Parent University: Understanding Risk Behavior
10/21/17

Erica McNamara • MPH
Certified Prevention Specialist
RCASA Director
Nik Wallenda is a 7th generation tightrope walker from a family known as “Flying Wallendas”
Family members died from wirewalking including his grandfather. One family member lost a limb to bone cancer and returned to wire walking with a prosthesis. She died in a tightrope accident at the age of 26.
Calculated risk = planning, training, & access to supports as needed.
What is your relationship w/risk/reward? Was it different in your teens? What is your family’s history in this area?
What is your history of other risk factors? Depression, Alcohol Use, Anxiety etc.

What is your kids risk and reward style?
Have your taught your child how to manage risk in their life?
Early use changes our brain’s relationship to alcohol and other substances
Do you know what drives your behavior?
2017 YRBS Presentation Overview

Categories

School Climate

Behavioral Health

Substance Misuse
Data Partner Roles

Reading Public Schools
Survey Oversight & Collection

Rothenbach Research & Consulting
Data Cleaning & Analysis

RCASA
Coordination, Materials Development, Comparisons, Data Targets & Dissemination

2017 Reading YRBS Results produced by Rothenbach Research and Consulting for Reading Public Schools
Presentation by Erica McNamara (RCASA) US and Massachusetts data includes weighted results
Youth Risk Behavior Survey

Started in 1990 by U.S. Centers for Disease Control

Monitors health behaviors of students in grades 6-12

Reading conducts the survey every 2 years.

Comparison represent thousands of surveys
YRBS by the Numbers

United States CDC
YRBS Data Pool

15,624 public/private high school students comprise the 2015 probability sample.

1991 = 26 states
2015 = 47 states

States Participation
Student response rate
Actual response rate
School response rate

96%  86%  60%
69%  100%  100%  100%

YRBS by the Numbers

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Validity

Do students tell the truth?

“According to the CDC, research indicates data of this nature may be gathered as credibly from adolescents as from adults. Internal reliability checks help identify the small percentage of students who falsify their answers. To obtain truthful answers, students must perceive the survey as important and know procedures have been developed to protect their privacy and allow for anonymous participation.
Reliability

Do you test for reliability?

“Yes, the CDC Methodology of the Youth Risk Behavior Surveillance System studies include test-retest reliability studies on versions of the questionnaire; a study examining how varying honesty appeals, question wording, and data-editing protocols affect prevalence estimates; and a study examining how varying the mode and setting of survey administration affects prevalence estimates.
Introduction

Appropriate protocols were implemented for obtaining permission from parents for student participation. All surveys and answer sheets were anonymous.

Confidentiality
Wellness teachers that participated in the data collection process signed confidentiality forms.

Setting
Wellness teachers administered the survey in physical education classes.

Survey
With a total of 123 items, the questionnaire was short enough to allow the survey to be easily completed in one class period.

Procedures
Students were told that participation is voluntary. Students could skip any question that they were not comfortable answering.

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Reading High School Data Pool

Gr. 9-12 enrollment 2016-2017

Students surveyed & sent for analysis

80% of Surveys included in Final Sample (response rate)

Surveys excluded during data cleaning

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Reading High School Survey Sample n=1,009

GRADE
(# of students)

- Grade 9: 264
- Grade 10: 274
- Grade 11: 201
- Grade 12: 270

GENDER
(# of students)

- Female: 441
- Male: 526
- Other response: 42

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Presentation by Erica McNamara (RCASA) US and Massachusetts data includes weighted results
Reading High School Survey Sample n=1,009

- **RACE**
  - White: 84%
  - African American: 5%
  - Hispanic: 6%
  - Asian or Pacific Islander: 2%
  - Other or Multiple: 3%

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Protective Factors Rationale

Search Institute- The Developmental Assets® are 40 research-based, positive experiences and qualities that influence young people’s development

Positive Family Communication | Youth & parent(s) communicate positively, and youth seeks advice and counsel from parents.

Other Adult Relationships | Youth receives support from 3 or more nonparent adults.

Creative | spends 3+ hours per wk in lessons or practice in music, theater, or other arts.

