

The Mental Health and Well-Being of Ontario Students

FINDINGS FROM THE OSDUS



1991-2001



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

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The 2001 OSDUS Mental Health and 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 13 surveys conducted every two years since 1977. In the spring of 2001, 4,211 students (grades 7 through OAC) from 41 school boards, 106 schools and 272 classes participated in the survey administered by the Institute for Social Research, York University. This report describes physical health and mental health indicators in 2001 and changes since 1991, and is a companion document to the report *Drug Use Among Ontario Students, 1977-2001: Findings from the OSDUS*. All data are based on self-reports derived from anonymous questionnaires administered in classrooms.

Family and School

- ❑ About three-quarters (72.7%) of students live with both natural parents; 16.2% live with a single parent; 9.3% live in a step-family; and 1.8% do not live with either natural parent.
- ❑ A majority (87.8%) of students feel close to people at their school, and feel like they are part of their school (85.0%).
- ❑ Almost all (91.9%) students feel safe in school, but 12.5% are worried about being harmed or threatened at school.

Social Health

- ❑ Just over half of students (54.2%) report getting along very well with their parents. About 5% do not get along with their parents.

- ❑ One-third (31.7%) seldom or never discuss problems with their mother, while 54.1% seldom or never discuss problems with their father.
- ❑ A small percentage (1.3%) of students report having no friends, and 4.1% report having no one to talk to about their problems.

Physical Health

- ❑ Although a majority of students report their health is excellent (22.6%) or very good (37.4%), 10.2% report that their health is poor or fair. Females are more likely to report poorer health than males (11.9% vs 8.4%, respectively).
- ❑ One-in-seven (14.1%) students were physically inactive during the 7 days before the survey. There is no sex difference regarding inactivity.
- Reports of poor health remained stable between 1999 and 2001 (9.0% vs 10.2%). No dominant long-term change was evident, although the percentage of students reporting poor health was lowest in 1991.
- The level of physical inactivity during the past 7 days has not significantly changed since monitoring began in 1997.

Internalizing Indicators

Low Self-Esteem

- ❑ About one-in-ten (9.2%) students report low self-esteem. There is no significant sex difference.
- Between 1999 and 2001, low self-esteem decreased among females, from 12.7% to 9.8%. Similarly, 11th-graders and 13th-graders showed declines.

- All three of these subgroups (females, 11th- and 13th-graders) also showed declines in low self-esteem compared to 1995 estimates.

Depressive Symptoms

- ❑ About one-in-twenty (4.6%) students are at high risk for depression, with females more likely to be so than males (7.1% vs 2.1%, respectively).
- No significant changes between 1999 and 2001 were evident regarding high risk for depression among the total sample, or among subgroups.

Elevated Psychological Distress

- ❑ Elevated psychological distress is reported by 27.7% of students, and is more prevalent among females than males (30.6% vs 24.7%).
- ❑ The most common symptoms experienced were feeling constantly under stress (34.3%), followed by losing sleep because of worrying (27.3%).
- Compared to 1999 estimates, there was a significant decrease in elevated psychological distress in 2001 among females (from 36.0% down to 30.6%), and 10th-graders (from 31.4% down to 23.9%).

Suicide Ideation

- ❑ About one-in-ten (11.1%) students had seriously considered attempting suicide in the past 12 months, with significantly more females than males reporting so (13.3% vs 8.9%).

Mental Health Utilization

- ❑ In 2001, one-in-ten (10.9%) students reported visiting a mental health professional during the past year. This estimate has not significantly changed since 1999.

- ❑ Just under 2% of students report being prescribed medication for depression in the past 12 months. Less than 1% are prescribed medication for anxiety, and medication for both depression and anxiety.

Body Image

- ❑ Over two-thirds (70.5%) of students are satisfied with their weight; 19.2% think they are too fat; and 10.3% think they are too thin.
- ❑ Compared to males, females are more likely to indicate they are too fat, whereas males are more likely to indicate they are too thin.
- Among males, those trying to lose weight significantly increased in 2001 (21.8%) compared to 1997 (15.9%), as did the percentage of males who want to keep from gaining weight (from 12.2% to 17.8%).
- Among females, the percentage who think they are too fat declined in 2001 (23.2%) compared to 1997 (30.7%). The percentage of females trying to keep from gaining weight was significantly lower in 2001 (20.3%) compared to 1997 (25.4%).

Externalizing Indicators

Overall Delinquency

- ❑ About one-in-seven students (14.5%) report involvement in three or more delinquent acts during the past year. Such involvement is more common among males than females, and tends to peak in 10th- or 11th-grade.
- Compared to 1999 estimates, the percentage of all students engaging in at least three delinquent activities significantly declined, from 18.1% down to 14.5% in 2001.
- Long-term trends among 11th-graders between 1983 and 2001 show that involvement in three or more activities

peaked during the mid- to late-1990s, and then significantly declined in 2001.

Non-Violent Activities

- ❑ Among all students, the most prevalent non-violent activity is damaging property (15.6%), followed by theft under \$50 (14.0%). The least reported is selling drugs other than cannabis (3.1%).
- ❑ Males are more likely than females to engage in most non-violent activities.
- Compared to the early 1990s, the percentage of students reporting damaging property significantly declined, as did that for theft under \$50.
- The percentage of students selling cannabis has been increasing steadily since 1991.
- Long-term trends among 11th-graders between 1983 and 2001 show that most non-violent activities peaked during the mid- or late 1990s, and then declined in 2001. One exception is cannabis selling, which increased and reached a peak in 2001.

Violent Activities

- ❑ Just over one-in-ten (12.3%) students (16.9% of males, 8.0% of females) report assaulting someone during the past 12 months. One-in-ten (10.4%) report carrying a weapon, with more males (16.5%) doing so than females (4.6%). About 5% of students (8.3% of males, 2.2% of females) report gang fighting.
- Short-term trends show that assault has been declining since 1997 among all students (from 20.4% down to 11.5%).
- Short-term trends show declines in weapon carrying between 1993 and 2001 among all students (from 15.4% down to 9.0%).
- Gang fighting has remained stable since 1991.

- Long-term trends among 11th-graders between 1983 and 2001 show very recent declines for assault and weapon carrying. Gang fighting did not significantly change.

Violence and Bullying at School

- ❑ Among all students, 15.8% were in a physical fight at school at least once during the past 12 months, with males more likely than females.
- ❑ One-quarter of students (24.6%) were bullied at school since September, and about one-third (31.8%) report bullying others at school. Males are more likely than females to be bullied, and also to bully others.

Gambling

Gambling Activities

- ❑ The most prevalent gambling activity during the past 12 months is card playing (25.7%), followed by lottery tickets (24.5%), and sports pools (22.3%). The least prevalent is casino gambling (2.8%).
- ❑ Males are more likely to gamble at cards, sports pools, sports lotteries, and casinos.
- ❑ Generally, gambling activity increased with grade, with 13th-graders most likely to gamble.
- ❑ Among all students, 6.2% participated in at least four of seven gambling activities, with more males than females doing so (9.8% vs 2.9%).

Gambling Problems

- ❑ Just under one-in-ten students (8.3%) report any gambling problem during the past 12 months (13.1% of males, 3.6% of females). A smaller percentage (2.7%) report indicators of pathological gambling (4.6% of males, 0.9% of females).
- Among all students, pathological gambling declined between 1999 (5.8%) and 2001

(2.7%). Declines were also found for males, 8th-graders, 11th-graders, and 12th-graders.

- Pathological gambling increased among 13th-graders between 1999 (1.8%) and 2001 (5.7%).

Common Risk Factors

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

In order of consistency, the factors most associated with these outcomes (while controlling for other factors) were as follows:

- ❑ grade/age (7 of 9 outcomes)
- ❑ parent-child relationship; parental monitoring; school marks (6 of 9 outcomes)
- ❑ sex; perception of safety at school (5 of 9)
- ❑ school attachment (4 of 9)
- ❑ region; family structure (3 of 9)
- ❑ parents born in Canada (2 of 9)
- ❑ school moves (1 of 9)
- ❑ parents' education (0 of 9)

Two general patterns should be highlighted here:

(1) Grade/age is associated with most internalizing and externalizing problems, with a prominent jump in likelihood found between 7th- and 8th-grade, and peaks in 10th- or 11th-grade.

(2) Sex appears to be a moderate distinguishing factor between internalizing and externalizing problem indicators, while controlling for other factors. Females are more likely to report internalizing problems, such as depression, psychological distress, and suicide ideation. Conversely, males are more likely to report externalizing behaviours, such as delinquency and pathological gambling.

Co-existing Problems

- ❑ One-in-twenty students (4%) report both psychological distress and hazardous drinking; about 5% report hazardous drinking only; 23.7% report only psychological distress; and 67.1% report neither problem.
- ❑ Females are more likely than males to report psychological distress only (27.7% vs 19.6%). Males and females are equally likely to report hazardous drinking only, as well as both problems concurrently.

Major Mental Health and Well-Being Indicators, Ontario Students, G7-OAC, 2001

Indicator	Estimated Number of Ontario Students	Total	Males	Females	
% poor or fair health (current)	93,500	10.2	8.4	11.9	*
% physically inactive (past 7 days)	129,200	14.1	13.4	14.9	
% reporting a mental health visit (past year)	99,900	10.9	8.0	13.6	*
% low self-esteem (current)	84,300	9.2	8.6	9.8	
% at high risk for depression (past 7 days)	42,100	4.6	2.1	7.1	*
% psychological distress (past few weeks)	253,800	27.7	24.7	30.6	*
% suicide ideation (past year)	101,700	11.1	8.9	13.3	*
% reporting psychological distress <u>and</u> drinking hazardously (comorbidity)	36,600	4.0	5.1	2.8	
% 3+ delinquent activities (past year)	132,800	14.5	19.6	9.7	*
% carrying a weapon (past year)	95,300	10.4	16.5	4.6	*
% fighting at school (past year)	144,800	15.8	23.8	8.1	*
% been bullied (since September)	225,300	24.6	26.9	22.3	*
% bullied others (since September)	291,300	31.8	40.0	24.0	*
% 4+ gambling activities (past year)	56,800	6.2	9.8	2.9	*
% pathological gambling problem (past year)	24,700	2.7	4.6	0.9	*

Notes: the estimated number of students is based on a student population of about 916,200; * indicates a significant sex difference ($p < .05$), not controlling for other factors.

Indicator	G7	G8	G9	G10	G11	G12	OAC	
% poor or fair health (current)	6.2	7.5	8.9	13.0	12.2	15.1	8.7	*
% physically inactive (past 7 days)	11.9	11.8	12.9	15.7	16.4	13.6	18.0	
% reporting a mental health visit (past year)	7.4	9.3	11.0	12.4	12.4	13.0	10.4	
% low self-esteem (current)	8.7	8.7	14.5	10.2	6.8	6.6	3.3	*
% at high risk for depression (past 7 days)	4.6	3.3	2.9	6.4	6.5	3.3	5.7	
% psychological distress (past few weeks)	15.8	21.9	29.6	23.9	37.8	33.4	40.5	*
% suicide ideation (past year)	8.3	12.5	8.8	12.8	13.9	14.1	7.5	
% reporting psychological distress <u>and</u> drinking hazardously (comorbidity)	<0.5	0.8	3.3	3.0	9.5	5.7	9.1	*
% 3+ delinquent activities (past year)	7.3	15.4	15.3	18.5	16.5	13.0	12.9	*
% carrying a weapon (past year)	5.4	9.6	12.6	15.9	8.5	8.3	7.9	
% fighting at school (past year)	23.8	25.0	19.5	12.2	8.0	11.3	4.2	*
% been bullied (since September)	34.8	31.9	24.6	23.9	19.8	11.2	19.2	*
% bullied others (since September)	32.9	47.7	32.6	33.9	24.6	24.8	18.3	*
% 4+ gambling activities (past year)	1.7	4.2	6.5	5.0	5.2	11.9	15.0	*
% pathological gambling problem (past year)	1.7	1.9	3.3	2.6	2.6	2.1	5.7	*

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

Résumé du rapport de 2001 sur la santé mentale et le bien-être selon le SCDEO

Données

Le *Sondage sur la consommation de drogues parmi les élèves de l'Ontario (SCDEO)* qu'effectue le Centre de toxicomanie et de santé mentale est l'étude sur la consommation de drogues chez les adolescents qui dure depuis le plus longtemps au Canada. Cette étude, qui couvre plus de vingt ans, repose sur 13 sondages effectués tous les deux ans depuis 1977. Au printemps de 2001, 4 211 élèves (de la 7^e année au CPO) répartis dans 41 conseils scolaires, 106 écoles et 272 classes ont participé au sondage, qui a été administré par l'Institut de recherche sociale de l'Université York. Le rapport décrit les indicateurs de santé physique et mentale en 2001 et les changements survenus depuis 1991, et accompagne le document intitulé *Drug Use Among Ontario Students, 1977-2001: Findings from the OSDUS*. Toutes les données proviennent de questionnaires anonymes que les élèves ont remplis en classe.

Vie familiale et scolaire

- ❑ Environ les trois quarts des élèves (72,7 %) vivent avec leurs deux parents naturels ; 16,2 % vivent uniquement avec leur père ou leur mère ; 9,3 % vivent dans une famille reconstituée ; et 1,8 % ne vivent pas avec leurs parents naturels.
- ❑ La majorité des élèves (87,8 %) se sentent proches des personnes qu'ils côtoient à l'école et ont un sentiment d'appartenance à leur école (85,0 %).
- ❑ La quasi-totalité des élèves (91,9 %) se sentent en sécurité à l'école, mais 12,5 % craignent d'être blessés ou menacés à l'école.

Santé sociale

- ❑ Un peu plus de la moitié des élèves (54,2 %) disent s'entendre très bien avec leurs

parents. Environ 5 % des élèves ne s'entendent pas avec leurs parents.

- ❑ Le tiers des élèves (31,7 %) parlent rarement ou ne parlent jamais de leurs problèmes avec leur mère et 54,1 % parlent rarement ou ne parlent jamais de leurs problèmes avec leur père.
- ❑ Un faible pourcentage d'élèves (1,3 %) disent ne pas avoir d'amis et 4,1 % n'ont personne à qui parler de leurs problèmes.

Santé physique

- ❑ La majorité des élèves jugent que leur santé est excellente (22,6 %) ou très bonne (37,4 %), mais 10,2 % pensent que leur santé est mauvaise ou acceptable. Davantage de filles (11,9 %) que de garçons (8,4 %) estiment que leur santé est mauvaise.
- ❑ Un élève sur sept (14,1 %) n'avait pas fait d'activité physique pendant les sept jours qui ont précédé le sondage. Il n'y a pas de différence entre garçons et filles sur le plan de l'inactivité physique.
- Le pourcentage d'élèves ayant déclaré qu'ils sont en mauvaise santé est demeuré stable entre 1999 et 2001 (9,0 % par rapport à 10,2 %). On n'a relevé aucun changement dominant à long terme, mais le pourcentage d'élèves qui estiment que leur santé est mauvaise était le plus faible en 1991.
- Le niveau d'inactivité physique au cours des sept jours écoulés n'a pas beaucoup changé depuis qu'on a commencé à surveiller ce facteur en 1997.

Indicateurs d'intériorisation

Faible estime de soi

- ❑ Environ un élève sur dix (9,2 %) dit avoir une faible estime de soi. Il n'y a pas de

différence importante entre garçons et filles.

- Entre 1999 et 2001, le pourcentage de filles ayant une faible estime de soi est passé de 12,7 % à 9,8 %. On a aussi observé une baisse chez les élèves de la 11^e et de la 13^e années.
- Pour ces trois sous-groupes (filles, élèves de 11^e année et élèves de 13^e année), on a observé une baisse du pourcentage d'élèves ayant une faible estime de soi comparativement aux estimations de 1995.

Dépression

- ❑ Environ un élève sur vingt (4,6 %) court un risque élevé de dépression. Davantage de filles (7,1 %) que de garçons (2,1 %) courent un risque élevé.
- On n'a pas relevé de changement important entre 1999 et 2001 dans le pourcentage d'élèves à risque élevé de dépression, que ce soit pour l'échantillon total ou pour les sous-groupes.

Détresse psychologique élevée

- ❑ Au total, 27,7 % des élèves signalent une détresse psychologique élevée, qui est plus fréquente chez les filles (30,6 %) que chez les garçons (24,7 %).
- ❑ Les symptômes les plus fréquents étaient un état constant de stress (34,3 %) et une perte de sommeil à cause d'inquiétudes (27,3 %).
- Comparativement aux estimations de 1999, il y a eu une diminution importante de la détresse psychologique élevée en 2001 chez les filles (de 36,0 % à 30,6 %) et chez les élèves de 10^e année (de 31,4 % à 23,9 %).

Idées suicidaires

- ❑ Environ un élève sur dix (11,1 %) a envisagé sérieusement de se suicider au cours des 12 mois écoulés. Beaucoup plus de filles (13,3 %) que de garçons (8,9 %) ont dit avoir eu des idées suicidaires.

Recours aux services de santé mentale

- ❑ En 2001, un élève sur dix (10,9 %) a déclaré avoir consulté un professionnel de la santé mentale au cours de l'année écoulée. Ce pourcentage n'a pas beaucoup changé depuis 1999.
- ❑ Un peu moins de 2 % des élèves ont obtenu une ordonnance pour des antidépresseurs au cours des 12 mois écoulés. Moins de 1 % des élèves ont obtenu une ordonnance pour des médicaments contre l'anxiété et pour des médicaments qui agissent à la fois contre l'anxiété et la dépression.

Image corporelle

- ❑ Plus des deux tiers des élèves (70,5 %) sont satisfaits de leur poids ; 19,2 % croient qu'ils sont trop gros ; et 10,3 % croient qu'ils sont trop minces.
- ❑ Les filles sont plus susceptibles que les garçons de dire qu'elles sont trop grosses et les garçons sont plus susceptibles que les filles de dire qu'ils sont trop minces.
- Le pourcentage de garçons qui essayent de perdre du poids a augmenté considérablement entre 1997 et 2001, passant de 15,9 % à 21,8 %. Le pourcentage de garçons qui essayent de ne pas prendre du poids a aussi beaucoup augmenté, passant de 12,2 % à 17,8 %.
- Le pourcentage de filles qui croient qu'elles sont trop grosses est passé de 30,7 % en 1997 à 23,2 % en 2001. Le pourcentage de filles qui essayent de ne pas prendre du poids a diminué considérablement entre 1997 et 2001, passant de 25,4 % à 20,3 %.

Indicateurs d'extériorisation

Délinquance globale

- ❑ Environ un élève sur sept (14,5 %) a dit avoir commis trois actes de délinquance ou plus au cours de l'année écoulée. Cette délinquance est plus courante chez les garçons que chez les filles et plafonne en 10^e ou en 11^e année.

- Le pourcentage d'élèves ayant commis trois actes de délinquance ou plus a diminué considérablement entre 1999 et 2001, passant de 18,1 % à 14,5 %.
- Entre 1983 et 2001, le pourcentage d'élèves de 11^e année ayant commis trois actes de délinquance ou plus a atteint un sommet entre le milieu et la fin des années 1990, puis a diminué considérablement en 2001.

Activités non violentes

- ❑ Parmi tous les élèves, l'activité non violente la plus courante est le dommage aux biens (15,6 %), suivie du vol de moins de 50 \$ (14,0 %). L'activité la moins déclarée est le trafic de drogues autres que le cannabis (3,1 %).
- ❑ Les garçons sont plus susceptibles que les filles de se livrer à la plupart des activités non violentes.
- Comparativement au début des années 1990, le pourcentage d'élèves qui ont déclaré avoir causé des dommages aux biens ou commis un vol de moins de 50 \$ a beaucoup diminué.
- Le pourcentage d'élèves qui font le trafic de cannabis augmente depuis 1991.
- Entre 1983 et 2001, le pourcentage d'élèves de 11^e année qui se sont livrés à des activités non violentes a atteint un sommet entre le milieu et la fin des années 1990, puis a diminué en 2001 pour la plupart de ces activités, sauf le trafic de cannabis, qui a atteint un sommet en 2001.

Activités violentes

- ❑ Un peu plus d'un élève sur dix (12,3 %) (16,9 % des garçons et 8,0 % des filles) dit avoir agressé quelqu'un au cours des 12 mois écoulés. Un élève sur 10 (10,4 %) dit porter une arme. Ce pourcentage est plus élevé chez les garçons (16,5 %) que chez les filles (4,6 %). Environ 5 % des élèves (8,3 % des garçons et 2,2 % des filles) disent avoir participé à une lutte de gang.

- La tendance à court terme révèle une baisse des agressions depuis 1997 pour tous les élèves (de 20,4 % à 11,5 %).
- Elle révèle également une baisse du port d'armes entre 1993 et 2001 pour tous les élèves (de 15,4 % à 9,0 %).
- La participation à une lutte de gang est demeurée stable depuis 1991.
- La tendance à long terme (de 1983 à 2001) révèle que le pourcentage d'élèves de 11^e année qui commettent des agressions ou qui portent des armes a diminué tout récemment. La participation à la lutte de gang n'a pas changé de façon significative.

Violence et intimidation à l'école

- ❑ Parmi tous les élèves, 15,8 % se sont battus à l'école au moins une fois au cours des 12 mois écoulés. Les garçons sont plus susceptibles de se battre que les filles.
- ❑ Le quart des élèves (24,6 %) ont été victimes d'intimidation à l'école depuis septembre dernier et le tiers environ (31,8 %) ont déclaré avoir intimidé d'autres élèves à l'école. Les garçons sont plus susceptibles d'être victimes d'intimidation et d'intimider d'autres élèves que les filles.

Jeu

Activités de jeu

- ❑ Les jeux de cartes sont l'activité de jeu la plus courante pour les 12 mois écoulés (25,7 %), suivis des loteries (24,5 %) et des paris sportifs (22,3 %). Les jeux de casino sont l'activité la moins courante (2,8 %).
- ❑ Les garçons sont plus susceptibles que les filles de jouer aux cartes pour de l'argent, de participer à des loteries et à des paris sportifs et de jouer dans des casinos.
- ❑ En règle générale, la participation aux jeux de hasard augmente avec l'année d'études. Les élèves de 13^e année sont les plus susceptibles de s'adonner à ces jeux.

- ❑ Parmi tous les élèves, 6,2 % ont participé à au moins quatre des sept activités de jeu. Les garçons (9,8 %) sont plus susceptibles d'y participer que les filles (2,9 %).

Problèmes de jeu

- ❑ Un peu moins d'un élève sur dix (8,3 %) dit avoir eu un problème de jeu au cours des 12 mois écoulés (13,1 % des garçons et 3,6 % des filles). Un pourcentage inférieur d'élèves (2,7 %) présente des indications de jeu pathologique (4,6 % des garçons et 0,9 % des filles).
- Le pourcentage d'élèves qui sont des joueurs pathologiques est passé de 5,8 % en 1999 à 2,7 % en 2001. On a aussi remarqué une baisse chez les garçons, ainsi que chez les élèves de 8^e, de 11^e et de 12^e années.
- Le pourcentage d'élèves de 13^e année qui sont des joueurs pathologiques a augmenté de 1,8 % en 1999 à 5,7 % en 2001.

Facteurs de risques courants

Le rapport se penche également sur des aspects liés aux neuf facteurs de risque en matière de santé : faible estime de soi, dépression, détresse psychologique, idées suicidaires, délinquance, jeu pathologique, consommation dangereuse d'alcool, consommation de drogues illégales et consommation de drogues illégales excluant le cannabis.

Voici, par ordre d'importance, les aspects associés le plus étroitement à ces facteurs de risque (en tenant compte d'autres aspects) :

- ❑ année d'études/âge (7 facteurs sur 9)
- ❑ liens entre l'enfant et ses parents, surveillance parentale et résultats scolaires (6 sur 9)
- ❑ sexe des élèves et sentiment de sécurité à l'école (5 sur 9)
- ❑ sentiment d'appartenance à l'école (4 sur 9)
- ❑ région et structure familiale (3 sur 9)
- ❑ parents nés au Canada (2 sur 9)
- ❑ changements d'école (1 sur 9)
- ❑ scolarité des parents (0 sur 9)

Deux tendances méritent d'être soulignées :

1) L'année d'études et l'âge sont un aspect important de la plupart des problèmes d'intériorisation et d'extériorisation. Le risque que ces problèmes surviennent augmente sensiblement entre la 7^e et la 8^e années et atteint un sommet en 10^e ou en 11^e année.

2) Le sexe de l'élève aurait une influence moyennement importante sur les problèmes d'intériorisation et d'extériorisation, tout en tenant compte d'autres aspects. Les filles sont plus susceptibles de signaler des problèmes d'intériorisation tels que la dépression, la détresse psychologique et les idées suicidaires, alors que les garçons sont plus susceptibles de signaler des problèmes d'extériorisation tels que la délinquance et le jeu pathologique.

Problèmes jumelés

- ❑ Un élève sur vingt (4 %) signale à la fois de la détresse psychologique et une consommation dangereuse d'alcool ; environ 5 % signalent uniquement une consommation d'alcool dangereuse ; 23,7 % signalent uniquement de la détresse psychologique ; et 67,1 % ne signalent ni l'une ni l'autre.
- ❑ Plus de filles (27,7 %) que de garçons (19,6 %) signalent uniquement de la détresse psychologique. Les garçons et les filles sont tout aussi susceptibles de signaler uniquement une consommation dangereuse d'alcool et 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, 2001

Indicateur	Nombre estimatif d'élèves de l'Ontario	Total %	Garçons %	Filles %	
<i>Santé mauvaise ou acceptable (actuellement)</i>	93 500	10,2	8,4	11,9	*
<i>Inactivité physique (7 jours écoulés)</i>	129 200	14,1	13,4	14,9	
<i>Consultation – santé mentale (année écoulée)</i>	99 900	10,9	8,0	13,6	*
<i>Faible estime de soi (actuellement)</i>	84 300	9,2	8,6	9,8	
<i>Risque élevé de dépression (7 jours écoulés)</i>	42 100	4,6	2,1	7,1	*
<i>Détresse psychologique (semaines écoulées)</i>	253 800	27,7	24,7	30,6	*
<i>Idées suicidaires (année écoulée)</i>	101 700	11,1	8,9	13,3	*
<i>Détresse psychologique et consommation dangereuse d'alcool (comorbidité)</i>	36 600	4,0	5,1	2,8	
<i>3 actes de délinquance ou plus (année écoulée)</i>	132 800	14,5	19,6	9,7	*
<i>Port d'armes (dernière écoulée)</i>	95 300	10,4	16,5	4,6	*
<i>Querelles à l'école (année écoulée)</i>	144 800	15,8	23,8	8,1	*
<i>Victimes d'intimidation (depuis septembre)</i>	225 300	24,6	26,9	22,3	*
<i>Intimidation d'autres élèves (depuis septembre)</i>	291 300	31,8	40,0	24,0	*
<i>4 activités de jeu ou plus (année écoulée)</i>	56 800	6,2	9,8	2,9	*
<i>Jeu pathologique (année écoulée)</i>	24 700	2,7	4,6	0,9	*

Nota : Le nombre estimatif d'élèves est basé sur une population étudiante d'environ 916 200 personnes.

* L'astérisque dénote une différence importante selon le sexe ($p < 0,05$), sans tenir compte d'autres aspects.

Indicateur	7 ^e	8 ^e	9 ^e	10 ^e	11 ^e	12 ^e	CPO	
<i>Santé mauvaise ou acceptable (actuellement)</i>	6,2	7,5	8,9	13,0	12,2	15,1	8,7	*
<i>Inactivité physique (7 jours écoulés)</i>	11,9	11,8	12,9	15,7	16,4	13,6	18,0	
<i>Consultation – santé mentale (année écoulée)</i>	7,4	9,3	11,0	12,4	12,4	13,0	10,4	
<i>Faible estime de soi (actuellement)</i>	8,7	8,7	14,5	10,2	6,8	6,6	3,3	*
<i>Risque élevé de dépression (7 derniers jours)</i>	4,6	3,3	2,9	6,4	6,5	3,3	5,7	
<i>Détresse psychologique (semaines écoulées)</i>	15,8	21,9	29,6	23,9	37,8	33,4	40,5	*
<i>Idées suicidaires (année écoulée)</i>	8,3	12,5	8,8	12,8	13,9	14,1	7,5	
<i>Détresse psychologique et consommation dangereuse d'alcool (comorbidité)</i>	<0,5	0,8	3,3	3,0	9,5	5,7	9,1	*
<i>3 actes de délinquance ou plus (année écoulée)</i>	7,3	15,4	15,3	18,5	16,5	13,0	12,9	*
<i>Port d'armes (année écoulée)</i>	5,4	9,6	12,6	15,9	8,5	8,3	7,9	
<i>Querelles à l'école (année écoulée)</i>	23,8	25,0	19,5	12,2	8,0	11,3	4,2	*
<i>Victimes d'intimidation (depuis septembre)</i>	34,8	31,9	24,6	23,9	19,8	11,2	19,2	*
<i>Intimidation d'autres élèves (depuis septembre)</i>	32,9	47,7	32,6	33,9	24,6	24,8	18,3	*
<i>4 activités de jeu ou plus (année écoulée)</i>	1,7	4,2	6,5	5,0	5,2	11,9	15,0	*
<i>Jeu pathologique (année écoulée)</i>	1,7	1,9	3,3	2,6	2,6	2,1	5,7	*

Nota : Ces chiffres sont des pourcentages. * L'astérisque dénote une différence importante selon l'année d'études ($p < 0,05$), sans tenir compte d'autres aspects.

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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 difficulties.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. Indeed, about 20% of children and adolescents show symptoms of a mental disorder during any given year, and that 5% have a serious emotional disturbance with functional impairment.⁷ Similarly, Canadian studies show that the prevalence of a psychiatric problem 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
- The *National Longitudinal Survey of Children and Youth* found that, among 10- and 11-year old Canadians, 14% of boys and 8% of girls are bullying victims at school.¹⁴

- 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.¹⁵
- Between the 1950s and the 1990s, anxiety among children had increased substantially, likely due to a decrease in social connectedness.¹⁶
- The prevalence of lifetime depression increased throughout the 20th century.¹⁷
- 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.¹⁸
- 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

Risky and Problem Behaviours

For a majority of youth, risky behaviour is experimental and a natural manifestation of emerging independence. Behaviours such as drug use, gambling, and criminal activity are “adolescent limited” – most likely to emerge during this period and then subside over time.¹⁹ However, for a minority, these risky behaviours are the beginning of a life-course trajectory leading to further problems in adulthood.²⁰ Multiple risk behaviours, such as concurrent alcohol use, drug use, and gambling, are particularly prevalent among young males.²¹

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.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 A Canadian survey found that 17% of 10- and 11-year-old boys and 9% of girls of that age engage in bullying at school.¹⁴

Official Canadian criminal statistics show that property offences (e.g., theft, break and enter), which are the most common youth crimes, were 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 national survey trend data, American data from a high school survey show that weapon carrying and assault declined over the 1990s.²²

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,²³ and that future gambling disorders likely originate during this time period.²⁴ Although no national estimates of the prevalence of gambling among youth exist, a 1998 survey of students in the Atlantic provinces found that about three-quarters gambled in the previous year.²⁵ More worrisome is that pathological gambling among Canadian youth hovers around 4%, with the rate among Ontario students at about 6%.²⁶

Social Health

Social well-being is a relatively recent addition to the definition of health. It refers to adequate integration and adjustment in a person’s social environment, the extent of social support available, and the quality of one’s relationships.

Indeed, studying quality of life is increasingly becoming a popular approach in health research.

A strong social support network is important in its own right, and it also appears to be a buffer against physical and mental health problems at all ages. Social support has been correlated with lower reported depression and anxiety.²⁷ 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.^{3,28-30}

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 citations³¹⁻³⁴)

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

Health Canada defines the “Population Health Approach” as follows:

Population health refers to the health of a population as measured by health status indicators and as influenced by social, economic and physical environments, personal health practices, individual capacity and coping skills, human biology, early childhood development, and health services.²¹

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,³⁵ and Healthy People 2010 objectives.³⁶
- ❑ Other specific initiatives such as active lifestyle government programs and media

campaigns or changes in the youth criminal justice system can be assessed using scientific survey trend data.

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

What Do Student Health Surveys Tell Us?

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

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

It is also important to note that repeated cross-sectional surveys (repeated surveys interviewing different students each time) such as the *OSDUS* can assess only specific types of change. Because the same students are not surveyed over time, repeated cross-sectional surveys cannot evaluate developmental patterns or individual change (e.g., how 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.

found on our web site:

www.camh.net/research/population_life_course.html.

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 2001 *Ontario Student Drug Use Survey (OSDUS)*. The mental health indicators are divided into internalizing and externalizing indicators. By *internalizing indicators* we mean emotional health problems such as depression and self-esteem. By *externalizing indicators* we mean overt 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. Readers should note that there is a separate published report based on the 2001 *OSDUS* detailing the extent of licit and illicit drug use among Ontario students, which also incorporates survey data over 20 years.³⁷ This report can be

2.0 METHOD

Sampling Design

For each of the 13 surveys, the target population was composed of all students enrolled in the public or Catholic regular school systems. Thus it excludes those enrolled in private schools, special education classes, those institutionalized for correctional or health reasons, those on Indian reserves and Canadian Forces bases, and those in the far northern regions of Ontario (a total of about 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. To incorporate improvements which would provide estimates with greater precision and efficiency, in 1981 the sample design was modified to a stratified single-stage cluster design, which resulted in the selection of more school boards and schools. Since 1981 this survey has been administered by the Institute for Social Research (ISR), York University.

Table 2.1 Twenty-Four Years of the *OSDUS*

	1977	1979	1981	1983	1985	1987	1989	1991	1993	1995	1997	1999	2001
No. Boards	20	20	31	31	20	24	25	27	25	20	22	38	41
No. Schools	104	87	182	227	193	170	171	179	165	137	168	111	106
No. Classes	196	195	198	261	205	215	224	221	233	223	234	285	272
No. Students	4686	4794	3270	4737	4154	4267	3915	3945	3571	3870	3990	4894	4211
Design features	Multi-stage selection (board; school; class), stratified by grade and region. Self-weighted estimates. Grades 7,9,11 and 13		Single-stage selection (board clusters), stratified by grade and region. Weighted estimates. Grades 7, 9,11 and 13 (OAC)									Two-stage selection (school; class), stratified by region and school type (and grade for middle schools). Weighted estimates. Grades 7 through OAC	

The 2001 *OSDUS*

The 2001 (and 1999) *OSDUS* employed a two-stage (school, class), stratified (region and school type) cluster sample design. Compared to surveys conducted before 1999, this design differed in important ways.

1. Students in all grades 7 through 13 (OAC) are surveyed. Rather than surveying students in grades 7, 9, 11 and 13 only, the revised design surveyed students in grades 7 through 13, inclusive. This change would (1) provide greater age variation, and thus provide more developmentally-based 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 are the primary sampling unit. Rather than the selection of school board clusters, the newer *OSDUS* design 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 are 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. The revised design oversampled Northern students to provide better regional estimates.

As in previous surveys, the sampling frame was based on the Ontario Ministry of Education and Training's 1996/97 MIDENT file, which provided information on student enrolment figures.

The 2001 sample design departed from the 1999 design in that it incorporated a partial longitudinal sample of schools drawn from the 1999 sample. This feature of overlapping schools serves to provide more efficient estimates of change over time.³⁸

The sample selection occurred as follows:

1) In 1999, all 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). In 2001, these same schools were re-contacted.

3) Within each school, classes were randomly selected. In elementary/middle schools, two classes were randomly selected – one 7th-grade and one 8th-grade. In secondary schools, three classes were randomly selected regardless of grade.

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.

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 decided not to allow their schools to participate, replacement schools from the same stratum were randomly selected and the relative boards were contacted for permission. If an individual class or student did not participate, no substitution took place. Instead, the data were statistically weighted to correct for loss of precision.

All schools were provided with 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 (16%) were not allowed to participate.

Students responded to self-administered questionnaires in class groups within a 30 to 40 minute session, between February and June 2001. Participation was voluntary and anonymous. ISR field staff provided a short introduction of the study to students prior to its administration. All students recorded their responses directly on the questionnaires, which were then entered and 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 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 2,243 students and the latter by 1,968. Questionnaire A contained 172 items while questionnaire B had 171. About three-quarters of the items were common to both questionnaires. On average, the questionnaire took about 30 minutes to complete. An evaluation of the readability of the 2001 questionnaire showed a grade 8 level according to the Flesch-Kincaid score. Questionnaires are available on our web site:

http://www.camh.net/research/population_life_course.html.

Data Quality

2001 Sample Participation and Characteristics

Initially, 144 schools (48 elementary and 96 secondary) were selected. In total, 106 schools (43 elementary and 63 secondary), represented by 41 school boards, participated in the survey. Of the 106 participating schools, 63 were drawn from the 1999 sample, and another 43 were randomly selected to replace refusing schools or to supplement the sample size. Of the 384 classes selected, 272 participated. Finally, of the 6,094 students enrolled in these schools and classes, 4,317 participated in the survey. The student completion rate was 71% (13% were lost due to absenteeism and 16% were lost due to lack of a parental consent form); the overall response rate was 37% (School rate, $0.74 \times \text{Class rate}$, $0.71 \times \text{Student rate}$, 0.71).

In addition, exclusion criteria were established to enhance data quality. Students were excluded from the final analysis sample if they (1) did not provide a valid age or sex, (2) reported the use of a fictitious drug, (3) reported using three or more drugs 40 or more times during the past year, and (4) had missing values for all drug items. If a case met one of these criteria, then it was dropped. This resulted in 4,211 minimally complete cases used for the data analyses, as shown in Table 2.2. Item non-response rate averaged less than 5%.

Table 2.2 Sample Characteristics, *OSDUS* 2001

<i>Sample</i>	<i>Number Interviewed</i>	<i>Weighted %</i>	<i>Population</i>
<i>Total</i>	4 211		916 200
<i>Male</i>	2 064	49.5	453 519
<i>Female</i>	2 147	50.5	462 681
<i>Grade 7</i>	750	15.8	144 760
<i>Grade 8</i>	691	13.5	123 687
<i>Grade 9</i>	702	19.2	175 910
<i>Grade 10</i>	806	19.9	182 324
<i>Grade 11</i>	561	14.5	132 849
<i>Grade 12</i>	388	9.4	86 123
<i>Grade 13</i>	313	7.8	71 464
<i>Toronto</i>	545	18.9	173 162
<i>North</i>	1 067	8.7	79 709
<i>West</i>	1 529	42.2	386 686
<i>East</i>	1 070	30.2	276 692

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 non-response correction factor. Our sample of 4,211 students represents about 916,200 Ontario students in grades 7 through grade 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 mental health indicator. 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 which we might have studied. The confidence interval (in our case, a 95% confidence interval) can also be interpreted as being 95% likely to include the percentage value we would have obtained if we had studied every member of the target population. In reporting that the percentage of students who had seriously thought about suicide in the past 12 months 11.1% (9.3-13.2) (see Figure 3.4.7), we mean that there is a 95% chance that the actual or true percentage of students in the population of Ontario students who considered suicide lies between 9.3% and 13.2%. 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 size of sample and percentage remain constant.

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

The research evidence suggests that self-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. The margin of error, or confidence intervals, we present in this report include only sampling error. Confidence intervals do not include errors due to non-sampling factors such as the under-reporting of drug use or errors of memory or recall.

2001 Analysis

All 2001 confidence intervals are corrected for characteristics of the sampling design (i.e., stratification, clustering and weighting) using *Stata* survey routines.³⁹ The analysis is based on a design with 8 strata (4 regions * 2 school types), 106 primary sampling units (schools) and 4,211 students. All confidence intervals since 1991 were also corrected for design effects.

Trend Analysis

Although we highlight dominant long-term trends, we pay particular attention to changes between the last two surveys – 1999 and 2001. To statistically test for differences between the 1999 and 2001 percentages, we calculated 95% confidence intervals around the difference and assessed whether the confidence interval spanned the value zero – i.e., no significant difference.⁴⁰ **It is important to note that the tests between 1999 and 2001 are based on all grades (7 to 13/OAC), but trend tests incorporating surveys prior to 1999 are based on only grades 7, 9, 11, and 13 (OAC).**

Because only a sample of all students in Ontario is surveyed, sampling error is involved in every estimate reported. Consequently, absolute differences between two percentages cannot necessarily be interpreted as indicating true or real differences in the population. For example, 12.3% (8.5%-17.4%) of Toronto students reported carrying a weapon in 1999. This percentage decreased to 8.2% (4.6%-14.0%) in 2001, representing a decrease of 4.1

percentage points. However, because these two intervals overlap we cannot be confident that they are different in the population. For this reason, in this report 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., $p < .05$).

Public Health Planning Regions

The Ontario Ministry of Health’s 7 public health planning regions⁴¹ were utilized in Chapters 3.6 and 3.7. The 7 regions are delineated as such:

Toronto

Southwest

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

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

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	2001
3.1. Family & School Life						
Family Living Arrangement	†	†	†	†	†	†
Family Mobility	•	•	†	†	†	†
School Mobility	•	•	•	•	•	†
School Performance & Attitudes	†	†	†	†	†	† ^B
School Climate	•	•	•	•	†	†
3.2. Social Health						
Parental Support	† ^B	† ^B	† ^B	† ^B	† ^B	† ^B
Close Friends & Social Support	•	•	†	†	†	†
3.3. Physical Health						
Self-Rated Health	†	†	†	†	†	†
Missed School Days	•	•	•	•	•	†
Health Care Utilization	•	•	•	•	†	†
Physical Activity	•	•	•	† ^A	† ^A	† ^A
Nutrition	•	•	•	•	•	† ^B
3.4. Internalizing Indicators						
Low Self-Esteem	•	†	†	†	†	†
Depression	† ^A	† ^A	† ^A	† ^A	† ^A	† ^A
Elevated Psychological Distress	•	•	•	•	† ^A	† ^A
Suicide Ideation	•	•	•	•	•	† ^A
Prescriptions for Depression/Anxiety	•	•	•	•	•	† ^A
Body Image	•	•	•	† ^A	•	† ^B
3.5. Externalizing Indicators						
Non-Violent Activity	†	†	†	† ^B	† ^B	† ^A
Violent/Aggressive Activity	†	†	†	† ^B	† ^B	† ^A
Fighting on School Property	•	•	•	•	•	† ^A
Bullying Behaviour	•	•	•	•	•	† ^A
Gambling Activities	•	•	•	•	•	† ^A
Gambling Problems	•	•	•	•	† ^B	† ^A

3.6. Ontario Public Health Planning Regions **3.7 Multiple Outcomes, Multiple Influences** □□□□□□□ Logistic Regression Analyses □□□□□□□ Coexisting Problems □□□□□□□

• not available; † 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 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 their well-being.⁴²⁻⁴⁶

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.

2001 (G7-OAC):

- ❑ Almost three-quarters (72.7%) of students live with both natural parents. About one-in-six (16.2%) live with a single parent (more often the mother), 9.3% live in a step-family, and 1.8% do not live with either natural parent. Overall, 82.0% of students live in an intact family.

1993 - 2001 (G7, 9, 11, OAC only):

- ❑ Overall, no changes in reported living arrangement or family intactness are evident between 1993 and 2001.

Table 3.1.1 Percentage Living in an Intact Family,* 1993 - 2001

	Grades 7, 9, 11, 13					Grades 7 - 13	
	1993	1995	1997	1999	2001	1999	2001
(N=)	(3,571)	(3,870)	(3,990)	(2,868)	(2,326)	(4,894)	(4,211)
Family Intact	81.8	84.0	83.3	81.4	82.0	81.2	82.0
(95% CI)	(79.0, 84.4)	(82.0, 85.7)	(81.6, 85.0)	(79.0, 83.6)	(79.2, 84.5)	(79.2, 82.9)	(80.2, 83.7)
Not Intact	18.2	16.0	16.7	18.6	18.0	18.8	18.0
(95% CI)	(15.6, 21.0)	(14.3, 18.0)	(15.0, 18.4)	(16.4, 21.0)	(15.5, 20.8)	(17.1, 20.8)	(16.3, 19.8)

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

Notes: No significant difference between 1993 and 2001.

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. Frequent moves can negatively affect a child's well-being by disrupting social ties, necessitating school changes, and generally requiring an adjustment to new environments.
42,47,48

The number of family moves was first measured in 1995 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). Starting in 2001, the survey included a question about the number of school changes in the last 5 years, excluding the change from elementary school to high school (response options: never, once, twice, 3 times, 4 times or more).

2001 (G7-OAC):

- ❑ A majority of students (55.2%) have not moved to a different home in the last 5 years. One-quarter (25.0%) of students moved once; 14.8% moved 2 or 3 times; and 5.1% moved 4 or more times.
- ❑ About two-thirds of students (64.2%) have not changed schools in the past 5 years; 22.2% changed schools once; 11.6% changed 2 to 3 times; and 2.0% changed school at least 4 times.

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 2001, the *OSDUS* included several questions about students' school experiences including: school marks and performance, expectations of graduating, time spent on homework, and how much students like school.

2001 (G7-OAC):

- ❑ Over one-third (37.9%) of students report an 'A' in their subjects; 44.8% report a 'B'; 12.8% report a 'C' average; 3.9% report a 'D' average; and less than 1% report usually receiving marks below 'D'.
- ❑ Just over half (56.3%) report above or slightly above average academic performance relative to other students; 32.9% report average performance; and 10.8% report performing either slightly below or below average.
- ❑ A vast majority (86.9%) of students expect to graduate; 10.7% are fairly likely to graduate, while 2.4% report they are unlikely to graduate.
- ❑ About one-in-six students (15.7%) spend less than one hour on homework per week, outside of school. Another quarter (26.3%) spend between one and two hours on homework weekly.
- ❑ One-in-five students (19.8%) indicate that they do not like school very much or at all.

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.⁴⁹ 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.^{28,50}

Starting in 1999, the *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 excellent.*
- *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).

2001 (G7-OAC):

School Attachment

- A majority of students feels close to people at their school (87.8%), and feel like they are part of their school (85.0%). Males are less likely than females to feel attached to their school. Among the grades, 11th- and 12th-graders are the least likely to feel attachment. No regional differences are evident.

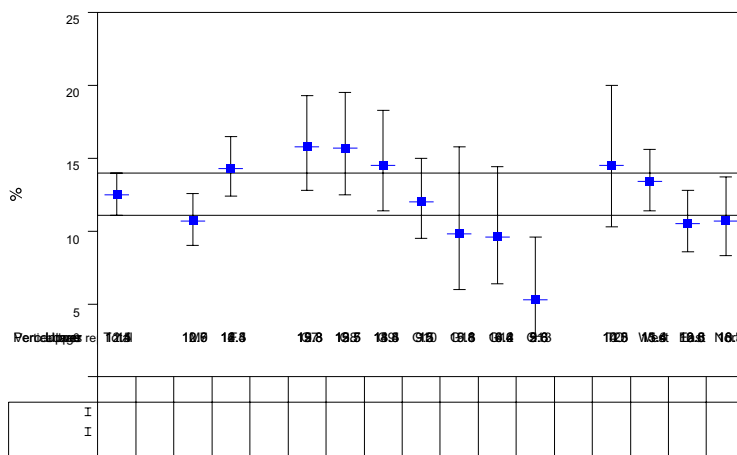
School Academic Rating

- Overall, 75.0% of students rate their teachers as excellent, and 80.0% feel that the courses offered are challenging. Females are more likely to think their teachers are excellent, as are those in grades 7, 8, and 13. No other subgroup differences were found.

School Safety

- An overwhelming majority (91.9%) of students feel safe in their school. However, 12.5% are worried about being harmed or threatened at school. More females than males worry about their personal safety at school (14.3% vs 10.7%, respectively), and those in the younger grades are more likely to be worried than the older grades (e.g., 15.8% of 7th-graders vs 5.3% of 13th-graders). There are no regional differences in perceptions of safety at school.

Figure 3.1.1
Percentage Reporting Worry over Being Harmed or Threatened at School, by Sex, Grade and Region, OSDUS 2001



3.2

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 support.

3.2.1 Parental Support

(Table A3.2.1; Figures 3.2.1 to 3.2.3)

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 2001, while the latter two were in from 1995 to 2001.

2001 (G7-OAC):

- ❑ Just over half (54.2%) of students report getting along very well with their parents, 40.3% get along “OK”, while 5.5% do not get along with their parents. There is no significant sex difference in the quality of the parental relationship. There is a significant grade effect, with 7th-graders most likely to report getting along very well with parents, and those in 11th- and 12th-grade least likely (66.0% vs about 48%, respectively). There is no significant regional variation.
- ❑ One-third (31.7%) of students seldom or number of people in their lives that they could talk to about their problems (i.e., confidants).

never discuss problems with their mother.

This varies by sex, with more males than females seldom or never discussing problems with their mothers (39.6% vs 24.0%). The percentage reporting infrequent maternal communication increases with age, peaking in 12th-grade (43.6%). No regional differences are evident.

- ❑ More students report seldom or never discussing problems with their father, compared to their mother. Over half (54.1%) indicate that they seldom or never discuss problems with their fathers. This is more likely to be the case among females than males (57.2% vs 50.9%, respectively). There is also a distinct age effect, with the percentage increasing as grade increases (from 44% among 7th-graders to a peak of 65% among 12th-graders). No significant regional variation exists.

