

Wisconsin Youth Risk Behavior Survey **2021**

PRELIMINARY RELEASE

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WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

YRBS Overview

This work was made possible by the Centers for Disease Control and Prevention (CDC). Additional support for the 2021 YRBS was provided by the Wisconsin Department of Health Services, Maternal and Child Health (MCH) Program (Title V).

The Youth Risk Behavior Survey is conducted as part of a national effort by the U.S. Centers for Disease Control, Division of Adolescent and School Health to monitor the health-risk behaviors of the nation's high school students in grades 9-12.

Disclaimer: This presentation will include information about sexual violence & suicide which may be triggering for some.

YRBS Process

Attain statewide representative data through a random sample of 50 high schools.

- 2021 Participation: 1,838 randomly selected students at 43 high schools.
- Overall Response Rate: 70%
- Students completed a self-administered, anonymous, 90-item questionnaire in fall 2021.

Local parent permission procedures were followed before administration, including informing parents that their child's participation was voluntary.

DPI also offers an “elective” survey for schools with students in grades 6-12

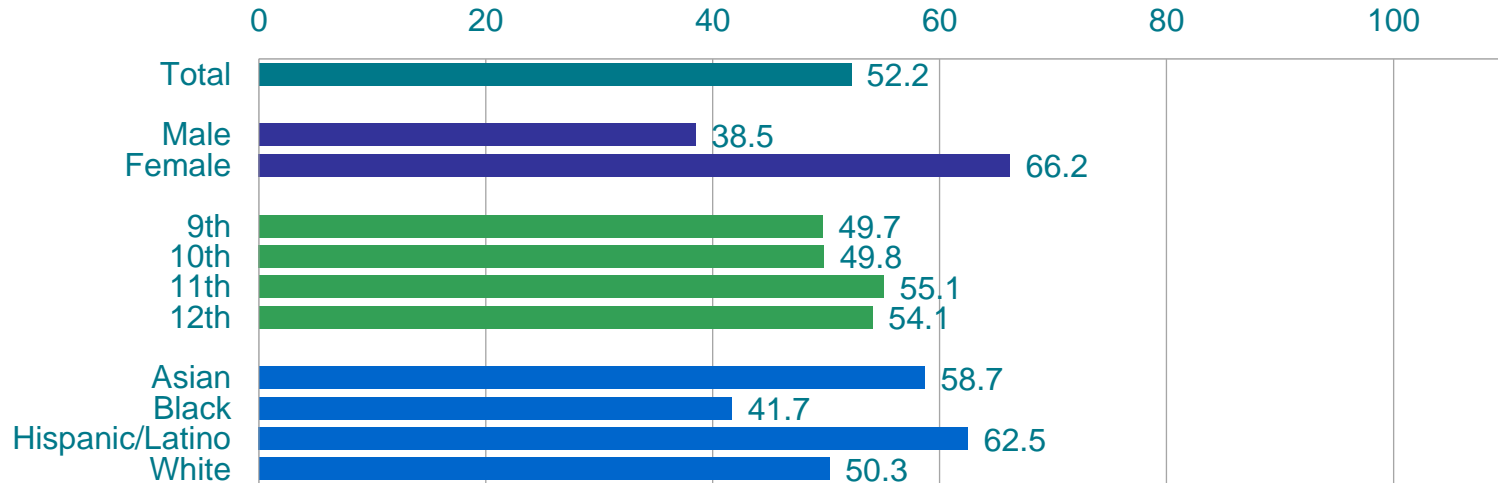
Data collection typically takes place during the spring of odd numbered years

- Last administration: Fall 2021 (offset due to COVID-19)
- Next administration: January 3 to June 15, 2023.
- Topics include: traffic safety, weapons and violence, suicide, tobacco use, alcohol and other drug use, sexual behavior, diet, nutrition, and exercise.

Anxiety

by Gender, Grade, and Race/Ethnicity

Percentage of High School Students Who Have Had Significant Problems with Feeling Very Anxious, Nervous, Tense, Scared, or like Something Bad Was Going to Happen,* by Sex,[†] Grade, and Race/Ethnicity.[†]



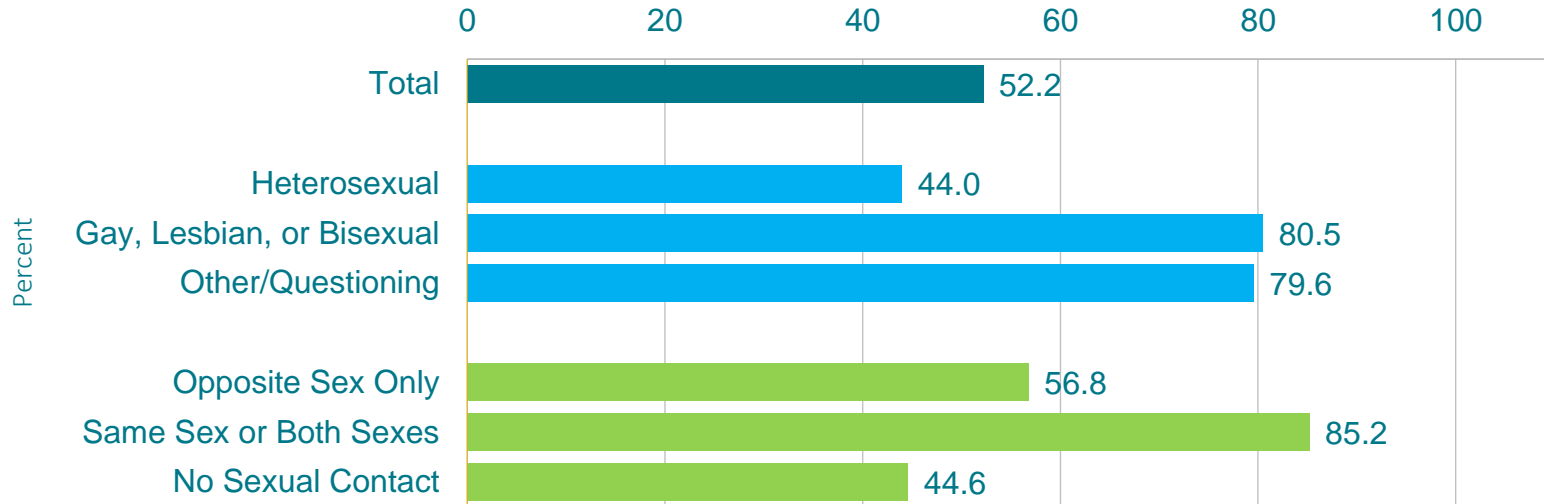
*During the 12 months before the survey

[†]F > M; H > B, H > W (Based on t-test analysis, p < 0.05.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic. This graph contains weighted results.

Anxiety by Sexual Identity

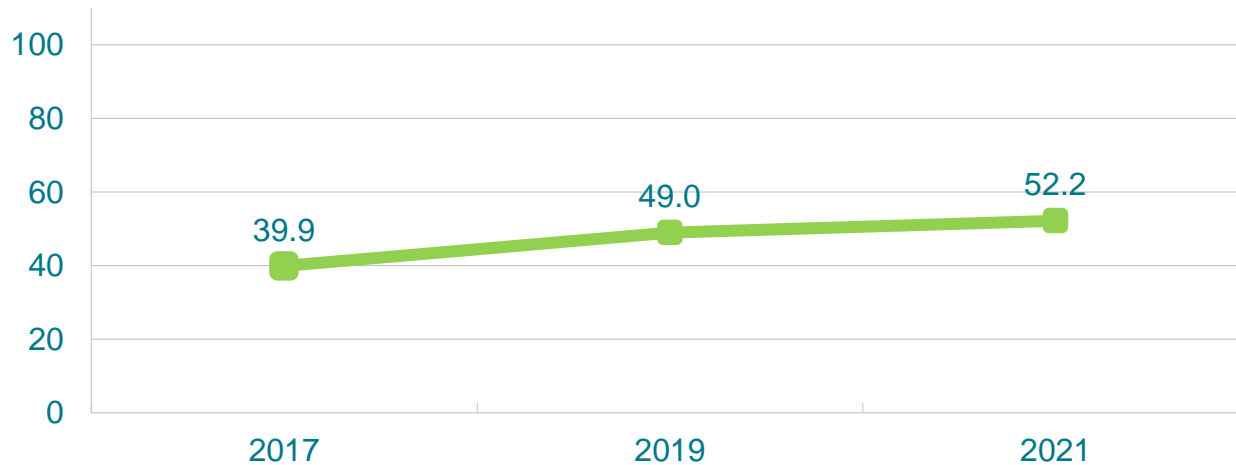
Percentage of High School Students Who Have Had Significant Problems with Feeling Very Anxious, Nervous, Tense, Scared, or like Something Bad Was Going to Happen,* by Sexual Identity and Sex of Sexual Contacts.



