

Assessment of Youth Risk and Protective Factors and Behaviors for Anchorage Youth: An Update to “Growing Up Anchorage”

June 4, 2020

Prepared for:

Anchorage Youth Development Coalition, a program of Center for Safe Alaskans
Ciara Johnson, Program Director
4241 B St #100, Anchorage, AK 99503
Phone: 907.562.4186
Email: ciara@safealaskans.org
Web: <https://safealaskans.org/aydc>

Prepared by:



Esther Hammerschlag, Senior Consultant
Angela Larson, President and Principal Consultant
MaKaela Dickerson, Program Development and Evaluation Assistant
Po Box 83418, Fairbanks, AK 99708
Phone 907.452.4365
Email: ehammerschlag@goldstreamgroup.com
Web: <https://www.goldstreamgroup.com>

Acknowledgements

This resource was created with funding received by the Center for Safe Alaskans from the Alaska Division of Behavioral Health, Comprehensive Behavioral Health Prevention and Early Intervention (CBHPEI) grant program.

Executive Summary

To guide the continued efforts and activities of the Center for Safe Alaskans and its Anchorage Youth Development Coalition, this assessment is intended to serve as an update to the 2015 assessment “Growing Up Anchorage,” with a particular focus placed on risk and protective factors among Anchorage youth and the correlations of these risk and protective factors with risk behaviors. The assessment was designed with the following questions in mind:

1. What is the current status of the identified risk and protective factors and risk behaviors among Anchorage youth?
2. Are there trends in risk and protective factors and risk behaviors among Anchorage youth, and which trends are most significant?
3. What correlations currently exist between risk and protective factors and risk behaviors among Anchorage youth, and what are the most significant correlations?

To answer these questions, we analyzed Youth Risk Behavior Survey (YRBS) data for the Anchorage School District; School Climate and Connectedness Survey (SCCS) data for Anchorage School District students in grades 6 through 12; and attendance, enrollment, and graduation rates for the Anchorage School District (ASD). In addition to the analysis of individual indicators, data on risk and protective factors and risk behaviors from the 2017 Youth Risk Behavior Survey were cross tabulated to identify statistically significant correlations between risk and protective factors and risk behaviors.

Key trends that emerged in the analysis of individual indicators included the following:

- There was an overall decrease in alcohol consumption and tobacco use among Anchorage high school students from 2009 to 2017. Drinking levels were highest among White students, as well as among upper grade levels.
- There were no clear patterns for marijuana or other drug use over time, with use rates either remaining relatively stable or fluctuating only slightly. A higher percentage of males than females, and Alaska Native students than White students, reported using marijuana and other drugs.
- From 2009 to 2017, there was an increase in the percentage of ASD high school students who felt sad or hopeless, as well as an increase in the percentage of high school students who reported seriously considering suicide or making a plan for how they would attempt suicide. However, there was only a slight increase in the number of students who reported attempting suicide in the past year.

- There was a very slight decrease both in the percentage of Anchorage high school students who feel like they matter to people in their community, and students who disagree that they feel alone in their life, from 2009 to 2017.
- The number of students who reported being bullied on school property or electronically bullied remained relatively stable from 2009 to 2017, with a higher number of females than males experiencing being bullied. While a higher percentage of traditional high school students report being bullied, a higher percentage of alternative high school students report being electronically bullied.
- The percentage of students who feel their teachers really care and give them a lot of encouragement increased slightly from 2009 to 2017, while the percentage of students who feel their school has clear rules and consequences remained relatively stable.
- There was a slight increase in the percentage of Anchorage high school students who reported they feel comfortable seeking help from three or more adults from 2009 to 2017, while the percentage of students who had at least one parent who asked them about school nearly every day remained relatively stable.
- In general, alternative high school students showed much higher rates of alcohol and drug use than traditional high school students.
- In all three cases of a) perceived risk of alcohol and drug use, b) friend perception of alcohol and drug use, and c) parent perception of alcohol and drug use, there was a lower perception of risk from marijuana use than from alcohol use or other drug use.
- While the number of ASD high school students who reported being in a physical fight decreased from 2009 to 2017, the number who reported carrying a weapon such as a gun, knife, or club on school property increased slightly.
- There were no clear changes in the incidence of dating violence from 2013¹ to 2017. More females than males, and a higher percentage of alternative than traditional high school students, experienced dating violence.
- The percentage of students who reported missing school because they felt unsafe rose slightly from 2009 to 2017.
- The percentage of students who reported participating in organized activities, volunteered at school in the community, and were physically active all remained relatively stable from 2009 to 2017.

¹ 2013 was the first year data on dating violence was collected as part of the Alaska Youth Risk Behavior Survey.

Risk and Protective Factors

While trends in risk behaviors and risk and protective factors provide a snapshot of the current status of Anchorage youth, it becomes much more meaningful to evaluate the impacts of risk and protective factors on student risk behaviors. YRBS data from 2017 for 16 risk and protective factors was cross tabulated with 11 risk behaviors, with all but 13 of the 176 possible combinations showing a statistically significant relationship. Surprisingly, two of the protective factors that were examined – physical activity, and participation in organized activities or volunteering – revealed a statistically significant *increase* in a number of risk behaviors.

Of the 16 risk and protective factors that were cross tabulated, ten showed a statistically significant correlation with reduction in all 11 risk behaviors.² Some of these correlations were especially striking, including those with suicidal ideation or feelings of sadness and hopelessness. For example, youth who reported feeling alone in their life or who experienced physical dating violence were more than three times as likely to report that they seriously considered attempting suicide in the past year.

Parent perception of alcohol use and friend perception of alcohol use both had statistically significant correlations with all 11 of the risk factors examined, and not just those related to drug and alcohol use. This is demonstrative of the influence of social norms on youth risk behaviors and should be taken into account when planning any prevention efforts.

It is important to note that in some ways risk and protective factors are interchangeable with risk behaviors. For example, while being bullied is a risk factor, bullying itself can be considered a risk behavior. Similarly, where there is a statistically significant correlation between a risk behavior and a risk factor, reduction in a risk behavior could also lead to reduction in a risk factor. These relationships lend themselves to numerous ways of interpreting correlations of risk and protective factors with risk behaviors, and bring into play a variety of additional questions such as whether there are statistically significant relationships between multiple risk and protective factors and/or multiple risk behaviors. For example, a reduction in drug use may also reduce the number of students who miss school because they feel unsafe, just as improving student feelings of safety may impact an individual's likelihood to use drugs.

As the Center for Safe Alaskans and its Anchorage Youth Development Coalition continue to move forward with planning efforts, it may be informative to further explore some of these relationships as they specifically pertain to strategies chosen for implementation. This could serve Safe Alaskans in fine-tuning its implementation activities, as well as in measuring progress towards the coalition's goals and objectives over time. Regardless of the strategic direction chosen by Safe Alaskans and the coalition, it is clear that a targeted

² Cross-tabulations with a Pearson Chi-Square Value <.001 were considered to be statistically significant for the purpose of this assessment.

focus on increasing protective factors and reducing risk factors has a very strong likelihood to reduce risk behaviors among Anchorage youth.

Table of Contents

| | |
|--|----|
| Acknowledgements | 2 |
| Executive Summary | 3 |
| Introduction | 9 |
| Methodology..... | 10 |
| Anchorage Youth Population | 14 |
| Trends in Risk Behaviors | 17 |
| Drug and Alcohol Use | 17 |
| Alcohol Consumption..... | 18 |
| Marijuana Use..... | 19 |
| Vaping..... | 20 |
| 30-DayTobacco Use..... | 20 |
| Other Drug Use | 21 |
| Suicide | 22 |
| Feeling Sad or Hopeless..... | 23 |
| Violence-Related Behaviors | 24 |
| Trends in Risk and Protective Factors..... | 26 |
| Bullying | 26 |
| Dating Violence | 28 |
| Felt Unsafe | 28 |
| Perceived Risk from Alcohol and Drug Use | 29 |
| Parent Perception of Alcohol and Drug Use..... | 30 |
| Friend Perception of Alcohol and Drug Use | 31 |
| Feeling Alone | 32 |
| Youth Mattering | 33 |
| School Climate | 34 |
| Teachers Care..... | 34 |
| School has Clear Rules and Consequences | 34 |
| Physical Activity | 36 |
| Volunteering and Participation in Organized Activities | 36 |
| Help from Adults..... | 37 |

| | |
|--|-----|
| Asking for Help (Suicide) | 39 |
| Parent Involvement in School..... | 39 |
| Social Emotional Learning | 41 |
| Where Students Sleep..... | 42 |
| Correlation of Risk and Protective Factors with Risk Behaviors..... | 45 |
| Youth Mattering | 47 |
| Youth Who Feel Alone in their Life..... | 48 |
| Teachers Care and Give Encouragement..... | 49 |
| Clear Rules and Consequences at School..... | 50 |
| Comfortable Seeking Help from Adults..... | 51 |
| Parent Involvement | 52 |
| Perceived Risk of Alcohol Use..... | 52 |
| Perceived Risk of Alcohol Use by Friends | 53 |
| Parent Perception of Alcohol Use | 54 |
| Bullying..... | 55 |
| Electronic Bullying | 56 |
| Dating Violence..... | 58 |
| Felt Unsafe at School..... | 59 |
| Where Students Sleep..... | 60 |
| Participation in Organized Activities and Volunteering | 61 |
| Physical Activity | 62 |
| Summary of Impacts of Risk and Protective Factors on Risk Behaviors | 63 |
| Discussion..... | 66 |
| Risk and Protective Factors..... | 67 |
| Appendix A: Tables of Risk Behaviors | 69 |
| Appendix B: Tables of Risk and Protective Factors..... | 109 |
| Appendix C: Tables of Cross Tabulations | 156 |
| Appendix D: Complete Table of P-Values for Cross Tabulations of Risk and Protective Factors with Risk Behaviors | 239 |
| Appendix E: 2017 Alaska Youth Risk Behavior Survey..... | 240 |
| Appendix F: 2019 School Climate and Connectedness Survey Anchorage Grades 6-12 Student Survey | 258 |

Introduction

To guide the continued efforts and activities of the Center for Safe Alaskans and the Anchorage Youth Development Coalition, this assessment was designed to serve as an update to the 2015 assessment “Growing Up Anchorage,” with a particular focus placed on risk and protective factors among Anchorage youth and the correlations of these risk and protective factors with risk behaviors. The assessment was designed with the following questions in mind:

1. What is the current status of the identified risk and protective factors and risk behaviors among Anchorage youth?
2. Are there trends in risk and protective factors and risk behaviors among Anchorage youth, and which trends are most significant?
3. What correlations currently exist between risk and protective factors and risk behaviors among Anchorage youth, and what are the most significant correlations?

To answer these questions, we examined Youth Risk Behavior Survey (YRBS) data for the Anchorage School District provided by Alaska Department of Health and Social Services Division of Public Health; School Climate and Connectedness Survey (SCCS) data for 2019 for students in grades 6 through 12 provided by the Anchorage School District; and statistics related to attendance, enrollment, and graduation rates for the Anchorage School District provided by the Alaska Department of Education and Early Development (ADEED).

Key risk and protective indicators that were identified by the Center for Safe Alaskans were examined individually to identify the current status of risk and protective factors and behaviors for students in the Anchorage School District, as well as any meaningful trends over time. In addition, key risk and protective factors were cross tabulated with risk behaviors using 2017 YRBS data to identify any statistically significant correlations between risk and protective factors and behaviors. The remainder of this report is organized into the following sections:

1. Methodology
2. Overview of Anchorage’s Youth Population
3. Trends in Risk Behaviors
4. Trends in Risk and Protective Factors
5. Correlations between Risk and Protective Factors and Risk Behaviors
6. Synthesis and Discussion
7. Appendices of Figures

Methodology

The assessment relied on the following secondary sources of data: Youth Risk Behavior Survey (YRBS) data for 2009 to 2017 provided by Alaska Department of Health and Social Services Division of Public Health³; School Climate and Connectedness Survey (SCCS) data for 2019 for students in grades 6 through 12 provided by the Anchorage School District⁴; and statistics related to attendance, enrollment, and graduation rates for the Anchorage School District provided by the Alaska Department of Education and Early Development (ADEED)⁵. In addition, the Municipality of Anchorage Health Department's 2019 Community Assessment of Substance Misuse⁶ was reviewed with particular attention to contextualizing community factors in Anchorage related to substance misuse that have the potential to impact a variety of risk and protective factors and behaviors among youth.

Youth Risk Behavior Survey

YRBS data for single indicators of risk and protective factors and risk behaviors for 2009-2017 was collected through Alaska's Indicator-based Information System for Public Health (AK-IBIS). (<http://ibis.dhss.alaska.gov/query/Introduction.html>) Data was gathered for all years available from 2009 to 2017 for the selected indicators and analyzed using Excel by school type, gender, race/ethnicity, and grade level to identify any significant trends.

In addition, raw 2017 YRBS data for the Anchorage School District was provided to the Goldstream Group by the State of Alaska to allow for cross tabulation of risk and protective factors with risk behaviors for the identification of statistically significant correlations between indicators. We conducted chi-square tests using SPSS to determine whether there is a statistically significant ($p < 0.001$) difference (i.e., a magnitude of difference that is unlikely to be due to chance alone) between the expected number and the observed number of youth who report participation in risk behaviors (i.e. alcohol use) by the presence or absence of reported risk and protective factors. We examined the following risk behaviors, protective factors, and risk factors:

³ Alaska Department of Health and Social Services, Division of Public Health, Section of Chronic Disease Prevention and Health Promotion

<http://dhss.alaska.gov/dph/Chronic/Pages/yrbs/default.aspx>

⁴ Anchorage School District, School Climate and Connectedness Survey, Student and Staff Survey results <https://www.asdk12.org/Page/4323>

⁵ Alaska Department of Education and Early Development, Data Center

<https://education.alaska.gov/data-center>

⁶ Municipality of Anchorage, Anchorage Health Department

<http://www.muni.org/Departments/health/SiteAssets/Pages/SubstanceMisuse/AHD%20Substance%20Misuse%20Community%20Assessment%20Online.pdf>

Table 1: Risk behaviors, protective factors, and risk factors included in chi-square tests

| Risk Behaviors | Protective Factors | Risk Factors |
|---|--|---|
| <ul style="list-style-type: none"> • Current alcohol use • Binge drinking • Current marijuana use • Seriously considered suicide • Feeling sad or hopeless • Carried a weapon on school property • In a physical fight on school property • Current vaping • Current prescription pain medicine use • Current heroin use • Current methamphetamine use | <ul style="list-style-type: none"> • Youth feel they matter • Teacher really care • Youth have at least 3 adults other than their parents from whom they feel comfortable seeking help • Youth participate on one or more days in organized activities or volunteer one or more hours per week • Parents talk to youth about school almost every day • School has clear rules and consequences • Perceived risk of alcohol • Parent perception of alcohol • Friend perception of alcohol • Physical activity on 5 or more days per week • Youth usually sleep in the home of their parent or guardian | <ul style="list-style-type: none"> • Youth feel alone in their life • Youth were electronically bullied • Youth were bullied on school property • Youth were physically hurt on purpose by someone they were dating • Youth missed school because they felt unsafe |

The state of Alaska, following CDC methodology for analyzing YRBS data, transforms question responses into categorical data. For example, the question “Do you agree or disagree that you feel alone in your life?” was coded as described in Table 2 below. In this example, we used the categorical variable of the percentage of students who agreed or strongly agreed to the question.

Table 2: Categorical responses for: Do you agree or disagree that you feel alone in your life?

| Categorical Variables | Variable | Categorical Code |
|--|----------|------------------|
| Percentage of students who strongly agree that they feel alone in their life | V097R1 | Present/Absent |
| Percentage of students who agree or strongly agree that they feel alone in their life | V097R2 | Present/Absent |
| Percentage of students who strongly disagree that they feel alone in their life | V097P1 | Present/Absent |
| Percentage of students who disagree or strongly disagree that they feel alone in their life | V097P2 | Present/Absent |

Risk behaviors were coded as either present or absent. For example, for our analysis of the question “During the Past 30 days, on how many days did you have at least one drink of alcohol?” we used the categorical variable that indicated that youth had exhibited the behavior.

Table 3: Categorical responses for: During the past 30 days, on how many days did you have at least one drink of alcohol?

| Categorical Variables | Variable | Categorical Code |
|---|----------|------------------|
| Percentage of students who did not have at least one drink of alcohol on at least one of the past 30 days (current alcohol use) | V041P | Present/Absent |
| Percentage of students who had at least one drink of alcohol on at least one of the past 30 days (current alcohol use) | V041R | Present/Absent |

All analyses and reporting of YRBS data strictly adhered to Alaska Department of Health and Social Services data suppression rules.⁷

School Climate and Connectedness Survey

Data for the 2019 School Climate and Connectedness Survey was collected from the Anchorage School District's Climate and Connectedness Survey Dashboard.

(<https://www.asdk12.org/Page/4323>) There are a total of 12 constructs in the SCCS for students in grades 6 to 12. Percentages of favorable student responses were reviewed for each construct in its entirety, as well as for indicators within each construct relevant to the purpose of this assessment using Excel. Where indicated, indicators were also reviewed to identify any trends in demographics, grade level, academic achievement, and/or school attendance.

Alaska Department of Education and Early Development

Data on attendance rates, graduation rates, and dropout rates for students in Anchorage School District for 2009 to 2019 was collected through the Alaska Department of Education and Early Development. (<https://education.alaska.gov/data-center>) Data was analyzed using Excel to identify any meaningful trends.

⁷ Alaska Department of Health and Social Services data suppression rules restrict reporting of YRBS data to data with a numerator no smaller than 5 student responses and a denominator no smaller than 100 student responses.

http://dhss.alaska.gov/dph/InfoCenter/Documents/ibis/Data_Suppression_Guidelines-for-IBIS.pdf

Anchorage Youth Population

According to American Community Survey (ACS) 5-Year Estimates for 2013 to 2017, there are 73,861 individuals under the age of 18 in the Municipality of Anchorage, or 24.8% of the municipality's total population. Approximately one-third of this population (32.6%) is between the ages of 12 and 17. Slightly more than two-thirds of Anchorage children and youth (69.4%) live in married-couple family households, while 29.6% live in family households with one parent. Just over half (51.1%) are White, 10.3% are Asian, 8.8% are Alaska Native, 5.7% are Black or African American, and 3.6% are Native Hawaiian or Other Pacific Islander. Slightly more than one in ten children (11.5%) live in households with income in the past 12 months that was below poverty level.⁸

The Anchorage School District (ASD) encompasses nearly 2,000 square miles and is ranked 100th in size among U.S. School Districts. Serving the communities of Anchorage, Girdwood, Chugiak, and Eagle River, ASD student enrollment as of October 2019 was 48,488 students. The school district's population is extremely diverse, with minority students making up over 50% of the population and 110 different languages spoken in the homes of ASD families.⁹

School attendance rates in Anchorage School District were relatively stable from 2009 to 2019, with a low of 92.2% in the 2009-2010 school year and a high of 93.9% in the 2013-2014 school year. Attendance rates were slightly lower for students who were economically disadvantaged. Although any differences in attendance rates between races was less than a few percentage points, in all years 2009 to 2019 attendance rates were highest for White students and lowest for Alaska Native students. There was not a notable difference in attendance rates between males and females.¹⁰

Student dropout rates for 2009 to 2019, calculated as percentage of the total number of students in grades 7-12 who dropout by the October 1 enrollment count, fluctuated slightly with a low of 2.7% in the 2018-2019 school year to a high of 4.6% in the 2011-2012 school year. Dropout rates were slightly higher for males than females in all years, and were highest among Alaska Native students and lowest among White students in all years.

The four-year adjusted cohort graduation rate for all ASD students rose from 72.3% in 2010-2011 to 84.1% in 2018-2019. Graduation rates were higher for females than males in all years. In all years graduation rates were highest among White students (range of 79.1% in 2010-2011 to 89.3% in 2018-2019), and lowest among Alaska Native students (range of

⁸ United States Census Bureau. Retrieved March 30, 2020 from https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml

⁹ Anchorage School District. Retrieved March 30, 2020 from <https://www.asdk12.org/aboutasd/>

¹⁰ Alaska Department of Education and Early Development. Retrieved March 30, 2020 from <https://education.alaska.gov/data-center>

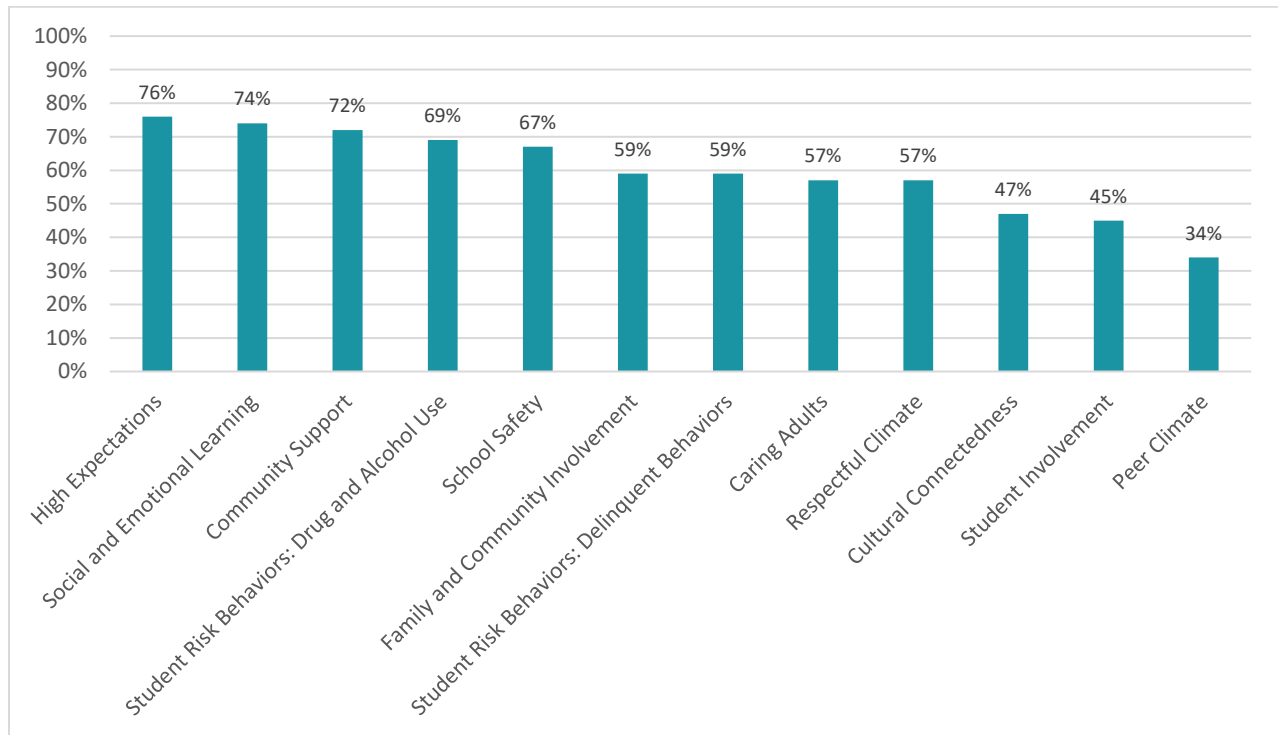
42.0% in 2011-2012 to 63.6% in 2017-2018). At the end of the 2018-2019 school year, 50.0% of all graduates from Anchorage School District enrolled in postsecondary education in the academic year following graduation.

The School Climate and Connectedness Survey (SCCS), administered by the Association of Alaska School Boards, measures factors of school climate and relationships in 12 different constructs for students in grades 6 through 12. A total of 16,869 middle school and high school students from Anchorage School District completed the SCCS in 2019.

- Constructs receiving the highest percentage of favorable responses from middle and high school students included High Expectations (student perceptions of their own academic expectations and those of adults in their school and community); Social and Emotional Learning (how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making); and Community Support (the extent to which students are involved in their communities and that they feel supported by their communities).
- Constructs receiving the lowest percentage of favorable responses from middle and high school students included Cultural Connectedness (perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity); Student Involvement (student and staff perceptions of student participation in school governance); and Peer Climate (student perceptions of how respectful and helpful students are to one another).

For all 12 constructs, the percentage of students with favorable responses correlated with academic achievement – *students with better grades generally gave a higher number of favorable responses in each construct*. In addition, the percentage of students with favorable responses correlated with attendance in all 12 constructs. For the most part, the percentage of favorable responses for each construct was *highest for students who never missed school without permission in the past year*, and was *lowest for students who missed school without permission once a month or more in the past year*.

Figure 1: Percentage of favorable responses among ASD students in grades 6-12 for all constructs in the 2019 School Climate and Connectedness Survey



Trends in Risk Behaviors

***Figures showing specific demographic breakdowns and trends for all risk behaviors can be found in Appendix A.**

Drug and Alcohol Use

School Climate and Connectedness Survey data show there was an overall increase in the number of Anchorage School District (ASD) students in grades 6 through 12 who reported seeing alcohol and/or drug use at school or school events from 2016 to 2019. For 2019, the amount of alcohol and drug use that was observed by students correlated with grade level, with a higher number of students in upper grades observing alcohol and drug use among their fellow students.

Figure 2: Comparison of favorable and unfavorable responses for the construct, “Student Risk Behaviors: Drug and Alcohol Use” for Anchorage School District students in grades 6-12 from 2016-2019 (School Climate and Connectedness Survey)

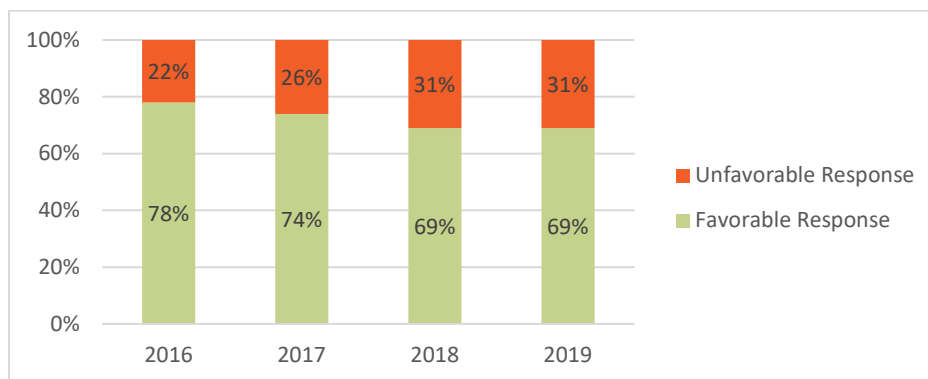
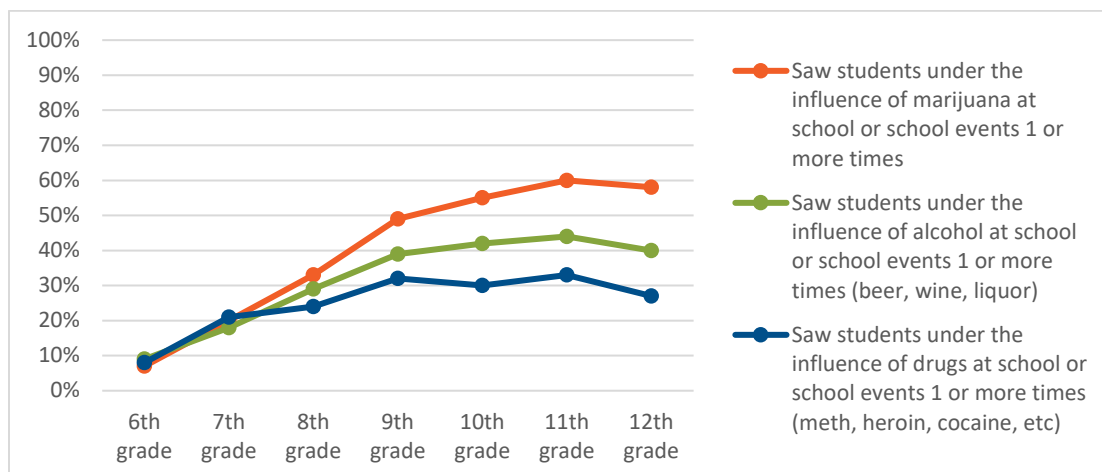


Figure 3: Percent of Anchorage School District students in grades 6-12 who reported seeing students under the influence of marijuana, alcohol, and other drugs at school or school events in the past 12 months (2019 School Climate and Connectedness Survey)



Alcohol Consumption

Overall, the rates of alcohol consumption for high school students in Anchorage School District decreased slightly from 2009 to 2017. For the most part, alcohol use was slightly higher among Anchorage School District students than it was statewide.

30-day Alcohol Use

The rate of 30-day alcohol use for all ASD high school students dropped from 35.3% in 2009 to 25.7% in 2017. For the most part, current alcohol use was higher for upper grade levels, White students, and alternative high school students. Current alcohol use was slightly higher among females than males for all years 2009 to 2017.

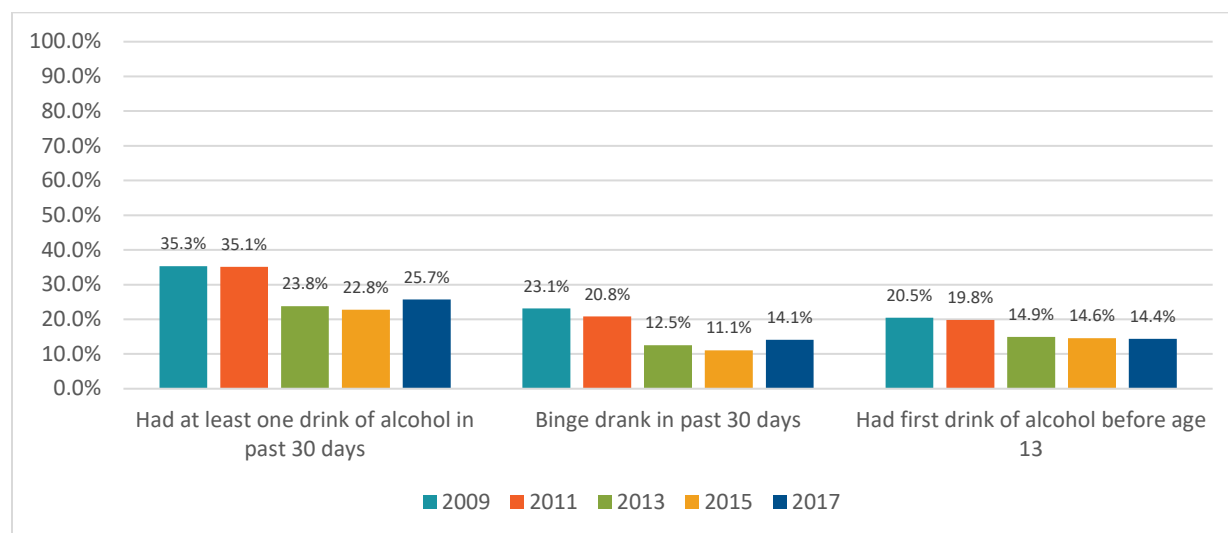
Binge Drinking

The rate of binge drinking for all ASD high school students dropped from 23.1% in 2009 to 14.1% in 2017.¹¹ For the most part, binge drinking rates were higher for upper grade levels, White students, and alternative high school students. There was no clear pattern of binge drinking between males and females.

First Drink of Alcohol before Age 13

The percentage of students who reported having their first drink of alcohol before the age of 13 dropped from 20.5% in 2009 to 14.4% in 2017. In all years except 2009, more males than females, and more Alaska Native students than White students, reported having their first drink of alcohol before the age of 13.

Figure 4: Alcohol use for all ASD high school students 2009-2017 (Youth Risk Behavior Survey)



¹¹ The wording for binge drinking changed in the 2017 YRBS survey to reflect 4 drinks or more in a row for females and 5 drinks or more in a row for males (previously was 5 drinks or more in a row for both males and females). This change in wording may in part account for the uptick in binge drinking on the 2017 YRBS survey.

Marijuana Use

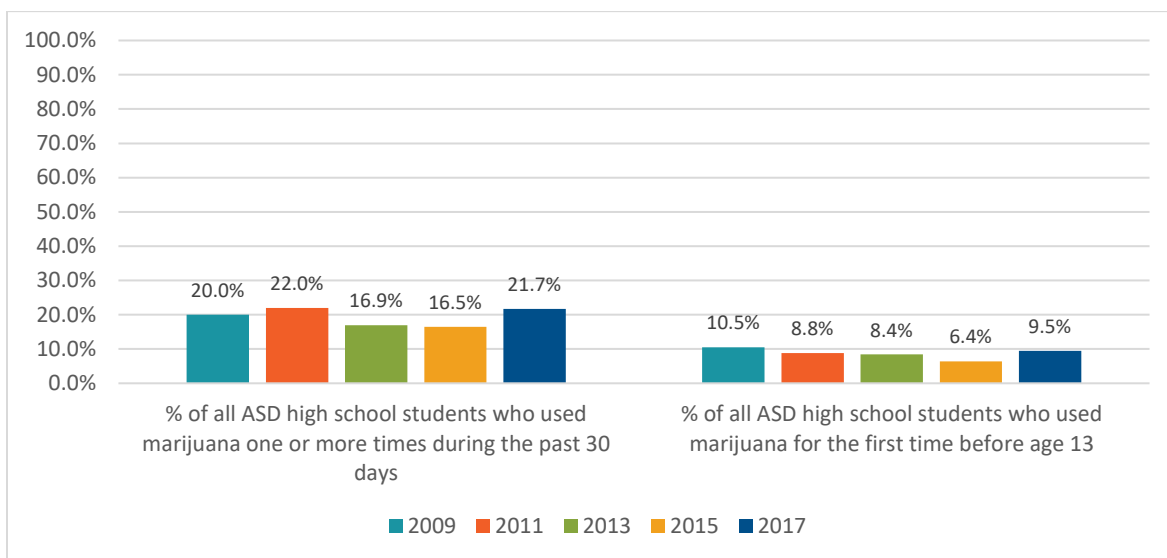
Current marijuana use (in the past 30 days) among all ASD high school students remained relatively stable from 2009 to 2017, ranging from a low of 16.5% in 2015 to a high of 22.0% in 2011.

- A slightly higher percentage of males than females reported using marijuana in the past 30 days in each year from 2009 to 2017.
- A consistently higher percentage of Alaska Native students reported using marijuana in the past 30 days than did White students for all years 2009 to 2017.
- While the percentage of traditional high school students in ASD that reported using marijuana in the past 30 days was slightly lower than the statewide rate in all years, the rate of marijuana use among alternative high school students was more than double that of traditional high school students in each year.

Consistent with patterns for current marijuana use, a relatively stable percentage of high school students reported using marijuana for the first time before the age of 13 from 2009 to 2017, ranging from a low of 6.4% in 2015 to a high of 10.5% in 2009.

- A higher percentage of Alaska Native students than White students reported first time marijuana use before the age of 13 in all years 2009 to 2017.
- In four of the five years, three times the number of alternative high school students than traditional high school students reported using marijuana before the age of 13.

Figure 5: Marijuana use for all ASD high school students 2009-2017 (Youth Risk Behavior Survey)

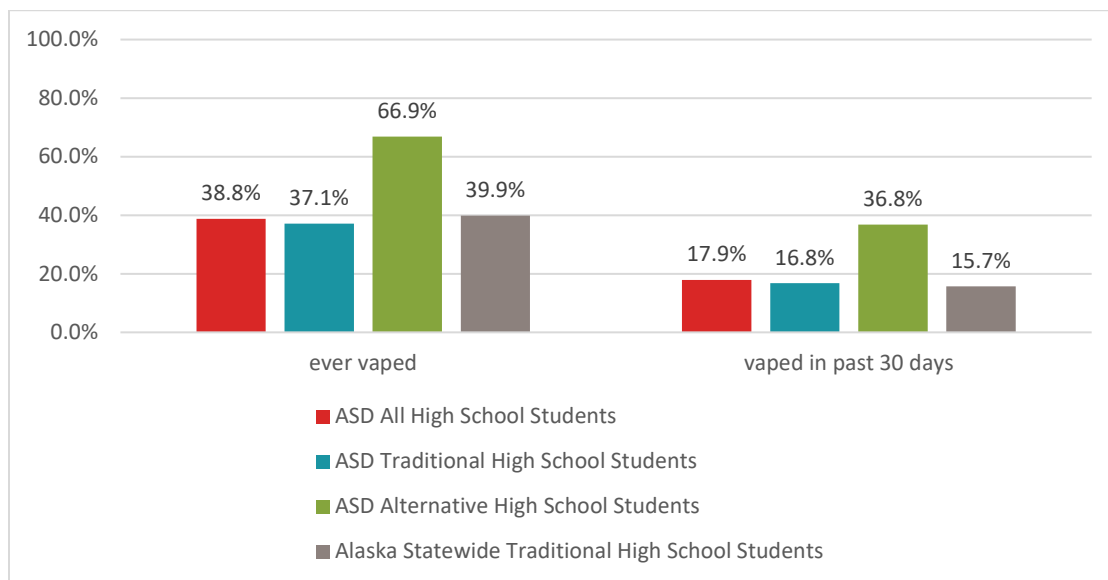


Vaping

More than one-third of all ASD high school students (38.8%) reported they had ever used electronic vapor products in 2017, and more than one in six (17.9%) reported doing so in the past 30 days. In both cases:

- A higher percentage of males than females reported vaping.
- A higher percentage of Alaska Native students than White students reported vaping.
- A higher percentage of students in upper grade levels than lower grade levels reported vaping.
- A higher percentage of alternative high school students than traditional high school students reported vaping.

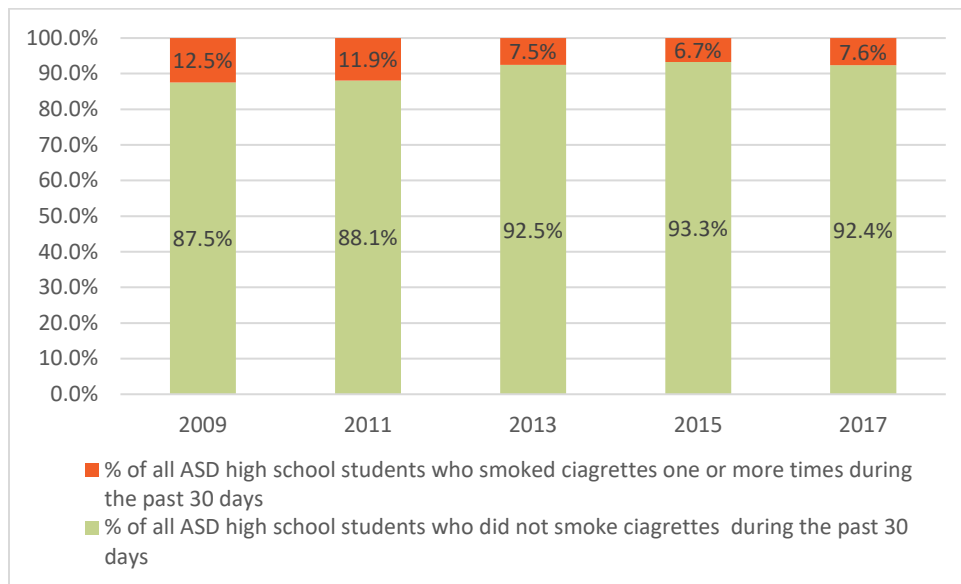
Figure 6: Lifetime and 30-day vaping for all ASD high school students in 2017 (Youth Risk Behavior Survey)



30-Day Tobacco Use

Overall, 30-day cigarette use among ASD high school students declined slightly from 12.5% of all high school students in 2009 to 7.6% of all high school students 2017. This was lower than statewide rates for traditional high school students. Current cigarette use was consistently higher among Alaska Native students than White students, and dramatically higher among alternative high school students compared to traditional high school students.

Figure 7: 30-day cigarette use among ASD high school students (Youth Risk Behavior Survey)

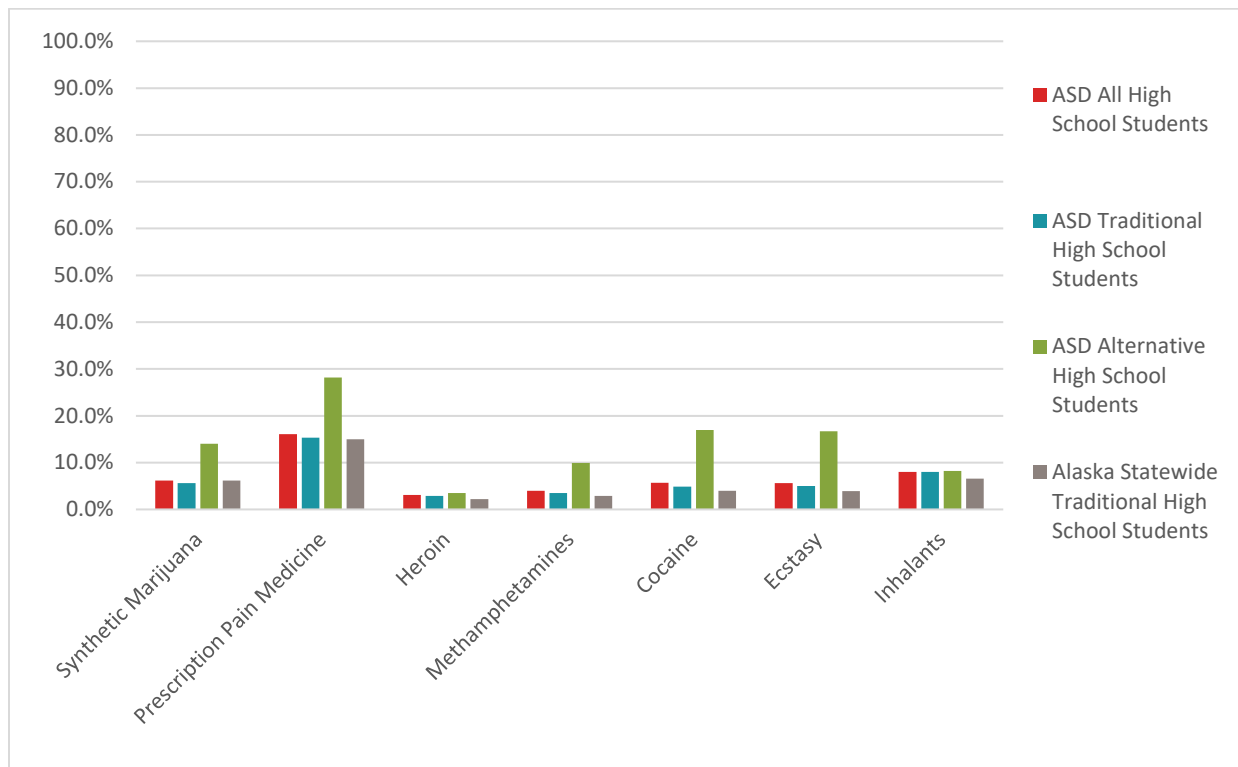


Other Drug Use

When looking at lifetime use of synthetic marijuana, prescription pain medicine, heroin, methamphetamines, cocaine, ecstasy, and inhalants, no clear trends emerged in rates of use from 2009 to 2017. When comparing self-reported lifetime use in 2017 for all ASD high school students:

- The highest percentage of students reported using prescription pain medicine other than as prescribed by a doctor (16.1%), followed by inhalants (8.0%) and synthetic marijuana (6.2%).
- A slightly higher percentage of ASD traditional high school students than traditional students statewide reported lifetime use for all drugs, with the exception of synthetic marijuana.
- A higher percentage of alternative high school students than traditional high school students in ASD reported lifetime use for all drugs.
- For all drugs, a higher percentage of males than females reported lifetime use.
- For all drugs, a higher percentage of Alaska Native students than White students reported lifetime use.

Figure 8: Lifetime drug use for high school students in 2017 (Youth Risk Behavior Survey)



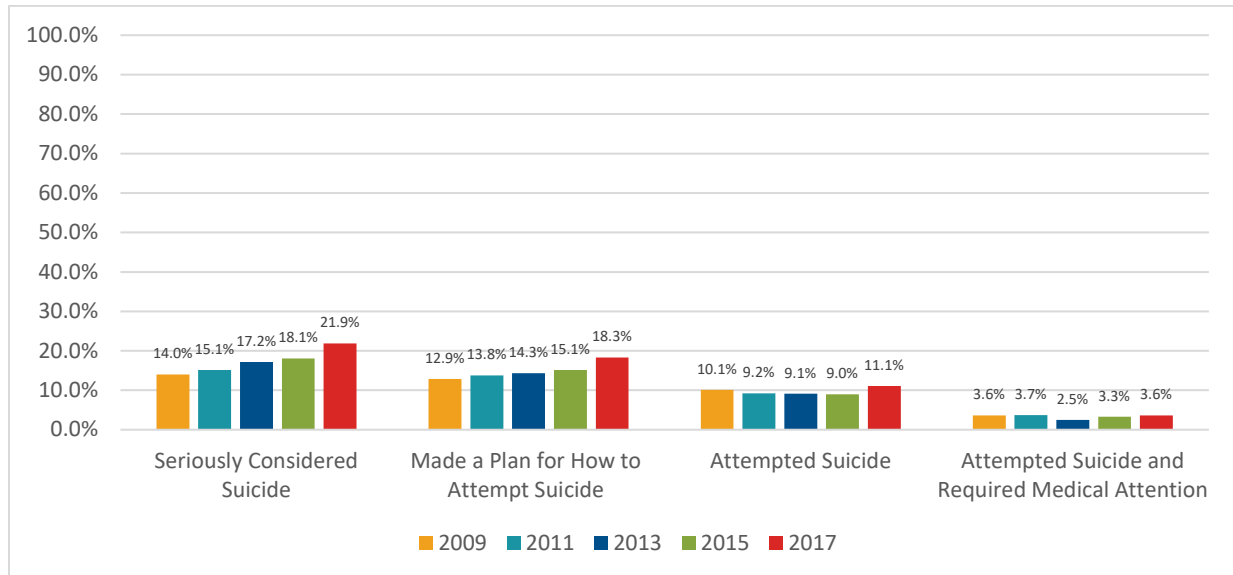
Suicide

The percentage of high school students in ASD who reported they seriously considered suicide in the past year increased from 14.0% in 2009 to 21.9% in 2017. Likewise, the percentage of students who made a plan for how they would attempt suicide increased from 12.9% in 2009 to 18.3% in 2017. However, the percentage of students who reported they actually attempted suicide in the past year rose only slightly from 10.1% in 2009 to 11.1% in 2017, and the percentage of students who attempted suicide resulting in the need for medical attention remained stable at 3.6%.

- A notably higher percentage of females than males reported seriously considering suicide or making a plan for how they would attempt suicide in all years 2009 to 2017.
- A consistently higher percentage of Alaska Native students than White students reported seriously considering suicide, making a plan for how they would attempt suicide, or that they attempted suicide in the past 12 months for all years 2009 to 2017.
- When examining suicidal thoughts by grade level, a higher percentage of 9th graders reported they seriously considered suicide in the past 12 months for all years 2009 to 2017. A higher percentage of students in 9th grade also reported they made a plan for

how they would attempt suicide, or that they had attempted suicide in the past year for all years except 2015.

Figure 9: Suicidal indicators for all ASD high school students 2009-2017 (Youth Risk Behavior Survey)

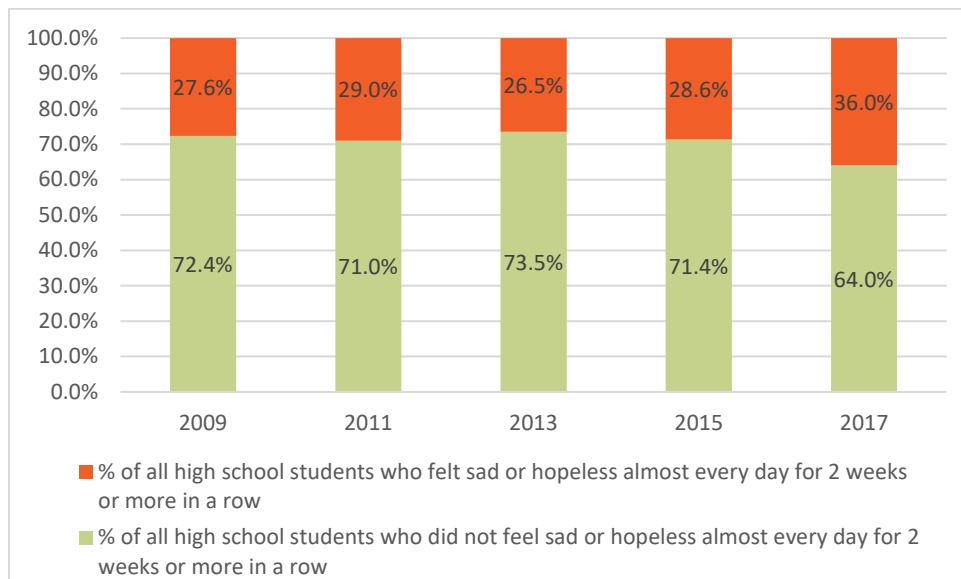


Feeling Sad or Hopeless

The percentage of ASD high school students who reported feeling so sad or hopeless almost every day for 2 weeks or more in a row during the past year that they stopped doing some usual activities increased from 27.6% in 2009 to 36.0% in 2017.

- In all years 2009 to 2017, the percentage of females who reported feeling sad or hopeless was significantly higher than for males.
- In all years 2009 to 2017, the percentage of Alaska Native students who reported feeling sad or hopeless was higher than for White students.
- While rates of feeling sad and hopeless were similar when comparing all ASD high school students to traditional high school students statewide, the percentage of alternative high school students who reported feeling sad or hopeless was higher in each year than it was for traditional high school students in ASD.

Figure 10: ASD high school students who reported feeling sad or hopeless almost every day for 2 weeks or more in a row during the past year 2009-2017 (Youth Risk Behavior Survey)

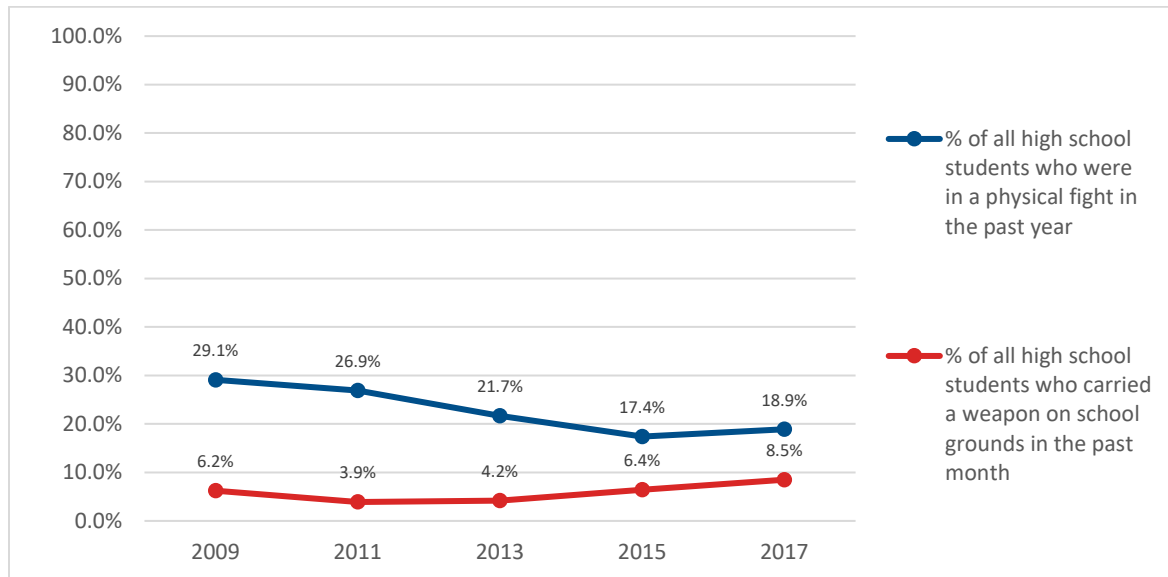


Violence-Related Behaviors

Overall, the percentage of all ASD high school students who were in a physical fight in the past year declined from 29.1% in 2009 to 18.9% in 2017. Conversely, the percentage of all ASD high school students who reported they carried a weapon on school grounds in the past 30 days increased slightly from 6.2% in 2009 to 8.5% in 2017.

- A higher percentage of males than females reported being in a physical fight in the past year, as well as reported carrying a weapon on school property in the past 30 days.
- For all years 2009 to 2017, a higher percentage of 9th grade students than other grade levels reported being in a physical fight in the past year.
- A notably higher percentage of alternative high school students than traditional high school students reported being in a physical fight in the past year for all years 2009 to 2017.

Figure 11: Violence-related behaviors for all ASD high school students 2009-2017 (Youth Risk Behavior Survey)



Trends in Risk and Protective Factors

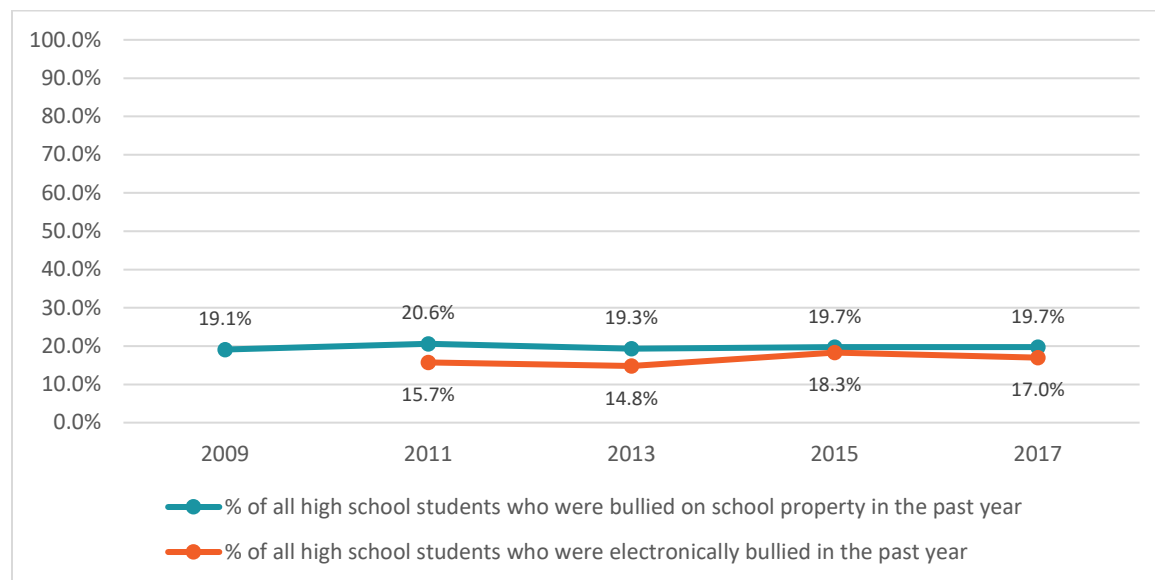
***Figures showing specific demographic breakdowns and trends for all risk and protective factors can be found in Appendix B.**

Bullying

There were no significant changes in the rates of bullying or electronic bullying among high school students in ASD from 2009-2017. However, the following trends were noted:

- There was a notably higher rate of females than males who experienced bullying on school property as well as electronic bullying in all years 2009 to 2017.
- While traditional high school students reported a higher rate of bullying on school property than alternative high school students in all years, alternative high school students reported a higher rate of electronic bullying than traditional high school students in all years.
- The highest rate of bullying among high school students was among 9th graders in all years 2009 to 2017.

Figure 12: Percentage of ASD high school students who reported they were bullied on school property or electronically bullied 2009-2017 (Youth Risk Behavior Survey)



Four questions within the Alaska School Climate and Connectedness Survey construct measuring Peer Climate (grades 6 through 12) directly pertain to bullying, and in 2019 the percentage of students who responded favorably to these questions ranged from 28% to 48%. Anywhere from 17% to 28% of students responded unfavorably to each of these four

questions. For each question, the percentage of favorable responses was highest among 6th grade students and 12th grade students.

Figure 13: Percentage of favorable and unfavorable responses for bullying-related questions for students in grades 6-12 (2019 School Climate and Connectedness Survey)

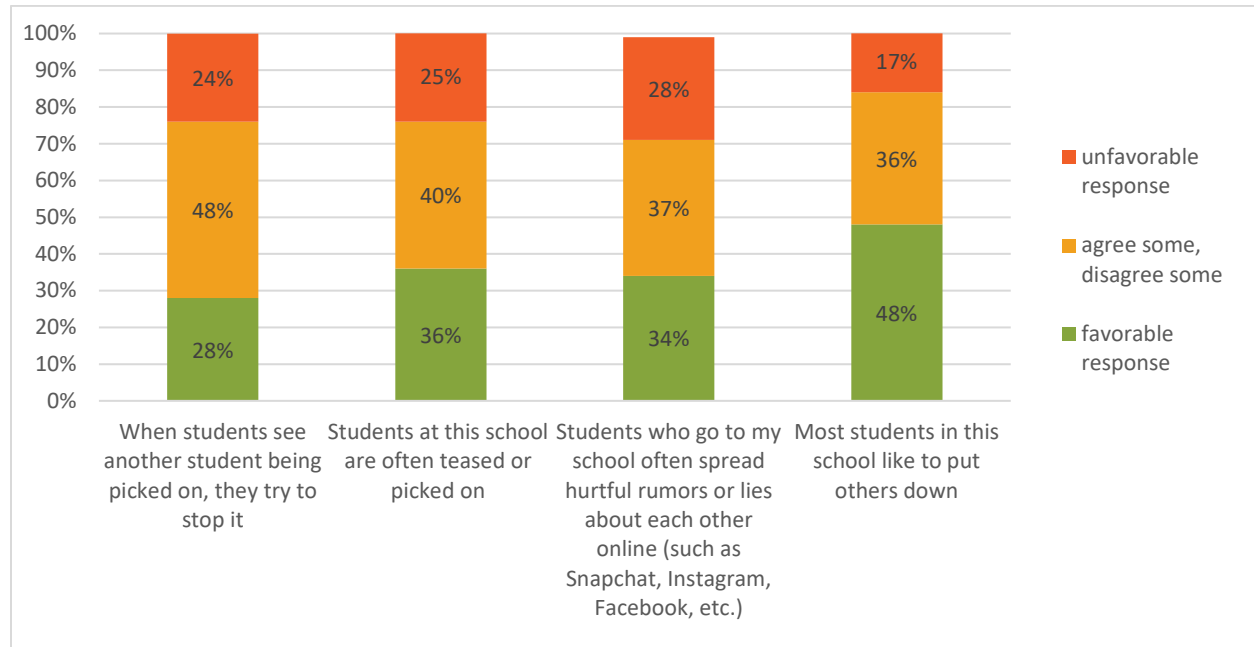
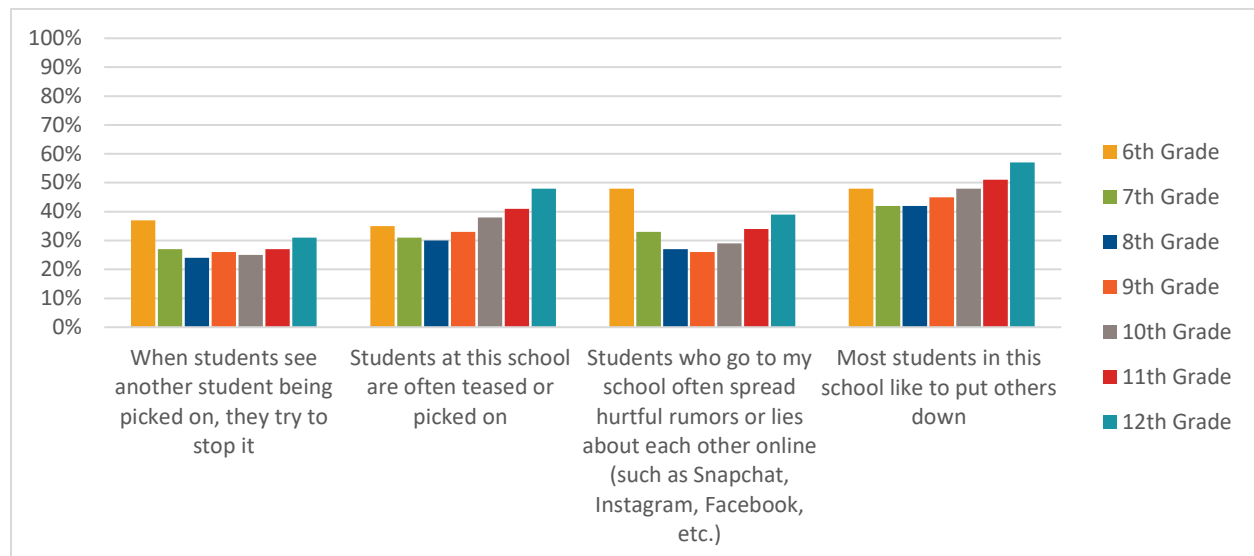


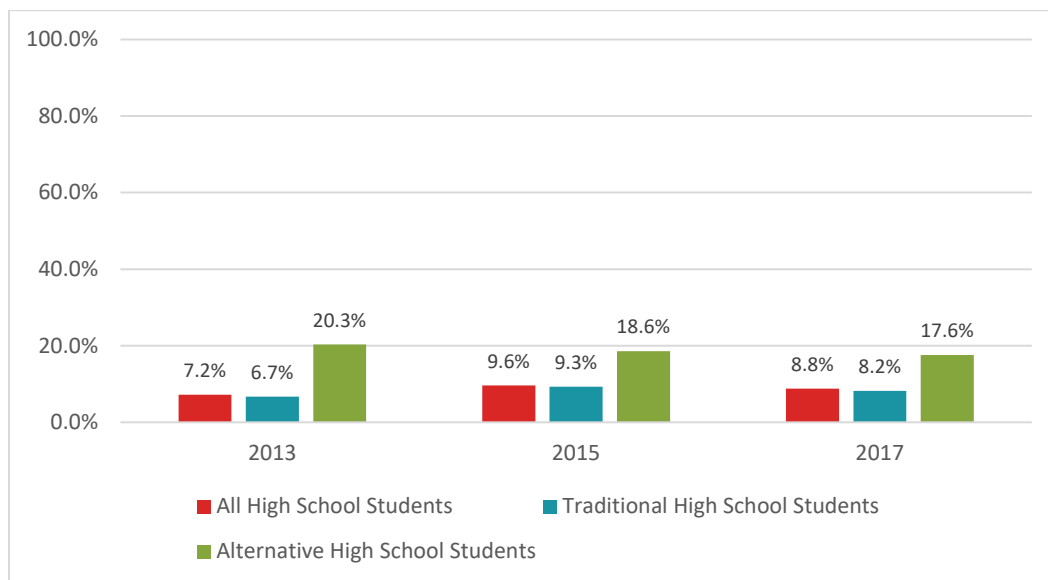
Figure 14: Percentage of favorable responses by grade level to bullying-related questions (2019 School Climate and Connectedness Survey)



Dating Violence

More than double the percentage of ASD alternative high school students were physically hurt one or more times by someone they were dating or going out with in the past 12 months than traditional high school students in 2017 (17.6% compared to 8.2%). In addition, a higher percentage of females than males reported experiencing physical dating violence in all three years this question was asked on the Youth Risk Behavior Survey 2013 to 2017.

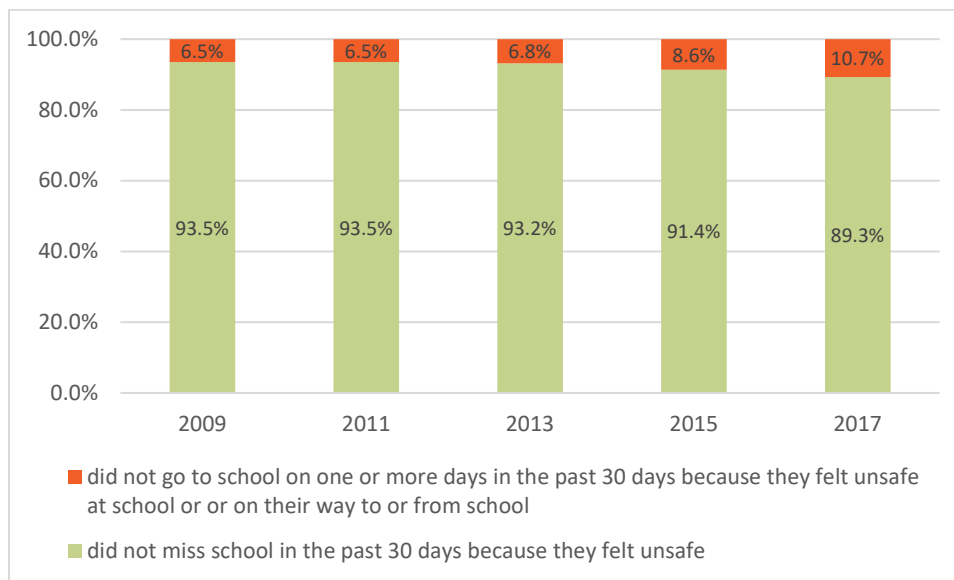
Figure 15: Percentage of ASD High school students who experienced physical dating violence in the past 12 months 2013-2017 (Youth Risk Behavior Survey)



Felt Unsafe

The percentage of ASD high school students who reported missing school on one or more days in the past 30 days because they felt unsafe rose slightly from 6.5% in 2011 to 10.7% in 2017. For each year from 2009 to 2017, a higher percentage of Alaska Native students than White students reported missing school in the past 30 days because they did not feel safe.

Figure 16: Percentage of all ASD high school students who reported missing school on one or more of the past 30 days because they felt unsafe at school or on their way to or from school 2009-2017 (Youth Risk Behavior Survey)

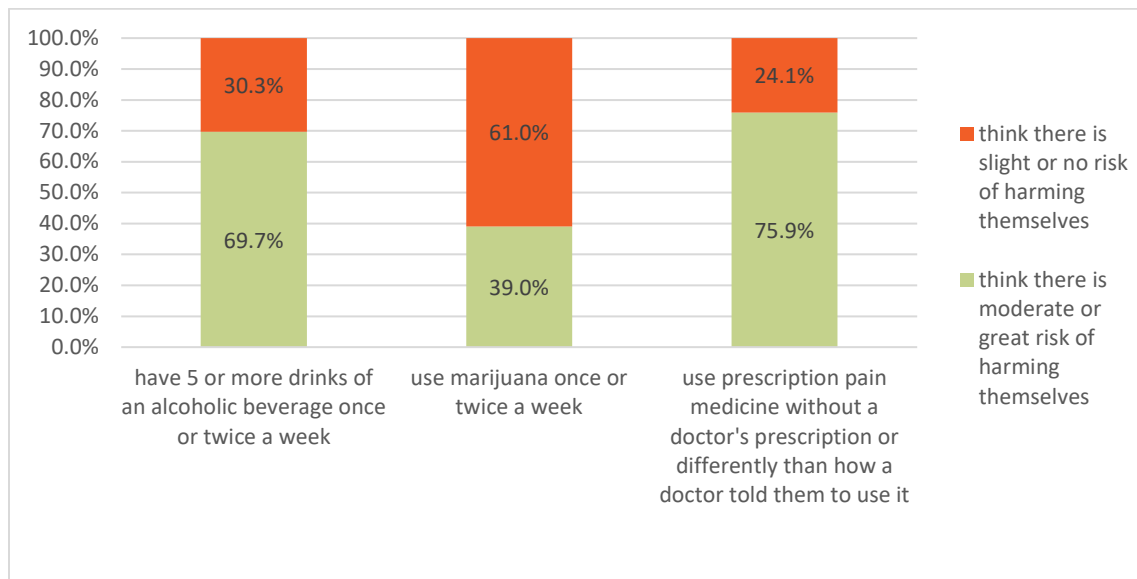


Perceived Risk from Alcohol and Drug Use

More than two-thirds (69.7%) of all ASD high school students in 2017 felt that there is a moderate or great risk of harming themselves if they binge drink once or twice a week, and just over three-quarters (75.9%) felt there is moderate or great risk of harming themselves if they use prescription pain medicine other than as prescribed by a doctor. However, only slightly more than one-third (39.0%) felt there is moderate or great risk of harming themselves if they use marijuana once or twice a week.

- In all three cases of alcohol, marijuana, and prescription pain medicine, a higher percentage of females than males felt there was a moderate or great risk of harm to themselves from use.
- In all three cases of alcohol, marijuana, and prescription pain medicine, a higher percentage of traditional high school students than alternative high school students felt there was a moderate or great risk of harm to themselves from use.

Figure 17: Perceived risk of harm from alcohol and drug use for all ASD high school students in 2017 (Youth Risk Behavior Survey)

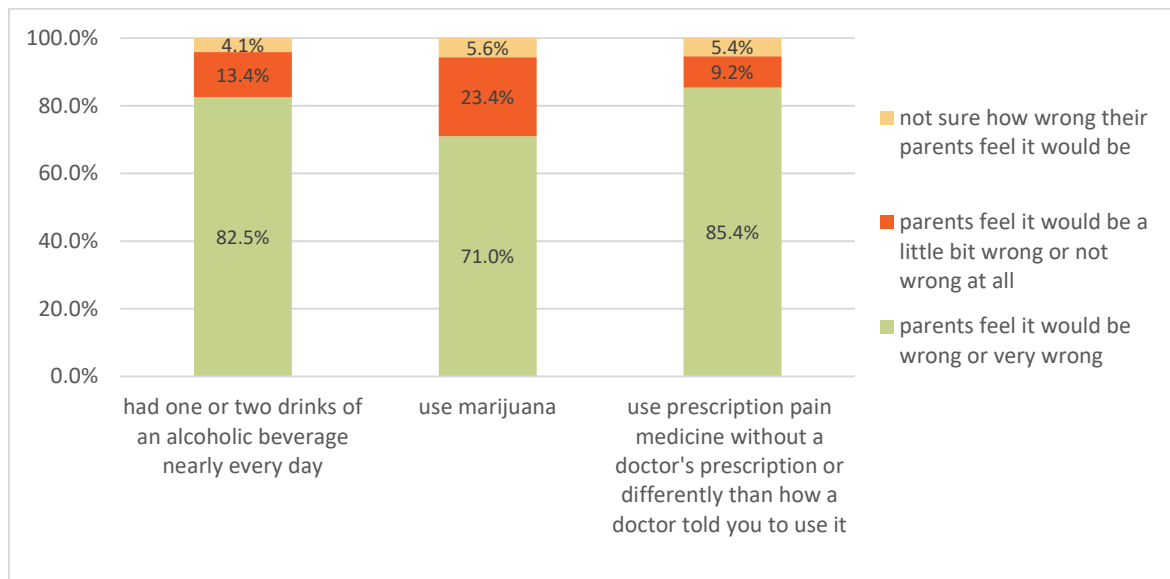


Parent Perception of Alcohol and Drug Use

Most ASD high school students in 2017 indicated that their parents feel it would be wrong or very wrong for them to drink alcohol nearly every day (82.5%), use marijuana (71.0%), or use prescription pain medicine other than as prescribed by a doctor (85.4%). However, nearly one-quarter of students (23.4%) indicated their parents feel it would be only a little bit wrong or not wrong at all for them to use marijuana.

- A higher percentage of females than males indicated their parents feel it would be wrong or very wrong for them to drink alcohol nearly every day, use marijuana, or use prescription pain medicine other than as prescribed by a doctor.
- A higher percentage of traditional high school students than alternative high school students indicated their parents feel it would be wrong or very wrong for them to binge drink, use marijuana, or use prescription pain medicine without a prescription or other than prescribed.

Figure 18: Parent perception of alcohol and drug use in 2017 for all ASD high school students (Youth Risk Behavior Survey)

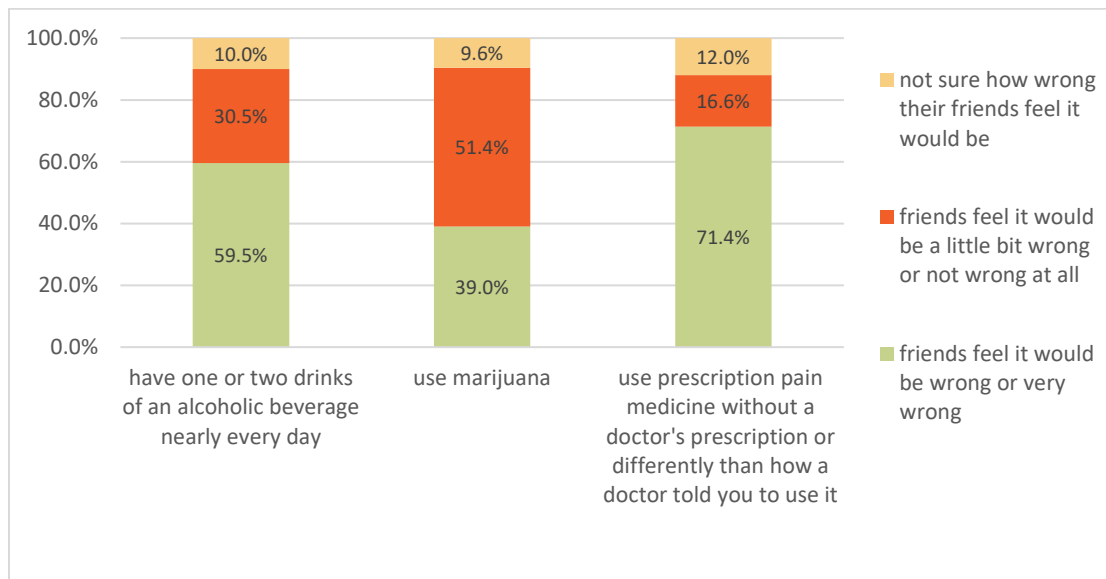


Friend Perception of Alcohol and Drug Use

A much lower percentage of ASD high school students in 2017 reported that their friends feel it would be wrong or very wrong for them to use marijuana (39.0%) than to drink alcohol nearly every day (59.5%) or use prescription pain medicine other than as prescribed by a doctor (71.4%). In fact, more than half of high school students (51.4%) felt their friends would think it is only be a little bit wrong or not wrong at all for them to use marijuana.

- A higher percentage of females than males indicated their friends feel it would be wrong or very wrong for them to drink alcohol nearly every day, use marijuana, or use prescription pain medicine other than as prescribed by a doctor.
- A higher percentage of traditional high school students than alternative high school students indicated that their friends felt it would be wrong or very wrong for them to drink alcohol nearly every day, use marijuana, or use prescription pain medicine other than as prescribed by a doctor.

Figure 19: Friend perception of alcohol and drug use in 2017 for all ASD high school students (Youth Risk Behavior Survey)

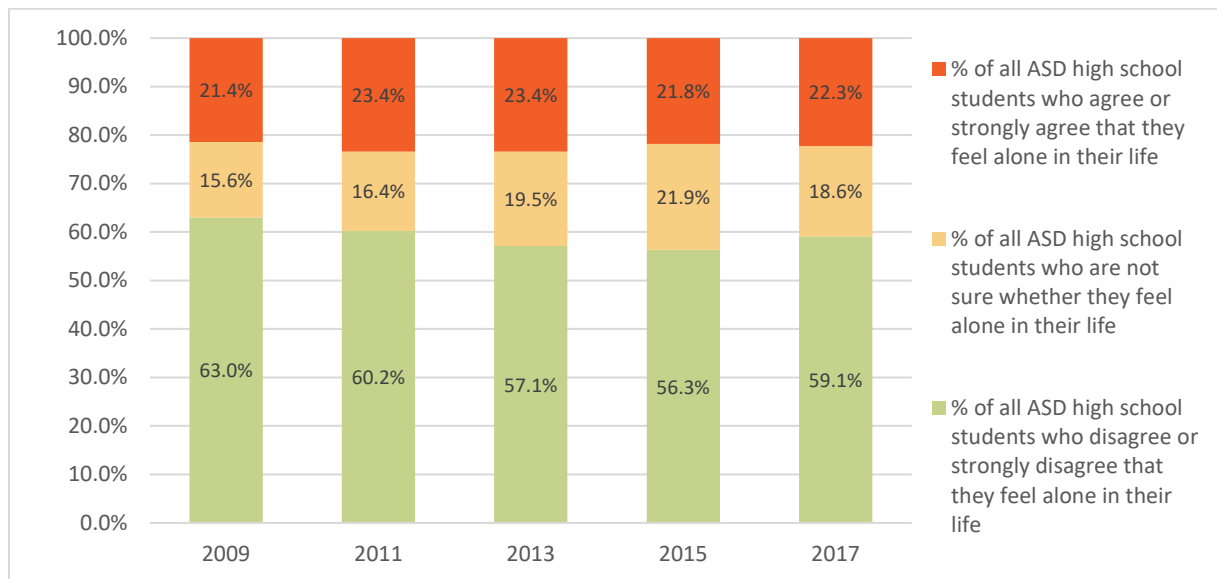


Feeling Alone

The percentage of ASD high school students who disagreed or strongly disagreed that they feel alone in their life decreased slightly from 63.0% in 2009 to 59.1% in 2017.

- For all years 2009 to 2017, a smaller percentage of females than males disagreed or strongly disagreed that they feel alone in their life.
- For all years 2009 to 2017, a smaller percentage of Alaska Native students than White students disagreed or strongly disagreed that they feel alone in their life.
- For all years 2009 to 2017, a smaller percentage of alternative high school students than traditional high school students disagreed or strongly disagreed that they feel alone in their life.

Figure 20: Percentage of all ASD high school students who disagree or strongly disagree that they feel alone in their life 2009-2017 (Youth Risk Behavior Survey)

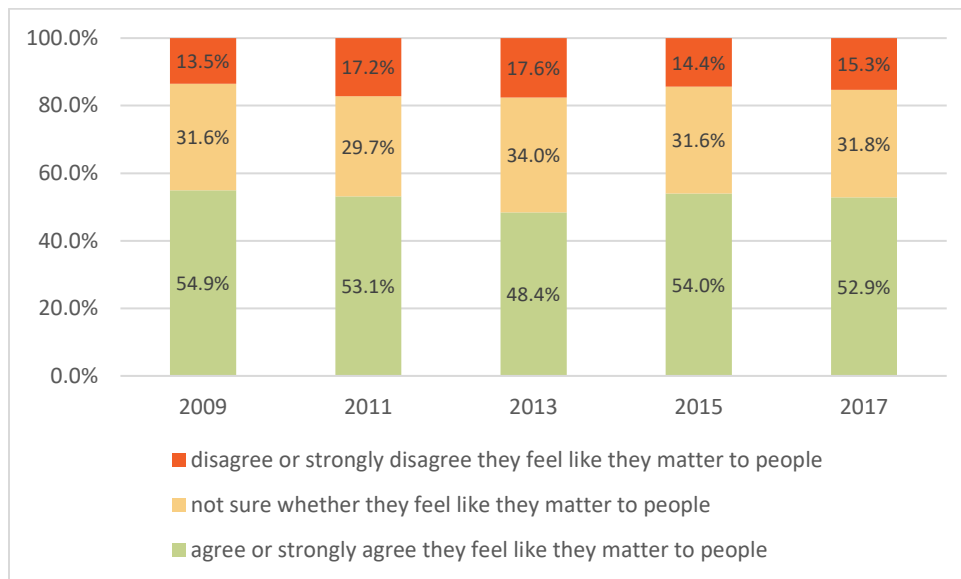


Youth Mattering

The percentage of all ASD high school students who feel like they matter to people in their community remained relatively stable from 2009 to 2017, with slightly more than half of students agreeing or strongly agreeing that they feel like they matter to people in all years except 2013.

- A higher percentage of traditional high school students than alternative high school students agreed or strongly agreed that they feel like they matter to people in all years except 2013.
- A higher percentage of males than females agreed or strongly agreed that they feel like they matter to people in all years except 2011.
- A higher percentage of White students than Alaska Native students agreed or strongly agreed that they feel like they matter to people in all years except 2011.

Figure 21: Percentage of all high school students in ASD who agree or strongly agree that they feel like they matter to people 2009-2017 (Youth Risk Behavior Survey)



School Climate

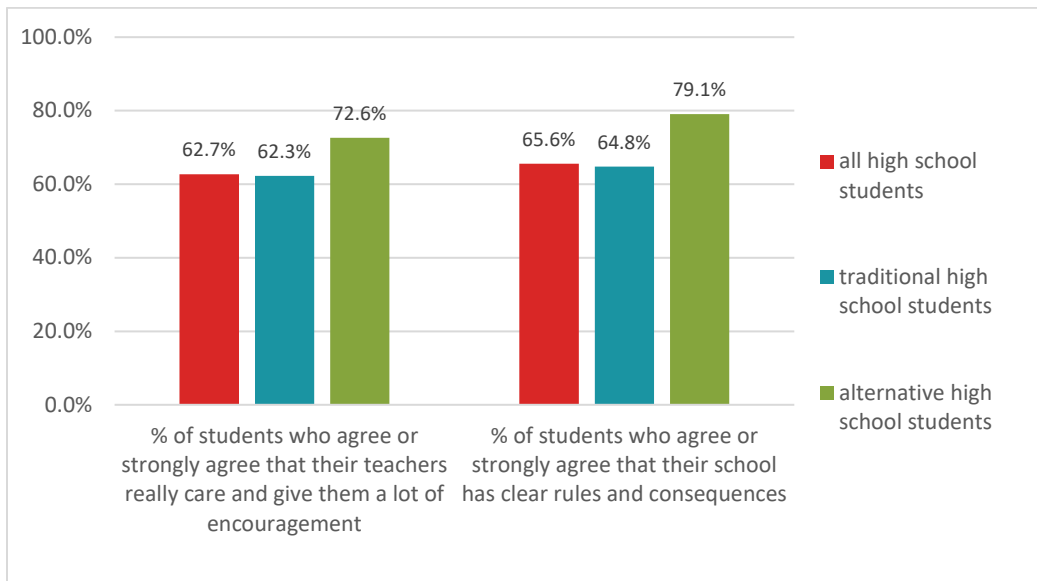
Teachers Care

The percentage of all high school students in ASD who agree or strongly agree that their teachers really care and give them a lot of encouragement increased slightly but steadily from 57.9% in 2009 to 62.7% in 2017. For all years 2009 to 2017, a slightly higher percentage of males than females agreed or strongly agreed their teachers really care, and a notably higher percentage of alternative high school students than traditional high school students agreed or strongly agreed their teachers really care.

School has Clear Rules and Consequences

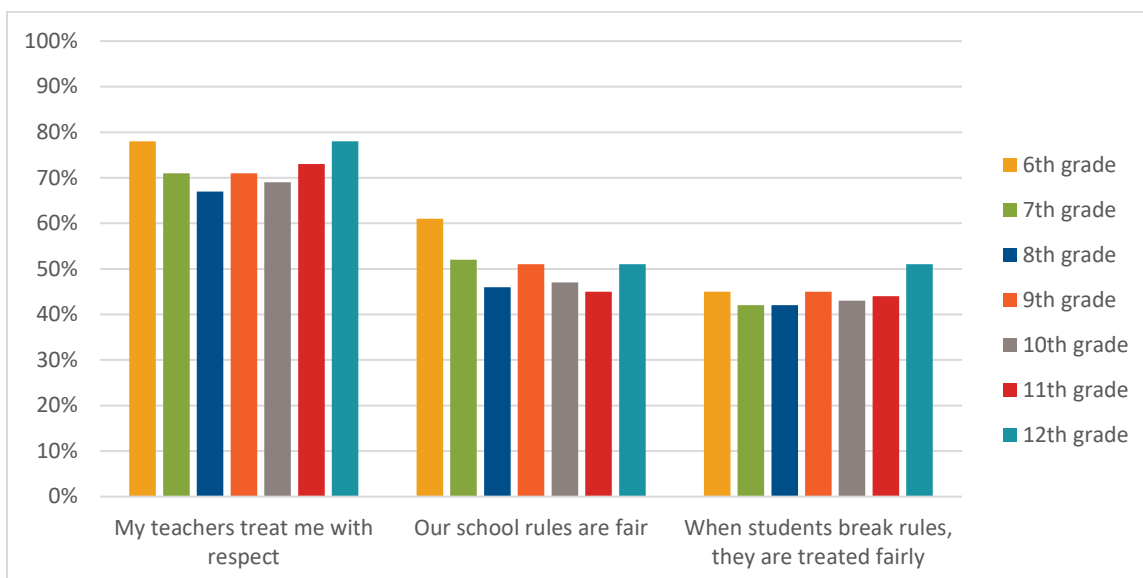
The percentage of all ASD high school students who feel their school has clear rules and consequences remained relatively stable from 2009 to 2017, with approximately two-thirds of students agreeing or strongly agreeing their school has clear rules and consequences in all years. For all years 2009 to 2017, a slightly higher percentage of males than females agreed or strongly agreed their school has clear rules and consequences, and a notably higher percentage of alternative high school students than traditional high school students agreed or strongly agreed their school has clear rules and consequences.

Figure 22: Percentage of ASD high school students who feel that their teachers really care and give them a lot of encouragement and feel their school has clear rules and consequences (2017 Youth Risk Behavior Survey)



Nearly three-quarters of ASD students in grades 6 through 12 who took the 2019 School Climate and Connectedness Survey (72%) agreed or strongly agreed that their teachers treat them with respect. Just over half of 6th through 12th grade students (51%) agreed or strongly agreed that their school rules are fair (51%), while fewer than half (44%) agreed or strongly agreed that when students break the rules they are treated fairly. For all three of these indicators, there was a slightly higher percentage of favorable responses among 6th grade and 12th grade students than for other grades.

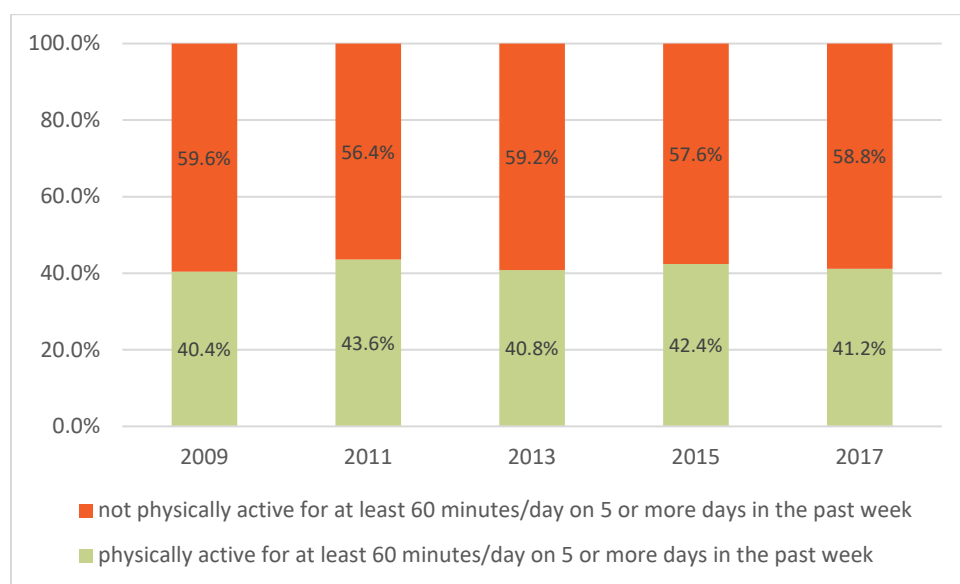
Figure 23: Perceptions of ASD 6th – 12th grade students related to school climate (2019 School Climate and Connectedness Survey)



Physical Activity

Slightly more than 40% of ASD high school students reported that they were physically active for at least 60 minutes per day on five or more days in the past week for all years 2009 to 2017. In addition, a higher percentage of males than females, a higher percentage of White students than Alaska Native students, and a higher percentage of traditional high school students than alternative high school students reported they were physically active on five or more days in all years.

Figure 24: Percentage of all ASD high school students who reported they were physically active for at least 60 minutes per day on five or more days in the past week 2009-2017 (Youth Risk Behavior Survey)



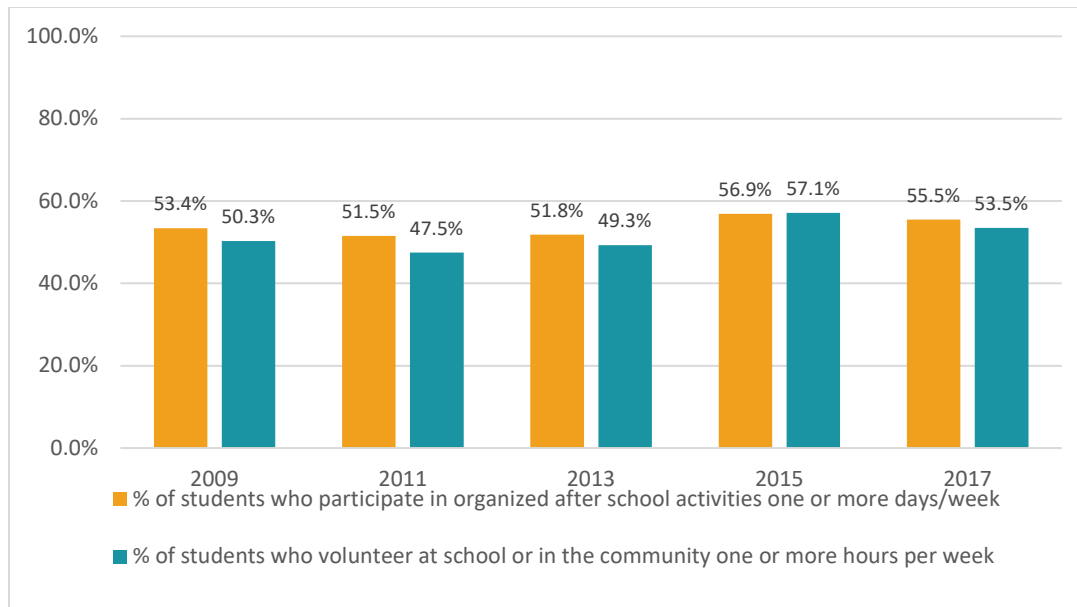
Volunteering and Participation in Organized Activities

The percentage of ASD high school students who reported they participated in organized after school activities on one or more days per week, and the percentage of students who reported they volunteer at school or in the community one or more hours per week remained relatively stable from 2009 to 2017, with roughly half of students reporting they did for all years. In addition:

- A notably higher percentages of females than males reported that they participated in organized after school activities as well as volunteered at school or in the community.
- A much higher percentage of traditional high school students than alternative high school students reported that they participated in organized after school activities as well as volunteered at school or in the community.

- A higher percentage of White students than Alaska Native students reported that they participated in organized after school activities as well as volunteered at school or in the community.

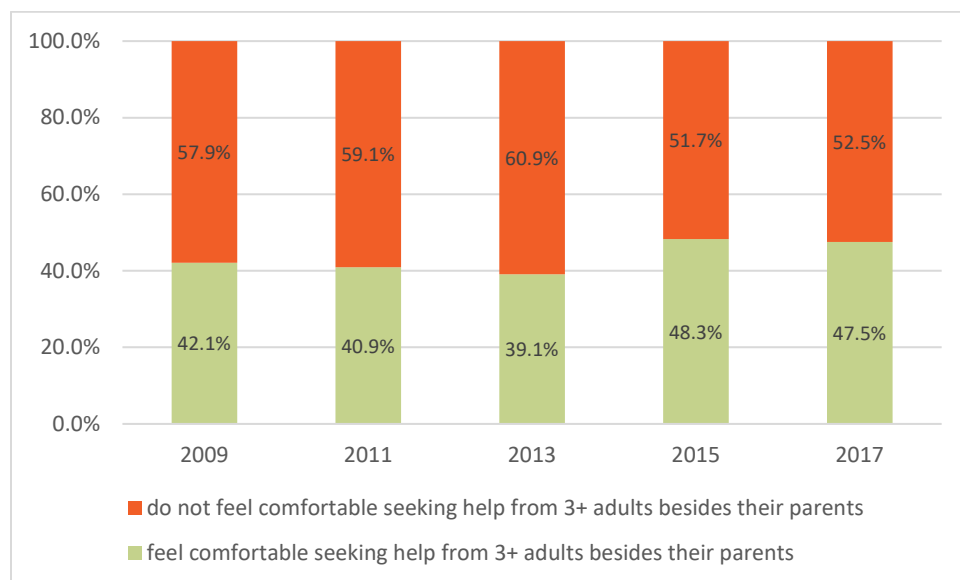
Figure 25: Percentage of all ASD high school students who participate in organized after school activities or volunteer at school or in the community 2009-2017 (Youth Risk Behavior Survey)



Help from Adults

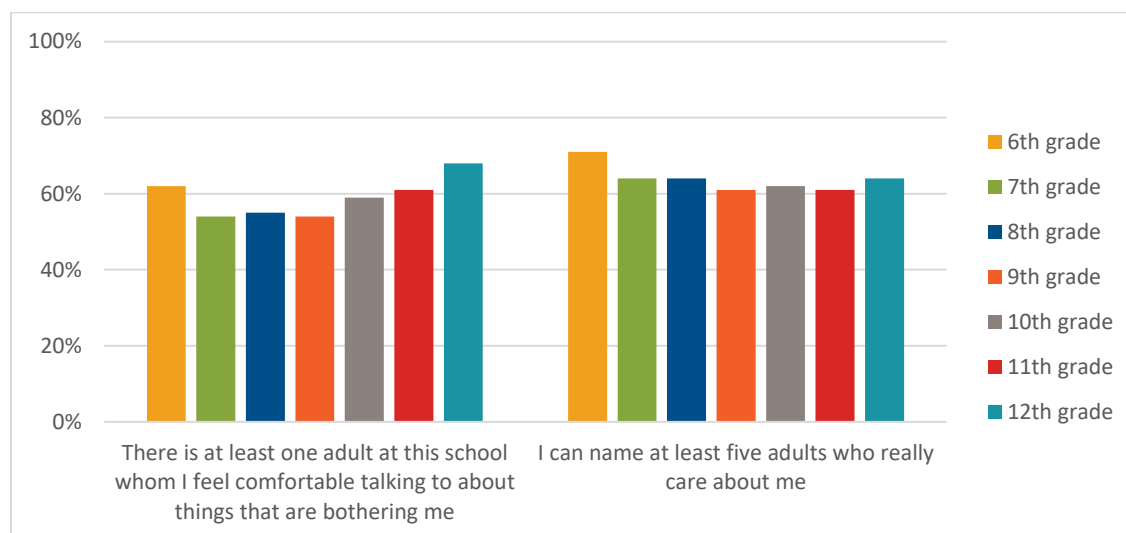
Fewer than half of all ASD high school students reported that they feel comfortable seeking help from three or more adults besides their parents in all years 2009 through 2017, with a slight overall increase from 42.1% in 2009 to 47.5% in 2017. There were no clear patterns between males and females, or between traditional and alternative high school students. However, in all years a higher percentage of White high school students than Alaska Native high school students reported feeling comfortable seeking help from three or more adults.

Figure 26: Percentage of all ASD high school students who feel comfortable seeking help from three or more adults besides their parents 2009-2017 (Youth Risk Behavior Survey)



School Climate and Connectedness Survey Data for 2015-2019 for the construct “Caring Adults” showed a similar stability across years, with the percentage of favorable responses for the construct ranging from 57% to 60% for students in grades 6 through 12. When specifically looking at two of the construct’s indicators – “there is at least one adult at this school whom I feel comfortable talking to about things that are bothering me,” and “I can name five adults who really care about me” – the percentage of favorable responses was higher among 6th grade students, followed by a slight dip for 7th through 11th grade students and then an uptick again for 12th grade students.

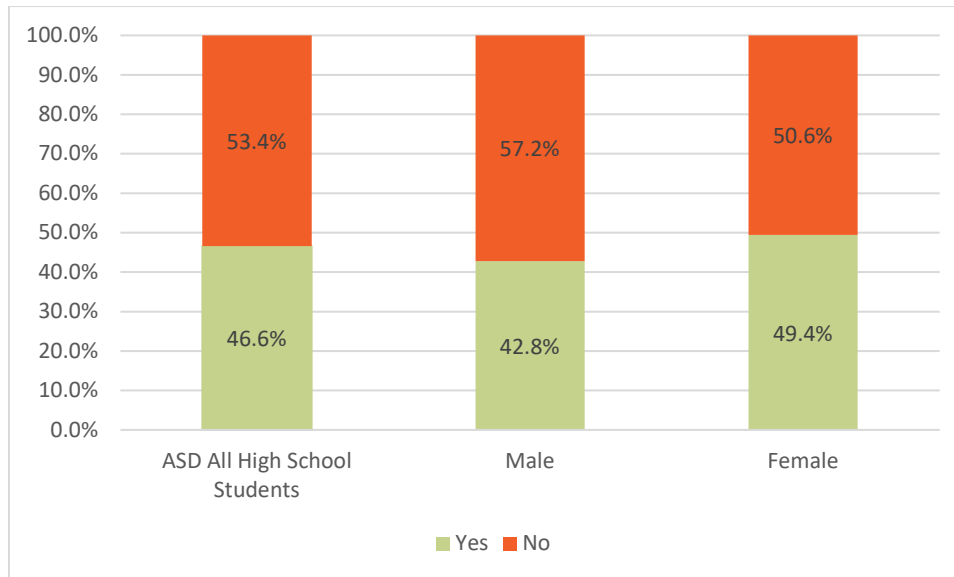
Figure 27: Percentage of favorable responses to indicators within the School Climate and Connectedness Survey construct “Caring Adults” for ASD students in grades 6-12 (2019 School Climate and Connectedness Survey)



Asking for Help (Suicide)

Of the ASD high school students in 2017 who reported they considered, planned, or attempted suicide during the past 12 months, fewer than half (46.6%) reported that they talked about it to someone such as a friend, family member, teacher, doctor, counselor, or hotline. This number was slightly higher for females (49.4%) than it was for males (42.8%).

Figure 28: Percentage of all ASD high school students who considered, planned, or attempted suicide in the past year who talked about it to someone (2017 Youth Risk Behavior Survey)

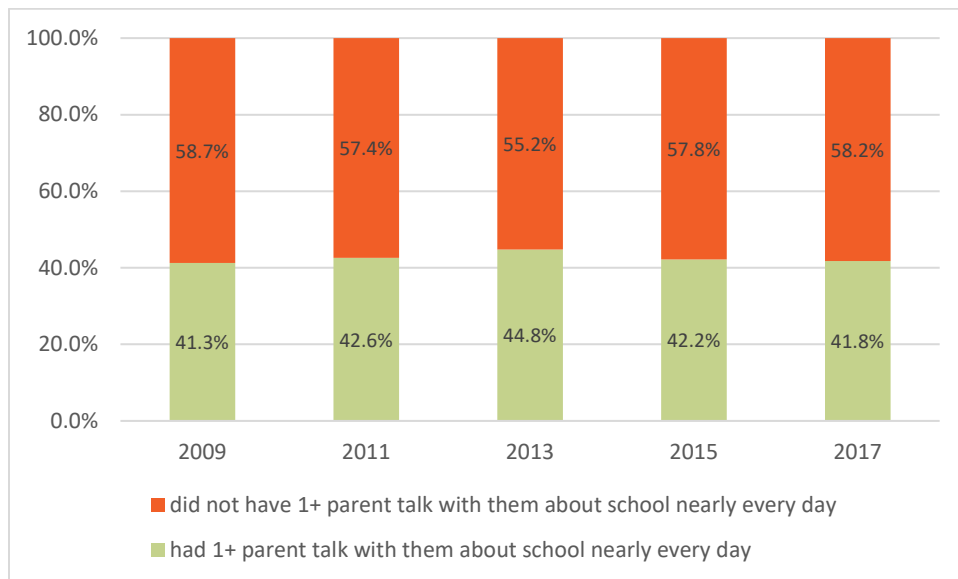


Parent Involvement in School

The percentage of high school students in ASD who reported they had one or more parent talk to them about school nearly every day remained stable from 2009 to 2017, ranging from 41.3% to 44.8% of all high school students. In all years, more than half of students did not have a parent talk to them about school nearly every day.

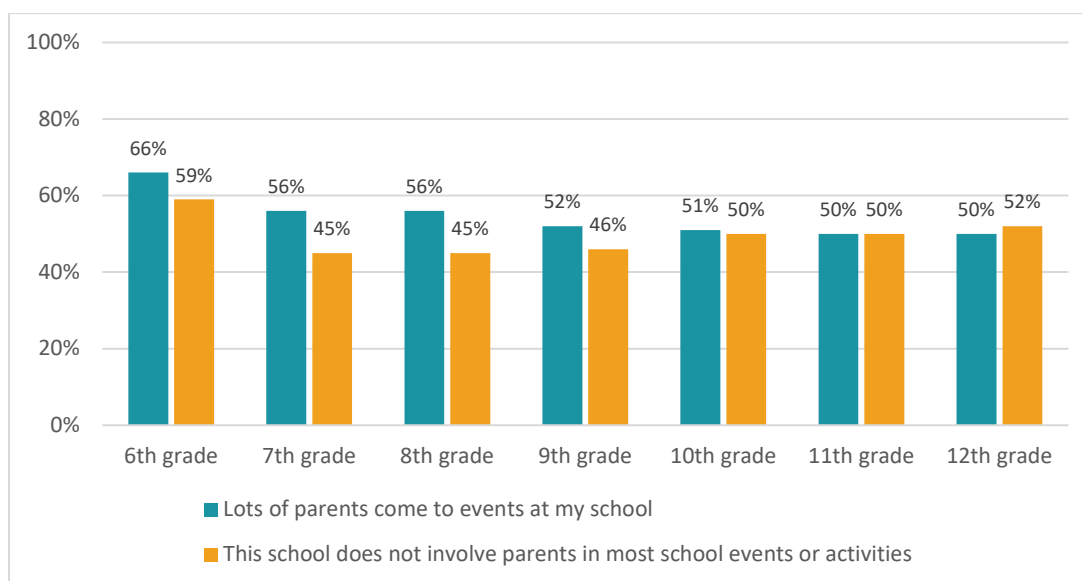
- Far fewer alternative high school students than traditional high school students reported having one or more parent talk to them about school nearly every day in all years.
- Far fewer Alaska Native students than White students reported having one or more parent talk to them about school nearly every day in all years.
- Slight fewer males than females reported having one or more parent talk to them about school nearly every day in all years.

Figure 29: Percentage of all high school students in ASD who had one or more parents ask them about school nearly every day 2009-2017 (Youth Risk Behavior Survey)



School Climate and Connectedness Survey data for 6th through 12th grade students in ASD showed approximately half of students responding favorably to questions specifically pertaining to parent involvement in school events in 2019. Overall, there appeared to be a higher level of parent involvement in school events at the lower grade levels.

Figure 30: Percentage of favorable responses from 6th-12th grade students in ASD to questions pertaining to parent involvement in school events or activities (2019 School Climate and Connectedness Survey)

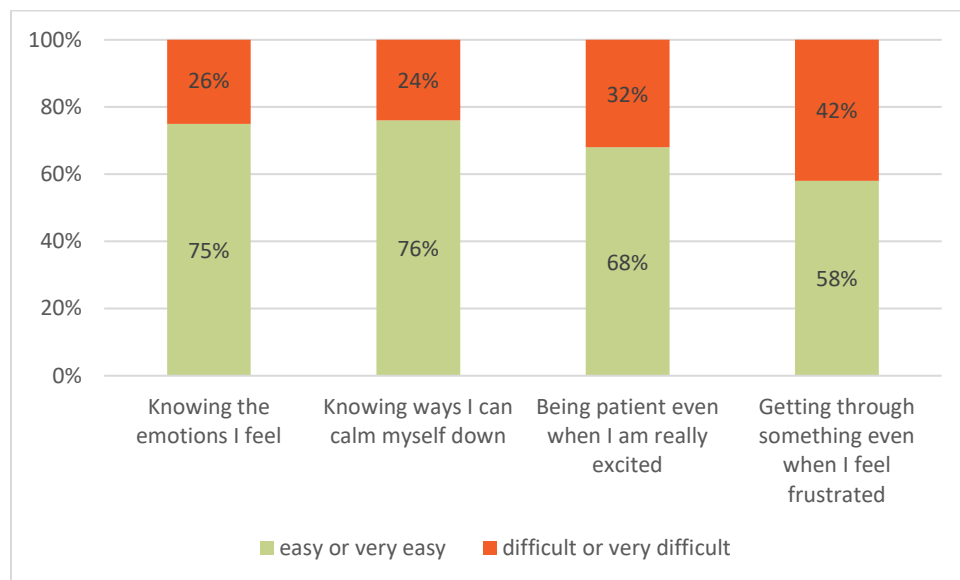


Social Emotional Learning

The percentage of ASD students in grades 6 through 12 who had favorable responses for the construct Social Emotional Learning on the School Climate and Connectedness Survey remained relatively stable from 2016 (the first year this construct was included) through 2019, with the percentage of favorable responses for the construct ranging from 74% to 78% of all students.

