

The Mental Health and Well-Being of Ontario Students



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

1991-2005

DETAILED OSDUS FINDINGS

The Mental Health and Well-Being of Ontario Students 1991-2005

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**The Mental Health and
Well-Being of Ontario Students,
1991 - 2005:
Detailed *OSDUS* Findings**

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The 2005 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 15 surveys conducted every two years since 1977. In the spring of 2005, 7,726 students (72% of selected students) in grades 7 to 12 from 42 school boards, 137 schools and 445 classes participated in the survey administered by the Institute for Social Research, York University.

This report describes the physical and mental health of students in 2005 and changes since 1991. Results are provided for two groups of students: those in grades 7 to 12, and those in grades 7, 9, and 11 only. The first group is used to assess current behaviour and short-term trends (1999-2005), and the second is used to assess trends between 1991 and 2005. All data are based on self-reports derived from anonymous questionnaires administered in classrooms.

Topics that are new to this 2005 report include school suspensions, family's involvement with Children's Aid Society, use of a telephone crisis helpline, and fire setting behaviour. We also examine the overlap between substance use problems, mental health problems, and delinquent behaviour.

Family and School

- ❑ Almost three-quarters (72%) of Ontario students report living with both biological (or adoptive) parents, 8% live in a stepfamily, 15% live with a single parent (more often the mother), 3% live in shared custody, and 2% live in another type of arrangement.

- ❑ About one-in-ten (10%) students report their family has been involved with a Children's Aid Society at some point.
- ❑ Overall, 8% of all students report being suspended from school at least once during the academic year.
- ❑ Although most students feel safe in their school, about 13% are worried about being harmed or threatened at school.

Social Health

- ❑ Just over half (58%) get along with their parents very well, 37% get along "OK," and 5% do not get along at all with their parents.
- ❑ A small percentage (7%) of students have no one to talk to about their problems.

Physical Health

- ❑ Although a majority (54%) of students report that they are in excellent or very good health, about 13% report fair or poor health. Females are more likely to report being in fair or poor health compared to males (16% vs 10%, respectively).
- ❑ The percentage of students reporting daily physical activity is about 17%. At the other extreme, about one-in-five (18%) were not physically active at all during the past 7 days. Females are more likely to be inactive compared to males (20% vs 16%, respectively).
- Significantly more students rated their health as fair or poor in 2005 (13%) compared to their counterparts in 1991 (6%; among grades 7, 9, 11 only).
- The percentage of students reporting no physical activity is significantly higher in

2005 (18%) compared to 1997 (13.5%; among grades 7, 9, 11 only).

Health Care Utilization

Physical Health Care

- ❑ Less than two-thirds (61%) of students visited a physician at least once during the 12 months before the survey. Compared to males, females are significantly more likely to report at least one visit to a physician (57% vs 66%, respectively).
- ❑ About one-third (34%) of students were treated for a physical injury at least once during the past 12 months. Males are more likely to be treated for an injury compared to females (38% vs 30%, respectively).

Mental Health Care

- ❑ About 12% of students visited a mental health professional at least once during the past 12 months. Females are more likely than males to report visiting a mental health professional (15% vs 9%, respectively).

Medical Drug Use

- ❑ Among all students, 3% used barbiturates medically, 4% used stimulants medically, 2% used tranquillizers, and 2% used prescribed Ritalin.
- ❑ Among these four drugs, only Ritalin showed a significant sex difference: males are more like than females to use Ritalin medically (3% vs 1%, respectively).
- ❑ About 1% of students report that they had been prescribed medication to treat anxiety in the past year. A similar proportion (1%) was prescribed medication for depression. Another 1% was prescribed medication for both depression and anxiety.
- Between 1999 and 2005, there was a significant decline in medical barbiturate use among the total sample (from 13% down to 3%). Compared to 1999, fewer students in

2005 report medical use of stimulants (from 7% down to 4%). Medical Ritalin use significantly declined among the total sample in 2005 (2%) compared to 1999 (4%). There were no significant changes over the short-term in the medical use of tranquillizers.

Telephone Crisis Helpline

- ❑ About 2% of all students report using a crisis helpline to discuss a problem during the past year. This percentage represents about 18,200 students across Ontario. Females are more likely than males to use a crisis helpline (2.5% vs 1%).

Internalizing Indicators

Low Self-Esteem

- ❑ One-in-ten (10%) students report indicators of low self-esteem, with females more likely to do so than males (11% vs 8%).
- Between 1995 and 2005, there was no change in reported low self-esteem among the total sample.

Depressive Symptoms

- ❑ About 5% of students are at elevated risk for depression. Females are more likely to be at risk than males (9% vs 2%).
- Between 1997 and 2005, there were no significant changes in the risk for depression among the total sample, or among subgroups.

Elevated Psychological Distress

- ❑ Just under one-third (30%) of students indicate elevated psychological distress, with females more likely to do so than males (37% vs 22%, respectively).
- ❑ The most common symptom experienced by students is the feeling of being constantly under stress (36%), followed by losing sleep because of worrying (26%).

- Among the total sample, elevated psychological distress remained stable between 1999 (30%) and 2005 (30%), with the exception of a short-lived dip in 2001 (26%).

Suicide Ideation

- ❑ About one-in-eight (11%) students had serious thoughts about suicide in the past 12 months. This percentage represents about 113,800 Ontario students. Females are more likely than males to contemplate suicide (16% vs 7%, respectively).
- Suicide ideation did not significantly change between 2001 and 2005.

Body Image

- ❑ Over two-thirds (70%) of all students are satisfied with their weight. One-fifth (19%) feel they are too fat, while one-tenth (11%) feel they are too thin.
- ❑ Over one-third (37%) of students are not trying to do anything about their weight. Another 29% are trying to lose weight; 22% want to keep from gaining weight, and 12% want to gain weight.
- ❑ Females are significantly more likely to believe that they are too fat, compared to males (25% vs 14%, respectively), whereas males are more likely to believe that they are too thin compared to females (15% vs 6%).

Externalizing Indicators

Overall Delinquent Behaviour

- ❑ Overall, 13% of students engage in delinquent behaviour (defined as 3 or more of 11 core behaviours during the 12 months before the survey). Males are more likely to engage in delinquent behaviour than females (16% vs 10%, respectively). Among the grades, 11th-graders (17%) are the most likely to engage in delinquent behaviour.

- ❑ Among all 12 behaviours asked about in 2005, the three most common were: vandalism (15%), theft of goods under \$50 (15%), and beating up someone (12%). The least reported activity was carrying a handgun (2%). Males are significantly more likely to report each of the 12 behaviours compared to females.

- Between 1999 and 2005, the percentage of students reporting overall delinquent behaviour (3 or more of the 11 core behaviours) significantly declined between 1999 and 2005, from 18% to 13%.

Non-Violent Delinquent Behaviour

- ❑ Of the 8 non-violent delinquent behaviours asked about (vandalism, theft of goods under \$50, theft of goods over \$50, car theft, break and entering, selling cannabis, selling other drugs, running away from home), males are significantly more likely than females to report seven. Females are more likely to report running away from home.
- Between 1999 and 2005, only reports of vandalism changed among the total sample, decreasing from 24% in 1999 to 15% in 2005.
- Reports of vandalism and theft of goods under \$50 are lower in 2005 compared to reports from the early 1990s (among grades 7, 9, 11 only).
- The percentage of students (in grades 7, 9, 11 only) reporting selling cannabis is significantly higher in 2005 (7%) compared to 1991 (3%).

Violent Behaviour

- ❑ About one-in-eight (12%) students assaulted someone at least once during the past 12 months. One-in-ten (10%) report carrying a weapon (such as a gun or knife), 6% report participating in gang fights, and 2% report carrying a handgun. Males are significantly

more likely than females to report engaging in each of these violent behaviours.

- Over the short-term, the percentage of students reporting assaulting someone significantly declined between 1999 and 2001 (from 20% to 13%), and remains at that level in 2005 (12%).
- Reported weapon carrying significantly declined between 1999 (14%) and 2005 (10%).
- Between 1999 and 2005, no significant changes were found for gang fighting among the total sample of students.

Fire Setting

- ❑ About 27% of students report setting something on fire (that they weren't supposed to) at least once during the 12 months before the survey. This percentage represents about 271,800 students in Ontario. Males are significantly more likely to set something on fire compared to females (34% vs 20%, respectively).

School Violence and Bullying

- ❑ Among all students, 18% report fighting on school property at least once during the past 12 months, with males more likely than females to do so (27% vs 9%, respectively).
- ❑ Among all students, 8% report having been threatened or injured with a weapon on school property at least once during the past 12 months. Males are significantly more likely than females to report experiencing this (12% vs 5%, respectively).
- ❑ About one-third (31%) of all students have been bullied at school since September. The most prevalent form of bullying victimization is verbal (25%), while 4% were primarily bullied physically, and 2% were victims of theft/vandalism.
- ❑ Under one-third (27%) of all students report bullying other students at school. The most

prevalent form of bullying others is through verbal attacks (22%), followed by physical attacks (4%), and theft/vandalism (less than 1%).

Gambling

Gambling Activities

- ❑ One-third (33%) of students played cards for money at least once during the 12 months before the survey. About one-in-six (18%) played lottery tickets, and 17% bet money in sports pools. The least prevalent activity is casino gambling (1%).
- ❑ Internet gambling is reported by about 2% of students.
- ❑ Among all students, 6% gambled at 5 or more of the 10 activities asked about, and this group can be considered to be heavy gamblers.
- ❑ Males are more likely than females to engage in 9 of the 10 gambling activities. Males are also more likely to report heavy gambling than females (9% vs 3%).

- The percentage of all students that gambled at cards significantly increased between 2003 (24%) and 2005 (33%). The increase in card playing is also evident among males (from 32% in 2003 to 44% in 2005), females (from 17% in 2003 to 21% in 2005), 9th-graders (from 24% to 34%), 10th-graders (from 25% to 37%), 11th-graders (from 27% to 39%), and 12th-graders (from 27% to 41%).

Gambling Problem

- ❑ About 4% of students are at risk for a gambling problem (representing about 45,800 Ontario students), with males more likely than females (7% vs 2%, respectively).
- The percentage of all students reporting a gambling problem in 2005 (4.5%) is similar to estimates in 2003 (3.5%) and 1999 (6%).

Co-existing Problems

- ❑ Overall, the majority (55%) of students report none of the following 4 problems examined: psychological distress, hazardous drinking, drug problem, and delinquent behaviour. About 27% report 1 of these problems, 10% report 2 problems, 6% report 3 problems, and 2% report all 4 problems.
- ❑ The percentage reporting 3 or all 4 of these problems is 8%, which represents about 86,200 students across Ontario.

Common Risk Factors

The report also profiles some factors related to 9 health risk outcomes: depression; psychological distress; suicide ideation; non-violent delinquent behaviour, violent behaviour; gambling problem; hazardous drinking; any illicit drug use excluding cannabis; and co-existing problems.

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

- ❑ the parent-child relationship; parental monitoring; sensation seeking (8 of 9 outcomes)
- ❑ school marks (7 of 9 outcomes)
- ❑ sex; grade (6 of 9)
- ❑ family immigrant status (5 of 9)
- ❑ perceived school safety (4 of 9)
- ❑ region of the province (3 of 9)
- ❑ family structure; school attachment (2 of 9)
- ❑ parents' education (0 of 9).

Major Mental Health and Well-Being Indicators, Ontario Students, G7-12, 2005

Indicator	Estimated Number	Total % (95% CI)	Males	Females	
% fair or poor health (current)	126,900	13.1 (12.0-14.3)	10.5	15.9	*
% physically inactive (past 7 days)	175,500	18.3 (16.4-20.3)	16.4	20.2	*
% daily physical activity (past 7 days)	159,600	16.6 (15.1-18.2)	21.6	11.3	*
% treated for a physical injury (past year)	323,800	33.8 (32.2-35.5)	37.9	29.5	*
% used Ritalin medically (past year)	22,800	2.4 (1.9-2.9)	3.3	1.3	*
% reporting 1+ mental health care visits (past year)	110,800	11.7 (10.5-12.9)	8.7	14.8	*
% used telephone crisis helpline (past year)	18,200	1.8 (1.4-2.4)	1.1	2.5	*
% low self-esteem (current)	97,500	9.6 (8.5-10.8)	8.2	11.0	*
% at elevated risk for depression (past 7 days)	54,100	5.3 (4.5-6.2)	1.9	8.9	*
% psychological distress (past few weeks)	303,500	29.6 (27.8-31.4)	22.2	37.3	*
% suicide ideation (past year)	113,800	11.2 (10.0-12.5)	7.0	15.5	*
% overall delinquent behaviour (past year)	129,900	12.9 (11.4-14.6)	16.1	9.6	*
% carrying a weapon (past year)	95,200	9.6 (8.2-11.0)	14.9	4.0	*
% carrying a handgun (past year)	18,900	1.9 (1.3-2.6)	3.1	0.6	*
% setting something on fire (past year)	271,800	27.2 (25.3-29.2)	33.8	20.4	*
% fighting at school (past year)	181,600	18.1 (16.6-19.7)	27.1	8.7	*
% threatened/injured with weapon at school (past year)	82,800	8.2 (6.9-9.8)	11.6	4.8	*
% been bullied (since September)	311,000	30.9 (29.0-32.8)	27.8	34.0	*
% bullied others (since September)	275,000	27.3 (25.2-29.5)	29.4	25.2	*
% heavy gambling (past year)	58,800	5.9 (4.8-7.1)	9.1	2.6	*
% at risk for a gambling problem	45,800	4.5 (3.5-5.9)	7.2	1.8	*
% reporting 3 or all 4 co-existing problems	86,200	8.4 (7.2-9.8)	8.7	8.0	

Notes: the estimated number of students is based on a student population of about 975,200; * indicates a significant sex difference ($p < .05$), not controlling for other factors.

Indicator	G7	G8	G9	G10	G11	G12	
% fair or poor health (current)	5.5	8.1	14.6	15.3	18.7	15.7	*
% physically inactive (past 7 days)	18.9	18.8	15.4	18.8	20.9	17.0	
% daily physical activity (past 7 days)	20.3	20.5	20.0	14.9	12.7	12.0	*
% treated for a physical injury (past year)	29.6	35.3	35.1	33.3	33.1	36.0	
% used Ritalin medically (past year)	2.9	2.7	2.3	2.8	1.6	2.0	
% reporting 1+ mental health care visits (past year)	9.8	11.4	11.2	14.2	12.7	10.7	
% used telephone crisis helpline (past year)	1.6	1.7	1.5	3.0	2.0	1.1	
% low self-esteem (current)	10.8	9.9	11.8	9.9	10.0	5.6	
% at elevated risk for depression (past 7 days)	3.7	5.6	6.2	6.1	6.8	3.6	
% psychological distress (past few weeks)	21.7	24.3	29.0	28.8	34.9	37.5	*
% suicide ideation (past year)	8.4	11.6	12.6	13.1	12.9	8.8	
% overall delinquent behaviour (past year)	6.4	10.7	14.5	15.4	17.4	12.9	*
% carrying a weapon (past year)	4.4	8.6	11.5	12.6	11.3	8.7	*
% carrying a handgun (past year)	1.0	1.6	1.8	2.7	2.2	2.1	
% setting something on fire (past year)	17.3	25.8	32.7	35.6	30.5	21.4	*
% fighting at school (past year)	30.2	23.4	16.5	15.4	13.0	11.4	*
% threatened/injured with weapon at school (past year)	7.0	8.5	9.2	9.2	9.6	6.1	
% been bullied (since September)	38.3	41.2	34.6	26.2	25.9	20.6	*
% bullied others (since September)	26.1	30.3	29.3	26.4	30.1	22.2	
% heavy gambling (past year)	1.8	5.6	6.0	6.1	6.8	8.5	*
% at risk for a gambling problem	3.9	4.4	3.1	3.2	6.6	6.1	
% reporting 3 or all 4 co-existing problems	1.9	4.8	7.4	10.6	12.1	12.6	*

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

Overview of Selected Trends in Mental Health and Well-Being Indicators among the Total Sample of Ontario Students

Indicator	Period	Among Grades	Change
% <i>fair or poor health (current)</i>	1991-2005	G7, G9, G11	Increased from 6% to 13%
% <i>physically inactive (past 7 days)</i>	1997-2005	G7, G9, G11	Increased from 14% to 18%
% <i>reporting 1+ physical health care visits (past year)</i>	1999-2005	G7 to G12	Decreased from 70% to 61%
% <i>used Ritalin medically (past year)</i>	1999-2005	G7 to G12	Decreased from 4% to 2%
% <i>used barbiturates medically (past year)</i>	1999-2005	G7 to G12	Decreased from 13% to 3%
% <i>used stimulants medically (past year)</i>	1999-2005	G7 to G12	Decreased from 7% to 4%
% <i>used tranquillizers medically (past year)</i>	1999-2005	G7 to G12	Stable
% <i>reporting 1+ mental health care visits (past year)</i>	1999-2005	G7 to G12	Stable
% <i>low self-esteem (current)</i>	1995-2005	G7, G9, G11	Stable
% <i>at elevated risk for depression (past 7 days)</i>	1997-2005	G7, G9, G11	Stable
% <i>psychological distress (past few weeks)</i>	1999-2005	G7 to G12	Stable
% <i>suicide ideation (past year)</i>	2001-2005	G7 to G12	Stable
% <i>gambling at card games (past year)</i>	2003-2005	G7 to G12	Increased from 24% to 33%
% <i>heavy gambling (past year)</i>	2003-2005	G7 to 12	Stable
% <i>gambling problem (past year)</i>	1999-2005	G7 to G12	Currently stable at 4.5%
% <i>overall delinquent behaviour (past year)</i>	1993-2005	G7, G9, G11	Peaked in 1995 (18%), decreased to 13% in recent years (2001-2005)
% <i>carrying a weapon (past year)</i>	1993-2005	G7, G9, G11	Peaked in 1993 (16%), steadily decreased to 9% in 2001, and stable in 2005 (9%)
% <i>assaulting someone (past year)</i>	1991-2005	G7, G9, G11	Peaked in 1997 (22%), decreased to about 12% in recent years (2001-2005)
% <i>gang fighting (past year)</i>	1991-2005	G7, G9, G11	Stable
% <i>selling cannabis (past year)</i>	1991-2005	G7, G9, G11	Increased from 3% to 7%
% <i>bullied (since September)</i>	2003-2005	G7 to 12	Stable
% <i>bullying (since September)</i>	2003-2005	G7 to 12	Stable

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

Résumé du rapport de 2005 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)*, réalisé par le Centre de toxicomanie et de santé mentale, est la plus ancienne étude menée auprès des adolescents en milieu scolaire au Canada. Cette étude, qui couvre plus de vingt ans, repose sur 15 sondages menés tous les deux ans depuis 1977. Au printemps de 2005, 7 726 élèves (72 % des élèves sélectionnés) de la 7^e à la 12^e année répartis dans 42 conseils scolaires, 137 écoles et 445 classes ont participé au sondage, qui a été administré par l'Institut de recherche sociale de l'Université York.

Le rapport de 2005 décrit la santé physique et mentale des élèves en 2005 et les changements survenus depuis 1991. Il fournit des résultats pour deux groupes d'élèves : ceux de la 7^e à la 12^e année et ceux des 7^e, 9^e et 11^e années seulement. Le premier groupe sert à évaluer les comportements actuels et les tendances à court terme (de 1999 à 2005) et le second, les tendances de 1991 à 2005. Toutes les données proviennent de questionnaires anonymes que les élèves ont remplis en classe.

Le rapport de 2005 fait état de nouvelles questions, notamment les élèves suspendus, les familles qui ont communiqué avec une société d'aide à l'enfance, le recours à un service téléphonique en cas de crise et la pyromanie. Nous avons également examiné le chevauchement entre les problèmes de toxicomanie, de santé mentale et de délinquance.

Vie familiale et scolaire

- ❑ Près des trois quarts des élèves ontariens (72 %) vivent avec leurs deux parents biologiques (ou adoptifs) ; 8 % vivent dans une famille reconstituée ; 15 % vivent dans une famille monoparentale (dont le chef est le plus souvent la mère) ; 3 % vivent en partie avec leur père et en partie avec leur

mère et 2 % ont un autre arrangement familial.

- ❑ Environ un élève sur dix (10 %) a déclaré que sa famille avait eu recours aux services d'une société d'aide à l'enfance.
- ❑ Dans l'ensemble, 8 % des élèves ont été suspendus de l'école au moins une fois au cours de l'année scolaire.
- ❑ Bien que la plupart des élèves se sentent en sécurité à l'école, environ 13 % craignent d'être blessés ou menacés à l'école.

Santé sociale

- ❑ Un peu plus de la moitié des élèves (58 %) disent s'entendre très bien avec leurs parents ; 37 % s'entendent « assez » bien et 5 % des élèves ne s'entendent pas du tout avec leurs parents.
- ❑ Un faible pourcentage d'élèves (7 %) n'ont personne à qui parler de leurs problèmes.

Santé physique

- ❑ La majorité des élèves (54 %) jugent que leur santé est excellente ou très bonne, mais environ 13 % disent que leur santé est passable ou mauvaise. Davantage de filles (16 %) que de garçons (10 %) estiment que leur santé est passable ou mauvaise.
- ❑ Environ 17 % des élèves ont déclaré qu'ils faisaient de l'activité physique tous les jours. À l'opposé, environ un élève sur cinq (18 %) a déclaré qu'il n'avait pas fait d'activité physique au cours des sept derniers jours. Les filles sont plus susceptibles que les garçons de ne pas faire d'exercice (20 % par rapport à 16 %).
- Le pourcentage d'élèves ayant déclaré que leur santé est passable ou mauvaise a augmenté considérablement en 2005 (13 %)

par rapport à celui de 1991 (6 % chez les élèves des 7^e, 9^e et 11^e années seulement).

- Le pourcentage d'élèves qui ne font aucune activité physique était nettement plus élevé en 2005 (18 %) qu'en 1997 (13,5 % chez les élèves des 7^e, 9^e et 11^e années seulement).

Recours aux services de santé

Services de santé physique

- ❑ Moins des deux tiers des élèves (61 %) ont consulté un médecin au moins une fois au cours des 12 mois qui ont précédé le sondage. Les filles sont beaucoup plus susceptibles que les garçons de signaler au moins une visite chez le médecin (66 % par rapport à 57 %).
- ❑ Environ le tiers des élèves (34 %) ont été traités pour une blessure au moins une fois au cours des 12 derniers mois. Les garçons sont plus susceptibles que les filles d'être traités pour une blessure (38 % par rapport à 30 %).

Services de santé mentale

- ❑ Environ 12 % des élèves ont consulté un professionnel de la santé mentale au moins une fois au cours des 12 derniers mois. Les filles sont plus susceptibles que les garçons de signaler une visite chez un professionnel de la santé mentale (15 % par rapport à 9 %).

Utilisation de médicaments

- ❑ Parmi tous les élèves, 3 % faisaient usage de barbituriques pour des raisons médicales, 4 % faisaient usage de stimulants médicaux, 2 % prenaient des tranquillisants et 2 % prenaient du Ritalin, qui leur avait été prescrit.
- ❑ Parmi ces quatre médicaments, on a relevé une différence importante entre les garçons et les filles uniquement en ce qui concerne le Ritalin. Les garçons sont plus susceptibles que les filles de prendre ce médicament pour

des raisons médicales (3 % et 1 % respectivement).

- ❑ Environ 1 % des élèves ont déclaré qu'ils avaient obtenu une ordonnance pour traiter l'anxiété au cours de la dernière année. Une proportion semblable (1 %) a obtenu une ordonnance pour des antidépresseurs. Enfin, 1 % des élèves ont obtenu une ordonnance pour traiter à la fois la dépression et l'anxiété.

- Entre 1999 et 2005, l'usage médical de barbituriques a diminué considérablement parmi l'échantillon total, passant de 13 % à 3 %. L'usage médical de stimulants a diminué pendant cette période, passant de 7 % à 4 %. L'usage médical du Ritalin a connu une baisse considérable parmi l'échantillon total, passant de 4 % en 1999 à 2 % en 2005. On n'a noté aucun changement significatif sur le plan de l'usage à court terme de tranquillisants à des fins médicales.

Service téléphonique d'aide en cas de crise

- ❑ Environ 2 % des élèves ont déclaré avoir utilisé un service téléphonique d'aide en cas de crise pour discuter d'un problème au cours de l'année écoulée. Cela représente environ 18 200 élèves dans la province. Les filles sont plus susceptibles que les garçons d'avoir recours à ce service (2,5 % comparativement à 1 %).

Indicateurs d'intériorisation

Faible estime de soi

- ❑ Un élève sur dix (10 %) présente des indicateurs de faible estime de soi. Les filles sont plus susceptibles que les garçons de présenter de tels indicateurs (11 % par rapport à 8 %).
- On ne note aucun changement sur le plan de la faible estime de soi parmi l'échantillon total entre 1995 et 2005.

Symptômes de dépression

- ❑ Environ 5 % des élèves courent un risque élevé de dépression. Ce risque est plus grand chez les filles (9 %) que chez les garçons (2 %).
- On n'a relevé aucun changement important entre 1997 et 2005 dans le risque de dépression, que ce soit pour l'échantillon total ou pour les sous-groupes.

Détresse psychologique élevée

- ❑ Un peu moins du tiers (30 %) des élèves signalent une détresse psychologique élevée, plus fréquente chez les filles (37 %) que chez les garçons (22 %).
- ❑ Les symptômes les plus fréquents étaient un état constant de stress (36 %) et une perte de sommeil due à l'inquiétude (26 %).
- Le pourcentage d'élèves souffrant d'une détresse psychologique élevée est demeuré le même entre 1999 et 2005 (30 %), à l'exception d'une baisse de courte durée (26 %) enregistrée en 2001.

Idées suicidaires

- ❑ Environ un élève sur huit (11 %) a envisagé sérieusement de se suicider au cours des 12 derniers mois. Cela représente environ 113 800 élèves en Ontario. Les filles sont plus susceptibles d'avoir des idées suicidaires que les garçons (16 % comparativement à 7 %).
- Les pourcentages n'ont pas beaucoup changé entre 2001 et 2005.

Image corporelle

- ❑ Plus de deux tiers des élèves (70 %) sont satisfaits de leur poids ; un cinquième d'entre eux (19 %) pensent être trop gros et un dixième (11 %) pensent être trop maigres.
- ❑ Plus d'un tiers des élèves (37 %) ne font rien pour changer leur poids. Vingt-neuf pour

cent essaient de perdre du poids, tandis que 22 % essaient de ne pas en gagner et que 12 % veulent en gagner.

- ❑ Les filles sont beaucoup plus susceptibles que les garçons de croire qu'elles sont trop grosses (25 % par rapport à 14 %), et les garçons sont plus susceptibles que les filles de croire qu'ils sont trop minces (15 % par rapport à 6 %).

Indicateurs d'extériorisation

Délinquance globale

- ❑ Dans l'ensemble, 13 % des élèves avaient un comportement délinquant (c.-à-d. qu'ils avaient commis trois actes de délinquance ou plus parmi les 11 actes de base) au cours des 12 mois ayant précédé le sondage. Ce phénomène est plus courant chez les garçons (16 %) que chez les filles (10 %). Les élèves de 11^e année (17 %) sont les plus susceptibles de commettre de tels actes.
- ❑ Parmi les 12 actes de délinquance étudiés en 2005, les trois actes les plus fréquents étaient le vandalisme (15 %), le vol de moins de 50 \$ (15 %) et les agressions (12 %). L'acte de délinquance le moins souvent signalé était le port d'une arme de poing (2 %). Les garçons sont beaucoup plus susceptibles que les filles de déclarer avoir commis un de ces 12 actes étudiés.
- Entre 1999 et 2005, le pourcentage d'élèves ayant commis trois actes de délinquance ou plus parmi les 11 actes de base a diminué considérablement, passant de 18 % à 13 %.

Actes non violents

- ❑ Pour sept des huit actes non violents étudiés (vandalisme, vol de moins de 50 \$, vol de plus de 50 \$, vol de voiture, introduction par effraction, trafic de cannabis, trafic d'autres drogues, fugue), les garçons sont plus susceptibles que les filles de déclarer avoir commis ces actes. Les filles sont plus susceptibles que les garçons de faire une fugue.

- Entre 1999 et 2005, seul le pourcentage des élèves ayant commis des actes de vandalisme a changé parmi l'échantillon total, passant de 24 % à 15 %.
- Les élèves ont signalé moins d'actes de vandalisme et de vol de moins de 50 \$ en 2005 qu'au début des années 1990 (parmi les élèves des 7^e, 9^e et 11^e années seulement).
- Le pourcentage d'élèves (des 7^e, 9^e et 11^e années seulement) se livrant au trafic de cannabis a considérablement augmenté en 2005 (7 %) par rapport à 1991 (3 %).

Actes violents

- ❑ Environ un élève sur huit (12 %) a agressé quelqu'un au cours des 12 derniers mois. Un élève sur 10 (10 %) dit porter une arme (comme un couteau ou un pistolet), 6 % des élèves disent prendre part à des luttas de gang et 2 % disent porter une arme de poing. Les garçons sont beaucoup plus susceptibles que les filles de signaler ces trois comportements violents.
- À court terme, le pourcentage des élèves qui disent avoir agressé quelqu'un a considérablement diminué entre 1999 et 2001 (passant de 20 % à 13 %) et demeure à ce niveau en 2005 (12 %).
- On note également une baisse importante du port d'armes entre 1999 (14 %) et 2005 (10 %).
- Entre 1999 et 2005, la participation à des luttes de gang est demeurée presque inchangée parmi l'échantillon total d'élèves.

Pyromanie

- ❑ Environ 27 % des élèves ont déclaré avoir mis le feu à quelque chose (qu'ils n'auraient pas dû faire brûler) au moins une fois au cours des 12 mois ayant précédé le sondage. Cela représente environ 271 800 élèves en Ontario. Les garçons sont beaucoup plus susceptibles que les filles d'allumer un

incendie (34 % par rapport à 20 %).

Violence et intimidation à l'école

- ❑ Parmi tous les élèves, 18 % disent s'être battus à l'école au moins une fois au cours des 12 derniers mois. Les garçons sont plus susceptibles de se battre que les filles (27 % par rapport à 9 %).
- ❑ Parmi tous les élèves, 8 % disent avoir été menacés ou blessés avec une arme au moins une fois à l'école au cours des 12 derniers mois. Les garçons sont beaucoup plus susceptibles d'avoir vécu cette expérience que les filles (12 % par rapport à 5 %).
- ❑ Environ le tiers des élèves (31 %) ont été victimes d'intimidation à l'école depuis septembre. En général, ils faisaient l'objet d'intimidation verbale (25 %), suivie d'intimidation physique (4 %) et de vol ou de vandalisme (2 %).
- ❑ Moins du tiers des élèves (27 %) ont dit avoir intimidé d'autres élèves à l'école. Ils le font par des attaques verbales (22 %), par des attaques physiques (4 %), et par le vol ou le vandalisme (moins de 1 %).

Jeux de hasard et d'argent

Activités de jeu

- ❑ Un tiers des élèves (33 %) ont joué aux cartes pour de l'argent au moins une fois au cours des 12 mois précédant le sondage. Environ un élève sur six (18 %) a acheté des billets de loterie et 17 % des élèves ont participé à des paris sportifs. Les jeux de casino sont l'activité la moins courante (1 %).
- ❑ Environ 2 % des élèves ont déclaré s'adonner au jeu sur Internet.
- ❑ Parmi tous les élèves, 6 % ont participé à au moins cinq des dix activités de jeu étudiées. On peut considérer ce groupe comme de gros joueurs.

- ❑ Les garçons sont plus susceptibles que les filles de s'adonner au jeu dans neuf des dix activités de jeu étudiées. Ils sont aussi plus susceptibles que les filles de s'adonner très souvent au jeu (9 % par rapport à 3 %).
- Le pourcentage d'élèves qui jouent aux cartes pour de l'argent a augmenté considérablement entre 2003 (24 %) et 2005 (33 %). Cette hausse a été relevée chez les garçons (de 32 % en 2003 à 44 % en 2005), chez les filles (de 17 % en 2003 à 21 % en 2005), chez les élèves de 9^e année (de 24 % à 34 %), chez les élèves de 10^e année (de 25 % à 37 %), chez les élèves de 11^e année (de 27 % à 39 %) et chez ceux de 12^e année (de 27 % à 41 %).

Problème de jeu

- ❑ Environ 4 % des élèves risquent d'avoir un problème de jeu. Cela représente environ 45 800 élèves. Les garçons risquent plus que les filles d'avoir un tel problème (7 % par rapport à 2 %).
- Le pourcentage de tous les élèves ayant signalé un problème de jeu en 2005 (4,5%) est semblable aux estimations de 2003 (3,5%) et de 1999 (6%).

Problèmes concomitants

- ❑ Dans l'ensemble, la majorité des élèves (55 %) disent n'avoir aucun des quatre problèmes examinés, soit la détresse psychologique, la consommation dangereuse d'alcool, la toxicomanie et la délinquance. Environ 27 % des élèves disent avoir un de ces problèmes ; 10 % déclarent en avoir deux ; 6 % disent en avoir trois et 2 % affirment avoir les quatre problèmes.
- ❑ Huit pour cent des élèves disent avoir trois de ces problèmes ou les avoir tous, ce qui représente environ 86 200 élèves en Ontario.

Facteurs de risques courants

Le rapport se penche également sur des facteurs liés à neuf résultats en matière de risque pour la santé : dépression, détresse psychologique, idées suicidaires, actes non violents, actes violents, problème de jeu, consommation dangereuse d'alcool, consommation de toute drogue illicite (cannabis exclu) et problèmes concomitants.

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

- ❑ relation parent-enfant ; surveillance parentale ; recherche de sensations (8 résultats sur 9)
- ❑ résultats scolaires (7 résultats sur 9)
- ❑ sexe de l'élève ; année d'études (6 résultats sur 9)
- ❑ statut d'immigrant de la famille (5 résultats sur 9)
- ❑ sentiment de sécurité à l'école (4 résultats sur 9)
- ❑ région de la province (3 résultats sur 9)
- ❑ structure familiale ; sentiment d'appartenance à l'école (2 résultats sur 9)
- ❑ scolarité des parents (0 résultat sur 9).

Principaux indicateurs de santé mentale et de bien-être, élèves de l'Ontario de la 7^e à la 12^e année, 2005

Indicateur	Nombre estimatif	Pourc. du total (IC de 95 %)	Garçons	Filles	
<i>Santé mauvaise ou passable (actuellement)</i>	126 900	13,1 (12,0-14,3)	10,5	15,9	*
<i>Inactivité physique (7 derniers jours)</i>	175 500	18,3 (16,4-20,3)	16,4	20,2	*
<i>Activité physique (7 derniers jours)</i>	159 600	16,6 (15,1-18,2)	21,6	11,3	*
<i>Traitement d'une blessure (année écoulée)</i>	323 800	33,8 (32,2-35,5)	37,9	29,5	*
<i>Usage médical de Ritalin (année écoulée)</i>	22 800	2,4 (1,9-2,9)	3,3	1,3	*
<i>1 consultation ou plus – santé mentale (année écoulée)</i>	110 800	11,7 (10,5-12,9)	8,7	14,8	*
<i>Rec. à un serv. téléph. d'aide – crise (année écoulée)</i>	18 200	1,8 (1,4-2,4)	1,1	2,5	*
<i>Faible estime de soi (actuellement)</i>	97 500	9,6 (8,5-10,8)	8,2	11,0	*
<i>Risque élevé de dépression (7 derniers jours)</i>	54 100	5,3 (4,5-6,2)	1,9	8,9	*
<i>Détresse psychologique (dernières semaines écoulées)</i>	303 500	29,6 (27,8-31,4)	22,2	37,3	*
<i>Idées suicidaires (année écoulée)</i>	113 800	11,2 (10,0-12,5)	7,0	15,5	*
<i>Délinquance (année écoulée)</i>	129 900	12,9 (11,4-14,6)	16,1	9,6	*
<i>Port d'armes (année écoulée)</i>	95 200	9,6 (8,2-11,0)	14,9	4,0	*
<i>Port d'une arme de poing (année écoulée)</i>	18 900	1,9 (1,3-2,6)	3,1	0,6	*
<i>Pyromanie (année écoulée)</i>	271 800	27,2 (25,3-29,2)	33,8	20,4	*
<i>Batailles à l'école (année écoulée)</i>	181 600	18,1 (16,6-19,7)	27,1	8,7	*
<i>Menace/blessure avec arme à l'école (année écoulée)</i>	82 800	8,2 (6,9-9,8)	11,6	4,8	*
<i>Victime d'intimidation (depuis septembre)</i>	311 000	30,9 (29,0-32,8)	27,8	34,0	*
<i>Intimidation (depuis septembre)</i>	275 000	27,3 (25,2-29,5)	29,4	25,2	*
<i>Jeu excessif (année écoulée)</i>	58 800	5,9 (4,8-7,1)	9,1	2,6	*
<i>Risque d'avoir un problème de jeu</i>	45 800	4,5 (3,5-5,9)	7,2	1,8	*
<i>3 ou 4 problèmes concomitants</i>	86 200	8,4 (7,2-9,8)	8,7	8,0	

Nota : Le nombre estimatif d'élèves est basé sur une population étudiante d'environ 975 200 personnes. * L'astérisque dénote une différence importante selon le sexe ($p < 0,05$), sans tenir compte d'autres facteurs.

Indicateur	7 ^e	8 ^e	9 ^e	10 ^e	11 ^e	12 ^e	
<i>Santé mauvaise ou passable (actuellement)</i>	5,5	8,1	14,6	15,3	18,7	15,7	*
<i>Inactivité physique (7 derniers jours)</i>	18,9	18,8	15,4	18,8	20,9	17,0	
<i>Activité physique (7 derniers jours)</i>	20,3	20,5	20,0	14,9	12,7	12,0	*
<i>Traitement d'une blessure (année écoulée)</i>	29,6	35,3	35,1	33,3	33,1	36,0	
<i>Usage médical de Ritalin (année écoulée)</i>	2,9	2,7	2,3	2,8	1,6	2,0	
<i>1 consultation ou plus – santé mentale (année écoulée)</i>	9,8	11,4	11,2	14,2	12,7	10,7	
<i>Rec. à un serv. téléph. d'aide – crise (année écoulée)</i>	1,6	1,7	1,5	3,0	2,0	1,1	
<i>Faible estime de soi (actuellement)</i>	10,8	9,9	11,8	9,9	10,0	5,6	
<i>Risque élevé de dépression (7 derniers jours)</i>	3,7	5,6	6,2	6,1	6,8	3,6	
<i>Détresse psychologique (dernières semaines écoulées)</i>	21,7	24,3	29,0	28,8	34,9	37,5	*
<i>Idées suicidaires (année écoulée)</i>	8,4	11,6	12,6	13,1	12,9	8,8	
<i>Délinquance (année écoulée)</i>	6,4	10,7	14,5	15,4	17,4	12,9	*
<i>Port d'armes (année écoulée)</i>	4,4	8,6	11,5	12,6	11,3	8,7	*
<i>Port d'une arme de poing (année écoulée)</i>	1,0	1,6	1,8	2,7	2,2	2,1	
<i>Pyromanie (année écoulée)</i>	17,3	25,8	32,7	35,6	30,5	21,4	*
<i>Batailles à l'école (année écoulée)</i>	30,2	23,4	16,5	15,4	13,0	11,4	*
<i>Menace/blessure avec arme à l'école (année écoulée)</i>	7,0	8,5	9,2	9,2	9,6	6,1	
<i>Victime d'intimidation (depuis septembre)</i>	38,3	41,2	34,6	26,2	25,9	20,6	*
<i>Intimidation (depuis septembre)</i>	26,1	30,3	29,3	26,4	30,1	22,2	
<i>Jeu excessif (année écoulée)</i>	1,8	5,6	6,0	6,1	6,8	8,5	*
<i>Risque d'avoir un problème de jeu</i>	3,9	4,4	3,1	3,2	6,6	6,1	
<i>3 ou 4 problèmes concomitants</i>	1,9	4,8	7,4	10,6	12,1	12,6	*

* L'astérisque dénote une différence importante selon l'année d'études ($p < 0,05$), sans tenir compte d'autres facteurs.

Aperçu de tendances choisies sur le plan des indicateurs de santé mentale et de bien-être parmi l'échantillon total des élèves de l'Ontario

Indicateur	Période	Année d'études	Changement
<i>Santé mauvaise ou passable (actuellement)</i>	1991-2005	7 ^e , 9 ^e , 11 ^e	Hausse de 6 % à 13 %
<i>Inactivité physique (7 derniers jours)</i>	1997-2005	7 ^e , 9 ^e , 11 ^e	Hausse de 14 % à 18 %
<i>1 consultation ou plus – santé physique (année écoulée)</i>	1999-2005	7 ^e à 12 ^e	Baisse de 70 % à 61 %
<i>Usage médical de Ritalin (année écoulée)</i>	1999-2005	7 ^e à 12 ^e	Baisse de 4 % à 2 %
<i>Usage médical de barbituriques (année écoulée)</i>	1999-2005	7 ^e à 12 ^e	Baisse de 13 % à 3 %
<i>Usage médical de stimulants (année écoulée)</i>	1999-2005	7 ^e à 12 ^e	Baisse de 7 % à 4 %
<i>Usage médical de tranquillisants (année écoulée)</i>	1999-2005	7 ^e à 12 ^e	Stable
<i>1 consultation ou plus – santé mentale (année écoulée)</i>	1999-2005	7 ^e à 12 ^e	Stable
<i>Faible estime de soi (actuellement)</i>	1995-2005	7 ^e , 9 ^e , 11 ^e	Stable
<i>Risque élevé de dépression (7 derniers jours)</i>	1997-2005	7 ^e , 9 ^e , 11 ^e	Stable
<i>Détresse psychologique (dernières semaines écoulées)</i>	1999-2005	7 ^e à 12 ^e	Stable
<i>Idées suicidaires (année écoulée)</i>	2001-2005	7 ^e à 12 ^e	Stable
<i>Jouer aux cartes pour de l'argent (année écoulée)</i>	2003-2005	7 ^e à 12 ^e	Hausse de 24 % à 33 %
<i>Jeu excessif (année écoulée)</i>	2003-2005	7 ^e à 12 ^e	Stable
<i>Problème de jeu (année écoulée)</i>	1999-2005	7 ^e à 12 ^e	Stable actuellement (4,5 %)
<i>Délinquance (année écoulée)</i>	1993-2005	7 ^e , 9 ^e , 11 ^e	Sommet en 1995 (18 %), baisse jusqu'à 13 % de 2001 à 2005
<i>Port d'armes (année écoulée)</i>	1993-2005	7 ^e , 9 ^e , 11 ^e	Sommet en 1993 (16 %), baisse progressive jusqu'à 9 % en 2001 et stable en 2005 (9 %)
<i>Agression (année écoulée)</i>	1991-2005	7 ^e , 9 ^e , 11 ^e	Sommet en 1997 (22 %) et baisse jusqu'à environ 12 % de 2001 à 2005
<i>Lutte de gang (année écoulée)</i>	1991-2005	7 ^e , 9 ^e , 11 ^e	Stable
<i>Trafic de cannabis (année écoulée)</i>	1991-2005	7 ^e , 9 ^e , 11 ^e	Hausse de 3 % à 7 %
<i>Victime d'intimidation (depuis septembre)</i>	2003-2005	7 ^e à 12 ^e	Stable
<i>Intimidation (depuis septembre)</i>	2003-2005	7 ^e à 12 ^e	Stable

Nota : Les changements indiqués sont fondés sur l'échantillon total des élèves ; les changements dans les sous-groupes ne sont pas indiqués.

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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 physical inactivity. On the positive side, over three-quarters of Canadian children and adolescents report “excellent” or “very good” health. Further, a majority report vigorous activity at least three times per week.^{2,3}

However, over the past two decades, childhood obesity in Canada has nearly tripled, and may now be stabilizing.⁴ Currently, about 10% of children, and 5% of adolescents, are considered obese.^{4,5} Between 1990 and 1998, the frequency of physical activity declined among both Canadian boys and girls in grades 6, 8, and 10.⁶ Interestingly, Canadian girls are more likely to report poorer health and inactivity compared to boys,³ yet a larger percentage of boys are overweight or obese.⁷

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.⁸ Mental health is critical to all aspects of life, and impairment during the formative years can adversely impact personal and social functioning throughout life. In fact, the onset of most mental illnesses occur during adolescence or young adulthood.⁹

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.¹⁰ Similarly, Canadian studies show that the prevalence of a psychiatric problem among children and adolescents ranges between 18% and 22%,^{11,12} and is about 25% for young adults.¹³ 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.^{12,14,15} One recent Canadian study found that just under 10% of adolescent girls experience major depressive symptoms.¹⁶
- Low self-esteem is reported by over half of Canadian adolescents, again with females more likely to report this problem.^{15,17}
- Psychological distress – symptoms of anxiety and depression – is reported by about 40% of youth.¹⁵
- One national study found that about 7% of 12- and 13-year-olds had seriously considered suicide.¹⁸ Another found that 6%

of 15 to 24 year-olds Canadians had suicidal thoughts.¹²

- In general, Canadian youth experience poorer mental health compared to adults.^{12, 15}

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

- In the U.S., the identification of mental health problems, such as emotional and conduct disorders, by family physicians increased during a twenty-year period among children aged 4 to 15 years.¹⁹
- Similarly, since the mid-1970s, there has been a substantial increase in conduct and emotional problems among adolescents in the UK.²⁰
- Between the 1950s and the 1990s, anxiety among children had increased substantially, likely due to a decrease in social connectedness.²¹
- The prevalence of lifetime depression increased throughout the 20th century.²²
- Hospitalization rates for eating disorders have increased by 34% among Canadian girls under age 15.⁹
- 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.²³
- 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.¹⁴

Risky and Problem Behaviours

For a majority of youth, risky behaviour is experimental and a natural manifestation of emerging independence. Behaviours such as drug use, gambling, and criminal activity are typically “adolescent limited” – most likely to emerge during this period and then subside over time.²⁴ However, for a minority, these risky

behaviours are the beginning of a life-course trajectory leading to further problems in adulthood.²⁵ Multiple risk behaviours, such as concurrent alcohol use, drug use, and gambling, are particularly prevalent among young males.²⁶

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

A 1999 Canadian survey found that 40% of youth aged 15 to 19 were victims of at least one crime during the previous year, and that youth experience more victimization than older age groups.²⁷ A 1996 Canadian survey found that 22% of 12- and 13-year-olds reported threatening to assault someone, about 15% reported theft, 12% reported vandalism, and 8% reported carrying a knife.²⁷

A 2002 Canadian survey of students in grades 6 to 10 found that 47% of boys and 24% of girls were in physical fights.²⁸ The same study showed that about one-quarter of all students bullied others, and a similar proportion were victims of bullying.

Official Canadian criminal statistics show that the overall youth crime rate – as measured by the number of youth charged by the police – dropped over the 1990s, primarily due to a drop in property offences.²⁷ The youth violent crime rate, however, increased between the late-1980s and the mid-1990s and decreased somewhat in recent years, yet the current level is higher than that in the late-1980s.^{2,27,29}

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 last decade.³⁰

Gambling among youth, which is illegal in Ontario, is a growing concern given that a large majority of North American adolescents gamble.³¹ More worrisome is that the rates of gambling problems tend to be higher among adolescents than adults,³² and that future

gambling disorders likely originate during this time period.³³ Estimates of pathological gambling among North American youth range from about 3% to 7%,³⁴ and rates have been increasing over the last decade.³⁵

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.³⁶ Similarly, a strong bond with one's parents has been associated with better mental and physical health.³⁷⁻³⁹ The degree of school connectedness is another area of increasing study, and may be an important protective factor against poor mental health and health risk behaviours.³⁹⁻⁴¹

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.⁴²⁻⁴⁵

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

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

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

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

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

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

Population health refers to the health of a population as measured by health status indicators and as influenced by social, economic and physical environments, personal health practices, individual capacity and coping skills, human biology, early childhood development, and health services.²⁶

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,⁴⁶ and Healthy People 2010 objectives.⁴⁷
- ❑ Other specific initiatives such as active lifestyle government programs and media campaigns or changes in the youth criminal justice system can be assessed using scientific survey trend data.

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

What Do Student Health Surveys Tell Us?

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

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

It is also important to note that repeated cross-sectional surveys (repeated surveys interviewing different students each time), such as the *Ontario Student Drug Use Survey (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 symptoms of depression change with increasing age), nor can they fully resolve issues of causal order (e.g., whether poor grades cause depression or vice versa). However, repeated cross-sectional surveys are especially efficient at *identifying and measuring* aggregate period trends (e.g., changes in the percentage of the population reporting symptoms of depression). Indeed, in comparison to longitudinal follow-up designs, the advantages of repeated cross-sectional designs are, firstly, that each survey takes into account populations changes; and secondly, that estimates combine effects of changing beliefs and behaviours and changing populations, and therefore provide an efficient estimate of net (i.e., population) change.

What Student Health Surveys Do *Not* Tell Us?

