

Prevention Research Center for Healthy Neighborhoods

Youth Risk Behavior Survey Project

2019 Item Rationale



Prevention Research Center for Healthy Neighborhoods
at Case Western Reserve University

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Question Priority Type:

National- Core (Standard), National-
Optional, Local

Demographics

QUESTION(S):

- | | |
|--------------------------------|-------------------------|
| 1. What is your Zip Code? | National - Local |
| 2. How old are you? | National - Core |
| 3. What is your sex? | National - Core |
| 4. In what grade are you? | National - Core |
| 5. Are you Hispanic or Latino? | National - Core |
| 6. What is your race? | National - Core |

RATIONALE:

These are general demographic questions. They are used to break the survey responses into more meaningful categories.

QUESTION:

- | | |
|---|----------------------------|
| 9. Which of the following best describes you? | National – Core |
| 10. Some people consider themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender? | National - Optional |

RATIONALE:

These question measure sexual identity. Sexual minority youth— those who identify as gay, lesbian, or bisexual are part of every community. They are diverse, representing all races, ethnicities, socioeconomic statuses, and parts of the country. While many sexual minority youth cope with the transition from childhood to adulthood successfully and become healthy and productive adults, others struggle as a result of challenges such as stigma, discrimination, family disapproval, social rejection, violence. ⁽¹⁾ YRBS data indicate that sexual minority students are more likely to engage in health-risk behaviors than other students. ⁽²⁾ Data on the sexual minority status of young people are critical for continuing to demonstrate the disproportionate rates at which sexual minority students experience many health risks compared to non-sexual minority students and for developing, implementing, and evaluating policies and programs designed to mitigate these disparities. In 2015, 88.8% of high school students nationwide identified as heterosexual, 2.0% identified as gay or lesbian, 6.0% identified as bisexual, and 3.2% were not sure of their sexual identity. ⁽³⁾

Historically, YRBS and other studies have gathered data on lesbian, gay, and bisexual youth but have not included questions about transgender and questioning/queer youth. ⁽⁴⁾ This question is not part of the YRBS 2017 Optional Question List since as it is still considered a draft. It was created by the CDC after careful review of the literature on measuring transgender status and consideration what questions has been asked on previous YRBS questionnaires and the results they yielded. There was consultation with advocates and partners who are familiar with the issues surrounding measurement of transgender status. There has yet to be a question used on a YRBS questionnaire that yields a transgender prevalence estimate below 1% which is what we expect transgender prevalence to be. Further, almost all the research done to date on measuring transgender status has occurred among adults. The CDC advises that “If you decide to ask about transgender status on your 2017 YRBS questionnaire, please know that if the question generates credible data (i.e., a prevalence estimate <1%) then a sample size of 3000 students will yield <30 transgender students. This is too small of a cell size to allow any kind of credible analyses of the health risk behaviors of transgender students.” ⁽⁵⁾

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Obesity, Overweight, and Weight Control

QUESTION(S):

- | | | |
|-----|--|-----------------|
| 7. | How tall are you without your shoes on? | National - Core |
| 8. | How much do you weigh without your shoes on? | National - Core |
| 65. | How do you describe your weight? | National - Core |

RATIONALE:

These questions measure self-reported height and weight and perceived body weight. Data on self-reported height and weight are used to calculate body mass index (BMI) and determine the corresponding BMI percentile for adolescents. BMI percentile takes into account that young people are still growing and are growing at different rates depending on their age and sex. CDC recommends using BMI percentile when assessing weight status for youth ages 2–20. Although BMI calculated from self-reported height and weight underestimates the prevalence of obesity compared to BMI calculated from measured height and weight,⁽¹⁾ self-reported height and weight are useful for tracking BMI trends over time.⁽²⁻⁴⁾ Children with obesity are at higher risk of having other chronic health conditions and diseases that influence physical health. These include asthma, sleep apnea, bone and joint problems, type 2 diabetes, and risk factors for heart disease.⁽⁵⁻⁷⁾ Obesity has psychological consequences as well; youth with obesity are bullied and teased more than their normal weight peers and are more likely to suffer from social isolation, depression, and lower self-esteem.^(8,9) In the long term, youth with obesity are more likely to have obesity as an adult.^(10,11) Continued monitoring of height and weight data through the YRBS provides information at the national, state, and local levels that can be used to track progress in efforts to curb the spread of obesity.⁽³⁾ Nationwide in 2017, 15% of high school students had obesity and 16% were overweight.⁽¹²⁾ During 1999–2017, significant linear increases occurred in the percentage of students with obesity (11%–15%) and who were overweight (14%–16%).

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QUESTION(S):

66. Which of the following are you trying to do about your weight? **National - Core**

RATIONALE:

This question measures weight goals. The prevention of childhood obesity involves maintaining energy balance at a healthy weight while protecting overall health, growth and development, and nutritional status.⁽⁴⁾ The Expert Committee Recommendations Regarding the Prevention, Assessment, and Treatment of Child and Adolescent Overweight and Obesity recommend that overweight adolescents (85th percentile < BMI < 95th percentile) achieve a healthy weight by maintaining their current weight while stature increases; adolescents with obesity (BMI >95th percentile) can pursue weight loss that is not to exceed an average of 2 pounds per week.⁽²⁾ The goals of obesity prevention in children and adolescents also include the avoidance of potentially harmful weight concern and restrictive eating behaviors. For these reasons, understanding adolescents’ weight goals, both independently and relative to weight status, is of public health importance.⁽²⁾ Nationwide in 2017, 47% of high school students were trying to lose weight.⁽⁴⁾ The percentage of students who were trying to lose weight increased significantly during 1991– 2017 (42%–47%).⁽³⁾

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Behaviors that Result in Unintentional Injuries

QUESTION(S):

11. How often do you wear a seat belt when riding in car driven by someone else? **National - Core**

RATIONALE:

This question measures the frequency with which seat belts are worn when riding in a car driven by someone else. Motor-vehicle crashes kill more adolescents aged 15–19 years than any other single cause in the United States.⁽¹⁾ In 2016, 2,627 adolescents were killed and more than 400,000 were treated in emergency departments for motor vehicle crash-related injuries.⁽¹⁾ Seat belts, when used appropriately, reduce the risk of fatal injury to front-seat passenger car occupants by 45% and the risk of moderate-to-critical injury by 50%.^(2,3) However, in 2016, among all fatally injured 16- to 19-year-old occupants, seat belt use among passengers (35%) was considerably lower than among drivers (49%).⁽⁴⁾ In 2017, 6% of high school students nationwide rarely or never wore a seat belt when riding in a car driven by someone else.⁽⁵⁾ During 1991–2017, among students nationwide, a significant linear decrease occurred in the prevalence of rarely or never wearing a seat belt (26%–6%).⁽⁵⁾

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QUESTION(S):

12. 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? **National – Core**
13. During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol? **National - Core**

RATIONALE:

