



PELHAM TOGETHER
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**PELHAM
YOUTH
HEALTH
SURVEY**

10.2019

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Since 2009, Pelham Together in partnership with Pelham schools, surveys 8th, 10th, and 12th graders every two years as a way to monitor our adolescents' mental and emotional health and substance use. This year, in March 2019, Pelham Together and the Pelham School District partnered with Authentic Connections to administer the High Achieving Schools Survey to Pelham students. For the first time, this survey allowed our community to collect data on topics such as the effects of social media, academic and relationship pressures and other influences on emotional well-being. As in other years, Pelham data is compared to national and county averages, where available. Another expansion of our survey efforts this year is the comparison of Pelham outcomes to those of peers at other high achieving schools, as defined by Authentic Connections to be public and private schools with high standardized test scores, varied extracurricular and academic offerings, and graduates who head off to top colleges. Below is the report of findings and analysis conducted by Dr. Suniya Luther and her team at Authentic Connections.

DEMOGRAPHICS

In March 2019, 536 students participated in this youth self-report survey. It was administered to all 8th, 10th and 12th graders. The completion rate was 93% and resulted in 199 8th graders, 191 10th graders, and 146 12th graders completing the survey. 51% of the respondents were female and 49% were male. Most students identified themselves as white (69%) with the next largest group being Hispanic/Latino (13%) followed by Other/Biracial/Multiracial (8%), Asian/Asian American Pacific Islander (5%) and African American/Black (5%).

Where data is available there are three comparison groups for all data:

- National statistics (*Monitoring the Future 2018, University of Michigan; National Institute of Drug Abuse, National Institutes of Health; U.S. Department of Health and Human Services*)
- Westchester County (*Drug-Free Communities survey data, 2018-19*)
- Other High Achieving Schools (*9,026 students completing the HAS survey during the same time period as Pelham from January - June 2019*)

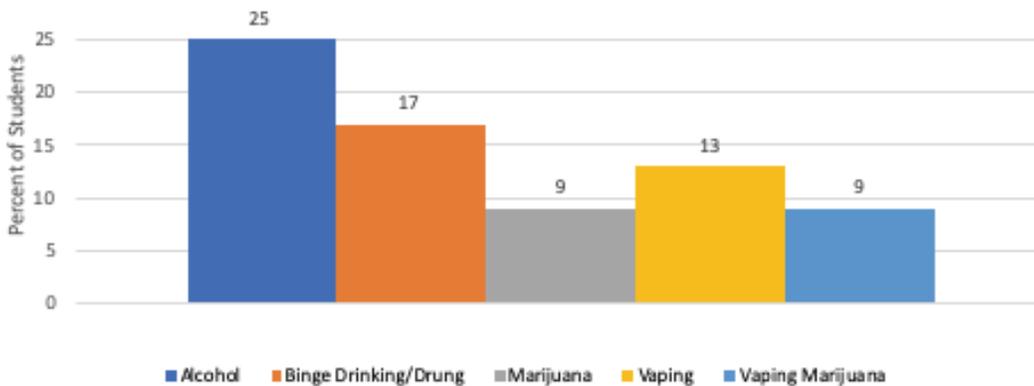
PELHAM SNAPSHOT

Graph 1 illustrates Pelham Past 30-Day Use Rates for the most commonly used substances in our community. Specifically for:

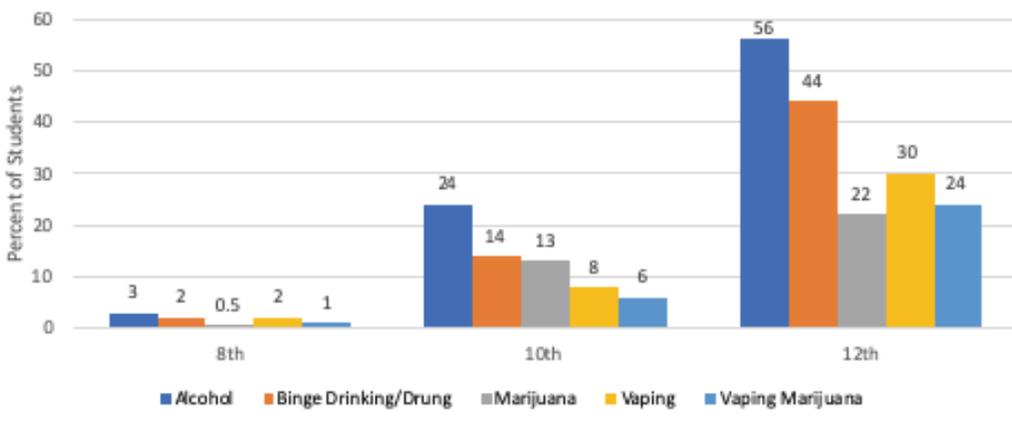
- Alcohol (any use in the last 30 days)
- Binge Drinking/Drunk (consuming 5+ drinks in a single episode)
- Marijuana (any use in the last 30 days)
- Vaping (includes vaping flavoring, nicotine, and/or marijuana in the last 30 days)
- Vaping Marijuana (vaping only marijuana in the last 30 days)

As the grade breakdown indicates, use rates for all substances increase as students get older, which is neither unique to Pelham nor to this generation. Use rates increase dramatically between 10th and 12th grades, particularly for drinking and vaping.

GRAPH 1: PAST 30-DAY USE RATES FOR PELHAM TEENS (2019)



GRAPH 2: PAST 30-DAY USE RATES FOR PELHAM TEENS BY GRADE (2019)



* Although cigarette and prescription drug use are monitored through this survey, their use rates are extremely low and not included in the current version of this report.

PELHAM TRENDS OVER TIME

Overall substance use rates among Pelham youth have been declining since 2009, the year the data was first collected (Table 1 and Graph 3). New risks, such as vaping and vaping marijuana, have surfaced and binge drinking remains a major concern for our community. Vaping and Vaping Marijuana are trends that did not exist in 2009 and therefore were not measured.

TABLE 1: PAST 30-DAY USE RATES FOR PELHAM YOUTH 2009-2019

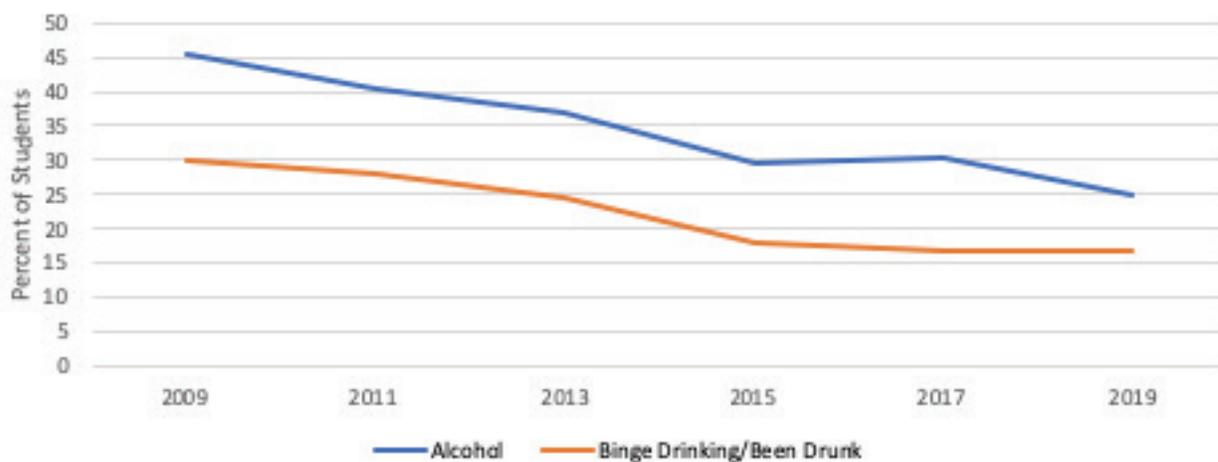
“On how many occasions (if any) have you....during the last 30 days”