*During the 12 months before the survey
This graph contains weighted results.

Anxiety by Year

Percentage of High School Students Who Have Had Significant Problems with Feeling Very Anxious, Nervous, Tense, Scared, or like Something Bad Was Going to Happen,* 2017-2021[†]



*During the 12 months before the survey

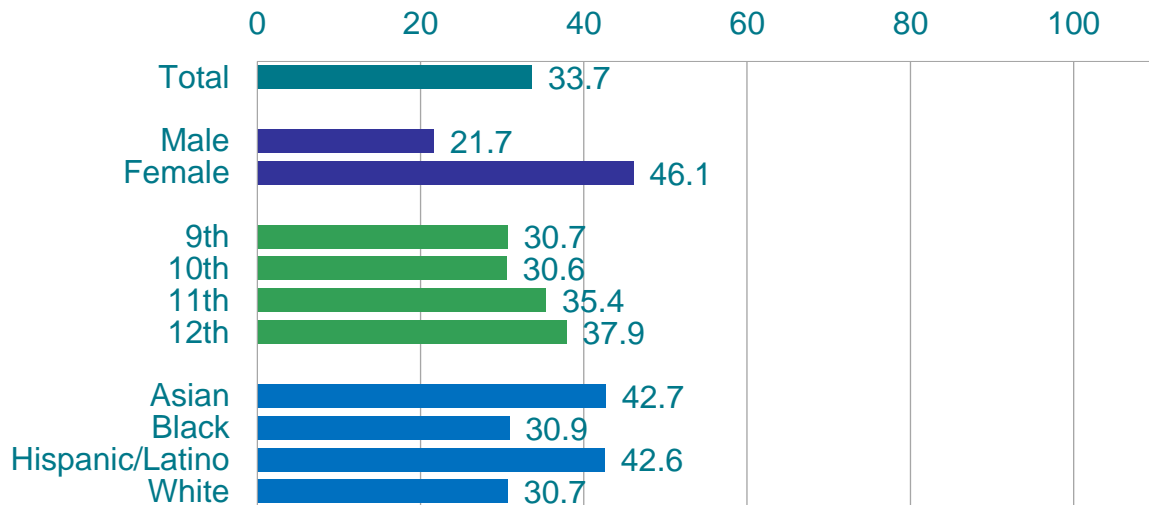
[†]Increased 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

This graph contains weighted results.

Depression

by Gender, Grade, and Race/Ethnicity

Percentage of High School Students Who Felt Sad or Hopeless,* by Sex, † Grade, and Race/Ethnicity †



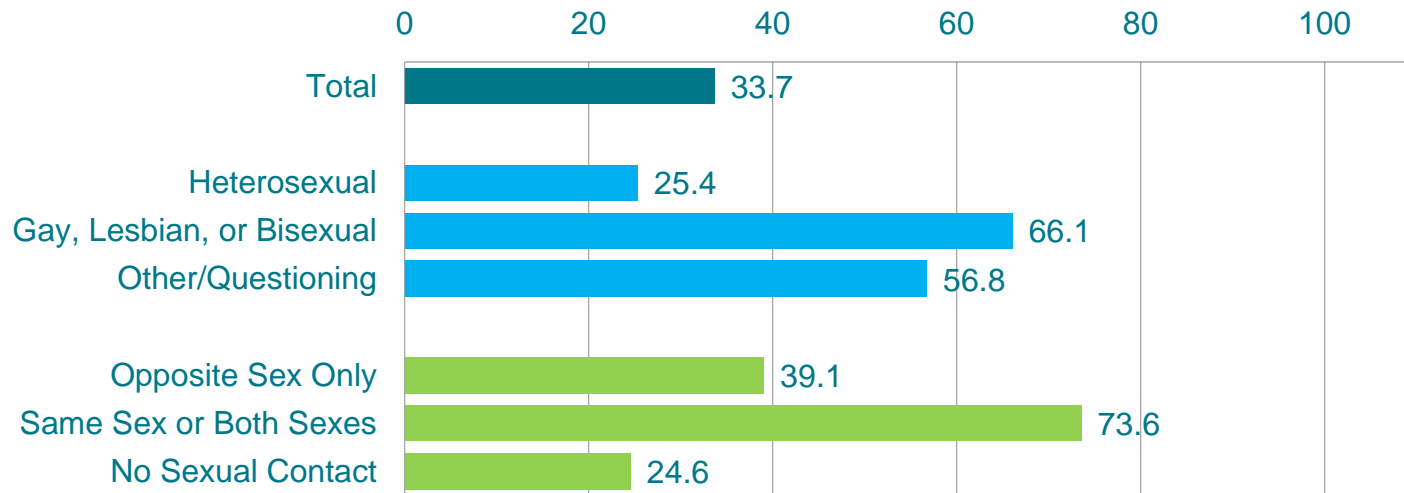
*Almost every day for ≥ 2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey

†F > M; H > B, H > W (Based on t-test analysis, $p < 0.05$.)

All Hispanic students are included in the Hispanic category. All other races are non-Hispanic. This graph contains weighted results.

Depression by Sexual Identity

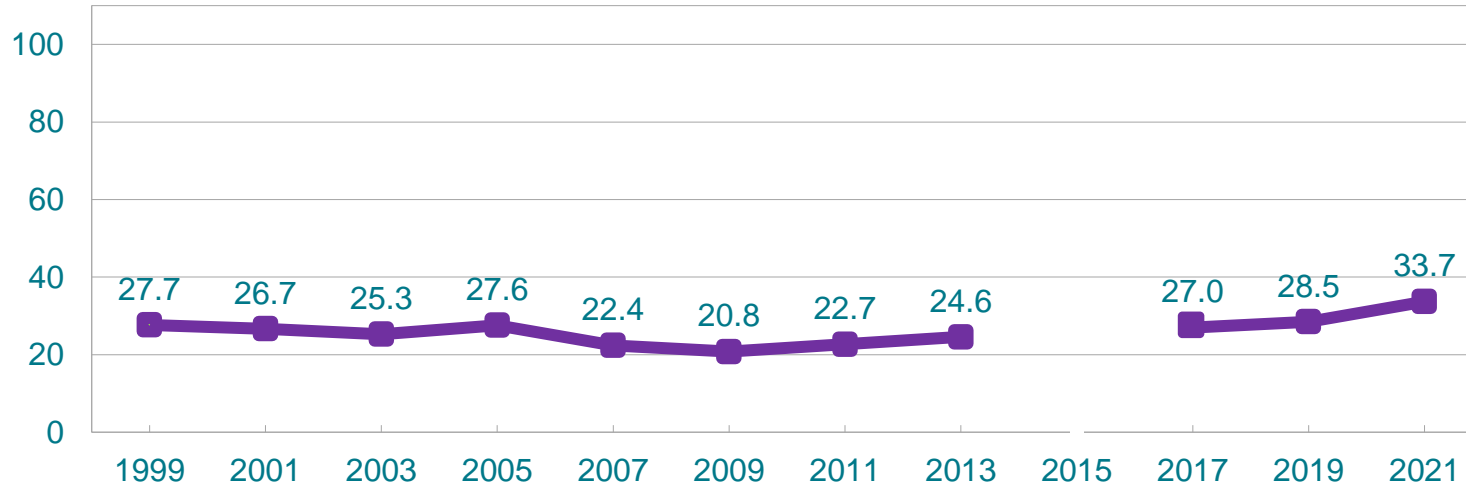
Percentage of High School Students Who Felt Sad or Hopeless,* by Sexual Identity and Sex of Sexual Contacts



*Almost every day for ≥ 2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey
This graph contains weighted results.

