

Search Institute: Developmental Relationships Survey Results Spring 2021

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Search Institute: Developmental Relationships (DR) Survey

- In partnership with Department of Human Services and Positive Directions (LPC)
- Surveys were administered end of April
- Parents were given the opportunity to view the survey in the schools, and opt-out their child
- Presenting aggregate data of random sample of students in grades 7-12
- Reached 30% target sample in Grades 7-10, and 20-25% in Grades 11-12

Demographics of Youth Respondents

Survey Overview

Search Institute: Developmental Relationships (DR) Survey

Modules Administered:

- Developmental Relationships
- Drug-Free Communities
- COVID* (stress & coping)
- Racial Injustice* (efficacy beliefs)

**high school only*

Interpretation of results

- First administration; provides a baseline
- Results should be considered in context of pandemic
- Report does not provide norms. Most important context is our local context
- Survey provides a single set of data; Will compare to other sources
- Best examined by multiple stakeholders to gain different perspectives

Developmental Relationships Module

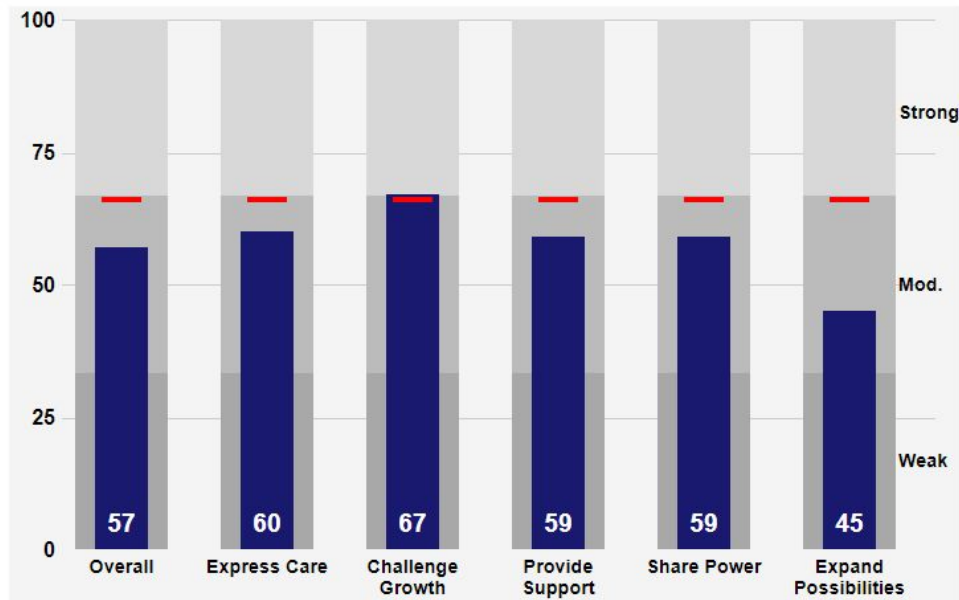
3 core measures:

- Developmental Relationships Framework
- Social and Emotional Competences
- Equitable Practices

DR Module: Core Measure 1 (Developmental Relationships Framework)

5 elements of framework:






Elements	
	Express Care Show me that I matter to you.
	Challenge Growth Push me to keep getting better.
	Provide Support Help me complete tasks and achieve goals.
	Share Power Treat me with respect and give me a say.
	Expand Possibilities Connect me with people and places that broaden my world.



Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a "strong" score.

DR Module: Core Measure 1 (Developmental Relationships Framework)

