

The Mental Health and Well-Being of Ontario Students

FINDINGS FROM THE OSDUS



1991-1999



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

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The Mental Health and Well-Being of Ontario Students 1991-1999

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The 1999 OSDUS Mental Health & Well-Being Report

Executive Summary

The Data

The Centre for Addiction and Mental Health's *Ontario Student Drug Use Survey (OSDUS)*, is the longest ongoing school survey of adolescents in Canada. The study, which spans over two decades, is based on 12 surveys conducted every two years since 1977. In the spring of 1999, 4,894 students (grades 7 through OAC) from 38 school boards, 111 schools and 285 classes participated in the survey administered by the Institute for Social Research, York University. This report describes health and mental health indicators in 1999 and changes since 1991, and is a companion document to the report *Drug Use Among Ontario Students: Findings from the OSDUS*. All data are based on self-reports derived from anonymous questionnaires administered in classrooms.

Family & School

- ❑ Although three-quarters (72.5%) of students live with both natural parents, over one-in-ten (16%) students live with a single parent.
- ❑ Although just over half (54%) of students are residentially-stable and about one-third (34%) are school-stable. About one-fifth changed residence more than twice, and about one-quarter changed schools more than twice during the five years before the survey.
- ❑ A majority of students report a positive school climate: 85% feel close to others at school; 84% feel they are a part of their school; over three-quarters say their teachers are first rate and that their courses are challenging; and 91% feel safe at school.

- ❑ Still, one-in-seven (13.6%) are worried about being harmed or threatened at school. Concern about school safety is higher among students who are female, younger, and from Toronto.

Social Health

- ❑ Just over half (56.8%) of students report getting along very well with their parents, while 37.8% get along "OK," and 5.4% do not get along with their parents.
- ❑ Although most students report having more than two close friends, almost one in 36 (2.8%) report fewer than two close friends. About 7% of students have only one confidant – someone they can talk to about problems – and 3.6% do not have a confidant.

Physical Health

- ❑ Although about two-thirds (62.6%) of students perceive their health as excellent or very good, almost one-in-ten (9.0%) report fair or poor health. Perceived poorer health was highest among 11th-graders (11.5%).
- ❑ Fifteen percent of students were physically inactive during the 7 days before the survey, while 46% were physically inactive at school.
- ❑ About two-thirds (63%) report physical activity at least 3 times in the past 7 days – the level of physical activity recommended by health professionals.

During the 12 months before the survey, 13% visited a health professional for mental health reasons. Females are more likely than males to report mental health visits (16% vs 9%).

- More students in 1999 perceived their health as fair or poor than did students in 1991 (9% vs 6%). This increase in poor health also occurred among males (5% to 9%), 11th-graders (6% to 12%), 13th-graders (4% to 10%) and Western Ontario students (5% to 9%).
- Physical inactivity showed a small, but non-significant, increase between 1997 and 1999 (13.7% to 15.3%).

Internalizing Indicators

Self-Esteem

- ❑ One-in ten (10%) students report low self-esteem.
- ❑ Females are more likely than males to report low self-esteem (12.7% vs 7.3%).
- Reports of low self-esteem remained stable between 1993 and 1999.

Depression

- ❑ About 40.5% of students are at moderate risk for depression, while 4.9% are at high risk.
- ❑ Females are more likely than males to report both levels of depression (moderate: 50.2% vs 30.8%; high: 8.0% vs 1.9%).
- Among all students, high risk for depression remained stable between 1997 and 1999.

Elevated Psychological Distress

- ❑ Elevated psychological distress is reported by 30.3% of students (36.0% of females and 24.6% of males).

- ❑ Psychological distress significantly increases with grade level, from 20.1% of 7th-graders to 39.1% of 11th-graders.
- ❑ The most common symptoms experienced were feeling constantly under stress (36.5%), followed by losing sleep because of worry (28.6%).

Body Image and Weight Control

- ❑ Based on 1997 data, two-thirds of students (66.0%) were satisfied with their weight; 22.9% felt they were too fat; and 11.1% felt they were too thin.
- ❑ Compared to males, females were more likely to indicate they were too fat (13.8% vs 30.7%), whereas compared to females, males were more likely to indicate they were too thin (6.9% vs 15.9%).
- ❑ About one-quarter (25.8%) of students reported either skipping meals, taking diet pills, or inducing vomiting to control weight during the 12 months before the survey. Significantly more females reported doing so compared to males (39.2% vs 10.6%).

Externalizing Indicators

Overall Delinquency

- ❑ About one-in-six students (18.1%) report involvement in three or more delinquent acts during the past 12 months. Such involvement is more common among males than females (25.4% vs 11.1%), and tends to peak in 10th- or 11th-grade (about 25%).
- ❑ Although the percentage of all students reporting delinquent activities did not change significantly between 1993 and 1999, more males reported involvement in three or more activities in 1999 (24.6%) than did males in 1997 (19.1%) or 1991 (19.5%).
- Long-term trends among 11th-graders between 1983 and 1999 show increases in involvement in three or more activities, from 9.0% to 13.1%.

Nonviolent Activities

- Between 1991 and 1999, the percentage of all students reporting selling cannabis increased significantly, from 3.0% to 7.8%.
- Long-term trends among 11th-graders between 1983 and 1999 show increases in reports of property damage, car theft, cannabis and other drug selling, and break and enter.

Violent Activities

- ❑ About 18.9% of students (28.4% of males and 9.5% of females) report assaulting another; 13.1% (20.9% of males and 5.5% of females) report carrying a weapon; and 7.5% (11.5% and 3.5%) report gang fighting during the 12 months before the survey.
- Short-term trends show declines in weapon carrying between 1993 and 1999 among all students (15.4% to 12.3%), females (8.3% to 5.0%), 7th-graders (12.9% to 7.8%) and 9th-graders (18.9% to 13.4%).
- Long-term trends among 11th-graders between 1983 and 1999 show increases in assault, from 11.1% to 20.1%. Trends in gang fighting remained stable.

Gambling Problems

- ❑ About one-in-eight students (13.3%) report any gambling problem during the 12 months before the survey (20.5% of males and 9.1% of females), while one-in-17 (5.8%) report indicators of a pathological gambling problem (6.1% of males and 2.5% of females).

Common Risk Factors

The report also profiles some factors related to the eight health risk outcomes: low self-esteem; depression; psychological distress; delinquent behaviour; pathological gambling; hazardous drinking; any illicit drug use; and illicit drug use excluding cannabis.

- ❑ In order of importance, the factors most associated with the eight outcomes were as follows:
 - low school marks (8 out of 8 outcomes),
 - sex and grade/age (7/8),
 - perceived school safety (6/8),
 - family intactness and school moves (4/8),
 - region, school attachment, and low parent-child communication (3/8),
 - parents' education (1/8).

Notably, sex appears to be a strong distinguishing factor between internalizing and externalizing problems:

- ❑ Females are more likely to report internalizing problems, such as low self-esteem, depression, psychological distress, and symptoms of eating disorders than males. Conversely, males are more likely to report externalizing problems, such as delinquency, gambling problems, hazardous drinking, and illicit drug use.

Co-existing Problems

- ❑ One-in-twenty (5%) report both psychological distress and hazardous drinking; 7% report hazardous drinking only; 25% report only psychological distress; and 63% report neither problem.
- ❑ Females are more likely than males to report psychological distress only (32.1% vs 18.9%), while males are more likely to report hazardous drinking only (9.1% vs 4.0%). Males and females are equally likely to report both problems concurrently.

Major Mental Health and Well-Being Indicators, Ontario Students, G7-OAC, 1999

Indicator	Estimated Number of Ontario Students	Total %	Males %	Females %	
% fair or poor health (current)	83 100	9.0	8.7	9.4	
% physically inactive (past 7 days)	135 700	14.7	15.2	14.2	
% reporting a mental health visit (past year)	116 300	12.6	9.2	16.0	*
% low self-esteem (current)	92 300	10.0	7.3	12.7	*
% at high risk for depression (past 7 days)	45 200	4.9	1.9	8.0	*
% psychological distress (past few weeks)	279 700	30.3	24.6	36.0	*
% reporting psychological distress <i>and</i> drinking hazardingly	43 400	4.7	5.6	3.9	
% 3+ delinquent activities (past year)	167 100	18.1	25.4	11.1	*
% carrying weapon (past year)	120 900	13.1	20.9	5.5	*
% any gambling problem (past year)	122 800	13.3	20.5	6.1	*
% pathological gambling problem (past year)	53 500	5.8	9.1	2.5	*

* indicates a significant sex difference ($p < .05$), not controlling for other factors.

Indicator	G7	G8	G9	G10	G11	G12	OAC	
% fair or poor health (current)	3.8	7.2	9.8	10.0	11.5	10.9	9.9	*
% physically inactive (past 7 days)	18.5	12.8	11.8	15.5	19.1	13.0	10.4	
% reporting a mental health visit (past year)	8.9	11.3	14.4	14.8	14.6	9.3	14.6	
% low self-esteem (current)	8.1	11.1	11.0	12.8	10.7	7.3	7.6	
% at high risk for depression (past 7 days)	2.7	6.7	5.1	4.8	5.2	3.1	7.7	
% psychological distress (past few weeks)	20.1	24.1	29.8	31.4	39.1	31.6	37.2	*
% reporting psychological distress <i>and</i> drinking hazardingly	0.5	2.4	3.8	5.3	9.5	5.2	7.0	*
% 3+ delinquent activities (past year)	8.7	17.2	17.6	26.7	24.8	14.8	16.6	*
% carrying weapon (past year)	7.8	15.2	13.4	18.3	16.2	9.6	9.6	*
% any gambling problem (past year)	11.3	11.3	14.4	17.4	13.8	13.8	10.5	
% pathological gambling problem (past year)	2.5	5.7	7.2	7.1	7.8	6.4	1.8	*

* indicates a significant grade difference ($p < .05$), not controlling for other factors.

Rapport sur la santé mentale et le bien-être selon le SCDEO de 1999

Résumé

Les données

Le *Sondage sur la consommation de drogues parmi les élèves de l'Ontario (SCDEO)* du Centre de toxicomanie et de santé mentale constitue l'étude permanente la plus longue sur la consommation de drogues chez les adolescents au Canada. Cette étude, qui couvre plus de vingt ans, repose sur 12 sondages effectués tous les deux ans depuis 1977. Au printemps de 1999, 4 894 élèves (de la 7^e année au CPO) répartis dans 38 conseils scolaires, 111 écoles et 285 classes ont participé au sondage, qui a été administré par l'Institut de recherche sociale de l'Université York. Le rapport décrit des indicateurs de santé physique et mentale en 1999 et les changements survenus depuis 1991, et accompagne le document intitulé *Drug Use Among Ontario Students: Findings from the OSDUS*. Toutes les données proviennent de questionnaires anonymes que les élèves ont remplis en classe.

Vie familiale et scolaire

- ❑ Les trois quarts (72,5 %) des élèves vivent avec leurs deux parents naturels, mais plus d'un élève sur dix (16 %) vit uniquement avec son père ou sa mère.
- ❑ Un peu plus de la moitié (54 %) des élèves connaissent la stabilité quant à leur lieu de résidence, et le tiers (34 %) quant à leur école. Environ le cinquième ont déménagé plus de deux fois, et environ le quart ont changé d'école plus de deux fois pendant la période de cinq ans qui a précédé le sondage.
- ❑ La plupart des élèves font état d'une atmosphère positive à l'école : 85 % se sentent proches de leurs camarades, 84 % ont un sentiment d'appartenance à l'école, plus des trois quarts jugent que leurs enseignants sont de premier ordre et que leurs cours sont stimulants et 91 % se sentent en sécurité à l'école.

- ❑ Cependant, un élève sur sept (13,6 %) se sent menacé ou craint d'être attaqué à l'école. La sécurité à l'école suscite le plus d'inquiétudes chez les filles, chez les plus jeunes et chez les élèves de Toronto.

Santé sociale

- ❑ Un peu plus de la moitié (56,8 %) des élèves disent s'entendre très bien avec leurs parents ; 37,8 % s'entendent « assez bien » et 5,4 % ne s'entendent pas avec leurs parents.
- ❑ La plupart des élèves disent avoir plus de deux bons amis, mais près d'un sur 36 (2,8 %) en a moins de deux. Environ 7 % des élèves n'ont qu'un seul confident (à qui ils parlent de leurs problèmes), et 3,6 % n'en ont pas.

Santé physique

- ❑ Environ les deux tiers des élèves (62,6 %) jugent que leur santé est excellente ou très bonne, mais près du dixième (9,0 %) pensent que leur santé est médiocre ou mauvaise. Les élèves de 11^e année avaient la perception la plus négative de leur état de santé (11,5 %).
- ❑ Quinze pour cent des élèves étaient sédentaires pendant les sept jours qui ont précédé le sondage, alors que 46 % étaient sédentaires à l'école.
- ❑ Environ les deux tiers (63 %) des élèves avaient fait de l'activité physique au moins trois fois au cours des sept jours précédents. Il s'agit du niveau d'activité physique recommandé par les professionnels de la santé.
- ❑ Pendant les 12 mois qui ont précédé le sondage, 13 % des élèves ont consulté un professionnel de la santé pour un problème de santé mentale. Une proportion plus élevée de filles que de garçons disent avoir consulté un professionnel à cette fin (16 % contre 9 %).

- Plus d'élèves jugeaient que leur santé était médiocre ou mauvaise en 1999 qu'en 1991 (9 % contre 6 %). Cette hausse s'est également manifestée chez les garçons (de 5 % à 9 %), les élèves de 11^e année (de 6 % à 12 %), les élèves de 13^e année (de 4 % à 10 %) et les élèves de l'Ouest de l'Ontario (de 5 % à 9 %).
- Le pourcentage de sédentarité a augmenté de façon légère mais non significative de 1997 à 1999 (de 13,7 % à 15,3 %).

Indicateurs d'intériorisation

Estime de soi

- ❑ Un élève sur dix (10 %) dit avoir une faible estime de soi.
- ❑ Une plus forte proportion de filles que de garçons disent avoir une faible estime de soi (12,7 % contre 7,3 %).
- Les déclarations de faible estime de soi sont demeurées stables de 1993 à 1999.

Dépression

- ❑ Environ 40,5 % des élèves courent un risque modéré de dépression, alors que ce risque est élevé pour 4,9 % des élèves.
- ❑ Une proportion plus élevée de filles que de garçons font état de ces deux niveaux de risque (modéré : 50,2 % contre 30,8 % ; élevé : 8 % contre 1,9 %).
- La proportion d'élèves qui courent un risque élevé de dépression est demeurée stable de 1997 à 1999.

Détresse psychologique élevée

- ❑ Au total, 30,3 % des élèves signalent une détresse psychologique élevée (36,0 % des filles et 24,6 % des garçons).
- ❑ La détresse psychologique augmente de façon significative avec l'année d'études, touchant

20,1 % des élèves de 7^e année et 39,1 % des élèves de 11^e année.

- ❑ Les symptômes les plus fréquents étaient un état constant de stress (36,5 %) et une perte de sommeil à cause d'inquiétudes (28,6 %).

Image corporelle et maîtrise du poids

- ❑ D'après des données de 1997, les deux tiers des élèves (66,0 %) étaient satisfaits de leur poids, 22,9 % se disaient trop gros et 11,1 % se jugeaient trop minces.
- ❑ Les filles étaient plus susceptibles de se trouver trop grosses (30,7 % contre 13,8 % des garçons), alors que les garçons étaient plus susceptibles de se trouver trop minces (15,9 % contre 6,9 % des filles).
- ❑ Environ le quart (25,8 %) des élèves ont dit avoir sauté des repas, pris des médicaments amaigrisseurs ou s'être fait vomir pour maîtriser leur poids pendant les 12 mois qui ont précédé le sondage. Beaucoup plus de filles que de garçons se sont comportées ainsi (39,2 % contre 10,6 %).

Indicateurs d'extériorisation

Délinquance globale

- ❑ Environ un élève sur six (18,1 %) a dit avoir commis au moins trois actes de délinquance au cours des 12 derniers mois. Cette délinquance est plus courante chez les garçons que chez les filles (25,4 % contre 11,1 %) et atteint un plafond en 10^e ou en 11^e année (environ 25 %).
- ❑ Bien que le pourcentage d'élèves qui signalent des actes de délinquance soit demeuré relativement stable de 1993 à 1999, une plus forte proportion de garçons ont dit avoir commis au moins trois actes de délinquance en 1999 (24,6 %) qu'en 1997 (19,1 %) ou 1991 (19,5 %).
- La tendance à long terme, de 1983 à 1999, concernant la participation à au moins trois

actes de délinquance chez les élèves de 11^e année, est à la hausse (de 9,0 % à 13,1 %).

Activités non violentes

- Entre 1991 et 1999, le pourcentage d'élèves ayant déclaré avoir vendu de cannabis a augmenté sensiblement, de 3% à 7.8%.
- La tendance à long terme, de 1983 à 1999, chez les élèves de 11^e année, montre une hausse des cas de dommages à la propriété, de vol de voiture, de trafic de cannabis et d'autres drogues et de vol avec effraction.

Activités violentes

- ❑ Environ 18,9 % des élèves (28,4 % des garçons et 9,5 % des filles) disent avoir agressé quelqu'un ; 13,1 % (20,9 % des garçons et 5,5 % des filles) disent porter une arme ; 7,5 % (11,5 % et 3,5 %) disent avoir participé à une lutte de gang pendant les 12 mois qui ont précédé le sondage.
- La tendance à court terme, de 1993 à 1999, montre une baisse du port d'armes chez l'ensemble des élèves (de 15,4 % à 12,3 %), les filles (de 8,3 % à 5,0 %), les élèves de 7^e année (de 12,9 % à 7,8 %) et les élèves de 9^e année (de 18,9 % à 13,4 %).
- La tendance à long terme, de 1983 à 1999, montre une hausse des agressions chez les élèves de 11^e année (de 11,1 % à 20,1 %). La tendance est stable quant aux luttes de gang.

Problèmes de jeu

- ❑ Environ un élève sur huit (13,3 %) dit avoir eu un problème de jeu pendant les 12 mois qui ont précédé le sondage (20,5 % des garçons et 9,1 % des filles), alors qu'un élève sur 17 (5,8 %) présente des indications de jeu pathologique (6,1 % des garçons et 2,5 % des filles).

Facteurs de risque courants

Le rapport se penche également sur des aspects reliés aux huit facteurs de risque en matière de santé : faible estime de soi, dépression, détresse psychologique, comportement délinquant, jeu pathologique, consommation dangereuse d'alcool, consommation de drogues illégales, consommation de drogues illégales excluant le cannabis.

- ❑ Voici, en ordre d'importance, les aspects associés le plus étroitement aux huit facteurs de risque :
 - mauvaises notes (8 résultats sur 8),
 - sexe et année d'études/âge (7/8),
 - sécurité perçue à l'école (6/8),
 - cohésion familiale et changements d'école (4/8),
 - région, sentiment d'appartenance à l'école et faible communication entre parents et élève (3/8),
 - scolarité des parents (1/8).

La propension à interioriser ou à extérioriser les problèmes repose considérablement sur le sexe :

- ❑ Les filles sont plus susceptibles que les garçons de signaler des problèmes d'interiorisation tels que : faible estime de soi, dépression, détresse psychologique, troubles de l'alimentation. Par contre, les garçons sont plus susceptibles de signaler des problèmes d'extériorisation tels que : actes de délinquance, problèmes de jeu, consommation dangereuse d'alcool et consommation de drogues illégales.

Problèmes jumelés

- ❑ Un élève sur 20 (5 %) signale à la fois de la détresse psychologique et une consommation dangereuse d'alcool ; 7 % signalent uniquement une consommation dangereuse d'alcool ; 25 % signalent uniquement de la détresse psychologique; 63 % ne signalent ni l'une ni l'autre.

- ❑ Plus de filles que de garçons signalent uniquement de la détresse psychologique (32,1 % contre 18,9 %), mais plus de garçons déclarent uniquement une consommation dangereuse d'alcool (9,1 % contre 4,0 %). Les garçons et les filles sont tout aussi susceptibles de présenter ces deux problèmes en même temps.

Principaux indicateurs de santé mentale et de bien-être, élèves de l'Ontario de la 7^e année au CPO, 1999

Indicateur	Nombre estimatif d'élèves de l'Ontario	Total %	Garçons %	Filles %	
Santé médiocre ou mauvaise (actuellement)	83 100	9,0	8,7	9,4	
Sédentarité (7 derniers jours)	135 700	14,7	15,2	14,2	
Consultation – santé mentale (dernière année)	116 300	12,6	9,2	16,0	*
Faible estime de soi (actuellement)	92 300	10,0	7,3	12,7	*
Risque élevé de dépression (7 derniers jours)	45 200	4,9	1,9	8,0	*
Détresse psychologique (dernières semaines)	279 700	30,3	24,6	36,0	*
Détresse psychologique <i>et</i> consommation dangereuse d'alcool	43 400	4,7	5,6	3,9	
Trois actes de délinquance ou plus (dernière année)	167 100	18,1	25,4	11,1	*
Port d'armes (dernière année)	120 900	13,1	20,9	5,5	*
Problème de jeu (dernière année)	122 800	13,3	20,5	6,1	*
Jeu pathologique (dernière année)	53 500	5,8	9,1	2,5	*

* Indicateur relié de façon significative au sexe ($p < 0,05$), sans contrôler d'autres facteurs.

Indicateur	7 ^e	8 ^e	9 ^e	10 ^e	11 ^e	12 ^e	CPO	
Santé médiocre ou mauvaise (actuellement)	3,8	7,2	9,8	10,0	11,5	10,9	9,9	*
Sédentarité (7 derniers jours)	18,5	12,8	11,8	15,5	19,1	13,0	10,4	
Consultation – santé mentale (dernière année)	8,9	11,3	14,4	14,8	14,6	9,3	14,6	
Faible estime de soi (actuellement)	8,1	11,1	11,0	12,8	10,7	7,3	7,6	
Risque élevé de dépression (7 derniers jours)	2,7	6,7	5,1	4,8	5,2	3,1	7,7	
Détresse psychologique (dernières semaines)	20,1	24,1	29,8	31,4	39,1	31,6	37,2	*
Détresse psychologique <i>et</i> consommation dangereuse d'alcool	0,5	2,4	3,8	5,3	9,5	5,2	7,0	*
Trois actes de délinquance ou plus (dernière année)	8,7	17,2	17,6	26,7	24,8	14,8	16,6	*
Port d'armes (dernière année)	7,8	15,2	13,4	18,3	16,2	9,6	9,6	*
Problème de jeu (dernière année)	11,3	11,3	14,4	17,4	13,8	13,8	10,5	
Jeu pathologique (dernière année)	2,5	5,7	7,2	7,1	7,8	6,4	1,8	*

* Indicateur relié de façon significative à l'année d'études ($p < 0,05$), sans contrôler d'autres facteurs.

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We also owe a debt of gratitude to a pioneer. Indeed, we would not be in the enviable position of having such rich historical data without the work and foresight of Reginald G. Smart.

Most importantly, the high level of cooperation by school boards, school principals, parents and students has played a major role in ensuring the representativeness and success of this project. We gratefully acknowledge the support of all.

Edward M. Adlaf
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Table of Contents

EXECUTIVE SUMMARY	ii
ACKNOWLEDGEMENTS	xi
LIST OF TABLES	xii
LIST OF FIGURES	iv
1.0 INTRODUCTION	1
2.0 METHOD	6
3.0 RESULTS	13
3.1 Family and School	14
3.1.1 Family Living Arrangement	14
3.1.2 Family and School Mobility	15
3.1.3 School Performance and Attitudes	15
3.1.4 School Climate	16
3.2 General Health and Physical Activity	18
3.2.1 Self-Rated Physical Health	18
3.2.2 Health Care Utilization	19
3.2.3 Physical Activity	21
3.3 Social Health	25
3.3.1 Parental Support	25
3.3.2 Friends and Social Support	27
3.4 Internalizing Problems	29
3.4.1 Low Self-Esteem	29
3.4.2 Depression	31
3.4.3 Elevated Psychological Distress	33
3.4.4 Body Image, Weight Control and Symptoms of Eating Disorders	35
3.5 Externalizing Behaviours	37
3.5.1 Delinquent Activity	37
3.5.2 Non-Aggressive and Non-Violent Activities	40
3.5.3 Aggressive and Violent Activities	42
3.5.4 Gambling Problems	46
3.6 Multiple Outcomes, Multiple Influences	48
3.6.1 Summary of Common Risk Factors	51
3.6.2 Coexisting Problems	55
4.0 DISCUSSION	69
5.0 REFERENCES	72
6.0 APPENDIX	76

List of Tables

2.1	Twenty-two Years of the <i>OSDUS</i>	6
2.2	Final Sample Characteristics, <i>OSDUS</i> 1999.....	9
2.3	Outline of Topics Presented in the Report, by Survey Year.....	12
3.1.1	Percentage Living in an Intact Family, *1993-1999.....	14
3.2.1	Percentage Indicating “Poor” or “Fair” Health, 1991-1999	23
3.2.2	Percentage Reporting <i>No</i> Physical Activity During the Past 7 Days, 1997-1999	24
3.3.1	Percentage Reporting “Seldom” or “Never” Discuss Problems with their Mother, and Father (<i>G7, 9, 11, 13 only</i>), 1995-1999.....	28
3.6.1	Predictors used in Analyses.....	49
3.6.2	Outcome Definitions	50
3.6.3	Summary of Results.....	54
3.6.4	<i>Low Self-Esteem</i> , Unadjusted and Adjusted Group Differences	59
3.6.5	<i>High Risk for Depression</i> : Unadjusted and Adjusted Group Differences	60
3.6.6	<i>Elevated Psychological Distress</i> : Unadjusted and Adjusted Group Differences	61
3.6.7	<i>Delinquent Behaviour</i> : Unadjusted and Adjusted Group Differences.....	62
3.6.8	<i>Pathological Gambling Problem</i> : Unadjusted and Adjusted Group Differences.....	63
3.6.9	<i>Hazardous Drinking</i> : Unadjusted and Adjusted Group Differences	64
3.6.10	<i>Any Illicit Drug Use During the Past 12 Months</i> : Unadjusted and Adjusted Group Differences (<i>excludes glue, solvents, and prescription drugs</i>).....	65
3.6.11	<i>Any Illicit Drug Use During the Past 12 Months</i> : Unadjusted and Adjusted Group Differences (<i>excludes cannabis, glue, solvents, and prescription drugs</i>)	66
3.6.12	Hazardous Drinking and Elevated Psychological Distress, by Subgroup	67-68

Appendix

A3.1.1	Family Living Arrangement, and Family and School Mobility During the Past Five Years, 1991-1999.....	77
A3.1.2	School Performance and Attitudes, 1991-1999	83
A3.1.3	School Climate, 1999	88
A3.2.1	Self-Rated Physical Health, 1991-1999.....	91
A3.2.2	Health Care Utilization During the Past 12 Months, 1999	96
A3.2.3	Days of Physical Activity, 1997-1999.....	98
A3.3.1	Parental Support, 1993-1999	105
A3.3.2	Number of Close Friends and Number of Confidants, 1995-1999.....	112
A3.4.1	Low Self-Esteem, 1993-1999	116
A3.4.2	Depression, 1991-1999.....	120
A3.4.3	General Health Questionnaire, 1999.....	124
A3.4.4	Body Image, Weight Control, and Eating Disorders, 1997.....	131
A3.5.1	Delinquent Activity Engaged in <i>At Least Once During the Past 12 Months</i> , 1991-1999	136
A3.5.2	Delinquent Activity Engaged in <i>At Least Once During the Past Year</i> by 11 th - and 13 th - graders, 1983-1999.....	143
A3.5.3	Past 12 Month Gambling Activity and Problem Gambling Indicators, 1999.....	144

List of Figures

3.1.1	Percentage Reporting Worry over Being Harmed or Threatened at School by Sex, Grade and Region, OSDUS 1999.....	16
3.2.1	Percentage Reporting “Poor” or “Fair Health, OSDUS 1999	18
3.2.2	Percentage Reporting “Poor” or “Fair” Health by Sex, OSDUS, 1991-1999 (Grade 7, 9, 13 only)	19
3.2.3	Percentage Reporting at Least one Physical Health Care Visit during the past 12 Months, OSDUS, 1999	20
3.2.4	Percentage Reporting at Least One Mental Health Care Visit during the Past 12 Months, OSDUS 1999	20
3.2.5	Percentage Reporting No Physical Activity during the Past 7 Days, OSDUS 1999	21
3.2.6	2010 Health Objectives for Adolescents: At least 20 minutes of Vigorous Physical Activity 3 or More Times a Week	22
3.3.1	Percentage Reporting Getting Along Very Well with Parents by Sex, Grade and Region, OSDUS 1999.....	26
3.3.2	Percentage Reporting Seldom or Never Discuss Problems with Mother by Sex, Grade and Region, OSDUS 1999.....	26
3.3.3	Percentage Reporting Seldom or Never Discuss Problem with Father by Sex, Grade and Region, OSDUS 1999.....	26
3.3.4	Percentage Reporting Not Having a Confident by Sex, Grade and Region, OSDUS 1999	27
3.4.1	Percentage Reporting Low Self-Esteem by Sex, Grade and Region, OSDUS 1999.....	30
3.4.2	Percentage Reporting Low Self-Esteem Symptoms by Sex, OSDUS 1999.....	30
3.4.3	Percentage Reporting <i>Moderate Risk</i> for Depression by Sex, Grade and Region, OSDUS 1999	32
3.4.4	Percentage Reporting <i>High Risk</i> for Depression by Sex, Grade and Region, OSDUS 1999.....	32
3.4.5	Percentage Reporting GHQ Symptoms (Past Few Weeks) by Sex, OSDUS 1999	34
3.4.6	Percentage Reporting Psychological Distress (GHQ 3+) by Sex, Grade and Region, OSDUS 1999	34
3.4.7	Percentage Reporting Desired Change in Body Weight, and Weight Control Behaviours in Past 12 Months by Sex, OSDUS 1999 (G7, 9, 11, 13 only)	36
3.4.8	Percentage Reporting Either Skipping Meals, Taking Diet Pills, or Inducing Vomiting in the Past 12 Months to Control Weight by Sex, Grade and Region, OSDUS 1999 (Grade 9, 11, 13 only).....	36
3.5.1	Percentage Reporting Delinquent Activities During the Past 12 Months, OSDUS 1999.....	38
3.5.2	Percentage Reporting 3+ (of 12) Delinquent Activities During the Past 12 Months by Sex, Grade and Region, OSDUS 1999.....	39
3.5.3	Percentage Reporting 3+ (of 7) Delinquent Activities, OSDUS 1983-1999 (G11 and G13 only)	39
3.5.4	Percentage Reporting Non-Violent Activities During the Past 12 Months by Sex, OSDUS 1999.....	41

3.5.5	Percentage Reporting Non-Violent Activities During the Past 12 Months by Grade, OSDUS 1999	41
3.5.6	Percentage Reporting Assaulting Someone During the Past 12 Months by Sex, Grade and Region, OSDUS 1999	43
3.5.7	Percentage Reporting Carrying a Weapon During the Past 12 Months by Sex, Grade and Region, OSDUS 1999	44
3.5.8	Percentage Reporting Gang Fighting During the Past 12 Months by Sex, Grade and Region, OSDUS 1999	44
3.5.9	Percentage Reporting Assault During the Past 12 Months, OSDUS 1983-1999 (G11 and G13 only)	45
3.5.10	Percentage Reporting Gang Fighting During the Past 12 Months, OSDUS 19983-1999 (G11 and G13 only)	45
3.5.11	Percentage Reporting Specific Gambling Problems (SOGS-RA) by Sex, OSDUS 1999	47
3.5.12	Percentage Indicating a Pathological Gambling Problem (Past 12 Months) by Sex, Grade and Region, OSDUS 1999	47
3.6.1	Percentage Reporting Internalizing and Externalizing Problems by Sex, OSDUS 1999	53
3.6.2	Percentage Reporting Internalizing and Externalizing Problems by Grade, OSDUS 1999	53
3.6.3	Coexisting Problems: Elevated Psychological Distress and Hazardous Drinking, Grades 7-13, OSDUS 1999	57
3.6.4	The Four Typologies by Sex, OSDUS 1999	57
3.6.5	The Four Typologies by Grade, OSDUS 1999	58
3.6.6	The Four Typologies by Public Health Region, OSDUS 1999	58
3.6.7	Characteristic Profile: Students Reporting Hazardous Drinking and Psychological Distress, Hazardous Drinking Only, or Psychological Distress Only, OSDUS 1999	58

1.0

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 are the 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 level of physical inactivity. On the positive side, over three-quarters of Canadian children and adolescents report “excellent” or “very good” health. Further, a majority reports vigorous activity at least three times per week.^{2,3} However, childhood obesity is increasing in Canada, with over 10% of children considered obese.⁴ Between 1990 and 1998, the frequency of physical activity declined among both Canadian boys and girls in grades 6, 8, and 10.⁵ Interestingly, Canadian girls are more likely to report poorer health and inactivity compared to boys,⁵ yet a larger percentage of boys are overweight or obese.⁴

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 problems.⁶ Mental health is critical to all aspects of life, and impairment during the formative years can adversely impact personal and social functioning throughout life.

It has been estimated that approximately 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.⁷ Similarly, Canadian studies show that the prevalence of a psychiatric disorder among children and adolescents ranges between 18% and 22%,⁸ and is about 25% for young adults.⁹ Among adolescents in Canada and the U.S., suicide is the third leading cause of death after motor vehicle fatalities and other accidents.^{2,10}

Recent Canadian statistics 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.^{11,12}
- Low self-esteem is reported by over half of Canadian adolescents, again with females more likely to report this problem.¹²
- Psychological distress – symptoms of anxiety and depression – is reported by about 40% of youth.¹²
- About 25% of students (grades 7 to 12) in British Columbia thought about or planned suicide during the previous year.³ A national study found that about 7% of 12- and 13-year-olds had seriously considered suicide.¹³
- In general, Canadian youth experience poorer mental health compared to adults.^{9,12}

Mental health problems among children and adolescents may actually be increasing in prevalence 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.¹⁴
- Between the 1950s and the 1990s, anxiety among children had increased substantially, likely due to a decrease in social connectedness.¹⁵
- The prevalence of lifetime depression increased throughout the 20th century.¹⁶
- 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.¹⁷
- Between 1970 and 1996 there was a steady and significant increase in the suicide rate among Canadian 15 to 19 year-olds, mainly accounted for by males.¹¹

Risk 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 “adolescent limited” – most likely to emerge during this period and then subside over time. However, for a minority, these risky behaviours are the beginning of a life-course trajectory leading to further problems in adulthood.¹⁸ Multiple risk behaviours, such as concurrent alcohol use, drug use, and gambling, are particularly prevalent among young males.¹⁹

The magnitude of youth 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 found that about one-third of 12- and 13-year-olds reported stealing something during the past year.¹³ Over 45% reported threatening or assaulting someone, with more males than females doing so. A British Columbia survey of high school students found about one-in-ten carried a weapon to school in the past month.³

Official Canadian criminal statistics show that property offences (e.g., theft, break and enter), which is the most common type of youth crime, was slightly lower in 1997 compared to 1987. However, the youth violent crime rate doubled between 1987 and 1997, with the female rate showing an especially dramatic increase.²

Although there are no Canadian survey trend data, American data from a high school survey show that weapon carrying and assault declined over the 1990s.²⁰

Gambling among youth, which is illegal in Ontario, is a growing concern given that rates of gambling problems tend to be higher among adolescents than adults,²¹ and that future gambling disorders likely originate during this time period.²² Although no national estimates of the prevalence of gambling among youth exist, a provincial survey found that about three-quarters of high school students gambled in the previous year.¹⁹ More worrisome is that pathological gambling among Canadian youth hovers around 4%, with the rate among Ontario students at about 6%.²³

Social Health

Social well-being is a relatively recent adjunct 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.²⁴ Similarly, a strong bond with one's parents has been associated with better mental and physical health.³ The degree of connectedness to school is another area increasingly studied, and may be an important protective factor against poor mental health and health risk behaviours.^{3,25-27}

Risk and Protective Factors

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

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.

Environmental factors considered to be 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. (For overviews of risk and protective factors see the following citations²⁸⁻³¹)

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

In 1997 the "Population Health Approach" was formalized by Health Canada, with the Federal, Provincial and Territorial Advisory Committee on Population Health's definition 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.*¹⁹

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,³² and Healthy People 2010 objectives.³³
- ❑ 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 such as the *OSDUS* (repeated surveys interviewing different students each time) can assess only specific types of change. Because the same students are not surveyed over many points in time, repeated cross-sectional surveys cannot evaluate developmental patterns or individual change (e.g., how self esteem changes with increasing age), nor can they fully resolve issues of causal order (e.g., whether poor grades cause low self esteem 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 low self-esteem).

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 Survey*

The *Ontario Student Drug Use Survey (OSDUS)* 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. This change allowed for province-wide estimates and for comparisons among broad geographical regions. Moreover, the ongoing

nature of the study serves as a vehicle for professionals to address contemporary public-health matters related to substance use and other health issues. Since 1977, the study has surveyed about 4,000 students every two years.

During the 1990s, the content of the *OSDUS* 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.

Readers should note that there is a separate published report based on the 1999 *OSDUS* detailing the extent of licit and illicit drug use among Ontario students, which also incorporates survey data over 20 years.³⁴

The OSDUS 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 through 13 (OAC) using data from the 1999 *Ontario Student Drug Use Survey (OSDUS)*. The mental health indicators are divided into internalizing and externalizing indicators. By *internalizing problems* we mean emotional health indicators such as depression and self-esteem. By *externalizing problems* we mean overt problem behaviours such as aggression 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 *OSDUS* 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.

2.0 METHOD

Sampling Design

For each of the 12 *OSDUS* 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 (about 7% 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. In order to incorporate improvements that 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

Table 2.1 **Twenty-Two Years of the *OSDUS***

	1977	1979	1981	1983	1985	1987	1989	1991	1993	1995	1997	1999
No. Boards	20	20	31	31	20	24	25	27	25	20	22	38
No. Schools	104	87	182	227	193	170	171	179	165	137	168	111
No. Classes	196	195	198	261	205	215	224	221	233	223	234	285
No. Students	4686	4794	3270	4737	4154	4267	3915	3945	3571	3870	3990	4894
Design features	Multi-stage selection (board; school; class), stratified by grade and region. Self-weighted estimates. Grades 7, 9, 11 and 13 (OAC) only.		Single-stage selection (board clusters), stratified by grade and region. Weighted estimates. Grades 7, 9, 11 and 13 (OAC) only.								Two-stage selection (school; class) stratified by region (and grade for middle schools). Weighted estimates. Grades 7 through 13 (OAC).	

Note: The findings presented in this report do not encompass all 12 surveys. The earliest data used is from the 1983 survey (in Chapter 3.5).

The 1999 *OSDUS*

In 1999, the *OSDUS* employed a stratified (region), two-stage cluster (school, class) sample design.* Compared to earlier surveys, the 1999 design differed in important ways.

1. *Students in all Grades 7 through 13 (OAC) were surveyed.*

Rather than surveying students in Grades 7, 9, 11 and 13 (OAC) only, the 1999 sample surveyed students in Grades 7 through 13, inclusive (ages 11 to 19). This change would (1) provide greater age variation, and thus provide more developmental detail on the relationship between drug use and age, (2) allow for more direct grade comparisons to American and other international studies, (3) provide for a smoother future transition for the loss of Grade 13 (OAC) in 2003-2004, and (4) maintain existing long-term trend information.

2. *Schools were the primary sampling unit.*

Rather than the selection of school board clusters, the 1999 *OSDUS* survey is a probability sample of schools, regardless of the school board designation. Relatedly, more students per school are sampled. The advantages are a greater geographical dispersion of schools and school boards, and better school-level estimates.

3. *Students in Northern Ontario were oversampled.*

In previous designs, the allocation of students from Northern Ontario was proportional to population. Consequently, the sample for this region was smaller than other regions. In 1999, students were oversampled to provide better regional estimates.

As in previous surveys, the sampling frame was based on the Ontario Ministry of Education and

Training's 1997 MIDENT file, which provided information on student enrolment figures.

The sample selection occurred as follows:

1. Schools were stratified according to the four regions used in previous surveys.
2. 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).
3. Within each selected school, classes were randomly selected. In elementary/middle schools, two classes were randomly selected: one 7th-grade and one 8th-grade. In secondary schools, three classes were randomly selected regardless of grade level.

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 and Sudbury areas 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.

Public Health Planning Regions

The Ontario Ministry of Health's seven public health planning regions³⁵ were utilized in the analysis in Chapter 3.6. The seven regions are delineated as such:

Toronto

South West

- Essex
- Kent, Lambton
- Elgin, Oxford, Middlesex
- Bruce, Grey, Perth, Huron

* In addition to the authors, the 1999 *OSDUS* sample design team, headed by Michael Ornstein, also included John Pollard, David Northrup and John Tibert, all of the Institute for Social Research, York University.

Central South

- Niagara
- Hamilton-Wentworth
- Brant, Haldimand-Norfolk

Central West

- Halton
- Peel
- Wellington, Dufferin
- Waterloo

Central East

- Northumberland, Victoria, Haliburton, Peterborough
- Durham
- York
- Simcoe

East

- Ottawa-Carleton
- Renfrew, Prescott & Russell, Stormont, Dundas & Glengarry
- Lanark/Leeds/Grenville, Hastings, Prince Edward, Frontenac, Lennox, Addington

North

- Algoma, Cochrane
- Manitoulin, Sudbury (R.M.), Sudbury (T.D.)
- Muskoka, Parry Sound, Nipissing, Timiskaming
- Thunder Bay, Kenora, Rainy River

Procedures

For each school board associated with a randomly selected school, the Centre for Addiction and Mental Health requested permission to survey students from the Director of Education. Depending upon 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 or a school decided not to participate, a

randomly sampled replacement school from the same stratum was selected. 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 parental consent forms. Consent forms were distributed to students, who, in turn, sought the signature of at least one parent. Those without signed consent forms on the day of the survey (12%) were not allowed to participate. Students responded to self-administered questionnaires in class groups within a 30- to 40-minute session between April and June 1999. 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 questionnaire, which were then entered and fully verified by ISR data-entry staff.

The Questionnaire

In addition to alcohol and other drug use, the *OSDUS* covers an array of health-related issues. To reduce the burden on students, and yet 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. The former was completed by 2,567 students and the latter by 2,403. Questionnaire A contained about 161 items while questionnaire B had 166. Approximately 122 items were common to both questionnaires. On average, the questionnaire took about 30 minutes to complete. An evaluation of the readability of the 1999 questionnaire showed a grade 8 level according to the Flesch-Kincaid score.

Data Quality Sample Participation and Characteristics

Initially, 123 schools (44 elementary and 79 secondary), represented by 46 school boards, were selected. In total, 111 schools (39 elementary and 72 secondary), represented by 38 school boards, participated in the survey. Of the 325 classes selected, 285 participated. Finally, 6,564 students enrolled in these schools and classes, 4,970 participated in the survey. The student completion rate was 77% (14.7% were lost due to absenteeism and 8.7% were lost due

to an absent parental consent form); the overall response rate was 60% (School rate .902*Class rate .877*Student rate .757).

In addition, criteria were established to enhance data quality. For the final analysis sample, students must have (1) provided a valid age and gender, (2) not have reported the use of a fictitious drug, and (3) not have reported inconsistent responses to alcohol, tobacco or cannabis use. These criteria resulted in 4,894 minimally complete cases, as shown in Table 2.2.

Table 2.2 Final Sample Characteristics, OSDUS 1999

Sample	Number Interviewed	Weighted %	Ontario Student Population
Total	4 894	C	923 000
Male	2 463	49.6	457 808
Female	2 431	50.4	465 192
Grade 7	766	14.6	134 850
Grade 8	798	14.6	134 942
Grade 9	905	19.8	182 754
Grade 10	638	12.5	115 375
Grade 11	750	17.1	157 833
Grade 12	590	12.6	116 298
Grade 13 (OAC)	447	8.8	81 224
Toronto	828	18.9	174 447
North	927	8.8	81 224
West	1 676	42.1	388 583
East	1 463	30.1	277 823

Also, the data presented exclude those who failed to respond to a question (item nonresponse). Both the single item nonresponse rate and overall, item nonresponse rate were low. Item nonresponse averaged 0.7%; overall, 96% responded to all 17 drug questions.

