



2022 MENTAL HEALTH AND WELLNESS SURVEY RESULTS

Burbank Unified School District

October 2022

INTRODUCTION

This presentation provides an overview of the results of the annual **Mental Health and Wellness Survey**

- Administered annually to district staff and Grade 9-12 students
- Most recent 2022 survey collected responses from August to October 2022
- Survey administered and analyzed by Hanover Research

PRESENTATION CONTENTS

- Details on survey participation
- Key trends and findings from the 2022 survey
- Longitudinal trends from prior survey years

KEY OBJECTIVES

Compare perceptions of stress and anxiety levels reported by students from 2017 to 2022.

Describe how the level of demand for counseling services changes over time, from 2017 to 2022

Express how student and staff satisfaction with mental health services and supports compare over time, from 2017 to 2022

SURVEY RESPONDENTS

- A total of 1,931 staff and students participated in the 2022 survey.

Stakeholder	Number of Responses by Year				
	2017	2018	2019	2020	2022
Staff/personnel	592	626	702	423	166
Student	1,325	3,308	2,023	900	1,765
Total	1,917	3,934	2,725	1,323	1,931



K-12 EDUCATION Note: Student respondents from the spring 2022 survey were dropped but staff respondents were retained.

KEY TRENDS AND PRIORITIES

Common themes across survey questions highlight the following areas as priorities for supporting student and staff mental health:



STUDENT AND STAFF STRESS AND ANXIETY

Over half of students are often or almost always stressed or anxious, and view counseling and support for these areas as the most beneficial. Staff also experienced substantially more stress and anxiety in 2022 compared to all previous years.



LIKELIHOOD OF SEEKING SERVICES AT SCHOOL

More student respondents in 2022 (36%) report they are extremely unlikely to seek mental or social-emotional support compared with both 2017 (32%) and 2019 (31%).



HOMEWORK

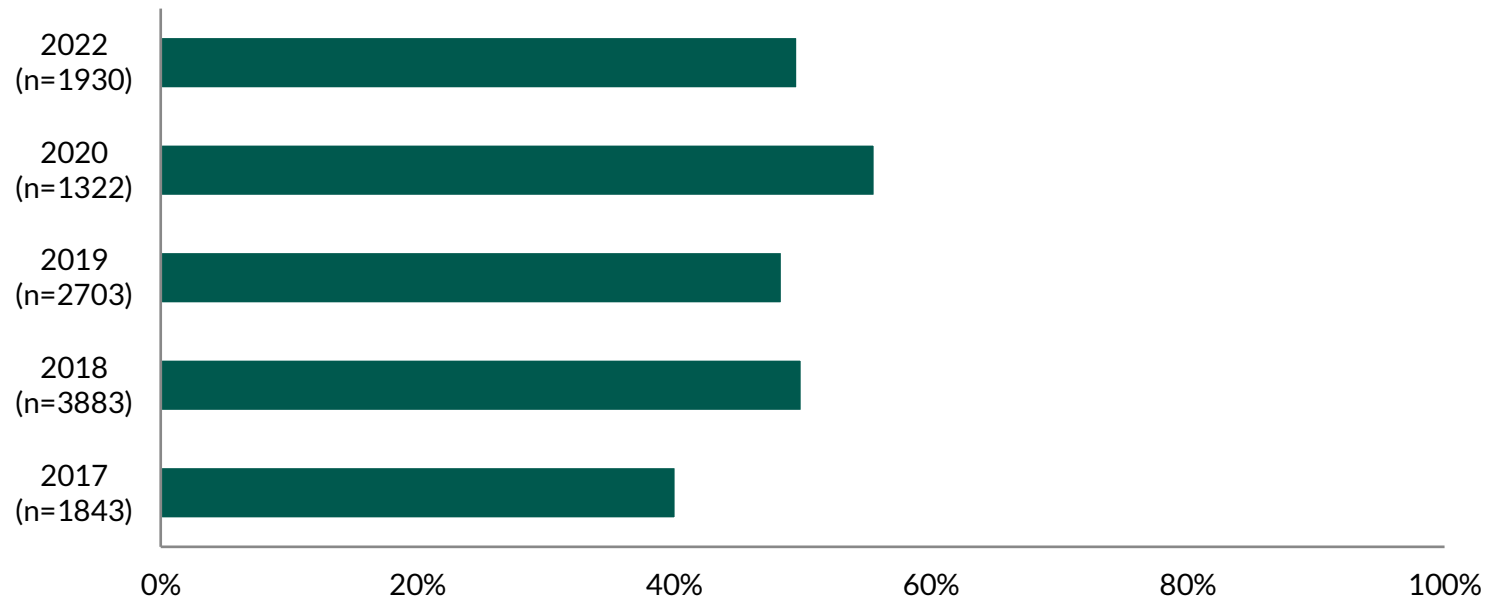
Homework remains the number one source of stress and anxiety among student respondents; however, it decreased 11% between 2020 and 2022, returning to a level consistent with years prior to the pandemic.