	2009	2011	2013	2015	2017	2019	Percent Change (2009 - 2019)
ALCOHOL							
Grade 8	24.2%	13.4%	11.0%	5.5%	7.7%	2.5%	-90%
Grade 10	51.8%	45.9%	37.6%	26%	34.7%	24.0%	-54%
Grade 12	67.4%	70.3%	68.9%	69.3%	57.8%	56.0%	-17%
Total	45.5%	40.4%	36.9%	29.6%	30.2%	25.0%	-45%
BINGE DRINKING							
Grade 8	11.9%	3.8%	4.3%	2.1%	2.7%	1.5%	-87%
Grade 10	36.4%	31.6%	20.0%	13.5%	18.2%	14.0%	-62%
Grade 12	47.4%	56.2%	55.0%	46.0%	36.7%	44.0%	-7%
Total	29.8%	28.0%	24.7%	18.1%	17.0%	17.0%	-43%
MARIJUANA							
Grade 8	2.1%	2.1%	2.1%	0.5%	0.5%	0.5%	-76%
Grade 10	18.1%	11.1%	13%	10.7%	10.6%	13.0%	-28%
Grade 12	21.6%	23.9%	39%	36%	17.9%	22.0%	2%
Total	12.8%	11.3%	16.7%	13.5%	8.1%	9.0%	-30%

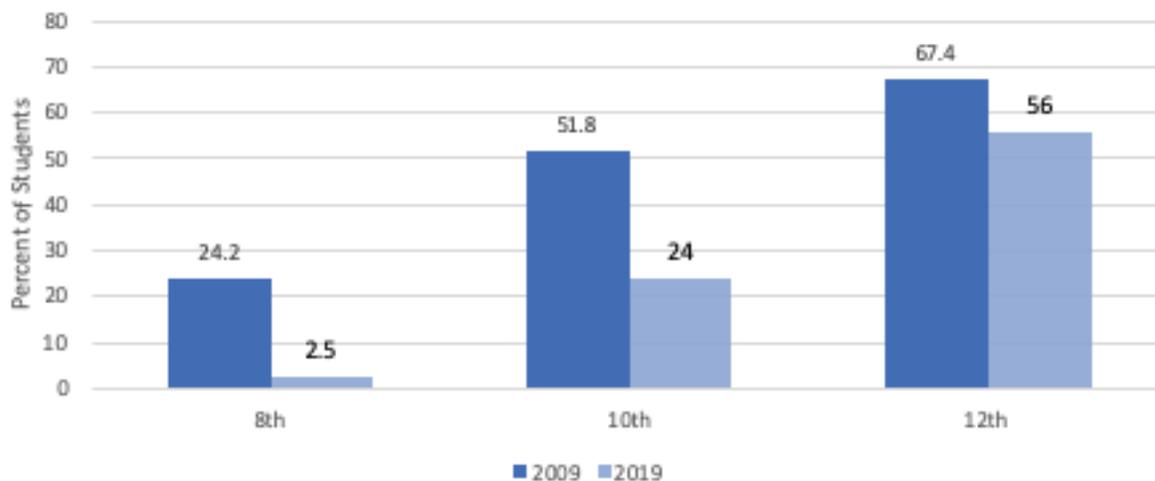
ALCOHOL USE

Alcohol continues to be an entrenched issue for Pelham youth, not unlike their peers in other areas. Singling out alcohol use over time, Graphs 3 and 4 show the declining trends in Past 30-Day Alcohol Use and Binge Drinking from 2009 to 2019. The reduction in drinking behaviors is significant, virtually non-existent in 8th grade by 2019. The graphs also illustrate the increase in drinking behaviors that occurs between 10th grade to 12th grade (from 24% consuming alcohol in the last 30 days to 56%). For Binge Drinking (Graph 3), the increase from 10th to 12th grade is significant (14% in 10th grade to 44% in 12th grade).

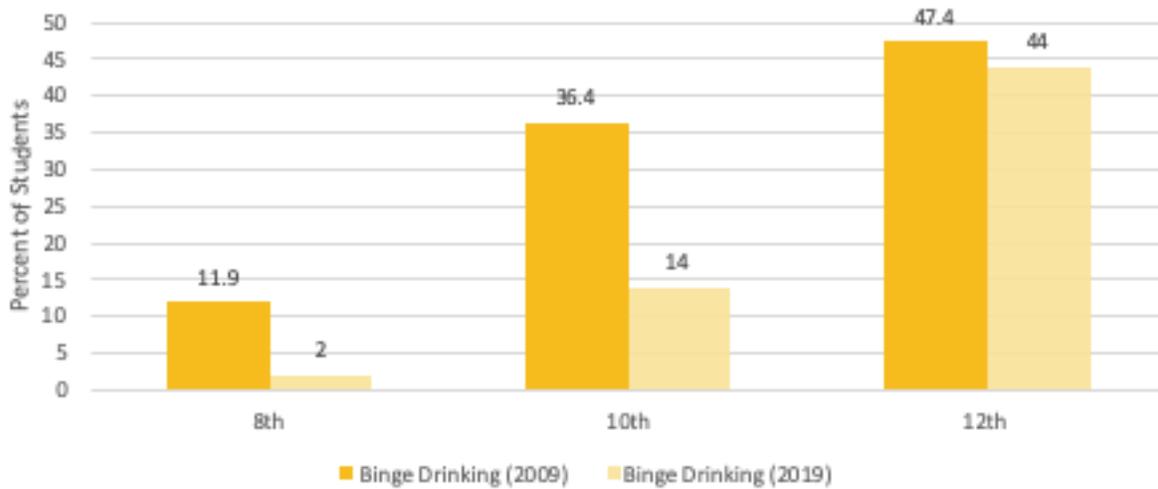
GRAPH 3: PAST 30-DAY USE RATES FROM 2009-2019



GRAPH 4: ALCOHOL USE (PAST 30-DAY) IN PELHAM FROM 2009-2019 BY GRADE

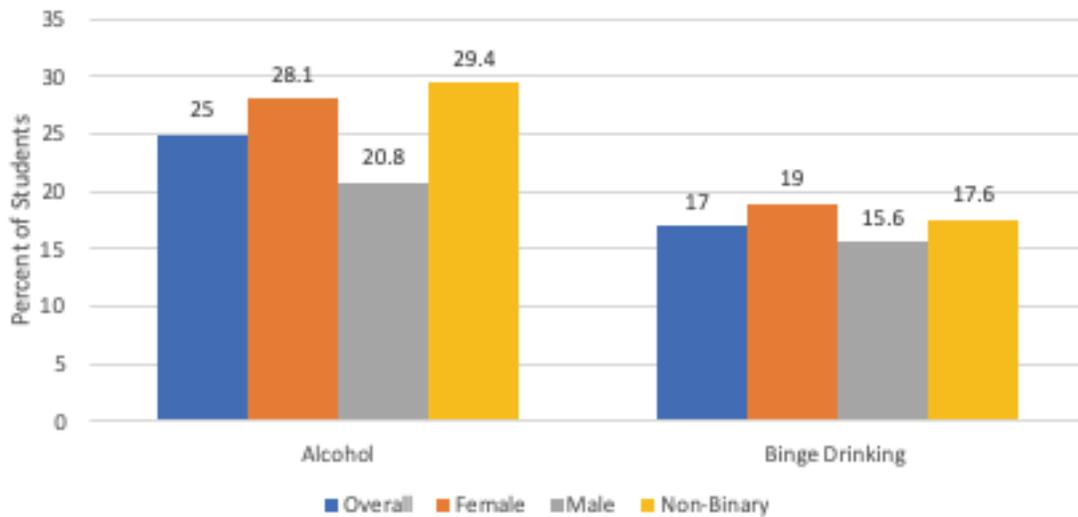


GRAPH 5: BINGE DRINKING RATES IN PELHAM FROM 2009 TO 2019 BY GRADE



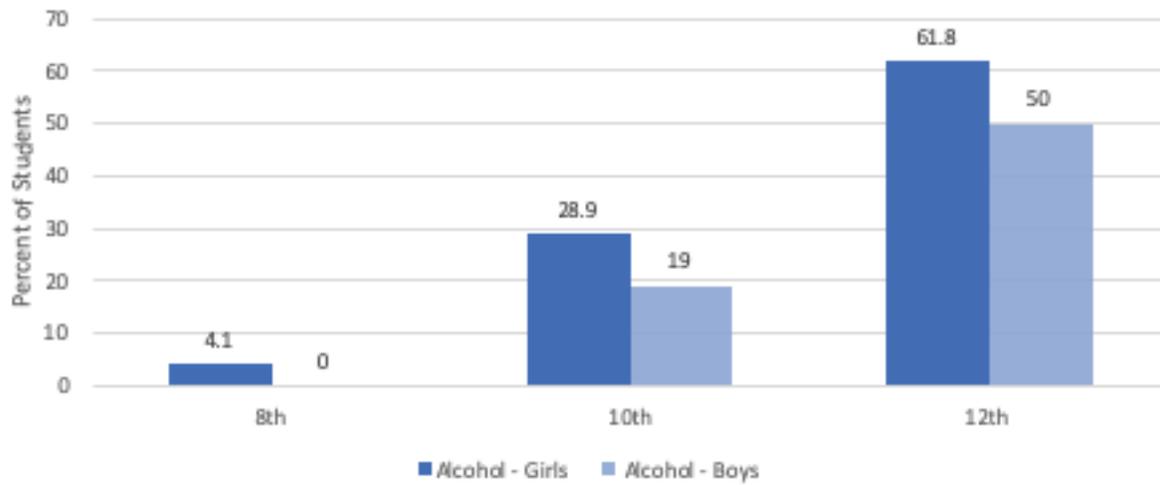
For both 30-Day Past Alcohol Use and Binge Drinking rates, girls report higher rates than boys and the highest rates for both drinking behaviors are reported by children who identify as non-binary.

