

2013 Ohio Youth Risk Behavior Survey



Positive Youth Development

Positive Youth Development

School connectedness is associated with positive educational outcomes and a lower risk of engaging in risky behaviors. Some factors that are included in school connectedness are adult support, belonging to a positive peer groups, commitment to education and school environment.¹

In Ohio, a majority of students report getting mostly A's or B's, having adults in their life they can go to for help, and participating in extracurricular activities. Only a small percentage of students report eating seven or more meals with their family in the past seven days.

Healthy People 2020's 10-year health objectives include topics relevant to YRBS topics, aimed at improving the health of adolescents in the United States.² Two topics that address Adolescent Health (AH) specifically are presented below:

AH-2: Increase the proportion of adolescents who participate in extracurricular or out of school activities to 90.6 percent.

- In 2013, 51.9 percent of Ohio high school students reported they participated in extracurricular or out of school activities.

AH-3.1: Increase the proportion of adolescents who have an adult in their lives with whom they can talk about serious problems to 83.3 percent.

- In 2013, 83.1 percent of Ohio high school students reported they had at least one adult in their life they would feel comfortable seeking help from if they had an important question affecting their life.

Recent trends (2003-2013) for Ohio high school students positive youth development indicate:

- Prevalence rates for students who describe their grades as mostly A's or mostly B's increased since 2011.
- Prevalence rates for students who participated in extracurricular activities decreased.
- Prevalence rates for students who reported they have at least one adult in their life and at their school that they can go to for help have remained steady since 2011.

The charts on the following pages represent the past ten years of YRBS data.^{abc}

^a2009 data are not included in tables because the limited response rate did not produce a weighted sample.

^bTrend data based on trend analysis using logistic regression model controlling for sex, race/ethnicity, and grade, $p < 0.05$.

^cComparisons among groups in 2013 data were not tested for significance, but determined by comparing confidence intervals.

Percentage of students who would describe their grades in school as mostly A's or B's during the past 12 months, Ohio 2011-2013



"During the past 12 months, how would you describe your grades in school?"

- From 2011 to 2013, there was a **significant increase** in the percentage of students who described their grades as mostly A's or B's.
- When compared to non-Hispanic white students, non-Hispanic black students were 1.6 times more likely to report having mostly A's or B's during the past year.
- There were no differences by gender or grade level.

The percentage of students who took part in organized after school, evening or weekend activities such as school clubs, community centers groups, music/art/dance lessons, drama, church, or other supervised activities on one or more of the past seven days, Ohio 2003-2013



"On how many of the past seven days did you take part in organized after school, evening or weekend activities (other than sports teams) such as school clubs, community center groups, music/art/dance lessons, drama, church or other supervised activities?"

- There was a **significant decrease** from 2003 to 2013 in students who participated in supervised after school activities.
- There were no differences by gender, grade level or race for students who participated in after school activities.

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Percentage of students who would feel comfortable seeking help from one or more adults besides their parents if they had an important question affecting their life, Ohio 2011-2013



“Besides your parents, how many adults would you feel comfortable seeking help from if you had an important question affecting your life?”

- There was **no significant change** from 2011 to 2013 in students reporting they had one or more adult in their life they could seek help from.
- There were no differences by gender, grade level or race.

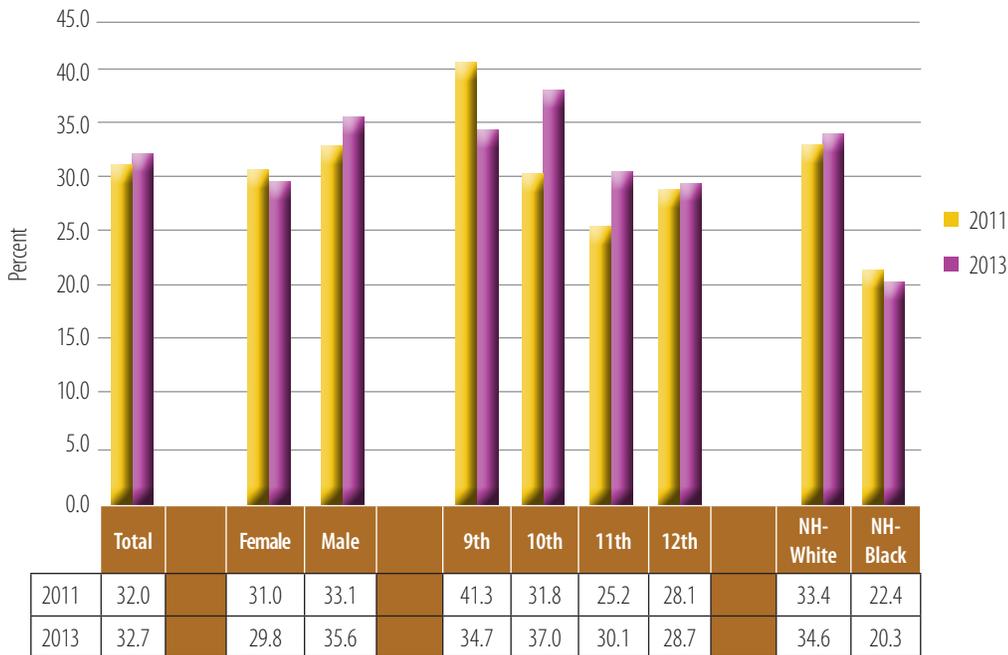
Percentage of students who responded that there is at least one teacher or other adult in this school that they can talk to if they have a problem, Ohio 2011-2013



