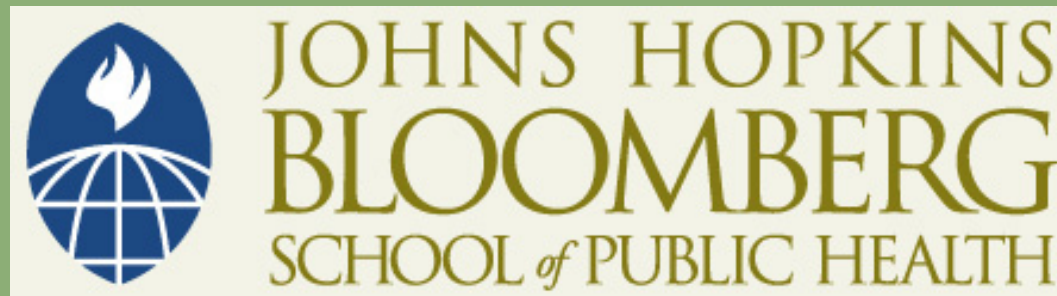


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JOHNS HOPKINS
BLOOMBERG
SCHOOL *of* PUBLIC HEALTH

Section B

The National Longitudinal Study of Adolescent Health

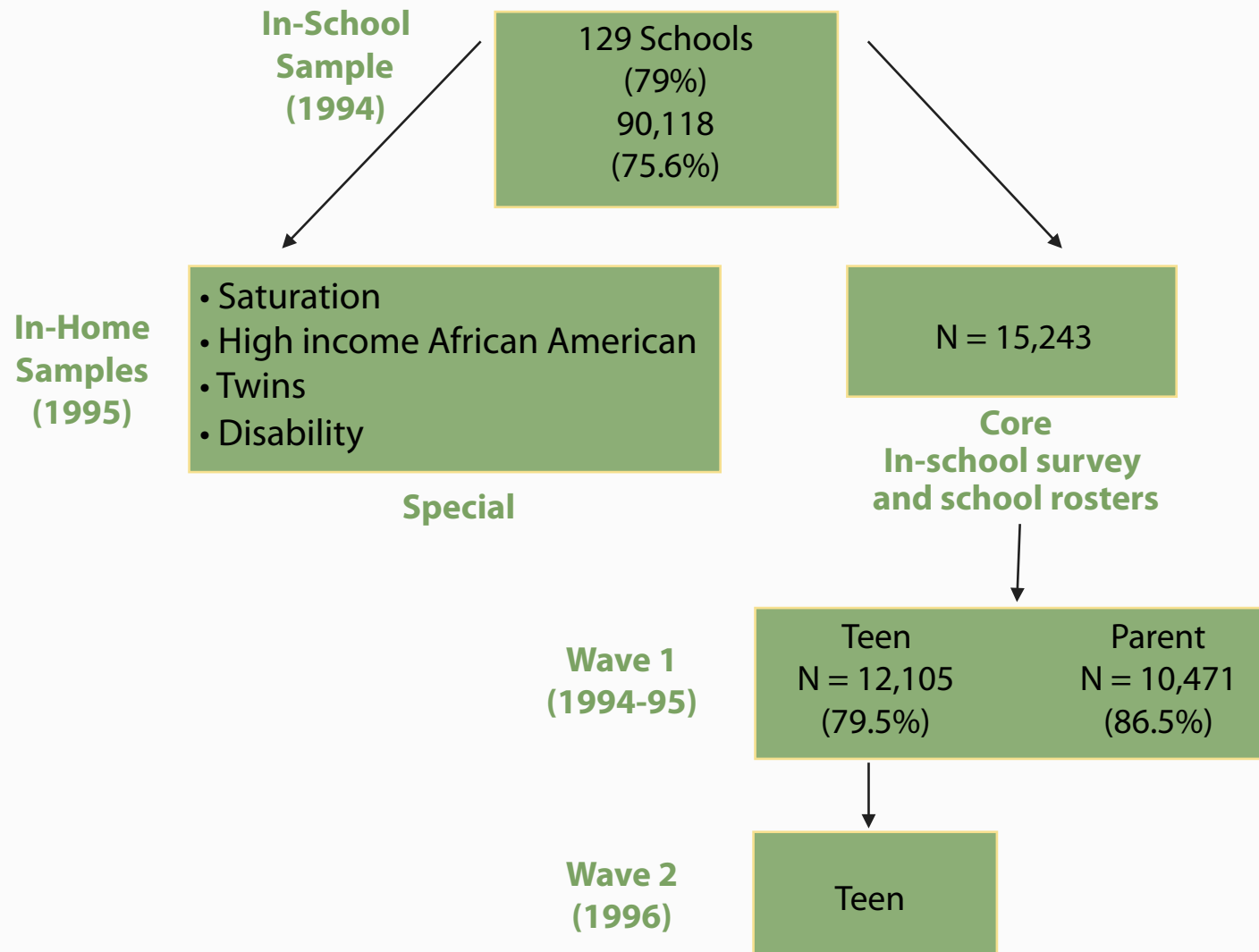
School Connectedness and Risk Behavior

- Research from The National Longitudinal Study of Adolescent Health (Add-Health) has shown a strong association between school connectedness and every risk behavior studied

Methods: The Sample

- The National Longitudinal Study of Adolescent Health
 - A stratified random sample of 80 high schools with primary feeder schools
 - N = 134 schools (127 participated in school survey)
 - N = 71,515 students in 7th through 12th grade
 - N = 127 school administrator surveys

