

The Mental Health and Well-Being of Ontario Students



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Centre for Addiction and Mental Health
Centre de toxicomanie et de santé mentale

1991-2007

DETAILED OSDUHS FINDINGS

The Mental Health and Well-Being of Ontario Students 1991-2007

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The Mental Health and Well-Being of Ontario Students, 1991 – 2007: Detailed *OSDUHS* Findings

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The 2007 OSDUHS Mental Health and Well-Being Report

Executive Summary

The Data

The Centre for Addiction and Mental Health's *Ontario Student Drug Use and Survey (OSDUHS)*, is the longest ongoing school survey of adolescents in Canada. The study, which spans over two decades, is based on 16 surveys conducted every two years since 1977. In the 2006/2007 academic year, 6,323 students (68% of selected students) in grades 7 to 12 from 43 school boards, 119 schools and 385 classes participated in the survey administered by the Institute for Social Research, York University.

This report describes the mental health, physical health, and risk behaviours among Ontario students in 2007 and changes since 1991 where possible. Although the *OSDUHS* spans back to 1977, most physical and mental health indicators were first included in the survey in the early 1990s. Results in this report are provided for two groups of students: those in grades 7 to 12, and those in grades 7, 9, and 11 only. The first group is used to assess current behaviour and **short-term trends** (1999-2007), and the second is used to assess **long-term trends** between 1991 and 2007. All data are based on self-reports derived from anonymous questionnaires administered in classrooms.

Topics that are new to this 2007 report include participation in the "choking game," self-rated mental health, suicide attempt, gambling money at Internet poker, gang membership, and video gaming problems. We also examine the overlap between substance use problems, mental health problems, and delinquent behaviour.

Family and School

- ❑ Almost over three-quarters (77%) of Ontario students report living with two parents (biological, step, or adoptive). About 14% of students report that they split their time between 2 or more homes.
- ❑ About one-in-ten (12%) students report their family has been involved with a Children's Aid Society at some point.
- ❑ Overall, 6% of all students report being suspended from school at least once during the academic year.
- ❑ Although most students feel safe in their school, about 12% are worried about being harmed or threatened at school.

Physical Health

- ❑ Although a majority (56%) of students report that they are in excellent or very good health, about 13% report poor health. Females are more likely to report poor health compared to males (17% vs 10%, respectively).
- ❑ The percentage of students reporting daily physical activity is about 21%. At the other extreme, about one-in-eight (13%) were not physically active at all during the past 7 days.
- Significantly more students rated their health as poor in 2007 (13%) compared to their counterparts in 1991 (6%; among grades 7, 9, 11 only).
- The percentage of students reporting daily physical activity is significantly higher in 2007 (21%) compared to 2005 (17%). The percentage reporting no activity at all is significantly lower in 2007 (13%) compared to the estimate from 2005 (18%).

The “Choking Game”

- About 7% of students report self-asphyxiation or having been choked by someone else on purpose in order to “get high,” at least once in their lifetime. There is no significant difference between males and females, or among the grade levels.

Health Care Utilization

Physical Health Care

- Almost two-thirds (61%) of students visited a physician at least once during the 12 months before the survey. Females are significantly more likely than males to report at least one visit to a physician (67% vs 55%, respectively).
- The percentage of students reporting at least one visit with a physician significantly decreased between 1999 (70%) and 2007 (61%).
- About one-third (37%) of students were treated for a physical injury at least once during the past 12 months.
- The percentage of students reporting at least one physical injury significantly increased between 2005 (34%) and 2007 (37%).

Mental Health Care

- About 21% of students visited a mental health professional (such as a doctor, nurse or counsellor) at least once during the past 12 months. Females are more likely than males to report visiting a mental health professional (23% vs 20%, respectively).
- Between 2005 and 2007, the percentage of student reporting a mental health care visit significantly increased, from 12% to 21%.

Medical Drug Use

- Among all students, 41% report using a prescribed opioid pain reliever (e.g., Tylenol #3, Percocet) in the past 12 month; 4.5% used a prescribed tranquilizer/sedative (e.g.,

Valium, Ativan, Xanax); and 2% used a prescribed drug for Attention Deficit Hyperactivity Disorder (ADHD) (e.g., Ritalin, Adderall, Concerta).

- Females are more likely than males to report medical opioid pain reliever use and tranquilizer use. Males are more likely to report using an ADHD drug medically.
- Less than 1% of students report that they had been prescribed medication to treat anxiety in the past year, and about 1% were prescribed medication to treat depression. Another 1.5% of students were prescribed medication for *both* depression and anxiety.

Telephone Crisis Helpline

- About 2% of all students report using a crisis helpline to discuss a problem during the past 12 months. Females are more likely than males to use a crisis helpline (3% vs 1%).

Internalizing Indicators

Self-Rated Mental Health

- About one-in-ten (11%) students rate their mental health as poor, with females more likely to do so than males (16% vs 7%).

Low Self-Esteem

- About 8% of students report indicators of low self-esteem, with females more likely to do so than males (11% vs 6%).
- Between 1995 and 2007, there was no significant change in estimates of low self-esteem.

Depressive Symptoms

- About 5% of students report symptoms of depression. Females are more likely to be at risk for depression than males (8% vs 2%).
- Between 1997 and 2007, there were no significant changes in the percentage at risk

for depression among the total sample, or among subgroups.

Elevated Psychological Distress

- ❑ Just under one-third (31%) of students indicate elevated psychological distress (symptoms of depression, anxiety, social dysfunction), with females more likely to do so than males (42% vs 20%).
- ❑ The most common symptom experienced by students is the feeling of being constantly under stress (38%), followed by losing sleep because of worrying (28%).
- Among the total sample, elevated psychological distress has generally remained stable since 1999, hovering around 30%. However, females show a significant increase over the short-term, from 36% in 1999 up to 42% in 2007.

Suicide Ideation and Attempts

- ❑ About one-in-ten (10%) students had serious thoughts about suicide in the past 12 months. About 3% report a suicide attempt in the past 12 months.
- ❑ Females are more likely than males to contemplate suicide (14% vs 6%), and to attempt suicide (5% vs 2%).
- Suicide ideation did not significantly change between 2001 and 2007.

Body Image

- ❑ Over two-thirds (70%) of all students are satisfied with their weight. One-fifth (20%) feel that they are too fat, while one-tenth (10%) feel they are too thin.
- ❑ Over one-third (36%) of students are not trying to do anything about their weight. Another 28% are trying to lose weight; 23% want to keep from gaining weight, and 13% want to gain weight.

- ❑ Females are significantly more likely to believe that they are too fat, compared to males (25% vs 15%), whereas males are more likely to believe that they are too thin compared to females (13% vs 7%).

Externalizing Indicators

Overall Delinquent Behaviour

- ❑ Among all twelve delinquent behaviours asked about in 2007, the three most common were: vandalism (16%), theft of goods worth less than \$50 (14%), and assaulting someone (11%). The least reported behaviour was carrying a handgun (1.5%).
- ❑ Overall, 13% of students engage in delinquent behaviour (defined as 3 or more delinquent acts) during the 12 months before the survey. Males are more likely to engage in delinquent behaviour than females (16% vs 10%).
- The percentage of students reporting overall delinquent behaviour significantly declined between 1999 and 2007, from 18% to 13%.

Non-Violent Delinquent Behaviour

- ❑ Of the eight non-violent delinquent behaviours asked about (vandalism, theft of goods worth less than \$50, theft of goods more than \$50, car theft, breaking and entering, selling cannabis, selling other drugs, running away from home), males are significantly more likely than females to report seven. Females are more likely to report running away from home.
- Over the short-term, only reports of vandalism changed among the total sample, decreasing from 24% in 1999 to 16% in 2007.
- Reports of vandalism, theft of goods less than \$50, and car theft/joyriding are significantly lower in 2007 compared to reports from the early 1990s (among grades 7, 9, 11 only).

- The percentage of students (in grades 7, 9, 11 only) reporting selling cannabis is significantly higher in 2007 (6%) compared to 1991 (3%).

Violent Behaviour

- ❑ About one-in-ten (11%) students assaulted someone at least once during the past 12 months. About 9% carried a weapon (a gun or knife), 5% participated in a gang fight, and 1.5% carried a handgun. Males are significantly more likely than females to report engaging in each of these violent behaviours.
- Over the short-term, the percentage of students reporting assaulting someone significantly declined (from 20% in 1999 down to 11% in 2007).
- Reported weapon carrying significantly declined between 1999 (14%) and 2007 (9%).
- Reported gang fighting significantly declined between 1999 (8%) and 2007 (5%).

Gang Membership

- ❑ About 4% of students report that they currently belong to a gang of some type. Males are more likely than females to belong to a gang (6% vs 2%).

Fire Setting

- ❑ One-in-six (16%) students report setting something on fire (that they weren't supposed to) at least once during the 12 months before the survey. Males are significantly more likely to report so compared to females (20% vs 12%).
- ❑ About 7% report setting something on fire three or more times during the past 12 months.

School Violence and Bullying

- ❑ About 16% report fighting on school property at least once during the past 12 months, with males more likely than females to do so (24% vs 8%).
- ❑ About 9% were threatened or injured with a weapon on school property at least once during the past 12 months. Males are significantly more likely than females to report experiencing this (11% vs 6%).
- ❑ Just under one-third (30%) of all students report being bullied at school since September. The most prevalent form of bullying victimization is verbal (23%), while 4% were primarily bullied physically, and 3% were victims of theft/vandalism.
- ❑ About one-quarter (25%) of all students report bullying other students at school. The most prevalent form of bullying others is through verbal attacks (20%), followed by physical attacks (4%), and theft/vandalism (1%).

Gambling and Video Gaming

Gambling Activities

- ❑ Just over one-quarter (29%) of students played cards for money at least once during the 12 months before the survey. About one-in-five (19%) played lottery tickets, and 16% bet money in sports pools. The least prevalent activity is casino gambling (1%).
- ❑ Gambling at any activity over the Internet is reported by about 3% of students. Internet poker playing is also reported by 3%.
- ❑ Males are more likely than females to engage in nine of the eleven gambling activities asked about in 2007.
- ❑ Among all students, 5% gambled at five or more activities, and this group can be considered to be heavy gamblers. Males are more likely to report heavy gambling than females (8% vs 2%).

- The percentage of students that gambled at cards significantly *increased* between 2001 (25%) and 2007 (29%).
- Several gambling activities significantly *decreased* between 2001 and 2007: bingo (from 12% in 2001 down to 8% in 2007); sports pools (from 22% down to 16%); and sports lottery tickets (from 10% down to 6%). Playing dice for money significantly decreased between 2005 (15%) and 2007 (11%).

Gambling Problem

- ❑ About 2% of students may have a gambling problem (reported symptoms of loss of control, problems with family/friends, disruption to school/work), with males more likely than females (4% vs 1%).
- The percentage of students with a potential gambling problem significantly declined between 1999 (6%) and 2007 (2%).

Video Gaming Problem

- ❑ Almost one-in-five (18%) students play video games daily, with males more likely than females (30% vs 5%).
- ❑ About 9% of students may have a video gaming problem (reported symptoms of preoccupation, tolerance, loss of control, withdrawal, escape, disregard for consequences, disruption to family/school). Males are significantly more likely than females to indicate a video gaming problem (15% vs 3%).

Co-existing Problems

- ❑ The majority (54%) of students report none of the following four problems examined: elevated psychological distress, hazardous/harmful drinking, a potential drug use problem, or delinquent behaviour. About 27% report one of these problems, 10% report two problems, 6% report three problems, and 3% report all four problems.

Common Risk Factors

The report also profiles some individual, family, and school factors related to 10 problem indicators: high risk for depression; elevated psychological distress; suicide ideation; delinquent behaviour, violent behaviour, fire setting, a potential gambling problem; hazardous/harmful drinking; a potential drug use problem; and co-existing problems.

In order of importance, the factors associated with these problems (while controlling for other factors) were as follows:

- ❑ parental monitoring (all 10 problems)
- ❑ the parent-child relationship; sensation seeking (8 of 10 problems)
- ❑ school attachment; sex; grade (7 of 10)
- ❑ school marks (6 of 10)
- ❑ family immigrant status (4 of 10)
- ❑ perceived school safety; region (3 of 10)
- ❑ family structure (1 of 10)
- ❑ parents' education (0 of 10).

Regional Variation

- ❑ Only a few measures significantly differ by survey-design region (i.e., Toronto, North, West, East), *not* controlling for other factors:
 - Compared to students in the other three regions, Toronto students are least likely to report a suicide attempt and being bullied, and most likely to indicate a potential video gaming problem.
 - Northern Ontario students are most likely to indicate elevated psychological distress.
 - Eastern Ontario students are most likely to report the medical use of tranquilizers/sedatives.
 - Western Ontario students do not significantly differ from students in the other three regions on any measure.
- ❑ Readers should note that an overview of results according to Ontario's Local Health Integration Networks is provided on page 72 of this report.

Major Mental Health and Well-Being Indicators for the Total Sample (N=6,323) and by Sex, 2007 OSDUHS (Grades 7 to 12)

| Indicator | Estimated Number | Total % (95% CI) | Males % | Females % | |
|--|------------------|------------------|---------|-----------|---|
| % self-rated poor physical health (current) | 129,000 | 12.9 (11.8-14.2) | 9.6 | 16.6 | * |
| % physically inactive (past week) | 129,000 | 13.1 (11.8-14.6) | 12.1 | 14.2 | |
| % daily physical activity (past week) | 207,000 | 21.1 (19.4-22.9) | 26.5 | 15.3 | * |
| % treated for a physical injury (past year) | 342,000 | 37.4 (35.2-39.6) | 39.4 | 35.2 | |
| % ever participated in the “choking game” (lifetime) | 79,000 | 7.4 (6.2-8.8) | 7.0 | 7.8 | |
| % used tranquillizers/sedatives medically (past year) | 48,000 | 4.5 (3.7-5.3) | 3.2 | 5.8 | * |
| % used an ADHD drug medically (past year) | 23,000 | 2.3 (1.9-2.9) | 3.2 | 1.3 | * |
| % 1+ mental health care visits (past year) | 224,000 | 21.2 (19.4-23.1) | 19.5 | 23.0 | * |
| % prescribed medication for depression/anxiety/both | 39,000 | 3.7 (2.9-4.6) | 2.4 | 5.0 | * |
| % used telephone crisis helpline (past year) | 20,000 | 1.9 (1.5-2.5) | 1.0 | 2.8 | * |
| % self-rated poor mental health (current) | 121,000 | 11.4 (10.0-13.0) | 7.1 | 15.8 | * |
| % low self-esteem (current) | 90,000 | 8.5 (7.3-9.9) | 6.2 | 10.9 | * |
| % high risk for depression (past week) | 56,000 | 5.3 (4.4-6.3) | 2.4 | 8.3 | * |
| % elevated psychological distress (past few weeks) | 329,000 | 30.8 (28.8-32.8) | 19.9 | 42.0 | * |
| % suicide ideation (past year) | 103,000 | 9.8 (8.6-11.1) | 5.9 | 13.7 | * |
| % suicide attempt (past year) | 35,000 | 3.3 (2.6-4.2) | 1.8 | 4.9 | * |
| % overall measure of delinquent behaviour (past year) | 138,000 | 13.1 (11.8-14.6) | 16.1 | 10.1 | * |
| % gang fighting (past year) | 50,000 | 4.8 (3.9-5.9) | 7.1 | 2.4 | * |
| % currently belong to a gang | 41,000 | 4.0 (3.0-5.3) | 5.6 | 2.4 | * |
| % carried a weapon (past year) | 90,000 | 8.7 (7.5-10.0) | 13.2 | 4.2 | * |
| % carried a handgun (past year) | 15,000 | 1.5 (1.0-2.1) | 2.5 | s | * |
| % set something on fire (past year) | 166,000 | 15.9 (14.1-17.9) | 19.6 | 12.2 | * |
| % fought at school (past year) | 166,000 | 15.8 (14.2-17.7) | 24.0 | 7.5 | * |
| % threatened/injured with weapon at school (past year) | 90,000 | 8.6 (7.5-9.8) | 11.0 | 6.0 | * |
| % been bullied at school (since September) | 315,000 | 29.9 (27.8-32.0) | 27.7 | 32.1 | * |
| % bullied others at school (since September) | 261,000 | 24.7 (22.8-26.7) | 26.0 | 23.4 | * |
| % heavy gambling activity (past year) | 49,000 | 4.7 (3.8-5.8) | 7.5 | 1.8 | * |
| % potential gambling problem | 24,000 | 2.3 (1.8-2.9) | 3.5 | 1.1 | * |
| % potential video gaming problem | 86,000 | 9.4 (8.2-10.8) | 15.1 | 3.1 | * |
| % reporting 3 or all 4 co-existing problems [†] | 96,000 | 9.0 (7.9-10.2) | 8.4 | 9.6 | |

Notes: the estimated number of students is based on a student population of about 1,011,200; * indicates a significant sex difference ($p < .05$), *not* controlling for other factors; ‘s’ indicates estimate suppressed (less than 0.5%); [†] among the problems: elevated psychological distress, hazardous/harmful drinking, a potential drug use problem, and delinquent behaviour.

Major Mental Health and Well-Being Indicators by Grade, 2007 OSDUHS

| Indicator | G7 | G8 | G9 | G10 | G11 | G12 | |
|--|------|------|------|------|------|------|---|
| % self-rated poor physical health (current) | 4.1 | 7.8 | 11.7 | 14.1 | 18.9 | 18.6 | * |
| % physically inactive (past week) | 11.3 | 9.3 | 11.7 | 14.3 | 16.0 | 15.4 | * |
| % daily physical activity (past week) | 28.1 | 29.6 | 22.4 | 20.7 | 15.4 | 13.1 | * |
| % treated for a physical injury (past year) | 31.3 | 31.4 | 39.9 | 37.7 | 38.9 | 42.7 | * |
| % ever participated in the “choking game” (lifetime) | 7.6 | 7.8 | 7.1 | 6.0 | 9.9 | 6.4 | |
| % used tranquilizers/sedatives medically (past year) | 2.7 | 3.7 | 3.4 | 4.0 | 5.1 | 7.1 | * |
| % used an ADHD drug medically (past year) | 3.4 | 1.7 | 3.0 | 2.2 | 1.7 | 2.1 | |
| % 1+ mental health care visits (past year) | 23.3 | 18.5 | 22.4 | 19.0 | 21.3 | 22.5 | |
| % prescribed medication for depression/anxiety/both | 1.2 | 2.0 | 2.7 | 4.0 | 4.1 | 7.2 | * |
| % used telephone crisis helpline (past year) | 2.4 | 1.0 | 1.9 | 1.9 | 3.0 | 1.5 | |
| % self-rated poor mental health (current) | 6.1 | 9.1 | 12.4 | 12.3 | 12.5 | 14.5 | * |
| % low self-esteem (current) | 7.6 | 8.7 | 10.0 | 8.6 | 8.1 | 8.0 | |
| % high risk for depression (past week) | 4.5 | 6.2 | 6.0 | 5.5 | 4.5 | 4.9 | |
| % elevated psychological distress (past few weeks) | 18.5 | 22.7 | 31.1 | 32.5 | 34.9 | 41.1 | * |
| % suicide ideation (past year) | 7.9 | 9.2 | 11.5 | 11.4 | 10.0 | 8.7 | |
| % suicide attempt (past year) | 2.7 | 3.0 | 3.2 | 5.5 | 3.1 | 2.5 | |
| % overall measure of delinquent behaviour (past year) | 5.9 | 9.7 | 16.9 | 14.4 | 17.3 | 13.4 | * |
| % gang fighting (past year) | 4.3 | 5.3 | 6.3 | 4.1 | 6.4 | 2.9 | |
| % currently belong to gang | 3.9 | 4.2 | 7.0 | 4.4 | 3.8 | 1.4 | * |
| % carried a weapon (past year) | 4.8 | 10.2 | 11.3 | 8.6 | 10.1 | 7.1 | |
| % carried a handgun (past year) | s | s | 2.2 | 1.5 | 2.6 | 1.0 | |
| % set something on fire (past year) | 6.1 | 15.3 | 23.8 | 18.8 | 18.8 | 12.2 | * |
| % fought at school (past year) | 22.9 | 26.2 | 18.1 | 11.6 | 12.1 | 7.4 | * |
| % threatened/injured with weapon at school (past year) | 9.3 | 10.1 | 10.8 | 8.2 | 8.6 | 5.2 | |
| % been bullied at school (since September) | 34.2 | 34.7 | 36.7 | 33.0 | 24.3 | 19.2 | * |
| % bullied others at school (since September) | 17.2 | 30.4 | 25.9 | 27.8 | 24.7 | 22.2 | * |
| % heavy gambling activity (past year) | 1.3 | 2.5 | 4.6 | 4.1 | 6.0 | 8.5 | * |
| % potential gambling problem | s | 1.7 | 2.8 | 1.2 | 4.1 | 3.2 | * |
| % potential video gaming problem | 10.4 | 10.8 | 8.9 | 9.1 | 9.2 | 8.6 | |
| % reporting 3 or all 4 co-existing problems [†] | 1.3 | 2.7 | 9.6 | 10.0 | 13.6 | 14.7 | * |

Notes: entries are percentages; * indicates a significant grade difference ($p < .05$), *not* controlling for other factors; ‘s’ indicates estimate suppressed (less than 0.5%); [†]among the problems: elevated psychological distress, hazardous/harmful drinking, a potential drug use problem, and delinquent behaviour.

Overview of Selected Trends in Mental Health and Well-Being Indicators Among the Total Sample of Students, OSDUHS

| Indicator | Among Grades | Period | Change |
|--|--------------|-----------|--|
| % poor self-rated physical health (current) | 7, 9, 11 | 1991-2007 | Increased from 6% to 13% |
| % physically inactive (past week) | 7, 9, 11 | 1997-2007 | Decreased between 2005 (18%) and 2007 (13%) |
| % daily physical activity (past week) | 7 to 12 | 1999-2007 | Increased between 2005 (17%) and 2007 (21%) |
| % 1+ physical health care visits (past year) | 7 to 12 | 1999-2007 | Decreased from 70% to 61% |
| % 1+ physical injuries requiring treatment | 7 to 12 | 2003-2007 | Increased between 2005 (34%) and 2007 (37%) |
| % 1+ mental health care visits (past year) | 7 to 12 | 1999-2007 | Increased between 2005 (12%) and 2007 (21%) |
| % low self-esteem (current) | 7, 9, 11 | 1995-2007 | Stable |
| % high risk for depression (past week) | 7, 9, 11 | 1997-2007 | Stable |
| % elevated psychological distress (past few weeks) | 7 to 12 | 1999-2007 | Stable |
| % suicide ideation (past year) | 7 to 12 | 2001-2007 | Stable |
| % overall delinquent behaviour (past year) | 7, 9, 11 | 1993-2007 | Peaked in 1995 (18%), decreased to about 13% in recent years (2001-2007) |
| % sold cannabis (past year) | 7, 9, 11 | 1991-2007 | Increased between 1991 (3%) and 2001 (8%), remains stable in 2007 (6%) |
| % carried a weapon (past year) | 7, 9, 11 | 1993-2007 | Peaked in 1993 (16%), decreased to about 9% in recent years (2001-2007) |
| % carried a handgun (past year) | 7 to 12 | 2005-2007 | Stable |
| % gang fighting (past year) | 7 to 12 | 1999-2007 | Decreased from 8% to 5% |
| % threatened/injured with a weapon at school | 7 to 12 | 2003-2007 | Stable |
| % been bullied at school (since September) | 7 to 12 | 2003-2007 | Stable |
| % Internet gambling at any game (past year) | 7 to 12 | 2003-2007 | Stable |
| % gambling at card games (past year) | 7 to 12 | 2001-2007 | Increased from 25% to 29% |
| % heavy gambling activity (past year) | 7 to 12 | 2003-2007 | Stable |
| % potential gambling problem | 7 to 12 | 1999-2007 | Decreased from 6% to 2% |

Notes: the changes presented are based on the total sample of students in the grades shown; subgroup changes are not presented.

Résumé du rapport de 2007 sur la santé mentale et le bien-être selon le SCDSEO

Données

Le *Sondage sur la consommation de drogues et la santé des élèves de l'Ontario (SCDSEO)*, réalisé par le Centre de toxicomanie et de santé mentale, est la plus ancienne étude menée auprès des adolescents en milieu scolaire au Canada. Cette étude, qui couvre plus de vingt ans, repose sur 16 sondages menés tous les deux ans depuis 1977. Au cours de l'année scolaire 2006-2007, 6 323 élèves (68 % des élèves sélectionnés) de la 7^e à la 12^e année répartis dans 43 conseils scolaires, 119 écoles et 385 classes ont participé au sondage, qui a été administré par l'Institut de recherche sociale de l'Université York.

Le présent rapport décrit la santé physique et mentale des élèves ontariens en 2007 et les changements survenus depuis 1991, lorsque c'est possible. Bien que le sondage existe depuis 1977, la plupart des indicateurs sur la santé physique et mentale ont été inclus dans le sondage pour la première fois au début des années 1990. Les résultats présentés dans le présent rapport concernent deux groupes d'élèves : ceux de la 7^e à la 12^e année et ceux des 7^e, 9^e et 11^e années uniquement. Le premier groupe sert à évaluer les comportements actuels et les **tendances à court terme** (1999-2007) tandis que le second est utilisé pour évaluer les **tendances à long terme** entre 1991 et 2007. Toutes les données proviennent de questionnaires anonymes que les élèves ont remplis en classe.

Le rapport de 2007 fait état de nouvelles questions, notamment le « jeu de la suffocation », l'auto-évaluation de la santé mentale, les tentatives de suicide, le poker sur Internet, l'appartenance à un gang et les problèmes liés aux jeux vidéo. Nous nous penchons également sur le chevauchement entre les problèmes de consommation d'alcool et d'autres drogues, les problèmes de santé mentale et les comportements délinquants.

Vie familiale et scolaire

- ❑ Près de trois quarts (77 %) des élèves de l'Ontario déclarent vivre avec deux parents (biologiques, adoptifs ou famille reconstituée). Environ 14 % des élèves disent qu'ils partagent leur temps entre deux foyers ou plus.
- ❑ Environ un élève sur dix (12 %) déclare que sa famille a déjà été en contact avec une société d'aide à l'enfance.
- ❑ Dans l'ensemble, 6 % de tous les élèves déclarent avoir été suspendus de l'école au moins une fois pendant l'année scolaire.
- ❑ Même si la majorité des élèves se sentent en sécurité dans leur école, environ 12 % craignent d'être blessés ou menacés à l'école.

Santé physique

- ❑ Bien que la majorité (56 %) des élèves se disent en excellente ou en très bonne santé, environ 13 % signalent une santé médiocre. Les filles sont plus susceptibles de signaler une santé médiocre que les garçons (17 % et 10 %, respectivement).
- ❑ Le pourcentage d'élèves qui déclarent faire de l'activité physique tous les jours est d'environ 21 %. À l'opposé, environ un élève sur huit (13 %) n'a pas fait d'activité physique au cours des sept derniers jours.
- Un nombre beaucoup plus important d'élèves jugeaient leur santé médiocre en 2007 (13 %) qu'en 1991 (6 % ; pour les 7^e, 9^e et 11^e années uniquement).
- Le pourcentage d'élèves qui déclarent faire de l'activité physique tous les jours est beaucoup plus élevé en 2007 (21 %) qu'en 2005 (17 %). Le pourcentage d'élèves qui déclarent ne pas faire d'activité physique du tout est beaucoup plus faible en 2007 (13 %) qu'en 2005 (18 %, estimation).

Le « jeu de la suffocation »

- Environ 7 % des élèves déclarent s'être auto-asphyxiés ou s'être faits étrangler par quelqu'un d'autre, à dessein, pour parvenir à un état d'extase au moins une fois dans leur vie. Il n'y a pas de différence significative entre les garçons et les filles ni entre les années d'études.

Recours aux services de santé

Services de santé physique

- Environ deux tiers des élèves (61 %) avaient consulté un médecin au moins une fois au cours de la période de 12 mois qui a précédé le sondage. Les filles étaient beaucoup plus susceptibles que les garçons de signaler au moins une visite chez le médecin (67 % et 55 %, respectivement).
- Le pourcentage d'élèves qui ont signalé au moins une visite chez le médecin a considérablement diminué entre 1999 (70 %) et 2007 (61 %).
- Environ un tiers des élèves (37 %) ont été traités pour une blessure physique au moins une fois au cours des 12 derniers mois.
- Le pourcentage d'élèves qui ont signalé au moins une blessure physique a connu une hausse significative entre 2005 (34 %) et 2007 (37 %).

Services de santé mentale

- Environ 21 % des élèves ont consulté un professionnel de la santé mentale (comme un médecin, une infirmière ou un conseiller) au moins une fois au cours des 12 derniers mois. Les filles sont plus susceptibles que les garçons de déclarer avoir consulté un professionnel de la santé mentale (23 % et 20 %, respectivement).
- Entre 2005 et 2007, le pourcentage d'élèves qui ont déclaré avoir consulté un professionnel de la santé mentale a enregistré une hausse marquée, passant de 12 % à 21 %.

Utilisation de médicaments

- Parmi tous les élèves, 41 % ont déclaré avoir consommé des analgésiques opioïdes (p. ex., Tylenol 3, Percocet) qui leur avait été prescrit, au cours des 12 derniers mois ; 4,5 % ont pris un tranquillisant prescrit (p. ex., Valium, Ativan, Xanax) ; 2 % ont pris un médicament prescrit pour le trouble d'hyperactivité avec déficit de l'attention (THADA) (p. ex., Ritalin, Adderall, Concerta).
- Les filles sont plus susceptibles que les garçons de prendre des tranquillisants et des analgésiques opioïdes à des fins médicales. Les garçons sont plus susceptibles de déclarer prendre des médicaments pour le THADA.
- Moins de 1 % des élèves ont déclaré qu'ils avaient obtenu une ordonnance pour des anxiolytiques au cours de la dernière année, et environ 1 % ont obtenu une ordonnance pour des antidépresseurs. Enfin, 1,5 % des élèves ont obtenu une ordonnance pour des antidépresseurs *et* des anxiolytiques.

Ligne d'aide en cas de crise

- Environ 2 % de tous les élèves ont déclaré avoir utilisé une ligne d'aide en cas de crise pour discuter d'un problème au cours de l'année écoulée. Les filles sont plus susceptibles que les garçons d'avoir recours à ce service (3 % par rapport à 1 %).

Indicateurs d'intériorisation

Santé mentale auto-évaluée

- Environ un élève sur dix (11 %) qualifie sa santé mentale de médiocre, les filles étant plus susceptibles de signaler une santé mentale médiocre que les garçons (16 % par rapport à 7 %).

Faible estime de soi

- Environ 8 % des élèves présentent des indicateurs de faible estime de soi. Les filles sont plus susceptibles que les garçons de présenter de tels indicateurs (11 % par rapport à 6 %).

- On ne note aucun changement important dans les estimations sur la faible estime de soi entre 1995 et 2007.

Symptômes de dépression

- ❑ Environ 5 % des élèves font état de symptômes de dépression. Le risque de dépression est plus élevé chez les filles que chez les garçons (8 % par rapport à 2 %).
- On n'a relevé aucun changement important entre 1997 et 2007 dans le risque de dépression, que ce soit pour l'échantillon total ou pour les sous-groupes.

Détresse psychologique élevée

- ❑ Un peu moins du tiers (31 %) des élèves signalent une détresse psychologique élevée (symptômes de dépression, d'anxiété, de dysfonctionnement social), plus fréquente chez les filles (42 %) que chez les garçons (20 %).
- ❑ Les symptômes les plus fréquents étaient un état constant de stress (38 %) et une perte de sommeil attribuable à l'inquiétude (28 %).
- Pour l'échantillon total, le taux de répondants signalant une détresse psychologique élevée est généralement stable depuis 1999, se situant à environ 30 %. Cependant, on constate chez les filles une hausse marquée à court terme, le taux de répondantes qui ont signalé une détresse psychologique élevée étant passé de 36 % en 1999 jusqu'à 42 % en 2007.

Idées suicidaires et tentatives de suicide

- ❑ Environ un élève sur dix (10 %) a songé sérieusement à se suicider au cours des 12 derniers mois. Environ 3 % des répondants ont signalé une tentative de suicide pendant la même période.
- ❑ Les filles sont plus susceptibles que les garçons d'avoir des idées suicidaires (14 % par rapport à 6 %) et de faire une tentative de suicide (5 % par rapport à 2 %).

- Le taux de répondants ayant déclaré avoir eu des idées suicidaires a peu changé entre 2001 et 2007.

Image corporelle

- ❑ Plus de deux tiers des élèves (70 %) sont satisfaits de leur poids ; un cinquième d'entre eux (20 %) pensent être trop gros et un dixième (10 %) pensent être trop maigres.
- ❑ Plus du tiers des élèves (36 %) ne font rien pour changer leur poids. Vingt-huit pour cent essaient de perdre du poids, tandis que 23 % essaient de ne pas en gagner et que 13 % veulent en gagner.
- ❑ Les filles sont beaucoup plus susceptibles que les garçons de croire qu'elles sont trop grosses (25 % par rapport à 15 %), et les garçons sont plus susceptibles que les filles de croire qu'ils sont trop maigres (13 % par rapport à 7 %).

Indicateurs d'extériorisation

Délinquance globale

- ❑ Parmi les 12 actes délinquants étudiés en 2007, les trois actes les plus fréquents étaient le vandalisme (16 %), le vol de moins de 50 \$ (14 %) et les agressions (11 %). L'acte délinquant le moins souvent signalé était le port d'une arme de poing (1,5 %).
- ❑ Dans l'ensemble, 13 % des élèves ont eu un comportement délinquant (c.-à-d. au moins trois actes délinquants) au cours des 12 mois ayant précédé le sondage. Ce phénomène est plus courant chez les garçons (16 %) que chez les filles (10 %).
- Le pourcentage d'élèves ayant signalé un comportement délinquant a diminué considérablement entre 1999 et 2007, passant de 18 % à 13 %.

Actes non violents

- ❑ Parmi les huit actes non violents étudiés (vandalisme, vol de moins de 50 \$, vol de plus de 50 \$, vol de voiture, introduction par effraction, trafic de cannabis, trafic d'autres drogues, fugue), les garçons déclarent dans une proportion beaucoup plus grande que les filles en avoir commis sept. Les filles sont plus susceptibles que les garçons de faire une fugue.
- À court terme, seul le pourcentage des élèves ayant commis des actes de vandalisme a changé parmi l'échantillon total, passant de 24 % en 1999 à 16 % en 2007.
- Les élèves ont signalé beaucoup moins d'actes de vandalisme, de vol de moins de 50 \$ et de vols de voiture/prises d'un véhicule à moteur sans consentement en 2007 qu'au début des années 1990 (parmi les élèves des 7^e, 9^e et 11^e années uniquement).
- Le pourcentage d'élèves (des 7^e, 9^e et 11^e années uniquement) se livrant au trafic de cannabis a considérablement augmenté en 2007 (6 %) par rapport à 1991 (3 %).

Actes violents

- ❑ Environ un élève sur dix (11 %) a agressé quelqu'un au moins une fois au cours des 12 derniers mois. Environ 9 % des élèves portaient une arme (comme un couteau ou un pistolet), 5 % ont pris part à des luttes de gangs et 1,5 % portaient une arme de poing. Les garçons sont beaucoup plus susceptibles que les filles de signaler ces trois comportements violents.
- À court terme, le pourcentage des élèves qui disent avoir agressé quelqu'un a considérablement diminué entre 1999 et 2007, passant de 20 % à 11 %.
- On note une baisse importante du port d'armes entre 1999 (14 %) et 2007 (9 %).

- La participation à des luttes de gangs a considérablement diminué entre 1999 (8 %) et 2007 (5 %).

Appartenance à un gang

- ❑ Environ 4 % des élèves disent appartenir à un gang d'un type ou d'un autre. Les garçons sont plus susceptibles que les filles d'appartenir à un gang (6 % par rapport à 2 %).

Pyromanie

- ❑ Un élève sur six (16 %) a déclaré avoir mis le feu à quelque chose (qu'il n'aurait pas dû faire brûler) au moins une fois au cours des 12 mois ayant précédé le sondage. Les garçons sont beaucoup plus susceptibles que les filles d'allumer un incendie (20 % par rapport à 12 %).
- ❑ Environ 7 % des élèves ont déclaré avoir mis le feu à quelque chose au moins trois fois au cours des 12 derniers mois.

Violence et intimidation à l'école

- ❑ Environ 16 % des élèves disent s'être battus à l'école au moins une fois au cours des 12 derniers mois. Les garçons sont plus susceptibles de se battre que les filles (24 % par rapport à 8 %).
- ❑ Environ 9 % des élèves disent avoir été menacés ou blessés avec une arme au moins une fois à l'école au cours des 12 derniers mois. Les garçons sont beaucoup plus susceptibles d'avoir vécu cette expérience que les filles (11 % par rapport à 6 %).
- ❑ Un peu moins du tiers (30 %) de tous les élèves ont été victimes d'intimidation à l'école depuis septembre. En général, ils faisaient l'objet d'intimidation verbale (23 %), suivie d'intimidation physique (4 %) et de vol ou de vandalisme (3 %).
- ❑ Environ le quart (25 %) de tous les élèves a déclaré avoir intimidé d'autres élèves à l'école. Ils le font par des attaques verbales

(20 %), par des attaques physiques (4 %) et par le vol ou le vandalisme (1 %).

Jeux de hasard et d'argent et jeux vidéo

Activités de jeu

- ❑ Un peu plus du quart des élèves (29 %) ont joué aux cartes pour de l'argent au moins une fois au cours des 12 mois précédant le sondage. Environ un élève sur cinq (19 %) a acheté des billets de loterie et 16 % des élèves ont participé à des paris sportifs. Les jeux de casino sont l'activité la moins courante (1 %).
- ❑ Environ 3 % des élèves ont déclaré s'adonner à des jeux de hasard et d'argent sur Internet, 3 % également ayant déclaré jouer au poker sur Internet.
- ❑ Les garçons sont plus susceptibles que les filles de s'adonner à 9 des 11 activités de jeu étudiées en 2007.
- ❑ Parmi tous les élèves, 5 % ont participé à au moins cinq activités de jeu étudiées. On peut considérer ces élèves comme de gros joueurs. Les garçons sont plus susceptibles que les filles de déclarer jouer beaucoup (8 % par rapport à 2 %).
- Le pourcentage d'élèves qui jouent aux cartes pour de l'argent a *augmenté* considérablement entre 2001 (25 %) et 2007 (29 %).
- Par contre, la pratique de plusieurs activités de jeu a *diminué* de façon significative entre 2001 et 2007 : bingo (de 12 % en 2001 à 8 % en 2007) ; paris sportifs (de 22 % à 16 %) ; loterie sportive (de 10 % à 6 %). La participation à des jeux de dés pour de l'argent a connu une baisse marquée entre 2005 (15 %) et 2007 (11%).

Problème de jeu

- ❑ Environ 2 % des élèves pourraient avoir un problème de jeu (symptômes déclarés de perte de contrôle, problèmes avec les amis et les membres de la famille, ennuis à l'école ou au travail). Les garçons risquent plus que les filles d'avoir un tel problème (4 % par rapport à 1 %).
- Le pourcentage d'élèves qui pourraient avoir un problème de jeu a diminué de façon significative entre 1999 (6 %) et 2007 (2 %).

Problème lié aux jeux vidéo

- ❑ Environ un élève sur cinq (18 %) s'adonne à des jeux vidéo tous les jours, et les garçons le font plus que les filles (30 % par rapport à 5 %).
- ❑ Environ 9 % des élèves pourraient avoir un problème lié aux jeux vidéo (symptômes déclarés d'obsession, de tolérance, de perte de contrôle, de sevrage, de fuite, d'indifférence quant aux conséquences, de problèmes avec la famille et à l'école). Les garçons sont plus susceptibles que les filles de signaler un problème lié aux jeux vidéo (15 % par rapport à 3 %).

Problèmes concomitants

- ❑ La majorité des élèves (54 %) disent n'avoir aucun des quatre problèmes suivants visés par le sondage : détresse psychologique élevée, consommation dangereuse d'alcool, toxicomanie et délinquance. Environ 27 % des élèves disent avoir un de ces problèmes ; 10 % déclarent en avoir deux ; 6 % disent en avoir trois ; 3 % affirment avoir les quatre problèmes.

Facteurs de risque communs

Le rapport aborde également quelques facteurs individuels, familiaux et scolaires qui influent sur 10 indicateurs de problème : risque élevé de dépression, détresse psychologique élevée, idées suicidaires, comportements délinquants, comportements violents, pyromanie, risque de problèmes de jeu, consommation dangereuse ou

néfaste d'alcool, risque de toxicomanie, problèmes concomitants.

Voici, en ordre d'importance les facteurs associés à ces problèmes (en tenant compte d'autres facteurs) :

- ❑ surveillance parentale (tous les 10 problèmes)
- ❑ relation parent-enfant ; recherche de sensations (8 problèmes sur 10)
- ❑ attachement à l'école ; sexe ; années d'études (7 sur 10)
- ❑ résultats scolaires (6 sur 10)
- ❑ statut d'immigrant de la famille (4 sur 10)
- ❑ sentiment de sécurité à l'école ; région (3 sur 10)
- ❑ structure familiale (1 sur 10)
- ❑ scolarité des parents (0 sur 10).

Variations régionales

- ❑ Seuls quelques résultats varient de façon significative selon la région (c.-à-d. Toronto, Nord, Ouest, Est), *sans* tenir compte des autres facteurs :

- Comparativement aux élèves des trois autres régions, ceux de la région de Toronto sont les moins susceptibles de signaler une tentative de suicide et de déclarer avoir été victime d'intimidation et les plus susceptibles de signaler un problème possible lié aux jeux vidéo.

- Les élèves du Nord de l'Ontario sont les plus susceptibles de signaler une détresse psychologique élevée.

- Les élèves de l'Est de l'Ontario sont les plus susceptibles de déclarer prendre des tranquillisants sur ordonnance.

- Les élèves de l'Ouest de l'Ontario ne présentent de différence marquée par rapport aux élèves des trois autres régions pour aucun des indicateurs.

- ❑ On trouvera à la page 72 un aperçu des résultats par réseau local d'intégration des services de santé de l'Ontario.

Principaux indicateurs de santé mentale et de bien-être, élèves de l'Ontario de la 7^e à la 12^e année, selon le sexe, SCDSEO 2007

| Indicateur | Nombre estimatif | % du total (IC de 95 %) | Garçons % | Filles % | |
|---|---------------------|-------------------------------|--------------|-------------|---|
| Mauvaise santé physique (actuellement) | 129 000 | 12,9 (11,8-14,2) | 9,6 | 16,6 | * |
| Inactivité physique (7 derniers jours) | 129 000 | 13,1 (11,8-14,6) | 12,1 | 14,2 | |
| Activité physique quotidienne (7 derniers jours) | 207 000 | 21,1 (19,4-22,9) | 26,5 | 15,3 | * |
| Traitement d'une blessure (année écoulée) | 342 000 | 37,4 (35,2-39,6) | 39,4 | 35,2 | |
| Participation à des « jeux de suffocation » (pendant la vie) | 79 000 | 7,4 (6,2-8,8) | 7,0 | 7,8 | |
| Usage médical de tranquillisants (année écoulée) | 48 000 | 4,5 (3,7-5,3) | 3,2 | 5,8 | * |
| Usage médical d'un médicament pour le THADA (année écoulée) | 23 000 | 2,3 (1,9-2,9) | 3,2 | 1,3 | * |
| Au moins une consultation en santé mentale (année écoulée) | 224 000 | 21,2 (19,4-23,1) | 19,5 | 23,0 | * |
| Antidépresseur et/ou anxiolytique prescrit | 39 000 | 3,7 (2,9-4,6) | 2,4 | 5,0 | * |
| Recours à une ligne d'aide en cas de crise (année écoulée) | 20 000 | 1,9 (1,5-2,5) | 1,0 | 2,8 | * |
| Mauvaise santé mentale (actuellement) | 121 000 | 11,4 (10,0-13,0) | 7,1 | 15,8 | * |
| Faible estime de soi (actuellement) | 90 000 | 8,5 (7,3-9,9) | 6,2 | 10,9 | * |
| Risque élevé de dépression (7 derniers jours) | 56 000 | 5,3 (4,4-6,3) | 2,4 | 8,3 | * |
| Détresse psychologique élevée (dernières semaines écoulées) | 329 000 | 30,8 (28,8-32,8) | 19,9 | 42,0 | * |
| Idées suicidaires (année écoulée) | 103 000 | 9,8 (8,6-11,1) | 5,9 | 13,7 | * |
| Tentative de suicide (année écoulée) | 35 000 | 3,3 (2,6-4,2) | 1,8 | 4,9 | * |
| Délinquance globale (année écoulée) | 138 000 | 13,1 (11,8-14,6) | 16,1 | 10,1 | * |
| Luttes de gangs (année écoulée) | 50 000 | 4,8 (3,9-5,9) | 7,1 | 2,4 | * |
| Appartenance à un gang (actuellement) | 41 000 | 4,0 (3,0-5,3) | 5,6 | 2,4 | * |
| Port d'armes (année écoulée) | 90 000 | 8,7 (7,5-10,0) | 13,2 | 4,2 | * |
| Port d'une arme de poing (année écoulée) | 15 000 | 1,5 (1,0-2,1) | 2,5 | s | * |
| Pyromanie (année écoulée) | 166 000 | 15,9 (14,1-17,9) | 19,6 | 12,2 | * |
| Batailles à l'école (année écoulée) | 166 000 | 15,8 (14,2-17,7) | 24,0 | 7,5 | * |
| Menace/blessure avec arme à l'école (année écoulée) | 90 000 | 8,6 (7,5-9,8) | 11,0 | 6,0 | * |
| Victime d'intimidation à l'école (depuis septembre) | 315 000 | 29,9 (27,8-32,0) | 27,7 | 32,1 | * |
| Auteur d'actes d'intimidation à l'école (depuis septembre) | 261 000 | 24,7 (22,8-26,7) | 26,0 | 23,4 | * |
| Jeu excessif (année écoulée) | 49 000 | 4,7 (3,8-5,8) | 7,5 | 1,8 | * |
| Risque d'avoir un problème de jeu | 24 000 | 2,3 (1,8-2,9) | 3,5 | 1,1 | * |
| Risque d'avoir un problème lié aux jeux vidéo | 86 000 | 9,4 (8,2-10,8) | 15,1 | 3,1 | * |
| Élèves qui signalent 3 ou 4 problèmes concomitants[†] | 96 000 | 9,0 (7,9-10,2) | 8,4 | 9,6 | |

Nota : le nombre estimatif d'élèves repose sur une population étudiante d'environ 1 011 200 personnes ; l'astérisque (*) dénote une différence importante selon le sexe ($p < 0,05$), sans tenir compte d'autres facteurs ; le « s » indique que l'estimation a été supprimée (moins de 0,5 %) ; [†] parmi les problèmes : détresse psychologique élevée, consommation d'alcool dangereuse ou néfaste, toxicomanie possible et délinquance.

**Principaux indicateurs de santé mentale et de bien-être, par année d'études,
SCDSEO 2007**

| Indicateur | 7 ^e | 8 ^e | 9 ^e | 10 ^e | 11 ^e | 12 ^e | |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|---|
| Mauvaise santé physique (actuellement) | 4,1 | 7,8 | 11,7 | 14,1 | 18,9 | 18,6 | * |
| Inactivité physique (7 derniers jours) | 11,3 | 9,3 | 11,7 | 14,3 | 16,0 | 15,4 | * |
| Activité physique quotidienne (7 derniers jours) | 28,1 | 29,6 | 22,4 | 20,7 | 15,4 | 13,1 | * |
| Traitement d'une blessure (année écoulée) | 31,3 | 31,4 | 39,9 | 37,7 | 38,9 | 42,7 | * |
| Participation à des « jeux de suffocation » (pendant la vie) | 7,6 | 7,8 | 7,1 | 6,0 | 9,9 | 6,4 | |
| Usage médical de tranquillisants (année écoulée) | 2,7 | 3,7 | 3,4 | 4,0 | 5,1 | 7,1 | * |
| Usage médical d'un médicament pour le THADA (année écoulée) | 3,4 | 1,7 | 3,0 | 2,2 | 1,7 | 2,1 | |
| Au moins une consultation en santé mentale (année écoulée) | 23,3 | 18,5 | 22,4 | 19,0 | 21,3 | 22,5 | |
| Antidépresseur et/ou anxiolytique prescrit | 1,2 | 2,0 | 2,7 | 4,0 | 4,1 | 7,2 | * |
| Recours à une ligne d'aide en cas de crise (année écoulée) | 2,4 | 1,0 | 1,9 | 1,9 | 3,0 | 1,5 | |
| Mauvaise santé mentale (actuellement) | 6,1 | 9,1 | 12,4 | 12,3 | 12,5 | 14,5 | * |
| Faible estime de soi (actuellement) | 7,6 | 8,7 | 10,0 | 8,6 | 8,1 | 8,0 | |
| Risque élevé de dépression (7 derniers jours) | 4,5 | 6,2 | 6,0 | 5,5 | 4,5 | 4,9 | |
| Détresse psychologique élevée (dernières semaines écoulées) | 18,5 | 22,7 | 31,1 | 32,5 | 34,9 | 41,1 | * |
| Idées suicidaires (année écoulée) | 7,9 | 9,2 | 11,5 | 11,4 | 10,0 | 8,7 | |
| Tentative de suicide (année écoulée) | 2,7 | 3,0 | 3,2 | 5,5 | 3,1 | 2,5 | |
| Délinquance globale (année écoulée) | 5,9 | 9,7 | 16,9 | 14,4 | 17,3 | 13,4 | * |
| Luttes de gangs (année écoulée) | 4,3 | 5,3 | 6,3 | 4,1 | 6,4 | 2,9 | |
| Appartenance à un gang (actuellement) | 3,9 | 4,2 | 7,0 | 4,4 | 3,8 | 1,4 | * |
| Port d'armes (année écoulée) | 4,8 | 10,2 | 11,3 | 8,6 | 10,1 | 7,1 | |
| Port d'une arme de poing (année écoulée) | s | s | 2,2 | 1,5 | 2,6 | 1,0 | |
| Pyromanie (année écoulée) | 6,1 | 15,3 | 23,8 | 18,8 | 18,8 | 12,2 | * |
| Batailles à l'école (année écoulée) | 22,9 | 26,2 | 18,1 | 11,6 | 12,1 | 7,4 | * |
| Menace/blessure avec arme à l'école (année écoulée) | 9,3 | 10,1 | 10,8 | 8,2 | 8,6 | 5,2 | |
| Victime d'intimidation à l'école (depuis septembre) | 34,2 | 34,7 | 36,7 | 33,0 | 24,3 | 19,2 | * |
| Auteur d'actes d'intimidation à l'école (depuis septembre) | 17,2 | 30,4 | 25,9 | 27,8 | 24,7 | 22,2 | * |
| Jeu excessif (année écoulée) | 1,3 | 2,5 | 4,6 | 4,1 | 6,0 | 8,5 | * |
| Risque d'avoir un problème de jeu | s | 1,7 | 2,8 | 1,2 | 4,1 | 3,2 | * |
| Risque d'avoir un problème lié aux jeux vidéo | 10,4 | 10,8 | 8,9 | 9,1 | 9,2 | 8,6 | |
| Élèves qui signalent 3 ou 4 problèmes concomitants [†] | 1,3 | 2,7 | 9,6 | 10,0 | 13,6 | 14,7 | * |

Nota : les données sont des pourcentages ; l'astérisque (*) dénote une différence importante selon le sexe ($p < 0,05$), sans tenir compte d'autres facteurs ; le « s » indique que l'estimation a été supprimée (moins de 0,5 %) ; [†] parmi les problèmes : détresse psychologique élevée, consommation d'alcool dangereuse ou néfaste, toxicomanie possible et délinquance.

Aperçu de certaines tendances quant aux indicateurs de santé mentale et de bien-être parmi l'échantillon total des élèves de l'Ontario, SCDSEO

| Indicateur | Années d'études | Période | Changement |
|--|---|-----------|--|
| Mauvaise santé physique (actuellement) | 7 ^e , 9 ^e , 11 ^e | 1991-2007 | En hausse, de 6 % à 13 % |
| Inactivité physique (7 derniers jours) | 7 ^e , 9 ^e , 11 ^e | 1997-2007 | Baisse entre 2005 (18 %) et 2007 (13 %) |
| Activité physique (7 derniers jours) | 7 ^e à 12 ^e | 1999-2007 | Hausse entre 2005 (17 %) et 2007 (21 %) |
| Au moins une consultation médicale | 7 ^e à 12 ^e | 1999-2007 | En baisse, de 70 % à 61 % |
| Au moins une blessure nécessitant un traitement | 7 ^e à 12 ^e | 2003-2007 | Hausse entre 2005 (34 %) et 2007 (37 %) |
| Au moins une consultation en santé mentale (année écoulée) | 7 ^e à 12 ^e | 1999-2007 | Hausse entre 2005 (12 %) et 2007 (21 %) |
| Faible estime de soi (actuellement) | 7 ^e , 9 ^e , 11 ^e | 1995-2007 | Stable |
| Risque élevé de dépression (7 derniers jours) | 7 ^e , 9 ^e , 11 ^e | 1997-2007 | Stable |
| Détresse psychologique élevée (dernières semaines écoulées) | 7 ^e à 12 ^e | 1999-2007 | Stable |
| Idées suicidaires (année écoulée) | 7 ^e à 12 ^e | 2001-2007 | Stable |
| Délinquance globale (année écoulée) | 7 ^e , 9 ^e , 11 ^e | 1993-2007 | Sommet en 1995 (18 %), en baisse pour atteindre environ 13 % entre 2001 et 2007) |
| Trafic de cannabis (année écoulée) | 7 ^e , 9 ^e , 11 ^e | 1991-2007 | Hausse entre 1991 (3 %) et 2001 (8 %), stable en 2007 (6 %) |
| Port d'armes (année écoulée) | 7 ^e , 9 ^e , 11 ^e | 1993-2007 | Sommet en 1993 (16 %), en baisse pour atteindre environ 9 % entre 2001 et 2007 |
| Port d'une arme de poing (année écoulée) | 7 ^e à 12 ^e | 2005-2007 | Stable |
| Luttes de gangs (année écoulée) | 7 ^e à 12 ^e | 1999-2007 | En baisse, de 8 % à 5 % |
| Menace/blessure avec arme à l'école (année écoulée) | 7 ^e à 12 ^e | 2003-2007 | Stable |
| Victime d'intimidation à l'école (depuis septembre) | 7 ^e à 12 ^e | 2003-2007 | Stable |
| Jeux de hasard et d'argent sur Internet (tous jeux confondus) (année écoulée) | 7 ^e à 12 ^e | 2003-2007 | Stable |
| Jouer aux cartes pour de l'argent (année écoulée) | 7 ^e à 12 ^e | 2001-2007 | En hausse, de 25 % à 29 % |
| Jeu excessif (année écoulée) | 7 ^e à 12 ^e | 2003-2007 | Stable |
| Risque d'avoir un problème de jeu | 7 ^e à 12 ^e | 1999-2007 | En baisse, de 6 % à 2 % |

Nota : les changements indiqués sont fondés sur l'échantillon total des élèves pour les années d'études indiquées ; les changements dans les sous-groupes ne sont pas présentés.

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1. INTRODUCTION

The *World Health Organization* defines optimum health as “physical, mental, and social well-being, and not merely the absence of disease and infirmity.”¹ Thus, good health should reflect not only the absence of physical problems, but also the presence of positive personal and interpersonal resources that help foster a better quality of life.

Physical, emotional, and social well-being among youth are important for numerous reasons, not the least of which is their long-lasting effects into adulthood. Childhood and adolescence are pivotal developmental stages during which many life-long health behaviours, beliefs and attitudes become established. Therefore, healthy children will likely become healthy adults.

Physical Health

Generally, youth is a period of optimal physical health. Health problems tend to increase with age, as does physical inactivity. On the positive side, over three-quarters of Canadian children and adolescents report “excellent” or “very good” health. Further, a majority report vigorous activity at least three times per week.^{2,3}

However, over the past twenty-five years, obesity among adolescents in Canada has nearly tripled.^{4,5} Current estimates indicate that between about 6% and 9% of Canadian adolescents are obese.^{5,6}

Research shows that the frequency of physical activity declined over the 1990s,⁷ but recent trends show an increase.⁶ Interestingly, Canadian girls are more likely to report poorer health and inactivity compared to boys,³ yet a larger percentage of boys may be overweight or obese.⁸ Poor physical health, obesity, and inactivity among youth are especially concerning given that these health states and behaviours are highly likely to continue into

adulthood and lead to serious morbidity or mortality.^{9,10}

Mental Health

Significant life transitions occur during adolescence, such as puberty and entering high school, and for most it is a stressful and emotionally turbulent period. These transitions can lead to academic, behavioural and emotional difficulties.¹¹ Mental health is critical to all aspects of life, and impairment during the formative years can adversely impact personal and social functioning throughout life. In fact, the onset of most mental disorders occurs during adolescence or young adulthood.¹²⁻¹⁴

About 20% of children and adolescents show symptoms of a mental disorder during any given year, and that 5% have a serious emotional disturbance with functional impairment.¹⁵

Canadian studies show that the prevalence of a psychiatric problem among children and adolescents ranges between 18% and 22%,^{16,17} and is about 25% among young adults.¹⁸ In Canada and the U.S., suicide is the third leading cause of death among adolescents, after motor vehicle fatalities and other accidents.^{2,15}

Recent Canadian statistics also show that:

- About 5% to 7% of adolescents have a depressive disorder, with young females being the most likely of any age-sex group to report symptoms.^{17,19,20} One Canadian study found that just under 10% of adolescent girls experience major depressive symptoms.²¹
- Low self-esteem is reported by over half of Canadian adolescents, again with females more likely to report this problem.^{20,22}
- Psychological distress – symptoms of anxiety and depression – is reported by about 40% of youth.²⁰

- One national study found that about 7% of 12- and 13-year-olds had seriously considered suicide, with girls more likely than males to report so.²³ Another study found that 6% of 15 to 24 year-olds Canadians had suicidal thoughts.¹⁷
- In general, Canadian youth experience poorer mental health compared to adults.^{17, 20}

The prevalence of mental health problems among children and adolescents may actually be increasing over time. Some examples:

- In the U.S., the identification of mental health problems, such as emotional and conduct disorders, by family physicians increased during a twenty-year period among children aged 4 to 15 years.²⁴
- Similarly, since the mid-1970s, there has been a substantial increase in conduct and emotional problems among adolescents in the UK.²⁵
- Between the 1950s and the 1990s, anxiety among children had increased substantially, likely due to a decrease in social connectedness.²⁶
- The prevalence of lifetime depression increased throughout the 20th century.²⁷
- Hospitalization rates for eating disorders have increased by 34% among Canadian girls under age 15.¹²
- In Canada, childhood trauma (e.g., parental divorce, parental substance abuse) has increased over the last few decades, and corresponding increases in mental and physical health problems in adulthood are foreshadowed.²⁸
- US research has found that rates of prescribing anti-depressant, anti-anxiety, and anti-psychotic medication to adolescents significantly increased between about 1993 and 2002, but the reasons for these increases are not fully understood.^{29, 30}

Risky and Problem Behaviours

For a majority of youth, risky behaviour is experimental and a natural manifestation of emerging independence. Behaviours such as drug use, gambling, and criminal activity are typically “adolescent limited” – most likely to emerge during this period and then subside over time.³¹ However, for a minority, these risky behaviours are the beginning of a life-course trajectory leading to further problems in adulthood.³² Multiple risk behaviours, such as concurrent alcohol use, drug use, and gambling, are particularly prevalent among young males.³³

The magnitude of youth crime and violence can be measured by two sources – confidential self-report data, and official police records. Both methods present problems (e.g., arrest data will reflect more serious offences), yet both are necessary to complete the picture.

A Canadian survey showed that 40% of youth aged 15 to 19 were victims of at least one crime during the previous year, and that youth experience more victimization than older age groups.³⁴ Another Canadian study found that 22% of 12- and 13-year-olds reported threatening to assault someone, about 15% reported theft, 12% reported vandalism, and 8% reported carrying a knife.³⁴ A 2006 survey of Toronto students found that 6% of 7th-, 8th-, and 9th-graders carried a weapon in the past year.³⁵

A 2006 Canadian survey of students in grades 6 to 10 found that about one-third of all students bullied others, and a similar proportion were victims of bullying.³⁶ A 2006 survey of Toronto students in grades 7, 8, and 9 showed that about one-fifth of students are bullied.³⁵

Official Canadian criminal statistics indicate that the overall youth crime rate – as measured by the number of youth charged by police – dropped over the 1990s, increased between 1999 and 2003, and has declined since then.³⁷ However, the youth violent crime rate increased between the late-1980s and the mid-1990s and decreased somewhat in recent years, yet the current level is higher than those from the late-1980s.^{2, 37, 38}

Although there are no Canadian national survey trend data, American data from a high school survey show that weapon carrying and assault declined over the 1990s and have generally remained stable during this decade.³⁹

Gambling among youth, which is illegal in Ontario, is a growing concern given that a large majority of North American adolescents gamble.⁴⁰ More worrisome is that the rates of gambling problems tend to be higher among adolescents than adults,⁴¹ and that future gambling disorders likely originate during this time period.⁴² Estimates of pathological or problem gambling among North American youth range from about 2% to 8%,⁴³⁻⁴⁵ and rates have been increasing over the last decade.⁴⁶ The negative consequences associated with problem gambling include an increased likelihood of delinquent and criminal behaviour, problems with family, work and schools, and mental health problems.⁴⁴

Social Health

Social well-being is a relatively recent addition to the definition of health. It refers to adequate integration and adjustment in a person's social environment, the extent of social support available, and the quality of one's relationships. Indeed, studying quality of life is increasingly becoming a popular approach in health research.

A strong social support network is important in its own right, and it also appears to be a buffer against physical and mental health problems at all ages. Social support has been correlated with lower reported depression and anxiety.⁴⁷ Similarly, a strong bond with one's parents has been associated with better mental and physical health.⁴⁸⁻⁵⁰ The degree of school connectedness is another area of increasing study, and may be an important protective factor against poor mental health and health risk behaviours.⁵⁰⁻⁵³

Risk and Protective Factors

Studies of risk and protective factors in the areas of mental health and risk behaviour among youth have identified several cross-cutting predictors at the level of the individual, the family, the peer context, and the broader environment.⁵⁴⁻⁵⁷

In addition to age and sex, **individual**-level factors include genetics, temperament, problem-solving and coping skills, social skills and a sense of self-efficacy. **Family**-related factors include family structure, marital discord, parent-child attachment, frequency and quality of communication, parental monitoring, parental modelling, and abusive or neglectful treatment.

In the **peer and school context** such factors as peer behaviour, peer rejection and level of social support, and academic achievement and attitudes toward school have been shown to be influential.

Some **environmental** factors associated with psychosocial problems and risk behaviours include poverty, legal policies affecting availability and access (e.g., in the cases of substance use, gambling), the media and wider cultural norms (e.g., in the cases of substance use, eating disorders).

Of course, experiencing a stressful or traumatic event during childhood, such as the death of a parent or a natural disaster, can also lead to subsequent emotional and behavioural problems.

Why Monitor the Mental Health and Well-Being of Students?

Health Canada defines the "Population Health Approach" as follows:

Population health refers to the health of a population as measured by health status indicators and as influenced by social, economic and physical environments, personal health practices, individual

*capacity and coping skills, human biology, early childhood development, and health services.*³³

This broad approach to health is evidenced-based, and as such, requires the surveillance of health indicators and determinants. The resulting body of knowledge is applied to develop and implement policies and programs to improve the well-being of the population.

Surveys are one source of information on health indicators and determinants among the general population. Important reasons for survey monitoring include:

- ❑ to assess changes in health status.
- ❑ to assess changes among the determinants of health (e.g., family structure).
- ❑ Because surveys have a scientific basis and a known representativeness, they can provide data that can confirm or challenge anecdotal and media reports.
- ❑ Surveys also provide a basis for program and policy evaluation of goals established by governmental and non-governmental agencies, such as Health Canada's Goals for Healthy Child and Youth Development,⁵⁸ and Healthy People 2010 objectives.⁵⁹
- ❑ Other specific initiatives such as active lifestyle government programs and media campaigns or changes in the youth criminal justice system can be assessed using scientific survey trend data.

Ultimately, we are hopeful that the information provided in this report and subsequent reports will enrich our ability to enhance the well-being of children and adolescents.

What Do Student Health Surveys Tell Us?

Student health surveys provide important information that serves as a basis for understanding:

- ❑ the size of the adolescent student population (both the percentage and absolute number) currently experiencing physical and mental health problems.
- ❑ the changes in physical and mental health indicators over time.
- ❑ the factors that correlate with these problems.
- ❑ the identification of groups at high risk.

It is also important to note that repeated cross-sectional surveys (repeated surveys interviewing different students each time), such as the *Ontario Student Drug Use and Health Survey (OSDUHS)*, can assess only specific types of change. Because the same students are not surveyed over time, repeated cross-sectional surveys cannot evaluate developmental patterns or individual change (e.g., how symptoms of depression change with increasing age), nor can they fully resolve issues of causal order (e.g., whether poor grades cause depression or vice versa). However, repeated cross-sectional surveys are especially efficient at *identifying and measuring* aggregate period trends (e.g., changes in the percentage of the population reporting symptoms of depression). Indeed, in comparison to longitudinal follow-up designs, the advantages of repeated cross-sectional designs are, firstly, that each survey takes into account populations changes; and secondly, that estimates combine effects of changing beliefs and behaviours and changing populations, and therefore provide an efficient estimate of net (i.e., population) change.

What Student Health Surveys Do *Not* Tell Us?

Because school-based surveys are based on adolescents only, their data cannot fully measure the totality of health problems among youth. Student surveys cannot address the following:

- ❑ the extent of problems among non-students, such as youth who are homeless, incarcerated, in group homes, or have left school.
- ❑ the definite causes of any problem or of the changes in the problem over time.

History of the *Ontario Student Drug Use and Health Survey*

The *OSDUHS* is the longest ongoing school survey in Canada. In 1967, several school boards in Metropolitan Toronto approached the Addiction Research Foundation (now CAMH) for assistance in determining the extent of drug use among Toronto students. Under the direction of Dr. Reginald Smart, four surveys from 1968 to 1974 monitored the extent of alcohol, tobacco and other drug use among Toronto students in grades 7, 9, 11 and 13 (Ontario Academic Credit; OAC).

In 1977, the study was expanded to include students throughout the province of Ontario. In 1999, the *OSDUHS* was again expanded to include students in grades 7 to 13 (OAC). In 2003, the *OSDUHS* excluded grade 13 (OAC), therefore representing students in grades 7 to 12, and increased the number of classes surveyed in secondary schools.

Since 1977, the study has surveyed about 4,000 students every two years, and to date, has interviewed over 71,000 students.

During the 1990s, the content of the *OSDUHS* was expanded to include an array of health measures, in addition to substance use.

Expanded areas include mental and emotional well-being, social health, and physical health.

The *OSDUHS* Mental Health and Well-Being Report

In this report we describe the current extent and patterns of physical and mental health indicators among Ontario students enrolled in grades 7 to 12 using data from the 2007 *OSDUHS*. The mental health indicators are divided into internalizing and externalizing indicators. By internalizing indicators we mean emotional health problems such as depression and low self-esteem. By externalizing indicators we mean overt risky behaviours such as aggression, theft, and drug use. Also examined are potential determinants of these problems, such as the family and school experiences. Further, the findings incorporate trend data spanning back to 1991 where possible.

It is important to note that the mental health indicators in the *OSDUHS* generally assess moderate functional impairment, rather than psychiatric disorders based on clinical criteria. Restricting attention to those experiencing current psychiatric disorders would underestimate the extent of mental health problems, since a sizeable percentage experience impaired functioning without meeting the clinical criteria for a diagnosis. Moreover, restricting attention to psychiatric disorders would overlook the fact that mental well-being exists as a continuum, spanning optimum mental health to mental illness to severe disorders. Finally, screening and monitoring broad mental health indicators provides more useful information to service planners and providers.

Readers should note that there is a separate published report based on the 2007 *OSDUHS* detailing the extent of licit and illicit drug use among Ontario students over the past 30 years. This report entitled “*Drug Use Among Ontario Students, 1977-2007: Detailed OSDUHS Findings*” is available at: <http://www.camh.net/research/osdus.html>.

2. METHOD

Sampling Design

For each of the 16 surveys, the target population was composed of all students enrolled in the public or Catholic regular school systems. Thus it excludes those enrolled in private schools, special education classes, those institutionalized for correctional or health reasons, those on Indian reserves and Canadian Forces bases, and those in the far northern regions of Ontario (a total of about 8% of Ontario students).

As seen in Table 2.1, each survey was based on a random probability design. The 1977 and 1979 surveys were based on a stratified (region by grade) multistage design. The proportional allocation of students by grade and region allowed for self-weighted estimates. To incorporate improvements which would provide estimates with greater precision and efficiency, in 1981 the sample design was modified to a stratified single-stage cluster design, which

resulted in the selection of more school boards and schools. Since 1981 this survey has been administered by the Institute for Social Research (ISR), York University.

Beginning in 1999, a two-stage (school, class), stratified (region and school type) cluster design sample was utilized. Further, rather than surveying students in grades 7, 9, 11 and 13 (OAC) only, the revised design surveyed students in grades 7 through OAC, inclusive. This change provided greater age variation, and thus more developmentally based detail on the relationship between drug use and age. It also allowed for more direct grade comparisons to American and other international studies.

Rather than the selection of school board clusters, the 1999 and 2001 *OSDUHS* design was a probability sample of schools, regardless of the school board designation. Consequently,

Table 2.1 Thirty Years of the *OSDUHS*

| | 1977 | 1979 | 1981 | 1983 | 1985 | 1987 | 1989 | 1991 | 1993 | 1995 | 1997 | 1999 | 2001 | 2003 | 2005 | 2007 |
|------------------------|--|------|--|------|------|------|------|------|------|------|------|---|--|------|------|------|
| No. Boards | 20 | 20 | 31 | 31 | 20 | 24 | 25 | 27 | 25 | 20 | 22 | 38 | 41 | 37 | 42 | 43 |
| No. Schools | 104 | 87 | 182 | 227 | 193 | 170 | 171 | 179 | 165 | 137 | 168 | 111 | 106 | 126 | 137 | 119 |
| No. Classes | 196 | 195 | 198 | 261 | 205 | 215 | 224 | 221 | 233 | 223 | 234 | 285 | 272 | 383 | 445 | 385 |
| No. Students | 4686 | 4794 | 3270 | 4737 | 4154 | 4267 | 3915 | 3945 | 3571 | 3870 | 3990 | 4894 | 4211 | 6616 | 7726 | 6323 |
| Design Features | Multi-stage selection (board; school; class), stratified by grade and region. Self-weighted estimates. Grades 7, 9, 11 and 13. | | Single-stage selection (board clusters), stratified by grade and region. Weighted estimates. Grades 7, 9, 11 and 13 (OAC). | | | | | | | | | Two-stage selection (school; class), stratified by region and school type (and grade for middle schools). North over-sampled. Weighted estimates. | | | | |
| | | | | | | | | | | | | Grades 7 to 13 (OAC). | Selected schools based on 2001 participating sample. Grades 7 to 12 (OAC dropped in 2003). | | | |

more students per school were sampled. The advantages include a greater geographical dispersion of schools and school boards, and better school-level estimates.

In *OSDUHS* designs prior to 1999, the allocation of students from Northern Ontario was proportional to population. Thus, the sample for this region was smaller than other regions. The revised design, beginning in 1999, over-sampled Northern students to provide better regional estimates.

The 2007 *OSDUHS*^a

Beginning in 1999, the *OSDUHS* employs a two-stage (school, class), stratified (region and school type) cluster sample design, and over-sampled students in Northern Ontario.

The *OSDUHS* cycles between 2003 and 2007 differ from previous cycles in several ways:

- 1. Students in Grades 7 through 12 were surveyed.** Grade 13 (OAC) students were excluded from the sample in 2003, given that this grade was eliminated in Ontario schools beginning in the 2003/2004 academic year.
- 2. Four classes were selected in each secondary school, representing each grade between 9 and 12.** This selection began in 2003. This differs from past surveys in which only three classes were selected in secondary schools, regardless of grade.
- 3. The sample of schools was based on a longitudinal sample commencing in 2001.** The 2007 sample design incorporated a longitudinal sample of schools drawn from the participating 2001 sample. This feature of overlapping schools provides more efficient estimates of change over time.⁶⁰ Twenty-four (20%) of the schools in the 2007 survey were brand new to the study – that is, they had never participated.

^a In addition to the authors, the 2007 *OSDUHS* sample design team, headed by Michael Ornstein, also included John Pollard and David Northrup, all of the *Institute for Social Research*, York University.

Another twenty-four (20%) schools in 2007 also participated in each survey since 2001. Twenty (17%) of the schools in 2007 also participated in the 2005 and 2003 surveys, but not in the 2001 survey. Eleven (9%) of the 2007 schools participated in the 2005 survey, but not in 2003 or in 2001.

The school sample selection occurred as follows:

- a) To select the 2001 sample, schools were drawn from Ontario's Ministry of Education and Training's 1996/1997 enrolment data, and were stratified according to the four regions used in previous surveys.
- b) Within each of the four regional strata, a random selection of schools was chosen with probability proportional to size (thus, larger schools would have a greater probability of being selected). In 2007, these same schools were invited again. If a school could not participate again, a replacement school from the same region was selected.

Also included in the 2007 sample was a selection based on brand new schools in the province. The sampling frame for replacement schools and brand new schools was based on the Ministry of Education and Training's 2004/2005 enrolment data.

- c) Within each school, classes were randomly selected. In elementary/middle schools, two classes were randomly selected – one 7th-grade and one 8th-grade. In secondary schools, four classes were randomly selected, one in each grade between 9 and 12.

For all surveys, Ontario was divided into four regions based on the following boundaries: **Toronto**, schools within the former Metropolitan Toronto; **Northern** Ontario, schools within the North Bay area and farther north; **Eastern** Ontario, schools within York Region district and farther east; and **Western** Ontario, schools west of and including the Peel Region area. Note that Chapter 3.8 presents results according to the Local Health Integration Networks (LHINs) of Ontario.

Procedures

The *OSDUHS* protocol was approved by CAMH's Research Ethics Board.

For each school board associated with a randomly selected school, permission to survey students was first requested from the Director of Education. Depending on the policies of each board, agreement to participate was conditional upon approval from research review committees, as well as school principals, classroom teachers, and parents. If a school board decided not to allow their schools to participate, replacement schools from the same stratum were randomly selected and the relative boards were contacted for permission. If an individual class or student did not participate, no substitution took place. Instead, the data were statistically weighted to correct for loss of precision.

All schools were provided with active parental consent forms. Consent forms were distributed to students, who, in turn, sought the signature of at least one parent/guardian if they were under age 18. Those without signed consent forms on the day of the survey (19%) were not allowed to participate.

Students responded to the self-administered questionnaires in class groups within a 30 to 40 minute session, between November 2006 and June 2007. Participation was voluntary and anonymous. ISR field staff provided a short introduction of the study to students prior to its administration. All students recorded their responses directly on the questionnaires, which were then entered and partially-verified by ISR data-entry staff.

The Questionnaire

In addition to alcohol and other drug use, the *OSDUHS* covers an array of health-related issues. To cover as many content areas as possible in a fixed time period, we employed two questionnaires, Form A and Form B. In each classroom, half the students were randomly assigned either Form A or Form B. Form A

contained 167 items and Form B contained 171 items, with about two-thirds of the content overlapping. On average, the questionnaire took about 30 minutes to complete. An evaluation of the readability of the 2007 questionnaire showed a Grade 7 level according to the Flesch-Kincaid score.

Both the single item non-response rate and overall, item non-response rate were low. Item non-response averaged less than 1% for key mental health items.

Questionnaires are available at:
<http://www.camh.net/research/osdus.html>.

Data Quality

2007 Sample Participation and Characteristics

Our target number of schools for the 2007 survey was 119. In total, 119 schools (42 elementary and 77 secondary), represented by 43 school boards, participated. Of the 394 classes selected, 385 participated. It is important to note that 103 of the 385 classes were not randomly selected. Rather, these classes were "convenient" same-grade replacements for classes that were originally selected but could not participate for logistic reasons.^b

Finally, of the 9,497 students enrolled in these classes, 6,426 participated in the survey. The student completion rate was 68% (13% were lost due to absenteeism and 19% were lost due to lack of a parental consent form). The overall response rate was 67% (School rate, 1.0*Class rate, 0.98*Student rate, 0.68).

In addition, exclusion criteria were established to enhance data quality. Students were excluded from the final analysis sample if they (1) did not provide a valid age or sex; (2) reported the use of a fictitious drug; (3) reported using 10 or

^b Drug prevalence data were evaluated with and without the inclusion of the non-random classes, and results did not differ. Thus, all classes remained in the final data file.

more of 14 illicit drugs 40 or more times during the past year; or (4) had missing values for all the core drug questions. If a case met one of these criteria, then it was excluded. In 2007, 103 cases were dropped from the data set. This resulted in **6,323 minimally complete cases** used for the data analyses, as shown in Table 2.2. Form A was completed by 3,388 students, and Form B was completed by 2,935 students.

Table 2.3 shows that there were slight discrepancies between the 2007 unadjusted sex-by-grade weighted distribution and the 2005/2006 (most recently available) official enrolment data. Certain cell differences exceeded 1.5%, and therefore post-adjustment weighting was performed. The final post-

adjusted sex-by-grade weighted distribution is shown in Table 2.3 (far-right columns).

Data Weighting

For several reasons, including the over-sampling of Northern Ontario students, the sample design requires weights to ensure the proper representation of students to the Ontario student population. For each student, the weight is based on the product of four factors: (1) the probability of a school being selected; (2) the probability of a class being selected; (3) a student non-response correction factor; and (4) sex-by-grade population adjustments. Our sample of 6,323 students represents about 1,011,200 Ontario students in grades 7 through 12.

