of social and emotional problem who rated themselves as "Fair" or "Poor" in each area of functioning. Overall, students at the school with social and emotional problems were less likely to indicate that they were doing well in each area of school functioning. Students with social and emotional problems specifically indicated that they struggled with paying attention and sitting still in class.

Student Report: Domain	Total Problems (N = 107)	Students with Emotional Problems (N = 228)	Students with Conduct Problems (N = 43)	Students with Hyperactivity Problems (N = 162)	Students with Peer Problems (N = 133)
Reading	17.8%*	11.0%*	27.9%*	19.1%*	8.3%
Writing	20.8%	14.4%*	28.6%*	22.5%*	15.9%
Math	33.6%*	25.2%*	20.9%*	30.1%*	17.3%
Paying attention	56.5%*	33.0%*	48.8%*	66.5%*	25.6%
Making friends	38.9%*	24.3%*	26.2%*	20.7%*	45.1%*
Relationships with students	33.3%*	19.1%*	28.6%*	15.2%*	38.3%*
Relationships with teachers	31.5%*	22.3%*	40.5%*	23.2%*	22.6%*
Finishing work on time	44.4%*	23.9%*	51.2%*	33.5%*	30.8%*
Taking tests/quizzes	38.9%*	31.4%*	21.4%	37.4%*	24.8%*
Speaking up in class	43.8%*	40.5%*	37.5%	31.9%*	42.2%*
Sitting still in class	55.1%*	35.0%*	47.6%*	66.9%*	28.8%

* Statistically significant difference from students without an elevated score on each problem scale

The table below indicates the percent of students who said that they were late for school, missed a class, missed an entire day of school, or were disciplined because of a personal, emotional, or substance problem.

School Functioning	Total Problems (N = 76)	Students with Emotional Problems (N = 230)	Students with Conduct Problems (N = 43)	Students with Hyperactivity Problems (N = 79)	Students with Peer Problems (N = 110)
Late for School	48.1%*	36.1%*	34.9%	31.7%*	33.3%*
Missed a Class	45.4%*	40.0%*	44.2%*	31.7%	31.9%
Missed Day of School	52.8%*	45.7%*	44.2%*	36.0%*	40.0%*
Sent to Principal for Behavior Problem	20.4%	10.9%	25.6%*	26.8%*	19.3%*
Received an In-School Suspension	10.3%*	2.2%	16.3%*	5.5%*	6.0%*
Received an Out-of-School Suspension	3.9%*	0.9%	7.0%*	0.6%	1.5%

Who do students speak to when they are having a social or emotional problem?

All students were asked who they speak to about social or emotional problems. Students most often spoke with their friends, a boyfriend or girlfriend, or a family member.

Source of help	% of Students Who Talk to Person (N = 1022)	% rating talking to that person helpful (N = Number who rated it helpful)
A Friend or Friends	80.5%	68.9% (N=563)
A Parent	72.7%	69.3% (N=511)
A Brother or Sister	44.8%	65.2% (N=296)
Another Family Member	31.0%	64.7% (N=200)
A Boyfriend or Girlfriend	26.2%	75.8% (N=201)
Guidance Counselor	21.7%	61.2% (N=134)
Other Adults in Community (Mentor, clergy etc.,)	19.1%	62.5% (N=115)
A Teacher or Teachers	16.8%	60.2% (N=103)
A Coach	12.2%	56.5% (N=124)
Adjustment Counselor	3.4%	58.8% (N=20)
The School Nurse	3.3%	43.8% (N=14)
The Assistant Principal	3.1%	33.3% (N=10)
Club Advisor	2.7%	59.3% (N=16)
School Psychologist	2.1%	52.6% (N=10)
The Principal	1.8%	77.8% (N=14)

Among students who did not speak to anyone, **70.6%** said it was because they didn't have a personal or emotional problem, **20.0%** said they had a problem but did not want to talk to anyone about it.

64.2% of students said that there is at least one teacher or other adult in the school they can talk to if they have a problem, **11.3%** said there was no adult they could talk to, and **24.6%** said that they were unsure.

Outside of school, **53.1%** said that they could talk to a parent or other adult family member about things that are important to them, **3.8%** said that they could talk to a non-family adult (e.g., religious leader, neighbor), **31.1%** said that they could talk to both family and non-family adults, **5.0%** said that they did not have an adult to talk to, and **7.0%** said that they were unsure.

What supports and services do students with different types of problems receive?