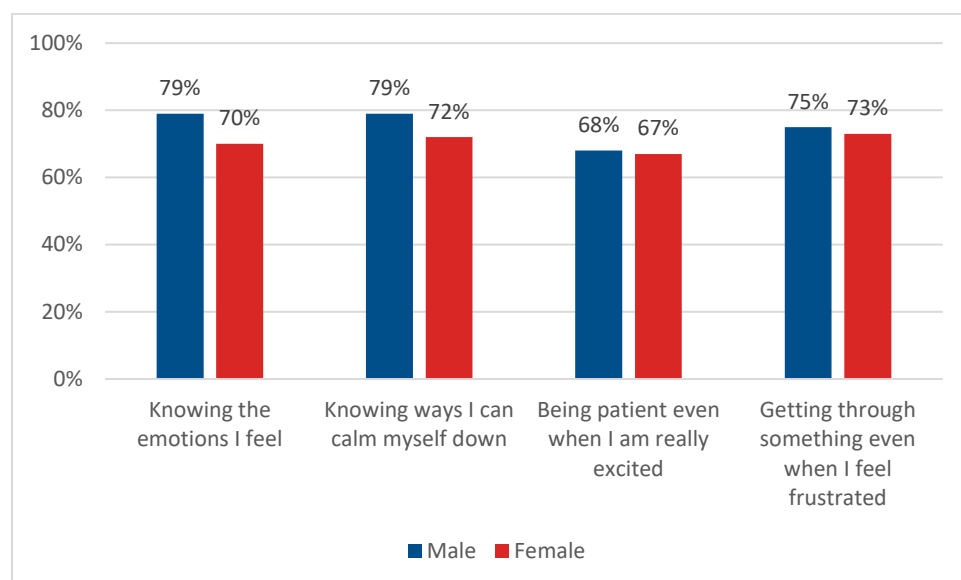
There are four specific indicators in this construct which correlate with questions asked in the 2019 YRBS survey.¹² In 2019, three-quarters of students in grades 6 through 12 gave favorable responses when asked about knowing the emotions they feel (75%) and knowing ways they can calm themselves down (76%). Fewer gave favorable responses when asked about their ability to be patient when they are really excited (68%) and getting through something when they feel frustrated (58%). For all four questions, a slightly higher percentage of males than females provided favorable responses.

Figure 31: Percentage of ASD students in grades 6-12 with favorable responses to SEL indicators (2019 School Climate and Connectedness Survey)



¹² Questions pertaining to Social Emotional Learning were asked in the YRBS for the first time in 2019 and results were not yet available at the time of this report.

Figure 32: Percentage of favorable responses to SEL indicators for ASD males and females in grades 6-12 (2019 School Climate and Connectedness Survey)



Where Students Sleep

In 2017 93.7% of all ASD high school students reported they usually slept in their parent or guardian's home in the past 30 days. Students not usually sleeping in the home of their parent or guardian primarily reported usually sleeping at the home of a friend, family member, or other person because they had to leave their home or their parent or guardian cannot afford housing; or usually sleeping in a shelter or emergency housing.

Figure 33: Percentage of ASD high school students who reported usually sleeping at the home of their parent or guardian in the past 30 days (2017 Youth Risk Behavior Survey)

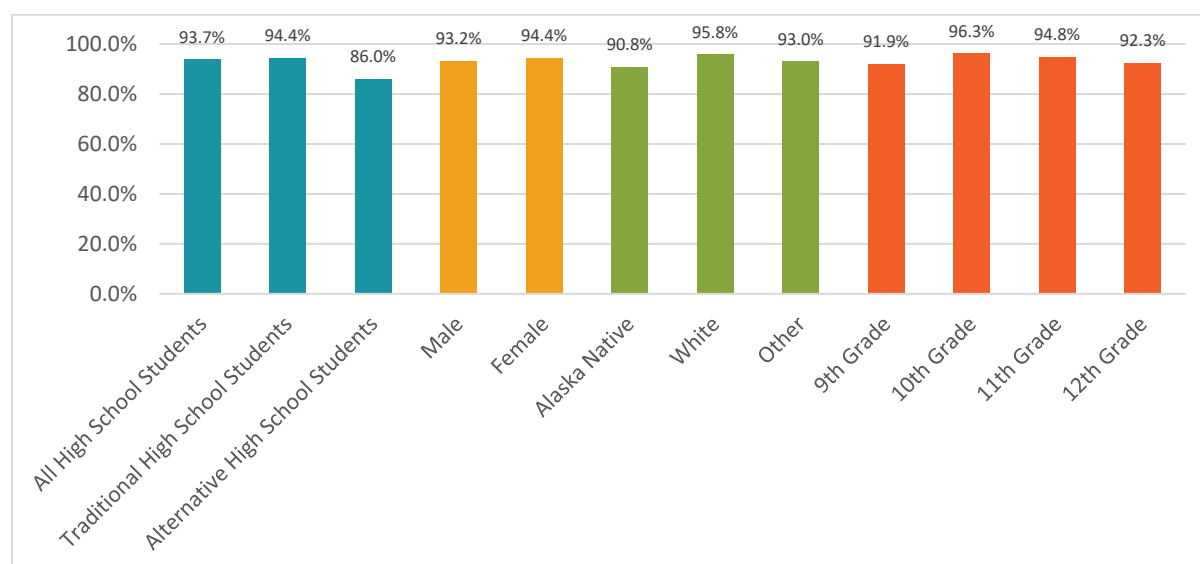


Figure 34: Trends in protective factors for all Anchorage School District high school students from 2009 – 2017 (Alaska Youth Risk Behavior Survey)

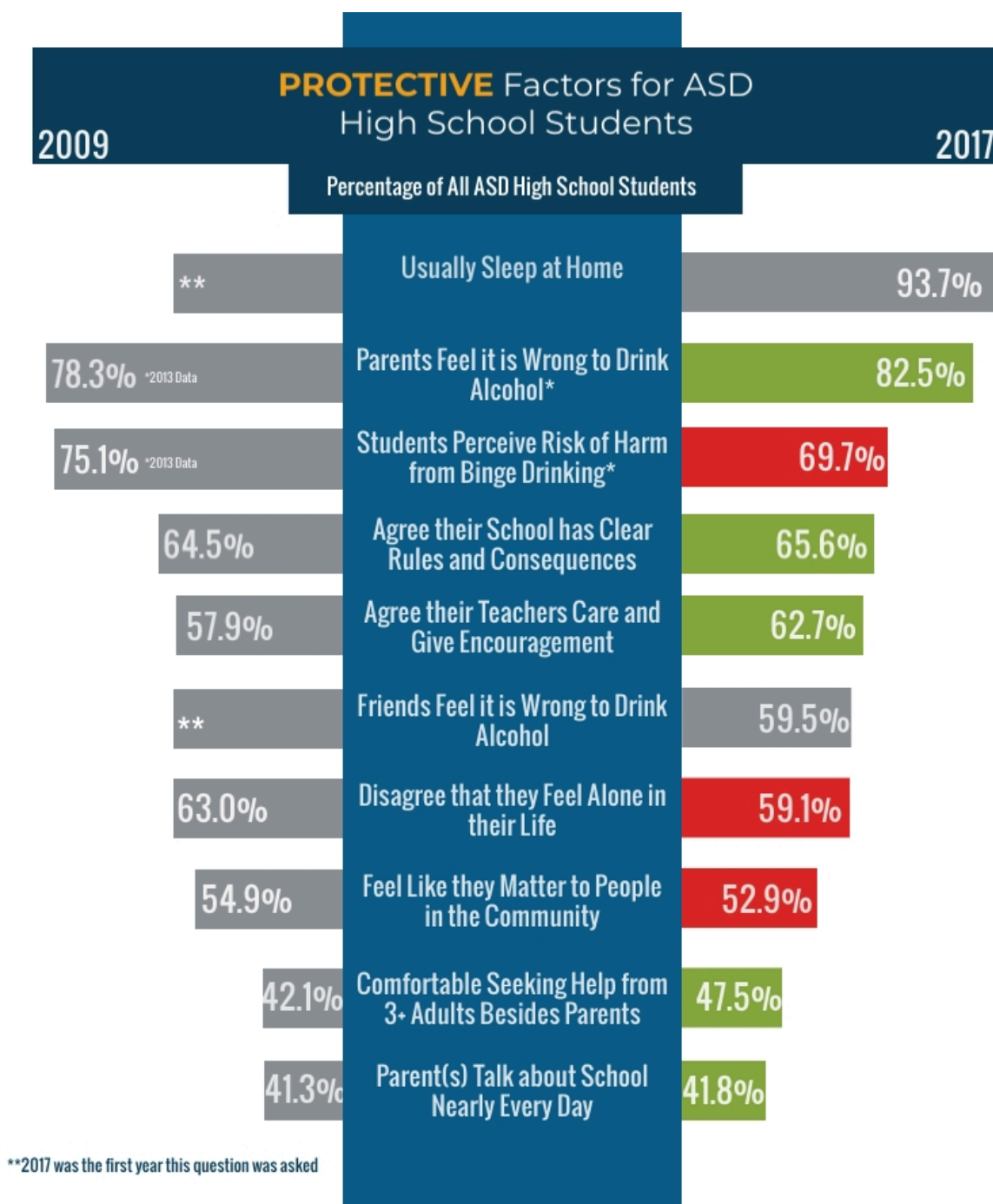
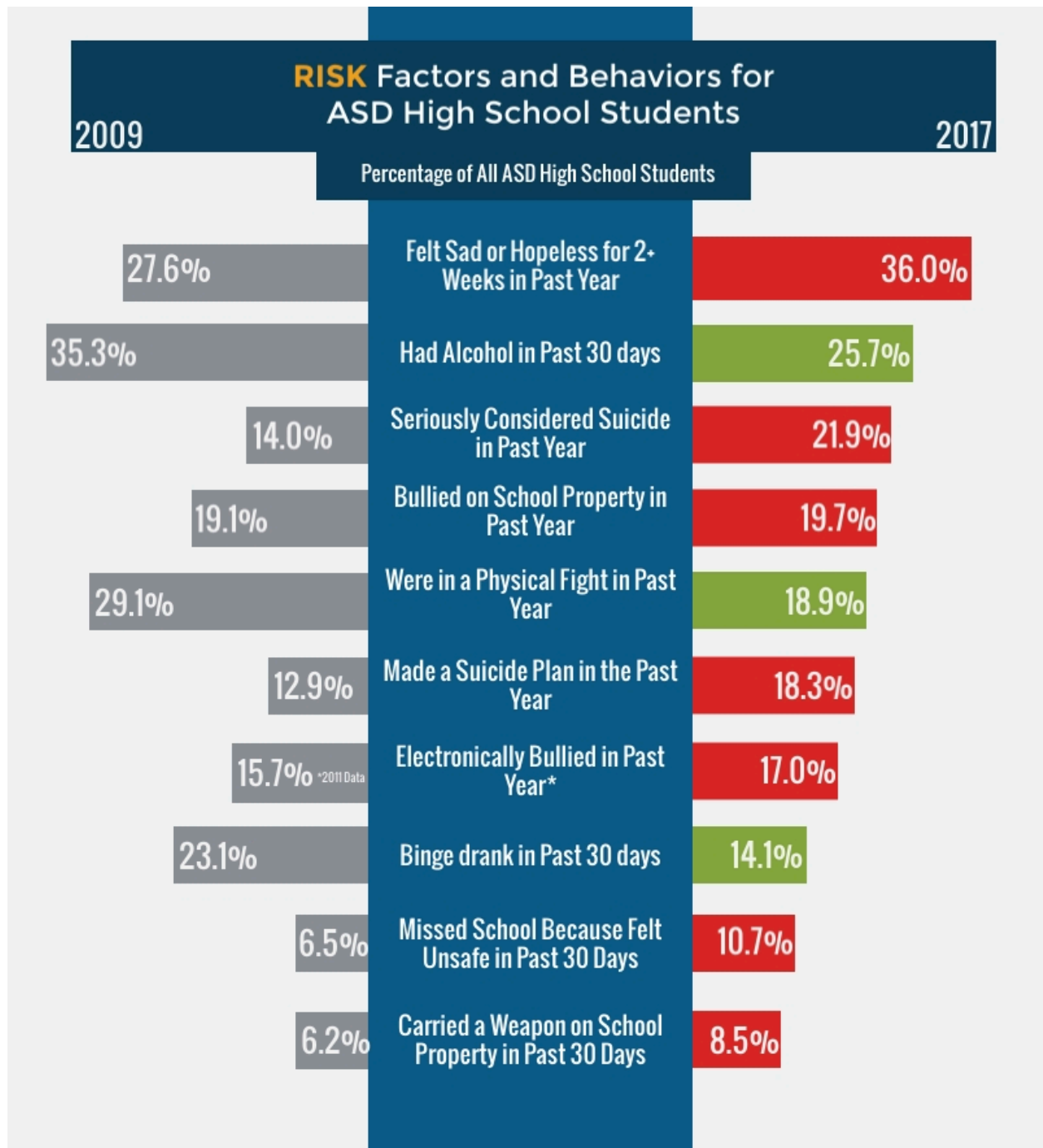


Figure 35: Trends in risk factors and behaviors for all Anchorage School District high school students from 2009-2017 (Alaska Youth Risk Behavior Survey)



Correlation of Risk and Protective Factors with Risk Behaviors

Correlations are clear between risk and protective factors and risk behaviors for Anchorage School District (ASD) youth, and in many cases are quite striking. A total of 16 risk and protective factors were cross tabulated with 11 risk behaviors related to alcohol and drug use, mental health, and violence-related behaviors using 2017 Youth Risk Behavior Survey data for all ASD high school students.¹³ Of 176 possible combinations, all but 13 showed a statistically significant relationship.¹⁴ Especially notable were correlations of risk and protective factors with mental health status, including suicidal ideation and feelings of sadness and hopelessness. Two factors which presumably have protective qualities showed an inverse relationship to several risk behaviors (i.e., there was a statistically significant *increase* in risk behaviors associated with the presence of the protective factor). These two factors were physical activity and participation in organized activities or volunteering.

Figure 36 on page 46 provides a summary of which of the relationships between risk and protective factors and risk behaviors were statistically significant with a Pearson Chi-Square Value <.001. A summary of relationships for each individual risk and protective factor that was examined follows.

***Figures showing correlations for all risk and protective factors with risk behaviors can be found in Appendix C.**

¹³ Raw 2017 YRBS data for all Anchorage School District high school students was provided by the State of Alaska, Department of Health and Social Services, Section of Chronic Disease Prevention and Health Promotion.

¹⁴ Cross-tabulations with a Pearson Chi-Square Value <.001 were considered to be statistically significant for the purpose of this assessment.

Figure 36: Summary of correlations between risk and protective factors and risk behaviors that are statistically significant (Pearson chi-square value < .001) based on 2017 YRBS Data for All ASD High School Students

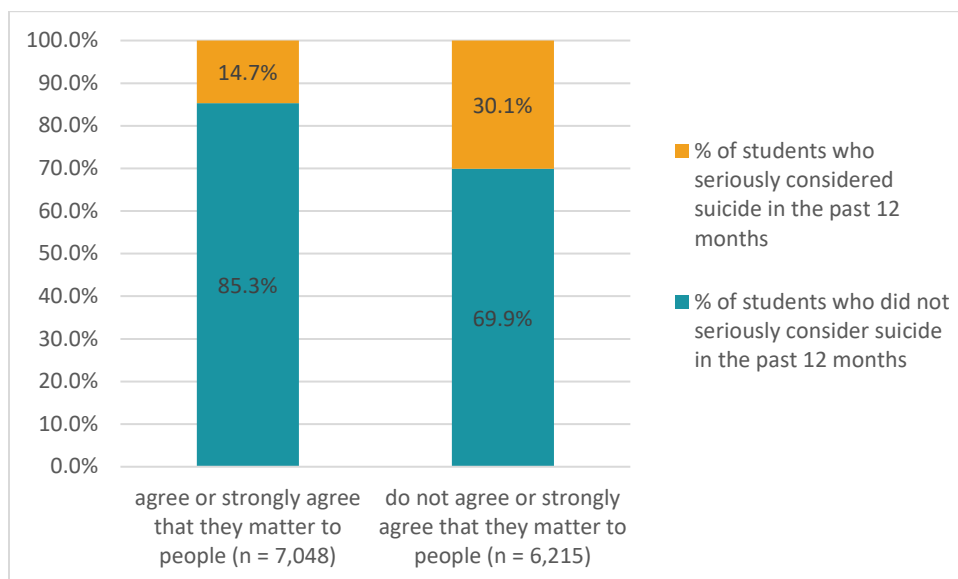
| Risk or Protective Factor | 30-day Alcohol Use | Binge Drinking | 30-day Marijuana Use | 30-day Vaping | Seriously Considered Suicide | Felt Sad or Hopeless | Carried a Weapon | Was in a Physical Fight | 30-day Rx Pain Medicine Use | 30-day Heroin Use | 30-day Methamphetamine Use |
|--|--------------------|----------------|----------------------|---------------|------------------------------|----------------------|------------------|-------------------------|-----------------------------|-------------------|----------------------------|
| Youth Mattering | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |
| Youth Feel Alone in their Life | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Teachers Really Care and Give Encouragement | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| School Has Clear Rules and Consequences | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Comfortable Seeking Help from 3+ Adults | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No | Yes | Yes | Yes |
| Parents Talk to them about School | No | No | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Perceived Risk of Alcohol Use | Yes | Yes | Yes | Yes | No | No | Yes | Yes | Yes | Yes | Yes |
| Friend Perception of Alcohol Use | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Parent Perception of Alcohol Use | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Bullying | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Electronic Bullying | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Dating Violence | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Felt Unsafe at School | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Where Students Sleep | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Participated in Organized Activities/Volunteered | No | No | Yes | No | Yes | Yes | No | No** | Yes* | Yes* | Yes* |
| Physical Activity | Yes* | Yes* | Yes* | Yes* | Yes | Yes | Yes* | Yes* | No** | Yes | Yes |
| *There was a statistically significant correlation, but the correlation was the reverse of what would be expected (i.e. the protective factor resulted in a statistically significant increase in the risk behavior) | | | | | | | | | | | |
| **Pearson Chi-Square Value was > .001 but < .05, and may be considered statistically significant in other studies | | | | | | | | | | | |

Youth Mattering

Youth who indicated they agree or strongly agree that they feel like they matter to people in their community were less likely to engage in 10 of the 11 risk behaviors examined. In particular:

- 21.9% of youth who agree or strongly agree they feel like they matter to people in their community had at least one drink of alcohol in the past 30 days, compared to 30.2% of youth who did not agree they feel like they matter. Youth who feel like they matter to people in their community also exhibited lower rates of binge drinking, current marijuana use, and current vaping.
- More than double the number of youth who do not feel like they matter to people in the community indicated that they seriously considered suicide in the past year (30.1% compared to 14.7%), and nearly double indicated that they felt so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (46.3% compared to 26.7%).
- A larger number of youth who did not feel like they matter to people in their community reported carrying a weapon such as a gun, knife, or club on school property in the past 30 days (10.8% compared to 6.4%).
- While numbers are low and should therefore be interpreted cautiously, a significantly larger number of youth who did not feel like they matter to people in their community used prescription pain medicine (other than as prescribed by a doctor), heroin, and/or methamphetamines in the past 30 days.

Figure 37: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether they feel like they matter to people in their community (2017 Youth Risk Behavior Survey)

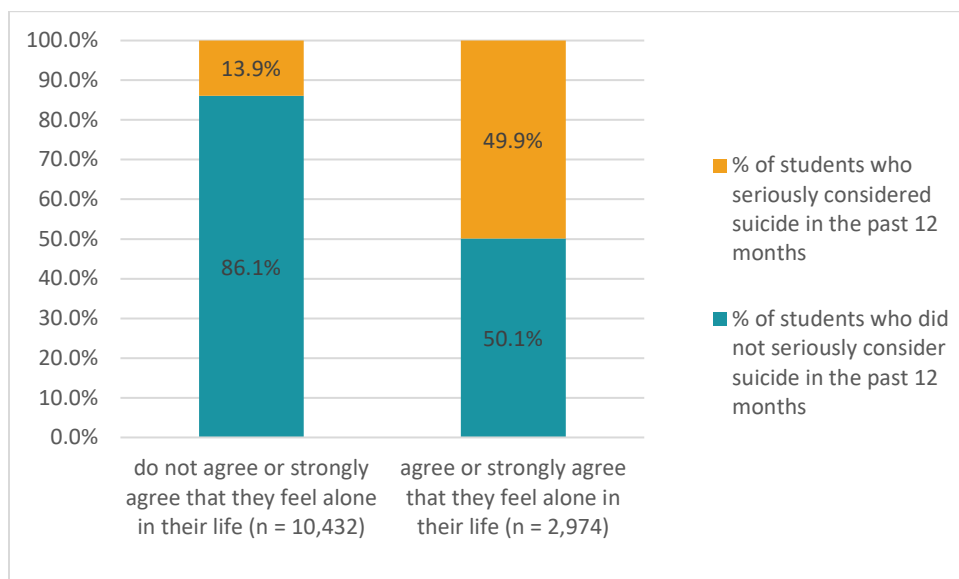


Youth Who Feel Alone in their Life

Youth who agree or strongly agree that they feel alone in their life were more likely to engage in all 11 of the risk behaviors examined. In particular:

- Youth who agree or strongly agree that they feel alone in their life were more likely to consume alcohol, use marijuana, and vape.
- More than three times the number of youth who agree or strongly agree that they feel alone in their life seriously considered attempting suicide in the past year than youth who did not report feeling alone in their life (49.9% compared to 13.9%). Well over double reported that they felt so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (68.9% compared to 26.7%).
- Nearly double the percentage of students who agree or strongly agree that they feel alone in their life reported carrying a weapon such as a gun, knife, or club on school property in the past 30 days (13.0% compared to 7.2%), and nearly double reported being in a physical fight on school property in the past 12 months (10.2% compared to 5.4%).
- While numbers are low and should therefore be interpreted cautiously, more than double the number of youth who do not feel like they matter to people in their community used prescription pain medicine (other than as prescribed by a doctor), and more than three times used heroin and/or methamphetamines in the past 30 days.

Figure 38: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether they feel alone in their life (2017 Youth Risk Behavior Survey)

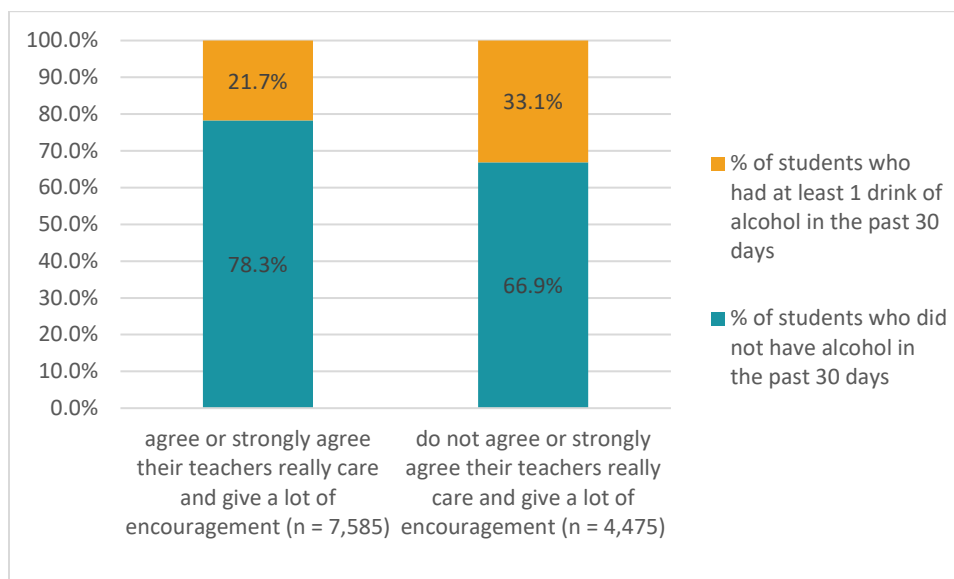


Teachers Care and Give Encouragement

ASD high school students who agree or strongly agree that their teachers really care and give them a lot of encouragement were less likely to engage in all 11 of the risk behaviors examined. In particular:

- Students who agree their teachers really care and give them a lot of encouragement were less likely to engage in alcohol use, marijuana use, and vaping. For example, 21.7% of students who felt their teachers really care had alcohol in the past 30 days compared to 33.1% of students who did not agree their teachers really care did.
- Students who agree their teachers really care and give them a lot of encouragement were less likely to seriously consider suicide (17.7% compared to 28.2%), or to feel so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (30.1% compared to 45.6%).
- Students who agree their teachers really care and give them a lot of encouragement were less likely to report carrying a weapon on school property in the past 30 days or to report getting into a physical fight on school property in the past 12 months.
- While numbers are low and should therefore be interpreted cautiously, more than double the number of youth who did not feel their teachers really care and give them a lot of encouragement used prescription pain medicine (other than as prescribed by a doctor), four times used heroin, and more than three times used methamphetamines in the past 30 days.

Figure 39: Percentage of all ASD high school students who had at least one drink of alcohol in the past 30 days compared to whether they feel their teachers really care and give them a lot of encouragement (2017 Youth Risk Behavior Survey)

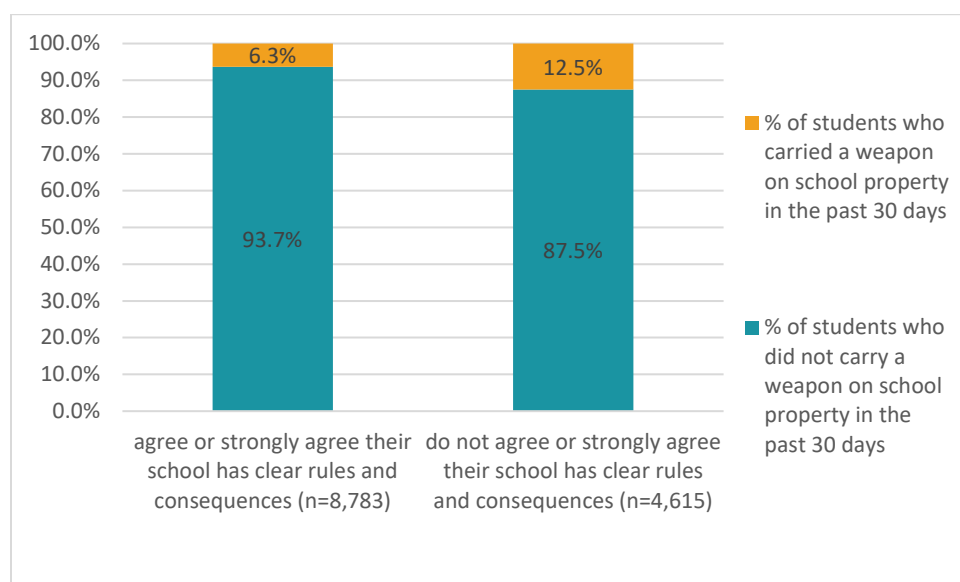


Clear Rules and Consequences at School

ASD high school students who agree or strongly agree that their school has clear rules and consequences were less likely to engage in all 11 of the risk behaviors examined. In particular:

- Students who agree their school has clear rules and consequences were less likely to engage in alcohol use, marijuana use, and vaping. For example, 21.8% of students who felt their school has clear rules and consequences had alcohol in the past 30 days, compared to 33.3% of students who did not agree their school has clear rules and consequences.
- Students who agree their school has clear rules and consequences were less likely to seriously consider suicide (17.8% compared to 29.6%), or to feel so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (30.4% compared to 46.5%)
- Students who agree their school has clear rules and consequences were less likely to report carrying a weapon on school property in the past 30 days (6.3% compared to 12.5%) or to report getting into a physical fight on school property in the past 12 months (5.3% compared to 9.1%).
- While numbers are low and should therefore be interpreted cautiously, more youth who did not feel their school has clear rules and consequences used prescription pain medicine (other than as prescribed by a doctor), heroin, and/or methamphetamines in the past 30 days.

Figure 40: Percentage of all ASD high school students who carried a weapon such as a gun, knife, or club on school property in the past 30 days compared to whether they feel their school has clear rules and consequences (2017 Youth Risk Behavior Survey)

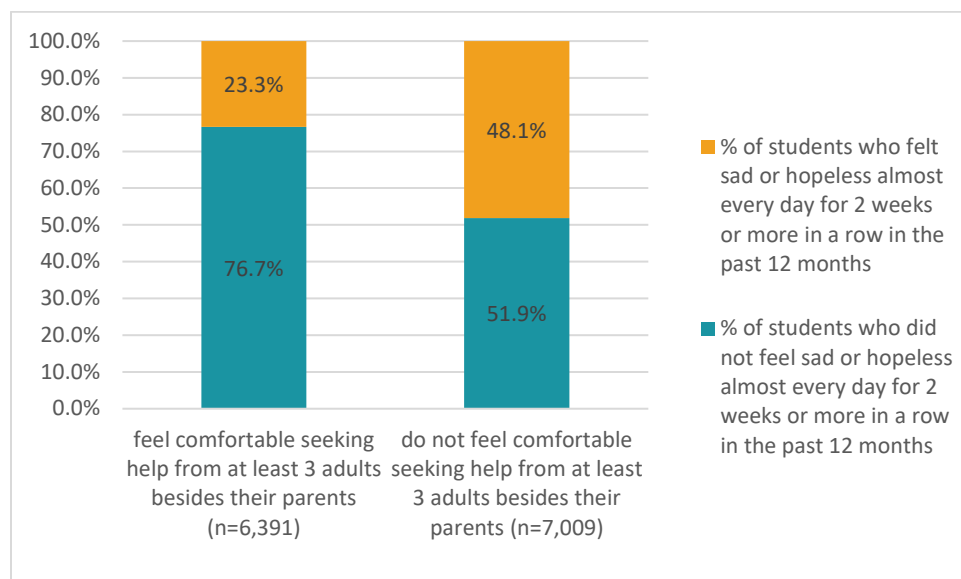


Comfortable Seeking Help from Adults

Students who reported they feel comfortable seeking help from three or more adults other than their parents if they have an important question affecting their life were less likely to engage in ten of the 11 risk behaviors examined. In particular:

- Though differences are not dramatic, youth who reported feeling comfortable seeking help from three or more adults were less likely to consume alcohol, use marijuana, or vape than youth who were comfortable seeking help from fewer than 3 adults. For example, 22.6% of youth who felt comfortable seeking help from three or more adults had alcohol in the past 30 days, compared to 28.9% who did not.
- Youth who reported feeling comfortable seeking help from *fewer* than three adults were more than twice as likely to seriously consider suicide (30.7% compared to 12.5%) or to feel so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (48.1% compared to 23.3%).
- Youth who reported feeling comfortable seeking help from three or more adults were less likely to carry a weapon on school property (6.8% compared to 10.2%).
- While numbers are low and should therefore be interpreted cautiously, more youth who did not feel comfortable seeking help from three or more adults used prescription pain medicine (other than as prescribed by a doctor), heroin, and/or methamphetamines in the past 30 days.

Figure 41: Percentage of all ASD high school students who felt so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities compared to whether they feel comfortable seeking help from three or more adults besides their parents if they have an important question affecting their life (2017 Youth Risk Behavior Survey)



Parent Involvement

Students who have at least one parent who talked to them about school nearly every day were less likely to engage in eight of the 11 risk behaviors examined. In particular:

- Students who had a parent talk to them about school nearly every day were less likely to vape than students who did not have a parent talk to them about school nearly every day (13.8% compared to 20.3%). However, these students were not less likely to drink alcohol or use marijuana.
- Students who had at least one parent talk to them about school nearly every day were less likely to seriously consider suicide (18.6% compared to 24.6%), and less likely to feel so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (31.4% compared to 39.6%).
- Students who had at least one parent talk to them about school nearly every day were slightly less likely to carry a weapon on school property (7.2% compared to 9.4%) and slightly less likely to get into a physical fight on school property (5.0% compared to 7.9%).
- While numbers are low and should therefore be interpreted cautiously, more youth who did not have at least one parent who asked them about school nearly every day used prescription pain medicine (other than as prescribed by a doctor), heroin, and/or methamphetamines in the past 30 days.

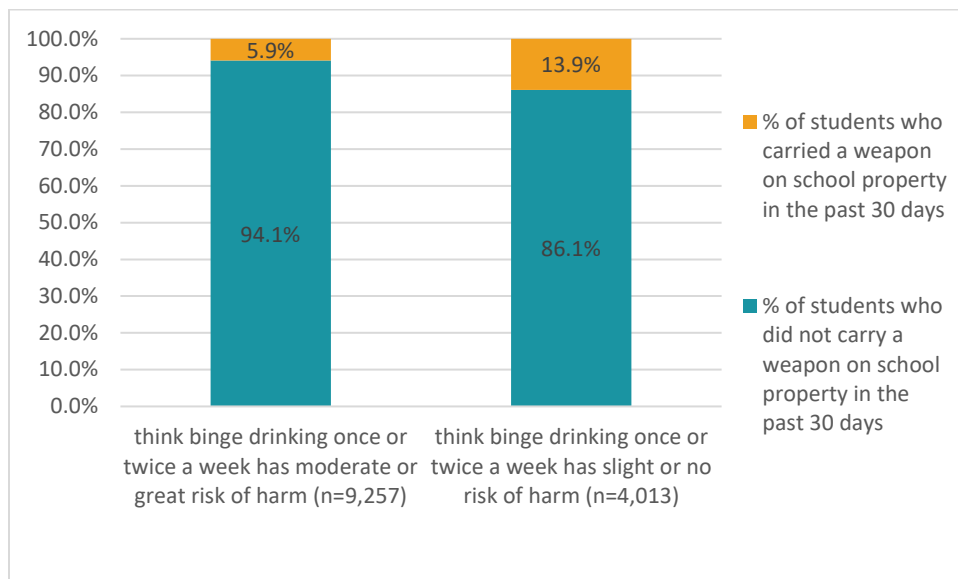
Perceived Risk of Alcohol Use

Students who think there is moderate risk or great risk in harming themselves physically or in other ways if they have five or more drinks of an alcoholic beverage once or twice a week were less likely to engage in alcohol and drug use or violence-related behaviors than students who think there is no risk or slight risk. There was no statistically significant difference in suicidal ideation or feelings of sadness and hopelessness based on student perception of risk of harm from alcohol use.

- More than one-and-a-half times the number of students who perceive no risk or only slight risk of harm if they have five or more drinks of an alcoholic beverage once or twice a week reported having alcohol in the past 30 days compared to students who perceive a moderate risk or great risk of harm (36.3% compared to 21.6%). In addition, nearly double the number of students who perceive no risk or slight risk of harm reported binge drinking in the past 30 days. A higher percentage of students who perceived no risk or slight risk of harm if they have five or more drinks of an alcoholic beverage once or twice a week used marijuana and/or vaped in the past 30 days than students who perceived a moderate risk or great risk.

- More than double the number of students who perceive no risk or slight risk of harm than students who perceive moderate risk or great risk of harm if they have five or more drinks of an alcoholic beverage once or twice a week reported carrying a weapon such as a gun, knife, or club on school property in the past 30 days (13.9% compared to 5.9%), as well as reported being in a physical fight on school property in the past 12 months (10.1% compared to 5.0%).
- While numbers are low and should therefore be interpreted cautiously, more youth who perceive no risk or slight risk of harm if they have five or more drinks of an alcoholic beverage once or twice a week used prescription pain medicine (other than as prescribed by a doctor), heroin, and/or methamphetamines in the past 30 days.

Figure 42: Percentage of all ASD high school students who carried a weapon such as a gun, knife, or club on school property in the past 30 days compared to perceived risk of harm from five or more drinks of an alcoholic beverage once or twice a week (2017 Youth Risk Behavior Survey)



Perceived Risk of Alcohol Use by Friends

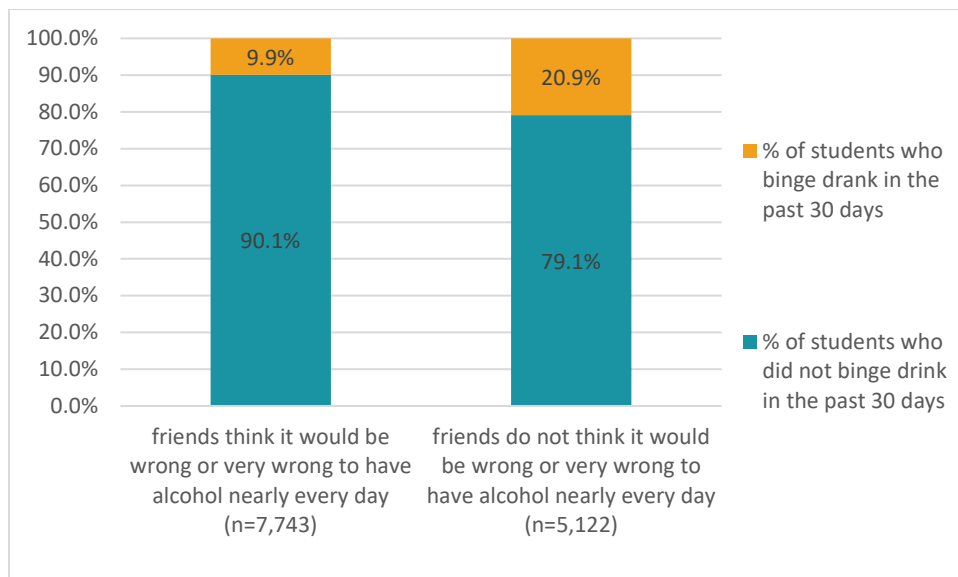
Students who reported their friends feel it would be wrong or very wrong for them to have one or two drinks of an alcoholic beverage nearly every day were statistically less likely to engage in all 11 of the risk behaviors examined. In particular:

- Students who indicated their friends do not feel it would be wrong for them to have one or two drinks of an alcoholic beverage nearly every day were more than twice as likely to binge drink (20.9% compared to 9.9%). They were also more than twice as likely to vape (26.0% compared to 12.3%).
- Students who indicated their friends feel it would be wrong for them to have one or two drinks of an alcoholic beverage nearly every day were less likely to seriously consider suicide (18.7% compared to 26.7%), as well as less likely to feel so sad or

hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (30.4% compared to 44.4%).

- Students who indicated their friends feel it would wrong for them to have one or two drinks of an alcoholic beverage nearly every day were significantly less likely to carry a weapon on school property (6.1% compared to 12.0%), as well as to get into a physical fight on school property (5.3% compared to 8.5%).
- While numbers are low and should therefore be interpreted cautiously, youth who indicated their friends do not feel it would wrong for them to have one or two drinks of an alcoholic beverage nearly every day were twice as likely to use prescription pain medicine (other than as prescribed by a doctor), heroin, and/or methamphetamines in the past 30 days.

Figure 43: Percentage of all ASD high school students who binge drank in the past 30 days compared to their friends' perception of risk from having one or two drinks of an alcoholic beverage nearly every day (2017 Youth Risk Behavior Survey)



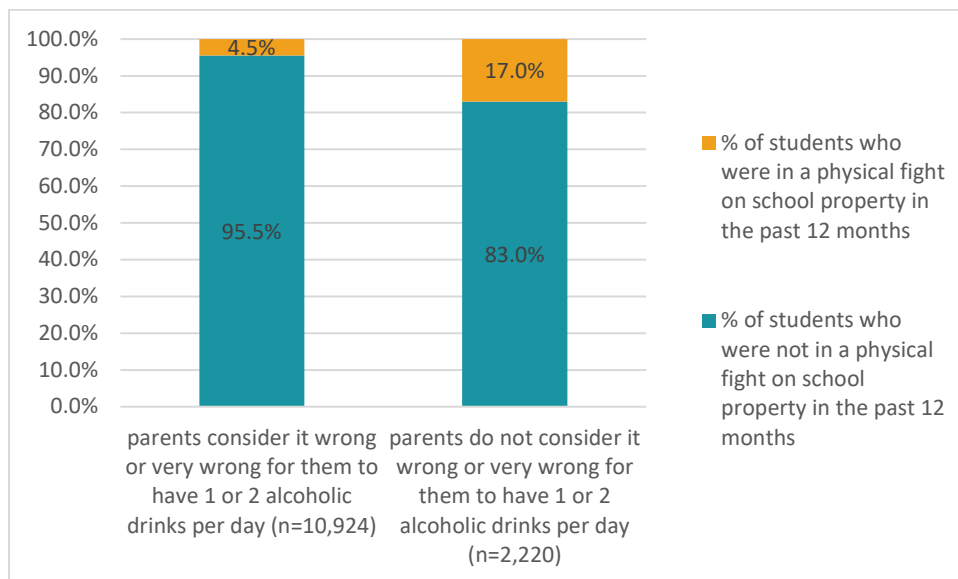
Parent Perception of Alcohol Use

Students who reported their parents feel it would be wrong or very wrong for them to have one or two drinks of an alcoholic beverage per day were statistically less likely to engage in all 11 of the risk behaviors examined related to alcohol and drug use, mental health, and violence-related behavior. In particular:

- Students who indicated their parents do not feel it would wrong for them to have one or two drinks of an alcoholic beverage per day were almost twice as likely to drink alcohol (42.0% compared to 23.1%) as well as to binge drink (22.8% compared to 12.7%). They were also more than twice as likely to vape (33.0% compared to 14.8%).

- Students who indicated their parents feel it would be wrong for them to have one or two drinks of an alcoholic beverage per day were less likely to seriously consider suicide (20.5% compared to 28.9%), as well as less likely to feel so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (33.4% compared to 48.5%).
- Students who indicated their parents do not feel it would be wrong for them to have one or two drinks of an alcoholic beverage per day were twice as likely to carry a weapon on school property (16.3% compared to 7.0%), and nearly four times as likely to get into a physical fight on school property (17.0% compared to 4.5%).
- While numbers are low and should therefore be interpreted cautiously, youth who indicated their parents do not feel it would be wrong for them to have one or two drinks of an alcoholic beverage per day were significantly more likely to use prescription pain medicine (other than as prescribed by a doctor), heroin, and/or methamphetamines in the past 30 days.

Figure 44: Percentage of all ASD high school students who were in a physical fight on school property in the past 12 months compared to parent perception of having one or two drinks of an alcoholic beverage per day (2017 Youth Risk Behavior Survey)

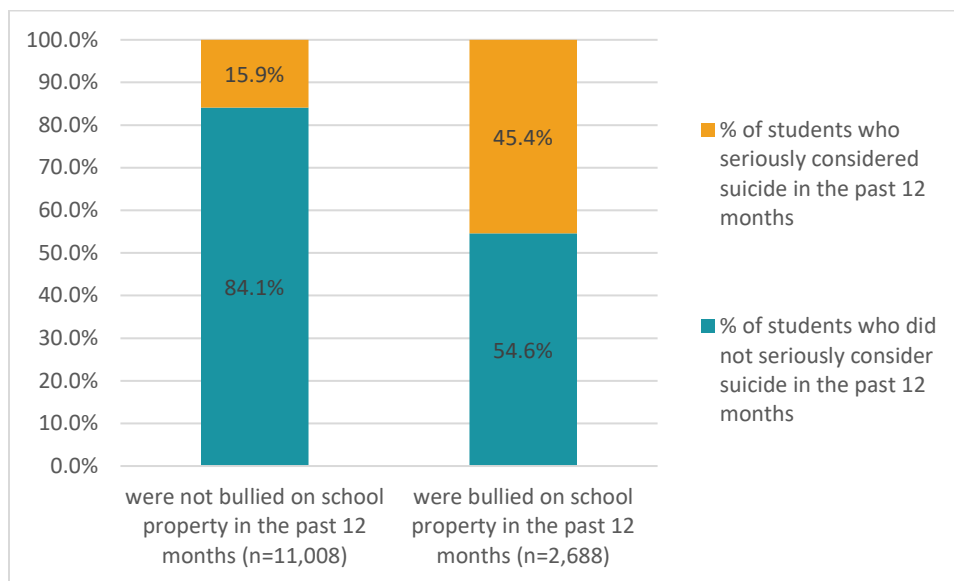


Bullying

ASD high school students who were bullied on school property in the past 12 months were significantly more likely to engage in all 11 of the risk behaviors examined related to alcohol and drug use, mental health, and violence-related behavior, with some of these differences quite striking. In particular:

- In addition to being more likely to drink alcohol as well as binge drink, students who were bullied in the past year were significantly more likely to use marijuana (33.8% compared to 18.5%) and to vape (26.2% compared to 14.9%).
- Students who were bullied in the past year were nearly three times as likely to seriously consider suicide (45.4% compared to 15.9%), and nearly twice as likely to feel so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (58.5% compared to 30.4%).
- Students who were bullied in the past year were nearly twice as likely to carry a weapon such as a gun, knife, or club on school property (12.6% compared to 6.7%), and more than twice as likely to be in a physical fight on school property (11.6% compared to 4.9%).
- Although numbers are low and should therefore be interpreted cautiously, youth who were bullied in the past year were nearly three times as likely to use prescription pain medicine (other than as prescribed by a doctor), more than four times as likely to use heroin, and more than five times as likely to use methamphetamines in the past 30 days.

Figure 45: Percentage of all ASD high school students who seriously considered suicide in the past 12 months compared to bullying on school property in the past 12 months (2017 Youth Risk Behavior Survey)



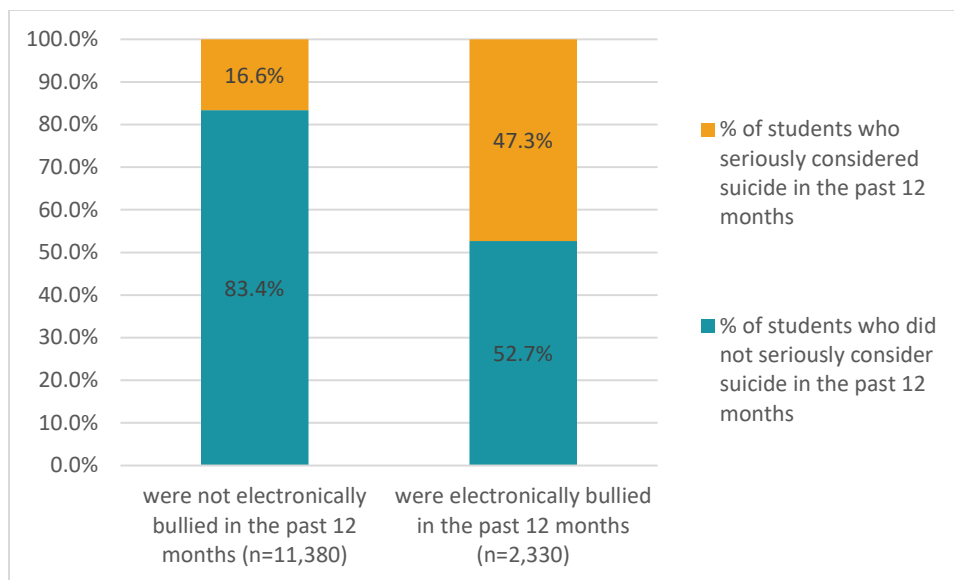
Electronic Bullying

ASD high school students who were electronically bullied in the past 12 months through texting, Instagram, Facebook, or other social media were significantly more likely to engage

in all 11 of the risk behaviors examined related to alcohol and drug use, mental health, and violence-related behavior, with many of these differences quite striking. In particular:

- Students who were electronically bullied were nearly twice as likely to drink alcohol (43.9% compared to 22.0%), more than twice as likely to binge drink (25.3% compared to 11.8%), more than twice as likely to use marijuana (37.2% compared to 18.4%), and more than twice as likely to vape (30.2% compared to 14.8%).
- Students who were electronically bullied in the past year were nearly three times as likely to seriously consider suicide (47.3% compared to 16.6%), and more than twice as likely to feel so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (63.4% compared to 30.3%).
- Students who were electronically bullied in the past year were more than twice as likely to carry a weapon such as a gun, knife, or club on school property (15.8% compared to 6.5%), and more than twice as likely to be in a physical fight on school property (11.5% compared to 5.4%).
- Although numbers are low and should therefore be interpreted cautiously, youth who were electronically bullied in the past year were nearly three times as likely to use prescription pain medicine (other than as prescribed by a doctor), nearly five times as likely to use heroin, and nearly four times as likely to use methamphetamines.

Figure 46: Percentage of all ASD high school students who seriously considered suicide in the past 12 months compared to electronic bullying through texting, Instagram, Facebook, or other social media in the past 12 months (2017 Youth Risk Behavior Survey)

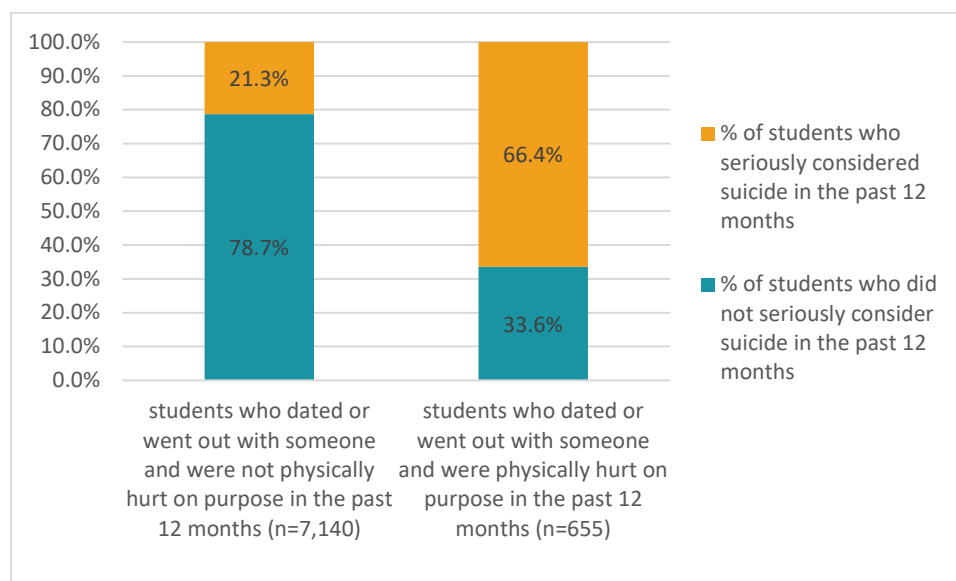


Dating Violence

Whether or not ASD high school students who dated or went out with someone were physically hurt on purpose by someone they dated or went out with in the past 12 months was significantly correlated with each of the 11 risk behaviors examined. In particular:

- Students who were physically hurt on purpose by someone they were dating were more than twice as likely to binge drink (32.6% compared to 15.8%), more than twice as likely to use marijuana (54.7% compared to 24.4%), and more than twice as likely to vape (40.7% compared to 20.1%).
- Students who were physically hurt on purpose by someone they were dating were more than three times as likely to seriously consider suicide (66.4% compared to 21.3%), and significantly more likely to feel so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (68.9% compared to 37.5%).
- Students who were physically hurt on purpose by someone they were dating were more than twice as likely to carry a weapon such as a gun, knife, or club on school property (24.1% compared to 9.0%), and more than four times as likely to be in a physical fight on school property (29.1% compared to 6.5%).
- Although numbers are low and should therefore be interpreted cautiously, youth who were physically hurt on purpose by someone they were dating were significantly more likely to use prescription pain medicine (other than as prescribed by a doctor), use heroin, or use methamphetamines.

Figure 47: Percentage of all ASD high school students who seriously considered suicide in the past 12 months compared to being physically hurt on purpose by someone they were dating or going out with in the past 12 months (2017 Youth Risk Behavior Survey)

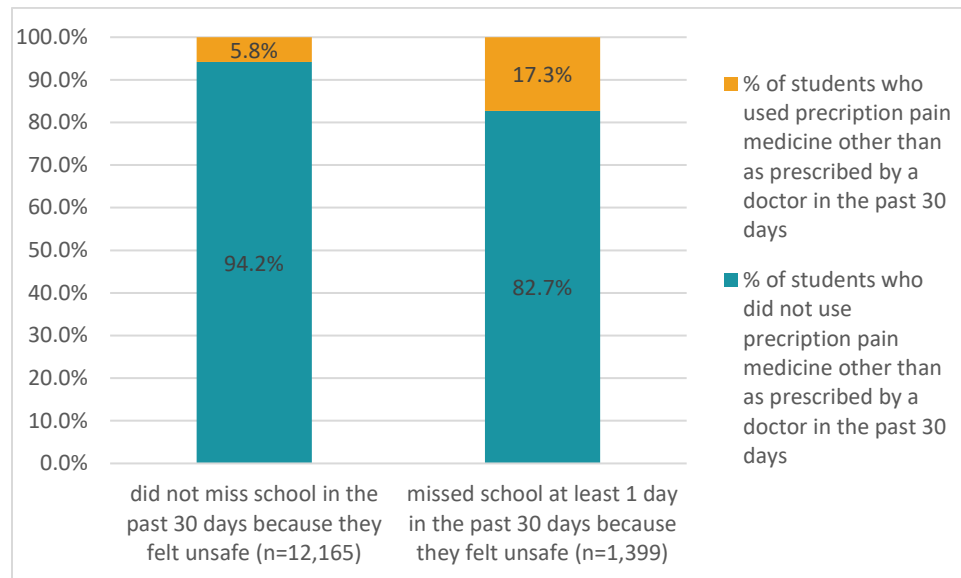


Felt Unsafe at School

Whether or not ASD high school students missed school in the past 30 days because they felt they would be unsafe at school or on their way to and from school was significantly correlated with each of the 11 risk behaviors examined. In particular:

- Students who indicated they had missed school on at least one of the past 30 days because they felt unsafe had higher rates of 30-day alcohol use (39.9% compared to 24.0%), binge drinking (21.5% compared to 13.1%), marijuana use (34.3% compared to 20.0%), and vaping (31.3% compared to 16.0%).
- A higher number of students who indicated they had missed school on at least one of the past 30 days because they felt unsafe reported they had seriously considered attempting suicide in the past 12 months than students who had not missed school because they felt unsafe (36.1% compared to 20.1%). In addition, a higher number of students who indicated they had missed school on at least one of the past 30 days because they felt unsafe reported feeling so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (56.3% compared to 33.6%).
- More than three times as many students who indicated they had missed school on at least one of the past 30 days because they felt unsafe reported carrying a weapon such as a gun, knife, or club on school property in the past 30 days as students who had not missed school because they felt unsafe (26.2% compared to 6.2%). The same holds true for students who were in a physical fight on school property in the past 12 months, with 19.3% of students who had missed school on at least one of the past 30 days because they felt unsafe reporting being in a physical fight on school property compared to 5.0% of students who did not miss school because they felt unsafe.
- Students who indicated they had missed school on at least one of the past 30 days because they felt unsafe were more than three times as likely to use prescription pain medicine other than as prescribed by a doctor (17.3% compared to 5.8%), more than ten times as likely to use heroin (11.6% compared to 0.9%), and nearly nine times as likely to use methamphetamines (9.4% compared to 1.1%).

Figure 48: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to students who missed school at least one day in the past 30 because they felt unsafe at school or on their way to or from school (2017 Youth Risk Behavior Survey)



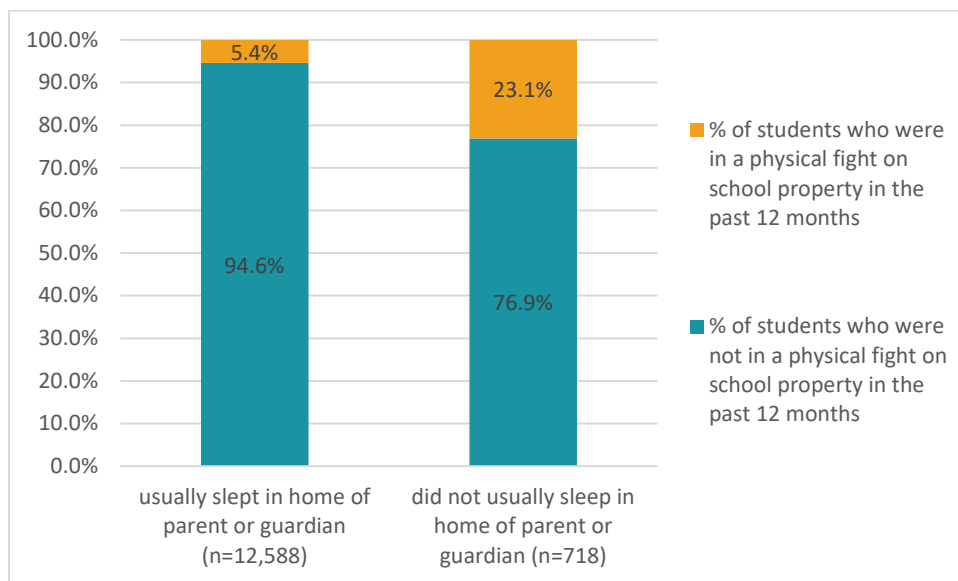
Where Students Sleep

ASD high school students who did not usually sleep in the home of their parent or guardian during the past 30 days were more likely to engage in all of the 11 risk behaviors examined. In particular:

- Students who did not usually sleep in the home of their parent or guardian were more likely to use alcohol and were nearly three times as likely to binge drink (37.4% compared to 12.7%). They were also nearly twice as likely to use marijuana (40.3% compared to 20.4%) and to vape (33.0% compared to 16.8%).
- Students who did not usually sleep in the home of their parent or guardian were more than twice as likely to seriously consider suicide (45.0% compared to 20.3%). However, they were only slightly more likely to feel so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (42.5% compared to 35.7%).
- More than three times as many students who did not usually sleep in the home of their parent or guardian reported carrying a weapon such as a gun, knife or club on school property in the past 30 days (24.0% compared to 7.5%), and more than four times as many students who did not usually sleep in the home of their parent or guardian reported being in a physical fight on school property in the past 12 months (23.1% compared to 5.4%).

- A dramatically higher number of students who did not usually sleep in the home of a parent or guardian reported using prescription pain medicine other than as prescribed by a doctor (23.4% compared to 6.0%), heroin (23.4% compared to 0.6%), and methamphetamines (20.3% compared to 1.0%).

Figure 49: Percentage of all ASD high school students who were in a physical fight on school property in the past 12 months compared to students who did not usually sleep in the home of their parent or guardian (2017 Youth Risk Behavior Survey)



Participation in Organized Activities and Volunteering

Participation in organized after school, evening, or weekend activities at least one day per week or volunteering at school or in the community at least one hour per week did not show a strong correlation with reduction in risk behaviors except for slight reductions in suicidal ideation, feelings of sadness or hopelessness, and marijuana use. Furthermore, although low numbers warrant cautious interpretation, there was a statistically significant **increase** in 30-day prescription pain medicine, heroin, and methamphetamine use for these students.

- There was no statistically significant correlation between participation in organized after school, evening, or weekend activities at least one day per week or volunteering at school or in the community at least one hour per week with alcohol use, binge drinking, or vaping. Students who participated in organized activities or volunteered did show a slightly lower rate of marijuana use (19.5% compared to 26.6%).
- Students who participated in organized activities or volunteered were slightly less likely to seriously consider suicide (20.9% compared to 24.4%) or to feel so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (34.9% compared to 39.2%).

- There was no statistically significant correlation between participation in organized after school, evening, or weekend activities at least one day per week or volunteering at school or in the community at least one hour per week with carrying a weapon on school property or with getting into a physical fight on school property.¹⁵
- Although low numbers warrant cautious interpretation, there was a statistically significant *increase* among students who participated in organized activities or volunteered in the use of 30-day prescription pain medicine other than as prescribed by a doctor (8.0% compared to 5.0%), heroin (2.7% compared to 0.7%), and methamphetamines (3.0% compared to 1.0%).

Physical Activity

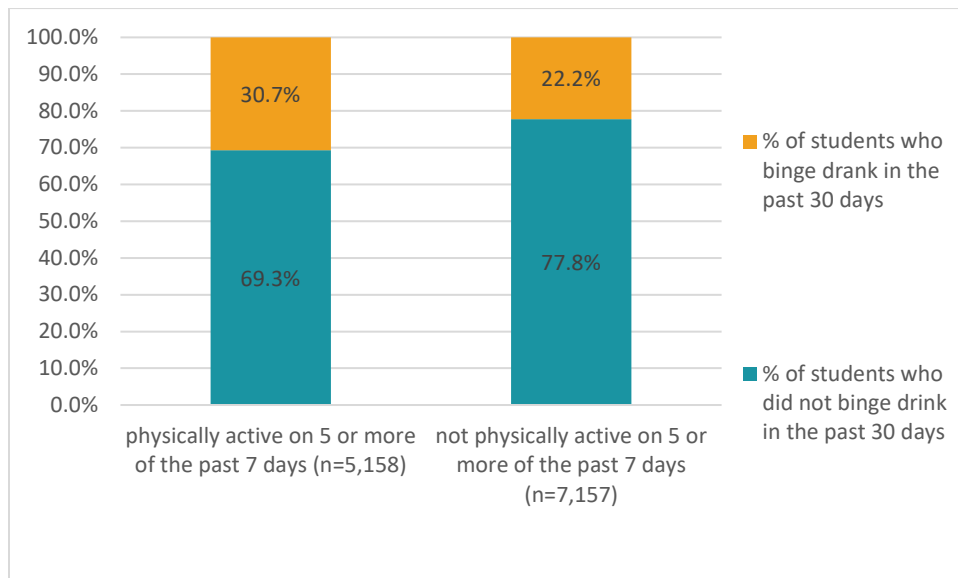
Physical activity for at least 60 minutes per day on five or more of the past seven days was correlated with a reduction in four of the 11 risk behaviors examined including suicidal ideation, feelings of sadness or hopelessness, heroin use in the past 30 days, and methamphetamine use in the past 30 days. However, conversely to expectations, physical activity correlated with a small albeit statistically significant *increase* in alcohol use, marijuana use, vaping, carrying a weapon on school property, and getting into a physical fight on school property.

- ASD high school students who engaged in physical activity for at least 60 minutes a day on five or more of the past seven days were *more likely* to drink alcohol (30.7% compared to 22.2%), binge drink (17.9% compared to 11.5%), use marijuana (23.6% compared to 19.9%), and vape (21.6% compared to 15.2%).
- High school students who engaged in physical activity for at least 60 minutes a day on five or more of the past seven days were less likely to seriously consider suicide (18.0% compared to 24.5%), as well as less likely to feel so sad or hopeless almost every day for 2 weeks or more in a row in the past 12 months that they did not participate in some of their usual activities (32.2% compared to 38.9%).
- Students who engaged in physical activity for at least 60 minutes a day on five or more of the past seven days were slightly *more likely* to carry a weapon on school property (10.0% compared to 7.5%) and to get into a physical fight on school property (8.0% compared to 5.4%)

¹⁵ Only correlations with a Pearson Chi-Square Value < .001 were considered statistically significant for this assessment. Participation in organized activities and volunteering and getting in a physical fight on school property had a Pearson Chi-Square Value < .05, which may be considered statistically significant in other studies.

- Although numbers are low and should be interpreted cautiously, students who engaged in physical activity for at least 60 minutes a day on five or more of the past seven days were slightly less likely to use heroin or methamphetamines.

Figure 50: Percentage of all ASD high school students who binge drank in the past 30 days compared to students who were physically active on five of the past seven days (2017 Youth Risk Behavior Survey)



Summary of Correlations of Risk and Protective Factors with Risk Behaviors

Comparing the likelihood for ASD high school students who present with and without specific risk and protective factors to engage in risk behaviors further illustrates the significant role that the presence or absence of risk and protective factors may have on youth risk behaviors. Figures 51 and 52 provide a summary of the correlations of selected risk and protective behaviors that were determined to be statistically significant with certain risk behaviors, as well as the differences in weight these various risk and protective factors have on youth risk behaviors.

Figure 51: Correlations of selected protective factors on risk behaviors for all ASD high school students (2017 Youth Risk Behavior Survey)

| ASD high school students who agree that in their community they feel like they matter to people were... | ASD high school students who feel comfortable seeking help from 3+ adults besides their parents were... | ASD high school students who disagree that they feel alone in their life were... | ASD high school students who agree that their teachers really care and give a lot of encouragement were... | ASD high school students who agree their school has clear rules and consequences were... | ASD high school students whose friends feel it is wrong to have 1 or 2 alcohol drinks nearly every day were... | ASD high school students whose parents feel it is wrong to have 1 or 2 alcohol drinks nearly every day were... | |
|---|---|--|--|--|--|--|--|
| → 51.2% less likely than those who do not | → 59.3% less likely than those who do not | → 72.1% less likely than those who do not | → 37.2% less likely than those who do not | → 39.9% less likely than those who do not | → 30.0% less likely than those who do not | → 29.1% less likely than those who do not | ...to report they seriously considered attempting suicide in the past 12 months. |
| → 42.3% less likely than those who do not | → 51.6% less likely than those who do not | → 61.2% less likely than those who do not | → 34.0% less likely than those who do not | → 34.6% less likely than those who do not | → 31.5% less likely than those who do not | → 31.1% less likely than those who do not | ...to report they felt so sad or hopeless for 2 weeks or more in a row in the past 12 months that they stopped doing some of their usual activities. |
| → 27.5% less likely than those who do not | → 21.8% less likely than those who do not | → 20.3% less likely than those who do not | → 34.4% less likely than those who do not | → 34.5% less likely than those who do not | → 40.9% less likely than those who do not | → 45.0% less likely than those who do not | ...to report they had at least one drink of alcohol in the past 30 days. |
| → 34.9% less likely than those who do not | → 22.6% less likely than those who do not | → 22.5% less likely than those who do not | → 42.7% less likely than those who do not | → 34.2% less likely than those who do not | → 52.6% less likely than those who do not | → 69.8% less likely than those who do not | ...to report they binge drank in the past 30 days. |

Figure 52: Correlations of selected risk factors on risk behaviors for all ASD high school students (2017 Youth Risk Behavior Survey)

| ASD high school students who were bullied on property in the past 12 months were... | ASD high school students who were electronically bullied in the past 12 months were... | ASD high school students who were physically hurt on purpose by a person they were dating in the past 12 months were... | ASD high school students who missed school in the past 30 days because they felt unsafe at school or on their way to or from school were... | ASD high school students who a did not usually sleep in the home of their parent or guardian in the past 30 days were... | |
|---|--|---|---|--|---|
| → 185.5% more likely than those who were not | → 184.9% more likely than those who were not | → 211.7% more likely than those who were not | → 79.6% more likely than those who did not | → 121.7% more likely than those who did | <i>...to report they seriously considered attempting suicide in the past 12 months.</i> |
| → 92.4% more likely than those who were not | → 109.2% more likely than those who were not | → 83.7% more likely than those who were not | → 67.6% more likely than those who did not | → 19.0% more likely than those who did | <i>...to report they felt so sad or hopeless for 2 weeks or more in a row in the past 12 months that they stopped doing some of their usual activities.</i> |
| → 80.5% more likely than those who were not | → 99.5% more likely than those who were not | → 83.1% more likely than those who were not | → 66.3% more likely than those who did not | → 79.9% more likely than those who did | <i>...to report they had at least one drink of alcohol in the past 30 days.</i> |
| → 51.6% more likely than those who were not | → 114.4% more likely than those who were not | → 106.3% more likely than those who were not | → 64.1% more likely than those who did not | → 194.5% more likely than those who did | <i>...to report they binge drank in the past 30 days.</i> |

Discussion

There was an overall decrease in alcohol consumption and tobacco use from 2009 to 2017 for Anchorage high school students. There were no clear patterns for marijuana or other drug use over time, with use rates either remaining relatively stable or fluctuating only slightly. In general, alternative high school students showed much higher rates of alcohol and drug use than traditional high school students. Drinking levels were highest among White students, as well as among upper grade levels. A higher percentage of males than females, and Alaska Native students than White students, reported using marijuana and other drugs. In all three cases of perceived risk of alcohol and drug use, friend perception of alcohol and drug use, and parent perception of alcohol and drug use, there was a lower perception of risk from marijuana use than from alcohol use or other drug use.

There was an increase in the percentage of ASD high school students who felt sad or hopeless from 2009 to 2017, as well as an increase in the percentage of high school students who reported seriously considering suicide or making a plan for how they would attempt suicide. However, there was only a slight increase in the number of students who reported actually attempting suicide in the past year. There was a very slight decrease both in the percentage of youth who feel like they matter to people in their community and who disagree that they feel alone in their life from 2009 to 2017.

While the number of ASD high school students who reported being in a physical fight decreased from 2009 to 2017, the number who reported carrying a weapon such as a gun, knife, or club on school property increased slightly. The number of students who reported being bullied on school property or electronically bullied remained relatively stable from 2009 to 2017, with a higher number of females than males experiencing being bullied. While a higher percentage of traditional high school students report being bullied, a higher percentage of alternative high school students report being electronically bullied. There were no clear changes in the incidence of dating violence from 2013 to 2017; however, more females than males, and a higher percentage of alternative than traditional high school students experience dating violence. The percentage of students who reported missing school because they felt unsafe rose slightly from 2009-2017.

The percentage of students who feel their teachers really care and give them a lot of encouragement increased slightly from 2009 to 2017, while the percentage of students who feel their school has clear rules and consequences remained relatively stable. The percentage of students who reported participating in organized activities, volunteered at school in the community, and were physically active all remained relatively stable from 2009 to 2017.

There was a slight increase in the percentage of students who reported they feel comfortable seeking help from three or more adults from 2009 to 2017, while the percentage

of students who had at least one parent who asked them about school regularly remained relatively stable.

Risk and Protective Factors

While trends in risk behaviors and risk and protective factors provide a snapshot of the current status of Anchorage youth, it becomes much more meaningful to evaluate the impacts of risk and protective factors on student risk behaviors. YRBS data from 2017 for 16 risk and protective factors were cross tabulated with 11 risk behaviors, with all but 13 of the 176 possible combinations showing a statistically significant relationship.¹⁶ Surprisingly, two of the protective factors evaluated – physical activity, and participation in organized activities or volunteering – revealed a statistically significant **increase** in a number of risk behaviors.

Of the 16 risk and protective factors that were cross tabulated, 10 showed a statistically significant correlation with reduction in all 11 risk behaviors. Some of these correlations were especially striking, including those with suicidal ideation or feelings of sadness and hopelessness. For example, youth who do not feel they matter, who are bullied, who do not usually sleep in the home of their parent or guardian, or who have fewer than three adults they can go to if they have an important question were more than twice as likely to report that they seriously considered attempting suicide in the past year. Youth who reported feeling alone in their life or who experienced physical dating violence were more than three times as likely to report seriously considering attempting suicide.

Parent perception of alcohol use and friend perception of alcohol use both had statistically significant correlations with all 11 of the risk factors examined, and not just those related to drug and alcohol use. This demonstrates the need for the influence of social norms on youth risk behaviors to be taken into account when planning for any prevention efforts.

Interestingly, there appeared to be an inverse relationship between participation in organized activities/volunteering and physical activity with several indicators of drug and alcohol use. One can speculate this may have to do with a social aspect of drug and/or alcohol use; however, further exploration of this theory is needed. In addition, it is interesting to note that physical activity also had an inverse relationship with violence-related risk behaviors.

It is important to note that in some ways risk and protective factors are interchangeable with risk behaviors. For example, while being bullied is a risk factor, bullying itself can be considered a risk behavior. Similarly, where there is a statistically significant correlation between a risk behavior and a risk factor, reduction in a risk behavior could also lead to reduction in a risk factor. This relationship lends itself to numerous methods of

¹⁶ Cross-tabulations with a Pearson Chi-Square Value <.001 were considered to be statistically significant for the purpose of this assessment.

interpreting correlations of risk and protective factors with risk behaviors, and brings into play a variety of additional questions such as whether there are statistically significant relationships between multiple risk and protective factors and/or multiple risk behaviors. For example, a reduction in drug use may also reduce the number of students who miss school because they feel unsafe, just as improving student feelings of safety may impact an individual's likelihood to use drugs.

As Center for Safe Alaskans and its Anchorage Youth Development Coalition continue to move forward with planning efforts, it may be informative to further explore some of these relationships as they specifically pertain to strategies chosen for implementation. This could serve Safe Alaskans in fine-tuning its implementation activities, as well as in measuring progress towards the coalition's goals and objectives over time. Regardless of the strategic direction chosen by Safe Alaskans and the coalition, it is clear that a focus on increasing protective factors and reducing risk factors has a very strong likelihood to lead to a reduction in risk behaviors among Anchorage youth.

Appendix A: Figures Showing Breakdowns in Risk Behaviors in Youth Risk Behavior Survey (YRBS)¹

| | |
|--|-----|
| 30-day Alcohol Use..... | 70 |
| Binge Drinking..... | 72 |
| First Alcohol before Age 13..... | 75 |
| How Students got their Alcohol..... | 77 |
| 30-day Tobacco Use..... | 78 |
| 30-day Marijuana Use | 80 |
| First Marijuana Use before Age 13 | 83 |
| 30-day Vaping | 85 |
| Lifetime Vaping | 88 |
| 2017 Lifetime Other Drug Use | 90 |
| Considered Suicide..... | 92 |
| Made a Suicide Plan | 95 |
| Attempted Suicide..... | 97 |
| Attempted Suicide Required Medical Attention | 99 |
| Felt Sad or Hopeless | 101 |
| Physical Fight | 104 |
| Carried a Weapon on School Property..... | 106 |

¹ Alaska Department of Health and Social Services, Division of Public Health, Section of Chronic Disease Prevention and Health Promotion
<http://dhss.alaska.gov/dph/Chronic/Pages/yrbs/default.aspx>

30-day Alcohol Use

Figure 1: 30-day alcohol use for all ASD high school students 2009-2017

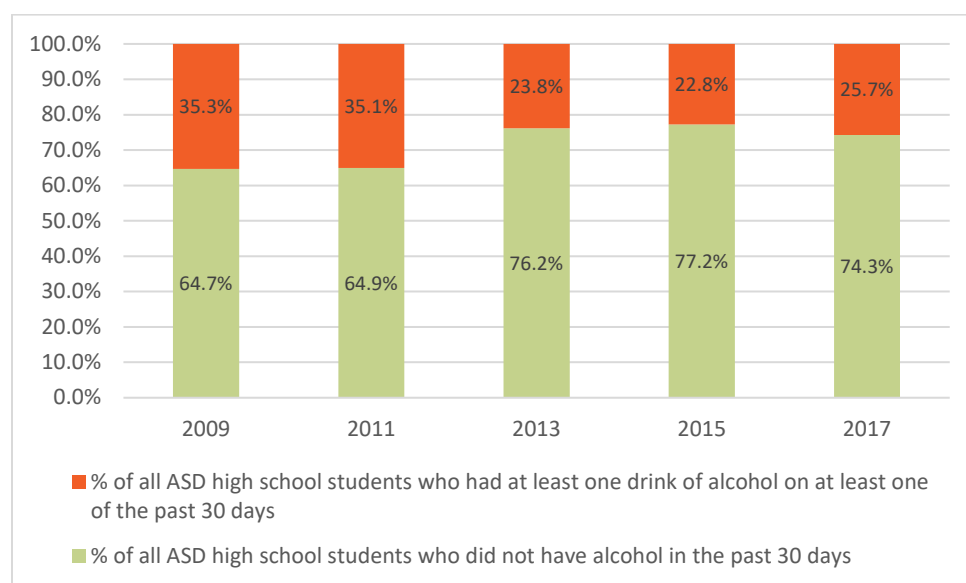


Figure 2: 30-day alcohol use for all ASD high school students by school type 2009-2017

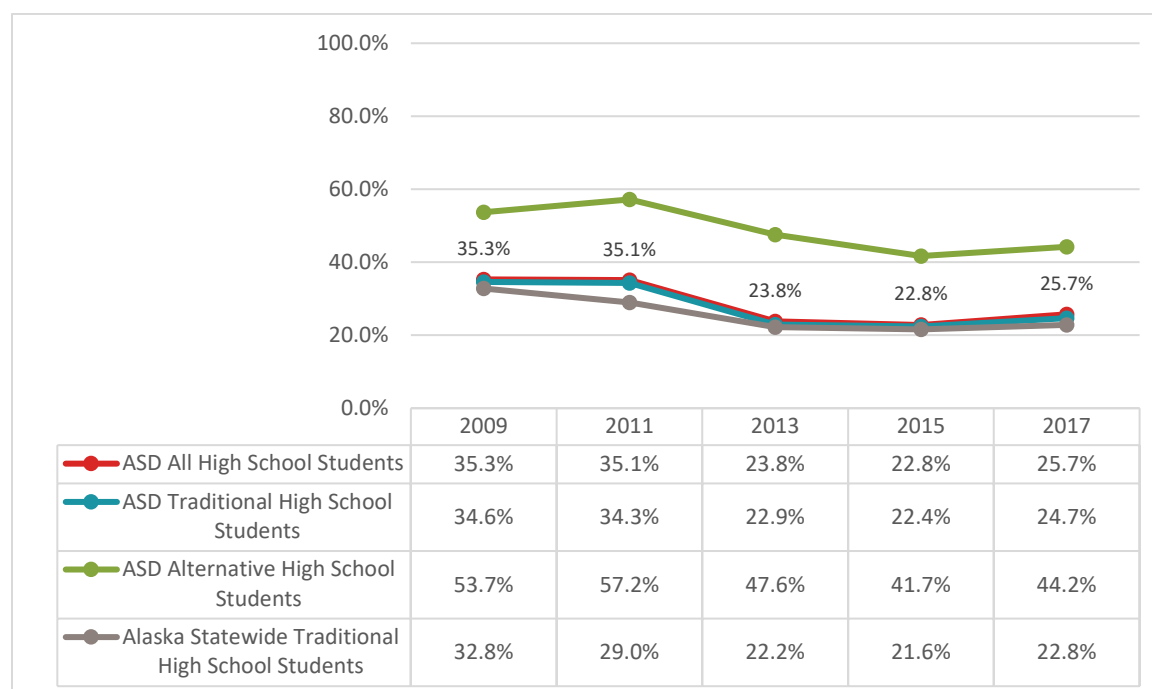


Figure 3: 30-day alcohol use for all ASD high school students by gender 2009-2017

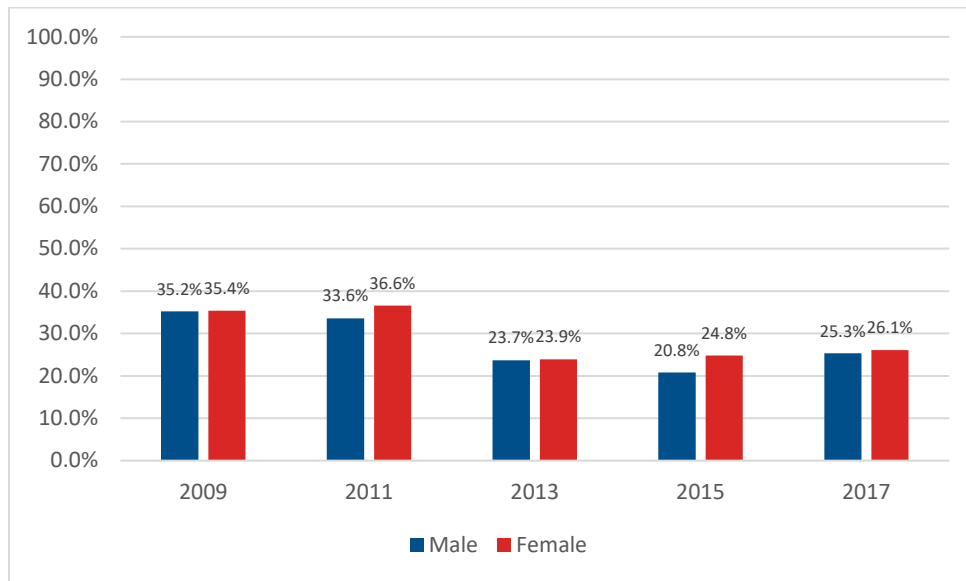


Figure 4: 30-day alcohol use for all ASD high school students by race 2009-2017

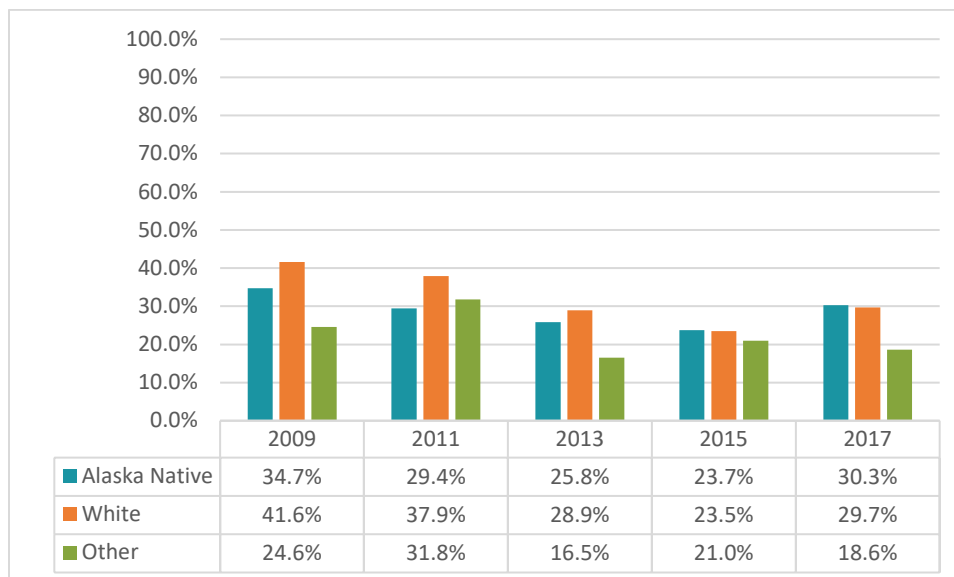
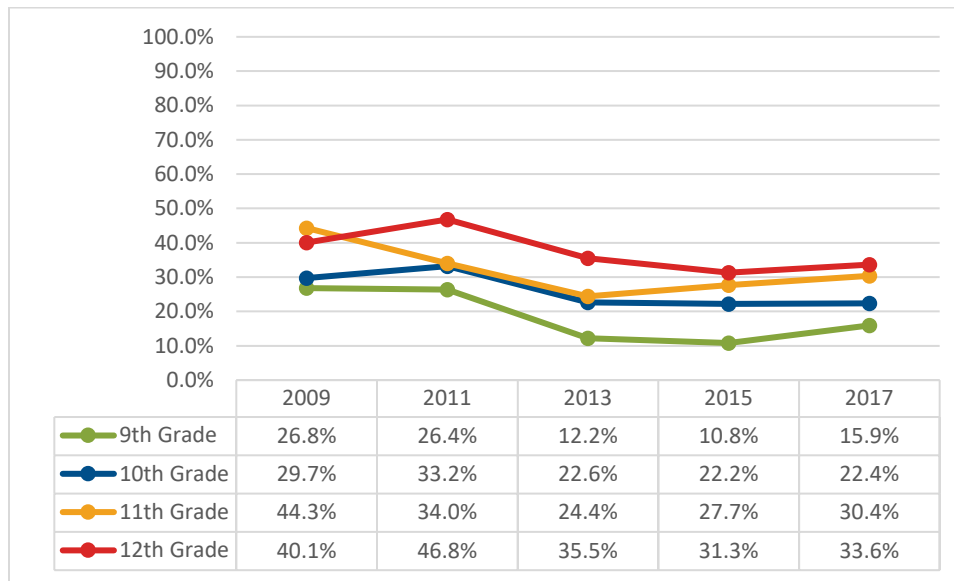
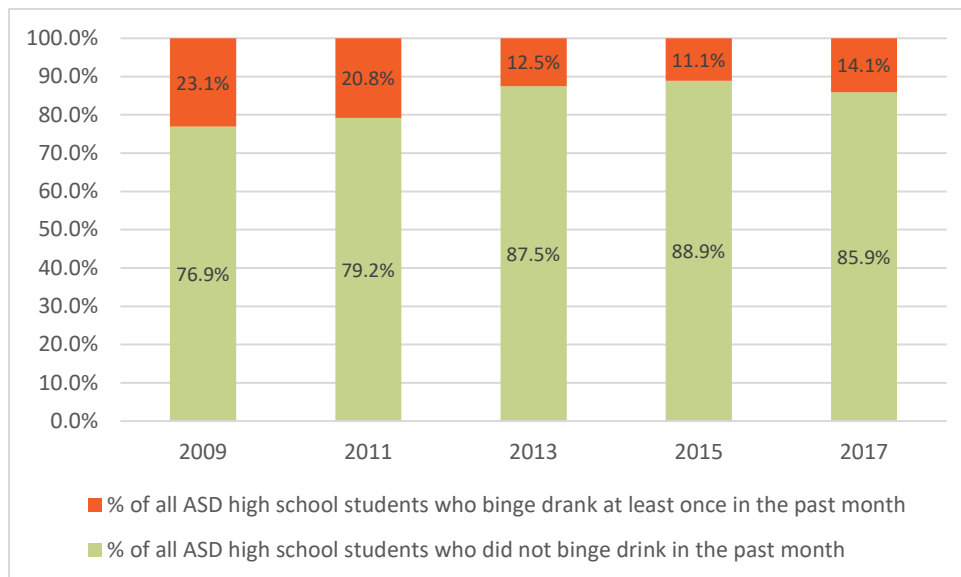


Figure 5: 30-day alcohol use for all ASD high school students by grade level 2009-2017



Binge Drinking²

Figure 6: Binge drinking for all ASD high school students 2009-2017



² In 2017 the definition of binge drinking on the Youth Risk Behavior Survey was changed to 4 or more drinks in a row for a female, and 5 more drinks in a row for a male. Prior to that the definition of binge drinking was 5 or more drinks in row for both males and females.

Figure 7: Binge drinking for all ASD high school students by school type 2009-2017

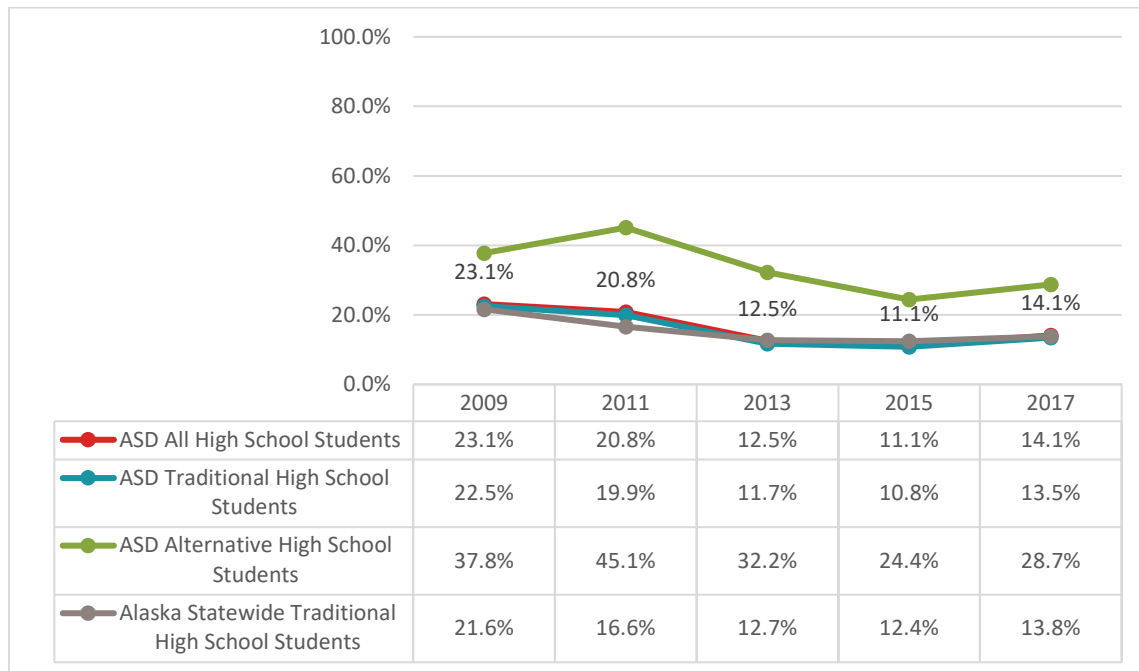


Figure 8: Binge drinking for all ASD high school students by gender 2009-2017

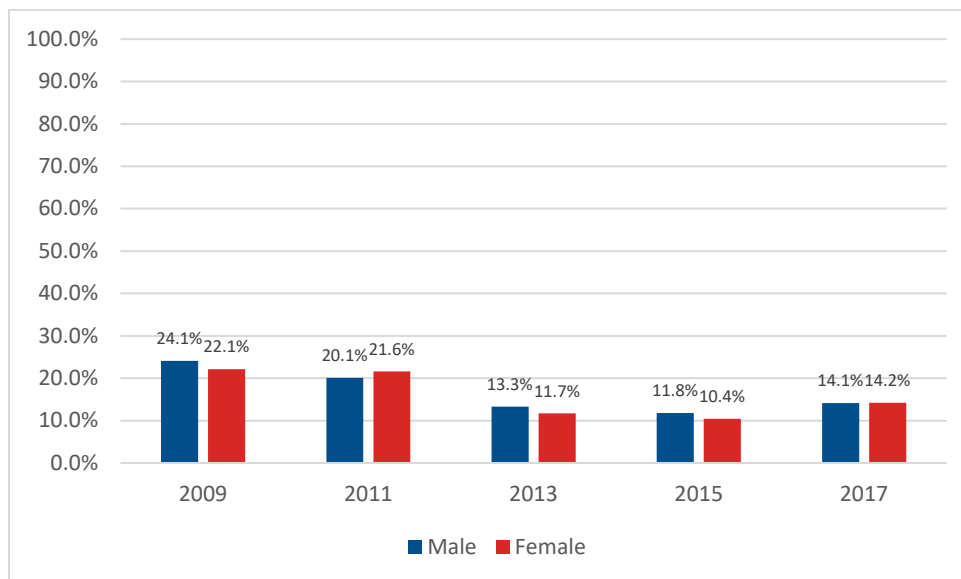


Figure 9: Binge drinking for all ASD high school students by race 2009-2017

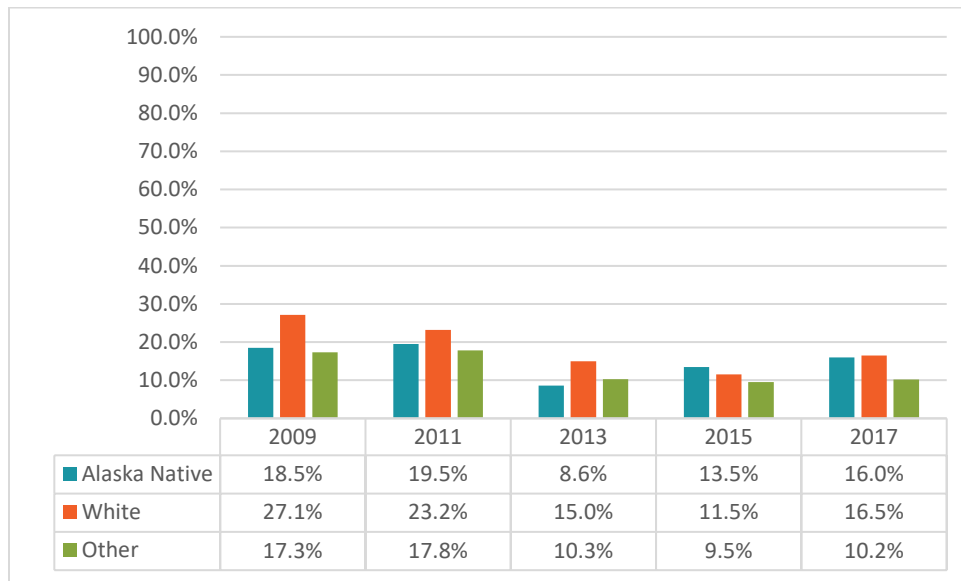
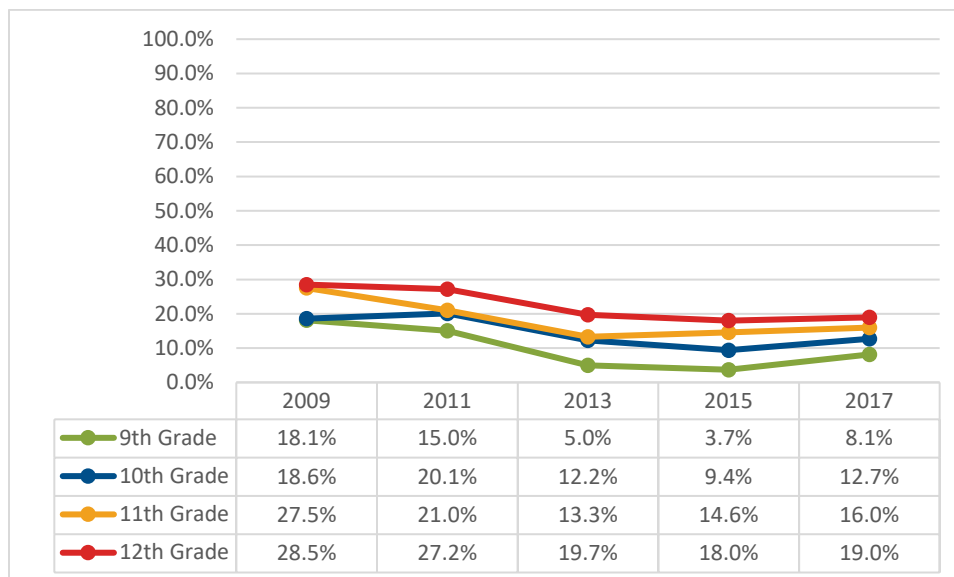


Figure 10: Binge drinking for all ASD high school students by grade level 2009-2017



First Alcohol before Age 13

Figure 11: First drink of alcohol before age 13 for all ASD high school students 2009-2017

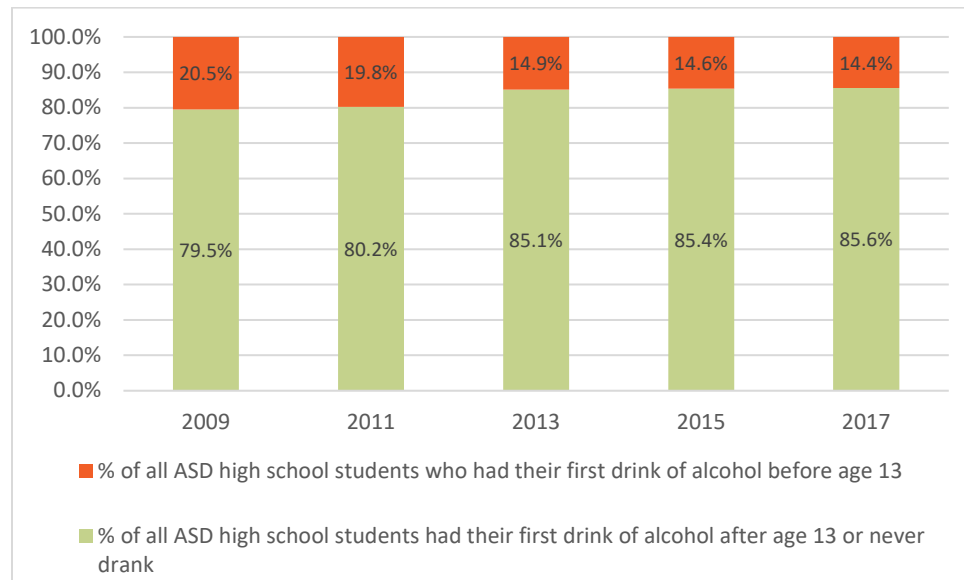


Figure 12: First drink of alcohol before age 13 for all ASD high school students by school type 2009-2017

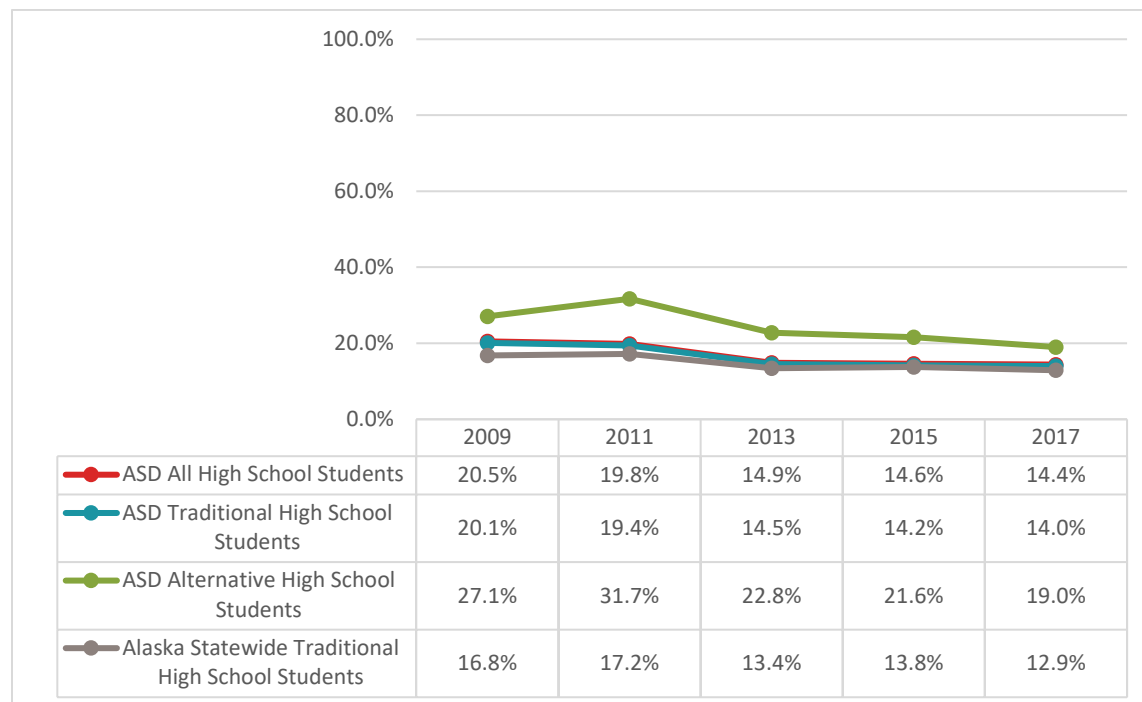


Figure 13: First drink of alcohol before age 13 for all ASD high school students by gender 2009-2017

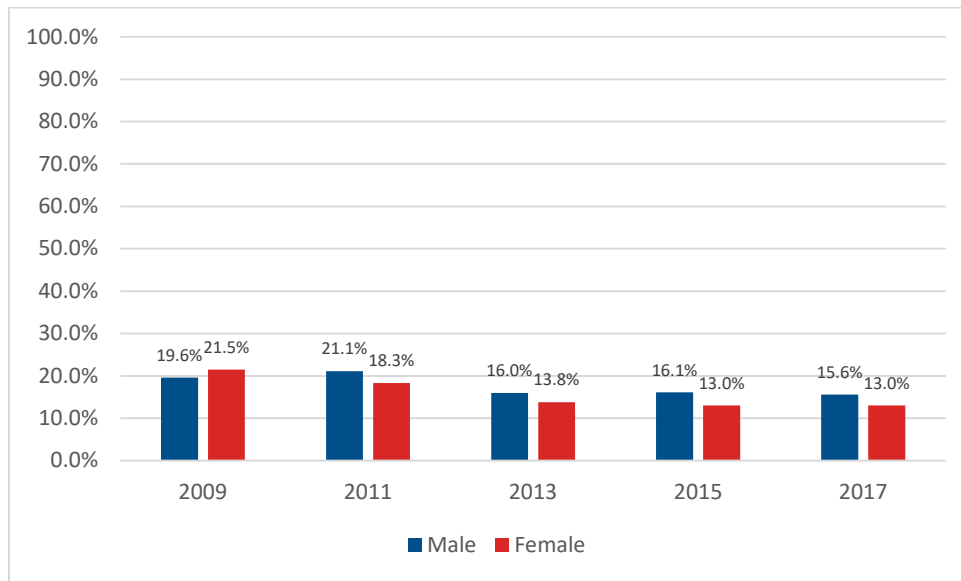


Figure 14: First drink of alcohol before age 13 for all ASD high school students by race 2009-2017

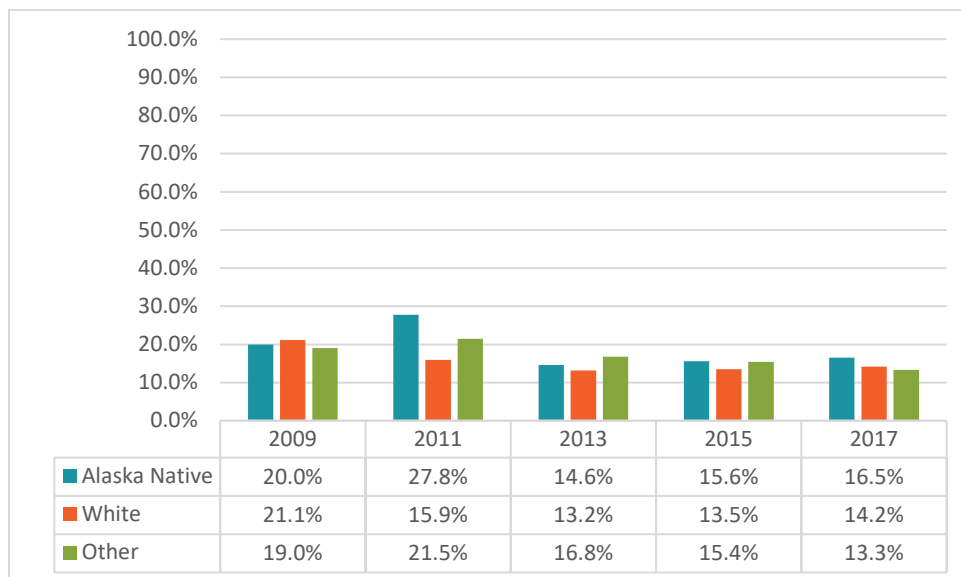
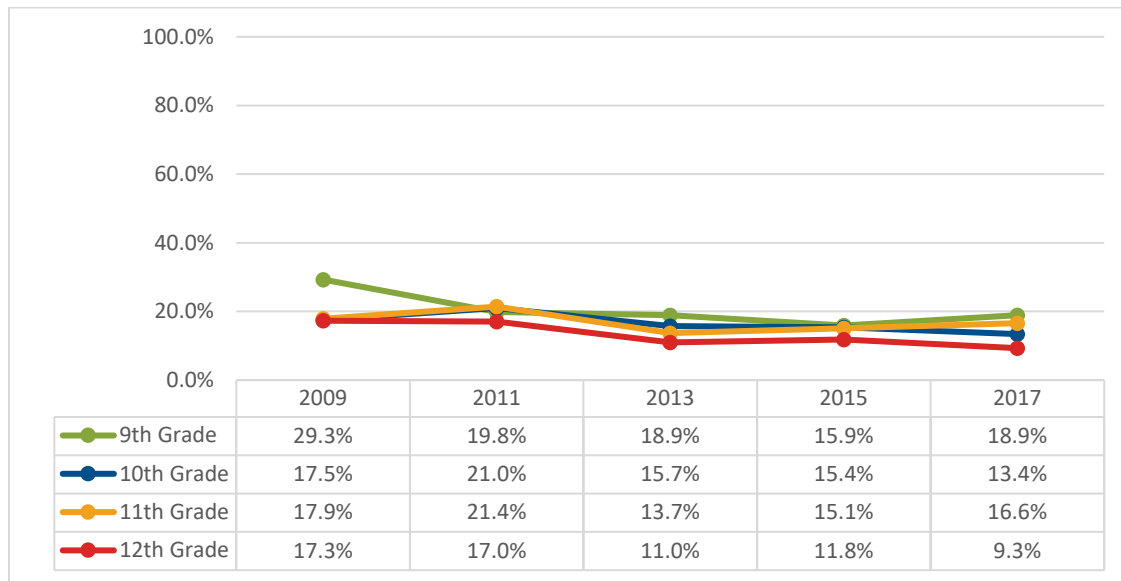
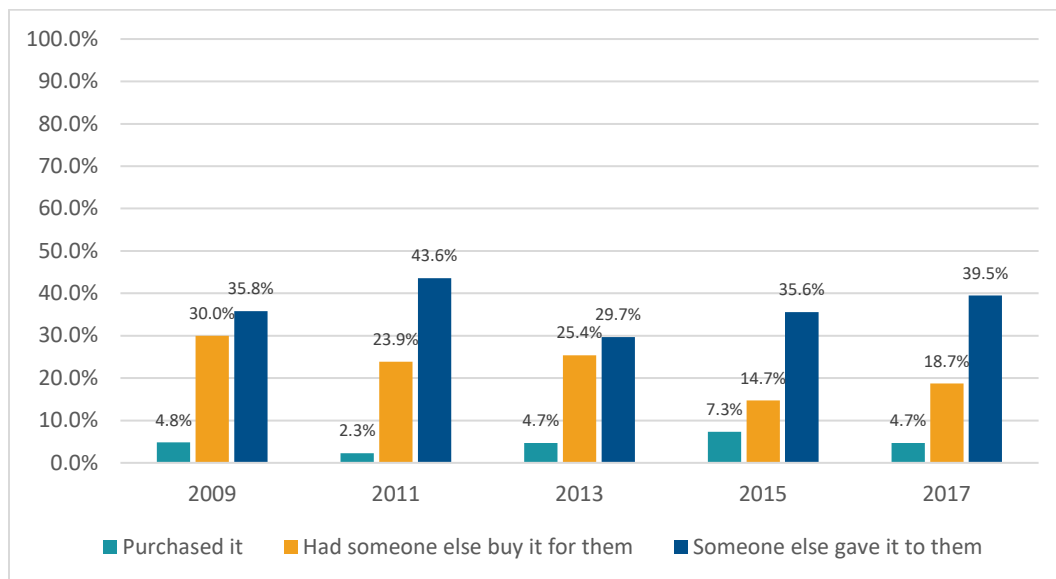