STUDENT AND STAFF STRESS AND ANXIETY

- Both students and staff are less stressed and anxious than in 2020 compared to prior survey years.
- However, over half of students (56%) are often or almost always stressed or anxious compared with staff who report the same (49%).

In general, how would you rate your typical level of stress or anxiety?

*Students and Staff
(% Often + % Almost Always)*

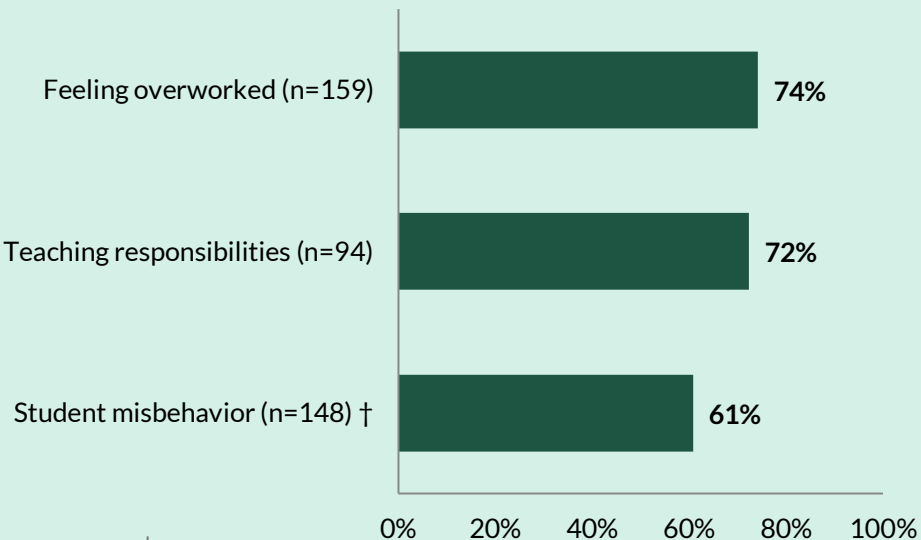


SOURCES OF STRESS AND ANXIETY

- Staff experienced substantially more stress and anxiety in 2022 compared to all previous years and cite feeling overworked and teaching responsibilities as large contributors.
- The largest sources of that anxiety and stress for students include homework and preparation for college and career.

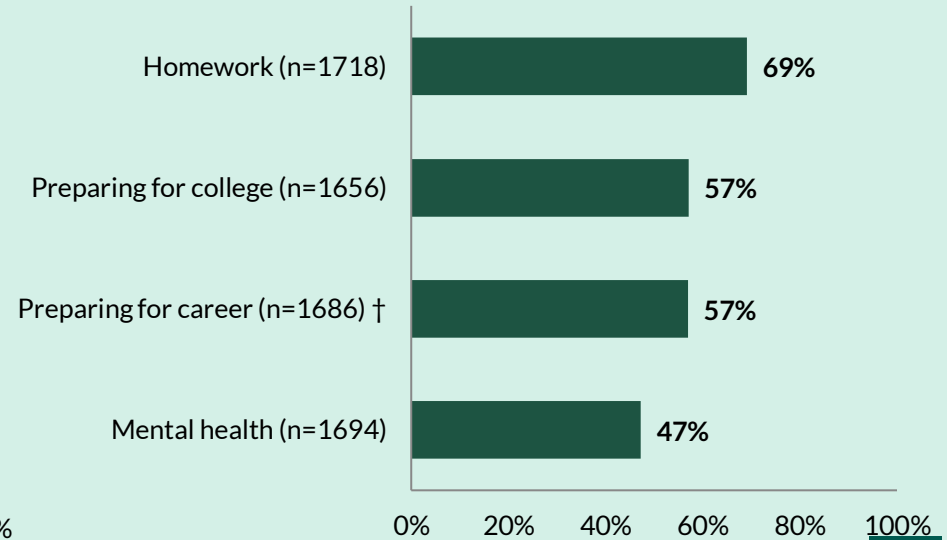
To what extent are the following sources of stress or anxiety?