78.5% of students agreed that if someone their age felt sad, scared, or stressed, talking to an adult could help them feel better

41.4% of students said that in the past year they wanted to talk to a counselor, doctor, or therapist about an emotional problem or problems with attention, social problems, or behavior.

28.3% of students said that they actually talked to a counselor, doctor, or therapist about an emotional problem or problems with attention, social problems, or behavior

3.5% of students said they are currently meeting with someone at school
12.6% of students said that they are currently meeting with someone outside of school

The chart below shows the percent of students with average and elevated SDQ scores who reported they received mental health services either at school or outside of school:

Type of Problem	Average SDQ score	Slightly elevated SDQ score	High SDQ score	Very High SDQ score
Emotional Problems	10.4%	21.8%	30.5%	27.6%
Conduct Problems	15.2%	23.8%	20.0%	38.1%
Hyperactivity Problems	13.7%	18.4%	19.2%	32.1%
Peer Problems	12.8%	18.4%	38.7%	25.0%
Prosocial Problems	16.4%	12.9%	10.9%	21.7%
Total Problems	12.1%	21.9%	34.1%	41.5%

Are students using substances?

Students were asked about the frequency of their use of a series of substances.

Substance	Grade				Gender	
	9th	10th	11th	12th	Male	Female
Smoked cigarette in past 30 days	1.1%	3.2%	5.7%	9.5%*	5.6%	2.5%*
Ever used an e-cigarette or "vaped"	30.2%	44.9%	59.2%	59.8%*	50.3%	45.6%
E-cigarette or vaped in past 30 days	25.8%	39.3%	47.3%	51.4%*	44.7%	36.2%*
Had at least 1 drink of alcohol in past 30 days	23.3%	44.5%	58.8%	67.1%*	46.1%	48.2%
Had 5 or more drinks of alcohol in one sitting (binge) in past 30 days	9.5%	28.3%	42.0%	48.8%*	33.8%	28.9%
Attended unsupervised party with alcohol served in past 3 months	28.0%	42.3%	60.0%	71.2%*	51.1%	48.8%
Attended supervised party where underage drinking occurred with parents knowledge in past 3 months	9.1%	26.7%	38.0%	41.2%*	28.7%	27.8%
Attended supervised party where underage drinking occurred without parents knowledge in past 3 months	16.4%	36.4%	36.1%	31.7%*	30.4%	29.0%
In the past 30 days drove a car when drinking alcohol	0.7%	2.0%	6.4%	8.6%*	4.5%	2.9%*
In the past 30 days rode in car with someone drinking alcohol	14.5%	10.9%	11.8%	13.6%	13.7%	10.9%
Ever attended school under influence of drugs or alcohol	4.0%	7.7%	8.2%	13.6%*	10.5%	5.0%*
Ever attended school event outside school hours under the influence of drugs or alcohol	3.3%	8.9%	20.0%	22.6%*	17.6%	9.0%
In lifetime, took prescription pain killer to treat medical issue	15.6%	19.6%	24.6%	26.9%*	19.1%	22.7%
In lifetime, took prescription pain killer without prescription	2.5%	4.0%	4.9%	5.8%	4.5%	2.9%
In lifetime, prescribed other meds to treat inatttention or anxiety	19.6%	19.4%	24.6%	17.2%	25.3%	14.7%*
In lifetime, taken other prescription medication without prescription	1.8%	3.7%	11.9%	10.7%*	8.4%	4.6%*
In past 30 days, used marijuana	11.6%	26.5%	37.7%	45.5%	34.3%	23.9%*
In the past 30 days drove a car when using marijuana	2.5%	5.7%	14.4%	24.3%	15.5%	6.8%*
In lifetime, used cocaine	1.1%	3.6%	3.7%	5.8%*	4.3%	1.3%*

* Indicates significant difference by grade or gender.

What other life experiences might impact students?

Students were asked which of the following contributes MOST to their stress level AT SCHOOL:

Stressors	9th	10th	11th	12th
Not having enough time to take notes or prepare for tests	3.6%	8.1%	6.6%	5.8%
Not knowing how to prepare for tests/ what will be on the test	24.3%	30.4%	24.6%	18.1%
Writing papers	15.9%	14.6%	13.1%	20.6%
Speaking up/ participating in class	6.2%	12.6%	9.0%	9.9%
Having too much homework each night	50.0%	34.4%	46.7%	45.7%

Students were asked which of the following contributes MOST to their stress level in general:

Stressors	9th	10th	11th	12th
Parental expectations	13.7%	13.8%	12.7%	12.7%
Getting good grades and getting into college	45.8%	54.5%	54.7%	47.1%
Sports or extracurricular activities	4.8%	2.4%	4.1%	2.5%
Relationships with friends or romantic relationships	9.6%	8.9%	6.9%	12.3%
Not having enough time to get everything done	26.2%	20.3%	21.6%	25.4%

Sexuality and Sexual Risk-Taking:

Students were asked the following questions about behaviors related to sexuality.