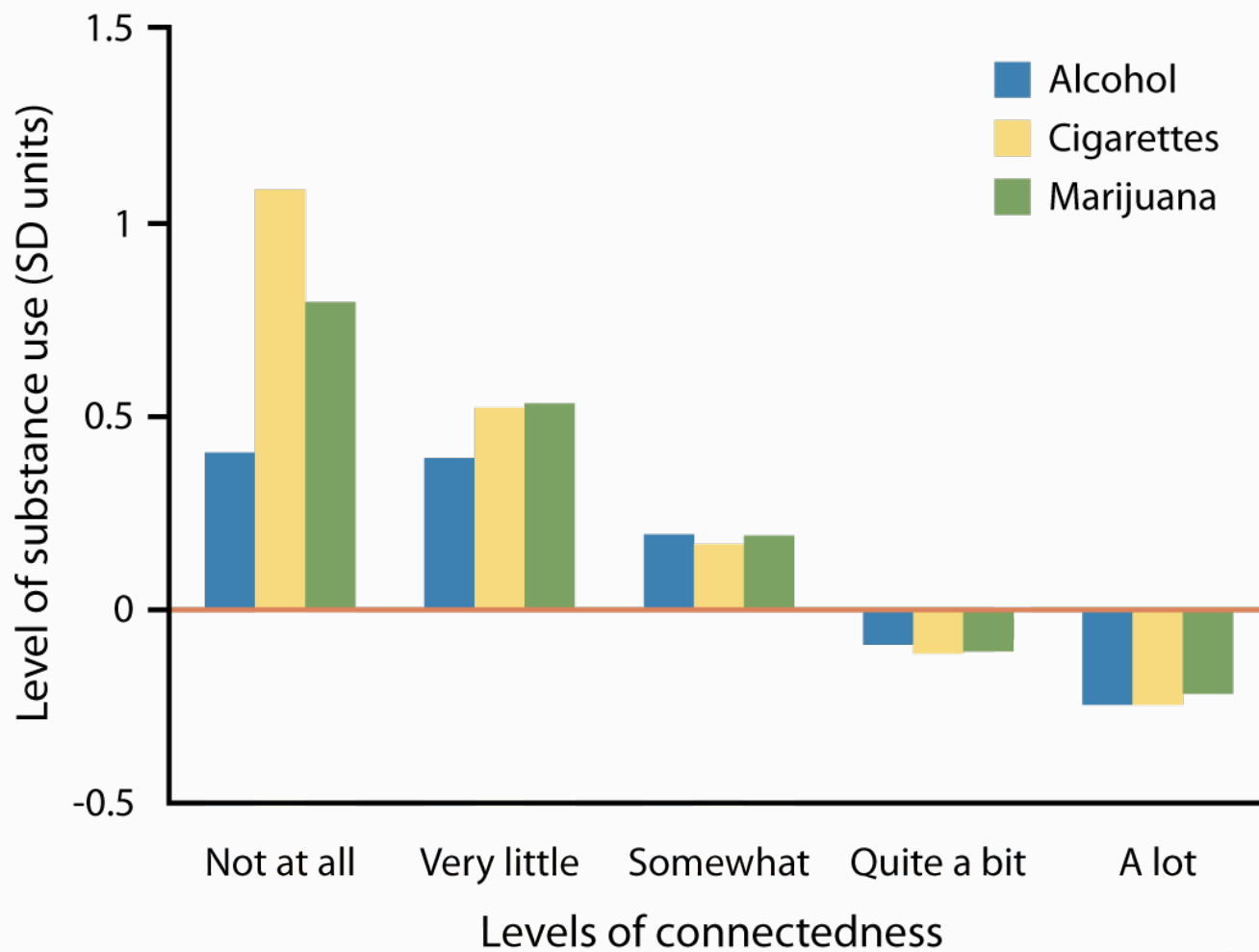
Add-Health Sample Design



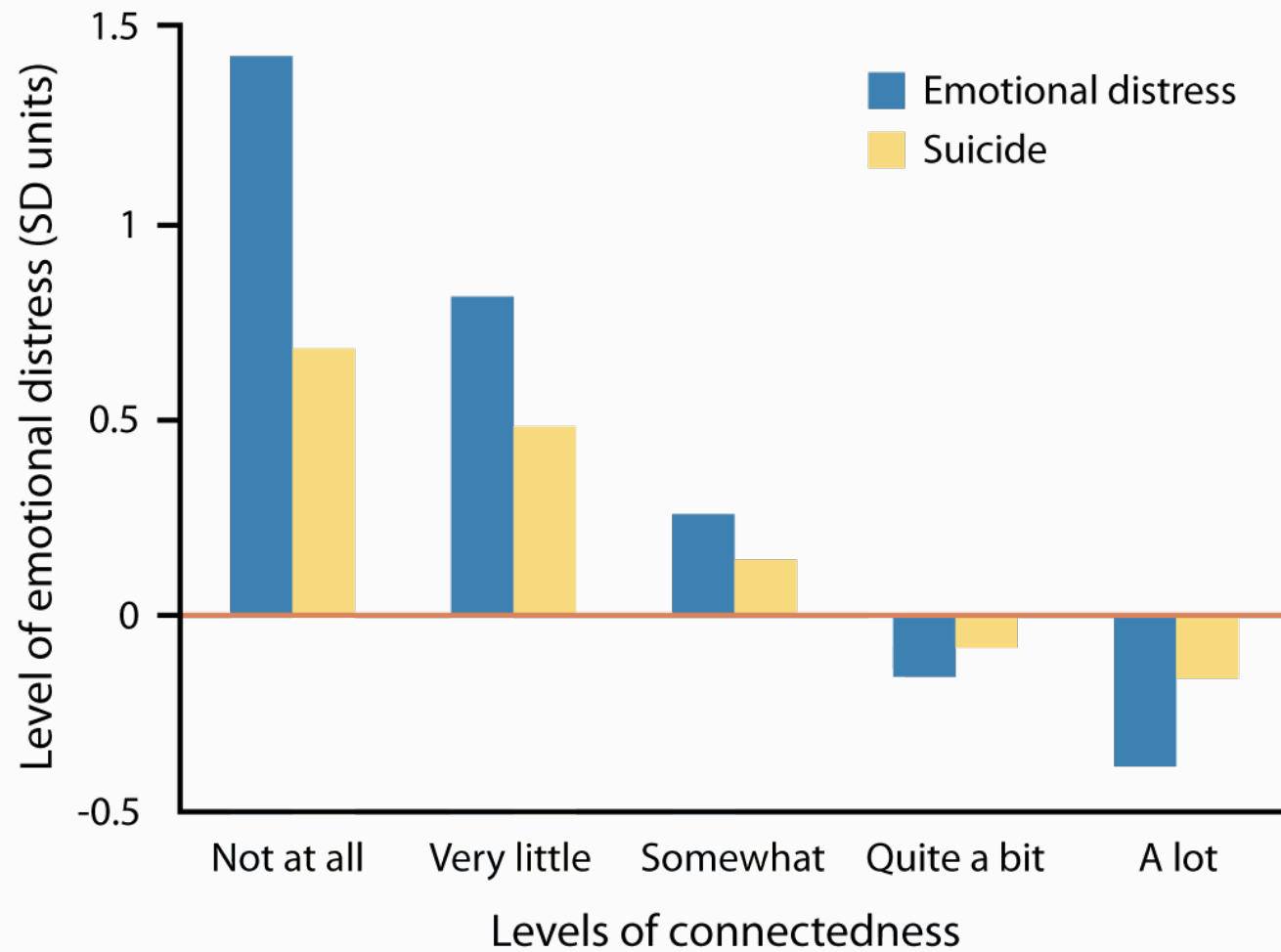
