

Oregon Student Wellness Survey 2012

<http://oregon.pridesurveys.com/esds.php?year=2011>

Results from 55,611 students (18,885 6th grade; 21,368 8th grade; 15,358 11th grade)

Demographics

1.1 Participants by Gender

Table 1: Participants by Gender

	Grade 6 State	Grade 8 State	Grade 11 State
Female	9,385	10,656	7,457
Male	9,373	10,577	7,823
NA*	127	135	78
TOTAL	18,885	21,368	15,358

* NA - No Answer

1.2 Race and Ethnicity

Schools throughout Oregon vary considerably in the racial and ethnic composition of their students. The Oregon Student Wellness Survey asks one question about race and another about Hispanic or Latino ethnicity.

The table below shows the percentage of students that self-identified as...

Table 2: Race and Ethnicity

	Grade 6 State	Grade 8 State	Grade 11 State
American Indian or Alaska Native	4.0	3.2	2.5
Asian	6.6	6.4	5.1
Black or African American	3.7	3.1	2.8
Native or Other Pacific Islander	4.0	3.5	2.6
White	60.5	72.2	78.2
Multiracial	11.3	11.6	8.7

Percentages exclude missing answers.

The table below shows the student responses to the question "Are you Hispanic or Latino/Latina?"

Table 3: Hispanic or Latino/Latina?

	Grade 6 State	Grade 8 State	Grade 11 State
Yes	22.8	21.1	18.6
No	77.2	78.9	81.4

Percentages exclude missing answers.

1.3 Language Used at Home

Students were asked what language they used most often at home.

Table 4: Language Used at Home

	Grade 6 State	Grade 8 State	Grade 11 State
English	84.0	85.0	87.0
Russian	1.0	1.2	0.9
Spanish	11.0	8.3	7.6
Vietnamese	1.2	1.4	0.5
A tribal language	0.2	0.4	0.4
Another language	2.6	2.8	2.6

Percentages exclude missing answers.

Questions

52. Gambling involves betting anything of value (money, a watch, soda, etc.) on a game or event with an uncertain outcome. Please check ALL the different types of betting that you have done, if any, during the last 30 days:

- I did not gamble during the last 30 days
- Playing lottery tickets/Powerball/Megabucks
- Playing dice or coin flips
- Playing cards (poker, etc.)
- Betting on a sports team
- Betting on games of personal skill (bowling, video games, dares, etc.)
- Gambling on the Internet for free or with money
- Playing Bingo for money
- Other

53. During the last 12 months, have you ever felt bad about the amount you bet, or about what happens when you bet money?

- Yes
- No
- I don't bet for money

54. During the last 12 months, have you ever felt that you would like to stop betting money but didn't think you could?

- Yes
- No
- I don't bet for money

	Yes	No
55. Have you ever lied to anyone about betting/gambling?	<input type="checkbox"/>	<input type="checkbox"/>
56. Have you ever bet/gambled more than you wanted to?	<input type="checkbox"/>	<input type="checkbox"/>
57. Have your parents ever talked to you about the risks of betting/gambling?	<input type="checkbox"/>	<input type="checkbox"/>
58. Have your teachers ever talked to you about the risks of betting/gambling?	<input type="checkbox"/>	<input type="checkbox"/>

2012 Data (excerpted from the overall state report)

5 PROBLEM GAMBLING

Students today are increasingly being exposed to gambling opportunities - on the Internet, in the community, at home and even at church - so it's no surprise that problems associated with gambling are being seen in youth. It's generally not perceived nor treated as risky, yet research shows that youth who gamble are much more likely to engage in other risky behaviors such as drinking, smoking and using drugs and some of them will go on to develop serious gambling problems.

The adolescent brain is developmentally inclined towards risk, minimal consideration of consequences, preference for stimulation and novelty, all of which gambling offers in abundance.

The *Oregon Student Wellness Survey* asks a series of questions that address and measure various gambling activities. Students were asked questions regarding the types of gambling they participated in, their feelings about being involved in gambling and the degree to which parents and teachers have communicated to the students the risks involved in engaging in this particular activity.