Depression by Year

Percentage of High School Students Who Felt Sad or Hopeless,* 1999-2021[†]



*Almost every day for ≥ 2 weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey

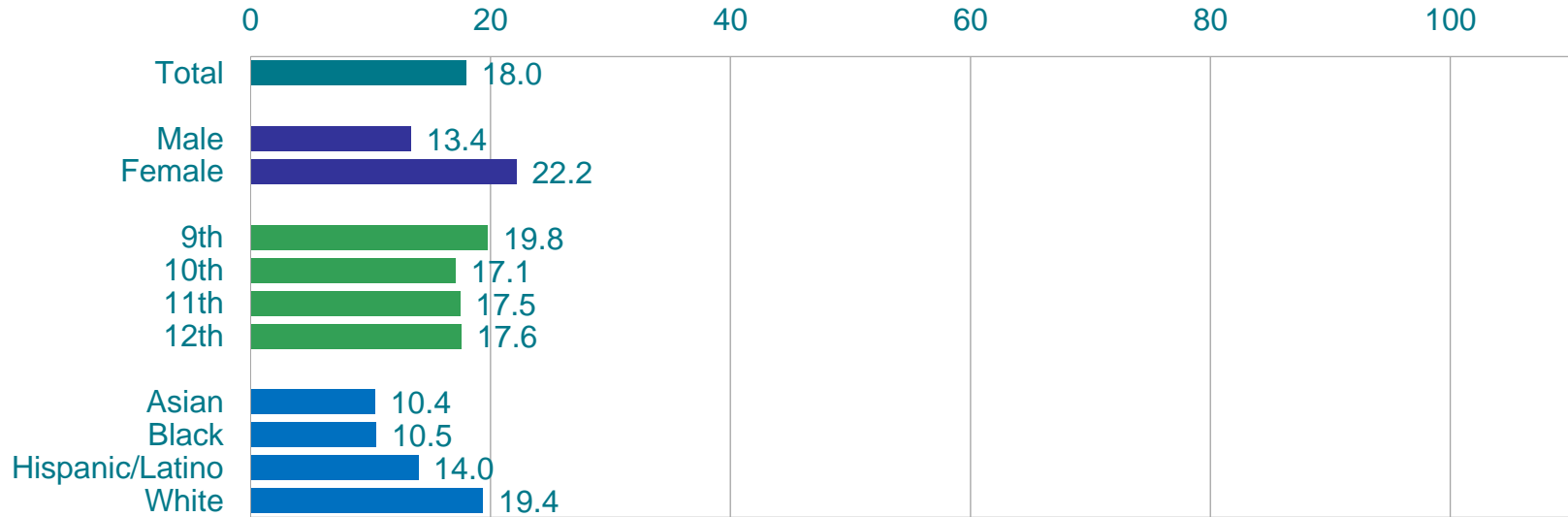
[†]Decreased, 1999-2011, increased, 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2015. This graph contains weighted results.

Bullying

by Gender, Grade, and Race/Ethnicity

Percentage of High School Students Who Were Bullied on School Property,* by Sex,† Grade, and Race/Ethnicity†



*Ever during the 12 months before the survey

†F > M; W > A, W > B (Based on t-test analysis, $p < 0.05$.)

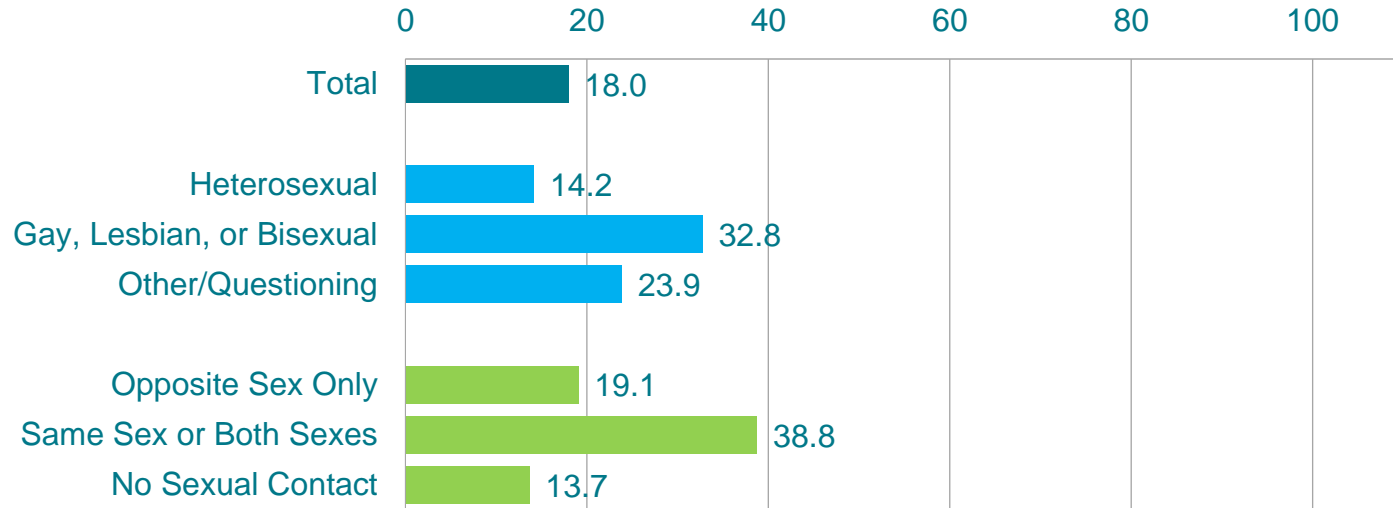
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All other races are non-Hispanic.

This graph contains weighted results.

Bullying by Sexual Identity

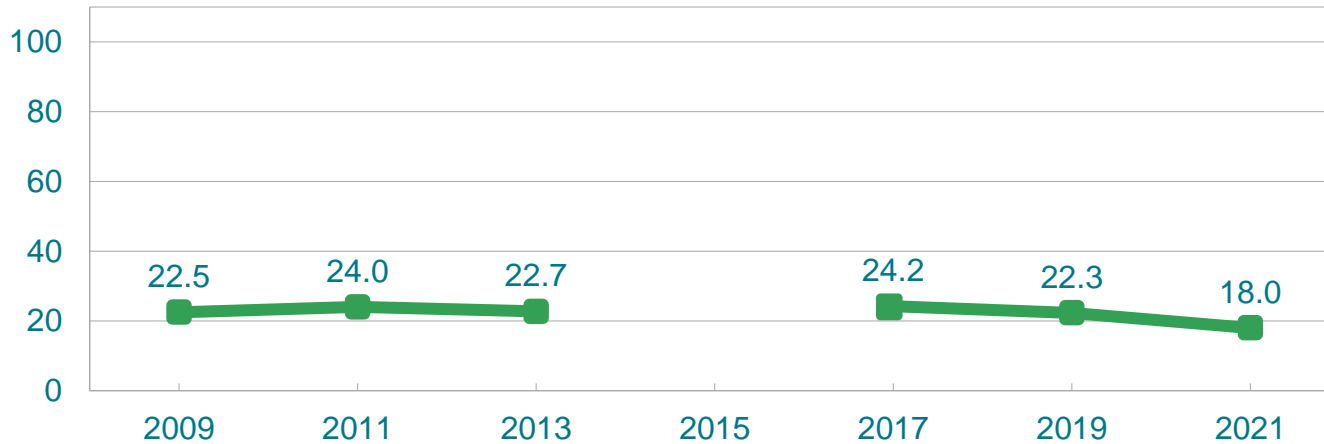
Percentage of High School Students Who Were Bullied on School Property,* by Sexual Identity and Sex of Sexual Contacts



*Ever during the 12 months before the survey
This graph contains weighted results.

Bullying by Year

Percentage of High School Students Who Were Bullied on School Property,* 2009-2021[†]



*Ever during the 12 months before the survey

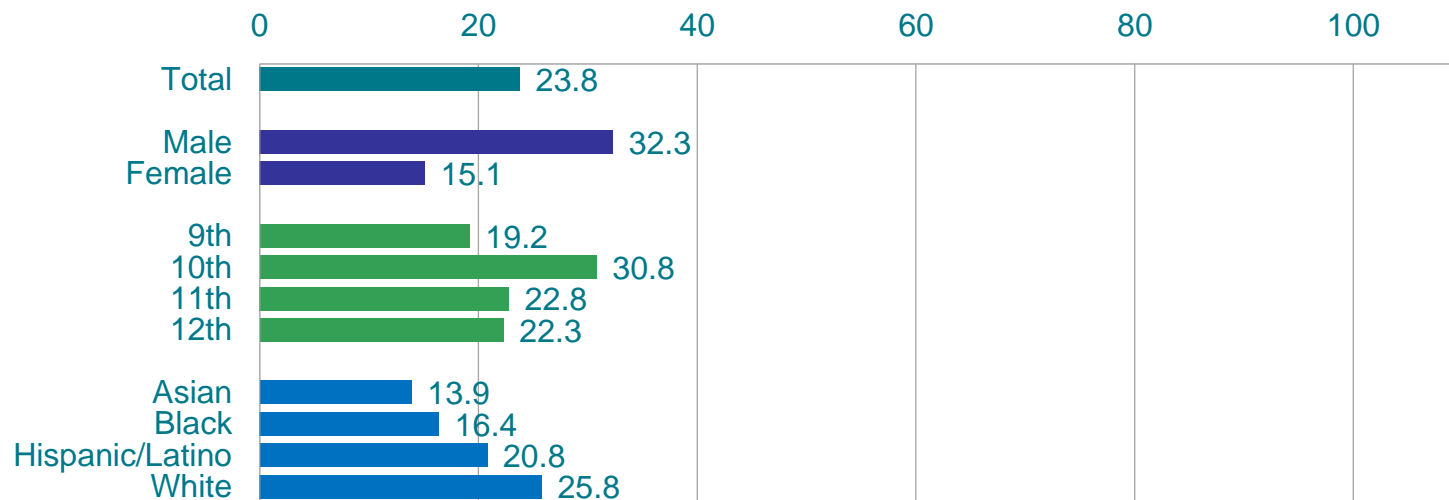
[†]Decreased 2009-2021, no change 2009-2017, decreased 2017-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