Data Analysis, Interpretation and Presentation

Data Weighting

For several reasons, including the oversampling 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 three factors: (1) the probability of a school being selected; (2) the probability of a class being selected and (3) a student nonresponse correction factor. Our sample of 4,894 students represents about 923,000 Ontario students in grades 7 through 13 (OAC).

Survey Estimates

Before turning to the results of our data, 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 a given mental health problem. 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.

For example, when reporting that the percentage of students who report low self-esteem in the past 12 months is 10.0% (9.0, 11.2), we mean that there is a 95% chance that the actual or true percentage of students in the population of Ontario students who have low self-esteem lies between 9.0% and 11.2%. 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 sample size 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-reported drug use estimates are generally understated (i.e., under-reported), and consequently 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.

1999 Analysis

All 1999 confidence intervals are corrected for characteristics of the sampling design (i.e., stratification, clustering and weighting) using Stata 6.0 survey routines.³⁶ All confidence intervals since 1991 were also corrected for design effects.

Trend Analysis (Grades 7, 9, 11 and 13 [OAC] only)

In this report, we highlight any dominant trends over the 1990s *using data from grades 7, 9, 11, and 13 (OAC) only*. To statistically test for differences between percentage estimates for any two years, we calculated 95% confidence intervals around the difference and assessed whether the confidence interval spanned the value zero i.e., no significant difference.³⁷

Readers should note the following regarding our analyses:

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

- ❑ Because only a sample of all students 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.*
- ❑ We have restricted the word “significant” (e.g., a significant decline or difference) to indicate a statistically discernible difference, one that is less than 5% likely to occur by chance (i.e., p value $< .05$).
- ❑ 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, outcomes that are statistically significant 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.*
- ❑ We suppressed estimates for unreliability if they met one of the following two conditions: (1) the base sample size was less than 50 students; or (2) the estimate was less than 0.5%.
- ❑ 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 does exist 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.

The following table outlines the topics covered in this report:

Table 2.3 Outline of Topics Presented in the Report, by Survey Year

	1991	1993	1995	1997	1999
1. Family & School Life					
Family Living Arrangement	U	U	U	U	U
Family Mobility	\$	\$	U	U	U
School Mobility	\$	\$	\$	\$	U
School Performance & Attitudes	U	U	U	U	U
School Climate	\$	\$	\$	\$	U
2. General Health & Physical Activity					
Self-rated Health	U	U	U	U	U
Health Care Utilization	\$	\$	\$	\$	U
Physical Activity	\$	\$	\$	U ^A	U ^A
3. Social Health					
Parental Support	U ^B	U ^B	U ^B	U ^B	U ^B
Close Friends & Social Support	\$	\$	U	U	U
4. Internalizing Indictors					
Low Self-Esteem	\$	U	U	U	U
Depression	U ^A	U ^A	U ^A	U ^A	U ^A
Elevated Psychological distress (GHQ)	\$	\$	\$	\$	U ^A
Body Image/Eating Disorders	\$	\$	\$	U ^A	\$
5. Externalizing Indictors					
Non-Violent Activity	U	U	U	U ^B	U ^B
Violent/Aggressive Activity	U	U	U	U ^B	U ^B
Pathological Gambling Problem	\$	\$	\$	\$	U ^B
6. Multivariate Logistic Regression Analyses					

Notes: \$ not available; U available; ^A Form A random half sample; ^B Form B random half sample

3.0 RESULTS

3.1

Family and School

3.1.1 Family Living Arrangement

(Tables 3.1.1, A3.1.1)

Family or structure is an important factor in child and youth development. Indeed, family structural factors, such as “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 on their well-being.³⁸⁻⁴²

Between 1991 and 1995, family living arrangement was measured by the question “*Do you currently live with both parents?*”. In 1997, this was revised to “*With whom are you currently living?*”. The response options available were: both natural parents, natural father only, natural mother only, one natural and one stepparent, or neither natural parent.

1999 (G7-OAC):

- ❑ Almost three-quarters (72.5%) of students live with both natural parents. Over one-in-ten (15.9%) live with a single parent (more often the mother), 8.6% live in a step-family, and 3.0% do not live with either natural parent. Further, 81.2% of students live in an intact family.
- ❑ Toronto students are more likely to live in single-parent families than students in other regions (19.9% vs about 15%), and are less likely to live in step-parent families compared to those in the North and the West (5.9% vs about 10%). Family intactness, however, does not significantly differ by region.

1991 - 1999 (G7, 9, 11, OAC only):

- ❑ Overall, no changes in reported living arrangement or family intactness are evident between 1991 and 1999.

Table 3.1.1 Percentage Living in an Intact Family,* 1993 - 1999.

	1993	1995	1997	1999 G 7, 9, 11, 13 only	1999 G7 - G13
(N=)	(3,571)	(3,870)	(3,990)	(2,868)	(4,894)
Family Intact (95% CI)	81.8 (79.0, 84.4)	84.0 (82.0, 85.7)	83.3 (81.6, 85.0)	81.4 (79.0, 83.6))	81.2 (79.2, 82.9)
Not Intact (95% CI)	18.2 (15.6, 21.0)	16.0 (14.3, 18.0)	16.7 (15.0, 18.4)	18.6 (16.4, 21.0)	18.8 (17.1, 20.8)

* “Intact” family is defined as living with two parents (including step-parent).

Notes: No significant difference between 1993 and 1999.

Source: OSDUS, Centre for Addiction and Mental Health

3.1.2 Family and School Mobility

(Table A3.1.1)

The number of family moves is also an important factor in healthy child development. An increase in mobility can negatively affect a child's well-being by disrupting social ties, necessitating school changes, and generally requiring an adjustment to new environments.
38,43,44

The number of family moves was measured in 1995, 1997, and 1999 using the question "*How many times have you moved to a different home in the last 5 years?*" (response options: never, once, 2 or 3 times, 4 or 5 times, 6 to 9 times, 10 or more times). Also used for the first time in 1999 was a question about the number of school moves in the past 5 years (response options: never, once, twice, 3 times, 4 times or more).

1999 (G7-OAC):

- ❑ A majority of students (54.1%) has never moved to a different home during the last 5 years. One-quarter (24.8%) of students moved once; 15.5% moved 2 or 3 times; and 5.6% moved 4 or more times.
- ❑ Just over one-third of students (34.3%) have not changed schools in the past 5 years; 39.6% changed schools once; 22.4% changed 2 to 3 times; and only 3.7% have changed school at least 4 times.
- ❑ Students in Toronto are least likely to be residentially stable: 46.2% of Toronto students did not move compared to 54% to 62% of students from other regions.

1995 - 1999 (G7, 9, 11, OAC only):

- ❑ Overall, family mobility did not change significantly between 1995 and 1999.

3.1.3 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 1999, the *OSDUS* included several questions about students' school experiences including: school marks and performance, expectations of graduating, frequency of missing school days and cutting classes, time spent on homework, and how much they like school.

1999 (G7-OAC):

- ❑ Over one-third (38.4%) of students report an 'A' in their subjects; 43.5% report a 'B'; 13.4% report a 'C' average; 4.3% report a 'D' average; and less than 1% report usually receiving marks below 'D'.
- ❑ Just over half (55.9%) report above or slightly above average academic performance relative to other students; 33.1% report average performance; and 10.9% report performing either slightly below or below average.
- ❑ A majority (86.6%) of students expects to graduate; 11% are fairly likely to graduate, while 2.4% report they are unlikely to graduate.
- ❑ During the four weeks before the survey, 19% of students missed at least four school days, and 2% skipped a class eleven or more times.
- ❑ About one-in-five students (21.2%) spend only one hour or less on homework per week.
- ❑ Just under one-in-five students (18.2%) indicate that they do not like school very much or at all.

1991 - 1999 (G7, 9, 11, OAC only):

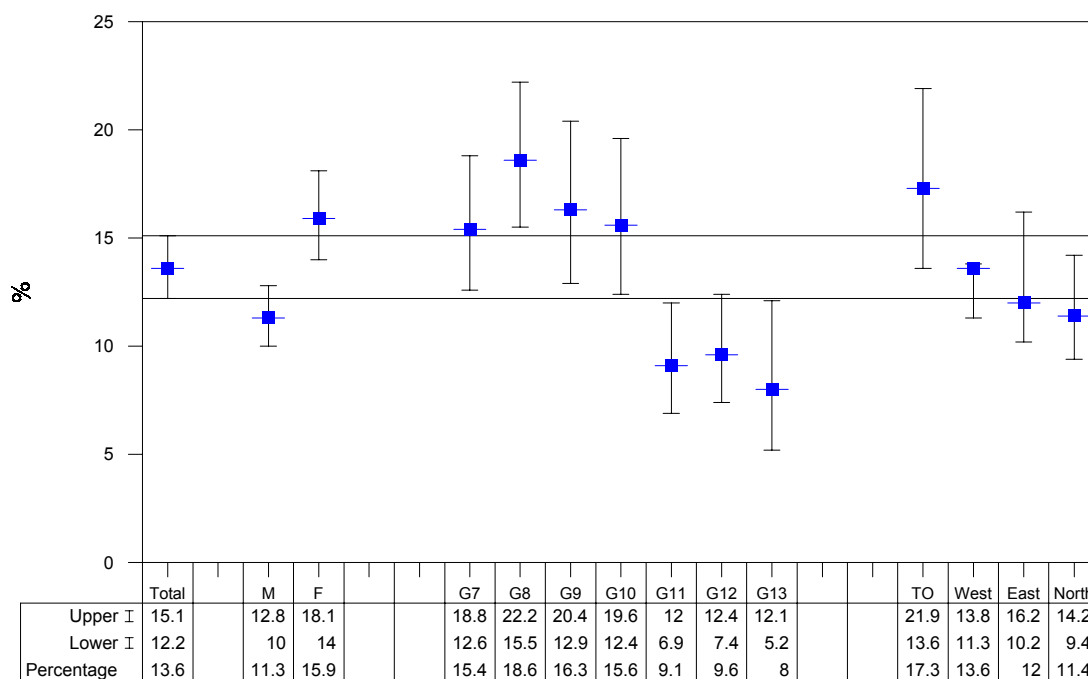
- More students in 1999 report an 'A' average compared to students in 1991 (39.7% vs 29.0%).
- In 1999, slightly more students report spending one hour or less on homework per week than did students in 1991 (19.7% vs 15.5% respectively).

3.1.4 School Climate

(Table A3.1.3; Figure 3.1.1)

School climate is a complex construct, usually referring to the physical, organizational, and cultural elements of a school.⁴⁵ Examples of school climate characteristics include school size, policies and enforcement, teaching quality, level of student misconduct, and of level of attachment to school. School climate can affect not only academic performance, but also skill development, social behaviour, and emotional health.^{25,46}

Figure 3.1.1
Percentage Reporting Worry over Being Harmed or Threatened at School by Sex, Grade and Region, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% CI for total estimate

For the first time, the 1999 *OSDUS* 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 first rate.*
- *Most courses 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).

1999 (G7-OAC):

School Attachment

- ❑ A majority of students feels close to people at their school (85.2%), and feel like they are part of their school (83.6%). Eleventh-graders are the least likely to feel close to their fellow students, and least likely to feel they are a part of their school. No sex or region differences are evident.

School Academic Rating

- ❑ Overall, 73.6% of students feel that teachers in their school are first rate, and 79.1% feel that the courses offered are challenging. Females are more likely to think their teachers are first rate compared to males (76.3% vs 71.0%). Thirteenth-graders are most likely to think their teachers are first rate, whereas 10th- and 11th-graders are the least likely to feel this way. Thirteenth graders are also the most likely to feel that the courses offered are challenging. No regional differences are evident for these items.

School Safety

- ❑ An overwhelming majority (90.8%) of students feels safe in their school. However, 13.6% are worried about being harmed or threatened at school. More females than males worry about their personal safety at school (15.9% vs 11.3%), and those in the younger grades are more likely to be worried than the older grades (e.g., 18.6% of 8th-graders vs 8% of 13th-graders). Students in Toronto (17.3%) are significantly more likely to worry about their personal safety at school, whereas those in the North are the least likely (11.4%).

3.2

General Health and Physical Activity

3.2.1 Self-Rated Physical Health

(Tables 3.2.1, A3.2.1; 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.
33,47

From 1991 to 1999, self-rated health was measured with the following question: "*How would you rate your physical health?*" (*poor, fair, good, very good, or excellent*).

1999 (G7-OAC):

- Over two-thirds of students perceive their health as excellent (25%) or very good (37.6%). At the risk end, almost one-in-ten report poorer health, with 7.6% reporting fair health and 1.5% reporting poor health.

Perceived poor health is similar among males (8.7%) and females (9.4%). Poorer health varies by grade: 7th-graders (3.8%) are the least likely to report poor health, whereas 11th-graders (11.5%) are the most likely.

- Reports of poor health do not significantly vary by region.

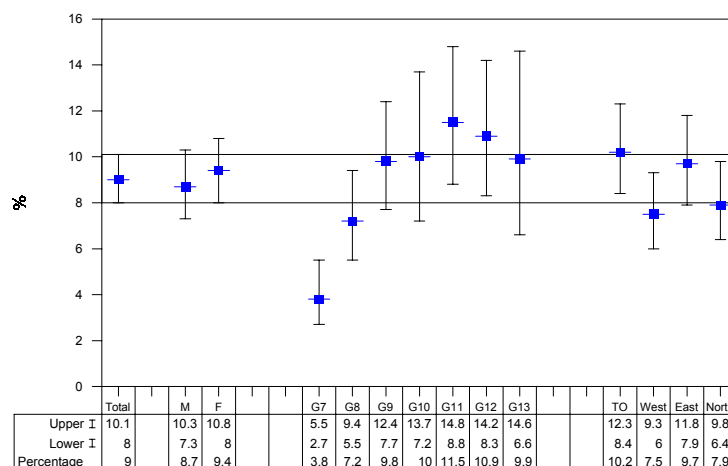
1991 - 1999 (G7, 9, 11, OAC only):

- Self-reports of poor health increased significantly from 5.5% in 1991 to 8.9% in 1999.

Increases in poor health are also evident among:

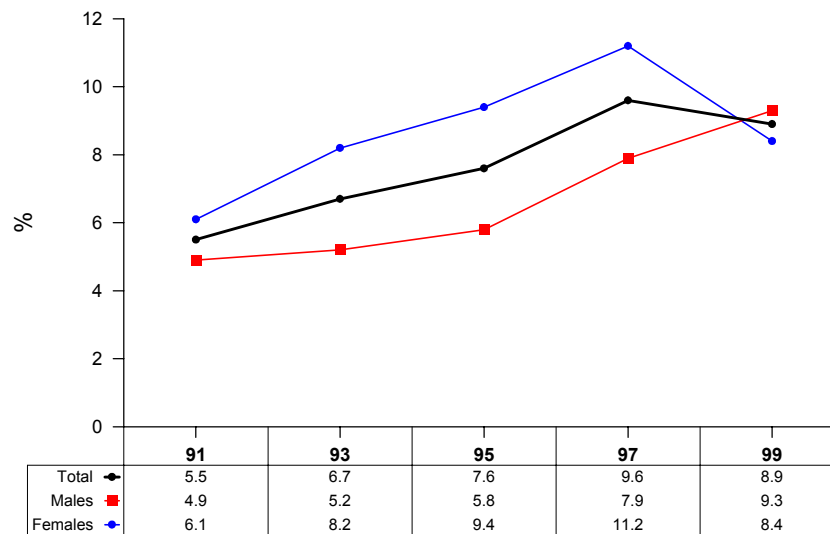
- Males (4.9% to 9.3%)
- 11th-graders (6.4% to 11.5%)
- 13th-graders (4.0% to 9.9%)
- West region (5.3% to 9.3%)

Figure 3.2.1
Percentage Reporting "Poor" or "Fair" Health, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% CI for total estimate

Figure 3.2.2
Percentage Reporting "Poor" or "Fair" Health by Sex, OSDUS 1991-1999
(G7, 9, 11, 13 only)



3.2.2 Health Care Utilization

(Table A3.2.2; Figures 3.2.3, 3.2.4)

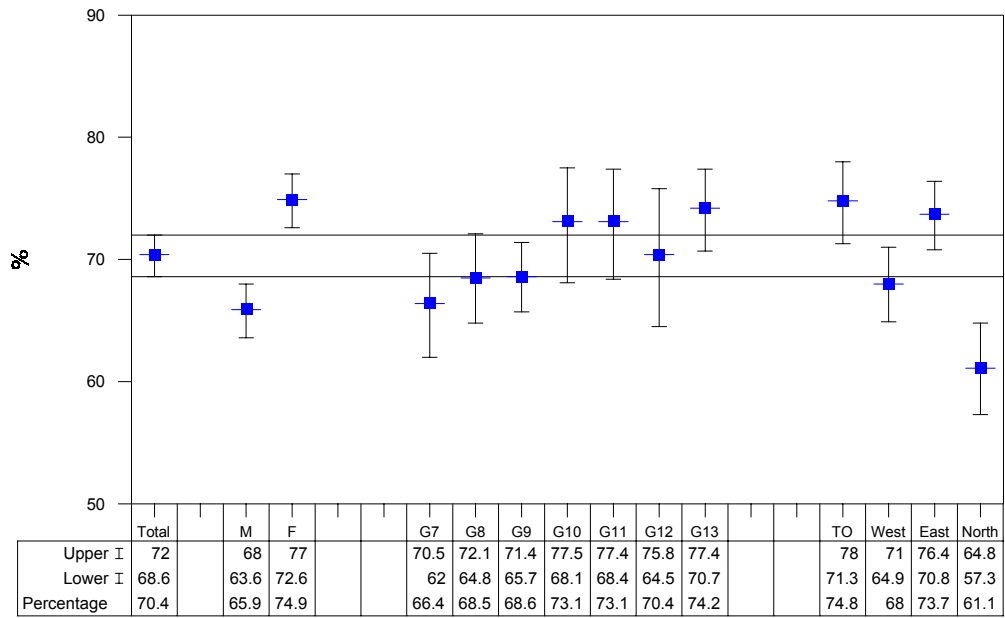
For the first time, the 1999 *OSDUS* asked students about visits to physical and mental health care practitioners during the 12 months before the survey. This provides another snapshot of students' health status. Students were asked: "...how many times have you seen a doctor about your physical health 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 that did not visit a practitioner, as well as the proportion indicating at least one visit, for both physical and mental health reasons.

1999 (G7-OAC):

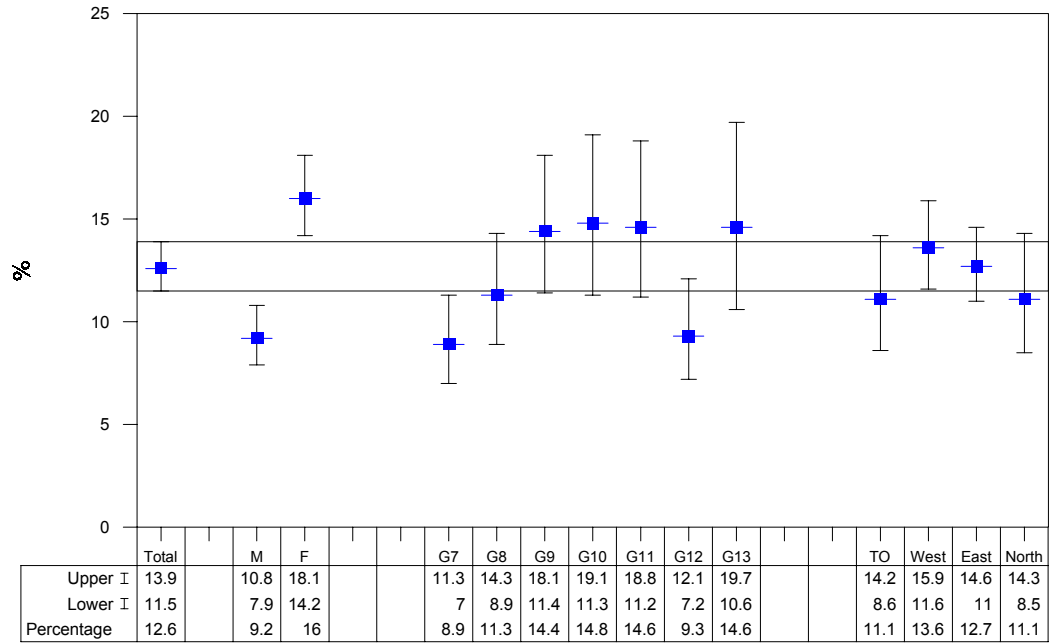
- ❑ During the past 12 months, 70.4% of students visited a doctor for their physical health at least once, while 12.6% reported a visit for mental health.
- ❑ Compared to males, females are significantly more likely to report at least one physical health visit (65.9% vs 74.9%, respectively), and are also more likely to report a mental health visit (9.2% vs 16.0%).
- ❑ There are no significant grade differences in physical health visits. Estimates range from a low of 66.4% among 7th-graders to a high of 74.2% among 13th-graders. However, a grade difference was found for mental health visits, with 7th- and 12th-graders least likely to seek mental health care at least once.
- ❑ A significant regional difference was only found for physical health visits: students in Toronto (74.8%) and the East (73.7%) are more likely to have seen a doctor in the past 12 months, compared to students in the West (68.0%) and the North (61.1%).

Figure 3.2.3
Percentage Reporting at Least One Physical Health Care Visit during the Past 12 Months, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% CI for total estimate

Figure 3.2.4
Percentage Reporting at Least One Mental Health Care Visit during the Past 12 Months, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% CI for total estimate

3.2.3 Physical Activity

(Tables 3.2.2, A3.2.3; Figure 3.2.5)

Regular physical activity offers short-term physical and mental health benefits, such as reducing the risk of obesity and stress, and improving self-esteem.⁴⁸⁻⁵⁰ Moreover, an active lifestyle established during adolescence is likely to extend into adulthood.^{51,52}

Starting in 1997, the *OSDUS* asked students about their participation in physical activity, both in 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 seven days, as well as in physical education classes during the five school days prior to the survey.

1999 (G7-OAC):

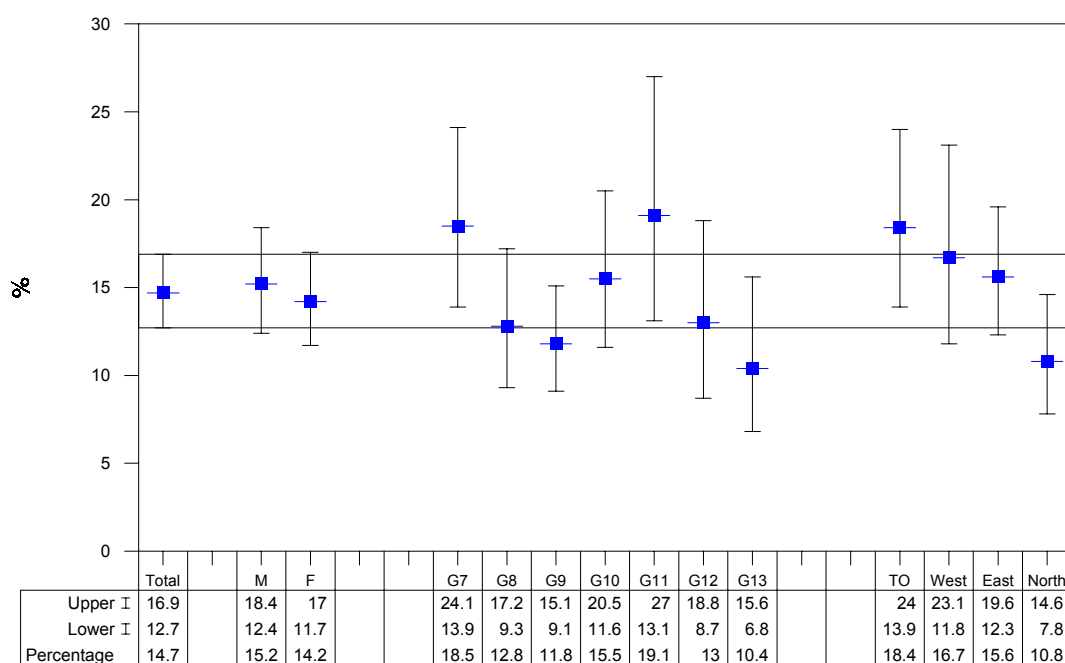
A majority of students (85.3%) participated in some form of physical activity during the seven days before the survey, whereas 14.7% were physically inactive. On average, students exercised three and one-half days out of seven. Just under half of students (46.3%) were physically inactive at school during the previous five school days.

Males and females were equally inactive during the past seven days (15.2% and 14.2%), whereas females were more likely than males to be inactive at school during the past five days (49.4% vs 43.2%).

School-based physical activity varies by grade: older students are more likely to be inactive (23.9% of 8th-graders to 72.7% of 13th-graders).

There was a significant regional difference in inactivity over the past seven days, with Eastern students (10.8%) least likely to be inactive, while Toronto students were the most inactive (18.4%).

Figure 3.2.5
Percentage Reporting No Physical Activity during the Past 7 Days, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% CI for total estimate

1997 - 1999 (G7, 9, 11, OAC only):

There were no significant differences in physical inactivity between 1997 and 1999, nor did the mean number of days of exercise differ between the years.

minutes of vigorous physical activity three or more days per week should be 85%.³³ The percentage of Ontario students reporting this level of activity in 1999 is 62.6%.

Similarly, Canadian officials have set a goal of reducing the percentage of inactive Canadians by 10% for the year 2003.¹⁹

2010 Health Objectives

(Figure 3.2.6)

Recently revised health goals in the U.S. have established that, by the year 2010, the target percentage of adolescents engaging in 20

Figure 3.2.6
2010 Health Objectives for Adolescents: At least 20 minutes of Vigorous Physical Activity 3 or More Times a Week

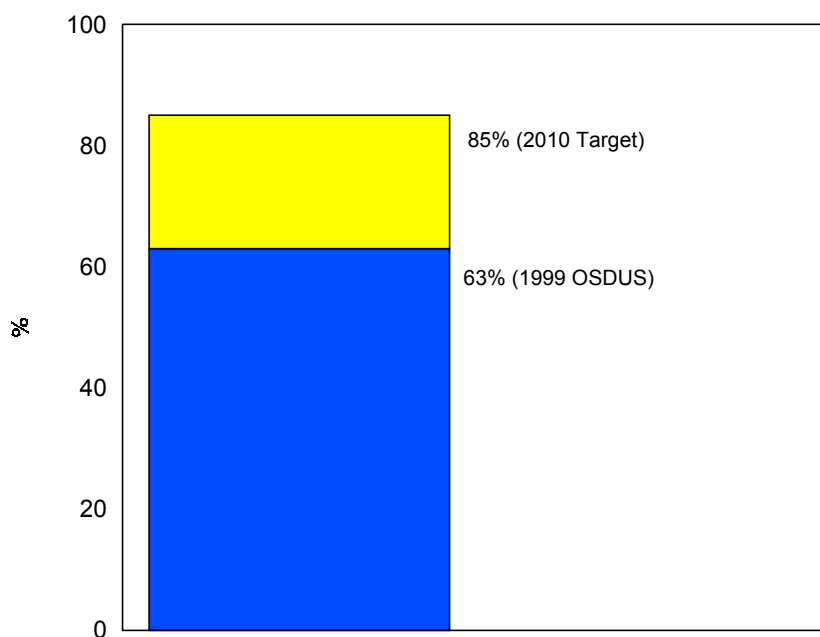


Table 3.2.1 Percentage Indicating “Poor” or “Fair” Health, 1991 - 1999

	1991	1993	1995	1997	1999 G7,9,11,13	1999 G7-13
TOTAL % Poor or Fair (95% CI)	5.5 (4.3, 6.7)	6.7 (4.9, 8.5)	7.6 (6.5, 8.7)	9.6 (8.5, 10.8)	8.9*** (7.6, 10.3)	9.0 (8.0, 10.1)
Males	4.9 (3.8, 6.1)	5.2 (3.7, 6.7)	5.8 (4.6, 6.9)	7.9 (6.2, 9.5)	9.3*** (7.5, 11.5)	8.7 (7.3, 10.3)
Females	6.1 (4.3, 7.9)	8.2 (5.7, 10.6)	9.4 (8.0, 10.8)	11.2 (9.8, 12.6)	8.4 (6.9, 10.3)	9.4 (8.0, 10.8)
Grade 7	3.9 (2.7, 5.0)	5.5 (1.5, 9.6)	5.0 (2.5, 7.5)	5.8 (4.1, 7.5)	3.8 (2.7, 5.5)	3.8 (2.7, 5.5)
Grade 8						7.2 (5.5, 9.4)
Grade 9	6.9 (5.0, 8.8)	5.8 (3.0, 8.6)	6.6 (5.4, 7.7)	10.0 (7.2, 12.8)	9.8 (7.7, 12.4)	9.8 (7.7, 12.4)
Grade 10						10.0 (7.2, 13.7)
Grade 11	6.4 (3.3, 9.6)	7.5 (4.0, 11.0)	10.3 (7.7, 12.9)	11.8 (9.8, 13.9)	11.5** (8.8, 14.8)	11.5 (8.8, 14.8)
Grade 12						10.9 (8.3, 14.2)
Grade 13	4.0 (1.9, 6.1)	9.3 (6.1, 12.5)	8.9 (7.3, 10.5)	11.8 (9.6, 14.0)	9.9** (6.6, 14.6)	9.9 (6.6, 14.6)
Toronto	5.9 (2.9, 8.8)	6.6 (3.7, 9.6)	8.3 (4.5, 12.2)	8.1 (6.4, 9.8)	9.3 (6.5, 13.1)	10.2 (8.4, 12.3)
North Region	4.1 (1.8, 6.4)	3.6 (0, 7.9)	6.5 (1.7, 11.2)	6.0 (4.4, 7.6)	6.4 (4.5, 9.1)	7.5 (6.0, 9.3)
West Region	5.3 (3.2, 7.3)	6.3 (3.6, 9.0)	8.1 (6.6, 9.6)	11.1 (8.8, 13.5)	9.3** (7.4, 11.7)	9.7 (7.9, 11.8)
East Region	6.0 (3.8, 8.1)	8.3 (4.3, 12.4)	6.7 (5.5, 7.9)	9.5 (7.8, 11.2)	8.6 (6.4, 11.3)	7.9 (6.4, 9.8)

Notes: Significant difference between 1991 and 1999: ***p<.001, **p<.01, *p<.05.

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.2.2 Percentage Reporting No Physical Activity During the Past 7 Days, 1997 – 1999

	1997	1999 G7, 9, 11, 13	1999 G7 - 13
TOTAL % Inactive (95% CI)	13.7 (11.7, 15.7)	15.3 (12.6, 18.4)	14.7 (12.7, 16.9)
Males	12.9 (9.6, 16.1)	16.4 (12.6, 21.0)	15.2 (12.4, 18.4)
Females	14.4 (11.9, 16.9)	14.3 (11.4, 17.8)	14.2 (11.7, 17.0)
Grade 7	15.5 (11.6, 19.4)	18.5 (13.9, 24.1)	18.5 (13.9, 24.1)
Grade 8			12.8 (9.3, 17.2)
Grade 9	12.7 (10.4, 15.1)	11.8 (9.1, 15.1)	11.8 (9.1, 15.1)
Grade 10			15.5 (11.6, 20.5)
Grade 11	12.5 (7.9, 17.1)	19.1 (13.1, 27.0)	19.1 (13.1, 27.0)
Grade 12			13.0 (8.7, 18.8)
Grade 13	15.2 (9.9, 20.5)	10.4 (6.8, 15.6)	10.4 (6.8, 15.6)
Toronto	17.9 (16.4, 19.3)	18.3 (13.5, 24.4)	18.4 (13.9, 24.0)
North Region	15.7 (6.9, 24.6)	18.6 (10.5, 30.8)	16.7 (11.8, 23.1)
West Region	14.0 (9.6, 18.3)	16.6 (11.6, 23.2)	15.6 (12.3, 19.6)
East Region	10.0 (9.2, 10.7)	11.2 (8.0, 15.4)	10.8 (7.8, 14.6)

¹ Percentage includes students not enrolled in Physical Education classes.

Notes: 1997 and 1999 data based on random half samples. No significant differences between 1997 and 1999.

Source: OSDUS, Centre for Addiction and Mental Health

3.3

Social Health

Our use of the term “social health” refers to aspects of well-being that are related to how people get along and interact with others. One dominant aspect of social health is social support – whether adolescents have significant others on whom they can rely for emotional and other support.

3.3.1 Parental Support

(Tables 3.3.1, A3.3.1; Figures 3.3.1 to 3.3.3)

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 three 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. The former question was included in the surveys from 1993 to 1999, while the latter two were in from 1995 to 1999.

1999 (G7-OAC):

- ❑ Just over half (56.8%) of students report getting along very well with their parents, 37.8% get along “OK”, while 5.4% do not get along with their parents. Males are more likely to report getting along very well with their parents, compared to females (61% vs 52.5%). There is also a significant age effect, with 7th-graders most likely to report getting along very well with parents, and those in 10th- and 11th-grade least likely (67.2% vs about 52%). There is no significant regional variation.
- ❑ One-fifth (19.9%) of students seldom or never discuss problems with their mother.

This does not vary by sex. The percentage reporting infrequent maternal communication increases with age, but peaks in 10th- or 11th-grade (about 25%). No regional differences are evident.

- ❑ More students report seldom or never discussing problems with their father, compared to their mother. Over one-third (36.6%) indicate that they seldom or never discuss problems with their fathers. This is more likely to be the case among females than males (43.2% vs 30.2%). There is also a distinct age effect, with the percentage increasing as grade increases (from 28.6% among 7th-graders to a peak of 44.8% among 12th-graders). No significant regional variation exists.

1993 - 1999 (G7, 9, 11, OAC only):

- ❑ The percentage of students reporting getting along very well with their parents significantly increased between 1993 and 1999 (53.1% vs 58.1%). There was no corresponding change in the percentage reporting not getting along at all with their parents.
- ❑ The percentage of students reporting infrequent discussions with their father significantly decreased between 1995 and 1999 (42.9% vs 35.6%). Similarly, among the subgroups, males and females both showed decreases, as well as 9th-graders, and those who live in the West and in the East.

Figure 3.3.1
Percentage Reporting Getting Along Very Well with Parents by Sex, Grade and Region, OSDUS 1999

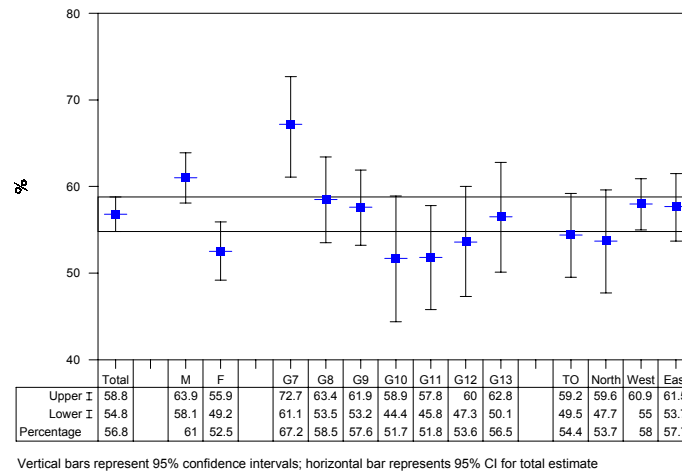


Figure 3.3.2
Percentage Reporting Seldom or Never Discuss Problems with Mother by Sex, Grade and Region, OSDUS 1999

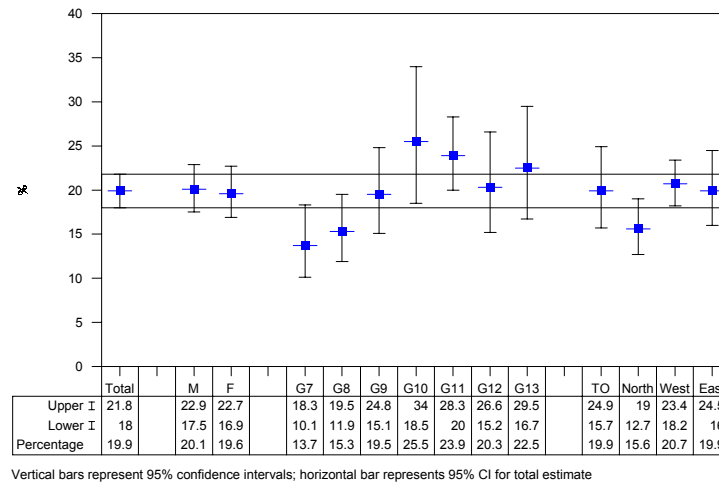
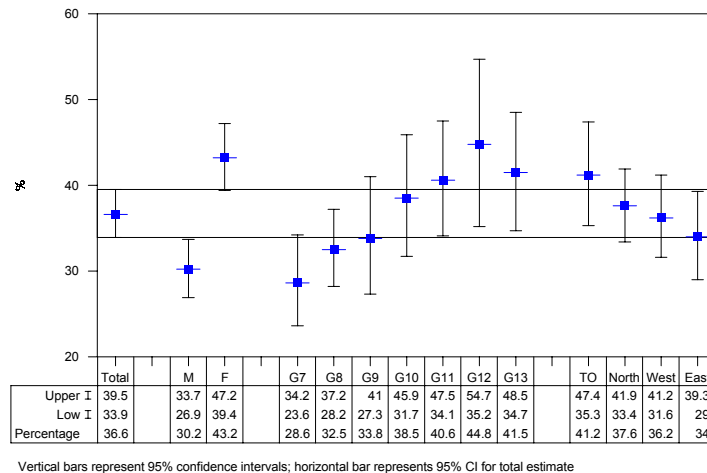


Figure 3.3.3
Percentage Reporting Seldom or Never Discuss Problems with Father by Sex, Grade and Region, OSDUS 1999



- While there was no significant decrease between 1995 and 1999 in the overall percentage reporting infrequent discussions with their mother, there was a significant decrease within some subgroups. Fewer males and 11th-graders discussed problems with their mother in 1995 compared to 1999.

3.3.2 Friends and Social Support

(Table A3.3.2; Figure 3.3.4)

Support from family and friends is associated with positive mental and physical health regardless of one's age. During adolescence, social contact with peers and making friends becomes a fundamental component of well-being.

From 1995 to 1999, students were asked how many close friends they had, as well as the number of people in their lives that they could talk to about their problems (i.e., confidants).

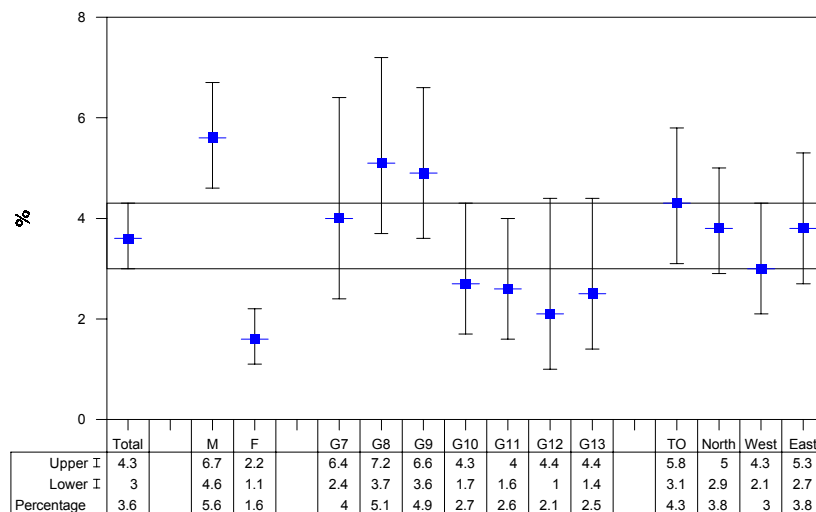
1999 (G7-OAC):

- Most students have at least two close friends, with 58.8% having 2 to 9 friends, while 38.4% report 10 or more friends. A small proportion (2.8%) has fewer than two friends.
- Likewise, most students have at least two confidants – that is, people they can talk to about their problems – with 66% reporting 2 to 9 people, and 23.3% reporting at least 10 people. On the other hand, 7.1% indicate that they have only one confidant, and 3.6% have no one to talk to about their problems.
- Compared to females, males are much more likely to report having no one to which they can confide their problems (1.6% vs 5.6%, respectively).

1995 - 1999 (G7, 9, 11, OAC only):

- No differences are evident between 1995 and 1999 regarding the number of close friends or confidants.

Figure 3.3.4
Percentage Reporting Not Having a Confidant by Sex, Grade and Region, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% CI for total estimate

Table 3.3.1 Percentage Reporting “Seldom” or “Never” Discuss Problems with their Mother, and Father (G7, 9, 11, 13 only), 1995 - 1999.

		1995	1997	1999
TOTAL				
% Seldom or Never Discuss with Mother (95% CI)		23.4 (20.2, 26.6)	22.6 (20.8, 24.4)	19.8 (17.4, 22.4)
% Seldom or Never Discuss with Father (95% CI)		42.9** (39.3, 46.5)	39.5 (37.1, 41.9)	35.6 (32.3, 39.0)
Males	Mother	24.7* (20.7, 28.6)	24.6 (22.3, 27.0)	19.0 (15.7, 22.9)
	Father	34.7* (30.3, 39.1)	33.0 (29.5, 36.5)	28.3 (24.0, 33.0)
Females	Mother	22.4 (18.5, 26.3)	20.8 (18.2, 23.4)	20.5 (17.1, 24.4)
	Father	50.9** (46.9, 54.8)	45.6 (42.7, 48.4)	42.8 (38.4, 47.3)
Grade 7	Mother	16.0 (13.8, 18.2)	16.2 (12.1, 20.2)	13.7 (10.1, 18.3)
	Father	32.8 (25.1, 40.6)	30.0 (24.3, 35.7)	28.6 (23.6, 34.2)
Grade 9	Mother	23.3 (14.1, 32.5)	24.2 (20.6, 27.8)	19.5 (15.1, 24.8)
	Father	42.8* (36.4, 49.3)	41.8 (38.4, 45.1)	33.8 (27.3, 41.0)
Grade 11	Mother	30.5** (26.8, 34.3)	26.4 (24.1, 28.8)	23.9 (20.0, 28.3)
	Father	48.9 (42.2, 55.7)	46.4 (42.2, 50.5)	40.6 (34.1, 47.5)
Grade 13	Mother	22.2 (15.8, 28.7)	23.9 (21.7, 26.1)	22.5 (16.7, 29.5)
	Father	48.9 (42.6, 55.2)	38.8 (32.8, 44.9)	41.5 (34.7, 48.5)
Toronto	Mother	28.4 (23.5, 33.3)	25.2 (23.2, 27.2)	23.6 (18.2, 30.5)
	Father	52.7 (41.6, 53.0)	42.7 (37.9, 47.4)	44.4 (36.6, 52.4)
North	Mother	16.1 (8.6, 23.6)	23.9 (16.6, 31.2)	14.6 (10.2, 20.5)
	Father	36.1 (12.3, 59.9)	40.3 (29.5, 51.1)	38.2 (32.9, 43.9)
West	Mother	25.0 (18.4, 31.5)	23.6 (20.3, 26.8)	19.3 (15.9, 23.3)
	Father	44.6** (38.5, 50.7)	37.5 (33.7, 41.3)	34.8 (29.5, 40.5)
East	Mother	19.8 (16.4, 23.1)	19.2 (16.5, 22.0)	18.9 (14.6, 24.1)
	Father	39.4** (35.9, 43.0)	40.2 (36.1, 44.4)	30.0 (25.0, 35.6)

Notes: Data based on random half samples. Significant difference between 1995 and 1999: **p<.01, *p<.05.

Qs: “When you have problems can you talk to your mother [father] about them?”