% Moderate source of stress and anxiety + Large source



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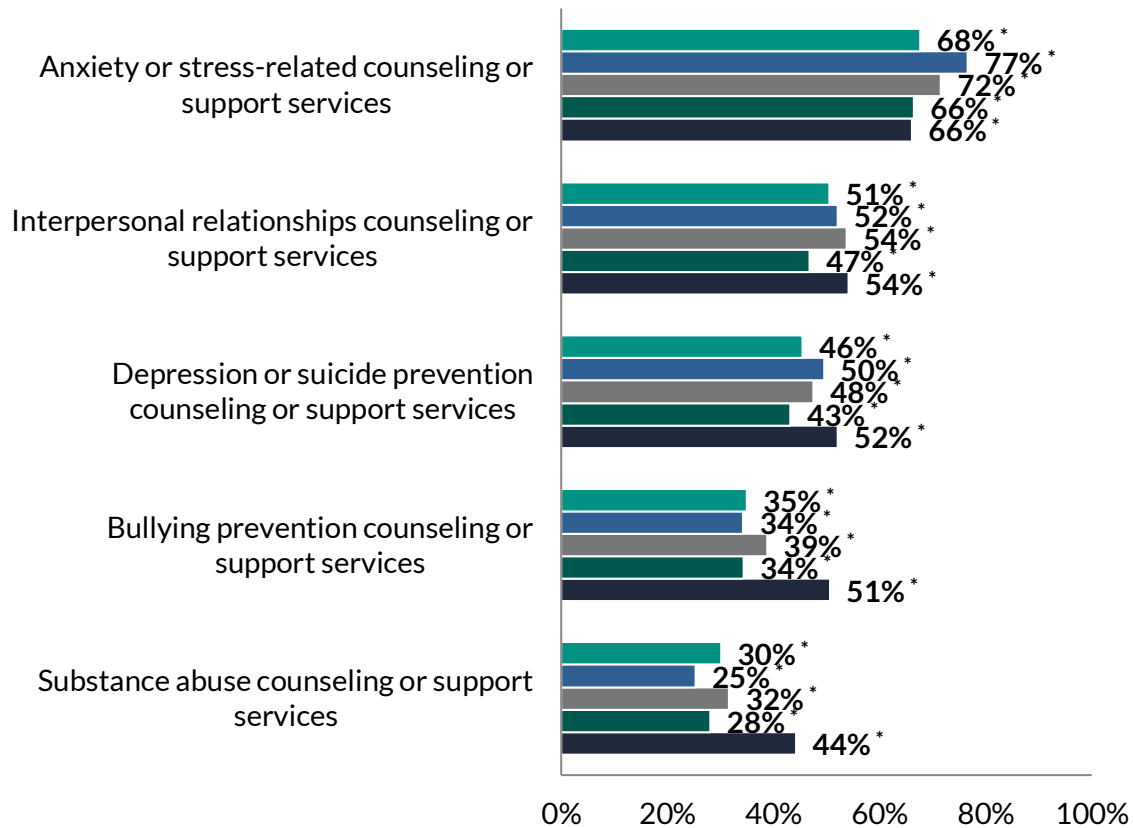


STUDENT DEMAND FOR COUNSELING SERVICES

- Students view anxiety or stress-related counseling or support services as the most beneficial.
- The need for counseling for anxiety or stress reversed a generally increasing pattern and declined in 2022, while the benefit of substance abuse support increased.
- Generally, student respondents report that close friends would benefit more from counseling and support services than themselves in every category, from each year, suggesting students may underestimate their own needs for counseling or support services.

