

Youth Risk Behavior Survey (YRBS)

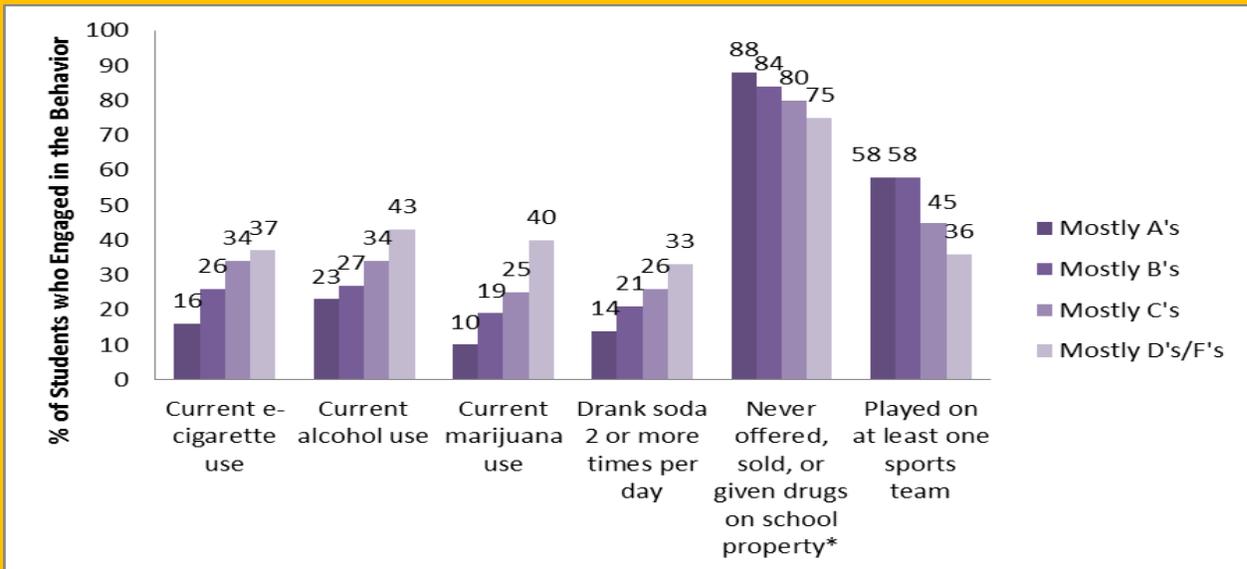
Health Risk Behaviors & Academic Achievement



WHAT YRBS DATA SHOW US?

The Youth Risk Behavior Survey (YRBS) administered by the Oklahoma State Department of Health can help Oklahoma leaders identify behavioral risk factors among youth and set health priorities for the state. The YRBS provides state level information about priority health-risk behaviors established during youth that result in the most significant mortality and morbidity during both adolescence and adulthood. Data from the 2015 YRBS indicate that Oklahoma students who received higher grades were significantly less likely to engage in risk behaviors than their classmates with lower grades (See Figure 1). Risk behaviors, such as the use of tobacco products and consumption of alcohol, have been linked to poor grades.¹ In research studies, youth more likely to participate in physical activities, such as playing on a sports team, were average or above average students.

Figure 1. Percent of Student Grades by Health Risk Behaviors, Oklahoma YRBS 2015



*Interpretation- among students making Mostly A's, 7% were current cigarette smokers compared with 33% of students making Mostly D's or F's.

HOW CAN YOU HELP?

As an administrator, you know that both academics and the health and well-being of our youth matter. Research supports the positive association between youth well-being and academic achievement and indicates that adult health outcomes are constructed within a student's scholastic career.² By administering the YRBS, you contribute to the assessment of Oklahoma's health needs, and by doing so, further the ability of the programs that serve Oklahoma's women, children and families.

Together, we can create a State of Health.

References:

1. Andrade, FH. Co-occurrences between adolescent substance use and academic performance: school context influences a multilevel-longitudinal perspective. *Journal of Adolescence*. 2014;37(6):953-963.
2. Campbell FA, Pungello EP, Kainz K, et al. Adult Outcomes as a Function of an Early Childhood Educational Program: An Abecedarian Project Follow-Up. *Developmental psychology*. 2012;48(4):1033-1043.