These questions measure the frequency with which high school students drove a motor vehicle while under the influence of alcohol or rode as a passenger in a motor vehicle operated by someone who was under the influence of alcohol. In 2015, 20% of 15- to 20-year-old drivers who were involved in fatal motor vehicle crashes and 2% of young drivers involved in crashes resulting in at least one non-fatal injury had been drinking alcohol.⁽¹⁾ In 2016, 12% of fatally injured passenger vehicle drivers aged 16–17 years old had a blood alcohol concentration equal to or above the illegal threshold for adults of 0.08% at the time of the crash.⁽²⁾ In 2017, among the 63% of high school students who had driven a car or other vehicle during the 30 days before the survey, 6% had driven one or more times when they had been drinking alcohol. During 2013–2017, among high school students who had driven a car or other vehicle during the 30 days before the survey, the prevalence of students who had driven one or more times when they had been drinking alcohol decreased from 10% to 6%.⁽³⁾ Among high school students nationwide, 17% had ridden in a car or other vehicle driven by someone who had been drinking alcohol one or more times during the 30 days before the survey.⁽³⁾ Among students nationwide, the prevalence of riding with a driver who had been drinking alcohol decreased during 1991–2009 (40%–28%) and then further decreased during 2009–2017 (28%–17%).⁽³⁾

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QUESTION(S):

14. During the past 30 days, on how many days did you text or e-mail while driving a car or other vehicle? **National – Core**

RATIONALE:

This question measures the frequency with which students engage in texting or e-mailing while driving a motor vehicle. Motor vehicle crashes are the leading cause of death among U.S. adolescents aged 15–19.⁽¹⁾ In 2016, 9% of all drivers aged 15–19 involved in fatal crashes were reported as distracted at the time of the crash, and 19% of these distracted teens were distracted by the use of cell phones.⁽²⁾ Texting while driving is an especially risky type of distracted driving, as it involves three types of driver distraction: visual, physical/manual, and cognitive.⁽³⁾ In addition, teen drivers are more vulnerable to the effects of distraction, are less willing to disengage from a distracting behavior even as more road hazards are presented, and are less adept at handling road hazards than adults.⁽⁴⁻⁷⁾ In 2017, among the 63% of high school students nationwide who had driven a car or other vehicle during the 30 days before the survey, the prevalence of texting while driving one or more times in the 30 days before the survey was 39%.⁽⁸⁾ The prevalence of texting while driving among high school students who had driven a car or other vehicle during the 30 days before the survey did not change significantly from 2013 (41%) to 2017 (39%).⁽⁸⁾

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Behaviors that Result in Violence

QUESTION(S):

15. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?
National - Core
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?
National - Core
17. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?
National - Core
18. How long would it take you to get a loaded gun? The gun could be yours or someone else's and it could be located in your home or car or someone else's home or car.
National - Optional

RATIONALE:

These questions measure violence-related behaviors and school-related violent behaviors. Violence is a significant public health issue among youth, with homicide being the third leading cause of death among youth ages 13–19 years (5.1 per 100,000).⁽¹⁾ Homicide is the leading cause of death among non-Hispanic black youth ages 13–19 years (26.3 per 100,000) and the second leading cause of death for Hispanic youth ages 13–19 years (5.7 per 100,000).⁽¹⁾ Approximately 10% of homicide victims in the United States in 2016 were aged 13–19 years; of these victims, 88% were killed with a firearm.⁽¹⁾ Of all violent deaths that occurred on school property between July 1994 and June 2016, 73% involved firearms.⁽²⁾ Nearly 100% of school districts have a policy prohibiting weapon possession or use by high school students on school property.⁽³⁾ Also, in 2016, 204,020 (695.5 per 100,000) nonfatal, physical assault injuries among youth aged 13–19 years were treated in U.S. emergency departments.⁽⁴⁾

Among high school students nationwide in 2017, 16% had carried a weapon and 4% had carried a weapon on school property on at least 1 day during the 30 days before the survey.⁽⁴⁾ The prevalence of having carried a weapon decreased during 1991–1997 (26%–18%) and then did not change significantly during 1997–2017 (18%–16%).⁽⁴⁾ The prevalence of having carried a weapon on school property decreased during 1993–1997 (12%–9%) and then decreased more slowly during 1997–2017 (9%–4%).⁽⁴⁾ For the first time in 2017, the question assessing prevalence of having carried a gun during the 12 months before the survey instructed respondents not to count the days when they carried a gun only for hunting or for a sport, such as target shooting. As a result, long-term temporal trends and 2-year temporal changes are not available for this variable. In 2017, 5% of high school students carried a gun (not counting the days when they carried a gun only for hunting or for a sport, such as target shooting) during the 12 months before the survey.⁽⁴⁾

Among high school students nationwide in 2017, 7% had not gone to school on at least 1 day during the 30 days before the survey because they felt they would be unsafe at school or on their way to or from school and 6% had been threatened or injured with a weapon on school property one or more times during the 12 months before the survey.⁽⁴⁾ Among students nationwide, the prevalence of having not gone to school because of safety concerns increased significantly during 1993–2017 (4%–7%).⁽⁴⁾ Among students nationwide, the prevalence of having been threatened or injured with a weapon on school property did not change significantly during 1993–2003 (7%–9%) and then decreased during 2003–2017 (9%–6%).⁽⁴⁾

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QUESTION(S):

19. During the past 12 months, how many times were you in a physical fight? **National - Core**

RATIONALE:

This question measures the frequency of physical fights in general and on school property during the 12 months before the survey. Physical fighting is a marker for other problem behaviors⁽¹⁾ and is associated with serious injury-related health outcomes.^(2,3) Among high school students nationwide in 2017, 24% had been in a physical fight and 9% had been in a physical fight on school property one or more times during the 12 months before the survey.⁽⁴⁾ The percentage of high school students who were in a physical fight decreased during 1991– 2011 (43%–33%) and then decreased further during 2011–2017 (33%–24%).⁽⁴⁾ The percentage of high school students who were in a physical fight on school property also decreased significantly during 1993–2017 (16%–9%).⁽⁴⁾

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QUESTION(S):

20. Have you ever been physically forced to have sexual intercourse when you did not want to? **National – Core**
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.) **National - Core**
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.) **National - Core**

RATIONALE:

These questions measure the frequency of sexual violence and dating violence experienced by students. Sexual and dating violence victimization are associated with a range of negative consequences (1-4) including suicide ideation and attempts, major depressive episodes,(5-6) increased alcohol and tobacco use, eating disorders, and risky sexual behavior.(4,7-8) According to the Centers for Disease Control and Prevention’s National Intimate Partner and Sexual Violence Survey, 1 in 5 U.S. women have experienced (completed or attempted) rape and 1 in 14 U.S. men have been made to sexually penetrate someone else (completed or attempted) in their lifetime; among female victims of rape, 43.2% were under 18 years old at the time of their first victimization, and among male victims of being made to penetrate, 25.9% were under 18 at the time of the first victimization.(9) About 1 in 4 women (23.2%) and 1 in 7 men (13.9%) have experienced severe physical violence by an intimate partner (e.g., hit with a fist or something hard, beaten, slammed against something) at some point in their lifetime.(10) Among adults who ever experienced contact sexual violence, physical violence, and/or stalking by an intimate partner, 25.6% of women and 14.4% of men first experienced some form of violence by that partner between 11 and 17 years of age.(10)