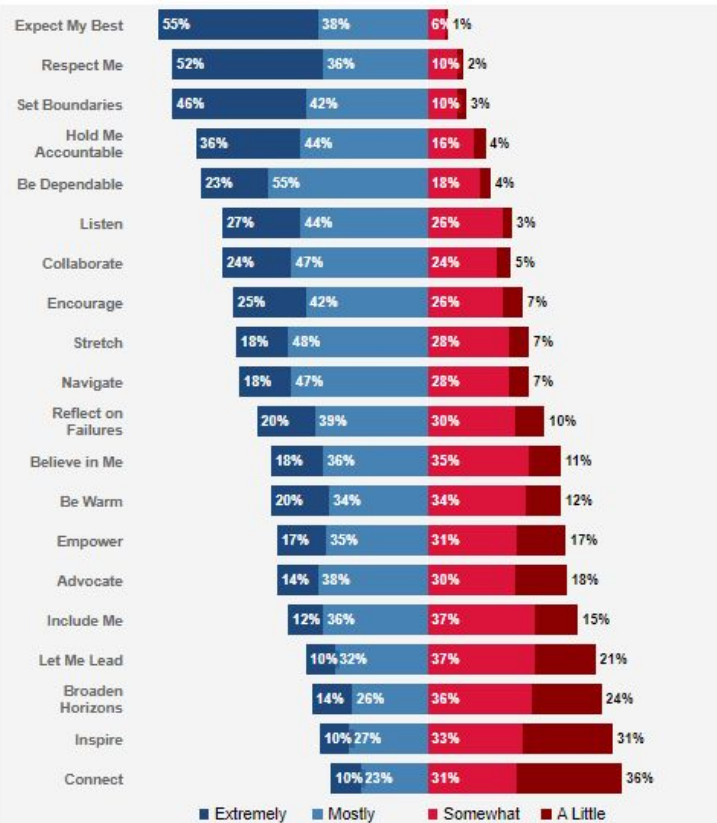
The 5 elements are measured through 20 corresponding actions (2nd column):

Elements	Actions	Definitions
 Express Care Show me that I matter to you.	<ul style="list-style-type: none">• Be dependable• Listen• Believe in me• Be warm• Encourage	Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.
 Challenge Growth Push me to keep getting better.	<ul style="list-style-type: none">• Expect my best• Stretch• Hold me accountable• Reflect on failures	Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.
 Provide Support Help me complete tasks and achieve goals.	<ul style="list-style-type: none">• Navigate• Empower• Advocate• Set boundaries	Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.
 Share Power Treat me with respect and give me a say.	<ul style="list-style-type: none">• Respect me• Include me• Collaborate• Let me lead	Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead.
 Expand Possibilities Connect me with people and places that broaden my world.	<ul style="list-style-type: none">• Inspire• Broaden horizons• Connect	Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.

- For 15 of the 20 actions, more than half of students feel “**extremely**” or “**moderately supported**” by teachers
- On 7 of the 20 actions, 15%-36% of students feel only “**a little supported**.”
- The 3 actions showing the most need for improvement are associated with the “Expand Possibilities” element of the framework.

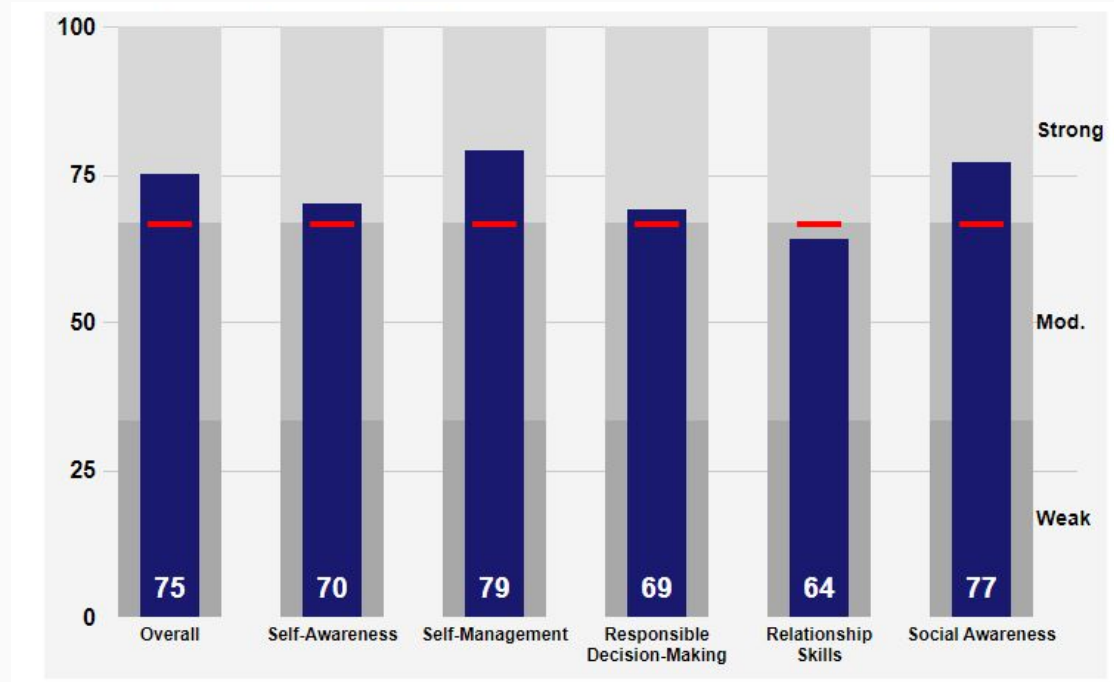
DR Module: Core Measure 1 (Developmental Relationships Framework)

Youth reported different experiences of each of the 20 actions in the Developmental Relationships Framework.