Methods: The Sample

- Ethnicity
 - Black: 15.0%
 - Latino: 12.2%
 - White: 72.8%
- Gender
 - Female: 51.8%
 - Male: 49.2%

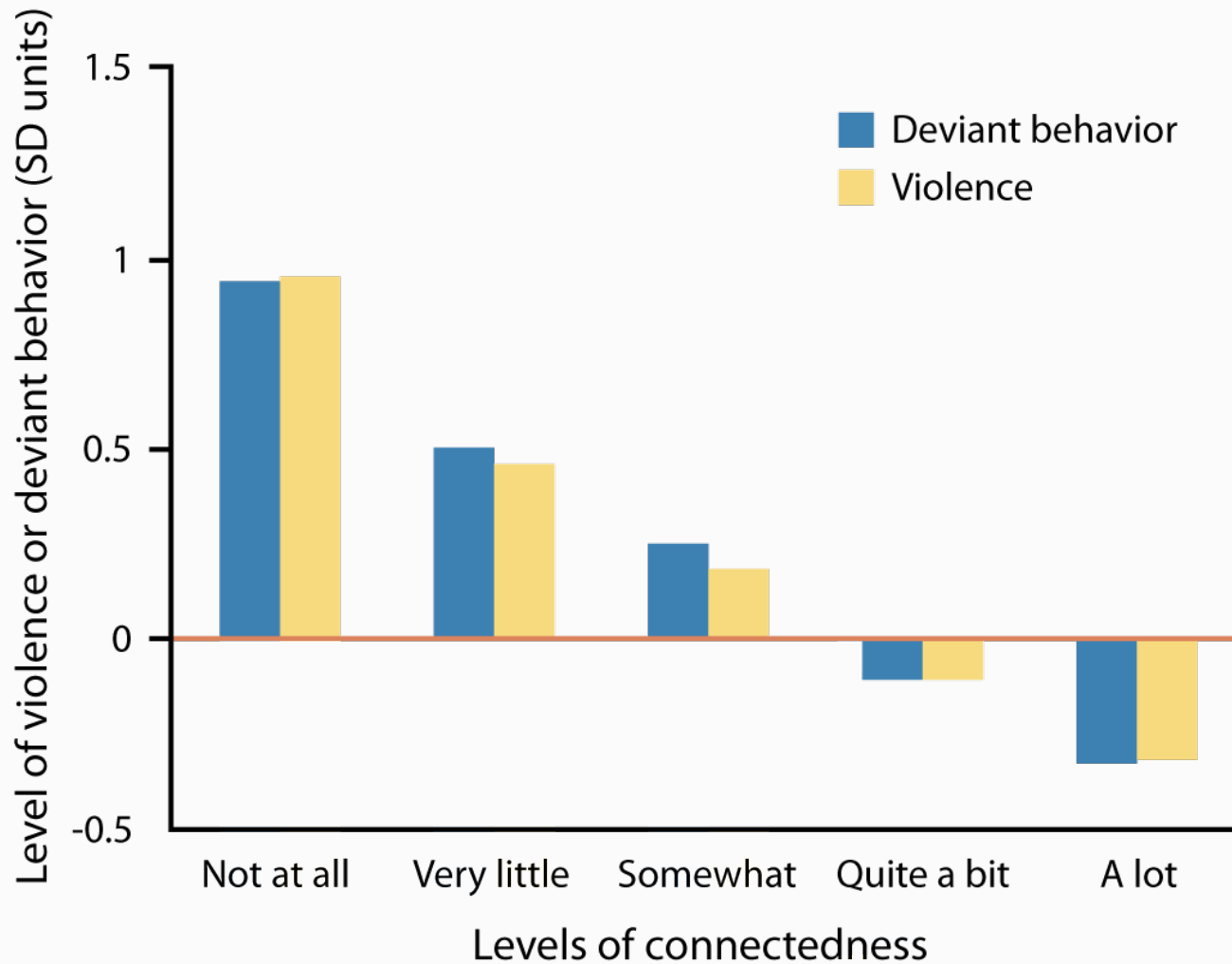
Connected Students Are Less Likely to Use Substances