Figure 15: First drink of alcohol before age 13 for all ASD high school students by grade level 2009-2017



How Students got their Alcohol

Figure 16: How all ASD high school students who reported current alcohol use got the alcohol they drank in the past 30 days 2009-2017



30-day Tobacco Use

Figure 17: 30-day Cigarette Smoking for all ASD high school students 2009-2017

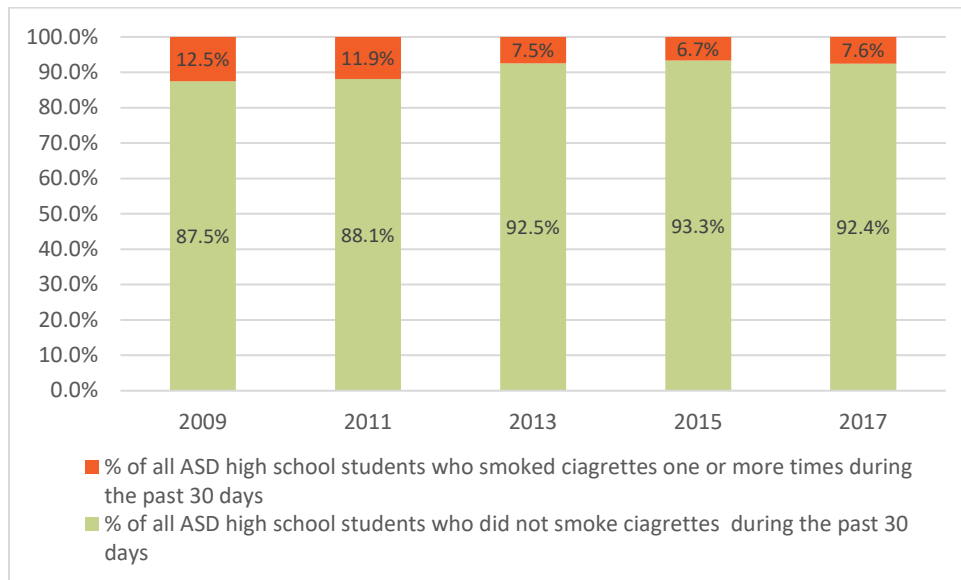


Figure 18: 30-day Cigarette Smoking for all ASD high school students by school type 2009-2017

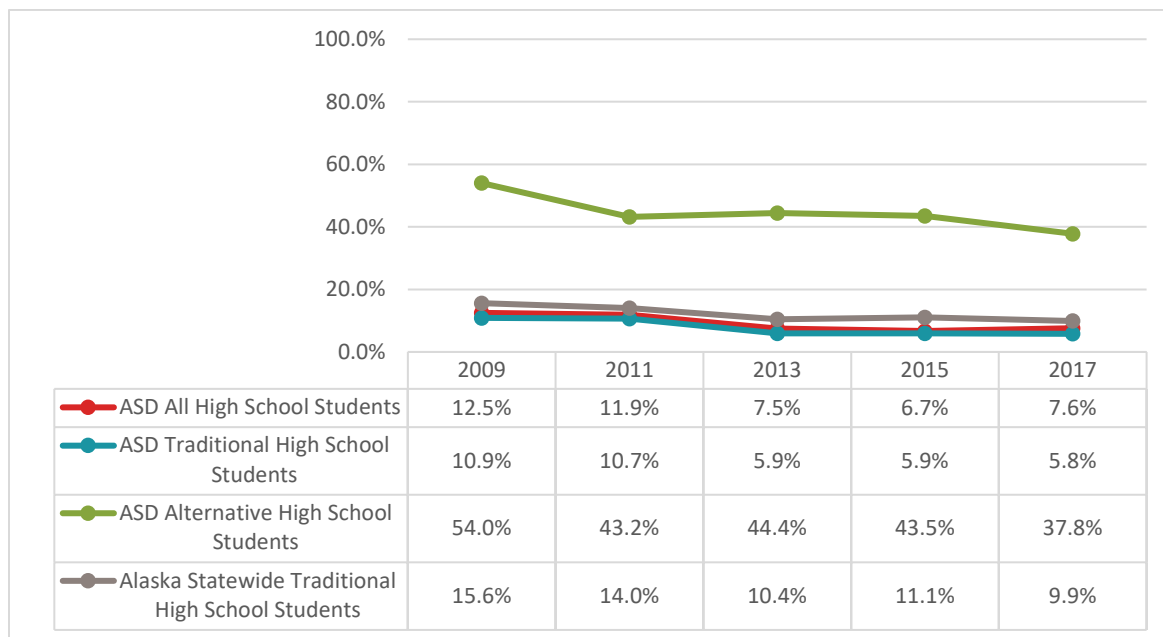


Figure 19: 30-day Cigarette Smoking for all ASD high school students by gender 2009-2017

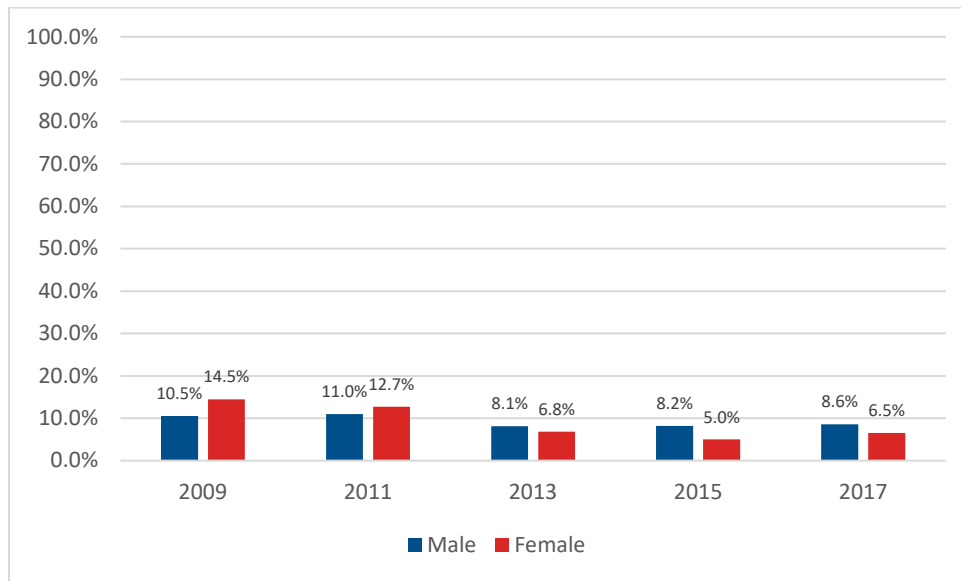


Figure 20: 30-day Cigarette Smoking for all ASD high school students by race 2009-2017

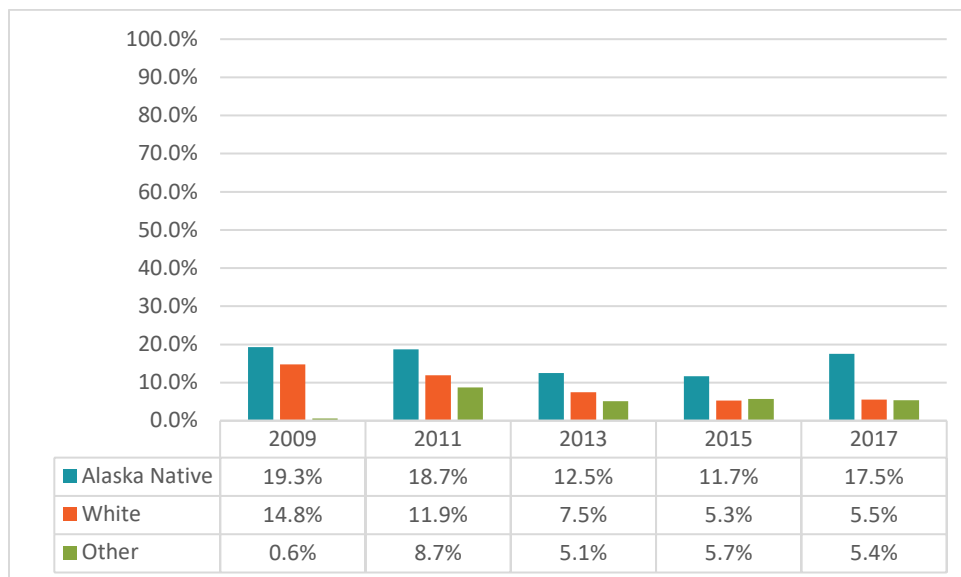
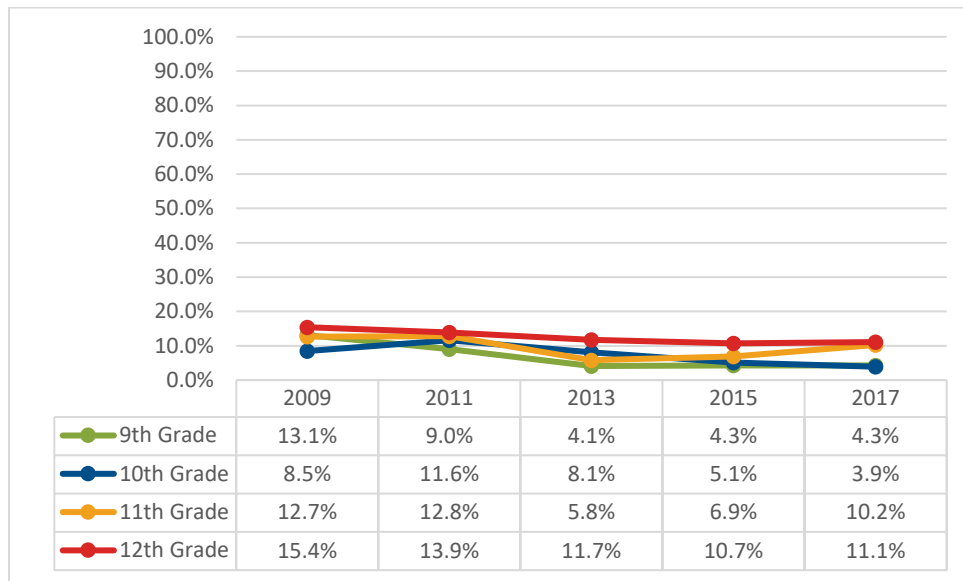


Figure 21: 30-day Cigarette Smoking for all ASD high school students by grade level 2009-2017



30-day Marijuana Use

Figure 22: 30-day marijuana use for all ASD high school students 2009-2017

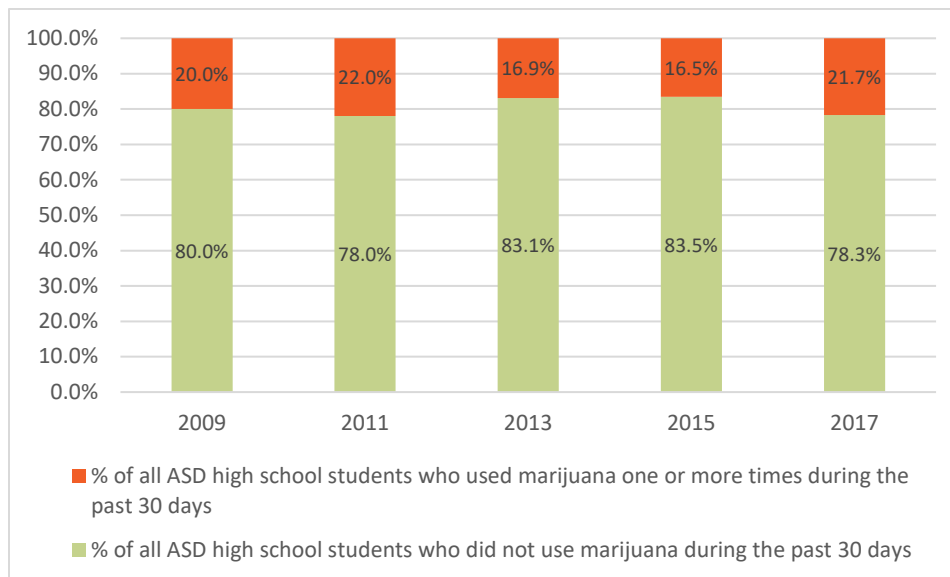


Figure 23: 30-day marijuana use for all ASD high school students by school type 2009-2017

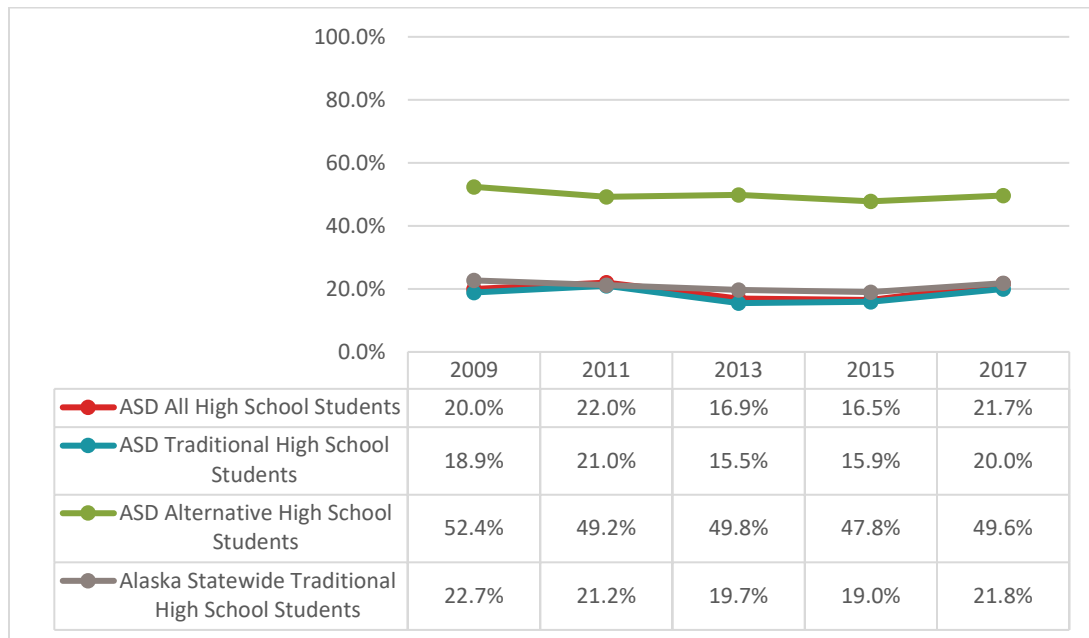


Figure 24: 30-day marijuana use for all ASD high school students by gender 2009-2017

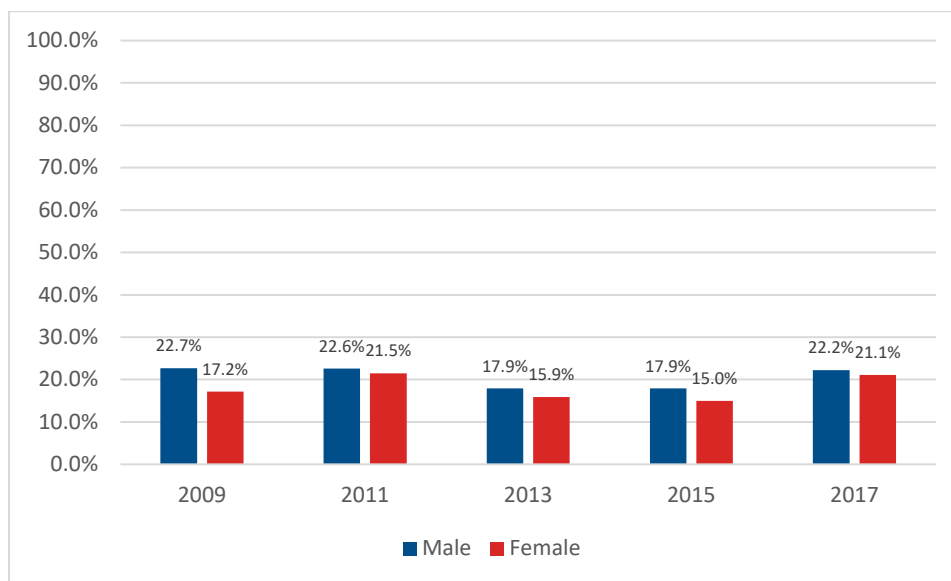


Figure 25: 30-day marijuana use for all ASD high school students by race 2009-2017

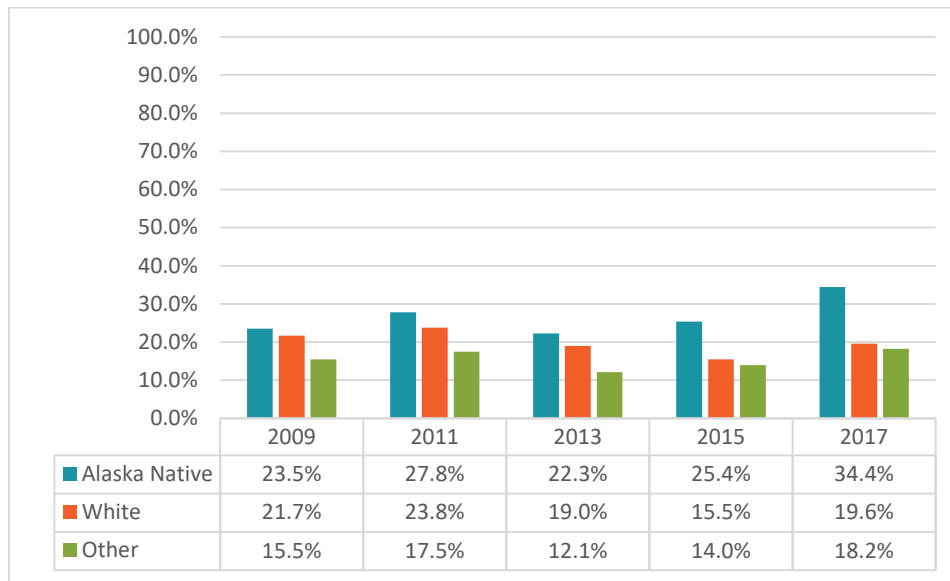
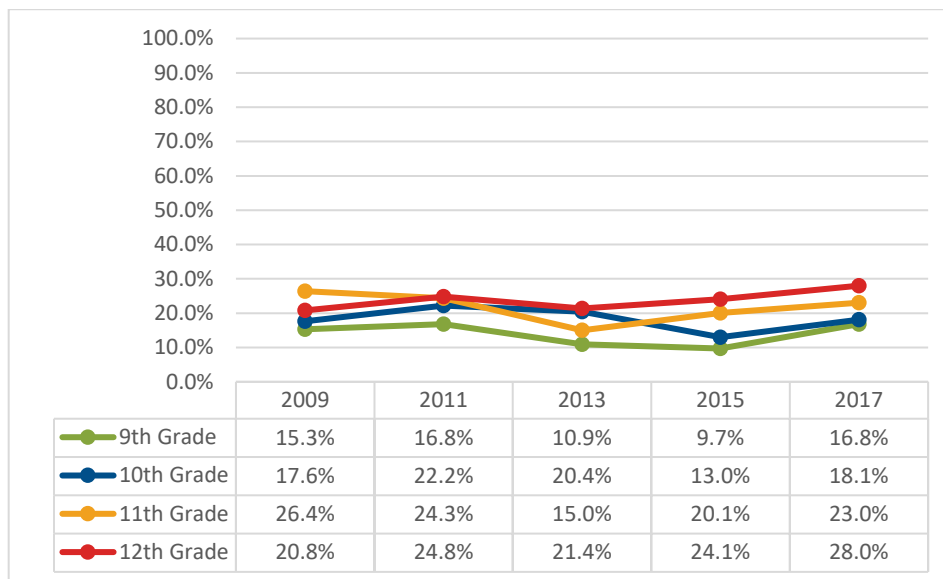


Figure 26: 30-day marijuana use for all ASD high school students by grade level 2009-2017



First Marijuana Use before Age 13

Figure 27: First-time marijuana use before age 13 for all ASD high school students 2009-2017

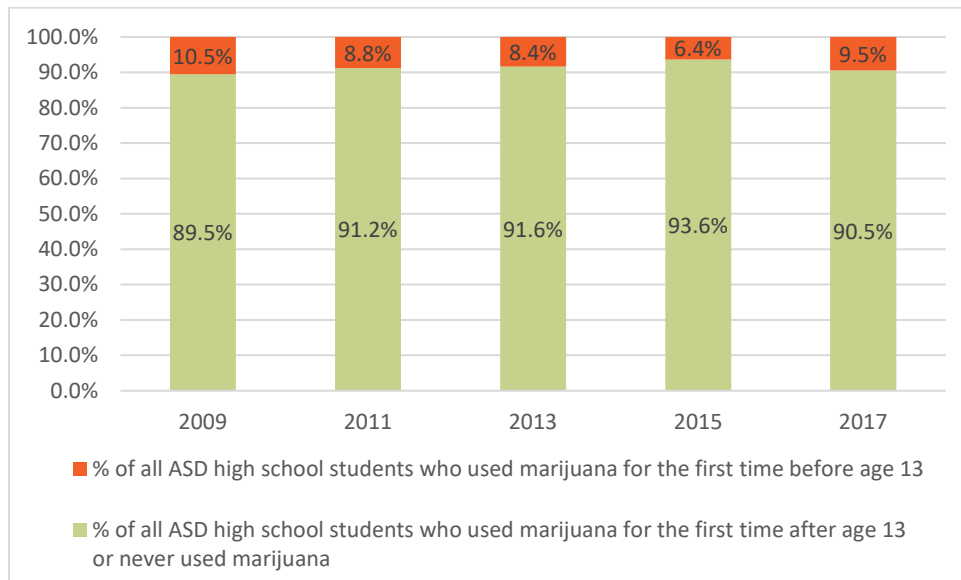


Figure 28: First-time marijuana use before age 13 for all ASD high school students by school type 2009-2017

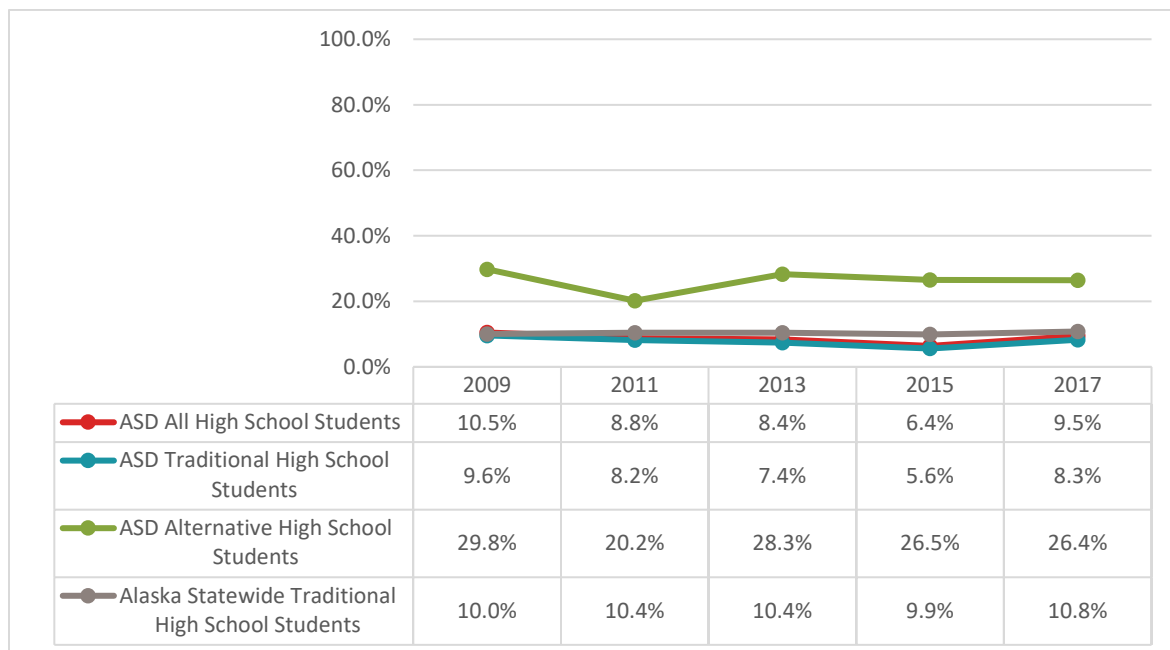


Figure 29: First-time marijuana use before age 13 for all ASD high school students by gender 2009-2017

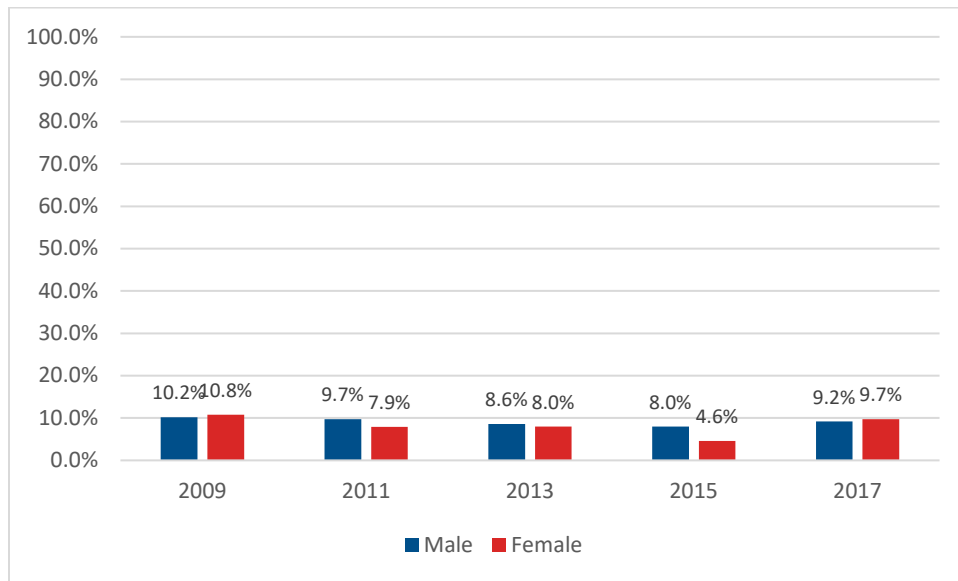


Figure 30: First-time marijuana use before age 13 for all ASD high school students by race 2009-2017

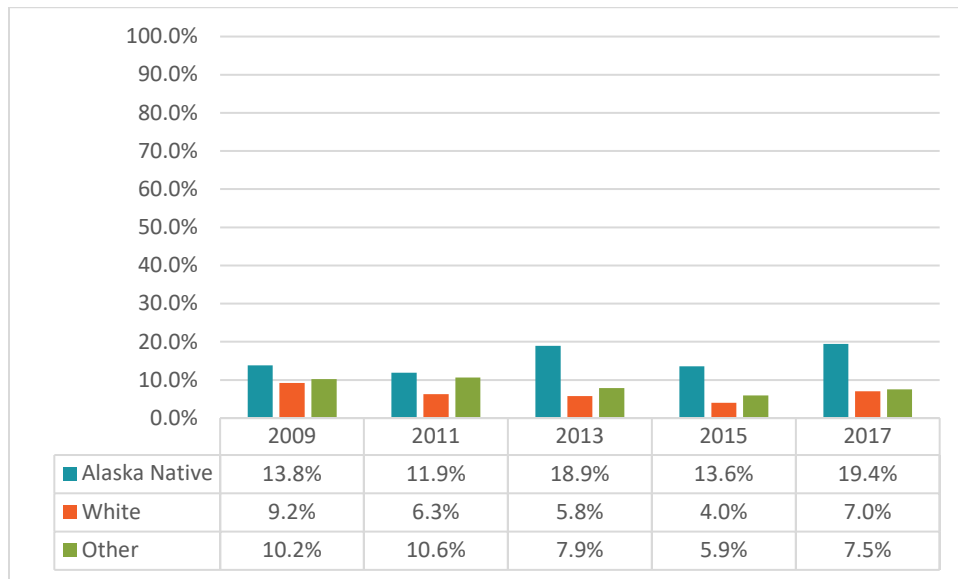
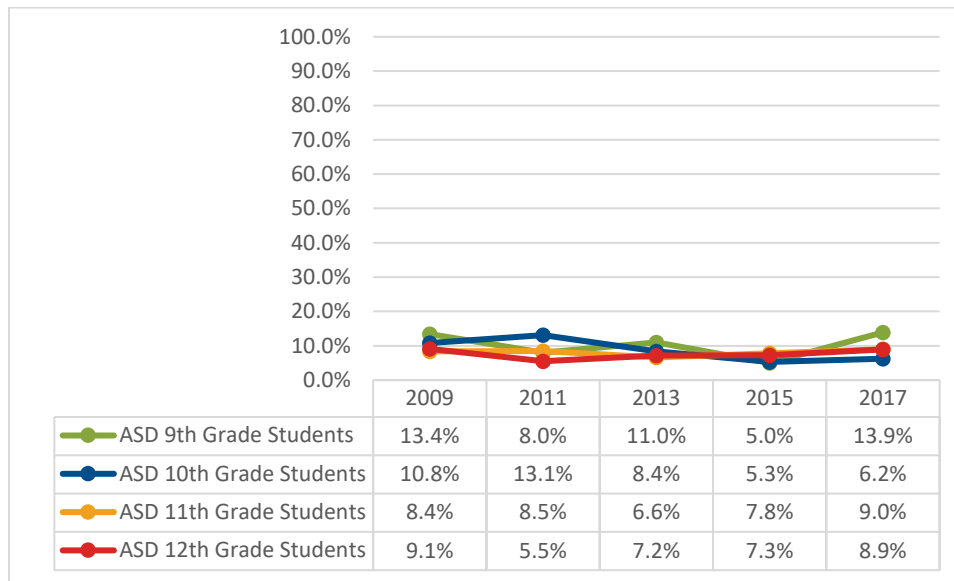


Figure 31: First-time marijuana use before age 13 for all ASD high school students by grade level 2009-2017



30-day Vaping

Figure 32: 30-day vaping for all ASD high school students 2015-2017

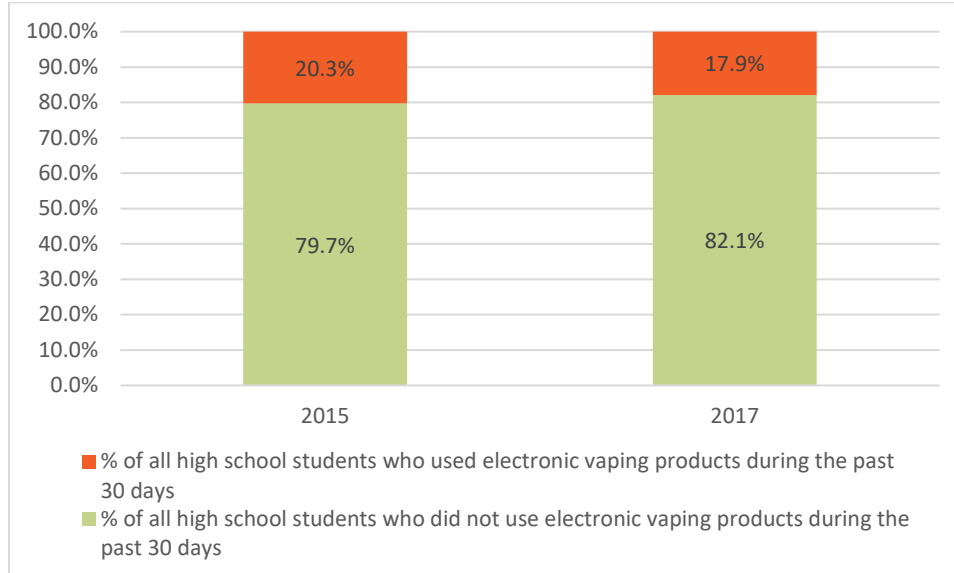


Figure 33: 30-day vaping for all ASD high school students by school type 2015-2017

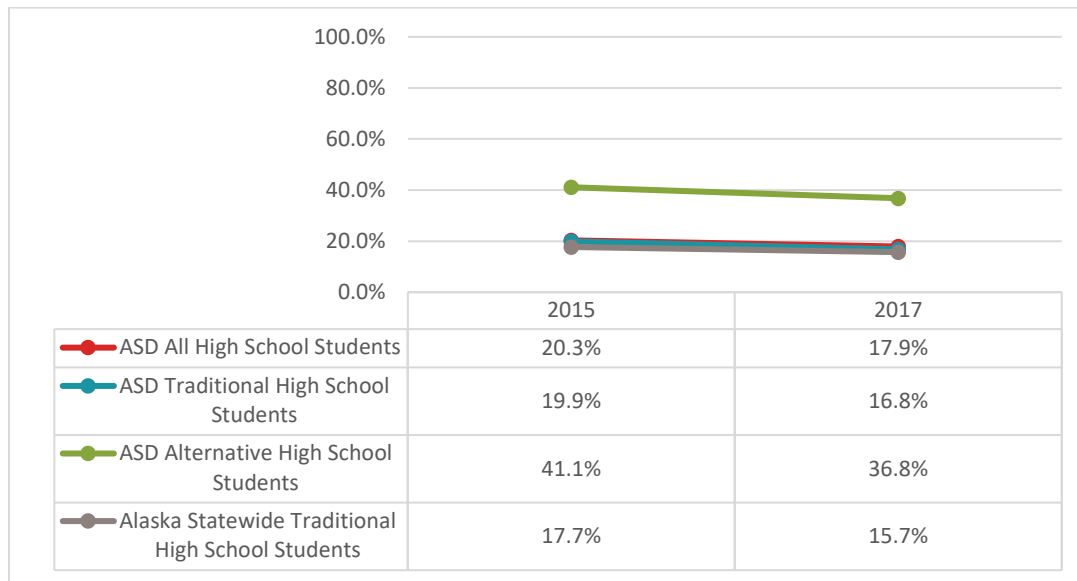


Figure 34: 30-day vaping for all ASD high school students by gender 2015-2017

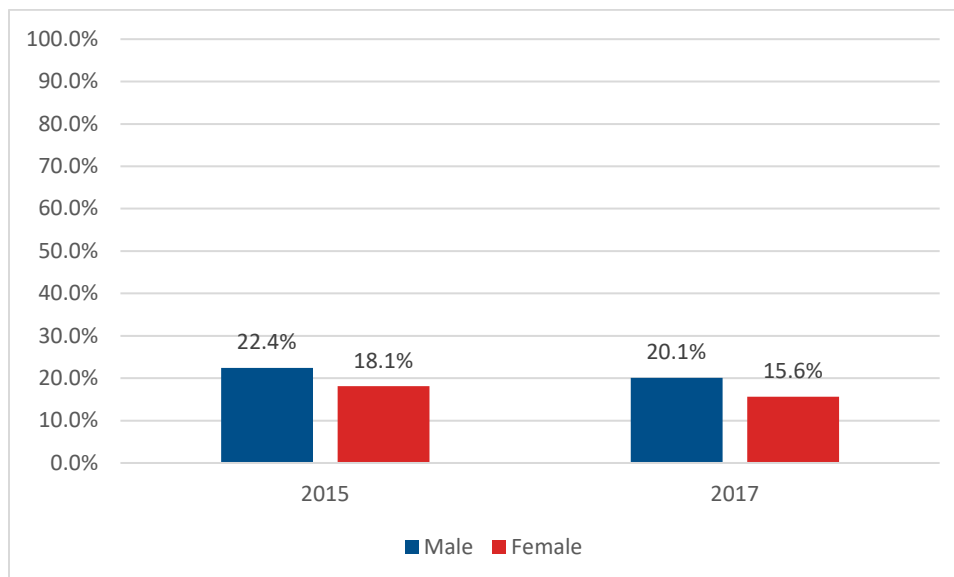


Figure 35: 30-day vaping for all ASD high school students by race 2015-2017

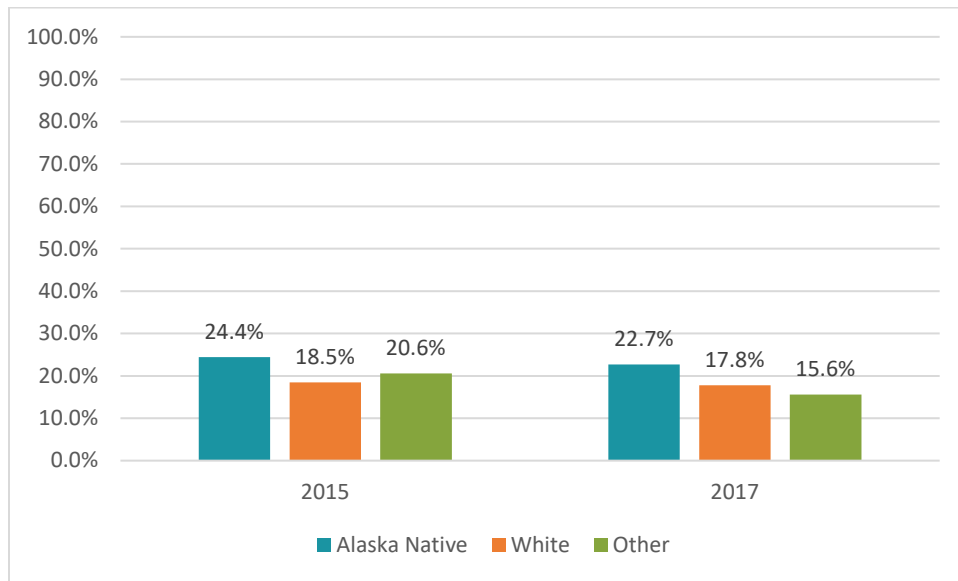
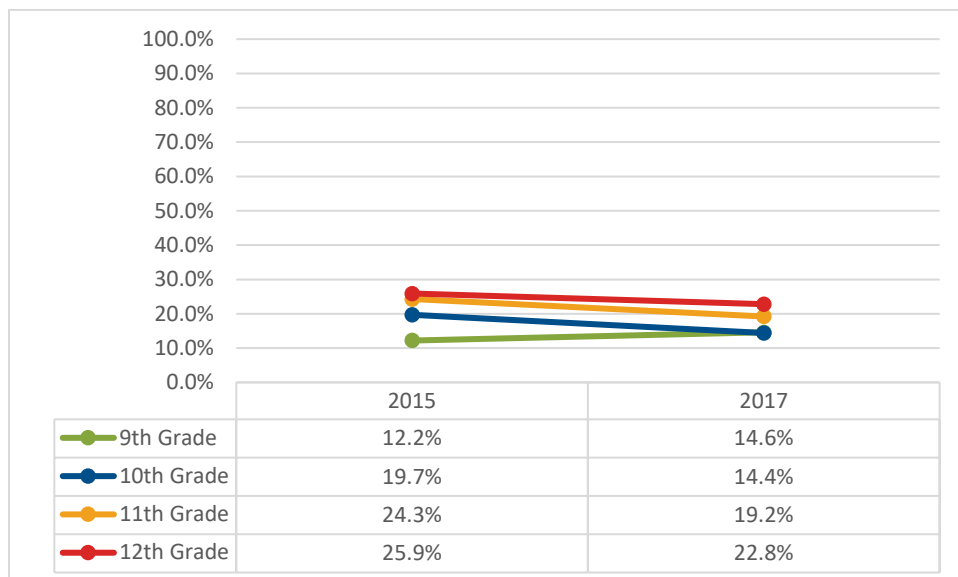


Figure 36: 30-day vaping for all ASD high school students by grade level 2015-2017



Lifetime Vaping

Figure 37: Lifetime vaping for all ASD high school students 2015-2017

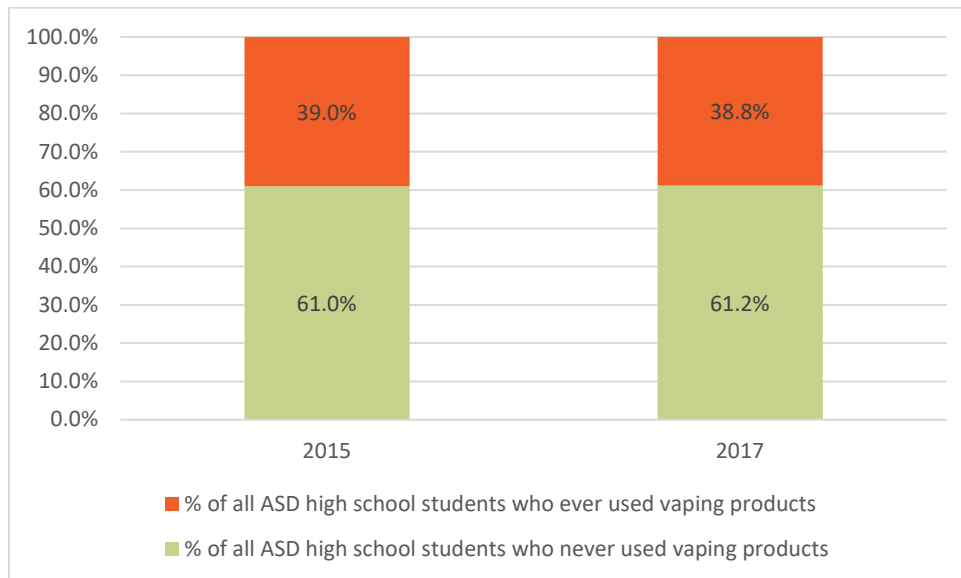


Figure 38: Lifetime vaping for all ASD high school students by school type 2015-2017

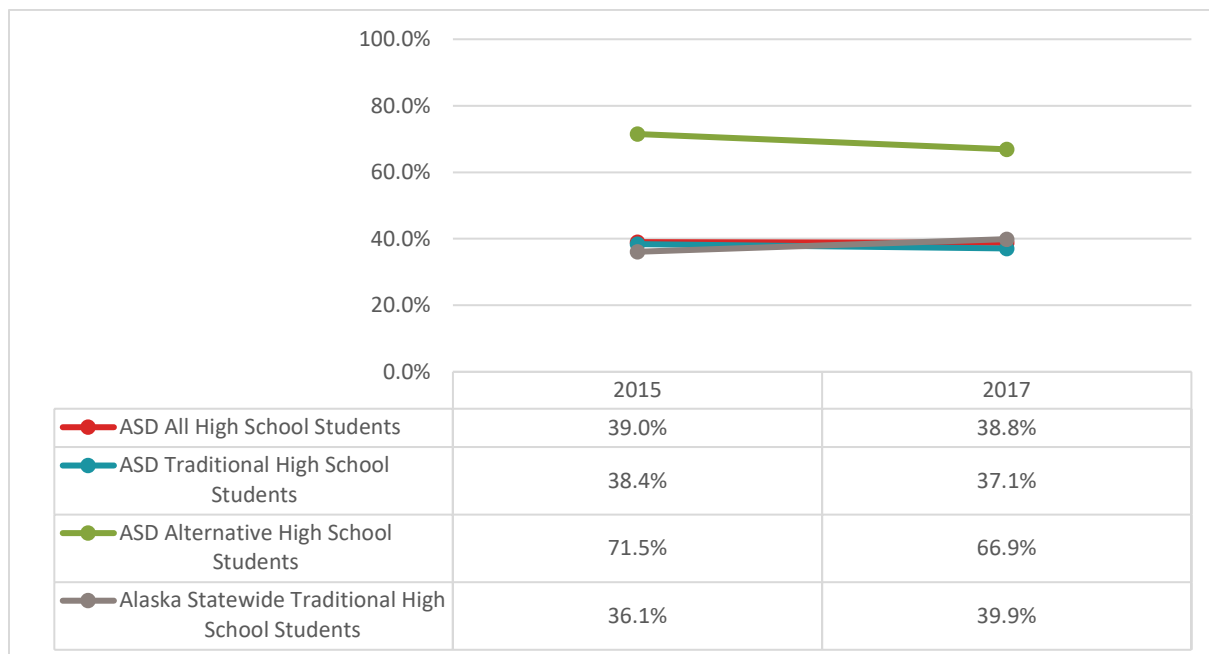


Figure 39: Lifetime vaping for all ASD high school students by gender 2015-2017

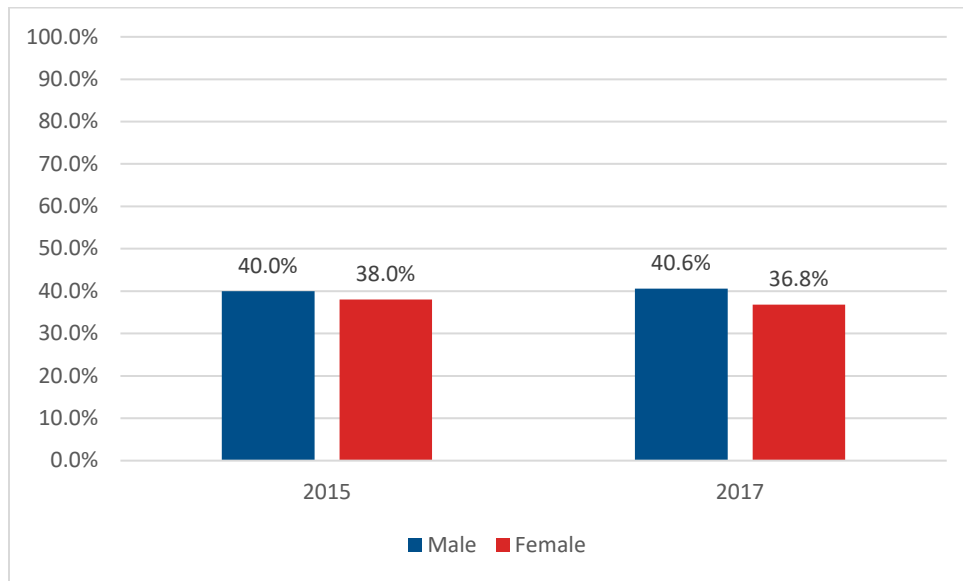


Figure 40: Lifetime vaping for all ASD high school students by race 2015-2017

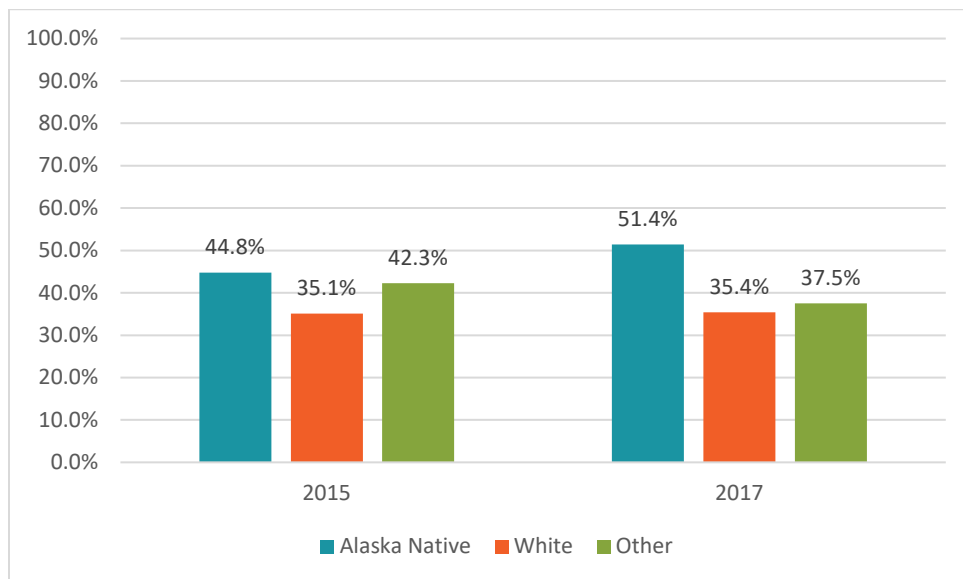
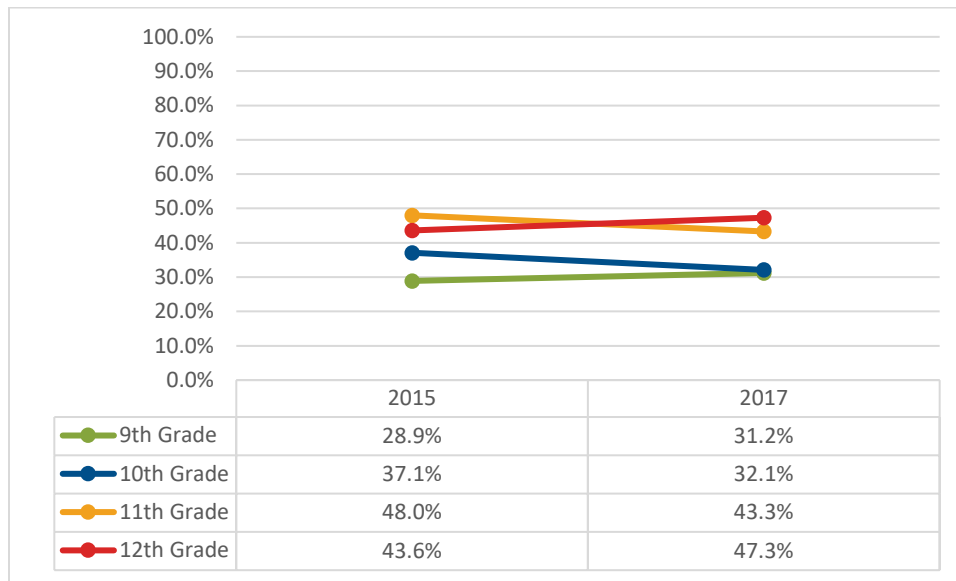


Figure 41: Lifetime vaping for all ASD high school students by grade level 2015-2017



2017 Lifetime Other Drug Use

Figure 42: Lifetime other drug use for all ASD students by school type 2017

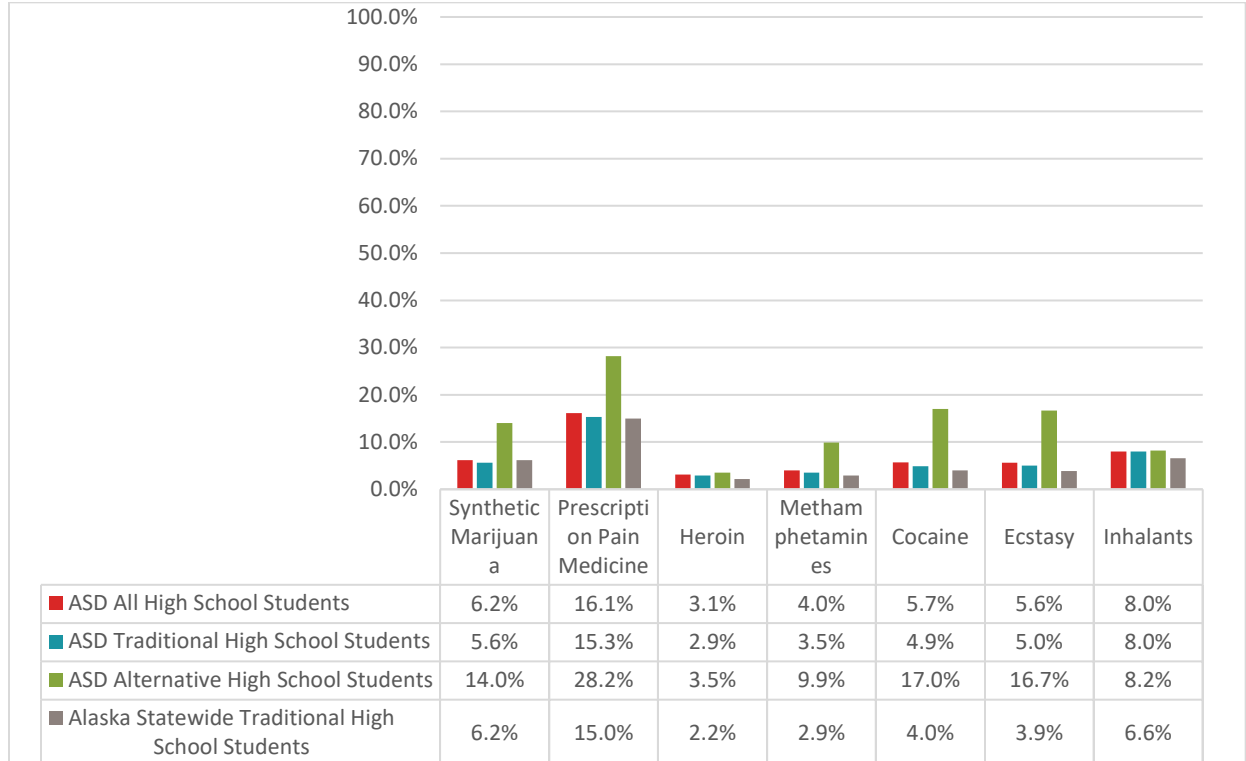


Figure 43: Lifetime other drug use for all ASD students by gender 2017

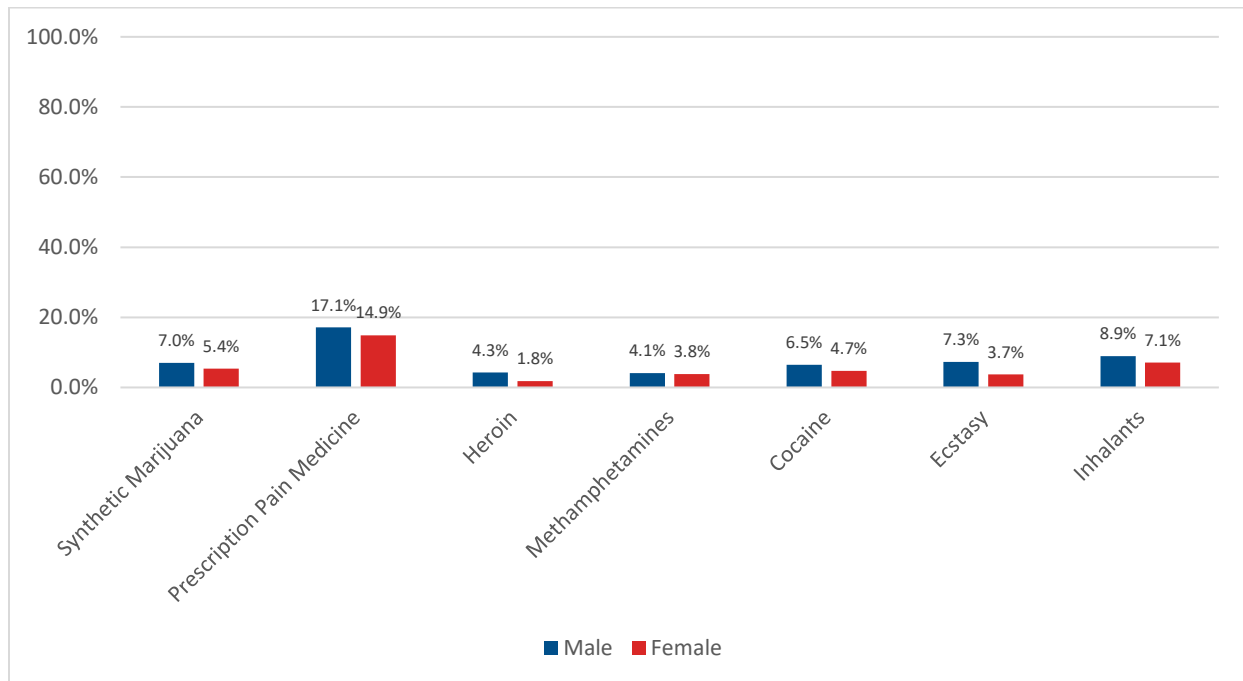


Figure 44: Lifetime other drug use for all ASD students by race 2017

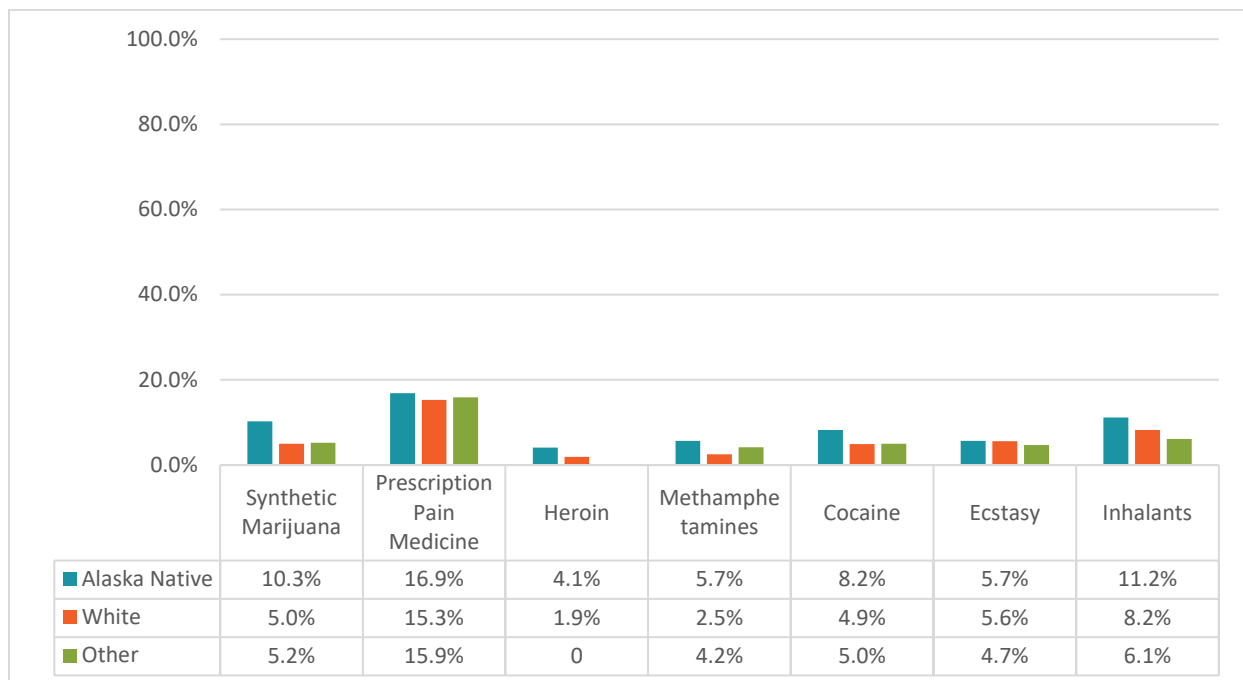
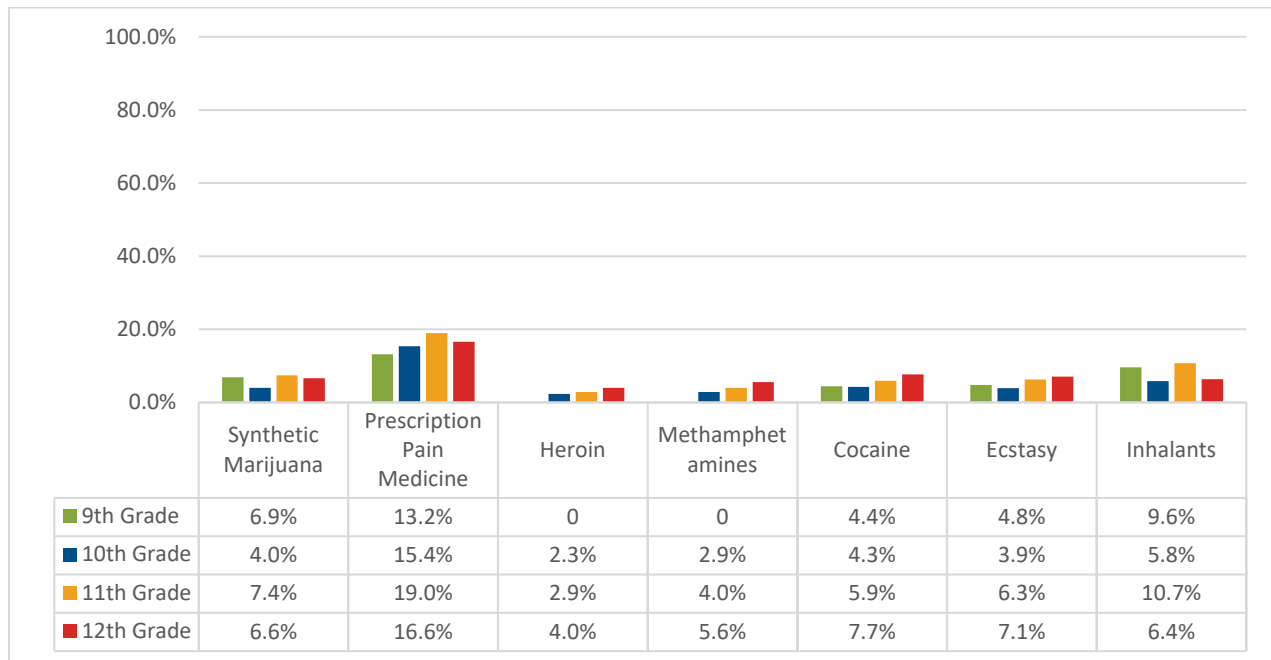


Figure 45: Lifetime other drug use for all ASD students by grade level 2017



Considered Suicide

Figure 46: All ASD high school students who seriously considered suicide in the past 12 months 2009-2017

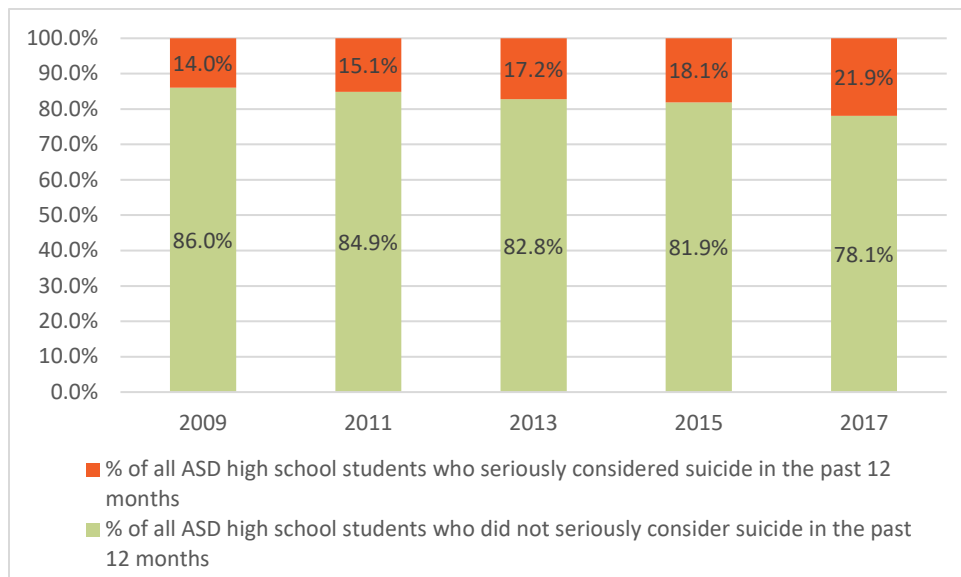


Figure 47: All ASD high school students who seriously considered suicide in the past 12 months by school type 2009-2017

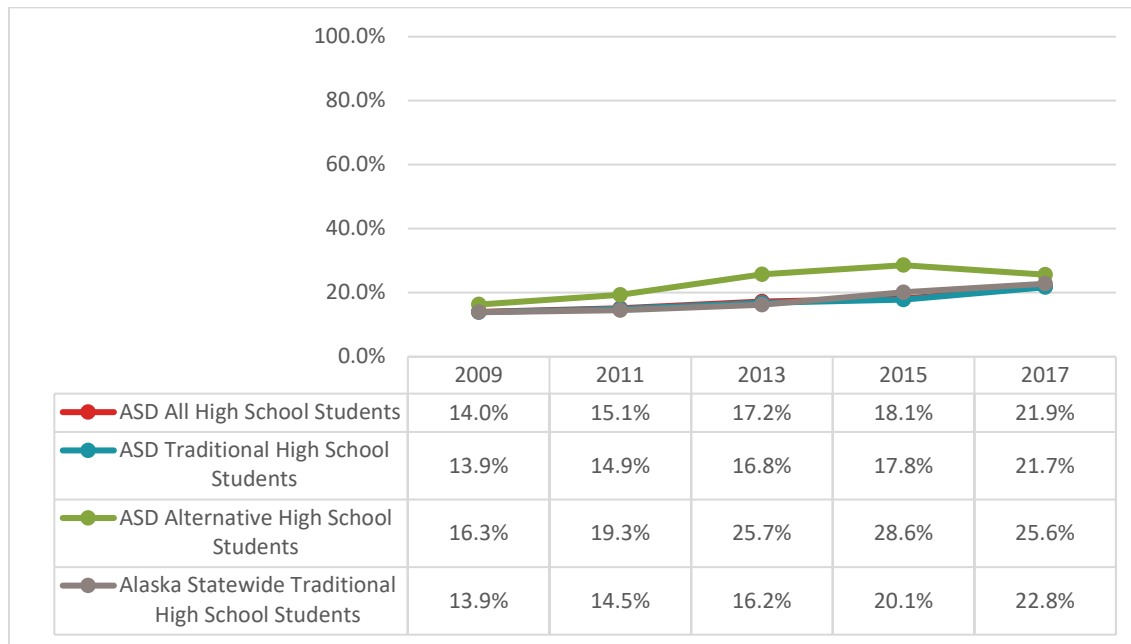


Figure 48: All ASD high school students who seriously considered suicide in the past 12 months by gender 2009-2017

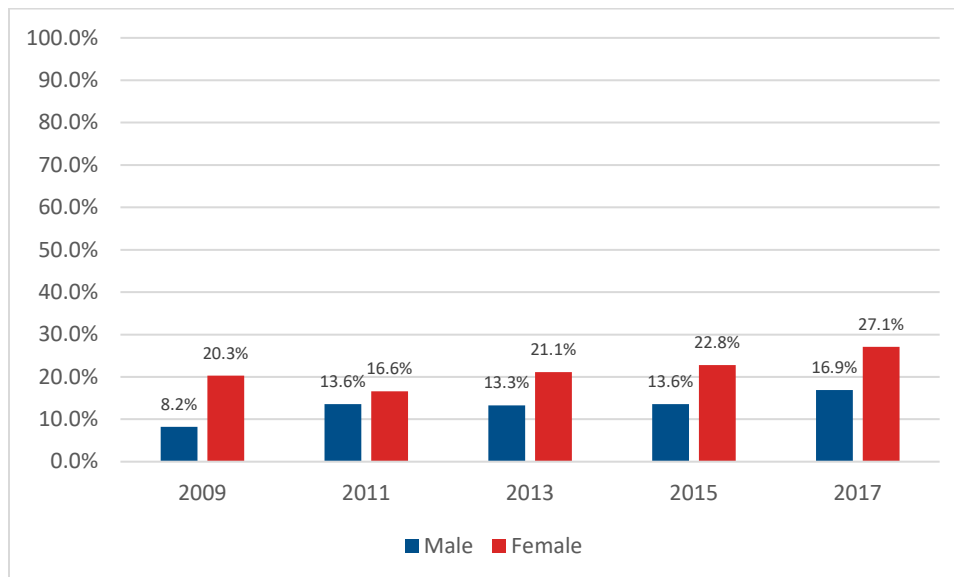


Figure 49: All ASD high school students who seriously considered suicide in the past 12 months by race 2009-2017

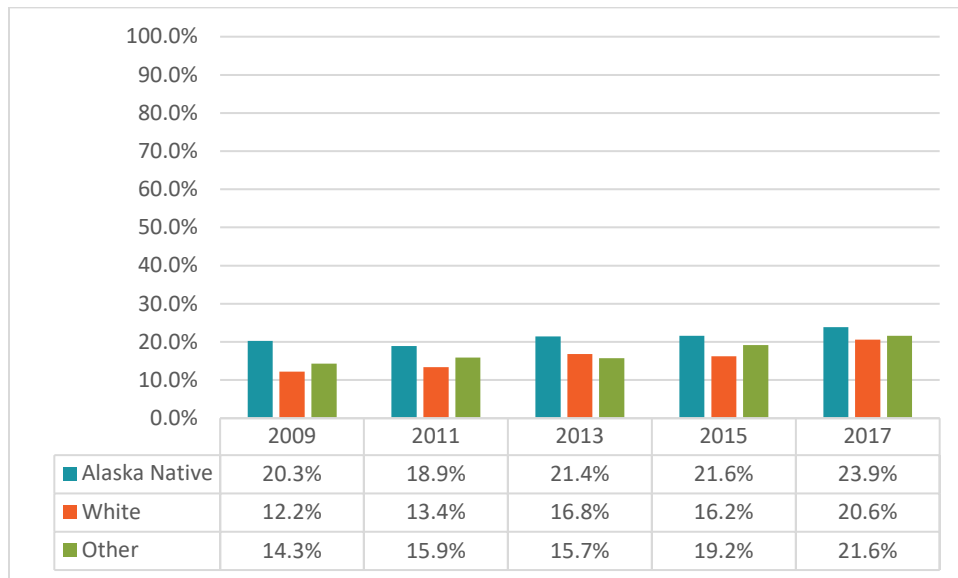
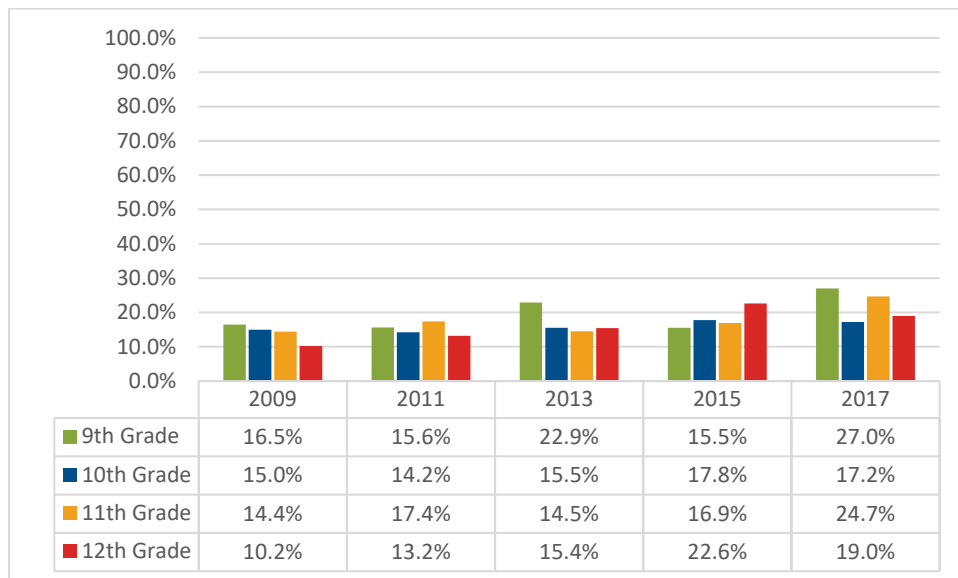


Figure 50: All ASD high school students who seriously considered suicide in the past 12 months by grade level 2009-2017



Made a Suicide Plan

Figure 51: All ASD high school students who made a plan for how they would attempt suicide in the past 12 months 2009-2017

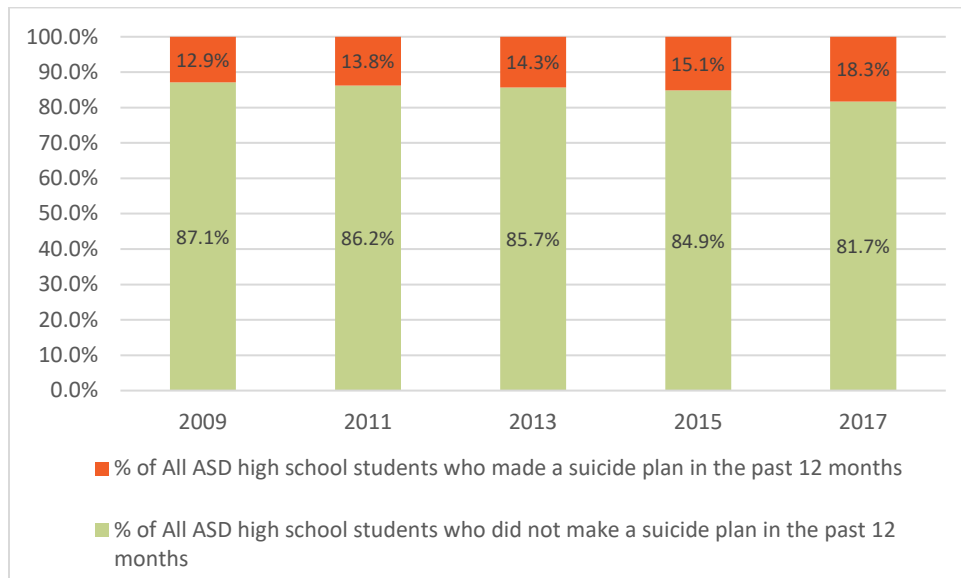


Figure 52: All ASD high school students who made a plan for how they would attempt suicide in the past 12 months by school type 2009-2017

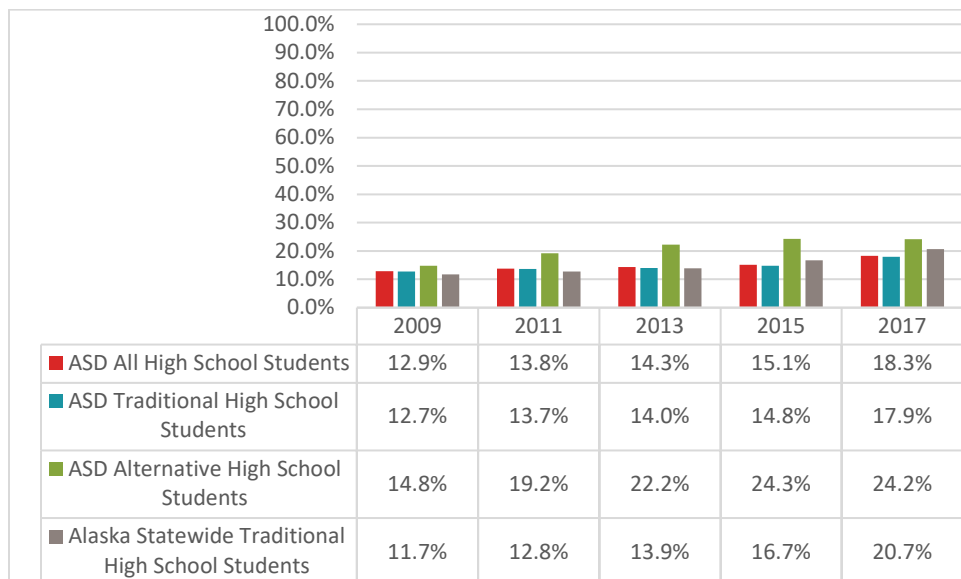


Figure 53: All ASD high school students who made a plan for how they would attempt suicide in the past 12 months by gender 2009-2017

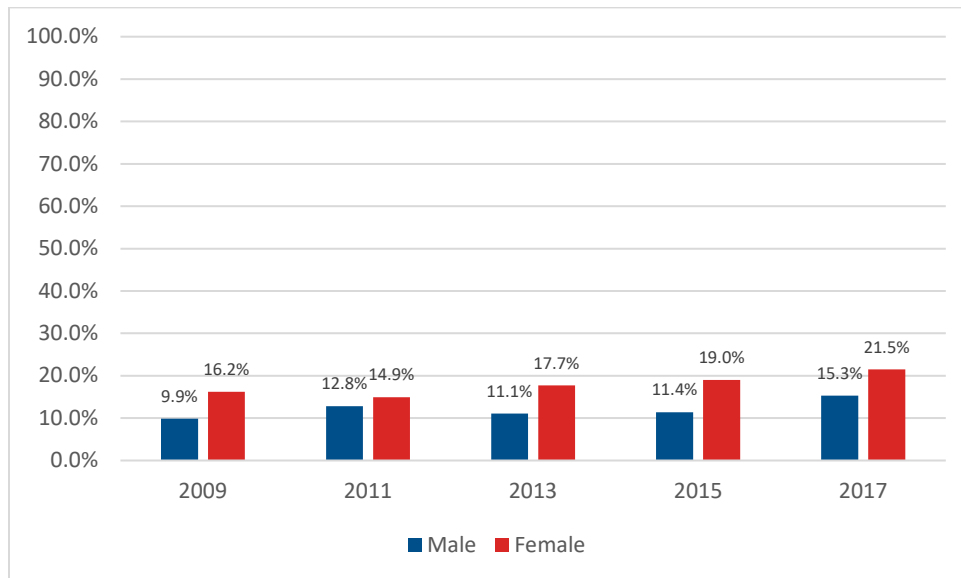


Figure 54: All ASD high school students who made a plan for how they would attempt suicide in the past 12 months by race 2009-2017

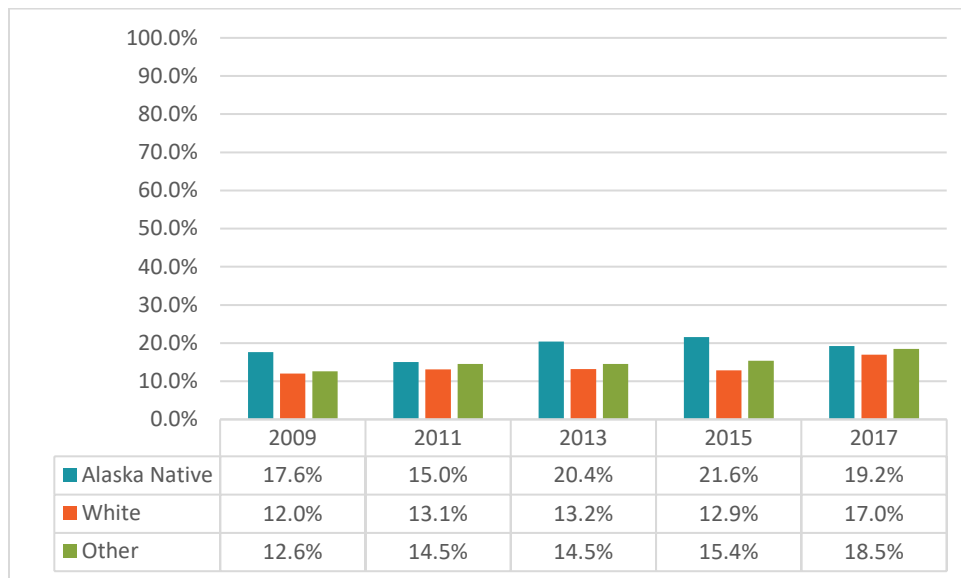
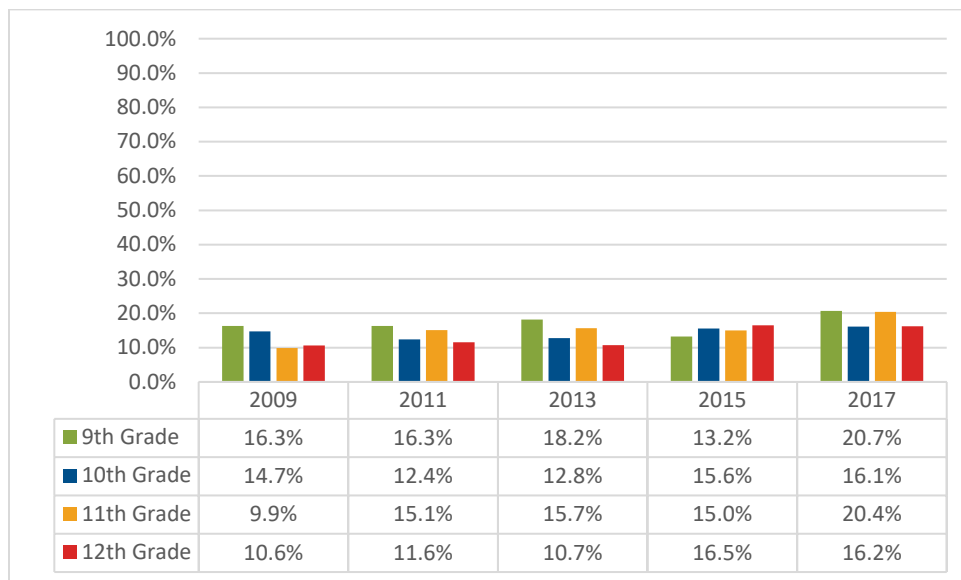


Figure 55: All ASD high school students who made a plan for how they would attempt suicide in the past 12 months by grade level 2009-2017



Attempted Suicide

Figure 56: All ASD high school students who attempted suicide in the past 12 months by school type 2009-2017

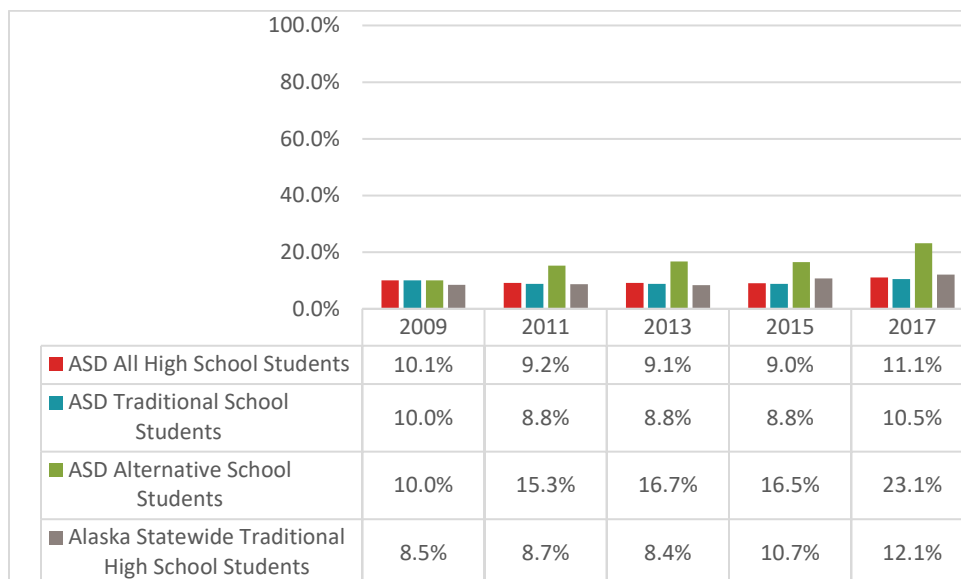


Figure 57: All ASD high school students who attempted suicide in the past 12 months by gender 2009-2017

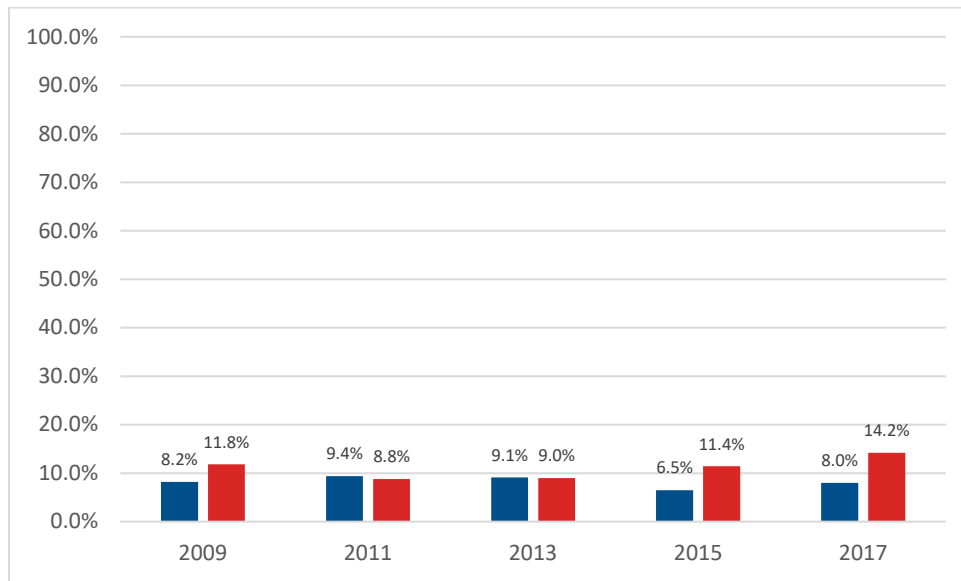


Figure 58: All ASD high school students who attempted suicide in the past 12 months by race 2009-2017

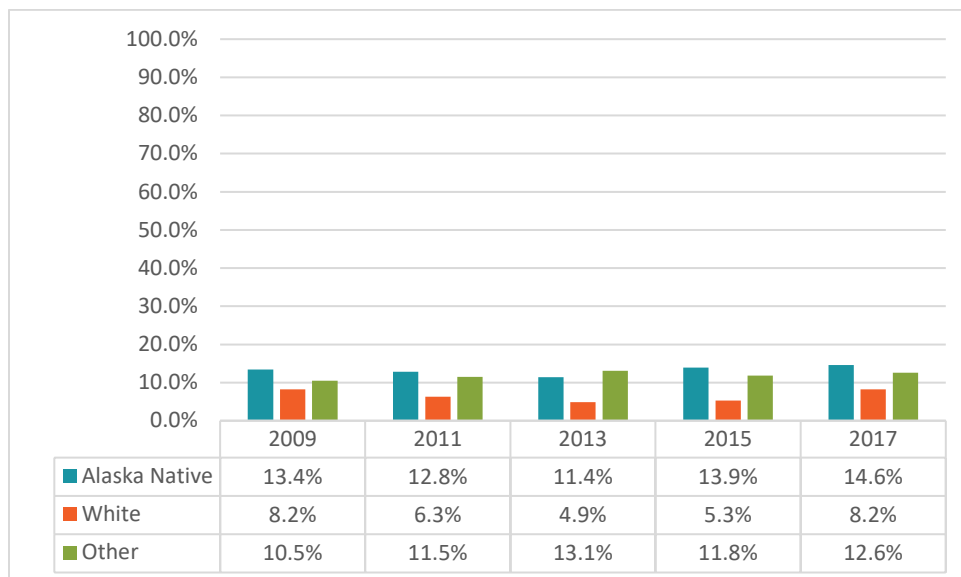
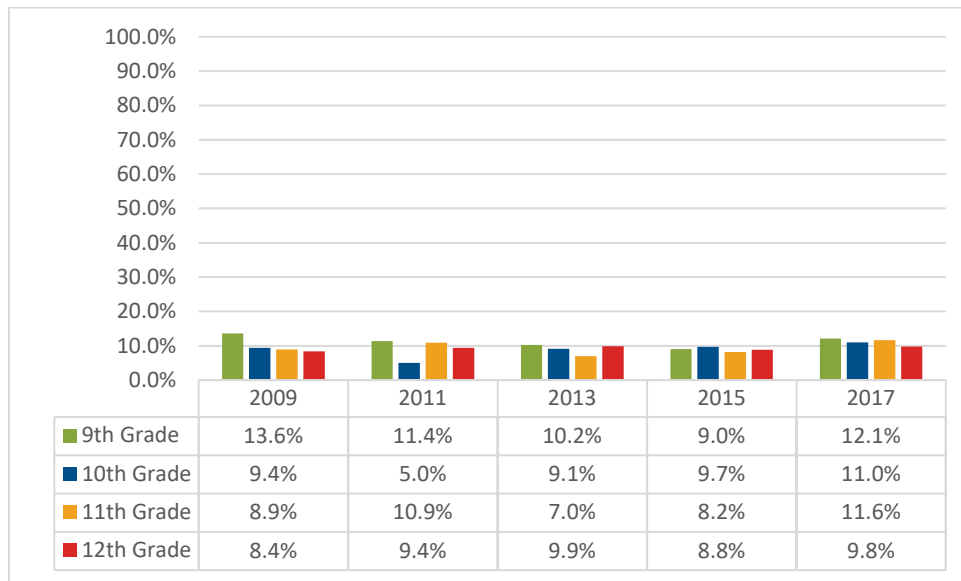


Figure 59: All ASD high school students who attempted suicide in the past 12 months by grade level 2009-2017



Attempted Suicide Required Medical Attention

Figure 60: All ASD high school students who attempted suicide in the past 12 months that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse by school type 2009-2017

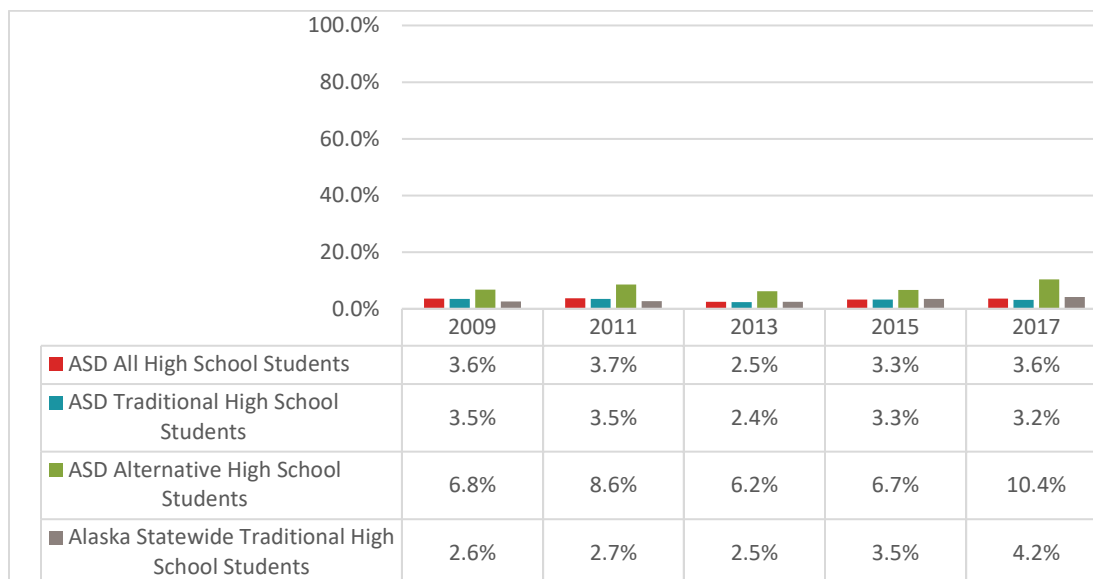


Figure 61: All ASD high school students who attempted suicide in the past 12 months that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse by gender 2009-2017

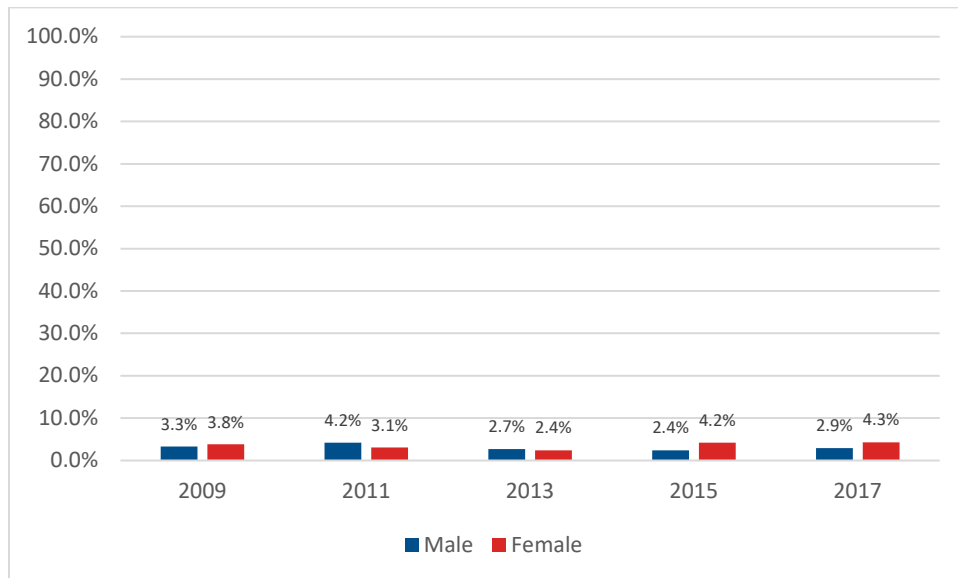


Figure 62: All ASD high school students who attempted suicide in the past 12 months that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse by race 2009-2017

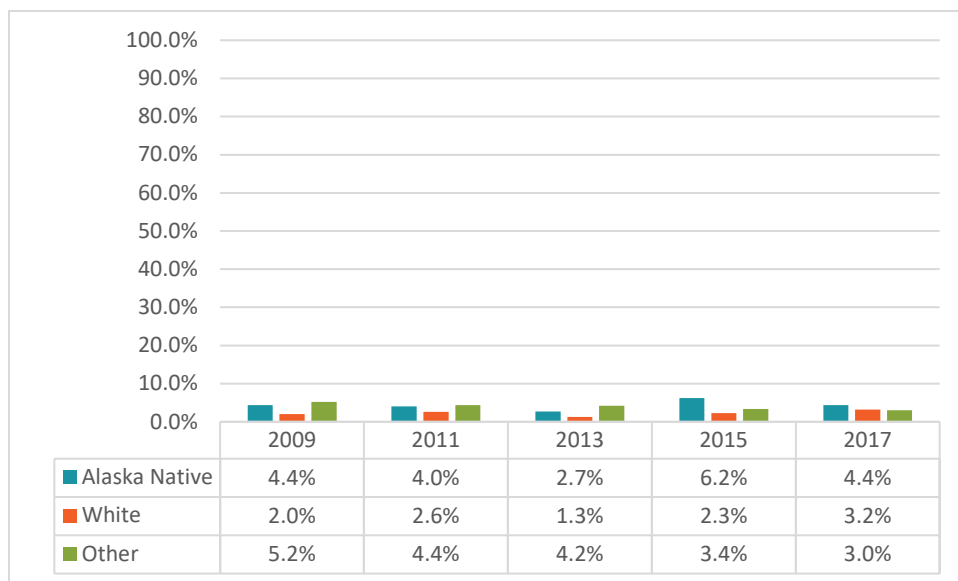
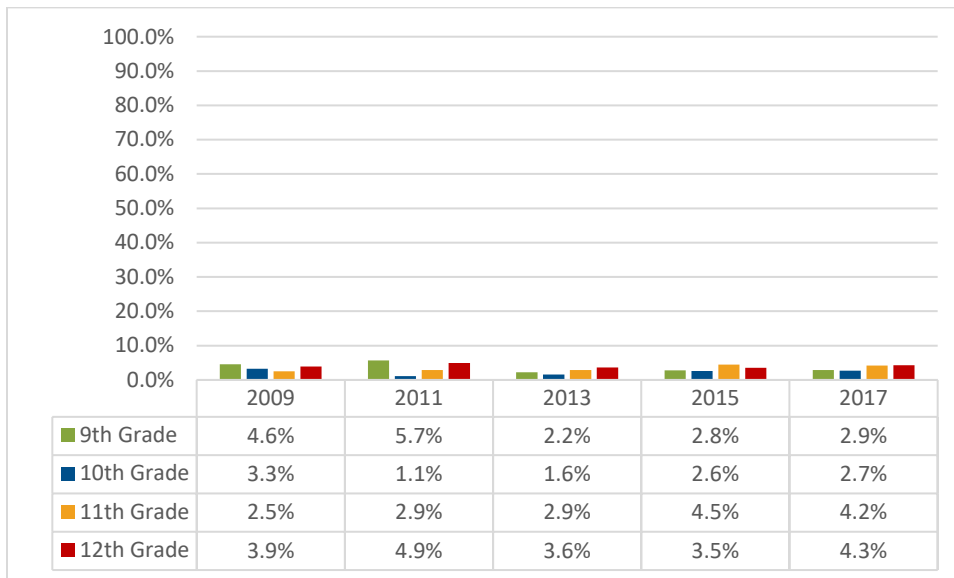


Figure 63: All ASD high school students who attempted suicide in the past 12 months that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse by grade level 2009-2017



Felt Sad or Hopeless

Figure 64: All ASD high school students who felt so sad or hopeless for 2 weeks or more in a row in the past 12 months that they stopped doing some of their usual activities 2009-2017

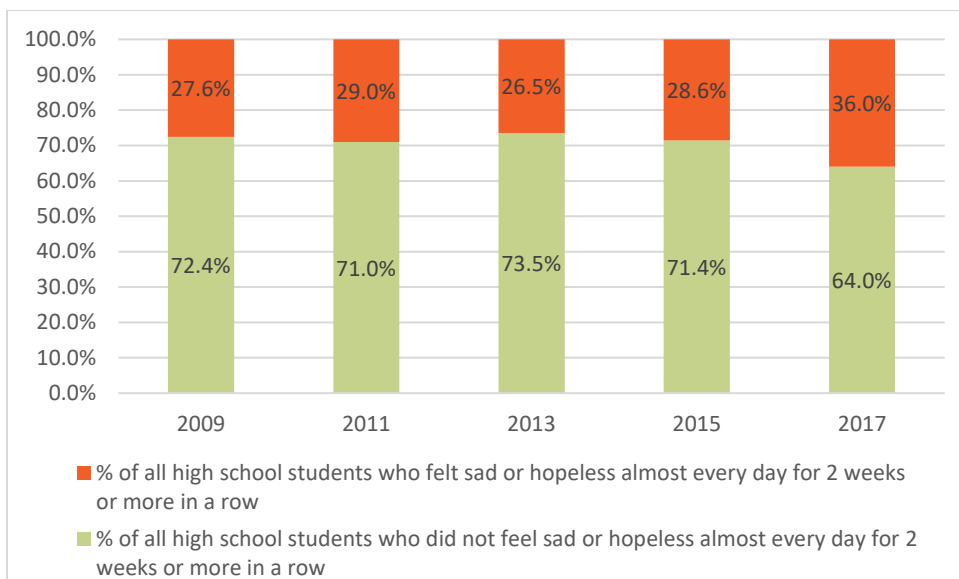


Figure 65: All ASD high school students who felt so sad or hopeless for 2 weeks or more in a row in the past 12 months that they stopped doing some of their usual activities by school type 2009-2017

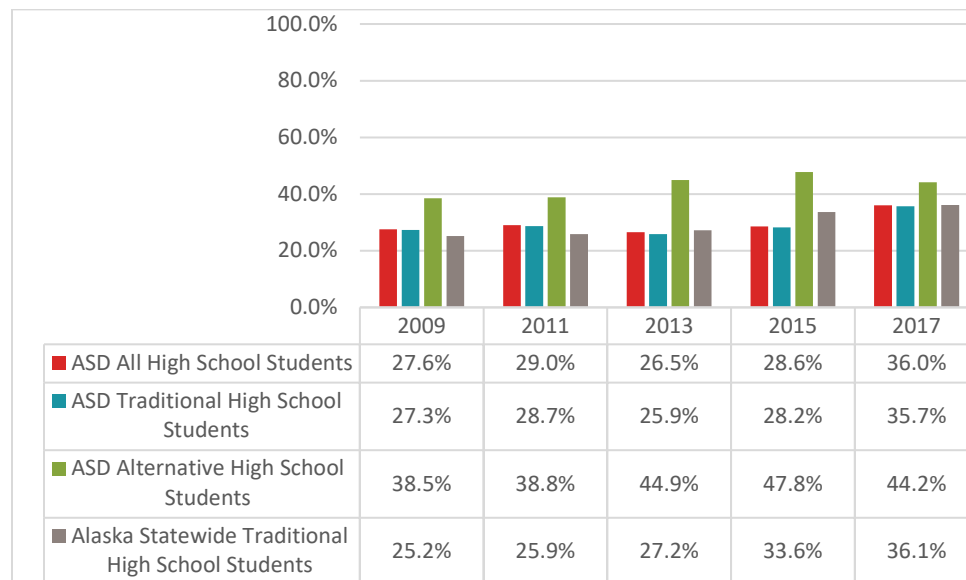


Figure 66: All ASD high school students who felt so sad or hopeless for 2 weeks or more in a row in the past 12 months that they stopped doing some of their usual activities by gender 2009-2017

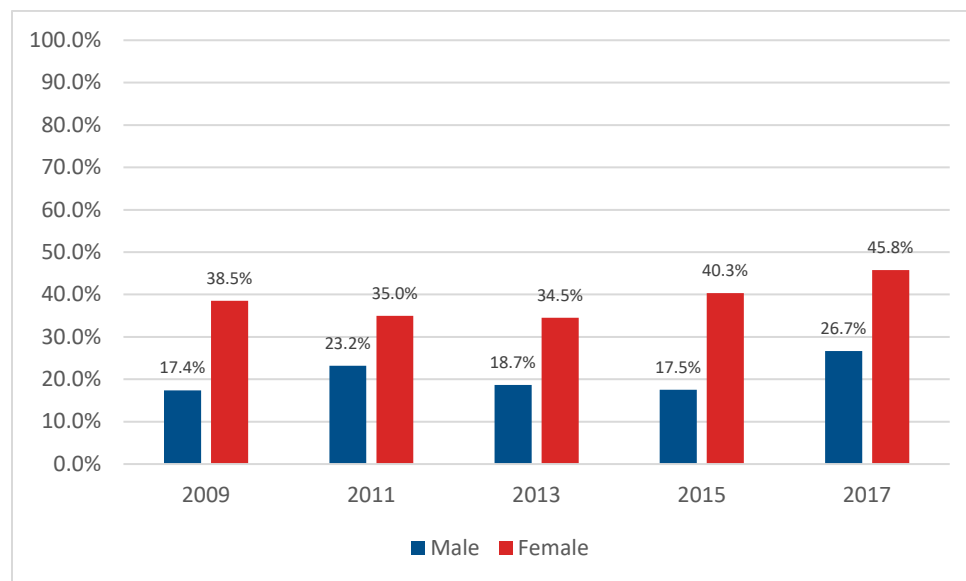


Figure 67: All ASD high school students who felt so sad or hopeless for 2 weeks or more in a row in the past 12 months that they stopped doing some of their usual activities by race 2009-2017

