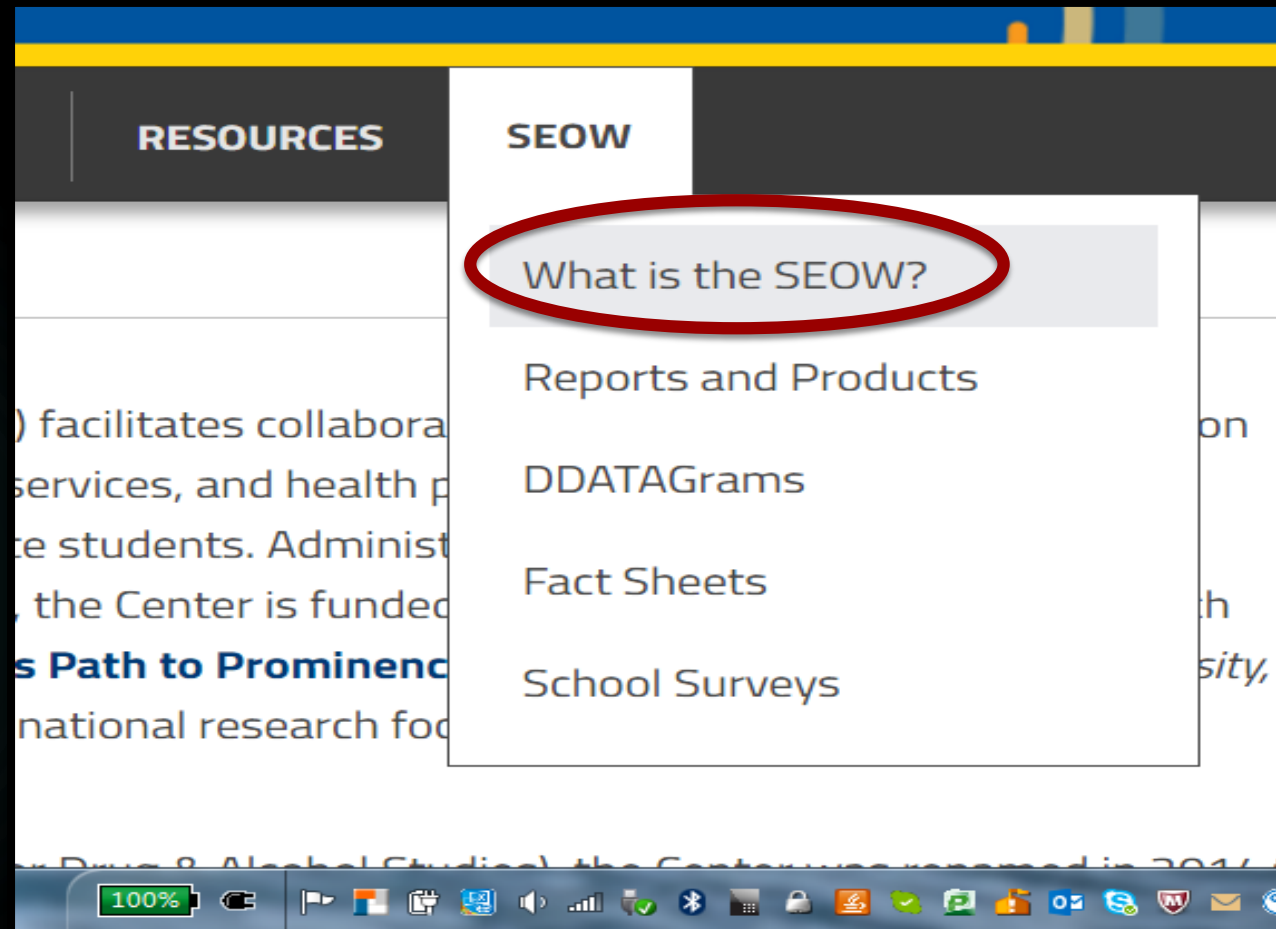




# A Look at Delaware Data on Youth Risk Behaviors

A PRESENTATION BY THE  
CENTER FOR DRUG AND HEALTH STUDIES AT  
THE UNIVERSITY OF DELAWARE  
DELAWARE LIFE CONFERENCE  
JANUARY 31, 2019

# The State Epidemiological Outcomes Workgroup



# Measuring Youth Behavior and Experiences

Survey	Schedule	Who Participates
Delaware School Survey	Annually - Spring semester	Census of 5 <sup>th</sup> , 8 <sup>th</sup> , 11 <sup>th</sup> grade students
<b>Youth Risk Behavior Survey</b>	<b>Every other odd-numbered year – Spring semester</b>	<b>Random sample of classrooms within census of public middle* and high schools</b>
Youth Tobacco Survey	Every other even-numbered year – Spring semester	Random sample of classrooms within census of public middle and high schools
School Health Profiles	Every other even-numbered year – Spring	Principals and lead health educators
College Risk Behavior Survey	Annually – Spring Semester	Random sample of college students

# 2017 YRBS Data



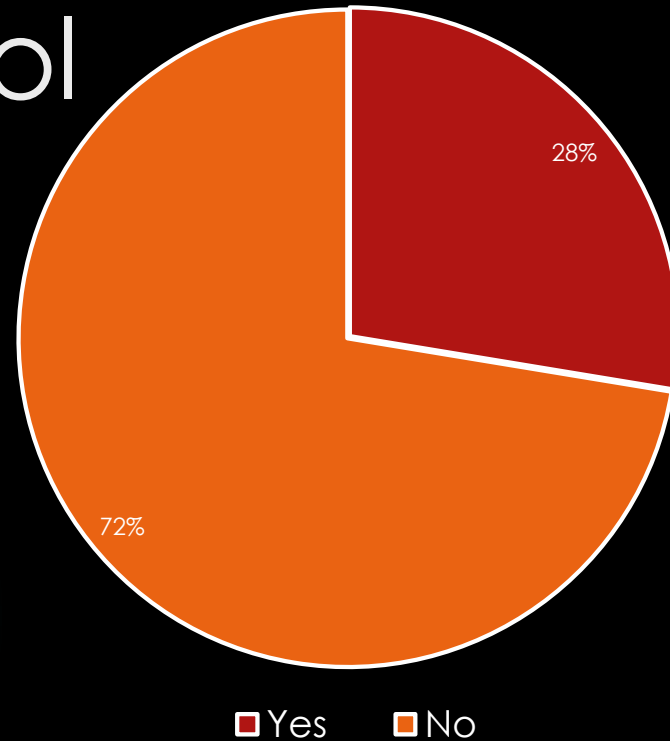
How are we defining a student with a disability?