Source: OSDUS, Centre for Addiction and Mental Health

3.4

Internalizing Problems

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

3.4.1 Low Self-Esteem

(Table A3.4.1; Figures 3.4.1, 3.4.2)

Low self-esteem, or self-worth, has been shown to be associated not only with risky health behaviours such as illicit drug use,²⁸ but also with poor physical and mental health outcomes, and poor school and personal achievement.^{31,53}

Adapted items from the Rosenberg Self-Esteem Scale⁵⁴ have been in the *OSDUS* since 1993. The following six items were used in the last three survey cycles:

\$ 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

The response options were based on a 5-point scale, ranging from “never true” to “almost always true.” An overall indicator for low self-esteem was defined as responding negatively (lower esteem) to at least three of the six items listed above (i.e., “always” or “often true” for negative statements; “never” or “seldom true” for positive statements).

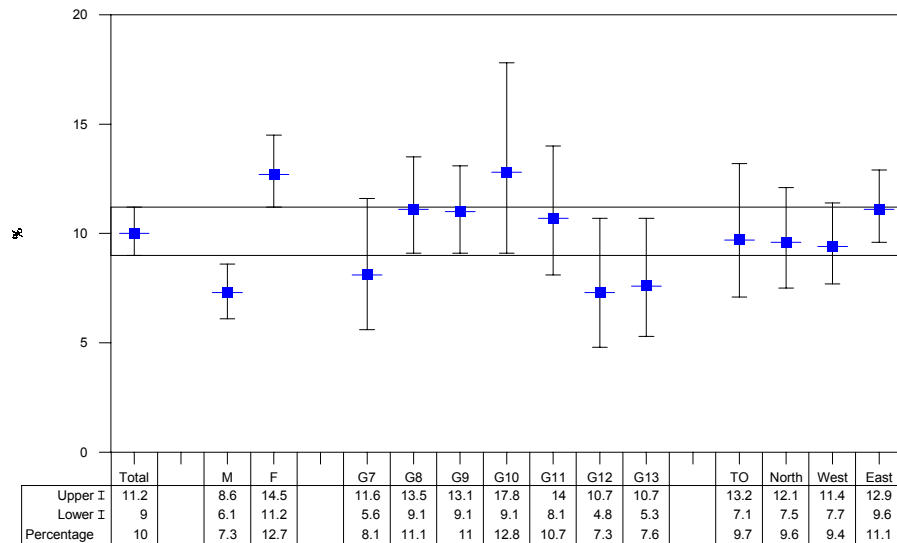
1999 (G7 - OAC):

- ❑ One-in-ten students (10%) report low self-esteem.
- ❑ Just under one-in-five (15.5%) students often or always feel that they cannot do anything right; 15.3% feel they do not have much to be proud of; and 10.1% feel that they are no good at all. About one-in-ten (8.8%) seldom or never feel good about themselves; 11.8% do not feel that they are a person of worth; and 8% do not feel that they can do most things as well as others can.
- ❑ Compared to males, females are more likely to have low self-esteem (7.3% vs 12.7%, respectively).
- ❑ Although there is some grade variation in low self-esteem, these differences are not statistically significant.
- ❑ There is no significant regional difference in low self-esteem.

1993 - 1999 (G7, 9, 11, OAC only):

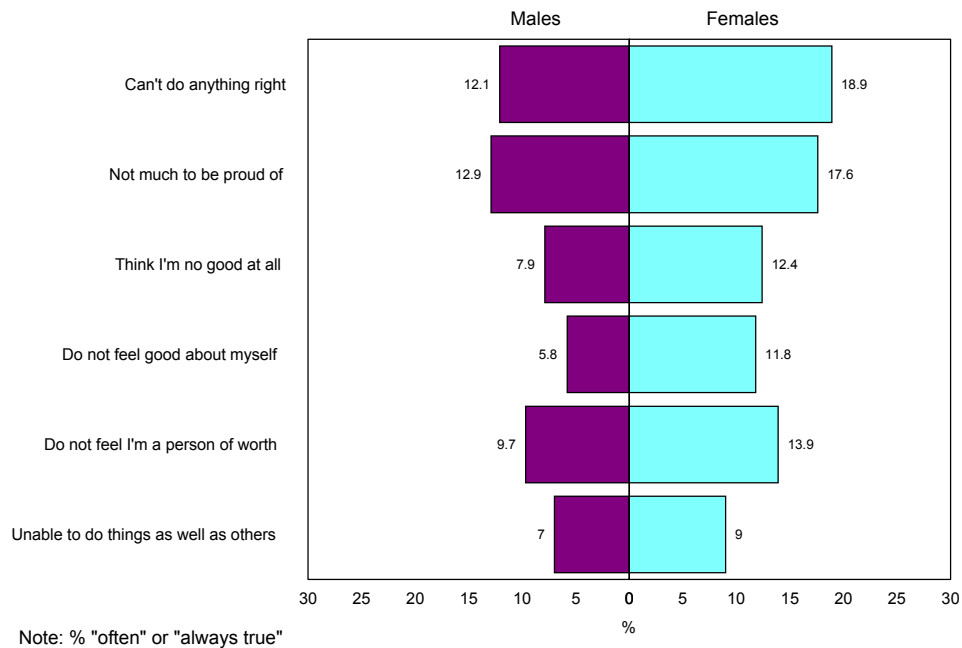
- ❑ Low self-esteem has remained stable over the years.

Figure 3.4.1
Percentage Reporting Low Self-Esteem by Sex, Grade and Region, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% confidence interval for total estimate

Figure 3.4.2
Percentage Reporting Low Self-Esteem Symptoms by Sex, OSDUS 1999



3.4.2 Depression

(Table A3.4.2; Figure 3.4.3, 3.4.4)

Depressed mood is a relatively common occurrence during adolescence and is characterized by pervasive feelings 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 is during adolescence, affecting more females than males.^{7,55}

The Center for Epidemiologic Studies Depression Scale (CES-D) is a self-report scale used to screen for depressive symptomatology in the general population.⁵⁶ The scale does not make a clinical diagnosis, but it does identify those at risk for a depressive disorder. The *OSDUS* used a shortened version of the CES-D.

The following four CES-D questions were asked of students from 1991 to 1999. It is important to note that between 1991 and 1995 the time referent was “during the past 3 months,” but in 1997 this was changed to the more traditional “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.” Because depressive symptoms can range on a continuum, we assess two indicators: (1) those at *moderate risk* for depression (indicated by a score of least 3 out of 12) and (2) those at *high risk* for depression (indicated by those responding “often” or “always” on all four symptoms).

1999 (G7 - OAC):

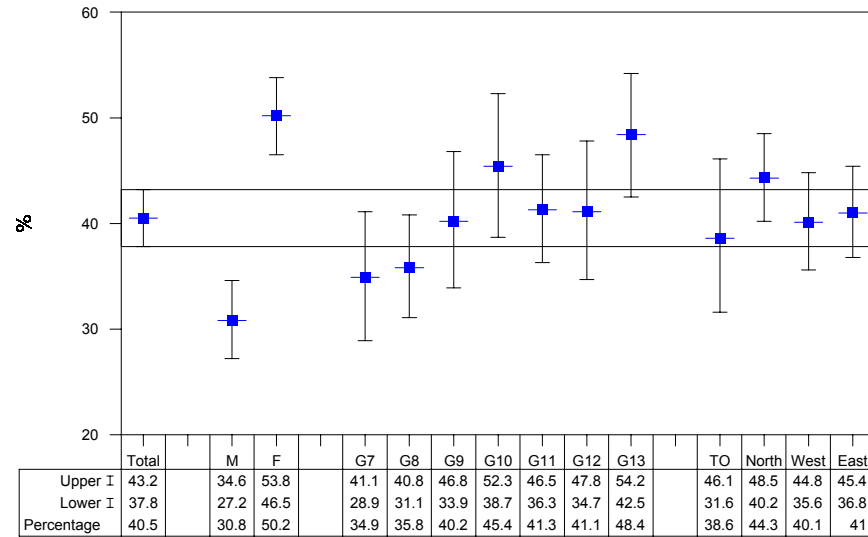
- ❑ Overall, 16.3% of students felt sad often or always during the seven days before the survey; 12.5% felt lonely; 12.3% felt depressed; and 12.4% felt like crying.
- ❑ Under half of all students (40.5%) are at a moderate risk for depression and about one-in-twenty (4.9%) are at a high risk for depression.
- ❑ Females are significantly more likely than males to report feeling each of the four symptoms. Females, compared to males, are also more likely to report a moderate risk (50.2% vs 30.8%), and a high risk for depression (8.0% vs 1.9%).
- ❑ There are no significant grade differences regarding the four symptoms, nor the two overall depression measures.
- ❑ No significant regional difference exists on any the four symptoms, nor on the two overall depression measures.

1997 - 1999 (G7, 9, 11, OAC only):

Note: long-term trends from the early 1990s could not be assessed due to changes in question wording.

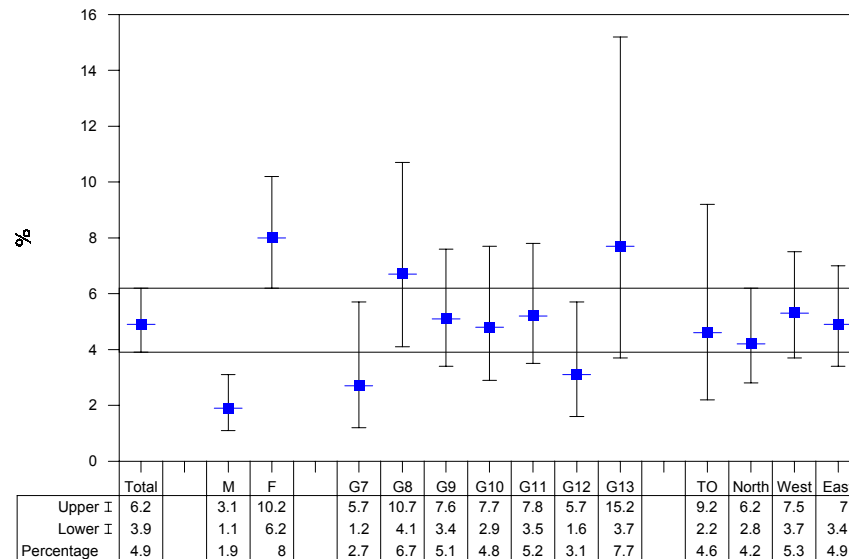
- ❑ Among the total sample, there was no change on either of the two depression risk measures.
- ❑ There were fewer females in 1999 reporting moderate risk depression compared to 1997 (48.2% vs 55.2%). There was no related change in the high risk category.
- ❑ Similarly, 11th-graders showed a decrease in moderate depression, from 48.1% in 1997 to 41.3% in 1999.

Figure 3.4.3
Percentage Reporting *Moderate Risk* for Depression by Sex, Grade and Region, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% confidence interval for total estimate

Figure 3.4.4
Percentage Reporting *High Risk* for Depression by Sex, Grade and Region, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% confidence interval for total estimate

3.4.3 Elevated Psychological Distress

(Table A3.4.3; Figures 3.4.5, 3.4.6)

The General Health Questionnaire (GHQ) ⁵⁷ is a screening instrument used to detect current psychological distress. The GHQ-12 uses twelve items to screen for three 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 1999 *OSDUS* incorporated the GHQ for the first time. 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 psychological distress, defined as reporting at least 3 of the 12 symptoms (positive statements were reverse-coded).

1999 (G7 - OAC):

- ❑ Psychological distress is reported by just under one-third (30.3%) of students.
- ❑ The most common symptom experienced by students is the feeling of being constantly under stress (36.5%), followed by losing sleep because of worrying (28.6%). The least cited symptom is feeling incapable of making decisions (5.6%).
- ❑ Females are more likely to report psychological distress compared to males (36.0% vs 24.6%, respectively).
- ❑ Compared to males, females are significantly more likely to report all the symptoms, except for being unable to face their problems and being incapable of making decisions.
- ❑ Psychological distress significantly increases with grade, peaking in 11th-grade (39.1%) and 13th-grade (37.2%).
- ❑ There is substantial grade variation on eight of the twelve symptoms, generally showing inferior mental health with increasing grade. For example, constantly feeling stressed increases dramatically with grade, with only 18.2% of 7th-graders reporting so versus 54.4% of 13th-graders. Symptoms that do *not* significantly differ by grade include feeling like one is playing a useful part in things; incapable of making decisions; losing one's self-confidence; and thinking of oneself as a worthless person.
- ❑ There are no significant regional differences on these distress measures.

Figure 3.4.5
Percentage Reporting GHQ Symptoms (Past Few Weeks) by Sex,
OSDUS 1999

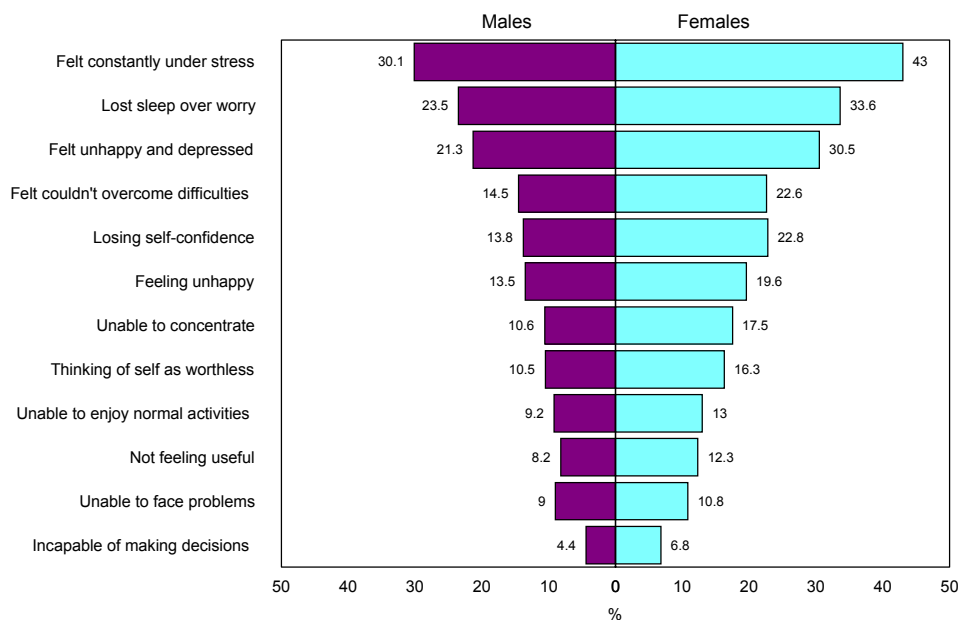
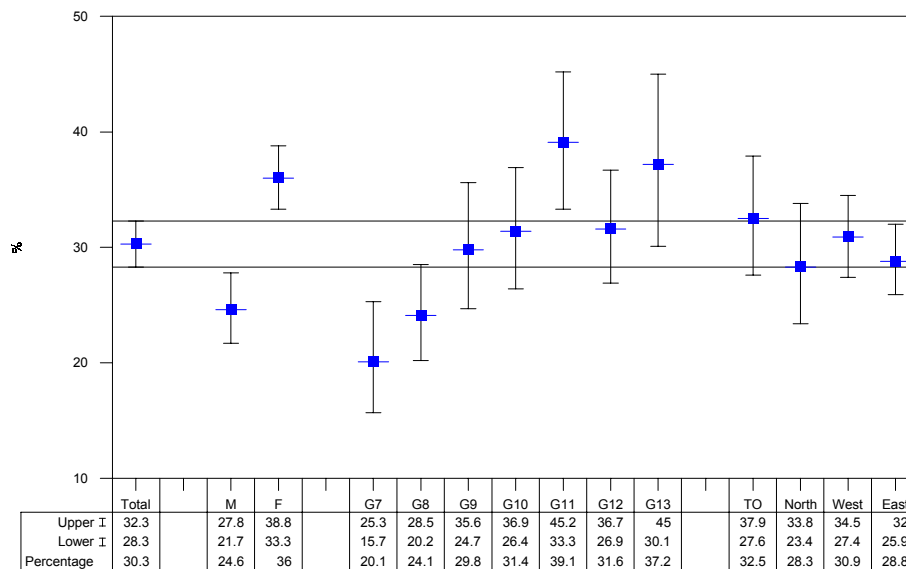


Figure 3.4.6
Percentage Reporting Psychological Distress (GHQ 3+) by Sex, Grade
and Region, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% confidence interval for total estimate

3.4.4 Body Image, Weight Control, and Symptoms of Eating Disorders

(Table A3.4.4; Figures 3.4.7, 3.4.8)

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. About 3% of American young women have a diagnosed eating disorder.⁷ Currently, there is no corresponding Canadian estimate available.

The 1997 *OSDUS* asked students questions concerning beliefs about personal weight; desired change in weight; whether they ever skipped meals, took diet pills, or exercised to control weight; frequency of binge eating (defined as eating unusually large amounts of food at one time and feeling out of control) and offsetting the effects of binges (e.g., vomiting, taking laxatives, fasting, exercising).

1997 (G7, 9, 11, OAC only):

- ❑ Two-thirds (66%) of students were satisfied with their weight, 22.9% felt that they are too fat, while 11.1% felt that they are too thin.
- ❑ Under half of students (40.6%) were not trying to do anything about their weight. Over one-quarter (28.3%) were trying to lose weight, 19.3% were trying to keep from gaining weight, and 11.8% were trying to gain weight.
- ❑ In the 12 months before the survey, 54.4% of students exercised to control weight, 25.4% skipped meals, 4.8% induced vomiting, and 3.9% took diet pills to control their weight.
- ❑ Just over one-quarter (25.8%) of all students reported either skipping meals, taking diet pills, or inducing vomiting.
- ❑ A majority (61.3%) never binged on food, while 4.3% reported binge eating on 15 or more occasions during their lifetime. Over one-quarter (29.1%) binged during the past 12 months.
- ❑ A small percentage (4.1%) usually offset the effects of bingeing by vomiting, laxative use, fasting, or rigorous exercise.

Sex Differences:

- ❑ Females were significantly more likely to believe that they were too fat, compared to males (30.7% vs 13.8%), whereas males were more likely to believe that they were too thin (15.9% vs 6.9%).
- ❑ More females than males wanted to lose weight (39.0% vs 15.9%), whereas more males wanted to gain weight (21.3% vs 3.5%).
- ❑ Compared to males, females were more likely to skip meals (38.4% vs 10.4%), take diet pills (6.5% vs 0.8%), vomit (8.3% vs 0.9%), and exercise (68.6% vs 37.9%) to control weight during the past year.
- ❑ Females were much more likely to report either skipping meals, taking diet pills, or induce vomiting (39.2% vs 10.6%).
- ❑ Past-year bingeing is more common among females than males (34.8% vs 22.5%), as is offsetting the effects of binges on a frequent basis (6.1% vs 1.9%).

Grade Differences:

- Weight issues become more prevalent with increasing age. Compared to 9th- and 11th-graders, 7th-graders were less likely to have skipped meals (24% and 29% vs 18.6%, respectively) and taken diet pills (about 5% vs 1.7%) during the past year. They were also less likely to have either skipped meals, taken pills, or vomited to control their weight compared to 9th- and 11th-graders (19.0% vs 29%, respectively).
- 7th-graders were also the least likely to have exercised to control weight compared to other grades (46% vs 54% to 61%), and to have binged in the past year (18.5% vs 28% to 36%).
- Compared to 7th- and 9th-graders, 11th-graders were more likely to have binged 15 or more times in their lifetime (2% to 3% vs 7.0%, respectively), and to offset the effects of bingeing (about 3% vs 6.6%).

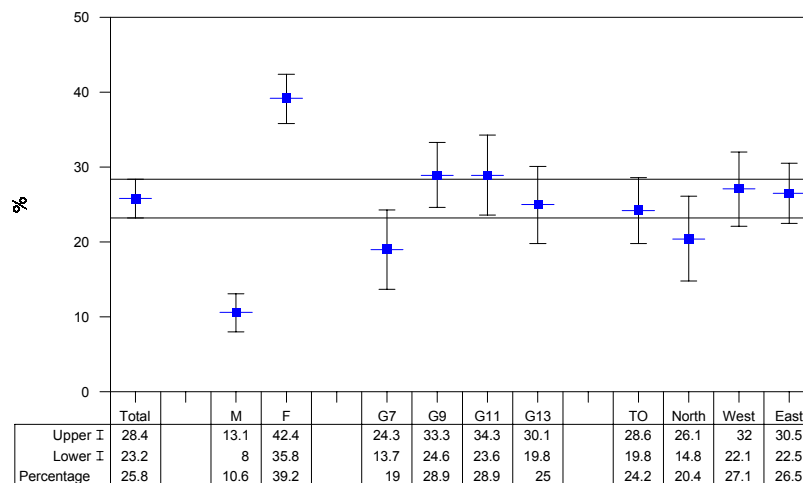
Figure 3.4.7
Percentage Reporting Desired Change in Body Weight, and Weight Control Behaviours in Past 12 Months by Sex, OSDUS 1997 (G7, 9, 11, 13 only)



Regional Differences:

- There were no significant regional differences.

Figure 3.4.8
Percentage Reporting Either Skipping Meals, Taking Diet Pills, or Inducing Vomiting in the Past 12 Months to Control Weight by Sex, Grade and Region, OSDUS 1997 (G7, 9, 11, 13 only)



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% CI for total estimate

3.5

Externalizing Behaviours

This chapter deals with externalizing or acting-out behaviours such as delinquency, violence and gambling. Delinquency and violent activities are not only a social problem, but a public health issue as well.^{58,59} Indeed, not only is violence related to physical injury, but threats of violence or minor physical contact can also result in weakened states of mental well-being.

3.5.1 Delinquent Activity

Beginning in 1983, the *OSDUS* asked 11th- and 13th-graders questions about their involvement in delinquent activities. In 1991, these items were expanded to cover all students. For this reason, the long-term trends examined pertain only to 11th- and 13th-graders.

In 1999, students were asked, “*How often (if ever) in the last 12 months have you done each of the following..?*”. Twelve activities were examined:

Nonviolent

- \$ *taken a car without permission*
- \$ *banged up or damaged something on purpose*
- \$ *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*
- \$ *were thrown out of home*
- \$ *ran away from home*

Violent

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

Overall Delinquent Behaviour

(Table A3.5.1; Figures 3.5.1 to 3.5.2)

1999 (G7 - OAC):

- ❑ The most frequent behaviours reported during the 12 months before the survey were property damage (23.4%), hurting someone physically (18.9%) and theft under \$50 (17.2%). The least reported activity is selling drugs other than cannabis (3.7%).
- ❑ Just under half (47.5%) of students report involvement in one or more of the twelve activities during the past year. More males than females report one or more activities (56.4% vs 38.9%). Tenth- and 11th-graders are the most likely to report one or more activities (about 55%). No significant regional differences were found.
- ❑ Overall, 18.1% of students report involvement in three or more activities. More males than females report such involvement (25.4% vs 11.1%). Tenth- and 11th-graders are the most likely to report three or more activities (about 25%). There are no significant regional differences.

1993 - 1999 (G7, 9, 11, OAC only):

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

- Between 1993 and 1999, the percentage of students reporting involvement in one or more activities varied between 42.2% and 46.7%, while the percentage involved in three or more activities varied between 14.1% and 17.4%. There were no statistically significant changes between 1993 and 1999 in the percentage reporting one or more or three or more activities. However between 1997 and 1999, there was a significant increase in the percentage reporting at least one activity (from 42.2% to 46.7%, respectively).
- Among males, the percentage involved in one or more activities significantly increased between 1993 and 1999, from 48.6% to 56.8%. (There was no significant change among females.) Similar increases also occur for three or more activities (19.1% in 1997 to 24.6% in 1999).

Long-term Trends in Overall Delinquent Behaviour

1983 - 1999 (G11 only):

(Table A3.5.2; Figure 3.5.3)

The percentage of 11th-graders involved in three or more activities significantly increased between 1983 and 1999, from 9% to 13.1%.

Figure 3.5.1
Percentage Reporting Delinquent Activities During the Past 12 Months, OSDUS 1999

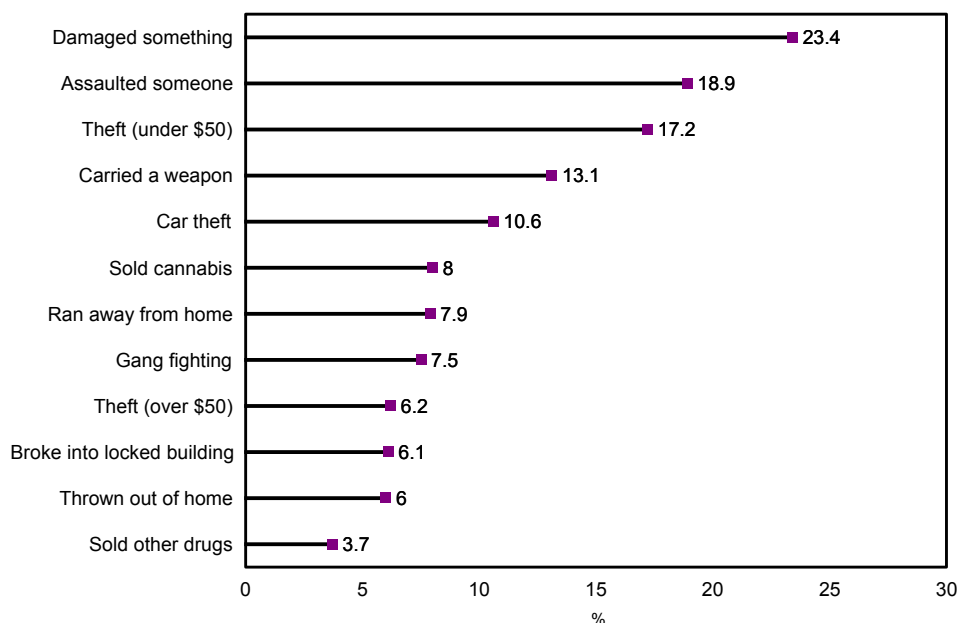
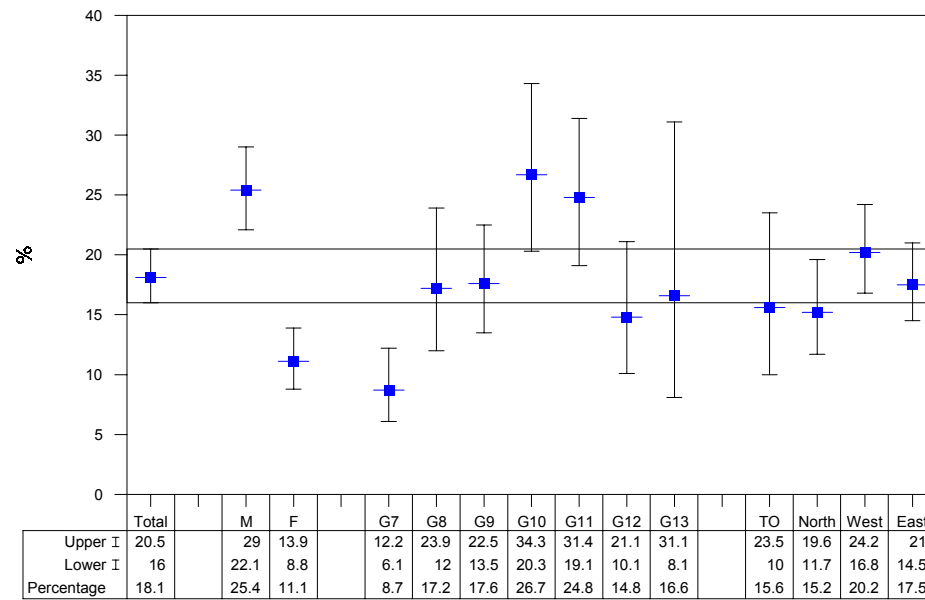
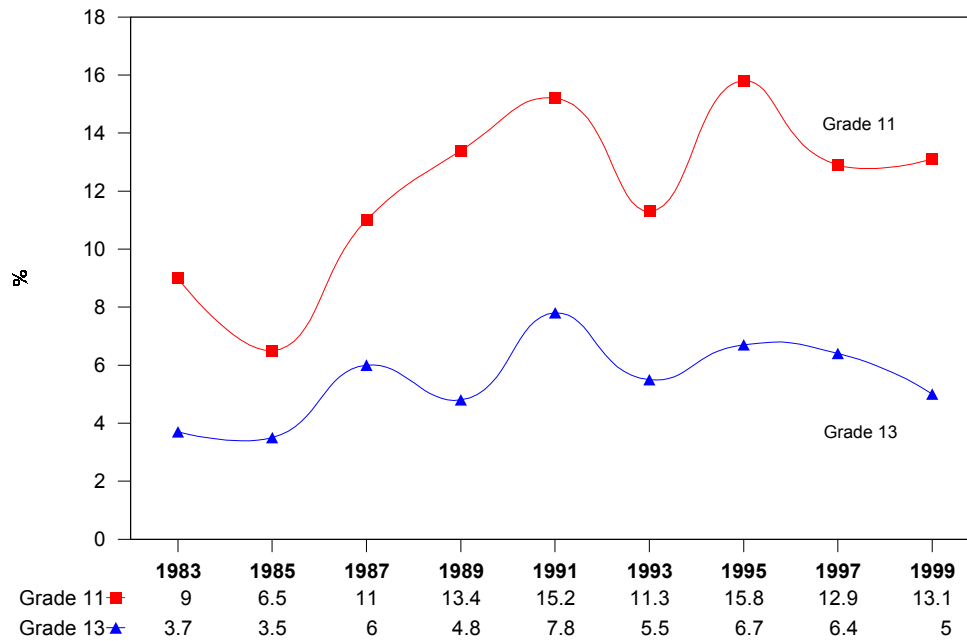


Figure 3.5.2
Percentage Reporting 3+ (of 12) Delinquent Activities During the Past 12 Months by Sex, Grade and Region, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% CI for total estimate

Figure 3.5.3
Percentage Reporting 3+ (of 7) Delinquent Activities, OSDUS 1983 - 1999 (G11 and G13 only)



3.5.2 Non-Aggressive and Non-Violent Activities

(Table A3.5.1; Figures 3.5.4, 3.5.5)

1999 (G7 - OAC):

- ❑ Among the nine non-violent activities, significantly more males than females report the following seven: property damage (28.6% vs 18.1%); theft under \$50 (20.9% vs 13.6%); theft over \$50 (8.7% vs 3.7%); car theft (14.0% vs 7.6%); selling cannabis (11.5% vs 4.6%); break and enter (9.35 vs 3.0%); and selling other drugs (5.8% vs 1.7%).
- ❑ Females are more likely to run away from home compared to males (10.4% vs 5.5%).

Participation in non-violent activities is significantly related to grade. Generally, the highest rate of activity occurs among 10th- and 11th-graders.

- ❑ 10th-graders are the most likely to report property damage (34.2%) and theft under \$50 (24.8%).
- ❑ 11th-graders are the most likely to report car theft (20.1%), break and enter (10.4%), and being thrown out of the house (11.6%).
- ❑ Both 10th- and 11th-graders are the most likely to report selling cannabis (about 13%); theft over \$50 (about 9%).
- ❑ Both 11th- and 13th-graders are the most likely to report selling other drugs (about 8%).

There are no significant regional differences in the rates of non-violent delinquent activities.

1991 - 1999 (G7, 9, 11, OAC only):

Between 1991 and 1999, two activities – property damage and selling cannabis – increased significantly.

- ❑ Property damage increased significantly among all students between 1991 and 1999, mainly due to the small jump between 1997 (17.8%) and 1999 (21.8%).
- ❑ The percentage reporting selling cannabis increased from 3.0% in 1991 to 7.8% in 1999.
- ❑ The percentages of males in 1999 selling cannabis (11.4%) and selling other drugs (6.7%) were significantly higher than 1991 estimates (4.7% and 2.6%, respectively).
- ❑ Among females, the percentage damaging property was significantly higher in 1999 (17.1%) than in 1991 (11.8%). Similarly, the percentage of females selling cannabis was higher in 1999 (4.3%) than in 1991 (1.1%). Between 1997 and 1999, females breaking into a locked building significantly decreased, from 4.9% to 2.8%.
- ❑ Among 9th-graders, the following three non-violent activities decreased between 1991 and 1999: theft under \$50 (from 24.5% to 16.9%); car theft (14.2% to 9.4%); and break and enter (9.0% to 4.6%). However, during the same period cannabis selling increased from 3.2% in 1991 to 6.5% in 1999. Property damage increased between 1997 and 1999, from 20.7% to 26.8%.
- ❑ Among 11th-graders, the percentage selling cannabis in 1999 was significantly higher than in 1991 (13.8% vs 5.4%, respectively). Similarly, the percentage selling other drugs was also higher in 1999 compared to 1991 (8.3% vs 3.3%).
- ❑ Among 13th-graders, the percentage selling cannabis increased between 1991 and 1999 (2.2% vs 10.4%, respectively).

Figure 3.5.4
Percentage Reporting Non-Violent Activities During the Past 12 Months by Sex, OSDUS 1999

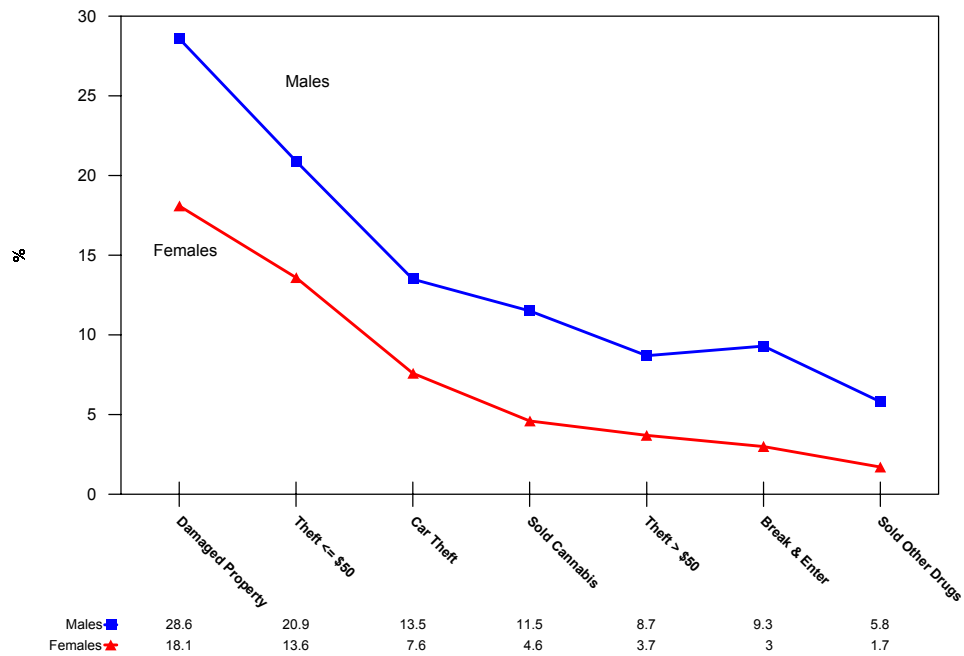
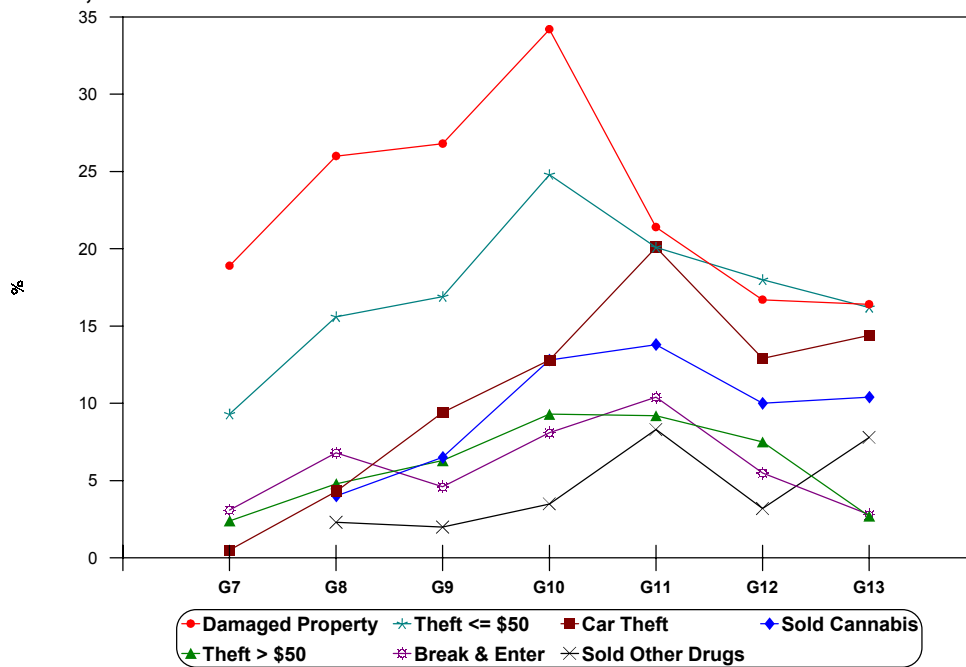


Figure 3.5.5
Percentage Reporting Non-Violent Activities During the Past 12 Months by Grade, OSDUS 1999



- ❑ There were no dominant trends among 7th-graders.
- ❑ In Northern Ontario, car theft decreased significantly between 1991 and 1999 (17.6% vs 11.7%). The percentage reporting damaging property increased substantially between 1997 and 1999 (14.2% vs 24.4%, respectively).
- ❑ In Western Ontario, cannabis selling in 1999 (7.6%) was significantly higher than in 1991 (2.4%).
- ❑ In Eastern Ontario, theft under \$50 declined between 1991 and 1999. However, during this same time period cannabis selling significantly increased (from 2.7% to 8.7%), as did other drug selling (from 1.4% to 4.6%). Significantly fewer students in the East reported carrying a weapon in 1999 (10.2%) compared to 1993 (15.4%).
- ❑ There were no dominant trends among Toronto students.

Long-term Trends in Non-Violent Activities **1983 - 1999 (G11 only):**

(Table A3.5.2)

- ❑ Most of the non-violent activities increased significantly over the long term among 11th-graders. In 1999, more 11th-graders reported involvement in property damage, car theft, cannabis and other drug selling, and break and enter, compared to their counterparts in 1983.

3.5.3 Aggressive and Violent Activities

(Table A3.5.1; Figures 3.5.6 to 3.5.8)

Violent behaviour among youth is increasingly becoming a major public concern. In this section, we focus on past 12 month prevalence of assault, gang fighting, and carrying a weapon.

1999 (G7 - OAC):

Assault

- ❑ Approximately one-in-five students (18.9%) assaulted someone during the past 12 months, with more males than females reporting so (28.4% vs 9.5%).
- ❑ Students in grades 8, 9 and 10 are the most likely to assault someone (about 23% to 25%).
- ❑ No significant regional differences exist.

Weapon Carrying

- ❑ Overall, 13.1% report carrying a weapon in the 12 months before the survey.
- ❑ Males are significantly more likely than females to report carrying a weapon (20.9% vs 5.5%).
- ❑ 10th-graders are the most likely to carry a weapon (18.3%), followed closely by 11th-graders (16.2%).
- ❑ No significant regional differences exist.

Gang Fighting

- ❑ Among all students, 7.5% report participation in gang fights during the past 12 months.
- ❑ Gang fighting is more prevalent among males than females (11.5% vs 3.5%).

- Although 10th-graders are the most likely to report gang fighting, no significant grade difference was found

- No regional difference exist.

1991 - 1999 (G7, 9, 11, OAC only):

- The percentage of all students reporting carrying a weapon was significantly lower in 1999 (12.3%) compared to 1993 (15.4%). The overall rates of assault and gang fighting were stable throughout the 1990s.
- Significantly fewer females reported carrying a weapon in 1999 (5.0%) than in 1993 (8.3%). Between 1997 and 1999, the percentage of females assaulting someone significantly decreased, from 13.9% to 8.6%.
- Among 7th-graders, the percentage carrying a weapon in 1999 (7.8%) was significantly lower than that in 1993 (12.9%). Between 1997 and 1999, the percentage of 7th-graders assaulting someone significantly declined from 27.7% to 17.1%, respectively.

- Among 9th-graders, weapon carrying was significantly lower in 1999 (13.4%) compared to 1993 (18.9%).

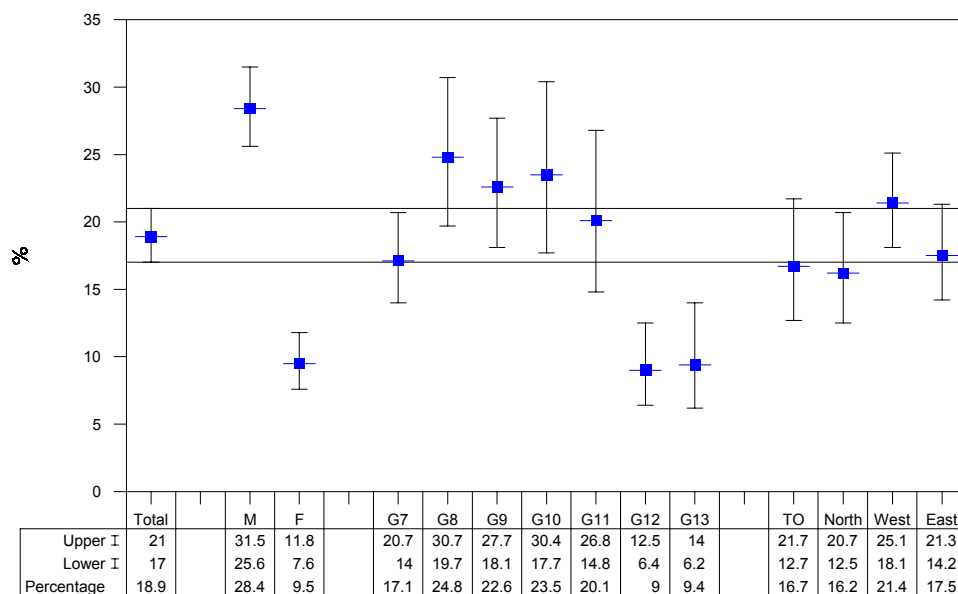
- In Northern Ontario, gang fighting was significantly lower in 1999 (3.1%) compared to 1991 (8.8%).

Long-term Trends in Violent Activities 1983 - 1999 (G11 only):

(Table A3.5.2; Figures 3.5.9, 3.5.10)

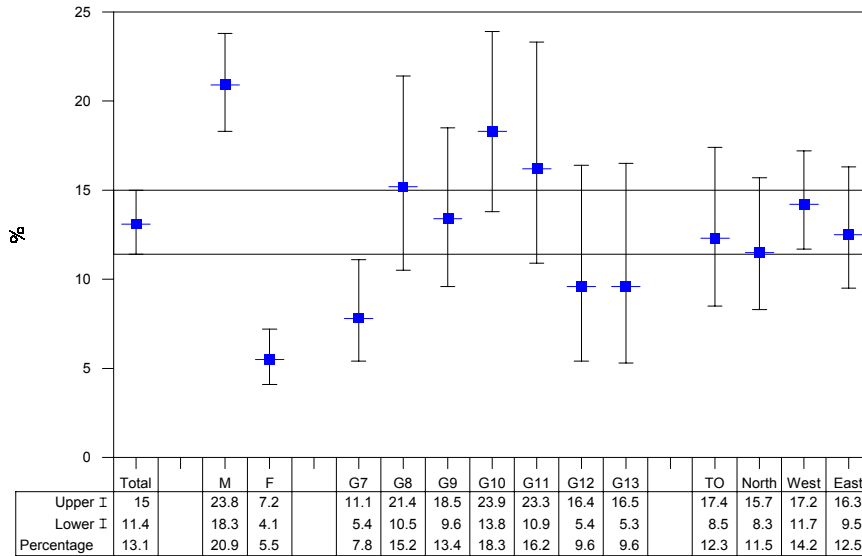
- The percentage of 11th-graders assaulting someone significantly increased between 1983 and 1999, from 11.1% to 20.1%.
- The percentage gang fighting did not change significantly over this time period. (Note that an analysis was not done for weapon carrying due to too few time points.)