Sexual behaviors	9th	10th	11th	12th
Ever engaged in oral sex	9.5%	20.7%	41.8%	51.9%
Ever had sexual intercourse	5.8%	11.0%	25.5%	27.4%
Ever been physically or sexually hurt on a date	0.4%	1.6%	0.8%	0.8%
Physically	0.4%	1.2%	3.7%	2.9%
Sexually	0.4%	2.0%	0.4%	1.6%
Physically and sexually				
Ever been pressured or physically forced to have sexual intercourse	2.9%	2.4%	6.9%	7.4%
Ever been pressured or forced to do sexual things you did not want to while dating	5.1%	6.5%	7.0%	9.9%
Anyone had sexual contact with you against your will				
Yes, in the past 12 months	1.5%	2.8%	3.7%	2.5%
Yes, more than 12 months ago	1.1%	1.2%	4.1%	6.6%
Yes, both in past 12 and more than 12	0.7%	1.6%	0.8%	0.4%

Females were significantly more likely than males to report being hurt on a date and being forced or pressured to do sexual things or have sexual intercourse.

Students generally believed that oral sex was "somewhat risky to someone's health" (**58.1%**). **16.3%** said that oral sex is not at all risky to someone's health, **10.9%** said that oral sex is very risky, and **14.7%** said that they were not sure. Belief that oral sex is risky increased from 9th to 12th grade. Males were significantly more likely to say that oral sex was not risky to someone's health than females.

Among students who had engaged in oral sex, **60.1%** said that they engaged in oral sex with 1 partner, **21.6%** engaged in oral sex with 2 partners, and **18.3%** said that they engaged in oral sex with 3 or more partners.

Among students who had sexual intercourse, **48.7%** said that their most recent partner is a person they are/were in a serious relationship with, **18.1%** said their partner is/was someone they were casually dating, **16.8%** said their partner is/was someone they were just friends with, and **16.4%** said their partner was someone they "randomly hooked up with." Males were significantly more likely to describe this person as a random hookup.

Students who had oral sex or sexual intercourse in their lifetime were asked about the last time they had oral sex or sexual intercourse:
- **39.4%** said that they drank alcohol or used drugs prior to their last sexual interaction
- **64.5%** said that they or their partner used a condom the last time they had sexual intercourse
- **45.4%** said that their main method to prevent pregnancy was using a condom, **39.8%** said that their main method was birth control pills, **7.7%** said that their main method was withdrawal or Plan B, and **7.1%** said that they had no method to prevent pregnancy. Students saying they had no method to prevent pregnancy decreased from 9th grade (20%) to 12th grade (4.4%), due to the increased use of birth control pills.

Bullying and Fighting:

86.2% said that they were never bullied, **9.2%** said that they were bullied 1-3 times, **2.0%** said that they were bullied 4-6 times, **0.4%** said that they were bullied 7-9 times, **2.3%** said that they were bullied 10 or more times.

19.7% said that they were harassed or bullied online (Facebook, email, Twitter, Snapchat, etc) or with a cell phone (text messaging, photos, etc).

87.2% said that they were never in a physical fight in the past year, **10.7%** said that they were in a physical fight 1-3 times, **2.1%** said that they were in a physical fight 4 or more times.

Internet and social media use:

Student said that they used the following social media platforms on a regular basis

Social Media Platform	%
Snapchat	89.3%
Instagram	88.8%
YouTube	70.2%
Facebook	61.1%
Twitter	18.9%
Pintrest	14.2%
Reddit	7.1%
Google+	6.1%
WhatsApp	3.2%
Flickr	0.9%

Students also said that they use: Amino, Discord, Etsy, Farmersonly.com, House Party, Kik, MySpace, TBH, Tumblr, Texting, VSCO

74.8% said that their parents gave them permission to use social media, **1.8%** said that they have an account but their parents don't know.