3.2.2 Friends and Social Support

(Table A3.2.2; Figure 3.2.4)

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 2001, students were asked how many close friends they had, as well as the

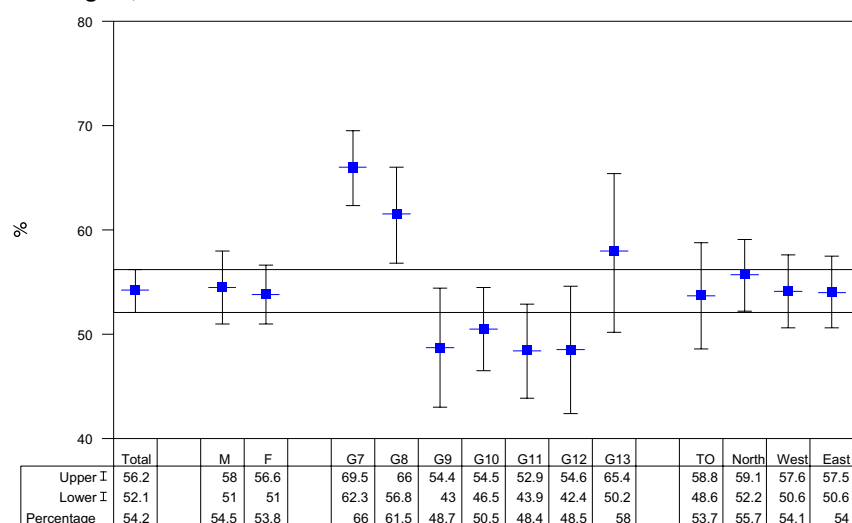
2001 (G7-OAC):

- ❑ Almost all (97.0%) students have at two or more close friends. A small proportion (1.7%) has one friend, and 1.3% have no friends.
- ❑ Likewise, most students (88.1%) have two or more confidants – that is, people they can talk to about their problems. On the other

hand, 7.8% indicate that they have only one confidant, and 4.1% have no one to talk to about their problems.

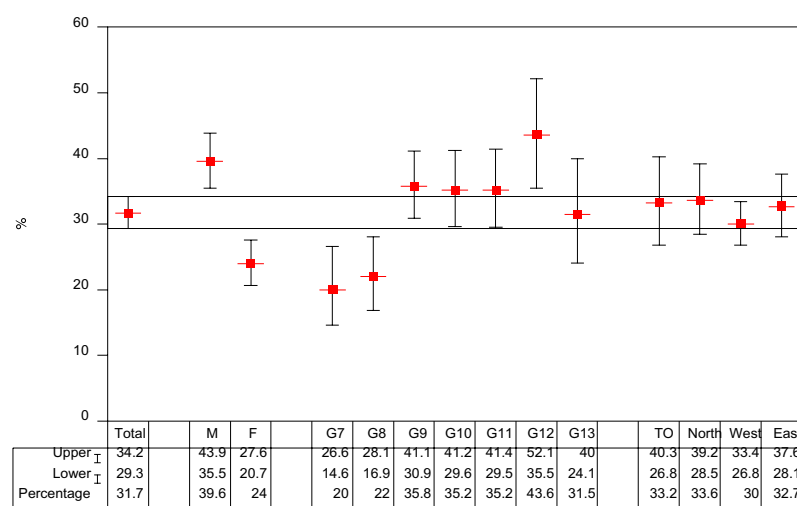
- ❑ Compared to females, males are much more likely to report having no one to which they can confide their problems (2.1% vs 6.3%, respectively).
- ❑ There are no significant grade or regional differences.

Figure 3.2.1
Percentage Reporting Getting Along Very Well with Parents by Sex, Grade and Region, OSDUS 2001



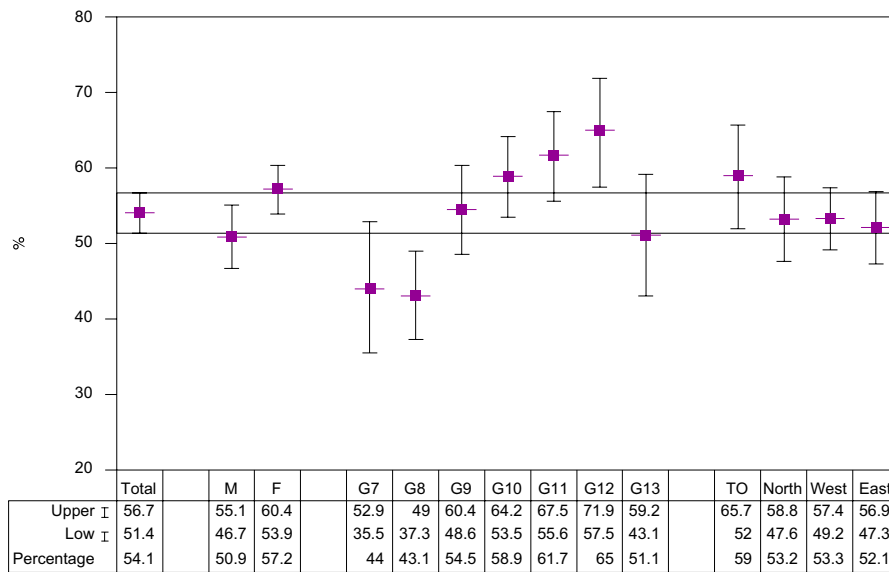
Vertical bars represent 95% confidence intervals; horizontal bar represents 95% CI for total estimate

Figure 3.2.2
Percentage Reporting Seldom or Never Discuss Problems with Mother by Sex, Grade and Region, OSDUS 2001



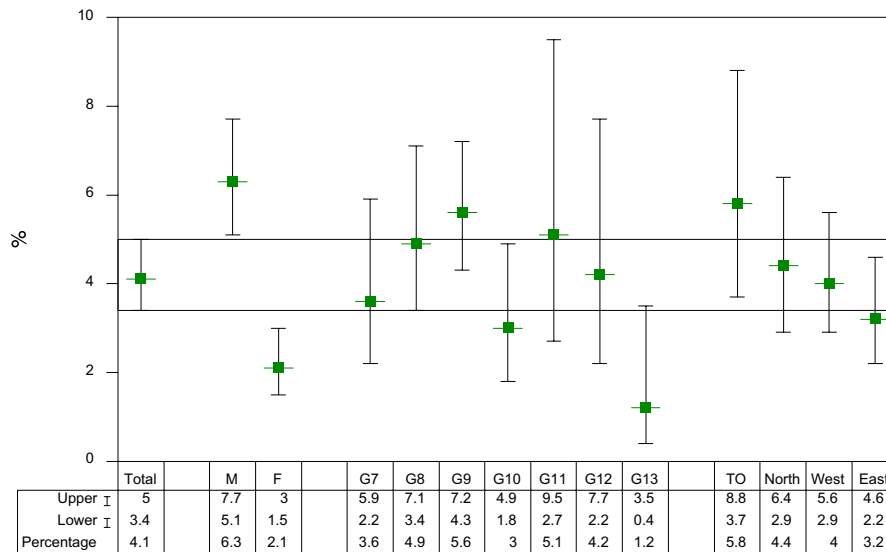
Vertical bars represent 95% confidence intervals; horizontal bar represents 95% CI for total estimate

Figure 3.2.3
Percentage Reporting Seldom or Never Discuss Problems with Father by Sex, Grade and Region, OSDUS 2001



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

Figure 3.2.4
Percentage Reporting Not Having a Confidant by Sex, Grade and Region, OSDUS 2001



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

3.3

General Health and Physical Activity

3.3.1 Self-Rated Physical Health

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

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.^{36,51}

From 1991 to 2001, self-rated health was measured with the following question: "*How would you rate your physical health?*" The response options are: poor, fair, good, very good, excellent. We use the term "poor health" to reflect responses of poor or fair.

2001 (G7-OAC):

- ❑ Over half of students perceive their health as excellent (22.6%) or very good (37.4%). At the risk end, almost one-in-ten report poorer health, with 8.3% reporting fair health and 1.8% reporting poor health.
- ❑ Perceived poor health is higher among females (11.9%) than males (8.4%).
- ❑ Poor health varies by grade: 7th-graders (6.2%) are the least likely to report poor health, whereas 12th-graders (15.1%) are the most likely.
- ❑ Reports of poor health do not significantly vary by region.

1999 vs 2001 (G7 - OAC):

- ❑ Between 1999 and 2001, self-reports of poor or fair health did not significantly change among the total sample, nor among subgroups.

1991 - 2001 (G7, 9, 11, OAC only):

- ❑ Self-reports of poor or fair health were lowest in 1991, at 5.5%.

Rates of poor health were also the lowest in 1991 for the following subgroups:

- ❑ Males (4.9% in 1991 vs 7.5% in 2001)
- ❑ Females (6.1% in 1991 vs 10.5% in 2001)
- ❑ 7th-graders (3.9% vs 6.2%)
- ❑ 11th-graders (6.4% vs 12.2%)
- ❑ 13th-graders (4.0% vs 8.7%)
- ❑ North region (4.1% vs 10.8%)
- ❑ West region (5.3% vs 10.1%).

3.3.2 Missed School Days

(Table A3.3.2)

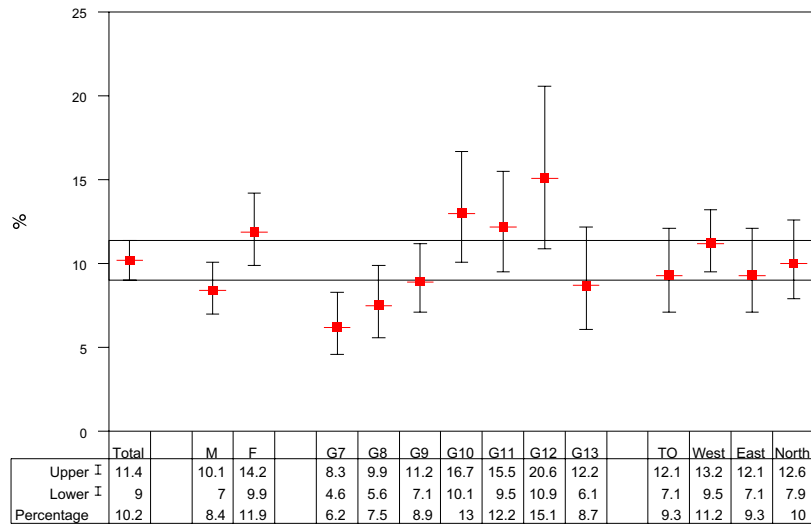
For the first time, the 2001 *OSDUS* asked about school days missed due to health reasons, during the past 4 weeks. The question was "*In the last four weeks (that is, during the last 20 school days), how many days of school did you miss because of your health?*"

2001 (G7-OAC):

- During the past 4 weeks, 53.9% of students missed no school days for health reasons. Almost one-fifth (17.2%) missed one day, 12.3% missed two days, 5.8% missed three days, and 10.9% missed four or more days.

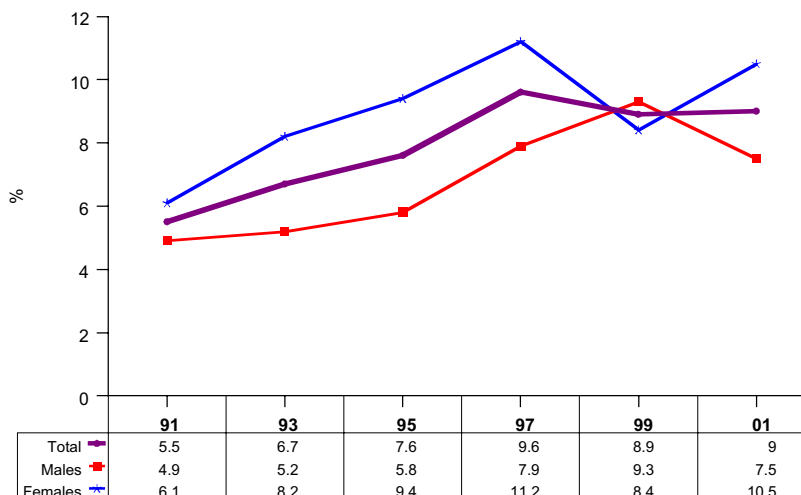
- Males were less likely to miss a school day for health reasons compared to females: 60.0% of males did not miss a day versus 47.8% of females.
- There is no significant grade variation, or regional variation in number of school days missed in the past 4 weeks.

Figure 3.3.1
Percentage Reporting Poor or Fair Health by Sex, Grade and Region, OSDUS 2001



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

Figure 3.3.2
Percentage Reporting Poor Health by Sex, OSDUS 1991 - 2001 (G7, 9, 11, 13 only)



3.3.3 Health Care Utilization

(Table A3.3.3; Figures 3.3.3, 3.3.4)

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

Of course, the number of visits indicative of good versus poor health differs depending on whether one is seeking physical health care or mental health care. For the present report, we examined the proportion of students that did not visit a practitioner, as well as the proportion indicating at least one visit, for both physical and mental health reasons.

2001 (G7-OAC):

- ❑ During the past 12 months, 66.4% of students visited a doctor for their physical health at least once, while 10.9% reported a visit for mental health.
- ❑ Compared to males, females are significantly more likely to report at least one physical health visit (61.3% vs 71.3%, respectively), and are also more likely to report a mental health visit (8.0% vs 13.6%).
- ❑ There are no significant grade differences in physical health visits or mental health visits in the past 12 months.
- ❑ A significant regional difference was found for physical health visits only: students in Toronto (69.6%) and the East (71.4%) are more likely to have seen a doctor in the past 12 months, compared to students in the West (62.6%) and the North (60.3%).

1999 vs 2001 (G7-OAC):

- ❑ Between 1999 and 2001, significantly fewer students visited a doctor for their physical health, from 70.4% to 66.4%.
- ❑ Significant decreases between 1999 and 2001 in physical health care visits were also evident for the following subgroups:
 - Males (from 65.9% to 61.3%)
 - 10th-graders (73.1% to 64.0%)
 - 12th-graders (70.4% to 64.0%)
 - Toronto students (74.8% to 69.6%)
 - Western students (68.0% to 62.6%)
- ❑ There were no changes in reports of mental health care visits between 1999 and 2001 among the total sample, nor among subgroups

Figure 3.3.3
Percentage Reporting at Least One Physical Health Care Visit during the Past 12 Months by Sex, Grade and Region, OSDUS 2001

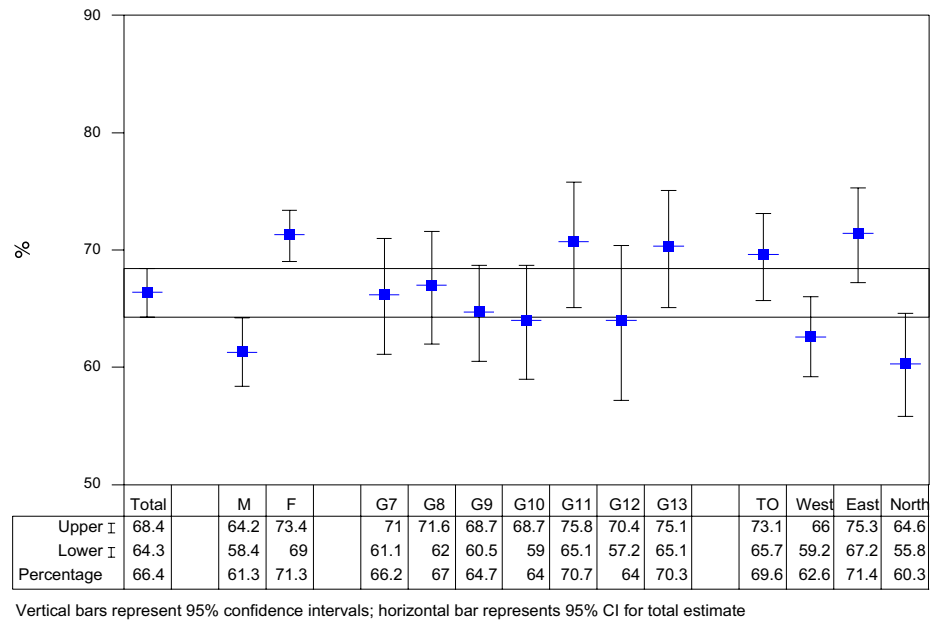
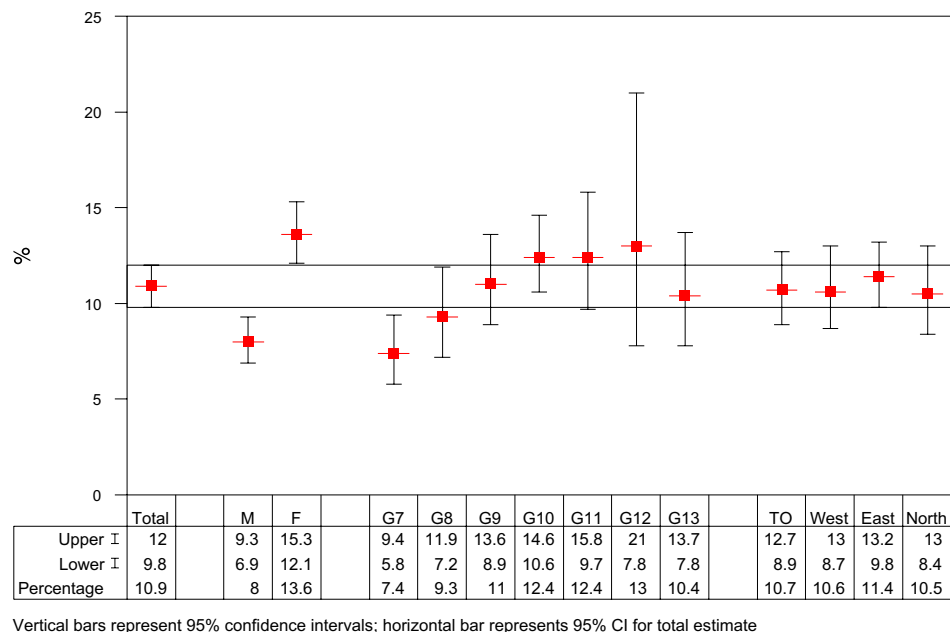


Figure 3.3.4
Percentage Reporting at Least One Mental Health Care Visit During the Past 12 Months by Sex, Grade and Region, OSDUS 2001



3.3.4 Physical Activity

(Tables 3.3.2, A3.3.4; Figure 3.3.5)

Regular physical activity offers short-term physical and mental health benefits, such as reducing the risk of obesity and stress, and improving self-esteem.⁵²⁻⁵⁴ Moreover, an active lifestyle established during adolescence is likely to extend into adulthood.^{55,56}

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.

2001 (G7-OAC):

- ❑ A majority of students (85.9%) were physically active during the seven days before the survey, whereas 14.1% were inactive. On average, students exercised three and one-half days out of seven. Just under half of students (47.2%) were physically inactive at school during the previous five school days.
- ❑ Males and females were equally inactive during the past seven days (13.4% and 14.9%, respectively), whereas females were more likely than males to be inactive at school during the past five days (52.5% vs 41.6%).
- ❑ School-based physical activity varies by grade: older students are more likely to be

inactive, ranging from 20% of 7th-graders to 79.2% of 13th-graders.

- ❑ There were no significant regional differences in inactivity over the past seven days, or the past five school days.

1999 vs 2001 (G7-OAC):

- ❑ Between 1999 (14.7%) and 2001 (14.1%), there was no significant change in the percentage of all students who were inactive during the past 7 days. Nor were there changes among subgroups.

1997 - 2001 (G7, 9, 11, OAC only):

- ❑ There were no significant changes in physical inactivity between 1997 and 2001.

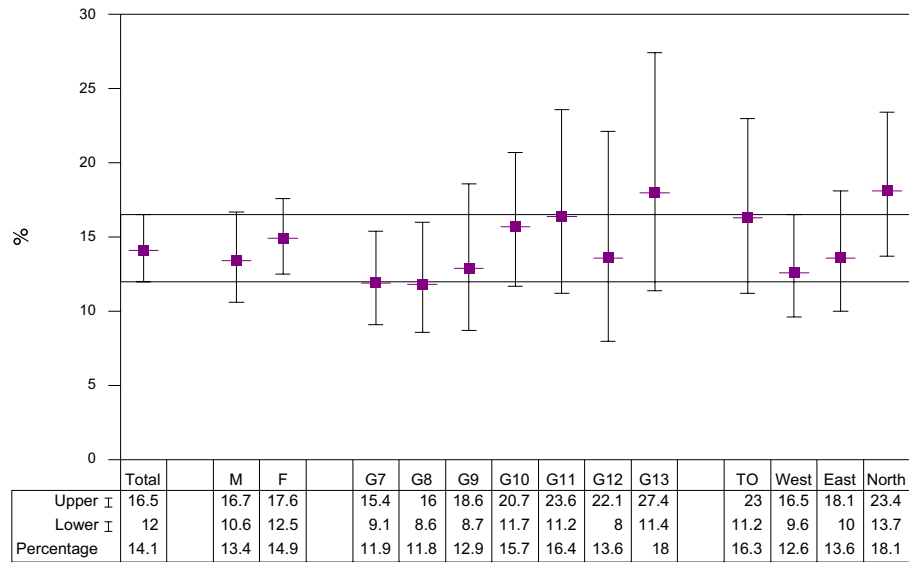
2010 Health Objective: Physical Activity

(Figure 3.3.6)

Recent health goals in the United States have established that, by the year 2010, the target percentage of adolescents engaging in 20 minutes of vigorous physical activity three or more days per week should be 85%.³⁶ The percentage of Ontario students reporting this level of activity in 2001 is 63.6%.

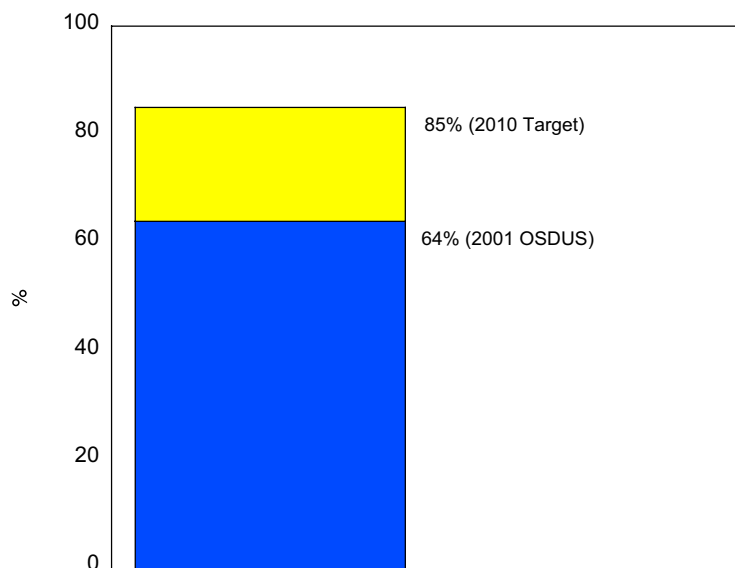
Similarly, Canadian officials have set a goal of reducing the percentage of inactive Canadians by 10% for the year 2003.²¹

Figure 3.3.5
Percentage Reporting Physical Inactivity During the Past 7 Days by Sex, Grade and Region, OSDUS 2001



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

Figure 3.3.6
2010 Health Objective for Adolescents: At Least 20 minutes of Vigorous Physical Activity 3 or More Times a Week



3.3.5 Nutrition

(Table A3.3.5; Figure 3.3.7)

For the first time, the 2001 *OSDUS* included two questions about eating habits. Students were asked “*On a typical day, how many times do you eat fruits or vegetables? (Do not include juices).*” Response options were: 0 times, 1 time, 2 times, 3 or more times. Students were then asked “*During a typical week, how many times do you eat hamburgers or hot dogs?*” Response options were: 0 times, 1-2 times, 3-4 times, 5 or more times.

2001 (G7-OAC):

- ❑ Only 4.6% of all students *do not* eat fruits or vegetables on a typical day. Just under one-third (30%) eat fruits/vegetables at least three times per day. About one-fifth (22.8%) do not eat hamburgers or hot dogs on a weekly basis, while 3.9% eat these foods at least five times weekly.
- ❑ Females eat fruits or vegetables more often than males, whereas males eat hamburgers or hot dogs more often.
- ❑ There are no significant grade or regional differences in the frequency of consuming either food group.

Figure 3.3.7
Percentage Eating Fruits/Vegetables, and Hamburgers/Hot Dogs, OSDUS 2001

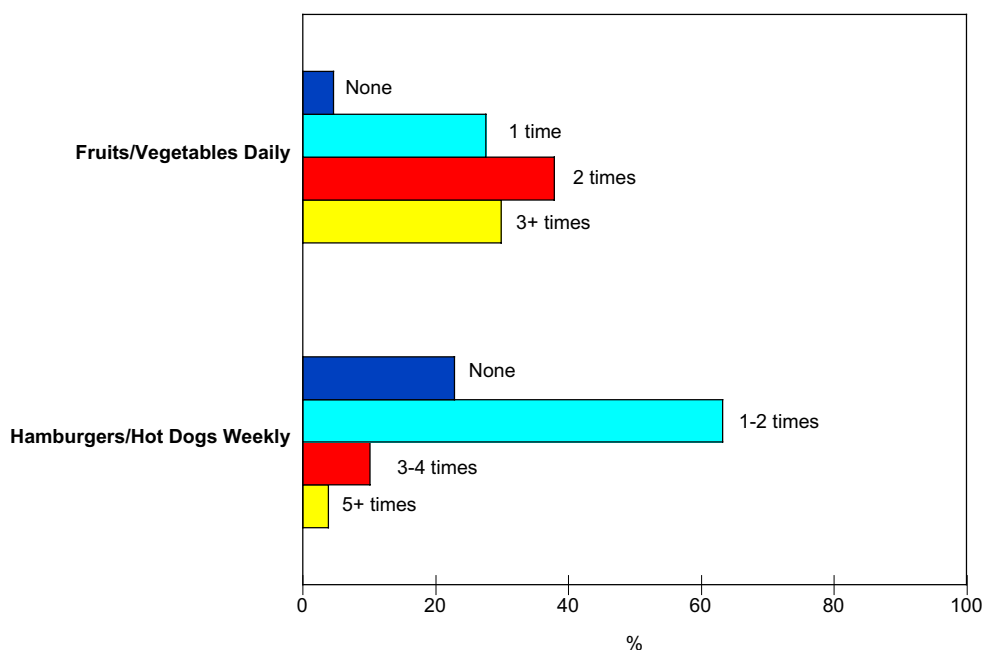


Table 3.3.1 Percentage Indicating "Poor" or "Fair" Health, 1991 - 2001

		<i>Grades 7, 9, 11, 13</i>						<i>Grades 7 - 13</i>	
		<i>1991</i>	<i>1993</i>	<i>1995</i>	<i>1997</i>	<i>1999</i>	<i>2001</i>	<i>1999</i>	<i>2001</i>
TOTAL	%	5.5**	6.7	7.6	9.6	8.9	9.0	9.0	10.2
	<i>(95% CI)</i>	<i>(4.3, 6.7)</i>	<i>(4.9, 8.5)</i>	<i>(6.5, 8.7)</i>	<i>(8.5, 10.8)</i>	<i>(7.6, 10.3)</i>	<i>(8.0, 10.1)</i>	<i>(8.0, 10.1)</i>	<i>(9.0, 11.4)</i>
Males		4.9*	5.2	5.8	7.9	9.3	7.5	8.7	8.4
		<i>(3.8, 6.1)</i>	<i>(3.7, 6.7)</i>	<i>(4.6, 6.9)</i>	<i>(6.2, 9.5)</i>	<i>(7.5, 11.5)</i>	<i>(5.8, 9.5)</i>	<i>(7.3, 10.3)</i>	<i>(7.0, 10.1)</i>
Females		6.1**	8.2	9.4	11.2	8.4	10.5	9.4	11.9
		<i>(4.3, 7.9)</i>	<i>(5.7, 10.6)</i>	<i>(8.0, 10.8)</i>	<i>(9.8, 12.6)</i>	<i>(6.9, 10.3)</i>	<i>(8.8, 12.4)</i>	<i>(8.0, 10.8)</i>	<i>(9.9, 14.2)</i>
Grade 7		3.9*	5.5	5.0	5.8	3.8	6.2	3.8	6.2
		<i>(2.7, 5.0)</i>	<i>(1.5, 9.6)</i>	<i>(2.5, 7.5)</i>	<i>(4.1, 7.5)</i>	<i>(2.7, 5.5)</i>	<i>(4.6, 8.3)</i>	<i>(2.7, 5.5)</i>	<i>(4.6, 8.3)</i>
Grade 8								7.2	7.5
								<i>(5.5, 9.4)</i>	<i>(5.6, 9.9)</i>
Grade 9		6.9	5.8	6.6	10.0	9.8	8.9	9.8	8.9
		<i>(5.0, 8.8)</i>	<i>(3.0, 8.6)</i>	<i>(5.4, 7.7)</i>	<i>(7.2, 12.8)</i>	<i>(7.7, 12.4)</i>	<i>(7.1, 11.2)</i>	<i>(7.7, 12.4)</i>	<i>(7.1, 11.2)</i>
Grade 10								10.0	13.0
								<i>(7.2, 13.7)</i>	<i>(10.1, 16.7)</i>
Grade 11		6.4**	7.5	10.3	11.8	11.5	12.2	11.5	12.2
		<i>(3.3, 9.6)</i>	<i>(4.0, 11.0)</i>	<i>(7.7, 12.9)</i>	<i>(9.8, 13.9)</i>	<i>(8.8, 14.8)</i>	<i>(9.5, 15.5)</i>	<i>(8.8, 14.8)</i>	<i>(9.5, 15.5)</i>
Grade 12								10.9	15.1
								<i>(8.3, 14.2)</i>	<i>(10.9, 20.6)</i>
Grade 13		4.0**	9.3	8.9	11.8	9.9	8.7	9.9	8.7
		<i>(1.9, 6.1)</i>	<i>(6.1, 12.5)</i>	<i>(7.3, 10.5)</i>	<i>(9.6, 14.0)</i>	<i>(6.6, 14.6)</i>	<i>(6.1, 12.2)</i>	<i>(6.6, 14.6)</i>	<i>(6.1, 12.2)</i>
Toronto		5.9	6.6	8.3	8.1	9.3	7.6	10.2	9.3
		<i>(2.9, 8.8)</i>	<i>(3.7, 9.6)</i>	<i>(4.5, 12.2)</i>	<i>(6.4, 9.8)</i>	<i>(6.5, 13.1)</i>	<i>(5.7, 9.9)</i>	<i>(8.4, 12.3)</i>	<i>(7.1, 12.1)</i>
North Region		4.1**	3.6	6.5	6.0	6.4	10.8	7.5	10.0
		<i>(1.8, 6.4)</i>	<i>(0, 7.9)</i>	<i>(1.7, 11.2)</i>	<i>(4.4, 7.6)</i>	<i>(4.5, 9.1)</i>	<i>(7.9, 14.7)</i>	<i>(6.0, 9.3)</i>	<i>(7.9, 12.6)</i>
West Region		5.3**	6.3	8.1	11.1	9.3	10.1	9.7	11.2
		<i>(3.2, 7.3)</i>	<i>(3.6, 9.0)</i>	<i>(6.6, 9.6)</i>	<i>(8.8, 13.5)</i>	<i>(7.4, 11.7)</i>	<i>(8.4, 12.2)</i>	<i>(7.9, 11.8)</i>	<i>(9.5, 13.2)</i>
East Region		6.0	8.3	6.7	9.5	8.6	8.1	7.9	9.3
		<i>(3.8, 8.1)</i>	<i>(4.3, 12.4)</i>	<i>(5.5, 7.9)</i>	<i>(7.8, 11.2)</i>	<i>(6.4, 11.3)</i>	<i>(6.4, 10.2)</i>	<i>(6.4, 9.8)</i>	<i>(7.1, 12.1)</i>

Notes: Significant difference between 1991 and 2001: **p<.01, *p<.05.

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.3.2 Percentage Reporting Physical Inactivity During the Past 7 Days, 1997 – 2001

		<i>Grades 7, 9, 11, 13</i>			<i>Grades 7-13</i>	
		<i>1997</i>	<i>1999</i>	<i>2001</i>	<i>1999</i>	<i>2001</i>
<i>TOTAL</i>	<i>% Inactive</i>	13.7	15.3	14.2	14.7	14.1
	<i>(95% CI)</i>	(11.7, 15.7)	(12.6, 18.4)	(11.7, 17.3)	(12.7, 16.9)	(12.0, 16.5)
<i>Males</i>		12.9	16.4	13.0	15.2	13.4
		(9.6, 16.1)	(12.6, 21.0)	(9.8, 17.2)	(12.4, 18.4)	(10.6, 16.7)
<i>Females</i>		14.4	14.3	15.5	14.2	14.9
		(11.9, 16.9)	(11.4, 17.8)	(12.3, 19.4)	(11.7, 17.0)	(12.5, 17.6)
<i>Grade 7</i>		15.5	18.5	11.9	18.5	11.9
		(11.6, 19.4)	(13.9, 24.1)	(9.1, 15.4)	(13.9, 24.1)	(9.1, 15.4)
<i>Grade 8</i>					12.8	11.8
					(9.3, 17.2)	(8.6, 16.0)
<i>Grade 9</i>		12.7	11.8	12.9	11.8	12.9
		(10.4, 15.1)	(9.1, 15.1)	(8.7, 18.6)	(9.1, 15.1)	(8.7, 18.6)
<i>Grade 10</i>					15.5	15.7
					(11.6, 20.5)	(11.7, 20.7)
<i>Grade 11</i>		12.5	19.1	16.4	19.1	16.4
		(7.9, 17.1)	(13.1, 27.0)	(11.2, 23.6)	(13.1, 27.0)	(11.2, 23.6)
<i>Grade 12</i>					13.0	13.6
					(8.7, 18.8)	(8.0, 22.1)
<i>Grade 13</i>		15.2	10.4	18.0	10.4	18.0
		(9.9, 20.5)	(6.8, 15.6)	(11.4, 27.4)	(6.8, 15.6)	(11.4, 27.4)
<i>Toronto</i>		17.9	18.3	14.3	18.4	16.3
		(16.4, 19.3)	(13.5, 24.4)	(9.6, 20.7)	(13.9, 24.0)	(11.3, 23.0)
<i>North Region</i>		15.7	18.6	20.0	16.7	18.1
		(6.9, 24.6)	(10.5, 30.8)	(14.2, 27.5)	(11.8, 23.1)	(13.7, 23.4)
<i>West Region</i>		14.0	16.6	13.4	15.6	12.6
		(9.6, 18.3)	(11.6, 23.2)	(9.4, 18.8)	(12.3, 19.6)	(9.6, 16.5)
<i>East Region</i>		10.0	11.2	13.7	10.8	13.6
		(9.2, 10.7)	(8.0, 15.4)	(9.2, 20.0)	(7.8, 14.6)	(10.0, 18.1)

Notes: Data based on random half samples. No significant differences between 1997 and 2001.

Source: OSDUS, Centre for Addiction and Mental Health

3.4

Internalizing Indicators

Internalizing mental health indicators 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,³¹ but also with poor physical and mental health outcomes, and poor school and personal achievement.^{34,57}

Adapted items from the *Rosenberg Self-Esteem Scale*⁵⁸ have been in the *OSDUS* since 1993. The following six items were used in the last four 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).

2001 (G7 - OAC):

- ❑ About one-in-ten students (9.2%) report low self-esteem.

- ❑ Specifically, under one-in-five (15.0%) students often or always feel that they cannot do anything right; 16.2% feel they do not have much to be proud of; and 11.3% feel that they are no good at all. About one-in-ten (8.5%) seldom or never feel good about themselves; 10.0% do not feel that they are a person of worth; and 6.8% do not feel that they can do most things as well as others can.
- ❑ There is no significant difference between males and females on low self-esteem (8.6% vs 9.8%, respectively).
- ❑ There is a significant grade effect: low self-esteem is highest among 9th-graders, (14.5%) and lowest among 13th-graders (3.3%).
- ❑ There is no significant regional effect for low self-esteem.

1999 vs 2001 (G7 - OAC):

- ❑ Low self-esteem remained stable between 1999 (10.0%) and 2001 (9.2%) among the total sample.

However, significant decreases in low self-esteem were found among the following subgroups:

- ❑ Females (from 12.7% in 1999 to 9.8% in 2001)
- ❑ 11th-graders (from 10.7% to 6.8%)
- ❑ 13th-graders (from 7.6% to 3.3%)
- ❑ East region (from 11.1% to 7.2%)

1995 - 2001 (G7, 9, 11, OAC only):

- Between 1995 (9.7%) and 2001 (9.4%), low self-esteem did not change among the total sample.

However, declines between these years were found for the following subgroups:

- Females (from 12.6% in 1995 down to 9.8% in 2001)
- 11th-graders (from 9.6% to 6.8%)
- 13th-graders (from 7.2% to 3.3%)

Figure 3.4.1
Percentage Reporting Low Self-Esteem Symptoms, OSDUS 2001

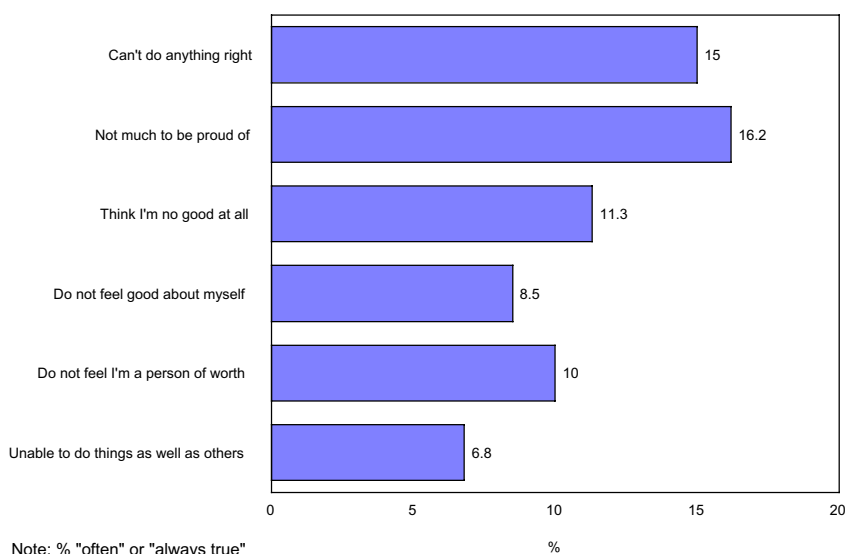
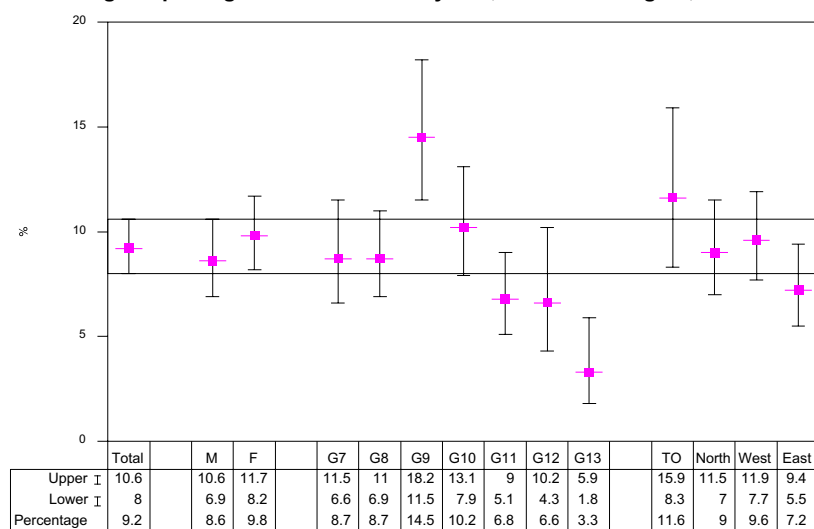


Figure 3.4.2
Percentage Reporting Low Self-Esteem by Sex, Grade and Region, OSDUS 2001



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

3.4.2 Depressive Symptoms

(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.^{7,59}

The *Center for Epidemiologic Studies Depression Scale* (CES-D) is a self-report scale used to screen for depressive symptomatology in the general population.⁶⁰ 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 1997 to 2001. The time referent is the “past 7 days.”

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

The response options were based on a 4-point scale, ranging from “never or rarely” (scored as 0) to “always” (scored as 3). Because depressive symptoms can range on a continuum, we assess two indicators: (1) those at **moderate risk** for depression (indicated by a summation 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).

2001 (G7 - OAC):

- ❑ Overall, 14.5% of students felt sad often or always during the seven days before the survey; 13.4% felt lonely; 10.3% felt depressed; and 11.9% felt like crying.

- ❑ Over one-third of students (38.8%) are at a moderate risk for depression, and about one-in-twenty (4.6%) are at a high risk for depression (this represents about 42,000 students).
- ❑ 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 (45.9% vs 31.5%), and a high risk for depression (7.1% vs 2.1%).
- ❑ Feeling lonely is the only symptom to vary by grade, ranging from 9.7% of 7th-graders to a peak of 18.2% of 12th-graders. There are no significant grade differences for the two overall depression measures.
- ❑ No significant regional difference exists on any the four symptoms, nor on the two overall depression measures.

1999 vs 2001 (G7 - OAC):

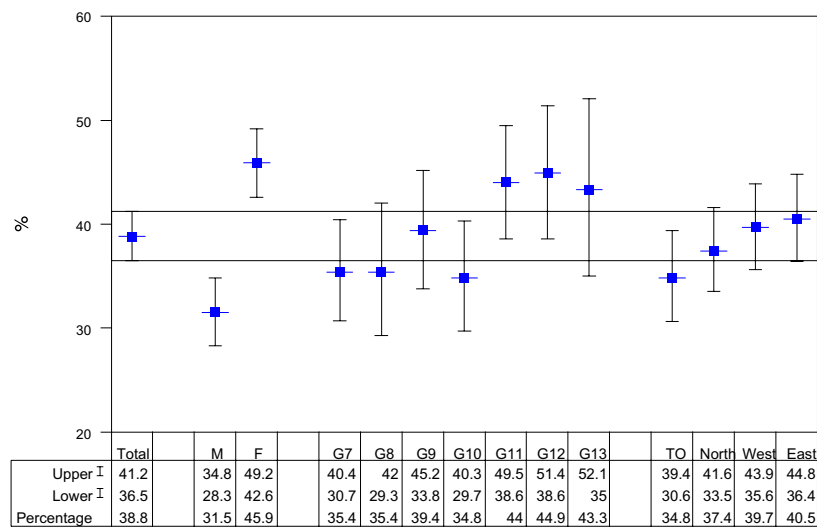
- ❑ Between 1999 and 2001, there was no significant change on either of the two depression risk measures for the total sample.
- ❑ Among subgroups, two significant decreases were found for moderate risk for depression: 10th-graders showed a decline from 45.4% in 1999 to 34.8% in 2001; and students from the North declined from 44.3% in 1999 to 37.4% in 2001.

1997 - 2001 (G7, 9, 11, OAC only):

- ❑ There was no significant change for the total sample on either of the two depression risk measures between 1997 and 2001.

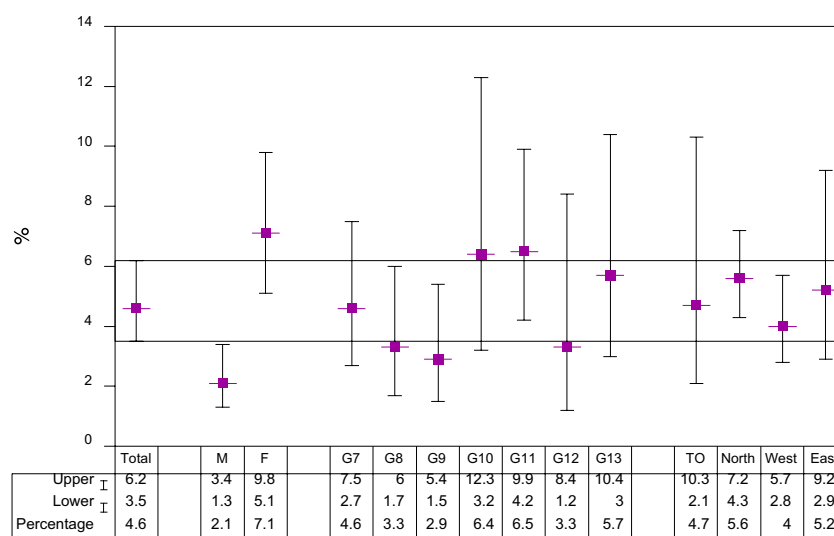
- Among the subgroups, two significant decreases were found for moderate risk for depression only: (1) fewer females showed a moderate risk in 2001 compared to 1997 (45.9% vs 55.2%, respectively); and (2) fewer Toronto students showed moderate risk in 2001 compared to 1997 (35.1% vs 41.6%).

Figure 3.4.3
Percentage Reporting *Moderate Risk* for Depression by Sex, Grade and Region, OSDUS 2001



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 2001



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) ⁶¹ 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 GHQ was first used in the *OSDUS* in 1999. The item wording took the form: “*Over the last few weeks, have you....*”. Response categories are on a 4-point scale ranging from “better [more so] than usual” to “much less than usual”; or “not at all” to “much more than usual.” The following items were used:

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

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

2001 (G7 - OAC):

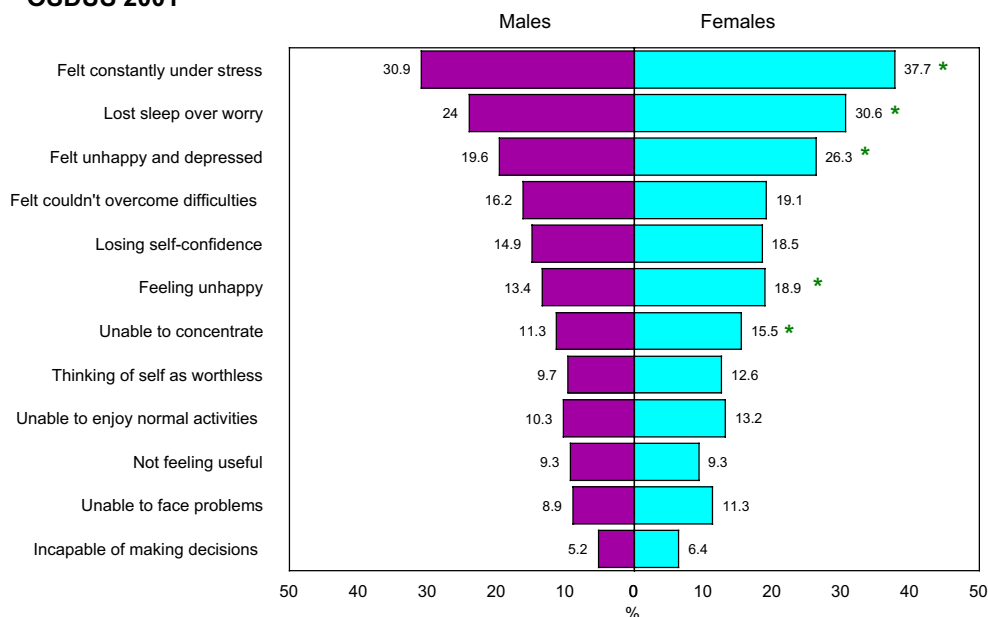
- ❑ Elevated psychological distress is reported by just over one-quarter (27.7%) of students. This represents about 253,800 Ontario students.
- ❑ The most common symptom experienced by students is the feeling of being constantly under stress (34.3%), followed by losing sleep because of worrying (27.3%). The least cited symptom is feeling incapable of making decisions (5.8%).
- ❑ Females are more likely to report elevated psychological distress compared to males (30.6% vs 24.7%, respectively).
- ❑ Compared to males, females are significantly more likely to report 5 of the 12 symptoms: being unable to concentrate, not feeling happy, losing sleep because of worry, feeling constant stress, and feeling depressed.
- ❑ Psychological distress significantly increases with grade, peaking in 11th-grade and again in 13th-grade (about 40%).
- ❑ There is substantial grade variation on 8 of the 12 symptoms, generally showing inferior mental health with increasing grade. For example, constantly feeling stressed increases dramatically with grade, with only 18.6% of 7th-graders reporting so versus 59.3% 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.

1999 vs 2001 (G7-OAC):

- Among the total sample, there was no significant change in elevated psychological distress (30.3% in 1999 vs 27.7% in 2001).

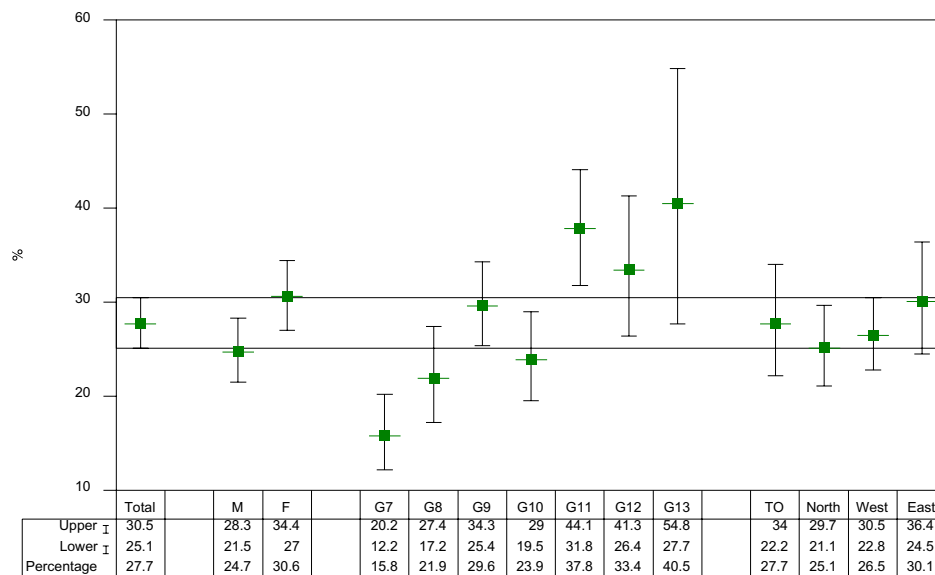
- Among the subgroups, two significant declines in psychological distress were found: there was a decline among females, from 36.0% in 1999 down to 30.6% in 2001; and among 10th-graders, from 31.4% in 1999 to 23.9% in 2001.