# Middle School Students



# Self-Reported Disabilities by Middle School Students\*

Percentage of Students who Self Report Some Type of Disability



Source: 2017 Middle School Youth Risk Behavior Survey

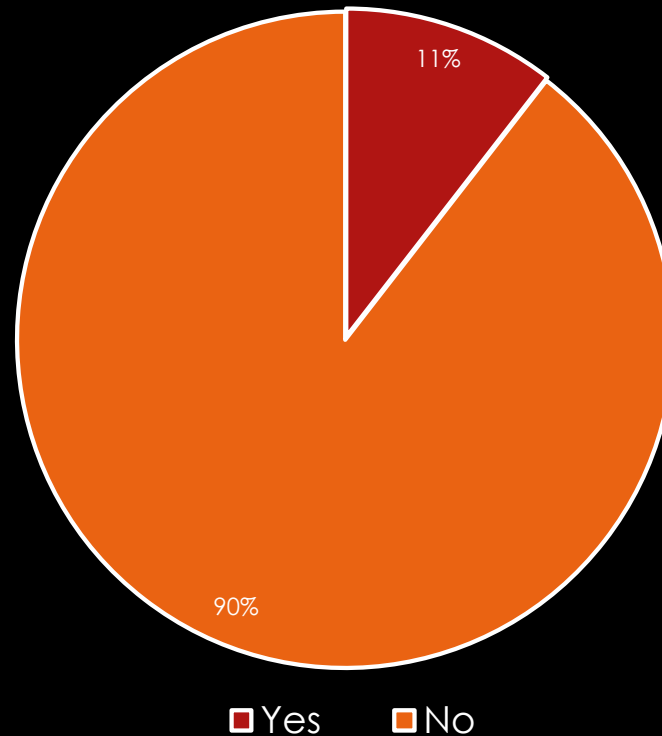
Notes:

Weighted Data

\*Self reported disability defined as difficulty seeing, hearing, walking, climbing stairs, or having a serious difficulty concentration, remembering, or making decisions because of a physical, mental or emotional disability.

# Health Care Professional-Identified Middle School Students with Disability\*

Percentage of Students with Disabilities that have been Identified by a Health Care Professional



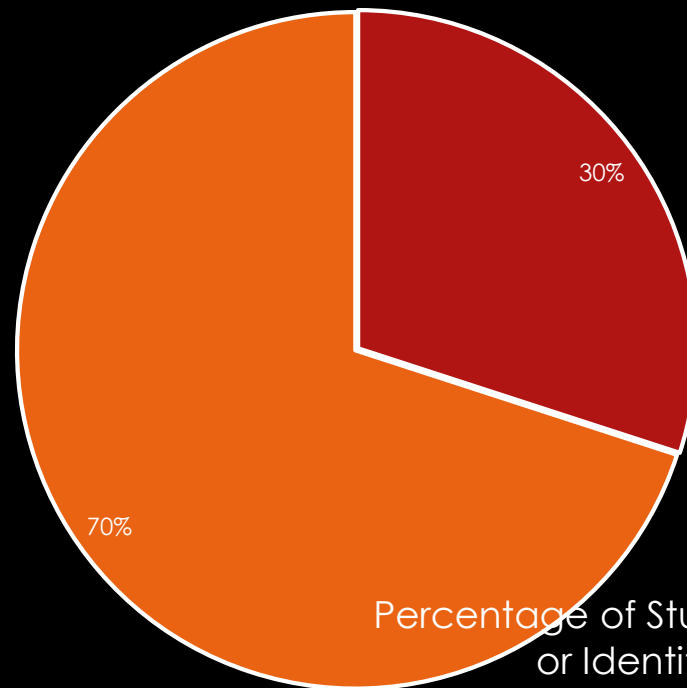
Source: 2017 Middle School Youth Risk Behavior Survey

Notes:

Weighted Data

\*Disability defined as having difficulty concentrating, remembering, making decisions, or doing things because of a physical, emotional or learning disability

# Middle School Students with Disability Either Self-Reported or Identified by Health Care Professional



Percentage of Students with a Disability, Either Self Reported or Identified by a Health Care Professional

■ Yes ■ No

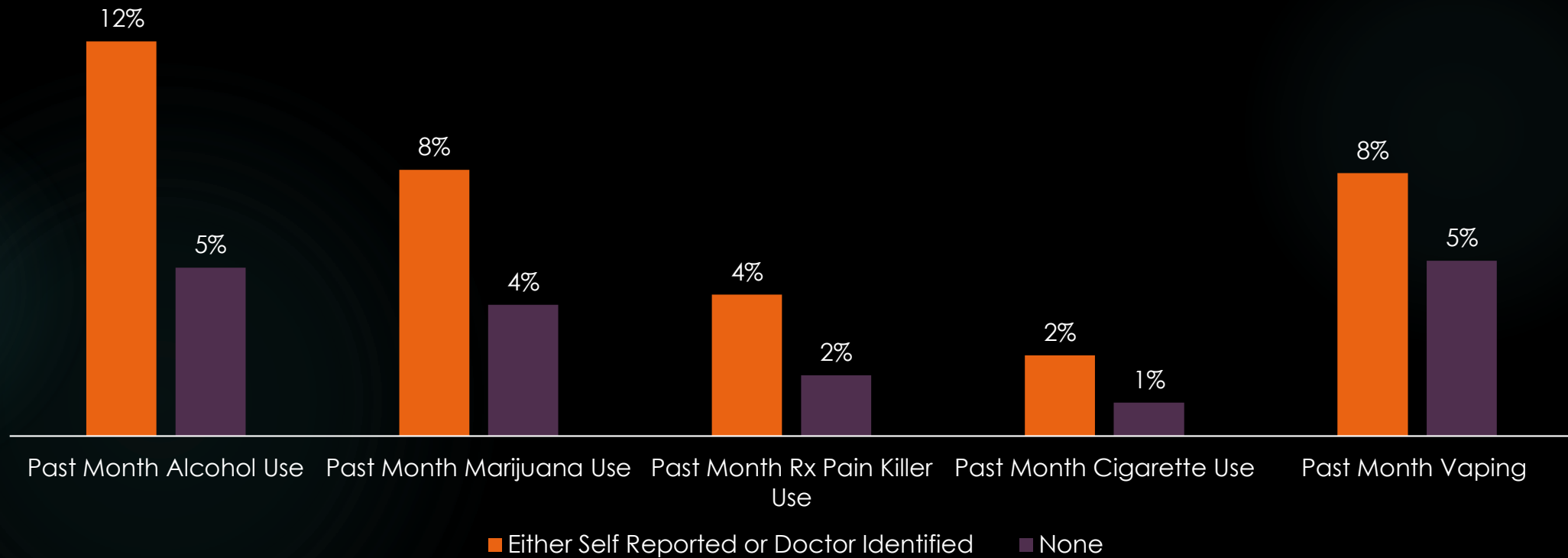
Source: 2017 Middle School Youth Risk Behavior Survey

Note:

