

DATA – Palo Alto Youth Voices

Opportunities for Suicide Prevention & Youth Well-being in Palo Alto



My objectives

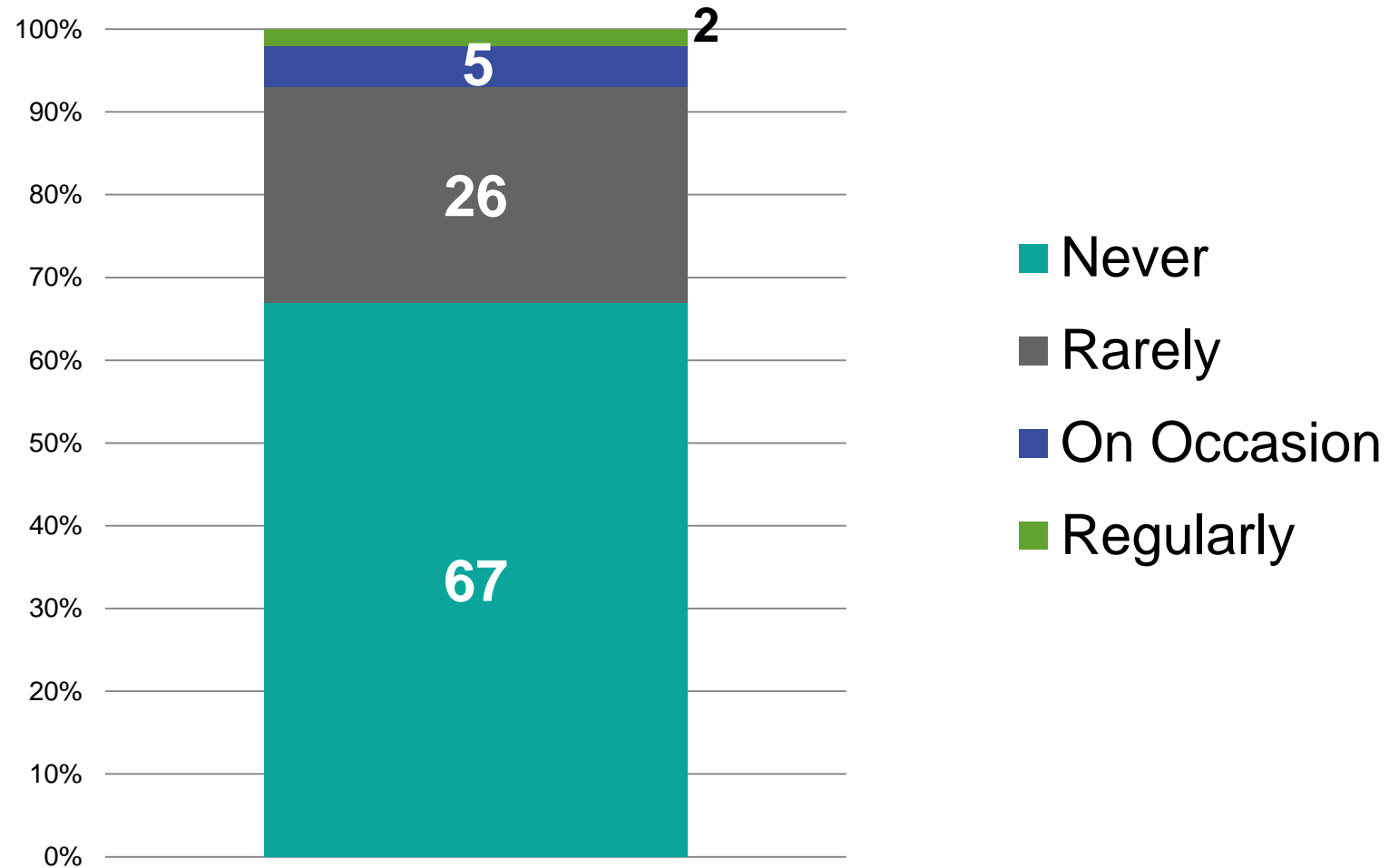
- Illustrate value to suicide prevention and health promotion goals
- Highlight data collections – Palo Alto youth
- Share select results from Gunn and PAHS
- Discuss data-based opportunities for informing Palo Alto/PSN efforts

Value of data to students and community?

- **Accurate snapshot** in time
- **Comparability** to local, state, national data sets
 - Value on display during Epi-Aid ...
- **Informs efforts** – strategies, prioritize, focus
 - Based on accurate reflection of student behaviors, attitudes, values
- **Respect** for students
 - Opportunity to work with students on narrative
 - Improve youth-adult “developmental relationships”
 - More accurate perception of peers -> improve health behaviors
 - **Tell their own “story” – all voices included**
- **Cost of not acting**

How frequently do you receive results from student surveys?

N = 1107 Paly/Gunn Living Skills students 2017 - 2019



School-based Data Sets: Formal and informal

- **California Healthy Kids Survey** or “CHKS” - (CaSCHLS)
 - 2003 – 2017 available data
 - Biennial (2019 to be surveyed this Fall)
 - Grades 5, 7, 9, 11
 - Health risk behaviors, custom modules
 - Results: <https://www.pausd.org/student-services/california-healthy-kids-survey>
- **Developmental Assets** – SEARCH Institute
 - 2010 and 2018
 - Youth Development – 40 Assets
 - Risk behaviors
 - Grade 5 plus all secondary grades
 - Results: <https://www.pausd.org/student-services/student-connectedness>

School-based and Community Data Sets: Formal and informal

- **Reality Check survey** – Middle Schools
 - Risk behaviors, including bullying, ATOD
 - Locally created, annual since 2009?
 - Perceived norms
 - Intent to use results in norms campaign
- **CDC Epi-Aid - Community Survey** –
 - Community input into EpiAid process
 - Gather community “voice”
 - Knowledge, perceptions, beliefs & attitudes
 - Locally created – strategic questions
 - Eye to future efforts, positive focus, identify norms
- **Living Skills** – in-class presentations
 - Health decision-making
 - Opportunity to engage students with “live” data
 - Ask questions not on surveys!
 - Intervention

Data “Story” ??



It was a dark and stormy night.

