



STARK COUNTY PROFILE

Preliminary assessment from the Northeast Ohio
Youth Health Survey, Spring 2019

County Profile: Youth Health Survey

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Introduction

Participation

Thank you for participating in the Northeast Ohio Youth Health Survey. This report summarizes results for Stark County. Among students in Stark County who opened the survey link, 89% completed the survey. In this report, we only included completed surveys. Students were able to skip individual questions by choosing the response, ‘Prefer not to say’, and still complete the survey. Students who completed the survey but did not report their grade (1%) were excluded from the grade-stratified results. Students who completed the survey but did not report their sex (3.3%) were excluded from the sex-stratified results.

Methods

The goals of this survey are to: identify factors contributing to risk and spread of suicidal behaviors and distinguish what activities, social supports, and other factors protect against suicide. In April 2019, Stark County Health Department (SCHD), Ohio Department of Health (ODH), Stark County Educational Service Center (SCESC) and Stark County Mental Health & Addiction Recovery (Stark MHAR) partnered to administer an electronic survey to 7th-12th grade students at all SCESC-affiliated schools. The survey was anonymous and included questions about connectedness, social media, mental health, life experiences, friendships, suicidal thoughts, suicidal behavior, resiliency, and perceptions of drug and alcohol use.

This is the second year that SCESC-affiliated schools have administered the Northeast Ohio Youth Health Survey. The survey was originally created and administered in April 2018, in collaboration with the Centers for Disease Control and Prevention (CDC).

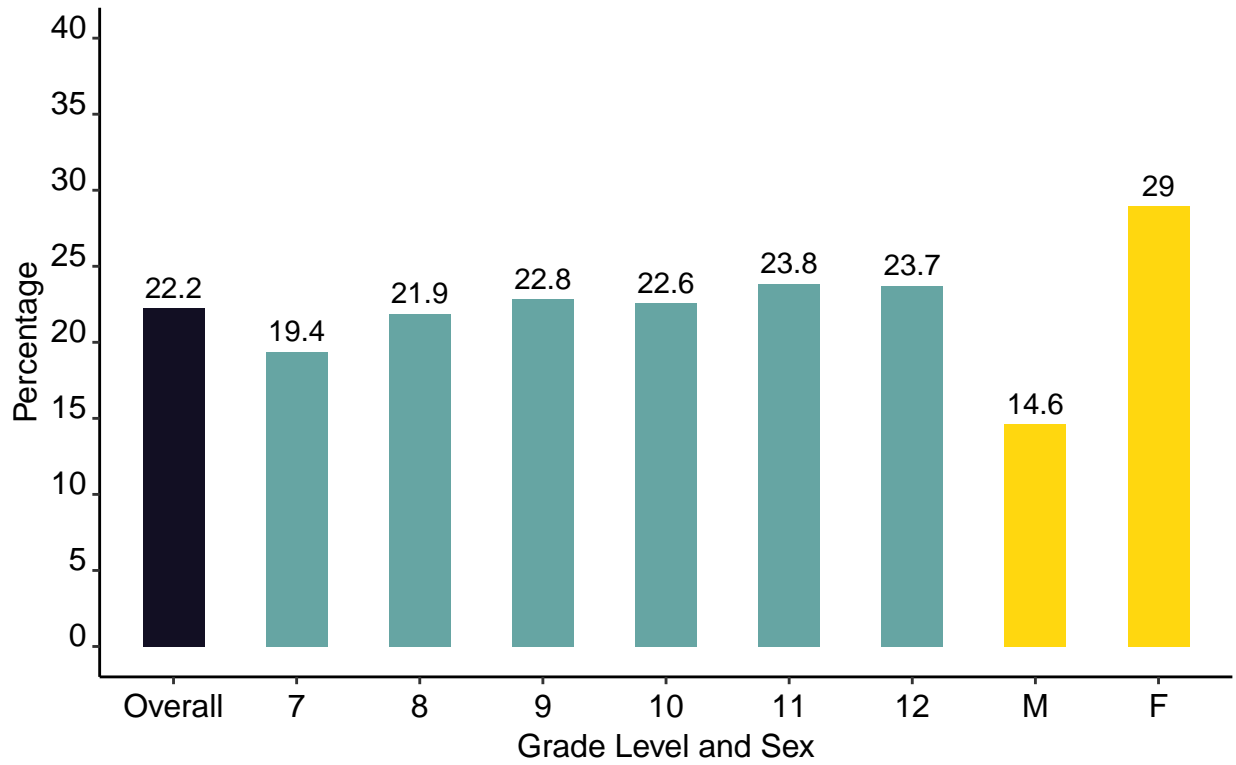
Concerning responses to suicide risk questions

Certain mental health questions are commonly used to better understand the need for further support or assessment by a trained counselor or other professional. This section of the report presents what percentage of students answered ‘yes’ to at least one of the following questions:

- In the past few weeks, have you wished you were dead?
- In the past few weeks, have you felt that you or your family would be better off if you were dead?
- In the past week, have you been having thoughts about killing yourself?
- Have you ever tried to kill yourself?

Figure 1 shows the percentage of students who answered ‘yes’ to one or more of these questions by grade, sex, and overall for Stark County. Understanding this information can help schools guide allocation of counseling and support resources.

Figure 1: Percentage of Students Answering 'Yes' to a Suicide Risk Question



School and community involvement

School record

We asked students about their most recent grade point average, whether they skipped school, and disciplinary actions. Table 1 shows the break-down of students by grade point average. It also shows the percentage of students who reported skipping school during this school year and the percentage of students who reported having specific types of disciplinary actions ever in their life. These percentages are reported for the entire student body, as well as broken down by grade level and by sex.

Table 1: School record and disciplinary actions.*

	Overall	Grade						Sex	
		7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Most recent grade point average									
4.0 or greater	23.2	21	20.5	24.5	22.6	27.2	23.9	17.8	28.6
3.5-3.99	32.8	38.2	38	30.6	29	28.4	31.9	30.8	34.8
3.0-3.49	23.8	23.4	22.7	24.9	25.4	22	24.5	26	21.8
2.5-2.99	12.3	11.1	11.5	12.3	13	14.1	12.2	15.4	9.3
2.0-2.49	4.9	3.7	4.4	4.4	6.6	5.2	5	6.1	3.6
Less than 2.0	3	2.5	2.9	3.2	3.5	3.2	2.4	3.9	1.9
Number of times skipped school in past year									
Never	60.9	63.1	59.6	63.9	61.8	60.7	53.2	62.7	59.1
1 or 2 times	24.4	24.3	26.3	23.1	23.5	23.1	26.3	23.5	25.4
3 to 10 times	11.1	9.8	10.7	10	11.4	11.7	14.6	10.3	11.8
More than 10 times	3.7	2.8	3.4	3	3.3	4.5	5.9	3.4	3.6
Disciplinary actions in lifetime									
In-school suspension	23.2	23.2	23.8	24	22.7	22.6	21.6	30.1	16
Out-of-school suspension	15.5	14.3	17.5	16.4	14.8	14.5	14.7	20.7	10
Expelled from school	1.5	1.6	1.2	1.5	1.4	1.6	1.9	2.1	0.8
Arrested	2.7	1.9	2.2	2.8	2.5	3.5	3.3	3.3	1.9
None of the above	72.3	73	71	71.5	72.5	73.1	73.7	64.3	80.7

* % represents the percentage of students reporting each response. For the question about disciplinary actions, students could provide multiple responses. The percentages of students who did not respond were 12.1% for the question about grade point average, 3.9% for the question about the number of times they had skipped school, 2.7% for the question about disciplinary actions.

Participation in school and community activities

Studies demonstrate that participation in sports, school and community activities, and spiritual organizations reduce the probability of suicide and buffer the effects of suicide risk factors (Surgeon General report, 2012). We asked students about their participation in school and community extracurricular activities during this school year. Table 2 shows the percentage of students who participated in each type of activity. It also shows the percentage of students who participated in any school or community activities versus no school or community activities. These percentages are reported for the entire student body, as well as broken down by grade level and sex.

Table 2: Percentages of students participating in school and community extracurricular activities during this school year.*

Type of Activity	Overall	Grade						Sex	
	%	7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
School Activities									
Participated in any school activity	82.4	86.2	85.6	84.3	81.6	78.3	73.6	80	84.9
Any sport	52.9	56.5	56.7	56.3	53	48.1	40.1	56.7	49.8
Music/arts	38.8	51	46.3	39.4	36	25.8	25.9	31.4	45.7
Leadership/academic/yearbook	14.9	14.3	13.3	12	13.8	18.8	19.8	10.9	18.8
Other	26	23.6	23.5	24	25.6	31.1	31.3	20.9	30.9
Did not participate in any school activity	17.6	13.8	14.4	15.7	18.4	21.7	26.4	20	15.1
Community Activities									
Participated in any community activity	70.9	64.6	66.6	65.5	71.3	81.5	82.8	68.7	73.5
Church/religious organization	35.7	36.9	38.8	35.8	35.7	35.2	28.7	33.4	38.4
Volunteer organization	23.7	13.8	19.4	22.9	25.2	33.2	33.7	17.3	30
Organized sport/team outside of school	26.9	34	34.4	25.7	23.3	21.6	16.4	28	26.2
Paid employment	22.7	2.7	6.8	10.9	27.3	48.7	60.4	23.7	21.7
Other	16.7	16.7	16.8	16.5	16.1	18	15.3	13.8	19.2
Did not participate in any community activity	29.1	35.4	33.4	34.5	28.7	18.5	17.2	31.3	26.5
School and Community Activities									
Participated in at least 1 school or community activity	91	91.3	90.9	89.7	90.2	92.4	91.7	89.2	92.8
Did not participate in any school or community activities	8.6	8.2	8.7	9.8	9.4	7.3	8	10.2	7

* 2.5% of students did not respond to the question about participation in school activities. 6% of students did not respond to the question about participation in community activities. For both questions, students could provide multiple responses. ‘Any sport’ includes basketball, baseball/softball, soccer, track/cross country, football, tennis, golf, wrestling, cheerleading, dance, or other school sport. ‘Music/arts’ includes band/orchestra and art. ‘Leadership/academic/yearbook’ includes student government, newspaper/journalism, yearbook, debate/speech, and academic clubs (math, science, literature, etc.)