“Is there at least one teacher or other adult in this school that you can talk to if you have a problem?”

- There was **no significant change** from 2011 to 2013 in students who responded they have at least one adult at the school they can go to with a problem.
- 11th and 12th grade students were significantly more likely than 9th grades (1.2 and 1.4 times), 12th graders were 1.2 times more likely than 10th graders to report having an adult at the school they can go to for help.
- There were no differences by gender or race.

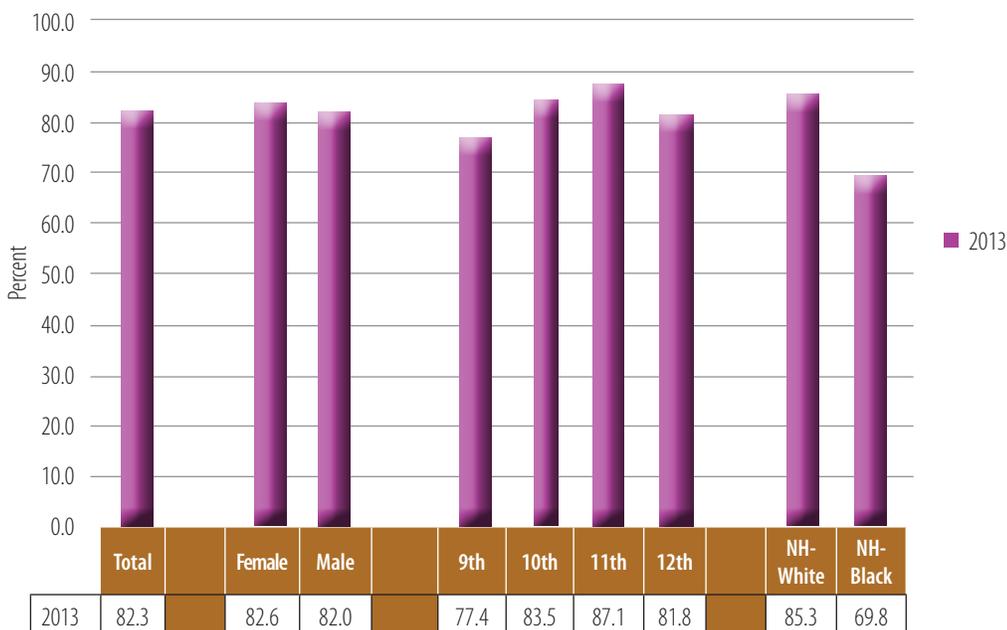
Percentage of students who ate seven or more meals with their family during the past seven days, 2011-2013



“During the past seven days, how many meals did you eat with your family?”

- There was **no significant change** from 2011 to 2013 for students who reported eating seven or more meals with their family in the past seven day.
- When compared to non-Hispanic black students, non-Hispanic white students were 1.7 times more likely to report eating seven or more meals with their family.
- There were no differences by gender or grade level.