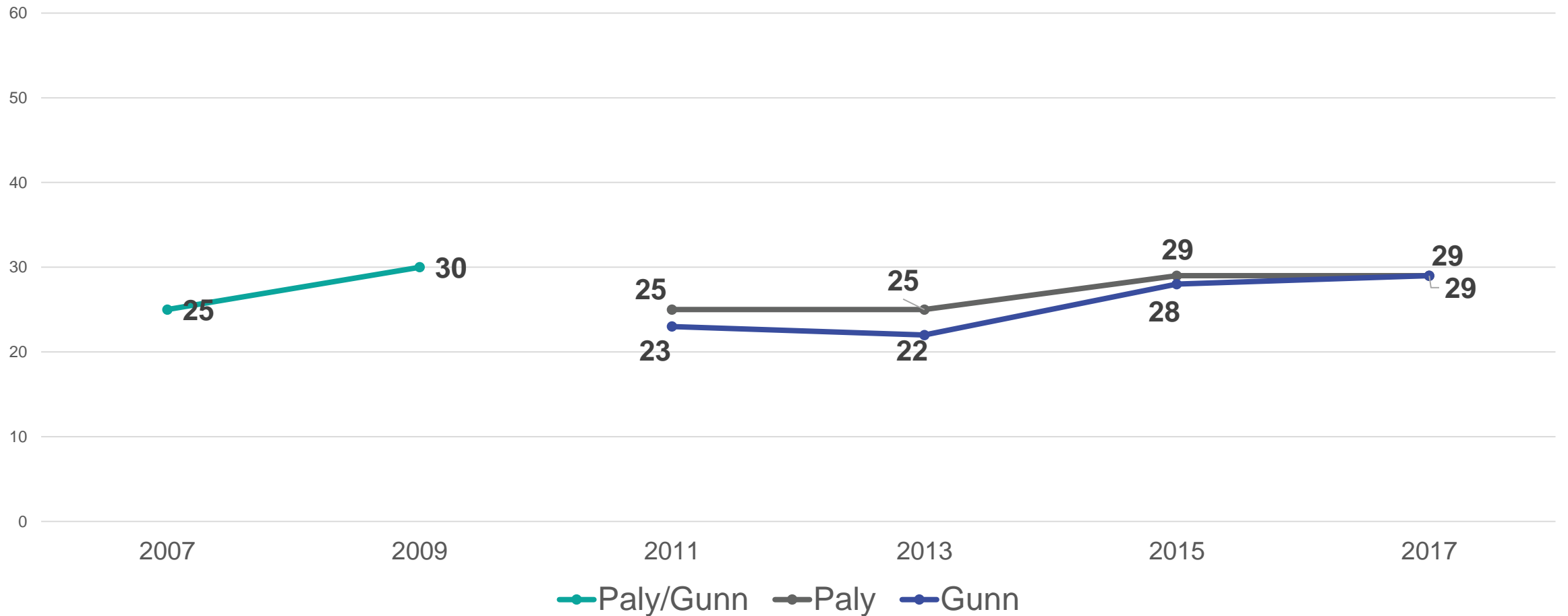


CHKS, Epi-Aid, Developmental Assets, Classroom voices

DATA SNAPSHOTS

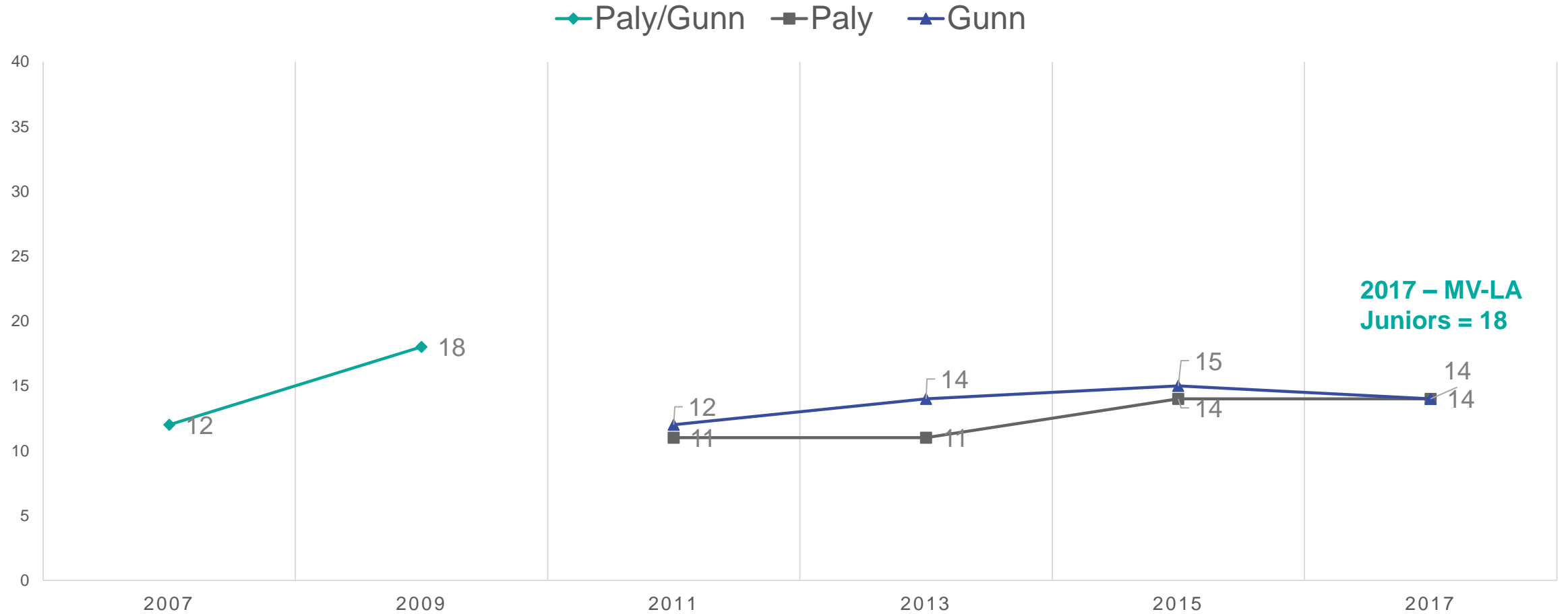
Frequency of sad & hopeless feelings, past 12 months

PAHS/Gunn CHKS data 2007 - 2017 - 11th grade

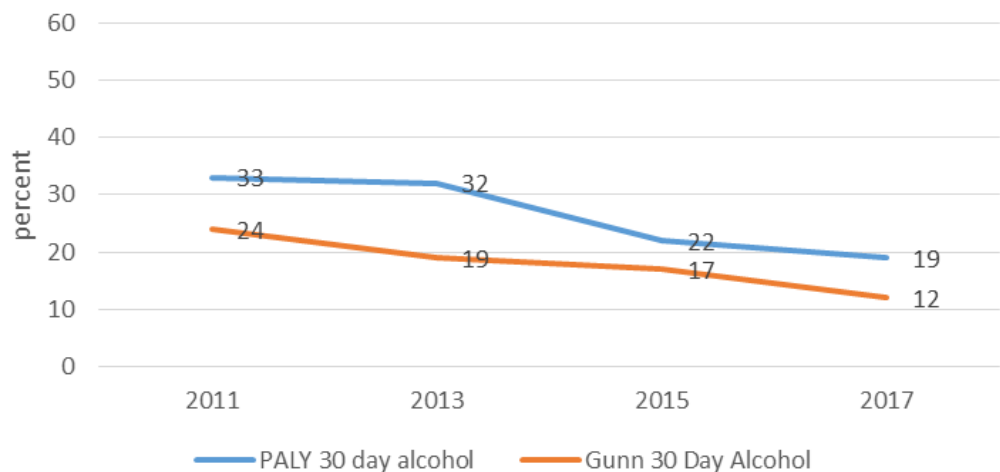


Past 12 months, did you seriously consider attempting suicide?

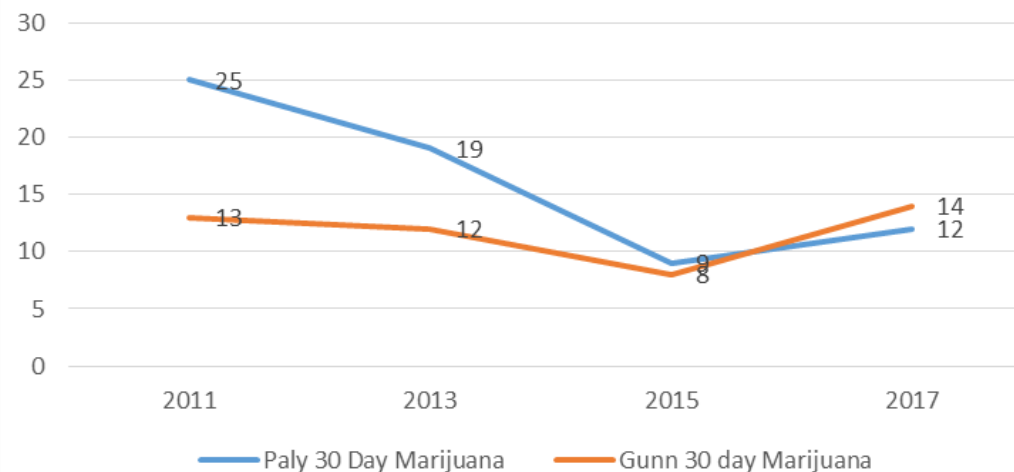
PAHS/Gunn CHKS data 2007 - 2017 - 11th grade