To what extent would you benefit from the following counseling or support services?
% Somewhat beneficial + % Very beneficial

■ 2022 (n=1765) ■ 2020 (n=900) ■ 2019 (n=2004) ■ 2018 (n=3244-3262) ■ 2017 (n=1272-1285)



Note: Only student respondents saw this question.

Note: Statistically significant differences (95% confidence level) between groups are noted with an asterisk (*).

*Statistically significant difference

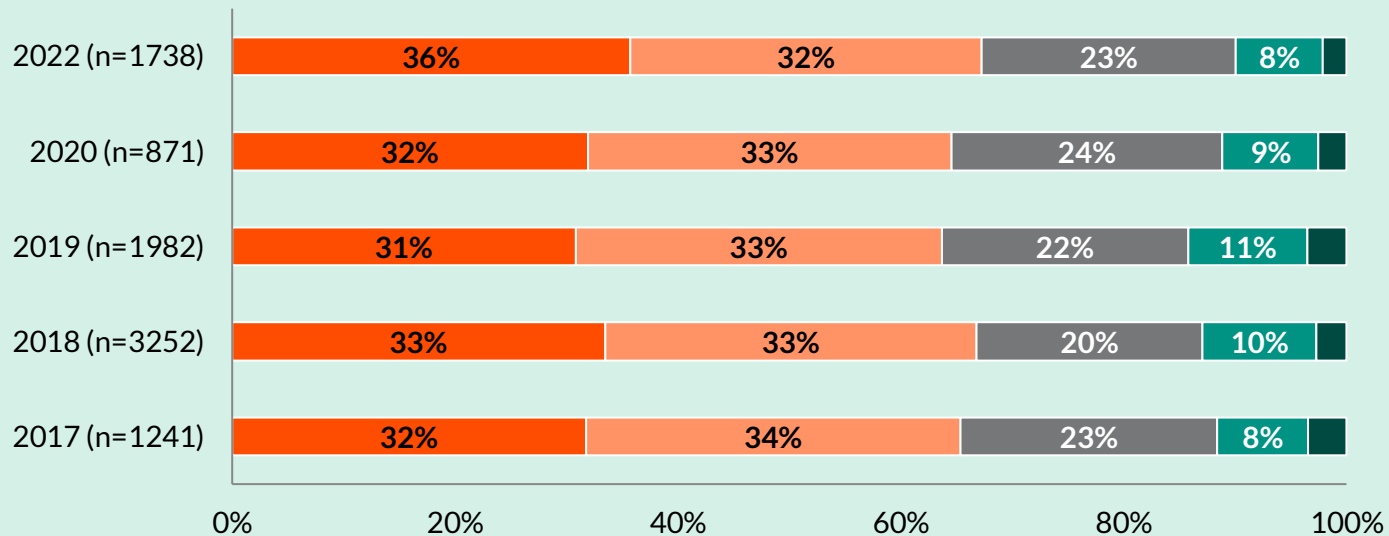


STUDENT USE OF SERVICES

- Most students remain unlikely to seek mental or social-emotional support from school staff in 2022 and are not aware of school-provided services or programs.
- Classroom teachers and counselors are mostly likely to be sought out by students.

How likely would you be to seek mental or social-emotional support from school staff (e.g., a school psychologist or counselor)?