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Bullying not a Problem?

by Gender, Grade, and Race/Ethnicity

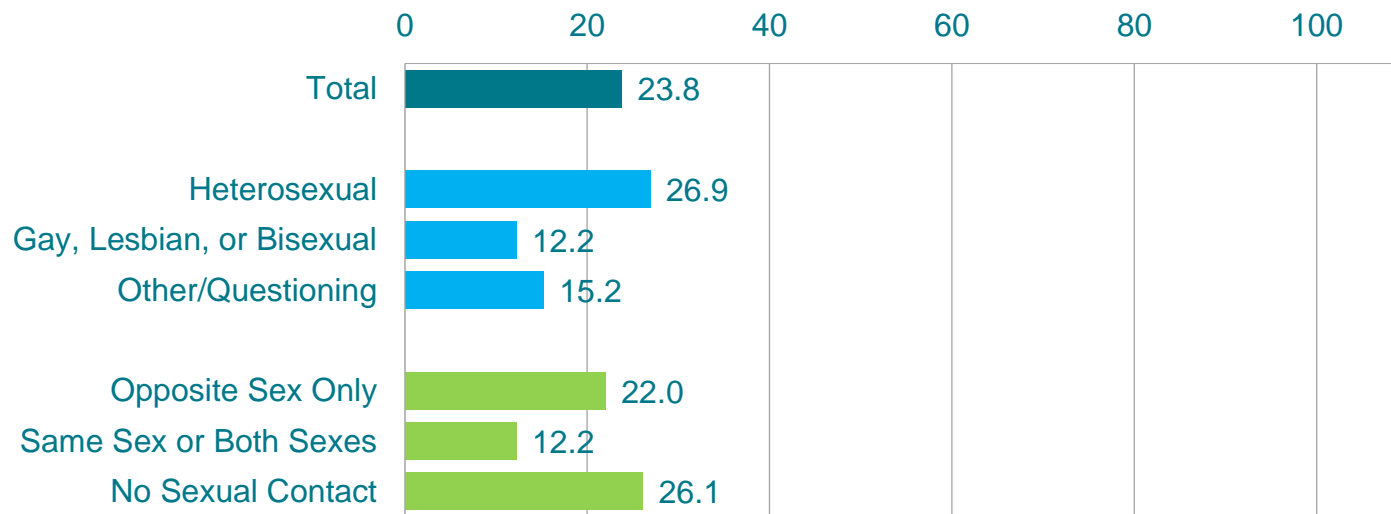
Percentage of High School Students Who Disagree or Strongly Disagree That Harassment and Bullying by Other Students Is a Problem at Their School, by Sex,* Grade,* and Race/Ethnicity*



*M > F; 10th > 9th, 10th > 12th; W > A, W > B (Based on t-test analysis, $p < 0.05$.)
All Hispanic students are included in the Hispanic category.
All other races are non-Hispanic.
This graph contains weighted results.

Bullying not a Problem? by Sexual Identity

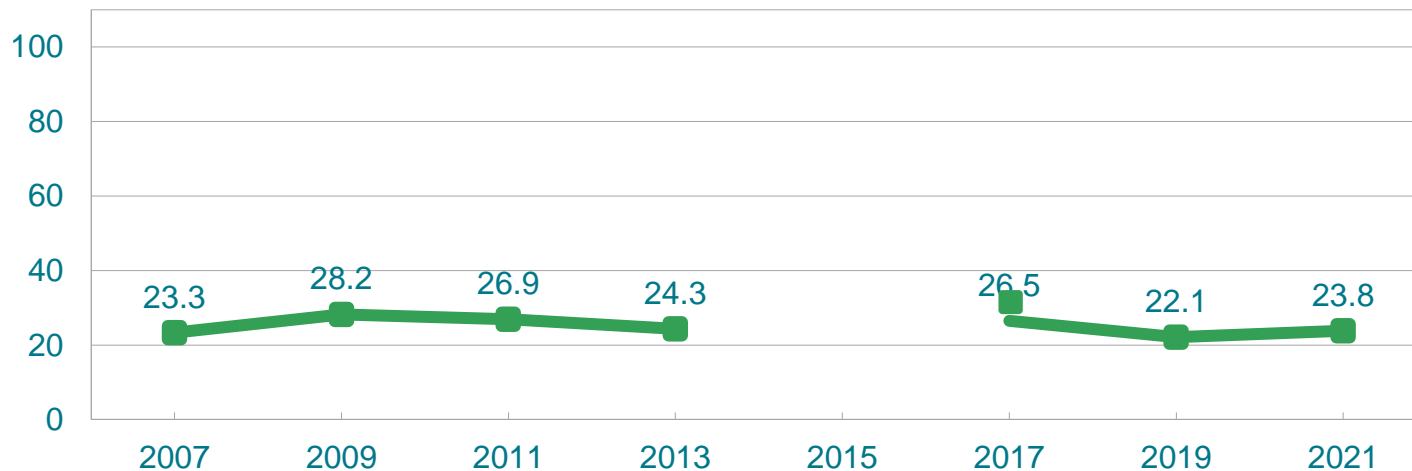
Percentage of High School Students Who Disagree or Strongly Disagree That Harassment and Bullying by Other Students Is a Problem at Their School, by Sexual Identity and Sex of Sexual Contacts



This graph contains weighted results.
Wisconsin - YRBS, 2021 - QN92

Bullying not a Problem? by Year

Percentage of High School Students Who Disagree or Strongly Disagree That Harassment and Bullying by Other Students Is a Problem at Their School, 2007-2021*

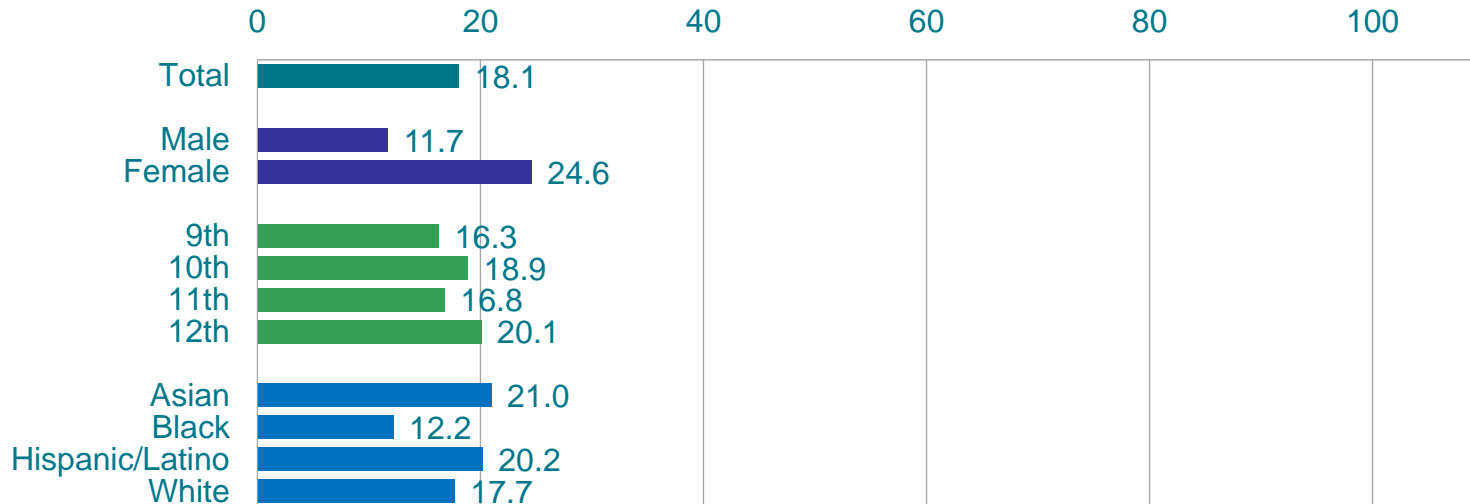


*No change 2007-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2015. This graph contains weighted results.