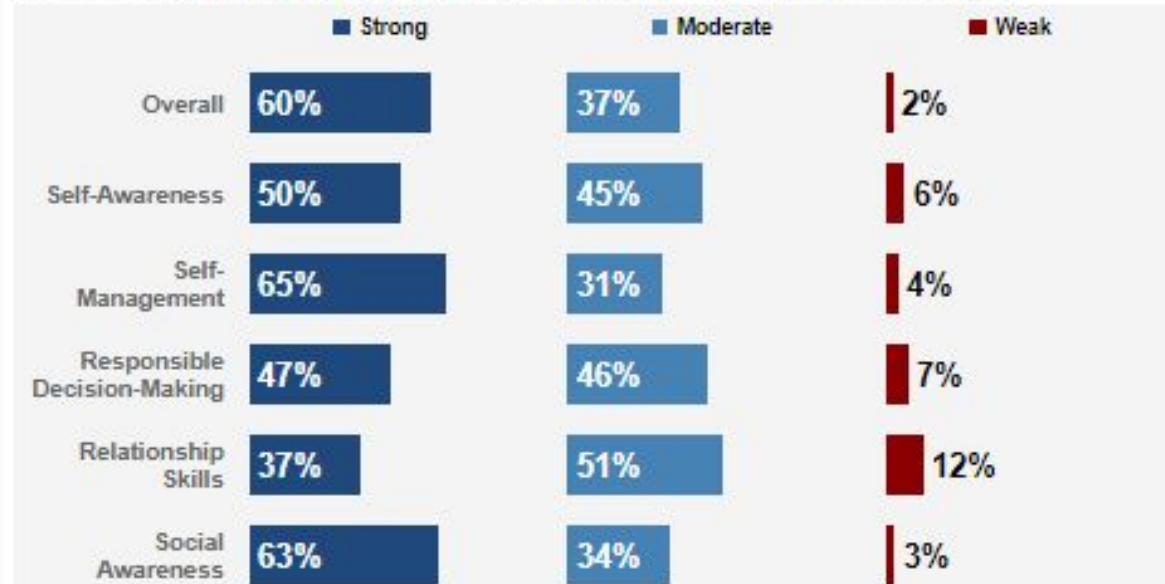
Westport teens report moderate to strong social-emotional skills.

Youth who experienced stronger levels of Developmental Relationships had stronger Social Emotional Competence skills.



Westport teens report good social-emotional skills.

Overall, 60% of youth reported strong social and emotional competence. Conversely, 2% reported weak social and emotional competence.

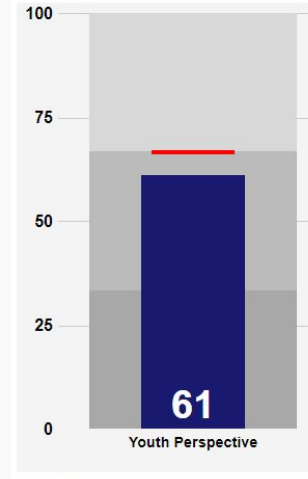


Youth who experienced stronger levels of Developmental Relationships had stronger Social Emotional Competence skills.

DR Module: Core Measure 3 (Equitable Practices)

Youth generally reported that WPS had a “moderate” culturally responsive environment:

“There are adults who have similar racial or ethnic backgrounds to mine and who I consider good role models”:

