

# An Assessment of Youth Mental Health in Nantucket, MA

## *Appendices*

An Interactive Qualifying Project Submitted to the Faculty of

WORCESTER POLYTECHNIC INSTITUTE

In partial fulfillment of the requirements for the

Degree of Bachelor of Science

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This report represents the work of the WPI undergraduate students submitted to the faculty as evidence of a degree requirement. WPI routinely publishes these reports on its website without editorial or peer review. For more information about the projects program at WPI, see

<http://www.wpi.edu/Academics/Projects>

# Appendices

## Appendix A: Online Mental Health Survey

Appendix A is a draft of the Youth Mental Health survey administered to schools by the HHS. The survey was hosted on Qualtrics, and links were distributed to students by their teachers. The substance use and self-harm sections can be skipped if the student answers “No” to the preceding question.

<div data-bbox="240 590 407 642"> <b>WPI</b></div> <div data-bbox="509 590 563 642"></div> <p><b>Language</b></p> <p>Q0. This survey is available in English, Spanish and Portuguese. Please select your language. [The same sentence in Spanish] [The same sentence in Portuguese]</p> <p><input type="radio"/> English <input type="radio"/> Español <input type="radio"/> Português</p> <p><b>Demographics</b></p> <p>Q1. Which school do you currently attend?</p> <p><input type="radio"/> Nantucket High School <input type="radio"/> Cyrus Peirce Middle School <input type="radio"/> Nantucket New School</p>	<p>Q2. How old are you?</p> <p><input type="radio"/> 10 or younger <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13 <input type="radio"/> 14 <input type="radio"/> 15 <input type="radio"/> 16 <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19 or older</p> <p>Q3. What grade are you in?</p> <p><input type="radio"/> 6th <input type="radio"/> 7th <input type="radio"/> 8th <input type="radio"/> 9th <input type="radio"/> 10th <input type="radio"/> 11th <input type="radio"/> 12th</p> <p>Q4. What gender do you identify with?</p> <p><input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Nonbinary <input type="radio"/> <input type="text"/> Other <input type="radio"/> Prefer not to say</p>
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Q5. Do you consider yourself to be part of the LGBTQ+ community?

- No
- Yes
- Maybe (questioning)

Q6. How would you describe your ethnicity?

- White/Caucasian
- Hispanic/Latino
- Black/African American
- Asian
- Native American or Alaskan
- Pacific Islander
- Other (please specify)

Q7. Have you been diagnosed with a physical disability?

- No
- Yes
- Not sure

Q8. Have you been diagnosed with a mental disability?

- No
- Yes
- Not sure

#### Lifestyle

Q9. On an average day, how many hours do you spend using a computer or electronic device outside of school? (Phones, laptops, consoles, TV, etc)

- Less than 1 hour
- 2 to 3 hours
- 4 to 5 hours
- 6 or more hours

Q10. How much do you use social media? (Instagram, Snapchat, TikTok, etc)

- I don't use social media
- I check it occasionally
- I check it daily
- I check it multiple times per day
- I use it constantly

Q11. On an average day, how many hours do you spend outside?

- Less than 1 hour
- 2 to 3 hours
- 4 to 5 hours
- 6 or more hours

#### Emotional Well-Being

Q12. How often do you experience feelings of hopelessness?

- Almost always
- Often
- Sometimes
- Not often
- Almost never

Q13. How often do you experience feelings of depression?

- Almost always
- Often
- Sometimes
- Not often
- Almost never

Q14. How often do you experience feelings of anxiety?

- Almost always
- Often
- Sometimes
- Not often
- Almost never

**Peers**

Q15. Bullying is the repetitive, intentional hurting of someone by an individual or a group of people. Have you been bullied?

- More than once
- Once

- Never

Q16. How were you bullied?

- Physical bullying
- Verbal bullying
- Cyberbullying or Electronic bullying
- Something else

Q17. How often do you spend time with your friends outside of school?

- Often
- Sometimes
- Not often

Q18. Do you agree with the following statements?

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
I enjoy spending time with friends after school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would rather be on my phone, TV, game system, etc. than be with friends on the weekend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I can talk to my friends if I need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19. If a friend came to you for support, would you help them?

- Yes
- Maybe
- No

**Adults**

Q20. How much time do you typically spend with your family?

- A lot
- Some time
- Not much

Q21. Do you agree with the following statements?

	Agree	Somewhat agree	Neutral	Somewhat disagree	Not at all
I can talk to my parents about a tough or sensitive issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk to my teachers about a tough or sensitive issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk to my guidance counselor about a tough or sensitive issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22. Are you able to confide in someone who truly listens to what you have to say? If so, who?