Suicide Consideration by Gender, Grade, and Race/Ethnicity

Percentage of High School Students Who Seriously Considered Attempting Suicide,* by Sex,[†] Grade, and Race/Ethnicity



*During the 12 months before the survey

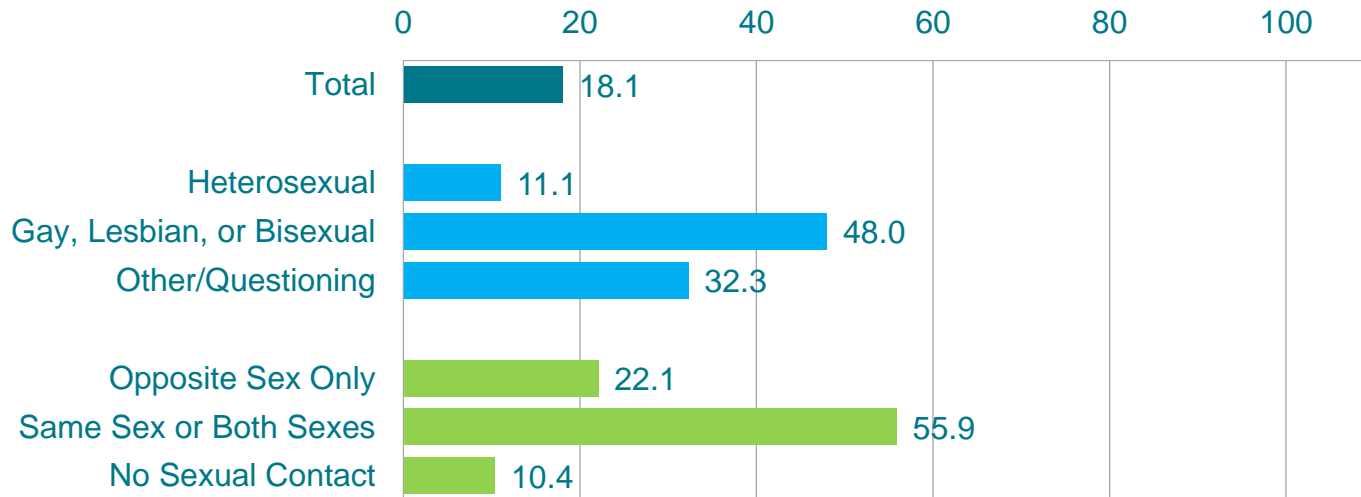
[†]F > M (Based on t-test analysis, $p < 0.05$.)

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Suicide Consideration by Sexual Identity

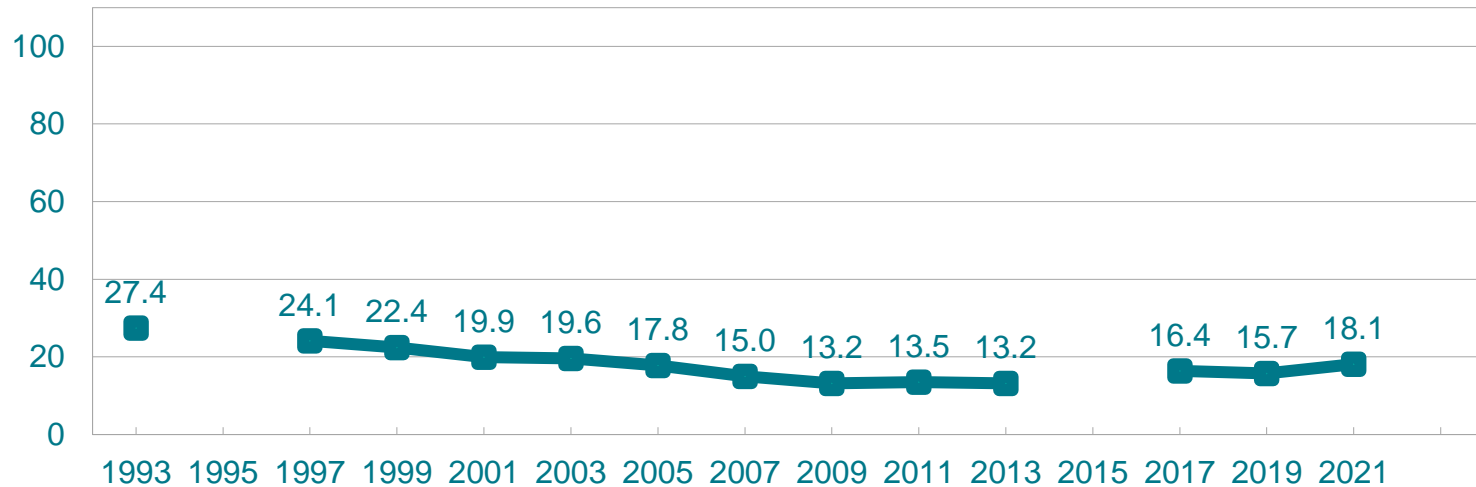
Percentage of High School Students Who Seriously Considered Attempting Suicide,* by Sexual Identity and Sex of Sexual Contacts



*During the 12 months before the survey
This graph contains weighted results.

Suicide Consideration by Year

Percentage of High School Students Who Seriously Considered Attempting Suicide,* 1993-2021[†]



*During the 12 months before the survey

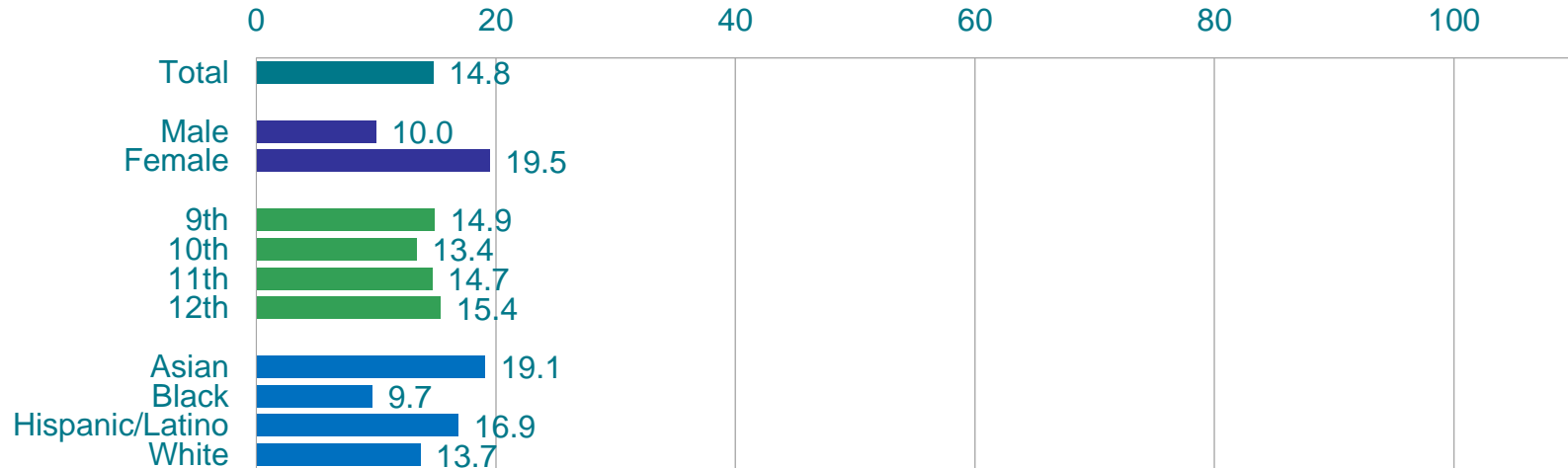
[†]Decreased 1993-2021, decreased 1993-2011, increased 2011-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 1995, 2015. This graph contains weighted results.

Suicide Plan

by Gender, Grade, and Race/Ethnicity

Percentage of High School Students Who Made a Plan About How They Would Attempt Suicide,* by Sex,[†] Grade, and Race/Ethnicity[†]



*During the 12 months before the survey

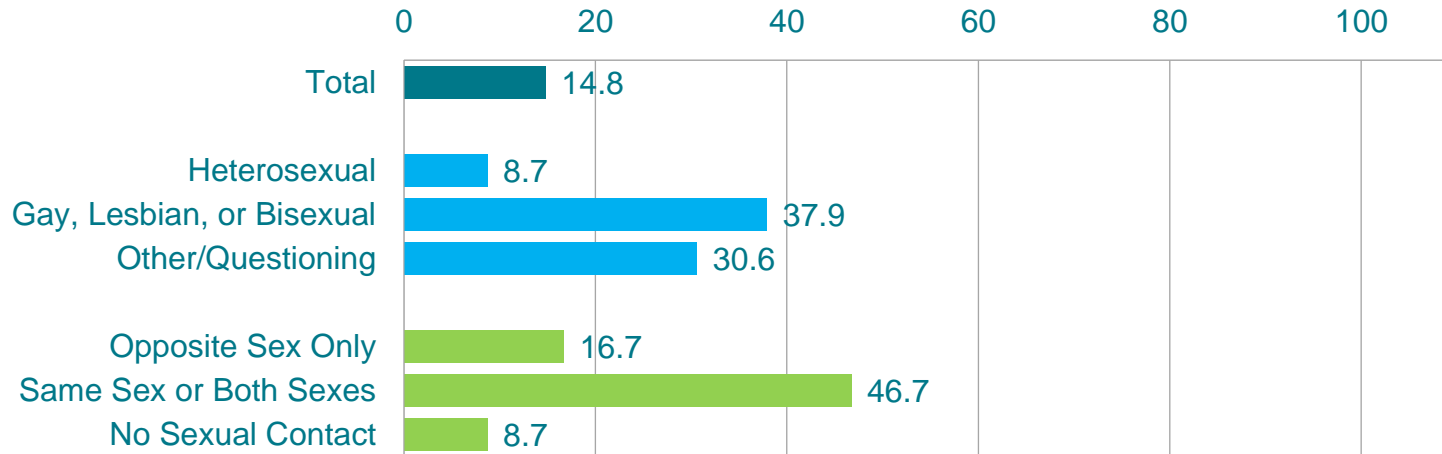
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Suicide Plan by Sexual Identity