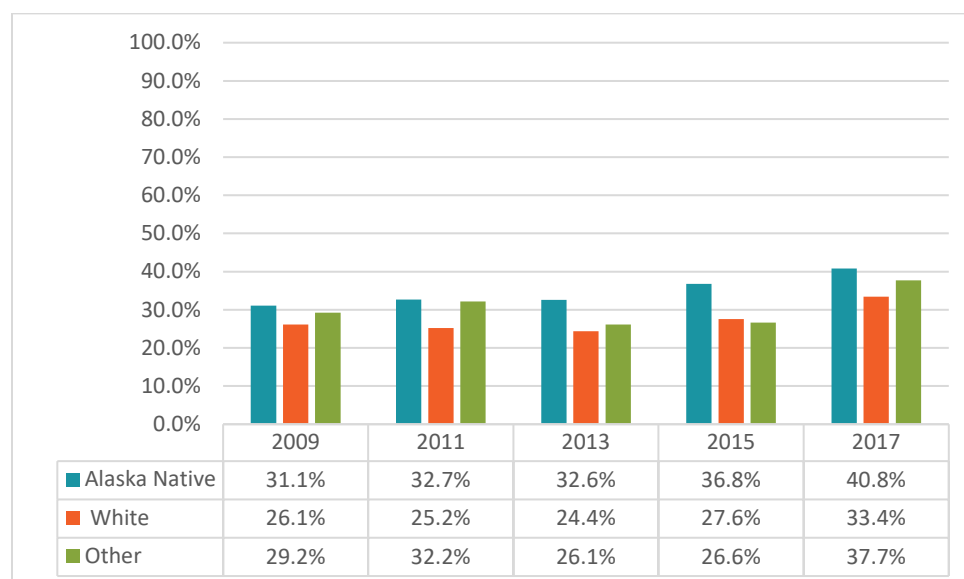
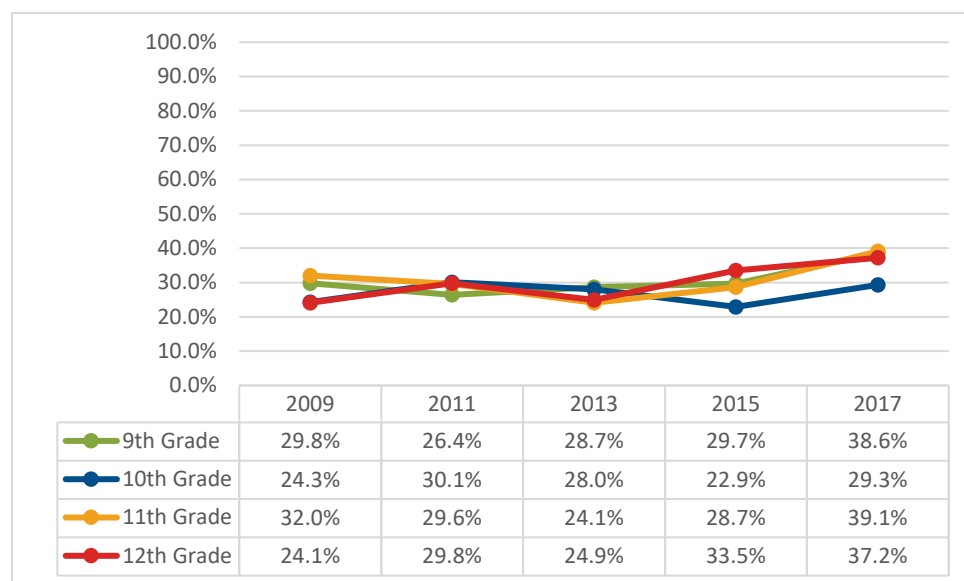


Figure 68: All ASD high school students who felt so sad or hopeless for 2 weeks or more in a row in the past 12 months that they stopped doing some of their usual activities by grade level 2009-2017



Physical Fight

Figure 69: All ASD high school students who were in a physical fight in the past 12 months 2009-2017

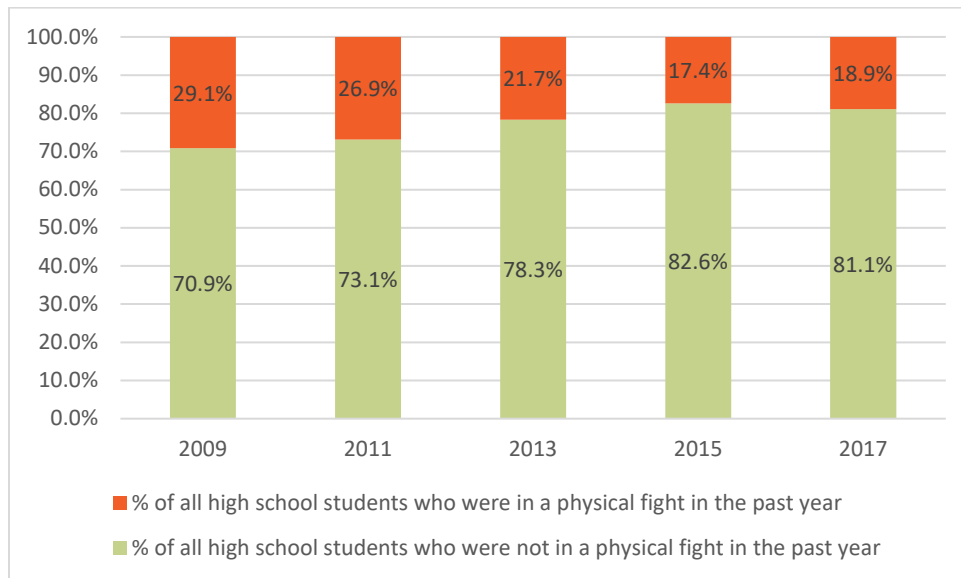


Figure 70: All ASD high school students who were in a physical fight in the past 12 months by school type 2009-2017

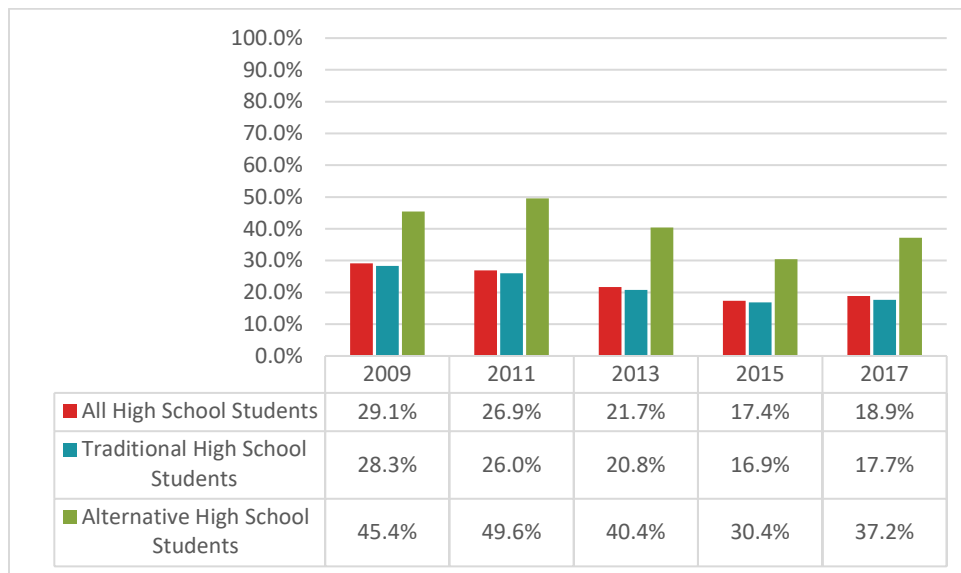


Figure 71: All ASD high school students who were in a physical fight in the past 12 months by gender 2009-2017

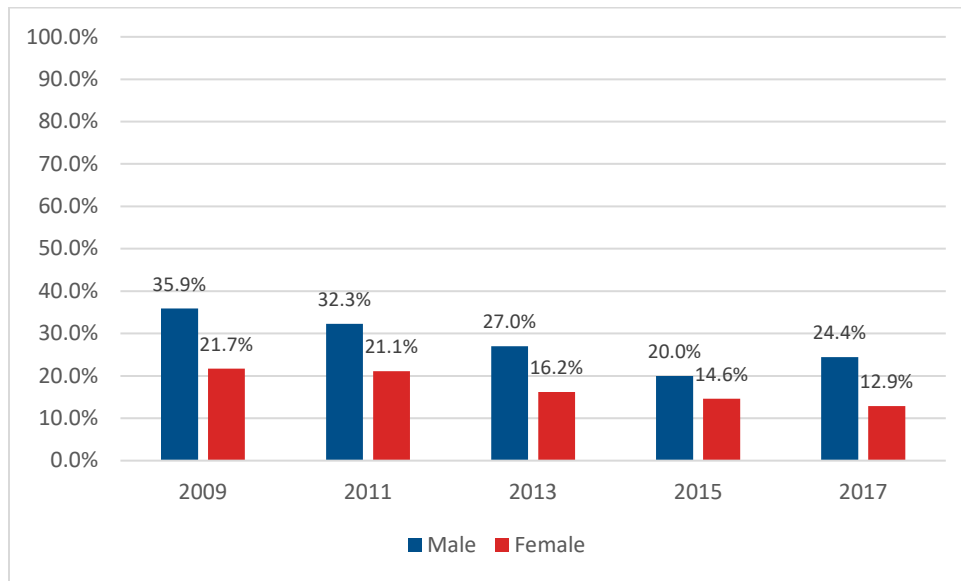


Figure 72: All ASD high school students who were in a physical fight in the past 12 months by race 2009-2017

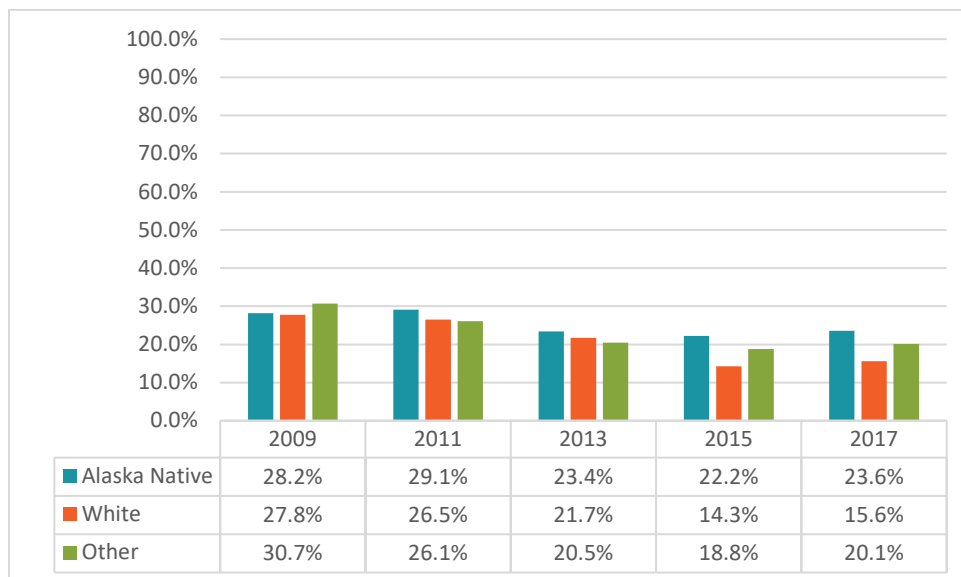
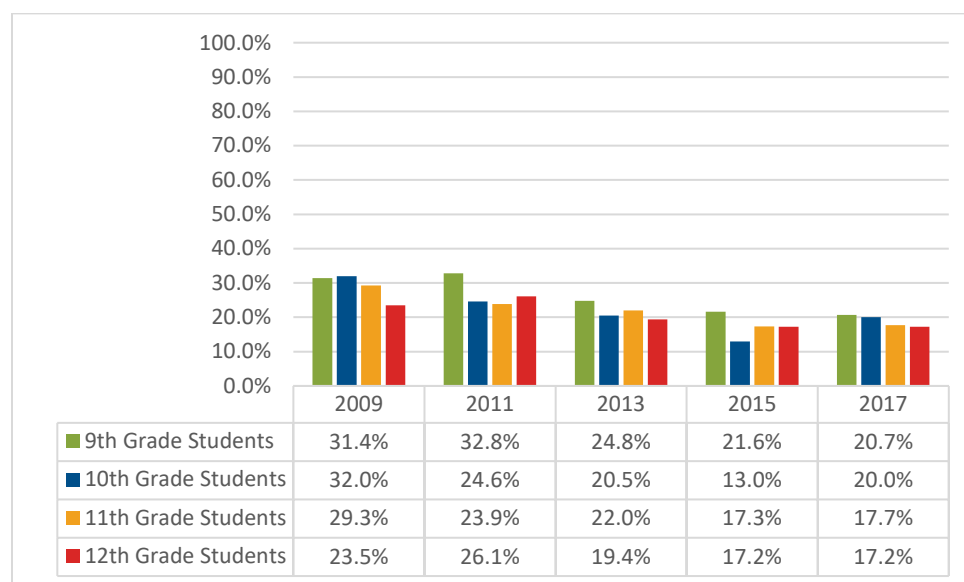


Figure 73: All ASD high school students who were in a physical fight in the past 12 months by grade level 2009-2017



Carried a Weapon on School Property

Figure 74: All ASD high school students who carried a weapon such as a gun, knife, or club on school property in the past 30 days 2009-2017

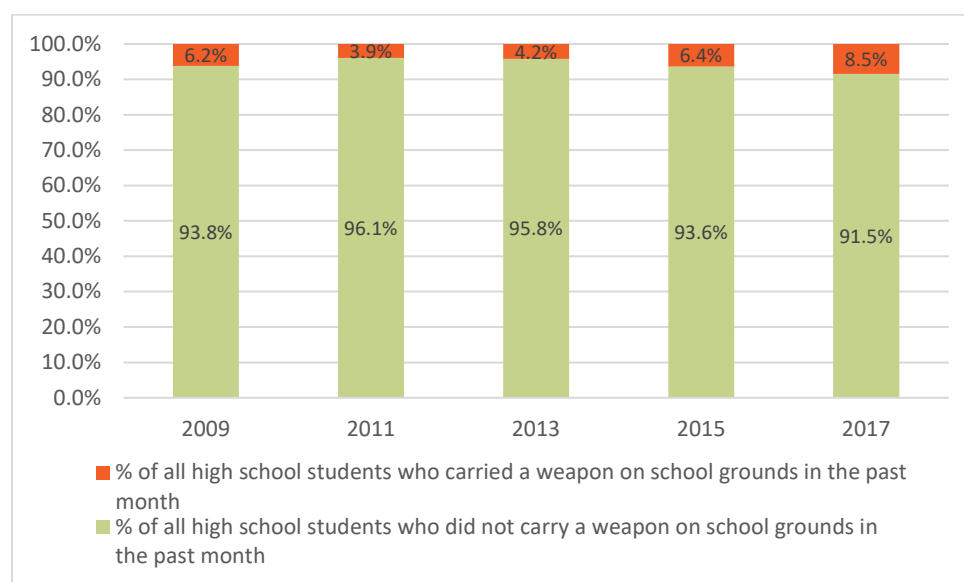


Figure 75: All ASD high school students who carried a weapon such as a gun, knife, or club on school property in the past 30 days by school type 2009-2017

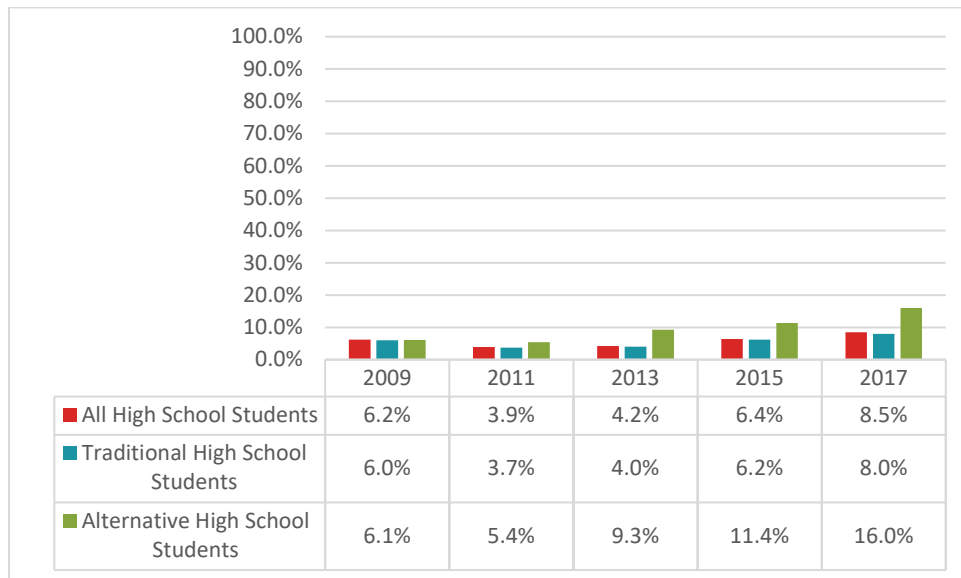


Figure 76: All ASD high school students who carried a weapon such as a gun, knife, or club on school property in the past 30 days by gender 2009-2017

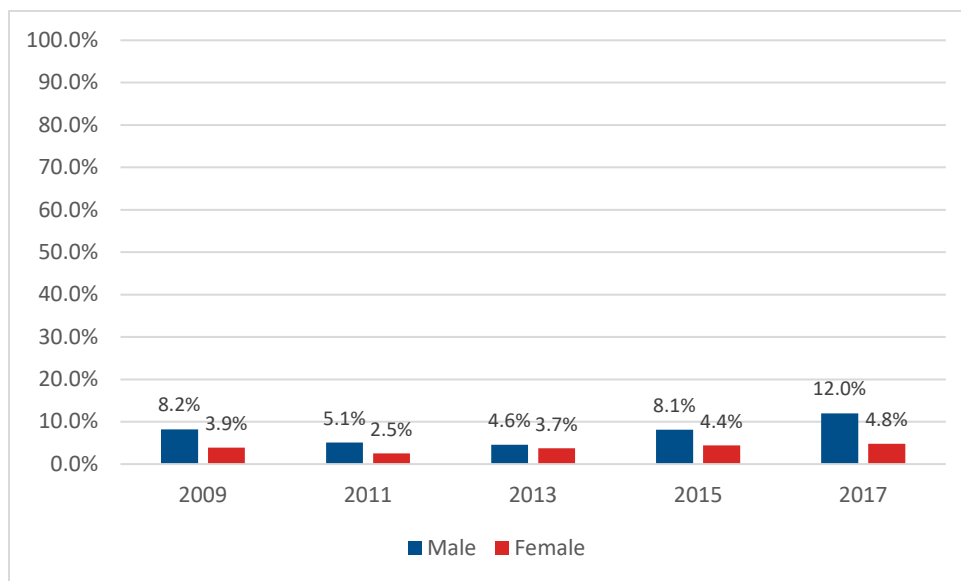


Figure 77: All ASD high school students who carried a weapon such as a gun, knife, or club on school property in the past 30 days by race 2009-2017

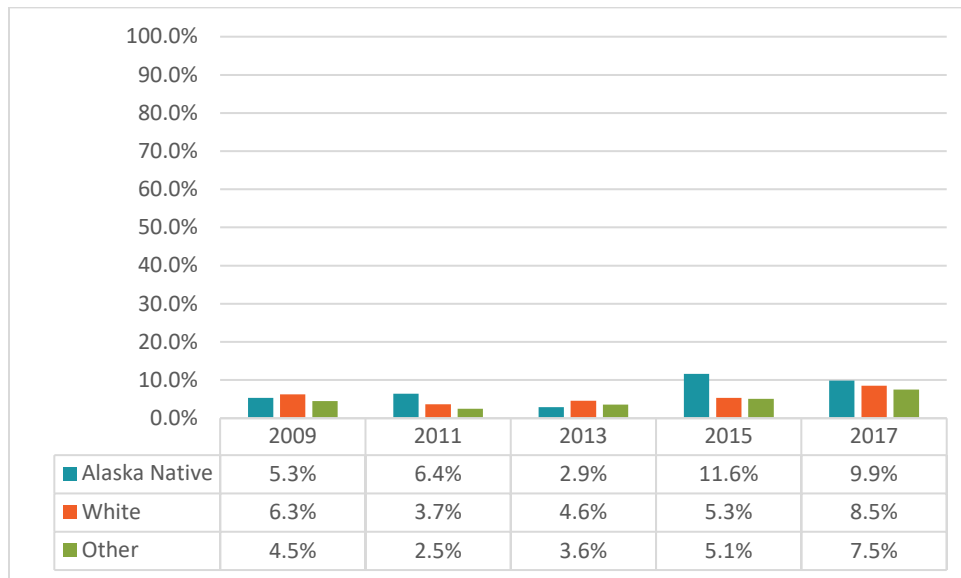
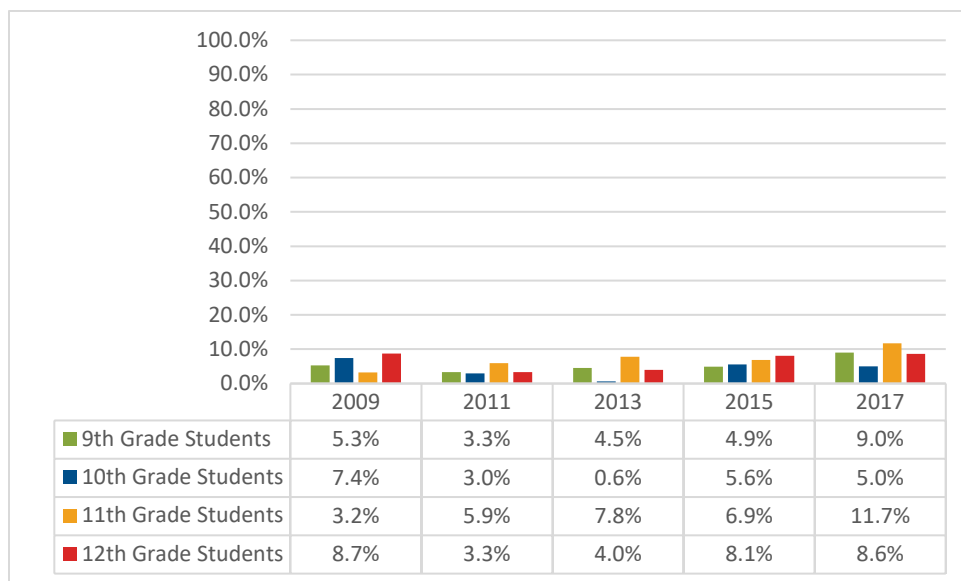


Figure 78: All ASD high school students who carried a weapon such as a gun, knife, or club on school property in the past 30 days by grade level 2009-2017



Appendix B: Figures Showing Breakdowns in Risk and Protective Factors in Youth Risk Behavior Survey (YRBS)¹

| | |
|---|-----|
| Bullying | 110 |
| Electronic Bullying | 112 |
| Dating Violence | 115 |
| Felt Unsafe | 117 |
| Perceived Risk from Alcohol Use | 119 |
| Perceived Risk Marijuana Use | 122 |
| Perceived Risk Prescription Pain Medicine Use | 123 |
| Parent Perception of Alcohol Use | 124 |
| Parent Perception of Marijuana Use | 126 |
| Parent Perception of Prescription Pain Medicine Use | 127 |
| Friend Perception of Alcohol Use | 128 |
| Friend Perception of Marijuana Use | 129 |
| Friend Perception of Prescription Pain Medicine Use | 130 |
| Feeling Alone | 131 |
| Youth Mattering | 134 |
| Teachers Care | 136 |
| School has Clear Rules and Consequences | 139 |
| Physical Activity | 141 |
| Participation in Organized Activities | 144 |
| Volunteering | 146 |
| Seeking Help from Adults | 149 |
| Asking for Help (Suicide) | 151 |
| Parents Ask about School | 152 |
| Where Students Sleep | 154 |

¹ Alaska Department of Health and Social Services, Division of Public Health, Section of Chronic Disease Prevention and Health Promotion
<http://dhss.alaska.gov/dph/Chronic/Pages/yrbs/default.aspx>

Bullying

Figure 1: Bullying among all ASD high school students 2009-2017

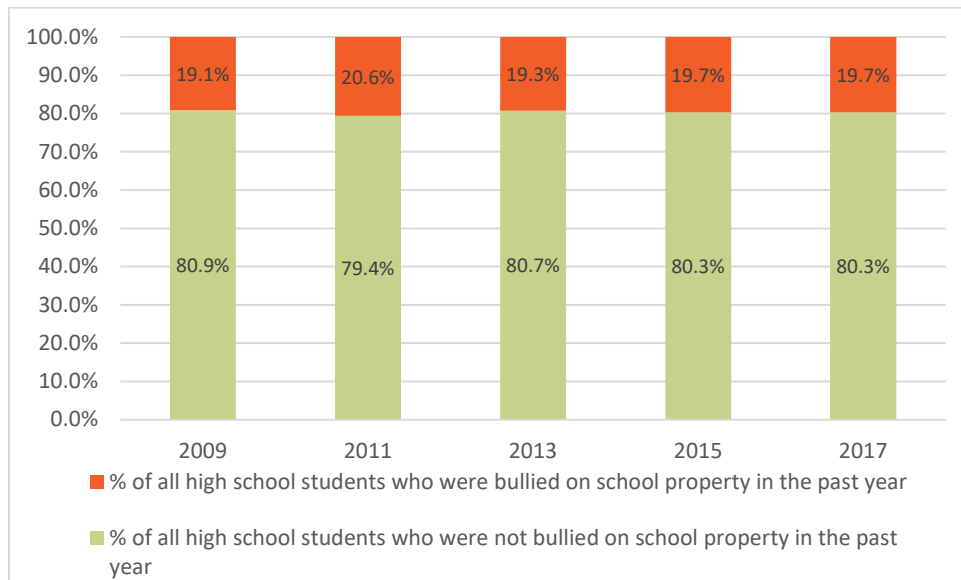


Figure 2: Bullying among all ASD high school students by school type 2009-2017

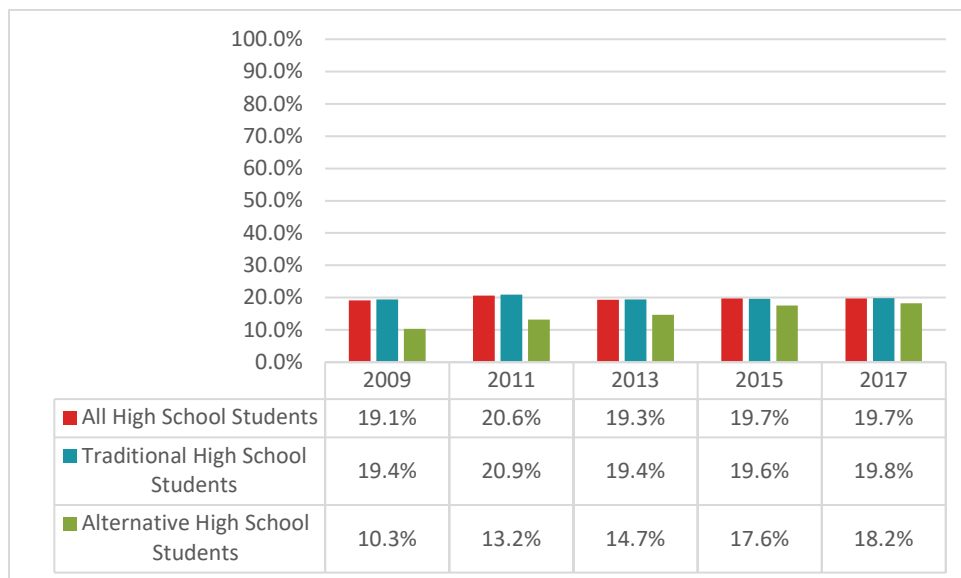


Figure 3: Bullying among all ASD high school students by gender 2009-2017

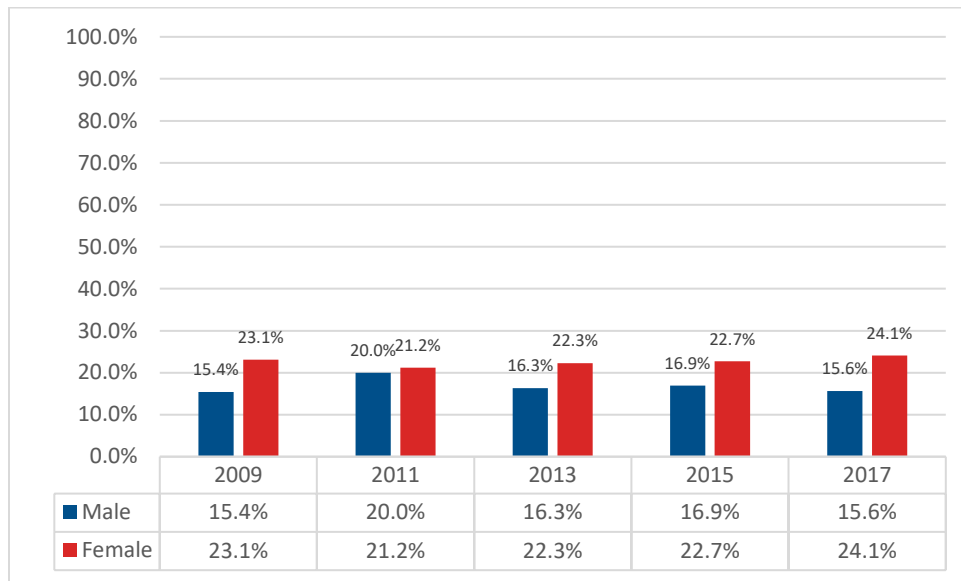


Figure 4: Bullying among all ASD high school students by race 2009-2017

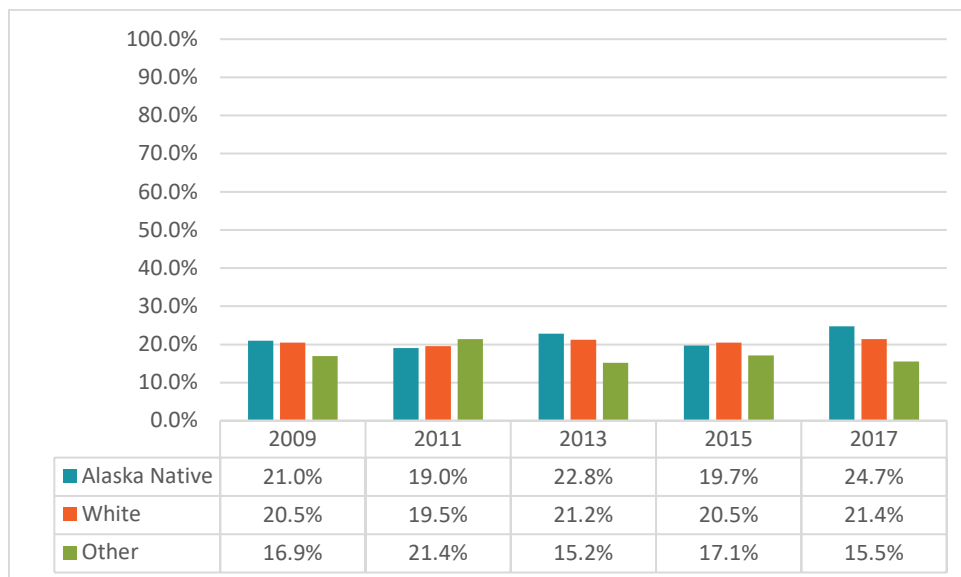
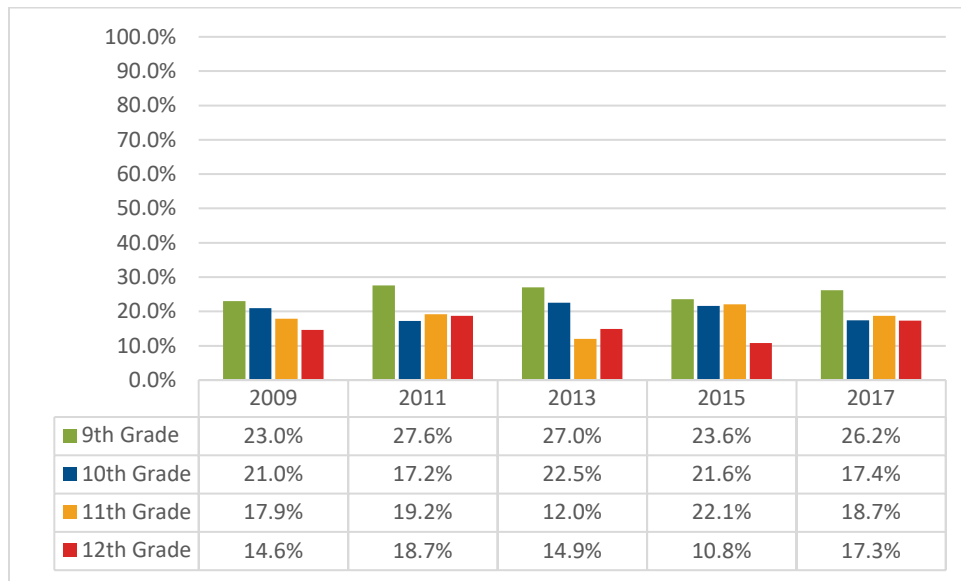


Figure 5: Bullying among all ASD high school students by grade level 2009-2017



Electronic Bullying

Figure 6: Electronic bullying among all ASD high school students 2011-2017

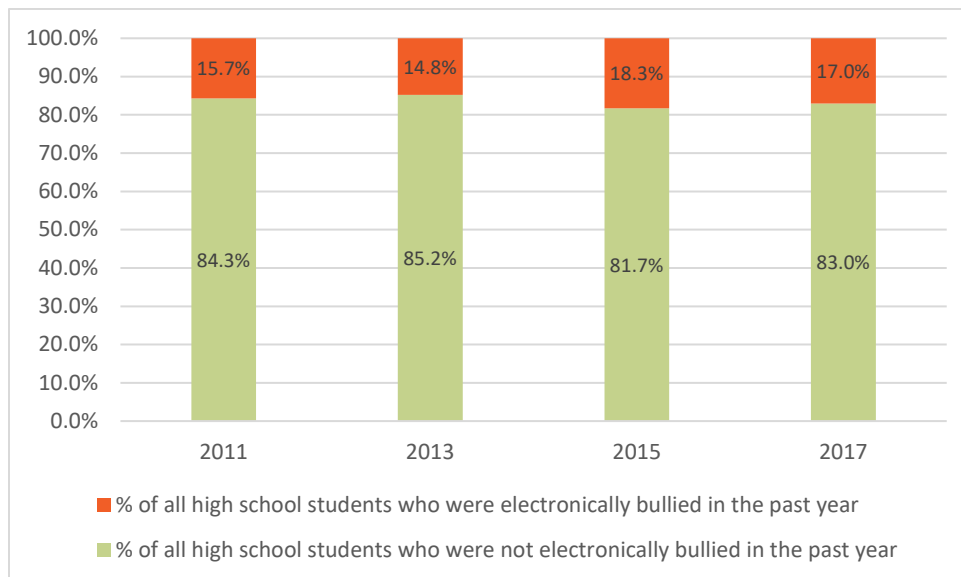


Figure 7: Electronic bullying among all ASD high school students by school type 2011-2017

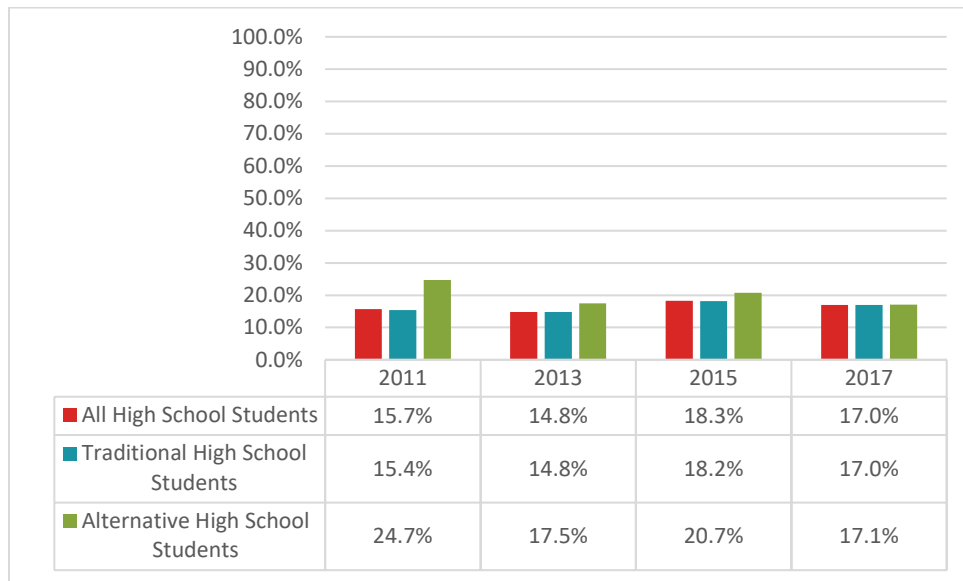


Figure 8: Electronic bullying among all ASD high school students by gender 2011-2017

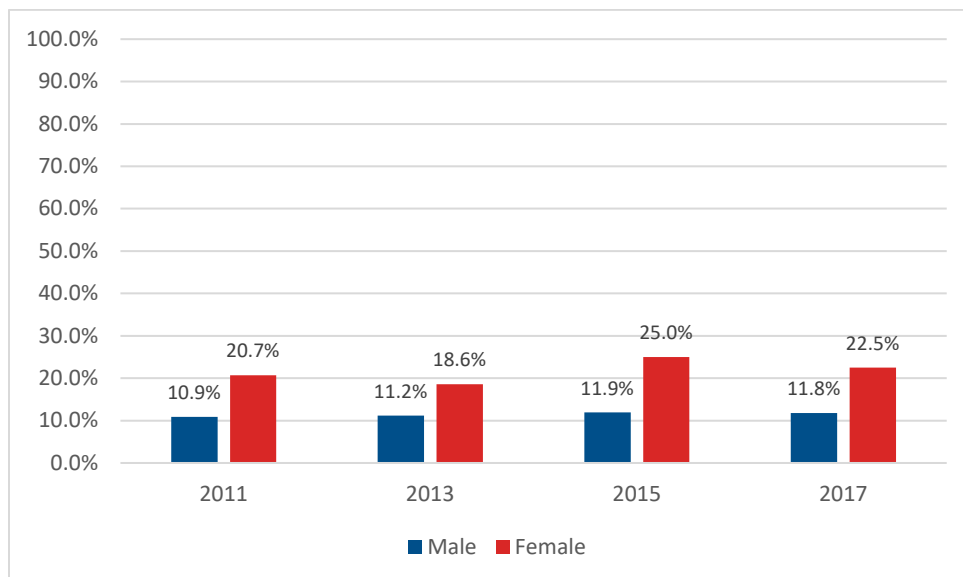


Figure 9: Electronic bullying among all ASD high school students by race 2011-2017

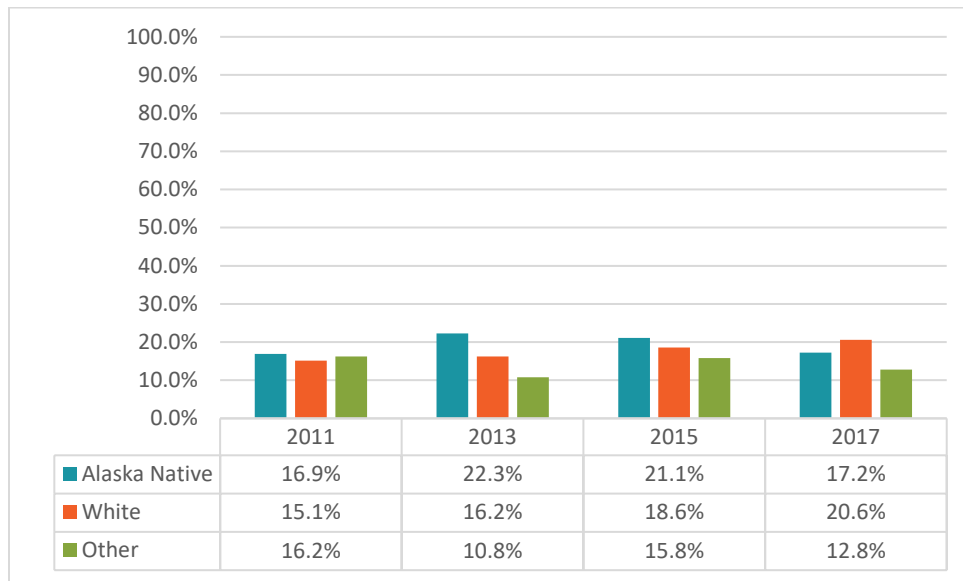
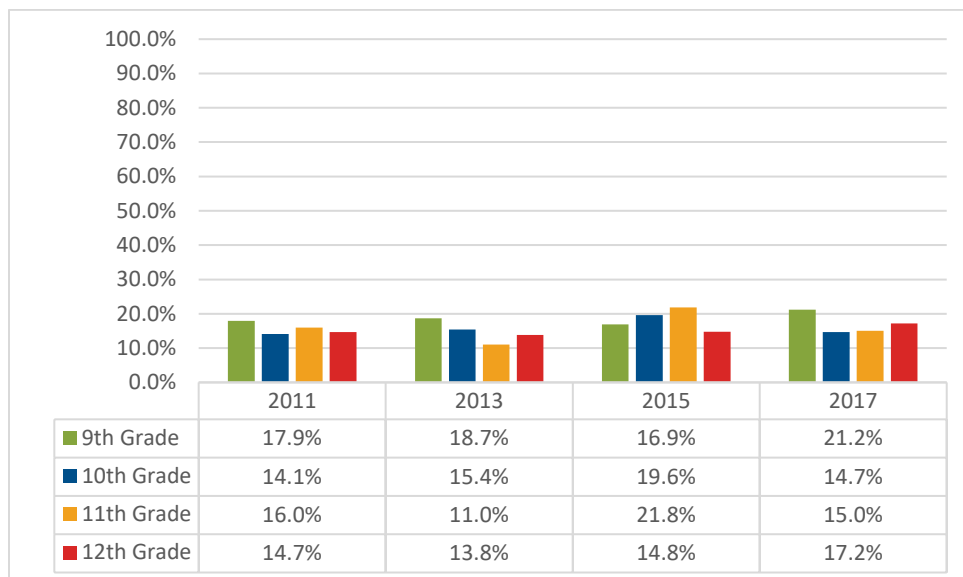


Figure 10: Electronic bullying among all ASD high school students by grade level 2011-2017



Dating Violence

Figure 11: Of all ASD high school students who dated, percentage that were hurt on purpose by someone they were dating in the past year 2013-2017

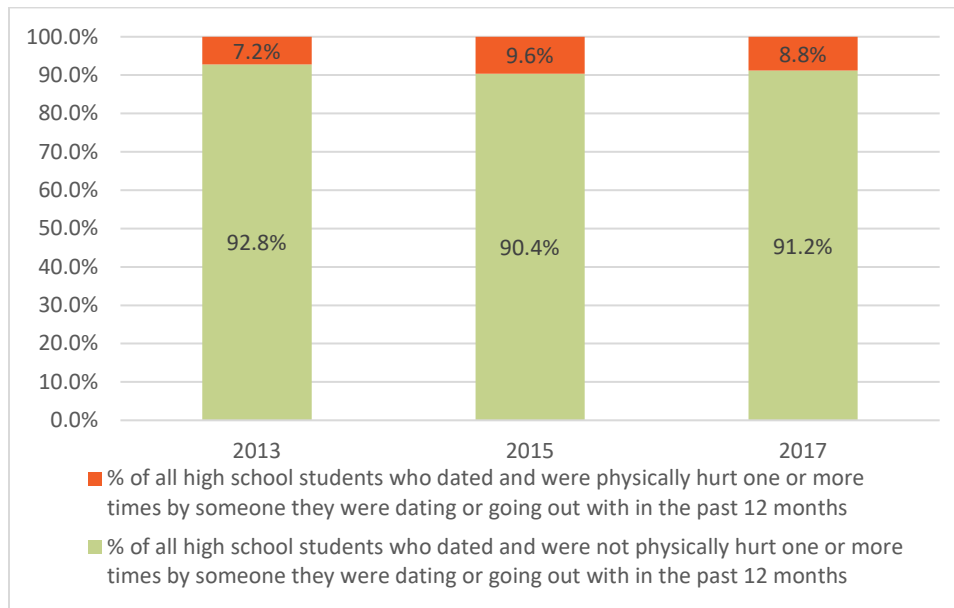


Figure 12: Of all ASD high school students who dated, percentage that were hurt on purpose by someone they were dating in the past year by school type 2013-2017

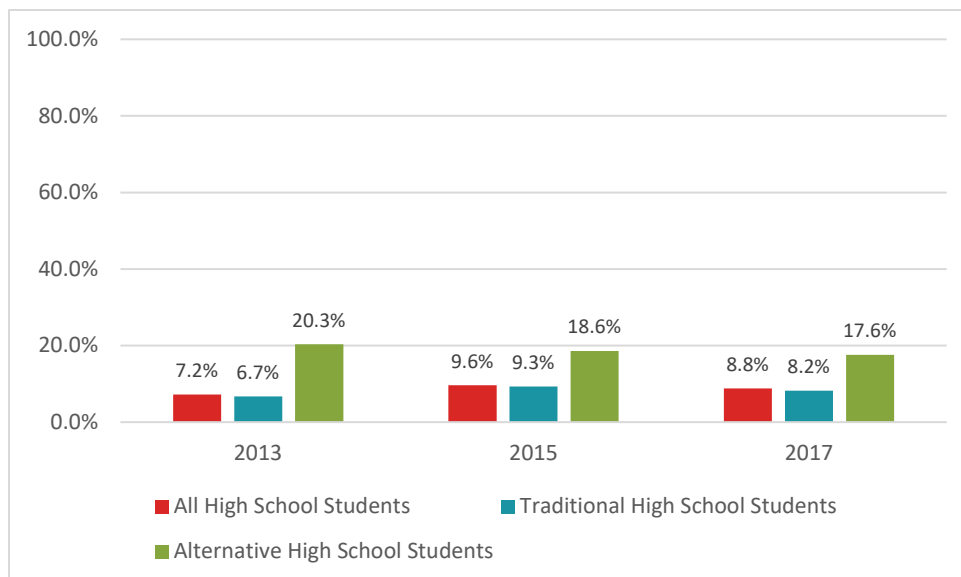


Figure 13: Of all ASD high school students who dated, percentage that were hurt on purpose by someone they were dating in the past year by gender 2013-2017

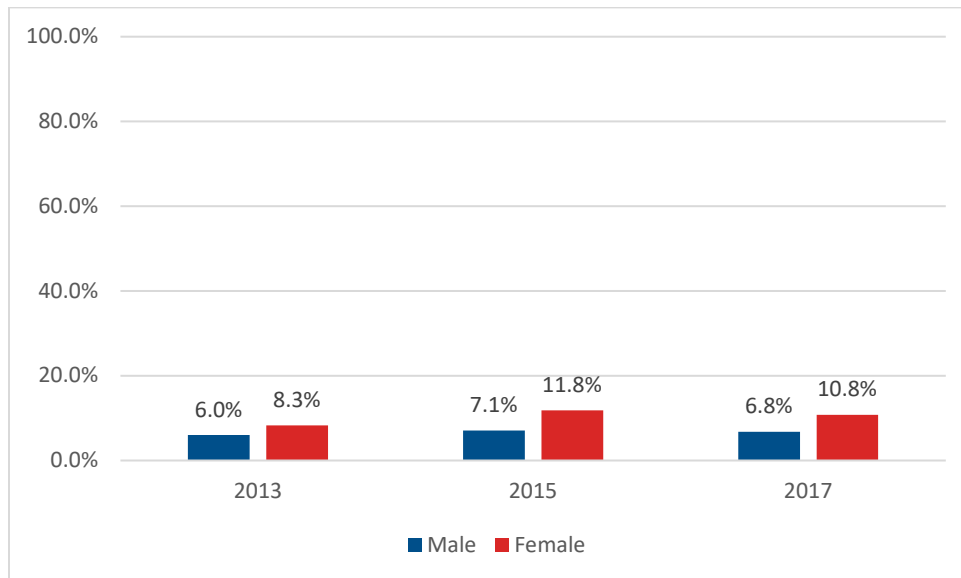
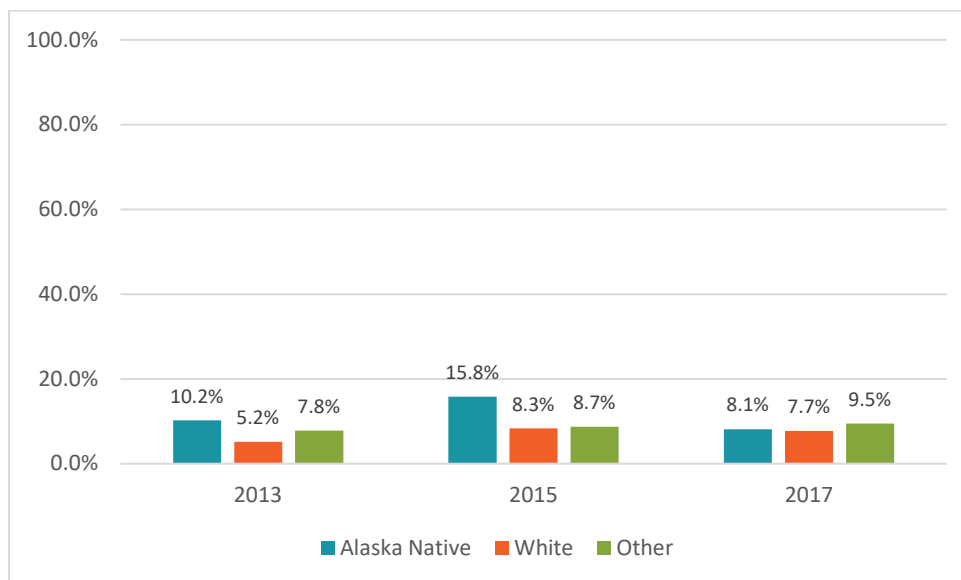


Figure 14: Of all ASD high school students who dated, percentage that were hurt on purpose by someone they were dating in the past year by race 2013-2017



Felt Unsafe

Figure 15: All ASD students who did not go to school on one or more days in the past 30 days because they felt unsafe at school or on their way to or from school 2009-2017

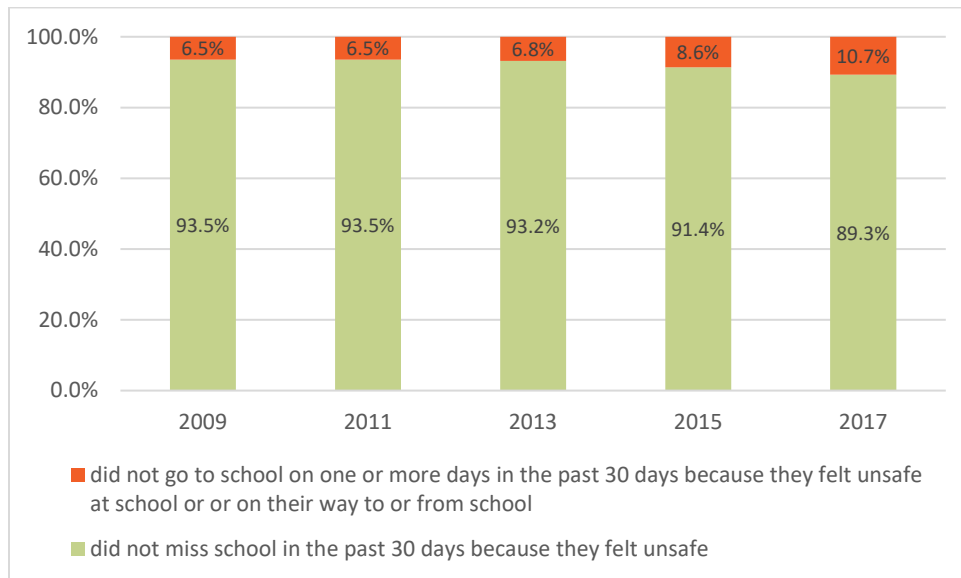


Figure 16: All ASD students who did not go to school on one or more days in the past 30 days because they felt unsafe at school or on their way to or from school by school type 2009-2017

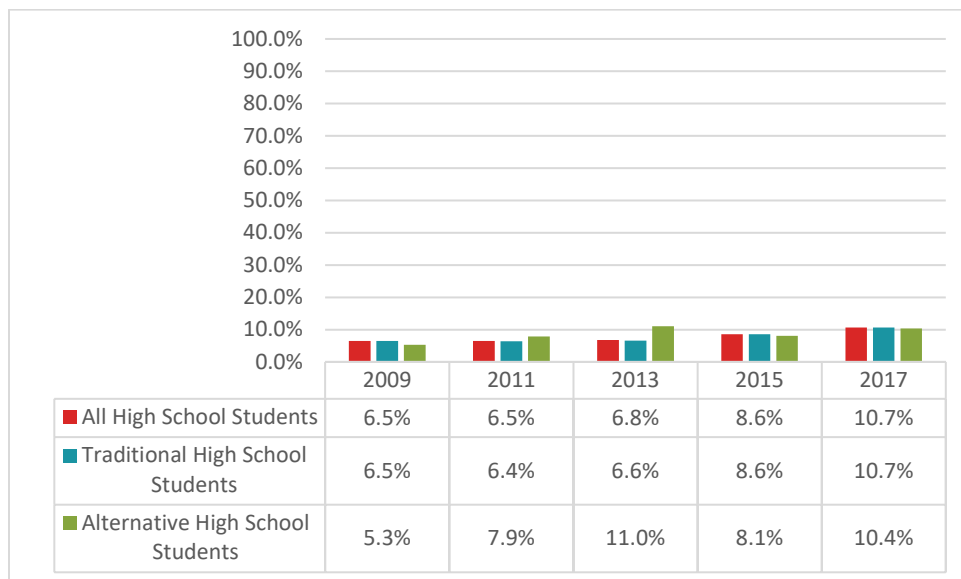


Figure 17: All ASD students who did not go to school on one or more days in the past 30 days because they felt unsafe at school or on their way to or from school by gender 2009-2017

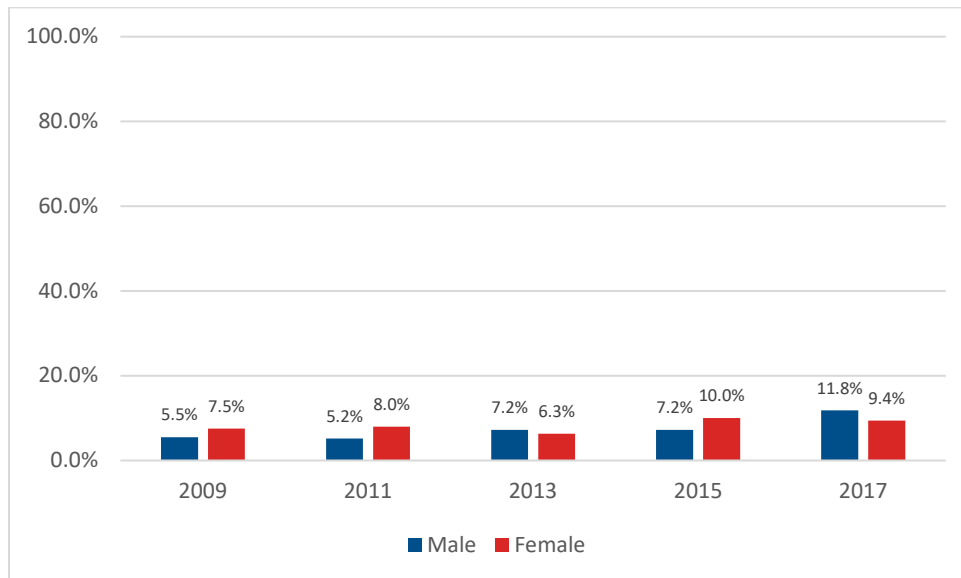


Figure 18: All ASD students who did not go to school on one or more days in the past 30 days because they felt unsafe at school or on their way to or from school by race 2009-2017

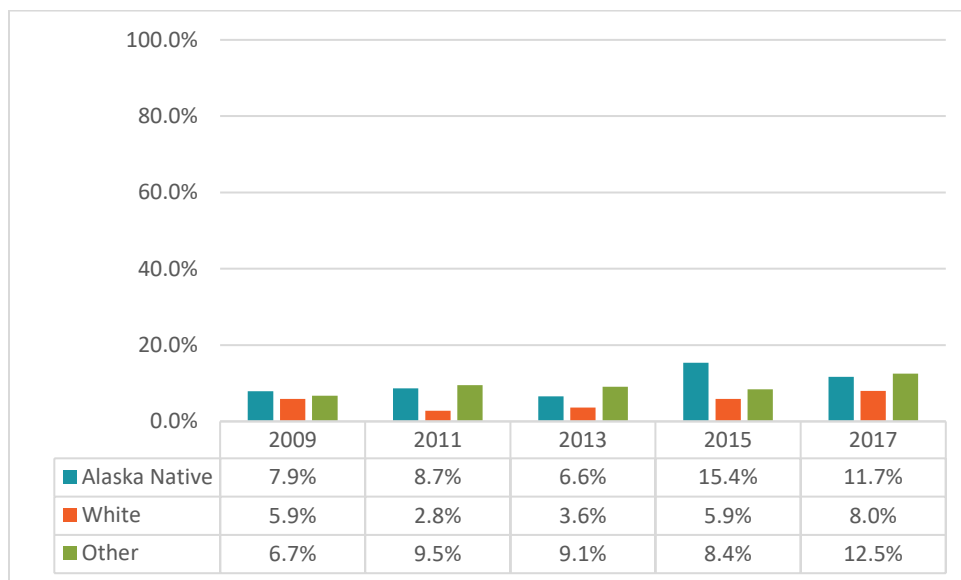
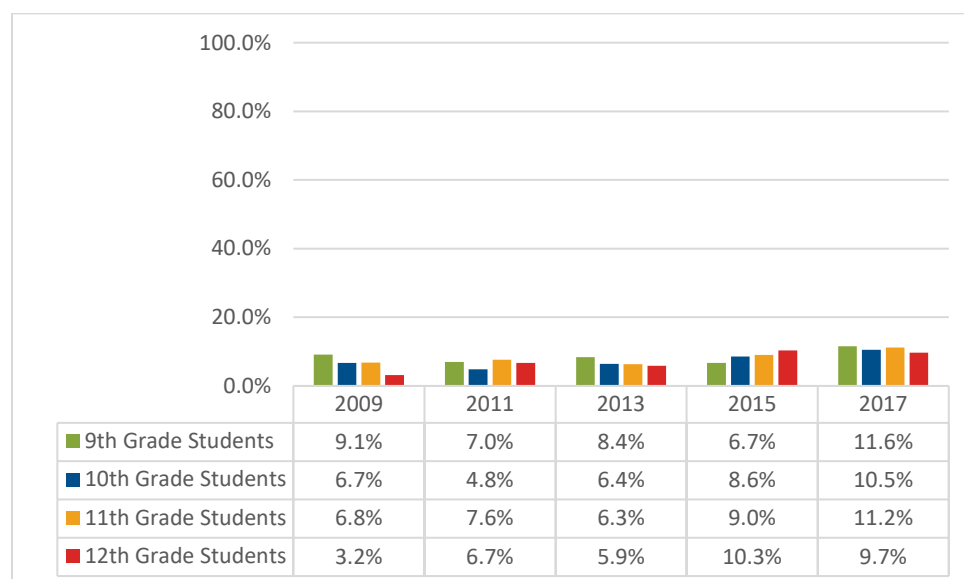


Figure 19: All ASD students who did not go to school on one or more days in the past 30 days because they felt unsafe at school or on their way to or from school by grade level 2009-2017



Perceived Risk from Alcohol Use

Figure 20: All ASD high school students who think there is moderate risk or great risk of harming themselves if they have 5 or more drinks of an alcoholic beverage once or twice a week 2103-2017

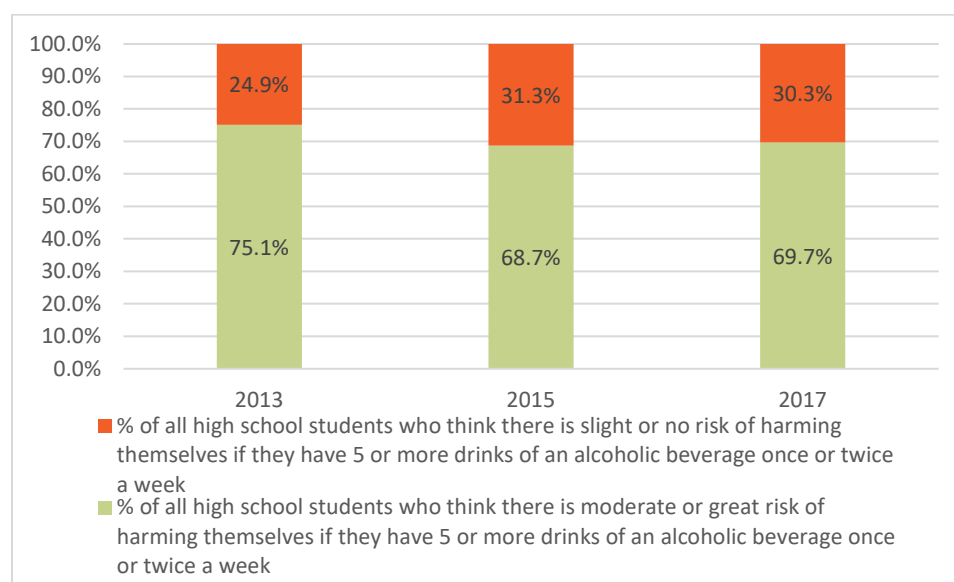


Figure 21: All ASD high school students who think there is moderate risk or great risk of harming themselves if they have 5 or more drinks of an alcoholic beverage once or twice a week by school type 2103-2017

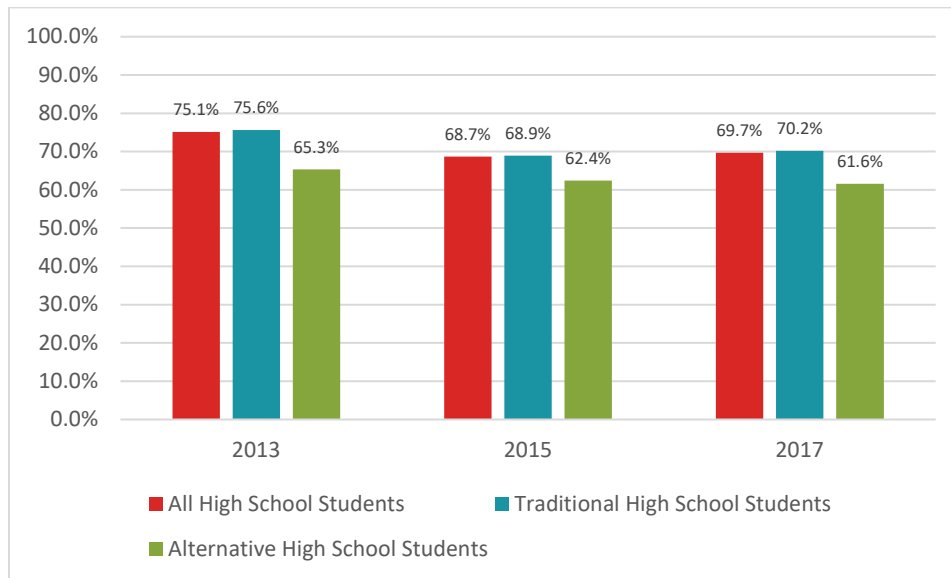


Figure 22: All ASD high school students who think there is moderate risk or great risk of harming themselves if they have 5 or more drinks of an alcoholic beverage once or twice a week by gender 2103-2017

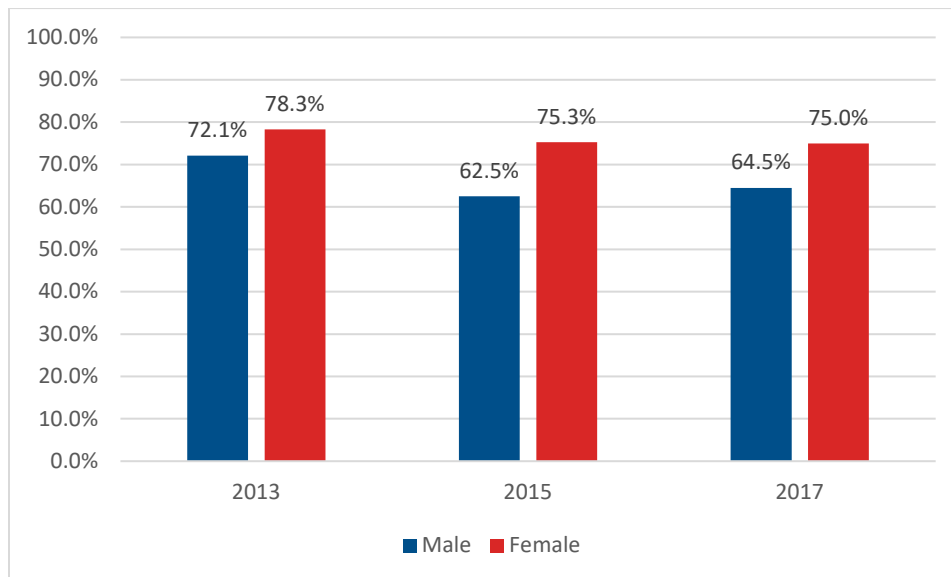


Figure 23: All ASD high school students who think there is moderate risk or great risk of harming themselves if they have 5 or more drinks of an alcoholic beverage once or twice a week by race 2103-2017

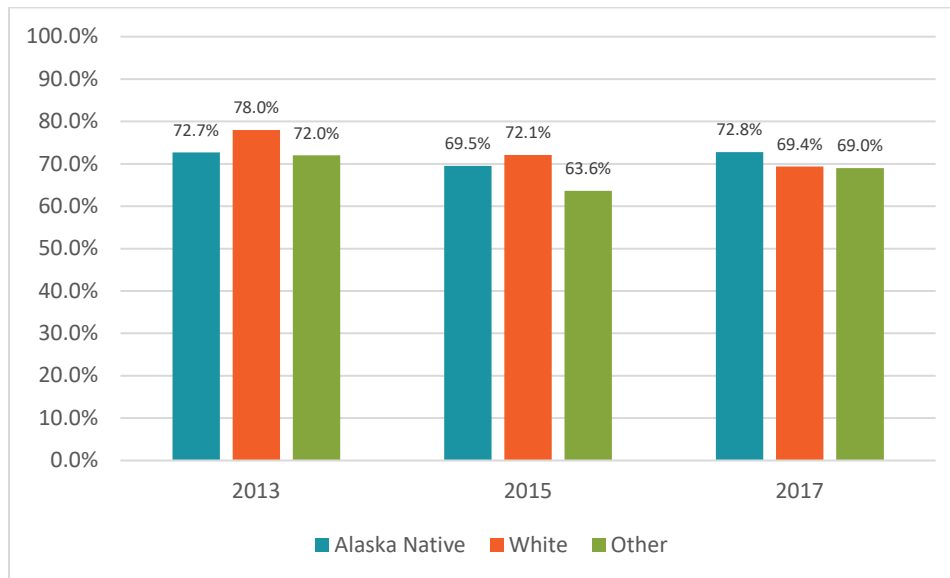
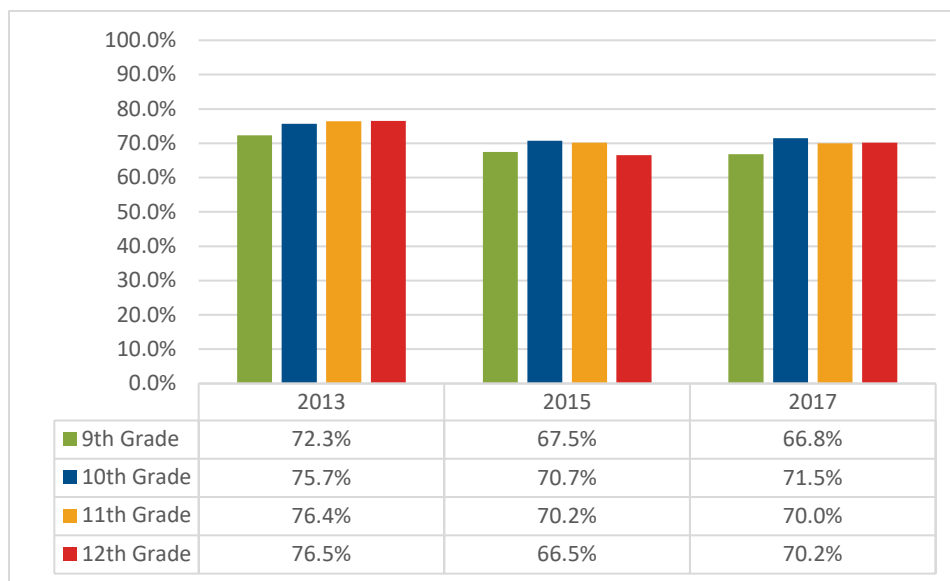


Figure 24: All ASD high school students who think there is moderate risk or great risk of harming themselves if they have 5 or more drinks of an alcoholic beverage once or twice a week by grade level 2103-2017



Perceived Risk Marijuana Use

Figure 25: All ASD students who think there is moderate risk or great risk of harming themselves if they use marijuana once or twice a week 2017

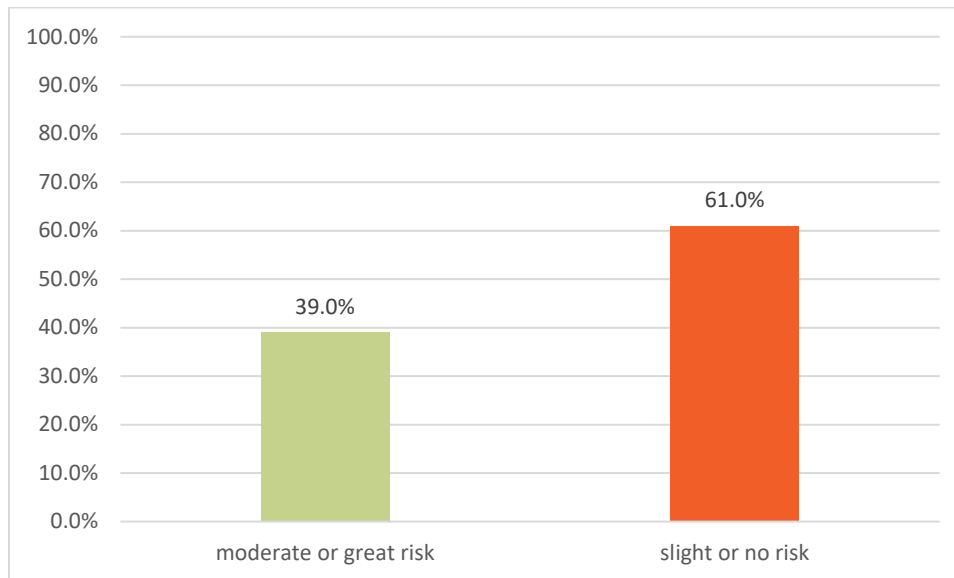


Figure 26: All ASD students who think there is moderate risk or great risk of harming themselves if they use marijuana once or twice a week by demographic 2017

| | 2017 |
|---|-------|
| All High School Students | 39.0% |
| Traditional High School Students | 40.0% |
| Alternative High School Students | 22.2% |
| Male | 34.7% |
| Female | 43.5% |
| Alaska Native | 27.0% |
| White | 40.8% |
| Other | 42.0% |
| 9th Grade Students | 46.2% |
| 10th Grade Students | 43.2% |
| 11th Grade Students | 37.1% |
| 12th Grade Students | 31.2% |

Perceived Risk Prescription Pain Medicine Use

Figure 27: All ASD students who think there is moderate or great risk of harming themselves if they use prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it 2017

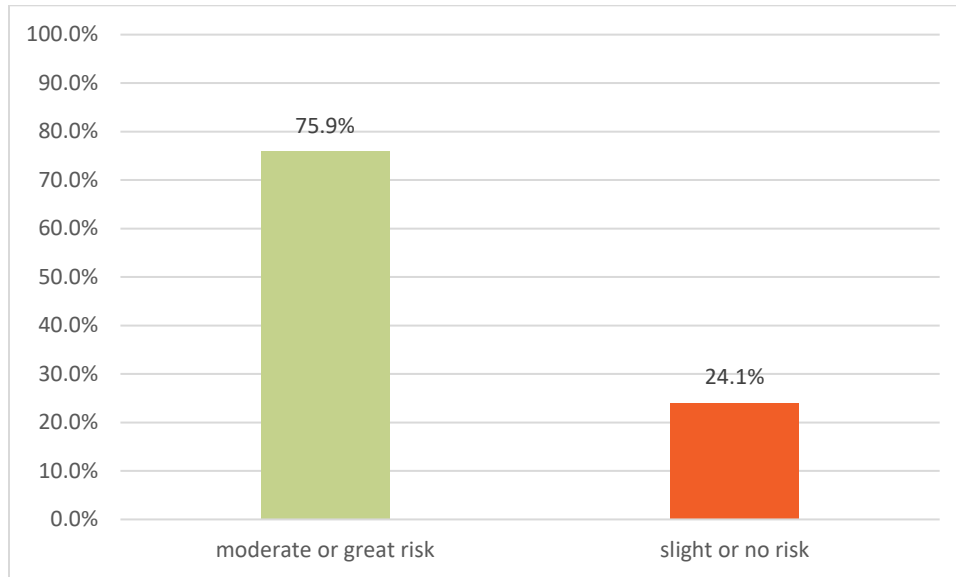


Figure 28: All ASD students who think there is moderate or great risk of harming themselves if they use prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it by demographic 2017

| | 2017 |
|---|-------|
| All High School Students | 75.9% |
| Traditional High School Students | 76.2% |
| Alternative High School Students | 71.9% |
| Male | 72.1% |
| Female | 79.9% |
| Alaska Native | 76.8% |
| White | 82.5% |
| Other | 68.6% |
| 9th Grade Students | 72.5% |
| 10th Grade Students | 80.0% |
| 11th Grade Students | 77.0% |
| 12th Grade Students | 74.2% |

Parent Perception of Alcohol Use

Figure 29: All ASD high school students whose parents feel it would be wrong or very wrong if they had 1 or 2 drinks of an alcoholic beverage nearly every day 2013-2017

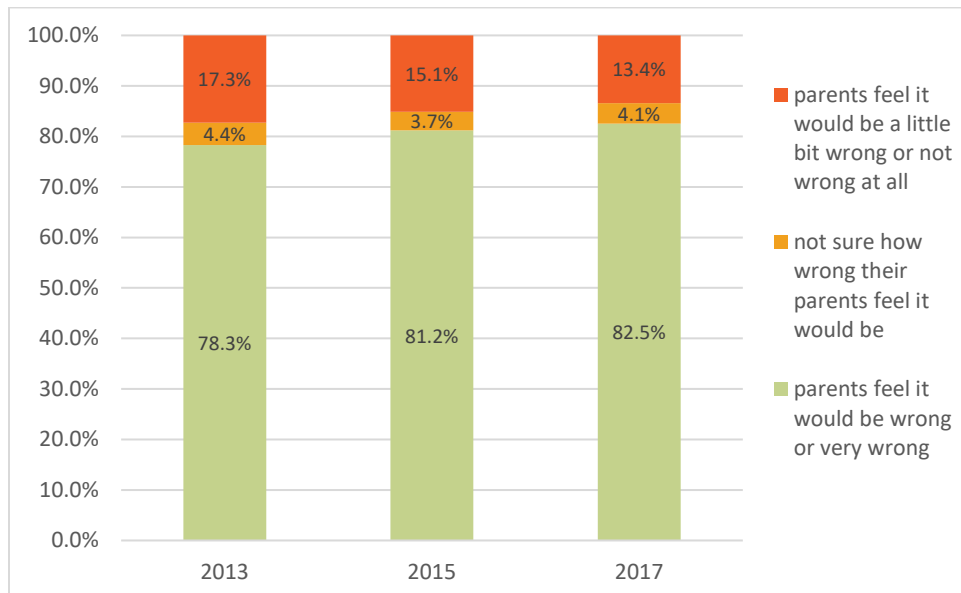


Figure 30: All ASD high school students whose parents feel it would be wrong or very wrong if they had 1 or 2 drinks of an alcoholic beverage nearly every day by school type 2013-2017

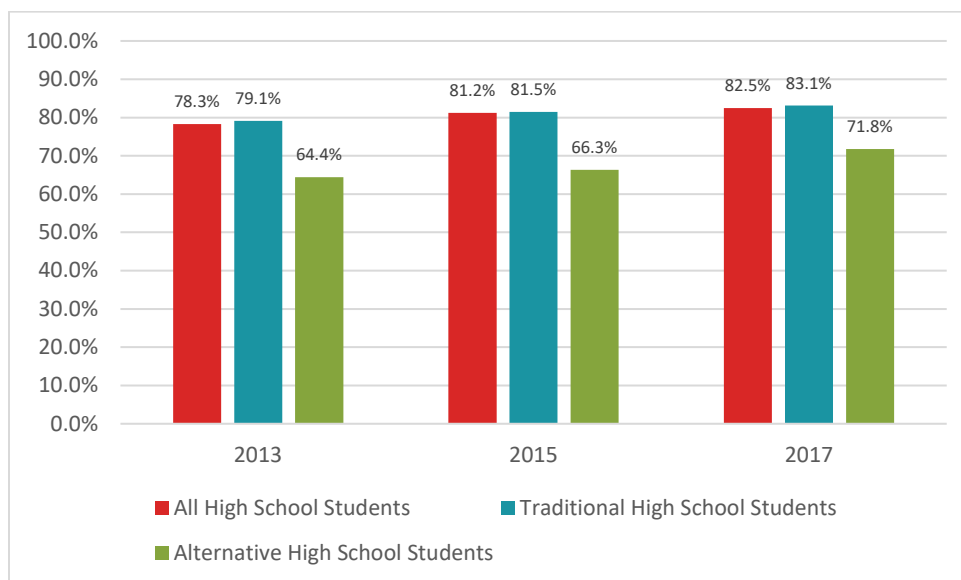


Figure 31: All ASD high school students whose parents feel it would be wrong or very wrong if they had 1 or 2 drinks of an alcoholic beverage nearly every day by gender 2013-2017

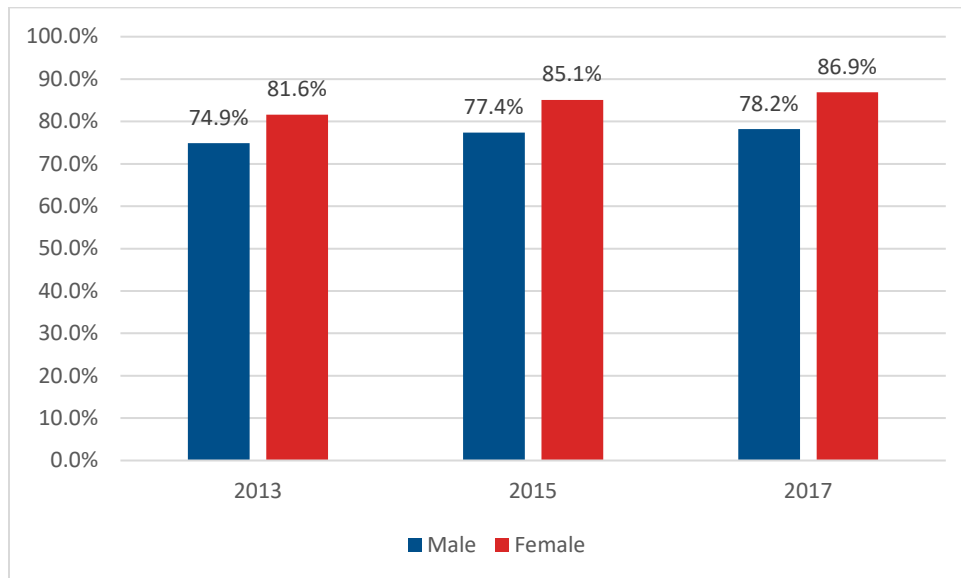


Figure 32: All ASD high school students whose parents feel it would be wrong or very wrong if they had 1 or 2 drinks of an alcoholic beverage nearly every day by race 2013-2017

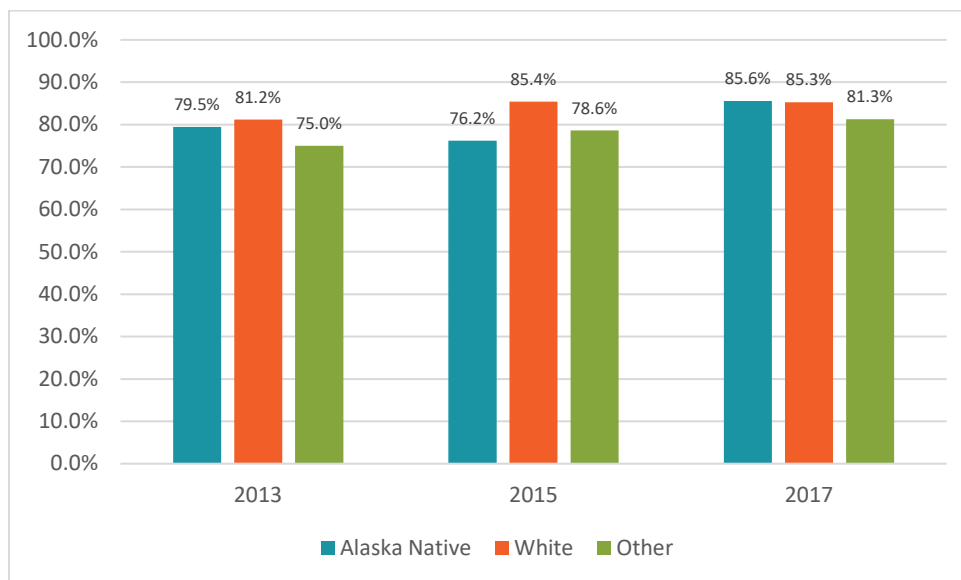
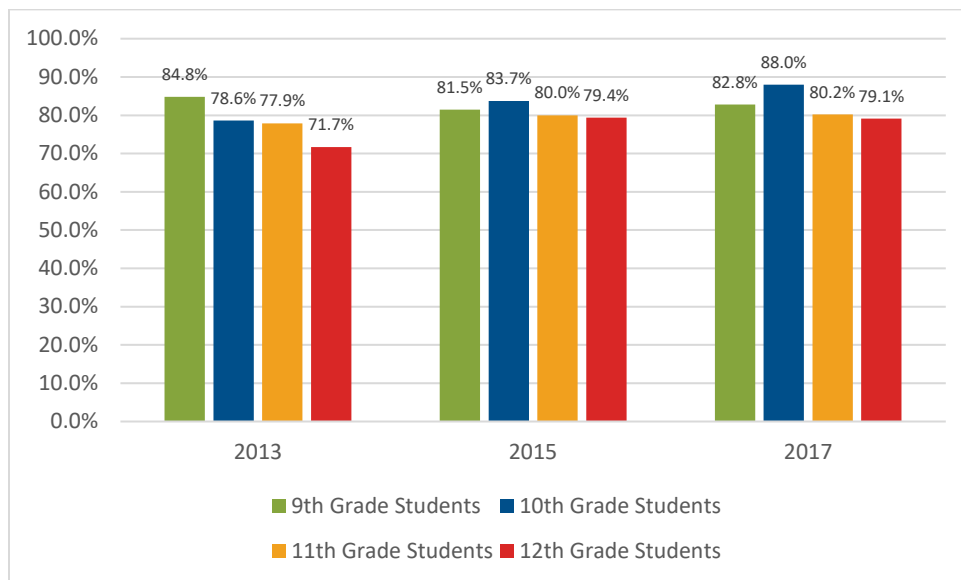


Figure 33: All ASD high school students whose parents feel it would be wrong or very wrong if they had 1 or 2 drinks of an alcoholic beverage nearly every day by grade level 2013-2017



Parent Perception of Marijuana Use

Figure 34: All ASD high school students whose parents feel it would be wrong or very wrong for them to use marijuana 2017

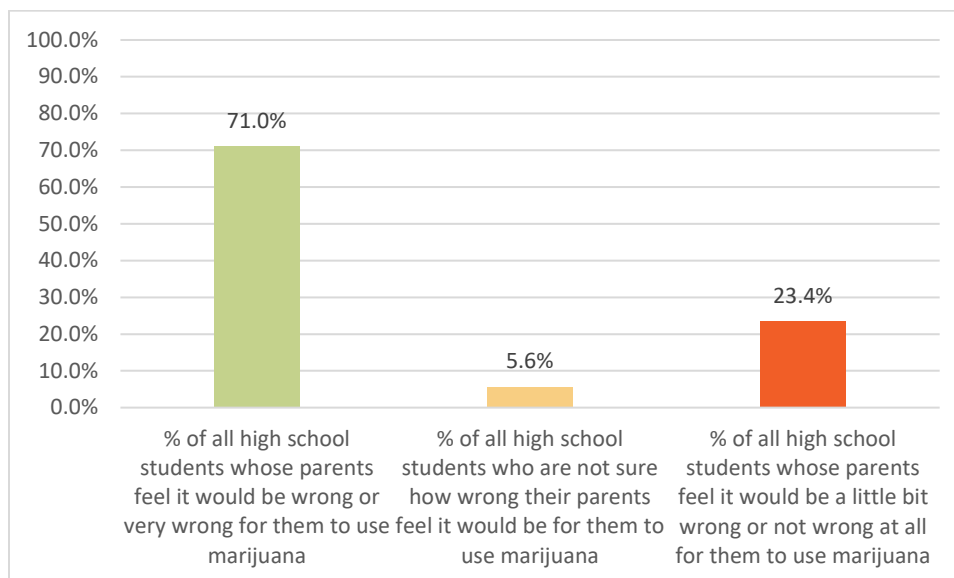


Figure 35: All ASD high school students whose parents feel it would be wrong or very wrong for them to use marijuana by demographic 2017

| | 2017 |
|----------------------------------|-------|
| All High School Students | 71.0% |
| Traditional High School Students | 72.1% |
| Alternative High School Students | 51.1% |
| Male | 69.7% |
| Female | 72.3% |
| Alaska Native | 66.5% |
| White | 69.0% |
| Other | 75.1% |
| 9th Grade Students | 75.7% |
| 10th Grade Students | 74.4% |
| 11th Grade Students | 72.9% |
| 12th Grade Students | 62.3% |

Parent Perception of Prescription Pain Medicine Use

Figure 36: All ASD high school students whose parents feel it would be wrong or very wrong for them to use prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it 2017

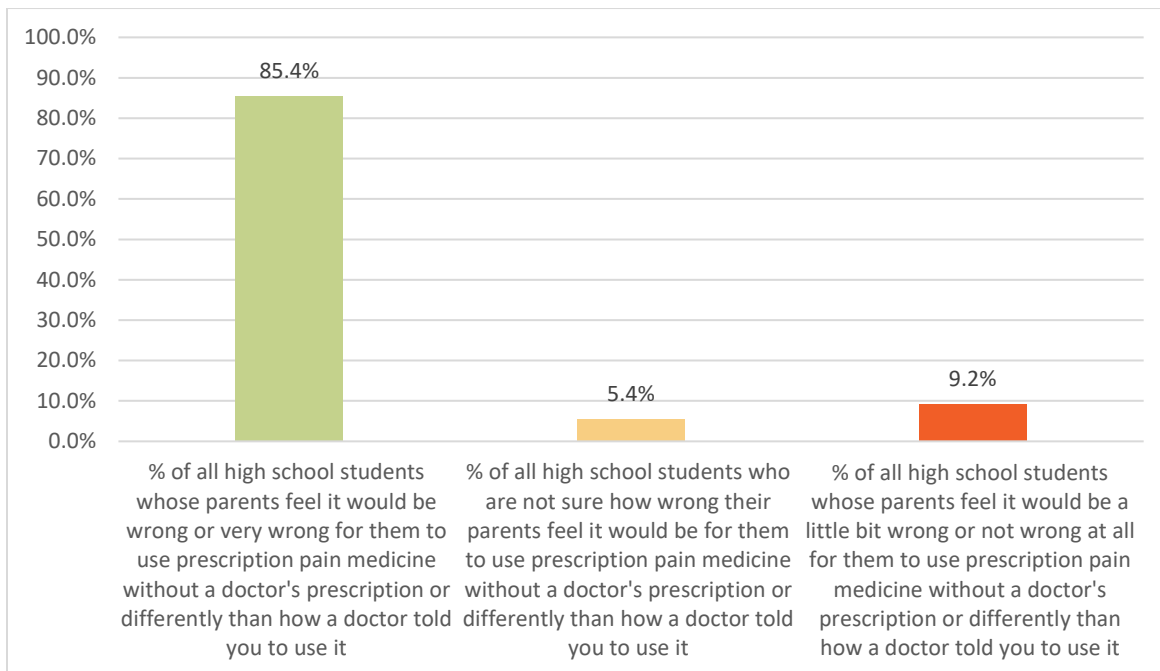


Figure 37: All ASD high school students whose parents feel it would be wrong or very wrong for them to use prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it by demographic 2017

| | 2017 |
|----------------------------------|-------|
| All High School Students | 85.4% |
| Traditional High School Students | 85.8% |
| Alternative High School Students | 81.5% |
| Male | 83.5% |
| Female | 87.5% |
| Alaska Native | 88.4% |
| White | 87.5% |
| Other | 82.3% |
| 9th Grade Students | 84.9% |
| 10th Grade Students | 89.1% |
| 11th Grade Students | 84.1% |
| 12th Grade Students | 83.8% |

Friend Perception of Alcohol Use

Figure 38: All ASD high school students whose friends feel it would be wrong or very wrong if they had one or two drinks of an alcoholic beverage nearly every day 2017

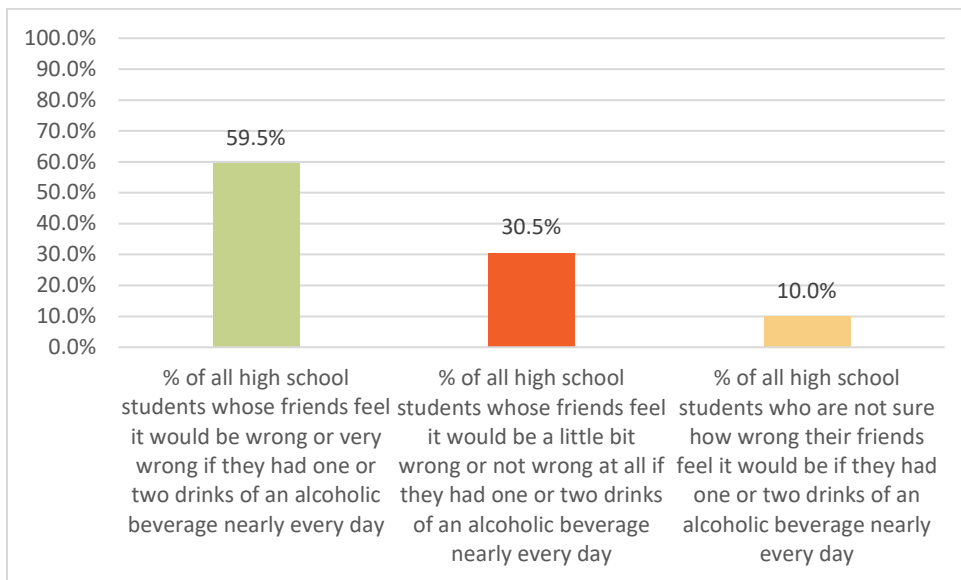


Figure 39: All ASD high school students whose friends feel it would be wrong or very wrong if they had one or two drinks of an alcoholic beverage nearly every day by demographic 2017

| | 2017 |
|---|-------|
| All High School Students | 59.5% |
| Traditional High School Students | 60.2% |
| Alternative High School Students | 49.2% |
| Male | 53.5% |
| Female | 65.7% |
| Alaska Native | 59.1% |
| White | 61.0% |
| Other | 58.3% |
| 9th Grade Students | 62.9% |
| 10th Grade Students | 65.5% |
| 11th Grade Students | 55.7% |
| 12th Grade Students | 54.5% |

Friend Perception of Marijuana Use

Figure 40: All ASD high school students whose friends feel it would be wrong or very wrong if they use marijuana 2017

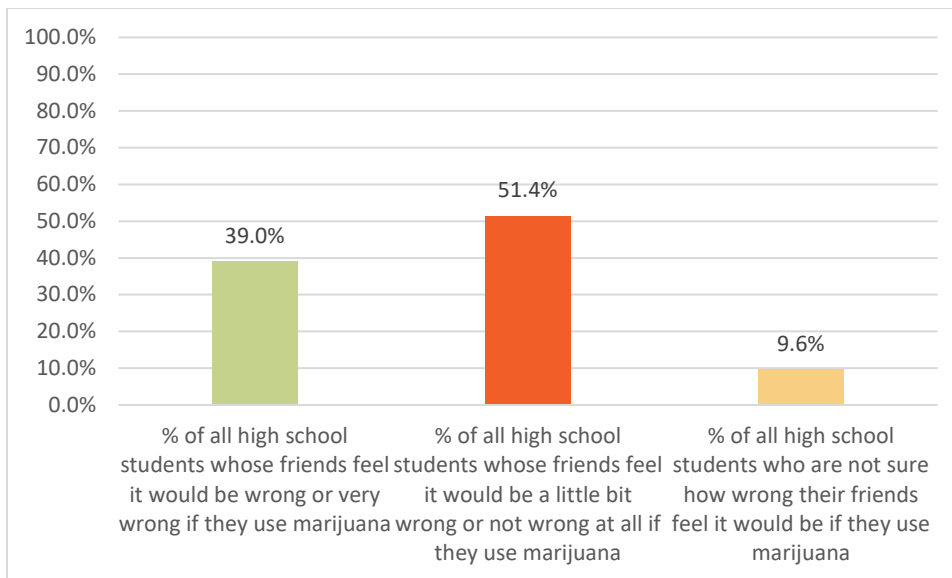


Figure 41: All ASD high school students whose friends feel it would be wrong or very wrong if they use marijuana by demographic 2017

| | 2017 |
|----------------------------------|-------|
| All High School Students | 39.0% |
| Traditional High School Students | 39.9% |
| Alternative High School Students | 23.2% |
| Male | 39.2% |
| Female | 38.8% |
| Alaska Native | 31.5% |
| White | 37.3% |
| Other | 43.4% |
| 9th Grade Students | 46.8% |
| 10th Grade Students | 46.0% |
| 11th Grade Students | 33.4% |
| 12th Grade Students | 31.1% |

Friend Perception of Prescription Pain Medicine Use

Figure 42: All ASD high school students whose friends feel it would be wrong or very wrong if they use prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it 2017

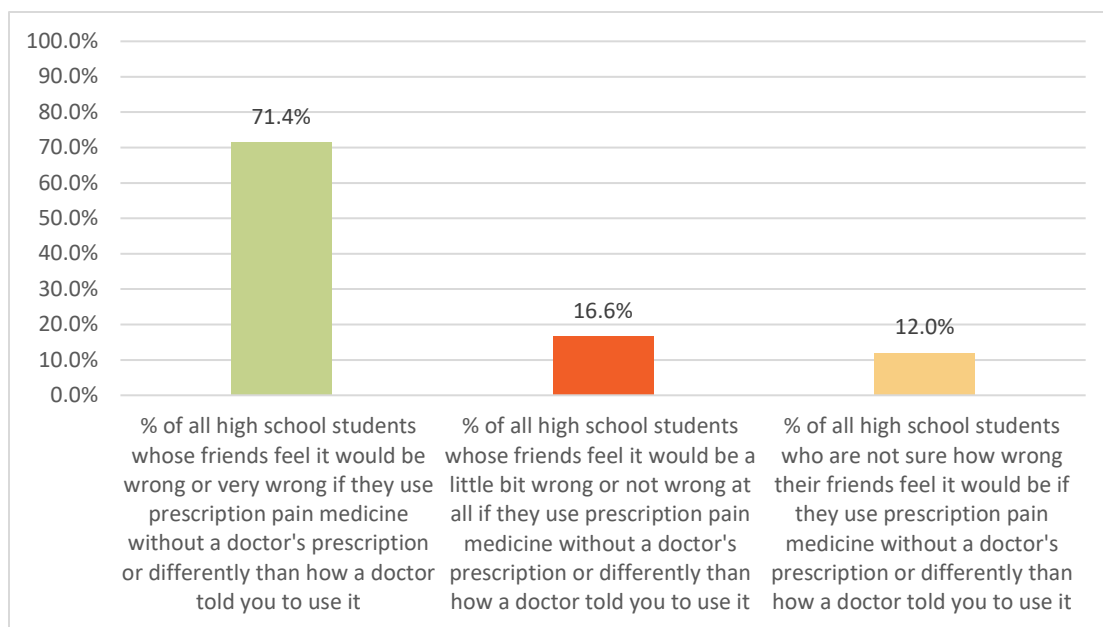


Figure 43: All ASD high school students whose friends feel it would be wrong or very wrong if they use prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it by demographic 2017

| | 2017 |
|---|-------|
| All High School Students | 71.4% |
| Traditional High School Students | 71.9% |
| Alternative High School Students | 65.0% |
| Male | 67.9% |
| Female | 75.2% |
| Alaska Native | 72.1% |
| White | 74.9% |
| Other | 68.4% |
| 9th Grade Students | 73.9% |
| 10th Grade Students | 76.7% |
| 11th Grade Students | 65.8% |
| 12th Grade Students | 69.6% |

Feeling Alone

Figure 44: All ASD high school students who disagree or strongly disagree that they feel alone in their life 2009-2017

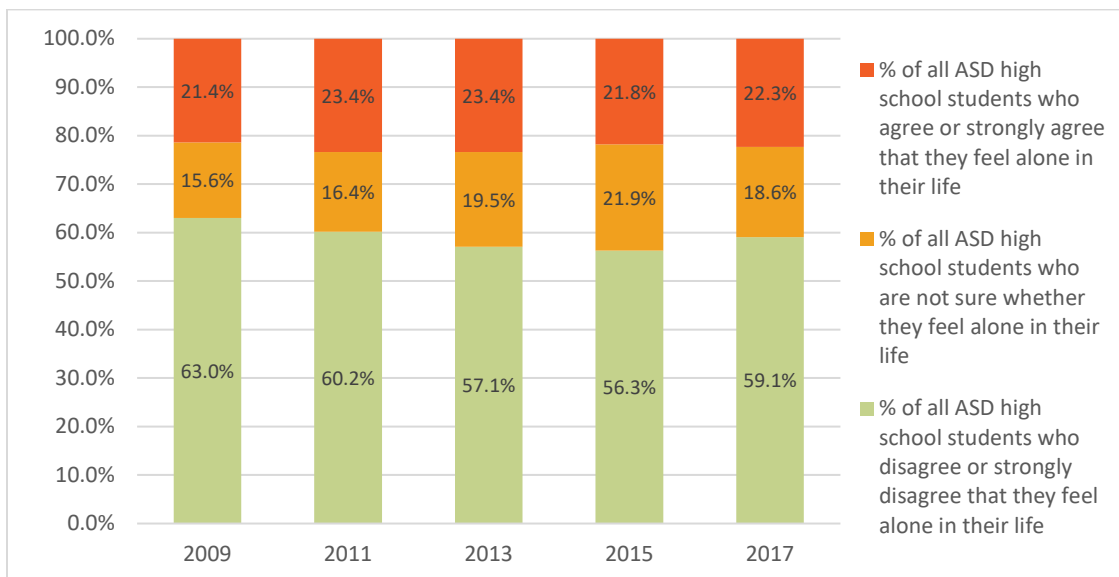


Figure 45: All ASD high school students who disagree or strongly disagree that they feel alone in their life by school type 2009-2017

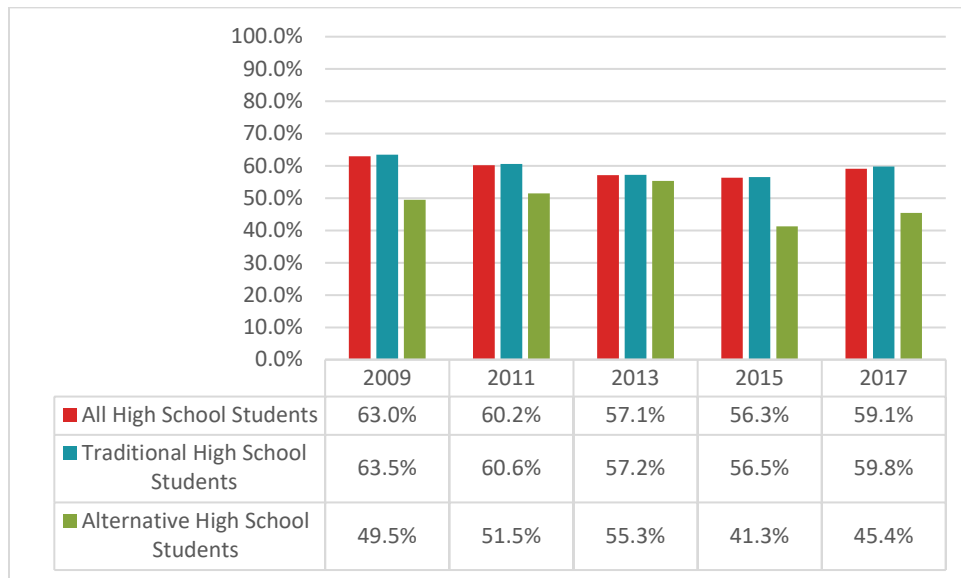


Figure 46: All ASD high school students who disagree or strongly disagree that they feel alone in their life by gender 2009-2017

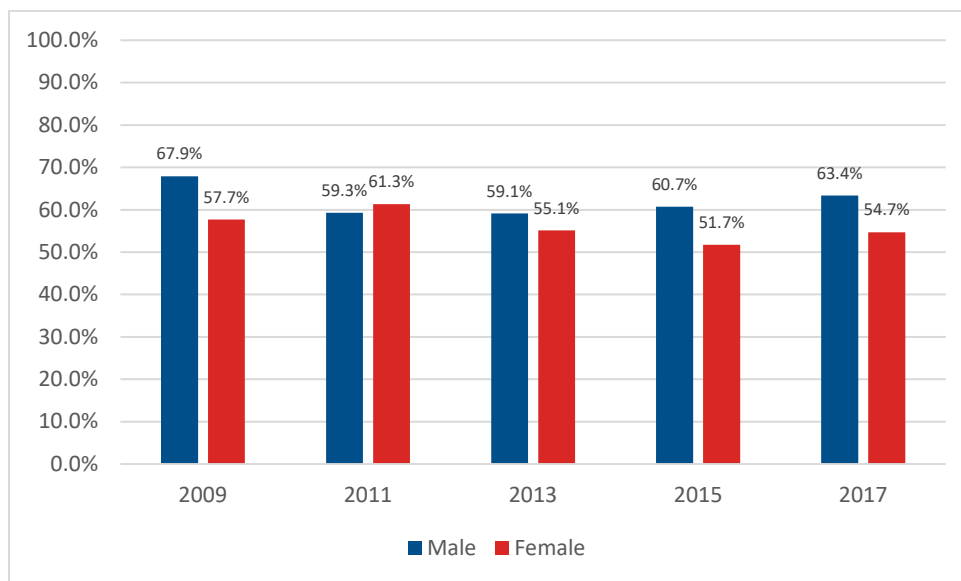


Figure 47: All ASD high school students who disagree or strongly disagree that they feel alone in their life by race 2009-2017