All three sexual violence questions are important for understanding the public health burden of sexual violence against young people, guiding prevention strategies, and monitoring changes over time. These data are particularly useful for monitoring changes in trends and the effects of prevention efforts such as CDC’s Rape Prevention Education Program.(11) Data on forced sexual activity by any perpetrator – not just a dating partner – provides a better understanding of the burden of sexual violence among high school students because

studies have shown that perpetrators can include current or former friends, acquaintances, family members, and other adults.^(9,12) Preventing sexual violence by any perpetrator and dating violence are focus areas for CDC as they are part of adverse childhood experiences. Knowing the proportion of high school students who are sexually and physically victimized by a dating partner is also crucial because it provides a more complete measure of teen dating violence and prevention strategies often focus specifically on violence in dating relationships. These estimates are critically important for monitoring progress in this area.

In 2017, 7% of high school students nationwide had ever been physically forced to have sexual intercourse when they did not want to.⁽¹³⁾ The percentage of high school students who had ever been physically forced to have sexual intercourse when they did not want to decreased significantly during 2001–2017 (8%–7%).⁽¹³⁾ Among the students who dated or went out with someone during the 12 months before the survey, 8% experienced physical dating violence by a dating partner, and 7% experienced sexual dating violence by a dating partner.⁽¹³⁾ The percentage of high school students who experienced physical dating violence and sexual dating violence both decreased significantly during 2013–2017 (10%–8% and 10%–7%, respectively).⁽¹³⁾ The prevalence of high school students being forced to do sexual things they did not want to do by anyone (i.e., sexual violence) was assessed for the first time in 2017. Nationwide, 10% of students experienced sexual violence one or more times during the 12 months before the survey.⁽¹³⁾

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QUESTION(S):

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| 23. | During the past 12 months, have you ever been bullied on school property? | National - Core |
| 24. | During the past 12 months, have you ever been electronically bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.) | National - Core |
| 25. | During the past 12 months, have you ever electronically bullied someone? (Count bullying through texting, Instagram, Facebook, or other social media.) | National - Optional |

RATIONALE:

These questions measure the frequency of bullying victimization. Bullying victimization is associated with depression,⁽¹⁻²⁾ suicidal ideation,^(1,3-4) self-injury,⁽¹⁾ suicide attempts,^(1,3-4) increased odds of repeated common health problems,⁽⁵⁾ school absenteeism,⁽⁶⁾ psychological distress,⁽⁵⁾ externalizing problems,⁽⁷⁾ sleep disturbances,⁽³⁾ and feeling unsafe at school.⁽⁶⁾ Electronic bullying victimization has been associated with discipline problems in school, skipping school, weapon carrying,⁽⁸⁾ psychological distress,⁽⁹⁾ lower self-esteem,⁽¹⁰⁾ depression,⁽¹⁾ suicidal ideation,⁽⁴⁾ self-injury,⁽¹⁾ and suicide attempts.^(1,4) Among high school students nationwide in 2017, 19% reported that they had been bullied on school property during the 12 months before the survey and 15% had been electronically bullied through texting, Instagram, Facebook, or other social media during the 12 months before the survey. ⁽¹¹⁾ No significant trends over time were observed for either

bullying on school property or electronic bullying.

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Depressive Symptoms and Suicide-Related Behaviors

QUESTION(S):

26. During the past 12 months, how many times did you do something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose? **National – Optional**
27. During the past 30 days, how often have you felt very stressed? **National - Local**
28. During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities? **National - Core**
29. During the past 12 months, did you ever seriously consider attempting suicide? **National - Core**
30. During the past 12 months, did you make a plan about how you would attempt suicide? **National – Core**
31. During the past 12 months, how many times did you actually attempt suicide? **National – Core**
32. Have you known someone who died by suicide? **National - Local**

RATIONALE:

These questions measure sadness, suicidal ideation and planning, attempted suicide, and the severity of suicide attempts. Suicide is the second leading cause of death among youth aged 13–19 years.⁽¹⁾ The suicide rate for persons aged 13–19 years was 8.31 per 100,000 in 2016.⁽¹⁾ A prior suicide attempt is one of the most significant risk factors for a suicide fatality.^(2,3) Among high school students nationwide in 2017, 32% felt so sad or hopeless almost every day for 2 or more weeks in a row that they stopped doing some usual activities.⁽⁴⁾ Among high school students nationwide in 2017, 17% had seriously considered attempting suicide, 14% had made a plan about how they would attempt suicide, 7% had attempted suicide one or more times, and 2% had a suicide attempt that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse (injured in a suicide attempt) during the 12 months before the survey.⁽⁴⁾ The percentage of students who seriously considered attempting suicide decreased during 1991–2007 (29%–15%) and then increased during 2007–2017 (15%–17%).⁽⁴⁾ The percentage of students who made a suicide plan decreased during 1991–2009 (19%–11%) and then increased during 2009–2017 (11%–14%).⁽⁴⁾ The percentage of students who attempted suicide significantly decreased during 1991–2017 (7%–7%).⁽⁴⁾ No significant trends over time were observed for being injured in a suicide attempt.

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Tobacco Use

QUESTION(S):

33. Have you ever tried smoking cigarettes, even one or two puffs? **National - Core**
34. During the past 30 days, on how many days did you smoke cigarettes? **National - Core**

RATIONALE:

These questions measure lifetime and current smoking patterns, and age of initiation. Cigarette smoking is the leading cause of preventable death in the United States⁽¹⁾ and accounts for approximately 440,000 deaths each year.^(1,2) Each day across the United States more than 3,800 youth under 18 years of age start smoking and more than 80% of adult smokers begin before the age of 18.⁽³⁾ Cigarette smoking increases risk of heart disease; chronic obstructive pulmonary disease; acute respiratory illness; stroke; and cancers of the lung, larynx, oral cavity, pharynx, pancreas, and cervix.^(1,3) In addition, as compared to nonsmokers, cigarette smokers are more likely to drink alcohol, use marijuana and cocaine, engage in risky sexual behaviors, engage in physical fighting, carry a weapon, and attempt suicide.⁽³⁻⁴⁾ Among high school students nationwide in 2017, 29% had ever tried cigarette smoking and 9% had smoked cigarettes on at least 1 day during the 30 days before the survey.⁽⁵⁾ The percentage of high school students who had ever tried cigarette smoking did not change significantly during 1991–1999 (70%–70%) and then decreased during 1999–2017 (70%–29%).⁽⁵⁾ The percentage of high school students who had smoked cigarettes on at least 1 day during the 30 days before the survey increased significantly during 1991–1997 (28%–36%) and then decreased during 1997–2017 (36%–9%).⁽⁵⁾