Table 2.2 Sample Characteristics, 2007 OSDUHS

| Sample | Number Surveyed | Weighted % | Population |
|-----------------|-----------------|------------|------------------|
| Total | 6,323 | | 1,011,200 |
| Males | 3,068 | 51.8 | 523,400 |
| Females | 3,255 | 48.2 | 487,800 |
| Grade 7 | 721 | 15.1 | 152,900 |
| Grade 8 | 768 | 15.6 | 157,500 |
| Grade 9 | 1,221 | 16.5 | 167,000 |
| Grade 10 | 1,105 | 16.6 | 168,000 |
| Grade 11 | 1,273 | 16.2 | 163,400 |
| Grade 12 | 1,235 | 20.0 | 202,400 |
| Toronto | 943 | 17.0 | 171,900 |
| North | 797 | 6.4 | 64,900 |
| West | 2,639 | 42.8 | 432,600 |
| East | 1,944 | 33.8 | 341,700 |

Table 2.3 The 2007 OSDUHS Sample vs. Ontario 2005/06 School Enrolment Figures

| | OSDUHS Pre-Adjusted | | ENROLLED | | OSDUHS Post-Weight Adjusted | |
|-----------------|------------------------|---------|----------|---------|--------------------------------|------------|
| | Males | Females | Males | Females | Males | Females |
| Grade 7 | 6.9 | 8.6 | 7.8 | 7.3 | 7.8 | 7.3 |
| Grade 8 | 6.9 | 8.7 | 8.0 | 7.6 | 8.0 | 7.6 |
| Grade 9 | 8.4 | 8.3 | 8.5 | 8.0 | 8.5 | 8.0 |
| Grade 10 | 8.3 | 8.1 | 8.6 | 8.0 | 8.6 | 8.0 |
| Grade 11 | 8.0 | 7.9 | 8.3 | 7.9 | 8.3 | 7.9 |
| Grade 12 | 9.5 | 10.5 | 10.7 | 9.3 | 10.7 | 9.3 |

Notes: (1) OSDUHS cell entries are total sample percentages and are based on weighted data; (2) enrolment cell entries are total enrolment percentages and are based on students enrolled in Ontario public and Catholic schools in the 2005/2006 academic year.

Survey Estimates

Before turning to the survey results, it is important to first briefly discuss the meaning, interpretations and limitations of survey results as they pertain to our data. The main goal of sample surveys is to estimate the “true” value of a particular characteristic in the population – in our case, the percentage of Ontario students who report using a given drug. Because we do not survey all students in the province, this “true” population percentage is unknown and must be estimated from a sample. Consequently, every estimate from a sample has associated with it some degree of sampling error. The accuracy of a percentage, i.e., the difference between the obtained sample percentage and the “true” population percentage is determined by the degree of precision and bias.

Precision refers to the “probable accuracy” of a percentage; those summarized in the present report include a range, or confidence interval, around percentage values, which indicate the interval within which the true population percentage probably lies. The reason for employing confidence intervals arises from the uncertainty, or sampling error, associated with using the results obtained from a single sample to draw conclusions about the entire population from which the sample was drawn. If we had surveyed another sample, using identical procedures, the results would probably have differed slightly from those we obtained from our present sample.

The confidence interval around a percentage indicates the range of variation in percentage values that would have been obtained from most (in our case, 95 out of 100) of the other equivalent samples that we might have studied. The confidence interval (in our case, a 95% confidence interval) can also be interpreted as being 95% likely to include the percentage value we would have obtained if we had studied every member of the target population. In reporting that the percentage of students who had contemplated suicide at least once in the past year was 9.8% (8.6%-11.1%) (see Figure 3.4.8), we mean that there is a 95% chance that the actual or true percentage of students in the

population of Ontario students who contemplated suicide lies between 8.6% and 11.1%. Smaller confidence intervals imply greater precision, or less sampling error.

In our case, the size of the interval depends on three factors: the number of students interviewed – other things being equal, the larger the sample size the smaller or more precise is the interval; second, the size of the percentage – other things being equal, percentages around 50% have the largest interval while percentages approaching 0% and 100% have the smallest interval; and third, design effects – in our design, other things being equal, the greater the similarity (or correlation) of responses within schools and classrooms the wider is the interval. Changes in any of these three factors affect the size of the confidence interval. Also, because of this last factor the confidence intervals can vary, even though both the size of sample and percentage remain constant.

Bias, in contrast to precision, refers to sources of error that may inflate or deflate estimates from the true percentage. Such sources include under-reporting of drug use, memory effects, and other sources of systematic error. Thus, a percentage may have a high degree of precision (a small confidence interval) but may still be biased (not covering the true value).

The research evidence suggests that self-reports of stigmatized health behaviours or illegal behaviours are generally under-reported and, thus, should be viewed as conservative. However, assuming that this bias remains more or less constant across years, estimates of change or trends remain unbiased. The degree of survey error we present in this report is restricted to precision and not bias.

The margin of error, or confidence intervals, we present in this report include only sampling error. Confidence intervals do not include errors due to non-sampling factors such as the under-reporting of illegal behaviours or errors of memory or recall.

2007 Analysis

All 2007 confidence intervals are corrected for characteristics of the sampling design (i.e., stratification, clustering and weighting) using Taylor series methods.⁶¹ The analysis is based on a design with 8 strata (4 regions * 2 school types), 119 primary sampling units (schools) and 6,323 students.

The statistical significance of subgroup differences in 2007 is assessed at the $p < .05$ level.

Trend Analysis

Although we highlight dominant long-term trends, we pay particular attention to changes between the last two surveys – 2005 and 2007. To statistically test for differences different years, we calculated 99% confidence intervals around the difference and assessed whether the confidence interval spanned the value zero – i.e., no significant difference.⁶²

Because only a sample of all students in Ontario is surveyed, sampling error is involved in every estimate. Consequently, absolute differences between two percentages cannot necessarily be interpreted as indicating true or real differences in the population.

For example, 11.2% (10.0%-12.5%) of students reported suicide ideation in 2005. This percentage decreased to 9.8% (8.6%-11.1%) in 2007. However, because these two intervals overlap, we cannot be confident that they are different in the population and claim that change has occurred. For this reason, we restrict the word “significant” (e.g., a significant decline or difference) to indicate a statistically discernible difference based on the probability of chance.

All confidence intervals since 1991 were also corrected for the respective survey design effects.

It is important to note that the tests comparing 2005 and 2007 estimates are based on grades 7 to 12. Short-term trends tests (1999-2007) are also based on grades 7 to 12, but the long-term trend tests (1991-2007) are based on only grades 7, 9 and 11.

Readers should also note the following regarding our analysis:

- Statistically significant differences must be carefully evaluated. First, our analysis does not consider the large number of statistical tests performed. For example, for every 20 statistical tests, 1 significant difference could occur by chance.
- Second, statistically significant results tell us only that the difference is probably not due to chance. Whether a difference is of a practical importance to public health policy is a matter that requires both statistical and non-statistical evaluation.
- Our report is descriptive. Associations found in these data should not necessarily imply causal relationships. For example, regarding regional differences, we can only determine if a difference mental health exists and describe the difference. Because many other factors may cause regional differences (e.g., socio-economic status), we cannot attribute such differences solely to the geographical location of students.
- We have suppressed estimates for unreliability if they meet any of the following conditions:
 - the base sample size was less than 30 students;
 - or, the estimate was less than 0.5%.

The following table outlines the topics covered in this report:

Table 2.4 Outline of Topics Presented in the Report, by Survey Year

| | 1991 | 1993 | 1995 | 1997 | 1999 | 2001 | 2003 | 2005 | 2007 |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 3.1 Family and School Life | | | | | | | | | |
| Family Living Arrangement | • | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Relationship with Parents | ✓ ^B | ✓ ^B | ✓ ^B | ✓ ^B | ✓ ^B | ✓ ^B | ✓ ^B | ✓ ^B | ✓ ^B |
| Children's Aid Society Involvement | • | • | • | • | • | • | • | ✓ | ✓ |
| School Performance and Attitudes | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ ^B | ✓ ^B | ✓ ^B | ✓ ^B |
| School Suspensions | • | • | • | • | • | • | • | ✓ | ✓ |
| School Climate | • | • | • | • | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.2 Physical Health | | | | | | | | | |
| Self-Rated Physical Health | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Missed School Days Due to Health | • | • | • | • | • | ✓ | ✓ | ✓ | ✓ |
| Physical Inactivity | • | • | • | ✓ ^A | ✓ ^A | ✓ ^A | ✓ | ✓ | ✓ |
| Participated in the "Choking Game" | • | • | • | • | • | • | • | • | ✓ ^A |
| 3.3 Health Care Utilization | | | | | | | | | |
| Doctor/Health Care Visits | • | • | • | • | ✓ | ✓ | ✓ | ✓ | ✓ |
| Injury Treated by Doctor/Nurse | • | • | • | • | • | • | ✓ ^A | ✓ ^A | ✓ ^B |
| Medical Opioid Pain Reliever Use | • | • | • | • | • | • | • | • | ✓ |
| Medical ADHD Drug Use | • | • | • | • | • | • | • | • | ✓ |
| Medical Tranquillizer/Sedative Use | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ ^B | ✓ ^A | ✓ ^A |
| Prescription for Depression/Anxiety | • | • | • | • | • | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A |
| Use of a Telephone Crisis Helpline | • | • | • | • | • | • | • | ✓ ^A | ✓ ^A |
| 3.4 Internalizing Indicators | | | | | | | | | |
| Self-Rated Mental Health | • | • | • | • | • | • | • | • | ✓ ^A |
| Low Self-Esteem | • | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ ^A |
| Depression | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A |
| Elevated Psychological Distress | • | • | • | • | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A |
| Suicide Ideation and Attempt | • | • | • | • | • | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A |
| Body Image | • | • | • | ✓ ^A | • | ✓ ^B | ✓ ^B | ✓ ^B | ✓ ^B |
| 3.5 Externalizing Indicators | | | | | | | | | |
| Non-Violent Delinquent Behaviour | ✓ | ✓ | ✓ | ✓ ^B | ✓ ^B | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A |
| Violent/Aggressive Behaviour | ✓ | ✓ | ✓ | ✓ ^B | ✓ ^B | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A |
| Fire Setting Behaviour | • | • | • | • | • | • | • | • | ✓ ^A |
| Violence on School Property | • | • | • | • | • | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A |
| Gang Membership | • | • | • | • | • | • | • | • | ✓ ^A |
| Bullying Behaviour | • | • | • | • | • | • | ✓ ^A | ✓ ^A | ✓ ^A |
| 3.6 Gambling and Video Gaming | | | | | | | | | |
| Gambling Activities | • | • | • | • | • | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A |
| Gambling Problems | • | • | • | • | ✓ ^B | ✓ ^A | ✓ ^A | ✓ ^A | ✓ ^A |
| Video Gaming Problems | • | • | • | • | • | • | • | • | ✓ ^B |
| 3.7 Co-existing Problems | | | | | | | ✓ ^A | ✓ ^A | ✓ ^A |
| 3.8 Overview by Ontario's LHINs | | | | | | | | | ✓ |
| 3.9 Multiple Problems, Multiple Influences: Multivariate Analyses | | | | | | | | | ✓ |

• not available; ^A Form A random half sample; ^B Form B random half sample

3. RESULTS

3.1 Family and School

3.1.1 Family Living Arrangement

(Table 3.1.1)

Family structure is an important factor in child and youth development. Indeed, family structural factors, such as an “intact” family – defined by the presence of two parents (including a step-parent) – can increase or decrease the economic, emotional and cognitive resources available to children, thereby affecting their well-being.⁶³⁻⁶⁶

Between 1993 and 1995, family living arrangement was measured with the question “*Do you currently live with both parents?*” In 1997, this was revised to “*With whom are you currently living?*” In 2007, the question was revised to “*Which of the following adults live with you in your main home?*” Students were instructed to check all that apply from the following: biological mother, stepmother, adoptive mother, biological father, stepfather, adoptive father, grandparent(s), other adult relative(s), foster parent(s), others. We also asked whether the student lives in one home only, or splits time between two or more homes.

2007 (Grades 7 to 12):

- ❑ Overall, about 77% of students live in an intact family – defined as living with two parents. About 86% of all students report that they live in one home only, while 14% report that they split their time between two or more homes.

1999 – 2007 (Grades 7 to 12):

- ❑ The percentage of students living in an intact family in 2007 (77%) is significantly lower than in 1999 (82%).

1993 – 2007 (Grades 7, 9, 11 only):

- ❑ The percentage in 2007 is also significantly lower than was found in 1993 (82%).

Table 3.1.1 Percentage Living in an Intact Family,* 1993 – 2007

| | 1993 | 1995 | 1997 | 1999 | 2001 | 2003 | 2005 | 2007 |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| (N ¹) | | | | (4,447) | (3,898) | (6,616) | (7,726) | (6,323) |
| (N ²) | (2,617) | (2,907) | (3,072) | (2,421) | (2,013) | (3,389) | (3,969) | (3,215) |
| Family Intact¹ (95% CI) | | | | 81.5 (79.5-83.4) | 81.9 (80.0-83.7) | 81.8 (80.0-83.4) | 79.6 (77.8-81.4) | 77.3 (75.8-78.8) |
| Family Intact² (95% CI) | 81.9 (79.6-83.9) | 83.8 (81.6-85.9) | 83.2 (81.4-84.9) | 82.1 (79.5-84.5) | 81.8 (78.8-84.4) | 82.6 (80.5-84.4) | 78.6 (75.8-81.1) | 77.2 (75.3-78.9) |

Notes: * “Intact” family is defined as living with two parents, including stepparents and adoptive parents; (1) based on Grades 7-12 (full sample); (2) based on Grades 7, 9, 11 only (long-term sample).

Source: OSDUHS, Centre for Addiction and Mental Health

3.1.2 Relationship with Parents

(Figures 3.1.1 to 3.1.3)

Parents are the most important people in children's lives, but as children become adolescents, peers will increasingly play an influential role. Nevertheless, the relationship quality between young people and their parents remains a significant factor in healthy psychosocial development.

We use four questions to assess the quality of relationships between adolescents and their parents. Students were asked how well they are getting along with their parents, how frequently they discuss problems with their mother, as well as their father, and whether one of their parents knows their whereabouts when away from home.

2007 (Grades 7 to 12):

- About 4.3% of students say that they do not get along with their parents, 37.0% get along "OK", while 58.7% get along very well with their parents. Females are more likely than males to report not getting along with parents (5.4% vs 3.2%). There is a significant grade effect, with 7th-graders least likely to report not getting along with parents, and 10th- and 11th-graders most likely. There is no significant variation by region.

- One-third (33.8%) of students (reporting that they have a mother) seldom or never discuss problems with their mother. This varies significantly by sex, with more males than females seldom or never discussing problems with their mother (39.8% vs 27.5%). The percentage reporting infrequent maternal communication increases with grade. No differences among the regions are evident.
- More students report seldom or never discussing problems with their father, compared to their mother. Over half (53.0%) of students (reporting that they have a father) indicate that they seldom or never discuss problems with their father. This is more likely to be the case among females than males (57.0% vs 49.2%, respectively). The percentage reporting infrequent communication with their father increases with grade. There is no significant regional variation.
- The majority of students (86.3%) report that at least one parent "always" or "usually" knows where they are when away from home. Females are more likely to report so compared to males (89.0% vs 83.8%).

Figure 3.1.1
Percentage Reporting Not Getting Along with Parents by Sex, Grade and Region, 2007 OSDUHS

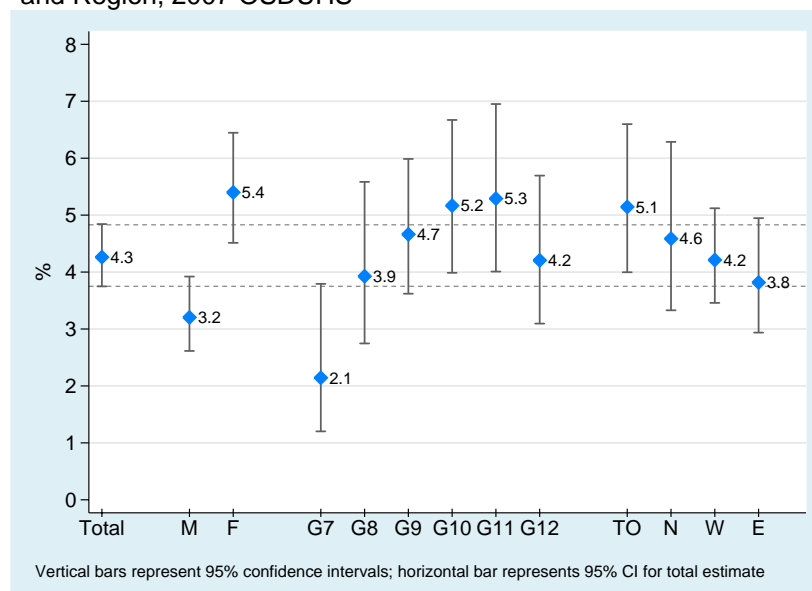


Figure 3.1.2
Percentage Reporting Seldom/Never Discuss Problems
with Mother by Sex, Grade and Region, 2007 OSDUHS

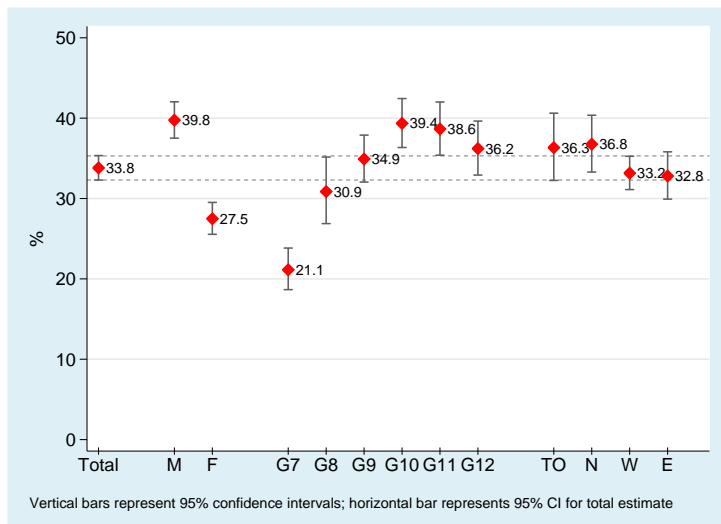
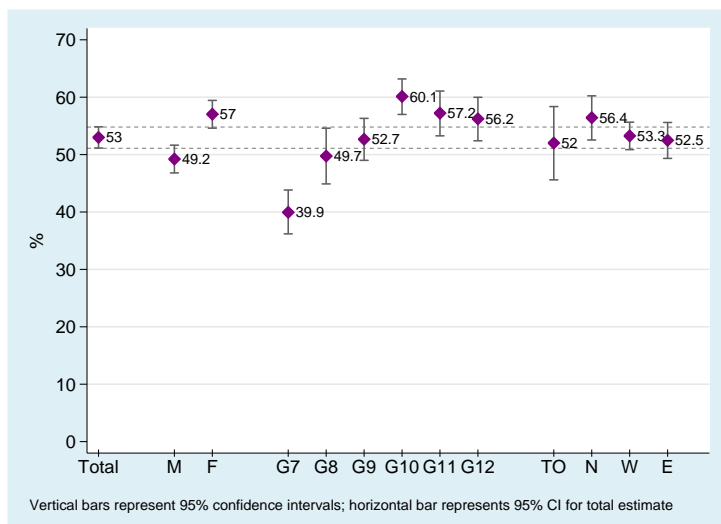


Figure 3.1.3
Percentage Reporting Seldom/Never Discuss Problems
with Father by Sex, Grade and Region, 2007 OSDUHS



3.1.3 Children's Aid Society

Starting in 2005, students were asked whether or not their family had ever been involved with a Children's Aid Society (CAS). Specifically, the question was "*Have you or your family ever been involved with any Children's Aid Society?*" The response options were yes, no, and don't know.

2007 (Grades 7 to 12):

- ❑ Overall, 12.2% (95% CI: 11.1%-13.3%) of all students report their family has been involved with a Children's Aid Society at some point in time. About 64% said their family had never been involved, and 24% did not know.
- ❑ There is no significant sex difference in reporting family involvement with a Children's Aid Society (13.0% of females, 11.4% of males).
- ❑ There is no significant variation by grade, or region.

2007 vs. 2005 (Grades 7 to 12):

- ❑ Overall, the percentage of students in 2007 reporting involvement in CAS (12.2%) is significantly higher than the estimate from 2005 (9.9%; 95% CI: 8.9%-10.9%).

3.1.4 School Performance and Attitudes (Table A3.1.2)

School is one of the major socializing agents in adolescent development. In addition to academic learning, school fosters social skills and a personal sense of competence.

From 1991 to 2007, the *OSDUHS* included several questions about students' school experiences including: school marks and performance, expecting to graduate, time spent on homework, and how much students like school.

2007 (Grades 7 to 12):

- ❑ Overall, 43.8% of students report receiving an 'A' in their subjects; 44.9% report a 'B'; 9.0% report a 'C' average; 2.0% report a 'D' average; and less than 0.5% report usually receiving marks below 'D'.
- ❑ Over half (57.4%) report above or slightly above average academic performance relative to other students; one-third (30.9%) report average performance; and 11.7% report performing either slightly below or below average.
- ❑ A vast majority (89.0%) of students expect to graduate high school; 8.9% report that they are fairly likely to graduate, while 2.1% report they are unlikely to graduate.
- ❑ One-in-five students (21.1%) spend less than one hour on homework per week, outside of school. One-quarter (28.1%) spends between one and two hours on homework weekly.
- ❑ Almost one-fifth (17.7%) of students do not like school very much or at all.

3.1.5 School Suspensions (Figure 3.1.4)

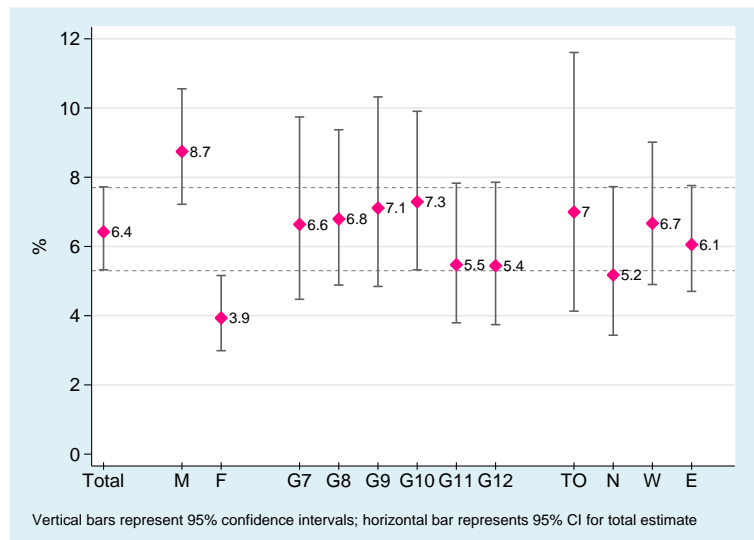
Starting in 2005, students were asked how many times they were suspended from school since September. We present the percentage that reported being suspended at least once.

- ❑ Overall, 6.4% (95% CI: 5.3%-7.7%) of all students report being suspended from school at least once during the 2006/2007 academic year.
- ❑ Males are more likely than females to be suspended from school (8.7% vs 3.9%, respectively).
- ❑ There are no significant differences among the grades, or among the regions.

2007 vs. 2005 (Grades 7 to 12):

- ❑ Overall, the percentage in 2007 (6.4%) reporting being suspended from school at least once does not significantly differ from the 2005 estimate (8.0%).

Figure 3.1.4
Percentage Reporting Having Been Suspended from School at Least Once Since September by Sex, Grade and Region, 2007 OSDUHS



3.1.6 School Climate

(Table 3.1.2; Figure 3.1.5)

School climate is a complex construct, usually referring to the physical, organizational, and cultural elements of a school.⁶⁷ Examples of school climate characteristics include school size, policies and enforcement, teaching quality, level of student misconduct, and level of attachment to school. School climate can influence not only academic performance, but also skill development, social behaviour, and emotional health.^{51, 52, 68}

Starting in 1999, the *OSDUHS* asked students to indicate their level of agreement (ranging from strongly agree to strongly disagree) with the following statements:

- *I feel close to people at this school.*
- *I feel like I am part of this school.*
- *I feel safe in my school.*
- *Most teachers in my school are excellent.*
- *Most classes offered in my school are challenging.*

In addition, students were asked “*At school, how worried are you that someone will harm you, threaten you, or take something from you?*” (response options: very worried, somewhat worried, not very worried, not worried at all).

2007 (Grades 7 to 12):

School Attachment

- ❑ A majority of students feel close to people at their school (89.7%), and feel like they are part of their school (87.1%).

School Academic Rating

- ❑ Overall, 80.7% of students rate their teachers as excellent, and 72.3% feel that the classes offered are challenging.

School Safety

- ❑ An overwhelming majority (92.7%) of students feel safe in their school. However, 11.7% are worried about being harmed or threatened at school.
- ❑ Males (11.3%) and females (12.1%) are equally likely to be worried about their personal safety at school. Students in the younger grades are more likely to be worried than the older grades (e.g., 14.4% of 7th-graders vs 8.2% of 12th-graders). Despite some variation, there are no significant differences among the four regions.

1999 – 2007 (Grades 7 to 12):

- ❑ Among the school climate indicators, only the percentage of students reporting worry over being harmed or threatened at school significantly changed over the short-term, declining from 14.2% in 1999 down to 11.7% in 2007.

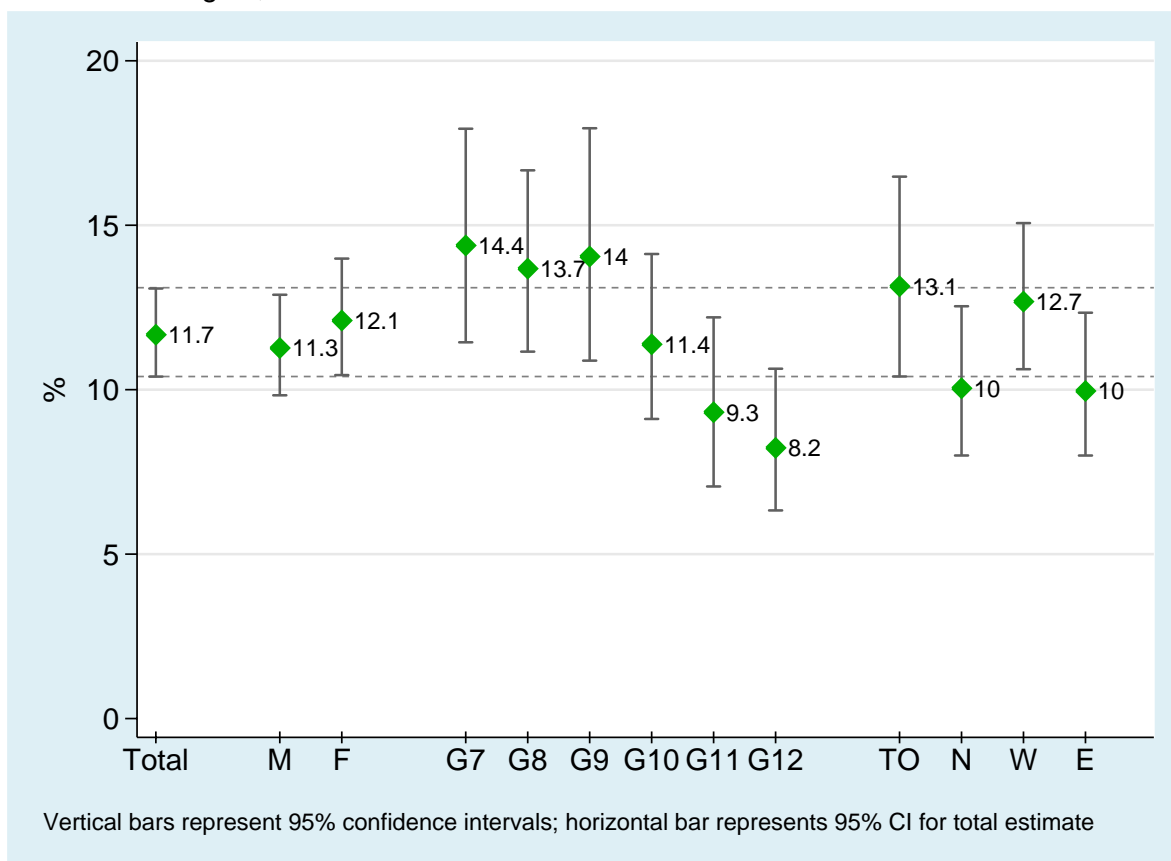
Table 3.1.2 School Climate, 1999 – 2007 (Grades 7 to 12)

| | 1999 % Agreeing * | 2001 % Agreeing | 2003 % Agreeing | 2005 % Agreeing | 2007 % Agreeing |
|---|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| TOTAL SAMPLE | (N=4447) | (N=3898) | (N=6616) | (N=7726) | (N=6323) |
| I feel close to people at this school | 85.4 | 87.8 | 86.9 | 88.7 | 89.7 |
| I feel like I am part of this school | 83.8 | 84.9 | 82.7 | 85.7 | 87.1 |
| Most teachers in my school are excellent | 72.5 | 74.4 | 75.4 | 79.4 | 80.7 |
| Most classes offered in my school are challenging | 78.2 | 79.6 | 78.1 | 76.0 | 72.3 |
| I feel safe in my school | 90.4 | 91.4 | 90.9 | 92.6 | 92.7 |
| % worried that will be harmed, threatened at school | 14.2 | 13.1 | 12.4 | 12.8 | 11.7 ^b |

Notes: * Strongly agree or somewhat agree; numbers in parentheses are the number of interviews; ^b 2007 vs. 1999, estimate significantly different, $p < .01$.

Source: *OSDUHS*, Centre for Addiction and Mental Health

Figure 3.1.5
Percentage Reporting Worrying About Being Harmed or Threatened at School by Sex,
Grade and Region, 2007 OSDUHS



3.2 Physical Health

3.2.1 Self-Rated Physical Health

(Tables 3.2.1; Figures 3.2.1, 3.2.2)

One of the more frequently used indicators of a person's current mental and physical health is perceived or self-rated health. Despite its simplicity, this global assessment of health has been shown to be a reliable indicator of health problems, health care utilization, and longevity.^{59, 69}

From 1991 to 2007, self-rated health was measured with the question: *"How would you rate your physical health?"* The response options are: poor, fair, good, very good, or excellent. We use the term "poor health" to reflect responses of poor or fair.

2007 (Grades 7 to 12):

- ❑ Over half of students perceive their health as excellent (22%) or very good (34%). At the risk end, over one-in-ten (12.9%) report poor health.
- ❑ Reported poor health is significantly higher among females (16.6%) than males (9.6%).
- ❑ Poor health significantly varies by grade: 7th-graders (4.1%) are the least likely to report poor health, whereas 11th- and 12th-graders (about 19%) are the most likely.
- ❑ Reports of poor health do not significantly vary by region.

1999 – 2007 (Grades 7 to 12):

- ❑ Among all students, reports of poor health have significantly increased between 1999 (8.9%) and 2007 (12.9%).

- ❑ The following subgroups show a significant increase in self-rated poor health between 1999 and 2007:

- females (from 9.2% to 16.6%)
- 11th-graders (from 11.5% to 18.9%)
- 12th-graders (from 10.9% to 18.6%)
- Northern students (from 7.9% to 16.0%)
- Eastern students (from 8.0% to 12.1%).

1991 – 2007 (Grades 7, 9, 11 only):

- ❑ Self-reported poor health among the total sample of students was lowest in 1991, at 5.8%. Poor health has significantly increased to an all-time high in 2005 at about 13% and still remains high at about 12% in 2007.
- ❑ Reports of poor health are currently higher compared to over a decade ago among all sex and grade subgroups, except for 7th-graders (see Table 3.2.1).

Figure 3.2.1
Percentage Reporting Poor Health by Sex, Grade and Region, 2007 OSDUHS

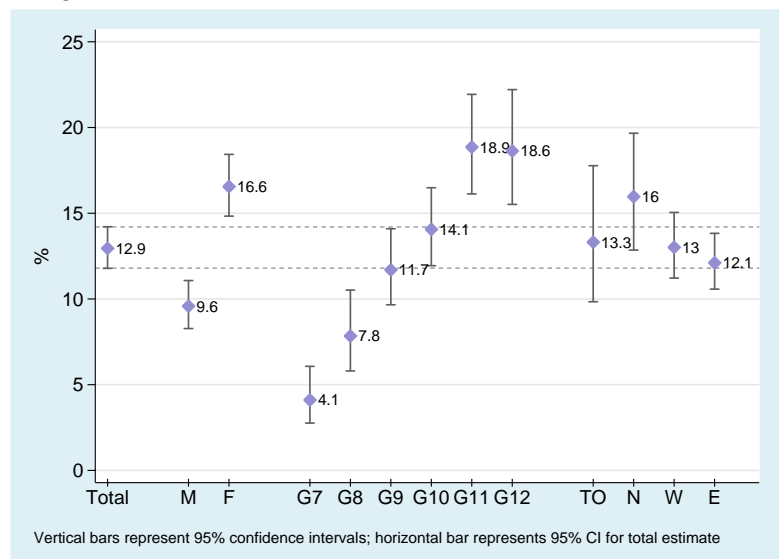


Table 3.2.1 Percentage Reporting Poor Health, 1991 – 2007

| | 1991 | 1993 | 1995 | 1997 | 1999 | 2001 | 2003 | 2005 | 2007 |
|----------------------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------------------|
| (N ¹) | | | | | (4,447) | (3,898) | (6,616) | (7,726) | (6,323) |
| (N ²) | (2,961) | (2,617) | (2,907) | (3,072) | (2,421) | (2,013) | (3,389) | (3,969) | (3,215) |
| TOTAL¹ | — | — | — | — | 8.9 | 10.3 | 12.6 | 13.1 | 12.9 ^b |
| (95% CI) | | | | | (7.9-10.1) | (9.1-11.7) | (11.7-13.7) | (12.0-14.3) | (11.8-14.2) |
| TOTAL² | 5.8 | 6.3 | 7.4 | 9.3 | 8.7 | 9.0 | 12.0 | 13.0 | 11.8 |
| (95% CI) | (5.0-6.6) | (5.2-7.8) | (6.2-8.9) | (8.1-10.8) | (7.4-10.2) | (7.9-10.4) | (10.7-13.3) | (11.6-14.7) | (10.4-13.4) |
| Males¹ | — | — | — | — | 8.7 | 8.3 | 9.9 | 10.5 | 9.6 |
| | | | | | (7.3-10.4) | (6.8-10.1) | (8.7-11.3) | (9.3-11.7) | (8.3-11.1) |
| Males² | 5.3 | 5.0 | 5.7 | 7.5 | 9.4 | 7.1 | 9.5 | 10.9 | 8.8 |
| | (4.1-6.8) | (3.6-7.0) | (4.4-7.2) | (5.8-9.7) | (7.5-11.7) | (5.3-9.3) | (7.8-11.4) | (9.2-12.8) | (7.1-10.9) |
| Females¹ | — | — | — | — | 9.2 | 12.3 | 15.2 | 15.9 | 16.6 ^b |
| | | | | | (7.8-10.8) | (10.1-14.8) | (13.7-16.7) | (14.2-17.8) | (14.8-18.4) |
| Females² | 6.3 | 7.6 | 9.1 | 10.9 | 8.0 | 11.0 | 14.3 | 15.3 | 15.0 |
| | (5.0-7.9) | (5.7-10.1) | (7.6-10.8) | (9.5-12.5) | (6.3-10.0) | (9.1-13.2) | (12.3-16.6) | (13.2-17.6) | (12.9-17.3) |
| Grade 7 | 3.9 | 5.5 | 5.0 | 5.8 | 3.8 | 6.2 | 6.8 | 5.5 | 4.1 |
| | (2.7-5.0) | (1.5-9.6) | (2.5-7.5) | (4.1-7.5) | (2.7-5.5) | (4.6-8.3) | (5.0-9.2) | (4.0-7.5) | (2.8-6.1) |
| Grade 8 | — | — | — | — | 7.2 | 7.5 | 9.8 | 8.1 | 7.8 |
| | | | | | (5.5-9.4) | (5.6-9.9) | (7.4-12.9) | (6.3-10.3) | (5.8-10.5) |
| Grade 9 | 6.9 | 5.8 | 6.6 | 10.0 | 9.8 | 8.9 | 11.4 | 14.6 | 11.7 |
| | (5.0-8.8) | (3.0-8.6) | (5.4-7.7) | (7.2-12.8) | (7.7-12.4) | (7.1-11.2) | (9.5-13.5) | (12.6-17.0) | (9.7-14.1) |
| Grade 10 | — | — | — | — | 10.0 | 13.0 | 14.8 | 15.3 | 14.1 |
| | | | | | (7.2-13.7) | (10.1-16.7) | (12.3-17.6) | (13.2-17.7) | (11.9-16.5) |
| Grade 11 | 6.4 | 7.5 | 10.3 | 11.8 | 11.5 | 12.2 | 16.6 | 18.7 | 18.9 ^b |
| | (3.3-9.6) | (4.0-11.0) | (7.7-12.9) | (9.8-13.9) | (8.8-14.8) | (9.5-15.5) | (14.3-19.3) | (16.0-21.8) | (16.1-21.9) |
| Grade 12 | — | — | — | — | 10.9 | 15.1 | 14.9 | 15.7 | 18.6 ^b |
| | | | | | (8.3-14.2) | (10.9-20.6) | (12.4-17.8) | (13.2-18.5) | (16.1-21.9) |
| Toronto¹ | — | — | — | — | 9.2 | 9.3 | 13.7 | 13.6 | 13.3 |
| | | | | | (7.7-10.8) | (7.1-12.2) | (10.8-17.3) | (10.3-17.8) | (9.8-17.8) |
| Toronto² | 6.5 | 6.5 | 7.4 | 7.1 | 7.4 | 7.5 | 13.4 | 15.2 | 13.0 |
| | (5.1-8.2) | (4.6-9.1) | (3.9-13.8) | (5.5-9.2) | (5.1-10.7) | (5.6-10.0) | (9.8-17.9) | (10.9-20.9) | (9.3-17.9) |
| North¹ | — | — | — | — | 7.9 | 10.0 | 12.9 | 10.5 | 16.0 ^b |
| | | | | | (6.2-9.9) | (7.8-12.7) | (10.1-16.5) | (8.3-13.2) | (12.8-19.7) |
| North² | 3.4 | 1.8 | 6.3 | 6.3 | 7.0 | 11.0 | 14.2 | 10.7 | 14.0 |
| | (1.1-10.1) | (1.1-2.8) | (2.6-14.4) | (4.8-8.2) | (4.8-10.0) | (7.8-15.2) | (10.3-19.4) | (7.1-15.6) | (9.3-20.4) |
| West¹ | — | — | — | — | 9.7 | 11.2 | 13.3 | 14.2 | 13.0 |
| | | | | | (7.8-12.0) | (9.3-13.4) | (12.0-14.6) | (12.6-16.0) | (11.2-15.0) |
| West² | 5.7 | 5.9 | 8.2 | 10.9 | 9.4 | 10.0 | 13.1 | 14.0 | 12.5 |
| | (4.7-6.8) | (3.7-9.3) | (6.6-10.1) | (8.5-13.9) | (7.3-12.0) | (7.9-12.5) | (11.2-15.3) | (11.8-16.5) | (10.4-14.9) |
| East¹ | — | — | — | — | 8.0 | 9.7 | 11.0 | 12.0 | 12.1 ^b |
| | | | | | (6.4-9.9) | (7.3-12.8) | (9.3-12.9) | (10.2-14.0) | (10.6-13.8) |
| East² | 6.1 | 8.3 | 6.6 | 9.3 | 8.8 | 8.5 | 8.7 | 11.3 | 10.0 |
| | (4.6-8.1) | (7.1-9.6) | (5.6-7.9) | (7.6-11.4) | (6.6-11.7) | (6.6-11.0) | (7.1-10.6) | (9.2-13.8) | (7.6-12.9) |

Notes: (1) based on Grades 7-12 (full sample); (2) based on Grades 7, 9, 11 only (long-term sample); (3) entries in brackets are 95% confidence intervals; (4) no significant differences, 2007 vs. 2005; (5) ^b 2007 vs. 1999 significant difference, p<.01.

Q: *How would you rate your physical health?* (Poor health defined here as a rating of “fair” or “poor”)

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.2 Missed School Days

(Table A3.2.1)

Starting in 2001, the *OSDUHS* asked about school days missed due to health reasons, during the past 4 weeks. The question asked was “*In the last four weeks (that is, during the last 20 school days), how many days of school did you miss because of your health?*”

2007 (Grades 7 to 12):

- ❑ During the past 4 weeks, over half (60.0%) of all students did not miss a school day because of health reasons. About 15.4% missed one day, 15.9% missed 2 or 3 days, and just under one-in-ten (8.6%) missed 4 or more days.
- ❑ Males were less likely to miss a school day for health reasons compared to females: 65.2% of males did *not* miss a day versus 54.4% of females.
- ❑ There is significant grade variation, with 12th-graders most likely to miss school days due to health. For example, 11.8% of 12th-graders missed 4 or more school days, compared to 7% of 7th- and 8th-graders.
- ❑ There is also significant regional variation, with student in Toronto (11.1%) and in the North (12.3%) most likely to miss 4 or more school days for health reasons, compared to students in the Western (8.0%) and Eastern (7.4%) part of the province.

3.2.3 Physical Inactivity

(Tables 3.2.2, A3.2.2; Figure 3.2.2)

Regular physical activity offers short-term physical and mental health benefits, such as reducing the risk of obesity and stress, and improving self-esteem.^{70, 71} Moreover, an active lifestyle established during adolescence is likely to extend into adulthood.^{9, 10}

Starting in 1997, the *OSDUHS* asked students about their participation in physical activity, both inside and outside of school. Students indicated on how many days they exercised or played sports “*for at least 20 minutes that made you sweat and breathe hard*” during the past 7 days, as well as in physical education classes during the 5 school days prior to the survey.

2007 (Grades 7 to 12):

- ❑ About one-in-eight (13.1%) students did not participate in any form of physical activity at least once during the 7 days before the survey. On average, students exercised on three and one-half days out of 7. About 44.5% of all students were physically inactive at school during the previous 5 school days.
- ❑ Males (12.1%) and females (14.2%) were equally likely to be inactive during the past 7 days. Females were more likely than males to be inactive at school during the past 5 days (48.6% vs 40.6%).
- ❑ Students in grades 11 (16.0%) and 12 (15.4%) were most likely to be inactive in the past 7 days. Inactivity at school in the past 5 days also varies by grade, ranging from a low of 21.6% among 7th-graders to 61.6% among 12th-graders.
- ❑ There are no significant regional differences regarding rates of inactivity.

1999 – 2007 (Grades 7 to 12):

- ❑ Rates of physical inactivity among the total sample of students increased between 1999 (15.1%) and 2005 (18.3%), but since then the rate has significantly decreased down to 13.1% in 2007.
- ❑ The decrease in inactivity between 2005 and 2007 is evident among the following subgroups:
 - males (from 16.4% down to 12.1%)
 - females (from 20.2% to 14.2%)
 - 7th-graders (from 18.9% to 11.3%)
 - 8th-graders (from 18.8% to 9.3%)
 - 9th-graders (from 15.4% to 11.7%)
 - Toronto students (from 21.7% to 15.1%)
 - Western students (from 17.1% to 12.8%)
 - Eastern students: (from 18.6% to 12.1%).

1997 – 2007 (Grades 7, 9, 11 only):

- ❑ Despite some fluctuation over the past decade, students in 2007 do not differ with respect to rates of inactivity compared to their counterparts in 1997.

2010 Health Objectives for Physical Activity (Figure 3.2.3)

The Ontario government has set a target to increase the percentage of Ontarians engaging in **daily physical activity** (30 minutes a day) to 55% by the year 2010.⁷²

- ❑ In 2007, the percentage of adolescents reporting daily physical activity, defined here as 20 minutes a day, is only 21.1% (95% CI: 19.4%-22.9%).
- ❑ Daily activity significant varies by sex, with males (26.5%) more likely to be active than females (15.3%).
- ❑ There are significant grade differences, with younger grades most likely to engage in physical activity on a daily basis (ranging from about 30% among 7th- and 8th-graders to 13.1% among 12th-graders).
- ❑ Despite some variation, there are no significant differences among the regions regarding levels of daily physical activity.

1999 – 2007 (Grades 7 to 12):

- ❑ Among the total sample of students, the percentage reporting daily physical activity remained stable between 1999 and 2005 (around 17%). However, the 2007 estimate (21.1%) is significantly higher than that from 2005, 16.6% (95% CI: 15.1%-18.2%).

Further, health objectives in the United States have established that, by the year 2010, the target percentage of adolescents engaging in 20 minutes of vigorous physical activity **3 or more days per week** should be 85%.⁵⁹ The percentage of Ontario students reporting this level of activity in 2007 is 68% (95% CI: 66%-70%).

Figure 3.2.2
Percentage Reporting No Physical Activity During the Past Week by Sex,
Grade, and Region, 2007 OSDUHS

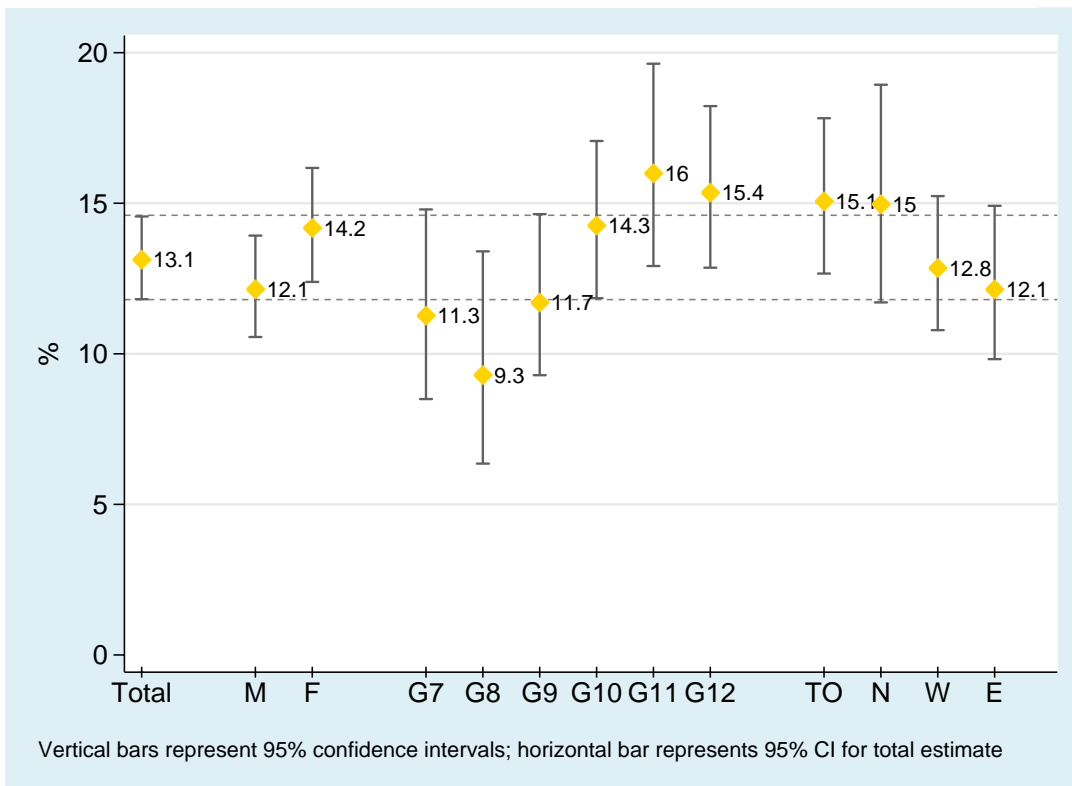


Figure 3.2.3
Percentage Reporting Daily Physical Activity During the Past Week by Sex,
Grade, and Region, 2007 OSDUHS

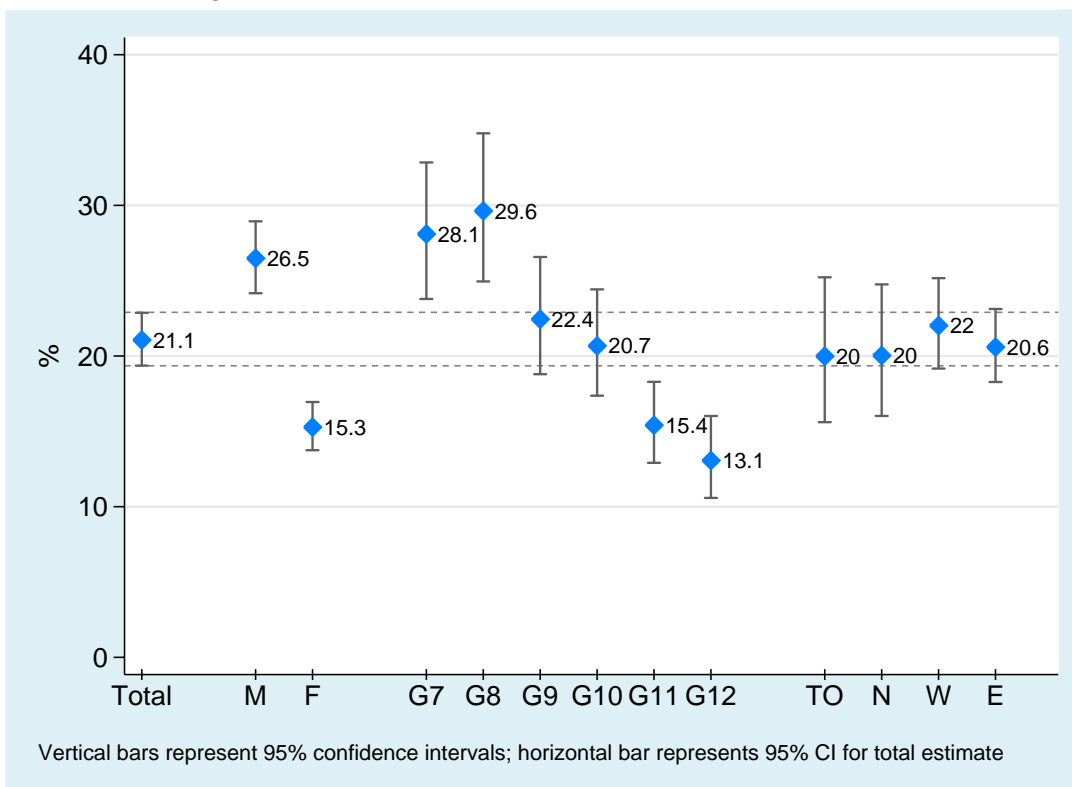


Table 3.2.2 Percentage Reporting No Physical Activity During the Past Week,
1997 – 2007

| | 1997 | 1999 | 2001 | 2003 | 2005 | 2007 | |
|-------------------------------------|---------------------------|-------------|-------------|-------------|-------------|-------------|--------------|
| | (N ¹) | (2,299) | (2,061) | (6,616) | (7,726) | (6,323) | |
| | (N ²) (1,545) | (1,253) | (1,060) | (3,389) | (3,969) | (3,215) | |
| TOTAL % Inactive¹ | — | 15.1 | 13.8 | 16.1 | 18.3 | 13.1 | ^a |
| (95% CI) | | (13.0-17.4) | (11.8-16.3) | (14.7-17.5) | (16.4-20.3) | (11.8-14.6) | |
| TOTAL % Inactive² | 13.5 | 16.1 | 13.6 | 16.9 | 18.4 | 13.0 | |
| (95% CI) | (11.4-15.9) | (13.1-19.6) | (10.9-16.9) | (14.8-19.2) | (16.4-20.5) | (11.4-14.9) | |
| Males¹ | — | 15.8 | 13.6 | 15.6 | 16.4 | 12.1 | ^a |
| | | (12.8-19.3) | (10.7-17.2) | (13.8-17.7) | (13.8-19.4) | (10.6-13.9) | |
| Males² | 13.5 | 17.6 | 13.4 | 16.4 | 17.4 | 12.7 | |
| | (10.1-17.7) | (13.3-23.0) | (9.8-18.0) | (13.8-19.4) | (14.7-20.5) | (10.5-15.2) | |
| Females¹ | — | 14.3 | 13.9 | 16.5 | 20.2 | 14.2 | ^a |
| | | (11.7-17.4) | (11.5-16.8) | (14.9-18.3) | (18.4-22.1) | (12.4-16.2) | |
| Females² | 13.5 | 14.6 | 13.8 | 17.4 | 19.4 | 13.4 | |
| | (11.2-16.2) | (11.3-18.6) | (10.5-17.9) | (14.6-20.5) | (17.0-22.0) | (11.1-16.2) | |
| Grade 7 | 15.5 | 18.5 | 11.9 | 18.5 | 18.9 | 11.3 | ^a |
| | (11.6-19.4) | (13.9-24.1) | (9.1-15.4) | (13.6-24.8) | (15.0-23.6) | (8.5-14.8) | |
| Grade 8 | — | 12.8 | 11.8 | 11.5 | 18.8 | 9.3 | ^a |
| | | (9.3-17.2) | (8.6-16.0) | (9.5-13.8) | (13.4-25.8) | (6.4-13.4) | |
| Grade 9 | 12.7 | 11.8 | 12.9 | 16.2 | 15.4 | 11.7 | ^a |
| | (10.4-15.1) | (9.1-15.1) | (8.7-18.6) | (13.8-19.0) | (12.6-18.7) | (9.3-14.6) | |
| Grade 10 | — | 15.5 | 15.7 | 16.9 | 18.8 | 14.3 | |
| | | (11.6-20.5) | (11.7-20.7) | (13.7-20.7) | (15.8-22.1) | (11.8-17.1) | |
| Grade 11 | 12.5 | 19.1 | 16.4 | 16.2 | 20.9 | 16.0 | |
| | (7.9-17.1) | (13.1-27.0) | (11.2-23.6) | (13.6-19.3) | (17.9-24.4) | (12.9-19.6) | |
| Grade 12 | — | 13.0 | 13.6 | 16.5 | 17.0 | 15.4 | |
| | | (8.7-18.8) | (8.0-22.1) | (13.9-19.5) | (14.6-19.8) | (12.9-18.2) | |
| Toronto¹ | — | 19.2 | 16.3 | 21.3 | 21.7 | 15.1 | ^a |
| | | (14.1-25.6) | (11.1-23.3) | (17.5-25.6) | (18.1-25.8) | (12.7-17.8) | |
| Toronto² | 16.7 | 19.6 | 14.1 | 21.4 | 22.4 | 16.3 | |
| | (15.2-18.3) | (13.8-26.9) | (9.3-21.0) | (16.3-27.6) | (17.8-27.8) | (12.1-21.7) | |
| North¹ | — | 18.0 | 17.3 | 14.0 | 14.9 | 15.0 | |
| | | (12.7-25.0) | (13.2-22.5) | (11.4-17.2) | (10.4-21.0) | (11.7-18.9) | |
| North² | 15.3 | 22.2 | 18.6 | 14.7 | 14.9 | 16.6 | |
| | (7.7-28.1) | (12.5-36.4) | (13.0-25.2) | (11.1-19.3) | (8.8-24.1) | (12.1-22.4) | |
| West¹ | — | 15.6 | 13.0 | 15.7 | 17.1 | 12.8 | ^a |
| | | (12.1-19.8) | (9.7-17.1) | (13.6-18.2) | (15.1-19.2) | (10.8-15.2) | |
| West² | 13.9 | 16.7 | 14.2 | 17.6 | 18.2 | 13.0 | |
| | (9.7-19.4) | (11.2-24.2) | (9.7-20.1) | (14.2-21.5) | (15.9-20.6) | (10.5-15.6) | |
| East¹ | — | 11.4 | 12.0 | 13.9 | 18.6 | 12.1 | ^a |
| | | (8.4-15.3) | (8.3-17.0) | (12.3-15.7) | (14.4-23.7) | (9.8-14.9) | |
| East² | 10.3 | 12.3 | 10.7 | 13.6 | 17.4 | 10.8 | |
| | (9.6-11.0) | (8.9-16.6) | (6.3-17.7) | (10.6-17.1) | (13.3-22.4) | (8.2-14.1) | |

Notes: (1) based on Grades 7-12 (full sample); (2) based on Grades 7, 9, 11 only (long-term sample); (3) entries in brackets are 95% confidence intervals; (4) data based on a random half sample between 1997 and 2001; (5) ^a 2007 vs. 2005, significant difference, p<.01.

Q: *On how many of the last 7 days did you exercise or participate in sports activities for at least 20 minutes that made you sweat and breathe hard?* (No physical activity is defined here as a response of “0 days.”)

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.4 The “Choking Game”

(Figure 3.2.4)

Self-asphyxiation among children and adolescents for the purpose of a euphoric feeling (or “a high”), commonly referred to as “the choking game,” has recently become recognized as a cause for concern as media reports increase. Acting alone or with friends, the goal is to use belts, cords, ties or bare hands to choke oneself or others and constrict blood flow enough to nearly pass out, and then release. The reduced blood flow and lack of oxygen to the brain causes light-headedness and the release allows a surge of blood back to the brain, which causes a “rush.” This is a worrisome behaviour because it can lead to brain damage or death.

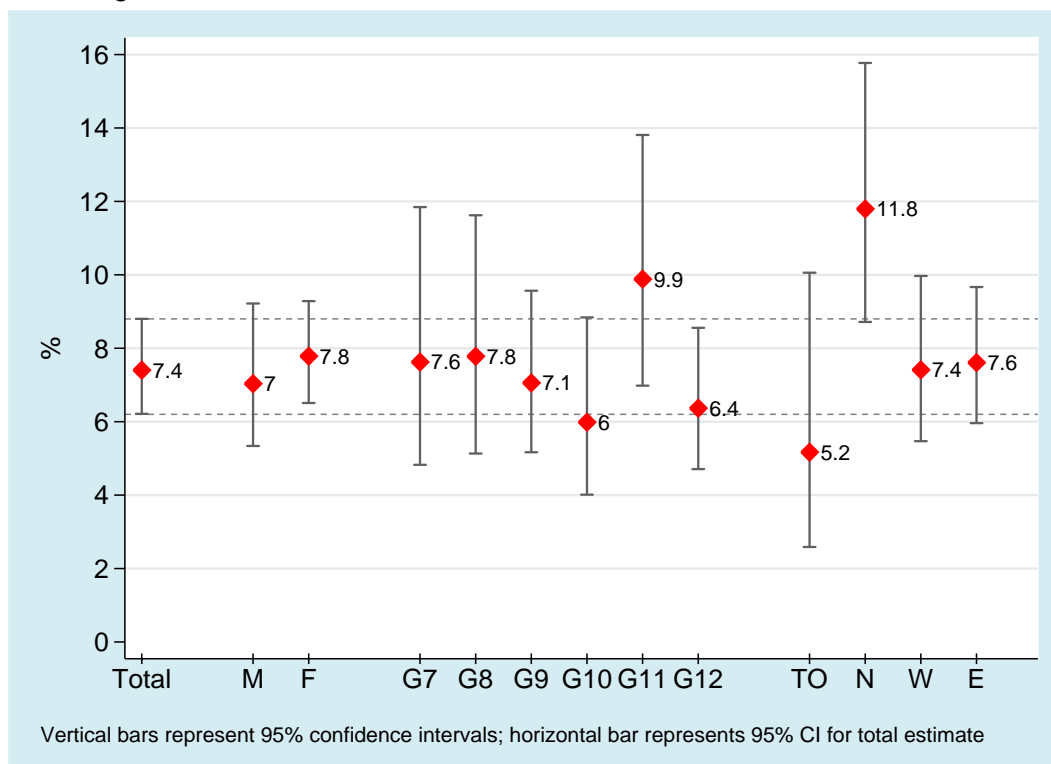
For the first time in 2007, the *OSDUHS* asked a random half sample of students whether they had ever engaged in this behaviour. Specifically, the question used was: “*Sometimes kids do risky things to ‘get high’ or to seek thrills. Have you*

ever been choked by someone or tried to choke yourself on purpose (like with a belt, your hands) for a short time in order to ‘get high’ or feel dizzy?’”

2007 (Grades 7 to 12):

- ❑ Overall, 7.4% (95% CI: 6.2%-8.8%) of students report that they have participated in the choking game at least once in their lifetime. This estimate represents about 79,000 Ontario students.
- ❑ Males (7.0%) and females (7.8%) are equally likely to report ever participating in the choking game.
- ❑ Despite some variation, there are no significant differences among the grades regarding the likelihood of participating in the choking game.
- ❑ Similarly, the regional differences are not statistically significant.

Figure 3.2.4
Percentage Reporting Ever Participating in “The Choking Game” by Sex, Grade, and Region, 2007 OSDUHS



3.3 Health Care Utilization

In this section we examine students' visits to health care professionals, treatment for an injury, past year use of prescription medication, whether or not students were prescribed medication for depression or anxiety, and use of a telephone crisis hotline.

3.3.1 Doctor / Health Care Visits

(Tables A3.3.1, A3.3.2; Figures 3.3.1, 3.3.2)

Starting in 1999, the *OSDUHS* asked students about visits to physical and mental health care professionals during the 12 months before the survey. This provides another snapshot of students' health status. Students were asked: "...how many times have you seen a doctor about your physical health or for a check-up?" and "...how often have you seen a doctor, nurse or counsellor about your emotional or mental health?"

Of course, the number of visits indicative of good versus poor health differs depending on whether one is seeking physical health care or mental health care. For the present report, we examined the proportion of students indicating at least one visit, for both physical and mental health reasons.

2007 (Grades 7 to 12):

- ❑ During the past 12 months, 61.0% (95% CI: 58.5%-63.4%) of students visited a doctor for their physical health at least once, while 21.2% (95% CI: 19.4%-23.1%) reported at least one visit for mental health reasons.
- ❑ Females are significantly more likely than males to report at least one physical health visit (67.2% vs 55.4%, respectively), and are also more likely to report a mental health visit (23.0% vs 19.5%).

- ❑ There are significant grade differences in physical health visits, with students in grades 7, 8, and 9 least likely to report a visit. Mental health care visits do not significantly vary by grade.
- ❑ The likelihood of reporting a physical health visit does not significantly vary by region, nor does the likelihood of visiting a mental health professional.

1999 – 2007 (Grades 7 to 12):

- ❑ Over the short-term, there has been a significant decline in the percentage of students who visited a doctor for their physical health, from 70.0% in 1999 down to 61.0% in 2007. The decline is also evident among all sex, grade, and region subgroups, except for 12th-graders.
- ❑ Between 2005 and 2007, there was a significant increase in the percentage of students reporting at least one mental health care visit, jumping from 11.7% to 21.2%. The increase is also evident among all sex, grade, and region subgroups.

Figure 3.3.1
Percentage Reporting at Least One Physical Health Care Visit During the Past Year by Sex, Grade and Region, 2007 OSDUHS

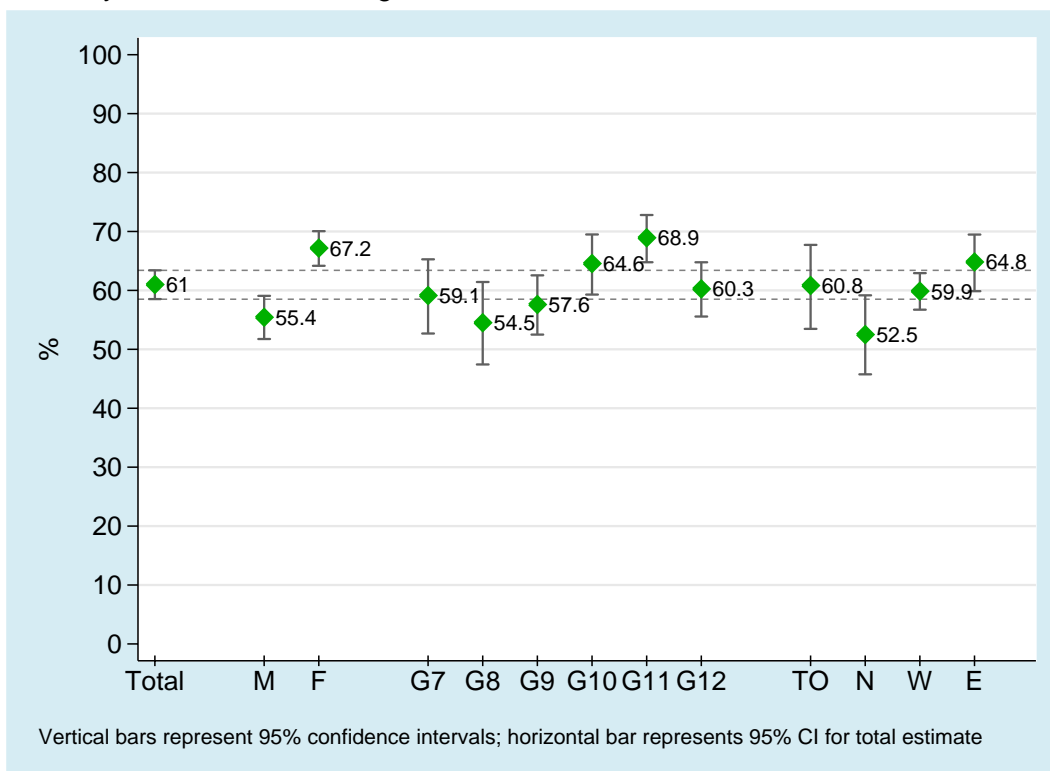
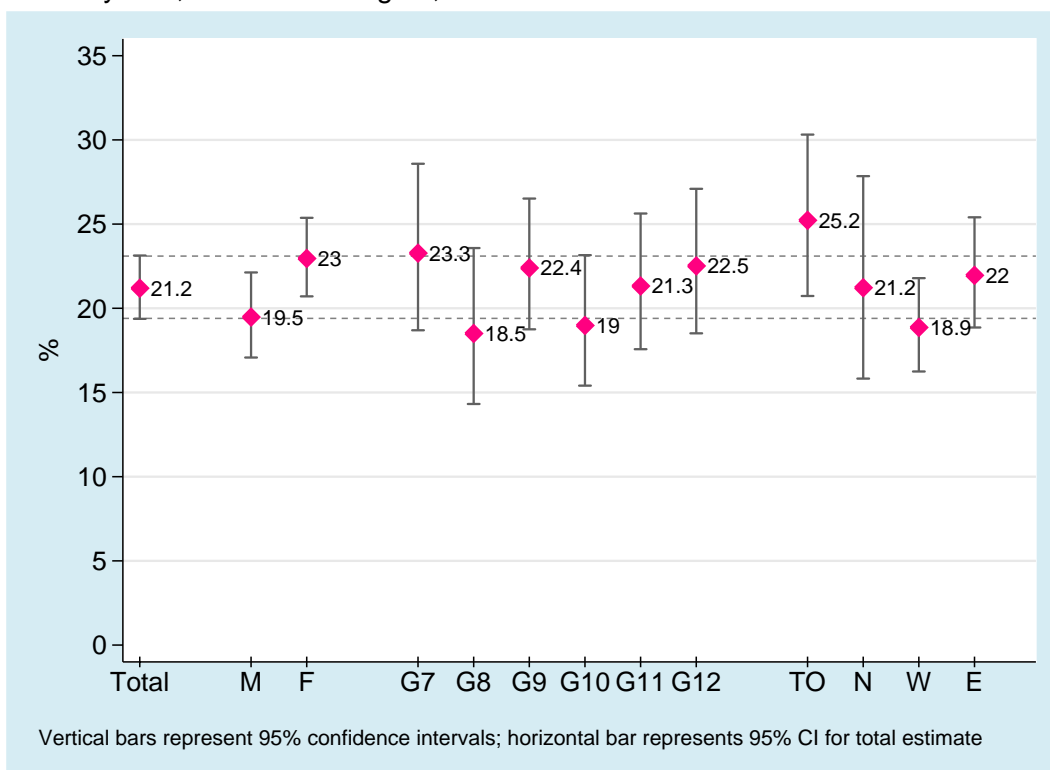


Figure 3.3.2
Percentage Reporting at Least One Mental Health Care Visit During the Past Year by Sex, Grade and Region, 2007 OSDUHS



3.3.2 Treated for a Physical Injury

(Table A3.3.3, Figure 3.3.3)

Starting in 2003, the *OSDUHS* asked students about physical injuries during the past year. The question was: “*In the last 12 months, how many times were you hurt or injured, and had to be treated by a doctor or nurse?*” Response options were: not treated for an injury in the last 12 months, 1 time, 2 times, 3 times, 4 or more times.

2007 (Grades 7 to 12):

- Among the total sample, 37.4% (95% CI: 35.2%-39.6%) were treated for an injury at least once in the 12 months before the survey. This represents about 342,000 students across Ontario. More specifically, 19.7% were treated just once, 10.6% were treated twice, 3.9% were treated three times, and 3.2% were treated four or more times.

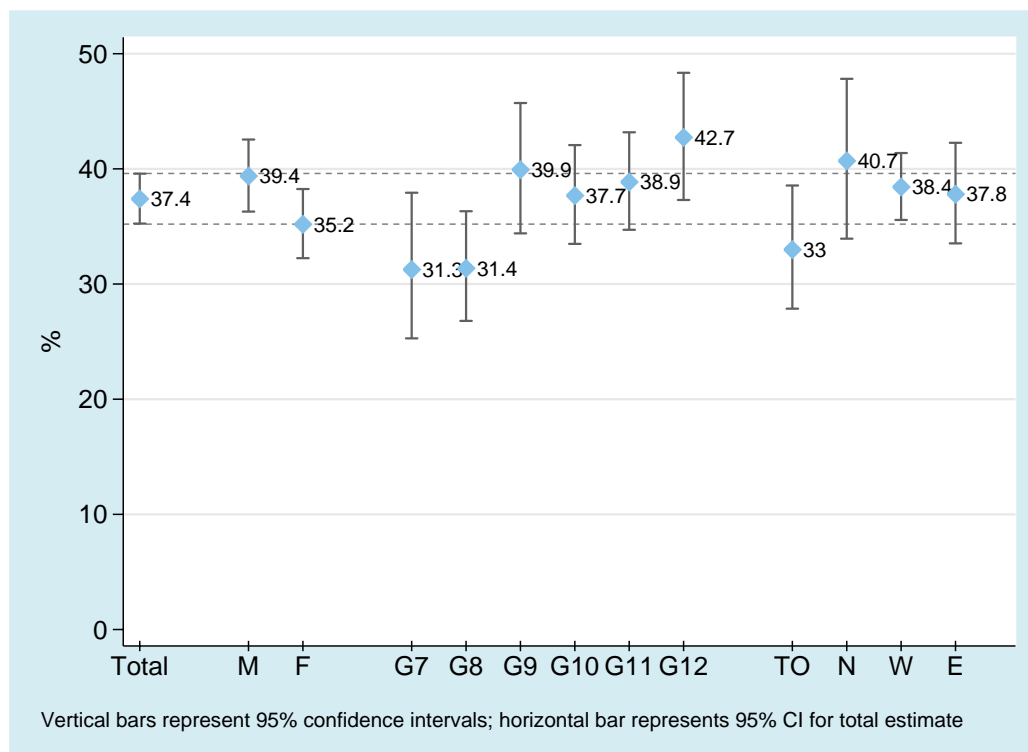
- Males (39.4%) and females (35.2%) are equally likely to report being treated for a physical injury at least once in the past year.
- There is significant grade variation, ranging from a low of about 31% among 7th- and 8th-graders to a high of 42.7% among 12th-graders.
- There is no significant regional variation.

2003 – 2007 (Grades 7 to 12):

- Among the total sample of students, there was a significant increase in the percentage reporting being treated for a physical injury between 2005 (33.8%) and 2007 (37.4%).
- Among the subgroups, the increase was evident among females (from 29.5% in 2005 up to 35.2% in 2007), and Western students (from 33.5% up to 38.4%).

Figure 3.3.3

Percentage Reporting Being Treated for a Physical Injury at Least Once During the Past Year by Sex, Grade and Region, 2007 OSDUHS



3.3.3 Medical Drug Use

(Table A3.3.4; Figures 3.3.4 to 3.3.7)

This section presents the past year prevalence rates for three types of prescription drug classes: opioid pain relievers, drugs to treat Attention Deficit Hyperactivity Disorder (ADHD), and tranquilizers/sedatives. The first two drug classes are new to the *OSDUHS* in 2007, whereas the medical tranquilizer question spans back to 1977. The following questions were asked:

- *In the last 12 months, how often did you use pain relief pills (such as Percocet, Percodan, Tylenol #3, Demerol, OxyContin, codeine) with a prescription of because a doctor told you to take them?*
- *Sometimes doctors give medicine to students who are hyperactive or have problems concentrating in school. This is called Attention Deficit Hyperactivity Disorder (ADHD). In the last 12 months, how often did you use medicine to treat ADHD (such as Ritalin, Concerta, Adderall, Dexedrine) with a prescription or because a doctor told you to take it?*
- *Sedatives or tranquilizers are sometimes prescribed by doctors to help people sleep, calm them down, or to relax their muscles. In the last 12 months, how often did you use sedatives or tranquilizers (such as Valium, Ativan, Xanax) with a prescription or because a doctor told you to take them?* [Note that “sedatives” was added to the question in 2007.]

2007 (Grades 7 to 12):

- ❑ Among the total sample, 40.6% (95% CI: 39.0%-42.2%) used opioid pain relievers medically at least once in the past 12 months (representing about 406,000 students); 2.3% (95% CI: 1.9%-2.9%) used an ADHD drug medically (about 23,000 students); and 4.5% (95% CI: 3.7%-5.3%) used tranquilizers/sedatives medically (about 48,000).
- ❑ Females are significantly more likely than males to report using an opioid pain reliever medically (45.7% vs 35.8%), and to report using a tranquilizer/sedative medically (5.8% vs 3.2%). Males are significantly more likely than females to report using an ADHD drug medically (3.2% vs 1.3%).

- ❑ Students in grades 7 and 8 are less likely to use opioid pain relievers medically compared to older students. Medical tranquilizer/sedative use also significantly varies by grade, ranging from a low of 2.7% among 7th-graders to a high of 7.1% among 12th-graders. Despite some variation, medical ADHD drug use does not significantly vary by grade.
- ❑ Only medical tranquilizer/sedative use significantly varies by region, with students in the East (5.9%) most likely to use, compared to students in the other three regions (about 3%-4%).

1999 – 2007 (Grades 7 to 12):

- ❑ Medical tranquilizer use significantly increased among the total sample between 2005 (2.2%) and 2007 (4.5%). The increase is also evident among females (from 2.1% to 5.8%); 12th-graders (from 2.2% to 7.1%); Western students (from 1.9% to 3.9%); and Eastern students (from 2.8% to 5.9%). However, caution is warranted here given the question wording modification in 2007. Only future monitoring will indicate whether this increase is robust.

1977 – 2007 (Grades 7, 9, 11 only):

- ❑ Historically, the medical use of tranquilizers among students peaked in the late 1970s, declined throughout the 1980s, stabilized in the 1990s, and recently increased between 2005 and 2007.