Figure 3.4.5
Percentage Reporting Distress Symptoms (Past Few Weeks) by Sex, OSDUS 2001



* females significantly higher, $p < .05$

Figure 3.4.6
Percentage Reporting Elevated Psychological Distress (GHQ 3+) by Sex, Grade and Region, OSDUS 2001



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

3.4.4 Suicide Ideation

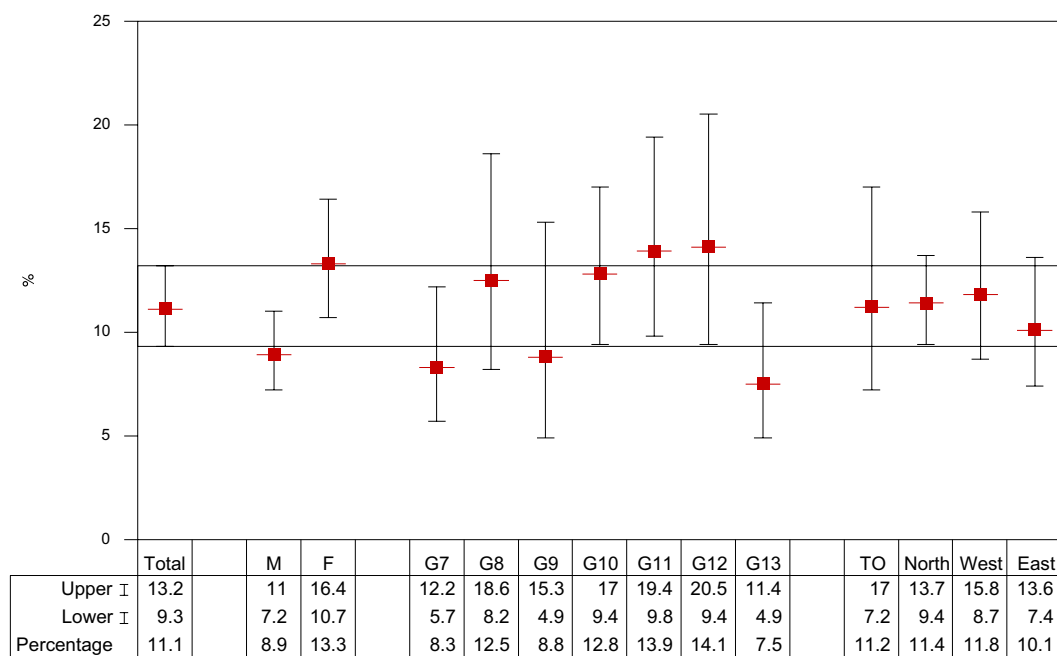
(Figure 3.4.7)

For the first time, the 2001 *OSDUS* included a question about suicide. Specifically, students were asked “*During the last 12 months, did you ever seriously consider attempting suicide?*” Response options were yes or no.

2001 (G7 - OAC):

- ❑ Just over one-in-ten (11.1%) students reported that they had seriously considered suicide in the past year. This represents about 101,700 Ontario students.
- ❑ Females are more likely to think about suicide than males (13.3% vs 8.9%, respectively).
- ❑ There was no significant association with grade or region.

Figure 3.4.7
Percentage Reporting Suicide Ideation During the Past 12 Months by Sex, Grade and Region, OSDUS 2001



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

3.4.5 Prescription Medication for Depression and Anxiety

For the first time, the 2001 *OSDUS* asked about prescription medication for depression or anxiety. The question used was “*In the last 12 months, have you been prescribed medicine to treat anxiety or depression?*” The four response options were: yes for anxiety only; yes for depression only; yes for both; or no.

2001 (G7 - OAC):

- ❑ About 1.6% of students reported that they had been prescribed medication for depression in the past year. This represents about 14,700 Ontario students. Just under 1% (0.6%) of students (about 5,500) were prescribed medication for anxiety. Similarly, 0.5% (about 4,500) of students were prescribed medication for both depression and anxiety.
- ❑ These numbers are too small to analyze by sex, grade, or region.

3.4.6 Body Image and Desired Change in Weight

(Table A3.4.4; Figure 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* first included questions concerning beliefs about personal weight and

desired change in weight. These two items were repeated in the 2001 survey.

2001 (G7 - OAC):

- ❑ Over two-thirds (70.5%) of students are satisfied with their weight. One-fifth (19.2%) think they are too fat, while one-tenth (10.3%) think they are too thin.
- ❑ Over one-third (37.8%) of students are not trying to do anything about their weight. Another third (31.1%) are trying to lose weight; 18.9% want to keep from gaining weight; and 12.2% are trying to gain weight.
- ❑ Females are significantly more likely to believe that they are too fat, compared to males (23.7% vs 14.4%, respectively), whereas males are more likely to believe that they are too thin (13.2% vs 7.6%).
- ❑ Significantly more females than males want to lose weight (40.6% vs 21.1%, respectively), whereas more males want to gain weight (19.2% vs 5.7%).
- ❑ There are no significant grade or regional differences for these two items.

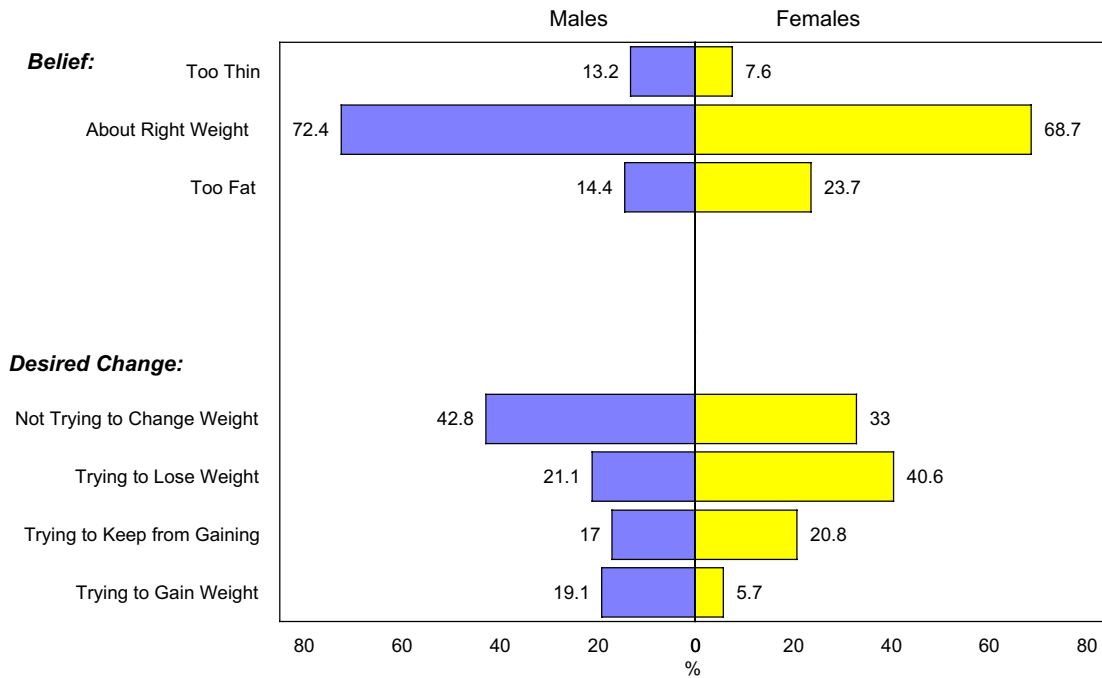
1997 vs 2001 (G7, 9, 11, OAC only):

- ❑ Among the total sample, the percentage who think they are too fat significantly declined between 1997 (22.9%) and 2001 (18.4%).
- ❑ Among males, those trying to lose weight increased from 15.9% in 1997 to 21.8% in 2001, as did those who want to keep from gaining weight (from 12.2% to 17.8%). The percentage of males not trying to do anything about their weight declined between 1997 and 2001 (from 50.6% to 41.4%).

- Among females, the percentage who think they are too fat declined, from 30.7% in 1997 to 23.2 in 2001. The percentage of

females who reported that they were trying to keep from gaining weight declined between 1997 (25.4%) and 2001 (20.3%).

Figure 3.4.8
Body Image Belief and Desired Change in Body Weight by Sex, OSDUS 2001



3.5

Externalizing Indicators

This chapter deals with externalizing indicators that are 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.^{62,63} 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 2001, 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, 3.5.2)

2001 (G7 - OAC):

- ❑ Among all 12 activities, the 3 most frequent behaviours reported during the 12 months before the survey were property damage (15.6%), theft under \$50 (14.0%), and beating up someone (12.3%). The least reported activity was selling drugs other than cannabis (3.1%).
- ❑ Overall, 14.5% of students report involvement in at least 3 of the 12 activities. More males than females report this level (19.6% vs 9.7%, respectively). Tenth graders (18.5%) and 11th-graders (16.5%) are the most likely to report at least 3 activities. There are no significant regional differences.

1999 vs 2001 (G7 - OAC):

- ❑ The percentage of all students reporting at least 3 of the 12 activities significantly declined between 1999 and 2001, from 18.1% to 14.5%. This percentage also declined among males, from 25.4% in 1999 to 19.6% in 2001.
- ❑ Among the grades, only 10th- and 11th-graders showed a decline in 3 or more

- activities (26.7% in 1999 vs 18.5% in 2001, and 24.8% vs 16.5%, respectively).
- No significant changes between 1999 and 2001 in 3 or more activities were evident for any of the regions.

1993 - 2001 (G7, 9, 11, OAC only):

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

- Between 1993 and 2001, the only change in the percentage reporting 3 or more activities among all students occurred between 1999 – the peak point – and 2001. In fact, the 2001 estimate is the lowest since data collection began in 1993. This pattern holds true for most subgroups.

Figure 3.5.1
Percentage Reporting Delinquent Activities During the Past 12 Months, OSDUS 2001

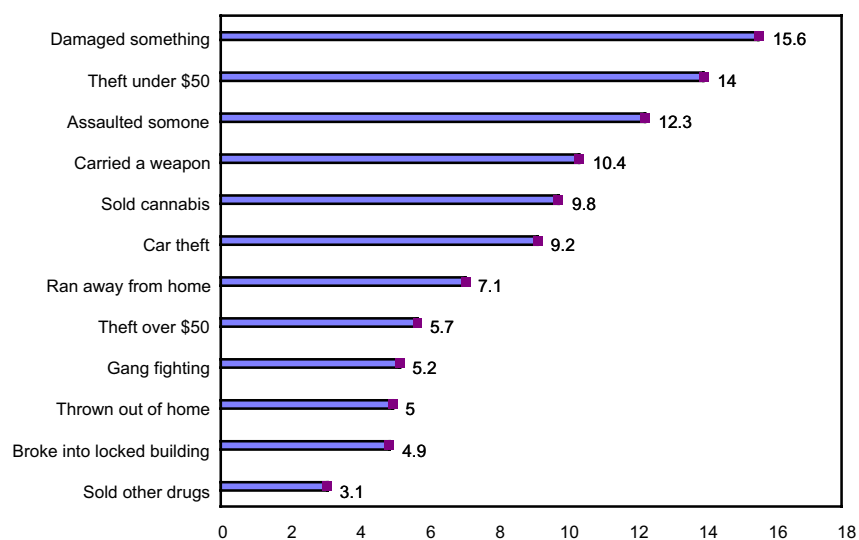
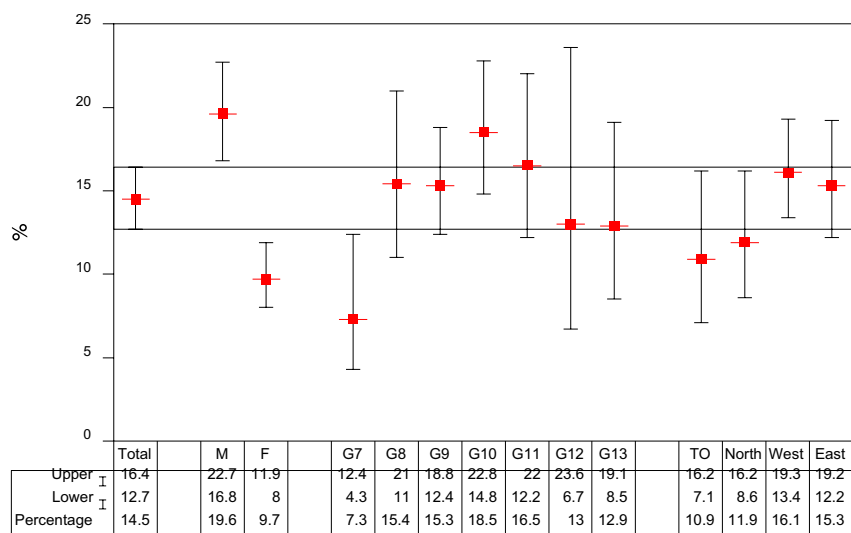


Figure 3.5.2
Percentage Reporting 3+ (of 12) Delinquent Activities During the Past 12 Months by Sex, Grade and Region, OSDUS 2001



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

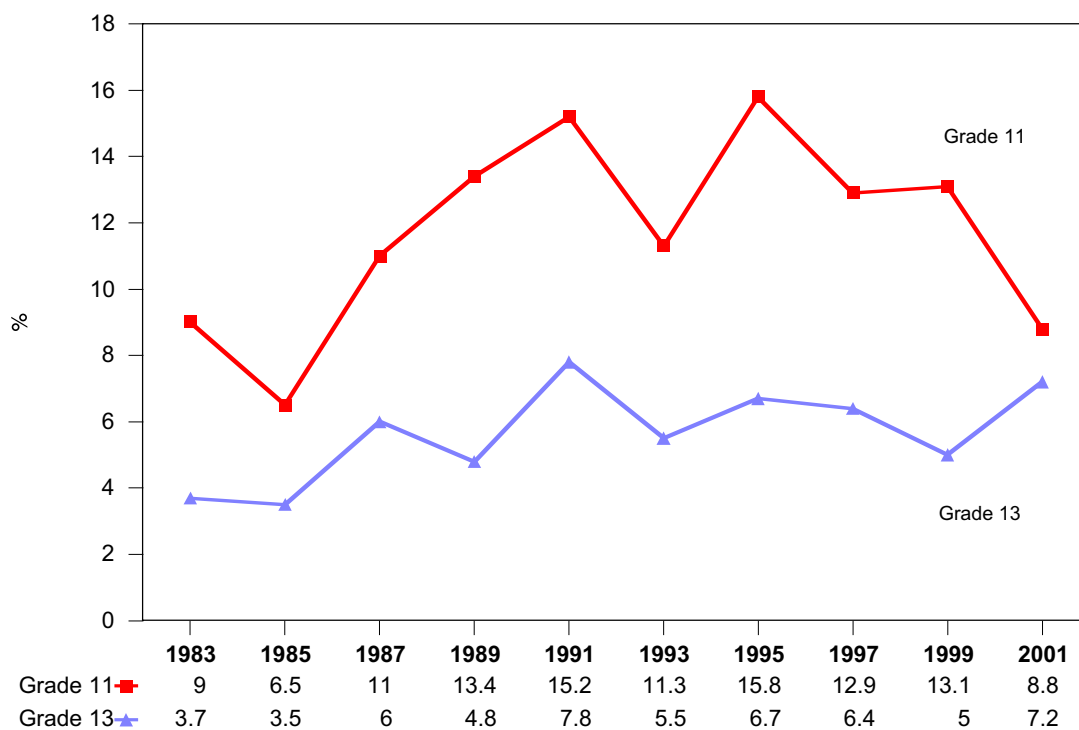
**Long-term Trends in Overall
Delinquent Behaviour, 1983 - 2001
(G11 only):**

(Table A3.5.2; Figure 3.5.3)

The percentage of 11th-graders involved in at least 3 activities peaked in the mid-1990s (range

13%-15%). However, since then this percentage has been decreasing: the 2001 estimate (8.8%) is significantly lower than that found in 1995 (15.8%) – and is similar to rates found in the early 1980s.

Figure 3.5.3
Percentage Reporting 3+ (of 7) Delinquent Activities, OSDUS 1983-2001
(G11 and G13 only)



3.5.2 Non-Aggressive and Non-Violent Activities

(Table A3.5.1; Figures 3.5.4, 3.5.5)

2001 (G7 - OAC):

- ❑ Among the 9 non-violent activities, significantly more males than females report the following 7: property damage (20.6% vs 11.4%); theft under \$50 (17.5% vs 10.6%); theft over \$50 (8.1% vs 3.5%); car theft (12.5% vs 6.0%); selling cannabis (13.6% vs 6.3%); break and enter (6.6% vs 3.4%); and selling other drugs (4.9% vs 1.4%).

Participation in non-violent activities is significantly related to grade: Generally, the highest rate of activity occurs among 10th-, 11th- and 12th-graders:

- ❑ 10th-graders are the most likely to report property damage (20.0%).
- ❑ 10th-, 11th- and 12th-graders the most likely to report car theft (about 14%); selling cannabis (about 15%); and selling other drugs (about 5%).
- ❑ There is no grade difference for theft under \$50; theft over \$50; break and enter; having been thrown out of one's home; or running away from home.

There are significant regional differences for 3 of the 9 non-violent activities:

- ❑ Theft under \$50 is most likely among students in the West (16.5%) and East (14.1%).
- ❑ Toronto students (4.0%) are least likely to report taking a car, while students in the West are most likely (11.1%).
- ❑ Students in the West (12.9%) and East (10.1%) are most likely to sell cannabis.

1999 vs 2001 (G7 - OAC):

- ❑ Between 1999 and 2001, 2 non-violent activities decreased among the total sample: property damage (23.4% vs 15.6%), and theft under \$50 (17.2% vs 14.0%).
- ❑ Property damage also declined between 1999 and 2001 among the following subgroups:
 - males (from 28.6% to 20.6%)
 - females (from 18.1% to 11.4%)
 - 7th-graders (from 18.9% to 10.3%)
 - 9th-graders (from 26.8% to 17.4%)
 - 10th-graders (from 26.7% to 18.5%)
 - Northern students (from 22.7% to 15.0%)
 - Western students (from 24.4% to 16.0%)
 - Eastern students (from 24.4% to 17.6%).
- ❑ Car theft declined among Toronto students, (from 9.8% in 1999 to 4.0% in 2001), and Northern students (from 12.3% vs 8.6%).
- ❑ Among Northern students, theft under \$50 declined, from 16.0% to 9.3%.

1991 - 2001 (G7, 9, 11, OAC only):

Over the past decade, 3 non-violent activities significantly changed among the total sample:

- ❑ Property damage increased significantly among all students between 1991 and 1999, but then dropped in 2001 to 14.2%.
- ❑ Theft under \$50 has been declining since 1995 (20.3%) among all students, and is now at its lowest (12.7%).
- ❑ The percentage of all students reporting selling cannabis increased steadily from 3.0% in 1991 to 8.3% in 2001.
- ❑ Cannabis selling also increased between 1991 and 2001 for the males (4.7% vs 11.9%) and females (1.1% vs 4.8%).

Long-term Trends in Non-Violent Activities 1983 - 2001 (Grade 11 only):

(Table A3.5.2)

- Over the past two decades, most of the non-violent activities show a similar pattern: peaking at some point during the 1990s and

subsequently dropping in 2001. One notable exception to this pattern is cannabis selling, which reached an all-time high among 11th-graders in 2001 (16.1%).

Figure 3.5.4
Percentage Reporting Non-Violent Activities During the Past 12 Months by Sex, OSDUS 2001

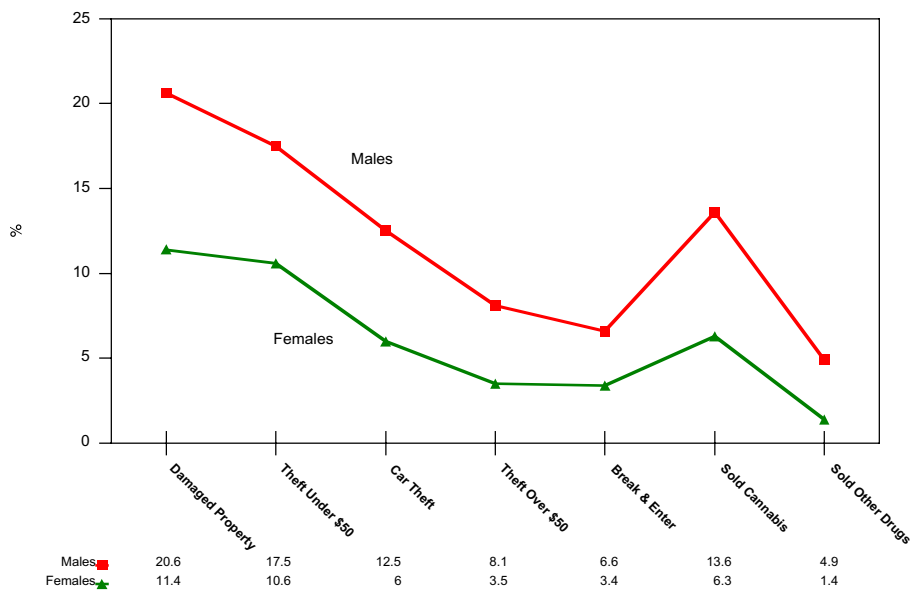
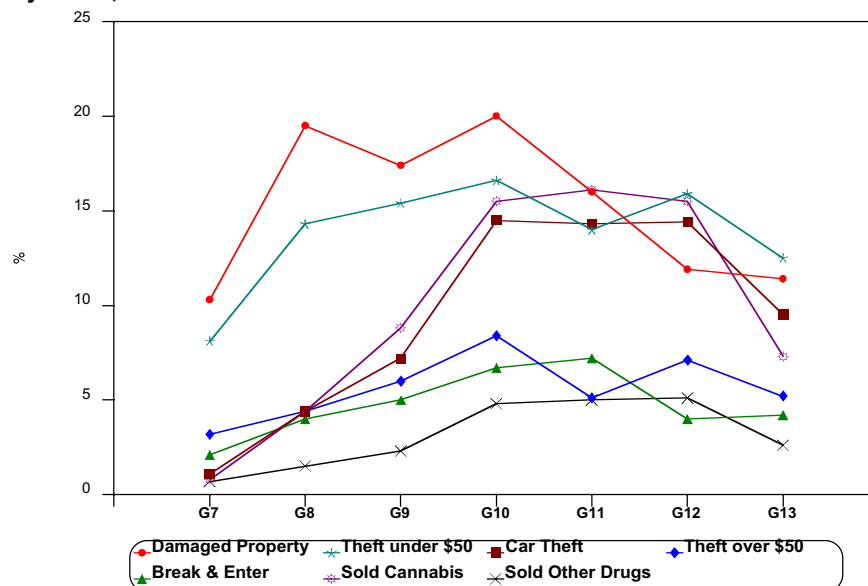


Figure 3.5.5
Percentage Reporting Non-Violent Activities During the Past 12 Months by Grade, OSDUS 2001



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*.

2001 (G7 - OAC):

Assault

- ❑ Just over one-in-ten students (12.3%; about 112,700) assaulted someone during the 12 months before the survey, with more males than females reporting so (16.9% vs 8.0%).
- ❑ Although there are grade differences in assault (ranging from 7.2% of 13th-graders to 15.5% of 8th-graders), these are not statistically significant.
- ❑ No significant regional differences exist.

Weapon Carrying

- ❑ Overall, 10.4% of all students (about 95,300) report carrying a weapon in the 12 months before the survey.
- ❑ Males are significantly more likely than females to report carrying a weapon (16.5% vs 4.6%).
- ❑ Although weapon carrying varies by grade (ranging from 5.4% of 7th-graders to 15.9% of 10th-graders), these are not statistically significant differences.
- ❑ No significant regional differences exist.

Gang Fighting

- ❑ Among all students, 5.2% (about 47,600) report participation in gang fights during the past 12 months.
- ❑ Gang fighting is more prevalent among

males than females (8.3% vs 2.2%).

- ❑ Although 9th- and 10th-graders are the most likely to report gang fighting (about 6%), no significant grade difference was found
- ❑ Gang fighting does not significantly differ by region.

1999 vs 2001 (G7 - OAC):

- ❑ The percentage of all students reporting assaulting someone significantly declined between 1999 and 2001 (from 18.9% to 12.3%). No significant changes between these two survey years were found for weapon carrying or gang fighting.
- ❑ Among males, all 3 violent activities declined: assault (from 28.4% in 1999 to 16.9% in 2001); weapon carrying (from 20.9% to 16.5%); and gang fighting (from 11.5% to 8.3%). No significant changes occurred for females.
- ❑ Assault declined for the following grades:
 - 8th-graders (from 24.8% in 1999 to 15.5% in 2001)
 - 9th-graders (from 22.6% to 13.4%)
 - 10th-graders (from 23.5% to 13.5%)
 - 11th-graders (from 24.8% to 15.5%)
- ❑ The only region to show significant changes in violent activities between 1999 and 2001 was the West: assault declined from 21.4% to 13.0%, and weapon carrying declined from 14.2% to 9.3%.

1991 - 2001 (G7, 9, 11, OAC only):

- ❑ The percentage of all students reporting carrying a weapon declined steadily over the 1990s (15.4% in 1993 vs 9.0% in 2001).
- ❑ Assault peaked in 1997 (20.4%) and subsequently declined to 11.5% in 2001 among all students.

- Gang fighting remained stable between 1991 and 2001 among all students.
- Among males, assault increased between 1993 (21.1%) and 1999 (28.9%), but dropped in 2001. Weapon carrying declined between 1993 (22.8%) and 2001 (14.7%). No change is evident for gang fighting.

- The percentage of females assaulting someone has been declining since 1997 (from 13.9% to 6.7% in 2001). Fewer females reported carrying a weapon in 2001 (3.5%) than in 1993 (8.3%). Gang fighting remained steady between 1991 and 1999, but declined to 0.9% in 2001.

Figure 3.5.6
Percentage Reporting Assaulting Someone During the Past 12 Months by Sex, Grade and Region, OSDUS 2001

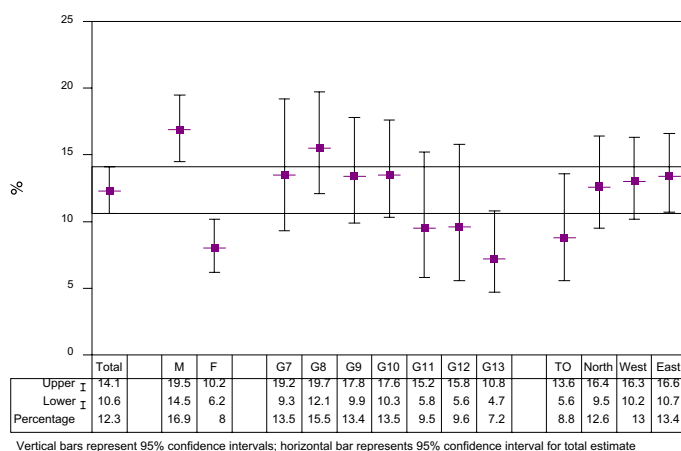


Figure 3.5.7
Percentage Reporting Carrying a Weapon During the Past 12 Months by Sex, Grade and Region, OSDUS 2001

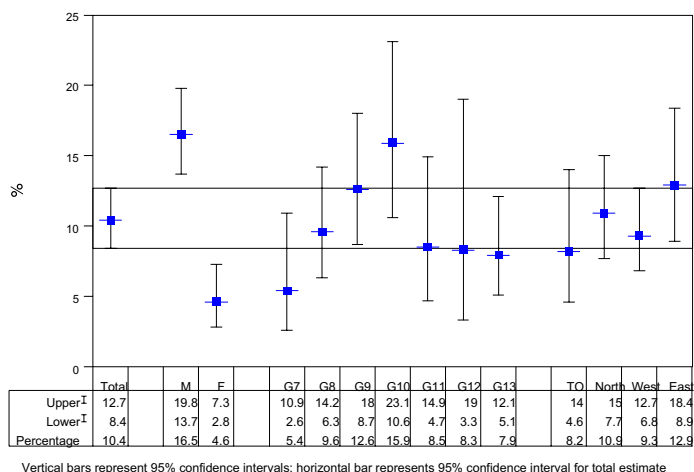
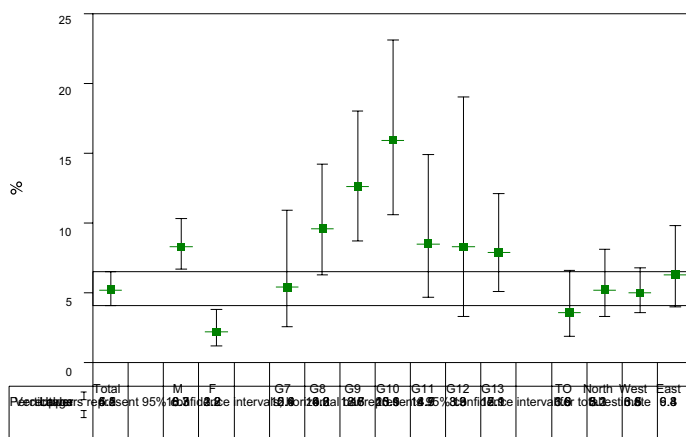


Figure 3.5.8
Percentage Reporting Gang Fighting During the Past 12 Months by Sex, Grade and Region, OSDUS 2001



Long-term Trends in Violent Activities 1983 - 2001 (Grade 11 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%, but declined in 2001 to 9.5%.

- Weapon carrying among 11th-graders remained stable over the 1990s (about 16%), but dropped in 2001 to 8.5%.
- Gang fighting did not change significantly between 1983 and 2001 among 11th-graders.

Figure 3.5.9
Percentage Reporting Assaulting Someone During the Past 12 Months,
OSDUS 1983-2001 (G11 and G13 only)

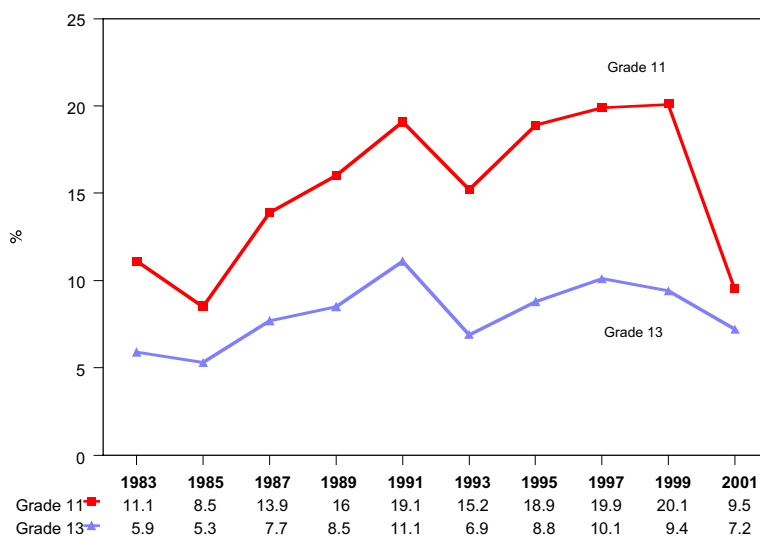
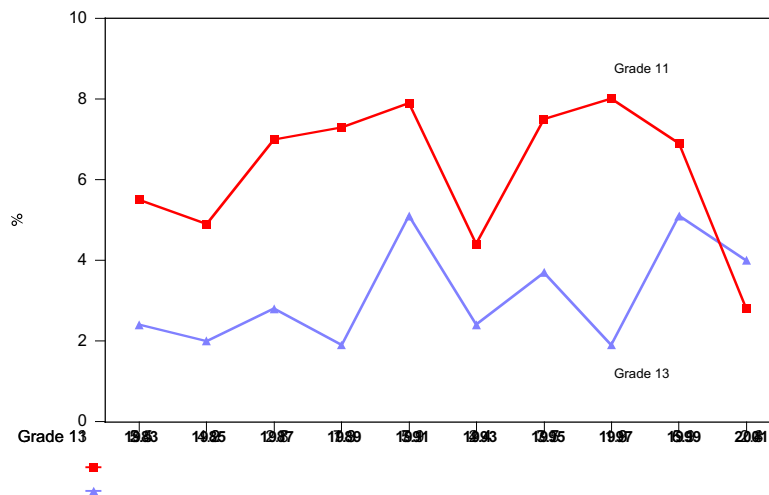


Figure 3.5.10
Percentage Reporting Gang Fighting During the Past 12 Months, OSDUS 1983-2001
(G11 and G13 only)



3.5.4 Violence and Bullying at School

(Table A3.5.3; Figures 3.5.11 to 3.5.13)

The 2001 *OSDUS* included, for the first time, a question about fighting on school property: “During the last 12 months, how many times were you in a physical fight on school property?” Response options were: never, once, 2 or 3 times, 4 or 5 times, 6 or 7 times, 8 or 9 times, 10 or 11 times, 12 or more times. In this section, we describe the percentage reporting at least one event (see Appendix for detailed categories: never, once, 2 or more times).

2001 (G7 - OAC):

- ❑ Among all students, 15.8% (about 144,800 students) report fighting on school property at least once in the past 12 months (9.9% report one time, while 5.8% report two or more times).
- ❑ There is a significant difference by sex, with males much more likely to report fighting than females (23.8% vs 8.1%, respectively).
- ❑ There is significant variation by grade: 7th- and 8th-graders are the most likely to fight at school (about 25%), whereas 13th-graders are the least likely (4.2%).
- ❑ There is no significant difference by region for frequency of fighting at school.

For the first time the 2001 *OSDUS* included two questions about bullying. Bullying was defined in the questionnaire as “...when one or more people tease, hurt or upset a weaker person on purpose.” Students were asked (1) “Since September, how often have you been bullied at school?” and (2) “Since September, how often have you taken part in bullying other students at school?” Response options to both questions were: daily or almost daily, about once a week, about once a month, less than once a month,

never. For this report, we combined these into three categories: daily or weekly, monthly or less often, and never.

2001 (G7 - OAC):

Bullying Victims

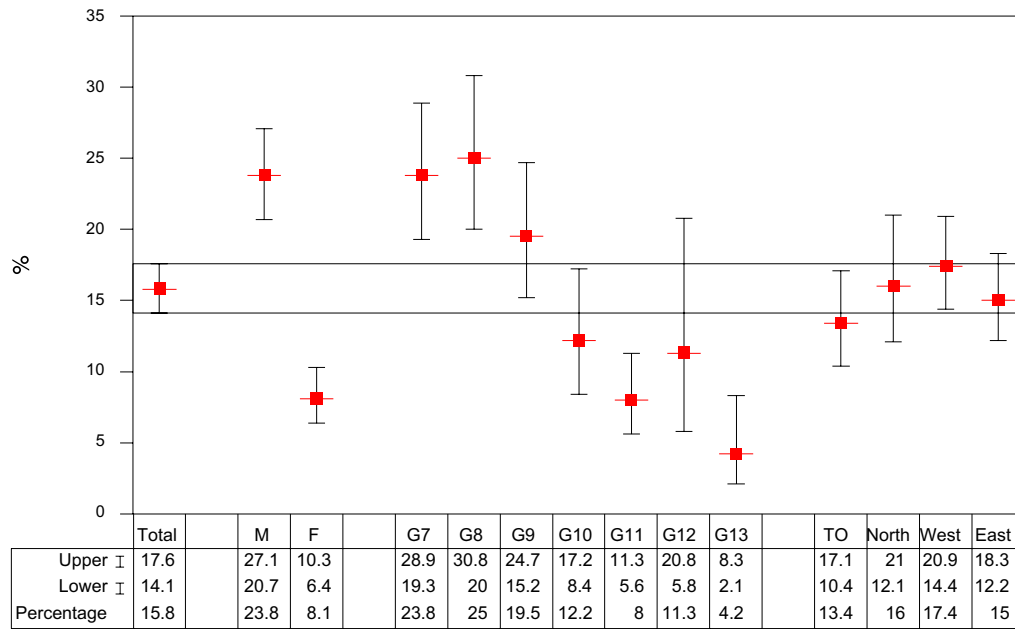
- ❑ Among all students 24.6% have been bullied at school. Specifically, 5.7% are bullied daily or weekly (about 52,200 students), and 18.8% are bullied monthly or less often.
- ❑ Significantly more males are bullied than females (26.9% vs 22.3%, respectively).
- ❑ There is a grade variation, with the youngest students (grades 7 and 8) most likely to be bullied (about one-third), and the older students the least likely.
- ❑ Toronto students (13.7%) are the least likely to be bullied compared to students in the other three regions (about 27%).

Bullying Perpetrators

- ❑ Among all students, 31.8% report taking part in bullying other students at school. Among these, 6.9% bully someone on a daily or weekly basis, and 24.9% do so monthly or less often.
- ❑ Males are more likely to bully others than are females (40.0% vs 24.0%, respectively).
- ❑ 8th-graders (47.7%) are the most likely to bully, whereas 13th-graders are the least likely (18.3%).
- ❑ Again, Toronto students (17.5%) are the least likely engage in bullying others compared to students in the other three regions (over one-third).

Figure 3.5.11

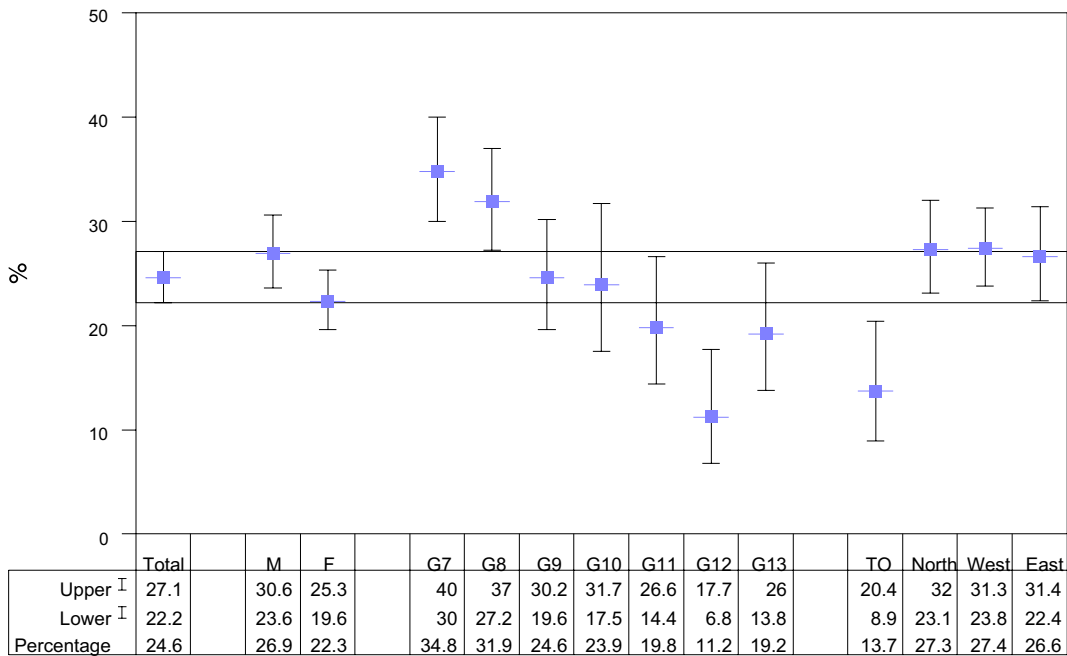
Percentage Reporting Physically Fighting at School at Least Once in the Past 12 Months, by Sex, Grade and Region, OSDUS 2001



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

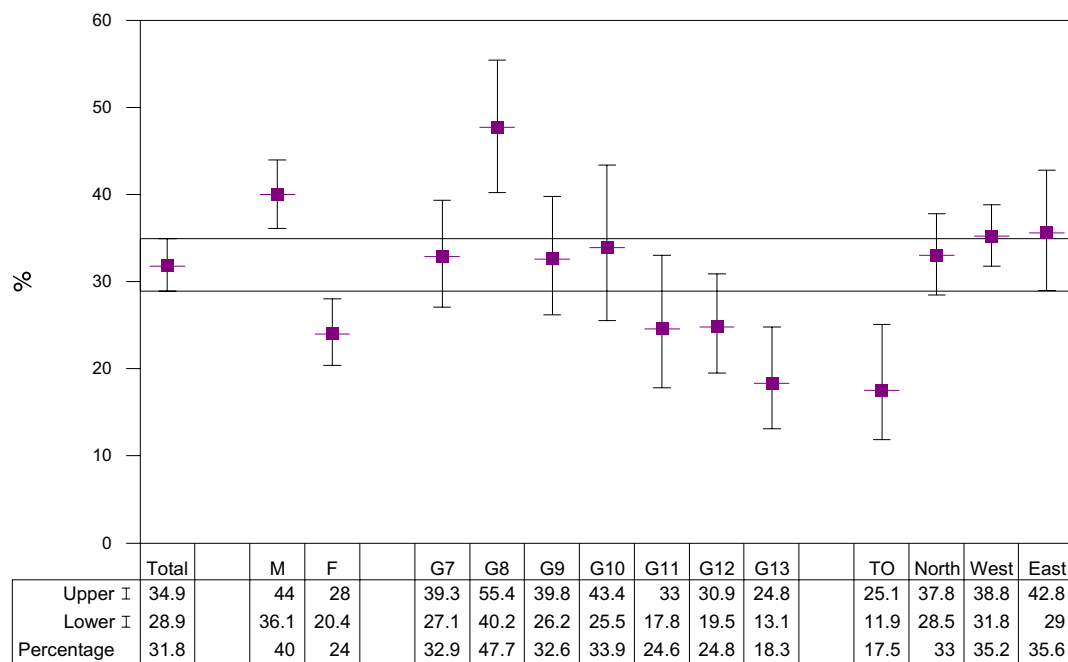
Figure 3.5.12

Percentage Reporting Being Bullied at School Since September, by Sex, Grade and Region, OSDUS 2001



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

Figure 3.5.13
Percentage Reporting Bullying Someone at School Since September, by Sex,
Grade and Region, OSDUS 2001



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

3.5.5 Gambling Activity

(Table A3.5.4; Figures 3.5.14 to 3.5.16)

The 2001 *OSDUS* contained questions about gambling activities during the past year. Students were asked “*How often (if ever) in the last 12 months have you done each of the following?*” Seven activities were included:

- *Played cards for money?*
- *Played bingo for money?*
- *Bet money in sports pools?*
- *Bought sports lottery tickets (such as Sports Select or Proline)?*
- *Bought any other lottery tickets, including instant lottery (such as 6-49, Scratch & Win, pull-tabs)?*
- *Bet money on video gambling machines, slot machines, or other gambling machines?*
- *Bet money at a casino in Ontario?*

The percentage reporting at least 4 of the 7 activities is also presented as an indicator of heavy gambling activity.

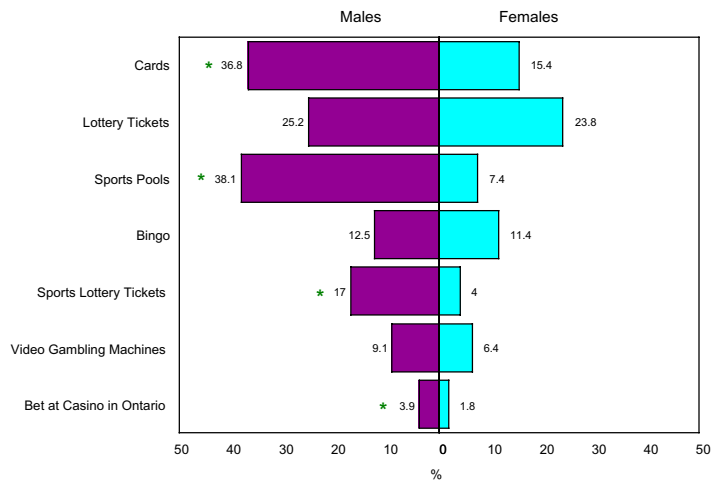
2001 (G7 - OAC):

- Among all students, the 7 activities ranked in the following manner, from most to least prevalent:

Cards	25.7%
Lottery tickets.....	24.5%
Sports pools	22.3%
Bingo	11.9%
Sports lottery tickets.....	10.3%
Video gambling machines.....	7.7%
Casinos	2.8%

- Among all students, 6.2% participated in at least 4 of the 7 activities during the past 12 months.
- Gambling varies by sex. Males are significantly more likely than females to play cards for money (36.8% vs 15.4%, respectively); bet in sports pools (38.1% vs 7.4%); buy sports lottery tickets (17.0% vs 4.0%); and to bet money in casinos (3.9% vs 1.8%). Males are also more likely to report 4 or more activities than are females (9.8% vs 2.9%).
- There are significant grade differences for all activities except bingo. Generally, participation increases with grade, with 13-graders most likely to gamble. The likelihood of participating in at least 4 activities also increases with grade, ranging from 1.7% of 7th-graders to 15.0% of 13th-graders.
- Only card and bingo playing significantly varies by region. Generally, Toronto students are the least likely to report these activities, whereas students in the North are the most likely. There is no significant regional variation in reports of 4 or more activities (each region about 6%).

Figure 3.5.14
Percentage Reporting Gambling Activities During the Past 12 Months by Sex, OSDUS 2001



Notes: Activities ranked according to total sample percentages; * males significantly higher, $p < .05$

Figure 3.5.15
Percentage Reporting Number of Gambling Activities During the Past 12 Months by Sex, OSDUS 2001

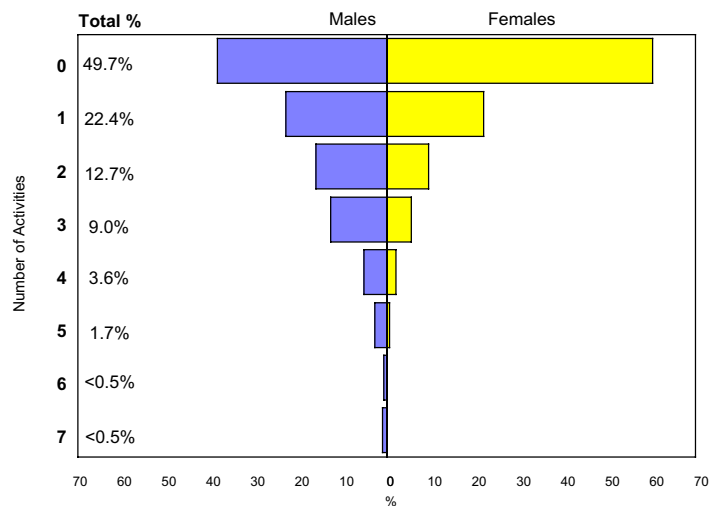
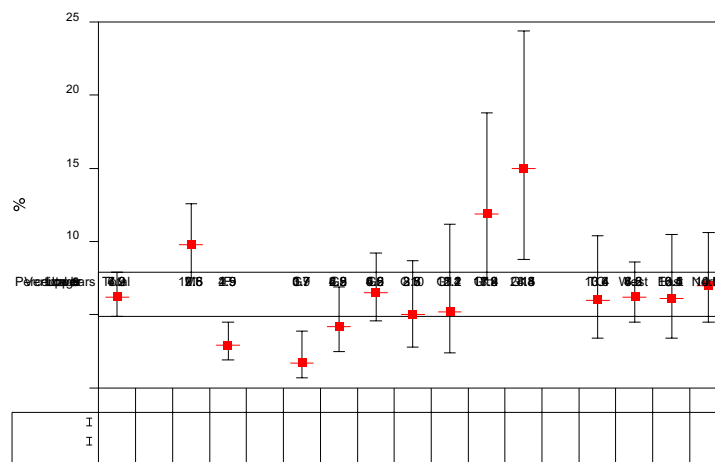


Figure 3.5.16
Percentage Reporting at Least 4 of 7 Gambling Activities During the Past 12 Months by Sex, Grade and Region, OSDUS 2001



3.5.6 Gambling Problems

(Table A3.5.5; Figures 3.5.17, 3.5.18)

Starting in 1999, the *OSDUS* asked students about gambling problems using the *South Oaks Gambling Screen Revised for Adolescents* (SOGS-RA).⁶⁴ The following 12 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 also asked what was the largest amount of money gambled in the past 12 months, with response options ranging from \$1 or less, to \$200 or more.

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

- The first identifies youth at risk for **any gambling problem**, and is defined by answering positive to 2 or more of the 12 questions.
- The second identifies those at risk for a **pathological gambling problem**, and is defined by answering positive to 4 or more questions.

2001 (G7 - OAC):

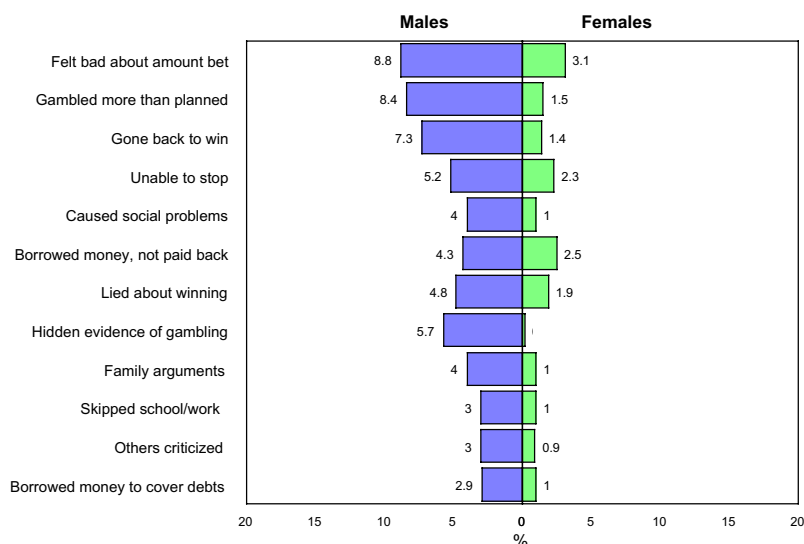
- ❑ Overall, 8.3% of students have any gambling problem, and 2.7% (about 24,700 Ontario students) report signs of pathological gambling.
- ❑ Among those indicating that they have gambled in the past year, the majority (84.1%) report that the largest amount of money gambled was less than \$50. About 8% percent report gambling between \$50 and \$99; 2.8% report between \$100 and \$199; and 4.7% report \$200 or more.
- ❑ Males are more likely than females to report any gambling problem (13.1% vs 3.6%), as well as a pathological gambling problem (4.6% vs 0.9%).
- ❑ There is no significant grade variation for any gambling problem, nor for a pathological gambling problem, although older students do show higher rates.
- ❑ The prevalence of problem gambling does not significantly differ by region.