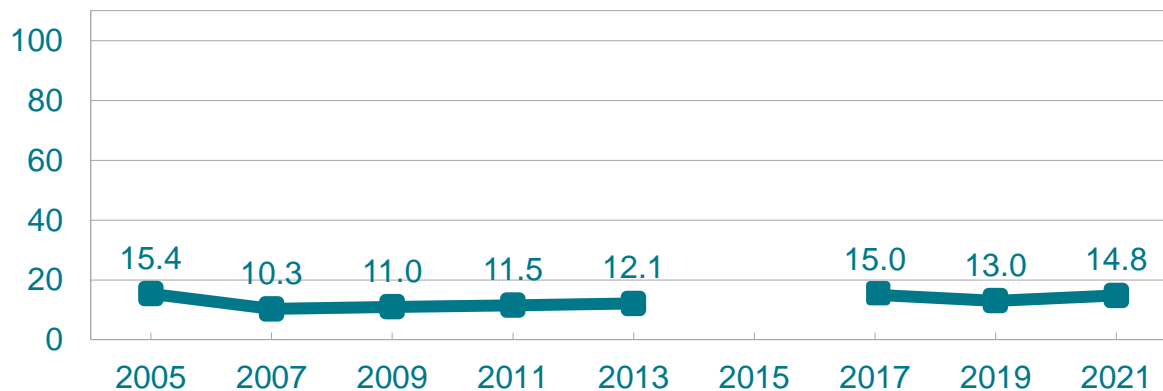
Percentage of High School Students Who Made a Plan About How They Would Attempt Suicide,*
by Sexual Identity and Sex of Sexual Contacts



*During the 12 months before the survey
This graph contains weighted results.

Suicide Plan by Year

Percentage of High School Students Who Made a Plan About How They Would Attempt Suicide,* 2005-2021†



*During the 12 months before the survey

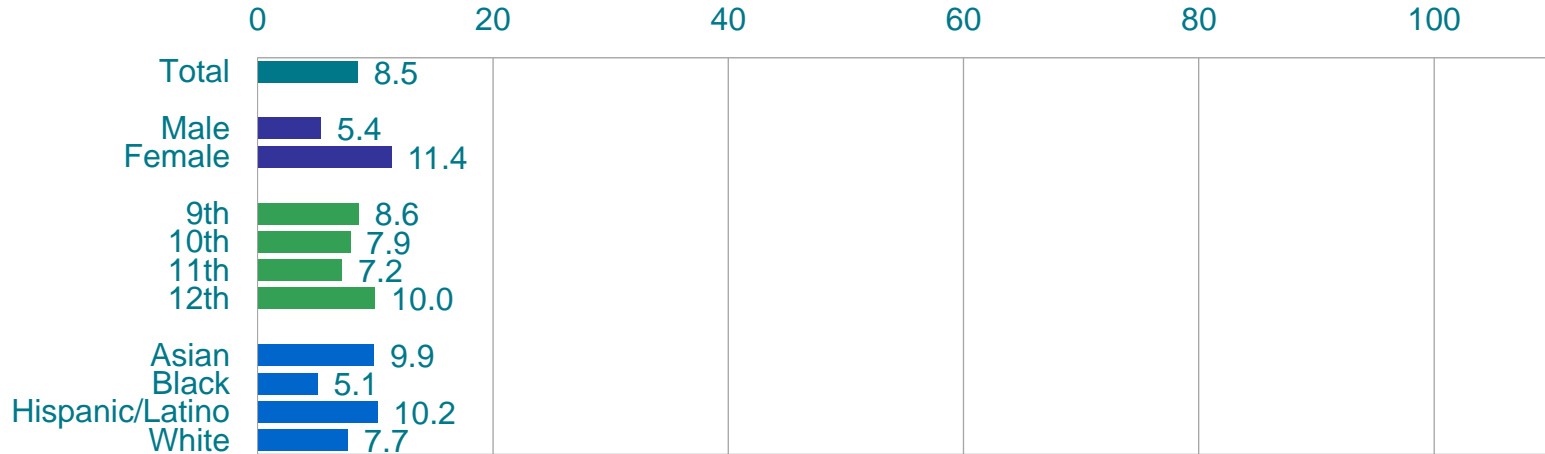
†Decreased, 2005-2009, increased, 2009-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2015. This graph contains weighted results.

Suicide Attempt

by Gender, Grade, and Race/Ethnicity

Percentage of High School Students Who Attempted Suicide,* by Sex,† Grade, and Race/Ethnicity



*One or more times during the 12 months before the survey

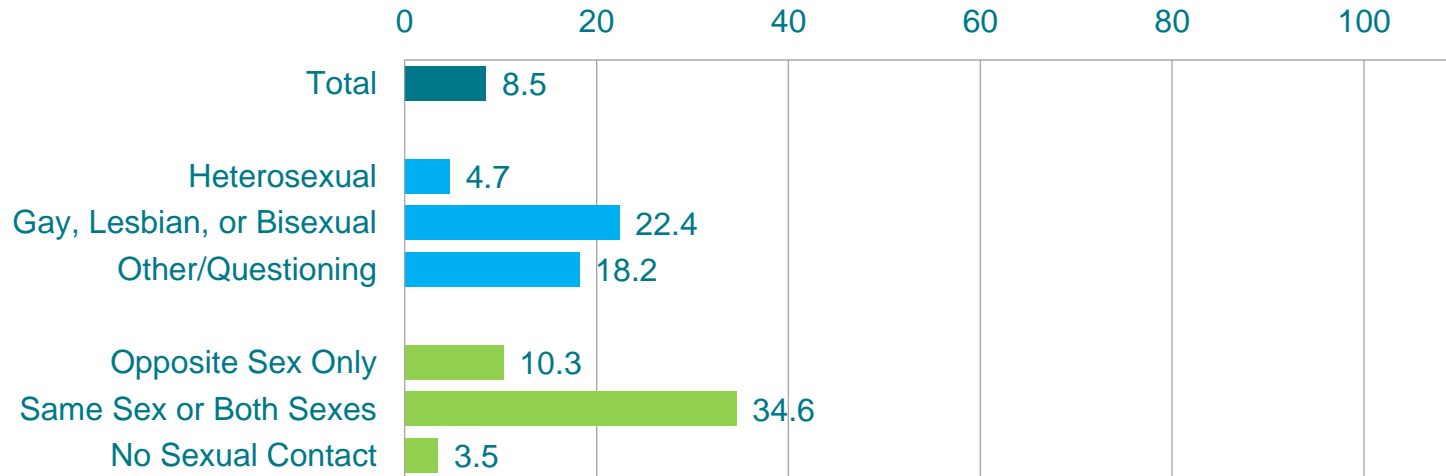
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Suicide Attempt by Sexual Identity

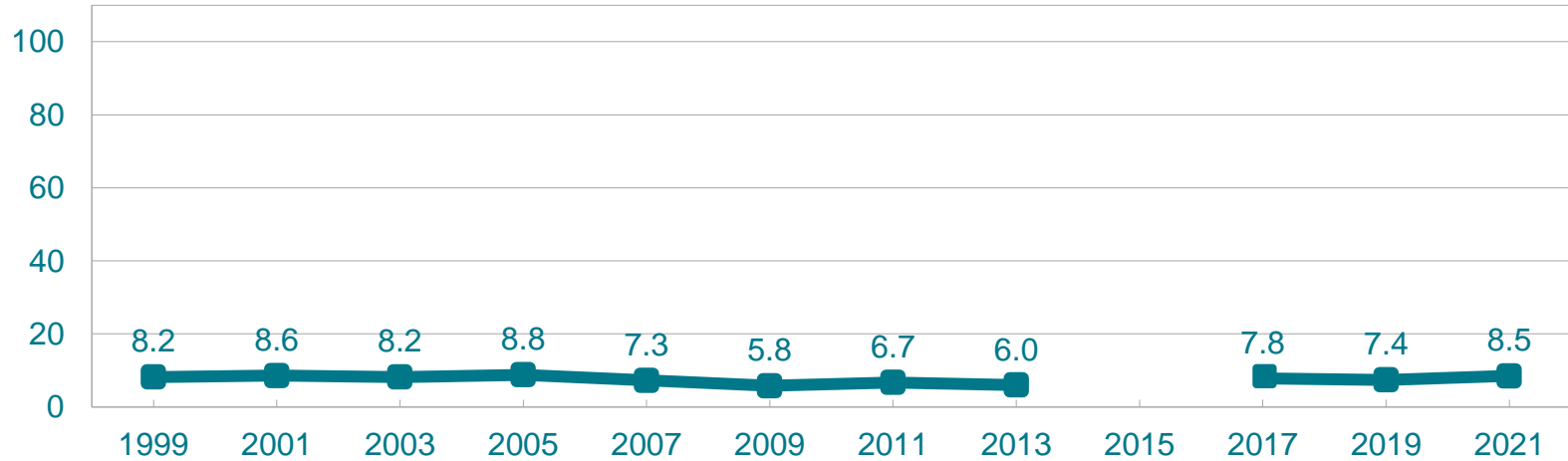
Percentage of High School Students Who Attempted Suicide,* by Sexual Identity and Sex of Sexual Contacts



*One or more times during the 12 months before the survey
This graph contains weighted results.