Figure 3.3.4
Past Year Medical Opioid Pain Reliever Use by Sex, Grade and Region, 2007 OSDUHS

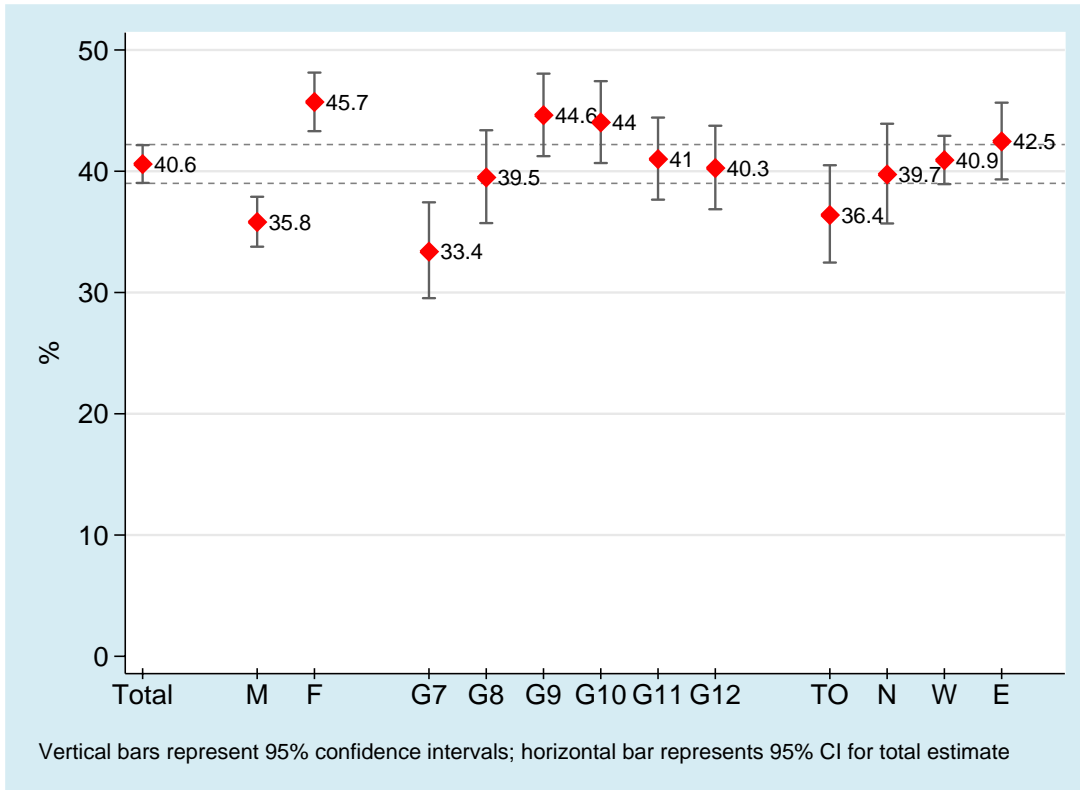


Figure 3.3.5
Past Year Medical ADHD Drug Use by Sex, Grade and Region, 2007 OSDUHS

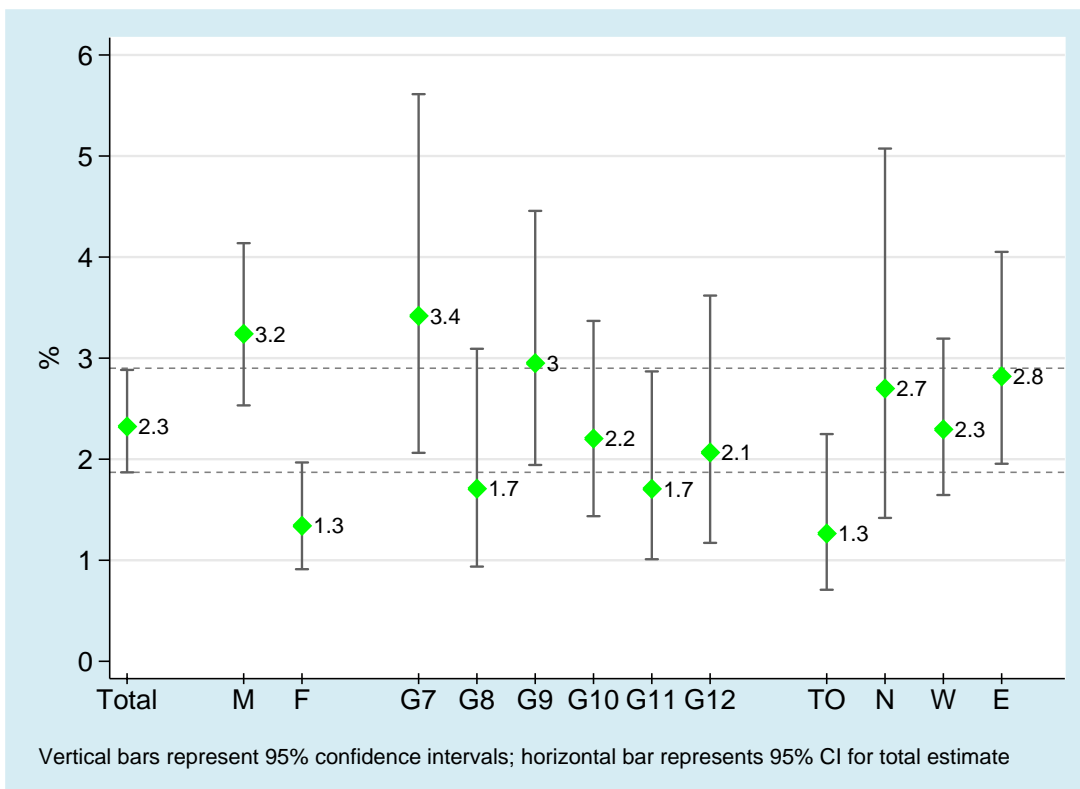


Figure 3.3.6
Past Year Medical Tranquillizer/Sedative Use by Sex, Grade and Region, 2007 OSDUHS

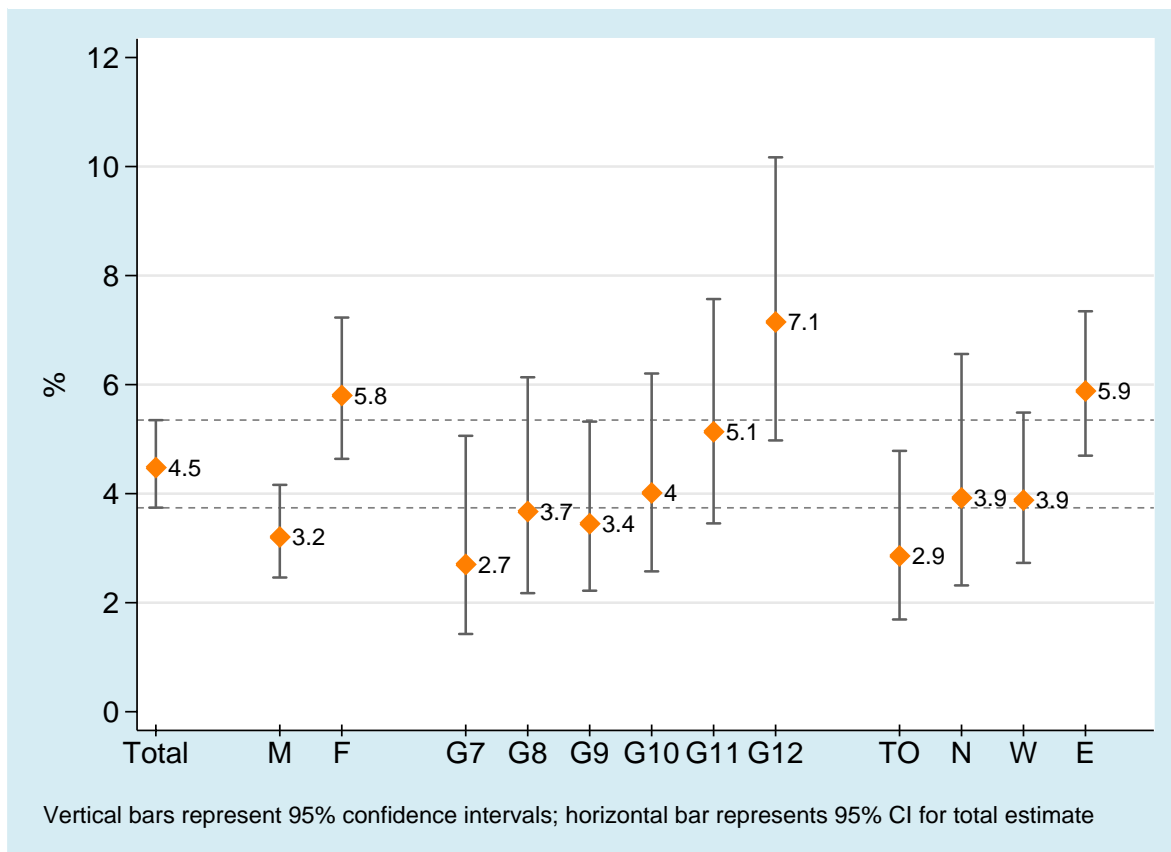
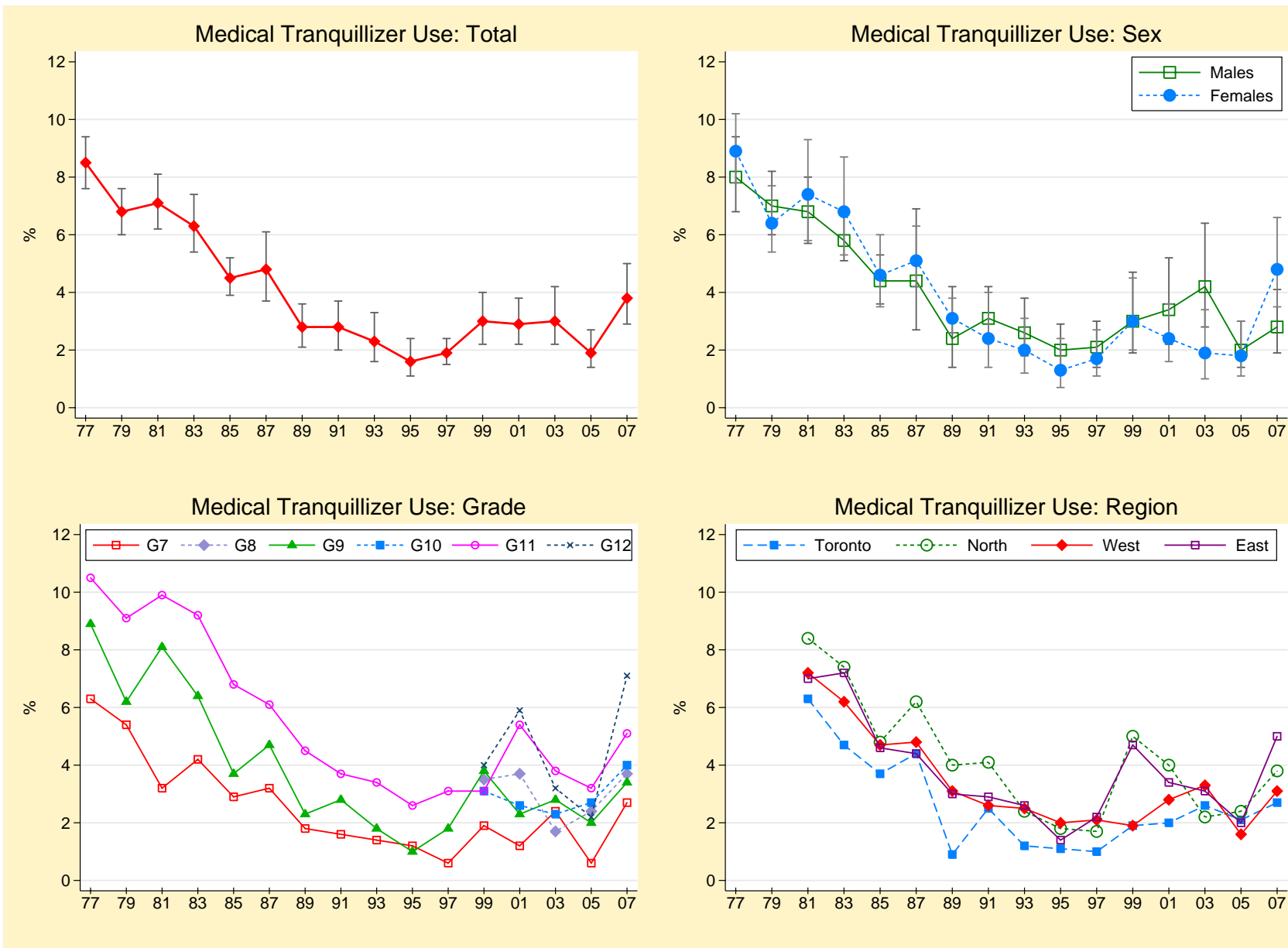


Figure 3.3.7
Past Year Medical Tranquillizer/Sedative Use, 1977 – 2007 OSDUHS (Grades 7, 9, 11 only)



3.3.4 Prescription Medication to Treat Depression or Anxiety

(Figure 3.3.8)

Starting in 2001, the *OSDUHS* asked a random half sample of students about prescription medication for depression or anxiety. The question was “*In the last 12 months, have you been prescribed medicine to treat anxiety or depression?*” The four response options were: yes for anxiety only; yes for depression only; yes for both; or no.

- ❑ Females are more likely than males to report being prescribed medication to treat anxiety, depression, or both problems (5.0% vs 2.4%).
- ❑ There is significant grade variation in the likelihood of reporting a prescription for either or both of these problems, ranging from a low of 1.2% among 7th-graders to a high of 7.2% among 12th-graders.
- ❑ Despite some variation, there are no significant regional differences.

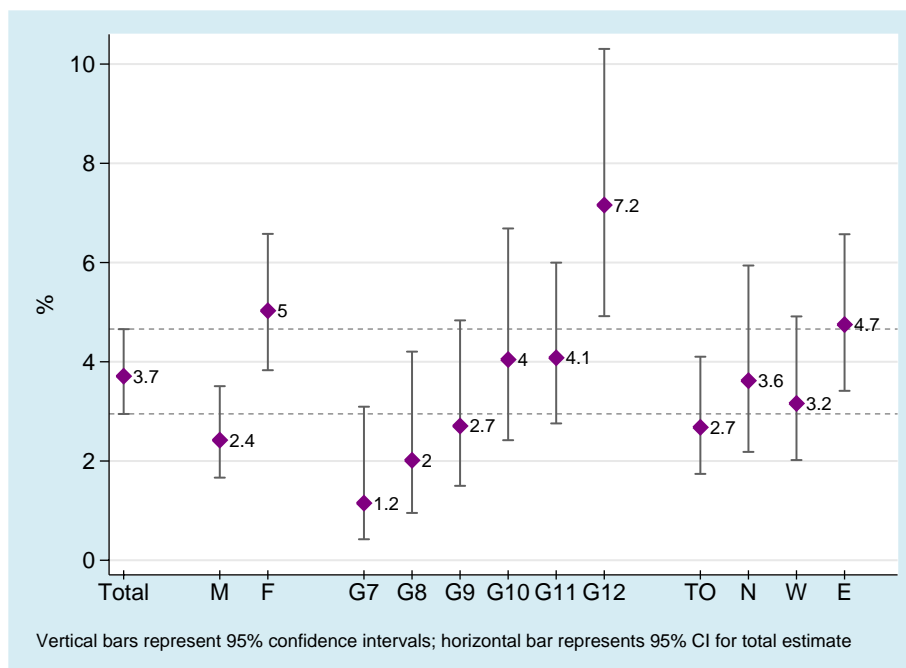
2007 (Grades 7 to 12):

- ❑ Less than 1% of students report that they had been prescribed medication to treat anxiety in the past year. About 1.4% of students were prescribed medication to treat depression. Another 1.5% was prescribed medication for *both* depression and anxiety.
- ❑ Combining the responses, 3.7% (95% CI: 2.9%-4.6%) report they were prescribed medication to treat either depression, or anxiety, or both of these problems. This percentage represents about 39,000 students.

2001 – 2007 (Grades 7 to 12):

- ❑ There has been no significant change between 2001 and 2007 regarding reports of prescriptions to treat anxiety, or depression, or both. Specifically, the percentage reporting prescribed medication for one, or both, of these problems was 2.6% (95% CI: 1.8%-3.7%) in 2001, 4.0% (3.2%-4.9%) in 2003, 3.6% (3.0%-4.4%) in 2005, and 3.7% in 2007.

Figure 3.3.8
Percentage Reporting Having Been Prescribed Medication to Treat Either Anxiety or Depression or Both Problems During the Past Year by Sex, Grade and Region, 2007 OSDUHS



3.3.5 Use of a Telephone Crisis Helpline (Figure 3.3.9)

Starting in 2005, the *OSDUHS* asked a random half sample of students whether they have used any telephone crisis helpline. Specifically, the question used was “*In the last 12 months, have you phoned any telephone crisis helpline (for example, Kids Help Phone) because you needed to talk to someone about a problem?*” Response options were yes or no.

2007 (Grades 7 to 12):

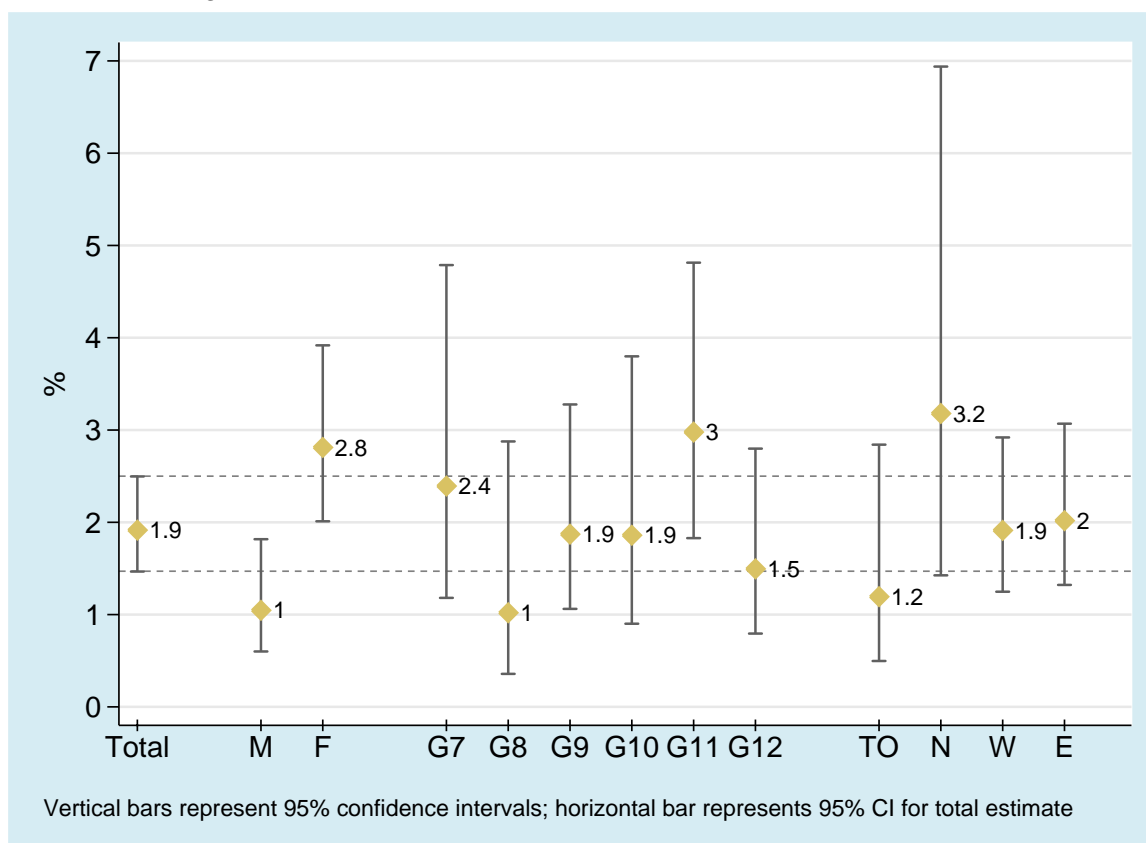
- Among all students, 1.9% (95% CI: 1.5%-2.5%) report using a crisis helpline to discuss a problem during the past year. This percentage represents about 20,000 students across Ontario.

- Females are more likely than males to use a crisis helpline (2.8% vs 1.0%).
- Despite some fluctuation, there are no significant grade or region differences in the use of a crisis helpline.

2007 vs. 2005 (Grades 7 to 12):

- The percentage of students reporting using a crisis helpline in 2007 (1.9%) is similar to the percentage found in 2005, 1.8% (95% CI: 1.4%-2.4%).

Figure 3.3.9
Percentage Reporting Use of a Telephone Crisis Helpline During the Past Year by Sex, Grade and Region, 2007 OSDUHS



3.4 Internalizing Indicators

Internalizing mental health indicators are emotional states or psychological traits that can adversely affect all life areas. Some examples include low self-esteem, depression and anxiety.

3.4.1 Self-Rated Mental Health

(Figure 3.4.1)

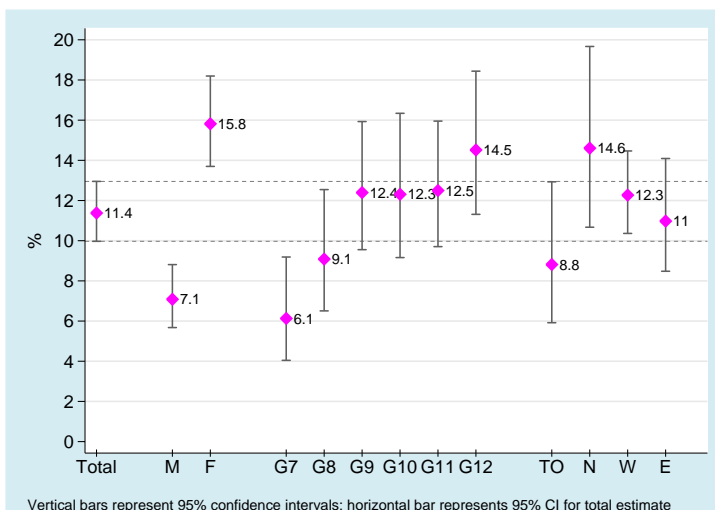
Starting in 2007, we asked students to rate their mental health using the question: “*How would you rate your emotional or mental health?*”

Response options were: poor, fair, good, very good, excellent. We use the term “poor mental health” to reflect responses of poor or fair.

2007 (Grades 7 to 12):

- ❑ About 11.4% (95% CI: 10.0%-13.0%) of students report poor mental health. This estimate represents about 121,000 students in Ontario.
- ❑ Females are more likely than males to report poor mental health (15.8% vs 7.1%).
- ❑ Reports of poor mental health increase incrementally with grade, ranging from a low of 6.1% among 7th-graders to a high of 14.5% among 12th-graders.
- ❑ There is no significant regional variation.

Figure 3.4.1
Percentage Reporting Poor Mental Health by Sex,
Grade and Region, 2007 OSDUHS



3.4.2 Low Self-Esteem

(Table A3.4.1; Figures 3.4.2, 3.4.3)

Low self-esteem, or self-worth, has been shown to be associated not only with risky health behaviours such as illicit drug use,⁵⁶ but also with poor physical and mental health, and poor school and personal achievement.^{22, 57, 73}

Adapted items from the *Rosenberg Self-Esteem Scale*⁷⁴ have been in the OSDUHS since 1993.

The following 6 items are used:

- *I feel good about myself*
- *I feel that I am a person of worth*
- *I am able to do most things as well as other people can*
- *Sometimes I feel that I can't do anything right*
- *I feel I do not have much to be proud of*
- *Sometimes I think I am no good at all*

Each item has a 5-point response scale, ranging from “never true” to “almost always true.” An overall indicator for low self-esteem is defined here as responding negatively (lower esteem) to at least 3 of the 6 items listed above (i.e., “always” or “often true” for negative statements; “never” or “seldom true” for positive statements). The reliability coefficient (α) for these 6 items is 0.75.

2007 (Grades 7 to 12):

- ❑ Under one-in-ten (8.5%) students indicate low self-esteem.
- ❑ Specifically, 11.8% of all students often or always feel that they cannot do anything right; 14.5% feel they do not have much to be proud of; and 8.8% feel that they are no good at all. About 10.4% do not feel that they are a person of worth; 9.3% seldom or never feel good about themselves; and 6.3% do not feel that they can do most things as well as others can.
- ❑ Females are significantly more likely to indicate low self-esteem compared to males (10.9% vs 6.2%, respectively).
- ❑ There is no significant grade effect, nor is there a significant region effect.

1999 – 2007 (Grades 7 to 12):

- ❑ Low self-esteem remained stable between 1999 (10.1%) and 2007 (8.5%) among the total sample.

1995 – 2007 (Grades 7, 9, 11 only):

- ❑ Between 1995 (10.3%) and 2007 (8.6%), low self-esteem did not change among the total sample.

Figure 3.4.2
Rosenberg's Self-Esteem Items, by Sex, 2007 OSDUHS

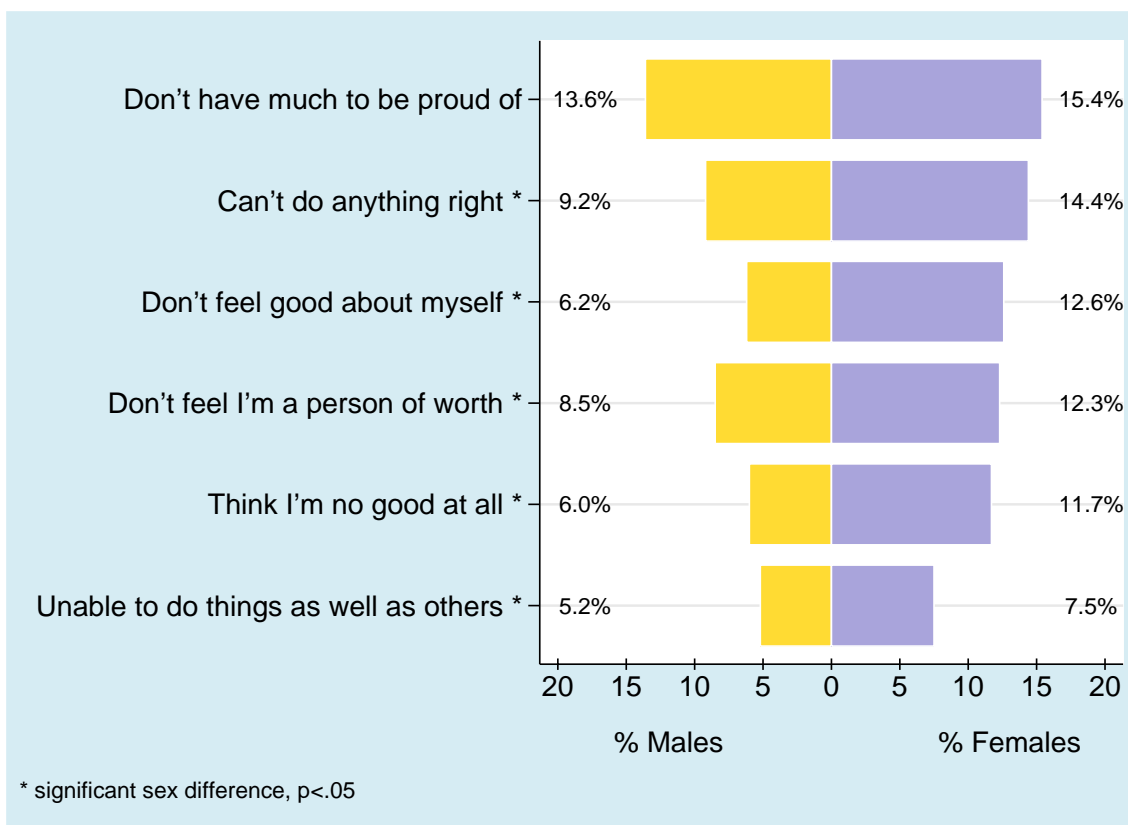
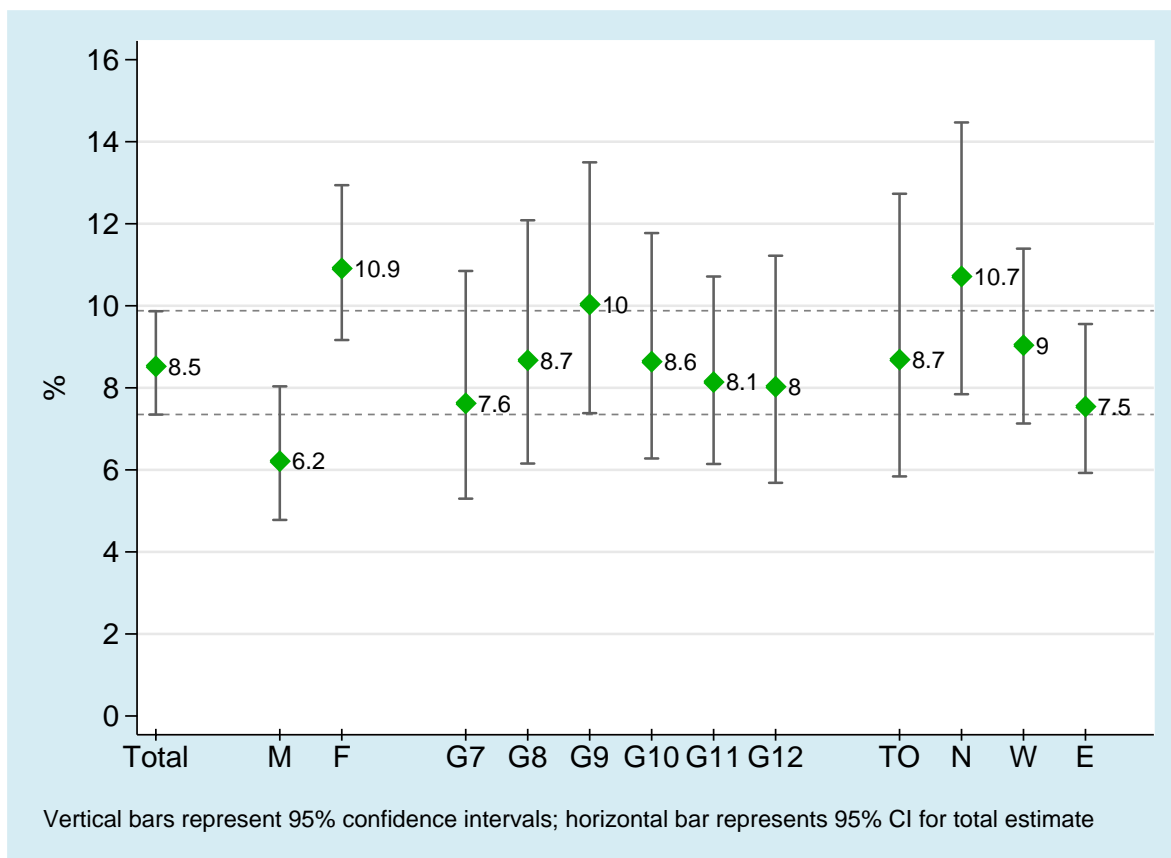


Figure 3.4.3
Percentage Indicating Low Self-Esteem by Sex, Grade and Region, 2007 OSDUHS



3.4.3 Depressive Symptoms

(Table A3.4.2; Figure 3.4.4, 3.4.5)

Depressed mood is a relatively common occurrence during adolescence and is characterized by pervasive feelings of sadness and worthlessness, loss of interest in activities, and disturbances in sleep, appetite, and concentration. Depression can range from mild to severe, and can adversely affect all areas of life. Typically, the onset of depression occurs during adolescence, affecting more females than males.^{15, 75}

The *Center for Epidemiologic Studies Depression Scale* (CES-D) is a self-report scale used to screen for depressive symptomatology in the general population.⁷⁶ The scale does not make a clinical diagnosis, but it does identify those at risk for a depressive disorder. The *OSDUHS* uses a shortened version of the CES-D.

The following 4 CES-D questions were asked of students from 1997 to 2007. The time referent is the “past 7 days.”

- *How often have you felt sad?*
- *How often have you felt lonely?*
- *How often have you felt depressed?*
- *How often have you felt like crying?*

The response options were based on a 4-point scale, ranging from “never or rarely” to “always”. To gain a sense of the prevalence of depression in the student population, we provide a measure of high risk for depression as indicated by those responding “often” or “always” on *all 4* symptoms. The reliability coefficient (α) for these 4 items is 0.85.

2007 (Grades 7 to 12):

- ❑ Overall, 15.1% of students felt sad often or always during the 7 days before the survey; 12.7% felt lonely; 11.6% felt depressed; and 14.0% felt like crying.
- ❑ About one-in-twenty (5.3%; 95% CI: 4.4%-6.3%) students are at high risk for depression (this represents about 56,000 Ontario students).
- ❑ Females are significantly more likely than males to report feeling each of the 4 symptoms. Females, compared to males, are more likely to be at risk for depression (8.3% vs 2.4%).
- ❑ Of the 4 symptoms, only reports of feeling sad show a significant grade effect, increasing with grade. The overall risk for depression measure does not significantly differ by grade.
- ❑ No significant regional differences were found for any of the 4 symptoms, or on the overall risk for depression measure.

1999 – 2007 (Grades 7 to 12):

- ❑ Between 1999 and 2007, there was no significant change on the depression risk measure among the total sample (hovering around 5%), or among the subgroups.

1997 – 2007 (Grades 7, 9, 11 only):

- ❑ There was no significant change in risk for depression among the total sample between 1997 and 2007.

Figure 3.4.4
Percentage Reporting Depressive Symptoms, by Sex, 2007 OSDUHS (Grades 7 to 12)

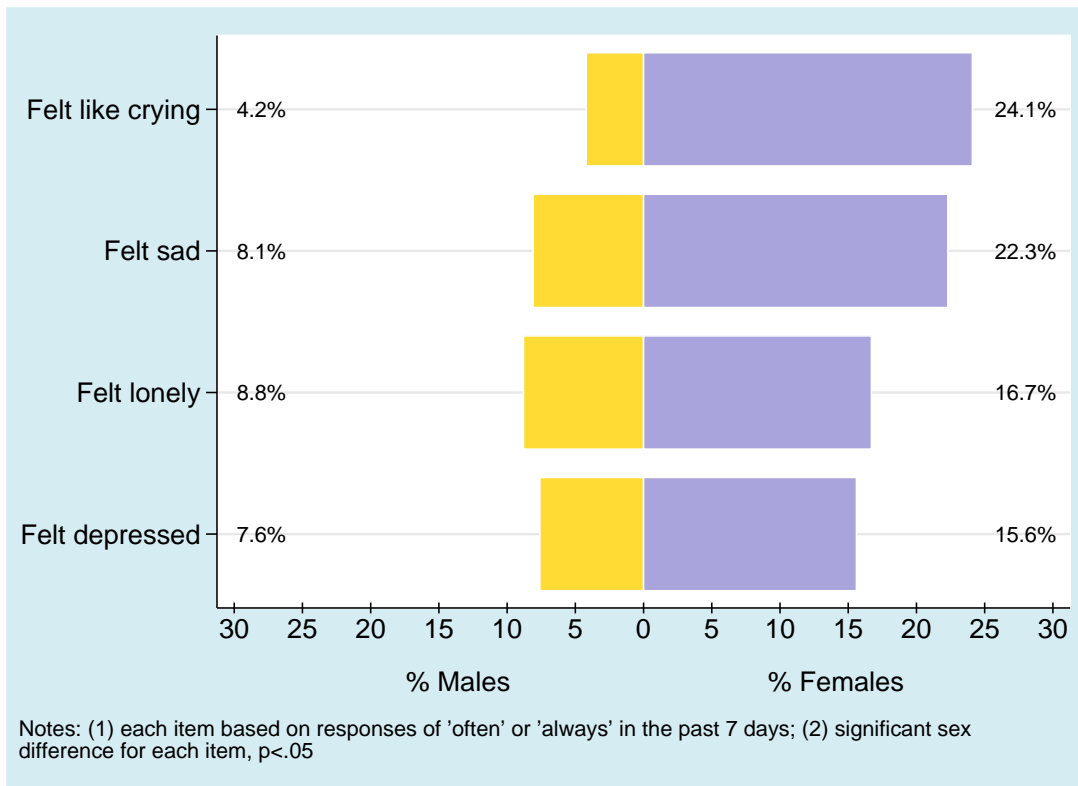
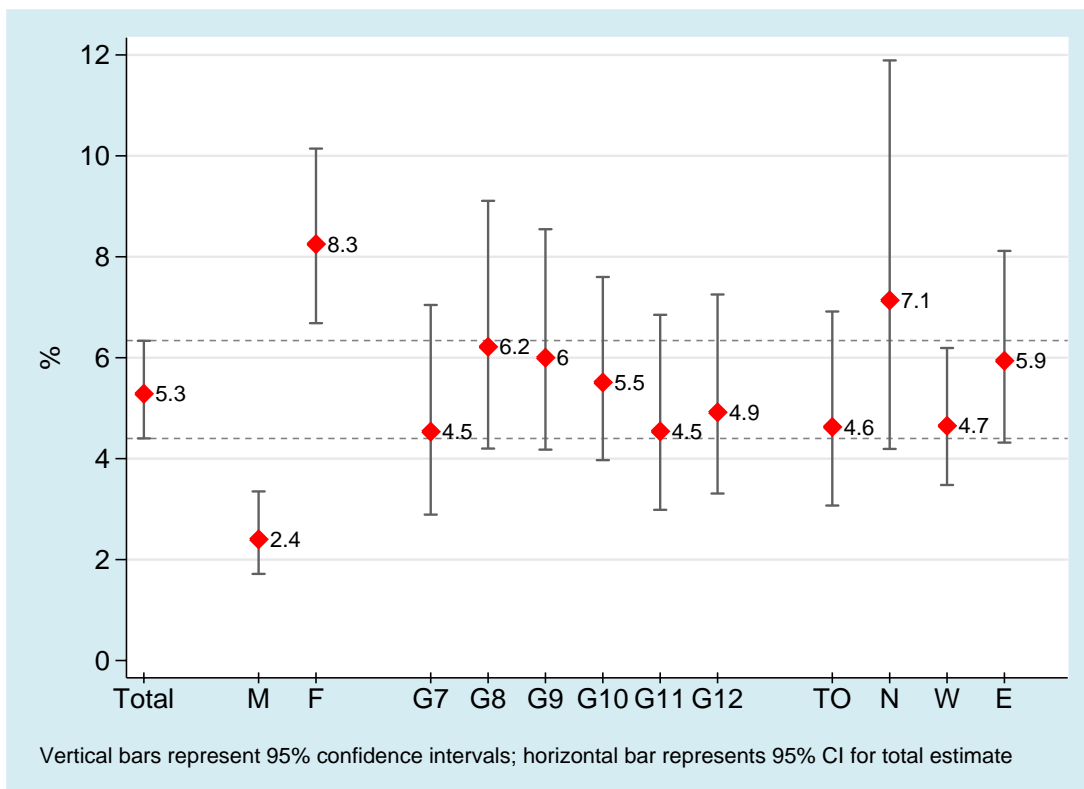


Figure 3.4.5
Percentage at High Risk for Depression by Sex, Grade and Region, 2007 OSDUHS



3.4.4 Elevated Psychological Distress (Table A3.4.3; Figures 3.4.6, 3.4.7)

The *General Health Questionnaire* (GHQ)^{77, 78} is a screening instrument used to detect current psychological distress. The GHQ-12 uses 12 items to screen for 3 overarching problems: depressed mood, anxiety, and problems with social functioning. Note that this instrument is used as a screener and not for clinical diagnoses.

The GHQ was first used in the *OSDUHS* in 1999. The item wording took the form: “*Over the last few weeks, have you....*”. Response categories are on a 4-point scale ranging from “better [more so] than usual” to “much less than usual”; or “not at all” to “much more than usual.” The following items were used:

- *been able to concentrate on whatever you’re doing*
- *felt that you are playing a useful part in things*
- *felt capable of making decisions about things*
- *been able to enjoy your normal day-to-day activities*
- *been able to face up to your problems*
- *been feeling reasonably happy, all things considered*
- *lost much sleep because you were worried about something*
- *felt constantly under stress*
- *felt you couldn’t overcome difficulties*
- *been feeling unhappy and depressed*
- *been losing confidence in yourself*
- *been thinking of yourself as a worthless person*

The GHQ also yields a summary measure to estimate the percentage experiencing elevated psychological distress, defined as reporting at least 3 of the 12 symptoms (positive statements were reverse-coded). The reliability coefficient (α) for these 12 items is 0.87.

2007 (Grades 7 to 12):

- ❑ Elevated psychological distress is reported by just under one-third (30.8%; 95% CI: 28.8%-32.8%) of students. This represents about 329,000 Ontario students.
- ❑ The most common symptom experienced by students is the feeling of being constantly under stress (38.4%), followed by losing sleep because of worrying (28.4%). The least reported symptom is feeling incapable of making decisions (6.6%).
- ❑ Females are more likely to report elevated psychological distress compared to males (42.0% vs 19.9%, respectively). Indeed, females are significantly more likely to report *each* of the 12 symptoms.
- ❑ Psychological distress significantly increases with grade, peaking in 12th-grade (41.1%).
- ❑ There is substantial grade variation for 11 of the 12 symptoms, generally showing inferior mental health with increasing grade. For example, constantly feeling stressed increases dramatically with grade, with only 21.6% of 7th-graders reporting so versus 54.2% of 12th-graders. The only symptom that does not vary by grade is thinking of oneself as a worthless person.
- ❑ There is a significant regional difference, with students in the North (36.1%) most likely to indicate elevated psychological distress, whereas students in Toronto and the West are least likely (about 27%-29%).

1999 – 2007 (Grades 7 to 12):

- ❑ Among the total sample, elevated psychological distress has generally remained stable since 1999, hovering around 30%.
- ❑ Among the subgroups, females show higher levels of psychological distress in 2007 compared with the 1999 estimate (from 35.8% in 1999 up to 42.0% in 2007). Twelfth graders also show a significant increase, from 31.7% in 1999 up to 41.1% in 2007, as do Northern students, from 26.9% in 1999 up to 36.2% in 2007.

Figure 3.4.6

Percentage Reporting 12 Psychological Distress Symptoms (GHQ) Over the Past Few Weeks, by Sex, 2007 OSDUHS (Grades 7 to 12)

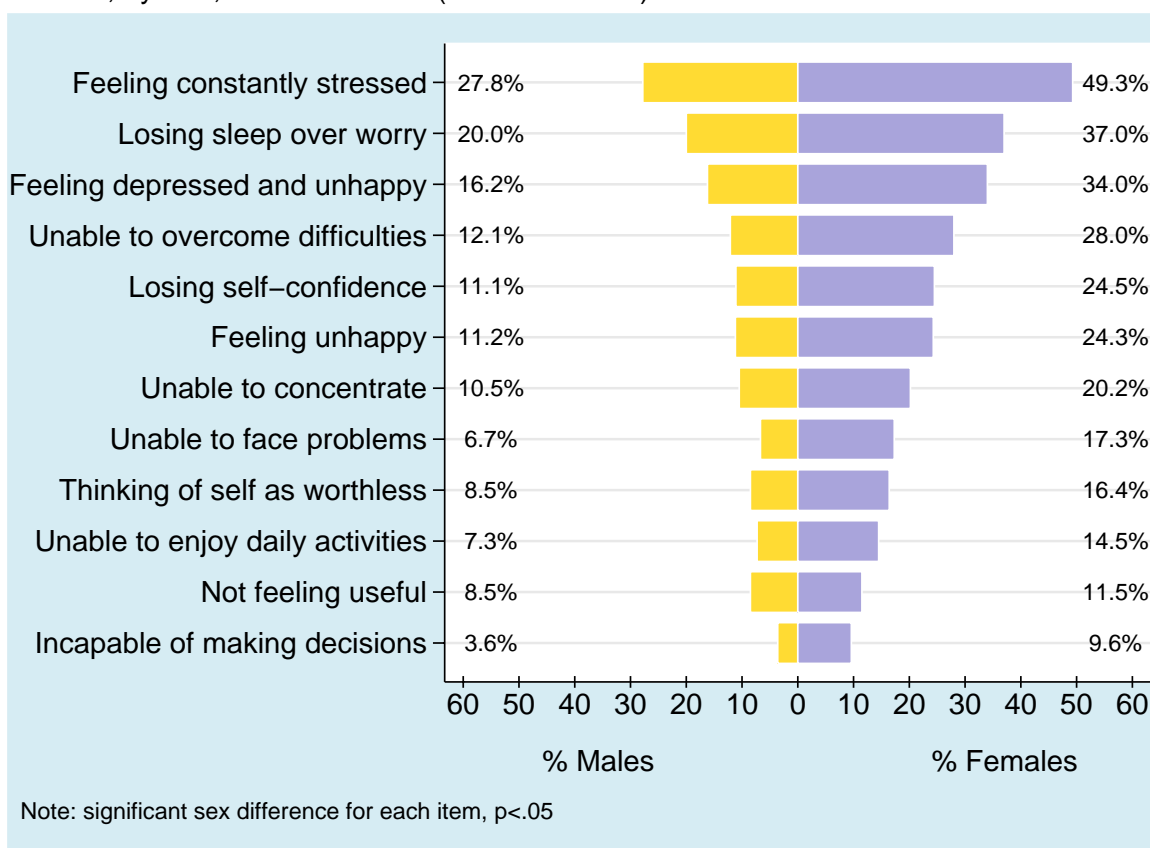
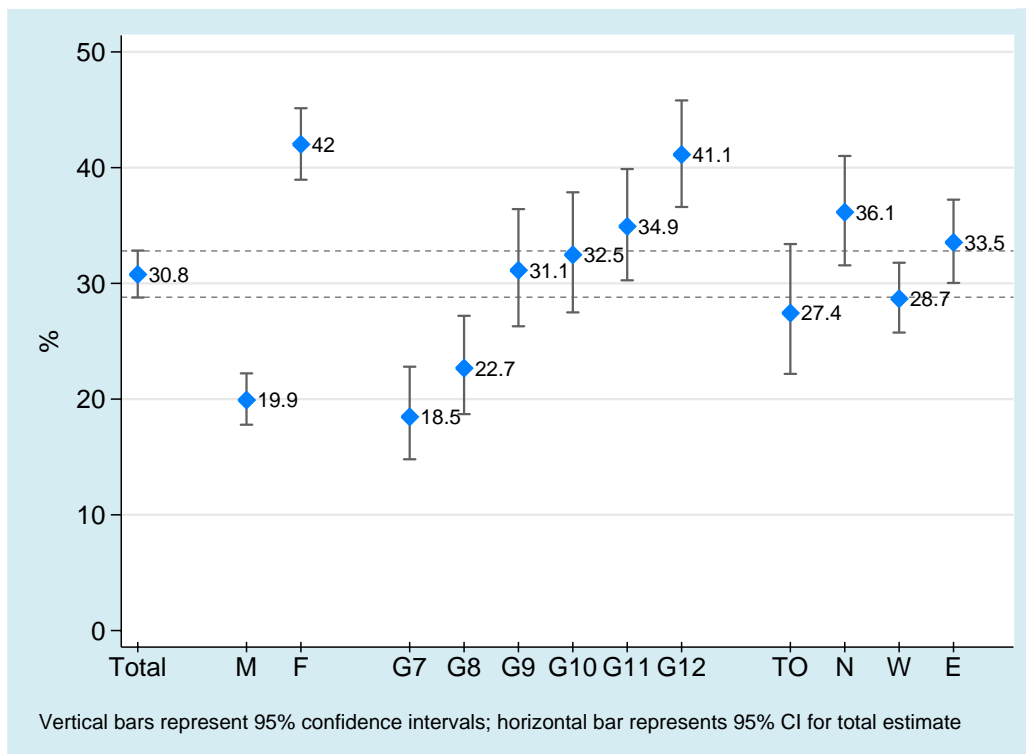


Figure 3.4.7
Percentage Reporting Elevated Psychological Distress (GHQ 3+) by Sex,
Grade and Region, 2007 OSDUHS



3.4.5 Suicide Ideation and Attempt

(Table A3.4.4; Figures 3.4.8, 3.4.9)

Starting in 2001, the *OSDUHS* included a question about suicide. Specifically, students were asked: “*In the last 12 months, did you ever seriously consider attempting suicide?*”

Starting in 2007, students were also asked about attempts: “*In the last 12 months, did you actually attempt suicide?*” Response options for both questions were yes or no.

2007 (Grades 7 to 12):

- About 9.8% (95% CI: 8.6%-11.1%) of students reported that they had seriously considered suicide in the past year. This percentage represents about 103,000 Ontario students. About 3.3% (95% CI: 2.6%-4.2%) of students report attempting suicide in the past year. This represents about 35,000 Ontario students.

- Females are significantly more likely to report contemplating suicide than males (13.7% vs 5.9%, respectively). Similarly, females are significantly more likely to report a suicide attempt compared to males (4.9% vs 1.8%, respectively).
- Despite some fluctuation, neither of the 2 measures significantly varies by grade.
- Among the regions, only the percentage reporting a suicide attempt significantly varies, with students in Toronto (1.1%) least likely to report a suicide attempt compared to students in the other regions (about 4%).

2001– 2007 (Grades 7 to 12):

- Between 2001 (11.4%) and 2007 (9.8%), there was no significant change in the percentage of students who report contemplating suicide.

Figure 3.4.8
Percentage Reporting Suicide Ideation During the Past Year by Sex, Grade and Region, 2007 OSDUHS

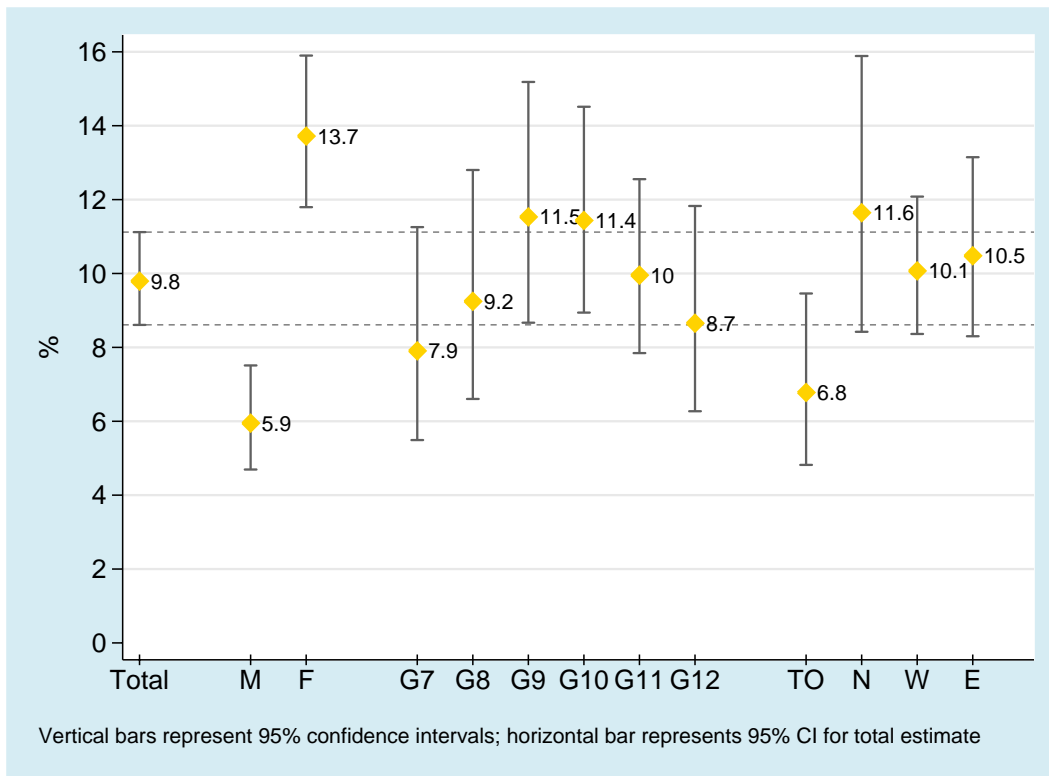
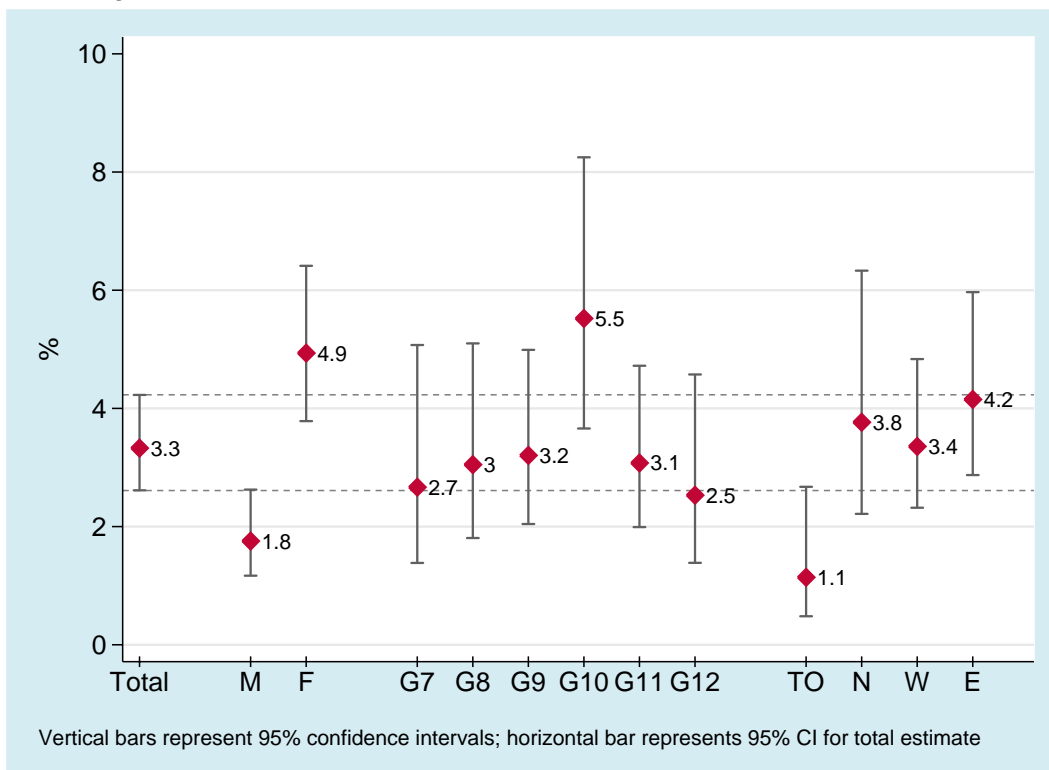


Figure 3.4.9
Percentage Reporting Attempting Suicide During the Past Year by Sex, Grade and Region, 2007 OSDUHS



3.4.6 Body Image and Desired Change in Weight

(Table A3.4.5; Figure 3.4.10)

The issues surrounding body image and weight become increasingly prominent during the adolescent years. Teenagers, especially females, can become preoccupied with achieving an “ideal” body, which can subsequently cause physical and mental health problems. In the extreme, a fixation on body image can lead to eating disorders such as anorexia nervosa or bulimia. In Canada, 4% of young females are considered at high risk for an eating disorder.¹⁷

Since 2001, the *OSDUHS* included questions concerning beliefs about personal weight and desired change in weight. Two questions were asked: (1) *“Do you think of yourself as being too thin, about the right weight, or too fat?”* and (2) *“Which of the following are you doing about your weight: not doing anything, trying to lose weight, trying to keep from gaining weight, or trying to gain weight?”*

2007 (Grades 7 to 12):

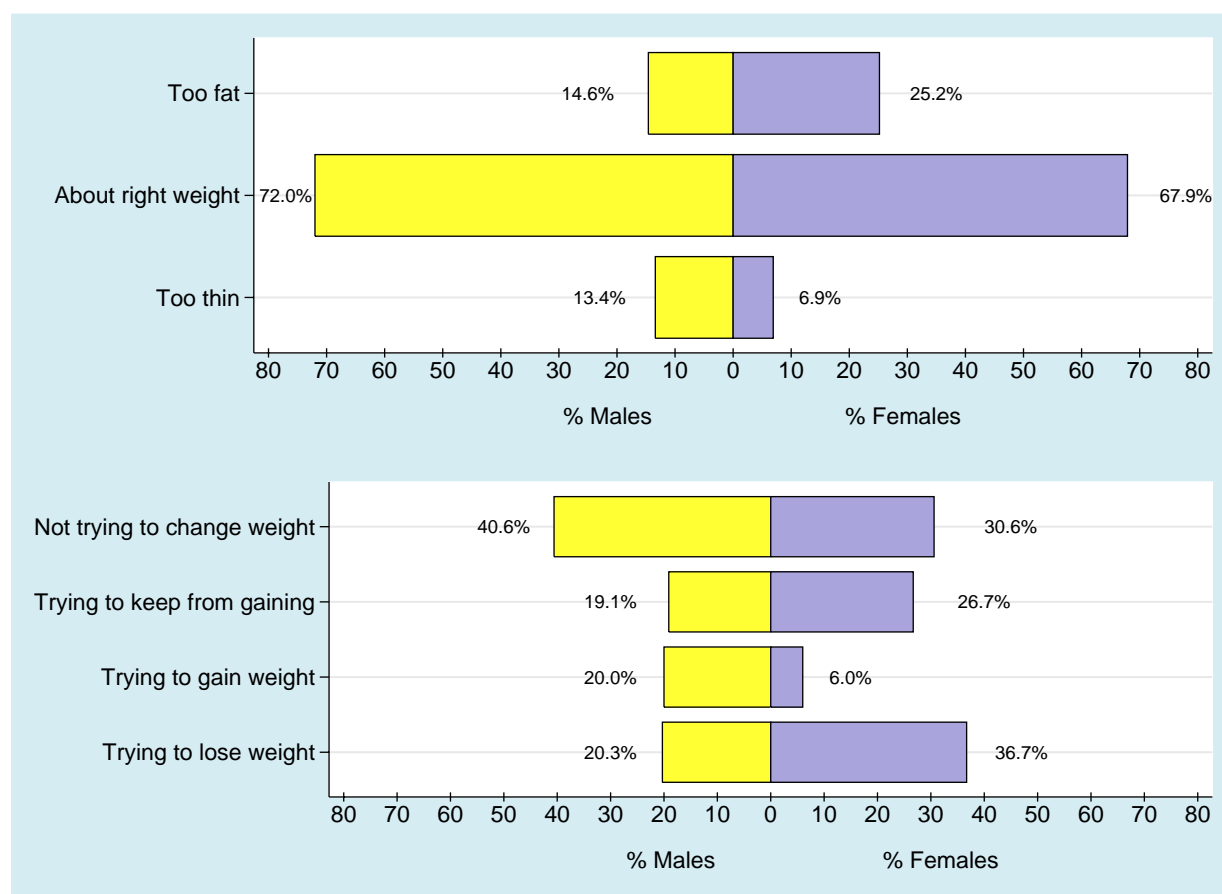
- ❑ Over two-thirds (70.0%) of all students are satisfied with their weight. One-fifth (19.6%) believe they are too fat, while one-tenth (10.3%) believe they are too thin.
- ❑ Over one-third (35.9%) of students are not trying to do anything about their weight. Another 28.0% are trying to lose weight; 22.7% want to keep from gaining weight, and 13.4% want to gain weight.
- ❑ Females are significantly more likely to believe that they are too fat, compared to males (25.2% vs 14.7%, respectively), whereas males are more likely to believe that they are too thin compared to females (13.4% vs 6.9%).

- ❑ Significantly more females than males want to lose weight (36.7% vs 20.3%, respectively), whereas more males want to gain weight (20.0% vs 6.0%).
- ❑ As grade increases, so does the desire to change one’s weight: reports of trying to gain weight increase with grade, from about 8% of 7th- and 8th-graders up to about 17%-19% of 11th- and 12th-graders. However, further analysis that controlled for sex, showed that this grade effect is only evident for males, not females.
- ❑ There are no significant regional differences for these 2 items.

2001 – 2007 (Grades 7 to 12):

- ❑ There is no significant change between 2001 and 2007 among the total sample regarding body image or the desire to change one’s weight. There are no changes among males or females.

Figure 3.4.10
Body Image and Desired Change in Weight, by Sex, 2007 OSDUHS



3.5 Externalizing Indicators

This chapter examines externalizing indicators that are risky behaviours, or conduct problems, such as delinquency, violence and bullying. These behaviours have a negative impact not only on the individuals involved, but also on society as a whole.

3.5.1 Delinquent Behaviour

Since 1991, the *OSDUHS* has asked students about their involvement in violent and non-violent delinquent behaviours. Specifically, the questions are as follows: “*How often (if ever) in the last 12 months have you done each of the following...?*”

Non-Violent Acts:

- *taken a car without permission*
- *banged up or damaged something on purpose (vandalism)*
- *sold marijuana or hashish*
- *taken things worth \$50 or less*
- *taken things worth more than \$50*
- *broken into a locked building (excluding home)*
- *sold drugs other than marijuana or hashish*
- *ran away from home*

Violent Acts:

- *beat up or hurt anyone (excluding sibling fights)*
- *taken part in gang fights*
- *carried a weapon (e.g., gun or knife)*
- *carried a handgun (added in 2005)*

An overall measure of delinquency was created, based on the 11 items used since 1991 (this excludes carried a handgun). Overall “delinquent behaviour” is defined as participating in 3 or more of the 11 acts, during the past year.

Overall Delinquent Behaviour

(Table A3.5.1; Figures 3.5.1, 3.5.2)

2007 (Grades 7 to 12):

- ❑ Among all 12 acts asked about in 2007, the 3 most common are: vandalism (15.8%), theft of goods worth less than \$50 (14.0%), and beating up someone (10.6%). The least reported behaviour is carrying a handgun (1.5%). Males are significantly more likely to report 11 of the 12 acts compared to females, with the exception of “ran away from home”, which is significantly more likely among females.
- ❑ Overall, 13.1% (95% CI: 11.8%-14.6%) of students engage in delinquent behaviour (defined as 3 or more of 11 acts). Males are more likely to engage in delinquent behaviour than females (16.1% vs 10.1%).
- ❑ Among the grades, 11th-graders (17.3%) are the most likely to engage in delinquent behaviour. There are no significant regional differences in overall delinquent behaviour.

1999 – 2007 (Grades 7 to 12):

- ❑ Overall delinquent behaviour significantly declined between 1999 (17.5%) and 2005 (12.9%), and remains stable in 2007 (13.1%).
- ❑ There was a significant decline among males, from 24.7% in 1999 to 16.1% in 2007, but not among females.
- ❑ Among the grades, only 10th-graders showed a significant decline in overall delinquent behaviour between 1999 (26.4%) and 2007 (14.4%).

- Regionally, only the West showed a significant decline in overall delinquent behaviour between 1999 (19.0%) and 2007 (13.5%).

1993 – 2007 (Grades 7, 9, 11 only):

Note: 1991 is excluded in this analysis due to the absence of the weapon carrying question.

- Compared to rates found in 1993 (17.1%) and 1995 (18.0%), delinquent behaviour is significantly lower in 2007 (13.7%) among students in grades 7, 9, and 11 only.

Figure 3.5.1
Percentage Reporting Engaging in Delinquent Behaviours at Least Once During the Past Year, by Sex, 2007 OSDUHS

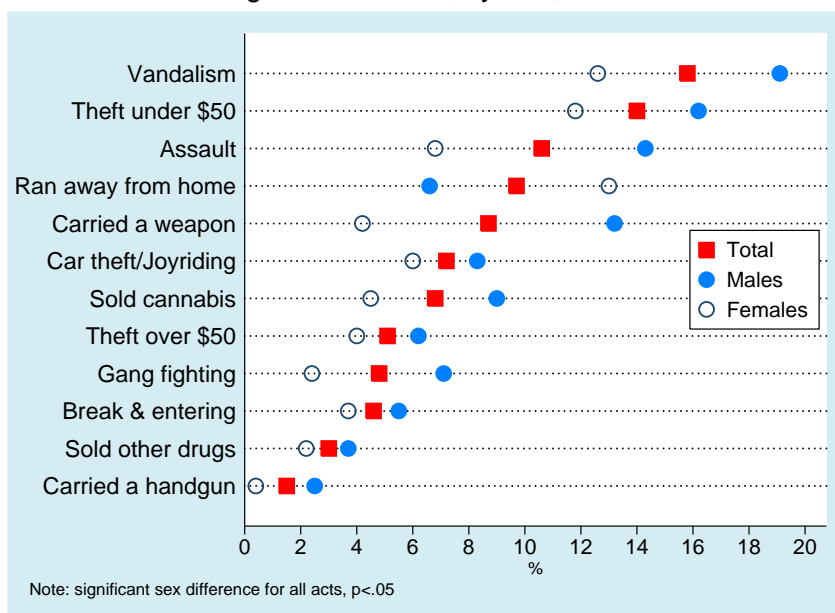
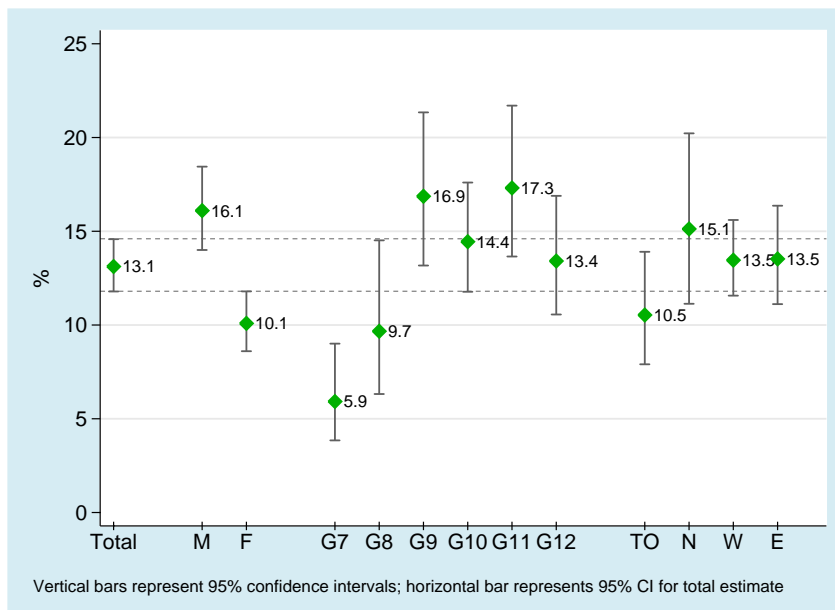


Figure 3.5.2
Percentage Reporting 3+ (of 11) Delinquent Acts at Least Once During the Past Year by Sex, Grade, and Region, 2007 OSDUHS



3.5.2 Non- Violent Delinquent Behaviour (Table A3.5.1; Figures 3.5.1, 3.5.3, 3.5.4)

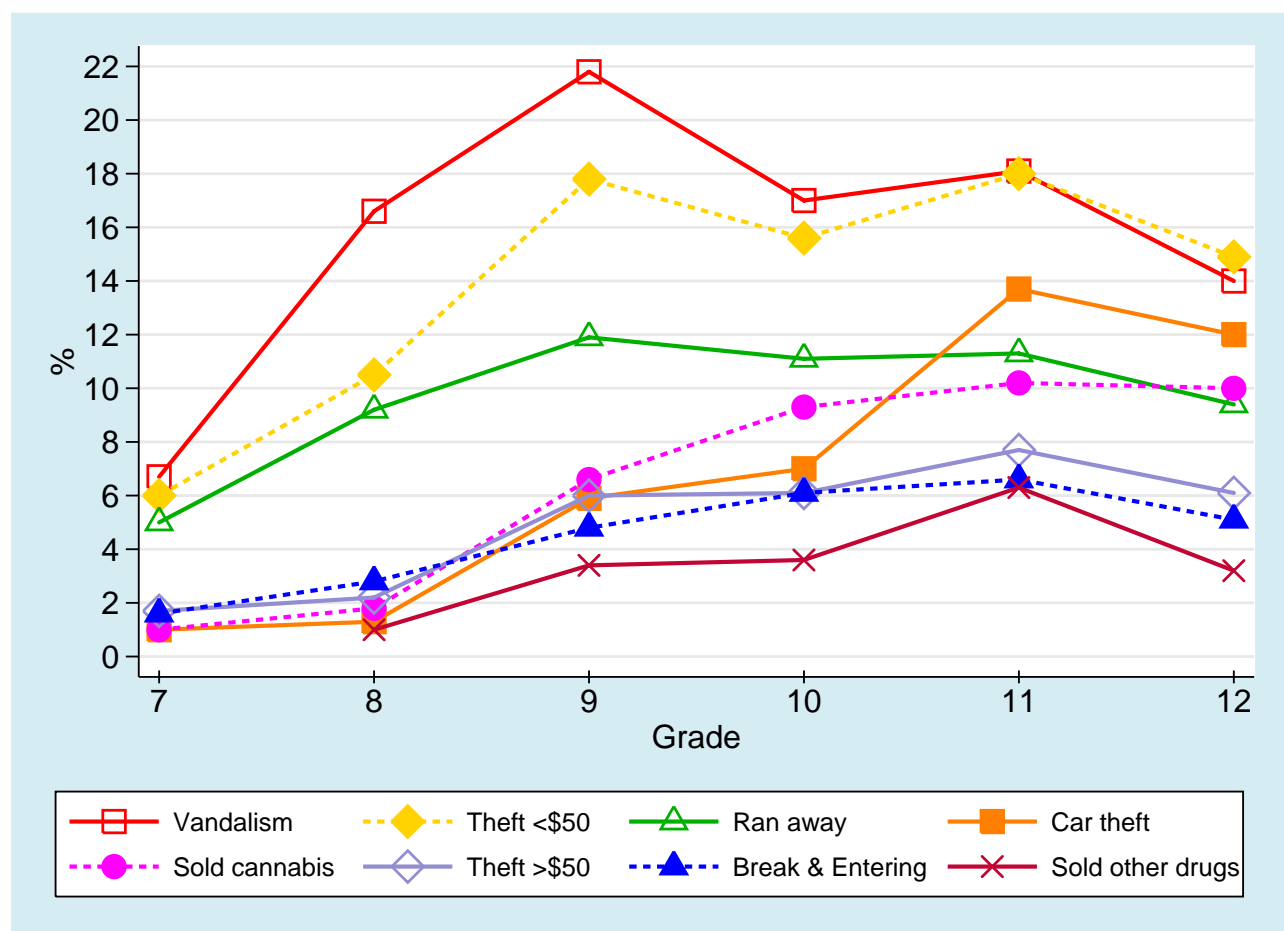
2007 (Grades 7 to 12):

- ❑ Males are significantly more likely than females to report 7 of the 8 non-violent acts. Females are more likely to report running away from home.
- ❑ Participation in all of the 8 non-violent acts is significantly related to grade. Generally, the highest rate of activity occurs among students in grades 9, 10, and 11.
- ❑ None of the 8 non-violent acts significantly varies by region.

1999 – 2007 (Grades 7 to 12):

- ❑ Between 1999 and 2007, reports of vandalism among the total sample, decreased (from 24.1% to 15.8%). Reports of theft of goods worth less than \$50 also decreased (from 17.3% to 14.0%).

Figure 3.5.3
Grade Profile: Percentage Engaging in Non-Violent Delinquent Behaviours at Least Once During the Past Year, 2007 OSDUHS



1991 – 2007 (Grades 7, 9, 11 only):

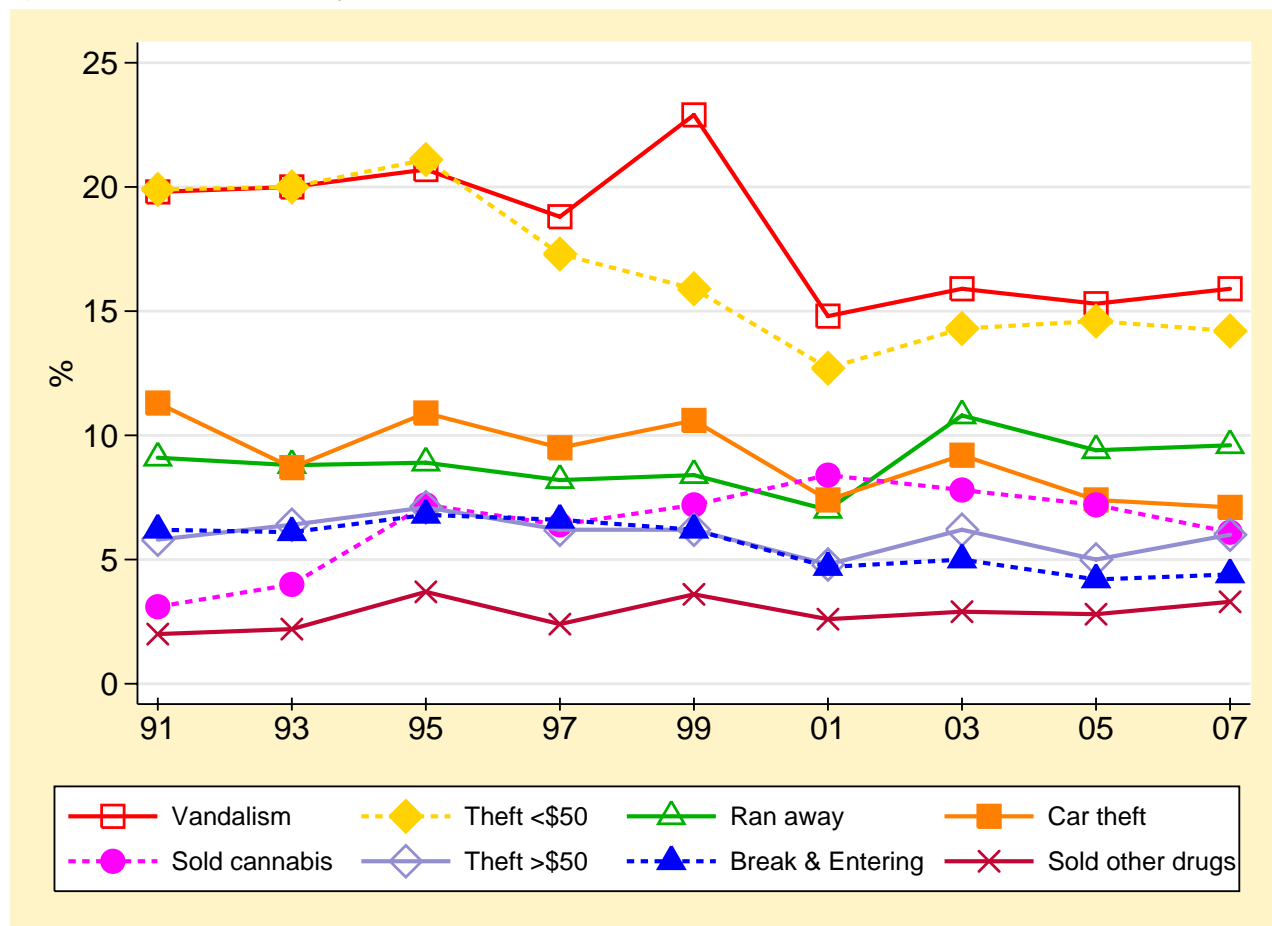
Over the long-term, 4 non-violent acts significantly changed among the total sample of grades 7, 9, and 11:

- ❑ Vandalism increased significantly among the total sample between 1991 (19.8%) and 1999 (22.9%), but then dropped in 2001 (14.8%) and still remains relatively low in 2007 at 15.9%.
- ❑ Among the total sample, theft under \$50 has been declining since 1995 (21.1%) and is still currently lower at 14.2%.

- ❑ The percentage of students reporting car theft/joyriding is significantly lower in 2007 (7.1%) compared to over a decade ago (11.3% in 1991).
- ❑ The percentage of students reporting selling cannabis significantly increased between 1991 (3.1%) and 2001 (8.4%) and still remains elevated in 2007 (6.1%).

Figure 3.5.4

Percentage Engaging in Non-Violent Delinquent Behaviours, 1991-2007 OSDUHS (Grades 7, 9, and 11 only)



3.5.3 Aggressive and Violent Behaviour (Table A3.5.1; Figures 3.5.5 to 3.5.9)

Violent behaviour among youth is increasingly becoming a major public concern. In this section, we present the past year prevalence of *assault, gang fighting, carrying a weapon, and carrying a handgun*.

2007 (Grades 7 to 12):

Assault

- ❑ Among all students, 10.6% (95% CI: 9.4%-11.9%) report assaulting someone at least once during the 12 months before the survey, with more males than females reporting so (14.3% vs 6.8%).
- ❑ Assault does not significantly vary by grade, or region.

Gang Fighting

- ❑ Among all students, 4.8% (95% CI: 3.9% - 5.9%) report gang fighting at least once during the past 12 months. This percentage represents about 50,000 students in Ontario.
- ❑ Gang fighting is more prevalent among males than females (7.1% vs 2.4%).
- ❑ Gang fighting does not significantly vary by grade or region.

Weapon Carrying

- ❑ Overall, 8.7% (95% CI: 7.5%-10.0%) of all students (about 90,000) report carrying a weapon, such as a knife or gun, during the 12 months before the survey.
- ❑ Males are significantly more likely than females to report carrying a weapon (13.2% vs 4.2%).
- ❑ Weapon carrying significantly varies by grade, with students in grades 8 to 11 most likely to report this act (about 9%-11%).
- ❑ No significant regional differences are evident.

Carrying a Handgun

- ❑ Overall, 1.5% (95% CI: 1.0%-2.1%) of all students (about 15,000) report carrying a handgun at least once during the 12 months before the survey.
- ❑ Males are significantly more likely than females to report carrying a weapon (2.5% vs less than 0.5%, respectively).
- ❑ Although there is grade variation in reports of gun carrying, the differences are not statistically significant.
- ❑ No significant regional differences are evident.

1999 – 2007 (Grades 7 to 12):

- ❑ The percentage of all students reporting assaulting someone significantly declined between 1999 and 2001 (from 19.9% to 12.8%), and remains stable in 2007 at 10.6%.
- ❑ Gang fighting among the total sample of students is significantly lower in 2007 (4.8%) compared to the estimate found in 1999 (7.7%).
- ❑ Among all students, weapon carrying is significantly lower in 2007 (8.7%) compared to the 1999 estimate (13.5%).

1991 – 2007 (Grades 7, 9, 11 only):

- ❑ Reports of assault peaked in 1997 (22.0%) and subsequently declined to 12.3% in 2001 and still remains lower at 10.6% in 2007.
- ❑ Despite some fluctuation over the long-term, gang fighting remained stable between 1991 and 2007 among the total sample, hovering between 5% and 7%.
- ❑ Carrying a weapon, such as a knife or gun, peaked in 1993 (16.2%), steadily decreased to 9.2% in 2001, and remains stable in 2007 (8.9%).