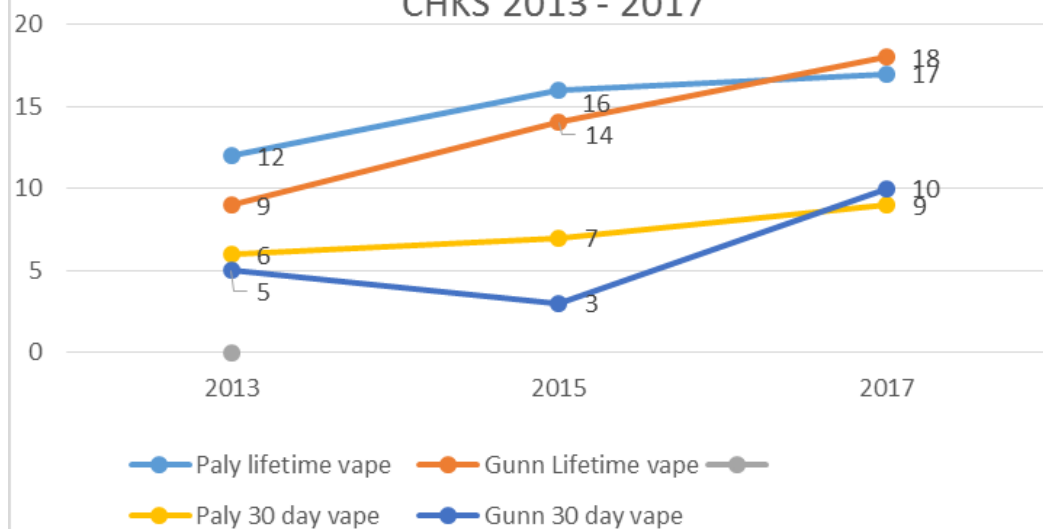
Paly-Gunn 30 Day Alcohol trend - Juniors
CHKS 2011 - 2017



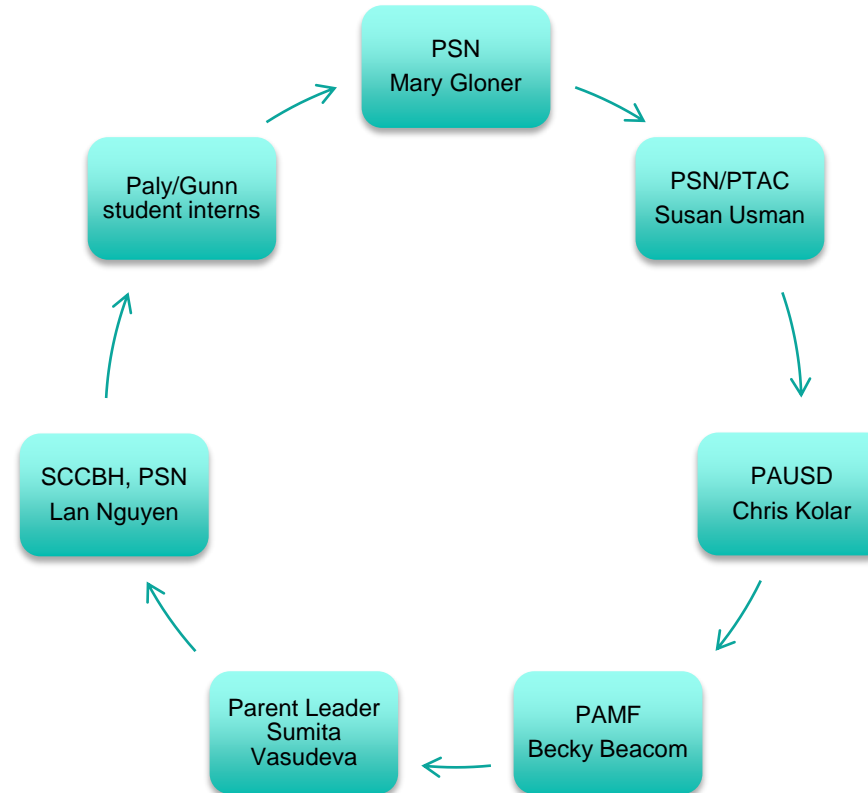
PALY - Gunn 30-Day Marijuana trend - Juniors
2011 - 2017



PALY-Gunn Vape Trends - Juniors
CHKS 2013 - 2017



CDC EPI-AID 2016 - PSN Community Survey Committee



By the Numbers...

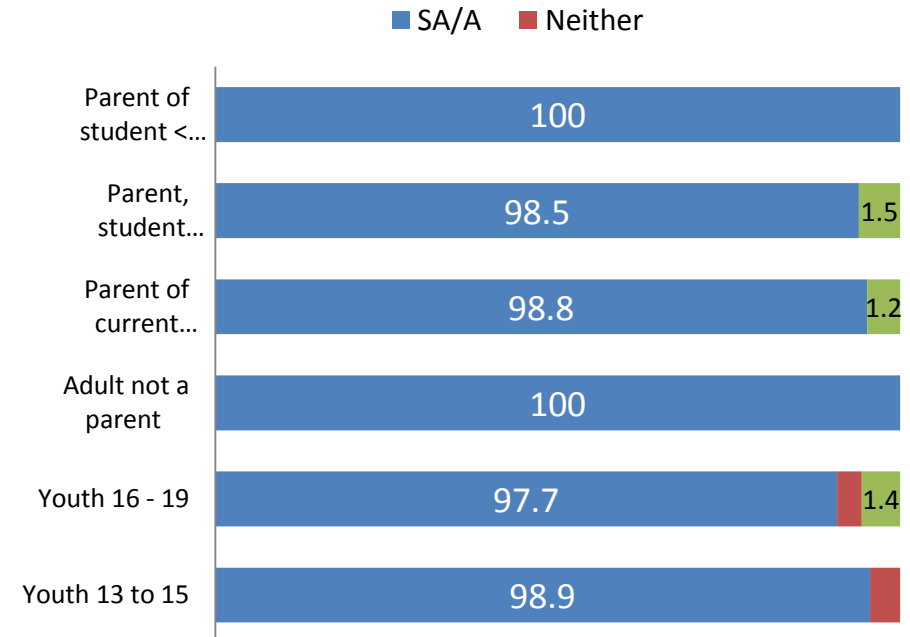
- 1825 “opened” the survey
- **CDC focus:** residents, current students & parents
 - N = 1065 officially completed
 - 229 “current students” (21.5%)
 - 476 “current parents” (44.7%)
- **PSN focus:** by-age
 - Youth N = 576 Adult N = 1020
- Female – 52-60% of Youth; 75% of Adults
- *Representative? Valuable? Actionable? Aligned?*

EPI-AID Community Survey Questions

What is true about Palo Alto's attitudes and beliefs?

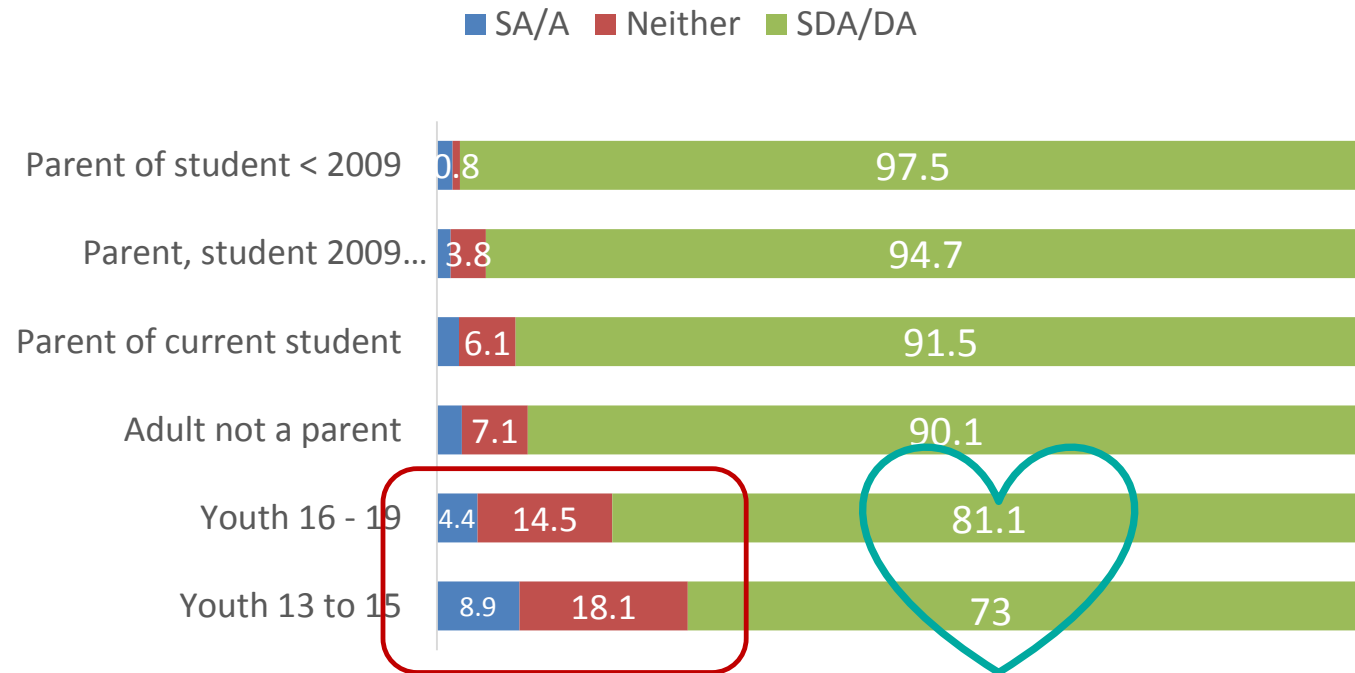
- stigma or help-seeking?
 - mental health and treatment?
 - underlying risk factors in PA?
 - Support for each other?
 - Support for suicide prevention efforts?
 - Youth and adult similarities and differences?
 - Strengths in our community?
- ***Story...?***
 - ***Sense of Hope?***

I would support a friend/family member who decided to seek professional help for depression.