Gambling can be addictive, yet most youth and parents treat it as harmless entertainment. The following tables and charts contain data on gambling questions. These percentages are provided by grade level and statewide data are included for comparison purposes. For more information on youth gambling in Oregon, including more data and educational resources, go to www.problemgamblingprevention.org

5.1 Types of Gambling in the Past 30 Days

Gambling involves betting anything of value (money, a watch, soda, etc.) on a game or event. The following table shows the percentage of students that participate in these types of gambling in the last 30 days.

Table 21: Types of Gambling in the Past 30 Days

	Grade 6 State	Grade 8 State	Grade 11 State
I did not gamble during the last 30 days.	66.8	63.1	65.7
Playing lottery ticket/Powerball/Megabucks	4.1	5.9	5.9
Playing dice or coin flips.	10.7	11.0	6.5
Playing cards (poker, etc.).	9.1	12.8	11.5
Betting on a sports team.	12.3	16.6	14.2
Betting on games of personal skill (bowling, video games, dares, etc.).	14.1	18.2	15.1
Gambling on the Internet for free or with money.	2.3	4.0	3.9
Playing Bingo for money.	3.9	3.8	2.1
Other.	10.9	14.0	10.0

Percentages exclude missing answers.

5.2 Risk of Problem Gambling

Most youth don't have large sums of money to spend on gambling, so this measure must be looked at within that context. The fact that youth are spending any money on a potentially addictive behavior is of concern, and some youth spend significant amounts on it. Even those who spend a small amount of money are still "spending" time and attention on gambling at the expense of other activities and responsibilities. By the time they get into college, where problem gambling rates are among the highest and the average college student gets 25 credit card solicitations a year, some youth have developed seemingly innocent gambling habits that will cost them dearly.

The following table shows the percentage of 11th grade students that reported the following signs of problem gambling in the last 12 months. The last two questions (lied about/bet more) are based on a valid and reliable problem gambling screening instrument which has been used for many years; saying yes to either of these is highly correlated to a potential gambling problem and indicates a need for further assessment by a trained counselor.

Table 22: Signs of Problem Gambling

	Grade 6 State	Grade 8 State	Grade 11 State
Felt bad about the amount you bet, or about what happens when you bet money	3.4	2.9	2.4
Felt that you would like to stop betting money but didn't think you could	3.1	2.0	1.3
Lied to anyone about betting/gambling	4.5	5.4	3.9
Bet/gambed more than you wanted to	4.1	5.4	5.1

5.3 Communication about the Risks of Gambling

Table 23: Communication About the Risks of Gambling

	Grade 6 State	Grade 8 State	Grade 11 State
Parents have talked to you about the risks of betting/gambling	50.9	46.3	35.6
Teachers have talked to you about the risks of betting/gambling	21.2	22.3	18.7