Of those who said that they have a social media account, **35.6%** said their parents were supervising their account.
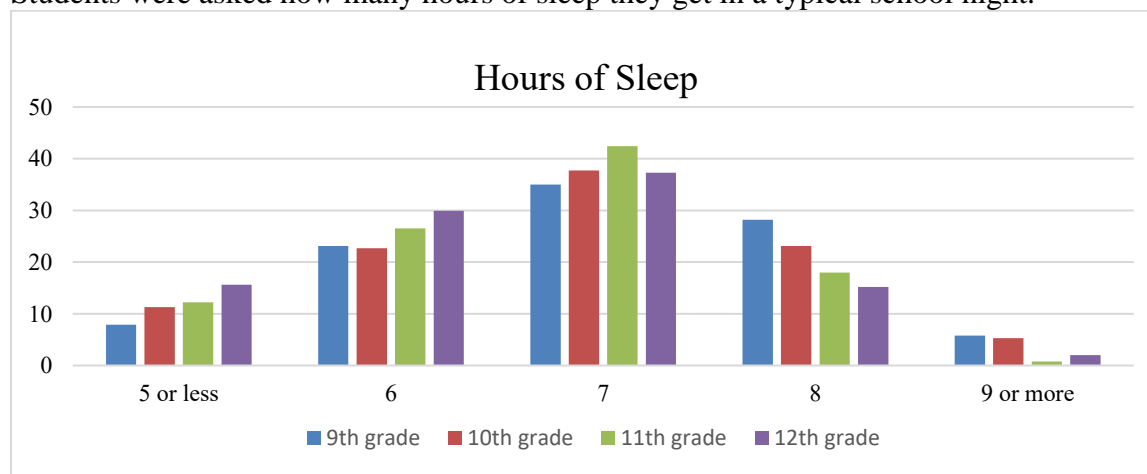
Excluding time doing homework, **48.3%** spend two hours or more a day on the computer or phone (including texting, playing games, or using apps).
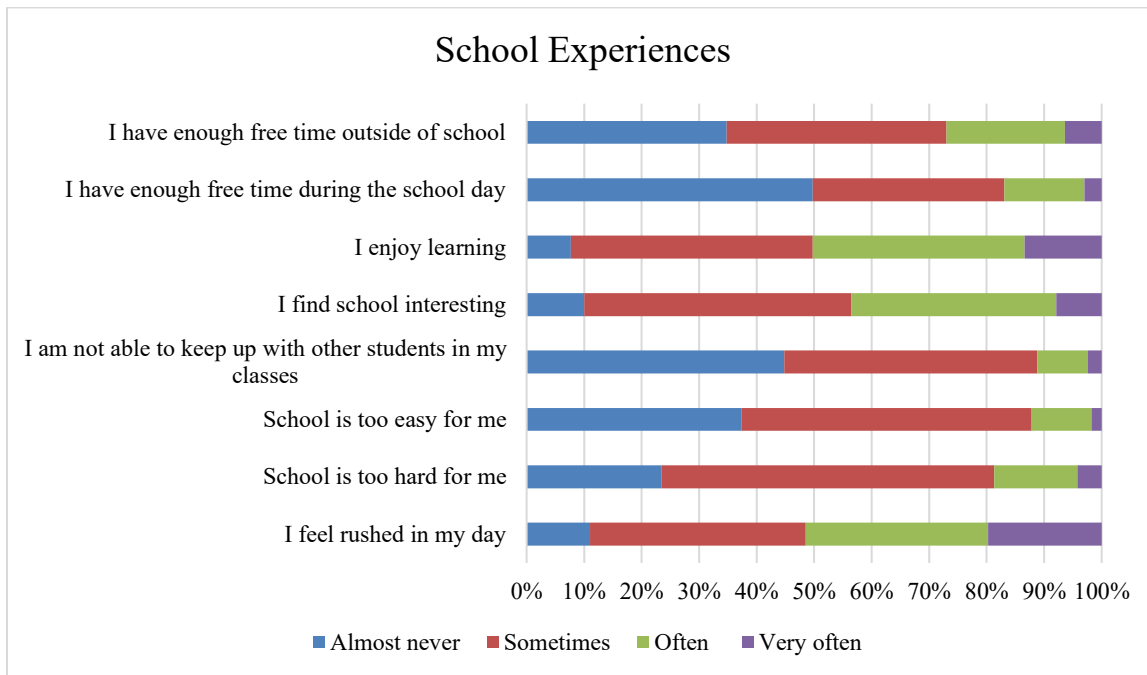
Weight and Exercise:

42.4% of students said that they are trying to lose weight, **17.3%** said that they are trying to gain weight, **18.6%** said that they are trying to stay the same weight, and **21.8%** said that they are not trying to do anything about their weight.
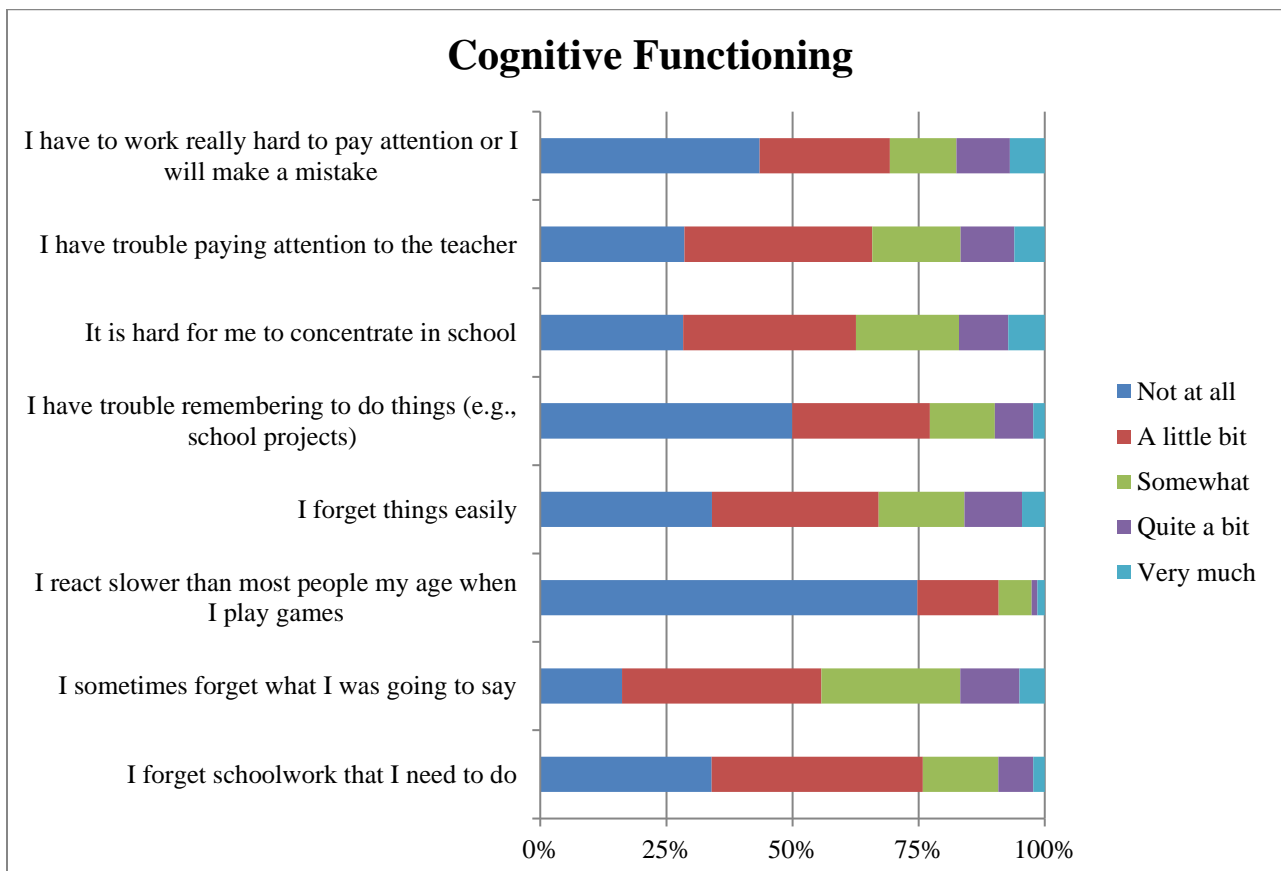
Sleep

Students were asked how many hours of sleep they get in a typical school night.

Students were asked to rate their school experiences:

School Experiences

Legend: Almost never ■ Sometimes ■ Often ■ Very often

Categories (top to bottom):
- I have enough free time outside of school
- I have enough free time during the school day
- I enjoy learning
- I find school interesting
- I am not able to keep up with other students in my classes
- School is too easy for me
- School is too hard for me
- I feel rushed in my day

Students reported their perceptions of their own cognitive functioning:

Cognitive Functioning

Legend: ■ Not at all ■ A little bit ■ Somewhat ■ Quite a bit ■ Very much

Categories (top to bottom):
- I have to work really hard to pay attention or I will make a mistake
- I have trouble paying attention to the teacher
- It is hard for me to concentrate in school
- I have trouble remembering to do things (e.g., school projects)
- I forget things easily
- I react slower than most people my age when I play games
- I sometimes forget what I was going to say
- I forget schoolwork that I need to do

PARENT RESULTS

According to parents, what social and emotional problems are most common among students?