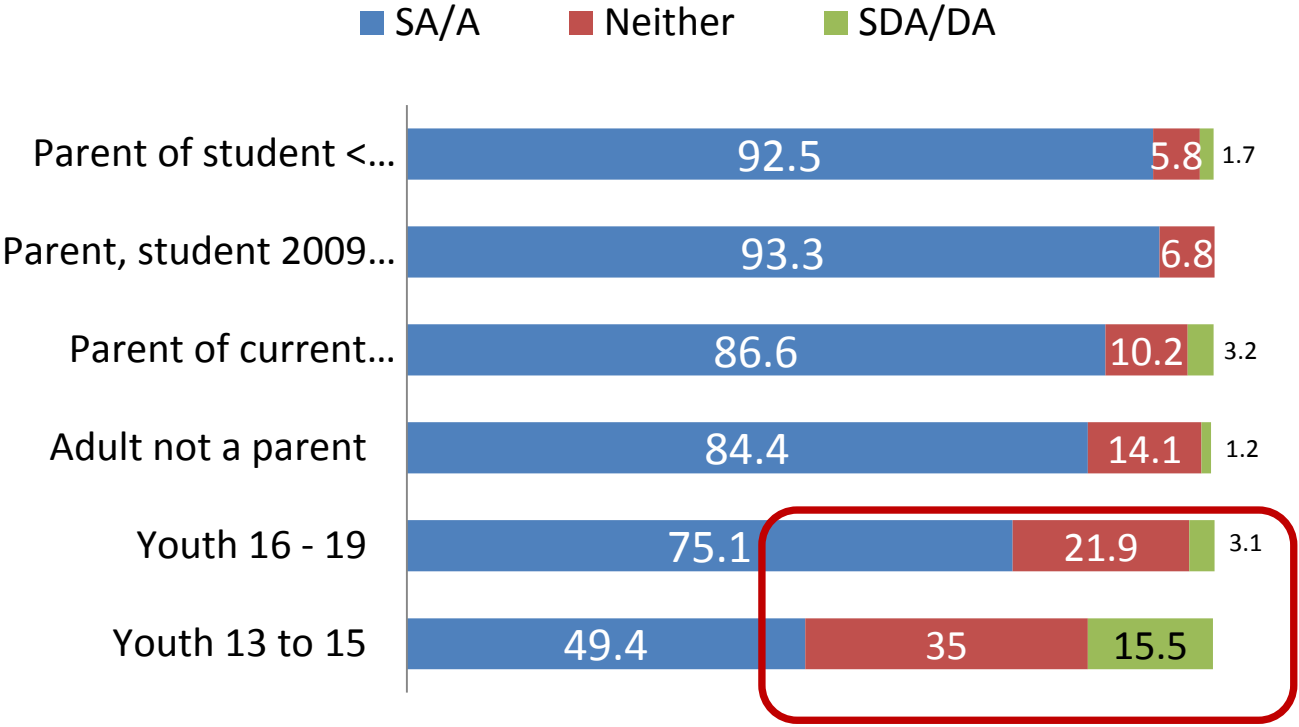


Q15-4.

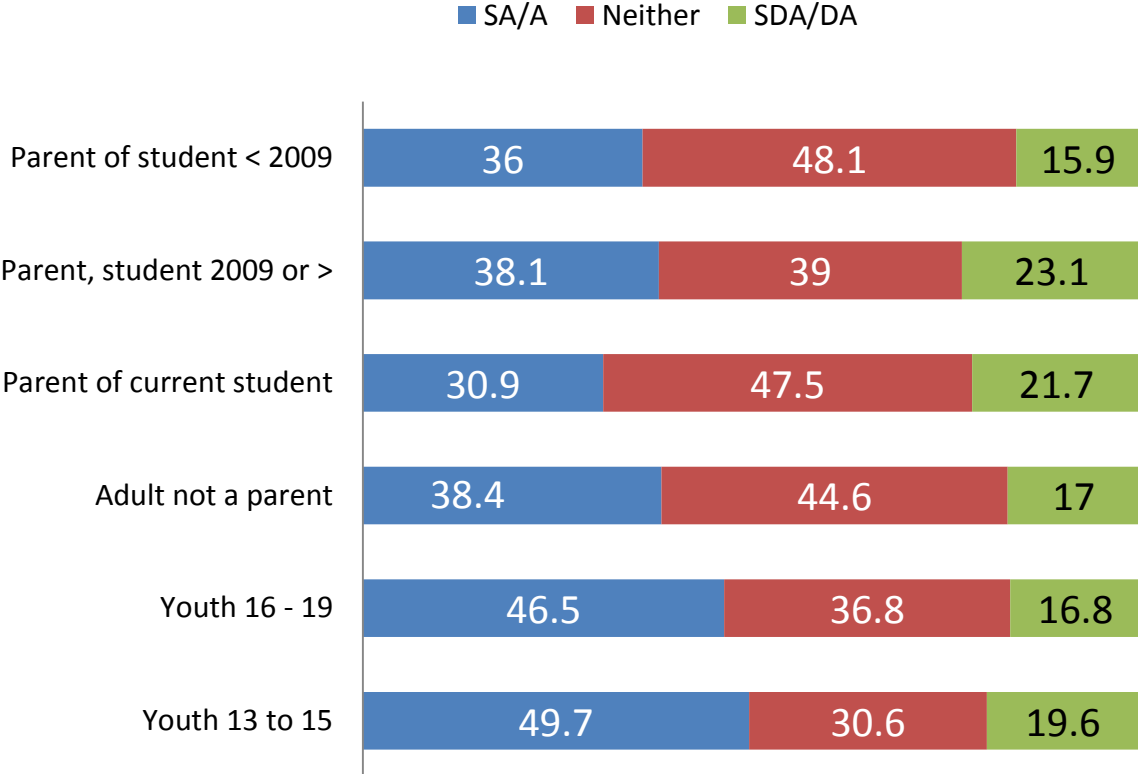
Suicide is shameful, something to be hidden.



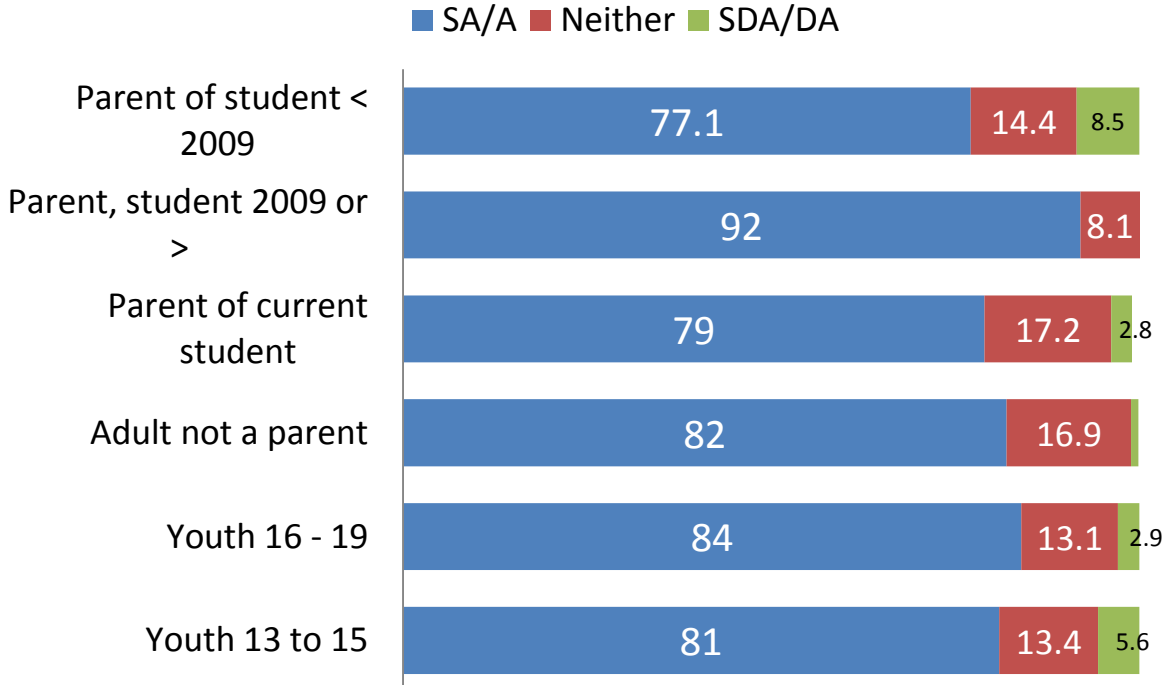
Q15-8. Depression is a medical disorder that responds to treatment.