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QUESTION(S):

35. Have you ever used an electronic vapor product? **National - Core**
36. During the past 30 days, on how many days did you use an electronic vapor product? **National – Core**
37. During the past 30 days, how did you usually get your own electronic vapor products? **National – Core**
108. How much do you think people risk harming themselves (physically or in other ways) if they use an electronic vapor product almost every day **National - Local**

RATIONALE:

These questions measure the prevalence of use of electronic vapor products and access to these products. Electronic vapor products are battery-powered electronic devices that usually contain a nicotine-based liquid that is vaporized and inhaled by the user.⁽¹⁾ Electronic vapor products come in many shapes and sizes, and may be shaped like cigarettes or other tobacco products, USB devices, pen-shaped devices, or tank-style devices. Electronic vapor products include electronic cigarettes (e-cigarettes), vapes, vape pens, electronic cigars (e-cigars), electronic hookahs (e-hookahs), hookah pens, and mods. Depending on the brand, e-cigarette cartridges or refillable e-liquids typically contain nicotine, a component to produce the aerosol (e.g., propylene glycol or glycerol), and flavorings (e.g., fruit, mint, or chocolate).⁽²⁾ In 2016, the U.S. Food and Drug Administration finalized a rule to regulate e-cigarettes and other electronic vapor products as tobacco products.⁽³⁾ This rule prevents sales to minors, prohibits samples, prohibits vending machine sales (unless in a facility that never admits minors), and mandates warning labels on packaging.⁽³⁾ Among high school students nationwide in 2017, 42% had ever tried electronic vapor products and 13% of high school students had used electronic vapor products on at least 1 day during the 30 days before the survey.⁽⁴⁾ According to the National Youth Tobacco Survey, e-cigarettes have remained the most commonly used tobacco product among high school students since 2014.⁽⁵⁾

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QUESTION(S):

38. During the past 30 days, on how many days did you smoke cigars, cigarillos, little cigars, or flavored cigars such as Black & Milds, Swisher Sweets, or Phillies? **National – Core**
39. During the past 30 days, how did you usually get your own cigars, cigarillos, little cigars, or flavored cigars? **National - Optional**

RATIONALE:

These questions measure ever and current cigar smoking patterns and age of initiation. Like cigarettes, cigar smoking can cause lung cancer, coronary heart disease, and chronic obstructive pulmonary disease. ⁽¹⁻³⁾ Cigar smoking can cause lung cancer, coronary heart disease, and chronic obstructive pulmonary disease. ⁽⁷⁻⁹⁾ The overall risk of oral and pharyngeal cancer is 7–10 times higher among cigar smokers compared to those who never smoked. ⁽¹⁰⁾ In 2015, 10% of high school students nationwide had smoked cigars, cigarillos, or little cigars on at least 1 day during the 30 days before the survey. ⁽⁵⁾ The percentage of students who had smoked cigars, cigarillos, or little cigars on at least 1 day during the 30 days before decreased during 1997–2015 (22%–10%). ⁽⁵⁾ However, this prevalence is likely underreported due to the lack of branded examples in national surveys. These questions were modified to include common brands and the indication of flavor which has been shown to increase reporting of cigar use, specifically among African American adolescents in urban areas. ^(5,6)

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QUESTION(S):

40. During the past 30 days, on how many days did you smoke tobacco in a hookah, narghile, or other type of water pipe? **National - Optional**
41. What was the first tobacco product you ever tried? **Local**
42. How old were you when you used your first tobacco product? (Include things such as cigarettes, cigars, little cigars, flavored cigars, hookah, and chewing tobacco)? **Local**

RATIONALE:

These questions are used to assess the use of non-traditional tobacco products. Hookah use, along with other tobacco products, has recently emerged in research. ^(1,2) Increasing rates of other tobacco product use among adolescents seems to be two-fold; they are perceived as less harmful than cigarettes⁽³⁾ and that are often more accessible and affordable than cigarettes. ⁽⁴⁾ First tobacco product tried is used to ascertain which products may be considered “gateway” products.

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QUESTION(S):

43. During the past 12 months, did you ever try to quit using all tobacco products, including cigarettes, cigars, smokeless tobacco, shisha or hookah tobacco, and electronic vapor products? **National - Core**

RATIONALE:

This question measures attempts to quit using all tobacco products. Nicotine exposure during adolescence, a critical period for brain development, can cause addiction, might harm brain development, and could lead to sustained tobacco product use among youths.^(1,2,3) Therefore, among youth, there is no safe exposure to nicotine, be it from combustible, non-combustible, or electronic sources. Before 2017, the YRBS assessed the prevalence of high school students who attempted to quit smoking cigarettes during the 12 months before the survey. The questionnaire item was expanded in 2017 to include all tobacco products. In 2017, among high school students nationwide who used any tobacco products during the 12 months before the survey, 41% had tried to quit using all tobacco products during those 12 months.⁽⁴⁾

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Alcohol and Other Drug Use

QUESTION(S):

44. How old were you when you had your first drink of alcohol other than a few sips? **National - Core**
45. During the past 30 days, on how many days did you have at least one drink of alcohol? **National-Core**
46. 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)? **National - Core**
47. During the past 30 days, how many times have you been at a party or gathering in a home where parents permitted underage alcohol use? **National - Local**
109. How much do you think people risk harming themselves (physically or in other ways) if they take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day? **National - Local**

RATIONALE:

These questions measure current use of alcohol, age of initiation, binge drinking, the largest number of alcoholic drinks consumed during a drinking occasion, and access to alcohol. Excessive drinking is responsible for more than 4,300 deaths among underage youth each year, and cost the U.S. \$24 billion in 2010.^(1,2) Underage drinking contributes to a wide range of health and social problems, including motor vehicle crashes, suicide, interpersonal violence (e.g., homicides, assaults, rapes), unintentional injuries (e.g., burns, falls, drowning), risky sexual activity, academic problems, and alcohol and drug poisoning.^(3,4) Early initiation of drinking is also associated with increased risks of developing an alcohol use disorder later in life and suicide.^(3, 5-7) Binge drinking is the most common pattern of excessive alcohol use in the United States, and about 90% of the alcohol consumed by youth is in the form of binge drinks.^(7,8) The National Institute on Alcohol Abuse and Alcoholism defines binge drinking as a pattern of drinking that brings a person's blood alcohol concentration to 0.08% or above. This typically happens when males consume 5 or more drinks and when females consume 4 or more drinks in about 2 hours.⁽⁹⁾ Limiting youth access to alcohol has reduced underage alcohol use and alcohol-related problems.⁽¹⁰⁻¹²⁾ However, youth continue to obtain alcohol from a variety of sources, particularly from adults of legal drinking age.⁽¹³⁾