1999 vs 2001 (G7 - OAC):

- ❑ The percentage of all students reporting any gambling problem significantly declined between 1999 and 2001, from 13.3% to 8.3%. Similarly, fewer students reported a pathological gambling problem in 2001 (2.7%) than in 1999 (5.8%).

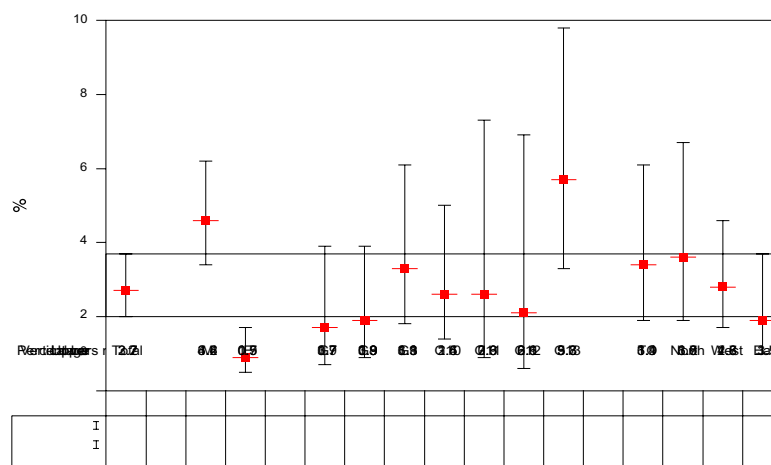
- ❑ Among males, the percentage indicating any gambling problem declined between 1999 and 2001 (20.5% to 13.1%, respectively). The percentage indicating a pathological gambling problem also declined, from 9.1% to 4.6%.
- ❑ Among females, the percentage with any gambling problem decreased from 6.1% in 1999 to 3.6% in 2001.
- ❑ Between 1999 and 2001, pathological gambling problem decreased among the following grades:
 - 8th-graders (from 5.7% to 1.9%)
 - 11th-graders (from 7.8% to 2.6%)
 - 12th-graders (from 6.4% to 2.1%)
- ❑ Pathological gambling increased among 13th-graders, from 1.8% in 1999 to 5.7% in 2001.
- ❑ Pathological gambling decreased among students in Toronto (from 7.8% to 3.4%), and the East (4.8% vs 1.9%).
- ❑ Students in the West showed a decrease in any gambling problem between 1999 (14.3%) and 2001 (8.5%).

Figure 3.5.17
Percentage Reporting Specific Gambling Problems (SOGS-RA) by Sex, OSDUS 2001



Notes: Problems ranked according to total sample percentages; males significantly higher on all, $p < .05$

Figure 3.5.18
Percentage Reporting Pathological Gambling Problem (Past 12 Months) by Sex, Grade and Region, OSDUS 2001



3.6

Public Health Planning Regions

The following table presents selected outcomes in this report for each of Ontario's seven public health regions. See Chapter 2.0 for details on region definitions. See individual chapters for outcome definitions.

Table 3.6.1 Selected Outcomes by Public Health Region (Percentages & 95% CIs), OSDUS 2001

	Toronto	South-West	Central-South	Central-West	Central-East	East	North	Ontario
(N=)	(545)	(374)	(358)	(838)	(543)	(531)	(1022)	(4211)
Poor Self-Rated Health	9.3 (7.1, 12.1)	8.8 (6.2, 12.2)	10.1 (7.9, 12.8)	12.4* (9.9, 15.6)	11.2 (7.8, 15.8)	7.3 (5.3, 10.1)	10.1 (7.9, 12.8)	10.2 (9.0, 11.4)
Physical Health Doctor Visit (1+)	69.6 (65.7, 73.1)	63.8 (57.0, 70.0)	57.9** (51.7, 63.7)	65.3 (60.7, 69.7)	71.2** (65.8, 76.1)	70.6 (63.2, 77.2)	60.8** (56.3, 65.1)	66.4 (64.3, 68.4)
Mental Health Visit (1+)	10.7 (8.9, 12.7)	11.5 (8.9, 14.7)	11.9 (7.5, 18.2)	9.7 (7.4, 12.6)	11.2 (9.0, 14.0)	11.5 (9.5, 13.9)	10.8 (8.6, 13.3)	10.9 (9.8, 12.0)
Inactive Past 7 Days	16.3 (11.2, 23.0)	17.6 (10.8, 27.4)	10.8 (5.1, 21.5)	12.1 (9.0, 16.1)	10.8 (7.6, 15.1)	16.8 (10.6, 25.7)	17.8 (13.3, 23.5)	14.1 (12.0, 16.5)
Low Self-Esteem	11.6 (8.3, 15.9)	12.7* (9.8, 16.3)	7.8 (4.7, 12.8)	9.3 (7.0, 12.4)	6.5* (4.5, 9.3)	7.9 (5.3, 11.8)	9.1 (7.1, 11.6)	9.2 (8.0, 10.6)
High Risk for Depression	4.7 (2.1, 10.3)	5.1 (3.1, 8.4)	2.6 (1.0, 6.6)	4.2 (2.6, 6.8)	5.9 (2.6, 12.9)	4.3 (4.3, 7.3)	5.6 (4.3, 7.3)	4.6 (3.5, 6.2)
Elevated Psychological Distress	27.7 (22.2, 34.0)	26.3 (20.6, 33.0)	20.2 (14.0, 28.3)	29.5 (24.6, 35.0)	27.2 (22.9, 32.0)	34.2 (23.0, 47.5)	25.5 (21.2, 30.3)	27.7 (25.1, 30.5)
Comorbidity†	1.7 (0.5, 5.5)	8.7* (4.6, 15.9)	4.6 (2.6, 8.1)	1.2** (0.6, 2.6)	5.4 (2.6, 10.6)	5.9 (2.2, 14.8)	4.5 (2.8, 7.2)	4.0 (2.9, 5.4)
Suicide Ideation	11.2 (7.2, 17.0)	10.4 (5.4, 19.1)	8.9 (4.8, 16.1)	13.4 (9.3, 19.0)	9.1 (6.7, 12.3)	11.9 (7.2, 19.1)	11.2 (9.2, 13.7)	11.1 (9.3, 13.2)
3+ Delinquent Activities	10.9 (7.1, 16.2)	15.7 (9.3, 25.2)	17.4 (12.2, 24.2)	15.0 (11.4, 19.5)	16.6 (13.0, 21.0)	14.6 (9.8, 21.2)	11.9 (8.5, 16.3)	14.5 (12.7, 16.4)
1+ Fight on School Property	13.4 (10.4, 17.1)	18.4 (14.4, 23.2)	17.8 (11.2, 26.9)	16.5 (12.7, 21.2)	15.4 (11.0, 21.2)	15.0 (10.4, 21.2)	15.8 (11.7, 21.0)	15.8 (14.1, 17.6)
Been Bullied	13.7** (8.9, 20.4)	38.6** (33.1, 44.4)	24.6 (17.6, 33.3)	24.5 (20.2, 29.2)	27.8 (21.2, 35.6)	25.5 (20.7, 31.1)	27.3 (22.9, 32.2)	24.6 (22.2, 27.1)
Bullied Someone	17.5** (11.9, 25.1)	40.3** (34.2, 46.6)	33.5 (28.0, 39.5)	34.3 (28.6, 40.5)	42.9** (34.7, 51.5)	26.0 (19.8, 33.2)	32.7 (28.1, 37.7)	31.8 (28.9, 34.9)
4+ Gambling Activities	6.0 (3.4, 10.4)	5.9 (3.1, 10.9)	7.0 (3.5, 13.4)	5.8 (3.6, 9.2)	6.2 (2.6, 13.9)	6.2 (3.2, 11.8)	7.2 (4.7, 10.9)	6.2 (4.9, 7.9)
Pathological Gambling Prob	3.4 (1.9, 6.1)	4.2 (1.3, 12.9)	2.4 (1.0, 5.8)	2.5 (1.3, 4.5)	1.5 (0.6, 3.9)	2.6 (1.1, 5.7)	3.7 (2.0, 6.9)	2.7 (2.0, 3.7)

Notes: (1) Entries in brackets are 95% confidence intervals; (2) † Comorbidity refers to reporting Elevated Psychological Distress and Hazardous Drinking (see Chapter 3.7 for details); (3) *p<.05, **p<.01 significant difference, public health region versus Ontario.

Source: OSDUS, Centre for Addiction and Mental Health

3.7

Multiple Outcomes, Multiple Influences

In this section we examine the relationship between certain risk factors and the mental health problems and risky behaviours discussed in this report. The risk factors in these analyses include demographics (sex, grade, region), family factors, and school factors (see Table 3.7.1 for an overview). The impact of each risk factor is assessed, taking other factors into account.

Family Factors

Research on mental health problems among children and youth suggest that the family, especially parents, plays a strong role.⁶⁵⁻⁶⁷ The family factors we assessed include family structure, whether parents were born in Canada, parents' education, the quality of the parent-child relationship, and parental monitoring.

Family structure was defined by family "intactness," which is the presence of two parents in the home. Whether one's **parents were born in Canada** was used to represent immigrant status. Research has shown that children in immigrant-parent families are less likely to experience internalizing and externalizing problems, compared to children of non-immigrant parents.⁶⁸ **Parents' education** was used as a proxy for family socioeconomic status. It was assumed that families with parents who attended university have higher family incomes, as well as more parenting resources and a strong orientation toward academics.

To assess the quality of the **parent-child relationship**, we asked students "How well would you say you are getting along with your parents?" Students not getting along were compared to those indicating they were getting along "OK" or very well. To assess **parental**

monitoring of their child's whereabouts, we asked students "In your free time away from home, how often does your mother or father know where you are?" Students reporting that their parents "always" or "usually" know where they are were compared with those reporting "sometimes," "seldom," and "never."

School 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.^{29,69} 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, excluding the change from elementary to secondary school. It has been suggested that frequent school change increases the risk for problems, likely because of the inconsistency and the stress from change.⁴⁷

Outcomes

Nine mental health problems and risky behaviours are assessed: **low self-esteem; high risk for depression; psychological distress; suicide ideation; delinquent behaviour; pathological gambling problem; hazardous drinking; and illicit drug use, including and excluding cannabis** (see Table 3.7.2 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 3.7.1 Predictors used in the Logistic Regression 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%) (9%) (12%) (23%) (16%) (13%) (8%)	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 Born in Canada	(53%) (15%) (32%)	Both parents One parent Neither parent
6) Parents' Education	(20%) (74%) (6%)	High (both parents attended/graduated university) Moderate (other) Low (neither parent graduated high school)
7) Parent-Child Relationship	(94%) (6%)	Good (get along very well or OK) Poor (not getting along)
8) Parental Monitoring	(82%) (18%)	High (parents always/usually know whereabouts) Low (parents sometimes/seldom/never know whereabouts)
9) School Marks	(83%) (17%)	Overall As or Bs Overall Cs or below
10) Number of School Moves (past 5 years)	(86%) (14%)	None or 1 move 2 or more moves
11) Perception of Personal Safety in School	(30%) (56%) (14%)	High Moderate Low
12) School Attachment	(25%) (67%) (8%)	High Moderate Low

Table 3.7.2 Outcome Definitions

Outcome	Definition
<i>Low Self-Esteem</i>	Reporting a “often” or “always” feeling 3 of the 6 low self-esteem symptoms on the Rosenberg Self-Esteem Scale.
<i>High Risk for Depression</i>	Reporting “often” or “always” experiencing all 4 symptoms on the Centre for Epidemiological Studies Depression (CES-D) Scale during the past 7 days.
<i>Elevated Psychological Distress</i>	Reporting at least 3 of the 12 symptoms on the General Health Questionnaire (GHQ), which measures symptoms over the past few weeks.
<i>Suicide Ideation</i>	Reporting having seriously considered suicide during the past 12 months.
<i>Delinquent Behaviour</i>	Reporting at least 3 of 12 delinquent behaviours during the past 12 months.
<i>Pathological Gambling Problem</i>	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.
<i>Hazardous Drinking</i>	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.
<i>Any Illicit Drug Use</i>	Reporting use of any one of the following 13 drugs during the past 12 months: cannabis, barbiturates, stimulants, tranquilizers, cocaine, crack, methamphetamine, LSD, other hallucinogens, PCP, heroin, and MDMA. This estimate excludes the use of glue, solvents, crystal methamphetamine, GHB, Rohypnol, and prescription drugs.
<i>Any Illicit Drug Use (excludes Cannabis)</i>	Same as definition above, but also excludes cannabis use.

3.7.1 Summary of Common Risk Factors

(Tables 3.7.3 to 3.7.12; Figures 3.7.1, 3.7.2)

Table 3.7.3 presents an overview of the adjusted logistic regression analyses of the nine outcomes (see Tables 3.7.4 to 3.7.11 for the individual results, and Appendix Table A3.6 for further details on interpreting these tables).

The factors most consistently associated with the nine outcomes are ordered as follows:

- ❑ grade/age (7 of 9 outcomes)
- ❑ parent-child relationship; parental monitoring; school marks (6 of 9 outcomes)
- ❑ sex; school safety (5 of 9)
- ❑ school attachment (4 of 9)
- ❑ region; family structure (3 of 9)
- ❑ parents born outside of Canada (2 of 9)
- ❑ school moves (1 of 9)
- ❑ parents' education (0 of 9)

Grade

With the exception of depression and drug use excluding cannabis, there is an increased likelihood of each outcome as grade/age increases, even after accounting for other factors.

- ❑ Between **grade 7 and grade 8** the odds of experiencing the following problems and behaviours significantly increase: suicide ideation, delinquency, and hazardous drinking.
- ❑ Between **grade 8 and grade 9**, the odds of hazardous drinking and any illicit drug use (including cannabis) increase.
- ❑ Compared to 9th-graders, **10th-graders** are more likely to drink hazardously.
- ❑ The move from 10th- to **11th-grade** is accompanied by a higher likelihood of low self-esteem, psychological distress, and hazardous drinking.

- ❑ **13th-graders** are more likely to report a pathological gambling problem, and to drink hazardously compared to 12th-graders.

Parent-Child Relationship

Compared to students who report a good relationship with their parents, students with a poor relationship are more likely to have low self-esteem, depressive symptoms, psychological distress, and thoughts about suicide. They are also more likely to report a pathological gambling problem, and to use an illicit drug.

Parental Monitoring

Students who report that their parents usually do not know whereabouts are more likely to report the following mental health problems and risky behaviours: elevated psychological distress, suicide ideation, delinquency, hazardous drinking, and illicit drug use.

School Marks

Compared to students who achieve an A or B average, students with poor marks (C average or below) are more likely to report low self-esteem. They are also more likely to report all of the externalizing problems: delinquency, pathological gambling, hazardous drinking, any illicit drug use including and excluding cannabis.

Sex

Females are at greater risk for internalizing problems such as depression, elevated psychological distress, and suicide ideation. Males are more likely to report delinquency and pathological gambling. Interestingly, after accounting for other factors, there is no difference between males and females in hazardous drinking and illicit drug use.

School Safety

Students who do not feel safe at school are more likely to report internalizing problems: low self-esteem, depressive symptoms, psychological distress, and suicide ideation. Interestingly, those who do not feel safe at school 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 feel disconnected, are more likely to report low self-esteem, depression, suicide ideation, and illicit drug use excluding cannabis.

Parents' Education

This factor was not associated with any outcome.

Public Health Region

Compared to the province as a whole,

- ❑ **Toronto** students are more likely to report low self-esteem, and less likely to drink hazardously.
- ❑ **South-West** students are more likely to report low self-esteem, hazardous drinking, and illicit drug use (excluding cannabis).
- ❑ **Central-South** students are more likely to drink hazardously.
- ❑ **Central-East** students are less likely to report low self-esteem.

Family Structure

Students in a single-parent family have a higher risk for *internalizing* problems. Compared to students in a two-parent family, those in a single-parent family are more likely to have depressive symptoms, have elevated psychological distress, and thoughts about suicide.

Parents Born outside of Canada

To have foreign-born parents seems to be a protective factor – that is, students who report that both their parents were not born in Canada were *less likely* to report thoughts of suicide, and less likely to drink hazardously.

School Mobility

Students who have changed schools two or more times during the past five years are more likely to report delinquent activity, compared to those who changed schools only once or not at all.

Figure 3.7.1
Percentage Reporting Internalizing and Externalizing Problems by Sex,
OSDUS 2001

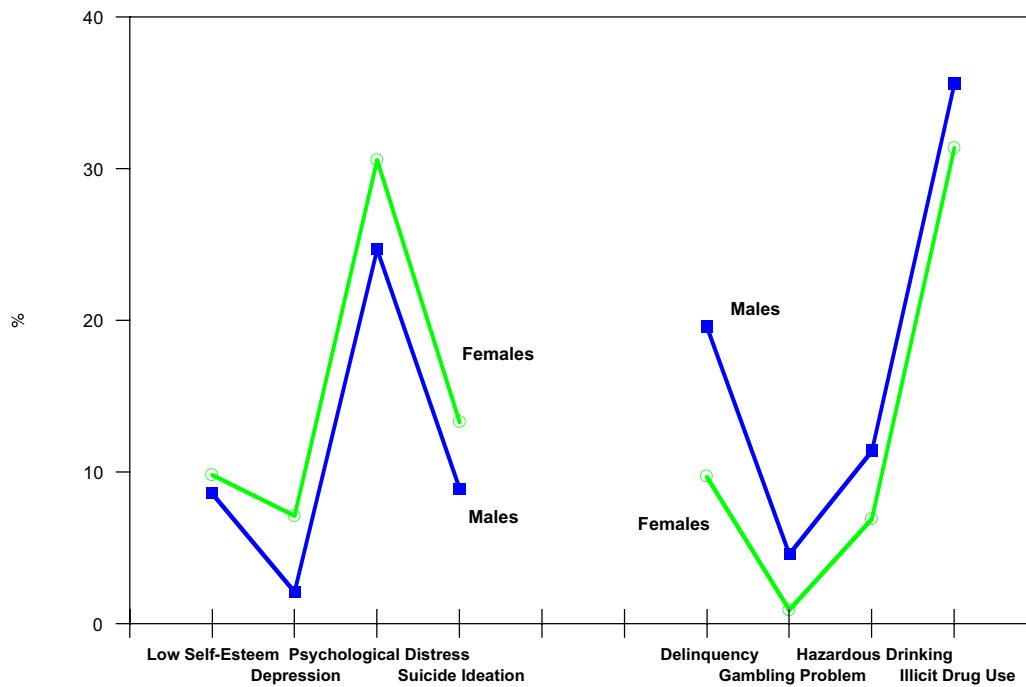


Figure 3.7.2
Percentage Reporting Internalizing and Externalizing Problems by Grade,
OSDUS 2001

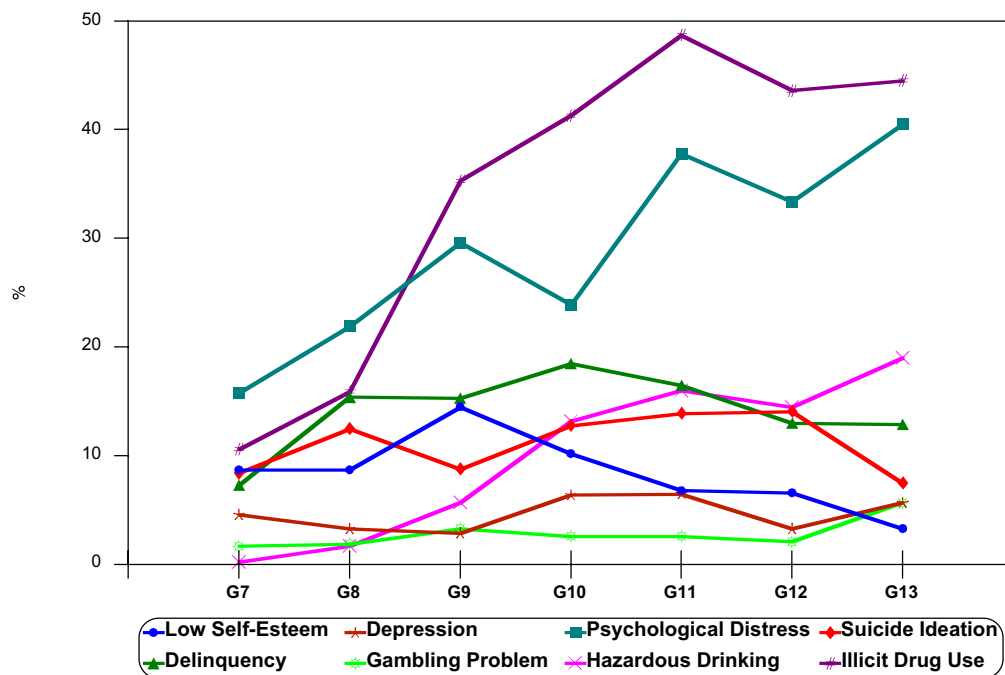


Table 3.7.3		Summary of Multivariate Analysis									
		Internalizing					Externalizing				
Risk Factors	Low Self Esteem	High Risk for Depression	Elevated Psychological Distress	Suicide Ideation	Delinquent Activity	Pathological Gambling Problem	Hazardous Drinking	Any Illicit Drug Use	Any Illicit Drug Use (excl. Cannabis)		
Sex	.	F	F	F	M	M	.	.	.	.	
Grade	11 ☹ 10	.	11 ☹ 10	8 ☹ 7	8 ☹ 7	13 ☹ 12	8 ☹ 7 9 ☹ 8 10 ☹ 9 11 ☹ 10 13 ☹ 12	9 ☹ 8	.	.	
Public Health Region (vs Ontario)	TO ☹ Ont. S-W ☹ Ont. C-E ☹ Ont.	.	.	.	.	.	TO ☹ Ont. S-W ☹ Ont. C-S ☹ Ont.	.	.	S-W ☹ Ont	
Family Life											
Single-Parent Family	.	+	+	+	.	.	.	.	.	.	
Parents Not Born in Canada	.	.	.	C	.	.	C	.	.	.	
Low Parent Education	.	.	.	.	.	.	.	.	.	.	
Poor Parent-Child Relationship	+	+	+	+	.	+	.	+	.	.	
Low Parental Monitoring	.	.	+	+	+	.	+	+	+	+	
School Life											
Poor Marks (Cs or less)	+	.	.	.	+	+	+	+	+	+	
2+ School Moves	.	.	.	.	+	.	.	.	.	.	
Perceive School as Unsafe	+	+	+	+	.	.	.	C	.	.	
Low School Attachment	+	+	+	+	.	.	.	.	.	+	
+ outcome is significantly more likely		C outcome is significantly less likely		. no significant effect on outcome							

+ outcome is significantly more likely C outcome is significantly less likely . no significant effect on outcome

3.7.2 Co-existing Problems: Elevated Psychological Distress and Hazardous Drinking

(Table 3.7.13; Figures 3.7.3 to 3.7.6)

Given the potential array of mental health and substance use problems, it is important to consider the co-occurrence of problems experienced by students.

Research on co-existing substance use and mental disorders among clinical samples indicate that this problem is not uncommon. Epidemiological estimates, however, are less conclusive mainly due to the lack of general population surveys on adolescents in Canada and the United States. Much is yet to be understood about the prevalence of 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.⁷⁰ 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.⁷¹ 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.⁷²

In general, mental health problems (e.g., anxiety disorders, conduct disorder, depression) tend to precede the onset of substance abuse.^{59,73} 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 3.7.3 to 3.7.7 present the percentage of students within each of these four typologies for the total sample, and by demographic subgroups.

The Four-Group Typology:

- ❑ In 2001, 4.0% of Ontario students (about 36,600) reported both psychological distress and hazardous drinking. About 5% reported hazardous drinking only (about 48,200 students); 23.7% (about 217,200 students) reported only psychological distress; and 67.1% reported neither problem.
- ❑ Females are more likely than males to report psychological distress only (27.7% vs 19.6%). There is no difference in hazardous drinking only between males (6.5%) and females (4.1%). Although males are slightly more likely than females to report the co-existence of psychological distress and hazardous drinking (5.1% vs 2.8%), this difference is not statistically significant.

- ❑ There is significant grade variation. Hazardous drinking only is highest among 10th-, 12th-, and 13th-graders (about 9-10%). Psychological distress only is highest between grades 11 and 13 (28%-31%). Both problems coexisting is highest among 11th- and 13th-graders (about 9%).
- ❑ Among the seven public health regions, students from the Central-South region report the highest rate of hazardous drinking only. Psychological distress is more likely to be reported by students in Toronto, Central-West, and the East regions (26%-28%). Those from the Southwest are most likely to experience both problems (8.7%).

Because the group reporting both hazardous drinking and psychological distress is at the greatest risk of other untoward consequences, we examine how this group differs from those students who report neither problem. Table 3.7.13 presents the adjusted logistic regression analysis that compared the coexisting problem group to the neither problem group. The findings are described below.

Both Problems versus Neither Problem

Sex

After accounting for other predictor variables, there is no statistically significant difference between males and females in the likelihood of experiencing both hazardous drinking and elevated psychological distress.

Grade

The move from grade 8 to grade 9 is likely to be accompanied by an increase in the likelihood of experiencing both problems. Another significant jump occurs between 10th- and 11th-grade.

Public Health Region

Students in the Southwest region are more likely than average to experience both problems. Conversely, students in the Central West region are less likely than average to experience both

problems. All other regions did not differ from the provincial average.

Family Structure

There is no significant association between living in an intact family (i.e., two parents) and reporting co-existing problems.

Parents Born in Canada

Students with two foreign-born parents are less likely to report both hazardous drinking and psychological distress, compared to students with two parents born in Canada.

Parents' Education

There is no significant association with level of parents' education.

Parent-Child Relationship

Students reporting a poor relationship with their parents are more likely to have both problems, compared to students with a good relationship with their parents.

Parental Monitoring

Students who indicate that their parents do not usually know their whereabouts are more likely to report both problems.

School Marks

Students with poor school marks are more likely to report both problems, compared to students with good marks.

School Mobility

The number of school moves in the past 5 years is not significantly associated with the likelihood of experiencing both problems.

School Safety

There is no significant relationship between perception of personal safety at school and the likelihood of experiencing both problems.

School Attachment

There is no significant relationship between degree of school attachment (i.e., feeling connected) and the likelihood of experiencing both problems.

Figure 3.7.3
Co-existing Problems: Elevated Psychological Distress and Hazardous Drinking, Grades 7-13, OSDUS 2001

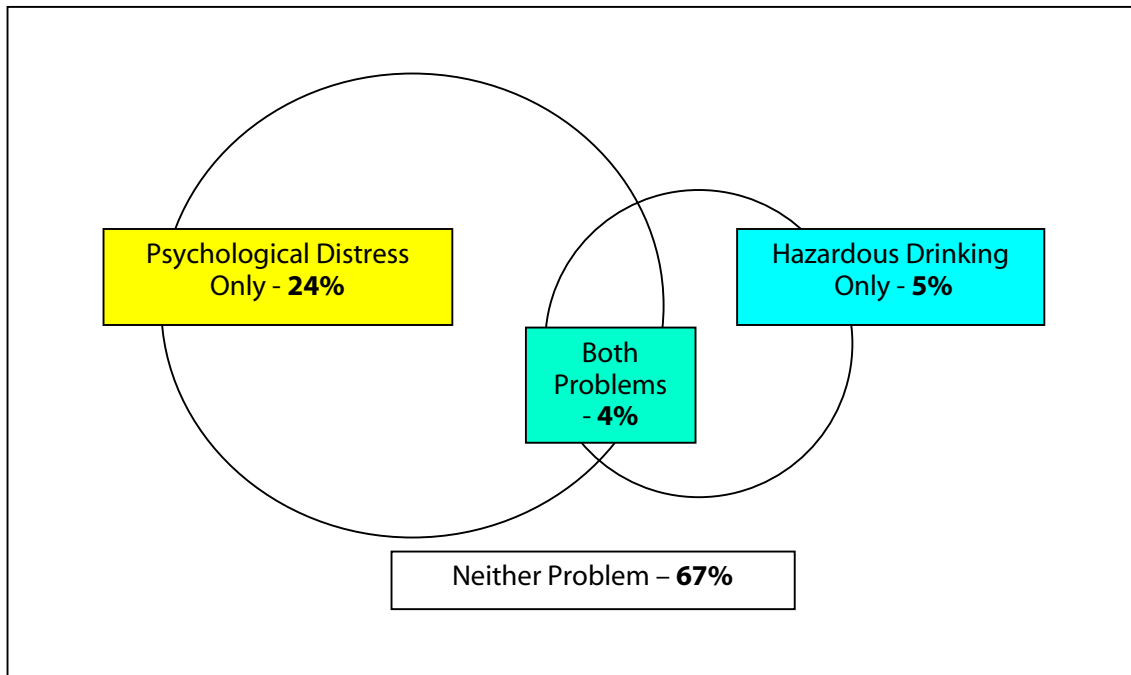


Figure 3.7.4
The Four Typologies by Sex, OSDUS 2001

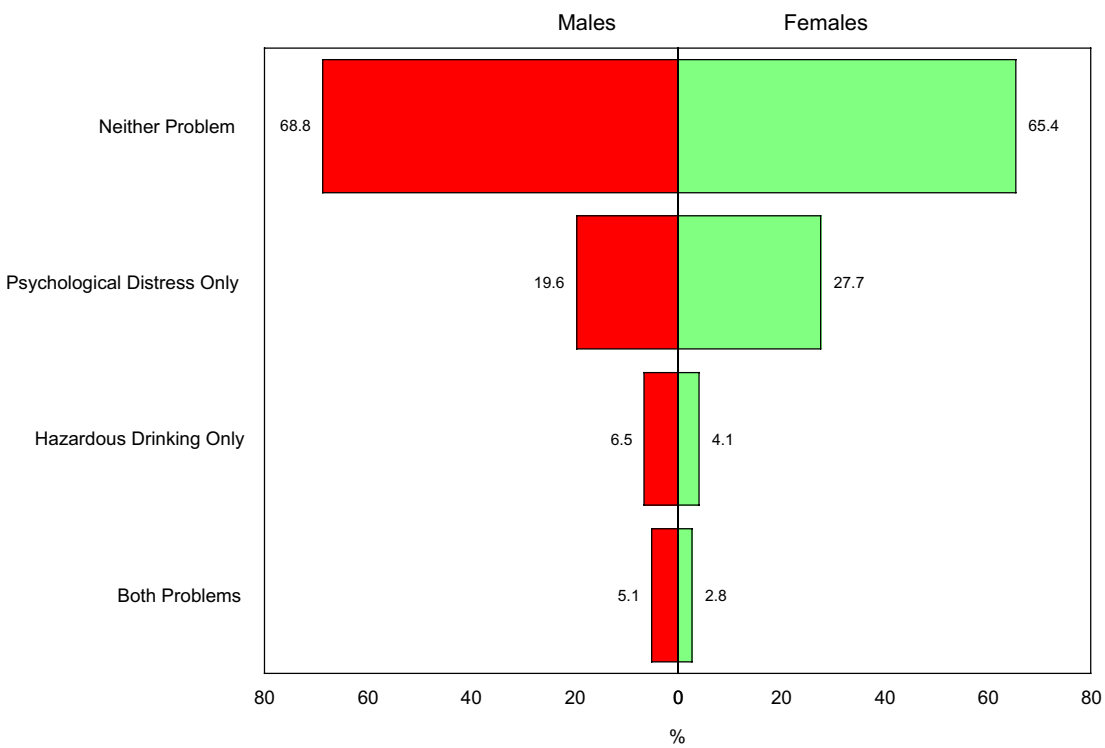
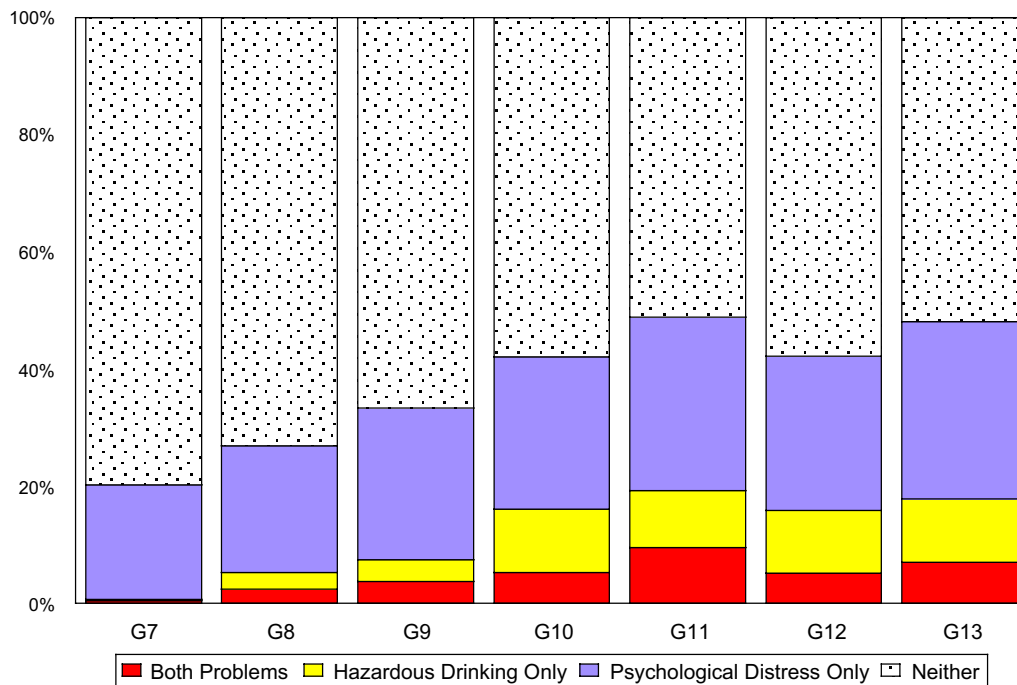
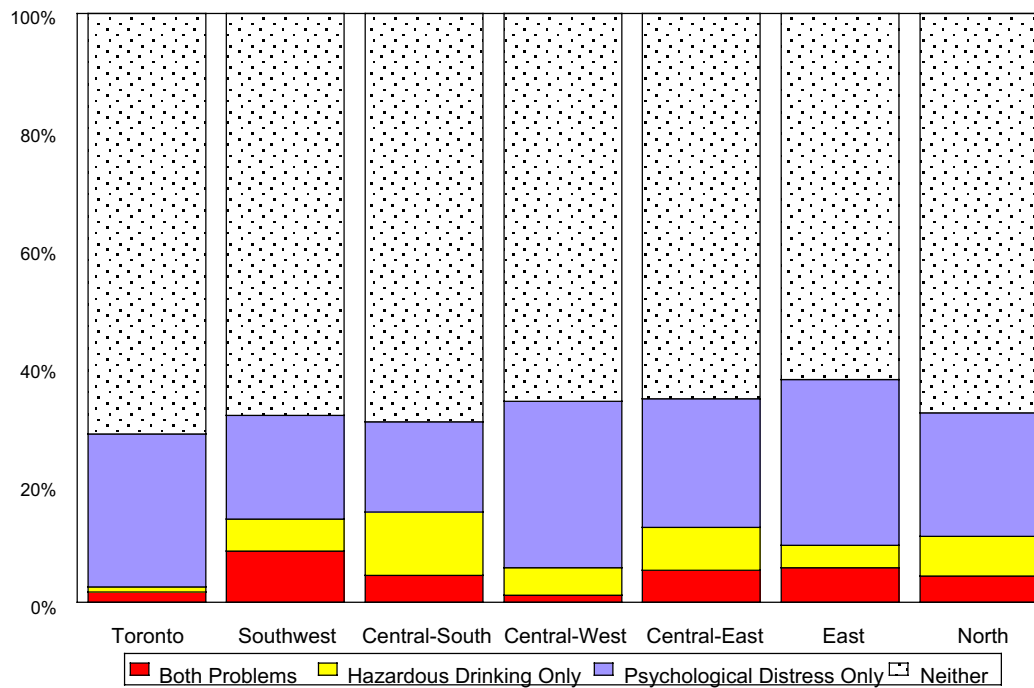


Figure 3.7.5
The Four Typologies by Grade, OSDUS 2001



Bars add up to 100%

Figure 3.7.6
The Four Typologies by Public Health Region, OSDUS 2001



Bars add up to 100%

Table 3.7.4
Low Self-Esteem: Unadjusted and Adjusted Group Differences

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample	9.2	(8.0, 10.6)		
1) Sex			NS	NS
Male (Comparison Group)	8.6	(6.9, 10.6)	—	—
Female	9.8	(8.2, 11.7)	1.16	1.31
2) Grade (Comparison group is the previous grade)			***	***
7	8.7	(6.6, 11.5)	—	—
8	8.7	(6.9, 11.0)	1.00	1.12
9	14.5	(11.5, 18.2)	1.78**	1.40
10	10.2	(7.9, 13.1)	0.67*	0.75
11	6.8	(5.1, 9.0)	0.64*	0.58*
12	6.6	(4.3, 10.2)	0.97	1.02
13 (OAC)	3.3	(1.8, 5.9)	0.48	0.70
3) Region (Comparison group is Ontario)			NS	*
Toronto	11.6	(8.3, 15.9)	1.30	1.38*
Southwest	12.7	(9.8, 16.3)	1.46**	1.42*
Central South	7.8	(4.7, 12.8)	0.85	0.94
Central West	9.3	(7.0, 12.4)	1.02	0.86
Central East	6.5	(4.5, 9.3)	0.70*	0.63*
East	7.9	(5.3, 11.8)	0.86	1.05
North	9.1	(7.1, 11.6)	1.00	0.95
4) Family Structure			**	NS
Intact (Comparison Group)	8.6	(7.4, 9.9)	—	—
Not Intact (Single Parent)	11.8	(9.0, 15.3)	1.42	0.98
5) Parents Born in Canada			NS	NS
Both Parents (Comparison Group)	8.8	(7.3, 10.5)	—	—
One Parent	8.0	(5.7, 11.2)	0.91	0.70
Neither Parent	10.4	(8.3, 13.0)	1.22	0.95
6) Parents' Level of Education			NS	NS
High (Comparison Group)	6.8	(4.8, 9.6)	—	—
Moderate	9.8	(8.5, 11.2)	1.48*	1.34
Low	10.3	(6.3, 16.4)	1.57	1.00
7) Parent-Child Relationship			***	***
Good (Comparison Group)	8.2	(7.2, 9.5)	—	—
Poor	25.0	(18.3, 33.3)	3.72	3.08
8) Parental Monitoring			***	NS
High (Comparison Group)	8.3	(7.2, 9.6)	—	—
Low	13.5	(10.4, 17.4)	1.73	1.23
9) School Marks			***	*
As or Bs (Comparison Group)	8.4	(7.0, 9.2)	—	—
Cs or below	15.1	(11.7, 19.2)	2.03	1.56
10) Number of School Moves in Past 5 Years			**	NS
None or 1 (Comparison Group)	8.5	(7.2, 10.1)	—	—
2 or more	13.8	(10.7, 17.7)	1.73	1.11
11) Perception of School Safety			***	***
High (Comparison Group)	4.0	(2.8, 5.6)	—	—
Moderate	8.8	(7.2, 10.6)	2.30***	1.89***
Low	21.7	(18.0, 25.9)	6.64***	4.60***
12) Level of School Attachment			***	***
High (Comparison Group)	5.7	(4.2, 7.6)	—	—
Moderate	8.5	(7.3, 10.0)	1.55**	1.29
Low	24.7	(19.7, 30.4)	5.44***	3.49***

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 3.7.5
High Risk for Depression : Unadjusted and Adjusted Group Differences

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample	4.6	(3.5, 6.2)		
1) Sex			***	***
Male (Comparison Group)	2.1	(1.3, 3.4)	—	—
Female	7.1	(5.1, 9.8)	3.56	4.32
2) Grade (Comparison Group is the previous grade)			NS	NS
7	4.6	(2.7, 7.5)	—	—
8	3.3	(1.7, 6.0)	0.70	0.84
9	2.9	(1.5, 5.4)	0.87	0.62
10	6.4	(3.2, 12.3)	2.31	2.56
11	6.5	(4.2, 9.9)	1.02	1.10
12	3.3	(1.2, 8.4)	0.49	0.46
13 (OAC)	5.7	(3.0, 10.4)	1.77	2.50
3) Region (Comparison Group is Ontario)			NS	NS
Toronto	4.7	(2.1, 10.3)	1.04	1.23
Southwest	5.1	(3.1, 8.4)	1.14	1.54
Central South	2.6	(1.0, 6.6)	0.56	0.52
Central West	4.2	(2.6, 6.8)	0.94	0.75
Central East	5.9	(2.6, 12.9)	1.32	1.15
East	4.3	(2.0, 9.0)	0.96	0.97
North	5.6	(4.3, 7.3)	1.26	1.22
4) Family Structure			***	***
Intact (Comparison Group)	3.8	(2.9, 5.1)	—	—
Not Intact (Single Parent)	8.7	(5.4, 13.7)	2.37	1.99
5) Parents Born in Canada			NS	NS
Both Parents (Comparison Group)	4.9	(3.7, 6.4)	—	—
One Parent	4.2	(2.3, 7.7)	0.87	0.72
Neither Parent	4.5	(2.6, 7.9)	0.93	0.80
6) Parents' Level of Education			NS	NS
High (Comparison Group)	4.2	(2.4, 7.1)	—	—
Moderate	4.9	(3.4, 6.8)	1.16	0.91
Low	3.6	(1.5, 8.8)	0.86	0.63
7) Parent-Child Relationship			***	***
Good (Comparison Group)	3.7	(2.8, 4.9)	—	—
Poor	21.0	(13.7, 30.8)	6.91	5.86
8) Parental Monitoring			*	NS
High (Comparison Group)	4.1	(3.1, 5.3)	—	—
Low	7.4	(4.4, 12.1)	1.88	1.15
9) School Marks			NS	NS
As or Bs (Comparison Group)	4.5	(3.2, 6.4)	—	—
Cs or below	5.3	(3.3, 8.4)	1.18	1.08
10) Number of School Moves in Past 5 Years			*	NS
None or 1 (Comparison Group)	4.1	(3.0, 5.7)	—	—
2 or more	8.3	(5.0, 13.5)	2.11	1.53
11) Perception of School Safety			***	***
High (Comparison Group)	2.6	(1.4, 4.6)	—	—
Moderate	4.1	(2.7, 6.3)	1.62	1.34
Low	11.8	(7.7, 17.7)	5.06***	4.07**
12) Level of School Attachment			***	**
High (Comparison Group)	1.7	(1.0, 3.1)	—	—
Moderate	4.9	(3.5, 6.9)	2.98**	2.49*
Low	11.7	(6.9, 19.2)	7.61***	4.78**

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 3.7.6
Elevated Psychological Distress: Unadjusted and Adjusted Group Differences

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample	27.7	(25.1, 30.5)		
1) Sex			**	***
Male (Comparison Group)	24.7	(21.5, 28.3)	—	—
Female	30.6	(27.0, 34.4)	1.34	1.55
2) Grade (Comparison Group is the previous grade)			***	***
7	15.8	(12.2, 20.2)	—	—
8	21.9	(17.2, 27.4)	1.49	1.54
9	29.6	(25.4, 34.3)	1.50*	1.38
10	23.9	(19.5, 29.0)	0.75	0.78
11	37.8	(31.8, 44.1)	1.93**	1.95**
12	33.4	(26.4, 41.3)	0.83	0.86
13 (OAC)	40.5	(27.7, 54.8)	1.35	1.48
3) Region (Comparison Group is Ontario)			NS	NS
Toronto	27.7	(22.2, 34.0)	1.03	0.99
Southwest	26.3	(20.6, 33.0)	0.96	1.17
Central South	20.2	(14.0, 28.3)	0.68	0.68
Central West	29.5	(24.6, 35.0)	1.13	1.06
Central East	27.2	(22.9, 32.0)	1.01	0.90
East	34.2	(23.0, 47.5)	1.40	1.41
North	25.5	(21.2, 30.3)	0.92	0.93
4) Family Structure			**	**
Intact (Comparison Group)	26.2	(23.6, 28.9)	—	—
Not Intact (Single Parent)	35.5	(29.2, 42.4)	1.55	1.49
5) Parents Born in Canada			NS	NS
Both Parents (Comparison Group)	26.9	(23.7, 30.4)	—	—
One Parent	28.8	(22.9, 35.5)	1.10	1.05
Neither Parent	28.9	(25.4, 32.7)	1.10	1.00
6) Parents' Level of Education			NS	NS
High (Comparison Group)	30.0	(25.2, 35.3)	—	—
Moderate	26.5	(23.7, 29.4)	0.84	0.85
Low	34.7	(23.5, 47.9)	1.24	1.16
7) Parent-Child Relationship			***	***
Good (Comparison Group)	26.0	(23.5, 28.7)	—	—
Poor	56.7	(47.5, 65.4)	3.72	2.82
8) Parental Monitoring			***	***
High (Comparison Group)	25.0	(22.3, 27.9)	—	—
Low	40.3	(34.0, 46.9)	2.03	1.73
9) School Marks			NS	NS
As or Bs (Comparison Group)	27.0	(24.1, 30.0)	—	—
Cs or below	31.6	(24.5, 39.8)	1.25	1.14
10) Number of School Moves in Past 5 Years			*	NS
None or 1 (Comparison Group)	27.1	(24.4, 30.0)	—	—
2 or more	32.6	(27.2, 38.5)	1.30	1.03
11) Perception of School Safety			***	***
High (Comparison Group)	22.4	(18.3, 27.1)	—	—
Moderate	26.9	(23.1, 31.0)	1.27	1.31
Low	43.5	(36.0, 51.3)	2.66***	2.77***
12) Level of School Attachment			***	NS
High (Comparison Group)	21.2	(17.0, 26.0)	—	—
Moderate	28.6	(25.4, 32.0)	1.49*	1.26
Low	42.9	(32.6, 53.9)	2.79***	1.55

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 3.7.7
Suicide Ideation: Unadjusted and Adjusted Group Differences

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample	11.1	(9.3, 13.2)		
1) Sex			**	***
Male (Comparison Group)	8.9	(7.2, 11.0)	—	—
Female	13.3	(10.7, 16.4)	1.57	1.83
2) Grade (Comparison Group is the previous grade)			*	*
7	8.4	(5.7, 12.2)	—	—
8	12.5	(8.2, 18.6)	1.57*	1.80*
9	8.8	(4.9, 15.3)	0.68	0.49
10	12.8	(9.5, 17.0)	1.51	1.69
11	13.9	(9.8, 19.4)	1.11	1.12
12	14.1	(9.4, 20.5)	1.01	0.98
13 (OAC)	7.5	(4.9, 11.4)	0.50	0.61
3) Region (Comparison Group is Ontario)			NS	NS
Toronto	11.2	(7.2, 17.0)	1.04	1.38
Southwest	10.4	(5.4, 19.1)	0.95	1.02
Central South	8.9	(4.8, 16.1)	0.81	0.72
Central West	13.4	(9.3, 19.0)	1.28	1.29
Central East	9.1	(6.7, 12.3)	0.83	0.70
East	11.9	(7.2, 19.1)	1.12	1.18
North	11.2	(9.2, 13.7)	1.04	0.92
4) Family Structure			*	NS
Intact (Comparison Group)	10.1	(8.1, 12.6)	—	—
Not Intact (Single Parent)	16.3	(11.8, 22.0)	1.73	1.49
5) Parents Born in Canada			*	*
Both Parents (Comparison Group)	10.9	(9.1, 13.1)	—	—
One Parent	16.6	(10.3, 25.8)	1.62	1.47
Neither Parent	8.9	(6.5, 12.0)	0.80	0.59*
6) Parents' Level of Education			NS	NS
High (Comparison Group)	10.2	(7.5, 13.9)	—	—
Moderate	11.4	(9.3, 13.8)	1.12	1.01
Low	11.4	(5.8, 21.1)	1.13	0.86
7) Parent-Child Relationship			***	***
Good (Comparison Group)	9.6	(7.8, 11.6)	—	—
Poor	38.6	(28.6, 49.6)	5.94	4.50
8) Parental Monitoring			***	***
High (Comparison Group)	9.1	(7.3, 11.3)	—	—
Low	20.2	(15.9, 25.2)	2.52	2.06
9) School Marks			NS	NS
As or Bs (Comparison Group)	10.6	(8.7, 12.9)	—	—
Cs or below	13.8	(10.1, 18.5)	1.35	0.98
10) Number of School Moves in Past 5 Years			*	NS
None or 1 (Comparison Group)	10.4	(8.6, 12.4)	—	—
2 or more	16.4	(11.1, 23.7)	1.70	1.29
11) Perception of School Safety			***	***
High (Comparison Group)	6.6	(4.4, 9.8)	—	—
Moderate	11.0	(9.1, 13.3)	1.76*	1.73*
Low	21.9	(16.1, 29.2)	3.99***	3.30***
12) Level of School Attachment			***	*
High (Comparison Group)	6.5	(4.5, 9.2)	—	—
Moderate	11.6	(9.3, 14.3)	1.88**	1.60
Low	23.3	(16.8, 31.4)	4.37***	2.46*