Weighted Data



# Substance Use among Middle School Students with Disabilities (Aggregated)



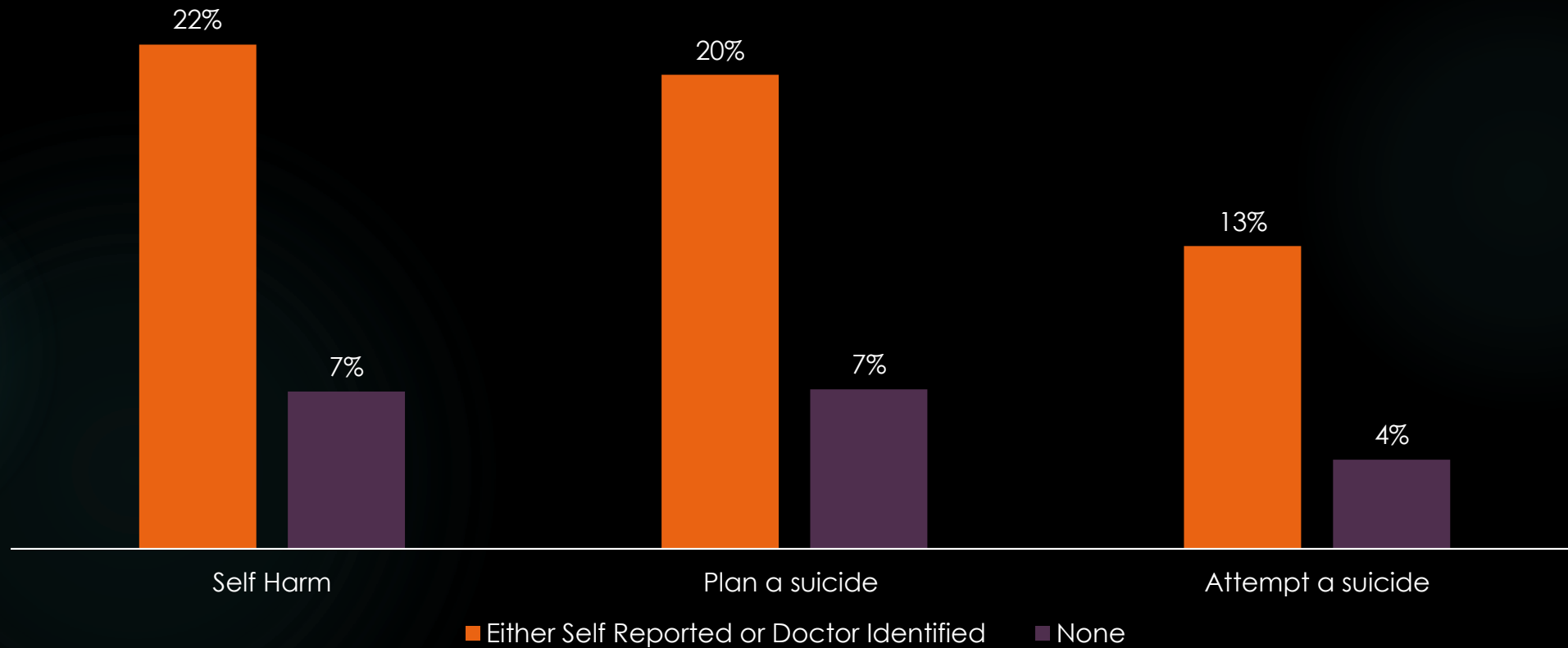
Source: 2017 Middle School Youth Risk Behavior Survey

Notes:

Weighted Data

Differences in substance use were all statistically significant at the .01 level.

# Mental Health among Middle School Students with Disabilities (Aggregated)



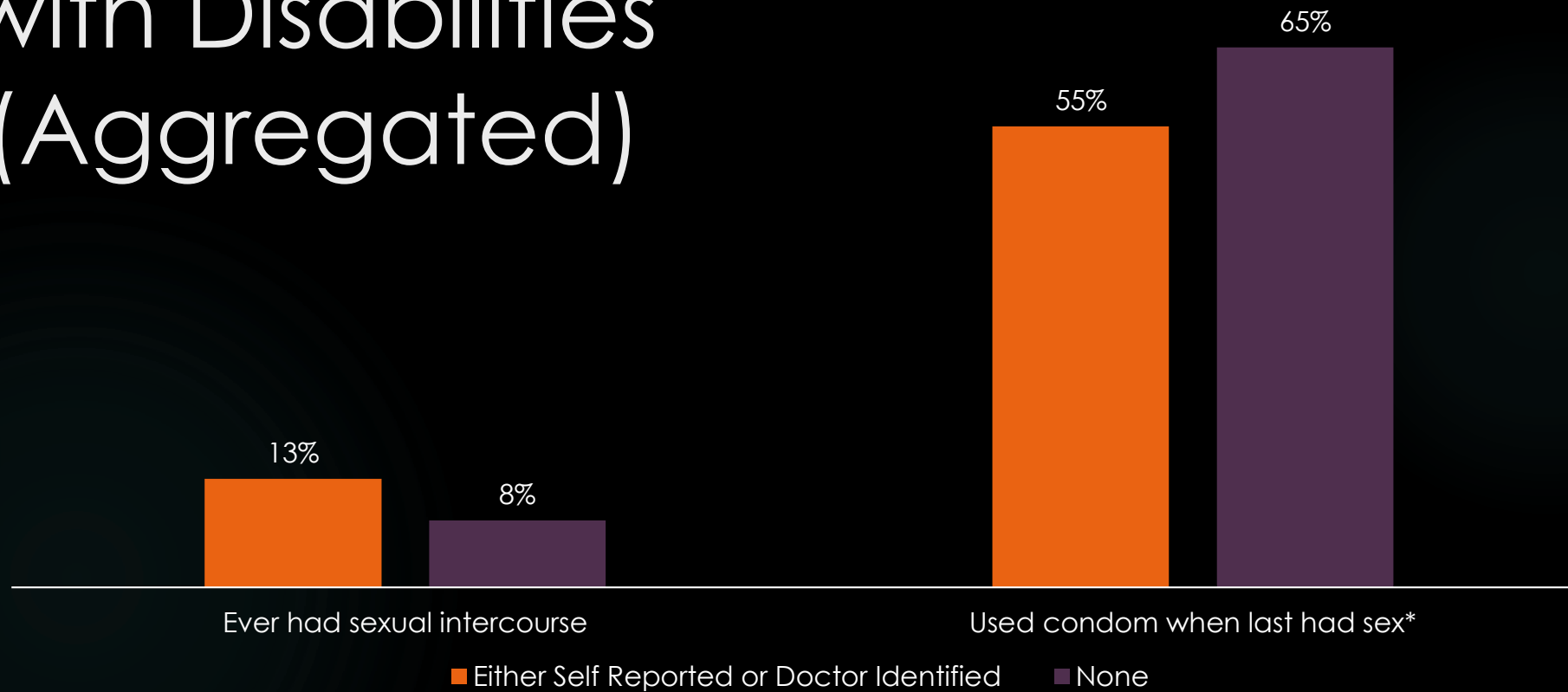
Source: 2017 Middle School Youth Risk Behavior Survey

Notes:

Weighted Data

Differences in substance use were all statistically significant at the .01 level.