Among high school students nationwide in 2017, 60% drank at least one drink of alcohol on at least 1 day during their life and 30% had had at least one drink of alcohol on at least 1 day during the 30 days before the survey.⁽¹³⁾ In addition, 18% of high school students reported binge drinking (defined as 4 or more drinks of alcohol in a row for females and 5 or more drinks of alcohol in a row for males within a couple of hours) on at least 1 day during the 30 days before the survey.⁽¹³⁾ The percentage of high school students who had at least one drink of alcohol on at least 1 day during their life decreased significantly during 1991–2017 (82%–60%).⁽¹³⁾ Likewise, the percentage of students who had at least one drink of alcohol on at least 1 day during the 30 days before the survey decreased significantly during 1991–2017 (51%–30%).⁽¹³⁾

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QUESTION(S):

48. During your life, how many times have you used marijuana?

National - Core

49. How old were you when you tried marijuana for the first time? **National - Core**
50. During the past 30 days, how many times did you use marijuana? **National - Core**
51. During the past 30 days, how did you usually use marijuana? **Local**
52. During your life, how many times have you taken a 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) **National - Core**
53. During your life, how many times have you used synthetic drugs (also called "designer drugs" such as synthetic marijuana, K2, Spice, fake weed, King Kong, Yucatan Fire, Skunk, or Moon Rocks herbal incense, or bath salts)? **National - Core**
54. During your life, how many times have you used any illicit drug, such as any form of cocaine, heroin, methamphetamines, speed, LSD, or ecstasy? **National - Core**
55. During the past 12 months, has anyone offered, sold or given you an illegal drug on school property? **National - Core**
110. How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana regularly? **National - Local**

RATIONALE:

These questions measure lifetime and current use of marijuana (including lifetime use of synthetic marijuana) and ever use of cocaine, inhalants, heroin, methamphetamines, ecstasy, steroids, and injected drugs; use of prescription pain medicine without a doctor's prescription, or used in a manner differently than instructed by the doctor; and illegal drug activity on school property. Among youth, illicit drug use is associated with heavy alcohol and tobacco use,⁽¹⁾ violence and delinquency,⁽²⁻⁴⁾ and suicide.⁽⁵⁾ 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.⁽⁶⁻⁸⁾ Data also show that high school students who use synthetic marijuana tend to engage in more risky behaviors related to sex, substance use, and injury/violence than students who use marijuana only.⁽⁹⁾ All school districts prohibit illegal drug possession or use by students on school property.⁽¹⁰⁾

Among high school students nationwide in 2017, 36% had used marijuana, 7% had used synthetic marijuana, 5% had used any form of cocaine, 2% had used heroin, 3% had used methamphetamines, 4% had used ecstasy, 3% had taken steroid pills or shots without a doctor's prescription one or more times during their life, and 14% had taken prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it one or more times during their life.⁽¹¹⁾ In 2017, 6% of high school students nationwide had sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high and 2% had used a needle to inject any illegal drug into their body one or more times during their life.⁽¹⁰⁾ Also, 20% of students had been offered, sold, or given an illegal drug on school property during the 12 months before the survey.⁽¹¹⁾ The percentage of high school students who had used marijuana one or more times during their life increased during 1991–1997 (31%–47%) and then decreased during 1997–2017 (47%–36%).⁽¹¹⁾ The percentage of high school students who had used cocaine one or more times during their life increased during 1991–2001 (6%–9%) and then decreased during 2001–2017 (9%–5%).⁽¹¹⁾ The percentage of high school students who had used heroin one or more times during their life did not change significantly during 1999–2011 (2%–3%) then decreased significantly during 2011–2017 (3%–2%).⁽¹¹⁾ The percentage of high school students who had used methamphetamines one or more times during their life decreased significantly during 1999–

2017 (9%–3%).⁽¹⁰⁾ The percentage of high school students who had used ecstasy one or more times during their life decreased significantly from 2001–2017 (11%–4%).⁽¹¹⁾

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Sexual Behaviors that Contribute to Unintended Pregnancy and Sexually Transmitted Diseases, Including HIV Infection

QUESTION(S):

- | | | |
|-----|--|----------------------------|
| 56. | Have you ever had sexual intercourse? | National – Core |
| 57. | How old were you when you had sexual intercourse for the first time? | National – Core |
| 58. | During your life, with how many people have you had sexual intercourse? | National – Core |
| 59. | During the past 3 months, with how many people did you have sexual intercourse? | National – Core |
| 60. | Did you drink alcohol or use drugs before you had sexual intercourse the last time? | National - Core |
| 61. | The last time you had sexual intercourse, did you or your partner use a condom? | National - Core |
| 62. | The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy? (Select only one response.) | National - Core |
| 87. | Have you ever been taught about AIDS or HIV infection in school? | National - Optional |
| 88. | Have you ever been tested for HIV, the virus that causes AIDS? | National – Optional |
| 89. | During the past 12 months, have you been tested for a sexually transmitted disease (STD) other than HIV, such as chlamydia or gonorrhea? | National - Local |

RATIONALE:

These questions measure the prevalence of sexual activity, number of sexual partners, age at first intercourse, alcohol and other drug use related to sexual activity, condom use, and contraceptive use. Early initiation of sexual intercourse is associated with having a greater number of lifetime sexual partners.^(1,2) In addition, adolescents who initiate sexual intercourse early are less likely to use contraception^(2,3) and are at higher risk for STDs⁽⁴⁾ and pregnancy.^(5,6) Estimates suggest that while representing 25% of the ever sexually active population, persons aged 15 to 24 years acquire more than half of all new STDs.⁽⁷⁾ Both chlamydia and gonorrhea rates are highest among young women between the ages of 20 and 24 years (3779.0 cases per 100,000 individuals and 595.5 cases per 100,000 individuals, respectively in

2016).(8) In 2016, there were an estimated 2,041 persons ages 13–19 years newly diagnosed with HIV infection and 7,878 living with diagnosed HIV infection.(9) In 2014, young people aged 13–24 accounted for 21% of all new HIV infections in the United States.(10)

Among high school students nationwide in 2017, 40% had ever had sexual intercourse, 10% had had sexual intercourse with four or more persons during their life, and 29% had had sexual intercourse with at least one person during the 3 months before the survey.(11) The percentage of students who ever had sexual intercourse decreased during 1991–2017 (54%–40%).(11) The percentage of students who had sexual intercourse with four or more persons during their life decreased during 1991–2017 (19%–10%).(11) During 1991–2013, there was a significant decrease in the percentage of students who had had sexual intercourse with at least one person during the 3 months before the survey (38%–34%), and the percentage further decreased during 2013–2017 (34%–29%).(11) In 2017, among the 29% of students who were currently sexually active, 54% reported that either they or their partner had used a condom during last sexual intercourse.(11) The percentage of sexually active students who used a condom during last sexual intercourse increased during 1991–2005 (46%–63%) and then did not change significantly during 2005–2017 (63%–54%).(11)

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QUESTION(S):

90. Have your parents or other adults in your family ever talked with you about what they expect you to do or not to do when it comes to sex? **National - Optional**

RATIONALE:

When young people feel unconnected to home, family, and school, they may become involved in activities that put their health at risk. Most adults want youth to know about abstinence, contraception, and how to prevent HIV and other sexually transmitted infections (STIs), parents often have difficulty communicating about sex. Nevertheless, positive communication between parents and their children greatly helps young people to establish individual values and to make healthy decisions. ⁽¹⁾ Adolescents who have repeated communications about sex, sexuality, and development with their parents, are more likely to have an open and closer relationships with them, in addition to being more likely to talk with their parents in the future about sex issues than adolescents whose sexual communication with their parents included less repetition. ⁽²⁾ Additionally, teens who reported previous discussions of sexuality with parents were seven times more likely to feel able to communicate with a partner about HIV/AIDS than those who had not had such discussions with their parents. ⁽³⁾

In an effort to better understand the impact of funded partners' program activities, DASH staff asked that funded partners add an optional question focusing on sexual health services, sexual health education, and protective factors. We chose to add this question about parents, adults, or other family members communication about sex into the survey to inform both responsible sexual health and protective factor data.