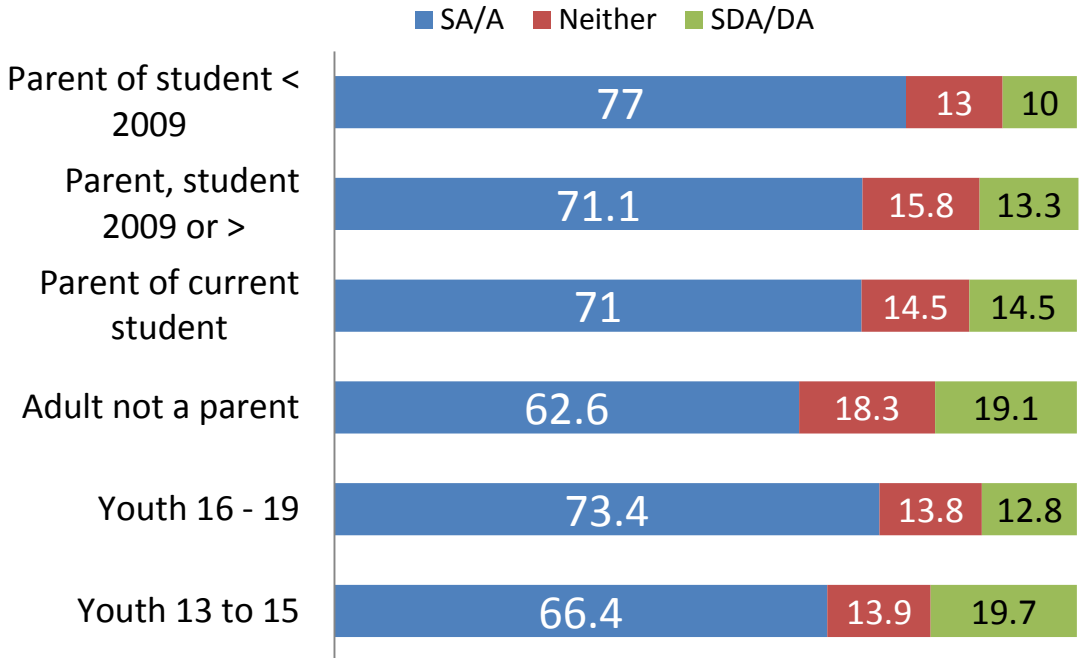
Q 15-6. I would recognize if a friend/family member was thinking about killing themselves.



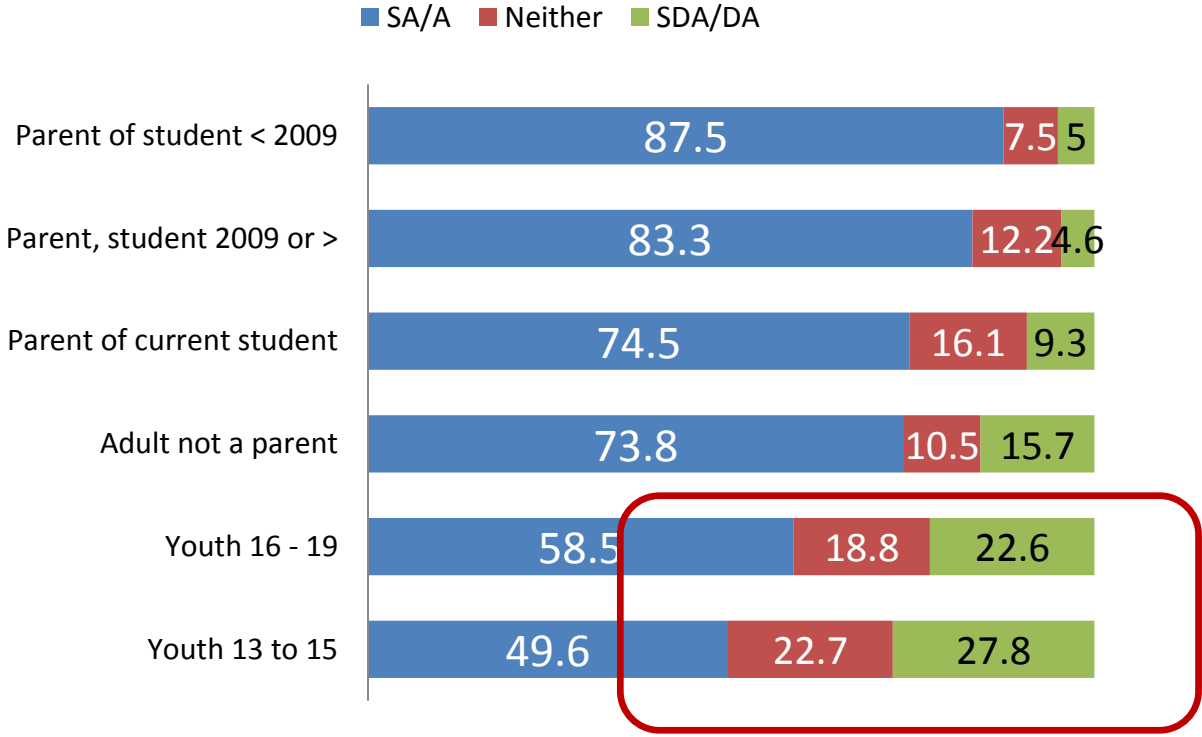
Q15-2. Suicide is preventable



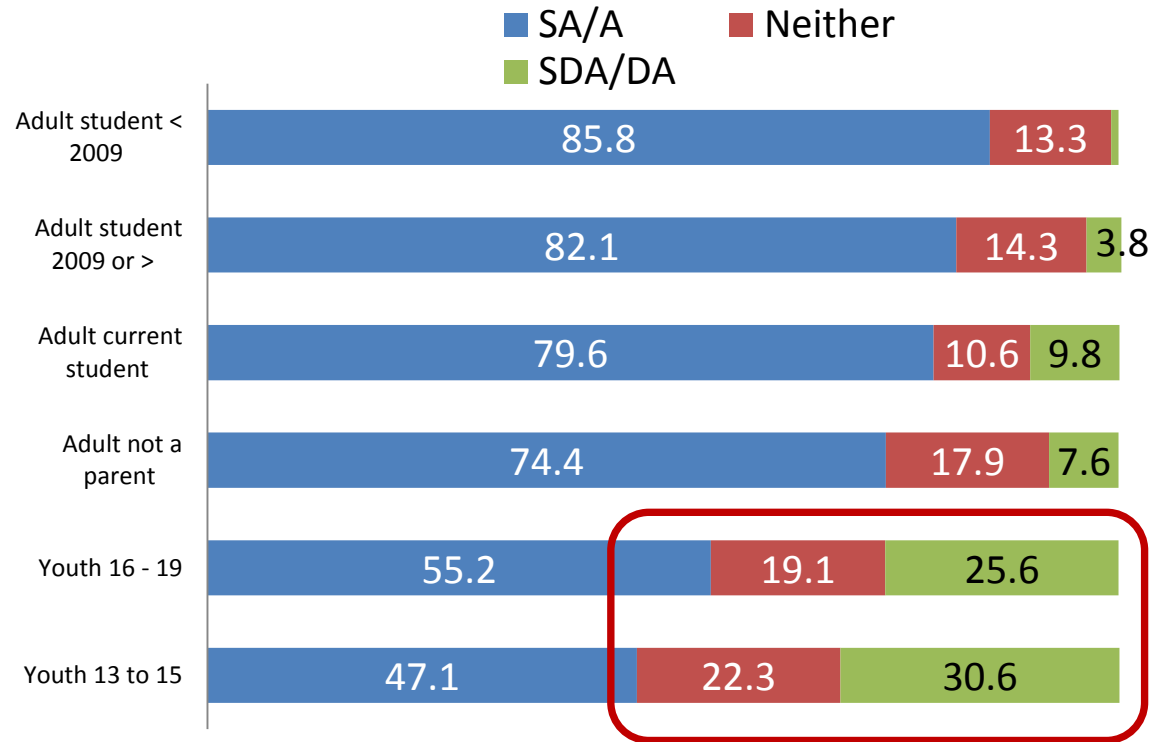
Q 15-7. I know how & where to get help for a friend/family member who is thinking about killing themselves.