Suicide Attempt by Year

Percentage of High School Students Who Attempted Suicide,* 1999-2021†



*One or more times during the 12 months before the survey

†Decreased, 1999-2013, no change, 2013-2021 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).

Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

Data not available for 2015. This graph contains weighted results.

Asking for Help

by Gender, Grade, and Race/Ethnicity

Percentage of High School Students Who Would Feel Comfortable Seeking Help from One or More Adults Besides Their Parents If They Had an Important Question Affecting Their Life, by Sex, Grade, and Race/Ethnicity*



*W > B, W > H (Based on t-test analysis, $p < 0.05$.)

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Asking for Help by Sexual Identity

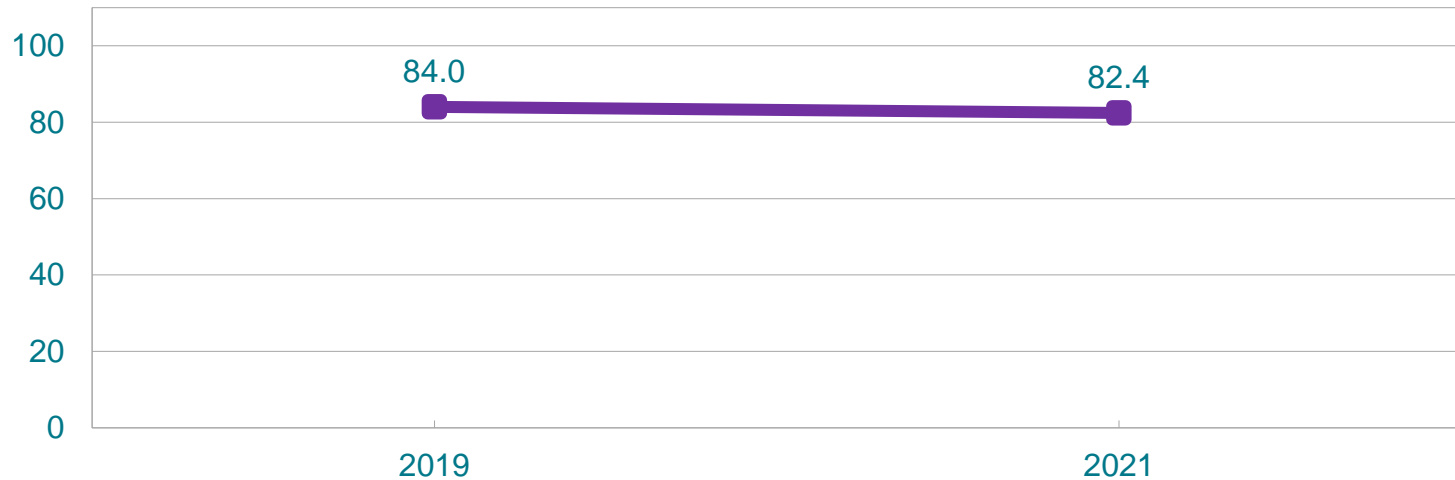
Percentage of High School Students Who Would Feel Comfortable Seeking Help from One or More Adults Besides Their Parents If They Had an Important Question Affecting Their Life, by Sexual Identity and Sex of Sexual Contacts



This graph contains weighted results.

Asking for Help by Year

Percentage of High School Students Who Would Feel Comfortable Seeking Help from One or More Adults Besides Their Parents If They Had an Important Question Affecting Their Life, 2019-2021*

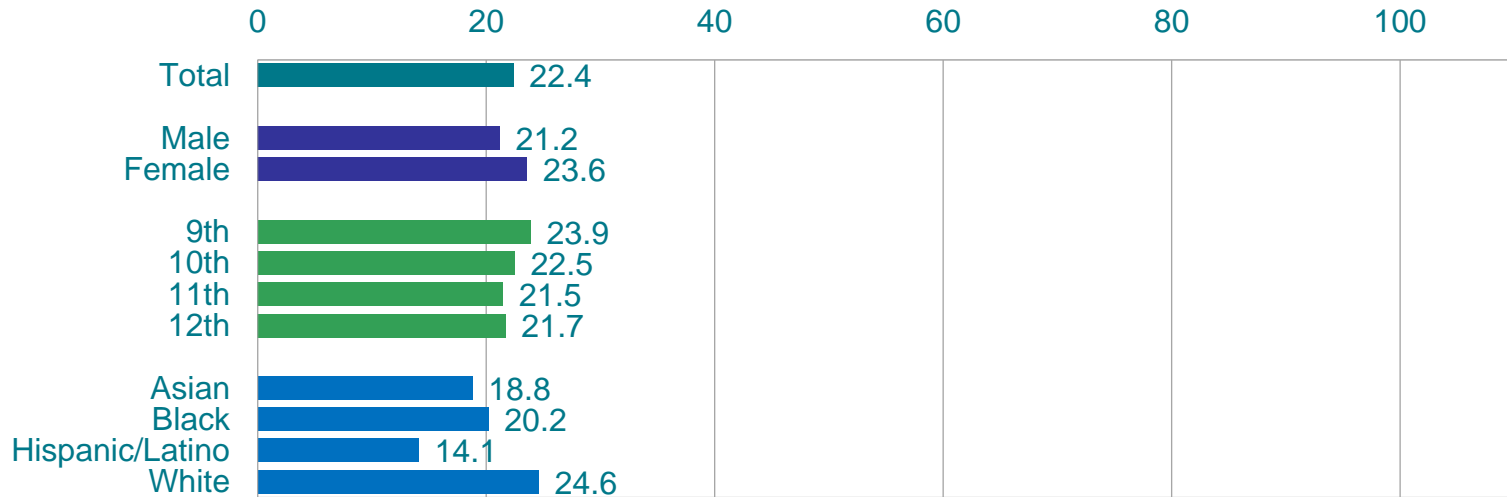


*No change 2019-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]
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Support

by Gender, Grade, and Race/Ethnicity

Percentage of High School Students Who Most of the Time or Always Get the Kind of Help They Need,*
by Sex, Grade, and Race/Ethnicity†



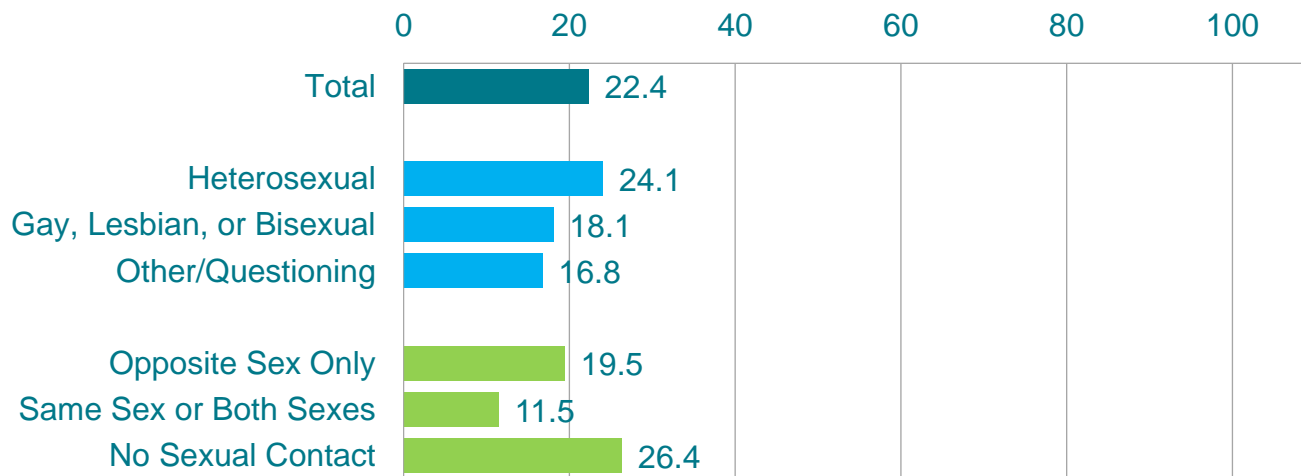
*Among students who report having felt sad, empty, hopeless, angry, or anxious

†W > H (Based on t-test analysis, $p < 0.05$.)