Figure 3.5.6
Percentage Reporting Assaulting Someone During the Past 12 Months by Sex, Grade and Region, OSDUS 1999



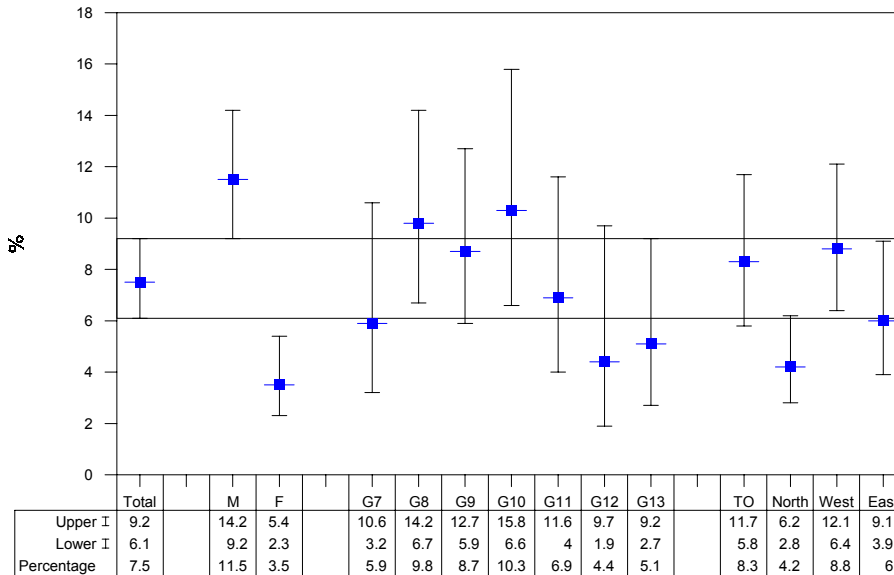
Vertical bars represent 95% confidence intervals; horizontal bar represents 95% confidence interval for total estimate

Figure 3.5.7
Percentage Reporting Carrying a Weapon During the Past 12 Months by Sex, Grade and Region, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% confidence interval for total estimate

Figure 3.5.8
Percentage Reporting Gang Fighting During the Past 12 Months by Sex, Grade and Region, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% confidence interval for total estimate

Figure 3.5.9
Percentage Reporting Assault During the Past 12 Months, OSDUS 1983-1999
(G11 and G13 only)

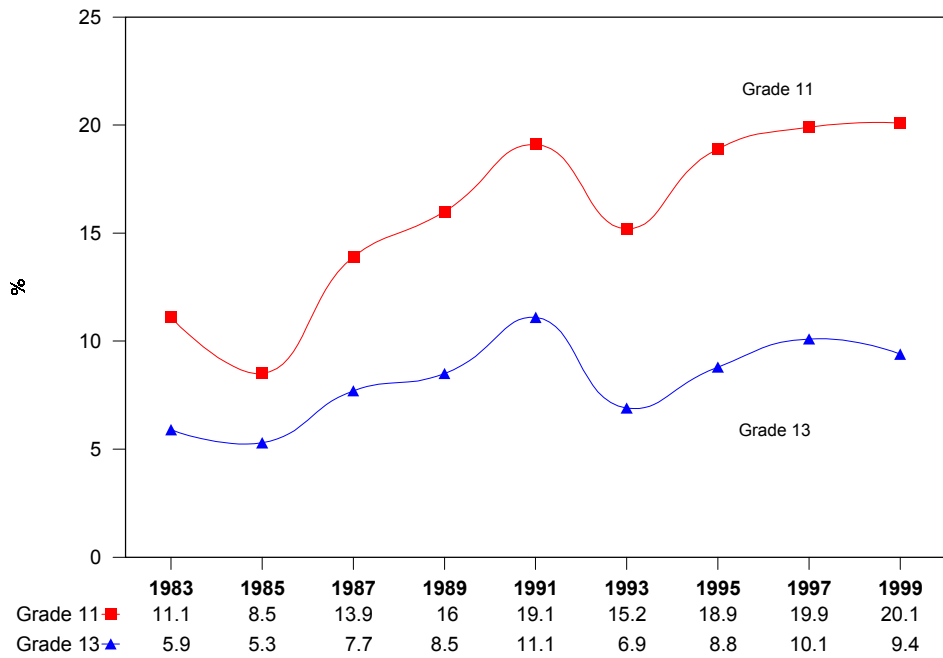
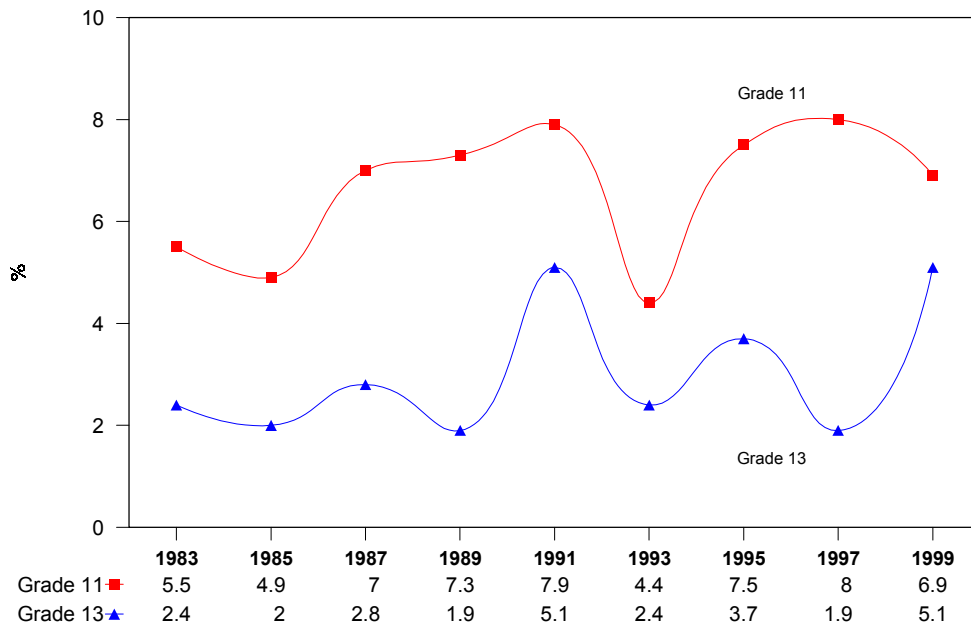


Figure 3.5.10
Percentage Reporting Gang Fighting During the Past 12 Months, OSDUS
1983-1999 (G11 and G13 only)



3.5.4 Gambling Problems

(Table A3.5.3; Figures 3.5.11, 3.5.12)

For the first time, the 1999 *OSDUS* asked students about gambling problems using the South Oaks Gambling Screen Revised for Adolescents (SOGS-RA).⁶⁰ The following twelve questions were asked, each referring to the past 12 months:

\$ How often have you gone back another day to try to win back the money you lost?

\$ When you were betting, have you ever told others you were winning money when you really weren't?

\$ 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 ever felt bad about the amount you bet, or about what happens when you bet money?

\$ Have you ever felt that you would like to stop betting money but didn't think you could?

\$ Have you ever hidden any betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends?

\$ Have you had arguments with family/friends because of the money you spend on gambling?

\$ Have you borrowed money to bet and not paid it back?

\$ 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 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.

Two indicators of a potential gambling problem are used for this report:

- The first identifies youth at risk for *any gambling problem*, and is defined by answering positive to two or more of the twelve questions.
- The second identifies those at risk for a *pathological gambling problem*, and is defined by answering positive to four or more questions.

1999 (G7 - OAC):

- ❑ Overall, 13.3% of students have a gambling problem, while 5.8% show signs of pathological gambling.
- ❑ The majority (89.3%) report that the largest amount of money ever gambled during the past 12 months was less than \$50. Six percent report gambling between \$50 and \$99, and 2.2% report between \$100 and \$149 and 2.6% report \$200 or more.
- ❑ Males are more likely than females to report a gambling problem (20.5% vs 6.1%), as well as a pathological gambling problem (9.1% vs 2.5%).
- ❑ There is no significant grade variation for any gambling problem. However, pathological gambling is most prevalent among students in grades 9, 10, and 11 (range from 7.1% to 7.8%). Seventh-graders and 13th-graders are the least likely to have this more serious problem (about 2% each).
- ❑ Although percentages are somewhat higher among students in Toronto, the prevalence of problem gambling does not significantly differ by region.

Figure 3.5.11
Percentage Reporting Specific Gambling Problems (SOGS-RA) by Sex,
OSDUS 1999

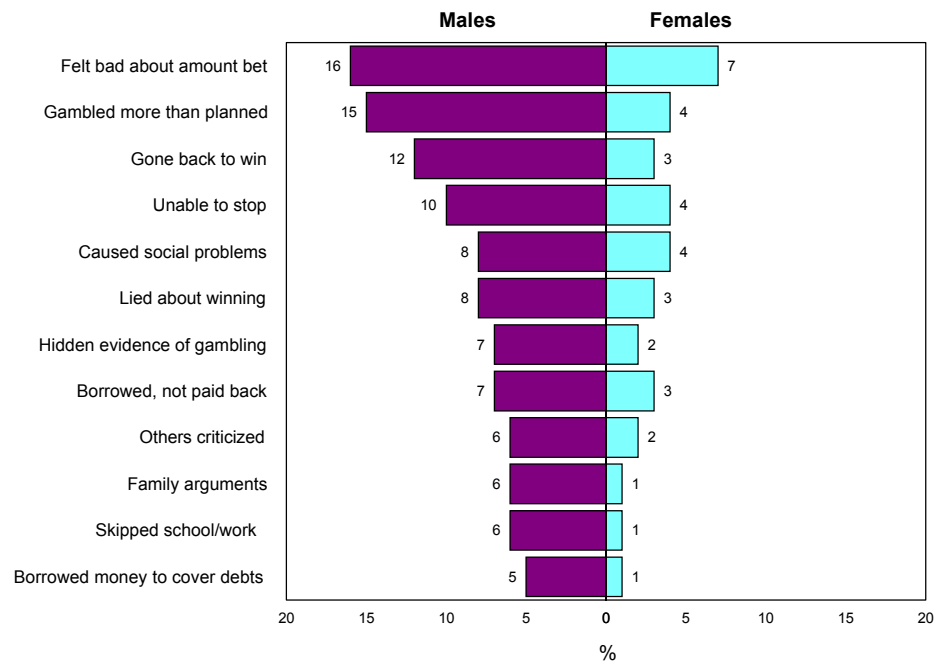
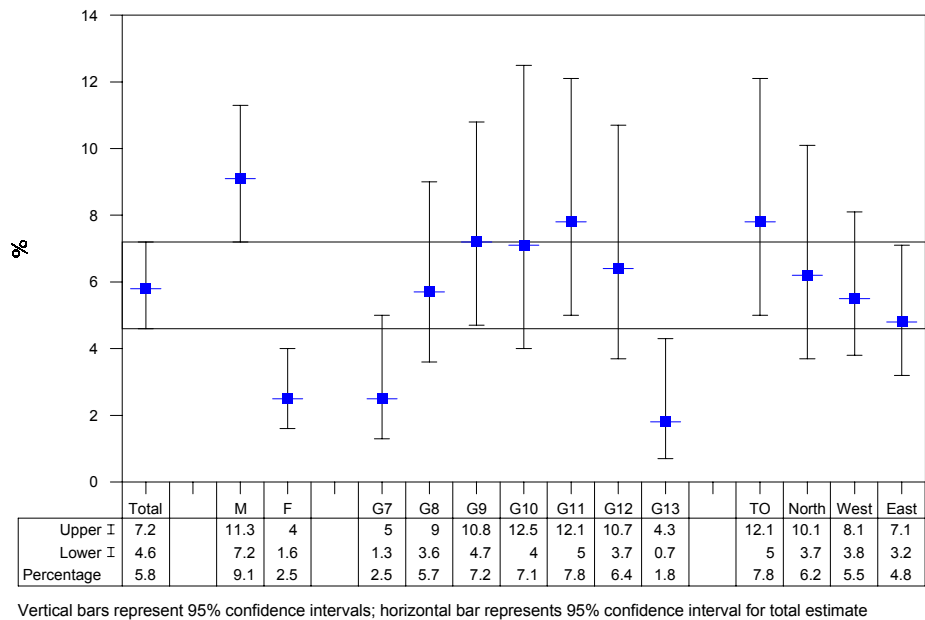


Figure 3.5.12
Percentage Indicating a Pathological Gambling Problem (Past 12 Months) by
Sex, Grade and Region, OSDUS 1999



Vertical bars represent 95% confidence intervals; horizontal bar represents 95% confidence interval for total estimate

3.6

Multiple Outcomes, Multiple Influences

In this section we examine the relationship between certain risk factors and the mental health problems and risky behaviours discussed earlier. The risk factors in these analyses include demographics (sex, grade, region), family factors, and school factors (see Table 3.6.1 for an overview).

Family Factors

Research on mental health problems among youth suggest that the family, especially parents, plays a strong role.⁶¹⁻⁶³ The family factors assessed include family structure, parents' education, and parent-child communication. *Family structure* was defined by family "intactness," which is the presence of two parents in the home. *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 *parent-child communication*, we used two questions that gauged how often students spoke with their parents about school courses and activities.

School 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.^{26,64} Thus, students' self-reports of overall marks received in school were included as a risk factor.

Two school climate factors were also included. The first factor, *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."

School mobility was indicated by whether or not students changed schools two or more times during the past five years. It has been suggested that frequent school change increases the risk for problems, likely because of the inconsistency and the stress from change.⁴³

Outcomes

Eight mental health problems and risky behaviours are assessed: low self-esteem; high risk for depression; psychological distress; delinquent behaviour; pathological gambling problem; hazardous drinking; and illicit drug use (see Table 3.6.2 for outcome definitions).

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 low school marks cause poor mental health or whether poor mental health causes low grades.

Table 3.6.1 Predictors used in Analyses

Factor	% subgroup	Subgroup Categories
1) Sex		Male; Female
2) Grade		7, 8, 9, 10, 11, 12, 13 (OAC)
3) Public Health Region (see Chapter 2.0 for details)	(19%) (13%) (11%) (18%) (19%) (11%) (9%)	Toronto Southwest Central-South Central-West Central-East East North
4) Family Structure	(82%) (18%)	Intact (both parents; includes step-parent) Not Intact (single parent)
5) Parents' Education	(20%) (73%) (7%)	High (both parents attended/graduated university) Moderate (other) Low (neither parent graduated high school)
6) Number of School Moves (past 5 years)	(74%) (26%)	None or 1 move 2 or more moves
7 Parent-Child Communication	(14%) (73%) (13%)	High Moderate Low
8) School Marks	(82%) (18%)	Overall As or Bs Overall Cs or below
9) Perception of Personal Safety in School	(32%) (51%) (16%)	High Moderate Low
10) School Attachment	(23%) (67%) (10%)	High Moderate Low

Table 3.6.2 Outcome Definitions

Outcome	Definition
Low Self-Esteem	Reporting a “often” or “always” feeling 3 of the 6 low self-esteem symptoms on the Rosenberg Self-Esteem Scale.
High Risk for Depression	Reporting “often” or “always” experiencing all 4 symptoms on the Centre for Epidemiological Studies B Depression (CES-D) scale during the past 7 days.
Elevated Psychological Distress	Reporting at least 3 of the 12 symptoms on the General Health Questionnaire (GHQ), which measures symptoms over the past few weeks.
Delinquent Behaviour	Reporting at least 3 of 12 delinquent behaviours during the past 12 months.
Pathological Gambling Problem	Reporting at least 4 of 12 items on the South-Oaks Gambling Screen Revised for Adolescents (SOGS-RA), which measures gambling problems during the past 12 months.
Hazardous Drinking	Reporting a score of at least 11 out of 40 on the AUDIT screen, which measures heavy drinking and alcohol-related problems during the past 12 months.
Any Illicit Drug Use	Reporting use of any one of the following 13 drugs during the past 12 months: cannabis, barbiturates, stimulants, tranquilizers, cocaine, crack, methamphetamines, LSD, other hallucinogens, PCP, heroin, MDMA, and crystal methamphetamine. This estimate <i>excludes</i> the use of glue, solvents, and prescription drugs.
Any Illicit Drug Use other than Cannabis	Same as definition above, but also excludes cannabis use.

3.6.1 Summary of Common Risk Factors

(Tables 3.6.3 to 3.6.11; Figures 3.6.1, 3.6.2)

Table 3.6.3 presents an overview of the analyses of the eight mental health problems and risky behaviours (see Tables 3.6.4 to 3.6.11 for the individual results and the Appendix for further details on interpreting these tables).

In order of importance, the factors most associated with the eight outcomes are as follows:

- ❑ low school marks (8 of 8 outcomes)
- ❑ sex and grade (7 of 8)
- ❑ perceived safe school (6 of 8)
- ❑ intact family and school mobility (4 of 8)
- ❑ region, school attachment, and low parent-child communication (3 of 8)
- ❑ parents' education (1 of 8)

Sex: Females are at greater risk for *internalizing* problems such as low self-esteem, depression, and elevated psychological distress. Males are more likely to display *externalizing* problems, such as delinquency, gambling problems, hazardous drinking, and illicit drug use. (Interestingly, there is no difference between males and females in the use of illicit drugs when cannabis is excluded.)

Grade: Two general grade/age patterns are evident,

- ❑ There is a weak age relationship for low self-esteem, depression and gambling problems
- ❑ There is a dominant age association for psychological distress, delinquency, hazardous drinking and illicit drug use. For many of these outcomes the peak rate is found among 11th-graders.

Between grade 7 and grade 8 the odds of experiencing the following problems and behaviours significantly increase: depression, delinquency, gambling problems, hazardous drinking, and illicit drug use.

Compared to 9th-graders, 10th-graders are more likely to engage in delinquent activity, drink hazardously, and use an illicit drug.

The move from 10th- to 11th-grade is accompanied by a higher likelihood of psychological distress and illicit drug use.

The move from 11th- to 12th-grade is accompanied by a significant *decrease* in engaging in delinquent activity.

13th-graders are more likely to experience depression and less likely to have a gambling problem, compared to 12th-graders.

Public Health Region: Compared to the province as a whole,

- ❑ Toronto students are more likely to report a pathological gambling problem, but less likely to drink hazardously.
- ❑ Central-West students are more likely to report a gambling problem.
- ❑ Northern students are more likely to drink hazardously.

Family Structure: Students in a single-parent family have a higher risk for *externalizing* problems. Compared to students in a two-parent family, those in a single-parent family are more likely to engage in delinquent activities, drink hazardously, and use illicit drugs.

Parents' Education: This factor was only related to depression: students whose parents did not graduate high school are more likely to experience depressive symptoms compared to students whose parents attended university.

Parent-Child Communication: Students who report low or moderate communication with their parents are more likely to have low self-esteem, compared to students who frequently communicate with their parents. Those with low communication are also more likely to engage in delinquent activity, and to use any illicit drug.

School Mobility: Students who have changed schools two or more times during the past five years are more likely to report depression, psychological distress, delinquent activity, and illicit drug use, compared to those who changed schools only once or not at all.

School Marks: Students with poor marks (C average or below) are more likely to report *all* eight mental health problems and risky behaviours, compared to students who achieve an A or B average.

Perception of Personal Safety at School: Students who feel concerned about their personal safety at school are more likely to report feeling low self-esteem, depressive symptoms, psychological distress, and delinquent activity. Interestingly, those who feel that their school is unsafe are also *less* likely to use illicit drugs.

School Attachment: Compared to those who feel very attached to their school, those students who feel low attachment, or disconnected, are more likely to report low self-esteem, depression and psychological distress.

Figure 3.6.1
Percentage Reporting Internalizing and Externalizing Problems by Sex,
OSDUS 1999

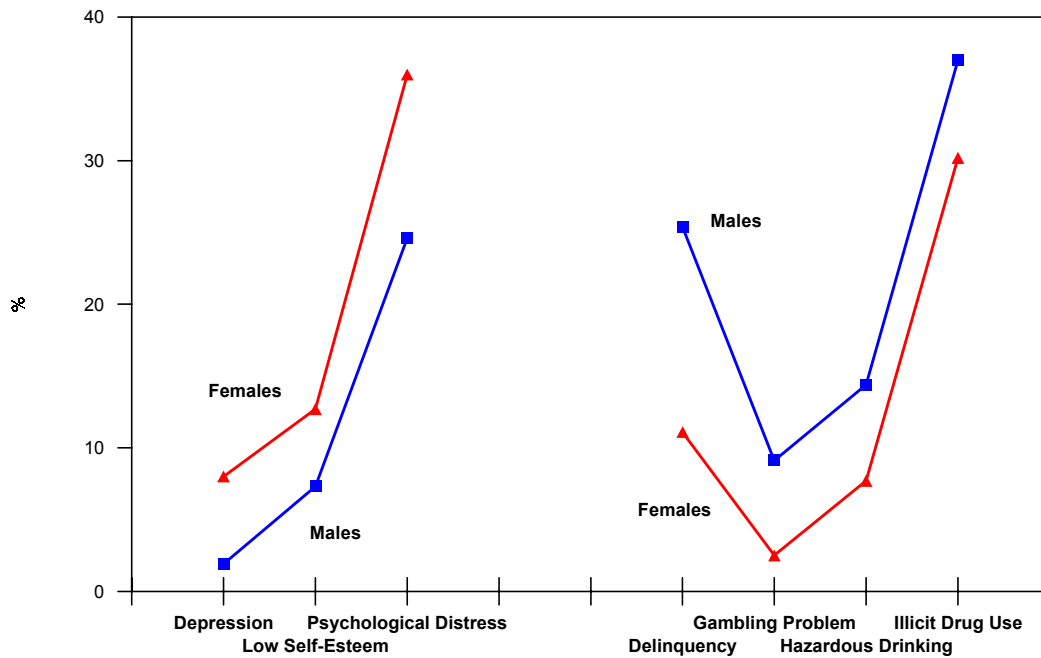


Figure 3.6.2
Percentage Reporting Internalizing and Externalizing Problems by Grade,
OSDUS 1999

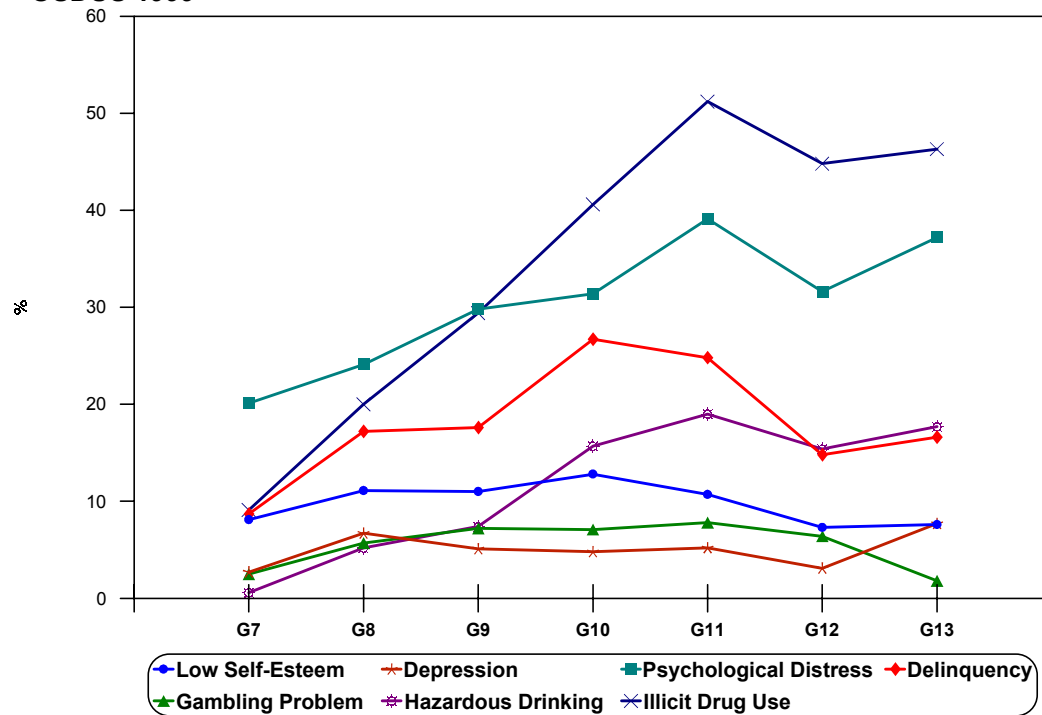


Table 3.6.3 Summary of Results

Variables:	Low Self Esteem	High Risk for Depression	Elevated Psychological Distress	Delinquent Activity	Pathological Gambling Problem	Hazardous Drinking	Any Illicit Drug Use	Any Illicit Drug Use (excl. Cannabis)
Demographics								
Sex	F	F	F	M	M	M	M	C
Grade	C	8 [7 13 [12	11 [10	8 [7 10 [9 12 \ 11	8 [7 13 \ 12	8 [7 10 [9	8 [7 9 [8 10 [9 11 [10	8 [7 10 [9
Public Health Region		C	C	C	TO [Ont. C-W [Ont.	TO \ Ont. N [Ont.	C	C
Family Life								
Single-Parent Family	C	C	C	U	C	U	U	U
Low Parent Education	C	U	C	C	C	C	C	C
Low Parent-Child Communication	U	C	C	U	C	C	U	C
School Life								
2+ School Moves	C	U	U	U	C	C	C	U
Poor Marks (Cs or less)	U	U	U	U	U	U	U	U
Perceive Unsafe School	U	U	U	U	C	C	U (*perceive safe)	U (*perceive safe)
Low School Attachment	U	U	U	C	C	C	C	C

U significant relationship

C non-significant relationship

3.6.2 Coexisting Problems: Elevated Psychological Distress and Hazardous Drinking

(Table 3.6.12; Figures 3.6.3 to 3.6.7)

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 coexisting 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 concurrent disorders, the pattern of age of onset, and about the specific combinations of substances and mental health problems.

One Canadian study surveyed adolescents aged 12-16 years in 1991 and found a very strong association between an existing mental disorder (e.g., conduct disorder) and substance use, especially among females.⁶⁵

A U.S. household 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.⁶⁶ 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. Notably, of all the age groups, the 15-24 year-olds were the most likely to have had a concurrent disorder.⁶⁷

In general, mental health problems (e.g., anxiety disorders, conduct disorder, depression) tend to precede the onset of substance abuse.^{55,68} Some have explained this via the “self-medicating hypothesis” which argues that substance abuse is a coping strategy. Another view 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.⁷

For our present purpose, we evaluated the percentage of students who reported both elevated psychological distress based on the General Health Questionnaire (3+ score) and hazardous drinking using the AUDIT screen (11+ score). The GHQ measures current distress (see section 3.4.2) and the AUDIT measures drinking at hazardous levels during the past 12 months.

We analysed the following categories as outcomes:

- \$ Both problems (psychological distress *and* hazardous drinking)
- \$ Hazardous drinking only
- \$ Psychological Distress only
- \$ Neither problem

Figures 3.6.3 to 3.6.7 present the percentage of students within each of these four typologies for the total and by demographic subgroups.

The Four-Group Typology:

- ❑ In 1999, 4.7% of Ontario students (about 46,200) reported both psychological distress and hazardous drinking. About 7% reported hazardous drinking only (about 64,600 students); 25.5% (about 230,800 students) reported only psychological distress; and 63.2% reported neither problem.
- ❑ Females are more likely than males to report psychological distress only (32.1% vs 18.9%), while males are more likely to report hazardous drinking only (9.1% vs 4.0%). Although males are slightly more likely than females to report the co-existence of psychological distress and hazardous drinking (5.6% vs 3.9%), this difference is not statistically significant.

Relative to other students, psychological distress is dominant among 7th-graders. Rates of hazardous drinking do not become prominent until students are in grade 10.

- ❑ The highest rate of problems is reported by 11th-graders: 29.6% psychological distress only; 9.5% hazardous drinking only; and 9.8% indicate both problems.
- ❑ Regional breakdowns show those from the North report above-average hazardous drinking, and both hazardous drinking coexisting with distress. Those from Toronto report above-average psychological distress.

Because the group reporting both hazardous drinking and psychological distress is at the greatest risk of other untoward consequences, we emphasize how this group differs from the other three groups. Table 3.6.12 presents the analysis that compared the coexisting problem group to the other three. The findings are described below.

Hazardous Drinking Only versus Both Problems

Compared to students reporting both hazardous drinking and elevated psychological distress, those who only drink hazardously are

- *more likely* to be male,

and *less likely* to:

- have changed schools at least twice in the past 5 years
- live in the Central-East region
- believe their school is unsafe
- have poor communication with their parents

Elevated Psychological Distress Only versus Both Problems

Compare to the concurrent problem group, students with only psychological distress are significantly

more likely to live in Toronto,

and are *less likely* to:

- be male
- have poor school marks
- have changed school at least twice in the past 5 years
- live in the Central-East or the North region

Neither Problem versus Both Problems

Compared to those with both problems, those with neither problem are

more likely to live in Toronto,

and are *less likely* to:

- have poor school marks
- have changed school at least twice in the past 5 years
- live in the Central-East or the North region
- believe their school is unsafe
- have poor communication with their parents

Demographic Profile of Students with Coexisting Problems

To sum up the findings, our analysis showed that those who drink hazardously and indicate an elevated level of psychological distress are more likely to:

- live outside Toronto
- have poor school marks
- have changed schools at least twice in the past 5 years
- have poor communication with parents

Figure 3.6.3
Coexisting Problems: Elevated Psychological Distress and Hazardous Drinking,
Grades 7-13, OSDUS 1999

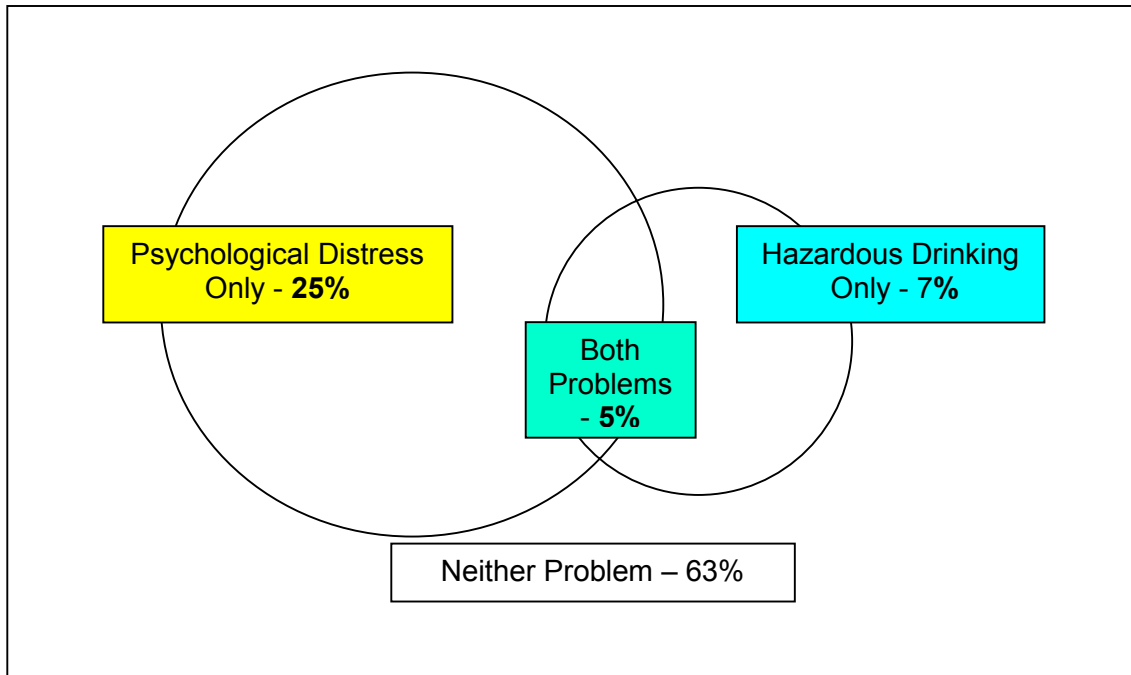


Figure 3.6.4
The Four Typologies by Sex, OSDUS 1999

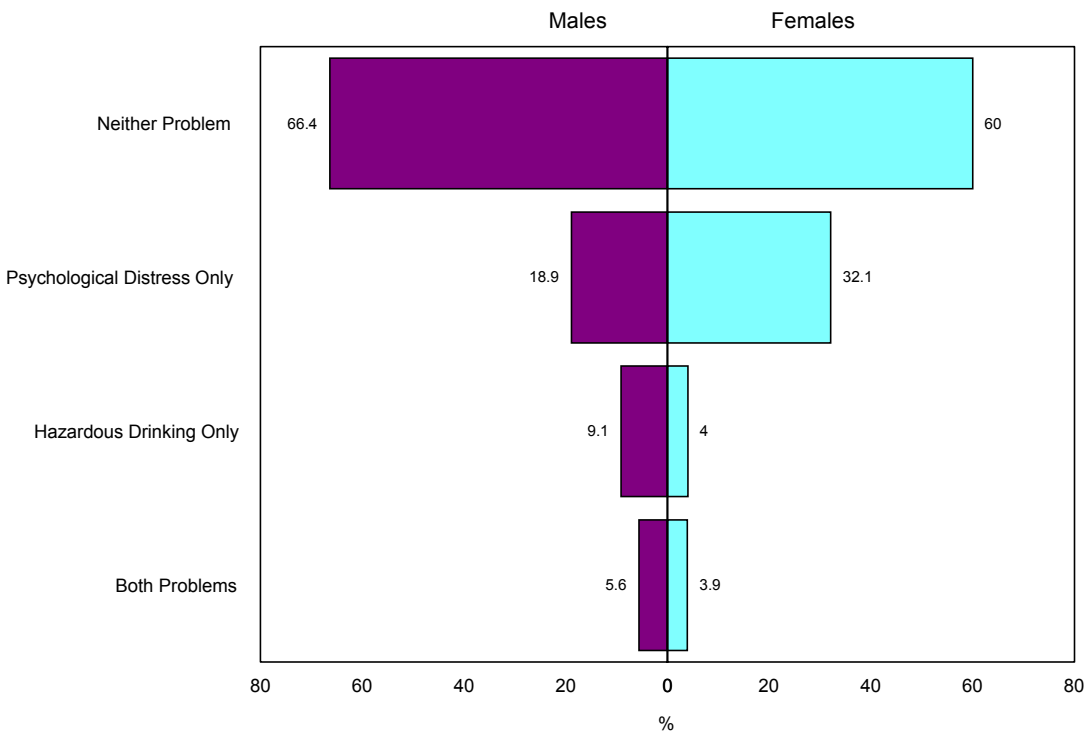


Figure 3.6.5
The Four Typologies by Grade, OSDUS 1999

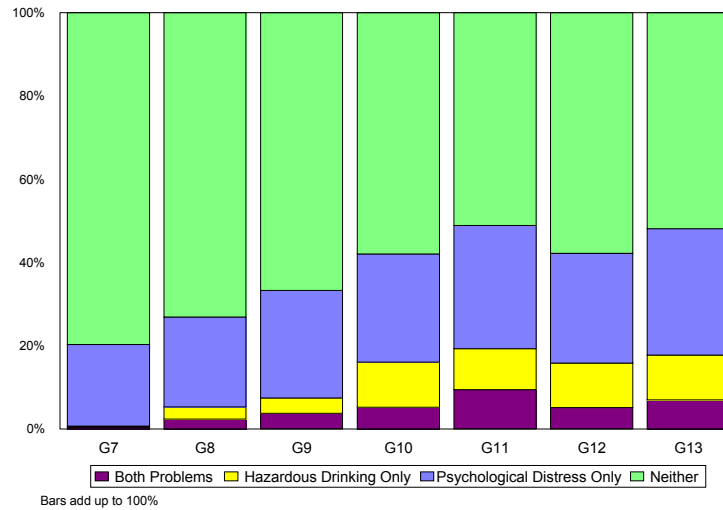


Figure 3.6.6
The Four Typologies by Public Health Region, OSDUS 1999

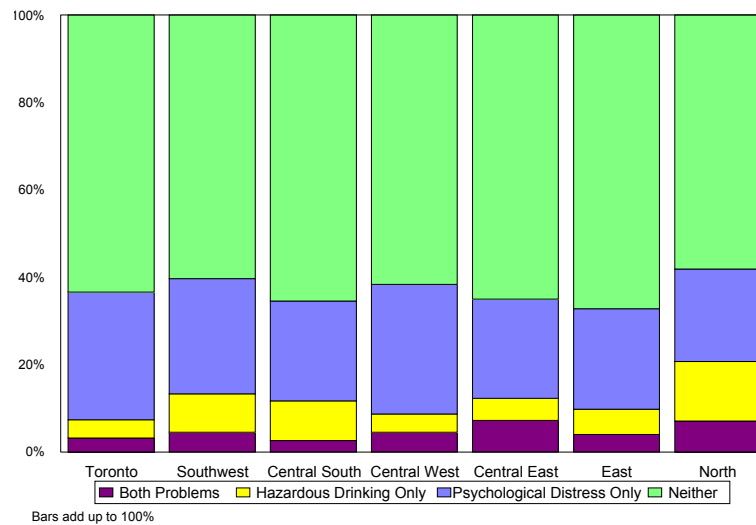


Figure 3.6.7
Characteristic Profile: Students Reporting Hazardous Drinking and Psychological Distress, Hazardous Drinking Only, or Psychological Distress Only, OSDUS 1999

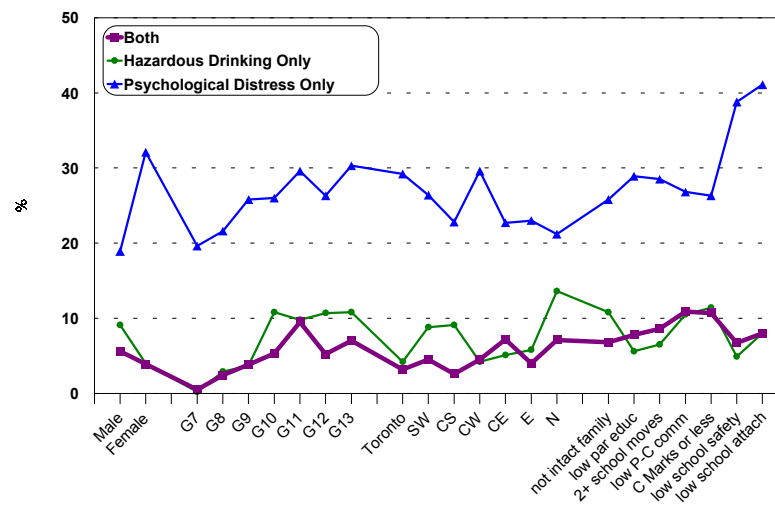


Table 3.6.4**Low Self-Esteem: Unadjusted and Adjusted Group Differences**

		%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample		10.0	(9.0, 11.2)		
1) Sex				***	***
Male	(Comparison Group)	7.3	(6.1, 8.6)	C	C
Female		12.7	(11.2, 14.5)	1.86	2.27
2) Grade (Comparison group is the previous grade)				NS	NS
7		8.1	(5.6, 11.6)	C	C
8		11.1	(9.1, 13.5)	1.42	1.51
9		11	(9.1, 13.1)	0.98	0.9
10		12.8	(9.1, 17.8)	1.19	1.19
11		10.7	(8.1, 14.0)	0.82	0.7
12		7.3	(4.8, 10.7)	0.65	0.74
13 (OAC)		7.6	(5.3, 10.7)	1.04	1.19
3) Region (Comparison group is Ontario)				NS	NS
Toronto		9.7	(7.1, 13.2)	1	0.96
Southwest		8.4	(5.2, 13.2)	0.85	0.82
Central South		7.9	(5.4, 11.5)	0.8	0.66
Central West		11.1	(9.0, 13.6)	1.15	1.19
Central East		11.5	(9.8, 13.4)	1.2	1.21
East		10.6	(7.7, 14.3)	1.09	1.44*
North		9.6	(7.5, 12.1)	0.98	0.93
4) Family Structure				NS	NS
Intact	(Comparison Group)	9.6	(8.5, 10.9)	C	C
Not Intact (Single Parent)		11.2	(9.0, 13.9)	1.18	0.94
5) Parents' Level of Education				***	NS
High	(Comparison Group)	6.6	(5.1, 8.3)	C	C
Moderate		10.6	(9.4, 12.0)	1.70***	1.32
Low		13.4	(9.5, 18.7)	2.21***	1.58
6) Number of School Moves (Past 5 Years)				**	NS
None or 1	(Comparison Group)	9	(8.0, 10.2)	C	C
2 or more		12.8	(10.5, 15.6)	1.48	1.19
7) Parent-Child Communication				***	***
High	(Comparison Group)	6	(4.2, 8.3)	C	C
Moderate		9	(7.9, 10.2)	1.56*	1.56*
Low		20.6	(16.8, 25.0)	4.09***	3.51***
8) Academic Performance				***	***
As or Bs	(Comparison Group)	8.3	(7.3, 9.5)	C	C
Cs or below		18	(15.5, 20.8)	2.42	2.24
9) Perception of School Safety				***	***
High	(Comparison Group)	6.8	(5.3, 8.6)	C	C
Moderate		8.9	(7.6, 10.5)	1.35	1.19
Low		19.9	(16.6, 23.7)	3.43***	2.49***
10) Level of School Attachment				***	***
High	(Comparison Group)	5	(3.6, 6.9)	C	C
Moderate		9.6	(8.3, 11.1)	2.02***	1.68**
Low		25.3	(20.9, 30.3)	6.46***	4.32***

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that low self-esteem is more likely in that group, compared to the comparison group; odds less than 1.0 indicate that low self-esteem is less likely in that group, compared to the comparison group. *p<.05; **p<.01; ***p<.001.

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.6.5**High Risk for Depression : Unadjusted and Adjusted Group Differences**

		%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample		4.9	(3.9, 6.2)		
1) Sex				***	***
Male	(Comparison Group)	1.9	(1.1, 3.1)	C	C
Female		8	(6.2, 10.2)	4.52	6.51
2) Grade (Comparison group is the previous grade)				NS	NS
7		2.7	(1.2, 5.7)	C	C
8		6.7	(4.1, 10.7)	2.63*	3.20*
9		5.1	(3.4, 7.6)	0.75	0.53
10		4.8	(2.9, 7.7)	0.93	1.13
11		5.2	(3.5, 7.8)	1.11	1.25
12		3.1	(1.6, 5.7)	0.58	0.65
13 (OAC)		7.7	(3.7, 15.2)	2.61	2.85*
3) Region (Comparison group is Ontario)				NS	NS
Toronto		4.6	(2.2, 9.2)	0.95	0.9
Southwest		5.4	(2.6, 10.8)	1.13	1.27
Central South		4.4	(2.3, 8.2)	0.92	0.73
Central West		5.7	(3.4, 9.4)	1.21	1.21
Central East		5.5	(3.6, 8.2)	1.14	1.24
East		4.2	(2.2, 7.7)	0.86	1.01
North		4.2	(2.8, 6.2)	0.86	0.8
4) Family Structure				NS	NS
Intact	(Comparison Group)	4.8	(3.8, 6.1)	C	C
Not Intact (Single Parent)		5.6	(3.5, 8.9)	1.17	0.77
5) Parents' Level of Education				*	*
High	(Comparison Group)	3.9	(2.2, 6.6)	C	C
Moderate		4.8	(3.7, 6.2)	1.25	0.94
Low		9.7	(5.8, 15.8)	2.66*	1.98*
6) Number of School Moves (Past 5 Years)				**	**
None or 1	(Comparison Group)	3.8	(3.0, 4.9)	C	C
2 or more		7.9	(5.3, 11.6)	2.13	2.19
7) Parent-Child Communication				NS	NS
High	(Comparison Group)	4.2	(2.5, 7.0)	C	C
Moderate		4.8	(3.6, 6.2)	1.14	1.27
Low		6.3	(3.7, 10.4)	1.53	1.46
8) Academic Performance				**	***
As or Bs	(Comparison Group)	4.3	(3.4, 5.6)	C	C
Cs or below		7.9	(5.6, 11.1)	1.9	2.42
9) Perception of School Safety				***	***
High	(Comparison Group)	3.2	(2.0, 5.1)	C	C
Moderate		3.8	(2.8, 5.2)	1.19	1
Low		12.2	8.7, 16.7()	4.14***	3.00***
10) Level of School Attachment				***	*
High	(Comparison Group)	3	(1.7, 5.0)	C	C
Moderate		4.8	(3.7, 6.3)	1.67	1.28
Low		10.8	(6.6, 17.2)	3.97***	2.45*

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. *p<.05; **p<.01; ***p<.001.