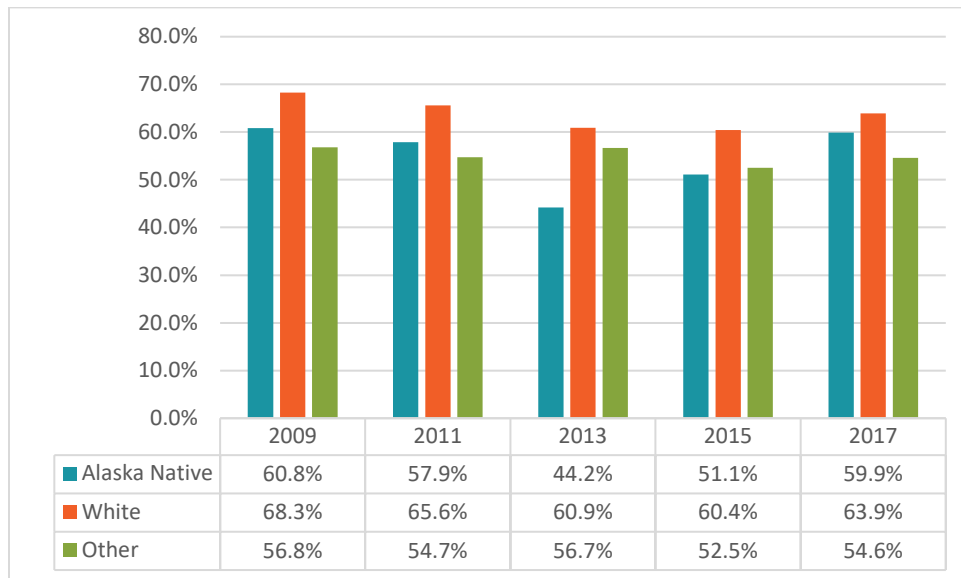
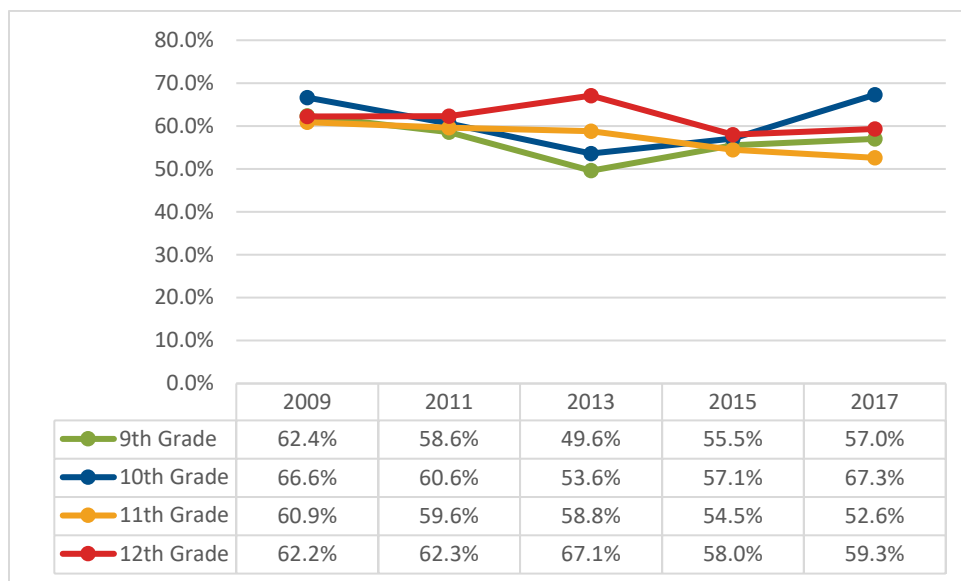


Figure 48: All ASD high school students who disagree or strongly disagree that they feel alone in their life by grade level 2009-2017



Youth Mattering

Figure 49: All ASD high school students who agree or strongly agree they feel like they matter to people 2009-2017

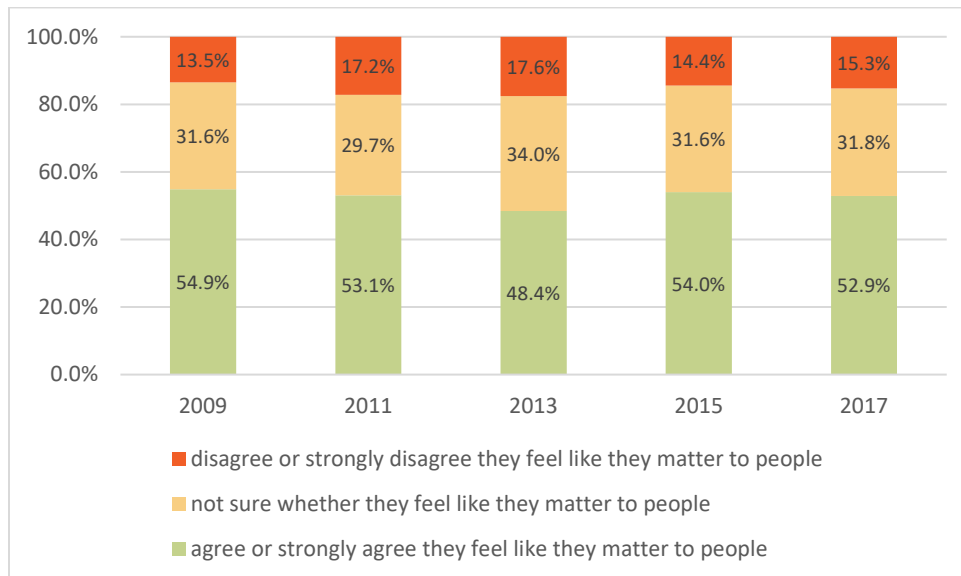


Figure 50: All ASD high school students who agree or strongly agree they feel like they matter to people by school type 2009-2017

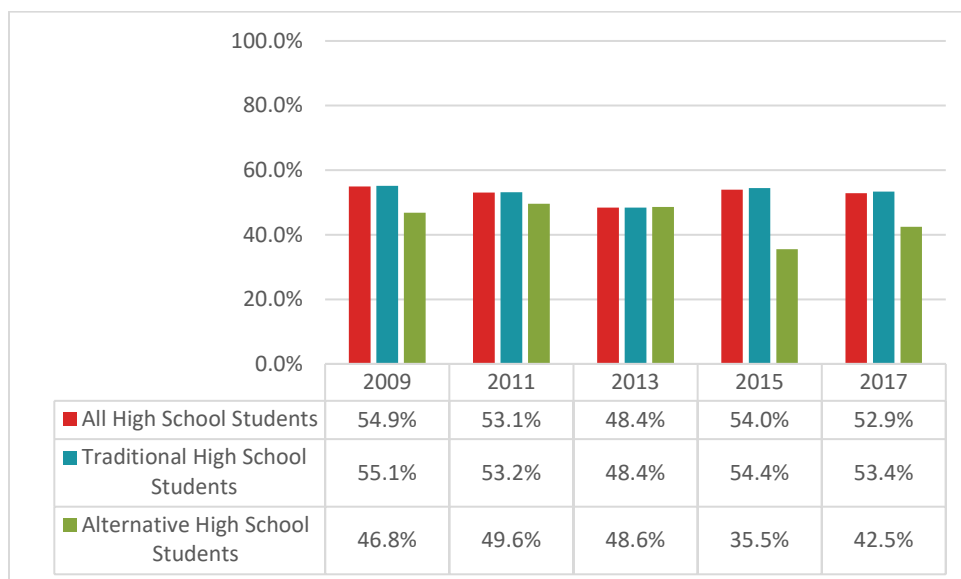


Figure 51: All ASD high school students who agree or strongly agree they feel like they matter to people by gender 2009-2017

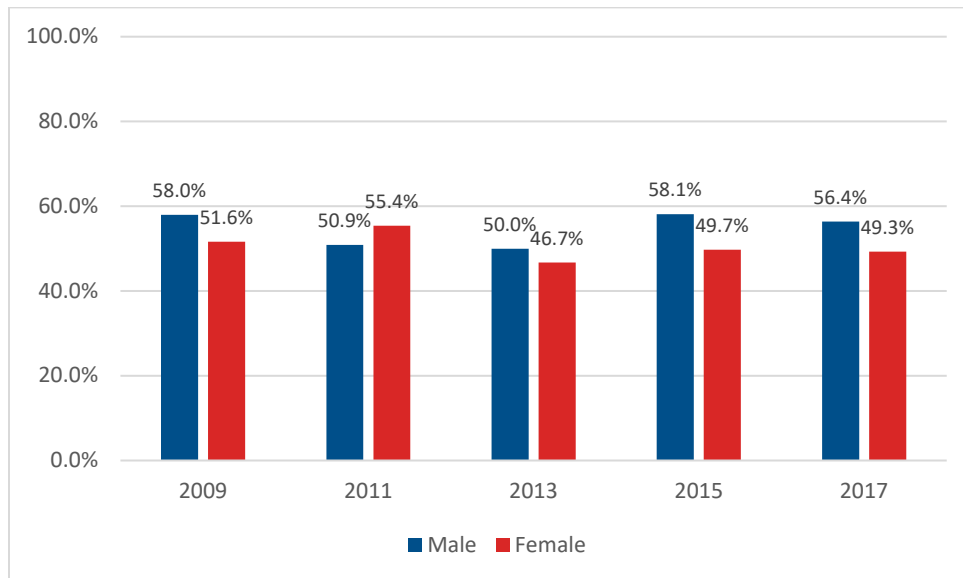


Figure 52: All ASD high school students who agree or strongly agree they feel like they matter to people by race 2009-2017

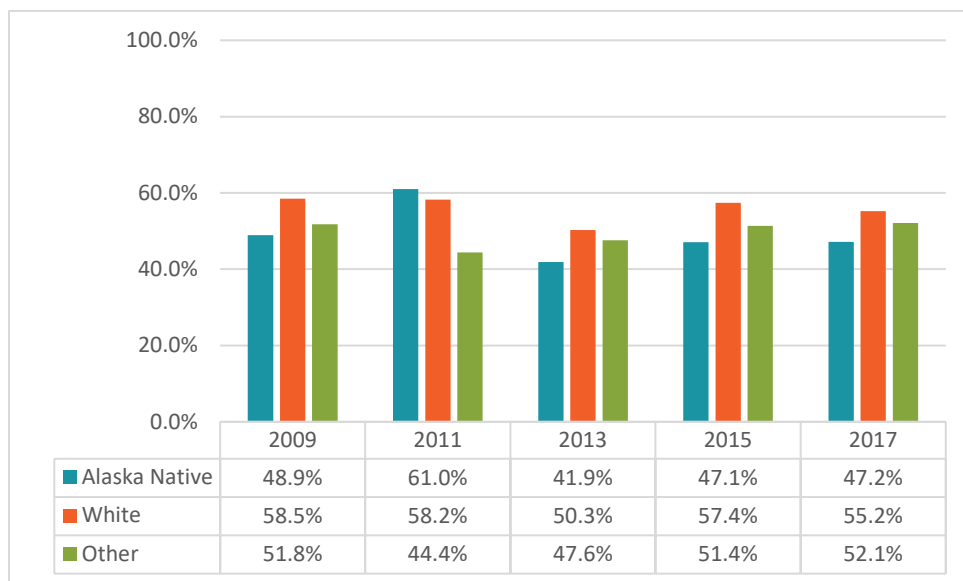
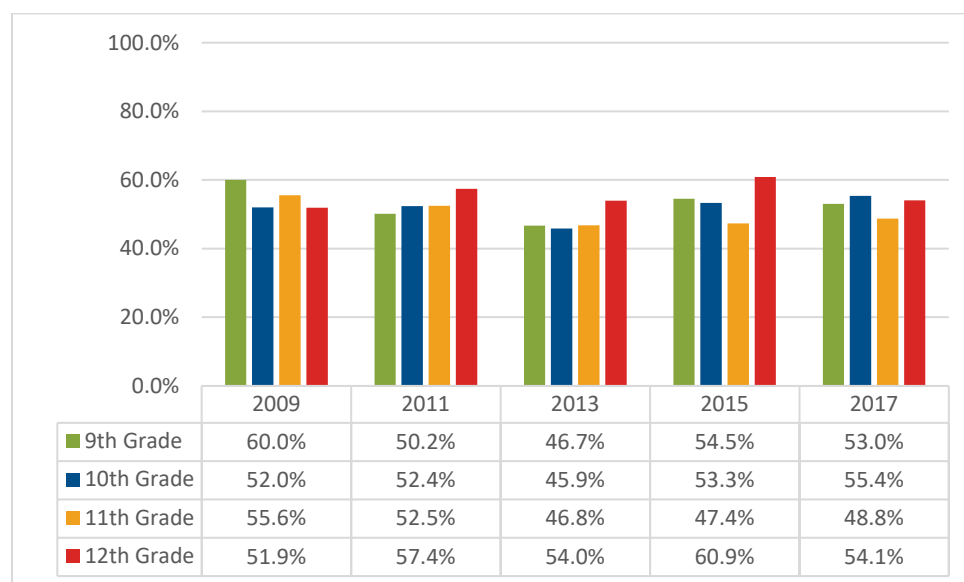


Figure 53: All ASD high school students who agree or strongly agree they feel like they matter to people by grade level 2009-2017



Teachers Care

Figure 54: All ASD high school students who agree or strongly agree that their teachers really care and give them a lot of encouragement 2009-2017

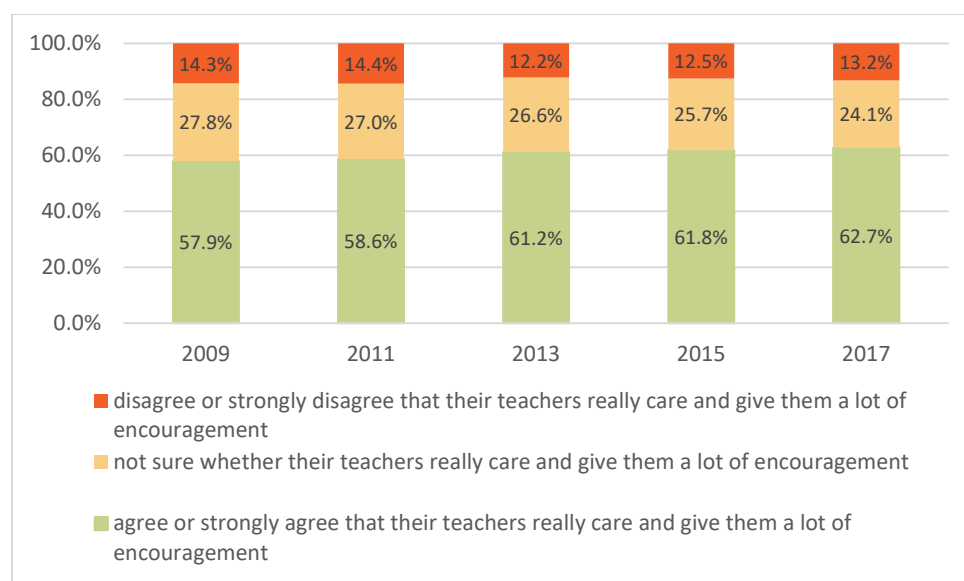


Figure 55: All ASD high school students who agree or strongly agree that their teachers really care and give them a lot of encouragement by school type 2009-2017

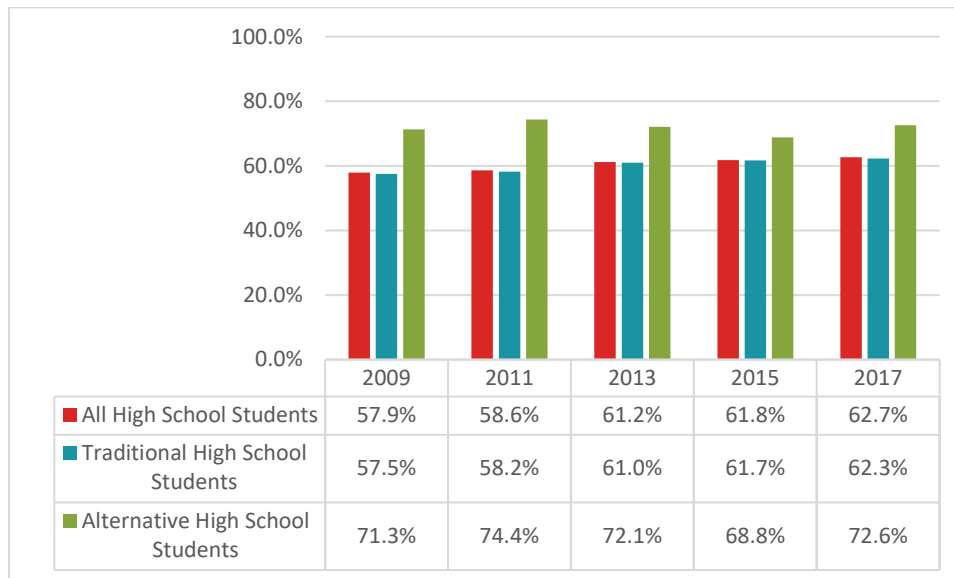


Figure 56: All ASD high school students who agree or strongly agree that their teachers really care and give them a lot of encouragement by gender 2009-2017

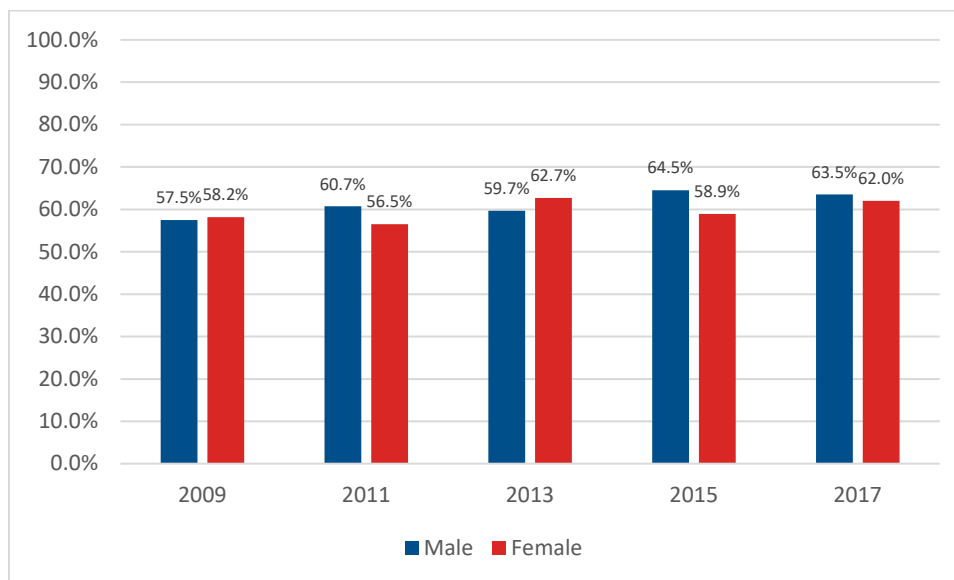


Figure 57: All ASD high school students who agree or strongly agree that their teachers really care and give them a lot of encouragement by race 2009-2017

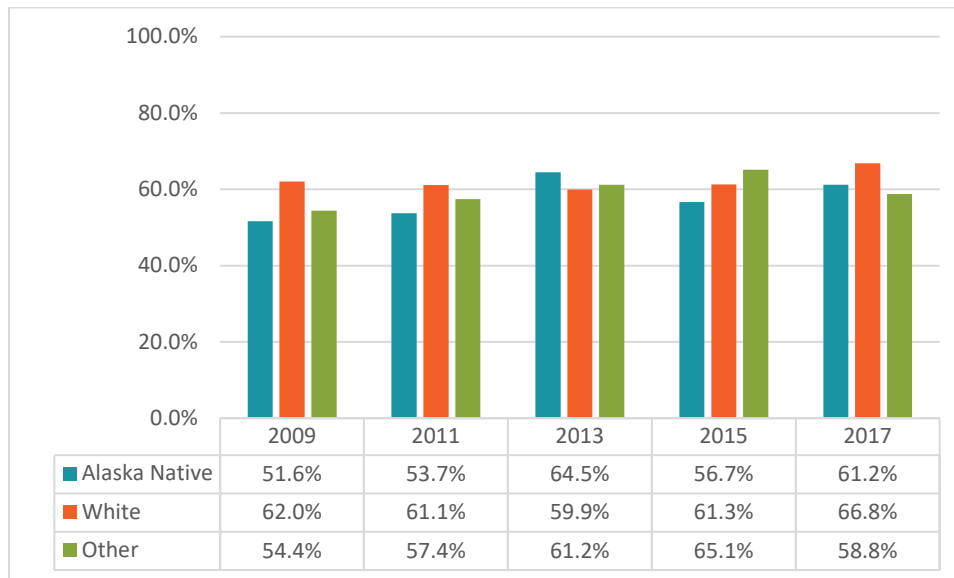
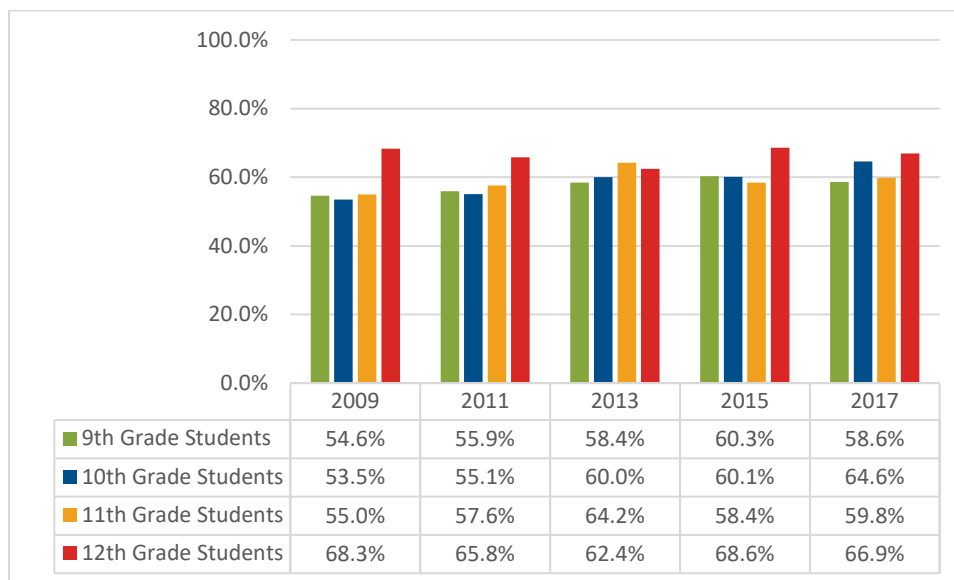


Figure 58: All ASD high school students who agree or strongly agree that their teachers really care and give them a lot of encouragement by grade level 2009-2017



School has Clear Rules and Consequences

Figure 59: All ASD high school students who agree or strongly agree that their school has clear rules and consequences 2009-2017

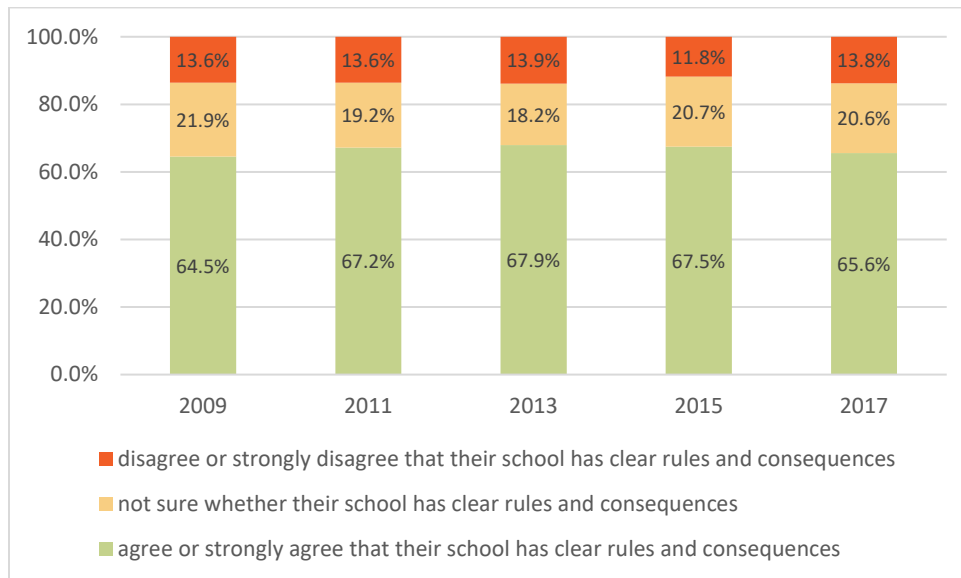


Figure 60: All ASD high school students who agree or strongly agree that their school has clear rules and consequences by school type 2009-2017

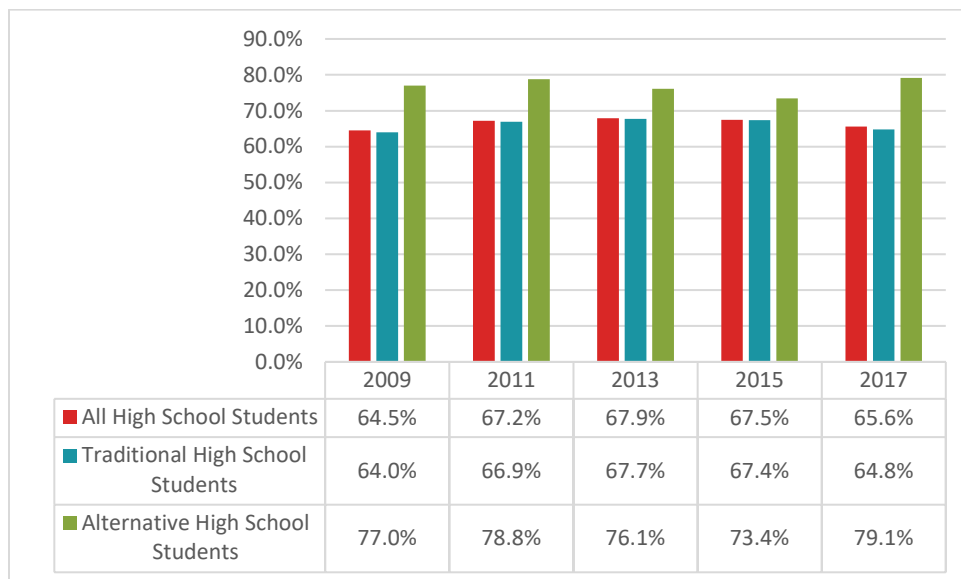


Figure 61: All ASD high school students who agree or strongly agree that their school has clear rules and consequences by gender 2009-2017

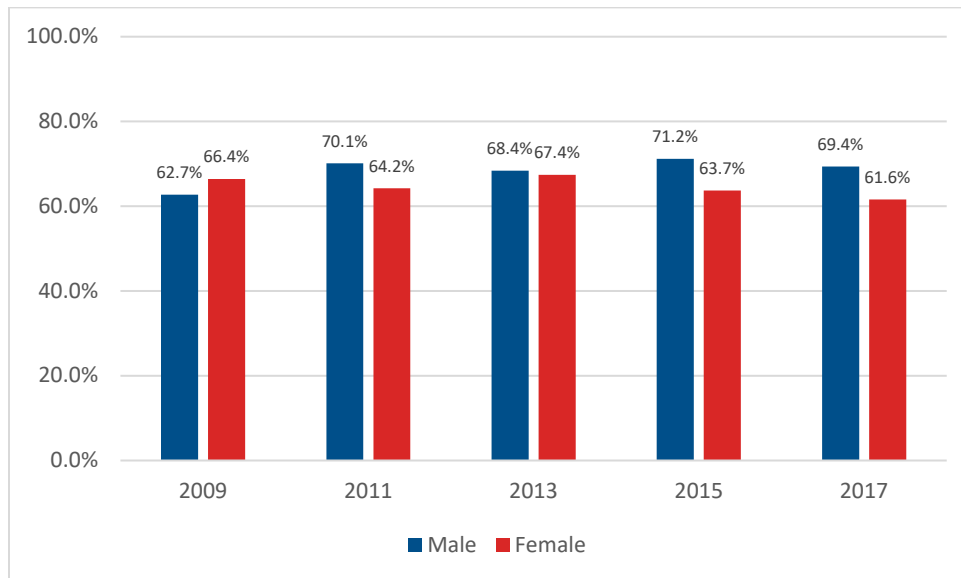


Figure 62: All ASD high school students who agree or strongly agree that their school has clear rules and consequences by race 2009-2017

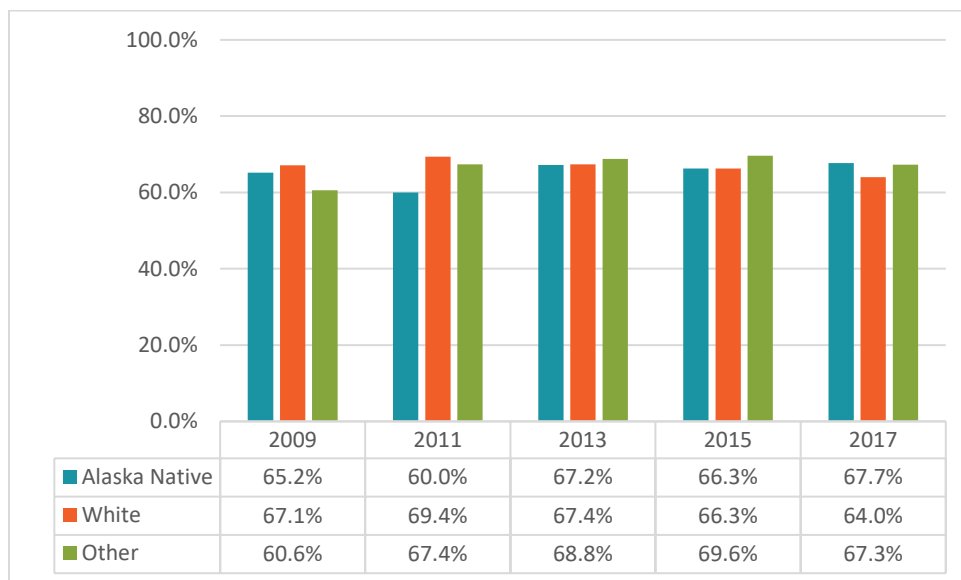
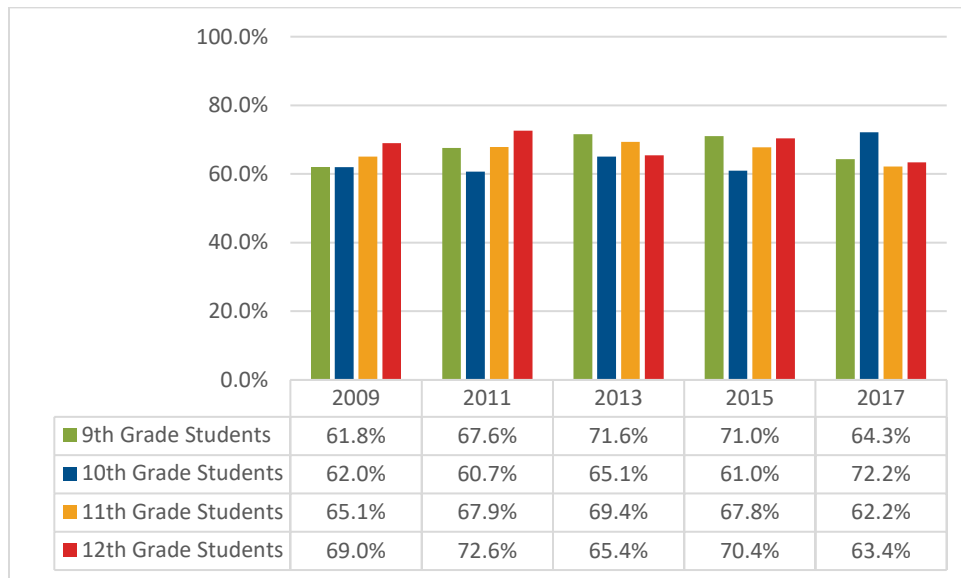


Figure 63: All ASD high school students who agree or strongly agree that their school has clear rules and consequences by grade level 2009-2017



Physical Activity

Figure 64: All ASD high school students who were physically active for at least 60 minutes/day on 5 or more days in the past week 2009-2017

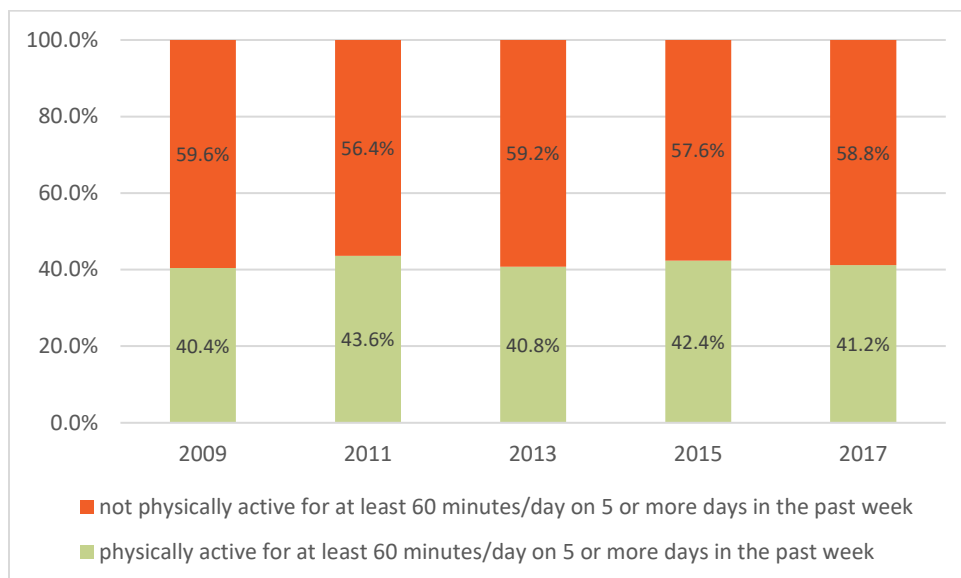


Figure 65: All ASD high school students who were physically active for at least 60 minutes/day on 5 or more days in the past week by school type 2009-2017

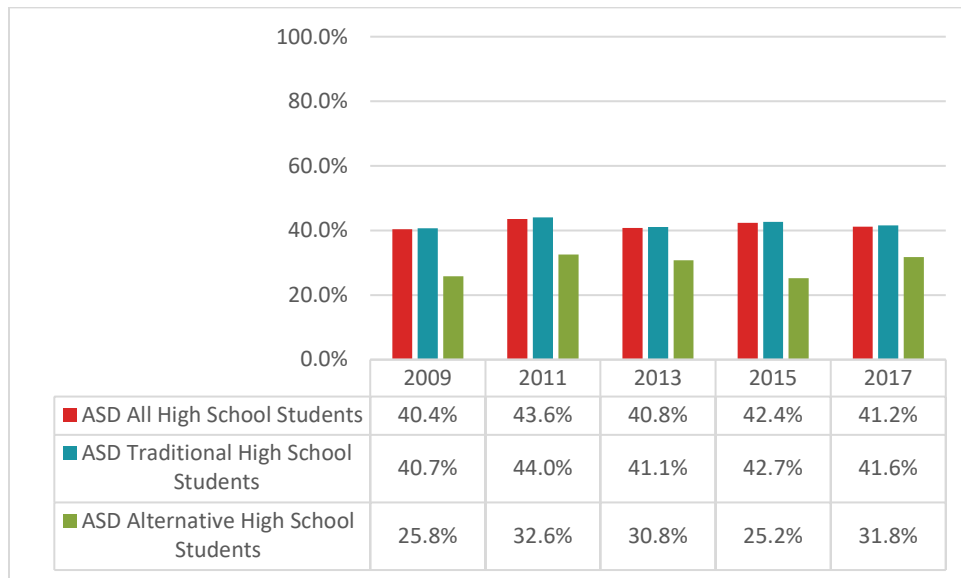


Figure 66: All ASD high school students who were physically active for at least 60 minutes/day on 5 or more days in the past week by gender 2009-2017

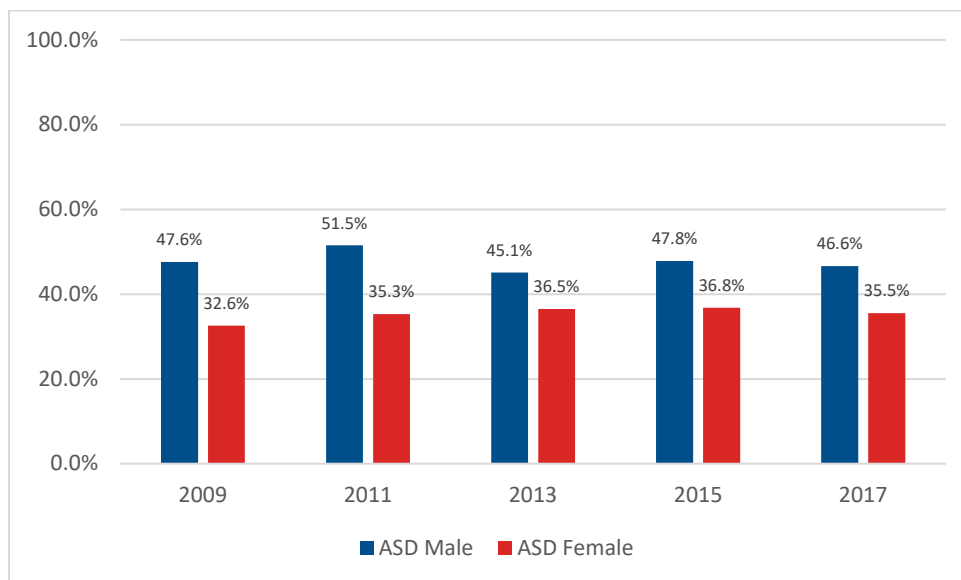


Figure 67: All ASD high school students who were physically active for at least 60 minutes/day on 5 or more days in the past week by race 2009-2017

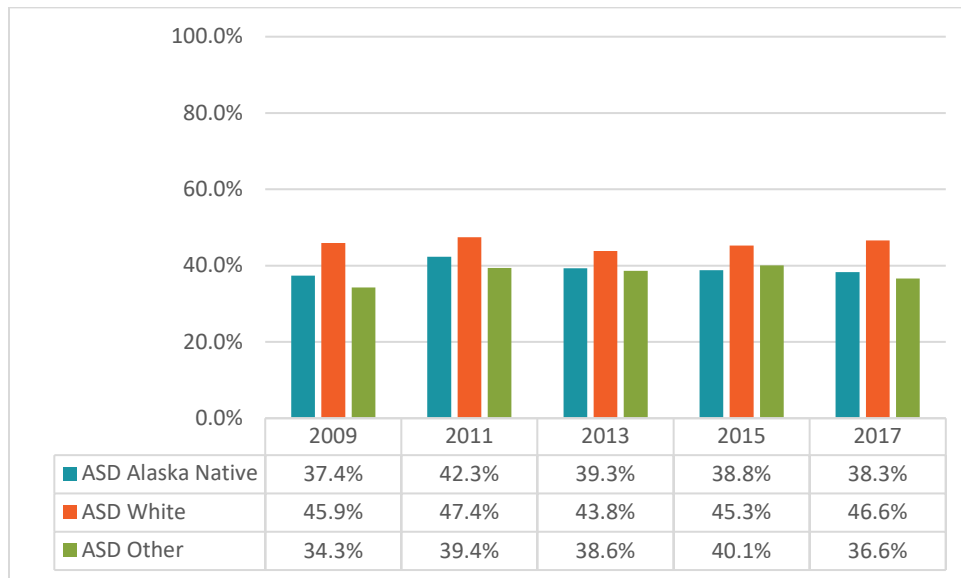
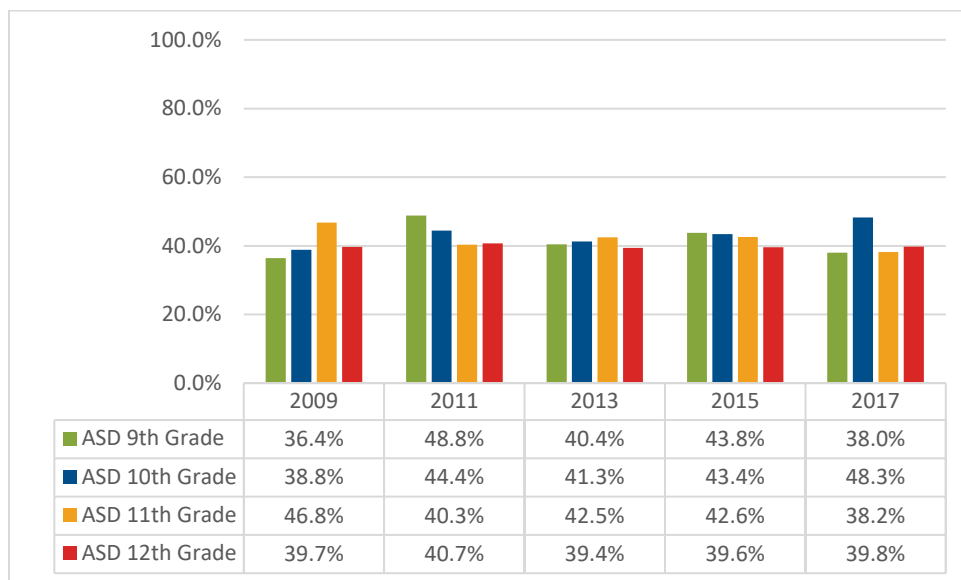


Figure 68: All ASD high school students who were physically active for at least 60 minutes/day on 5 or more days in the past week by grade level 2009-2017



Participation in Organized Activities

Figure 69: All ASD high school students who participate in organized after school activities 1+ day/week 2009-2017

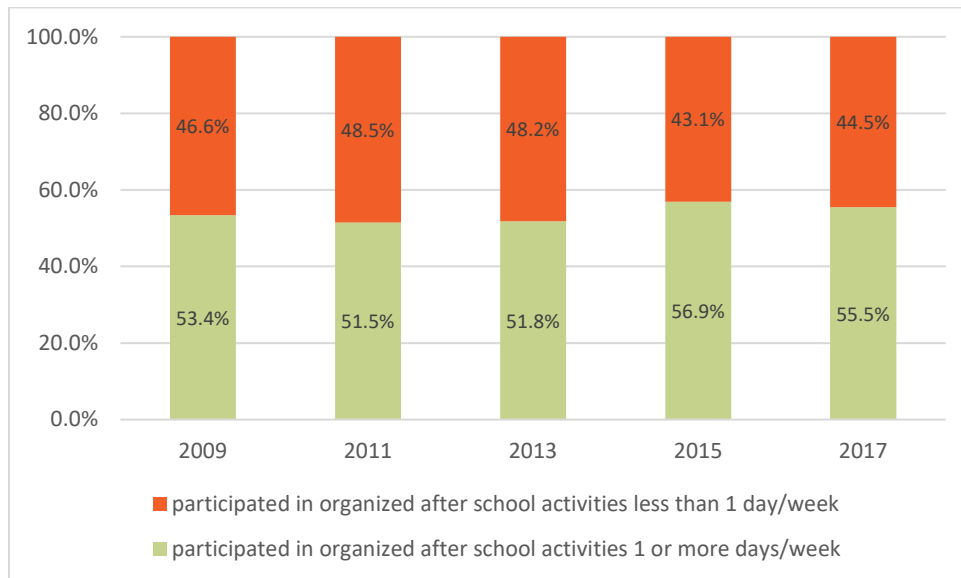


Figure 70: All ASD high school students who participate in organized after school activities 1+ day/week by school type 2009-2017

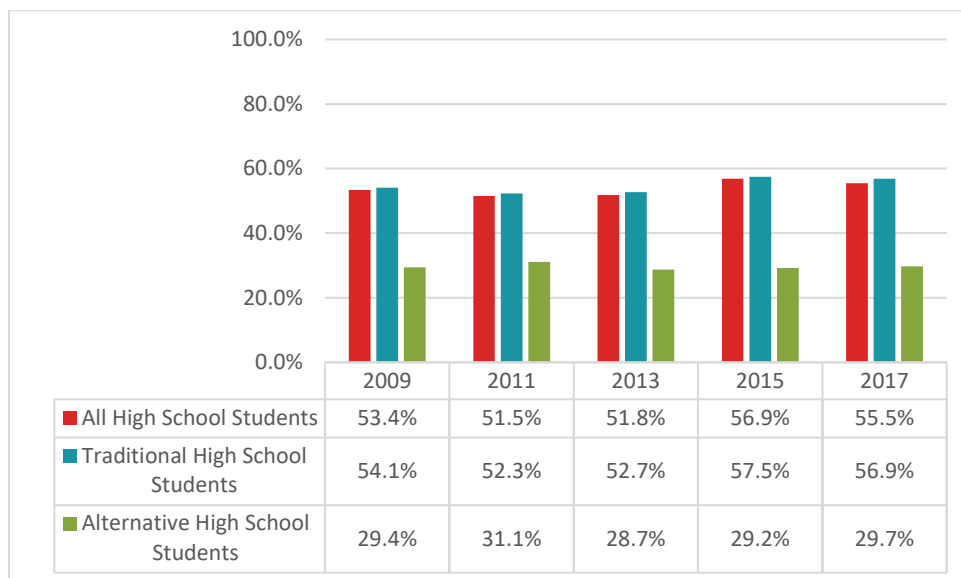


Figure 71: All ASD high school students who participate in organized after school activities 1+ day/week by gender 2009-2017

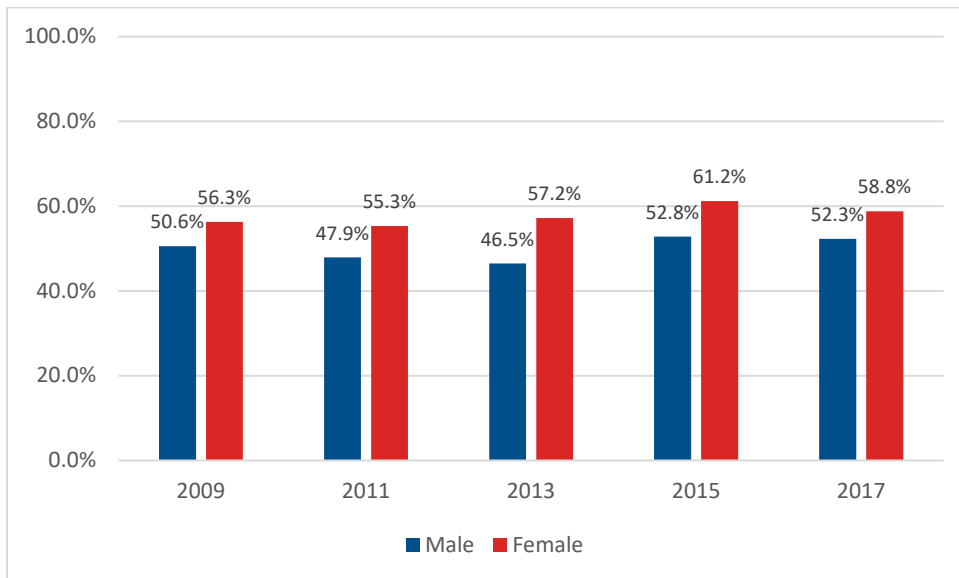


Figure 72: All ASD high school students who participate in organized after school activities 1+ day/week by race 2009-2017

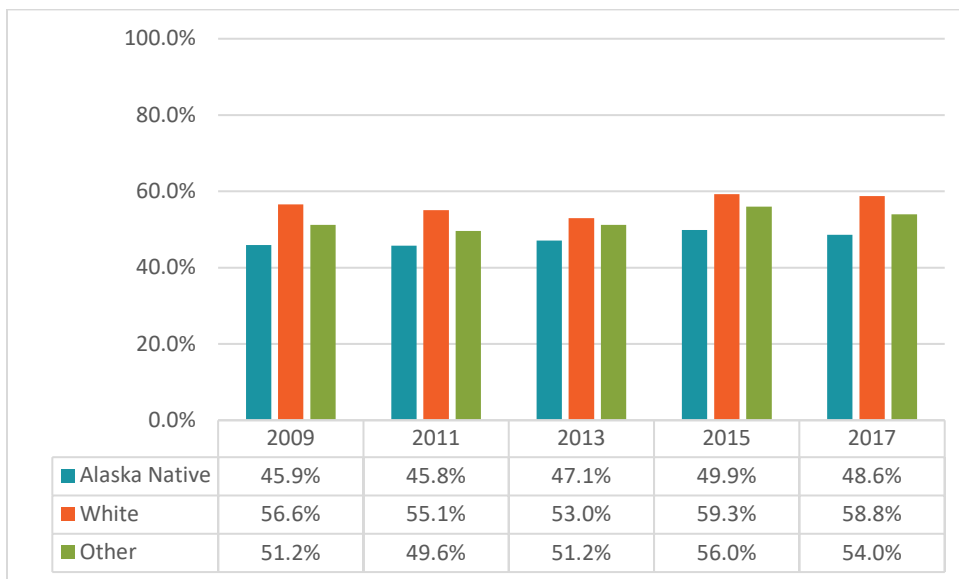
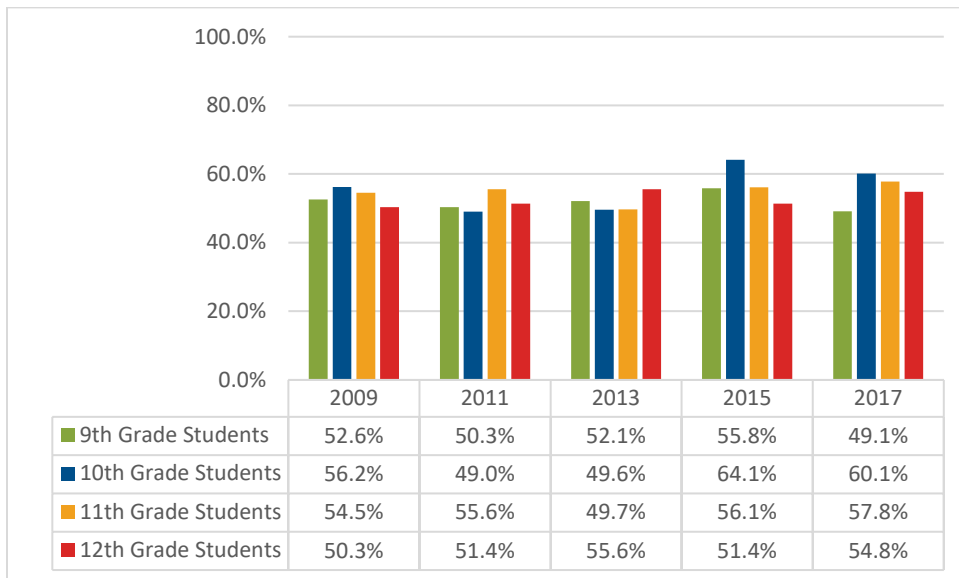


Figure 73: All ASD high school students who participate in organized after school activities 1+ day/week by grade level 2009-2017



Volunteering

Figure 74: All ASD high school students who volunteer at school or in the community one or more hours per week 2009-2017

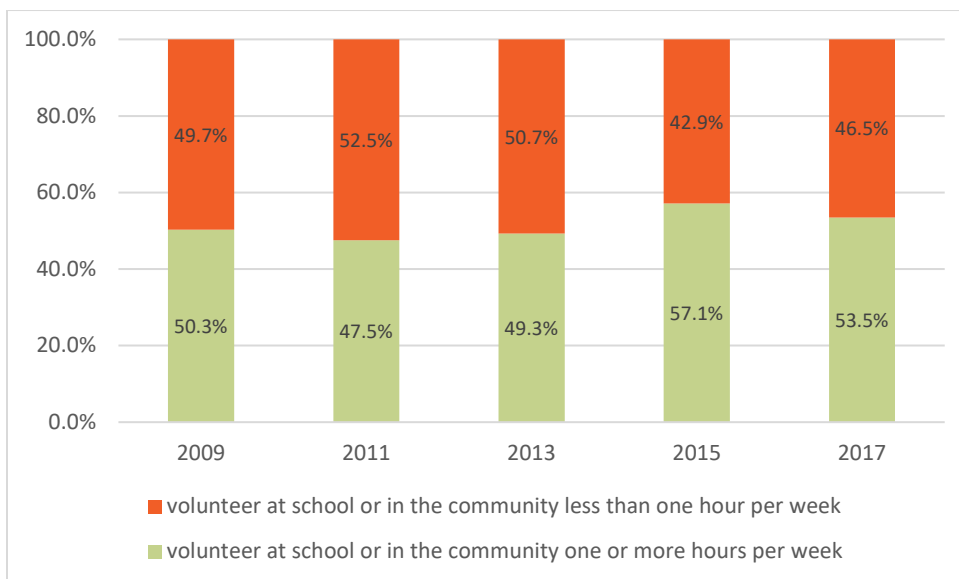


Figure 75: All ASD high school students who volunteer at school or in the community one or more hours per week by school type 2009-2017

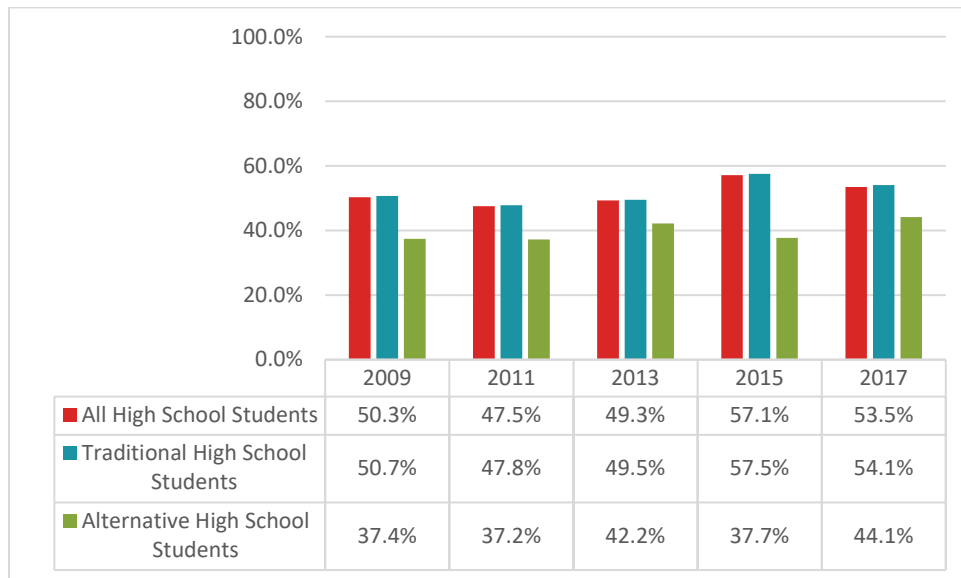


Figure 76: All ASD high school students who volunteer at school or in the community one or more hours per week by gender 2009-2017

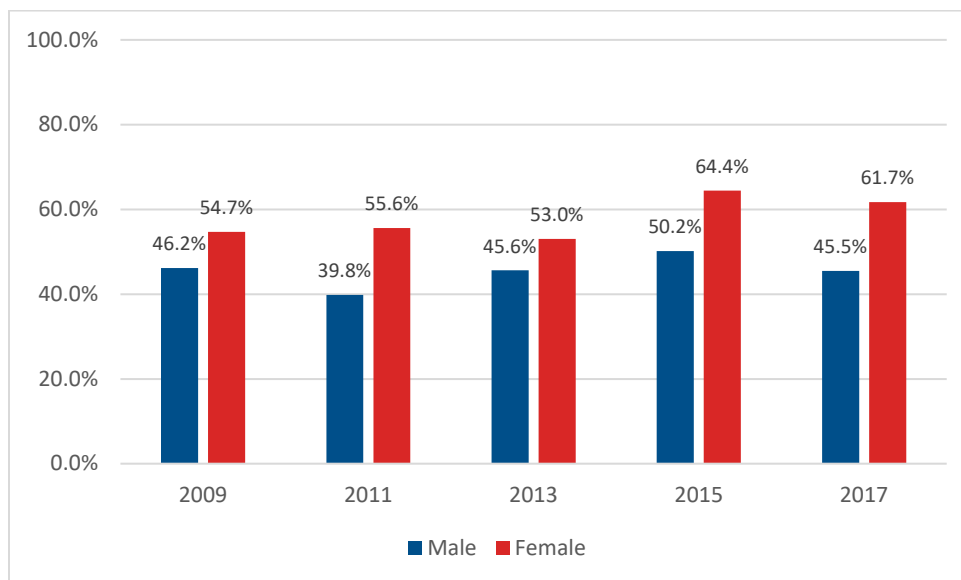


Figure 77: All ASD high school students who volunteer at school or in the community one or more hours per week by race 2009-2017

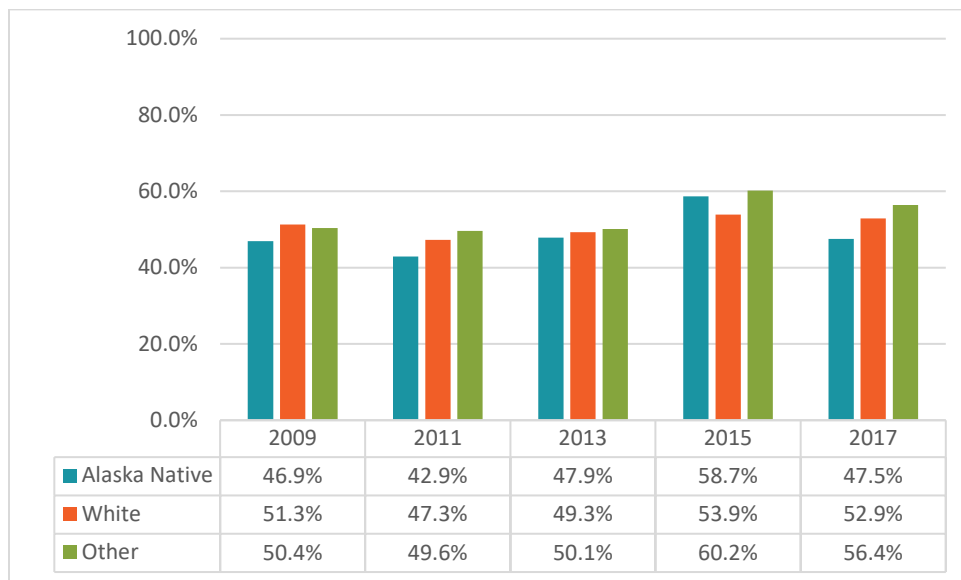
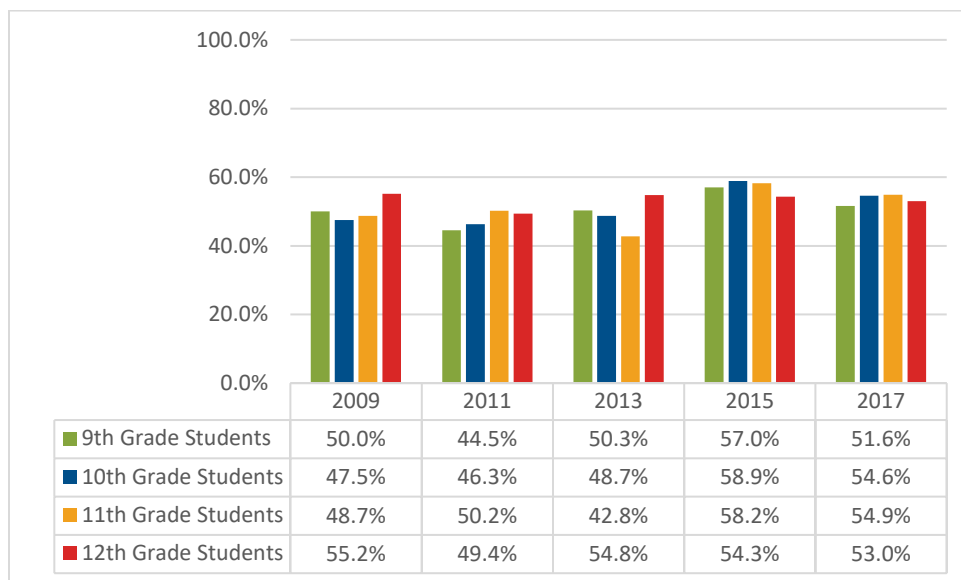


Figure 78: All ASD high school students who volunteer at school or in the community one or more hours per week by grade level 2009-2017



Seeking Help from Adults

Figure 79: All ASD high school students who feel comfortable seeking help from 3+ adults besides their parents 2009-2017

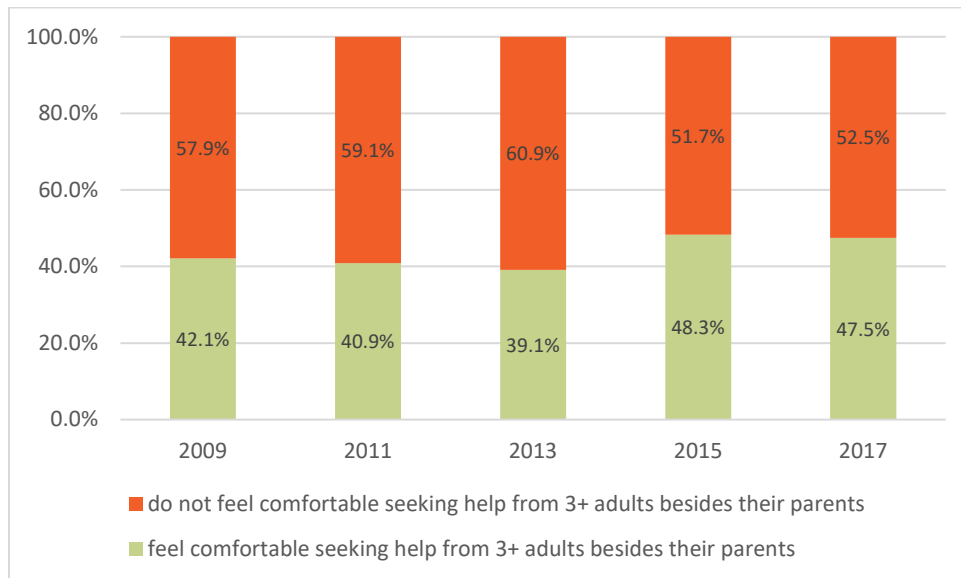


Figure 80: All ASD high school students who feel comfortable seeking help from 3+ adults besides their parents by school type 2009-2017

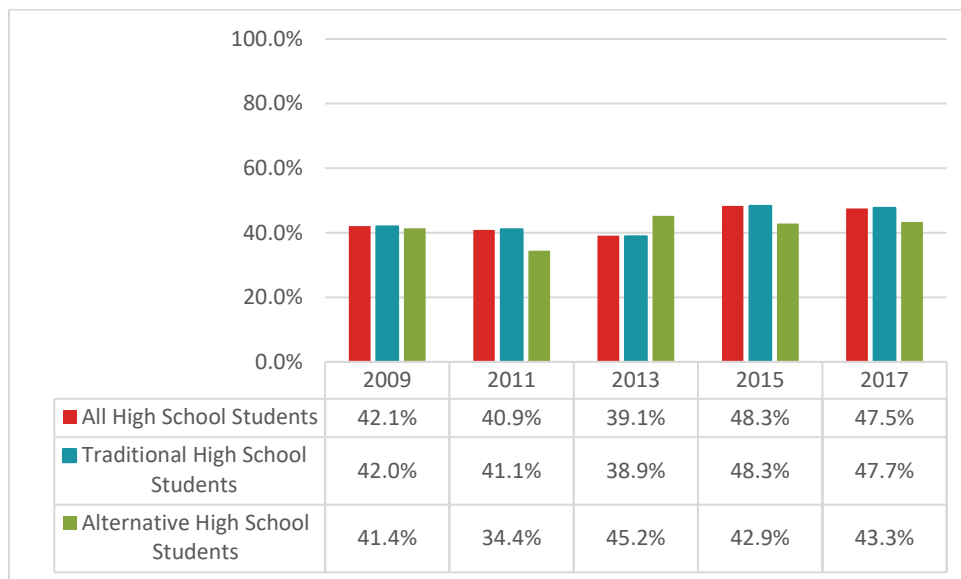


Figure 81: All ASD high school students who feel comfortable seeking help from 3+ adults besides their parents by gender 2009-2017

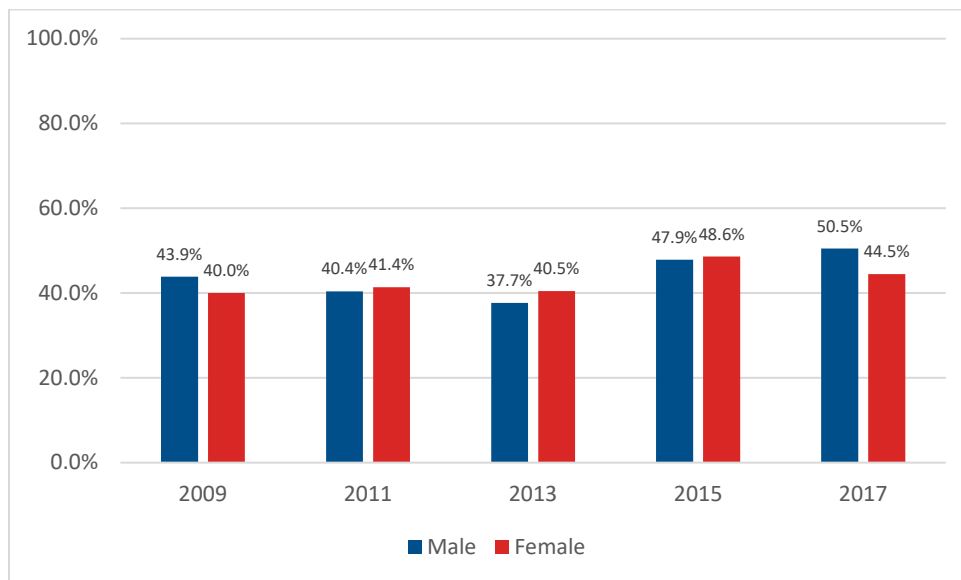


Figure 82: All ASD high school students who feel comfortable seeking help from 3+ adults besides their parents by race 2009-2017

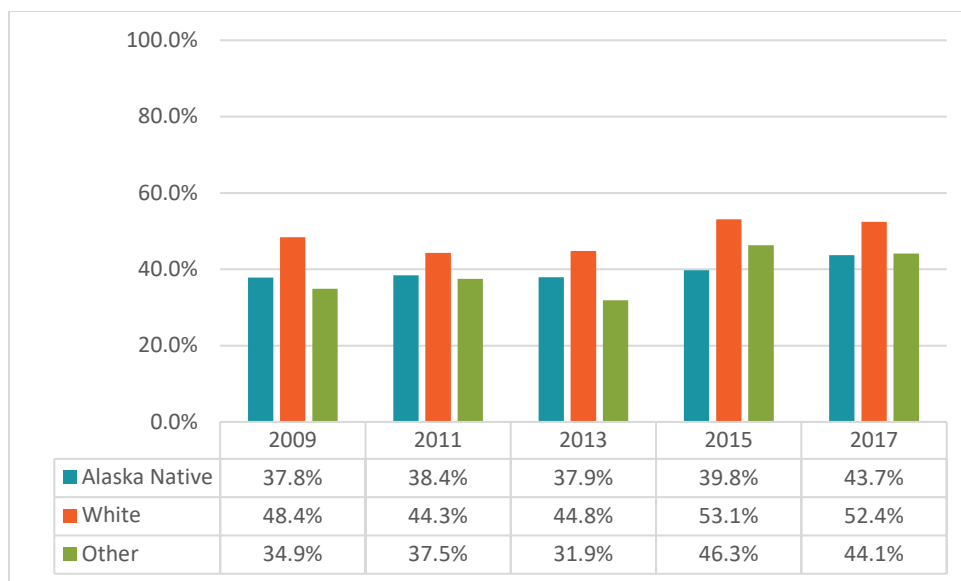
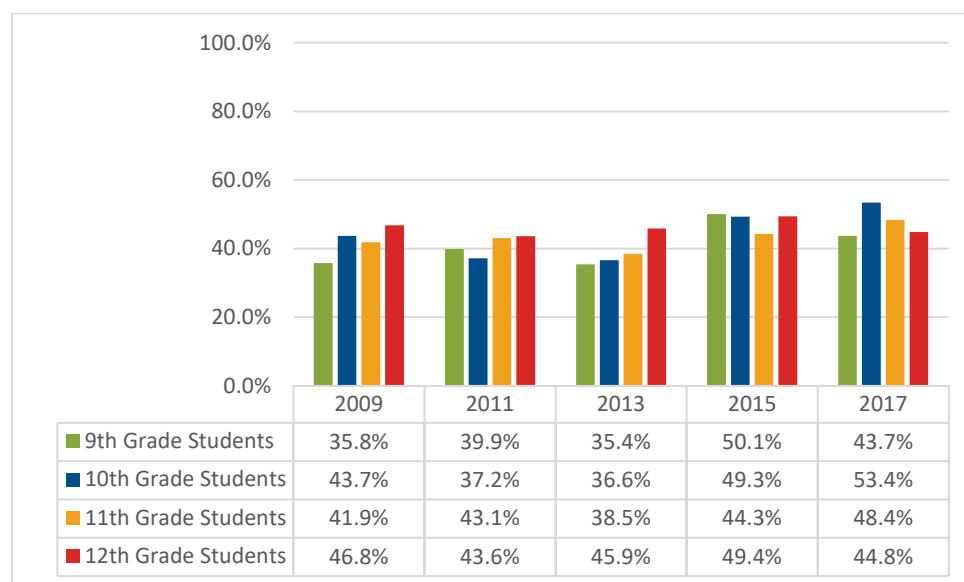
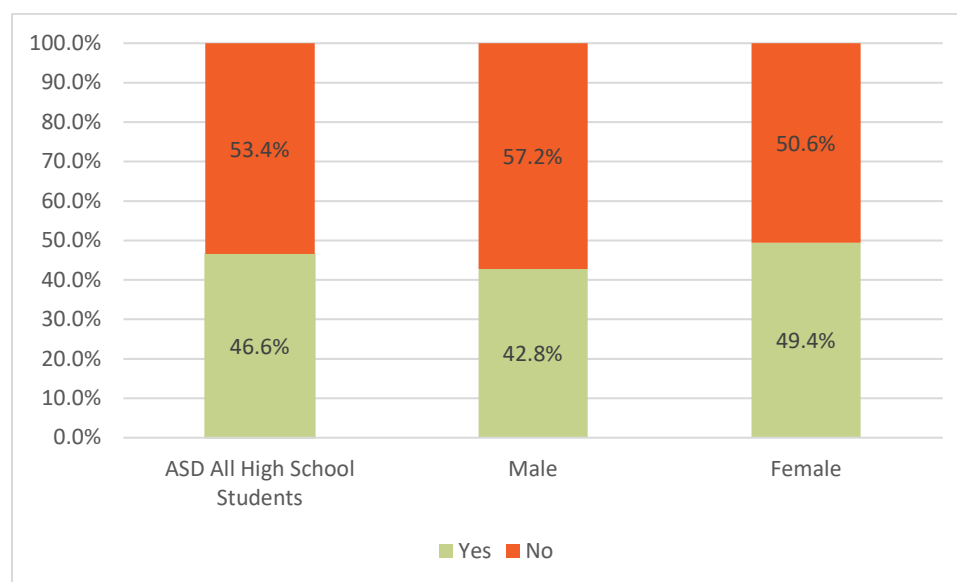


Figure 83: All ASD high school students who feel comfortable seeking help from 3+ adults besides their parents by grade level 2009-2017



Asking for Help (Suicide)

Figure 84: All ASD high school students who considered, planned, or attempted suicide during the past 12 months and talked about it to someone such as a friend, family member, teacher, doctor, counselor, or hotline 2017



Parents Ask about School

Figure 85: All ASD high school students who had 1+ parent talk with them about school nearly every day 2009-2017

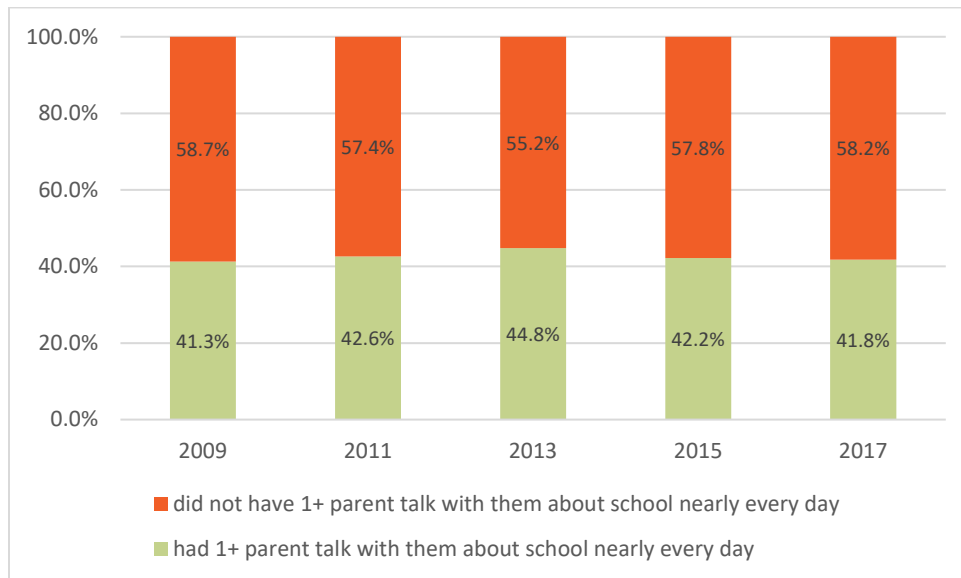


Figure 86: All ASD high school students who had 1+ parent talk with them about school nearly every day by school type 2009-2017

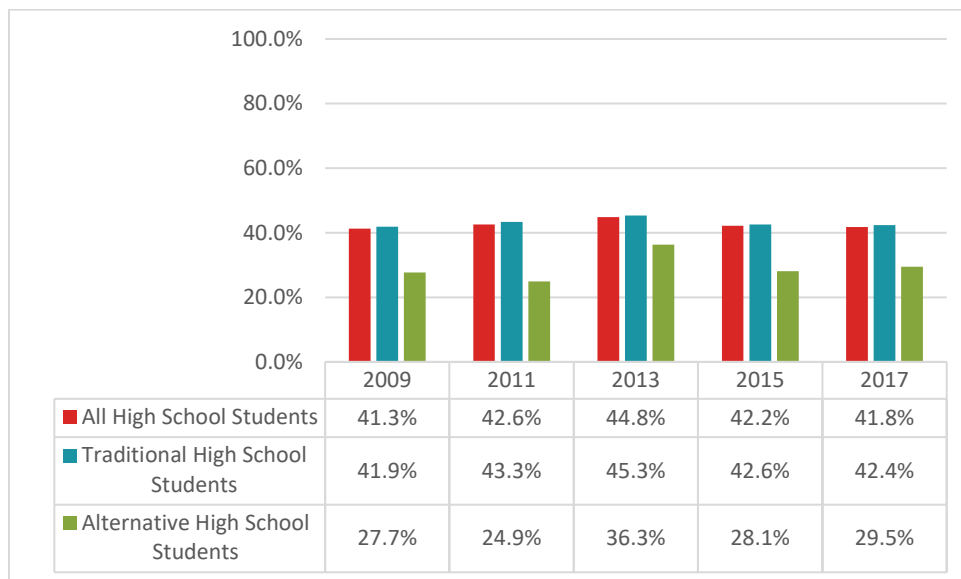


Figure 87: All ASD high school students who had 1+ parent talk with them about school nearly every day by gender 2009-2017

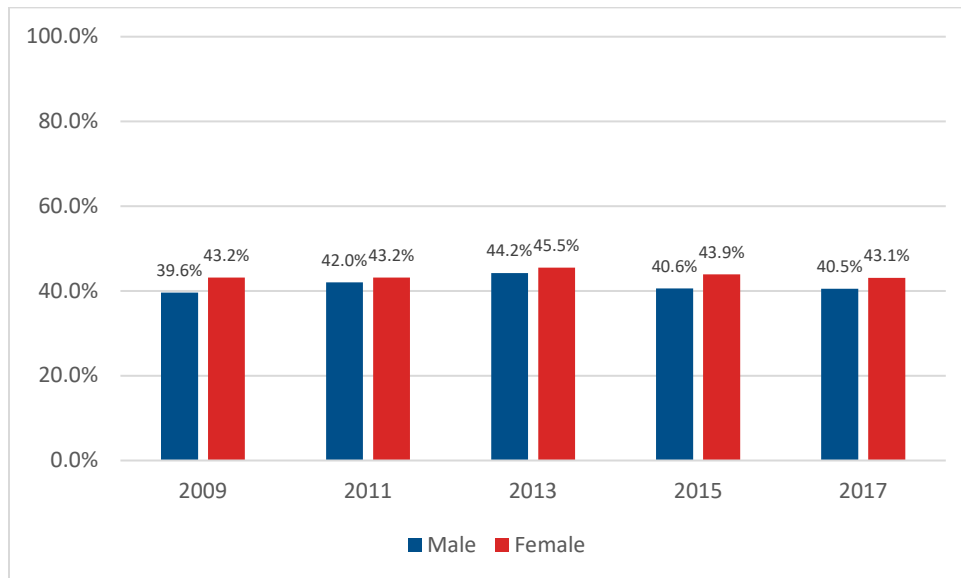


Figure 88: All ASD high school students who had 1+ parent talk with them about school nearly every day by race 2009-2017

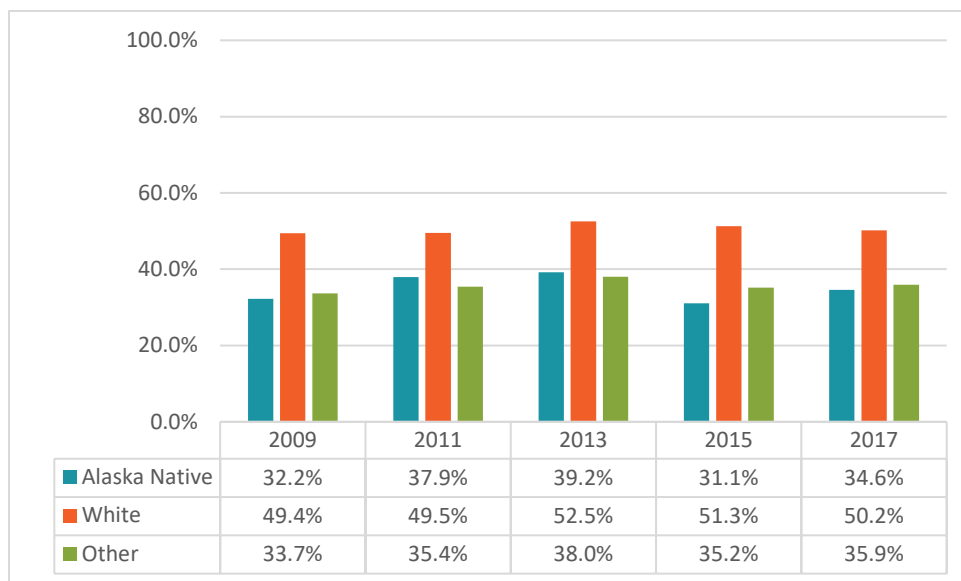
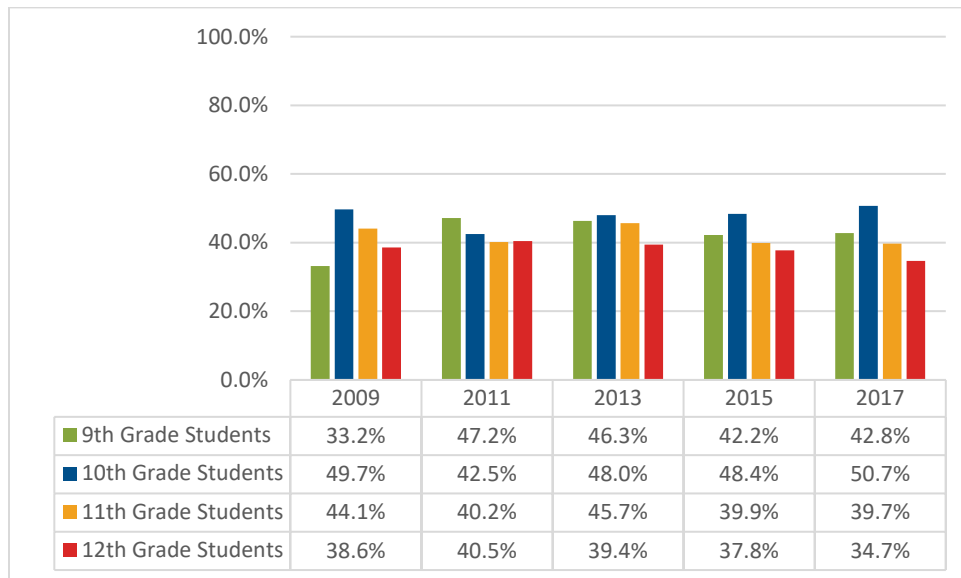


Figure 89: All ASD high school students who had 1+ parent talk with them about school nearly every day by grade level 2009-2017



Where Students Sleep

Figure 90: Where all ASD high school students usually slept in the past 30 days 2017

| | 2017 |
|--|-------|
| Usually slept in their parent or guardian's home | 93.7% |
| Usually slept in the home of a friend, family member, or other person because they had to leave their home or their parent or guardian cannot afford housing | 2.8% |
| Usually slept in a shelter or emergency housing | 1.1% |
| Usually slept in a motel or hotel | 0.6% |
| Usually slept in a car, park, campground, or other place | 0.2% |
| Did not have a usual place to sleep | 0.3% |

Figure 91: All ASD high school students who usually slept in their parent or guardian's home in the past 30 days by demographic 2017

| | 2017 |
|---|-------------|
| All High School Students | 93.7% |
| Traditional High School Students | 94.4% |
| Alternative High School Students | 86.0% |
| Male | 93.2% |
| Female | 94.4% |
| Alaska Native | 90.8% |
| White | 95.8% |
| Other | 93.0% |
| 9th Grade | 91.9% |
| 10th Grade | 96.3% |
| 11th Grade | 94.8% |
| 12th Grade | 92.3% |

Appendix C: Figures Showing Statistically Significant Correlations between Risk and Protective Indicators in 2017 Youth Risk Behavior Survey¹

| | |
|--|-----|
| Youth Matterng | 157 |
| Youth Feel Alone in their Life | 162 |
| Teachers Really Care and Give Encouragement..... | 167 |
| School has Clear Rules and Consequences..... | 173 |
| Comfortable Seeking Help from 3+ Adults | 178 |
| Parents Talk about School..... | 183 |
| Perceived Risk of Alcohol Use..... | 187 |
| Friend Perception of Alcohol Use | 192 |
| Parent Perception of Alcohol Use | 197 |
| Bullying | 203 |
| Electronic Bullying | 208 |
| Dating Violence..... | 214 |
| Felt Unsafe at School..... | 219 |
| Where Students Sleep..... | 225 |
| Participated in Organized Activities or Volunteered..... | 230 |
| Physical Activity | 233 |

¹ State of Alaska Department of Health and Social Services, Division of Public Health, Section of Chronic Disease Prevention and Health Promotion
<http://dhss.alaska.gov/dph/Chronic/Pages/yrbs/default.aspx>

Youth Mattering

Figure 1: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether students feel like they matter to people in the community

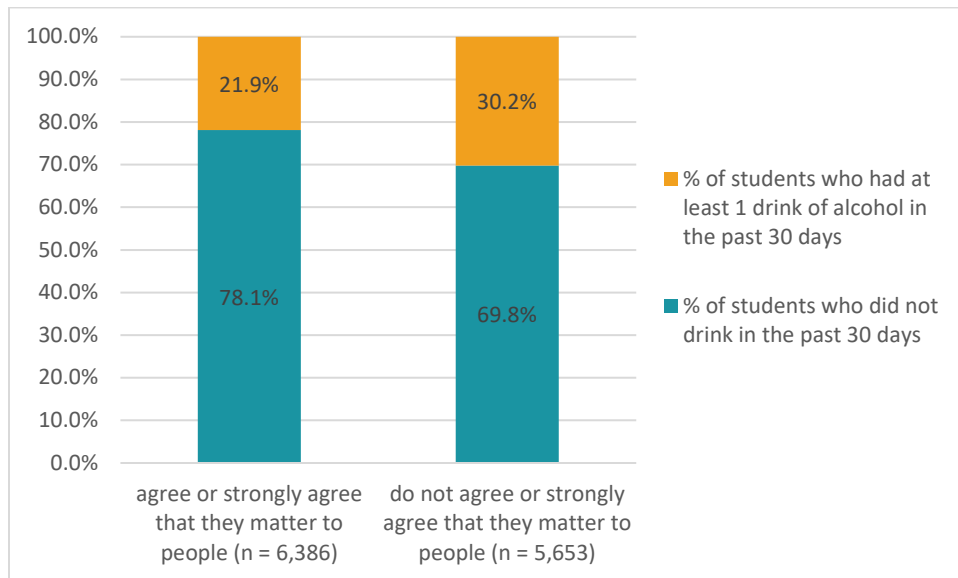


Figure 2: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether students feel like they matter to people in the community

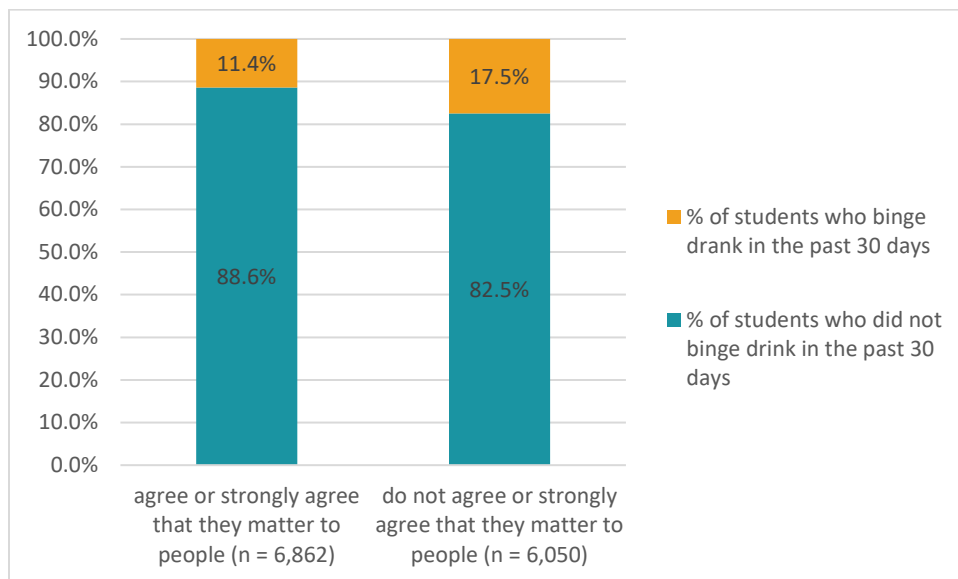


Figure 3: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether students feel like they matter to people in the community

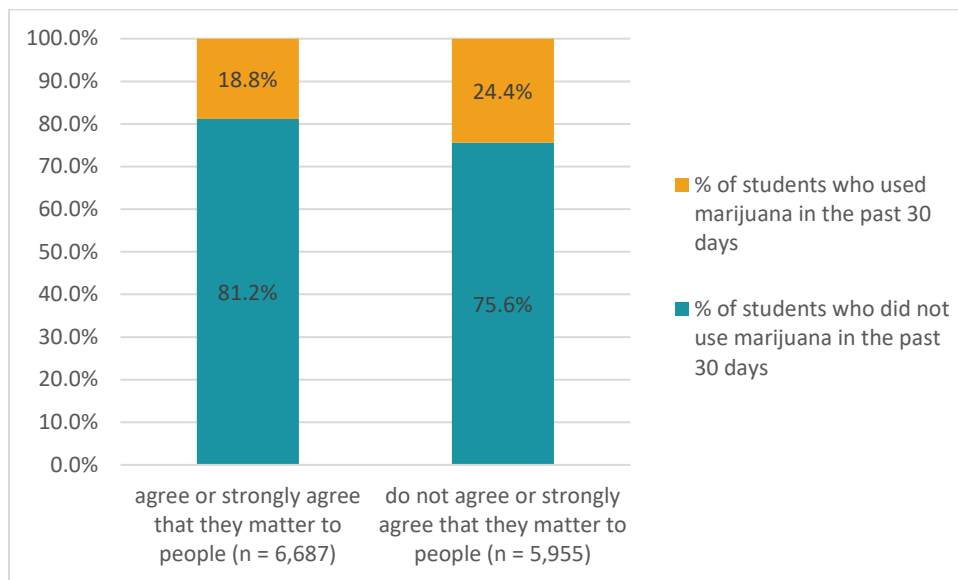


Figure 4: Percentage of all ASD high school students who vaped in the past 30 days compared to whether students feel like they matter to people in the community

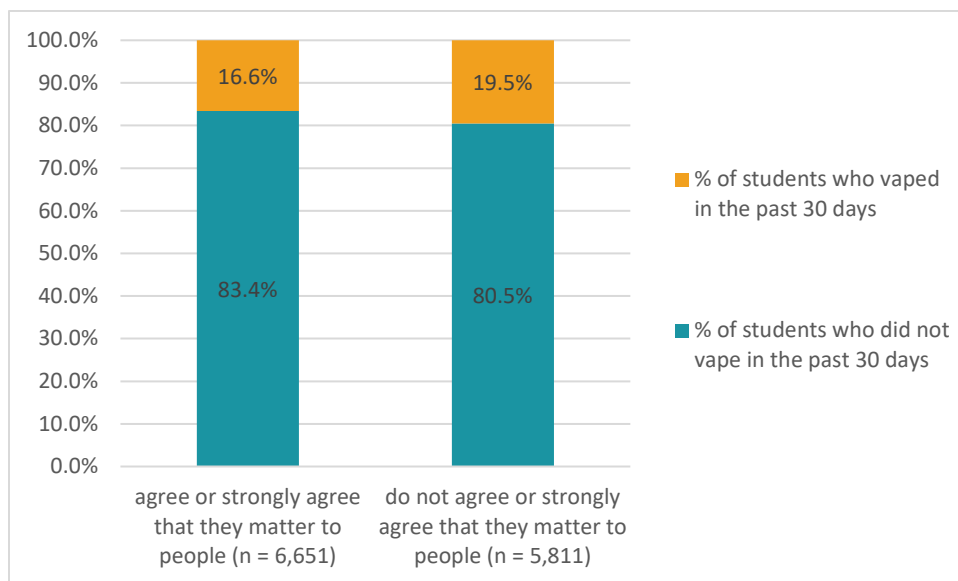


Figure 5: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether students feel like they matter to people in the community

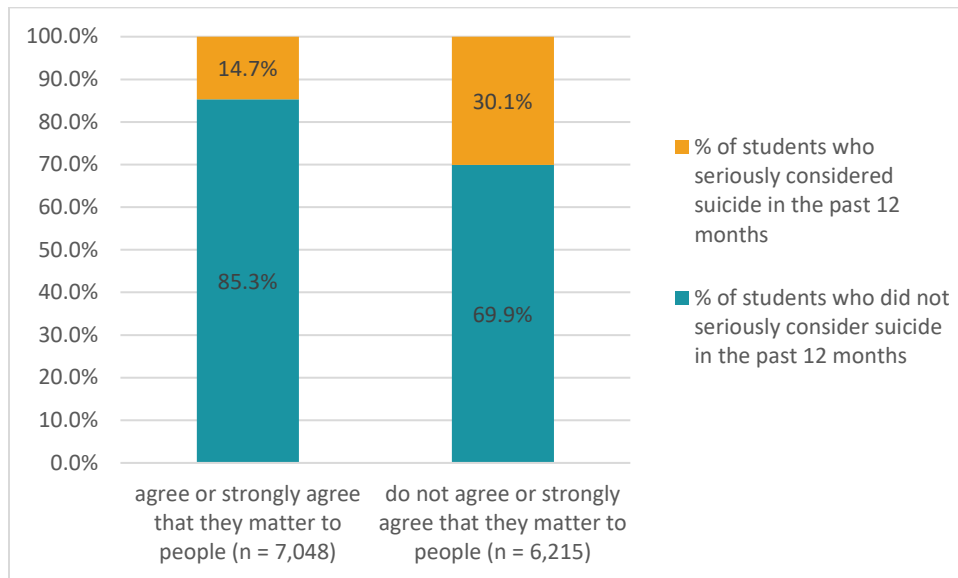


Figure 6: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether students feel like they matter to people in the community

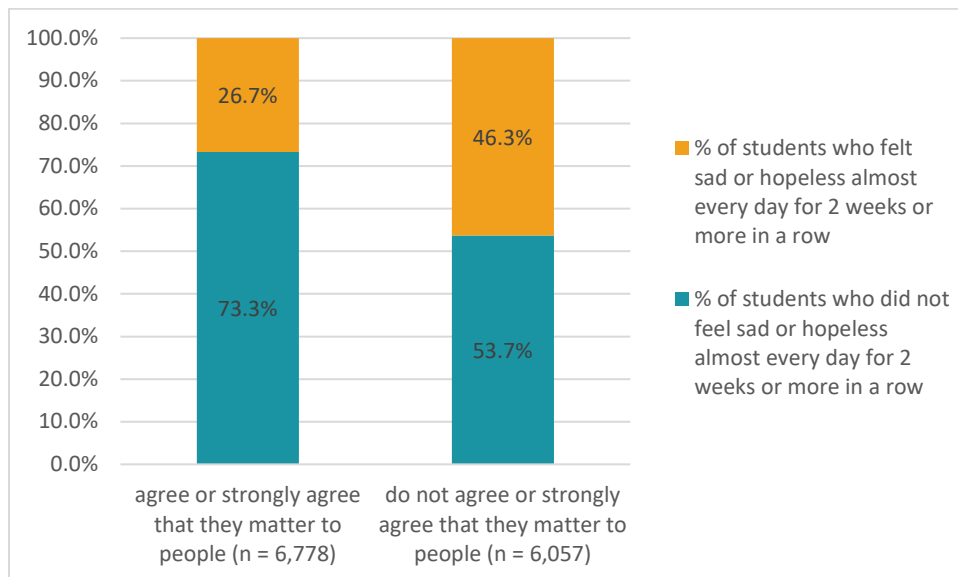


Figure 7: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether students feel like they matter to people in the community

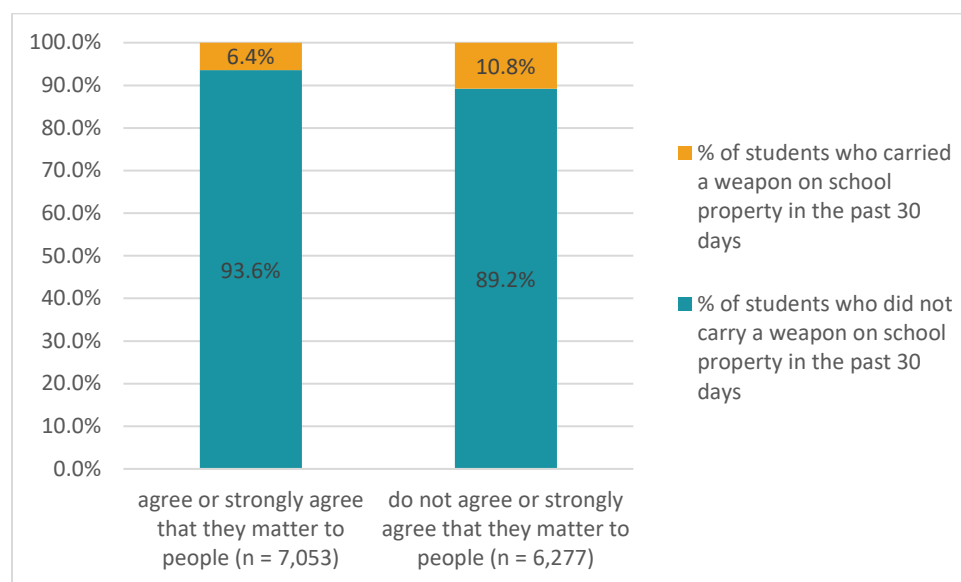


Figure 8: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether students feel like they matter to people in the community

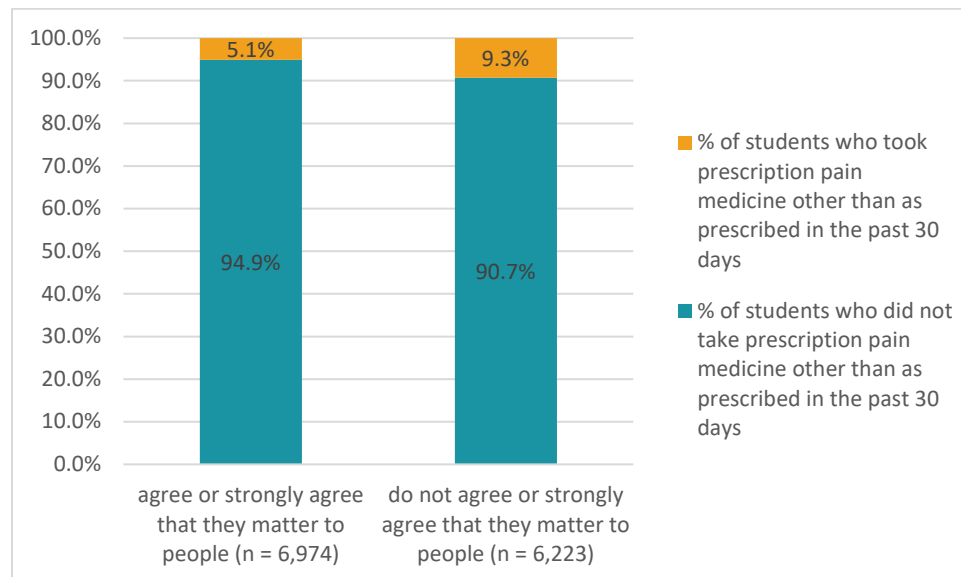


Figure 9: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether students feel like they matter to people in the community

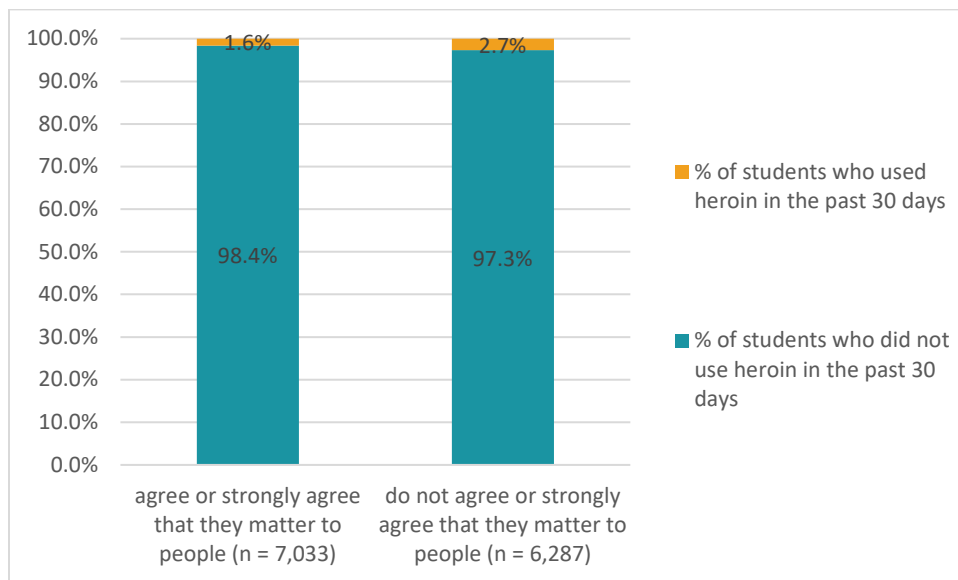
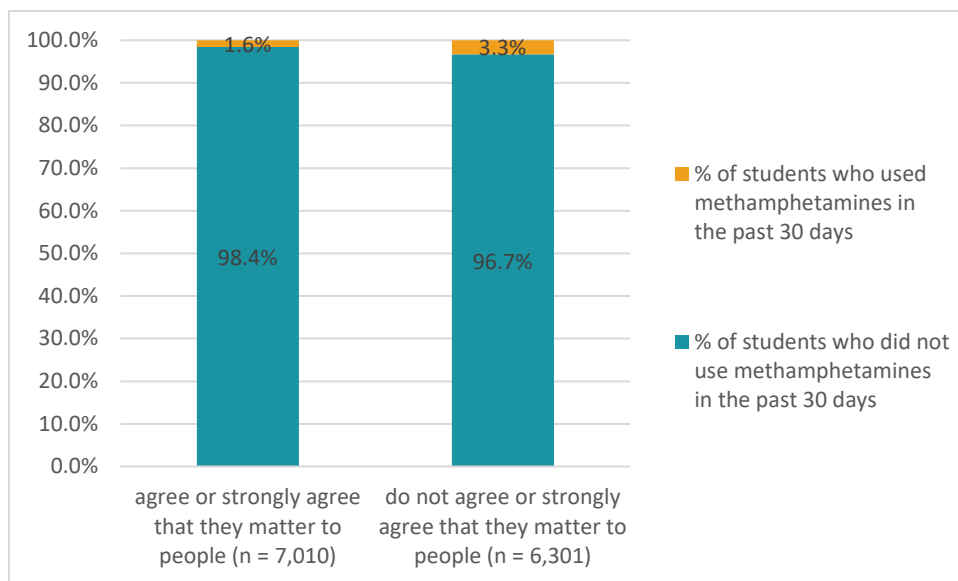


Figure 10: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether students feel like they matter to people in the community



Youth Feel Alone in their Life

Figure 11: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether students feel alone in their life

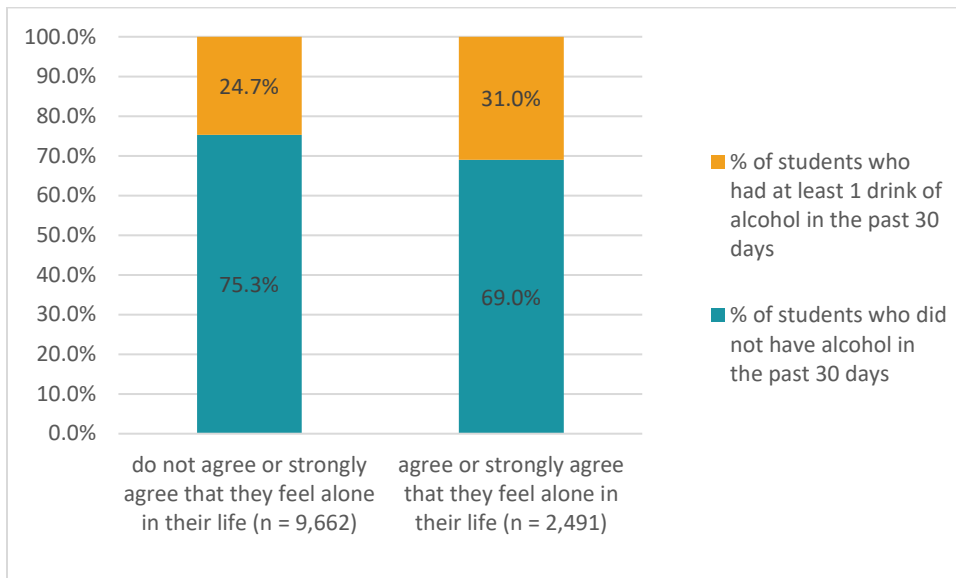


Figure 12: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether students feel alone in their life

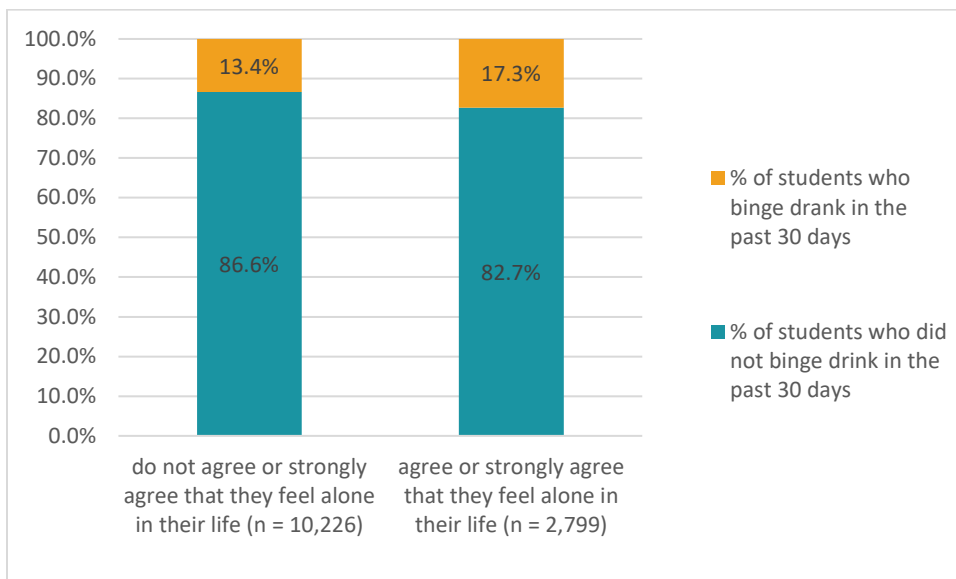


Figure 13: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether students feel alone in their life