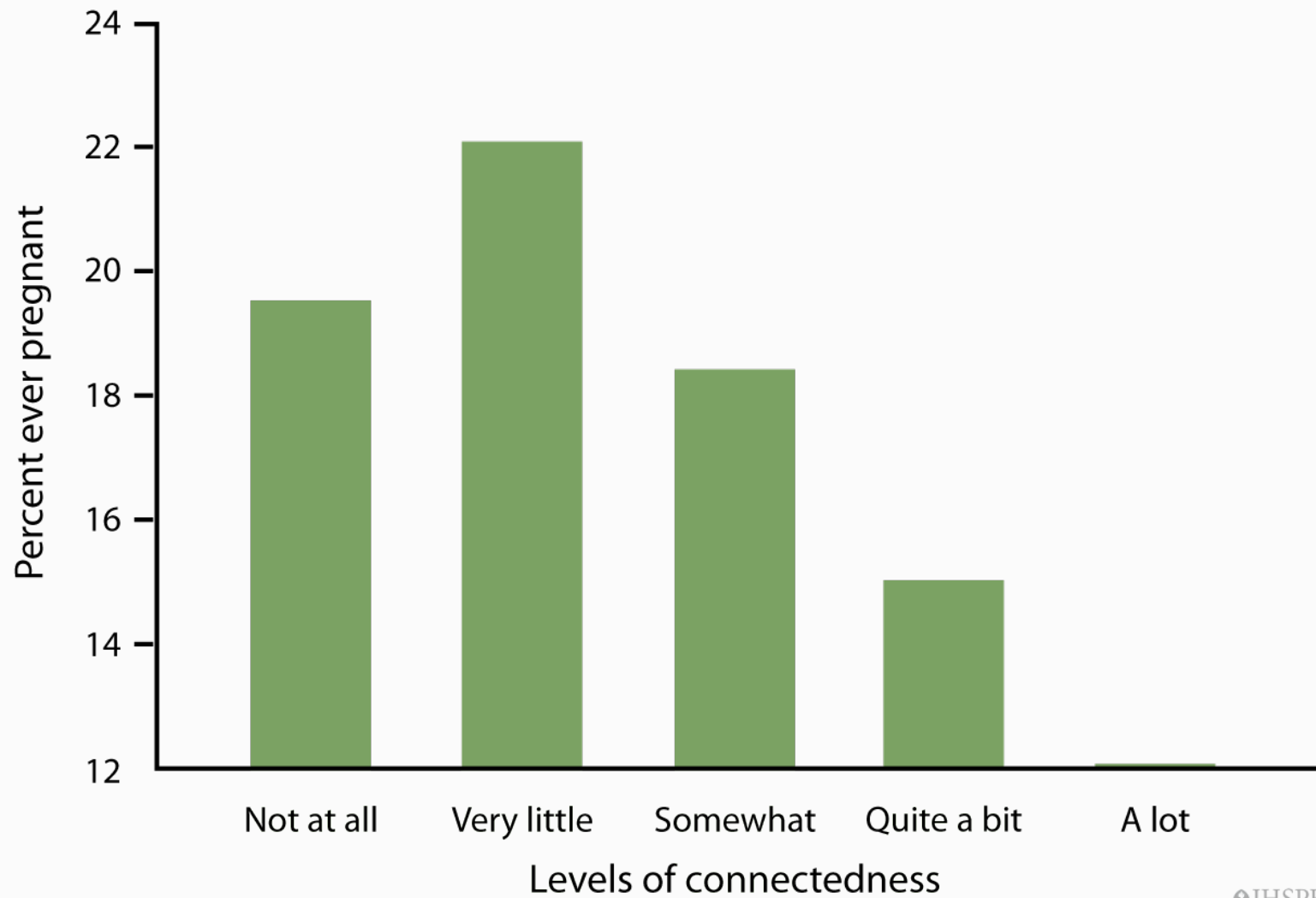
Connected Students Experience Less Emotional Distress



Connected Students Engage In Less Violent or Deviant Behavior



Connected Students Are Less Likely to Become Pregnant



Research Questions

- What contributes to teens feeling connected to school?
- Why do some adolescents feel attached to school and others don't?
- What school characteristics predict connectedness?