GRAPH 6: ALCOHOL USE (PAST 30-DAY) AND BINGE DRINKING RATES BY GENDER (2019)



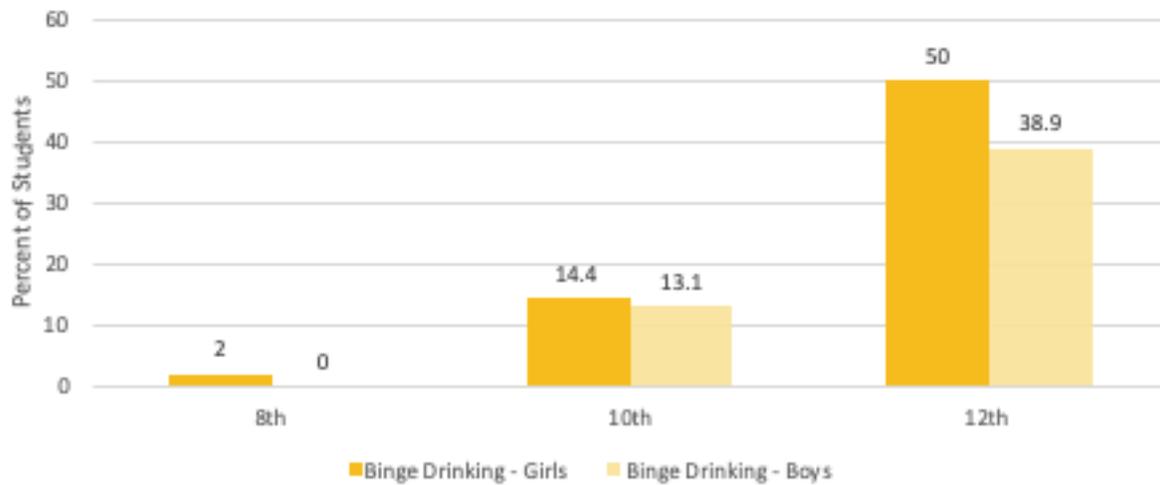
Further breaking down the rates of alcohol use and binge drinking/being drunk among our teens by grade and gender (Graph 4 & 5) highlights some important differences. Of the very small number of 8th graders who report using alcohol in the past 30 days or binge drinking/being drunk, all of them are girls. As students move from 8th to 12th grade, boys and girls continue to drink at increasing rates, and the gap between them widens—a higher percentage of girls are drinking and binge drinking than boys. These behaviors are beginning earlier for girls than boys and continue at a higher rate for girls through 12th grade.

GRAPH 7: ALCOHOL USE IN PELHAM BY GRADE AND GENDER* (2019)



*Non-binary groups are excluded as the population size becomes too small as to protect student privacy.

GRAPH 8: BINGE DRINKING RATES IN PELHAM BY GRADE AND GENDER* (2019)

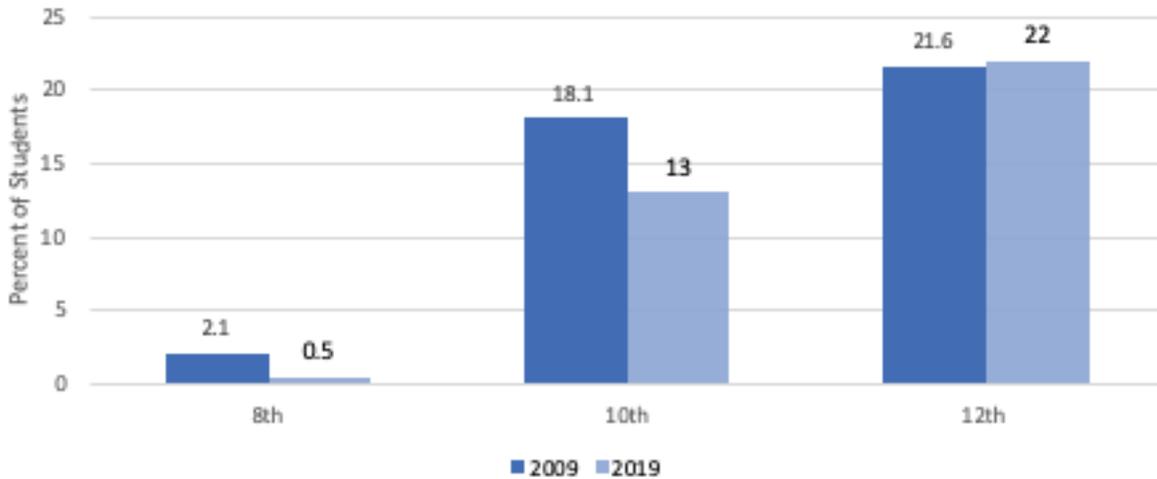


*Non-binary groups are excluded as the population size becomes too small as to protect student privacy.

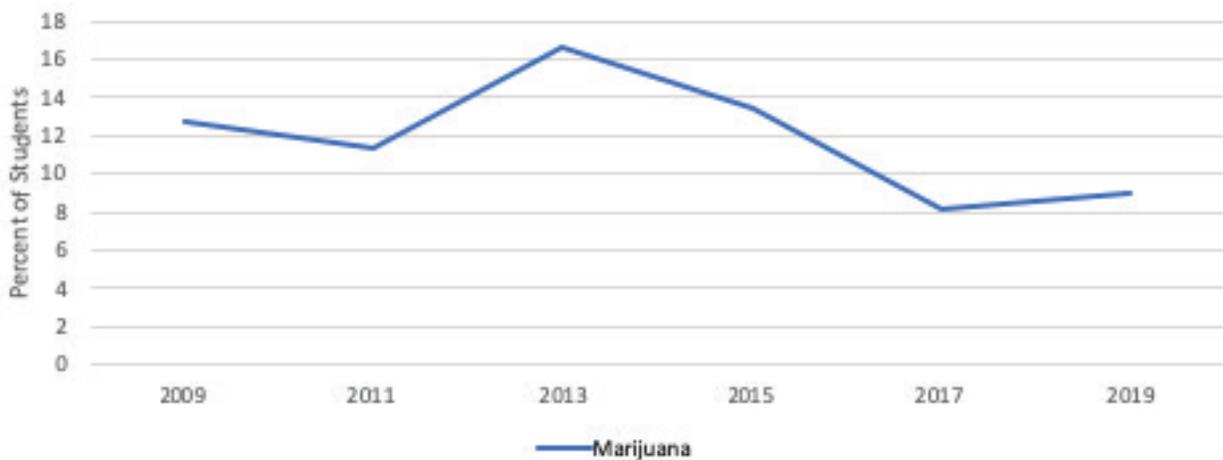
MARIJUANA USE

Marijuana use has declined for 8th and 10th graders since 2009, but is slightly raised for 12th graders. These changes are taking place in the context of marijuana legalization, which is a factor in young people's perception of risk associated with using marijuana.