The most common social and emotional problems parents reported among their students were peer problems and emotional problems.

Parent Report of Student Social and Emotional Problems

Legend:
- ■ Very High
- ■ High
- ■ Slightly Raised
- ■ Average

(Stacked bar chart with categories: Total, Emotional, Conduct, Hyperactivity, Peer; y-axis 0% to 100%)
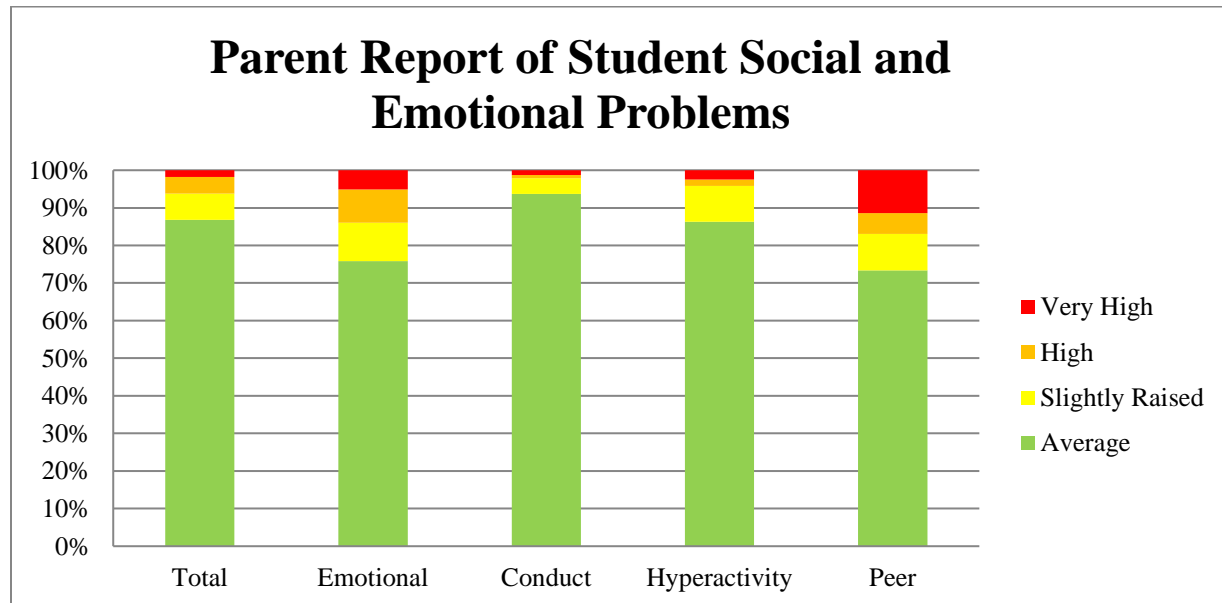
Parents were asked if their child has ever had each of the following social, emotional, behavioral, and learning problems (parents could select all that apply)

Parent Report: Problem Type	% Yes, but not currently a problem	% Yes, and this is currently a problem
Anxiety Disorder	11.4%	10.2%
Depression	10.9%	7.1%
Attention Deficit/ Hyperactivity Disorder	10.8%	11.3%
Panic Attacks	10.7%	3.3%
Thoughts of suicide or wanting to die	8.2%	0.4%
Learning Disability	5.5%	11.5%
School Phobia	5.4%	2.5%
Self-harm (cutting, hitting, burning)	5.3%	0%
Significant Acting Out/ Behavioral Problems	5.0%	0.8%
Eating Disorder/ Significant Problems with Eating	2.5%	1.2%
Substance use or significant problems with smoking, alcohol, or drugs	0.8%	1.6%
Manic Depression/ Mania/ Bipolar Depression	0%	0.4%
Developmental disorders (Autism/PDD)	0%	2.1%

How do parents report social and emotional problems impact students?

Parents rated how their child was doing in each of 15 areas of school functioning. The table below indicates the % of students with high total social and emotional problem whose parents rated themselves as "Fair" or "Poor" in each area of functioning. Overall, parents who indicated their children had social and emotional problems indicated their children were doing less well in all areas of functioning.