Gambling - Grade 6
2012 Oregon Student Wellness Survey

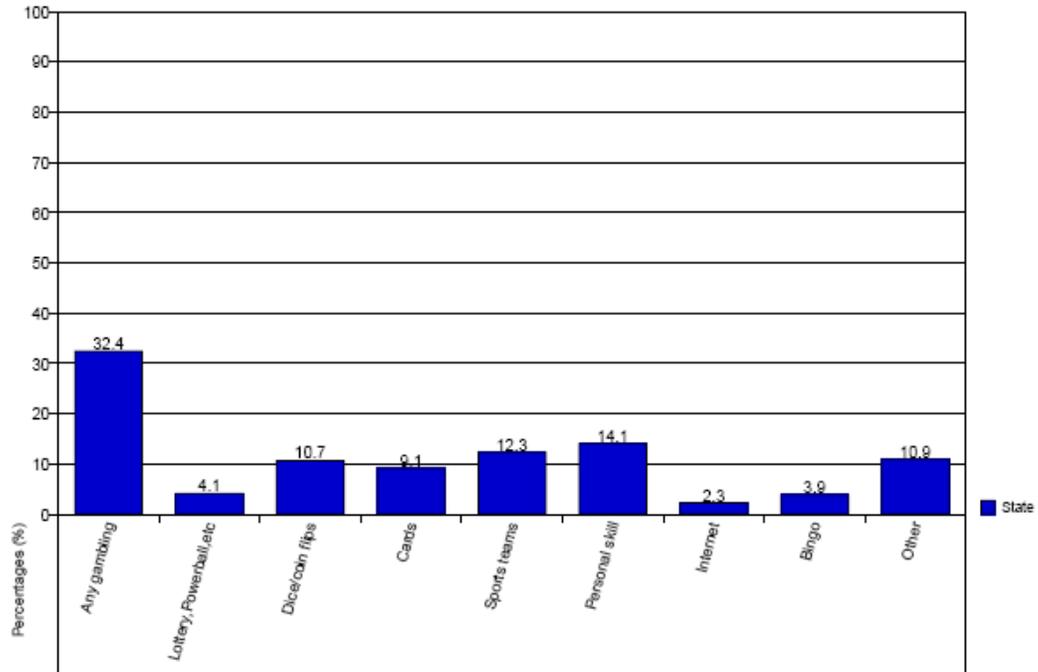


Figure 12: Gambling - Grade 6

Gambling - Grade 8
2012 Oregon Student Wellness Survey

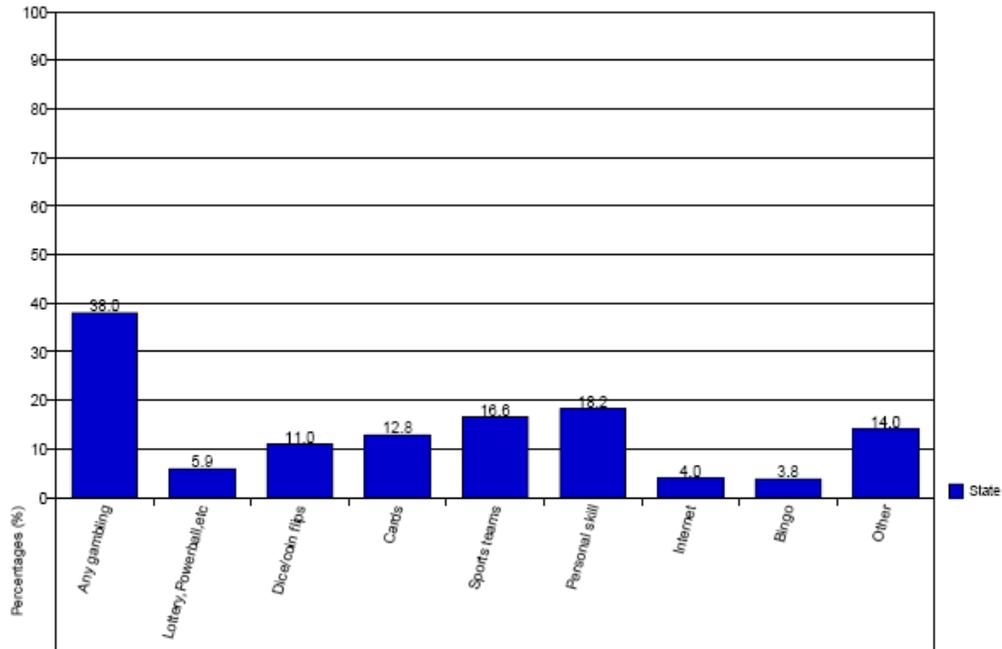


Figure 13: Gambling - Grade 8