GRAPH 9: MARIJUANA USE (PAST 30-DAY) IN PELHAM FROM 2009 TO 2019 BY GRADE



GRAPH 10: MARIJUANA USE (PAST 30-DAY) IN PELHAM FROM 2009 TO 2019



PELHAM IN COMPARISON

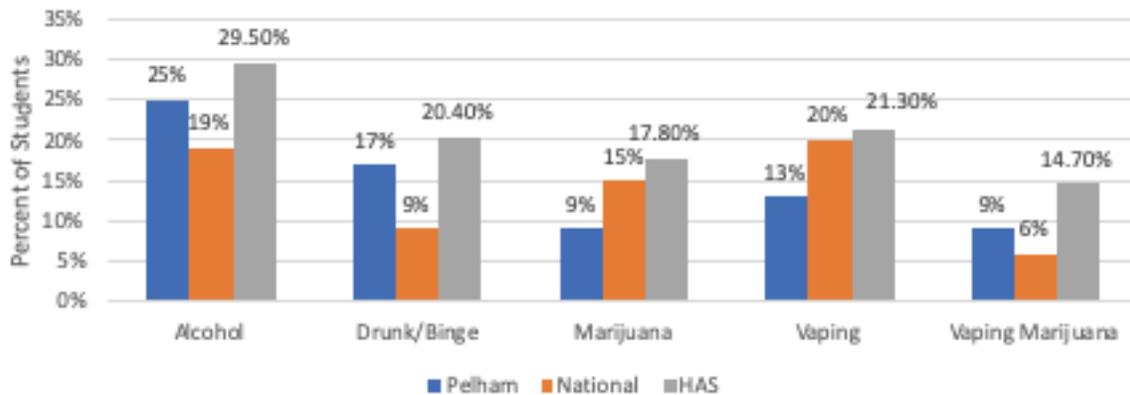
TABLE 2: (PAST 30-DAY) SUBSTANCE USE RATES

Past 30-Day Use Rate	Pelham	National	HAS
Alcohol	25%	19%	29.5%
Binge Drinking/Drunk	17%	9%	20.4%
Marijuana	9%	15%	17.8%
Vaping	13%	20%	21.3%
Vaping Marijuana	9%	6%	14.7%

*County data only available by grade.

The data shows Pelham has lower rates than the national rates of marijuana use and vaping. Vaping nicotine or flavoring occurs at significantly lower levels among Pelham youth than national peers and peers at other high achieving schools; however, vaping marijuana occurs at rates higher than national norms. Pelham has significantly higher rates than national rates when it comes to past 30-day alcohol use and binge drinking. Pelham rates on those two behaviors resemble those of peers at other high achieving schools. When comparing Pelham students' substance use rates (as a whole) to those of students in other high achieving school districts, Pelham shows lower levels of use across all substances.

GRAPH 9: (PAST 30-DAY) USE RATES COMPARING PELHAM, NATIONAL AND HAS PEERS



*County data only available by grade.

TABLE 3: COMPARISON OF SUBSTANCE USE RATES BY GRADE

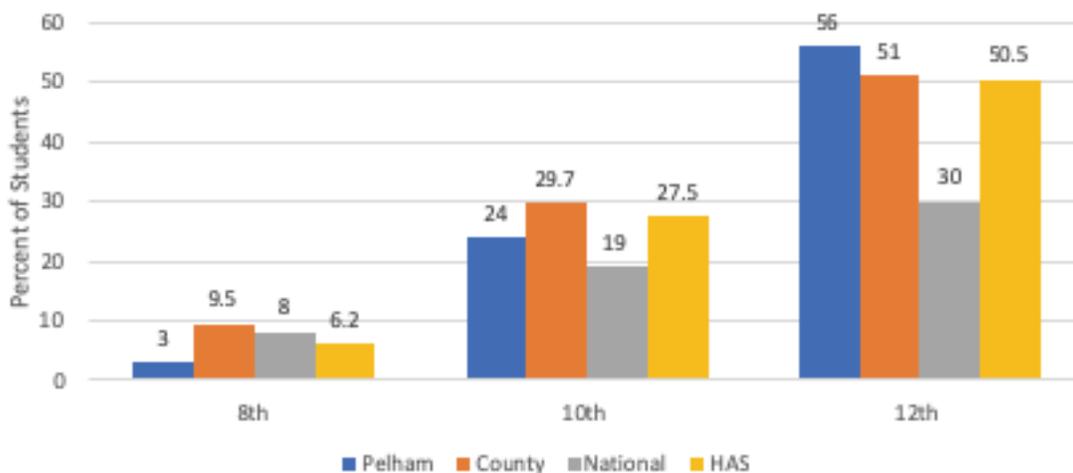
	8th Grade				10th Grade				12th Grade			
	Pelham	County	National	HAS	Pelham	County	National	HAS	Pelham	County	National	HAS
Alcohol	2.5%	10%	8%	6%	24%	30%	19%	28%	56%	51%	30%	51%
Binge Drinking/Drunk	1.5%	5%	2%	3%	14%	15%	8%	18%	44%	29%	18%	40%
Marijuana	0.5%	3.3%	6%	1%	13%	17%	17%	16%	22%	27%	22%	31%
Vaping	2%	10%	10%	3%	8%	21%	22%	21%	30%	31%	27%	34%
Vaping Marijuana	1%	n/a	3%	1%	6%	n/a	7%	14%	24%	n/a	8%	26%

Table 3 shows Past-30 Day Use Rates for the same five substances and breaks them down by grade and includes the comparison data to national, county and other HAS schools.

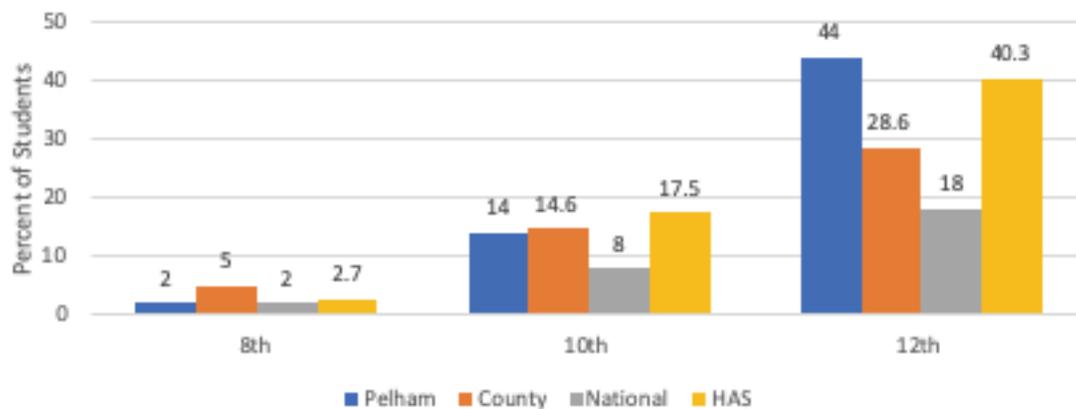
ALCOHOL USE IN COMPARISON

How does alcohol use among Pelham teens compare to the peers in the county, in the country, and at other high achieving schools? Graph 10 shows those comparisons. Pelham 8th graders fall below all other peer groups in their 30-Day Past Use of Alcohol. By 10th grade, Pelham teens drink at a lower rate than their county and high achieving school peers, but more than the national average. By 12th grade, Pelham teens drink at a higher rate than their counterparts across Westchester county, nationally and in other high achieving schools.

GRAPH 10: COMPARISON OF PAST 30-DAY ALCOHOL USE RATES BY GRADE (2019)



GRAPH 11: COMPARISON OF BINGE DRINKING RATES BY GRADE (2019)

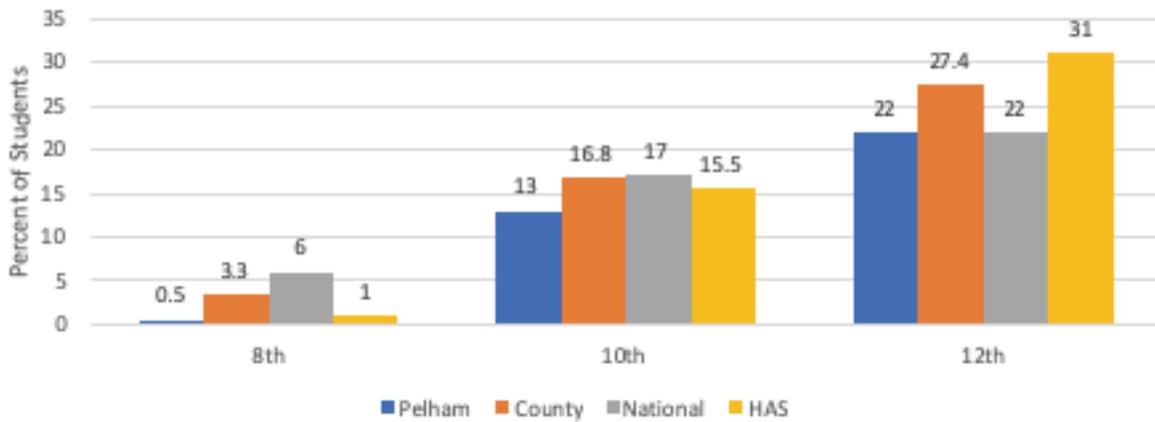


When comparing rates at which our teens binge drink, the difference compared to the other groups of teens is most notable for our seniors. By 12th grade, 44% of Pelham teens report binge drinking, which is 9% higher than their peers at other high achieving schools and 41% higher than their county peers.