Figure 3.5.5
Percentage Reporting Assaulting Someone at Least Once in the Past Year by Sex, Grade, and Region, 2007 OSDUHS

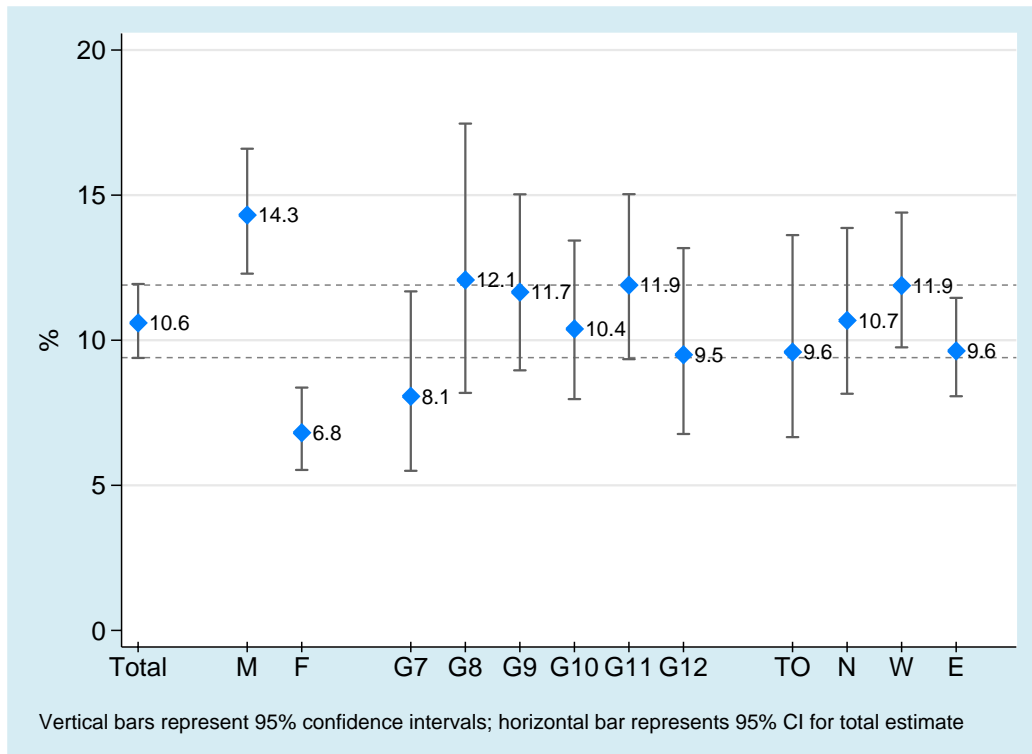


Figure 3.5.6
Percentage Reporting Gang Fighting at Least Once in the Past Year by Sex, Grade, and Region, 2007 OSDUHS

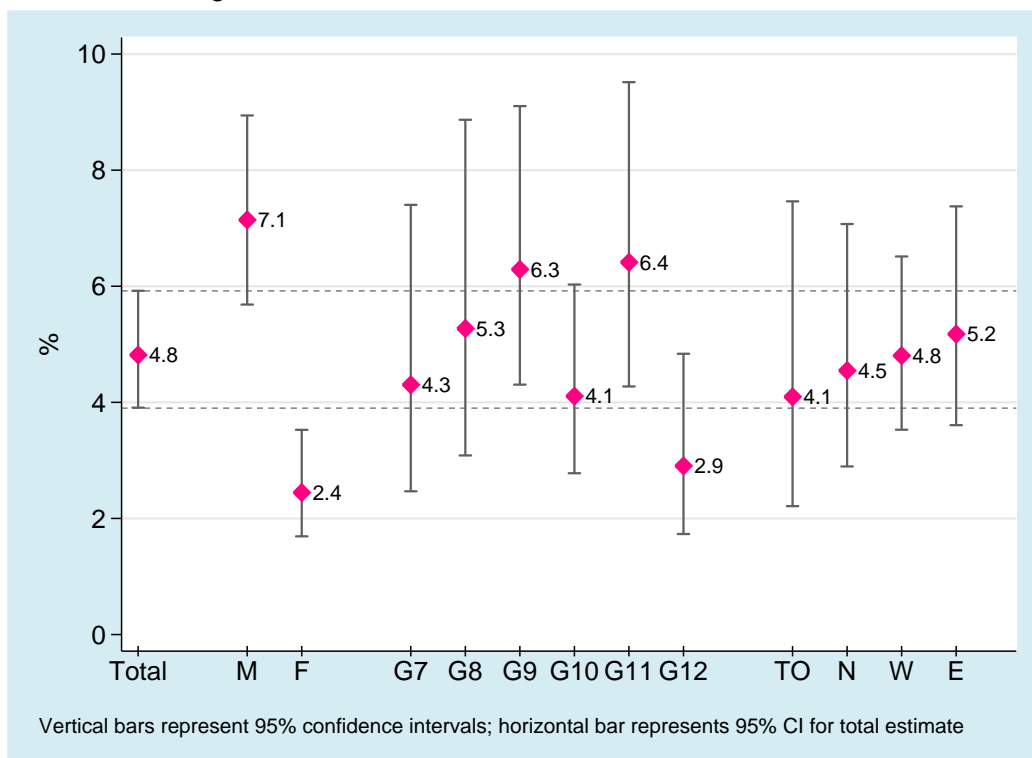


Figure 3.5.7
Percentage Reporting Carrying a Weapon (i.e., knife or gun) at Least Once in the Past Year by Sex, Grade, and Region, 2007 OSDUHS

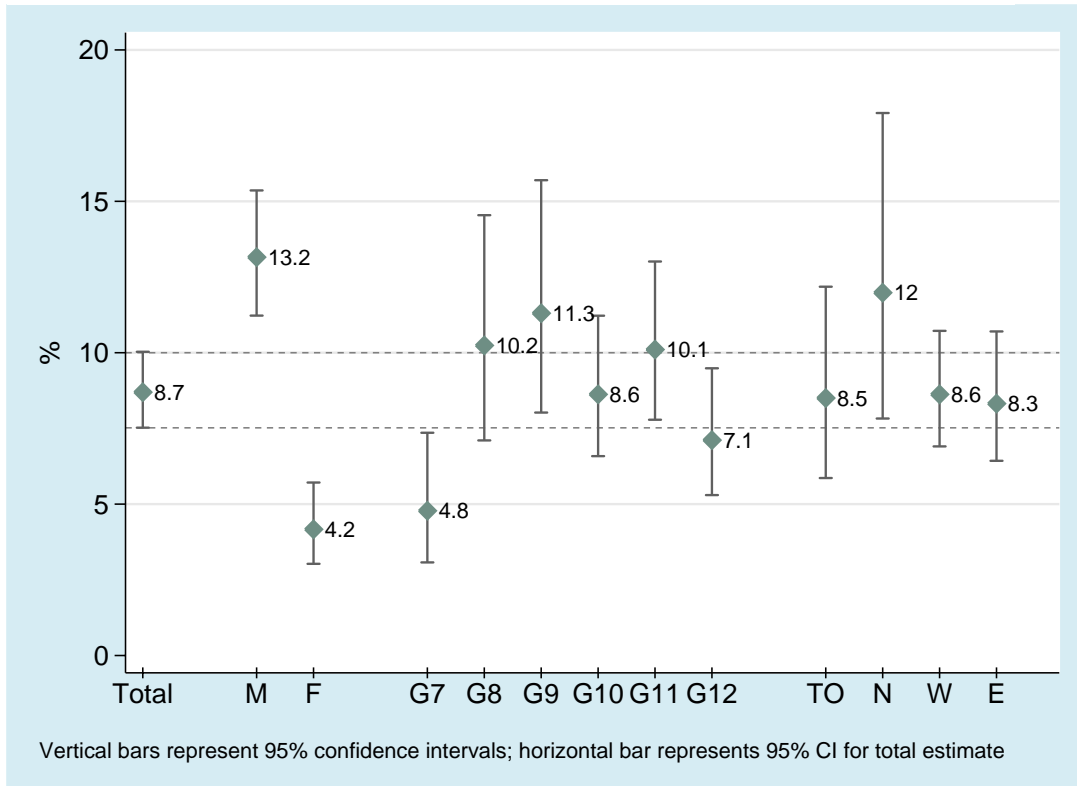


Figure 3.5.8
Percentage Reporting Carrying a Handgun at Least Once in the Past Year by Sex, Grade, and Region, 2007 OSDUHS

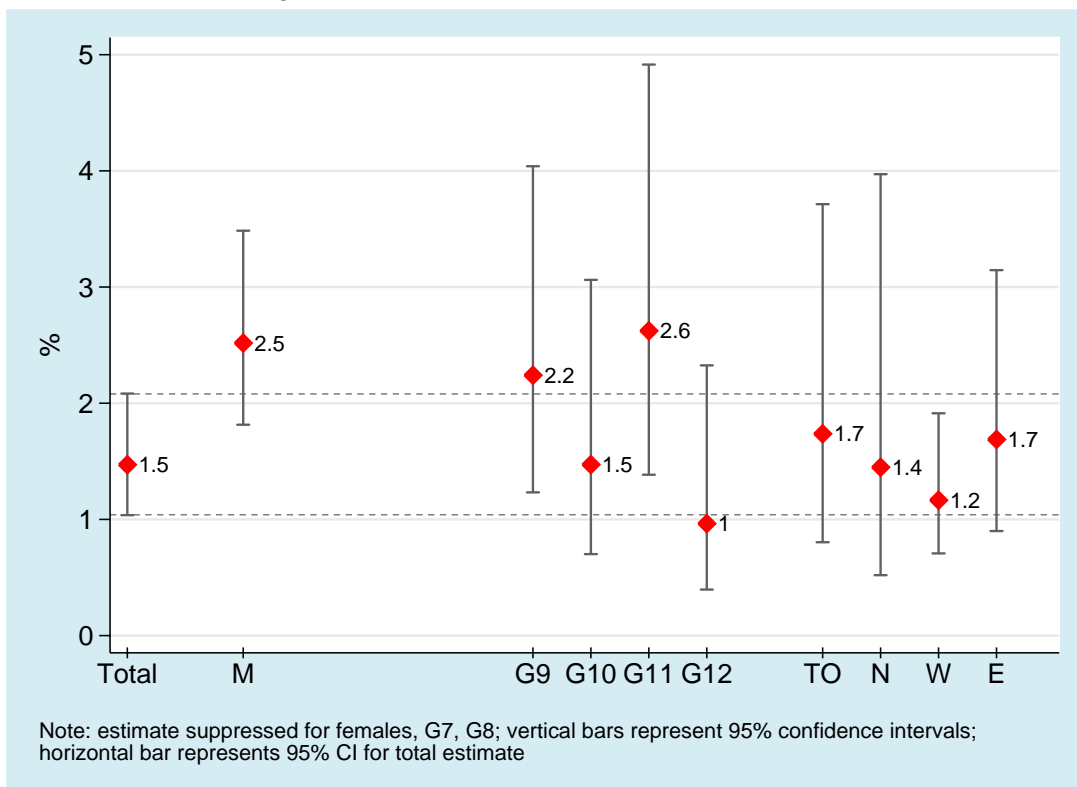
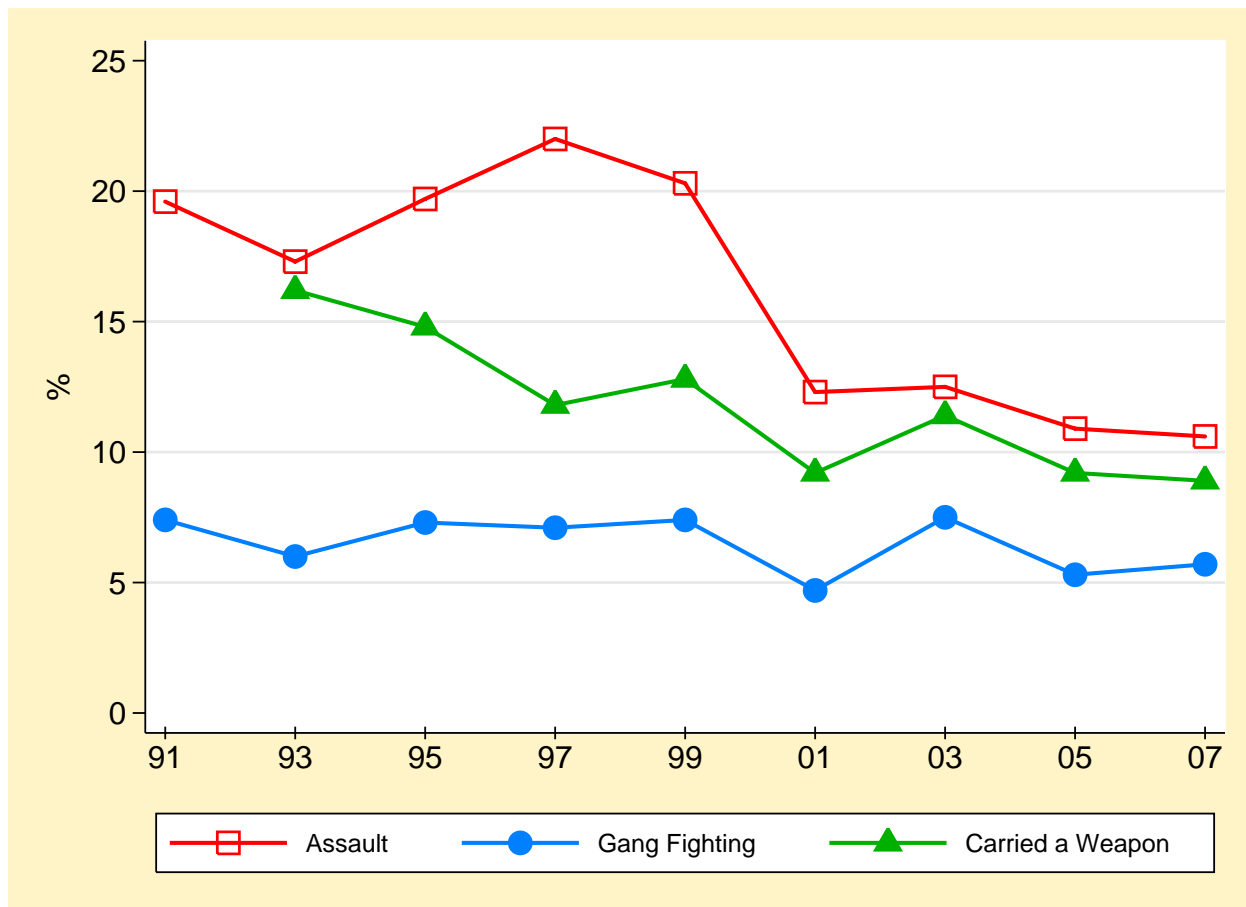


Figure 3.5.9
Percentage Engaging in Violent Behaviours, 1991-2007 OSDUHS (Grades 7, 9, 11 only)



3.5.4 Gang Membership

(Figure 3.5.10)

For the first time in 2007, we asked a random half sample of students about gang membership with the use of the question: “*Do you belong to a gang right now?*”

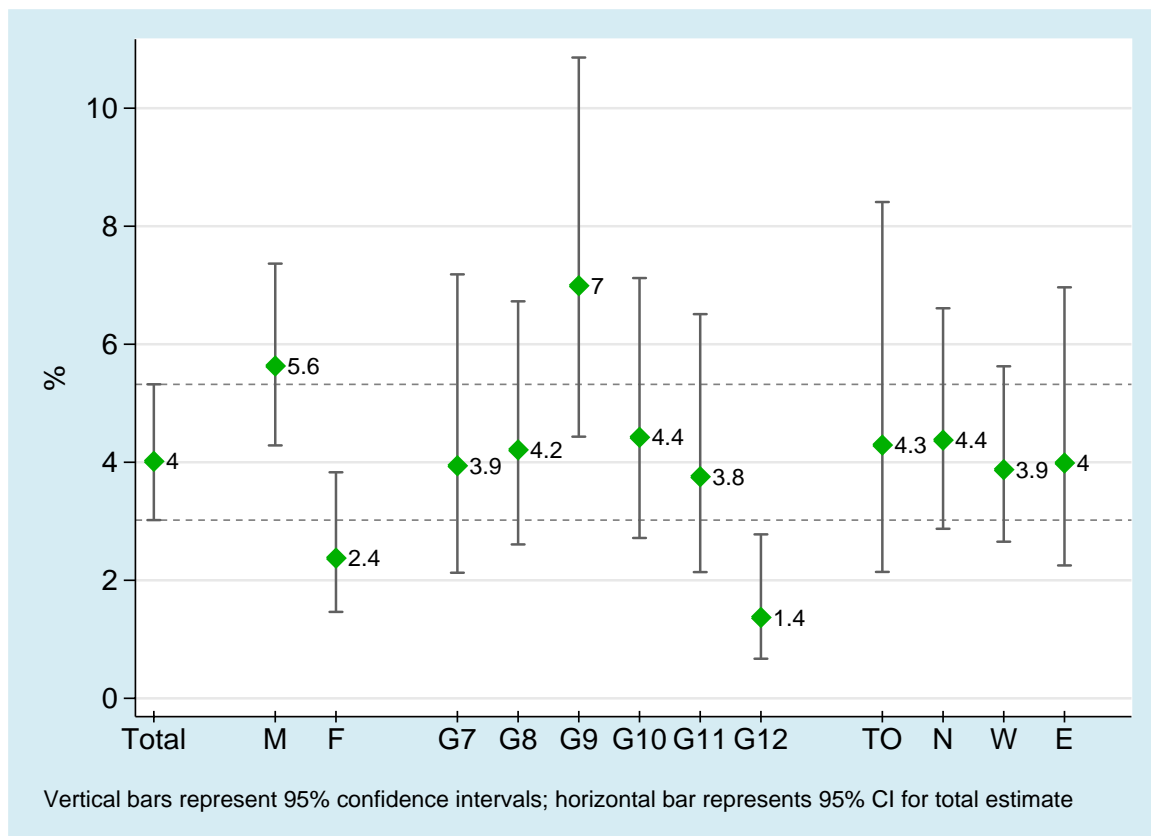
2007 (Grades 7 to 12):

- Among all students, 4.0 % (95% CI: 3.0%-5.3%) report that they do belong to a gang of some type. This estimate represents about 41,000 students in Ontario.

- Males are significantly more likely than females to report belonging to a gang (5.6% vs 2.4%, respectively).
- There is a significant grade effect, with gang membership most likely among 9th-graders (7.0%) and least likely among 12th-graders (1.4%).
- There are no significant differences among the four regions.

Figure 3.5.10

Percentage Reporting Belonging to a “Gang” by Sex, Grade, and Region, 2007 OSDUHS



3.5.5 Fire Setting

(Figure 3.5.11)

Fire setting among children and youth is a behaviour that carries significant health, social, and economic costs. It is also a symptom of current and future conduct and emotional problems.

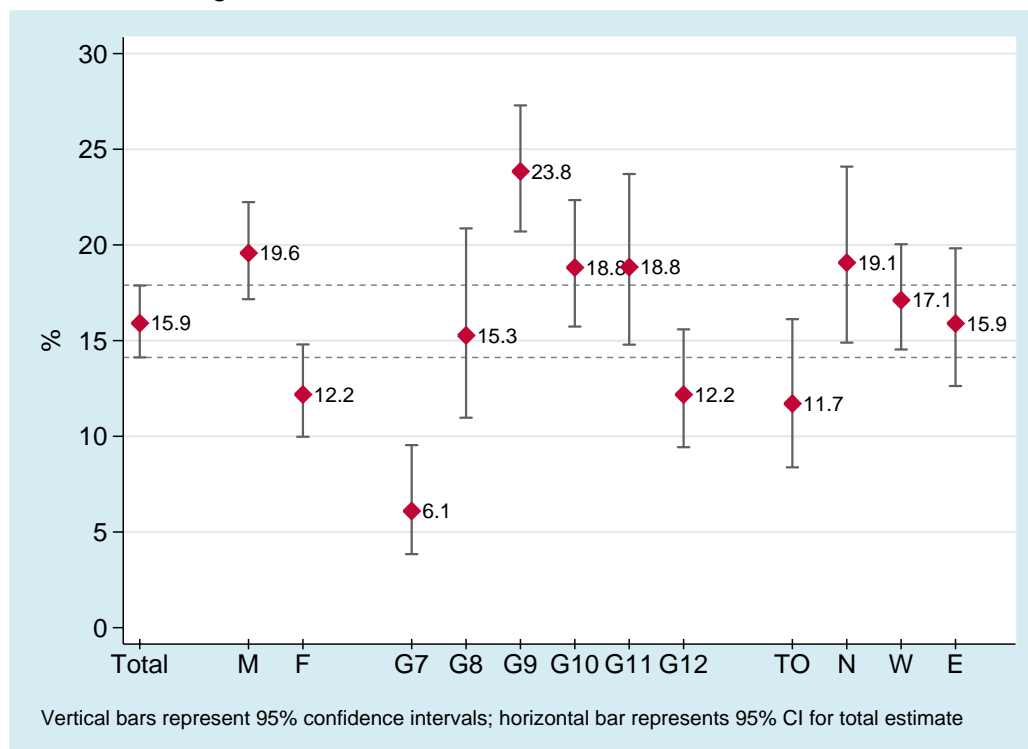
The *OSDUHS* asked a random half sample of students about setting fires. Specifically, the question used was “*How often (if ever) in the last 12 months, have you set something on fire that you weren’t supposed to?*” Students entered the number of times. In this section, we focus on the percentage reporting this behaviour at least once in the past 12 months.

2007 (Grades 7 to 12):

- Among all students, 15.9% (95% CI: 14.1%-17.9%) reported setting something on fire at least once during the 12 months before the survey. This percentage represents about 166,000 students in Ontario.

- More specifically, 5.7% report setting something on fire once, 3.1% report setting something on fire twice, and 7.1% report three or more times in the past 12 months.
- Males are significantly more likely to set something on fire compared to females (19.6% vs 12.2%, respectively).
- There is significant grade variation, showing that fire setting behaviour jumps between grades 7 and 8 (from 6.1% to 15.3%) and again in grade 9 (peaking at 23.8%).
- Although there is variation among the regions, these differences are not statistically significant.

Figure 3.5.11
Percentage Reporting Fire Setting at Least Once in the Past Year by Sex, Grade, and Region, 2007 OSDUHS



3.5.6 Violence on School Property

(Table A3.5.2; Figures 3.5.12, 3.5.13)

Starting in 2001, the *OSDUHS* included a question about fighting on school property: “During the last 12 months, how many times were you in a physical fight on school property?” In this section, we describe the percentage reporting at least one event (see Appendix Table A3.5.2 for detailed categories: never, once, 2 or more times).

Starting in 2003, the *OSDUHS* asked students about being threatened with a weapon on school property. Specifically, the question was: “During the last 12 months, how many times has someone threatened or injured you with a weapon, such as a gun, knife or club on school property?” In this section, we describe the percentage reporting at least one event (see Appendix Table A3.5.2 for detailed categories: never, once, 2 or more times).

2007 (Grades 7 to 12):

Physical Fighting

- ❑ Among the total sample, 15.8% (95% CI: 14.2%-17.7%; about 166,000 of students in Ontario) report fighting on school property at least once in the past 12 months (8.5% report one time, while 7.3% report two or more times).
- ❑ There is a significant sex difference, with males much more likely to report fighting at school than females (24.0% vs 7.5%).
- ❑ Fighting at school significantly decreases with grade. Students in grades 7 and 8 (about 23%-26%) are most likely to fight at school, whereas 12th-graders are the least likely (7.4%).
- ❑ There are no significant differences among the regions.

Threatened or Injured with a Weapon

- ❑ Among all students, 8.6% (95% CI: 7.5%-9.8%; about 90,000 students) report having been threatened or injured with a weapon on school property at least once in the past 12 months (5.1% report that this occurred only once, while 3.5% report two or more occasions).
- ❑ Males are significantly more likely than females to report being threatened or injured with a weapon at school (11.0% vs 6.0%).
- ❑ Despite some variation, there are no significant differences among the grades.
- ❑ There are no significant differences among the regions.

2001 – 2007 (Grades 7 to 12):

- ❑ Among the total sample, there have been no significant changes over the short-term regarding fights at school or threats at school. No significant changes among subgroups are evident.

Figure 3.5.12
Percentage Reporting Physically Fighting at School at Least Once in the Past Year by Sex, Grade, and Region, 2007 OSDUHS

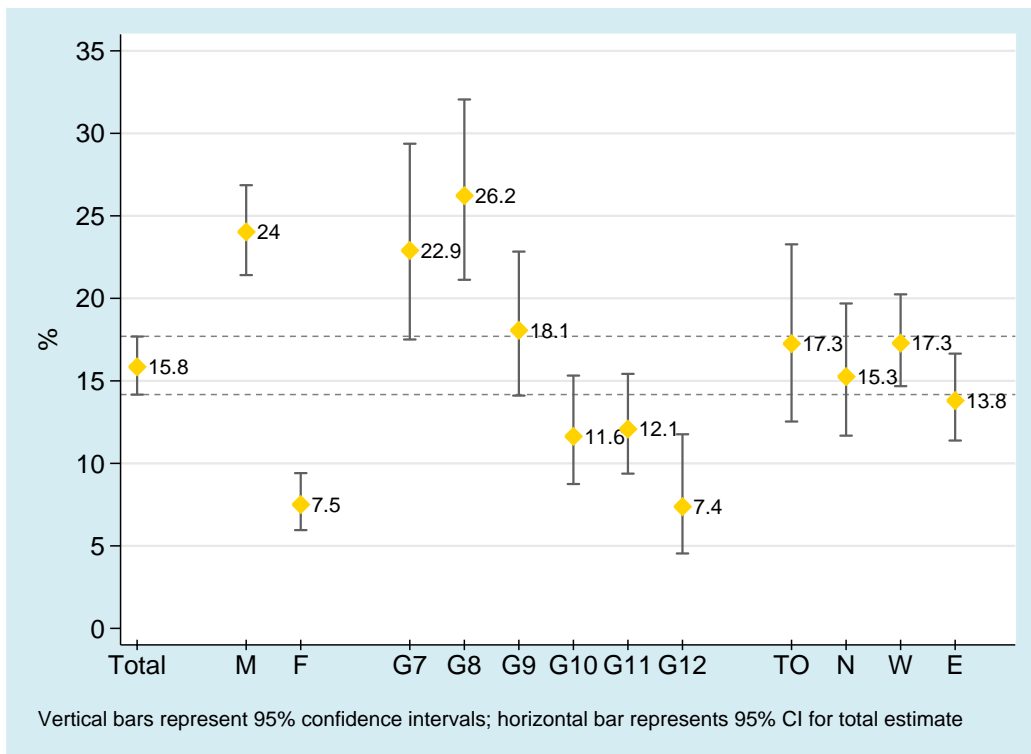
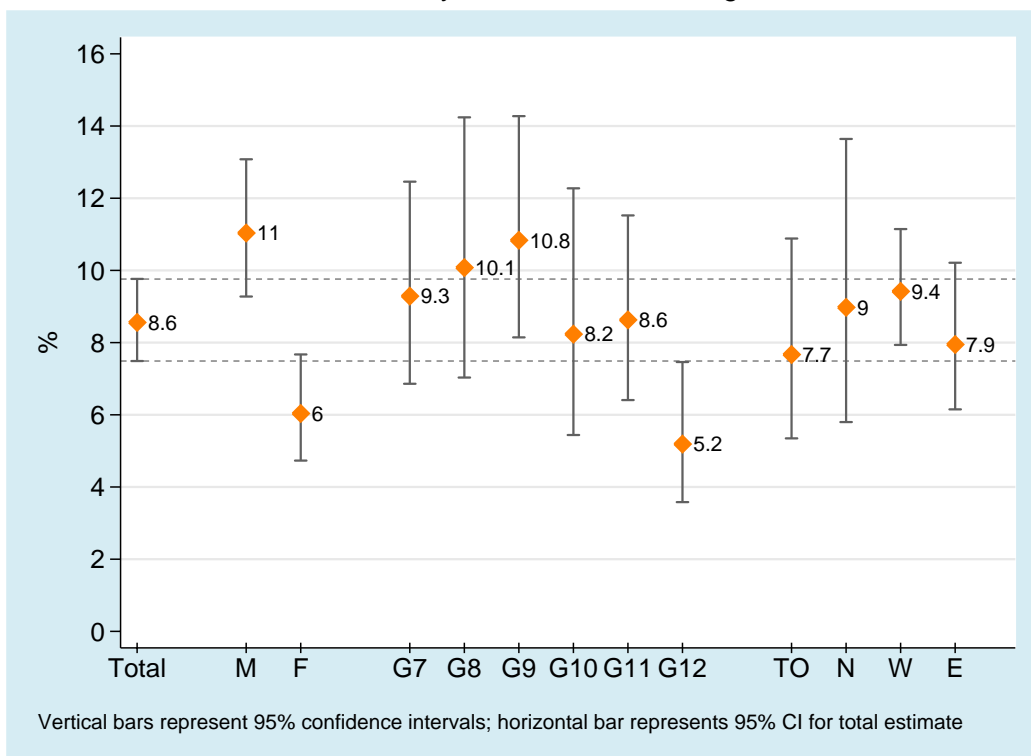


Figure 3.5.13
Percentage Reporting Having Been Threatened or Injured with a Weapon at School at Least Once in the Past Year by Sex, Grade, and Region, 2007 OSDUHS



3.5.7 Bullying at School

(Table A3.5.3; Figures 3.5.14 to 3.5.16)

Beginning in 2003, the *OSDUHS* included 4 questions about bullying. Bullying was defined in the questionnaire as “...when one or more people tease, hurt or upset a weaker person on purpose, again and again. It is also bullying when someone is left out of things on purpose.” Note that the last sentence was added in 2005.

Students were asked about the typical way they were bullied at school, and the typical way they bullied others, if at all. The questions were: “In what way were you bullied the most at school?” and “In what way did you bully other students the most at school?” For each of these questions, students were asked to choose only one of the following four response options: was not involved in bullying at school; *physical attacks* (for example, beat up, pushed or kicked), *verbal attacks* (for example, teased, threatened, spread rumours), or *stole or damaged* possessions. The prevalence rates for bullying victim and perpetrator are based on these modal questions.

Students were also asked about the frequency of bullying with the questions: “Since September, how often have you been bullied at school?” and “Since September, how often have you taken part in bullying other students at school?” For this report, we combined responses into three categories: 1) daily or weekly, 2) monthly or less often, and 3) not since September.

2007 (Grades 7 to 12):

Bullying Victims

- ❑ Among all students in grades 7 to 12, 29.9% (95% CI: 27.8%-32.0%) report being bullied at school since September. This represents about 315,000 students in Ontario.
- ❑ The most prevalent form of victimization is verbal (23.1%), while 4.2% are mainly

bullied physically, and 2.6% are mainly victims of theft or vandalism.

- ❑ About 8.7% of students report being bullied on a daily or weekly basis, and about 18.9% are bullied monthly or less often.
- ❑ Significantly more females are bullied in any manner compared to males (32.1% vs 27.7%, respectively). Females are more likely to be bullied verbally than males (28.3% vs 18.2%), while males are more likely to be bullied physically than are females (6.4% vs 1.9%). Both are equally likely to be victims of theft or vandalism (2.0% for females, 3.2% for males).
- ❑ There is significant grade variation, with students in grades 7 to 10 most likely to be bullied (about one-third) in any manner, while 12th-graders (19.3%) are least likely. Grades 7 to 9 are the most likely to be bullied physically and verbally. These youngest grades are also most likely to be bullied on a daily/weekly basis (about 10%-14%).
- ❑ Among the regions, Toronto students (23.1%) are the least likely to be bullied, compared to the other three regions (about 30%).

Bullying Perpetrators

- ❑ Among all students, 24.7% (95% CI: 22.8%-26.7%) report bullying other students at school. This represents about 261,000 students in Ontario.
- ❑ The most prevalent form of bullying others is through verbal attacks (20.0%), followed by physical attacks (3.8%). Theft or damage to others' property is reported by 1.0%.
- ❑ About 5.6% of students report bullying others on a daily or weekly basis, and 20.5% do so monthly or less often.

- ❑ Males and females are equally likely to report bullying others (26.0% of males, 23.4% of females).
- ❑ There is significant grade variation in reports of bullying others, with 8th-graders most likely (30.4%).
- ❑ There are no significant regional differences.

2003 – 2007 (Grades 7 to 12):

- ❑ Among the total sample, there has been no significant change in reports of being bullied over time (32.7% in 2003, 30.9% in 2005, 29.9% in 2007). There was no significant change in reports about the main way students were bullied, or in the frequency.
- ❑ The percentage of students reporting bullying others in 2007 (24.7%) is similar to the estimate from 2005 (27.3%), but significantly lower than the estimate from 2003 (29.7%). There was no change in the reports about the main way students bullied others, or in the frequency of bullying others.

Figure 3.5.14
Percentage Reporting Being Bullied (in Any Manner) Since September by Sex, Grade, and Region, 2007 OSDUHS

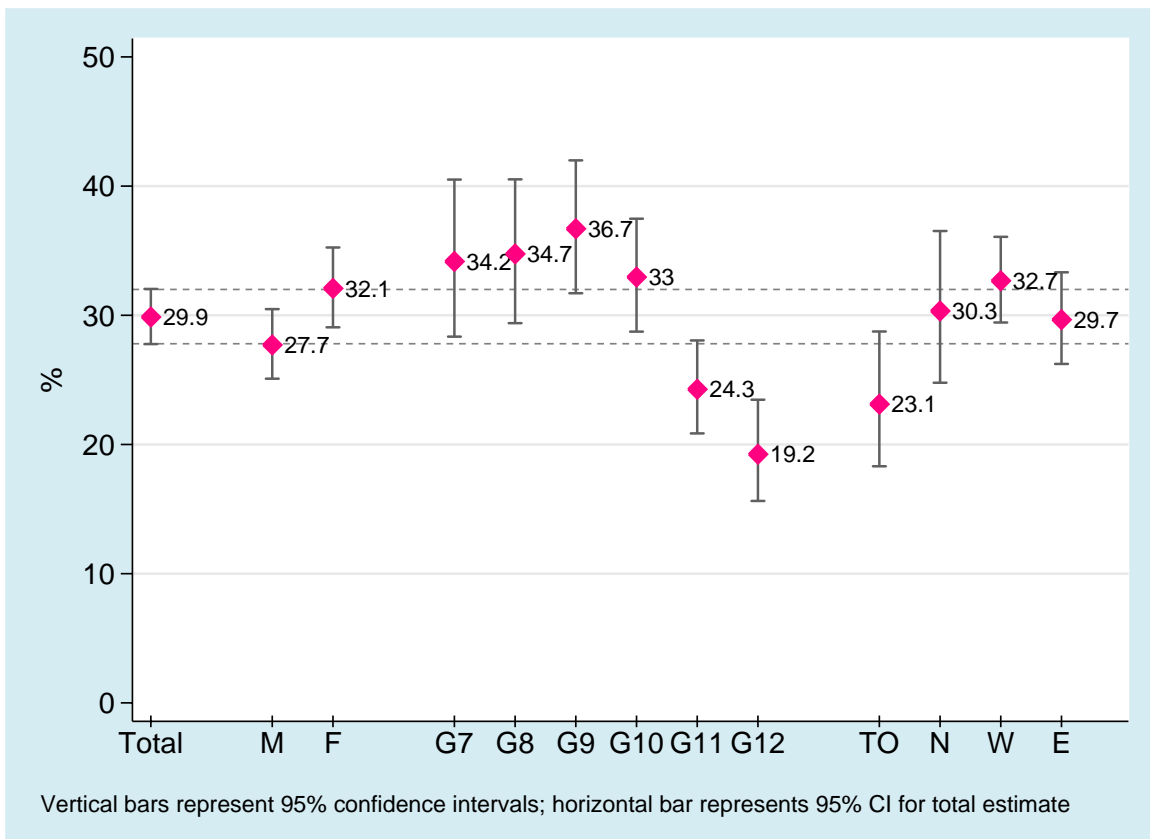


Figure 3.5.15
Percentage Reporting the Most Common Way They Were Bullied, by Sex,
2007 OSDUHS

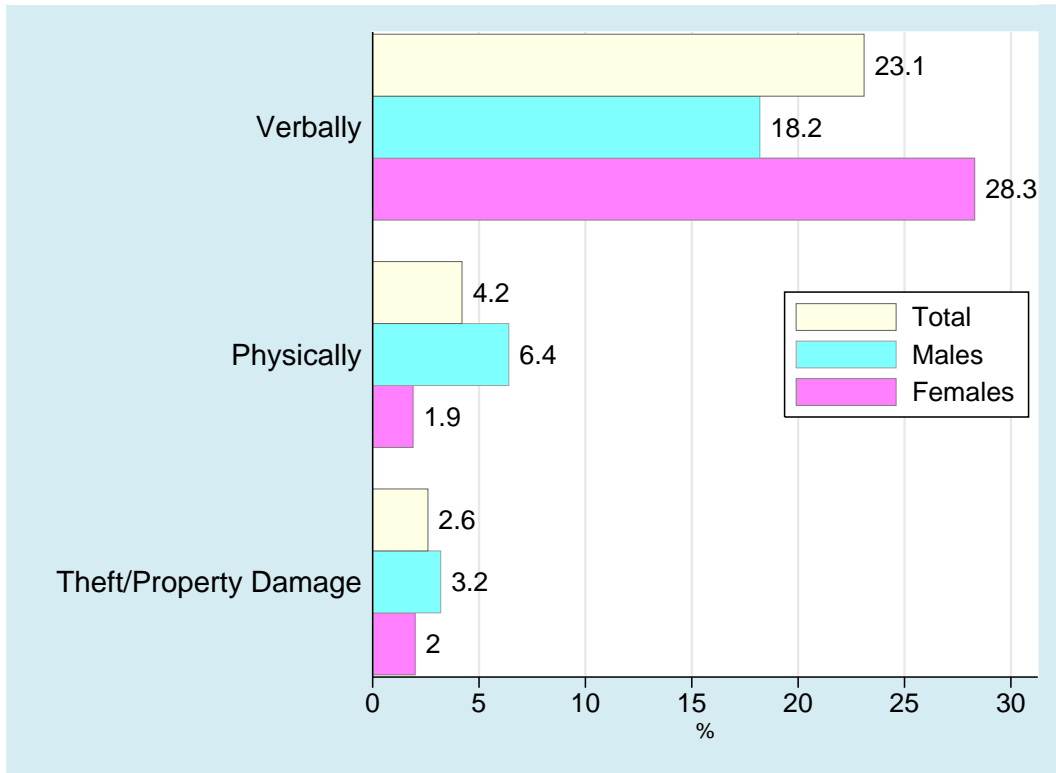
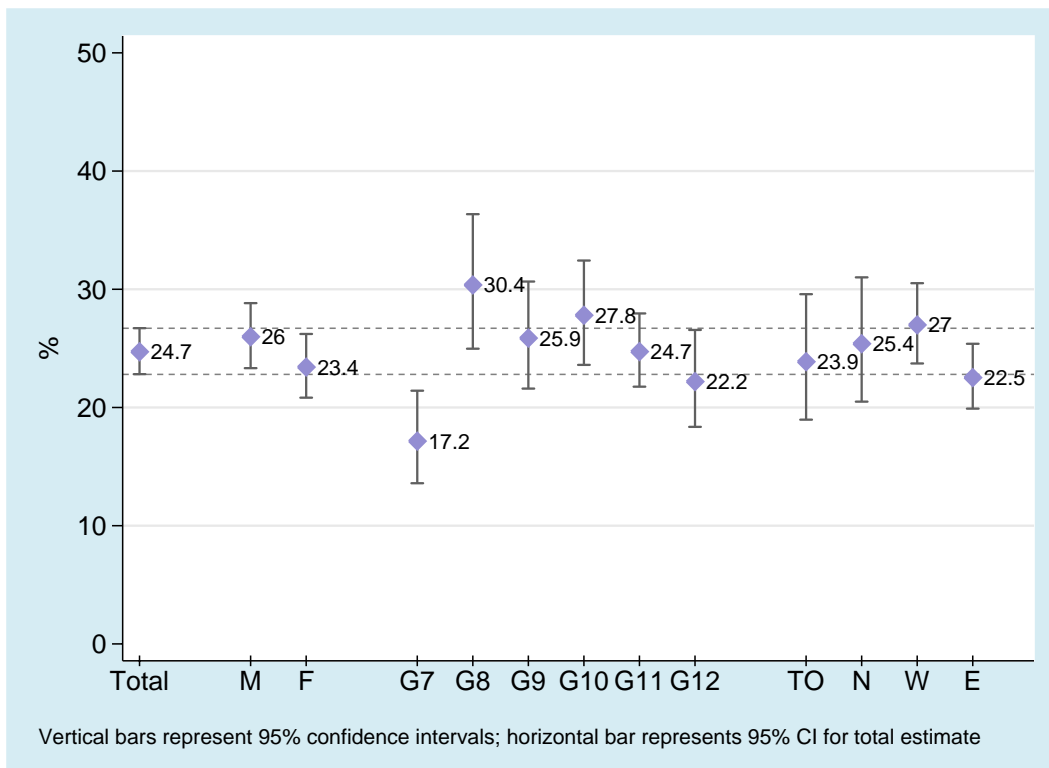


Figure 3.5.16
Percentage Reporting Bullying Others (in Any Manner) Since September by Sex,
Grade, and Region, 2007 OSDUHS



3.6 Gambling and Video Gaming

3.6.1 Gambling Activity

(Table A3.6.1; Figures 3.6.1 to 3.6.3)

Starting in 2001, the *OSDUHS* included questions about gambling activity during the past year. A random half sample of students were asked “*How often (if ever) in the last 12 months have you done each of the following?*” The 11 activities listed below were asked about in 2007. Playing poker over the Internet was added in 2007. In this section, we present the percentage reporting gambling on each activity at least once in the past 12 months.

- *played cards for money?*
- *played bingo for money?*
- *played dice for money (added in 2003)*
- *bet money in sports pools?*
- *bought sports lottery tickets (such as Sports Select or Proline)?*
- *bought any other lottery tickets, including instant lottery (such as 6-49, Scratch & Win, pull-tabs)?*
- *bet money on video gambling machines, slot machines, or other gambling machines?*
- *bet money at a casino in Ontario?*
- *bet money over the Internet (added in 2003)*
- *bet money on poker over the Internet (added in 2007)*
- *bet money in other ways (added in 2003)*

The percentage reporting gambling on 5 or more of 10 activities (excluding Internet poker) is also presented as an indicator of heavy gambling activity.

Individual Gambling Activities in 2007 (Grades 7 to 12):

- ❑ Among all students, the 11 activities ranked in the following manner, from most to least prevalent:

| | |
|-------------------------------|-------|
| Cards | 28.7% |
| Gambled in other ways | 24.1% |
| Lottery tickets | 18.8% |
| Sports pools | 15.6% |
| Dice | 10.7% |
| Bingo..... | 7.6% |
| Sports lottery tickets | 6.1% |
| Video gambling machines | 4.8% |
| Any Internet gambling | 3.0% |
| Internet poker | 3.0% |
| Ontario casinos | 1.1% |

- ❑ Nine of the 11 gambling activities significantly vary by sex. Males are significantly more likely than females to: play cards for money; play dice; bet in sports pools; buy sports lottery tickets; play video gambling machines or slots; bet money in a casino; bet over the Internet; play Internet poker; and to gamble in other ways not listed. The activities that do not differ by sex are playing bingo and buying lottery tickets.
- ❑ There are significant grade differences for 8 of the 11 activities: playing cards for money, sports pools, sports lottery tickets, other lottery tickets, casino gambling, Internet gambling, playing dice, and gambling in other ways not listed. Generally, these activities increase with grade and peak in grade 12.
- ❑ Three gambling activities significantly vary by region. Northern student are most likely to report betting on cards (38.0%) and sports pools (19.6%). Toronto students are most likely to bet on dice games (17.4%).

Heavy Gambling Activity in 2007 (Grades 7 to 12):

- ❑ Among all students, 4.7% (95% CI: 3.8%-5.8%) gambled on 5 or more (of 10) activities during the past 12 months, and this group can be considered to be heavy gamblers. This percentage represents about 49,000 students across Ontario.
- ❑ Males are also more likely to report heavy gambling activity than females (7.5% vs 1.8%, respectively).
- ❑ Heavy gambling activity significantly varies by grade, ranging from a low of 1.3% among 7th-graders and peaking in grade 12 (8.5%).
- ❑ Despite some variation, there are no significant differences among the regions.

2001 – 2007 (Grades 7 to 12):

- ❑ Among the total sample, the only gambling activity to show a significant increase over time is playing cards for money, which is significantly higher in 2007 (28.7%) compared to the estimate from 2001 (24.9%). Other gambling activities show significant decreases between 2001 and 2007: bingo (from 11.6% in 2001 down to 7.6% in 2007); sports pools (from 22.3% in 2001 down to 15.6% in 2007); and sports lottery tickets (from 9.9% to 6.1%). Playing dice for money is significantly lower in 2007 (10.7%) compared to the 2005 estimate (14.7%). The percentages gambling on all other activities remained stable over time.
- ❑ There has been no significant change in heavy gambling activity over time: 6.1% in 2003, 5.9% in 2005, and 4.7% in 2007.

Figure 3.6.1
Percentage Reporting Gambling Activities in the Past Year, by Sex, 2007 OSDUHS

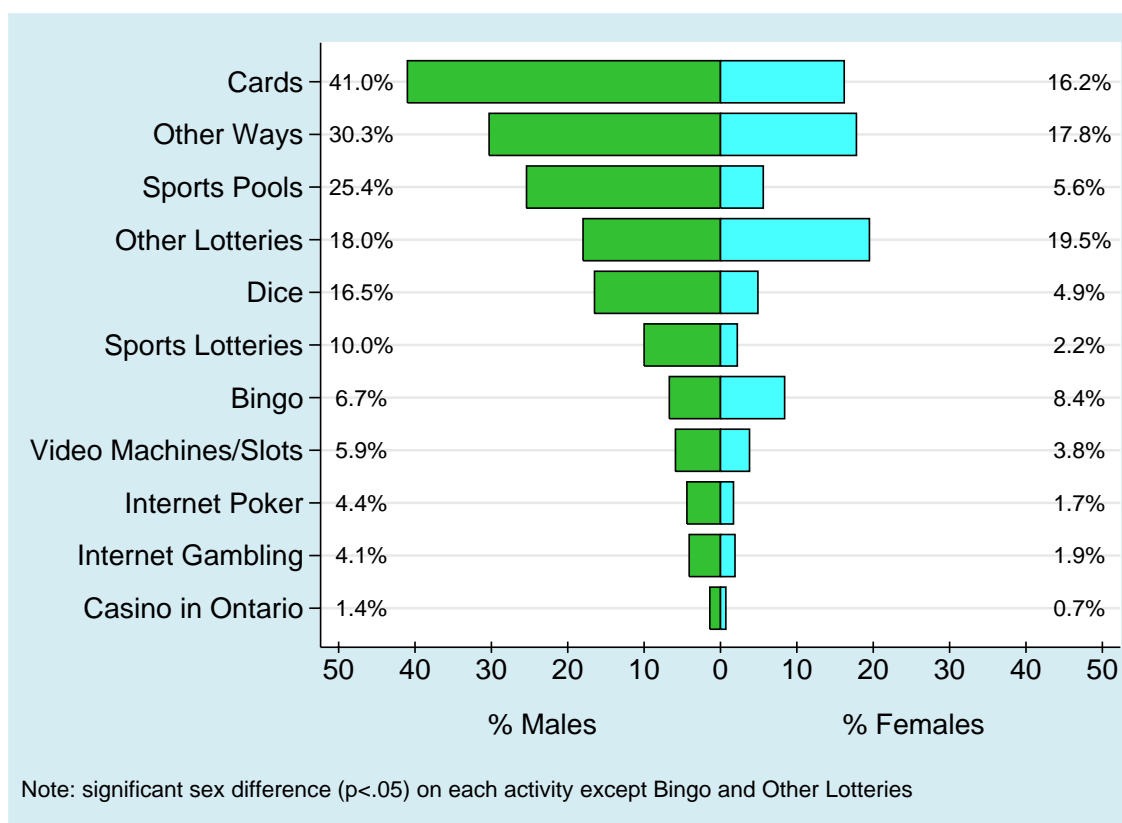


Figure 3.6.2
Percentage Reporting Number of Gambling Activities (of 10) in the Past Year, by Sex, 2007 OSDUHS

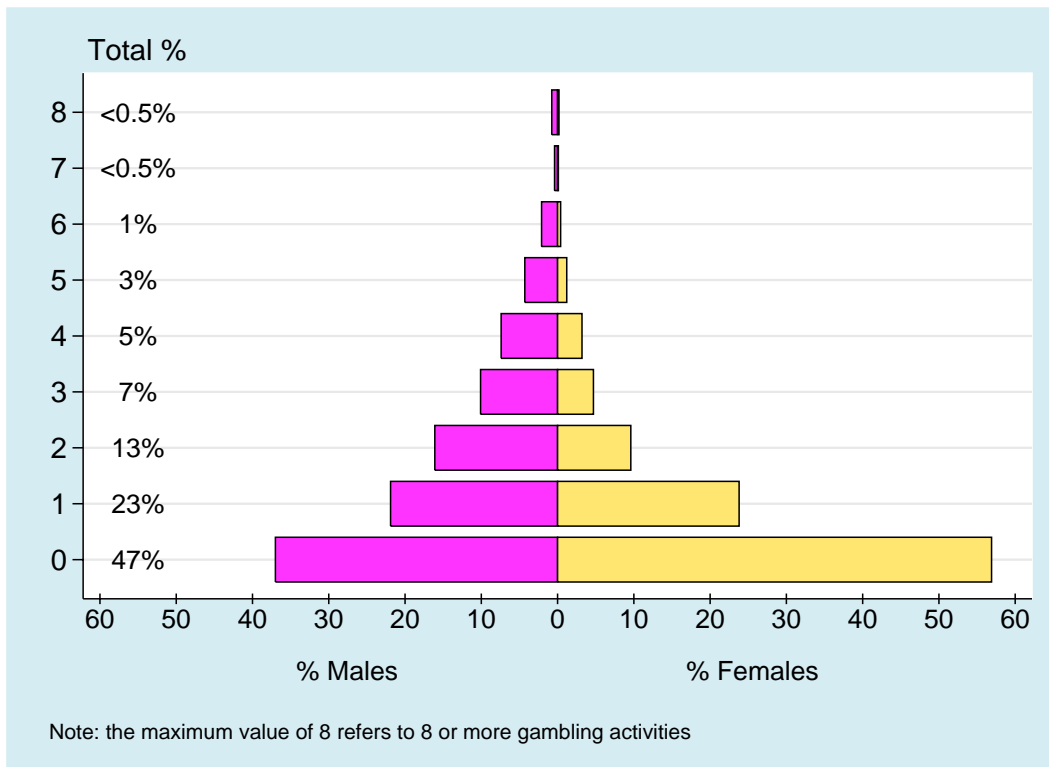
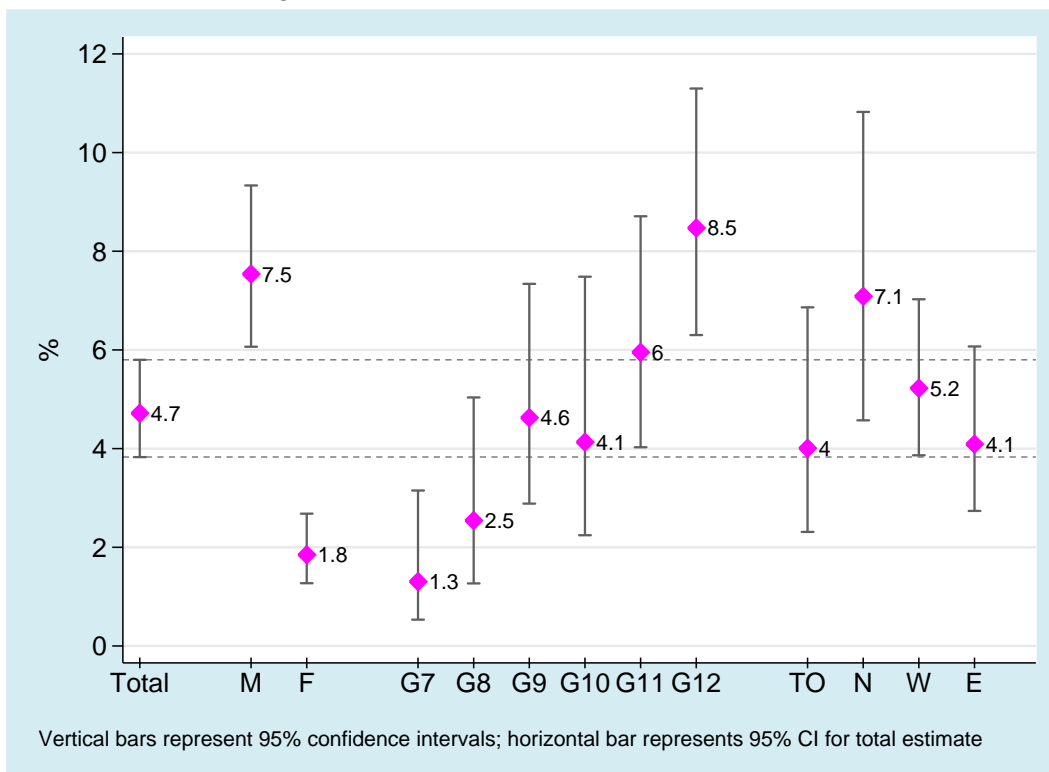


Figure 3.6.3
Percentage Reporting Heavy Gambling (5+ /10 Activities) in the Past Year by Sex, Grade, and Region, 2007 OSDUHS



3.6.2 Gambling Problems

(Table A3.6.2; Figures 3.6.4, 3.6.5)

Starting in 1999, the *OSDUHS* asked students about gambling problems using the *South Oaks Gambling Screen Revised for Adolescents* (SOGS-RA).⁷⁹ Between 1999 and 2003, a 12-item screen was used, but in 2005 this scale was reduced to 6 items.^c The following 6 questions were asked, each referring to the past 12 months:

- *Has your betting ever caused any problems for you such as arguments with family/friends, problems at school/work?*
- *Have you ever gambled more than you had planned to?*
- *Has anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true or not?*
- *Have you had arguments with family/friends because of the money you spend on gambling?*
- *Have you ever skipped or been absent from school or work due to betting activities?*
- *Have you borrowed money or stolen something in order to bet or to cover gambling debts?*

Students were also asked what was the largest amount of money gambled in the past 12 months, with response options ranging from \$1 or less, to \$200 or more.

To identify those who may have a gambling problem, we examined the percentage that answered positive to 2 or more of the 6 questions. The reliability coefficient (α) for these items is 0.76.

^c A ROC analysis on the 2003 data was performed to reduce the number of SOGS items from 12 to 6 in 2005, and to determine the corresponding cut-off for a gambling problem.

2007 (Grades 7 to 12):

- ❑ Overall, 2.3% (95% CI: 1.8%-2.9%) may have a gambling problem. This percentage represents about 24,000 Ontario students.
- ❑ Among those indicating that they gambled in the past year, the majority (89.7%) report that the largest amount of money gambled was less than \$50. About 4.7% report gambling between \$50 and \$99; 2.6% report between \$100 and \$199; and another 2.9% report spending \$200 or more.
- ❑ Males are more likely than females to be at risk for a gambling problem (3.5% vs 1.1%).
- ❑ The likelihood of a gambling problem significantly varies by grade, peaking among 11th-graders (4.1%).
- ❑ There is no significant variation by region.

1999 – 2007 (Grades 7 to 12):

- ❑ The percentage of all students indicating a potential gambling problem in 2007 (2.3%) is significantly lower than the estimate from 2005 (4.5%) and the one from 1999 (6.2%).
- ❑ Among the sexes, the percentage of females indicating a potential gambling problem has not changed over time. However, male students show a significant decline in 2007 (3.5%) compared to the estimate from 2005 (7.2%), as well as from 1999 (9.6%).
- ❑ Students in grades 8, 9, and 10 show significant decreases in the measure for a potential gambling problem in 2007 compared to their respective estimates from 1999.
- ❑ Similarly, students in each region show significant declines in 2007 compared to their respective estimates from 1999.

Figure 3.6.4

Percentage of All Students Reporting Specific Gambling Problem Indicators (6 SOGS-RA items) in the Past Year, by Sex, 2007 OSDUHS

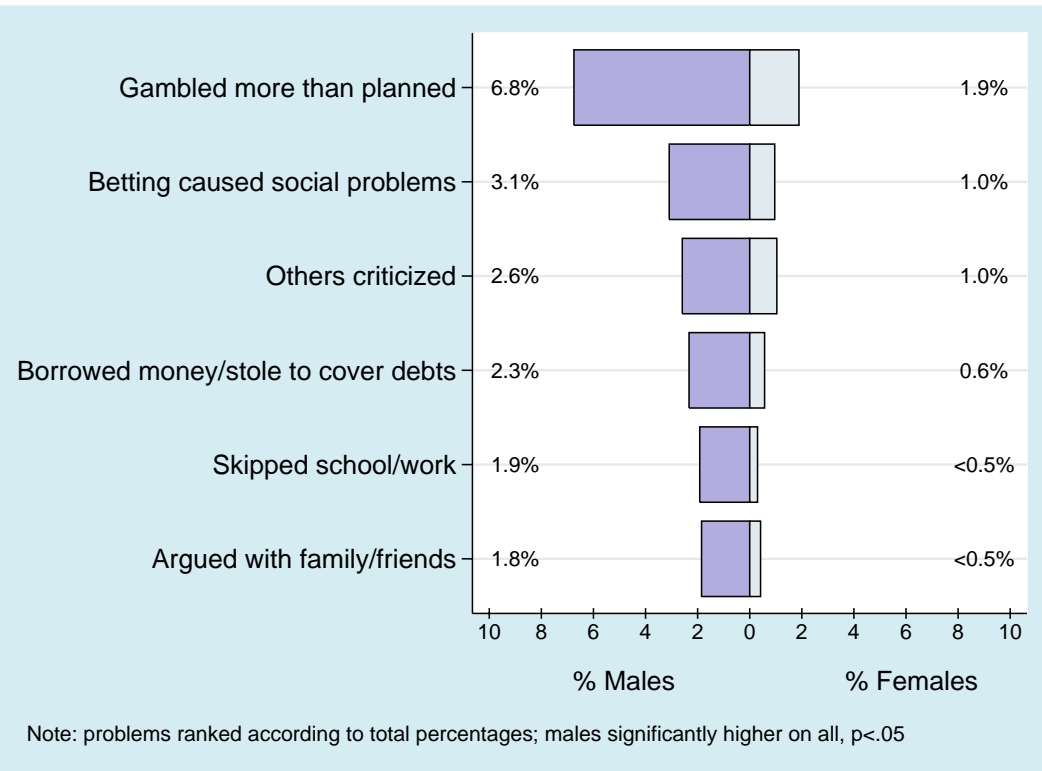
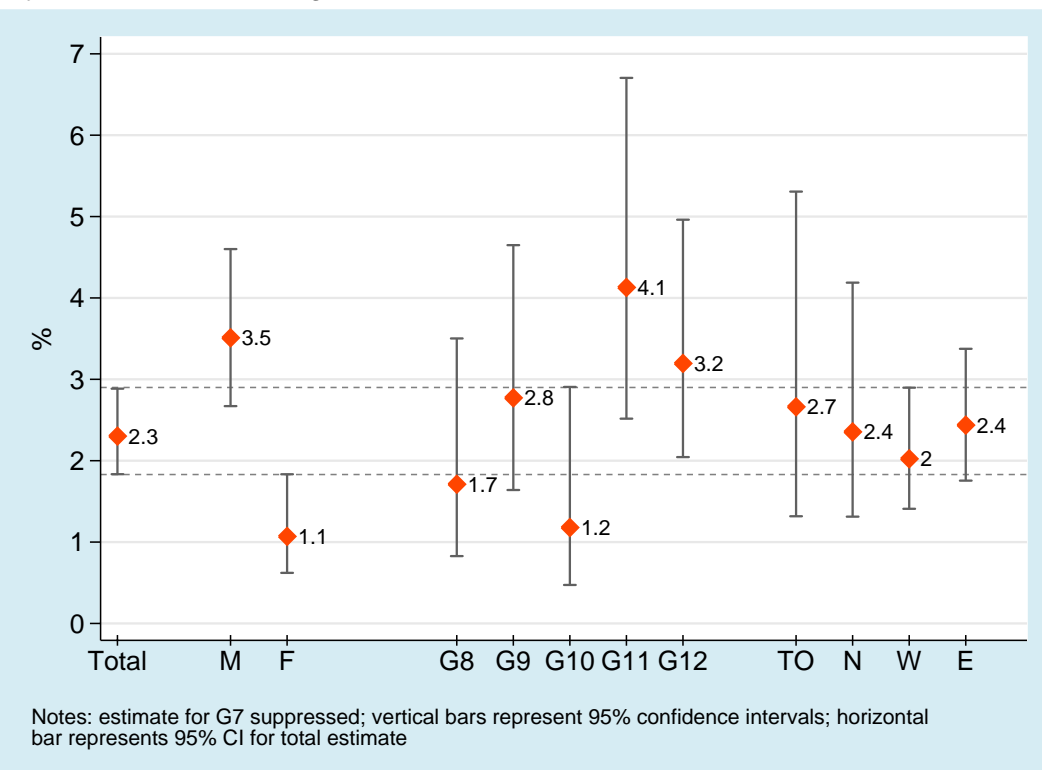


Figure 3.6.5

Percentage of All Students Indicating a Potential Gambling Problem (SOGS-RA) by Sex, Grade, and Region, 2007 OSDUHS



3.6.3 Video Gaming

(Table 3.6.1; Figure 3.6.6)

For the first time in 2007, the *OSDUHS* asked a random half sample of students about video game playing (either on a computer, TV, or in an arcade) and related problems. Eight items from the “Problem Video Playing (PVP)” scale^d were used.⁸⁰ The scale measures the dimensions of preoccupation, tolerance, loss of control, withdrawal, escape, disregard for consequences, and disruption to family/school. The following questions were asked:

- *When you were not playing video games, did you keep thinking about them (such as planning your next game, remembering past games)?*
- *Did you spend an increasing amount of time playing video games?*
- *Did you try to control, cut back, or stop playing video games, or play for longer than you planned to?*
- *Did you get restless or irritated when you could not play video games?*
- *Did you play video games more often when you felt bad (sad, angry or nervous) or had problems?*
- *When you lost in a game or did not get the results you wanted, did you play again to achieve your target?*
- *Did you skip school or work, or lie or steal, or argue with someone so that you could play video games?*
- *Did you ignore homework, or go to bed late, or spend less time with family and friends because of your video game playing?*

Each question referred to the past 12 month time period, and each had the response options of “yes,” “no,” or “don’t play video games.” For this report, a sum score of reporting 5 or more of the 8 problems was used to indicate a potential video gaming problem. The reliability coefficient (α) for these items is 0.78. Also included was a question about frequency of playing video games during the past 12 months.

^d One PVP scale item was excluded due to limited questionnaire space. The item exclusion did not significantly reduce the reliability coefficient in the original psychometric analysis.

Frequency of Playing Video Games 2007 (Grades 7 to 12):

- ❑ Among the total sample, 14.0% report that they do not play video games; 30.1% report playing about 3 times a month or less often; 9.2% play once a week; 16.6% play 2 to 3 times a week; 11.8% play 4 to 5 times a week; and 18.3% play daily or almost daily.
- ❑ Males are significantly more likely than females to play video games daily (30.4% vs. 4.7%, respectively).
- ❑ Despite some variation, there are no significant differences among the grades in the percentage that play video games daily (ranging from 14% of 12th-graders to about 21% of 7th- and 8th-graders.)
- ❑ There are no significant differences among the regions in daily video game playing.

Video Gaming Problems 2007 (Grades 7 to 12):

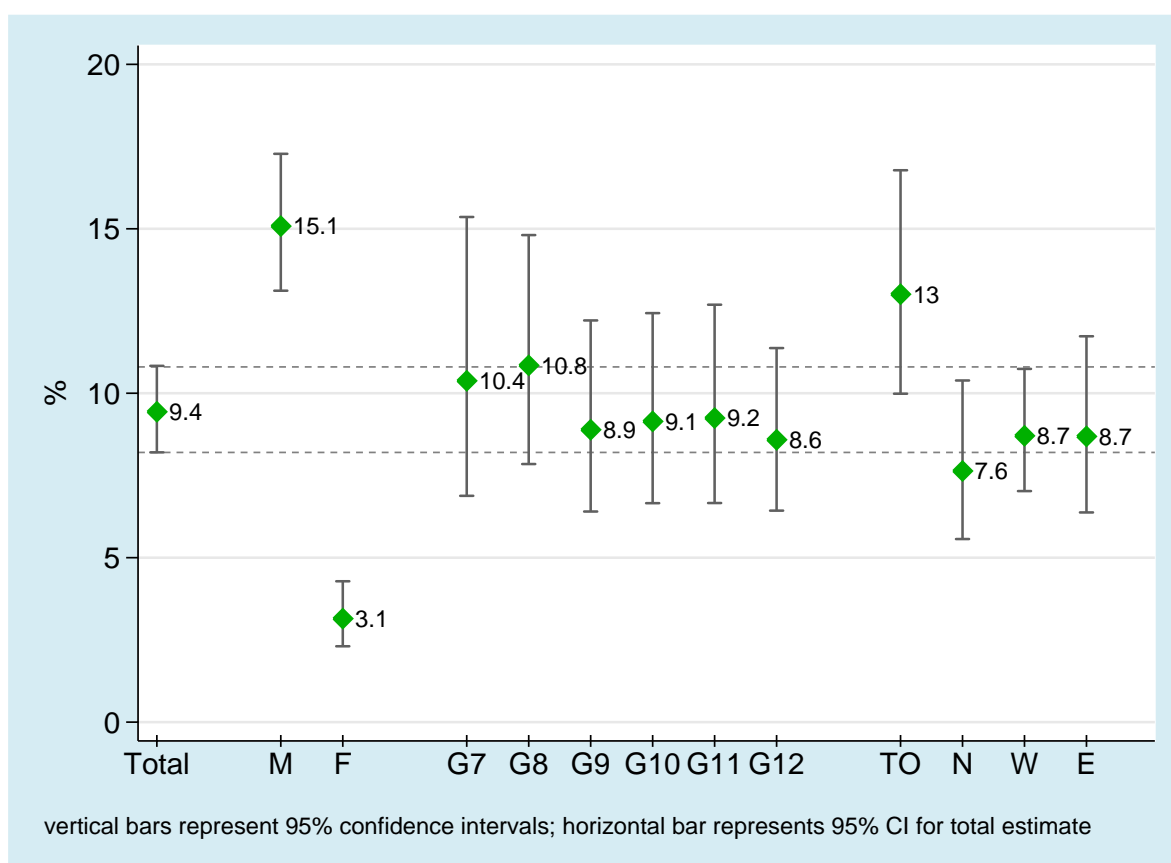
- ❑ The percentage of students reporting each of the 8 individual problems is presented in Table 3.6.1. Males are significantly more likely than females to report each problem.
- ❑ Among the total sample, 9.4% (95% CI: 8.2%-10.8%) may have a video gaming problem. This represents about 86,000 students.
- ❑ Males are significantly more likely than females to indicate a potential problem with video gaming (15.1% vs 3.1%).
- ❑ Despite some minor fluctuation, there is no significant grade variation.
- ❑ Toronto students (13.0%) are most likely to indicate a video gaming problem, compared to students in the other regions (about 8%).

Table 3.6.1: Percentage of All Students Reporting Problems Related to Video Game Playing During the Past Year, 2007 OSDUHS (Grades 7 to 12)

| Problem Video Game Playing (PVP) Scale item | Total Sample (N=2,935) | Males (N=1,450) | Females (N=1,485) |
|---|---------------------------|--------------------|----------------------|
| 1. Kept thinking about playing video games, when not playing | 20.2 | 32.3 | 6.8 |
| 2. Spent an increasing amount of time playing video games | 17.6 | 26.7 | 7.5 |
| 3. Tried to control, cut back, stop playing video games, or played for longer than intended | 17.4 | 25.4 | 8.4 |
| 4. Became restless or irritated when could not play video games | 10.5 | 16.3 | 4.0 |
| 5. Played more often when felt bad (sad, angry or nervous) or had problems | 13.8 | 19.6 | 7.5 |
| 6. When lost in a game or did not get the desired results, played again to achieve the target | 46.9 | 64.7 | 27.2 |
| 7. Skipped school or work, or lied/stole/argued with someone in order to play | 5.2 | 8.2 | 1.8 |
| 8. Ignored homework, went to bed late, or spent less time with family and friends because of video game playing | 19.2 | 29.6 | 7.8 |

Notes: (1) entries are the percentages responding "Yes"; (2) significant sex difference for each item, $p < .05$; (3) based on a random half sample

Figure 3.6.6
Percentage of All Students Indicating a Potential Video Gaming Problem by Sex, Grade, and Region, 2007 OSDUHS



3.7 Co-Existing Problems

This chapter examines the overlap between substance use problems, mental health problems, and delinquent behaviour. Given the potential array of mental health and substance use problems, it is important to consider the co-occurrence of problems experienced by students.

Research on co-existing substance use and mental disorders among clinical samples indicate that this problem is not uncommon. Epidemiological estimates, however, are less conclusive mainly due to the lack of general population surveys on adolescents in Canada and the United States. Much is yet to be understood about the prevalence of co-existing disorders, the pattern of age of onset, and about the specific combinations of substances and mental health problems.

A Canadian survey of adolescents aged 12-16 years found a strong association between an existing mental disorder (e.g., conduct disorder) and substance use, especially among females.⁸¹ A U.S. survey found that adolescents aged 12-17 with severe emotional or behavioural problems were much more likely to be dependent on alcohol or illicit drugs, than those without problems.⁸² The U.S. *National Comorbidity Survey* found that half of those aged 15-54 who had a mental disorder during their lifetime also had a history of substance use disorder.⁸³ Notably, studies have shown that younger age groups have a higher likelihood of co-existing disorders than older age groups.^{83, 84}

In general, mental health problems (e.g., anxiety disorders, conduct disorder, depression) are thought to precede the onset of substance abuse.^{13, 85-87} Some have explained this via the “self-medicating hypothesis” which argues that substance abuse is a coping strategy. Another theory is the “common cause hypotheses” that suggests pre-existing factors common to both mental health and substance abuse, such as stress, play a role in the onset of both conditions.¹⁵ However, it should be noted that there is an emerging body of literature showing

a relationship between cannabis use and subsequent psychiatric disorders, such as psychosis.⁸⁸⁻⁹¹

3.7.1 Configurations of Risk

(Table A3.7.1; Figures 3.7.1, 3.7.2)

This section presents the degree of overlap among the following 4 problems: (1) **elevated psychological distress** (as indicated by a score of 3 or more on the GHQ-12 screener – see Chapter 3.4); (2) **hazardous/harmful drinking** (indicated by a score of 8 or more on the AUDIT screener); (3) a potential **drug use problem** (indicated by a score of 2 or more on the CRAFFT-D screener)^e; and (4) **delinquent behaviour** (indicated by engaging in 3 or more of 11 delinquent acts – see Chapter 3.5). This section examines the nature of the overlap, and the group of students who report 3 or all 4 of these problems.

2007 (Grades 7 to 12):

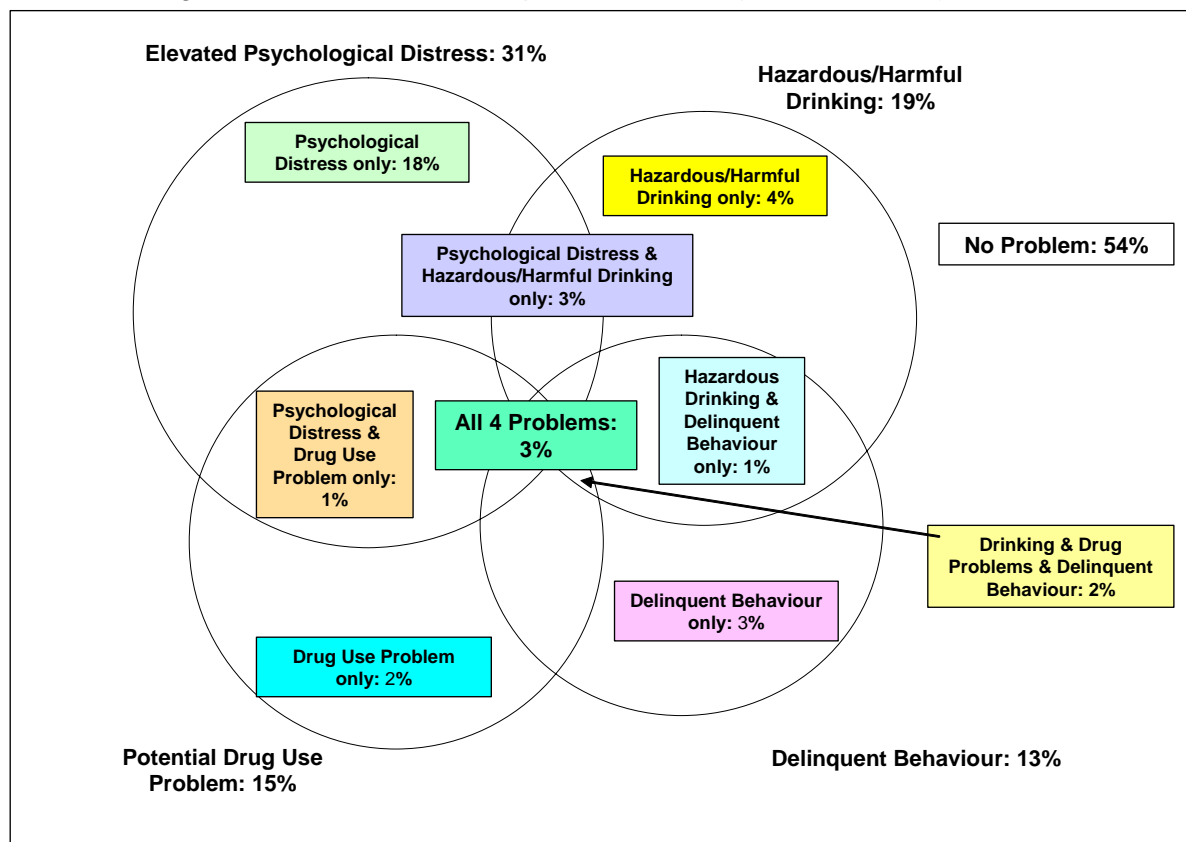
- ❑ Overall, the majority (54%) of students report none of these 4 problems. About 27.5% report 1 problem, 9.5% report 2 problems, 6.4% report 3 problems, and 2.6% report all 4 problems.
- ❑ By far, the most prevalent configuration is psychological distress only, reported by 18% of students. The remaining configurations, such as hazardous/harmful drinking only or drug problem only, are reported by 4% or less of students (see Table A3.7.1 for all configurations).

^e Details on the AUDIT and CRAFFT-D screeners can be found in the companion OSDUHS drug report “*Drug Use Among Ontario Students, 1977-2007: Detailed OSDUHS Findings*” available on our website: http://www.camh.net/research/population_life_course.html

- ❑ The percentage reporting 3 or all 4 problems is 9.0% (95% CI: 7.9%-10.2%), representing about 97,000 students across Ontario.
- ❑ There is no significant sex difference in the likelihood of experiencing 3 or all 4 of these problems (9.6% for females, 8.4% for males).
- ❑ There is significant grade variation, with 12th-graders (14.7%) most likely to indicate 3 or all 4 of these problems.
- ❑ There is significant variation among the regions, with Toronto (5.4%) students least likely to indicate co-existing problems while Northern (13.9%) students are most likely.

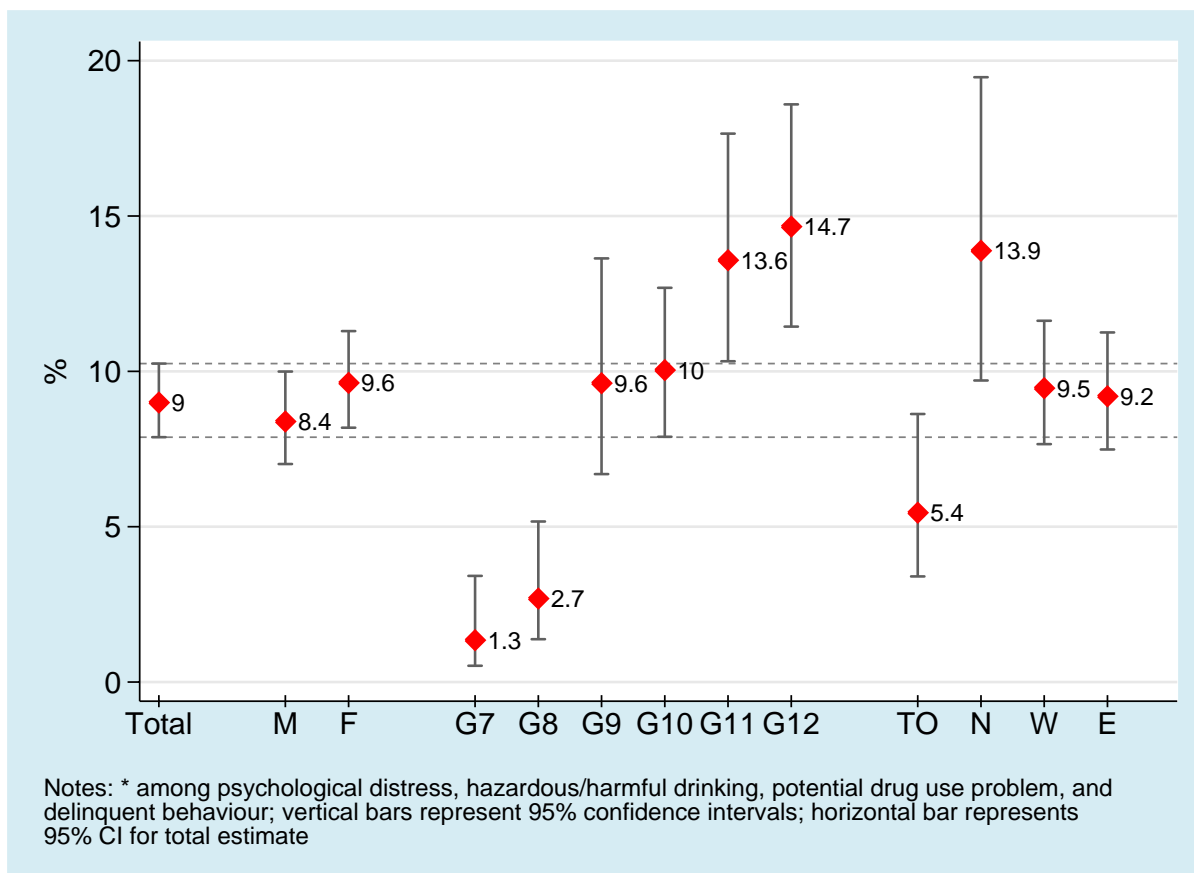
Figure 3.7.1

Co-existing Problems: Elevated Psychological Distress, Hazardous/Harmful Drinking, Potential Drug Use Problem, and Delinquent Behaviour (Grades 7 to 12), 2007 OSDUHS



Notes: (1) based on a random half sample (N=3,388); (2) not all combinations are shown

Figure 3.7.2
Percentage Indicating 3 or all 4 Problems* by Sex, Grade, and Region, 2007 OSDUHS



3.8 Overview by Ontario LHINs

This section provides the 2007 estimates for selected mental health and well-being indicators **among high school students only** (grade 9 to 12) according to Ontario's Local Health Integration Networks (LHINs). In 2006, the province designated 14 geographic areas each to function as health systems that plan, integrate and fund local health services (please see <http://www.lhins.on.ca>).