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

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.7.8

Delinquent Behaviour: Unadjusted and Adjusted Group Differences

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample	14.5	(12.7, 16.4)		
1) Sex			***	***
<i>Female (Comparison Group)</i>	9.7	(8.0, 11.9)	—	—
<i>Male</i>	19.6	(16.8, 22.7)	2.25	1.95
2) Grade (Comparison Group is the previous grade)			*	*
7	7.3	(4.3, 12.4)	—	—
8	15.4	(11.0, 21.0)	2.29*	2.66**
9	15.3	(12.4, 18.8)	1.00	0.65
10	18.5	(14.8, 22.8)	1.25	1.31
11	16.5	(12.2, 22.0)	0.87	1.02
12	13.0	(6.7, 23.6)	0.75	0.67
13 (OAC)	12.9	(8.5, 19.1)	0.99	1.41
3) Region (Comparison Group is Ontario)			NS	NS
Toronto	10.9	(7.1, 16.2)	0.72	0.83
Southwest	15.7	(9.3, 25.2)	1.10	0.94
Central South	17.4	(12.2, 24.2)	1.25	1.37
Central West	15.0	(11.4, 19.5)	1.05	1.24
Central East	16.6	(13.0, 21.0)	1.18	1.02
East	14.6	(9.8, 21.2)	1.02	1.10
North	11.9	(8.5, 16.3)	0.80	0.67
4) Family Structure			NS	NS
<i>Intact (Comparison Group)</i>	13.7	(11.9, 15.8)	—	—
<i>Not Intact (Single Parent)</i>	18.6	(14.0, 24.3)	1.44	1.06
5) Parents Born in Canada			NS	NS
<i>Both Parents (Comparison Group)</i>	15.9	(13.5, 18.6)	—	—
<i>One Parent</i>	16.3	(11.4, 22.8)	1.03	0.80
<i>Neither Parent</i>	11.3	(8.8, 14.4)	0.67*	0.70
6) Parents' Level of Education			NS	NS
<i>High (Comparison Group)</i>	13.2	(9.9, 17.3)	—	—
Moderate	14.5	(12.4, 16.9)	1.12	0.92
Low	18.8	(11.6, 28.9)	1.52	1.00
7) Parent-Child Relationship			***	NS
<i>Good (Comparison Group)</i>	13.6	(11.8, 15.6)	—	—
Poor	30.3	(20.4, 42.3)	2.76	1.74
8) Parental Monitoring			***	***
<i>High (Comparison Group)</i>	10.2	(8.5, 12.2)	—	—
Low	34.4	(28.4, 40.9)	4.60	3.36
9) School Marks			***	***
<i>As or Bs (Comparison Group)</i>	11.0	(9.4, 12.8)	—	—
Cs or below	31.5	(26.3, 37.3)	3.73	2.64
10) Number of School Moves in Past 5 Years			***	**
<i>None or 1 (Comparison Group)</i>	12.8	(11.0, 14.9)	—	—
2 or more	25.9	(19.8, 33.2)	2.38	1.94
11) Perception of School Safety			NS	NS
<i>High (Comparison Group)</i>	12.8	(9.7, 16.9)	—	—
Moderate	14.4	(12.3, 16.8)	1.14	1.21
Low	19.2	(13.1, 27.3)	1.61	1.56
12) Level of School Attachment			NS	NS
<i>High (Comparison Group)</i>	13.5	(9.9, 18.1)	—	—
Moderate	14.0	(11.8, 16.4)	1.04	0.73
Low	21.8	(15.0, 30.7)	1.79	0.73

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 3.7.9
Pathological Gambling Problem: Unadjusted and Adjusted Group Differences

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample	2.7	(2.0, 3.7)		
1) Sex			***	***
Female (Comparison Group)	0.9	(0.5, 1.7)	—	—
Male	4.6	(3.4, 6.2)	5.03	4.58
2) Grade (Comparison Group is the previous grade)			NS	*
7	1.7	(0.7, 3.9)	—	—
8	1.9	(0.9, 3.9)	1.11	1.07
9	3.3	(1.8, 6.1)	1.76	1.14
10	2.6	(1.4, 5.0)	0.80	0.96
11	2.6	(0.9, 7.3)	1.00	0.88
12	2.1	(0.6, 6.9)	0.79	0.77
13 (OAC)	5.7	(3.3, 9.8)	2.83	6.94**
3) Region (Comparison Group is Ontario)			NS	NS
Toronto	3.4	(1.9, 6.1)	1.24	1.52
Southwest	4.2	(1.3, 12.9)	1.54	1.48
Central South	2.4	(1.0, 5.8)	0.86	0.97
Central West	2.5	(1.3, 4.5)	0.89	1.11
Central East	1.5	(0.6, 3.9)	0.55	0.43
East	2.6	(1.1, 5.7)	0.93	0.80
North	3.7	(2.0, 6.9)	1.35	1.18
4) Family Structure			NS	NS
Intact (Comparison Group)	2.8	(2.2, 3.8)	—	—
Not Intact (Single Parent)	2.3	(0.9, 5.6)	0.79	0.42
5) Parents Born in Canada			NS	NS
Both Parents (Comparison Group)	3.0	(2.1, 4.3)	—	—
One Parent	1.5	(0.5, 4.8)	0.50	0.47
Neither Parent	2.9	(1.7, 4.9)	0.96	0.96
6) Parents' Level of Education			NS	NS
High (Comparison Group)	2.4	(1.2, 4.7)	—	—
Moderate	2.8	(2.0, 4.0)	1.16	1.12
Low	2.7	(0.7, 10.4)	1.12	1.06
7) Parent-Child Relationship			*	*
Good (Comparison Group)	2.5	(1.9, 3.4)	—	—
Poor	6.3	(2.6, 14.5)	2.61	2.45
8) Parental Monitoring			*	NS
High (Comparison Group)	2.1	(1.5, 3.0)	—	—
Low	5.5	(3.0, 9.9)	2.66	1.59
9) School Marks			***	***
As or Bs (Comparison Group)	1.8	(1.2, 2.6)	—	—
Cs or below	7.4	(4.6, 11.9)	4.47	5.01
10) Number of School Moves in Past 5 Years			NS	NS
None or 1 (Comparison Group)	2.6	(1.8, 3.6)	—	—
2 or more	4.0	(2.0, 7.9)	1.59	1.45
11) Perception of School Safety			*	NS
High (Comparison Group)	4.0	(2.5, 6.2)	—	—
Moderate	2.4	(1.7, 3.6)	0.60	0.61
Low	1.5	(0.6, 3.3)	0.36*	0.34
12) Level of School Attachment			NS	NS
High (Comparison Group)	2.8	(1.7, 4.9)	—	—
Moderate	2.8	(2.0, 4.0)	0.98	0.95
Low	2.1	(0.8, 5.1)	0.72	0.45

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 3.7.10
Hazardous Drinking: Unadjusted and Adjusted Group Differences

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample	9.1	(7.4, 11.1)		
1) Sex			***	NS
Female (Comparison Group)	6.9	(5.2, 9.1)	—	—
Male	11.4	(9.2, 13.9)	1.73	1.38
2) Grade (Comparison Group is the previous grade)			***	***
7	†		—	—
8	1.7	(0.8, 3.7)	43.8***	45.9***
9	5.7	(3.2, 10.1)	3.43**	2.90*
10	13.2	(9.4, 18.2)	2.50**	2.47**
11	16.0	(11.7, 21.4)	1.25	1.61*
12	14.5	(8.4, 24.0)	0.90	0.84
13 (OAC)	19.0	(11.8, 29.1)	1.38	1.88*
3) Region (Comparison Group is Ontario)			**	***
Toronto	2.6	(1.1, 6.1)	0.30***	0.44**
Southwest	14.1	(7.9, 23.8)	1.67	2.03***
Central South	14.8	(10.5, 20.6)	1.77**	1.61***
Central West	5.8	(2.9, 11.5)	0.63	0.74
Central East	12.6	(8.6, 18.2)	1.47	1.08
East	9.4	(4.8, 17.8)	1.06	1.06
North	11.1	(8.5, 14.5)	1.27	0.91
4) Family Structure			NS	NS
Intact (Comparison Group)	8.6	(6.9, 10.6)	—	—
Not Intact (Single Parent)	12.0	(8.5, 16.9)	1.46	1.09
5) Parents Born in Canada			***	***
Both Parents (Comparison Group)	11.8	(9.8, 14.2)	—	—
One Parent	14.1	(9.7, 20.1)	1.22	1.17
Neither Parent	2.3	(1.2, 4.3)	0.18***	0.23***
6) Parents' Level of Education			NS	NS
High (Comparison Group)	7.4	(4.8, 11.2)	—	—
Moderate	9.4	(7.6, 11.6)	1.30	1.12
Low	11.2	(6.0, 19.9)	1.58	0.84
7) Parent-Child Relationship			**	NS
Good (Comparison Group)	8.6	(6.9, 10.6)	—	—
Poor	18.1	(11.3, 27.8)	2.36**	1.47
8) Parental Monitoring			***	***
High (Comparison Group)	6.4	(4.8, 8.3)	—	—
Low	21.4	(16.0, 27.8)	3.99	3.16
9) School Marks			***	**
As or Bs (Comparison Group)	7.1	(5.5, 9.2)	—	—
Cs or below	18.3	(13.3, 24.6)	2.92	2.13
10) Number of School Moves in Past 5 Years			NS	NS
None or 1 (Comparison Group)	8.5	(6.8, 10.6)	—	—
2 or more	13.2	(8.6, 19.6)	1.62	1.87
11) Perception of School Safety			NS	NS
High (Comparison Group)	9.4	(6.7, 13.0)	—	—
Moderate	9.0	(7.1, 11.4)	0.95	1.02
Low	9.5	(6.2, 14.1)	1.01	1.38
12) Level of School Attachment			*	NS
High (Comparison Group)	8.4	(5.7, 12.2)	—	—
Moderate	8.6	(6.8, 10.8)	1.03	0.74
Low	16.4	(10.2, 25.3)	2.14*	0.92

Notes: Asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that hazardous drinking is more likely in that group, compared to the comparison group; odds less than 1.0 indicate that hazardous drinking is less likely in that group, compared to the comparison group. *p<.05; **p<.01; ***p<.001; † estimate suppressed, >0.5%.

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.7.11**Any Illicit Drug Use[†] During the Past 12 Months: Unadjusted and Adjusted Group Differences**

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample	33.5	(30.4, 36.7)		
1) Sex			NS	NS
Female (Comparison Group)	31.4	(27.5, 35.6)	—	—
Male	35.6	(31.1, 40.5)	1.21	0.93
2) Grade (Comparison Group is the previous grade)			***	***
7	10.6	(7.6, 14.6)	—	—
8	15.9	(10.4, 23.5)	1.59	1.45
9	35.3	(29.8, 41.3)	2.89***	2.40**
10	41.3	(35.1, 47.8)	1.29	1.28
11	48.7	(38.7, 58.9)	1.35	1.48
12	43.6	(31.2, 56.9)	0.81	0.72
13 (OAC)	44.5	(36.6, 52.7)	1.04	1.29
3) Region (Comparison Group is Ontario)			NS	NS
Toronto	25.5	(18.4, 34.1)	0.68*	0.72
Southwest	31.8	(20.4, 45.8)	0.92	1.15
Central South	37.6	(28.7, 47.5)	1.20	1.18
Central West	37.1	(29.2, 45.8)	1.17	1.13
Central East	37.9	(29.5, 47.1)	1.21	1.20
East	30.3	(21.4, 41.0)	0.86	0.78
North	35.3	(29.2, 41.8)	1.08	0.96
4) Family Structure			*	NS
Intact (Comparison Group)	32.3	(28.8, 36.1)	—	—
Not Intact (Single Parent)	38.8	(33.9, 44.0)	1.33	1.16
5) Parents Born in Canada			NS	NS
Both Parents (Comparison Group)	34.3	(30.4, 38.4)	—	—
One Parent	39.9	(31.7, 48.6)	1.27	1.27
Neither Parent	29.8	(25.3, 34.7)	0.81	0.87
6) Parents' Level of Education			NS	NS
High (Comparison Group)	31.8	(26.8, 37.3)	—	—
Moderate	33.2	(29.8, 36.8)	1.07	0.90
Low	42.8	(31.9, 54.5)	1.60	1.05
7) Parent-Child Relationship			***	*
Good (Comparison Group)	32.2	(29.2, 35.4)	—	—
Poor	58.4	(47.6, 68.4)	2.95	1.91
8) Parental Monitoring			***	***
High (Comparison Group)	26.1	(23.1, 29.4)	—	—
Low	67.0	(60.9, 72.6)	5.76	4.59
9) School Marks			***	***
As or Bs (Comparison Group)	29.4	(26.3, 32.7)	—	—
Cs or below	54.9	(49.2, 60.4)	2.92	2.29
10) Number of School Moves in Past 5 Years			NS	NS
None or 1 (Comparison Group)	33.2	(30.0, 36.6)	—	—
2 or more	34.1	(27.4, 41.4)	1.04	1.09
11) Perception of School Safety			*	*
High (Comparison Group)	37.0	(32.6, 41.6)	—	—
Moderate	33.5	(29.6, 37.8)	0.86	0.78
Low	27.3	(21.8, 33.6)	0.64*	0.59*
12) Level of School Attachment			**	NS
High (Comparison Group)	25.5	(21.2, 30.3)	—	—
Moderate	35.4	(31.6, 39.4)	1.60***	1.43
Low	40.8	(31.6, 50.7)	2.02**	1.30

[†] excludes glue, solvents, crystal methamphetamine, GHB, Rohypnol, and prescription drugs.

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 3.7.12**Any Illicit Drug Use (excluding cannabis)[†] During the Past 12 Months: Unadjusted and Adjusted Group Differences**

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample	19.7	(17.6, 22.0)		
1) Sex			NS	NS
Female (Comparison Group)	18.8	(15.7, 22.3)	—	—
Male	20.7	(17.9, 23.8)	1.13	0.85
2) Grade (Comparison Group is the previous grade)			***	NS
7	7.1	(4.9, 10.2)	—	—
8	11.1	(7.1, 16.9)	1.63	1.41
9	21.3	(17.1, 26.2)	2.17**	1.57
10	23.1	(18.0, 29.2)	1.11	1.22
11	28.2	(22.2, 35.2)	1.31	1.41
12	26.8	(17.4, 39.0)	0.93	0.81
13 (OAC)	22.3	(18.0, 27.3)	0.78	1.11
3) Region (Comparison Group is Ontario)			NS	NS
Toronto	14.9	(11.4, 19.2)	0.70*	0.68
Southwest	23.6	(15.4, 34.4)	1.24	1.52*
Central South	23.0	(17.0, 30.4)	1.20	1.30
Central West	22.1	(17.2, 27.8)	1.14	1.06
Central East	19.4	(13.2, 27.8)	0.97	0.94
East	16.4	(11.0, 23.7)	0.79	0.72
North	21.4	(16.1, 28.0)	1.10	1.03
4) Family Structure			***	NS
Intact (Comparison Group)	18.0	(15.7, 20.4)	—	—
Not Intact (Single Parent)	27.3	(22.6, 32.6)	1.72	1.37
5) Parents Born in Canada			NS	NS
Both Parents (Comparison Group)	19.8	(16.6, 23.5)	—	—
One Parent	23.0	(18.0, 28.9)	1.21	1.22
Neither Parent	18.4	(15.1, 22.2)	0.91	1.05
6) Parents' Level of Education			**	NS
High (Comparison Group)	16.9	(13.4, 21.1)	—	—
Moderate	19.5	(17.1, 22.2)	1.19	0.96
Low	31.7	(22.6, 42.4)	2.28***	1.49
7) Parent-Child Relationship			***	NS
Good (Comparison Group)	18.8	(16.6, 21.1)	—	—
Poor	37.6	(29.0, 47.1)	2.61	1.28
8) Parental Monitoring			***	***
High (Comparison Group)	13.4	(11.6, 15.4)	—	—
Low	48.4	(41.8, 55.1)	6.06	4.66
9) School Marks			***	***
As or Bs (Comparison Group)	16.4	(14.4, 18.7)	—	—
Cs or below	36.2	(29.9, 43.0)	2.88	1.97
10) Number of School Moves in Past 5 Years			**	NS
None or 1 (Comparison Group)	18.4	(16.2, 20.8)	—	—
2 or more	26.4	(20.5, 33.4)	1.59	1.49
11) Perception of School Safety			NS	NS
High (Comparison Group)	18.7	(15.4, 22.6)	—	—
Moderate	20.7	(17.9, 23.8)	1.13	1.04
Low	18.9	(14.3, 24.6)	1.01	0.90
12) Level of School Attachment			***	*
High (Comparison Group)	13.6	(10.3, 17.6)	—	—
Moderate	20.2	(17.6, 23.0)	1.61**	1.41
Low	33.5	(24.6, 43.7)	3.21***	2.09*

[†] also excludes glue, solvents, crystal methamphetamine, GHB, Rohypnol, and prescription drugs.

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 3.7.13
Hazardous Drinking and Elevated Psychological Distress: Logistic Regression Predicting
Co-existing Problems

	% Both Problems	% Hazardous Drinking	% Psychological Distress	% Neither Problem	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample	4.0 (n=95)	5.3 (n=117)	23.7 (n=518)	67.1 (n=1482)		
1) Sex					*	NS
Male (Comparison Group)	5.1	6.5	19.6	68.8	—	—
Female	2.8	4.1	27.7	65.4	0.59	0.89
2) Grade (Comparison Group is previous grade)					***	***
7	†	†	15.8	84.2	—	—
8	0.8	0.9	21.0	77.2	n/a	n/a
9	3.3	2.5	26.3	67.9	4.57*	3.67*
10	3.0	10.6	20.8	65.6	0.94	1.02
11	9.5	6.5	28.3	55.7	3.73**	4.28**
12	5.7	9.0	27.8	57.6	0.58	0.74
13 (OAC)	9.1	10.0	31.4	49.5	1.86	1.88
3) Region (Comparison Group is Ontario)					*	***
Toronto	1.7	0.9	26.0	71.4	0.41	0.44
Southwest	8.7	5.5	17.6	68.2	2.23*	3.24***
Central South	4.6	10.7	15.4	69.3	1.16	1.08
Central West	1.2	4.7	28.2	65.8	0.33**	0.32*
Central East	5.4	7.3	21.9	65.5	1.43	1.13
East	5.9	3.8	28.2	62.1	1.66	1.83
North	4.5	6.7	21.0	67.8	1.17	0.98
4) Family Structure					*	NS
Intact (Comparison Group)	3.6	5.1	22.6	68.8	—	—
Not Intact (Single Parent)	5.9	6.3	29.5	58.3	1.96	1.45
5) Parents Born in Canada					***	**
Both Parents (Comparison Group)	4.7	7.3	22.2	65.8	—	—
One Parent	6.2	7.9	22.6	63.3	1.38	1.15
Neither Parent	1.7	0.6	27.2	70.4	0.34**	0.38*
6) Parents' Level of Education					NS	NS
High (Comparison Group)	4.4	3.0	25.6	67.0	—	—
Moderate	3.8	5.8	22.6	67.8	0.85	0.75
Low	4.8	6.8	29.8	58.5	1.26	0.62
7) Parent-Child Relationship					***	*
Good (Comparison Group)	3.7	5.0	22.3	69.0	—	—
Poor	8.4	9.7	48.2	33.6	4.67	2.69
8) Parental Monitoring					***	***
High (Comparison Group)	2.5	4.0	22.5	71.1	—	—
Low	11.0	10.6	29.4	49.1	6.43	4.60
9) School Marks					**	*
As or Bs (Comparison Group)	3.2	4.0	23.8	69.0	—	—
Cs or below	7.8	11.1	23.6	57.5	2.96	2.04
10) Number of School Moves in Past 5 Years					NS	NS
None or 1 (Comparison Group)	3.7	5.0	23.4	68.0	—	—
2 or more	6.0	7.3	26.6	60.1	1.87	2.01
11) Perception of School Safety					NS	NS
High (Comparison Group)	4.7	4.8	17.7	72.8	—	—
Moderate	3.7	5.4	23.2	67.7	0.83	0.79
Low	3.8	5.7	39.7	50.8	1.14	1.59
12) Level of School Attachment					***	NS
High (Comparison Group)	3.5	5.0	17.7	73.8	—	—
Moderate	3.4	5.3	25.2	66.2	1.08	0.85
Low	10.1	6.4	32.8	50.8	4.16**	1.44

Notes: The logistic regression analysis compared “Both Problems” versus “Neither Problem.” Students in the other two groups were excluded from this analysis. 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 “Both Problems” is more likely for that group, compared to the comparison group; a risk ratio less than 1.0 indicate that the risk of “Both Problems” 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 for 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:

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

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

- ❑ Compared to 1999, fewer students today report a pathological gambling problem.

- ❑ Fewer students in 2001 report carrying a weapon compared to 1993. This short-term decline in self-reported weapon carrying has also been found in the U.S.⁶³ Reports of assault have also declined among students since 1997.
- ❑ Among females, the percentage reporting low self-esteem has declined since 1995; the percentage believing that they are overweight has declined since 1997; and the percentage reporting elevated psychological distress has declined since 1999.
- ❑ Among males, reports of assault, weapon carrying, and gang fighting are lower today than in 1999. Pathological gambling has also declined among males since 1999.

Some Public Health Flags

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

About one-in-three...

- ❑ students report bullying someone at school.
- ❑ females report elevated psychological distress.

About one-in-four...

- ❑ students report elevated psychological distress.
- ❑ students report having been bullied at school.

About one-in-five...

- ❑ males report fighting at school.

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

- ❑ poor health
- ❑ physical inactivity
- ❑ visiting a mental health professional
- ❑ low self-esteem

- ❑ suicide ideation
- ❑ engaging in three or more delinquent activities
- ❑ carrying a weapon
- ❑ some type of gambling problem
- ❑ concern about personal safety at school.

About one-in-twenty...

- ❑ students are at high risk for depression.
- ❑ students report co-existing problems of hazardous drinking and psychological distress.
- ❑ males report a pathological gambling problem.

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 females, 11th-graders, and students in the North.
- ❑ The overall percentage of students selling cannabis was higher in 2001 compared to 1991.

Year 2010 Health Objectives

American public health professionals have outlined health objectives for the year 2010.³⁶ 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 2001, 64% of Ontario students reported meeting this criterion.

Second, the 2010 target to reduce physical fighting among American adolescents is 33%. In 2001, 12% of Ontario students reported assaulting someone during the past 12 months.

Important Factors Related to Adolescent Mental Health and Well-Being

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

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

Another general finding is that most problems increase with grade, but tend to peak in 10th- or 11th-grade (about ages 15 or 16). It should also be noted that the move from 7th- to 8th-grade (about ages 12 and 13) is accompanied by a jump in the likelihood of experiencing some problems.

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

School marks and school climate factors – such as the degree of connectedness, concern over personal safety – are associated with well-being. Students who do not do well academically are likely to engage in risky behaviours. Students who do not feel connected to their school, and those who feel that their personal safety is 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.^{28,29,74}

Another avenue for promoting mental health and well-being is through parent programs. Some research has shown that improving parenting skills (e.g., monitoring), increasing parent-child communication and strengthening bonds can reduce antisocial behaviour in children.^{75,76} 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 depression, psychological distress, thoughts of suicide, and body image issues among young females underscores the need for prevention programs that specifically target the needs of this group.

Future OSDUS Monitoring

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

- the level of physical inactivity
- suicide ideation
- bullying in schools
- the increase in cannabis selling

Further, given the expansion of legalized gambling in Ontario, another indicator worthy of continued monitoring is the rate of gambling and related problems among adolescents – who tend to display more problems than adults.²³

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

Our findings are consistent with many expectations of the adolescent period. The majority of students report positive indicators of well-being and a minority report negative indicators. This minority, however, can be sizeable --- about one-in-ten students (about 100,000) report low self-esteem or suicide ideation and about one-in-three (about 250,000) report elevated distress. Therefore, the results should remind us of the vulnerability of this age group. Although several recent initiatives have been made in the area of early intervention programs with infants and children (e.g., Healthy Babies, Healthy Children, a prevention/early intervention initiative funded by the Ontario government), few widespread programs have been directed toward early adolescence, a period known for the increasing onset of emotional difficulties and psychological disorders. Indeed, health professionals have also commented on the relative lack of research on adolescent psychopathology compared to children and adults.⁷⁷

Regarding trends, our data also pointed to some *potentially encouraging* results, with some declines in gambling problems, weapon carrying and assaults. However, many of these changes were especially dominant between 1999 and 2001; consequently, it is too early to know with confidence whether these changes represent the beginning of a new trend or the existence of a brief downward episode. It is only with continued monitoring that these questions can be addressed.

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6.0 APPENDIX

Table A3.1.1 Family Living Arrangement, and Family and School Mobility During the Past Five Years, 1991-2001

	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
TOTAL (N=)	(3,945)	(3,571)	(3,870)	(3,990)	(2,868)	(2,326)	(4,894)	(4,211)
Currently Live With								
both natural parents	79.0	73.9	75.4	73.1	72.8	73.4	72.5	72.7
one natural parent only	—	14.5	13.4	14.6	15.4	15.9	15.9	16.2
one natural and one step-parent	—	7.9	8.5	10.2	8.7	8.6	8.6	9.3
neither natural parent	—	3.7	2.7	2.1	3.2	2.1	3.0	1.8
Number of Family Moves (past 5 years)								
0	—	—	53.6	55.4	53.0	55.3	54.1	55.2
1	—	—	26.3	23.9	25.6	24.8	24.8	25.0
2-3	—	—	14.4	15.0	15.9	14.9	15.5	14.8
4+	—	—	5.7	5.7	5.6	5.0	5.6	5.1
Number of School Moves (past 5 years)								
0	—	—	—	—	—		—	64.2
1	—	—	—	—	—		—	22.2
2-3	—	—	—	—	—		—	11.6
4+	—	—	—	—	—		—	2.0
MALES	(2,027)	(1,737)	(1,884)	(1,851)	(1,407)	(1,151)	(2,463)	(2,064)
Currently Live With								
both natural parents	80.0	73.3	76.5	73.9	7.4	72.4	73.1	73.5
one natural parent only	—	15.8	13.8	14.2	15.4	16.4	15.8	16.1
one natural and one step-parent	—	7.3	7.7	9.9	7.9	8.8	8.3	8.6
neither natural parent	—	3.2	2.0	2.0	3.1	2.3	2.8	1.8
Number of Family Moves								
0	—	—	53.9	55.1	52.9	56.1	55.7	57.2
1	—	—	26.0	24.3	25.1	24.2	23.5	23.9
2-3	—	—	14.2	14.9	16.9	15.1	15.9	14.3
4+	—	—	5.9	5.8	5.1	4.6	4.9	4.6
Number of School Moves								
0	—	—	—	—	—		—	64.7
1	—	—	—	—	—		—	22.0
2-3	—	—	—	—	—		—	11.3
4+	—	—	—	—	—		—	2.0
FEMALES	(1,909)	(1,828)	(1,974)	(2,137)	(1,461)	(1,175)	(2,431)	(2,147)
Currently Live With								
both natural parents	78.0	74.1	74.5	72.4	71.9	74.3	71.9	72.0
one natural parent only	—	13.3	12.9	14.9	15.4	15.4	16.0	16.2
one natural and one step-parent	—	8.5	9.2	10.6	9.4	8.4	9.0	10.0
neither natural parent	—	4.1	3.4	2.2	3.3	1.9	3.1	1.8
Number of Family Moves								
0	—	—	53.4	55.7	53.1	54.5	52.5	53.2
1	—	—	26.5	23.6	26.1	25.5	26.1	26.0
2-3	—	—	14.6	15.1	14.9	14.7	15.1	15.2
4+	—	—	5.0	5.6	6.0	5.3	6.3	5.6

	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
Number of School Moves								
0	—	—	—	—	—		—	63.7
1	—	—	—	—	—		—	22.4
2-3	—	—	—	—	—		—	11.8
4+	—	—	—	—	—		—	2.1
GRADE 7	(943)	(896)	(929)	(851)	(766)	(750)	(766)	(750)
Currently Live With								
both natural parents	80.8	74.2	72.8	74.8	75.8	71.8	75.8	71.8
one natural parent only	—	15.6	16.5	13.4	14.3	18.2	14.3	18.2
one natural and one step-parent	—	8.3	9.3	10.8	9.2	9.2	9.2	9.2
neither natural parent	—	2.0	5.0	1.0	0.7	0.9	0.7	0.9
Number of Family Moves								
0	—	—	46.8	49.8	49.8	49.7	49.8	49.7
1	—	—	28.2	24.7	25.3	27.5	25.3	27.5
2-3	—	—	17.7	19.2	18.9	15.4	18.9	15.4
4+	—	—	7.3	6.2	6.0	7.4	6.0	7.4
Number of School Moves								
0	—	—	—	—	—		—	56.7
1	—	—	—	—	—		—	27.6
2-3	—	—	—	—	—		—	13.7
4+	—	—	—	—	—		—	2.1
GRADE 8							(798)	(691)
Currently Live With								
both natural parents							69.0	69.5
one natural parent only							18.6	18.4
one natural and one step-parent							10.9	11.4
neither natural parent							1.5	0.8
Number of Family Moves								
0							48.2	51.3
1							28.7	27.3
2-3							15.8	15.3
4+							7.4	6.1
Number of School Moves								
0							44.4	58.6
1							32.8	26.6
2-3							18.7	12.7
4+							4.1	2.1
GRADE 9	(902)	(1,006)	(1,054)	(1,153)	(905)	(702)	(905)	(702)
Currently Live With								
both natural parents	78.4	76.2	76.7	69.7	71.4	71.8	71.4	71.8
one natural parent only	—	14.2	12.1	19.2	16.7	16.0	16.7	16.0
one natural and one step-parent	—	7.9	9.1	9.5	10.1	9.1	10.1	9.1
neither natural parent	—	1.8	2.1	1.6	1.9	3.1	1.9	3.1
Number of Family Moves								
0	—	—	53.9	50.0	47.4	49.9	47.4	49.9
1	—	—	26.8	26.1	29.4	26.8	29.4	26.8
2-3	—	—	14.4	16.6	17.1	18.6	17.1	18.6
4+	—	—	4.9	7.4	6.2	4.7	6.2	4.7

	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
Number of School Moves								
0	—	—	—	—	—		—	55.3
1	—	—	—	—	—		—	24.1
2-3	—	—	—	—	—		—	17.4
4+	—	—	—	—	—		—	3.2
GRADE 10							(638)	(806)
Currently Live With								
both natural parents							71.7	71.3
one natural parent only							16.8	16.7
one natural and one step-parent							7.6	11.1
neither natural parent							3.9	0.8
Number of Family Moves								
0							56.1	56.3
1							21.5	23.5
2-3							16.8	14.8
4+							5.5	5.3
Number of School Moves								
0							—	64.9
1							—	23.2
2-3							—	9.7
4+							—	2.3
GRADE 11	(1,125)	(721)	(932)	(1,069)	(750)	(561)	(750)	(561)
Currently Live With								
both natural parents	78.6	71.5	75.2	74.2	73.0	74.7	73.0	74.7
one natural parent only	—	15.6	13	11.9	14.0	13.5	14.0	13.5
one natural and one step-parent	—	7.8	8.3	10.9	7.4	9.2	7.4	9.2
neither natural parent	—	5.2	3.5	3.0	5.7	2.6	5.7	2.6
Number of Family Moves								
0	—	—	57.2	60.9	56.2	61.7	56.2	61.7
1	—	—	24.6	23.3	24.4	21.6	24.4	21.6
2-3	—	—	12.0	11.2	13.6	12.5	13.6	12.5
4+	—	—	6.2	4.6	5.8	4.1	5.8	4.1
Number of School Moves								
0	—	—	—	—	—		—	69.1
1	—	—	—	—	—		—	19.0
2-3	—	—	—	—	—		—	10.4
4+	—	—	—	—	—		—	1.6
GRADE 12							(590)	(388)
Currently Live With								
both natural parents							76.2	76.2
one natural parent only							14.1	13.1
one natural and one step-parent							7.0	6.7
neither natural parent							2.7	4.0
Number of Family Moves								
0							64.3	57.7
1							19.6	25.3
2-3							12.1	13.2
4+							3.9	3.8

	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
Number of School Moves								
0							—	76.7
1							—	15.4
2-3							—	7.2
4+							—	0.6
GRADE 13	(975)	(948)	(955)	(917)	(447)	(313)	(447)	(313)
Currently Live With								
both natural parents	77.9	73.9	78.5	74.9	70.3	78.2	70.3	78.2
one natural parent only	—	10.6	10.9	12.6	17.3	15.6	17.3	15.6
one natural and one step-parent	—	7.4	6.2	9.0	7.1	5.2	7.1	5.2
neither natural parent	—	8.1	4.4	3.5	5.3	0.9	5.3	0.9
Number of Family Moves								
0	—	—	58.1	67.1	64.6	68.0	64.6	68.0
1	—	—	25.2	18.6	19.8	20.7	19.8	20.7
2-3	—	—	13.4	11.2	12.5	8.9	12.5	8.9
4+	—	—	3.3	3.1	3.1	2.4	3.1	2.4
Number of School Moves								
0	—	—	—	—	—		—	84.8
1	—	—	—	—	—		—	10.8
2-3	—	—	—	—	—		—	3.3
4+	—	—	—	—	—		—	1.1
TORONTO	(855)	(894)	(770)	(981)	(525)	(365)	(828)	(545)
Currently Live With								
both natural parents	76.3	71.8	73.5	73.7	72.1	77.4	71.6	76.9
one natural parent only	—	18.0	16.9	18.1	19.3	17.8	19.9	17.1
one natural and one step-parent	—	5.9	6.1	6.1	5.7	3.7	5.8	4.8
neither natural parent	—	4.3	3.6	2.2	2.8	1.1	2.7	1.2
Number of Family Moves								
0	—	—	49.3	47.6	45.2	53.6	46.2	52.1
1	—	—	26.4	26.8	27.5	25.5	27.7	25.2
2-3	—	—	17.3	19.2	21.0	16.4	20.3	18.1
4+	—	—	7.0	6.4	6.3	4.5	5.8	4.6
Number of School Moves								
0	—	—	—	—	—		—	60.7
1	—	—	—	—	—		—	22.1
2-3	—	—	—	—	—		—	14.4
4+	—	—	—	—	—		—	2.8
NORTH REGION	(280)	(204)	(290)	(384)	(440)	(519)	(927)	(1,067)
Currently Live With								
both natural parents	73.5	71.8	72.8	70.6	72.1	70.5	70.4	71.4
one natural parent only	—	12.5	14.1	11.2	13.5	16.4	14.6	15.2
one natural and one step-parent	—	9.5	10.3	14.1	9.5	10.6	10.8	10.4
neither natural parent	—	6.2	2.8	4.1	4.9	2.4	4.2	3.0
Number of Family Moves								
0	—	—	54.0	54.5	61.6	59.7	61.9	64.1
1	—	—	30.4	23.6	17.2	21.8	18.7	19.6
2-3	—	—	8.9	14.1	15.5	13.0	13.5	11.3
4+	—	—	6.8	7.9	5.7	5.4	5.9	5.0

	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
Number of School Moves								
0	—	—	—	—	—		—	68.7
1	—	—	—	—	—		—	19.2
2-3	—	—	—	—	—		—	10.0
4+	—	—	—	—	—		—	2.1
WEST REGION	(1,672)	(1,526)	(1,720)	(1,536)	(966)	(814)	(1,676)	(1,529)
Currently Live With								
both natural parents	80.1	71.2	77.0	73.0	71.1	74.9	71.0	73.5
one natural parent only	—	15.9	12.1	13.3	15.5	12.9	15.5	14.3
one natural and one step-parent	—	9.3	8.2	11.4	10.4	9.5	10.4	10.0
neither natural parent	—	3.7	2.6	2.3	3.0	2.7	3.2	2.2
Number of Family Moves								
0	—	—	53.4	57.3	55.4	55.7	56.0	53.8
1	—	—	26.3	23.8	24.2	24.8	23.9	26.4
2-3	—	—	14.8	13.8	15.0	14.6	14.8	14.3
4+	—	—	5.6	5.1	5.4	4.9	5.4	5.4
Number of School Moves								
0	—	—	—	—	—		—	64.9
1	—	—	—	—	—		—	22.0
2-3	—	—	—	—	—		—	11.2
4+	—	—	—	—	—		—	1.9
EAST REGION	(1,138)	(947)	(1,090)	(1,089)	(937)	(628)	(1,463)	(1,070)
Currently Live With								
both natural parents	80.8	80.3	75.3	73.5	75.4	69.0	75.9	69.3
one natural parent only	—	10.5	12.5	14.9	13.2	18.3	14.3	18.4
one natural and one step-parent	—	6.8	10.1	10.4	8.2	10.8	7.4	10.9
neither natural parent	—	2.4	2.1	1.3	3.2	2.0	2.5	1.4
Number of Family Moves								
0	—	—	56.9	58.1	53.0	55.0	54.2	56.5
1	—	—	25.0	22.3	28.0	25.2	26.0	24.3
2-3	—	—	13.4	14.1	13.8	14.4	14.1	14.3
4+	—	—	4.7	5.4	5.2	5.4	5.7	4.9
Number of School Moves								
0	—	—	—	—	—		—	64.0
1	—	—	—	—	—		—	23.4
2-3	—	—	—	—	—		—	10.8
4+	—	—	—	—	—		—	1.8

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 (Do not include changing from elementary school to high school)?

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.1.2. School Performance and Attitudes, 1991-2001

	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
TOTAL (N=)	(3,945)	(3,571)	(3,870)	(3,990)	(2,868)	(2,326)	(4,894)	(4,211)
Marks Usually Receive in All Subjects								
A (80%-100%)	29.0	29.6	32.9	36.9	39.7	39.9	38.4	37.9
B (67%-79%)	47.2	49.4	45.4	42.6	42.2	45.5	43.5	44.8
C (60%-66%)	19.2	17.4	16.8	16.5	12.8	10.8	13.4	12.8
D (50%-59%)	4.2	3.3	4.4	3.4	4.9	3.2	4.3	3.9
< D (below 50%)	†	†	†	0.5	†	0.6	†	0.6
Likely to Graduate								
very likely	85.0	86.5	87.2	86.2	86.9	86.2	86.6	86.9
fairly likely	13.5	12.0	11.6	12.2	10.9	11.3	11.0	10.7
not at all/not very likely	1.5	1.6	1.2	1.5	2.2	2.4	2.4	2.4
School Performance (relative to other students) ¹		(1,725)	(1,934)	(1,974)	(1,391)	(1,084)	(2,371)	(1,968)
above average	—	30.8	36.5	34.4	31.8	31.9	31.5	31.4
slightly above	—	27.0	25.7	26.9	25.8	25.1	24.4	24.9
average	—	34.2	29.5	29.4	31.6	32.3	33.1	32.9
slightly below	—	6.0	6.4	6.1	7.0	7.4	7.3	7.4
below average	—	2.0	1.8	3.1	3.7	3.2	3.6	3.4
Hours Spent on Homework Per Week ¹								
0 or less than 1 hour	—	15.5	14.0	16.3	19.7	14.2	21.2	15.7
1-2 hours	—	23.7	25.3	23.4	28.2	26.0	28.1	26.3
3-4	—	27.3	28.9	28.7	25.5	29.4	24.6	29.1
5-6	—	20.1	18.7	19.3	16.1	17.5	15.7	17.1
7+	—	13.4	13.0	12.4	10.5	13.0	10.4	11.8
Feelings about School ¹								
like it a lot/very much	—	35.5	35.1	35.6	33.4	28.7	30.6	27.0
like it somewhat	—	51.3	49.4	47.9	49.8	52.6	51.2	53.3
do not like it very much/at all	—	13.2	15.5	16.6	16.8	18.7	18.2	19.8
MALES	(2,027)	(1,737)	(1,884)	(1,851)	(1,407)	(1,151)	(2,463)	(2,064)
Average < D (below 50%) in subjects	0.7	0.5	0.6	1.0	0.8	0.5	0.8	0.7
Not at all/not very likely to graduate	2.1	1.9	1.6	1.6	3.0	2.8	3.0	3.1
Below average school performance (compared to other students)	—	(845) 2.7	(935) 2.1	(938) 4.5	(682) 5.4	(539) 3.4	(1,201) 5.1	(963) 4.1
Spend < 1 hour on homework/week	—	20.0	17.3	20.2	26.3	19.0	29.0	22.0
Do not like school very much/at all	—	15.2	18.3	20.7	19.2	23.9	21.3	25.5
FEMALES	(1,909)	(1,828)	(1,974)	(2,137)	(1,461)	(1,175)	(2,431)	(2,147)
Average < D (below 50%) in subjects	†	†	†	†	†	0.7	†	0.5
Not at all/not very likely to graduate	0.9	1.2	0.9	1.4	1.3	2.1	1.7	1.7
Below average school performance (compared to other students)	—	(875) 1.3	(992) 1.6	(1,036) 1.9	(709) 2.1	(545) 3.0	(1,170) 2.1	(1,005) 2.6
Spend < 1 hour homework/week	—	20.0	11.0	12.7	13.1	9.3	13.2	9.5
Do not like school very much/at all	—	11.2	12.7	12.8	14.3	13.5	15.0	14.1

	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
GRADE 7	(943)	(896)	(929)	(851)	(766)	(750)	(766)	(750)
Average < D (below 50%) in subjects	†	†	†	0.9	†	0.7	†	0.7
Not at all/not very likely to graduate	2.0	2.7	1.8	2.0	3.1	2.8	3.1	2.8
Below average school performance (compared to other students)	—	(390) 1.4	(464) 1.2	(431) 1.6	(369) 2.6	(346) 1.8	(369) 2.6	(346) 1.8
Spend < 1 hour on homework/week	—	17.3	10.9	16.2	15.5	11.7	15.5	11.7
Do not like school very much/at all	—	15.1	12.1	17.8	16.8	16.6	16.8	16.6
GRADE 8							(798)	(691)
Average < D (below 50%) in subjects							†	0.5
Not at all/not very likely to graduate							3.2	3.0
Below average school performance (compared to other students)							(391) 4.3	(312) 3.4
Spend < 1 hour on homework/week							19.9	10.1
Do not like school very much/at all							20.8	14.2
GRADE 9	(902)	(1,006)	(1,054)	(1,153)	(905)	(702)	(905)	(702)
Average < D (below 50%) in subjects	0.5	0.6	0.8	0.9	0.9	0.9	0.9	0.9
Not at all/not very likely to graduate	1.9	2.2	1.6	2.5	2.1	3.9	2.1	3.9
Below average school performance (compared to other students)	—	(483) 1.3	(520) 2.4	(563) 4.1	(442) 3.2	(334) 3.7	(442) 3.2	(334) 3.7
Spend < 1 hour on homework/week	—	10.7	14.5	16.1	19.7	14.1	19.7	14.1
Do not like school very much/at all	—	12.1	13.6	16.1	14.8	21.4	14.8	21.4
GRADE 10							(638)	(806)
Average < D (below 50%) in subjects							0.6	0.8
Not at all/not very likely to graduate							2.3	2.7
Below average school performance (compared to other students)							(296) 2.3	(384) 4.2
Spend < 1 hour on homework/week							23.5	20.9
Do not like school very much/at all							23.2	25.7
GRADE 11	(1,125)	(721)	(932)	(1,069)	(750)	(561)	(750)	(561)
Average < D (below 50%) in subjects	0.6	†	0.6	†	†	0.5	†	0.5
Not at all/not very likely to graduate	1.1	0.5	0.9	0.6	2.2	0.8	2.2	0.8
Below average school performance (compared to other students)	—	(373) 2.9	(472) 1.6	(533) 3.5	(357) 5.7	(273) 5.7	(357) 5.7	(273) 5.7
Spend < 1 hour on homework/week	—	22.3	19.8	20.5	27.7	19.5	27.7	19.5
Do not like school very much/at all	—	12.0	20.6	17.3	20.4	20.9	20.4	20.9
GRADE 12							(590)	(388)
Average < D (below 50%) in subjects							†	†
Not at all/not very likely to graduate							2.4	†
Below average school performance (compared to other students)							(293) 3.7	(188) 2.2
Spend < 1 hour on homework/week							27.7	21.9
Do not like school very much/at all							16.9	21.5

	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
GRADE 13	(975)	(948)	(955)	(917)	(447)	(313)	(447)	(313)
Average < D (below 50%) in subjects	†	†	†	†	†	†	†	†
Not at all/not very likely to graduate	0.6	†	†	†	0.5	1.3	0.5	1.3
Below average school performance (compared to other students)	—	(479) 2.2	(478) 2.4	(447) 3.4	(223) 3.0	(131) †	(223) 3.0	(131) †
Spend < 1 hour on homework/week	—	6.5	6.1	6.5	11.2	8.3	11.2	8.3
Do not like school very much/at all	—	15.1	14.9	13.1	14.4	11.3	14.4	11.3
TORONTO	(855)	(894)	(770)	(981)	(828)	(365)	(525)	(545)
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	3.3	2.7	3.4
below average school performance (compared to other students)	—	(535) 2.3	(380) 3.7	(488) 4.2	(263) 4.2	(180) 1.6	(415) 4.5	(272) 1.8
spend < 1 hour on homework/week	—	13.7	9.2	12.6	13.7	5.0	14.2	6.8
do not like school very much/at all	—	9.5	13.1	12.1	14.1	15.1	14.9	12.6
NORTH REGION	(280)	(204)	(290)	(384)	(440)	(519)	(927)	(1,067)
average < D (below 50%) in subjects	0.6	0.5	0.5	†	0.8	0.8	†	0.8
not at all/not very likely to graduate	1.5	2.1	†	1.9	1.5	3.5	1.5	3.0
below average school performance (compared to other students)	—	(28) 3.6	(145) 0.9	(182) 3.1	(213) 4.3	(211) 6.2	(446) 3.2	(428) 4.8
spend < 1 hour on homework/week	—	23.1	21.9	17.8	23.8	21.1	28.2	21.3
do not like school very much/at all	—	12.2	14.4	18.9	18.8	19.1	23.9	21.9
WEST REGION	(1,672)	(1,526)	(1,720)	(1,536)	(966)	(814)	(1,676)	(1,529)
average < D (below 50%) in subjects	†	†	†	0.5	0.6	1.2	0.5	0.9
not at all/not very likely to graduate	1.0	1.1	1.4	1.1	1.7	2.2	2.3	1.7
below average school performance (compared to other students)	—	(721) 1.9	(861) 1.3	(756) 3.2	(480) 4.5	(404) 4.3	(837) 4.1	(760) 4.0
spend < 1 hour on homework/week	—	17.5	13.0	19.8	23.0	17.6	25.1	19.7
do not like school very much/at all	—	13.8	14.3	19.1	17.3	20.6	18.6	23.0
EAST REGION	(1,138)	(947)	(1,090)	(1,089)	(937)	(628)	(1,463)	(1,070)
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	1.9	2.4	2.4
below average school performance (compared to other students)	—	(451) 1.5	(548) 1.6	(548) 2.2	(435) 2.2	(289) 2.5	(673) 2.5	(508) 3.0
spend < 1 hour on homework/week	—	13.0	16.9	13.3	18.2	15.4	17.8	14.4
do not like school very much/at all	—	15.2	19.1	15.4	17.5	18.9	18.1	19.1

¹ Question asked of random half samples.

Notes: Numbers in parentheses are number of interviews.

— indicates data not available for that year. † indicates data suppressed (<0.5%).