Parent Report: Domain	Among those rating children high in total problems, % reporting fair or poor functioning (N=14)
Optimism (having a positive outlook)	100.0%*
Enthusiasm and energy in approaching work	85.7%*
Persistence (trying hard when things are challenging)	78.6%*
Paying Attention	76.9%*
Speaking up in Class	75.0%*
Making Friends	71.4%*
Relationships with Peers	64.3%*
Finishing Work on Time	64.3%*
Sitting Still During Class	63.6%*
Gratitude or Thankfulness	57.1%*
Taking Tests or Quizzes	50.0%*
Relationships with Teachers	42.9%*
Writing	35.7%*
Math	35.7%*
Reading	28.6%*

* Statistically significant difference from students without an elevated score on the problem scale

The table below indicates the % of students whose parents said that they were late for school, missed an entire day of school, or were sent to the principal's office because of a behavior problem. Overall, parents of students with social and emotional problems were more likely to indicate these problems**.**

School Functioning	Total Problems (N =14)
Late for School	57.1%*
Missed a Class	50.0%*
Missed Day of School	50.0%*
Sent to Principal	42.9%*
Receive Detention	28.6%*
Receive In-School Suspension	21.4%*
Receive Out-of-School Suspension	14.3%*

Who do parents speak to about their child's social and emotional wellbeing?

Parents were asked if they had talked to each of the following people about their student's social and emotional wellbeing at school.

Source of help	% of Parents Who Talk to Person (N = 228)
Guidance Counselor	37.6%
Teacher or teachers	26.2%
Adjustment Counselor	12.6%
Principal or Assistant Principal	10.7%
Special Education Teacher or Case Manager	10.5%
School Psychologist	8.7%
School nurse	7.5%
School Social Worker	2.6%
Club Advisor	1.3%

What supports and services do parents report that students with social and emotional problems receive?

Parents were asked to indicate their perceptions of their child's need and access to support services.

| Need and Support Services	Average /Slightly Elevated SDQ score (N=214)	High/Very High SDQ score (N=14)
Was there a time in the past year when you felt like your child might need help because of problems with emotions or behaviors?	41.7%	92.9%*
Was there a time in the past year when someone encouraged you to seek help for your child because of problems with emotions or behaviors?	11.4%	35.7%*
Has your child <u>ever</u> received psychological counseling for an emotional, behavioral, or substance problem?	31.1%	85.7%*
Has your child <u>ever</u> received medication for an emotional, behavioral, or substance problem?	15.0%	57.1%*
Is your child currently receiving psychological counseling for an emotional, behavioral, or substance problem?	40.3%	75.0%*
Is your child currently receiving medication for an emotional, behavioral, or substance problem?	30.4%	58.3%

3 parents reported their child currently receives counseling services in school, **8** reported that their child receives counseling from a pediatrician, **41** reported their child current receives counseling services from a mental health provider in the community.

Parents were asked if their child receives services or support at school because of an emotional or behavioral problem.

Services at School	% (N)
No	86.4% (N=190)
Yes, through an IEP	7.7% (N=17)
Yes, through a 504 Plan	4.1% (N=9)
Yes, but not through an IEP or 504 Plan	0.9% (N=2)
I don't know	0.9% (N=2)

Are parents satisfied with social and emotional supports at school?

Parents indicated their satisfaction with a range of social and emotional supports provided by the school. The majority of parents were satisfied, with the highest level of satisfaction for implementation of bullying prevention initiatives, communication about social-emotional initiatives, and school-wide social-emotional program implementation.