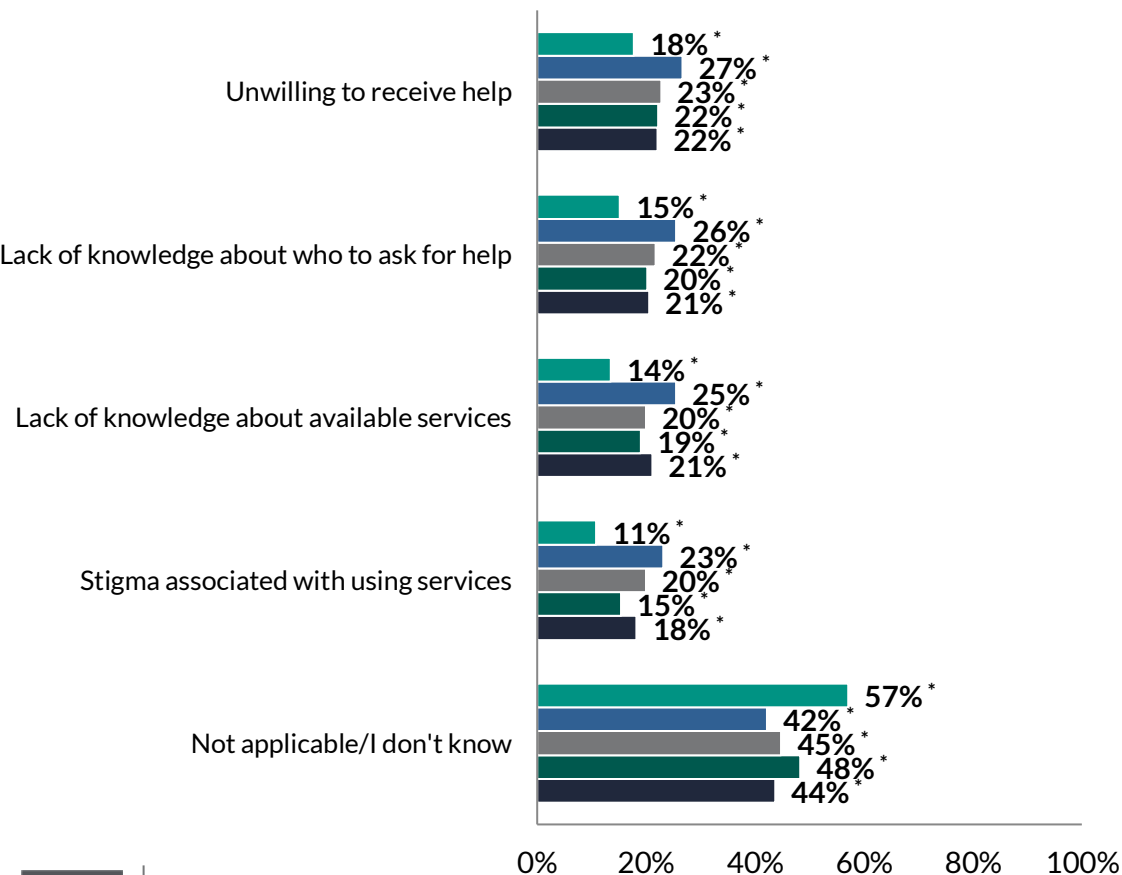
Extremely unlikely Unlikely Neutral Likely Extremely likely



BARRIERS TO AND EFFECTIVENESS OF SUPPORT

Which of the following factors, if any, make it difficult for you or your students to access mental health or social-emotional support services? Please select all that apply.

■ 2022 (n=1866)
 ■ 2020 (n=1228)
 ■ 2019 (n=2617)
 ■ 2018 (n=3676)
 ■ 2017 (n=1717)



- In 2022, there is a marked increase in the proportion of respondents who are unsure what factors make it difficult to access mental health support services or do not think it is applicable.
- The proportion of respondents who report barriers to access mental services generally decreased in 2022 compared with other years.
- Students are most likely to use a wellness center or individual counseling.
- Respondents report that most school-provided services and programs are generally effective.