Student relationships

Feelings of closeness and connectedness

Protective factors against suicide include closeness to friends and family, positive school experiences, being part of a close school community, and a sense of connectedness to school (Surgeon General report, 2012). We asked students whether or not they agreed with a series of statements about school, friends, and family. Table 3 shows the percentage of students who agreed with each statement. These percentages are reported for the entire student body, as well as broken down by grade level and by sex.

Table 3: Percentages of students agreeing with statements about school, friends, and family.*

Statement	Overall	Grade						Sex	
	%	7	8	9	10	11	12	M	F
I feel close to people at school.	55.2	57	58.9	57.3	53.4	51.8	50	57.6	53.7
I feel like I am part of my school.	46.4	46.6	48.2	46.4	45.2	45.7	45.9	49.4	44.4
I am happy to be at my school.	45.3	47.8	46.4	46.5	42.9	45.1	41.6	49.7	41.9
The teachers at my school treat students fairly.	49.7	48.6	49.6	48.2	49.8	52.1	51.2	52	48.1
I feel safe in my school.	51.7	52.3	52.5	51.7	51.4	51.7	50.3	55.8	48.6
My friends care about me.	77.4	78	78.9	77.4	76.2	77.4	76.3	76.3	79.2
My family cares about me.	85.3	87.4	86.5	85.5	83.6	84.3	83.5	85.6	85.8
None of the above	3.6	3.2	3.1	3.7	3.9	3.5	4.1	3.1	3.6

* % represents the percentage of students agreeing with each statement. Students could provide multiple responses. 4.1% did not respond to this question.

Family support and parental supervision

Adolescents with family support and close parental supervision are at lower risk of suicide (Surgeon General report, 2012). We asked students about their interactions with their parents or guardians over the past month. Students were asked whether or not they had done specific activities with a parent or guardian (such as going shopping or to a movie) and whether or not they had certain types of interactions with a parent or guardian (such as talking about a significant other or about a personal problem). Table 4 shows the percentage of students who reported that they had reported experiences or interactions with a parent or guardian in the past month. These percentages are reported for the entire student body as well as broken down by grade level and by sex.

Table 4: Percentages of students who reported specific types of activities or interactions with parents or caregivers over the past month.*

Statement	Overall	Grade						Sex	
	%	7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Activities with parent or guardian									
Went shopping together	80	82.7	83.2	81.5	77.8	77.6	74.1	73.9	86.2
Played a sport together	29.4	40.6	36.8	30.3	23.9	21.4	14.5	34.2	25
Attended a religious service or event together	36.2	37.8	38.8	36.2	36.8	34.9	30.1	34.5	38.4
Went to a movie/play/museum/concert/sporting event together	60.1	66.2	65.3	61.9	58.4	54.3	48	58.8	61.9
Worked on a project for school together	22.1	29.4	24.8	22.5	17.7	17.8	16.2	20.2	24.1
Interactions with parent or guardian									
Talked about someone student was dating	37.2	25.4	28.9	37.1	42	47.4	51	31.1	43.5
Talked about a party student was going to	29.3	27.2	28.3	27.5	32	30.7	31.9	27.6	31.3
Talked about a personal problem student was having	43.6	37.5	40	41.2	46.7	50.1	51.4	33.4	53.8
Talked about student's school work or grades	77.4	75.8	78.3	78.8	78.3	78.5	73.2	74.7	80.6
Seriously argued about student's behavior	25	23.6	26.3	26.2	25.5	26.4	20.5	21.4	28.4
No activities or interactions	3	2.9	2.5	2.7	2.9	3.1	3.9	3.7	2.1

* % represents the percentage of students who reported specific activities of types of interactions. 2.8% did not respond to this question.

Social media, gaming, and other computer use

Time spent on electronic devices and social media is emerging as a risk factor for depression (Bickham et al., 2015). Risk of suicide is significantly higher among adolescents who use social media for 2 hours or more each day (Twenge et al., 2018).

We asked students how many hours they spend on social media and how many hours they spend playing video or computer games or using a computer for something that is not school related on an average school day. We also asked students how many hours they spend on their own without a parent or guardian at home on an average school day. Table 5 shows the number of hours spent on each type of activity. These amounts are reported for the entire student body, as well as broken down by grade level and by sex.

Table 5: Time spent on social media and video games on the average school day, and time spent unsupervised by an adult on the average school day.*

	Overall	Grade						Sex	
		7	8	9	10	11	12	M	F
Hours per average school day	%	%	%	%	%	%	%	%	%
Time spent on social media									
Less than 1 hour	24.7	36.4	27.1	23.1	21.4	17.8	18.2	33.7	15.9
1-2 hours	33.2	28.8	31	32	35.8	37.2	36.6	36.2	30.5
3-4 hours	26.7	19.3	24.9	28.8	28.4	30.1	31.5	20	33.3
5 hours or more	15.4	15.4	17	16.1	14.4	14.9	13.7	10	20.3
Time spent on video games									
Less than 1 hour	41.7	34.7	32.6	42.8	47.6	50.5	47.1	28.9	54.7
1-2 hours	27.2	29.3	30.2	25.3	25.4	24.7	26.9	29.8	24.7
3-4 hours	18	20.4	20.6	18.7	16.4	14.5	16.1	22.9	13.2
5 hours or more	13.1	15.6	16.6	13.2	10.7	10.3	9.9	18.4	7.4
Time spent unsupervised									
Less than 1 hour	44.4	53.1	49.7	46	42.8	36.9	31.1	45.1	44.1
1-2 hours	31.6	27.2	31.4	31.4	33.7	35.6	31.1	31.9	31.5
3-4 hours	14.7	11.7	12	14.5	15	16.7	21.8	13.6	15.7
5 hours or more	9.3	7.9	6.9	8.2	8.6	10.8	15.9	9.4	8.7

* % represents the percentage of students who responded. The percentages of students who did not respond were 5.8% for the question on time spent on social media, 5.8% for the question on time spent on video games, and 7.6% for the question on time spent unsupervised.

Access to medical and psychological care

Limited access to healthcare is a known risk factor for suicide (Stone et al., 2017). We asked students whether they had always been able to get medical or psychological care when they thought they needed to during this school year. If students answered no, they were asked to report reasons why they could not get care they thought they needed. Table 6 shows the percentage of students reporting that they could versus could not always get medical or psychological care when they thought they need to, as well as reasons for not being able to access care. These percentages are reported for the entire student body as well as broken down by grade level and by sex.

Table 6: Access to medical or psychological care during this school year.*

	Overall	Grade						Sex	
		7	8	9	10	11	12	M	F
Access to care	%	%	%	%	%	%	%	%	%
Always able to get medical or psychological care when needed									
Yes	84.8	86.6	87.3	84.4	84.1	82.1	82.4	88.1	82.2
No	15.2	13.4	12.7	15.6	15.9	17.9	17.6	11.9	17.8
Reasons for not being able to get medical or psychological care when needed									
Didn't know whom to go see	33.9	30.8	38	34.8	37.4	28.7	33.6	31.8	34.7
Didn't have transportation	13.2	9	14.3	13.7	15.2	11.8	15.2	10.4	14.5
My parent or guardian would not go with me	14.5	10.7	14.3	14.3	17.5	16.1	12.8	10	16.3
Didn't want my parents to know	44.1	44.1	48.1	45.8	47.1	40.6	37.6	33	49.9
I was afraid of what my doctor would say or do	25.9	27.8	27.6	26.1	28.7	20.6	24.4	17.7	29.9
I thought the problem would go away	45.5	43.5	48.7	51.8	43	40.6	44.8	34.9	51.5
I couldn't pay	17.4	9.7	13.6	15.6	18.1	20.3	28.8	12.2	20
I didn't have insurance	9.6	4.7	5.8	8.9	10.2	12.7	15.6	7.5	10.7
Another reason	40.6	44.5	45.5	43.1	35.1	39.7	35.2	44.1	38.3

* % represents the percentage of students who reported each response. For the question about reasons for not being able to get medical or psychological care when needed, % reported is among students who responded that they were not always able to get medical or psychological care when needed. For the question about reasons why students could not access medical or psychological care when needed, students could provide multiple responses. 13.1% of students did not respond to the question about being able to get medical or psychological care when needed. Among students who reported that they could not always get medical or psychological care when needed, 11.7% did not answer the question asking about reasons why they could not get care.

Negative life experiences during this school year

Negative events and stressors can acutely increase risk of suicidality among vulnerable persons. We asked students whether or not they had a series of negative life experiences during this school year. Table 7 shows the percentage of students who said they had each type of experience. These percentages are reported for the entire student body as well as broken down by grade level and by sex.