Parent Ratings of Satisfaction with Social and Emotional Supports*
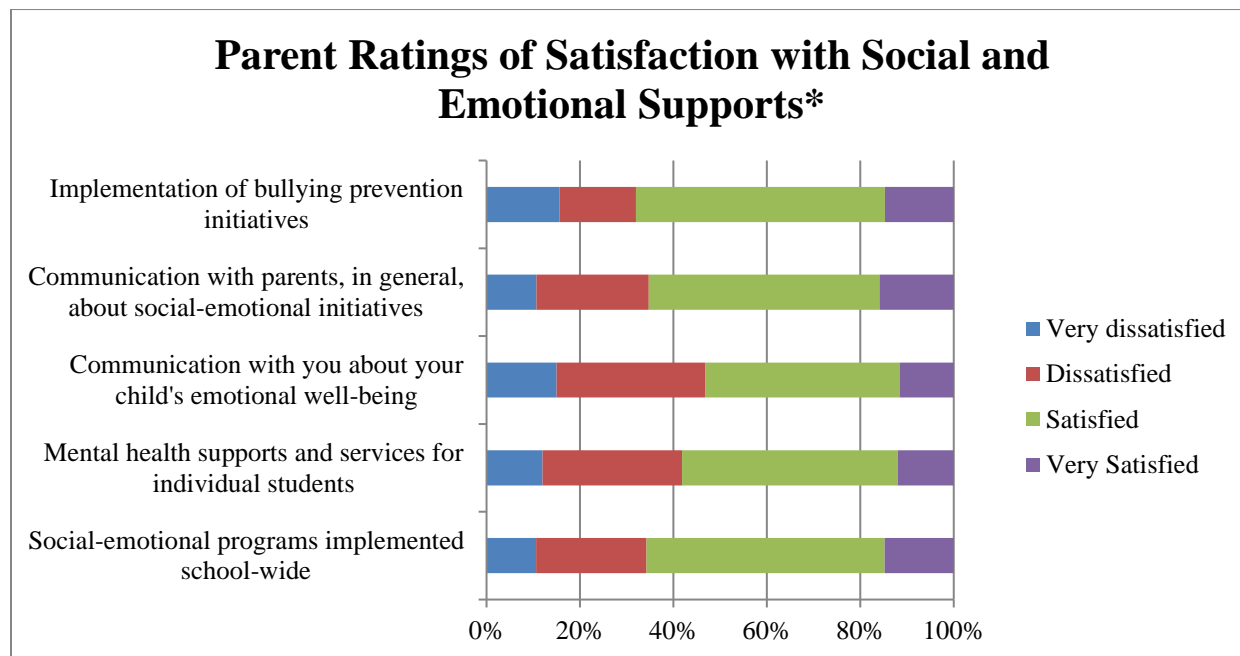
Parents were asked about their perceptions of their child's relationship with staff at school. Parents indicated a high degree of care and dedication by school staff.

Parent Ratings of Quality of Staff-Student Relationships
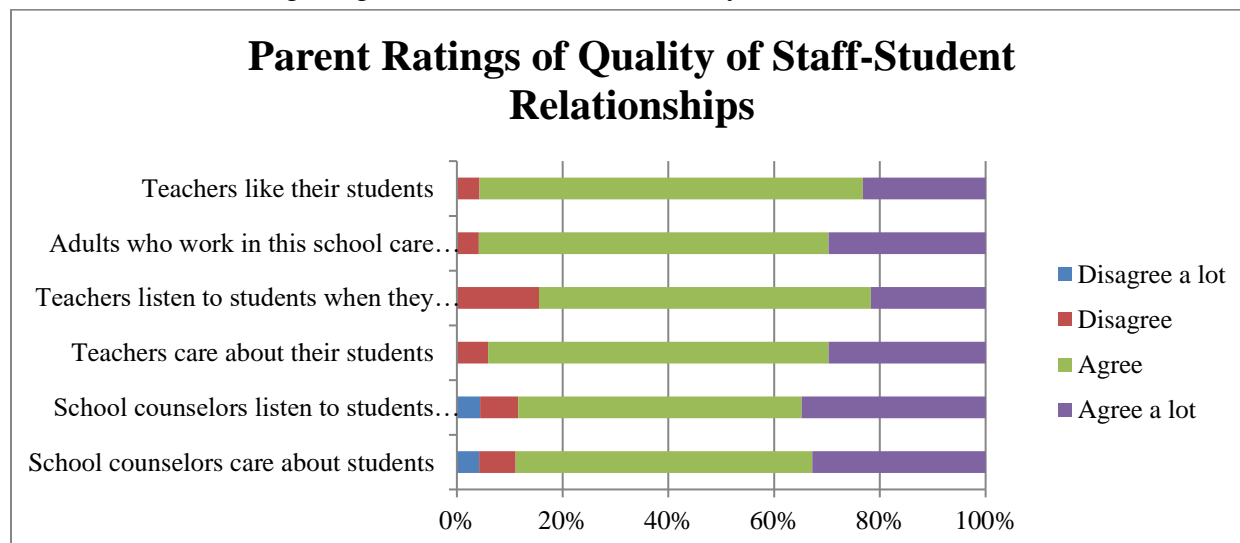
What other life experiences might impact students?

Parents were asked if their child was bullied in the past year at school:
18.1% said that their child had been bullied. Another **16.4%** reported that they were unsure

This report was prepared by:

Jennifer Greif Green, Ph.D.
Associate Professor
School of Education
Boston University
2 Silber Way
Boston, MA 02115
jggreen@bu.edu
617-353-3253