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QUESTION(S):

63. How many times have you been pregnant or gotten someone pregnant? **National - Optional**

RATIONALE:

This question measures whether the student or their partner had ever been or had ever gotten someone pregnant. Since 1990, teen pregnancy and birth rates in the United States have declined significantly. Researchers cite two main factors: fewer teens are having sex, and among those who are, more are using contraceptives.⁽¹⁾ While this is a positive trend, there are still risks for those teens that are entering into sexual relationships during their adolescent years. ⁽¹⁾

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QUESTION(S):

64. During your life, with whom have you had sexual contact?

National - Core

RATIONALE:

These questions measure sexual identity and sex of sexual partners. Measuring these two constructs enables identification of youth who are sexual minorities. Sexual minority refers to individuals who identify as gay, lesbian, or bisexual (i.e., not heterosexual), as well as those who have sexual contact with persons of the same or both sexes. Sexual minority youth are a diverse population, representing all races, ethnicities, socioeconomic statuses, and are from all parts of the country. While many sexual minority youth cope with the transition from childhood to adulthood successfully and become healthy and productive adults, others struggle as a result of challenges such as stigma, discrimination, family disapproval, social rejection, and violence.⁽¹⁾ YRBS data supports this reality, finding that sexual minority youth, both by sexual identity and sex of sexual contacts, have higher rates of violence victimization than youth who identify as heterosexual or only report opposite sex sexual contacts.⁽²⁾ Sexual minority youth also face well-documented health disparities. For example, young gay and bisexual males have disproportionately high rates of HIV and syphilis,^(3,4) adolescent lesbian and bisexual females are more likely to have ever been pregnant,⁽⁵⁾ and sexual minority youth are at increased risk of suicidality compared to their heterosexual peers.⁽²⁾ Increasing attention has been given to the HIV prevention needs of young men who have sex with other men (YMSM), as they are more likely than males who only report sexual contact with females to engage in sexual risk-taking behaviors, such as forgoing condoms and having more than four lifetime sexual partners.⁽²⁾ Additionally, HIV infection rates among YMSM are disproportionately high.⁽⁶⁾ Data on the sexual minority status of young people are critical for continuing to demonstrate the disproportionate rates at which sexual minority students experience many health risks compared to non-sexual minority students and for developing, implementing, and evaluating policies and programs designed to mitigate these disparities. In 2017, 85% of high school students nationwide identified as heterosexual, 2% identified as gay or lesbian, 8% identified as bisexual, and 4% responded not sure about their sexual identity.⁽²⁾ Also in 2017, 45% of high school students nationwide had had sexual contact with only the opposite sex, 2% had had sexual contact with only the same sex, 5% had had sexual contact with both sexes, and 48% had had no sexual contact.⁽²⁾

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Dietary Behaviors

QUESTION(S):

67. 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) **National – Core**
68. During the past 7 days, how many times did you eat fruit? (Do not count fruit juice.) **National – Core**
69. During the past 7 days, how many times did you eat green salad? **National - Core**
70. During the past 7 days, how many times did you eat potatoes? (Do not count French fries, fried potatoes or potato chips). **National – Core**
71. During the past 7 days, how many times did you eat carrots? **National – Core**
72. During the past 7 days, how many times did you eat other vegetables (Do not count green salad, potatoes, or carrots)? **National - Core**

RATIONALE:

These questions measure dietary behaviors, including consumption of fruits, vegetables, and beverages. The fruit and vegetable questions are similar to questions asked of adults on the Centers for Disease Control and Prevention’s Behavioral Risk Factor Surveillance System 2009 survey questionnaire.(1) Fruits and vegetables are good sources of complex carbohydrates, vitamins, minerals, and other substances that are important for good health.(2) There is probable evidence to suggest that dietary patterns with higher intakes of fruits and vegetables are associated with a decreased risk for some types of cancer,(3–5) cardiovascular disease,(6) and stroke.(7) Although data are limited, an increased intake of fruits and vegetables appears to be associated with a decreased risk of being overweight.(8–10) However, most youth do not meet the recommendations for fruit and vegetable consumption.(11–13) In 2017, during the 7 days before the survey, 31% of high school students nationwide had eaten fruit or drunk 100% fruit juice two or more times per day and 14% of students had eaten vegetables three or more times per day.(14)

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QUESTION(S):

73. In an average school week, on how many days do you drink water at school, including water from a fountain, a sink, or faucet, a bottle, a reusable bottle you brought from home, or some other source?

National - Core

RATIONALE:

Water is vital for life, and plain water is a calorie-free option for hydration.⁽¹⁾ Getting enough water every day is important for one's health. Healthy people meet their fluid needs by drinking when thirsty and drinking with meals. Most of one's fluid needs are met through the water and beverages they drink. ⁽²⁾ When selecting beverages, adolescents should be aware that water and low-fat or fat-free milk are the most healthful. ⁽²⁾ Providing students with access to safe, free drinking water throughout the school day is one strategy schools can use to create an environment that supports health and learning. Providing access to drinking water gives students a healthy alternative to sugar-sweetened beverages. It helps to increase students' overall water consumption, maintain hydration, and reduce energy intake if substituted for sugar-sweetened beverages.¹⁻³ Adequate hydration also may improve cognitive function in children and adolescents.⁴⁻⁸

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QUESTION(S):

74. During the past 7 days, on how many days did you eat breakfast?

National – Core

75. During the past 7 days, on how many days did you eat at least one meal or snack from a fast food restaurant such as McDonald's, Taco Bell, or KFC?