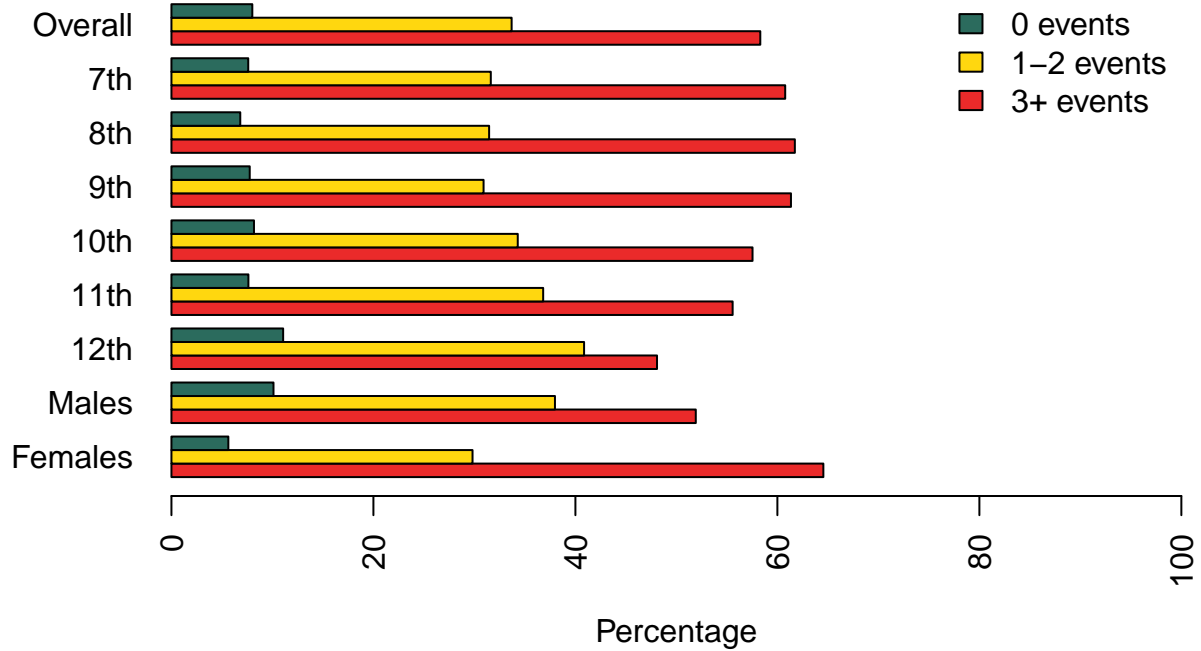
Table 7: Negative life experiences during this school year.*

Experience	Overall	Grade						Sex	
	%	7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
My close family member died or became very sick.	42.1	50	45.9	42.1	39.8	36.6	32.8	37.7	46.3
My close friend died or became very sick.	10.5	10.1	11.4	10.1	9.7	11	10.9	8.9	12
I went through the break-up of a romantic relationship or friendship.	38.5	32.9	36	41.2	41.5	41.9	38.1	30.4	46
I was in a physical fight with someone at school.	8.3	12.4	11.5	8.1	5.4	5.7	3.8	11.6	5
I had a serious argument or disagreement with a family member, including a parent or guardian.	42.4	37.9	42.3	44.3	44.3	45.4	40.6	37.1	47.3
I had a serious argument or disagreement with a friend.	43.4	44.1	44.5	45.7	42.3	42.6	38.9	36.6	50
My parent or guardian took away my phone, computer, or tablet as punishment.	41.4	58.3	52.6	45	35.6	26.3	15.5	41.6	41.2
I got a bad grade on a test.	74.3	70.5	73.1	76.1	77.1	79.6	69.6	73.1	75.6
My parent or caregiver lost their job.	8.6	8.5	8.4	8.6	9	8.7	8.6	7.4	9.5
I moved to a new city or school district.	9.6	12.4	11	10.4	7.8	8.1	5.5	8.7	10.3

* % represents the percentage of students reporting that they had the experience. Students could provide multiple responses. The percentages of students who did not respond ranged from 3.8% to 4.8% for specific types of experiences.

We also categorized students into groups according to how many negative life experiences they said they had experienced during this school year. The three groups were: having 0 negative life experiences, having 1-2 negative life experiences, and having 3 or more negative life experiences this school year. Figure 2 shows percentages of students in each group. These percentages are reported for the entire student body as well as broken down by grade level and sex.

Figure 2: Number of negative life experiences this school year



Adverse childhood experiences

Childhood experiences, both positive and negative, have an enormous impact on lifelong health and opportunities, including mental health and suicidality. Adverse childhood experiences (ACEs) are often measured through a standardized set of questions known as the ACEs Scale (U.S. Centers for Disease Control and Prevention, “Adverse Childhood Experiences”; Felitti et al., 1998). We asked students whether or not they had a series of adverse childhood experiences at any point during their life. Table 8 shows the percentage of students who said they had each type of experience. These percentages are reported for the entire student body as well as broken down by grade level and by sex.

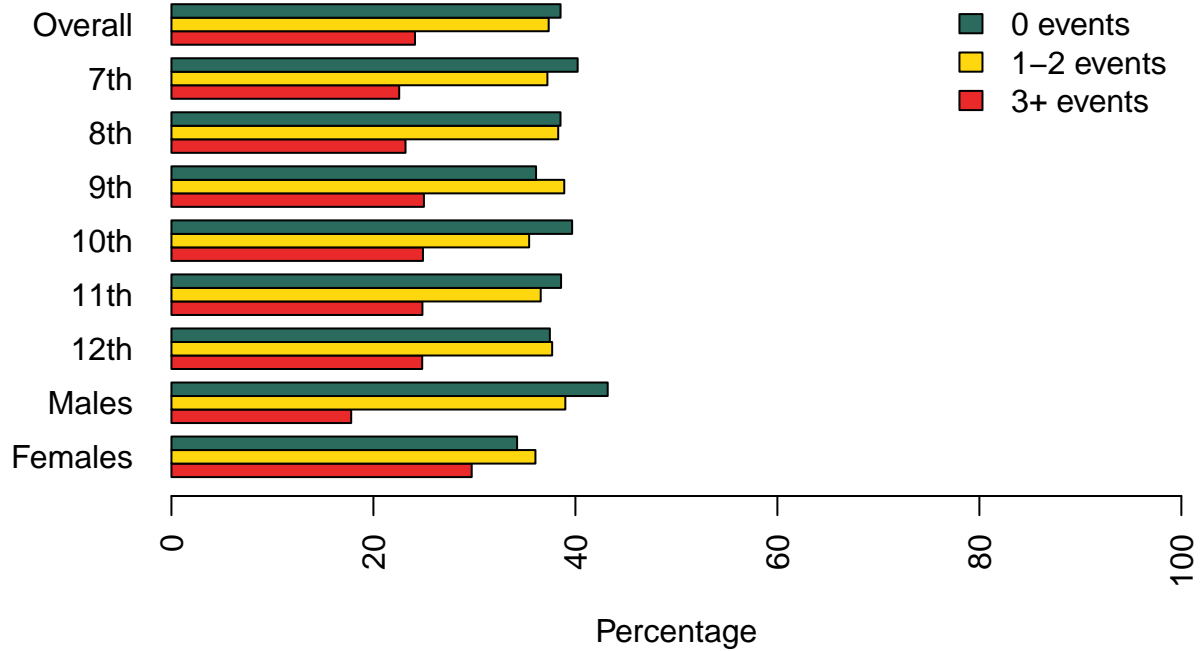
Table 8: Adverse childhood experiences.*

Experience	Overall	Grade						Sex	
	%	7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
My parents separated or divorced.	40.6	41.9	40.4	41.8	38.6	39.3	41.7	39	41.9
I lived with someone who was depressed, mentally ill, or suicidal.	23.8	18.2	21.2	25	25.7	28.1	27.2	16.6	30.2
I lived with someone who was a problem drinker, alcoholic, used illegal street drugs, or abused prescription medications.	17.6	14.7	15.8	17.9	19.6	19.2	19.6	13.6	21.2
I lived with someone who went to jail or prison.	20.4	22.9	21.8	21.8	18.5	18	17.7	19.3	21.5
My parents or adults in my home slapped, hit, kicked, punched, or beat each other up.	6.2	5.8	5.9	7	6.1	6.5	5.8	4.8	7.4
A parent or adult in my home pushed, grabbed, slapped, hit, beat, kicked, or physically hurt me. (Not including spanking)	8.3	7.5	8.3	8.6	9.1	8.4	8	6.9	9.6
A parent or adult in my home swore at me, insulted me, humiliated me, put me down, or acted in a way that made me afraid I might be physically hurt.	20.5	19.5	20.8	20.6	21.6	20.6	19.2	15.8	24.6
A parent or person at least 5 years older than me sexually touched me, made me sexually touch them, attempted to have sex with me, or actually had sex with me.	3.8	2.2	3.1	3.7	4.1	5.2	5.2	1.3	5.9
I often felt that no one in my family loved me or thought I was important or special.	19	18.8	19.2	19.6	19.3	19.2	17.3	11.5	25.5
I often felt that I didn’t have enough to eat, I had to wear dirty clothes, I had no one to protect me, or my parents were too drunk or high to take care of me.	3.2	2.8	2.9	3.2	3.6	3.2	4	2.6	3.6

* % represents the percentage of students reporting that they had the experience. Students could provide multiple responses. The percentages of students who did not respond ranged from 4.6% to 5.8% for specific types of experiences.

We also categorized students into groups according to how many adverse childhood experiences they said they had experienced. The three groups were: having 0 adverse childhood experiences, having 1-2 adverse childhood experiences, and having 3 or more adverse childhood experiences. Figure 3 shows percentages of students in each group. These percentages are reported for the entire student body as well as broken down by grade level and sex.

Figure 3: Number of adverse childhood experiences in lifetime



Substance use

Alcohol and substance use are known risk factors for increased risk of death by suicide (Surgeon General report, 2012). We asked students whether or not they had used substances ever in their life as well as at least once during the past 30 days. Table 9 shows the percentage of students who said whether or not they used substances ever in their life and whether or not they used substances at least once in the past 30 days. These percentages are reported for the entire student body as well as broken down by grade level and by sex.