Programs | spends 3+ hours per wk in sports, clubs, or organizations.

Religious | spends 1+ hour pr week in activities in a religious institution.

at Home | Youth is out w/friends "with nothing special to do" 2 or fewer nights per wk.

Source: http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18
At least one trusted adult to talk to in school: Reading High School

2007: 62%
2009: 70%
2011: 71%
2013: 70%
2015: 74%
2017: 78%

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At least 1 trusted adult (family or community): Reading High School

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2007</td>
<td>89%</td>
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<tr>
<td>2009</td>
<td>88%</td>
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<td>2011</td>
<td>89%</td>
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<tr>
<td>2013</td>
<td>89%</td>
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<tr>
<td>2015</td>
<td>88%</td>
</tr>
<tr>
<td>2017</td>
<td>89%</td>
</tr>
</tbody>
</table>

2017 Reading YRBS Results produced by Rothenbach Research and Consulting for Reading Public Schools

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Eustress/Stress
Protective & Risk Factor Variability

Positive
Mild elevation in stress hormones

Tolerable
Serious temporary stress response buffered by supportive relationships

Toxic
Prolonged activation of stress response systems in the absence of protective relationships

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### Negative Stressors: Reading High School

**2017** | **2015**
---|---
School work | 36% | 36%
Too busy | 24% | 22%
Worry about future | 10% | 12%
School expectations | 18% | 10%
Family or personal | 9% | 8%
Lack of sleep | 6% | 5%
Non school Activities | 2% | 4%
Social | 3% | 2%
Sources of School Stress: Reading High School

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Extracurricular Activities
Reading High School

Choose all extra-curricular or outside of school activities that you participate in

2017 Results

- Religious services: 18%
- Dance, Gymnastics, Karate, Kick-Boxing, or Group Class: 21%
- School drama, band or chorus: 23%
- Community Service activity: 27%
- School club: 32%
- Sport, club or organization not associated w/school i.e. Boy Scouts, Girl Scouts, Club Team, AAU, Figure Skating: 33%
- Part-time job: 40%
- At least 1 school sport: 58%

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Sleep: CDC Rationale

This question measures the amount of sleep students get on an average school night. **Sleep is necessary for physical and mental health** and is particularly important during adolescence.

Analysis of the national YRBS has shown that **insufficient sleep is associated with higher odds** of current use of cigarettes, marijuana, and alcohol; current sexual activity; seriously considering attempting suicide; feeling sad or hopeless; physical fighting; physical inactivity; obesity; engaging in injury-related risk behaviors; and engaging in unhealthy weight control behaviors.

In 2015, the National Sleep Foundation **recommended that teens aged 14-17 years get 8-10 hours of sleep per night**. U.S. high school students who got 8+ or more hours of sleep on an average school night decreased significantly from 2007–2015 (31%–27%).

Sleep: Reading High School

29% of freshman got 8+ hours of sleep compared to 19% of juniors.

2015

- 8+ hours: 24%
- 7 hours: 34%
- 6 hours: 36%
- 5- hours: 28%

2017

- 8+ hours: 22%
- 7 hours: 24%
- 6 hours: 18%
- 5- hours: 15%
Concussion: CDC Rationale

In 2013, the National Academy of Sciences report entitled Sports Related Concussions in Youth challenged the CDC to improve the surveillance of sports-related concussions among youth. The report identified gaps.

There were no comprehensive national incidence estimates of sports and recreation-related concussions experienced by youth.

Legislation related to sports concussions was passed in all 50 states within the past 5–7 years and the ability to monitor prevention efforts is critical.

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

- 0: 84%
- 1: 11%
- 2: 3%
- 3: 1%
- 4+: 1%
Behavioral Health: CDC Rationale

These questions measure sadness, suicide ideation, attempted suicide, and the seriousness of those attempts.

In 2015, among U.S. high school students, 30% felt so sad or hopeless almost every day for 2+ weeks in a row that they stopped doing some usual activities. A prior suicide attempt is a significant risk factors for a suicide fatality.

The prevalence of students who seriously considered attempting suicide, having made a suicide plan, and attempted suicide increased over the last 6 years.