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

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

History of the *Ontario Student Drug Use Survey*

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

Since 1977, the study has surveyed about 4,000 students every two years, and to date, has interviewed over 65,000 students.

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.

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 2005 *OSDUS* detailing the extent of licit and illicit drug use among Ontario students, which also incorporates survey data over 20 years. This report entitled “*Drug Use Among Ontario Students, 1977-2005: Detailed OSDUS Findings*” is available at: <http://www.camh.net/research/osdus.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 to 12 using data from the 2005 *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.

2.0 METHOD

Sampling Design

For each of the 15 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-Seven Years of the OSDUS

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

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

Rather than the selection of school board clusters, the 1999 and 2001 *OSDUS* design was a probability sample of schools, regardless of the school board designation. Consequently, more students per school were sampled. The advantages include a greater geographical dispersion of schools and school boards, and better school-level estimates.

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

The 2005 *OSDUS* ¹

Like the cycles between 1999 and 2003, the 2005 *OSDUS* employed a two-stage (school, class), stratified (region and school type) cluster sample design, and oversampled students in Northern Ontario.

However, the 2003 and 2005 *OSDUS* cycles differ from previous cycles in several ways:

1. Students in Grades 7 through 12 were surveyed. Grade 13 (OAC) students were excluded from the sample in 2003, given that this grade was eliminated in Ontario schools beginning in the 2003/2004 academic year.

2. Starting in 2003, four classes were selected in each secondary school, representing each grade between 9 and 12. This differs from past surveys in which only three classes were selected in secondary schools, regardless of grade.

3. The sample of schools was based on a longitudinal sample commencing in 2001. The 2005 sample design incorporated a longitudinal sample of schools drawn from the participating 2001 sample. This feature of overlapping schools provides more efficient estimates of change over time.⁴⁸ Thirty-seven (27%) of the schools in the 2005 survey also participated in the 2003 and 2001 surveys. Twenty-six (19%) of the 2005 schools participated in the 2003 survey, but not in 2001. Forty-eight (35%) of the schools were new in 2005 – that is, did not participate in either the 2003 or the 2001 survey.

The school sample selection occurred as follows:

a) To select the 2001 sample, schools were drawn from Ontario's Ministry of Education and Training's 1996/1997 enrolment data, and were stratified according to the four regions used in previous surveys.

b) Within each of the four regional strata, a random selection of schools was chosen with probability proportional to size (thus, larger schools would have a greater probability of being selected). In 2005, these same schools were invited again. If a school could not participate again, a replacement school was selected.

Also included in the 2005 sample was a selection based on brand new schools in the province. The sampling frame for replacement schools and brand new schools was based on the Ministry of Education and Training's 2002/2003 enrolment data.

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

¹ In addition to the authors, the 2005 *OSDUS* sample design team, headed by Michael Ornstein, also included John Pollard and David Northrup, all of the *Institute for Social Research*, York University.

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. Some analyses throughout this report refer to the seven public health planning regions of Ontario. For a breakdown of these seven regions, see page 12.

Procedures

The *OSDUS* protocol was approved by the Research Ethics Board of the CAMH.

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

All schools were provided with active parental consent forms. Consent forms were distributed to students, who, in turn, sought the signature of at least one parent/guardian if they were under age 18. Those without signed consent forms on the day of the survey (16%) were not allowed to participate.

Students responded to the self-administered questionnaires in class groups within a 30 to 40 minute session, between January and June 2005. 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. Form A contained 171 items and Form B contained 165 items, with about two-thirds of the content overlapping. On average, the questionnaire took about 30 minutes to complete. An evaluation of the readability of the 2005 questionnaire showed a Grade 7 level according to the Flesch-Kincaid score.

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

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

Data Quality

2005 Sample Participation and Characteristics

Initially, 144 schools (48 elementary and 96 secondary) were selected. In total, 137 schools (48 elementary and 89 secondary), represented by 42 school boards, participated in the 2005 survey. Of the 480 classes selected, 445 participated. It is important to note that 25 of the 445 classes were not randomly selected. Rather, these classes were “convenient” same-grade replacements for classes that were originally selected but could not participate for logistic reasons.

Finally, of the 10,922 students enrolled in these classes, 7,816 participated in the survey. The

student completion rate was 72% (12% were lost due to absenteeism and 16% were lost due to lack of a parental consent form); the overall response rate was 64% (School rate, 0.95*Class rate, 0.93*Student rate, 0.72).

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 11 or more of 13 illicit drugs 40 or more times during the past year; or (4) had missing values for all the core drug questions. If a case met one of these criteria, then it was excluded. In 2005, 90 cases were dropped from the data set. This resulted in 7,726 minimally complete cases used for the data analyses, as shown in Table 2.2. Form A was completed by 4,078 students, and Form B was completed by 3,648 students.

Table 2.3 shows that there were slight discrepancies between the 2005 unadjusted sex-by-grade weighted distribution and the 2003/2004 (most recently available) official enrolment data. Certain cell differences exceeded 1.5%, and therefore post-adjustment weighting was performed. The final post-adjusted sex-by-grade weighted distribution is shown in Table 2.3 (far-right columns).

Table 2.2 Sample Characteristics, 2005 OSDUS

Sample	Number Surveyed	Weighted %	Population
Total	7,726		975,200
Males	3,720	51.8	505,000
Females	4,006	48.2	470,200
Grade 7	961	15.8	154,500
Grade 8	971	16.1	157,200
Grade 9	1,471	17.0	165,300
Grade 10	1,427	16.4	160,300
Grade 11	1,537	16.1	156,600
Grade 12	1,359	18.6	181,400
Toronto	1,172	17.9	174,900
North	1,245	7.0	67,900
West	2,865	41.8	407,200
East	2,444	33.4	325,300

Table 2.3 The 2005 OSDUS Sample vs. Ontario 2003/04 School Enrolment Figures

	OSDUS Pre-Adjusted		ENROLLED		OSDUS Post-Weight Adjusted	
	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>
Grade 7	7.6	7.5	8.1	7.7	8.1	7.8
Grade 8	7.5	7.7	8.3	7.8	8.3	7.8
Grade 9	7.9	9.7	8.7	8.2	8.7	8.2
Grade 10	8.1	9.7	8.4	8.0	8.5	8.0
Grade 11	8.8	8.7	8.3	7.8	8.3	7.8
Grade 12	8.1	8.7	10.0	8.7	9.9	8.6

Notes: (1) OSDUS cell entries are total sample percentages and are based on weighted data; (2) enrolment cell entries are total enrolment percentages and are based on students enrolled in Ontario public and Catholic schools in the 2003/2004 academic year.

Data Weighting

For several reasons, including the over-sampling of Northern Ontario students, the sample design requires weights to ensure the proper representation of students to the Ontario student population. For each student, the weight is based on the product of four factors: (1) the probability of a school being selected; (2) the probability of a class being selected; (3) a student non-response correction factor; and (4) sex-by-grade population adjustments. Our sample of 7,726 students represents about 975,200 Ontario students in grades 7 through 12.

Survey Estimates

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

obtained sample percentage and the “true” population percentage is determined by the degree of precision and bias.

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

The confidence interval around a percentage indicates the range of variation in percentage values that would have been obtained from most (in our case, 95 out of 100) of the other equivalent samples that we might have studied. The confidence interval (in our case, a 95% confidence interval) can also be interpreted as being 95% likely to include the percentage value we would have obtained if we had studied every member of the target population. In reporting that the percentage of students who had contemplated suicide at least once in the past year was 11.2% (10.0%-12.5%) (see Figure 3.5.6), we mean that there is a 95% chance that the actual or true percentage of students in the

population of Ontario students who contemplated suicide lies between 10.0% and 12.5%. Smaller confidence intervals imply greater precision, or less sampling error.

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

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

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

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

2005 Analysis

All 2005 confidence intervals are corrected for characteristics of the sampling design (i.e., stratification, clustering and weighting) using Taylor series methods.⁴⁹ The analysis is based on a design with 8 strata (4 regions * 2 school types), 137 primary sampling units (schools) and 7,726 students.

The statistical significance of subgroup differences in 2005 is assessed at the $p < .05$ level.

Trend Analysis

Although we highlight dominant long-term trends, we pay particular attention to changes between the last two surveys – 2003 and 2005. To statistically test for differences different years, we calculated 99% confidence intervals around the difference and assessed whether the confidence interval spanned the value zero – i.e., no significant difference.⁵⁰

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

For example, 9.3% (6.8%-12.6%) of Toronto students reported suicide ideation in 2003. This percentage increased to 10.8% (8.5%-13.5%) in 2005. However, because these two intervals overlap, we cannot be confident that they are different in the population. For this reason, we restrict the word “significant” (e.g., a significant decline or difference) to indicate a statistically discernible difference based on the probability of chance.

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

It is important to note that the tests comparing 2003 and 2005 estimates are based on grades 7 to 12. Short-term trends tests (1999-2005) are also based on grades 7 to 12, but the long-term trend tests (1991-2005) are based on only grades 7, 9 and 11.

Readers should also note the following regarding our analysis:

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

Public Health Planning Regions

The Ontario Ministry of Health's seven public health planning regions⁵¹ are reported on throughout this report, and an overview is provided in Chapter 3.8. The seven 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 2.4 Outline of Topics Presented in the Report, by Survey Year

	1991	1993	1995	1997	1999	2001	2003	2005
3.1. Family and School Life								
Family Living Arrangement	•	✓	✓	✓	✓	✓	✓	✓
Family Mobility	•	•	✓	✓	✓	✓	✓	✓
Children's Aid Society Involvement	•	•	•	•	•	•	•	✓
School Mobility	•	•	•	•	•	✓	✓	✓
School Performance & Attitudes	✓	✓	✓	✓	✓	✓ ^B	✓ ^B	✓ ^B
School Suspensions	•	•	•	•	•	•	•	✓
School Climate	•	•	•	•	✓	✓	✓	✓
3.2. Social Health								
Parental Support	✓ ^B	✓ ^B	✓ ^B	✓ ^B	✓ ^B	✓ ^B	✓ ^B	✓ ^B
Social Support	•	•	✓	✓	✓	✓	✓	✓
3.3. Physical Health								
Self-Rated Health	✓	✓	✓	✓	✓	✓	✓	✓
Missed School Days Due to Health	•	•	•	•	•	✓	✓	✓
Physical Inactivity	•	•	•	✓ ^A	✓ ^A	✓ ^A	✓	✓
Nutrition	•	•	•	•	•	✓ ^B	✓ ^B	✓ ^B
3.4 Health Care Utilization								
Doctor/Health Care Visits	•	•	•	•	✓	✓	✓	✓
Injury Treated by Doctor/Nurse	•	•	•	•	•	•	✓ ^A	✓ ^A
Medical Drug Use	✓	✓	✓	✓	✓	✓	✓ ^B	✓ ^A
Prescription for Depression/Anxiety	•	•	•	•	•	✓ ^A	✓ ^A	✓ ^A
Use of a Telephone Crisis Helpline	•	•	•	•	•	•	•	✓ ^A
3.5 Internalizing Indicators								
Low Self-Esteem	•	✓	✓	✓	✓	✓	✓	✓
Depression	✓ ^A	✓ ^A	✓ ^A	✓ ^A	✓ ^A	✓ ^A	✓ ^A	✓ ^A
Elevated Psychological Distress	•	•	•	•	✓ ^A	✓ ^A	✓ ^A	✓ ^A
Suicide Ideation	•	•	•	•	•	✓ ^A	✓ ^A	✓ ^A
Body Image	•	•	•	✓ ^A	•	✓ ^B	✓ ^B	✓ ^B
3.6 Externalizing Indicators								
Non-Violent Delinquent Acts	✓	✓	✓	✓ ^B	✓ ^B	✓ ^A	✓ ^A	✓ ^A
Violent/Aggressive Acts	✓	✓	✓	✓ ^B	✓ ^B	✓ ^A	✓ ^A	✓ ^A
Fire Setting Behaviour	•	•	•	•	•	•	•	✓ ^A
Violence on School Property	•	•	•	•	•	✓ ^A	✓ ^A	✓ ^A
Bullying Behaviour	•	•	•	•	•	•	✓ ^A	✓ ^A
Gambling Activities	•	•	•	•	•	✓ ^A	✓ ^A	✓ ^A
Gambling Problems	•	•	•	•	✓ ^B	✓ ^A	✓ ^A	✓ ^A
3.7 Co-existing Problems								
Configurations of Risk								✓ ^A
3.8 Overview of Public Health Planning Regions								✓
3.9 Multiple Outcomes, Multiple Influences								✓
Multivariate Analyses								

• not 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 an “intact” family – defined by the presence of two parents (including a step-parent) – can increase or decrease the economic, emotional and cognitive resources available to children, thereby affecting their well-being.⁵²⁻⁵⁵

Between 1993 and 1995, family living arrangement was measured with the question “Do you currently live with both parents?”. In 1997, this was revised to “With whom are you currently living?” In 2005, the response options used were: both biological parents, biological mother only, biological father only, one biological and one stepparent, shared custody, adoptive parent(s), foster parent(s), other relatives, group home, or living on one’s own.

2005 (Grades 7 to 12):

- Overall, about 80% of students live in an intact family – defined as living with two parents. Breaking it down, almost three-quarters (72.0%) of students live with both biological parents (includes adoptive), 7.6% live in a step-family, 14.8% live with a single parent (more often the mother), 2.9% are in a shared custody arrangement, and 2.6% live in another type of arrangement (e.g., on their own, with other relatives, foster care).

1993 - 2005 (Grades 7, 9, 11 only):

- Overall, no change in reported living arrangement is evident between 1993 and 2005.

Table 3.1.1 Percentage Living in an Intact Family,* 1993 - 2005

	Grades 7, 9, and 11							Grades 7 to 12			
	1993	1995	1997	1999	2001	2003	2005	1999	2001	2003	2005
(N=)	(2,617)	(2,907)	(3,072)	(2,421)	(2,013)	(3,389)	(3,969)	(4,447)	(3,898)	(6,616)	(7,726)
Family Intact	81.9	83.8	83.2	82.1	81.8	82.6	78.6	81.5	81.9	81.8	79.6
(95% CI)	(79.6-83.9)	(81.6-85.9)	(81.4-84.9)	(79.5-84.5)	(78.8-84.4)	(80.5-84.4)	(75.8-81.1)	(79.5-83.4)	(80.0-83.7)	(80.0-83.4)	(77.8-81.4)
Not Intact	18.1	16.2	16.8	17.9	18.2	17.4	21.4	18.5	18.1	18.2	20.4
(95% CI)	(16.1-20.3)	(14.1-18.4)	(15.1-18.6)	(15.5-20.5)	(15.6-21.2)	(15.6-19.5)	(18.9-24.2)	(16.6-20.5)	(16.3-20.0)	(16.6-20.0)	(18.6-22.2)

Note: * “Intact” family is defined as living with two parents, including stepparents and adoptive parents; no significant differences found over time.

Source: OSDUS, Centre for Addiction and Mental Health

3.1.2 Children's Aid Society

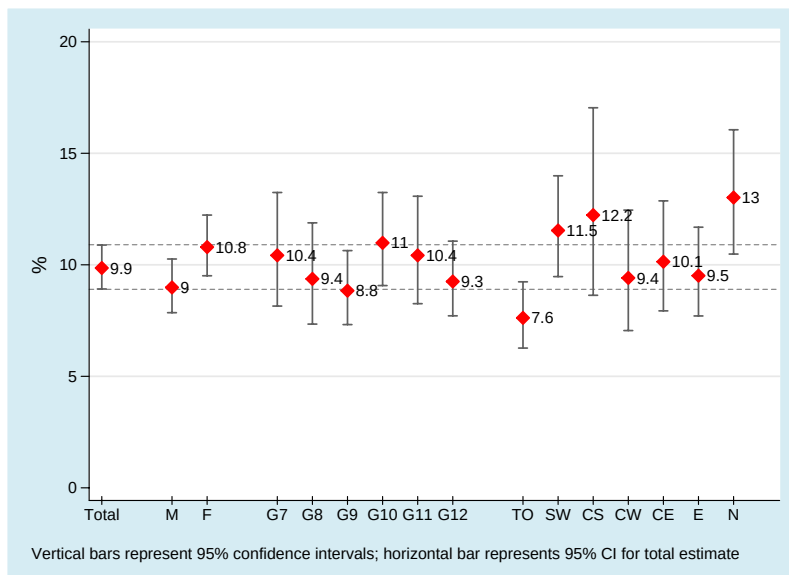
(Figure 3.1.1)

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

2005 (Grades 7 to 12):

- ❑ Overall, 9.9% (95% CI: 8.9%-10.9%) of all students report their family has been involved with a Children's Aid Society at some point in time. About 66% said their family had never been involved, and 24% did not know.
- ❑ Females are slightly more likely than males to report family involvement with a Children's Aid Society (10.8% vs 9.0%, respectively).
- ❑ There is no significant difference by grade, or public health region.

Figure 3.1.1
Percentage Reporting Family Has Ever Been Involved with any Children's Aid Society by Sex, Grade and Public Health Region, OSDUS 2005



3.1.3 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.^{53, 56, 57}

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 during the last 5 years, excluding the change from elementary/middle school to high school (response options: never, once, twice, 3 times, 4 times or more).

2005 (Grades 7 to 12):

- ❑ A majority of students (51.8%) have not moved to a different home in the last 5 years. About one-quarter (27.4%) moved once; 15.5% moved 2 or 3 times; and 5.3% moved 4 or more times.
- ❑ About two-thirds of students (64.3%) have not changed schools in the past 5 years; 22.2% changed schools once; 11.2% changed 2 to 3 times; and 2.2% changed schools 4 times or more.

3.1.4 School Performance and Attitudes (Table A3.1.2)

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

From 1991 to 2005, the *OSDUS* included several questions about students' school experiences including: school marks and performance, expecting to graduate, time spent on homework, and how much students like school.

2005 (Grades 7 to 12):

- ❑ Overall, 40.5% of students report receiving an 'A' in their subjects; 44.3% report a 'B'; 12.0% report a 'C' average; 3.0% report a 'D' average; and less than 0.5% report usually receiving marks below 'D'.
- ❑ Just over half (55.8%) report above or slightly above average academic performance relative to other students; one-third (31.6%) report average performance; and 12.6% report performing either slightly below or below average.
- ❑ A vast majority (86.3%) of students expect to graduate high school; 11.5% are fairly likely to graduate, while 2.2% report they are unlikely to graduate.
- ❑ One-in-five students (20.7%) spend less than one hour on homework per week, outside of school. One-quarter (25.7%) spends between one and two hours on homework weekly.
- ❑ One-in-five students (20.6%) do not like school very much or at all.

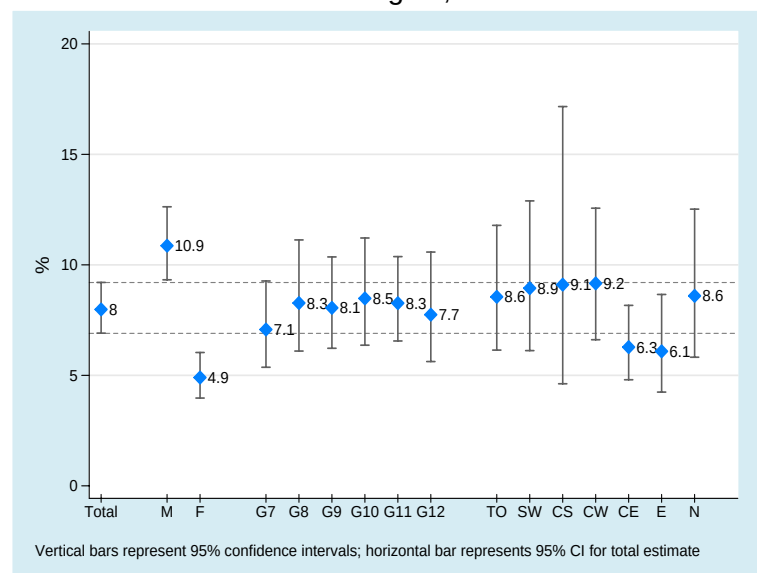
3.1.5 School Suspensions

(Figure 3.1.2)

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

- ❑ Overall, 8.0% (95% CI: 6.9%-9.2%) of all students report being suspended from school at least once during the academic year.
- ❑ Males are more likely than females to be suspended from school (10.9% vs 4.9%, respectively).
- ❑ There are no significant differences among the grades, or among the public health regions.

Figure 3.1.2
Percentage Reporting Having Been Suspended from School at Least Once Since September by Sex, Grade and Public Health Region, *OSDUS* 2005



3.1.6 School Climate

(Table A3.1.3; Figure 3.1.3)

School climate is a complex construct, usually referring to the physical, organizational, and cultural elements of a school.⁵⁸ Examples of school climate characteristics include school size, policies and enforcement, teaching quality, level of student misconduct, and level of attachment to school. School climate can influence not only academic performance, but also skill development, social behaviour, and emotional health.^{40, 59}

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 classes offered in my school are challenging.*

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

2005 (Grades 7 to 12):

School Attachment

- A majority of students feel close to people at their school (88.7%), and feel like they are part of their school (85.7%).

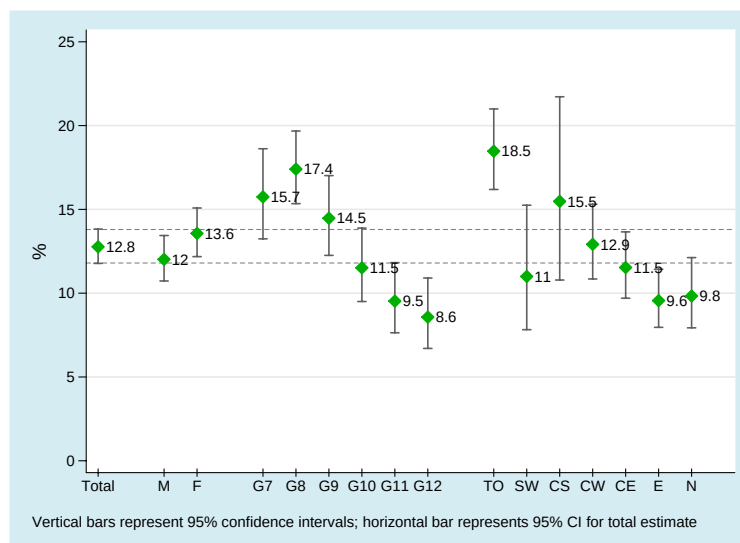
School Academic Rating

- Overall, 79.4% of students rate their teachers as excellent, and 76.0% feel that the classes offered are challenging.

School Safety

- An overwhelming majority (92.6%) of students feel safe in their school. However, 12.8% are worried about being harmed or threatened at school.
- Males (12.0%) and females (13.6%) are equally likely to be worried about their personal safety at school. Students in the younger grades are more likely to be worried than the older grades (e.g., 17.4% of 8th-graders vs 8.6% of 12th-graders). Among the seven public health regions, students in Toronto (18.5%) are the most likely to be worried about safety at school, while students in the East (9.6%) are least likely.

Figure 3.1.3
Percentage Reporting Worry over Being Harmed or Threatened at School, by Sex, Grade and Public Health Region, *OSDUS* 2005



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 first question was included in the surveys from 1993 to 2005, while the latter two were in from 1995 to 2005.

2005 (Grades 7 to 12):

- About 5.1% of students say that they do not get along with their parents, 36.9% get along “OK”, while 58.0% get along very well with their parents. Females are more likely than males to report not getting along with parents (6.3% vs 4.0%). There is a significant grade effect, with 7th-graders least likely to report not getting along with parents, and those in 11th-grade most likely (6.9%). There is no significant variation by public health region.
- One-third (33.2%) of students seldom or never discuss problems with their mother. This varies significantly by sex, with more

males than females seldom or never discussing problems with their mothers (39.3% vs 26.8%). The percentage reporting infrequent maternal communication increases with grade. No differences among the public health regions are evident.

- More students report seldom or never discussing problems with their father, compared to their mother. Over half (53.6%) indicate that they seldom or never discuss problems with their fathers. This is more likely to be the case among females than males (57.8% vs 49.7%, respectively). The percentage reporting infrequent communication with their father increases with grade. No significant regional variation exists.

Figure 3.2.1
Percentage Reporting Not Getting Along with Parents
by Sex, Grade and Public Health Region, OSDUS 2005

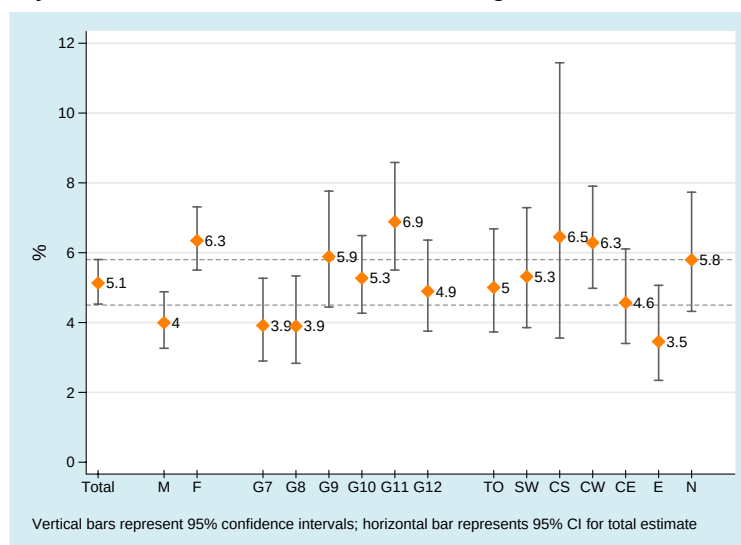


Figure 3.2.2
Percentage Reporting Seldom/Never Discuss Problems with Mother by Sex, Grade and Public Health Region, *OSDUS 2005*

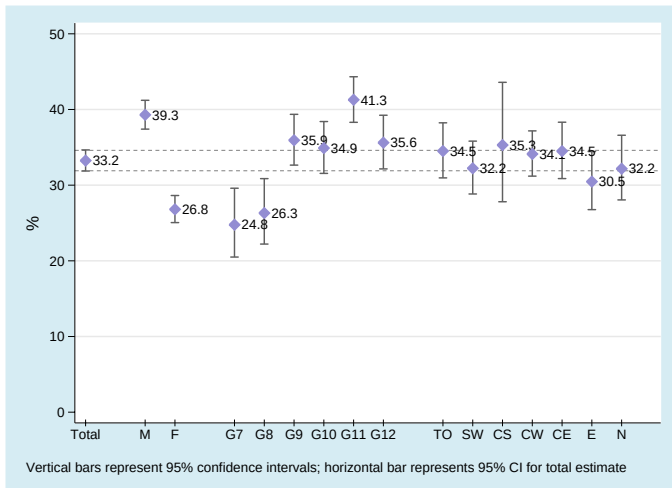
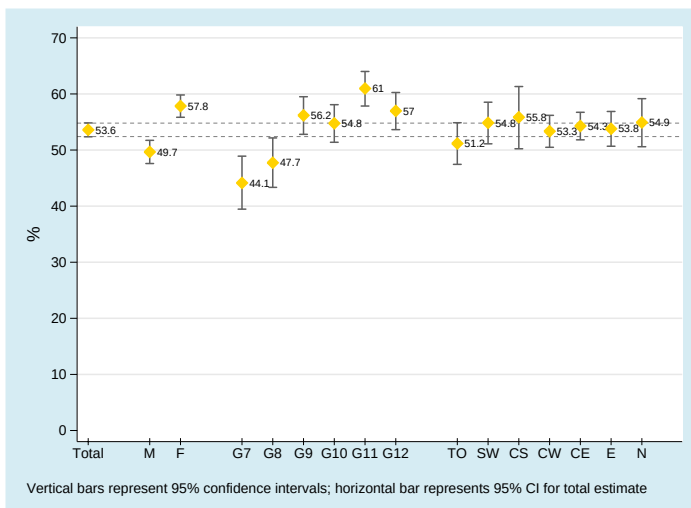


Figure 3.2.3
Percentage Reporting Seldom/Never Discuss Problems with Father by Sex, Grade and Public Health Region, *OSDUS 2005*



3.2.2 Social Support

(Figure 3.2.4)

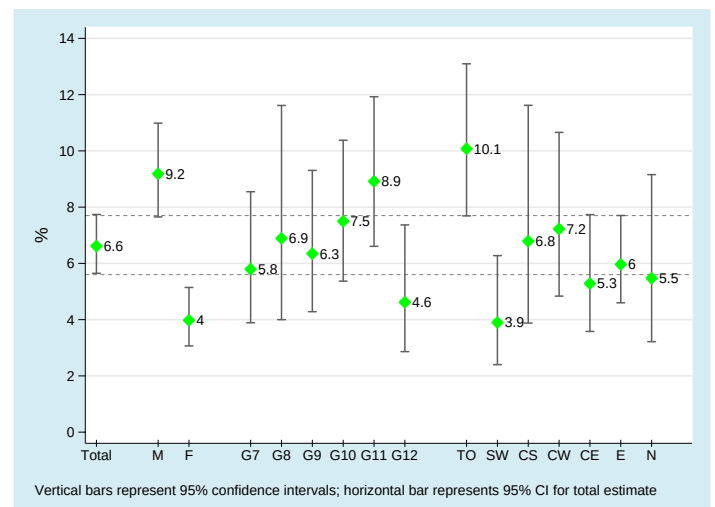
Support from family and friends is associated with positive mental and physical health regardless of one's age.

From 1995 to 2005, students were asked how many of people in their lives could they talk to about their problems (i.e., confidants).

2005 (Grades 7 to 12):

- ❑ 8.2% report that they have only one confidant, while 6.6% have no one to talk to about their problems.
- ❑ Compared to females, males are significantly more likely to report having no one to whom they can confide their problems (4.0% vs 9.2%, respectively).
- ❑ There are no significant differences by grade.
- ❑ Among the public health regions, students in Toronto (10.1%) are most likely to report having no one to confide in.

Figure 3.2.4
Percentage Reporting Having No Confidant by Sex, Grade and Public Health Region, *OSDUS 2005*



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.^{47, 60}

From 1991 to 2005, 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, or excellent. We use the term “poor health” to reflect responses of poor or fair.

2005 (Grades 7 to 12):

- ❑ Over half of students perceive their health as excellent (21.2%) or very good (33.0%). At the risk end, over one-in-ten (13.1%) report poor health.
- ❑ Reported poor health is significantly higher among females (15.9%) than males (10.5%).
- ❑ Poor health significantly varies by grade: 7th-graders (5.5%) are the least likely to report poor health, whereas 11th-graders (18.7%) are the most likely.
- ❑ Reports of poor health do not significantly vary by region.

1999 – 2005 (Grades 7 to 12):

- ❑ Among all students, reports of poor health have significantly increased between 1999 (8.9%) and 2005 (13.1%).

- ❑ The following subgroups show a significant increase in self-rated poor health between 1999 and 2005:

- females (from 9.2% to 15.9%)
- 9th-graders (from 9.8% to 14.6%)
- 10th-graders (from 10.0% to 15.3%)
- 11th-graders (from 11.5% to 18.7%)
- Western students (from 9.7% to 14.2%)
- Eastern students (from 8.0% to 12.0%).

1991 – 2005 (Grades 7, 9, 11 only):

- ❑ Self-reports of poor health among the total sample of students were lowest in 1991, at 5.8%. Poor health has significantly increased to an all-time high in 2005 at 13.0%.
- ❑ Reports of poor health are currently higher compared to over a decade ago among all sex and grade subgroups, except for 7th-graders (see Table 3.3.1 on page 26).

Figure 3.3.1
Percentage Reporting Poor Health by Sex, Grade and Public Health Region, OSDUS 2005

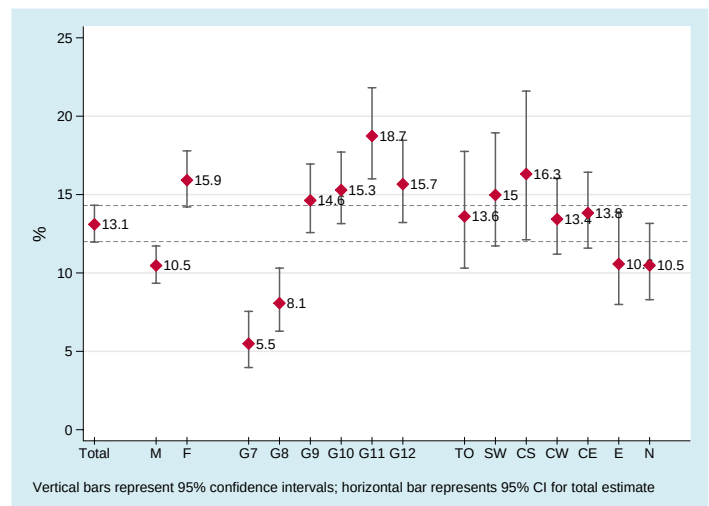
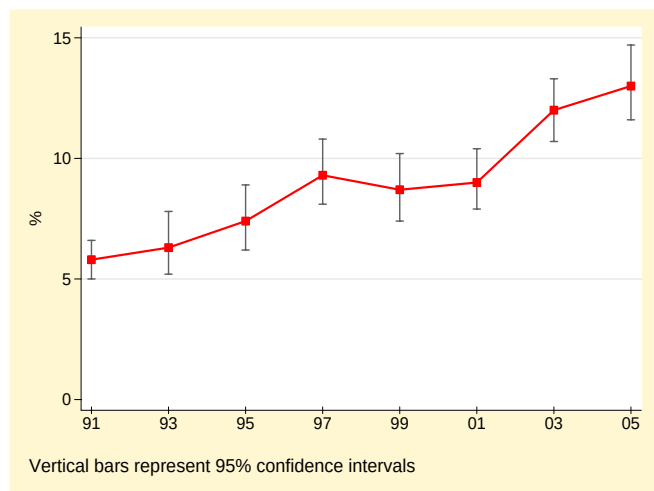


Figure 3.3.2
Percentage Reporting Poor Health, *OSDUS*
1991-2005 (Grades 7, 9, 11 only)



3.3.2 Missed School Days

(Table A3.3.2)

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

2005 (Grades 7 to 12):

- ❑ During the past 4 weeks, over half (57.7%) of all students did not miss a school day because of health reasons. About one-in-six (15.6%) missed one day, 16.6% missed two or three days, and about one-in-ten (10.1%) missed four or more days.
- ❑ Males were less likely to miss a school day for health reasons compared to females: 61.1% of males did *not* miss a day versus 54.0% of females.
- ❑ There is no significant grade variation, or regional variation in number of school days missed in the past 4 weeks.

3.3.3 Physical Inactivity

(Tables 3.3.2, A3.3.3; Figures 3.3.3, 3.3.4)

Regular physical activity offers short-term physical and mental health benefits, such as reducing the risk of obesity and stress, and improving self-esteem.^{61, 62} Moreover, an active lifestyle established during adolescence is likely to extend into adulthood.⁶³

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.

2005 (Grades 7 to 12):

- ❑ Just under one-in-five (18.3%) did not participate in any form of physical activity at least once during the seven days before the survey. On average, students exercised three and one-half days out of seven. Half of all students (49.5%) were physically inactive at school during the previous five school days.
- ❑ Females were more likely to be inactive during the past seven days compared to males (20.2% vs 16.4%). Similarly, females were more likely than males to be inactive at school during the past five days (53.4% vs 45.9%).
- ❑ Only school-based physical activity varies by grade: older students are more likely to be inactive at school, ranging from 26.3% of 7th-graders to 67.7% of 12th-graders.
- ❑ There are no significant regional differences regarding inactivity.

1999 – 2005 (Grades 7 to 12):

- ❑ Although there have been nominal increases in physical inactivity among the total sample of students between 1999 (15.1%) and 2005 (18.3%), they are not statistically significant.
- ❑ However, the increase in physical inactivity between 1999 and 2005 among females is significant (from 14.3% up to 20.2%). Similarly, students in the Eastern region of the province show a significant increase in inactivity since 1999 (from 11.4% up to 18.6%).

1997 – 2005 (Grades 7, 9, 11 only):

- ❑ Compared to their counterparts in 1997, students in 2005 are more likely to be inactive (13.5% vs 18.4%, respectively).

2010 Health Objectives for Physical Activity (Figure 3.3.4)

The Ontario government has set a target to increase the percentage of Ontarians engaging in daily physical activity (30 minutes a day) to 55% by the year 2010.⁶⁴

- ❑ In 2005, the percentage of adolescents reporting daily physical activity, defined here as 20 minutes a day, is only 16.6% (95% CI: 15.1%-18.2%).
- ❑ Daily activity significant varies by sex, with males (21.6%) more likely to be active than females (11.2%).
- ❑ There are significant grade differences, with younger grades most likely to engage in physical activity on a daily basis (ranging from about 20% among 7th- and 8th-graders to 12% among 12th-graders).
- ❑ Despite some variation, there are no significant differences among the public health regions regarding levels of daily physical activity.

Further, health objectives in the United States have established that, by the year 2010, the target percentage of adolescents engaging in 20 minutes of vigorous physical activity three or more days per week should be 85%.⁴⁷ The percentage of Ontario students reporting this level of activity in 2005 is only 61.3% (95% CI: 59.0%-63.6%).

Figure 3.3.3
Percentage Reporting No Physical Activity During the Past 7 Days, by Sex, Grade, and Public Health Region, *OSDUS 2005*

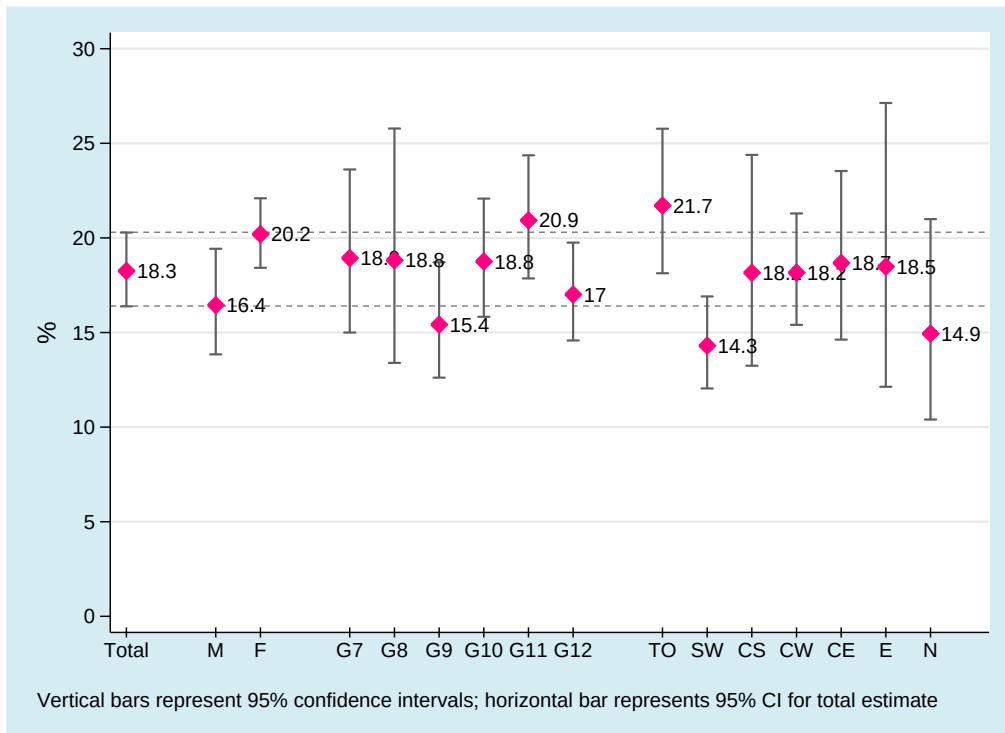
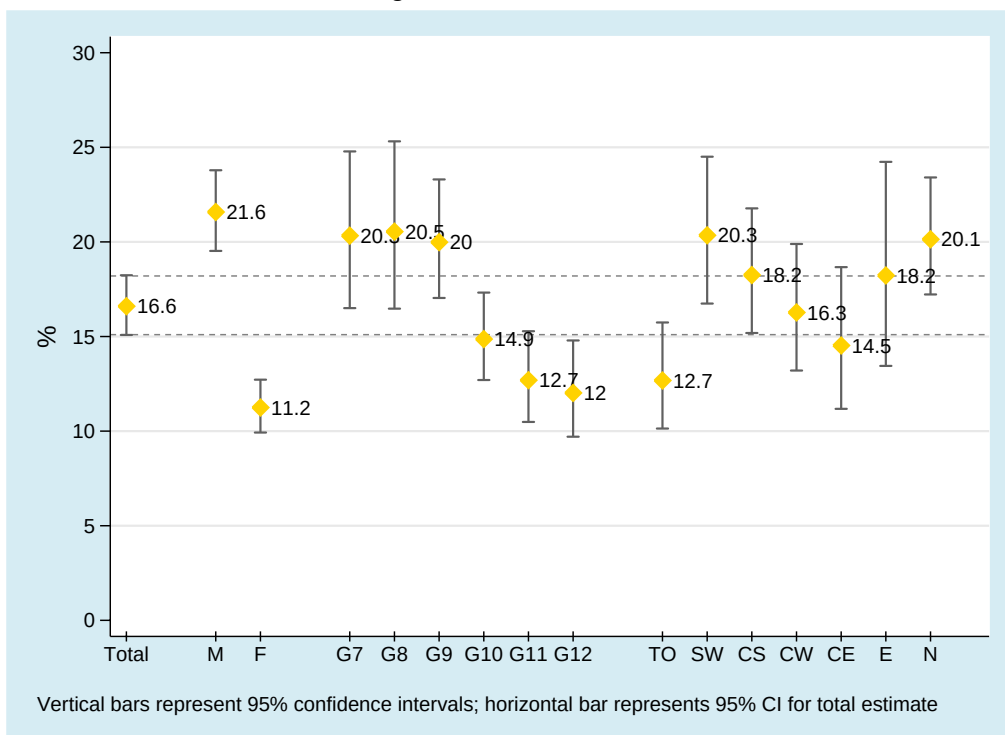


Figure 3.3.4
Percentage Reporting Daily Physical Activity During the Past 7 Days, by Sex, Grade, and Public Health Region, *OSDUS 2005*



3.3.4 Nutrition

(Figures 3.3.5, 3.3.6)

Starting in 2001, the OSDUS asked students about their 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 also 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.

2005 (Grades 7 to 12):

- ❑ Only 4.7% of all students *do not* eat fruits or vegetables on a typical day. Over one-quarter (29.2%) eat fruits/vegetables at least three times per day.
- ❑ Over one-quarter (29.6%) of all students do not eat hamburgers or hot dogs on a weekly basis, while 2.2% 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.
- ❑ Younger students are more likely to eat fruits or vegetables more often, while older students eat hamburgers/hot dogs more often.
- ❑ There are no significant regional differences in the frequency of consuming either food group.

Figure 3.3.5
Frequency of Eating Fruits/Vegetables Daily, by Sex, OSDUS 2005

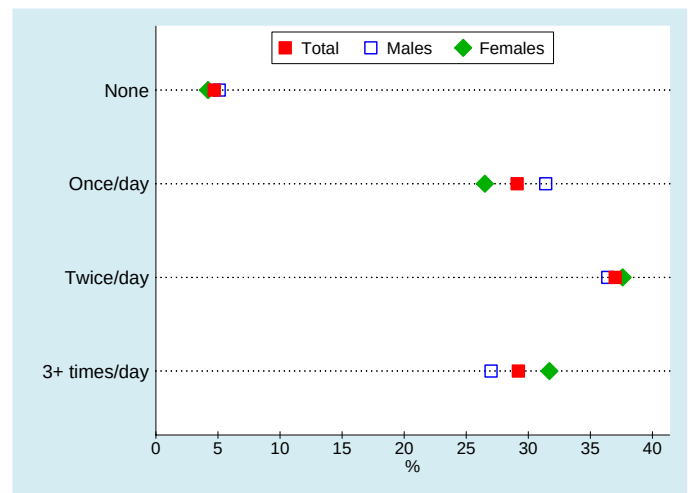


Figure 3.3.6
Frequency of Eating Hamburgers/Hotdogs Weekly, by Sex, OSDUS 2005

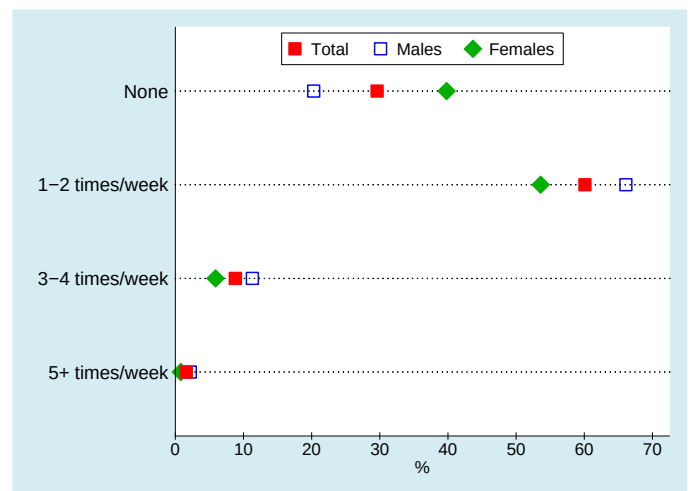


Table 3.3.1 Percentage Reporting Poor Health, 1991 – 2005

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

Notes: (1) Poor health based on response options "poor" or "fair"; (2) entries in brackets are 95% confidence intervals; (3) no significant differences, 2005 vs. 2003; (4) ^b 2005 vs. 1999 significant difference, p<.01.

Q: How would you rate your physical health?

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.3.2 Percentage Reporting *No* Physical Activity During the Past 7 Days, 1997 – 2005

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

Notes: (1) data based on a random half sample between 1997 and 2001; (2) no significant differences, 2005 vs. 2003; ^b 2005 vs. 1999 significant difference, p<.01.

Q: On how many of the last 7 days did you exercise or participate in sports activities for at least 20 minutes that made you sweat and breathe hard? No physical activity is based on a response of "0 days."

Source: OSDUS, Centre for Addiction and Mental Health

3.4

Health Care Utilization

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

3.4.1 Doctor / Health Care Visits

(Tables A3.4.1, A3.4.2; Figures 3.4.1, 3.4.2)

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

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

2005 (Grades 7 to 12):

- ❑ During the past 12 months, 61.1% (95% CI: 59.2%-63.0%) of students visited a doctor for their physical health at least once, while 11.7% (95% CI: 10.5%-12.9%) reported at least one visit for mental health reasons.
- ❑ Compared to males, females are significantly more likely to report at least one physical health visit (56.6% vs 66.0%, respectively), and are also more likely to report a mental health visit (8.7% vs 14.8%).

- ❑ There are significant grade differences in physical health visits, with 7th- and 8th-graders least likely to report a visit. Mental health care visits do not significantly vary by grade.
- ❑ Significant regional differences were found: students in the South West (54.1%) and the North (50.7%) region are the least likely to seek physical health care. Mental health care visits do not significantly vary by public health region.

1999 – 2005 (Grades 7 to 12):

- ❑ Over the short-term, there has been a significant decline in the percentage of students who visited a doctor for their physical health, from 70.0% in 1999 down to 61.1% in 2005.
- ❑ Significant declines between 1999 and 2005 in the percentage reporting at least one physical health care visit were also evident among all sex, age, and region subgroups, except for 12th-graders.
- ❑ Between 1999 and 2005, there was no change in the number of mental health care visits among the total sample, or within any subgroup.