Students' substance use

Table 9: Substance use ever in students' lifetime and in the past 30 days.*

Substance	Overall	Grade						Sex	
	%	7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Used at any time in their life									
Any substance	41.6	23.6	33.4	41.1	47.7	53.8	62.1	39.6	43.4
Alcohol	40.1	21.5	32.2	38.9	46.2	52.2	61.9	38	42.2
Prescription pain medicine without a doctor's prescription	4.9	3.2	4.1	4.8	5.3	6.5	6.4	4.7	4.9
Prescription muscle relaxer or anxiety medicine without a doctor's prescription	4	2.3	2.9	3.4	4.4	5.4	6.3	3.5	4.1
Heroin	0.5	0.5	0.4	0.3	0.5	0.5	0.9	0.6	0.3
Marijuana	16.7	4.8	9.4	16.4	20.7	26.4	30.8	15.9	17.2
Cocaine	1	0.5	0.6	0.7	1.1	1.4	2.1	1	0.8
Sniffed glue/huffed	1.8	1.6	1.4	2	1.8	1.6	2.1	1.9	1.5
Methamphetamines	0.8	0.4	0.5	0.6	0.8	1	1.4	0.8	0.5
Ecstasy	1.3	0.7	0.5	1.2	1.3	2	2.3	1.4	1
Synthetic marijuana	2.6	1.2	1.9	2.8	3.1	3.6	3.8	2.8	2.3
Used at least once in past 30 days									
Any substance	17	6.7	11	15.9	20.6	23.8	31.3	16.4	16.9
Alcohol	12.4	4.3	7.8	10.7	15.3	17.9	24.8	12.2	12.2
Prescription pain medicine without a doctor's prescription	1.8	1.2	1.7	1.8	1.9	2.3	1.8	1.5	1.8
Prescription muscle relaxer or anxiety medicine without a doctor's prescription	1.3	0.6	0.9	1.2	1.5	1.8	1.8	1.3	1
Heroin	0.6	0.3	0.4	0.3	0.7	0.8	0.9	0.7	0.2
Marijuana	8.8	2.7	4.7	8.7	11.2	13.4	16.5	8.6	8.7
Cocaine	0.7	0.4	0.4	0.3	0.9	0.9	1.4	0.8	0.3
Sniffed glue/huffed	0.7	0.4	0.6	0.4	0.8	0.9	1	0.9	0.3
Methamphetamines	0.6	0.2	0.4	0.3	0.7	0.8	0.9	0.7	0.2
Ecstasy	0.7	0.3	0.3	0.6	0.9	1.1	1.1	0.9	0.3
Synthetic marijuana	1.2	0.5	1	0.8	1.5	1.8	1.6	1.4	0.8

* % represents the percentage of students reporting use of each type of substance. Students could provide multiple responses. The percentage of students who did not respond to questions about their use of substances ever in their lifetime was 3.3%. 5.2% of students did not respond to the question about substance use in the past 30 days.

Binge drinking

We asked students how many days they engaged in binge drinking during the past 30 days. We provided the following definition of binge drinking to students to help them with responding to this question: ‘5 or more drinks of alcohol in a row, that is, within a couple of hours’. Table 10 shows how students responded in the entire student body as well as by grade level and by sex.

Table 10: Number of days of binge drinking in last 30 days*

	Overall	Grade						Sex	
		7	8	9	10	11	12	M	F
Number of days	%	%	%	%	%	%	%	%	%
0 days	94.1	97.9	96.6	95.2	93.7	90.5	87.5	94	94.8
1 or 2 days	3.6	1	1.7	3	4.4	6.2	8.2	3.5	3.6
3 to 5 days	0.7	0.2	0.5	0.4	0.9	1.5	1.3	0.7	0.7
6 to 9 days	0.4	0.1	0.3	0.3	0.5	0.6	0.9	0.5	0.3
10 to 19 days	0.2	0	0.1	0.2	0.2	0.1	0.5	0.2	0.1
20 days or more	0.9	0.7	0.9	0.9	0.4	1.1	1.6	1.1	0.4

* % represents the percentage of students reporting each response. 5.7% of students did not respond to this question.

Substance use by students’ household members

Finally, we asked students whether or not someone they lived with had used substances during this school year. Living with someone who uses illicit drugs or is a problem drinker is a known adverse childhood experience (U.S. Centers for Disease Control and Prevention, “Adverse Childhood Experiences”). For each type of substance, Table 11 shows the percentage of students who said that someone they lived with used that substance during this school year. These percentages are reported for the entire student body as well as broken down by grade level and by sex.

Table 11: Substance use by others in the student's household. *

Substance	Overall	Grade						Sex	
		7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Used any substance during this school year	23.2	17.7	22	25.9	24.8	25.2	25.2	20.7	25.2
Prescription pain medicine without a doctor's prescription	5.7	4.7	5.6	6.4	6	5.6	5.8	4.5	6.5
Prescription muscle relaxer or anxiety medicine without a doctor's prescription	5.9	4.9	6.2	6.3	5.6	5.9	6.3	4.4	7
Heroin	2	2.1	2	2.1	1.7	1.7	1.9	1.6	2
Marijuana	19.7	13.5	17.6	22.3	21.7	22.6	22.6	17.3	21.7
Cocaine	2.9	2.4	2.4	3.3	2.7	3.1	3.7	2.3	3.1
Sniffed glue/huffed	1.7	1.6	1.5	2.1	1.6	1.7	1.3	1.7	1.5
Methamphetamines	1.8	1.6	1.5	2	1.7	1.9	2.2	1.3	1.9
Ecstasy	1.7	1.1	1.4	2	1.8	2	2.2	1.4	1.7
Synthetic marijuana	3.5	2.8	3.3	3.7	3.7	4	3.5	3.1	3.7

* % represents the percentage of students reporting use of each type of substance. Students could provide multiple responses. The percentage of students who did not respond to questions about use of substances by others in their households was 3.8%.

Mental health

History of mental health problems

We asked students whether they had ever been told by a health professional that they had depression, anxiety, attention deficit/hyperactivity disorder, Autism Spectrum Disorder or Asperger's syndrome, or another mental health problem before this school year. Table 12 shows the percentage of students who reported that they had each type of mental health problem. We asked this question to identify the baseline level of mental health needs in the Stark County community prior to the start of the suicide cluster. These percentages are reported for the entire student body as well as broken down by grade level and by sex.

Table 12: History of mental health problems before this school year. *

Prior diagnosis	Overall	Grade						Sex	
		7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Any mental health problem	32.3	27.4	29.3	32.6	34.6	35.3	37.6	27.4	36.1
Depression	15.6	9.1	12.2	15.6	18.4	20.1	22	9.4	20.8
Anxiety	20	14.6	16.7	21	21.9	24.2	24.3	11.4	27.6
Attention deficit/hyperactivity disorder	13.2	12.5	13.2	14.1	13.5	12.6	12.9	15.9	10.1
Autism Spectrum Disorder or Asperger's syndrome	1.7	1	1.6	1.4	1.8	2.4	2.2	2.4	0.8
Another mental health problem	6.5	5.9	5.5	6.6	6.7	7.5	7.2	4.3	8.2
No history of mental health problem	67.7	72.6	70.7	67.4	65.4	64.7	62.4	72.6	63.9

* % represents the percentage of students reporting each response. Students could provide multiple responses. 8.3% of students did not respond to this question.

Exposure to suicide-related content at school, online, and in the community

Certain types of exposure at home, online, and in the community can contribute to contagion of suicidal behaviors among adolescents (Surgeon General report, 2012). These exposures include memorials for victims of suicide, social media posts, and conventional media. It is not yet known how much each of these exposures contribute to increased risk of suicidality. We asked students a series of questions about exposure to vigils or moments of silence at school, social media, conventional news articles, memorials, and graffiti focused on recent teen suicides in their communities. Table 13 shows the percentage of students reporting each exposure. These percentages are reported for the entire student body as well as broken down by grade level and by sex.

Table 13: Percentage of students reporting exposure to school, social media, conventional news, and community programming related to suicide during this school year.[1]

Type of exposure	Overall	Grade						Sex	
	%	7	8	9	10	11	12	M	F
		%	%	%	%	%	%	%	%
Vigils or moments of silence for teenagers who died by suicide									
Yes	11.8	8.7	11.1	10.8	12.4	14.9	14.6	11.9	11.7
No	55.4	47.3	55.6	56.1	58.3	59.3	58.1	52.5	58.2
Not sure	32.8	44	33.2	33.1	29.3	25.9	27.2	35.5	30.1
Seen posts about recent teen suicides in your community									
Twitter	12.6	4.6	6.6	9.3	16.1	21.5	25.6	10	15.1
Instagram	31.7	23.8	32	34.8	34.4	34.7	31.4	24.2	39
YouTube	10.1	12.6	12.8	9.7	8.3	8.2	6.4	9.1	10.7
Facebook	15.6	8.9	11.7	14.7	17.6	20.6	26.2	11	20
Snapchat	31	23.6	31.5	34.6	33.9	33.5	29.2	23.5	38.4
Tumblr	1.1	0.8	1.2	1	1.1	1.2	1.1	0.9	1.1
Other chat apps (WhatsApp, WeChat, Marco Polo, House Party, FireChat, etc.)	1.8	2.7	2	1.6	1.4	1.4	0.9	1.4	1.9
Other anonymous apps (Sarahah, SayAt.Me, Monkey, Ask.Fm, etc.)	3.5	3.4	4.7	4	3.2	3	1.9	2.1	4.8
Other app or website	5	7.6	5.7	5	3.3	4	3.1	4.7	5.2
None of the above	53.9	62.7	54.9	51.4	51.3	50.5	49.5	63.5	44.7
Posted about recent teen suicides in your community									
Twitter	1.1	0.5	0.6	0.7	0.9	1.8	2.5	0.9	1.1
Instagram	3.1	3	3	3.1	2.7	3.9	2.8	2.2	3.8
YouTube	0.6	0.8	0.6	0.6	0.4	0.6	0.6	0.7	0.4
Facebook	1.9	1	1.2	1.4	1.9	3.1	3.4	1.1	2.5
Snapchat	5.2	5.4	5.6	6	4.3	5.2	3.6	3.4	6.7
Tumblr	0.3	0.1	0.2	0.3	0.3	0.3	0.4	0.3	0.2
Other chat apps (WhatsApp, WeChat, Marco Polo, House Party, FireChat, etc.)	0.3	0.3	0.2	0.2	0.2	0.3	0.3	0.3	0.2
Other anonymous apps (Sarahah, SayAt.Me, Monkey, Ask.Fm, etc.)	0.3	0.4	0.2	0.2	0.2	0.2	0.4	0.2	0.2
Other app or website	0.5	0.8	0.4	0.5	0.2	0.3	0.4	0.3	0.5
None of the above	92.1	92.7	92.7	91.6	93	90.8	92.1	94.6	90.1
Seen news articles about recent teen suicides in your community									