- No
- Yes

**Academics**

Q23. How would you describe your grades in school this year?

- Mostly A's
- Mostly B's
- Mostly C's
- Mostly D's
- Mostly F's
- None of these/I'm not sure
- Prefer not to say

Q24. Do you agree with these statements?

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
I care about my education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel engaged during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like at least one of my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Warning**

Q25. The next section contains questions about drug and alcohol use. If you are uncomfortable answering these questions, you can opt out. Would you like to proceed to the next section?

- Yes, I would like to proceed.
- No, I would like to skip the next section.

**Substance Use**

Q26. Have you had alcohol outside of religious ceremonies?

- No, never
- Yes, once
- Yes, a few times
- Yes, regularly
- I don't understand

Q27. Have you used vape products? (JUULs, e-cigarettes, etc)

- No, never
- Yes, once
- Yes, a few times
- Yes, regularly
- I don't understand

Q28. Have you smoked? (tobacco, cigars, cigarettes, etc)

- No, never
- Yes, once
- Yes, a few times
- Yes, regularly
- I don't understand

Q29. Have you used marijuana products? (marijuana cigarettes, edibles, bongs, etc)

- No, never
- Yes, once
- Yes, a few times
- Yes, regularly
- I don't understand

Q30. Have you used any other illegal substances?

- No
- Yes
- I don't understand

**Warning**

Q31. The next section contains questions about self-harm and suicide. If you feel uncomfortable answering these questions, you can opt out. Would you like to proceed to the next section? If you are struggling and need help please call the Suicide and Crisis Lifeline by dialing **988**. You may also call the local Nantucket number at **(508) 221-3315**.

- Yes, I would like to proceed.
- No, I would like to skip the next section

**Self-Harm**

Q32. Have you ever seriously considered ending your own life?

- Never
- A few times
- Many times
- I'm not sure

Q33. Have you ever attempted to cause physical harm to yourself?

- Never
- A few times
- Many times
- I'm not sure

Q34. If you have had thoughts of suicide or self-harm, did you speak to someone about them? The Suicide & Crisis hotline is 988. The local hotline is \_\_\_\_\_

- I spoke to a parent or family member
- I spoke to a friend
- I spoke to a teacher or guidance counselor
- I spoke to a therapist, doctor or crisis hotline
- I spoke to someone else
- I did not speak to anyone

**Belonging**

Q35. Do you agree with the following statements?

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
I feel like my school accepts me for who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can connect with my peers on an emotional level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
I feel like I fit in with my peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36. What does "belonging" mean to you?

**School**

Q37. Would you ever use mental health services offered at your school?

- Yes
- Maybe
- No

Q38. Why would you use or not use these services?

Q39. Do you agree with the following statements?

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
I can be myself when I am at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers at school support me when I need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I can talk to my teachers when I am feeling anxious or sad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I like being at school more than being at home.

Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**COVID-19**

Q40. What is your learning style?

- Visual
- Hands-on
- Auditory (listening)
- Reading or writing
- I'm not sure

Q41. Was it hard for you to learn when you were doing virtual learning during the pandemic?

- Yes
- Somewhat
- No
- It was easier than learning in person

Q42. What made it harder or easier for you to learn during the pandemic?

**ES - Demographics**

Q57. Which school do you attend?

- Nantucket High School



## Appendix B: Worcester Polytechnic Institute Undergraduate Survey

Appendix B is a copy of the draft of the Youth Mental Health survey distributed to some of the team members friends and club organizations. The survey was hosted on Qualtrics, and links were distributed to students by two team members. The substance use and self-harm sections can be skipped if the student answers “No” to the preceding question.

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**Informed Consent**

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**Q1. Informed Consent Agreement for Participation in a Research Study**

**Investigators**  
Simeon Hoffer Jr, Mary Laurens, Myles St.Jean, Elisia McLean

**Contact Information**  
gr-ack23-youth@wpi.edu

**Title of Research Study**  
Health and Human Service Department Youth Mental Health Survey

**Sponsor**  
Health and Human Service Department of the Town of Nantucket

**Introduction:**  
\*You are being asked to participate in a research study. Before you agree, however, you must be fully informed about the purpose of the study, the procedures to be followed, and any benefits, risks, or discomfort you may experience as a result of your participation. This form presents information about the study so that you may make a fully informed decision regarding participation.

**Purpose of the Study:**  
\*The purpose of the study is to collect data for our sponsor, the Health and Human Service Department of Nantucket. The data will be used as baseline data that our sponsor can use to compare with the youth on the island of Nantucket.