Figure 3.4.1
Percentage Reporting At Least One Physical Health Care Visit During the Past Year, by Sex, Grade and Public Health Region, *OSDUS* 2005

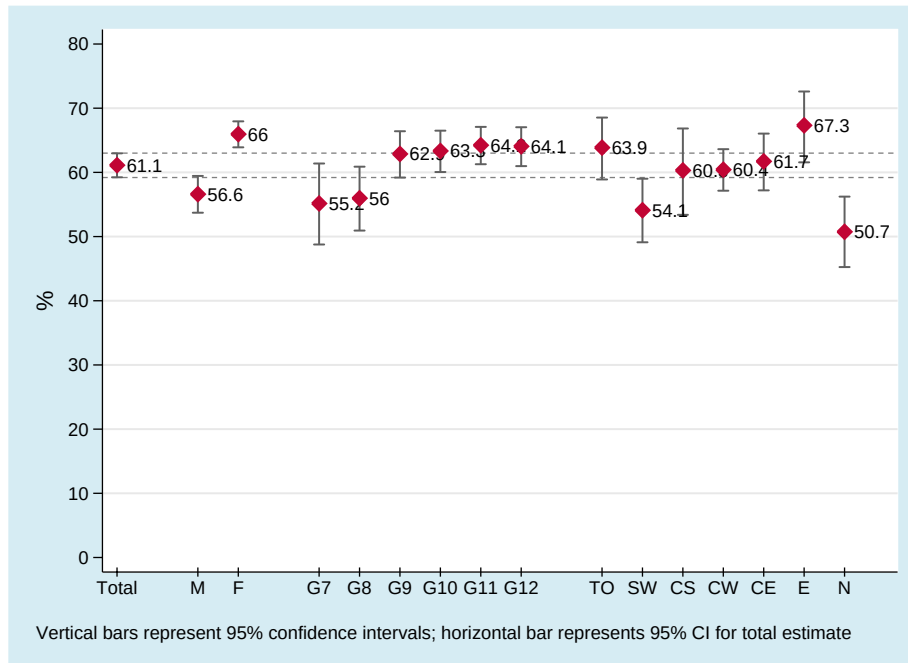
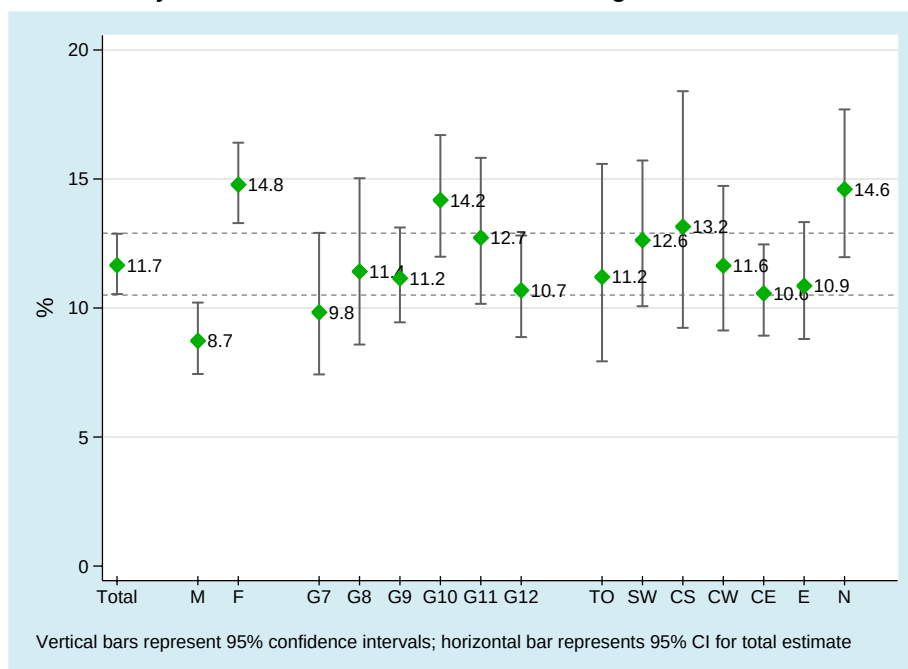


Figure 3.4.2
Percentage Reporting At Least One Mental Health Care Visit During the Past Year, by Sex, Grade and Public Health Region, *OSDUS* 2005



3.4.2 Treated for a Physical Injury

(Table A3.4.3, Figure 3.4.3)

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

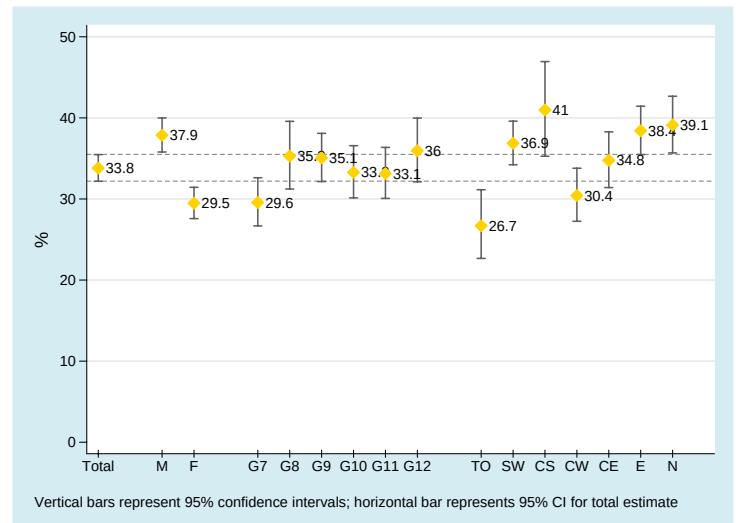
2005 (Grades 7 to 12):

- ❑ Among the total sample, 33.8% (95% CI: 32.2%-35.5%) were treated for an injury at least once in the 12 months before the survey. This represents about 323,800 students across Ontario. More specifically, 20.1% were treated just once, 7.8% were treated twice, 2.7% were treated three times, and 3.1% were treated four or more times.
- ❑ Males are more likely than females to report being treated for a physical injury at least once in the past year (37.9% vs 29.5%, respectively).
- ❑ There is no significant grade variation.
- ❑ There is significant regional variation, with students in the Toronto (26.7%) public health region least likely to be treated for an injury, and those in the Central-South (41.0%) and North (39.1%) regions most likely.

2005 vs. 2003 (Grades 7 to 12):

- ❑ Between 2003 and 2005, there was no significant change in the percentage of students who report being treated for a physical injury (35.4% vs 33.8%).

Figure 3.4.3
Percentage Reporting Being Treated for a Physical Injury at Least Once During the Past Year by Sex, Grade and Public Health Region, OSDUS 2005



3.4.3 Medical Drug Use

Spanning back to 1977, the OSDUS asked students about their use of certain drugs that were prescribed or advised by a doctor. Specifically, they were asked how often during the 12 months before the survey they had medically used barbiturates (e.g., Seconal, Amytal), stimulants, and tranquillizers. Beginning in 1999, students were asked about their use of prescribed Ritalin.

2005 (Grades 7 to 12):

(Tables A3.4.4 to A3.4.7; Figures 3.4.4 to 3.4.7)

- ❑ Among the total sample, 3.0% used barbiturates medically (about 30,900 students), 4.4% used stimulants medically (about 45,300 students), 2.2% used tranquillizers (about 22,300), and 2.4% used Ritalin (about 22,800 students).
- ❑ Among these four drugs, only Ritalin showed a significant sex difference: males are more like than females to use Ritalin medically (3.3% vs 1.3%, respectively).
- ❑ Despite some variation, there are no significant grade differences in the use of any of these medical drugs.
- ❑ Despite some variation, there are no significant differences among the seven public health planning regions in the use of any of these medical drugs.

1999 – 2005 (Grades 7 to 12):

- ❑ Over the short-term, significantly fewer students in 2005 (3.0%) report medical barbiturates use than in 2003 (5.7%), 2001 (11.9%) and 1999 (12.6%).
- ❑ Compared to 1999, fewer students in 2005 report medical use of stimulants (from 7.0% down to 4.4%).
- ❑ Since 1999, there have been no significant changes in the medical use of tranquillizers, as rates hover between 2% and 3%.
- ❑ Medical Ritalin use significantly declined among the total sample in 2005 (2.4%) compared to 1999 (3.8%). The decline is also evident among males (from 5.6% in 1999 to 3.3% in 2005) and Western students (4.8% to 2.8%).

1977 – 2005 (Grades 7, 9, 11 only):

(Tables A3.4.4 to A3.4.6; Figures 3.4.8 to 3.4.10)

- ❑ Over the long-term, the medical use of barbiturates declined between 1977 to 1997, spiked in 1999, but has since been declining.
- ❑ The medical use of stimulants declined between 1977 and 1991, steadily increased until 1999, and has declined in 2005.
- ❑ Between 1977 and 1995, the medical use of tranquillizers declined, and then increased slightly until 1999. Since that time, use has remained stable.

Figure 3.4.4
Past Year Medical Barbiturate Use by Sex, Grade and Public Health
Region, *OSDUS* 2005

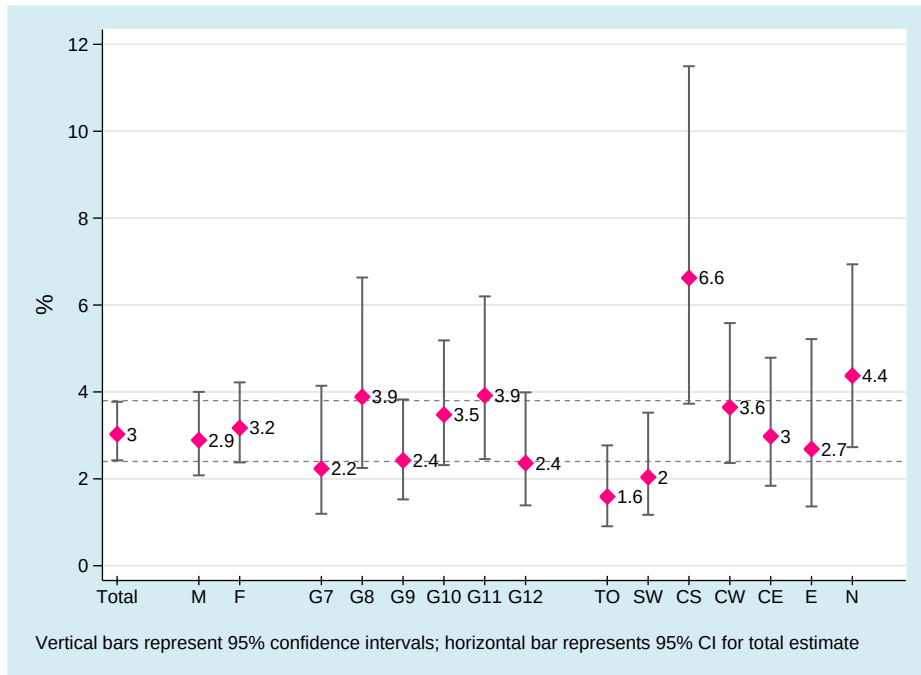


Figure 3.4.5
Past Year Medical Stimulant Use by Sex, Grade and Public Health
Region, *OSDUS* 2005

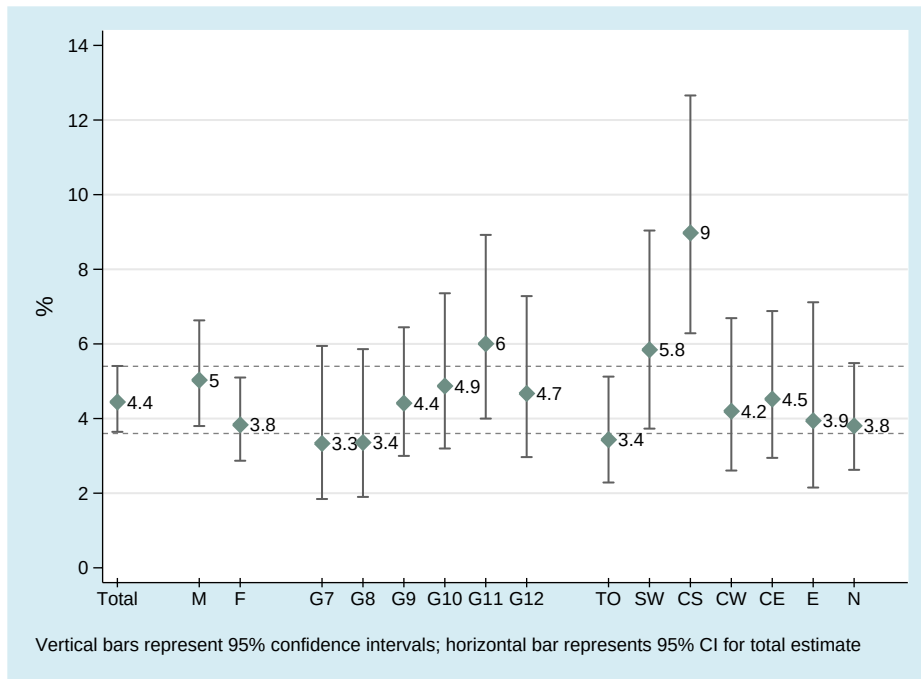


Figure 3.4.6
Past Year Medical Tranquillizer Use by Sex, Grade and Public Health Region, *OSDUS* 2005

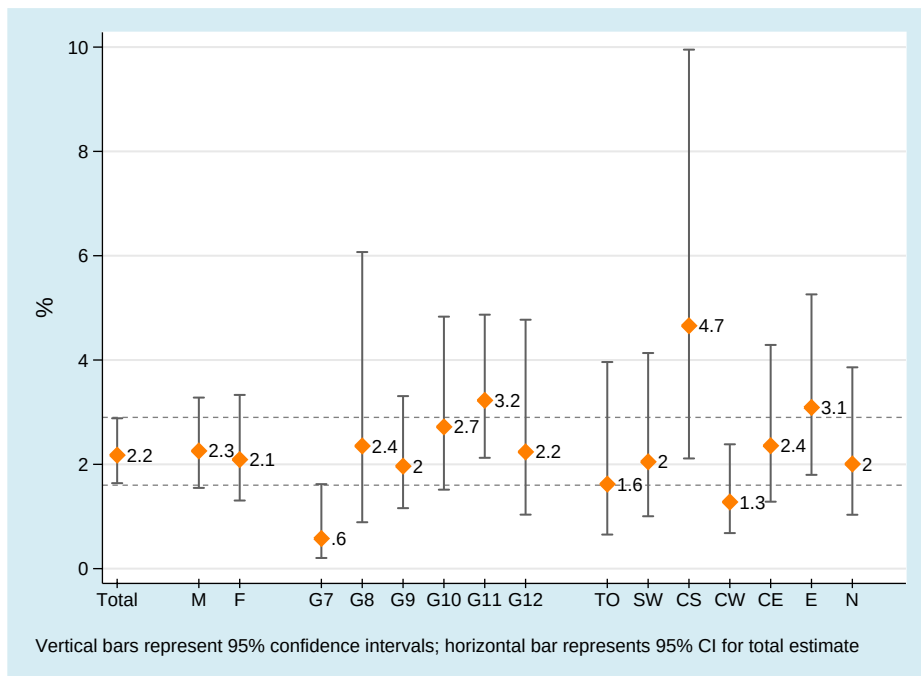


Figure 3.4.7
Past Year Medical Ritalin Use by Sex, Grade and Public Health Region, *OSDUS* 2005

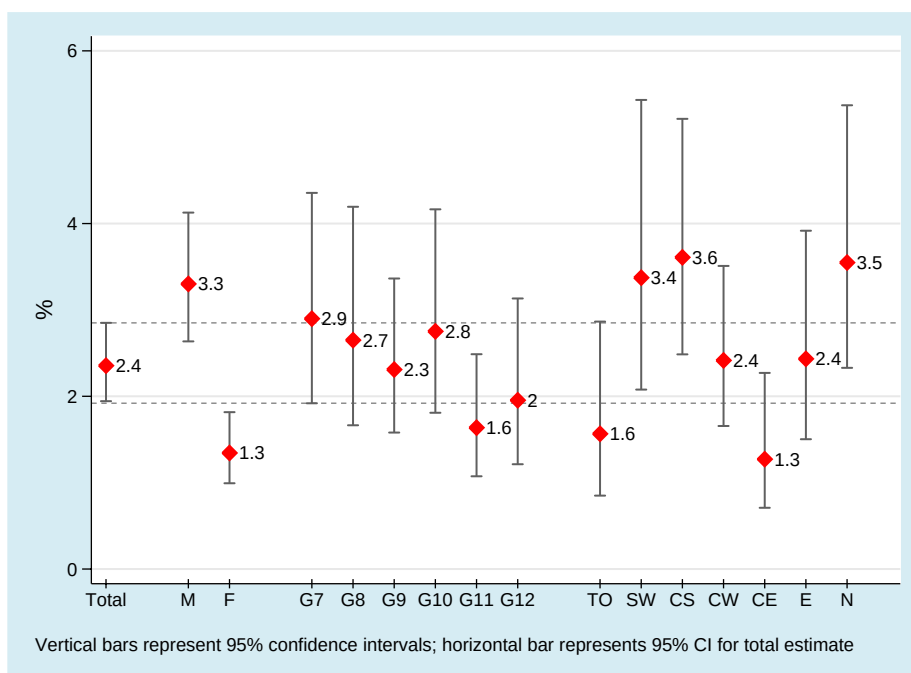


Figure 3.4.8
Past Year Medical Barbiturate Use, *OSDUS* 1977 – 2005, Grades 7, 9, 11 only

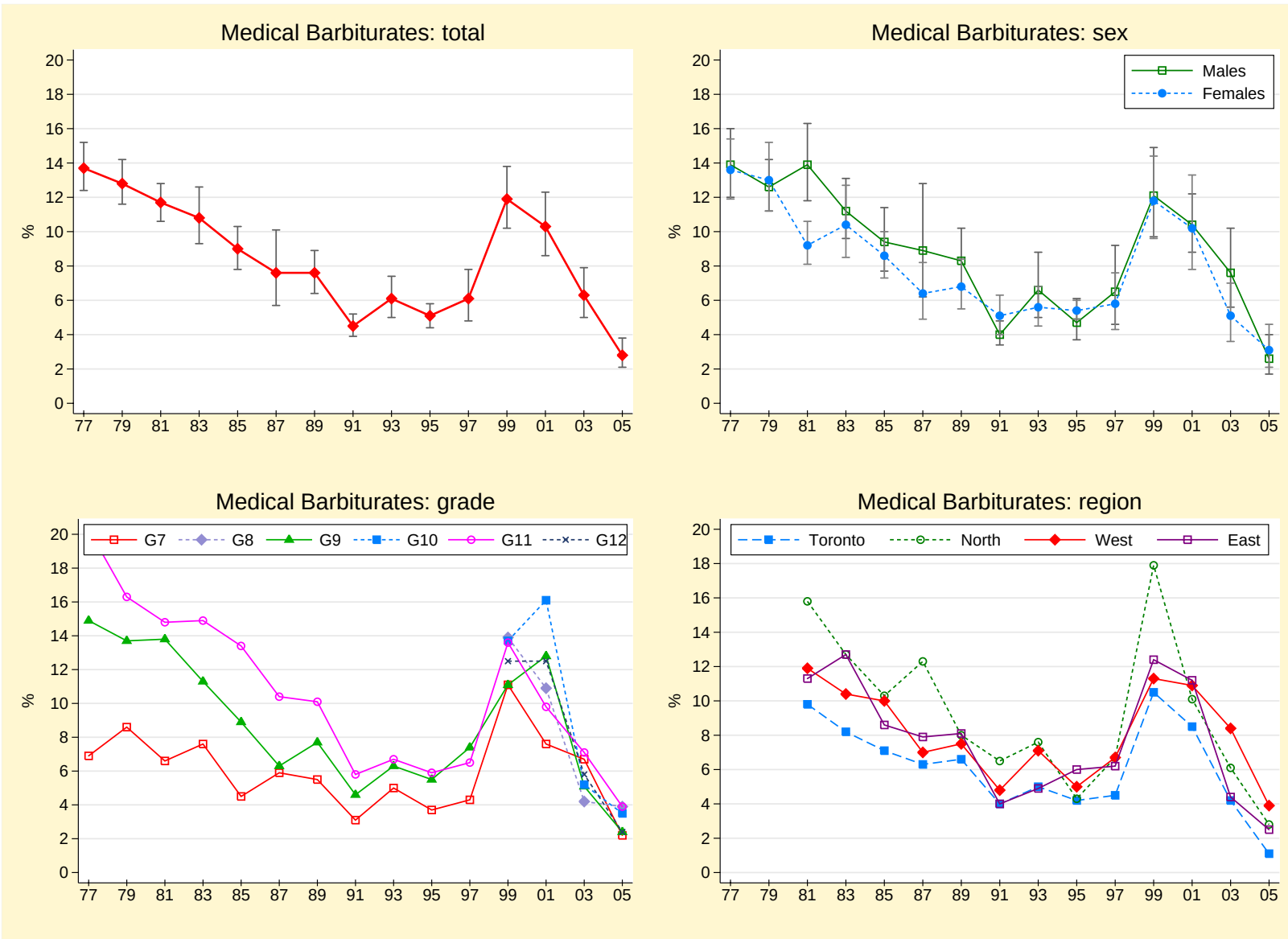


Figure 3.4.9
Past Year Medical Stimulant Use, *OSDUS* 1977 – 2005, Grades 7, 9, 11 only

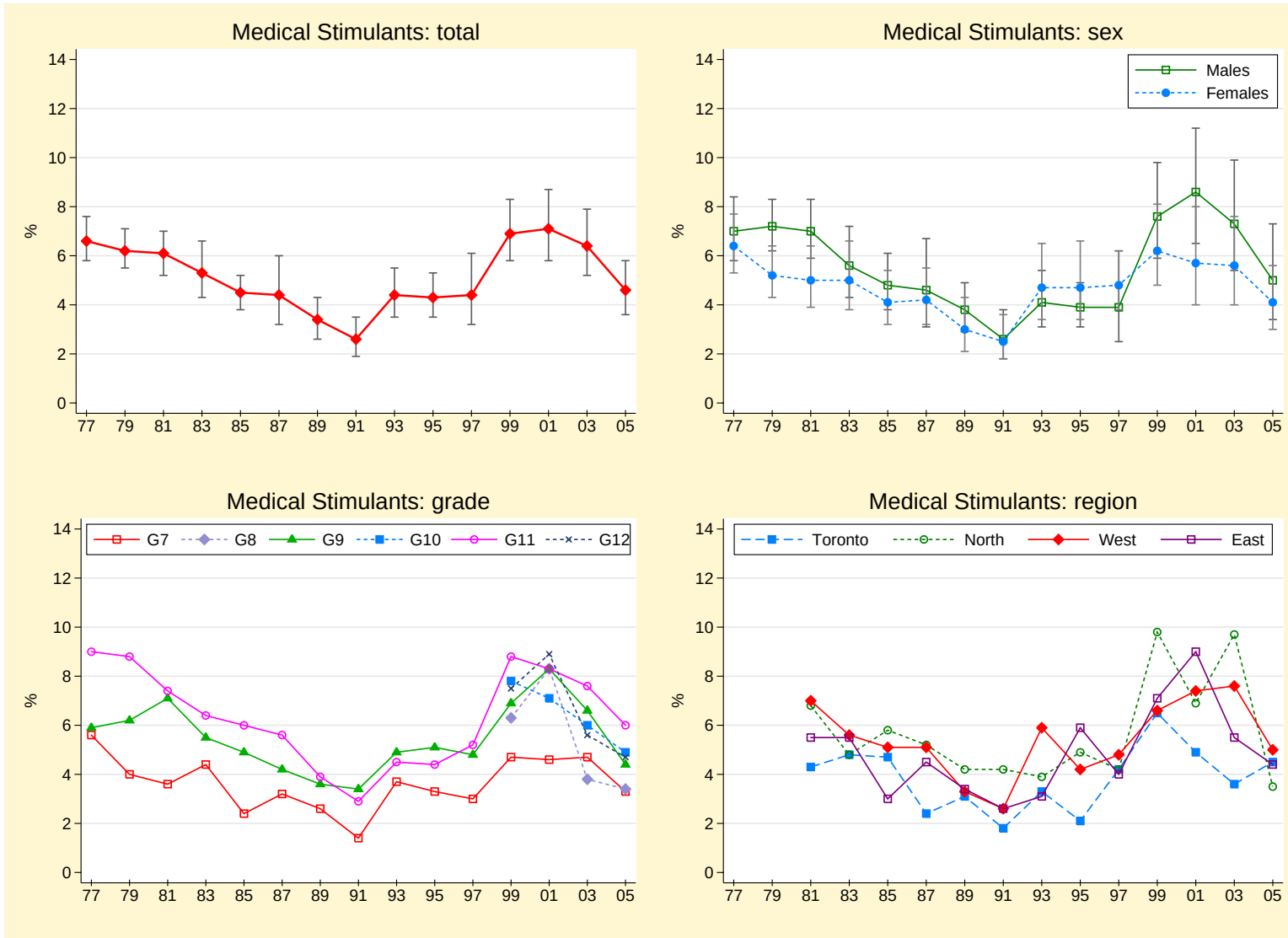
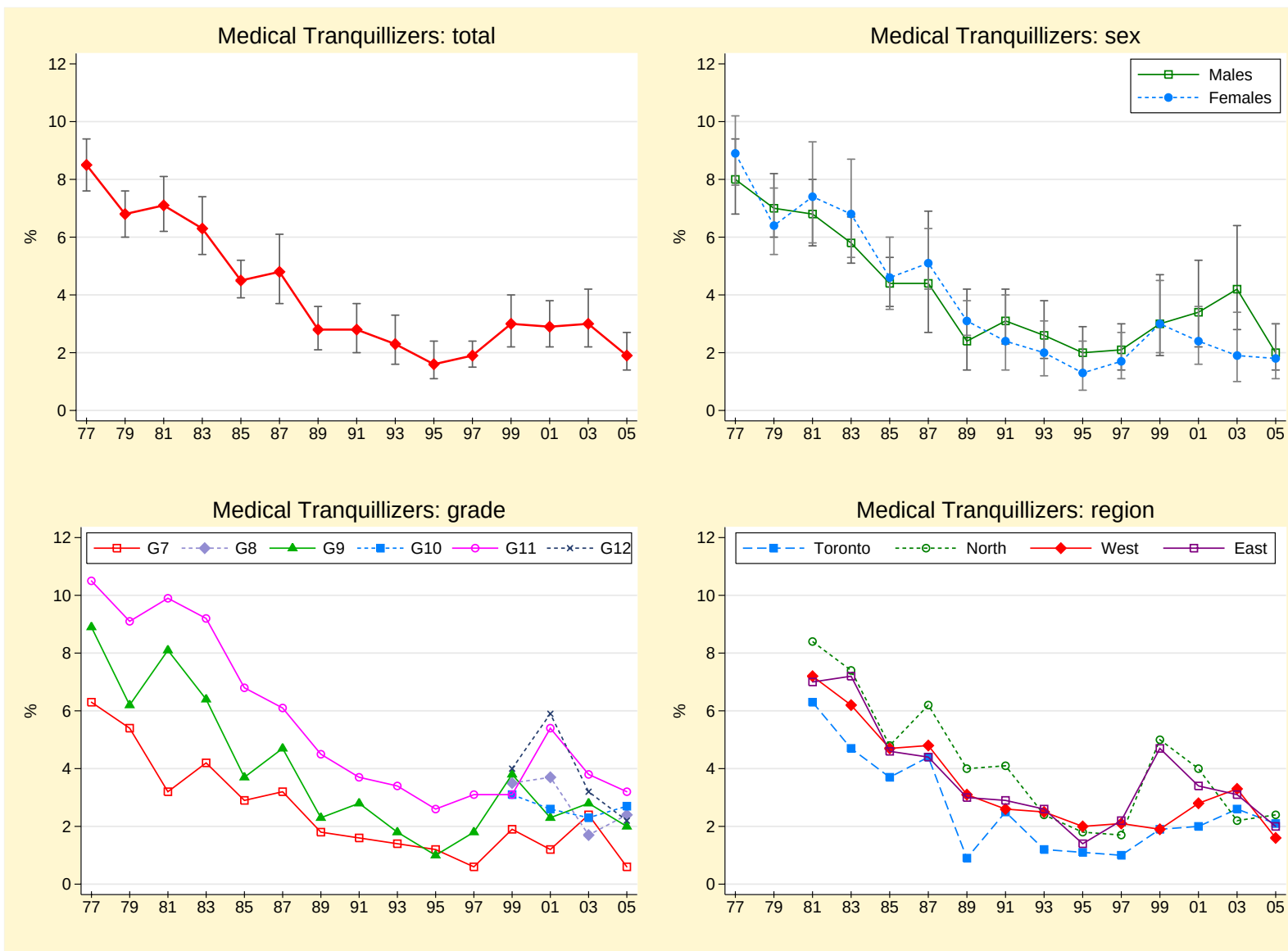


Figure 3.4.10
Past Year Medical Tranquillizer Use, *OSDUS* 1977 – 2005, Grades 7, 9, 11 only



3.4.4 Prescription Medication to Treat Depression or Anxiety

(Figure 3.4.11)

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

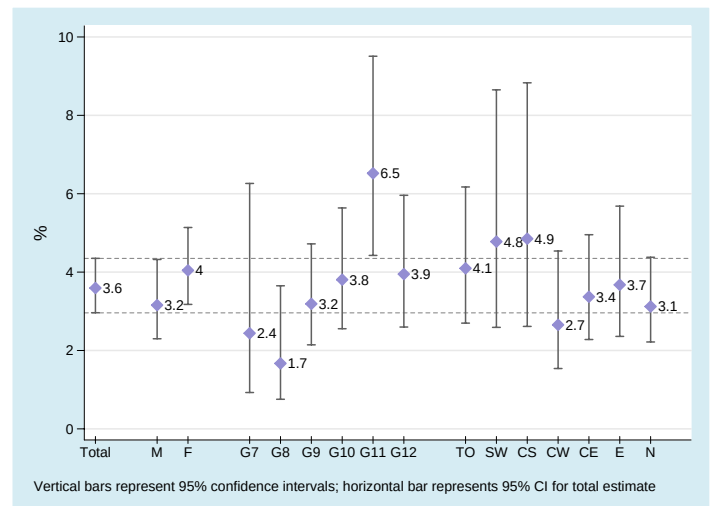
2005 (Grades 7 to 12):

- ❑ 1.3% of students (about 13,000 across Ontario) report that they had been prescribed medication to treat anxiety in the past year. A similar proportion (1.2%; about 12,000 students) were prescribed medication for depression. Another 1.1% (about 11,300) were prescribed medication for *both* their depression and anxiety.
- ❑ Combining these responses, 3.6% (95% CI: 3.0%-4.4%) report they were prescribed medication to treat either depression, or anxiety, or both of these problems. This percentage represents about 36,300 students.
- ❑ Compared to males, females are significantly more likely to be prescribed medication to treat depression (0.7% vs 1.7%, respectively). There is no significant sex difference regarding reports of being prescribed medication to treat anxiety (1.6% of males, 0.9% of females).
- ❑ Further, as displayed in Figure 3.4.11, there is no significant sex difference in the likelihood of being prescribed medication to treat anxiety, depression, or both problems.
- ❑ However, there is significant grade variation, with students in grade 11 (6.5%) most likely to be prescribed medication to treat one or both of these problems.
- ❑ There is no significant variation by region.

2001 – 2005 (Grades 7 to 12):

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

Figure 3.4.11
Percentage Reporting Having Been Prescribed Medication to Treat Either Anxiety or Depression or Both Problems During the Past Year, by Sex, Grade and Public Health Region, *OSDUS* 2005



3.4.5 Use of a Telephone Crisis Helpline

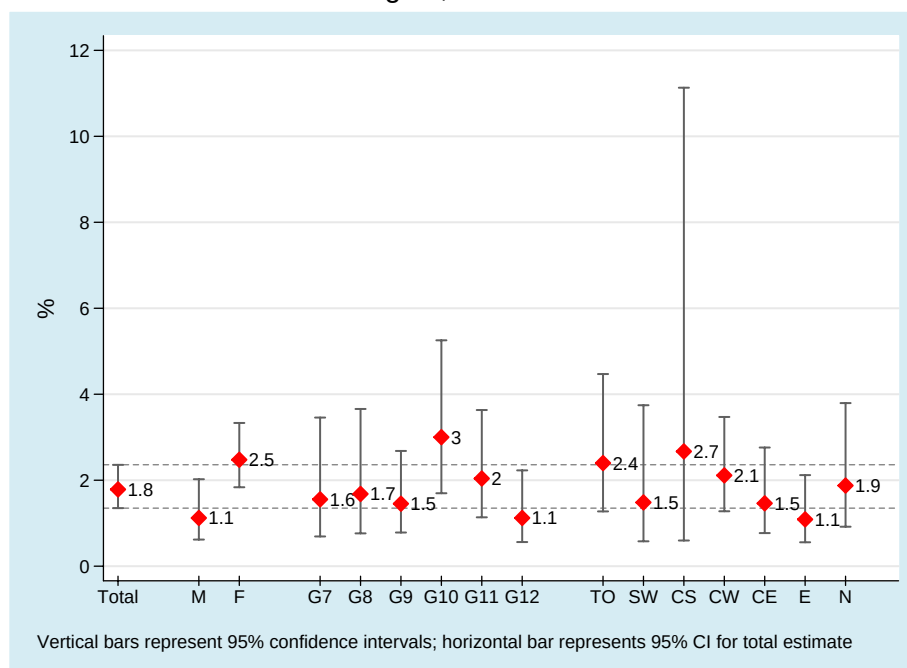
(Figure 3.4.12)

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

2005 (Grades 7 to 12):

- ❑ Among all students, 1.8% (95% CI: 1.4%-2.4%) report using a crisis helpline to discuss a problem during the past year. This percentage represents about 18,200 students across Ontario.
- ❑ Females are more likely than males to use a crisis helpline (2.5% vs 1.1%).
- ❑ Despite some fluctuation, there are no significant grade or region differences in the use of a crisis helpline.

Figure 3.4.12
Use of a Telephone Crisis Helpline During the Past Year, by Sex, Grade and Public Health Region, *OSDUS* 2005



3.5

Internalizing Indicators

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

3.5.1 Low Self-Esteem

(Table A3.5.1; Figures 3.5.1, 3.5.2)

Low self-esteem, or self-worth, has been shown to be associated not only with risky health behaviours such as illicit drug use,⁴⁴ but also with poor physical and mental health outcomes, and poor school and personal achievement.^{17, 45, 65}

Adapted items from the *Rosenberg Self-Esteem Scale*⁶⁶ 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*

Each item response was 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). The reliability coefficient (α) for these 6 items was 0.76.

2005 (Grades 7 to 12):

- ❑ About one-in-ten (9.6%) students indicate low self-esteem.
- ❑ Specifically, 11.6% of all students often or always feel that they cannot do anything right; 15.3% feel they do not have much to be proud of; and 9.3% feel that they are no good at all. About 12.9% do not feel that they are a person of worth; 9.5% seldom or never feel good about themselves; and 7.8% do not feel that they can do most things as well as others can.
- ❑ Females are significantly more likely to indicate low self-esteem compared to males (11.0% vs 8.2%, respectively).
- ❑ There is no significant grade effect, nor is there a significant region effect.

1999 – 2005 (Grades 7 to 12):

- ❑ Low self-esteem remained stable between 1999 (10.1%) and 2005 (9.6%) among the total sample.

1995 – 2005 (Grades 7, 9, 11 only):

- ❑ Between 1995 (10.3%) and 2005 (10.9%), low self-esteem did not change among the total sample.

Figure 3.5.1
Rosenberg's Six Self-Esteem Items by Sex, *OSDUS* 2005

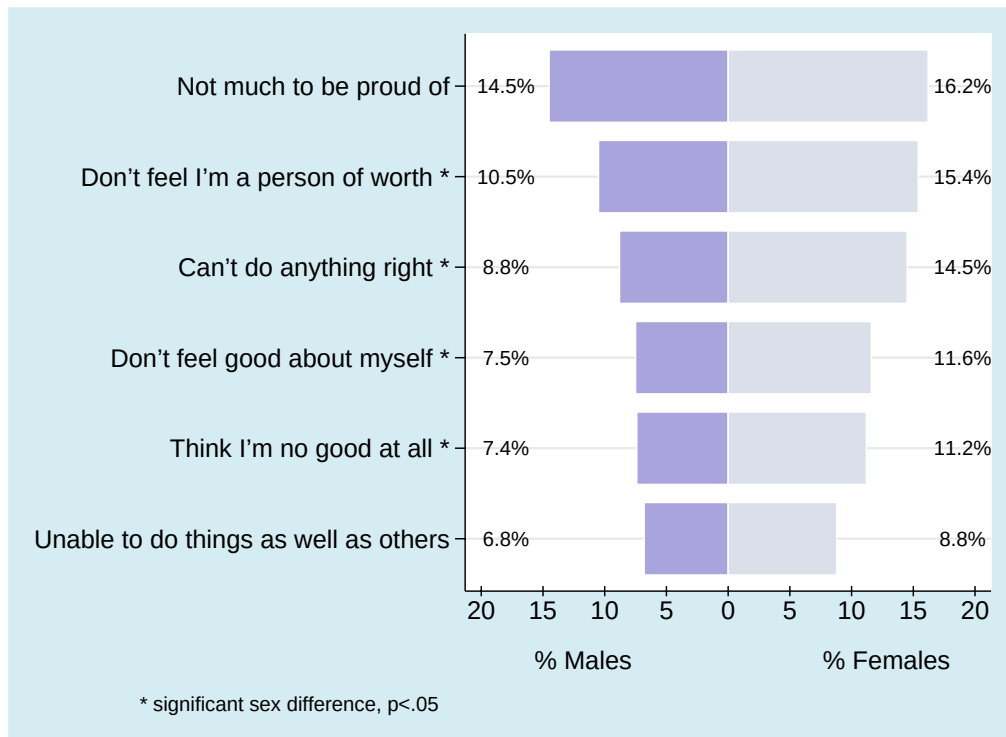
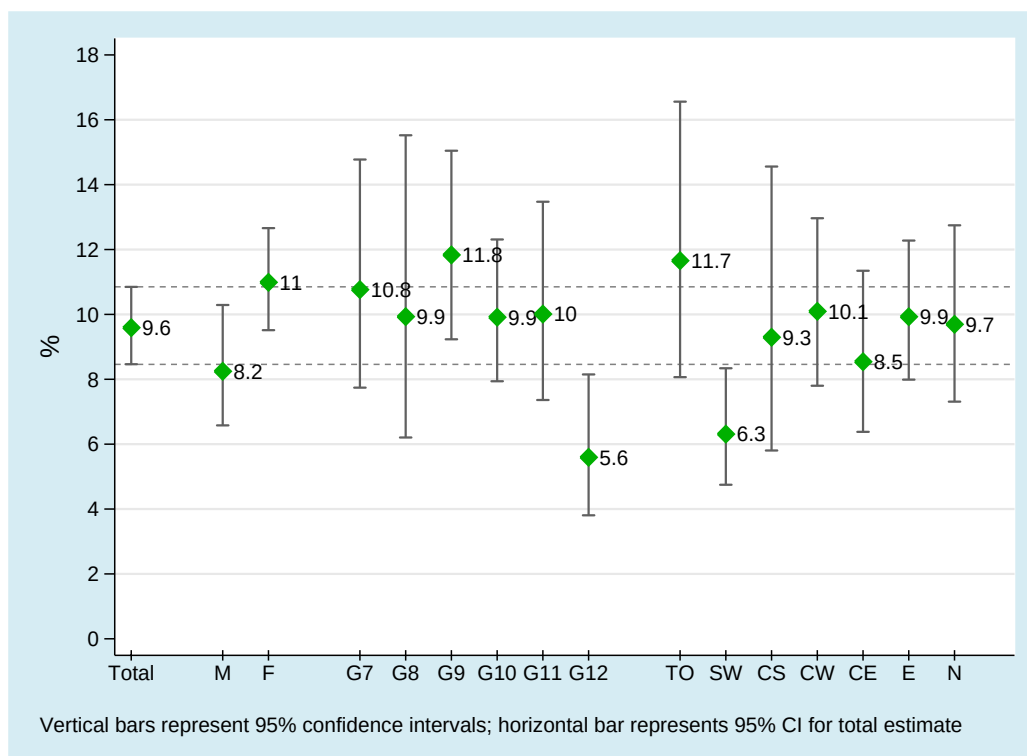


Figure 3.5.2
Low Self-Esteem by Sex, Grade and Public Health Region, *OSDUS* 2005



3.5.2 Depressive Symptoms

(Table A3.5.2; Figure 3.5.3)

Depressed mood is a relatively common occurrence during adolescence and is characterized by pervasive feelings of sadness and worthlessness, loss of interest in activities, and disturbances in sleep, appetite, and concentration. Depression can range from mild to severe, and can adversely affect all areas of life. Typically, the onset of depression occurs during adolescence, affecting more females than males.^{10, 67}

The *Center for Epidemiologic Studies Depression Scale* (CES-D) is a self-report scale used to screen for depressive symptomatology in the general population.⁶⁸ 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 4 CES-D questions were asked of students from 1997 to 2005. The time referent is the “past 7 days.”

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

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

2005 (Grades 7 to 12):

- ❑ Overall, 16.1% of students felt sad often or always during the seven days before the survey; 13.0% felt lonely; 11.3% felt depressed; and 13.6% felt like crying.
- ❑ About one-in-twenty (5.3%; 95% CI: 4.5%-6.2%) students are at risk for depression (this represents about 54,100 Ontario 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 be at risk for depression (8.9% vs 1.9%).
- ❑ There are no significant grade or region differences on the 4 symptoms, or on the overall depression measure.

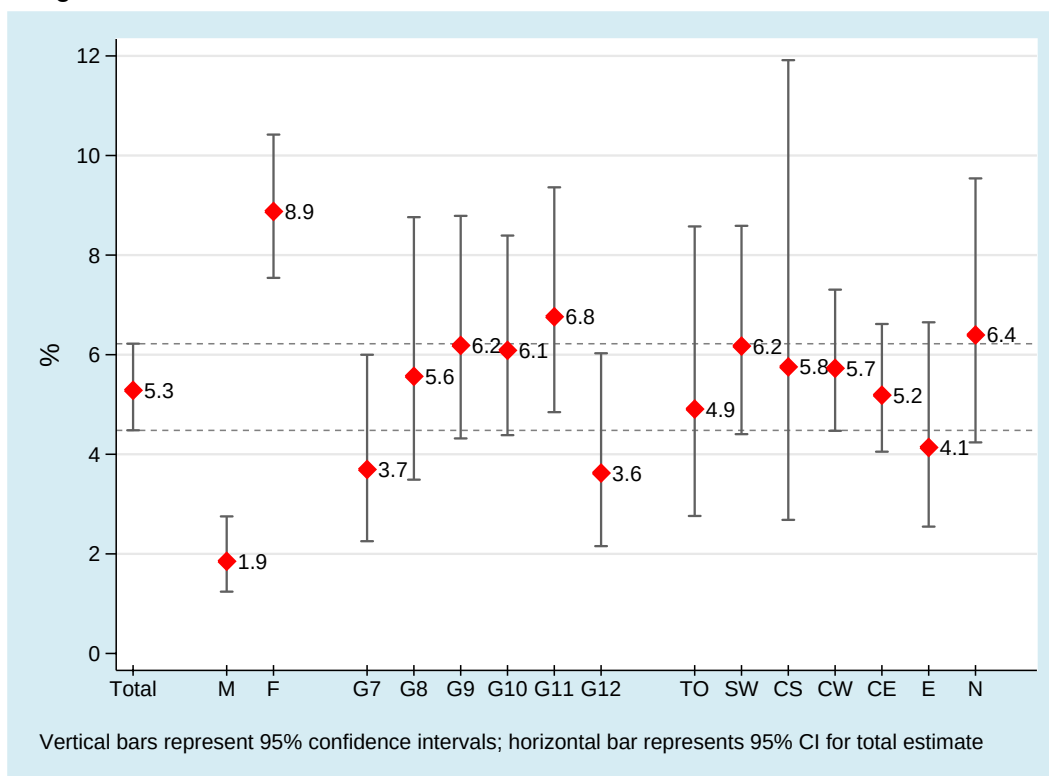
1999 – 2005 (Grades 7 to 12):

- ❑ Between 1999 and 2005, there was no significant change on the depression risk measure among the total sample (hovering around 5%), or among the subgroups.

1997 – 2005 (Grades 7, 9, 11 only):

- ❑ There was no significant change in risk for depression among the total sample between 1997 and 2005.

Figure 3.5.3
Percentage at Elevated Risk for Depression by Sex, Grade and Public Health
Region, *OSDUS* 2005



3.5.3 Elevated Psychological Distress

(Table A3.5.3; Figures 3.5.4, 3.5.5)

The *General Health Questionnaire* (GHQ)^{69, 70} 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). The reliability coefficient (α) for these 12 items was 0.87.

2005 (Grades 7 to 12):

- ❑ Elevated psychological distress is reported by just under one-third (29.6%; 95% CI: 27.8%-31.4%) of students. This represents about 303,500 Ontario students.
- ❑ The most common symptom experienced by students is the feeling of being constantly under stress (36.2%), followed by losing sleep because of worrying (25.9%). The least reported symptom is feeling incapable of making decisions (6.9%).
- ❑ Females are more likely to report elevated psychological distress compared to males (37.3% vs 22.2%, respectively). Indeed, females are significantly more likely to report *each* of the 12 symptoms.
- ❑ Psychological distress significantly increases with grade, peaking in 12th-grade (37.5%).
- ❑ There is substantial grade variation on 7 of the 12 symptoms, generally showing inferior mental health with increasing grade. For example, constantly feeling stressed increases dramatically with grade, with only 22.0% of 7th-graders reporting so versus 48.7% of 12th-graders. Symptoms that do *not* significantly differ by grade are: not feeling like one is playing a useful part in things; incapable of making decisions; unable to face problems; losing self-confidence; and thinking of oneself as a worthless person.
- ❑ There are no significant regional differences on these distress measures.

1999 – 2005 (Grades 7 to 12):

- ❑ Among the total sample, elevated psychological distress significantly increased from 26.5% in 2001 up to 30.8% in 2003, and remains stable in 2005 at 29.6%. Note that the 2005 level corresponds to the previous 1999 level (30.0%).

Figure 3.5.4
Percentage Reporting 12 Psychological Distress Symptoms (GHQ) over the Past Few Weeks by Sex, *OSDUS 2005*

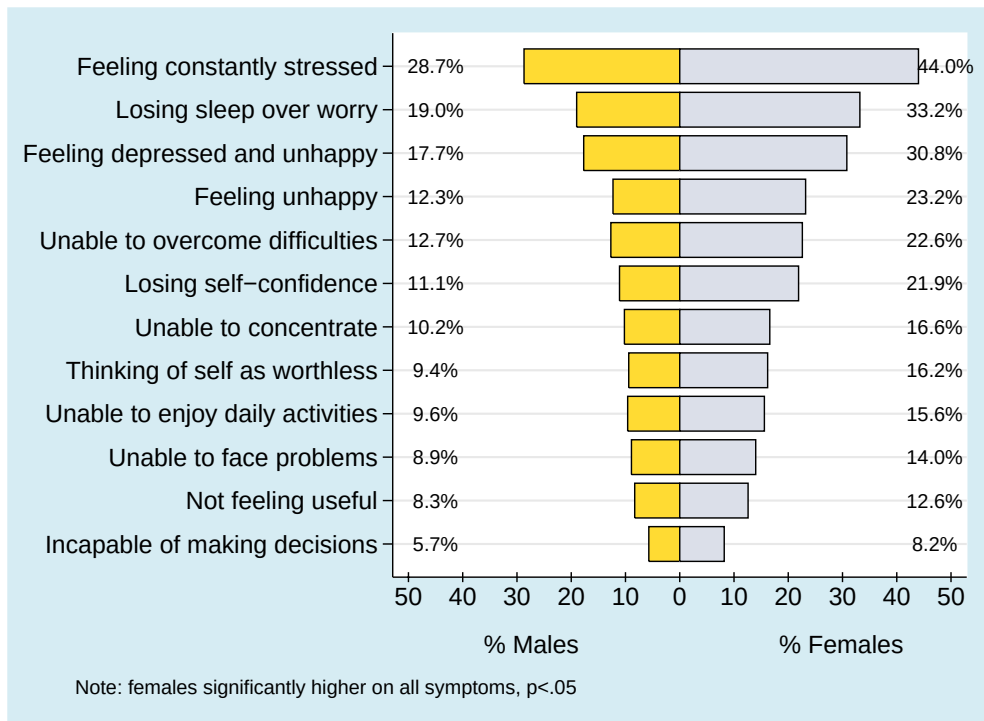
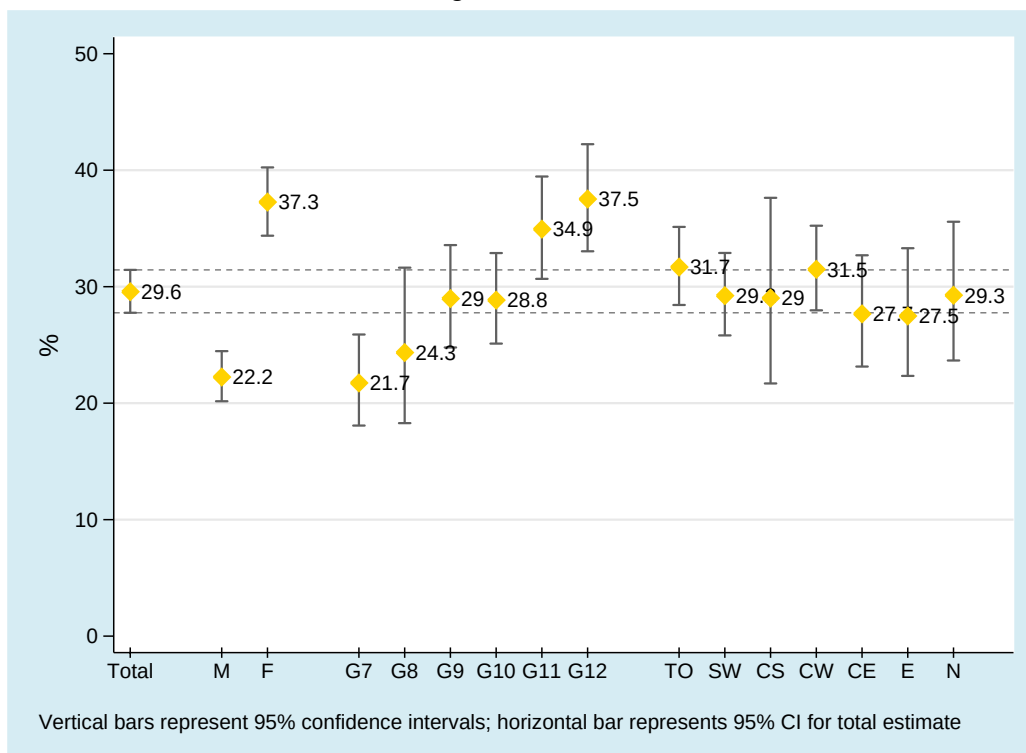


Figure 3.5.5
Percentage Reporting Elevated Psychological Distress (GHQ 3+) by Sex, Grade and Public Health Region, *OSDUS 2005*



3.5.4 Suicide Ideation

(Table A3.5.4; Figure 3.5.6)

Starting in 2001, the 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.