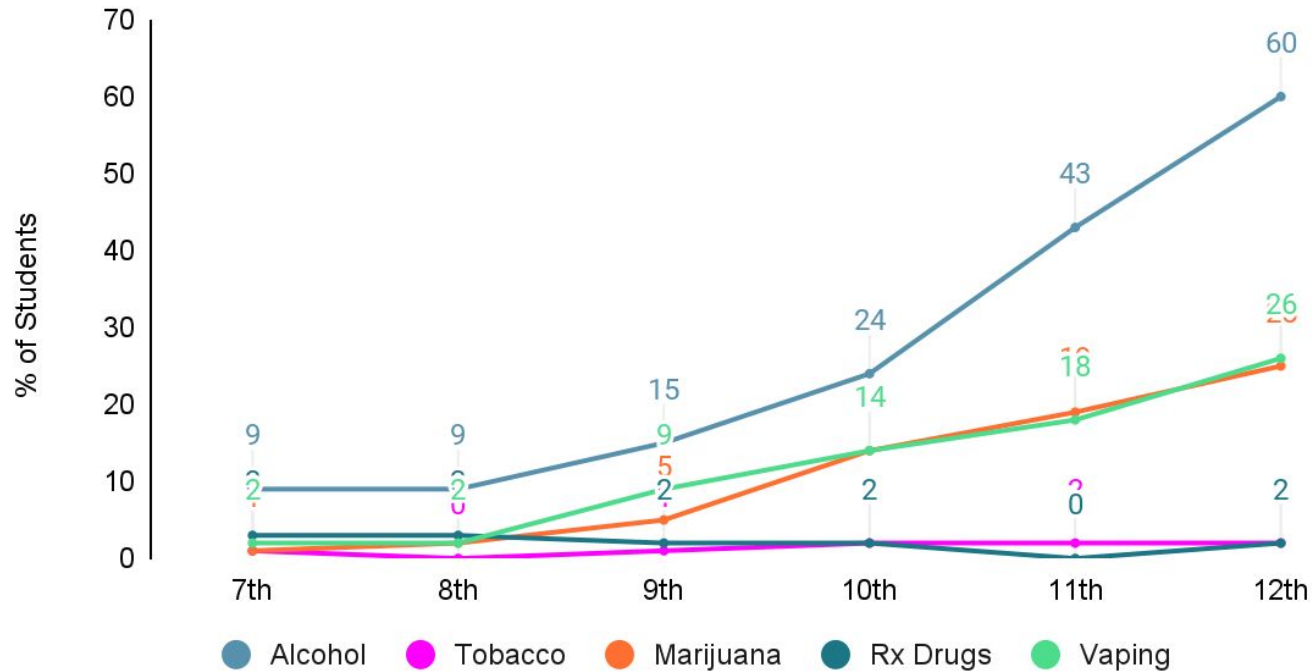


Youth who reported that the schools had a stronger Culturally Responsive Environment had stronger Social Emotional Competencies.

Drug-Free Communities (DFC) Module

Past 30-Day Substance Use by Grade, WPS Students

April 2021



$\frac{3}{4}$ of Westport 7th-12th graders are NOT using alcohol



- **25%** of all 7th-12th students drank in the past month
- **9%** of MS students
- **33%** of HS students (higher than 2019 CT state average)
- **60%** of seniors drank in the past month

90% of Westport 7th-12th graders are **NOT** using marijuana

- 10% of all students 7th-12th used marijuana in the past 30 days
- **1%** of MS
- 15% of all HS students (**lower** than 2019 state average)
- **24%** of 12th graders



89% of Westport 7th-12th graders are NOT vaping

- 11% of all students vaped in the past 30 days
- 2% of MS students
- 16% of HS students (**lower** than 2019 state average)
- **25%** of 12th graders

- About $\frac{1}{3}$ vaped **nicotine** and $\frac{2}{3}$ vaped **THC** (marijuana)
 - **28%** vaped multiple substances
 - **13%** don't know what substance they vape.



Student Perceptions around **Community Disapproval** of Alcohol, Marijuana and Vaping

- **Almost all** students (94-95%) report that their parents disapprove of *drinking or vaping* -- but **fewer** report their parents disapprove of *marijuana* use (86% - and only **63%** by senior year).
- Overall, **most** students report that their peers disapprove of substance use (**77%** disapprove of alcohol, **70%** of vaping, but only **63%** of marijuana).
- By senior year, there is a culture change. **Most seniors do not** perceive peer disapproval of marijuana and vaping.
 - % who report that peers disapprove: **68%** for alcohol, only **39%** for vaping, and only **25%** for marijuana

Student Perceptions of **Health Risks** from Alcohol, Marijuana and Vaping

- **78%** of students think drinking 5+ drinks at a time 1-2 times per week is harmful.
- **81%** think vaping is harmful.
- **58%** think using marijuana 1-2 times per week is harmful.
 - In *7th* grade, only **74%** students think marijuana is harmful, dropping to **34%** of 12th graders.



Parenting is hard.....