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.1.3 School Climate, 1999-2001

	1999	2001
	% Agreeing ¹	% Agreeing ¹
TOTAL	(N=4,894)	(N=4,211)
I feel close to people at this school	85.2	87.8
I feel like I am part of this school	83.6	85.0
Most teachers in my school are excellent	73.6	75.0
Most courses offered in my school are challenging	79.1	80.0
I feel safe in my school	90.8	91.9
% worried that will be harmed, threatened at school	13.6	12.5
MALES	(2,463)	(2,064)
I feel close to people at this school	85.3	86.5
I feel like I am part of this school	83.3	83.2
Most teachers in my school are excellent	71.0	72.5
Most courses offered in my school are challenging	78.7	79.3
I feel safe in my school	91.0	90.7
% worried that will be harmed, threatened at school	11.3	10.7
FEMALES	(2,431)	(2,147)
I feel close to people at this school	85.2	89.1
I feel like I am part of this school	84.0	86.7
Most teachers in my school are excellent	76.3	77.6
Most courses offered in my school are challenging	79.5	80.6
I feel safe in my school	90.6	93.1
% worried that will be harmed, threatened at school	15.9	14.3
GRADE 7	(766)	(750)
I feel close to people at this school	88.2	92.1
I feel like I am part of this school	89.0	92.3
Most teachers in my school are excellent	79.4	80.4
Most courses offered in my school are challenging	74.3	76.0
I feel safe in my school	89.6	90.8
% worried that will be harmed, threatened at school	15.4	15.8
GRADE 8	(798)	(691)
I feel close to people at this school	88.2	90.8
I feel like I am part of this school	85.2	92.4
Most teachers in my school are excellent	72.8	79.1
Most courses offered in my school are challenging	68.9	76.0
I feel safe in my school	90.3	93.0
% worried that will be harmed, threatened at school	18.6	15.7
GRADE 9	(905)	(702)
I feel close to people at this school	86.4	87.3
I feel like I am part of this school	83.4	83.7
Most teachers in my school are excellent	72.9	73.8
Most courses offered in my school are challenging	81.1	81.6
I feel safe in my school	89.4	89.9
% worried that will be harmed, threatened at school	16.3	14.5

	1999	2001
	% Agreeing ¹	% Agreeing ¹
GRADE 10	(638)	(806)
I feel close to people at this school	84.4	88.6
I feel like I am part of this school	81.8	83.6
Most teachers in my school are excellent	68.0	69.8
Most courses offered in my school are challenging	82.4	80.5
I feel safe in my school	90.0	91.2
% worried that will be harmed, threatened at school	15.6	12.0
GRADE 11	(750)	(561)
I feel close to people at this school	81.7	83.8
I feel like I am part of this school	79.9	76.8
Most teachers in my school are excellent	69.0	69.7
Most courses offered in my school are challenging	81.9	79.8
I feel safe in my school	92.0	91.7
% worried that will be harmed, threatened at school	9.1	9.8
GRADE 12	(590)	(388)
I feel close to people at this school	83.1	81.9
I feel like I am part of this school	84.0	79.3
Most teachers in my school are excellent	72.5	76.2
Most courses offered in my school are challenging	79.8	84.4
I feel safe in my school	91.6	92.8
% worried that will be harmed, threatened at school	9.6	9.6
GRADE 13	(447)	(313)
I feel close to people at this school	83.6	88.2
I feel like I am part of this school	82.4	86.2
Most teachers in my school are excellent	85.4	82.2
Most courses offered in my school are challenging	88.1	84.1
I feel safe in my school	94.7	98.3
% worried that will be harmed, threatened at school	8.0	5.3
TORONTO	(828)	(545)
I feel close to people at this school	86.3	86.6
I feel like I am part of this school	84.2	85.9
Most teachers in my school are excellent	72.9	79.6
Most courses offered in my school are challenging	81.2	81.4
I feel safe in my school	89.4	91.5
% worried that will be harmed, threatened at school	17.3	14.5
NORTH REGION	(927)	(1,067)
I feel close to people at this school	82.9	86.9
I feel like I am part of this school	82.8	84.9
Most teachers in my school are excellent	69.4	76.6
Most courses offered in my school are challenging	76.2	78.2
I feel safe in my school	90.0	91.2
% worried that will be harmed, threatened at school	11.4	10.7
WEST REGION	(1,676)	(1,529)
I feel close to people at this school	84.5	87.8
I feel like I am part of this school	82.6	85.1
Most teachers in my school are excellent	74.5	73.0
Most courses offered in my school are challenging	78.9	80.3
I feel safe in my school	90.3	91.1
% worried that will be harmed, threatened at school	13.6	13.4

	1999	2001
	% Agreeing ¹	% Agreeing ¹
EAST REGION	(1,463)	(1,070)
I feel close to people at this school	86.2	88.8
I feel like I am part of this school	85.0	84.3
Most teachers in my school are excellent	74.0	74.6
Most courses offered in my school are challenging	78.8	79.1
I feel safe in my school	92.7	93.5
% worried that will be harmed, threatened at school	12.0	10.5

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 Parental Support, 1993-2001

	Grades 7-9-11-13					Grades 7-13	
	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
TOTAL SAMPLE (N=)	(1,725)	(1,934)	(1,974)	(1,391)	(1,084)	(2,371)	(1,968)
How well would you say you are getting along with your parents?							
very well	53.1	52.1	52.8	58.1	54.7	56.8	54.2
OK	41.2	42.3	41.7	36.2	40.3	37.8	40.3
not getting along	5.7	5.6	5.5	5.7	5.0	5.4	5.5
When you have problems can you talk to your <i>mother</i> about them?							
always	—	20.3	21.6	28.2	9.8	28.6	11.8
usually	—	29.0	31.2	29.2	26.4	28.2	26.3
sometimes	—	27.3	24.5	22.9	33.1	23.3	30.2
seldom	—	14.4	13.8	10.2	16.4	11.0	17.2
never	—	9.1	8.8	9.6	14.3	8.8	14.5
When you have problems can you talk to your <i>father</i> about them?							
always	—	10.6	12.1	17.5	4.8	17.7	5.3
usually	—	19.8	22.4	21.1	14.9	21.1	14.7
sometimes	—	26.7	25.9	25.8	27.2	24.5	25.9
seldom	—	21.7	22.4	17.8	27.4	18.5	27.8
never	—	21.3	17.1	17.8	25.6	18.2	26.3
MALES	(845)	(935)	(938)	(682)	(539)	(1,201)	(963)
How well would you say you are getting along with your parents?							
very well	56.3	56.1	55.6	61.5	55.6	61.0	54.5
OK	39.6	40.3	40.9	33.8	39.2	34.6	40.0
not getting along	4.1	3.5	3.6	4.7	5.1	4.4	5.5
When you have problems can you talk to your <i>mother</i> about them?							
always	—	18.1	20.1	26.0	7.5	26.1	7.5
usually	—	28.2	29.8	28.9	22.6	28.4	22.5
sometimes	—	29.1	25.5	26.1	32.1	25.4	30.4
seldom	—	15.4	15.6	10.6	19.5	12.0	20.0
never	—	9.3	9.0	8.4	18.2	8.0	19.6
When you have problems can you talk to your <i>father</i> about them?							
always	—	13.7	15.7	21.7	6.1	22.2	6.2
usually	—	24.1	26.3	24.4	17.7	23.8	17.7
sometimes	—	27.5	25.0	25.6	29.5	23.9	25.2
seldom	—	17.9	19.8	15.0	25.4	16.3	25.8
never	—	16.8	13.2	13.2	21.2	13.9	25.1
FEMALES	(875)	(992)	(1,036)	(709)	(545)	(1,170)	(1,005)
How well would you say you are getting along with your parents?							
very well	50.2	48.0	50.2	54.8	53.7	52.4	53.8
OK	42.6	44.3	42.5	38.5	41.3	41.0	40.6
not getting along	7.2	7.7	7.3	6.7	5.0	6.4	5.5
When you have problems can you talk to your <i>mother</i> about them?							
always	—	22.5	23.1	30.4	12.2	31.1	15.9
usually	—	29.8	32.5	29.4	30.0	28.1	30.1
sometimes	—	25.3	23.7	19.7	34.1	21.2	30.0
seldom	—	13.6	12.2	9.6	13.3	10.0	14.6
never	—	8.9	8.6	10.9	10.4	9.7	9.4

	Grades 7-9-11-13					Grades 7-13	
	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
When you have problems can you talk to your <i>father</i> about them?							
always	—	7.6	8.9	13.4	3.6	13.1	4.5
usually	—	15.7	18.9	18.0	12.1	18.6	11.8
sometimes	—	25.8	26.7	25.9	25.0	25.1	26.6
seldom	—	25.3	24.8	20.4	29.4	20.8	29.7
never	—	25.5	20.7	22.3	29.9	22.5	27.4
GRADE 7	(390)	(464)	(431)	(369)	(346)	(369)	(346)
How well would you say you are getting along with your parents?							
very well	51.8	55.4	57.1	67.2	66.0	67.2	66.0
OK	43.4	40.3	39.0	30.2	30.8	30.2	30.8
not getting along	4.8	4.3	3.9	2.6	3.2	2.6	3.2
When you have problems can you talk to your <i>mother</i> about them?							
always	—	26.6	29.2	39.0	15.4	39.0	15.4
usually	—	34.3	36.7	31.0	34.0	31.0	34.0
sometimes	—	23.0	18.0	16.3	30.6	16.3	30.6
seldom	—	10.8	10.5	6.7	11.9	6.7	11.9
never	—	5.3	5.7	7.0	8.1	7.0	8.1
When you have problems can you talk to your <i>father</i> about them?							
always	—	15.8	17.8	22.7	6.3	22.7	6.3
usually	—	23.4	26.3	25.2	17.3	25.2	17.3
sometimes	—	28.0	25.9	23.5	32.4	23.5	32.4
seldom	—	18.5	18.8	15.9	26.0	15.9	26.0
never	—	14.4	11.2	12.7	18.0	12.7	18.0
GRADE 8						(371)	(312)
How well would you say you are getting along with your parents?							
very well						58.5	61.5
OK						37.3	34.3
not getting along						4.2	4.2
When you have problems can you talk to your <i>mother</i> about them?							
always						33.7	18.7
usually						29.1	33.1
sometimes						21.9	26.3
seldom						10.0	11.5
never						5.3	10.5
When you have problems can you talk to your <i>father</i> about them?							
always						18.0	9.3
usually						26.0	19.7
sometimes						23.4	28.0
seldom						16.3	19.9
never						16.2	23.2
GRADE 9	(483)	(520)	(563)	(442)	(334)	(442)	(334)
How well would you say you are getting along with your parents?							
very well	50.2	50.7	51.2	57.6	48.7	57.6	48.7
OK	42.9	43.8	41.6	34.8	45.0	34.8	45.0
not getting along	6.9	5.4	7.2	7.6	6.3	7.6	6.3

	Grades 7-9-11-13					Grades 7-13	
	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
When you have problems can you talk to your <i>mother</i> about them?							
always	—	23.4	20.0	29.4	9.5	29.4	9.5
usually	—	24.4	31.6	24.6	22.6	24.6	22.6
sometimes	—	28.9	24.2	26.4	32.1	26.4	32.1
seldom	—	15.3	14.2	10.5	16.7	10.5	16.7
never	—	8.0	10.0	9.0	19.2	9.0	19.2
When you have problems can you talk to your <i>father</i> about them?							
always	—	13.0	11.6	19.4	4.9	19.4	4.9
usually	—	19.9	23.2	19.3	15.3	19.3	15.3
sometimes	—	24.3	23.4	27.5	25.3	27.5	25.3
seldom	—	22.4	21.1	16.7	23.4	16.7	23.4
never	—	20.4	20.7	17.1	31.2	17.1	31.2
GRADE 10						(296)	(384)
How well would you say you are getting along with your parents?							
very well						51.7	50.5
OK						41.8	42.8
not getting along						6.5	6.7
When you have problems can you talk to your <i>mother</i> about them?							
always						25.6	13.3
usually						27.1	24.2
sometimes						21.8	27.3
seldom						15.3	21.2
never						10.1	14.0
When you have problems can you talk to your <i>father</i> about them?							
always						17.4	4.6
usually						23.4	13.2
sometimes						20.6	23.3
seldom						17.8	30.9
never						20.7	28.1
GRADE 11	(373)	(472)	(533)	(357)	(273)	(357)	(273)
How well would you say you are getting along with your parents?							
very well	54.9	49.3	49.2	51.8	48.4	51.8	48.4
OK	40.0	42.8	45.7	41.5	45.5	41.5	45.5
not getting along	5.1	7.9	5.1	6.7	6.1	6.7	6.1
When you have problems can you talk to your <i>mother</i> about them?							
always	—	13.4	15.9	22.6	5.8	22.6	5.8
usually	—	28.5	26.6	29.1	22.9	29.1	22.9
sometimes	—	27.6	31.1	24.4	36.2	24.4	36.2
seldom	—	17.2	15.8	11.3	20.2	11.3	20.2
never	—	13.3	10.7	12.6	15.0	12.6	15.0
When you have problems can you talk to your <i>father</i> about them?							
always	—	6.1	8.0	13.3	4.0	13.3	4.0
usually	—	17.1	18.7	18.3	10.6	18.3	10.6
sometimes	—	27.9	26.9	27.8	23.6	27.8	23.6
seldom	—	20.6	26.6	17.9	34.1	17.9	34.1
never	—	28.4	19.8	22.8	27.6	22.8	27.6

	Grades 7-9-11-13					Grades 7-13	
	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
GRADE 12						(293)	(188)
How well would you say you are getting along with your parents?						53.6	48.5
very well						42.0	43.7
OK						4.4	7.8
not getting along							
When you have problems can you talk to your <i>mother</i> about them?						27.2	10.1
always						24.1	21.4
usually						28.4	25.0
sometimes						12.3	21.9
seldom						8.0	21.8
never							
When you have problems can you talk to your <i>father</i> about them?						18.2	4.4
always						13.8	9.9
usually						23.2	20.7
sometimes						25.3	34.5
seldom						19.5	30.6
never							
GRADE 13	(479)	(478)	(447)	(223)	(131)	(223)	(131)
How well would you say you are getting along with your parents?						56.5	58.0
very well	57.4	54.8	55.8	56.5	58.0	38.7	38.4
OK	36.1	41.5	38.3	38.7	38.4	4.8	3.6
not getting along	6.6	3.7	5.9	4.8	3.6		
When you have problems can you talk to your <i>mother</i> about them?						18.4	7.1
always	—	16.4	22.8	18.4	7.1	36.3	26.5
usually	—	30.1	29.4	36.3	26.5	22.8	34.9
sometimes	—	31.3	23.9	22.8	34.9	12.7	17.6
seldom	—	12.8	15.7	12.7	17.6	9.8	13.9
never	—	9.4	8.2	9.8	13.9		
When you have problems can you talk to your <i>father</i> about them?						12.6	2.9
always	—	5.3	10.8	12.6	2.9	24.1	17.4
usually	—	18.8	21.4	24.1	17.4	21.8	28.5
sometimes	—	27.0	29.0	21.8	28.5	23.0	27.1
seldom	—	28.6	23.2	23.0	27.1	18.4	24.0
never	—	20.3	15.6	18.4	24.0		
TORONTO	(525)	(380)	(488)	(263)	(180)	(415)	(272)
How well would you say you are getting along with your parents?						54.4	53.7
very well	49.8	49.3	52.8	52.9	52.6	40.7	42.3
OK	45.4	45.4	42.9	42.3	43.3	4.9	4.0
not getting along	4.8	5.3	4.2	4.9	4.1		
When you have problems can you talk to your <i>mother</i> about them?						29.0	10.4
always	—	16.7	22.4	25.0	10.8	25.9	20.3
usually	—	26.7	28.6	27.0	16.9	25.1	36.1
sometimes	—	28.2	23.8	24.4	39.9	9.9	15.1
seldom	—	17.3	14.5	11.0	15.3	10.0	18.1
never	—	11.1	10.6	12.6	17.1		

	Grades 7-9-11-13					Grades 7-13	
	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
When you have problems can you talk to your <i>father</i> about them?							
always	—	10.0	13.3	17.3	3.2	18.2	2.5
usually	—	15.9	17.8	17.8	11.7	19.3	13.3
sometimes	—	26.8	26.3	20.6	25.3	21.4	25.2
seldom	—	21.1	21.1	21.8	28.7	21.2	28.9
never	—	26.2	21.6	22.5	31.1	20.0	30.2
NORTH REGION	(280)	(145)	(182)	(213)	(211)	(446)	(428)
How well would you say you are getting along with your parents?							
very well	45.9	63	55.2	58.2	54.6	53.7	55.7
OK	46.1	32.1	37.7	38.8	39.7	41.8	39.0
not getting along	8.0	5.0	7.1	3.0	5.7	4.5	5.3
When you have problems can you talk to your <i>mother</i> about them?							
always	—	21.1	21.8	30.2	13.2	31.1	11.9
usually	—	42.4	31.8	30.9	25.6	30.1	27.1
sometimes	—	20.4	22.6	24.3	29.2	23.3	27.4
seldom	—	9.6	11.4	10.1	19.5	10.7	21.2
never	—	6.5	12.5	4.5	12.5	4.9	12.4
When you have problems can you talk to your <i>father</i> about them?							
always	—	12.8	10.7	13.7	7.0	18.1	5.4
usually	—	29.6	22.8	26.6	17.8	23.4	16.0
sometimes	—	21.6	26.2	21.4	22.6	20.8	25.3
seldom	—	22.1	23.1	16.8	31.7	17.3	30.8
never	—	14.0	17.2	21.4	20.9	20.3	22.4
WEST REGION	(721)	(861)	(756)	(480)	(404)	(837)	(760)
How well would you say you are getting along with your parents?							
very well	53.6	52.7	50.6	58.3	55.9	58.0	54.1
OK	40.2	41.3	43.9	35.8	39.1	36.2	40.1
not getting along	6.3	5.9	5.6	6.0	5.0	5.8	5.8
When you have problems can you talk to your <i>mother</i> about them?							
always	—	22.4	22.0	28.6	10.0	29.1	13.3
usually	—	25.7	29.8	28.8	31.4	26.7	29.3
sometimes	—	27.0	24.7	23.3	30.9	23.5	27.4
seldom	—	14.6	14.4	9.0	15.2	10.7	16.6
never	—	10.4	9.1	10.3	12.4	10.0	13.4
When you have problems can you talk to your <i>father</i> about them?							
always	—	11.1	12.6	16.6	4.9	17.1	6.6
usually	—	18.2	23.7	20.4	16.9	20.9	14.1
sometimes	—	26.2	26.2	28.2	30.0	25.7	26.0
seldom	—	22.8	22.6	17.3	24.9	18.1	27.2
never	—	21.7	14.9	17.6	23.4	18.2	26.1
EAST REGION	(451)	(548)	(548)	(435)	(289)	(673)	(508)
How well would you say you are getting along with your parents?							
very well	55.7	50.1	55.2	61.5	54.6	57.7	54.0
OK	39.0	44.3	39.0	32.0	39.7	36.9	39.7
not getting along	5.3	5.6	5.8	6.5	5.7	5.5	6.2

	Grades 7-9-11-13					Grades 7-13	
	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
When you have problems can you talk to your <i>mother</i> about them?							
always	—	19.4	20.6	29.4	8.1	26.7	10.4
usually	—	31.9	34.8	30.8	27.2	31.6	25.7
sometimes	—	29.0	25.3	20.9	31.5	21.8	31.2
seldom	—	13.4	13.2	11.2	18.2	12.4	18.5
never	—	6.4	6.1	7.8	15.0	7.6	14.2
When you have problems can you talk to your <i>father</i> about them?							
always	—	9.6	11.1	19.9	5.6	18.0	5.2
usually	—	22.2	23.6	23.2	14.2	22.2	16.2
sometimes	—	28.8	25.0	27.0	26.0	25.8	26.4
seldom	—	20.2	22.8	15.8	29.0	17.7	27.2
never	—	19.3	17.4	14.2	25.2	16.2	25.0

Notes: (1) Numbers in parentheses are number of interviews; (2) Data based on random half samples; (3) — indicates data not available
Source: OSDUS, Centre for Addiction and Mental Health

Table A3.2.2 Number of Close Friends and Number of Confidants, 1995-2001

		Grades 7-9-11-13				Grades 7 - 13	
		1995	1997	1999	2001	1999	2001
		%	%	%	%	%	%
TOTAL SAMPLE	(N=)	(3,870)	(3,990)	(2,868)	(2,326)	(4,894)	(4,211)
Number of Close Friends	0	0.7	0.6	0.6	1.0	0.6	1.3
	1	2.1	1.8	2.0	1.8	2.2	1.7
	2+	97.2	97.6	97.4	97.1	97.2	97.0
Number of Confidants	0	3.9	3.8	3.6	4.3	3.6	4.1
	1	6.3	6.3	7.1	7.6	7.1	7.8
	2+	89.8	89.9	89.2	88.1	89.3	88.1
MALES		(1,884)	(1,851)	(1,407)	(1,151)	(2,463)	(2,064)
Number of Close Friends	0	0.9	0.8	0.6	1.1	1.0	1.6
	1	1.6	1.8	1.5	2.3	1.5	2.3
	2+	97.4	97.4	97.9	96.6	97.5	96.1
Number of Confidants	0	5.7	6.0	5.5	6.5	5.6	6.3
	1	6.2	7.0	7.9	8.8	7.4	8.6
	2+	88.1	87.0	86.6	84.8	87.1	85.2
FEMALES		(1,974)	(2,137)	(2,431)	(1,175)	(1,461)	(2,147)
Number of Close Friends	0	0.5	†	0.5	1.0	†	1.0
	1	2.6	1.8	2.5	1.4	2.8	1.2
	2+	96.8	97.8	97.0	97.6	96.9	97.8
Number of Confidants	0	2.1	1.8	1.8	2.2	1.6	2.1
	1	6.3	5.7	6.4	6.5	6.8	7.0
	2+	91.6	92.4	91.9	91.3	91.7	90.9
GRADE 7		(929)	(851)	(766)	(750)	(766)	(750)
Number of Close Friends	0	1.1	0.7	†	1.0	†	1.0
	1	1.3	1.6	1.5	0.9	1.5	0.9
	2+	97.5	97.7	98.2	98.1	98.2	98.1
Number of Confidants	0	4.3	4.2	4.0	3.6	4.0	3.6
	1	6.7	8.2	6.6	8.4	6.6	8.4
	2+	89.0	87.7	89.5	88.0	89.5	88.0
GRADE 8							(691)
Number of Close Friends	0					0.6	0.5
	1					2.9	1.5
	2+					96.5	98.0
Number of Confidants	0					5.1	4.9
	1					7.2	7.0
	2+					87.6	88.0
GRADE 9		(1,054)	(1,153)	(905)	(702)	(905)	(702)
Number of Close Friends	0	0.6	1.1	0.7	1.1	0.7	1.1
	1	2.2	1.6	1.8	1.7	1.8	1.7
	2+	97.1	97.4	97.5	97.2	97.5	97.2
Number of Confidants	0	4.0	4.4	4.9	5.6	4.9	5.6
	1	6.6	6.7	8.1	8.4	8.1	8.4
	2+	89.4	88.9	87.0	86.0	87.0	86.0

		Grades 7-9-11-13				Grades 7 - 13	
		1995	1997	1999	2001	1999	2001
		%	%	%	%	%	%
GRADE 10						(638)	(806)
Number of Close Friends	0					0.9	2.1
	1					1.3	1.6
	2+					97.8	96.3
Number of Confidants	0					2.7	3.0
	1					6.8	8.1
	2+					90.4	88.8
GRADE 11		(932)	(1,069)	(750)	(561)	(750)	(561)
Number of Close Friends	0	0.5	†	0.7	1.5	0.7	1.5
	1	2.1	2.1	2.5	2.7	2.5	2.7
	2+	97.4	97.8	96.8	95.8	96.8	95.8
Number of Confidants	0	3.7	3.3	2.6	5.1	2.6	5.1
	1	5.2	5.3	7.5	7.9	7.5	7.9
	2+	91.1	91.4	90.0	87.0	90.0	87.0
GRADE 12						(590)	(388)
Number of Close Friends	0					0.8	2.2
	1					2.9	1.4
	2+					96.3	96.4
Number of Confidants	0					2.1	4.2
	1					6.8	8.9
	2+					91.0	86.9
GRADE 13		(955)	(917)	(447)	(313)	(447)	(313)
Number of Close Friends	0	†	†	0.5	†	0.5	†
	1	3.4	1.9	2.3	2.3	2.3	2.3
	2+	96.2	97.6	97.3	97.7	97.3	97.7
Number of Confidants	0	3.1	2.6	2.5	1.2	2.5	1.2
	1	7.2	4.4	5.1	4.0	5.1	4.0
	2+	89.7	93.1	92.4	94.8	92.4	94.8
TORONTO		(770)	(981)	(828)	(365)	(525)	(545)
Number of Close Friends	0	0.7	0.9	†	2.1	0.9	3.0
	1	2.9	2.6	2.2	1.4	1.6	1.8
	2+	96.3	96.5	97.5	96.4	97.5	95.2
Number of Confidants	0	5.9	3.7	3.9	5.4	4.3	5.8
	1	7.5	9.0	7.8	8.8	7.0	9.2
	2+	86.6	87.3	88.3	85.8	88.7	85.0
NORTH REGION		(290)	(384)	(927)	(519)	(440)	(1,067)
Number of Close Friends	0	†	†	0.8	1.5	0.5	1.4
	1	2.7	1.3	2.0	1.8	1.6	2.0
	2+	97.2	98.5	97.2	96.7	97.9	96.6
Number of Confidants	0	2.6	3.0	3.6	4.2	3.8	4.4
	1	4.2	8.4	6.2	6.1	6.0	6.5
	2+	93.2	88.6	90.2	89.7	90.2	89.2
WEST REGION		(1,720)	(1,536)	(1,676)	(814)	(966)	(1,529)
Number of Close Friends	0	0.9	†	†	0.8	†	1.0
	1	1.8	1.7	1.8	2.0	2.6	1.7
	2+	97.4	97.9	97.9	97.1	97.0	97.3
Number of Confidants	0	3.6	3.9	3.5	4.7	3.0	4.0
	1	5.8	5.3	8.8	6.7	8.6	7.1
	2+	90.6	90.9	87.7	88.6	88.4	88.8

		Grades 7-9-11-13				Grades 7 - 13	
		1995	1997	1999	2001	1999	2001
		%	%	%	%	%	%
EAST REGION		(1,090)	(1,089)	(1,463)	(628)	(937)	(1,070)
Number of Close Friends	0	0.5	0.9	1.0	†	0.9	0.5
	1	2.0	1.4	2.2	1.9	2.0	1.6
	2+	97.5	97.8	96.8	97.7	97.1	97.9
Number of Confidants	0	3.3	3.9	3.6	3.0	3.8	3.2
	1	6.8	5.6	4.8	8.3	5.3	8.1
	2+	89.9	90.6	91.6	88.7	90.9	88.7

Notes: (1) Numbers in parentheses are the number of interviews; (2) † indicates suppressed estimate, <0.5%.

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 A3.3.1 Self-Rated Physical Health, 1991-2001

	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
TOTAL SAMPLE (N=)	(3,945)	(3,571)	(3,870)	(3,990)	(2,868)	(2,326)	(4,894)	(4,211)
poor	0.8	0.9	1.3	1.6	1.4	1.5	1.5	1.8
fair	4.7	5.8	6.3	8.1	7.4	7.5	7.6	8.3
good	23.8	26.1	28.5	29.5	29.1	29.8	28.4	29.8
very good	40.0	40.2	39.5	37.3	37.2	38.1	37.6	37.4
excellent	30.6	27.0	24.4	23.6	24.8	23.0	25.0	22.6
% "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 (98.0, 10.1)	9.0 (8.0, 10.1)	10.2 (9.0, 11.4)
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)	3.74 (3.68, 3.79)	3.77 (3.73, 3.81)	3.70 (3.67, 3.74)
MALES	(2,027)	(1,737)	(1,884)	(1,851)	(1,407)	(1,151)	(2,463)	(2,064)
poor	0.8	0.9	1.2	0.9	1.6	1.0	1.4	1.3
fair	4.1	4.3	4.5	6.9	7.8	6.4	7.3	7.1
good	20.6	23.6	24.4	24.5	24.8	24.7	24.0	26.0
very good	39.5	38.9	39.2	38.2	36.3	40.9	37.8	38.1
excellent	34.9	32.3	30.6	29.5	29.6	27.0	29.4	27.5
% "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)	7.5 (5.8, 9.5)	8.7 (7.3, 10.3)	8.4 (7.0, 10.1)
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)	3.86 (3.80, 3.92)	3.87 (3.81, 3.92)	3.83 (3.78, 3.88)
FEMALES	(1,909)	(1,828)	(1,974)	(2,137)	(1,461)	(1,175)	(2,431)	(2,147)
poor	0.8	0.9	1.3	2.1	1.3	2.0	1.6	2.3
fair	5.3	7.3	8.1	9.1	7.2	8.5	7.8	9.5
good	27.3	28.7	32.4	33.9	33.4	34.8	32.8	33.5
very good	40.5	41.4	39.9	36.4	38.0	35.5	37.4	36.7
excellent	26.0	21.8	18.3	18.5	20.1	19.2	20.4	17.9
% "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)	10.5 (8.8, 12.4)	9.4 (8.0, 10.8)	11.9 (9.9, 14.2)
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)	3.61 (3.54, 3.68)	3.67 (3.62, 3.72)	3.58 (3.53, 3.64)
GRADE 7	(943)	(896)	(929)	(851)	(766)	(750)	(766)	(750)
poor	0.8	1.0	1.4	0.9	1.0	1.8	1.0	1.8
fair	3.1	4.5	3.6	4.9	2.9	4.4	2.9	4.4
good	17.6	19.7	19.9	23.1	21.9	19.8	21.9	19.8
very good	36.6	40.1	39.8	38.1	39.9	42.0	39.9	42.0
excellent	41.9	34.7	35.3	33.1	34.4	32.1	34.4	32.1
% "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)	6.2 (4.6, 8.3)	3.8 (2.7, 5.5)	6.2 (4.6, 8.3)
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)	3.98 (3.90, 4.06)	4.04 (3.97, 4.11)	3.98 (3.90, 4.06)
GRADE 8							(798)	(691)
poor							1.7	1.8
fair							5.5	5.7
good							20.2	25.9
very good							40.5	39.2
excellent							32.1	27.4
% "poor" or "fair" (95% CI)							7.2 (5.5, 9.4)	7.5 (5.6, 9.9)
Overall mean (95% CI)							3.96 (3.89, 4.03)	3.85 (3.75, 3.94)

	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
GRADE 9	(902)	(1,006)	(1,054)	(1,153)	(905)	(702)	(905)	(702)
poor	1.1	0.7	1.0	1.8	2.2	1.0	2.2	1.0
fair	5.8	5.2	5.6	8.2	7.6	7.9	7.6	7.9
good	22.3	25.8	28.9	28.7	28.7	33.6	28.7	33.6
very good	41.9	42.9	41.4	38.0	37.9	35.4	37.9	35.4
excellent	28.9	25.4	23.1	23.3	23.6	22.1	23.6	22.1
% "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)	8.9 (7.1, 11.2)	9.8 (7.7, 12.4)	8.9 (7.1, 11.2)
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)	3.70 (3.62, 3.77)	3.73 (3.65, 3.82)	3.70 (3.62, 3.77)
GRADE 10							(638)	(806)
poor							1.5	3.5
fair							8.5	9.6
good							32.4	31.4
very good							35.3	34.6
excellent							22.3	21.0
% "poor" or "fair" (95% CI)							10.0 (7.2, 13.7)	13.0 (10.1, 16.7)
Overall mean (95% CI)							3.68 (3.56, 3.80)	3.60 (3.52, 3.68)
GRADE 11	(1,125)	(721)	(932)	(1,069)	(750)	(561)	(750)	(561)
poor	0.7	1.2	1.2	1.8	1.3	2.0	1.3	2.0
fair	5.7	6.3	9.1	10.0	10.2	10.2	10.2	10.2
good	28.4	32.1	33.7	33.1	32.0	33.2	32.0	33.2
very good	41.1	37.3	37.3	36.9	35.2	35.9	35.2	35.9
excellent	24.0	23.1	18.7	18.2	21.4	18.8	21.4	18.8
% "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)	12.2 (9.5, 15.5)	11.5 (8.8, 14.8)	12.2 (9.5, 15.5)
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)	3.59 (3.49, 3.70)	3.65 (3.54, 3.76)	3.59 (3.49, 3.70)
GRADE 12							(590)	(388)
poor							1.4	0.7
fair							9.5	14.4
good							30.6	32.2
very good							38.7	36.2
excellent							19.8	16.5
% "poor" or "fair" (95% CI)							10.9 (8.3, 14.2)	15.1 (10.9, 20.6)
Overall mean (95% CI)							3.66 (3.55, 3.77)	3.53 (3.38, 3.68)
GRADE 13	(975)	(948)	(955)	(917)	(447)	(313)	(447)	(313)
poor	0.5	0.8	1.8	2.0	0.7	1.2	0.7	1.2
fair	3.5	8.5	7.1	9.7	9.2	7.5	9.2	7.5
good	29.1	25.5	32.4	35.9	36.5	34.3	36.5	34.3
very good	40.6	40.4	39.5	34.8	34.8	41.5	34.8	41.5
excellent	26.3	24.7	19.2	17.5	18.8	15.5	18.8	15.5
% "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)	8.7 (6.1, 12.2)	9.9 (6.6, 14.6)	8.7 (6.1, 12.2)
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)	3.63 (3.49, 3.77)	3.62 (3.44, 3.79)	3.63 (3.49, 3.77)

	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
TORONTO	(855)	(894)	(770)	(981)	(525)	(365)	(828)	(545)
poor	0.9	0.5	1.5	1.5	0.6	1.4	1.7	1.7
fair	5.0	6.1	6.9	6.6	8.7	6.1	8.4	7.6
good	25.3	26.4	28.4	28.3	29.1	28.5	28.5	28.4
very good	40.0	39.7	40.1	35.9	36.6	39.5	35.0	38.8
excellent	28.8	27.2	23.2	27.7	25.0	24.4	26.3	23.6
% “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)	7.6 (5.7, 9.9)	10.2 (8.4, 12.3)	9.3 (7.1, 12.1)
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)	3.79 (3.69, 3.89)	3.76 (3.64, 3.87)	3.75 (3.66, 3.84)
NORTH REGION	(280)	(204)	(290)	(384)	(440)	(519)	(927)	(1,067)
poor	0.8	†	†	1.0	0.5	0.7	0.9	1.3
fair	3.3	3.6	6.1	5.0	5.9	10.1	6.6	8.7
good	20.1	29.9	28.5	30.9	31.5	29.0	30.5	31.6
very good	42.3	44.8	37.7	38.4	40.4	33.2	39.5	33.2
excellent	33.4	21.6	27.3	24.7	21.6	26.9	22.5	25.3
% “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)	10.8 (7.9, 14.7)	7.5 (6.0, 9.3)	10.0 (7.9, 12.6)
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 (3.64, 3.87)	3.76 (3.70, 3.82)	3.72 (3.64, 3.81)
WEST REGION	(1,672)	(1,526)	(1,720)	(1,536)	(966)	(814)	(1,676)	(1,529)
poor	0.8	0.7	1.7	1.6	1.1	1.9	1.3	2.1
fair	4.5	5.5	6.4	9.5	8.2	8.3	8.5	9.1
good	24.9	25.3	27.5	29.4	28.4	29.3	27.8	30.2
very good	39.1	40.1	39.4	37.2	35.5	36.4	36.7	36.4
excellent	30.7	28.4	25.0	22.2	26.8	24.2	25.8	22.2
% “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)	10.1 (8.4, 12.2)	9.7 (7.9, 11.8)	11.2 (9.5, 13.2)
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)	3.73 (3.64, 3.81)	3.77 (3.70, 3.85)	3.68 (3.61, 3.74)
EAST REGION	(1,138)	(947)	(1,090)	(1,089)	(937)	(628)	(1,463)	(1,070)
poor	0.9	1.8	0.8	1.7	2.5	1.2	1.8	1.8
fair	5.1	6.5	5.9	7.8	6.0	6.9	6.1	7.5
good	22.1	26.1	30.1	29.9	29.6	31.7	28.6	29.7
very good	40.9	39.2	39.8	37.9	38.9	40.6	39.9	39.2
excellent	31.1	26.4	23.4	22.6	23.0	19.5	23.6	21.8
% “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)	8.1 (6.4, 10.2)	7.9 (6.4, 9.8)	9.3 (7.1, 12.1)
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)	3.70 (3.61, 3.79)	3.77 (3.71, 3.84)	3.72 (3.65, 3.78)

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 (<0.5%). Calculations based on weighted data.

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

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

Table 3.3.2 Days of School Missed Due to Health, 2001

Missed School Days in Past 4 Weeks	2001
	%
TOTAL	(N=4,211)
0 days	53.9
1 day	17.2
2 days	12.3
3 days	5.8
4 or more days	10.9
MALES	(2,064)
0 days	60.0
1 day	14.8
2 days	10.2
3 days	5.4
4 or more days	9.6
FEMALES	(2,147)
0 days	47.8
1 day	19.5
2 days	14.3
3 days	6.2
4 or more days	12.2
GRADE 7	(750)
0 days	55.7
1 day	18.3
2 days	10.8
3 days	5.1
4 or more days	10.1
GRADE 8	(691)
0 days	53.4
1 day	17.6
2 days	11.9
3 days	6.2
4 or more days	10.9
GRADE 9	(702)
0 days	57.9
1 day	14.6
2 days	10.9
3 days	5.8
4 or more days	10.8
GRADE 10	(806)
0 days	49.9
1 day	17.1
2 days	13.6
3 days	7.5
4 or more days	11.8
GRADE 11	(561)
0 days	53.3
1 day	17.0
2 days	13.0
3 days	6.3
4 or more days	10.4

Missed School Days in Past 4 Weeks	2001
	%
GRADE 12	(388)
0 days	51.1
1 day	21.1
2 days	12.0
3 days	3.5
4 or more days	12.4
GRADE 13	(313)
0 days	55.6
1 day	16.2
2 days	14.9
3 days	3.9
4 or more days	9.5
TORONTO	(545)
0 days	58.4
1 day	15.0
2 days	13.6
3 days	4.3
4 or more days	8.7
NORTH REGION	(1,067)
0 days	55.9
1 day	14.1
2 days	11.0
3 days	6.1
4 or more days	12.9
WEST REGION	(1,529)
0 days	52.3
1 day	17.0
2 days	13.2
3 days	7.0
4 or more days	10.5
EAST REGION	(1,070)
0 days	52.6
1 day	19.7
2 days	10.6
3 days	4.9
4 or more days	12.2

Notes: Numbers in parentheses are the number of interviews.

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.3.3 Health Care Utilization During the Past 12 Months, 1999 - 2001

	Physical Health Care Visits		Mental Health Care Visits	
	1999	2001	1999	2001
	% (95% CI)		% (95% CI)	
TOTAL SAMPLE (N=)	(4,894)	(4,211)	(4,894)	(4,211)
0 visits	29.6 (28.0, 31.4)	33.6 (31.6, 35.7)	87.4 (86.1, 88.5)	89.1 (88.0, 90.2)
1+ visits	70.4 (68.6, 72.0)	66.4 (64.3, 68.4)	12.6 (11.5, 13.9)	10.9 (9.8, 12.0)
Mean number of visits (95% CI)	1.91 (1.75, 2.07)	1.74 (1.61, 1.86)	0.78 (0.57, 0.99)	0.50 (0.39, 0.62)
MALES	(2,463)	(2,064)	(2,463)	(2,064)
0 visits	34.1 (32.0, 36.4)	38.7 (35.8, 41.6)	90.8 (89.2, 92.1)	92.0 (90.7, 93.1)
1+ visits	65.9 (63.6, 68.0)	61.3 (58.4, 64.2)	9.2 (7.9, 10.8)	8.0 (6.9, 9.3)
Mean number of visits (95% CI)	1.74 (1.46, 2.01)	1.44 (1.29, 1.60)	0.62 (0.27, 0.96)	0.32 (0.23, 0.40)
FEMALES	(2,431)	(2,147)	(2,431)	(2,147)
0 visits	25.1 (23.0, 27.4)	28.7 (26.6, 31.0)	84.0 (81.9, 85.8)	86.4 (84.7, 87.9)
1+ visits	74.9 (72.6, 77.0)	71.3 (69.0, 73.4)	16.0 (14.2, 18.1)	13.6 (12.1, 15.3)
Mean number of visits (95% CI)	2.08 (1.92, 2.25)	2.02 (1.85, 2.19)	0.94 (0.67, 0.96)	0.68 (0.49, 0.87)
GRADE 7	(766)	(750)	(766)	(750)
0 visits	33.6 (29.5, 38.0)	33.8 (29.0, 38.9)	91.1 (88.7, 93.0)	92.6 (90.6, 94.2)
1+ visits	66.4 (62.0, 70.5)	66.2 (61.1, 71.0)	8.9 (7.0, 11.3)	7.4 (5.8, 9.4)
Mean number of visits (95% CI)	1.67 (1.50, 1.85)	1.71 (1.43, 2.00)	0.22, (0.15, 0.30)	0.34 (0.17, 0.52)
GRADE 8	(766)	(691)	(766)	(691)
0 visits	31.5 (27.9, 35.2)	33.0 (28.4, 38.0)	88.7 (85.7, 91.1)	90.7 (88.1, 92.8)
1+ visits	68.5 (64.8, 72.1)	67.0 (62.0, 71.6)	11.3 (8.9, 14.3)	9.3 (7.2, 11.9)
Mean number of visits (95% CI)	1.96 (1.62, 2.28)	1.78 (1.41, 2.15)	0.86 (0.337, 1.34)	0.43 (0.21, 0.65)
GRADE 9	(905)	(702)	(905)	(702)
0 visits	31.4 (28.6, 34.3)	35.3 (31.3, 39.5)	85.6 (81.9, 88.6)	89.0 (86.4, 91.1)
1+ visits	68.6 (65.7, 71.4)	64.7 (60.5, 68.7)	14.4 (11.4, 18.1)	11.0 (8.9, 13.6)
Mean number of visits (95% CI)	1.64 (1.45, 1.82)	1.87 (1.57, 2.18)	0.74 (0.44, 1.03)	0.34 (0.21, 0.47)
GRADE 10	(638)	(806)	(638)	(806)
0 visits	26.9 (22.5, 31.9)	36.0 (31.3, 41.0)	85.2 (80.9, 88.7)	87.6 (85.4, 89.4)
1+ visits	73.1 (68.1, 77.5)	64.0 (59.0, 68.7)	14.8 (11.3, 19.1)	12.4 (10.6, 14.6)
Mean number of visits (95% CI)	2.07 (1.72, 2.41)	1.68 (1.34, 2.02)	0.92 (0.49, 1.35)	0.63 (0.39, 0.88)
GRADE 11	(750)	(561)	(750)	(561)
0 visits	26.9 (22.6, 31.6)	29.3 (24.2, 34.9)	85.4 (81.2, 88.8)	87.6 (85.4, 89.4)
1+ visits	73.1 (68.4, 77.4)	70.7 (65.1, 75.8)	14.6 (11.2, 18.8)	12.4 (10.6, 14.6)
Mean number of visits (95% CI)	2.40 (1.62, 3.17)	1.82 (1.47, 2.16)	1.21 (0.22, 2.20)	0.66 (0.20, 1.12)
GRADE 12	(590)	(388)	(590)	(388)
0 visits	29.6 (24.2, 35.5)	35.0 (29.6, 42.8)	90.7 (87.9, 92.8)	87.0 (79.0, 92.2)
1+ visits	70.4 (64.5, 75.8)	64.0 (57.2, 70.4)	9.3 (7.2, 12.1)	13.0 (7.8, 21.0)
Mean number of visits (95% CI)	1.72 (1.38, 2.06)	1.55 (1.27, 1.84)	0.46 (0.26, 0.66)	0.53 (0.26, 0.80)
GRADE 13	(447)	(313)	(447)	(313)
0 visits	25.8 (22.6, 29.3)	29.7 (24.9, 34.9)	85.4 (80.3, 89.4)	89.6 (86.3, 92.2)
1+ visits	74.2 (70.7, 77.4)	70.3 (65.1, 75.1)	14.6 (10.6, 19.7)	10.4 (7.8, 13.7)
Mean number of visits (95% CI)	1.92 (1.60, 2.24)	1.60 (1.41, 1.78)	1.06 (0.18, 1.95)	0.67 (0.28, 1.07)
TORONTO	(828)	(545)	(828)	(545)
0 visits	25.2 (22.0, 28.7)	30.4 (26.9, 34.3)	88.9 (85.8, 91.4)	89.3 (87.3, 91.1)
1+ visits	74.8 (71.3, 78.0)	69.6 (65.7, 73.1)	11.1 (8.6, 14.2)	10.5 (8.4, 13.0)
Mean number of visits (95% CI)	1.90 (1.79, 2.02)	2.09 (1.87, 2.31)	0.61 (0.10, 1.11)	0.55 (0.14, 0.96)

	Physical Health Care Visits		Mental Health Care Visits	
	1999	2001	1999	2001
	% (95% CI)		% (95% CI)	
NORTH REGION	(828)	(1,067)	(828)	(1,067)
0 visits	38.9 (35.2, 42.7)	39.7 (35.4, 44.2)	88.9 (85.7, 91.5)	89.5 (87.0, 91.6)
1+ visits	61.1 (57.3, 64.8)	60.3 (55.8, 64.6)	11.1 (8.5, 14.3)	10.5 (8.4, 13.0)
Mean number of visits (95% CI)	1.64 (1.36, 1.91)	1.43 (1.21, 1.66)	0.80 (0.41, 1.20)	0.52 (0.30, 0.73)
WEST REGION	(1,676)	(1,529)	(1,676)	(1,529)
0 visits	32.0 (29.0, 35.1)	37.4 (34.0, 40.8)	86.4 (84.1, 88.4)	89.4 (87.0, 91.3)
1+ visits	68.0 (64.9, 71.0)	62.6 (59.2, 66.0)	13.6 (11.6, 15.9)	10.6 (8.7, 13.0)
Mean number of visits (95% CI)	1.86 (1.61, 2.10)	1.58 (1.42, 1.75)	0.68 (0.48, 0.87)	0.45 (0.32, 0.58)
EAST REGION	(1,463)	(1,070)	(1,463)	(1,070)
0 visits	26.3 (23.6, 29.2)	28.6 (24.7, 32.8)	87.3 (85.4, 89.0)	88.6 (86.8, 90.2)
1+ visits	73.7 (70.8, 76.4)	71.4 (67.2, 75.3)	12.7 (11.0, 14.6)	11.4 (9.8, 13.2)
Mean number of visits (95% CI)	2.07 (1.69, 2.45)	1.82 (1.52, 2.13)	1.02 (0.46, 1.57)	0.54 (0.34, 0.74)

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 A3.3.4 Days of Physical Activity, 1997 - 2001

Grades 7-9-11-13						Grades 7 - 13					
1997		1999		2001		1999		2001			
Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days		
%	%	%	%	%	%	%	%	%	%		
TOTAL (N=2,016)		(N=1,477)		(N=1,242)		(N=2,523)		(N=2,243)			
0 days	13.7	45.0	15.3	45.9	14.2	47.2	14.7	46.3	14.1	47.2	
1 day	8.8	9.4	10.0	8.6	11.1	11.3	9.2	8.2	11.0	10.4	
2 days	11.1	11.1	11.7	12.6	11.6	10.5	13.4	12.9	11.3	11.4	
3 days	16.0	11.2	12.4	13.7	14.4	11.2	12.9	12.9	14.5	10.8	
4 days	11.7	5.8	14.7	5.5	12.8	4.3	13.1	6.1	12.9	4.6	
5 days	16.6	17.4	13.7	13.7	12.6	15.5	14.0	13.6	12.9	15.6	
6 days	9.6		5.7		6.9		6.5		7.1		
7 days	12.4		16.6		16.4		16.1		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)	14.2 (11.7, 17.3)	47.2 (41.3, 53.3)	14.7 (12.7, 16.9)	46.3 (43.0, 49.6)	14.1 (12.0, 16.5)	47.2 (43.2, 51.2)	
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)	3.48 (3.27, 3.68)	1.60 (1.41, 1.80)	3.49 (3.36, 3.62)	1.65 (1.53, 1.77)	3.49 (3.34, 3.63)	1.62 (1.48, 1.76)	
MALES (913)		(725)		(612)		(1,262)		(1,101)			
0 days	12.9	41.9	16.4	42.7	13.0	42.2	15.2	43.2	13.4	41.6	
1 day	6.6	8.1	7.8	7.7	8.1	9.0	6.9	7.3	8.0	8.3	
2 days	9.5	12.5	8.7	11.6	7.0	9.9	10.5	11.6	7.6	11.0	
3 days	13.1	10.7	12.2	15.4	11.6	14.3	12.5	13.7	12.9	13.3	
4 days	13.0	6.6	15.0	5.6	15.0	4.5	12.5	6.8	13.6	5.5	
5 days	16.9	20.3	14.4	16.8	13.8	20.1	14.4	17.4	13.8	20.2	
6 days	11.5		5.8		9.3		7.5		9.3		
7 days	16.6		19.7		22.2		20.4		21.4		
% 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)	13.0 (9.7, 17.2)	42.2 (34.6, 50.2)	15.2 (12.4, 18.4)	43.2 (39.2, 47.3)	13.4 (10.6, 16.7)	41.6 (36.7, 46.7)	
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)	3.97 (3.72, 4.22)	1.90 (1.62, 2.19)	3.76 (3.57, 3.94)	1.86 (1.71, 2.01)	3.9 (3.71, 4.11)	1.94 (1.74, 2.13)	

Grades 7-9-11-13						Grades 7 - 13					
1997		1999		2001		1999		2001			
Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days		
%	%	%	%	%	%	%	%	%	%		
FEMALES		(1,101)		(752)		(630)		(1,261)		(1,142)	
0 days	14.4	47.6	14.3	49.0	15.5	52.1	14.2	49.4	14.9	52.5	
1 day	10.7	10.5	12.3	9.4	14.0	13.5	11.5	9.0	14.0	12.5	
2 days	12.5	10.0	14.6	13.6	16.1	11.2	16.3	14.2	14.8	11.6	
3 days	18.5	11.7	12.5	11.9	17.1	8.2	13.3	12.2	16.2	8.4	
4 days	10.7	5.2	14.3	5.4	10.7	4.0	13.7	5.4	12.2	3.8	
5 days	16.4	15.0	12.9	10.6	11.5	11.0	13.6	9.8	12.1	11.2	
6 days	8.1		5.6		1.5		5.4		5.0		
7 days	8.8		13.5		10.7		11.9		11.0		
% 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)	15.5 (12.3, 19.4)	52.1 (46.0, 58.2)	14.2 (11.7, 17.0)	49.4 (45.5, 53.4)	14.9 (12.5, 17.6)	52.5 (48.0, 57.0)	
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)	2.99 (2.75, 3.23)	1.31 (1.12, 1.50)	3.23 (3.07, 3.39)	1.44 (1.31, 1.58)	3.08 (2.92, 3.23)	1.32 (1.18, 1.46)	
GRADE 7	(420)		(397)		(404)		(397)		(404)		
0 days	15.5	26.7	18.4	30.0	11.9	20.0	18.4	30.0	11.9	20.0	
1 day	9.6	19.4	10.0	13.5	8.2	18.8	10.0	13.5	8.2	18.8	
2 days	12.6	22.1	9.6	21.5	12.6	23.2	9.6	21.5	12.6	23.2	
3 days	17.2	14.9	8.6	15.1	12.5	15.8	8.6	15.1	12.5	15.8	
4 days	9.7	6.2	14.4	6.9	13.2	5.9	14.4	6.9	13.2	5.9	
5 days	13.4	10.8	13.5	13.0	11.9	16.3	13.5	13.0	11.9	16.3	
6 days	7.9		5.0		6.5		5.0		6.5		
7 days	14.1		20.5		23.2		20.5		23.2		
% 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)	11.9 (9.1, 15.4)	20.0 (15.6, 25.3)	18.5 (13.9, 24.1)	30.0 (24.0, 36.9)	11.9 (9.1, 15.4)	20.0 (15.6, 25.3)	
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)	3.85 (3.55, 4.14)	2.18 (1.92, 2.43)	3.53 (3.23, 3.83)	1.94 (1.71, 2.18)	3.85 (3.55, 4.14)	2.18 (1.92, 2.43)	