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.6.6***Elevated Psychological Distress: Unadjusted and Adjusted Group Differences***

		%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample		30.3	(28.3, 32.3)		
1) Sex				***	***
Male	(Comparison Group)	24.6	(21.7, 27.8)	C	C
Female		36	(33.3, 38.8)	1.72	1.98
2) Grade (Comparison group is the previous grade)				***	***
7		20.1	(15.7, 25.3)	C	C
8		24.1	(20.2, 28.5)	1.26	1.28
9		29.8	(24.7, 35.6)	1.34	1.16
10		31.4	(26.4, 36.9)	1.08	1.17
11		39.1	(33.3, 45.2)	1.40*	1.47*
12		31.6	(26.9, 36.7)	0.72	0.82
13 (OAC)		37.2	(30.1, 45.0)	1.28	1.22
3) Region (Comparison group is Ontario)				NS	NS
Toronto		32.5	(27.6, 37.9)	1.14	1.08
Southwest		31	(24.3, 38.6)	1.06	1.08
Central South		25.5	(18.9, 33.4)	0.81	0.71
Central West		34.1	(29.3, 39.2)	1.22	1.26
Central East		30.2	(25.6, 35.2)	1.02	1.12
East		27	(24.1, 30.1)	0.87	0.91
North		28.3	(23.4, 33.8)	0.94	0.93
4) Family Structure				NS	NS
Intact	(Comparison Group)	29.9	(27.7, 32.2)	C	C
Not Intact (Single Parent)		32.7	(27.6, 38.3)	1.14	1.04
5) Parents' Level of Education				NS	NS
High	(Comparison Group)	29	(24.7, 33.7)	C	C
Moderate		30.1	(27.9, 32.3)	1.05	0.98
Low		36.7	(27.4, 47.2)	1.42	1.12
6) Number of School Moves (Past 5 Years)				***	*
None or 1	(Comparison Group)	27.9	(25.8, 30.2)	C	C
2 or more		37.3	(32.4, 42.3)	1.53	1.38
7) Parent-Child Communication				**	NS
High	(Comparison Group)	32.8	(27.1, 39.1)	C	C
Moderate		28.5	(26.2, 30.9)	0.82	0.85
Low		38.1	(32.1, 44.4)	1.26	1.16
8) Academic Performance				**	**
As or Bs	(Comparison Group)	28.5	(26.3, 30.9)	C	C
Cs or below		37.5	(32.3, 42.9)	1.5	1.47
9) Perception of School Safety				***	***
High	(Comparison Group)	21.5	(18.4, 25.0)	C	C
Moderate		30.9	(27.8, 34.3)	1.63	1.62***
Low		45.6	(40.2, 51.1)	3.05	2.71***
10) Level of School Attachment				***	**
High	(Comparison Group)	21.9	(18.4, 25.7)	C	C
Moderate		30.8	(28.0, 33.7)	1.59***	1.32*
Low		49.1	(39.1, 59.2)	3.45***	2.37***

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. *p<.05; **p<.01; ***p<.001.

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.6.7***Delinquent Behaviour: Unadjusted and Adjusted Group Differences***

		(3+/12 activities)	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample			18.1	(16.0, 20.5)		
1) Sex					***	***
	Female	(Comparison Group)	11.1	(8.8, 13.9)	C	C
	Male		25.4	(22.1, 29.0)	2.73	2.49
2) Grade (Comparison group is the previous grade)					***	***
	7		8.7	(6.1, 12.2)	C	C
	8		17.2	(12.0, 23.9)	2.18**	2.36***
	9		17.6	(13.5, 22.5)	1.03	0.89
	10		26.7	(20.3, 34.3)	1.71*	1.78*
	11		24.8	(19.1, 31.4)	0.9	0.88
	12		14.8	(10.1, 21.1)	0.53*	0.52*
	13 (OAC)		16.6	(8.1, 31.1)	1.15	1.24
3) Region (Comparison group is Ontario)					NS	NS
	Toronto		15.6	(10.0, 23.5)	0.86	0.72
	Southwest		20.6	(15.2, 27.3)	1.2	1.13
	Central South		20.6	(13.9, 29.4)	1.2	1.27
	Central West		19.8	(14.4, 26.5)	1.14	1.22
	Central East		19.2	(15.6, 23.5)	1.1	1.17
	East		14.1	(9.4, 20.6)	0.76	0.87
	North		15.2	(11.7, 19.6)	0.84	0.78
4) Family Structure					***	*
	Intact	(Comparison Group)	16.5	(14.3, 19.1)	C	C
	Not Intact (Single Parent)		24.7	(20.3, 29.8)	1.66	1.41
5) Parents' Level of Education					NS	NS
	High	(Comparison Group)	14.9	(11.4, 19.4)	C	C
	Moderate		18.4	(15.8, 21.4)	1.29	1.16
	Low		23.9	(15.9, 34.4)	1.79	1.48
6) Number of School Moves (Past 5 Years)					***	**
	None or 1	(Comparison Group)	15.5	(13.4, 17.8)	C	C
	2 or more		24.9	(19.9, 30.6)	1.8	1.74
7) Parent-Child Communication					***	*
	High	(Comparison Group)	12.9	(9.2, 17.8)	C	C
	Moderate		16.8	(14.5, 19.4)	1.36	1.25
	Low		30.2	(23.4, 38.1)	2.92***	1.98*
8) Academic Performance					***	***
	As or Bs	(Comparison Group)	15.1	(13.1, 17.4)	C	C
	Cs or below		34.1	(28.2, 40.5)	2.9	2.01
9) Perception of School Safety					***	**
	High	(Comparison Group)	22.8	(19.1, 26.8)	C	C
	Moderate		13.7	(11.7, 16.0)	0.55***	0.64**
	Low		21.4	(16.5, 27.4)	0.93	1.09
10) Level of School Attachment					**	NS
	High	(Comparison Group)	14.6	(10.9, 19.4)	C	C
	Moderate		18.3	(16.1, 20.8)	1.31	1.24
	Low		24.9	(19.2, 31.7)	1.94**	1.6

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. *p<.05; **p<.01; ***p<.001.

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.6.8***Pathological Gambling Problem: Unadjusted and Adjusted Group Differences***

		%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample		5.8	(4.6, 7.2)		
1) Sex				***	***
	Female (Comparison Group)	2.5	(1.6, 4.0)	C	C
	Male	9.1	(7.2, 11.3)	3.83	3.04
2) Grade (Comparison group is the previous grade)				**	*
	7	2.5	(1.3, 5.0)	C	C
	8	5.7	(3.6, 9.0)	2.35*	2.16*
	9	7.2	(4.7, 10.8)	1.27	1.11
	10	7.1	(4.0, 12.5)	0.99	0.86
	11	7.8	(5.0, 12.1)	1.1	1.12
	12	6.4	(3.7, 10.7)	0.8	0.77
	13 (OAC)	1.8	(0.7, 4.3)	0.27**	0.31*
3) Region (Comparison group is Ontario)				NS	*
	Toronto	7.8	(5.0, 12.1)	1.62	1.90**
	Southwest	4.4	(2.2, 8.6)	0.88	0.98
	Central South	2.2	(0.78, 6.0)	0.43	0.36
	Central West	8.3	(5.3, 12.8)	1.74*	1.85**
	Central East	5.5	(3.4, 8.7)	1.12	1.17
	East	3.3	(1.6, 6.7)	0.66	0.53
	North	6.2	(3.7, 10.1)	1.26	1.3
4) Family Structure				NS	NS
	Intact (Comparison Group)	5.4	(4.2, 6.9)	C	C
	Not Intact (Single Parent)	7.1	(4.8, 10.3)	1.34	1.14
5) Parents' Level of Education				NS	NS
	High (Comparison Group)	4.8	(3.1, 7.5)	C	C
	Moderate	5.8	(4.4, 7.4)	1.2	1.18
	Low	9	(4.1, 18.8)	1.95	1.6
6) Number of School Moves (Past 5 Years)				NS	NS
	None or 1 (Comparison Group)	5.2	(4.0, 6.7)	C	C
	2 or more	6.8	(4.9, 9.3)	1.34	1.17
7) Parent-Child Communication				*	NS
	High (Comparison Group)	4.7	(2.6, 8.6)	C	C
	Moderate	5	(4.0, 6.4)	1.07	1
	Low	11.7	(6.7, 19.7)	2.66*	2.05
8) Academic Performance				***	**
	As or Bs (Comparison Group)	4.5	(3.5, 5.9)	C	C
	Cs or below	12.3	(8.8, 17.1)	2.96	1.75
9) Perception of School Safety				**	NS
	High (Comparison Group)	7.2	(5.2, 10.0)	C	C
	Moderate	4	(2.8, 5.7)	0.54*	0.67
	Low	8	(5.6, 11.4)	1.12	1.37
10) Level of School Attachment				NS	NS
	High (Comparison Group)	5.1	(3.3, 7.6)	C	C
	Moderate	5.5	(4.3, 7.2)	1.1	0.96
	Low	8.9	(5.7, 13.6)	1.84	1.59

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. *p<.05; **p<.01; ***p<.001.

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.6.9***Hazardous Drinking: Unadjusted and Adjusted Group Differences***

	(AUDIT score 11+)	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample		11.0	(9.5, 12.9)		
1) Sex				***	***
Female	(Comparison Group)	7.7	(6.2, 9.5)	C	C
Male		14.4	(12.0, 17.1)	2.02	1.93
2) Grade (Comparison group is the previous grade)				***	***
7		0.6	(0.2, 2.2)	C	C
8		5.2	(3.4, 8.0)	8.60**	7.22**
9		7.4	(4.0, 13.2)	1.44	1.36
10		15.7	(11.5, 21.0)	2.33*	2.36*
11		19	(14.9, 23.8)	1.26	1.19
12		15.4	(11.0, 21.2)	0.78	0.96
13 (OAC)		17.7	(12.7, 24.1)	1.18	1.34
3) Region (Comparison group is Ontario)				**	***
Toronto		7	(3.8, 12.5)	0.6	0.43**
Southwest		13.1	(10.2, 16.7)	1.19	1.12
Central South		11.6	(6.1, 21.0)	1.04	1.13
Central West		8.5	(5.5, 12.9)	0.73	0.8
Central East		12	(7.7, 18.3)	1.08	1.16
East		9.7	(6.4, 14.6)	0.85	0.86
North		20.6	(15.9, 26.1)	2.04***	2.27***
4) Family Structure				***	**
Intact	(Comparison Group)	9.7	(8.1, 11.5)	C	C
Not Intact (Single Parent)		16.8	(12.8, 21.8)	1.89	1.75
5) Parents' Level of Education				NS	NS
High	(Comparison Group)	10.3	(7.2, 14.6)	C	C
Moderate		11.1	(9.2, 13.3)	1.08	0.91
Low		13.2	(8.1, 20.8)	1.33	0.95
6) Number of School Moves (Past 5 Years)				*	NS
None or 1	(Comparison Group)	9.9	(8.2, 11.9)	C	C
2 or more		14.8	(11.0, 19.6)	1.59	1.65
7) Parent-Child Communication				***	NS
High	(Comparison Group)	11	(7.1, 16.7)	C	C
Moderate		9.5	(7.9, 11.4)	0.85	0.79
Low		20.5	(15.6, 26.6)	2.08**	1.26
8) Academic Performance				***	***
As or Bs	(Comparison Group)	8.5	(7.0, 10.2)	C	C
Cs or below		21	(16.6, 26.2)	2.87	2.24
9) Perception of School Safety				NS	NS
High	(Comparison Group)	12.6	(9.9, 15.9)	C	C
Moderate		10.1	(8.1, 12.6)	0.78	0.89
Low		11.2	(8.1, 15.3)	0.87	1.06
10) Level of School Attachment				*	NS
High	(Comparison Group)	8.4	(6.2, 11.5)	C	C
Moderate		11.4	(9.4, 13.9)	1.4	1.1
Low		15.6	(10.5, 22.4)	2.00*	1.13

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

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.6.10***Any Illicit Drug Use During the Past 12 Months: Unadjusted and Adjusted Group Differences (excludes glue, solvents, and prescription drugs)***

		%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample		33.6	(31.2, 36.1)		
1) Sex				***	***
Female	(Comparison Group)	30.2	(27.2, 33.2)	C	C
Male		37	(34.0, 40.1)	1.36	1.23
2) Grade (Comparison group is the previous grade)				***	***
7		9.1	(6.8, 12.2)	C	C
8		20	(16.4, 24.2)	2.48***	2.18***
9		29.4	(25.3, 34.0)	1.67**	1.71***
10		40.6	(35.3, 46.2)	1.64**	1.66***
11		51.2	(46.0, 56.5)	1.54**	1.38**
12		44.8	(38.9, 50.9)	0.77	0.78
13 (OAC)		46.3	(32.6, 60.6)	1.06	1.23
3) Region (Comparison group is Ontario)				NS	NS
Toronto		28.2	(20.3, 37.8)	0.76	0.67
Southwest		37.8	(30.8, 45.4)	1.17	1.03
Central South		33.6	(24.7, 43.8)	0.98	1.08
Central West		35.5	(28.8, 42.8)	1.06	1.12
Central East		31.7	(26.5, 37.4)	0.9	0.94
East		34.2	(26.2, 43.2)	1	1.09
North		38.4	(32.7, 44.5)	1.2	1.15
4) Family Structure				***	***
Intact	(Comparison Group)	31.4	(29.1, 33.9)	C	C
Not Intact (Single Parent)		43.2	(38.8, 47.7)	1.66	1.56
5) Parents' Level of Education				**	NS
High	(Comparison Group)	29.6	(25.1, 34.6)	C	C
Moderate		33.7	(31.2, 36.3)	1.21	1.03
Low		44.3	(37.2, 51.6)	1.89***	1.39
6) Number of School Moves (Past 5 Years)				NS	NS
None or 1	(Comparison Group)	32.4	(30.3, 34.6)	C	C
2 or more		36.8	(31.9, 42.2)	1.22	1.24
7) Parent-Child Communication				***	***
High	(Comparison Group)	33.6	(28.9, 38.7)	C	C
Moderate		30.8	(28.4, 33.4)	0.88	0.9
Low		50.5	(45.6, 55.3)	2.01***	1.49**
8) Academic Performance				***	***
As or Bs	(Comparison Group)	29.8	(27.6, 32.2)	C	C
Cs or below		50.6	(45.7, 55.4)	2.4	2.03
9) Perception of School Safety				***	***
High	(Comparison Group)	41.1	(37.2, 45.1)	C	C
Moderate		30	(27.3, 32.9)	0.61***	0.70***
Low		30.4	(26.9, 34.2)	0.62***	0.73**
10) Level of School Attachment				***	NS
High	(Comparison Group)	29.6	(25.8, 33.6)	C	C
Moderate		34	(31.7, 36.4)	1.23*	1.1
Low		41	(35.5, 46.6)	1.65***	1.2

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

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.6.11***Any Illicit Drug Use During the Past 12 Months: Unadjusted and Adjusted Group Differences (excludes cannabis, glue, solvents, and prescription drugs)***

		%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample		21.6	(19.4, 24.0)		
1) Sex				NS	NS
Female	(Comparison Group)	20.1	(17.5, 22.9)	C	C
Male		23.1	(20.4, 26.1)	1.2	1.04
2) Grade (Comparison group is the previous grade)				***	***
7		7.4	(5.3, 10.4)	C	C
8		13.3	(10.0, 17.5)	1.91**	1.68*
9		19	(15.7, 22.8)	1.53*	1.41
10		27.4	(22.9, 32.4)	1.61**	1.65**
11		30.7	(25.4, 36.5)	1.17	1.1
12		28.2	(24.2, 32.7)	0.89	0.96
13 (OAC)		29.5	(16.7, 46.6)	1.06	1.08
3) Region (Comparison group is Ontario)				NS	NS
Toronto		19.3	(12.2, 29.1)	0.86	0.77
Southwest		25.8	(20.1, 32.6)	1.26	1.18
Central South		21.3	(14.0, 31.0)	0.98	1.03
Central West		21.5	(17.1, 26.8)	0.99	1.04
Central East		21.5	(17.5, 26.2)	0.99	1.05
East		18	(13.8, 23.2)	0.79	0.82
North		25.4	(21.4, 30.0)	1.23	1.19
4) Family Structure				***	***
Intact	(Comparison Group)	19.9	(17.8, 22.1)	C	C
Not Intact (Single Parent)		29.2	(24.7, 34.1)	1.66	1.47
5) Parents' Level of Education				NS	NS
High	(Comparison Group)	19.4	(15.6, 23.8)	C	C
Moderate		22.1	(19.9, 24.5)	1.18	1
Low		22.9	(17.0, 30.1)	1.24	0.91
6) Number of School Moves (Past 5 Years)				**	**
None or 1	(Comparison Group)	19.9	(17.9, 22.0)	C	C
2 or more		26.3	(21.9, 31.3)	1.44	1.48
7) Parent-Child Communication				***	NS
High	(Comparison Group)	21	(17.5, 24.9)	C	C
Moderate		19.9	(17.7, 22.3)	0.94	0.97
Low		32.6	(27.5, 38.1)	1.82***	1.39
8) Academic Performance				***	***
As or Bs	(Comparison Group)	18.7	(16.8, 20.7)	C	C
Cs or below		34.3	(29.3, 39.8)	2.28	1.94
9) Perception of School Safety				***	**
High	(Comparison Group)	27	(23.1, 31.3)	C	C
Moderate		18.1	(15.9, 20.6)	0.60***	0.66***
Low		21.9	(18.5, 25.8)	0.76*	0.85
10) Level of School Attachment				*	NS
High	(Comparison Group)	19.2	(15.8, 23.0)	C	C
Moderate		21.9	(19.9, 24.0)	1.18	1.05
Low		25.9	(21.0, 31.6)	1.48**	1.05

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

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.6.12
Hazardous Drinking and Elevated Psychological Distress, by Subgroup

		Both	Hazardous Drinking	Psychological Distress	Neither Problem	Adjusted Relative Risk ("Both" Problems is reference group)		
		% 4.7 (n=113)	% 6.6 (n=165)	% 25.5 (n=624)	% 63.2 (n=1563)	Hazardous Drinking	Psychological Distress	Neither Problem
1) Sex						***		
Female	(Comparison group)	3.9	4.0	32.1	60.0	—	—	—
Male		5.6	9.1	18.9	66.4	2.31**	0.52**	1.06
2) Grade (Comparison group is the previous grade)						***		
7		0.5	†	19.6	79.7	—	—	—
8		2.4	2.9	21.6	73.0	2.89	0.25	0.21
9		3.8	3.7	25.8	66.6	1.26	0.98	0.84
10		5.3	10.8	26.0	57.9	1.73	0.67	0.54
11		9.5	9.8	29.6	51.1	0.58	0.76	0.54
12		5.2	10.7	26.3	57.8	1.20	1.01	1.22
13 (OAC)		7.0	10.8	30.3	51.9	0.77	0.75	0.62
3) Public Health Region (Comparison group is Ontario)						**		
Toronto		3.2	4.2	29.2	63.4	1.39	2.90*	2.52*
Southwest		4.5	8.8	26.4	60.3	1.00	0.94	0.86
Central South		2.6	9.1	22.8	65.4	3.13	1.64	2.03
Central West		4.5	4.2	29.6	61.6	0.59	1.03	0.83
Central East		7.2	5.1	22.7	65.0	0.49*	0.56**	0.57**
East		4.0	5.8	23.0	67.2	0.71	0.85	0.97
North		7.1	13.6	21.2	58.2	1.13	0.45**	0.49***
4) Family Structure						*		
Intact	(Comparison Group)	4.3	5.6	25.5	64.6	—	—	—
Not Intact (Single Parent)		6.8	10.8	25.8	56.6	1.30	0.67	0.64
5) Parents' Level of Education						NS		
High	(Comparison Group)	4.9	5.5	24.0	65.6	—	—	—
Moderate		4.4	6.9	25.6	63.1	1.38	1.38	1.35
Low		7.8	5.6	28.9	57.6	0.74	0.95	0.87
6) Number of School Moves (Past 5 Years)						**		
None or 1	(Comparison Group)	3.5	6.6	24.4	65.5	—	—	—
2 or more		8.6	6.5	28.5	56.4	0.42*	0.43**	0.35***
7) Parent-Child Communication						*		
High	(Comparison Group)	2.9	8.3	29.9	58.9	—	—	—
Moderate		4.1	5.6	24.3	65.9	0.54	0.71	0.92
Low		10.9	10.5	26.8	51.8	0.34*	0.39*	0.40*
8) Academic Performance/School Marks						***		
As or Bs	(Comparison Group)	3.1	5.5	25.4	66.0	—	—	—
Cs or below		10.7	11.4	26.3	51.5	0.67	0.67	0.32***

		Both	Hazardous Drinking	Psychological Distress	Neither Problem	Adjusted Relative Risk (“Both” Problems is reference group)		
		% 4.7 (n=113)	% 6.6 (n=165)	% 25.5 (n=624)	% 63.2 (n=1563)	Hazardous Drinking	Psychological Distress	Neither Problem
9) Perception of School Safety						***		
High	(Comparison Group)	3.3	9.5	18.0	69.1	—	—	—
Moderate		5.0	5.3	25.9	63.8	0.46*	0.93	0.60
Low		6.7	4.9	38.8	49.5	0.34*	0.93	0.35**
10) Level of School Attachment						*		
High	(Comparison Group)	2.4	6.1	19.4	72.0	—	—	—
Moderate		5.2	6.5	25.5	62.8	0.72	0.88	0.68
Low		8.0	8.0	41.1	42.8	0.76	1.31	0.50

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. A relative risk ratio greater than 1.0 indicate that the risk of the problem is more likely for that group, compared to the comparison group; a risk ratio less than 1.0 indicate that the problem is less likely in that group, compared to the comparison group. *p<.05; **p<.01; ***p<.001. † data suppressed.

Source: OSDUS, Centre for Addiction and Mental Health

4.0

Discussion

The Public Health Approach towards 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 preventive programs and active 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 self-esteem precedes poor school marks). 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 outcomes that have important current and future implications to adolescent well-being. Indeed, such studies help to identify which groups of the population are at the greatest risk for poor health outcomes, 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:

- ❑ do *not* report low self-esteem, depression, elevated psychological distress, or gambling problems.
- ❑ rate their health as excellent or very good.
- ❑ report a positive school climate – that is, a feeling of connectedness to their school, feeling that the teachers are first rate, and feeling safe at school.

In addition, fewer students in 1999 report carrying a weapon compared to 1993. This short-term decline in self-reported weapon carrying has also been found in the U.S.⁵⁹

Some Public Health Flags

Although the majority of students do not report a problem, up to one-third of all students may have some form of impaired well-being or functioning:

About one-in-two...

- ❑ female students report a moderate risk for depression.

About one-in-three...

- ❑ students report elevated psychological distress
- ❑ males report a moderate risk for depression.

About one-in-five...

- ❑ students report three or more delinquent activities.
- ❑ males report carrying a weapon.

About one-in-seven to one-in-ten students report...

- ❑ poor health
- ❑ physical inactivity
- ❑ visiting a mental health professional
- ❑ low self-esteem
- ❑ some type of gambling problem
- ❑ concern about personal safety at school

About one-in-twenty...

- ❑ students are at high risk for depression.

In addition, some findings point to potentially disturbing trends.

- ❑ More students today are reporting poorer health status than did students in 1991. This increase was especially notable among males.
- ❑ More students today report involvement in antisocial behaviours than earlier cohorts: In 1999, a greater proportion of males reported involvement in three or more delinquent activities than did males in 1991.

- ❑ The overall percentage of students selling cannabis was higher in 1999 compared to 1991.
- ❑ Generally, more 11th-graders today report involvement in delinquent activities than did 11th-graders in 1983.
- ❑ In addition, more 11th-graders today report assaulting someone than did their counterparts in 1983.

Year 2010 Health Objectives

American public health professionals have outlined health objectives for the year 2010.³³ Two estimates in this report pertain to these objectives.

First, the 2010 target set for the percentage adolescents engaging in vigorous activity at least three times weekly is 85%. In 1999, 63% of Ontario students reported meeting this criterion.

Second, the 2010 target for reducing physical fighting among American adolescents is 33%. In 1999, 19% of Ontario students reported assaulting someone during the past 12 months.

Important Determinants of 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 gender and grade/age. One consistent theme is that females tend to experience internalizing problems (such as low self-esteem and depression), whereas males exhibit externalizing behaviours (such as antisocial acts).

Another general finding is that most of the externalizing behaviours tend to peak in 10th- or 11th-grade (about ages 15 or 16). However, it should also be noted that the move from 7th- to 8th-grade (about ages 12 and 13) is accompanied by a higher likelihood of these risky behaviours.

Also salient in our results is the general finding that single-parent headed families increases the likelihood of externalizing, but not internalizing, problems.

Other significant risk factors that are not static, and thus can be addressed by interventions, relate to the school setting. Specifically, 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 experience both the internalizing and externalizing group of problems. Students who do not feel an attachment to their school, and those who feel that their personal safety is somehow threatened, are likely to experience internalizing problems.

Possibilities for Prevention

Mental health promotion programs are emerging in schools across the U.S. 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.
25,26,69

Another avenue for promoting mental health and well-being is through parent programs. Some research has shown that improving parenting skills (e.g., supervision), increasing parent-child communication and strengthening bonds can reduce antisocial behaviour in children.^{70,71} Ideally, any prevention program should be comprehensive – that is, involving school and family, as well as the wider community (i.e., policies).

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 low self-esteem, psychological distress, depression, and eating disorder symptoms among young females underscores the need for prevention programs that specifically target the needs of this group.

Future *OSDUS* Monitoring

In order to assess the public health implications of some of our findings, careful follow-up is necessary to monitor the following findings:

- the level of physical inactivity
- the increase in poor self-rated health
- the increase in delinquent and violent activities.

Given the recent expansion of legalized gambling in Ontario, another indicator worthy of continued monitoring is the rate of gambling problems among adolescents.

The 2001 *OSDUS* has expanded both physical and mental health surveillance, and includes new questions about diet and weight control, bullying, violence at school, suicide ideation, prescriptions for anxiety and depression, and gambling behaviour.

5.0

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6.0

APPENDIX

Table A3.1.1 Family Living Arrangement, and Family and School Mobility During the Past Five Years, 1991-1999.

	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G 7-13
TOTAL (N=)	(3,945)	(3,571)	(3,870)	(3,990)	(2,868)	(4,894)
Currently Live With						
· both natural parents	79.0	73.9	75.4	73.1	72.8	72.5
· one natural parent only	—	14.5	13.4	14.6	15.4	15.9
· one natural and one step-parent	—	7.9	8.5	10.2	8.7	8.6
· neither natural parent	—	3.7	2.7	2.1	3.2	3.0
Number of Family Moves (past 5 years)						
· 0	—	—	53.6	55.4	53.0	54.1
· 1	—	—	26.3	23.9	25.6	24.8
· 2-3	—	—	14.4	15.0	15.9	15.5
· 4+	—	—	5.7	5.7	5.6	5.6
Number of School Moves (past 5 years)						
· 0	—	—	—	—		34.3
· 1	—	—	—	—		39.6
· 2-3	—	—	—	—		22.4
· 4+	—	—	—	—		3.7
MALES	(2,027)	(1,737)	(1,884)	(1,851)	(1,407)	(2,463)
Currently Live With						
· both natural parents	80.0	73.3	76.5	73.9	7.4	73.1
· one natural parent only	—	15.8	13.8	14.2	15.4	15.8
· one natural and one step-parent	—	7.3	7.7	9.9	7.9	8.3
· neither natural parent	—	3.2	2.0	2.0	3.1	2.8
Number of Family Moves						
· 0	—	—	53.9	55.1	52.9	55.7
· 1	—	—	26.0	24.3	25.1	23.5
· 2-3	—	—	14.2	14.9	16.9	15.9
· 4+	—	—	5.9	5.8	5.1	4.9
Number of School Moves						
· 0	—	—	—	—		35.4
· 1	—	—	—	—		38.7
· 2-3	—	—	—	—		22.5
· 4+	—	—	—	—		3.4
FEMALES	(1,909)	(1,828)	(1,974)	(2,137)	(1,461)	(2,431)
Currently Live With						
· both natural parents	78.0	74.1	74.5	72.4	71.9	71.9
· one natural parent only	—	13.3	12.9	14.9	15.4	16.0
· one natural and one step-parent	—	8.5	9.2	10.6	9.4	9.0
· neither natural parent	—	4.1	3.4	2.2	3.3	3.1

	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G 7-13
Number of Family Moves						
· 0	—	—	53.4	55.7	53.1	52.5
· 1	—	—	26.5	23.6	26.1	26.1
· 2-3	—	—	14.6	15.1	14.9	15.1
· 4+	—	—	5.0	5.6	6.0	6.3
Number of School Moves						
· 0	—	—	—	—		33.2
· 1	—	—	—	—		40.5
· 2-3	—	—	—	—		22.3
· 4+	—	—	—	—		4.0
GRADE 7	(943)	(896)	(929)	(851)	(766)	(766)
Currently Live With						
· both natural parents	80.8	74.2	72.8	74.8	75.8	75.8
· one natural parent only	—	15.6	16.5	13.4	14.3	14.3
· one natural and one step-parent	—	8.3	9.3	10.8	9.2	9.2
· neither natural parent	—	2.0	5.0	1.0	0.7	0.7
Number of Family Moves						
· 0	—	—	46.8	49.8	49.8	49.8
· 1	—	—	28.2	24.7	25.3	25.3
· 2-3	—	—	17.7	19.2	18.9	18.9
· 4+	—	—	7.3	6.2	6.0	6.0
Number of School Moves						
· 0	—	—	—	—		42.3
· 1	—	—	—	—		37.4
· 2-3	—	—	—	—		16.5
· 4+	—	—	—	—		3.8
GRADE 8						(798)
Currently Live With						
· both natural parents						69.0
· one natural parent only						18.6
· one natural and one step-parent						10.9
· neither natural parent						1.5
Number of Family Moves						
· 0						48.2
· 1						28.7
· 2-3						15.8
· 4+						7.4

	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G 7-13
Number of School Moves						
· 0						44.4
· 1						32.8
· 2-3						18.7
· 4+						4.1
GRADE 9	(902)	(1,006)	(1,054)	(1,153)	(905)	(905)
Currently Live With						
· both natural parents	78.4	76.2	76.7	69.7	71.4	71.4
· one natural parent only	—	14.2	12.1	19.2	16.7	16.7
· one natural and one step-parent	—	7.9	9.1	9.5	10.1	10.1
· neither natural parent	—	1.8	2.1	1.6	1.9	1.9
Number of Family Moves						
· 0	—	—	53.9	50.0	47.4	47.4
· 1	—	—	26.8	26.1	29.4	29.4
· 2-3	—	—	14.4	16.6	17.1	17.1
· 4+	—	—	4.9	7.4	6.2	6.2
Number of School Moves						
· 0	—	—	—	—		19.6
· 1	—	—	—	—		36.2
· 2-3	—	—	—	—		39.2
· 4+	—	—	—	—		5.0
GRADE 10						(638)
Currently Live With						
· both natural parents						71.7
· one natural parent only						16.8
· one natural and one step-parent						7.6
· neither natural parent						3.9
Number of Family Moves						
· 0						56.1
· 1						21.5
· 2-3						16.8
· 4+						5.5
Number of School Moves						
· 0						24.9
· 1						42.5
· 2-3						27.6
· 4+						5.1

	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G 7-13
GRADE 11	(1,125)	(721)	(932)	(1,069)	(750)	(750)
Currently Live With						
· both natural parents	78.6	71.5	75.2	74.2	73.0	73.0
· one natural parent only	—	15.6	13	11.9	14.0	14.0
· one natural and one step-parent	—	7.8	8.3	10.9	7.4	7.4
· neither natural parent	—	5.2	3.5	3.0	5.7	5.7
Number of Family Moves						
· 0	—	—	57.2	60.9	56.2	56.2
· 1	—	—	24.6	23.3	24.4	24.4
· 2-3	—	—	12.0	11.2	13.6	13.6
· 4+	—	—	6.2	4.6	5.8	5.8
Number of School Moves						
· 0	—	—	—	—		28.0
· 1	—	—	—	—		47.6
· 2-3	—	—	—	—		21.7
· 4+	—	—	—	—		2.7
GRADE 12						(590)
Currently Live With						
· both natural parents						76.2
· one natural parent only						14.1
· one natural and one step-parent						7.0
· neither natural parent						2.7
Number of Family Moves						
· 0						64.3
· 1						19.6
· 2-3						12.1
· 4+						3.9
Number of School Moves						
· 0						41.6
· 1						46.6
· 2-3						10.4
· 4+						1.4
GRADE 13	(975)	(948)	(955)	(917)	(447)	(447)
Currently Live With						
· both natural parents	77.9	73.9	78.5	74.9	70.3	70.3
· one natural parent only	—	10.6	10.9	12.6	17.3	17.3
· one natural and one step-parent	—	7.4	6.2	9.0	7.1	7.1
· neither natural parent	—	8.1	4.4	3.5	5.3	5.3

	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G 7-13
Number of Family Moves						
· 0	—	—	58.1	67.1	64.6	64.6
· 1	—	—	25.2	18.6	19.8	19.8
· 2-3	—	—	13.4	11.2	12.5	12.5
· 4+	—	—	3.3	3.1	3.1	3.1
Number of School Moves						
· 0	—	—	—	—		52.4
· 1	—	—	—	—		32.4
· 2-3	—	—	—	—		11.8
· 4+	—	—	—	—		3.4
TORONTO	(855)	(894)	(770)	(981)	(525)	(828)
Currently Live With						
· both natural parents	76.3	71.8	73.5	73.7	72.1	71.6
· one natural parent only	—	18.0	16.9	18.1	19.3	19.9
· one natural and one step-parent	—	5.9	6.1	6.1	5.7	5.8
· neither natural parent	—	4.3	3.6	2.2	2.8	2.7
Number of Family Moves						
· 0	—	—	49.3	47.6	45.2	46.2
· 1	—	—	26.4	26.8	27.5	27.7
· 2-3	—	—	17.3	19.2	21.0	20.3
· 4+	—	—	7.0	6.4	6.3	5.8
Number of School Moves						
· 0	—	—	—	—		30.6
· 1	—	—	—	—		35.3
· 2-3	—	—	—	—		29.1
· 4+	—	—	—	—		5.0
NORTH REGION	(280)	(204)	(290)	(384)	(440)	(927)
Currently Live With						
· both natural parents	73.5	71.8	72.8	70.6	72.1	70.4
· one natural parent only	—	12.5	14.1	11.2	13.5	14.6
· one natural and one step-parent	—	9.5	10.3	14.1	9.5	10.8
· neither natural parent	—	6.2	2.8	4.1	4.9	4.2
Number of Family Moves						
· 0	—	—	54.0	54.5	61.6	61.9
· 1	—	—	30.4	23.6	17.2	18.7
· 2-3	—	—	8.9	14.1	15.5	13.5
· 4+	—	—	6.8	7.9	5.7	5.9

	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G 7-13
Number of School Moves						
· 0	—	—	—	—		42.0
· 1	—	—	—	—		38.0
· 2-3	—	—	—	—		18.0
· 4+	—	—	—	—		2.0
WEST REGION	(1,672)	(1,526)	(1,720)	(1,536)	(966)	(1,676)
Currently Live With						
· both natural parents	80.1	71.2	77	73	71.1	71.0
· one natural parent only	—	15.9	12.1	13.3	15.5	15.5
· one natural and one step-parent	—	9.3	8.2	11.4	10.4	10.4
· neither natural parent	—	3.7	2.6	2.3	3.0	3.2
Number of Family Moves						
· 0	—	—	53.4	57.3	55.4	56.0
· 1	—	—	26.3	23.8	24.2	23.9
· 2-3	—	—	14.8	13.8	15.0	14.8
· 4+	—	—	5.6	5.1	5.4	5.4
Number of School Moves						
· 0	—	—	—	—		35.2
· 1	—	—	—	—		40.7
· 2-3	—	—	—	—		20.7
· 4+	—	—	—	—		3.4
EAST REGION	(1,138)	(947)	(1,090)	(1,089)	(937)	(1,463)
Currently Live With						
· both natural parents	80.8	80.3	75.3	73.5	75.4	75.9
· one natural parent only	—	10.5	12.5	14.9	13.2	14.3
· one natural and one step-parent	—	6.8	10.1	10.4	8.2	7.4
· neither natural parent	—	2.4	2.1	1.3	3.2	2.5
Number of Family Moves						
· 0	—	—	56.9	58.1	53.0	54.2
· 1	—	—	25.0	22.3	28.0	26.0
· 2-3	—	—	13.4	14.1	13.8	14.1
· 4+	—	—	4.7	5.4	5.2	5.7
Number of School Moves						
· 0	—	—	—	—		33.1
· 1	—	—	—	—		41.2
· 2-3	—	—	—	—		21.8
· 4+	—	—	—	—		3.9

¹ The question used in 1991 was “Do you currently live with both parents?”.

Notes: Numbers in parentheses are the number of interviews. — indicates data not available for that year.

Qs: With whom are you currently living?; How many times have you moved to a different home in the last 5 years?; During the last 5 years, how many times have you changed schools?

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.1.2. School Performance and Attitudes, 1991-1999

	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G 7-13
TOTAL (N=)	(3,945)	(3,571)	(3,870)	(3,990)	(2,868)	(4,894)
Marks Usually Receive in All Subjects						
· A (80%-100%)	29.0***	29.6	32.9	36.9	39.7	38.4
· B (67%-79%)	47.2	49.4	45.4	42.6	42.2	43.5
· C (60%-66%)	19.2	17.4	16.8	16.5	12.8	13.4
· D (50%-59%)	4.2	3.3	4.4	3.4	4.9	4.3
· < D (below 50%)	†	†	†	0.5	†	†
Likely to Graduate						
· very likely	85.0	86.5	87.2	86.2	86.9	86.6
· fairly likely	13.5	12.0	11.6	12.2	10.9	11.0
· not at all/not very likely	1.5	1.6	1.2	1.5	2.2	2.4
School Days Missed in Past 4 Weeks						
· 0 days	44.3	41.7	43.6	43.7	38.0	37.8
· 1 day	19.1	21.1	21.0	20.3	19.2	19.0
· 2 days	13.8	13.9	14.0	14.9	14.6	14.5
· 3 days	7.3	7.8	7.0	7.9	9.5	9.8
· 4+ days	15.5	15.5	14.4	13.2	18.7	19.0
Skipped a Class in Past 4 Weeks						
· 0 times	—	70.5	67.7	70.4	64.8	65.0
· 1 or 2 times	—	19.7	19.9	19.3	19.9	20.3
· 3-5 times	—	6.4	7.7	6.7	9.1	9.0
· 6-10 times	—	1.4	2.6	1.8	4.0	3.7
· 11+ times	—	2.1	2.1	1.9	2.0	2.0
School Performance (relative to other students) ¹		(1,725)	(1,934)	(1,974)	(1,391)	(2,371)
· above average	—	30.8	36.5	34.4	31.8	31.5
· slightly above	—	27.0	25.7	26.9	25.8	24.4
· average	—	34.2	29.5	29.4	31.6	33.1
· slightly below	—	6.0	6.4	6.1	7.0	7.3
· below average	—	2.0	1.8	3.1	3.7	3.6
Hours Spent on Homework Per Week ¹						
· 0 or less than 1 hour	—	15.5*	14.0	16.3	19.7	21.2
· 1-2	—	23.7	25.3	23.4	28.2	28.1
· 3-4	—	27.3	28.9	28.7	25.5	24.6
· 5-6	—	20.1	18.7	19.3	16.1	15.7
· 7+	—	13.4	13.0	12.4	10.5	10.4

	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G 7-13
Feelings about School ¹						
· like it a lot/very much	—	35.5	35.1	35.6	33.4	30.6
· like it somewhat	—	51.3	49.4	47.9	49.8	51.2
· not like it very much/at all	—	13.2	15.5	16.6	16.8	18.2
MALES	(2,027)	(1,737)	(1,884)	(1,851)	(1,407)	(2,463)
· average < D (below 50%) in subjects	0.7	0.5	0.6	1.0	0.8	0.8
· not at all/not very likely to graduate	2.1	1.9	1.6	1.6	3.0	3.0
· missed 4+ school days in past 4 weeks	15.4	15.6	14.9	12.9	18.0	18.3
· skipped a class 11+ times in past 4 weeks	—	2.6	2.7	1.8	2.5	2.6
· below average school performance (compared to other students)	—	(845) 2.7	(935) 2.1	(938) 4.5	(682) 5.4	(1,201) 5.1
· spend 1 hour or less on homework per week	—	20.0	17.3	20.2	26.3	29.0
· do not like school at all/very much	—	15.2	18.3	20.7	19.2	21.3
FEMALES	(1,909)	(1,828)	(1,974)	(2,137)	(1,461)	(2,431)
· average < D (below 50%) in subjects	†	†	†	†	†	†
· not at all/not very likely to graduate	0.9	1.2	0.9	1.4	1.3	1.7
· missed 4+ school days in past 4 weeks	15.5	15.4	14.1	13.6	19.5	19.7
· skipped a class 11+ times in past 4 weeks	—	1.5	1.5	1.9	1.6	1.4
· below average school performance (compared to other students)	—	(875) 1.3	(992) 1.6	(1,036) 1.9	(709) 2.1	(1,170) 2.1
· spend 1 hour or less on homework per week	—	20.0	11.0	12.7	13.1	13.2
· do not like school at all/very much	—	11.2	12.7	12.8	14.3	15.0
GRADE 7	(943)	(896)	(929)	(851)	(766)	(766)
· average < D (below 50%) in subjects	†	†	†	0.9	†	†
· not at all/not very likely to graduate	2.0	2.7	1.8	2.0	3.1	3.1
· missed 4+ school days in past 4 weeks	8.1	11.7	8.7	8.8	9.9	9.9
· skipped a class 11+ times in past 4 weeks	—	2.0	1.2	2.4	0.8	0.8
· below average school performance (compared to other students)	—	(390) 1.4	(464) 1.2	(431) 1.6	(369) 2.6	(369) 2.6
· spend 1 hour or less on homework per week	—	17.3	10.9	16.2	15.5	15.5
· do not like school at all/very much	—	15.1	12.1	17.8	16.8	16.8
GRADE 8						(798)
· average < D (below 50%) in subjects						†
· not at all/not very likely to graduate						3.2
· missed 4+ school days in past 4 weeks						12.9
· skipped a class 11+ times in past 4 weeks						1.7
· below average school performance (compared to other students)						(391) 4.3
· spend 1 hour or less on homework per week						19.9
· do not like school at all/very much						20.8

	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G 7-13
GRADE 9	(902)	(1,006)	(1,054)	(1,153)	(905)	(905)
· average < D (below 50%) in subjects	0.5	0.6	0.8	0.9	0.9	0.9
· not at all/not very likely to graduate	1.9	2.2	1.6	2.5	2.1	2.1
· missed 4+ school days in past 4 weeks	13.6	13.3	13	11.8	13.8	13.8
· skipped a class 11+ times in past 4 weeks	—	2.1	1.2	2.4	1.6	1.6
· below average school performance (compared to other students)	—	(483) 1.3	(520) 2.4	(563) 4.1	(442) 3.2	(442) 3.2
· spend 1 hour or less on homework per week	—	10.7	14.5	16.1	19.7	19.7
· do not like school at all/very much	—	12.1	13.6	16.1	14.8	14.8
GRADE 10						(638)
· average < D (below 50%) in subjects						0.6
· not at all/not very likely to graduate						2.3
· missed 4+ school days in past 4 weeks						17.0
· skipped a class 11+ times in past 4 weeks						1.3
· below average school performance (compared to other students)						(296) 2.3
· spend 1 hour or less on homework per week						23.5
· do not like school at all/very much						23.2
GRADE 11	(1,125)	(721)	(932)	(1,069)	(750)	(750)
· average < D (below 50%) in subjects	0.6	†	0.6	†	†	†
· not at all/not very likely to graduate	1.1	0.5	0.9	0.6	2.2	2.2
· missed 4+ school days in past 4 weeks	19.9	18.5	18.9	15.3	25.2	25.2
· skipped a class 11+ times in past 4 weeks	—	2.7	3.3	1.0	3.5	3.5
· below average school performance (compared to other students)	—	(373) 2.9	(472) 1.6	(533) 3.5	(357) 5.7	(357) 5.7
· spend 1 hour or less on homework per week	—	22.3	19.8	20.5	27.7	27.7
· do not like school at all/very much	—	12.0	20.6	17.3	20.4	20.4
GRADE 12						(590)
· average < D (below 50%) in subjects						†
· not at all/not very likely to graduate						2.4
· missed 4+ school days in past 4 weeks						29.2
· skipped a class 11+ times in past 4 weeks						2.7
· below average school performance (compared to other students)						(293) 3.7
· spend 1 hour or less on homework per week						27.7
· do not like school at all/very much						16.9

	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G 7-13
GRADE 13	(975)	(948)	(955)	(917)	(447)	(447)
· average < D (below 50%) in subjects	†	†	†	†	†	†
· not at all/not very likely to graduate	0.6	†	†	†	0.5	0.5
· missed 4+ school days in past 4 weeks	22.3	21.6	18.0	20.7	31.6	31.6
· skipped a class 11+ times in past 4 weeks	—	0.6	2.9	1.5	2.3	2.3
· below average school performance (compared to other students)	—	(479) 2.2	(478) 2.4	(447) 3.4	(223) 3.0	(223) 3.0
· spend 1 hour or less on homework per week	—	6.5	6.1	6.5	11.2	11.2
· do not like school at all/very much	—	15.1	14.9	13.1	14.4	14.4
TORONTO	(855)	(894)	(770)	(981)	(828)	(525)
· average < D (below 50%) in subjects	0.5	†	†	1.0	0.7	0.9
· not at all/not very likely to graduate	2.3	2.4	1.2	2.6	2.6	2.7
· missed 4+ school days in past 4 weeks	14.5	13.5	13.1	14.7	19.7	18.7
· skipped a class 11+ times in past 4 weeks	—	1.8	3.0	2.2	3.3	3.2
· below average school performance (compared to other students)	—	(535) 2.3	(380) 3.7	(488) 4.2	(263) 4.2	(415) 4.5
· spend 1 hour or less on homework per week	—	13.7	9.2	12.6	13.7	14.2
· do not like school at all/very much	—	9.5	13.1	12.1	14.1	14.9
NORTH REGION	(280)	(204)	(290)	(384)	(440)	(927)
· average < D (below 50%) in subjects	0.6	0.5	0.5	†	0.8	†
· not at all/not very likely to graduate	1.5	2.1	†	1.9	1.5	1.5
· missed 4+ school days in past 4 weeks	12.5	16.4	20.5	13.7	22.5	22.3
· skipped a class 11+ times in past 4 weeks	—	1.6	4.2	1.4	2.4	1.9
· below average school performance (compared to other students)	—	(28) 3.6	(145) 0.9	(182) 3.1	(213) 4.3	(446) 3.2
· spend 1 hour or less on homework per week	—	23.1	21.9	17.8	23.8	28.2
· do not like school at all/very much	—	12.2	14.4	18.9	18.8	23.9
WEST REGION	(1,672)	(1,526)	(1,720)	(1,536)	(966)	(1,676)
· average < D (below 50%) in subjects	†	†	†	0.5	0.6	0.5
· not at all/not very likely to graduate	1.0	1.1	1.4	1.1	1.7	2.3
· missed 4+ school days in past 4 weeks	16.4	15.9	14.7	12.0	18.5	20.2
· skipped a class 11+ times in past 4 weeks	—	2.1	1.3	1.7	1.5	1.4
· below average school performance (compared to other students)	—	(721) 1.9	(861) 1.3	(756) 3.2	(480) 4.5	(837) 4.1
· spend 1 hour or less on homework per week	—	17.5	13.0	19.8	23.0	25.1
· do not like school at all/very much	—	13.8	14.3	19.1	17.3	18.6

	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G 7-13
EAST REGION	(1,138)	(947)	(1,090)	(1,089)	(937)	(1,463)
· average < D (below 50%) in subjects	†	0.5	†	†	†	†
· not at all/not very likely to graduate	1.8	1.5	1.3	1.3	2.6	2.4
· missed 4+ school days in past 4 weeks	15.5	16.2	13.3	14.0	17.5	16.5
· skipped a class 11+ times in past 4 weeks	—	2.4	2.0	2.0	1.8	2.1
· below average school performance (compared to other students)	—	(451) 1.5	(548) 1.6	(548) 2.2	(435) 2.2	(673) 2.5
· spend 1 hour or less on homework per week	—	13.0	16.9	13.3	18.2	17.8
· do not like school at all/very much	—	15.2	19.1	15.4	17.5	18.1

¹ Question asked of random half samples.