**Procedures to be followed:**  
\*This procedure involves the completion of a ~ 15-20 minutes online survey. The Data is

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collected with the use of multiple choice, Likert scale, and open-response questions.

**Risks to study participants**  
\*Participants may experience discomfort due to the discussion of sensitive topics such self-harm, suicide, and substance use.

**Benefits to research participants and others**  
\*Your participation in the survey will provide comparative data that the Health and Human Service Department can use to get an idea of the types of issues that teenagers are experiencing where they can improve the survey for the middle and high school students on Nantucket.

**Study Participants:**  
\*While there may not be physical risks to participating in the in-depth interview, some of the questions, especially ones covering sensitive topics, can be distressing for the participants, especially if asked to answer sensitive issues. Benefits to the Participants: Your participation in the survey will provide comparative data that the Health and Human Service Department can use to get an idea of the types of issues that teenagers are experiencing where they can improve the survey for the middle and high school students on Nantucket.

**Record Keeping and Confidentiality:**  
\*Records of your participation in this study will be confidential as permitted by law. However, the study investigators, the sponsor, or its designee, and, under certain circumstances, the Worcester Polytechnic Institute Institutional Review Board (WPI IRB) will be able to inspect and have access to confidential data that identify you by name. Any publication or presentation of the data will not identify you by name. There will be one facilitator and one recorder taking notes during the interviews. We will not keep any video or audio recordings during the interview.

**Compensation or treatment in the event of injury:**  
\*There will be no compensation for participating in the interviews.

**For more information about this research or the rights of research participants, or in case of research-related injury:**  
\*You can contact any member of the YBH team at sehoffler@wpi.edu, elmclean@wpi.edu,

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mrlaurens@wpi.edu, mastjean@wpi.edu. You may also contact the IRB Manager (Ruth McKeogh, Tel. 508 831- 6699, Email: irb@wpi.edu ) and the Human Protection Administrator (Gabriel Johnson, Tel. 508-831-4989, Email: gjohnson@wpi.edu). Your participation in this research is voluntary. Your refusal to participate will not result in any penalty to you or any loss of benefits to which you may otherwise be entitled. You may decide to stop participating in the research at any time without liability or loss of other benefits. The project investigators retain the right to cancel or postpone the experimental procedures whenever they see fit.

**By agreeing below**, you acknowledge that you have been informed about and consent to being a participant in the study described above. You also agree that you are at least 18 years of age. Make sure that all of your questions are answered to your satisfaction before agreeing to continue with the survey. You are entitled to retain a copy of this consent agreement. If you disagree below, you will be directed to the end of the survey.

- Agree  
 Disagree

#### Demographics

Q2. How old are you?

- 18  
 19 +

Q3. What gender do you identify with?

- Male  
 Female  
 Nonbinary  
 Other   
 Prefer not to say

Q4. Do you consider yourself to be part of the LGBTQ+ community?

- No  
 Yes

- Maybe (questioning)

Q5. How would you describe your ethnicity?

- White/Caucasian  
 Hispanic/Latino  
 Black/African American  
 Asian  
 Native American or Alaskan  
 Pacific Islander  
 Other (please specify)

Q6. Have you been diagnosed with a physical disability?

- No  
 Yes  
 Not sure

Q7. Have you been diagnosed with a mental disability?

- No  
 Yes  
 Not sure

#### Lifestyle

Q8. On an average day, how many hours do you spend using a computer or electronic device outside of school? (Phones, laptops, consoles, TV, etc)

- Less than 1 hour  
 2 to 3 hours  
 4 to 5 hours  
 6 or more hours

Q9. How much do you use social media? (Instagram, Snapchat, TikTok, etc)

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I don't use social media  
 I check it occasionally  
 I check it daily  
 I check it multiple times per day  
 I use it constantly

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Q10. On an average day, how many hours do you spend outside?

Less than 1 hour  
 2 to 3 hours  
 4 to 5 hours  
 6 or more hours

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**Emotional Well-Being**

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Q11. How often do you experience feelings of hopelessness?

Almost always  
 Often  
 Sometimes  
 Not often  
 Almost never

---

Q12. How often do you experience feelings of depression?

Almost always  
 Often  
 Sometimes  
 Not often  
 Almost never

---

Q13. How often do you experience feelings of anxiety?

Almost always  
 Often

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Sometimes  
 Not often  
 Almost never

---

**Peers**

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Q14. Bullying is the repetitive, intentional hurting of someone by an individual or a group of people. Have you been bullied?

More than once  
 Once  
 Never

---

Q15. How were you bullied?

