

Data from the 2015 Bozeman 7th and 8th Grade Youth Risk Behavior Survey (YRBS)

The YRBS is a nationally administered survey. A **small** subsample of Bozeman students have the option of participating.

Results are not representative of the entire student body but can give an indication of the types of issues and risks our students face.

The YRBS can be used as a tool for starting discussions: Ask your students about the choices they make and the choices they see their friends making.

Students are less likely to make risky choices if they have adult support systems in place. Talk to your children and their friends about their experiences.

Though over 50% of Bozeman 7th and 8th grade respondents perceive themselves as at “about the right weight,” more than 30% of students are trying to lose weight.

56% of Bozeman 7th and 8th grade respondents spend one or more hours a day playing video games or non-homework computer activities.

Regular physical activity reduces feelings of anxiety and depression in students and can increase concentration, academic performance and improve classroom behavior. 82% of Bozeman 7th and 8th grade respondents are active for at least one hour three or more days a week and 92% participate in PE classes at least once a week.

18% of Bozeman 7th and 8th grade respondents have recently ridden with a drunk driver.

Montana has the highest incidence of suicide in the nation.

26% of Bozeman 7th and 8th grade respondents reported having feelings of hopelessness for two or more consecutive weeks in the last year and 20% have considered suicide in the last 12 months.

80% of young people (ages 10 -18) say that their parents are the leading influence on their decision to drink or not.

34% of Bozeman 7th and 8th grade respondents have had more than one alcoholic drink in their life.

Nearly a third of Bozeman 7th and 8th grade respondents have reported bullying at school in the last year and one in five have been cyber-bullied in the last year.



Although e-cigarettes do not produce tobacco smoke, they still contain nicotine and other potentially harmful chemicals.

92% of Bozeman 7th and 8th grade respondents do not smoke cigarettes, however 24% have tried e-cigarettes and 17% use e-cigarettes.

Tips for Staying Connected With Your Pre-Teen/Teen

Believe it or not, more than three-quarters of American teens report that they enjoy hanging out with their parents!*

You have the control to improve the quality of your daily life, improve the chances of your child's success in the world and improve your family's health.

Set boundaries: Children feel more secure when they know the rules (even if they give you a hard time about them).

Be a good role model: No one is perfect, so if you make a mistake, model how you use it as an opportunity for personal growth.

Be realistic: Set realistic goals, start small and build up, and stick to them!

Keep things positive: Tell kids acceptable alternatives instead of just saying NO to something.

Limit screen time: Too much time in front of screens sets up sedentary habits that can have negative health effects for the rest of your child's life. Limit video games, TV, smartphone use and computer time to no more than two hours a day.

Stay involved: Ask questions, know who your children's friends are, know what social media apps they're on and who they are talking to online.

*Moore, K.A., et al. (2004). Parent-Teen Relationships and Interactions: Far more positive than not. *Child Trends Research Brief* (25).

Every day make sure your children know:

You love them

You are proud of them

You will stand by them

Eat meals together: as few as **four meals a week** can improve family relationships, and reduce the chances of teens making risky decisions, like using drugs and alcohol. This means breakfast or dinner -- whatever works with your schedules.

Turn off screens and talk about your day. Ask your child questions about how they feel about school and their friends, ask them if they feel these survey results accurately reflect what they see happening around them. Ask them what works and doesn't work to educate their peers about making healthy choices.

Use time in the car to talk to your child rather than using your phone. This sets a good example for smart driving and gives you more opportunity to listen to your child and their friends.

Young people are more likely to listen when they know you're on their side:

Try to reinforce the reasons behind making healthy decisions, rather than using "...because I said so" statements.

Helpful Resources for Parents:

Community Resources:

Thrive: www.allthrive.org

Adolescent Resource Center: www.adsgc.org

BSD7 Parent University: bsd7.revtrak.net

Local classes on topics relevant to parents, including navigating social media, mindset and helping your child succeed, mental health awareness, helping introverts find success, life stressors and trauma and Run, Lock, Fight, and drug trends, among many others.

Web Resources:

www.netSMARTZ.org

An interactive education website providing resources to help teach children how to be safer on- and offline.

For children ages 5 - 17, parents and guardians.

www.commonSensemEdia.org

A resource to help families make smart media choices.

Contains ratings and reviews for movies, games, apps, TV shows, websites, books and music.

Middle School Health Enhancement/Counseling Curriculum:

° Nutrition and physical activity

° Self-image and self-esteem

° Alcohol use and abuse

° Conflict management and resolution

° Media literacy, including social media

° Advocacy and healthy relationships

° Alcohol use and abuse

° Olweus bullying prevention program

° Coping with grief

° **SOS: Signs Of Suicide**, a video presentation that promotes

ACT: Acknowledge that a friend is in trouble, let your friend know you **Care** and are going to help them, before **Telling** a trusted adult.

School Resources:

Student Resource Officers (SROs) are active at all schools, participating in safety videos, Hawk TV presentations and providing class presentations.

BSD7 uses a multi-tiered system of support (MTSS), targeting instruction and intervention to meet individual student needs.