Depression-Related: Reading High School

Felt sad/hopeless daily 2+ weeks in a row (past year)

- 2005: 22%
- 2007: 18%
- 2009: 20%
- 2011: 24%
- 2013: 25%
- 2015: 29%
- 2017: 25%

2005 Reading YRBS Results produced by Rothenbach Research and Consulting for Reading Public Schools

Presentation by Erica McNamara (RCASA) US and Massachusetts data includes weighted results
Non-Suicidal Self-Injury: Reading High School

Injured themselves on purpose (without the intention of killing themselves, past 12 mo)

- 2005: 17%
- 2007: 15%
- 2009: 17%
- 2011: 20%
- 2013: 21%
- 2015: 22%
- 2017: 16%

2017 Reading YRBS Results produced by Rothenbach Research and Consulting for Reading Public Schools
Presentation by Erica McNamara (RCASA) US and Massachusetts data includes weighted results
Suicide Risk: Reading High School

- Ever seriously considered suicide
- Ever made a plan to commit suicide
- Actually attempted suicide (past 12 mo)

![Diagram showing suicide risk percentages from 2005 to 2017](image-url)
Suicide Risk Comparison: High School

- U.S. 2015
- Mass 2015
- Reading 2017

<table>
<thead>
<tr>
<th>Behavior</th>
<th>U.S. 2015</th>
<th>Mass 2015</th>
<th>Reading 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seriously considered attempting suicide (during the 12 months before the survey)</td>
<td>18%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Made a plan about how they would attempt suicide (during the 12 months before the survey)</td>
<td>15%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Attempted suicide (one or more times during the 12 months before the survey)</td>
<td>9%</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Attempted suicide that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse (during the 12 months before the survey)</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Behavioral Health Treatment: Reading High School

2013-2017
Taking medicine or receiving treatment from a doctor or other health professional for any type of behavioral health, mental health condition or emotional problem

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>18%</td>
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<tr>
<td>2015</td>
<td>21%</td>
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<tr>
<td>2017</td>
<td>21%</td>
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</tbody>
</table>
Distraction due to Physical, Mental or Emotional Problems: Reading High School

2015  2017

Difficulty concentrating, remembering or making decisions due to physical, mental or emotional problem

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2017</th>
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<tbody>
<tr>
<td>Yes</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>No</td>
<td>74%</td>
<td>69%</td>
</tr>
<tr>
<td>Not sure</td>
<td>5%</td>
<td>11%</td>
</tr>
</tbody>
</table>

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Nicotine Misuse: CDC Rationale

These questions measure **use of nicotine products in a variety of forms.**

Nicotine exposure during adolescence, can cause addiction, might harm brain development, and could lead to sustained tobacco product use among youths. Among youth, there is **no safe exposure to nicotine**, be it from combustible, non-combustible, or electronic sources.

Smokers are **more likely to drink alcohol, use marijuana and cocaine, engage in risky sex, engage in fighting, carry a weapon, and attempt suicide.** Adolescent smokeless tobacco and e-vape users and are more likely to **become adult cigarette smokers.**
Cigarette Use: Reading High School

Current cigarette use:
- Reading 2005: 18%
- Reading 2015: 10%
- Reading 2017: 8%

Lifetime cigarette use:
- Reading 2005: 38%
- Reading 2015: 18%
- Reading 2017: 13%

U.S. Rates declined from 27% in 2005 to 11% in 2015

U.S. Rates declined from 54% in 2005 to 32% in 2015
Other Tobacco Use: Reading High School

- **Current cigar use**
  - Reading 2015: 11%
  - Reading 2017: 10%

- **Current smokeless tobacco use**
  - Reading 2015: 7%
  - Reading 2017: 7%

**U.S. Rates declined from 14% in 2005 to 10% in 2015**

**U.S. Rates declined from 8% in 2005 to 7% in 2015**
E-vapor Lifetime & Current Use: High School

US 2015

MA 2015

Reading 2017

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"I blow the dankest clouds now Woody, join the Vape Nation"