Physical bullying  
 Verbal bullying  
 Cyberbullying or Electronic bullying  
 Something else

---

Q16. How often do you spend time with your friends outside of school?

Often  
 Sometimes  
 Not often

---

Q17. Do you agree with the following statements?

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
I enjoy spending time with friends after school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would rather be on my phone, TV, game system, etc. than be with friends on the weekend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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I feel like I can talk to my friends if I need help.

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Q18. If a friend came to you for support, would you help them?

Yes  
 Maybe  
 No

---

**Adults**

---

Q19. How much time do you typically spend with your family?

A lot  
 Some time  
 Not much

---

Q20. Do you agree with the following statements?

	Agree	Somewhat agree	Neutral	Somewhat disagree	Not at all
I can talk to my parents about a tough or sensitive issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk to my teachers about a tough or sensitive issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk to my guidance counselor about a tough or sensitive issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Academics**

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Q21. How would you describe your grades in school this year?

Mostly A's  
 Mostly B's

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Mostly C's  
 Mostly NR's  
 None of these/I'm not sure  
 Prefer not to say

---

Q22. Do you agree with these statements?

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
I care about my education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel engaged during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like at least one of my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

**Belonging**

---

Q23. Do you agree with the following statements?

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
I feel like my school accepts me for who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can connect with my peers on an emotional level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I fit in with my peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Q24. What does "belonging" mean to you?

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**School**

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Q25. Would you ever use mental health services offered at your school?

Yes

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- Maybe  
 No

Q26. Why would you use or not use these services?

Q27. Do you agree with the following statements?

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
I can be myself when I am at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers at school support me when I need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I can talk to my teachers when I am feeling anxious or sad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being at school more than being at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Warning

Q28. The next section contains questions about self-harm and suicide. If you feel uncomfortable answering these questions, you can opt out. Would you like to proceed to the next section? If you are struggling and need help please call the Suicide and Crisis Lifeline by dialing **988**.

- Yes, I would like to proceed.  
 No, I would like to skip the next section

#### Self-Harm

Q29. Have you ever seriously considered ending your own life?

- Never  
 A few times

- Many times  
 I'm not sure

Q30. Have you ever attempted to cause physical harm to yourself?

- Never  
 A few times  
 Many times  
 I'm not sure

Q31. If you have had thoughts of suicide or self-harm, did you speak to someone about them? The Suicide & Crisis hotline is 988.

- I spoke to a parent or family member  
 I spoke to a friend  
 I spoke to a teacher or guidance counselor  
 I spoke to a therapist, doctor or crisis hotline  
 I spoke to someone else  
 I did not speak to anyone

#### Warning

Q32. The next section contains questions about drug and alcohol use. If you are uncomfortable answering these questions, you can opt out. Would you like to proceed to the next section?

- Yes, I would like to proceed.  
 No, I would like to skip the next section.

#### Substance Use

Q33. Have you had alcohol outside of religious ceremonies?

- No, never  
 Yes, once  
 Yes, a few times

- Yes, regularly
- I don't understand

Q34. Have you used vape products? (JUULs, e-cigarettes, etc)

- No, never
- Yes, once
- Yes, a few times
- Yes, regularly
- I don't understand

Q35. Have you smoked? (tobacco, cigars, cigarettes, etc)

- No, never
- Yes, once
- Yes, a few times
- Yes, regularly
- I don't understand

Q36. Have you used marijuana products? (marijuana cigarettes, edibles, bongs, etc)

- No, never
- Yes, once
- Yes, a few times
- Yes, regularly
- I don't understand

Q37. Have you used any other illegal substances?

- No
- Yes
- I don't understand

**COVID-19**

Q38. What is your learning style?

- Visual
- Hands-on
- Auditory (listening)
- Reading or writing
- I'm not sure

Q39. Was it hard for you to learn when you were doing virtual learning during the pandemic?

- Yes
- Somewhat
- No
- It was easier than learning in person

Q40. What made it harder or easier for you to learn during the pandemic?

**Feedback**

Q41. If you have time we would appreciate it if you left some feedback or comments about the survey.

- What did you like most about the survey?
- What did you like least about the survey?
- Were there any questions that were confusing or difficult to answer?
- Do you have any suggestions for how the survey could be improved?

## Appendix C: Recruitment Script For Adults

Appendix C is a recruitment script designed to serve as a guideline for recruiting participants for parent interviews and focus groups. We will use the script if the recruitee needs additional information regarding what participation in our research study will entail. This script will outline the criteria necessary to participate in the study, contact information, and study guidelines.