You may not feel comfortable talking about drugs with your kids--but you're the person they need to hear from.

KNOW THE FACTS ABOUT THE **NEW MARIJUANA**:

- Today's marijuana comes in many different forms - and it's been **engineered to be many times stronger** than nature.
- Many young people are “dabbing” (vaping) marijuana in concentrated forms, like oil, wax, and shatter, that are almost pure THC--the addictive drug in the plant.
- Today's high-strength THC affects brain development during adolescence. Teen users can **lose up to 8 IQ points**.
- 1 in 6 teens who use marijuana (and 1 in 10 adults) become addicted.
- The number of teens admitted to CT hospitals for marijuana intoxication increased **491%** between 2016 and 2019
- The younger a teen starts using marijuana, the more likely they are to develop psychosis or addiction.

**YOU WORK HARD TO GIVE YOUR KIDS THE BEST OF EVERYTHING.
DON'T LET THEM GET LOST IN THE WEEDS.**

talk early..... talk often

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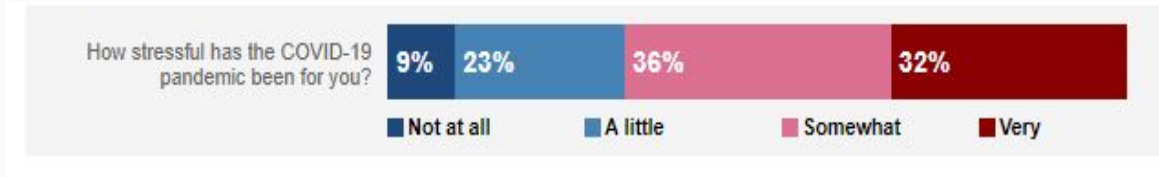


Find resources at
westporttogether.org



Current Events: COVID-19 Module

Stress:



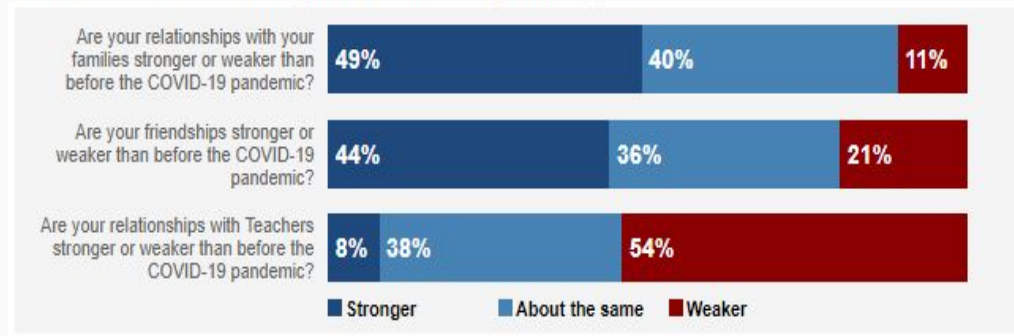
Coping Skills:

- More than half of students took steps to resolve COVID-related problems
- Majority accepted the reality of the pandemic
- Only 34% reached out to others about how they were feeling

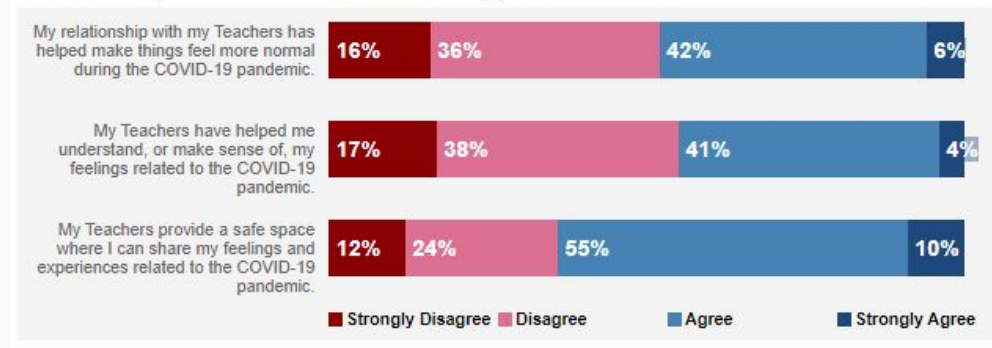
Connections during COVID:

- More than half (58%) feel connected to staff and students in school
- Majority (94%) feel connected to friends