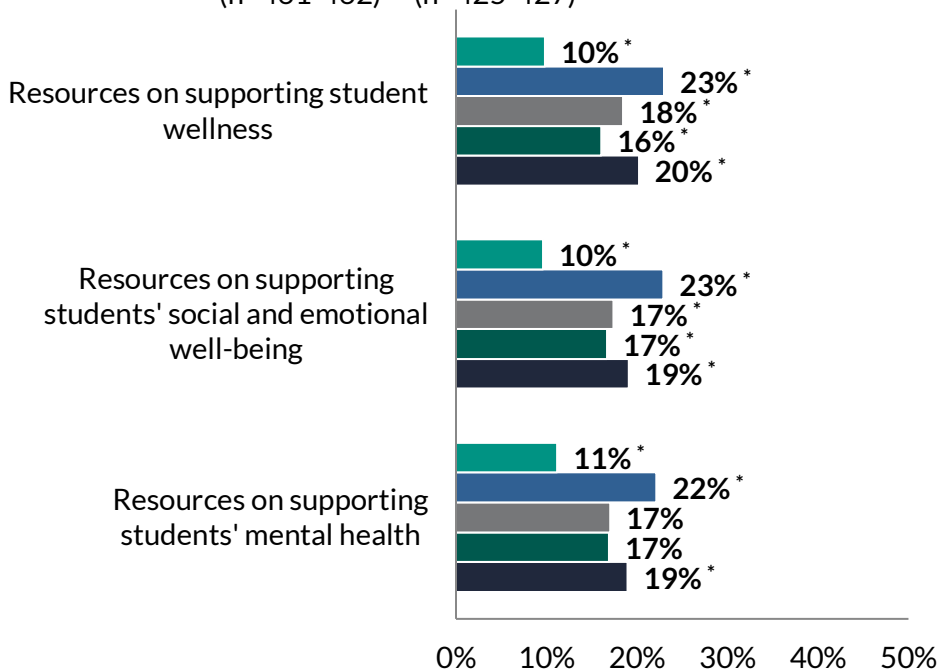


CONFIDENCE AND SATISFACTION

How satisfied are you with the following district-provided resources or materials?

% Very satisfied + Extremely satisfied

■ 2022 (n=122-125)
 ■ 2020 (n=307-314)
 ■ 2019 (n=499-505)
■ 2018 (n=461-462)
 ■ 2017 (n=425-427)



- Staff report increasing confidence in their ability to recognize, implement and report issues related to mental health and wellness in several areas over the years.
- However, staff are less confident in their ability to implement Alternative to Suspension model (46%) and a Restorative Justice model (47%).
- In contrast to a general uptrend, staff generally feel less satisfied with district provided resources and materials in 2022 compared with previous years.



Note: Only staff respondents saw this question.

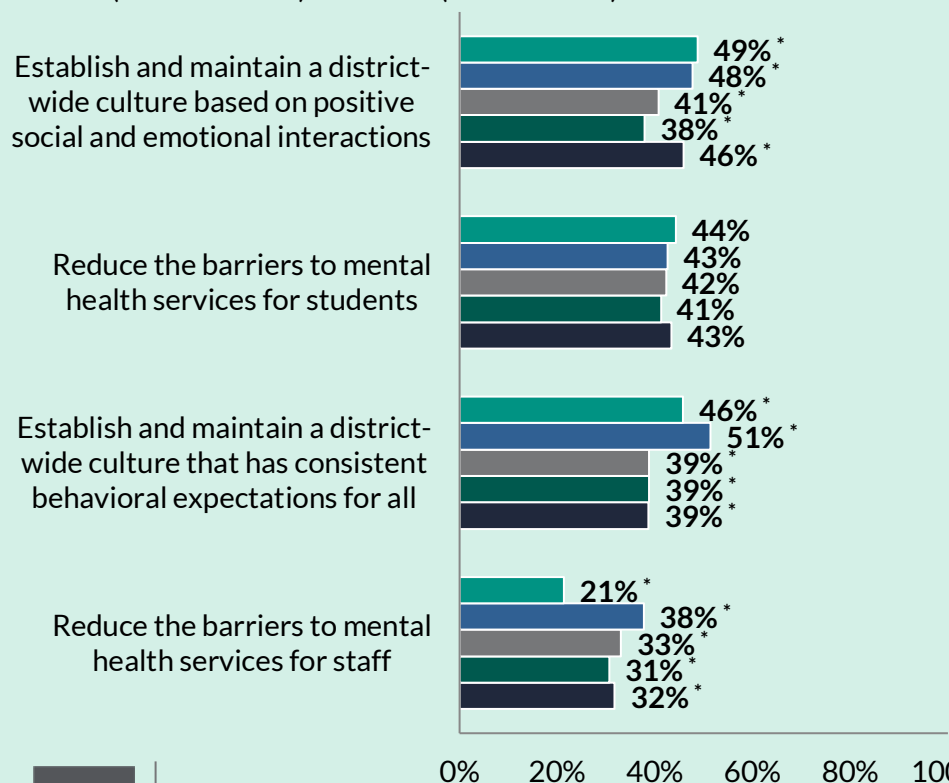
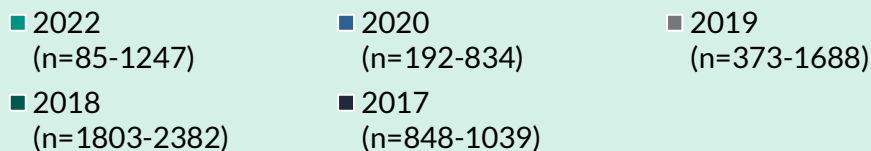
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PROGRESS TOWARD GOALS