MARIJUANA USE IN COMPARISON

Pelham teens report using marijuana at levels comparable to, and in some cases below, all other peer groups across grade levels. As far as our 12th graders, their marijuana use falls below their county peers and those at other high achieving schools to match rates experienced by seniors nationwide.

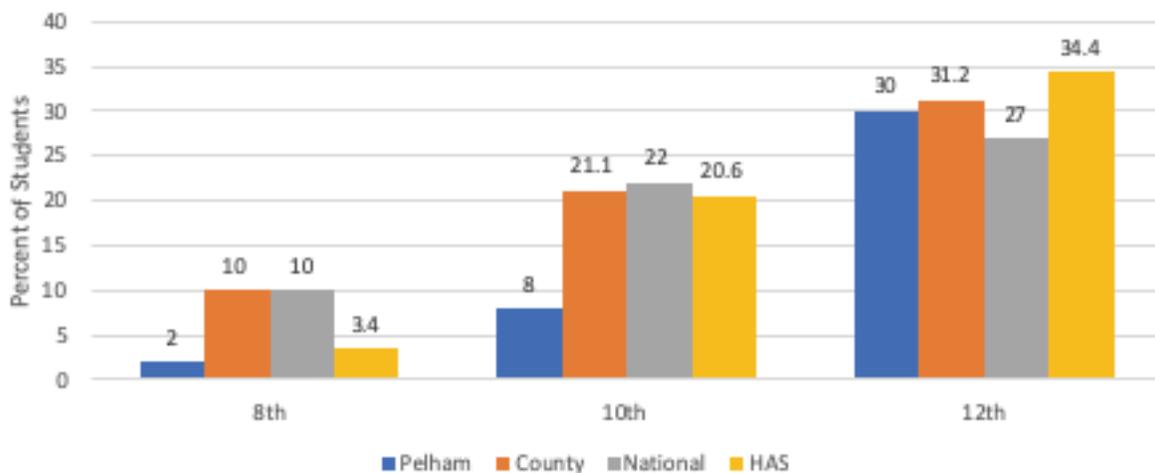
GRAPH 12: COMPARISON OF PAST 30-DAY MARIJUANA USE RATES (2019)



VAPING IN COMPARISON

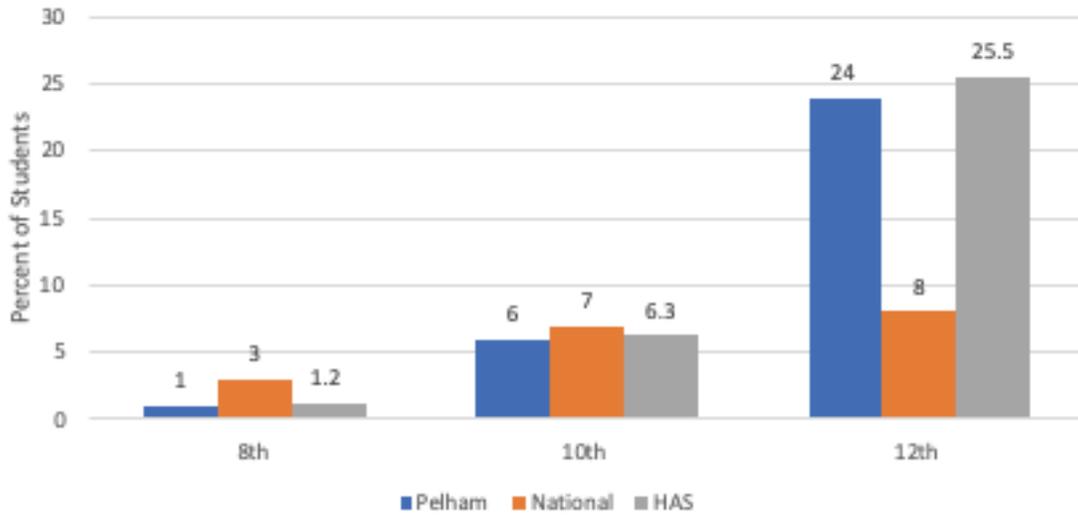
Finally, as vaping and e-cigarette use has become a national epidemic for our youth, those rates are important to note for Pelham youth and comparisons to other peer groups provide some context. Graph 13 shows that Pelham teens are vaping at rates below their county, national and other high achieving schools, until they get to 12th grade. Pelham 12th graders vape at slightly higher rates than their national peers, but still below county and high achieving school averages.

GRAPH 13: COMPARISON OF PAST 30-DAY E-CIGARETTE USE (VAPING) BY GRADE (2019)



Data is not available for rates of vaping marijuana at the county level, so the comparison in Graph 14 is only between teens from Pelham and their peers at the national level and at other high achieving schools. Again, the most notable item is the significant increase in use between 10th grade (6%) and 12th grade (24%) in Pelham. The rates across all grades are comparable between teens in Pelham and those at other high achieving schools.

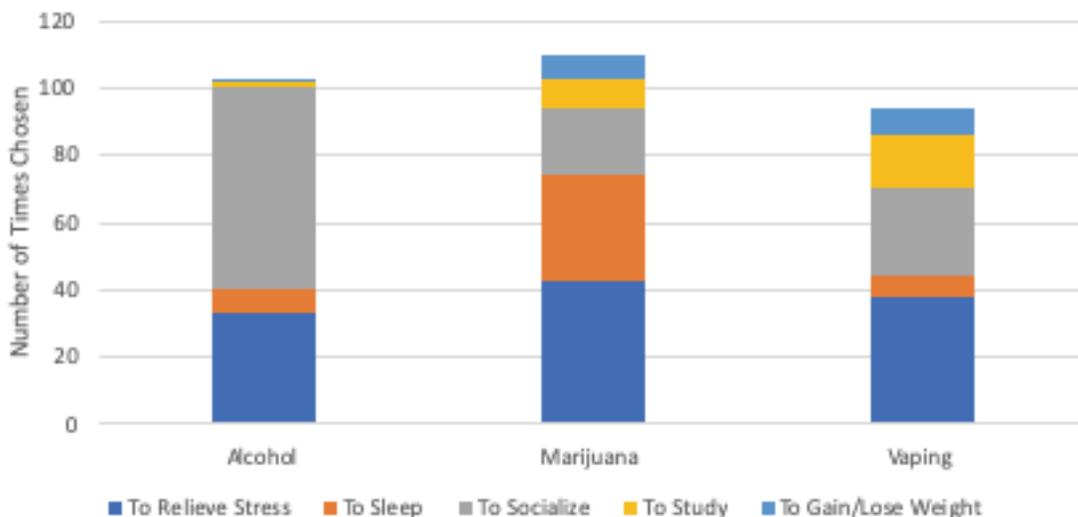
GRAPH 14: COMPARISON OF VAPING MARIJUANA USE RATES BY GRADE (2019)



UNDERSTANDING THE REASONS WHY PELHAM TEENS USE SUBSTANCES

In the survey, students were given five possible choices to choose as reasons for using each substance (stress management, to socialize, to study, to sleep, to gain/lose weight). As seen in the graph below, the primary reason selected by students for using alcohol was to socialize; the primary reason for using marijuana selected by students was to relieve stress; and the primary reason for vaping selected by students was also to relieve stress.