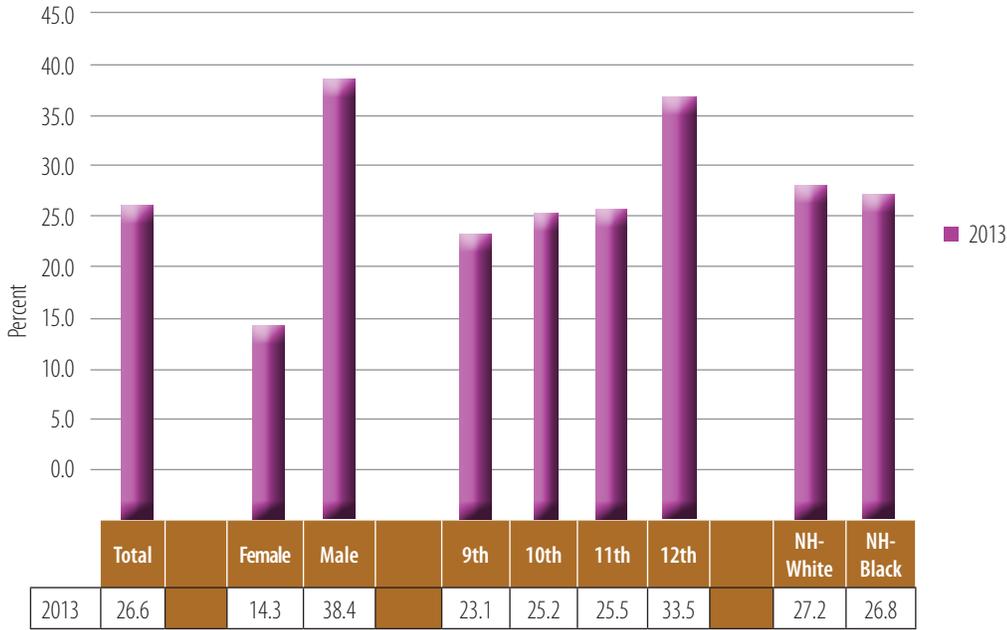
Percentage of students who most of the time or always feel safe and secure at school, Ohio 2013



“How often do you feel safe and secure at school?”

- When compared to non-Hispanic black students, non-Hispanic white students were 1.2 times more likely to always or most of the time feel safe at school.
- 11th graders were 1.1 times more likely than 9th graders to feel safe and secure at school.
- There were no differences by gender.

Percentage of students who gambled money or personal items while playing cards, betting on personal skills or sports teams, buying lottery tickets or scratch-offs, or using the internet during the past 12 months, Ohio 2013



“During the past 12 months, how often did you gamble money or personal items such as while playing cards, betting on personal skills or sports teams, buying lottery tickets or scratch-offs, or scratch-offs, or using the internet?”

- When compared to female students, male students were 2.7 times more likely to gamble.
- There were no differences by grade level or race.

Conclusions

Participation in extracurricular activities has been associated with positive academic outcomes and increased school connectedness.³ It also allows students to have contact with non-relative adults, which can increase the availability of support in the school. In Ohio, slightly more than half of high school students participated in extracurricular activities during the past week. A majority of students reported they have an adult in their life or an adult in their school that they can go to for help.

Eating family meals is associated with decreased likelihood of risky behaviors in adolescents.⁴ In 2013, approximately one third of students in Ohio ate daily meals with their family.

The primary findings for the 2013 Ohio YRBS found that approximately:

- Seven out of 10 students described their grades as mostly A's or mostly B's.
- Five out of 10 students participated in extracurricular activities.
- Eight out of 10 students reported they have at least one adult in their life they are comfortable going to for help.
- Seven out of 10 students reported there is at least one adult in their school they can go to for help.
- Three out of 10 students ate seven or more meals with their families in the past seven days.

References:

1. Centers for Disease Control and Prevention.(2009). School Connectedness: Strategies for Increasing Protective Factors among Youth. Atlanta, GA: U.S. Department of Health and Human Services. Retrieved from: <http://www.cdc.gov/healthyyouth/adolescenthealth/connectedness.htm>
2. Healthy People. (2013, March 8). *2020 Topics and Objectives*. Retrieved from: <http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx>
3. Darling, N., Caldwell, L.L., & Smith, R. (2005). Participation in School-Based Extracurricular Activities and Adolescent Adjustment. *Journal of Leisure Research*, 37(1), 51-76.
4. Levin, K.A., Kirby, J. & Currie, C. (2011) Adolescent Risk Behaviors and Mealtime Routines: Does Family Meal Frequency Alter the Association Between Family Structure and Risk Behavior? *Health Education Research*, 27(1, 24-35).

Contact:

Sara Lowe

Ohio Department of Health

Sara.lowe@odh.ohio.gov