In the *OSDUHS*, the LHINs were assigned to students using the six-digit postal code of the school. Due to small sample sizes, some adjacent LHINs were merged. The 12 LHIN areas presented are:

- Erie St. Clair
- South West
- Waterloo Wellington
- Hamilton Niagara Haldimand Brant
- Central West
- Mississauga Halton
- Toronto Central
- Central
- Central East & South East (merged)
- Champlain
- North Simcoe Muskoka
- North East & North West (merged)

Table 3.8.1: Percentage of Secondary School Students (Grades 9 to 12) Reporting Mental Health and Well-Being Indicators, by Ontario Local Health Integration Network, 2007 OSDUHS

| Indicator | Erie St. Clair | South West | Waterloo Wellington | Hamilton Niagara Haldimand Brant | Central West | Mississauga Halton | Toronto Central | Central | C. East + S. East | Champlain | North Simcoe Muskoka | N. East + N. West | Ont. |
|---------------------------------|----------------------------|----------------------------|------------------------------|----------------------------------|------------------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|------------------------------|----------------------------|-----------------------------|----------------------------|
| (Student N) | (210) | (187) | (429) | (561) | (382) | (430) | (174) | (461) | (563) | (675) | (134) | (628) | (4834) |
| (School N) | (3) | (3) | (6) | (11) | (6) | (7) | (3) | (7) | (8) | (8) | (2) | (13) | (77) |
| Poor Self-Rated Physical Health | 14.7 (9.0-23.1) | 15.5 (12.9-18.4) | 21.6 (13.2-33.4) | 12.6 (9.4-16.5) | 17.6 (13.3-22.9) | 19.3* (17.0-21.7) | 18.7 (12.0-27.9) | 15.2 (11.4-20.0) | 14.1 (9.6-20.3) | 13.6 (11.4-16.2) | † | 19.2 (15.2-24.0) | 15.9 (14.4-17.6) |
| Inactive (past week) | 15.5 (9.8-23.8) | 11.5 (5.2-23.3) | 18.0 (13.0-24.3) | 10.7 (7.1-15.8) | 17.5* (15.3-19.9) | 13.8 (10.0-18.6) | 13.7 (11.0-16.8) | 12.8 (9.1-17.8) | 14.0 (11.2-17.3) | 14.9 (9.6-22.4) | 17.9 (9.3-31.8) | 16.2 (11.9-21.8) | 14.4 (12.8-16.1) |
| Injury (Treated) | 46.5 (27.7-66.4) | 35.0 (29.8-40.7) | 39.9 (32.6-47.6) | 44.3 (37.8-51.1) | 38.8 (33.6-44.3) | 40.1 (31.2-49.6) | 34.3 (24.1-46.2) | 30.2** (24.2-36.8) | 47.9** (41.2-54.7) | 41.6 (37.1-46.1) | 39.5 (35.2-44.0) | 39.2 (32.6-46.2) | 40.0 (37.3-42.7) |
| 1+ Physical Health Doctor Visit | 63.6 (52.0-73.7) | 58.4 (47.0-68.9) | 62.0 (53.6-69.8) | 55.2 (46.2-64.0) | 59.7 (55.5-63.7) | 68.6 (60.6-75.7) | 69.1* (62.7-74.9) | 64.7 (57.1-71.7) | 63.7 (58.6-68.4) | 73.8** (67.4-79.4) | 51.2 (34.6-67.4) | 55.2* (47.6-62.6) | 62.7 (60.1-65.2) |
| Choking Game | 12.4 (4.6-29.5) | † | 8.7 (5.1-14.7) | 7.2 (5.0-10.2) | 5.1 (1.6-14.4) | † | 11.0 (5.7-20.2) | 5.9 (3.3-10.6) | 9.3 (6.4-13.4) | 5.0 (3.3-7.4) | † | 12.1** (8.5-17.0) | 7.3 (6.0-8.8) |
| Medical Use of Tranqs/Sedatives | † | † | 7.9** (5.2-11.8) | 4.1 (1.8-9.2) | † | † | † | 4.7 (1.6-13.0) | 6.8** (5.4-8.6) | 6.9** (5.1-9.2) | † | 3.8 (2.3-6.2) | 5.0 (4.1-6.1) |
| 1+ Mental Health Visit | 16.5 (11.3-23.4) | 14.4 (7.9-24.6) | 25.7 (18.5-34.4) | 19.0 (13.4-26.3) | 18.4 (12.3-26.6) | 16.5 (12.6-21.4) | 19.3 (12.6-28.5) | 24.4 (19.2-30.4) | 26.0* (21.3-31.4) | 20.8 (15.1-28.0) | 24.6 (16.4-35.1) | 23.4 (16.2-32.4) | 21.4 (19.2-23.7) |
| Used Telephone Crisis Helpline | † | † | † | † | † | † | † | † | † | † | † | 3.9** (1.6-9.4) | 2.0 (1.5-2.7) |
| Poor Self-Rated Mental Health | 8.3 (4.8-14.1) | 10.4 (7.2-14.9) | 15.9 (12.3-20.4) | 12.5 (7.9-19.3) | 16.0* (12.7-20.0) | 9.0 (6.4-12.4) | 12.8 (9.6-17.0) | 8.8 (5.4-14.1) | 18.6 (11.6-28.4) | 10.3 (6.5-15.8) | † | 17.7* (12.2-25.0) | 13.0 (11.2-15.1) |
| High Risk for Depression | † | † | † | 6.0 | † | 4.3 (1.7-10.5) | † | 4.0 (2.1-7.4) | 8.6** (6.5-11.4) | 4.6 (2.0-10.3) | † | 6.9 (3.5-13.2) | 5.2 (4.2-6.5) |
| Psychological Distress | 31.1 (20.1-44.8) | 23.1 (13.6-36.5) | 35.4 (28.3-43.2) | 32.2 (27.3-37.6) | 37.1 (31.8-42.8) | 29.7 (24.5-35.5) | 31.7 (26.4-37.6) | 32.1 (25.5-39.5) | 41.5* (34.6-48.8) | 38.3 (30.2-47.1) | 31.4 (24.1-39.7) | 40.6* (34.8-46.6) | 35.2 (32.8-37.7) |
| Suicide Ideation | 13.1 (7.1-23.0) | † | 17.3** (11.4-25.5) | 7.6 (4.7-12.1) | 8.9 (6.5-12.0) | 8.8 (5.2-14.5) | † | 8.8 (6.7-11.4) | 14.8** (10.9-19.7) | 9.0 (5.6-13.9) | † | 11.6 (7.3-17.9) | 10.3 (8.8-12.0) |
| Suicide Attempt | † | † | † | † | † | † | † | † | 6.3* (3.7-10.6) | † | † | 3.0 (1.6-5.5) | 3.5 (2.6-4.7) |
| 3+ Delinquent Acts (of 11) | 18.1 (9.6-31.5) | 13.2 (6.4-25.5) | 17.9 (13.2-23.8) | 12.7 (10.0-16.1) | 17.6** (15.6-19.8) | 15.7 (13.4-18.3) | 15.1 (9.7-2.7) | 11.9 (8.9-15.8) | 19.7* (15.0-25.5) | 14.0 (11.6-16.7) | † | 18.0 (12.4-25.4) | 15.4 (13.9-17.0) |
| Carried a Weapon (gun or knife) | 10.6 (6.3-17.2) | † | 12.1** (9.9-14.8) | 7.6 (5.0-11.2) | 12.1 (7.6-18.8) | 7.9 (5.2-11.7) | 11.8 (6.4-20.8) | 6.5 (3.5-11.8) | 12.2* (8.3-17.6) | 6.8 (5.3-8.5) | † | 14.0* (8.3-22.6) | 9.2 (7.8-10.8) |
| Fire Setting | 25.2 (13.1-43.2) | 15.0 (10.2-21.5) | 24.8 (17.2-34.3) | 15.5 (10.8-21.7) | 17.0 (11.4-24.7) | 18.2 (12.8-25.3) | 13.8 (8.8-20.9) | 16.7 (10.9-24.6) | 22.9 (17.0-30.0) | 14.4 (8.8-22.7) | 20.1 (10.6-34.8) | 18.1 (13.0-24.7) | 18.1 (15.9-20.6) |
| 1+ School Fights | 8.8 (5.9-13.1) | 9.6 (7.4-12.3) | 14.3 (9.4-21.2) | 13.7 (8.0-22.4) | 20.5** (15.9-26.0) | 11.8 (8.6-15.9) | 11.9 (10.6-13.4) | 13.5 (7.8-22.3) | 10.8 (8.5-13.8) | 8.6 (6.2-11.8) | † | 9.5 (6.3-14.2) | 12.0 (10.4-13.9) |

(Continued...)

| Indicator | Erie St. Clair | South West | Waterloo Wellington | Hamilton Niagara Haldimand Brant | Central West | Mississauga Halton | Toronto Central | Central | C. East + S. East | Champlain | North Simcoe Muskoka | N. East + N. West | Ont. |
|--|----------------------------|----------------------------|------------------------------|----------------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|----------------------------|
| <i>(Student N)</i> | <i>(210)</i> | <i>(187)</i> | <i>(429)</i> | <i>(561)</i> | <i>(382)</i> | <i>(430)</i> | <i>(174)</i> | <i>(461)</i> | <i>(563)</i> | <i>(675)</i> | <i>(134)</i> | <i>(628)</i> | <i>(4834)</i> |
| <i>(School N)</i> | <i>(3)</i> | <i>(3)</i> | <i>(6)</i> | <i>(11)</i> | <i>(6)</i> | <i>(7)</i> | <i>(3)</i> | <i>(7)</i> | <i>(8)</i> | <i>(8)</i> | <i>(2)</i> | <i>(13)</i> | <i>(77)</i> |
| Threatened/Injured with Weapon -School | 10.0 (7.4-13.4) | † | 12.7** (10.4-15.5) | 8.2 (5.8-11.4) | 9.2 (5.3-15.5) | 9.9 (6.2-15.4) | † | 7.2 (4.4-11.6) | 9.6 (6.6-13.7) | 4.7** (3.3-6.6) | † | 6.7 (4.0-11.2) | 8.1 (6.9-9.4) |
| Been Bullied | 24.5 (13.8-39.8) | 34.2 (24.0-46.0) | 36.6 (23.4-52.2) | 28.9 (24.2-34.2) | 27.8 (21.5-35.2) | 32.4 (27.1-38.1) | 19.4 (10.1-34.2) | 25.4 (21.9-29.3) | 25.6 (19.8-32.6) | 25.9 (21.4-31.0) | 31.4 (17.8-49.2) | 28.8 (24.2-33.9) | 27.8 (25.6-30.2) |
| Bullied Others | 28.3 (16.8-43.4) | 32.4 (18.5-50.4) | 35.4* (25.7-46.4) | 20.7 (15.6-26.9) | 27.6 (22.0-34.0) | 27.3 (19.7-36.6) | 18.6 (8.2-37.0) | 28.1 (24.5-32.0) | 23.0 (18.4-28.4) | 21.8 (16.8-27.8) | 16.8 (16.2-17.5) | 24.9 (18.3-33.0) | 25.0 (22.8-27.4) |
| Heavy Gambling Activity | † | † | 5.3 (2.8-9.7) | 4.1 (2.3-7.4) | 9.7 (6.7-13.9) | 6.7 (3.8-11.5) | † | 4.8 (3.2-7.2) | 6.9 (3.0-15.0) | 5.5 (3.6-8.5) | † | 7.5 (4.6-11.8) | 5.9 (4.7-7.4) |
| Potential Gambling Problem | † | † | 2.8 (1.4-5.8) | † | † | † | † | † | 4.4 (2.2-8.6) | † | † | 3.4 (1.9-6.0) | 2.8 (2.2-3.6) |
| Potential Video Gaming Problem | † | † | 13.6** (10.1-18.1) | 4.1* (2.4-6.7) | 9.9 (5.9-16.1) | 6.6 (3.6-11.5) | 12.0 (6.8-20.4) | 12.9** (8.7-18.6) | 10.8* (7.8-14.7) | 9.0 (5.9-13.6) | † | 7.6 (5.0-11.4) | 8.9 (7.6-10.5) |
| 3 or All 4 Co-existing Problems | 13.9 (5.0-33.0) | 10.0 (2.4-33.3) | 18.5** (13.0-25.7) | 12.4 (9.4-16.1) | 11.2 (8.8-14.0) | 7.6 (4.6-12.4) | 11.1 (7.7-15.8) | 6.0* (3.2-11.1) | 14.1 (11.0-17.9) | 13.0 (9.7-17.3) | † | 18.2* (12.3-26.0) | 12.1 (10.6-13.8) |

Notes: (1) due to small sample sizes, the Central East (n=515) and South East (n=48) LHINs were merged, and the North East (n=587) and North West (n=41) LHINs were merged; (2) entries in brackets are 95% confidence intervals; (3) † estimate suppressed due to unreliability; (4) see individual chapters for definitions of the indicators; (5) many of the indicators are based on a random half-sample; (6) *p<.05, **p<.01 significant difference, LHIN vs. Ontario.

Source: OSDUHS, Centre for Addiction & Mental Health

3.9 Multiple Problems, Multiple Influences

In this section we examine the relationship between certain risk factors and the mental health problems and risky behaviours discussed in this report. The risk factors in these analyses include individual factors (i.e., sex, grade, and sensation seeking), family factors, and school/community factors (see Table 3.9.1 for an overview). The impact of each risk factor is assessed, taking other factors into account.

Individual Factors

In addition to the students' sex and grade/age, sensation seeking was examined as a predictor for mental health problems and, especially, risky behaviours. **Sensation seeking** is a personality trait that expresses as a need for physiological arousal, novel experience, and a willingness to take risks to obtain such arousal. Studies have shown sensation seeking to be a strong predictor of risky behaviours, such as heavy drinking, illegal drug use, reckless driving, and gambling.^{92, 93}

Family Factors

Research on mental health problems among children and youth suggest that the family, especially parents, plays a strong role.⁹⁴⁻⁹⁷ The family factors we assessed include family structure, family immigrant status, parents' education, the quality of the parent-child relationship, and parental monitoring.

Family structure was characterized by either living in an intact family with two parents, or living in a non-two parent family ("non-intact"). **Family immigrant status** (based whether the student and parents were foreign-born) was included, as research has shown that children in immigrant-parent families are less likely to experience internalizing and externalizing

problems, compared to children of non-immigrant parents.^{98, 99} **Parents' education** was used as a proxy for family socioeconomic status. It was assumed that families with parents who attended university have higher family incomes, as well as more parenting resources and a strong orientation toward academics.

To assess the quality of the **parent-child relationship**, we asked students "How well would you say you are getting along with your parents?" Students not getting along were compared to those indicating they were getting along "OK" or very well. To assess **parental monitoring** of their child's whereabouts, we asked students "In your free time away from home, how often does your mother or father know where you are?" Students reporting that their parents "always" or "usually" know where they are were compared with those reporting "sometimes," "seldom," and "never."

School and Community Factors

School experience also plays a significant role in a child's development. For instance, academic performance has been shown to be significantly associated with mental health and behaviour problems.^{100, 101} Thus, students' self-reports of **overall school marks** received in school were included as a risk factor.

Two school climate factors were also included, as studies show that perceptions about school plays an important role in a student's well-being.^{51, 52, 68, 102} The first factor we examined, **perceived personal safety in school**, was measured using two questions: (1) "At school, how worried are you that someone will harm you, threaten you, or take something from you?" and (2) "I feel safe in my school" (reported agreement). **School attachment or connectedness**, the second school climate factor,

was based on a summation of the level of agreement to two statements: “I feel close to people at this school” and “I feel like I am part of this school.”

Region was also used in the analyses to control for the region of the province in which the student lives.

Problematic Indicators

Ten mental health problems and risky behaviours are assessed (see Table 3.9.2 for outcome definitions):

- high risk for depression
- elevated psychological distress
- suicide ideation
- overall delinquent behaviour
- violent behaviour
- fire setting behaviour
- a potential gambling problem
- hazardous/harmful drinking
- a potential drug use problem, and
- 3 or all 4 co-existing problems.

It should be noted that because these data were collected at one point in time, no causal statements can be made and we can only suggest correlational relationships. For example, we cannot determine whether a poor relationship with parents causes poor mental health or whether poor mental health causes a poor relationship with parents.

Table 3.9.1 Predictors Used in the Logistic Regression Analyses

| Predictor | % | Subgroup Categories |
|---|---------------------------------|---|
| 1) Sex | | Male; Female |
| 2) Grade | | 7, 8, 9, 10, 11, 12 |
| 3) Sensation Seeking | (83%) (17%) | Low-Moderate High |
| 4) Family Structure | (78%) (22%) | Two-Parent Family (biological, step, adoptive) Non-Two Parent Family (i.e., single parent, shared custody, foster parent, lives with no parent) |
| 5) Family Immigrant Status | (57%) (29%) (14%) | Native (student and parents born in Canada) Second Generation Immigrant (student born in Canada, 1+ parents not born in Canada) First Generation Immigrant (student and parents not born in Canada) |
| 6) Parents' Education | (23%) (74%) (3%) | High (both parents graduated or attended university) Moderate (other) Low (neither parent graduated high school) |
| 7) Parent-Child Relationship | (96%) (4%) | Good (get along very well or "ok" with parents) Poor (not getting along with parents) |
| 8) Parental Monitoring | (87%) (13%) | High (parents always/usually know whereabouts) Low (parents sometimes/seldom/never know whereabouts) |
| 9) School Marks | (89%) (11%) | Overall As or Bs Overall Cs or below |
| 10) Perception of Personal Safety at School | (87%) (13%) | Moderate-High Low |
| 11) School Attachment | (84%) (16%) | Moderate-High Low |
| 12) Region | (16%) (6%) (40%) (38%) | Toronto (TO) North (N) West (W) East (E) |

Table 3.9.2 Problem Outcome Definitions

| Problem | Definition |
|--|--|
| High Risk for Depression | Reporting “often” or “always” experiencing all 4 symptoms on the Centre for Epidemiological Studies Depression (CES-D) screener during the past 7 days. |
| Elevated Psychological Distress | Reporting at least 3 of the 12 symptoms on the General Health Questionnaire (GHQ), which measures three overarching problems: depressed mood, anxiety, and problems with social functioning over the past few weeks. |
| Suicide Ideation | Reporting having seriously considered suicide during the past 12 months. |
| Delinquent Behaviour | Reporting at least 3 of the following 11 delinquent behaviours during the past 12 months: vandalized property, theft of goods worth less than \$50, theft of goods worth \$50 or more, stole a car/joyriding, break and entering, sold cannabis, sold other drugs, ran away from home, assaulted someone, gang fighting, carried a weapon. |
| Violent Behaviour | Reporting at least 1 of the following 4 violent behaviours during the past 12 months: assaulted someone, gang fighting, carried a weapon, carried a handgun. |
| Fire Setting Behaviour | Reporting setting something on fire (that they were not supposed to) at least once during the past 12 months. |
| Potential Gambling Problem | Reporting at least 2 of 6 items from the South-Oaks Gambling Screen Revised for Adolescents (SOGS-RA), which measures gambling problems during the past 12 months. |
| Hazardous/Harmful Drinking | Reporting a score of 8 or more out of 40 on the AUDIT screener, which measures heavy drinking and alcohol-related problems during the past 12 months. |
| Potential Drug Use Problem | Reporting at least 2 or more symptoms on the CRAFFT-D screener, which measures a potential drug use problem among adolescents. |
| 3 or all 4 Co-existing Problems | Reporting three or all four of the following problems: elevated psychological distress, hazardous/harmful drinking problem, potential drug use problem, and overall delinquent behaviour. |

3.9.1 Summary of Common Risk Factors

(Tables 3.9.1 to 3.9.13; Figures 3.9.1, 3.9.2)

Table 3.9.3 presents an overview of the adjusted logistic regression analyses performed on the 10 problematic indicators (see Tables 3.9.4 to 3.9.13 for the individual results, and Appendix Table A3.9.1 for further details on how to interpret these tables).

The factors most consistently associated with the 10 problems are ordered as follows:

- ❑ parental monitoring (all 10 problems)
- ❑ the parent-child relationship; sensation seeking (8 of 10 problems)
- ❑ school attachment; sex; grade (7 of 10)
- ❑ school marks (6 of 10)
- ❑ family immigrant status (4 of 10)
- ❑ perceived school safety; region (3 of 10)
- ❑ family structure (1 of 10)
- ❑ parents' education (0 of 10).

Parental Monitoring

Students who report that their parents usually do not know their whereabouts are more likely to report all problems, even when taking into account all other predictor variables.

Parent-Child Relationship

Compared to students who report a good relationship with their parents, students with a poor relationship with their parents are more likely to be at risk for depression, report psychological distress and thoughts about suicide, even after controlling for other factors. They are also more likely to report delinquent behaviour, be at risk for a gambling problem, hazardous/harmful drinking, a drug use problem, and to report co-existing problems.

Sensation Seeking

Compared to students who have low to moderate levels, those with a high level of sensation seeking are likely to report all problems except for depression and psychological distress.

School Attachment

Compared to those who feel very attached to their school, those students who feel low attachment – that is, they feel disconnected to their school – are more likely to report depressive symptoms, psychological distress, and suicide ideation. Students with low school attachment are also more likely to report violent behaviour, fire setting, a drug use problem, and co-existing problems.

Sex

As seen in Figure 3.9.1, females are at greater risk for experiencing the internalizing problems of depression, elevated psychological distress and suicide ideation.

Males are more likely to report delinquent behaviour, violent behaviour, fire setting, and are at higher risk for a gambling problem. Interestingly, after accounting for other factors, there is no difference between males and females in hazardous/harmful drinking, a drug use problem, and co-existing problems.

Grade

After accounting for the other factors, grade (age) is related to seven of the ten problems (also see Figure 3.9.2).

- ❑ Between 7th-grade and 8th-grade, the likelihood of fire setting behaviour significantly increases.
- ❑ Between 8th-grade and 9th-grade, the likelihood of psychological distress, delinquent and fire setting behaviour, hazardous/harmful drinking, reporting a drug use problem, and co-existing problems increases.
- ❑ Between 9th-grade and 10th-grade, the likelihood of fire setting *decreases*.
- ❑ Compared to 10th-graders, 11th-graders are more likely to be at risk for a gambling problem and drink hazardously/harmfully.

- ❑ Compared to 11th-graders, 12th-graders are more likely to report elevated psychological distress and a drug use problem, but less likely to report fire setting.

School Marks

Compared to students who achieve an A or B average, students with poor marks (C average or below) are more likely to report all the externalizing indicators, except for violent behaviour. They are also more likely to report co-existing problems.

Family Immigrant Status

First-generation immigrant students (those who were born outside of Canada, as were their parents) are less likely to engage in fire setting, drink hazardously/harmfully, have a drug use problem, and experience co-existing problems, compared to native students (those born in Canada, as well as their parents).

Second-generation immigrant students (those who were born in Canada, but one or both parents were born outside Canada) are less likely to drink hazardously/harmfully compared to native students.

School Safety

Students who do not feel safe at school are more likely to report all three internalizing indicators.

Region

After controlling for other factors, *compared to the province* as a whole,

- ❑ **Toronto** students are less likely to report elevated psychological distress, suicide ideation, and co-existing problems.
- ❑ **Northern** students are more likely to report elevated psychological distress.
- ❑ **Eastern** students are more likely to report elevated psychological distress.

- ❑ **Western** students do not significantly differ from the provincial average on any of the problems.

Family Structure

Compared to students in a two-parent family, those not in a two-parent family are more likely to report suicide ideation.

Parents' Education

After controlling for other factors, parents' level of education is not related to any problem.

Figure 3.9.1
Percentage Reporting Internalizing and Externalizing Indicators, by Sex, 2007 OSDUHS

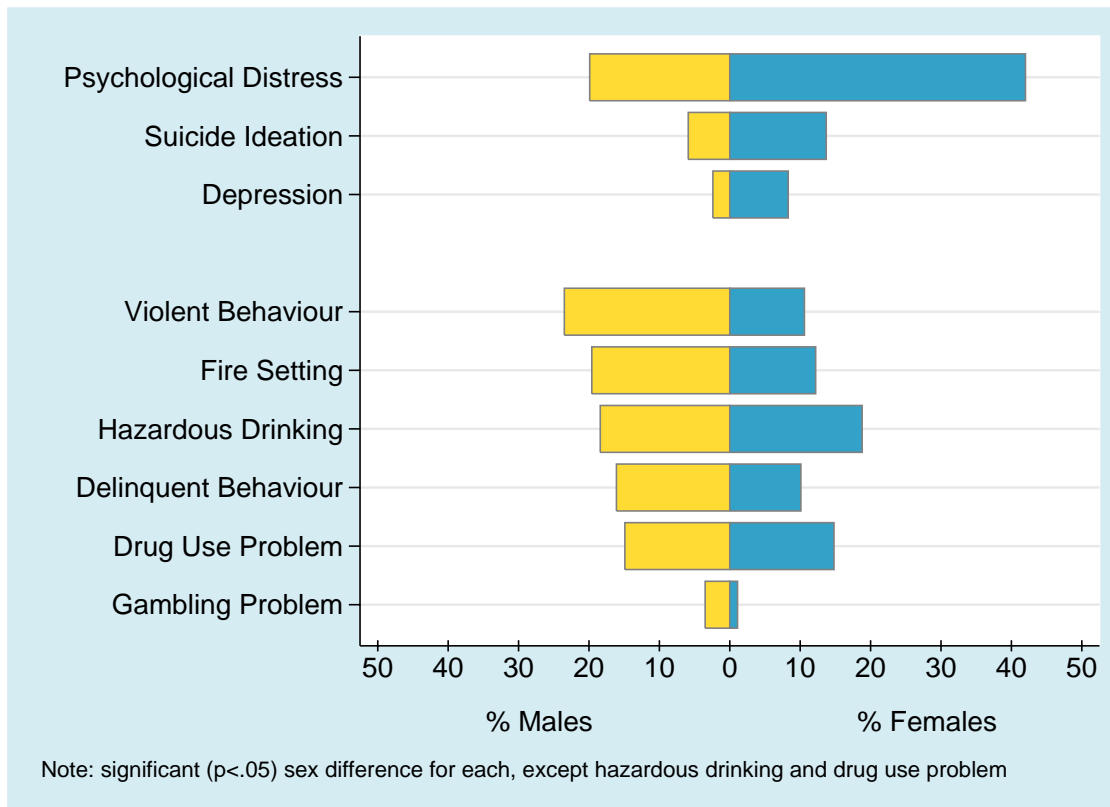


Figure 3.9.2
Percentage Reporting Internalizing and Externalizing Indicators, by Grade, 2007 OSDUHS

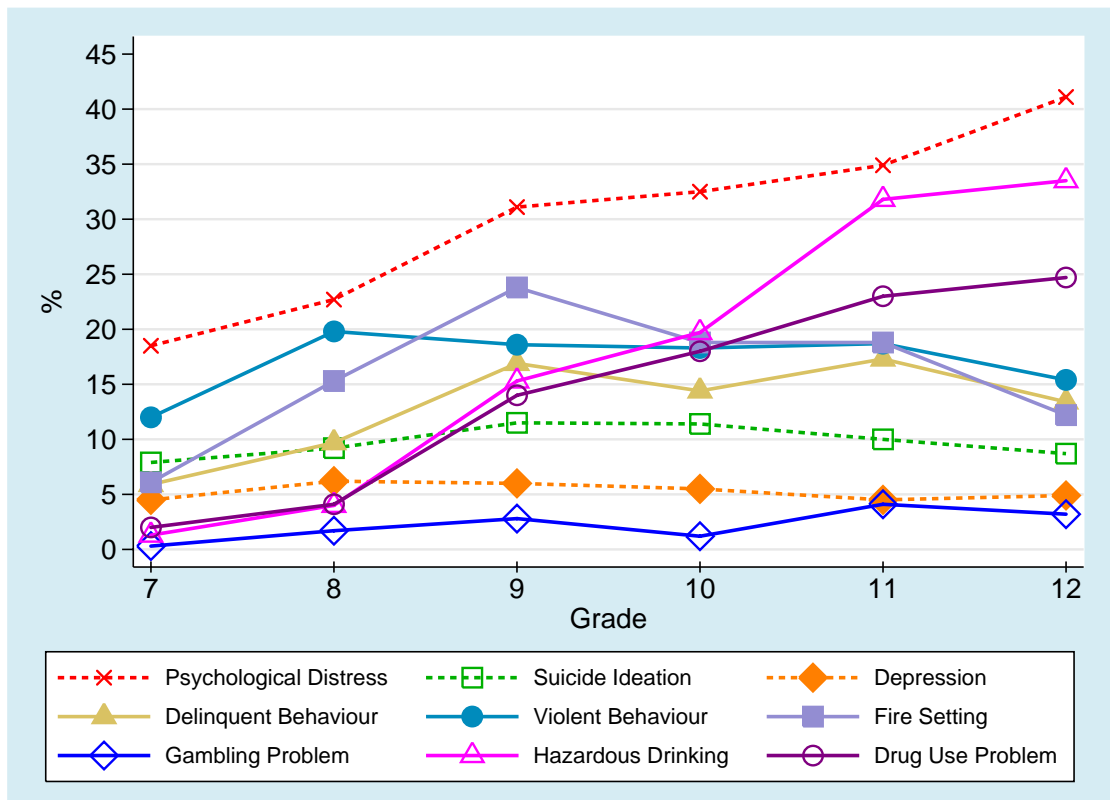


Table 3.9.3

Summary of Multivariate Analyses (Adjusted Logistic Regressions) for 10 Problems

| | Internalizing | | | Externalizing | | | | | | |
|--|---------------------|---------------------------------|------------------|----------------------|-------------------|-------------------------------------|----------------------------|----------------------------|----------------------------|-------------------------|
| Risk Factors | Risk for Depression | Elevated Psychological Distress | Suicide Ideation | Delinquent Behaviour | Violent Behaviour | Fire Setting | Potential Gambling Problem | Hazardous/Harmful Drinking | Potential Drug Use Problem | 3+ Co-Existing Problems |
| Individual | | | | | | | | | | |
| Sex | F | F | F | M | M | M | M | • | • | • |
| Grade | • | 9 ↑ 8 12 ↑ 11 | • | 9 ↑ 8 | • | 8 ↑ 7 9 ↑ 8 10 ↓ 9 12 ↓ 11 | 11 ↑ 10 | 9 ↑ 8 11 ↑ 10 | 9 ↑ 8 12 ↑ 11 | 9 ↑ 8 |
| High Sensation Seeking | • | • | + | + | + | + | + | + | + | + |
| Family | | | | | | | | | | |
| Non-Two Parent Family | • | • | + | • | • | • | • | • | • | • |
| First Generation Immigrant | • | • | • | • | • | — | • | — | — | — |
| 2nd Generation Immigrant | • | • | • | • | • | • | • | — | • | • |
| Low Parent Education | • | • | • | • | • | • | • | • | • | • |
| Poor Parent-Child Relationship | + | + | + | + | • | • | + | + | + | + |
| Low Parental Monitoring | + | + | + | + | + | + | + | + | + | + |
| School/Community | | | | | | | | | | |
| Poor Marks (Cs or less) | • | • | • | + | + | • | + | + | + | + |
| Perceive School as Unsafe | + | + | + | • | • | • | • | • | • | • |
| Low School Attachment | + | + | + | • | + | + | • | • | + | + |
| Region (vs Ontario) | • | TO ↓ Ont N ↑ Ont E ↑ Ont | TO ↓ Ont | • | • | • | • | • | • | TO ↓ Ont |

+ problem is significantly more likely

— problem is significantly less likely

• no significant effect on problem

Table 3.9.4
Risk for Depression: Adjusted Group Differences

| | % | 95% CI | Adjusted Odds Ratio |
|---|------------|------------------|---------------------|
| Total Sample (N=3,205) | 5.3 | (4.4-6.3) | |
| 1) Sex | | | *** |
| Male (<i>Comparison Group</i>) | 2.4 | (1.7-3.4) | — |
| Female | 8.3 | (6.7-10.1) | 4.18 |
| 2) Grade (<i>Comparison Group is the previous grade</i>) | | | NS |
| 7 | 4.5 | (2.9-7.0) | — |
| 8 | 6.2 | (4.2-9.1) | 1.17 |
| 9 | 6.0 | (4.2-8.5) | 0.77 |
| 10 | 5.5 | (4.0-7.6) | 0.80 |
| 11 | 4.5 | (3.0-6.8) | 0.84 |
| 12 | 4.9 | (3.3-7.2) | 1.32 |
| 3) Sensation Seeking | | | NS |
| Low-Moderate (<i>Comparison Group</i>) | 4.7 | (3.8-5.8) | — |
| High | 8.0 | (5.6-11.1) | 1.47 |
| 4) Family Structure | | | NS |
| Two-Parent Family (<i>Comparison Group</i>) | 5.4 | (4.3-6.7) | — |
| Non-Two Parent Family | 5.0 | (3.7-6.7) | 0.70 |
| 5) Family Immigrant Status | | | NS |
| Native (<i>Comparison Group</i>) | 5.6 | (4.4-7.0) | — |
| Second Generation Immigrant | 4.6 | (3.4-6.2) | 0.86 |
| First Generation Immigrant | 6.1 | (4.2-8.8) | 1.17 |
| 6) Parents' Level of Education | | | NS |
| High (<i>Comparison Group</i>) | 4.8 | (3.5-6.6) | — |
| Moderate | 5.5 | (4.4-6.8) | 0.92 |
| Low | 3.9 | (1.7-9.1) | 0.67 |
| 7) Parent-Child Relationship | | | *** |
| Good (<i>Comparison Group</i>) | 4.5 | (3.7-5.4) | — |
| Poor | 23.0 | (17.0-31.9) | 3.57 |
| 8) Parental Monitoring | | | ** |
| High (<i>Comparison Group</i>) | 4.4 | (3.6-5.4) | — |
| Low | 11.1 | (7.9-15.4) | 1.84 |
| 9) School Marks | | | NS |
| As or Bs (<i>Comparison Group</i>) | 5.1 | (4.2-6.1) | — |
| Cs or below | 7.3 | (4.7-11.2) | 1.33 |
| 10) Perception of School Safety | | | *** |
| Moderate-High (<i>Comparison Group</i>) | 4.2 | (3.4-4.9) | — |
| Low | 12.3 | (9.7-15.5) | 2.46 |
| 11) Level of School Attachment | | | *** |
| Moderate-High (<i>Comparison Group</i>) | 4.0 | (3.3-4.9) | — |
| Low | 11.9 | (9.1-15.4) | 2.64 |
| 12) Region (<i>Comparison Group is Ontario</i>) | | | NS |
| Toronto | 4.6 | (3.1-6.9) | 0.86 |
| North | 7.1 | (4.2-11.9) | 1.25 |
| West | 4.6 | (3.5-6.2) | 0.84 |
| East | 5.9 | (4.3-8.1) | 1.11 |

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that depression is more likely in that group, compared to the comparison group; odds less than 1.0 indicate that depression is less likely in that group, compared to the comparison group. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001.

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.9.5
Elevated Psychological Distress: Adjusted Group Differences

| | % | 95% CI | Adjusted Odds Ratio |
|---|-------------|-------------|---------------------|
| Total Sample (N=3,226) | 30.8 | (28.8-32.8) | |
| 1) Sex | | | *** |
| Male (<i>Comparison Group</i>) | 19.9 | (17.8-22.2) | — |
| Female | 42.0 | (39.0-45.1) | 3.48 |
| 2) Grade (<i>Comparison Group is the previous grade</i>) | | | *** |
| 7 | 18.5 | (14.8-22.8) | — |
| 8 | 22.7 | (18.7-27.2) | 1.20 |
| 9 | 31.1 | (26.3-36.4) | 1.40* |
| 10 | 32.5 | (27.5-37.9) | 1.11 |
| 11 | 34.9 | (30.3-39.9) | 1.06 |
| 12 | 41.1 | (36.6-45.8) | 1.52** |
| 3) Sensation Seeking | | | NS |
| Low-Moderate (<i>Comparison Group</i>) | 30.3 | (28.0-32.2) | — |
| High | 35.5 | (31.3-40.0) | 1.21 |
| 4) Family Structure | | | NS |
| Two-Parent Family (<i>Comparison Group</i>) | 29.7 | (27.4-32.0) | — |
| Non-Two Parent Family | 34.9 | (31.4-38.6) | 1.22 |
| 5) Family Immigrant Status | | | NS |
| Native (<i>Comparison Group</i>) | 30.6 | (27.8-33.4) | — |
| Second Generation Immigrant | 31.1 | (27.7-34.8) | 1.16 |
| First Generation Immigrant | 32.6 | (27.7-37.8) | 1.12 |
| 6) Parents' Level of Education | | | NS |
| High (<i>Comparison Group</i>) | 27.5 | (23.7-31.6) | — |
| Moderate | 31.8 | (29.6-34.1) | 1.12 |
| Low | 30.3 | (22.2-39.9) | 0.92 |
| 7) Parent-Child Relationship | | | ** |
| Good (<i>Comparison Group</i>) | 29.4 | (27.4-31.5) | — |
| Poor | 63.3 | (53.7-71.0) | 2.03 |
| 8) Parental Monitoring | | | ** |
| High (<i>Comparison Group</i>) | 28.4 | (26.4-30.5) | — |
| Low | 47.0 | (41.0-53.1) | 1.80 |
| 9) School Marks | | | NS |
| As or Bs (<i>Comparison Group</i>) | 30.0 | (28.0-32.1) | — |
| Cs or below | 37.4 | (31.8-43.4) | 1.26 |
| 10) Perception of School Safety | | | *** |
| Moderate-High (<i>Comparison Group</i>) | 27.7 | (25.8-29.8) | — |
| Low | 51.0 | (44.4-57.6) | 2.62 |
| 11) Level of School Attachment | | | *** |
| Moderate-High (<i>Comparison Group</i>) | 27.0 | (25.2-29.0) | — |
| Low | 50.5 | (45.4-55.7) | 2.24 |
| 12) Region (<i>Comparison Group is Ontario</i>) | | | ** |
| Toronto | 27.4 | (22.2-33.4) | 0.72** |
| North | 36.1 | (31.6-41.0) | 1.31** |
| West | 28.7 | (25.8-31.8) | 0.90 |
| East | 33.5 | (30.0-37.2) | 1.17* |

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that psychological distress is more likely in that group, compared to the comparison group; odds less than 1.0 indicate that psychological distress is less likely in that group, compared to the comparison group. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001.

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.9.6
Suicide Ideation: Adjusted Group Differences

| | % | 95% CI | Adjusted Odds Ratio |
|---|-------------|-------------------|---------------------|
| Total Sample (N=3,195) | 9.8 | (8.6-11.1) | |
| 1) Sex | | | *** |
| Male (<i>Comparison Group</i>) | 5.9 | 4.7-7.5) | — |
| Female | 13.7 | (11.8-15.9) | 2.87 |
| 2) Grade (<i>Comparison Group is the previous grade</i>) | | | NS |
| 7 | 7.9 | (5.5-11.3) | — |
| 8 | 9.2 | (6.6-12.8) | 0.96 |
| 9 | 11.5 | (8.7-15.2) | 1.12 |
| 10 | 11.4 | (8.9-14.5) | 0.96 |
| 11 | 10.0 | (7.8-12.6) | 0.83 |
| 12 | 8.7 | (6.3-11.8) | 1.00 |
| 3) Sensation Seeking | | | *** |
| Low-Moderate (<i>Comparison Group</i>) | 8.3 | (7.1-9.6) | — |
| High | 17.5 | (14.2-21.4) | 2.22 |
| 4) Family Structure | | | ** |
| Two-Parent Family (<i>Comparison Group</i>) | 8.7 | (7.6-10.0) | — |
| Non-Two Parent Family | 13.5 | (10.7-16.9) | 1.55 |
| 5) Family Immigrant Status | | | NS |
| Native (<i>Comparison Group</i>) | 10.1 | (8.4-12.1) | — |
| Second Generation Immigrant | 8.2 | (6.3-10.6) | 0.89 |
| First Generation Immigrant | 12.0 | (9.2-15.5) | 1.33 |
| 6) Parents' Level of Education | | | NS |
| High (<i>Comparison Group</i>) | 9.1 | (7.0-11.6) | — |
| Moderate | 9.9 | (8.5-11.5) | 0.91 |
| Low | 11.7 | (7.0-19.1) | 1.23 |
| 7) Parent-Child Relationship | | | *** |
| Good (<i>Comparison Group</i>) | 8.6 | (7.5-10.0) | — |
| Poor | 36.4 | (28.0-45.7) | 3.22 |
| 8) Parental Monitoring | | | ** |
| High (<i>Comparison Group</i>) | 8.2 | (7.0-9.5) | — |
| Low | 20.6 | (16.7-25.3) | 1.92 |
| 9) School Marks | | | NS |
| As or Bs (<i>Comparison Group</i>) | 9.4 | (8.2-10.8) | — |
| Cs or below | 12.7 | (9.5-16.7) | 0.98 |
| 10) Perception of School Safety | | | *** |
| Moderate-High (<i>Comparison Group</i>) | 8.2 | (7.0-9.5) | — |
| Low | 20.4 | (16.3-25.3) | 2.15 |
| 11) Level of School Attachment | | | *** |
| Moderate-High (<i>Comparison Group</i>) | 7.7 | (6.6-9.0) | — |
| Low | 20.8 | (17.1-25.0) | 2.54 |
| 12) Region (<i>Comparison Group is Ontario</i>) | | | ** |
| Toronto | 6.8 | (4.8-9.4) | 0.60** |
| North | 11.6 | (8.4-15.9) | 1.24 |
| West | 10.1 | (8.4-12.1) | 1.16 |
| East | 10.5 | (8.3-13.2) | 1.17 |

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that suicide ideation is more likely in that group, compared to the comparison group; odds less than 1.0 indicate that suicide ideation is less likely in that group, compared to the comparison group. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001.

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.9.7
Delinquent Behaviour: Adjusted Group Differences

| | % | 95% CI | Adjusted Odds Ratio |
|---|-------------|-------------|---------------------|
| Total Sample (N=3,205) | 13.1 | (11.8-14.6) | |
| 1) Sex | | | *** |
| Female (<i>Comparison Group</i>) | 10.1 | (8.6-11.8) | — |
| Male | 16.1 | (14.0-18.4) | 1.58 |
| 2) Grade (<i>Comparison Group is the previous grade</i>) | | | * |
| 7 | 5.9 | (3.8-9.0) | — |
| 8 | 9.7 | (6.3-14.5) | 1.31 |
| 9 | 16.9 | (13.2-21.3) | 1.86* |
| 10 | 14.4 | (11.8-17.6) | 0.77 |
| 11 | 17.3 | (13.6-21.7) | 1.15 |
| 12 | 13.4 | (10.6-16.9) | 0.91 |
| 3) Sensation Seeking | | | *** |
| Low-Moderate (<i>Comparison Group</i>) | 9.1 | (7.8-10.6) | — |
| High | 33.1 | (28.3-38.3) | 4.25 |
| 4) Family Structure | | | NS |
| Two-Parent Family (<i>Comparison Group</i>) | 12.1 | (10.8-13.6) | — |
| Non-Two Parent Family | 16.7 | (13.7-20.2) | 1.14 |
| 5) Family Immigrant Status | | | NS |
| Native (<i>Comparison Group</i>) | 12.7 | (11.1-14.6) | — |
| Second Generation Immigrant | 14.9 | (12.1-18.1) | 1.24 |
| First Generation Immigrant | 10.3 | (7.6-14.0) | 0.72 |
| 6) Parents' Level of Education | | | NS |
| High (<i>Comparison Group</i>) | 11.0 | (9.1-13.3) | — |
| Moderate | 13.4 | (11.9-15.1) | 0.85 |
| Low | 20.3 | (12.8-30.6) | 1.37 |
| 7) Parent-Child Relationship | | | *** |
| Good (<i>Comparison Group</i>) | 12.1 | (10.8-13.6) | — |
| Poor | 36.2 | (29.0-44.0) | 2.04 |
| 8) Parental Monitoring | | | ** |
| High (<i>Comparison Group</i>) | 9.1 | (7.9-10.5) | — |
| Low | 40.3 | (34.9-45.9) | 4.21 |
| 9) School Marks | | | *** |
| As or Bs (<i>Comparison Group</i>) | 11.2 | (9.9-12.6) | — |
| Cs or below | 28.8 | (24.1-34.0) | 1.95 |
| 10) Perception of School Safety | | | NS |
| Moderate-High (<i>Comparison Group</i>) | 12.7 | (11.3-14.2) | — |
| Low | 15.9 | (12.7-19.8) | 0.90 |
| 11) Level of School Attachment | | | NS |
| Moderate-High (<i>Comparison Group</i>) | 11.8 | (10.4-13.4) | — |
| Low | 20.1 | (16.2-24.6) | 1.30 |
| 12) Region (<i>Comparison Group is Ontario</i>) | | | NS |
| Toronto | 10.5 | (7.9-13.9) | 0.70 |
| North | 15.1 | (11.1-20.2) | 1.18 |
| West | 13.5 | (11.6-15.6) | 1.11 |
| East | 13.5 | (11.1-16.4) | 1.09 |

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that delinquent behaviour is more likely in that group, compared to the comparison group; odds less than 1.0 indicate that delinquent behaviour is less likely in that group, compared to the comparison group. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001.

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.9.8
Violent Behaviour: Adjusted Group Differences

| | % | 95% CI | Adjusted Odds Ratio |
|---|-------------|-------------|---------------------|
| Total Sample (N=3,203) | 17.1 | (15.6-18.8) | |
| 1) Sex | | | *** |
| Female (<i>Comparison Group</i>) | 10.6 | (8.8-12.8) | — |
| Male | 23.5 | (21.0-26.2) | 2.50 |
| 2) Grade (<i>Comparison Group is the previous grade</i>) | | | NS |
| 7 | 12.0 | (8.6-16.4) | — |
| 8 | 19.8 | (14.9-25.9) | 1.61 |
| 9 | 18.6 | (14.8-23.3) | 0.85 |
| 10 | 18.3 | (15.0-22.1) | 0.96 |
| 11 | 18.7 | (15.5-22.4) | 0.96 |
| 12 | 15.4 | (12.5-18.8) | 0.84 |
| 3) Sensation Seeking | | | *** |
| Low-Moderate (<i>Comparison Group</i>) | 14.2 | (12.6-15.9) | — |
| High | 32.4 | (27.9-37.2) | 2.47 |
| 4) Family Structure | | | NS |
| Two-Parent Family (<i>Comparison Group</i>) | 15.8 | (14.2-17.5) | — |
| Non-Two Parent Family | 21.8 | (18.5-25.5) | 1.20 |
| 5) Family Immigrant Status | | | NS |
| Native (<i>Comparison Group</i>) | 16.1 | (14.2-18.2) | — |
| Second Generation Immigrant | 20.0 | (16.6-23.9) | 1.30 |
| First Generation Immigrant | 14.7 | (11.2-19.0) | 0.93 |
| 6) Parents' Level of Education | | | NS |
| High (<i>Comparison Group</i>) | 12.6 | (10.3-15.2) | — |
| Moderate | 18.3 | (16.4-20.3) | 1.32 |
| Low | 23.1 | (15.8-32.5) | 1.66 |
| 7) Parent-Child Relationship | | | NS |
| Good (<i>Comparison Group</i>) | 16.6 | (15.0-18.3) | — |
| Poor | 29.5 | (2.5-37.6) | 1.15 |
| 8) Parental Monitoring | | | *** |
| High (<i>Comparison Group</i>) | 14.2 | (12.7-15.8) | — |
| Low | 37.3 | (32.7-42.2) | 2.43 |
| 9) School Marks | | | * |
| As or Bs (<i>Comparison Group</i>) | 15.4 | (13.8-17.1) | — |
| Cs or below | 31.4 | (26.3-37.0) | 1.47 |
| 10) Perception of School Safety | | | NS |
| Moderate-High (<i>Comparison Group</i>) | 16.6 | (14.9-18.3) | — |
| Low | 21.1 | (17.2-25.5) | 1.05 |
| 11) Level of School Attachment | | | ** |
| Moderate-High (<i>Comparison Group</i>) | 15.5 | (13.9-17.3) | — |
| Low | 25.8 | (21.7-30.4) | 1.54 |
| 12) Region (<i>Comparison Group is Ontario</i>) | | | NS |
| Toronto | 16.3 | (12.7-20.7) | 0.83 |
| North | 19.9 | (15.7-24.8) | 1.16 |
| West | 17.9 | (15.2-21.0) | 1.03 |
| East | 16.2 | (14.1-18.7) | 1.00 |

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that violent behaviour is more likely in that group, compared to the comparison group; odds less than 1.0 indicate that violent behaviour is less likely in that group, compared to the comparison group. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001.

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.9.9
Fire Setting: Adjusted Group Differences

| | % | 95% CI | Adjusted Odds Ratio |
|---|-------------|--------------------|---------------------|
| Total Sample (N=3,190) | 15.9 | (14.1-17.9) | |
| 1) Sex | | | *** |
| Female (<i>Comparison Group</i>) | 12.2 | (10.0-14.8) | — |
| Male | 19.6 | (17.2-22.2) | 1.70 |
| 2) Grade (<i>Comparison Group is the previous grade</i>) | | | *** |
| 7 | 6.1 | (3.8-9.5) | — |
| 8 | 15.3 | (11.0-20.9) | 2.25** |
| 9 | 23.8 | (20.7-27.3) | 1.82** |
| 10 | 18.8 | (15.7-22.3) | 0.69* |
| 11 | 18.8 | (14.8-23.7) | 0.95 |
| 12 | 12.2 | (9.4-15.6) | 0.62** |
| 3) Sensation Seeking | | | *** |
| Low-Moderate (<i>Comparison Group</i>) | 12.4 | (10.8-14.2) | — |
| High | 33.9 | (28.4-39.8) | 3.05 |
| 4) Family Structure | | | NS |
| Two-Parent Family (<i>Comparison Group</i>) | 14.6 | (12.8-16.7) | — |
| Non-Two Parent Family | 20.4 | (16.4-25.1) | 1.30 |
| 5) Family Immigrant Status | | | * |
| Native (<i>Comparison Group</i>) | 16.5 | (14.0-19.4) | — |
| Second Generation Immigrant | 16.1 | (13.7-18.8) | 0.96 |
| First Generation Immigrant | 12.2 | (8.9-16.5) | 0.63* |
| 6) Parents' Level of Education | | | NS |
| High (<i>Comparison Group</i>) | 14.1 | (11.3-17.4) | — |
| Moderate | 16.4 | (14.4-18.6) | 0.92 |
| Low | 17.8 | (11.6-26.4) | 1.09 |
| 7) Parent-Child Relationship | | | NS |
| Good (<i>Comparison Group</i>) | 15.2 | (13.4-17.2) | — |
| Poor | 32.6 | (25.6-40.5) | 1.34 |
| 8) Parental Monitoring | | | *** |
| High (<i>Comparison Group</i>) | 12.9 | (11.4-14.6) | — |
| Low | 36.6 | (30.1-43.7) | 2.73 |
| 9) School Marks | | | * |
| As or Bs (<i>Comparison Group</i>) | 14.8 | (13.0-16.8) | — |
| Cs or below | 25.3 | (20.7-30.5) | 1.11 |
| 10) Perception of School Safety | | | NS |
| Moderate-High (<i>Comparison Group</i>) | 15.4 | (13.5-17.6) | — |
| Low | 19.1 | (15.2-23.8) | 1.00 |
| 11) Level of School Attachment | | | ** |
| Moderate-High (<i>Comparison Group</i>) | 14.5 | (12.7-16.4) | — |
| Low | 23.7 | (19.8-28.1) | 1.52 |
| 12) Region (<i>Comparison Group is Ontario</i>) | | | NS |
| Toronto | 11.7 | (8.4-16.1) | 0.74 |
| North | 19.1 | (14.9-24.1) | 1.14 |
| West | 17.1 | (14.5-20.0) | 1.17 |
| East | 15.9 | (12.6-17.9) | 1.01 |

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that fire setting is more likely in that group, compared to the comparison group; odds less than 1.0 indicate that a gambling problem is less likely in that group, compared to the comparison group. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001.

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.9.10
Potential Gambling Problem: Adjusted Group Differences

| | % | 95% CI | Adjusted Odds Ratio |
|---|------------|------------------|---------------------|
| Total Sample (N=3,215) | 2.3 | (1.8-2.9) | |
| 1) Sex | | | *** |
| Female (<i>Comparison Group</i>) | 1.1 | (0.6-1.8) | — |
| Male | 3.5 | (2.7-4.6) | 3.26 |
| 2) Grade (<i>Comparison Group is the previous grade</i>) | | | ** |
| 7 | Suppr. | | — |
| 8 | 1.7 | (0.8-3.5) | 3.40 |
| 9 | 2.8 | (1.6-4.6) | 1.47 |
| 10 | 1.2 | (0.5-2.9) | 0.30 |
| 11 | 4.1 | (2.5-6.7) | 4.60** |
| 12 | 3.2 | (2.0-5.0) | 0.86 |
| 3) Sensation Seeking | | | *** |
| Low-Moderate (<i>Comparison Group</i>) | 1.6 | (1.2-2.2) | — |
| High | 5.6 | (3.8-8.2) | 2.93 |
| 4) Family Structure | | | NS |
| Two-Parent Family (<i>Comparison Group</i>) | 2.2 | (1.7-2.9) | — |
| Non-Two Parent Family | 2.7 | (1.7-4.2) | 1.02 |
| 5) Family Immigrant Status | | | NS |
| Native (<i>Comparison Group</i>) | 1.9 | (1.4-2.6) | — |
| Second Generation Immigrant | 2.7 | (1.7-4.3) | 1.36 |
| First Generation Immigrant | 3.0 | (1.6-5.6) | 1.32 |
| 6) Parents' Level of Education | | | NS |
| High (<i>Comparison Group</i>) | 2.5 | (1.6-4.0) | — |
| Moderate | 2.2 | (1.6-2.9) | 0.76 |
| Low | 3.4 | (1.4-8.1) | 1.53 |
| 7) Parent-Child Relationship | | | ** |
| Good (<i>Comparison Group</i>) | 2.0 | (1.5-2.6) | — |
| Poor | 8.6 | (4.9-14.5) | 3.28 |
| 8) Parental Monitoring | | | * |
| High (<i>Comparison Group</i>) | 1.7 | (1.3-2.3) | — |
| Low | 6.2 | (4.1-9.2) | 1.99 |
| 9) School Marks | | | * |
| As or Bs (<i>Comparison Group</i>) | 1.9 | (1.4-2.5) | — |
| Cs or below | 5.8 | (3.8-8.8) | 1.83 |
| 10) Perception of School Safety | | | NS |
| Moderate-High (<i>Comparison Group</i>) | 2.2 | (1.8-2.9) | — |
| Low | 2.7 | (1.5-4.9) | 1.14 |
| 11) Level of School Attachment | | | NS |
| Moderate-High (<i>Comparison Group</i>) | 2.1 | (1.7-2.7) | — |
| Low | 3.2 | (1.8-5.4) | 0.87 |
| 12) Region (<i>Comparison Group is Ontario</i>) | | | NS |
| Toronto | 2.7 | (1.3-5.3) | 0.94 |
| North | 2.4 | (1.3-4.2) | 1.05 |
| West | 2.0 | (1.4-2.9) | 0.89 |
| East | 2.4 | (1.8-3.4) | 1.13 |

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that a gambling problem is more likely in that group, compared to the comparison group; odds less than 1.0 indicate that a gambling problem is less likely in that group, compared to the comparison group. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001.

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.9.11
Hazardous/Harmful Drinking: Adjusted Group Differences

| | % | 95% CI | Adjusted Odds Ratio |
|---|-------------|-------------|---------------------|
| Total Sample (N=3,123) | 18.6 | (16.8-20.6) | |
| 1) Sex | | | NS |
| Female (<i>Comparison Group</i>) | 18.8 | (16.5-21.4) | — |
| Male | 18.4 | (16.2-20.8) | 0.92 |
| 2) Grade (<i>Comparison Group is the previous grade</i>) | | | *** |
| 7 | 1.3 | (0.5-3.5) | — |
| 8 | 4.0 | (2.2-7.0) | 2.33 |
| 9 | 15.3 | (11.6-20.0) | 4.65*** |
| 10 | 19.7 | (16.6-23.2) | 1.23 |
| 11 | 31.8 | (27.0-37.0) | 2.18*** |
| 12 | 33.5 | (28.9-38.4) | 1.26 |
| 3) Sensation Seeking | | | *** |
| Low-Moderate (<i>Comparison Group</i>) | 14.8 | (13.0-16.7) | — |
| High | 38.2 | (33.4-43.3) | 3.59 |
| 4) Family Structure | | | NS |
| Two-Parent Family (<i>Comparison Group</i>) | 18.3 | (16.3-20.5) | — |
| Non-Two Parent Family | 19.8 | (16.6-23.4) | 1.11 |
| 5) Family Immigrant Status | | | *** |
| Native (<i>Comparison Group</i>) | 21.9 | (19.6-24.3) | — |
| Second Generation Immigrant | 16.6 | (13.8-19.8) | 0.70* |
| First Generation Immigrant | 9.3 | (6.4-13.3) | 0.26*** |
| 6) Parents' Level of Education | | | NS |
| High (<i>Comparison Group</i>) | 15.6 | (12.0-20.1) | — |
| Moderate | 19.3 | (17.3-21.4) | 0.94 |
| Low | 25.7 | (17.5-36.0) | 1.43 |
| 7) Parent-Child Relationship | | | *** |
| Good (<i>Comparison Group</i>) | 17.6 | (15.8-19.5) | — |
| Poor | 42.8 | (33.3-52.8) | 2.46 |
| 8) Parental Monitoring | | | *** |
| High (<i>Comparison Group</i>) | 15.2 | (13.4-17.1) | — |
| Low | 42.3 | (36.2-48.6) | 2.88 |
| 9) School Marks | | | ** |
| As or Bs (<i>Comparison Group</i>) | 17.0 | (15.2-19.1) | — |
| Cs or below | 31.3 | (26.1-37.1) | 1.63 |
| 10) Perception of School Safety | | | NS |
| Moderate-High (<i>Comparison Group</i>) | 18.8 | (16.9-20.8) | — |
| Low | 17.8 | (13.7-22.7) | 0.96 |
| 11) Level of School Attachment | | | NS |
| Moderate-High (<i>Comparison Group</i>) | 17.5 | (16.0-19.6) | — |
| Low | 24.4 | (20.0-29.6) | 1.02 |
| 12) Region (<i>Comparison Group is Ontario</i>) | | | NS |
| Toronto | 13.2 | (8.6-19.8) | 0.73 |
| North | 26.4 | (21.0-32.7) | 1.27 |
| West | 19.0 | (16.1-22.2) | 1.06 |
| East | 19.3 | (16.7-22.2) | 1.02 |

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that hazardous/harmful drinking is more likely in that group, compared to the comparison group; odds less than 1.0 indicate that it is less likely in that group, compared to the comparison group. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.9.12
Potential Drug Use Problem: Adjusted Group Differences

| | % | 95% CI | Adjusted Odds Ratio |
|---|-------------|-------------|---------------------|
| Total Sample (N=3,226) | 14.9 | (13.3-16.6) | |
| 1) Sex | | | NS |
| Female (<i>Comparison Group</i>) | 14.8 | (13.0-16.9) | — |
| Male | 14.9 | (12.9-17.2) | 0.83 |
| 2) Grade (<i>Comparison Group is the previous grade</i>) | | | *** |
| 7 | 2.0 | (1.0-4.2) | — |
| 8 | 4.1 | (2.3-7.2) | 1.59 |
| 9 | 14.0 | (10.3-18.8) | 4.19*** |
| 10 | 18.0 | (14.8-21.7) | 1.18 |
| 11 | 23.0 | (19.2-27.2) | 1.38 |
| 12 | 24.7 | (20.8-29.0) | 1.39* |
| 3) Sensation Seeking | | | *** |
| Low-Moderate (<i>Comparison Group</i>) | 11.4 | (9.9-13.1) | — |
| High | 31.9 | (27.5-36.7) | 3.32 |
| 4) Family Structure | | | NS |
| Two-Parent Family (<i>Comparison Group</i>) | 14.4 | (12.7-16.2) | — |
| Non-Two Parent Family | 16.9 | (14.1-20.0) | 1.06 |
| 5) Family Immigrant Status | | | *** |
| Native (<i>Comparison Group</i>) | 16.3 | (14.3-18.5) | — |
| Second Generation Immigrant | 15.4 | (12.6-18.8) | 0.99 |
| First Generation Immigrant | 8.1 | (5.7-11.2) | 0.37*** |
| 6) Parents' Level of Education | | | NS |
| High (<i>Comparison Group</i>) | 11.1 | (8.3-14.6) | — |
| Moderate | 15.6 | (13.9-17.5) | 1.01 |
| Low | 24.7 | (16.0-36.1) | 1.76 |
| 7) Parent-Child Relationship | | | ** |
| Good (<i>Comparison Group</i>) | 13.8 | (12.3-15.5) | — |
| Poor | 39.5 | (30.1-49.7) | 2.27 |
| 8) Parental Monitoring | | | *** |
| High (<i>Comparison Group</i>) | 11.7 | (10.1-13.4) | — |
| Low | 36.6 | (31.3-42.2) | 2.71 |
| 9) School Marks | | | *** |
| As or Bs (<i>Comparison Group</i>) | 12.6 | (11.1-14.3) | — |
| Cs or below | 33.6 | (28.5-39.0) | 2.66 |
| 10) Perception of School Safety | | | NS |
| Moderate-High (<i>Comparison Group</i>) | 14.8 | (13.1-16.7) | — |
| Low | 15.4 | (12.4-18.9) | 0.86 |
| 11) Level of School Attachment | | | ** |
| Moderate-High (<i>Comparison Group</i>) | 13.0 | (11.5-14.6) | — |
| Low | 25.0 | (20.4-30.2) | 1.63 |
| 12) Region (<i>Comparison Group is Ontario</i>) | | | NS |
| Toronto | 10.9 | (6.8-16.9) | 0.67 |
| North | 20.7 | (16.2-26.0) | 1.32 |
| West | 14.7 | (12.6-17.0) | 1.01 |
| East | 15.8 | (13.2-18.8) | 1.11 |

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate a drug use problem is more likely in that group, compared to the comparison group; odds less than 1.0 indicate a problem is less likely in that group, compared to the comparison group. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001.

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.9.13

Reporting 3 or All 4 Co-existing Problems: Psychological Distress, Hazardous/Harmful Drinking, Potential Drug Use Problem, and Delinquent Behaviour: Adjusted Group Differences

| | % | 95% CI | Adjusted Odds Ratio |
|---|------------|-------------------|---------------------|
| Total Sample (N=3,228) | 9.0 | (7.9-10.2) | |
| 1) Sex | | | NS |
| Female (<i>Comparison Group</i>) | 9.6 | (8.2-11.3) | — |
| Male | 8.4 | (7.0-10.1) | 0.70 |
| 2) Grade (<i>Comparison Group is the previous grade</i>) | | | *** |
| 7 | 1.3 | (0.5-3.4) | — |
| 8 | 2.7 | (1.4-5.2) | 1.38 |
| 9 | 9.6 | (6.7-13.6) | 3.92*** |
| 10 | 10.0 | (7.9-12.7) | 0.91 |
| 11 | 13.6 | (10.3-17.6) | 1.45 |
| 12 | 14.7 | (11.4-18.6) | 1.47 |
| 3) Sensation Seeking | | | *** |
| Low-Moderate (<i>Comparison Group</i>) | 6.1 | (5.1-7.3) | — |
| High | 23.8 | (20.0-28.1) | 4.47 |
| 4) Family Structure | | | NS |
| Two-Parent Family (<i>Comparison Group</i>) | 8.6 | (7.4-9.9) | — |
| Non-Two Parent Family | 10.4 | (8.2-13.1) | 1.03 |
| 5) Family Immigrant Status | | | *** |
| Native (<i>Comparison Group</i>) | 10.2 | (8.8-11.9) | — |
| Second Generation Immigrant | 9.2 | (7.3-11.5) | 0.97 |
| First Generation Immigrant | 4.2 | (2.5-6.8) | 0.32*** |
| 6) Parents' Level of Education | | | NS |
| High (<i>Comparison Group</i>) | 5.7 | (4.1-7.9) | — |
| Moderate | 9.7 | (8.3-11.3) | 1.06 |
| Low | 15.3 | (8.9-24.8) | 1.82 |
| 7) Parent-Child Relationship | | | *** |
| Good (<i>Comparison Group</i>) | 7.8 | (6.7-8.9) | — |
| Poor | 36.8 | (28.5-46.0) | 3.48 |
| 8) Parental Monitoring | | | *** |
| High (<i>Comparison Group</i>) | 6.1 | (5.1-7.2) | — |
| Low | 28.8 | (24.0-34.1) | 3.59 |
| 9) School Marks | | | *** |
| As or Bs (<i>Comparison Group</i>) | 7.4 | (6.4-8.6) | — |
| Cs or below | 22.0 | (17.5-27.3) | 2.54 |
| 10) Perception of School Safety | | | NS |
| Moderate-High (<i>Comparison Group</i>) | 8.5 | (7.2-9.9) | — |
| Low | 12.6 | (9.7-16.1) | 1.25 |
| 11) Level of School Attachment | | | ** |
| Moderate-High (<i>Comparison Group</i>) | 7.4 | (6.3-8.6) | — |
| Low | 17.6 | (14.2-21.5) | 1.71 |
| 12) Region (<i>Comparison Group is Ontario</i>) | | | * |
| Toronto | 5.4 | (3.4-8.6) | 0.58* |
| North | 13.9 | (9.7-19.5) | 1.42 |
| West | 9.5 | (7.6-11.6) | 1.18 |
| East | 9.2 | (7.5-11.2) | 1.03 |

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that co-existing problems are more likely in that group, compared to the comparison group; odds less than 1.0 indicate that co-existing problems are less likely in that group, compared to the comparison group. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001.

Source: OSDUHS, Centre for Addiction and Mental Health

4. DISCUSSION

The Public Health Approach Toward Mental Health and Risk Behaviour Problems

Designating mental health problems and risky behaviours as public health issues enables health professionals from various disciplines to work together on prevention. Preventing problems from occurring, or at least reducing the risk, is preferable over treating problems, both on an individual and a societal level.

The public health approach involves: identifying the pervasiveness of a given problem among the general population; identifying its timing and pattern during the life course; tracking trends in the prevalence and incidence over time; identifying risk and protective factors; designing and evaluating prevention programs and health promotion programs; and disseminating findings to the general public.

Study Limitations

Before addressing some of the public health implications of our findings, it is important to first highlight some of the limitations of this study. First, we must recognize that these data are based on self-reports. Thus, they are subjective and not based on clinical evaluation. Second, the data reflect a snapshot in time; consequently, because we do not follow the same students across time, we cannot identify causes of change or the temporal ordering of effect (e.g., whether low school attachment precedes suicide ideation). Also, we cannot determine from these data to what extent our findings are adolescent-limited, for example, to what extent delinquent activities decline or cease with transition into young adulthood.

Despite these limitations, such monitoring studies excel at identifying the extent and change of various health problems that have

important current and future implications for adolescent well-being. Indeed, such studies help to identify which groups of the population are at the greatest risk for poor health problems, help to identify areas requiring more research, and help to identify potential future trends that may have implications for future service needs.

Some Encouraging Findings

There are many findings in this report that should be viewed as encouraging. Indeed, the majority of students:

- ❑ rate their health as excellent or very good;
- ❑ are satisfied with their weight;
- ❑ get along very well with their parents;
- ❑ report a positive school climate – that is, a feeling of connectedness to their school, feeling that the teachers are excellent, and feeling safe at school;
- ❑ do not report internalizing problems (e.g., depressive symptoms) or externalizing problems (e.g., violent behaviour).

In addition, we found several improvements in well-being over time:

- ❑ The percentage of students reporting daily physical activity significantly increased since the last survey in 2005. Similarly, the percentage reporting no activity at all decreased.
- ❑ Compared to 1999, fewer students today report vandalism, assaulting someone, and gang fighting.

- Over the long-term (since the early 1990s), reports of overall delinquent behaviour and carrying a weapon significantly declined.
- Some gambling activities show declines over the past few years: bingo; gambling at sports pools, sports lottery tickets, and playing dice.
- The percentage of students at risk for a gambling problem significantly declined between 1999 and 2007.

Some Public Health Flags

Although the majority of students do not report a problem, a considerable minority report some form of impaired well-being or functioning:

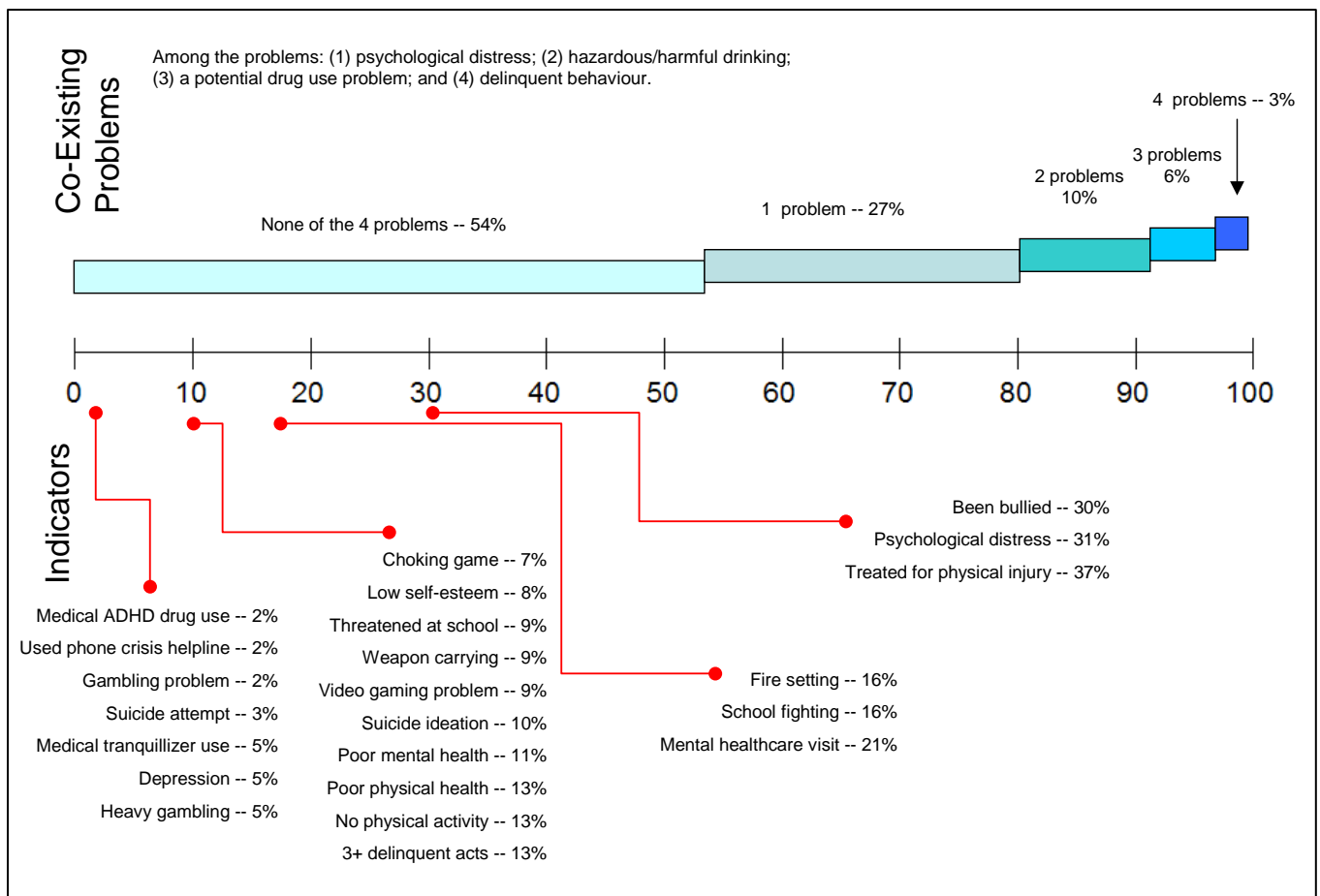
About one-in-three students report...

- they were treated for one or more physical injuries in the past year
- elevated psychological distress
- they were bullied at school.

About one-in-five students report...

- visiting a mental health professional
- fighting at school
- setting something on fire.

Figure 4.1
Overview of Physical and Mental Health Problem Indicators (Grades 7 to 12), 2007 OSDUHS



About one-in-eight students report...

- ❑ poor physical health
- ❑ no physical activity
- ❑ delinquent behaviour
- ❑ concern about personal safety at school.

About one-in-ten students report...

- ❑ participating in the “choking game”
- ❑ being threatened or injured at school with a weapon
- ❑ carrying a weapon
- ❑ assaulting someone
- ❑ a potential video gaming problem
- ❑ low self-esteem
- ❑ suicide ideation
- ❑ co-existing problems.

About one-in-twenty students ...

- ❑ use prescribed medication to treat depression, anxiety, or both problems
- ❑ use prescribed tranquilizers/sedatives
- ❑ use a prescribed ADHD drug
- ❑ use a crisis telephone helpline
- ❑ report depressive symptoms
- ❑ report a suicide attempt
- ❑ take part in gang fighting
- ❑ are heavy gamblers
- ❑ may have a gambling problem.

In addition, some findings among the total sample of students point to concerning trends:

- ❑ Self-rated poor physical health has increased over the past decade and currently remains elevated.
- ❑ Reports of physical injuries that required treatment increased between 2005 and 2007.
- ❑ Medical tranquilizer use significantly increased between 2005 and 2007. However, caution is warranted in interpreting this change because of question wording modification. Future monitoring should elucidate this finding.
- ❑ The percentage of students reporting selling cannabis is higher today than it was in 1991.
- ❑ Gambling on card games is more prevalent today than in 2001.

Year 2010 Physical Activity Objectives

Canadian and American public health professionals have outlined physical health objectives for the year 2010. The 2010 American target set for the percentage adolescents engaging in vigorous activity at least three times weekly is 85%.⁵⁹ In 2007, only 68% of Ontario students reported meeting this criterion. Similarly, Ontario has set a goal for 2010, suggesting that 55% of people engage in physical activity on a daily basis.⁷² In 2007, only 21% of students were physically active daily.

Important Factors Related to Adolescent Mental Health and Well-Being

Understanding the risk and protective factors surrounding mental health and well-being is essential to designing appropriate prevention programs and allocating resources effectively.

The present report found that well-being varies greatly depending on sex, even after controlling for other factors. The general pattern found shows that females are more likely to experience internalizing problems (such as depression, psychological distress, and suicide ideation), whereas males are more likely to exhibit risky or externalizing behaviours (such as delinquent acts).

Age/grade is also significantly related to mental health and well-being. Generally, the likelihood of reporting poor physical health (e.g., inactivity, injuries), internalizing problems (e.g., medications for depression/anxiety, psychological distress), delinquent behaviour, gambling problems, and co-existing problems increases with grade and tends to peak in late adolescence. Bullying behaviour, fighting at school, and fire setting behaviour peak in early adolescence and subside as grade increases.

Our data also show that being an immigrant may reduce the likelihood of externalizing problem indicators – fire setting behaviour, drinking

hazardously/harmfully, a drug use problem, and co-existing problems – even after controlling for other variables such as parental supervision. These findings are consistent with other research showing that immigrant youth are less likely to use substances and engage in delinquent activities.^{99, 103, 104} However, our lack significant findings between immigrant status and internalizing problem indicators conflicts with other studies showing that immigrant youth have improved mental health compared to those who are native-born.^{98, 99, 105, 106}

Other significant risk factors that are not static, and thus can be addressed by interventions, relate to the family and school settings. Specifically, the level of parental monitoring and the quality of the parent-child relationship show consistent associations with both internalizing and externalizing problems.

School marks and school climate factors – such as the degree of connectedness, concern over personal safety – are associated with well-being. Students who do not do well academically are likely to engage in risky behaviours. Students who do not feel connected to their school, and those who feel that their personal safety is threatened, are likely to experience internalizing problems. We cannot know from our data, however, whether school connectedness influences problems, or whether the reverse holds.

Possibilities for Prevention

Mental health promotion programs, and positive youth development approaches, are slowly emerging in schools across North America.¹⁰⁷ Factors such as school connectedness and academic achievement are malleable and can thus serve as underpinnings for prevention programs. Programs that foster academic achievement and a sense of competence have shown positive results, either preventing or reducing conduct problems in young children, or delinquent behaviour and substance use in older children.^{52, 100, 108} There is also some evidence to suggest that improving school attachment, which we found to be a risk factor for internalizing

problems, can be achieved through mentoring programs in elementary schools.^{109, 110}

Another avenue for promoting mental health and well-being is through parent programs. Some research has shown that improving parenting skills (e.g., monitoring), increasing parent-child communication and strengthening bonds can reduce antisocial and problem behaviour in children.^{48, 49, 111, 112}

Ideally, any prevention program should be comprehensive – that is, involving school and family, as well as the wider community (i.e., policies).¹⁰⁷ One longitudinal study of an intervention combining teacher training, child social and emotional skill development, and parent training during the elementary school years found positive effects on mental health and adult functioning at age 21.¹¹³ Another promising program uses school and family interventions to increase school bonding, academic performance, and improve relationships with parents during the early primary school years (starting in grade one). The ultimate goals are to reduce drug use, delinquency, risky sexual behaviour, and mental health problems during adolescence. Early follow-ups (up until the end of grade five) have showed improvements in most risk factors studied.¹¹⁴

Over the past decade or so, research has examined the role of physical activity in the prevention and treatment of mental health problems. Studies have shown that exercise can prevent and treat depression and anxiety, although the mechanisms underpinning these positives effects are not well established.^{115, 116} Therefore, promoting exercise to adolescents could be a worthwhile strategy on various fronts.

Selected prevention programs are those that specifically target special populations who have been found to have an increased risk for a given problem. One consistent finding in this report is the vulnerability of young females to emotional health problems. The higher prevalence of depression, psychological distress, thoughts of suicide, and body image issues among young females underscores the need for prevention

programs that specifically target the needs of this group.

Future *OSDUHS* Monitoring

The purpose of this report was to provide a snapshot of Ontario students' well-being and to assess whether such indicators have changed over time. A major strength of these data is that they are not based on a selective sample of adolescents already experiencing emotional or other difficulties – they are based on a large representative sample of the population. Consequently, our findings should be highly generalizable.

Our findings are consistent with many expectations of the adolescent period. The majority of students report positive indicators of well-being and a minority report negative indicators. However, this minority can be sizeable – about one-in-ten students (representing about 103,000) report suicide ideation and one-in-twenty (about 56,000) report symptoms of depression. These large magnitudes should remind us of the vulnerability of this age group. Although several recent government initiatives have been made in the area of targeted intervention programs with infants and children (e.g., Better Beginnings, Better Futures; Healthy Babies, Healthy Children), few universal programs have been directed toward early adolescence, a period known for the increasing onset of emotional difficulties and psychological disorders. Indeed, health professionals have also commented on the relative lack of research on adolescent psychopathology compared to children and adults.¹¹⁷ A further difficulty is that Canadian public health policy does not prioritize prevention programs that focus on the spectrum of mental disorders among adolescents.^{118, 119}

The 2007 *OSDUHS* found increases in self-rated poor health, injuries requiring treatment, the use of prescribed tranquillizers/sedatives, cannabis selling, and gambling at card games. Future survey cycles will carefully monitor these indicators to assess the robustness of the trends. The 2007 survey also provides the first Canadian

epidemiological estimate of adolescents who participated in the “choking game,” and further monitoring of this very dangerous behaviour is warranted. Similarly, the survey provides the first estimate of video gaming problems among Ontario students and we will continue to study this phenomenon, especially given its ubiquity in youth culture.

Our data pointed to some encouraging improvements in adolescent mental health and well-being over time. However, many of these changes occurred only in recent years; consequently, it is too early to know with confidence whether these changes represent the beginning of a new trend or the existence of a brief downward episode. It is only with continued monitoring that these questions can be addressed.

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6. APPENDIX TABLES

Table A3.1.1 School Performance and Attitudes, 1991 – 2007

| | Grades 7-9-11 | | | | | | | | | Grades 7-12 | | | | |
|--|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-----------|-----------|-----------|-----------|
| | 1991 % | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| TOTAL SAMPLE (N=) | (2961) | (2617) | (2907) | (3072) | (2421) | (2013) | (3389) | (3969) | (3215) | (4447) | (3898) | (6616) | (7726) | (6323) |
| Marks Usually Receive in All Subjects | | | | | | | | | | | | | | |
| A (80%-100%) | 28.4 | 29.0 | 32.3 | 35.5 | 39.1 | 37.5 | 34.8 | 37.0 | 43.4 | 37.8 | 36.4 | 36.2 | 40.5 | 43.8 |
| B (67%-79%) | 46.3 | 48.8 | 44.9 | 42.3 | 42.0 | 46.0 | 46.2 | 46.4 | 44.8 | 43.5 | 45.1 | 45.7 | 44.3 | 44.9 |
| C (60%-66%) | 20.2 | 18.5 | 17.6 | 17.9 | 13.4 | 12.1 | 13.8 | 13.3 | 9.4 | 13.8 | 13.6 | 13.6 | 12.0 | 9.0 |
| D (50%-59%) | 4.7 | 3.4 | 4.9 | 3.8 | 5.0 | 3.6 | 4.7 | 2.9 | 2.1 | 4.3 | 4.2 | 4.1 | 3.0 | 2.0 |
| < D (below 50%) | † | † | † | 0.6 | 0.5 | 0.7 | 0.5 | † | † | 0.5 | 0.6 | † | † | † |
| Likely to Graduate | | | | | | | | | | | | | | |
| very likely | 83.3 | 85.2 | 85.8 | 84.7 | 85.6 | 85.0 | 84.6 | 84.1 | 87.5 | 85.8 | 86.4 | 86.3 | 86.3 | 89.0 |
| fairly likely | 15.0 | 13.1 | 12.8 | 13.6 | 12.0 | 12.4 | 12.9 | 13.7 | 10.0 | 11.7 | 11.2 | 11.6 | 11.5 | 8.9 |
| not very likely/not at all | 1.7 | 1.7 | 1.4 | 1.7 | 2.4 | 2.6 | 2.5 | 2.2 | 2.5 | 2.5 | 2.5 | 2.1 | 2.2 | 2.1 |
| School Performance (relative to other students) * | | (1241) | (1453) | (1527) | (1168) | (953) | (1618) | (1862) | (1488) | (2148) | (1837) | (3152) | (3648) | (2935) |
| above average | — | 28.8 | 35.3 | 32.7 | 30.2 | 31.2 | 29.4 | 30.5 | 34.2 | 30.6 | 31.0 | 30.5 | 31.7 | 33.7 |
| slightly above | — | 27.8 | 25.5 | 26.8 | 25.6 | 24.8 | 23.3 | 23.6 | 24.4 | 24.2 | 24.7 | 23.0 | 24.1 | 23.6 |
| average | — | 35.5 | 30.8 | 31.0 | 32.6 | 32.5 | 34.7 | 33.5 | 30.9 | 33.8 | 33.1 | 33.3 | 31.6 | 30.9 |
| slightly below | — | 5.9 | 6.6 | 6.4 | 7.8 | 7.8 | 8.9 | 8.5 | 7.0 | 7.7 | 7.7 | 8.9 | 8.2 | 7.8 |
| below average | — | 1.9 | 1.7 | 3.1 | 3.8 | 3.7 | 3.7 | 4.0 | 3.4 | 3.7 | 3.6 | 4.3 | 4.4 | 3.9 |
| Hours Spent on Homework Per Week * | | | | | | | | | | | | | | |
| 0 or less than 1 hour | — | 16.9 | 15.3 | 17.6 | 21.2 | 15.0 | 19.7 | 21.4 | 21.9 | 22.2 | 16.3 | 19.3 | 20.7 | 21.1 |
| 1-2 hours | — | 24.3 | 27.2 | 24.6 | 28.7 | 28.3 | 28.6 | 26.4 | 29.2 | 28.4 | 27.5 | 27.0 | 25.7 | 28.1 |
| 3-4 | — | 27.6 | 29.4 | 28.8 | 26.1 | 28.6 | 26.1 | 26.7 | 25.8 | 24.8 | 28.6 | 25.8 | 26.1 | 25.5 |
| 5-6 | — | 19.5 | 18.2 | 18.4 | 14.9 | 16.6 | 14.9 | 15.7 | 13.9 | 15.0 | 16.6 | 15.9 | 16.1 | 15.3 |
| 7+ | — | 11.7 | 9.9 | 10.6 | 9.1 | 11.5 | 10.8 | 9.9 | 9.2 | 9.6 | 10.9 | 12.1 | 11.4 | 10.0 |
| Feelings about School * | | | | | | | | | | | | | | |
| like it a lot/very much | — | 36.0 | 34.7 | 35.6 | 32.2 | 28.7 | 28.6 | 29.8 | 33.7 | 29.6 | 26.8 | 28.3 | 30.6 | 33.3 |
| like it somewhat | — | 51.1 | 49.7 | 47.4 | 50.7 | 51.6 | 49.4 | 49.9 | 46.7 | 51.8 | 52.8 | 49.9 | 48.8 | 48.9 |
| do not like it very much/at all | — | 12.9 | 15.5 | 17.0 | 17.2 | 19.8 | 22.0 | 20.4 | 19.7 | 18.5 | 20.4 | 21.8 | 20.6 | 17.8 |

Notes: * Question asked of a random half sample in each year; numbers in parentheses are number of interviews; — indicates data not available for that year; † indicates data suppressed (< 0.5%).