National – Optional

RATIONALE:

Eating breakfast is associated with weight loss and weight loss maintenance,⁽¹⁾ improved nutrient intake,⁽¹⁾ and better cognitive function, academic performance, school attendance rates, psychosocial function, and

mood.^(2,3) In 2015, 36% of high school students nationwide ate breakfast on all 7 days before the survey. ⁽⁴⁾ In 2013, 38% of high school students nationwide ate breakfast on all 7 days before the survey. ⁽⁵⁾ Diet and nutrition have important links to adolescent health and well-being, as well as to major causes of morbidity and mortality later in life. Eating fast food is typically an unhealthy option and increased consumption is closely linked with obesity. ⁽⁶⁻⁸⁾

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QUESTION(S):

76. During the past 30 days, how often did you go hungry because there was not enough food in your home? **National – Optional**

RATIONALE:

Food insecure children and adolescents are more likely to have iron deficiency anemia.⁽¹⁾ From a review article: food insecurity is "associated with lower dietary quality"; childhood food insecurity is related to adult obesity; and there are "associations between limited access to food and indicators of poor cognitive development and emotional or behavioral problems".⁽²⁾

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Physical Activity

QUESTION(S):

77. 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 spend in any kind of physical activity that increases your heart rate and makes you breathe hard some of the time. **National – Core**
78. On an average school day, how many hours do you watch TV? **National - Core**
79. 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 tablet, a smartphone, texting, YouTube, Instagram, Facebook or other social media.) **National - Core**
80. During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.) **National – Core**

RATIONALE:

These questions measure participation in physical activity and team sports and attendance in physical education classes. These questions also examine time spent watching television (TV) and using a computer or playing video games. Participation in regular physical activity among young people can help build and maintain healthy bones and muscles, maintain body weight and reduce body fat, reduce feelings of depression and anxiety, and promote psychological well-being.⁽¹⁾ Over time, regular physical activity decreases the risk of high blood pressure, heart disease, diabetes, obesity, some types of cancer, and premature death.⁽⁴⁾ In 2008, the U.S. Department of Health and Human Services recommended that young people aged 6–17 years participate in at least 60 minutes of physical activity daily.⁽²⁾ In 2017, 26% of high school students were physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time for a total of at least 60 minutes per day on each of the 7 days before the survey.⁽³⁾

In 2012, the U.S. Department of Health and Human Services released a mid-course report on the Physical Activity Guidelines for Americans.⁽⁴⁾ This report focused on strategies to increase physical activity among youth. The report concluded that school-based settings had the strongest evidence and multi-component physical activity programs, including physical education, had the most promise for increasing physical activity. In 2013, the Institute of Medicine (IOM) released *Educating the Student Body: Taking Physical Activity and Physical Education to School*.⁽⁵⁾ This report also stressed the importance of a comprehensive, multi-component, whole school approach to physical activity in schools. CDC and many other federal and national partners are promoting Comprehensive School Physical Activity Programs (CSPAP) to create school environments that offer many opportunities for students to be physically active throughout the school day.⁽⁶⁾ A CSPAP includes strong coordination across five components: physical education, physical activity during school, physical activity before and after school, staff involvement, and family and community engagement. Physical education is the cornerstone of CSPAP with research showing that school physical education classes can increase adolescent participation in physical activity⁽⁷⁻¹³⁾ and help high school students develop the knowledge, attitudes, and skills

they need to engage in lifelong physical activity.^(4,14,15) In 2017, 52% of high school students nationwide went to physical education classes on 1 or more days in an average week when they were in school.⁽³⁾

Watching TV and using a computer are considered sedentary behaviors. Among youth, time spent watching TV is associated with childhood and adult obesity, consumption of fast food, soft drinks, and high-fat snacks, and consumption of fewer fruits and vegetables.^(16–22) Youth who engage in less than 2 hours of TV viewing per day tend to be more active.⁽¹⁶⁾ Computer usage and video game playing are associated with physical inactivity among adolescents and young adults.⁽²³⁾ Among high school students nationwide in 2017, 43% of students played video or computer games or used a computer for something that was not school work for 3 or more hours per day on an average school day and 21% watched television 3 or more hours per day on an average school day.⁽³⁾ During 2003–2017, a significant linear increase occurred in the percentage of high school students who used computers 3 or more hours per day (22%–43%).⁽³⁾ The percentage of students who watched television 3 or more hours per day decreased significantly during 1991–2013 (43%–33%) and then decreased more rapidly during 2013–2017 (33%–21%).⁽³⁾

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Developmental Assets and Protective Factors

QUESTION(S):

81. During the past 7 days, on how many 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 activity? **Local**
82. During the past 7 days, how many hours did you spend helping other people without getting paid (such as helping out at a hospital, daycare center, food pantry, youth program, community service agency, or doing other things) to make your community a better place for people to live? **Local**
83. How often does one of your parents talk with you about what you are doing in school? **Local**
84. Do you agree or disagree that students help decide what goes on in your school? **National – Optional**
85. Do you agree or disagree that in your community you feel like you matter to people? **National – Optional**
86. Do you agree or disagree that you feel close to people at your school?
National – Core
97. Besides your parents, how many adults would you feel comfortable seeking help from if you had an important issue or question affecting your life? **National – Optional**

RATIONALE:

These questions, along with grades in school are considered developmental assets. Developmental assets are grouped into external (support, empowerment, boundaries and expectations, and constructive use of time) and internal (commitment to learning, positive values, social competencies, and positive identity) assets.⁽¹⁾ The dichotomized variables are used to determine associations between developmental assets and risk behaviors.

Students were asked about the number of trusted adults that they felt they have. Over time it has been determined that promoting positive asset building and considering young people as resources could be critical strategies. As a result, the field of youth development began examining the role of protective factors in a young person's environment and how these factors could influence one's choices.⁽²⁾ Protective factors include, but are not limited to: family support, caring adults, positive peer groups, strong sense of self and self-esteem, and engagement in school and community activities.

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Sleep

QUESTION(S):

91. On an average school night, how many hours of sleep do you get? **National – Core**
92. On a typical night how often do you use (or awaken to use) your smartphone to text, check social media, or use the internet right before or during the time you are asleep? **National - Local**

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, a phase of rapid biologic growth and development.⁽¹⁾ According to the 2006 Sleep in America poll, more than half of adolescents are getting insufficient sleep on school nights.⁽²⁾ Lack of adequate sleep among adolescents is associated with daytime sleepiness,^(3,4) falling asleep during class,⁽⁵⁾ general inattentiveness,⁽⁵⁾ classroom behavioral problems,⁽⁵⁾ drowsy driving,^(1,3) depressed mood, ^(1,3,6) headaches,⁽⁶⁾ and poor school performance.⁽⁷⁾ Evidence tying insufficient sleep to poor health outcomes such as obesity, cardiovascular disease, and diabetes is also growing.⁽⁸⁻¹⁰⁾

Analysis of data from 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.⁽¹¹⁻¹⁴⁾

In 2016, the American Academy of Sleep Medicine recommended that children aged 6–12 years should regularly sleep 9–12 hours per 24 hours and teens aged 13–18 years should sleep 8–10 hours per 24 hours.⁽¹⁵⁾ Healthy People 2020 contains four sleep health-related objectives, including one for adolescents. This objective is to “increase the proportion of students in grades 9 through 12 who get sufficient sleep (defined as 8 or more hours of sleep on an average school night).”⁽¹⁶⁾ Among high school students nationwide in 2017, 25% of students got 8 or more hours of sleep on an average school night.⁽¹⁷⁾ The percentage of students getting 8 or more hours of sleep did not change significantly during 2007–2013 (31%–32%) and then decreased significantly during 2013–2017 (32%–25%).⁽¹⁷⁾