# Sexual Activity among Middle School Students with Disabilities (Aggregated)



Source: 2017 Middle School Youth Risk Behavior Survey

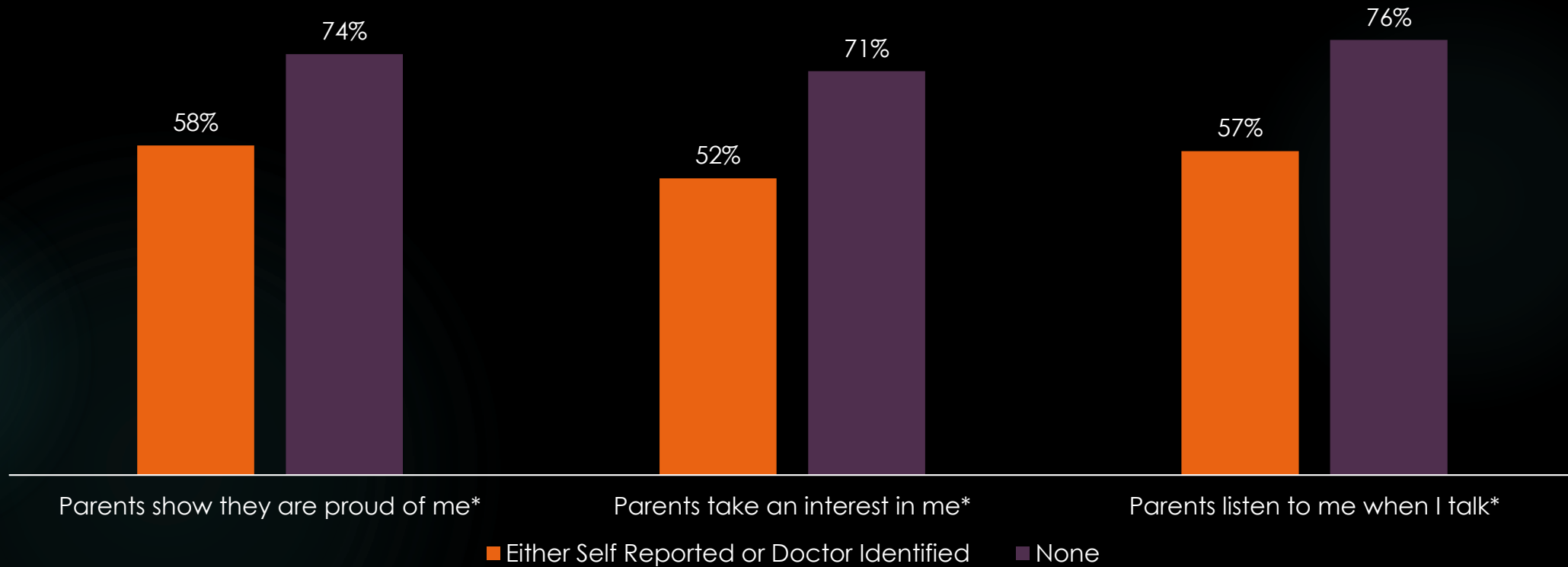
Notes:

\*Among students reported ever had sexual intercourse

Weighted Data

Differences in substance use were all statistically significant at the .01 level.

# Parental Protective Factors among Middle School Students with Disabilities (Aggregated)



Source: 2017 Middle School Youth Risk Behavior Survey

Notes:

\*Students reported "4" and "5 (always)" for the questions were combined as "yes."

Weighted Data

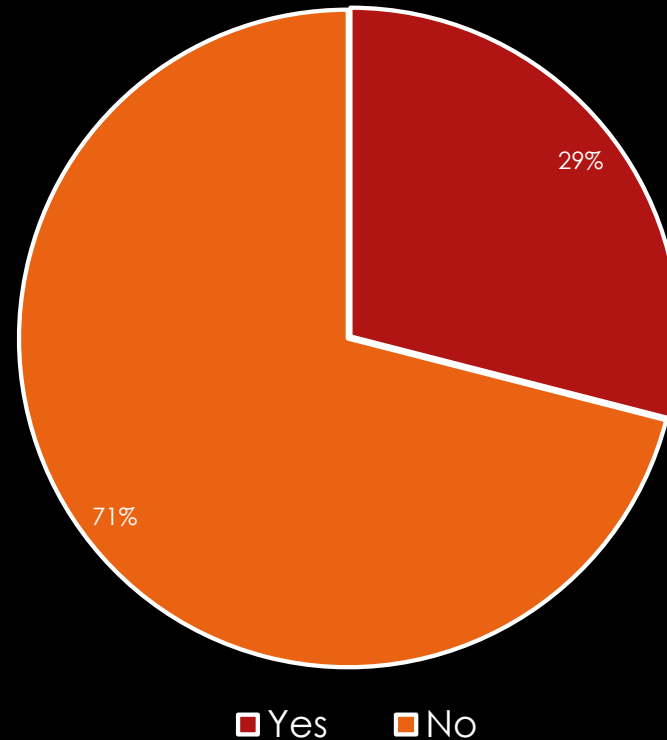
Differences in substance use were all statistically significant at the .01 level.

# High School Students



# Self-Reported Disabilities by High School Students\*

Percentage of Students who Self Report Some Type of Disability



Source: 2017 High School Youth Risk Behavior Survey

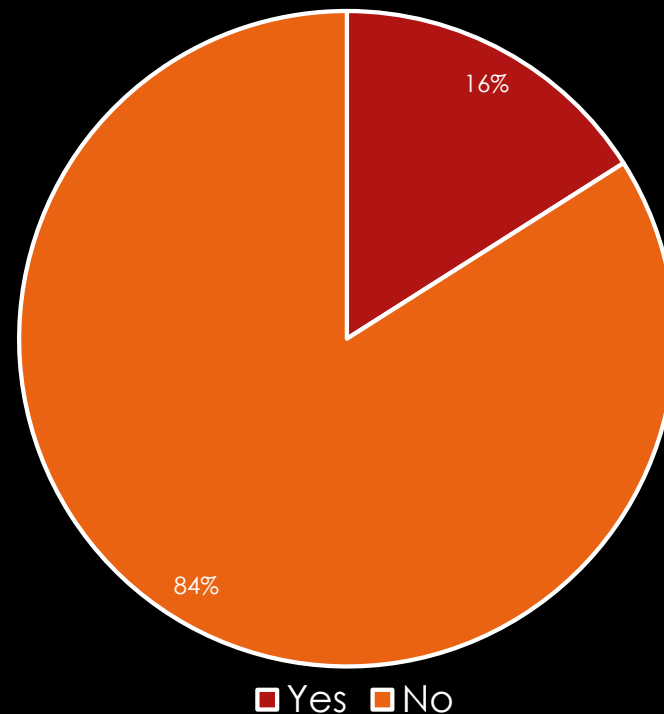
Notes:

Weighted Data

\*Self reported disability defined as difficulty seeing, hearing, walking, climbing stairs, or having a serious difficulty concentration, remembering, or making decisions because of a physical, mental or emotional disability.