Vape Nation @h3h3productions
**Analog** = traditional cigarette

**Juice** = solution that’s vaporized to create vapor. Contains propylene glycol (PG), vegetable glycerine (VG), flavoring, & nicotine

**Clouds** = large plume of vapor produced by heating e-liquids to high temperatures

**Mod** = advanced personal vaporizer (larger)

**Dripping** = To refill an atomizer via drops of e-juice straight onto the coil of an atomizer.

**Atty** = Atomizer part of an e-cig that houses the coil and wick that is heated to produce vapor from e-liquid.
Excessive drinking, including underage and binge drinking, is responsible for more than 4,300 deaths among underage youth each year, and cost the U.S. $24 billion in 2010.

Underage drinking contributes to motor vehicle crashes, suicide, homicides, assaults, rapes, burns, falls, drowning, brain impairment, alcohol dependence, risky sexual activity, academic problems, and alcohol and drug poisoning.

Persons who start drinking before age 15 years are 6x more likely to develop alcohol dependence or abuse later in life than those who begin drinking at or after age 21 years.
Lifetime Alcohol Use: Reading High School

High School Students Who Ever Drank Alcohol, 2005-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
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<tr>
<td>2005</td>
<td>77%</td>
<td>73%</td>
<td>72%</td>
<td>68%</td>
<td>63%</td>
<td>61%</td>
<td>61%</td>
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<tr>
<td>2007</td>
<td>67%</td>
<td>66%</td>
<td>62%</td>
<td>65%</td>
<td>60%</td>
<td>55%</td>
<td>53%</td>
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<tr>
<td>2009</td>
<td>43%</td>
<td>45%</td>
<td>42%</td>
<td>39%</td>
<td>35%</td>
<td>33%</td>
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<td>2011</td>
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<td>2017</td>
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Underage Drinking: Reading High School

Percentage of High School Students Who Drank in Past 30 days, 2005-2017

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Binge Drinking: High School Comparison
High School Students Who Drank 5+ Alcohol Drinks in a Row, 2005-2017

- **Town Liquor Policy Implemented & HSD Compliance Checks**
- **School Chemical Health Policy & Police Zero Tolerance Policy Implemented**

2005: US 29%, MA 27%, Reading 26%
2007: US 31%, MA 28%, Reading 26%
2009: US 31%, MA 25%, Reading 24%
2011: US 30%, MA 22%, Reading 22%
2013: US 27%, MA 21%, Reading 19%
2015: US 22%, MA 18%, Reading 18%
2017: US 20%, MA 18%, Reading 18%

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Drug Misuse: CDC Rationale

These questions measure marijuana, cocaine, inhalants, heroin, methamphetamines, ecstasy, steroids, injected drugs use; use of prescription pain medicine without a doctor’s prescription; and illegal drug activity on school property.

Among youth, illicit drug use is associated with heavy alcohol and tobacco use, violence and delinquency, and suicide.

Synthetic marijuana use has been linked with adverse effects such as increased heart rate and blood pressure, drowsiness, nausea, vomiting, chest pain, hallucinations, agitation, and acute kidney injury.
Lifetime Substance Use: Reading High School

Top 4

- Alcohol: 55% (2015), 52% (2017)
- Marijuana: 30% (2015), 30% (2017)
- E-vapor products: 24% (2015), 36% (2017)
- Cigarettes: 18% (2015), 13% (2017)

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Current Substance Use: Reading High School

Top 4

- Alcohol: 38% (2015), 36% (2017)
- Binge Drinking: 22% (2015), 20% (2017)
- Cigar: 11% (2015), 10% (2017)
Rx Misuse: Reading High School

Pain-Stimulants-Tranquilizers

30 day
- Rx Pain Relievers: 4%
- Rx Stimulants: 5%
- Rx Tranquilizers: 5%

Lifetime Use
- Rx Pain Relievers: 7%
- Rx Stimulants: 6%
- Rx Tranquilizers: 5%

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Lifetime Substance Use: Reading High School

**Other Drugs**

- **Inhalants**: 9% (2015), 7% (2017)
- **Cocaine**: 7% (2015), 4% (2017)
- **Hallucinogens**: 6% (2015), 5% (2017)
- **Heroin**: 5% (2015), 4% (2017)
- **Meth**: 4% (2015), 4% (2017)
- **Non-prescribed Steroids**: 4% (2015), 3% (2017)
- **Illegal Drug Injection**: 4% (2015), 3% (2017)
Perception of Risk/Harm: SAMHSA Rationale

These questions measure an individual's perception of harm or risk related to peers and parents in four substance misuse content areas.