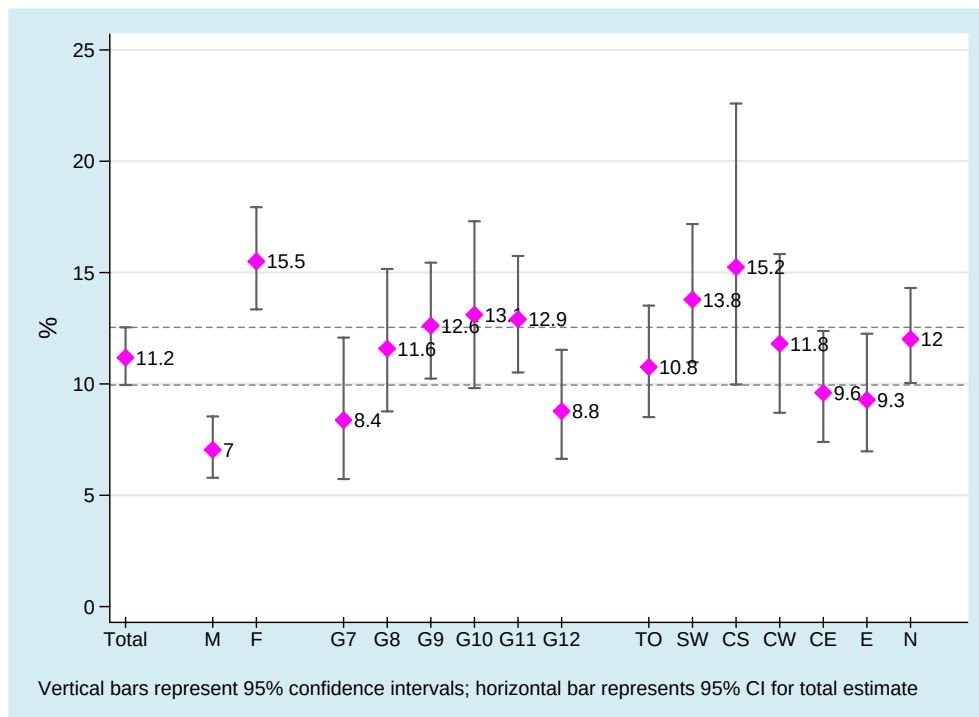
2001– 2005 (Grades 7 to 12):

- ❑ Between 2001 (11.4%) and 2005 (11.2%), there was no significant change in the percentage of students who contemplated suicide.

2005 (Grades 7 to 12):

- ❑ About 11.2% (95% CI: 10.0%-12.5%) of students reported that they had seriously considered suicide during the past year. This percentage represents about 113,800 Ontario students.
- ❑ Females are significantly more likely to think about suicide than males (15.5% vs 7.0%, respectively).
- ❑ Despite some fluctuation, there is no significant association with grade or with region.

Figure 3.5.6
Percentage Reporting Suicide Ideation During the Past Year by Sex,
Grade and Public Health Region, OSDUS 2005



3.5.5 Body Image and Desired Change in Weight

(Table A3.5.5; Figure 3.5.7)

The issues surrounding body image and weight become increasingly prominent during the adolescent years. Teenagers, especially females, can become preoccupied with achieving an “ideal” body, which can subsequently cause physical and mental health problems. In the extreme, a fixation on body image can lead to eating disorders such as anorexia nervosa or bulimia. In Canada, 4% of young females are considered at high risk for an eating disorder.¹²

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

2005 (Grades 7 to 12):

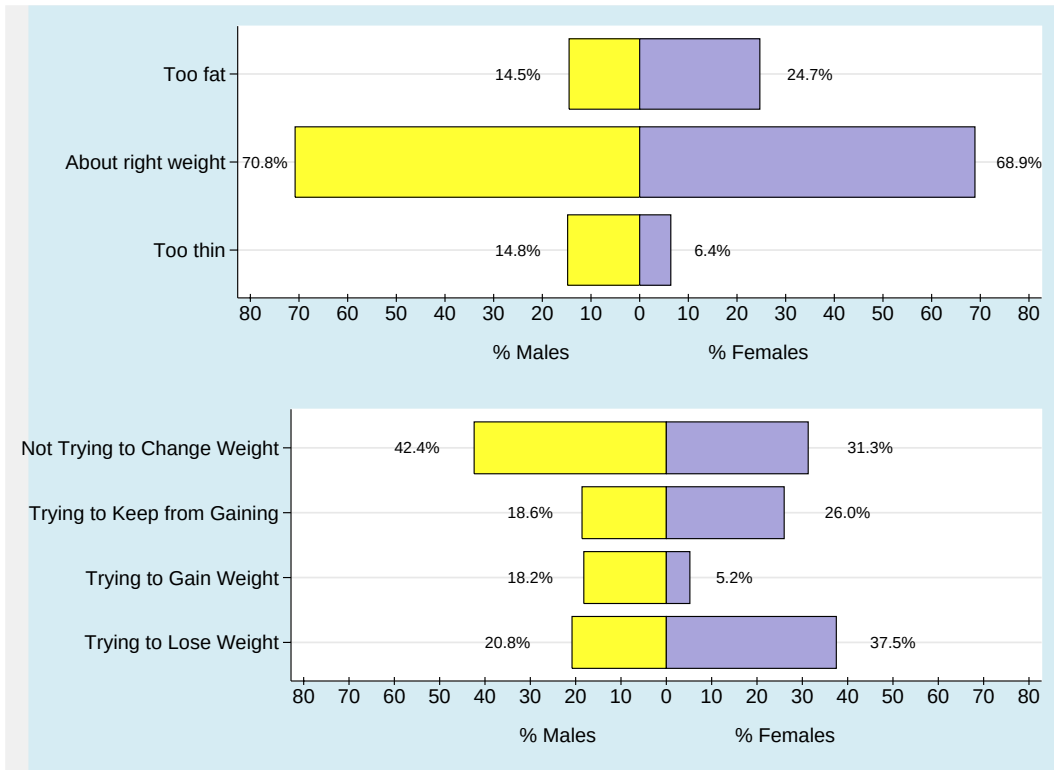
- ❑ Over two-thirds (69.9%) of all students are satisfied with their weight. One-fifth (19.4%) feel they are too fat, while one-tenth (10.8%) feel they are too thin.
- ❑ Over one-third (37.1%) of students are not trying to do anything about their weight. Another 28.8% are trying to lose weight; 22.1% want to keep from gaining weight, and 12.0% want to gain weight.
- ❑ Females are significantly more likely to believe that they are too fat, compared to males (24.7% vs 14.5%, respectively), whereas males are more likely to believe that they are too thin compared to females (14.8% vs 6.4%).
- ❑ Significantly more females than males want to lose weight (37.5% vs 20.8%, respectively), whereas more males want to gain weight (18.2% vs 5.2%).

- ❑ As grade increases, so does the desire to change one’s weight: reports of trying to lose weight increase with grade, from 25.4% of 7th-graders up to about 31.8% of 12th-graders.
- ❑ There are no significant regional differences for these two items.

2001 – 2005 (Grades 7 to 12):

- ❑ There is no significant change between 2001 and 2005 among the total sample regarding body image or the desire to change one’s weight. There are no changes among males or females.

Figure 3.5.7
Body Image and Desired Change in Weight, by Sex, OSDUS 2005



3.6

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.^{71, 72} Indeed, not only is violence related to physical injury, but having been a victim of violence or threatened with violence can also negatively impact a person's mental health.

3.6.1 Delinquent Acts

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

Non-Violent Acts:

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

Violent Acts:

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

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

Overall Delinquent Behaviour

(Table A3.6.1; Figures 3.6.1, 3.6.2)

2005 (Grades 7 to 12):

- ❑ Among all 12 acts asked about in 2005, the 3 most common are: vandalism (15.3%), theft under \$50 (14.7%), and beating up someone (11.7%). The least reported activity is carrying a handgun (1.9%). Males are significantly more likely to report each of the 12 acts compared to females.
- ❑ Overall, 12.9% (95% CI: 11.4%-14.6%) of students engage in delinquent behaviour (defined as 3 or more of 11 acts). Males are more likely to engage in delinquent behaviour than females (16.1% vs 9.6%, respectively).
- ❑ Among the grades, 11th-graders (17.4%) are the most likely to engage in delinquent behaviour. There are no significant regional differences in overall delinquent behaviour.

1999 – 2005 (Grades 7 to 12):

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

delinquent behaviour between 1999 (26.4%) and 2005 (15.4%).

- Among the four regions, only the East showed a significant decline in overall delinquent behaviour between 1999 (18.4%) and 2005 (10.4%).

1993 – 2005 (Grades 7, 9, 11 only):

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

- Compared to rates found in 1993 (17.1%) and 1995 (18.0%), delinquent behaviour is significantly lower in 2005 (12.8%) among students in grades 7, 9, and 11.

Figure 3.6.1
Percentage Reporting Engaging in Delinquent Acts at Least Once During the Past Year, by Sex, OSDUS 2005

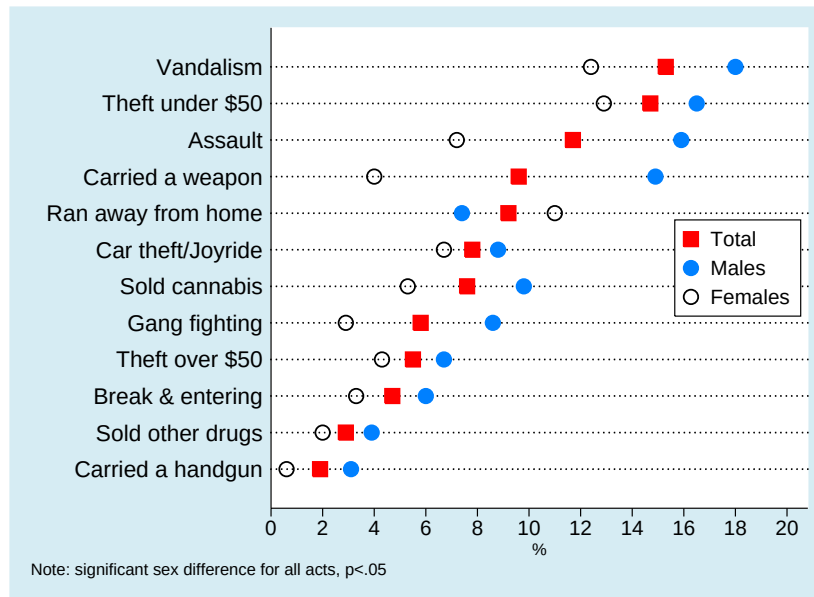
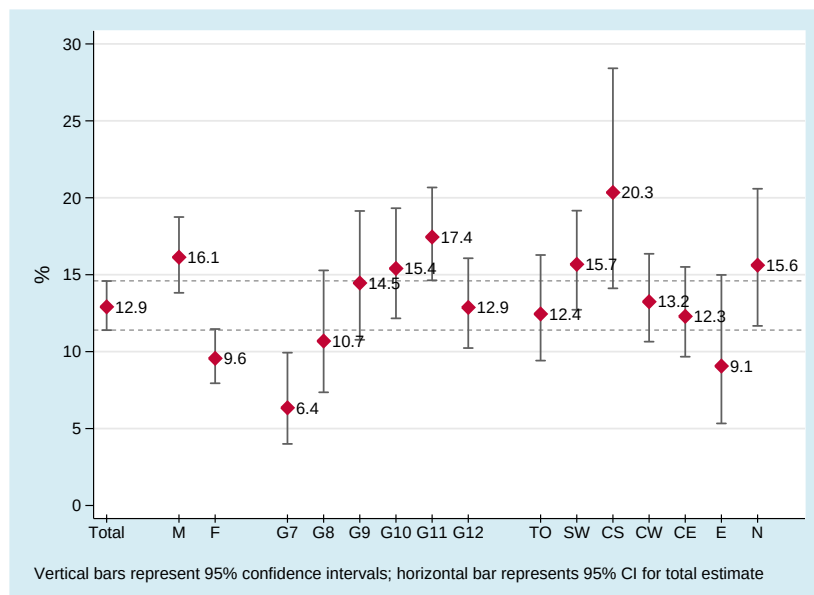


Figure 3.6.2
Percentage Reporting 3+ (of 11) Delinquent Acts at Least Once During the Past Year, by Sex, Grade, and Public Health Region, OSDUS 2005



3.6.2 Non- Violent Delinquent Acts

(Table A3.6.1; Figures 3.6.1, 3.6.3, 3.6.4)

2005 (Grades 7 to 12):

- ❑ Males are significantly more likely than females to report 7 of the 8 non-violent acts. Females are more likely to report running away from home.
- ❑ Participation in 6 of the 8 non-violent acts is significantly related to grade: Generally, the highest rate of activity occurs among 10th-, 11th- and 12th-graders:
 - 10th-graders are most likely to report break and entering (7.5%);
 - 11th-graders are most likely to report vandalism (19.3%), theft of goods worth \$50 or less (19.5%), and selling cannabis (12.5%);
 - 11th- and 12th-graders are most likely to report car theft (about 13%);
 - 10th- 11th- and 12th-graders are most likely to report theft of goods worth more than \$50 (about 7%);
 - there is no grade difference for selling other drugs or running away from home.
- ❑ None of the 8 non-violent acts significantly varies by region.

1999 – 2005 (Grades 7 to 12):

- ❑ Over the short-term, only reports of vandalism changed between 1999 and 2005 among the total sample, decreasing from 24.1% in 1999 to 15.3% in 2005.

1991 – 2005 (Grades 7, 9, 11 only):

Over the past decade or so, 3 non-violent acts significantly changed among the total sample of grades 7, 9, and 11:

- ❑ Vandalism increased significantly among the total sample between 1991 (19.8%) and 1999 (22.9%), but then dropped in 2001 (14.8%) and still remains relatively low in 2005 at 15.5%.
- ❑ Among the total sample, theft under \$50 has been declining since 1995 (21.1%) and is still currently lower at 14.6%.
- ❑ The percentage reporting selling cannabis is significantly higher in 2005 (7.2%) compared to over a decade ago (3.1% in 1991).

Figure 3.6.3

Percentage Engaging in Non-Violent Delinquent Acts at Least Once During the Past Year, by Grade, *OSDUS* 2005

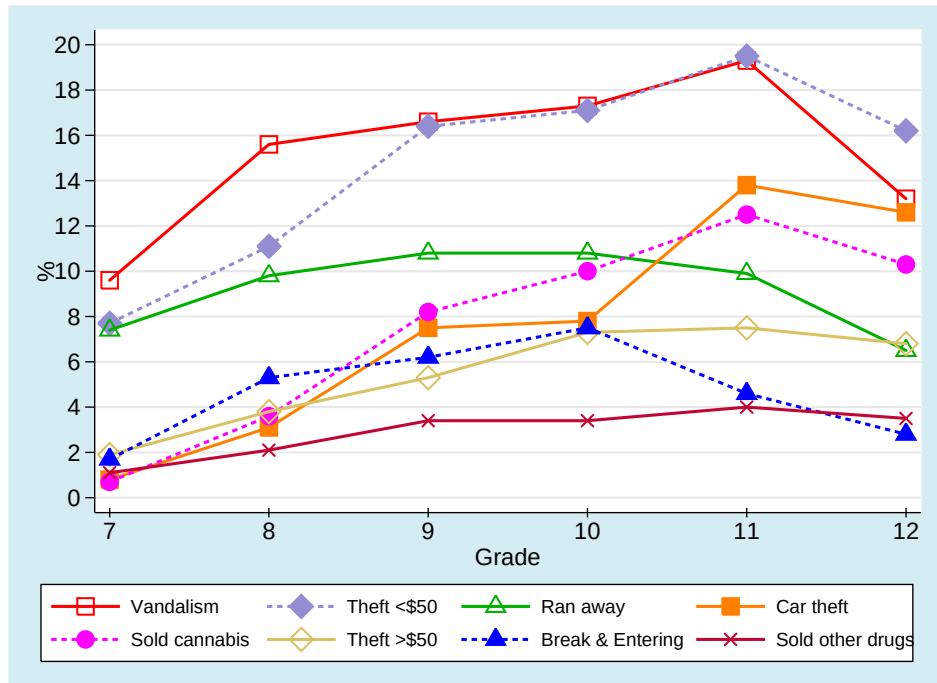
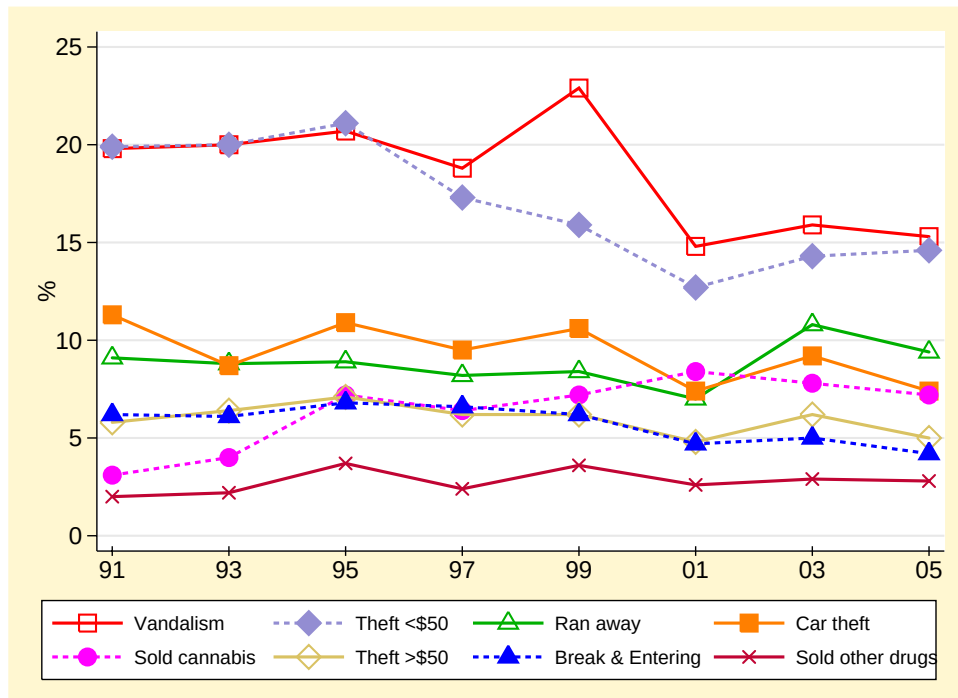


Figure 3.6.4

Percentage Engaging in Non-Violent Delinquent Acts, *OSDUS* 1991-2005 (Grades 7, 9, 11 only)



3.6.3 Aggressive and Violent Acts

(Table A3.6.1; Figures 3.6.5 to 3.6.9)

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

2005 (Grades 7 to 12):

Assault

- ❑ Among all students, 11.7% (95% CI: 10.5%-13.0%) assaulted someone at least once during the 12 months before the survey, with more males than females reporting so (15.9% vs 7.2%).
- ❑ Assault is significantly associated with grade, with students in grades 8, 9, and 10 most likely to report engaging in this act (about 12%-14%).
- ❑ Reports of assaulting someone do not significantly differ by public health region.

Gang Fighting

- ❑ Among all students, 5.8% (95% CI: 4.8% - 7.0%) report gang fighting at least once during the past 12 months. This percentage represents about 58,100 students in Ontario.
- ❑ Gang fighting is more prevalent among males than females (8.6% vs 2.9%).
- ❑ Although 7th-graders (3.4%) are the least likely to report gang fighting, the differences among the grades are not significant
- ❑ Gang fighting does not significantly differ by region.

Weapon Carrying

- ❑ Overall, 9.6% (95% CI: 8.2%-11.0%) of all students (about 95,200) report carrying a weapon, such as a knife or gun, during the 12 months before the survey.
- ❑ Males are significantly more likely than females to report carrying a weapon (14.9% vs 4.0%).
- ❑ Weapon carrying significantly varies by grade, with 9th-, 10th- and 11th-graders most likely to report this act (about 11%-13%).
- ❑ No significant regional differences exist.

Carrying a Handgun

- ❑ Overall, 1.9% (95% CI: 1.3%-2.6%) of all students (about 18,900) report carrying a handgun at least once during the 12 months before the survey.
- ❑ Males are significantly more likely than females to report carrying a weapon (3.1% vs 0.6%).
- ❑ Although there is grade variation in reports of gun carrying, the differences are not statistically significant.
- ❑ No significant regional differences exist.

1999 – 2005 (Grades 7 to 12):

- ❑ The percentage of all students reporting assaulting someone significantly declined between 1999 and 2001 (from 19.9% to 12.8%), and remains stable in 2005 at 11.7%.
- ❑ Among all students, weapon carrying is significantly lower in 2005 (9.6%) compared to the 1999 estimate (13.5%).
- ❑ No significant short-term changes were found for gang fighting among the total sample of students.

1991 – 2005 (Grades 7, 9, 11 only):

- ❑ Reports of assault peaked in 1997 (22.0%) and subsequently declined to 12.3% in 2001 and still remains lower at 10.9% in 2005.
- ❑ Gang fighting has remained stable between 1991 and 2005 among the total sample, hovering between 5% and 7%.

- ❑ Compared to their counterparts in 1993, students today are less likely to carry a weapon, such as a knife or gun (16.3% in 1993 vs 9.2% in 2005).

Figure 3.6.5
Percentage Reporting Assaulting Someone at Least Once in the Past Year by Sex, Grade, and Public Health Region, *OSDUS 2005*

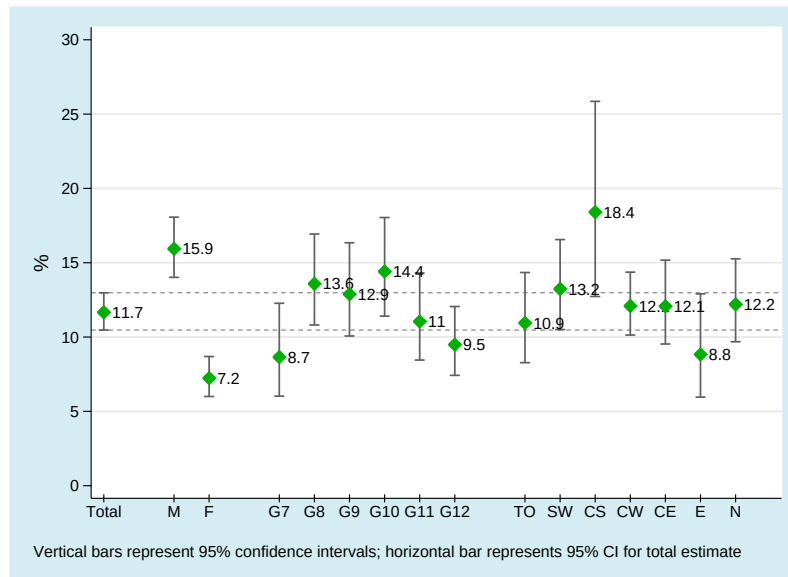


Figure 3.6.6
Percentage Reporting Gang Fighting at Least Once in the Past Year by Sex, Grade, and Public Health Region, *OSDUS 2005*

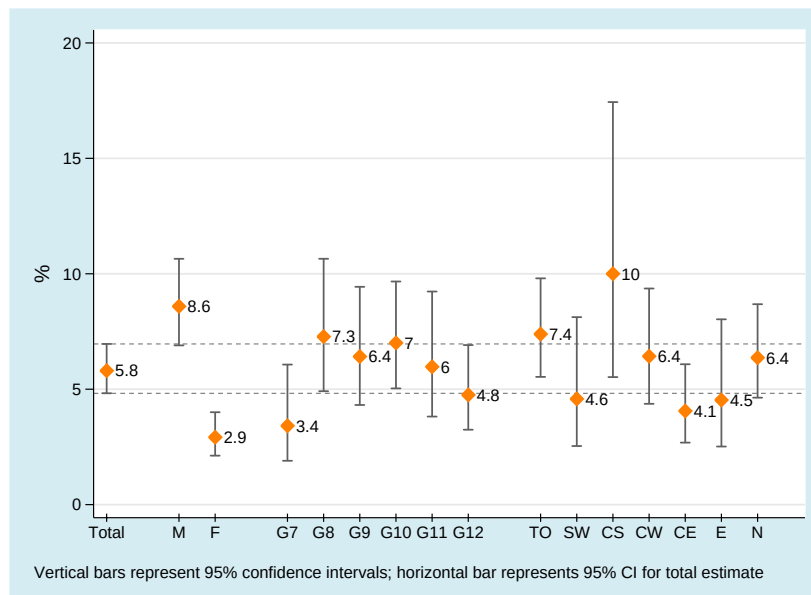


Figure 3.6.7
Percentage Reporting Carrying a Weapon (i.e., knife or gun) at Least Once in the Past Year by Sex, Grade, and Public Health Region, *OSDUS* 2005

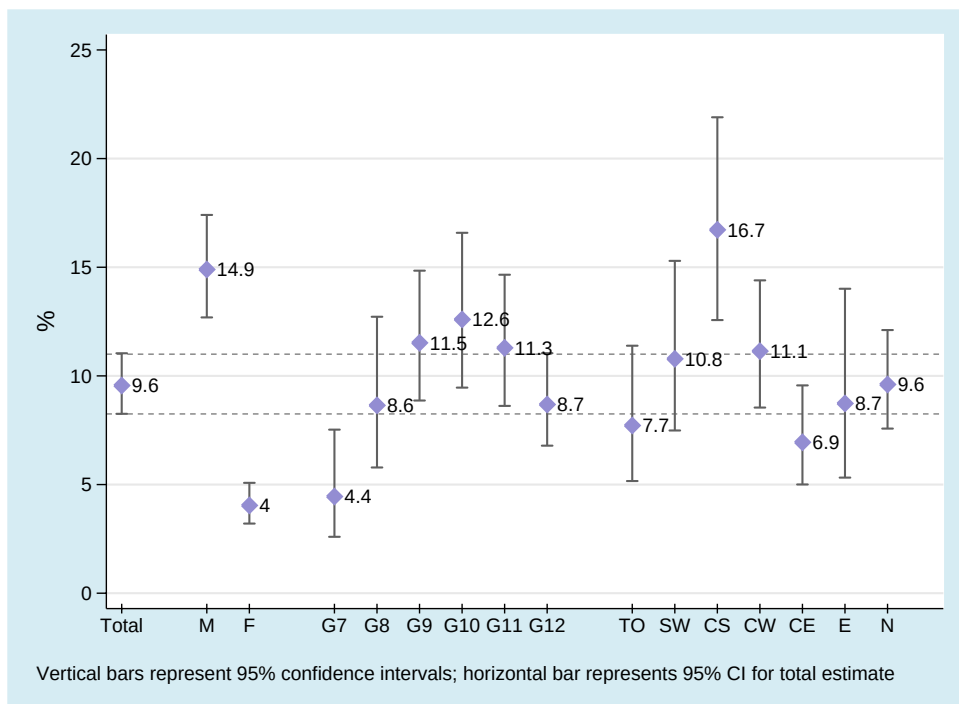


Figure 3.6.8
Percentage Reporting Carrying a Handgun at Least Once in the Past Year by Sex, Grade, and Public Health Region, *OSDUS* 2005

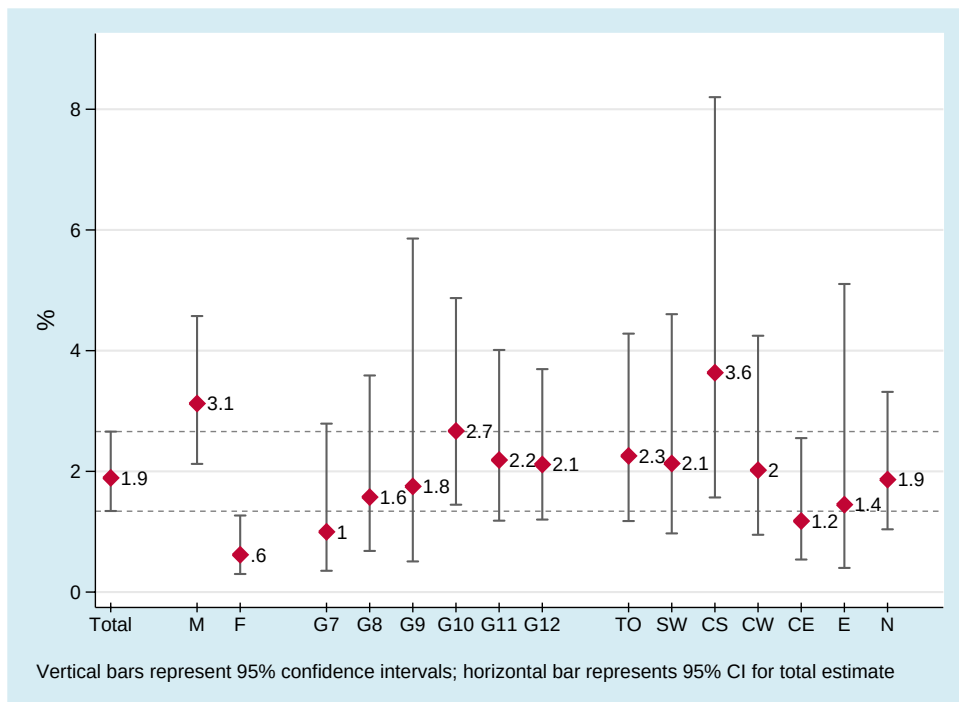
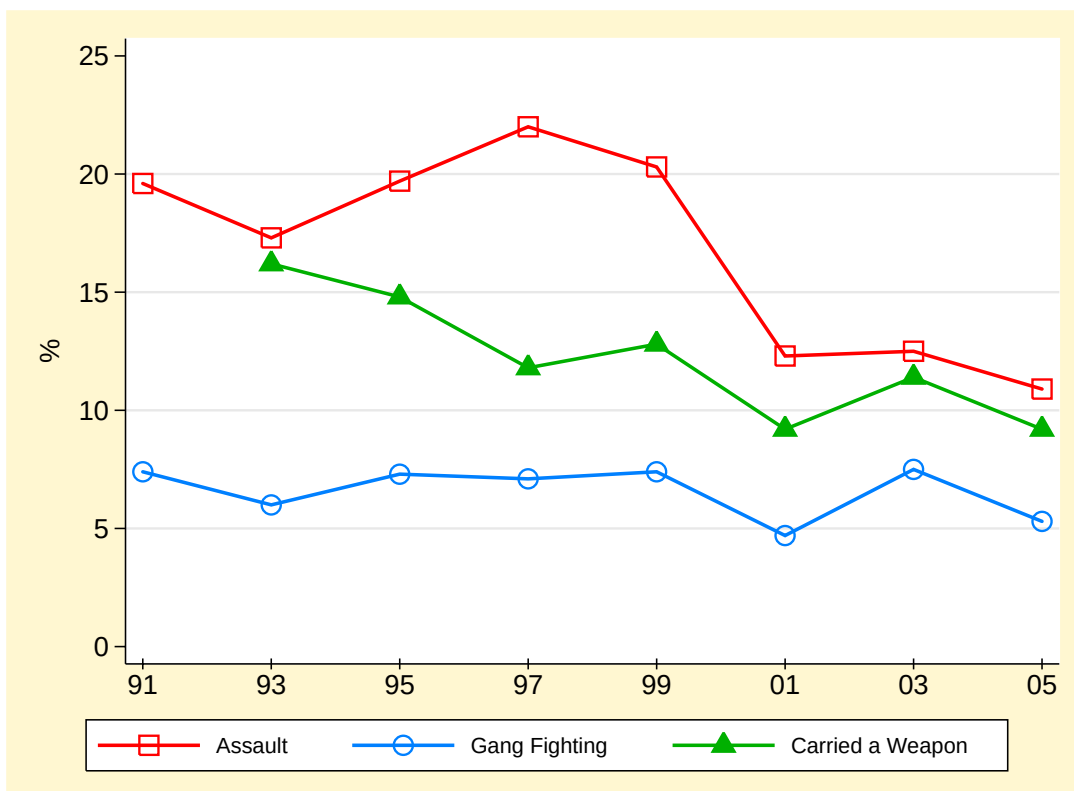


Figure 3.6.9
Percentage Engaging in Violent Acts, *OSDUS* 1991-2005 (Grades 7, 9, 11 only)



3.6.4 Fire Setting

(Figure 3.6.10)

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

Starting in 2005, the *OSDUS* asked students about setting fires. Specifically, the question used was “*In the last 12 months, how many times have you set something on fire that you weren’t supposed to?*” Students entered the number of times. In this section, we focus on the percentage reporting this behaviour at least once in the past 12 months.

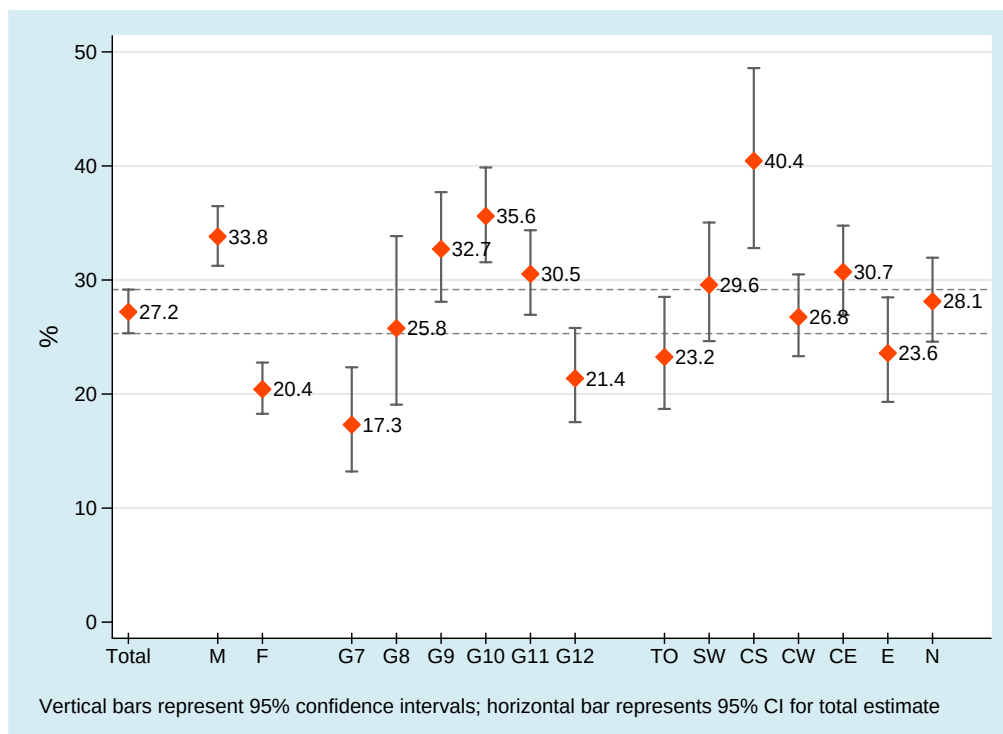
2005 (Grades 7 to 12):

- Among all students, 27.2% (95% CI: 25.3%-29.2%) reported setting something on fire at least once during the 12 months before the survey. This percentage represents about 271,800 students in Ontario.

- At the more extreme end, 13.5% (95% CI: 12.1%-14.9%) of all students report setting something on fire three or more times in the past 12 months.
- Males are significantly more likely to set something on fire compared to females (33.8% vs 20.4%, respectively).
- There is significant grade variation, showing that fire setting behaviour peaks in grades 9 and 10 (about 33%-35%).
- There is significant regional variation, with students in Toronto and the East public health regions least likely to set fires (about 23%), and those in the Central-South region most likely (40.4%).

Figure 3.6.10

Percentage Reporting Fire Setting at Least Once in the Past Year by Sex, Grade, and Public Health Region, *OSDUS* 2005



3.6.5 Violence on School Property

(Table A3.6.2; Figures 3.6.11, 3.6.12)

Starting in 2001, the *OSDUS* included a question about fighting on school property: “*During the last 12 months, how many times were you in a physical fight on school property?*” In this section, we describe the percentage reporting at least one event (see Appendix Table 3.6.2 for detailed categories: never, once, 2 or more times).

Starting in 2003, the *OSDUS* asked students about being threatened with a weapon on school property. Specifically, the question was: “*During the last 12 months, how many times has someone threatened or injured you with a weapon, such as a gun, knife or club on school property?*”. In this section, we describe the percentage reporting at least one event (see Appendix Table 3.6.2 for detailed categories: never, once, 2 or more times).

2005 (Grades 7 to 12):

Physical Fighting

- ❑ Among the total sample, 18.1% (95% CI: 16.6%-19.7%; about 181,600 of students in Ontario) report fighting on school property at least once in the past 12 months (11.1% report one time, while 7.0% report two or more times).
- ❑ There is a significant sex difference, with males much more likely to report fighting than females (27.1% vs 8.7%, respectively).
- ❑ There is significant variation by grade: 7th-graders (30.2%) are the most likely to fight at school, whereas 12th-graders are the least likely (11.4%).
- ❑ There are no significant differences among the public health regions.

Threatened or Injured with a Weapon

- ❑ Among all students, 8.2% (95% CI: 6.9%-9.8%; about 82,800 students) report having been threatened or injured with a weapon on school property at least once in the past 12 months (5.0% report that this occurred only once, while 3.2% report two or more occasions).
- ❑ Males are significantly more likely than females to report being threatened or injured with a weapon at school (11.6% vs 4.8%, respectively).
- ❑ Surprisingly, despite some variation, there are no significant differences among the grades.
- ❑ There are no significant differences among the public health regions.

2001— 2005 (Grades 7 to 12):

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

Figure 3.6.11
Percentage Reporting Physically Fighting at School at Least Once in the Past Year by Sex, Grade, and Public Health Region, *OSDUS 2005*

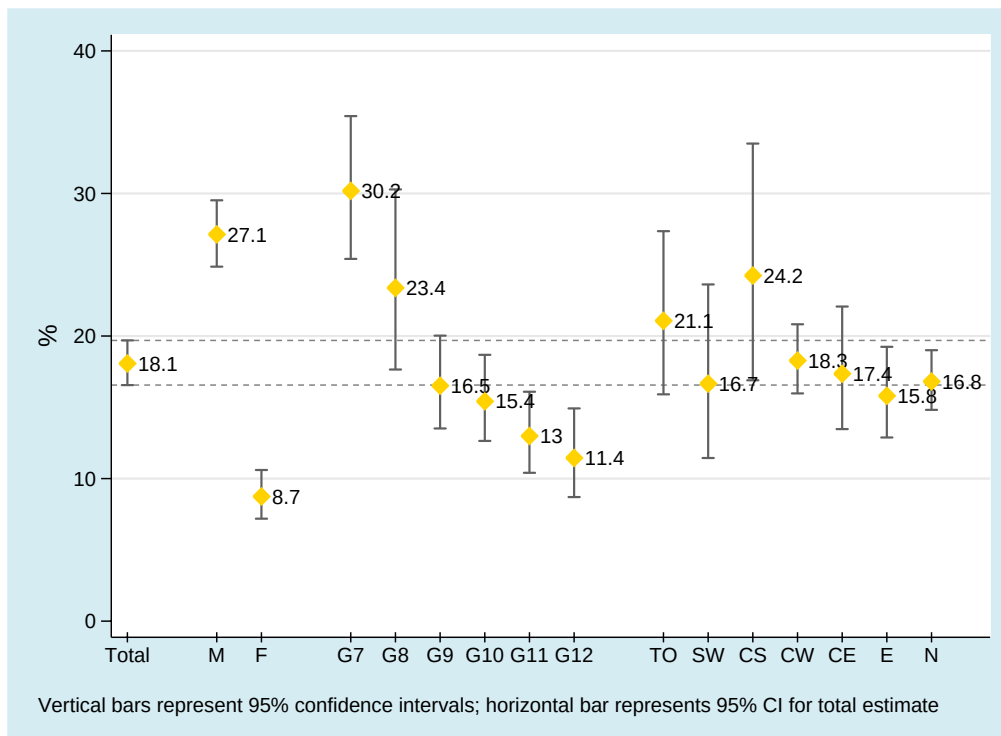
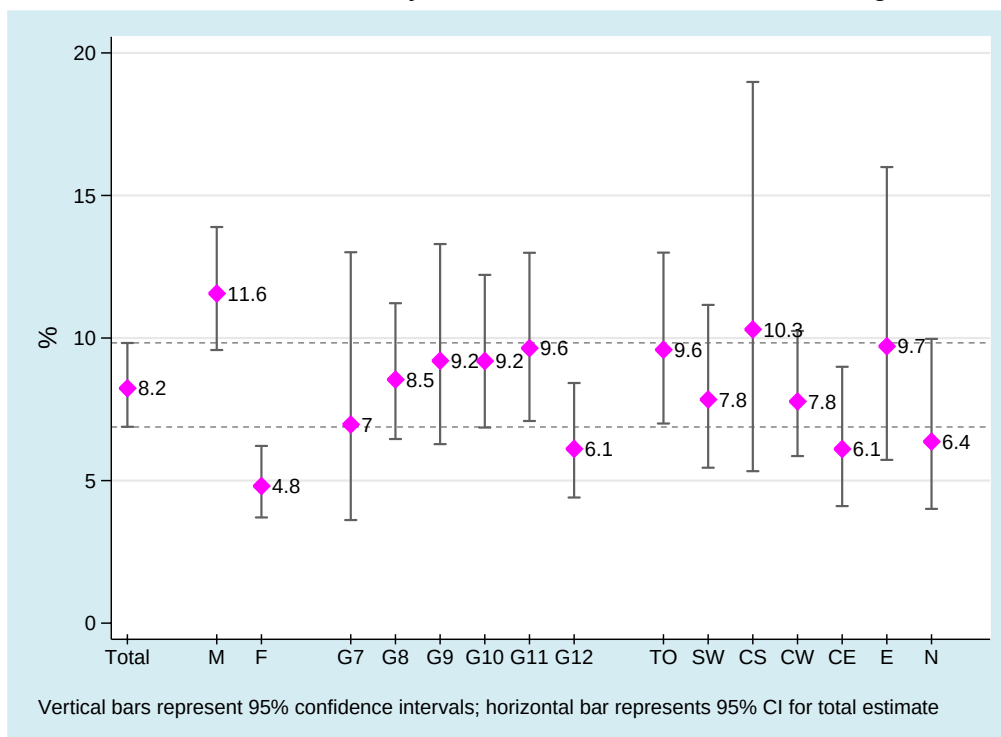


Figure 3.6.12
Percentage Reporting Having Been Threatened or Injured with a Weapon at School at Least Once in the Past Year by Sex, Grade, and Public Health Region, *OSDUS 2005*



3.6.6 Bullying at School

(Table A3.6.3; Figures 3.6.13 to 3.6.15)

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

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

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

2005 (Grades 7 to 12):

Bullying Victims

- ❑ Among all students in grades 7 to 12, 30.9% (95% CI: 29.0%-32.8%) report being bullied at school since September. This represents about 311,000 students in Ontario.
- ❑ The most prevalent form of victimization is verbal (24.6%), while 3.8% are mainly

bullied physically, and 2.5% are mainly victims of theft or vandalism.

- ❑ About 9.5% of students report being bullied on a daily or weekly basis, and about 19.5% are bullied monthly or less often.
- ❑ Significantly more females are bullied than males (34.0% vs 27.8%, respectively). Females are more likely to be bullied verbally than males (30.0% vs 19.4%), while males are more likely to be bullied physically than are females (5.5% vs 1.9%). Both are equally likely to be victims of theft or vandalism (2.0% for females, 2.9% for males).
- ❑ There is significant grade variation, with 7th- an 8th-graders most likely to be bullied (about 40%) and 12th-graders (20.6%) the least likely. Seventh graders are the most likely to be bullied physically (7.9%). Eighth graders are most likely to be bullied verbally (35.5%). These youngest grades are also most likely to be bullied on a daily/weekly basis (about 14%).
- ❑ Among the public health regions, Central-East students (24.8%) are the least likely to be bullied, whereas students in the Southwest and East regions are the most likely (about 35%).

Bullying Perpetrators

- ❑ Among all students, 27.3% (95% CI: 25.2%-29.5%) report bullying other students at school. This represents about 275,000 students in Ontario.
- ❑ The most prevalent form of bullying others is through verbal attacks (22.2%), followed by physical attacks (4.5%). Theft or damage to others' property is a rare event (0.5%).
- ❑ About 6.5% of students report bullying others on a daily or weekly basis, and 22.0% do so monthly or less often.

- ❑ Males are more likely to report bullying than are females (29.4% vs 25.2%, respectively).
- ❑ Despite some variation, there are no significant differences in reports of bullying others among the grades.
- ❑ There are no significant regional differences.

2005 vs. 2003 (Grades 7 to 12):

- ❑ Among the total sample, there was no significant change in reports of being bullied (32.7% in 2003, 30.9% in 2005). There was no significant change in reports about the main way students were bullied, nor in the frequency.
- ❑ Similarly, there was no significant change in reports of bullying others between 2003 (29.7%) and 2005 (27.3%). There was no change in the reports about the main way students bullied others, nor in the frequency of bullying others.