Notes: Numbers in parentheses are number of interviews. *** p< .001; * p<.05 significant contrasts between this year and 1999.

— indicates data not available for that year. † indicates data suppressed. Qs: Overall, what marks do you usually get in school?;

How likely is it that you will stay in school until you graduate?; In the last 4 weeks, how many days of school did you miss?; In the last 4 weeks, how often have you gone to school, but skipped a class when you weren't supposed to?; 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: OSDUS, Centre for Addiction and Mental Health

Table A3.1.3 School Climate, 1999

	1999
	% Agreeing ¹
TOTAL	(N=4,894)
· I feel close to people at this school	85.2
· I feel like I am part of this school	83.6
· Most teachers in my school are first rate	73.6
· Most courses offered in my school are challenging	79.1
· I feel safe in my school	90.8
· % worried that will be harmed, threatened at school	13.6
MALES	(2,463)
· I feel close to people at this school	85.3
· I feel like I am part of this school	83.3
· Most teachers in my school are first rate	71.0
· Most courses offered in my school are challenging	78.7
· I feel safe in my school	91.0
· % worried that will be harmed, threatened at school	11.3
FEMALES	(2,431)
· I feel close to people at this school	85.2
· I feel like I am part of this school	84.0
· Most teachers in my school are first rate	76.3
· Most courses offered in my school are challenging	79.5
· I feel safe in my school	90.6
· % worried that will be harmed, threatened at school	15.9
GRADE 7	(766)
· I feel close to people at this school	88.2
· I feel like I am part of this school	89.0
· Most teachers in my school are first rate	79.4
· Most courses offered in my school are challenging	74.3
· I feel safe in my school	89.6
· % worried that will be harmed, threatened at school	15.4
GRADE 8	(798)
· I feel close to people at this school	88.2
· I feel like I am part of this school	85.2
· Most teachers in my school are first rate	72.8
· Most courses offered in my school are challenging	68.9
· I feel safe in my school	90.3
· % worried that will be harmed, threatened at school	18.6

	1999
	% Agreeing ¹
GRADE 9	(905)
· I feel close to people at this school	86.4
· I feel like I am part of this school	83.4
· Most teachers in my school are first rate	72.9
· Most courses offered in my school are challenging	81.1
· I feel safe in my school	89.4
· % worried that will be harmed, threatened at school	16.3
GRADE 10	(638)
· I feel close to people at this school	84.4
· I feel like I am part of this school	81.8
· Most teachers in my school are first rate	68.0
· Most courses offered in my school are challenging	82.4
· I feel safe in my school	90.0
· % worried that will be harmed, threatened at school	15.6
GRADE 11	(750)
· I feel close to people at this school	81.7
· I feel like I am part of this school	79.9
· Most teachers in my school are first rate	69.0
· Most courses offered in my school are challenging	81.9
· I feel safe in my school	92.0
· % worried that will be harmed, threatened at school	9.1
GRADE 12	(590)
· I feel close to people at this school	83.1
· I feel like I am part of this school	84.0
· Most teachers in my school are first rate	72.5
· Most courses offered in my school are challenging	79.8
· I feel safe in my school	91.6
· % worried that will be harmed, threatened at school	9.6
GRADE 13	(447)
· I feel close to people at this school	83.6
· I feel like I am part of this school	82.4
· Most teachers in my school are first rate	85.4
· Most courses offered in my school are challenging	88.1
· I feel safe in my school	94.7
· % worried that will be harmed, threatened at school	8.0

	1999
	% Agreeing ¹
TORONTO	(828)
· I feel close to people at this school	86.3
· I feel like I am part of this school	84.2
· Most teachers in my school are first rate	72.9
· Most courses offered in my school are challenging	81.2
· I feel safe in my school	89.4
· % worried that will be harmed, threatened at school	17.3
NORTH REGION	(927)
· I feel close to people at this school	82.9
· I feel like I am part of this school	82.8
· Most teachers in my school are first rate	69.4
· Most courses offered in my school are challenging	76.2
· I feel safe in my school	90.0
· % worried that will be harmed, threatened at school	11.4
WEST REGION	(1,676)
· I feel close to people at this school	84.5
· I feel like I am part of this school	82.6
· Most teachers in my school are first rate	74.5
· Most courses offered in my school are challenging	78.9
· I feel safe in my school	90.3
· % worried that will be harmed, threatened at school	13.6
EAST REGION	(1,463)
· I feel close to people at this school	86.2
· I feel like I am part of this school	85.0
· Most teachers in my school are first rate	74.0
· Most courses offered in my school are challenging	78.8
· I feel safe in my school	92.7
· % worried that will be harmed, threatened at school	12.0

¹ Strongly agree or somewhat agree.

Notes: Numbers in parentheses are the number of interviews.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.2.1 Self-Rated Physical Health, 1991-1999

	1991	1993	1995	1997	1999 (G7,9,11,13)	1999 (G7-13)
	%	%	%	%	%	%
TOTAL SAMPLE (N=)	(3,945)	(3,571)	(3,870)	(3,990)	(2,868)	(4,894)
· poor	0.8	0.9	1.3	1.6	1.4	1.5
· fair	4.7	5.8	6.3	8.1	7.4	7.6
· good	23.8	26.1	28.5	29.5	29.1	28.4
· very good	40.0	40.2	39.5	37.3	37.2	37.6
· excellent	30.6	27.0	24.4	23.6	24.8	25.0
% “poor” or “fair” (95% CI)	5.5 (4.3, 6.7)	6.7 (4.9, 8.5)	7.6 (6.5, 8.7)	9.6 (8.5, 10.8)	8.9 (7.6, 10.3)	9.0 (8.0, 10.1)
Overall mean ¹ (95% CI)	3.95 (3.89, 4.01)	3.86 (3.77, 3.96)	3.79 (3.75, 3.84)	3.73 (3.69, 3.78)	3.76 (3.71, 3.82)	3.77 (3.73, 3.81)
MALES	(2,027)	(1,737)	(1,884)	(1,851)	(1,407)	(2,463)
· poor	0.8	0.9	1.2	0.9	1.6	1.4
· fair	4.1	4.3	4.5	6.9	7.8	7.3
· good	20.6	23.6	24.4	24.5	24.8	24.0
· very good	39.5	38.9	39.2	38.2	36.3	37.8
· excellent	34.9	32.3	30.6	29.5	29.6	29.4
% “poor” or “fair” (95% CI)	4.9 (3.8, 6.1)	5.2 (3.7, 6.7)	5.8 (4.6, 6.9)	7.9 (6.2, 9.5)	9.3 (7.5, 11.5)	8.7 (7.3, 10.3)
Overall mean (95% CI)	4.04 (3.97, 4.10)	3.97 (3.89, 4.06)	3.93 (3.88, 3.98)	3.88 (3.82, 3.95)	3.85 (3.77, 3.93)	3.87 (3.81, 3.92)
FEMALES	(1,909)	(1,828)	(1,974)	(2,137)	(1,461)	(2,431)
· poor	0.8	0.9	1.3	2.1	1.3	1.6
· fair	5.3	7.3	8.1	9.1	7.2	7.8
· good	27.3	28.7	32.4	33.9	33.4	32.8
· very good	40.5	41.4	39.9	36.4	38.0	37.4
· excellent	26.0	21.8	18.3	18.5	20.1	20.4
% “poor” or “fair” (95% CI)	6.1 (4.3, 7.9)	8.2 (5.7, 10.6)	9.4 (8.0, 10.8)	11.2 (9.8, 12.6)	8.4 (6.9, 10.3)	9.4 (8.0, 10.8)
Overall mean (95% CI)	3.86 (3.78, 3.93)	3.76 (3.65, 3.87)	3.66 (3.61, 3.70)	3.60 (3.57, 3.63)	3.68 (3.62, 3.75)	3.67 (3.62, 3.72)

	1991	1993	1995	1997	1999 (G7,9,11,13)	1999 (G7-13)
	%	%	%	%	%	%
GRADE 7	(943)	(896)	(929)	(851)	(766)	(766)
· poor	0.8	1	1.4	0.9	1	1
· fair	3.1	4.5	3.6	4.9	2.9	2.9
· good	17.6	19.7	19.9	23.1	21.9	21.9
· very good	36.6	40.1	39.8	38.1	39.9	39.9
· excellent	41.9	34.7	35.3	33.1	34.4	34.4
% “poor” or “fair” (95% CI)	3.9 (2.7, 5.0)	5.5 (1.5, 9.6)	5.0 (2.5, 7.5)	5.8 (4.1, 7.5)	3.8 (2.7, 5.5)	3.8 (2.7, 5.5)
Overall mean (95% CI)	4.16 (4.11, 4.21)	4.03 (3.81, 4.24)	4.04 (3.94, 4.14)	3.98 (3.86, 4.09)	4.04 (3.97, 4.11)	4.04 (3.97, 4.11)
GRADE 8						(798)
· poor						1.7
· fair						5.5
· good						20.2
· very good						40.5
· excellent						32.1
% “poor” or “fair” (95% CI)						7.2 (5.5, 9.4)
Overall mean (95% CI)						3.96 (3.89, 4.03)
GRADE 9	(902)	(1,006)	(1,054)	(1,153)	(905)	(905)
· poor	1.1	0.7	1.0	1.8	2.2	2.2
· fair	5.8	5.2	5.6	8.2	7.6	7.6
· good	22.3	25.8	28.9	28.7	28.7	28.7
· very good	41.9	42.9	41.4	38.0	37.9	37.9
· excellent	28.9	25.4	23.1	23.3	23.6	23.6
% “poor” or “fair” (95% CI)	6.9 (5.0, 8.8)	5.8 (3.0, 8.6)	6.6 (5.4, 7.7)	10.0 (7.2, 12.8)	9.8 (7.7, 12.4)	9.8 (7.7, 12.4)
Overall mean (95% CI)	3.92 (3.85, 3.98)	3.87 (3.71, 4.03)	3.80 (3.76, 3.84)	3.73 (3.63, 3.82)	3.73 (3.65, 3.82)	3.73 (3.65, 3.82)

	1991	1993	1995	1997	1999 (G7,9,11,13)	1999 (G7-13)
	%	%	%	%	%	%
GRADE 10						(638)
· poor						1.5
· fair						8.5
· good						32.4
· very good						35.3
· excellent						22.3
% “poor” or “fair” (95% CI)						10.0 (7.2, 13.7)
Overall mean (95% CI)						3.68 (3.56, 3.80)
GRADE 11	(1,125)	(721)	(932)	(1,069)	(750)	(750)
· poor	0.7	1.2	1.2	1.8	1.3	1.3
· fair	5.7	6.3	9.1	10.0	10.2	10.2
· good	28.4	32.1	33.7	33.1	32.0	32.0
· very good	41.1	37.3	37.3	36.9	35.2	35.2
· excellent	24.0	23.1	18.7	18.2	21.4	21.4
% “poor” or “fair” (95% CI)	6.4 (3.3, 9.6)	7.5 (4.0, 11.0)	10.3 (7.7, 12.9)	11.8 (9.8, 13.9)	11.5 (8.8, 14.8)	11.5 (8.8, 14.8)
Overall mean (95% CI)	3.82 (3.68, 3.96)	3.75 (3.58, 3.91)	3.63 (3.53, 3.73)	3.60 (3.56, 3.64)	3.65 (3.54, 3.76)	3.65 (3.54, 3.76)
GRADE 12						(590)
· poor						1.4
· fair						9.5
· good						30.6
· very good						38.7
· excellent						19.8
% “poor” or “fair” (95% CI)						10.9 (8.3, 14.2)
Overall mean (95% CI)						3.66 (3.55, 3.77)

	1991	1993	1995	1997	1999 (G7,9,11,13)	1999 (G7-13)
	%	%	%	%	%	%
GRADE 13	(975)	(948)	(955)	(917)	(447)	(447)
· poor	0.5	0.8	1.8	2.0	0.7	0.7
· fair	3.5	8.5	7.1	9.7	9.2	9.2
· good	29.1	25.5	32.4	35.9	36.5	36.5
· very good	40.6	40.4	39.5	34.8	34.8	34.8
· excellent	26.3	24.7	19.2	17.5	18.8	18.8
% “poor” or “fair” (95% CI)	4.0 (1.9, 6.1)	9.3 (6.1, 12.5)	8.9 (7.3, 10.5)	11.8 (9.6, 14.0)	9.9 (6.6, 14.6)	9.9 (6.6, 14.6)
Overall mean (95% CI)	3.89 (3.76, 4.02)	3.80 (3.66, 3.93)	3.67 (3.63, 3.71)	3.56 (3.50, 3.62)	3.62 (3.44, 3.79)	3.62 (3.44, 3.79)
TORONTO	(855)	(894)	(770)	(981)	(525)	(828)
· poor	0.9	0.5	1.5	1.5	0.6	1.7
· fair	5.0	6.1	6.9	6.6	8.7	8.4
· good	25.3	26.4	28.4	28.3	29.1	28.5
· very good	40.0	39.7	40.1	35.9	36.6	35.0
· excellent	28.8	27.2	23.2	27.7	25.0	26.3
% “poor” or “fair” (95% CI)	5.9 (2.9, 8.8)	6.6 (3.7, 9.6)	8.3 (4.5, 12.2)	8.1 (6.4, 9.8)	9.3 (6.5, 13.1)	10.2 (8.4, 12.3)
Overall mean (95% CI)	3.91 (3.83, 3.99)	3.87 (3.68, 4.05)	3.77 (3.67, 3.87)	3.82 (3.71, 3.92)	3.77 (3.60, 3.94)	3.76 (3.64, 3.87)
NORTH REGION	(280)	(204)	(290)	(384)	(440)	(927)
· poor	0.8	<u>0</u>	<u>0.4</u>	1.0	0.5	0.9
· fair	3.3	3.6	6.1	5.0	5.9	6.6
· good	20.1	29.9	28.5	30.9	31.5	30.5
· very good	42.3	44.8	37.7	38.4	40.4	39.5
· excellent	33.4	21.6	27.3	24.7	21.6	22.5
% “poor” or “fair” (95% CI)	4.1 (1.8, 6.4)	3.6 (0, 7.9)	6.5 (1.7, 11.2)	6.0 (4.4, 7.6)	6.4 (4.5, 9.1)	7.5 (6.0, 9.3)
Overall mean (95% CI)	4.04 (3.94, 4.14)	3.84 (3.77, 3.92)	3.85 (3.59, 4.12)	3.81 (3.64, 3.98)	3.77 (3.65, 3.88)	3.76 (3.70, 3.82)

	1991	1993	1995	1997	1999 (G7,9,11,13)	1999 (G7-13)
	%	%	%	%	%	%
WEST REGION	(1,672)	(1,526)	(1,720)	(1,536)	(966)	(1,676)
· poor	0.8	0.7	1.7	1.6	1.1	1.3
· fair	4.5	5.5	6.4	9.5	8.2	8.5
· good	24.9	25.3	27.5	29.4	28.4	27.8
· very good	39.1	40.1	39.4	37.2	35.5	36.7
· excellent	30.7	28.4	25.0	22.2	26.8	25.8
% “poor” or “fair” (95% CI)	5.3 (3.2, 7.3)	6.3 (3.6, 9.0)	8.1 (6.6, 9.6)	11.1 (8.8, 13.5)	9.3 (7.4, 11.7)	9.7 (7.9, 11.8)
Overall mean (95% CI)	3.94 (3.84, 4.05)	3.90 (3.72, 4.07)	3.80 (3.72, 3.87)	3.69 (3.62, 3.75)	3.78 (3.70, 3.87)	3.77 (3.70, 3.85)
EAST REGION	(1,138)	(947)	(1,090)	(1,089)	(937)	(1,463)
· poor	0.9	1.8	0.8	1.7	2.5	1.8
· fair	5.1	6.5	5.9	7.8	6.0	6.1
· good	22.1	26.1	30.1	29.9	29.6	28.6
· very good	40.9	39.2	39.8	37.9	38.9	39.9
· excellent	31.1	26.4	23.4	22.6	23.0	23.6
% “poor” or “fair” (95% CI)	6.0 (3.8, 8.1)	8.3 (4.3, 12.4)	6.7 (5.5, 7.9)	9.5 (7.8, 11.2)	8.6 (6.4, 11.3)	7.9 (6.4, 9.8)
Overall mean (95% CI)	3.96 (3.86, 4.06)	3.82 (3.68, 3.95)	3.79 (3.76, 3.82)	3.72 (3.64, 3.80)	3.74 (3.66, 3.82)	3.77 (3.71, 3.84)

¹ Mean based on scale: 1 “poor”, 2 “fair”, 3 “good”, 4 “very good”, 5 “excellent”.

Notes: Numbers in parentheses are the number of interviews. † estimate suppressed (<.05%). Calculations based on weighted data.

Qs: *How would you rate your physical health?*

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.2.2 Health Care Utilization During the Past 12 Months, 1999

	1999	
	Physical Health Care Visits	Mental Health Care Visits
	% (95% CI)	% (95% CI)
TOTAL SAMPLE (N=)	(4,894)	
· 0 visits	29.6 (28.0, 31.4)	87.4 (86.1, 88.5)
· 1+ visits	70.4 (68.6, 72.0)	12.6 (11.5, 13.9)
Mean number of visits (95% CI)	1.91 (1.75, 2.07)	0.78 (0.57, 0.99)
MALES	(2,463)	
· 0 visits	34.1 (32.0, 36.4)	90.8 (89.2, 92.1)
· 1+ visits	65.9 (63.6, 68.0)	9.2 (7.9, 10.8)
Mean number of visits (95% CI)	1.74 (1.46, 2.01)	0.62 (0.27, 0.96)
FEMALES	(2,431)	
· 0 visits	25.1 (23.0, 27.4)	84.0 (81.9, 85.8)
· 1+ visits	74.9 (72.6, 77.0)	16.0 (14.2, 18.1)
Mean number of visits (95% CI)	2.08 (1.92, 2.25)	0.94 (0.67, 0.96)
GRADE 7	(766)	
· 0 visits	33.6 (29.5, 38.0)	91.1 (88.7, 93.0)
· 1+ visits	66.4 (62.0, 70.5)	8.9 (7.0, 11.3)
Mean number of visits (95% CI)	1.67 (1.50, 1.85)	0.22, (0.15, 0.30)
GRADE 8	(798)	
· 0 visits	31.5 (27.9, 35.2)	88.7 (85.7, 91.1)
· 1+ visits	68.5 (64.8, 72.1)	11.3 (8.9, 14.3)
Mean number of visits (95% CI)	1.96 (1.62, 2.28)	0.86 (0.337, 1.34)
GRADE 9	(905)	
· 0 visits	31.4 (28.6, 34.3)	85.6 (81.9, 88.6)
· 1+ visits	68.6 (65.7, 71.4)	14.4 (11.4, 18.1)
Mean number of visits (95% CI)	1.64 (1.45, 1.82)	0.74 (0.44, 1.03)
GRADE 10	(638)	
· 0 visits	26.9 (22.5, 31.9)	85.2 (80.9, 88.7)
· 1+ visits	73.1 (68.1, 77.5)	14.8 (11.3, 19.1)
Mean number of visits (95% CI)	2.07 (1.72, 2.41)	0.92 (0.49, 1.35)
GRADE 11	(750)	
· 0 visits	26.9 (22.6, 31.6)	85.4 (81.2, 88.8)
· 1+ visits	73.1 (68.4, 77.4)	14.6 (11.2, 18.8)
Mean number of visits (95% CI)	2.40 (1.62, 3.17)	1.21 (0.22, 2.20)
GRADE 12	(590)	
· 0 visits	29.6 (24.2, 35.5)	90.7 (87.9, 92.8)
· 1+ visits	70.4 (64.5, 75.8)	9.3 (7.2, 12.1)
Mean number of visits (95% CI)	1.72 (1.38, 2.06)	0.46 (0.26, 0.66)

	1999	
	Physical Health Care Visits	Mental Health Care Visits
	% (95% CI)	% (95% CI)
GRADE 13	(447)	
· 0 visits	25.8 (22.6, 29.3)	85.4 (80.3, 89.4)
· 1+ visits	74.2 (70.7, 77.4)	14.6 (10.6, 19.7)
Mean number of visits (95% CI)	1.92 (1.60, 2.24)	1.06 (0.18, 1.95)
TORONTO	(828)	
· 0 visits	25.2 (22.0, 28.7)	88.9 (85.8, 91.4)
· 1+ visits	74.8 (71.3, 78.0)	11.1 (8.6, 14.2)
Mean number of visits (95% CI)	1.90 (1.79, 2.02)	0.61 (0.10, 1.11)
NORTH REGION	(927)	
· 0 visits	38.9 (35.2, 42.7)	88.9 (85.7, 91.5)
· 1+ visits	61.1 (57.3, 64.8)	11.1 (8.5, 14.3)
Mean number of visits (95% CI)	1.64 (1.36, 1.91)	0.80 (0.41, 1.20)
WEST REGION	(1,676)	
· 0 visits	32.0 (29.0, 35.1)	86.4 (84.1, 88.4)
· 1+ visits	68.0 (64.9, 71.0)	13.6 (11.6, 15.9)
Mean number of visits (95% CI)	1.86 (1.61, 2.10)	0.68 (0.48, 0.87)
EAST REGION	(1,463)	
· 0 visits	26.3 (23.6, 29.2)	87.3 (85.4, 89.0)
· 1+ visits	73.7 (70.8, 76.4)	12.7 (11.0, 14.6)
Mean number of visits (95% CI)	2.07 (1.69, 2.45)	1.02 (0.46, 1.57)

Notes: Numbers in parentheses are the number of interviews.

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.2.3
Days of Physical Activity, 1997-1999

	1997		1999 (G7,9,11,13)		1999 (G7-13)	
	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days ¹	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 SAMPLE: (N=)	(2,016)		(1,477)		(2,523)	
· 0 days	13.7	45.0	15.3	45.9	14.7	46.3
· 1 day	8.8	9.4	10.0	8.6	9.2	8.2
· 2 days	11.1	11.1	11.7	12.6	13.4	12.9
· 3 days	16.0	11.2	12.4	13.7	12.9	12.9
· 4 days	11.7	5.8	14.7	5.5	13.1	6.1
· 5 days	16.6	17.4	13.7	13.7	14.0	13.6
· 6 days	9.6		5.7		6.5	
· 7 days	12.4		16.6		16.1	
% Inactive (95% CI)	13.7 (11.7, 15.7)	45.0 (42.3, 47.6)	15.3 (12.6, 18.4)	45.9 (41.5, 50.4)	14.7 (12.7, 16.9)	46.3 (43.0, 49.6)
Mean number of days (95% CI)	3.54 (3.43, 3.64)	1.76 (1.64, 1.87)	3.48 (3.31, 3.65)	1.65 (1.49, 1.81)	3.49 (3.36, 3.62)	1.65 (1.53, 1.77)
MALES	(913)		(725)		(1,262)	
· 0 days	12.9	41.9	16.4	42.7	15.2	43.2
· 1 day	6.6	8.1	7.8	7.7	6.9	7.3
· 2 days	9.5	12.5	8.7	11.6	10.5	11.6
· 3 days	13.1	10.7	12.2	15.4	12.5	13.7
· 4 days	13.0	6.6	15.0	5.6	12.5	6.8
· 5 days	16.9	20.3	14.4	16.8	14.4	17.4
· 6 days	11.5		5.8		7.5	
· 7 days	16.6		19.7		20.4	
% Inactive (95% CI)	12.9 (9.6, 16.1)	41.9 (39.1, 44.6)	16.4 (12.6, 21.0)	42.7 (37.2, 48.4)	15.2 (12.4, 18.4)	43.2 (39.2, 47.3)
Mean number of days (95% CI)	3.86 (3.65, 4.08)	1.93 (1.80, 2.06)	3.66 (3.41, 3.92)	1.84 (1.64, 2.04)	3.76 (3.57, 3.94)	1.86 (1.71, 2.01)

	1997		1999 (G7,9,11,13)		1999 (G7-13)	
	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days ¹	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days
	%	%	%	%	%	%
FEMALES	(1,101)		(752)		(1,261)	
· 0 days	14.4	47.6	14.3	49.0	14.2	49.4
· 1 day	10.7	10.5	12.3	9.4	11.5	9.0
· 2 days	12.5	10.0	14.6	13.6	16.3	14.2
· 3 days	18.5	11.7	12.5	11.9	13.3	12.2
· 4 days	10.7	5.2	14.3	5.4	13.7	5.4
· 5 days	16.4	15.0	12.9	10.6	13.6	9.8
· 6 days	8.1		5.6		5.4	
· 7 days	8.8		13.5		11.9	
% Inactive (95% CI)	14.4 (11.9, 16.9)	47.6 (43.6, 51.7)	14.3 (11.4, 17.8)	49.0 (43.9, 54.0)	14.2 (11.7, 17.0)	49.4 (45.5, 53.4)
Mean number of days (95% CI)	3.26 (3.09, 3.42)	1.61 (1.45, 1.77)	3.29 (3.09, 3.49)	1.47 (1.29, 1.65)	3.23 (3.07, 3.39)	1.44 (1.31, 1.58)
GRADE 7	(420)		(397)		(397)	
· 0 days	15.5	26.7	18.4	30.0	18.4	30.0
· 1 day	9.6	19.4	10.0	13.5	10.0	13.5
· 2 days	12.6	22.1	9.6	21.5	9.6	21.5
· 3 days	17.2	14.9	8.6	15.1	8.6	15.1
· 4 days	9.7	6.2	14.4	6.9	14.4	6.9
· 5 days	13.4	10.8	13.5	13.0	13.5	13.0
· 6 days	7.9		5.0		5.0	
· 7 days	14.1		20.5		20.5	
% Inactive (95% CI)	15.5 (11.6, 19.4)	26.7 (22.6, 30.8)	18.5 (13.9, 24.1)	30.0 (24.0, 36.9)	18.5 (13.9, 24.1)	30.0 (24.0, 36.9)
Mean number of days (95% CI)	3.38 (3.21, 3.55)	1.87 (1.68, 2.06)	3.53 (3.23, 3.83)	1.94 (1.71, 2.18)	3.53 (3.23, 3.83)	1.94 (1.71, 2.18)

	1997		1999 (G7,9,11,13)		1999 (G7-13)	
	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days ¹	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 8					(407)	
· 0 days					12.8	23.9
· 1 day					8.4	11.9
· 2 days					10.6	23.8
· 3 days					16.1	18.6
· 4 days					10.8	8.6
· 5 days					13.5	13.1
· 6 days					9.4	
· 7 days					18.5	
% Inactive (95% CI)					12.8 (9.3, 17.2)	23.9 (18.9, 29.6)
Mean number of days (95% CI)					3.74 (3.43, 4.06)	2.16 (1.95, 2.36)
GRADE 9	(590)		(463)		(463)	
· 0 days	12.7	38.1	11.8	35.6	11.8	35.6
· 1 day	7.3	9.0	8.4	7.8	8.4	7.8
· 2 days	10.5	8.7	10.4	12.4	10.4	12.4
· 3 days	13.4	13.0	14.4	18.7	14.4	18.7
· 4 days	11.3	7.0	13.2	5.3	13.2	5.3
· 5 days	20.8	24.2	16.9	20.2	16.9	20.2
· 6 days	10.7		6.8		6.8	
· 7 days	13.3		18.3		18.3	
% Inactive (95% CI)	12.7 (10.4, 15.1)	38.1 (32.8, 43.5)	11.8 (9.1, 15.1)	35.6 (28.0, 44.2)	11.8 (9.1, 15.1)	35.6 (28.0, 44.2)
Mean number of days (95% CI)	3.75 (3.52, 3.97)	2.14 (1.86, 2.42)	3.78 (3.50, 4.05)	2.11 (1.80, 2.41)	3.78 (3.50, 4.05)	2.11 (1.80, 2.41)

	1997		1999 (G7,9,11,13)		1999 (G7-13)	
	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days ¹	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)	
· 0 days					15.5	55.7
· 1 day					7.8	5.5
· 2 days					19.0	8.5
· 3 days					12.7	9.2
· 4 days					9.2	6.1
· 5 days					15.3	15.0
· 6 days					6.8	
· 7 days					13.7	
% Inactive (95% CI)					15.5 (11.6, 20.5)	55.7 (47.3, 63.7)
Mean number of days (95% CI)					3.34 (3.02, 3.66)	1.50 (1.23, 1.76)
GRADE 11	(536)		(393)		(393)	
· 0 days	12.5	54.4	19.1	57.2	19.1	57.2
· 1 day	7.8	3.4	9.6	7.2	9.6	7.2
· 2 days	9.5	5.8	11.1	8.6	11.1	8.6
· 3 days	15.9	9.0	13.6	10.0	13.6	10.0
· 4 days	13.7	5.7	14.1	6.1	14.1	6.1
· 5 days	17.3	21.7	12.0	11.0	12.0	11.0
· 6 days	11.3		5.7		5.7	
· 7 days	12.0		14.7		14.7	
% Inactive (95% CI)	12.5 (7.9, 17.1)	54.4 (48.9, 59.9)	19.1 (13.1, 27.0)	57.2 (51.2, 63.0)	19.1 (13.1, 27.0)	57.2 (51.2, 63.0)
Mean number of days (95% CI)	3.67 (3.51, 3.84)	1.73 (1.51, 1.95)	3.26 (2.94, 3.58)	1.34 (1.10, 1.57)	3.26 (2.94, 3.58)	1.34 (1.10, 1.57)

[illegible]

	1997		1999 (G7,9,11,13)		1999 (G7-13)	
	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days ¹	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	(493)		(262)		(413)	
· 0 days	17.9	39.4	18.3	44.8	18.4	48.3
· 1 day	7.9	11.5	11.5	13.0	11.1	11.9
· 2 days	11.8	10.9	15.1	16.8	17.4	14.6
· 3 days	15.7	15.3	11.4	14.4	12.6	12.9
· 4 days	12.9	5.6	13.0	4.4	11.1	5.4
· 5 days	16.1	17.2	11.3	6.5	10.8	6.8
· 6 days	5.6		4.9		4.8	
· 7 days	12.1		14.3		13.8	
% Inactive (95% CI)	17.9 (16.4, 19.3)	39.4 (31.9, 47.0)	18.3 (13.5, 24.4)	44.8 (33.7, 56.4)	18.4 (13.9, 24.0)	48.3 (38.6, 58.1)
Mean number of days (95% CI)	3.29 (3.11, 3.47)	1.88 (1.52, 2.24)	3.15 (2.74, 3.55)	1.40 (1.08, 1.72)	3.07 (2.80, 3.34)	1.36 (1.09, 1.62)
NORTH REGION	(202)		(227)		(481)	
· 0 days	15.7	52.8	18.6	56.2	16.7	51.9
· 1 day	3.0	6.6	7.6	6.9	7.7	7.0
· 2 days	10.7	12.7	12.6	10.5	10.6	12.0
· 3 days	15.3	7.2	10.6	8.6	12.1	9.0
· 4 days	11	6.7	16.3	5.6	14.4	5.8
· 5 days	17.1	14.0	12.1	12.2	12.2	14.2
· 6 days	13.1		9.3		10.8	
· 7 days	14.1		12.9		15.6	
% Inactive (95% CI)	15.7 (6.9, 24.6)	52.8 (36.5, 69.0)	18.6 (10.5, 30.8)	56.2 (48.8, 63.2)	16.7 (11.8, 23.1)	51.9 (46.0, 57.7)
Mean number of days (95% CI)	3.77 (3.11, 4.43)	1.50 (0.84, 2.16)	3.36 (2.84, 3.88)	1.37 (1.06, 1.68)	3.58 (3.24, 3.91)	1.53 (1.29, 1.76)

	1997		1999 (G7,9,11,13)		1999 (G7-13)	
	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days ¹	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days
	%	%	%	%	%	%
WEST REGION	(780)		(486)		(839)	
· 0 days	14.0	47.7	16.6	49.2	15.6	47.8
· 1 day	10.3	9.6	10.1	6.5	8.6	6.4
· 2 days	9.9	10.8	11.1	8.6	13.3	10.7
· 3 days	16.5	10.1	11.0	11.9	12.3	11.9
· 4 days	10.4	5.0	13.7	5.8	12.0	6.6
· 5 days	17.2	16.8	13.7	17.9	14.6	16.7
· 6 days	10.8		5.9		6.4	
· 7 days	10.8		17.8		17.2	
% Inactive (95% CI)	14.0 (9.6, 18.3)	47.7 (45.6, 49.8)	16.6 (11.6, 23.2)	49.2 (41.7, 56.8)	15.6 (12.3, 19.6)	47.8 (42.5, 53.1)
Mean number of days (95% CI)	3.48 (3.36, 3.60)	1.66 (1.49, 1.82)	3.49 (3.18, 3.80)	1.72 (1.39, 2.05)	3.52 (3.28, 3.76)	1.73 (1.50, 1.97)
EAST REGION	(541)		(502)		(790)	
· 0 days	10.0	42.6	11.1	40.2	10.8	41.7
· 1 day	8.8	8.5	9.6	8.8	9.4	8.7
· 2 days	12.4	11.4	10.1	15.5	12.1	15.0
· 3 days	15.6	11.2	14.9	16.4	14.2	15.4
· 4 days	13.1	6.9	16.4	5.9	15.2	6.0
· 5 days	15.9	19.4	15.4	13.2	15.6	13.2
· 6 days	9.7		5.1		6.3	
· 7 days	14.6		17.3		16.3	
% Inactive (95% CI)	10.0 (9.2, 10.7)	42.6 (37.8, 47.4)	11.2 (8.0, 15.4)	40.2 (33.3, 47.5)	10.8 (7.8, 14.6)	41.7 (36.4, 47.2)
Mean number of days (95% CI)	3.72 (3.50, 3.94)	1.89 (1.81, 1.98)	3.69 (3.46, 3.92)	1.79 (1.58, 1.99)	3.67 (3.46, 3.88)	1.75 (1.58, 1.91)

¹ Percentage includes students not enrolled in Physical Education classes.

Notes: Numbers in parentheses are the number of interviews. 1997 and 1999 data based on random half samples.

