Youth Risk Behavior Survey

PART I.

YRBS Reading 2017

RESULTS

July 31, 2017
School Committee Meeting

Prepared by
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Certified Prevention Specialist
RCASA Director
2017 YRBS Presentation Plan Overview

Part I. presentation
- School Climate
- Behavioral Health
- Substance Misuse

Part II. presentation
- Activity, Health & Body
- Violence & Bullying
- Auto Safety
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.

States Participation
Student response rate
0 96% 100
0 86% 100

School response rate
Actual response rate
0 69% 100
0 60% 100

1991 = 26 states
2015 = 47 states

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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.
“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.

<table>
<thead>
<tr>
<th>Confidentiality</th>
<th>Setting</th>
<th>Survey</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness teachers that participated in the data collection process signed confidentiality forms.</td>
<td>Wellness teachers administered the survey in physical education classes.</td>
<td>With a total of 123 items, the questionnaire was short enough to allow the survey to be easily completed in one class period.</td>
<td>Students were told that participation is voluntary. Students could skip any question that they were not comfortable answering.</td>
</tr>
</tbody>
</table>
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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Presentation by Erica McNamara (RCASA) US and Massachusetts data includes weighted results
Reading High School Survey Sample n=1,009

**GRADE**

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

**GENDER**

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

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Reading High School Survey Sample n=1,009

RACE

- White 84%
- African American 6%
- Hispanic 5%
- 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

**Adult Support**

**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.

**Constructive Use of Time**

**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.

**Commitment to Learning**

**Achievement Motivation** | motivated to do well in school

**School Engagement** | actively engaged in learning

Source: [http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18](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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Presentation by Erica McNamara (RCASA) US and Massachusetts data includes weighted results
At least 1 trusted adult (family or community): Reading High School

2007: 89%
2009: 88%
2011: 89%
2013: 89%
2015: 88%
2017: 89%

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Eustress/Stress

Protective & Risk Factor Variability

Positive

Tolerable

Toxic

Mild elevation in stress hormones

Serious temporary stress response buffered by supportive relationships

Prolonged activation of stress response systems in the absence of protective relationships
Negative Stressors: Reading High School

<table>
<thead>
<tr>
<th>Stressor</th>
<th>2017</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>School work</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Too busy</td>
<td></td>
<td>24%</td>
</tr>
<tr>
<td>Worry about future</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>School expectations</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Family or personal</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Lack of sleep</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Non school Activities</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Social</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Sources of School Stress: Reading High School

Pressure of study: 2017 - 7%, 2015 - 6%
Long day: 2017 - 9%, 2015 - 7%
Going to school: 2017 - 5%, 2015 - 8%
Lack of interest: 2017 - 13%, 2015 - 14%
Getting up in am: 2017 - 12%, 2015 - 15%
Teacher expectations: 2017 - 12%, 2015 - 15%
Study hard things: 2017 - 16%, 2015 - 24%
Workload: 2017 - 19%, 2015 - 19%

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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.

- 8+ hours: 24% (2015), 36% (2017)
- 7 hours: 34% (2015), 24% (2017)
- 6 hours: 22% (2015), 18% (2017)
- 5- hours: 15% (2017)

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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.

Concussion: Reading High School

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%

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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%

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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%
Suicide Risk: Reading High School

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

2005: 0%  2007: 7%  2009: 11%  2011: 12%  2013: 8%  2015: 13%  2017: 10%
Suicide Risk Comparison: High School

<table>
<thead>
<tr>
<th>U.S. 2015</th>
<th>Mass 2015</th>
<th>Reading 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>15%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>9%</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

- Seriously considered attempting suicide (during the 12 months before the survey)
- Made a plan about how they would attempt suicide (during the 12 months before the survey)
- Attempted suicide (one or more times during the 12 months before the survey)
- 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)
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

- 2013: 18%
- 2015: 21%
- 2017: 21%
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>
</tr>
</thead>
<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 54% in 2005 to 32% in 2015

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

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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

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E-vapor Lifetime & Current Use: High School

- **US 2015**: 
  - Ever used: 45%
  - Current use: 24%

- **MA 2015**: 
  - Ever used: 45%
  - Current use: 24%

- **Reading 2017**: 
  - Ever used: 36%
  - Current use: 27%

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Alcohol Misuse: CDC Rationale