Research shows that the higher the perceived risk of harm, the less likely a person will engage in that behavior.

Behavior predictors are multi-faceted and perception is just one area that can reduce risk,
Parental Disapproval: Reading High School

2017

- **95%** Parents feel SMOKING wrong or very wrong
- **92%** Parents feel DAILY DRINKING is wrong or very wrong
- **86%** Parents feel MARIJUANA use is wrong or very wrong
- **97%** Parents feel RX drug use is wrong or very wrong
Peer Disapproval: Reading High School

2017

- 75% of friends feel smoking is wrong or very wrong.
- 67% of friends feel daily drinking is wrong or very wrong.
- 50% of friends feel marijuana use is wrong or very wrong.
- 88% of friends feel RX drug use is wrong or very wrong.
Risk of Harm: Reading High School

2017

- **Smoking 1+ packs great risk**: 78%
- **Regular alcohol use great risk**: 39%
- **Regular marijuana use great risk**: 22%
- **Rx drug use great risk**: 70%
Evidence pictures

Drugs

&

Paraphernalia

Awareness
New England High Intensity Drug Trafficking Area

Reading’s location at the busiest highway interchange in New England creates opportunities for transient buyers, and sellers of drugs as well as those within Reading to target customers from near, and far.

**Distributors** operating from 3 nearby cities primarily supply Reading’s drug market.

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**Routes**

95/128/93

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**Top Regional Drug Threats**

Cocaine  Fentanyl  Heroin  Marijuana  Pharmaceuticals
“Dabbing” THC concentrates/Earwax

Marijuana concentrates are the extracted resins from green leafy marijuana. While pot contains roughly 20% THC, earwax – BTO– can contain up to 80% of it. Wax is a cannabis concentrate w/consistency of ear wax, made from a butane extraction —Butane Hash Oil/BHO.

http://www.campussafetymagazine.com/article/drug_trend_alert_marijuana_wax_oil_or_concentrates

BHO can also be made into “shatter”.

Aka “dabs,” “honey oil,” or “butter”

some non-traditional symptoms i.e. hallucinations, passing out, extreme highs (even from small portions) & high levels of impairment.
PAX 2 web ad “A BETTER COMPACT VAPORIZER IN EVERY WAY. STREAMLINED WITH A SLIMMER PROFILE AND SIMPLIFIED USER INTERFACE.” More powerful, but remarkably power efficient. A deeper oven allowing a satisfyingly consistent draw. An elegant, ergonomically redesigned mouthpiece that senses the presence of your lips. A more efficient battery, and intelligent heating and cooling systems to optimize usage. An elegant anodized aluminum surface and integrated LED indicator”. Retail is $279

“PAX 2 is designed specifically for use with loose-leaf plant material”
Cigarillo/Blunts w/Marijuana
Barbie Compact Marijuana Grinder
Can bong
Storage
Air filter

Storage

Glass pipe
Adderal
Heroin

Courtesy of SRO Muolo, 5/9/16
Want to share non-emergency drug info with reading police?

**TEXT A TIP**

How to send an anonymous tip to Reading Police...