Qs: Overall, what marks do you usually get in school?; How likely is it that you will stay in school until you graduate?; Compared to other students in your school, how do you rate yourself in the school work you do?; On average, how much time do you spend doing homework each week outside school?; How do you feel about going to school?

Source: OSDUHS, Centre for Addiction and Mental Health

Table A3.2.1 Days of School Missed For Health Reasons, 2001 – 2007, Grades 7 to 12

| Number of Missed School Days in Past 4 Weeks | 2001 | 2003 | 2005 | 2007 |
|--|---------------|---------------|---------------|---------------|
| | % | % | % | % |
| TOTAL SAMPLE (N=) | (3898) | (6616) | (7726) | (6323) |
| 0 days | 53.7 | 57.4 | 57.7 | 60.0 |
| 1 day | 17.3 | 15.8 | 15.6 | 15.4 |
| 2 days | 12.1 | 12.0 | 11.0 | 10.7 |
| 3 days | 6.0 | 5.2 | 5.6 | 5.2 |
| 4 or more days | 11.0 | 9.5 | 10.1 | 8.6 |
| MALES | (1917) | (3163) | (3720) | (3068) |
| 0 days | 59.9 | 62.2 | 61.1 | 65.2 |
| 1 day | 15.0 | 14.1 | 15.0 | 14.4 |
| 2 days | 10.0 | 10.9 | 9.7 | 9.3 |
| 3 days | 5.4 | 4.6 | 5.5 | 4.2 |
| 4 or more days | 9.6 | 8.2 | 8.6 | 6.9 |
| FEMALES | (1981) | (3453) | (4006) | (3255) |
| 0 days | 47.6 | 53.0 | 54.0 | 54.4 |
| 1 day | 19.5 | 17.5 | 16.2 | 16.5 |
| 2 days | 14.1 | 13.0 | 12.4 | 12.3 |
| 3 days | 6.5 | 5.8 | 5.6 | 6.3 |
| 4 or more days | 12.4 | 10.8 | 10.1 | 10.5 |
| GRADE 7 | (750) | (947) | (961) | (721) |
| 0 days | 55.7 | 60.9 | 60.2 | 64.6 |
| 1 day | 18.3 | 15.8 | 14.5 | 15.9 |
| 2 days | 10.8 | 11.9 | 9.7 | 8.2 |
| 3 days | 5.1 | 4.8 | 6.5 | 4.7 |
| 4 or more days | 10.1 | 6.6 | 9.0 | 6.6 |
| GRADE 8 | (691) | (976) | (971) | (768) |
| 0 days | 53.4 | 61.0 | 58.1 | 60.0 |
| 1 day | 17.6 | 14.4 | 17.6 | 16.6 |
| 2 days | 11.9 | 11.1 | 11.7 | 9.9 |
| 3 days | 6.2 | 6.1 | 5.2 | 6.2 |
| 4 or more days | 10.9 | 7.4 | 7.5 | 7.2 |
| GRADE 9 | (702) | (1254) | (1471) | (1221) |
| 0 days | 57.9 | 60.1 | 60.1 | 63.5 |
| 1 day | 14.6 | 14.6 | 16.4 | 15.5 |
| 2 days | 10.9 | 10.2 | 10.3 | 9.3 |
| 3 days | 5.8 | 5.2 | 5.6 | 3.8 |
| 4 or more days | 10.8 | 9.9 | 7.6 | 7.9 |
| GRADE 10 | (806) | (1181) | (1427) | (1105) |
| 0 days | 49.9 | 53.4 | 59.1 | 59.6 |
| 1 day | 17.1 | 18.8 | 14.1 | 14.9 |
| 2 days | 13.6 | 12.4 | 10.6 | 11.6 |
| 3 days | 7.5 | 5.0 | 5.4 | 4.9 |
| 4 or more days | 11.8 | 10.3 | 10.8 | 8.9 |
| GRADE 11 | (561) | (1188) | (1537) | (1273) |
| 0 days | 53.3 | 56.9 | 54.0 | 58.1 |
| 1 day | 17.0 | 15.0 | 15.6 | 13.7 |
| 2 days | 13.0 | 12.1 | 12.4 | 13.5 |
| 3 days | 6.3 | 5.4 | 5.8 | 6.5 |
| 4 or more days | 10.4 | 10.5 | 12.1 | 8.2 |

(Continued....)

| Number of Missed School Days in Past 4 Weeks | 2001 | 2003 | 2005 | 2007 |
|--|--------|--------|--------|--------|
| | % | % | % | % |
| GRADE 12 | (388) | (1070) | (1359) | (1235) |
| 0 days | 51.1 | 53.3 | 54.9 | 55.4 |
| 1 day | 21.1 | 16.2 | 15.3 | 15.9 |
| 2 days | 12.0 | 14.0 | 11.4 | 11.5 |
| 3 days | 3.5 | 4.9 | 5.1 | 5.3 |
| 4 or more days | 12.4 | 11.6 | 13.2 | 11.8 |
| TORONTO | (533) | (1097) | (1172) | (943) |
| 0 days | 58.6 | 57.4 | 62.2 | 60.9 |
| 1 day | 15.0 | 13.0 | 13.1 | 13.5 |
| 2 days | 13.2 | 12.7 | 9.5 | 9.3 |
| 3 days | 4.2 | 4.8 | 6.3 | 5.2 |
| 4 or more days | 9.0 | 12.1 | 8.9 | 11.1 |
| NORTH REGION | (1014) | (1285) | (1245) | (797) |
| 0 days | 54.8 | 54.6 | 54.8 | 57.1 |
| 1 day | 14.5 | 18.7 | 15.9 | 15.6 |
| 2 days | 11.2 | 10.9 | 10.4 | 10.4 |
| 3 days | 6.2 | 6.0 | 6.7 | 4.6 |
| 4 or more days | 13.4 | 9.8 | 12.2 | 12.3 |
| WEST REGION | (1425) | (2513) | (2865) | (2639) |
| 0 days | 52.3 | 59.8 | 56.7 | 61.3 |
| 1 day | 16.8 | 15.0 | 14.8 | 14.2 |
| 2 days | 13.1 | 11.7 | 11.9 | 10.5 |
| 3 days | 7.2 | 5.1 | 5.6 | 5.9 |
| 4 or more days | 10.6 | 8.4 | 11.0 | 8.0 |
| EAST REGION | (926) | (1721) | (2444) | (1994) |
| 0 days | 52.0 | 54.7 | 57.1 | 58.4 |
| 1 day | 20.5 | 18.0 | 17.7 | 17.9 |
| 2 days | 10.0 | 12.2 | 10.9 | 11.8 |
| 3 days | 5.2 | 5.5 | 5.0 | 4.5 |
| 4 or more days | 12.3 | 9.6 | 9.3 | 7.4 |

Note: Numbers in parentheses are the number of interviews.

Qs: *In the last four weeks (that is, during the last 20 school days), how many days of school did you miss because of your health?*

Source: OSDUHS, Centre for Addiction and Mental Health

Table A3.2.2 Days of Physical Activity, 1999 – 2007, Grades 7 to 12

| | 1999 | | 2001 | | 2003 | | 2005 | | 2007 | |
|---------------------------------|------------------------------------|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|
| | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % |
| TOTAL | (N=2299) | | (N=2061) | | (N=6616) | | (N=7726) | | (N=6323) | |
| 0 days | 15.1 | 43.8 | 13.8 | 44.2 | 16.1 | 46.4 | 18.2 | 49.5 | 13.1 | 44.5 |
| 1 day | 8.7 | 8.5 | 10.6 | 10.8 | 9.5 | 8.8 | 9.6 | 9.2 | 8.3 | 7.9 |
| 2 days | 12.9 | 13.4 | 11.0 | 12.1 | 11.4 | 12.4 | 10.8 | 10.5 | 10.7 | 11.3 |
| 3 days | 13.1 | 13.4 | 14.5 | 11.6 | 13.8 | 10.3 | 12.7 | 8.9 | 12.8 | 10.8 |
| 4 days | 12.5 | 6.4 | 13.0 | 4.7 | 11.1 | 5.9 | 11.7 | 5.9 | 11.5 | 5.4 |
| 5 days | 14.4 | 14.4 | 12.7 | 16.3 | 12.8 | 16.3 | 13.2 | 16.0 | 14.6 | 20.2 |
| 6 days | 6.6 | | 7.5 | | 7.2 | | 7.1 | | 7.8 | |
| 7 days | 16.7 | | 16.9 | | 18.2 | | 16.6 | | 21.1 | |
| Mean number of days (95% CI) | 3.53 (3.38-3.67) | 1.73 (1.60-1.86) | 3.55 (3.40-3.70) | 1.71 (1.58-1.85) | 3.52 (3.43-3.62) | 1.69 (1.60-1.79) | 3.41 (3.27-3.55) | 1.60 (1.50-1.71) | 3.82 (3.70-3.93) | 1.85 (1.74-1.97) |
| MALES | (1151) | | (1018) | | (3163) | | (3720) | | (3068) | |
| 0 days | 15.8 | 41.2 | 13.6 | 39.0 | 15.6 | 43.5 | 16.4 | 45.9 | 12.1 | 40.6 |
| 1 day | 6.5 | 7.4 | 7.4 | 8.4 | 7.2 | 8.1 | 8.4 | 8.1 | 6.5 | 8.0 |
| 2 days | 10.0 | 11.9 | 7.5 | 11.6 | 9.3 | 11.4 | 8.3 | 10.0 | 8.7 | 9.9 |
| 3 days | 12.6 | 14.2 | 13.2 | 14.2 | 11.3 | 11.0 | 11.3 | 9.6 | 11.0 | 10.5 |
| 4 days | 12.0 | 7.2 | 13.2 | 5.8 | 10.7 | 5.8 | 12.0 | 6.7 | 11.0 | 5.6 |
| 5 days | 14.6 | 18.2 | 13.2 | 20.9 | 13.9 | 20.3 | 14.5 | 19.6 | 15.8 | 25.5 |
| 6 days | 7.6 | | 9.6 | | 8.6 | | 7.4 | | 8.4 | |
| 7 days | 20.9 | | 22.2 | | 23.3 | | 21.6 | | 26.5 | |
| Mean number of days (95% CI) | 3.77 (3.58-3.96) | 1.93 (1.77-2.09) | 3.94 (3.73-4.16) | 2.02 (1.82-2.22) | 3.87 (3.75-3.99) | 1.88 (1.76-2.00) | 3.75 (3.57-3.92) | 1.82 (1.70-1.95) | 4.16 (4.02-4.29) | 2.09 (1.93-2.24) |
| FEMALES | (1148) | | (1043) | | (3453) | | (4006) | | (3255) | |
| 0 days | 14.3 | 46.5 | 13.9 | 49.4 | 16.5 | 49.0 | 20.2 | 53.4 | 14.2 | 48.6 |
| 1 day | 10.9 | 9.5 | 13.8 | 13.1 | 11.6 | 9.5 | 10.9 | 10.3 | 10.3 | 7.8 |
| 2 days | 15.8 | 15.0 | 14.4 | 12.6 | 13.3 | 13.2 | 13.4 | 11.0 | 12.9 | 12.8 |
| 3 days | 13.6 | 12.7 | 15.7 | 9.0 | 16.1 | 9.7 | 14.2 | 8.1 | 14.7 | 11.1 |
| 4 days | 13.0 | 5.7 | 12.8 | 4.1 | 11.4 | 6.0 | 11.4 | 5.1 | 12.1 | 5.2 |
| 5 days | 14.2 | 10.5 | 12.2 | 11.8 | 11.8 | 12.6 | 11.8 | 12.0 | 13.3 | 14.6 |
| 6 days | 5.7 | | 5.4 | | 5.9 | | 6.8 | | 7.2 | |
| 7 days | 12.5 | | 11.7 | | 13.4 | | 11.2 | | 15.3 | |
| Mean number of days (95% CI) | 3.28 (3.10-3.46) | 1.53 (1.39-1.67) | 3.16 (3.00-3.32) | 1.41 (1.27-1.55) | 3.20 (3.07-3.34) | 1.52 (1.40-1.64) | 3.05 (2.92-3.17) | 1.37 (1.26-1.69) | 3.45 (3.32-3.59) | 1.60 (1.49-1.72) |

| | 1999 | | 2001 | | 2003 | | 2005 | | 2007 | |
|---------------------------------|------------------------------------|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|
| | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % |
| GRADE 7 | (397) | | (404) | | (947) | | (961) | | (721) | |
| 0 days | 18.4 | 30.0 | 11.9 | 20.0 | 18.5 | 27.9 | 18.9 | 26.4 | 11.3 | 21.6 |
| 1 day | 10.0 | 13.5 | 8.2 | 18.8 | 7.7 | 14.0 | 9.7 | 18.8 | 6.4 | 13.8 |
| 2 days | 9.6 | 21.5 | 12.6 | 23.2 | 11.8 | 22.8 | 9.1 | 15.8 | 9.9 | 17.6 |
| 3 days | 8.6 | 15.1 | 12.5 | 15.8 | 12.7 | 13.6 | 11.7 | 14.2 | 11.6 | 17.2 |
| 4 days | 14.4 | 6.9 | 13.2 | 5.9 | 9.6 | 6.8 | 11.4 | 9.1 | 10.0 | 8.2 |
| 5 days | 13.5 | 13.0 | 11.9 | 16.3 | 13.1 | 14.8 | 12.7 | 15.8 | 15.3 | 21.6 |
| 6 days | 5.0 | | 6.5 | | 6.1 | | 6.2 | | 7.4 | |
| 7 days | 20.5 | | 23.2 | | 20.4 | | 20.3 | | 28.1 | |
| Mean number of days (95% CI) | 3.53 (3.23-3.83) | 1.94 (1.71-2.18) | 3.85 (3.55-4.14) | 2.18 (1.92-2.43) | 3.53 (3.20-3.86) | 2.02 (1.84-2.20) | 3.51 (3.18-3.85) | 2.08 (1.85-2.31) | 4.19 (3.91-4.47) | 2.42 (2.19-2.64) |
| GRADE 8 | (407) | | (379) | | (976) | | (971) | | (768) | |
| 0 days | 12.8 | 23.9 | 11.8 | 21.8 | 11.5 | 22.3 | 18.8 | 29.9 | 9.3 | 16.5 |
| 1 day | 8.4 | 11.9 | 6.4 | 13.8 | 8.8 | 16.4 | 7.6 | 16.2 | 4.8 | 12.4 |
| 2 days | 10.6 | 23.8 | 12.1 | 23.6 | 9.7 | 22.3 | 10.6 | 18.4 | 7.4 | 23.5 |
| 3 days | 16.1 | 18.6 | 13.6 | 16.4 | 14.8 | 16.5 | 11.6 | 13.1 | 12.7 | 15.0 |
| 4 days | 10.8 | 8.6 | 10.2 | 7.2 | 12.1 | 7.3 | 11.9 | 7.6 | 12.9 | 6.8 |
| 5 days | 13.5 | 13.1 | 15.4 | 17.2 | 13.0 | 15.1 | 12.6 | 14.8 | 12.6 | 25.8 |
| 6 days | 9.4 | | 8.0 | | 8.8 | | 6.2 | | 10.7 | |
| 7 days | 18.5 | | 22.6 | | 21.4 | | 20.5 | | 29.6 | |
| Mean number of days (95% CI) | 3.74 (3.43-4.06) | 2.16 (1.95-2.36) | 3.95 (3.63-4.27) | 2.25 (1.97-2.53) | 3.88 (3.70-4.06) | 2.15 (1.95-2.35) | 3.56 (3.15-3.97) | 1.96 (1.64-2.30) | 4.44 (4.15-4.72) | 2.60 (2.36-2.85) |
| GRADE 9 | (463) | | (368) | | (1254) | | (1471) | | (1221) | |
| 0 days | 11.8 | 35.6 | 12.9 | 44.9 | 16.2 | 43.5 | 15.4 | 45.1 | 11.7 | 43.1 |
| 1 day | 8.4 | 7.8 | 10.9 | 11.4 | 6.3 | 8.2 | 8.6 | 7.5 | 6.4 | 6.4 |
| 2 days | 10.4 | 12.4 | 9.7 | 6.2 | 10.0 | 7.8 | 8.5 | 9.2 | 8.6 | 9.6 |
| 3 days | 14.4 | 18.7 | 13.5 | 12.5 | 12.7 | 10.5 | 13.6 | 10.6 | 13.5 | 12.0 |
| 4 days | 13.2 | 5.3 | 10.7 | 5.0 | 10.3 | 7.1 | 10.4 | 5.3 | 11.8 | 5.0 |
| 5 days | 16.9 | 20.2 | 12.5 | 20.1 | 13.3 | 23.0 | 15.6 | 22.2 | 18.2 | 24.0 |
| 6 days | 6.8 | | 10.1 | | 6.9 | | 7.9 | | 7.4 | |
| 7 days | 18.3 | | 19.7 | | 24.4 | | 20.0 | | 22.4 | |
| Mean number of days (95% CI) | 3.78 (3.50-4.05) | 2.11 (1.80-2.41) | 3.75 (3.41-4.08) | 1.81 (1.53-2.10) | 3.83 (3.65-4.01) | 1.98 (1.81-2.16) | 3.73 (3.54-3.92) | 1.90 (1.70-2.10) | 4.03 (3.83-4.24) | 2.01 (1.82-2.21) |

(Continued...)

| | 1999 | | 2001 | | 2003 | | 2005 | | 2007 | |
|---------------------------------|------------------------------------|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|
| | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % |
| GRADE 10 | (342) | | (422) | | (1181) | | (1427) | | (1105) | |
| 0 days | 15.5 | 55.7 | 15.7 | 57.6 | 16.9 | 55.9 | 18.8 | 63.3 | 14.3 | 57.4 |
| 1 day | 7.8 | 5.5 | 13.0 | 7.3 | 9.9 | 5.6 | 8.8 | 4.5 | 9.3 | 5.5 |
| 2 days | 19.0 | 8.5 | 10.0 | 6.6 | 11.9 | 7.9 | 11.7 | 6.8 | 10.6 | 5.6 |
| 3 days | 12.7 | 9.2 | 13.0 | 8.3 | 12.0 | 7.0 | 12.7 | 5.6 | 11.8 | 8.2 |
| 4 days | 9.2 | 6.1 | 13.5 | 5.2 | 12.0 | 5.3 | 12.4 | 4.8 | 11.7 | 3.4 |
| 5 days | 15.3 | 15.0 | 12.8 | 15.1 | 13.2 | 18.3 | 12.4 | 15.0 | 14.0 | 19.8 |
| 6 days | 6.8 | | 7.0 | | 7.0 | | 8.4 | | 7.6 | |
| 7 days | 13.7 | | 15.1 | | 17.2 | | 14.9 | | 20.7 | |
| Mean number of days (95% CI) | 3.34 (3.02, 3.66) | 1.50 (1.23, 1.76) | 3.38 (3.06, 3.69) | 1.42 (1.17, 1.66) | 3.47 (3.22-3.69) | 1.55 (1.29-1.81) | 3.36 (3.20-3.52) | 1.29 (1.13-1.45) | 3.73 (3.53-3.93) | 1.54 (1.31-1.77) |
| GRADE 11 | (393) | | (288) | | (1188) | | (1537) | | (1273) | |
| 0 days | 19.1 | 57.2 | 16.4 | 61.3 | 16.2 | 59.8 | 20.9 | 60.8 | 16.0 | 58.3 |
| 1 day | 9.6 | 7.2 | 12.0 | 5.6 | 10.2 | 5.1 | 10.8 | 4.9 | 9.3 | 4.8 |
| 2 days | 11.1 | 8.6 | 11.2 | 7.0 | 11.8 | 9.2 | 10.0 | 7.2 | 12.0 | 6.6 |
| 3 days | 13.6 | 10.0 | 17.2 | 9.7 | 17.9 | 8.2 | 13.5 | 6.4 | 13.5 | 7.7 |
| 4 days | 14.1 | 6.1 | 16.0 | 3.6 | 10.0 | 4.0 | 11.8 | 4.0 | 11.9 | 4.4 |
| 5 days | 12.0 | 11.0 | 12.4 | 12.8 | 11.4 | 13.5 | 12.8 | 16.7 | 14.3 | 18.3 |
| 6 days | 5.7 | | 5.1 | | 8.0 | | 7.6 | | 7.7 | |
| 7 days | 14.7 | | 9.7 | | 14.3 | | 12.7 | | 15.4 | |
| Mean number of days (95% CI) | 3.26 (2.94-3.58) | 1.34 (1.10-1.57) | 3.10 (2.73-3.48) | 1.27 (0.89-1.64) | 3.33 (3.13-3.53) | 1.32 (1.17-1.47) | 3.16 (2.96-3.37) | 1.38 (1.18-1.59) | 3.47 (3.23-3.71) | 1.50 (1.24-1.76) |
| GRADE 12 | (297) | | (200) | | (1270) | | (1359) | | (1235) | |
| 0 days | 13.0 | 64.7 | 13.6 | 62.2 | 16.5 | 60.8 | 17.0 | 67.7 | 15.4 | 61.6 |
| 1 day | 7.8 | 4.6 | 13.5 | 7.0 | 14.0 | 6.2 | 12.0 | 4.5 | 12.5 | 5.9 |
| 2 days | 19.1 | 5.7 | 10.9 | 8.6 | 13.1 | 8.1 | 14.2 | 6.6 | 14.7 | 7.2 |
| 3 days | 12.2 | 6.6 | 20.0 | 5.3 | 12.4 | 7.9 | 13.0 | 4.5 | 13.4 | 6.5 |
| 4 days | 12.5 | 6.0 | 16.1 | 1.6 | 12.5 | 5.1 | 12.4 | 5.0 | 10.8 | 5.0 |
| 5 days | 15.1 | 12.3 | 11.0 | 15.2 | 13.0 | 12.0 | 12.9 | 11.8 | 13.4 | 13.8 |
| 6 days | 6.3 | | 7.8 | | 6.5 | | 6.5 | | 6.7 | |
| 7 days | 13.9 | | 7.1 | | 12.0 | | 12.0 | | 13.1 | |
| Mean number of days (95% CI) | 3.44 (3.12-3.75) | 1.22 (0.94-1.49) | 3.11 (2.77-3.45) | 1.23 (0.93-1.52) | 3.15 (2.95-3.35) | 1.26 (1.03-1.49) | 3.16 (2.96-3.37) | 1.10 (0.9-1.30) | 3.24 (3.04-3.45) | 1.28 (1.05-1.52) |

(Continued...)

| | 1999 | | 2001 | | 2003 | | 2005 | | 2007 | |
|---------------------------------|------------------------------------|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|
| | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % |
| TORONTO | (371) | | (267) | | (1097) | | (1172) | | (943) | |
| 0 days | 19.2 | 44.3 | 16.3 | 39.6 | 21.3 | 48.5 | 21.7 | 49.0 | 15.1 | 41.2 |
| 1 day | 10.4 | 13.0 | 12.2 | 15.8 | 10.0 | 8.0 | 11.0 | 10.8 | 9.0 | 8.5 |
| 2 days | 16.8 | 15.1 | 14.4 | 16.2 | 13.6 | 13.9 | 10.8 | 12.7 | 10.8 | 11.2 |
| 3 days | 13.0 | 13.8 | 12.5 | 10.5 | 14.8 | 10.5 | 12.4 | 9.9 | 14.6 | 14.7 |
| 4 days | 9.4 | 6.2 | 13.9 | 4.8 | 8.9 | 4.0 | 12.5 | 4.0 | 11.6 | 5.4 |
| 5 days | 10.8 | 7.6 | 11.4 | 13.1 | 13.0 | 15.2 | 13.0 | 13.5 | 12.8 | 18.9 |
| 6 days | 5.2 | | 7.9 | | 4.0 | | 5.8 | | 6.1 | |
| 7 days | 15.2 | | 11.3 | | 14.4 | | 12.7 | | 20.0 | |
| Mean number of days (95% CI) | 3.12 (2.86-3.38) | 1.47 (1.17-1.77) | 3.18 (2.80-3.56) | 1.64 (1.46-1.83) | 3.07 (2.87-3.27) | 1.59 (1.40-1.78) | 3.09 (2.82-3.36) | 1.50 (1.17-1.82) | 3.61 (3.33-3.90) | 1.91 (1.62-2.20) |
| NORTH | (424) | | (599) | | (1285) | | (1245) | | (797) | |
| 0 days | 18.0 | 49.1 | 17.3 | 46.9 | 14.0 | 45.6 | 14.9 | 42.3 | 15.0 | 47.6 |
| 1 day | 7.4 | 7.1 | 8.4 | 9.7 | 10.4 | 7.2 | 8.8 | 11.4 | 9.5 | 9.7 |
| 2 days | 9.4 | 12.7 | 9.0 | 9.2 | 11.1 | 13.0 | 11.5 | 9.0 | 11.4 | 8.8 |
| 3 days | 11.0 | 9.9 | 15.1 | 8.6 | 13.3 | 7.7 | 12.5 | 9.4 | 10.8 | 5.7 |
| 4 days | 14.6 | 5.7 | 10.6 | 5.2 | 9.4 | 6.6 | 10.2 | 6.5 | 12.0 | 6.4 |
| 5 days | 12.7 | 15.4 | 14.7 | 20.4 | 13.2 | 19.9 | 14.4 | 21.4 | 13.1 | 21.8 |
| 6 days | 11.3 | | 7.4 | | 8.0 | | 7.6 | | 8.1 | |
| 7 days | 15.7 | | 17.4 | | 20.6 | | 20.1 | | 20.0 | |
| Mean number of days (95% CI) | 3.58 (3.23-3.94) | 1.62 (1.36-1.88) | 3.54 (3.12-3.96) | 1.77 (1.38-2.16) | 3.68 (3.52-3.84) | 1.82 (1.63-2.01) | 3.68 (3.47-3.89) | 1.90 (1.66-2.14) | 3.67 (3.43-3.92) | 1.79 (1.55-2.03) |
| WEST | (769) | | (718) | | (2513) | | (2865) | | (2639) | |
| 0 days | 15.6 | 45.6 | 13.0 | 44.1 | 15.7 | 46.4 | 17.1 | 51.4 | 12.8 | 43.7 |
| 1 day | 7.7 | 6.7 | 9.8 | 10.5 | 9.6 | 9.6 | 10.2 | 8.2 | 7.8 | 7.4 |
| 2 days | 13.3 | 11.0 | 10.6 | 12.3 | 11.0 | 12.2 | 11.3 | 10.8 | 10.6 | 11.0 |
| 3 days | 12.7 | 12.1 | 16.1 | 12.0 | 12.7 | 9.9 | 13.7 | 8.6 | 12.0 | 10.8 |
| 4 days | 11.9 | 7.0 | 13.0 | 5.3 | 11.8 | 6.4 | 10.8 | 6.0 | 10.8 | 5.6 |
| 5 days | 15.0 | 17.7 | 14.1 | 15.8 | 12.2 | 15.5 | 12.3 | 15.0 | 14.9 | 21.4 |
| 6 days | 6.2 | | 7.3 | | 8.1 | | 6.9 | | 9.0 | |
| 7 days | 17.6 | | 16.1 | | 18.9 | | 17.7 | | 22.0 | |
| Mean number of days (95% CI) | 3.55 (3.30-3.81) | 1.81 (1.57-2.05) | 3.59 (3.36-3.81) | 1.71 (1.52-1.90) | 3.59 (3.42-3.76) | 1.67 (1.53-1.80) | 3.44 (3.25-3.63) | 1.54 (1.40-1.69) | 3.91 (3.71-4.11) | 1.92 (1.72-2.11) |

(Continued...)

| | 1999 | | 2001 | | 2003 | | 2005 | | 2007 | |
|---------------------------------|------------------------------------|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|
| | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % | Physical Activity Past 7 Days % | In-School Physical Activity Past 5 Days % |
| EAST | (735) | | (477) | | (1721) | | (2444) | | (1944) | |
| 0 days | 11.4 | 39.8 | 12.0 | 46.7 | 13.9 | 45.2 | 18.6 | 49.0 | 12.1 | 46.5 |
| 1 day | 9.4 | 8.6 | 11.6 | 8.2 | 8.8 | 8.6 | 8.4 | 9.0 | 8.4 | 7.8 |
| 2 days | 11.2 | 15.9 | 9.9 | 10.1 | 10.8 | 11.4 | 11.7 | 9.2 | 10.7 | 12.2 |
| 3 days | 14.2 | 16.1 | 13.1 | 12.7 | 14.9 | 11.5 | 12.7 | 8.7 | 13.2 | 9.6 |
| 4 days | 14.4 | 6.1 | 13.1 | 4.5 | 11.8 | 6.0 | 14.1 | 6.6 | 12.3 | 4.8 |
| 5 days | 16.0 | 13.5 | 10.9 | 17.8 | 13.5 | 17.2 | 8.0 | 17.5 | 15.4 | 19.1 |
| 6 days | 6.7 | | 7.5 | | 7.6 | | 16.6 | | 7.2 | |
| 7 days | 16.8 | | 21.8 | | 18.8 | | | | 20.6 | |
| Mean number of days (95% CI) | 3.69 (3.46-3.93) | 1.80 (1.61-2.00) | 3.75 (3.46-4.05) | 1.74 (1.40-2.08) | 3.66 (3.52-3.81) | 1.76 (1.53-1.99) | 3.49 (3.20-3.78) | 1.67 (1.48-1.87) | 3.83 (3.66-4.00) | 1.76 (1.57-1.94) |

Notes: (1) numbers in parentheses are the number of interviews; (2) data based on a random half sample in 1999 and 2001; (3) percentages for In-School Activity include students not enrolled in Physical Education classes.

Qs: *On how many of the last 7 days did you exercise or participate in sports activities for at least 20 minutes that made you sweat and breathe hard?*

On how many of the last 5 school days did you participate in physical activity for at least 20 minutes that made you sweat and breathe hard in physical education class in your school?

Source: OSDUHS, Centre for Addiction and Mental Health

Table A3.3.1 Physical Health Care Visits During the Past Year, 1999 – 2007, Grades 7 to 12

| | Physical Health Care Visits % (95% CI) | | | | |
|--------------------------------|--|------------------|------------------|------------------|------------------|
| | 1999 | 2001 | 2003 | 2005 | 2007 |
| TOTAL SAMPLE (N=) | (4447) | (3898) | (6616) | (7726) | (2935) |
| 0 visits | 30.0 (28.2-31.9) | 34.0 (31.8-36.2) | 39.8 (38.3-41.3) | 38.9 (37.0-40.8) | 39.0 (36.6-41.5) |
| 1+ visits | 70.0 (68.1-71.8) | 66.0 (63.8-68.2) | 60.2 (58.7-61.7) | 61.1 (59.2-63.0) | 61.0 (58.5-63.4) |
| Mean number of visits (95% CI) | 1.91 (1.74-2.08) | 1.75 (1.61-1.89) | 1.57 (1.48-1.65) | 1.55 (1.48-1.62) | 2.2 (0.86-3.54) |
| MALES | (2252) | (1917) | (3163) | (3720) | (1450) |
| 0 visits | 34.0 (31.7-36.5) | 38.9 (35.9-41.9) | 46.2 (44.1-48.4) | 43.4 (40.6-46.3) | 44.6 (40.9-48.2) |
| 1+ visits | 66.0 (63.5-68.3) | 61.1 (58.1-64.1) | 53.8 (51.6-55.9) | 56.6 (53.7-59.4) | 55.4 (51.8-59.1) |
| Mean number of visits (95% CI) | 1.79 (1.49-2.09) | 1.45 (1.28-1.62) | 1.31 (1.18-1.43) | 1.29 (1.20-1.38) | 2.50 (0.2-5.10) |
| FEMALES | (2195) | (1981) | (3453) | (4006) | (1485) |
| 0 visits | 25.9 (23.6-28.4) | 29.2 (27.0-31.6) | 33.8 (31.9-35.8) | 34.0 (32.0-36.1) | 32.8 (30.0-35.8) |
| 1+ visits | 74.1 (71.6-76.4) | 70.8 (68.4-73.0) | 66.2 (64.2-68.1) | 66.0 (63.9-68.0) | 67.2 (64.2-70.0) |
| Mean number of visits (95% CI) | 2.03 (1.86-2.20) | 2.04 (1.85-2.23) | 1.81 (1.69-1.92) | 1.82 (1.72-1.93) | 1.81 (1.64-1.98) |
| GRADE 7 | (766) | (750) | (947) | (961) | (338) |
| 0 visits | 33.6 (29.5-38.0) | 33.8 (29.0-38.9) | 42.6 (37.9-47.5) | 44.8 (38.6-51.2) | 40.9 (34.7-47.3) |
| 1+ visits | 66.4 (62.0-70.5) | 66.2 (61.1-71.0) | 57.4 (52.5-62.1) | 55.2 (48.8-61.4) | 59.1 (52.7-65.3) |
| Mean number of visits (95% CI) | 1.67 (1.50-1.85) | 1.71 (1.43-2.00) | 1.51 (1.16-1.87) | 1.39 (1.16-1.62) | 1.43 (1.02-1.66) |
| GRADE 8 | (766) | (691) | (976) | (971) | (350) |
| 0 visits | 31.5 (27.9-35.2) | 33.0 (28.4-38.0) | 43.2 (39.4-47.1) | 44.0 (39.1-49.1) | 45.5 (38.6-52.6) |
| 1+ visits | 68.5 (64.8-72.1) | 67.0 (62.0-71.6) | 56.8 (52.9-60.6) | 56.0 (50.9-60.9) | 54.5 (47.4-61.4) |
| Mean number of visits (95% CI) | 1.96 (1.62-2.28) | 1.78 (1.41-2.15) | 1.32 (1.21-1.44) | 1.37 (1.21-1.54) | 1.29 (0.98-1.60) |
| GRADE 9 | (905) | (702) | (1254) | (1471) | (561) |
| 0 visits | 31.4 (28.6-34.3) | 35.3 (31.3-39.5) | 39.4 (35.7-43.2) | 37.1 (33.6-40.8) | 42.4 (37.4-47.5) |
| 1+ visits | 68.6 (65.7-71.4) | 64.7 (60.5-68.7) | 60.6 (56.8-64.3) | 62.9 (59.2-66.4) | 57.6 (52.5-62.6) |
| Mean number of visits (95% CI) | 1.64 (1.45-1.82) | 1.87 (1.57-2.18) | 1.58 (1.39-1.77) | 1.54 (1.38-1.69) | 1.39 (1.18-1.60) |
| GRADE 10 | (638) | (806) | (1181) | (1427) | (528) |
| 0 visits | 26.9 (22.5-31.9) | 36.0 (31.3-41.0) | 38.4 (34.8-42.1) | 36.7 (33.5-40.0) | 35.4 (30.5-40.7) |
| 1+ visits | 73.1 (68.1-77.5) | 64.0 (59.0-68.7) | 61.6 (57.9-65.2) | 63.3 (60.0-66.5) | 64.6 (59.3-69.5) |
| Mean number of visits (95% CI) | 2.07 (1.72-2.41) | 1.68 (1.34-2.02) | 1.61 (1.43-1.79) | 1.66 (1.49-1.82) | 1.67 (1.39-1.96) |
| GRADE 11 | (750) | (561) | (1188) | (1537) | (589) |
| 0 visits | 26.9 (22.6-31.6) | 29.3 (24.2-34.9) | 37.8 (34.4-41.3) | 35.8 (32.9-38.7) | 31.1 (27.2-35.2) |
| 1+ visits | 73.1 (68.4-77.4) | 70.7 (65.1-75.8) | 62.2 (58.7-65.6) | 64.2 (61.3-67.1) | 68.9 (64.8-72.8) |
| Mean number of visits (95% CI) | 2.40 (1.62-3.17) | 1.82 (1.47-2.16) | 1.74 (1.52-1.95) | 1.61 (1.45-1.77) | 5.80 (0.0-13.8) |
| GRADE 12 | (590) | (388) | (1070) | (1359) | (569) |
| 0 visits | 29.6 (24.2-35.5) | 35.0 (29.6-42.8) | 38.6 (34.5-42.8) | 35.9 (33.0-39.0) | 39.7 (35.2-44.4) |
| 1+ visits | 70.4 (64.5-75.8) | 64.0 (57.2-70.4) | 61.4 (57.2-65.5) | 64.1 (61.0-67.0) | 60.3 (55.6-64.8) |
| Mean number of visits (95% CI) | 1.72 (1.38-2.06) | 1.55 (1.27-1.84) | 1.56 (1.38-1.76) | 1.69 (1.52-1.86) | 1.56 (1.35-1.76) |

(Continued...)

| | Physical Health Care Visits % (95% CI) | | | | |
|--------------------------------|--|------------------|------------------|------------------|------------------|
| | 1999 | 2001 | 2003 | 2005 | 2007 |
| TORONTO | (740) | (533) | (1097) | (1172) | (473) |
| 0 visits | 25.5 (21.7-29.8) | 30.3 (26.7-34.2) | 38.7 (36.8-40.6) | 36.1 (31.5-41.1) | 39.2 (32.3-46.5) |
| 1+ visits | 74.5 (70.2-78.3) | 69.7 (65.8-73.3) | 61.3 (59.4-63.2) | 63.9 (58.9-68.5) | 60.8 (53.5-67.7) |
| Mean number of visits (95% CI) | 1.92 (1.79-2.05) | 2.13 (1.90-2.36) | 1.60 (1.34-1.85) | 1.65 (1.46-1.84) | 1.51 (1.23-1.79) |
| NORTH REGION | (808) | (1014) | (1285) | (1245) | (376) |
| 0 visits | 39.5 (35.4-43.7) | 39.7 (35.1-44.4) | 45.9 (43.5-48.2) | 49.3 (43.8-54.8) | 47.5 (40.8-54.2) |
| 1+ visits | 60.5 (56.3-64.6) | 60.3 (55.6-64.9) | 54.1 (51.8-56.5) | 50.7 (42.2-56.2) | 52.5 (45.8-59.2) |
| Mean number of visits (95% CI) | 1.64 (1.32-1.95) | 1.44 (1.20-1.68) | 1.47 (1.27-1.66) | 1.42 (1.38-1.56) | 1.27 (1.06-1.47) |
| WEST REGION | (1532) | (1425) | (2513) | (2865) | (1316) |
| 0 visits | 32.4 (29.2-35.7) | 37.5 (34.1-41.1) | 42.0 (39.9-44.2) | 41.4 (39.0-43.8) | 40.1 (37.1-43.3) |
| 1+ visits | 67.6 (64.3-70.8) | 62.5 (58.9-65.9) | 58.0 (55.8-60.1) | 58.6 (56.2-61.0) | 59.9 (56.7-62.9) |
| Mean number of visits (95% CI) | 1.83 (1.57-2.10) | 1.58 (1.40-1.75) | 1.52 (1.40-1.63) | 1.48 (1.38-1.56) | 2.97 (0.50-5.89) |
| EAST REGION | (1367) | (926) | (1721) | (2444) | (770) |
| 0 visits | 26.6 (23.8-29.6) | 29.2 (24.9-33.9) | 35.5 (31.9-39.2) | 35.1 (31.6-38.8) | 35.2 (30.5-40.1) |
| 1+ visits | 73.4 (70.4-76.2) | 70.8 (66.1-75.1) | 64.5 (60.8-68.1) | 64.9 (61.2-68.4) | 64.8 (59.9-69.5) |
| Mean number of visits (95% CI) | 2.09 (1.67-2.50) | 1.85 (1.50-2.21) | 1.65 (1.50-1.80) | 1.61 (1.48-1.74) | 1.63 (1.37-1.88) |

Notes: (1) numbers in bold parentheses are the number of interviews; (2) asked of a random half sample in 2007.

Qs: *In the last 12 months, how many times have you seen a doctor about your physical health or for a check-up?*

Source: *OSDUHS*, Centre for Addiction and Mental Health

Table A3.3.2 Mental Health Care Visits During the Past Year, 1999 – 2007, Grades 7 to 12

| | Mental Health Care Visits % (95% CI) | | | | |
|--------------------------|--------------------------------------|------------------|------------------|------------------|------------------|
| | 1999 | 2001 | 2003 | 2005 | 2007 |
| TOTAL SAMPLE (N=) | (4447) | (3898) | (6616) | (7726) | (3388) |
| 0 visits | 87.6 (86.3-88.7) | 89.1 (87.8-90.2) | 89.0 (87.8-90.0) | 88.3 (87.1-89.5) | 78.8 (76.9-80.6) |
| 1+ visits | 12.4 (11.3-13.7) | 10.9 (9.8-12.2) | 11.0 (10.0-12.2) | 11.7 (10.5-12.9) | 21.2 (19.4-23.1) |
| MALES | (2252) | (1917) | (3163) | (3720) | (1618) |
| 0 visits | 90.5 (88.8-92.0) | 91.9 (90.5-93.1) | 91.9 (90.7-92.9) | 91.3 (89.8-92.6) | 80.5 (77.9-82.9) |
| 1+ visits | 9.5 (8.0-11.2) | 8.1 (6.9-9.5) | 8.1 (7.1-9.3) | 8.7 (7.4-10.2) | 19.5 (17.1-22.1) |
| FEMALES | (2195) | (1981) | (3453) | (4006) | (1770) |
| 0 visits | 84.5 (82.4-86.4) | 86.4 (84.6-88.0) | 86.3 (84.6-87.9) | 85.2 (83.6-86.7) | 77.0 (74.6-79.3) |
| 1+ visits | 15.5 (13.6-17.6) | 13.6 (12.0-15.4) | 13.7 (12.1-15.4) | 14.8 (13.3-16.4) | 23.0 (20.7-25.4) |
| GRADE 7 | (766) | (750) | (947) | (961) | (383) |
| 0 visits | 91.1 (88.7-93.0) | 92.6 (90.6-94.2) | 90.0 (87.9-91.8) | 90.2 (87.1-92.6) | 76.7 (71.4-81.3) |
| 1+ visits | 8.9 (7.0-11.3) | 7.4 (5.8-9.4) | 10.0 (8.2-12.1) | 9.8 (7.4-12.9) | 23.3 (18.7-28.6) |
| GRADE 8 | (766) | (691) | (976) | (971) | (418) |
| 0 visits | 88.7 (85.7-91.1) | 90.7 (88.1-92.8) | 89.7 (86.0-92.5) | 88.6 (85.0-91.4) | 81.5 (76.4-85.7) |
| 1+ visits | 11.3 (8.9-14.3) | 9.3 (7.2-11.9) | 10.3 (7.5-14.0) | 11.4 (8.6-15.0) | 18.5 (14.3-23.6) |
| GRADE 9 | (905) | (702) | (1254) | (1471) | (660) |
| 0 visits | 85.6 (81.9-88.6) | 89.0 (86.4-91.1) | 91.0 (88.7-92.9) | 88.8 (86.9-90.6) | 77.6 (73.5-81.2) |
| 1+ visits | 14.4 (11.4-18.1) | 11.0 (8.9-13.6) | 9.0 (7.1-11.3) | 11.2 (9.4-13.1) | 22.4 (18.8-26.5) |
| GRADE 10 | (638) | (806) | (1181) | (1427) | (577) |
| 0 visits | 85.2 (80.9-88.7) | 87.6 (85.4-89.4) | 88.9 (85.8-91.4) | 85.8 (83.3-88.0) | 81.0 (76.8-84.6) |
| 1+ visits | 14.8 (11.3-19.1) | 12.4 (10.6-14.6) | 11.1 (8.5-14.2) | 14.2 (12.0-16.7) | 19.0 (15.4-23.2) |
| GRADE 11 | (750) | (561) | (1188) | (1537) | (684) |
| 0 visits | 85.4 (81.2-88.8) | 87.6 (85.4-89.4) | 85.6 (82.7-88.0) | 87.3 (84.2-89.8) | 78.7 (74.4-82.4) |
| 1+ visits | 14.6 (11.2-18.8) | 12.4 (10.6-14.6) | 14.4 (12.0-17.3) | 12.7 (10.2-15.8) | 21.3 (17.6-25.6) |
| GRADE 12 | (590) | (388) | (1070) | (1359) | (666) |
| 0 visits | 90.7 (87.9-92.8) | 87.0 (79.0-92.2) | 89.0 (86.6-91.0) | 89.3 (87.2-91.1) | 77.5 (72.9-81.5) |
| 1+ visits | 9.3 (7.2-12.1) | 13.0 (7.8-21.0) | 11.0 (9.0-13.4) | 10.7 (8.9-12.8) | 22.5 (18.5-27.1) |
| TORONTO | (740) | (533) | (1097) | (1172) | (470) |
| 0 visits | 89.5 (86.8-91.7) | 89.2 (87.2-91.0) | 91.7 (89.4-93.6) | 88.8 (84.4-92.1) | 74.8 (69.7-79.3) |
| 1+ visits | 10.5 (8.3-13.2) | 10.8 (9.0-12.8) | 8.3 (6.4-10.6) | 11.2 (7.9-15.6) | 25.2 (20.7-30.3) |
| NORTH REGION | (808) | (1014) | (1285) | (1245) | (421) |
| 0 visits | 88.3 (84.7-91.1) | 89.0 (86.4-91.2) | 88.0 (85.6-90.0) | 85.4 (82.3-88.0) | 78.8 (72.2-84.2) |
| 1+ visits | 11.7 (8.9-15.3) | 11.0 (8.8-13.6) | 12.0 (10.0-14.4) | 14.6 (12.0-17.7) | 21.2 (15.8-27.8) |
| WEST REGION | (1532) | (1425) | (2513) | (2865) | (1323) |
| 0 visits | 86.5 (84.0-88.6) | 89.2 (86.8-91.3) | 89.4 (87.5-91.1) | 87.9 (85.9-89.7) | 81.1 (78.2-83.8) |
| 1+ visits | 13.5 (11.4-16.0) | 10.8 (8.7-13.2) | 10.6 (8.9-12.5) | 12.1 (10.3-14.1) | 18.9 (16.2-21.8) |
| EAST REGION | (1367) | (926) | (1721) | (2444) | (1174) |
| 0 visits | 87.7 (85.8-89.4) | 88.8 (86.8-90.4) | 86.8 (84.6-88.8) | 89.3 (87.7-90.7) | 78.0 (74.6-81.1) |
| 1+ visits | 12.3 (10.6-14.2) | 11.2 (9.6-13.2) | 13.2 (11.2-15.4) | 10.7 (9.3-12.3) | 22.0 (18.9-25.4) |

Notes: (1) numbers in bold parentheses are the number of interviews; (2) asked of a random half sample in 2007.

Qs: *In the last 12 months, how many times have you seen a doctor, nurse, or counsellor about your emotional or mental health?*

Source: *OSDUHS*, Centre for Addiction and Mental Health

Table A3.3.3 Treated for a Physical Injury During the Past Year 2003–2007, Grades 7 to 12

| Number of Times Treated for a Physical Injury in the Past Year | 2003 | 2005 | 2007 |
|--|-------------------------|-------------------------|-------------------------|
| | % | % | % |
| TOTAL SAMPLE | (N=6616) | (N=7726) | (N=2935) |
| None | 64.6 | 66.2 | 62.6 |
| 1 time | 20.3 | 20.1 | 19.7 |
| 2 times | 8.6 | 7.8 | 10.6 |
| 3 times | 3.4 | 2.7 | 3.9 |
| 4 or more times | 3.2 | 3.1 | 3.2 |
| 1+ times (95% CI) | 35.4 (33.7-37.1) | 33.8 (32.2-35.5) | 37.4 (35.2-39.6) |
| MALES | (3163) | (3720) | (1460) |
| None | 62.0 | 62.1 | 60.6 |
| 1 time | 20.9 | 22.4 | 19.7 |
| 2 times | 9.1 | 8.3 | 11.0 |
| 3 times | 3.8 | 3.5 | 4.4 |
| 4 or more times | 4.1 | 3.7 | 4.3 |
| 1+ times (95% CI) | 38.0 (35.6-40.5) | 37.9 (35.8-40.0) | 39.4 (36.3-42.6) |
| FEMALES | (3453) | (4006) | (1485) |
| None | 67.0 | 70.5 | 64.8 |
| 1 time | 19.6 | 17.8 | 19.7 |
| 2 times | 8.0 | 7.3 | 10.0 |
| 3 times | 3.0 | 1.9 | 3.4 |
| 4 or more times | 2.4 | 2.5 | 2.1 |
| 1+ times (95% CI) | 33.0 (30.9-35.2) | 29.5 (27.6-31.4) | 35.2 (32.2-38.2) |
| GRADE 7 | (947) | (961) | (338) |
| None | 67.5 | 70.4 | 68.7 |
| 1 time | 19.3 | 17.7 | 17.6 |
| 2 times | 7.0 | 5.6 | 8.5 |
| 3 times | 3.0 | 2.0 | 2.8 |
| 4 or more times | 3.1 | 4.3 | 2.2 |
| 1+ times (95% CI) | 32.5 (27.9-37.4) | 29.6 (26.7-32.6) | 31.3 (25.3-37.9) |
| GRADE 8 | (976) | (971) | (350) |
| None | 63.7 | 64.7 | 68.6 |
| 1 time | 22.4 | 21.2 | 16.1 |
| 2 times | 8.2 | 8.0 | 8.0 |
| 3 times | 2.7 | 2.8 | 4.8 |
| 4 or more times | 3.0 | 3.2 | 2.5 |
| 1+ times (95% CI) | 36.3 (32.2-40.5) | 35.3 (31.2-39.6) | 31.4 (26.8-36.3) |
| GRADE 9 | (1254) | (1471) | (561) |
| None | 61.7 | 64.9 | 60.1 |
| 1 time | 21.4 | 19.8 | 18.8 |
| 2 times | 9.3 | 8.9 | 12.0 |
| 3 times | 3.4 | 3.0 | 3.9 |
| 4 or more times | 4.1 | 3.4 | 5.2 |
| 1+ times (95% CI) | 38.3 (34.9-41.8) | 35.1 (32.2-38.1) | 39.9 (34.4-45.7) |
| GRADE 10 | (1181) | (1427) | (528) |
| None | 64.9 | 66.7 | 62.3 |
| 1 time | 19.9 | 20.6 | 19.3 |
| 2 times | 8.7 | 6.6 | 10.7 |
| 3 times | 3.7 | 2.7 | 3.7 |
| 4 or more times | 2.8 | 3.4 | 4.0 |
| 1+ times (95% CI) | 35.1 (31.6-38.8) | 33.3 (30.1-36.6) | 37.7 (33.5-42.1) |

| Number of Times Treated for a Physical Injury in the Past Year | 2003 | 2005 | 2007 |
|--|------------------|------------------|------------------|
| | % | % | % |
| GRADE 11 | (1188) | (1537) | (589) |
| None | 64.0 | 66.9 | 61.1 |
| 1 time | 19.3 | 18.8 | 19.9 |
| 2 times | 8.9 | 8.9 | 12.0 |
| 3 times | 4.1 | 3.2 | 3.7 |
| 4 or more times | 3.8 | 2.3 | 3.3 |
| 1+ times (95% CI) | 36.0 (32.2-40.0) | 33.1 (30.1-36.4) | 38.9 (34.7-43.2) |
| GRADE 12 | (1070) | (1359) | (569) |
| None | 66.4 | 64.0 | 57.3 |
| 1 time | 19.6 | 22.4 | 24.7 |
| 2 times | 8.9 | 8.8 | 11.5 |
| 3 times | 3.1 | 2.5 | 4.4 |
| 4 or more times | 2.1 | 2.2 | 2.2 |
| 1+ times (95% CI) | 33.6 (30.1-37.4) | 36.0 (32.1-40.0) | 42.7 (37.3-48.3) |
| TORONTO | (1097) | (1172) | (473) |
| None | 73.6 | 73.3 | 67.0 |
| 1 time | 16.4 | 16.7 | 19.4 |
| 2 times | 5.9 | 5.7 | 8.7 |
| 3 times | 1.8 | 1.9 | 2.9 |
| 4 or more times | 2.2 | 2.4 | 1.9 |
| 1+ times (95% CI) | 26.4 (22.4-31.0) | 26.7 (22.7-31.1) | 33.0 (27.9-38.6) |
| NORTH REGION | (1285) | (1245) | (376) |
| None | 58.2 | 60.9 | 59.3 |
| 1 time | 25.0 | 21.2 | 22.8 |
| 2 times | 8.9 | 9.4 | 9.7 |
| 3 times | 4.0 | 3.3 | 4.2 |
| 4 or more times | 4.0 | 5.2 | 3.9 |
| 1+ times (95% CI) | 41.8 (38.1-45.6) | 39.1 (35.7-42.7) | 40.7 (33.9-47.8) |
| WEST REGION | (2513) | (2865) | (1316) |
| None | 63.8 | 66.5 | 61.6 |
| 1 time | 19.8 | 20.1 | 19.2 |
| 2 times | 9.2 | 8.0 | 11.3 |
| 3 times | 4.0 | 2.6 | 4.0 |
| 4 or more times | 3.2 | 2.8 | 3.9 |
| 1+ times (95% CI) | 36.2 (33.4-39.0) | 33.5 (31.0-36.2) | 38.4 (35.6-41.4) |
| EAST REGION | (1721) | (2444) | (770) |
| None | 61.9 | 63.2 | 62.2 |
| 1 time | 22.1 | 21.8 | 19.9 |
| 2 times | 8.6 | 8.6 | 10.7 |
| 3 times | 3.4 | 3.1 | 4.3 |
| 4 or more times | 3.2 | 3.4 | 2.9 |
| 1+ times (95% CI) | 38.1 (35.0-41.3) | 36.8 (34.5-39.3) | 37.8 (33.5-42.3) |

Notes: (1) numbers in parentheses are the number of interviews; (2) asked of a random half sample in 2007; (3) no significant change between 2003 and 2007.

Qs: In the last 12 months, how many times were you hurt or injured, and had to be treated by a doctor or nurse?

Source: OSDUHS, Centre for Addiction and Mental Health

Table A3.3.4 Percentage Reporting Tranquillizer/Sedative Use for Medical Purposes During the Past Year, 1977 – 2007

| | 1977 | 1979 | 1981 | 1983 | 1985 | 1987 | 1989 | 1991 | 1993 | 1995 | 1997 | 1999 | 2001 | 2003 | 2005 | 2007 |
|--------------------------------|--------------------|-------------------|-------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------------------|
| (N ¹) | | | | | | | | | | | | (4447) | (3898) | (3152) | (4078) | (3388) |
| (N ²) | (3927) | (3920) | (3010) | (3614) | (3146) | (3376) | (3340) | (2961) | (2617) | (2907) | (3072) | (2421) | (2013) | (1618) | (2107) | (1727) |
| Total ¹ (95% CI) | — | — | — | — | — | — | — | — | — | — | — | 3.2 (2.6-4.0) | 3.2 (2.7-3.9) | 2.7 (2.2-3.4) | 2.2 (1.6-2.9) | 4.5 ^a (3.7-5.3) |
| Total (95% CI) | 8.5 (7.6-9.4) | 6.8 (6.0-7.6) | 7.1 (6.2-8.1) | 6.3 (5.4-7.4) | 4.5 (3.9-5.2) | 4.8 (3.7-6.1) | 2.8 (2.1-3.6) | 2.8 (2.0-3.7) | 2.3 (1.6-3.3) | 1.6 (1.1-2.4) | 1.9 (1.5-2.4) | 3.0 (2.2-4.0) | 2.9 (2.2-3.8) | 3.0 (2.2-4.2) | 1.9 (1.4-2.7) | 3.8 (2.9-4.9) |
| Sex | | | | | | | | | | | | | | | | |
| Males ¹ | — | — | — | — | — | — | — | — | — | — | — | 3.6 (2.6-4.9) | 4.1 (3.1-5.4) | 3.4 (2.6-4.6) | 2.2 (1.5-3.3) | 3.2 (2.5-4.2) |
| Males ² | 8.0 (6.8-9.4) | 7.0 (6.0-8.2) | 6.8 (5.7-8.0) | 5.8 (5.1-6.7) | 4.4 (3.6-5.3) | 4.4 (2.7-6.9) | 2.4 (1.4-4.2) | 3.1 (2.3-4.2) | 2.6 (1.8-3.8) | 2.0 (1.3-2.9) | 2.1 (1.4-3.0) | 3.0 (1.9-4.7) | 3.4 (2.2-5.2) | 4.2 (2.8-6.4) | 2.0 (1.4-3.0) | 2.8 (1.9-4.1) |
| Females ¹ | — | — | — | — | — | — | — | — | — | — | — | 2.9 (2.2-3.8) | 2.4 (1.8-3.2) | 2.1 (1.4-3.0) | 2.1 (1.3-3.3) | 5.8 ^a (4.6-7.2) |
| Females ² | 8.9 (7.8-10.2) | 6.4 (5.4-7.7) | 7.4 (5.8-9.3) | 6.8 (5.3-8.7) | 4.6 (3.5-6.0) | 5.1 (4.2-6.3) | 3.1 (2.6-3.8) | 2.4 (1.4-4.0) | 2.0 (1.2-3.1) | 1.3 (0.7-2.4) | 1.7 (1.1-2.7) | 3.0 (2.0-4.5) | 2.4 (1.6-3.6) | 1.9 (1.0-3.4) | 1.8 (1.1-3.0) | 4.8 (3.5-6.6) |
| Grade | | | | | | | | | | | | | | | | |
| 7 | 6.3 (5.2-7.5) | 5.4 (4.2-6.8) | 3.2 (2.0-5.0) | 4.2 (3.0-5.9) | 2.9 (1.8-4.7) | 3.2 (2.0-5.3) | 1.8 (1.2-2.6) | 1.6 (0.7-4.0) | 1.4 (0.8-2.7) | 1.2 (0.5-2.7) | 0.6 (0.2-2.4) | 1.9 (0.8-4.6) | 1.2 (0.6-2.4) | 2.4 (1.1-4.8) | 0.6 (0.2-1.6) | 2.7 (1.4-5.1) |
| 8 | — | — | — | — | — | — | — | — | — | — | — | 3.5 (1.9-6.3) | 3.7 (1.9-6.9) | 1.7 (0.9-3.4) | 2.4 (0.9-6.1) | 3.7 (2.2-6.1) |
| 9 | 8.9 (7.4-10.7) | 6.2 (4.9-7.7) | 8.1 (6.5-10.0) | 6.4 (4.6-8.9) | 3.7 (2.9-4.7) | 4.7 (3.6-6.2) | 2.3 (1.4-3.6) | 2.8 (1.6-4.9) | 1.8 (0.7-4.4) | 1.0 (0.5-2.0) | 1.8 (1.2-2.6) | 3.8 (2.6-5.4) | 2.3 (1.4-3.8) | 2.8 (1.4-5.4) | 2.0 (1.2-3.3) | 3.4 (2.2-5.3) |
| 10 | — | — | — | — | — | — | — | — | — | — | — | 3.1 (2.0-4.7) | 2.6 (1.8-4.0) | 2.3 (1.2-4.2) | 2.7 (1.5-4.8) | 4.0 (2.6-6.2) |
| 11 | 10.5 (8.8-12.5) | 9.1 (7.5-11.1) | 9.9 (7.9-12.3) | 9.2 (8.2-10.4) | 6.8 (5.9-7.9) | 6.1 (3.7-9.9) | 4.5 (3.0-6.6) | 3.7 (2.6-5.4) | 3.4 (2.2-5.4) | 2.6 (1.6-4.4) | 3.1 (2.4-4.2) | 3.1 (1.9-5.0) | 5.4 (3.6-8.0) | 3.8 (2.3-6.2) | 3.2 (2.1-4.9) | 5.1 (3.4-7.6) |
| 12 | — | — | — | — | — | — | — | — | — | — | — | 4.0 (2.5-6.4) | 5.9 (4.1-8.3) | 3.2 (1.8-5.6) | 2.2 (1.0-4.8) | 7.1 ^a (5.0-10.2) |

(Continued...)

| | 1977 | 1979 | 1981 | 1983 | 1985 | 1987 | 1989 | 1991 | 1993 | 1995 | 1997 | 1999 | 2001 | 2003 | 2005 | 2007 |
|----------------------|--------|--------|-------------------|-------------------|------------------|-------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|------------------|------------------|-------------------------------|
| (N ¹) | | | | | | | | | | | | (4447) | (3898) | (3152) | (4078) | (3388) |
| (N ²) | (3927) | (3920) | (3010) | (3614) | (3146) | (3376) | (3340) | (2961) | (2617) | (2907) | (3072) | (2421) | (2013) | (1618) | (2107) | (1727) |
| Region | | | | | | | | | | | | | | | | |
| Toronto ¹ | — | — | — | — | — | — | — | — | — | — | — | 2.8 (1.7-4.7) | 2.5 (1.5-4.2) | 2.8 (1.6-4.6) | 1.6 (0.6-4.0) | 2.8 (1.7-4.8) |
| Toronto ² | — | — | 6.3 (4.9-8.0) | 4.7 (3.1-7.1) | 3.7 (3.2-4.3) | 4.4 (2.7-6.9) | 0.9 (0.4-2.1) | 2.5 (1.6-3.6) | 1.2 (0.6-2.4) | 1.1 (0.5-2.4) | 1.0 (0.4-2.2) | 1.9 (0.8-4.5) | 2.0 (1.4-3.0) | 2.6 (0.9-6.8) | 2.1 (1.0-4.3) | 2.7 (1.1-6.2) |
| North ¹ | — | — | — | — | — | — | — | — | — | — | — | 3.7 (1.7-7.7) | 3.8 (2.7-5.4) | 2.4 (1.2-4.7) | 2.0 (1.0-3.9) | 3.9 (2.3-6.6) |
| North ² | — | — | 8.4 (5.3-13.0) | 7.4 (4.3-12.3) | 4.8 (3.6-6.4) | 6.2 (3.5-10.9) | 4.0 (2.7-6.0) | 4.1 (1.9-8.5) | 2.4 (1.2-4.6) | 1.8 (0.5-7.2) | 1.7 (1.4-2.2) | 5.0 (1.3-17.7) | 4.0 (2.6-6.3) | 2.2 (1.1-4.4) | 2.4 (1.1-5.4) | 3.8 (1.8-7.6) |
| West ¹ | — | — | — | — | — | — | — | — | — | — | — | 2.6 (1.7-4.0) | 3.3 (2.4-4.5) | 2.7 (1.9-3.9) | 1.9 (1.2-3.0) | 3.9 ^a (2.7-5.5) |
| West ² | — | — | 7.2 (6.1-8.3) | 6.2 (5.3-7.4) | 4.7 (3.5-6.2) | 4.8 (3.0-7.5) | 3.1 (2.0-4.8) | 2.6 (1.4-4.7) | 2.5 (1.5-4.2) | 2.0 (1.2-3.3) | 2.1 (1.4-3.1) | 1.9 (1.1-3.1) | 2.8 (1.6-4.9) | 3.3 (2.0-5.3) | 1.6 (0.8-3.3) | 3.1 (2.0-4.9) |
| East ¹ | — | — | — | — | — | — | — | — | — | — | — | 4.2 (3.2-5.5) | 3.5 (2.6-4.7) | 2.8 (1.9-4.1) | 2.8 (1.6-2.9) | 5.9 ^a (4.7-7.3) |
| East ² | — | — | 7.0 (4.6-10.4) | 7.2 (5.2-10.0) | 4.6 (3.6-5.8) | 4.4 (2.7-7.4) | 3.0 (2.0-4.6) | 2.9 (1.9-4.4) | 2.6 (1.2-5.8) | 1.4 (0.6-3.0) | 2.2 (1.5-3.3) | 4.7 (3.3-6.6) | 3.4 (2.2-5.4) | 3.1 (1.6-5.8) | 2.0 (1.3-3.2) | 5.0 (3.4-7.2) |

Notes: (1) based on Grades 7-12 (full sample); (2) based on Grades 7, 9, and 11 only (long-term sample); (3) entries in brackets are 95% confidence intervals (4) regional stratification differed in 1977 and 1979 and therefore regions are not presented; (5) question asked of a random half sample starting in 2003; (6) ^a 2007 vs. 2005, significant difference, p<.01.

Q: *In the last 12 months, how often did you use sedatives or tranquillizers (such as Valium, Ativan, Xanax) with a prescription or because a doctor told you to take them?* (Note that “sedatives” was added to the question in 2007.)

Source: OSDUHS, Centre for Addiction & Mental Health

Table A3.4.1 Low Self-Esteem Indicators, 1993 – 2007

| Rosenberg's Low Self Esteem Scale Items | Grades 7-9-11 only | | | | | | | | Grades 7-12 | | | | |
|---|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| TOTAL SAMPLE (N=) | (2617) | (2907) | (3072) | (2421) | (2013) | (3389) | (2107) | (1727) | (4447) | (3898) | (6616) | (4078) | (3388) |
| Sometimes I feel that I can't do anything right | — | 17.6 | 16.4 | 16.7 | 16.3 | 15.5 | 13.0 | 11.4 | 16.0 | 15.4 | 15.5 | 11.6 | 11.8 |
| I feel I do not have much to be proud of | — | 15.8 | 15.6 | 16.0 | 17.5 | 15.1 | 16.7 | 14.9 | 15.7 | 16.9 | 15.0 | 15.3 | 14.5 |
| Sometimes I think I am no good at all | — | 11.4 | 10.8 | 10.0 | 12.4 | 10.8 | 10.7 | 9.6 | 10.4 | 11.7 | 11.3 | 9.3 | 8.8 |
| I [do not] feel good about myself * | 14.6 | 10.7 | 10.5 | 8.7 | 9.4 | 8.8 | 9.4 | 9.1 | 8.8 | 8.8 | 8.7 | 9.5 | 9.3 |
| I [do not] feel that I am a person of worth * | 12.0 | 12.9 | 13.4 | 12.1 | 11.8 | 11.2 | 14.0 | 10.5 | 12.0 | 10.5 | 10.7 | 12.9 | 10.4 |
| I am [not] able to do most things as well as others * | 13.6 | 8.6 | 8.6 | 8.5 | 7.2 | 6.6 | 7.4 | 6.7 | 8.2 | 7.1 | 6.5 | 7.8 | 6.3 |
| % with Low Self-Esteem | — | 10.3 | 10.4 | 10.0 | 10.1 | 9.6 | 10.9 | 8.6 | 10.1 | 9.5 | 9.5 | 9.6 | 8.5 |
| (95% CI) | — | (9.0-11.7) | (9.3-11.7) | (8.6-11.5) | (8.4-12.2) | (8.6-10.8) | (9.1-13.0) | (7.2-10.3) | (9.0-11.3) | (8.2-10.9) | (8.6-10.4) | (8.5-10.8) | (7.3-9.9) |
| MALES | (1270) | (1412) | (1438) | (1196) | (1004) | (1670) | (1024) | (842) | (2252) | (1917) | (3163) | (1934) | (1618) |
| Sometimes I feel that I can't do anything right | — | 14.4 | 11.7 | 14.0 | 15.8 | 12.1 | 9.9 | 9.2 | 12.6 | 14.6 | 12.2 | 11.6 | 9.2 |
| I feel I do not have much to be proud of | — | 13.0 | 12.7 | 18.2 | 17.0 | 15.0 | 15.7 | 14.8 | 13.2 | 16.6 | 14.8 | 14.5 | 13.6 |
| Sometimes I think I am no good at all | — | 8.4 | 8.3 | 8.6 | 10.7 | 12.3 | 8.5 | 6.7 | 7.9 | 10.2 | 9.4 | 7.4 | 6.0 |
| I [do not] feel good about myself * | 7.5 | 6.0 | 6.3 | 6.6 | 7.0 | 6.8 | 8.0 | 6.0 | 5.9 | 6.2 | 6.4 | 7.5 | 6.2 |
| I [do not] feel that I am a person of worth * | 8.3 | 10.8 | 11.4 | 10.7 | 10.3 | 9.8 | 12.1 | 8.4 | 9.8 | 9.6 | 9.5 | 10.5 | 8.5 |
| I am [not] able to do most things as well as others * | 8.5 | 7.1 | 7.3 | 8.3 | 8.2 | 5.2 | 6.8 | 6.3 | 7.4 | 7.5 | 5.0 | 6.8 | 5.2 |
| % with Low Self-Esteem | — | 7.0 | 7.5 | 7.8 | 9.8 | 7.4 | 9.4 | 5.9 | 7.3 | 8.9 | 7.3 | 8.2 | 6.2 |
| (95% CI) | — | (5.9-8.2) | (6.0-9.3) | (6.0-10.2) | (7.5-12.8) | (6.1-9.0) | (6.8-12.9) | (4.2-8.3) | (6.1-8.8) | (7.2-11.1) | (6.3-8.4) | (6.6-10.3) | (4.8-8.0) |
| FEMALES | (1347) | (1495) | (1634) | (1225) | (1009) | (1719) | (1083) | (885) | (2195) | (1981) | (3453) | (2144) | (1770) |
| Sometimes I feel that I can't do anything right | — | 20.7 | 20.6 | 19.4 | 16.9 | 18.7 | 16.1 | 13.6 | 19.4 | 16.1 | 18.5 | 14.5 | 14.4 |
| I feel I do not have much to be proud of | — | 18.4 | 18.1 | 13.8 | 18.1 | 15.1 | 17.6 | 15.0 | 18.2 | 17.2 | 15.2 | 16.2 | 15.4 |
| Sometimes I think I am no good at all | — | 14.3 | 13.0 | 11.5 | 14.0 | 9.2 | 12.9 | 12.5 | 12.8 | 13.2 | 13.0 | 11.2 | 11.7 |
| I [do not] feel good about myself * | 21.6 | 15.0 | 14.2 | 10.8 | 11.8 | 10.8 | 10.9 | 12.3 | 11.8 | 11.4 | 10.8 | 11.6 | 12.6 |
| I [do not] feel that I am a person of worth * | 15.6 | 14.8 | 15.2 | 13.4 | 13.3 | 12.5 | 15.9 | 12.6 | 14.3 | 11.5 | 11.8 | 15.4 | 12.3 |
| I am [not] able to do most things as well as others * | 13.6 | 9.9 | 9.7 | 8.8 | 6.3 | 7.8 | 8.1 | 7.1 | 9.1 | 6.8 | 7.9 | 8.8 | 7.5 |
| % with Low Self-Esteem | — | 13.5 | 13.0 | 12.1 | 10.4 | 11.7 | 12.5 | 11.4 | 12.9 | 10.0 | 11.4 | 11.0 | 10.9 |
| (95% CI) | — | (11.6-15.6) | (11.5-14.6) | (10.2-14.2) | (8.5-12.7) | (10.1-13.6) | (10.3-15.0) | (9.2-14.0) | (11.2-14.8) | (8.4-12.0) | (10.2-12.8) | (9.5-12.7) | (9.2-12.9) |

(Continued...)

| Rosenberg's Low Self Esteem Scale Items | Grades 7-9-11 only | | | | | | | | Grades 7-12 | | | | |
|---|--------------------|--------------------|--------------------|--------------------|---------------------|-------------------|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| GRADE 7 | (896) | (929) | (851) | (766) | (750) | (947) | (508) | (383) | (766) | (750) | (947) | (508) | (383) |
| Sometimes I feel that I can't do anything right | — | 20.8 | 17.7 | 16.5 | 15.1 | 16.4 | 11.6 | 10.9 | 16.5 | 15.1 | 16.4 | 11.6 | 10.9 |
| I feel I do not have much to be proud of | — | 15.9 | 17.1 | 16.0 | 16.7 | 15.0 | 15.9 | 14.8 | 16.0 | 16.7 | 15.0 | 15.9 | 14.8 |
| Sometimes I think I am no good at all | — | 12.4 | 11.8 | 9.3 | 11.8 | 11.5 | 9.8 | 8.9 | 9.3 | 11.8 | 11.5 | 9.8 | 8.9 |
| I [do not] feel good about myself * | 12.4 | 9.0 | 10.5 | 6.6 | 6.3 | 6.2 | 8.6 | 8.3 | 6.6 | 6.3 | 6.2 | 8.6 | 8.3 |
| I [do not] feel that I am a person of worth * | 11.2 | 15.5 | 15.2 | 13.1 | 10.8 | 11.4 | 16.2 | 9.7 | 13.1 | 10.8 | 11.4 | 16.2 | 9.7 |
| I am [not] able to do most things as well as others * | 11.5 | 7.8 | 9.8 | 6.9 | 6.2 | 6.4 | 9.0 | 6.1 | 6.9 | 6.2 | 6.4 | 9.0 | 6.1 |
| % with Low Self-Esteem (95% CI) | — | 9.8 (7.2-13.2) | 10.4 (8.0-13.4) | 8.1 (5.7-11.4) | 8.2 (6.2-10.7) | 9.0 (7.5-10.9) | 10.8 (7.7-14.8) | 7.6 (5.3-10.8) | 8.1 (5.7-11.4) | 8.2 (6.2-10.7) | 9.0 (7.5-10.9) | 10.8 (7.7-14.8) | 7.6 (5.3-10.8) |
| GRADE 8 | | | | | | | | | (798) | (691) | (976) | (501) | (418) |
| Sometimes I feel that I can't do anything right | | | | | | | | | 16.8 | 14.5 | 15.0 | 8.8 | 12.6 |
| I feel I do not have much to be proud of | | | | | | | | | 15.7 | 18.1 | 15.0 | 16.3 | 14.8 |
| Sometimes I think I am no good at all | | | | | | | | | 12.6 | 12.6 | 10.3 | 10.4 | 8.2 |
| I [do not] feel good about myself * | | | | | | | | | 8.6 | 5.7 | 7.5 | 10.7 | 8.4 |
| I [do not] feel that I am a person of worth * | | | | | | | | | 12.9 | 9.8 | 9.1 | 16.3 | 12.4 |
| I am [not] able to do most things as well as others * | | | | | | | | | 8.3 | 5.8 | 6.1 | 10.5 | 6.9 |
| % with Low Self-Esteem (95% CI) | | | | | | | | | 10.9 (8.9-13.2) | 8.5 (6.7-10.6) | 7.7 (5.6-10.6) | 9.9 (6.2-15.5) | 8.7 (6.2-12.1) |
| GRADE 9 | (1006) | (1054) | (1,153) | (905) | (702) | (1254) | (780) | (660) | (905) | (702) | (1254) | (780) | (660) |
| Sometimes I feel that I can't do anything right | — | 18.5 | 16.2 | 15.8 | 18.7 | 15.0 | 14.1 | 12.9 | 15.8 | 18.7 | 15.0 | 14.1 | 12.9 |
| I feel I do not have much to be proud of | — | 17.4 | 15.2 | 17.0 | 20.6 | 15.0 | 18.2 | 16.3 | 17.0 | 20.6 | 15.0 | 18.2 | 16.3 |
| Sometimes I think I am no good at all | — | 12.0 | 10.5 | 10.3 | 14.7 | 10.3 | 12.2 | 10.6 | 10.3 | 14.7 | 10.3 | 12.2 | 10.6 |
| I [do not] feel good about myself * | 15.1 | 11.6 | 10.4 | 10.1 | 11.5 | 7.5 | 10.4 | 9.9 | 10.1 | 11.5 | 7.5 | 10.4 | 9.9 |
| I [do not] feel that I am a person of worth * | 13.4 | 14.3 | 13.2 | 13.3 | 14.2 | 9.1 | 13.6 | 12.0 | 13.3 | 14.2 | 9.1 | 13.6 | 12.0 |
| I am [not] able to do most things as well as others * | 12.5 | 8.7 | 7.6 | 9.4 | 10.3 | 6.1 | 7.8 | 6.2 | 9.4 | 10.3 | 6.1 | 7.8 | 6.2 |
| % with Low Self-Esteem (95% CI) | — | 11.2 (8.8-14.1) | 11.0 (9.2-13.2) | 10.7 (8.9-12.9) | 14.3 (11.4-17.8) | 9.9 (8.1-12.1) | 11.8 (9.2-15.0) | 10.0 (7.4-13.5) | 10.7 (8.9-12.9) | 14.3 (11.4-17.8) | 9.9 (8.1-12.1) | 11.8 (9.2-15.0) | 10.0 (7.4-13.5) |
| GRADE 10 | | | | | | | | | (638) | (806) | (1181) | (742) | (577) |
| Sometimes I feel that I can't do anything right | | | | | | | | | 16.0 | 15.0 | 16.7 | 13.6 | 11.8 |
| I feel I do not have much to be proud of | | | | | | | | | 16.5 | 17.5 | 16.1 | 16.2 | 15.8 |
| Sometimes I think I am no good at all | | | | | | | | | 13.0 | 12.7 | 13.4 | 9.2 | 8.5 |
| I [do not] feel good about myself * | | | | | | | | | 11.7 | 10.0 | 10.3 | 10.7 | 11.6 |
| I [do not] feel that I am a person of worth * | | | | | | | | | 14.2 | 9.4 | 10.7 | 13.4 | 10.2 |
| I am [not] able to do most things as well as others * | | | | | | | | | 7.8 | 9.1 | 6.5 | 8.0 | 5.6 |
| % with Low Self-Esteem (95% CI) | | | | | | | | | 12.7 (9.0-17.6) | 10.1 (7.8-13.0) | 10.7 (8.6-13.2) | 9.9 (7.9-12.3) | 8.6 (6.3-11.8) |

| Rosenberg's Low Self Esteem Scale Items | Grades 7-9-11 only | | | | | | | | Grades 7-12 | | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------|--------------------|-------------------|--------------------|--------------------|-------------------|--------------------|-------------------|
| | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| GRADE 11 | (721) | (932) | (1,069) | (750) | (561) | (1188) | (819) | (684) | (750) | (561) | (1188) | (819) | (684) |
| Sometimes I feel that I can't do anything right | — | 14.1 | 15.6 | 17.9 | 14.5 | 14.7 | 13.1 | 10.2 | 17.9 | 14.5 | 14.7 | 13.1 | 10.2 |
| I feel I do not have much to be proud of | — | 14.3 | 14.6 | 14.7 | 14.4 | 15.1 | 15.8 | 13.6 | 14.7 | 14.4 | 15.1 | 15.8 | 13.6 |
| Sometimes I think I am no good at all | — | 10.0 | 10.2 | 10.4 | 9.9 | 11.5 | 10.0 | 9.2 | 10.4 | 9.9 | 11.5 | 10.0 | 9.2 |
| I [do not] feel good about myself * | 15.9 | 11.2 | 10.5 | 8.8 | 9.8 | 11.7 | 9.2 | 9.1 | 8.8 | 9.8 | 11.7 | 9.2 | 9.1 |
| I [do not] feel that I am a person of worth * | 11.2 | 9.7 | 12.3 | 9.9 | 9.7 | 11.3 | 12.1 | 9.6 | 9.9 | 9.7 | 11.3 | 12.1 | 9.6 |
| I am [not] able to do most things as well as others * | 9.4 | 9.0 | 8.5 | 8.8 | 4.3 | 6.1 | 5.5 | 7.8 | 8.8 | 4.3 | 6.1 | 5.5 | 7.8 |
| % with Low Self-Esteem (95% CI) | — | 9.9 (8.8-11.1) | 9.8 (8.5-11.3) | 10.6 (8.0-13.8) | 6.7 (5.0-8.9) | 9.8 (7.9-12.2) | 10.0 (7.4-13.5) | 8.1 (6.1-10.7) | 10.6 (8.0-13.8) | 6.7 (5.0-8.9) | 9.8 (7.9-12.2) | 10.0 (7.4-13.5) | 8.1 (6.1-10.7) |
| GRADE 12 | | | | | | | | | (590) | (388) | (1070) | (728) | (666) |
| Sometimes I feel that I can't do anything right | | | | | | | | | 12.2 | 12.5 | 14.4 | 8.7 | 12.0 |
| I feel I do not have much to be proud of | | | | | | | | | 13.7 | 14.4 | 13.4 | 10.2 | 12.3 |
| Sometimes I think I am no good at all | | | | | | | | | 6.4 | 4.9 | 11.1 | 4.6 | 7.6 |
| I [do not] feel good about myself * | | | | | | | | | 6.9 | 8.1 | 7.4 | 7.6 | 8.7 |
| I [do not] feel that I am a person of worth * | | | | | | | | | 8.8 | 7.3 | 10.5 | 6.8 | 8.8 |
| I am [not] able to do most things as well as others * | | | | | | | | | 7.5 | 4.5 | 6.8 | 6.0 | 5.6 |
| % with Low Self-Esteem (95% CI) | | | | | | | | | 7.2 (4.8-10.6) | 6.5 (4.2-10.0) | 9.1 (7.1-11.4) | 5.6 (3.8-8.2) | 8.0 (5.7-11.2) |
| TORONTO | (642) | (647) | (715) | (437) | (353) | (567) | (317) | (245) | (740) | (533) | (1097) | (577) | (470) |
| Sometimes I feel that I can't do anything right | — | 17.7 | 16.6 | 15.8 | 18.2 | 14.9 | 14.3 | 12.2 | 15.7 | 16.2 | 14.7 | 13.9 | 12.2 |
| I feel I do not have much to be proud of | — | 14.6 | 18.2 | 13.6 | 18.2 | 16.1 | 19.8 | 13.3 | 14.3 | 16.8 | 16.8 | 16.3 | 12.9 |
| Sometimes I think I am no good at all | — | 12.3 | 11.7 | 9.0 | 12.6 | 12.7 | 12.0 | 8.2 | 10.5 | 12.3 | 11.9 | 11.6 | 8.4 |
| I [do not] feel good about myself * | 14.6 | 8.5 | 10.6 | 6.4 | 10.2 | 8.1 | 11.2 | 11.0 | 7.0 | 9.6 | 7.7 | 12.2 | 9.8 |
| I [do not] feel that I am a person of worth * | 11.7 | 11.4 | 14.6 | 11.4 | 10.8 | 11.1 | 13.3 | 10.0 | 11.4 | 11.2 | 9.8 | 15.2 | 9.7 |
| I am [not] able to do most things as well as others * | 9.6 | 8.6 | 8.7 | 8.1 | 9.0 | 6.8 | 8.2 | 5.8 | 7.8 | 8.4 | 6.1 | 8.7 | 5.4 |
| % with Low Self-Esteem (95% CI) | — | 10.2 (6.8-15.0) | 10.9 (7.8-15.2) | 8.9 (6.1-12.9) | 11.5 (7.4-17.5) | 9.4 (7.0-12.4) | 11.7 (7.6-17.6) | 8.8 (5.5-13.8) | 9.3 (6.5-13.2) | 11.4 (8.1-15.8) | 8.6 (6.5-11.2) | 11.7 (8.1-16.6) | 8.7 (5.8-12.7) |

(Continued...)

| Rosenberg's Low Self Esteem Scale Items | Grades 7-9-11 only | | | | | | | | Grades 7-12 | | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|-------------------|--------------------|-------------------|--------------------|
| | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| NORTH REGION | (156) | (220) | (291) | (321) | (466) | (655) | (404) | (204) | (808) | (1014) | (1285) | (728) | (421) |
| Sometimes I feel that I can't do anything right | — | 13.9 | 15.3 | 16.0 | 15.0 | 19.2 | 13.5 | 11.0 | 15.6 | 14.5 | 17.8 | 12.1 | 14.2 |
| I feel I do not have much to be proud of | — | 15.7 | 15.0 | 14.6 | 12.9 | 20.3 | 18.9 | 13.4 | 13.3 | 13.2 | 17.0 | 17.7 | 14.9 |
| Sometimes I think I am no good at all | — | 8.2 | 8.1 | 11.4 | 8.5 | 13.0 | 14.0 | 8.2 | 11.2 | 8.8 | 12.7 | 11.2 | 10.5 |
| I [do not] feel good about myself * | 13.2 | 10.3 | 9.3 | 10.7 | 8.7 | 14.5 | 8.8 | 9.2 | 9.6 | 10.2 | 11.1 | 9.6 | 11.4 |
| I [do not] feel that I am a person of worth * | 19.3 | 10.4 | 8.8 | 12.3 | 11.5 | 16.9 | 11.1 | 11.9 | 11.7 | 10.7 | 13.2 | 11.6 | 12.1 |
| I am [not] able to do most things as well as others * | 19.4 | 6.1 | 6.8 | 6.6 | 6.4 | 9.2 | 5.4 | 5.8 | 6.1 | 6.8 | 7.8 | 6.0 | 7.2 |
| % with Low Self-Esteem (95% CI) | — | 8.5 (6.0-11.9) | 8.1 (6.9-9.4) | 11.5 (8.0-16.4) | 8.1 (5.4-12.0) | 15.2 (11.0-20.7) | 10.0 (7.0-14.0) | 6.2 (3.3-11.7) | 10.3 (7.9-13.3) | 9.1 (7.2-11.6) | 12.5 (9.5-16.3) | 9.7 (7.3-12.8) | 10.7 (7.8-14.5) |
| WEST REGION | (1122) | (1242) | (1163) | (822) | (710) | (1308) | (701) | (667) | (1532) | (1425) | (2513) | (1437) | (1323) |
| Sometimes I feel that I can't do anything right | — | 18.8 | 16.2 | 16.2 | 15.8 | 15.2 | 14.0 | 13.9 | 15.8 | 15.4 | 15.6 | 12.1 | 12.8 |
| I feel I do not have much to be proud of | — | 16.9 | 14.8 | 16.6 | 19.1 | 14.3 | 16.9 | 14.8 | 16.4 | 18.3 | 13.9 | 15.3 | 13.1 |
| Sometimes I think I am no good at all | — | 11.5 | 10.8 | 9.5 | 14.1 | 10.0 | 10.3 | 11.1 | 9.9 | 12.6 | 10.5 | 8.6 | 9.0 |
| I [do not] feel good about myself * | 13.5 | 11.8 | 10.3 | 8.1 | 9.5 | 8.4 | 9.0 | 8.8 | 8.6 | 8.2 | 7.9 | 9.7 | 8.3 |
| I [do not] feel that I am a person of worth * | 11.0 | 13.5 | 12.8 | 13.3 | 13.0 | 11.4 | 15.9 | 10.6 | 12.8 | 11.4 | 10.8 | 13.0 | 10.1 |
| I am [not] able to do most things as well as others * | 9.7 | 9.8 | 9.7 | 9.2 | 7.6 | 5.6 | 8.3 | 7.7 | 8.8 | 7.0 | 5.5 | 7.7 | 6.6 |
| % with Low Self-Esteem (95% CI) | — | 10.9 (9.2-12.9) | 10.2 (8.4-12.3) | 8.9 (6.8-11.6) | 11.1 (8.6-14.0) | 9.1 (7.8-10.6) | 10.7 (7.8-14.5) | 10.0 (7.8-12.8) | 9.6 (7.9-11.6) | 9.8 (7.9-12.1) | 8.9 (7.7-10.3) | 8.9 (7.3-10.9) | 9.0 (7.1-11.4) |
| EAST REGION | (697) | (798) | (903) | (841) | (484) | (859) | (685) | (611) | (1367) | (926) | (1721) | (1336) | (1174) |
| Sometimes I feel that I can't do anything right | — | 16.9 | 17.1 | 17.8 | 15.6 | 15.5 | 11.0 | 11.0 | 16.6 | 15.0 | 15.5 | 9.8 | 10.0 |
| I feel I do not have much to be proud of | — | 15.0 | 15.2 | 16.7 | 15.8 | 14.3 | 14.4 | 15.9 | 16.2 | 16.0 | 15.0 | 14.3 | 16.7 |
| Sometimes I think I am no good at all | — | 11.6 | 10.9 | 11.0 | 10.6 | 10.5 | 9.6 | 8.8 | 10.7 | 10.8 | 11.7 | 8.5 | 8.5 |
| I [do not] feel good about myself * | 16.8 | 10.6 | 10.9 | 10.4 | 8.7 | 8.6 | 9.2 | 8.6 | 10.0 | 8.8 | 9.8 | 8.0 | 9.9 |
| I [do not] feel that I am a person of worth * | 11.4 | 13.6 | 14.8 | 10.9 | 11.0 | 9.3 | 12.9 | 10.5 | 11.5 | 8.7 | 10.4 | 12.1 | 10.7 |
| I am [not] able to do most things as well as others * | 11.8 | 7.5 | 7.4 | 8.3 | 5.2 | 7.3 | 6.7 | 6.2 | 8.3 | 6.6 | 8.0 | 7.8 | 6.3 |
| % with Low Self-Esteem (95% CI) | — | 10.0 (7.9-12.6) | 11.0 (9.7-12.6) | 11.6 (9.4-14.2) | 7.9 (5.1-12.1) | 9.1 (7.2-11.4) | 11.0 (8.1-14.7) | 7.5 (5.6-10.0) | 11.1 (9.4-13.2) | 7.9 (6.0-10.3) | 10.0 (8.6-11.6) | 9.4 (7.8-11.1) | 7.5 (5.9-9.6) |

Notes: (1) for negative esteem statements, item percentages refer to "always true" or "often true"; for positive esteem statements (*) the percentages refer to "seldom true" or "never true"; (2) in 1993, the response options were true/false; (3) the overall **low self-esteem** percentage is based on indicating low esteem on 3 of the 6 items; (4) numbers in parentheses are the number of interviews; (5) — indicates data not available; (6) questions asked of a random half sample in 2005 and 2007; (7) no significant changes between 1999 and 2007.