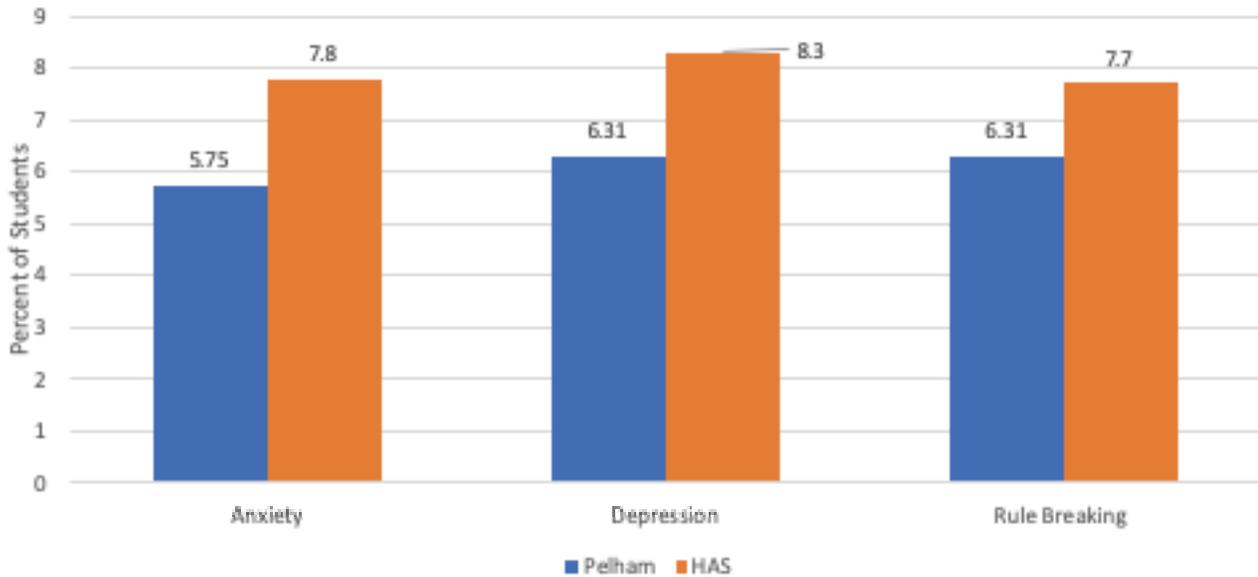
GRAPH 15: TOP REASONS FOR SUBSTANCE USE FOR PELHAM TEENS (2019)



MENTAL AND EMOTIONAL HEALTH

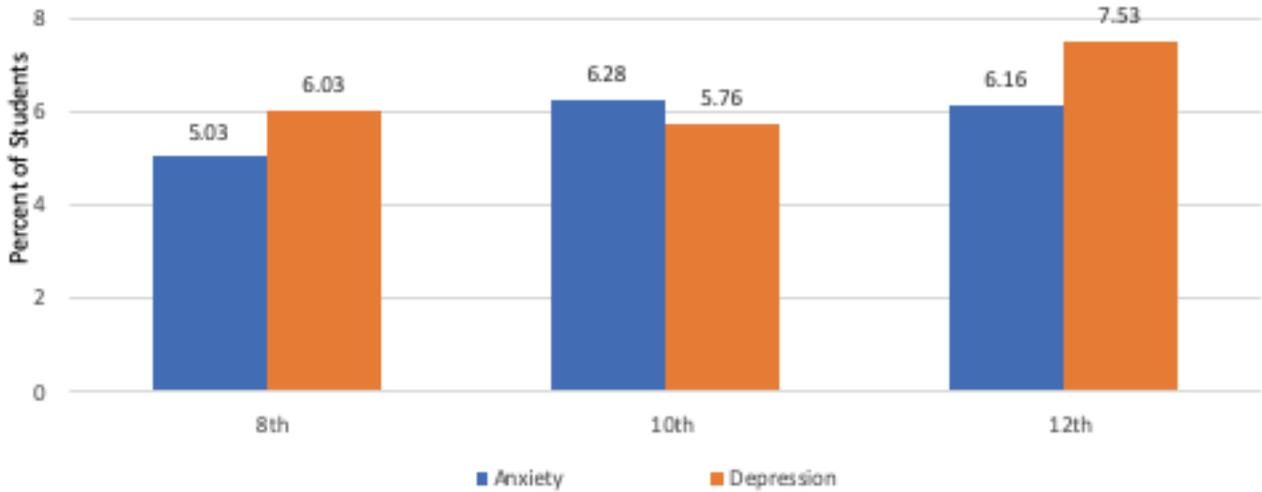
The survey covered a number of questions to assess the mental and emotional health of the students. Overall Pelham students show lower levels (on average) of clinically significant anxiety, depression and rule-breaking behaviors (defined as lying, stealing, cheating) than their peers at other high achieving schools.

GRAPH 16: ANXIETY AND DEPRESSION COMPARED TO OTHER HAS



Anxiety and depression levels increase as students move towards senior year, but still remain below averages of other high achieving schools. In 10th grade, average anxiety levels are higher than average depression levels.

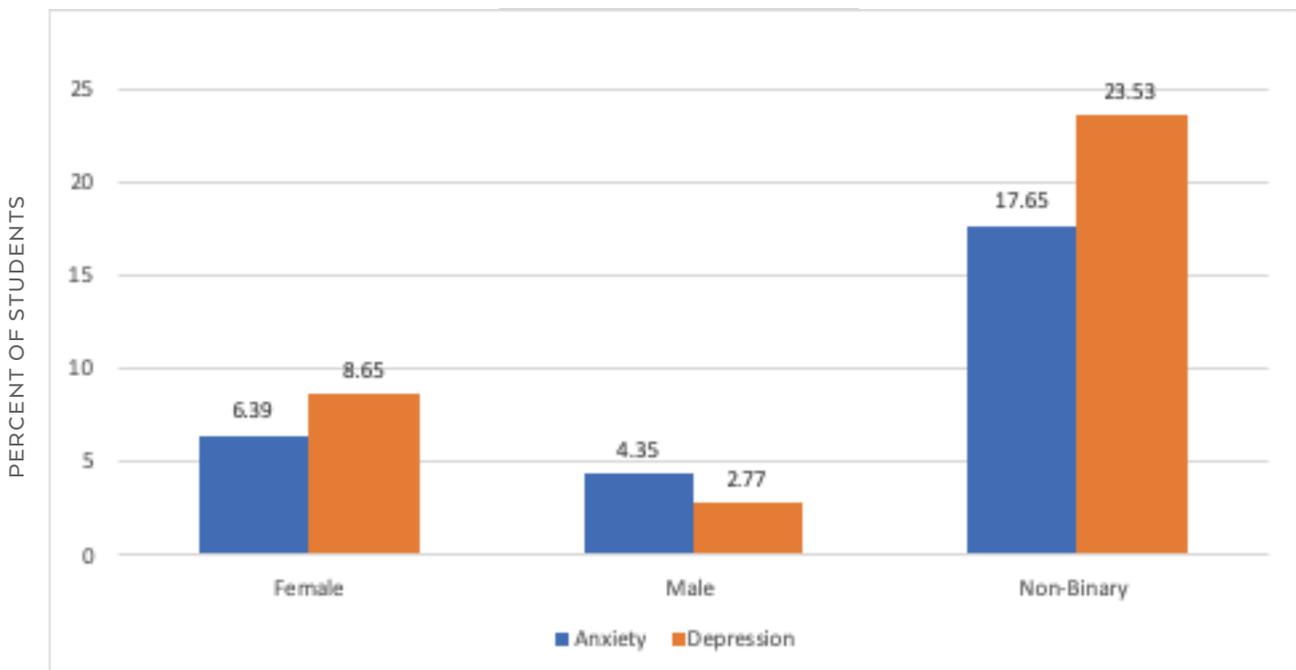
GRAPH 17: ANXIETY AND DEPRESSION LEVELS FOR PELHAM TEENS BY GRADE (2019)



There was not a significant difference in rule-breaking behaviors across gender, grade or race, so those numbers are not included in these graphs.