Open a new text message
Address to 847411
Type READINGPD in message box
Add your tip & send

New Message

To: 847-411

**Example**

READINGPD I think there might be some drug activity near the train station on Tuesday afternoons!

or submit a web tip at www.ci.reading.ma.us
ATOD Prevention: Reading High School

Taught about alcohol and drug prevention at school

2013: 88%
2015: 88%
2017: 88%
Middle School Data Collection

- All teachers signed confidentiality forms.
- The survey was administered in physical education classes.
- Teacher received an appropriate number of surveys.
- Questionnaire easily completed in 1 class period (91 qu).
- Students participation is voluntary.
- Students could skip any question.
- Appropriate procedures for obtaining parent permission followed.
Middle School Data Pool

Gr. 6-8 enrollment
2016-2017

Students surveyed & sent for analysis

81% of Surveys included in Final Sample (response rate)

Surveys excluded during data cleaning

<table>
<thead>
<tr>
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<th>Enrolled</th>
<th>Analyzed</th>
<th>Included</th>
<th>Excluded</th>
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</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>1038</td>
<td>896</td>
<td>837</td>
<td>59</td>
</tr>
</tbody>
</table>

81% of Surveys included in Final Sample (response rate)
Middle School Survey Sample n=837

GRADE

- Grade 6: 32%
- Grade 7: 31%
- Grade 8: 37%

GENDER

- Female: 47%
- Male: 52%
- Other response: 1%

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Middle School Survey Sample n=837

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- African American: 8%
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- Asian or Pacific Islander: 2%
- Other or Multiple: 4%

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At least one trusted adult to talk to:
Reading Middle School

Reading ("In school")

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<th>Year</th>
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<td>2005</td>
<td>53%</td>
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<td>2007</td>
<td>58%</td>
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<td>2009</td>
<td>49%</td>
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<td>58%</td>
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<td>2013</td>
<td>66%</td>
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<tr>
<td>2015</td>
<td>71%</td>
</tr>
<tr>
<td>2017</td>
<td>74%</td>
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Reading ("A Parent/Community")

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2007</td>
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<tr>
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<td>88%</td>
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<td>2013</td>
<td>92%</td>
</tr>
<tr>
<td>2015</td>
<td>93%</td>
</tr>
<tr>
<td>2017</td>
<td>95%</td>
</tr>
</tbody>
</table>
Negative Stress: Reading Middle School

- Worries about the future: 2017: 8%, 2015: 8%
- Other Family/Personal Issues: 2017: 6%, 2015: 10%
- Social pressure: 2017: 3%, 2015: 6%
- School demands/expectations: 2017: 38%, 2015: 34%
- Extracurricular activities: 2017: 2%, 2015: 2%
- Difficulty sleeping: 2017: 3%, 2015: 3%
- Parent/family demands: 2017: 10%, 2015: 10%
- Busy schedule: 2017: 30%, 2015: 27%

2017 Reading YRBS Results produced by Rothenbach Research and Consulting for Reading Public Schools
Presentation by Erica McNamara (RCASA) US and Massachusetts data includes weighted results
Sleep: Reading Middle School

66% @ MS level got 8+ hours of sleep compared to 24% @ HS level

8+ hours

MA 2015

Reading 2017

66%

60%
Concussion: Reading Middle School

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

- 88% had no concussions
- 7% had 1 concussion
- 4% had 2 concussions
- 0% had 3 concussions
- 1% had 4+ concussions
Behavioral Risk Overview: Reading Middle School

- Past 12 months, felt sad/hopeless for 2+ weeks: Mass 2015 18%, Reading 2017 12%
- Past 12 months, hurt self on purpose: Mass 2015 16%, Reading 2017 12%
- Seriously thought about suicide: Mass 2015 8%, Reading 2017 11%
- Made a suicide plan: Mass 2015 4%, Reading 2017 4%
- Attempted suicide: Mass 2015 4%, Reading 2017 4%

2017 Reading YRBS Results produced by Rothenbach Research and Consulting for Reading Public Schools
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Substance Misuse Overview: Reading Middle School

- **Ever tried cigarettes**: Mass 2015: 6%, Reading 2017: 4%
- **Current cigarette use**: Mass 2015: 1%, Reading 2017: 2%
- **Ever tried alcohol**: Mass 2015: 13%, Reading 2017: 11%
- **Current alcohol use**: Mass 2015: 4%, Reading 2017: 4%
- **Current binge drinking**: Mass 2015: 2%, Reading 2017: 1%
- **Ever used marijuana**: Mass 2015: 6%, Reading 2017: 3%
- **Current marijuana use**: Mass 2015: 2%, Reading 2017: 2%