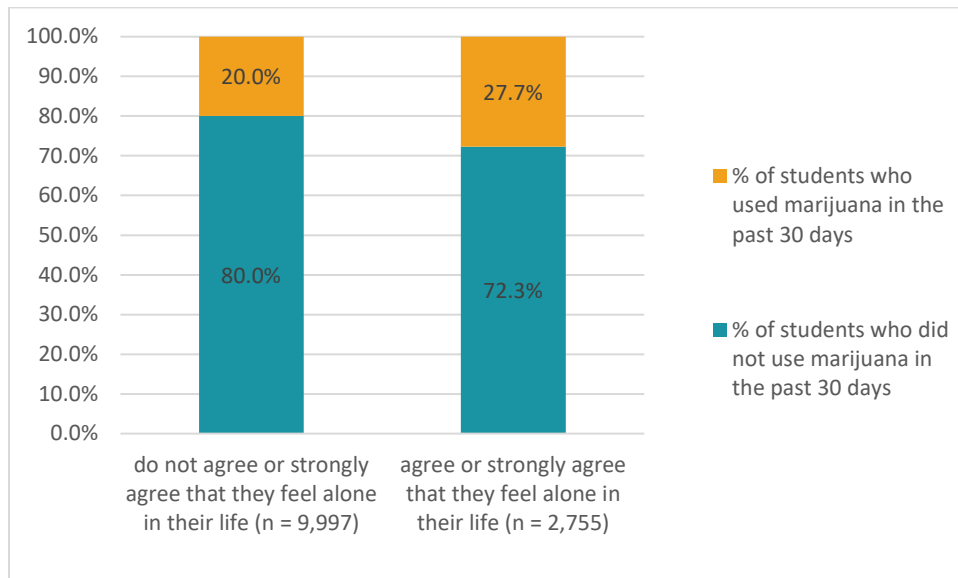


Figure 14: Percentage of all ASD high school students who vaped in the past 30 days compared to whether students feel alone in their life

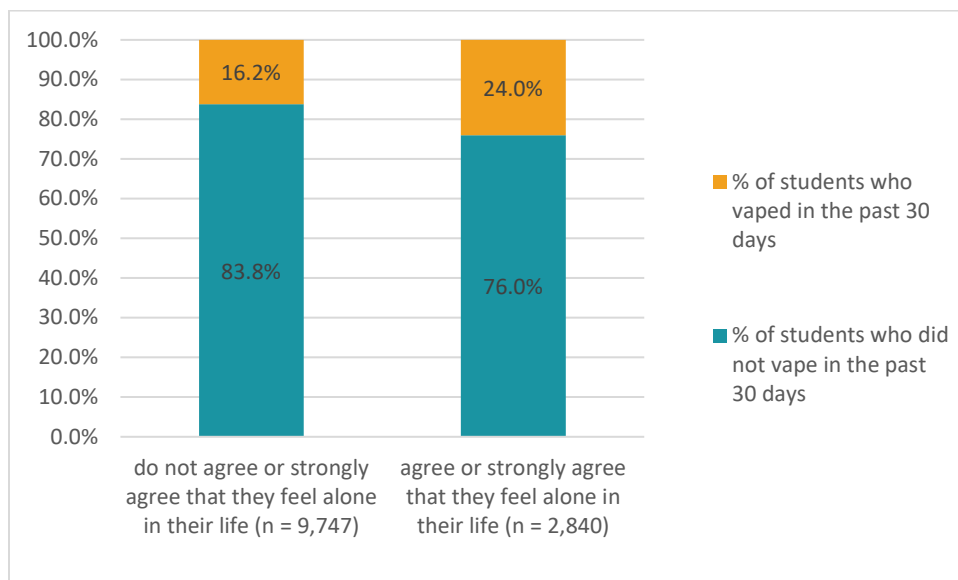


Figure 15: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether students feel alone in their life

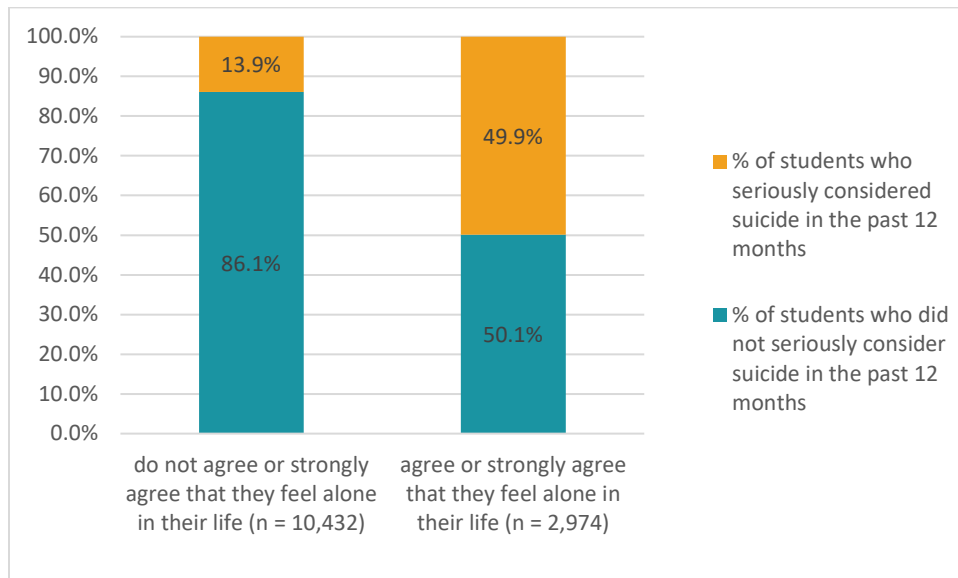


Figure 16: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether students feel alone in their life

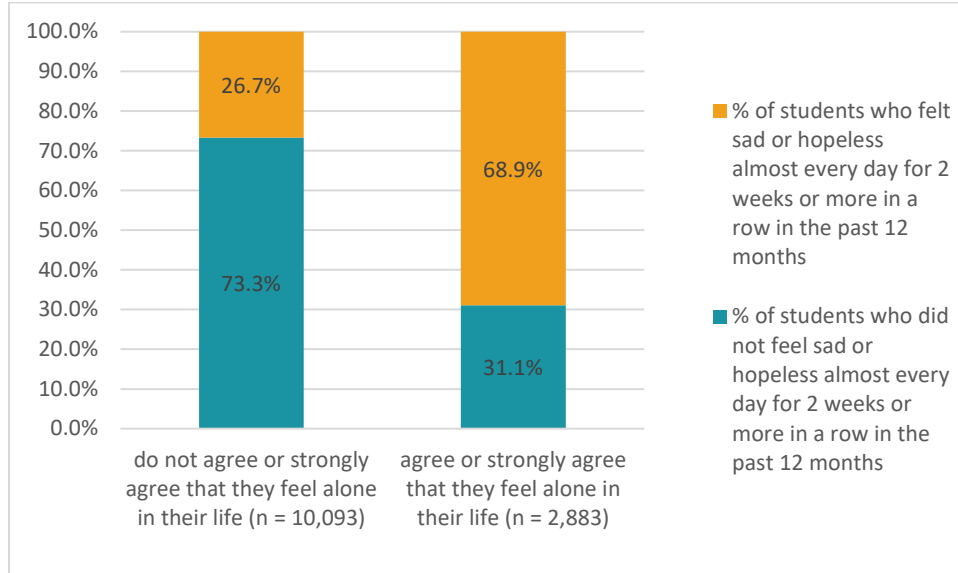


Figure 17: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether students feel alone in their life

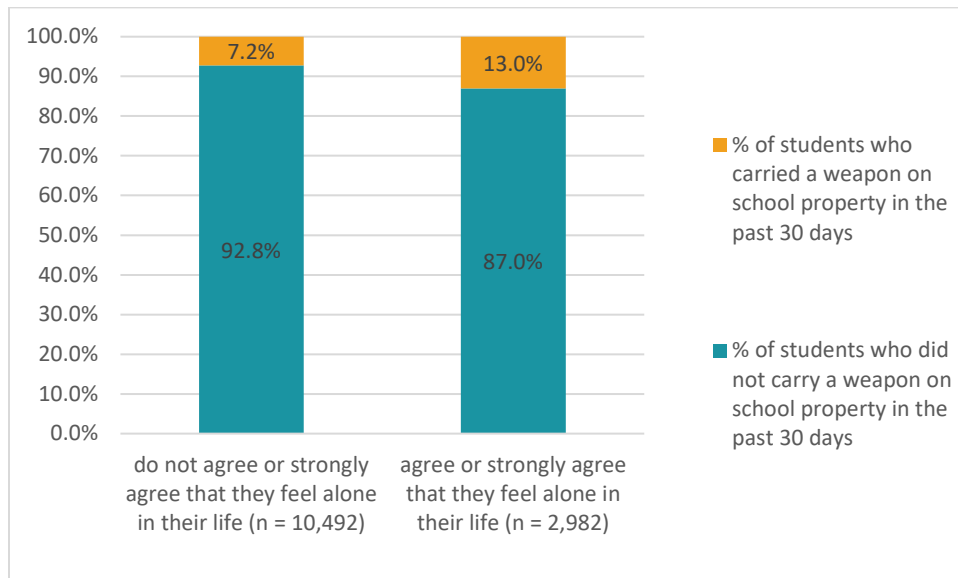


Figure 18: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to whether students feel alone in their life

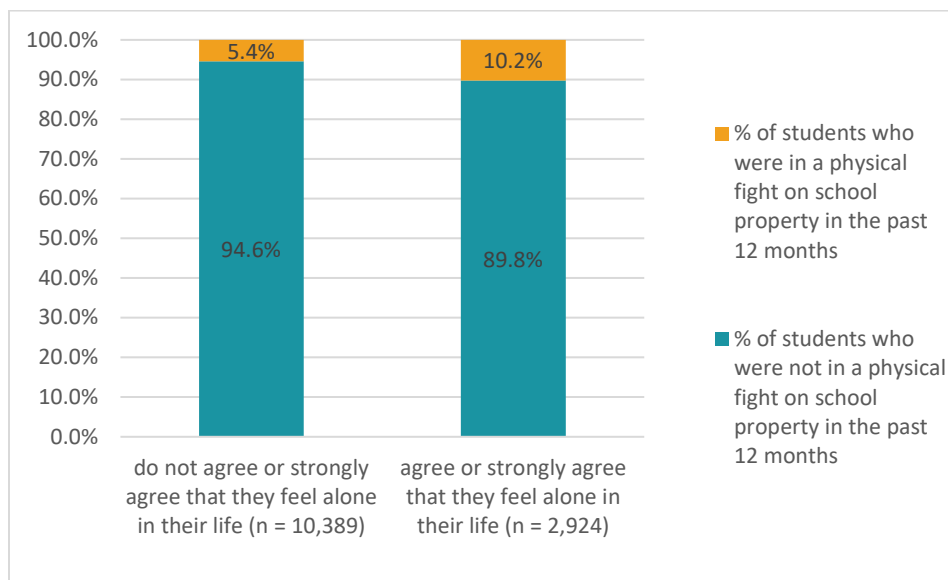


Figure 19: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether students feel alone in their life

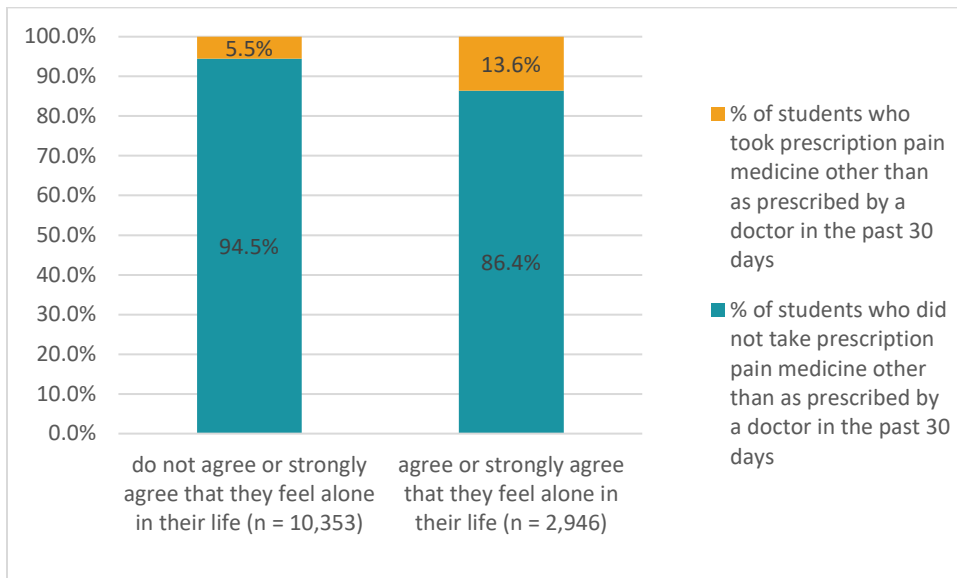


Figure 20: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether students feel alone in their life

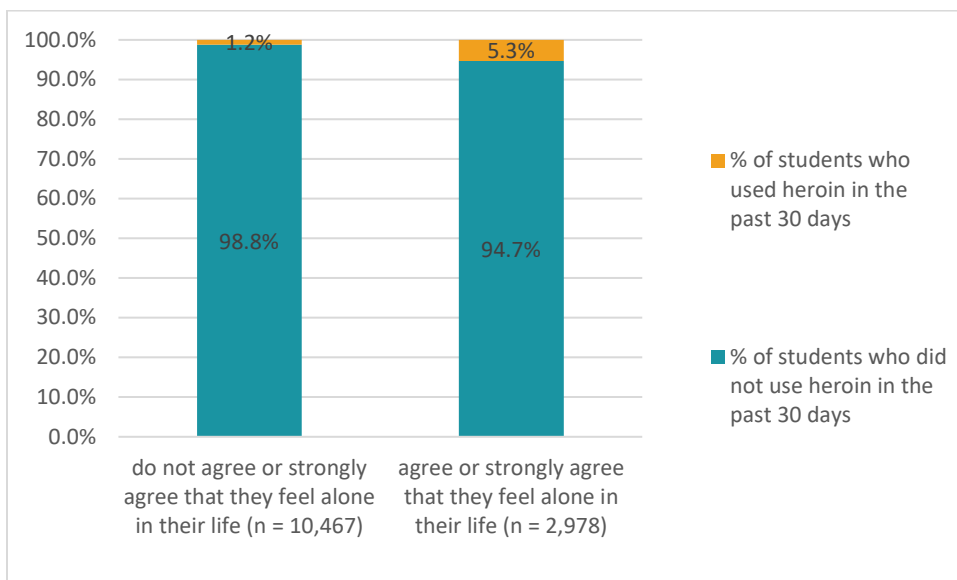
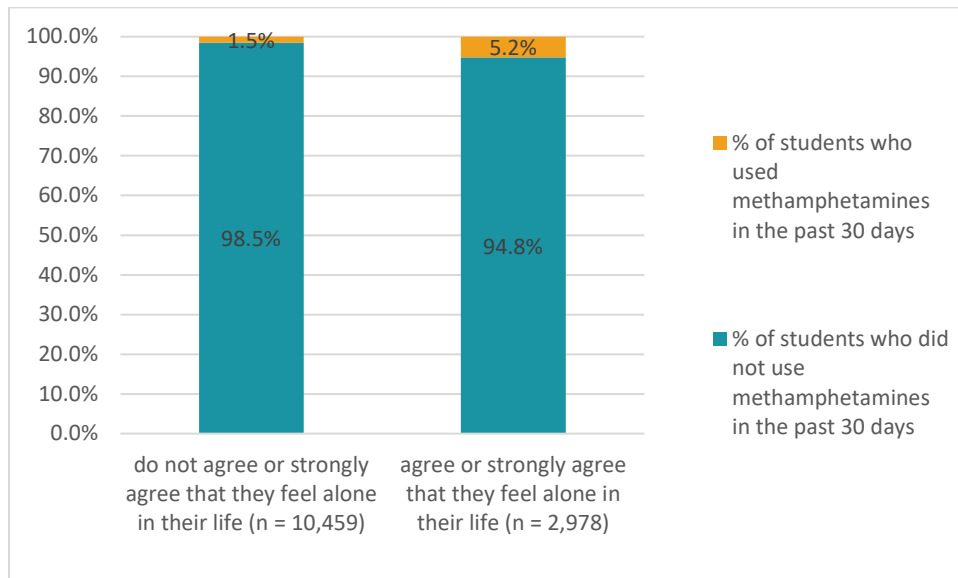


Figure 21: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether students feel alone in their life



Teachers Really Care and Give Encouragement

Figure 22: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether students feel like their teachers really care and give them encouragement

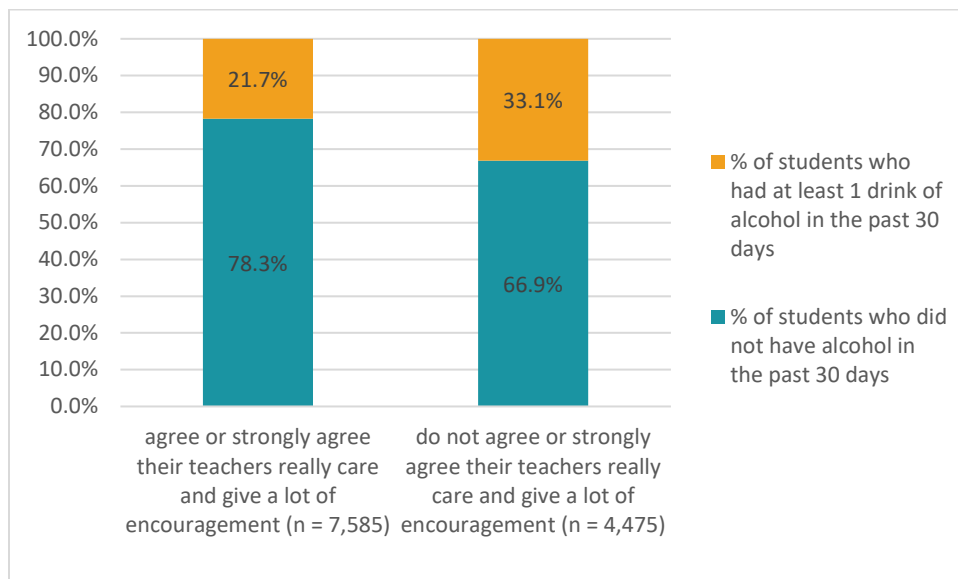


Figure 23: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether students feel like their teachers really care and give them encouragement

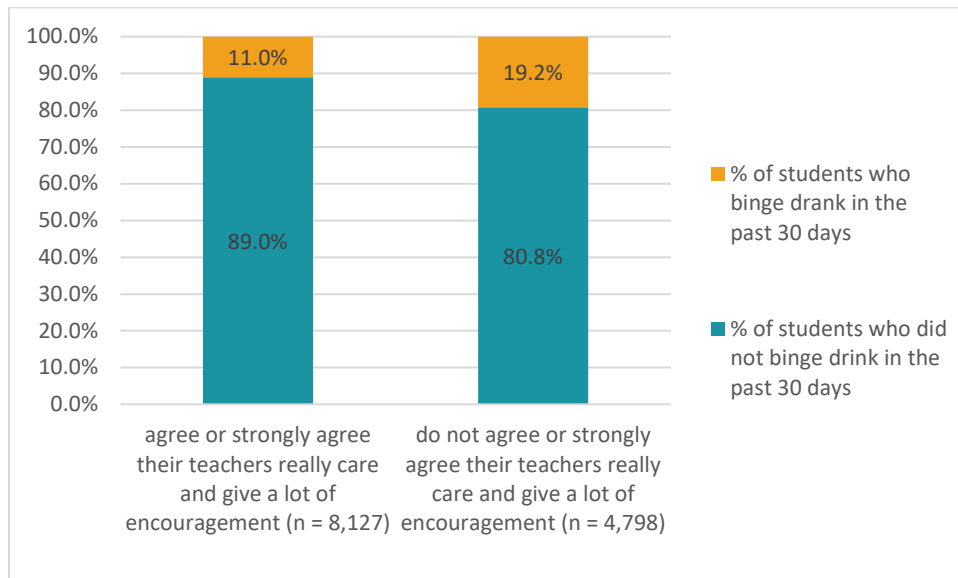


Figure 24: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether students feel like their teachers really care and give them encouragement

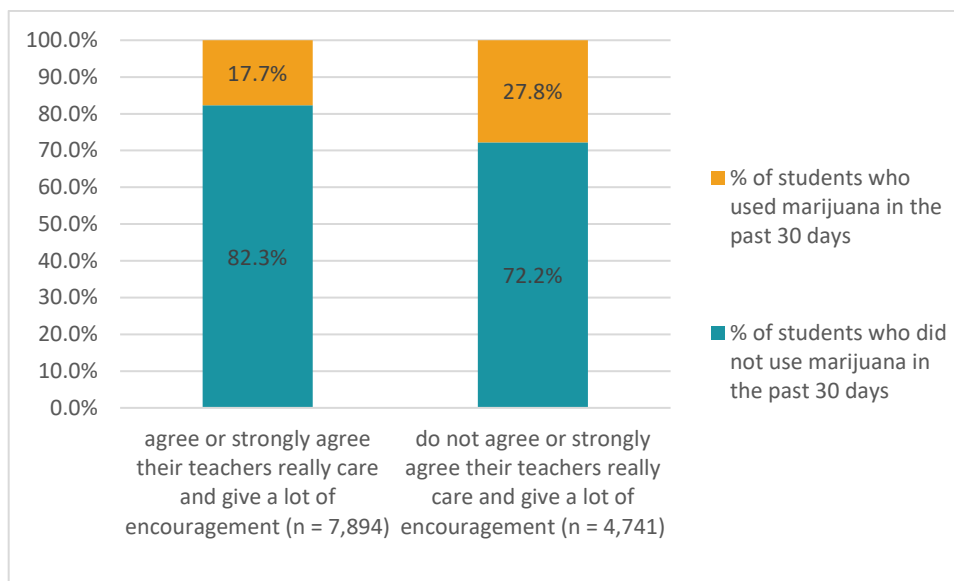


Figure 25: Percentage of all ASD high school students who vaped in the past 30 days compared to whether students feel like their teachers really care and give them encouragement

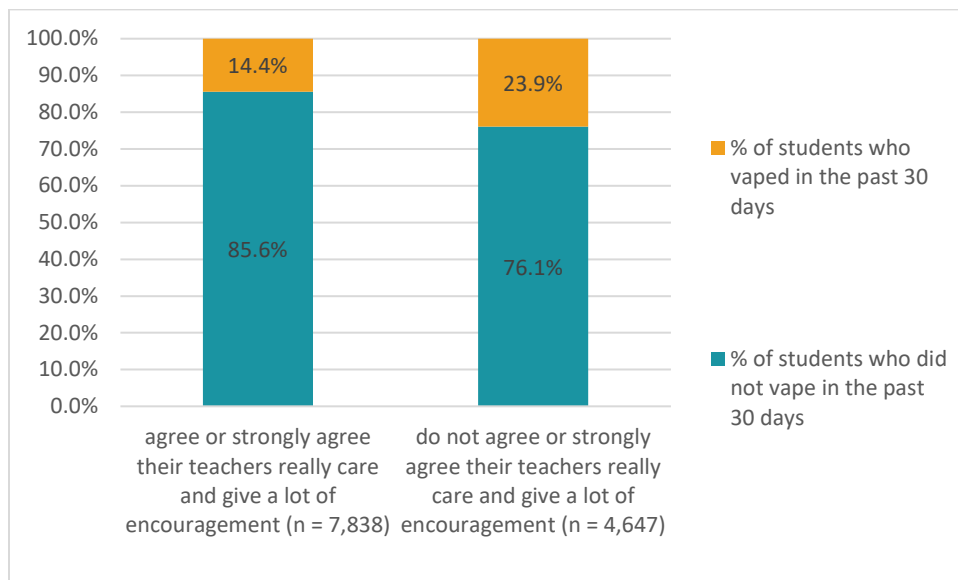


Figure 26: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether students feel like their teachers really care and give them encouragement

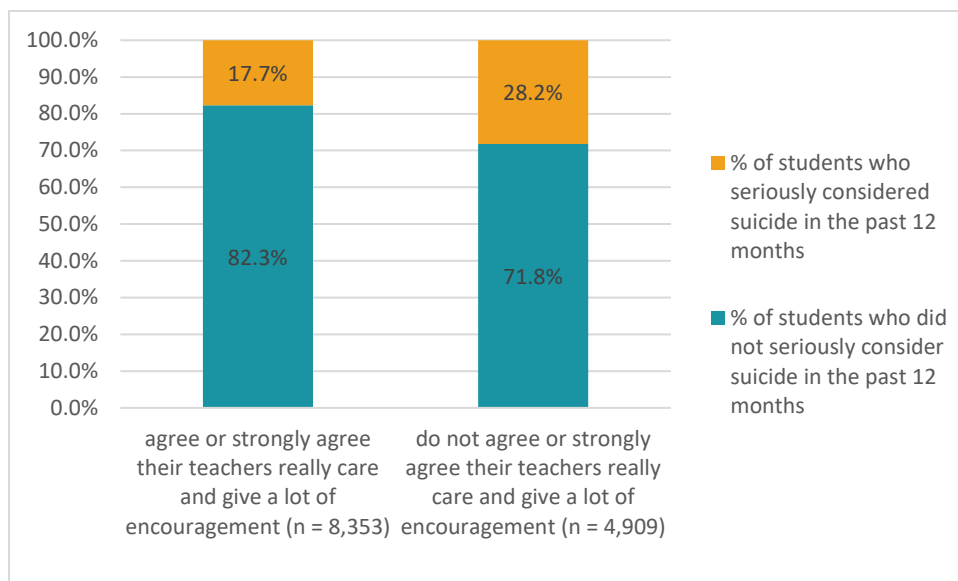


Figure 27: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether students feel like their teachers really care and give them encouragement

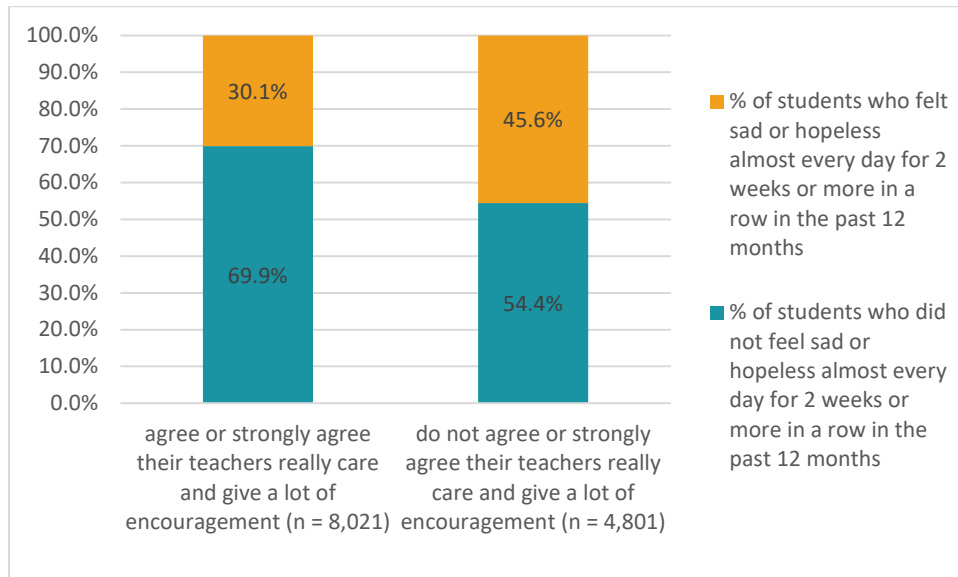


Figure 28: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether students feel like their teachers really care and give them encouragement

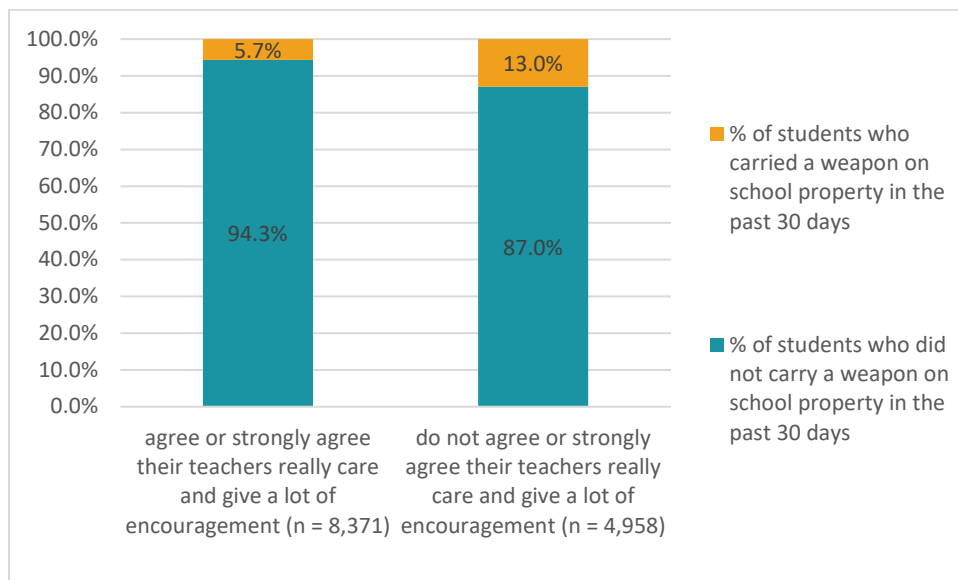


Figure 29: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to whether students feel like their teachers really care and give them encouragement

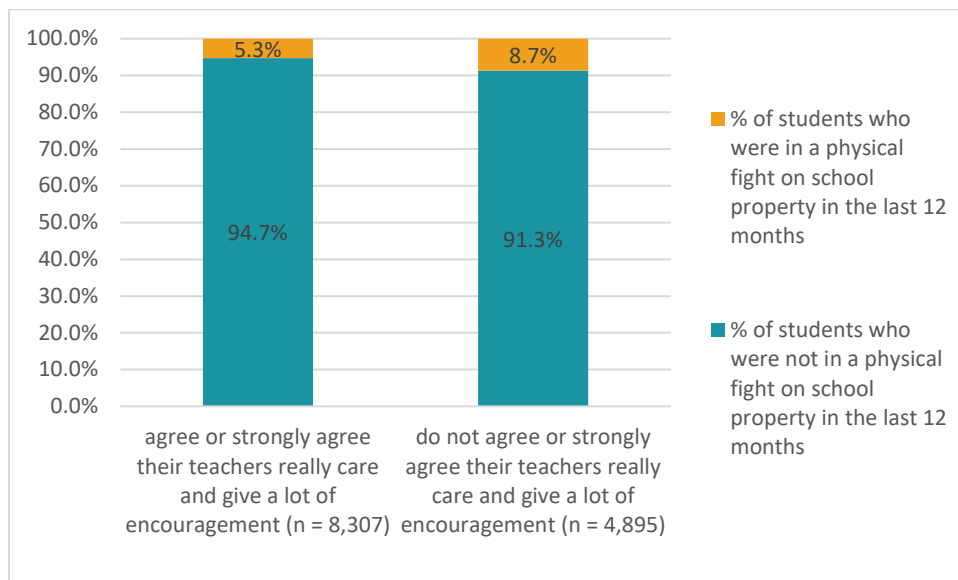


Figure 30: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether students feel like their teachers really care and give them encouragement

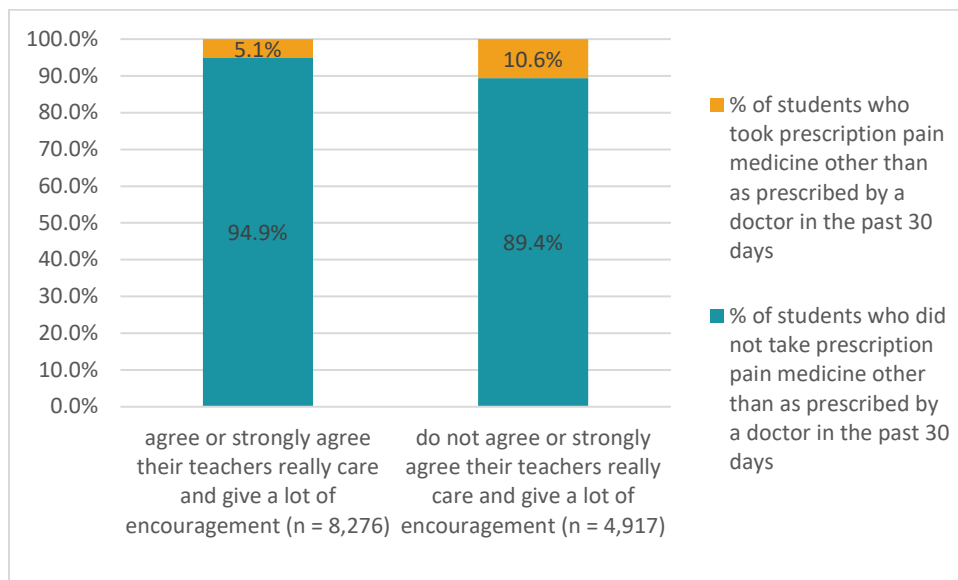


Figure 31: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether students feel like their teachers really care and give them encouragement

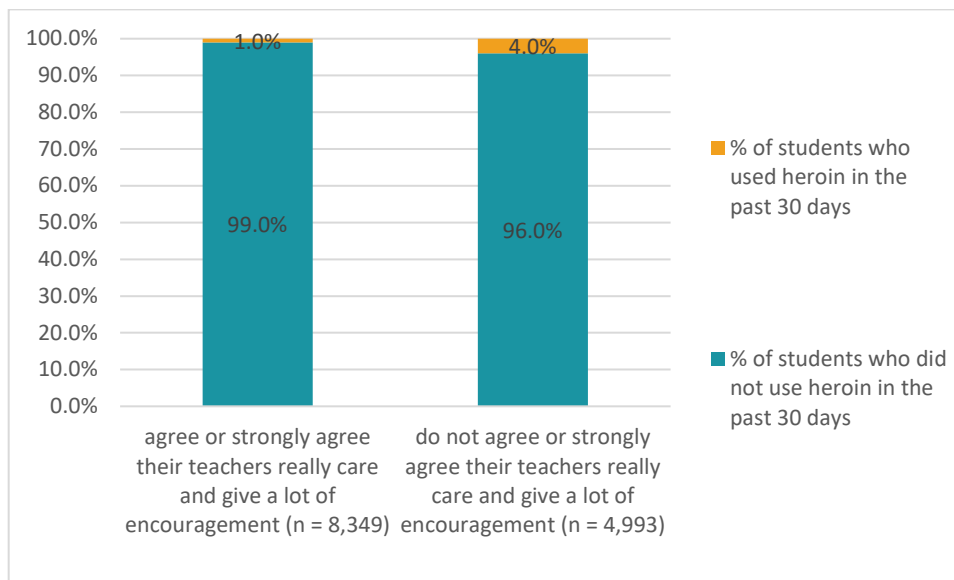
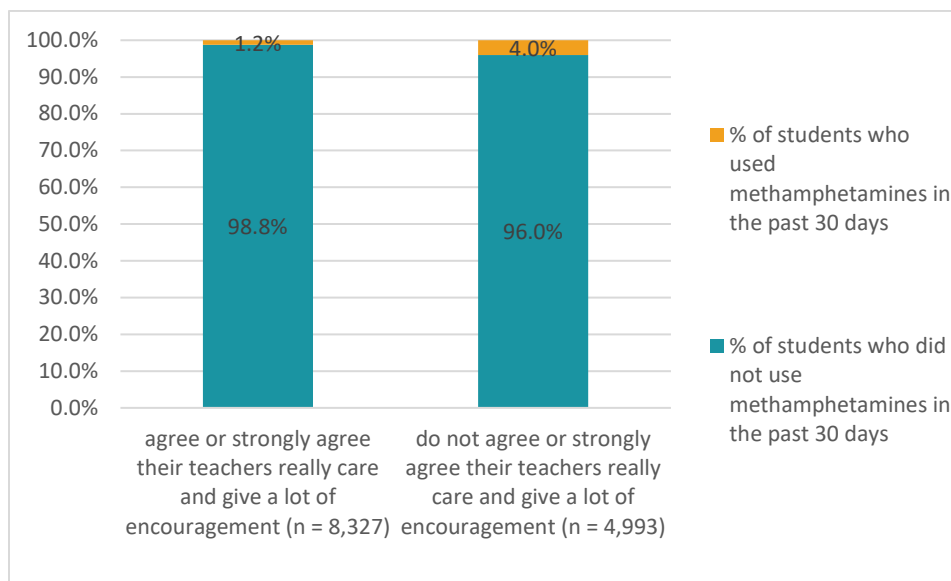


Figure 32: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether students feel like their teachers really care and give them encouragement



School has Clear Rules and Consequences

Figure 33: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether students feel like their school has clear rules and consequences

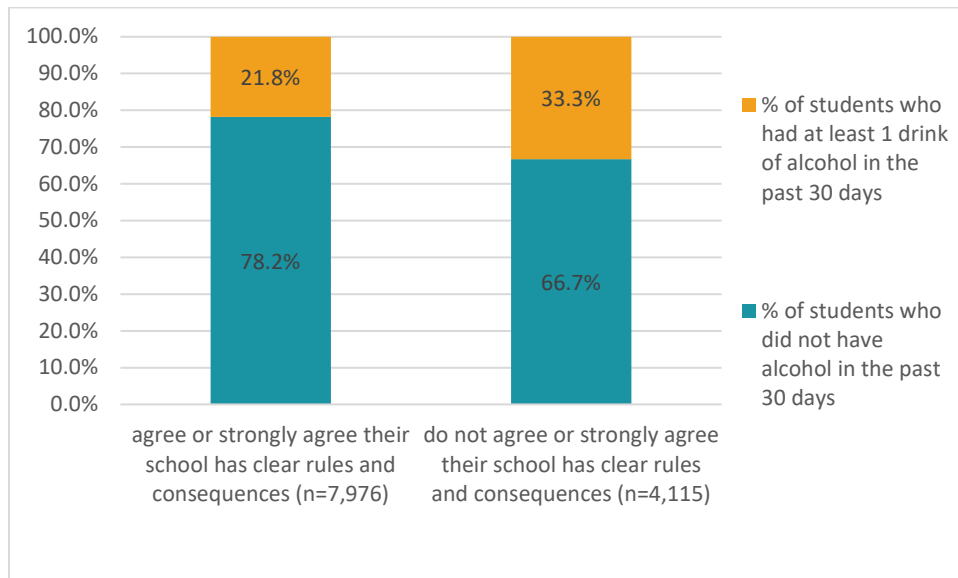


Figure 34: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether students feel like their school has clear rules and consequences

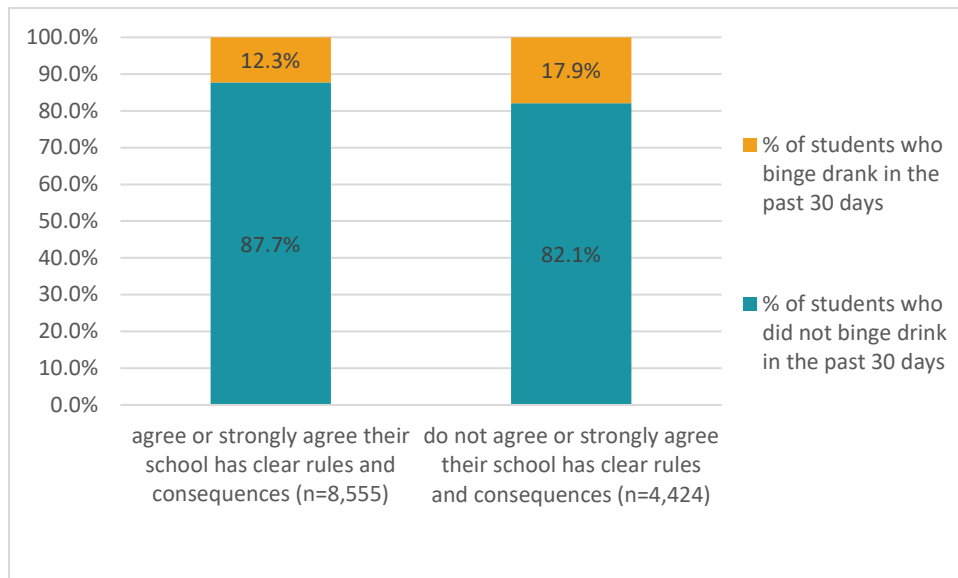


Figure 35: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether students feel like their school has clear rules and consequences

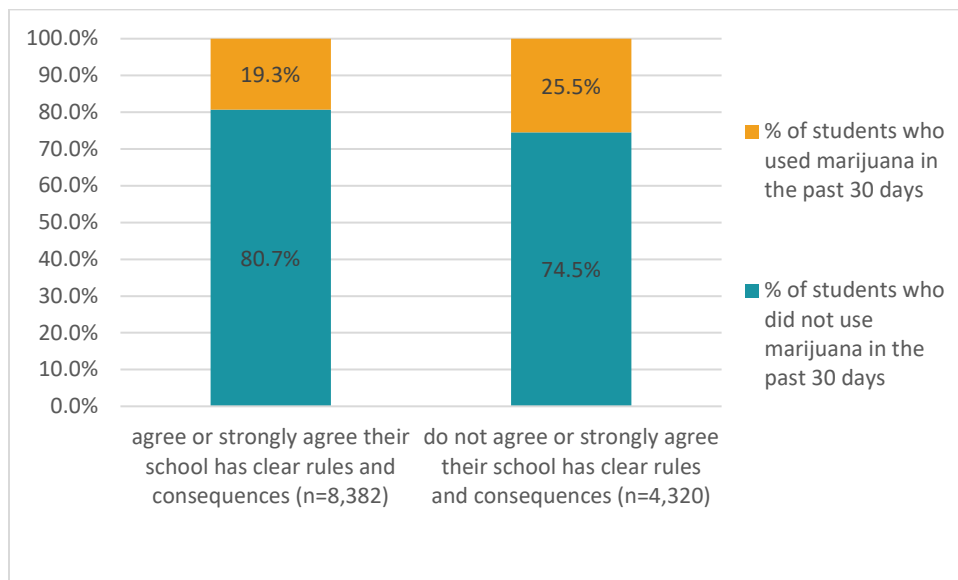


Figure 36: Percentage of all ASD high school students who vaped in the past 30 days compared to whether students feel like their school has clear rules and consequences

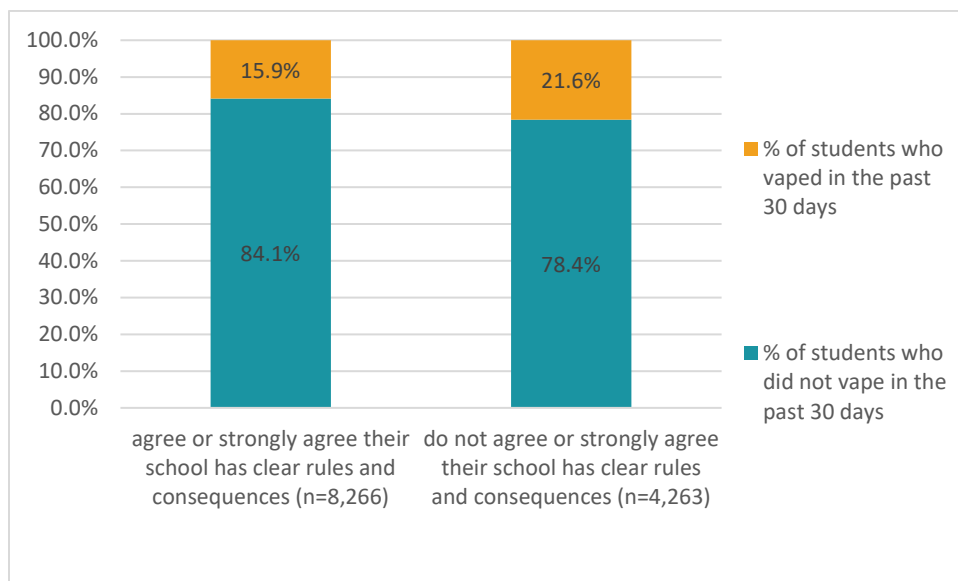


Figure 37: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether students feel like their school has clear rules and consequences

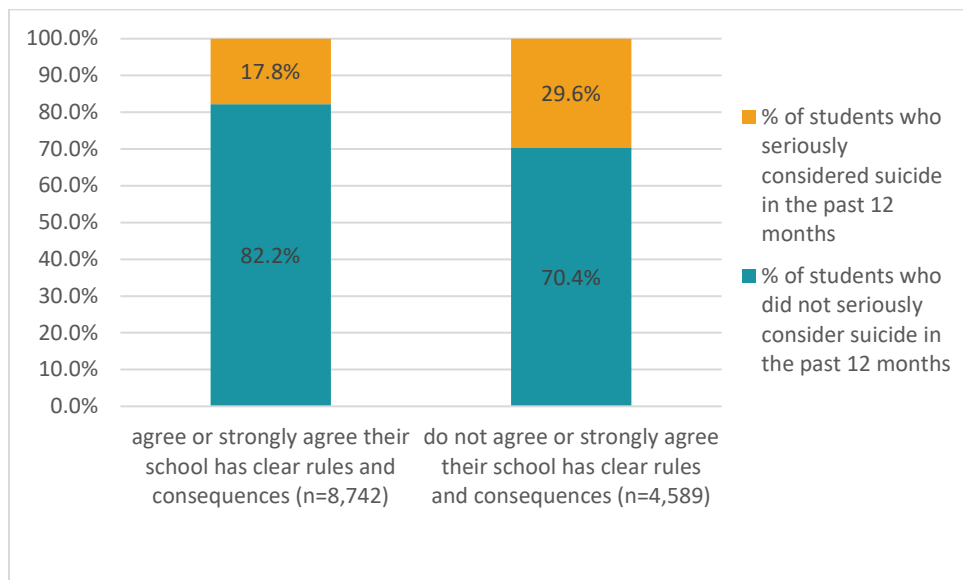


Figure 38: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether students feel like their school has clear rules and consequences

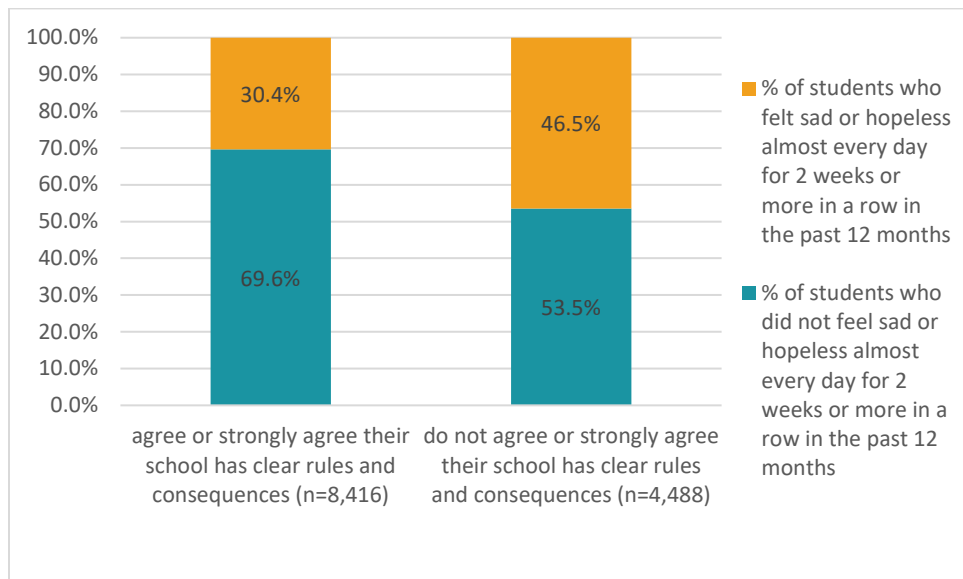


Figure 39: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether students feel like their school has clear rules and consequences

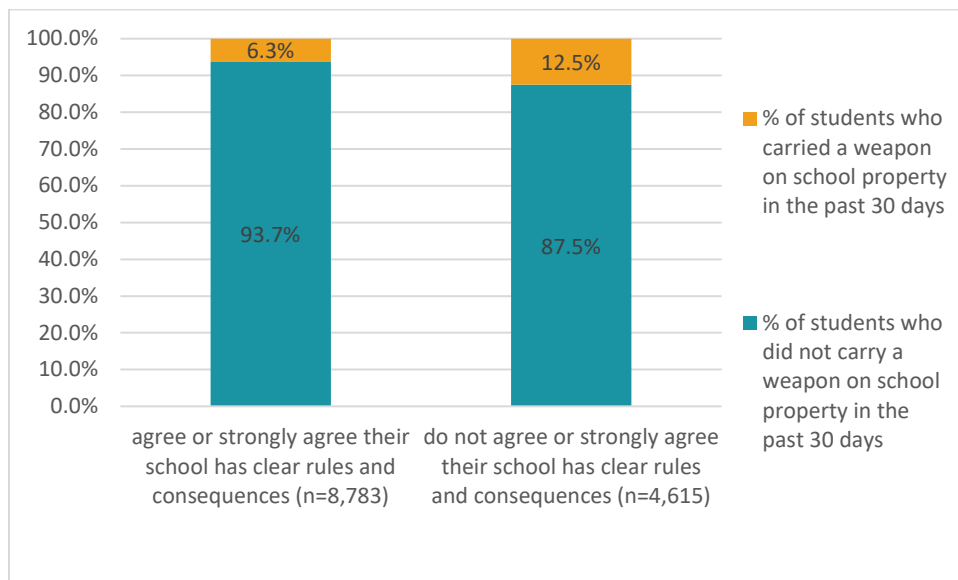


Figure 40: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to whether students feel like their school has clear rules and consequences

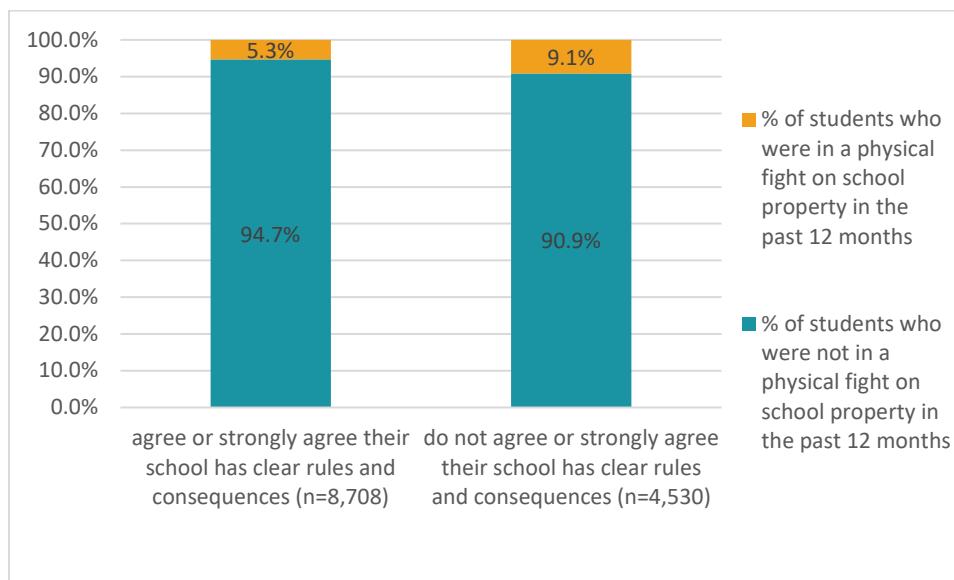


Figure 41: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether students feel like their school has clear rules and consequences

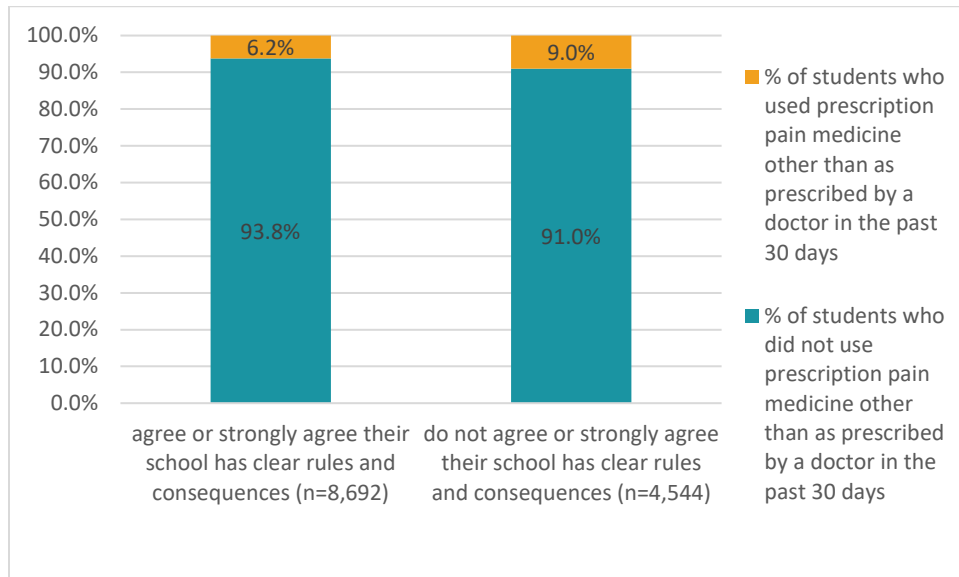


Figure 42: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether students feel like their school has clear rules and consequences

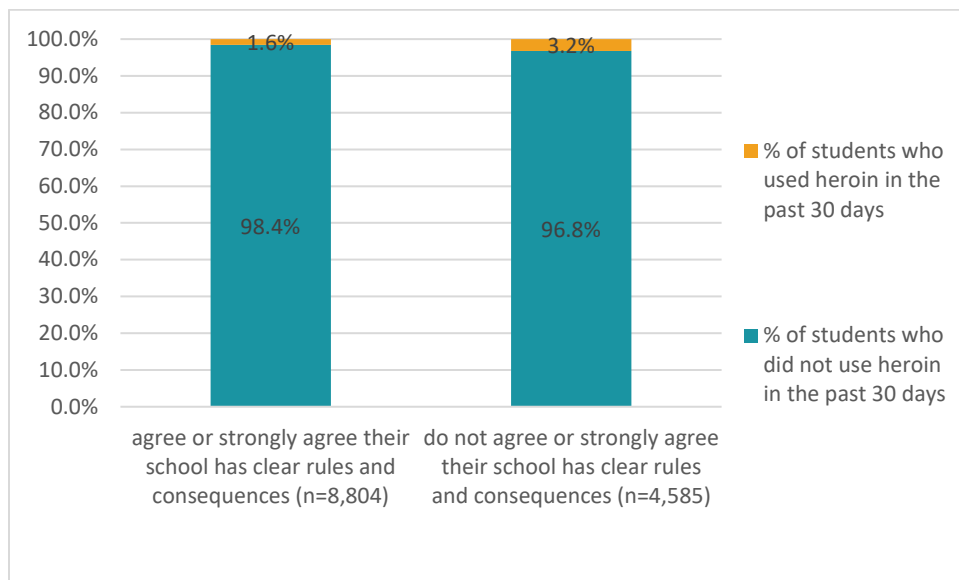
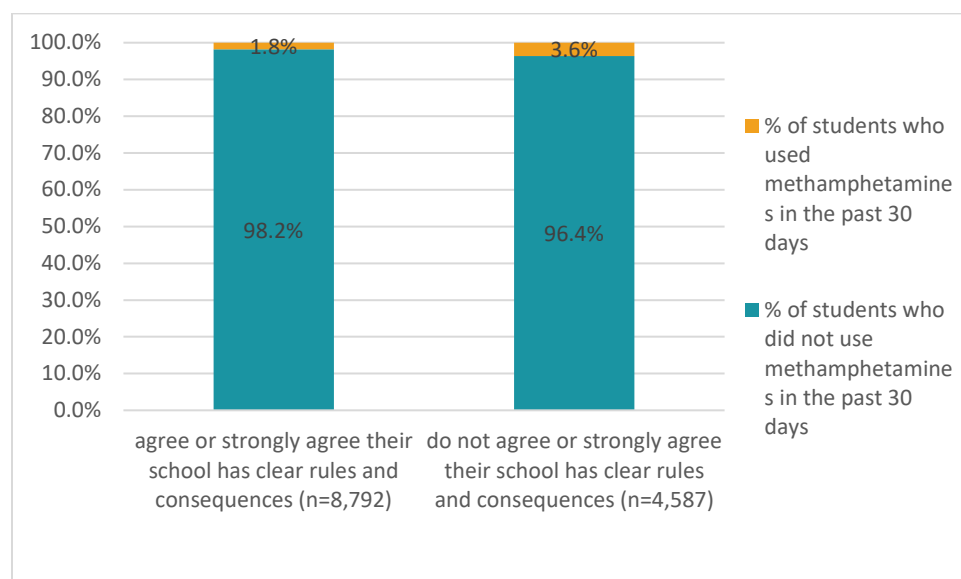


Figure 43: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether students feel like their school has clear rules and consequences



Comfortable Seeking Help from 3+ Adults

Figure 44: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether students feel comfortable seeking help from 3+ adults other than their parents if they have an important question affecting their life

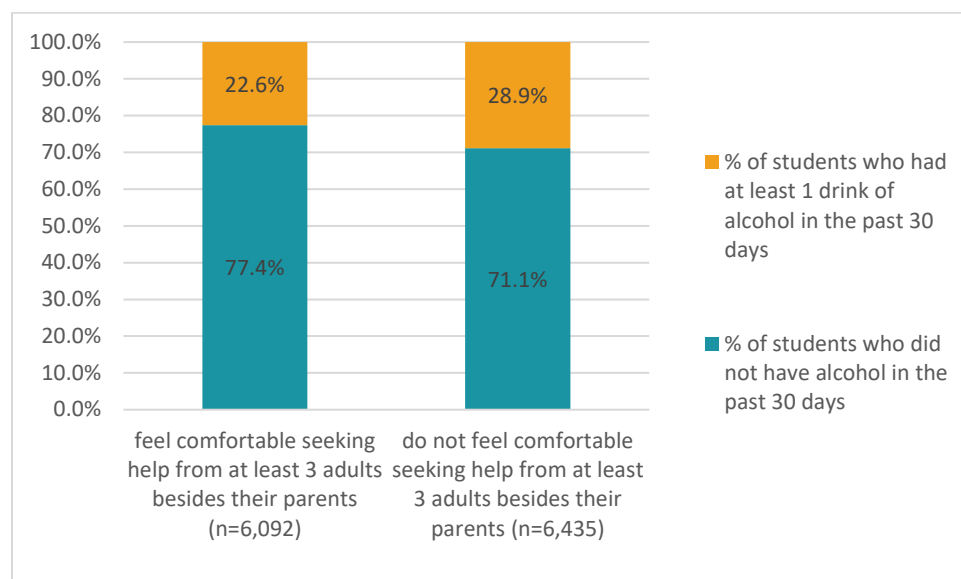


Figure 45: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether students feel comfortable seeking help from 3+ adults other than their parents if they have an important question affecting their life

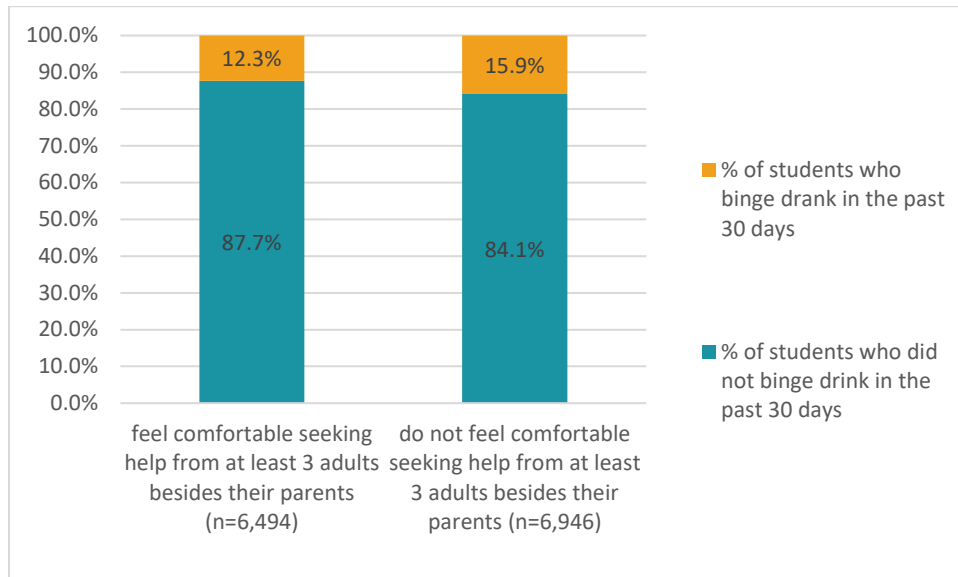


Figure 46: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether students feel comfortable seeking help from 3+ adults other than their parents if they have an important question affecting their life

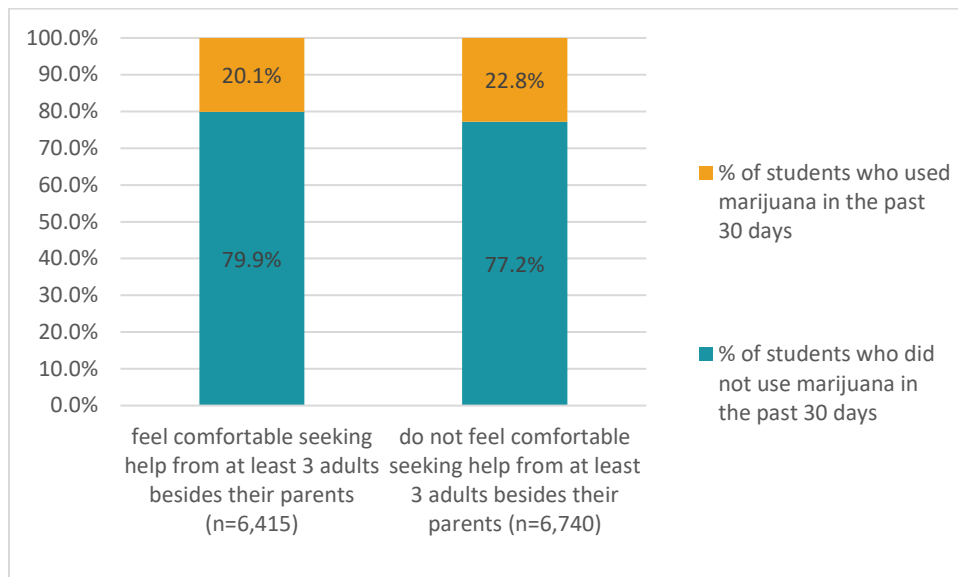


Figure 47: Percentage of all ASD high school students who vaped in the past 30 days compared to whether students feel comfortable seeking help from 3+ adults other than their parents if they have an important question affecting their life

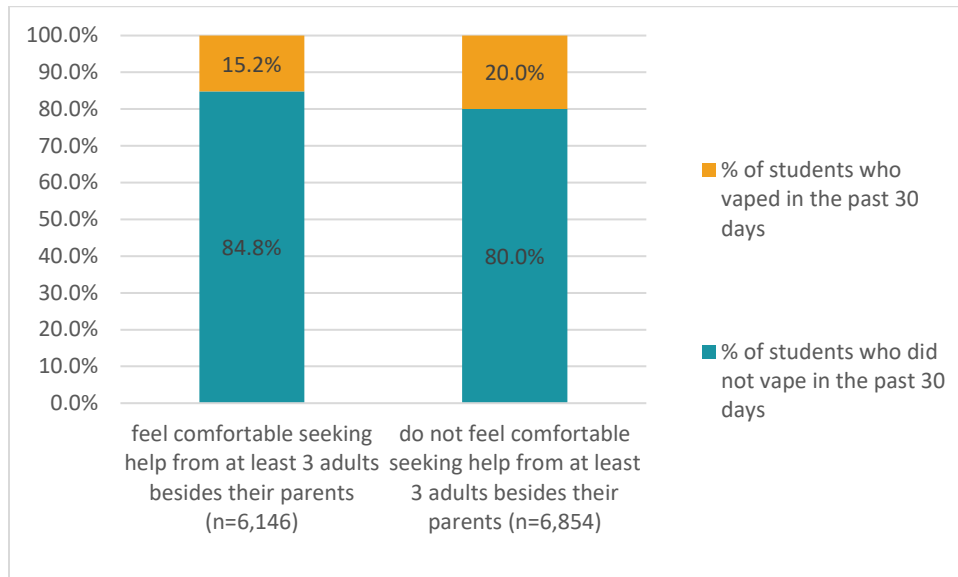


Figure 48: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether students feel comfortable seeking help from 3+ adults other than their parents if they have an important question affecting their life

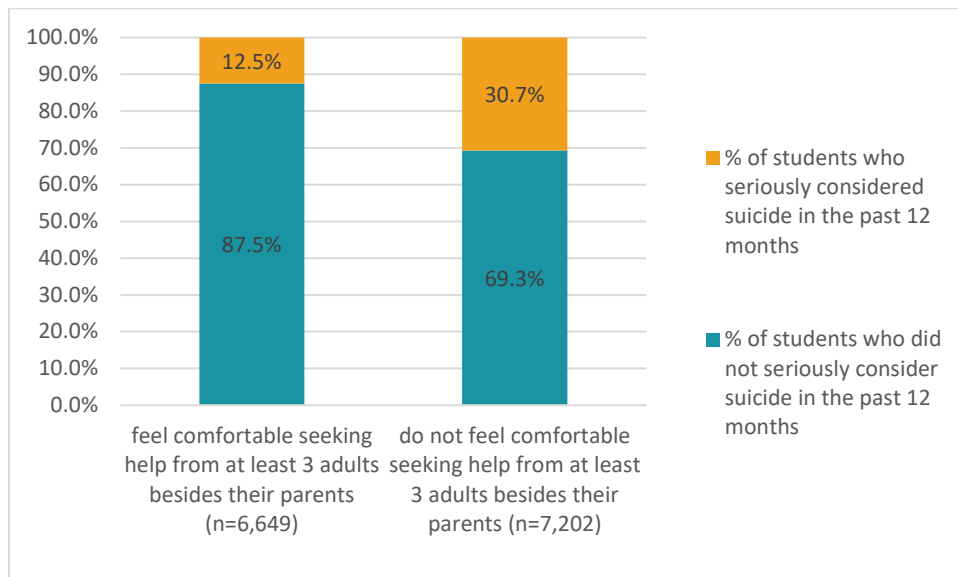


Figure 49: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether students feel comfortable seeking help from 3+ adults other than their parents if they have an important question affecting their life

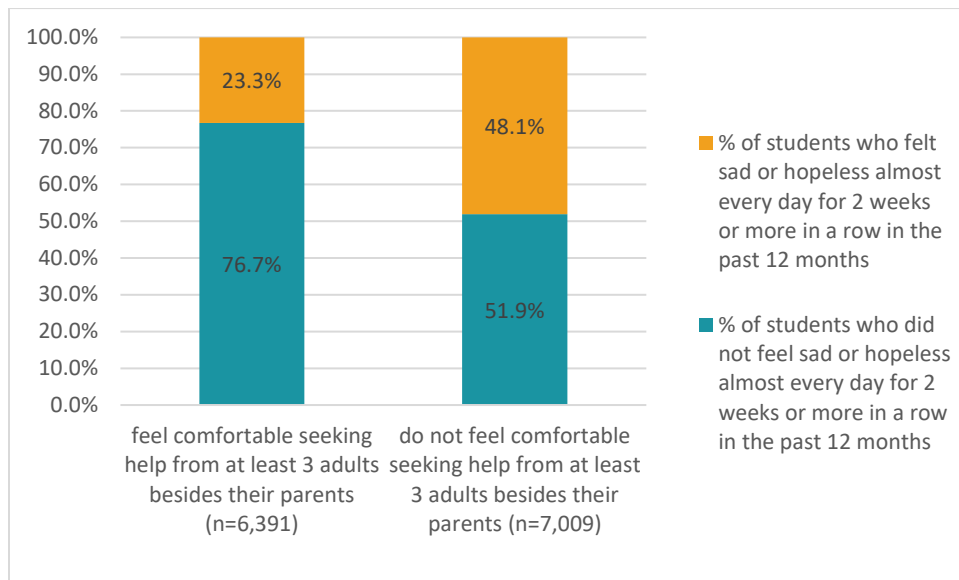


Figure 50: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether students feel comfortable seeking help from 3+ adults other than their parents if they have an important question affecting their life

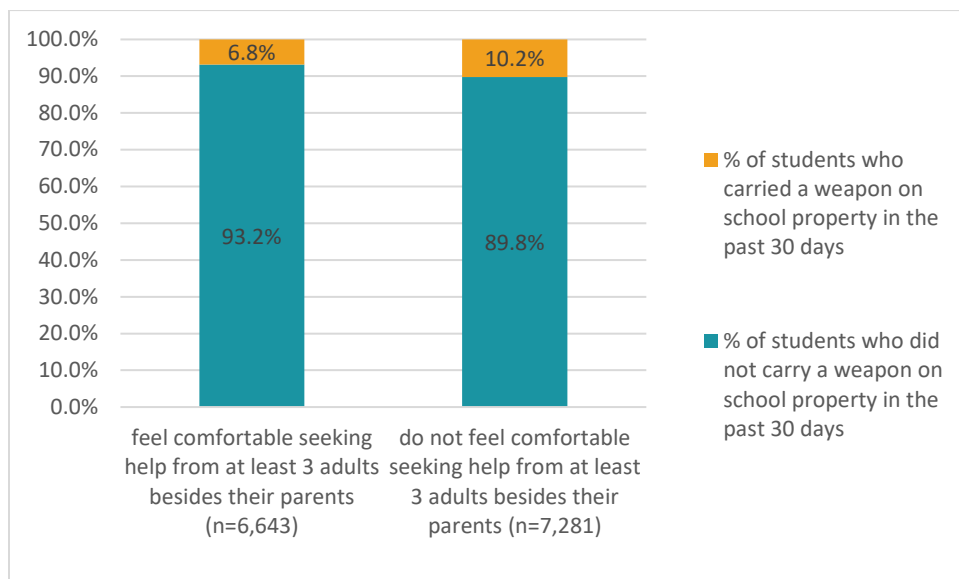


Figure 51: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether students feel comfortable seeking help from 3+ adults other than their parents if they have an important question affecting their life

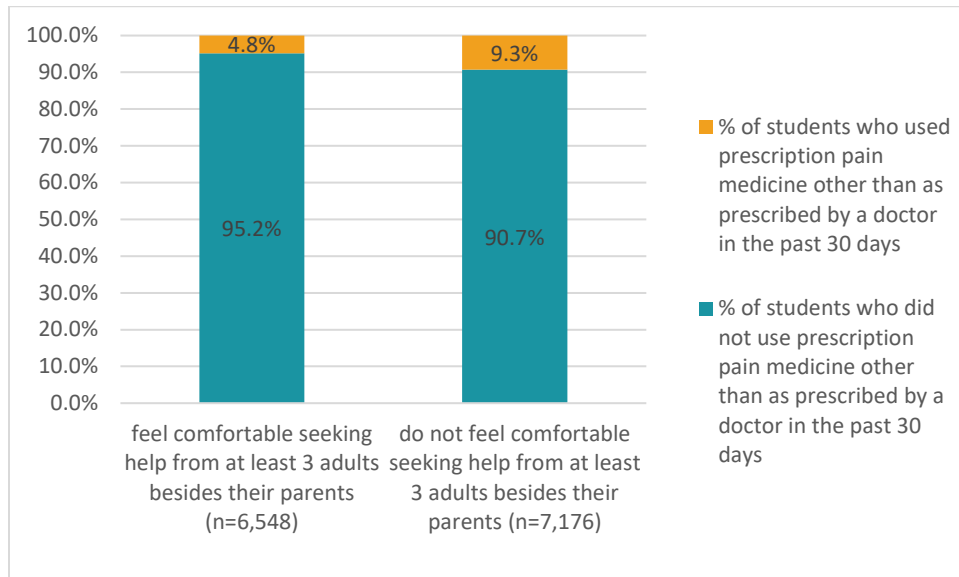


Figure 52: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether students feel comfortable seeking help from 3+ adults other than their parents if they have an important question affecting their life

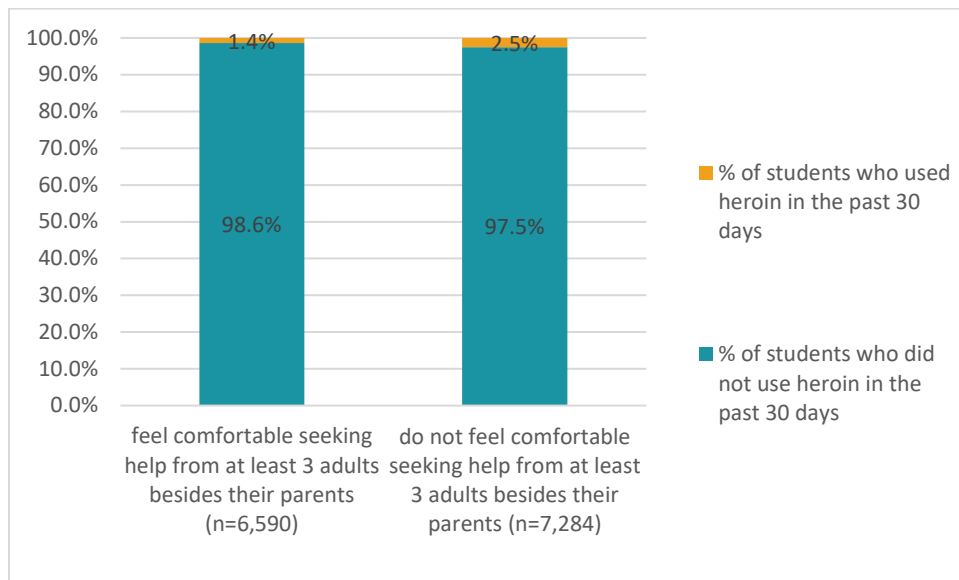
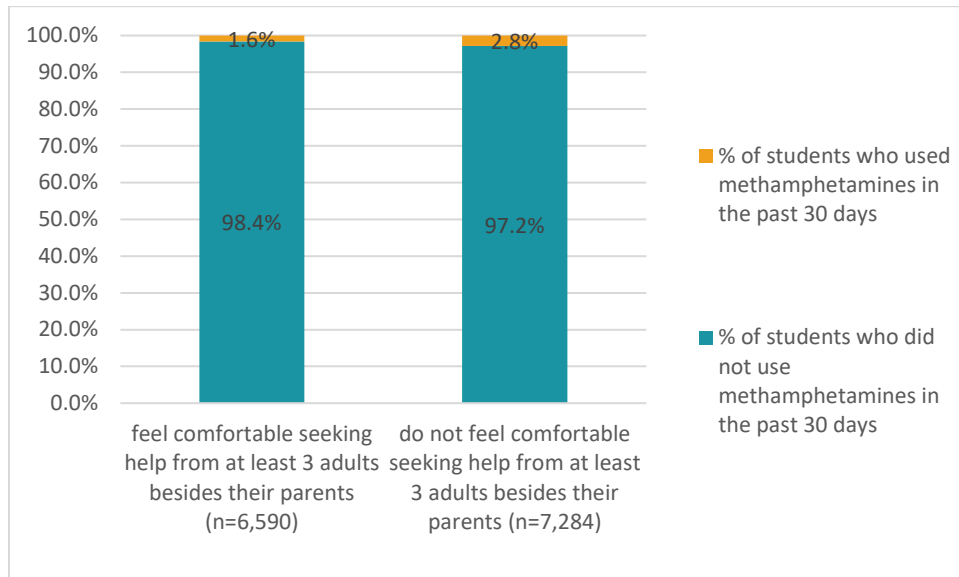


Figure 53: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether students feel comfortable seeking help from 3+ adults other than their parents if they have an important question affecting their life



Parents Talk about School

Figure 54: Percentage of all ASD high school students who vaped in the past 30 days compared to whether they had at least 1 parent ask them about school nearly every day

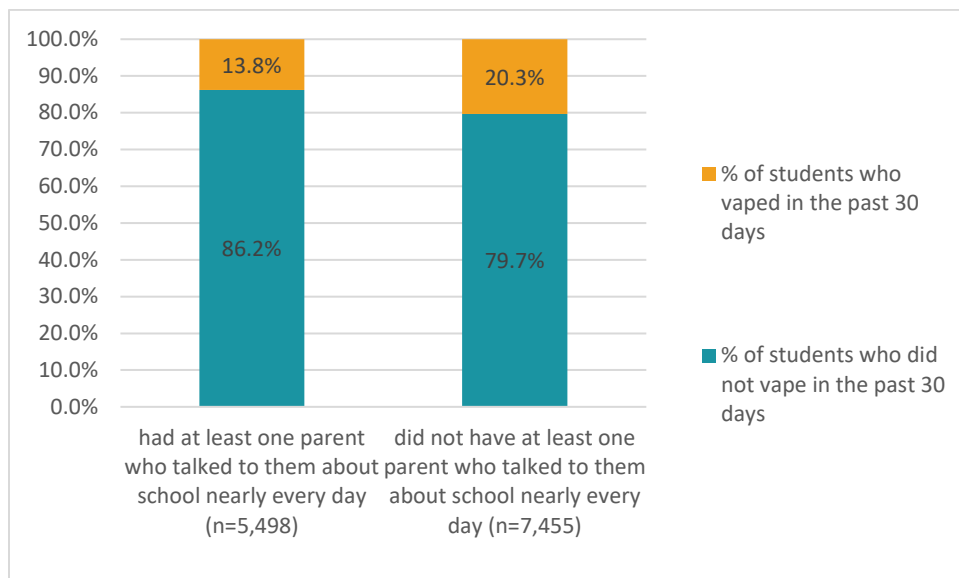


Figure 55: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether they had at least 1 parent ask them about school nearly every day

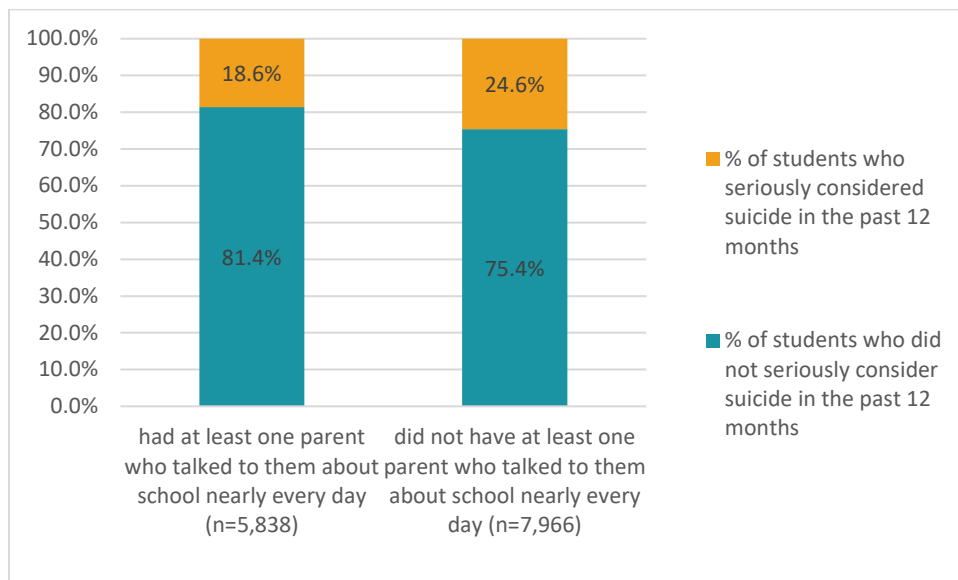


Figure 56: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether they had at least 1 parent ask them about school nearly every day

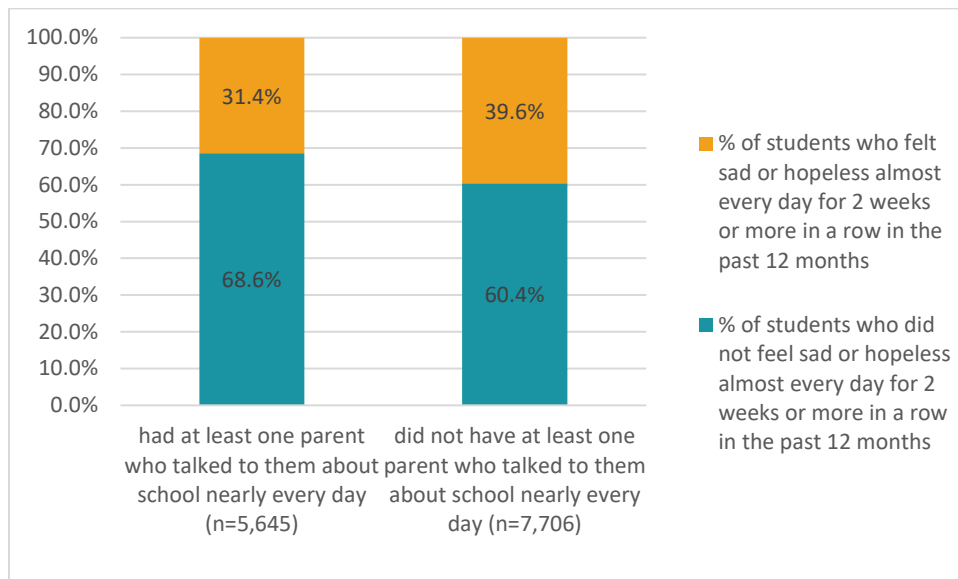


Figure 57: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether they had at least 1 parent ask them about school nearly every day

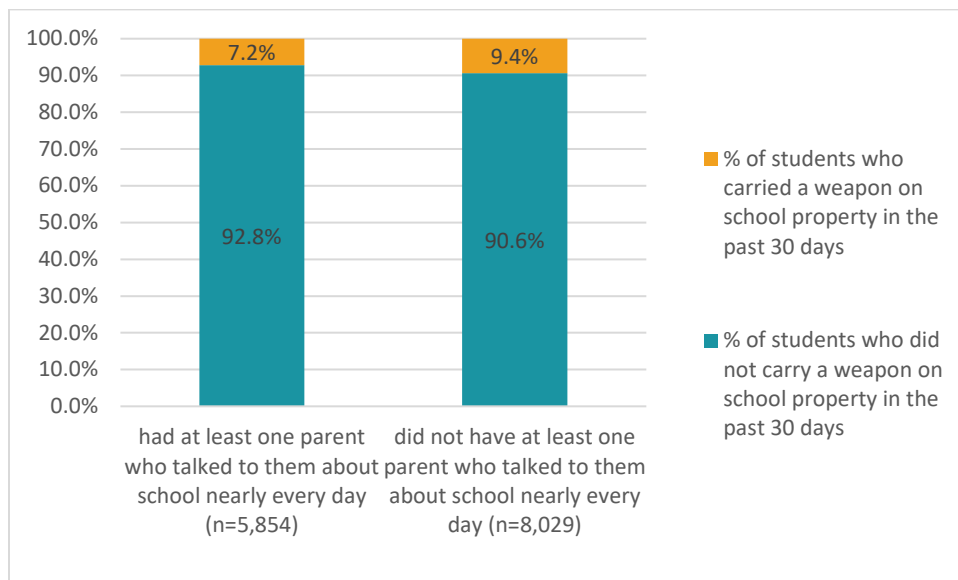


Figure 58: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to whether they had at least 1 parent ask them about school nearly every day

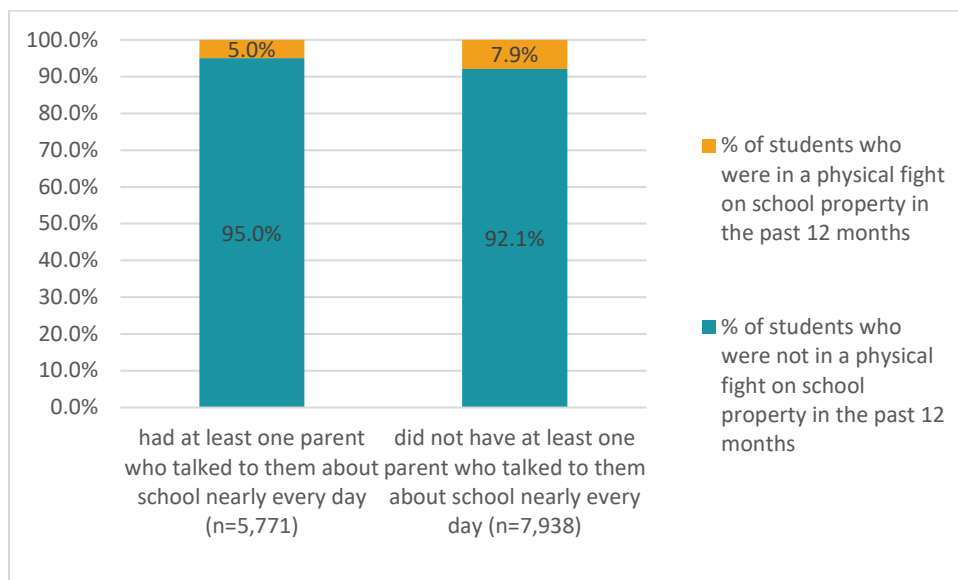


Figure 59: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether they had at least 1 parent ask them about school nearly every day

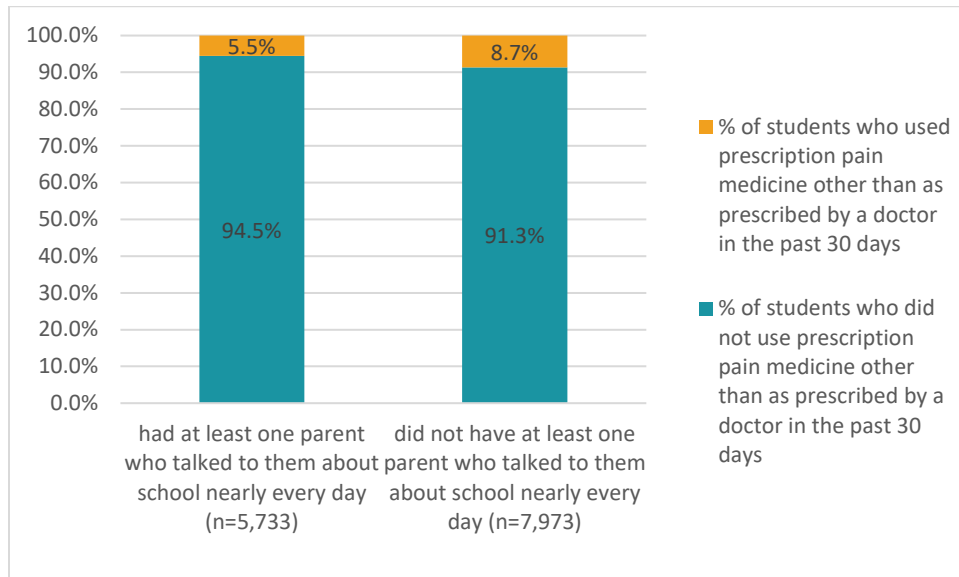


Figure 60: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether they had at least 1 parent ask them about school nearly every day

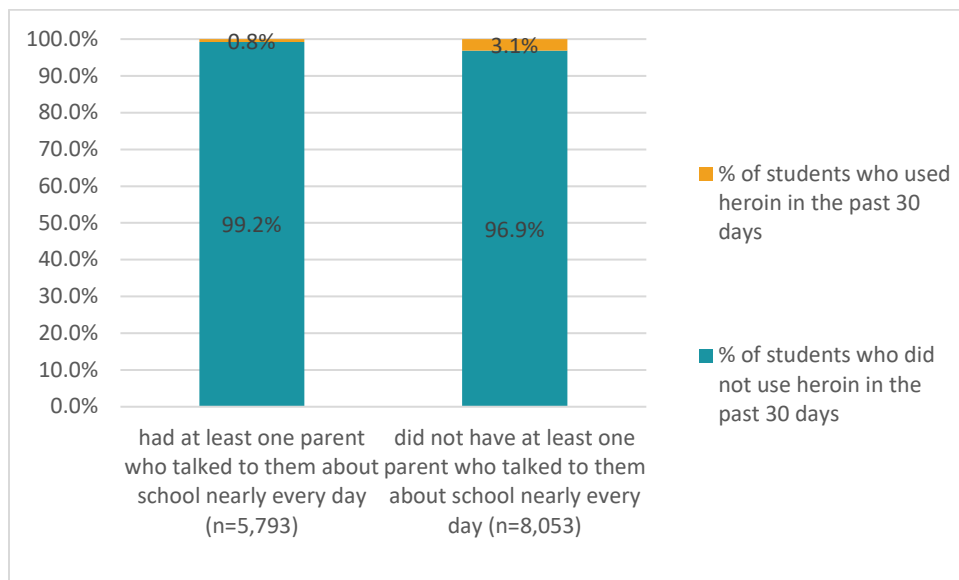
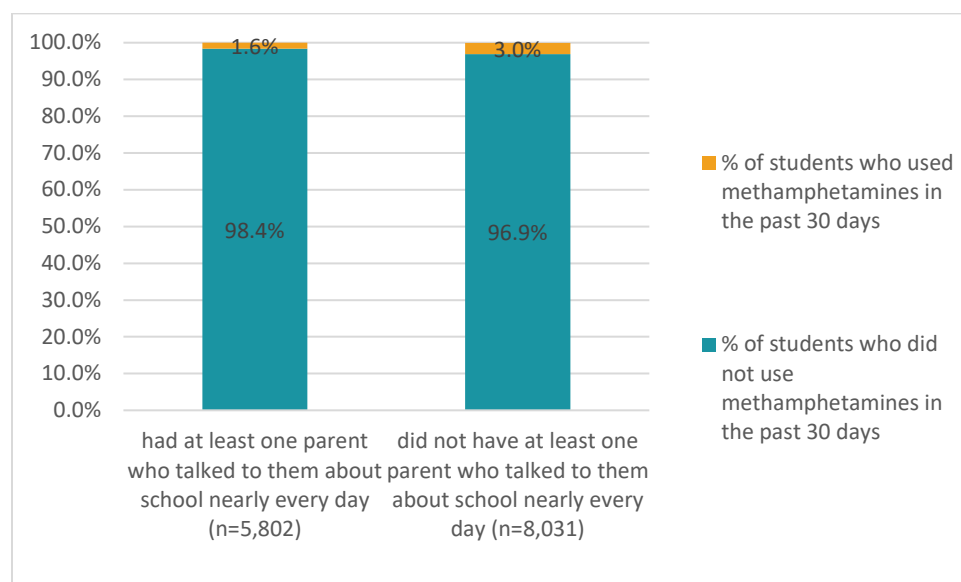


Figure 61: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether they had at least 1 parent ask them about school nearly every day



Perceived Risk of Alcohol Use

Figure 62: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to perceived risk of harm from having five or more drinks of an alcoholic beverage once or twice a week

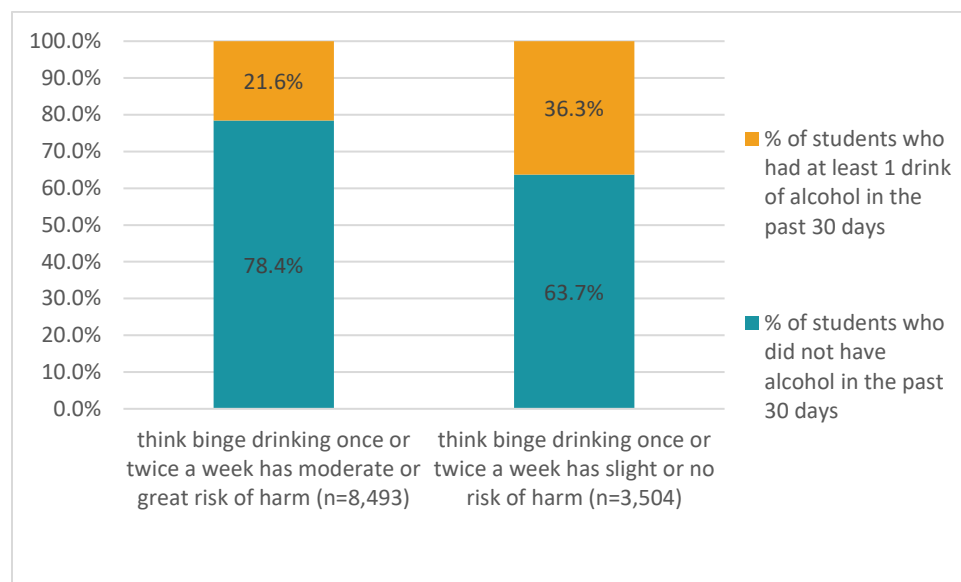


Figure 63: Percentage of all ASD high school students who binge drank in the past 30 days compared to perceived risk of harm from having five or more drinks of an alcoholic beverage once or twice a week

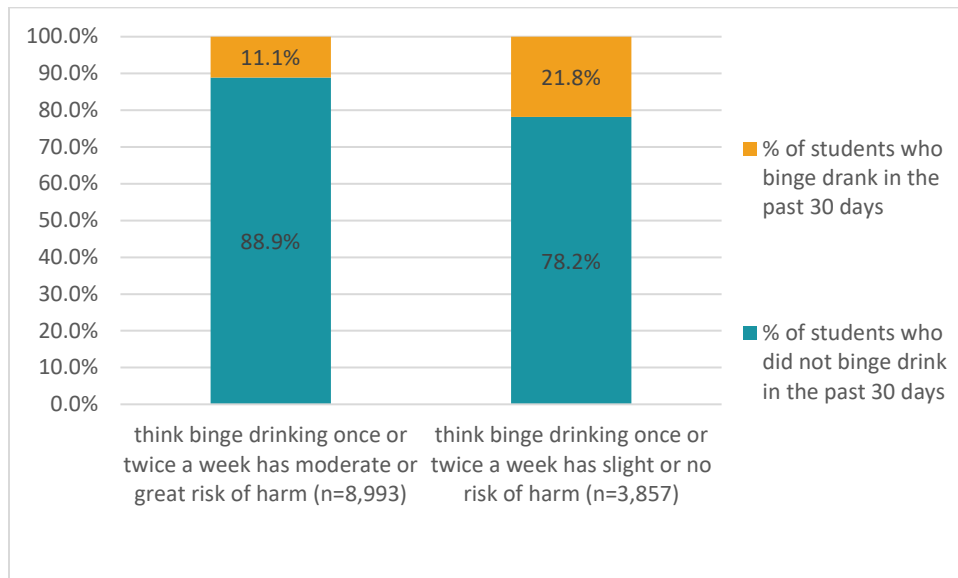


Figure 64: Percentage of all ASD high school students who used marijuana in the past 30 days compared to perceived risk of harm from having five or more drinks of an alcoholic beverage once or twice a week

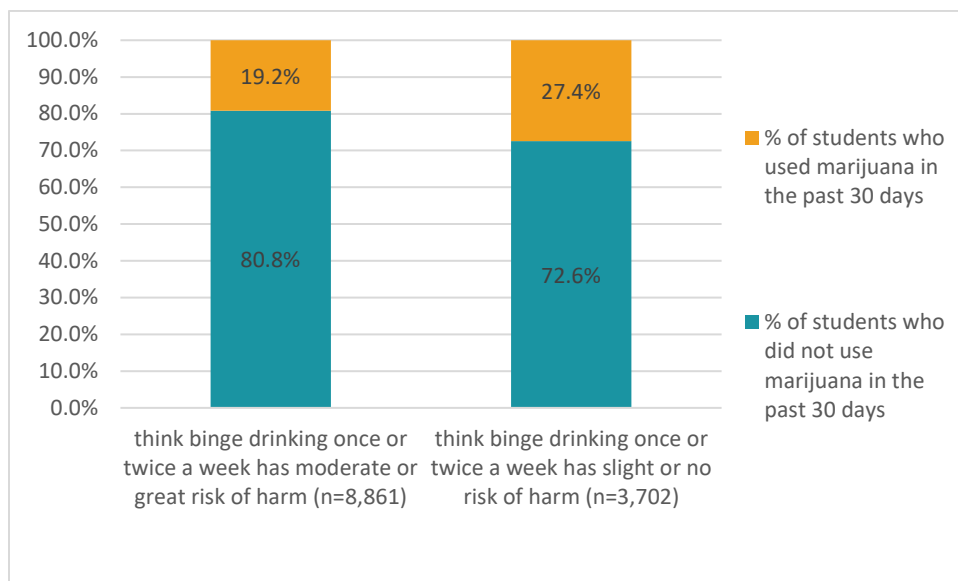


Figure 65: Percentage of all ASD high school students who vaped in the past 30 days compared to perceived risk of harm from having five or more drinks of an alcoholic beverage once or twice a week

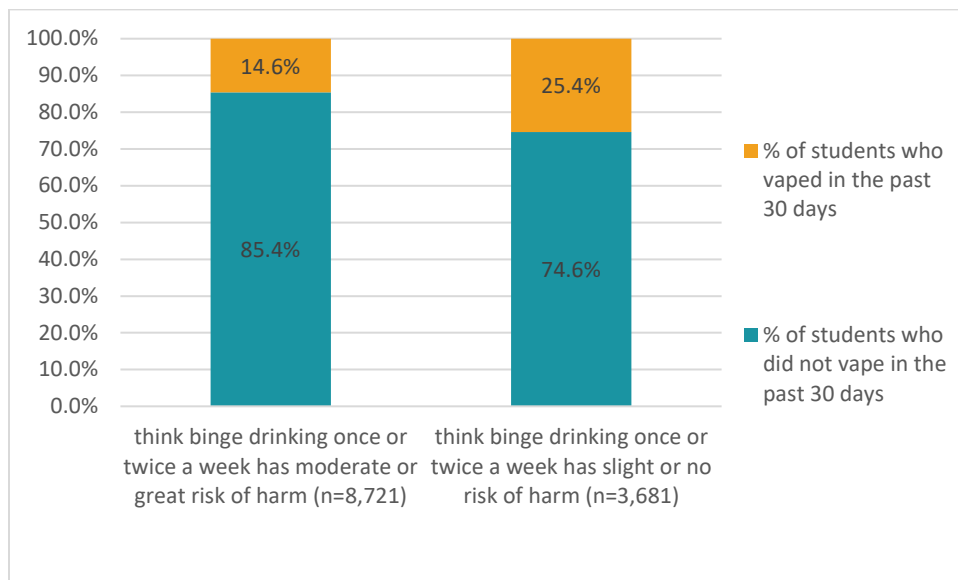


Figure 66: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to perceived risk of harm from having five or more drinks of an alcoholic beverage once or twice a week

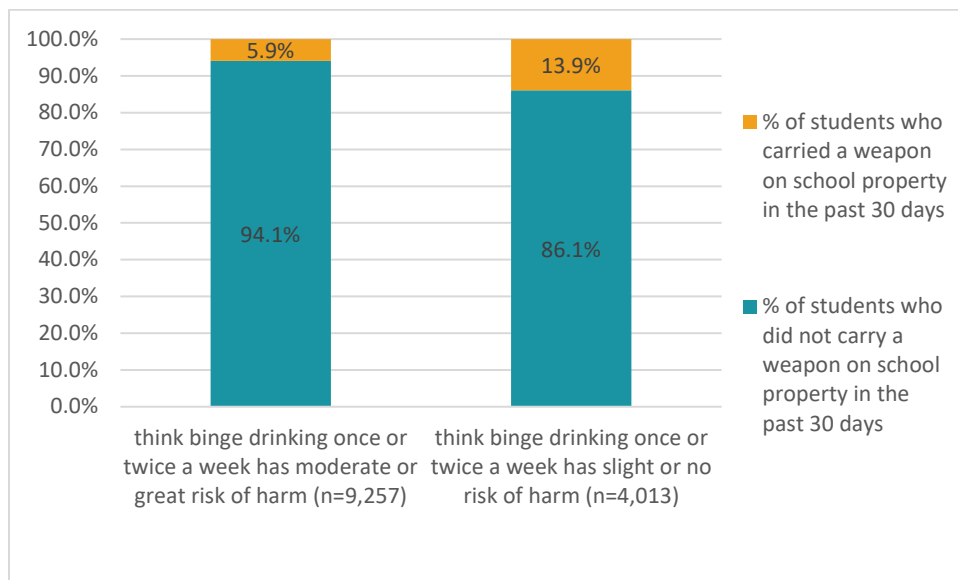


Figure 67: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to perceived risk of harm from having five or more drinks of an alcoholic beverage once or twice a week

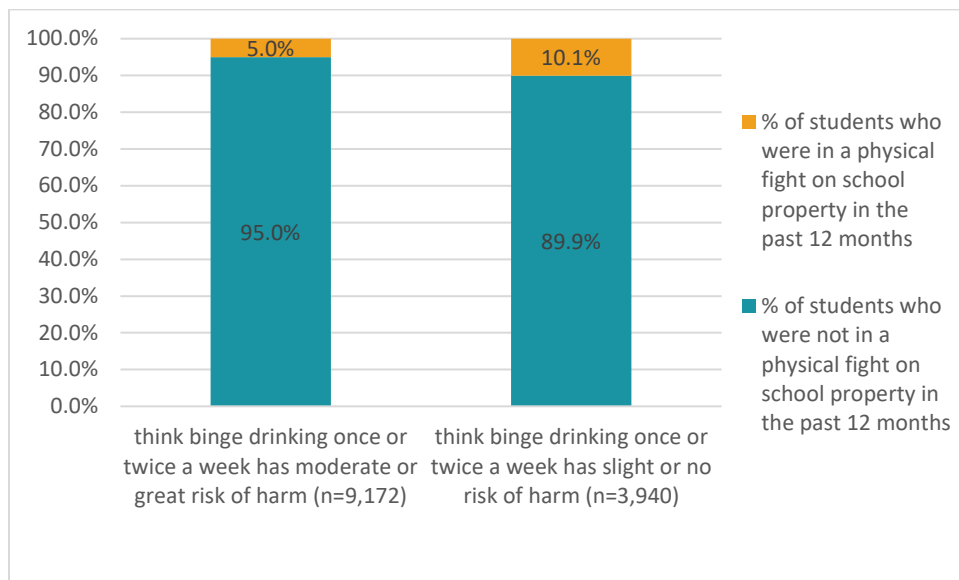


Figure 68: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to perceived risk of harm from having five or more drinks of an alcoholic beverage once or twice a week

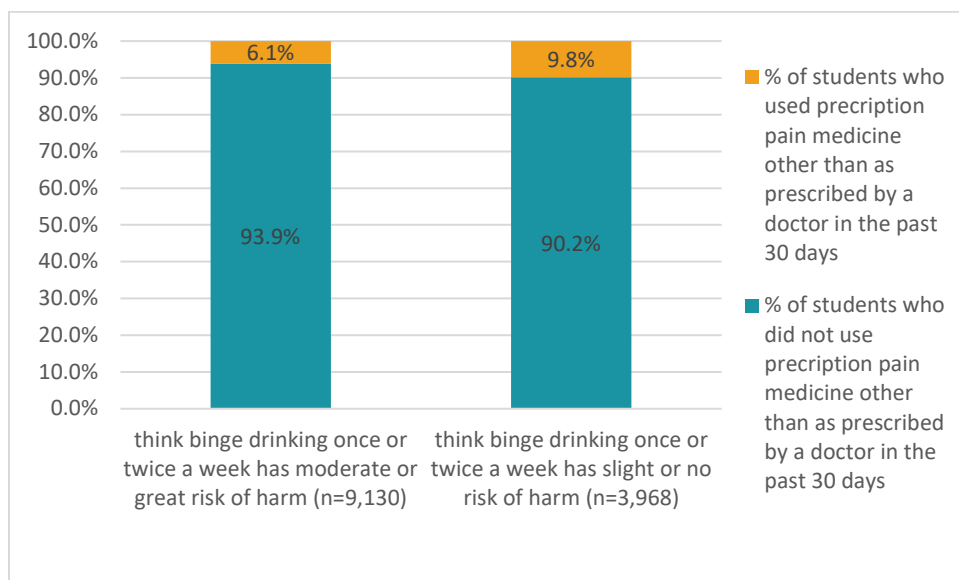


Figure 69: Percentage of all ASD high school students who used heroin in the past 30 days compared to perceived risk of harm from having five or more drinks of an alcoholic beverage once or twice a week