Figure 3.6.13
Percentage Reporting Being Bullied Since September by Sex, Grade, and Public Health Region, *OSDUS 2005*

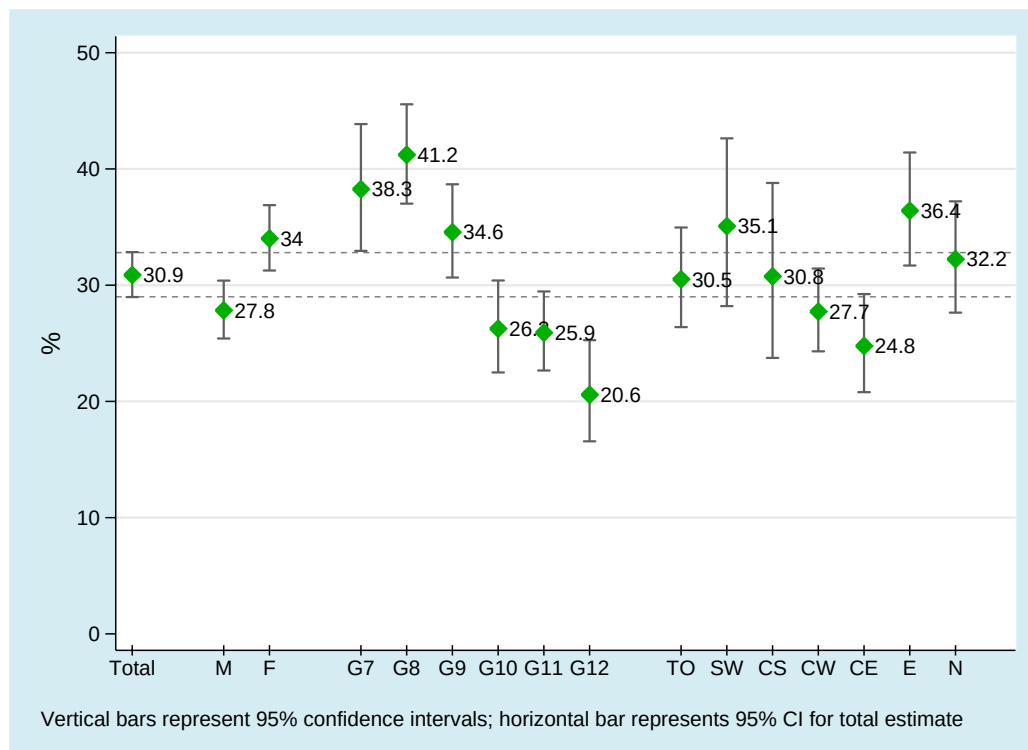


Figure 3.6.14
Percentage Reporting the Most Common Way They Were Bullied Since September, by Sex, *OSDUS* 2005

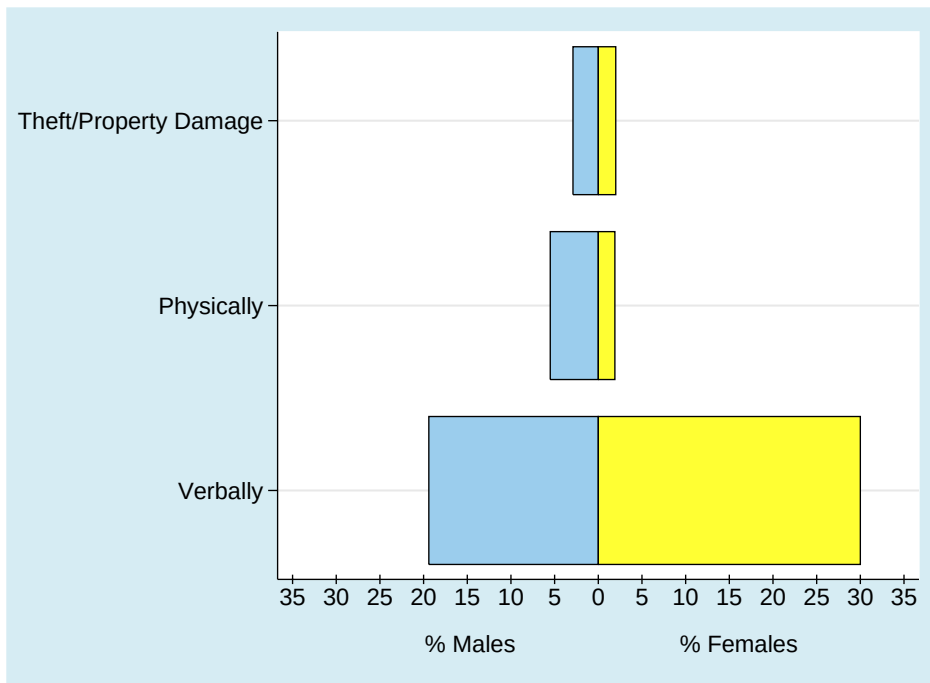
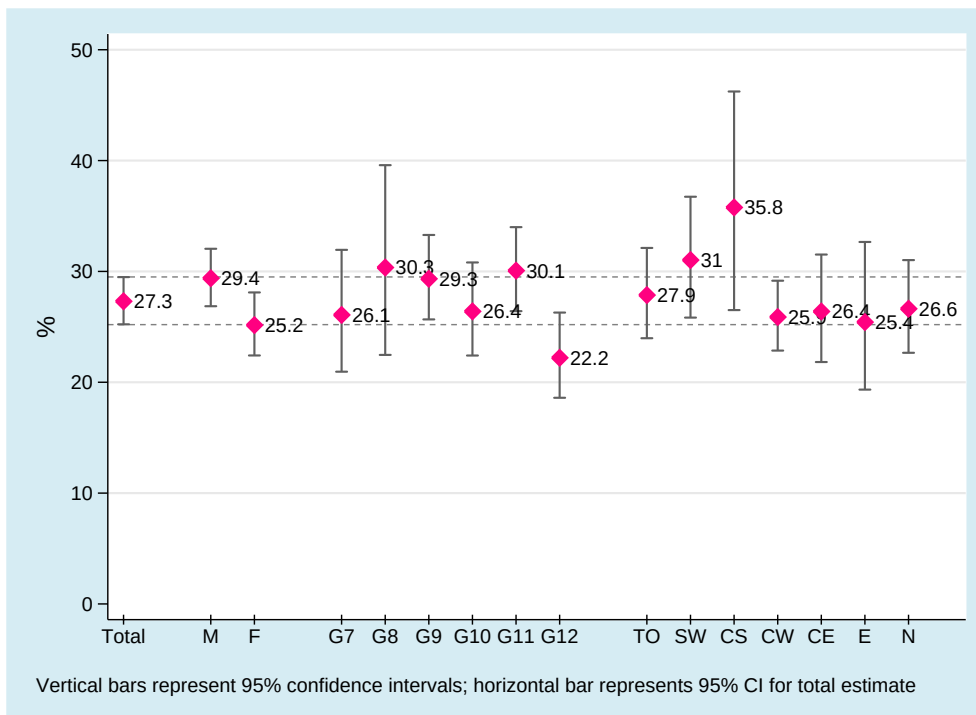


Figure 3.6.15
Percentage Reporting Bullying Others Since September by Sex, Grade, and Public Health Region, *OSDUS* 2005



3.6.7 Gambling Activity

(Table A3.6.4; Figures 3.6.16 to 3.6.18)

Starting in 2001, the OSDUS included questions about gambling activity during the past year. Students were asked “*How often (if ever) in the last 12 months have you done each of the following?*” The 10 activities listed below were asked about in 2003 and 2005, while only 7 were asked in 2001:

- *Played cards for money?*
- *Played bingo for money?*
- *Played dice for money* (not in 2001)
- *Bet money in sports pools?*
- *Bought sports lottery tickets (such as Sports Select or Proline)?*
- *Bought any other lottery tickets, including instant lottery (such as 6-49, Scratch & Win, pull-tabs)?*
- *Bet money on video gambling machines, slot machines, or other gambling machines?*
- *Bet money at a casino in Ontario?*
- *Bet money over the Internet* (not in 2001)
- *Bet money in other ways* (not in 2001)

The percentage reporting engaging in at least 5 of these 10 activities is also presented as an indicator of heavy gambling activity.

2005 (Grades 7 to 12):

- Among all students, the 10 activities ranked in the following manner, from most to least prevalent:

Cards	32.7%
Gambled in other ways.....	23.6%
Lottery tickets	18.5%
Sports pools	17.0%
Dice	14.7%
Bingo	8.6%
Sports lottery tickets.....	7.2%
Video gambling machines.....	6.2%
Internet gambling	2.1%
Ontario casinos.....	1.1%

- Among all students, 5.9% (95% CI: 4.8%-7.1%) gambled at five or more (of the 10) activities during the past 12 months, and this group can be considered to be heavy gamblers. This percentage represents about 58,800 students across Ontario.
- All, but one, of the 10 gambling behaviours significantly vary by sex. Males are significantly more likely than females to play cards for money; play dice; bet in sports pools; buy sports lottery tickets; play video gambling machines or slots; bet money in a casino; bet over the Internet; and to gamble in other ways not listed. The only activity that does not differ by sex is buying lottery tickets. Males are also more likely to report heavy gambling activity than females (9.1% vs 2.6%, respectively).
- There are significant grade differences for five of the ten activities: playing cards for money, sports pools, sports lottery tickets, other lottery tickets, and casino gambling. These activities gradually increase with grade and peak in grade 12. Heavy gambling activity significantly varies by grade, peaking in grade 12 (8.5%).
- Four gambling activities significantly vary by public health region. Playing bingo for money is most likely to occur among students in the Central-South and North regions (at 17% each). Similarly, buying lottery tickets is most likely in the Central-South (31.9%) and the North (25.9%). Northern students are most likely to gamble at video gambling machines (13.5%). Central-south students are most likely to bet at a casino in Ontario (4.0%). There is significant regional variation in heavy gambling activity, with students in the Central-South (14.1%) most likely to engage in this level, and students in the East (3.9%) least likely.

Figure 3.6.16
Percentage Reporting Gambling Activities in the Past Year, by Sex, *OSDUS* 2005

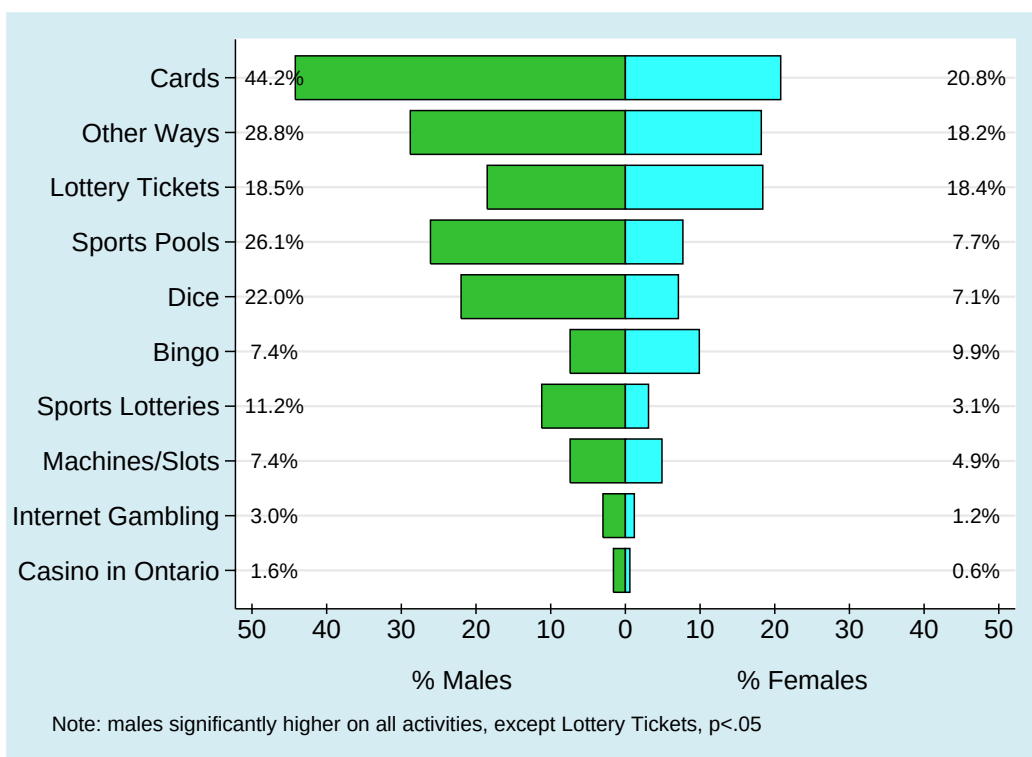


Figure 3.6.17
Percentage Reporting Number of Gambling Activities (0-10) in the Past Year, by Sex, *OSDUS* 2005

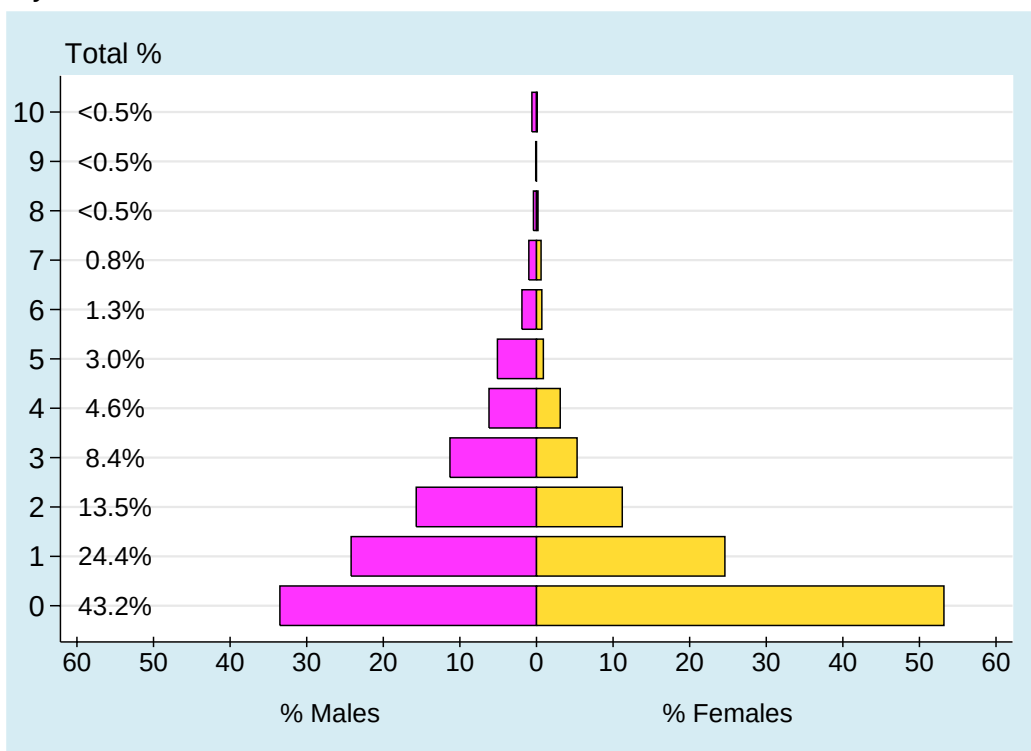
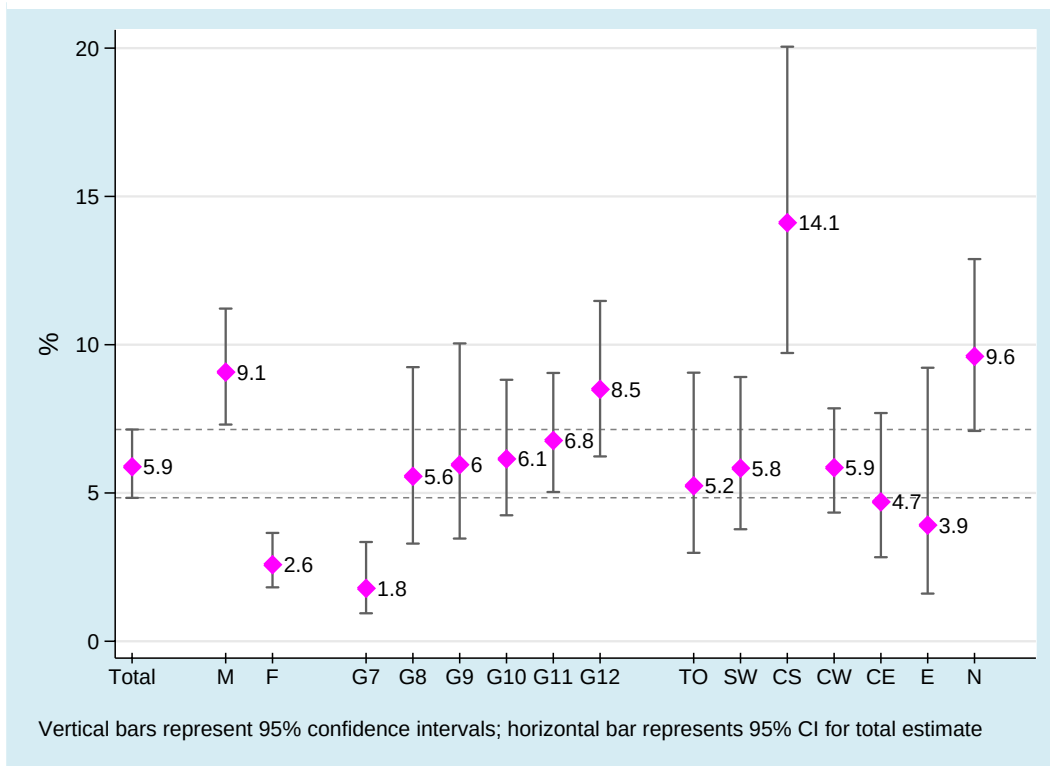


Figure 3.6.18
Percentage Reporting Heavy Gambling (5+ /10 Activities) in the Past Year, by Sex,
Grade, and Public Health Region, OSDUS 2005



2001 – 2005 (Grades 7 to 12):

- ❑ Among the total sample, the only gambling activity to show a significant change over time is playing cards for money. Specifically, between 2003 and 2005, gambling at cards significantly increased from 24.0% to 32.7%.
- ❑ There is no significant change in heavy gambling activity between 2003 (6.1%) and 2005 (5.9%).

3.6.8 Gambling Problems

(Table A3.6.5; Figures 3.6.19, 3.6.20)

Starting in 1999, the OSDUS asked students about gambling problems using the *South Oaks Gambling Screen Revised for Adolescents* (SOGS-RA).⁷³ Between 1999 and 2003, a 12-item screen was used, but in 2005 this was reduced to 6 items.² The following 6 questions were asked, each referring to the past 12 months:

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

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

To identify those who may have a gambling problem, we examined the percentage that answered positive to 2 or more of the 6 questions. The reliability coefficient (α) for these items was 0.72.

2005 (Grades 7 to 12):

- ❑ Overall, 4.5% (95% CI: 3.5%-5.9%) may have a gambling problem. This percentage represents about 45,800 Ontario students.
- ❑ Among those indicating that they gambled in the past year, the majority (86.3%) report that the largest amount of money gambled was less than \$50. About 7% report gambling between \$50 and \$99; 2.5% report between \$100 and \$199; and another 4.4% report spending \$200 or more.
- ❑ Males are more likely than females to be at risk for a gambling problem (7.2% vs 1.8%).
- ❑ Despite some variation, there are no significant grade differences regarding problem gambling.
- ❑ Risk for a gambling problem does not significantly differ by public health region.

1999 – 2005 (Grades 7 to 12):

- ❑ The percentage of all students at risk for a gambling problem in 2005 (4.5%) is within sampling error of surveys in 2003 (3.5%) and 1999 (6.2%).

² A ROC analysis on the 2003 data was performed to reduce the number of SOGS items from 12 to 6 in 2005, and to determine the corresponding cut-off for a gambling problem.

Figure 3.6.19
Percentage of All Students Reporting Specific Gambling Problems (SOGS-RA)
in the Past Year, by Sex, *OSDUS* 2005

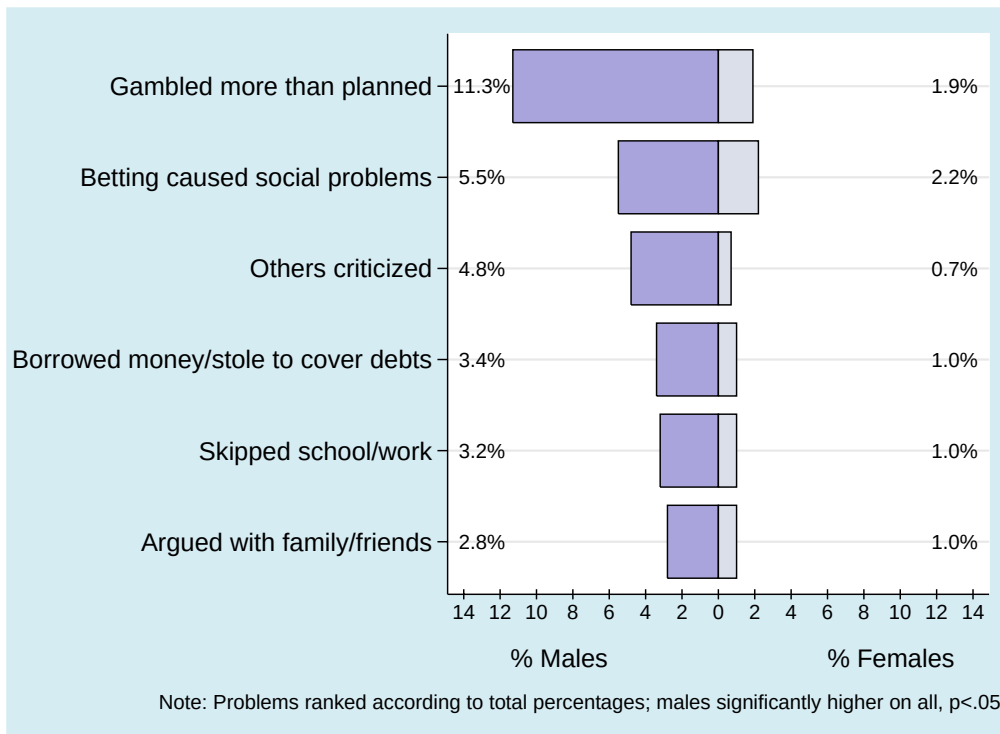
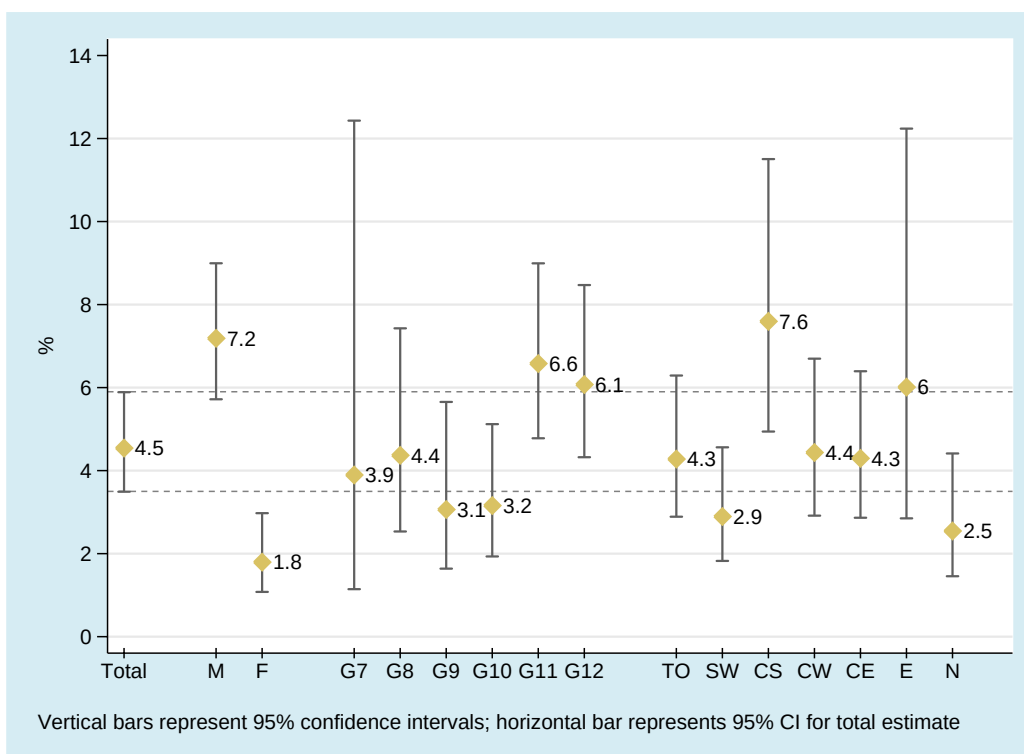


Figure 3.6.20
Percentage of All Students at Risk for a Gambling Problem, by Sex, Grade, and
Public Health Region, *OSDUS* 2005



3.7

Co-Existing Problems

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

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

A Canadian survey of adolescents aged 12-16 years found a strong association between an existing mental disorder (e.g., conduct disorder) and substance use, especially among females.⁷⁴ A U.S. survey found that adolescents aged 12-17 with severe emotional or behavioural problems were much more likely to be dependent on alcohol or illicit drugs, than those without problems.⁷⁵ 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.⁷⁶ Notably, studies have shown that younger age groups have a higher risk of co-existing disorders than older age groups.^{76, 77}

In general, mental health problems (e.g., anxiety disorders, conduct disorder, depression) are thought to precede the onset of substance abuse.⁷⁸⁻⁸⁰ Some have explained this via the “self-medicating hypothesis” which argues that substance abuse is a coping strategy. Another theory is the “common cause hypotheses” that suggests pre-existing factors common to both mental health and substance abuse, such as

stress, play a role in the onset of both conditions.¹⁰ However, it should be noted that there is an emerging body of literature showing a relationship between cannabis use and subsequent psychiatric disorders, such as depression, anxiety, and psychosis.⁸¹⁻⁸³

3.7.1 Configurations of Risk

(Table A3.7.1; Figures 3.7.1, 3.7.2)

This section presents the degree of overlap among the following 4 problems: (1) elevated psychological distress (as indicated by a score of 3 or more on the GHQ-12 screener – see Chapter 3.5); (2) hazardous drinking (indicated by a score of 8 or more on the AUDIT screener); (3) a drug problem (indicated by a score of 2 or more on the CRAFFT-D screener)³; and (4) delinquent behaviour (indicated by engaging in 3 or more of 11 delinquent acts – see Chapter 3.6). This section examines the nature of the overlap, and the group of students who report 3 or all 4 of these problems.

2005 (Grades 7 to 12):

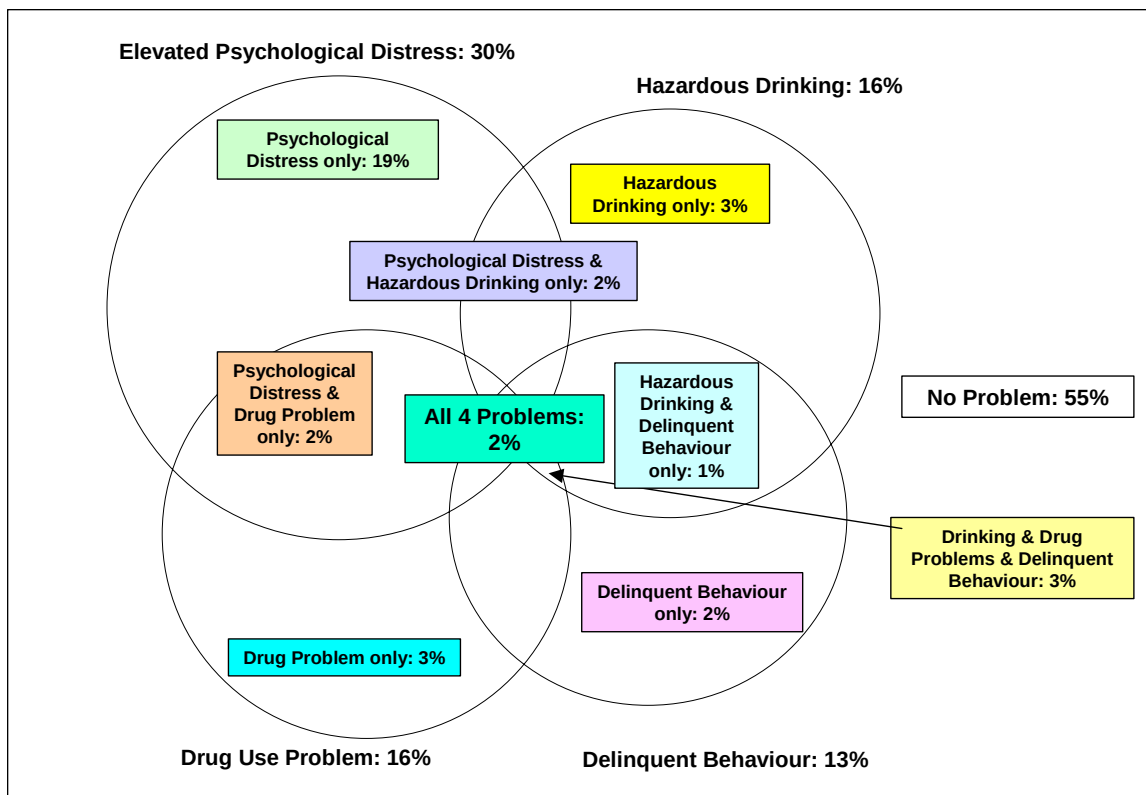
- ❑ Overall, the majority (55%) of students report none of these 4 problems. About 27.3% report 1 problem, 9.7% report 2 problems, 6.4% report 3 problems, and 2.0% report all 4 problems.
- ❑ By far, the most prevalent configuration is psychological distress only, reported by 19% of students. The remaining configurations, such as hazardous drinking only or drug problem only, are reported by 3% or less of students (see Table A3.7.1).

³ Details on the AUDIT and CRAFFT-D screeners can be found in the companion OSDUS drug report “*Drug Use Among Ontario Students, 1977-2005: Detailed OSDUS Findings*” available on our website: http://www.camh.net/research/population_life_course.html

- ❑ The percentage reporting 3 or all 4 problems is 8.4% (95% CI: 7.2%-9.8%), representing about 86,200 students across Ontario.
- ❑ There is no significant sex difference in reports of 3 or all 4 of these co-existing problems (8.0% for females, 8.7% for males).
- ❑ There is significant grade variation, with 11th-graders and 12th-graders most likely to experience 3 or all 4 of these problems (about 12% each).
- ❑ There is significant variation among the public health regions. Students in the South-West and Central-South regions most likely to experience 3 or all 4 problems (about 14% each).

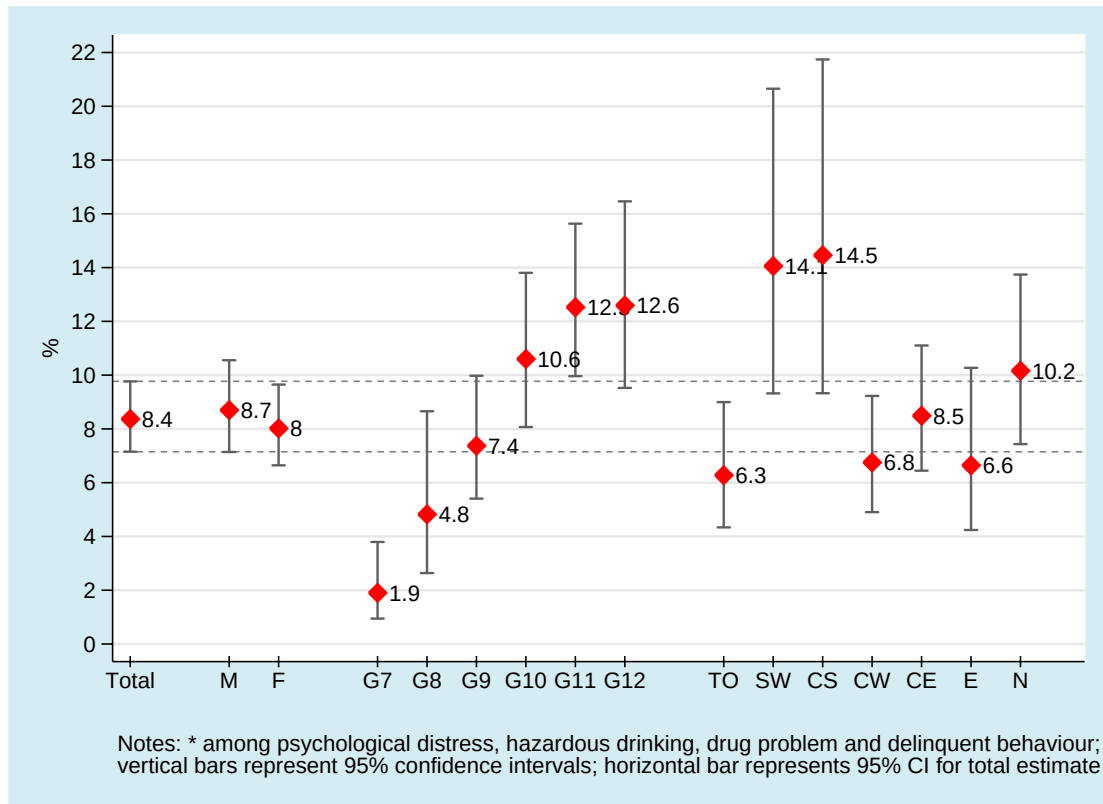
Figure 3.7.1

Co-existing Problems: Elevated Psychological Distress, Hazardous Drinking, Drug Use Problem, and Delinquent Behaviour, Grades 7 to 12, *OSDUS* 2005



Note: based on a random half sample (N=4078)

Figure 3.7.2
 Percentage Experiencing 3 or all 4 Problems*, by Sex, Grade, and Public Health
 Region, *OSDUS* 2005



3.8

Public Health Planning Regions

The following table presents an overview of selected outcomes for each of Ontario's seven public health planning regions. See Chapter 2.0 for details on the regions. See individual chapters for outcome definitions.

Table 3.8.1 Selected Outcomes by Public Health Planning Region (Percentages & 95% CIs), OSDUS 2005

	Toronto	South-West	Central-South	Central-West	Central-East	East	North	Ontario
(N=)	(1172)	(821)	(373)	(1671)	(1215)	(1229)	(1245)	(7726)
Poor Self-Rated Health	13.6 (10.3-17.8)	15.0 (11.7-18.9)	16.3 (12.1-21.6)	13.4 (11.2-16.0)	13.8 (11.6-16.4)	10.6 (8.0-13.9)	10.5* (8.3-13.2)	13.1 (12.0-14.3)
1+ Physical Health Doctor Visit	63.9 (58.9-68.5)	54.1* (49.1-59.0)	60.3 (53.4-66.8)	60.4 (57.1-63.6)	61.7 (57.2-66.0)	67.3** (61.6-72.6)	50.7** (45.2-56.2)	61.1 (59.2-63.0)
Treated for a Physical Injury	26.7** (22.7-31.1)	36.9 (34.2-39.6)	41.0* (35.3-46.9)	30.4** (27.2-33.8)	34.8 (31.4-38.3)	38.4* (35.5-41.4)	39.1* (35.7-42.7)	33.8 (32.2-35.5)
Inactive Past 7 Days	21.7* (18.1-25.8)	14.3* (12.0-16.9)	18.2 (13.2-24.4)	18.2 (15.4-21.3)	18.7 (14.6-23.5)	18.5 (12.1-27.1)	14.9 (10.4-21.0)	18.3 (16.4-20.3)
1+ Mental Health Visit	11.2 (7.9-15.6)	12.6 (10.1-15.7)	13.2 (9.2-18.4)	11.6 (9.1-14.7)	10.6 (8.9-12.5)	10.9 (8.8-13.3)	14.6* (12.0-17.7)	11.7 (10.5-12.9)
Used a Telephone Crisis Helpline	2.4 (1.3-4.5)	1.5 (0.6-3.7)	2.7 (0.6-11.1)	2.1 (1.3-3.5)	1.5 (0.8-2.8)	1.1 (0.6-2.1)	1.9 (0.9-3.8)	1.8 (1.4-2.4)
Low Self-Esteem	11.7 (8.1-16.6)	6.3** (4.7-8.3)	9.3 (5.8-14.6)	10.1 (7.8-13.0)	8.5 (6.4-11.4)	9.9 (8.0-12.3)	9.7 (7.3-12.8)	9.6 (8.5-10.8)
High Risk for Depression	4.9 (2.8-8.6)	6.2 (4.4-8.5)	5.8 (2.7-11.9)	5.7 (4.5-7.3)	5.2 (4.0-6.6)	4.1 (2.5-6.6)	6.4 (4.2-9.5)	5.3 (4.5-6.2)
Elevated Psychological Distress	31.7 (28.4-35.1)	29.2 (25.8-32.9)	29.0 (21.7-37.6)	31.5 (28.0-35.2)	27.7 (23.1-32.7)	27.5 (22.3-33.3)	29.3 (23.7-35.6)	29.6 (27.8-31.4)
Suicide Ideation	10.8 (8.5-13.5)	13.8 (11.0-17.2)	15.2 (10.0-22.6)	11.8 (8.7-15.8)	9.6 (7.4-12.4)	9.3 (7.0-12.2)	12.0 (10.0-14.3)	11.2 (10.0-12.5)
3+ Delinquent Acts	12.4 (9.4-16.3)	15.7 (12.7-19.2)	20.3* (14.1-28.4)	13.2 (10.6-16.4)	12.3 (9.7-15.5)	9.1 (5.3-15.0)	15.6 (11.7-20.6)	12.9 (11.4-14.6)
Fire Setting	23.2* (18.7-28.5)	29.6 (24.6-35.0)	40.4** (32.8-48.6)	26.8 (23.3-30.5)	30.7 (26.9-34.8)	23.6* (19.3-28.5)	28.1 (24.6-32.0)	27.2 (25.3-29.2)
1+ Fights at School	21.1 (15.9-27.4)	16.7 (11.4-23.6)	24.2 (16.9-33.5)	18.3 (16.0-20.8)	17.4 (13.5-22.1)	15.8 (12.9-19.2)	16.8 (14.8-19.0)	18.1 (16.5-19.7)
Threatened/Injured with Weapon at School	9.6 (7.0-13.0)	7.8 (5.4-11.2)	10.3 (5.3-19.0)	7.8 (5.9-10.2)	6.1 (4.1-9.0)	9.7 (5.7-16.0)	6.4 (4.0-10.0)	8.2 (6.9-9.8)
Been Bullied	30.5 (26.4-35.0)	35.1 (28.2-42.6)	30.8 (23.7-38.8)	27.7 (24.3-31.4)	24.8** (20.8-29.2)	36.4* (31.7-41.4)	32.2 (27.6-37.2)	30.9 (29.0-32.8)
Bullied Someone	27.9 (24.0-32.1)	31.0 (25.8-36.7)	35.8 (26.5-46.2)	25.9 (22.9-29.2)	26.4 (21.8-31.5)	25.4 (19.3-32.7)	26.6 (22.7-31.0)	27.3 (25.2-29.5)
Heavy Gambling Activity	5.2 (3.0-9.0)	5.8 (3.8-8.9)	14.1** (9.7-20.0)	5.8 (4.3-7.8)	4.7 (2.8-7.7)	3.9 (1.6-9.2)	9.6* (7.1-12.9)	5.9 (4.8-7.1)
At risk for a Gambling Problem	4.3 (2.9-6.3)	2.9 (1.8-4.6)	7.6** (4.9-11.5)	4.4 (2.9-6.7)	4.3 (2.9-6.4)	6.0 (2.8-12.2)	2.5* (1.4-4.4)	4.5 (3.5-5.9)
3 or All 4 Co-existing Problems†	6.3* (4.3-9.0)	14.1* (9.3-20.6)	14.5* (9.3-21.7)	6.8 (4.9-9.2)	8.5 (6.4-11.1)	6.6 (4.2-10.3)	10.2 (7.4-13.7)	8.4 (7.2-9.8)

Notes: (1) entries in brackets are 95% confidence intervals; (2) † refers to reporting 3 or all problems among: psychological distress, hazardous drinking, drug problem, and delinquent behaviour (see Chapter 3.7 for details); (3) some items asked of a random half sample; (4) *p<.05, **p<.01 significant difference, public health region versus Ontario.

Source: OSDUS, Centre for Addiction and Mental Health

3.9

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 individual factors (i.e., sex, grade, and sensation seeking), family factors, and school/community factors (see Table 3.9.1 for an overview). The impact of each risk factor is assessed, taking other factors into account.

Individual Factors

In addition to the students' sex and grade/age, sensation seeking was examined as a predictor for mental health problems and, especially, risky behaviours. **Sensation seeking** is a personality trait that expresses as a need for physiological arousal, novel experience, and a willingness to take risks to obtain such arousal. Studies have shown sensation seeking to be a strong predictor of risky behaviours, such as heavy drinking, illegal drug use, reckless driving, and gambling.^{84, 85}

Family Factors

Research on mental health problems among children and youth suggest that the family, especially parents, plays a strong role.⁸⁶⁻⁸⁹ The family factors we assessed include family structure, family immigrant status, parents' education, the quality of the parent-child relationship, and parental monitoring.

Family structure was characterized by three categories: (1) living with two biological or adoptive parents; (2) living with a biological parent and a step-parent, and (3) living with a single parent, foster parent(s), no parent, or in a shared custody arrangement (termed "Non-Two

Parent Family"). **Family immigrant status** (based whether the student and parents were foreign-born) was included, as research has shown that children in immigrant-parent families are less likely to experience internalizing and externalizing problems, compared to children of non-immigrant parents.⁹⁰ **Parents' education** was used as a proxy for family socioeconomic status. It was assumed that families with parents who attended university have higher family incomes, as well as more parenting resources and a strong orientation toward academics.

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

School and Community Factors

School experience also plays a significant role in a child's development. For instance, academic performance has been shown to be significantly associated with mental health and behaviour problems.^{91, 92} Thus, students' self-reports of **overall marks** received in school were included as a risk factor.

Two school climate factors were also included, as studies show that perceptions about school plays an important role in a student's well-being.^{40, 59, 93} The first factor we examined,

*perceived **personal safety** in school*, was measured using two questions: (1) “At school, how worried are you that someone will harm you, threaten you, or take something from you?” and (2) “I feel safe in my school” (reported agreement). **School attachment or connectedness**, the second school climate factor, was based on a summation of the level of agreement to two statements: “I feel close to people at this school” and “I feel like I am part of this school.”

Public health planning region was also used in the analyses, mainly to control for the region of the province in which the student lives.

Outcomes

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

- risk for depression
- elevated psychological distress
- suicide ideation
- non-violent delinquent behaviour
- violent behaviour
- risk for a gambling problem
- hazardous drinking
- illicit drug use, excluding cannabis
- 3 or all 4 co-existing problems.

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

Table 3.9.1 Predictors used in the Logistic Regression Analyses

Predictor	%	Subgroup Categories
1) Sex		Male; Female
2) Grade		7, 8, 9, 10, 11, 12
3) Sensation Seeking	(80%) (20%)	Low-Moderate High
4) Family Structure	(72%) (8%) (20%)	Biological Family (lives with two biological or adoptive parents) Step Parent Family (lives with one biological parent and one stepparent) Non-Two Parent Family (i.e., single parent, shared custody, foster parent, lives with no parent)
5) Family Immigrant Status	(51%) (32%) (17%)	Native (student and parents born in Canada) Second Generation Immigrant (student born in Canada, 1+ parents born outside Canada) First Generation Immigrant (student and parents born outside Canada)
6) Parents' Education	(22%) (74%) (4%)	High (both parents graduated or attended university) Moderate (other) Low (neither parent graduated high school)
7) Parent-Child Relationship	(95%) (5%)	Good (get along very well or "ok" with parents) Poor (not getting along with parents)
8) Parental Monitoring	(86%) (14%)	High (parents always/usually know whereabouts) Low (parents sometimes/seldom/never know whereabouts)
9) School Marks	(85%) (15%)	Overall As or Bs Overall Cs or below
10) Perception of Personal Safety at School	(86%) (14%)	Moderate-High Low
11) School Attachment	(82%) (18%)	Moderate-High Low
12) Public Health Planning Region (see Chapter 2.0 for details)	(18%) (12%) (5%) (25%) (14%) (19%) (7%)	Toronto (TO) South-West (SW) Central-South (CS) Central-West (CW) Central-East (CE) East (E) North (N)

Table 3.9.2 Outcome Definitions

Outcome	Definition
<i>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 three overarching problems: depressed mood, anxiety, and problems with social functioning over the past few weeks.
<i>Suicide Ideation</i>	Reporting having seriously considered suicide during the past 12 months.
<i>Non-Violent Delinquent Behaviour</i>	Reporting at least 3 of the following 9 delinquent behaviours during the past 12 months: vandalized property, theft of good under \$50, theft of goods worth \$50 or more, stole a car, break and entering, sold cannabis, sold other drugs, ran away from home, set something on fire.
<i>Violent Behaviour</i>	Reporting at least 1 of the following 4 violent behaviours during the past 12 months: assaulted someone, gang fighting, carried a weapon, carried a handgun.
<i>Risk for a Gambling Problem</i>	Reporting at least 2 of 6 items from the South-Oaks Gambling Screen Revised for Adolescents (SOGS-RA), which measures gambling problems during the past 12 months.
<i>Hazardous Drinking</i>	Reporting a score of at least 8 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, excluding Cannabis</i>	Reporting use of any one of the following 13 drugs during the past 12 months: barbiturates, stimulants, tranquilizers, cocaine, crack, methamphetamine, LSD, other hallucinogens, PCP, heroin, ecstasy, non-medical Ritalin and OxyContin. This estimate excludes the use of glue, solvents, and prescription drugs.
<i>3 or all 4 Co-existing Problems</i>	Reporting three or all four of the following problems: elevated psychological distress, hazardous drinking, drug use problem, and overall delinquent behaviour.

3.9.1 Summary of Common Risk Factors

(Tables 3.9.3 to 3.9.12; Figures 3.9.1, 3.9.2)

Table 3.9.3 presents an overview of the adjusted logistic regression analyses of the nine outcomes (see Tables 3.9.4 to 3.9.12 for the individual results, and Appendix Table A3.9.1 for further details on how to interpret these tables).

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

- ❑ the parent-child relationship; parental monitoring; sensation seeking (8 of 9 outcomes)
- ❑ school marks (7 of 9 outcomes)
- ❑ sex; grade (6 of 9)
- ❑ family immigrant status (5 of 9)
- ❑ perceived school safety (4 of 9)
- ❑ region (3 of 9)
- ❑ family structure; school attachment (2 of 9)
- ❑ parents' education (0 of 9).

Parent-Child Relationship

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

Parental Monitoring

Students who report that their parents usually do not know their whereabouts are more likely to report all outcomes, except for a gambling problem.

Sensation Seeking

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

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 suicide ideation. They are also more likely to report all outcomes except for depression and psychological distress.

Sex

Females are at greater risk for experiencing the internalizing problems of depression, elevated psychological distress and suicide ideation.

Males are more likely to report non-violent delinquent behaviour, violent behaviour, and are at higher risk for a gambling problem.

Interestingly, after accounting for other factors, there is no difference between males and females in hazardous drinking, illicit drug use, and co-existing problems.

Grade

After accounting for the other factors, grade (age) is related to six of the nine outcomes.

- ❑ Between grade 7 and **grade 8** the likelihood of violent and non-violent delinquent behaviour increases, as does the likelihood of using an illicit drug, and experiencing co-existing problems.
- ❑ Between grade 9 and **grade 10**, the likelihood of hazardous drinking and experiencing co-existing problems increases.
- ❑ Compared to 10th-graders, **11th-graders** are more likely to be at risk for a gambling problem and drink hazardously, but are less likely to engage in violent behaviour.

Family Immigrant Status

First-generation immigrant students (those who were born outside of Canada, as were their parents) are less likely to have thoughts of suicide, engage in non-violent delinquent behaviour, drink hazardously, use an illicit drug, and experience co-existing problems, compared

to native students (those born in Canada, as well as their parents).

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

School Safety

Students who do not feel safe at school are more likely to report all three internalizing problems, as well as be at risk for a gambling problem.

Public Health Region

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

- ❑ **Toronto** students are less likely to drink hazardously.
- ❑ **Central-South** students are more likely to engage in violent behaviour, drink hazardously, and use an illicit drug.
- ❑ **Central-West** students are less likely to drink hazardously.

Family Structure

Compared to students in a two-parent family, those in a stepfamily are more likely to use an illicit drug. Compared to those in a two-parent family, those in a non-two parent family are more likely to report psychological distress

School Attachment

Compared to those who feel very attached to their school, those students who feel low attachment – that is, they feel disconnected to their school – are more likely to report psychological distress and suicide ideation.