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Rx Misuse: Reading Middle School

2017

- **Rx Tranquilizers**
- **Rx Stimulants**
- **Rx-all**

<table>
<thead>
<tr>
<th></th>
<th>Lifetime Use</th>
<th>30 day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rx Tranquilizers</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Rx Stimulants</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Rx-all</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

2017 Reading YRBS Results produced by Rothenbach Research and Consulting for Reading Public Schools

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Parental Disapproval: Reading Middle School

2017

98%
PARENTS feel SMOKING wrong or very wrong

97%
PARENTS feel DAILY DRINKING is wrong or very wrong

97%
PARENTS feel MARIJUANA use is wrong or very wrong

97%
PARENTS feel RX drug use is wrong or very wrong
Peer Disapproval: Reading Middle School

2017

92%
Friends feel SMOKING wrong or very wrong

90%
Friends feel DAILY DRINKING is wrong or very wrong

91%
Friends feel MARIJUANA use is wrong or very wrong

93%
Friends feel RX drug use is wrong or very wrong
Risk of Harm: Reading Middle School

2017

- Smoking 1+ packs great risk: 79%
- Regular alcohol use: 43%
- Regular marijuana use: 55%
- Rx drug use: 67%
ATOD Prevention: Reading Middle School

2013 2015 2017

62% 58% 57%

Taught about alcohol and drug prevention at school

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### Added Supports by School Level

#### High School
- School policies
- Health Education in grades 9 & 11
- SBIRT in grades 9 & 11
- Chemical Health & Diversion Programs
- Youth Mental Health First Aid Training
- INTERFACE Referral Service
- Mobile Crisis Service
- SAFE Project Collaboration & Recovery High School

#### Middle School
- School policies and team based support
- Expanded health education lessons
- Youth Mental Health First Aid Training
- INTERFACE Referral Service
- Mobile Crisis Service

#### Elementary
- Open Circle
- Yoga in the Classroom
- Core skills in health education (carve out time)
- Youth Mental Health First Aid Training
- INTERFACE Referral Service
- Mobile Crisis Service
Interface Referral Service: 60 local cases (Nov 2016-June 2017)

Age Group Breakdown

- 0-5 years
- 6-12 years
- 13-17 years
- 18-24 years
- 25-59 years
- 60+ years
Interface Referral Service: 60 local cases
By presenting concerns

Other presenting concerns
• Abuse/Neglect
• Chronic Absenteeism
• Relationship Violence
• Trauma
• Bipolar
• Cognitive Changes/Impairment
• Education & Training
• End of Life issues
• GLBT Support
• Personality Disorders
• Self injury
• Suicidal Ideation
• Veterans Issues
• Learning Issues

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VISIT RCASA’S WEBSITE TO VIEW MORE TIPS FOR PARENTS

resources

http://www.reading.k12.ma.us/community/rcasa/parents/

Please also visit our "Need help?" section

Hidden in Plain Sight: Oct. 17th-19th

Physiology of Addiction by Dr. Ruth Pote

Addiction Is a Brain Disease, and It Matters

Alan I. Leshner

Dramatic advances over the past two decades in both the neuroscience and the behavioral sciences have revolutionized our understanding of drug abuse and addiction. Scientists have identified neural circuits that underlie the actions of all abused drugs – and they have specified common pathways that are affected by almost all drugs. Research has also identified and cloned the major receptors for virtually every abused drug, as well as the normal functions of most of these receptors. In addition, they have elucidated many of the effects of drug user or, worse, an addicted person. The most obvious public view of drug addicts is as victims of their societal situation. However, the more common view is that drug addicts are weak or bad people, unwilling to lead normal lives and to control their behavior and their lives. To the contrary, addiction is a disease, characterized by compulsive drug seeking and use. The full implications of addiction have only recently begun to be recognized. Addiction is a disease that affects public health, and public health professionals have increasingly recognized the need to address addiction as a public health issue. Because addiction is such a complex and pervasive public health issue, we must include in our overall strategies a concerted public health approach, including educational and prevention efforts, treatment, and rehabilitation.
Get in Touch

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