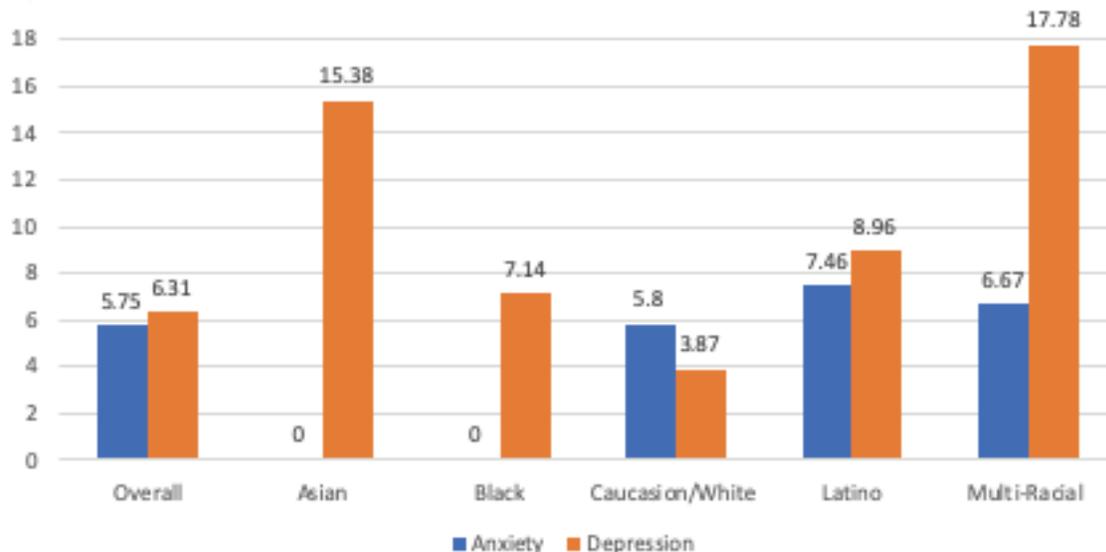
Non-binary students (those who identify outside the gender binary of male/female), experience anxiety and depression at significantly higher rates than their peers.

GRAPH 18: ANXIETY AND DEPRESSION LEVELS FOR PELHAM TEENS BY GENDER (2019)



A breakdown by race shows higher rates of depression for Asian and Multi-racial students than other racial groups (Graph 19).

GRAPH 19: ANXIETY AND DEPRESSION LEVELS FOR PELHAM TEENS BY GENDER (2019)



RISK AND PROTECTIVE FACTORS

There are several factors that work to protect our youth from various outcomes. Some outcomes materialize as internalizing symptoms (anxiety, depression) and some materialize as externalizing symptoms (substance use and rule breaking). The survey explored the impact of the following factors on the levels of youth anxiety, depression, substance use and rule breaking:

- Parent Dimensions
- Peer Relationships / Social Media
- Pressure
- School Climate

PARENT DIMENSIONS

The parent relationship dimension explored 11 elements. For Pelham teens, there were 6 statistically significant elements. The table below lists those elements in order of significance, with the top 3 factors in bold at the top of the list. The effect of each factor on student outcomes is listed for boys and girls. The direction of the relationship is identified with either + or -. For relationships marked with a +, this means that as that dimension increases, so does the outcome; if marked with a -, it means that as that dimension increases, the outcome decreases.

TABLE 4: PARENT DIMENSIONS

	BOYS	GIRLS
Drug Containment*	- Substance Use	- Rule Breaking, - Substance Use
Mom Alienation*	+ Anxiety	+ Rule Breaking
Mom Expectations*	- Anxiety, - Depression	-
Mom Trust*	- Depression	-
Dad Alienation*	-	+ Depression
Dad Trust*	-	- Anxiety
Dad Criticism	-	-
Mom Communication	-	-
Dad Communication	-	-
Mom Criticism	-	-
Dad Expectations	-	-

**Indicates statistically significant impact.*

DRUG CONTAINMENT

The degree to which parents set limits and enforce consequences for drug and alcohol use as perceived by their children.

When students perceive that their parents will enforce consequences for drug and alcohol use, there is a lower level of use for both girls and boys. The more young people perceive there to be consequences for using alcohol or drugs, the lower the rates of use.

ALIENATION FROM MOM

When boys feel more alienated (distant, detached) from their mom, they report a higher degree of anxiety. As girls experience a greater degree of mom alienation, they report higher levels of rule-breaking.

MOM'S HIGH EXPECTATIONS

When boys feel as if mom has high expectations, they experience a lower degree of anxiety and depressive symptoms. A possible explanation being that these “high expectations” indicate a level of caring that is perceived positively by their sons. However, there is research to suggest that there is a point of diminishing returns on this relationship; there is a threshold beyond which high expectations may stop having a positive effect.

PEER RELATIONSHIPS / SOCIAL MEDIA

The peer dimension explored 7 elements, 4 of which were statistically significant for Pelham teens. The table below lists those elements in order of significance and indicates how that dimension effects different outcomes for boys and girls. The direction of the relationship is identified with either + or - as above.

TABLE 5: PEER RELATIONSHIPS/SOCIAL MEDIA

	BOYS	GIRLS
Social Media Comparisons*	+ Anxiety, + Depression	+ Anxiety, + Depression
Peer Sexual Harassment*	–	+ Depression, + Rule Breaking, + Substance Use
Victimization*	+ Anxiety	+ Rule Breaking
Social Media Risky Behavior*	+ Rule Breaking	+ Substance Use
Negative Social Media	–	–
Social Media Frequency (no texting)	–	–
Social Media Frequency (w/texting)	–	–

**Indicates statistically significant impact.*

SOCIAL MEDIA COMPARISONS

As defined by how inferior a student feels when comparing themselves to their peers on social media.

The higher the level of social media comparison, meaning the worse they feel when making these comparisons, the higher the rate of anxiety and depression symptoms for Pelham girls and boys.

PEER SEXUAL HARASSMENT

As defined by having someone make unwelcome sexual comments, jokes, or gestures to or about you.

As the episodes of peer sexual harassment increase, so do the average levels of depressive symptoms, rule breaking, and substance use among Pelham female students.

VICTIMIZATION

As defined by receiving outright physical threats, relational victimization such as eye rolling and social isolation, and reputational threats such as rumor-mongering.

For Pelham girls, an increase in these experiences is associated with an increase in rule-breaking behaviors. For Pelham boys, an increase in these experiences is associated with an increase in their symptoms of anxiety.

PRESSURE

The dimension of pressure was explored across 8 elements, 5 of which were statistically significant for Pelham teens. The table below lists those elements in order of significance and indicates how that dimension effects different outcomes for boys and girls. The direction of the relationship is identified with either + or - as above.

TABLE 6: PRESSURE

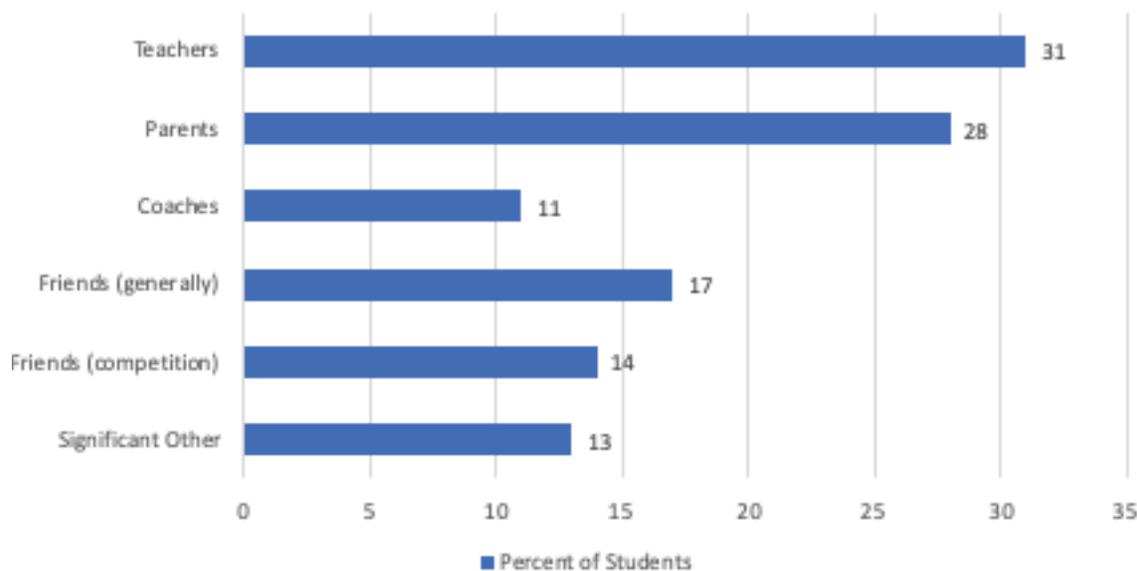
	BOYS	GIRLS
Relationship Stress*	+ Anxiety, + Depression	+Anxiety, + Depression, + Rule Breaking, + Substance Use
Enjoyment of Activities*	- Rule Breaking	- Rule Breaking, - Substance Use
Academic Anxiety*	-	+ Anxiety, + Depression
Total Sleep*	-	- Depression
Academic Pressure	-	-
Strain from Activities	-	-
Time on HW	-	-
Time Pressure	-	-

*Indicates statistically significant impact.