Grades 7-9-11-13						Grades 7 - 13					
1997		1999		2001		1999		2001			
Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days		
%	%	%	%	%	%	%	%	%	%		
GRADE 8						(407)				(379)	
0 days						12.8	23.9	11.8	21.8		
1 day						8.4	11.9	6.4	13.8		
2 days						10.6	23.8	12.1	23.6		
3 days						16.1	18.6	13.6	16.4		
4 days						10.8	8.6	10.2	7.2		
5 days						13.5	13.1	15.4	17.2		
6 days						9.4		8.0			
7 days						18.5		22.6			
% Inactive (95% CI)						12.8 (9.3, 17.2)	23.9 (18.9, 29.6)	11.8 (8.6, 16.0)	21.8 (16.7, 27.9)		
Mean number of days (95% CI)						3.74 (3.43, 4.06)	2.16 (1.95, 2.36)	3.95 (3.63, 4.27)	2.25 (1.97, 2.53)		
GRADE 9						(463)				(368)	
0 days	12.7	38.1	11.8	35.6	12.9	44.9	11.8	35.6	12.9	44.9	
1 day	7.3	9.0	8.4	7.8	10.9	11.4	8.4	7.8	10.9	11.4	
2 days	10.5	8.7	10.4	12.4	9.7	6.2	10.4	12.4	9.7	6.2	
3 days	13.4	13.0	14.4	18.7	13.5	12.5	14.4	18.7	13.5	12.5	
4 days	11.3	7.0	13.2	5.3	10.7	5.0	13.2	5.3	10.7	5.0	
5 days	20.8	24.2	16.9	20.2	12.5	20.1	16.9	20.2	12.5	20.1	
6 days	10.7		6.8		10.1		6.8		10.1		
7 days	13.3		18.3		19.7		18.3		19.7		
% 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)	12.9 (8.7, 18.6)	44.9 (34.7, 55.6)	11.8 (9.1, 15.1)	35.6 (28.0, 44.2)	12.9 (8.7, 18.6)	44.9 (34.7, 55.6)	
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)	3.75 (3.41, 4.08)	1.81 (1.53, 2.10)	3.78 (3.50, 4.05)	2.11 (1.80, 2.41)	3.75 (3.41, 4.08)	1.81 (1.53, 2.10)	

Grades 7-9-11-13						Grades 7 - 13				
1997		1999		2001		1999		2001		
Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	
%	%	%	%	%	%	%	%	%	%	
GRADE 10						(342) (422)				
0 days						15.5	55.7	15.7	57.6	
1 day						7.8	5.5	13.0	7.3	
2 days						19.0	8.5	10.0	6.6	
3 days						12.7	9.2	13.0	8.3	
4 days						9.2	6.1	13.5	5.2	
5 days						15.3	15.0	12.8	15.1	
6 days						6.8		7.0		
7 days						13.7		15.1		
% Inactive (95% CI)						15.5 (11.6, 20.5)	55.7 (47.3, 63.7)	15.7 (11.7, 20.7)	57.6 (50.6, 64.2)	
Mean number of days (95% CI)						3.34 (3.02, 3.66)	1.50 (1.23, 1.76)	3.38 (3.06, 3.69)	1.42 (1.17, 1.66)	
GRADE 11						(393) (288)				
0 days	12.5	54.4	19.1	57.2	16.4	61.3	19.1	57.2	16.4	61.3
1 day	7.8	3.4	9.6	7.2	12.0	5.6	9.6	7.2	12.0	5.6
2 days	9.5	5.8	11.1	8.6	11.2	7.0	11.1	8.6	11.2	7.0
3 days	15.9	9.0	13.6	10.0	17.2	9.7	13.6	10.0	17.2	9.7
4 days	13.7	5.7	14.1	6.1	16.0	3.6	14.1	6.1	16.0	3.6
5 days	17.3	21.7	12.0	11.0	12.4	12.8	12.0	12.4	12.4	12.8
6 days	11.3		5.7		5.1		5.7		5.1	
7 days	12.0		14.7		9.7		14.7		9.7	
% 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)	16.4 (11.2, 23.6)	61.3 (50.8, 70.9)	19.1 (13.1, 27.0)	57.2 (51.2, 63.0)	16.4 (11.2, 23.6)	61.3 (50.8, 70.9)
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)	3.10 (2.73, 3.48)	1.27 (0.89, 1.64)	3.26 (2.94, 3.58)	1.34 (1.10, 1.57)	3.10 (2.73, 3.48)	1.27 (0.89, 1.64)

Grades 7-9-11-13						Grades 7 - 13				
1997		1999		2001		1999		2001		
Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	
%	%	%	%	%	%	%	%	%	%	
GRADE 12						(297)		(200)		
0 days						13.0	64.7	13.6	62.2	
1 day						7.8	4.6	13.5	7.0	
2 days						19.1	5.7	10.9	8.6	
3 days						12.2	6.6	20.0	5.3	
4 days						12.5	6.0	16.1	1.6	
5 days						15.1	12.3	11.0	15.2	
6 days						6.3		7.8		
7 days						13.9		7.1		
% Inactive (95% CI)						13.0 (8.7, 18.8)	64.7 (57.4, 71.4)	13.6 (8.0, 22.1)	62.2 (55.8, 68.3)	
Mean number of days (95% CI)						3.44 (3.12, 3.75)	1.22 (0.94, 1.49)	3.11 (2.77, 3.45)	1.23 (0.93, 1.52)	
GRADE 13						(224)		(182)		
0 days	15.2	75.2	10.4	72.7	18.0	79.2	10.4	72.7	18.0	79.2
1 day	13.1	4.6	14.7	5.2	15.3	6.7	14.7	5.2	15.3	6.7
2 days	13.2	7.5	19.2	6.8	14.7	3.1	19.2	6.8	14.7	3.1
3 days	19.5	4.9	11.5	7.4	15.3	2.3	11.5	7.4	15.3	2.3
4 days	12.0	2.8	19.6	2.6	11.7	0.8	19.6	2.6	11.7	0.8
5 days	11.8	5.2	10.1	5.3	14.6	8.0	10.1	5.3	14.6	8.0
6 days	6.9		4.5		2.9		4.5		2.9	
7 days	8.2		9.9		7.4		9.9		7.4	
% Inactive (95% CI)	15.2 (9.9, 20.5)	75.2 (71.9, 78.4)	10.4 (6.8, 15.6)	72.7 (67.3, 77.6)	18.0 (11.4, 27.4)	79.2 (68.2, 87.1)	10.4 (6.8, 15.6)	72.7 (67.3, 77.6)	18.0 (11.4, 27.4)	79.2 (68.2, 87.1)
Mean number of days (95% CI)	3.04 (2.72, 3.36)	0.71 (0.65, 0.77)	3.13 (2.79, 3.47)	0.78 (0.59, 0.97)	2.80 (2.36, 3.24)	0.63 (0.38, 0.88)	3.13 (2.79, 3.47)	0.78 (0.59, 0.97)	2.80 (2.36, 3.24)	0.63 (0.38, 0.88)

Grades 7-9-11-13						Grades 7 - 13					
1997		1999		2001		1999		2001			
Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days		
%	%	%	%	%	%	%	%	%	%		
TORONTO											
0 days	17.9	39.4	18.3	44.8	14.3	36.3	18.4	48.3	16.3	39.9	
1 day	7.9	11.5	11.5	13.0	11.2	19.8	11.1	11.9	12.3	16.4	
2 days	11.8	10.9	15.1	16.8	14.1	13.7	17.4	14.6	14.5	15.7	
3 days	15.7	15.3	11.4	14.4	12.4	13.1	12.6	12.9	12.7	10.8	
4 days	12.9	5.6	13.0	4.4	15.1	6.2	11.1	5.4	14.0	4.6	
5 days	16.1	17.2	11.3	6.5	13.0	10.9	10.8	6.8	11.6	12.6	
6 days	5.6		4.9		9.4		4.8		7.6		
7 days	12.1		14.3		10.6		13.8		10.9		
% 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)	14.3 (9.6, 20.7)	36.3 (25.5, 48.7)	18.4 (13.9, 24.0)	48.3 (38.6, 58.1)	16.3 (11.2, 23.0)	39.9 (30.6, 50.0)	
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)	3.32 (2.80, 3.85)	1.66 (1.37, 1.95)	3.07 (2.80, 3.34)	1.36 (1.09, 1.62)	3.16 (2.78, 3.53)	1.62 (1.44, 1.79)	
NORTH											
0 days	15.7	52.8	18.6	56.2	20.0	47.0	16.7	51.9	18.1	49.2	
1 day	3.0	6.6	7.6	6.9	6.8	9.9	7.7	7.0	8.7	9.1	
2 days	10.7	12.7	12.6	10.5	8.8	8.0	10.6	12.0	9.0	8.6	
3 days	15.3	7.2	10.6	8.6	13.4	7.6	12.1	9.0	14.6	8.3	
4 days	11	6.7	16.3	5.6	11.9	5.6	14.4	5.8	11.4	5.1	
5 days	17.1	14.0	12.1	12.2	14.4	22.0	12.2	14.2	14.3	19.6	
6 days	13.1		9.3		7.4		10.8		7.1		
7 days	14.1		12.9		17.3		15.6		16.8		
% 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)	20.0 (14.2, 27.5)	47.0 (36.1, 58.2)	16.7 (11.8, 23.1)	51.9 (46.0, 57.7)	18.1 (13.7, 23.4)	49.2 (40.8, 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)	3.50 (2.98, 4.00)	1.81 (1.34, 2.27)	3.58 (3.24, 3.91)	1.53 (1.29, 1.76)	3.48 (3.05, 3.90)	1.70 (1.30, 2.09)	

Grades 7-9-11-13						Grades 7 - 13					
1997		1999		2001		1999		2001			
Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days		
%	%	%	%	%	%	%	%	%	%		
WEST (780)						(839) (769)					
0 days	14.0	47.7	16.6	49.2	13.4	50.2	15.6	47.8	12.6	47.0	
1 day	10.3	9.6	10.1	6.5	11.8	10.5	8.6	6.4	10.3	9.8	
2 days	9.9	10.8	11.1	8.6	10.0	10.2	13.3	10.7	10.7	11.5	
3 days	16.5	10.1	11.0	11.9	18.0	10.8	12.3	11.9	17.0	11.3	
4 days	10.4	5.0	13.7	5.8	10.9	3.1	12.0	6.6	12.6	5.0	
5 days	17.2	16.8	13.7	17.9	12.2	15.2	14.6	16.7	14.0	15.3	
6 days	10.8		5.9		6.4		6.4		6.9		
7 days	10.8		17.8		17.3		17.2		15.9		
% 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)	13.4 (9.4, 18.8)	50.2 (41.8, 58.5)	15.6 (12.3, 19.6)	47.8 (42.5, 53.1)	12.6 (9.6, 16.5)	47.0 (41.2, 52.9)	
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)	3.50 (3.22, 3.77)	1.52 (1.25, 1.78)	3.52 (3.28, 3.76)	1.73 (1.50, 1.97)	3.56 (3.35, 3.76)	1.63 (1.43, 1.83)	
EAST	(541) (502) (339)					(790) (562)					
0 days	10.0	42.6	11.1	40.2	13.7	51.7	10.8	41.7	13.6	51.1	
1 day	8.8	8.5	9.6	8.8	11.3	6.3	9.4	8.7	12.0	8.0	
2 days	12.4	11.4	10.1	15.5	12.5	9.2	12.1	15.0	10.9	9.4	
3 days	15.6	11.2	14.9	16.4	11.6	11.2	14.2	15.4	12.4	11.0	
4 days	13.1	6.9	16.4	5.9	13.7	4.0	15.2	6.0	13.0	4.0	
5 days	15.9	19.4	15.4	13.2	12.4	17.5	15.6	13.2	11.8	16.6	
6 days	9.7		5.1		5.6		6.3		7.1		
7 days	14.6		17.3		19.2		16.3		19.3		
% 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)	13.7 (9.2, 20.0)	51.7 (39.8, 63.4)	10.8 (7.8, 14.6)	41.7 (36.4, 47.2)	13.6 (10.0, 18.1)	51.1 (43.3, 58.7)	
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)	3.56 (3.16, 3.95)	1.62 (1.14, 2.10)	3.67 (3.46, 3.88)	1.75 (1.58, 1.91)	3.60 (3.31, 3.88)	1.58 (1.27, 1.90)	

Notes: (1) Numbers in parentheses are the number of interviews. (2) 1997- 2001 data based on random half samples. (3) Percentages for In-School Activity include students not enrolled in Physical Education classes.

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

Source: *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?*
OSDUS, Centre for Addiction and Mental Health

Table A3.3.5 Nutrition, 2001

	2001
	%
TOTAL	(N=1,968)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	4.6
Once	27.6
2 times	37.9
3+ times	29.9
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	22.8
1-2 times	63.2
3-4 times	10.1
5+ times	3.9
MALES	(963)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	5.9
Once	29.9
2 times	37.3
3+ times	27.0
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	14.0
1-2 times	66.0
3-4 times	14.9
5+ times	5.2
FEMALES	(1,005)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	3.3
Once	25.5
2 times	38.5
3+ times	32.7
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	31.3
1-2 times	60.5
3-4 times	5.4
5+ times	2.7
GRADE 7	(346)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	2.4
Once	22.8
2 times	40.0
3+ times	34.8
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	22.8
1-2 times	68.9
3-4 times	7.3
5+ times	1.0

	2001
	%
GRADE 8	(312)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	1.8
Once	27.0
2 times	35.0
3+ times	36.2
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	22.6
1-2 times	68.3
3-4 times	5.9
5+ times	3.2
GRADE 9	(334)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	5.2
Once	27.0
2 times	35.0
3+ times	36.2
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	26.1
1-2 times	57.8
3-4 times	12.2
5+ times	4.0
GRADE 10	(384)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	7.6
Once	27.1
2 times	41.6
3+ times	23.7
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	21.0
1-2 times	62.4
3-4 times	10.9
5+ times	5.7
GRADE 11	(273)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	5.2
Once	30.6
2 times	33.2
3+ times	30.9
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	17.8
1-2 times	63.8
3-4 times	11.4
5+ times	6.9

	2001
	%
GRADE 12	(188)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	3.7
Once	33.0
2 times	38.4
3+ times	24.9
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	24.9
1-2 times	60.8
3-4 times	11.1
5+ times	3.2
GRADE 13	(131)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	4.2
Once	28.6
2 times	34.8
3+ times	32.4
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	27.4
1-2 times	60.2
3-4 times	11.5
5+ times	0.9
TORONTO	(272)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	4.2
Once	26.5
2 times	38.4
3+ times	30.9
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	28.7
1-2 times	56.4
3-4 times	12.4
5+ times	2.5
NORTH REGION	(428)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	4.1
Once	27.1
2 times	36.7
3+ times	32.2
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	27.1
1-2 times	64.9
3-4 times	6.8
5+ times	1.2

	2001
	%
WEST REGION	(760)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	4.7
Once	27.5
2 times	38.2
3+ times	29.6
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	21.2
1-2 times	63.0
3-4 times	10.7
5+ times	5.0
EAST REGION	(508)
Number of Times <u>per Day</u> Eat Fruits or Vegetables	
None	4.7
Once	28.7
2 times	37.5
3+ times	29.1
Number of Times <u>per Week</u> Eat Hamburgers or Hot Dogs	
None	20.3
1-2 times	67.3
3-4 times	8.4
5+ times	3.9

Notes: (1) Numbers in parentheses are the number of interviews; (2) Data based on a random half sample.

Qs: *On a typical day, how many times do you eat fruits or vegetables? (Do not include juices).*

During a typical week, how many times do you eat hamburgers or hot dogs?

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.4.1 Low Self-Esteem, 1993-2001

Rosenberg Self-Esteem Scale	Grades 7-9-11-13					Grades 7-13	
	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
TOTAL SAMPLE (N=)	(3,571)	(3,870)	(3,990)	(2,868)	(2,326)	(4,894)	(4,211)
Sometimes I feel that I can't do anything right	—	17.1	15.9	15.8	15.5	15.5	15.0
I feel I do not have much to be proud of	—	15.5	15.1	15.2	16.2	15.3	16.2
Sometimes I think I am no good at all	—	10.9	10.4	9.7	11.6	10.1	11.3
I [do not] feel good about myself *	14.2	10.4	9.8	8.7	8.7	8.8	8.5
I [do not] feel that I am a person of worth *	11.4	12.1	12.5	11.7	10.8	11.8	10.0
I am [not] able to do most things as well as others *	10.7	8.2	8.0	8.1	6.6	8.0	6.8
% with Low Self-Esteem (95% CI)	—	9.7 (8.6, 10.9)	9.6 (8.7, 10.5)	9.7 (8.5, 11.1)	9.4 (7.8, 11.3)	10.0 (9.0, 11.2)	9.2 (8.0, 10.6)
MALES	(1,737)	(1,884)	(1,851)	(1,407)	(1,151)	(2,463)	(2,064)
Sometimes I feel that I can't do anything right	—	14.0	11.4	13.0	14.9	12.1	14.2
I feel I do not have much to be proud of	—	12.9	12.7	13.3	15.8	12.9	15.9
Sometimes I think I am no good at all	—	8.0	8.0	8.3	10.4	7.9	10.0
I [do not] feel good about myself *	7.3	6.0	6.0	6.3	6.4	5.8	5.9
I [do not] feel that I am a person of worth *	7.8	10.2	11.0	10.4	9.3	9.7	9.1
I am [not] able to do most things as well as others *	7.8	6.7	6.9	7.5	7.3	7.0	7.0
% with Low Self-Esteem (95% CI)	—	6.5 (5.5, 7.7)	6.9 (5.8, 8.4)	7.6 (6.0, 9.6)	9.1 (6.9, 11.9)	7.3 (6.1, 8.6)	8.6 (6.9, 10.6)
FEMALES	(1,828)	(1,974)	(2,137)	(1,461)	(1,175)	(2,431)	(2,147)
Sometimes I feel that I can't do anything right	—	19.9	19.9	18.6	16.1	18.9	15.7
I feel I do not have much to be proud of	—	17.8	17.1	17.1	16.7	17.6	16.5
Sometimes I think I am no good at all	—	13.6	12.5	11.1	12.8	12.4	12.6
I [do not] feel good about myself *	21.0	14.5	13.2	10.9	11.0	11.8	11.0
I [do not] feel that I am a person of worth *	15.0	13.8	13.9	12.9	12.2	13.9	11.0
I am [not] able to do most things as well as others *	13.5	9.6	8.9	8.7	6.0	9.0	6.6
% with Low Self-Esteem (95% CI)	—	12.6* (11.0, 14.5)	11.9 (10.7, 13.2)	11.8 (10.2, 13.8)	9.8 (7.9, 11.9)	12.7* (11.2, 14.5)	9.8 (8.2, 11.7)
GRADE 7	(896)	(929)	(851)	(766)	(750)	(766)	(750)
Sometimes I feel that I can't do anything right	—	20.9	17.7	16.5	15.1	16.5	15.1
I feel I do not have much to be proud of	—	15.9	17.1	16.0	16.7	16.0	16.7
Sometimes I think I am no good at all	—	12.4	11.8	9.3	11.8	9.3	11.8
I [do not] feel good about myself *	12.4	9.2	10.5	6.6	6.3	6.6	6.3
I [do not] feel that I am a person of worth *	11.2	15.5	15.2	13.1	10.8	13.1	10.8
I am [not] able to do most things as well as others *	11.5	7.8	9.8	6.9	6.2	6.9	6.2
% with Low Self-Esteem (95% CI)	—	9.5 (7.2, 12.4)	9.8 (7.9, 12.0)	8.1 (5.6, 11.6)	8.7 (6.6, 11.5)	8.1 (5.6, 11.6)	8.7 (6.6, 11.5)

Rosenberg Self-Esteem Scale	Grades 7-9-11-13					Grades 7-13	
	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
GRADE 8						(798)	(691)
Sometimes I feel that I can't do anything right						16.8	14.5
I feel I do not have much to be proud of						15.7	18.1
Sometimes I think I am no good at all						12.6	12.6
I [do not] feel good about myself *						8.6	5.7
I [do not] feel that I am a person of worth *						12.9	9.8
I am [not] able to do most things as well as others *						8.3	5.8
% with Low Self-Esteem (95% CI)						11.1 (9.1, 13.5)	8.7 (6.9, 11.0)
GRADE 9	(1,006)	(1,054)	(1,153)	(905)	(702)	(905)	(702)
Sometimes I feel that I can't do anything right	—	18.7	16.2	15.8	18.7	15.8	18.7
I feel I do not have much to be proud of	—	17.4	15.2	17.0	20.6	17.0	20.6
Sometimes I think I am no good at all	—	12.0	10.5	10.3	14.7	10.3	14.7
I [do not] feel good about myself *	15.1	11.6	10.4	10.1	11.5	10.1	11.5
I [do not] feel that I am a person of worth *	13.4	14.3	13.2	13.3	14.2	13.3	14.2
I am [not] able to do most things as well as others *	12.5	8.7	7.6	9.4	10.3	9.4	10.3
% with Low Self-Esteem (95% CI)	—	11.1 (9.0, 13.7)	10.7 (9.1, 12.6)	11.0 (9.1, 13.1)	14.5 (11.5, 18.2)	11.0 (9.1, 13.1)	14.5 (11.5, 18.2)
GRADE 10						(638)	(806)
Sometimes I feel that I can't do anything right						16.0	15.0
I feel I do not have much to be proud of						16.5	17.5
Sometimes I think I am no good at all						13.0	12.7
I [do not] feel good about myself *						11.7	10.0
I [do not] feel that I am a person of worth *						14.2	9.4
I am [not] able to do most things as well as others *						7.8	9.1
% with Low Self-Esteem (95% CI)						12.8 (9.1, 17.8)	10.2 (7.8, 13.1)
GRADE 11	(721)	(932)	(1,069)	(750)	(561)	(750)	(561)
Sometimes I feel that I can't do anything right	—	14.1	15.6	17.9	14.5	17.9	14.5
I feel I do not have much to be proud of	—	14.3	14.6	14.7	14.4	14.7	14.4
Sometimes I think I am no good at all	—	10.0	10.2	10.4	9.9	10.4	9.9
I [do not] feel good about myself *	15.9	11.2	10.5	8.8	9.8	8.8	9.8
I [do not] feel that I am a person of worth *	11.2	9.7	12.3	9.9	9.7	9.9	9.7
I am [not] able to do most things as well as others *	9.4	9.0	8.5	8.8	4.3	8.8	4.3
% with Low Self-Esteem (95% CI)	—	9.6* (8.6, 10.8)	9.6 (8.4, 11.1)	10.7 (8.1, 14.0)	6.8 (5.1, 9.0)	10.7* (8.1, 14.0)	6.8 (5.1, 9.0)
GRADE 12						(590)	(388)
Sometimes I feel that I can't do anything right						12.2	12.5
I feel I do not have much to be proud of						13.7	14.4
Sometimes I think I am no good at all						6.4	4.9
I [do not] feel good about myself *						6.9	8.1
I [do not] feel that I am a person of worth *						8.8	7.3
I am [not] able to do most things as well as others *						7.5	4.5
% with Low Self-Esteem (95% CI)						7.3 (4.8, 10.7)	6.6 (4.3, 10.2)

Rosenberg Self-Esteem Scale	Grades 7-9-11-13					Grades 7-13	
	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
GRADE 13	(948)	(955)	(917)	(447)	(313)	(447)	(313)
Sometimes I feel that I can't do anything right	—	13.2	12.3	10.8	10.4	10.8	10.4
I feel I do not have much to be proud of	—	13.0	11.7	11.0	10.7	11.0	10.7
Sometimes I think I am no good at all	—	7.6	7.7	7.9	7.0	7.9	7.0
I [do not] feel good about myself *	11.9	8.5	5.4	8.5	4.8	8.5	4.8
I [do not] feel that I am a person of worth *	7.6	7.1	6.6	9.6	4.4	9.6	4.4
I am [not] able to do most things as well as others *	7.9	5.8	3.8	5.8	3.1	5.8	3.1
% with Low Self-Esteem (95% CI)	—	7.2* (4.5, 11.4)	6.2 (4.2, 9.0)	7.6 (5.3, 10.7)	3.3 (1.8, 5.9)	7.6* (5.3, 10.7)	3.3 (1.8, 5.9)
TORONTO	(894)	(770)	(981)	(525)	(365)	(828)	(545)
Sometimes I feel that I can't do anything right	—	17.5	16.3	15.6	17.7	15.5	16.0
I feel I do not have much to be proud of	—	16.0	17.7	14.6	17.7	14.8	16.5
Sometimes I think I am no good at all	—	12.2	11.3	9.2	12.0	10.5	11.9
I [do not] feel good about myself *	14.4	8.8	10.1	6.7	10.1	7.2	9.5
I [do not] feel that I am a person of worth *	11.4	11.0	14.1	11.8	10.2	11.7	10.8
I am [not] able to do most things as well as others *	9.9	8.3	8.0	7.6	9.0	7.6	8.4
% with Low Self-Esteem (95% CI)	—	9.8 (6.6, 14.1)	10.0 (7.5, 13.1)	9.5 (7.0, 12.8)	11.6 (7.6, 17.4)	9.7 (7.1, 13.2)	11.6 (8.3, 15.9)
NORTH REGION	(204)	(290)	(384)	(440)	(519)	(927)	(1,067)
Sometimes I feel that I can't do anything right	—	12.9	15.2	13.9	14.9	14.6	14.5
I feel I do not have much to be proud of	—	15.3	14.9	12.5	12.1	12.4	12.8
Sometimes I think I am no good at all	—	7.7	8.1	9.5	8.0	10.4	8.6
I [do not] feel good about myself *	12.9	9.9	9.0	9.8	8.0	9.3	9.8
I [do not] feel that I am a person of worth *	17.7	10.0	8.6	10.5	11.0	10.9	10.5
I am [not] able to do most things as well as others *	17.8	6.1	6.6	6.4	6.5	6.0	6.8
% with Low Self-Esteem (95% CI)	—	7.8 (5.6, 10.8)	7.8 (6.6, 9.4)	9.7 (7.0, 13.4)	7.6 (5.0, 11.2)	9.6 (7.5, 12.1)	9.0 (7.0, 11.5)
WEST REGION	(1,526)	(1,720)	(1,536)	(966)	(814)	(1,676)	(1,529)
Sometimes I feel that I can't do anything right	—	18.2	15.7	15.6	15.8	15.4	15.4
I feel I do not have much to be proud of	—	15.8	14.4	15.4	18.1	15.6	17.8
Sometimes I think I am no good at all	—	10.7	10.6	9.3	13.8	9.7	12.5
I [do not] feel good about myself *	13.0	11.4	9.7	8.1	9.0	8.5	8.0
I [do not] feel that I am a person of worth *	10.5	12.6	11.9	12.8	12.1	12.5	11.1
I am [not] able to do most things as well as others *	9.2	9.2	9.1	8.8	7.2	8.6	6.8
% with Low Self-Esteem (95% CI)	—	10.1 (8.7, 11.8)	9.4 (8.1, 11.0)	8.5 (6.5, 11.0)	10.6 (8.3, 13.6)	9.4 (7.7, 11.4)	9.6 (7.7, 11.9)

Rosenberg Self-Esteem Scale	Grades 7-9-11-13					Grades 7-13	
	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
EAST REGION	(947)	(1,090)	(1,089)	(937)	(628)	(1,463)	(1,070)
Sometimes I feel that I can't do anything right	—	16.4	16.2	16.7	13.6	16.0	13.9
I feel I do not have much to be proud of	—	14.8	14.4	16.0	13.6	15.8	14.7
Sometimes I think I am no good at all	—	11.2	10.1	10.7	9.2	10.5	10.0
I [do not] feel good about myself *	16.4	10.3	10.1	10.4	7.6	10.0	8.2
I [do not] feel that I am a person of worth *	10.9	12.8	13.4	10.6	9.3	11.2	8.0
I am [not] able to do most things as well as others *	11.3	7.1	6.8	8.0	4.2	8.1	5.8
% with Low Self-Esteem (95% CI)	—	9.6 (8.1, 11.4)	9.9 (8.7, 11.1)	11.5 (9.4, 13.9)	6.6 (4.2, 10.1)	11.1* (9.6, 12.9)	7.2 (5.5, 9.4)

Notes: (1) For negative esteem statements, item percentages refer to “always true” or “often true”; for positive esteem statements (*) the percentages refer to “seldom true” or “never true”; (2) In 1993, the response options were true/false; (3) The overall low self-esteem percentage is based on indicating low esteem on 3 of the 6 items; (4) Numbers in parentheses are the number of interviews; (5) — indicates data not available; (6) Significant differences compared to 2001, *p<.05.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.4.2 Depression, 1997 - 2001

CES-D Items (“Always” or “Often” During the Past 7 Days...)	Grades 7-9-11-13			Grades 7 - 13	
	1997	1999	2001	1999	2001
	%	%	%	%	%
TOTAL SAMPLE (N=)	(2,016)	(1,477)	(1,242)	(2,523)	(2,243)
How often have you felt sad?	20.5	16.5	14.5	16.3	14.5
How often have you felt lonely?	13.2	11.8	12.8	12.5	13.4
How often have you felt depressed?	14.3	12.4	10.4	12.3	10.3
How often have you felt like crying?	14.3	12.4	12.1	12.4	11.9
% scoring 3+ of 12 (95% CI)	43.3 (40.7, 46.0)	40.4 (37.1, 43.8)	40.0 (37.2, 42.9)	40.5 (37.8, 43.2)	38.8 (36.5, 41.2)
% “often” or “always” on all 4 items (95% CI)	6.2 (4.8, 7.7)	4.9 (3.8, 6.5)	4.6 (3.4, 6.1)	4.9 (3.9, 6.2)	4.6 (3.5, 6.2)
MALES	(913)	(725)	(612)	(1,262)	(1,101)
How often have you felt sad?	10.8	11.8	17.7	10.9	10.5
How often have you felt lonely?	8.7	9.0	10.5	8.7	11.1
How often have you felt depressed?	7.9	9.3	9.8	8.6	8.5
How often have you felt like crying?	5.0	6.1	5.2	5.0	3.9
% scoring 3+ of 12 (95% CI)	29.6 (26.9, 32.4)	32.5 (27.7, 37.7)	34.0 (30.4, 37.7)	30.8 (27.2, 34.6)	31.5 (28.3, 34.8)
% “often” or “always” on all 4 items (95% CI)	2.9 (1.6, 4.1)	2.1 (1.1, 3.9)	2.8 (1.7, 4.5)	1.9 (1.1, 3.1)	2.1 (1.3, 3.4)
FEMALES	(1,101)	(752)	(630)	(1,261)	(1,142)
How often have you felt sad?	28.9	21.0	17.7	21.8	18.4
How often have you felt lonely?	17.1	14.6	15.1	16.2	15.5
How often have you felt depressed?	19.7	15.4	11.0	15.9	12.0
How often have you felt like crying?	22.5	18.6	18.8	19.9	19.6
% scoring 3+ of 12 (95% CI)	55.2* (50.9, 59.4)	48.2 (44.0, 52.4)	45.9 (41.7, 50.2)	50.2 (46.5, 53.8)	45.9 (42.6, 49.2)
% “often” or “always” on all 4 items (95% CI)	9.2 (6.8, 11.5)	7.7 (5.8, 10.2)	6.4 (4.6, 8.8)	8.0 (6.2, 10.2)	7.1 (5.1, 9.8)
GRADE 7	(420)	(397)	(404)	(397)	(404)
How often have you felt sad?	16.6	12.6	12.2	12.6	12.2
How often have you felt lonely?	9.4	7.0	9.8	7.0	9.8
How often have you felt depressed?	9.7	9.5	7.9	9.5	7.9
How often have you felt like crying?	11.6	9.0	12.1	9.0	12.1
% scoring 3+ of 12 (95% CI)	34.4 (26.2, 43.7)	34.9 (28.9, 41.4)	35.4 (30.7, 40.4)	34.9 (28.9, 41.4)	35.4 (30.7, 40.4)
% “often” or “always” on all 4 items (95% CI)	4.2 (1.9, 6.6)	2.7 (1.2, 5.7)	4.6 (2.7, 7.5)	2.7 (1.2, 5.7)	4.6 (2.7, 7.5)
GRADE 8				(407)	(379)
How often have you felt sad?				16.2	14.1
How often have you felt lonely?				14.0	10.9
How often have you felt depressed?				12.5	9.8
How often have you felt like crying?				15.7	11.1
% scoring 3+ of 12 (95% CI)				35.8 (31.1, 40.8)	35.4 (29.3, 42.0)
% “often” or “always” on all 4 items (95% CI)				6.7 (4.1, 10.7)	3.3 (1.7, 6.0)

CES-D Items (“Always” or “Often” During the Past 7 Days...)	Grades 7-9-11-13			Grades 7 - 13	
	1997	1999	2001	1999	2001
	%	%	%	%	%
GRADE 9	(590)	(463)	(368)	(463)	(368)
How often have you felt sad?	23.5	17.4	13.1	17.4	13.1
How often have you felt lonely?	14.5	12.7	10.0	12.7	10.0
How often have you felt depressed?	14.2	13.2	8.7	13.2	8.7
How often have you felt like crying?	14.8	13.8	10.0	13.8	10.0
% scoring 3+ of 12 (95% CI)	44.4 (41.3, 47.6)	40.2 (33.9, 46.8)	39.4 (33.8, 45.2)	40.2 (33.9, 46.8)	39.4 (33.8, 45.2)
% “often” or “always” on all 4 items (95% CI)	5.5 (3.4, 7.6)	5.1 (3.4, 7.6)	2.9 (1.5, 5.4)	5.1 (3.4, 7.6)	2.9 (1.5, 5.4)
GRADE 10				(342)	(422)
How often have you felt sad?				16.8	15.0
How often have you felt lonely?				13.9	14.4
How often have you felt depressed?				12.6	10.0
How often have you felt like crying?				12.2	12.6
% scoring 3+ of 12 (95% CI)				45.4* (38.7, 52.3)	34.8 (29.7, 40.3)
% “often” or “always” on all 4 items (95% CI)				4.8 (2.9, 7.7)	6.4 (3.2, 12.3)
GRADE 11	(536)	(393)	(288)	(393)	(288)
How often have you felt sad?	21.9	16.8	17.9	16.8	17.9
How often have you felt lonely?	15.1	13.8	17.9	13.8	17.9
How often have you felt depressed?	16.9	11.9	15.4	11.9	15.4
How often have you felt like crying?	16.3	12.8	15.1	12.8	15.1
% scoring 3+ of 12 (95% CI)	48.1 (46.9, 49.3)	41.3 (36.3, 46.5)	44.0 (38.6, 49.5)	41.3 (36.3, 46.5)	44.0 (38.6, 49.5)
% “often” or “always” on all 4 items (95% CI)	8.5 (4.8, 12.1)	5.2 (3.5, 7.8)	6.5 (4.2, 9.9)	5.2 (3.5, 7.8)	6.5 (4.2, 9.9)
GRADE 12				(297)	(200)
How often have you felt sad?				15.4	14.0
How often have you felt lonely?				12.3	18.1
How often have you felt depressed?				11.1	10.8
How often have you felt like crying?				9.1	9.8
% scoring 3+ of 12 (95% CI)				41.1 (34.7, 47.8)	44.9 (38.6, 51.4)
% “often” or “always” on all 4 items (95% CI)				3.1 (1.6, 5.7)	3.3 (1.2, 8.4)
GRADE 13	(470)	(224)	(182)	(224)	(182)
How often have you felt sad?	17.8	20.1	16.2	20.1	16.2
How often have you felt lonely?	13.4	13.6	16.3	13.6	16.3
How often have you felt depressed?	16.7	16.5	10.5	16.5	10.5
How often have you felt like crying?	13.9	14.2	12.0	14.2	12.0
% scoring 3+ of 12 (95% CI)	46.6 (42.6, 50.8)	48.4 (42.5, 54.2)	43.3 (35.0, 52.1)	48.4 (42.5, 54.2)	43.3 (35.0, 52.1)
% “often” or “always” on all 4 items (95% CI)	6.7 (4.7, 8.8)	7.7 (3.7, 15.2)	5.7 (3.0, 10.4)	7.7 (3.7, 15.2)	5.7 (3.0, 10.4)

CES-D Items (“Always” or “Often” During the Past 7 Days...)	Grades 7-9-11-13			Grades 7 - 13	
	1997	1999	2001	1999	2001
	%	%	%	%	%
TORONTO	(493)	(262)	(185)	(413)	(273)
How often have you felt sad?	17.1	16.6	13.2	16.2	11.5
How often have you felt lonely?	11.8	10.7	11.7	9.9	13.4
How often have you felt depressed?	14.5	12.9	9.8	11.2	9.5
How often have you felt like crying?	12.4	11.3	7.8	10.4	7.7
% scoring 3+ of 12 (95% CI)	41.6* (39.2, 44.1)	38.0 (31.2, 45.3)	35.1 (30.9, 39.6)	38.6 (31.6, 46.1)	34.8 (30.6, 39.4)
% “often” or “always” on all 4 items (95% CI)	5.3 (3.2, 7.4)	5.8 (2.6, 12.4)	4.2 (1.7, 9.8)	4.6 (2.2, 9.2)	4.7 (2.1, 10.3)
NORTH REGION	(202)	(227)	(308)	(481)	(639)
How often have you felt sad?	16.8	17.2	14.8	15.6	14.1
How often have you felt lonely?	13.0	11.5	11.8	12.5	11.4
How often have you felt depressed?	13.1	13.7	12.5	13.0	11.2
How often have you felt like crying?	12.8	13.0	15.6	12.7	14.4
% scoring 3+ of 12 (95% CI)	43.6 (37.3, 50.2)	44.6 (38.7, 50.7)	38.6 (32.6, 45.0)	44.3* (40.2, 48.5)	37.4 (33.5, 41.6)
% “often” or “always” on all 4 items (95% CI)	4.5 (2.3, 6.7)	4.8 (2.5, 8.9)	6.4 (4.2, 9.6)	4.2 (2.8, 6.2)	5.6 (4.3, 7.2)
WEST REGION	(780)	(486)	(410)	(839)	(769)
How often have you felt sad?	20.2	14.5	13.8	16.6	14.6
How often have you felt lonely?	11.8	11.8	13.7	13.2	13.2
How often have you felt depressed?	12.7	12.1	9.0	13.0	9.6
How often have you felt like crying?	14.4	12.4	13.3	12.9	13.5
% scoring 3+ of 12 (95% CI)	42.9 (37.2, 48.7)	38.9 (33.2, 45.0)	40.0 (34.9, 45.2)	40.1 (35.6, 44.8)	39.7 (35.6, 43.9)
% “often” or “always” on all 4 items (95% CI)	6.2 (3.3, 9.2)	4.7 (3.2, 6.8)	4.2 (2.8, 6.4)	5.3 (3.7, 7.5)	4.0 (2.8, 5.7)
EAST REGION	(541)	(502)	(339)	(790)	(562)
How often have you felt sad?	24.2	18.6	16.3	16.3	16.3
How often have you felt lonely?	16.4	12.6	12.8	13.0	14.1
How often have you felt depressed?	16.7	12.2	12.1	11.7	11.4
How often have you felt like crying?	15.9	13.0	12.8	13.0	11.4
% scoring 3+ of 12 (95% CI)	45.0 (43.2, 46.8)	42.7 (37.3, 48.4)	44.0 (38.8, 49.3)	41.0 (36.8, 45.4)	40.5 (36.4, 44.8)
% “often” or “always” on all 4 items (95% CI)	7.3 (5.2, 9.3)	4.7 (3.1, 7.2)	4.9 (3.1, 7.9)	4.9 (3.4, 7.0)	5.2 (2.9, 9.2)

Notes: (1) Questions refer to the past 7 days; (2) Item percentages refer to “often” or “always” responses; (3) Data based on random half samples; (4) Numbers in parentheses are number of interviews; (5) Significant difference compared to 2001, * p<.05.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.4.3 General Health Questionnaire, 1999 - 2001

“Over the last few weeks, have you....”	1999	2001
	%	%
TOTAL SAMPLE	(N=2,523)	(N=2,243)
been able to concentrate on whatever you’re doing	14.0	13.4
felt that you are playing a useful part in things	10.2	9.3
felt capable of making decisions about things	5.6	5.8
been able to enjoy your normal day-to-day activities	11.1	11.8
been able to face up to your problems	9.9	10.1
been feeling reasonably happy, all things considered	16.5	16.2
lost much sleep because you were worried about something	28.6	27.3
felt constantly under stress	36.5	34.3
felt you couldn’t overcome difficulties	18.5	17.6
been feeling unhappy and depressed	25.6	23.0
been losing confidence in yourself	18.3	16.7
been thinking of yourself as a worthless person	13.4	11.2
% with Elevated Psychological Distress (95 % CI) ¹	30.3 (28.3, 32.3)	27.7 (25.1, 30.5)
MALES	(1,262)	(1,101)
been able to concentrate on whatever you’re doing	10.6	11.3
felt that you are playing a useful part in things	8.2	9.3
felt capable of making decisions about things	4.4	5.2
been able to enjoy your normal day-to-day activities	9.2	10.3
been able to face up to your problems	9.0	8.9
been feeling reasonably happy, all things considered	13.5	13.4
lost much sleep because you were worried about something	23.5	24.0
felt constantly under stress	30.1	30.9
felt you couldn’t overcome difficulties	14.5	16.2
been feeling unhappy and depressed	21.3	19.6
been losing confidence in yourself	13.8	14.9
been thinking of yourself as a worthless person	10.5	9.7
% with Elevated Psychological Distress (95 % CI) ¹	24.6 (21.7, 27.8)	24.7 (21.5, 28.3)
FEMALES	(1,261)	(1,142)
been able to concentrate on whatever you’re doing	17.5	15.5
felt that you are playing a useful part in things	12.3	9.3
felt capable of making decisions about things	6.8	6.4
been able to enjoy your normal day-to-day activities	13.0	13.2
been able to face up to your problems	10.8	11.3
been feeling reasonably happy, all things considered	19.6	18.9
lost much sleep because you were worried about something	33.6	30.6
felt constantly under stress	43.0	37.7
felt you couldn’t overcome difficulties	22.6	19.1
been feeling unhappy and depressed	30.5	26.3
been losing confidence in yourself	22.8	18.5
been thinking of yourself as a worthless person	16.3	12.6
% with Elevated Psychological Distress (95 % CI) ¹	36.0* (33.3, 38.8)	30.6 (27.0, 34.4)

“Over the last few weeks, have you....”	1999	2001
	%	%
GRADE 7	(397)	(404)
been able to concentrate on whatever you’re doing	6.4	7.9
felt that you are playing a useful part in things	6.8	6.1
felt capable of making decisions about things	3.4	4.7
been able to enjoy your normal day-to-day activities	7.8	6.6
been able to face up to your problems	5.0	7.6
been feeling reasonably happy, all things considered	10.6	11.7
lost much sleep because you were worried about something	17.0	19.7
felt constantly under stress	18.2	18.6
felt you couldn’t overcome difficulties	11.1	10.6
been feeling unhappy and depressed	18.0	16.9
been losing confidence in yourself	12.5	13.7
been thinking of yourself as a worthless person	12.9	11.5
% with Elevated Psychological Distress (95 % CI) ¹	20.1 (15.7, 25.3)	15.8 (12.2, 20.2)
GRADE 8	(407)	(379)
been able to concentrate on whatever you’re doing	8.0	10.1
felt that you are playing a useful part in things	8.1	7.0
felt capable of making decisions about things	6.4	4.3
been able to enjoy your normal day-to-day activities	7.0	7.3
been able to face up to your problems	10.2	6.5
been feeling reasonably happy, all things considered	14.4	12.3
lost much sleep because you were worried about something	25.3	21.8
felt constantly under stress	23.7	23.6
felt you couldn’t overcome difficulties	15.3	13.3
been feeling unhappy and depressed	20.8	20.0
been losing confidence in yourself	17.4	13.9
been thinking of yourself as a worthless person	16.2	10.8
% with Elevated Psychological Distress (95 % CI) ¹	24.1 (20.2, 28.5)	21.9 (17.2, 27.4)
GRADE 9	(463)	(368)
been able to concentrate on whatever you’re doing	12.1	13.7
felt that you are playing a useful part in things	12.2	11.7
felt capable of making decisions about things	5.2	8.1
been able to enjoy your normal day-to-day activities	11.0	11.8
been able to face up to your problems	9.6	11.9
been feeling reasonably happy, all things considered	17.8	15.0
lost much sleep because you were worried about something	25.9	28.3
felt constantly under stress	30.4	31.5
felt you couldn’t overcome difficulties	17.1	16.9
been feeling unhappy and depressed	29.0	23.4
been losing confidence in yourself	21.0	16.6
been thinking of yourself as a worthless person	14.1	12.0
% with Elevated Psychological Distress (95 % CI) ¹	29.8 (24.7, 35.6)	29.6 (25.4, 34.3)

“Over the last few weeks, have you....”	1999	2001
	%	%
GRADE 10	(342)	(422)
been able to concentrate on whatever you’re doing	14.8	9.2
felt that you are playing a useful part in things	8.9	9.4
felt capable of making decisions about things	6.8	5.0
been able to enjoy your normal day-to-day activities	10.6	12.6
been able to face up to your problems	14.5	7.4
been feeling reasonably happy, all things considered	17.1	14.4
lost much sleep because you were worried about something	30.6	24.9
felt constantly under stress	41.2	31.2
felt you couldn’t overcome difficulties	19.9	17.3
been feeling unhappy and depressed	27.2	20.2
been losing confidence in yourself	18.4	17.0
been thinking of yourself as a worthless person	12.8	11.6
% with Elevated Psychological Distress (95 % CI) ¹	31.4* (26.4, 36.9)	23.9 (19.5, 29.0)
GRADE 11	(393)	(288)
been able to concentrate on whatever you’re doing	20.8	21.0
felt that you are playing a useful part in things	12.2	11.8
felt capable of making decisions about things	7.2	5.3
been able to enjoy your normal day-to-day activities	13.4	16.7
been able to face up to your problems	11.5	11.3
been feeling reasonably happy, all things considered	17.3	22.8
lost much sleep because you were worried about something	36.1	32.7
felt constantly under stress	47.6	48.5
felt you couldn’t overcome difficulties	24.0	23.9
been feeling unhappy and depressed	28.3	29.4
been losing confidence in yourself	22.5	16.9
been thinking of yourself as a worthless person	13.6	11.3
% with Elevated Psychological Distress (95 % CI) ¹	39.1 (33.3, 45.2)	37.8 (31.8, 44.1)
GRADE 12	(297)	(200)
been able to concentrate on whatever you’re doing	16.3	18.6
felt that you are playing a useful part in things	9.9	7.8
felt capable of making decisions about things	3.6	7.3
been able to enjoy your normal day-to-day activities	13.6	13.8
been able to face up to your problems	9.9	14.1
been feeling reasonably happy, all things considered	18.6	18.9
lost much sleep because you were worried about something	33.8	33.3
felt constantly under stress	49.1	45.0
felt you couldn’t overcome difficulties	20.8	22.5
been feeling unhappy and depressed	28.8	28.3
been losing confidence in yourself	16.2	24.4
been thinking of yourself as a worthless person	10.2	10.1
% with Elevated Psychological Distress (95 % CI) ¹	31.6 (26.9, 36.7)	33.4 (26.4, 41.3)

[illegible]

“Over the last few weeks, have you....”	1999	2001
	%	%
WEST REGION	(839)	(769)
been able to concentrate on whatever you’re doing	14.6	12.5
felt that you are playing a useful part in things	9.8	8.5
felt capable of making decisions about things	4.8	6.4
been able to enjoy your normal day-to-day activities	11.1	12.7
been able to face up to your problems	9.1	10.0
been feeling reasonably happy, all things considered	15.5	15.3
lost much sleep because you were worried about something	30.6	26.1
felt constantly under stress	37.7	31.5
felt you couldn’t overcome difficulties	20.2	16.3
been feeling unhappy and depressed	27.1	23.6
been losing confidence in yourself	18.0	15.9
been thinking of yourself as a worthless person	13.3	11.1
% with Elevated Psychological Distress (95 % CI) ¹	30.9 (27.4, 34.5)	26.5 (22.8, 30.5)
EAST REGION	(790)	(562)
been able to concentrate on whatever you’re doing	13.0	14.1
felt that you are playing a useful part in things	9.9	10.5
felt capable of making decisions about things	5.2	5.5
been able to enjoy your normal day-to-day activities	10.7	10.8
been able to face up to your problems	9.0	12.4
been feeling reasonably happy, all things considered	16.1	16.2
lost much sleep because you were worried about something	26.0	28.8
felt constantly under stress	34.2	37.7
felt you couldn’t overcome difficulties	18.8	19.9
been feeling unhappy and depressed	27.2	24.4
been losing confidence in yourself	19.4	16.9
been thinking of yourself as a worthless person	14.2	11.5
% with Elevated Psychological Distress (95 % CI) ¹	28.8 (25.9, 32.0)	30.1 (24.5, 36.4)

¹ “Elevated Psychological Distress” is defined as reporting at least 3 of the 12 items.