Table 13: Percentage of students reporting exposure to school, social media, conventional news, and community programming related to suicide during this school year.[1] (*continued*)

Type of exposure	Overall	Grade						Sex	
	%	7	8	9	10	11	12	M	F
Online on a news site	27.9	26.2	27.2	28.2	28	29.9	29.3	23.9	32.2
In a paper newspaper	12.7	13.9	12	13.3	12	11.7	13.4	11.4	14
On TV	25.1	32.5	29.2	25.6	21.3	19.1	17.8	23.8	26.5
On radio	7.9	9.9	9.3	8.6	6.8	5.6	5.7	7.2	8.6
None of the above	56	52.3	54.2	55.2	58.3	58.7	59.8	59.3	52.4
Seen memorials for teens who died by suicide in your community									
On their locker at school	2.2	1.8	2.7	2.4	2.1	2.3	1.8	2	2.4
Elsewhere at school	5	4	4.8	4.5	5.5	5	7.2	4.8	5.2
On YouTube	4.5	7.1	7.3	4.2	2.3	2.5	1.6	4	4.8
On the side of the road	9	8.7	9.1	9.7	8.7	9.5	8.4	6.9	11.2
At their house	3.6	3.9	4.3	3.9	2.9	3.8	2.2	2.8	4.3
Online memorial site	7.3	7	8.3	7.2	6.3	7.7	7.6	5	9.6
At another location	14.1	14.3	15.6	13.7	13.7	13.6	13.1	11.7	16.4
None of the above	72.3	72.7	70.7	72.8	72.9	73	71.4	76.9	67.7
Seen the following types of graffiti in your community									
Graffiti related to recent suicide deaths	3.3	3.3	3.5	3.9	2.7	3.1	3.4	2.7	3.8
Graffiti related to hopelessness	9.5	11.6	10.5	10	8.2	8.3	6.9	7.1	11.6
None of the above	89.1	87.5	88.3	88.7	90.6	90	91	91.6	87

[1] “% represents the percentage of students reporting each response. For questions about social media, conventional news, memorials, and graffiti in community, students could provide multiple responses. The percentages of students who did not respond ranged from 3.6% to 7%.”

Bullying, safety, and access to guns

Bullying can increase the risk of suicide in vulnerable adolescents (Surgeon General report, 2012). We asked students about their experiences of bullying during this school year. Students were asked whether they had been bullied in a series of specific locations or ways, or they could report that they had not been bullied. We provided the following definition of bullying to students to help them with responding to this question:

Bullying is when 1 or more people tease, threaten, spread rumors about, hit, shove, or hurt another person over and over again. It is not bullying when 2 people of about the same strength or power argue or fight or tease each other in a friendly way.

Table 14 shows the percentage of students who reported each type of bullying experience. These percentages are reported for the entire student body, as well as broken down by grade level and sex.

Firearms are the number one method of suicide among adolescents in the U.S. (Sullivan, 2015). Access to means of suicide increases risk of completing suicide (U.S. Centers for Disease Control and Prevention, “Preventing Suicide”; Surgeon General report, 2012). We asked students about whether they could access a gun if they wanted to. Among students who said that they would be able to access a gun if they wanted to, we asked where they could access a gun. Table 15 shows reported gun access as well as specific locations where students would be able to access a gun. These percentages are reported for the entire student body, as well as broken down by grade level and sex.

Table 14: Percentages of students who reported experiencing bullying during this school year.*

Type of experience	Overall	Grade						Sex	
		7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Yes, have been bullied during this school year	27.2	32.9	30.8	28.1	24.2	23.3	19.6	21.5	32.1
On school property	19.9	25.5	23.9	20.3	16.9	15.5	12.7	16.2	23
Around my neighborhood	3	4.4	3.3	3.1	1.9	2.5	2	3	2.9
Online/social media	13.6	14	14.9	14.9	12.6	12.9	10.7	8.3	18.5
Text messaging	10.5	10.8	11.2	11.4	10.4	9.9	8.3	6	14.8
Other place	5.3	7.4	5.8	5.2	3.8	4.6	3.9	4.8	5.5
No, have not been bullied during this school year	72.8	67.1	69.2	71.9	75.8	76.7	80.4	78.5	67.9

* % represents the percentage of students who reported each type of experience. Students could provide multiple responses about the location where they experienced bullying. 8.4% of students did not respond to this question.

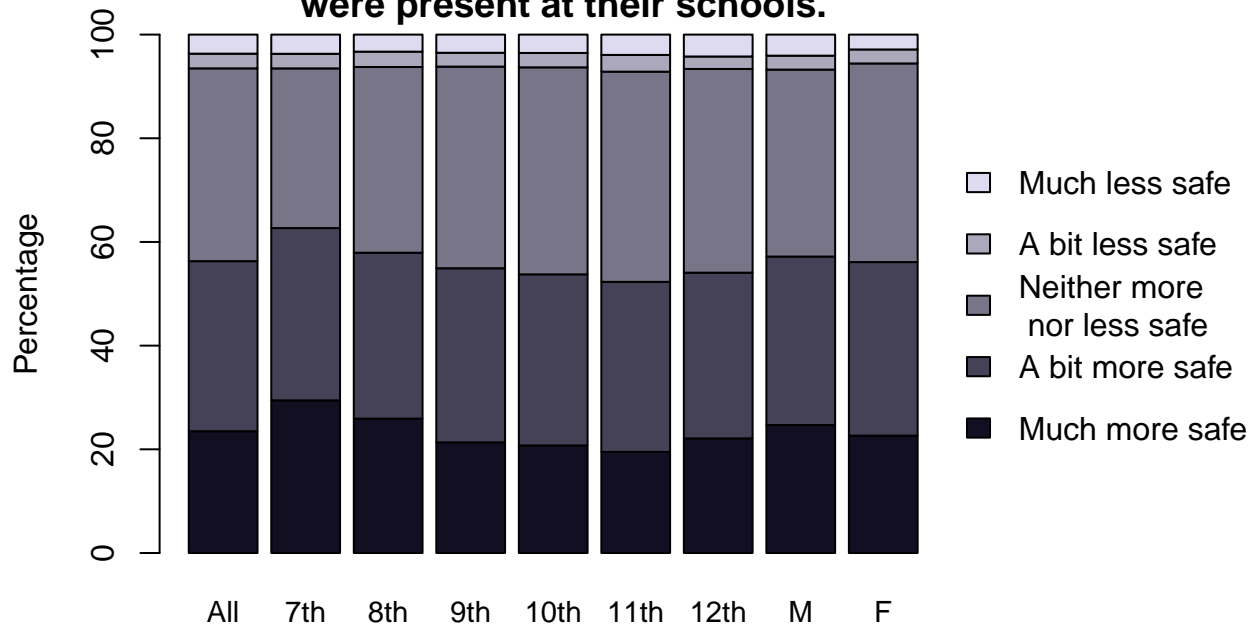
Table 15: Gun access among students and locations where students reported being able to access a gun.*

Gun access	Overall	Grade						Sex	
		7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Ability to access a gun if wanted									
Yes, could get it	19.1	12	15.7	18.4	21.7	23.4	28.7	23.5	14.8
Could maybe get it with great effort	14	10.7	13.7	14.3	14.7	16.3	16	13.8	14.1
No, could not get it	66.8	77.2	70.7	67.3	63.6	60.3	55.4	62.7	71.1
Location of gun access									
At my home	72.8	74.7	76.8	74	73.6	68.9	69	71.1	75.7
At my friend's home	13.5	7.4	12	11.4	15.3	17.9	15.3	15.5	10.8
At my neighbor's home	8.3	7	7.6	7.8	9.1	9.7	8	9.2	6.7
Somewhere else	32.7	31.5	29.3	31.2	30	37.1	37.4	35.3	28.8

* % represents the percentage of students who reported each response. Only students who answered 'yes' or 'maybe' on the question asking about ability to access a gun if wanted were asked about the location where they could access a gun. Students could provide multiple responses about the location where they could access a gun. 13.1% of students did not respond to the question about ability to access a gun if wanted. Among students who answered 'yes' or 'maybe' on the question asking about ability to access a gun if wanted, 13.4% did not respond to the question about the location where they could access a gun.

One school safety measure being considered by many schools across the country is the use of School Resource Officers. We asked students how the presence of a police officer or school resource officer (SRO) would make them feel. Figure 4 shows how students responded in the entire student body as well as by grade level and by sex.

Figure 4: Students' feelings of safety if a police officer or school resource officer (SRO) were present at their schools.



Feelings of loneliness, hopelessness, and resiliency

Studies demonstrate that feeling lonely or isolated can increase risk of suicide (Heinrich & Guillone, 2006). We measured feelings of loneliness using a 3-item scale called the Children's Loneliness Scale. Students were asked how often they felt alone, left out, or isolated from others. Based on their responses, students were categorized as "lonely" versus "not lonely".

Feeling hopeless is a risk factor for suicide (Wolfe, 2017). We measured feelings of hope and hopelessness using a scale modified from the Brief-H-Neg and Flourishing Children Positive Indicators Project (Fraser, 2014; Lippman, 2011). Students were asked how much they agreed with the following statements:

- "I feel that it is impossible to reach the goals I would like to strive for."
- "The future seems to me to be hopeless and I can't believe that things are changing for the better."
- "I expect good things to happen to me."
- "I trust my future will turn out well."
- "I feel excited about my future."

Based on their responses, we identified students with hopelessness.