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Support by Sexual Identity

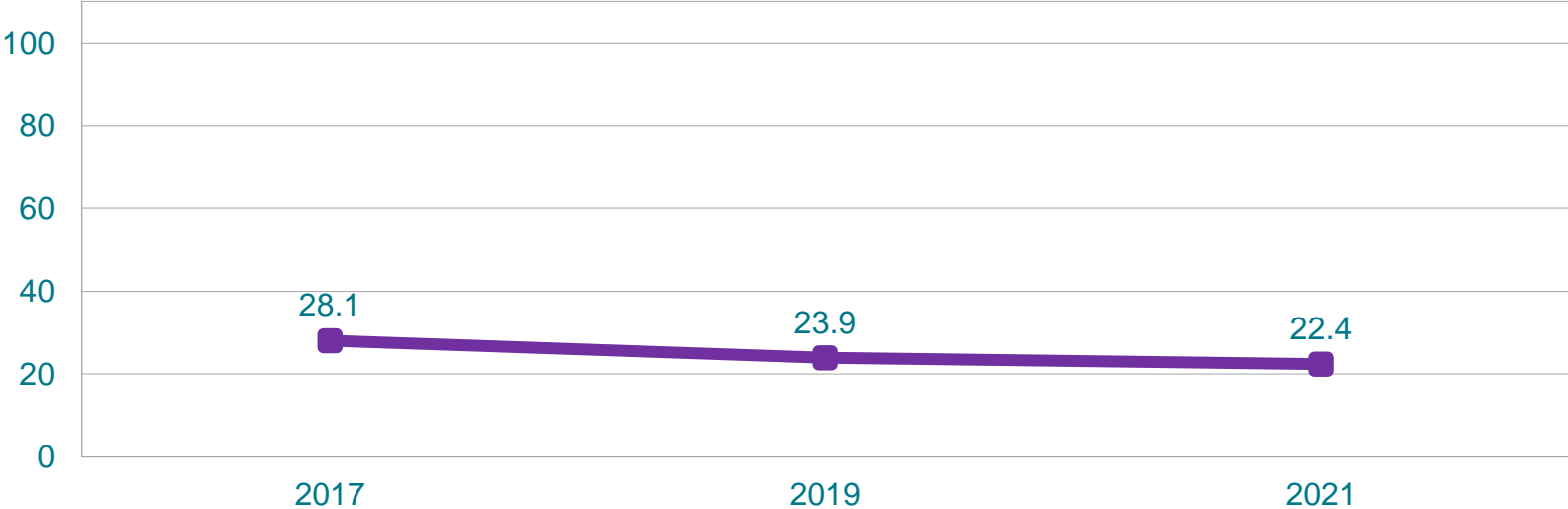
Percentage of High School Students Who Most of the Time or Always Get the Kind of Help They Need,* by Sexual Identity and Sex of Sexual Contacts



*Among students who report having felt sad, empty, hopeless, angry, or anxious
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Support by Year

Percentage of High School Students Who Most of the Time or Always Get the Kind of Help They Need,* 2017-2021[†]



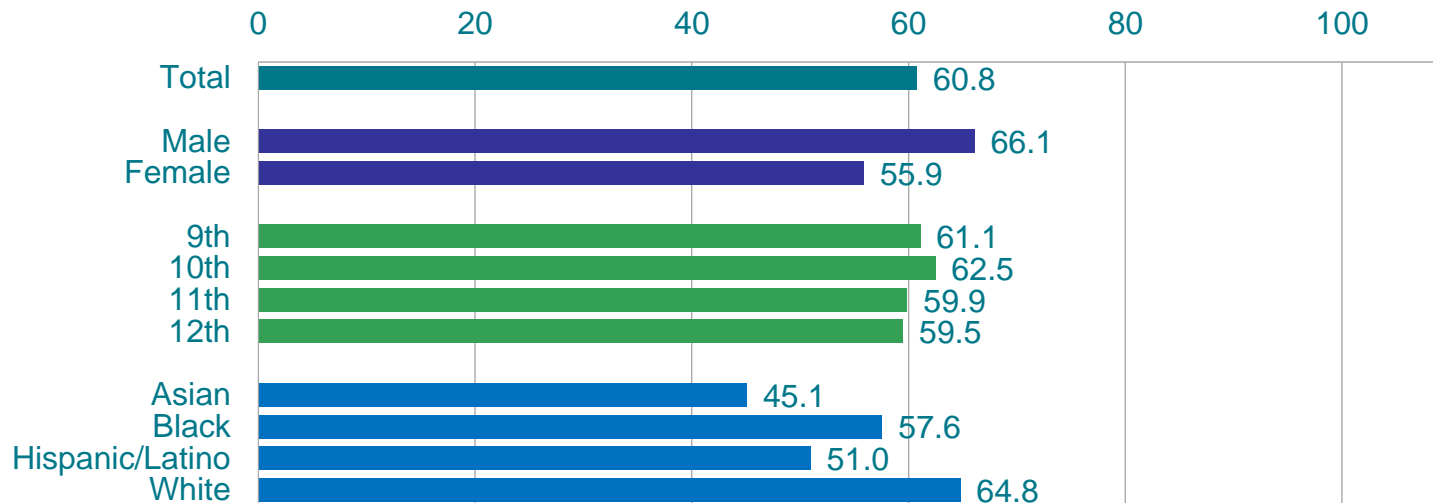
*Among students who report having felt sad, empty, hopeless, angry, or anxious

[†]Decreased 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Sense of Belonging

by Gender, Grade, and Race/Ethnicity

Percentage of High School Students Who Strongly Agree or Agree That They Feel like They Belong at Their School, by Sex, * Grade, and Race/Ethnicity*



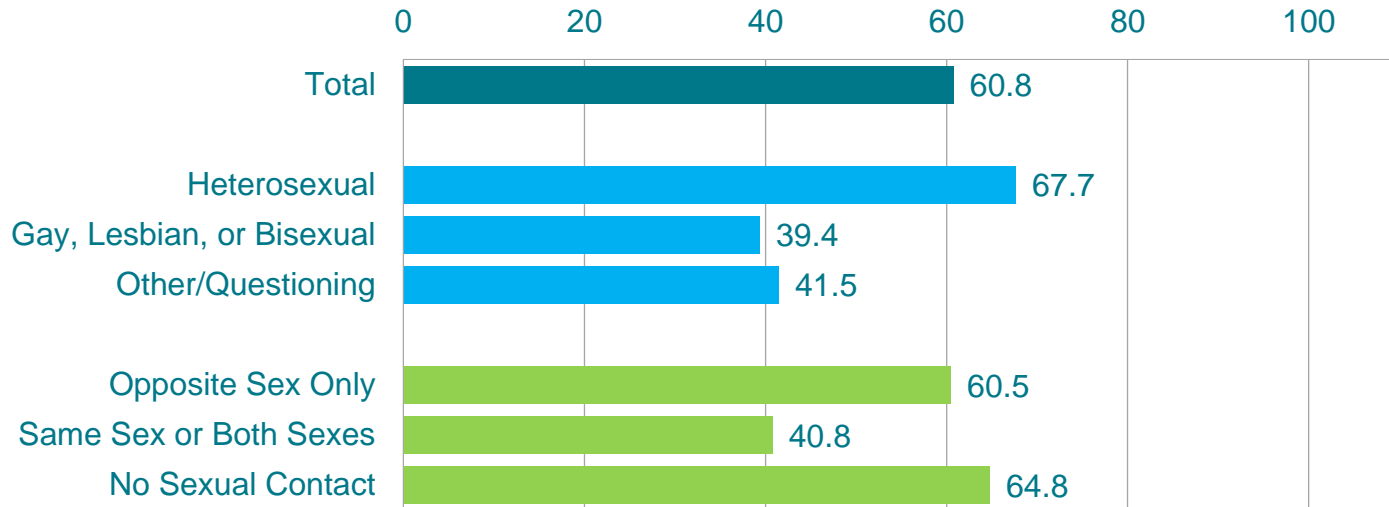
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Sense of Belonging by Sexual Identity

Percentage of High School Students Who Strongly Agree or Agree That They Feel like They Belong at Their School, by Sexual Identity and Sex of Sexual Contacts



This graph contains weighted results.

Sense of Belonging by Year

Percentage of High School Students Who Strongly Agree or Agree That They Feel like They Belong at Their School, 2017-2021*



*Decreased 2017-2021 [Based on linear trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$).]

Acknowledgements

This report would not exist without the work and support of the participating schools. Special gratitude is extended to the anonymous schools in the state sample. This report is available thanks to the hard work of many dedicated district and school officials across Wisconsin. Most especially, this report is made possible by the generous participation of Wisconsin's high school students. **Thank you.**