Parents' Education

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

Figure 3.9.1
Percentage Reporting Internalizing and Externalizing Problems by Sex, *OSDUS* 2005

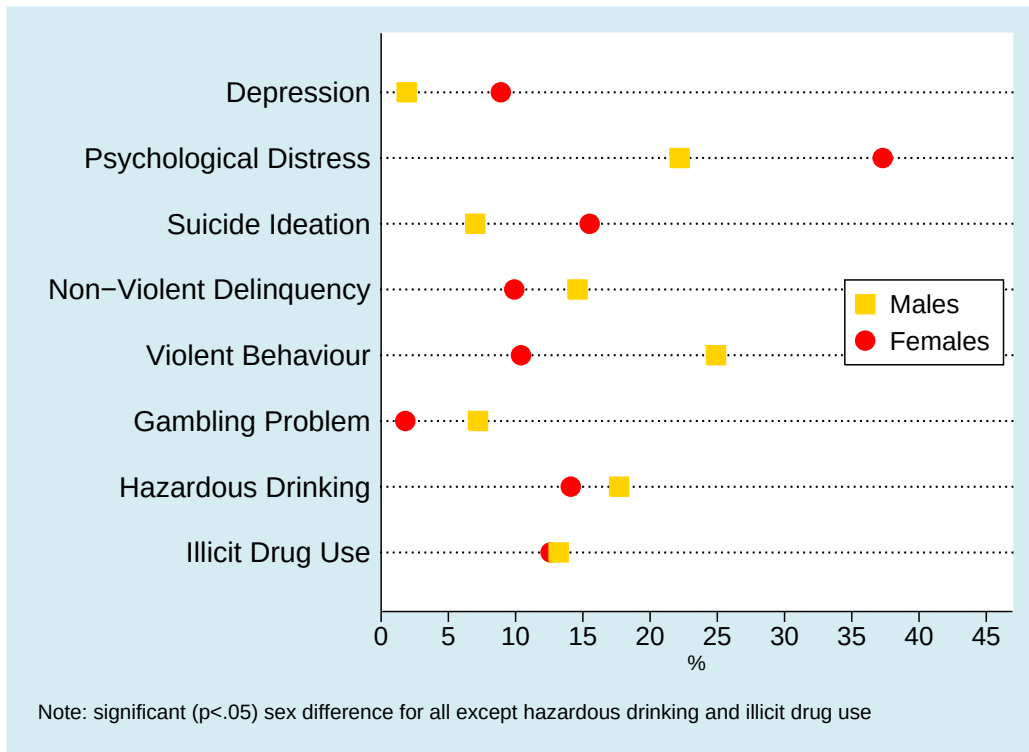


Figure 3.9.2
Percentage Reporting Internalizing and Externalizing Problems by Grade, *OSDUS* 2005

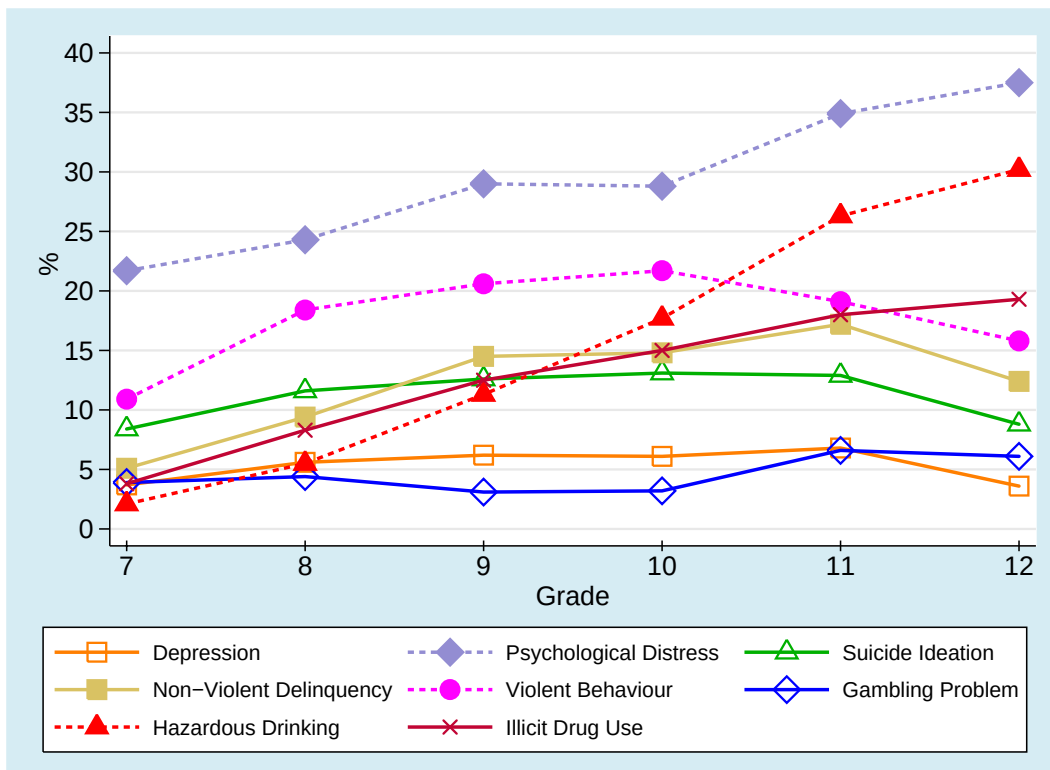


Table 3.9.3 Summary of Multivariate Analyses (Adjusted Logistic Regressions)

Risk Factors	Internalizing			Externalizing					3+ Co-Existing Problems
	Risk for Depression	Elevated Psychological Distress	Suicide Ideation	Non-Violent Delinquent Behaviour	Violent Behaviour	Risk for a Gambling Problem	Hazardous Drinking	Any Illicit Drug Use (excl. Cannabis)	
Individual									
Sex	F	F	F	M	M	M	▪	▪	▪
Grade	▪	▪	▪	8 ↑ 7	8 ↑ 7 11 ↓ 10	11 ↑ 10	10 ↑ 9 11 ↑ 10	8 ↑ 7	8 ↑ 7 10 ↑ 9
High Sensation Seeking	▪	+	+	+	+	+	+	+	+
Family									
Step Family	▪	▪	▪	▪	▪	▪	▪	+	▪
Non-Two Parent Family	▪	+	▪	▪	▪	▪	▪	▪	▪
First Generation Immigrant	▪	▪	—	—	▪	▪	—	—	—
2nd Generation Immigrant	▪	▪	▪	▪	▪	▪	—	—	▪
Low Parent Education	▪	▪	▪	▪	▪	▪	▪	▪	▪
Poor Parent-Child Relationship	+	+	+	+	+	▪	+	+	+
Low Parental Monitoring	+	+	+	+	+	▪	+	+	+
School/Community									
Poor Marks (Cs or less)	▪	▪	+	+	+	+	+	+	+
Perceive School as Unsafe	+	+	+	▪	▪	+	▪	▪	▪
Low School Attachment	▪	+	+	▪	▪	▪	▪	▪	▪
Public Health Region (vs Ontario)	▪	▪	▪	▪	CS ↑ Ont	▪	TO ↓ Ont CS ↑ Ont CW ↓ Ont	CS ↑ Ont	▪

+ outcome is significantly more likely — outcome is significantly less likely ▪ no significant effect on outcome

Table 3.9.4

Risk for Depression: Unadjusted and Adjusted Group Differences

		%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample (N=4078)		5.3	(4.5-6.2)		
1) Sex				***	***
	Male (<i>Comparison Group</i>)	1.9	(1.2-2.8)	—	—
	Female	8.9	(7.5-10.4)	5.16	4.99
2) Grade (<i>Comparison Group is the previous grade</i>)				NS	NS
	7	3.7	(2.2-6.0)	—	—
	8	5.6	(3.5-8.8)	1.54	1.50
	9	6.2	(4.3-8.8)	1.12	1.03
	10	6.1	(4.4-8.4)	0.98	1.06
	11	6.8	(4.8-9.4)	1.12	1.09
	12	3.6	(2.2-6.0)	0.52	0.60
3) Sensation Seeking				NS	NS
	Low-Moderate (<i>Comparison Group</i>)	4.9	(4.1-6.0)	—	—
	High	6.6	(4.8-9.0)	1.37	1.08
4) Family Structure				**	NS
	Two Biological/Adoptive Parents (<i>Comparison Group</i>)	4.5	(3.7-5.5)	—	—
	One Biological and One Stepparent	4.8	(3.0-7.6)	1.07	0.72
	Non-Two Parent (single parent, shared custody, foster home)	8.1	(5.8-11.1)	1.86**	1.42
5) Family Immigrant Status				NS	NS
	Native (<i>Comparison Group</i>)	5.7	(4.8-6.9)	—	—
	Second Generation Immigrant	4.3	(3.2-5.9)	0.75	0.67
	First Generation Immigrant	5.5	(3.5-8.6)	0.96	0.87
6) Parents' Level of Education				**	NS
	High (<i>Comparison Group</i>)	3.5	(2.4-5.0)	—	—
	Moderate	5.6	(4.7-6.6)	1.64*	1.20
	Low	10.7	(5.9-18.8)	3.34**	1.98
7) Parent-Child Relationship				***	***
	Good (<i>Comparison Group</i>)	4.3	(3.7-5.1)	—	—
	Poor	22.7	(16.1-31.1)	6.49	3.50
8) Parental Monitoring				***	**
	High (<i>Comparison Group</i>)	4.5	(3.7-5.4)	—	—
	Low	10.5	(7.7-14.0)	2.49	1.93
9) School Marks				*	NS
	As or Bs (<i>Comparison Group</i>)	4.8	(4.1-5.8)	—	—
	Cs or below	7.8	(5.4-10.9)	1.65	1.17
10) Perception of School Safety				***	***
	Moderate-High (<i>Comparison Group</i>)	3.9	(3.3-4.6)	—	—
	Low	13.2	(9.4-18.4)	3.75	3.34
11) Level of School Attachment				***	NS
	Moderate-High (<i>Comparison Group</i>)	4.3	(3.6-5.1)	—	—
	Low	9.8	(7.2-13.1)	2.41	1.29
12) Public Health Region (<i>Comparison Group is Ontario</i>)				NS	NS
	Toronto	4.9	(2.8-8.6)	0.90	0.97
	South West	6.2	(4.4-8.6)	1.15	1.14
	Central South	5.8	(2.7-11.9)	1.06	0.87
	Central West	5.7	(4.5-7.3)	1.06	1.08
	Central East	5.2	(4.0-6.6)	0.95	0.99
	East	4.1	(2.5-6.6)	0.75	0.89
	North	6.4	(4.2-9.5)	1.19	1.10

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

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.9.5

Elevated Psychological Distress: Unadjusted and Adjusted Group Differences

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample (N=4078)	29.6	(27.8-31.4)		
1) Sex			***	***
Male (<i>Comparison Group</i>)	22.2	(20.2-24.5)	—	—
Female	37.3	(34.4-40.2)	2.07	2.26
2) Grade (<i>Comparison Group is the previous grade</i>)			NS	NS
7	21.7	(18.1-25.9)	—	—
8	24.3	(18.3-31.6)	1.16	1.12
9	29.0	(24.8-33.6)	1.27	1.36
10	28.8	(25.1-32.9)	0.99	0.97
11	34.9	(30.7-39.5)	1.32	1.26
12	37.5	(33.0-42.2)	1.12	1.30
3) Sensation Seeking			***	*
Low-Moderate (<i>Comparison Group</i>)	28.1	(25.8-30.5)	—	—
High	36.6	(33.0-40.4)	1.48	1.37
4) Family Structure			***	*
Two Biological/Adoptive Parents (<i>Comparison Group</i>)	27.2	(25.1-29.3)	—	—
One Biological and One Stepparent	35.0	(29.0-41.4)	1.44**	1.15
Non-Two Parent (single parent, shared custody, foster home)	36.0	(32.4-39.8)	1.51***	1.30*
5) Family Immigrant Status			*	NS
Native (<i>Comparison Group</i>)	28.5	(26.2-31.0)	—	—
Second Generation Immigrant	28.2	(25.3-31.4)	0.99	0.94
First Generation Immigrant	34.9	(30.1-40.0)	1.34*	1.25
6) Parents' Level of Education			**	NS
High (<i>Comparison Group</i>)	24.3	(20.4-28.7)	—	—
Moderate	30.8	(28.8-32.9)	1.39*	1.24
Low	36.8	(28.4-46.0)	1.81**	1.26
7) Parent-Child Relationship			***	***
Good (<i>Comparison Group</i>)	27.1	(25.4-28.9)	—	—
Poor	74.7	(68.3-80.1)	7.92	5.06
8) Parental Monitoring			***	***
High (<i>Comparison Group</i>)	27.1	(25.2-29.2)	—	—
Low	44.6	(40.3-49.0)	2.16	1.51
9) School Marks			***	NS
As or Bs (<i>Comparison Group</i>)	28.2	(26.4-30.0)	—	—
Cs or below	36.9	(32.2-41.9)	1.49	1.21
10) Perception of School Safety			***	***
Moderate-High (<i>Comparison Group</i>)	27.2	(25.3-29.1)	—	—
Low	43.3	(36.7-50.2)	2.04	2.09
11) Level of School Attachment			***	**
Moderate-High (<i>Comparison Group</i>)	26.7	(25.0-28.5)	—	—
Low	42.8	(37.2-48.5)	2.05	1.39
12) Public Health Region (<i>Comparison Group is Ontario</i>)			NS	NS
Toronto	31.7	(28.4-35.1)	1.11	1.13
South West	29.2	(25.8-32.9)	0.99	0.92
Central South	29.0	(21.7-37.6)	0.98	0.88
Central West	31.5	(28.0-35.2)	1.10	1.12
Central East	27.7	(23.1-32.7)	0.92	0.96
East	27.5	(22.3-33.3)	0.91	1.05
North	29.3	(23.7-35.6)	0.99	0.97

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

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.9.6

Suicide Ideation: Unadjusted and Adjusted Group Differences

		%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample (N=4078)		11.2	(10.0-12.5)		
1) Sex				***	***
	Male (<i>Comparison Group</i>)	7.0	(5.8-8.5)	—	—
	Female	15.5	(13.4-17.9)	2.42	2.80
2) Grade (<i>Comparison Group is the previous grade</i>)				NS	NS
	7	8.4	(5.7-12.1)	—	—
	8	11.6	(8.8-15.2)	1.43	1.41
	9	12.6	(10.2-15.4)	1.10	0.98
	10	13.1	(9.8-17.3)	1.04	1.10
	11	12.9	(10.5-15.8)	0.98	0.83
	12	8.8	(6.6-11.5)	0.65	0.79
3) Sensation Seeking				***	***
	Low-Moderate (<i>Comparison Group</i>)	9.1	(7.8-10.6)	—	—
	High	19.6	(16.0-23.8)	2.43	1.95
4) Family Structure				***	NS
	Two Biological/Adoptive Parents (<i>Comparison Group</i>)	9.2	(8.0-10.6)	—	—
	One Biological and One Stepparent	14.6	(10.1-20.5)	1.68*	1.12
	Non-Two Parent (single parent, shared custody, foster home)	16.7	(12.9-21.2)	1.97***	1.43
5) Family Immigrant Status				NS	*
	Native (<i>Comparison Group</i>)	12.7	(11.2-14.3)	—	—
	Second Generation Immigrant	10.0	(7.9-12.8)	0.77	0.73
	First Generation Immigrant	8.7	(6.3-11.9)	0.66	0.59*
6) Parents' Level of Education				**	NS
	High (<i>Comparison Group</i>)	8.2	(6.3-10.5)	—	—
	Moderate	11.7	(10.1-13.5)	1.49*	0.98
	Low	19.1	(13.5-26.5)	2.66***	1.39
7) Parent-Child Relationship				***	***
	Good (<i>Comparison Group</i>)	9.5	(8.4-10.8)	—	—
	Poor	40.5	(33.3-48.1)	6.46	3.17
8) Parental Monitoring				***	***
	High (<i>Comparison Group</i>)	9.0	(7.9-10.2)	—	—
	Low	24.6	(20.0-29.7)	3.30	2.32
9) School Marks				***	**
	As or Bs (<i>Comparison Group</i>)	9.8	(8.6-11.1)	—	—
	Cs or below	19.0	(15.2-23.4)	2.15	1.64
10) Perception of School Safety				***	**
	Moderate-High (<i>Comparison Group</i>)	9.5	(8.4-10.8)	—	—
	Low	21.0	(15.8-27.2)	2.52	2.02
11) Level of School Attachment				***	**
	Moderate-High (<i>Comparison Group</i>)	9.2	(7.9-10.6)	—	—
	Low	20.5	(17.6-23.7)	2.55	1.56
12) Public Health Region (<i>Comparison Group is Ontario</i>)				NS	NS
	Toronto	10.8	(8.5-13.5)	0.92	1.15
	South West	13.8	(11.0-17.2)	1.21	1.14
	Central South	15.2	(10.0-22.6)	1.36	1.15
	Central West	11.8	(8.7-15.8)	1.02	1.04
	Central East	9.6	(7.4-12.4)	0.81	0.86
	East	9.3	(7.0-12.2)	0.78	0.84
	North	12.0	(10.0-14.3)	1.03	0.87

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

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.9.7

Non-Violent Delinquent Behaviour: Unadjusted and Adjusted Group Differences

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample (N=4078)	12.3	(10.8-13.9)		
1) Sex			***	***
Female (<i>Comparison Group</i>)	9.9	(8.3-11.7)	—	—
Male	14.6	(12.6-17.0)	1.56	1.54
2) Grade (<i>Comparison Group is the previous grade</i>)			***	***
7	5.1	(3.3-7.8)	—	—
8	9.4	(6.2-14.0)	1.93*	2.18**
9	14.5	(10.9-19.0)	1.63	1.46
10	14.8	(11.7-18.6)	1.02	1.02
11	17.2	(14.3-20.6)	1.19	1.05
12	12.4	(9.6-15.8)	0.68*	0.73
3) Sensation Seeking			***	***
Low-Moderate (<i>Comparison Group</i>)	8.2	(7.1-9.4)	—	—
High	28.7	(24.8-33.1)	4.51	3.57
4) Family Structure			***	NS
Two Biological/Adoptive Parents (<i>Comparison Group</i>)	10.8	(9.4-12.4)	—	—
One Biological and One Stepparent	19.3	(14.1-25.8)	1.97***	1.40
Non-Two Parent (single parent, shared custody, foster home)	14.8	(11.6-18.7)	1.44*	1.08
5) Family Immigrant Status			**	***
Native (<i>Comparison Group</i>)	14.2	(12.6-15.9)	—	—
Second Generation Immigrant	11.8	(9.6-14.5)	0.81	0.81
First Generation Immigrant	7.2	(4.9-10.3)	0.47***	0.42***
6) Parents' Level of Education			*	NS
High (<i>Comparison Group</i>)	11.2	(8.5-14.6)	—	—
Moderate	12.3	(10.7-14.1)	1.11	0.77
Low	19.6	(13.4-27.5)	1.94*	1.04
7) Parent-Child Relationship			***	***
Good (<i>Comparison Group</i>)	10.6	(9.2-12.3)	—	—
Poor	42.8	(35.7-50.2)	6.27	4.08
8) Parental Monitoring			***	***
High (<i>Comparison Group</i>)	8.8	(7.6-10.2)	—	—
Low	34.3	(29.1-39.9)	5.43	3.36
9) School Marks			***	***
As or Bs (<i>Comparison Group</i>)	10.1	(8.9-11.4)	—	—
Cs or below	25.1	(20.2-30.7)	2.97	2.00
10) Perception of School Safety			NS	NS
Moderate-High (<i>Comparison Group</i>)	12.5	(11.0-14.2)	—	—
Low	11.1	(8.1-14.8)	0.87	0.77
11) Level of School Attachment			***	NS
Moderate-High (<i>Comparison Group</i>)	11.3	(9.8-13.0)	—	—
Low	16.8	(13.4-20.8)	1.59	1.05
12) Public Health Region (<i>Comparison Group is Ontario</i>)			NS	NS
Toronto	11.1	(7.8-15.6)	0.83	1.08
South West	15.4	(12.3-19.3)	1.21	1.13
Central South	19.3	(13.9-26.1)	1.58	1.35
Central West	11.2	(8.6-14.6)	0.84	0.93
Central East	12.4	(9.8-15.4)	0.93	0.86
East	10.8	(6.9-16.4)	0.80	0.92
North	13.0	(10.1-16.7)	1.00	0.83

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

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.9.8

Violent Behaviour: Unadjusted and Adjusted Group Differences

		%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample (N=4078)		17.8	(16.0-19.8)		
1) Sex				***	***
	Female (<i>Comparison Group</i>)	10.4	(9.0-12.1)	—	—
	Male	24.9	(21.8-28.3)	2.85	3.19
2) Grade (<i>Comparison Group is the previous grade</i>)				**	***
	7	10.9	(7.8-15.1)	—	—
	8	18.4	(13.8-24.1)	1.83**	2.21***
	9	20.6	(17.3-24.4)	1.15	1.04
	10	21.7	(17.7-26.2)	1.06	0.98
	11	19.1	(15.4-23.6)	0.86	0.70*
	12	15.8	(13.0-19.1)	0.80	0.92
3) Sensation Seeking				***	***
	Low-Moderate (<i>Comparison Group</i>)	13.9	(12.2-15.8)	—	—
	High	33.0	(28.5-37.9)	3.06	2.47
4) Family Structure				**	NS
	Two Biological/Adoptive Parents (<i>Comparison Group</i>)	16.3	(14.5-18.3)	—	—
	One Biological and One Stepparent	20.2	(14.9-26.9)	1.30	0.93
	Non-Two Parent (single parent, shared custody, foster home)	21.8	(17.8-26.4)	1.43**	1.16
5) Family Immigrant Status				NS	NS
	Native (<i>Comparison Group</i>)	19.2	(17.2-21.3)	—	—
	Second Generation Immigrant	16.2	(13.5-19.2)	0.81	0.75
	First Generation Immigrant	16.5	(12.6-21.2)	0.83	0.89
6) Parents' Level of Education				***	*
	High (<i>Comparison Group</i>)	12.2	(9.5-15.3)	—	—
	Moderate	19.2	(17.1-21.4)	1.71***	1.48**
	Low	24.8	(18.0-33.1)	2.38***	1.66
7) Parent-Child Relationship				***	***
	Good (<i>Comparison Group</i>)	16.2	(14.4-18.2)	—	—
	Poor	44.3	(36.0-53.0)	4.11	2.90
8) Parental Monitoring				***	**
	High (<i>Comparison Group</i>)	14.0	(12.4-15.8)	—	—
	Low	40.4	(35.3-45.6)	4.15	2.65
9) School Marks				***	***
	As or Bs (<i>Comparison Group</i>)	15.4	(13.7-17.2)	—	—
	Cs or below	31.6	(27.0-36.6)	2.54	1.61
10) Perception of School Safety				NS	NS
	Moderate-High (<i>Comparison Group</i>)	17.2	(15.5-19.1)	—	—
	Low	21.1	(15.9-27.5)	1.29	1.10
11) Level of School Attachment				***	NS
	Moderate-High (<i>Comparison Group</i>)	16.3	(14.6-18.1)	—	—
	Low	24.6	(19.6-30.4)	1.68	1.19
12) Public Health Region (<i>Comparison Group is Ontario</i>)				*	*
	Toronto	15.7	(11.9-20.6)	0.80	0.87
	South West	20.6	(16.9-24.9)	1.12	1.12
	Central South	27.9	(20.8-36.4)	1.67**	1.58***
	Central West	19.2	(16.5-22.3)	1.03	1.07
	Central East	16.8	(13.8-20.2)	0.87	0.84
	East	13.6	(8.7-20.8)	0.68	0.70
	North	20.1	(16.8-23.9)	1.09	1.03

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

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.9.9

Risk for a Gambling Problem: Unadjusted and Adjusted Group Differences

		%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample (N=4078)		4.5	(3.5-5.9)		
1) Sex				***	***
	Female (<i>Comparison Group</i>)	1.8	(1.1-3.0)	—	—
	Male	7.2	(5.7-9.0)	4.24	3.96
2) Grade (<i>Comparison Group is the previous grade</i>)				*	*
	7	3.9	(1.1-12.4)	—	—
	8	4.4	(2.5-7.4)	1.13	1.37
	9	3.1	(1.6-5.6)	0.69	0.70
	10	3.2	(1.9-5.1)	1.03	0.90
	11	6.6	(4.8-9.0)	2.16**	2.18**
	12	6.1	(4.3-8.5)	0.92	1.06
3) Sensation Seeking				***	***
	Low-Moderate (<i>Comparison Group</i>)	3.7	(2.8-5.0)	—	—
	High	8.1	(5.9-11.0)	2.26	2.00
4) Family Structure				NS	NS
	Two Biological/Adoptive Parents (<i>Comparison Group</i>)	3.5	(2.7-4.5)	—	—
	One Biological and One Stepparent	5.2	(3.1-8.7)	1.50	1.42
	Non-Two Parent (single parent, shared custody, foster home)	7.8	(4.0-14.8)	2.31	1.98
5) Family Immigrant Status				NS	NS
	Native (<i>Comparison Group</i>)	4.0	(3.2-5.1)	—	—
	Second Generation Immigrant	4.9	(3.0-8.2)	1.23	1.21
	First Generation Immigrant	5.3	(3.2-8.8)	1.33	1.38
6) Parents' Level of Education				NS	NS
	High (<i>Comparison Group</i>)	3.5	(2.2-5.4)	—	—
	Moderate	4.9	(3.5-6.7)	1.42	1.34
	Low	4.8	(2.1-10.5)	1.40	1.27
7) Parent-Child Relationship				*	NS
	Good (<i>Comparison Group</i>)	4.3	(3.2-5.8)	—	—
	Poor	8.6	(5.3-13.6)	2.06	1.49
8) Parental Monitoring				***	NS
	High (<i>Comparison Group</i>)	3.8	(2.6-5.4)	—	—
	Low	9.4	(7.0-12.4)	2.65	1.59
9) School Marks				***	*
	As or Bs (<i>Comparison Group</i>)	3.6	(2.5-5.3)	—	—
	Cs or below	9.9	(7.2-13.4)	2.93	1.94
10) Perception of School Safety				***	***
	Moderate-High (<i>Comparison Group</i>)	4.1	(3.1-5.3)	—	—
	Low	7.4	(5.0-10.7)	1.88	2.00
11) Level of School Attachment				NS	NS
	Moderate-High (<i>Comparison Group</i>)	4.2	(3.2-5.5)	—	—
	Low	6.1	(4.1-9.1)	1.49	0.86
12) Public Health Region (<i>Comparison Group is Ontario</i>)				*	NS
	Toronto	4.3	(2.9-6.3)	0.99	0.84
	South West	2.9	(1.8-4.6)	0.66	0.68
	Central South	7.6	(4.9-11.5)	1.82**	1.67
	Central West	4.4	(2.9-6.7)	1.03	0.99
	Central East	4.3	(2.9-6.4)	0.99	1.06
	East	6.0	(2.8-12.2)	1.42	1.62
	North	2.5	(1.4-4.4)	0.58	0.62

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

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.9.10

Hazardous Drinking: Unadjusted and Adjusted Group Differences

		%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample (N=4078)		15.9	(13.6-18.5)		
1) Sex				*	NS
	Female (<i>Comparison Group</i>)	14.1	(12.0-16.4)	—	—
	Male	17.7	(14.4-21.5)	1.31	1.25
2) Grade (<i>Comparison Group is the previous grade</i>)				***	***
	7	2.1	(1.0-4.6)	—	—
	8	5.5	(3.2-9.4)	2.70*	2.41
	9	11.3	(8.0-15.5)	2.17*	1.99
	10	17.7	(14.4-21.6)	1.70**	2.05**
	11	26.3	(22.3-30.8)	1.66***	1.66**
	12	30.2	(25.2-35.6)	1.21	1.28
3) Sensation Seeking				***	***
	Low-Moderate (<i>Comparison Group</i>)	12.2	(10.5-14.2)	—	—
	High	31.8	(26.3-38.0)	3.35	2.95
4) Family Structure				*	NS
	Two Biological/Adoptive Parents (<i>Comparison Group</i>)	14.8	(12.6-17.2)	—	—
	One Biological and One Stepparent	21.1	(15.6-28.0)	1.54*	0.96
	Non-Two Parent (single parent, shared custody, foster home)	18.0	(13.6-23.4)	1.26	1.05
5) Family Immigrant Status				***	***
	Native (<i>Comparison Group</i>)	21.1	(18.1-24.6)	—	—
	Second Generation Immigrant	11.5	(9.4-14.0)	0.48***	0.52***
	First Generation Immigrant	7.4	(5.2-10.2)	0.30***	0.28***
6) Parents' Level of Education				NS	NS
	High (<i>Comparison Group</i>)	14.0	(10.9-17.7)	—	—
	Moderate	16.3	(13.8-19.2)	1.20	0.80
	Low	19.6	(13.6-27.5)	1.50	0.77
7) Parent-Child Relationship				***	***
	Good (<i>Comparison Group</i>)	14.6	(12.3-17.2)	—	—
	Poor	40.1	(32.0-48.8)	3.92	3.20
8) Parental Monitoring				***	***
	High (<i>Comparison Group</i>)	12.5	(10.5-14.9)	—	—
	Low	37.0	(31.1-43.3)	4.10	2.68
9) School Marks				***	***
	As or Bs (<i>Comparison Group</i>)	13.8	(11.7-16.3)	—	—
	Cs or below	28.1	(23.3-33.4)	2.43	1.93
10) Perception of School Safety				**	NS
	Moderate-High (<i>Comparison Group</i>)	16.7	(14.4-19.4)	—	—
	Low	11.2	(8.2-15.2)	0.63	1.72
11) Level of School Attachment				NS	NS
	Moderate-High (<i>Comparison Group</i>)	15.2	(12.9-17.9)	—	—
	Low	19.0	(14.9-23.9)	1.30	0.87
12) Public Health Region (<i>Comparison Group is Ontario</i>)				***	***
	Toronto	9.4	(7.0-12.6)	0.49***	0.64**
	South West	22.9	(16.1-31.6)	1.39	1.25
	Central South	31.9	(22.7-42.8)	2.18***	1.82***
	Central West	12.1	(9.3-15.5)	0.64**	0.72*
	Central East	17.8	(13.5-23.1)	1.01	0.88
	East	14.4	(7.5-25.7)	0.78	0.91
	North	22.2	(19.4-25.3)	1.33**	1.17

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. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.9.11

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 (N=4078)	12.9	(11.2-14.8)		
1) Sex			NS	NS
Female (<i>Comparison Group</i>)	12.6	(10.8-14.7)	—	—
Male	13.2	(11.2-15.6)	1.06	0.95
2) Grade (<i>Comparison Group is the previous grade</i>)			***	***
7	3.8	(2.3-6.2)	—	—
8	8.3	(5.6-12.2)	2.30**	2.41**
9	12.5	(9.5-16.4)	1.58	1.45
10	15.0	(12.4-18.1)	1.23	1.30
11	18.0	(14.9-21.5)	1.24	1.18
12	19.3	(15.2-24.1)	1.09	1.22
3) Sensation Seeking			***	***
Low-Moderate (<i>Comparison Group</i>)	9.4	(8.0-11.1)	—	—
High	27.6	(23.5-32.0)	3.65	2.90
4) Family Structure			***	*
Two Biological/Adoptive Parents (<i>Comparison Group</i>)	11.2	(9.6-13.0)	—	—
One Biological and One Stepparent	22.2	(17.2-28.3)	2.26***	1.59*
Non-Two Parent (single parent, shared custody, foster home)	15.5	(11.9-20.0)	1.45**	1.15
5) Family Immigrant Status			**	*
Native (<i>Comparison Group</i>)	15.2	(13.1-17.4)	—	—
Second Generation Immigrant	10.7	(8.6-13.3)	0.67**	0.76*
First Generation Immigrant	9.3	(6.5-13.0)	0.57**	0.62*
6) Parents' Level of Education			**	NS
High (<i>Comparison Group</i>)	11.1	(8.7-14.1)	—	—
Moderate	13.0	(11.1-15.2)	1.20	0.87
Low	22.6	(16.1-30.7)	2.33**	1.23
7) Parent-Child Relationship			***	***
Good (<i>Comparison Group</i>)	11.4	(9.8-13.2)	—	—
Poor	39.8	(31.7-48.5)	5.14	2.82
8) Parental Monitoring			***	***
High (<i>Comparison Group</i>)	9.2	(7.8-10.7)	—	—
Low	35.6	(30.6-41.1)	5.48	3.54
9) School Marks			***	***
As or Bs (<i>Comparison Group</i>)	10.8	(9.3-12.6)	—	—
Cs or below	24.9	(20.4-30.1)	2.74	2.04
10) Perception of School Safety			NS	NS
Moderate-High (<i>Comparison Group</i>)	13.0	(11.3-14.9)	—	—
Low	12.6	(9.2-16.9)	0.96	0.94
11) Level of School Attachment			**	NS
Moderate-High (<i>Comparison Group</i>)	12.0	(10.4-13.9)	—	—
Low	17.0	(13.2-21.6)	1.50	0.89
12) Public Health Region (<i>Comparison Group is Ontario</i>)			***	**
Toronto	10.5	(7.9-13.7)	0.71*	0.90
South West	17.6	(10.8-27.2)	1.29	1.20
Central South	23.4	(19.2-28.3)	1.85***	1.47***
Central West	11.1	(8.8-14.0)	0.76*	0.80
Central East	12.0	(9.4-15.2)	0.82	0.80
East	11.3	(7.1-17.4)	0.77	0.91
North	16.8	(12.5-22.2)	1.22	1.10

Notes: † also excludes glue, solvents, and prescription drugs; asterisks in shaded rows indicate the significance of chi-square tests of association. Odds greater than 1.0 indicate that 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. "NS"= non-significant effect, *p<.05; **p<.01; ***p<.001.

Source: OSDUS, Centre for Addiction and Mental Health

Table 3.9.12

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

	%	95% CI	Unadjusted Odds Ratio	Adjusted Odds Ratio
Total Sample (N=4078)	8.4	(7.2-9.8)		
1) Sex			NS	NS
Male (<i>Comparison Group</i>)	8.7	(7.1-10.6)	—	—
Female	8.0	(6.6-9.6)	0.92	1.02
2) Grade (<i>Comparison Group is the previous grade</i>)			***	***
7	1.9	(0.94-3.8)	—	—
8	4.8	(2.6-8.6)	2.61*	2.59*
9	7.4	(5.4-10.0)	1.57	1.38
10	10.6	(8.1-13.8)	1.49	1.69*
11	12.5	(10.0-15.6)	1.21	1.07
12	12.6	(9.5-16.5)	1.00	1.19
3) Sensation Seeking			***	***
Low-Moderate (<i>Comparison Group</i>)	5.6	(4.7-6.7)	—	—
High	19.6	(16.2-23.6)	4.08	3.05
4) Family Structure			*	NS
Two Biological/Adoptive Parents (<i>Comparison Group</i>)	7.3	(6.2-8.6)	—	—
One Biological and One Stepparent	12.6	(8.6-17.9)	1.81*	1.05
Non-Two Parent (single parent, shared custody, foster home)	10.4	(7.3-14.5)	1.46*	1.07
5) Family Immigrant Status			***	***
Native (<i>Comparison Group</i>)	10.3	(8.8-12.0)	—	—
Second Generation Immigrant	7.6	(6.0-9.5)	0.71*	0.76
First Generation Immigrant	3.8	(2.3-6.2)	0.34***	0.32***
6) Parents' Level of Education			**	NS
High (<i>Comparison Group</i>)	6.4	(4.7-8.6)	—	—
Moderate	8.7	(7.3-10.3)	1.40	0.88
Low	13.9	(9.2-20.4)	2.36**	1.06
7) Parent-Child Relationship			***	***
Good (<i>Comparison Group</i>)	7.0	(5.9-8.3)	—	—
Poor	33.3	(26.5-40.8)	6.61	3.72
8) Parental Monitoring			***	***
High (<i>Comparison Group</i>)	5.5	(4.6-6.7)	—	—
Low	26.1	(21.8-30.8)	6.03	3.42
9) School Marks			***	***
As or Bs (<i>Comparison Group</i>)	6.7	(5.6-8.0)	—	—
Cs or below	17.6	(14.3-21.6)	2.97	2.07
10) Perception of School Safety			NS	NS
Moderate-High (<i>Comparison Group</i>)	8.2	(7.0-9.7)	—	—
Low	9.1	(6.4-12.7)	1.11	1.12
11) Level of School Attachment			***	NS
Moderate-High (<i>Comparison Group</i>)	7.3	(6.1-8.7)	—	—
Low	13.3	(10.3-17.1)	1.96	1.19
12) Public Health Region (<i>Comparison Group is Ontario</i>)			**	NS
Toronto	6.3	(4.3-9.0)	0.67*	0.87
South West	14.1	(9.3-20.6)	1.64*	1.52
Central South	14.5	(9.3-21.7)	1.69*	1.32
Central West	6.8	(4.9-9.2)	0.72	0.77
Central East	8.5	(6.4-11.1)	0.93	0.89
East	6.6	(4.2-10.3)	0.71	0.85
North	10.2	(7.4-13.7)	1.13	0.97

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

Source: 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 school attachment precedes suicide ideation). Also, we cannot determine from these data to what extent our findings are adolescent-limited, for example, to what extent delinquent activities decline or cease with transition into young adulthood.

Despite these limitations, such monitoring studies excel at identifying the extent and change of various health 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., depressive symptoms) or externalizing problems (e.g., violent behaviour).

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

- ❑ Compared to 1999, fewer students today report medical Ritalin use, medical barbiturates use, or medical stimulant use.

- ❑ Fewer students today report carrying a weapon compared to their counterparts in 1993. A similar decline in self-reported weapon carrying has been found in the U.S.³⁰ Reports of assaulting someone have also declined among students since 1997.
- ❑ Reports of vandalism and theft under \$50 are lower today than a decade ago.

About one-in-three students report...

- ❑ they were treated for one or more physical injuries in the past year
- ❑ elevated psychological distress
- ❑ they were bullied at school
- ❑ bullying someone at school
- ❑ setting something on fire.

About one-in-five students report...

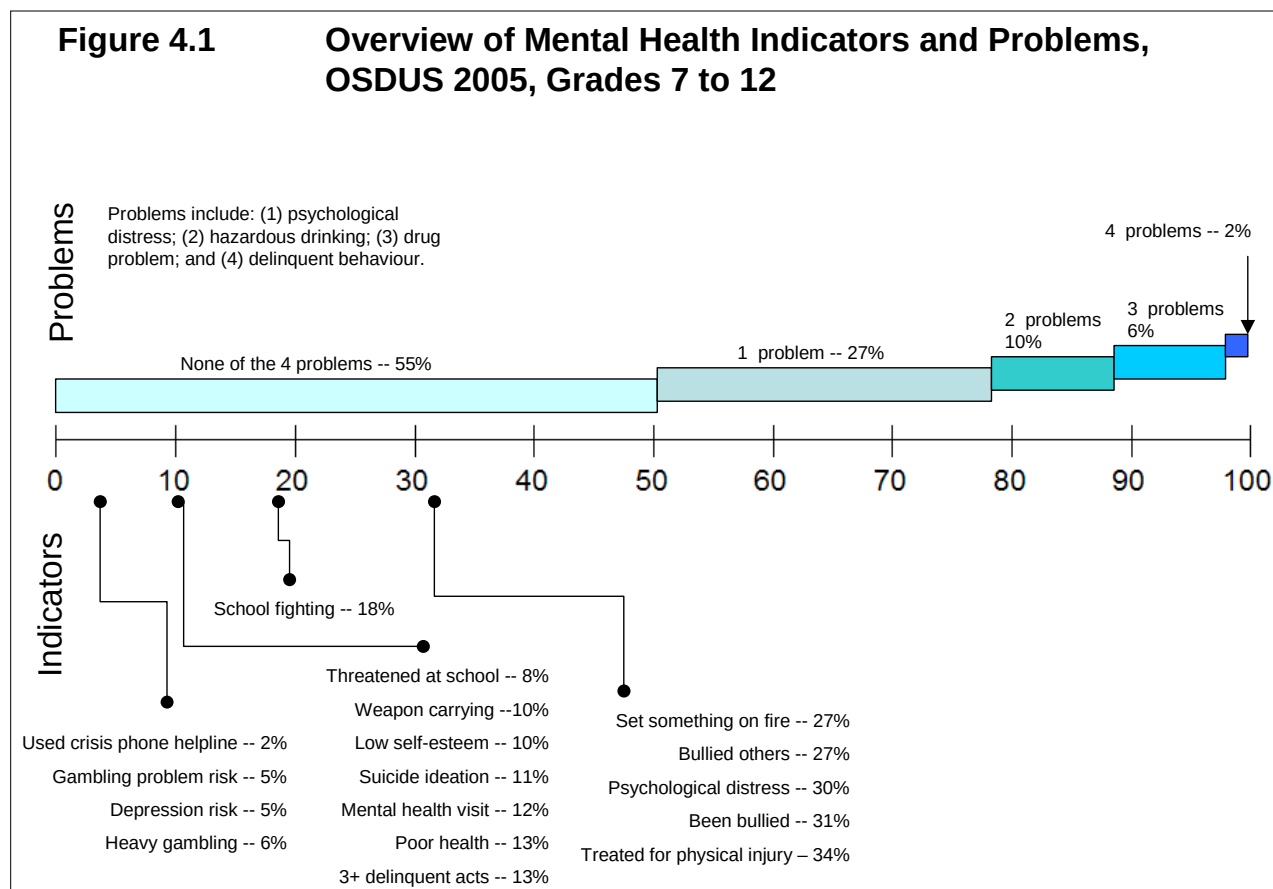
- ❑ no physical activity
- ❑ fighting at school.

Some Public Health Flags

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

About one-in-eight students report...

- ❑ visiting a mental health professional
- ❑ poor health
- ❑ delinquent behaviour
- ❑ assaulting someone
- ❑ concern about personal safety at school.



About one-in-ten students report...

- ❑ being threatened or injured at school with a weapon
- ❑ carrying a weapon
- ❑ low self-esteem
- ❑ suicide ideation
- ❑ co-existing problems.

About one-in-twenty students ...

- ❑ use prescribed medication to treat depression, anxiety, or both problems
- ❑ use a crisis telephone helpline
- ❑ are at risk for depression
- ❑ take part in gang fighting
- ❑ are heavy gamblers
- ❑ are at risk for a gambling problem.

In addition, some findings point to potentially disturbing trends:

- ❑ Self-rated poor health has increased over the past decade and is currently at an all-time high at about 13%.
- ❑ The percentage of students reporting selling cannabis is higher today than it was in 1991.

Year 2010 Health Objectives

American public health professionals have outlined health objectives for the year 2010.⁴⁷ 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 2005, only 61% of Ontario students reported meeting this criterion. Similarly, Ontario has set a goal for 2010, suggesting that 55% of people engage in physical activity on a daily basis.⁶⁴ In 2005, only 17% of students were physically active daily.

Second, the 2010 target to reduce physical fighting among American adolescents in grades 9 to 12 is 33%. In 2005, 12% of Ontario students in these grades 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, 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).

Age is also significantly related to mental health and well-being. The general pattern found is that poor health, psychological distress, delinquent behaviour, and co-existing problems increase with grade and tend to peak in late adolescence. Bullying behaviour and fighting at school peak in early adolescence and subside as grade increases.

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.

Being an immigrant or having immigrant parents seems to be a protective factor against suicide ideation, delinquent behaviour, hazardous drinking, illicit drug use, and co-existing problems, even after controlling for other variables such as parental supervision. This finding is consistent with other Canadian and American research showing that immigrants have improved mental health and physical health compared to those who are native-born.^{90, 94, 95} Researchers posit that this improvement may be due to better lifestyle habits, increased religiosity, or increased social support experienced by recent immigrants.

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

Comparisons Between Students in Ontario and the United States

By comparing the *OSDUS* estimates of physical and mental health with those from similar school surveys conducted elsewhere, we can gain some perspective on the extent of problems among Ontario students. Table 4.1 presents comparable indicators used in the 2005 and 2003 *OSDUS* cycles and the 2003 *American Youth Risk Behavior Survey (YRBS)* – a national survey of students in grades 9 to 12.³⁰

Overall, the Ontario estimates are similar to the American, with some exceptions: Ontario students are *less likely* than American students to:

- describe themselves as overweight;
- report that they are trying to lose weight; and
- report suicide ideation.

There are no differences in populations regarding physical activity, fighting on school property, or being threatened/injured with a weapon on school property.

Possibilities for Prevention

Mental health promotion programs, and positive youth development approaches, are emerging in schools across North America.⁹⁶ 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.^{40, 91, 97} There is also some evidence to suggest that improving school attachment, which we found to be a risk factor for internalizing problems, can be achieved through mentoring programs in elementary schools.^{98, 99}

Another avenue for promoting mental health and well-being is through parent programs. Some research has shown that improving parenting skills (e.g., monitoring), increasing parent-child communication and strengthening bonds can reduce antisocial and problem behaviour in children.^{37, 38, 100, 101}

Ideally, any prevention program should be comprehensive – that is, involving school and family, as well as the wider community (i.e., policies).⁹⁶ One longitudinal study of an intervention combining teacher training, child social and emotional skill development, and parent training during the elementary school years found positive effects on mental health and adult functioning at age 21.¹⁰²

Over the past decade or so, research has examined the role of physical activity in the prevention and treatment of mental health problems. Studies have shown that exercise can prevent and treat depression and anxiety, although the mechanisms underpinning these positives effects are not well established.^{103, 104} Therefore, promoting exercise to adolescents could be a worthwhile strategy on various fronts.

Selected prevention programs are those that specifically target special populations who have been found to have an increased risk for a given problem. One consistent finding in this report is

the vulnerability of young females to emotional health problems. The higher prevalence of depression, psychological distress, thoughts of suicide, and body image issues among young females underscores the need for prevention programs that specifically target the needs of this group.

Table 4.1 Comparisons Between Ontario (OSDUS) and American High School Students (YRBS), Grades 9 to 12

Indicator	2005 OSDUS (N=5,794) % 95% CI	2003 OSDUS (N=4,693) % 95% CI	2003 YRBS (N=15,214) % 95% CI
Physical Activity on 3+ Days (past 7 days)	60.7 (58.6-62.9)	61.9 (59.6-64.1)	62.6 (60.3-64.9)
Described Self as Overweight	20.7 (18.6-23.0)	21.5 (19.7-23.5)	* 29.6 (27.7-31.5)
Trying to Lose Weight	30.0 (28.0-32.2)	31.2 (29.1-33.4)	* 43.8 (41.2-46.4)
Suicide Ideation (past 12 months)	11.7 (10.3-13.3)	12.3 (10.7-14.0)	* 16.9 (16.2-17.6)
Fighting at School (past 12 months)	14.0 (12.6-15.7)	13.6 (11.8-15.5)	12.8 (11.3-14.3)
Threatened/Injured with a Weapon at School (past 12 months)	8.4 (6.9-10.3)	7.3 (6.0-8.9)	9.2 (7.7-10.7)

Note: * indicates YRBS estimate significantly higher than OSDUS.

Future OSDUS Monitoring

In order to assess the public health implications of some of our findings, careful monitoring of the following is necessary:

- the level of physical inactivity and self-rated health; and
- 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.³² The significant increase in betting money in card games found in the 2005 survey must also be monitored.

The purpose of this report was to provide a snapshot of Ontario students' well-being and to assess whether such indicators have changed over time. A major strength of these data is that they are not based on a selective sample of

adolescents already experiencing emotional or other difficulties – they are based on a large representative sample of the population. Consequently, our findings should be highly generalizable.

Our findings are consistent with many expectations of the adolescent period. The majority of students report positive indicators of well-being and a minority report negative indicators. However, this minority can be sizeable – over one-in-ten students (about 113,800) report suicide ideation and just under one-in-three (about 303,500) report elevated distress. These large magnitudes 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.¹⁰⁵

Regarding trends over time, our data pointed to some *potentially encouraging* results. However, many of these changes occurred only in recent years; consequently, it is too early to know with confidence whether these changes represent the beginning of a new trend or the existence of a brief downward episode. It is only with continued monitoring that these questions can be addressed.

5.0

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**APPENDIX
TABLES**

Table A3.1.1 Family Living Arrangement, and Family and School Mobility During the Past Five Years, 1991 – 2005

	Grades 7-9-11								Grades 7-12			
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	2003 %	2005 %	1999 %	2001 %	2003 %	2005 %
TOTAL SAMPLE (N=)	(2961)	(2617)	(2907)	(3072)	(2421)	(2013)	(3389)	(3969)	(4447)	(3898)	(6616)	(7726)
Currently Live With:												
both parents	79.2	73.9	75.0	72.8	73.2	72.6	73.2	70.5	72.7	72.2	72.6	72.0
one parent only	—	15.1	13.7	14.8	15.1	16.0	15.6	15.6	15.8	16.2	15.8	14.8
one biological and one step-parent	—	8.0	8.8	10.4	8.9	9.1	9.4	8.0	8.8	9.6	9.2	7.6
shared custody	—	—	—	—	—	—	—	—	—	—	—	2.9
other	—	3.0	2.4	2.0	2.8	2.3	1.8	2.5	2.7	1.9	2.4	2.6
Number of Family Moves (past 5 years)												
0	—	—	52.9	53.8	51.0	53.3	52.5	51.0	53.1	54.1	52.7	51.8
1	—	—	26.5	24.7	26.6	25.5	25.9	27.3	25.3	25.3	25.7	27.4
2-3	—	—	14.5	15.5	16.4	15.8	15.7	16.1	15.8	15.3	16.3	15.5
4+	—	—	6.1	6.0	6.0	5.4	5.9	5.6	5.8	5.3	5.6	5.3
Number of School Moves (past 5 years)												
0	—	—	—	—	—	—	—	—	—	62.4	62.2	64.3
1	—	—	—	—	—	—	—	—	—	23.2	22.8	22.2
2-3	—	—	—	—	—	—	—	—	—	12.3	12.4	11.2
4+	—	—	—	—	—	—	—	—	—	2.1	2.6	2.2

Notes: In 2005 only “both parents” includes adoptive parents; prior to 2005, the “other” category refers to neither natural parent, in 2005 this category refers to foster parents, other relatives, group home, or living on one’s own; 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 or middle school to high school)?