Based on these questions, 56.6% of students felt lonely, and 30.0% felt hopeless.

Studies demonstrate that qualities of resiliency can protect against suicide and buffer effects of suicide risk factors (Surgeon General report, 2012). We measured resiliency using an adapted version of the Child and Youth Resilience Measure. Students were asked to rate, on a 5-point scale, how much they agreed with a series of 28 statements. Higher scores indicated higher level of agreement. These statements covered topics including relationships with parents/caregivers, family, and friends; feelings of support, safety, and fair treatment; and participation in their communities. These items are intended to evaluate students' individual, caregiver, and contextual resiliency through assessments of personal skills, peer support, social skills, relationships with primary caregiver(s), and spiritual, educational, and cultural context of their lives. Below are example statements.

- I have people I look up to.
- I cooperate with people around me.
- Getting an education is important to me.
- I am proud of my ethnic background.
- People think that I am fun to be with.
- I talk to my family/caregivers about how I feel.
- My best friend is a positive role model.

Based on their responses, we identified students as having high (average scores of 4-5), medium (average scores of 3-4), or low (average scores below 3) levels of resiliency. 56.2% of students were identified as having a high level of resiliency skills, 33.9% of students were identified as having a medium level of resiliency skills, and 9.9% of students were identified as having a low level of resiliency skills.

Depression and thoughts of suicide

Feelings of depression

We asked students about their feelings of depression around the time of spring break during the previous school year and during the past two weeks. The purpose of asking about these two time periods was to see whether students had experienced a change in feelings of depression since the onset of recent suicides in their community.

We measured depression using a 2-item scale that is commonly used in clinical practice as a first-step depression screener. It is recommended that individuals who screen positive on this 2-item scale complete a more detailed assessment to determine whether they meet diagnostic criteria for a depressive disorder. Therefore, schools may use this information to understand the proportion of their student population that may benefit from further screening for depression. Based on students' responses, we identified those who screened positive for depression.

When students were asked to think about *this time last year*, 25.2% of students screened positive for depression. When students were asked about the *the past two weeks*, 21.7% of students screened positive for depression.

Students' exposure to others' suicidal ideation, attempts, and deaths

Previous studies have demonstrated that knowledge of a friend's suicidal behaviors can significantly increase a teen's own risk for suicide. In one study, exposure to suicidal behavior in a friend or family member posed the same risk of suicide as that conferred by being severely depressed (Nanayakkara, 2013). Additionally, teens are more likely to disclose suicidal feelings to a peer, rather than an adult (Surgeon General report, 2012). We asked students about whether their friends, significant others, or peers revealed that they had thought about, planned, or attempted suicide during this school year. We also asked students about whether any of their friends, significant others, or family members had attempted or died by suicide during this school year. Table 16 shows the percentage of students who reported each type of experience. These percentages are reported for the entire student body, as well as broken down by grade level and sex.

Table 16: Percentages of students who reported that their friends, significant others, peers, and family members had disclosed suicide ideation, attempts, and deaths during this school year.*

Type of experience	Overall	Grade						Sex	
	%	7	8	9	10	11	12	M	F
Suicide ideation and attempts among friends, significant others, and peers									
Thought about suicide	27.2	27.3	28.7	28.5	26.5	26.7	23.8	18.6	35.2
Planned suicide	10.1	11	11.6	10.3	9.3	9.6	6.8	7.1	12.6
Attempted suicide	22	21.6	22.5	24.3	22.9	20.8	18.1	14.8	28.7
None of the above	64.4	64	63.3	62.8	64.3	65.2	68.3	74.3	55.2
Suicide attempt of friend, significant others or family member									
Friend from my school	10.8	12	12.1	11.3	11.1	10	6.2	7	14.4
Friend from another school	7.6	6.5	8.9	8.5	8.3	6.8	5.8	4.8	10.1
Significant other from my school	1.7	1.5	1.7	1.6	1.9	2	1.8	1.5	1.8
Significant other from another school	1.6	1.5	1.8	1.3	1.8	1.9	1.5	1.3	1.8
Family member	7.8	7.3	7.7	8.5	8.3	8.3	6.4	5.1	10.3
None of the above	78.4	79	76.6	77.1	76.5	79.7	83.6	85	72.4
Death by suicide of friend, significant other, or family member									
Friend from my school	1.9	1	1.2	2.3	1.9	2.8	2.4	1.6	2
Friend from another school	4	2.9	3.5	4.1	5.7	4	3.7	2.8	4.9
Significant other from my school	0.4	0.3	0.5	0.3	0.4	0.2	0.7	0.5	0.2
Significant other from another school	0.5	0.5	0.5	0.4	0.7	0.5	0.5	0.4	0.5
Family member	5.6	5.6	6.3	5.8	5.6	5.2	4.9	4.5	6.7
None of the above	89.6	91.1	90.1	89	88.3	89.2	90.1	91.6	87.9

* % represents the percentage of students who reported having each type of experience. For all questions, students could provide multiple responses. The percentages of students who did not respond was 7.2% for the question about suicide ideation and attempts among friends, significant others, and peers; 9.7% for the question about suicide attempts among friends, significant others, or family members; and 7.9% for the question about deaths by suicide among friends, significant others, or family members.

Students' suicidal ideation and attempts

Suicidal ideation and attempts

The greatest predictor of future death by suicide is a previous attempt (Surgeon General report, 2012). Students with recent suicidal behaviors are at highest risk of death. We asked students a series of questions about suicide ideation and attempts before this school year and during this school year. Figure 5 summarizes students' suicidal thoughts and attempts last year, this year, and in their lifetime.

Tables 17 through 19 detail students' responses to these questions. Table 17 shows responses for the entire student body. Tables 18 and 19 show responses broken down by sex.

We also asked students about their feelings about death and suicide in the past few weeks. Table 20 shows the percentage of students who responded "yes" to each question. These percentages are reported for the entire student body, as well as broken down by grade level and sex.

Lastly, students were asked who they were most comfortable talking to about thoughts of suicide. The results are summarized in Table 21. These percentages are reported for the entire student body, as well as broken down by grade level and sex.

Figure 5: Suicidal ideation and attempts

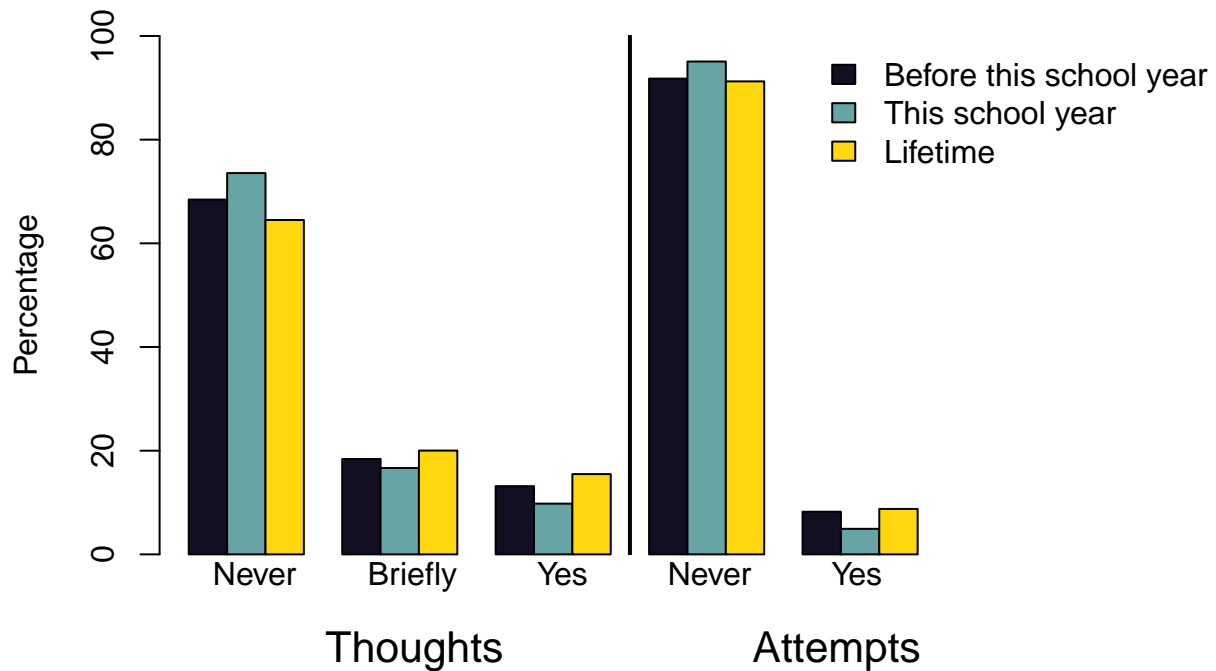


Table 17: Suicide ideation and attempts in entire student body.*

Type of suicidal ideation or attempt	Before this school year	During this school year	Lifetime
	%	%	%
Thought about killing oneself			
Never	68.4	73.6	64.5
Yes, just a brief passing thought	18.4	16.7	20
Yes, had a plan	13.2	9.8	15.5
Attempted to kill oneself			
Never	91.8	95.1	91.2
Yes, attempted at least once	8.2	4.9	8.8

* % represents the percentage of students who reported each response. Students were asked to select only one option for each question. The percentages of students who did not respond were 6.2% for the question about suicide ideation before this school year, 6.2% for the question about suicide ideation during this school year, 7.4% for the question about suicide ideation during lifetime, 6.4% for the question about suicide attempts before this school year, 6.1% for the question about suicide attempts during this school year, and 7.2% for the question about suicide ideation during lifetime.

Table 18: Suicide ideation and attempts among males.

Type of suicidal ideation or attempt	Before this school year	During this school year	Lifetime
	%	%	%
Thought about killing oneself			
Never	77.1	81.6	73.7
Yes, just a brief passing thought	14.5	12.5	16.5
Yes, had a plan	8.4	5.9	9.8
Attempted to kill oneself			
Never	95	96.9	94.6
Yes, attempted at least once	5	3.1	5.4

Table 19: Suicide ideation and attempts among females.