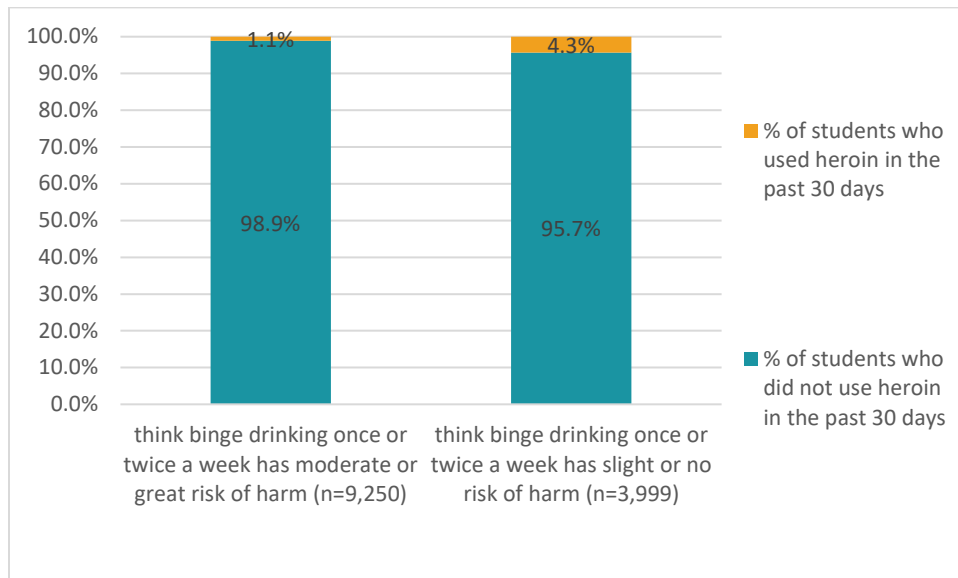
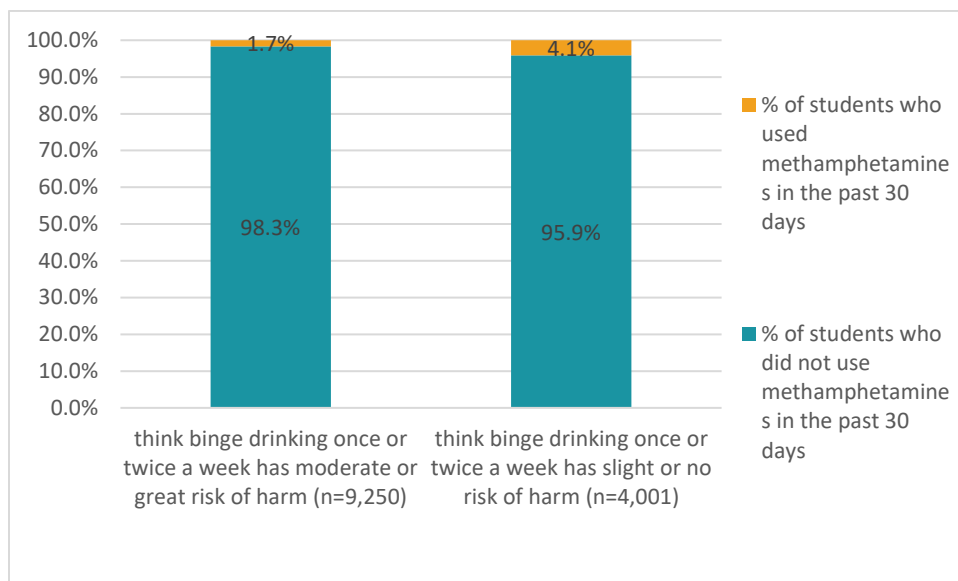


Figure 70: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to perceived risk of harm from having five or more drinks of an alcoholic beverage once or twice a week



Friend Perception of Alcohol Use

Figure 71: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether their friends think it would be wrong to have 1 or 2 drinks of an alcoholic beverage nearly every day

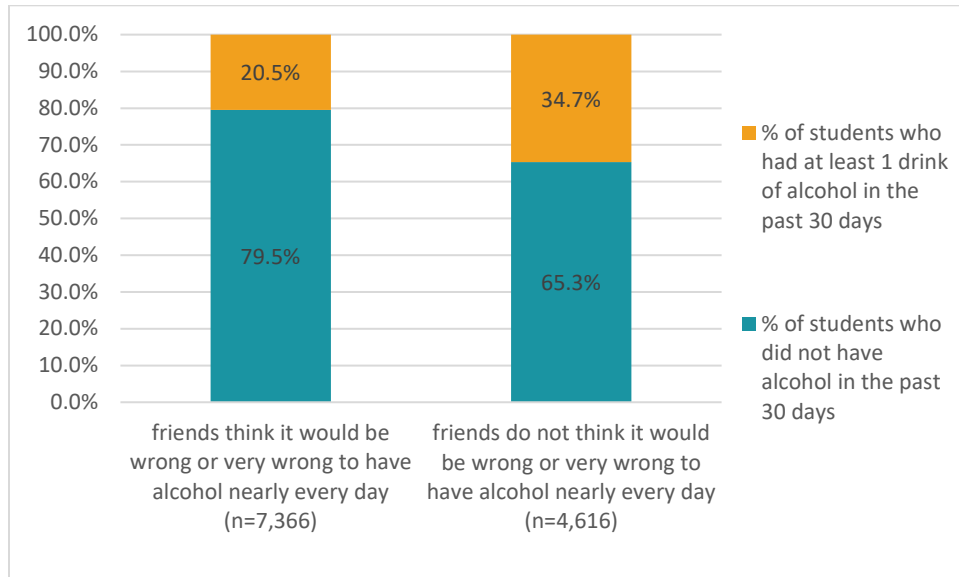


Figure 72: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether their friends think it would be wrong to have 1 or 2 drinks of an alcoholic beverage nearly every day

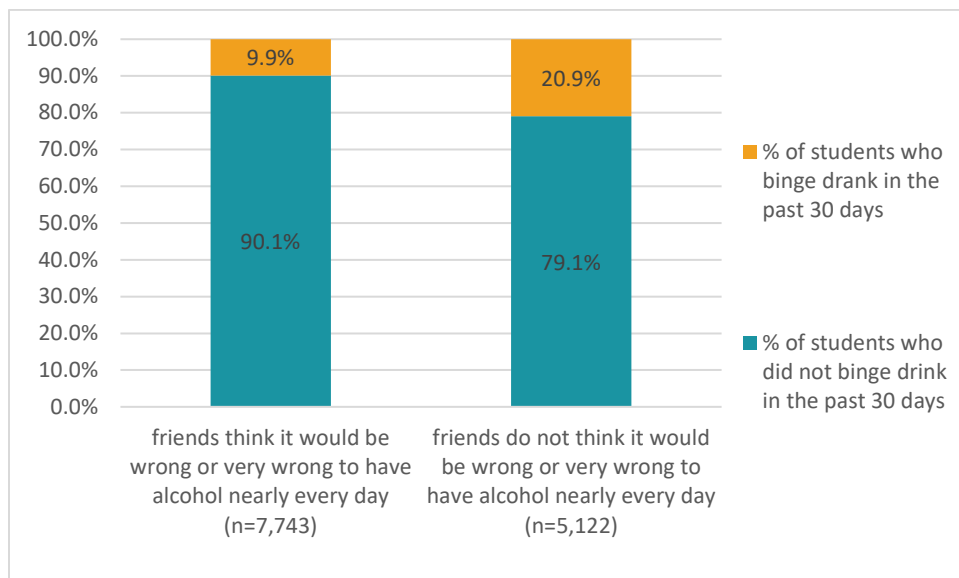


Figure 73: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether their friends think it would be wrong to have 1 or 2 drinks of an alcoholic beverage nearly every day

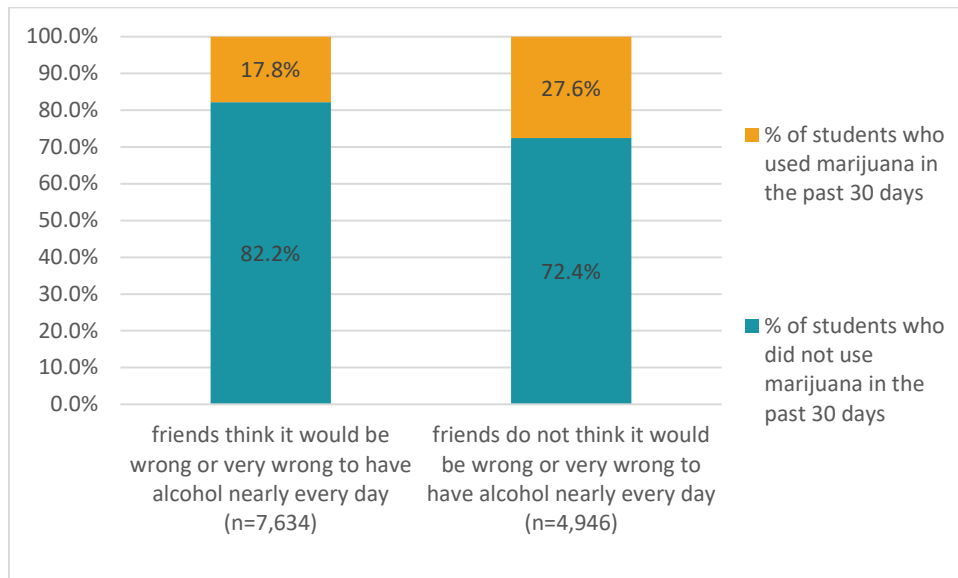


Figure 74: Percentage of all ASD high school students who vaped in the past 30 days compared to whether their friends think it would be wrong to have 1 or 2 drinks of an alcoholic beverage nearly every day

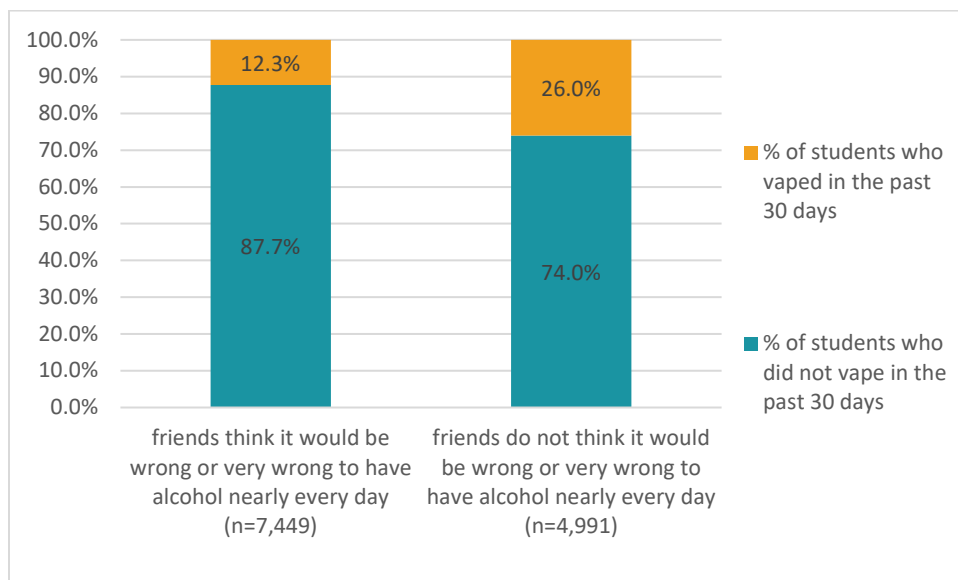


Figure 75: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether their friends think it would be wrong to have 1 or 2 drinks of an alcoholic beverage nearly every day

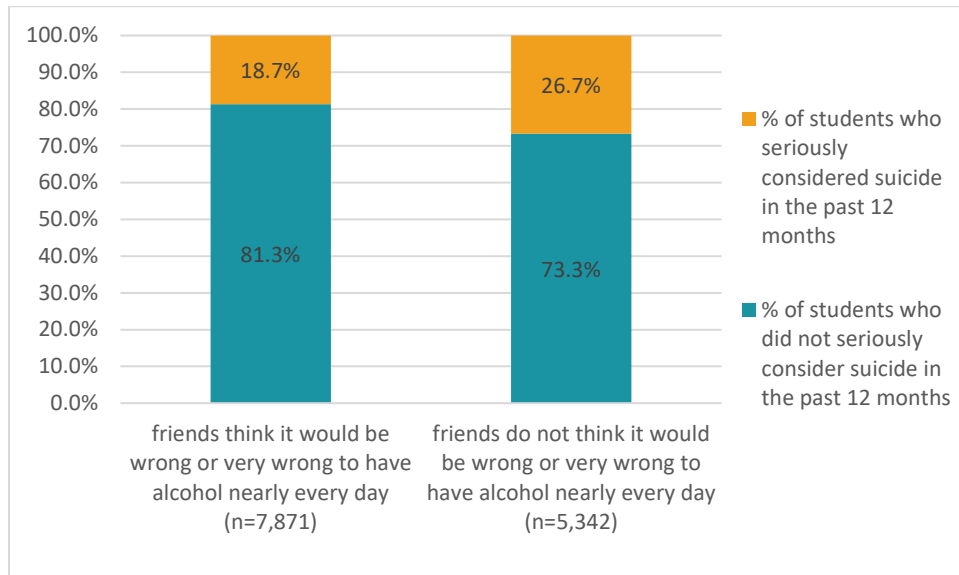


Figure 76: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether their friends think it would be wrong to have 1 or 2 drinks of an alcoholic beverage nearly every day

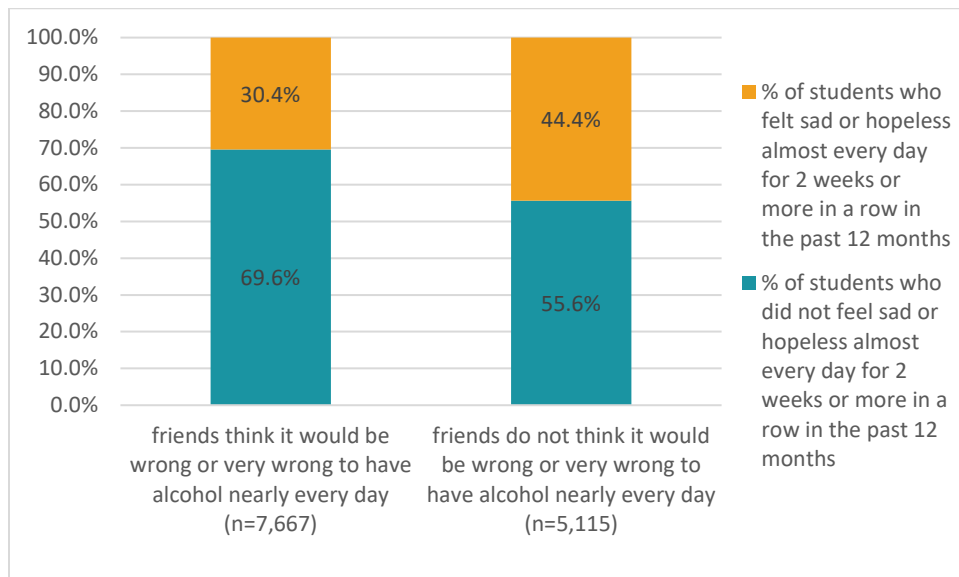


Figure 77: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether their friends think it would be wrong to have 1 or 2 drinks of an alcoholic beverage nearly every day

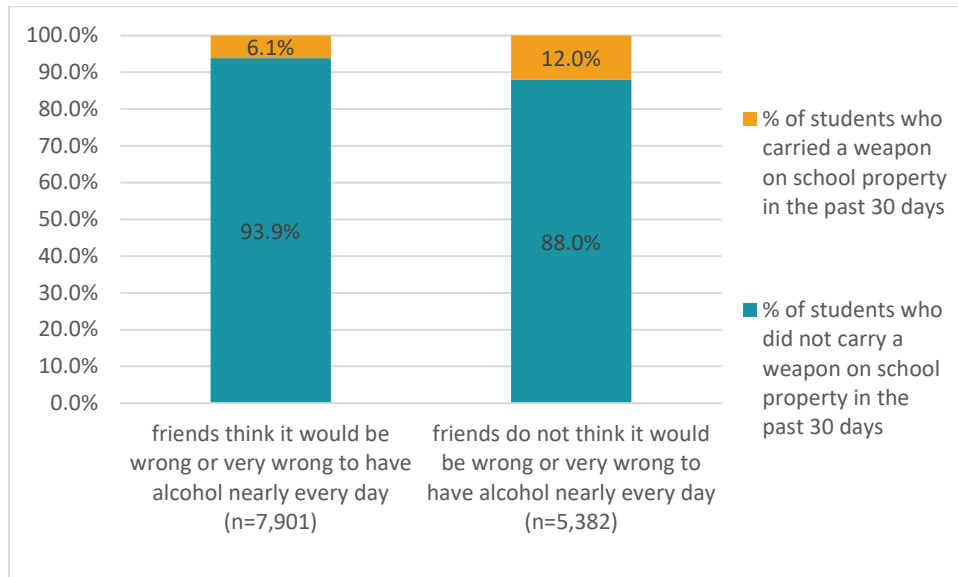


Figure 78: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to whether their friends think it would be wrong to have 1 or 2 drinks of an alcoholic beverage nearly every day

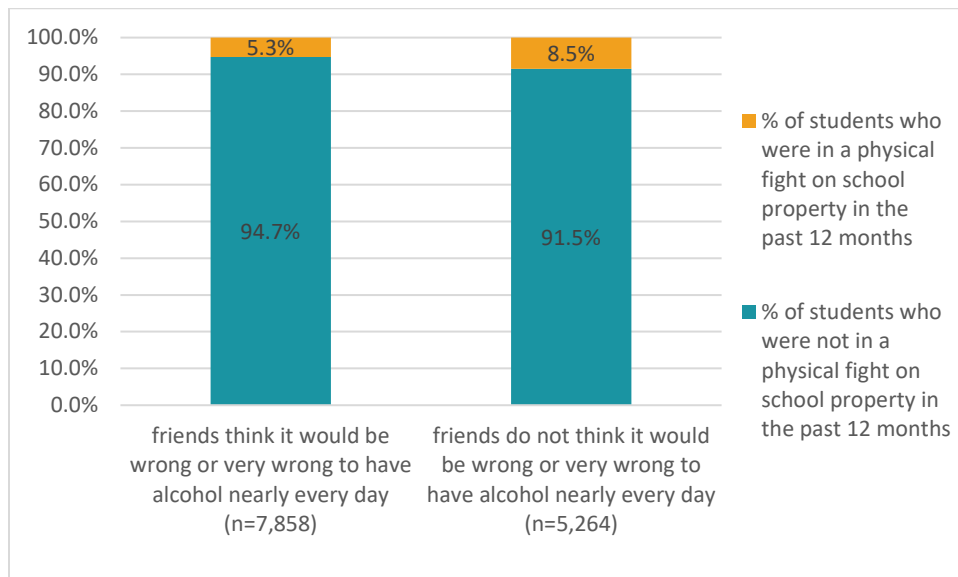


Figure 79: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether their friends think it would be wrong to have 1 or 2 drinks of an alcoholic beverage nearly every day

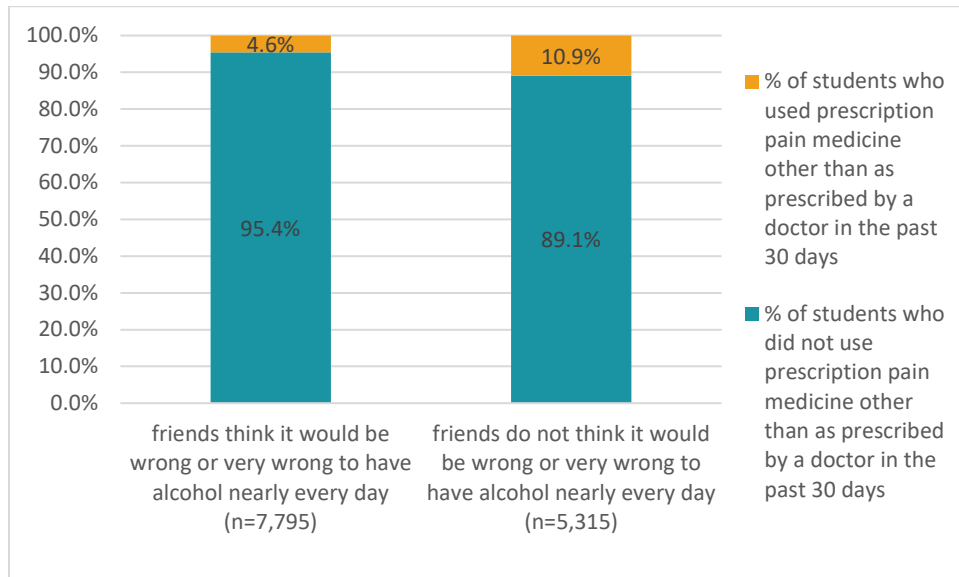


Figure 80: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether their friends think it would be wrong to have 1 or 2 drinks of an alcoholic beverage nearly every day

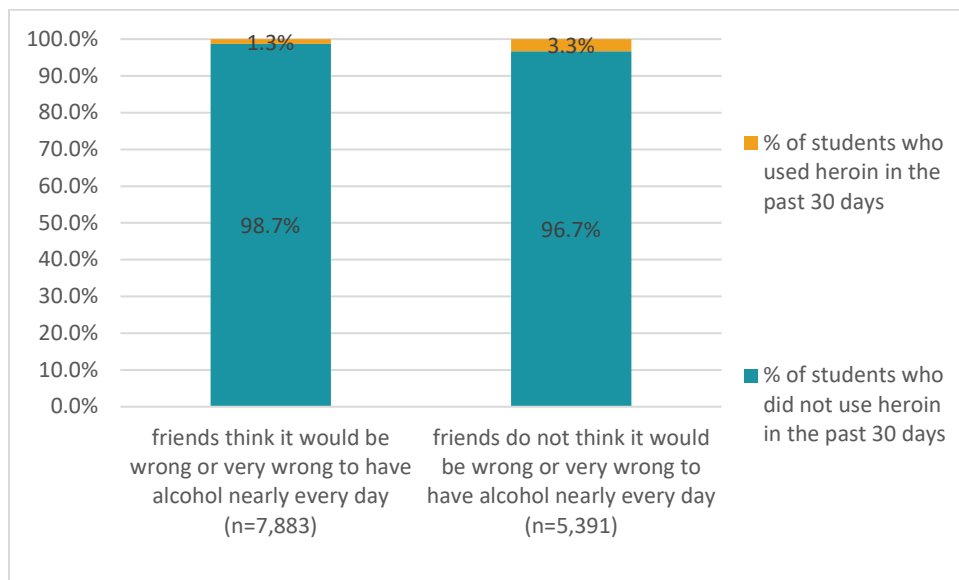
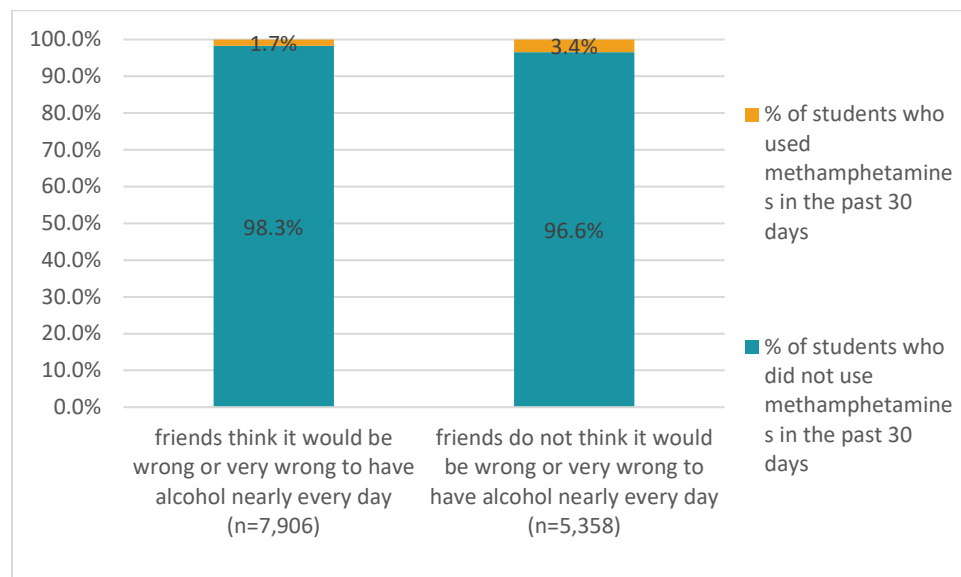


Figure 81: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether their friends think it would be wrong to have 1 or 2 drinks of an alcoholic beverage nearly every day



Parent Perception of Alcohol Use

Figure 82: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether their parents feel it would be wrong to have 1 or 2 drinks of an alcoholic beverage per day

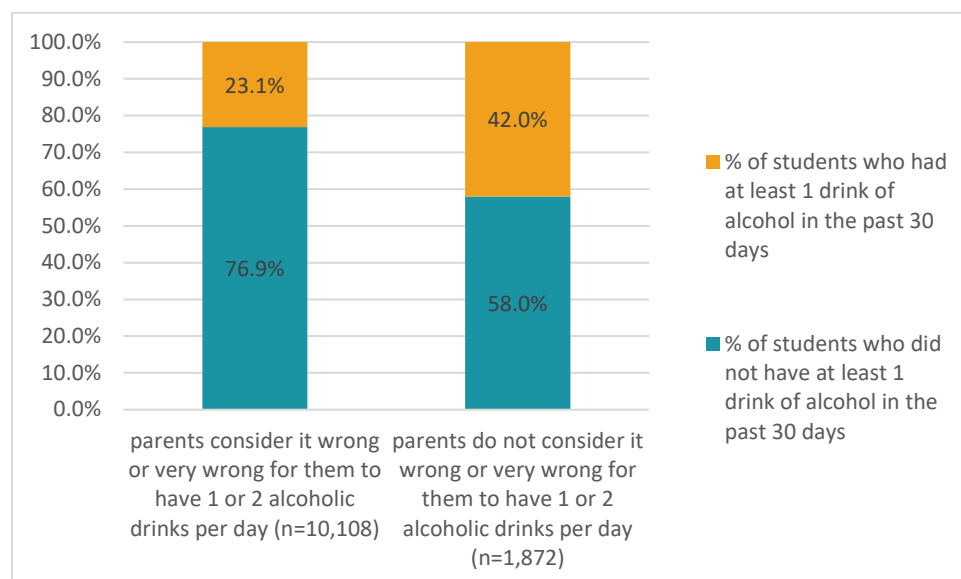


Figure 83: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether their parents feel it would be wrong to have 1 or 2 drinks of an alcoholic beverage per day

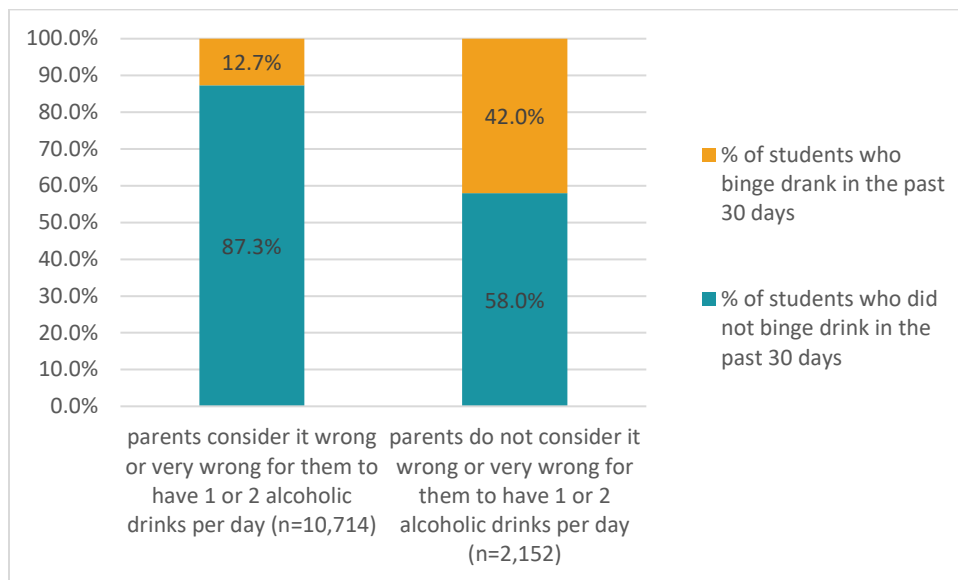


Figure 84: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether their parents feel it would be wrong to have 1 or 2 drinks of an alcoholic beverage per day

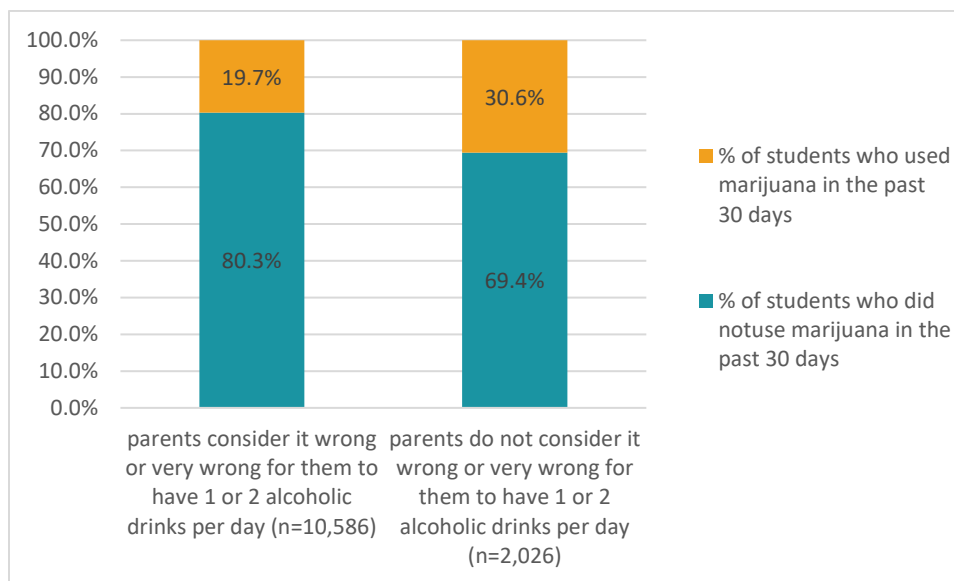


Figure 85: Percentage of all ASD high school students who vaped in the past 30 days compared to whether their parents feel it would be wrong to have 1 or 2 drinks of an alcoholic beverage per day

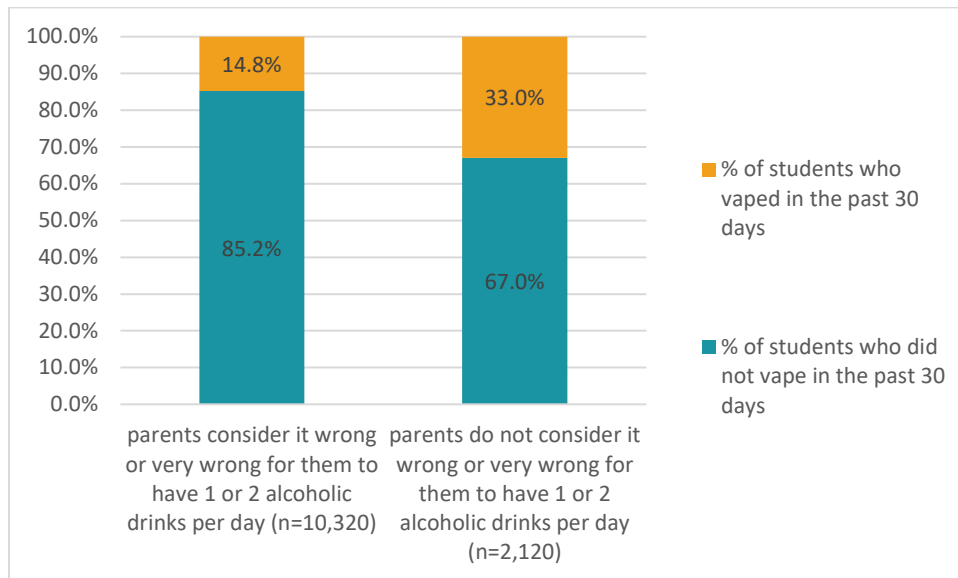


Figure 86: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether their parents feel it would be wrong to have 1 or 2 drinks of an alcoholic beverage per day

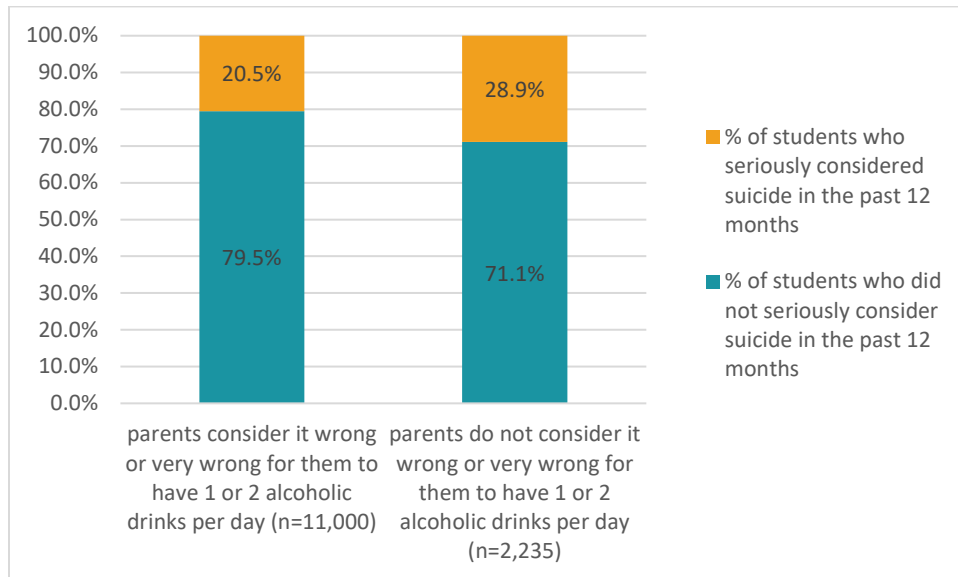


Figure 87: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether their parents feel it would be wrong to have 1 or 2 drinks of an alcoholic beverage per day

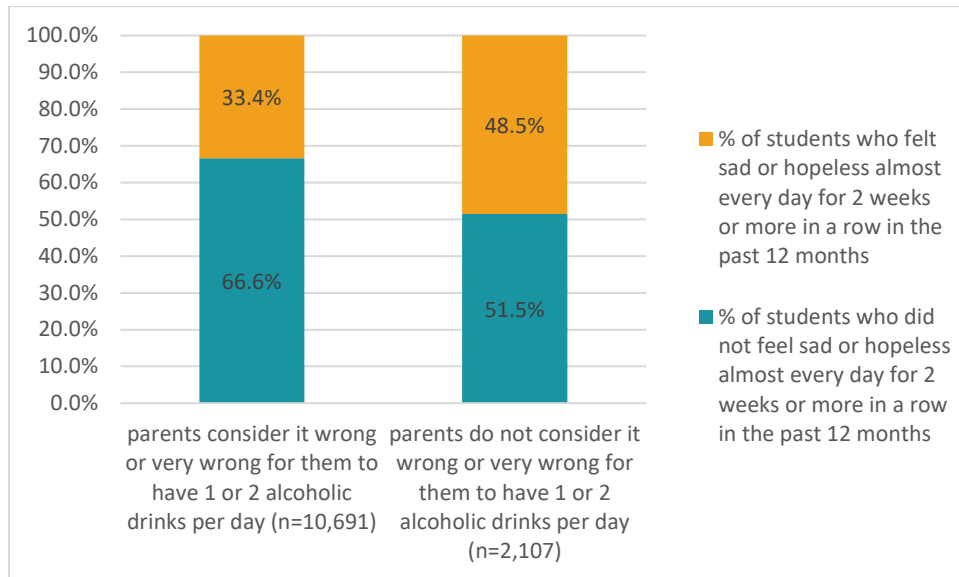


Figure 88: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether their parents feel it would be wrong to have 1 or 2 drinks of an alcoholic beverage per day

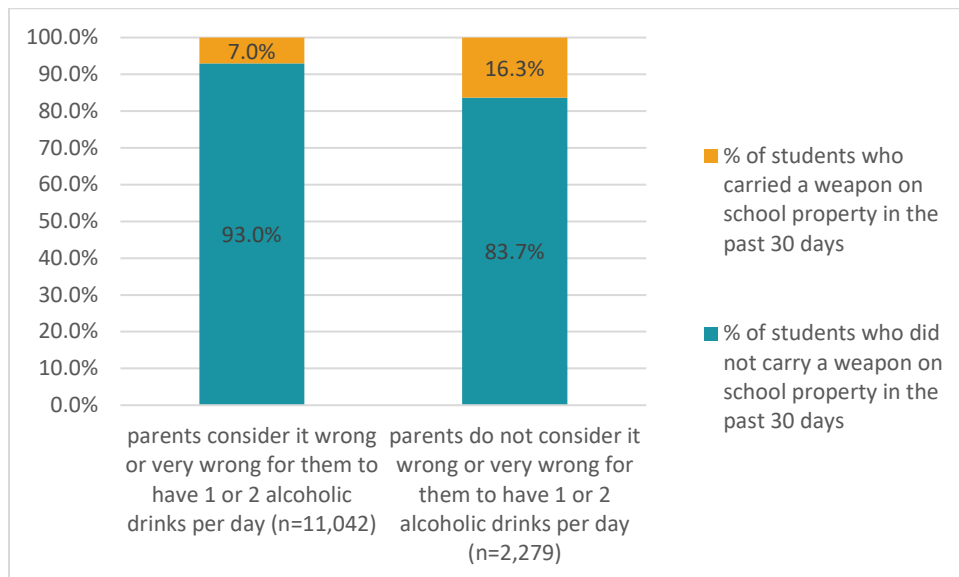


Figure 89: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to whether their parents feel it would be wrong to have 1 or 2 drinks of an alcoholic beverage per day

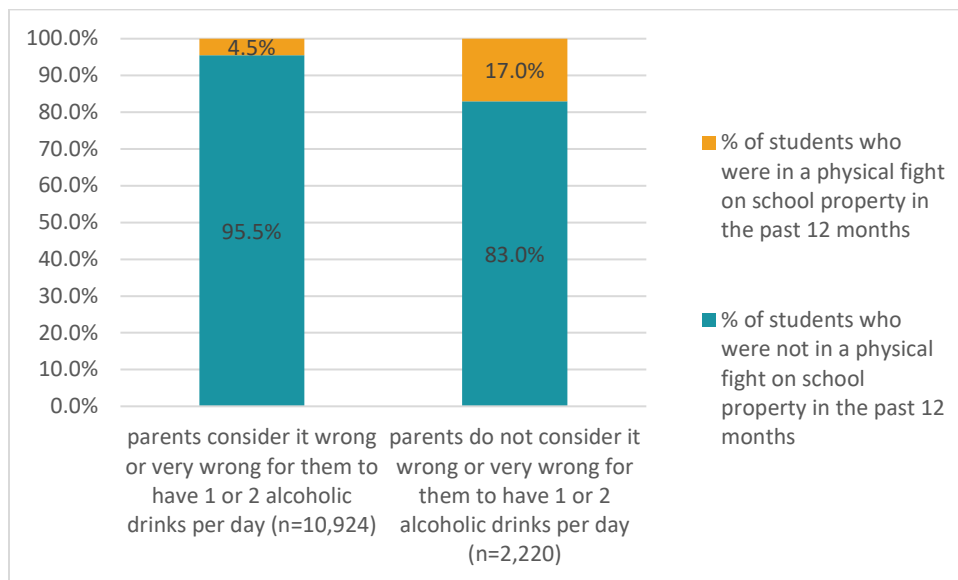


Figure 90: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether their parents feel it would be wrong to have 1 or 2 drinks of an alcoholic beverage per day

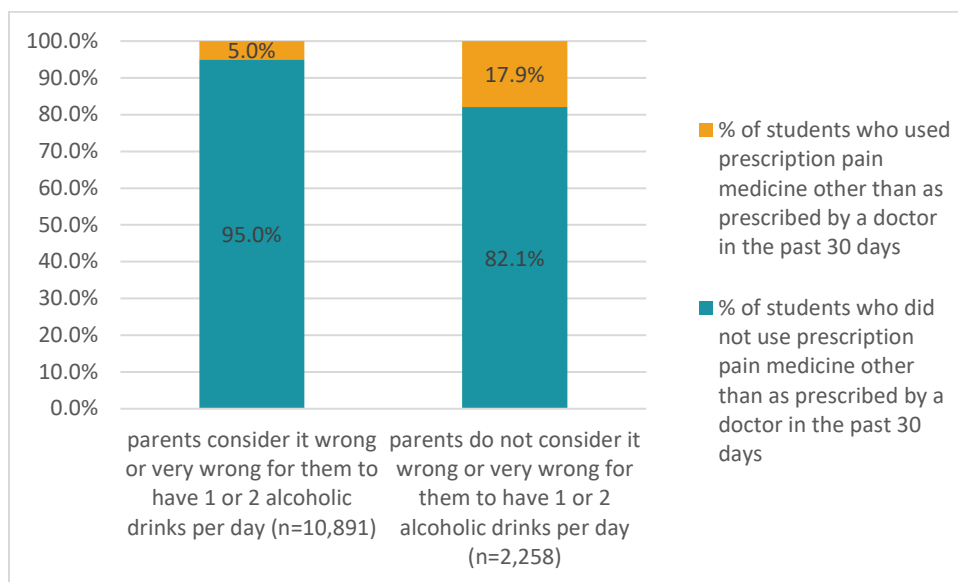


Figure 91: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether their parents feel it would be wrong to have 1 or 2 drinks of an alcoholic beverage per day

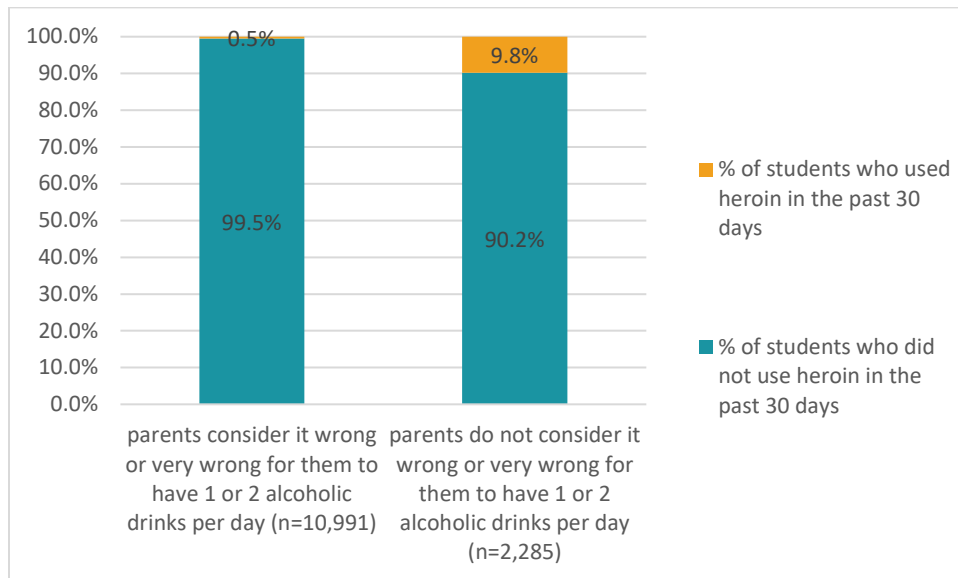
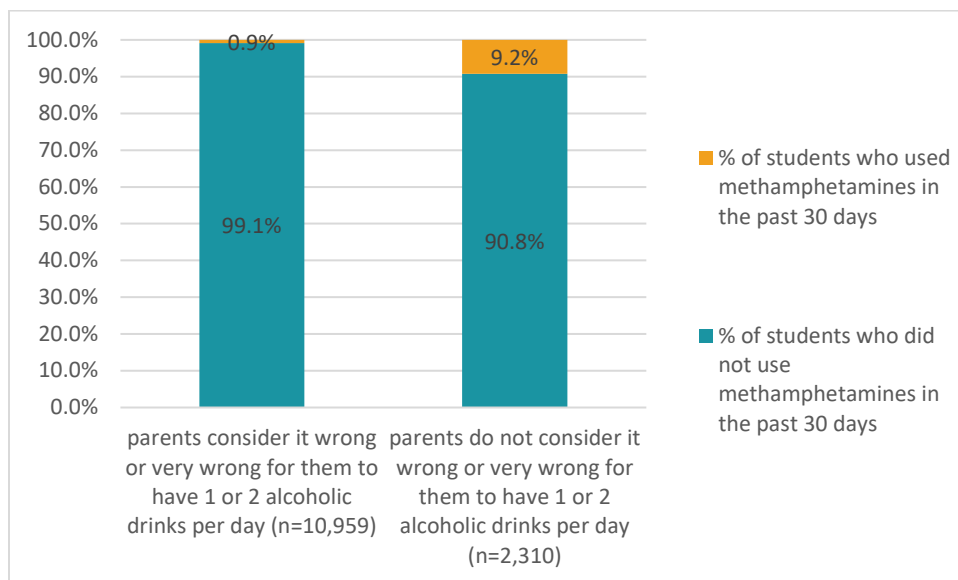


Figure 92: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether their parents feel it would be wrong to have 1 or 2 drinks of an alcoholic beverage per day



Bullying

Figure 93: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether they were bullied on school property in the past year

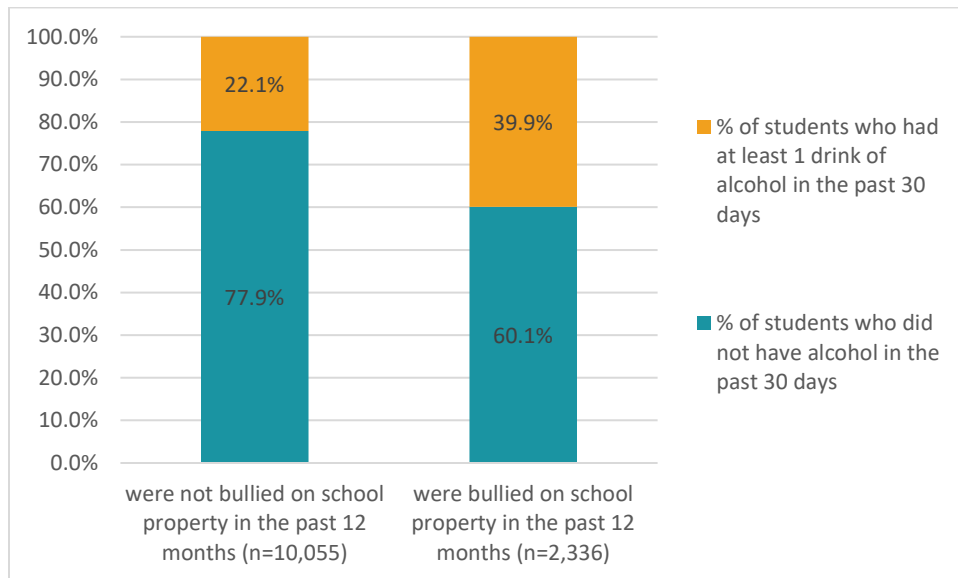


Figure 94: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether they were bullied on school property in the past year

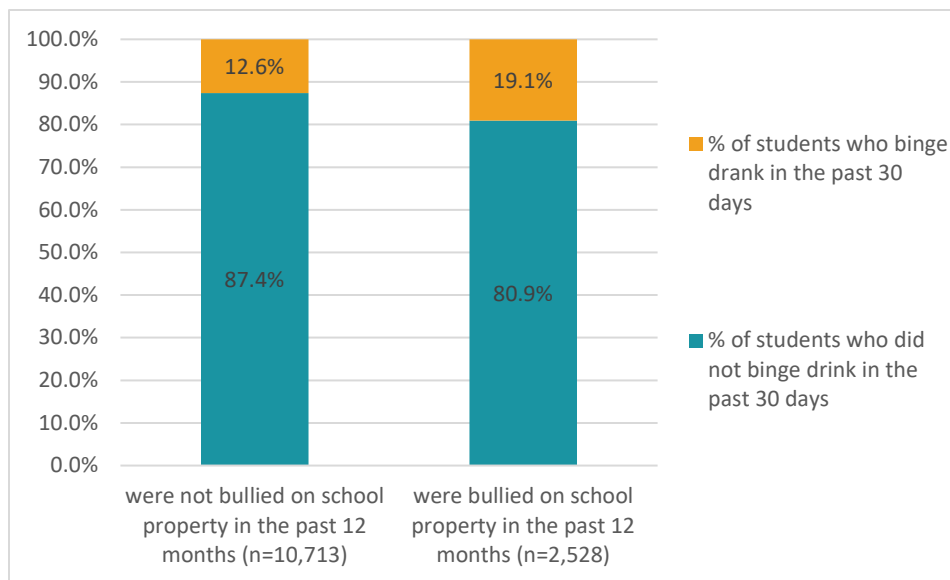


Figure 95: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether they were bullied on school property in the past year

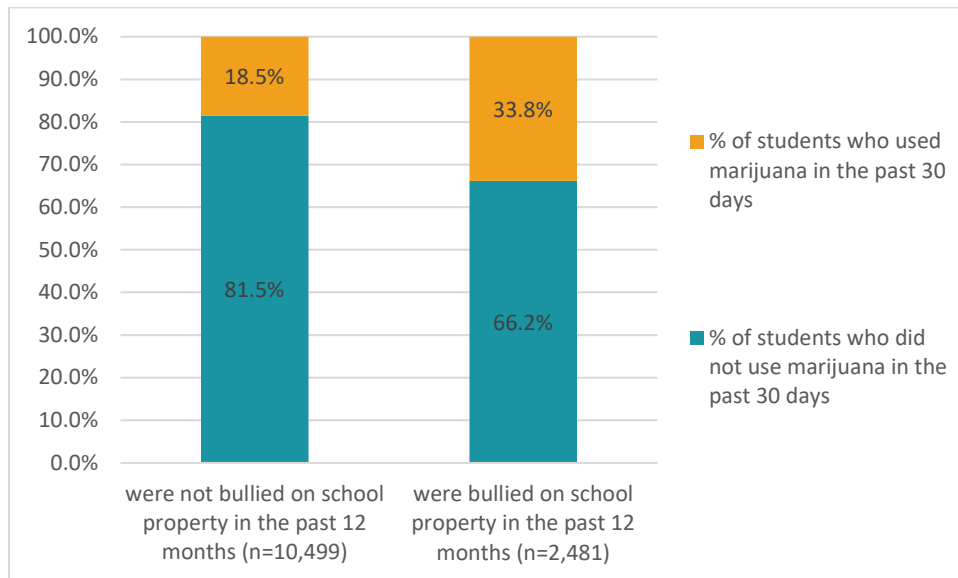


Figure 96: Percentage of all ASD high school students who vaped in the past 30 days compared to whether they were bullied on school property in the past year

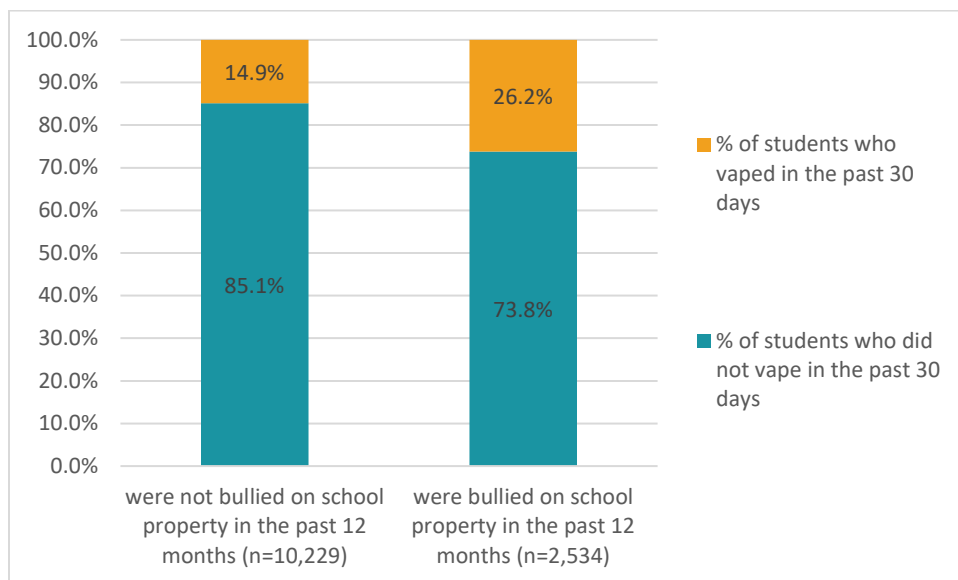


Figure 97: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether they were bullied on school property in the past year

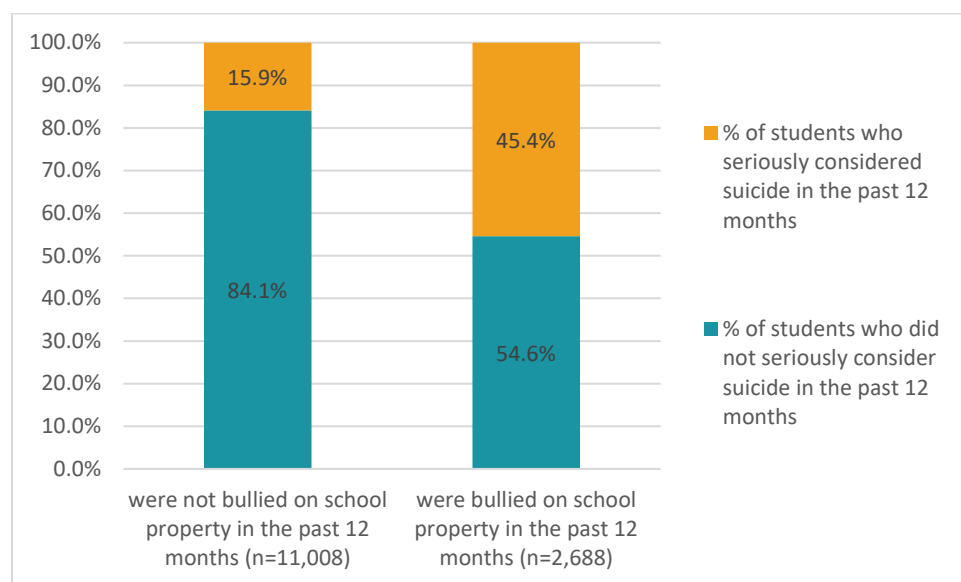


Figure 98: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether they were bullied on school property in the past year

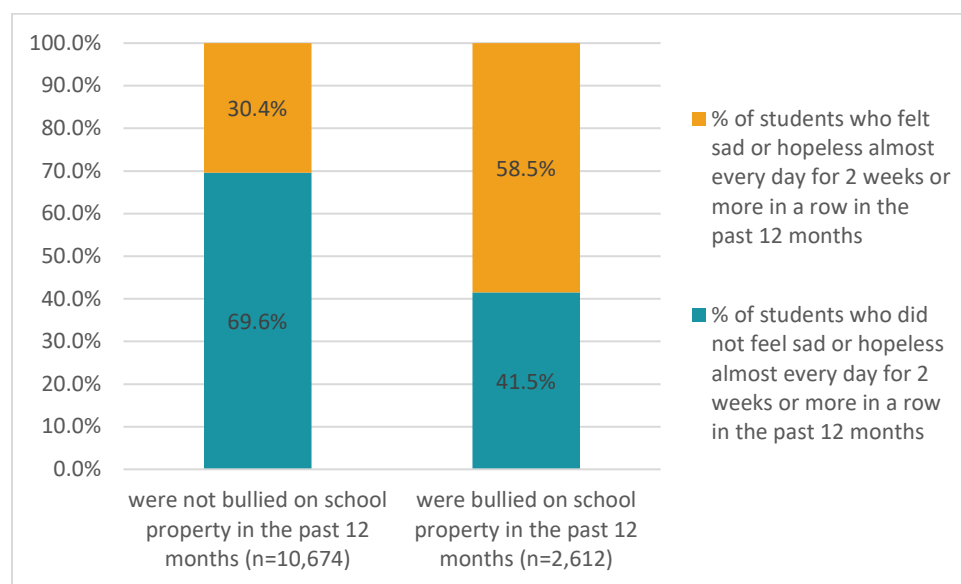


Figure 99: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether they were bullied on school property in the past year

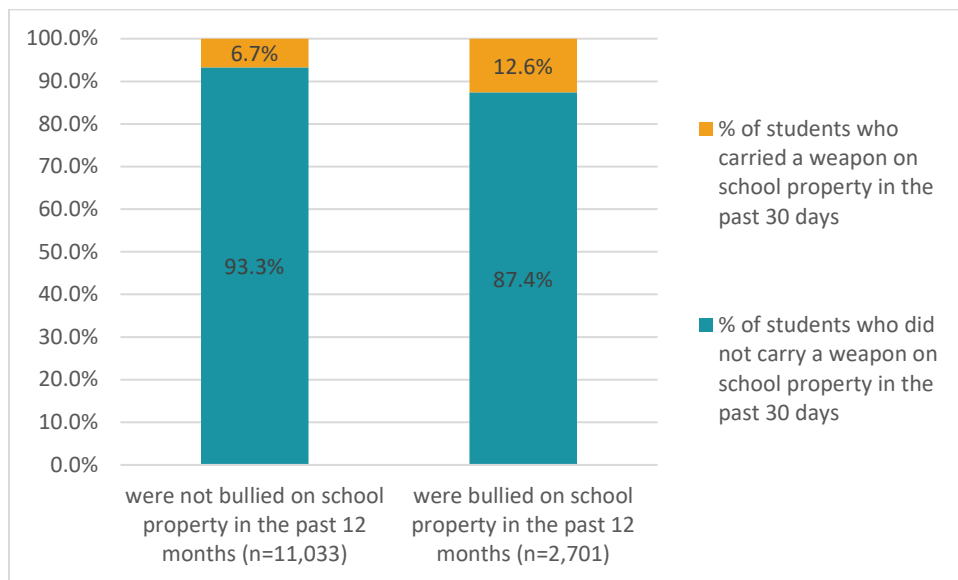


Figure 100: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to whether they were bullied on school property in the past year

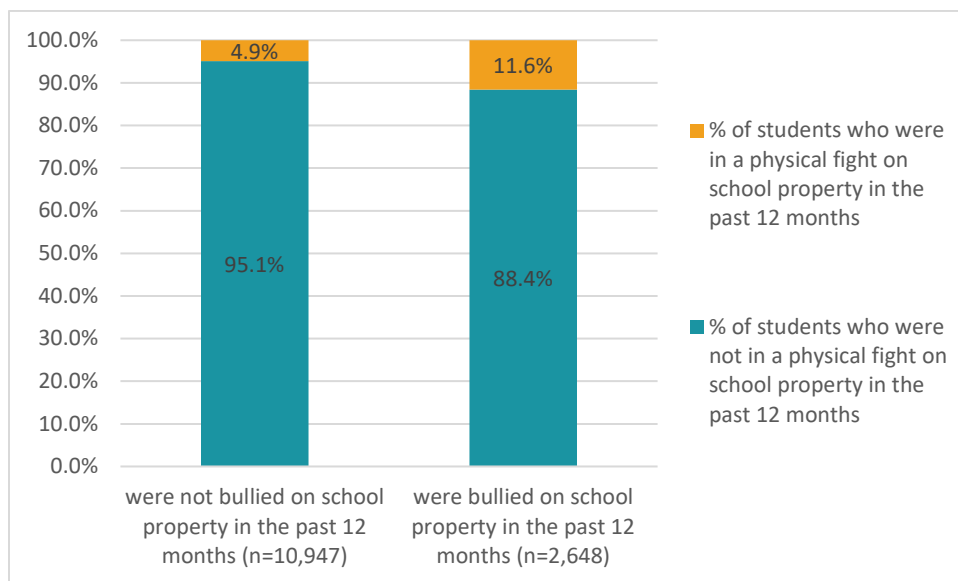


Figure 101: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether they were bullied on school property in the past year

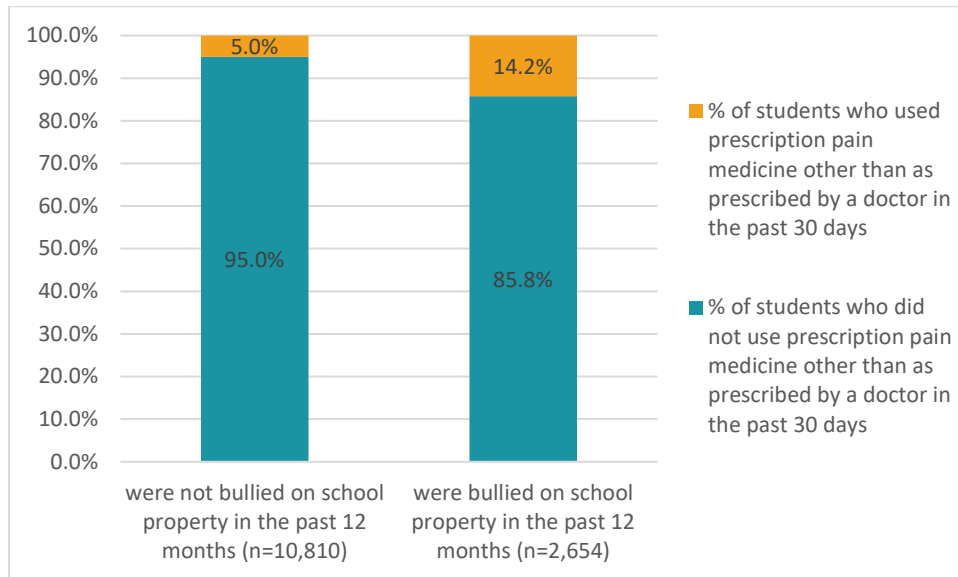


Figure 102: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether they were bullied on school property in the past year

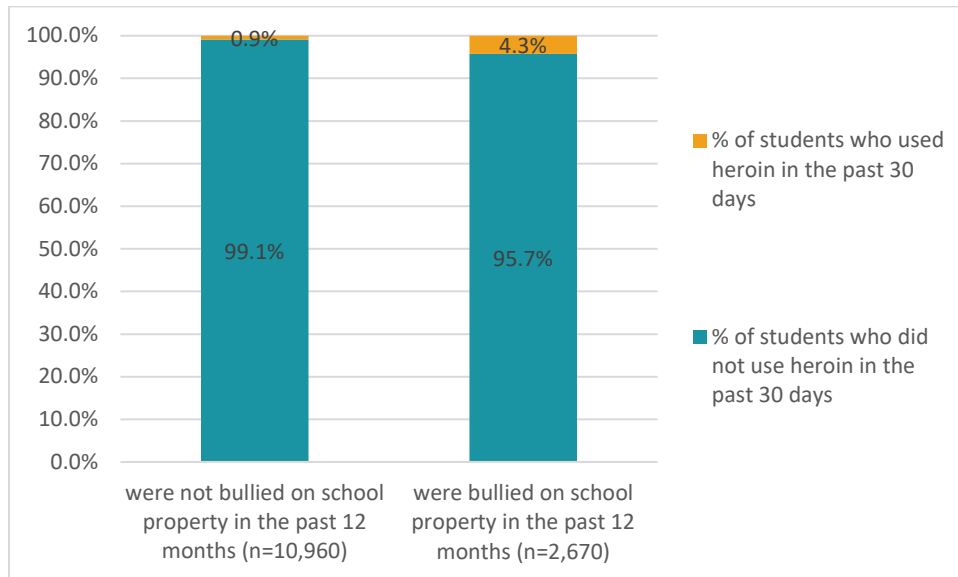
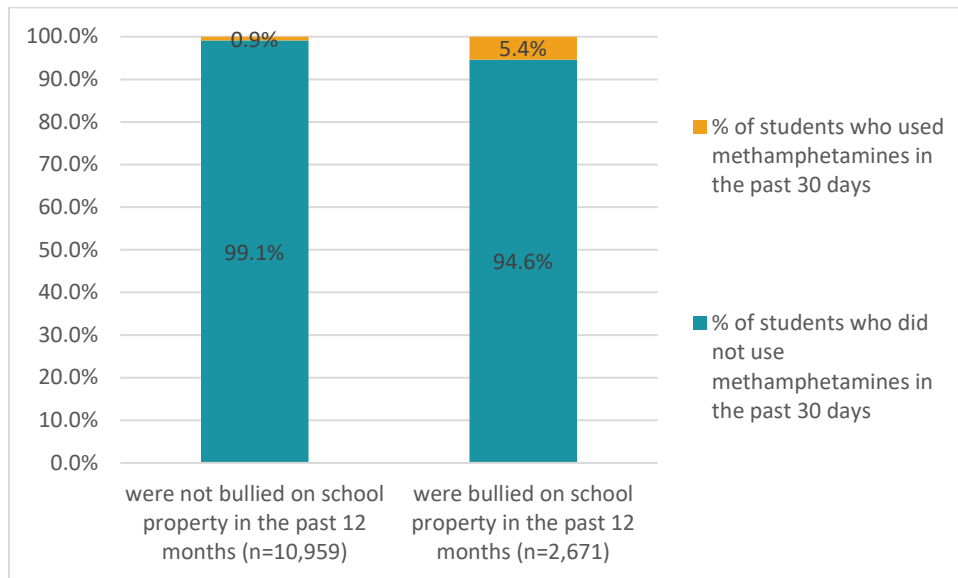


Figure 103: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether they were bullied on school property in the past year



Electronic Bullying

Figure 104: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether they were electronically bullied in the past year

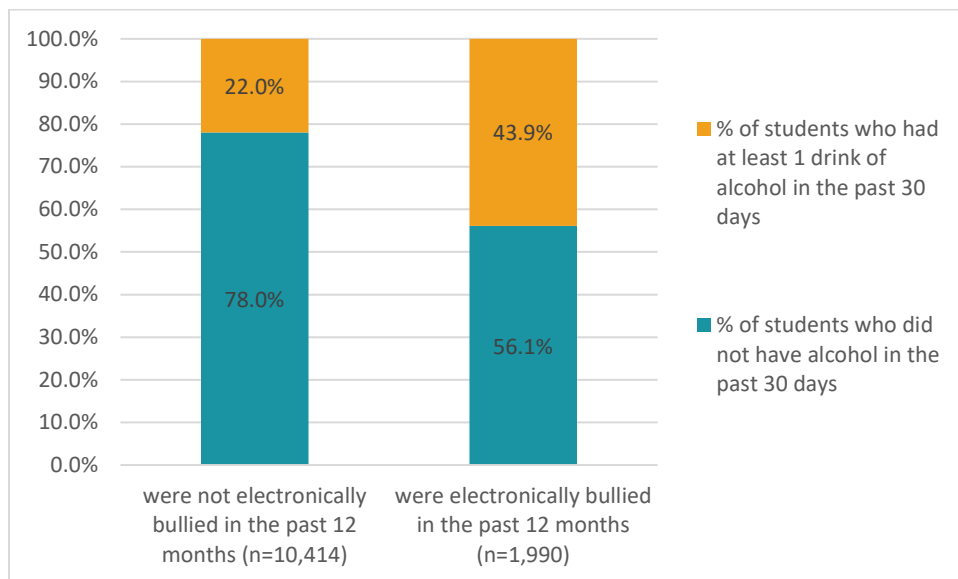


Figure 105: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether they were electronically bullied in the past year

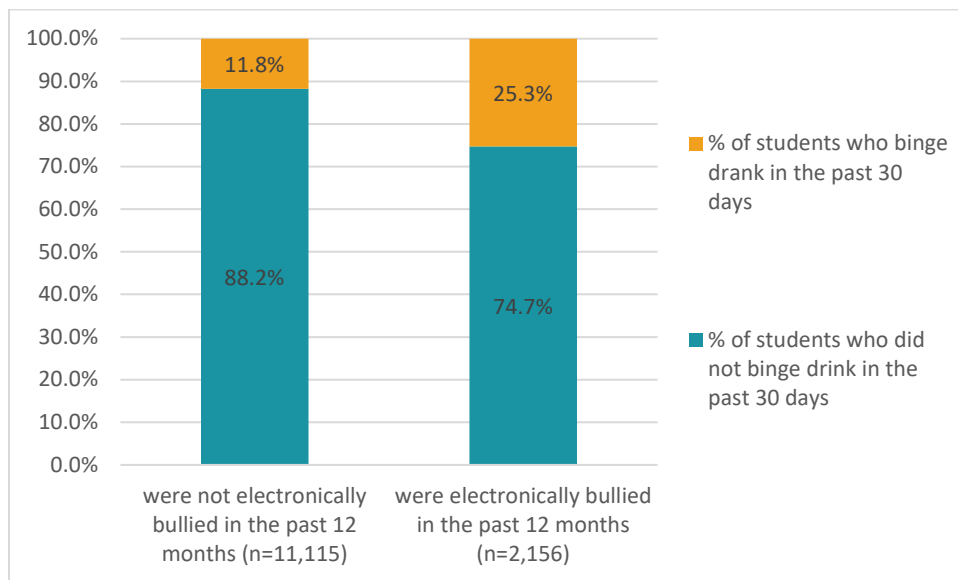


Figure 106: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether they were electronically bullied in the past year

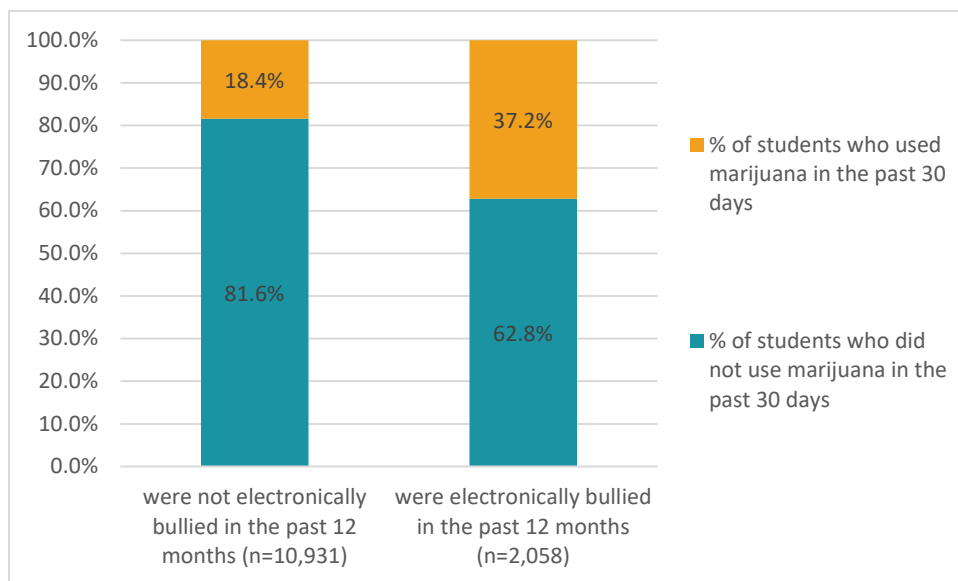


Figure 107: Percentage of all ASD high school students who vaped in the past 30 days compared to whether they were electronically bullied in the past year

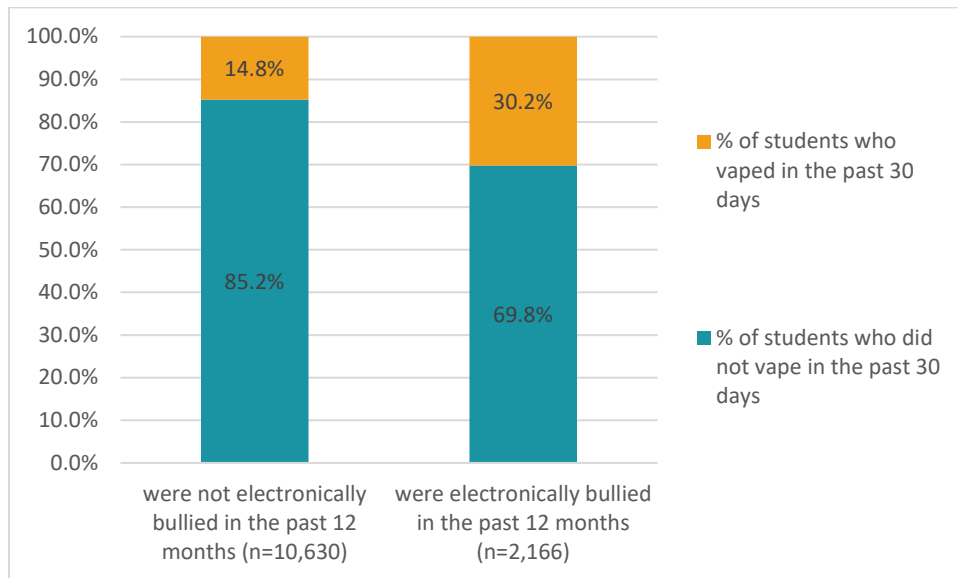


Figure 108: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether they were electronically bullied in the past year

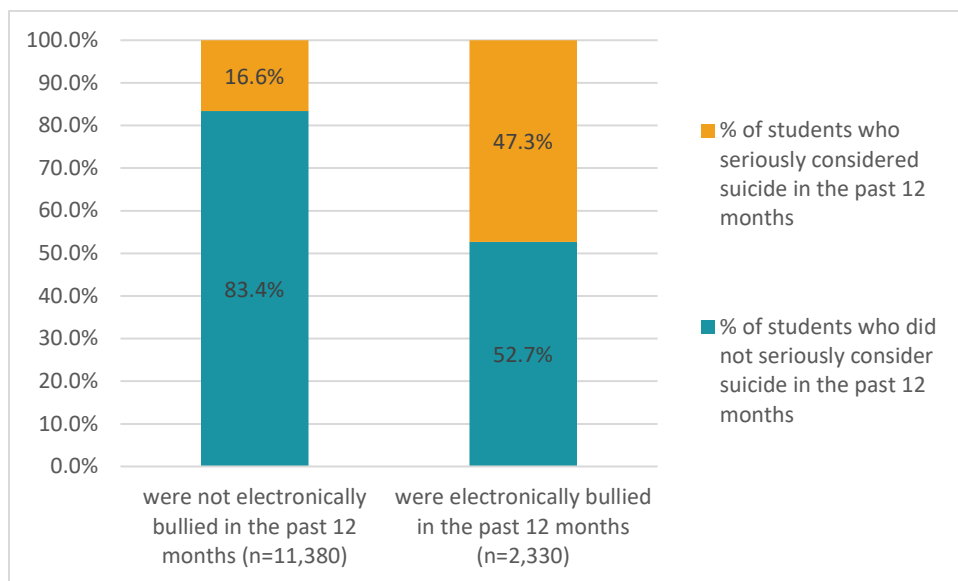


Figure 109: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether they were electronically bullied in the past year

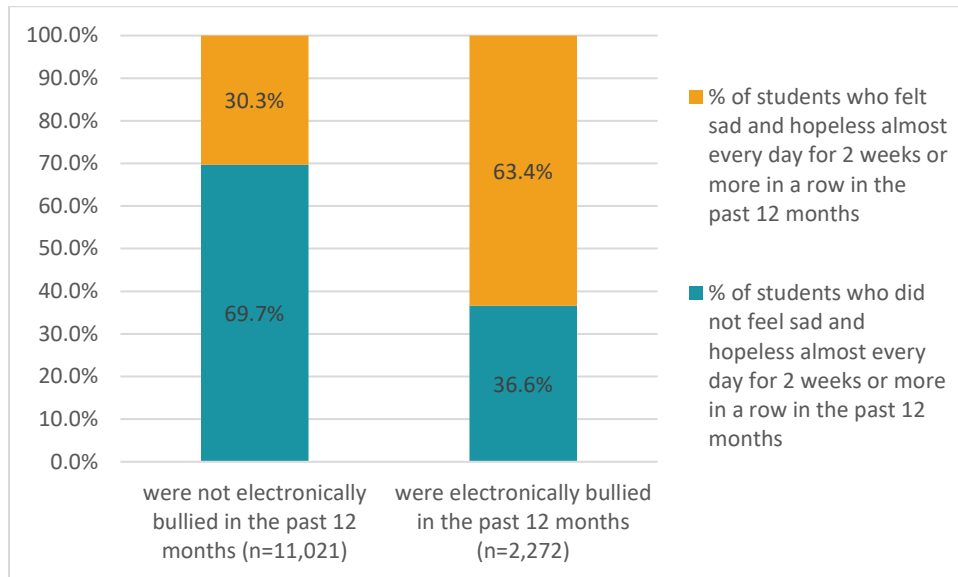


Figure 110: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether they were electronically bullied in the past year

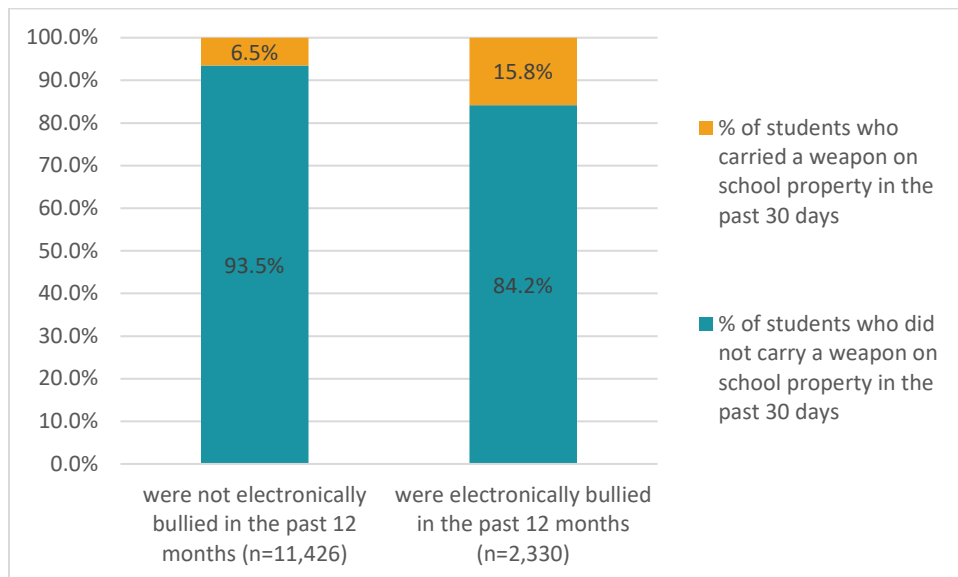


Figure 111: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to whether they were electronically bullied in the past year

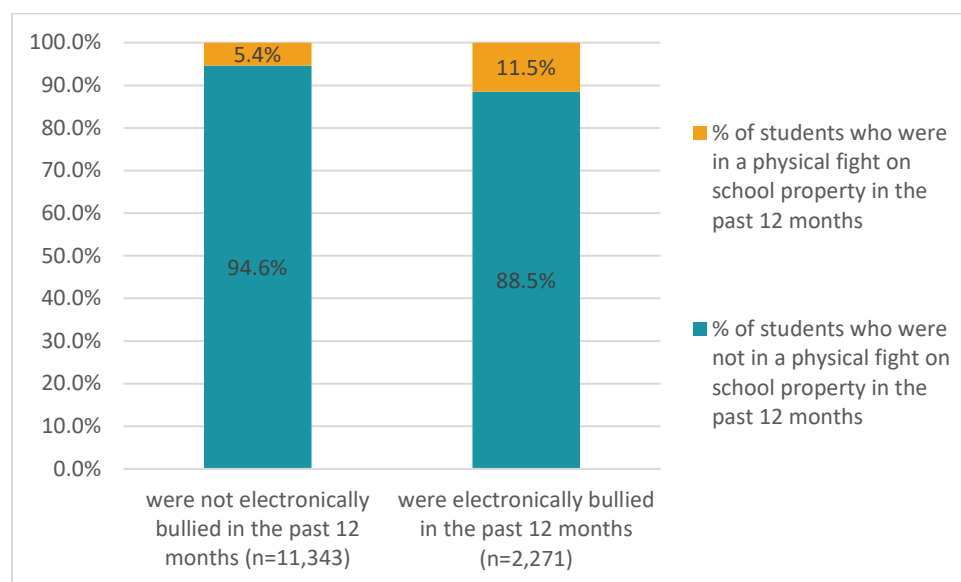


Figure 112: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether they were electronically bullied in the past year

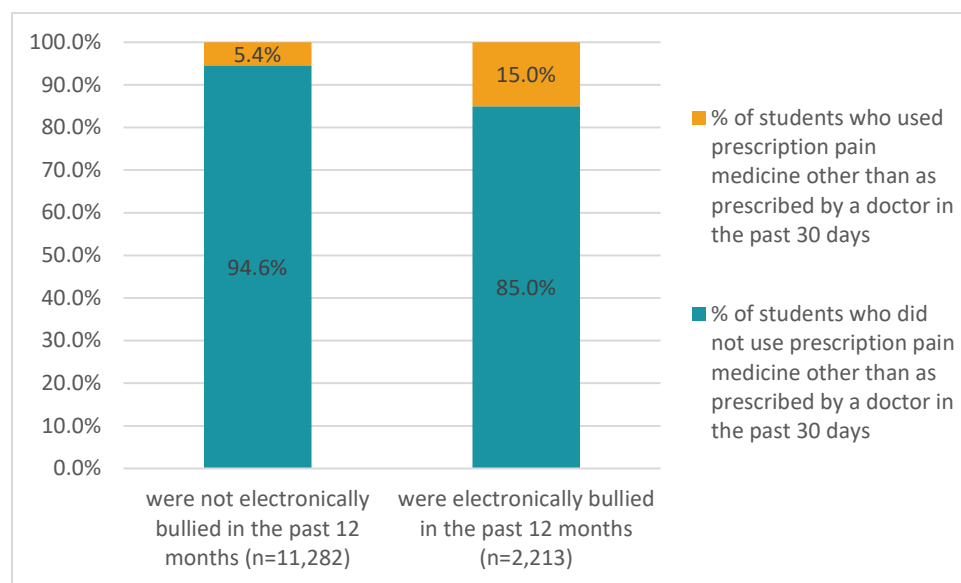


Figure 113: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether they were electronically bullied in the past year

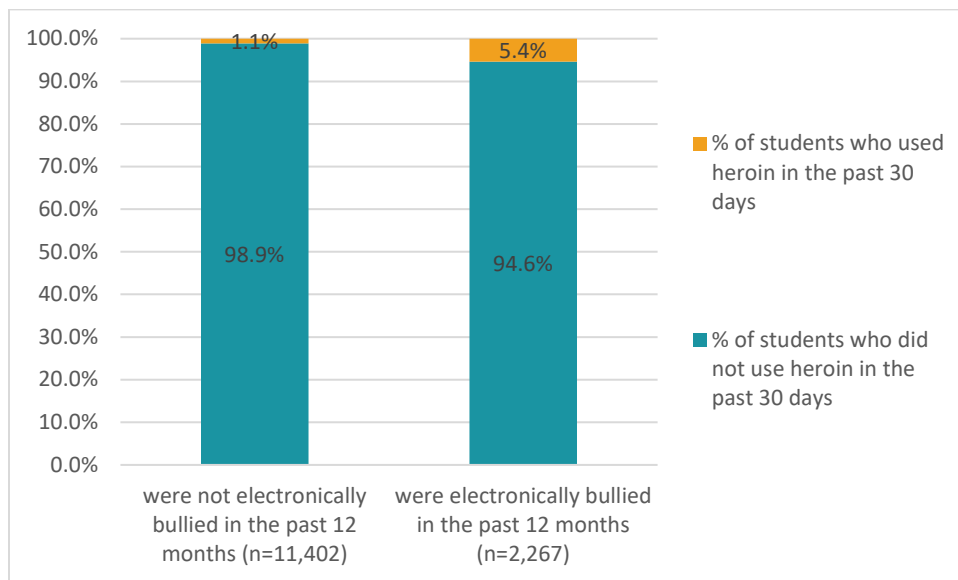
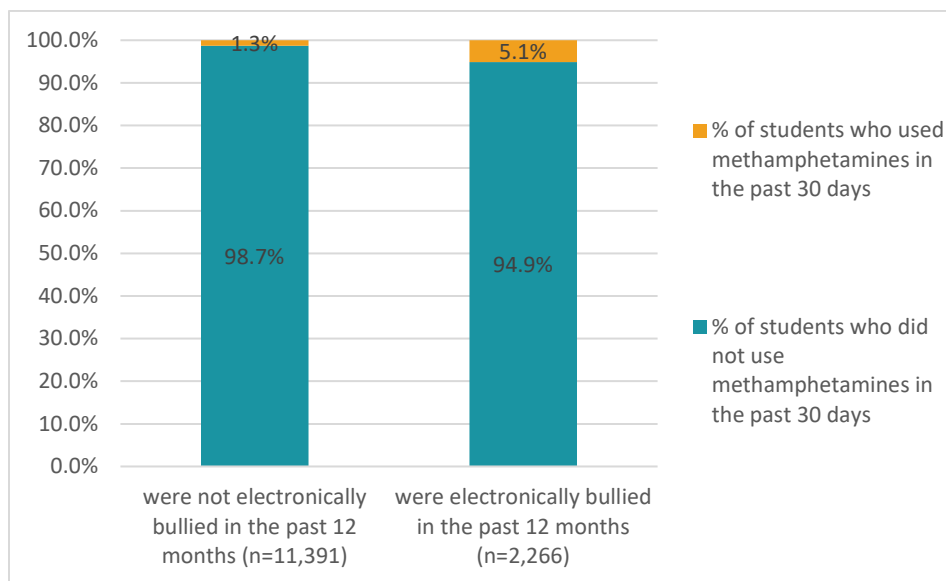


Figure 114: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether they were electronically bullied in the past year



Dating Violence

Figure 115: Percentage of all ASD high school students who dated or went out with someone that had at least 1 drink of alcohol in the past 30 days compared to whether they were physically hurt on purpose by someone they were dating or went with in the past year

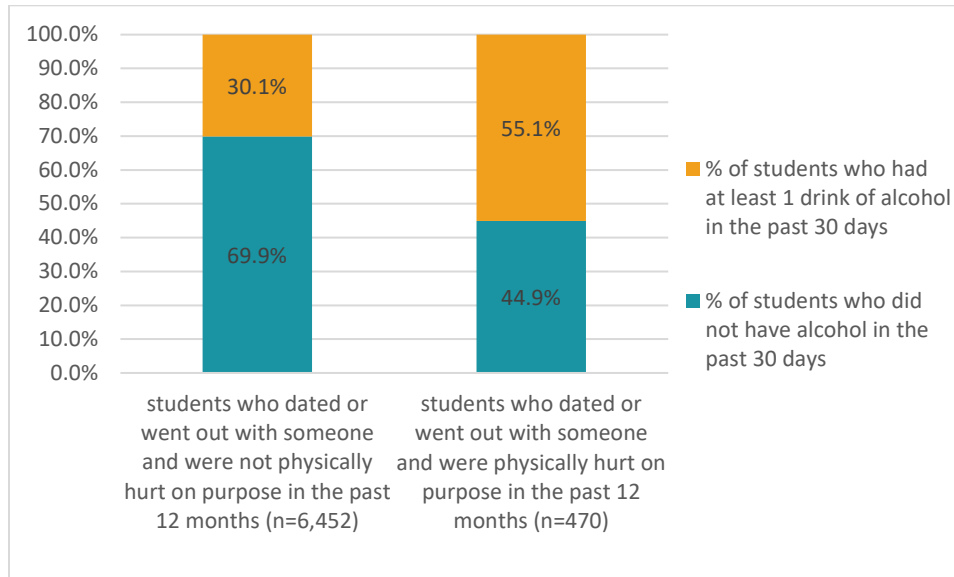


Figure 116: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether they were physically hurt on purpose by someone they were dating or went with in the past year

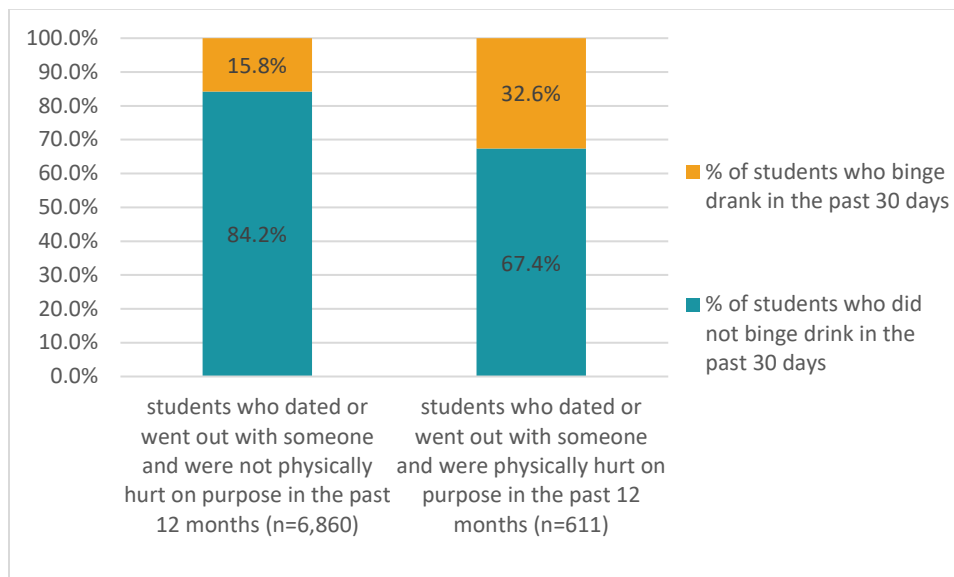


Figure 117: Percentage of all ASD high school students who dated or went out with someone that used marijuana in the past 30 days compared to whether they were physically hurt on purpose by someone they were dating or went with in the past year

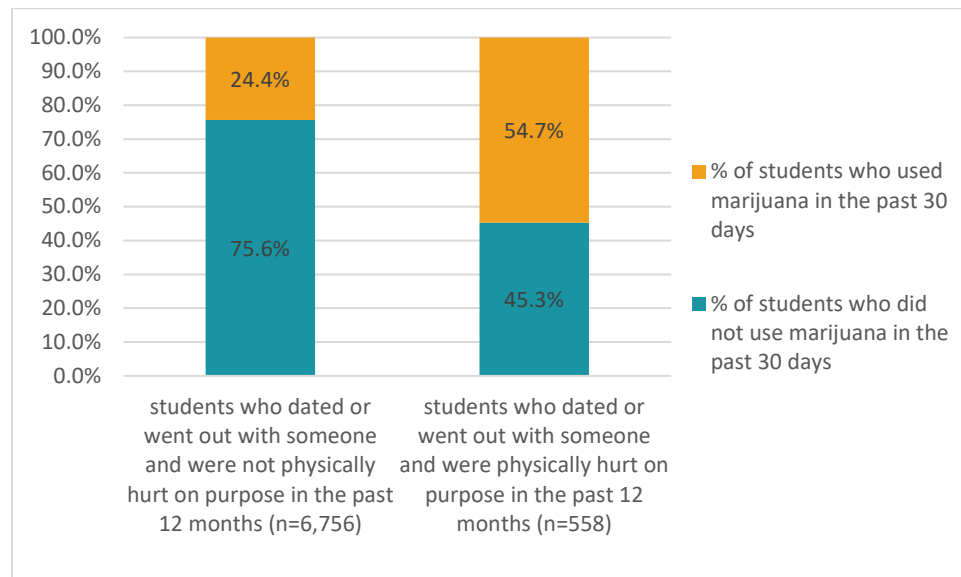


Figure 118: Percentage of all ASD high school students who dated or went out with someone that vaped in the past 30 days compared to whether they were physically hurt on purpose by someone they were dating or went with in the past year

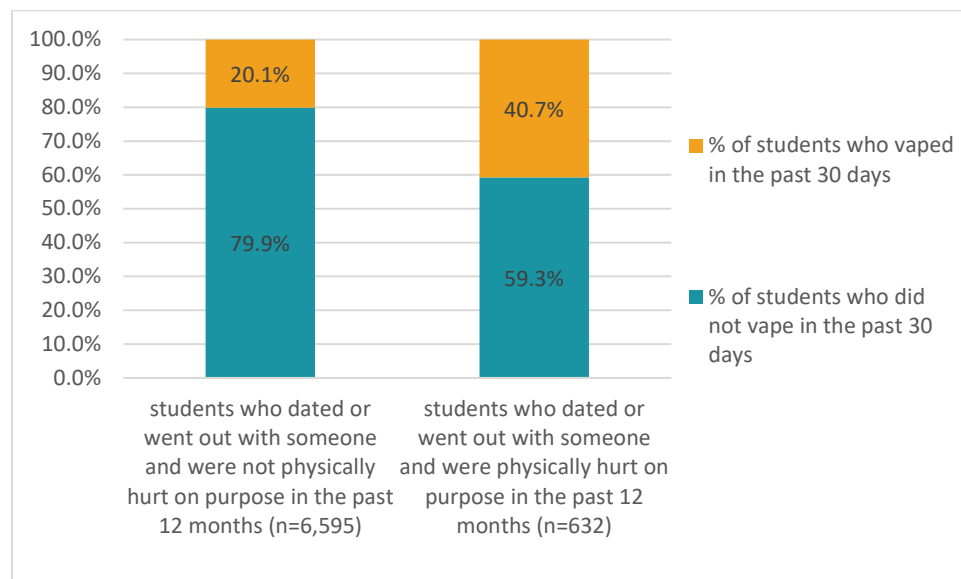


Figure 119: Percentage of all ASD high school students who dated or went out with someone that seriously considered attempting suicide in the past 12 months compared to whether they were physically hurt on purpose by someone they were dating or went with in the past year

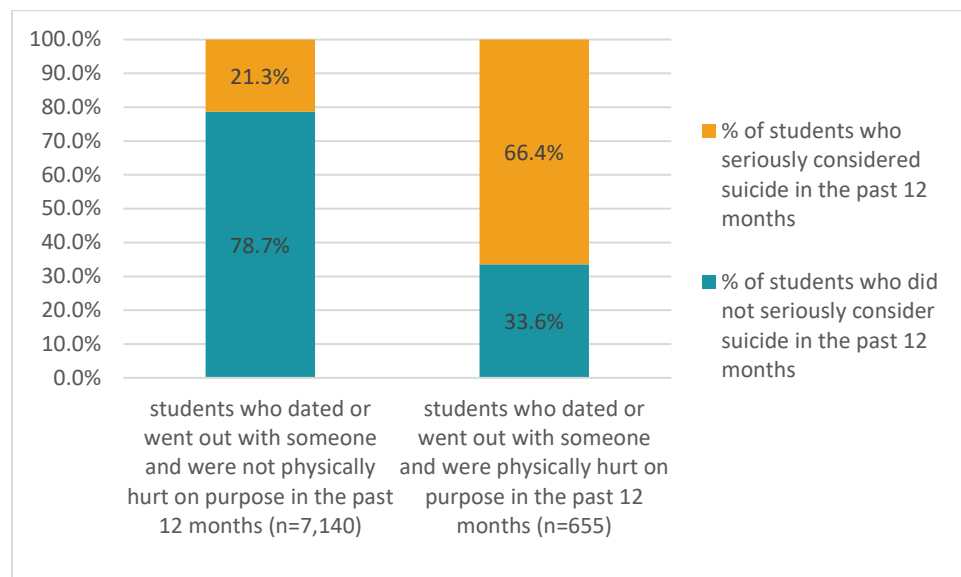


Figure 120: Percentage of all ASD high school students who dated or went out with someone that felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether they were physically hurt on purpose by someone they were dating or went with in the past year

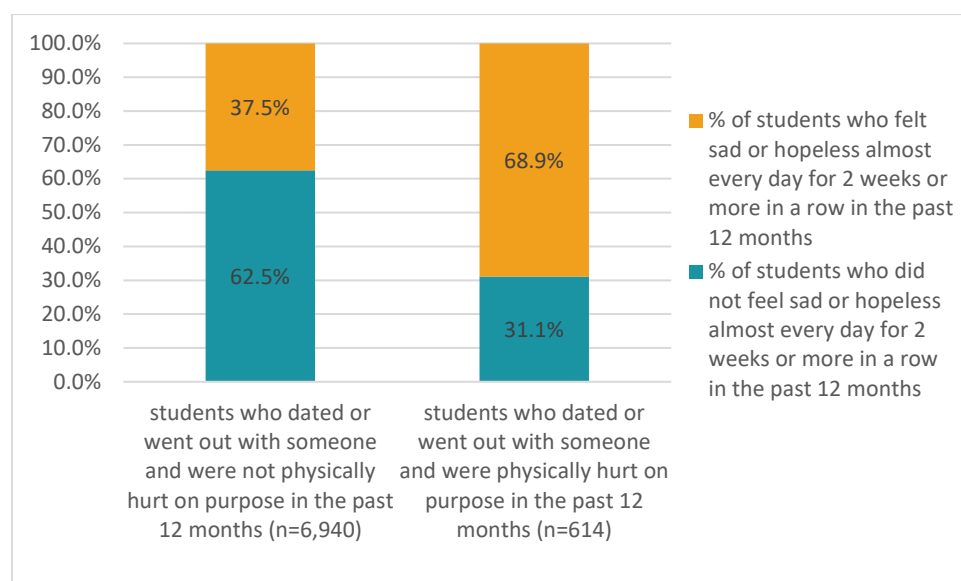


Figure 121: Percentage of all ASD high school students who dated or went out with someone that carried a weapon on school property in the past 30 days compared to whether they were physically hurt on purpose by someone they were dating or went with in the past year

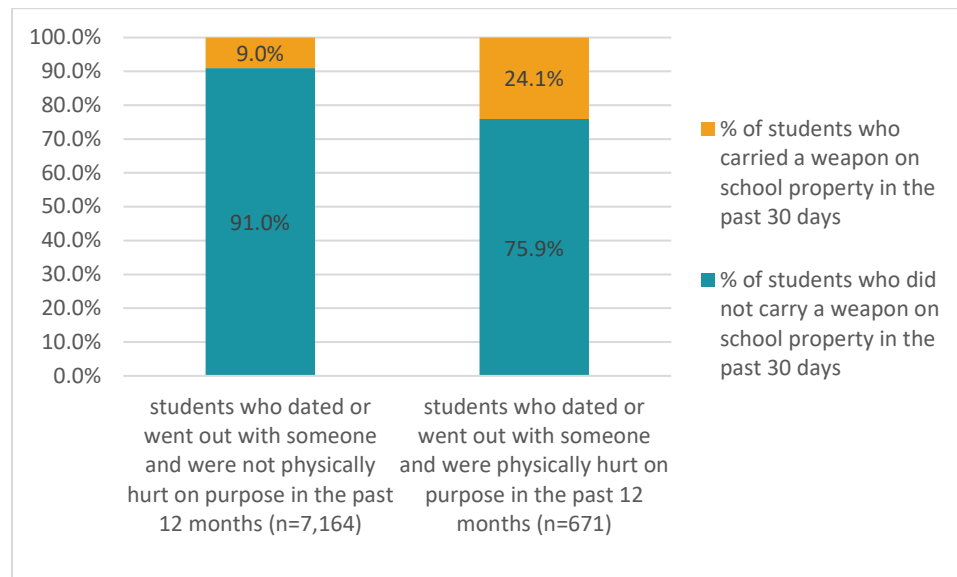


Figure 122: Percentage of all ASD high school students who dated or went out with someone that got into a fight on school property in the past 30 days compared to whether they were physically hurt on purpose by someone they were dating or went with in the past year

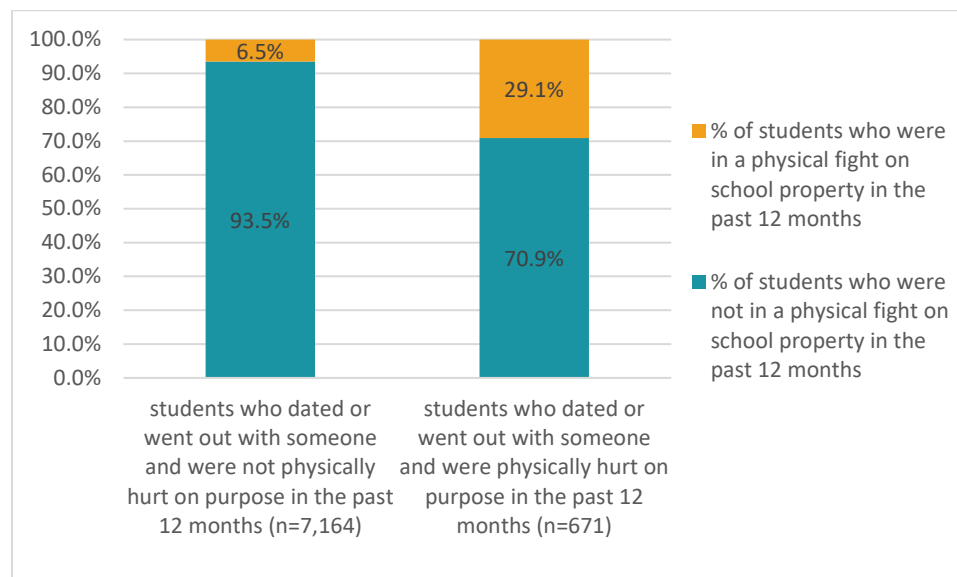


Figure 123: Percentage of all ASD high school students who dated or went out with someone that used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether they were physically hurt on purpose by someone they were dating or went with in the past year

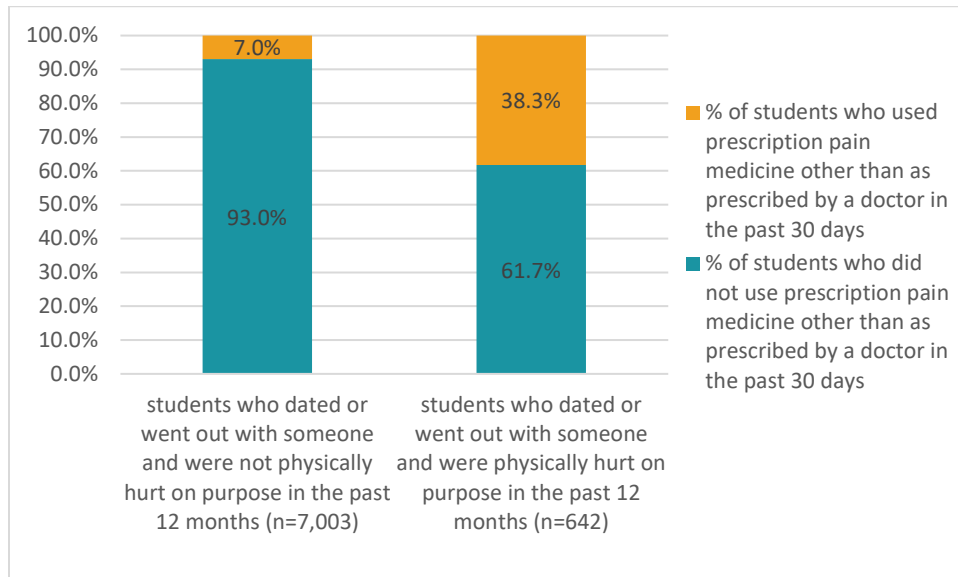


Figure 124: Percentage of all ASD high school students who dated or went out with someone that used heroin in the past 30 days compared to whether they were physically hurt on purpose by someone they were dating or went with in the past year