Good morning. We are a team of students studying engineering at Worcester Polytechnic Institute. We are working with the Health and Human Service Department in Nantucket. This team comprises Simeon Hoffer Jr., Mary Laurens, Elisia McLean, and Myles St. Jean. Also, we are working with our sponsor, the Health and Human Services Department in Nantucket, on a research study on the youth's mental health in public and private middle and high schools. We are contacting you today to see if you want to participate in a research study.

The goal of our study is to develop a mental health assessment tool that HHS can use to track the mental health needs of middle and high school students on Nantucket. We will be conducting focus groups with some of the teachers from one of the public and private middle schools and the public high school. We are also conducting in-depth interviews with some parents of the students enrolled at these schools.

Criteria:

- You have a child enrolled in the high school or one of the island's public or private middle schools;
- You teach or work at the high school or one of the island's public or private middle schools, or
- You are a resident of Nantucket.

We are looking for participants who are interested in participating in our study. If you meet any of the criteria and are interested, we would like to hear from you. If you met one of these criteria and are interested in participating in the research study, please contact us at any one of our emails, and let us know your availability during the week of November 6-10, 2023: [sehoffler@wpi.edu](mailto:sehoffler@wpi.edu), [mrlaurens@wpi.edu](mailto:mrlaurens@wpi.edu), [elmclean@wpi.edu](mailto:elmclean@wpi.edu), [mastjean@wpi.edu](mailto:mastjean@wpi.edu). However, we will happily accommodate you if you are interested and must reschedule for the following week. Also, you can submit any questions to our emails. Your help will be much appreciated if you choose to participate. The focus groups and the in-depth interviews will take 30-40 minutes.

Participation in the study is optional, and you have the right to leave before or during the interview or focus group if you don't feel comfortable with the questions being asked. Your identity will be kept confidential, and the information you give will be under a pseudonym, such as Teacher 1 or Parent 1. For the teachers interested in participating in a focus group, we will have 4-10 participants share their experiences in the classroom while answering prepared questions, which means other people will hear your statements if you are a parent or a counselor interested in participating in the in-

depth interview. We will ask prepared questions in a comfortable space where a facilitator and recorder will be present, taking notes of the discussion.

Please don't hesitate to ask if you have any questions, comments, or concerns about the study, who we are, or who HHS is.

Thank you for taking the time to read our letter,

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## Appendix D: In-Depth Interview with Parents Guide

Appendix D is a guide to be referenced while conducting interviews with parents of students in grades 6-12. It contains an outline of essential questions and reminders for proper interview conduct.

Facilitator: \_\_\_\_\_

Recorder: \_\_\_\_\_

Date: \_\_\_\_\_

### **In-depth Guide (Middle and High School Parents)**

**30 minutes**

#### **Introduction:**

- Introduce yourself to the participant.
- Ask them what grade level and school their child is in.
- Review the consent form that was sent before the interview.
- Explain the project and why we asked them to do an interview.
- Offer refreshments to the participant before beginning the discussion.

#### **COVID-19 Questions:**

- In what ways has the pandemic impacted your family and life? Any examples if the participants are willing to say.
- How was your experience with your child transitioning from in-person learning to virtual learning?
- Have you observed any significant impacts on your child's social life and academics due to COVID-19?

#### **Mental Health Questions:**

- How would you describe your child's behavior during the pandemic?
- How would you compare your child's behavior to other children during the pandemic? (What was your general experience)?
- Have you noticed anything unusual concerning your child in the past months or weeks?
- Have you seen a behavior change at home or school before and after the COVID-19 pandemic?
- Has your child shared any mental health challenges that they are experiencing to you?
- Are you aware of the services offered at the schools and on the Island?
- How could mental health services at school or on the Island be improved?
- What services or programs need to be added? (specific mental health challenge)

**Personal Questions:**

- Have you seen any changes in your child's sleep schedule, eating, appetite, or energy level? (During the daytime and nighttime)
- What specific stressors does your child face at home or school?
- How long would you say your child spends on their electronics daily? (This includes but is not limited to game systems, smartphones, TV, computer., tablets, etc.)
- How would you rate your involvement in your child's education? Explain why you gave that rating.
- What is life like on the island? Stressful, calm, overwhelming, quiet, etc.

**Closing:**

- Thank the participants for taking the time to do the interview.
- Ask if they have any other comments or concerns regarding the mental health of the youth community on the island or about the project.

**Note to Facilitator:**

- Be prepared to answer any questions the participants might have.
- Ensure you engage with them and speak loud enough for them to hear you.
- Ensure you are engaging with the participants and speaking loud enough for them to listen to you.
- Encourage having a conversation instead of cutting off the participant.