Over the past six months, to what extent has the district made progress on the following goals?

% Moderate amount of progress + Large amount of progress



- Respondents indicate BUSD is maintaining progress on some goals, while losing progress on others.
- Goals with most progress include a culture based on positive social-emotional interactions (78%), a culture with consistent behavioral expectation (78%), and reducing barriers to mental health services (79%).
- More staff indicate no progress has been made in some administrative areas related to mental health and wellness care, such as consistent case management (33%) and streamlined student referral process (36%), along with mental health support for staff (40%).

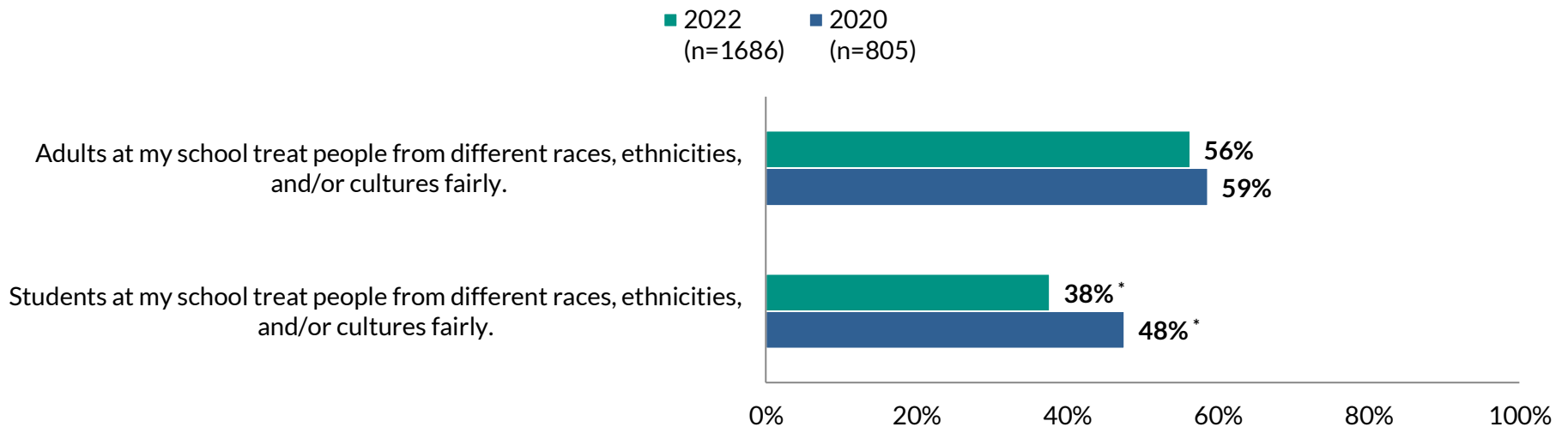


EQUITY

- **Less students agree that other students treat all people fairly and more students report experiencing racial bias or discrimination in 2022.**
- **There is a substantial proportion of students who both believe that adults and students do not treat other students fairly and experience discrimination on a semi-regular basis.**

Please indicate how much you disagree or agree with the following statements.

% Somewhat agree + Strongly agree





Thank you.

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