Q15-5. I am comfortable talking about suicide with my family or friends.

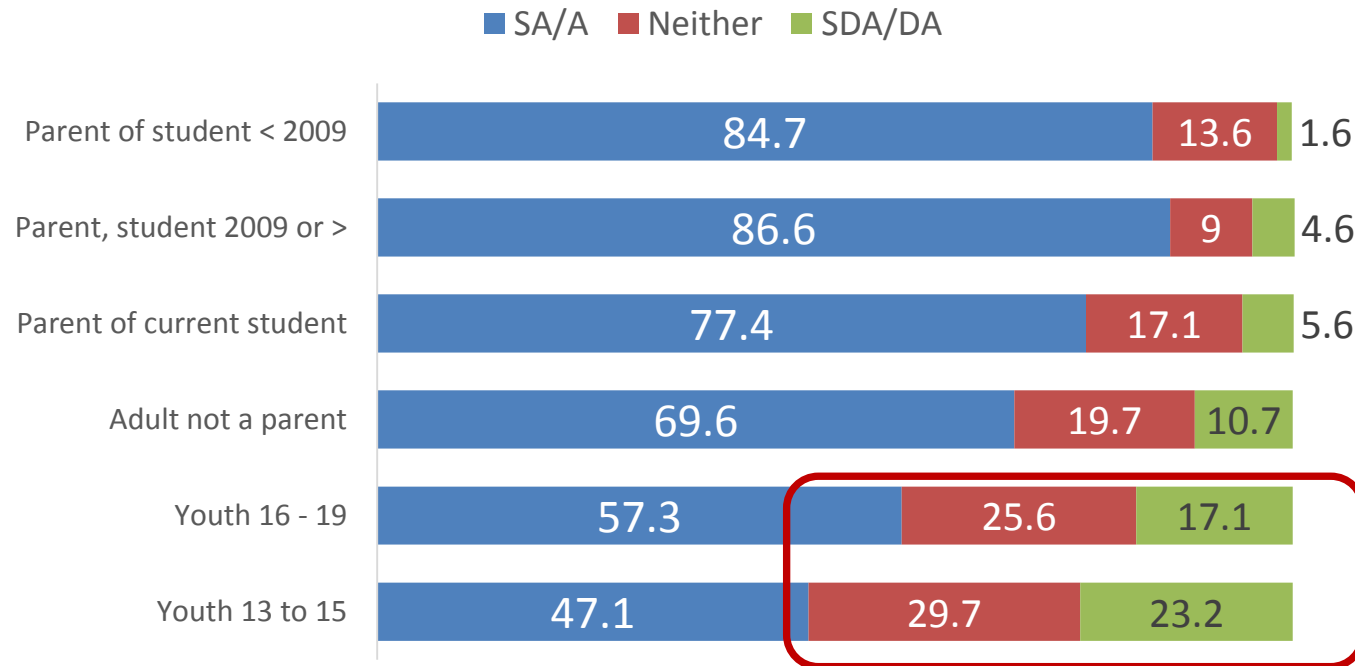


Q15-11. I would be comfortable telling a friend/family member if I needed professional help for depression.

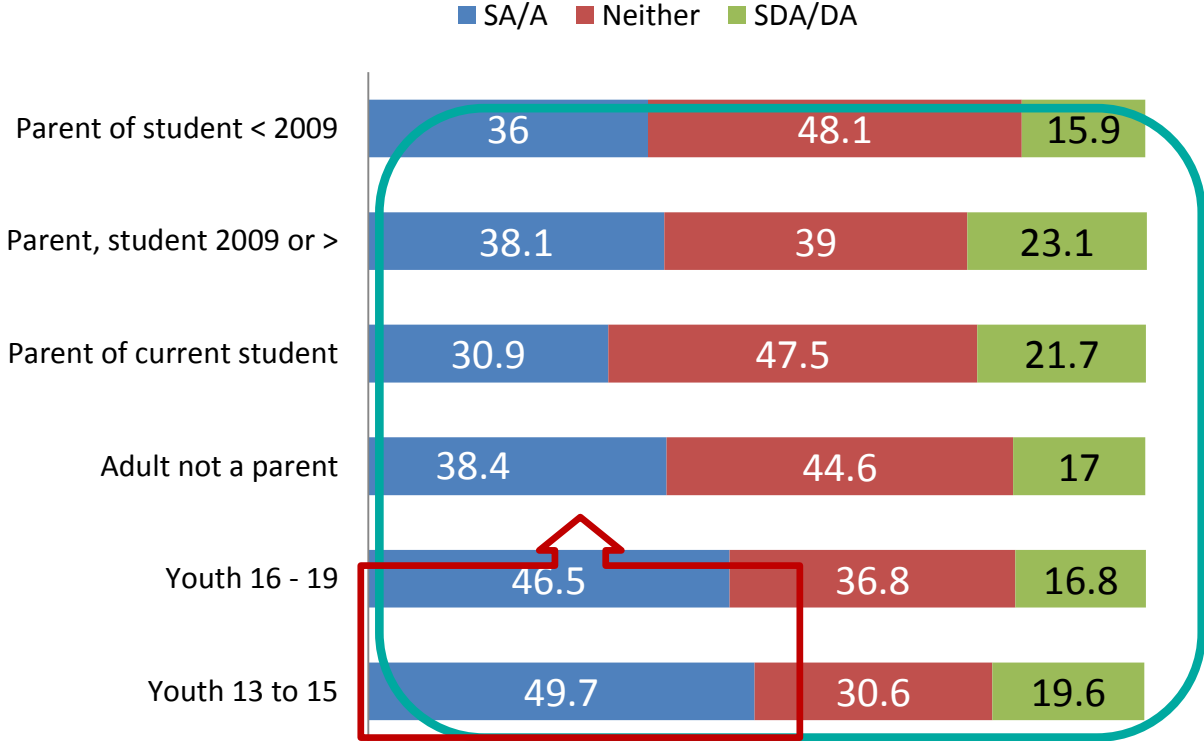


Q15-12.