## Appendix E: In-depth Interviews with Counselors Guide

Appendix D is the guide for the in-depth interviews with the schools' counselors of interest. The facilitator of the in-depth discussion will follow this document and ask the questions listed below in no specific order. Some questions may be skipped due to time constraints, and conversational flow will be prioritized over staying on script.

Facilitator: \_\_\_\_\_

Recorder: \_\_\_\_\_

Date: \_\_\_\_\_

### **Guidance Counselor Interview Guide (Middle and High School)**

**30 minutes**

#### **Introduction:**

- Introduce yourself to the counselor
- Thank them for coming.
- Offer them refreshments before we begin the discussion.
- Explain what we are doing for the project.
- Explain why you have invited the counselor and how their participation in the in-depth interview will help improve our survey questions for the students: To gauge better what mental health services are needed and which issues are most prevalent in the schools.
- Review the consent forms that were sent to them before the interview.
- Optional: Have the counselor introduce themselves and some of the tasks they accomplish for the school, as well as which grades they focus on, if any (No names required)

#### **Counseling Questions:**

- How many students usually come to you with mental-health-related issues, and what steps do you take to aid them?
- Do students usually come to you for help or advice, or are they referred to you by a teacher? How willing is the student to open up to you?
- If a student has an issue with one of their peers, what steps do you take to resolve the problem?
- What resources are available for students with disabilities or mental illnesses?

#### **Mental Health Questions:**

- What are the most common behaviors you see among the students? This includes attendance, acting out, belligerence, skipping class, not doing homework, and cheating.

- What procedures do you take when a student comes up and tells you they are struggling mentally?
- What signs do you look for if you are concerned for a student's well-being?
- What services are offered to the students struggling with mental health challenges in the school?
- What topics and questions should our survey focus more on based on your observations of mental health challenges in the school?
- What suggestions do you have for mental health services wanting to improve their available resources?
- How could these services become more accessible and appealing to the students? This can include services at the school, outside organizations/centers, and pediatric doctors.
- What would you say is a barrier to a student's willingness to ask for help?

**Additional Questions:**

- How might the school environment affect a student's mental health?
- What could schools do to improve the overall climate of the school?
- How could we educate faculty and parents on mental health and how to support someone if they are struggling with their mental health? What would you say is the first step?
- What are your thoughts on the mental health of the youth community on the island, and has it gotten better or worse since COVID-19? What was it like before COVID-19?

**Closing:**

- Thank the counselor for their participation in the interview
- Ask if they would like another refreshment before leaving.
- Ask the counselor for any final thoughts, comments, or concerns.

**Note to facilitator:**

- Be prepared to answer any questions the participants might have
- Ensure you engage with the participants and speak loud enough for them to hear you.
- Ensure you are engaging with the participants and speaking loud enough for them to listen to you.

## Appendix F: Focus Group with Teachers Guide

Appendix E is a written guide for conducting focus groups. The focus group facilitator will follow this document and ask the questions listed below in no particular order. Some questions may be skipped due to time constraints, and conversation flow will be prioritized on staying on script.

Facilitator: \_\_\_\_\_

Recorder: \_\_\_\_\_

Date: \_\_\_\_\_

### Focus Group Guide (Middle and High School)

#### 30 minutes

#### Introduction:

- Introduce yourself to the participants.
- Thank them for coming.
- Offer them refreshments before we begin the discussion.
- Explain what we are doing for the project.
- Explain why you have invited the participants and how their participation in the focus group will help improve our survey questions for the students. To better gauge what mental health services are needed and which issues are most prevalent in the schools.
- Review the consent forms sent to them before the focus group.
- Have the participants introduce themselves, including the subject they teach, their grade level, and the school they work for (No names are required).

#### Mental Health Questions:

- What are the most common behaviors you see among the students? This includes attendance, acting out, belligerence, skipping class, not doing homework, and cheating.
- What procedures do you take when students tell you they are struggling mentally?
- What signs do you look for when concerned about a student's well-being?
- What services are offered to students struggling with mental health challenges in the school?
- What topics and questions should our survey prioritize based on your observations of mental health challenges in the school and your classroom?
- What suggestions do you have for mental health services either at school or in the community, wanting to improve the resources they offer? How could these services become more accessible and appealing to the students?
- What would you say is a barrier to a student's willingness to ask for help?

#### Additional Questions:

- How might the school environment affect a student's mental health?
- What could schools do to improve the overall climate of the school?

- How could we educate faculty and parents on how to support someone if they are struggling with their mental health? What would you say is the first step?
- What are your thoughts on the mental health of youth on the island, and has it gotten better or worse since COVID-19?