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.1.2 School Performance and Attitudes, 1991 – 2005

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

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

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.1.3 School Climate, 1999 – 2005, Grades 7 – 12

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

Notes: * Strongly agree or somewhat agree; numbers in parentheses are the number of interviews.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.2.1 Parental Support, 1993 – 2005

	Grades 7-9-11							Grades 7-12			
	1993 %	1995 %	1997 %	1999 %	2001 %	2003 %	2005 %	1999 %	2001 %	2003 %	2005 %
TOTAL SAMPLE (N=)	(1241)	(1453)	(1527)	(1168)	(953)	(3389)	(3969)	(2148)	(1837)	(6616)	(7726)
How well would you say you are getting along with your parents?											
very well	52.6	51.6	52.4	58.4	54.1	58.1	57.4	56.9	53.8	57.0	58.0
OK	41.9	42.4	42.2	35.7	40.6	37.7	37.0	37.7	40.5	38.0	36.9
not getting along	5.5	5.9	5.4	5.9	5.3	4.2	5.6	5.5	5.7	5.0	5.1
When you have problems can you talk to your mother about them?											
always	—	20.9	21.5	29.9	10.2	12.9	12.5	29.6	12.1	12.6	12.6
usually	—	28.8	31.5	27.9	26.3	27.3	25.6	27.5	26.3	27.2	25.5
sometimes	—	26.6	24.6	22.9	32.9	29.2	27.8	23.4	29.9	28.1	28.6
seldom	—	14.6	13.6	9.7	16.2	18.2	19.1	10.8	17.2	18.3	19.0
never	—	9.0	8.8	9.6	14.4	12.4	15.0	8.7	14.5	13.8	14.3
When you have problems can you talk to your father about them?											
always	—	11.4	12.3	18.3	5.1	5.8	5.8	18.2	5.5	5.1	5.4
usually	—	19.9	22.6	20.6	14.5	14.5	13.8	20.9	14.5	14.6	14.6
sometimes	—	26.6	25.4	26.5	27.0	29.0	26.6	24.7	25.7	27.4	26.4
seldom	—	20.7	22.3	16.9	27.5	25.9	26.6	18.1	27.8	27.4	27.4
never	—	21.4	17.3	17.7	25.9	24.8	27.2	18.1	26.4	25.5	26.2

Notes: Data based on a random half sample in each year between 1993 and 2001; numbers in parentheses are number of interviews;

— indicates data not available

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.3.1 Self-Rated Physical Health, 1991 – 2005

	Grades 7-9-11								Grades 7-12			
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	2003 %	2005 %	1999 %	2001 %	2003 %	2005 %
TOTAL SAMPLE (N=)	(2961)	(2617)	(2907)	(3072)	(2421)	(2013)	(3389)	(3969)	(4447)	(3898)	(6616)	(7726)
poor	0.9	1.0	1.3	1.5	1.5	1.5	2.4	2.0	1.6	1.9	2.6	2.2
fair	4.9	5.4	6.4	7.8	7.2	7.5	9.5	11.0	7.4	8.4	10.1	10.9
good	22.9	26.2	28.6	28.5	27.8	29.1	31.7	31.6	27.6	29.4	33.2	32.7
very good	39.9	40.1	39.6	37.6	37.6	37.6	33.2	33.5	38.9	37.0	32.7	33.0
excellent	31.4	27.3	24.2	24.5	25.9	24.2	23.1	21.9	25.6	23.2	21.4	21.2
MALES	(1554)	(1270)	(1884)	(1438)	(1196)	(1004)	(1670)	(1932)	(2195)	(1917)	(3163)	(3720)
poor	0.9	1.0	1.2	0.9	1.8	1.1	1.6	1.6	1.5	1.4	1.8	1.8
fair	4.4	4.0	4.5	6.6	7.6	6.0	7.8	9.3	7.2	6.9	8.1	8.7
good	20.2	23.8	24.4	24.1	24.1	24.3	27.4	27.7	23.6	25.8	29.1	29.0
very good	39.2	38.5	39.2	37.9	36.3	40.8	35.4	34.7	37.9	37.9	34.4	34.0
excellent	35.3	32.6	30.6	30.4	30.2	27.8	27.8	26.7	29.8	28.0	26.6	26.6
FEMALES	(1407)	(1347)	(1974)	(1634)	(1225)	(1009)	(1719)	(2037)	(2252)	(1981)	(3453)	(4006)
poor	0.9	0.9	1.3	2.0	1.3	2.0	3.2	2.4	1.6	2.4	3.2	2.6
fair	5.4	6.7	8.1	8.9	6.7	9.0	11.1	12.9	7.6	9.9	11.9	13.4
good	26.0	28.6	32.4	32.4	31.7	34.0	35.8	35.6	31.8	33.0	37.0	36.7
very good	40.6	40.7	39.9	37.3	38.8	34.3	31.2	32.3	37.8	36.2	31.1	31.9
excellent	27.1	22.1	18.3	19.4	21.5	20.7	18.7	16.8	21.2	18.6	16.7	15.4
GRADE 7	(943)	(896)	(929)	(851)	(766)	(750)	(947)	(961)	(766)	(750)	(947)	(961)
poor	0.8	1.0	1.4	0.9	1.0	1.8	1.7	0.8	1.0	1.8	1.7	0.8
fair	3.1	4.5	3.6	4.9	2.9	4.4	5.1	4.7	2.9	4.4	5.1	4.7
good	17.6	19.7	19.9	23.1	21.9	19.8	26.6	26.7	21.9	19.8	26.6	26.7
very good	36.6	40.1	39.8	38.1	39.9	42.0	36.0	39.5	39.9	42.0	36.0	39.5
excellent	41.9	34.7	35.3	33.1	34.4	32.1	30.5	28.4	34.4	32.1	30.5	28.4
GRADE 8									(798)	(691)	(976)	(971)
poor									1.7	1.8	1.6	1.1
fair									5.5	5.7	8.2	6.9
good									20.2	25.9	26.7	25.9
very good									40.5	39.2	35.0	39.9
excellent									32.1	27.4	28.5	26.2
GRADE 9	(902)	(1,006)	(1,054)	(1,153)	(905)	(702)	(1254)	(1471)	(905)	(702)	(1254)	(1471)
poor	1.1	0.7	1.0	1.8	2.2	1.0	2.0	2.1	2.2	1.0	2.0	2.1
fair	5.8	5.2	5.6	8.2	7.6	7.9	9.3	12.5	7.6	7.9	9.3	12.5
good	22.3	25.8	28.9	28.7	28.7	33.6	29.7	31.9	28.7	33.6	29.7	31.9
very good	41.9	42.9	41.4	38.0	37.9	35.4	35.9	31.9	37.9	35.4	35.9	31.9
excellent	28.9	25.4	23.1	23.3	23.6	22.1	23.0	21.5	23.6	22.1	23.0	21.5

	Grades 7-9-11								Grades 7-12			
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	2003 %	2005 %	1999 %	2001 %	2003 %	2005 %
GRADE 10									(638)	(806)	(1181)	(1427)
poor									1.5	3.5	3.4	3.2
fair									8.5	9.6	11.4	12.1
good									32.4	31.4	36.7	35.1
very good									35.3	34.6	29.4	29.8
excellent									22.3	21.0	19.1	19.7
GRADE 11	(1125)	(721)	(932)	(1,069)	(750)	(561)	(1188)	(1537)	(750)	(561)	(1188)	(1537)
poor	0.7	1.2	1.2	1.8	1.3	2.0	3.4	3.0	1.3	2.0	3.4	3.0
fair	5.7	6.3	9.1	10.0	10.2	10.2	13.2	15.7	10.2	10.2	13.2	15.7
good	28.4	32.1	33.7	33.1	32.0	33.2	37.7	36.0	32.0	33.2	37.7	36.0
very good	41.1	37.3	37.3	36.9	35.2	35.9	28.3	29.4	35.2	35.9	28.3	29.4
excellent	24.0	23.1	18.7	18.2	21.4	18.8	17.4	15.9	21.4	18.8	17.4	15.9
GRADE 12									(590)	(388)	(1070)	(1359)
poor									1.4	0.7	2.8	2.6
fair									9.5	14.4	12.0	13.1
good									30.6	32.2	39.8	39.4
very good									38.7	36.2	32.7	28.4
excellent									19.8	16.5	12.6	16.5
TORONTO	(601)	(642)	(763)	(715)	(437)	(353)	(567)	(633)	(740)	(533)	(1097)	(1172)
poor	1.0	†	1.5	1.3	0.5	1.5	2.8	3.5	1.8	1.7	3.1	2.7
fair	5.5	6.1	6.9	5.8	6.9	6.0	10.5	11.8	7.3	7.6	10.6	10.9
good	22.9	26.6	28.4	26.8	26.2	29.6	31.8	32.2	26.7	29.1	35.5	32.2
very good	39.9	38.8	40.4	35.7	37.7	38.6	32.0	31.9	35.4	38.1	31.0	32.3
excellent	30.7	28.0	22.8	30.4	28.6	24.3	22.8	20.6	28.8	23.5	19.7	22.0
NORTH REGION	(256)	(156)	(290)	(291)	(321)	(466)	(655)	(674)	(808)	(1014)	(1285)	(1245)
poor	0.7	†	†	1.1	0.7	0.5	2.4	1.4	1.0	1.2	1.9	1.3
fair	2.7	1.8	6.1	5.2	6.3	10.4	11.8	9.3	6.9	8.8	11.0	9.2
good	20.0	29.7	28.6	26.8	31.3	28.6	32.6	32.1	30.2	31.5	31.6	32.7
very good	42.8	47.2	37.7	35.7	40.4	32.8	30.8	36.0	39.4	33.0	35.3	37.2
excellent	33.8	21.3	27.3	30.4	21.3	27.7	22.4	21.2	22.5	25.5	20.1	19.6
WEST REGION	(1252)	(1122)	(1717)	(1163)	(822)	(710)	(1308)	(1397)	(1532)	(1425)	(2513)	(2865)
poor	0.9	0.7	1.7	1.5	1.2	2.0	3.0	1.6	1.3	2.2	2.8	2.2
fair	4.8	5.2	6.4	9.4	8.2	7.9	10.1	12.4	8.4	9.0	10.4	12.1
good	24.3	25.4	27.6	28.8	27.7	28.5	30.3	33.2	27.3	29.8	32.2	34.2
very good	38.8	40.0	39.4	37.8	35.5	36.2	31.9	31.2	36.9	36.3	31.2	31.0
excellent	31.2	28.7	24.9	22.5	27.4	25.3	24.7	21.6	26.1	22.6	23.3	20.6

	Grades 7-9-11								Grades 7-12			
	1991 %	1993 %	1995 %	1997 %	1999 %	2001 %	2003 %	2005 %	1999 %	2001 %	2003 %	2005 %
EAST REGION	(852)	(697)	(1088)	(903)	(841)	(484)	(859)	(1265)	(1367)	(926)	(1721)	(2444)
poor	0.9	2.0	0.8	1.8	2.7	1.1	1.3	1.8	1.8	1.8	1.9	2.0
fair	5.2	6.3	6.0	7.6	6.1	7.4	7.3	9.4	6.2	7.9	9.0	9.9
good	21.6	26.3	30.2	28.8	28.4	29.9	33.5	29.2	27.8	28.4	33.7	31.1
very good	40.7	39.0	39.8	38.4	39.5	40.0	36.7	36.6	40.3	38.7	35.2	35.0
excellent	31.6	26.5	23.4	23.5	23.3	21.6	21.0	22.9	23.8	23.2	20.1	21.9

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

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.3.2 Days of School Missed Due to Health, 2001 – 2005, Grades 7 to 12

Number of Missed School Days in Past 4 Weeks	2001	2003	2005
	%	%	%
TOTAL SAMPLE	(N=3898)	(N=6616)	(N=7726)
0 days	53.7	57.4	57.7
1 day	17.3	15.8	15.6
2 days	12.1	12.0	11.0
3 days	6.0	5.2	5.6
4 or more days	11.0	9.5	10.1
MALES	(1917)	(3163)	(3720)
0 days	59.9	62.2	61.1
1 day	15.0	14.1	15.0
2 days	10.0	10.9	9.7
3 days	5.4	4.6	5.5
4 or more days	9.6	8.2	8.6
FEMALES	(1981)	(3453)	(4006)
0 days	47.6	53.0	54.0
1 day	19.5	17.5	16.2
2 days	14.1	13.0	12.4
3 days	6.5	5.8	5.6
4 or more days	12.4	10.8	10.1
GRADE 7	(750)	(947)	(961)
0 days	55.7	60.9	60.2
1 day	18.3	15.8	14.5
2 days	10.8	11.9	9.7
3 days	5.1	4.8	6.5
4 or more days	10.1	6.6	9.0
GRADE 8	(691)	(976)	(971)
0 days	53.4	61.0	58.1
1 day	17.6	14.4	17.6
2 days	11.9	11.1	11.7
3 days	6.2	6.1	5.2
4 or more days	10.9	7.4	7.5
GRADE 9	(702)	(1254)	(1471)
0 days	57.9	60.1	60.1
1 day	14.6	14.6	16.4
2 days	10.9	10.2	10.3
3 days	5.8	5.2	5.6
4 or more days	10.8	9.9	7.6
GRADE 10	(806)	(1181)	(1427)
0 days	49.9	53.4	59.1
1 day	17.1	18.8	14.1
2 days	13.6	12.4	10.6
3 days	7.5	5.0	5.4
4 or more days	11.8	10.3	10.8
GRADE 11	(561)	(1188)	(1537)
0 days	53.3	56.9	54.0
1 day	17.0	15.0	15.6
2 days	13.0	12.1	12.4
3 days	6.3	5.4	5.8
4 or more days	10.4	10.5	12.1

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

Note: Numbers in parentheses are the number of interviews.

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.3.3 Days of Physical Activity, 1999 – 2005, Grades 7 to 12

	1999		2001		2003		2005	
	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days	Physical Activity Past 7 Days	In-School Physical Activity Past 5 Days
	%	%	%	%	%	%	%	%
TOTAL	(N=2299)		(N=2061)		(N=6616)		(N=7726)	
0 days	15.1	43.8	13.8	44.2	16.1	46.4	18.2	49.5
1 day	8.7	8.5	10.6	10.8	9.5	8.8	9.6	9.2
2 days	12.9	13.4	11.0	12.1	11.4	12.4	10.8	10.5
3 days	13.1	13.4	14.5	11.6	13.8	10.3	12.7	8.9
4 days	12.5	6.4	13.0	4.7	11.1	5.9	11.7	5.9
5 days	14.4	14.4	12.7	16.3	12.8	16.3	13.2	16.0
6 days	6.6		7.5		7.2		7.1	
7 days	16.7		16.9		18.2		16.6	
Mean number of days (95% CI)	3.53 (3.38-3.67)	1.73 (1.60-1.86)	3.55 (3.40-3.70)	1.71 (1.58-1.85)	3.52 (3.43-3.62)	1.69 (1.60-1.79)	3.41 (3.27-3.55)	1.60 (1.50-1.71)
MALES	(1151)		(1018)		(3163)		(3720)	
0 days	15.8	41.2	13.6	39.0	15.6	43.5	16.4	45.9
1 day	6.5	7.4	7.4	8.4	7.2	8.1	8.4	8.1
2 days	10.0	11.9	7.5	11.6	9.3	11.4	8.3	10.0
3 days	12.6	14.2	13.2	14.2	11.3	11.0	11.3	9.6
4 days	12.0	7.2	13.2	5.8	10.7	5.8	12.0	6.7
5 days	14.6	18.2	13.2	20.9	13.9	20.3	14.5	19.6
6 days	7.6		9.6		8.6		7.4	
7 days	20.9		22.2		23.3		21.6	
Mean number of days (95% CI)	3.77 (3.58-3.96)	1.93 (1.77-2.09)	3.94 (3.73-4.16)	2.02 (1.82-2.22)	3.87 (3.75-3.99)	1.88 (1.76-2.00)	3.75 (3.57-3.92)	1.82 (1.70-1.95)
FEMALES	(1148)		(1043)		(3453)		(4006)	
0 days	14.3	46.5	13.9	49.4	16.5	49.0	20.2	53.4
1 day	10.9	9.5	13.8	13.1	11.6	9.5	10.9	10.3
2 days	15.8	15.0	14.4	12.6	13.3	13.2	13.4	11.0
3 days	13.6	12.7	15.7	9.0	16.1	9.7	14.2	8.1
4 days	13.0	5.7	12.8	4.1	11.4	6.0	11.4	5.1
5 days	14.2	10.5	12.2	11.8	11.8	12.6	11.8	12.0
6 days	5.7		5.4		5.9		6.8	
7 days	12.5		11.7		13.4		11.2	
Mean number of days (95% CI)	3.28 (3.10-3.46)	1.53 (1.39-1.67)	3.16 (3.00-3.32)	1.41 (1.27-1.55)	3.20 (3.07-3.34)	1.52 (1.40-1.64)	3.05 (2.92-3.17)	1.37 (1.26-1.69)
GRADE 7	(397)		(404)		(947)		(961)	
0 days	18.4	30.0	11.9	20.0	18.5	27.9	18.9	26.4
1 day	10.0	13.5	8.2	18.8	7.7	14.0	9.7	18.8
2 days	9.6	21.5	12.6	23.2	11.8	22.8	9.1	15.8
3 days	8.6	15.1	12.5	15.8	12.7	13.6	11.7	14.2
4 days	14.4	6.9	13.2	5.9	9.6	6.8	11.4	9.1
5 days	13.5	13.0	11.9	16.3	13.1	14.8	12.7	15.8
6 days	5.0		6.5		6.1		6.2	
7 days	20.5		23.2		20.4		20.3	
Mean number of days (95% CI)	3.53 (3.23-3.83)	1.94 (1.71-2.18)	3.85 (3.55-4.14)	2.18 (1.92-2.43)	3.53 (3.20-3.86)	2.02 (1.84-2.20)	3.51 (3.18-3.85)	2.08 (1.85-2.31)

	1999		2001		2003		2005	
	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)		(976)		(971)	
0 days	12.8	23.9	11.8	21.8	11.5	22.3	18.8	29.9
1 day	8.4	11.9	6.4	13.8	8.8	16.4	7.6	16.2
2 days	10.6	23.8	12.1	23.6	9.7	22.3	10.6	18.4
3 days	16.1	18.6	13.6	16.4	14.8	16.5	11.6	13.1
4 days	10.8	8.6	10.2	7.2	12.1	7.3	11.9	7.6
5 days	13.5	13.1	15.4	17.2	13.0	15.1	12.6	14.8
6 days	9.4		8.0		8.8		6.2	
7 days	18.5		22.6		21.4		20.5	
Mean number of days (95% CI)	3.74 (3.43-4.06)	2.16 (1.95-2.36)	3.95 (3.63-4.27)	2.25 (1.97-2.53)	3.88 (3.70-4.06)	2.15 (1.95-2.35)	3.56 (3.15-3.97)	1.96 (1.64-2.30)
GRADE 9	(463)		(368)		(1254)		(1471)	
0 days	11.8	35.6	12.9	44.9	16.2	43.5	15.4	45.1
1 day	8.4	7.8	10.9	11.4	6.3	8.2	8.6	7.5
2 days	10.4	12.4	9.7	6.2	10.0	7.8	8.5	9.2
3 days	14.4	18.7	13.5	12.5	12.7	10.5	13.6	10.6
4 days	13.2	5.3	10.7	5.0	10.3	7.1	10.4	5.3
5 days	16.9	20.2	12.5	20.1	13.3	23.0	15.6	22.2
6 days	6.8		10.1		6.9		7.9	
7 days	18.3		19.7		24.4		20.0	
Mean number of days (95% CI)	3.78 (3.50-4.05)	2.11 (1.80-2.41)	3.75 (3.41-4.08)	1.81 (1.53-2.10)	3.83 (3.65-4.01)	1.98 (1.81-2.16)	3.73 (3.54-3.92)	1.90 (1.70-2.10)
GRADE 10	(342)		(422)		(1181)		(1427)	
0 days	15.5	55.7	15.7	57.6	16.9	55.9	18.8	63.3
1 day	7.8	5.5	13.0	7.3	9.9	5.6	8.8	4.5
2 days	19.0	8.5	10.0	6.6	11.9	7.9	11.7	6.8
3 days	12.7	9.2	13.0	8.3	12.0	7.0	12.7	5.6
4 days	9.2	6.1	13.5	5.2	12.0	5.3	12.4	4.8
5 days	15.3	15.0	12.8	15.1	13.2	18.3	12.4	15.0
6 days	6.8		7.0		7.0		8.4	
7 days	13.7		15.1		17.2		14.9	
Mean number of days (95% CI)	3.34 (3.02, 3.66)	1.50 (1.23, 1.76)	3.38 (3.06, 3.69)	1.42 (1.17, 1.66)	3.47 (3.22-3.69)	1.55 (1.29-1.81)	3.36 (3.20-3.52)	1.29 (1.13-1.45)
GRADE 11	(393)		(288)		(1188)		(1537)	
0 days	19.1	57.2	16.4	61.3	16.2	59.8	20.9	60.8
1 day	9.6	7.2	12.0	5.6	10.2	5.1	10.8	4.9
2 days	11.1	8.6	11.2	7.0	11.8	9.2	10.0	7.2
3 days	13.6	10.0	17.2	9.7	17.9	8.2	13.5	6.4
4 days	14.1	6.1	16.0	3.6	10.0	4.0	11.8	4.0
5 days	12.0	11.0	12.4	12.8	11.4	13.5	12.8	16.7
6 days	5.7		5.1		8.0		7.6	
7 days	14.7		9.7		14.3		12.7	
Mean number of days (95% CI)	3.26 (2.94-3.58)	1.34 (1.10-1.57)	3.10 (2.73-3.48)	1.27 (0.89-1.64)	3.33 (3.13-3.53)	1.32 (1.17-1.47)	3.16 (2.96-3.37)	1.38 (1.18-1.59)

	1999		2001		2003		2005	
	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)		(1270)		(1359)	
0 days	13.0	64.7	13.6	62.2	16.5	60.8	17.0	67.7
1 day	7.8	4.6	13.5	7.0	14.0	6.2	12.0	4.5
2 days	19.1	5.7	10.9	8.6	13.1	8.1	14.2	6.6
3 days	12.2	6.6	20.0	5.3	12.4	7.9	13.0	4.5
4 days	12.5	6.0	16.1	1.6	12.5	5.1	12.4	5.0
5 days	15.1	12.3	11.0	15.2	13.0	12.0	12.9	11.8
6 days	6.3		7.8		6.5		6.5	
7 days	13.9		7.1		12.0		12.0	
Mean number of days (95% CI)	3.44 (3.12-3.75)	1.22 (0.94-1.49)	3.11 (2.77-3.45)	1.23 (0.93-1.52)	3.15 (2.95-3.35)	1.26 (1.03-1.49)	3.16 (2.96-3.37)	1.10 (0.9-1.30)
TORONTO	(371)		(267)		(1097)		(1172)	
0 days	19.2	44.3	16.3	39.6	21.3	48.5	21.7	49.0
1 day	10.4	13.0	12.2	15.8	10.0	8.0	11.0	10.8
2 days	16.8	15.1	14.4	16.2	13.6	13.9	10.8	12.7
3 days	13.0	13.8	12.5	10.5	14.8	10.5	12.4	9.9
4 days	9.4	6.2	13.9	4.8	8.9	4.0	12.5	4.0
5 days	10.8	7.6	11.4	13.1	13.0	15.2	13.0	13.5
6 days	5.2		7.9		4.0		5.8	
7 days	15.2		11.3		14.4		12.7	
Mean number of days (95% CI)	3.12 (2.86-3.38)	1.47 (1.17-1.77)	3.18 (2.80-3.56)	1.64 (1.46-1.83)	3.07 (2.87-3.27)	1.59 (1.40-1.78)	3.09 (2.82-3.36)	1.50 (1.17-1.82)
NORTH	(424)		(599)		(1285)		(1245)	
0 days	18.0	49.1	17.3	46.9	14.0	45.6	14.9	42.3
1 day	7.4	7.1	8.4	9.7	10.4	7.2	8.8	11.4)
2 days	9.4	12.7	9.0	9.2	11.1	13.0	11.5	9.0
3 days	11.0	9.9	15.1	8.6	13.3	7.7	12.5	9.4
4 days	14.6	5.7	10.6	5.2	9.4	6.6	10.2	6.5
5 days	12.7	15.4	14.7	20.4	13.2	19.9	14.4	21.4
6 days	11.3		7.4		8.0		7.6	
7 days	15.7		17.4		20.6		20.1	
Mean number of days (95% CI)	3.58 (3.23-3.94)	1.62 (1.36-1.88)	3.54 (3.12-3.96)	1.77 (1.38-2.16)	3.68 (3.52-3.84)	1.82 (1.63-2.01)	3.68 (3.47-3.89)	1.90 (1.66-2.14)
WEST	(769)		(718)		(2513)		(2865)	
0 days	15.6	45.6	13.0	44.1	15.7	46.4	17.1	51.4
1 day	7.7	6.7	9.8	10.5	9.6	9.6	10.2	8.2
2 days	13.3	11.0	10.6	12.3	11.0	12.2	11.3	10.8
3 days	12.7	12.1	16.1	12.0	12.7	9.9	13.7	8.6
4 days	11.9	7.0	13.0	5.3	11.8	6.4	10.8	6.0
5 days	15.0	17.7	14.1	15.8	12.2	15.5	12.3	15.0
6 days	6.2		7.3		8.1		6.9	
7 days	17.6		16.1		18.9		17.7	
Mean number of days (95% CI)	3.55 (3.30-3.81)	1.81 (1.57-2.05)	3.59 (3.36-3.81)	1.71 (1.52-1.90)	3.59 (3.42-3.76)	1.67 (1.53-1.80)	3.44 (3.25-3.63)	1.54 (1.40-1.69)

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

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

Qs: *On how many of the last 7 days did you exercise or participate in sports activities for at least 20 minutes that made you sweat and breathe hard?*
On how many of the last 5 school days did you participate in physical activity for at least 20 minutes that made you sweat and breathe hard in physical education class in your school?

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.4.1 Physical Health Care Visits During the Past Year, 1999 – 2005, Grades 7 to 12

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

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

Notes: Numbers in bold 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?*

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.4.2 Mental Health Care Visits During the Past Year, 1999 – 2005, Grades 7 to 12

	Mental Health Care Visits			
	1999	2001	2003	2005
	% (95% CI)			
TOTAL SAMPLE (N=)	(4447)	(3898)	(6616)	(7726)
0 visits	87.6 (86.3-88.7)	89.1 (87.8-90.2)	89.0 (87.8-90.0)	88.3 (87.1-89.5)
1+ visits	12.4 (11.3-13.7)	10.9 (9.8-12.2)	11.0 (10.0-12.2)	11.7 (10.5-12.9)
Mean number of visits (95% CI)	0.75 (0.54-0.96)	0.49 (0.37-0.61)	0.62 (0.48-0.77)	0.50 (1.43-1.57)
MALES	(2252)	(1917)	(3163)	(3720)
0 visits	90.5 (88.8-92.0)	91.9 (90.5-93.1)	91.9 (90.7-92.9)	91.3 (89.8-92.6)
1+ visits	9.5 (8.0-11.2)	8.1 (6.9-9.5)	8.1 (7.1-9.3)	8.7 (7.4-10.2)
Mean number of visits (95% CI)	0.66 (.27-1.04)	0.32 (0.23-0.41)	0.49 (0.34-0.63)	0.27 (0.22-0.32)
FEMALES	(2195)	(1981)	(3453)	(4006)
0 visits	84.5 (82.4-86.4)	86.4 (84.6-88.0)	86.3 (84.6-87.9)	85.2 (83.6-86.7)
1+ visits	15.5 (13.6-17.6)	13.6 (12.0-15.4)	13.7 (12.1-15.4)	14.8 (13.3-16.4)
Mean number of visits (95% CI)	0.84 (0.63-1.06)	0.65 (0.44-0.86)	0.75 (0.57-0.93)	0.74 (0.61-0.88)
GRADE 7	(766)	(750)	(947)	(961)
0 visits	91.1 (88.7-93.0)	92.6 (90.6-94.2)	90.0 (87.9-91.8)	90.2 (87.1-92.6)
1+ visits	8.9 (7.0-11.3)	7.4 (5.8-9.4)	10.0 (8.2-12.1)	9.8 (7.4-12.9)
Mean number of visits (95% CI)	0.22 (0.15-0.30)	0.34 (0.17-0.52)	0.57 (0.17-0.97)	0.42 (0.22-0.61)
GRADE 8	(766)	(691)	(976)	(971)
0 visits	88.7 (85.7-91.1)	90.7 (88.1-92.8)	89.7 (86.0-92.5)	88.6 (85.0-91.4)
1+ visits	11.3 (8.9-14.3)	9.3 (7.2-11.9)	10.3 (7.5-14.0)	11.4 (8.6-15.0)
Mean number of visits (95% CI)	0.86 (0.337-1.34)	0.43 (0.21-0.65)	0.56 (0.28-0.83)	0.36 (0.20-0.52)
GRADE 9	(905)	(702)	(1254)	(1471)
0 visits	85.6 (81.9-88.6)	89.0 (86.4-91.1)	91.0 (88.7-92.9)	88.8 (86.9-90.6)
1+ visits	14.4 (11.4-18.1)	11.0 (8.9-13.6)	9.0 (7.1-11.3)	11.2 (9.4-13.1)
Mean number of visits (95% CI)	0.74 (0.44-1.03)	0.34 (0.21-0.47)	0.46 (0.26-0.67)	0.42 (0.31-0.53)
GRADE 10	(638)	(806)	(1181)	(1427)
0 visits	85.2 (80.9-88.7)	87.6 (85.4-89.4)	88.9 (85.8-91.4)	85.8 (83.3-88.0)
1+ visits	14.8 (11.3-19.1)	12.4 (10.6-14.6)	11.1 (8.5-14.2)	14.2 (12.0-16.7)
Mean number of visits (95% CI)	0.92 (0.49-1.35)	0.63 (0.39-0.88)	0.62 (0.16-1.07)	0.69 (0.49-0.89)
GRADE 11	(750)	(561)	(1188)	(1537)
0 visits	85.4 (81.2-88.8)	87.6 (85.4-89.4)	85.6 (82.7-88.0)	87.3 (84.2-89.8)
1+ visits	14.6 (11.2-18.8)	12.4 (10.6-14.6)	14.4 (12.0-17.3)	12.7 (10.2-15.8)
Mean number of visits (95% CI)	1.21 (0.22-2.20)	0.66 (0.20-1.12)	0.84 (0.58-1.10)	0.52 (0.38-0.66)
GRADE 12	(590)	(388)	(1070)	(1359)
0 visits	90.7 (87.9-92.8)	87.0 (79.0-92.2)	89.0 (86.6-91.0)	89.3 (87.2-91.1)
1+ visits	9.3 (7.2-12.1)	13.0 (7.8-21.0)	11.0 (9.0-13.4)	10.7 (8.9-12.8)
Mean number of visits (95% CI)	0.46 (0.26-0.66)	0.53 (0.26-0.80)	0.66 (0.41-0.91)	0.57 (0.39-0.75)
(Continued...)				

	Mental Health Care Visits			
	1999	2001	2003	2005
	% (95% CI)			
TORONTO	(740)	(533)	(1097)	(1172)
0 visits	89.5 (86.8-91.7)	89.2 (87.2-91.0)	91.7 (89.4-93.6)	88.8 (84.4-92.1)
1+ visits	10.5 (8.3-13.2)	10.8 (9.0-12.8)	8.3 (6.4-10.6)	11.2 (7.9-15.6)
Mean number of visits (95% CI)	0.38 (0.23-0.53)	0.54 (0.10-0.97)	0.44 (0.27-0.61)	0.40 (0.28-0.51)
NORTH REGION	(808)	(1014)	(1285)	(1245)
0 visits	88.3 (84.7-91.1)	89.0 (86.4-91.2)	88.0 (85.6-90.0)	85.4 (82.3-88.0)
1+ visits	11.7 (8.9-15.3)	11.0 (8.8-13.6)	12.0 (10.0-14.4)	14.6 (12.0-17.7)
Mean number of visits (95% CI)	0.86 (0.41-1.32)	0.54 (0.32-0.76)	0.57 (0.37-0.76)	0.74 (0.49-0.99)
WEST REGION	(1532)	(1425)	(2513)	(2865)
0 visits	86.5 (84.0-88.6)	89.2 (86.8-91.3)	89.4 (87.5-91.1)	87.9 (85.9-89.7)
1+ visits	13.5 (11.4-16.0)	10.8 (8.7-13.2)	10.6 (8.9-12.5)	12.1 (10.3-14.1)
Mean number of visits (95% CI)	0.67 (0.47-0.86)	0.42 (0.30-0.54)	0.60 (0.36-0.84)	0.53 (0.40-0.66)
EAST REGION	(1367)	(926)	(1721)	(2444)
0 visits	87.7 (85.8-89.4)	88.8 (86.8-90.4)	86.8 (84.6-88.8)	89.3 (87.7-90.7)
1+ visits	12.3 (10.6-14.2)	11.2 (9.6-13.2)	13.2 (11.2-15.4)	10.7 (9.3-12.3)
Mean number of visits (95% CI)	1.04 (0.45-1.63)	0.54 (0.32-0.76)	0.79 (0.48-1.10)	0.47 (0.36-0.58)

Notes: Numbers in bold parentheses are the number of interviews.

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.4.3 Treated for a Physical Injury During the Past Year 2003–2005, Grades 7 to 12

Number of Times Treated for a Physical Injury in the Past Year	2003	2005
	%	%
TOTAL SAMPLE	(N=6616)	(N=7726)
None	64.6	66.2
1 time	20.3	20.1
2 times	8.6	7.8
3 times	3.4	2.7
4 or more times	3.2	3.1
1+ times (95% CI)	35.4 (33.7-37.1)	33.8 (32.2-35.5)
MALES	(3163)	(3720)
None	62.0	62.1
1 time	20.9	22.4
2 times	9.1	8.3
3 times	3.8	3.5
4 or more times	4.1	3.7
1+ times (95% CI)	38.0 (35.6-40.5)	37.9 (35.8-40.0)
FEMALES	(3453)	(4006)
None	67.0	70.5
1 time	19.6	17.8
2 times	8.0	7.3
3 times	3.0	1.9
4 or more times	2.4	2.5
1+ times (95% CI)	33.0 (30.9-35.2)	29.5 (27.6-31.4)
GRADE 7	(947)	(961)
None	67.5	70.4
1 time	19.3	17.7
2 times	7.0	5.6
3 times	3.0	2.0
4 or more times	3.1	4.3
1+ times (95% CI)	32.5 (27.9-37.4)	29.6 (26.7-32.6)
GRADE 8	(976)	(971)
None	63.7	64.7
1 time	22.4	21.2
2 times	8.2	8.0
3 times	2.7	2.8
4 or more times	3.0	3.2
1+ times (95% CI)	36.3 (32.2-40.5)	35.3 (31.2-39.6)
GRADE 9	(1254)	(1471)
None	61.7	64.9
1 time	21.4	19.8
2 times	9.3	8.9
3 times	3.4	3.0
4 or more times	4.1	3.4
1+ times (95% CI)	38.3 (34.9-41.8)	35.1 (32.2-38.1)
GRADE 10	(1181)	(1427)
None	64.9	66.7
1 time	19.9	20.6
2 times	8.7	6.6
3 times	3.7	2.7
4 or more times	2.8	3.4
1+ times (95% CI)	35.1 (31.6-38.8)	33.3 (30.1-36.6)

Number of Times Treated for a Physical Injury in the Past Year	2003	2005
	%	%
GRADE 11	(1188)	(1537)
None	64.0	66.9
1 time	19.3	18.8
2 times	8.9	8.9
3 times	4.1	3.2
4 or more times	3.8	2.3
1+ times (95% CI)	36.0 (32.2-40.0)	33.1 (30.1-36.4)
GRADE 12	(1070)	(1359)
None	66.4	64.0
1 time	19.6	22.4
2 times	8.9	8.8
3 times	3.1	2.5
4 or more times	2.1	2.2
1+ times (95% CI)	33.6 (30.1-37.4)	36.0 (32.1-40.0)
TORONTO	(1097)	(1172)
None	73.6	73.3
1 time	16.4	16.7
2 times	5.9	5.7
3 times	1.8	1.9
4 or more times	2.2	2.4
1+ times (95% CI)	26.4 (22.4-31.0)	26.7 (22.7-31.1)
NORTH REGION	(1285)	(1245)
None	58.2	60.9
1 time	25.0	21.2
2 times	8.9	9.4
3 times	4.0	3.3
4 or more times	4.0	5.2
1+ times (95% CI)	41.8 (38.1-45.6)	39.1 (35.7-42.7)
WEST REGION	(2513)	(2865)
None	63.8	66.5
1 time	19.8	20.1
2 times	9.2	8.0
3 times	4.0	2.6
4 or more times	3.2	2.8
1+ times (95% CI)	36.2 (33.4-39.0)	33.5 (31.0-36.2)
EAST REGION	(1721)	(2444)
None	61.9	63.2
1 time	22.1	21.8
2 times	8.6	8.6
3 times	3.4	3.1
4 or more times	3.2	3.4
1+ times (95% CI)	38.1 (35.0-41.3)	36.8 (34.5-39.3)

Notes: (1) numbers in parentheses are the number of interviews; (2) no significant differences between 2003 and 2005.

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.4.4 Percentage Reporting *Barbiturate Use* for Medical Purposes During the Past Year, 1977 – 2005

	1977	1979	1981	1983	1985	1987	1989	1991	1993	1995	1997	1999	2001	2003	2005
(N ¹)												(4447)	(3898)	(3152)	(4078)
(N ²)	(3927)	(3920)	(3010)	(3614)	(3146)	(3376)	(3340)	(2961)	(2617)	(2907)	(3072)	(2421)	(2013)	(1618)	(2107)
Total ¹ (95% CI)	—	—	—	—	—	—	—	—	—	—	—	12.6 (11.1-14.1)	11.9 (10.3-13.6)	5.7 (4.8-6.9)	3.0 ^{ab} (2.4-3.8)
Total ² (95% CI)	13.7 (12.4-15.2)	12.8 (11.6-14.2)	11.7 (10.6-12.8)	10.8 (9.3-12.6)	9.0 (7.8-10.3)	7.6 (5.7-10.1)	7.6 (6.4-8.9)	4.5 (3.9-5.2)	6.1 (5.0-7.4)	5.1 (4.4-5.8)	6.1 (4.8-7.8)	11.9 (10.2-13.8)	10.3 (8.6-12.3)	6.3 (5.0-7.9)	2.8 (2.1-3.8)
Sex															
Males ¹	—	—	—	—	—	—	—	—	—	—	—	12.9 (11.2-14.8)	12.8 (10.4-15.6)	6.4 (5.1-7.8)	2.9 (2.1-4.0)
Males ²	13.9 (12.0-16.0)	12.6 (11.2-14.2)	13.9 (11.8-16.3)	11.2 (9.6-13.1)	9.4 (7.7-11.4)	8.9 (6.2-12.8)	8.3 (6.8-10.2)	4.0 (3.4-4.8)	6.6 (5.0-8.8)	4.7 (3.7-6.1)	6.5 (4.6-9.2)	12.1 (9.7-14.9)	10.4 (8.8-12.2)	7.6 (5.6-10.2)	2.6 (1.7-4.0)
Females ¹	—	—	—	—	—	—	—	—	—	—	—	12.2 (10.4-14.4)	10.9 (9.2-12.9)	5.1 (4.0-6.6)	3.2 (2.4-4.2)
Females ²	13.6 (11.9-15.4)	13.0 (11.2-15.2)	9.2 (8.1-10.6)	10.4 (8.5-12.7)	8.6 (7.3-10.0)	6.4 (4.9-8.2)	6.8 (5.5-8.4)	5.1 (4.0-6.3)	5.6 (4.5-6.8)	5.4 (4.9-6.0)	5.8 (4.3-7.6)	11.8 (9.6-14.4)	10.2 (7.8-13.3)	5.1 (3.6-7.0)	3.1 (2.1-4.6)
Grade															
7	6.9 (5.5-8.4)	8.6 (6.6-11.2)	6.4 (4.8-8.4)	7.6 (5.6-10.3)	4.6 (2.9-7.2)	5.9 (4.9-7.0)	5.5 (3.8-8.0)	3.1 (2.6-3.5)	5.0 (3.6-6.9)	3.7 (2.9-4.8)	4.3 (2.6-6.9)	11.1 (7.8-15.6)	7.6 (5.5-10.6)	6.7 (4.3-10.4)	2.2 (1.2-4.1)
8	—	—	—	—	—	—	—	—	—	—	—	13.9 (11.6-16.5)	10.9 (8.6-13.7)	4.2 (2.6-6.6)	3.9 (2.2-6.6)
9	14.9 (12.7-17.4)	13.8 (11.8-16.1)	13.8 (12.1-15.8)	11.4 (9.7-13.3)	8.9 (7.1-11.1)	6.3 (3.2-12.1)	7.4 (6.8-8.2)	4.6 (4.0-5.4)	6.2 (4.4-8.7)	5.4 (4.7-6.2)	7.4 (4.6-11.6)	11.1 (9.3-13.2)	12.8 (10.0-16.3)	5.1 (3.3-7.7)	2.4 (1.5-3.8)
10	—	—	—	—	—	—	—	—	—	—	—	13.7 (10.1-18.2)	16.1 (11.6-21.8)	5.2 (3.5-7.9)	3.5 (2.3-5.2)
11	20.2 (17.3-23.5)	16.3 (14.1-18.7)	14.8 (12.7-17.2)	14.7 (10.8-19.8)	13.4 (11.0-16.2)	10.4 (6.5-16.4)	9.9 (7.1-13.6)	5.8 (4.3-7.7)	6.9 (5.0-9.5)	5.9 (4.5-7.7)	6.5 (4.9-8.6)	13.6 (10.2-17.9)	9.8 (6.8-14.1)	7.1 (5.1-10.0)	3.9 (2.4-6.2)
12	—	—	—	—	—	—	—	—	—	—	—	12.5 (9.6-16.3)	12.5 (9.0-16.9)	5.8 (3.7-9.0)	2.4 (1.4-4.0)

(Continued...)

	1977	1979	1981	1983	1985	1987	1989	1991	1993	1995	1997	1999	2001	2003	2005
(N ¹)												(4447)	(3898)	(3152)	(4078)
(N ²)	(3927)	(3920)	(3010)	(3614)	(3146)	(3376)	(3340)	(2961)	(2617)	(2907)	(3072)	(2421)	(2013)	(1618)	(2107)
Region															
Toronto ¹	—	—	—	—	—	—	—	—	—	—	—	10.4 (7.8-13.6)	8.8 (7.1-11.0)	3.0 (1.8-5.1)	1.6 (0.9-2.8)
Toronto ²	—	—	9.8 (7.6-12.4)	8.2 (5.0-13.3)	7.1 (4.1-12.1)	6.3 (4.5-8.9)	6.6 (5.5-8.0)	4.0 (1.8-8.9)	5.0 (4.0-6.2)	4.2 (3.0-5.9)	4.5 (3.6-5.8)	10.5 (7.6-14.3)	8.5 (6.2-11.7)	4.2 (2.1-8.0)	1.1 (0.5-2.5)
North ¹	—	—	—	—	—	—	—	—	—	—	—	15.9 (9.3-25.8)	11.4 (9.3-13.8)	6.1 (4.4-8.5)	4.4 (2.7-6.9)
North ²	—	—	15.8 (10.6-22.7)	12.7 (10.1-15.9)	10.3 (6.9-15.1)	12.3 (10.8-14.1)	8.0 (4.2-14.5)	6.5 (5.9-7.2)	7.6 (4.2-13.5)	4.3 (2.3-8.0)	6.7 (3.4-12.8)	17.9 (8.6-33.6)	10.1 (6.4-15.5)	6.1 (3.0-11.8)	2.8 (1.4-5.7)
West ¹	—	—	—	—	—	—	—	—	—	—	—	13.0 (10.7-15.6)	11.9 (10.3-13.7)	7.1 (5.5-9.1)	3.6 (2.6-4.9)
West ²	—	—	11.9 (10.5-13.6)	10.4 (7.9-13.4)	10.0 (9.2-10.8)	7.0 (3.9-12.5)	7.5 (5.5-10.2)	4.8 (4.3-5.3)	7.1 (5.0-10.0)	5.0 (4.0-6.2)	6.7 (4.3-10.4)	11.3 (8.7-14.6)	10.9 (8.2-14.2)	8.4 (6.1-11.3)	3.9 (2.5-6.0)
East ¹	—	—	—	—	—	—	—	—	—	—	—	12.4 (10.4-14.7)	14.1 (10.0-19.5)	5.2 (3.5-7.8)	2.8 (1.8-4.3)
East ²	—	—	11.3 (9.4-13.5)	12.7 (10.1-15.9)	8.6 (6.3-11.6)	7.9 (4.5-13.3)	8.1 (6.7-9.7)	4.0 (3.5-4.4)	4.9 (3.8-6.3)	6.0 (5.0-7.3)	6.2 (4.4-8.5)	12.4 (9.9-15.3)	11.2 (7.8-15.8)	4.4 (2.8-6.9)	2.5 (1.5-4.1)

Notes: (1) based on Grades 7-12 (full sample); (2) based on Grades 7, 9, and 11 only (long-term sample); (3) entries in brackets are 95% confidence intervals (4) regional stratification differed in 1977 and 1979 and therefore regions are not presented; (5) question asked of a random half sample in 2003 and 2005; (6) ^a 2005 vs. 2003 significant difference, p<.01, ^b 2005 vs. 1999 significant difference, p<.01.

Q. *In the last 12 months, how often did you use barbiturates with a prescription (such as Seconal, Amytal) or because a doctor told you to take them?*

Source: OSDUS, Centre for Addiction & Mental Health

Table A3.4.5 Percentage Reporting *Stimulant Use for Medical Purposes* During the Past Year, 1977 – 2005

	1977	1979	1981	1983	1985	1987	1989	1991	1993	1995	1997	1999	2001	2003	2005
(N ¹)												(4447)	(3898)	(3152)	(4078)
(N ²)	(3927)	(3920)	(3010)	(3614)	(3146)	(3376)	(3340)	(2961)	(2617)	(2907)	(3072)	(2421)	(2013)	(1618)	(2107)
Total ¹ (95% CI)	—	—	—	—	—	—	—	—	—	—	—	7.0 (6.2-7.9)	7.5 (6.5-8.6)	5.8 (5.0-6.8)	4.4 ^b (3.6-5.4)
Total ² (95% CI)	6.6 (5.8-7.6)	6.2 (5.5-7.1)	6.1 (5.2-7.0)	5.3 (4.3-6.6)	4.5 (3.8-5.2)	4.4 (3.2-6.0)	3.4 (2.6-4.3)	2.6 (1.9-3.5)	4.4 (3.5-5.5)	4.3 (3.5-5.3)	4.4 (3.2-6.1)	6.9 (5.8-8.3)	7.1 (5.8-8.7)	6.4 (5.2-7.9)	4.6 (3.6-5.8)
Sex															
Males ¹	—	—	—	—	—	—	—	—	—	—	—	7.9 (6.7-9.2)	9.2 (7.8-11.0)	6.2 (4.9-7.7)	5.0 (3.8-6.6)
Males ²	7.0 (5.8-8.4)	7.2 (6.2-8.3)	7.0 (5.9-8.3)	5.6 (4.3-7.2)	4.8 (3.8-6.1)	4.6 (3.1-6.7)	3.8 (2.9-4.9)	2.6 (1.8-3.8)	4.1 (3.1-5.4)	3.9 (3.1-4.9)	3.9 (2.5-6.2)	7.6 (5.9-9.8)	8.6 (6.5-11.2)	7.3 (5.4-9.9)	5.0 (3.4-7.3)
Females ¹	—	—	—	—	—	—	—	—	—	—	—	6.2 (5.0-7.6)	5.8 (4.6-7.2)	5.5 (4.4-6.9)	3.8 (2.9-5.1)
Females ²	6.4 (5.3-7.7)	5.2 (4.3-6.4)	5.0 (3.9-6.4)	5.0 (3.8-6.6)	4.1 (3.2-5.4)	4.2 (3.2-5.5)	3.0 (2.1-4.3)	2.5 (1.8-3.6)	4.7 (3.4-6.5)	4.7 (3.4-6.6)	4.8 (3.8-6.2)	6.2 (4.8-8.1)	5.7 (4.0-8.0)	5.6 (4.0-7.6)	4.1 (3.0-5.6)
Grade															
7	5.6 (4.4-7.1)	4.0 (3.1-5.3)	3.6 (2.9-4.4)	4.4 (4.0-4.9)	2.4 (1.5-3.8)	3.2 (2.8-3.7)	2.6 (1.6-4.2)	1.4 (1.0-2.0)	3.7 (2.5-5.5)	3.3 (1.7-6.5)	3.0 (1.6-5.6)	4.7 (3.2-7.0)	4.6 (3.1-6.9)	4.7 (3.1-7.0)	3.3 (1.8-5.9)
8	—	—	—	—	—	—	—	—	—	—	—	6.3 (4.6-8.4)	8.3 (6.0-11.4)	3.8 (2.3-6.1)	3.4 (1.9-5.9)
9	5.9 (4.8-7.2)	6.2 (5.0-7.5)	7.1 (5.8-8.8)	5.5 (4.1-7.2)	4.9 (3.9-6.2)	4.2 (2.4-7.4)	3.6 (2.4-5.4)	3.4 (1.9-6.1)	4.9 (3.3-7.1)	5.1 (4.1-6.4)	4.8 (3.7-6.0)	6.9 (5.3-9.0)	8.3 (6.2-11.0)	6.6 (4.5-9.6)	4.4 (3.0-6.4)
10	—	—	—	—	—	—	—	—	—	—	—	7.8 (5.8-10.5)	7.1 (5.4-9.4)	6.0 (4.1-8.6)	4.9 (3.2-7.4)
11	9.0 (6.9-11.6)	8.8 (7.1-10.8)	7.4 (5.2-10.4)	6.4 (3.6-11.1)	6.0 (4.8-7.6)	5.6 (3.1-10.0)	3.9 (2.5-6.0)	2.9 (2.2-3.8)	4.5 (3.1-6.6)	4.4 (3.5-5.4)	5.2 (2.7-9.8)	8.8 (6.7-11.7)	8.3 (5.8-11.8)	7.6 (5.5-10.6)	6.0 (4.0-8.9)
12	—	—	—	—	—	—	—	—	—	—	—	7.5 (5.5-10.3)	8.9 (6.1-12.7)	5.6 (3.7-8.5)	4.7 (3.0-7.3)
(Continued...)															