RELATIONSHIP STRESS

The greater the degree of relationship stress, the greater the levels of anxiety and depression among boys and girls in Pelham. For girls, this factor also significantly impacts their levels of rule breaking and substance use. The survey asked about the source of relationship stress, and Graph 20 below shows a breakdown of those sources. Typically, parents and teachers are the two closest adult relationships in a young person's life. Indeed, the top two sources of relationship stress identified by students were teachers and parents. For Pelham students, 31% reported the greatest relationship stress came from relationships with their teachers; 28% reported the greatest relationship stress came from relationships with their parents.

GRAPH 20: SOURCES OF RELATIONSHIP STRESS



ENJOYMENT FROM ACTIVITIES

Students were asked to indicate to what degree they enjoyed a variety of their chosen extracurricular activities. The more Pelham teens enjoyed these activities, the less they engaged in rule breaking behaviors. For girls, increased enjoyment was also associated with lower levels of substance use.

ACADEMIC ANXIETY AND PRESSURE

Questions that relate to academic anxiety include “Before taking a test, I experience nervousness or anxiety.” As academic anxiety increases among girls, so do their average levels of overall anxiety and depressive symptoms.

SCHOOL CLIMATE

Aspects of school climate were explored across 10 factors, 5 of which were statistically significant factors on our teens’ outcomes. The table below lists those elements in order of significance and indicates how that dimension effects different outcomes for boys and girls. The direction of the relationship is identified with either + or - as above.

TABLE 7: SCHOOL CLIMATE

	BOYS	GIRLS
Bullying*	–	+ Anxiety, + Depression
UnFairness*	–	+ Depression, + Substance Use
Parent-Community Involvement*	- Rule Breaking	–
Positive Peer Climate*	–	- Depression
Teacher Alienation*	–	+ Rule Breaking
Caring Adult	–	–
Diversity	–	–
Status Expectations	–	–
Student Voice	–	–
Teacher Support	–	–

*Indicates statistically significant impact.

BULLYING

As defined by the student's perception of bullying behaviors at school.

As the perception of bullying behaviors increase, the greater the rates of anxiety and depression among our female students.

FAIRNESS/UNFAIRNESS

As defined by the perception that rules are not transparent and do not apply fairly to everyone at school. The greater the perception that rules are not transparent and are not applied fairly for everyone, the higher the levels of depression and substance use among our girls.

PARENT-COMMUNITY INVOLVEMENT/CONNECTION

The survey also showed that when students, particularly boys, sense a level of disconnect and tension between parents, community and the school, it affects outcomes. Questions used to assess this factor include, "This school is a welcoming place for a family like mine," and "Adults in my community care about me," among others. Specifically, the greater the degree to which male students perceive there to be a positive connection between parents, the school, and the community, the lower the occurrence of rule breaking.

TRUSTED ADULT

A final component of school climate explored in the survey was the notion of a trusted adult in school, or someone in whom students felt they could confide when they have a problem or issue. 41% of our surveyed students reported that there was no one in school to whom they felt they could go with a problem or concern. That number represents 23% of the female population and 16% of the male population. The people our teens appear to be turning to most often in school are therapists (school psychologists, social workers or other mental health professionals) and administrators.

STUDY LIMITATIONS AND POINTS FOR FURTHER RESEARCH

This survey is made up of self-report data along which comes the limitation of relying on students' truthfulness. As in all studies of this nature, there is always the chance that there are those who are not completely truthful. Some of that phenomenon is addressed in the construction of the survey tool itself, including duplicative questions designed to weed out inconsistencies within a student's set of responses. Otherwise, the survey results follow industry standards for self-report studies. In addition, the data from all other comparison peer groups were also collected using a youth self-report model.

The peer comparison groups were collected from a variety of sources using either the same or similar survey tools. The Westchester County data was collected using one of two approved survey tools among schools who volunteer to participate as part of the Drug-Free Communities Coalition group. The same core measures are included in all surveys (past 30-Day alcohol use, past 30-Day marijuana use, past 30-Day e-cigarette/vaping). For Pelham and other HAS peers, the same question was used to collect past 30-Day vaping marijuana rates. The national data was collected by the University of Michigan as part of the Monitoring the Future Report 2018 and is widely used in research as the appropriate comparison group. Monitoring the Future is funded through the National Institute on Drug Abuse; National Institutes of Health; U.S. Department of Health and Human Services.

Given that the dataset is not experimental (therefore no control group), there is no way to know if the statistical relationships between risk and protective factors and youth outcomes such as substance use, anxiety, depression, and rule-breaking behaviors are merely associations or causal. For example, this survey does not determine whether relationship stress causes increased substance use or if increased substance use causes relationship stress. It merely identifies that there is a relationship between the two and that as one increases, so does the other. Additional research would be needed to identify causal relationships.

Finally, many of the results warrant additional research and intervention, such as the fact that female students seem to begin their experimentation with substances at an earlier age than male students; the high symptoms of anxiety and depression among our non-binary, Asian, and Multi-Racial youth; the entrenched nature of drinking in our community, and in particular the high rates of binge drinking, particularly among our seniors; and the high rates of vaping and vaping marijuana, particularly among our seniors. In terms of community support and response moving forward, the results provide some important guidance on intervention and program that may be the most effective in reducing unwanted behaviors and increasing positive youth outcomes.

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ATTACHMENT A

Sample questions to determine RISK and PROTECTIVE Factors:
HAS Survey 2019

DIMENSION	AREA	SAMPLE ITEM
School Climate	Fairness	When students break rules, they are treated fairly.
School Climate	Caring Adult	There is at least one teacher/adult at this school whom I feel comfortable talking to about things that are bothering me.
School Climate	Parent-Community Involvement	This school is a welcoming place for families like mine.
School Climate	Student Voice	In my school, students are given a chance to help make decisions.
School Climate	Diversity	I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
School Climate	Positive Peer Climate	Students at this school help each other, even if they are not friends.
School Climate	Bullying	Most students in this school like to put others down.
School Climate	Status Expectations	After graduating from high school, teachers/adults at my school (who I care about) would be disappointed in me if I did not get into a prestigious college or university
School Climate	Teacher Support	Teachers/adults at school notice if I have trouble learning something.
School Climate	Teacher Alienation	Teachers/adults at school have embarrassed or humiliated me
Peers	Negative Social Media	How often do people say mean things to you or about you on social media?
Peers	Peer Sexual Harassment	Having someone make unwelcome sexual comments, jokes, or gestures to or about you
Peers	Social Media Comparisons	After viewing other people's social media accounts, how often do you feel your life is not as exciting as others'?
Peers	Social Media Frequency (No Texting)	On a typical day, how much time do you spend on Facebook?
Peers	Social Media Frequency (w/ Texting)	On a typical day, how much time do you spend texting or using another messaging app?
Peers	Social Media Risky Behavior	How often do you post pictures on social network sites that you would NOT want your parents to see?
Peers	Victimization	Someone at my school left me out of an activity or conversation that I really wanted to be included in.
Parents	Mom Alienation	Talking over my problems with my mother makes me feel ashamed or foolish.
Parents	Mom Communication	My mother helps me to understand myself better.
Parents	Mom Criticism	I never feel like I can meet my mother's standards.
Parents	Mom Expectations	My mother sets very high standards for me.
Parents	Mom Trust	My mother accepts me as I am.
Parents	Dad Alienation	Talking over my problems with my father makes me feel ashamed or foolish.
Parents	Dad Communication	My father helps me to understand myself better.
Parents	Dad Criticism	I never feel like I can meet my father's standards.
Parents	Dad Expectations	My father sets very high standards for me.
Parents	Dad Trust	My father accepts me as I am.



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