

Executive Summary
Social and Emotional Learning (SEL) Advisory
June 2019

In an effort to highlight some of the many social and emotional issues impacting Barrington students, the SEL Committee has put together the following executive summary for review by the School Committee.

Over the past nine months, the SEL Committee has reviewed data collected on Barrington students through various surveys and wishes to highlight some of this data for both the School Committee and the greater community. Barrington, like many other high performing districts, is seeing the unintended consequences of high achievement. These include, increased levels of stress, anxiety, sadness, cheating, and suicidality, and a lack of adequate sleep levels.

The district has taken steps to begin to address these pressure points. These steps include a homework policy, additional SEL and school psychologist staffing within the schools, alignment with medically recommended school start times for middle and high school students, and a district wide commitment to RULER. RULER, a focus point of the SEL Committee, is an evidence based approach to integrate social and emotional learning into all six Barrington schools. RULER was developed at the Yale Center for Emotional Intelligence and has been rolled out to teachers and staff this year, with a goal of having these skills widely taught to parents and students in the coming year. This spring, parents have begun to be educated on the RULER principles and Ancho Tools. <http://ei.yale.edu/ruler/ruler-overview/>

Research shows that addressing the social and emotional needs of students is essential to sound decision making, effective teaching and learning, physical and mental health, and overall success both in and out of school.

Some key research finding from surveys administered to Barrington students include:

Surveyworks

SurveyWorks is a statewide survey sent out annually to hear from Rhode Islanders directly about their experiences in our state's public schools.

<https://secure.panoramaed.com/ride/understand/1302989/summary>

Survey results for grades 3-6

2019

31% of students reported that stress interfered with their ability to participate in school.

27% of the students felt stress interfered with their life outside of school.

Survey results for grades 6-12

2019

54% of students reported that stress interfered with their ability to participate in school.

52% of the students felt stress interfere with their life outside of school.

Challenge Success - A survey of adolescent school experiences.

2016

75% of the students reported they were often or always stressed by schoolwork

46% of students reported that a stress-related or emotional problem caused them to miss more than one day of school

54% reported that a stress-related health or emotional problem caused them to miss a social, extracurricular or recreational activity more than once in the past month.

The Challenge Success data showed that students in high school were getting approximately 6 ¼ hours of sleep per night. Research recommends that adolescents get 9 to 9.5 hours a night in order to maintain health. 42% of students reported going to bed later than 11:00 pm.

This data showed students' cheating behavior. The most common forms of cheating reported by the students were: working on an assignment with others when the instructor asked for individual work, copying someone else's homework, getting questions or answers from someone who has already taken the test, paraphrasing or copying a few sentences of materials from a written source without footnoting or referencing it in a paper. Group differences in cheating indicated on average 12th graders reported cheating significantly more than 9th through 11th graders; and 11th graders reported cheating significantly more than 9th graders. On average, students taking 2 AP courses reported cheating significantly more than students taking no AP courses.

RISS Survey - Rhode Island Student Survey

There is not yet public access to this data.

2018

Mental Health Indicators

How often were you very sad in the last 30 days?

Grade	# of students	# responding often/always	% of grade responding often/always
6	226	28	12.4%
7	213	42	19.7%
8	227	37	16.3%
9	243	52	21.4%
10	247	53	21.5%
11	185	45	24.3%
12	202	32	15.8%

Total Barrington middle and high school students reporting often/always very sad is 289 out of 1543 or 18.7%.

Seriously consider attempting suicide past 12 months

Grade	# of students	# responding yes	% of grade responding
6	225	16	7.1%
7	214	26	12.1%
8	227	24	10.6%
9	241	39	16.2%
10	247	39	15.8%
11	186	36	19.4%
12	202	23	11.4%

Total number of Barrington middle and high school students reporting seriously considering suicide in the past year is 203 out of 1543 or 13%.

Substance Use Data

Alcohol

Grade	# of students	# used	% of grade
6	235	0	0%
7	222	4	1.8%
8	238	14	5.9%
9	259	29	11.2%
10	262	51	19.5%
11	192	41	21.4%
12	214	88	41.1%

Marijuana

Grade	# of students	# used	% of grade
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6	235	0	0%
7	222	2	.9%
8	238	7	2.9%
9	259	20	7.7%
10	262	23	8.8%
11	192	32	16.7%
12	214	48	22.4%

The Youth Risk Behavior Surveillance System (YRBSS) - Youth Risk Behavior Survey is designed to assess adolescent behavioral health risks of public school students grades 6 through 12..

<https://nccd.cdc.gov/youthonline/app/Results.aspx?LID=RI>

This is a statewide survey

2017

	Total	Female	Male
<u>Felt sad or hopeless</u> (almost every day for 2 weeks or more in a row so that they stopped doing some usual activities, during the 12 months before the survey)	29.4 (26.9–32.0) 2,185	38.0 (33.3–42.8) 1,107	20.7 (17.2–24.8) 1,055
<u>Seriously considered attempting suicide</u> (during the 12 months before the survey)	15.9 (14.1–17.8) 2,173	19.6 (16.1–23.7) 1,104	11.7 (9.5–14.3) 1,046
Made a plan about how they would attempt suicide (during the 12 months before the survey)	13.6 (11.8–15.7) 2,181	16.5 (13.8–19.7) 1,106	10.5 (8.3–13.2) 1,053
<u>Attempted suicide</u>	10.5 (8.6–12.7)	10.3 (8.0–13.2)	9.4 (7.2–12.1)

<u>(one or more times during the 12 months before the survey)</u>	1,927	984	919
Suicide attempt resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse (during the 12 months before the survey)	3.8 (2.7–5.3) 1,897	3.4 (1.9–6.0) 974	3.5 (2.2–5.4) 905

Recommended Goals and Action Steps

1. Teach students and parents the RULER principles and Anchor Tools.
2. Social and Emotional Learning (SEL) Advisory members will have 2 year seats on the committee.
3. A subcommittee will be created with the charge of exploring technology use, the impact on students' well being and examining strategies to reduce usage.
4. Explore additional data sources to explore and pinpoint surveys and measures that align to the needs of Barrington students.