**Closing:**

- Thank the participants for participating in the focus group.
- Ask the participants for any final thoughts, comments, or concerns.

**Note to facilitator:**

- Be prepared to answer any questions the participants might have
- Ensure you are engaging with the participants and speaking loud enough for them to listen to you.
- Encourage having a conversation instead of cutting off the participant.

## Appendix G: Informed Consent for Focus Groups

Appendix F contains an informed consent form for focus groups. All participants were given this form before the focus group.

### **Informed Consent Agreement for Participation in a Research Study**

**Investigator:** Mary Laurens, Simeon Hoffler Jr, Elisia McLean, Myles St.Jean

**Contact Information:** [mrlaurens@wpi.edu](mailto:mrlaurens@wpi.edu), [sehoffler@wpi.edu](mailto:sehoffler@wpi.edu), [elmclean@wpi.edu](mailto:elmclean@wpi.edu), [mastjean@wpi.edu](mailto:mastjean@wpi.edu)

**Title of Research Study:** Mental Health of Youth Community

**Sponsor:** Health and Human Service Department of Nantucket

#### **Introduction:**

You are being asked to participate in a research study. Before you agree, however, you must be fully informed about the purpose of the study, the procedures to be followed, and any benefits, risks, or discomfort you may experience as a result of your participation. This form presents information about the study so that you may make a fully informed decision regarding participation.

#### **Purpose of the Study:**

The purpose of the study is to collect data for our sponsor, the Health and Human Service Department of Nantucket. The data collected will be on the mental health of middle and high school youth students for both public and private schools. Most of the data will come from an online survey that we will develop and give to HHS, which they will administer to the schools.

#### **Procedures to be followed:**

The Focus groups will be conducted separately for middle and high school teachers. We plan on having 8 to 13 participants from the public high school, 4 to 8 participants from the public middle school, and 2 to 4 participants from the private middle school. Each focus group will be done during separate times and days during the first week of our study. They will all have a facilitator and recorder. We will attempt to recruit at least one or two teachers from each grade level and meet with them in a confidential space.

#### **Risks to Study Participants:**

While there may be no physical risks to participating in the focus groups, some potential non-physical risks include some participants being more dominant during the discussion overtaking the focus group. Another risk includes participants being unable to express their true perspectives and answers to the questions being asked due to them not wanting to disagree with the others in the group.

**Benefits to the Participants:**

Some potential benefits of participating in the focus groups include gaining informative insights from other participants, which may allow the other participants to learn from those perspectives. The participants may feel satisfied knowing that their contribution might provide us with the knowledge and information needed to develop the mental health survey for their students.

**Record Keeping and Confidentiality:**

Records of your participation in this study will be confidential as permitted by law. However, the study investigators, the sponsor, or its designee, and, under certain circumstances, the Worcester Polytechnic Institute Institutional Review Board (WPI IRB) will be able to inspect and have access to confidential data that identify you by name. Any publication or presentation of the data will not identify you by name. One facilitator and recorder will take notes during the focus groups. We will not keep any video or audio recordings during this focus group session.

**Compensation or treatment in the event of injury:**

There will be no compensation for participating in the focus groups. By signing this statement, you do not relinquish your legal rights.

**For more information about this research or the rights of research participants, or in case of research-related injury:**

You can contact any member of the YBH team at [sehoffler@wpi.edu](mailto:sehoffler@wpi.edu), [elmclean@wpi.edu](mailto:elmclean@wpi.edu), [mrlaurens@wpi.edu](mailto:mrlaurens@wpi.edu), [mastjean@wpi.edu](mailto:mastjean@wpi.edu). You may also contact the IRB Manager (Ruth McKeogh, Tel. 508 831- 6699, Email: [irb@wpi.edu](mailto:irb@wpi.edu) ) and the Human Protection Administrator (Gabriel Johnson, Tel. 508-831-4989, Email: [gjohnson@wpi.edu](mailto:gjohnson@wpi.edu)).

**Your participation in this research is voluntary.**

Your refusal to participate will not result in any penalty to you or any loss of benefits to which you may otherwise be entitled. You may decide to stop participating in the research at any time without liability or loss of other benefits. The project investigators retain the right to cancel or postpone the experimental procedures whenever they see fit.

**By signing below,**

You acknowledge that you have been informed about and consent to be a participant in the study described above. Make sure that your questions are answered to your satisfaction before signing. You are entitled to retain a copy of this consent agreement.



\_\_\_\_\_

Date: \_\_\_\_\_

Study Participant Signature

\_\_\_\_\_

Study Participant Name (Please Print)

\_\_\_\_\_

Signature of person who explained this study

Date: \_\_\_\_\_

## Appendix H: Informed Consent for In-depth Interviews

Appendix G contains an informed consent form for in-depth interviews. All participants were given this form before the interview.