	1977	1979	1981	1983	1985	1987	1989	1991	1993	1995	1997	1999	2001	2003	2005
(N ¹)												(4447)	(3898)	(3152)	(4078)
(N ²)	(3927)	(3920)	(3010)	(3614)	(3146)	(3376)	(3340)	(2961)	(2617)	(2907)	(3072)	(2421)	(2013)	(1618)	(2107)
Region															
Toronto ¹	—	—	—	—	—	—	—	—	—	—	—	6.3 (4.7-8.4)	5.1 (4.2-6.2)	3.0 (2.1-4.5)	3.4 (2.3-5.1)
Toronto ²	—	—	4.3 (2.9-6.2)	4.8 (3.8-6.0)	4.7 (3.4-6.3)	2.4 (1.4-4.0)	3.1 (1.8-5.4)	1.8 (1.2-2.6)	3.3 (1.9-5.7)	2.1 (1.6-2.6)	4.2 (2.5-6.8)	6.5 (4.3-9.7)	4.9 (3.4-7.0)	3.6 (2.2-6.0)	4.5 (2.7-7.4)
North ¹	—	—	—	—	—	—	—	—	—	—	—	9.4 (6.4-13.6)	8.8 (6.7-11.5)	7.9 (5.9-10.5)	3.8 (2.6-5.5)
North ²	—	—	6.8 (3.0-15.0)	4.8 (3.5-6.5)	5.8 (3.4-9.8)	5.2 (2.7-9.8)	4.2 (2.0-8.5)	4.2 (3.0-5.8)	3.9 (1.5-9.5)	4.9 (2.0-11.9)	4.2 (1.7-10.1)	9.8 (4.8-18.9)	6.9 (4.9-9.7)	9.7 (7.5-12.6)	3.5 (2.0-5.9)
West ¹	—	—	—	—	—	—	—	—	—	—	—	6.5 (5.2-8.1)	7.9 (6.4-9.8)	6.8 (5.4-8.6)	5.2 (3.9-7.0)
West ²	—	—	7.0 (5.9-8.2)	5.6 (4.6-6.7)	5.1 (4.0-6.5)	5.1 (2.9-8.9)	3.3 (2.2-4.9)	2.6 (1.5-4.6)	5.9 (4.2-8.2)	4.2 (2.9-6.0)	4.8 (2.7-8.4)	6.6 (4.7-9.2)	7.4 (5.3-10.1)	7.6 (5.4-10.5)	5.0 (3.4-7.4)
East ¹	—	—	—	—	—	—	—	—	—	—	—	7.5 (6.4-8.9)	8.1 (6.1-10.6)	5.6 (4.3-7.2)	4.2 (2.8-6.1)
East ²	—	—	5.5 (4.7-6.5)	5.5 (3.0-10.0)	3.0 (2.7-3.3)	4.5 (2.8-7.2)	3.4 (2.2-5.4)	2.6 (1.6-4.3)	3.1 (2.3-4.3)	5.9 (4.6-7.6)	4.0 (2.4-6.6)	7.1 (5.4-9.2)	9.0 (6.2-12.9)	5.5 (3.6-8.3)	4.4 (2.9-6.6)

Notes: (1) based on Grades 7-12 (full sample); (2) based on Grades 7, 9, and 11 only (long-term sample); (3) entries in brackets are 95% confidence intervals (4) regional stratification differed in 1977 and 1979 and therefore regions are not presented; (5) question asked of a random half sample in 2003 and 2005; (6) ^b 2005 vs. 1999 significant difference, p<.01.

Q: *In the last 12 months, how often did you use stimulants with a prescription or because a doctor told you to take them?*

Source: OSDUS, Centre for Addiction & Mental Health

Table A3.4.6 Percentage Reporting *Tranquillizer Use for Medical Purposes During the Past Year, 1977 – 2005*

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

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

Notes: (1) based on Grades 7-12 (full sample); (2) based on Grades 7, 9, and 11 only (long-term sample); (3) entries in brackets are 95% confidence intervals (4) regional stratification differed in 1977 and 1979 and therefore regions are not presented; (5) question asked of a random half sample in 2003 and 2005; (6) no significant changes between 1999 and 2005.

Q: *In the last 12 months, how often did you use tranquilizers with a prescription or because a doctor told you to take them?*

Source: OSDUS, Centre for Addiction & Mental Health

Table A3.4.7 Percentage Reporting *Ritalin* Use for Medical Purposes During the Past Year, 1999 – 2005, Grades 7 to 12

		1999	2001	2003	2005
(N)		(4447)	(3898)	(6616)	(7726)
Total		3.8	2.9	2.5	2.4 ^b
(95% CI)		(3.2-4.5)	(2.4-3.6)	(2.1-3.1)	(1.9-2.9)
Sex	Males	5.6	4.0	3.5	3.3 ^b
		(4.4-7.0)	(3.1-5.1)	(2.8-4.5)	(2.6-4.1)
	Females	2.0	1.8	1.6	1.3
		(1.4-2.8)	(1.2-2.8)	(1.2-2.2)	(1.0-1.8)
Grade	7	4.2	4.2	3.7	2.9
		(2.9-6.3)	(2.8-6.4)	(2.4-5.5)	(1.9-4.4)
	8	5.1	4.2	2.4	2.7
		(3.6-7.3)	(2.4-7.3)	(1.5-3.7)	(1.7-4.2)
	9	3.9	2.4	2.8	2.3
		(2.3-6.6)	(1.4-3.8)	(1.9-4.2)	(1.6-3.4)
	10	3.7	2.7	2.6	2.8
		(2.4-5.8)	(1.6-4.6)	(1.6-4.2)	(1.8-4.2)
	11	3.7	1.8	2.6	1.6
		(2.3-6.1)	(1.1-3.0)	(1.7-4.1)	(1.1-2.5)
	12	1.8	2.0	1.1	2.0
		(0.8-4.2)	(1.0-3.8)	(0.6-2.0)	(1.2-3.1)
Region	Toronto	2.5	2.5	1.0	1.6
		(1.4-4.4)	(1.6-3.8)	(0.5-1.9)	(0.9-2.9)
	North	3.0	3.2	2.9	3.5
		(1.9-4.8)	(2.2-4.5)	(2.1-4.0)	(2.3-5.4)
	West	4.8	2.7	2.9	2.8 ^b
		(3.8-6.0)	(2.0-3.9)	(2.1-3.9)	(2.2-3.7)
	East	3.5	3.4	2.9	1.9
		(2.5-4.7)	(2.2-5.0)	(2.1-4.0)	(1.3-2.8)

Notes: (1) entries in brackets are 95% confidence intervals; (2) ^b 2005 vs. 1999 significant difference, p<.01.

Q: *In the last 12 months, how often did you use Ritalin with a prescription or because a doctor told you to take it?*

Source: OSDUS, Centre for Addiction & Mental Health

Table A3.5.1 Low Self-Esteem, 1993 – 2005

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

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

Rosenberg Self-Esteem Scale	Grades 7-9-11 only							Grades 7-12			
	1993 %	1995 %	1997 %	1999 %	2001 %	2003 %	2005 %	1999 %	2001 %	2003 %	2005 %
GRADE 10								(638)	(806)	(1181)	(742)
Sometimes I feel that I can't do anything right								16.0	15.0	16.7	13.6
I feel I do not have much to be proud of								16.5	17.5	16.1	16.2
Sometimes I think I am no good at all								13.0	12.7	13.4	9.2
I [do not] feel good about myself *								11.7	10.0	10.3	10.7
I [do not] feel that I am a person of worth *								14.2	9.4	10.7	13.4
I am [not] able to do most things as well as others *								7.8	9.1	6.5	8.0
% with Low Self-Esteem (95% CI)								12.7 (9.0-17.6)	10.1 (7.8-13.0)	10.7 (8.6-13.2)	9.9 (7.9-12.3)
GRADE 11	(721)	(932)	(1,069)	(750)	(561)	(1188)	(819)	(750)	(561)	(1188)	(819)
Sometimes I feel that I can't do anything right	—	14.1	15.6	17.9	14.5	14.7	13.1	17.9	14.5	14.7	13.1
I feel I do not have much to be proud of	—	14.3	14.6	14.7	14.4	15.1	15.8	14.7	14.4	15.1	15.8
Sometimes I think I am no good at all	—	10.0	10.2	10.4	9.9	11.5	10.0	10.4	9.9	11.5	10.0
I [do not] feel good about myself *	15.9	11.2	10.5	8.8	9.8	11.7	9.2	8.8	9.8	11.7	9.2
I [do not] feel that I am a person of worth *	11.2	9.7	12.3	9.9	9.7	11.3	12.1	9.9	9.7	11.3	12.1
I am [not] able to do most things as well as others *	9.4	9.0	8.5	8.8	4.3	6.1	5.5	8.8	4.3	6.1	5.5
% with Low Self-Esteem (95% CI)	—	9.9 (8.8-11.1)	9.8 (8.5-11.3)	10.6 (8.0-13.8)	6.7 (5.0-8.9)	9.8 (7.9-12.2)	10.0 (7.4-13.5)	10.6 (8.0-13.8)	6.7 (5.0-8.9)	9.8 (7.9-12.2)	10.0 (7.4-13.5)
GRADE 12								(590)	(388)	(1070)	(728)
Sometimes I feel that I can't do anything right								12.2	12.5	14.4	8.7
I feel I do not have much to be proud of								13.7	14.4	13.4	10.2
Sometimes I think I am no good at all								6.4	4.9	11.1	4.6
I [do not] feel good about myself *								6.9	8.1	7.4	7.6
I [do not] feel that I am a person of worth *								8.8	7.3	10.5	6.8
I am [not] able to do most things as well as others *								7.5	4.5	6.8	6.0
% with Low Self-Esteem (95% CI)								7.2 (4.8-10.6)	6.5 (4.2-10.0)	9.1 (7.1-11.4)	5.6 (3.8-8.2)
(Continued...)											

Rosenberg Self-Esteem Scale	Grades 7-9-11 only							Grades 7-12			
	1993 %	1995 %	1997 %	1999 %	2001 %	2003 %	2005 %	1999 %	2001 %	2003 %	2005 %
TORONTO	(642)	(647)	(715)	(437)	(353)	(567)	(317)	(740)	(533)	(1097)	(577)
Sometimes I feel that I can't do anything right	—	17.7	16.6	15.8	18.2	14.9	14.3	15.7	16.2	14.7	13.9
I feel I do not have much to be proud of	—	14.6	18.2	13.6	18.2	16.1	19.8	14.3	16.8	16.8	16.3
Sometimes I think I am no good at all	—	12.3	11.7	9.0	12.6	12.7	12.0	10.5	12.3	11.9	11.6
I [do not] feel good about myself *	14.6	8.5	10.6	6.4	10.2	8.1	11.2	7.0	9.6	7.7	12.2
I [do not] feel that I am a person of worth *	11.7	11.4	14.6	11.4	10.8	11.1	13.3	11.4	11.2	9.8	15.2
I am [not] able to do most things as well as others *	9.6	8.6	8.7	8.1	9.0	6.8	8.2	7.8	8.4	6.1	8.7
% with Low Self-Esteem (95% CI)	—	10.2 (6.8-15.0)	10.9 (7.8-15.2)	8.9 (6.1-12.9)	11.5 (7.4-17.5)	9.4 (7.0-12.4)	11.7 (7.6-17.6)	9.3 (6.5-13.2)	11.4 (8.1-15.8)	8.6 (6.5-11.2)	11.7 (8.1-16.6)
NORTH REGION	(156)	(220)	(291)	(321)	(466)	(655)	(404)	(808)	(1014)	(1285)	(728)
Sometimes I feel that I can't do anything right	—	13.9	15.3	16.0	15.0	19.2	13.5	15.6	14.5	17.8	12.1
I feel I do not have much to be proud of	—	15.7	15.0	14.6	12.9	20.3	18.9	13.3	13.2	17.0	17.7
Sometimes I think I am no good at all	—	8.2	8.1	11.4	8.5	13.0	14.0	11.2	8.8	12.7	11.2
I [do not] feel good about myself *	13.2	10.3	9.3	10.7	8.7	14.5	8.8	9.6	10.2	11.1	9.6
I [do not] feel that I am a person of worth *	19.3	10.4	8.8	12.3	11.5	16.9	11.1	11.7	10.7	13.2	11.6
I am [not] able to do most things as well as others *	19.4	6.1	6.8	6.6	6.4	9.2	5.4	6.1	6.8	7.8	6.0
% with Low Self-Esteem (95% CI)	—	8.5 (6.0-11.9)	8.1 (6.9-9.4)	11.5 (8.0-16.4)	8.1 (5.4-12.0)	15.2 (11.0-20.7)	10.0 (7.0-14.0)	10.3 (7.9-13.3)	9.1 (7.2-11.6)	12.5 (9.5-16.3)	9.7 (7.3-12.8)
WEST REGION	(1122)	(1242)	(1163)	(822)	(710)	(1308)	(701)	(1532)	(1425)	(2513)	(1437)
Sometimes I feel that I can't do anything right	—	18.8	16.2	16.2	15.8	15.2	14.0	15.8	15.4	15.6	12.1
I feel I do not have much to be proud of	—	16.9	14.8	16.6	19.1	14.3	16.9	16.4	18.3	13.9	15.3
Sometimes I think I am no good at all	—	11.5	10.8	9.5	14.1	10.0	10.3	9.9	12.6	10.5	8.6
I [do not] feel good about myself *	13.5	11.8	10.3	8.1	9.5	8.4	9.0	8.6	8.2	7.9	9.7
I [do not] feel that I am a person of worth *	11.0	13.5	12.8	13.3	13.0	11.4	15.9	12.8	11.4	10.8	13.0
I am [not] able to do most things as well as others *	9.7	9.8	9.7	9.2	7.6	5.6	8.3	8.8	7.0	5.5	7.7
% with Low Self-Esteem (95% CI)	—	10.9 (9.2-12.9)	10.2 (8.4-12.3)	8.9 (6.8-11.6)	11.1 (8.6-14.0)	9.1 (7.8-10.6)	10.7 (7.8-14.5)	9.6 (7.9-11.6)	9.8 (7.9-12.1)	8.9 (7.7-10.3)	8.9 (7.3-10.9)

(Continued...)

Rosenberg Self-Esteem Scale	Grades 7-9-11 only							Grades 7-12			
	1993 %	1995 %	1997 %	1999 %	2001 %	2003 %	2005 %	1999 %	2001 %	2003 %	2005 %
EAST REGION	(697)	(798)	(903)	(841)	(484)	(859)	(685)	(1367)	(926)	(1721)	(1336)
Sometimes I feel that I can't do anything right	—	16.9	17.1	17.8	15.6	15.5	11.0	16.6	15.0	15.5	9.8
I feel I do not have much to be proud of	—	15.0	15.2	16.7	15.8	14.3	14.4	16.2	16.0	15.0	14.3
Sometimes I think I am no good at all	—	11.6	10.9	11.0	10.6	10.5	9.6	10.7	10.8	11.7	8.5
I [do not] feel good about myself *	16.8	10.6	10.9	10.4	8.7	8.6	9.2	10.0	8.8	9.8	8.0
I [do not] feel that I am a person of worth *	11.4	13.6	14.8	10.9	11.0	9.3	12.9	11.5	8.7	10.4	12.1
I am [not] able to do most things as well as others *	11.8	7.5	7.4	8.3	5.2	7.3	6.7	8.3	6.6	8.0	7.8
% with Low Self-Esteem (95% CI)	—	10.0 (7.9-12.6)	11.0 (9.7-12.6)	11.6 (9.4-14.2)	7.9 (5.1-12.1)	9.1 (7.2-11.4)	11.0 (8.1-14.7)	11.1 (9.4-13.2)	7.9 (6.0-10.3)	10.0 (8.6-11.6)	9.4 (7.8-11.1)

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.5.2 Depression, 1997 – 2005

CES-D Scale (“Always” or “Often” During the Past 7 Days...)	Grades 7-9-11 only					Grades 7-12			
	1997	1999	2001	2003	2005	1999	2001	2003	2005
	%	%	%	%	%	%	%	%	%
TOTAL SAMPLE (N=)	(1545)	(1253)	(1060)	(1771)	(2107)	(2299)	(2061)	(3464)	(4078)
How often have you felt sad?	20.9	15.8	14.2	16.3	16.4	16.0	14.4	17.1	16.1
How often have you felt lonely?	13.2	11.5	12.2	13.2	13.1	12.3	13.1	14.1	13.0
How often have you felt depressed?	13.8	11.7	10.4	12.4	11.9	11.9	10.3	12.4	11.3
How often have you felt like crying?	14.4	12.1	12.1	14.8	14.2	12.3	11.9	15.4	13.6
% “often” or “always” on all 4 items (95% CI)	6.4 (4.8-8.5)	4.5 (3.4-5.8)	4.4 (3.2-6.1)	5.3 (4.2-6.6)	5.6 (4.4-7.1)	4.6 (3.7-5.9)	4.5 (3.3-6.1)	5.6 (4.8-6.6)	5.3 (4.5-6.2)
MALES	(715)	(614)	(529)	(888)	(1024)	(1151)	(1018)	(1654)	(1934)
How often have you felt sad?	10.4	10.9	11.3	9.4	9.9	10.3	10.4	10.2	9.6
How often have you felt lonely?	8.2	8.6	9.9	9.8	8.9	8.5	10.9	10.7	9.6
How often have you felt depressed?	7.5	8.4	10.0	9.0	7.2	8.0	8.5	8.7	7.4
How often have you felt like crying?	4.7	5.7	5.4	5.0	4.9	4.7	3.9	5.2	4.4
% “often” or “always” on all 4 items (95% CI)	2.6 (1.5-4.5)	1.9 (0.9-4.0)	2.8 (1.7-4.7)	2.6 (1.6-4.1)	1.8 (1.1-3.0)	1.8 (1.0-3.1)	2.0 (1.2-3.5)	2.6 (1.8-3.7)	1.9 (1.2-2.8)
FEMALES	(830)	(639)	(531)	(883)	(1083)	(1148)	(1043)	(1810)	(2144)
How often have you felt sad?	30.2	20.7	17.2	23.1	23.3	21.7	18.2	23.4	22.9
How often have you felt lonely?	17.6	14.4	14.6	16.4	17.6	16.3	15.3	17.2	16.6
How often have you felt depressed?	19.5	14.9	10.8	15.7	17.0	15.7	12.0	15.8	15.4
How often have you felt like crying?	23.0	18.5	18.9	24.4	24.1	20.0	19.6	24.7	23.1
% “often” or “always” on all 4 items (95% CI)	9.8 (7.3-13.2)	7.0 (5.3-9.2)	6.0 (4.1-8.7)	7.9 (6.1-10.2)	9.5 (7.5-12.0)	7.6 (5.9-9.7)	6.9 (4.9-9.8)	8.4 (7.0-10.0)	8.9 (7.5-10.4)
GRADE 7	(420)	(397)	(404)	(497)	(508)	(397)	(404)	(497)	(508)
How often have you felt sad?	16.6	12.6	12.2	14.6	13.9	12.6	12.2	14.6	13.9
How often have you felt lonely?	9.4	7.0	9.8	11.8	8.6	7.0	9.8	11.8	8.6
How often have you felt depressed?	9.7	9.5	7.9	9.3	8.8	9.5	7.9	9.3	8.8
How often have you felt like crying?	11.6	9.0	12.1	14.8	13.5	9.0	12.1	14.8	13.5
% “often” or “always” on all 4 items (95% CI)	4.6 (2.4-8.5)	2.6 (1.2-5.7)	4.5 (2.7-7.5)	4.0 (2.5-6.4)	3.7 (2.2-6.0)	2.6 (1.2-5.7)	4.5 (2.7-7.5)	4.0 (2.5-6.4)	3.7 (2.2-6.0)
GRADE 8						(407)	(379)	(512)	(501)
How often have you felt sad?						16.2	14.1	18.7	16.3
How often have you felt lonely?						14.0	10.9	14.9	11.1
How often have you felt depressed?						12.5	9.8	13.2	11.2
How often have you felt like crying?						15.7	11.1	19.4	12.5
% “often” or “always” on all 4 items (95% CI)						6.7 (4.1-10.6)	3.2 (1.7-5.9)	8.1 (5.3-12.1)	5.6 (3.5-8.8)
GRADE 9	(590)	(463)	(368)	(654)	(780)	(463)	(368)	(654)	(780)
How often have you felt sad?	23.5	17.4	13.1	14.6	17.7	17.4	13.1	14.6	17.7
How often have you felt lonely?	14.5	12.7	10.0	10.2	14.6	12.7	10.0	10.2	14.6
How often have you felt depressed?	14.2	13.2	8.7	11.2	12.5	13.2	8.7	11.2	12.5
How often have you felt like crying?	14.8	13.8	10.0	11.7	14.9	13.8	10.0	11.7	14.9
% “often” or “always” on all 4 items (95% CI)	5.7 (4.0-8.2)	5.1 (3.4-7.6)	2.8 (1.5-5.4)	4.2 (2.7-6.5)	6.2 (4.3-8.4)	5.1 (3.4-7.6)	2.8 (1.5-5.4)	4.2 (2.7-6.5)	6.2 (4.3-8.4)
GRADE 10						(342)	(422)	(622)	(742)
How often have you felt sad?						16.8	15.0	18.2	16.8
How often have you felt lonely?						13.9	14.4	15.4	13.6
How often have you felt depressed?						12.6	10.0	13.1	11.4
How often have you felt like crying?						12.2	12.6	15.6	12.9
% “often” or “always” on all 4 items (95% CI)						4.7 (2.9-7.6)	6.3 (3.2-12.3)	5.7 (3.6-8.8)	6.1 (4.4-8.4)

(Continued...)

CES-D Scale (“Always” or “Often” During the Past 7 Days...)	Grades 7-9-11 only					Grades 7-12			
	1997	1999	2001	2003	2005	1999	2001	2003	2005
	%	%	%	%	%	%	%	%	%
GRADE 11	(536)	(393)	(288)	(620)	(819)	(393)	(288)	(620)	(819)
How often have you felt sad?	21.9	16.8	17.9	19.4	17.7	16.8	17.9	19.4	17.7
How often have you felt lonely?	15.1	13.8	17.9	17.1	16.1	13.8	17.9	17.1	16.1
How often have you felt depressed?	16.9	11.9	15.4	15.8	14.5	11.9	15.4	15.8	14.5
How often have you felt like crying?	16.3	12.8	15.1	18.0	14.2	12.8	15.1	18.0	14.2
% “often” or “always” on all 4 items (95% CI)	8.6 (5.4-13.6)	5.2 (3.5-7.8)	6.5 (4.2-9.9)	7.3 (5.5-7.4)	6.8 (4.8-9.4)	5.2 (3.5-7.8)	6.5 (4.2-9.9)	7.3 (5.5-7.4)	6.8 (4.8-9.4)
GRADE 12						(297)	(200)	(559)	(728)
How often have you felt sad?						15.4	14.0	17.1	14.5
How often have you felt lonely?						12.3	18.1	14.9	13.9
How often have you felt depressed?						11.1	10.8	11.2	9.7
How often have you felt like crying?						9.1	9.8	13.8	13.2
% “often” or “always” on all 4 items (95% CI)						3.1 (1.6-5.7)	3.3 (1.2-8.4)	4.6 (3.0-7.0)	3.6 (2.2-6.0)
TORONTO	(364)	(220)	(179)	(284)	(317)	(371)	(267)	(548)	(577)
How often have you felt sad?	15.8	12.3	13.0	15.2	15.8	13.5	11.3	16.8	16.7
How often have you felt lonely?	10.8	8.1	12.3	10.7	14.8	8.2	13.9	12.9	13.8
How often have you felt depressed?	12.8	7.7	10.3	10.5	14.5	7.8	9.8	9.8	12.0
How often have you felt like crying?	11.5	7.8	8.2	9.1	15.5	8.1	8.0	10.5	14.6
% “often” or “always” on all 4 items (95% CI)	5.4 (3.7-7.8)	3.2 (1.4-7.3)	4.4 (1.9-9.8)	2.5 (1.2-5.2)	5.8 (2.5-12.8)	2.8 (1.3-5.7)	4.8 (2.2-10.4)	3.0 (1.7-5.0)	4.9 (2.8-8.6)
NORTH REGION	(146)	(170)	(268)	(389)	(404)	(424)	(599)	(746)	(728)
How often have you felt sad?	17.7	17.8	15.3	20.3	16.2	15.6	14.3	20.5	15.0
How often have you felt lonely?	12.9	11.3	12.0	16.0	16.9	12.5	11.5	16.1	14.7
How often have you felt depressed?	13.3	13.6	12.9	15.4	11.1	12.9	11.3	15.5	10.6
How often have you felt like crying?	13.8	14.4	16.4	17.2	16.8	13.2	14.7	16.3	16.3
% “often” or “always” on all 4 items (95% CI)	4.8 (2.6-8.6)	5.3 (2.6-10.3)	6.2 (3.7-10.4)	8.2 (5.3-12.3)	7.0 (3.8-12.5)	4.3 (2.8-6.5)	5.4 (4.1-7.1)	7.1 (4.8-10.4)	6.4 (4.2-9.5)
WEST REGION	(588)	(416)	(359)	(648)	(701)	(769)	(718)	(1259)	(1437)
How often have you felt sad?	20.8	14.1	14.7	17.0	18.2	16.5	15.1	18.0	17.7
How often have you felt lonely?	12.1	11.6	14.4	13.7	13.5	13.1	13.5	13.9	14.4
How often have you felt depressed?	12.6	11.7	9.5	11.6	12.4	12.9	9.9	12.6	12.8
How often have you felt like crying?	15.1	12.1	14.1	16.5	14.3	12.7	13.9	17.7	14.4
% “often” or “always” on all 4 items (95% CI)	6.7 (3.8-11.6)	4.3 (2.8-6.6)	4.6 (3.0-7.0)	5.8 (4.1-8.0)	5.6 (4.1-7.7)	5.1 (3.4-7.5)	4.1 (2.9-5.9)	6.2 (4.9-7.9)	5.9 (4.8-7.1)
EAST REGION	(447)	(447)	(254)	(450)	(685)	(735)	(477)	(911)	(1336)
How often have you felt sad?	25.2	19.5	14.3	15.0	14.9	16.6	15.4	15.1	14.3
How often have you felt lonely?	16.4	13.3	9.0	13.0	10.9	13.5	12.5	14.5	10.8
How often have you felt depressed?	16.5	13.5	11.0	13.6	10.5	12.4	10.8	12.8	9.6
How often have you felt like crying?	15.5	14.1	11.6	15.3	12.9	13.7	10.5	14.9	11.5
% “often” or “always” on all 4 items (95% CI)	7.3 (5.2-10.1)	5.2 (3.3-7.9)	3.6 (1.7-7.7)	5.3 (3.4-8.3)	5.0 (3.3-7.4)	5.2 (3.6-7.4)	4.6 (2.1-9.7)	6.0 (4.6-7.6)	4.6 (3.4-6.1)

Notes: (1) questions refer to the past 7 days; (2) item percentages refer to “often” or “always” responses; (3) data based on a random half sample in each year; (4) numbers in parentheses are number of interviews; (5) no significant differences between 1997 and 2005.

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.5.3 General Health Questionnaire, 1999 – 2005, Grades 7 to 12

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

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

(Continued...)

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

(Continued....)

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

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

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.5.4 Suicide Ideation, 2001–2005, Grades 7 to 12

		2001	2003	2005
		% “yes”	% “yes”	% “yes”
		(N)	(3464)	(4078)
		(2061)		
Total		11.4	12.5	11.2
(95% CI)		(9.5-13.8)	(11.1-14.2)	(10.0-12.5)
Sex	Males	8.9	7.9	7.0
		(7.0-11.3)	(6.4-9.5)	(5.8-8.5)
	Females	14.0	16.8	15.5
		(11.2-17.3)	(14.6-19.2)	(13.4-17.9)
Grade	7	8.4	9.8	8.4
		(5.7-12.2)	(6.7-14.0)	(5.7-12.1)
	8	12.5	16.7	11.6
		(8.2-18.6)	(11.1-24.3)	(8.7-15.2)
	9	8.8	11.1	12.6
		(4.9-15.3)	(8.9-13.9)	(10.2-15.4)
	10	12.8	12.4	13.1
		(9.5-17.0)	(9.1-16.8)	(9.8-17.3)
	11	13.9	14.8	12.9
		(9.8-19.4)	(11.4-18.9)	(10.5-15.8)
	12	14.1	10.5	8.8
		(9.4-20.5)	(8.1-13.4)	(6.6-11.5)
Region	Toronto	11.0	9.3	10.8
		(6.7-17.6)	(6.8-12.6)	(8.5-13.5)
	North	11.9	13.0	12.0
		(9.5-14.8)	(10.2-16.4)	(10.0-14.3)
	West	12.1	13.8	12.8
		(8.9-16.3)	(11.3-16.7)	(10.5-15.5)
	East	10.6	12.5	9.4
		(7.6-14.7)	(10.0-15.5)	(7.7-11.5)

Notes: (1) entries in brackets are 95% confidence intervals; (2) asked of a random half sample in each year; (3) no significant differences between 2001 and 2005.

Q: *During the last 12 months, did you ever seriously consider attempting suicide?*

Source: OSDUS, Centre for Addiction & Mental Health

Table A3.5.5 Body Image Belief and Desired Change in Weight, 2001– 2005, Grades 7 to 12

		2001 %	2003 %	2005 %
TOTAL SAMPLE (N=)		(1837)	(3152)	(3648)
Belief:	too thin (underweight)	10.3	11.1	10.8
	about right weight	70.9	69.0	69.9
	too fat (overweight)	18.7	19.9	19.4
Trying to:	lose weight	31.3	29.1	28.8
	gain weight	12.2	11.6	12.0
	keep from gaining weight	18.3	20.8	22.1
	not trying to do anything	38.2	38.5	37.1
MALES		(899)	(1509)	(1786)
Belief:	too thin	12.9	15.8	14.8
	about right weight	73.4	70.7	70.8
	too fat	13.7	13.4	14.5
Trying to:	lose weight	21.2	18.4	20.8
	gain weight	18.5	18.4	18.2
	keep from gaining weight	16.9	14.8	18.6
	not trying to do anything	43.4	48.4	42.4
FEMALES		(938)	(1643)	(1862)
Belief:	too thin	7.9	6.7	6.4
	about right weight	68.6	67.3	68.9
	too fat	23.6	26.0	24.7
Trying to:	lose weight	40.9	39.2	37.5
	gain weight	6.2	5.4	5.2
	keep from gaining weight	19.6	26.3	26.0
	not trying to do anything	33.3	29.1	31.3
GRADE 7		(346)	(450)	(453)
Belief:	too thin	12.1	9.9	6.2
	about right weight	76.1	74.3	76.5
	too fat	11.8	15.8	17.2
Trying to:	lose weight	25.7	22.8	25.4
	gain weight	10.5	8.1	5.5
	keep from gaining weight	19.2	18.1	22.1
	not trying to do anything	44.6	51.1	47.0
GRADE 8		(312)	(464)	(470)
Belief:	too thin	10.5	9.9	9.4
	about right weight	68.1	74.3	75.3
	too fat	21.5	15.8	15.3
Trying to:	lose weight	32.3	25.2	26.7
	gain weight	9.7	8.6	9.4
	keep from gaining weight	22.2	25.1	24.8
	not trying to do anything	35.8	41.1	39.1
GRADE 9		(334)	(600)	(691)
Belief:	too thin	7.3	11.6	12.7
	about right weight	73.8	70.5	66.8
	too fat	18.9	17.9	20.5
Trying to:	lose weight	34.3	29.4	28.3
	gain weight	9.2	12.3	12.7
	keep from gaining weight	18.1	19.6	22.5
	not trying to do anything	38.4	38.7	36.5
(Continued...)				

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

(Continued...)

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

Notes: (1) numbers in parentheses are number of interviews; (2) data based on a random half sample in each year; (3) no significant differences between 2001 and 2005.

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 A3.6.1 Delinquent Activity During the Past Year, 1991 – 2005

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

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

(Continued...)

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

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

(Continued...)

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

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

(Continued...)

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

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

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

Table A3.6.2 Violence on School Property: Physical Fighting, and Been Threatened or Injured with a Weapon During the Past Year, 2001 – 2005, Grades 7 to 12

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

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

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

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

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.6.3 Bullying Behaviour at School (since September), 2003-2005, Grades 7 to 12

		2003	2005
		%	%
TOTAL		(N=3464)	(N=4078)
Method you were bullied the most:	physical attacks	3.9	3.8
	verbal attacks	26.5	24.6
	theft/vandalism	2.3	2.5
	was not bullied	67.3	69.1
Often you've been bullied at school:	daily/weekly	7.7	9.5
	monthly or less	21.4	19.5
	never	70.9	71.0
Method you bullied others the most:	physical attacks	3.9	4.5
	verbal attacks	24.9	22.2
	theft/vandalism	1.0	0.5
	did not bully	70.3	72.7
Often bullied someone at school:	daily/weekly	7.0	6.5
	monthly or less	22.5	22.0
	never	70.5	71.4
MALES		(1654)	(1934)
Method you were bullied the most:	physical attacks	7.3	5.5
	verbal attacks	24.7	19.4
	theft/vandalism	3.3	2.9
	was not bullied	64.7	72.2
Often you've been bullied at school:	daily/weekly	9.1	10.0
	monthly or less	22.9	16.5
	never	68.0	73.5
Method you bullied others the most:	physical attacks	6.7	7.0
	verbal attacks	26.7	21.4
	theft/vandalism	1.6	1.0
	did not bully	65.1	70.6
Often bullied someone at school:	daily/weekly	9.7	8.3
	monthly or less	25.9	23.3
	never	64.4	68.4
FEMALES		(1810)	(2144)
Method you were bullied the most:	physical attacks	0.8	1.9
	verbal attacks	28.1	30.0
	theft/vandalism	1.5	2.0
	was not bullied	69.7	66.0
Often you've been bullied at school:	daily/weekly	6.4	9.0
	monthly or less	20.1	22.6
	never	73.5	68.3
Method you bullied others the most:	physical attacks	1.4	2.0
	verbal attacks	23.3	23.1
	theft/vandalism	†	†
	did not bully	74.9	74.8
Often bullied someone at school:	daily/weekly	4.5	4.7
	monthly or less	19.5	20.8
	never	76.0	74.5
(Continued...)			

		2003	2005
		%	%
GRADE 7		(497)	(508)
Method you were bullied the most:	physical attacks	8.2	7.9
	verbal attacks	35.2	27.9
	theft/vandalism	3.6	2.5
	was not bullied	52.9	51.7
Often you've been bullied at school:	daily/weekly	14.7	14.2
	monthly or less	30.2	22.2
	never	55.0	63.6
Method you bullied others the most:	physical attacks	4.3	4.5
	verbal attacks	27.1	21.2
	theft/vandalism	†	†
	did not bully	68.3	73.9
Often bullied someone at school:	daily/weekly	6.2	5.5
	monthly or less	24.8	23.2
	never	69.0	71.3
GRADE 8		(512)	(501)
Method you were bullied the most:	physical attacks	5.9	3.0
	verbal attacks	29.2	35.5
	theft/vandalism	3.6	2.7
	was not bullied	61.3	58.8
Often you've been bullied at school:	daily/weekly	10.9	13.6
	monthly or less	25.6	26.1
	never	63.4	60.3
Method you bullied others the most:	physical attacks	5.2	5.7
	verbal attacks	26.3	23.4
	theft/vandalism	0.7	1.3
	did not bully	67.8	69.6
Often bullied someone at school:	daily/weekly	8.2	7.5
	monthly or less	22.6	25.7
	never	69.1	66.7
GRADE 9		(654)	(780)
Method you were bullied the most:	physical attacks	4.2	5.0
	verbal attacks	25.8	27.5
	theft/vandalism	2.8	2.1
	was not bullied	67.2	65.4
Often you've been bullied at school:	daily/weekly	6.8	9.9
	monthly or less	22.6	22.5
	never	70.6	67.6
Method you bullied others the most:	physical attacks	3.6	4.0
	verbal attacks	28.0	24.9
	theft/vandalism	1.1	0.5
	did not bully	67.3	70.7
Often bullied someone at school:	daily/weekly	6.7	6.3
	monthly or less	25.7	23.7
	never	67.6	70.0
(Continued...)			

		2003	2005
		%	%
GRADE 10		(622)	(742)
Method you were bullied the most:	physical attacks	2.4	2.8
	verbal attacks	28.2	20.6
	theft/vandalism	1.9	2.8
	was not bullied	67.4	73.7
Often you've been bullied at school:	daily/weekly	8.0	6.6
	monthly or less	20.5	18.2
	never	71.5	75.2
Method you bullied others the most:	physical attacks	3.2	4.7
	verbal attacks	25.2	21.5
	theft/vandalism	2.2	†
	did not bully	69.5	73.6
Often bullied someone at school:	daily/weekly	5.9	7.0
	monthly or less	24.5	21.5
	never	69.6	71.5
GRADE 11		(620)	(819)
Method you were bullied the most:	physical attacks	2.8	2.1
	verbal attacks	24.7	20.8
	theft/vandalism	1.2	3.0
	was not bullied	71.3	74.1
Often you've been bullied at school:	daily/weekly	5.1	7.1
	monthly or less	18.8	17.3
	never	76.1	75.6
Method you bullied others the most:	physical attacks	3.6	3.9
	verbal attacks	25.0	25.5
	theft/vandalism	0.7	0.7
	did not bully	70.6	69.9
Often bullied someone at school:	daily/weekly	8.5	8.0
	monthly or less	21.4	22.1
	never	70.1	69.9
GRADE 12		(559)	(728)
Method you were bullied the most:	physical attacks	1.0	2.0
	verbal attacks	17.4	16.4
	theft/vandalism	1.4	2.1
	was not bullied	80.2	79.4
Often you've been bullied at school:	daily/weekly	2.3	6.3
	monthly or less	13.2	11.9
	never	84.5	81.8
Method you bullied others the most:	physical attacks	3.6	4.3
	verbal attacks	17.8	17.6
	theft/vandalism	0.7	†
	did not bully	77.9	77.8
Often bullied someone at school:	daily/weekly	6.3	5.1
	monthly or less	16.2	16.8
	never	77.5	78.0
(Continued...)			

		2003	2005
		%	%
TORONTO		(548)	(577)
Method you were bullied the most:	physical attacks	2.2	3.8
	verbal attacks	20.7	23.8
	theft/vandalism	1.8	2.9
	was not bullied	75.2	69.5
Often you've been bullied at school:	daily/weekly	4.5	9.8
	monthly or less	16.6	16.4
	never	78.9	73.8
Method you bullied others the most:	physical attacks	3.1	5.3
	verbal attacks	17.6	21.3
	theft/vandalism	1.2	1.3
	did not bully	78.0	72.1
Often bullied someone at school:	daily/weekly	5.7	8.0
	monthly or less	14.7	20.2
	never	79.6	71.7
NORTH REGION		(746)	(728)
Method you were bullied the most:	physical attacks	4.4	4.4
	verbal attacks	29.5	25.7
	theft/vandalism	4.2	2.1
	was not bullied	61.9	67.8
Often you've been bullied at school:	daily/weekly	9.3	7.1
	monthly or less	25.7	22.6
	never	65.0	70.3
Method you bullied others the most:	physical attacks	4.9	5.0
	verbal attacks	29.4	21.1
	theft/vandalism	1.8	0.5
	did not bully	64.0	73.4
Often bullied someone at school:	daily/weekly	7.4	6.2
	monthly or less	27.9	23.0
	never	64.7	70.8
WEST REGION		(1259)	(1437)
Method you were bullied the most:	physical attacks	5.2	3.4
	verbal attacks	25.4	24.4
	theft/vandalism	2.8	2.4
	was not bullied	66.7	69.9
Often you've been bullied at school:	daily/weekly	8.7	10.2
	monthly or less	21.6	18.9
	never	69.7	70.8
Method you bullied others the most:	physical attacks	3.5	4.9
	verbal attacks	26.1	23.3
	theft/vandalism	1.0	†
	did not bully	69.3	71.5
Often bullied someone at school:	daily/weekly	7.2	7.0
	monthly or less	24.1	22.7
	never	68.7	70.2
(Continued...)			

		2003	2005
		%	%
EAST REGION		(911)	(1336)
Method you were bullied the most:	physical attacks	2.9	4.0
	verbal attacks	30.5	25.0
	theft/vandalism	1.5	2.5
	was not bullied	65.1	68.4
Often you've been bullied at school:	daily/weekly	7.6	9.2
	monthly or less	22.9	20.8
	never	69.5	70.0
Method you bullied others the most:	physical attacks	4.5	3.6
	verbal attacks	26.1	21.8
	theft/vandalism	0.5	†
	did not bully	68.9	74.2
Often bullied someone at school:	daily/weekly	7.3	5.3
	monthly or less	23.4	22.0
	never	69.3	72.7

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

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.6.4 Gambling Activities During the Past 12 Months, 2001– 2005, Grades 7 to 12

		2001	2003	2005
		%	%	%
TOTAL	(N=)	(2061)	(3464)	(4078)
	Cards	24.9	24.0	32.7
	Bingo	11.6	9.9	8.6
	Sports Pools	22.3	20.3	17.0
	Sports Lottery Tickets	9.9	7.8	7.2
	Other Lottery Tickets	22.1	22.4	18.5
	Video Gambling Machines	6.8	6.7	6.2
	Casino in Ontario	1.7	1.7	1.1
	Internet Gambling	—	2.5	2.1
	Dice	—	12.7	14.7
	Other ways	—	27.1	23.6
	5+ Gambling Activities (95% CI)	—	6.1 (5.0-7.4)	5.9 (4.8-7.1)
MALES		(1018)	(1654)	(1934)
	Cards	35.4	32.1	44.2
	Bingo	12.5	9.5	7.4
	Sports Pools	38.1	32.7	26.1
	Sports Lottery Tickets	16.3	13.7	11.2
	Other Lottery Tickets	23.2	20.4	18.5
	Video Gambling Machines	8.1	8.9	7.4
	Casino in Ontario	2.6	2.5	1.6
	Internet Gambling	—	3.4	3.0
	Dice	—	19.1	22.0
	Other ways	—	32.9	28.8
	5+ Gambling Activities (95% CI)	—	9.6 (7.9-11.6)	9.1 (7.3-11.2)
FEMALES		(1043)	(1810)	(2144)
	Cards	14.8	16.7	20.8
	Bingo	10.6	10.2	9.9
	Sports Pools	7.3	9.1	7.7
	Sports Lottery Tickets	3.8	2.4	3.1
	Other Lottery Tickets	21.0	24.2	18.4
	Video Gambling Machines	5.7	4.7	4.9
	Casino in Ontario	0.8	1.0	0.6
	Internet Gambling	—	1.6	1.2
	Dice	—	7.0	7.1
	Other ways	—	21.9	18.2
	5+ Gambling Activities (95% CI)	—	3.0 (2.0-4.2)	2.6 (1.8-3.6)
GRADE 7		(404)	(497)	(508)
	Cards	17.1	19.1	19.4
	Bingo	8.9	10.3	7.6
	Sports Pools	10.1	15.8	10.4
	Sports Lottery Tickets	3.8	4.8	2.7
	Other Lottery Tickets	13.8	13.6	10.7
	Video Gambling Machines	3.1	7.2	6.5
	Casino in Ontario	†	1.0	†
	Internet Gambling	—	3.4	1.4
	Dice	—	9.7	11.9
	Other ways	—	27.7	20.9
	5+ Gambling Activities (95% CI)	—	5.8 (3.5-10.2)	1.8 (0.9-3.3)

(Continued....)

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

	2001	2003	2005
	%	%	%
GRADE 12	(200)	(559)	(728)
Cards	25.0	26.6	40.6
Bingo	14.7	10.3	8.9
Sports Pools	28.7	21.3	21.8
Sports Lottery Tickets	19.3	13.8	12.5
Other Lottery Tickets	40.3	40.5	32.1
Video Gambling Machines	10.9	9.4	6.0
Casino in Ontario	7.8	4.5	2.6
Internet Gambling	—	1.1	1.8
Dice	—	12.8	14.7
Other ways	—	21.2	23.4
5+ Gambling Activities (95% CI)	—	7.9 (5.4-11.5)	8.5 (6.2-11.5)
TORONTO	(267)	(548)	(577)
Cards	17.8	22.4	30.4
Bingo	8.7	8.3	7.0
Sports Pools	23.4	16.9	12.6
Sports Lottery Tickets	12.1	8.7	7.4
Other Lottery Tickets	18.6	19.0	14.6
Video Gambling Machines	5.2	7.9	2.8
Casino in Ontario	1.1	1.8	0.5
Internet Gambling	—	1.9	2.4
Dice	—	18.6	17.0
Other ways	—	28.3	22.0
5+ Gambling Activities (95% CI)	—	5.6 (3.6-8.5)	5.2 (3.0-9.0)
NORTH REGION	(599)	(746)	(728)
Cards	30.1	24.2	38.8
Bingo	17.8	12.2	14.7
Sports Pools	19.8	17.0	19.0
Sports Lottery Tickets	9.4	8.0	8.6
Other Lottery Tickets	25.5	27.8	25.9
Video Gambling Machines	10.5	8.1	13.5
Casino in Ontario	3.1	1.0	1.4
Internet Gambling	—	2.7	2.5
Dice	—	9.0	16.8
Other ways	—	27.1	24.6
5+ Gambling Activities (95% CI)	—	6.2 (4.0-9.3)	9.6 (7.1-12.9)
WEST REGION	(718)	(1259)	(1437)
Cards	26.4	22.8	34.1
Bingo	11.7	8.9	9.5
Sports Pools	21.1	20.4	16.7
Sports Lottery Tickets	9.4	6.9	8.5
Other Lottery Tickets	22.1	22.2	20.6
Video Gambling Machines	6.9	5.3	5.0
Casino in Ontario	1.7	1.2	1.0
Internet Gambling	—	2.4	1.9
Dice	—	11.5	14.6
Other ways	—	26.2	24.1
5+ Gambling Activities (95% CI)	—	5.8 (4.4-7.6)	6.9 (5.5-8.5)
(Continued....)			

	2001	2003	2005
	%	%	%
EAST REGION	(477)	(911)	(1336)
Cards	25.7	26.6	30.8
Bingo	11.1	11.6	7.0
Sports Pools	24.3	22.9	19.0
Sports Lottery Tickets	9.1	8.5	5.4
Other Lottery Tickets	23.3	23.0	16.2
Video Gambling Machines	6.6	7.5	7.4
Casino in Ontario	1.7	2.5	1.4
Internet Gambling	—	2.9	2.1
Dice	—	12.1	13.1
Other ways	—	27.8	23.5
5+ Gambling Activities (95% CI)	—	6.8 (4.6-10.0)	4.2 (2.5-7.1)

Notes: (1) Numbers in parentheses are the number of interviews; (2) percentages are reports of engaging in the activity at least once in the past 12 months; (3) † indicates estimate suppressed, <0.5%; (4) based on a random half sample in each year.

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

Source: OSDUS, Centre for Addiction and Mental Health

Table A3.6.5 Problem Gambling Indicators (Past 12 Months), 1999 – 2005, Grades 7-12

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

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

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

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

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

Source: OSDUS, Centre for Addiction and Mental Health

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

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

Notes: (1) Psychological Distress is indicated by a score of 3 or more on the GHQ12 screener (see Chapter 3.5); (2) Alcohol Problem refers to hazardous drinking and is indicated by a score of 8 or more on the AUDIT screener; (3) Drug Problem is indicated by a score of 2 or more on the CRAFFT-D screener; (4) Delinquent Behaviour refers to reports of 3 or more (of 11) delinquent acts (see Chapter 3.6); (5) based on a random half sample in each year.

Source: OSDUS, Centre for Addiction & Mental Health

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

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

Table 3.9.4 Violent Behaviour: Unadjusted and Adjusted Group Differences

	%	95% CI	Unadjusted Odds Ratios	Adjusted Odds Ratios
Total Sample	17.8	(16.0-19.8)		
Sex			***	***
Females (Comparison Group)	10.4	(9.0-12.1)	—	—
Males	24.9	(21.8-28.3)	2.85	3.19
Grade (Comparison group is the previous grade)	①	②	③**	④***
7	10.9	(7.8-15.1)	—	—
8	18.4	(13.8-24.1)	1.83**	2.21***
9	20.6	(17.3-24.4)	1.15	1.04
10	21.7	(17.7-26.2)	1.06	0.98
11	19.1	(15.4-23.6)	0.86	0.70*
12	15.8	(13.0-19.1)	0.80	0.92

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

② Confidence interval: Displays the probable accuracy of the percentage estimate – the “true” population value would be expected within this range 95% of the time (in 95 of 100 samples). Confidence intervals account for characteristics of the sample design (e.g., design effects). For example, we see that 17.8% report violent behaviour. Thus, ignoring non-sampling errors, we can be reasonably confident that, with repeated sampling, the true percentage of students in the Ontario population that engaged in violent behaviour would fall within the interval 16.0% and 19.8%.

③ 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 engaging in violent behaviour among 8th-graders are 1.83 times higher than those of 7th-graders. Alternatively, one can say that the odds of violent behaviour among 11th-graders are 14% (1.00-0.86) lower than 10th-graders (although this is not statistically significant). *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%-20%). In our case, most of the prevalence estimates for the mental health and behaviour problems discussed in this report are relatively low. Therefore, for most of our outcomes, it is acceptable to interpret the odds ratios in terms of risk.

④ Adjusted Odds Ratio: Displays odds ratios after controlling for the other factors in the table. For example, accounting for all remaining factors, one can say that the odds of engaging in violent behaviour are 3.19 times higher among females than males.

Columns ③ and ④ 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 violent behaviour. An “NS” (not shown here) indicates “non-significant” differences, and that that in general the predictor variable is not statistically associated with the outcome.

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