Gambling - Grade 11
2012 Oregon Student Wellness Survey

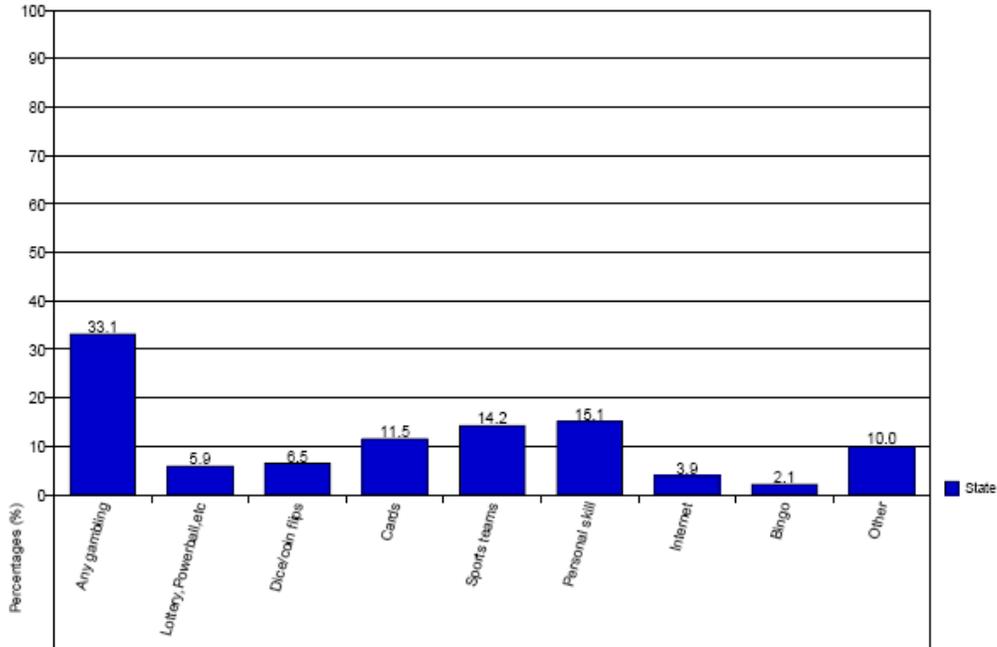


Figure 14: Gambling - Grade 11

Signs of Problem Gambling
2012 Oregon Student Wellness Survey

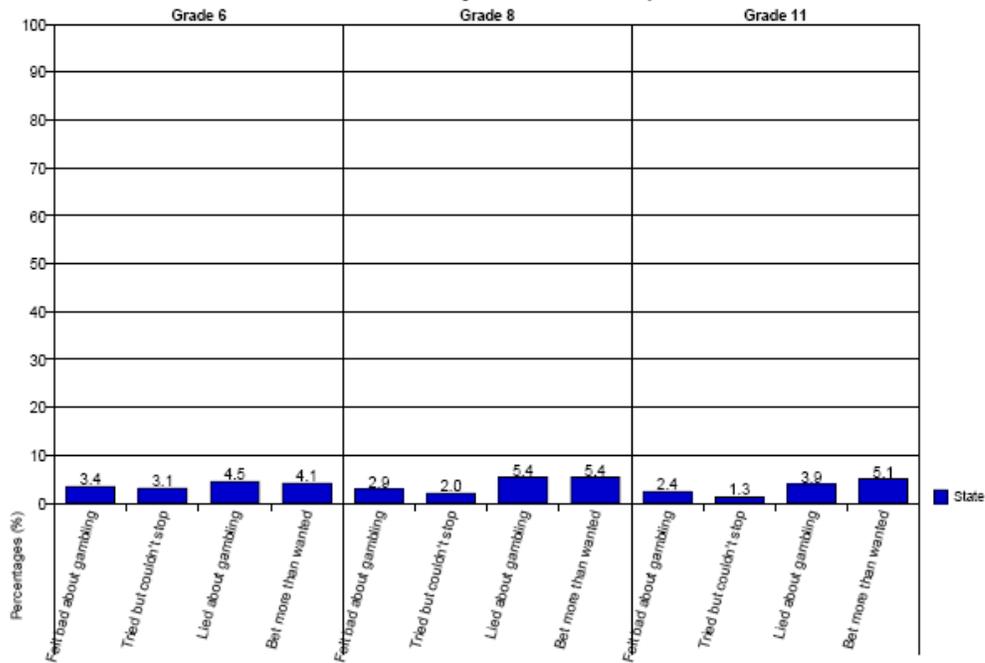
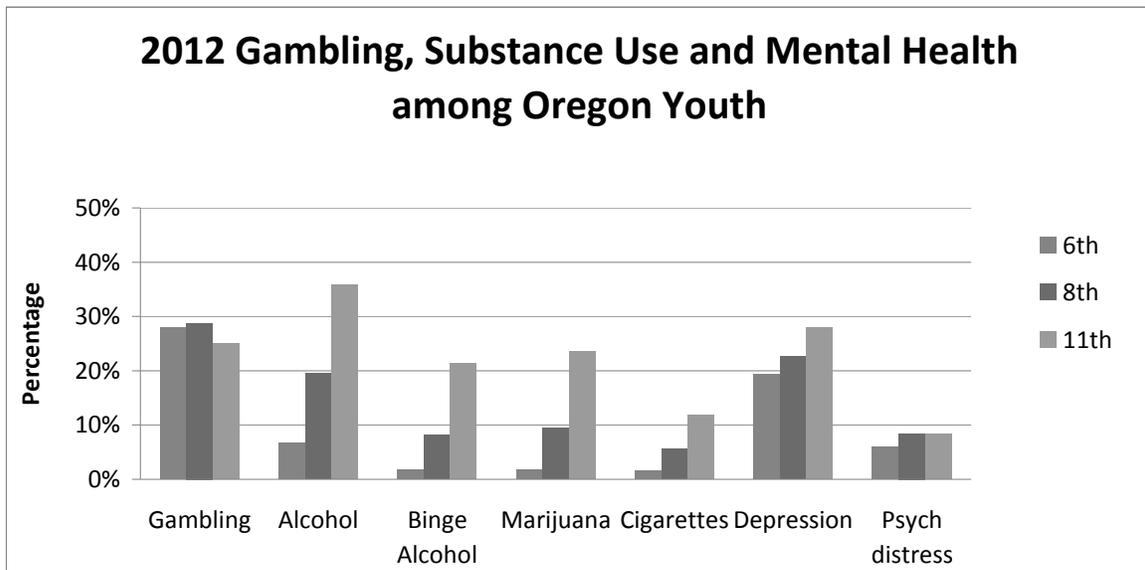