# Health Care Professional Identified High School Students with Disability\*

Percentage of Students with Disabilities that have been Identified by a Health Care Professional



Source: 2017 High School Youth Risk Behavior Survey

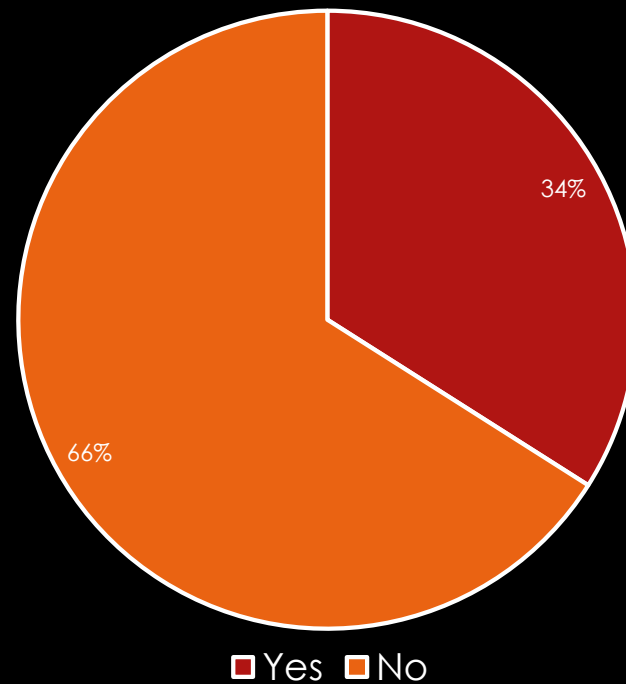
Notes:

Weighted Data

\*Disability defined as having difficulty concentrating, remembering, making decisions, or doing things because of a physical, emotional or learning disability

# High School Students with Disability – Either Self-Reported or Identified by Health Care Professional

Percentage of Students with a Disability, Either Self Reported or Identified  
by a Health Care Professional



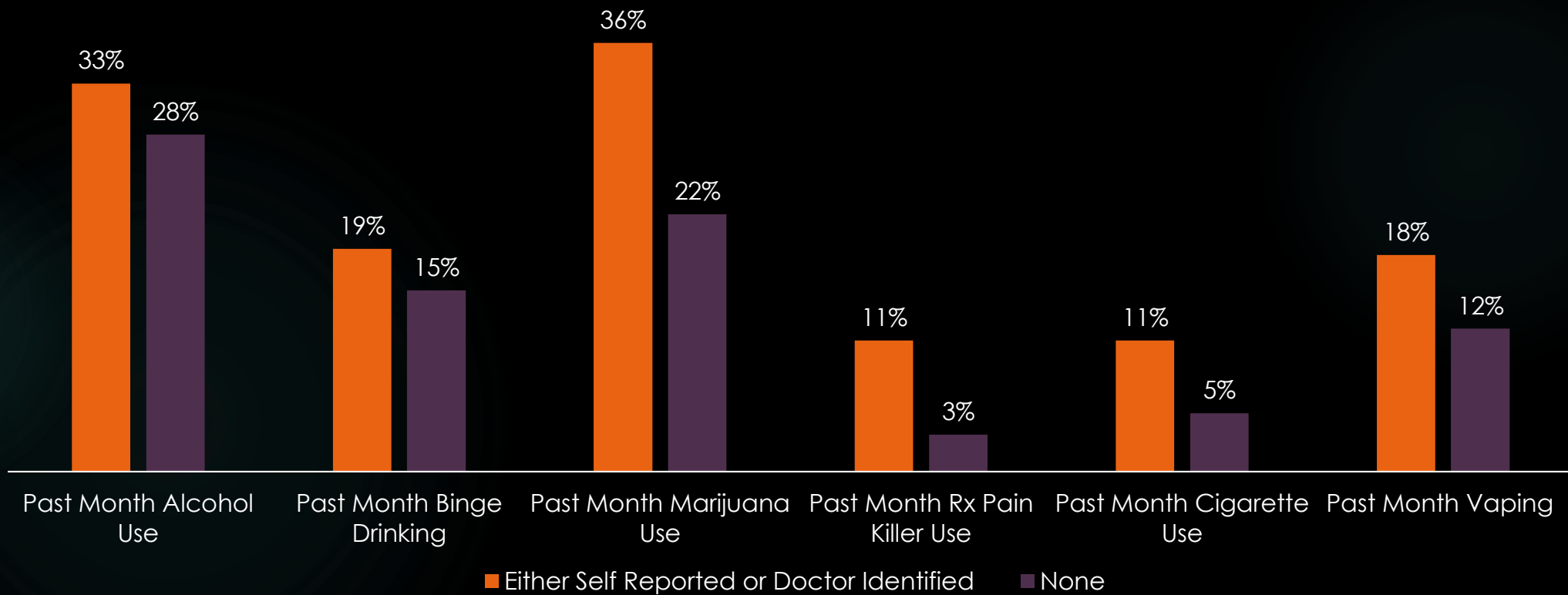
Source: 2017 High School Youth Risk Behavior Survey

Note:

Weighted Data



# Substance Use among High School Students with Disabilities (Aggregated)



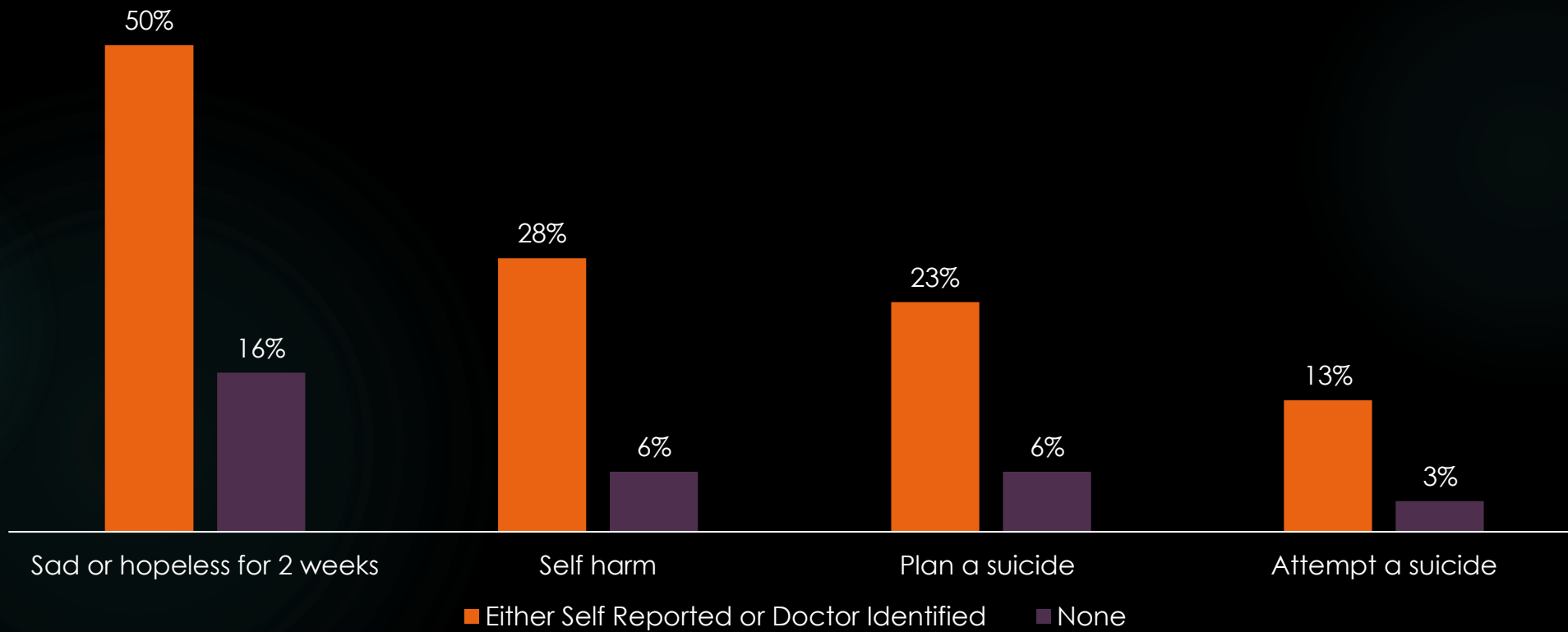
Source: 2017 High School Youth Risk Behavior Survey

Notes:

Weighted Data

Differences in substance use were all statistically significant at the .01 level.

# Mental Health among High School Students with Disabilities (Aggregated)



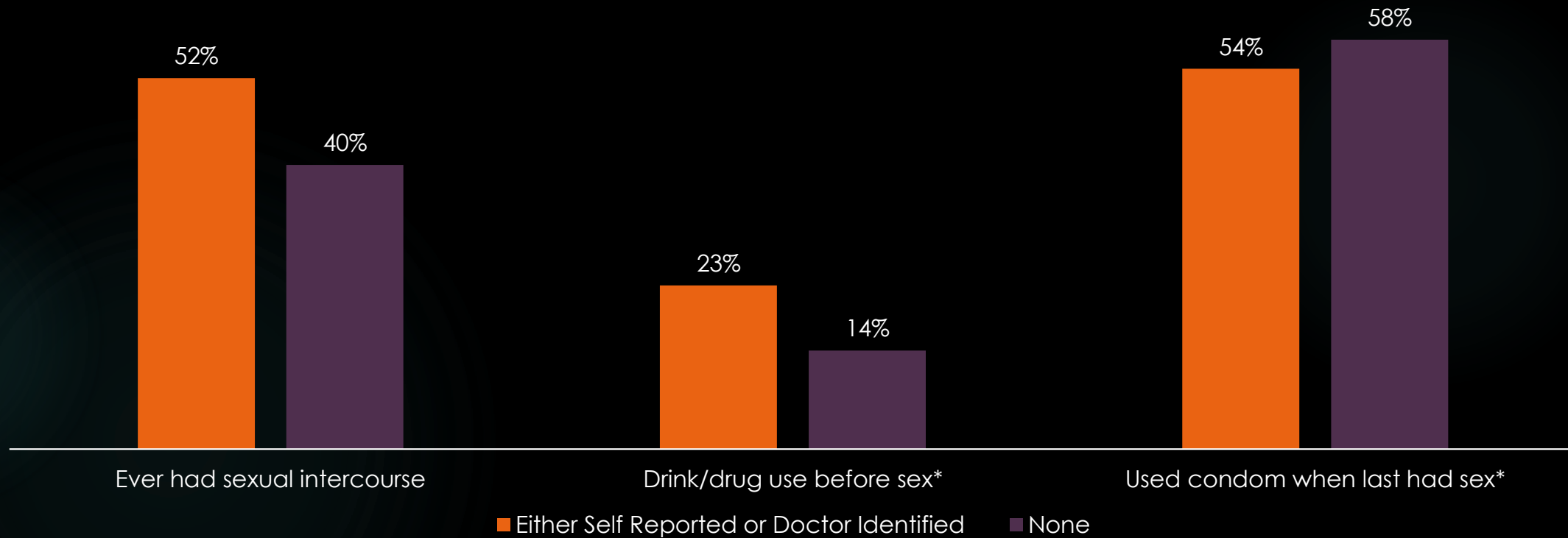
Source: 2017 High School Youth Risk Behavior Survey

Notes:

Weighted Data

Differences in substance use were all statistically significant at the .01 level.

# Sexual Activity among High School Students with Disabilities (Aggregated)



Source: 2017 High School Youth Risk Behavior Survey

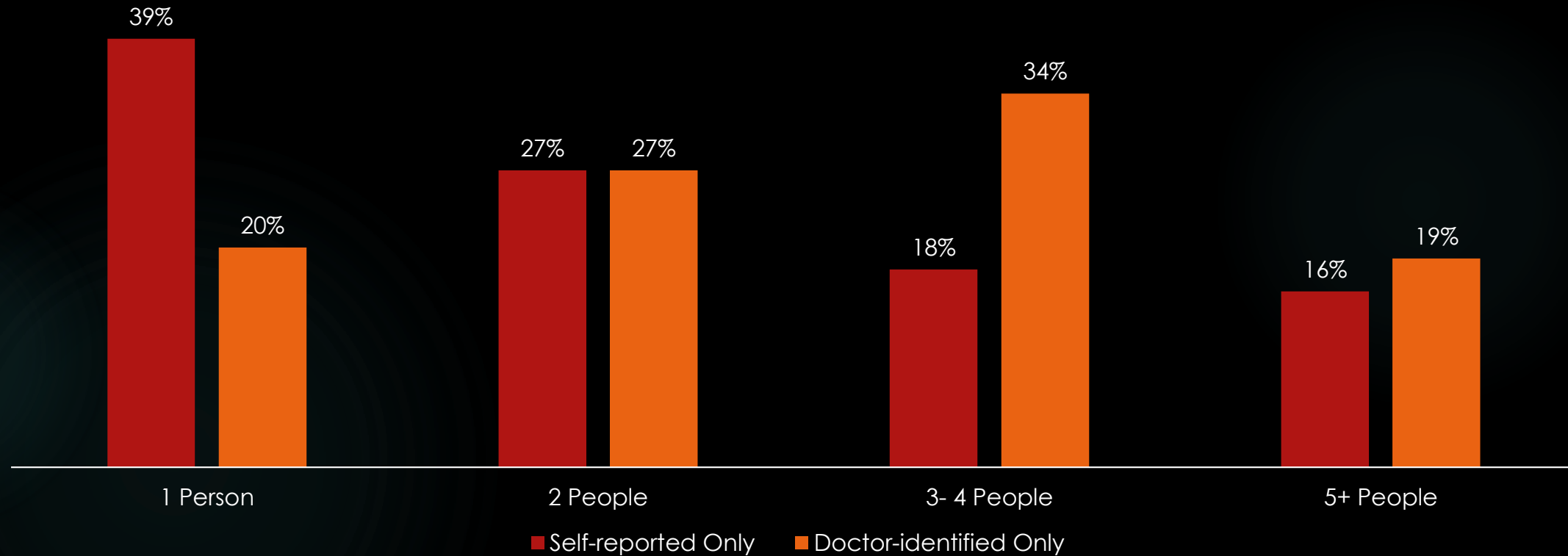
Notes:

\*Among students reported ever had sexual intercourse

Weighted Data

Differences in substance use were all statistically significant at the .01 level.

# Number of Sexual Partners Reported by High School Students (Lifetime)



Source: 2017 High School Youth Risk Behavior Survey

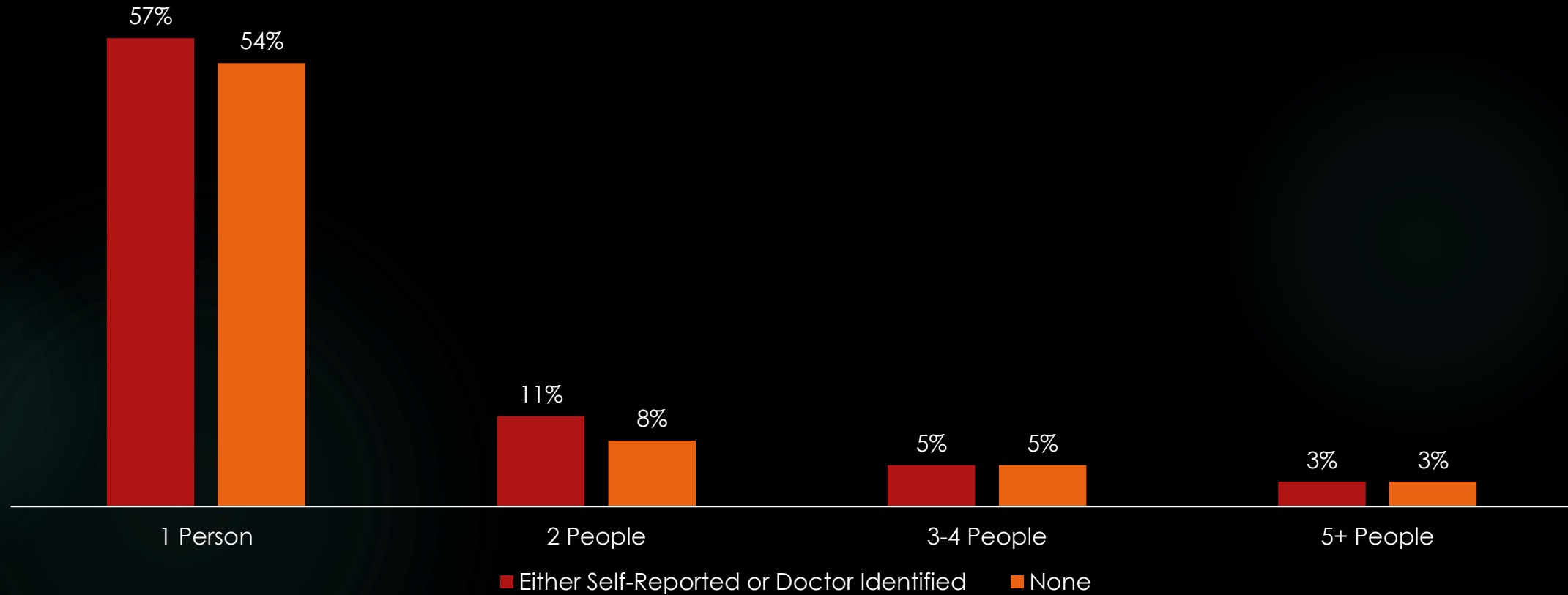
Notes:

\*Among students reported ever had sexual intercourse

Weighted Data

Differences in substance use were all statistically significant at the .01 level.

# Number of Sexual Partners Reported by High School Students (past 3 months)



Source: 2017 High School Youth Risk Behavior Survey

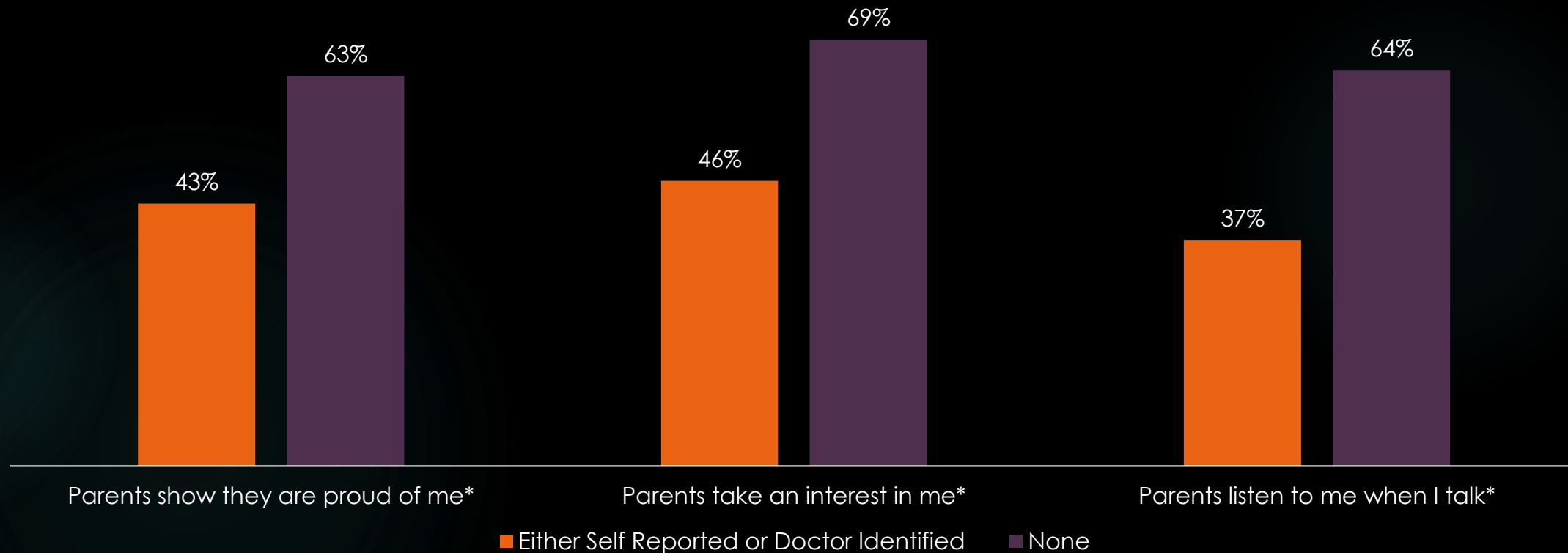
Notes:

\*Among students reported ever had sexual intercourse

Weighted Data

Differences in substance use were all statistically significant at the .01 level.