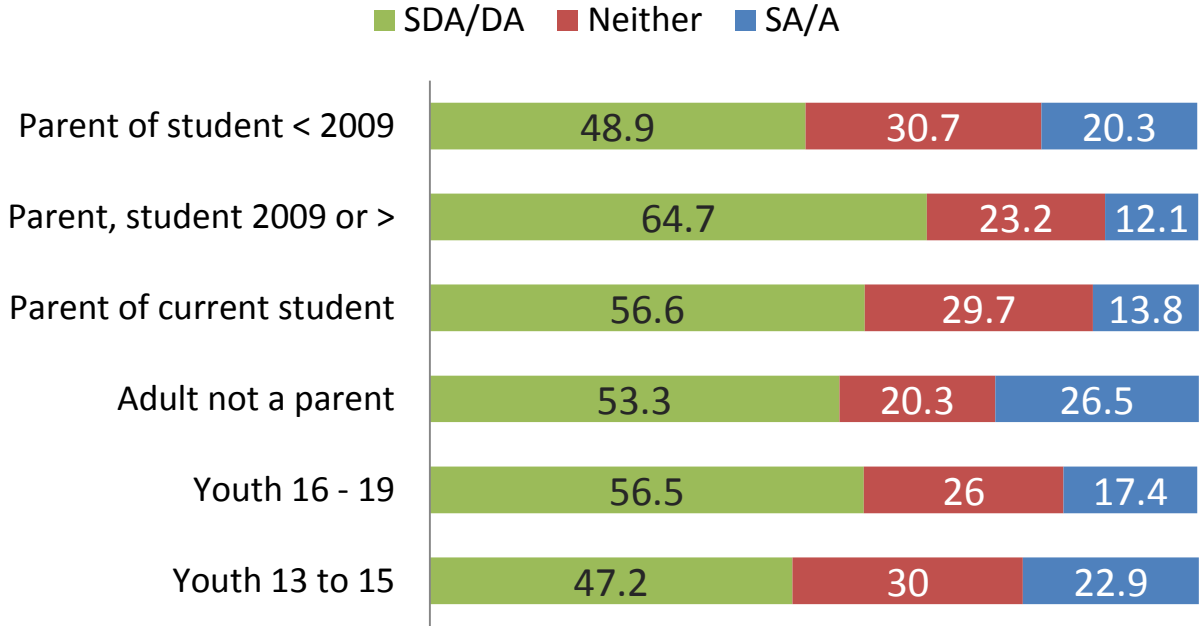
If I am concerned that a friend/family member is considering suicide, I would ask – it would not plant the idea in their mind.



Q 15-6. I would recognize if a friend/family member was thinking about killing themselves.



Q15-3. Suicide is bound to happen.



Top 5 Perceived Risk Factors – all respondents

- Depression, mental health issues
- Academic distress or pressure
- Disconnected, socially isolated
- Family or cultural pressure
- Life challenges

SUPPORT FOR PREVENTION EFFORTS

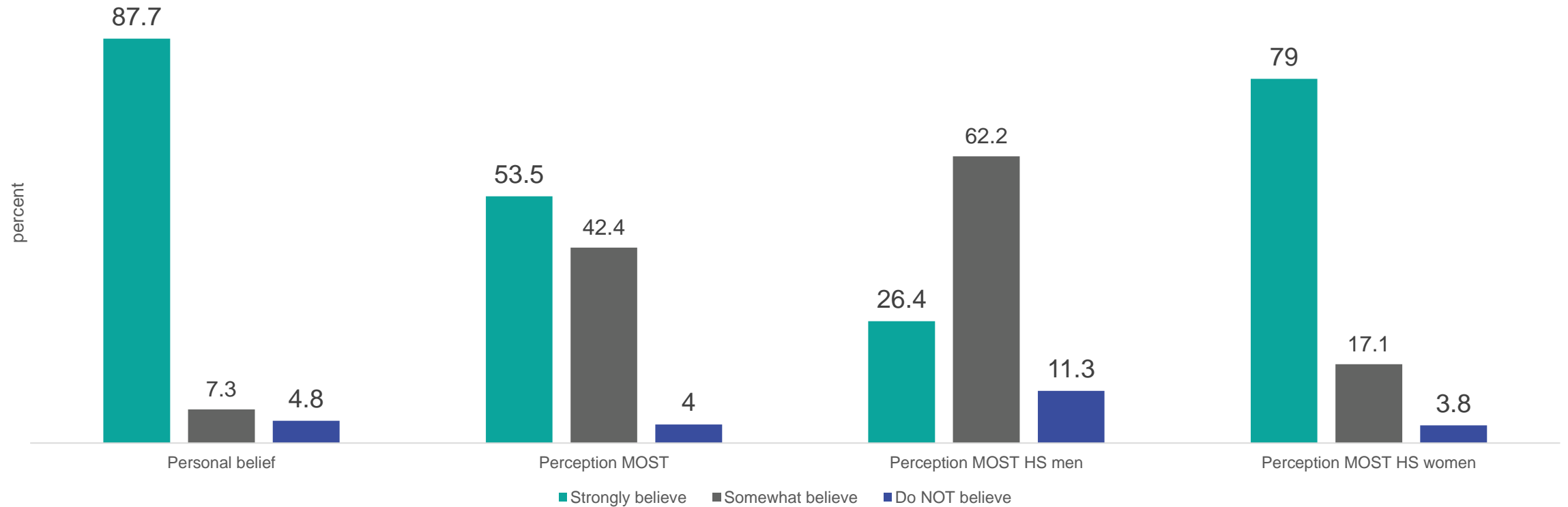
CDC: Overall support for community efforts

- **Majority support current or planned efforts**
 - Improve access to mental health providers (90.4%)
 - School-based efforts to reduce unnecessary stress (82.6%)
 - Strengthen culturally tailored MH services (82.5%)
 - Increase youth input/involvement in school/community (82.3%)
 - ...
 - Means restriction at the tracks (59%)
- Students less likely to support than parents
- Upcoming PSN analysis - distribution of responses

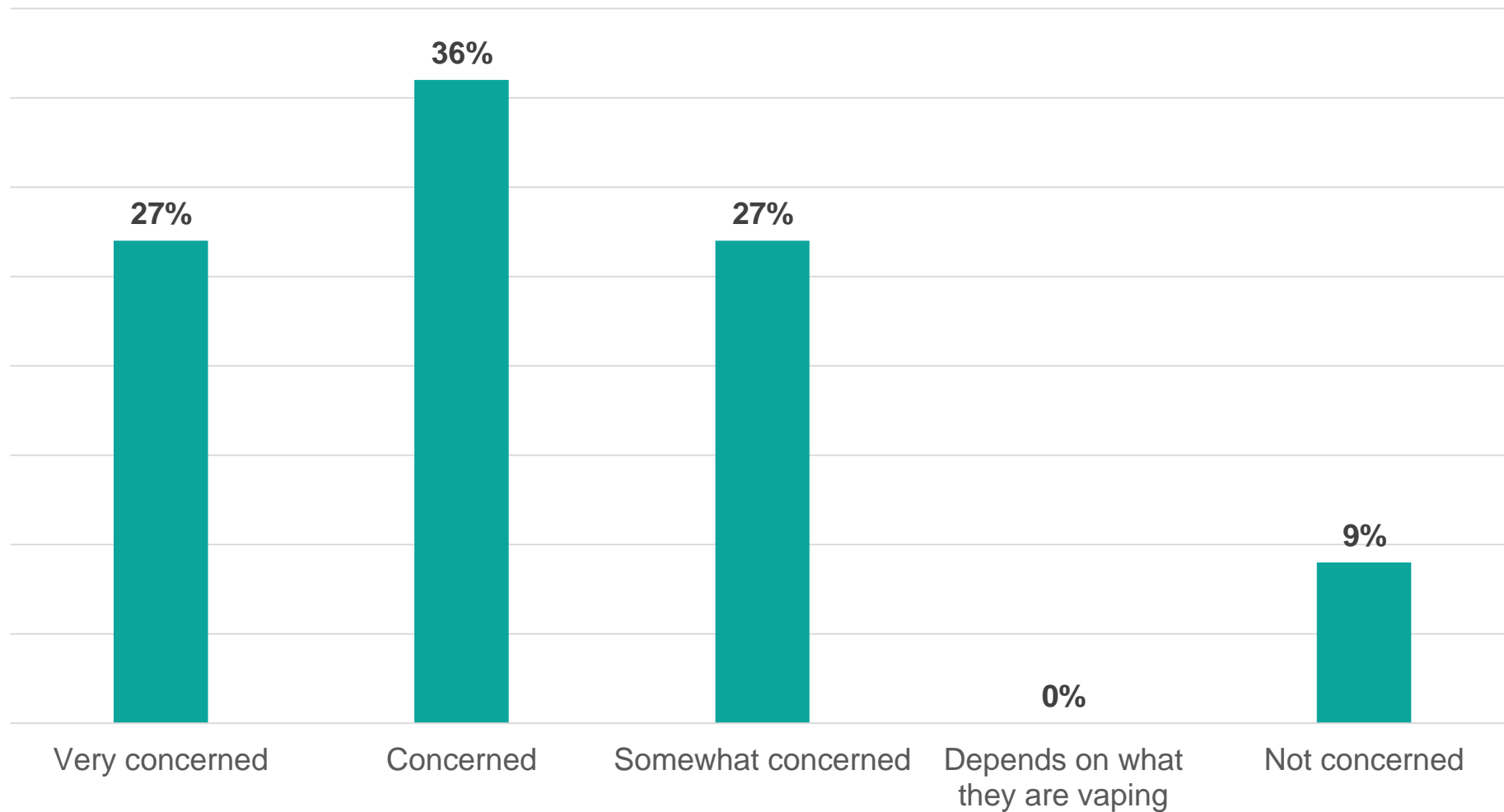
Are we asking the right questions?