Methods: School Characteristics

- Size: 42 to 5,422 (average = 642)
- Public: 82.7%
- Class size: 10 to 39 (average = 23)
- Location
 - Rural: 18.6%
 - Suburban: 59.6%
 - Urban: 21.8%

Methods: Teacher Characteristics

- Master's degree: 42%
- 1st year teachers: 9%

Scales: Discipline Policies

- Out of school suspension for smoking
- Out of school suspension for cheating
- 10 item scale (alpha = .78) for disciplinary policy of school for the following:
 - Possessing alcohol
 - Drinking alcohol
 - Possessing an illegal substance
 - Using an illegal substance
 - Destroying school property
 - Verbally abusing a teacher
 - Fighting
 - Injuring a teacher
 - Injuring another student
 - Carrying a weapon

Scales

- Classroom management eight items: $\alpha = .83$
 - Getting along with teachers
 - Getting along with other students
 - Paying attention in school
 - Getting homework done

Scales: School Connectedness

- I feel close to people at this school
- I am happy to be at this school
- I feel like I am part of this school
- The teachers at this school treat students fairly
- I feel safe in this school

Results

- Factors associated with school connectedness
 - The school
 - ▶ School size mattered . . . classroom size did not
 - ▶ School type is not associated with connectedness . . . public, private, parochial
 - ▶ Location of school is not associated with connectedness . . . urban, suburban, rural

Results

- Factors associated with school connectedness:
 - School policies
 - ▶ No single school policy was associated with connectedness
 - ▶ A climate of harsh discipline is associated with lower school connectedness
 - ▶ The directionality of the relationship cannot be deduced from the present study

Results

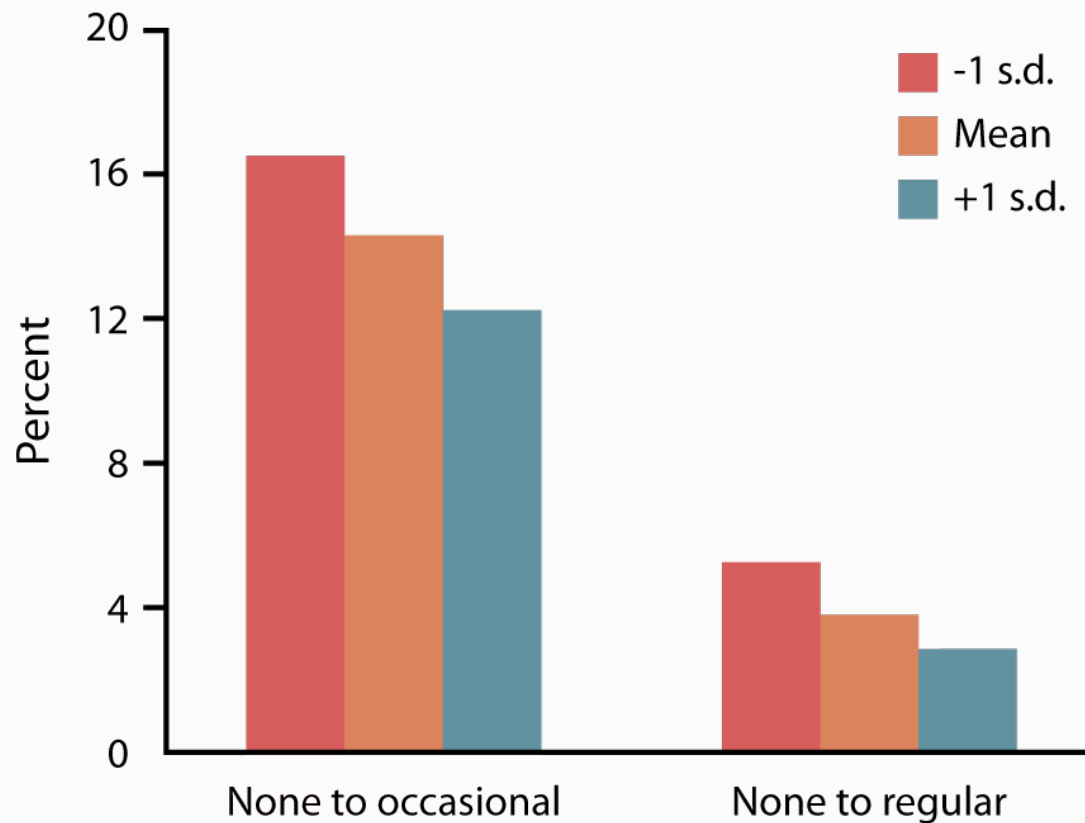
- Factors associated with school connectedness
 - Teachers
 - ▶ Teacher experience was not associated with connectedness
 - ▶ Having a master's degree was not associated with connectedness