# Protective Factors among High School Students with Disabilities (Aggregated)



Source: 2017 High School Youth Risk Behavior Survey

Notes:

\*Students reported "Always or almost always" were recoded into "yes."

Weighted Data

Differences in substance use were all statistically significant at the .01 level.

# Delaware CTR ACCEL Project

- ▶ 2016 Exploratory Adaptation of the Delaware Youth Tobacco Survey
- ▶ Researcher conducted by the State of Delaware and the University of Delaware Center for Disabilities Studies and Center for Drug and Health Studies supported by the Delaware CTR ACCEL Project
  - ▶ Researchers: Sparling, Donovan, Maichle, Dubravcic, and Martin

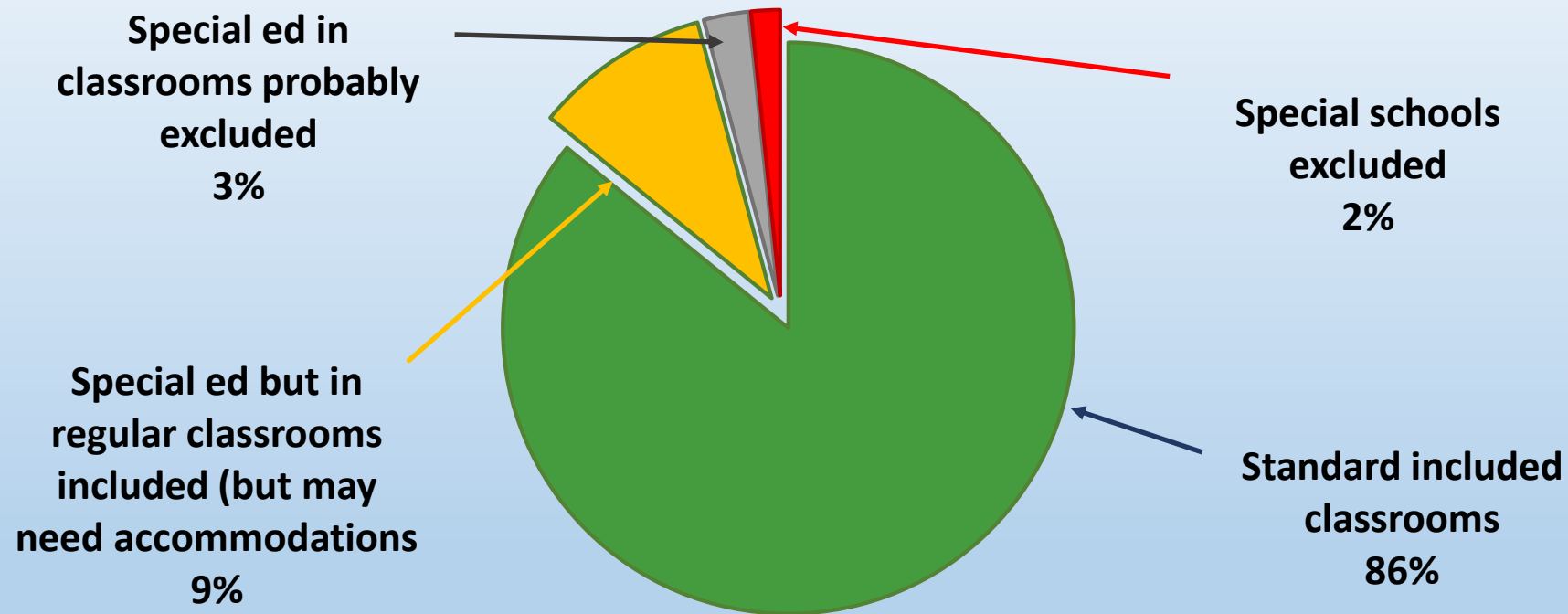
# Recap of the ACCEL Project:

- ▶ Examined DOE data on student enrollments, disability, and accommodations for state testing
- ▶ Examined YTS Administrative data
- ▶ Survey Accommodation Literature (DOE Guidelines)
- ▶ Conducted Key Informant Interviews
- ▶ Created New Electronic Survey w/ signed interpretation video clips (ASL)
- ▶ Piloted YTS – with and without accommodation @ 3 sites / 3 disability groups; Conducted follow-up focus groups
- ▶ Created new disability status indicator, piloted in 2016 YTS (N=4000)
- ▶ Now developing Recommendations for a new survey protocol





# YTS Sampling Frame for DE Public HS Patterns of Inclusion & Exclusion (2016)



N = 40,287

# Recap of the ACCEL Project:

- ▶ **More than 95% of all public school students, and 80% of students with disabilities are included in the current youth survey sampling frame**
- ▶ **Demonstrated that for two of the three groups we studied, the standard health surveys can be administered with or without accommodation**
- ▶ **The nature of accommodations and supports that may be required depend in part on the nature of the disability. Motivation can play a key role in participation for students w/ behavioral health issues.**
- ▶ **Many accommodations are already provided through the student's educational support (IEP)**
- ▶ **Electronic surveys can provide many of the required accommodations**
- ▶ **Attention to survey questions (incl. response items) can increase accessibility and improve overall survey quality (item responses rates, comprehension and reliability)**
- ▶ **"Making it Important," helping students understand the value of the survey can help increase participation and survey completion rates.**
- ▶ **For students whose accommodations may compromise their anonymity, there is scope and interest in conducting a modified health survey.**



# Recap of the ACCEL Project:

- ▶ 17.4% of HS students participating in the standard 2016 YTS have a disability, based upon the new two-item disability indicator
- ▶ There are significant differences in tobacco use, susceptibility to initiation and perceived risk of tobacco use between students with and without disabilities, based upon the 2016 YTS data using the new disability indicator questions.



# Questions?



Thank You!



# For More Information...

Sharon Merriman-Nai

[smnai@udel.edu](mailto:smnai@udel.edu)

302-831-6107

Center for Drug and Health Studies

at the University of Delaware

[www.cdhs.udel.edu](http://www.cdhs.udel.edu)