Source: *OSDUHS*, Centre for Addiction and Mental Health

Table A3.4.2 Depression Indicators, 1997 – 2007

| CES-D Scale (“Always” or “Often” During the Past 7 Days...) | Grades 7-9-11 only | | | | | | Grades 7-12 | | | | |
|--|--------------------|------------------|------------------|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|-------------------|-------------------|
| | 1997 | 1999 | 2001 | 2003 | 2005 | 2007 | 1999 | 2001 | 2003 | 2005 | 2007 |
| | % | % | % | % | % | % | % | % | % | % | % |
| TOTAL SAMPLE (N=) | (1545) | (1253) | (1060) | (1771) | (2107) | (1727) | (2299) | (2061) | (3464) | (4078) | (3388) |
| How often have you felt sad? | 20.9 | 15.8 | 14.2 | 16.3 | 16.4 | 13.9 | 16.0 | 14.4 | 17.1 | 16.1 | 15.1 |
| How often have you felt lonely? | 13.2 | 11.5 | 12.2 | 13.2 | 13.1 | 13.2 | 12.3 | 13.1 | 14.1 | 13.0 | 12.7 |
| How often have you felt depressed? | 13.8 | 11.7 | 10.4 | 12.4 | 11.9 | 10.5 | 11.9 | 10.3 | 12.4 | 11.3 | 11.6 |
| How often have you felt like crying? | 14.4 | 12.1 | 12.1 | 14.8 | 14.2 | 13.0 | 12.3 | 11.9 | 15.4 | 13.6 | 14.0 |
| % “often” or “always” on all 4 items (95% CI) | 6.4 (4.8-8.5) | 4.5 (3.4-5.8) | 4.4 (3.2-6.1) | 5.3 (4.2-6.6) | 5.6 (4.4-7.1) | 5.0 (3.9-6.5) | 4.6 (3.7-5.9) | 4.5 (3.3-6.1) | 5.6 (4.8-6.6) | 5.3 (4.5-6.2) | 5.3 (4.4-6.3) |
| MALES | (715) | (614) | (529) | (888) | (1024) | (842) | (1151) | (1018) | (1654) | (1934) | (1770) |
| How often have you felt sad? | 10.4 | 10.9 | 11.3 | 9.4 | 9.9 | 7.5 | 10.3 | 10.4 | 10.2 | 9.6 | 8.1 |
| How often have you felt lonely? | 8.2 | 8.6 | 9.9 | 9.8 | 8.9 | 9.1 | 8.5 | 10.9 | 10.7 | 9.6 | 8.8 |
| How often have you felt depressed? | 7.5 | 8.4 | 10.0 | 9.0 | 7.2 | 6.7 | 8.0 | 8.5 | 8.7 | 7.4 | 7.6 |
| How often have you felt like crying? | 4.7 | 5.7 | 5.4 | 5.0 | 4.9 | 4.0 | 4.7 | 3.9 | 5.2 | 4.4 | 4.2 |
| % “often” or “always” on all 4 items (95% CI) | 2.6 (1.5-4.5) | 1.9 (0.9-4.0) | 2.8 (1.7-4.7) | 2.6 (1.6-4.1) | 1.8 (1.1-3.0) | 2.3 (1.4-4.0) | 1.8 (1.0-3.1) | 2.0 (1.2-3.5) | 2.6 (1.8-3.7) | 1.9 (1.2-2.8) | 2.4 (1.7-3.4) |
| FEMALES | (830) | (639) | (531) | (883) | (1083) | (885) | (1148) | (1043) | (1810) | (2144) | (1618) |
| How often have you felt sad? | 30.2 | 20.7 | 17.2 | 23.1 | 23.3 | 20.3 | 21.7 | 18.2 | 23.4 | 22.9 | 22.3 |
| How often have you felt lonely? | 17.6 | 14.4 | 14.6 | 16.4 | 17.6 | 17.2 | 16.3 | 15.3 | 17.2 | 16.6 | 16.7 |
| How often have you felt depressed? | 19.5 | 14.9 | 10.8 | 15.7 | 17.0 | 14.3 | 15.7 | 12.0 | 15.8 | 15.4 | 15.6 |
| How often have you felt like crying? | 23.0 | 18.5 | 18.9 | 24.4 | 24.1 | 21.9 | 20.0 | 19.6 | 24.7 | 23.1 | 24.1 |
| % “often” or “always” on all 4 items (95% CI) | 9.8 (7.3-13.2) | 7.0 (5.3-9.2) | 6.0 (4.1-8.7) | 7.9 (6.1-10.2) | 9.5 (7.5-12.0) | 7.8 (5.8-10.4) | 7.6 (5.9-9.7) | 6.9 (4.9-9.8) | 8.4 (7.0-10.0) | 8.9 (7.5-10.4) | 8.3 (6.7-10.1) |
| GRADE 7 | (420) | (397) | (404) | (497) | (508) | (383) | (397) | (404) | (497) | (508) | (383) |
| How often have you felt sad? | 16.6 | 12.6 | 12.2 | 14.6 | 13.9 | 10.5 | 12.6 | 12.2 | 14.6 | 13.9 | 10.5 |
| How often have you felt lonely? | 9.4 | 7.0 | 9.8 | 11.8 | 8.6 | 9.5 | 7.0 | 9.8 | 11.8 | 8.6 | 9.5 |
| How often have you felt depressed? | 9.7 | 9.5 | 7.9 | 9.3 | 8.8 | 7.1 | 9.5 | 7.9 | 9.3 | 8.8 | 7.1 |
| How often have you felt like crying? | 11.6 | 9.0 | 12.1 | 14.8 | 13.5 | 11.0 | 9.0 | 12.1 | 14.8 | 13.5 | 11.0 |
| % “often” or “always” on all 4 items (95% CI) | 4.6 (2.4-8.5) | 2.6 (1.2-5.7) | 4.5 (2.7-7.5) | 4.0 (2.5-6.4) | 3.7 (2.2-6.0) | 4.5 (2.9-7.0) | 2.6 (1.2-5.7) | 4.5 (2.7-7.5) | 4.0 (2.5-6.4) | 3.7 (2.2-6.0) | 4.5 (2.9-7.0) |
| GRADE 8 | | | | | | | (407) | (379) | (512) | (501) | (418) |
| How often have you felt sad? | | | | | | | 16.2 | 14.1 | 18.7 | 16.3 | 12.8 |
| How often have you felt lonely? | | | | | | | 14.0 | 10.9 | 14.9 | 11.1 | 11.5 |
| How often have you felt depressed? | | | | | | | 12.5 | 9.8 | 13.2 | 11.2 | 11.5 |
| How often have you felt like crying? | | | | | | | 15.7 | 11.1 | 19.4 | 12.5 | 12.7 |
| % “often” or “always” on all 4 items (95% CI) | | | | | | | 6.7 (4.1-10.6) | 3.2 (1.7-5.9) | 8.1 (5.3-12.1) | 5.6 (3.5-8.8) | 6.2 (4.2-9.1) |

| CES-D Scale (“Always” or “Often” During the Past 7 Days...) | Grades 7-9-11 only | | | | | | Grades 7-12 | | | | |
|--|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|------------------|------------------|
| | 1997 | 1999 | 2001 | 2003 | 2005 | 2007 | 1999 | 2001 | 2003 | 2005 | 2007 |
| | % | % | % | % | % | % | % | % | % | % | % |
| GRADE 9 | (590) | (463) | (368) | (654) | (780) | (660) | (463) | (368) | (654) | (780) | (660) |
| How often have you felt sad? | 23.5 | 17.4 | 13.1 | 14.6 | 17.7 | 16.3 | 17.4 | 13.1 | 14.6 | 17.7 | 16.3 |
| How often have you felt lonely? | 14.5 | 12.7 | 10.0 | 10.2 | 14.6 | 15.0 | 12.7 | 10.0 | 10.2 | 14.6 | 15.0 |
| How often have you felt depressed? | 14.2 | 13.2 | 8.7 | 11.2 | 12.5 | 11.9 | 13.2 | 8.7 | 11.2 | 12.5 | 11.9 |
| How often have you felt like crying? | 14.8 | 13.8 | 10.0 | 11.7 | 14.9 | 15.6 | 13.8 | 10.0 | 11.7 | 14.9 | 15.6 |
| % “often” or “always” on all 4 items (95% CI) | 5.7 (4.0-8.2) | 5.1 (3.4-7.6) | 2.8 (1.5-5.4) | 4.2 (2.7-6.5) | 6.2 (4.3-8.4) | 6.0 (4.2-8.5) | 5.1 (3.4-7.6) | 2.8 (1.5-5.4) | 4.2 (2.7-6.5) | 6.2 (4.3-8.4) | 6.0 (4.2-8.5) |
| GRADE 10 | | | | | | | (342) | (422) | (622) | (742) | (577) |
| How often have you felt sad? | | | | | | | 16.8 | 15.0 | 18.2 | 16.8 | 17.2 |
| How often have you felt lonely? | | | | | | | 13.9 | 14.4 | 15.4 | 13.6 | 13.2 |
| How often have you felt depressed? | | | | | | | 12.6 | 10.0 | 13.1 | 11.4 | 12.9 |
| How often have you felt like crying? | | | | | | | 12.2 | 12.6 | 15.6 | 12.9 | 17.1 |
| % “often” or “always” on all 4 items (95% CI) | | | | | | | 4.7 (2.9-7.6) | 6.3 (3.2-12.3) | 5.7 (3.6-8.8) | 6.1 (4.4-8.4) | 5.5 (4.0-7.6) |
| GRADE 11 | (536) | (393) | (288) | (620) | (819) | (684) | (393) | (288) | (620) | (819) | (684) |
| How often have you felt sad? | 21.9 | 16.8 | 17.9 | 19.4 | 17.7 | 14.4 | 16.8 | 17.9 | 19.4 | 17.7 | 14.4 |
| How often have you felt lonely? | 15.1 | 13.8 | 17.9 | 17.1 | 16.1 | 14.6 | 13.8 | 17.9 | 17.1 | 16.1 | 14.6 |
| How often have you felt depressed? | 16.9 | 11.9 | 15.4 | 15.8 | 14.5 | 12.1 | 11.9 | 15.4 | 15.8 | 14.5 | 12.1 |
| How often have you felt like crying? | 16.3 | 12.8 | 15.1 | 18.0 | 14.2 | 12.0 | 12.8 | 15.1 | 18.0 | 14.2 | 12.0 |
| % “often” or “always” on all 4 items (95% CI) | 8.6 (5.4-13.6) | 5.2 (3.5-7.8) | 6.5 (4.2-9.9) | 7.3 (5.5-7.4) | 6.8 (4.8-9.4) | 4.5 (3.0-6.8) | 5.2 (3.5-7.8) | 6.5 (4.2-9.9) | 7.3 (5.5-7.4) | 6.8 (4.8-9.4) | 4.5 (3.0-6.8) |
| GRADE 12 | | | | | | | (297) | (200) | (559) | (728) | (666) |
| How often have you felt sad? | | | | | | | 15.4 | 14.0 | 17.1 | 14.5 | 18.1 |
| How often have you felt lonely? | | | | | | | 12.3 | 18.1 | 14.9 | 13.9 | 12.0 |
| How often have you felt depressed? | | | | | | | 11.1 | 10.8 | 11.2 | 9.7 | 13.0 |
| How often have you felt like crying? | | | | | | | 9.1 | 9.8 | 13.8 | 13.2 | 15.0 |
| % “often” or “always” on all 4 items (95% CI) | | | | | | | 3.1 (1.6-5.7) | 3.3 (1.2-8.4) | 4.6 (3.0-7.0) | 3.6 (2.2-6.0) | 4.9 (3.3-7.2) |

(Continued...)

| CES-D Scale (“Always” or “Often” During the Past 7 Days...) | Grades 7-9-11 only | | | | | | Grades 7-12 | | | | |
|--|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|-------------------|------------------|-------------------|
| | 1997 | 1999 | 2001 | 2003 | 2005 | 2007 | 1999 | 2001 | 2003 | 2005 | 2007 |
| | % | % | % | % | % | % | % | % | % | % | % |
| TORONTO | (364) | (220) | (179) | (284) | (317) | (245) | (371) | (267) | (548) | (577) | (470) |
| How often have you felt sad? | 15.8 | 12.3 | 13.0 | 15.2 | 15.8 | 13.4 | 13.5 | 11.3 | 16.8 | 16.7 | 14.7 |
| How often have you felt lonely? | 10.8 | 8.1 | 12.3 | 10.7 | 14.8 | 10.6 | 8.2 | 13.9 | 12.9 | 13.8 | 11.8 |
| How often have you felt depressed? | 12.8 | 7.7 | 10.3 | 10.5 | 14.5 | 11.2 | 7.8 | 9.8 | 9.8 | 12.0 | 10.5 |
| How often have you felt like crying? | 11.5 | 7.8 | 8.2 | 9.1 | 15.5 | 12.9 | 8.1 | 8.0 | 10.5 | 14.6 | 13.2 |
| % “often” or “always” on all 4 items (95% CI) | 5.4 (3.7-7.8) | 3.2 (1.4-7.3) | 4.4 (1.9-9.8) | 2.5 (1.2-5.2) | 5.8 (2.5-12.8) | 3.6 (1.6-7.8) | 2.8 (1.3-5.7) | 4.8 (2.2-10.4) | 3.0 (1.7-5.0) | 4.9 (2.8-8.6) | 4.6 (3.1-6.9) |
| NORTH REGION | (146) | (170) | (268) | (389) | (404) | (204) | (424) | (599) | (746) | (728) | (421) |
| How often have you felt sad? | 17.7 | 17.8 | 15.3 | 20.3 | 16.2 | 20.9 | 15.6 | 14.3 | 20.5 | 15.0 | 22.7 |
| How often have you felt lonely? | 12.9 | 11.3 | 12.0 | 16.0 | 16.9 | 10.4 | 12.5 | 11.5 | 16.1 | 14.7 | 14.1 |
| How often have you felt depressed? | 13.3 | 13.6 | 12.9 | 15.4 | 11.1 | 10.9 | 12.9 | 11.3 | 15.5 | 10.6 | 14.6 |
| How often have you felt like crying? | 13.8 | 14.4 | 16.4 | 17.2 | 16.8 | 15.6 | 13.2 | 14.7 | 16.3 | 16.3 | 17.1 |
| % “often” or “always” on all 4 items (95% CI) | 4.8 (2.6-8.6) | 5.3 (2.6-10.3) | 6.2 (3.7-10.4) | 8.2 (5.3-12.3) | 7.0 (3.8-12.5) | 3.8 (1.3-11.0) | 4.3 (2.8-6.5) | 5.4 (4.1-7.1) | 7.1 (4.8-10.4) | 6.4 (4.2-9.5) | 7.1 (4.2-11.9) |
| WEST REGION | (588) | (416) | (359) | (648) | (701) | (667) | (769) | (718) | (1259) | (1437) | (1323) |
| How often have you felt sad? | 20.8 | 14.1 | 14.7 | 17.0 | 18.2 | 13.7 | 16.5 | 15.1 | 18.0 | 17.7 | 13.8 |
| How often have you felt lonely? | 12.1 | 11.6 | 14.4 | 13.7 | 13.5 | 14.6 | 13.1 | 13.5 | 13.9 | 14.4 | 12.8 |
| How often have you felt depressed? | 12.6 | 11.7 | 9.5 | 11.6 | 12.4 | 11.2 | 12.9 | 9.9 | 12.6 | 12.8 | 11.8 |
| How often have you felt like crying? | 15.1 | 12.1 | 14.1 | 16.5 | 14.3 | 13.1 | 12.7 | 13.9 | 17.7 | 14.4 | 12.8 |
| % “often” or “always” on all 4 items (95% CI) | 6.7 (3.8-11.6) | 4.3 (2.8-6.6) | 4.6 (3.0-7.0) | 5.8 (4.1-8.0) | 5.6 (4.1-7.7) | 5.3 (3.7-7.6) | 5.1 (3.4-7.5) | 4.1 (2.9-5.9) | 6.2 (4.9-7.9) | 5.9 (4.8-7.1) | 4.7 (3.5-6.2) |
| EAST REGION | (447) | (447) | (254) | (450) | (685) | (611) | (735) | (477) | (911) | (1336) | (1174) |
| How often have you felt sad? | 25.2 | 19.5 | 14.3 | 15.0 | 14.9 | 13.1 | 16.6 | 15.4 | 15.1 | 14.3 | 15.3 |
| How often have you felt lonely? | 16.4 | 13.3 | 9.0 | 13.0 | 10.9 | 13.2 | 13.5 | 12.5 | 14.5 | 10.8 | 12.8 |
| How often have you felt depressed? | 16.5 | 13.5 | 11.0 | 13.6 | 10.5 | 9.4 | 12.4 | 10.8 | 12.8 | 9.6 | 11.3 |
| How often have you felt like crying? | 15.5 | 14.1 | 11.6 | 15.3 | 12.9 | 12.4 | 13.7 | 10.5 | 14.9 | 11.5 | 15.2 |
| % “often” or “always” on all 4 items (95% CI) | 7.3 (5.2-10.1) | 5.2 (3.3-7.9) | 3.6 (1.7-7.7) | 5.3 (3.4-8.3) | 5.0 (3.3-7.4) | 5.5 (3.6-8.4) | 5.2 (3.6-7.4) | 4.6 (2.1-9.7) | 6.0 (4.6-7.6) | 4.6 (3.4-6.1) | 5.9 (4.3-8.1) |

Notes: (1) questions refer to the past 7 days; (2) item percentages refer to “often” or “always” responses; (3) data based on a random half sample in each year; (4) numbers in parentheses are number of interviews; (5) no significant changes between 1997 and 2007.

Source: OSDUHS, Centre for Addiction and Mental Health

Table A3.4.3 General Health Questionnaire, 1999 – 2007, Grades 7 to 12

| GHQ-12 Screen “Over the last few weeks, have you....” | 1999 | 2001 | 2003 | 2005 | 2007 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| | % | % | % | % | % |
| TOTAL SAMPLE (N=) | (2299) | (2061) | (3464) | (4078) | (3388) |
| been able to concentrate on whatever you’re doing | 13.2 | 12.9 | 14.2 | 13.3 | 15.3 |
| felt that you are playing a useful part in things | 9.9 | 9.2 | 10.6 | 10.4 | 10.0 |
| felt capable of making decisions about things | 5.5 | 5.8 | 6.8 | 6.9 | 6.6 |
| been able to enjoy your normal day-to-day activities | 10.6 | 11.4 | 13.4 | 12.6 | 10.9 |
| been able to face up to your problems | 10.1 | 9.4 | 9.9 | 11.4 | 11.9 |
| been feeling reasonably happy, all things considered | 16.0 | 15.5 | 18.5 | 17.6 | 17.7 |
| lost much sleep because were worried about something | 28.1 | 26.4 | 28.7 | 25.9 | 28.4 |
| felt constantly under stress | 34.8 | 32.0 | 38.5 | 36.2 | 38.4 |
| felt you couldn’t overcome difficulties | 18.1 | 17.0 | 19.3 | 17.5 | 19.9 |
| been feeling unhappy and depressed | 25.6 | 22.5 | 25.5 | 24.1 | 25.0 |
| been losing confidence in yourself | 18.3 | 16.6 | 16.6 | 16.4 | 17.7 |
| been thinking of yourself as a worthless person | 13.4 | 11.4 | 12.8 | 12.7 | 12.4 |
| % Elevated Psychological Distress (95 % CI) | 30.0 (27.8-32.2) | 26.5 (24.2-29.0) | 30.8 (28.9-32.8) | 29.6 (27.8-31.4) | 30.8 (28.8-32.8) |
| MALES | (1151) | (1018) | (1654) | (1934) | (1618) |
| been able to concentrate on whatever you’re doing | 10.1 | 11.1 | 10.4 | 10.2 | 10.5 |
| felt that you are playing a useful part in things | 7.4 | 9.2 | 9.2 | 8.3 | 8.5 |
| felt capable of making decisions about things | 4.4 | 5.4 | 5.0 | 5.7 | 3.6 |
| been able to enjoy your normal day-to-day activities | 8.6 | 10.0 | 10.9 | 9.6 | 7.3 |
| been able to face up to your problems | 9.1 | 9.0 | 7.0 | 8.9 | 6.7 |
| been feeling reasonably happy, all things considered | 13.0 | 13.0 | 12.9 | 12.3 | 11.2 |
| lost much sleep because were worried about something | 23.3 | 22.7 | 20.4 | 19.0 | 20.0 |
| felt constantly under stress | 28.3 | 28.3 | 28.0 | 28.7 | 27.8 |
| felt you couldn’t overcome difficulties | 13.9 | 15.6 | 13.2 | 12.7 | 12.1 |
| been feeling unhappy and depressed | 20.8 | 18.8 | 17.6 | 17.7 | 16.2 |
| been losing confidence in yourself | 13.7 | 14.9 | 12.5 | 11.1 | 11.1 |
| been thinking of yourself as a worthless person | 10.4 | 9.8 | 9.7 | 9.4 | 8.5 |
| % Elevated Psychological Distress (95 % CI) | 24.3 (21.4-27.6) | 23.3 (20.1-26.8) | 22.2 (19.8-24.8) | 22.2 (20.2-24.5) | 19.9 (17.8-22.2) |
| FEMALES | (1148) | (1043) | (1810) | (2144) | (1770) |
| been able to concentrate on whatever you’re doing | 16.3 | 14.6 | 17.6 | 16.6 | 20.2 |
| felt that you are playing a useful part in things | 12.5 | 9.2 | 11.9 | 12.6 | 11.5 |
| felt capable of making decisions about things | 6.6 | 6.1 | 8.4 | 8.2 | 9.6 |
| been able to enjoy your normal day-to-day activities | 12.7 | 12.7 | 15.8 | 15.6 | 14.5 |
| been able to face up to your problems | 11.1 | 10.1 | 12.6 | 14.0 | 17.3 |
| been feeling reasonably happy, all things considered | 19.1 | 18.0 | 23.7 | 23.2 | 24.3 |
| lost much sleep because were worried about something | 33.0 | 29.9 | 36.2 | 33.2 | 37.0 |
| felt constantly under stress | 41.4 | 35.7 | 48.0 | 44.0 | 49.3 |
| felt you couldn’t overcome difficulties | 22.4 | 18.4 | 24.9 | 22.6 | 28.0 |
| been feeling unhappy and depressed | 30.4 | 26.3 | 32.6 | 30.8 | 34.0 |
| been losing confidence in yourself | 23.0 | 18.3 | 20.3 | 21.9 | 24.5 |
| been thinking of yourself as a worthless person | 16.5 | 12.9 | 15.5 | 16.2 | 16.4 |
| % Elevated Psychological Distress (95 % CI) | 35.8 (32.8-38.8) | 29.6 (26.4-33.2) | 38.7 (36.3-41.2) | 37.3 (34.4-40.2) | 42.0 (39.0-45.1) |

(Continued...)

| GHQ-12 Screen “Over the last few weeks, have you....” | 1999 | 2001 | 2003 | 2005 | 2007 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| | % | % | % | % | % |
| GRADE 7 | (397) | (404) | (497) | (508) | (383) |
| been able to concentrate on whatever you’re doing | 6.4 | 7.9 | 9.9 | 5.1 | 4.9 |
| felt that you are playing a useful part in things | 6.8 | 6.1 | 9.6 | 7.9 | 5.0 |
| felt capable of making decisions about things | 3.4 | 4.7 | 6.4 | 6.6 | 2.8 |
| been able to enjoy your normal day-to-day activities | 7.8 | 6.6 | 9.4 | 9.0 | 5.1 |
| been able to face up to your problems | 5.0 | 7.6 | 8.5 | 11.5 | 5.3 |
| been feeling reasonably happy, all things considered | 10.6 | 11.7 | 16.1 | 14.9 | 8.8 |
| lost much sleep because were worried about something | 17.0 | 19.7 | 18.9 | 18.3 | 20.3 |
| felt constantly under stress | 18.2 | 18.6 | 20.9 | 22.0 | 21.6 |
| felt you couldn’t overcome difficulties | 11.1 | 10.6 | 9.0 | 11.2 | 11.5 |
| been feeling unhappy and depressed | 18.0 | 16.9 | 19.0 | 16.8 | 17.9 |
| been losing confidence in yourself | 12.5 | 13.7 | 11.4 | 13.7 | 10.8 |
| been thinking of yourself as a worthless person | 12.9 | 11.5 | 13.9 | 13.5 | 12.2 |
| % Elevated Psychological Distress (95 % CI) | 20.1 (15.7-25.4) | 15.9 (12.3-20.3) | 20.8 (16.9-25.4) | 21.7 (18.1-25.9) | 18.5 (14.8-22.8) |
| GRADE 8 | (407) | (379) | (512) | (501) | (418) |
| been able to concentrate on whatever you’re doing | 8.0 | 10.1 | 9.1 | 9.4 | 10.3 |
| felt that you are playing a useful part in things | 8.1 | 7.0 | 7.3 | 10.1 | 6.4 |
| felt capable of making decisions about things | 6.4 | 4.3 | 3.8 | 4.9 | 5.4 |
| been able to enjoy your normal day-to-day activities | 7.0 | 7.3 | 12.1 | 9.5 | 7.2 |
| been able to face up to your problems | 10.2 | 6.5 | 10.4 | 9.0 | 9.3 |
| been feeling reasonably happy, all things considered | 14.4 | 12.3 | 14.7 | 12.4 | 14.8 |
| lost much sleep because were worried about something | 25.3 | 21.8 | 22.3 | 20.3 | 20.0 |
| felt constantly under stress | 23.7 | 23.6 | 28.7 | 26.6 | 25.8 |
| felt you couldn’t overcome difficulties | 15.3 | 13.3 | 15.7 | 12.9 | 15.1 |
| been feeling unhappy and depressed | 20.8 | 20.0 | 20.8 | 22.1 | 18.0 |
| been losing confidence in yourself | 17.4 | 13.9 | 14.9 | 14.8 | 14.7 |
| been thinking of yourself as a worthless person | 16.2 | 10.8 | 14.2 | 12.5 | 11.8 |
| % Elevated Psychological Distress (95 % CI) | 24.3 (20.4-28.6) | 21.9 (17.3-27.4) | 23.6 (19.3-28.5) | 24.3 (18.3-31.6) | 22.7 (18.7-27.2) |
| GRADE 9 | (463) | (368) | (654) | (780) | (660) |
| been able to concentrate on whatever you’re doing | 12.1 | 13.7 | 12.9 | 12.2 | 11.9 |
| felt that you are playing a useful part in things | 12.2 | 11.7 | 8.9 | 10.6 | 11.4 |
| felt capable of making decisions about things | 5.2 | 8.1 | 5.3 | 6.5 | 5.6 |
| been able to enjoy your normal day-to-day activities | 11.0 | 11.8 | 10.7 | 13.2 | 10.2 |
| been able to face up to your problems | 9.6 | 11.9 | 7.0 | 9.0 | 11.2 |
| been feeling reasonably happy, all things considered | 17.8 | 15.0 | 14.6 | 18.1 | 18.1 |
| lost much sleep because were worried about something | 25.9 | 28.3 | 26.6 | 25.0 | 31.1 |
| felt constantly under stress | 30.4 | 31.5 | 32.3 | 32.6 | 35.2 |
| felt you couldn’t overcome difficulties | 17.1 | 16.9 | 17.7 | 16.6 | 17.2 |
| been feeling unhappy and depressed | 29.0 | 23.4 | 22.9 | 25.1 | 25.7 |
| been losing confidence in yourself | 21.0 | 16.6 | 15.7 | 15.8 | 17.7 |
| been thinking of yourself as a worthless person | 14.1 | 12.0 | 11.0 | 14.5 | 13.0 |
| % Elevated Psychological Distress (95 % CI) | 30.4 (25.1-36.4) | 29.8 (25.6-34.4) | 26.9 (23.4-30.6) | 29.0 (24.8-33.6) | 31.1 (26.3-36.4) |

(Continued...)

| GHQ-12 Screen “Over the last few weeks, have you....” | 1999 | 2001 | 2003 | 2005 | 2007 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| | % | % | % | % | % |
| GRADE 10 | (342) | (422) | (622) | (742) | (577) |
| been able to concentrate on whatever you’re doing | 14.8 | 9.2 | 14.0 | 15.6 | 15.6 |
| felt that you are playing a useful part in things | 8.9 | 9.4 | 11.5 | 8.8 | 10.4 |
| felt capable of making decisions about things | 6.8 | 5.0 | 7.1 | 5.6 | 5.8 |
| been able to enjoy your normal day-to-day activities | 10.6 | 12.6 | 16.2 | 12.4 | 12.7 |
| been able to face up to your problems | 14.5 | 7.4 | 8.3 | 12.6 | 13.3 |
| been feeling reasonably happy, all things considered | 17.1 | 14.4 | 19.5 | 18.2 | 19.4 |
| lost much sleep because were worried about something | 30.6 | 24.9 | 32.7 | 27.6 | 27.9 |
| felt constantly under stress | 41.2 | 31.2 | 41.5 | 38.3 | 41.3 |
| felt you couldn’t overcome difficulties | 19.9 | 17.3 | 21.6 | 18.0 | 19.2 |
| been feeling unhappy and depressed | 27.2 | 20.2 | 27.0 | 24.5 | 28.0 |
| been losing confidence in yourself | 18.4 | 17.0 | 15.7 | 16.2 | 18.7 |
| been thinking of yourself as a worthless person | 12.8 | 11.6 | 11.8 | 12.8 | 12.8 |
| % Elevated Psychological Distress (95 % CI) | 31.9 (26.8-37.5) | 23.8 (19.4-28.9) | 38.6 (34.1-43.2) | 28.8 (25.1-32.9) | 32.5 (27.5-37.9) |
| GRADE 11 | (393) | (288) | (620) | (819) | (684) |
| been able to concentrate on whatever you’re doing | 20.8 | 21.0 | 19.8 | 18.4 | 20.5 |
| felt that you are playing a useful part in things | 12.2 | 11.8 | 12.5 | 13.6 | 10.2 |
| felt capable of making decisions about things | 7.2 | 5.3 | 8.4 | 7.6 | 7.3 |
| been able to enjoy your normal day-to-day activities | 13.4 | 16.7 | 16.7 | 15.6 | 13.1 |
| been able to face up to your problems | 11.5 | 11.3 | 12.6 | 12.3 | 14.1 |
| been feeling reasonably happy, all things considered | 17.3 | 22.8 | 22.7 | 18.7 | 20.7 |
| lost much sleep because were worried about something | 36.1 | 32.7 | 34.2 | 33.1 | 31.7 |
| felt constantly under stress | 47.6 | 48.5 | 50.5 | 47.4 | 46.7 |
| felt you couldn’t overcome difficulties | 24.0 | 23.9 | 23.6 | 21.8 | 22.8 |
| been feeling unhappy and depressed | 28.3 | 29.4 | 32.3 | 27.7 | 27.8 |
| been losing confidence in yourself | 22.5 | 16.9 | 20.1 | 17.4 | 19.3 |
| been thinking of yourself as a worthless person | 13.6 | 11.3 | 14.1 | 12.6 | 12.7 |
| % Elevated Psychological Distress (95 % CI) | 39.8 (33.8-46.0) | 37.8 (31.8-44.1) | 38.6 (34.1-43.2) | 34.9 (30.7-39.5) | 34.9 (30.3-39.9) |
| GRADE 12 | (297) | (200) | (559) | (728) | (666) |
| been able to concentrate on whatever you’re doing | 16.3 | 18.6 | 17.2 | 18.5 | 25.0 |
| felt that you are playing a useful part in things | 9.9 | 7.8 | 12.8 | 11.1 | 14.6 |
| felt capable of making decisions about things | 3.6 | 7.3 | 9.0 | 9.7 | 11.2 |
| been able to enjoy your normal day-to-day activities | 13.6 | 13.8 | 14.5 | 15.3 | 15.3 |
| been able to face up to your problems | 9.9 | 14.1 | 12.4 | 13.8 | 16.5 |
| been feeling reasonably happy, all things considered | 18.6 | 18.9 | 22.6 | 22.6 | 22.2 |
| lost much sleep because were worried about something | 33.8 | 33.3 | 34.4 | 30.9 | 36.2 |
| felt constantly under stress | 49.1 | 45.0 | 52.0 | 48.7 | 54.2 |
| felt you couldn’t overcome difficulties | 20.8 | 22.5 | 25.4 | 23.8 | 30.5 |
| been feeling unhappy and depressed | 28.8 | 28.3 | 28.7 | 28.0 | 30.1 |
| been losing confidence in yourself | 16.2 | 24.4 | 20.6 | 19.9 | 23.0 |
| been thinking of yourself as a worthless person | 10.2 | 10.1 | 12.0 | 10.8 | 11.8 |
| % Elevated Psychological Distress (95 % CI) | 31.7 (27.0-36.7) | 32.9 (26.2-40.5) | 37.8 (33.3-42.5) | 37.5 (33.0-42.2) | 41.1 (36.6-45.8) |

(Continued...)

| GHQ-12 Screen “Over the last few weeks, have you....” | 1999 | 2001 | 2003 | 2005 | 2007 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| | % | % | % | % | % |
| TORONTO | (371) | (267) | (548) | (577) | (470) |
| been able to concentrate on whatever you’re doing | 11.8 | 14.8 | 15.5 | 14.1 | 15.7 |
| felt that you are playing a useful part in things | 8.9 | 10.0 | 12.6 | 11.2 | 10.0 |
| felt capable of making decisions about things | 6.8 | 5.7 | 7.8 | 8.1 | 6.6 |
| been able to enjoy your normal day-to-day activities | 9.8 | 12.4 | 13.9 | 13.2 | 10.7 |
| been able to face up to your problems | 14.0 | 6.6 | 10.4 | 12.4 | 11.5 |
| been feeling reasonably happy, all things considered | 17.7 | 19.2 | 17.9 | 19.2 | 14.4 |
| lost much sleep because were worried about something | 30.4 | 27.4 | 28.0 | 25.2 | 24.9 |
| felt constantly under stress | 37.0 | 34.9 | 39.3 | 39.0 | 33.2 |
| felt you couldn’t overcome difficulties | 13.8 | 16.6 | 19.9 | 19.2 | 18.8 |
| been feeling unhappy and depressed | 20.6 | 20.9 | 26.8 | 24.5 | 23.1 |
| been losing confidence in yourself | 16.0 | 19.7 | 17.3 | 18.6 | 16.6 |
| been thinking of yourself as a worthless person | 11.4 | 11.3 | 14.1 | 16.1 | 11.2 |
| % Elevated Psychological Distress (95 % CI) | 31.4 (26.1-37.2) | 27.5 (21.8-32.0) | 31.7 (28.1-35.6) | 31.7 (28.4-35.1) | 27.4 (22.2-33.4) |
| NORTH REGION | (424) | (599) | (746) | (728) | (421) |
| been able to concentrate on whatever you’re doing | 13.4 | 12.3 | 12.0 | 11.2 | 18.2 |
| felt that you are playing a useful part in things | 9.6 | 8.2 | 9.9 | 9.9 | 11.4 |
| felt capable of making decisions about things | 5.4 | 5.0 | 7.8 | 6.0 | 8.8 |
| been able to enjoy your normal day-to-day activities | 11.0 | 9.6 | 13.5 | 10.7 | 12.5 |
| been able to face up to your problems | 8.5 | 9.1 | 13.0 | 8.1 | 14.4 |
| been feeling reasonably happy, all things considered | 16.8 | 14.5 | 17.6 | 17.7 | 19.8 |
| lost much sleep because were worried about something | 23.9 | 26.2 | 27.0 | 30.0 | 32.7 |
| felt constantly under stress | 30.4 | 29.6 | 35.3 | 35.8 | 40.1 |
| felt you couldn’t overcome difficulties | 15.2 | 16.0 | 15.5 | 15.6 | 19.8 |
| been feeling unhappy and depressed | 22.2 | 20.5 | 25.9 | 25.8 | 29.1 |
| been losing confidence in yourself | 18.8 | 13.6 | 16.8 | 15.8 | 18.5 |
| been thinking of yourself as a worthless person | 11.2 | 11.3 | 13.9 | 13.3 | 14.3 |
| % Elevated Psychological Distress (95 % CI) | 26.9 (21.8-32.7) | 24.5 (20.6-28.9) | 29.1 (24.4-34.4) | 29.3 (23.7-35.6) | 36.2 (31.6-41.0) |
| WEST REGION | (769) | (718) | (1259) | (1437) | (1323) |
| been able to concentrate on whatever you’re doing | 14.1 | 12.7 | 13.6 | 13.2 | 14.0 |
| felt that you are playing a useful part in things | 10.0 | 8.9 | 9.6 | 11.0 | 8.6 |
| felt capable of making decisions about things | 5.0 | 6.4 | 6.4 | 6.7 | 5.5 |
| been able to enjoy your normal day-to-day activities | 11.0 | 12.7 | 12.9 | 12.6 | 9.6 |
| been able to face up to your problems | 9.6 | 10.2 | 8.9 | 10.6 | 10.9 |
| been feeling reasonably happy, all things considered | 15.5 | 15.7 | 18.7 | 17.5 | 17.6 |
| lost much sleep because were worried about something | 29.8 | 26.6 | 29.7 | 27.3 | 25.9 |
| felt constantly under stress | 36.2 | 30.9 | 36.9 | 37.8 | 37.5 |
| felt you couldn’t overcome difficulties | 19.7 | 16.6 | 19.8 | 18.1 | 18.6 |
| been feeling unhappy and depressed | 27.1 | 24.3 | 25.2 | 26.3 | 24.7 |
| been losing confidence in yourself | 17.9 | 15.9 | 16.4 | 16.5 | 17.1 |
| been thinking of yourself as a worthless person | 13.4 | 11.3 | 12.8 | 13.0 | 11.8 |
| % Elevated Psychological Distress (95 % CI) | 30.7 (27.1-34.6) | 26.8 (23.0-31.0) | 31.2 (28.1-34.4) | 30.6 (28.0-33.2) | 28.7 (25.8-31.8) |

(Continued...)

| GHQ-12 Screen “Over the last few weeks, have you....” | 1999 | 2001 | 2003 | 2005 | 2007 |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| | % | % | % | % | % |
| EAST REGION | (735) | (477) | (911) | (1336) | (1174) |
| been able to concentrate on whatever you’re doing | 12.6 | 12.0 | 14.8 | 13.6 | 16.0 |
| felt that you are playing a useful part in things | 10.4 | 9.5 | 11.0 | 9.5 | 11.2 |
| felt capable of making decisions about things | 5.4 | 5.3 | 6.4 | 6.7 | 7.4 |
| been able to enjoy your normal day-to-day activities | 10.5 | 9.5 | 13.9 | 12.6 | 12.0 |
| been able to face up to your problems | 9.1 | 10.8 | 10.0 | 12.5 | 12.8 |
| been feeling reasonably happy, all things considered | 15.6 | 13.1 | 18.9 | 17.0 | 18.8 |
| lost much sleep because were worried about something | 25.9 | 25.4 | 28.2 | 23.8 | 31.7 |
| felt constantly under stress | 33.0 | 32.6 | 41.1 | 33.1 | 41.2 |
| felt you couldn’t overcome difficulties | 19.1 | 18.3 | 19.3 | 16.5 | 21.8 |
| been feeling unhappy and depressed | 27.2 | 21.8 | 25.1 | 21.1 | 25.4 |
| been losing confidence in yourself | 20.0 | 16.5 | 16.4 | 15.3 | 18.7 |
| been thinking of yourself as a worthless person | 15.2 | 11.5 | 11.5 | 10.7 | 13.3 |
| % Elevated Psychological Distress | 29.2 | 26.0 | 30.2 | 27.6 | 33.5 |
| (95 % CI) | (25.9-32.7) | (22.3-30.2) | (26.7-34.1) | (24.2-31.2) | (30.0-37.2) |

Notes: (1) item percentages reflect responses “less/much less than usual” for positive statements, and “somewhat/much more than usual” for negative statements; (2) “Elevated Psychological Distress” is defined as reporting 3 or more of the 12 items (negative direction); (3) data based on a random half sample in each year; (4) numbers in parentheses are number of interviews; (5) no significant differences, 2007 vs. 2005; ^b 2007 vs. 1999, significant difference, $p < .01$.

Source: *OSDUHS*, Centre for Addiction and Mental Health

Table A3.4.4 Suicide Ideation, 2001–2007, Grades 7 to 12

| (N=) | | 2001 (2061) | 2003 (3464) | 2005 (4078) | 2007 (3388) |
|--------|---------|----------------------------|----------------------------|----------------------------|----------------------------|
| Total | | 11.4 (9.5-13.8) | 12.5 (11.1-14.2) | 11.2 (10.0-12.5) | 9.8 (8.6-11.1) |
| Sex | Males | 8.9 (7.0-11.3) | 7.9 (6.4-9.5) | 7.0 (5.8-8.5) | 5.9 (4.7-7.5) |
| | Females | 14.0 (11.2-17.3) | 16.8 (14.6-19.2) | 15.5 (13.4-17.9) | 13.7 (11.8-15.9) |
| Grade | 7 | 8.4 (5.7-12.2) | 9.8 (6.7-14.0) | 8.4 (5.7-12.1) | 7.9 (5.5-11.3) |
| | 8 | 12.5 (8.2-18.6) | 16.7 (11.1-24.3) | 11.6 (8.7-15.2) | 9.2 (6.6-12.8) |
| | 9 | 8.8 (4.9-15.3) | 11.1 (8.9-13.9) | 12.6 (10.2-15.4) | 11.5 (8.7-15.2) |
| | 10 | 12.8 (9.5-17.0) | 12.4 (9.1-16.8) | 13.1 (9.8-17.3) | 11.4 (8.9-14.5) |
| | 11 | 13.9 (9.8-19.4) | 14.8 (11.4-18.9) | 12.9 (10.5-15.8) | 10.0 (7.8-12.6) |
| | 12 | 14.1 (9.4-20.5) | 10.5 (8.1-13.4) | 8.8 (6.6-11.5) | 8.7 (6.3-11.8) |
| Region | Toronto | 11.0 (6.7-17.6) | 9.3 (6.8-12.6) | 10.8 (8.5-13.5) | 6.8 (4.8-9.5) |
| | North | 11.9 (9.5-14.8) | 13.0 (10.2-16.4) | 12.0 (10.0-14.3) | 11.7 (8.4-15.9) |
| | West | 12.1 (8.9-16.3) | 13.8 (11.3-16.7) | 12.8 (10.5-15.5) | 10.1 (8.4-12.1) |
| | East | 10.6 (7.6-14.7) | 12.5 (10.0-15.5) | 9.4 (7.7-11.5) | 10.5 (8.3-13.2) |

Notes: (1) entries in brackets are 95% confidence intervals; (2) asked of a random half sample in each year; (3) no significant changes between 2001 and 2007.

Q: *During the last 12 months, did you ever seriously consider attempting suicide?* (% responding “yes” is shown)

Source: *OSDUHS*, Centre for Addiction & Mental Health

Table A3.4.5 Body Image Belief and Desired Change in Weight, 2001– 2007, Grades 7 to 12

| | | 2001 % | 2003 % | 2005 % | 2007 % |
|---------------------|---------------------------|------------------|------------------|------------------|------------------|
| TOTAL SAMPLE | (N=) | (1837) | (3152) | (3648) | (2935) |
| Belief: | too thin (underweight) | 10.3 | 11.1 | 10.8 | 10.3 |
| | about right weight | 70.9 | 69.0 | 69.9 | 70.0 |
| | too fat (overweight) | 18.7 | 19.9 | 19.4 | 19.6 |
| Trying to: | lose weight | 31.3 | 29.1 | 28.8 | 28.0 |
| | gain weight | 12.2 | 11.6 | 12.0 | 13.4 |
| | keep from gaining weight | 18.3 | 20.8 | 22.1 | 22.7 |
| | not trying to do anything | 38.2 | 38.5 | 37.1 | 35.9 |
| MALES | | (899) | (1509) | (1786) | (1450) |
| Belief: | too thin | 12.9 | 15.8 | 14.8 | 13.4 |
| | about right weight | 73.4 | 70.7 | 70.8 | 72.0 |
| | too fat | 13.7 | 13.4 | 14.5 | 14.6 |
| Trying to: | lose weight | 21.2 | 18.4 | 20.8 | 20.3 |
| | gain weight | 18.5 | 18.4 | 18.2 | 20.0 |
| | keep from gaining weight | 16.9 | 14.8 | 18.6 | 19.1 |
| | not trying to do anything | 43.4 | 48.4 | 42.4 | 40.6 |
| FEMALES | | (938) | (1643) | (1862) | (1485) |
| Belief: | too thin | 7.9 | 6.7 | 6.4 | 6.9 |
| | about right weight | 68.6 | 67.3 | 68.9 | 67.9 |
| | too fat | 23.6 | 26.0 | 24.7 | 25.2 |
| Trying to: | lose weight | 40.9 | 39.2 | 37.5 | 36.7 |
| | gain weight | 6.2 | 5.4 | 5.2 | 6.0 |
| | keep from gaining weight | 19.6 | 26.3 | 26.0 | 26.7 |
| | not trying to do anything | 33.3 | 29.1 | 31.3 | 30.6 |
| GRADE 7 | | (346) | (450) | (453) | (338) |
| Belief: | too thin | 12.1 | 9.9 | 6.2 | 7.2 |
| | about right weight | 76.1 | 74.3 | 76.5 | 79.1 |
| | too fat | 11.8 | 15.8 | 17.2 | 13.6 |
| Trying to: | lose weight | 25.7 | 22.8 | 25.4 | 26.1 |
| | gain weight | 10.5 | 8.1 | 5.5 | 8.5 |
| | keep from gaining weight | 19.2 | 18.1 | 22.1 | 28.0 |
| | not trying to do anything | 44.6 | 51.1 | 47.0 | 33.4 |
| GRADE 8 | | (312) | (464) | (470) | (350) |
| Belief: | too thin | 10.5 | 9.9 | 9.4 | 9.4 |
| | about right weight | 68.1 | 74.3 | 75.3 | 72.7 |
| | too fat | 21.5 | 15.8 | 15.3 | 17.8 |
| Trying to: | lose weight | 32.3 | 25.2 | 26.7 | 25.7 |
| | gain weight | 9.7 | 8.6 | 9.4 | 8.2 |
| | keep from gaining weight | 22.2 | 25.1 | 24.8 | 23.8 |
| | not trying to do anything | 35.8 | 41.1 | 39.1 | 42.3 |
| GRADE 9 | | (334) | (600) | (691) | (561) |
| Belief: | too thin | 7.3 | 11.6 | 12.7 | 11.3 |
| | about right weight | 73.8 | 70.5 | 66.8 | 67.9 |
| | too fat | 18.9 | 17.9 | 20.5 | 20.8 |
| Trying to: | lose weight | 34.3 | 29.4 | 28.3 | 27.4 |
| | gain weight | 9.2 | 12.3 | 12.7 | 13.2 |
| | keep from gaining weight | 18.1 | 19.6 | 22.5 | 19.8 |
| | not trying to do anything | 38.4 | 38.7 | 36.5 | 39.5 |

(Continued...)

| | | 2001 % | 2003 % | 2005 % | 2007 % |
|---------------------|---------------------------|------------------|------------------|------------------|------------------|
| GRADE 10 | | (384) | (559) | (685) | (528) |
| Belief: | too thin | 7.7 | 11.7 | 9.9 | 9.8 |
| | about right weight | 73.8 | 64.2 | 68.8 | 68.7 |
| | too fat | 18.4 | 24.1 | 21.2 | 21.5 |
| Trying to: | lose weight | 34.3 | 32.2 | 29.7 | 28.3 |
| | gain weight | 11.0 | 11.9 | 11.3 | 12.4 |
| | keep from gaining weight | 16.8 | 21.6 | 23.6 | 20.6 |
| | not trying to do anything | 37.8 | 34.3 | 35.4 | 38.7 |
| GRADE 11 | | (273) | (568) | (718) | (589) |
| Belief: | too thin | 12.2 | 11.6 | 13.5 | 12.0 |
| | about right weight | 66.1 | 65.5 | 66.1 | 67.2 |
| | too fat | 21.7 | 23.0 | 20.3 | 20.8 |
| Trying to: | lose weight | 31.1 | 31.8 | 30.1 | 28.2 |
| | gain weight | 17.1 | 13.9 | 15.0 | 18.9 |
| | keep from gaining weight | 16.5 | 20.1 | 21.5 | 20.1 |
| | not trying to do anything | 35.3 | 34.2 | 33.4 | 32.8 |
| GRADE 12 | | (188) | (511) | (631) | (569) |
| Belief: | too thin | 15.4 | 11.8 | 12.1 | 11.4 |
| | about right weight | 63.0 | 67.0 | 67.1 | 66.7 |
| | too fat | 21.6 | 21.2 | 20.8 | 21.9 |
| Trying to: | lose weight | 27.4 | 31.5 | 31.7 | 31.2 |
| | gain weight | 18.5 | 13.9 | 16.7 | 17.0 |
| | keep from gaining weight | 17.6 | 20.6 | 18.9 | 24.2 |
| | not trying to do anything | 36.4 | 34.0 | 32.7 | 27.6 |
| TORONTO | | (266) | (549) | (595) | (473) |
| Belief: | too thin | 12.4 | 13.7 | 14.4 | 10.6 |
| | about right weight | 74.6 | 69.7 | 66.7 | 72.4 |
| | too fat | 13.0 | 16.6 | 18.8 | 17.0 |
| Trying to: | lose weight | 28.4 | 26.1 | 29.9 | 25.4 |
| | gain weight | 13.6 | 11.5 | 14.3 | 16.2 |
| | keep from gaining weight | 20.8 | 18.7 | 20.4 | 19.8 |
| | not trying to do anything | 37.2 | 43.7 | 35.3 | 38.6 |
| NORTH REGION | | (415) | (539) | (517) | (376) |
| Belief: | too thin | 8.3 | 9.7 | 10.8 | 9.7 |
| | about right weight | 67.5 | 70.4 | 70.8 | 68.8 |
| | too fat | 24.3 | 19.8 | 18.4 | 21.5 |
| Trying to: | lose weight | 31.2 | 26.8 | 27.3 | 28.1 |
| | gain weight | 11.9 | 10.6 | 10.9 | 9.4 |
| | keep from gaining weight | 19.5 | 19.9 | 21.9 | 22.2 |
| | not trying to do anything | 37.4 | 42.7 | 39.9 | 40.3 |
| WEST REGION | | (707) | (1254) | (1428) | (1316) |
| Belief: | too thin | 9.6 | 11.4 | 9.0 | 11.2 |
| | about right weight | 71.3 | 67.2 | 70.1 | 69.0 |
| | too fat | 19.1 | 21.4 | 20.9 | 19.8 |
| Trying to: | lose weight | 31.4 | 30.6 | 31.6 | 28.6 |
| | gain weight | 11.9 | 11.7 | 11.3 | 13.6 |
| | keep from gaining weight | 20.0 | 21.2 | 20.2 | 23.4 |
| | not trying to do anything | 36.8 | 36.6 | 36.8 | 34.4 |

(Continued...)

| | | 2001 % | 2003 % | 2005 % | 2007 % |
|--------------------|---------------------------|------------------|------------------|------------------|------------------|
| EAST REGION | | (449) | (810) | (1108) | (770) |
| Belief: | too thin | 10.6 | 9.3 | 11.0 | 8.8 |
| | about right weight | 68.8 | 70.9 | 71.4 | 70.5 |
| | too fat | 20.6 | 19.8 | 17.6 | 20.7 |
| Trying to: | lose weight | 33.4 | 29.5 | 24.4 | 28.9 |
| | gain weight | 11.7 | 12.0 | 11.6 | 12.1 |
| | keep from gaining weight | 13.5 | 21.7 | 25.9 | 23.5 |
| | not trying to do anything | 41.4 | 36.8 | 38.0 | 35.5 |

Notes: (1) numbers in parentheses are number of interviews; (2) data based on a random half sample in each year; (3) no significant differences between 2001 and 2007.

Qs: *Do you think of yourself as being too thin, about the right weight, or too fat?*
Which of the following are you doing about your weight?

Source: *OSDUHS*, Centre for Addiction and Mental Health

Table A3.5.1 Delinquent Behaviours During the Past Year, 1991– 2007

| | Grades 7-9-11 | | | | | | | | | Grades 7-12 | | | | |
|--------------------------------|---------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1991 % | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| TOTAL SAMPLE (N=) | (2961) | (2617) | (2907) | (1527) | (1168) | (1060) | (1771) | (2107) | (1727) | (2148) | (2061) | (3464) | (4078) | (3388) |
| vandalism | 19.8 | 20.0 | 20.7 | 18.8 | 22.9 | 14.8 | 15.9 | 15.3 | 15.9 | 24.1 | 16.3 | 15.1 | 15.3 | 15.8 |
| theft of goods worth \$50/less | 19.9 | 20.0 | 21.1 | 17.3 | 15.9 | 12.7 | 14.3 | 14.6 | 14.2 | 17.3 | 14.1 | 14.7 | 14.7 | 14.0 |
| assault | 19.6 | 17.3 | 19.7 | 22.0 | 20.3 | 12.3 | 12.5 | 10.9 | 10.6 | 19.9 | 12.8 | 11.5 | 11.7 | 10.6 |
| ran away from home | 9.1 | 8.8 | 8.9 | 8.2 | 8.4 | 7.0 | 10.8 | 9.4 | 9.6 | 8.4 | 7.4 | 10.2 | 9.2 | 9.7 |
| carried a weapon | — | 16.2 | 14.8 | 11.8 | 12.8 | 9.2 | 11.4 | 9.2 | 8.9 | 13.5 | 10.6 | 9.6 | 9.6 | 8.7 |
| car theft/ joyriding | 11.3 | 8.7 | 10.9 | 9.5 | 10.6 | 7.4 | 9.2 | 7.4 | 7.1 | 10.2 | 9.1 | 9.3 | 7.8 | 7.2 |
| sold marijuana or hashish | 3.1 | 4.0 | 7.2 | 6.4 | 7.2 | 8.4 | 7.8 | 7.2 | 6.1 | 7.8 | 10.1 | 8.3 | 7.6 | 6.8 |
| theft of goods worth > \$50 | 5.8 | 6.4 | 7.1 | 6.2 | 6.2 | 4.8 | 6.2 | 5.0 | 5.3 | 6.6 | 5.8 | 5.3 | 5.5 | 5.1 |
| gang fighting | 7.4 | 6.0 | 7.3 | 7.1 | 7.4 | 4.7 | 7.5 | 5.3 | 5.7 | 7.7 | 5.3 | 6.4 | 5.8 | 4.8 |
| break and entering | 6.2 | 6.1 | 6.8 | 6.6 | 6.2 | 4.7 | 5.0 | 4.2 | 4.4 | 6.4 | 5.0 | 4.4 | 4.7 | 4.6 |
| sold other drugs | 2.0 | 2.2 | 3.7 | 2.4 | 3.6 | 2.6 | 2.9 | 2.8 | 3.3 | 3.3 | 3.2 | 2.8 | 2.9 | 3.0 |
| carried a handgun | — | — | — | — | — | — | — | — | — | — | — | — | 1.9 | 1.5 |
| % 3+ acts (/11) (95% CI) | — | 17.1 (16.0-18.2) | 18.0 (16.3-19.7) | 15.5 (13.8-17.4) | 16.0 (13.8-18.6) | 13.0 (11.1-15.1) | 14.1 (12.2-16.2) | 12.8 (10.8-15.2) | 13.7 (11.7-15.9) | 17.5 (15.4-19.8) | 14.5 (12.8-16.4) | 13.7 (12.2-15.3) | 12.9 (11.4-14.6) | 13.1 (11.8-14.6) |
| MALES | (1554) | (1270) | (1412) | (723) | (582) | (529) | (888) | (1024) | (842) | (1101) | (1018) | (1654) | (1934) | (1618) |
| vandalism | 26.3 | 24.1 | 27.0 | 21.4 | 27.7 | 20.0 | 18.6 | 17.2 | 18.4 | 29.3 | 21.2 | 18.2 | 18.0 | 19.1 |
| theft of goods worth \$50/less | 26.1 | 22.0 | 25.4 | 19.0 | 18.8 | 15.5 | 17.4 | 16.6 | 15.8 | 20.9 | 17.5 | 17.9 | 16.5 | 16.2 |
| assault | 26.1 | 22.6 | 27.7 | 29.6 | 30.6 | 16.9 | 14.6 | 14.8 | 14.9 | 29.4 | 17.1 | 14.4 | 15.9 | 14.3 |
| ran away from home | 7.2 | 5.3 | 6.6 | 6.0 | 6.9 | 7.6 | 8.3 | 7.3 | 7.2 | 5.6 | 7.4 | 7.9 | 7.4 | 6.6 |
| carried a weapon | — | 23.6 | 23.7 | 18.6 | 20.8 | 15.3 | 16.4 | 14.7 | 12.1 | 21.5 | 17.0 | 14.9 | 14.9 | 13.2 |
| car theft/ joyriding | 15.6 | 11.6 | 14.4 | 12.5 | 15.0 | 10.2 | 12.9 | 8.5 | 8.8 | 12.5 | 12.5 | 12.7 | 8.8 | 8.3 |
| sold marijuana or hashish | 4.9 | 6.0 | 10.0 | 10.1 | 10.6 | 12.2 | 11.0 | 9.2 | 8.3 | 11.1 | 13.8 | 11.9 | 9.8 | 9.0 |
| theft of goods worth > \$50 | 8.9 | 8.8 | 10.3 | 9.3 | 9.0 | 7.5 | 8.7 | 6.2 | 6.4 | 9.1 | 8.2 | 8.0 | 6.7 | 6.2 |
| gang fighting | 10.7 | 8.3 | 10.7 | 10.4 | 9.8 | 8.7 | 9.6 | 7.8 | 8.9 | 11.6 | 8.4 | 9.0 | 8.6 | 7.1 |
| break and entering | 9.3 | 8.9 | 10.3 | 8.0 | 9.2 | 6.4 | 6.9 | 5.1 | 5.5 | 9.6 | 6.5 | 6.7 | 6.0 | 5.5 |
| sold other drugs | 2.9 | 2.3 | 4.8 | 4.0 | 5.9 | 3.9 | 4.4 | 3.7 | 4.3 | 5.2 | 4.8 | 4.3 | 3.9 | 3.7 |
| carried a handgun | — | — | — | — | — | — | — | — | — | — | — | — | 3.1 | 2.5 |
| % 3+ acts (/11) (95% CI) | — | 22.2 (19.8-24.7) | 24.4 (22.0-27.0) | 20.2 (17.1-23.6) | 22.9 (19.4-26.8) | 18.6 (15.5-22.2) | 16.9 (14.1-20.1) | 15.4 (12.4-19.0) | 16.2 (13.4-19.6) | 24.7 (21.5-28.1) | 19.9 (17.2-22.9) | 17.7 (15.7-19.9) | 16.1 (13.8-18.7) | 16.1 (14.0-18.4) |

(Continued...)

| | Grades 7-9-11 | | | | | | | | | Grades 7-12 | | | | |
|--------------------------------|---------------|----------------------------|---------------------------|---------------------------|--------------------------|--------------------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|---------------------------|--------------------------|---------------------------|
| | 1991 % | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| FEMALES | (1407) | (1347) | (1495) | (804) | (586) | (531) | (883) | (1083) | (885) | (1047) | (1043) | (1810) | (2144) | (1770) |
| vandalism | 12.6 | 16.1 | 14.8 | 16.4 | 18.2 | 9.5 | 13.2 | 13.2 | 13.4 | 18.9 | 11.6 | 12.3 | 12.4 | 12.6 |
| theft of goods worth \$50/less | 13.2 | 18.2 | 17.1 | 15.8 | 13.2 | 9.9 | 11.2 | 12.6 | 12.7 | 13.7 | 10.9 | 11.8 | 12.9 | 11.8 |
| assault | 12.5 | 12.2 | 12.2 | 15.1 | 10.0 | 7.7 | 10.5 | 6.9 | 6.4 | 10.4 | 8.6 | 8.9 | 7.2 | 6.8 |
| ran away from home | 11.1 | 12.1 | 11.1 | 10.1 | 9.8 | 6.5 | 13.2 | 11.6 | 11.9 | 11.2 | 7.4 | 12.3 | 11.0 | 13.0 |
| carried a weapon | — | 9.2 | 6.7 | 5.8 | 4.9 | 3.2 | 6.6 | 3.5 | 5.6 | 5.5 | 4.5 | 4.9 | 4.0 | 4.2 |
| car theft/ joyriding | 6.8 | 6.0 | 7.8 | 6.9 | 6.3 | 4.6 | 5.5 | 6.3 | 5.4 | 7.8 | 5.9 | 6.3 | 6.7 | 6.0 |
| sold marijuana or hashish | 1.2 | 2.1 | 4.6 | 3.2 | 3.9 | 4.7 | 4.6 | 5.0 | 3.9 | 4.4 | 6.5 | 5.1 | 5.3 | 4.5 |
| theft of goods worth > \$50 | 2.4 | 4.0 | 4.1 | 3.5 | 3.4 | 2.2 | 3.7 | 3.6 | 4.2 | 4.0 | 3.4 | 2.9 | 4.3 | 4.0 |
| gang fighting | 3.8 | 3.4 | 4.1 | 4.1 | 4.8 | 0.8 | 5.4 | 2.7 | 2.6 | 3.8 | 2.2 | 4.1 | 2.9 | 2.4 |
| break and entering | 2.7 | 3.4 | 3.6 | 5.4 | 3.2 | 3.1 | 3.1 | 3.4 | 3.4 | 3.2 | 3.5 | 2.4 | 3.3 | 3.7 |
| sold other drugs | 1.0 | 2.2 | 2.6 | 1.0 | 1.2 | 1.2 | 1.4 | 2.0 | 2.4 | 1.4 | 1.6 | 1.5 | 2.0 | 2.2 |
| carried a handgun | — | — | — | — | — | — | — | — | — | — | — | — | 0.6 | † |
| % 3+ acts (/11) (95% CI) | — | 12.3 (10.4-14.5) | 12.0 (9.6-14.8) | 11.4 (9.7-13.2) | 9.2 (6.6-12.6) | 7.4 (5.2-10.6) | 11.3 (8.8-14.3) | 10.2 (7.7-13.4) | 11.1 (8.6-14.2) | 10.2 (8.0-12.8) | 9.3 (7.5-11.5) | 10.1 (8.4-12.1) | 9.6 (7.9-11.5) | 10.1 (8.6-11.8) |
| GRADE 7 | (941) | (894) | (927) | (431) | (369) | (404) | (497) | (508) | (383) | (369) | (404) | (497) | (508) | (383) |
| vandalism | 15.4 | 19.6 | 16.3 | 16.2 | 18.9 | 10.3 | 14.7 | 9.6 | 6.7 | 18.9 | 10.3 | 14.7 | 9.6 | 6.7 |
| theft of goods worth \$50/less | 12.6 | 13.9 | 13.5 | 12.7 | 9.3 | 8.1 | 9.9 | 7.7 | 6.0 | 9.3 | 8.1 | 9.9 | 7.7 | 6.0 |
| assault | 18.3 | 19.6 | 22.5 | 27.7 | 17.1 | 13.5 | 11.1 | 8.6 | 8.1 | 17.1 | 13.5 | 11.1 | 8.6 | 8.1 |
| ran away from home | 7.2 | 7.4 | 7.1 | 7.5 | 7.4 | 7.2 | 9.7 | 7.4 | 5.0 | 7.4 | 7.2 | 9.7 | 7.4 | 5.0 |
| carried a weapon | — | 12.9 | 12.8 | 9.2 | 7.8 | 5.4 | 9.9 | 4.4 | 4.8 | 7.8 | 5.4 | 9.9 | 4.4 | 4.8 |
| car theft/ joyriding | 1.0 | 1.7 | 1.5 | 1.9 | 0.5 | 1.1 | 1.8 | 0.8 | 1.0 | 0.5 | 1.1 | 1.8 | 0.8 | 1.0 |
| sold marijuana or hashish | † | 1.3 | 1.2 | 1.3 | † | 0.8 | 2.0 | 0.7 | 1.0 | † | 0.8 | 2.0 | 0.7 | 1.0 |
| theft of goods worth > \$50 | 1.4 | 2.9 | 3.1 | 1.7 | 2.4 | 3.2 | 3.2 | 1.9 | 1.7 | 2.4 | 3.2 | 3.2 | 1.9 | 1.7 |
| gang fighting | 5.8 | 6.7 | 5.7 | 7.7 | 5.9 | 4.4 | 7.8 | 3.4 | 4.3 | 5.9 | 4.4 | 7.8 | 3.4 | 4.3 |
| break and entering | 2.4 | 5.5 | 4.3 | 6.2 | 3.1 | 2.1 | 2.7 | 1.7 | 1.6 | 3.1 | 2.1 | 2.7 | 1.7 | 1.6 |
| sold other drugs | † | 0.8 | 0.7 | 0.7 | † | 0.7 | 2.0 | 1.1 | † | † | 0.7 | 2.0 | 1.1 | † |
| carried a handgun | — | — | — | — | — | — | — | — | 0.9 | — | — | — | 1.0 | † |
| % 3+ acts (/11) (95% CI) | — | 13.2 (11.1-15.6) | 11.6 (9.8-13.5) | 11.8 (9.1-15.3) | 8.1 (5.8-11.3) | 7.6 (4.5-12.6) | 10.4 (7.0-15.2) | 6.4 (4.0-9.9) | 5.9 (3.8-9.0) | 8.1 (5.8-11.3) | 7.6 (4.5-12.6) | 10.4 (7.0-15.2) | 6.4 (4.0-9.9) | 5.9 (3.8-9.0) |

(Continued...)