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Access to Care, Preventive Health Care and Perception of Health

QUESTION(S):

93. How do you describe your health in general? **National - Optional**
94. When was the last time you saw a doctor or nurse for a check-up or physical exam when you were not sick or injured? **National – Optional**
95. When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work? **National - Local**
96. When you feel sad, empty, hopeless, angry, or anxious, how often do you get the kind of help you need? **National - Optional**

RATIONALE:

These questions asked students about seeing health professionals for their health needs, and their general assessment of health. Nationwide, adolescents have the lowest utilization rate of health care services of any age group. Barriers to care include cost of care; low family income; stigma; distrust; confidentiality and parental consent; lack of medical insurance; embarrassment about and lack of transportation to reproductive health services; lack of knowledge about where or how to access care; and lack of adolescent-friendly services.⁽¹⁾

A social stigma continues to surround mental health disorders, and mental health care is frequently difficult to access. In 2013, 10 percent of adolescents lacked insurance and, ⁽²⁾ when they are covered, the amount of mental health services they can receive is often limited.⁽³⁾ Initially identifying a mental health disorder is also challenging—issues are often first identified at school. Researchers have documented a number of disparities in access. Among adolescents, those that are homeless; served by state child welfare and juvenile justice systems; and are lesbian, gay, bisexual, and/or transgender are often the least likely to receive services. ⁽⁴⁻⁶⁾

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Additional Information

QUESTION(S):

- | | | |
|------|---|----------------------------|
| 98. | Who do you live with most of the time? | Local |
| 102. | During the past 30 days, where did you usually sleep? | National - Optional |
| 103. | How often do you feel safe and secure in your neighborhood? | National - Optional |

RATIONALE:

These questions are used to determine household and family structure. They can be used as risk or protective factors in association with many risk behaviors. Most often, they are used to determine whether a student lives in a two-parent, one-parent, or non-parental guardian home and to examine behaviors with relationship to stability of family structure.^(1, 2) Additionally, adverse childhood experiences such as childhood abuse, neglect, and childhood health problems are strongly associated with frequent residential mobility.⁽³⁾ Neighborhoods with high levels of crime are often densely populated, mixed use (businesses and residences in the same area) areas, with concentrated poverty, a transient population, a high proportion of single-parent households, and dilapidated buildings. ^(4,5) Children and adolescents living in neighborhoods characterized by crime or disorganization are more likely to become victims of violent crime⁽⁶⁾ and to perpetrate acts of violence. ⁽⁷⁾ Children who witness crime and violence are more likely to experience social and emotional problems such as aggression, stress, and withdrawal, as well as delinquency and low school achievement. ^(8,9) Having a safe neighborhood is important for positive child and youth development.⁽¹⁰⁾ Neighborhoods that are unsafe are associated with high rates of infant mortality and low birthweight, juvenile delinquency, high school dropout, child abuse and neglect, ⁽¹¹⁾ and poor motor and social development among pre-school children. ⁽¹²⁾ Conversely, children who live in highly supportive neighborhoods have positive outcomes such as stronger connections with family, peers and community, and greater participation in out-of-school time programs, volunteering, and religious services. ⁽¹³⁾

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QUESTION(S):

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|------|---|--------------|
| 99. | Does your family own a car, van or truck? | Local |
| 100. | Do you have your own bedroom for yourself? | Local |
| 101. | During the past 12 months, how many times did you travel away on vacation with your family? | Local |

RATIONALE:

These three questions comprise the Family Affluence Scale (FAS). The FAS is a measure of family wealth developed in the WHO Health Behavior in school-aged Children Study.⁽¹⁾ It is an alternative measure to parent-based income and occupation measures previously used to assess SES in youth. These previous measures have been proven inconsistent and inadequate.⁽²⁾ The FAS is proven to be relevant in 35 countries and can be used to determine relationships between SES and adolescent health.⁽³⁾

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QUESTION:

104. During the past 12 months, have your parent(s) or guardian(s) ever been in prison or jail?

Local

RATIONALE:

Several local agencies and organizations in the greater Cleveland area have joined forces and launched an initiative to address the numerous challenges faced by children of incarcerated parents. ^(1, 2) One of the challenges is estimating the number of children involved. ⁽³⁾ The information collected by this question will help the initiative (and others nationwide who are providing services to children of incarcerated parents) obtain basic prevalence data for this population. Currently, information about children with an incarcerated parent or guardian is piecemeal in nature, supplied in non-standardized ways from multiple sources (e.g., corrections, schools, child welfare department).

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QUESTION(S):

105. During the past 12 months, have you been stopped, questioned, or searched by police?

Local

106. During the past 12 months, how would you describe any encounters you had with the police? (Count encounters you had at home, in school, and in your neighborhood.) **Local**

RATIONALE:

Prior studies indicate that one primary influence on a youth's attitudes toward police officers is the youth's own past experiences with police officers. ⁽¹⁾ Police serve as significant gatekeepers between youth and the juvenile justice system, yet a large proportion of interactions between police and youth can be categorized as negative. ⁽²⁾ Because juvenile arrests increase the likelihood of negative outcomes for youth in later in life, understanding the predictions of negative interactions is important. ⁽³⁾ However, interactions that end in arrest are only a small portion of the encounters that occur between police and youth. Adolescents may develop negative attitudes from other negative interactions with police that do not end in legal action. For example, youth who have a negative, non-arrest experience with police, whether such experience was youth-initiated (e.g., asking an officer for information, asking for help in non-criminal matters) or police-initiated (e.g., being stopped while standing on the street or when driving or riding in a car), report less positive attitudes toward the police than youth who had positive contacts. ⁽⁵⁾ American Civil Liberty Union's across the nation are interested in youth and adult experiences with police. These questions were taken from the ACLU of Wisconsin's "A Survey about Police". ⁽⁶⁾ Additionally, these questions were added to the survey per request and input from Chief Gonzalez of the Cleveland Metropolitan Housing Authority and Gabriella Celeste from the Schubert Center for Child Studies at Case Western Reserve University.

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Grades

QUESTION:

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

National - Core

RATIONALE:

This question measures academic grades in school. The academic success of America’s youth is strongly linked with their health. Health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance.⁽¹⁻⁴⁾ Health-risk behaviors such as early sexual initiation, violence, and physical inactivity are consistently linked to poor grades and test scores and lower educational attainment.⁽²⁻⁸⁾ In turn, academic success is an excellent indicator for the overall well-being of youth and a primary predictor and determinant of adult health outcomes.⁽⁹⁻¹¹⁾ Leading national education organizations recognize the close relationship between health and education, as well as the need to foster health and well-being within the educational environment for all students.⁽¹²⁻¹⁴⁾ This question provides data to monitor the important link between health-risk behaviors and academic achievement.

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