Notes: (1) Item percentages reflect responses “less/much less than usual” for positive statements, and “somewhat/much more than usual” for negative statements; (2) Data based on random half samples; (3) Numbers in parentheses are number of interviews; (4) Significant difference compared to 2001, *p<.05.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.4.4 Body Image Belief and Desired Change in Weight, 1997 and 2001

		Grades 7-9-11-13		Grades 7-13
		1997 %	2001 %	2001 %
TOTAL SAMPLE		(N= 2,016)	(1,084)	(1,968)
Belief:	too thin	11.1	10.3	10.3
	about right weight	66.0	71.2	70.5
	too fat	22.9*	18.4	19.2
Trying to:	lose weight	28.3	30.4	31.1
	gain weight	11.8	12.1	12.2
	keep from gaining weight	19.3	19.1	18.9
	not trying to do anything	40.6	38.5	37.8
MALES		(913)	(539)	(963)
Belief:	too thin	15.9	13.0	13.2
	about right weight	70.3	73.4	72.4
	too fat	13.8	13.6	14.4
Trying to:	lose weight	15.9*	21.8	21.1
	gain weight	21.3	19.0	19.1
	keep from gaining weight	12.2*	17.8	17.0
	not trying to do anything	50.6*	41.4	42.8
FEMALES		(1,101)	(545)	(1,005)
Belief:	too thin	6.9	7.7	7.6
	about right weight	62.4	69.1	68.7
	too fat	30.7*	23.2	23.7
Trying to:	lose weight	39.0	38.6	40.6
	gain weight	3.5	5.4	5.7
	keep from gaining weight	25.4*	20.3	20.8
	not trying to do anything	32.1	35.6	33.0
GRADE 7		(420)	(346)	(346)
Belief:	too thin	8.1	12.1	12.1
	about right weight	69.5	76.1	76.1
	too fat	22.4	11.8	11.8
Trying to:	lose weight	27.4	25.7	25.7
	gain weight	5.2	10.5	10.5
	keep from gaining weight	18.1	19.2	19.2
	not trying to do anything	49.2	44.6	44.6
GRADE 8				(312)
Belief:	too thin			10.5
	about right weight			68.1
	too fat			21.5
Trying to:	lose weight			32.3
	gain weight			9.7
	keep from gaining weight			22.2
	not trying to do anything			35.8
GRADE 9		(590)	(334)	(334)
Belief:	too thin	13.4	7.3	7.3
	about right weight	65.1	73.8	73.8
	too fat	21.5	18.9	18.9

		Grades 7-9-11-13		Grades 7-13
		1997 %	2001 %	2001 %
Trying to:	lose weight	29.4	34.3	34.3
	gain weight	11.7	9.2	9.2
	keep from gaining weight	18.3	18.1	18.1
	not trying to do anything	40.6	38.4	38.4
GRADE 10			(384)	(384)
Belief:	too thin			7.7
	about right weight			73.8
	too fat			18.4
Trying to:	lose weight			34.3
	gain weight			11.0
	keep from gaining weight			16.8
	not trying to do anything			37.8
GRADE 11		(536)	(273)	(273)
Belief:	too thin	11.0	12.2	12.2
	about right weight	65.4	66.1	66.1
	too fat	23.6	21.7	21.7
Trying to:	lose weight	27.4	31.1	31.1
	gain weight	16.1	17.1	17.1
	keep from gaining weight	20.4	16.5	16.5
	not trying to do anything	36.1	35.3	35.3
GRADE 12				(188)
Belief:	too thin			15.4
	about right weight			63.0
	too fat			21.6
Trying to:	lose weight			27.4
	gain weight			18.5
	keep from gaining weight			17.6
	not trying to do anything			36.4
GRADE 13		(470)	(131)	(131)
Belief:	too thin	12.0	10.4	10.4
	about right weight	62.4	65.2	65.2
	too fat	25.6	24.4	24.4
Trying to:	lose weight	30.1	28.5	28.5
	gain weight	14.8	12.7	12.7
	keep from gaining weight	21.0	26.5	26.5
	not trying to do anything	34.1	32.3	32.3
TORONTO		(493)	(180)	(272)
Belief:	too thin	12.8	11.7	12.0
	about right weight	68.8	75.8	74.9
	too fat	18.4	12.6	13.2
Trying to:	lose weight	24.7	27.7	28.0
	gain weight	15.3	13.7	13.1
	keep from gaining weight	22.7	22.8	21.2
	not trying to do anything	37.3	35.8	37.7
NORTH REGION		(202)	(211)	(428)
Belief:	too thin	7.9	7.2	8.8
	about right weight	70.8	71.2	66.7
	too fat	21.3	21.6	24.6

		Grades 7-9-11-13		Grades 7-13
		1997 %	2001 %	2001 %
Trying to:	lose weight	26.5	32.8	31.3
	gain weight	9.4	11.8	11.7
	keep from gaining weight	21.5	17.9	19.5
	not trying to do anything	42.6	37.4	37.5
WEST REGION		(780)	(404)	(760)
Belief:	too thin	10.0	9.2	9.6
	about right weight	63.4	71.8	70.8
	too fat	26.5	18.9	19.6
Trying to:	lose weight	30.9	32.2	31.6
	gain weight	9.8	11.5	12.0
	keep from gaining weight	17.7	19.2	20.6
	not trying to do anything	41.6	37.1	35.8
EAST REGION		(541)	(289)	(508)
Belief:	too thin	12.3	11.5	10.8
	about right weight	66.6	66.7	68.2
	too fat	21.1	21.8	21.0
Trying to:	lose weight	27.6	29.4	32.4
	gain weight	12.9	11.8	12.1
	keep from gaining weight	18.6	16.2	14.8
	not trying to do anything	40.9	42.6	40.7

Notes: (1) Numbers in parentheses are number of interviews; (2) Data based on random half samples; (3) Significant difference compared to 2001, *p<.05.

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.5.1 Delinquent Activity Engaged in *At Least Once During the Past 12 Months, 1991-2001*

ACTIVITY ¹	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
TOTAL SAMPLE (N=)	(3,945)	(3,571)	(3,870)	(1,974)	(1,391)	(1,242)	(2,371)	(2,243)
damaged something on purpose	18.8	18.9	19.4	17.8	21.8	14.2	23.4	15.6
taken things worth \$50 or less	20.0	19.5	20.3	16.6	16.0	12.7	17.2	14.0
beat up/hurt anyone	18.3	16.0	18.2	20.4	18.5	11.5	18.9	12.3
carried a weapon	—	15.4	14.0	11.1	12.3	9.0	13.1	10.4
sold marijuana or hashish	3.0	4.0	6.9	6.3	7.8	8.3	8.0	9.8
taken a car without permission	11.1	8.8	10.8	9.5	11.2	7.7	10.6	9.2
ran away from home	8.3	8.4	8.4	7.5	7.6	6.6	7.9	7.1
taken things worth > \$50	5.9	6.0	6.7	5.8	5.7	4.9	6.2	5.7
taken part in gang fights	7.0	5.6	6.8	6.4	7.0	4.6	7.5	5.2
were thrown out of home	5.9	5.3	4.9	4.7	6.8	4.6	6.0	5.0
broke into a locked building	5.9	5.8	6.4	6.2	5.6	4.7	6.1	4.9
sold other drugs	1.8	2.2	3.4	2.3	4.2	2.6	3.7	3.1
% 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)	35.2 (31.8, 38.8)	47.5 (44.5, 50.5)	37.3 (34.7, 40.0)
% 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)	13.2 (11.2, 15.3)	18.1 (16.0, 20.5)	14.5 (12.7, 16.4)
MALES	(2,027)	(1,737)	(1,884)	(938)	(682)	(612)	(1,201)	(1,101)
damaged something on purpose	25.4	23.2	25.5	20.9	26.8	19.1	28.6	20.6
taken things worth \$50 or less	26.2	21.6	24.6	18.5	19.1	15.9	20.9	17.5
beat up/hurt anyone	24.9	21.1	25.6	27.7	28.9	16.6	28.4	16.9
carried a weapon	—	22.8	22.6	17.3	19.9	14.7	20.9	16.5
sold marijuana or hashish	4.7	6.1	9.7	9.8	11.4	11.9	11.5	13.6
taken a car without permission	15.3	11.9	14.0	12.2	16.3	10.5	13.5	12.5
ran away from home	6.7	5.1	6.4	5.6	6.4	7.2	5.5	7.2
taken things worth > \$50	9.0	8.4	9.9	8.9	8.4	7.4	8.7	8.1
taken part in gang fights	10.5	7.8	10.0	9.5	9.9	8.5	11.5	8.3
were thrown out of home	6.3	4.5	4.8	4.9	7.2	5.3	5.5	5.5
broke into a locked building	9.1	8.5	9.8	7.7	8.6	6.6	9.3	6.6
sold other drugs	2.6	2.4	4.6	4.0	6.7	4.2	5.8	4.9
% 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)	45.0 (40.1, 50.0)	56.4 (52.6, 60.1)	45.7 (41.8, 49.6)
% 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)	18.5 (15.2, 22.3)	25.4 (22.1, 29.0)	19.6 (16.8, 22.7)

ACTIVITY ¹	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
FEMALES	(1,909)	(1,828)	(1,974)	(1,036)	(709)	(630)	(1,170)	(1,142)
damaged something on purpose	11.8	14.9	13.7	14.9	17.1	9.5	18.1	11.4
taken things worth \$50 or less	13.5	17.6	16.3	14.8	13.0	9.6	13.6	10.6
beat up/hurt anyone	11.3	11.1	11.3	13.9	8.6	6.7	9.5	8.0
carried a weapon	—	8.3	6.0	5.6	5.0	3.5	5.5	4.6
sold marijuana or hashish	1.1	2.0	4.2	3.2	4.3	4.8	4.6	6.3
taken a car without permission	6.7	5.8	7.7	7.0	6.3	5.0	7.6	6.0
ran away from home	10.0	11.5	10.3	9.2	8.7	6.0	10.4	7.1
taken things worth > \$50	2.7	3.7	3.8	3.1	3.0	2.4	3.7	3.5
taken part in gang fights	3.3	3.4	3.8	3.6	4.2	0.9	3.5	2.2
were thrown out of home	5.5	6.1	4.9	4.5	6.4	3.9	6.4	4.6
broke into a locked building	2.5	3.1	3.3	4.9	2.8	2.8	3.0	3.4
sold other drugs	0.9	2.0	2.4	0.9	1.8	1.0	1.7	1.4
% 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)	25.8 (21.9, 30.2)	38.9 (35.0, 42.9)	29.5 (26.4, 32.8)
% 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)	8.0 (5.9, 10.8)	11.1 (8.8, 13.9)	9.7 (8.0, 11.9)
GRADE 7	(943)	(896)	(929)	(431)	(369)	(404)	(369)	(404)
damaged something on purpose	15.4	19.6	16.3	16.2	18.9	10.3	18.9	10.3
taken things worth \$50 or less	12.6	13.9	13.5	12.7	9.3	8.1	9.3	8.1
beat up/hurt anyone	18.3	19.6	22.5	27.7	17.1	13.5	17.1	13.5
carried a weapon	—	12.9	12.8	9.2	7.8	5.4	7.8	5.4
sold marijuana or hashish	†	1.3	1.2	1.3	†	0.8	†	0.8
taken a car without permission	1.0	1.7	1.5	1.9	0.5	1.1	0.5	1.1
ran away from home	7.2	7.4	7.1	7.5	7.4	7.2	7.4	7.2
taken things worth > \$50	1.4	2.9	3.1	1.7	2.4	3.2	2.4	3.2
taken part in gang fights	5.8	6.7	5.7	7.7	5.9	4.4	5.9	4.4
were thrown out of home	2.7	2.7	2.1	1.3	2.6	2.9	2.6	2.9
broke into a locked building	2.4	5.5	4.3	6.2	3.1	2.1	3.1	2.1
sold other drugs	†	0.8	0.7	0.7	†	0.7	†	0.7
% 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)	28.3 (23.2, 34.1)	37.7 (32.2, 43.6)	28.3 (23.2, 34.1)
% 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)	7.3 (4.3, 12.4)	8.7 (6.1, 12.2)	7.3 (4.3, 12.4)

[illegible]

ACTIVITY ¹	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
GRADE 10							(296)	(422)
damaged something on purpose							34.2	20.0
taken things worth \$50 or less							24.8	16.6
beat up/hurt anyone							23.5	13.5
carried a weapon							18.3	15.9
sold marijuana or hashish							12.8	15.5
taken a car without permission							12.8	14.5
ran away from home							10.6	7.7
taken things worth > \$50							9.3	8.4
taken part in gang fights							10.3	6.7
were thrown out of home							6.8	7.4
broke into a locked building							8.1	6.7
sold other drugs							3.5	4.8
% 1+ activity (95% CI)							55.2 (46.4, 63.8)	44.7 (39.0, 50.5)
% 3+ activities (95% CI)							26.7 (20.3, 34.3)	18.5 (14.8, 22.8)
GRADE 11	(1,125)	(721)	(932)	(533)	(357)	(288)	(357)	(288)
damaged something on purpose	19.8	18.1	22.7	19.1	21.4	16.0	21.4	16.0
taken things worth \$50 or less	22.3	21.7	24.8	21.9	20.1	14.0	20.1	14.0
beat up/hurt anyone	19.1	15.2	18.9	19.9	20.1	9.5	20.1	9.5
carried a weapon	—	16.2	16.6	13.3	16.2	8.5	16.2	8.5
sold marijuana or hashish	5.4	7.8	12.8	12.3	13.8	16.1	13.8	16.1
taken a car without permission	18.0	13.9	20.3	19.0	20.1	14.3	20.1	14.3
ran away from home	10.3	8.5	11.1	9.3	9.8	7.1	9.8	7.1
taken things worth > \$50	8.7	9.0	9.4	9.1	9.2	5.1	9.2	5.1
taken part in gang fights	7.9	4.4	7.5	8.0	6.9	2.8	6.9	2.8
were thrown out of home	8.2	6.2	7.1	8.0	11.6	6.1	11.6	6.1
broke into a locked building	7.0	6.6	9.0	7.1	10.4	7.2	10.4	7.2
sold other drugs	3.3	3.2	6.9	4.2	8.3	5.0	8.3	5.0
% 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)	40.4 (32.9, 48.4)	53.6 (45.2, 61.9)	40.4 (32.9, 48.4)
% 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)	16.5 (12.2, 22.0)	24.8 (19.1, 31.4)	16.5 (12.2, 22.0)

ACTIVITY ¹	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
GRADE 12							(293)	(200)
damaged something on purpose							16.7	11.9
taken things worth \$50 or less							18.0	15.9
beat up/hurt anyone							9.0	9.6
carried a weapon							9.6	8.3
sold marijuana or hashish							10.0	15.5
taken a car without permission							12.9	14.4
ran away from home							5.6	5.6
taken things worth > \$50							7.5	7.1
taken part in gang fights							4.4	4.9
were thrown out of home							5.6	4.0
broke into a locked building							5.5	4.0
sold other drugs							3.2	5.1
% 1+ activity (95% CI)							45.8 (38.7, 53.0)	38.5 (30.4, 47.2)
% 3+ activities (95% CI)							14.8 (10.1, 21.1)	13.0 (6.7, 23.6)
GRADE 13	(975)	(948)	(955)	(447)	(223)	(182)	(223)	(182)
damaged something on purpose	13.3	12.0	11.1	11.1	16.4	11.4	16.4	11.4
taken things worth \$50 or less	20.8	16.4	15.6	11.5	16.2	12.5	16.2	12.5
beat up/hurt anyone	11.1	6.9	8.8	10.1	9.4	7.2	9.4	7.2
carried a weapon	—	10.1	8.4	6.6	9.6	7.9	9.6	7.9
sold marijuana or hashish	2.2	4.0	4.4	5.3	10.4	7.3	10.4	7.3
taken a car without permission	9.9	9.0	9.4	9.0	14.4	9.5	14.4	9.5
ran away from home	4.1	5.7	5.1	3.0	3.4	3.9	3.4	3.9
taken things worth > \$50	6.3	3.8	4.3	3.3	2.7	5.2	2.7	5.2
taken part in gang fights	5.1	2.4	3.7	1.9	5.1	4.0	5.1	4.0
were thrown out of home	6.4	6.6	4.2	2.8	4.1	3.3	4.1	3.3
broke into a locked building	4.4	3.6	3.7	3.5	2.8	4.2	2.8	4.2
sold other drugs	0.6	2.2	2.0	1.8	7.8	2.6	7.8	2.6
% 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)	30.3 (25.0, 36.2)	42.9 (31.4, 55.2)	30.3 (25.0, 36.2)
% 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)	12.9 (8.5, 19.1)	16.6 (8.1, 31.1)	12.9 (8.5, 19.1)

[illegible]

ACTIVITY ¹	Grades 7-9-11-13						Grades 7-13	
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	1999 %	2001 %
WEST REGION	(1,672)	(1,526)	(1,720)	(756)	(480)	(410)	(837)	(769)
damaged something on purpose	17.6	19.5	20.5	18.5	21.4	15.4	24.4	16.0
taken things worth \$50 or less	18.5	17.8	21.3	17.8	15.2	15.2	18.6	16.5
beat up/hurt anyone	19.0	17.7	20.2	21.1	20.6	14.7	21.4	13.0
carried a weapon	—	15.8	14.0	9.6	12.5	8.3	14.2	9.3
sold marijuana or hashish	2.4	4.8	7.3	5.9	7.6	10.7	9.3	12.9
taken a car without permission	10.5	8.4	11.0	9.7	11.8	9.4	10.6	11.1
ran away from home	8.2	8.4	8.5	8.2	7.8	8.4	8.1	9.2
taken things worth > \$50	4.9	5.4	6.7	6.6	4.3	5.7	6.7	6.0
taken part in gang fights	6.9	4.9	6.9	5.7	8.0	4.4	8.8	5.0
were thrown out of home	5.8	4.9	5.8	4.4	7.7	6.7	7.2	7.0
broke into a locked building	5.7	4.7	6.3	5.4	5.9	6.7	7.0	5.7
sold other drugs	1.4	2.6	3.3	2.0	3.8	2.9	4.1	4.4
% 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)	39.1 (33.9, 44.5)	49.5 (44.4, 54.6)	40.7 (37.0, 44.5)
% 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)	16.1 (12.8, 20.0)	20.2 (16.8, 24.2)	16.1 (13.4, 19.3)
EAST REGION	(1,138)	(947)	(1,090)	(548)	(435)	(339)	(673)	(562)
damaged something on purpose	20.4	19.7	20.1	18.1	21.9	14.7	24.4	17.6
taken things worth \$50 or less	21.0	22.3	21.3	15.5	15.2	13.0	16.7	14.1
beat up/hurt anyone	17.6	16.7	18.9	18.9	16.6	11.5	17.5	13.4
carried a weapon	—	15.4	14.5	12.1	10.2	11.4	12.5	12.9
sold marijuana or hashish	2.7	3.1	6.3	6.7	8.7	8.2	7.5	10.1
taken a car without permission	12.3	8.7	11.8	9.4	9.8	8.6	10.3	10.0
ran away from home	9.7	8.6	9.9	7.8	8.3	6.8	9.4	6.4
taken things worth > \$50	6.3	6.4	7.8	6.0	6.0	4.6	6.0	6.1
taken part in gang fights	6.4	6.1	7.2	6.2	5.1	5.0	6.0	6.3
were thrown out of home	5.7	5.9	4.3	5.3	8.2	4.1	6.6	4.2
broke into a locked building	6.5	6.3	7.7	6.8	6.1	3.4	5.9	4.5
sold other drugs	1.4	2.0	3.6	2.8	4.6	3.6	3.3	2.6
% 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)	37.2 (29.1, 46.0)	45.7 (42.3, 49.1)	38.0 (32.1, 44.2)
% 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)	13.0 (9.6, 17.4)	17.5 (14.5, 21.0)	15.3 (12.2, 19.2)

¹ Activities are listed in descending order according to 2001 total sample percentages.

Notes: (1) Numbers in parentheses are the number of interviews; (2) — indicates data not available; (3) † indicates estimate suppressed, <0.5%; (4) Data based on random half samples in 1999 and 2001.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.5.2 Delinquent Activity Engaged in *At Least Once During the Past 12 Months* by 11th - and 13th-graders, 1983-2001

ACTIVITY	1983		1985		1987		1989		1991		1993		1995		1997		1999		2001				
	%		%		%		%		%		%		%		%		%		%				
GRADE 11	(N=)	(931)	(1,017)	(1,121)	(879)	(1,125)	(721)	(932)	(533)	(357)	(288)												
damaged something on purpose taken things worth \$50 or less beat up/hurt anyone carried a weapon sold marijuana or hashish taken a car without permission ran away from home taken things worth > \$50 taken part in gang fights were thrown out of home broke into a locked building sold other drugs		13.0	12.4	17.7	18.4	19.8	18.1	22.7	19.1	21.4	16.0	17.6	15.8	21.7	24.8	21.9	20.1	20.1	14.0				
		11.1	8.5	13.9	16.0	19.1	15.2	18.9	19.9	20.1	9.5	15.4	—	—	16.2	16.6	13.3	16.2	8.5				
		11.3	9.3	—	4.3	5.4	7.8	12.8	12.3	13.8	16.1	12.8	15.3	12.2	15.3	17.5	17.5	20.1	14.3				
		—	—	—	—	10.3	8.5	9.0	11.1	9.3	9.8	7.1	3.8	4.0	5.3	5.2	8.7	9.1	9.2	5.1			
		5.5	4.9	7.0	7.3	7.9	4.4	7.5	8.0	6.9	2.8	5.5	—	—	—	—	—	11.6	6.1				
		6.0	5.0	6.3	6.1	7.0	6.6	9.0	7.1	8.0	10.4	7.2	7.5	—	—	—	—	—	—				
		7.5	4.8	—	2.5	3.3	3.2	6.9	4.2	8.3	5.0	6.0	6.3	—	—	—	—	—	—				
		% 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)	8.8 (6.1, 12.7)										
		GRADE 13	(N=)	(1,106)	(993)	(887)	(870)	(975)	(948)	(955)	(447)	(223)	(182)										
		damaged something on purpose taken things worth \$50 or less beat up/hurt anyone carried a weapon sold marijuana or hashish taken a car without permission ran away from home taken things worth > \$50 taken part in gang fights were thrown out of home broke into a locked building sold other drugs		10.5	8.7	9.2	11.3	13.3	12.0	11.1	11.1	16.4	11.4	11.5	11.8	14.7	19.9	8.5	—	3.2	6.1	6.7	
				5.9	5.3	7.7	8.5	11.1	6.9	8.8	10.1	9.6	7.2	8.9	—	—	—	—	—	—	—	—	
				6.1	4.8	—	3.2	2.2	4.0	4.4	5.3	10.4	7.3	6.7	7.2	7.8	9.7	9.7	9.0	9.0	14.4	9.5	
—	—			—	—	4.1	5.7	5.1	3.0	3.4	3.9	2.1	2.3	2.7	2.8	2.0	3.4	3.4	3.9	2.6			
2.4	2.0			2.8	1.9	5.1	2.4	3.7	1.9	5.1	4.0	4.0	—	—	—	—	—	—	—	—			
1.8	2.1			4.2	3.4	4.4	3.6	3.7	3.5	2.8	4.1	4.2	1.8	3.3	1.9	1.9	3.4	3.4	3.3	3.3			
% 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)	7.2 (4.0, 12.3)										

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; and broke into a locked building.

Notes: (1) Numbers in parentheses are the number of interviews; (2) — indicates data not available; (3) Data based on random half samples in 1997, 1999 and 2001.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.5.3 Physical Fights at School and Bullying Behaviour, 2001

		2001
		%
TOTAL		(N=2,243)
Number of physical fights at school:	none	84.2
	one	9.9
	2+	5.8
Often been bullied at school:	daily/weekly	5.7
	monthly or less	18.8
	never	75.4
Often bullied someone at school:	daily/weekly	6.9
	monthly or less	24.9
	never	68.2
MALES		(1,101)
Number of physical fights at school:	none	76.2
	one	14.2
	2+	9.6
Often been bullied at school:	daily/weekly	6.9
	monthly or less	20.0
	never	73.1
Often bullied someone at school:	daily/weekly	10.7
	monthly or less	29.2
	never	60.0
FEMALES		(1,142)
Number of physical fights at school:	none	91.9
	one	5.9
	2+	2.2
Often been bullied at school:	daily/weekly	4.6
	monthly or less	17.8
	never	77.7
Often bullied someone at school:	daily/weekly	3.2
	monthly or less	20.8
	never	76.0
GRADE 7		(404)
Number of physical fights at school:	none	76.2
	one	16.1
	2+	7.7
Often been bullied at school:	daily/weekly	9.7
	monthly or less	25.1
	never	65.2
Often bullied someone at school:	daily/weekly	5.4
	monthly or less	27.5
	never	67.1
GRADE 8		(379)
Number of physical fights at school:	none	75.0
	one	14.1
	2+	10.9

		2001
		%
Often been bullied at school:	daily/weekly	7.3
	monthly or less	24.6
	never	68.1
Often bullied someone at school:	daily/weekly	12.2
	monthly or less	35.6
	never	52.3
GRADE 9		(368)
Number of physical fights at school:	none	80.5
	one	11.3
	2+	8.2
Often been bullied at school:	daily/weekly	5.9
	monthly or less	18.6
	never	75.4
Often bullied someone at school:	daily/weekly	9.9
	monthly or less	22.8
	never	67.4
GRADE 10		(422)
Number of physical fights at school:	none	87.8
	one	8.2
	2+	4.0
Often been bullied at school:	daily/weekly	6.0
	monthly or less	17.9
	never	76.1
Often bullied someone at school:	daily/weekly	6.0
	monthly or less	27.9
	never	66.1
GRADE 11		(288)
Number of physical fights at school:	none	92.0
	one	6.7
	2+	1.3
Often been bullied at school:	daily/weekly	4.7
	monthly or less	15.1
	never	80.2
Often bullied someone at school:	daily/weekly	5.0
	monthly or less	19.6
	never	75.4
GRADE 12		(200)
Number of physical fights at school:	none	88.7
	one	6.2
	2+	5.0
Often been bullied at school:	daily/weekly	1.6
	monthly or less	9.5
	never	88.8
Often bullied someone at school:	daily/weekly	4.2
	monthly or less	20.6
	never	75.2

		2001
		%
GRADE 13		(182)
Number of physical fights at school:	none	95.8
	one	2.8
	2+	1.4
Often been bullied at school:	daily/weekly	1.4
	monthly or less	17.7
	never	80.8
Often bullied someone at school:	daily/weekly	2.6
	monthly or less	15.7
	never	81.7
TORONTO		(273)
Number of physical fights at school:	none	86.6
	one	8.9
	2+	4.5
Often been bullied at school:	daily/weekly	2.6
	monthly or less	11.0
	never	86.3
Often bullied someone at school:	daily/weekly	3.8
	monthly or less	13.7
	never	82.5
NORTH REGION		(639)
Number of physical fights at school:	none	84.0
	one	10.5
	2+	5.6
Often been bullied at school:	daily/weekly	6.8
	monthly or less	20.5
	never	72.7
Often bullied someone at school:	daily/weekly	9.1
	monthly or less	23.9
	never	67.0
WEST REGION		(769)
Number of physical fights at school:	none	82.6
	one	10.9
	2+	6.5
Often been bullied at school:	daily/weekly	7.0
	monthly or less	20.4
	never	72.6
Often bullied someone at school:	daily/weekly	7.7
	monthly or less	27.6
	never	64.8
EAST REGION		(562)
Number of physical fights at school:	none	85.0
	one	9.2
	2+	5.8
Often been bullied at school:	daily/weekly	5.6
	monthly or less	21.0
	never	73.4

		2001
		%
Often bullied someone at school:	daily/weekly	7.0
	monthly or less	28.6
	never	64.4

Notes: (1) Numbers in parentheses are the number of interviews; (2) Data based on a random half sample.

Qs: *During the last 12 months, how many times were you in a physical fight on school property?*
Bullying is when one or more people tease, hurt or upset a weaker person on purpose. Since September, how often have you been bullied at school?
Since September, how often have you taken part in bullying other students at school?

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.5.4 Gambling Activities During the Past 12 Months, 2001

	2001
	%
TOTAL	(N=2,243)
Cards	25.8
Bingo	11.9
Sports Pools	22.3
Sports Lottery Tickets	10.3
Other Lottery Tickets	24.5
Video Gambling Machines	7.7
Casino in Ontario	2.8
4+ Gambling Activities (95% CI)	6.2 (4.9, 7.9)
MALES	(1,101)
Cards	36.8
Bingo	12.5
Sports Pools	38.1
Sports Lottery Tickets	17.0
Other Lottery Tickets	25.2
Video Gambling Machines	9.1
Casino in Ontario	3.9
4+ Gambling Activities (95% CI)	9.8 (7.5, 12.6)
FEMALES	(1,142)
Cards	15.4
Bingo	11.4
Sports Pools	7.4
Sports Lottery Tickets	4.0
Other Lottery Tickets	23.8
Video Gambling Machines	6.4
Casino in Ontario	1.8
4+ Gambling Activities (95% CI)	2.9 (1.9, 4.5)
GRADE 7	(404)
Cards	17.1
Bingo	8.9
Sports Pools	10.1
Sports Lottery Tickets	3.8
Other Lottery Tickets	13.8
Video Gambling Machines	3.1
Casino in Ontario	†
4+ Gambling Activities (95% CI)	1.7 (0.7, 3.9)
GRADE 8	(379)
Cards	24.3
Bingo	11.6
Sports Pools	15.5
Sports Lottery Tickets	7.9
Other Lottery Tickets	16.2
Video Gambling Machines	4.8
Casino in Ontario	0.6
4+ Gambling Activities (95% CI)	4.2 (2.5, 6.9)

	2001
	%
GRADE 9	(368)
Cards	24.2
Bingo	13.7
Sports Pools	27.0
Sports Lottery Tickets	9.4
Other Lottery Tickets	18.7
Video Gambling Machines	5.1
Casino in Ontario	1.2
4+ Gambling Activities (95% CI)	6.5 (4.6, 9.2)
GRADE 10	(422)
Cards	29.6
Bingo	11.3
Sports Pools	28.7
Sports Lottery Tickets	10.0
Other Lottery Tickets	23.4
Video Gambling Machines	10.4
Casino in Ontario	1.4
4+ Gambling Activities (95% CI)	5.0 (2.8, 8.7)
GRADE 11	(288)
Cards	28.4
Bingo	9.7
Sports Pools	23.1
Sports Lottery Tickets	12.8
Other Lottery Tickets	27.8
Video Gambling Machines	7.8
Casino in Ontario	1.6
4+ Gambling Activities (95% CI)	5.2 (2.4, 11.2)
GRADE 12	(200)
Cards	25.0
Bingo	14.7
Sports Pools	28.7
Sports Lottery Tickets	19.3
Other Lottery Tickets	40.3
Video Gambling Machines	10.9
Casino in Ontario	7.8
4+ Gambling Activities (95% CI)	11.9 (7.4, 18.8)
GRADE 13	(182)
Cards	35.3
Bingo	15.9
Sports Pools	22.0
Sports Lottery Tickets	14.7
Other Lottery Tickets	49.8
Video Gambling Machines	17.2
Casino in Ontario	14.8
4+ Gambling Activities (95% CI)	15.0 (8.8, 24.4)

	2001
	%
TORONTO	(273)
Cards	17.7
Bingo	8.4
Sports Pools	23.8
Sports Lottery Tickets	11.7
Other Lottery Tickets	18.5
Video Gambling Machines	5.0
Casino in Ontario	1.0
4+ Gambling Activities (95% CI)	6.0 (3.4, 10.4)
NORTH REGION	(639)
Cards	30.1
Bingo	18.5
Sports Pools	20.4
Sports Lottery Tickets	10.0
Other Lottery Tickets	28.5
Video Gambling Machines	10.3
Casino in Ontario	3.0
4+ Gambling Activities (95% CI)	7.0 (4.5, 10.6)
WEST REGION	(769)
Cards	27.2
Bingo	12.3
Sports Pools	21.4
Sports Lottery Tickets	10.2
Other Lottery Tickets	24.4
Video Gambling Machines	7.4
Casino in Ontario	2.5
4+ Gambling Activities (95% CI)	6.2 (4.5, 8.6)
EAST REGION	(562)
Cards	27.4
Bingo	11.6
Sports Pools	23.2
Sports Lottery Tickets	9.7
Other Lottery Tickets	27.0
Video Gambling Machines	9.1
Casino in Ontario	4.3
4+ Gambling Activities (95% CI)	6.1 (3.4, 10.5)

Notes: (1) Numbers in parentheses are the number of interviews; (2) † indicates estimate suppressed, <.05%; (3) Data based on a random half sample.

Qs: *How often in the last 12 months have you done each of the following: Played cards for money?; Played bingo for money?; Bet money on sports pools?; Bought sports lottery tickets (such as Sports Select or Proline)?; Bought any other lottery tickets including instant lottery (such as 6-49, Scratch & Win, pull-tabs)?; Bet money on video gambling machines, slot machines, or any other gambling machines?; Bet money at a casino in Ontario?*

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.5.5 Problem Gambling Indicators (Past 12 Months), 1999-2001

South Oaks Gambling Screen (SOGS-RA)	1999	2001
	% "yes"	% "yes"
TOTAL (N=)	(2,371)	(2,243)
often gone back another day to try to win back the money you lost ¹	7.8	4.3
told others you were winning money when you really were not	5.6	3.3
betting caused any problems such as arguments with family/friends, problems at school/work?	5.8	3.7
gambled more than you had planned to	9.5	4.9
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	3.8	1.9
felt bad about the amount you bet, or about what happens when you bet money	11.3	5.9
felt that you would like to stop betting money but did not think you could	7.0	3.7
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	4.3	2.9
had arguments with family/friends because of the money you spend on gambling	3.5	2.4
borrowed money to bet and not paid it back	5.0	3.4
skipped or been absent from school or work due to betting activities	3.4	2.0
borrowed money/stolen something in order to bet or to cover gambling debts	2.9	1.9
% with Any Gambling Problem (95% CI)	13.3* (11.8, 15.0)	8.3 (6.8, 10.1)
% with Pathological Gambling Problem (95% CI)	5.8* (4.6, 7.2)	2.7 (2.0, 3.7)
MALES	(1,201)	(1,101)
often gone back another day to try to win back the money you lost	12.5	7.3
told others you were winning money when you really were not	8.4	4.8
betting caused any problems such as arguments with family/friends, problems at school/work?	7.9	5.3
gambled more than you had planned to	14.6	8.4
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	5.9	3.0
felt bad about the amount you bet, or about what happens when you bet money	15.8	8.8
felt that you would like to stop betting money but did not think you could	9.9	5.2
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	6.7	5.7
had arguments with family/friends because of the money you spend on gambling	5.8	4.0
borrowed money to bet and not paid it back	6.7	4.3
skipped or been absent from school or work due to betting activities	5.6	3.0
borrowed money/stolen something in order to bet or to cover gambling debts	5.1	2.9
% with Any Gambling Problem (95% CI)	20.5* (18.1, 23.1)	13.1 (10.6, 16.0)
% with Pathological Gambling Problem (95% CI)	9.1* (7.2, 11.3)	4.6 (3.4, 6.2)

South Oaks Gambling Screen (SOGS-RA)	1999	2001
	% "yes"	% "yes"
FEMALES	(1,170)	(1,142)
often gone back another day to try to win back the money you lost	3.0	1.4
told others you were winning money when you really were not	2.7	1.9
betting caused any problems such as arguments with family/friends, problems at school/work?	3.6	2.1
gambled more than you had planned to	4.3	1.5
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	1.7	0.9
felt bad about the amount you bet, or about what happens when you bet money	6.8	3.1
felt that you would like to stop betting money but did not think you could	4.0	2.3
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 you spend on gambling	1.2	1.0
borrowed money to bet and not paid it back	3.3	2.5
skipped or been absent from school or work due to betting activities	1.3	1.0
borrowed money/stolen something in order to bet or to cover gambling debts	0.6	1.0
% with Any Gambling Problem (95% CI)	6.1* (4.6, 7.9)	3.6 (2.5, 5.2)
% with Pathological Gambling Problem (95% CI)	2.5 (1.6, 4.0)	0.9 (0.5, 1.7)
GRADE 7	(369)	(404)
often gone back another day to try to win back the money you lost	5.2	2.7
told others you were winning money when you really were not	5.7	3.1
betting caused any problems such as arguments with family/friends, problems at school/work?	4.4	4.0
gambled more than you had planned to	3.5	2.8
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	1.3	1.3
felt bad about the amount you bet, or about what happens when you bet money	11.2	3.6
felt that you would like to stop betting money but did not think you could	8.5	6.3
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	2.9	1.1
had arguments with family/friends because of the money you spend on gambling	2.6	1.1
borrowed money to bet and not paid it back	5.6	2.2
skipped or been absent from school or work due to betting activities	2.3	1.6
borrowed money/stolen something in order to bet or to cover gambling debts	1.5	1.6
% with Any Gambling Problem (95% CI)	11.3 (8.4, 15.0)	6.8 (4.6, 9.8)
% with Pathological Gambling Problem (95% CI)	2.5 (1.3, 5.0)	1.7 (0.7, 3.9)

South Oaks Gambling Screen (SOGS-RA)	1999	2001
	% "yes"	% "yes"
GRADE 8	(391)	(379)
often gone back another day to try to win back the money you lost	7.4	3.2
told others you were winning money when you really were not	7.4	2.1
betting caused any problems such as arguments with family/friends, problems at school/work?	4.6	2.4
gambled more than you had planned to	7.7	2.5
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	3.3	1.4
felt bad about the amount you bet, or about what happens when you bet money	11.4	4.4
felt that you would like to stop betting money but did not think you could	7.7	3.2
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	5.0	2.8
had arguments with family/friends because of the money you spend on gambling	2.0	1.2
borrowed money to bet and not paid it back	4.2	6.0
skipped or been absent from school or work due to betting activities	2.5	1.2
borrowed money/stolen something in order to bet or to cover gambling debts	2.8	2.5
% with Any Gambling Problem (95% CI)	11.3 (8.3, 15.0)	6.6 (4.0, 10.7)
% with Pathological Gambling Problem (95% CI)	5.7* (3.6, 9.0)	1.9 (0.9, 3.9)
GRADE 9	(442)	(368)
often gone back another day to try to win back the money you lost	5.4	5.6
told others you were winning money when you really were not	4.6	4.3
betting caused any problems such as arguments with family/friends, problems at school/work?	9.6	4.3
gambled more than you had planned to	10.0	4.1
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	4.5	1.3
felt bad about the amount you bet, or about what happens when you bet money	11.3	6.0
felt that you would like to stop betting money but did not think you could	8.1	7.3
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	4.7	3.9
had arguments with family/friends because of the money you spend on gambling	3.3	2.8
borrowed money to bet and not paid it back	7.1	2.8
skipped or been absent from school or work due to betting activities	3.5	2.7
borrowed money/stolen something in order to bet or to cover gambling debts	4.1	2.0
% with Any Gambling Problem (95% CI)	14.4 (11.5, 18.0)	9.0 (6.1, 13.0)
% with Pathological Gambling Problem (95% CI)	7.2 (4.7, 10.8)	3.3 (1.8, 6.1)

South Oaks Gambling Screen (SOGS-RA)	1999	2001
	% "yes"	% "yes"
GRADE 10	(296)	(422)
often gone back another day to try to win back the money you lost	12.8	4.1
told others you were winning money when you really were not	6.8	4.0
betting caused any problems such as arguments with family/friends, problems at school/work?	7.7	5.3
gambled more than you had planned to	10.9	6.6
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	4.5	2.3
felt bad about the amount you bet, or about what happens when you bet money	12.4	6.4
felt that you would like to stop betting money but did not think you could	6.8	1.7
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	3.2	2.9
had arguments with family/friends because of the money you spend on gambling	4.2	2.7
borrowed money to bet and not paid it back	6.5	3.0
skipped or been absent from school or work due to betting activities	3.8	1.9
borrowed money/stolen something in order to bet or to cover gambling debts	1.7	1.8
% with Any Gambling Problem (95% CI)	17.4 (11.7, 25.0)	9.7 (5.9, 15.4)
% with Pathological Gambling Problem (95% CI)	7.1 (4.0, 12.5)	2.6 (1.4, 5.0)
GRADE 11	(357)	(288)
often gone back another day to try to win back the money you lost	8.8	5.8
told others you were winning money when you really were not	5.6	2.6
betting caused any problems such as arguments with family/friends, problems at school/work?	5.6	2.9
gambled more than you had planned to	11.5	5.8
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	5.4	2.2
felt bad about the amount you bet, or about what happens when you bet money	11.0	6.7
felt that you would like to stop betting money but did not think you could	7.5	2.4
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	6.2	3.2
had arguments with family/friends because of the money you spend on gambling	5.2	3.0
borrowed money to bet and not paid it back	5.8	2.5
skipped or been absent from school or work due to betting activities	4.8	1.8
borrowed money/stolen something in order to bet or to cover gambling debts	4.2	1.8
% with Any Gambling Problem (95% CI)	13.8 (10.3, 18.2)	8.0 (3.5, 17.6)
% with Pathological Gambling Problem (95% CI)	7.8* (5.0, 12.1)	2.6 (0.9, 7.3)

South Oaks Gambling Screen (SOGS-RA)	1999	2001
	% "yes"	% "yes"
GRADE 12	(293)	(200)
often gone back another day to try to win back the money you lost	10.3	4.7
told others you were winning money when you really were not	4.4	2.7
betting caused any problems such as arguments with family/friends, problems at school/work?	3.9	2.6
gambled more than you had planned to	10.7	6.7
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	5.1	2.0
felt bad about the amount you bet, or about what happens when you bet money	14.8	6.9
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	3.1
had arguments with family/friends because of the money you spend on gambling	4.9	3.5
borrowed money to bet and not paid it back	2.6	4.2
skipped or been absent from school or work due to betting activities	4.2	1.2
borrowed money/stolen something in order to bet or to cover gambling debts	3.2	1.9
% with Any Gambling Problem (95% CI)	13.8 (9.4, 20.0)	9.3 (4.9, 17.0)
% with Pathological Gambling Problem (95% CI)	6.4* (3.7, 10.7)	2.1 (0.6, 6.9)
GRADE 13	(223)	(182)
often gone back another day to try to win back the money you lost	5.4	3.9
told others you were winning money when you really were not	4.4	3.8
betting caused any problems such as arguments with family/friends, problems at school/work?	1.7	2.7
gambled more than you had planned to	12.6	7.0
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	1.4	4.2
felt bad about the amount you bet, or about what happens when you bet money	6.4	8.7
felt that you would like to stop betting money but did not think you could	2.3	3.2
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	2.4	3.4
had arguments with family/friends because of the money you spend on gambling	1.8	3.0
borrowed money to bet and not paid it back	0.7	4.1
skipped or been absent from school or work due to betting activities	2.6	3.8
borrowed money/stolen something in order to bet or to cover gambling debts	0.7	2.1
% with Any Gambling Problem (95% CI)	10.5 (6.0, 17.6)	8.2 (4.8, 13.6)
% with Pathological Gambling Problem (95% CI)	1.8* (0.7, 4.3)	5.7 (3.3, 9.8)

South Oaks Gambling Screen (SOGS-RA)	1999	2001
	% "yes"	% "yes"
TORONTO	(415)	(273)
often gone back another day to try to win back the money you lost	6.5	3.8
told others you were winning money when you really were not	8.3	4.5
betting caused any problems such as arguments with family/friends, problems at school/work?	6.9	4.1
gambled more than you had planned to	10.2	5.0
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	4.2	2.0
felt bad about the amount you bet, or about what happens when you bet money	14.4	6.8
felt that you would like to stop betting money but did not think you could	9.2	4.4
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	5.9	5.5
had arguments with family/friends because of the money you spend on gambling	4.5	3.7
borrowed money to bet and not paid it back	5.2	2.5
skipped or been absent from school or work due to betting activities	2.4	1.4
borrowed money/stolen something in order to bet or to cover gambling debts	3.0	3.0
% with Any Gambling Problem (95% CI)	14.8 (10.9, 19.7)	10.2 (5.9, 17.0)
% with Pathological Gambling Problem (95% CI)	7.8* (5.0, 12.1)	3.4 (1.9, 6.1)
NORTH REGION	(446)	(639)
often gone back another day to try to win back the money you lost	7.7	4.5
told others you were winning money when you really were not	6.2	3.2
betting caused any problems such as arguments with family/friends, problems at school/work?	5.4	2.6
gambled more than you had planned to	9.9	5.7
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	4.5	2.4
felt bad about the amount you bet, or about what happens when you bet money	9.4	5.4
felt that you would like to stop betting money but did not think you could	5.3	2.9
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	3.3	2.7
had arguments with family/friends because of the money you spend on gambling	4.0	2.4
borrowed money to bet and not paid it back	4.8	3.1
skipped or been absent from school or work due to betting activities	3.2	2.9
borrowed money/stolen something in order to bet or to cover gambling debts	3.0	2.9
% with Any Gambling Problem (95% CI)	11.8 (8.2, 16.8)	8.0 (4.9, 12.7)
% with Pathological Gambling Problem (95% CI)	6.2 (3.7, 10.1)	3.6 (1.9, 6.7)

South Oaks Gambling Screen (SOGS-RA)	1999	2001
	% “yes”	% “yes”
WEST REGION	(837)	(769)
often gone back another day to try to win back the money you lost	9.0	4.9
told others you were winning money when you really were not	4.2	3.8
betting caused any problems such as arguments with family/friends, problems at school/work?	5.2	3.4
gambled more than you had planned to	9.9	5.3
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	3.3	1.8
felt bad about the amount you bet, or about what happens when you bet money	11.1	6.0
felt that you would like to stop betting money but did not think you could	7.9	4.1
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	4.1	2.7
had arguments with family/friends because of the money you spend on gambling	2.9	2.1
borrowed money to bet and not paid it back	6.1	3.5
skipped or been absent from school or work due to betting activities	4.4	2.1
borrowed money/stolen something in order to bet or to cover gambling debts	2.9	1.4
% with Any Gambling Problem (95% CI)	14.3* (11.8, 17.2)	8.5 (6.1, 11.7)
% with Pathological Gambling Problem (95% CI)	5.5 (3.8, 8.1)	2.8 (1.7, 4.6)
EAST REGION	(673)	(562)
often gone back another day to try to win back the money you lost	6.7	3.9
told others you were winning money when you really were not	5.6	2.0
betting caused any problems such as arguments with family/friends, problems at school/work?	6.0	4.3
gambled more than you had planned to	8.2	4.1
anyone criticized your betting or told you that you had a gambling problem, regardless of whether you thought it was true	4.1	1.9
felt bad about the amount you bet, or about what happens when you bet money	10.4	5.4
felt that you would like to stop betting money but did not think you could	4.7	3.1
hidden betting slips, IOUs, lottery tickets, money that you won, or other signs of gambling from family/friends	3.8	1.6
had arguments with family/friends because of the money you spend on gambling	3.5	2.1
borrowed money to bet and not paid it back	3.2	3.9
skipped or been absent from school or work due to betting activities	2.7	2.0
borrowed money/stolen something in order to bet or to cover gambling debts	2.6	1.6
% with Any Gambling Problem (95% CI)	11.4* (9.2, 13.9)	6.9 (5.2, 9.1)
% with Pathological Gambling Problem (95% CI)	4.8* (3.2, 7.1)	1.9 (1.0, 3.7)

¹ Percentage indicating gone back another day “every time” or “most of the time” to win back money.

Notes: (1) Numbers in parentheses are the number of interviews; (2) † indicates estimate suppressed, <.05%; (3) Data based on random half samples; (4) Significant difference between 1999 and 2001, *p<.05.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.6: Description of the Logistic Analyses Tables

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

Table X. High Risk for Depression: Unadjusted and Adjusted Group Differences

	%	95% CI	Unadjusted Odds Ratios	Adjusted Odds Ratios
Total Sample	4.6	(3.5, 6.2)		
1) Sex			***	***
Male (Comparison Group)	2.1	(1.3, 3.4)	C	C
Female	7.1	(5.1, 9.8)	3.56	4.32
2) Grade (Comparison group is the previous grade)	➤	⚡	✓ NS	⊙ NS
7	4.6	(2.7, 7.5)	C	C
8	3.3	(1.7, 6.0)	0.70	0.84
9	2.9	(1.5, 5.4)	0.87	0.62
10	6.4	(3.2, 12.3)	2.31	2.56
11	6.5	(4.2, 9.9)	1.02	1.10
12	3.3	(1.2, 8.4)	0.49	0.46
13 (OAC)	5.7	(3.0, 10.4)	1.77	2.50

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

⚡ 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 4.6% report depression. Thus, ignoring nonsampling errors, we can be reasonably confident that, with repeated sampling, the true percentage of students in the Ontario population at high risk for depression would fall within the interval 3.5% and 6.2%.

✓ 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 depressed among 8th-graders are 0.70 smaller than those of 7th-graders. Alternatively, one can say that the odds of depression among 8th-graders are 30% (1.00/0.70) lower than 7th-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 of our outcomes, it is acceptable to interpret the odds ratios in terms of risk.

⊙ Adjusted Odds Ratio: Displays odds ratios after controlling for the other factors in the table. For example, accounting for all remaining factors, one can say that the odds of feeling depressed are 4.3 times higher among females than males.

Columns ✓ and ⊙ 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 depression. The “NS” for grade, however, indicates that in general grade is not significantly related to depression, even after taking the other factors into account.

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