Type of suicidal ideation or attempt	Before this school year	During this school year	Lifetime
	%	%	%
Thought about killing oneself			
Never	60.5	66.3	56
Yes, just a brief passing thought	22.3	20.8	23.6
Yes, had a plan	17.2	12.9	20.4
Attempted to kill oneself			
Never	89.1	93.6	88.3
Yes, attempted at least once	10.9	6.4	11.7

Table 20: Recent thoughts about death and suicide*.

Type of thought	Overall %	Grade						Sex	
		7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Felt that you or your family would be better off if you were dead	12.9	12.3	13.3	13.5	12.9	12.8	12.1	8	17
Wished you were dead	13.9	11.5	13	15.1	14.7	15.1	14.6	8.5	18.7
Had thoughts about killing yourself	8.3	7.8	7.8	8.9	8.9	8.5	8.2	5.5	10.6

* % represents the percentage of students who responded 'yes'. The percentages of students who did not respond were 8.5% for the question about feeling that you or your family would be better off if you were dead; 8.5% for the question about wishing you were dead; and 7.6% for the question about having thoughts about killing yourself.

Table 21: Who students would tell their thoughts of suicide*.

Type of confidante	Overall	Grade						Sex	
	%	7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Parent or caregiver	52.6	59.2	56	52.5	49.5	47.7	46.7	58.4	47.9
Another member of family	32	38.5	36.7	33	28.4	26.8	23.6	35.2	29.5
Adult in the community	8.8	10.7	11	8.5	7.5	7.1	6.1	11.2	6.5
Friend	59	55.6	60.9	60.8	59.7	60	56.3	56.7	61.8
Teacher	17	22.4	19.9	15.9	13.2	15	12.3	19.5	14.7
Guidance counselor	23.9	32.6	30.6	22.6	19.3	17.7	14.6	26.4	21.8
Another adult at school	9.3	14	12	9	6.2	6.8	5	11.8	7.1
Religious official	12.6	15.1	15.5	12.8	11.4	10	7.7	15.5	9.9
Police officer	9.1	14	11.8	8.1	6.5	5.7	5.4	12.4	5.9
Medical professional	18.4	22.3	21.1	17.5	15.3	15.1	17.6	20.4	16.5
Other	8.9	9.8	10.2	9.3	7.5	8.1	7.7	9.8	7.9
No one	19.3	16.6	17.5	19.3	21.5	20	23	20.1	17.9

* % represents the percentage of students who responded. Students could provide multiple responses. The percentages of students who did not respond were 6.4%.

Student suicide risk and exposure history

Using the results from the suicide risk questions described in the first section of this report, we calculated the percentage of students with each exposure presented in this report for those who answered at least one suicide risk question with a 'yes.' The results of this cross tabulation are below.

Table 22: Summary of student exposures and answering 'yes' to a suicide risk question.

	Prevalence of risk factor (%)	Among students in exposure group	
		Suicide risks on questions (%)	No suicide risks on questions (%)
GPA			
Low GPA (<2.49)	7.6	35.5	64.5
High GPA (>2.5)	92.4	20.3	79.7
Skipped school			
More than 1 or 2 times	14.3	36.0	64.0
1 or 2 times or less	85.7	19.8	80.2
Disciplinary action			
Any	26.6	31.7	68.3
None	73.4	18.7	81.3
Participation in school activities			
No school activities	17.0	27.4	72.6
Any school activities	83.0	21.1	78.9
Participation in community activities			
No community activities	28.4	26.1	73.9
Any community activities	71.6	20.7	79.3
Participation in school or community activities			
No school or community activities	8.6	27.1	72.9
Any school or community activities	91.4	21.7	78.3
Closeness and connectedness			
Agreed with 3 or fewer statements	40.4	35.3	64.7
Agreed with 4 or more statements	59.6	13.0	87.0
Activities with parent			
No activities with parent	2.7	40.9	59.1
Any activities with parent*	97.3	21.4	78.6
Able to get medical or psychological care			
No	14.5	55.1	44.9
Yes	85.5	16.3	83.7
Negative life experiences during this school year			
3 or more experiences	57.3	31.2	68.8
1 or 2 experiences	34.6	10.8	89.2
0 experiences	8.1	7.6	92.4
Adverse childhood experiences			
3 or more experiences	23.3	54.3	45.7

Table 22: Summary of student exposures and answering 'yes' to a suicide risk question. *(continued)*

	Prevalence of risk factor (%)	Among students in exposure group	
		Suicide risks on questions (%)	No suicide risks on questions (%)
1 or 2 experiences	37.2	19.1	80.9
0 experiences	39.5	6.3	93.7
Substance use in lifetime			
Any	41.4	35.1	64.9
None	58.6	13.1	86.9
Substance use in past 30 days			
Any	16.6	44.4	55.6
None	83.4	17.4	82.6
Binge drinking in past 30 days			
More than once or twice	2.1	60.3	39.7
Once or twice or less	97.9	21.1	78.9
Household substance use this school year			
Any	22.9	43.3	56.7
None	77.1	15.9	84.1
Mental health problem			
Any	31.0	43.3	56.7
None	69.0	12.5	87.5
Exposed to any vigils or moments of silence for teenagers who died by suicide during this school year			
Yes	11.7	24.3	75.7
No	88.3	21.8	78.2
Seen any social media posts about recent teen suicides in your community			
Yes	45.4	30.8	69.2
No	54.6	14.7	85.3
Posted on social media about recent teen suicides in your community			
Yes	7.4	55.6	44.4
No	92.6	18.9	81.1
Seen any news articles about recent teen suicides in your community			
Yes	44.0	24.9	75.1
No	56.0	19.7	80.3
Seen any memorials for teens who died by suicide in your community			
Yes	27.5	27.9	72.1
No	72.5	19.6	80.4
Seen any suicide- or hopelessness-related graffiti in your community			
Yes	10.4	47.6	52.4
No	89.6	18.9	81.1
Experienced bullying during this school year			
Any bullying	26.3	44.0	56.0
No bullying	73.7	13.9	86.1
Access to gun			
Can access gun	32.9	31.9	68.1
Cannot access gun	67.1	17.3	82.7
Friend, significant other, or peer thought about suicide			
Yes	34.5	43.2	56.8

Table 22: Summary of student exposures and answering 'yes' to a suicide risk question. *(continued)*

	Prevalence of risk factor (%)	Among students in exposure group	
		Suicide risks on questions (%)	No suicide risks on questions (%)
No	65.5	10.9	89.1
Friend or family member attempted suicide			
Yes	20.8	48.1	51.9
No	79.2	14.7	85.3
Friend or family member died by suicide			
Yes	10.0	45.5	54.5
No	90.0	18.9	81.1
Communicating about thoughts of suicide			
Would tell no one	18.5	33.1	66.9
Identified someone he/she would tell	81.5	20.2	79.8
Time spent on social media per day			
3-4 hours or more	41.7	28.9	71.1
<3 hours	58.3	17.3	82.7
Time spent on video games per day			
3-4 hours or more	30.8	25.0	75.0
<3 hours	69.2	20.7	79.3
Time spent unsupervised per day			
3-4 hours or more	23.3	33.6	66.4
<3 hours	76.7	18.5	81.5
Loneliness			
Yes	54.7	36.1	63.9
No	45.3	5.1	94.9
Hopelessness			
Yes	28.1	47.2	52.8
No	71.9	12.1	87.9
Resilience			
Low	9.9	65.5	34.5
Medium	33.9	30.8	69.2
High	56.2	8.1	91.9

*Excluding arguing with a parent

Student suicide attempt in lifetime and exposure history

We also looked at each exposure by whether or not students had ever attempted suicide. The results of this cross tabulation are below.

Table 23: Summary of student exposures and presence of suicide attempt in student lifetime.

	Prevalence of risk factor (%)	Among students in exposure group	
		Ever attempted suicide (%)	Never attempted suicide (%)
GPA			
Low GPA (<2.49)	7.6	18.0	82.0
High GPA (>2.5)	92.4	7.5	92.5
Skipped school			
More than 1 or 2 times	14.1	17.4	82.6
1 or 2 times or less	85.9	7.3	92.7
Disciplinary action			
Any	26.5	15.4	84.6
None	73.5	6.3	93.7
Participation in school activities			
No school activities	17.2	11.6	88.4
Any school activities	82.8	8.2	91.8
Participation in community activities			
No community activities	28.6	10.2	89.8
Any community activities	71.4	8.2	91.8
Participation in school or community activities			
No school or community activities	8.7	11.1	88.9
Any school or community activities	91.3	8.6	91.4
Closeness and connectedness			
Agreed with 3 or fewer statements	40.7	14.5	85.5
Agreed with 4 or more statements	59.3	4.6	95.4
Activities with parent			
No activities with parent	2.7	18.2	81.8
Any activities with parent*	97.3	8.3	91.7
Able to get medical or psychological care			
No	14.4	23.1	76.9
Yes	85.6	6.5	93.5
Negative life experiences during this school year			
3 or more experiences	57.5	12.9	87.1
1 or 2 experiences	34.5	3.3	96.7
0 experiences	8.1	2.3	97.7
Adverse childhood experiences			
3 or more experiences	22.9	25.9	74.1
1 or 2 experiences	37.5	5.8	94.2
0 experiences	39.6	1.7	98.3

Table 23: Summary of student exposures and presence of suicide attempt in student lifetime. *(continued)*