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


43% 45% 42% 39% 35% 33% 53%

67% 66% 62% 65% 60% 55% 53%

77% 73% 72% 68% 63% 61%
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

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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% (Reading 2015) vs. 52% (Reading 2017)
- Marijuana: 30% (Reading 2015) vs. 30% (Reading 2017)
- E-vapor products: 24% (Reading 2015) vs. 36% (Reading 2017)
- Cigarettes: 18% (Reading 2015) vs. 13% (Reading 2017)
Current Substance Use: Reading High School

Top 4

- **Alcohol**: 38% (2015) vs 36% (2017)
- **Marijuana**: 24% (2015) vs 22% (2017)
- **Binge Drinking**: 22% (2015) vs 20% (2017)
- **Cigar**: 11% (2015) vs 10% (2017)

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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: 6%
### Lifetime Substance Use: Reading High School

#### Other Drugs

<table>
<thead>
<tr>
<th>Drug Type</th>
<th>Reading 2015</th>
<th>Reading 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inhalants</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Cocaine</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Hallucinogens</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Heroin</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Meth</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Non-prescribed Steroids</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Illegal Drug Injection</td>
<td>4%</td>
<td>3%</td>
</tr>
</tbody>
</table>

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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

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

2017

- Friends feel SMOKING wrong or very wrong: 75%
- Friends feel DAILY DRINKING is wrong or very wrong: 67%
- Friends feel MARIJUANA use is wrong or very wrong: 50%
- Friends feel RX drug use is wrong or very wrong: 88%
Risk of Harm: Reading High School 2017

- Smoking 1+ packs: 78%
- Regular alcohol use: 39%
- Regular marijuana use: 22%
- Rx drug use: 70%

Risk: Smoking 1+ packs great risk
Risk: Regular alcohol use great risk
Risk: Regular marijuana use great risk
Risk: Rx drug use great risk
ATOD Prevention: Reading High School

2013  2015  2017

88%  88%  88%

Taught about alcohol and drug prevention at school

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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

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Middle School Survey Sample n=837

<table>
<thead>
<tr>
<th>GRADE</th>
<th>37%</th>
<th>31%</th>
<th>32%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>Grade 7</td>
<td>Grade 8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Female</th>
<th>Male</th>
<th>Other response</th>
</tr>
</thead>
<tbody>
<tr>
<td>52%</td>
<td>47%</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

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Middle School Survey Sample n=837

- 84% White
- 4% African American
- 2% Hispanic
- 8% Asian or Pacific Islander
- 3% Other or Multiple

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

Reading ("In school")
- 2005: 53%
- 2007: 58%
- 2009: 49%
- 2011: 58%
- 2013: 66%
- 2015: 71%
- 2017: 74%

Reading ("A Parent/Community")
- 2007: 85%
- 2009: 88%
- 2011: 88%
- 2013: 92%
- 2015: 93%
- 2017: 95%
Negative Stress: Reading Middle School

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

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Sleep: Reading Middle School

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

MA 2015
Reading 2017

8+ hours

60%
66%
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 one concussion
- 4% had two concussions
- 0% had three concussions
- 1% had four or more 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%

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### Substance Misuse Overview: Reading Middle School

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mass 2015</th>
<th>Reading 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ever tried cigarettes</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Current cigarette use</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Ever tried alcohol</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Current alcohol use</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Ever used marijuana</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Current marijuana use</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

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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></td>
<td></td>
</tr>
<tr>
<td>Rx-all</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

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Parental Disapproval: Reading Middle School

2017

- Parents feel SMOKING wrong or very wrong: 98%
- 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: 97%
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: 79% great risk
- Regular alcohol use: 43% great risk
- Regular marijuana use: 55% great risk
- Rx drug use: 67% great risk

Presentation by Erica McNamara (RCASA)

US and Massachusetts data includes weighted results
2013: 62%
2015: 58%
2017: 57%

Taught about alcohol and drug prevention at school
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

- 60+
- 0-5 years
- 25-59 years
- 18-24 years
- 6-12 years
- 13-17 years
- 18-24 years
- 25-59 years
- 60+

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Presentation by Erica McNamara (RCASA) US and Massachusetts data includes weighted results
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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Get in Touch

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