| | Grades 7-9-11 | | | | | | | | | Grades 7-12 | | | | |
|--------------------------------|---------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1991 % | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| GRADE 8 | | | | | | | | | | (391) | (379) | (512) | (501) | (418) |
| vandalism | | | | | | | | | | 26.0 | 19.5 | 12.6 | 15.6 | 16.6 |
| theft of goods worth \$50/less | | | | | | | | | | 15.6 | 14.3 | 13.3 | 11.1 | 10.5 |
| assault | | | | | | | | | | 24.8 | 15.5 | 12.3 | 13.6 | 12.1 |
| ran away from home | | | | | | | | | | 9.2 | 9.7 | 9.5 | 9.8 | 9.2 |
| carried a weapon | | | | | | | | | | 15.2 | 9.6 | 6.6 | 8.6 | 10.2 |
| car theft/ joyriding | | | | | | | | | | 4.3 | 4.4 | 2.2 | 3.1 | 1.3 |
| sold marijuana or hashish | | | | | | | | | | 4.0 | 4.4 | 3.8 | 3.6 | 1.8 |
| theft of goods worth > \$50 | | | | | | | | | | 4.8 | 5.5 | 2.3 | 3.8 | 2.2 |
| gang fighting | | | | | | | | | | 9.8 | 4.4 | 3.7 | 7.3 | 5.3 |
| break and entering | | | | | | | | | | 6.8 | 4.0 | 2.2 | 5.3 | 2.8 |
| sold other drugs | | | | | | | | | | 2.3 | 1.5 | 2.2 | 2.1 | 1.0 |
| carried a handgun | | | | | | | | | | — | — | — | 1.6 | † |
| % 3+ acts (/11) (95% CI) | | | | | | | | | | 17.6 (12.4-24.4) | 15.1 (10.9-20.6) | 9.1 (6.0-13.5) | 10.7 (7.4-15.3) | 9.7 (6.3-14.5) |
| GRADE 9 | (897) | (1,003) | (1,050) | (563) | (442) | (368) | (654) | (780) | (660) | (442) | (368) | (654) | (780) | (660) |
| vandalism | 24.0 | 22.2 | 22.3 | 20.7 | 26.8 | 17.4 | 16.1 | 16.6 | 21.8 | 26.8 | 17.4 | 16.1 | 16.6 | 21.8 |
| theft of goods worth \$50/less | 24.5 | 23.3 | 23.6 | 16.6 | 16.9 | 15.4 | 13.7 | 16.4 | 17.8 | 16.9 | 15.4 | 13.7 | 16.4 | 17.8 |
| assault | 21.3 | 17.6 | 18.1 | 19.1 | 22.6 | 13.4 | 11.0 | 12.9 | 11.7 | 22.6 | 13.4 | 11.0 | 12.9 | 11.7 |
| ran away from home | 9.5 | 10.3 | 8.2 | 7.6 | 7.8 | 6.9 | 9.6 | 10.8 | 11.9 | 7.8 | 6.9 | 9.6 | 10.8 | 11.9 |
| carried a weapon | — | 18.9 | 14.7 | 12.6 | 13.4 | 12.6 | 12.2 | 11.5 | 11.3 | 13.4 | 12.6 | 12.2 | 11.5 | 11.3 |
| car theft/ joyriding | 14.2 | 9.4 | 9.3 | 6.4 | 9.4 | 7.2 | 7.8 | 7.5 | 5.9 | 9.4 | 7.2 | 7.8 | 7.5 | 5.9 |
| sold marijuana or hashish | 3.1 | 2.6 | 6.7 | 4.9 | 6.5 | 8.8 | 7.3 | 8.2 | 6.6 | 6.5 | 8.8 | 7.3 | 8.2 | 6.6 |
| theft of goods worth > \$50 | 7.1 | 6.6 | 8.0 | 7.3 | 6.3 | 6.0 | 5.5 | 5.3 | 6.0 | 6.3 | 6.0 | 5.5 | 5.3 | 6.0 |
| gang fighting | 8.3 | 7.1 | 8.4 | 5.5 | 8.7 | 6.4 | 8.0 | 6.4 | 6.3 | 8.7 | 6.4 | 8.0 | 6.4 | 6.3 |
| break and entering | 9.0 | 6.2 | 6.6 | 6.5 | 4.6 | 5.0 | 5.3 | 6.2 | 4.8 | 4.6 | 5.0 | 5.3 | 6.2 | 4.8 |
| sold other drugs | 2.1 | 2.5 | 2.9 | 2.0 | 2.0 | 2.3 | 2.9 | 3.4 | 3.4 | 2.0 | 2.3 | 2.9 | 3.4 | 3.4 |
| carried a handgun | | | | | | | | | 2.2 | — | — | — | 1.8 | 2.2 |
| % 3+ acts (/11) (95% CI) | — | 19.0 (17.3-20.9) | 17.4 (14.6-20.7) | 15.8 (12.8-19.3) | 16.6 (12.6-21.6) | 14.9 (12.0-18.3) | 13.3 (10.8-16.4) | 14.5 (10.8-19.1) | 16.9 (13.2-21.3) | 16.6 (12.6-21.6) | 14.9 (12.0-18.3) | 13.3 (10.8-16.4) | 14.5 (10.8-19.1) | 16.9 (13.2-21.3) |

(Continued...)

| | Grades 7-9-11 | | | | | | | | | Grades 7-12 | | | | |
|--------------------------------|---------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1991 % | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| GRADE 10 | | | | | | | | | | (296) | (422) | (622) | (742) | (577) |
| vandalism | | | | | | | | | | 34.2 | 20.0 | 16.3 | 17.3 | 17.0 |
| theft of goods worth \$50/less | | | | | | | | | | 24.8 | 16.6 | 17.5 | 17.1 | 15.6 |
| assault | | | | | | | | | | 23.5 | 13.5 | 10.1 | 14.4 | 10.4 |
| ran away from home | | | | | | | | | | 10.6 | 7.7 | 11.6 | 10.8 | 11.1 |
| carried a weapon | | | | | | | | | | 18.3 | 15.9 | 8.6 | 12.6 | 8.6 |
| car theft/ joyriding | | | | | | | | | | 12.8 | 14.5 | 13.3 | 7.8 | 7.0 |
| sold marijuana or hashish | | | | | | | | | | 12.8 | 15.5 | 10.4 | 10.0 | 9.3 |
| theft of goods worth > \$50 | | | | | | | | | | 9.3 | 8.4 | 5.1 | 7.3 | 6.1 |
| gang fighting | | | | | | | | | | 10.3 | 6.7 | 5.2 | 7.0 | 4.1 |
| break and entering | | | | | | | | | | 8.1 | 6.7 | 4.8 | 7.5 | 6.1 |
| sold other drugs | | | | | | | | | | 3.5 | 4.8 | 2.3 | 3.4 | 3.6 |
| carried a handgun | | | | | | | | | | — | — | — | 2.7 | 1.5 |
| % 3+ acts (/11) (95% CI) | | | | | | | | | | 26.4 (20.1-33.8) | 17.6 (14.1-21.8) | 16.8 (13.3-21.1) | 15.4 (12.2-19.3) | 14.4 (11.8-17.6) |
| GRADE 11 | (1,123) | (720) | (930) | (533) | (357) | (288) | (620) | (819) | (684) | (357) | (288) | (620) | (819) | (684) |
| vandalism | 19.8 | 18.1 | 22.7 | 19.1 | 21.4 | 16.0 | 16.6 | 19.3 | 18.1 | 21.4 | 16.0 | 16.6 | 19.3 | 18.1 |
| theft of goods worth \$50/less | 22.3 | 21.7 | 24.8 | 21.9 | 20.1 | 14.0 | 18.2 | 19.5 | 18.0 | 20.1 | 14.0 | 18.2 | 19.5 | 18.0 |
| assault | 19.1 | 15.2 | 18.9 | 19.9 | 20.1 | 9.5 | 15.1 | 11.0 | 11.9 | 20.1 | 9.5 | 15.1 | 11.0 | 11.9 |
| ran away from home | 10.3 | 8.5 | 11.1 | 9.3 | 9.8 | 7.1 | 12.6 | 9.9 | 11.3 | 9.8 | 7.1 | 12.6 | 9.9 | 11.3 |
| carried a weapon | — | 16.2 | 16.6 | 13.3 | 16.2 | 8.5 | 11.8 | 11.3 | 10.1 | 16.2 | 8.5 | 11.8 | 11.3 | 10.1 |
| car theft/ joyriding | 18.0 | 13.9 | 20.3 | 19.0 | 20.1 | 14.3 | 16.2 | 13.8 | 13.7 | 20.1 | 14.3 | 16.2 | 13.8 | 13.7 |
| sold marijuana or hashish | 5.4 | 7.8 | 12.8 | 12.3 | 13.8 | 16.1 | 12.6 | 12.5 | 10.2 | 13.8 | 16.1 | 12.6 | 12.5 | 10.2 |
| theft of goods worth > \$50 | 8.7 | 9.0 | 9.4 | 9.1 | 9.2 | 5.1 | 9.1 | 7.5 | 7.7 | 9.2 | 5.1 | 9.1 | 7.5 | 7.7 |
| gang fighting | 7.9 | 4.4 | 7.5 | 8.0 | 6.9 | 2.8 | 6.8 | 6.0 | 6.4 | 6.9 | 2.8 | 6.8 | 6.0 | 6.4 |
| break and entering | 7.0 | 6.6 | 9.0 | 7.1 | 10.4 | 7.2 | 6.4 | 4.6 | 6.6 | 10.4 | 7.2 | 6.4 | 4.6 | 6.6 |
| sold other drugs | 3.3 | 3.2 | 6.9 | 4.2 | 8.3 | 5.0 | 3.6 | 4.0 | 6.3 | 8.3 | 5.0 | 3.6 | 4.0 | 6.3 |
| carried a handgun | | | | | | | | | 2.6 | — | — | — | 2.2 | 2.6 |
| % 3+ acts (/11) (95% CI) | — | 18.4 (16.4-20.6) | 23.7 (20.6-27.1) | 18.4 (15.2-22.0) | 21.6 (17.0-27.0) | 16.2 (11.8-21.9) | 17.6 (14.0-21.9) | 17.4 (14.6-20.7) | 17.3 (13.6-21.7) | 21.6 (17.0-27.0) | 16.2 (11.8-21.9) | 17.6 (14.0-21.9) | 17.4 (14.6-20.7) | 17.3 (13.6-21.7) |

(Continued...)

| | Grades 7-9-11 | | | | | | | | | Grades 7-12 | | | | |
|--------------------------------|---------------|----------------------------|---------------------------|----------------------------|----------------------------|--------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|----------------------------|----------------------------|----------------------------|
| | 1991 % | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| GRADE 12 | | | | | | | | | | (293) | (200) | (559) | (728) | (666) |
| vandalism | | | | | | | | | | 16.7 | 11.9 | 13.3 | 13.2 | 14.0 |
| theft of goods worth \$50/less | | | | | | | | | | 18.0 | 15.9 | 14.0 | 16.2 | 14.9 |
| assault | | | | | | | | | | 9.0 | 9.6 | 9.0 | 9.5 | 9.5 |
| ran away from home | | | | | | | | | | 5.6 | 5.6 | 7.5 | 6.5 | 9.4 |
| carried a weapon | | | | | | | | | | 9.6 | 8.3 | 8.0 | 8.7 | 7.1 |
| car theft/ joyriding | | | | | | | | | | 12.9 | 14.4 | 11.4 | 12.6 | 12.0 |
| sold marijuana or hashish | | | | | | | | | | 10.0 | 15.5 | 11.6 | 10.3 | 10.0 |
| theft of goods worth > \$50 | | | | | | | | | | 7.5 | 7.1 | 5.4 | 6.8 | 6.1 |
| gang fighting | | | | | | | | | | 4.4 | 4.9 | 6.7 | 4.7 | 2.9 |
| break and entering | | | | | | | | | | 5.5 | 4.0 | 4.3 | 2.8 | 5.1 |
| sold other drugs | | | | | | | | | | 3.2 | 5.1 | 3.7 | 3.5 | 3.2 |
| carried a handgun | | | | | | | | | | — | — | — | 2.1 | 1.0 |
| % 3+ acts (/11) (95% CI) | | | | | | | | | | 14.8 (9.9-21.5) | 15.1 (9.3-23.7) | 13.0 (10.0-16.8) | 12.9 (10.2-16.1) | 13.4 (10.6-16.9) |
| TORONTO | (601) | (642) | (647) | (351) | (217) | (179) | (284) | (317) | (245) | (369) | (267) | (548) | (577) | (470) |
| vandalism | 18.4 | 17.0 | 18.6 | 17.6 | 18.6 | 11.7 | 17.5 | 14.1 | 11.4 | 17.6 | 13.0 | 16.1 | 15.3 | 14.4 |
| theft of goods worth \$50/less | 22.9 | 20.2 | 19.2 | 16.8 | 14.9 | 9.2 | 12.5 | 14.4 | 13.8 | 13.0 | 10.5 | 14.3 | 15.8 | 12.8 |
| assault | 17.5 | 12.7 | 15.1 | 26.1 | 20.3 | 7.4 | 10.2 | 10.7 | 6.8 | 17.9 | 9.1 | 8.8 | 11.0 | 9.6 |
| ran away from home | 6.6 | 7.1 | 5.0 | 6.2 | 5.3 | 3.4 | 5.7 | 5.7 | 5.9 | 5.4 | 4.5 | 6.2 | 7.6 | 5.5 |
| carried a weapon | — | 16.4 | 13.5 | 11.3 | 15.4 | 6.8 | 13.6 | 7.5 | 8.0 | 11.9 | 7.9 | 11.4 | 7.7 | 8.5 |
| car theft/ joyriding | 8.7 | 8.7 | 8.1 | 8.4 | 10.0 | 4.1 | 6.9 | 5.2 | 3.9 | 8.2 | 4.1 | 8.3 | 8.2 | 4.6 |
| sold marijuana or hashish | 4.4 | 2.8 | 5.7 | 4.9 | 4.5 | 5.7 | 8.9 | 4.6 | 3.6 | 4.4 | 5.1 | 10.6 | 4.6 | 4.2 |
| theft of goods worth > \$50 | 7.6 | 6.2 | 6.5 | 4.4 | 8.1 | 4.4 | 9.1 | 5.3 | 4.8 | 6.0 | 5.9 | 7.4 | 6.4 | 6.7 |
| gang fighting | 7.8 | 5.8 | 7.7 | 10.4 | 10.0 | 4.2 | 8.4 | 7.0 | 3.4 | 8.7 | 3.7 | 6.6 | 7.4 | 4.1 |
| break and entering | 4.3 | 6.1 | 7.0 | 5.6 | 4.0 | 3.1 | 4.0 | 2.0 | 3.4 | 3.3 | 3.6 | 3.8 | 3.9 | 3.9 |
| sold other drugs | 2.6 | 1.6 | 1.8 | 2.2 | 2.0 | 1.2 | 2.4 | 2.5 | 0.8 | 1.4 | 1.7 | 2.0 | 2.4 | 1.7 |
| carried a handgun | | | | | | | | | | — | — | — | 2.2 | 1.7 |
| % 3+ acts (/11) (95% CI) | — | 15.1 (12.6-17.9) | 13.9 (9.7-19.6) | 15.8 (11.0-22.2) | 14.9 (10.0-21.6) | 9.2 (7.1-11.9) | 13.2 (9.7-17.8) | 10.2 (6.7-15.2) | 8.6 (5.4-13.2) | 12.8 (9.0-18.0) | 11.0 (7.3-16.2) | 13.6 (11.0-16.9) | 12.4 (9.4-16.3) | 10.5 (7.9-13.9) |

(Continued...)

| | Grades 7-9-11 | | | | | | | | | Grades 7-12 | | | | |
|--------------------------------|---------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | 1991 % | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| NORTH REGION | (256) | (156) | (220) | (145) | (151) | (268) | (389) | (404) | (204) | (384) | (599) | (746) | (728) | (421) |
| vandalism | 23.3 | 21.4 | 17.2 | 15.1 | 25.9 | 15.3 | 19.1 | 16.3 | 21.2 | 23.0 | 15.7 | 16.6 | 15.5 | 19.2 |
| theft of goods worth \$50/less | 17.2 | 19.6 | 17.4 | 14.8 | 20.3 | 9.0 | 16.4 | 18.7 | 9.7 | 16.7 | 9.6 | 15.6 | 15.3 | 13.4 |
| assault | 24.0 | 16.3 | 15.2 | 16.0 | 17.5 | 10.1 | 15.6 | 12.2 | 9.8 | 16.7 | 13.1 | 15.1 | 12.2 | 10.7 |
| ran away from home | 9.2 | 10.8 | 12.7 | 6.1 | 11.9 | 7.5 | 15.1 | 14.0 | 8.0 | 8.2 | 6.2 | 14.8 | 12.9 | 11.2 |
| carried a weapon | — | 14.8 | 15.9 | 18.0 | 13.9 | 8.6 | 12.5 | 9.0 | 11.1 | 12.1 | 11.3 | 9.5 | 9.6 | 12.0 |
| car theft/ joyriding | 17.7 | 11.1 | 11.0 | 10.1 | 10.5 | 6.5 | 11.0 | 9.2 | 6.3 | 11.9 | 8.4 | 9.4 | 10.5 | 8.5 |
| sold marijuana or hashish | 4.4 | 5.8 | 11.0 | 9.6 | 6.8 | 5.2 | 12.3 | 6.8 | 9.0 | 7.9 | 5.8 | 9.8 | 8.0 | 9.2 |
| theft of goods worth > \$50 | 4.5 | 9.2 | 4.0 | 5.4 | 6.0 | 5.1 | 6.0 | 5.8 | 5.6 | 4.1 | 3.8 | 4.9 | 4.8 | 6.9 |
| gang fighting | 9.5 | 9.6 | 3.6 | 4.3 | 3.7 | 6.2 | 7.2 | 5.8 | 3.7 | 4.5 | 5.4 | 5.4 | 6.4 | 4.5 |
| break and entering | 10.0 | 11.0 | 1.7 | 10.6 | 7.1 | 4.1 | 8.0 | 5.8 | 3.4 | 7.8 | 5.2 | 7.6 | 6.2 | 6.4 |
| sold other drugs | 4.4 | 2.6 | 8.2 | 2.4 | 1.3 | 1.3 | 4.1 | 1.6 | 3.6 | 3.0 | 2.1 | 3.6 | 2.4 | 3.3 |
| carried a handgun | — | — | — | — | — | — | — | — | — | — | — | — | 1.9 | 1.4 |
| % 3+ acts (/11) (95% CI) | — | 21.8 (16.2-28.7) | 19.6 (13.3-28.0) | 14.7 (8.5-24.1) | 16.1 (10.3-24.1) | 11.0 (7.3-16.2) | 16.8 (12.4-22.3) | 16.7 (11.0-24.6) | 11.8 (7.2-18.6) | 16.2 (12.0-21.7) | 11.6 (8.3-15.9) | 15.6 (12.3-19.7) | 15.6 (11.7-20.6) | 15.1 (11.1-20.2) |
| WEST REGION | (1252) | (1122) | (1242) | (575) | (406) | (359) | (648) | (701) | (667) | (763) | (718) | (1259) | (1437) | (1323) |
| vandalism | 18.5 | 20.6 | 21.8 | 19.7 | 23.2 | 15.8 | 15.4 | 14.8 | 16.3 | 25.6 | 16.3 | 14.8 | 15.5 | 15.9 |
| theft of goods worth \$50/less | 18.1 | 18.1 | 21.8 | 18.7 | 16.8 | 15.3 | 14.2 | 13.2 | 14.0 | 19.8 | 16.6 | 14.4 | 15.4 | 15.1 |
| assault | 20.4 | 19.2 | 22.1 | 22.6 | 22.0 | 15.6 | 12.1 | 11.9 | 14.1 | 22.2 | 13.3 | 12.0 | 13.2 | 11.9 |
| ran away from home | 9.2 | 9.2 | 8.8 | 8.9 | 8.7 | 9.2 | 11.1 | 10.7 | 9.3 | 8.6 | 9.7 | 10.6 | 9.9 | 9.2 |
| carried a weapon | — | 16.3 | 14.8 | 10.1 | 12.8 | 8.9 | 11.1 | 11.2 | 10.0 | 14.5 | 9.7 | 9.5 | 11.7 | 8.6 |
| car theft/ joyriding | 10.5 | 8.3 | 11.2 | 9.9 | 11.8 | 8.8 | 10.6 | 8.6 | 7.6 | 10.5 | 10.9 | 10.4 | 8.0 | 7.7 |
| sold marijuana or hashish | 2.5 | 4.9 | 7.7 | 6.1 | 7.3 | 11.0 | 7.3 | 7.4 | 6.1 | 9.3 | 13.2 | 7.8 | 8.7 | 6.9 |
| theft of goods worth > \$50 | 4.9 | 5.5 | 7.1 | 7.0 | 5.0 | 5.4 | 5.6 | 5.0 | 5.8 | 7.3 | 5.8 | 5.1 | 6.0 | 4.6 |
| gang fighting | 7.2 | 5.1 | 7.6 | 6.3 | 7.9 | 4.5 | 7.3 | 5.6 | 7.0 | 8.9 | 5.0 | 6.3 | 6.3 | 4.8 |
| break and entering | 5.8 | 4.9 | 6.7 | 5.8 | 6.6 | 6.8 | 4.8 | 3.9 | 5.0 | 7.5 | 5.7 | 4.0 | 4.8 | 4.5 |
| sold other drugs | 1.6 | 2.6 | 3.4 | 2.3 | 3.9 | 3.3 | 3.1 | 3.3 | 3.2 | 4.2 | 4.6 | 3.2 | 3.5 | 2.7 |
| carried a handgun | — | — | — | — | — | — | — | — | — | — | — | — | 2.2 | 1.2 |
| % 3+ acts (/11) (95% CI) | — | 15.9 (14.5-17.5) | 19.1 (17.1-21.2) | 15.4 (12.6-18.7) | 15.8 (12.8-19.3) | 16.1 (12.7-20.2) | 14.4 (11.9-17.3) | 14.5 (11.9-17.7) | 14.7 (11.8-18.0) | 19.0 (15.4-23.2) | 16.4 (13.7-19.4) | 14.3 (12.1-16.8) | 14.8 (12.8-17.1) | 13.5 (11.6-15.6) |

(Continued...)

| | Grades 7-9-11 | | | | | | | | | Grades 7-12 | | | | |
|--------------------------------|---------------|----------------------------|----------------------------|----------------------------|----------------------------|---------------------------|---------------------------|---------------------------|----------------------------|----------------------------|----------------------------|---------------------------|---------------------------|----------------------------|
| | 1991 % | 1993 % | 1995 % | 1997 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % | 1999 % | 2001 % | 2003 % | 2005 % | 2007 % |
| EAST REGION | (852) | (697) | (798) | (456) | (394) | (254) | (450) | (685) | (611) | (632) | (477) | (911) | (1336) | (1174) |
| vandalism | 21.6 | 20.6 | 21.4 | 19.1 | 24.4 | 16.1 | 14.7 | 16.0 | 16.6 | 26.1 | 18.8 | 14.4 | 14.9 | 15.9 |
| theft of goods worth \$50/less | 21.3 | 23.0 | 22.4 | 16.4 | 14.6 | 13.5 | 14.9 | 15.2 | 15.5 | 16.5 | 14.5 | 15.2 | 13.4 | 13.5 |
| assault | 18.6 | 17.9 | 20.4 | 20.3 | 18.5 | 12.8 | 13.7 | 9.6 | 8.8 | 18.6 | 14.4 | 11.3 | 10.2 | 9.6 |
| ran away from home | 10.4 | 8.9 | 10.6 | 8.8 | 9.0 | 7.2 | 12.1 | 8.5 | 11.6 | 10.0 | 6.5 | 10.8 | 8.2 | 11.8 |
| carried a weapon | — | 16.3 | 15.4 | 12.9 | 11.2 | 12.2 | 10.2 | 7.8 | 7.7 | 13.4 | 13.6 | 8.8 | 8.0 | 8.3 |
| car theft/ joyriding | 12.4 | 8.8 | 12.5 | 9.5 | 9.6 | 8.8 | 8.0 | 6.7 | 8.1 | 10.2 | 10.3 | 8.3 | 6.7 | 7.4 |
| sold marijuana or hashish | 2.7 | 3.1 | 6.5 | 7.0 | 8.9 | 8.3 | 6.4 | 8.1 | 6.7 | 7.5 | 10.5 | 7.3 | 7.7 | 7.3 |
| theft of goods worth > \$50 | 6.5 | 6.9 | 8.3 | 6.3 | 6.8 | 4.5 | 5.3 | 4.5 | 4.9 | 6.5 | 6.3 | 4.5 | 4.6 | 4.6 |
| gang fighting | 6.8 | 6.6 | 7.5 | 7.0 | 5.7 | 5.2 | 7.4 | 4.1 | 5.7 | 6.4 | 6.7 | 6.8 | 4.3 | 5.2 |
| break and entering | 6.9 | 6.3 | 8.4 | 7.3 | 6.8 | 3.4 | 5.0 | 5.2 | 4.4 | 6.4 | 4.7 | 4.6 | 4.5 | 4.7 |
| sold other drugs | 1.6 | 2.0 | 3.9 | 2.8 | 4.4 | 3.3 | 2.6 | 2.9 | 4.5 | 3.2 | 2.3 | 2.6 | 2.7 | 3.8 |
| carried a handgun | — | — | — | — | — | — | — | — | — | — | — | — | 1.3 | 1.7 |
| % 3+ acts (/11) (95% CI) | — | 18.9 (17.5-20.3) | 18.4 (15.4-21.7) | 15.6 (14.0-17.4) | 17.0 (12.7-22.4) | 12.6 (9.2-17.1) | 13.4 (9.4-18.6) | 11.1 (7.6-16.1) | 15.1 (11.3-19.8) | 18.4 (15.2-22.0) | 15.2 (12.0-19.2) | 12.3 (9.6-15.7) | 10.4 (7.7-13.9) | 13.5 (11.1-16.4) |

Notes: (1) acts are listed in descending order according to 2007 total sample percentages; (2) item percentages reflect engaging in the activity at least once in the 12 months before the survey; (3) the calculation of 3 or more activities out of 11 excludes “carried a handgun” because this item began in 2005; (4) numbers in parentheses are the number of interviews; (5) — indicates data not available; (6) † estimate suppressed, < 0.5%; (7) data based on a random half sample in each year from 1997 to 2007.

Source: *OSDUHS*, Centre for Addiction and Mental Health

Table A3.5.2 Violence on School Property: Physical Fighting, and Been Threatened or Injured with a Weapon During the Past Year, 2001 – 2007, Grades 7 to 12

| | | 2001 | 2003 | 2005 | 2007 |
|--|------|--------|--------|--------|--------|
| | | % | % | % | % |
| TOTAL | (N=) | (2061) | (3464) | (4078) | (3388) |
| Number of physical fights at school: | None | 83.1 | 82.4 | 81.9 | 84.1 |
| | One | 10.6 | 10.6 | 11.1 | 8.5 |
| | 2+ | 6.2 | 7.0 | 7.0 | 7.3 |
| Number times threatened/injured with a weapon: | None | — | 92.3 | 91.8 | 91.4 |
| | Once | — | 4.5 | 5.0 | 5.1 |
| | 2+ | — | 3.2 | 3.2 | 3.5 |
| MALES | | (1018) | (1654) | (1934) | (1618) |
| Number of physical fights at school: | None | 74.9 | 73.2 | 72.9 | 76.0 |
| | One | 15.0 | 15.5 | 16.0 | 13.0 |
| | 2+ | 10.1 | 11.3 | 11.1 | 11.0 |
| Number times threatened/injured with a weapon: | None | — | 89.9 | 88.4 | 89.0 |
| | Once | — | 5.9 | 6.9 | 6.0 |
| | 2+ | — | 4.2 | 4.7 | 5.0 |
| FEMALES | | (1043) | (1810) | (2144) | (1770) |
| Number of physical fights at school: | None | 91.2 | 90.8 | 91.3 | 92.5 |
| | One | 6.3 | 6.1 | 6.0 | 3.9 |
| | 2+ | 2.5 | 3.1 | 2.8 | 3.6 |
| Number times threatened/injured with a weapon: | None | — | 94.5 | 95.2 | 94.0 |
| | Once | — | 3.2 | 3.0 | 4.1 |
| | 2+ | — | 2.3 | 1.8 | 1.9 |
| GRADE 7 | | (404) | (497) | (508) | (383) |
| Number of physical fights at school: | None | 76.2 | 70.3 | 69.8 | 77.1 |
| | One | 16.1 | 15.6 | 16.3 | 10.6 |
| | 2+ | 7.7 | 14.1 | 13.9 | 12.3 |
| Number times threatened/injured with a weapon: | None | — | 92.7 | 93.0 | 90.7 |
| | Once | — | 3.2 | 6.1 | 5.5 |
| | 2+ | — | 4.1 | 0.9 | 3.8 |
| GRADE 8 | | (379) | (512) | (501) | (418) |
| Number of physical fights at school: | None | 75.0 | 74.0 | 76.6 | 73.8 |
| | One | 14.1 | 14.5 | 12.3 | 13.0 |
| | 2+ | 10.9 | 11.6 | 11.1 | 13.2 |
| Number times threatened/injured with a weapon: | None | — | 90.2 | 91.5 | 89.9 |
| | Once | — | 5.9 | 5.3 | 6.2 |
| | 2+ | — | 3.8 | 4.2 | 3.8 |
| GRADE 9 | | (368) | (654) | (780) | (660) |
| Number of physical fights at school: | None | 80.5 | 92.3 | 83.5 | 81.9 |
| | One | 11.3 | 4.4 | 10.8 | 10.7 |
| | 2+ | 8.2 | 3.3 | 5.8 | 7.4 |
| Number times threatened/injured with a weapon: | None | — | 80.4 | 90.8 | 89.2 |
| | Once | — | 13.0 | 5.0 | 7.2 |
| | 2+ | — | 6.6 | 4.2 | 3.6 |
| GRADE 10 | | (422) | (622) | (742) | (577) |
| Number of physical fights at school: | None | 87.8 | 85.5 | 84.6 | 88.4 |
| | One | 8.2 | 9.6 | 10.8 | 7.0 |
| | 2+ | 4.0 | 4.9 | 5.8 | 4.6 |
| Number times threatened/injured with a weapon: | None | — | 90.0 | 90.8 | 91.8 |
| | Once | — | 7.0 | 4.4 | 4.2 |
| | 2+ | — | 3.0 | 4.8 | 4.1 |

| | | 2001 | 2003 | 2005 | 2007 |
|--|------|-------|--------|--------|--------|
| | | % | % | % | % |
| GRADE 11 | | (288) | (620) | (819) | (684) |
| Number of physical fights at school: | None | 92.0 | 89.0 | 87.0 | 87.9 |
| | One | 6.7 | 7.4 | 8.7 | 5.7 |
| | 2+ | 1.3 | 3.6 | 4.3 | 6.4 |
| Number times threatened/injured with a weapon: | None | — | 93.2 | 90.4 | 91.4 |
| | Once | — | 3.6 | 5.3 | 4.6 |
| | 2+ | — | 3.2 | 4.3 | 4.0 |
| GRADE 12 | | (200) | (559) | (728) | (666) |
| Number of physical fights at school: | None | 88.7 | 91.2 | 88.6 | 92.6 |
| | One | 6.2 | 5.2 | 8.2 | 5.2 |
| | 2+ | 5.0 | 3.6 | 3.3 | 2.2 |
| Number times threatened/injured with a weapon: | None | — | 95.4 | 93.9 | 94.8 |
| | Once | — | 2.7 | 4.0 | 3.2 |
| | 2+ | — | 1.9 | 2.1 | 2.0 |
| TORONTO | | (267) | (548) | (577) | (470) |
| Number of physical fights at school: | None | 86.1 | 85.4 | 78.9 | 82.8 |
| | One | 9.2 | 8.0 | 12.6 | 7.7 |
| | 2+ | 4.7 | 6.5 | 8.5 | 9.5 |
| Number times threatened/injured with a weapon: | None | — | 92.2 | 90.4 | 92.3 |
| | Once | — | 3.9 | 5.3 | 5.2 |
| | 2+ | — | 3.9 | 4.3 | 2.5 |
| NORTH REGION | | (599) | (746) | (728) | (421) |
| Number of physical fights at school: | None | 82.9 | 80.3 | 83.2 | 84.7 |
| | One | 11.1 | 11.1 | 10.6 | 7.8 |
| | 2+ | 5.9 | 8.5 | 6.2 | 7.4 |
| Number times threatened/injured with a weapon: | None | — | 92.6 | 93.6 | 91.0 |
| | Once | — | 4.5 | 3.3 | 4.9 |
| | 2+ | — | 2.9 | 3.1 | 4.1 |
| WEST REGION | | (718) | (1259) | (1437) | (1323) |
| Number of physical fights at school: | None | 81.6 | 81.0 | 81.5 | 82.7 |
| | One | 11.4 | 11.7 | 10.9 | 10.6 |
| | 2+ | 6.9 | 7.3 | 7.7 | 6.7 |
| Number times threatened/injured with a weapon: | None | — | 91.5 | 91.9 | 90.6 |
| | Once | — | 4.8 | 4.9 | 5.2 |
| | 2+ | — | 3.7 | 3.2 | 4.2 |
| EAST REGION | | (477) | (911) | (1336) | (1174) |
| Number of physical fights at school: | None | 83.4 | 83.3 | 83.5 | 86.2 |
| | One | 10.2 | 10.3 | 10.7 | 6.7 |
| | 2+ | 6.4 | 6.4 | 5.8 | 7.1 |
| Number times threatened/injured with a weapon: | None | — | 93.6 | 91.8 | 92.1 |
| | Once | — | 4.3 | 5.3 | 4.8 |
| | 2+ | — | 2.1 | 2.9 | 3.1 |

Notes: (1) numbers in parentheses are the number of interviews; (2) data based on a random half sample in each year; (3) no significant changes between 2001 and 2007.

Qs: *During the last 12 months, how many times were you in a physical fight on school property?*

During the last 12 months, how many times has someone threatened or injured you with a weapon, such as a gun, knife or club on school property?

Source: OSDUHS, Centre for Addiction and Mental Health

Table A3.5.3 Bullying Behaviour at School (since September), 2003 – 2007, Grades 7 to 12

| | | 2003 | 2005 | 2007 |
|---|------------------|-------------------------|-------------------------|-------------------------|
| | | % | % | % |
| TOTAL | | (N=3464) | (N=4078) | (N=3388) |
| Method you were bullied the most: | physical attacks | 3.9 | 3.8 | 4.2 |
| | verbal attacks | 26.5 | 24.6 | 23.1 |
| | theft/vandalism | 2.3 | 2.5 | 2.6 |
| | was not bullied | 67.3 | 69.1 | 70.1 |
| % were bullied in any way (95% CI) | | 32.7 (30.6-34.9) | 30.9 (29.0-32.8) | 29.9 (27.8-32.0) |
| Often you've been bullied at school: | daily/weekly | 7.7 | 9.5 | 8.7 |
| | monthly or less | 21.4 | 19.5 | 18.9 |
| Method you bullied others the most: | physical attacks | 3.9 | 4.5 | 3.8 |
| | verbal attacks | 24.9 | 22.2 | 20.0 |
| | theft/vandalism | 1.0 | 0.5 | 10.9 |
| | did not bully | 70.3 | 72.7 | 75.3 |
| % bullied others in any way (95% CI) | | 29.7 (27.6-32.0) | 27.3 (25.2-29.5) | 24.7 (22.8-26.7) |
| Often bullied someone at school: | daily/weekly | 7.0 | 6.5 | 5.6 |
| | monthly or less | 22.5 | 22.0 | 20.5 |
| MALES | | (1654) | (1934) | (1618) |
| Method you were bullied the most: | physical attacks | 7.3 | 5.5 | 6.4 |
| | verbal attacks | 24.7 | 19.4 | 18.1 |
| | theft/vandalism | 3.3 | 2.9 | 3.2 |
| | was not bullied | 64.7 | 72.2 | 72.3 |
| Often you've been bullied at school: | daily/weekly | 9.1 | 10.0 | 8.5 |
| | monthly or less | 22.9 | 16.5 | 17.2 |
| Method you bullied others the most: | physical attacks | 6.7 | 7.0 | 6.2 |
| | verbal attacks | 26.7 | 21.4 | 18.6 |
| | theft/vandalism | 1.6 | 1.0 | 1.2 |
| | did not bully | 65.1 | 70.6 | 74.0 |
| Often bullied someone at school: | daily/weekly | 9.7 | 8.3 | 7.9 |
| | monthly or less | 25.9 | 23.3 | 20.4 |
| FEMALES | | (1810) | (2144) | (1770) |
| Method you were bullied the most: | physical attacks | 0.8 | 1.9 | 1.9 |
| | verbal attacks | 28.1 | 30.0 | 28.3 |
| | theft/vandalism | 1.5 | 2.0 | 1.9 |
| | was not bullied | 69.7 | 66.0 | 67.9 |
| Often you've been bullied at school: | daily/weekly | 6.4 | 9.0 | 8.9 |
| | monthly or less | 20.1 | 22.6 | 20.7 |
| Method you bullied others the most: | physical attacks | 1.4 | 2.0 | 1.3 |
| | verbal attacks | 23.3 | 23.1 | 21.4 |
| | theft/vandalism | † | † | 0.7 |
| | did not bully | 74.9 | 74.8 | 76.6 |
| Often bullied someone at school: | daily/weekly | 4.5 | 4.7 | 3.2 |
| | monthly or less | 19.5 | 20.8 | 20.6 |

(Continued...)

| | | 2003 | 2005 | 2007 |
|--------------------------------------|------------------|-------|-------|-------|
| | | % | % | % |
| GRADE 7 | | (497) | (508) | (383) |
| Method you were bullied the most: | physical attacks | 8.2 | 7.9 | 6.0 |
| | verbal attacks | 35.2 | 27.9 | 25.0 |
| | theft/vandalism | 3.6 | 2.5 | 3.2 |
| | was not bullied | 52.9 | 51.7 | 65.8 |
| Often you've been bullied at school: | daily/weekly | 14.7 | 14.2 | 11.2 |
| | monthly or less | 30.2 | 22.2 | 21.1 |
| Method you bullied others the most: | physical attacks | 4.3 | 4.5 | 3.6 |
| | verbal attacks | 27.1 | 21.2 | 12.9 |
| | theft/vandalism | † | † | 0.7 |
| | did not bully | 68.3 | 73.9 | 82.8 |
| Often bullied someone at school: | daily/weekly | 6.2 | 5.5 | 3.8 |
| | monthly or less | 24.8 | 23.2 | 16.2 |
| GRADE 8 | | (512) | (501) | (418) |
| Method you were bullied the most: | physical attacks | 5.9 | 3.0 | 6.8 |
| | verbal attacks | 29.2 | 35.5 | 26.1 |
| | theft/vandalism | 3.6 | 2.7 | 1.8 |
| | was not bullied | 61.3 | 58.8 | 65.2 |
| Often you've been bullied at school: | daily/weekly | 10.9 | 13.6 | 14.5 |
| | monthly or less | 25.6 | 26.1 | 19.1 |
| Method you bullied others the most: | physical attacks | 5.2 | 5.7 | 4.7 |
| | verbal attacks | 26.3 | 23.4 | 23.4 |
| | theft/vandalism | 0.7 | 1.3 | 2.2 |
| | did not bully | 67.8 | 69.6 | 69.6 |
| Often bullied someone at school: | daily/weekly | 8.2 | 7.5 | 4.9 |
| | monthly or less | 22.6 | 25.7 | 29.2 |
| GRADE 9 | | (654) | (780) | (660) |
| Method you were bullied the most: | physical attacks | 4.2 | 5.0 | 5.8 |
| | verbal attacks | 25.8 | 27.5 | 27.2 |
| | theft/vandalism | 2.8 | 2.1 | 3.7 |
| | was not bullied | 67.2 | 65.4 | 63.3 |
| Often you've been bullied at school: | daily/weekly | 6.8 | 9.9 | 10.4 |
| | monthly or less | 22.6 | 22.5 | 21.6 |
| Method you bullied others the most: | physical attacks | 3.6 | 4.0 | 4.2 |
| | verbal attacks | 28.0 | 24.9 | 20.7 |
| | theft/vandalism | 1.1 | 0.5 | 0.9 |
| | did not bully | 67.3 | 70.7 | 74.1 |
| Often bullied someone at school: | daily/weekly | 6.7 | 6.3 | 6.2 |
| | monthly or less | 25.7 | 23.7 | 21.2 |
| GRADE 10 | | (622) | (742) | (577) |
| Method you were bullied the most: | physical attacks | 2.4 | 2.8 | 3.1 |
| | verbal attacks | 28.2 | 20.6 | 26.8 |
| | theft/vandalism | 1.9 | 2.8 | 3.1 |
| | was not bullied | 67.4 | 73.7 | 67.0 |
| Often you've been bullied at school: | daily/weekly | 8.0 | 6.6 | 8.7 |
| | monthly or less | 20.5 | 18.2 | 22.2 |
| Method you bullied others the most: | physical attacks | 3.2 | 4.7 | 3.1 |
| | verbal attacks | 25.2 | 21.5 | 23.9 |
| | theft/vandalism | 2.2 | † | 0.8 |
| | did not bully | 69.5 | 73.6 | 72.2 |
| Often bullied someone at school: | daily/weekly | 5.9 | 7.0 | 5.7 |
| | monthly or less | 24.5 | 21.5 | 22.7 |

(Continued...)

| | | 2003 | 2005 | 2007 |
|--------------------------------------|------------------|-------|-------|-------|
| | | % | % | % |
| GRADE 11 | | (620) | (819) | (684) |
| Method you were bullied the most: | physical attacks | 2.8 | 2.1 | 2.4 |
| | verbal attacks | 24.7 | 20.8 | 19.0 |
| | theft/vandalism | 1.2 | 3.0 | 2.9 |
| | was not bullied | 71.3 | 74.1 | 75.7 |
| Often you've been bullied at school: | daily/weekly | 5.1 | 7.1 | 3.9 |
| | monthly or less | 18.8 | 17.3 | 17.9 |
| Method you bullied others the most: | physical attacks | 3.6 | 3.9 | 4.2 |
| | verbal attacks | 25.0 | 25.5 | 20.0 |
| | theft/vandalism | 0.7 | 0.7 | † |
| | did not bully | 70.6 | 69.9 | 75.3 |
| Often bullied someone at school: | daily/weekly | 8.5 | 8.0 | 6.3 |
| | monthly or less | 21.4 | 22.1 | 19.5 |
| GRADE 12 | | (559) | (728) | (666) |
| Method you were bullied the most: | physical attacks | 1.0 | 2.0 | 1.6 |
| | verbal attacks | 17.4 | 16.4 | 16.5 |
| | theft/vandalism | 1.4 | 2.1 | 1.1 |
| | was not bullied | 80.2 | 79.4 | 80.8 |
| Often you've been bullied at school: | daily/weekly | 2.3 | 6.3 | 4.9 |
| | monthly or less | 13.2 | 11.9 | 13.2 |
| Method you bullied others the most: | physical attacks | 3.6 | 4.3 | 2.9 |
| | verbal attacks | 17.8 | 17.6 | 18.6 |
| | theft/vandalism | 0.7 | † | 0.6 |
| | did not bully | 77.9 | 77.8 | 77.8 |
| Often bullied someone at school: | daily/weekly | 6.3 | 5.1 | 6.2 |
| | monthly or less | 16.2 | 16.8 | 14.9 |
| TORONTO | | (548) | (577) | (470) |
| Method you were bullied the most: | physical attacks | 2.2 | 3.8 | 4.2 |
| | verbal attacks | 20.7 | 23.8 | 16.2 |
| | theft/vandalism | 1.8 | 2.9 | 2.7 |
| | was not bullied | 75.2 | 69.5 | 76.9 |
| Often you've been bullied at school: | daily/weekly | 4.5 | 9.8 | 6.8 |
| | monthly or less | 16.6 | 16.4 | 12.8 |
| Method you bullied others the most: | physical attacks | 3.1 | 5.3 | 4.8 |
| | verbal attacks | 17.6 | 21.3 | 18.2 |
| | theft/vandalism | 1.2 | 1.3 | 0.8 |
| | did not bully | 78.0 | 72.1 | 76.1 |
| Often bullied someone at school: | daily/weekly | 5.7 | 8.0 | 7.3 |
| | monthly or less | 14.7 | 20.2 | 15.3 |
| NORTH REGION | | (746) | (728) | (421) |
| Method you were bullied the most: | physical attacks | 4.4 | 4.4 | 2.3 |
| | verbal attacks | 29.5 | 25.7 | 27.0 |
| | theft/vandalism | 4.2 | 2.1 | 2.0 |
| | was not bullied | 61.9 | 67.8 | 69.7 |
| Often you've been bullied at school: | daily/weekly | 9.3 | 7.1 | 9.4 |
| | monthly or less | 25.7 | 22.6 | 21.4 |
| Method you bullied others the most: | physical attacks | 4.9 | 5.0 | 3.1 |
| | verbal attacks | 29.4 | 21.1 | 21.0 |
| | theft/vandalism | 1.8 | 0.5 | 1.3 |
| | did not bully | 64.0 | 73.4 | 74.6 |
| Often bullied someone at school: | daily/weekly | 7.4 | 6.2 | 7.3 |
| | monthly or less | 27.9 | 23.0 | 22.7 |

(Continued...)

| | | 2003 | 2005 | 2007 |
|--------------------------------------|------------------|--------|--------|--------|
| | | % | % | % |
| WEST REGION | | (1259) | (1437) | (1323) |
| Method you were bullied the most: | physical attacks | 5.2 | 3.4 | 5.1 |
| | verbal attacks | 25.4 | 24.4 | 24.6 |
| | theft/vandalism | 2.8 | 2.4 | 2.9 |
| | was not bullied | 66.7 | 69.9 | 67.3 |
| Often you've been bullied at school: | daily/weekly | 8.7 | 10.2 | 10.4 |
| | monthly or less | 21.6 | 18.9 | 19.9 |
| Method you bullied others the most: | physical attacks | 3.5 | 4.9 | 3.7 |
| | verbal attacks | 26.1 | 23.3 | 22.3 |
| | theft/vandalism | 1.0 | † | 1.0 |
| | did not bully | 69.3 | 71.5 | 73.0 |
| Often bullied someone at school: | daily/weekly | 7.2 | 7.0 | 6.4 |
| | monthly or less | 24.1 | 22.7 | 22.3 |
| EAST REGION | | (911) | (1336) | (1174) |
| Method you were bullied the most: | physical attacks | 2.9 | 4.0 | 3.4 |
| | verbal attacks | 30.5 | 25.0 | 23.8 |
| | theft/vandalism | 1.5 | 2.5 | 2.4 |
| | was not bullied | 65.1 | 68.4 | 70.3 |
| Often you've been bullied at school: | daily/weekly | 7.6 | 9.2 | 7.6 |
| | monthly or less | 22.9 | 20.8 | 20.1 |
| Method you bullied others the most: | physical attacks | 4.5 | 3.6 | 3.5 |
| | verbal attacks | 26.1 | 21.8 | 18.1 |
| | theft/vandalism | 0.5 | † | 0.9 |
| | did not bully | 68.9 | 74.2 | 77.5 |
| Often bullied someone at school: | daily/weekly | 7.3 | 5.3 | 3.7 |
| | monthly or less | 23.4 | 22.0 | 20.4 |

Notes: (1) numbers in parentheses are the number of interviews; (2) data based on a random half sample in each year.

Qs: *Bullying is when one or more people tease, hurt or upset a weaker person on purpose, again and again. It is also bullying when someone is left out of things on purpose. Since September, in what way were you bullied the most at school? Since September, how often were you bullied at school? Since September, in what way did you bully other students the most at school? Since September, how often have you taken part in bullying other students at school?*

Source: OSDUHS, Centre for Addiction and Mental Health

Table A3.6.1 Gambling Activities During the Past Year, 2001– 2007, Grades 7 to 12

| | 2001 | 2003 | 2005 | 2007 |
|---|---------------|----------------|----------------|---------------|
| | % | % | % | % |
| TOTAL (N=) | (2061) | (3464) | (4078) | (3388) |
| Cards | 24.9 | 24.0 | 32.7 | 28.7 |
| Bingo | 11.6 | 9.9 | 8.6 | 7.6 |
| Sports Pools | 22.3 | 20.3 | 17.0 | 15.6 |
| Sports Lottery Tickets | 9.9 | 7.8 | 7.2 | 6.1 |
| Other Lottery Tickets | 22.1 | 22.4 | 18.5 | 18.8 |
| Video Gambling or Slot Machines | 6.8 | 6.7 | 6.2 | 4.8 |
| Casino in Ontario | 1.7 | 1.7 | 1.1 | 1.1 |
| Internet Gambling | — | 2.5 | 2.1 | 3.0 |
| Internet Poker | — | — | — | 3.0 |
| Dice | — | 12.7 | 14.7 | 10.7 |
| Other ways | — | 27.1 | 23.6 | 24.1 |
| 5+ Gambling Activities of 10 (95% CI) * | — | 6.1 (5.0-7.4) | 5.9 (4.8-7.1) | 4.7 (3.8-5.8) |
| MALES | (1018) | (1654) | (1934) | (1618) |
| Cards | 35.4 | 32.1 | 44.2 | 41.0 |
| Bingo | 12.5 | 9.5 | 7.4 | 6.7 |
| Sports Pools | 38.1 | 32.7 | 26.1 | 25.4 |
| Sports Lottery Tickets | 16.3 | 13.7 | 11.2 | 10.0 |
| Other Lottery Tickets | 23.2 | 20.4 | 18.5 | 18.0 |
| Video Gambling or Slot Machines | 8.1 | 8.9 | 7.4 | 5.9 |
| Casino in Ontario | 2.6 | 2.5 | 1.6 | 1.4 |
| Internet Gambling | — | 3.4 | 3.0 | 4.1 |
| Internet Poker | — | — | — | 4.4 |
| Dice | — | 19.1 | 22.0 | 16.5 |
| Other ways | — | 32.9 | 28.8 | 30.3 |
| 5+ Gambling Activities of 10 (95% CI) | — | 9.6 (7.9-11.6) | 9.1 (7.3-11.2) | 7.5 (6.1-9.3) |
| FEMALES | (1043) | (1810) | (2144) | (1770) |
| Cards | 14.8 | 16.7 | 20.8 | 16.2 |
| Bingo | 10.6 | 10.2 | 9.9 | 8.4 |
| Sports Pools | 7.3 | 9.1 | 7.7 | 5.6 |
| Sports Lottery Tickets | 3.8 | 2.4 | 3.1 | 2.2 |
| Other Lottery Tickets | 21.0 | 24.2 | 18.4 | 19.5 |
| Video Gambling or Slot Machines | 5.7 | 4.7 | 4.9 | 3.8 |
| Casino in Ontario | 0.8 | 1.0 | 0.6 | 0.7 |
| Internet Gambling | — | 1.6 | 1.2 | 1.9 |
| Internet Poker | — | — | — | 1.7 |
| Dice | — | 7.0 | 7.1 | 4.9 |
| Other ways | — | 21.9 | 18.2 | 17.8 |
| 5+ Gambling Activities of 10 (95% CI) | — | 3.0 (2.0-4.2) | 2.6 (1.8-3.6) | 1.8 (1.3-2.7) |
| GRADE 7 | (404) | (497) | (508) | (383) |
| Cards | 17.1 | 19.1 | 19.4 | 15.0 |
| Bingo | 8.9 | 10.3 | 7.6 | 8.1 |
| Sports Pools | 10.1 | 15.8 | 10.4 | 9.3 |
| Sports Lottery Tickets | 3.8 | 4.8 | 2.7 | 3.0 |
| Other Lottery Tickets | 13.8 | 13.6 | 10.7 | 12.4 |
| Video Gambling or Slot Machines | 3.1 | 7.2 | 6.5 | 2.6 |
| Casino in Ontario | † | 1.0 | † | † |
| Internet Gambling | — | 3.4 | 1.4 | † |
| Internet Poker | — | — | — | 1.6 |
| Dice | — | 9.7 | 11.9 | 6.1 |
| Other ways | — | 27.7 | 20.9 | 16.6 |
| 5+ Gambling Activities (95% CI) | — | 5.8 (3.5-10.2) | 1.8 (0.9-3.3) | 1.3 (0.5-3.2) |

| | 2001 | 2003 | 2005 | 2007 |
|---------------------------------------|--------------|----------------|----------------|---------------|
| | % | % | % | % |
| GRADE 8 | (379) | (512) | (501) | (418) |
| Cards | 24.3 | 20.0 | 24.7 | 24.2 |
| Bingo | 11.6 | 10.0 | 11.1 | 6.0 |
| Sports Pools | 15.5 | 14.2 | 15.2 | 11.4 |
| Sports Lottery Tickets | 7.9 | 3.8 | 4.6 | 2.5 |
| Other Lottery Tickets | 16.2 | 14.9 | 13.1 | 11.5 |
| Video Gambling or Slot Machines | 4.8 | 6.8 | 6.0 | 3.3 |
| Casino in Ontario | 0.6 | 1.6 | 0.5 | † |
| Internet Gambling | — | 2.9 | 2.6 | 4.4 |
| Internet Poker | — | — | — | 2.1 |
| Dice | — | 8.3 | 9.2 | 7.9 |
| Other ways | — | 28.9 | 23.7 | 25.9 |
| 5+ Gambling Activities of 10 (95% CI) | — | 4.5 (2.5-8.2) | 5.6 (3.3-9.2) | 2.5 (1.3-5.0) |
| GRADE 9 | (368) | (654) | (780) | (660) |
| Cards | 24.2 | 24.1 | 33.9 | 27.4 |
| Bingo | 13.7 | 9.6 | 8.9 | 8.7 |
| Sports Pools | 27.0 | 23.6 | 19.3 | 16.4 |
| Sports Lottery Tickets | 9.4 | 7.0 | 6.0 | 4.7 |
| Other Lottery Tickets | 18.7 | 15.9 | 15.4 | 17.0 |
| Video Gambling or Slot Machines | 5.1 | 5.3 | 7.5 | 7.2 |
| Casino in Ontario | 1.2 | 0.6 | 1.3 | 0.9 |
| Internet Gambling | — | 3.5 | 2.9 | 2.6 |
| Internet Poker | — | — | — | 2.8 |
| Dice | — | 16.7 | 16.4 | 12.9 |
| Other ways | — | 31.2 | 24.9 | 28.2 |
| 5+ Gambling Activities of 10 (95% CI) | — | 5.9 (3.8-9.0) | 6.0 (3.5-10.0) | 4.6 (2.9-7.3) |
| GRADE 10 | (422) | (622) | (742) | (577) |
| Cards | 29.6 | 25.3 | 36.6 | 29.8 |
| Bingo | 11.3 | 9.8 | 7.6 | 5.6 |
| Sports Pools | 28.7 | 24.1 | 17.4 | 15.4 |
| Sports Lottery Tickets | 10.0 | 6.9 | 7.0 | 4.4 |
| Other Lottery Tickets | 23.4 | 18.2 | 16.0 | 14.9 |
| Video Gambling or Slot Machines | 10.4 | 6.6 | 6.2 | 4.9 |
| Casino in Ontario | 1.4 | 1.2 | 1.1 | 0.7 |
| Internet Gambling | — | 3.3 | 2.8 | 3.0 |
| Internet Poker | — | — | — | 2.9 |
| Dice | — | 12.3 | 18.5 | 8.9 |
| Other ways | — | 26.9 | 26.2 | 23.4 |
| 5+ Gambling Activities of 10 (95% CI) | — | 4.8 (3.0-7.6) | 6.1 (4.2-8.8) | 4.1 (2.2-7.5) |
| GRADE 11 | (288) | (620) | (819) | (684) |
| Cards | 28.4 | 27.0 | 39.0 | 36.5 |
| Bingo | 9.7 | 9.5 | 7.4 | 7.6 |
| Sports Pools | 23.1 | 20.5 | 17.1 | 19.0 |
| Sports Lottery Tickets | 12.8 | 9.6 | 9.4 | 8.9 |
| Other Lottery Tickets | 27.8 | 28.9 | 21.4 | 20.3 |
| Video Gambling or Slot Machines | 7.8 | 5.2 | 4.9 | 5.3 |
| Casino in Ontario | 1.6 | 1.4 | 0.7 | 1.6 |
| Internet Gambling | — | 1.0 | 1.0 | 4.7 |
| Internet Poker | — | — | — | 4.6 |
| Dice | — | 14.7 | 17.2 | 14.0 |
| Other ways | — | 26.8 | 22.2 | 25.6 |
| 5+ Gambling Activities of 10 (95% CI) | — | 7.2 (5.1-10.3) | 6.8 (5.0-9.0) | 6.0 (4.0-8.7) |

(Continued...)

| | 2001 | 2003 | 2005 | 2007 |
|---------------------------------------|--------------|----------------|----------------|----------------|
| | % | % | % | % |
| GRADE 12 | (200) | (559) | (728) | (666) |
| Cards | 25.0 | 26.6 | 40.6 | 36.0 |
| Bingo | 14.7 | 10.3 | 8.9 | 9.0 |
| Sports Pools | 28.7 | 21.3 | 21.8 | 20.2 |
| Sports Lottery Tickets | 19.3 | 13.8 | 12.5 | 11.7 |
| Other Lottery Tickets | 40.3 | 40.5 | 32.1 | 32.6 |
| Video Gambling or Slot Machines | 10.9 | 9.4 | 6.0 | 5.2 |
| Casino in Ontario | 7.8 | 4.5 | 2.6 | 2.3 |
| Internet Gambling | — | 1.1 | 1.8 | 2.6 |
| Internet Poker | — | — | — | 3.9 |
| Dice | — | 12.8 | 14.7 | 13.4 |
| Other ways | — | 21.2 | 23.4 | 24.0 |
| 5+ Gambling Activities of 10 (95% CI) | — | 7.9 (5.4-11.5) | 8.5 (6.2-11.5) | 8.5 (6.3-11.3) |
| TORONTO | (267) | (548) | (577) | (470) |
| Cards | 17.8 | 22.4 | 30.4 | 25.9 |
| Bingo | 8.7 | 8.3 | 7.0 | 4.9 |
| Sports Pools | 23.4 | 16.9 | 12.6 | 12.0 |
| Sports Lottery Tickets | 12.1 | 8.7 | 7.4 | 6.9 |
| Other Lottery Tickets | 18.6 | 19.0 | 14.6 | 15.3 |
| Video Gambling or Slot Machines | 5.2 | 7.9 | 2.8 | 3.3 |
| Casino in Ontario | 1.1 | 1.8 | 0.5 | 1.0 |
| Internet Gambling | — | 1.9 | 2.4 | 3.5 |
| Internet Poker | — | — | — | 3.0 |
| Dice | — | 18.6 | 17.0 | 17.4 |
| Other ways | — | 28.3 | 22.0 | 25.2 |
| 5+ Gambling Activities of 10 (95% CI) | — | 5.6 (3.6-8.5) | 5.2 (3.0-9.0) | 4.0 (2.3-6.9) |
| NORTH REGION | (599) | (746) | (728) | (421) |
| Cards | 30.1 | 24.2 | 38.8 | 38.0 |
| Bingo | 17.8 | 12.2 | 14.7 | 12.5 |
| Sports Pools | 19.8 | 17.0 | 19.0 | 19.6 |
| Sports Lottery Tickets | 9.4 | 8.0 | 8.6 | 8.7 |
| Other Lottery Tickets | 25.5 | 27.8 | 25.9 | 23.7 |
| Video Gambling or Slot Machines | 10.5 | 8.1 | 13.5 | 5.6 |
| Casino in Ontario | 3.1 | 1.0 | 1.4 | 1.6 |
| Internet Gambling | — | 2.7 | 2.5 | 4.7 |
| Internet Poker | — | — | — | 5.0 |
| Dice | — | 9.0 | 16.8 | 9.6 |
| Other ways | — | 27.1 | 24.6 | 22.9 |
| 5+ Gambling Activities of 10 (95% CI) | — | 6.2 (4.0-9.3) | 9.6 (7.1-12.9) | 7.1 (4.6-10.8) |
| WEST REGION | (718) | (1259) | (1437) | (1323) |
| Cards | 26.4 | 22.8 | 34.1 | 30.6 |
| Bingo | 11.7 | 8.9 | 9.5 | 7.5 |
| Sports Pools | 21.1 | 20.4 | 16.7 | 17.6 |
| Sports Lottery Tickets | 9.4 | 6.9 | 8.5 | 6.5 |
| Other Lottery Tickets | 22.1 | 22.2 | 20.6 | 20.7 |
| Video Gambling or Slot Machines | 6.9 | 5.3 | 5.0 | 3.7 |
| Casino in Ontario | 1.7 | 1.2 | 1.0 | 0.5 |
| Internet Gambling | — | 2.4 | 1.9 | 3.4 |
| Internet Poker | — | — | — | 3.5 |
| Dice | — | 11.5 | 14.6 | 10.8 |
| Other ways | — | 26.2 | 24.1 | 23.4 |
| 5+ Gambling Activities of 10 (95% CI) | — | 5.8 (4.4-7.6) | 6.9 (5.5-8.5) | 5.2 (3.9-7.0) |

(Continued...)

| | 2001 | 2003 | 2005 | 2007 |
|--|--------------|-----------------------|----------------------|----------------------|
| | % | % | % | % |
| EAST REGION | (477) | (911) | (1336) | (1174) |
| Cards | 25.7 | 26.6 | 30.8 | 26.3 |
| Bingo | 11.1 | 11.6 | 7.0 | 7.9 |
| Sports Pools | 24.3 | 22.9 | 19.0 | 14.4 |
| Sports Lottery Tickets | 9.1 | 8.5 | 5.4 | 5.1 |
| Other Lottery Tickets | 23.3 | 23.0 | 16.2 | 17.3 |
| Video Gambling or Slot Machines | 6.6 | 7.5 | 7.4 | 6.5 |
| Casino in Ontario | 1.7 | 2.5 | 1.4 | 1.6 |
| Internet Gambling | — | 2.9 | 2.1 | 2.1 |
| Internet Poker | — | — | — | 2.2 |
| Dice | — | 12.1 | 13.1 | 8.1 |
| Other ways | — | 27.8 | 23.5 | 24.3 |
| 5+ Gambling Activities of 10 (95% CI) | — | 6.8 (4.6-10.0) | 4.2 (2.5-7.1) | 4.1 (2.7-6.1) |

Notes: (1) * 5+ activities of 10 excludes betting on Internet poker; (2) numbers in parentheses are the number of interviews; (3) percentages are reports of engaging in the activity at least once in the past 12 months; (4) † indicates estimate suppressed, < 0.5%; (5) based on a random half sample in each year.

Qs: *How often in the last 12 months have you done each of the following: Played cards for money?; Played bingo for money?; Bet money on sports pools?; Bought sports lottery tickets (such as Sports Select or Proline)?; Bought any other lottery tickets including instant lottery (such as 6-49, Scratch & Win, pull-tabs)?; Bet money on video gambling machines, slot machines, or any other gambling machines?; Bet money at a casino in Ontario?; Bet money over the Internet (on any game)?; Bet money on poker over the Internet?; Played dice for money?; Bet money in other ways not listed above?*

Source: *OSDUHS*, Centre for Addiction and Mental Health

Table A3.6.2 Problem Gambling Indicators (Past Year), 1999 – 2007, Grades 7 to 12

| South Oaks Gambling Screen (SOGS-RA6) | 1999 | 2001 | 2003 | 2005 | 2007 |
|---|----------------|---------------|---------------|----------------|---------------|
| | % "yes" | % "yes" | % "yes" | % "yes" | % "yes" |
| TOTAL (N=) | (2148) | (2061) | (3464) | (4078) | (3388) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 6.2 | 3.8 | 2.7 | 3.9 | 2.0 |
| gambled more than you had planned to | 9.1 | 4.7 | 6.2 | 6.7 | 4.3 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 4.1 | 1.7 | 2.4 | 2.8 | 1.8 |
| had arguments with family/friends because of the money you spend on gambling | 3.7 | 2.4 | 1.3 | 2.0 | 1.1 |
| skipped or been absent from school or work due to betting activities | 3.5 | 1.8 | 1.7 | 2.1 | 1.1 |
| borrowed money/stolen something in order to bet or to cover gambling debts | 3.1 | 1.9 | 1.6 | 2.2 | 1.4 |
| % Potential Gambling Problem (95% CI) | 6.2 (5.0-7.7) | 2.4 (1.8-3.3) | 3.5 (2.7-4.4) | 4.5 (3.5-5.9) | 2.3 (1.8-2.9) |
| MALES | (1101) | (1018) | (1654) | (1934) | (1618) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 8.4 | 5.6 | 4.0 | 5.5 | 3.1 |
| gambled more than you had planned to | 14.4 | 8.4 | 10.3 | 11.3 | 6.7 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 6.3 | 2.9 | 4.4 | 4.8 | 2.6 |
| had arguments with family/friends because of the money you spend on gambling | 6.0 | 4.0 | 1.9 | 2.8 | 1.8 |
| skipped or been absent from school or work due to betting activities | 5.6 | 2.8 | 2.7 | 3.2 | 1.9 |
| borrowed money/stolen something in order to bet or to cover gambling debts | 5.4 | 3.0 | 2.8 | 3.4 | 2.3 |
| % Potential Gambling Problem (95% CI) | 9.6 (7.7-12.0) | 4.3 (3.1-5.8) | 6.0 (4.7-7.7) | 7.2 (5.7-9.0) | 3.5 (2.7-4.6) |
| FEMALES | (1047) | (1043) | (1810) | (2144) | (1770) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 3.9 | 2.0 | 1.5 | 2.2 | 1.0 |
| gambled more than you had planned to | 3.7 | 1.1 | 2.5 | 1.9 | 1.9 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 1.8 | 0.5 | 0.7 | 0.7 | 1.0 |
| had arguments with family/friends because of the money you spend on gambling | 1.2 | 0.8 | 0.8 | 1.0 | † |
| skipped or been absent from school or work due to betting activities | 1.4 | 0.9 | 0.8 | 1.0 | † |
| borrowed money/stolen something in order to bet or to cover gambling debts | 0.6 | 0.8 | † | 1.0 | 0.6 |
| % Potential Gambling Problem (95% CI) | 2.7 (1.7-4.3) | 0.6 (0.3-1.3) | 1.1 (0.7-1.9) | 1.8 (1.1-3.0) | 1.1 (0.6-1.8) |
| GRADE 7 | (369) | (404) | (497) | (508) | (383) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 4.4 | 4.0 | 2.7 | 3.3 | 0.6 |
| gambled more than you had planned to | 3.5 | 2.8 | 4.9 | 3.1 | 0.8 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 1.3 | 1.3 | 1.2 | 3.2 | 0.9 |
| had arguments with family/friends because of the money you spend on gambling | 2.6 | 1.1 | 1.5 | 0.5 | † |
| skipped or been absent from school or work due to betting activities | 2.3 | 1.6 | 1.1 | 2.1 | † |
| borrowed money/stolen something in order to bet or to cover gambling debts | 1.5 | 1.6 | 1.5 | 2.6 | † |
| % Potential Gambling Problem (95% CI) | 2.5 (1.3-5.0) | 1.7 (0.7-3.9) | 2.4 (1.2-4.9) | 3.9 (1.1-12.4) | † |

(Continued...)

| South Oaks Gambling Screen (SOGS-RA6) | 1999 | 2001 | 2003 | 2005 | 2007 |
|---|----------------|---------------|---------------|---------------|---------------|
| | % "yes" | % "yes" | % "yes" | % "yes" | % "yes" |
| GRADE 8 | (391) | (379) | (512) | (501) | (418) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 4.6 | 2.4 | 2.5 | 6.0 | 2.0 |
| gambled more than you had planned to | 7.7 | 2.5 | 4.5 | 3.7 | 2.0 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 3.3 | 1.4 | 1.1 | 1.7 | 0.6 |
| had arguments with family/friends because of the money you spend on gambling | 2.0 | 1.2 | 1.3 | 2.7 | † |
| skipped or been absent from school or work due to betting activities | 2.5 | 1.2 | 1.3 | 1.2 | † |
| borrowed money/stolen something in order to bet or to cover gambling debts | 2.8 | 2.5 | 1.0 | 2.0 | 1.5 |
| % Potential Gambling Problem (95% CI) | 5.7 (3.6-9.0) | 1.9 (0.9-3.9) | 2.0 (0.8-4.8) | 4.4 (2.5-7.4) | 1.7 (0.8-3.5) |
| GRADE 9 | (442) | (368) | (654) | (780) | (660) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 9.6 | 4.3 | 2.8 | 2.4 | 3.2 |
| gambled more than you had planned to | 10.0 | 4.1 | 6.5 | 5.4 | 4.6 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 4.5 | 1.3 | 2.0 | 1.6 | 1.8 |
| had arguments with family/friends because of the money you spend on gambling | 3.3 | 2.8 | 0.9 | 1.2 | 1.6 |
| skipped or been absent from school or work due to betting activities | 3.5 | 2.7 | 1.8 | 1.6 | 1.8 |
| borrowed money/stolen something in order to bet or to cover gambling debts | 4.1 | 2.0 | 1.4 | 1.8 | 2.1 |
| % Potential Gambling Problem (95% CI) | 7.2 (4.7-10.8) | 3.3 (1.8-6.1) | 3.0 (1.9-4.8) | 3.1 (1.6-5.6) | 2.8 (1.6-4.6) |
| GRADE 10 | (296) | (422) | (622) | (742) | (577) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 7.7 | 5.3 | 3.4 | 3.4 | 1.1 |
| gambled more than you had planned to | 10.9 | 6.6 | 5.6 | 8.5 | 2.6 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 4.5 | 2.3 | 3.0 | 2.0 | 1.5 |
| had arguments with family/friends because of the money you spend on gambling | 4.2 | 2.7 | 0.9 | 2.3 | 0.8 |
| skipped or been absent from school or work due to betting activities | 3.8 | 1.9 | 1.5 | 2.7 | 0.5 |
| borrowed money/stolen something in order to bet or to cover gambling debts | 1.7 | 1.8 | 1.6 | 1.7 | 0.8 |
| % Potential Gambling Problem (95% CI) | 7.1 (4.0-12.5) | 2.6 (1.4-5.0) | 4.2 (2.6-6.8) | 3.2 (1.9-5.1) | 1.2 (0.5-2.9) |
| GRADE 11 | (357) | (288) | (620) | (819) | (684) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 5.6 | 2.9 | 1.5 | 4.6 | 3.3 |
| gambled more than you had planned to | 11.5 | 5.8 | 6.8 | 10.4 | 6.7 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 5.4 | 2.2 | 2.6 | 3.9 | 3.2 |
| had arguments with family/friends because of the money you spend on gambling | 5.2 | 3.0 | 1.2 | 1.8 | 2.1 |
| skipped or been absent from school or work due to betting activities | 4.8 | 1.8 | 2.2 | 2.6 | 2.4 |
| borrowed money/stolen something in order to bet or to cover gambling debts | 4.2 | 1.8 | 2.0 | 3.2 | 1.9 |
| % Potential Gambling Problem (95% CI) | 7.8 (5.0-12.1) | 2.6 (0.9-7.3) | 3.7 (2.2-6.1) | 6.6 (4.8-9.0) | 4.1 (2.5-6.7) |

(Continued...)

| South Oaks Gambling Screen (SOGS-RA6) | 1999 | 2001 | 2003 | 2005 | 2007 |
|---|----------------|---------------|---------------|---------------|---------------|
| | % "yes" | % "yes" | % "yes" | % "yes" | % "yes" |
| GRADE 12 | (293) | (200) | (559) | (728) | (666) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 3.9 | 2.6 | 3.2 | 3.7 | 1.9 |
| gambled more than you had planned to | 10.7 | 6.7 | 8.3 | 8.8 | 7.9 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 5.1 | 2.0 | 4.2 | 4.2 | 2.6 |
| had arguments with family/friends because of the money you spend on gambling | 4.9 | 3.5 | 2.2 | 2.9 | 2.0 |
| skipped or been absent from school or work due to betting activities | 4.2 | 1.2 | 2.2 | 2.6 | 1.3 |
| borrowed money/stolen something in order to bet or to cover gambling debts | 3.2 | 1.9 | 1.8 | 2.1 | 1.8 |
| % Potential Gambling Problem (95% CI) | 6.4 (3.7-10.7) | 2.1 (0.6-6.9) | 5.0 (3.2-7.6) | 6.1 (4.3-8.5) | 3.2 (2.0-5.0) |
| TORONTO | (369) | (267) | (548) | (577) | (470) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 8.1 | 4.2 | 2.8 | 5.2 | 1.6 |
| gambled more than you had planned to | 11.0 | 5.1 | 7.8 | 8.0 | 5.8 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 4.9 | 2.1 | 2.2 | 2.8 | 2.6 |
| had arguments with family/friends because of the money you spend on gambling | 5.3 | 3.8 | 1.2 | 1.1 | 1.7 |
| skipped or been absent from school or work due to betting activities | 2.9 | 1.4 | 2.0 | 1.2 | 1.0 |
| borrowed money/stolen something in order to bet or to cover gambling debts | 3.6 | 3.1 | 2.1 | 2.8 | 0.9 |
| % Potential Gambling Problem (95% CI) | 9.1 (6.2-13.3) | 3.5 (1.9-6.3) | 3.8 (2.3-6.0) | 4.3 (2.9-6.3) | 2.7 (1.3-5.3) |
| NORTH REGION | (384) | (599) | (746) | (728) | (421) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 5.8 | 2.8 | 3.3 | 3.1 | 2.2 |
| gambled more than you had planned to | 8.9 | 5.9 | 5.0 | 4.9 | 4.7 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 4.7 | 2.6 | 1.5 | 1.0 | 1.6 |
| had arguments with family/friends because of the money you spend on gambling | 4.3 | 2.4 | 1.5 | 1.2 | 1.0 |
| skipped or been absent from school or work due to betting activities | 3.0 | 3.1 | 2.2 | 2.9 | 1.2 |
| borrowed money/stolen something in order to bet or to cover gambling debts | 3.3 | 3.1 | 1.8 | 1.2 | 1.8 |
| % Potential Gambling Problem (95% CI) | 6.8 (4.2-11.0) | 3.8 (2.0-7.0) | 2.4 (1.3-4.4) | 2.5 (1.4-4.4) | 2.4 (1.3-4.2) |
| WEST REGION | (763) | (718) | (1259) | (1437) | (1323) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 5.4 | 3.5 | 2.9 | 3.7 | 1.7 |
| gambled more than you had planned to | 9.0 | 5.0 | 5.8 | 7.6 | 4.5 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 3.4 | 1.7 | 2.5 | 2.4 | 1.5 |
| had arguments with family/friends because of the money you spend on gambling | 2.8 | 2.3 | 1.0 | 1.8 | 0.8 |
| skipped or been absent from school or work due to betting activities | 4.3 | 2.0 | 1.6 | 2.2 | 1.2 |
| borrowed money/stolen something in order to bet or to cover gambling debts | 3.0 | 1.2 | 1.4 | 2.2 | 1.6 |
| % Potential Gambling Problem (95% CI) | 5.7 (3.8-8.4) | 2.5 (1.6-4.1) | 3.6 (2.5-5.3) | 4.4 (3.3-5.8) | 2.0 (1.4-2.9) |

(Continued...)

| South Oaks Gambling Screen (SOGS-RA6) | 1999 | 2001 | 2003 | 2005 | 2007 |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| | % "yes" | % "yes" | % "yes" | % "yes" | % "yes" |
| EAST REGION | (632) | (477) | (911) | (1336) | (1174) |
| betting caused any problems such as arguments with family/friends, problems at school/work | 6.5 | 4.3 | 2.1 | 3.7 | 2.5 |
| gambled more than you had planned to | 8.3 | 3.6 | 6.1 | 5.5 | 3.4 |
| anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true | 4.5 | 1.3 | 2.7 | 3.6 | 1.8 |
| had arguments with family/friends because of the money you spend on gambling | 3.8 | 1.5 | 1.8 | 2.6 | 1.3 |
| skipped or been absent from school or work due to betting activities | 2.9 | 1.4 | 1.6 | 2.3 | 1.1 |
| borrowed money/stolen something in order to bet or to cover gambling debts | 2.8 | 1.6 | 1.3 | 2.1 | 1.5 |
| % Potential Gambling Problem (95% CI) | 5.1 (3.5-7.5) | 1.1 (0.5-2.5) | 3.3 (2.1-5.2) | 5.3 (3.1-8.9) | 2.4 (1.8-3.4) |

Notes: (1) Numbers in parentheses are the number of interviews; (2) † indicates estimate suppressed, < .0.5%; (3) based on a random half sample in each year; (4) for the years 1999-2003, "gambling problem" was defined as positive responses to 4 or more of the original 12 SOGS-RA items; in 2005, this was defined as positive responses to 2 or more of the 6 SOGS-RA items presented in this table (reduced scale); (5) among the total sample, the percentage indicating a gambling problem significantly declined between 1999 and 2007 ($p < .01$).

Source: *OSDUHS*, Centre for Addiction and Mental Health

Table A3.7.1: Co-Existing Problems: Elevated Psychological Distress, Alcohol, Drugs, and Delinquency, Grades 7 to 12

| | 2003 % (N=3464) | 2005 % (N=4078) | 2007 % (N=3388) |
|---|------------------------------|------------------------------|------------------------------|
| None of the 4 problems | 52% | 55% | 54% |
| Psychological Distress only | 18% | 19% | 18% |
| Alcohol Problem only | 4% | 3% | 4% |
| Drug Problem only | 3% | 3% | 2% |
| Delinquent Behaviour only | 2% | 2% | 3% |
| Psychological Distress + Alcohol Problem | 2% | 2% | 3% |
| Psychological Distress + Drug Problem | 2% | 2% | 1% |
| Psychological Distress + Delinquent Behaviour | 2% | 2% | 2% |
| Alcohol Problem + Drug Problem | 2% | 3% | 2% |
| Alcohol Problem + Delinquent Behaviour | 1% | 1% | 1% |
| Drug Problem + Delinquent Behaviour | 1% | 1% | 1% |
| Alcohol Problem + Drug Problem + Delinquent Behaviour | 3% | 2% | 2% |
| Psychological Distress + Alcohol Problem + Drug Problem | 2% | 2% | 2% |
| Psychological Distress + Alcohol Problem + Delinquent Behaviour | 1% | 1% | 1% |
| Psychological Distress + Delinquent Behaviour + Drug Problem | 1% | 1% | 1% |
| All 4 Problems | 3% | 2% | 3% |

Notes: (1) Psychological Distress is indicated by a score of 3 or more on the GHQ12 screener (see Chapter 3.4); (2) Alcohol Problem refers to hazardous/harmful drinking and is indicated by a score of 8 or more on the AUDIT screener; (3) Drug Problem is indicated by a score of 2 or more on the CRAFFT-D screener; (4) Delinquent Behaviour refers to reports of 3 or more (of 11) delinquent acts (see Chapter 3.5); (5) based on a random half sample in each year.

Source: OSDUHS, Centre for Addiction & Mental Health

Table A3.9.1: Description of the Logistic Regression Analyses Tables in Chapter 3.9

Below is a brief discussion of the tabular material containing the results of the logistic regressions.

Violent Behaviour: Adjusted Group Differences

| | % | (95% CI) | Adjusted Odds Ratio |
|---|------|-------------|---------------------|
| Total Sample | 17.1 | (15.6-18.8) | |
| Sex | | | *** |
| Females (<i>Comparison Group</i>) | 10.6 | (8.8-12.8) | — |
| Males | 23.5 | (21.0-26.2) | 2.50 |
| Grade (<i>Comparison group is the previous grade</i>) | ① | ② | ③ |
| 7 | 12.0 | (8.6-16.4) | — |
| 8 | 19.8 | (14.9-25.9) | 1.61 |
| 9 | 18.6 | (14.8-23.3) | 0.85 |
| 10 | 18.3 | (15.0-22.1) | 0.96 |
| 11 | 18.7 | (15.5-22.4) | 0.96 |
| 12 | 15.4 | (12.5-18.8) | 0.84 |

① Percentage estimate: This column displays the estimated percentages by subgroup.

② Confidence interval: Displays the probable accuracy of the percentage estimate – the “true” population value would be expected within this range 95% of the time (in 95 of 100 samples). Confidence intervals account for characteristics of the sample design (e.g., design effects). For example, we see that 17.1% report violent behaviour. Thus, ignoring non-sampling errors, we can be reasonably confident that, with repeated sampling, the true percentage of students in the Ontario population that engaged in violent behaviour would fall within the interval 15.6% and 18.8%.

③ Adjusted Odds Ratio: Displays odds ratios after controlling for the other factors in the table. For example, accounting for all remaining factors, one can say that the odds of engaging in violent behaviour are 2.5 times higher among males than females.

Column ③ also provides the results of an overall test of association (Wald) between each predictor variable and the predicted outcome variable, both not adjusting and adjusting for the remaining predictors. For example, the *** indicates that sex is statistically significantly related to violent behaviour. An “NS” for grade indicates “non-significant” differences among the grades, and that in general the predictor variable is not statistically associated with the outcome.

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