Paying attention to the right questions?

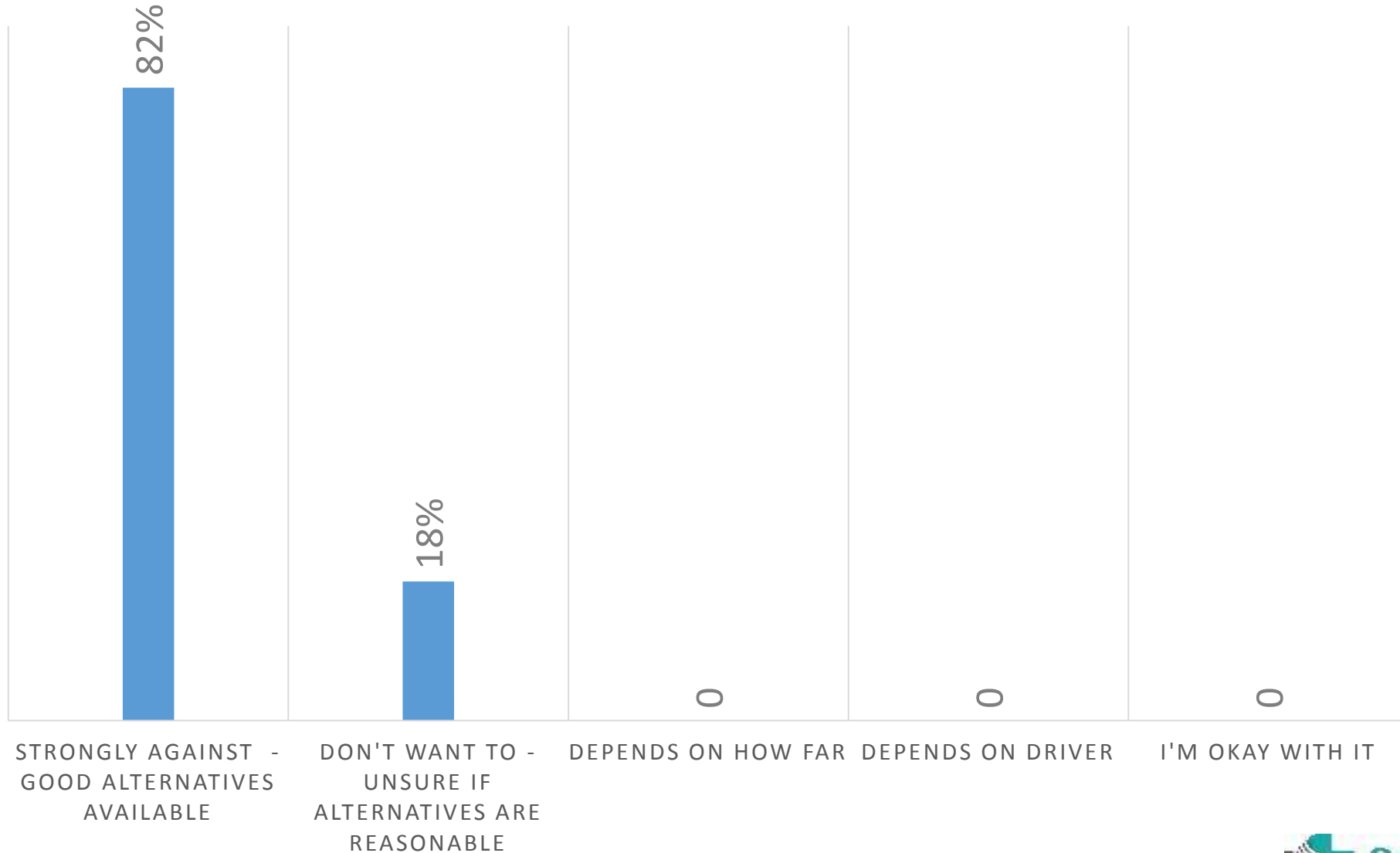
True consent from both partners is essential. Living Skills Summer 2017
N = 327



How concerned would you be if your friend was vaping? (Menlo school 2019)



You & DUI – sample from Living Skills classes PAHS/Gunn



“What strengths are currently present in PA that offer the greatest hope and protections against youth suicide?”

“What strengths are currently present in PA that offer the greatest hope & protections against youth suicide?”

ADULT RESPONSES: 549 adults responded to this open-ended question. The table below organizes adult comments by themes, and tallies the number of comments related to each theme. (Top 10 themes are shaded).

Theme	# of related comments
Awareness, honesty, talking about it	151
Caring Community	119
Nothing or critical or I don't know	61
School Policies to decrease stress & prevent suicide	48
Youth themselves, peers	47
Supportive SCHOOL Community	36
Wealth, Money	34
Educated Community	30
Teachers	30
Parent Education efforts/parents/parent involvement	28
Resources	17
Track Watch	17
Collaboration among orgs	15

YOUTH RESPONSES: 280 youth responded to this open-ended question. The table below organizes youth comments by themes, and tallies the number of comments related to each theme. (Top 12 themes are shaded).

Theme	# of related comments
Youth themselves, peers	45
Nothing or critical or I don't know	44
Caring Community	37
Awareness, honesty, talking about it	35
School Policies to decrease stress & prevent suicide	35
Supportive SCHOOL Community	24
Teachers	20
Counselors - school	17
Track Watch	14
Family/friends	10
Hotlines	9

Youth voices...

***“Friends.** There’s no program that you can put in place or treatment that you can force that will do a better job helping people than their friends. These events have brought people in the town closer together and made them much more open to talking about it.”*

“We have some wonderful communities within the larger community (Gunn theatre, sports, etc.) that allow for a feeling of inclusion and achievement.”

***“Community,** I have never met someone in PAUSD who doesn’t drop everything to listen when someone reaches out. In my class, I felt as if we were a family, ultimately not all super close knit or necessarily perfect at getting along with everyone, but everyone cared about each other regardless. When we were struck with tragedy we stuck together and helped each other. The students in PAUSD are compassionate.”*

“It’s quite or extremely important to me to:

- Help other people – 90%
- Reduce hunger & poverty in the world – 71%
- Make sure all people are treated fairly – 88%
- Speak up for equality – all should have the same rights & opportunities – 85%
- Get to know people of a different race or ethnic group than mine – 71%
- Stand up for what I believe, even when it’s unpopular to do so – 85%
- Accept responsibility for my actions, even when I make a mistake or get in trouble – 85%
- Tell the truth, even when it’s not easy ... - 71%”

“Hope creates new realities.” Mary Pipher



bring change to mind
let's talk mental health



Hope. Health. Strength.



“Healthy conversations move through despair into something bigger & brighter.” Mary Pipher



Finding the light: Senior Rina Newhouse focuses on social interactions to find strength.
April 22, 2019



Overcoming the Gunn stereotype: Senior Grace Williams strives to support others through her own experiences.



Discovering worth: Junior Abby Sullivan wants to help others based on her own struggles.
November 4, 2018



Beginning a new chapter: Senior Meghna Singh learned to successfully face challenges head on.



Finding Strength in Vulnerability: Junior Madeline Lurie learns to trust herself and others.
March 20, 2019



Restoring Warmth: Senior Joanna Huang fights emptiness and fear with compassion.



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By Project Oyster

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1.	Episode 8: The Healing Process 06/22/2019	25:26
2.	Episode 7: It Takes Time 05/24/2019	22:25
3.	Special Episode: Not All Heroes Wear Capes 05/21/2019	6:44
4.	Episode 6: Part of Me 05/03/2019	20:47
5.	Episode 5: To Seek Discomfort 04/26/2019	18:35
6.	Episode 4: Class Clown with the Biggest Heart 04/20/2019	17:33
7.	Episode 3: The Gunn Confessions Revolution 03/09/2019	8:46
8.	Episode 2: It Be Like That Sometimes 02/23/2019	6:39

Listen.

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“The first responsibility of love is to *listen.*”

Paul Tillich