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: OSDUS, Centre for Addiction and Mental Health

Table A3.3.1
Parental Support, 1993-1999

	1993	1995	1997	1999	
	%	%	%	% G 7,9,11,13	% G 7-13
TOTAL SAMPLE (N=)	(1,725)	(1,934)	(1,974)	(1,391)	(2,371)
How well would you say you are getting along with your parents					
· very well	53.1	52.1	52.8	58.1**	56.8
· OK	41.2	42.3	41.7	36.2	37.8
· not getting along	5.7	5.6	5.5	5.7	5.4
When you have problems can you talk to your <i>mother</i> about them?					
· always	—	20.3	21.6	28.2	28.6
· usually	—	29.0	31.2	29.2	28.2
· sometimes	—	27.3	24.5	22.9	23.3
· seldom	—	14.4	13.8	10.2	11.0
· never	—	9.1	8.8	9.6	8.8
When you have problems can you talk to your <i>father</i> about them?					
· always	—	10.6	12.1	17.5	17.7
· usually	—	19.8	22.4	21.1	21.1
· sometimes	—	26.7	25.9	25.8	24.5
· seldom	—	21.7	22.4	17.8	18.5
· never	—	21.3	17.1	17.8	18.2
MALES	(845)	(935)	(938)	(682)	(1,201)
How well would you say you are getting along with your parents?					
· very well	56.3	56.1	55.6	61.5	61.0
· OK	39.6	40.3	40.9	33.8	34.6
· not getting along	4.1	3.5	3.6	4.7	4.4
When you have problems can you talk to your <i>mother</i> about them?					
· always	—	18.1	20.1	26.0	26.1
· usually	—	28.2	29.8	28.9	28.4
· sometimes	—	29.1	25.5	26.1	25.4
· seldom	—	15.4	15.6	10.6	12.0
· never	—	9.3	9.0	8.4	8.0
When you have problems can you talk to your <i>father</i> about them?					
· always	—	13.7	15.7	21.7	22.2
· usually	—	24.1	26.3	24.4	23.8
· sometimes	—	27.5	25.0	25.6	23.9
· seldom	—	17.9	19.8	15.0	16.3
· never	—	16.8	13.2	13.2	13.9
FEMALES	(875)	(992)	(1,036)	(709)	(1,170)
How well would you say you are getting along with your parents?					
· very well	50.2	48.0	50.2	54.8	52.4
· OK	42.6	44.3	42.5	38.5	41.0
· not getting along	7.2	7.7	7.3	6.7	6.4

	1993	1995	1997	1999	
	%	%	%	% G 7,9,11,13	% G 7-13
When you have problems can you talk to your <i>mother</i> about them?					
· always	—	22.5	23.1	30.4	31.1
· usually	—	29.8	32.5	29.4	28.1
· sometimes	—	25.3	23.7	19.7	21.2
· seldom	—	13.6	12.2	9.6	10.0
· never	—	8.9	8.6	10.9	9.7
When you have problems can you talk to your <i>father</i> about them?					
· always	—	7.6	8.9	13.4	13.1
· usually	—	15.7	18.9	18.0	18.6
· sometimes	—	25.8	26.7	25.9	25.1
· seldom	—	25.3	24.8	20.4	20.8
· never	—	25.5	20.7	22.3	22.5
GRADE 7	(390)	(464)	(431)	(369)	(369)
How well would you say you are getting along with your parents?					
· very well	51.8	55.4	57.1	67.2	67.2
· OK	43.4	40.3	39.0	30.2	30.2
· not getting along	4.8	4.3	3.9	2.6	2.6
When you have problems can you talk to your <i>mother</i> about them?					
· always	—	26.6	29.2	39.0	39.0
· usually	—	34.3	36.7	31.0	31.0
· sometimes	—	23.0	18.0	16.3	16.3
· seldom	—	10.8	10.5	6.7	6.7
· never	—	5.3	5.7	7.0	7.0
When you have problems can you talk to your <i>father</i> about them?					
· always	—	15.8	17.8	22.7	22.7
· usually	—	23.4	26.3	25.2	25.2
· sometimes	—	28.0	25.9	23.5	23.5
· seldom	—	18.5	18.8	15.9	15.9
· never	—	14.4	11.2	12.7	12.7
GRADE 8					(371)
How well would you say you are getting along with your parents?					
· very well					58.5
· OK					37.3
· not getting along					4.2
When you have problems can you talk to your <i>mother</i> about them?					
· always					33.7
· usually					29.1
· sometimes					21.9
· seldom					10.0
· never					5.3

	1993	1995	1997	1999	
	%	%	%	% G 7,9,11,13	% G 7-13
When you have problems can you talk to your <i>father</i> about them? · always · usually · sometimes · seldom · never					18.0 26.0 23.4 16.3 16.2
GRADE 9	(483)	(520)	(563)	(442)	(442)
How well would you say you are getting along with your parents? · very well · OK · not getting along	50.2 42.9 6.9	50.7 43.8 5.4	51.2 41.6 7.2	57.6 34.8 7.6	57.6 34.8 7.6
When you have problems can you talk to your <i>mother</i> about them? · always · usually · sometimes · seldom · never	— — — — —	23.4 24.4 28.9 15.3 8.0	20.0 31.6 24.2 14.2 10.0	29.4 24.6 26.4 10.5 9.0	29.4 24.6 26.4 10.5 9.0
When you have problems can you talk to your <i>father</i> about them? · always · usually · sometimes · seldom · never	— — — — —	13.0 19.9 24.3 22.4 20.4	11.6 23.2 23.4 21.1 20.7	19.4 19.3 27.5 16.7 17.1	19.4 19.3 27.5 16.7 17.1
GRADE 10					(296)
How well would you say you are getting along with your parents? · very well · OK · not getting along					51.7 41.8 6.5
When you have problems can you talk to your <i>mother</i> about them? · always · usually · sometimes · seldom · never					25.6 27.1 21.8 15.3 10.1
When you have problems can you talk to your <i>father</i> about them? · always · usually · sometimes · seldom · never					17.4 23.4 20.6 17.8 20.7

	1993	1995	1997	1999	
	%	%	%	% G 7,9,11,13	% G 7-13
GRADE 11	(373)	(472)	(533)	(357)	(357)
How well would you say you are getting along with your parents?					
· very well	54.9	49.3	49.2	51.8	51.8
· OK	40.0	42.8	45.7	41.5	41.5
· not getting along	5.1	7.9	5.1	6.7	6.7
When you have problems can you talk to your <i>mother</i> about them?					
· always	—	13.4	15.9	22.6	22.6
· usually	—	28.5	26.6	29.1	29.1
· sometimes	—	27.6	31.1	24.4	24.4
· seldom	—	17.2	15.8	11.3	11.3
· never	—	13.3	10.7	12.6	12.6
When you have problems can you talk to your <i>father</i> about them?					
· always	—	6.1	8.0	13.3	13.3
· usually	—	17.1	18.7	18.3	18.3
· sometimes	—	27.9	26.9	27.8	27.8
· seldom	—	20.6	26.6	17.9	17.9
· never	—	28.4	19.8	22.8	22.8
GRADE 12					(293)
How well would you say you are getting along with your parents?					
· very well					53.6
· OK					42.0
· not getting along					4.4
When you have problems can you talk to your <i>mother</i> about them?					
· always					27.2
· usually					24.1
· sometimes					28.4
· seldom					12.3
· never					8.0
When you have problems can you talk to your <i>father</i> about them?					
· always					18.2
· usually					13.8
· sometimes					23.2
· seldom					25.3
· never					19.5

	1993	1995	1997	1999	
	%	%	%	% G 7,9,11,13	% G 7-13
GRADE 13	(479)	(478)	(447)	(223)	(223)
How well would you say you are getting along with your parents?					
· very well	57.4	54.8	55.8	56.5	56.5
· OK	36.1	41.5	38.3	38.7	38.7
· not getting along	6.6	3.7	5.9	4.8	4.8
When you have problems can you talk to your <i>mother</i> about them?					
· always	—	16.4	22.8	18.4	18.4
· usually	—	30.1	29.4	36.3	36.3
· sometimes	—	31.3	23.9	22.8	22.8
· seldom	—	12.8	15.7	12.7	12.7
· never	—	9.4	8.2	9.8	9.8
When you have problems can you talk to your <i>father</i> about them?					
· always	—	5.3	10.8	12.6	12.6
· usually	—	18.8	21.4	24.1	24.1
· sometimes	—	27.0	29.0	21.8	21.8
· seldom	—	28.6	23.2	23.0	23.0
· never	—	20.3	15.6	18.4	18.4
TORONTO	(525)	(380)	(488)	(263)	(415)
How well would you say you are getting along with your parents?					
· very well	49.8	49.3	52.8	52.9	54.4
· OK	45.4	45.4	42.9	42.3	40.7
· not getting along	4.8	5.3	4.2	4.9	4.9
When you have problems can you talk to your <i>mother</i> about them?					
· always	—	16.7	22.4	25.0	29.0
· usually	—	26.7	28.6	27.0	25.9
· sometimes	—	28.2	23.8	24.4	25.1
· seldom	—	17.3	14.5	11.0	9.9
· never	—	11.1	10.6	12.6	10.0
When you have problems can you talk to your <i>father</i> about them?					
· always	—	10.0	13.3	17.3	18.2
· usually	—	15.9	17.8	17.8	19.3
· sometimes	—	26.8	26.3	20.6	21.4
· seldom	—	21.1	21.1	21.8	21.2
· never	—	26.2	21.6	22.5	20.0
NORTH REGION:	(280)	(145)	(182)	(213)	(446)
How well would you say you are getting along with your parents?					
· very well	45.9	63	55.2	58.2	53.7
· OK	46.1	32.1	37.7	38.8	41.8
· not getting along	8.0	5.0	7.1	3.0	4.5

	1993	1995	1997	1999	
	%	%	%	% G 7,9,11,13	% G 7-13
When you have problems can you talk to your <i>mother</i> about them?					
· always	—	21.1	21.8	30.2	31.1
· usually	—	42.4	31.8	30.9	30.1
· sometimes	—	20.4	22.6	24.3	23.3
· seldom	—	9.6	11.4	10.1	10.7
· never	—	6.5	12.5	4.5	4.9
When you have problems can you talk to your <i>father</i> about them?					
· always	—	12.8	10.7	13.7	18.1
· usually	—	29.6	22.8	26.6	23.4
· sometimes	—	21.6	26.2	21.4	20.8
· seldom	—	22.1	23.1	16.8	17.3
· never	—	14.0	17.2	21.4	20.3
WEST REGION	(721)	(861)	(756)	(480)	(837)
How well would you say you are getting along with your parents?					
· very well	53.6	52.7	50.6	58.3	58.0
· OK	40.2	41.3	43.9	35.8	36.2
· not getting along	6.3	5.9	5.6	6.0	5.8
When you have problems can you talk to your <i>mother</i> about them?					
· always	—	22.4	22.0	28.6	29.1
· usually	—	25.7	29.8	28.8	26.7
· sometimes	—	27.0	24.7	23.3	23.5
· seldom	—	14.6	14.4	9.0	10.7
· never	—	10.4	9.1	10.3	10.0
When you have problems can you talk to your <i>father</i> about them?					
· always	—	11.1	12.6	16.6	17.1
· usually	—	18.2	23.7	20.4	20.9
· sometimes	—	26.2	26.2	28.2	25.7
· seldom	—	22.8	22.6	17.3	18.1
· never	—	21.7	14.9	17.6	18.2
EAST REGION	(451)	(548)	(548)	(435)	(673)
How well would you say you are getting along with your parents?					
· very well	55.7	50.1	55.2	61.5	57.7
· OK	39.0	44.3	39.0	32.0	36.9
· not getting along	5.3	5.6	5.8	6.5	5.5
When you have problems can you talk to your <i>mother</i> about them?					
· always	—	19.4	20.6	29.4	26.7
· usually	—	31.9	34.8	30.8	31.6
· sometimes	—	29.0	25.3	20.9	21.8
· seldom	—	13.4	13.2	11.2	12.4
· never	—	6.4	6.1	7.8	7.6

	1993	1995	1997	1999	
	%	%	%	% G 7,9,11,13	% G 7-13
When you have problems can you talk to your <i>father</i> about them? ·					
always	—	9.6	11.1	19.9	18.0
· usually	—	22.2	23.6	23.2	22.2
· sometimes	—	28.8	25.0	27.0	25.8
· seldom	—	20.2	22.8	15.8	17.7
· never	—	19.3	17.4	14.2	16.2

Notes: Numbers in parentheses are number of interviews. Data based on random half samples. — indicates data not available. † indicates suppressed estimate. Significant difference between 1993 and 1999: **p<.01.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.3.2
Number of Close Friends and Number of Confidants, 1995-1999.

		1995	1997	1999	
		%	%	% G 7,9,11,13	% G 7-13
TOTAL SAMPLE (N=)		(3,870)	(3,990)	(2,868)	(4,894)
Number of Close Friends	· 0	0.7	0.6	0.6	0.6
	· 1	2.1	1.8	2.0	2.2
	· 2-9	65.2	64.2	59.4	58.8
	· 10+	32.0	33.4	38.0	38.4
Number of Confidants	· 0	3.9	3.8	3.6	3.6
	· 1	6.3	6.3	7.1	7.1
	· 2-9	66.7	66.9	66.0	66.0
	· 10+	23.1	23.0	23.2	23.3
MALES		(1,884)	(1,851)	(1,407)	(2,463)
Number of Close Friends	· 0	0.9	0.8	0.6	1.0
	· 1	1.6	1.8	1.5	1.5
	· 2-9	60.0	60.4	55.0	53.7
	· 10+	37.4	37.0	42.9	43.8
Number of Confidants	· 0	5.7	6.0	5.5	5.6
	· 1	6.2	7.0	7.9	7.4
	· 2-9	62.1	63.6	61.7	61.6
	· 10+	26.0	23.4	24.9	25.5
FEMALES		(1,974)	(2,137)	(2,431)	(1,461)
Number of Close Friends	· 0	0.5	†	0.5	†
	· 1	2.6	1.8	2.5	2.8
	· 2-9	69.9	67.5	63.8	63.9
	· 10+	26.9	30.3	33.2	33.0
Number of Confidants	· 0	2.1	1.8	1.8	1.6
	· 1	6.3	5.7	6.4	6.8
	· 2-9	71.1	69.6	70.3	70.5
	· 10+	20.5	22.8	21.6	21.2
GRADE 7		(929)	(851)	(766)	(766)
Number of Close Friends	· 0	1.1	0.7	†	†
	· 1	1.3	1.6	1.5	1.5
	· 2-9	56.6	62.1	52.2	52.2
	· 10+	40.9	35.6	46.0	46.0
Number of Confidants	· 0	4.3	4.2	4.0	4.0
	· 1	6.7	8.2	6.6	6.6
	· 2-9	63.8	68.2	65.7	65.7
	· 10+	25.2	19.5	23.8	23.8

		1995	1997	1999	
		%	%	% G 7,9,11,13	% G 7-13
Number of Close Friends	· 0				0.6
	· 1				2.9
	· 2-9				51.2
	· 10+				45.3
Number of Confidants	· 0				5.1
	· 1				7.2
	· 2-9				61.8
	· 10+				25.8
GRADE 9		(1,054)	(1,153)	(905)	(905)
Number of Close Friends	· 0	0.6	1.1	0.7	0.7
	· 1	2.2	1.6	1.8	1.8
	· 2-9	64.6	60.7	58.0	58.0
	· 10+	32.5	36.7	39.5	39.5
Number of Confidants	· 0	4.0	4.4	4.9	4.9
	· 1	6.6	6.7	8.1	8.1
	· 2-9	65.4	61.5	62.0	62.0
	· 10+	24.0	27.4	25.0	25.0
GRADE 10					(638)
Number of Close Friends	· 0				0.9
	· 1				1.3
	· 2-9				63.2
	· 10+				34.6
Number of Confidants	· 0				2.7
	· 1				6.8
	· 2-9				70.5
	· 10+				19.9
GRADE 11		(932)	(1,069)	(750)	(750)
Number of Close Friends	· 0	0.5	†	0.7	0.7
	· 1	2.1	2.1	2.5	2.5
	· 2-9	68.4	66.0	61.0	61.0
	· 10+	29.0	31.8	35.8	35.8
Number of Confidants	· 0	3.7	3.3	2.6	2.6
	· 1	5.2	5.3	7.5	7.5
	· 2-9	68.8	68.4	69.0	69.0
	· 10+	22.3	23.0	21.0	21.0

		1995	1997	1999	
		%	%	% G 7,9,11,13	% G 7-13
GRADE 12					(590)
Number of Close Friends	· 0				0.8
	· 1				2.9
	· 2-9				60.2
	· 10+				36.1
Number of Confidants	· 0				2.1
	· 1				6.8
	· 2-9				66.7
	· 10+				24.3
GRADE 13		(955)	(917)	(447)	(447)
Number of Close Friends	· 0	†	†	0.5	0.5
	· 1	3.4	1.9	2.3	2.3
	· 2-9	75.1	72.0	70.9	70.9
	· 10+	21.1	25.6	26.4	26.4
Number of Confidants	· 0	3.1	2.6	2.5	2.5
	· 1	7.2	4.4	5.1	5.1
	· 2-9	70.7	72.7	69.6	69.6
	· 10+	19.0	20.4	22.8	22.8
TORONTO		(770)	(981)	(828)	(525)
Number of Close Friends	· 0	0.7	0.9	†	0.9
	· 1	2.9	2.6	2.2	1.6
	· 2-9	64.2	66.0	58.6	61.2
	· 10+	32.1	30.5	38.9	36.3
Number of Confidants	· 0	5.9	3.7	3.9	4.3
	· 1	7.5	9.0	7.8	7.0
	· 2-9	67.1	67.3	61.7	65.7
	· 10+	19.5	20.0	26.6	23.0
NORTH REGION		(290)	(384)	(927)	(440)
Number of Close Friends	· 0	†	†	0.8	0.5
	· 1	2.7	1.3	2.0	1.6
	· 2-9	69.8	62.5	58.8	58.9
	· 10+	27.4	36.0	38.4	39.0
Number of Confidants	· 0	2.6	3.0	3.6	3.8
	· 1	4.2	8.4	6.2	6.0
	· 2-9	63.6	64.9	68.8	67.4
	· 10+	29.6	23.7	21.4	22.8

		1995	1997	1999	
		%	%	% G 7,9,11,13	% G 7-13
WEST REGION		(1,720)	(1,536)	(1,676)	(966)
Number of Close Friends	· 0	0.9	†	†	†
	· 1	1.8	1.7	1.8	2.6
	· 2-9	64.7	64.7	60.0	57.4
	· 10+	32.7	33.2	37.9	39.6
Number of Confidants	· 0	3.6	3.9	3.5	3.0
	· 1	5.8	5.3	8.8	8.6
	· 2-9	67.0	68.4	64.8	64.2
	· 10+	23.6	22.5	22.9	24.2
EAST REGION		(1,090)	(1,089)	(1,463)	(937)
Number of Close Friends	· 0	0.5	0.9	1.0	0.9
	· 1	2.0	1.4	2.2	2.0
	· 2-9	65.2	62.8	59.4	59.3
	· 10+	32.3	35.0	37.4	37.8
Number of Confidants	· 0	3.3	3.9	3.6	3.8
	· 1	6.8	5.6	4.8	5.3
	· 2-9	67.0	64.9	69.8	68.5
	· 10+	22.9	25.7	21.8	22.4

Notes: Numbers in parentheses are the number of interviews. † indicates suppressed estimate. No significant differences between 1995 and 1999.

Qs: “About how many close friends do you have in total?”; “About how many people do you know that you can talk to about your problems?”

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.4.1
Low Self-Esteem, 1993-1999

[illegible]

Rosenberg Self-Esteem Scale	1993	1995	1997	1999 G7,9,11,13	1999 G7-13
	%	%	%	%	%
GRADE 7	(896)	(929)	(851)	(766)	(766)
Sometimes I feel that I can't do anything right	—	20.9	17.7	16.5	16.5
I feel I do not have much to be proud of	—	15.9	17.1	16.0	16.0
Sometimes I think I am no good at all	—	12.4	11.8	9.3	9.3
I [do not] feel good about myself *	12.4	9.2	10.5	6.6	6.6
I [do not] feel that I am a person of worth *	11.2	15.5	15.2	13.1	13.1
I am [not] able to do most things as well as others *	11.5	7.8	9.8	6.9	6.9
% with Low Self-Esteem (95% CI)	—	9.5 (7.2, 12.4)	9.8 (7.9, 12.0)	8.1 (5.6, 11.6)	8.1 (5.6, 11.6)
I feel I do not have much to be proud of					15.7
Sometimes I think I am no good at all					12.6
I [do not] feel good about myself *					8.6
I [do not] feel that I am a person of worth *					12.9
I am [not] able to do most things as well as others *					8.3
% Overall Low Self-Esteem (95% CI)					11.1 (9.1, 13.5)
GRADE 9	(1,006)	(1,054)	(1,153)	(905)	(905)
Sometimes I feel that I can't do anything right	—	18.7	16.2	15.8	15.8
I feel I do not have much to be proud of	—	17.4	15.2	17.0	17.0
Sometimes I think I am no good at all	—	12.0	10.5	10.3	10.3
I [do not] feel good about myself *	15.1	11.6	10.4	10.1	10.1
I [do not] feel that I am a person of worth *	13.4	14.3	13.2	13.3	13.3
I am [not] able to do most things as well as others *	12.5	8.7	7.6	9.4	9.4
% with Low Self-Esteem (95% CI)	—	11.1 (9.0, 13.7)	10.7 (9.1, 12.6)	11.0 (9.1, 13.1)	11.0 (9.1, 13.1)
GRADE 10					(638)
Sometimes I feel that I can't do anything right					16.0
I feel I do not have much to be proud of					16.5
Sometimes I think I am no good at all					13.0
I [do not] feel good about myself *					11.7
I [do not] feel that I am a person of worth *					14.2
I am [not] able to do most things as well as others *					7.8
% Overall Low Self-Esteem (95% CI)					12.8 (9.1, 17.8)

Rosenberg Self-Esteem Scale	1993	1995	1997	1999 G7,9,11,13	1999 G7-13
	%	%	%	%	%
GRADE 11	(721)	(932)	(1,069)	(750)	(750)
Sometimes I feel that I can't do anything right	—	14.1	15.6	17.9	17.9
I feel I do not have much to be proud of	—	14.3	14.6	14.7	14.7
Sometimes I think I am no good at all	—	10.0	10.2	10.4	10.4
I [do not] feel good about myself *	15.9	11.2	10.5	8.8	8.8
I [do not] feel that I am a person of worth *	11.2	9.7	12.3	9.9	9.9
I am [not] able to do most things as well as others *	9.4	9.0	8.5	8.8	8.8
% with Low Self-Esteem (95% CI)	—	9.6 (8.6, 10.8)	9.6 (8.4, 11.1)	10.7 (8.1, 14.0)	10.7 (8.1, 14.0)
GRADE 12					(590)
Sometimes I feel that I can't do anything right					12.2
I feel I do not have much to be proud of					13.7
Sometimes I think I am no good at all					6.4
I [do not] feel good about myself *					6.9
I [do not] feel that I am a person of worth *					8.8
I am [not] able to do most things as well as others *					7.5
% with Low Self-Esteem (95% CI)					7.3 (4.8, 10.7)
GRADE 13	(948)	(955)	(917)	(447)	(447)
Sometimes I feel that I can't do anything right	—	13.2	12.3	10.8	10.8
I feel I do not have much to be proud of	—	13.0	11.7	11.0	11.0
Sometimes I think I am no good at all	—	7.6	7.7	7.9	7.9
I [do not] feel good about myself *	11.9	8.5	5.4	8.5	8.5
I [do not] feel that I am a person of worth *	7.6	7.1	6.6	9.6	9.6
I am [not] able to do most things as well as others *	7.9	5.8	3.8	5.8	5.8
% with Low Self-Esteem (95% CI)	—	7.2 (4.5, 11.4)	6.2 (4.2, 9.0)	7.6 (5.3, 10.7)	7.6 (5.3, 10.7)
TORONTO	(894)	(770)	(981)	(525)	(828)
Sometimes I feel that I can't do anything right	—	17.5	16.3	15.6	15.5
I feel I do not have much to be proud of	—	16.0	17.7	14.6	14.8
Sometimes I think I am no good at all	—	12.2	11.3	9.2	10.5
I [do not] feel good about myself *	14.4	8.8	10.1	6.7	7.2
I [do not] feel that I am a person of worth *	11.4	11.0	14.1	11.8	11.7
I am [not] able to do most things as well as others *	9.9	8.3	8.0	7.6	7.6
% with Low Self-Esteem (95% CI)	—	9.8 (6.6, 14.1)	10.0 (7.5, 13.1)	9.5 (7.0, 12.8)	9.7 (7.1, 13.2)

Rosenberg Self-Esteem Scale	1993	1995	1997	1999 G7,9,11,13	1999 G7-13
	%	%	%	%	%
NORTH REGION	(204)	(290)	(384)	(440)	(927)
Sometimes I feel that I can't do anything right	—	12.9	15.2	13.9	14.6
I feel I do not have much to be proud of	—	15.3	14.9	12.5	12.4
Sometimes I think I am no good at all	—	7.7	8.1	9.5	10.4
I [do not] feel good about myself *	12.9	9.9	9.0	9.8	9.3
I [do not] feel that I am a person of worth *	17.7	10.0	8.6	10.5	10.9
I am [not] able to do most things as well as others *	17.8	6.1	6.6	6.4	6.0
% with Low Self-Esteem (95% CI)	—	7.8 (5.6, 10.8)	7.8 (6.6, 9.4)	9.7 (7.0, 13.4)	9.6 (7.5, 12.1)
WEST REGION	(1,526)	(1,720)	(1,536)	(966)	(1,676)
Sometimes I feel that I can't do anything right	—	18.2	15.7	15.6	15.4
I feel I do not have much to be proud of	—	15.8	14.4	15.4	15.6
Sometimes I think I am no good at all	—	10.7	10.6	9.3	9.7
I [do not] feel good about myself *	13.0	11.4	9.7	8.1	8.5
I [do not] feel that I am a person of worth *	10.5	12.6	11.9	12.8	12.5
I am [not] able to do most things as well as others *	9.2	9.2	9.1	8.8	8.6
% with Low Self-Esteem (95% CI)	—	10.1 (8.7, 11.8)	9.4 (8.1, 11.0)	8.5 (6.5, 11.0)	9.4 (7.7, 11.4)
EAST REGION	(947)	(1,090)	(1,089)	(937)	(1,463)
Sometimes I feel that I can't do anything right	—	16.4	16.2	16.7	16.0
I feel I do not have much to be proud of	—	14.8	14.4	16.0	15.8
Sometimes I think I am no good at all	—	11.2	10.1	10.7	10.5
I [do not] feel good about myself *	16.4	10.3	10.1	10.4	10.0
I [do not] feel that I am a person of worth *	10.9	12.8	13.4	10.6	11.2
I am [not] able to do most things as well as others *	11.3	7.1	6.8	8.0	8.1
% with Low Self-Esteem (95% CI)	—	9.6 (8.1, 11.4)	9.9 (8.7, 11.1)	11.5 (9.4, 13.9)	11.1 (9.6, 12.9)

Notes: 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”. For 1993, the response options were true/false. The overall low self-esteem percentage is based on indicating low esteem on 3 of the 6 items. All percentages are based on weighted data. Numbers in parentheses are the number of interviews. — indicates data not available.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.4.2
Depression, 1991-1999

CES-D Items	Past 3 Months			Past 7 Days		
	1991	1993	1995	1997	1999 G7, 9, 11, 13	1999 G7 - 13
	%	%	%	%	%	%
TOTAL SAMPLE (N=)	(1,972)	(1,846)	(1,936)	(2,016)	(1,477)	(2,523)
How often have you felt sad?	29.1	20.9	23.2	20.5	16.5	16.3
How often have you felt lonely?	16.6	12.6	14.1	13.2	11.8	12.5
How often have you felt depressed?	21.2	16.5	17.0	14.3	12.4	12.3
How often have you felt like crying?	18.7	17.2	16.6	14.3	12.4	12.4
% scoring 3+ of 12 (95% CI)	60.6 (57.5, 63.7)	53.2 (50.8, 55.5)	56.1 (52.8, 59.3)	43.3 (40.7, 46.0)	40.4 (37.1, 43.8)	40.5 (37.8, 43.2)
% "often" or "always" on all 4 items (95% CI)	8.5 (7.0, 10.1)	6.3 (4.7, 7.9)	6.4 (5.0, 7.8)	6.2 (4.8, 7.7)	4.9 (3.8, 6.5)	4.9 (3.9, 6.2)
MALES	(992)	(892)	(949)	(913)	(725)	(1,262)
How often have you felt sad?	19.0	9.7	13.2	10.8	11.8	10.9
How often have you felt lonely?	11.7	7.5	9.0	8.7	9.0	8.7
How often have you felt depressed?	13.8	8.9	11.5	7.9	9.3	8.6
How often have you felt like crying?	5.8	3.4	4.7	5.0	6.1	5.0
% scoring 3+ of 12 (95% CI)	46.0 (41.6, 50.6)	37.8 (35.1, 40.5)	40.1 (36.5, 43.7)	29.6 (26.9, 32.4)	32.5 (27.7, 37.7)	30.8 (27.2, 34.6)
% "often" or "always" on all 4 items (95% CI)	2.6 (1.4, 3.7)	1.2 (0.1, 2.2)	2.3 (1.1, 3.4)	2.9 (1.6, 4.1)	2.1 (1.1, 3.9)	1.9 (1.1, 3.1)
FEMALES	(977)	(953)	(982)	(1,101)	(752)	(1,261)
How often have you felt sad?	39.6	31.8	32.8	28.9	21.0	21.8
How often have you felt lonely?	21.7	17.6	19.1	17.1	14.6	16.2
How often have you felt depressed?	28.8	23.8	22.1	19.7	15.4	15.9
How often have you felt like crying?	31.9	30.5	28.1	22.5	18.6	19.9
% scoring 3+ of 12 (95% CI)	75.5 (72.4, 78.4)	68.2 (64.5, 71.6)	71.4 (66.7, 75.7)	55.2 (50.9, 59.4)	48.2 ** (44.0, 52.4)	50.2 (46.5, 53.8)
% "often" or "always" on all 4 items (CI)	14.8 (12.4, 17.1)	11.3 (8.6, 14.1)	10.3 (7.8, 12.8)	9.2 (6.8, 11.5)	7.7 (5.8, 10.2)	8.0 (6.2, 10.2)
GRADE 7	(517)	(506)	(465)	(420)	(397)	(397)
How often have you felt sad?	25.2	16.5	19.6	16.6	12.6	12.6
How often have you felt lonely?	14.4	9.3	10.2	9.4	7.0	7.0
How often have you felt depressed?	15.8	8.7	12.1	9.7	9.5	9.5
How often have you felt like crying?	15.7	13.4	13.5	11.6	9.0	9.0
% scoring 3+ of 12 (95% CI)	56.7 (51.4, 61.8)	45.7 (41.6, 50.0)	47.9 (42.0, 53.9)	34.4 (26.2, 43.7)	34.9 (28.9, 41.4)	34.9 (28.9, 41.4)
% "often" or "always" on all 4 items (CI)	6.4 (4.6, 8.1)	3.2 (1.7, 4.7)	4.1 (1.0, 7.1)	4.2 (1.9, 6.6)	2.7 (1.2, 5.7)	2.7 (1.2, 5.7)

CES-D Items	Past 3 Months			Past 7 Days		
	1991	1993	1995	1997	1999 G7, 9, 11, 13	1999 G7 - 13
	%	%	%	%	%	%
GRADE 8						(407)
How often have you felt sad?						16.2
How often have you felt lonely?						14.0
How often have you felt depressed?						12.5
How often have you felt like crying?						15.7
% scoring 3+ of 12 (95% CI)						35.8 (31.1, 40.8)
% “often” or “always” on all 4 items (CI)						6.7 (4.1, 10.7)
GRADE 9	(329)	(523)	(534)	(590)	(463)	(463)
How often have you felt sad?	2.9.9	22.4	25.4	23.5	17.4	17.4
How often have you felt lonely?	15.8	13.8	13.6	14.5	12.7	12.7
How often have you felt depressed?	23.9	17.3	18.1	14.2	13.2	13.2
How often have you felt like crying?	19.9	19.9	17.3	14.8	13.8	13.8
% scoring 3+ of 12 (95% CI)	55.9 (45.9, 65.5)	55.0 (49.0, 60.9)	55.4 (50.6, 60.2)	44.4 (41.3, 47.6)	40.2 (33.9, 46.8)	40.2 (33.9, 46.8)
% “often” or “always” on all 4 items (CI)	8.0 (4.3, 11.7)	7.8 (5.5, 10.2)	6.4 (3.3, 9.4)	5.5 (3.4, 7.6)	5.1 (3.4, 7.6)	5.1 (3.4, 7.6)
GRADE 10						(342)
How often have you felt sad?						16.8
How often have you felt lonely?						13.9
How often have you felt depressed?						12.6
How often have you felt like crying?						12.2
% scoring 3+ of 12 (95% CI)						45.4 (38.7, 52.3)
% “often” or “always” on all 4 items (CI)						4.8 (2.9, 7.7)
GRADE 11	(562)	(349)	(460)	(536)	(393)	(393)
How often have you felt sad?	32.4	21.8	23.4	21.9	16.8	16.8
How often have you felt lonely?	19.6	12.8	17.4	15.1	13.8	13.8
How often have you felt depressed?	25.9	21.8	18.9	16.9	11.9	11.9
How often have you felt like crying?	22.1	18.1	18.8	16.3	12.8	12.8
% scoring 3+ of 12 (95% CI)	65.6 (61.8, 69.3)	54.4 (52.0, 56.9)	61.0 (53.2, 68.3)	48.1 (46.9, 49.3)	41.3 ** (36.3, 46.5)	41.3 (36.3, 46.5)
% “often” or “always” on all 4 items (CI)	11.5 (7.9, 15.1)	7.8 (3.4, 12.2)	8.0 (5.4, 10.5)	8.5 (4.8, 12.1)	5.2 (3.5, 7.8)	5.2 (3.5, 7.8)

CES-D Items	Past 3 Months			Past 7 Days		
	1991	1993	1995	1997	1999 G7, 9, 11, 13	1999 G7 - 13
	%	%	%	%	%	%
GRADE 12						(297)
How often have you felt sad?						15.4
How often have you felt lonely?						12.3
How often have you felt depressed?						11.1
How often have you felt like crying?						9.1
% scoring 3+ of 12 (95% CI)						41.1 (34.7, 47.8)
% “often” or “always” on all 4 items (CI)						3.1 (1.6, 5.7)
GRADE 13	(564)	(469)	(477)	(470)	(224)	(224)
How often have you felt sad?	30.0	24.0	25.3	17.8	20.1	20.1
How often have you felt lonely?	16.7	15.9	15.4	13.4	13.6	13.6
How often have you felt depressed?	19.1	17.8	19.4	16.7	16.5	16.5
How often have you felt like crying?	16.6	16.0	16.3	13.9	14.2	14.2
% scoring 3+ of 12 (95% CI)	66.6 (64.4, 68.6)	61.0 (57.2, 64.6)	62.2 (57.4, 66.8)	46.6 (42.6, 50.8)	48.4 (42.5, 54.2)	48.4 (42.5, 54.2)
% “often” or “always” on all 4 items (CI)	8.3 (6.1, 10.5)	5.4 (3.4, 7.4)	7.4 (5.8, 8.9)	6.7 (4.7, 8.8)	7.7 (3.7, 15.2)	7.7 (3.7, 15.2)
TORONTO	(459)	(369)	(390)	(493)	(262)	(413)
How often have you felt sad?	33.1	19.4	25.3	17.1	16.6	16.2
How often have you felt lonely?	18.6	13.4	13.4	11.8	10.7	9.9
How often have you felt depressed?	23.7	18.6	16.8	14.5	12.9	11.2
How often have you felt like crying?	16.2	16.3	14.8	12.4	11.3	10.4
% scoring 3+ of 12 (95% CI)	61.5 (53.8, 68.7)	53.9 (47.8, 59.9)	58.0 (53.5, 62.4)	41.6 (39.2, 44.1)	38.0 (31.2, 45.3)	38.6 (31.6, 46.1)
% “often” or “always” on all 4 items (CI)	8.3 (4.9, 11.7)	6.4 (2.7, 10.0)	5.7 (3.3, 8.2)	5.3 (3.2, 7.4)	5.8 (2.6, 12.4)	4.6 (2.2, 9.2)
NORTH REGION	(168)	(176)	(145)	(202)	(227)	(481)
How often have you felt sad?	21.6	20.4	13.8	16.8	17.2	15.6
How often have you felt lonely?	14.8	11.8	11.2	13.0	11.5	12.5
How often have you felt depressed?	17.2	15.8	9.1	13.1	13.7	13.0
How often have you felt like crying?	16.3	19.2	11.1	12.8	13.0	12.7
% scoring 3+ of 12 (95% CI)	56.6 (50.7, 62.3)	51.2 (43.0, 59.4)	52.6 (42.5, 62.5)	43.6 (37.3, 50.2)	44.6 (38.7, 50.7)	44.3 (40.2, 48.5)
% “often” or “always” on all 4 items (CI)	7.0 (2.0, 12.0)	5.7 (0.8, 10.5)	4.2 (0, 10.2)	4.5 (2.3, 6.7)	4.8 (2.5, 8.9)	4.2 (2.8, 6.2)

CES-D Items	Past 3 Months			Past 7 Days		
	1991	1993	1995	1997	1999 G7, 9, 11, 13	1999 G7 - 13
	%	%	%	%	%	%
WEST REGION	(807)	(805)	(859)	(780)	(486)	(839)
How often have you felt sad?	31.4	20.4	25.1	20.2	14.5	16.6
How often have you felt lonely?	17.3	13.8	14.1	11.8	11.8	13.2
How often have you felt depressed?	22.1	14.8	18.5	12.7	12.1	13.0
How often have you felt like crying?	21.8	16.7	17.3	14.4	12.4	12.9
% scoring 3+ of 12 (95% CI)	62.0 (59.5, 64.5)	51.3 (48.6, 54.0)	54.0 (47.2, 60.7)	42.9 (37.2, 48.7)	38.9 (33.2, 45.0)	40.1 (35.6, 44.8)
% "often" or "always" on all 4 items (CI)	9.9 (7.1, 12.8)	6.9 (4.5, 9.4)	7.4 (4.9, 9.8)	6.2 (3.3, 9.2)	4.7 (3.2, 6.8)	5.3 (3.7, 7.5)
EAST REGION	(538)	(496)	(542)	(541)	(502)	(790)
How often have you felt sad?	25.3	23.0	21.8	24.2	18.6	16.3
How often have you felt lonely?	14.8	10.5	15.5	16.4	12.6	13.0
How often have you felt depressed?	19.2	17.8	17.2	16.7	12.2	11.7
How often have you felt like crying?	17.1	17.9	18.5	15.9	13.0	13.0
% scoring 3+ of 12 (95% CI)	59.2 (50.8, 67.1)	56.4 (51.5, 61.3)	58.9 (55.9, 61.7)	45.0 (43.2, 46.8)	42.7 (37.3, 48.4)	41.0 (36.8, 45.4)
% "often" or "always" on all 4 items (CI)	7.3 (5.0, 9.5)	5.6 (2.5, 8.7)	6.0 (3.6, 8.4)	7.3 (5.2, 9.3)	4.7 (3.1, 7.2)	4.9 (3.4, 7.0)

Notes: For 1991-1995, questions refer to frequency during the past 3 months; for 1997 and 1999, questions refer to past 7 days.
Item percentages refer to "often" or "always" responses. Based on a random half sample for each survey year. Numbers in parentheses are number of interviews. ** Significant difference between 1997 and 1999, $p < .01$.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.4.3
General Health Questionnaire, 1999

“Over the last few weeks, have you....”	1999
	%
TOTAL SAMPLE	(N=2,523)
· been able to concentrate on whatever you’re doing	14.0
· felt that you are playing a useful part in things	10.2
· felt capable of making decisions about things	5.6
· been able to enjoy your normal day-to-day activities	11.1
· been able to face up to your problems	9.9
· been feeling reasonably happy, all things considered	16.5
· lost much sleep because you were worried about something	28.6
· felt constantly under stress	36.5
· felt you couldn’t overcome difficulties	18.5
· been feeling unhappy and depressed	25.6
· been losing confidence in yourself	18.3
· been thinking of yourself as a worthless person	13.4
% with Psychological Distress (95 % CI) ¹	30.3 (28.3, 32.3)
MALES	(1,262)
· been able to concentrate on whatever you’re doing	10.6
· felt that you are playing a useful part in things	8.2
· felt capable of making decisions about things	4.4
· been able to enjoy your normal day-to-day activities	9.2
· been able to face up to your problems	9.0
· been feeling reasonably happy, all things considered	13.5
· lost much sleep because you were worried about something	23.5
· felt constantly under stress	30.1
· felt you couldn’t overcome difficulties	14.5
· been feeling unhappy and depressed	21.3
· been losing confidence in yourself	13.8
· been thinking of yourself as a worthless person	10.5
% with Psychological Distress (95 % CI) ¹	24.6 (21.7, 27.8)

“Over the last few weeks, have you....”	1999
	%
FEMALES	(1,261)
· been able to concentrate on whatever you’re doing	17.5
· felt that you are playing a useful part in things	12.3
· felt capable of making decisions about things	6.8
· been able to enjoy your normal day-to-day activities	13.0
· been able to face up to your problems	10.8
· been feeling reasonably happy, all things considered	19.6
· lost much sleep because you were worried about something	33.6
· felt constantly under stress	43.0
· felt you couldn’t overcome difficulties	22.6
· been feeling unhappy and depressed	30.5
· been losing confidence in yourself	22.8
· been thinking of yourself as a worthless person	16.3
% with Psychological Distress (95 % CI) ¹	36.0 (33.3, 38.8)
GRADE 7	(397)
· been able to concentrate on whatever you’re doing	6.4
· felt that you are playing a useful part in things	6.8
· felt capable of making decisions about things	3.4
· been able to enjoy your normal day-to-day activities	7.8
· been able to face up to your problems	5.0
· been feeling reasonably happy, all things considered	10.6
· lost much sleep because you were worried about something	17.0
· felt constantly under stress	18.2
· felt you couldn’t overcome difficulties	11.1
· been feeling unhappy and depressed	18.0
· been losing confidence in yourself	12.5
· been thinking of yourself as a worthless person	12.9
% with Psychological Distress (95 % CI) ¹	20.1 (15.7, 25.3)

“Over the last few weeks, have you....”	1999
	%
GRADE 8	(407)
· been able to concentrate on whatever you’re doing	8.0
· felt that you are playing a useful part in things	8.1
· felt capable of making decisions about things	6.4
· been able to enjoy your normal day-to-day activities	7.0
· been able to face up to your problems	10.2
· been feeling reasonably happy, all things considered	14.4
· lost much sleep because you were worried about something	25.3
· felt constantly under stress	23.7
· felt you couldn’t overcome difficulties	15.3
· been feeling unhappy and depressed	20.8
· been losing confidence in yourself	17.4
· been thinking of yourself as a worthless person	16.2
% with Psychological Distress (95 % CI) ¹	24.1 (20.2, 28.5)
GRADE 9	(463)
· been able to concentrate on whatever you’re doing	12.1
· felt that you are playing a useful part in things	12.2
· felt capable of making decisions about things	5.2
· been able to enjoy your normal day-to-day activities	11.0
· been able to face up to your problems	9.6
· been feeling reasonably happy, all things considered	17.8
· lost much sleep because you were worried about something	25.9
· felt constantly under stress	30.4
· felt you couldn’t overcome difficulties	17.1
· been feeling unhappy and depressed	29.0
· been losing confidence in yourself	21.0
· been thinking of yourself as a worthless person	14.1
% with Psychological Distress (95 % CI) ¹	29.8 (24.7, 35.6)

“Over the last few weeks, have you....”	1999
	%
GRADE 10	(342)
· been able to concentrate on whatever you’re doing	14.8
· felt that you are playing a useful part in things	8.9
· felt capable of making decisions about things	6.8
· been able to enjoy your normal day-to-day activities	10.6
· been able to face up to your problems	14.5
· been feeling reasonably happy, all things considered	17.1
· lost much sleep because you were worried about something	30.6
· felt constantly under stress	41.2
· felt you couldn’t overcome difficulties	19.9
· been feeling unhappy and depressed	27.2
· been losing confidence in yourself	18.4
· been thinking of yourself as a worthless person	12.8
% with Psychological Distress (95 % CI) ¹	31.4 (26.4, 36.9)
GRADE 11	(393)
· been able to concentrate on whatever you’re doing	20.8
· felt that you are playing a useful part in things	12.2
· felt capable of making decisions about things	7.2
· been able to enjoy your normal day-to-day activities	13.4
· been able to face up to your problems	11.5
· been feeling reasonably happy, all things considered	17.3
· lost much sleep because you were worried about something	36.1
· felt constantly under stress	47.6
· felt you couldn’t overcome difficulties	24.0
· been feeling unhappy and depressed	28.3
· been losing confidence in yourself	22.5
· been thinking of yourself as a worthless person	13.6
% with Psychological Distress (95 % CI) ¹	39.1 (33.3, 45.2)

“Over the last few weeks, have you....”	1999
	%
GRADE 12	(297)
· been able to concentrate on whatever you’re doing	16.3
· felt that you are playing a useful part in things	9.9
· felt capable of making decisions about things	3.6
· been able to enjoy your normal day-to-day activities	13.6
· been able to face up to your problems	9.9
· been feeling reasonably happy, all things considered	18.6
· lost much sleep because you were worried about something	33.8
· felt constantly under stress	49.1
· felt you couldn’t overcome difficulties	20.8
· been feeling unhappy and depressed	28.8
· been losing confidence in yourself	16.2
· been thinking of yourself as a worthless person	10.2
% with Psychological Distress (95 % CI) ¹	31.6 (26.9, 36.7)
GRADE 13	(224)
· been able to concentrate on whatever you’re doing	22.7
· felt that you are playing a useful part in things	13.4
· felt capable of making decisions about things	6.6
· been able to enjoy your normal day-to-day activities	15.8
· been able to face up to your problems	7.8
· been feeling reasonably happy, all things considered	21.7
· lost much sleep because you were worried about something	33.2
· felt constantly under stress	54.4
· felt you couldn’t overcome difficulties	22.8
· been feeling unhappy and depressed	29.0
· been losing confidence in yourself	17.7
· been thinking of yourself as a worthless person	13.0
% with Psychological Distress (95 % CI) ¹	37.2 (30.1, 45.0)

“Over the last few weeks, have you....”	1999
	%
TORONTO	(413)
· been able to concentrate on whatever you’re doing	14.2
· felt that you are playing a useful part in things	12.2
· felt capable of making decisions about things	7.6
· been able to enjoy your normal day-to-day activities	11.5
· been able to face up to your problems	13.7
· been feeling reasonably happy, all things considered	19.1
· lost much sleep because you were worried about something	30.3
· felt constantly under stress	39.4
· felt you couldn’t overcome difficulties	15.2
· been feeling unhappy and depressed	22.3
· been losing confidence in yourself	16.3
· been thinking of yourself as a worthless person	13.3
% with Psychological Distress (95 % CI) ¹	32.5 (27.6, 37.9)
NORTH REGION	(481)
· been able to concentrate on whatever you’re doing	14.3
· felt that you are playing a useful part in things	9.8
· felt capable of making decisions about things	6.4
· been able to enjoy your normal day-to-day activities	11.6
· been able to face up to your problems	9.1
· been feeling reasonably happy, all things considered	17.4
· lost much sleep because you were worried about something	24.7
· felt constantly under stress	33.7
· felt you couldn’t overcome difficulties	16.8
· been feeling unhappy and depressed	22.8
· been losing confidence in yourself	19.2
· been thinking of yourself as a worthless person	11.1
% with Psychological Distress (95 % CI) ¹	28.3 (23.4, 33.8)

“Over the last few weeks, have you....”	1999
	%
WEST REGION	(839)
· been able to concentrate on whatever you’re doing	14.6
· felt that you are playing a useful part in things	9.8
· felt capable of making decisions about things	4.8
· been able to enjoy your normal day-to-day activities	11.1
· been able to face up to your problems	9.1
· been feeling reasonably happy, all things considered	15.5
· lost much sleep because you were worried about something	30.6
· felt constantly under stress	37.7
· felt you couldn’t overcome difficulties	20.2
· been feeling unhappy and depressed	27.1
· been losing confidence in yourself	18.0
· been thinking of yourself as a worthless person	13.3
% with Psychological Distress (95 % CI) ¹	30.9 (27.4, 34.5)
EAST REGION	(790)
· been able to concentrate on whatever you’re doing	13.0
· felt that you are playing a useful part in things	9.9
· felt capable of making decisions about things	5.2
· been able to enjoy your normal day-to-day activities	10.7
· been able to face up to your problems	9.0
· been feeling reasonably happy, all things considered	16.1
· lost much sleep because you were worried about something	26.0
· felt constantly under stress	34.2
· felt you couldn’t overcome difficulties	18.8
· been feeling unhappy and depressed	27.2
· been losing confidence in yourself	19.4
· been thinking of yourself as a worthless person	14.2
% with Psychological Distress (95 % CI) ¹	28.8 (25.9, 32.0)

¹ “Psychological Distress” is defined as experiencing at least 3 of the 12 items. Positive mental health statements were reverse-coded.
Notes: Item percentages are those who responded “less/much less than usual” for positive statements; and “somewhat/much more than usual” for negative statements. Based on a random half sample. Numbers in parentheses are number of interviews.