### **Informed Consent Agreement for Participation in a Research Study**

**Investigator:** Mary Laurens, Simeon Hoffler Jr, Elisia McLean, Myles St.Jean

**Contact Information:** [mrlaurens@wpi.edu](mailto:mrlaurens@wpi.edu), [sehoffler@wpi.edu](mailto:sehoffler@wpi.edu), [elmclean@wpi.edu](mailto:elmclean@wpi.edu), [mastjean@wpi.edu](mailto:mastjean@wpi.edu)

**Title of Research Study:** Mental Health of Youth Community

**Sponsor:** Health and Human Service Department of Nantucket

### **Introduction:**

You are being asked to participate in a research study. Before you agree, however, you must be fully informed about the purpose of the study, the procedures to be followed, and any benefits, risks, or discomfort you may experience as a result of your participation. This form presents information about the study so that you may make a fully informed decision regarding participation.

### **Purpose of the Study:**

The purpose of the study is to collect data for our sponsor, the Health and Human Service Department of Nantucket. The data collected will be on the mental health of middle and high school youth students for both public and private schools. Most of the data will come from an online survey that we will develop and give to HHS, which they will administer to the schools.

### **Procedures to be followed:**

We will conduct in-depth interviews in an accessible, comfortable space that provides privacy for the facilitator and recorder, but most importantly, the parents and counselors of the middle and high schools. The parents will be contacted through the Parent-Teacher Association of the schools, along with the principal, who will recruit counselors for the interviews. We will schedule 45-60 minute interviews with the participants, including 4 to 6 parents and two counselors from the public schools and 2 to 4 parents and one counselor from the private school. **to**

### **Study Participants:**

While there may not be physical risks to participating in the in-depth interview, some of the questions, especially ones covering sensitive topics, can be distressing for the participants, especially if asked to discuss sensitive issues. If we do not ensure the participant's identity and statements during the interview are confidential, they may feel reluctant to share genuine experiences and honest opinions.

**Benefits to the Participants:**

Some potential benefits of participating in the in-depth interview include providing information that can be used to help their child if they are experiencing the mental health issues that we are attempting to identify. Detailed information: In-depth interviews can provide detailed information about a person's thoughts, experiences, and perspectives. Participating in the interview will allow the participant to express their feelings and opinions on the topic of discussion, as whatever is said will be kept confidential, and it is a safe space.

**Record Keeping and Confidentiality:**

Records of your participation in this study will be confidential as permitted by law. However, the study investigators, the sponsor, or its designee, and, under certain circumstances, the Worcester Polytechnic Institute Institutional Review Board (WPI IRB) will be able to inspect and have access to confidential data that identify you by name. Any publication or presentation of the data will not identify you by name. There will be one facilitator and one recorder taking notes during the interviews. We will not keep any video or audio recordings during the interview.

**Compensation or treatment in the event of injury:**

There will be no compensation for participating in the interviews. By signing this statement, you do not relinquish your legal rights.

**For more information about this research or the rights of research participants, or in case of research-related injury:**

You can contact any member of the YBH team at [sehoffler@wpi.edu](mailto:sehoffler@wpi.edu), [elmclean@wpi.edu](mailto:elmclean@wpi.edu), [mrlaurens@wpi.edu](mailto:mrlaurens@wpi.edu), [mastjean@wpi.edu](mailto:mastjean@wpi.edu). You may also contact the IRB Manager (Ruth McKeogh, Tel. 508 831- 6699, Email: [irb@wpi.edu](mailto:irb@wpi.edu) ) and the Human Protection Administrator (Gabriel Johnson, Tel. 508-831-4989, Email: [gjohnson@wpi.edu](mailto:gjohnson@wpi.edu)).

**Your participation in this research is voluntary.**

Your refusal to participate will not result in any penalty to you or any loss of benefits to which you may otherwise be entitled. You may decide to stop participating in the research at any time without liability or loss of other benefits. The project investigators retain the right to cancel or postpone the experimental procedures whenever they see fit.

**By signing below,**

You acknowledge that you have been informed about and consent to be a participant in the study described above. Make sure that your questions are answered to your satisfaction before signing. You are entitled to retain a copy of this consent agreement.

\_\_\_\_\_

Date: \_\_\_\_\_

Study Participant Signature

\_\_\_\_\_

Study Participant Name (Please Print)

\_\_\_\_\_

Signature of person who explained this study

Date: \_\_\_\_\_