COVID-related Change in Relationship Quality:

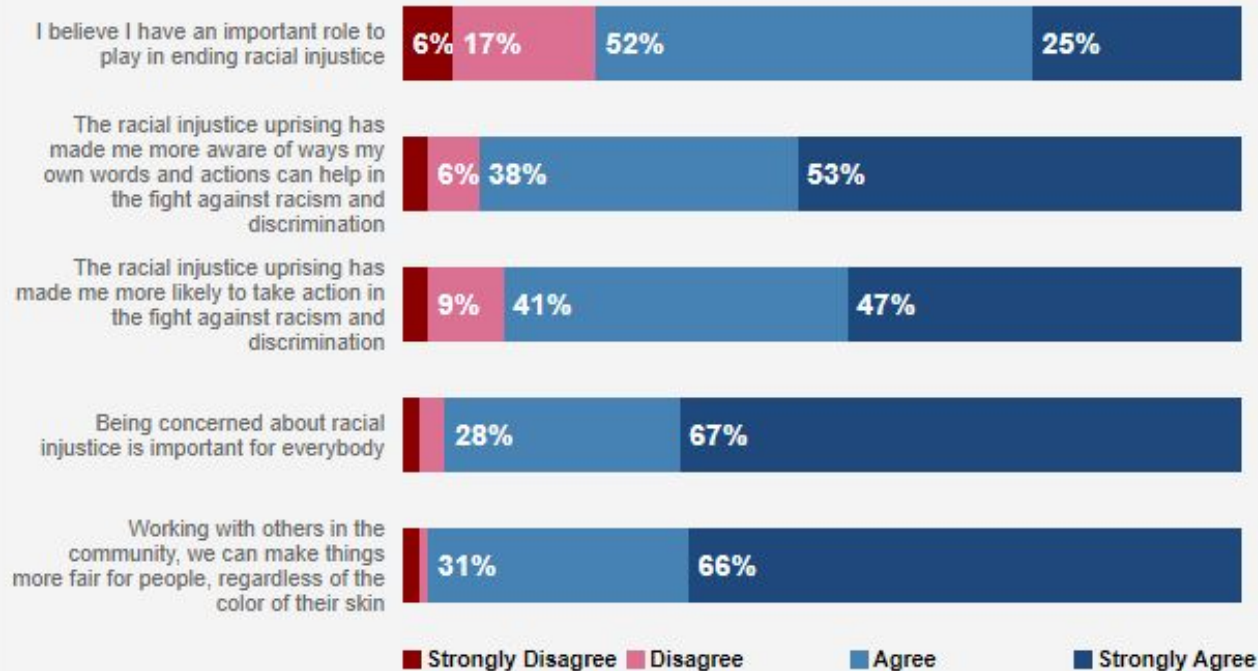


COVID-specific Social-Emotional Support:



Current Events: Racial Injustice Module

Following the deaths of George Floyd and Breonna Taylor (and many other people of color), there has been increased attention and unrest around the issue of racial injustice. In the questions below, we refer to this as the “racial injustice uprising”.



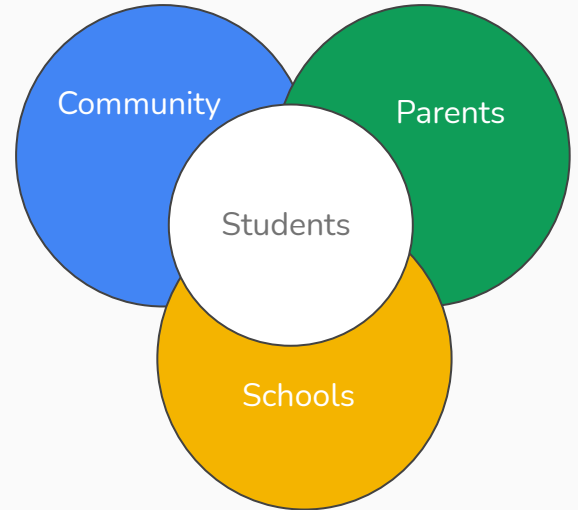
Next Steps

Review the data with the school community:

- School level --administrators, staff
- District level--health teachers, mental health staff
- Students--middle and high school
- Develop recommendations for possible curriculum changes, student programs, parent programs to improve prevention efforts

Review the data with Westport Prevention Coalition (community stakeholders):

- Inform prevention strategies and plans
- Raise awareness in the community



Questions?