Table A3.4.4 Body Image, Weight Control, and Eating Disorders, 1997

	1997
	%
TOTAL SAMPLE	(N= 2,016)
Beliefs about Weight:	
· too thin	11.1
· about right weight	66.0
· too fat	22.9
Trying to:	
· lose weight	28.3
· gain weight	11.8
· keep from gaining weight	19.3
· not trying to do anything	40.6
Ever Skipped Meals to Control Weight:	
· yes, in past year ¹	25.4
· yes, in lifetime ²	11.4
· never	63.2
Ever Taken Diet Pills to Control Weight:	
· yes, in past year	3.9
· yes, in lifetime	2.6
· never	93.6
Ever Induced Vomiting to Control Weight:	
· yes, in past year	4.8
· yes, in lifetime	3.0
· never	92.2
Ever Exercised to Control Weight:	
· yes, in past year	54.4
· yes, in lifetime	8.4
· never	37.1
Number of Times Ever Gone on an Eating Binge:	
· 15+ times	4.3
· 7-14 times	2.9
· 3-6 times	7.2
· 1-2 times	24.2
· never	61.3
Last Time had an Eating Binge:	
· in past year	29.1
· in lifetime	9.2
· never	61.7

	1997
	%
How Often did Anything ³ to offset an Eating Binge:	
· usually	4.1
· sometimes	10.8
· never	85.0
MALES	(913)
· believe too thin	15.9
· believe too fat	13.8
· trying to lose weight	15.9
· trying to gain weight	21.3
· skipped meal in past year to control weight	10.4
· taken diet pills in past year to control weight	0.8
· induced vomiting in past year to control weight	0.9
· exercised in past year to control weight	37.9
· gone on an eating binge 15+ times	5.1
· had eating binge in past year	22.5
· usually did something to offset an eating binge	1.9
FEMALES	(1,101)
· believe too thin	6.9
· believe too fat	30.7
· trying to lose weight	39.0
· trying to gain weight	3.5
· skipped meal in past year to control weight	38.4
· taken diet pills in past year to control weight	6.5
· induced vomiting in past year to control weight	8.3
· exercised in past year to control weight	68.6
· gone on an eating binge 15+ times	3.6
· had eating binge in past year	34.8
· usually did something to offset an eating binge	6.1
GRADE 7	(420)
· believe too thin	8.1
· believe too fat	22.4
· trying to lose weight	27.4
· trying to gain weight	5.2
· skipped meal in past year to control weight	18.6
· taken diet pills in past year to control weight	1.7
· induced vomiting in past year to control weight	3.1
· exercised in past year to control weight	46.0

		1997
		%
GRADE 9		(590)
	· believe too thin	13.4
	· believe too fat	21.5
	· trying to lose weight	29.4
	· trying to gain weight	11.7
	· skipped meal in past year to control weight	28.6
	· taken diet pills in past year to control weight	4.9
	· induced vomiting in past year to control weight	5.4
	· exercised in past year to control weight	54.4
	· gone on an eating binge 15+ times	2.5
	· had eating binge in past year	31.5
	· usually did something to offset an eating binge	2.8
GRADE 11		(536)
	· believe too thin	11.0
	· believe too fat	23.6
	· trying to lose weight	27.4
	· trying to gain weight	16.1
	· skipped meal in past year to control weight	28.6
	· taken diet pills in past year to control weight	4.8
	· induced vomiting in past year to control weight	5.8
	· exercised in past year to control weight	58.8
	· gone on an eating binge 15+ times	7.0
	· had eating binge in past year	36.0
	· usually did something to offset an eating binge	6.6
GRADE 13		(470)
	· believe too thin	12.0
	· believe too fat	25.6
	· trying to lose weight	30.1
	· trying to gain weight	14.8
	· skipped meal in past year to control weight	24.4
	· taken diet pills in past year to control weight	3.7
	· induced vomiting in past year to control weight	4.7
	· exercised in past year to control weight	60.9
	· gone on an eating binge 15+ times	7.0
	· had eating binge in past year	27.6
	· usually did something to offset an eating binge	4.1

		1997
		%
TORONTO		(493)
	· believe too thin	12.8
	· believe too fat	18.4
	· trying to lose weight	24.7
	· trying to gain weight	15.3
	· skipped meal in past year to control weight	22.7
	· taken diet pills in past year to control weight	3.6
	· induced vomiting in past year to control weight	3.5
	· exercised in past year to control weight	50.5
	· gone on an eating binge 15+ times	3.1
	· had eating binge in past year	29.6
	· usually did something to offset an eating binge	3.2
NORTH REGION		(202)
	· believe too thin	7.9
	· believe too fat	21.3
	· trying to lose weight	26.5
	· trying to gain weight	9.4
	· skipped meal in past year to control weight	20.7
	· taken diet pills in past year to control weight	2.3
	· induced vomiting in past year to control weight	2.1
	· exercised in past year to control weight	53.3
	· gone on an eating binge 15+ times	3.4
	· had eating binge in past year	26.2
	· usually did something to offset an eating binge	4.9
WEST REGION		(780)
	· believe too thin	10.0
	· believe too fat	26.5
	· trying to lose weight	30.9
	· trying to gain weight	9.8
	· skipped meal in past year to control weight	26.9
	· taken diet pills in past year to control weight	4.7
	· induced vomiting in past year to control weight	6.2
	· exercised in past year to control weight	56.6
	· gone on an eating binge 15+ times	4.8
	· had eating binge in past year	28.6
	· usually did something to offset an eating binge	4.3

		1997
		%
EAST REGION		(541)
	· believe too thin	12.3
	· believe too fat	21.1
	· trying to lose weight	27.6
	· trying to gain weight	12.9
	· skipped meal in past year to control weight	26.4
	· taken diet pills in past year to control weight	3.3
	· induced vomiting in past year to control weight	4.6
	· exercised in past year to control weight	54.3
	· gone on an eating binge 15+ times	4.6
	· had eating binge in past year	30.2
	· usually did something to offset an eating binge	4.3

¹ “Past year” combines the separate response options “within the last 12 months” and “within the last 7 days”.

² “Lifetime” does *not* include occurrences in the past 12 months.

³ “Anything” refers to: inducing vomiting, taking laxatives, enemas, or water pills, strict dieting or fasting, or exercising a lot.

Notes: Based on a random half sample. Numbers in parentheses are number of interviews.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.5.1 Delinquent Activity Engaged in *At Least Once During the Past 12 Months, 1991-1999*

ACTIVITY ¹	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G7-OAC
TOTAL SAMPLE (N=)	(3,945)	(3,571)	(3,870)	(1,974)	(1,391)	(2,371)
· damaged something on purpose	18.8	18.9	19.4	17.8	21.8	23.4
· beat up/hurt anyone	18.3	16.0	18.2	20.4	18.5	18.9
· taken things worth \$50 or less	20.0	19.5	20.3	16.6	16.0	17.2
· carried a weapon	—	15.4	14.0	11.1	12.3	13.1
· taken a car without permission	11.1	8.8	10.8	9.5	11.2	10.6
· sold marijuana or hashish	3.0	4.0	6.9	6.3	7.8	8.0
· ran away from home	8.3	8.4	8.4	7.5	7.6	7.9
· taken part in gang fights	7.0	5.6	6.8	6.4	7.0	7.5
· taken things worth more than \$50	5.9	6.0	6.7	5.8	5.7	6.2
· broke into a locked building	5.9	5.8	6.4	6.2	5.6	6.1
· were thrown out of home	5.9	5.3	4.9	4.7	6.8	6.0
· sold other drugs	1.8	2.2	3.4	2.3	4.2	3.7
% who engaged in at least 1 activity (95% CI)	42.4 (39.7, 45.1)	43.1 (40.6, 45.6)	43.0 (40.8, 45.2)	42.2* (39.6, 44.8)	46.7 (42.9, 50.5)	47.5 (44.5, 50.5)
% who engaged in 3+ activities (95% CI)	14.1 (13.0, 15.1)	16.0 (14.3, 17.8)	16.4 (15.2, 17.6)	14.8 (13.2, 16.4)	17.4 (14.7, 20.5)	18.1 (16.0, 20.5)
MALES	(2,027)	(1,737)	(1,884)	(938)	(682)	(1,201)
· damaged something on purpose	25.4	23.2	25.5	20.9	26.8	28.6
· beat up/hurt anyone	24.9	21.1	25.6	27.7	28.9	28.4
· taken things worth \$50 or less	26.2	21.6	24.6	18.5	19.1	20.9
· carried a weapon	—	22.8	22.6	17.3	19.9	20.9
· taken a car without permission	15.3	11.9	14.0	12.2	16.3	13.5
· sold marijuana or hashish	4.7	6.1	9.7	9.8	11.4	11.5
· ran away from home	6.7	5.1	6.4	5.6	6.4	5.5
· taken part in gang fights	10.5	7.8	10.0	9.5	9.9	11.5
· taken things worth more than \$50	9.0	8.4	9.9	8.9	8.4	8.7
· broke into a locked building	9.1	8.5	9.8	7.7	8.6	9.3
· were thrown out of home	6.3	4.5	4.8	4.9	7.2	5.5
· sold other drugs	2.6	2.4	4.6	4.0	6.7	5.8
% who engaged in at least 1 activity (95% CI)	51.1 (48.7, 53.6)	48.6 (46.2, 51.0)	50.7 (47.3, 54.0)	48.5* (43.1, 54.0)	56.8 (51.6, 61.8)	56.4 (52.6, 60.1)
% who engaged in 3+ activities (95% CI)	19.5 (17.3, 21.7)	20.6 (17.6, 23.6)	22.0 (19.7, 24.3)	19.1* (16.5, 21.8)	24.6 (20.8, 28.8)	25.4 (22.1, 29.0)

ACTIVITY ¹	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G7-OAC
FEMALES	(1,909)	(1,828)	(1,974)	(1,036)	(709)	(1,170)
· damaged something on purpose	11.8	14.9	13.7	14.9	17.1	18.1
· beat up/hurt anyone	11.3	11.1	11.3	13.9	8.6	9.5
· taken things worth \$50 or less	13.5	17.6	16.3	14.8	13.0	13.6
· carried a weapon	—	8.3	6.0	5.6	5.0	5.5
· taken a car without permission	6.7	5.8	7.7	7.0	6.3	7.6
· sold marijuana or hashish	1.1	2.0	4.2	3.2	4.3	4.6
· ran away from home	10.0	11.5	10.3	9.2	8.7	10.4
· taken part in gang fights	3.3	3.4	3.8	3.6	4.2	3.5
· taken things worth more than \$50	2.7	3.7	3.8	3.1	3.0	3.7
· broke into a locked building	2.5	3.1	3.3	4.9	2.8	3.0
· were thrown out of home	5.5	6.1	4.9	4.5	6.4	6.4
· sold other drugs	0.9	2.0	2.4	0.9	1.8	1.7
% who engaged in at least 1 activity (95% CI)	33.1 (29.0, 37.2)	37.7 (33.9, 41.6)	35.9 (33.2, 38.5)	36.4 (33.6, 39.3)	37.2 (32.3, 42.4)	38.9 (35.0, 42.9)
% who engaged in 3+ activities (95% CI)	8.2 (6.4, 10.1)	11.6 (9.9, 13.2)	11.0 (9.0, 13.0)	10.8 (8.9, 12.8)	10.7 (7.7, 14.6)	11.1 (8.8, 13.9)
GRADE 7	(943)	(896)	(929)	(431)	(369)	(369)
· damaged something on purpose	15.4	19.6	16.3	16.2	18.9	18.9
· beat up/hurt anyone	18.3	19.6	22.5	27.7	17.1	17.1
· taken things worth \$50 or less	12.6	13.9	13.5	12.7	9.3	9.3
· carried a weapon	—	12.9	12.8	9.2	7.8	7.8
· taken a car without permission	1.0	1.7	1.5	1.9	0.5	0.5
· sold marijuana or hashish	†	1.3	1.2	1.3	†	†
· ran away from home	7.2	7.4	7.1	7.5	7.4	7.4
· taken part in gang fights	5.8	6.7	5.7	7.7	5.9	5.9
· taken things worth more than \$50	1.4	2.9	3.1	1.7	2.4	2.4
· broke into a locked building	2.4	5.5	4.3	6.2	3.1	3.1
· were thrown out of home	2.7	2.7	2.1	1.3	2.6	2.6
· sold other drugs	†	0.8	0.7	0.7	†	†
% who engaged in at least 1 activity (95% CI)	32.5 (25.9, 39.1)	36.3 (30.9, 41.7)	35.0 (31.8, 38.2)	37.3 (30.7, 43.9)	37.7 (32.2, 43.6)	37.7 (32.2, 43.6)
% who engaged in 3+ activities (95% CI)	7.7 (6.0, 9.3)	12.4 (8.4, 16.5)	10.7 (8.9, 12.4)	10.6 (7.1, 14.2)	8.7 (6.1, 12.2)	8.7 (6.1, 12.2)

ACTIVITY ¹	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G7-OAC
GRADE 8						(391)
· damaged something on purpose						26.0
· beat up/hurt anyone						24.8
· taken things worth \$50 or less						15.6
· carried a weapon						15.2
· taken a car without permission						4.3
· sold marijuana or hashish						4.0
· ran away from home						9.2
· taken part in gang fights						9.8
· taken things worth more than \$50						4.8
· broke into a locked building						6.8
· were thrown out of home						2.4
· sold other drugs						2.3
% who engaged in at least 1 activity (95% CI)						46.2 (39.5, 53.0)
% who engaged in 3+ activities (95% CI)						17.2 (12.0, 23.9)
GRADE 9	(902)	(1,006)	(1,054)	(563)	(442)	(442)
· damaged something on purpose	24.0	22.2	22.3	20.7	26.8	26.8
· beat up/hurt anyone	21.3	17.6	18.1	19.1	22.6	22.6
· taken things worth \$50 or less	24.5	23.3	23.6	16.6	16.9	16.9
· carried a weapon	—	18.9	14.7	12.6	13.4	13.4
· taken a car without permission	14.2	9.4	9.3	6.4	9.4	9.4
· sold marijuana or hashish	3.1	2.6	6.7	4.9	6.5	6.5
· ran away from home	9.5	10.3	8.2	7.6	7.8	7.8
· taken part in gang fights	8.3	7.1	8.4	5.5	8.7	8.7
· taken things worth more than \$50	7.1	6.6	8.0	7.3	6.3	6.3
· broke into a locked building	9.0	6.2	6.6	6.5	4.6	4.6
· were thrown out of home	6.3	6.0	5.1	5.0	6.8	6.8
· sold other drugs	2.1	2.5	2.9	2.0	2.0	2.0
% who engaged in at least 1 activity (95% CI)	46.1 (38.6, 53.6)	47.4 (45.2, 49.6)	44.7 (41.6, 47.8)	40.9** (38.0, 43.8)	48.8 (42.9, 54.7)	48.8 (42.9, 54.7)
% who engaged in 3+ activities (95% CI)	18.0 (15.5, 20.5)	18.7 (14.8, 22.6)	17.1 (14.7, 19.4)	15.5 (12.0, 19.0)	17.6 (13.5, 22.5)	17.6 (13.5, 22.5)

ACTIVITY ¹	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G7-OAC
GRADE 10						(296)
· damaged something on purpose						34.2
· beat up/hurt anyone						23.5
· taken things worth \$50 or less						24.8
· carried a weapon						18.3
· taken a car without permission						12.8
· sold marijuana or hashish						12.8
· ran away from home						10.6
· taken part in gang fights						10.3
· taken things worth more than \$50						9.3
· broke into a locked building						8.1
· were thrown out of home						6.8
· sold other drugs						3.5
% who engaged in at least 1 activity (95% CI)						55.2 (46.4, 63.8)
% who engaged in 3+ activities (95% CI)						26.7 (20.3, 34.3)
GRADE 11	(1,125)	(721)	(932)	(533)	(357)	(357)
· damaged something on purpose	19.8	18.1	22.7	19.1	21.4	21.4
· beat up/hurt anyone	19.1	15.2	18.9	19.9	20.1	20.1
· taken things worth \$50 or less	22.3	21.7	24.8	21.9	20.1	20.1
· carried a weapon	—	16.2	16.6	13.3	16.2	16.2
· taken a car without permission	18.0	13.9	20.3	19.0	20.1	20.1
· sold marijuana or hashish	5.4	7.8	12.8	12.3	13.8	13.8
· ran away from home	10.3	8.5	11.1	9.3	9.8	9.8
· taken part in gang fights	7.9	4.4	7.5	8.0	6.9	6.9
· taken things worth more than \$50	8.7	9.0	9.4	9.1	9.2	9.2
· broke into a locked building	7.0	6.6	9.0	7.1	10.4	10.4
· were thrown out of home	8.2	6.2	7.1	8.0	11.6	11.6
· sold other drugs	3.3	3.2	6.9	4.2	8.3	8.3
% who engaged in at least 1 activity (95% CI)	48.7 (46.5, 50.8)	47.0 (40.9, 53.1)	52.0 (46.2, 57.9)	51.7 (46.6, 56.8)	53.6 (45.2, 61.9)	53.6 (45.2, 61.9)
% who engaged in 3+ activities (95% CI)	18.5 (15.9, 21.0)	18.7 (16.8, 20.6)	23.4 (20.5, 26.4)	19.9 (17.5, 22.3)	24.8 (19.1, 31.4)	24.8 (19.1, 31.4)

ACTIVITY ¹	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G7-OAC
GRADE 12						(293)
· damaged something on purpose						16.7
· beat up/hurt anyone						9.0
· taken things worth \$50 or less						18.0
· carried a weapon						9.6
· taken a car without permission						12.9
· sold marijuana or hashish						10.0
· ran away from home						5.6
· taken part in gang fights						4.4
· taken things worth more than \$50						7.5
· broke into a locked building						5.5
· were thrown out of home						5.6
· sold other drugs						3.2
% who engaged in at least 1 activity (95% CI)						45.8 (38.7, 53.0)
% who engaged in 3+ activities (95% CI)						14.8 (10.1, 21.1)
GRADE 13	(975)	(948)	(955)	(447)	(223)	(223)
· damaged something on purpose	13.3	12.0	11.1	11.1	16.4	16.4
· beat up/hurt anyone	11.1	6.9	8.8	10.1	9.4	9.4
· taken things worth \$50 or less	20.8	16.4	15.6	11.5	16.2	16.2
· carried a weapon	—	10.1	8.4	6.6	9.6	9.6
· taken a car without permission	9.9	9.0	9.4	9.0	14.4	14.4
· sold marijuana or hashish	2.2	4.0	4.4	5.3	10.4	10.4
· ran away from home	4.1	5.7	5.1	3.0	3.4	3.4
· taken part in gang fights	5.1	2.4	3.7	1.9	5.1	5.1
· taken things worth more than \$50	6.3	3.8	4.3	3.3	2.7	2.7
· broke into a locked building	4.4	3.6	3.7	3.5	2.8	2.8
· were thrown out of home	6.4	6.6	4.2	2.8	4.1	4.1
· sold other drugs	0.6	2.2	2.0	1.8	7.8	7.8
% who engaged in at least 1 activity (95% CI)	41.4 (38.3, 44.5)	36.5 (31.9, 41.1)	34.5 (33.4, 35.6)	32.7 (29.4, 35.9)	42.9 (31.4, 55.2)	42.9 (31.4, 55.2)
% who engaged in 3+ activities (95% CI)	9.7 (7.9, 11.4)	10.4 (8.3, 12.6)	10.1 (9.5, 10.7)	9.8 (8.1, 11.6)	16.6 (8.1, 31.1)	16.6 (8.1, 31.1)

ACTIVITY ¹	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G7-OAC
TORONTO	(855)	(894)	(770)	(488)	(263)	(415)
· damaged something on purpose	18.0	16.4	17.2	17.0	21.7	19.8
· beat up/hurt anyone	16.2	11.6	14.5	23.4	18.0	16.7
· taken things worth \$50 or less	22.9	19.0	18.3	16.2	18.1	15.4
· carried a weapon	—	15.3	12.6	10.6	15.2	12.3
· taken a car without permission	8.3	8.9	8.7	9.1	12.0	9.8
· sold marijuana or hashish	4.1	3.0	5.4	5.4	6.7	5.8
· ran away from home	6.4	6.5	4.5	5.8	5.2	5.3
· taken part in gang fights	7.6	5.2	7.5	9.1	9.1	8.3
· taken things worth more than \$50	8.0	5.8	6.6	4.2	8.0	6.3
· broke into a locked building	4.2	5.5	6.7	5.4	4.4	3.7
· were thrown out of home	5.9	5.9	3.6	4.6	3.8	3.0
· sold other drugs	2.3	1.7	1.6	2.3	5.3	3.7
% who engaged in at least 1 activity (95% CI)	40.4 (31.7, 49.1)	37.6 (34.0, 41.2)	34.4 (26.2, 42.6)	40.1 (32.2, 48.0)	48.1 (38.0, 58.4)	43.8 (35.2, 52.8)
% who engaged in 3+ activities (95% CI)	13.6 (11.5, 15.8)	13.8 (11.0, 16.6)	12.3 (8.7, 15.9)	14.9 (12.7, 17.2)	18.4 (10.8, 29.5)	15.6 (10.0, 23.5)
NORTH REGION	(280)	(204)	(290)	(182)	(213)	(446)
· damaged something on purpose	21.9	19.7	16.6	14.2	24.4	22.7
· beat up/hurt anyone	22.4	14.9	14.4	15.6	16.1	16.2
· taken things worth \$50 or less	17.9	20.4	16.5	14.7	17.9	16.0
· carried a weapon	—	13.4	15.0	17.1	12.1	11.5
· taken a car without permission	17.6	10.5	10.8	9.6	11.7	12.3
· sold marijuana or hashish	4.0	5.5	10.1	8.7	7.5	8.1
· ran away from home	8.7	12.0	11.5	6.3	10.3	7.9
· taken part in gang fights	8.8	8.6	3.2	4.2	3.1	4.2
· taken things worth more than \$50	4.6	8.6	3.6	4.9	5.2	4.0
· broke into a locked building	9.9	10.2	1.8	10.3	5.6	7.0
· were thrown out of home	7.3	3.6	4.6	4.2	3.9	4.4
· sold other drugs	4.0	2.5	7.3	2.5	2.4	3.3
% who engaged in at least 1 activity (95% CI)	45.7 (37.1, 54.3)	45.4 (31.0, 59.8)	41.9 (33.2, 50.6)	42.2 (37.8, 46.6)	53.0 (43.2, 62.6)	51.4 (46.2, 56.7)
% who engaged in 3+ activities (95% CI)	18.5 (13.0, 23.9)	19.1 (13.2, 25.0)	18.4 (12.4, 24.5)	13.9 (6.0, 21.9)	14.7 (9.9, 21.3)	15.2 (11.7, 19.6)

ACTIVITY ¹	1991	1993	1995	1997	1999	
	%	%	%	%	% G 7,9,11,13	% G7-OAC
WEST REGION	(1,672)	(1,526)	(1,720)	(756)	(480)	(837)
· damaged something on purpose	17.6	19.5	20.5	18.5	21.4	24.4
· beat up/hurt anyone	19.0	17.7	20.2	21.1	20.6	21.4
· taken things worth \$50 or less	18.5	17.8	21.3	17.8	15.2	18.6
· carried a weapon	—	15.8	14.0	9.6	12.5	14.2
· taken a car without permission	10.5	8.4	11.0	9.7	11.8	10.6
· sold marijuana or hashish	2.4	4.8	7.3	5.9	7.6	9.3
· ran away from home	8.2	8.4	8.5	8.2	7.8	8.1
· taken part in gang fights	6.9	4.9	6.9	5.7	8.0	8.8
· taken things worth more than \$50	4.9	5.4	6.7	6.6	4.3	6.7
· broke into a locked building	5.7	4.7	6.3	5.4	5.9	7.0
· were thrown out of home	5.8	4.9	5.8	4.4	7.7	7.2
· sold other drugs	1.4	2.6	3.3	2.0	3.8	4.1
% who engaged in at least 1 activity (95% CI)	41.3 (37.0, 45.5)	44.0 (40.4, 47.6)	45.2 (43.1, 47.3)	43.3 (38.9, 47.6)	48.5 (42.0, 55.0)	49.5 (44.4, 54.6)
% who engaged in 3+ activities (95% CI)	12.9 (11.8, 14.0)	15.0 (11.8, 18.2)	17.6 (16.1, 19.0)	14.8 (11.6, 18.0)	18.3 (14.6, 22.6)	20.2 (16.8, 24.2)
EAST REGION	(1,138)	(947)	(1,090)	(548)	(435)	(673)
· damaged something on purpose	20.4	19.7	20.1	18.1	21.9	24.4
· beat up/hurt anyone	17.6	16.7	18.9	18.9	16.6	17.5
· taken things worth \$50 or less	21.0	22.3	21.3	15.5	15.2	16.7
· carried a weapon	—	15.4	14.5	12.1	10.2	12.5
· taken a car without permission	12.3	8.7	11.8	9.4	9.8	10.3
· sold marijuana or hashish	2.7	3.1	6.3	6.7	8.7	7.5
· ran away from home	9.7	8.6	9.9	7.8	8.3	9.4
· taken part in gang fights	6.4	6.1	7.2	6.2	5.1	6.0
· taken things worth more than \$50	6.3	6.4	7.8	6.0	6.0	6.0
· broke into a locked building	6.5	6.3	7.7	6.8	6.1	5.9
· were thrown out of home	5.7	5.9	4.3	5.3	8.2	6.6
· sold other drugs	1.4	2.0	3.6	2.8	4.6	3.3
% who engaged in at least 1 activity (95% CI)	44.9 (43.0, 46.8)	45.0 (40.1, 50.0)	46.3 (43.4, 49.3)	42.1 (39.2, 45.0)	41.7 (37.6, 45.8)	45.7 (42.3, 49.1)
% who engaged in 3+ activities (95% CI)	15.1 (12.2, 18.0)	18.4 (15.7, 21.0)	17.0 (14.9, 19.1)	15.0 (13.5, 16.5)	16.1 (12.4, 20.7)	17.5 (14.5, 21.0)

¹ Activities are listed in descending order according to 1999 total sample percentages.

Notes: Numbers in parentheses are the number of interviews. — indicates data not available. † indicates estimate suppressed. 1997 and 1999 based on random half samples. Significant difference between 1997 and 1999: *p<.05, **p<.01.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.5.2 Delinquent Activity Engaged in *At Least Once During the Past Year* by 11th- and 13th-graders, 1983-1999

ACTIVITY	1983	1985	1987	1989	1991	1993	1995	1997	1999
	%	%	%	%	%	%	%	%	%
GRADE 11 (N=)	(931)	(1,017)	(1,121)	(879)	(1,125)	(721)	(932)	(533)	(357)
· damaged something on purpose	13.0	12.4	17.7	18.4	19.8	18.1	22.7	19.1	21.4
· beat up/hurt anyone	11.1	8.5	13.9	16.0	19.1	15.2	18.9	19.9	20.1
· taken things worth \$50 or less	17.6	15.8	21.7	23.9	22.3	21.7	24.8	21.9	20.1
· carried a weapon	15.4	—	—	—	—	16.2	16.6	13.3	16.2
· taken a car without permission	12.8	12.2	15.3	17.5	18.0	13.9	20.3	19.0	20.1
· sold marijuana or hashish	11.3	9.3	—	4.3	5.4	7.8	12.8	12.3	13.8
· ran away from home	—	—	—	—	10.3	8.5	11.1	9.3	9.8
· taken part in gang fights	5.5	4.9	7.0	7.3	7.9	4.4	7.5	8.0	6.9
· taken things worth more than \$50	3.8	4.0	5.3	5.2	8.7	9.0	9.4	9.1	9.2
· broke into a locked building	6.0	5.0	6.3	6.1	7.0	6.6	9.0	7.1	10.4
· were thrown out of home	—	—	—	—	8.2	6.2	7.1	8.0	11.6
· sold other drugs	7.5	4.8	—	2.5	3.3	3.2	6.9	4.2	8.3
% who engaged in 3+ activities ¹ (95% CI)	9.0 (6.3, 11.6)	6.5 (4.2, 8.7)	11.0 (7.5, 14.4)	13.4 (10.8, 16.1)	15.2 (12.6, 17.8)	11.3 (8.1, 14.6)	15.8 (14.1, 17.5)	12.9 (9.2, 16.6)	13.1 (9.2, 18.2)
GRADE 13 (N=)	(1,106)	(993)	(887)	(870)	(975)	(948)	(955)	(447)	(223)
· damaged something on purpose	10.5	8.7	9.2	11.3	13.3	12.0	11.1	11.1	16.4
· beat up/hurt anyone	5.9	5.3	7.7	8.5	11.1	6.9	8.8	10.1	9.4
· taken things worth \$50 or less	11.5	11.8	14.7	19.9	20.8	16.4	15.6	11.5	16.2
· carried a weapon	8.9	—	—	—	—	10.1	8.4	6.6	9.6
· taken a car without permission	6.7	7.2	7.8	9.7	9.9	9.0	9.4	9.0	14.4
· sold marijuana or hashish	6.1	4.8	—	3.2	2.2	4.0	4.4	5.3	10.4
· ran away from home	—	—	—	—	4.1	5.7	5.1	3.0	3.4
· taken part in gang fights	2.4	2.0	2.8	1.9	5.1	2.4	3.7	1.9	5.1
· taken things worth more than \$50	2.1	2.3	2.7	3.4	6.3	3.8	4.3	3.3	2.7
· broke into a locked building	1.8	2.1	4.2	3.4	4.4	3.6	3.7	3.5	2.8
· were thrown out of home	—	—	—	—	6.4	6.6	4.2	2.8	4.1
· sold other drugs	3.3	1.9	—	1.9	0.6	2.2	2.0	1.8	7.8
% who engaged in 3+ activities ¹ (95% CI)	3.7 (1.8, 5.6)	3.5 (2.0, 4.9)	6.0 (4.2, 7.9)	4.8 (2.3, 7.2)	7.8 (6.2, 9.4)	5.5 (3.4, 7.5)	6.7 (6.3, 7.1)	6.4 (3.8, 8.9)	5.0 (2.6, 9.5)

¹ Percentage reporting engaging in 3 of the 7 following activities, which were constant across years: damaged something on purpose; beat up/hurt anyone; taken things worth \$50/less; taken a car without permission; taken part in gang fights; taken things worth \$50/more; and, broke into a locked building.

Notes: Numbers in parentheses are the number of interviews. — indicates data not available.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.5.3 Past 12 Month Gambling Activity and Problem Gambling Indicators, 1999

South Oaks Gambling Screen (SOGS-RA)	1999
	% “yes”
TOTAL	(N=2,371)
· often gone back another day to try to win back the money you lost ¹	7.8
· told others you were winning money when you really were not	5.6
· betting caused any problems such as arguments with family/friends, problems at school/work?	5.8
· gambled more than you had planned to	9.5
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	3.8
· felt bad about the amount you bet, or about what happens when you bet money	11.3
· felt that you would like to stop betting money but did not think you could	7.0
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	4.3
· had arguments with family/friends because of the money spend on gambling	3.5
· borrowed money to bet and not paid it back	5.0
· skipped or been absent from school or work due to betting activities	3.4
· borrowed money/stolen something in order to bet or to cover gambling debts	2.9
% with Any Gambling Problem (95% CI)	13.3 (11.8, 15.0)
% with Pathological Gambling Problem (95% CI)	5.8 (4.6, 7.2)
MALES	(1,201)
· often gone back another day to try to win back the money you lost	12.5
· told others you were winning money when you really were not	8.4
· betting caused any problems such as arguments with family/friends, problems at school/work?	7.9
· gambled more than you had planned to	14.6
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	5.9
· felt bad about the amount you bet, or about what happens when you bet money	15.8
· felt that you would like to stop betting money but did not think you could	9.9
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	6.7
· had arguments with family/friends because of the money spend on gambling	5.8
· borrowed money to bet and not paid it back	6.7
· skipped or been absent from school or work due to betting activities	5.6
· borrowed money/stolen something in order to bet or to cover gambling debts	5.1
% with Any Gambling Problem (95% CI)	20.5 (18.1, 23.1)
% with Pathological Gambling Problem (95% CI)	9.1 (7.2, 11.3)

South Oaks Gambling Screen (SOGS-RA)	1999
	% “yes”
FEMALES	(1,170)
· often gone back another day to try to win back the money you lost	3.0
· told others you were winning money when you really were not	2.7
· betting caused any problems such as arguments with family/friends, problems at school/work?	3.6
· gambled more than you had planned to	4.3
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	1.7
· felt bad about the amount you bet, or about what happens when you bet money	6.8
· felt that you would like to stop betting money but did not think you could	4.0
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	1.8
· had arguments with family/friends because of the money spend on gambling	1.2
· borrowed money to bet and not paid it back	3.3
· skipped or been absent from school or work due to betting activities	1.3
· borrowed money/stolen something in order to bet or to cover gambling debts	0.6
% with Any Gambling Problem (95% CI)	6.1 (4.6, 7.9)
% with Pathological Gambling Problem (95% CI)	2.5 (1.6, 4.0)
GRADE 7	(369)
· often gone back another day to try to win back the money you lost	5.2
· told others you were winning money when you really were not	5.7
· betting caused any problems such as arguments with family/friends, problems at school/work?	4.4
· gambled more than you had planned to	3.5
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	1.3
· felt bad about the amount you bet, or about what happens when you bet money	11.2
· felt that you would like to stop betting money but did not think you could	8.5
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	2.9
· had arguments with family/friends because of the money spend on gambling	2.6
· borrowed money to bet and not paid it back	5.6
· skipped or been absent from school or work due to betting activities	2.3
· borrowed money/stolen something in order to bet or to cover gambling debts	1.5
% with Any Gambling Problem (95% CI)	11.3 (8.4, 15.0)
% with Pathological Gambling Problem (95% CI)	2.5 (1.3, 5.0)

South Oaks Gambling Screen (SOGS-RA)	1999
	% “yes”
GRADE 8	(391)
· often gone back another day to try to win back the money you lost	7.4
· told others you were winning money when you really were not	7.4
· betting caused any problems such as arguments with family/friends, problems at school/work?	4.6
· gambled more than you had planned to	7.7
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	3.3
· felt bad about the amount you bet, or about what happens when you bet money	11.4
· felt that you would like to stop betting money but did not think you could	7.7
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	5.0
· had arguments with family/friends because of the money spend on gambling	2.0
· borrowed money to bet and not paid it back	4.2
· skipped or been absent from school or work due to betting activities	2.5
· borrowed money/stolen something in order to bet or to cover gambling debts	2.8
% with Any Gambling Problem (95% CI)	11.3 (8.3, 15.0)
% with Pathological Gambling Problem (95% CI)	5.7 (3.6, 9.0)
GRADE 9	(442)
· often gone back another day to try to win back the money you lost	5.4
· told others you were winning money when you really were not	4.6
· betting caused any problems such as arguments with family/friends, problems at school/work?	9.6
· gambled more than you had planned to	10.0
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	4.5
· felt bad about the amount you bet, or about what happens when you bet money	11.3
· felt that you would like to stop betting money but did not think you could	8.1
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	4.7
· had arguments with family/friends because of the money spend on gambling	3.3
· borrowed money to bet and not paid it back	7.1
· skipped or been absent from school or work due to betting activities	3.5
· borrowed money/stolen something in order to bet or to cover gambling debts	4.1
% with Any Gambling Problem (95% CI)	14.4 (11.5, 18.0)
% with Pathological Gambling Problem (95% CI)	7.2 (4.7, 10.8)

South Oaks Gambling Screen (SOGS-RA)	1999
	% “yes”
GRADE 10	(296)
· often gone back another day to try to win back the money you lost	12.8
· told others you were winning money when you really were not	6.8
· betting caused any problems such as arguments with family/friends, problems at school/work?	7.7
· gambled more than you had planned to	10.9
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	4.5
· felt bad about the amount you bet, or about what happens when you bet money	12.4
· felt that you would like to stop betting money but did not think you could	6.8
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	3.2
· had arguments with family/friends because of the money spend on gambling	4.2
· borrowed money to bet and not paid it back	6.5
· skipped or been absent from school or work due to betting activities	3.8
· borrowed money/stolen something in order to bet or to cover gambling debts	1.7
% with Any Gambling Problem (95% CI)	17.4 (11.7, 25.0)
% with Pathological Gambling Problem (95% CI)	7.1 (4.0, 12.5)
GRADE 11	(357)
· often gone back another day to try to win back the money you lost	8.8
· told others you were winning money when you really were not	5.6
· betting caused any problems such as arguments with family/friends, problems at school/work?	5.6
· gambled more than you had planned to	11.5
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	5.4
· felt bad about the amount you bet, or about what happens when you bet money	11.0
· felt that you would like to stop betting money but did not think you could	7.5
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	6.2
· had arguments with family/friends because of the money spend on gambling	5.2
· borrowed money to bet and not paid it back	5.8
· skipped or been absent from school or work due to betting activities	4.8
· borrowed money/stolen something in order to bet or to cover gambling debts	4.2
% with Any Gambling Problem (95% CI)	13.8 (10.3, 18.2)
% with Pathological Gambling Problem (95% CI)	7.8 (5.0, 12.1)

South Oaks Gambling Screen (SOGS-RA)	1999
	% “yes”
GRADE 12	(293)
· often gone back another day to try to win back the money you lost	10.3
· told others you were winning money when you really were not	4.4
· betting caused any problems such as arguments with family/friends, problems at school/work?	3.9
· gambled more than you had planned to	10.7
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	5.1
· felt bad about the amount you bet, or about what happens when you bet money	14.8
· felt that you would like to stop betting money but did not think you could	6.0
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	4.0
· had arguments with family/friends because of the money spend on gambling	4.9
· borrowed money to bet and not paid it back	2.6
· skipped or been absent from school or work due to betting activities	4.2
· borrowed money/stolen something in order to bet or to cover gambling debts	3.2
% with Any Gambling Problem (95% CI)	13.8 (9.4, 20.0)
% with Pathological Gambling Problem (95% CI)	6.4 (3.7, 10.7)
GRADE 13	(223)
· often gone back another day to try to win back the money you lost	5.4
· told others you were winning money when you really were not	4.4
· betting caused any problems such as arguments with family/friends, problems at school/work?	1.7
· gambled more than you had planned to	12.6
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	1.4
· felt bad about the amount you bet, or about what happens when you bet money	6.4
· felt that you would like to stop betting money but did not think you could	2.3
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	2.4
· had arguments with family/friends because of the money spend on gambling	1.8
· borrowed money to bet and not paid it back	0.7
· skipped or been absent from school or work due to betting activities	2.6
· borrowed money/stolen something in order to bet or to cover gambling debts	0.7
% with Any Gambling Problem (95% CI)	10.5 (6.0, 17.6)
% with Pathological Gambling Problem (95% CI)	1.8 (0.7, 4.3)

South Oaks Gambling Screen (SOGS-RA)	1999
	% “yes”
TORONTO	(415)
· often gone back another day to try to win back the money you lost	6.5
· told others you were winning money when you really were not	8.3
· betting caused any problems such as arguments with family/friends, problems at school/work?	6.9
· gambled more than you had planned to	10.2
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	4.2
· felt bad about the amount you bet, or about what happens when you bet money	14.4
· felt that you would like to stop betting money but did not think you could	9.2
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	5.9
· had arguments with family/friends because of the money spend on gambling	4.5
· borrowed money to bet and not paid it back	5.2
· skipped or been absent from school or work due to betting activities	2.4
· borrowed money/stolen something in order to bet or to cover gambling debts	3.0
% with Any Gambling Problem (95% CI)	14.8 (10.9, 19.7)
% with Pathological Gambling Problem (95% CI)	7.8 (5.0, 12.1)
NORTH REGION	(446)
· often gone back another day to try to win back the money you lost	7.7
· told others you were winning money when you really were not	6.2
· betting caused any problems such as arguments with family/friends, problems at school/work?	5.4
· gambled more than you had planned to	9.9
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	4.5
· felt bad about the amount you bet, or about what happens when you bet money	9.4
· felt that you would like to stop betting money but did not think you could	5.3
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	3.3
· had arguments with family/friends because of the money spend on gambling	4.0
· borrowed money to bet and not paid it back	4.8
· skipped or been absent from school or work due to betting activities	3.2
· borrowed money/stolen something in order to bet or to cover gambling debts	3.0
% with Any Gambling Problem (95% CI)	11.8 (8.2, 16.8)
% with Pathological Gambling Problem (95% CI)	6.2 (3.7, 10.1)

South Oaks Gambling Screen (SOGS-RA)	1999
	% “yes”
WEST REGION	(837)
· often gone back another day to try to win back the money you lost	9.0
· told others you were winning money when you really were not	4.2
· betting caused any problems such as arguments with family/friends, problems at school/work?	5.2
· gambled more than you had planned to	9.9
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	3.3
· felt bad about the amount you bet, or about what happens when you bet money	11.1
· felt that you would like to stop betting money but did not think you could	7.9
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	4.1
· had arguments with family/friends because of the money spend on gambling	2.9
· borrowed money to bet and not paid it back	6.1
· skipped or been absent from school or work due to betting activities	4.4
· borrowed money/stolen something in order to bet or to cover gambling debts	2.9
% with Any Gambling Problem (95% CI)	14.3 (11.8, 17.2)
% with Pathological Gambling Problem (95% CI)	5.5 (3.8, 8.1)
EAST REGION	(673)
· often gone back another day to try to win back the money you lost	6.7
· told others you were winning money when you really were not	5.6
· betting caused any problems such as arguments with family/friends, problems at school/work?	6.0
· gambled more than you had planned to	8.2
· anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	4.1
· felt bad about the amount you bet, or about what happens when you bet money	10.4
· felt that you would like to stop betting money but did not think you could	4.7
· hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	3.8
· had arguments with family/friends because of the money spend on gambling	3.5
· borrowed money to bet and not paid it back	3.2
· skipped or been absent from school or work due to betting activities	2.7
· borrowed money/stolen something in order to bet or to cover gambling debts	2.6
% with Any Gambling Problem (95% CI)	11.4 (9.2, 13.9)
% with Pathological Gambling Problem (95% CI)	4.8 (3.2, 7.1)

Percentage indicating gone back another day “every time” or “most of the time” to win back money lost.

Notes: Numbers in parentheses are the number of interviews.

Source: OSDUS, Centre for Addiction and Mental Health

Table Description for the Logistic Analyses

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

Table X. Low Self-Esteem Prevalence: Unadjusted and Adjusted Group Differences, OSDUS 1999

	%	95% CI	Unadjusted Odds Ratios	Adjusted Odds Ratios
Total Sample	10.0	(9.0, 11.2)		
1) Sex			***	***
Male (Comparison Group)	7.3	(6.1, 8.6)	C	C
Female	12.7	(11.2, 14.5)	1.86	2.27
2) Grade (Comparison group is the previous grade)	û	ú	û_{NS}	ü_{NS}
7	8.1	(5.6, 11.6)	C	C
8	11.1	(9.1, 13.5)	1.42	1.51
9	11.0	(9.1, 13.1)	0.98	0.9
10	12.8	(9.1, 17.8)	1.19	1.19
11	10.7	(8.1, 14.0)	0.82	0.7
12	7.3	(4.8, 10.7)	0.65	0.74
13 (OAC)	7.6	(5.3, 10.7)	1.04	1.19

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

ú Confidence interval: Displays the probable accuracy of the percentage estimate C 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 10% report low self-esteem. Thus, ignoring nonsampling errors, we can be reasonably confident that, with repeated sampling, the true percentage of students in the Ontario population with low self-esteem would fall within the interval 9.0% and 11.2%.

û Unadjusted Odds Ratios: Displays the odds ratio of the outcome compared to the comparison group. Unadjusted odds ratios indicate the size of group comparisons when ignoring other factors. For example, the odds of feeling low self-esteem among 12th-graders are 0.65 smaller than those of 11th-graders. Alternatively, one can say that the odds of 12th-graders are 35% (1.00 ! 0.65) lower than 11th-graders. An epidemiological note is required: as a general rule, odds ratios should not be interpreted as “risk ratios” unless the prevalence of a given health indicator is relatively low or uncommon (i.e., 10%-15%). In our case most of the prevalences of the mental health and behaviour problems discussed are low, with a few exceptions (e.g., 34% report illicit drug use). Therefore, for most outcomes it is acceptable to interpret the odds ratios in terms of risk.

ü Adjusted Odds Ratio: Displays odds ratios after controlling for the other ten factors in the table. For example, accounting for all remaining variables, one can say that the odds of feeling low self-esteem are 2.3 times higher among females than males.

Columns **û** and **ü** also provide 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 low self-esteem. The “NS” for grade, however, indicates that in general grade is not significantly related to self-esteem, even after taking the other factors into account

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