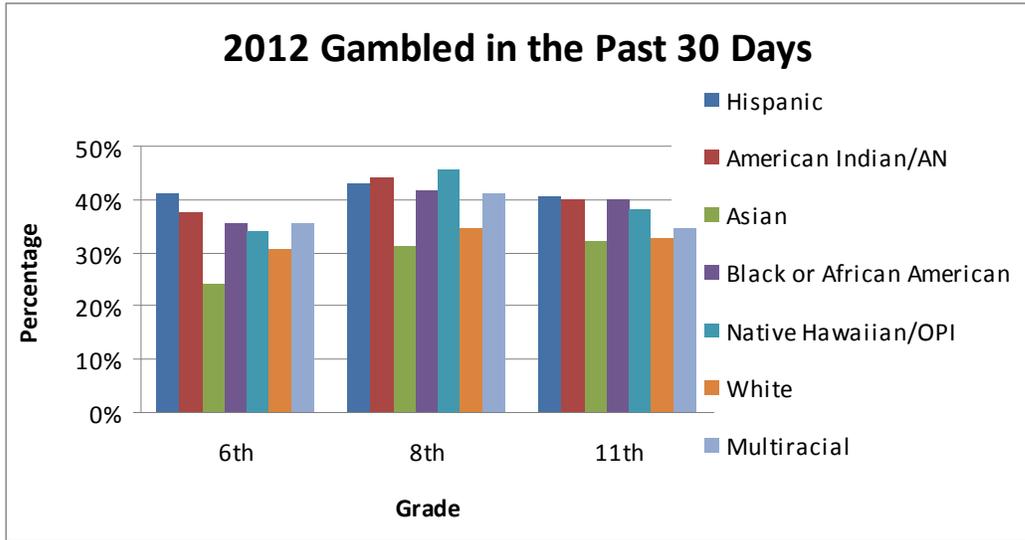


Figure 15: Signs of Problem Gambling

Specialized Analyses



the graphs below are only two of the risk behavior correlates—the pattern remains the same for skipping school, smoking, drinking, getting into fights, etc.