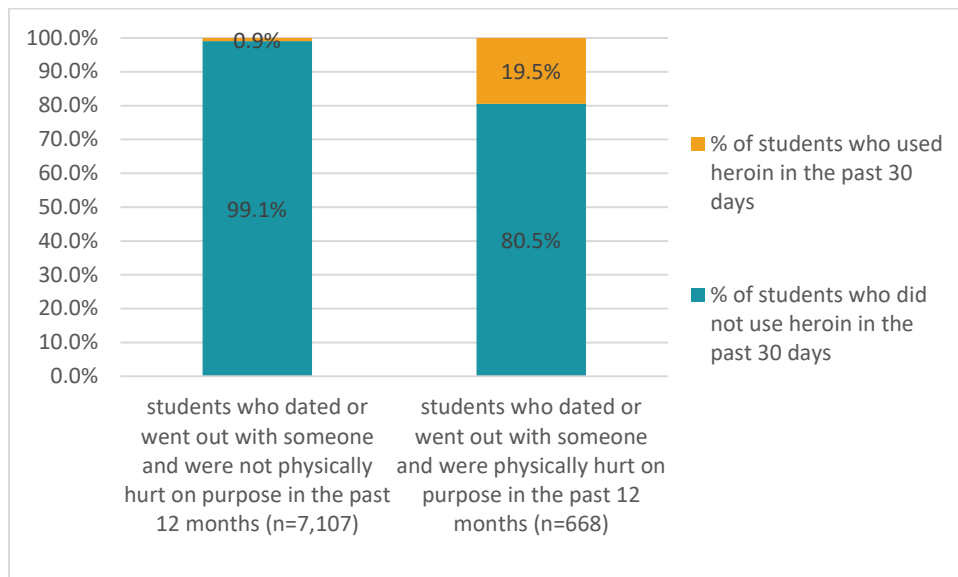
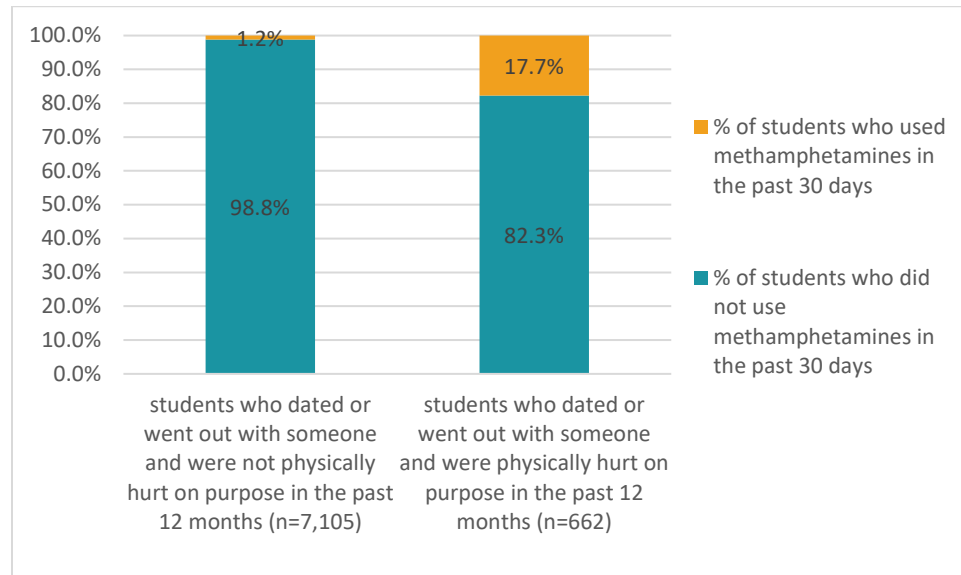


Figure 125: Percentage of all ASD high school students who dated or went out with someone that used methamphetamines in the past 30 days compared to whether they were physically hurt on purpose by someone they were dating or went with in the past year



Felt Unsafe at School

Figure 126: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether they missed school in the past 30 days because they felt unsafe at school or on their way to or from school

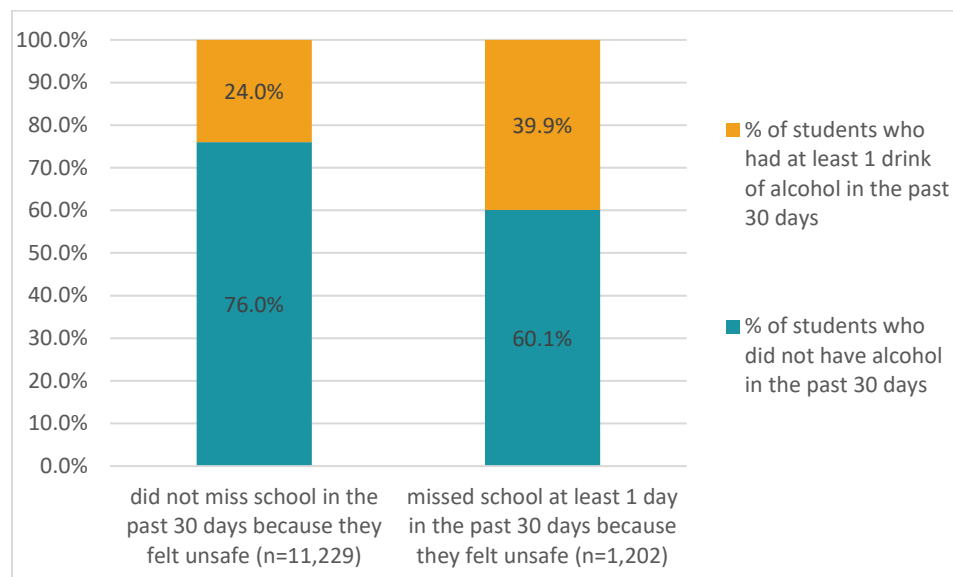


Figure 127: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether they missed school in the past 30 days because they felt unsafe at school or on their way to or from school

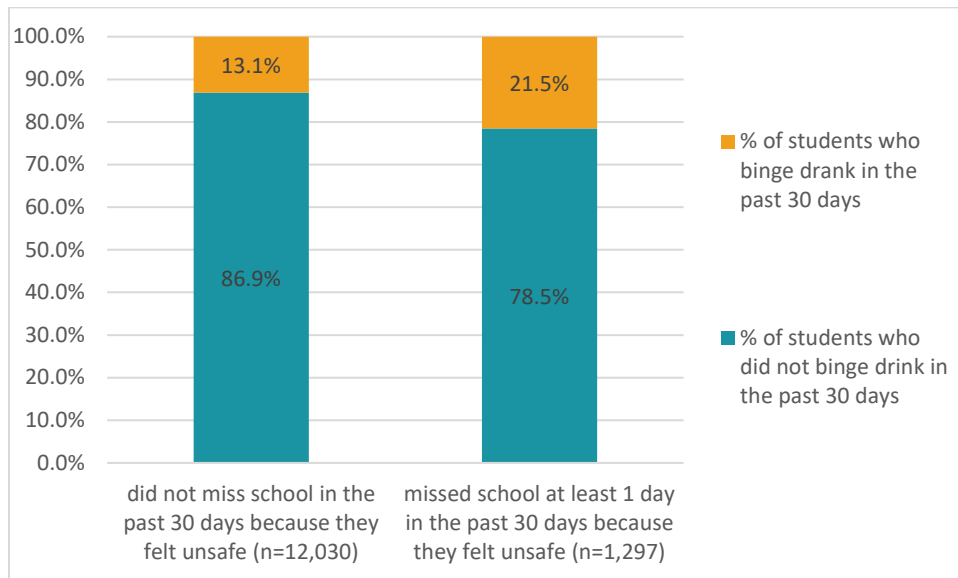


Figure 128: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether they missed school in the past 30 days because they felt unsafe at school or on their way to or from school

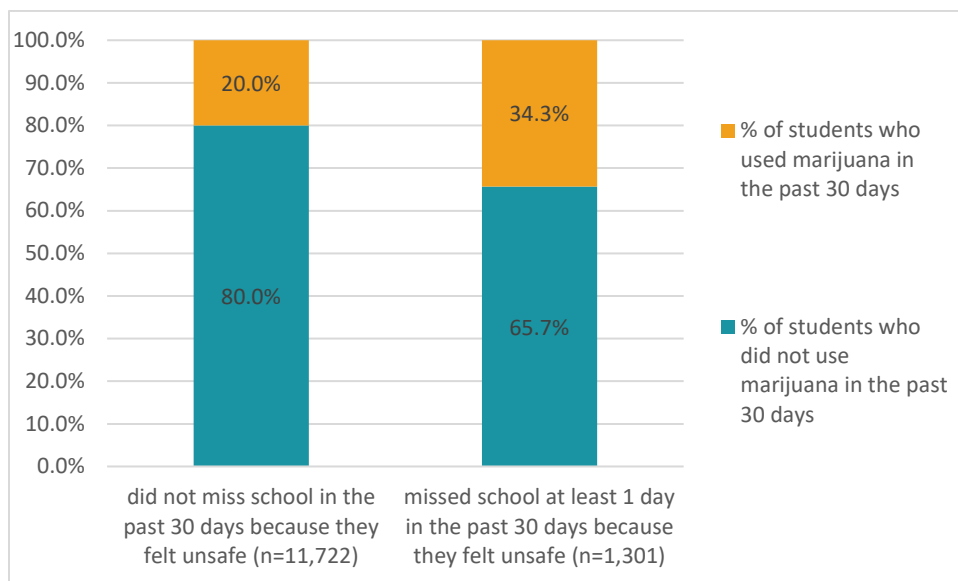


Figure 129: Percentage of all ASD high school students who vaped in the past 30 days compared to whether they missed school in the past 30 days because they felt unsafe at school or on their way to or from school

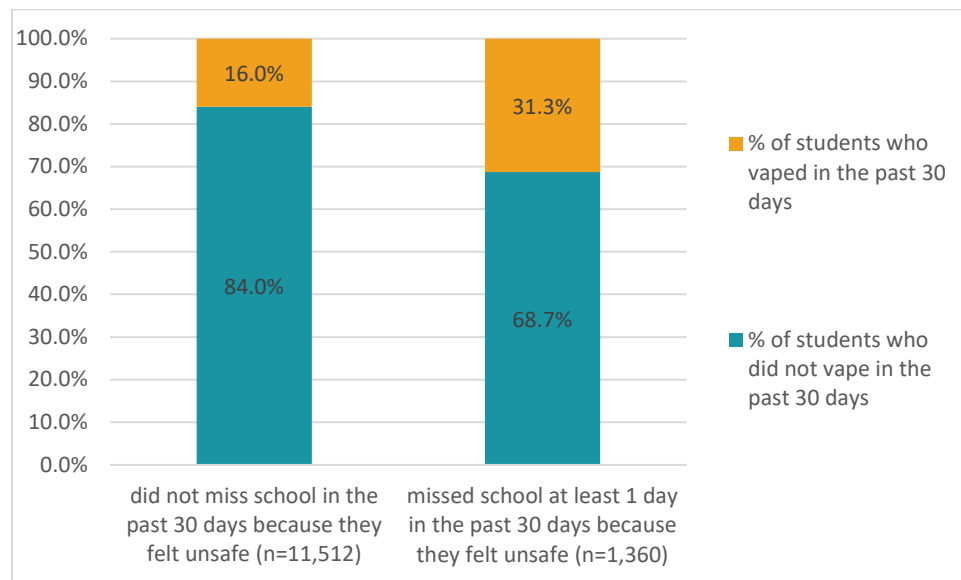


Figure 130: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether they missed school in the past 30 days because they felt unsafe at school or on their way to or from school

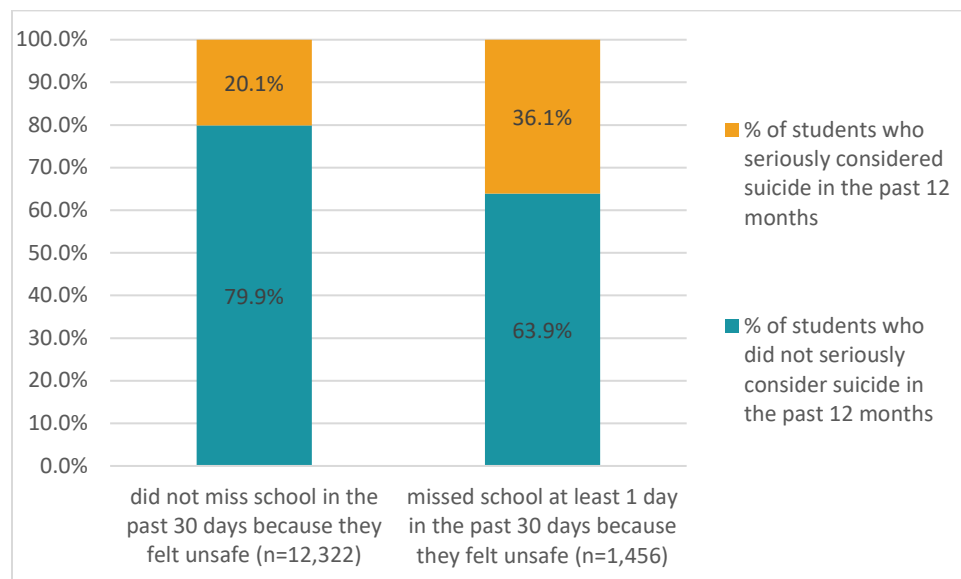


Figure 131: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether they missed school in the past 30 days because they felt unsafe at school or on their way to or from school

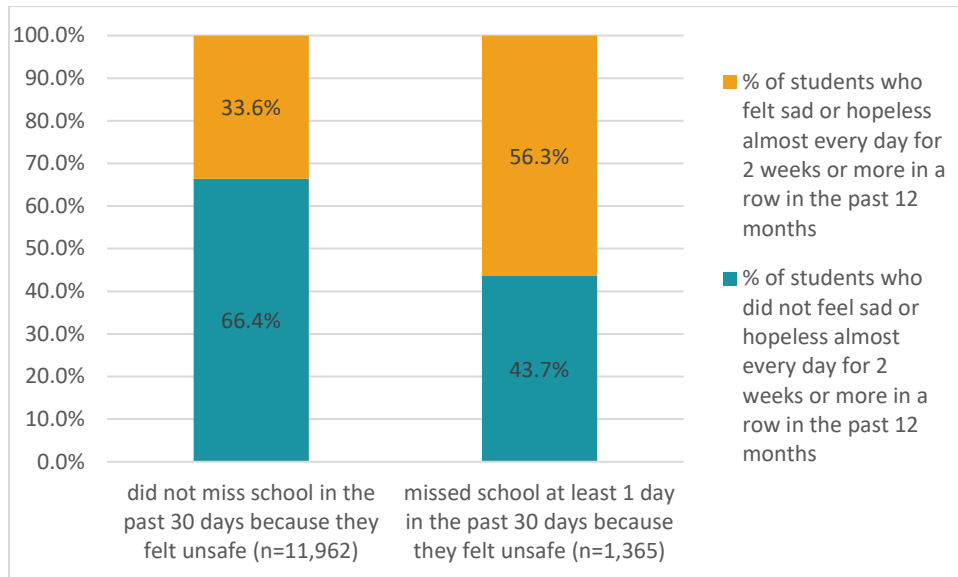


Figure 132: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether they missed school in the past 30 days because they felt unsafe at school or on their way to or from school

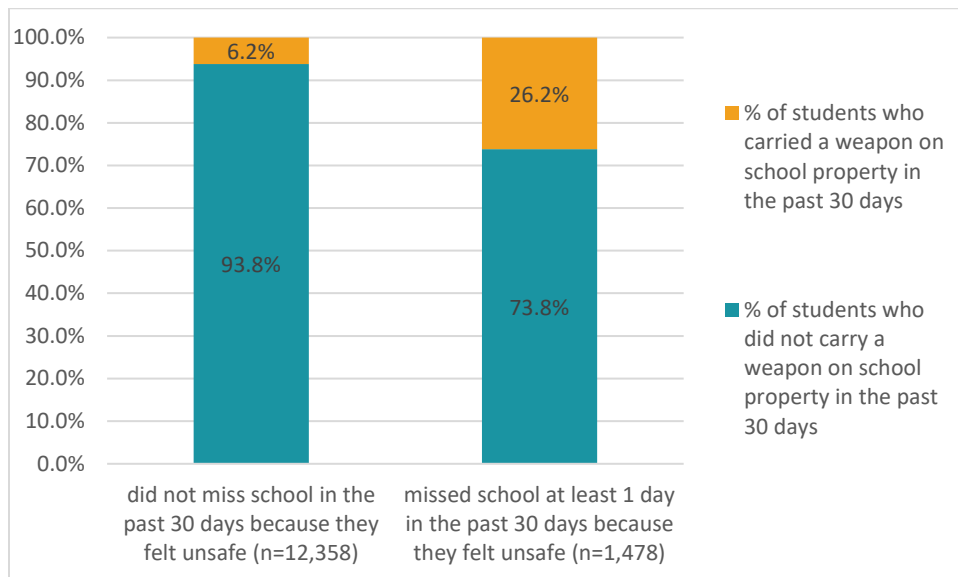


Figure 133: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to whether they missed school in the past 30 days because they felt unsafe at school or on their way to or from school

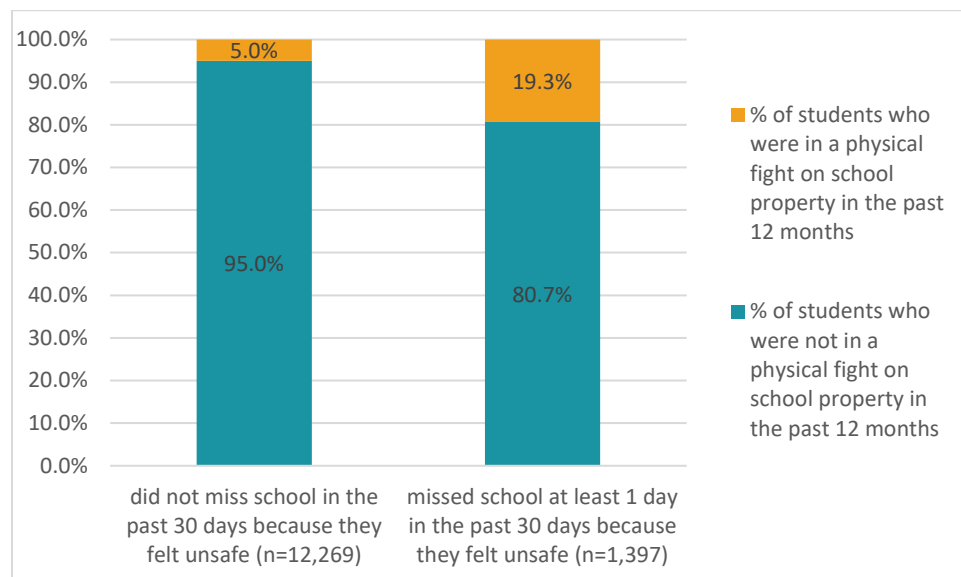


Figure 134: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether they missed school in the past 30 days because they felt unsafe at school or on their way to or from school

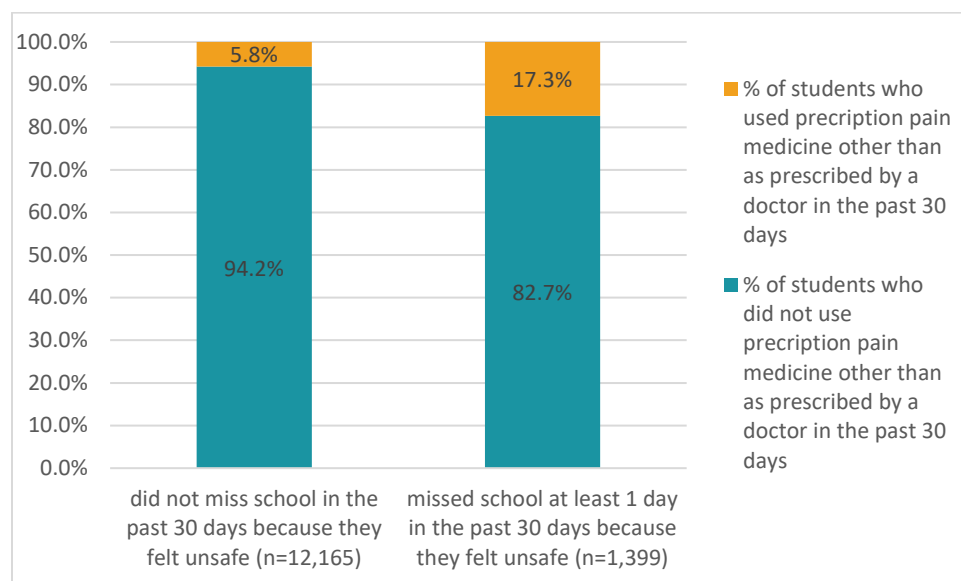


Figure 135: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether they missed school in the past 30 days because they felt unsafe at school or on their way to or from school

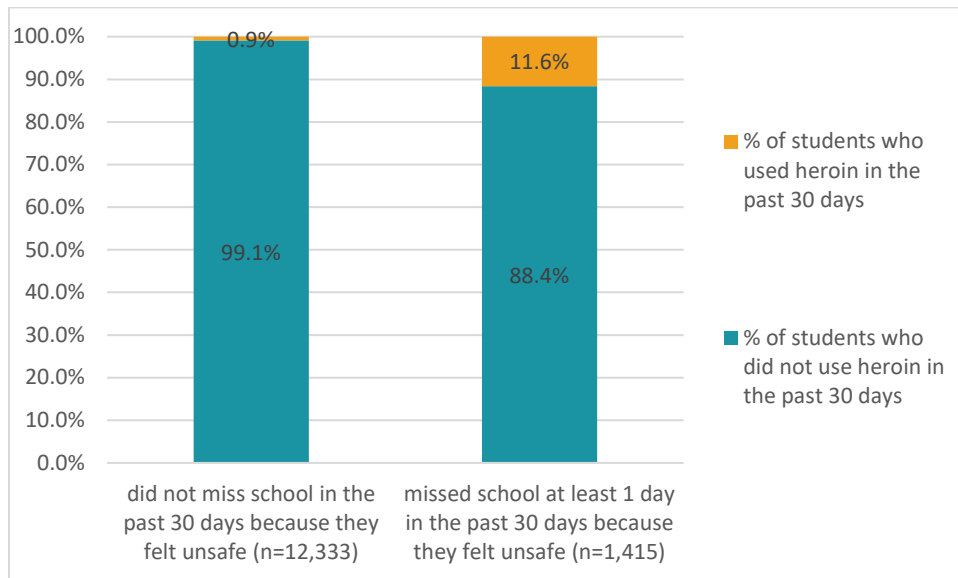
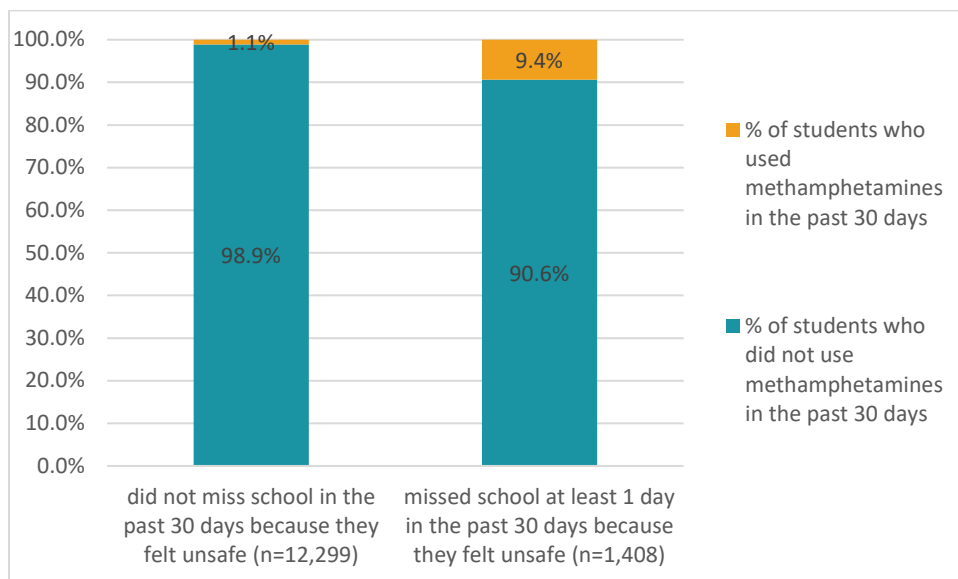


Figure 136: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether they missed school in the past 30 days because they felt unsafe at school or on their way to or from school



Where Students Sleep

Figure 137: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether they usually slept in the home of their parent or guardian in the past 30 days

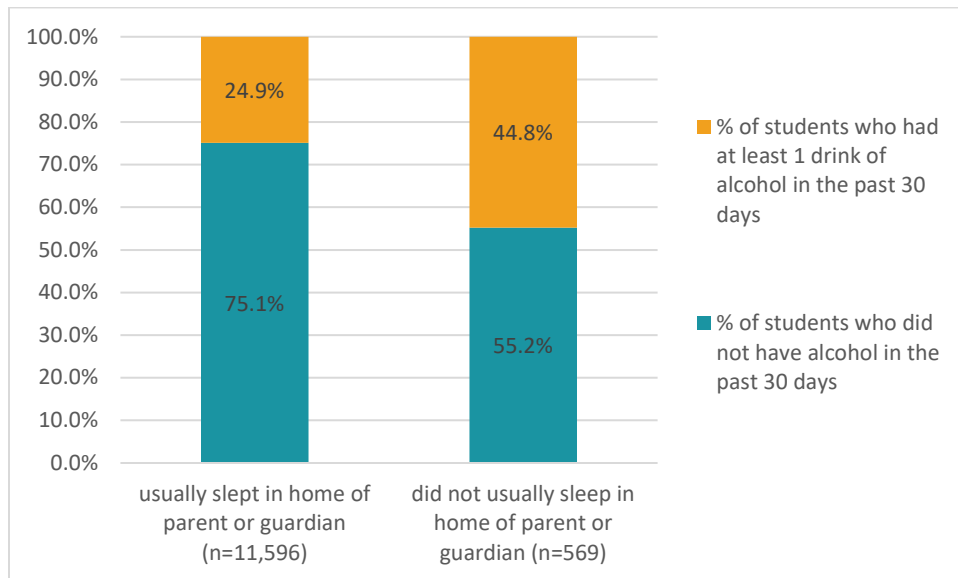


Figure 138: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether they usually slept in the home of their parent or guardian in the past 30 days

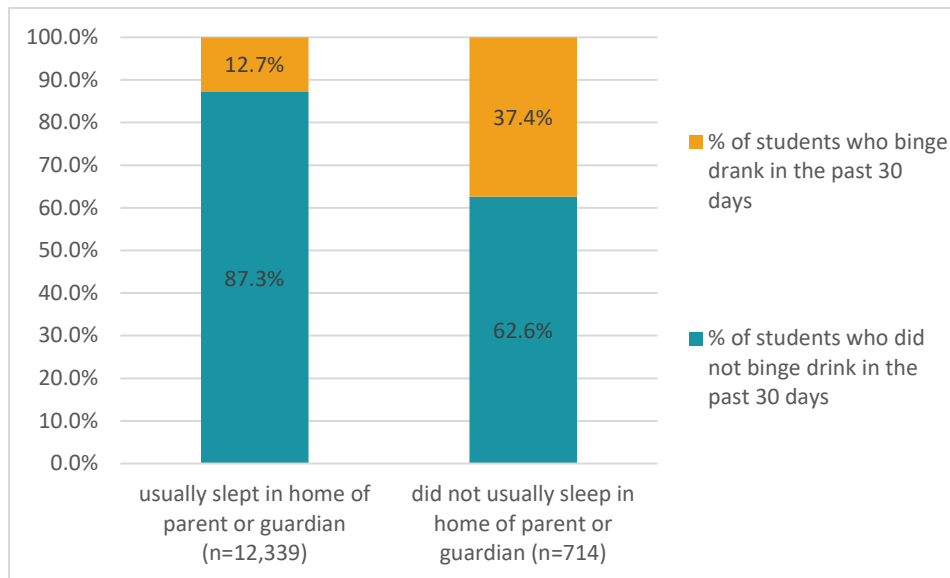


Figure 139: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether they usually slept in the home of their parent or guardian in the past 30 days

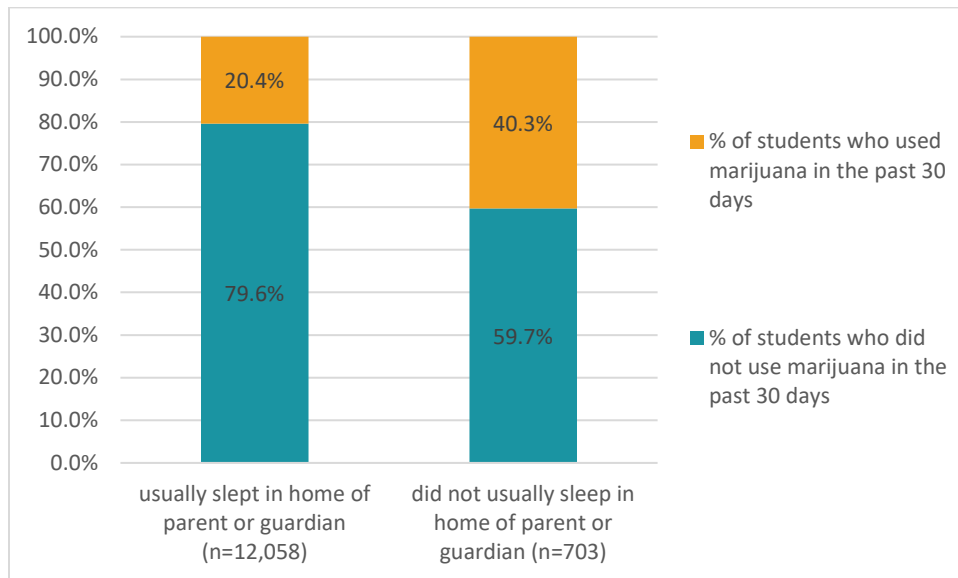


Figure 140: Percentage of all ASD high school students who vaped in the past 30 days compared to whether they usually slept in the home of their parent or guardian in the past 30 days

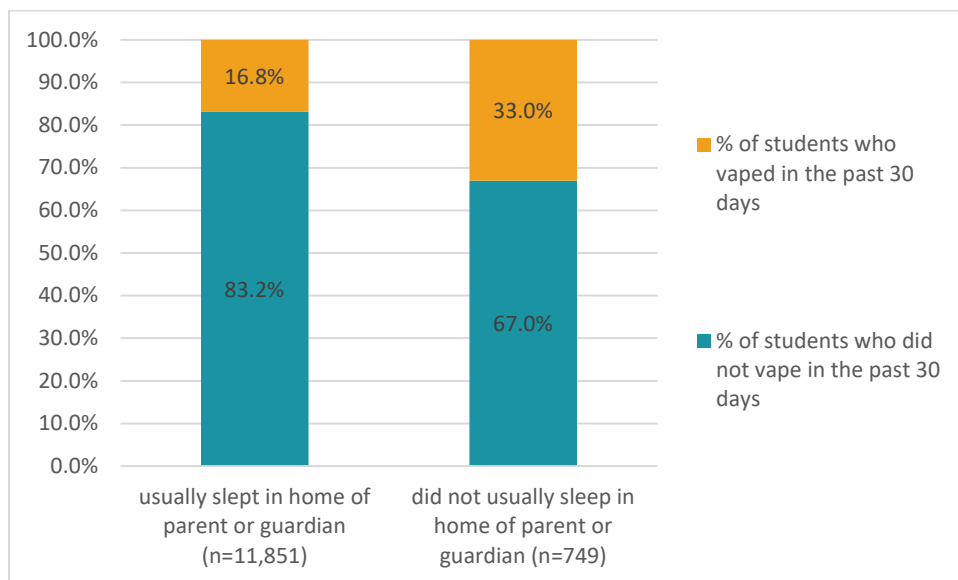


Figure 141: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether they usually slept in the home of their parent or guardian in the past 30 days

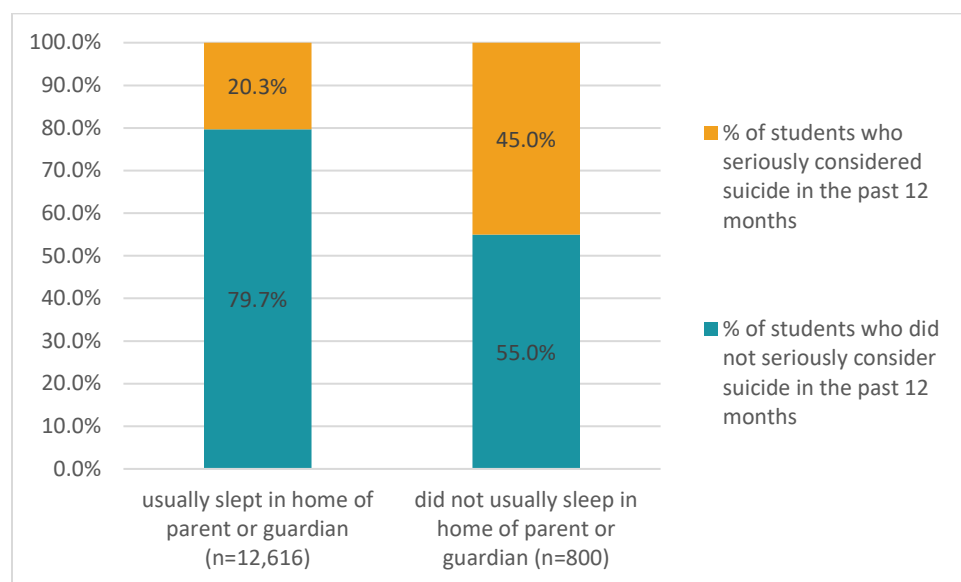


Figure 142: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether they usually slept in the home of their parent or guardian in the past 30 days

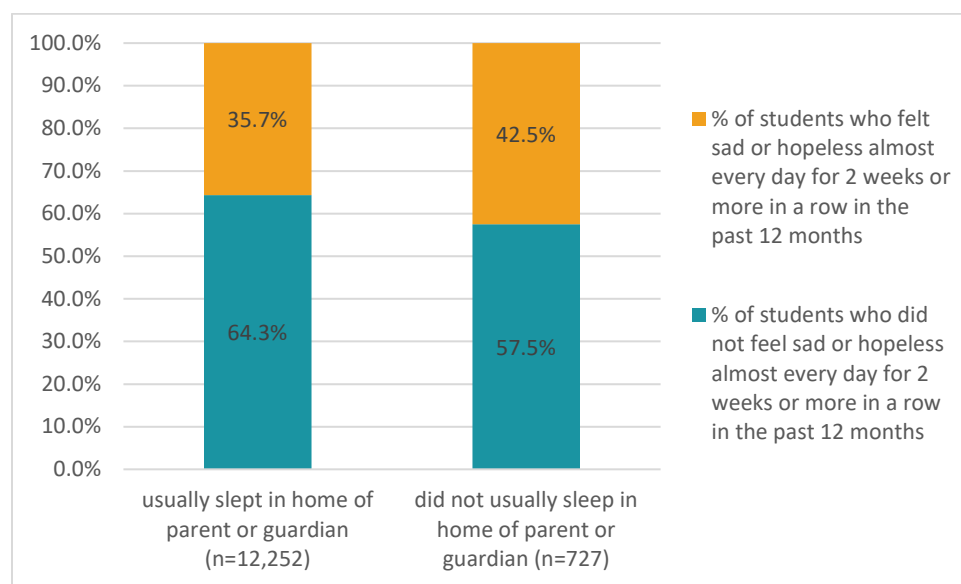


Figure 143: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether they usually slept in the home of their parent or guardian in the past 30 days

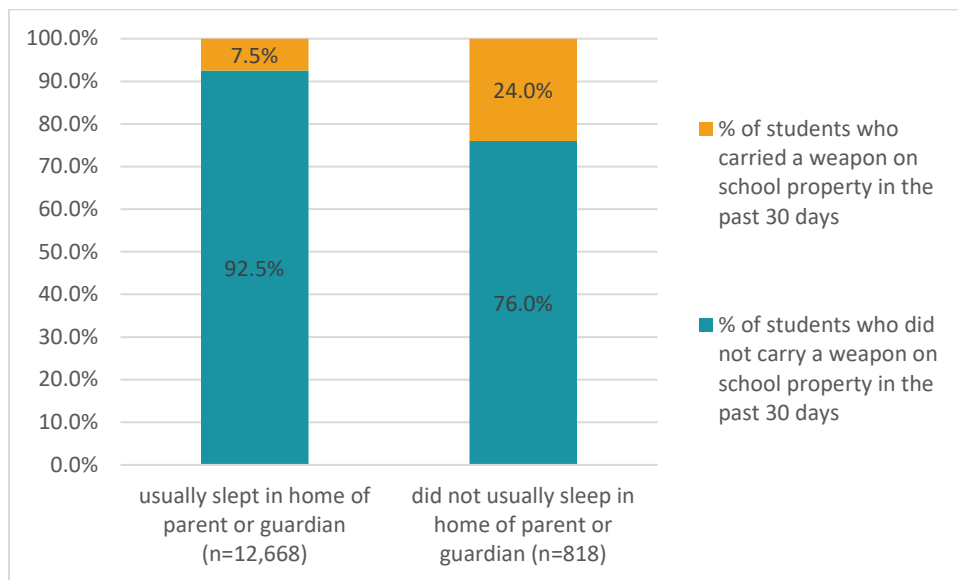


Figure 144: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to whether they usually slept in the home of their parent or guardian in the past 30 days

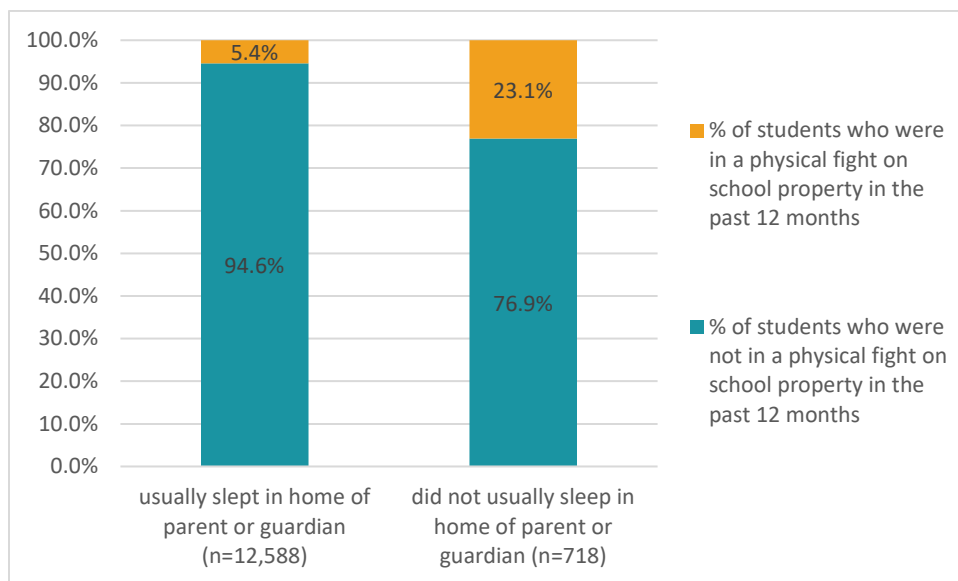


Figure 145: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether they usually slept in the home of their parent or guardian in the past 30 days

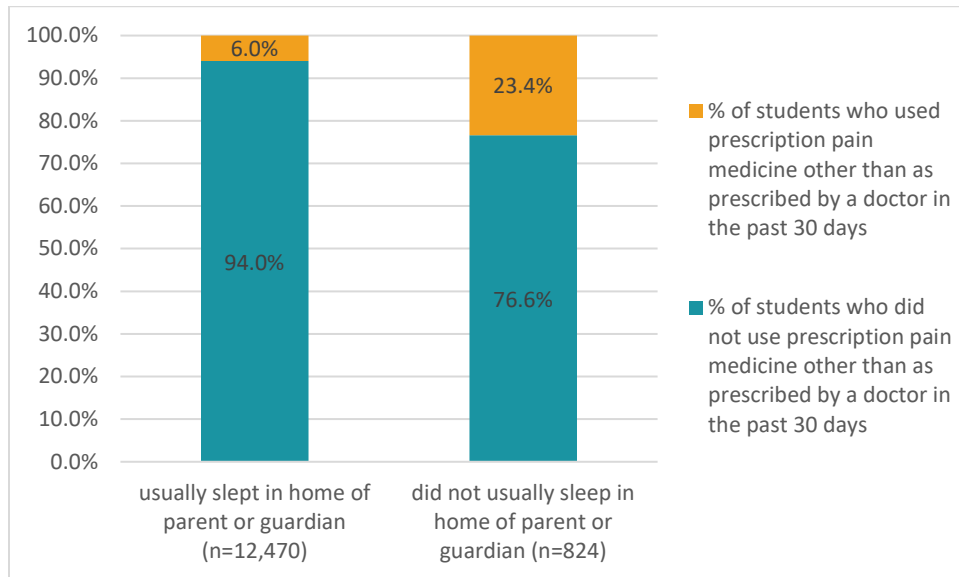


Figure 146: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether they usually slept in the home of their parent or guardian in the past 30 days

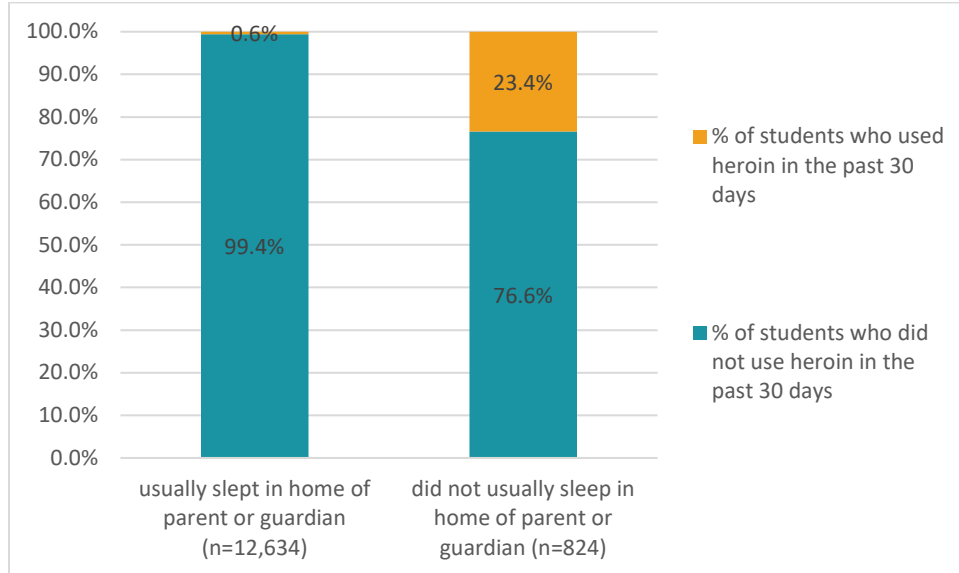
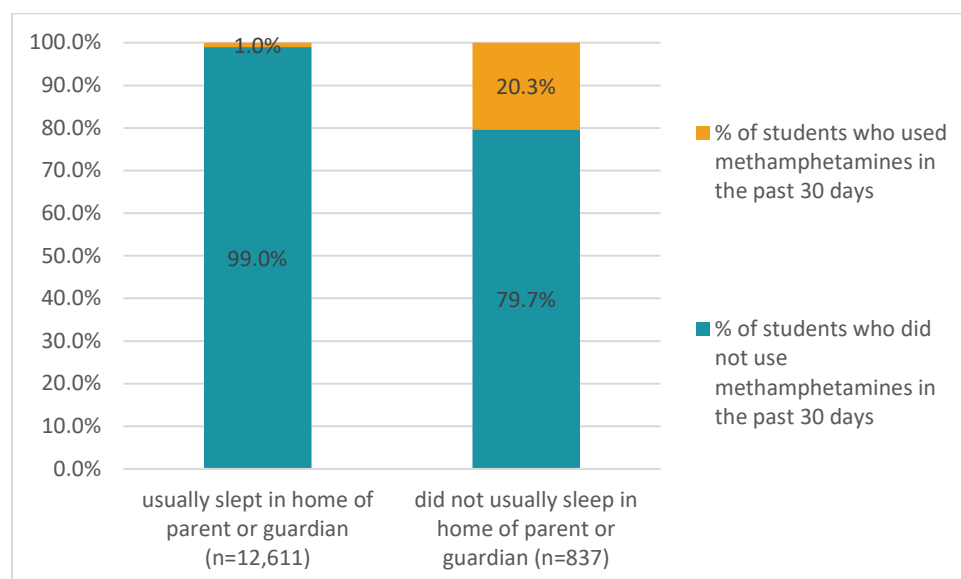


Figure 147: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether they usually slept in the home of their parent or guardian in the past 30 days



Participated in Organized Activities or Volunteered

Figure 148: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether students participated in organized after school, evening, or weekend activities at least 1 day per week or volunteered at school or in the community at least 1 hour per week

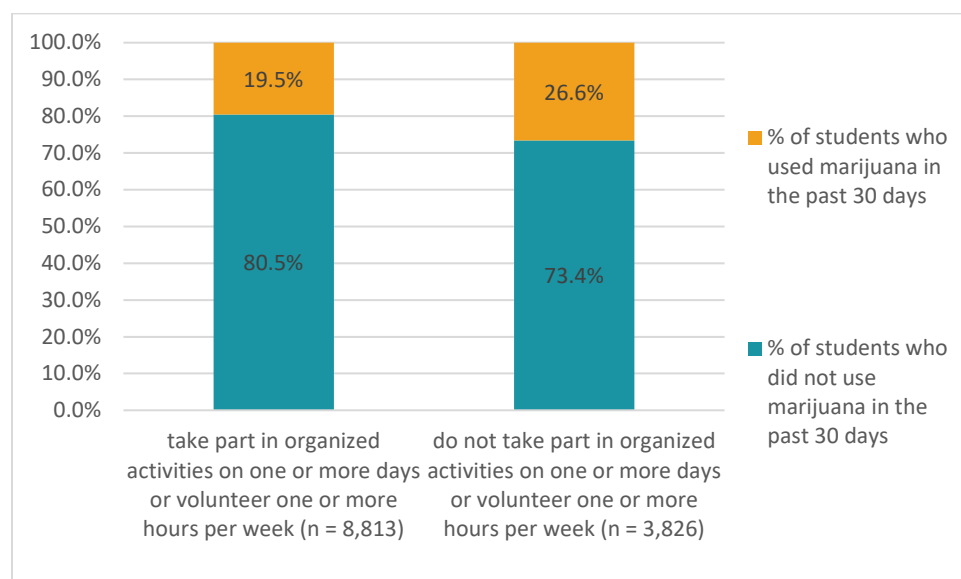


Figure 149: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether students participated in organized after school, evening, or weekend activities at least 1 day per week or volunteered at school or in the community at least 1 hour per week

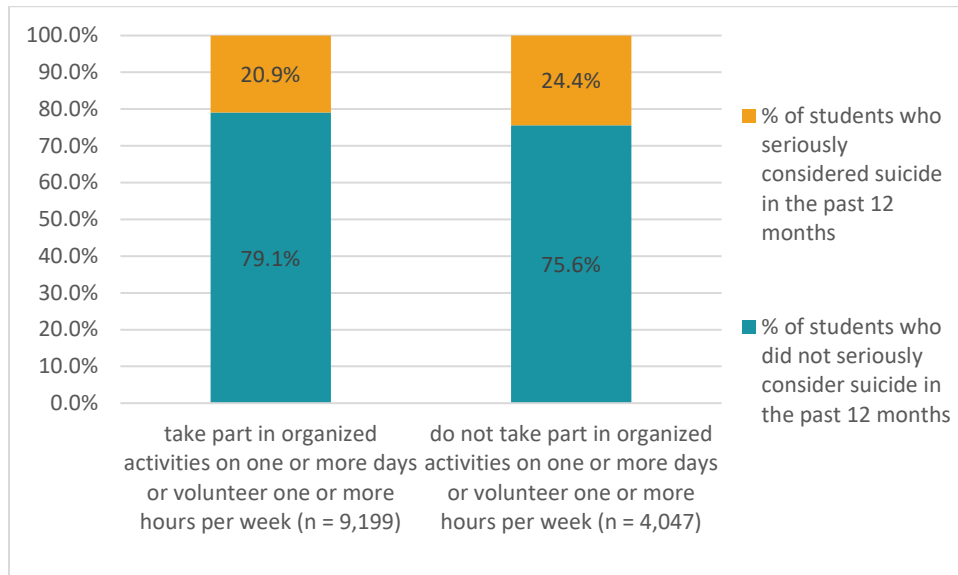


Figure 150: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether students participated in organized after school, evening, or weekend activities at least 1 day per week or volunteered at school or in the community at least 1 hour per week

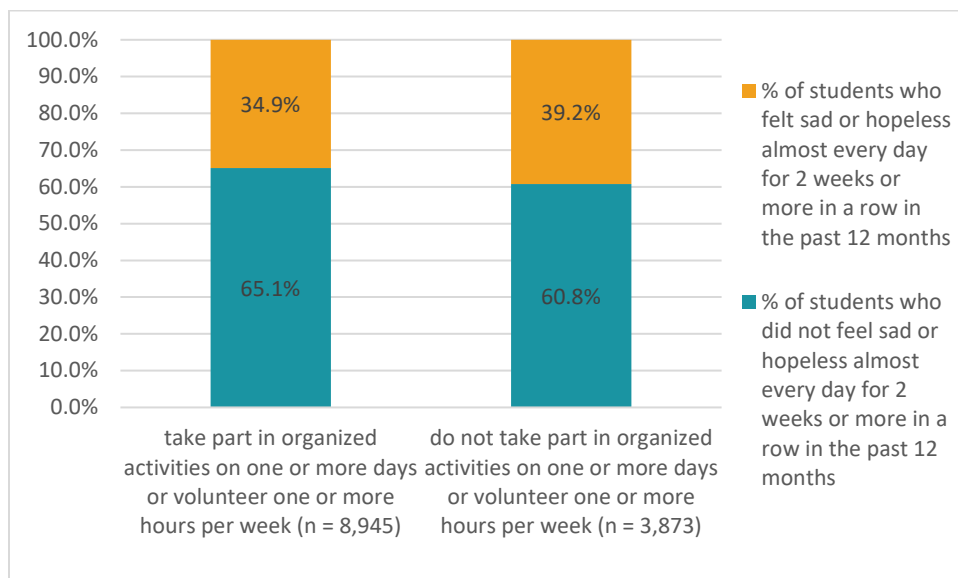


Figure 151: Percentage of all ASD high school students who used prescription pain medicine other than as prescribed by a doctor in the past 30 days compared to whether students participated in organized after school, evening, or weekend activities at least 1 day per week or volunteered at school or in the community at least 1 hour per week

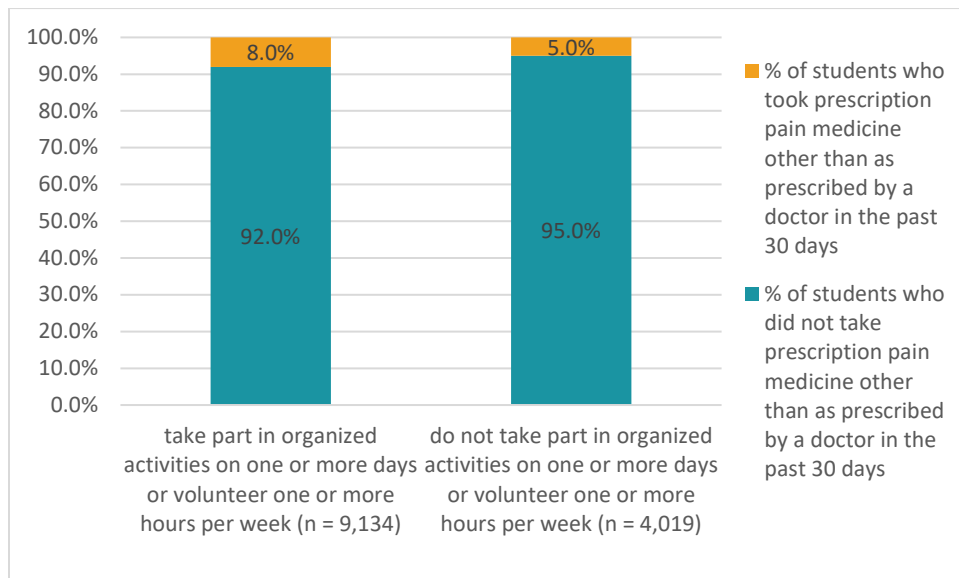


Figure 152: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether students participated in organized after school, evening, or weekend activities at least 1 day per week or volunteered at school or in the community at least 1 hour per week

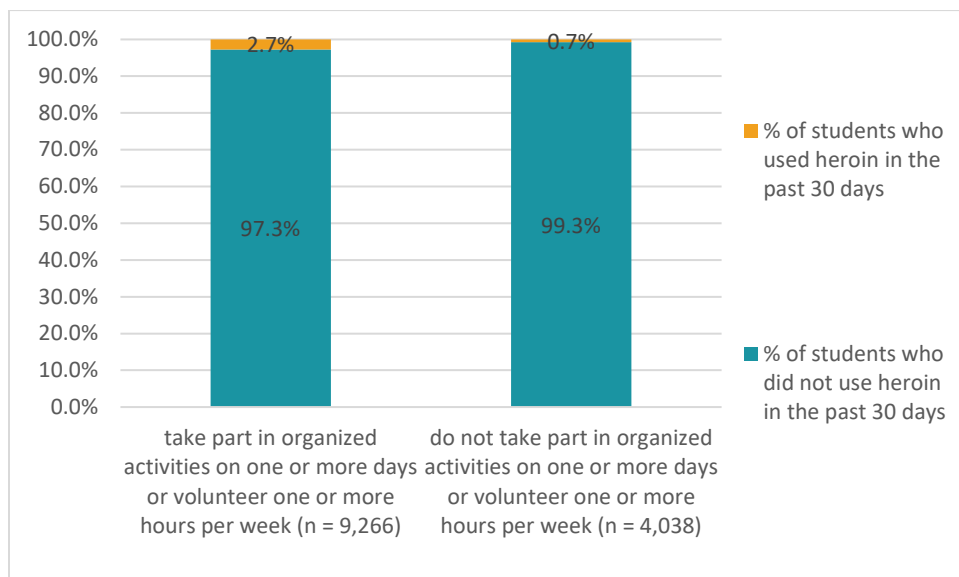
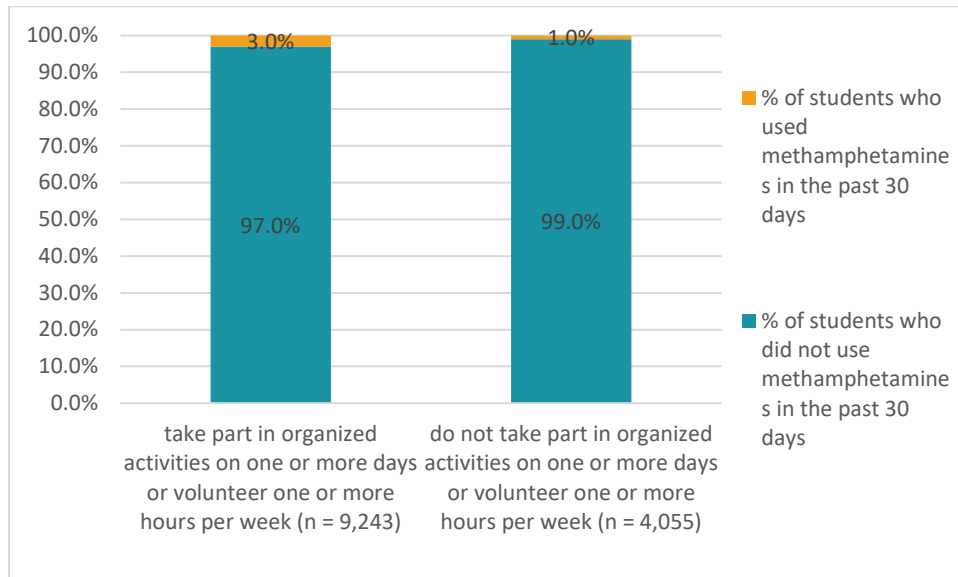


Figure 153: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether students participated in organized after school, evening, or weekend activities at least 1 day per week or volunteered at school or in the community at least 1 hour per week



Physical Activity

Figure 154: Percentage of all ASD high school students who had at least 1 drink of alcohol in the past 30 days compared to whether students were physically active for at least 60 minutes a day on 5 or more of the past 7 days

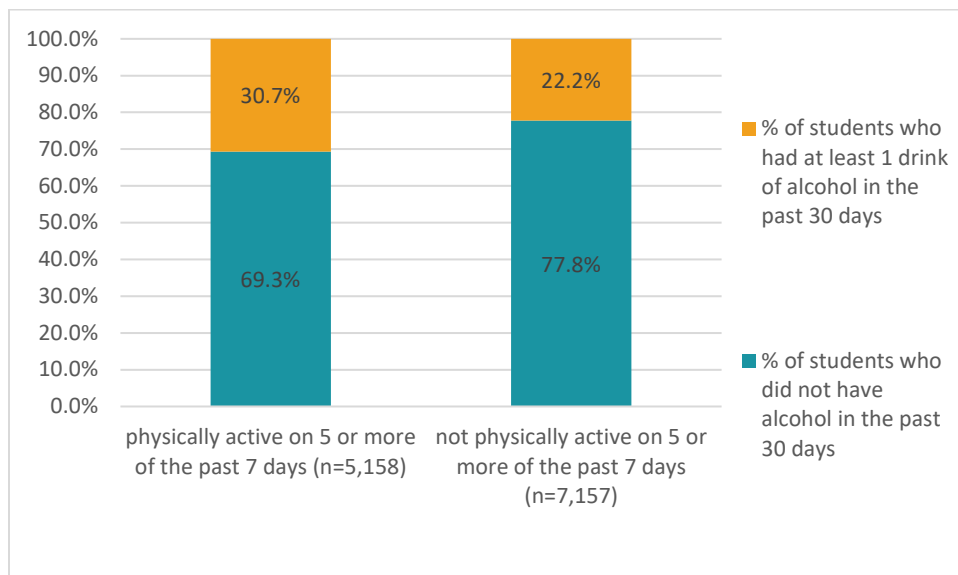


Figure 155: Percentage of all ASD high school students who binge drank in the past 30 days compared to whether students were physically active for at least 60 minutes a day on 5 or more of the past 7 days

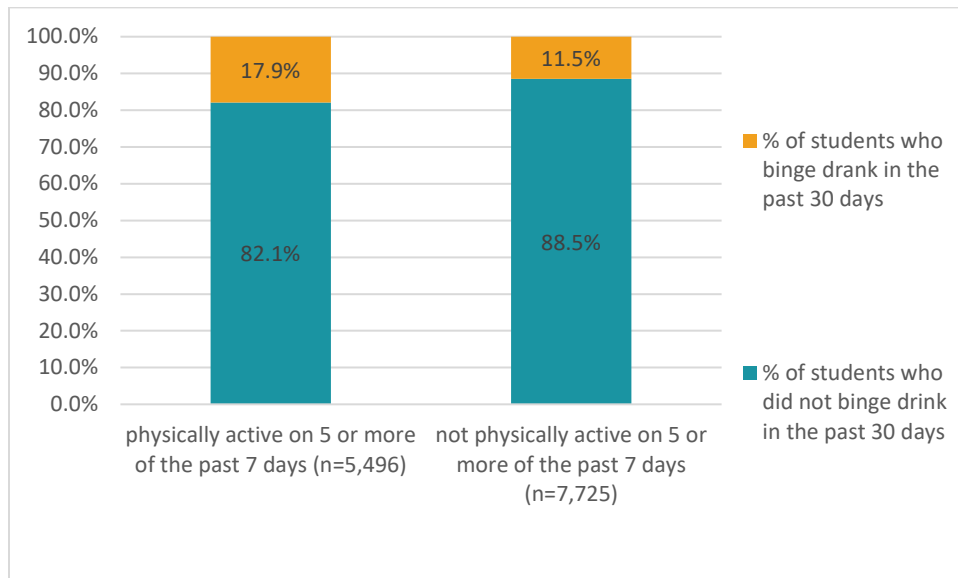


Figure 156: Percentage of all ASD high school students who used marijuana in the past 30 days compared to whether students were physically active for at least 60 minutes a day on 5 or more of the past 7 days

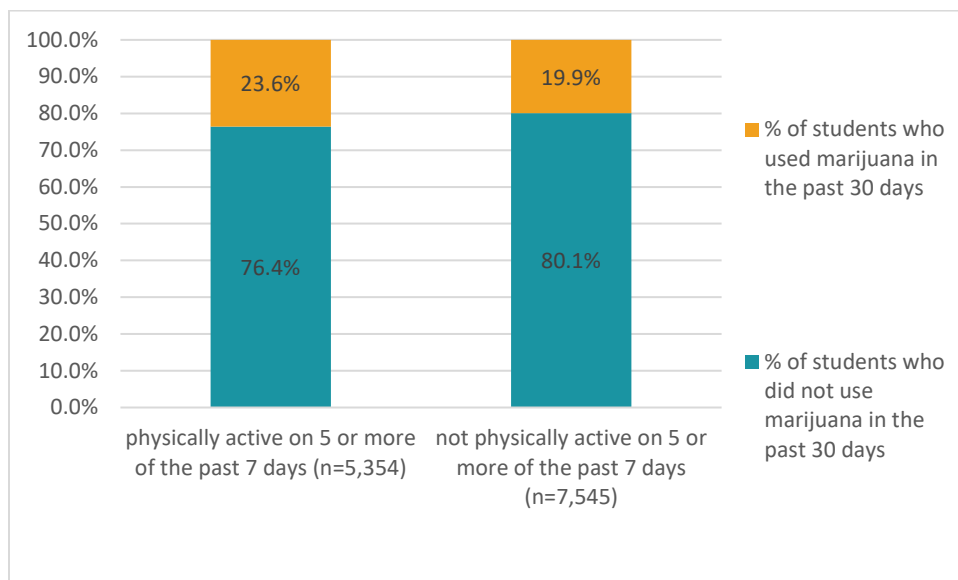


Figure 157: Percentage of all ASD high school students who vaped in the past 30 days compared to whether students were physically active for at least 60 minutes a day on 5 or more of the past 7 days

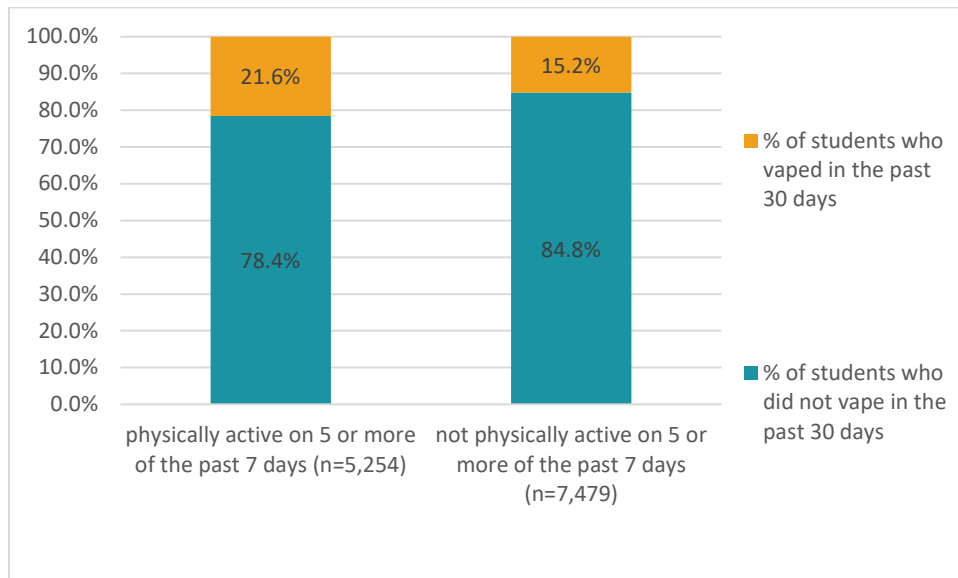


Figure 158: Percentage of all ASD high school students who seriously considered attempting suicide in the past 12 months compared to whether students were physically active for at least 60 minutes a day on 5 or more of the past 7 days

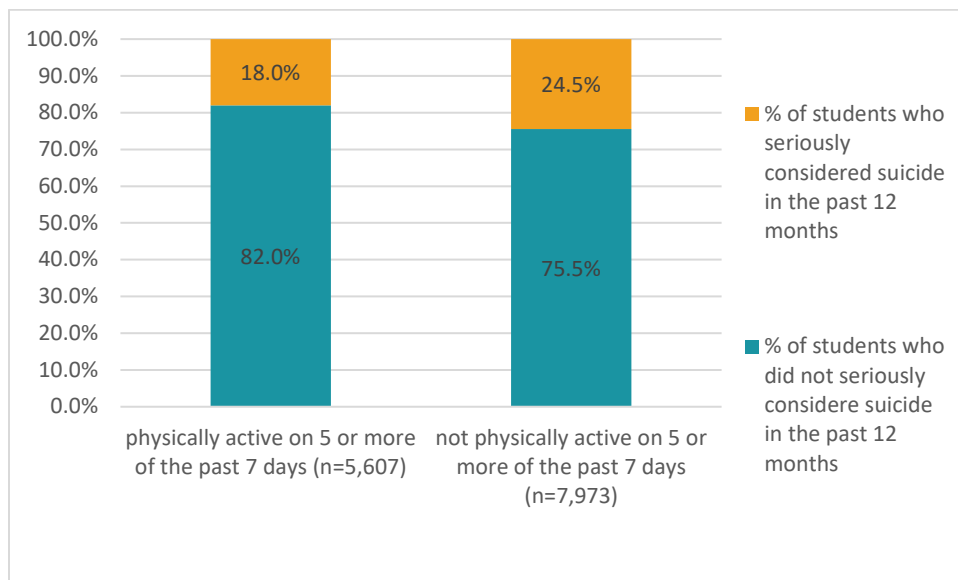


Figure 159: Percentage of all ASD high school students who felt so sad or hopeless for 2 weeks or more in a row that they stopped doing some of their usual activities in the past 12 months compared to whether students were physically active for at least 60 minutes a day on 5 or more of the past 7 days

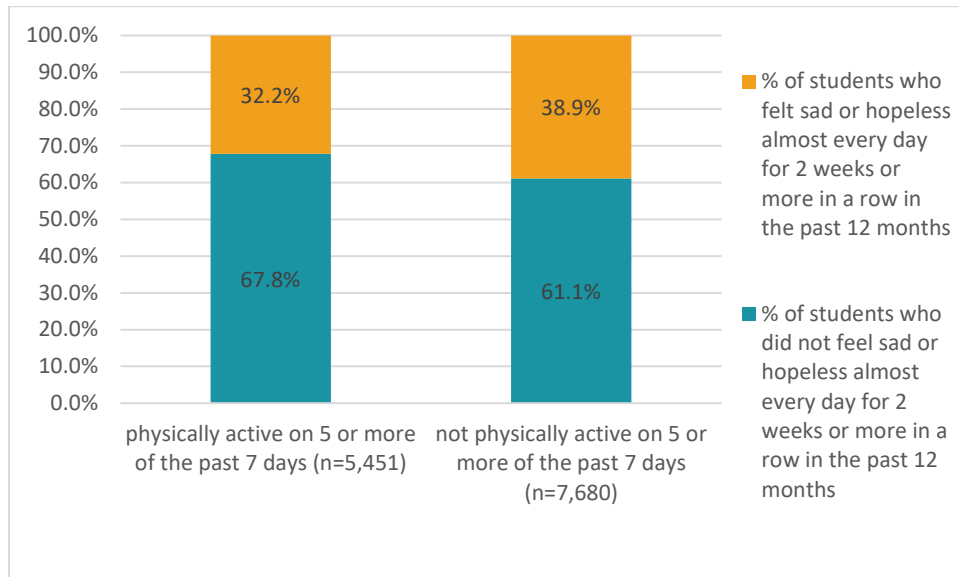


Figure 160: Percentage of all ASD high school students who carried a weapon on school property in the past 30 days compared to whether students feel like they matter to people in the community

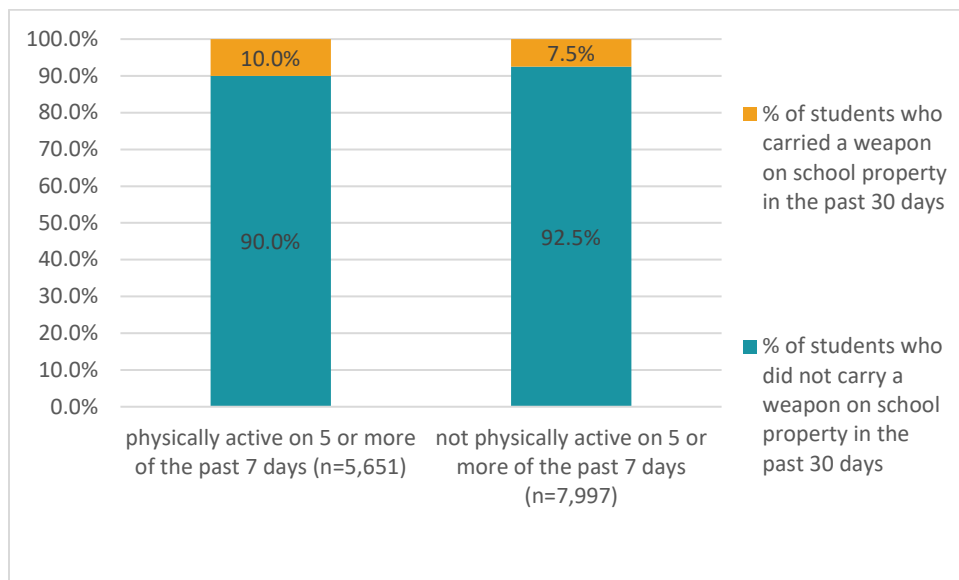


Figure 161: Percentage of all ASD high school students who got into a fight on school property in the past 30 days compared to whether students were physically active for at least 60 minutes a day on 5 or more of the past 7 days

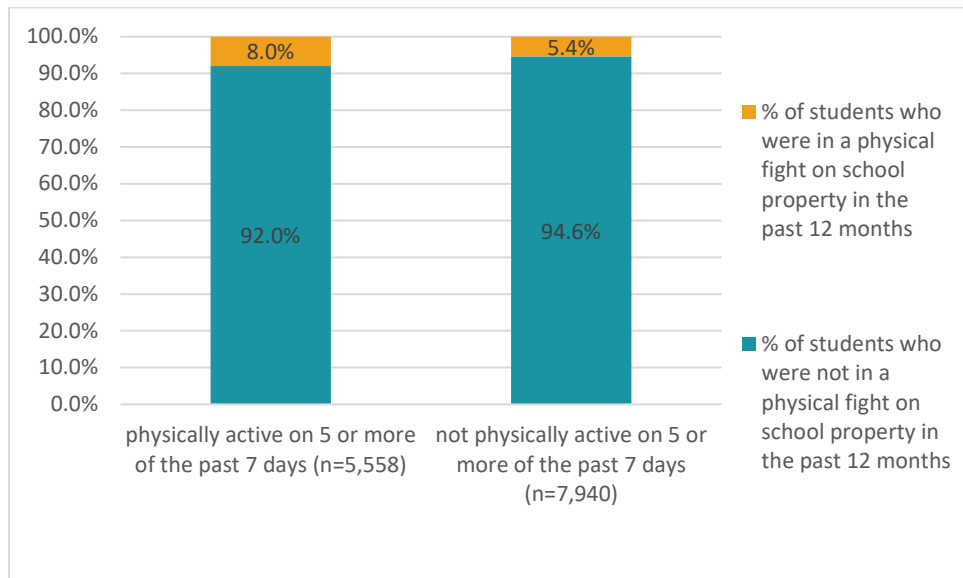


Figure 162: Percentage of all ASD high school students who used heroin in the past 30 days compared to whether students were physically active for at least 60 minutes a day on 5 or more of the past 7 days

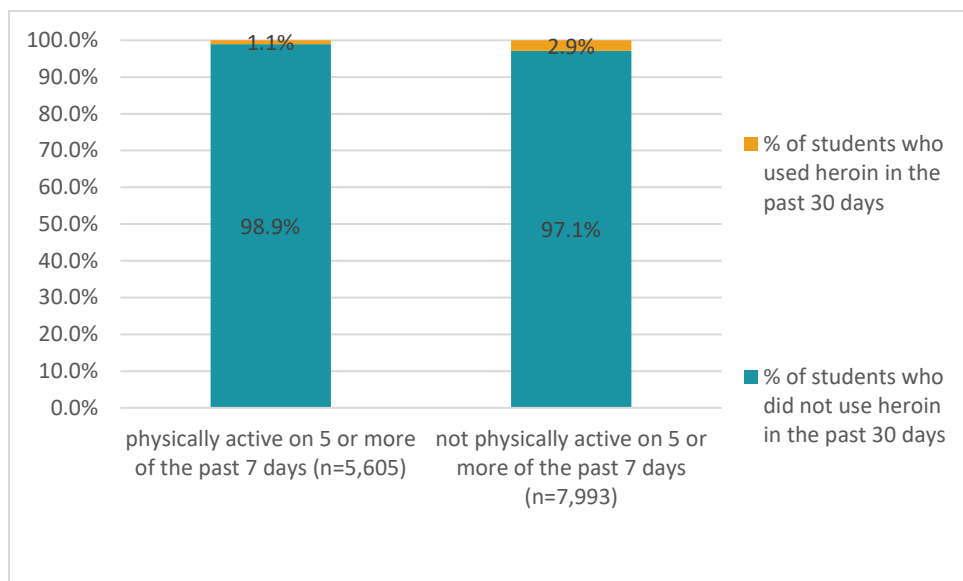
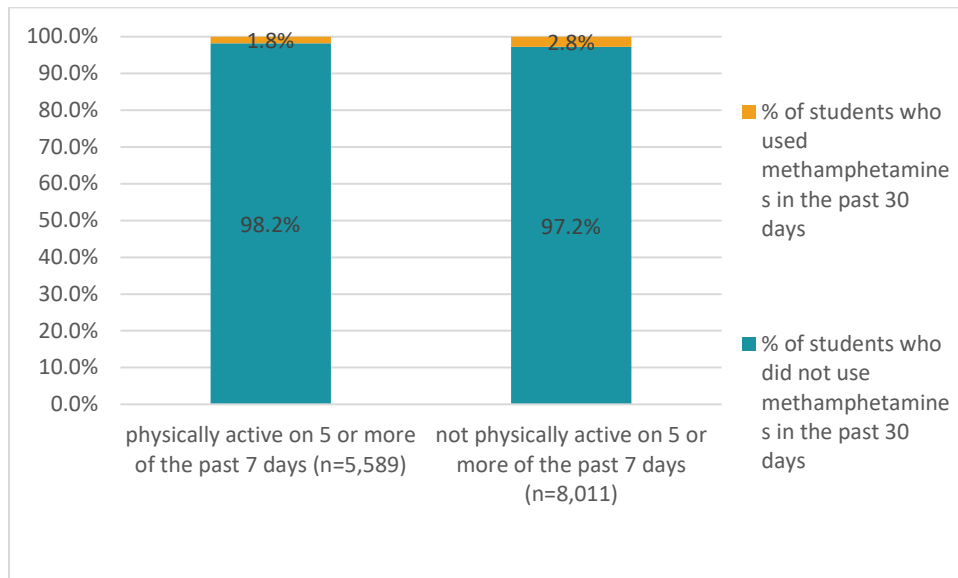


Figure 163: Percentage of all ASD high school students who used methamphetamines in the past 30 days compared to whether students were physically active for at least 60 minutes a day on 5 or more of the past 7 days



Appendix D: P-Values for Cross Tabulations of Risk and Protective Factors with Risk Behaviors

| | Current alcohol use | Binge drinking | Current marijuana use | Considered suicide | Feeling sad or hopeless | Carried weapon | In a physical fight | Current vaping | Current Rx pain med use | Current heroin use | Current meth use |
|--|---------------------|----------------|-----------------------|--------------------|-------------------------|----------------|---------------------|----------------|-------------------------|--------------------|------------------|
| Youth feel they matter | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.720 | 0.000 | 0.000 | 0.000 | 0.000 |
| Youth feel alone in their life | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Teachers really care | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Participation in organized activities or volunteering | 0.085 | 0.266 | 0.000 | 0.000 | 0.000 | 0.181 | 0.034 | 0.132 | 0.000* | 0.000* | 0.000* |
| School has clear rules and consequences | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Perceived risk of alcohol use | 0.000 | 0.000 | 0.000 | 0.156 | 0.002 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Friend perception of alcohol use | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Physical activity | 0.000* | 0.000* | 0.000* | 0.000 | 0.000 | 0.000* | 0.000* | 0.000* | 0.008 | 0.000 | 0.000 |
| Electronic bullying | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Bullying on school property | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Where sleep | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Felt unsafe at school | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Parent involvement | 0.100 | 0.257 | 0.001 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Number of adults | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.897 | 0.000 | 0.000 | 0.000 | 0.000 |
| Parent perception of alcohol use | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Dating violence | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| *There was a statistically significant correlation, but in the reverse of what would be expected (i.e. a presence of the protective factor correlated with an increase in a risk behavior) | | | | | | | | | | | |

Appendix E: 2017 Alaska Youth Risk Behavior Survey¹

¹ Retrieved on February 18, 2020 from
<http://dhss.alaska.gov/dph/Chronic/Pages/yrbs/questionnaires.aspx>

2017 Alaska Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to improve health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

REVIEW COPY

Directions

- Use a #2 pencil only.
- Make dark marks.
- Fill in a response like this: A B ● D.
- If you change your answer, erase your old answer completely.

- How old are you?
 - 12 years old or younger
 - 13 years old
 - 14 years old
 - 15 years old
 - 16 years old
 - 17 years old
 - 18 years old or older
- What is your sex?
 - Female
 - Male
- In what grade are you?
 - 9th grade
 - 10th grade
 - 11th grade
 - 12th grade
 - Ungraded or other grade
- Are you Hispanic or Latino?
 - Yes
 - No
- What is your race? (Select one or more responses.)
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White

- How tall are you without your shoes on?
Directions: Write your height in the shaded blank boxes. Fill in the matching oval below each number.

Example

| Height | |
|--------|--------|
| Feet | Inches |
| 5 | 7 |
| ③ | ⑩ |
| ④ | ① |
| ● | ② |
| ⑥ | ③ |
| ⑦ | ④ |
| | ⑤ |
| | ⑥ |
| | ● |
| | ⑧ |
| | ⑨ |
| | ⑩ |
| | ⑪ |

- How much do you weigh without your shoes on?
Directions: Write your weight in the shaded blank boxes. Fill in the matching oval below each number.

Example

| Weight | | |
|--------|---|---|
| Pounds | | |
| 1 | 5 | 2 |
| ⑩ | ⑩ | ⑩ |
| ● | ① | ① |
| ② | ② | ● |
| ③ | ③ | ③ |
| | ④ | ④ |
| | ● | ⑤ |
| | ⑥ | ⑥ |
| | ⑦ | ⑦ |
| | ⑧ | ⑧ |
| | ⑨ | ⑨ |

The next 7 questions ask about safety.

8. **When you rode a bicycle** during the past 12 months, how often did you wear a helmet?
- A. I did not ride a bicycle during the past 12 months
 - B. Never wore a helmet
 - C. Rarely wore a helmet
 - D. Sometimes wore a helmet
 - E. Most of the time wore a helmet
 - F. Always wore a helmet
9. How often do you wear a seat belt when **riding** in a car driven by someone else?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
10. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times
11. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been drinking alcohol**?
- A. I did not drive a car or other vehicle during the past 30 days
 - B. 0 times
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times

12. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been using marijuana** (also called grass, pot, or weed)?
- A. I did not drive a car or other vehicle during the past 30 days
 - B. 0 times
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times
13. During the past 30 days, on how many days did you **talk on a cell phone** while **driving** a car or other vehicle?
- A. I did not drive a car or other vehicle during the past 30 days
 - B. 0 days
 - C. 1 or 2 days
 - D. 3 to 5 days
 - E. 6 to 9 days
 - F. 10 to 19 days
 - G. 20 to 29 days
 - H. All 30 days
14. During the past 30 days, on how many days did you **text or e-mail** while **driving** a car or other vehicle?
- A. I did not drive a car or other vehicle during the past 30 days
 - B. 0 days
 - C. 1 or 2 days
 - D. 3 to 5 days
 - E. 6 to 9 days
 - F. 10 to 19 days
 - G. 20 to 29 days
 - H. All 30 days

The next 8 questions ask about violence-related behaviors.

15. During the past 30 days, on how many days did you carry **a weapon** such as a gun, knife, or club **on school property**?
- A. 0 days
 - B. 1 day
 - C. 2 or 3 days
 - D. 4 or 5 days
 - E. 6 or more days

16. During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?
- A. 0 days
 - B. 1 day
 - C. 2 or 3 days
 - D. 4 or 5 days
 - E. 6 or more days
17. During the past 12 months, how many times were you in a **physical fight**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or 7 times
 - F. 8 or 9 times
 - G. 10 or 11 times
 - H. 12 or more times
18. During the past 12 months, how many times were you in a **physical fight on school property**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or 7 times
 - F. 8 or 9 times
 - G. 10 or 11 times
 - H. 12 or more times
19. Have you ever been physically forced to have sexual intercourse when you did not want to?
- A. Yes
 - B. No
20. During the past 12 months, how many times did **anyone** force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times

21. During the past 12 months, how many times did **someone you were dating or going out with** force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)
- A. I did not date or go out with anyone during the past 12 months
 - B. 0 times
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times
22. During the past 12 months, how many times did **someone you were dating or going out with** physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)
- A. I did not date or go out with anyone during the past 12 months
 - B. 0 times
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times

The next 2 questions ask about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

23. During the past 12 months, have you ever been bullied **on school property**?
- A. Yes
 - B. No
24. During the past 12 months, have you ever been **electronically** bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.)
- A. Yes
 - B. No

The next 6 questions ask about sad feelings and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

25. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?
- A. Yes
B. No
26. During the past 12 months, did you ever **seriously** consider attempting suicide?
- A. Yes
B. No
27. During the past 12 months, did you make a plan about how you would attempt suicide?
- A. Yes
B. No
28. During the past 12 months, how many times did you actually attempt suicide?
- A. 0 times
B. 1 time
C. 2 or 3 times
D. 4 or 5 times
E. 6 or more times
29. **If you attempted suicide** during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?
- A. **I did not attempt suicide** during the past 12 months
B. Yes
C. No
30. If you considered, planned, or attempted suicide during the past 12 months, did you talk about it to someone such as a friend, family member, teacher, doctor, counselor, or hotline?
- A. I did not consider, plan, or attempt suicide during the past 12 months
B. Yes
C. No

The next 7 questions ask about cigarette smoking.

31. Have you ever tried cigarette smoking, even one or two puffs?
- A. Yes
B. No
32. How old were you when you smoked a whole cigarette for the first time?
- A. I have never smoked a whole cigarette
B. 8 years old or younger
C. 9 or 10 years old
D. 11 or 12 years old
E. 13 or 14 years old
F. 15 or 16 years old
G. 17 years old or older
33. During the past 30 days, on how many days did you smoke cigarettes?
- A. 0 days
B. 1 or 2 days
C. 3 to 5 days
D. 6 to 9 days
E. 10 to 19 days
F. 20 to 29 days
G. All 30 days
34. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?
- A. I did not smoke cigarettes during the past 30 days
B. Less than 1 cigarette per day
C. 1 cigarette per day
D. 2 to 5 cigarettes per day
E. 6 to 10 cigarettes per day
F. 11 to 20 cigarettes per day
G. More than 20 cigarettes per day

35. During the past 30 days, on how many days did you smoke cigarettes **on school property**?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
36. During the past 30 days, how did you **usually** get your own cigarettes? (Select only **one** response.)
- A. I did not smoke cigarettes during the past 30 days
 - B. I bought them in a store such as a convenience store, supermarket, discount store, or gas station
 - C. I got them on the Internet
 - D. I gave someone else money to buy them for me
 - E. I borrowed (or bummed) them from someone else
 - F. A person 18 years old or older gave them to me
 - G. I took them from a store or family member
 - H. I got them some other way
37. During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
 - G. 6 days
 - H. 7 days

The next 3 questions ask about electronic vapor products, such as blu, NJOY, Vuse, MarkTen, Logic, Vapin Plus, eGo, and Halo. Electronic vapor products include e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens.

38. Have you ever used an electronic vapor product?
- A. Yes
 - B. No
39. During the past 30 days, on how many days did you use an electronic vapor product?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
40. During the past 30 days, how did you **usually** get your own electronic vapor products? (Select only **one** response.)
- A. I did not use any electronic vapor products during the past 30 days
 - B. I bought them in a store such as a convenience store, supermarket, discount store, gas station, or vape store
 - C. I got them on the Internet
 - D. I gave someone else money to buy them for me
 - E. I borrowed them from someone else
 - F. A person 18 years old or older gave them to me
 - G. I took them from a store or another person
 - H. I got them some other way

The next 5 questions ask about other tobacco products.

41. During the past 30 days, on how many days did you use **chewing tobacco, snuff, dip, snus, or dissolvable tobacco products**, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, Copenhagen, Camel Snus, Marlboro Snus, General Snus, Ariva, Stonewall, or Camel Orbs? (Do not count any electronic vapor products.)
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
42. During the past 30 days, on how many days did you use **chewing tobacco, snuff, dip, snus, or dissolvable tobacco products**, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, Copenhagen, Camel Snus, Marlboro Snus, General Snus, Ariva, Stonewall, or Camel Orbs, **on school property**? (Do not count any electronic vapor products.)
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
43. During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days

44. During the past 30 days, on how many days did you use **Iqmik or blackbull**?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
45. During the past 30 days, on how many days did you use **Iqmik or blackbull on school property**?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days

The next 4 questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

46. During your life, on how many days have you had at least one drink of alcohol?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 9 days
 - D. 10 to 19 days
 - E. 20 to 39 days
 - F. 40 to 99 days
 - G. 100 or more days
47. How old were you when you had your first drink of alcohol other than a few sips?
- A. I have never had a drink of alcohol other than a few sips
 - B. 8 years old or younger
 - C. 9 or 10 years old
 - D. 11 or 12 years old
 - E. 13 or 14 years old
 - F. 15 or 16 years old
 - G. 17 years old or older

48. During the past 30 days, on how many days did you have at least one drink of alcohol?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
49. During the past 30 days, how did you **usually** get the alcohol you drank?
- A. I did not drink alcohol during the past 30 days
 - B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station
 - C. I bought it at a restaurant, bar, or club
 - D. I bought it at a public event such as a concert or sporting event
 - E. I gave someone else money to buy it for me
 - F. Someone gave it to me
 - G. I took it from a store or family member
 - H. I got it some other way

The next question asks about how many drinks of alcohol you have had in a row, that is, within a couple of hours. For this question, the number of drinks you need to think about is different for female students and male students.

50. During the past 30 days, on how many days did you have **4** or more drinks of alcohol in a row (if you are **female**) or **5** or more drinks of alcohol in a row (if you are **male**)?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 to 5 days
 - E. 6 to 9 days
 - F. 10 to 19 days
 - G. 20 or more days

The next 4 questions ask about marijuana use. Marijuana also is called grass, pot, or weed.

51. During your life, how many times have you used marijuana?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 to 99 times
 - G. 100 or more times
52. How old were you when you tried marijuana for the first time?
- A. I have never tried marijuana
 - B. 8 years old or younger
 - C. 9 or 10 years old
 - D. 11 or 12 years old
 - E. 13 or 14 years old
 - F. 15 or 16 years old
 - G. 17 years old or older
53. During the past 30 days, how many times did you use marijuana?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
54. During the past 30 days, how did you **usually** use marijuana?
- A. I did not use marijuana during the past 30 days
 - B. I smoked it in a joint, bong, pipe, or blunt
 - C. I ate it in food such as brownies, cakes, cookies, or candy
 - D. I drank it in tea, cola, alcohol, or other drinks
 - E. I vaporized it
 - F. I used it some other way

The next 10 questions ask about other drugs.

55. During your life, how many times have you used **any** form of cocaine, including powder, crack, or freebase?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
56. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
57. During your life, how many times have you used **heroin** (also called smack, junk, or China White)?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
58. During the past 30 days, how many times did you use **heroin** (also called smack, junk, or China White)?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
59. During your life, how many times have you used **methamphetamines** (also called speed, crystal, crank, or ice)?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
60. During the past 30 days, how many times did you use **methamphetamines** (also called speed, crystal, crank, or ice)?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
61. During your life, how many times have you used **ecstasy** (also called MDMA)?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
62. During your life, how many times have you used **synthetic marijuana** (also called K2, Spice, fake weed, King Kong, Yucatan Fire, Skunk, or Moon Rocks)?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times

63. During your life, how many times have you taken **prescription pain medicine** without a doctor's prescription or differently than how a doctor told you to use it? (Count drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.)
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
64. During the past 30 days, how many times did you take **prescription pain medicine** without a doctor's prescription or differently than how a doctor told you to use it? (Count drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.)
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times

The next 7 questions ask about sexual behavior.

65. Have you ever had sexual intercourse?
- A. Yes
 - B. No
66. How old were you when you had sexual intercourse for the first time?
- A. I have never had sexual intercourse
 - B. 11 years old or younger
 - C. 12 years old
 - D. 13 years old
 - E. 14 years old
 - F. 15 years old
 - G. 16 years old
 - H. 17 years old or older

67. During your life, with how many people have you had sexual intercourse?
- A. I have never had sexual intercourse
 - B. 1 person
 - C. 2 people
 - D. 3 people
 - E. 4 people
 - F. 5 people
 - G. 6 or more people
68. During the past 3 months, with how many people did you have sexual intercourse?
- A. I have never had sexual intercourse
 - B. I have had sexual intercourse, but not during the past 3 months
 - C. 1 person
 - D. 2 people
 - E. 3 people
 - F. 4 people
 - G. 5 people
 - H. 6 or more people
69. Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?
- A. I have never had sexual intercourse
 - B. Yes
 - C. No
70. The **last time** you had sexual intercourse, did you or your partner use a condom?
- A. I have never had sexual intercourse
 - B. Yes
 - C. No

71. The **last time** you had sexual intercourse, what **one** method did you or your partner use to **prevent pregnancy**? (Select only **one** response.)
- A. I have never had sexual intercourse
 - B. No method was used to prevent pregnancy
 - C. Birth control pills
 - D. Condoms
 - E. An IUD (such as Mirena or ParaGard) or implant (such as Implanon or Nexplanon)
 - F. A shot (such as Depo-Provera), patch (such as Ortho Evra), or birth control ring (such as NuvaRing)
 - G. Withdrawal or some other method
 - H. Not sure

The next 10 questions ask about food you ate or drank during the past 7 days. Think about all the meals and snacks you had from the time you got up until you went to bed. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.

72. During the past 7 days, how many times did you drink **100% fruit juices** such as orange juice, apple juice, or grape juice? (Do **not** count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)
- A. I did not drink 100% fruit juice during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

73. During the past 7 days, how many times did you eat **fruit**? (Do **not** count fruit juice.)
- A. I did not eat fruit during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

74. During the past 7 days, how many times did you eat **green salad**?
- A. I did not eat green salad during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

75. During the past 7 days, how many times did you eat **potatoes**? (Do **not** count french fries, fried potatoes, or potato chips.)
- A. I did not eat potatoes during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

76. During the past 7 days, how many times did you eat **carrots**?
- A. I did not eat carrots during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

77. During the past 7 days, how many times did you eat **other vegetables**? (Do **not** count green salad, potatoes, or carrots.)
- A. I did not eat other vegetables during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
78. During the past 7 days, how many times did you drink a **can, bottle, or glass of soda or pop**, such as Coke, Pepsi, or Sprite? (Do **not** count diet soda or diet pop.)
- A. I did not drink soda or pop during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
79. During the past 7 days, how many times did you drink a **can, bottle, or glass of a sports drink** such as Gatorade or PowerAde? (Do **not** count diet low-calorie sports drinks such as Propel or G2.)
- A. I did not drink sports drinks during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

80. During the past 7 days, how many times did you drink a **can, bottle, or glass of an energy drink**, such as Red Bull, Rockstar, or Monster? (Do **not** count diet energy drinks such as Gatorade or PowerAde.)
- A. I did not drink energy drinks during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
81. During the past 7 days, how many times did you drink a **can, bottle, or glass of a sugar-sweetened drink** such as lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or Sunny Delight? (Do **not** count soda or pop, sports drinks, energy drinks, or 100% fruit juice.)
- A. I did not drink these sugar-sweetened drinks during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

The next 6 questions ask about physical activity.

82. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day**? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
 - G. 6 days
 - H. 7 days

83. During the past 7 days, on how many days did you do exercises to **strengthen or tone your muscles**, such as push-ups, sit-ups, or weight lifting?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

84. On an average school day, how many hours do you watch TV?

- A. I do not watch TV on an average school day
- B. Less than 1 hour per day
- C. 1 hour per day
- D. 2 hours per day
- E. 3 hours per day
- F. 4 hours per day
- G. 5 or more hours per day

85. On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPad or other tablet, a smartphone, texting, YouTube, Instagram, Facebook, or other social media.)

- A. I do not play video or computer games or use a computer for something that is not school work
- B. Less than 1 hour per day
- C. 1 hour per day
- D. 2 hours per day
- E. 3 hours per day
- F. 4 hours per day
- G. 5 or more hours per day

86. In an average week when you are in school, on how many days do you go to physical education (PE) classes?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days

87. During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)

- A. 0 teams
- B. 1 team
- C. 2 teams
- D. 3 or more teams

The next question asks about concussions. A concussion is when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out.

88. During the past 12 months, how many times did you have a concussion **from playing a sport or being physically active**?

- A. 0 times
- B. 1 time
- C. 2 times
- D. 3 times
- E. 4 or more times

The next 5 questions ask about other health-related topics.

89. In what grade were you last taught about preventing sexually transmitted diseases (STDs)?
- A. I have never been taught in school about preventing sexually transmitted diseases
 - B. 6th grade or earlier
 - C. 7th grade
 - D. 8th grade
 - E. 9th grade
 - F. 10th grade
 - G. 11th grade
 - H. 12th grade
90. When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?
- A. During the past 12 months
 - B. Between 12 and 24 months ago
 - C. More than 24 months ago
 - D. Never
 - E. Not sure
91. On an average school night, how many hours of sleep do you get?
- A. 4 or less hours
 - B. 5 hours
 - C. 6 hours
 - D. 7 hours
 - E. 8 hours
 - F. 9 hours
 - G. 10 or more hours
92. During the past 30 days, where did you usually sleep?
- A. In my parent's or guardian's home
 - B. In the home of a friend, family member, or other person because I had to leave my home or my parent or guardian cannot afford housing
 - C. In a shelter or emergency housing
 - D. In a motel or hotel
 - E. In a car, park, campground, or other public place
 - F. I do not have a usual place to sleep
 - G. Somewhere else

93. Because of a physical, mental, or emotional problem, do you have serious difficulty concentrating, remembering, or making decisions?
- A. Yes
 - B. No

The next 9 questions ask about other home, school, and community related topics.

94. Do you agree or disagree that you feel alone in your life?
- A. Strongly agree
 - B. Agree
 - C. Not sure
 - D. Disagree
 - E. Strongly disagree
95. Besides your parents, how many adults would you feel comfortable seeking help from if you had an important question affecting your life?
- A. 0 adults
 - B. 1 adult
 - C. 2 adults
 - D. 3 adults
 - E. 4 adults
 - F. 5 or more adults
96. How often does one of your parents talk with you about what you are doing in school?
- A. Never
 - B. Less than once a month
 - C. About once or twice a month
 - D. About once or twice a week
 - E. About every day
97. Do you agree or disagree that your teachers really care about you and give you a lot of encouragement?
- A. Strongly agree
 - B. Agree
 - C. Not sure
 - D. Disagree
 - E. Strongly disagree

98. Do you agree or disagree that your school has clear rules and consequences for behavior?
- A. Strongly agree
 - B. Agree
 - C. Not sure
 - D. Disagree
 - E. Strongly disagree
99. Do you agree or disagree that in your community you feel like you matter to people?
- A. Strongly agree
 - B. Agree
 - C. Not sure
 - D. Disagree
 - E. Strongly disagree
100. During an average week, how many hours do you spend helping or volunteering at school or in the community (such as helping elders or neighbors; watching young children; teaching or tutoring; peer helping; mentoring; or helping out at local programs, health clinics, faith organizations, tribal organizations, or environmental organizations)?
- A. 0 hours
 - B. 1 hour
 - C. 2 hours
 - D. 3 to 5 hours
 - E. 6 to 10 hours
 - F. 11 or more hours
101. During an average week, on how many days do you take part in organized after school, evening, or weekend activities (such as school clubs; community center groups; music, art, or dance lessons; drama; church; or cultural or other supervised activities)?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
 - G. 6 days
 - H. 7 days

102. During the past 12 months, how would you describe your grades in school?
- A. Mostly A's
 - B. Mostly B's
 - C. Mostly C's
 - D. Mostly D's
 - E. Mostly F's
 - F. None of these grades
 - G. Not sure

The next 12 questions are about what people think about cigarette, alcohol, and drug use.

103. How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day?
- A. No risk
 - B. Slight risk
 - C. Moderate risk
 - D. Great risk
104. How wrong do your parents feel it would be for you to smoke cigarettes?
- A. Very wrong
 - B. Wrong
 - C. A little bit wrong
 - D. Not wrong at all
 - E. Not sure
105. How wrong do your friends feel it would be for you to smoke cigarettes?
- A. Very wrong
 - B. Wrong
 - C. A little bit wrong
 - D. Not wrong at all
 - E. Not sure
106. How much do you think people risk harming themselves (physically or in other ways) if they have five or more drinks of an alcoholic beverage once or twice a week?
- A. No risk
 - B. Slight risk
 - C. Moderate risk
 - D. Great risk

107. How wrong do your parents feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?
- A. Not at all wrong
 - B. A little bit wrong
 - C. Wrong
 - D. Very wrong
 - E. Not sure
108. How wrong do your friends feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?
- A. Not at all wrong
 - B. A little bit wrong
 - C. Wrong
 - D. Very wrong
 - E. Not sure
109. How much do you think people risk harming themselves (physically or in other ways) if they use marijuana once or twice a week?
- A. No risk
 - B. Slight risk
 - C. Moderate risk
 - D. Great risk
110. How wrong do your parents feel it would be for you to use marijuana?
- A. Very wrong
 - B. Wrong
 - C. A little bit wrong
 - D. Not wrong at all
 - E. Not sure
111. How wrong do your friends feel it would be for you to use marijuana?
- A. Very wrong
 - B. Wrong
 - C. A little bit wrong
 - D. Not wrong at all
 - E. Not sure

112. How much do you think people risk harming themselves (physically or in other ways) if they use prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it?
- A. No risk
 - B. Slight risk
 - C. Moderate risk
 - D. Great risk
113. How wrong do your parents feel it would be for you to use prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it?
- A. Very wrong
 - B. Wrong
 - C. A little bit wrong
 - D. Not wrong at all
 - E. Not sure
114. How wrong do your friends feel it would be for you to use prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it?
- A. Very wrong
 - B. Wrong
 - C. A little bit wrong
 - D. Not wrong at all
 - E. Not sure

**This is the end of the survey.
Thank you very much for your help.**

Appendix F: 2019 School Climate and Connectedness Survey Anchorage Grades 6-12 Student Survey¹

¹ Survey provided by the Association of Alaska School Boards
<https://aasb.org/?s=school+climate+and+connectedness+survey>



2019 Anchorage Grade 6-12 Student Survey

School Climate & Connectedness Survey

We want to know what you think about your school. This is NOT a test. There are no wrong answers. The information from this survey will help us understand what you think about your school, and what we can do to make it a better place.

YOUR answers are confidential and anonymous. They will be combined with answers from other students.

This survey is voluntary. You do not have to answer any questions you do not want to answer, but we hope that you will answer as many as you can.

If you don't understand a question, please ask for help!

IMPORTANT: You need to click the SUBMIT button at the end of the survey for your answers to be entered.

Background Information

For each of the following questions, select the answer that best describes you.

1. What grade are you in?

☐

6

☐

7

☐

8

☐

9

☐

10

☐

11

☐

12

2. Are you a

☐

Male

☐

Female

3. Which group describes you best? (Choose all that apply)

☐

Alaska Native

☐

American Indian

☐

Asian

☐

Black or African-American

☐

Hispanic or Latino

☐

Native Hawaiian or
Other Pacific
Islander

☐

White

4. Do you have someone outside of school who can help you with your homework?

Yes

No

☐
☐

5. Is there a language other than English spoken in your home?

☐
☐

6. What grades do you usually get?

☐

Mostly A's

☐

Mostly B's

☐

Mostly C's

☐

Mostly D's and F's

7. During the past year, how many days did you miss (skip) school without permission?

☐

Never

☐

Less than once a
month

☐

Once a month or
more

8. Outside of school and home, I know at least one adult I can talk to, if I have a problem.

Strongly
Agree

Agree

Disagree

Strongly
Disagree

☐
☐
☐
☐

9. Outside of school and home, I know at least one adult who encourages me to do my best.

☐
☐
☐
☐



0

| | 0 hours | About 1 hour | About 2-3 hours | About 4 hours or more |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 10. During an average week, how much time do you spend helping other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. During an average week, how much time do you spend participating in organized activities after school or on weekends? (Examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

About My School

How much do you agree or disagree with each of the following statements? When you answer, think about how you feel most of the time.

| | Strongly Agree | Agree | Agree Some, Disagree Some | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| 12. Students in this school help each other, even if they are not friends. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. At school, there is a teacher or some other adult who will miss me when I'm absent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. There are lots of chances for students in my school to talk with teachers one-on-one. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I have given up on school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. At this school, students are encouraged to work to the best of their abilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Students in this school treat each other with respect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. I try hard to do well in school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. I want very much to get more education after high school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. In my school, students are given a chance to help make decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. I can name at least five adults who really care about me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Other adults at school besides my teachers know my name. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Students are involved in helping to solve school problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. When students see another student being picked on, they try to stop it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Adults in my community encourage me to take school seriously. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. This school is a welcoming place for families like mine. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



| | Strongly Agree | Agree | Agree Some, Disagree Some | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| 28. Adults in my community know what goes on inside schools. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Adults in my community support this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Lots of parents come to events at my school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. This school values and welcomes elders. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. This school does not involve parents in most school events or activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. Teachers and other adults at this school believe that all students can do good work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. I feel safe at school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. I feel safe traveling to and from school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Students at this school are often teased or picked on. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. Students who go to my school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. This school is being ruined by bullies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. This school is badly affected by crime and violence in the community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. My teachers treat me with respect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. When students break rules, they are treated fairly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. My teachers are fair. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. Most students in this school like to put others down. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. Our school rules are fair. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. The principal asks students about their ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46. I have a strong sense of belonging to my culture. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 47. In general, my culture is an important part of my self-image. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. My school teaches about the history and culture of people who live in my community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. My school values the language and culture of my family. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. My teachers make an effort to represent my culture in class lessons. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. I see my family's culture represented in class lessons, materials, posters, and art around the school, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



How often in my school?

In the past 12 months, how many times have you personally seen other students do these things at your school or school events?

| | 0 times | 1-2 times | 3-6 times | 7-12 times | More than 12 times |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 52. Under the influence of drugs (such as meth, heroin, cocaine, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. Under the influence of marijuana | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. Destroy things (such as school property, or other people's personal items) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. Get into fights with other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. Steal things (such as taking things from the school or other people) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. Threaten or bully other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. Carry weapons | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

About Me

Please let us know how easy or difficult each of the following are for you:

| | Very Easy | Easy | Difficult | Very Difficult |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 60. Knowing the emotions I feel. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61. Knowing ways I calm myself down. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 62. Knowing what my strengths are. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 63. Knowing when my feelings are making it hard for me to focus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 64. Being patient even when I am really excited. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 65. Finishing tasks even if they are hard for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 66. Setting goals for myself. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 67. Doing schoolwork even when I do not feel like it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 68. Being prepared for tests. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 69. Getting through something even when I feel frustrated. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 70. Learning from people with different opinions than me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 71. Knowing what people may be feeling by the look on their face. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 72. Knowing when someone needs help. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 73. Respecting a classmate's opinions during a disagreement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 74. Getting along with my classmates. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 75. Thinking about what might happen before making a decision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 76. Knowing what is right or wrong. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Miscellaneous

| | Strongly Agree | Agree | Agree Some, Disagree Some | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| 77. I would recommend my school to other students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 78. I am proud of how my school looks to the community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SAMPLE FORM