	Prevalence of risk factor (%)	Among students in exposure group	
		Ever attempted suicide (%)	Never attempted suicide (%)
Substance use in lifetime			
Any	40.9	16.0	84.0
None	59.1	3.7	96.3
Substance use in past 30 days			
Any	16.1	23.4	76.6
None	83.9	5.8	94.2
Binge drinking in past 30 days			
More than once or twice	2.0	40.1	59.9
Once or twice or less	98.0	8.0	92.0
Household substance use this school year			
Any	22.3	20.1	79.9
None	77.7	5.5	94.5
Mental health problem			
Any	30.8	21.6	78.4
None	69.2	3.1	96.9
Exposed to any vigils or moments of silence for teenagers who died by suicide during this school year			
Yes	11.7	10.9	89.1
No	88.3	8.3	91.7
Seen any social media posts about recent teen suicides in your community			
Yes	45.2	13.1	86.9
No	54.8	5.0	95.0
Posted on social media about recent teen suicides in your community			
Yes	7.2	31.0	69.0
No	92.8	6.7	93.3
Seen any news articles about recent teen suicides in your community			
Yes	43.9	10.1	89.9
No	56.1	7.5	92.5
Seen any memorials for teens who died by suicide in your community			
Yes	27.2	12.2	87.8
No	72.8	7.2	92.8
Seen any suicide- or hopelessness-related graffiti in your community			
Yes	10.2	23.0	77.0
No	89.8	6.9	93.1
Experienced bullying during this school year			
Any bullying	26.1	20.4	79.6
No bullying	73.9	4.5	95.5
Access to gun			
Can access gun	32.6	13.8	86.2
Cannot access gun	67.4	6.3	93.7
Friend, significant other, or peer thought about suicide			
Yes	34.4	19.1	80.9
No	65.6	3.3	96.7
Friend or family member attempted suicide			

Table 23: Summary of student exposures and presence of suicide attempt in student lifetime. *(continued)*

	Prevalence of risk factor (%)	Among students in exposure group	
		Ever attempted suicide (%)	Never attempted suicide (%)
Yes	20.4	24.3	75.7
No	79.6	4.5	95.5
Friend or family member died by suicide			
Yes	9.7	24.4	75.6
No	90.3	6.8	93.2
Communicating about thoughts of suicide			
Would tell no one	18.7	13.0	87.0
Identified someone he/she would tell	81.3	8.0	92.0
Time spent on social media per day			
3-4 hours or more	41.6	12.1	87.9
<3 hours	58.4	6.3	93.7
Time spent on video games per day			
3-4 hours or more	30.8	10.0	90.0
<3 hours	69.2	8.1	91.9
Time spent unsupervised per day			
3-4 hours or more	23.2	14.7	85.3
<3 hours	76.8	6.9	93.1
Loneliness			
Yes	55.3	14.2	85.8
No	44.7	1.7	98.3
Hopelessness			
Yes	28.4	19.2	80.8
No	71.6	4.5	95.5
Resilience			
Low	9.8	30.3	69.7
Medium	34.4	11.4	88.6
High	55.8	2.9	97.1

*Excluding arguing with a parent

Perceptions of drug and alcohol use

Parental perceptions

We asked students how wrong their parents felt it would be for them to have one or two drinks of an alcoholic beverage nearly every day, use tobacco (including cigarettes, e-cigs, vape, chew, etc.), use marijuana, or use prescription drugs not prescribed to them. These percentages are reported for the entire student body, as well as broken down by grade level and by sex.

Table 24: Perception of Parents' Feelings about Drug and Alcohol Use.*

	Overall	Grade						Sex	
		7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Have 1 or 2 drinks of an alcoholic beverage nearly every day									
Very wrong	79.2	84.8	82.7	80	78.5	76.4	70.3	78.2	81.7
Wrong	12.8	10.3	10.9	13.1	13.1	14.3	17.8	13.1	12.3
A little bit wrong	4.2	2.2	3.5	4.1	4.6	4.9	6.7	4.4	3.9
Not wrong at all	3.8	2.7	3	2.8	3.8	4.4	5.2	4.3	2.1
Use tobacco (cigarettes, e-cigs/vape, chew, etc.)									
Very wrong	78.4	85.3	82.9	78.9	77.8	74.6	66.7	77.7	80.5
Wrong	11.3	8	9.7	12.5	11.7	12.4	15.5	11.3	11.1
A little bit wrong	4.9	3.2	3.6	4.8	5.4	6.1	8.4	5.1	4.8
Not wrong at all	5.4	3.5	3.8	3.8	5.1	6.9	9.4	5.9	3.6
Use marijuana									
Very wrong	77	87.1	83.4	76.3	74.2	69.8	67.1	76.7	78.9
Wrong	10.8	6.6	8.5	12	12	13.9	14	11	10.5
A little bit wrong	6	2.8	4.3	6.4	7.1	7.7	9.9	5.9	6.1
Not wrong at all	6.1	3.5	3.8	5.3	6.7	8.6	9.1	6.4	4.4
Use prescription drugs not prescribed to you									
Very wrong	86.3	88.3	86.9	86.7	86.3	85.6	85.4	86.9	87.4
Wrong	8.5	7.4	8.5	9.1	8.8	8.9	8.5	7.9	8.8
A little bit wrong	1.9	1.6	1.8	1.7	1.9	2.5	2.2	1.8	2
Not wrong at all	3.2	2.7	2.8	2.5	3	3	3.9	3.4	1.7

* % represents the percentage of students reporting each response. These questions were added to NOYHS in 2019, percentages are not available for 2018.

Friends' perceptions

We asked students how wrong their friends felt it would be for them to have one or two drinks of an alcoholic beverage nearly every day, use tobacco (including cigarettes, e-cigs, vape, chew, etc.), use marijuana, or use prescription drugs not prescribed to them. These percentages are reported for the entire student body, as well as broken down by grade level and by sex.

Table 25: Perception of Friends' Feelings about Drug and Alcohol Use.*

	Overall	Grade						Sex	
		7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Have 1 or 2 drinks of an alcoholic beverage nearly every day									
Very wrong	59.2	73.5	66.8	56.8	54.8	51	45	57.2	62.2
Wrong	21.9	17.1	19.9	24.2	23.5	24.2	25.6	22.5	21.7
A little bit wrong	10.8	5.1	8.5	12.2	13.2	13.3	15.4	11.4	10.2
Not wrong at all	8	4.3	4.8	6.8	8.5	11.5	14	8.9	5.9
Use tobacco (cigarettes, e-cigs/vape, chew, etc.)									
Very wrong	56.4	71.3	64.1	54.1	51.9	47.6	41.9	55.6	58.2
Wrong	17.2	15.2	17.2	19.2	18.1	17.1	17	17.4	17.3
A little bit wrong	12.5	7.5	10.3	14.1	13.8	15.8	16.1	12.4	12.7
Not wrong at all	13.9	5.9	8.4	12.6	16.2	19.5	25	14.6	11.9
Use marijuana									
Very wrong	55.8	75.8	66.3	52.6	47.4	43.7	38.5	55.3	57.1
Wrong	15.9	12.9	15.2	17.8	17.5	15.8	17.8	16.7	15.4
A little bit wrong	12.7	5.5	10	14.2	15.8	17	17.3	12.4	13.1
Not wrong at all	15.6	5.8	8.6	15.3	19.3	23.6	26.3	15.6	14.4
Use prescription drugs not prescribed to you									
Very wrong	73.6	79.8	76.4	72.3	70.9	70.9	70.6	72.3	76.3
Wrong	16.1	13.6	15.4	17.1	17.2	16.7	17.9	16.7	15.6
A little bit wrong	5.2	3.1	4	6	6.8	6.3	5.2	5.4	4.7
Not wrong at all	5.1	3.5	4.3	4.6	5.1	6.1	6.2	5.5	3.4

* % represents the percentage of students reporting each response. These questions were added to NOYHS in 2019, percentages are not available for 2018.

Own perceptions

We asked students how much they thought people risk harming themselves (physically or in other ways) if they have five or more drinks of an alcoholic beverage once or twice a week, use tobacco (including cigarettes, e-cigs, vape, chew, etc.), use marijuana, or use prescription drugs not prescribed to them. These percentages are reported for the entire student body, as well as broken down by grade level and by sex.

Table 26: Perception of Harm Regarding Drug and Alcohol Use.*

	Overall	Grade						Sex	
		7	8	9	10	11	12	M	F
	%	%	%	%	%	%	%	%	%
Have 5 or more drinks of an alcoholic beverage once or twice a week									
No risk	13.3	19	12.8	12.3	11.7	10.4	11.8	15	11.2
Slight risk	14	12.7	13	14.7	13.4	14.3	17.6	14.7	13.4
Moderate risk	26	23.5	25.5	26.8	26.8	27.7	27.5	26.8	25.5
Great risk	46.7	44.8	48.8	46.2	48.1	47.6	43.1	43.5	49.9
Use tobacco (cigarettes, e-cigs/vape, chew, etc.)									
No risk	15.8	19.5	13.7	14.3	15	15	17.3	17.8	13.5
Slight risk	17.1	13.5	14.8	17.4	17.7	19.8	22.2	18.1	16.3
Moderate risk	22.9	20	23.9	24.6	24.1	22.4	23.5	22.4	23.7
Great risk	44.1	46.9	47.6	43.7	43.1	42.8	37	41.8	46.5
Use marijuana									
No risk	22.8	21	17.9	21.7	24.8	25.5	28.6	25.9	19.3
Slight risk	19.9	12	15.7	20.7	22.1	26.2	28	20.6	19.3
Moderate risk	17.9	16.3	19.2	18.9	19.3	17.5	16.2	16.9	19.2
Great risk	39.4	50.7	47.3	38.7	33.7	30.8	27.2	36.6	42.2
Use prescription drugs not prescribed to themselves									
No risk	12.2	17.6	12.2	11.9	10.5	8.9	9.8	13.4	10.5
Slight risk	5.5	5.6	5.6	5.4	5.2	5.9	5.7	5.5	5.4
Moderate risk	13.8	13.7	13.5	13.7	14.1	13.7	14.3	14	13.6
Great risk	68.5	63.1	68.7	68.9	70.2	71.6	70.2	67.1	70.4

* % represents the percentage of students reporting each response. These questions were added to NOYHS in 2019, percentages are not available for 2018.

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