Results

- Factors associated with school connectedness
 - School climate and classroom management
 - ▶ The single strongest association with connectedness was school climate

Initiated Cigarette Use

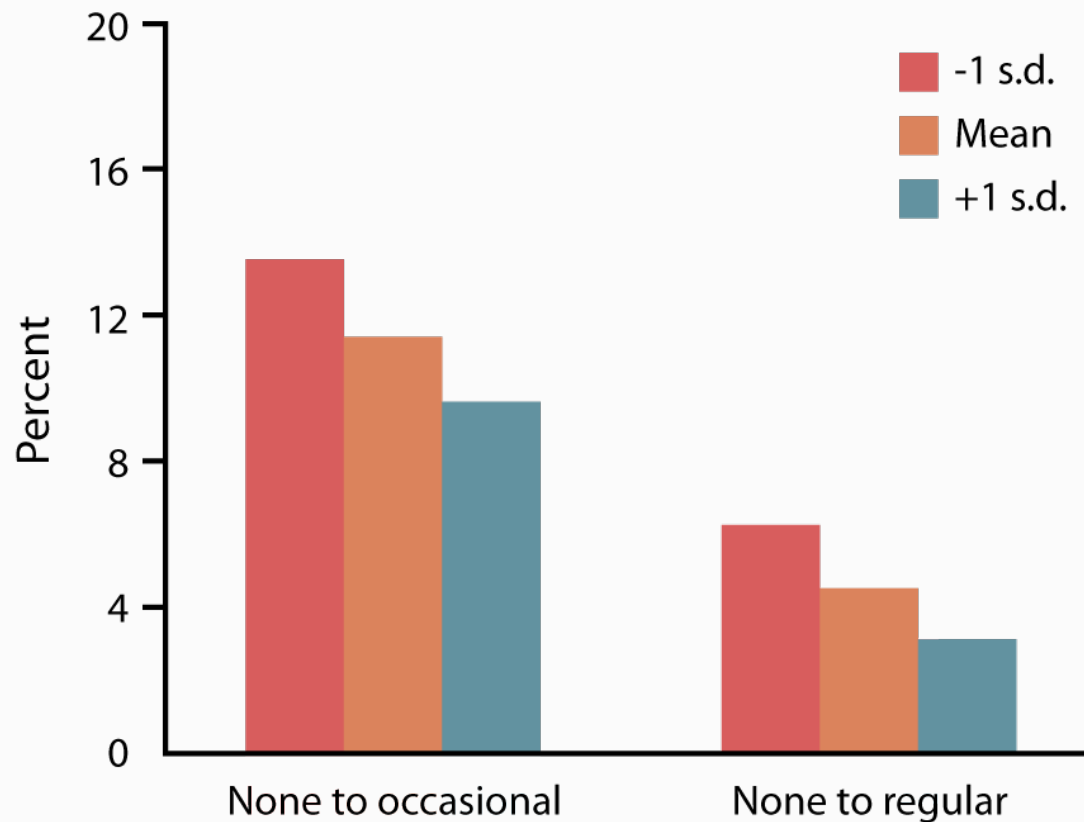
Predicted Percentage at Three Levels of Teacher Support



Multinomial logit models adjusted for social belonging, race/ethnicity, income, gender, family structure, emotional distress, relationship with parents, hx of peer suicide, hx of family suicide.

Initiated Getting Drunk

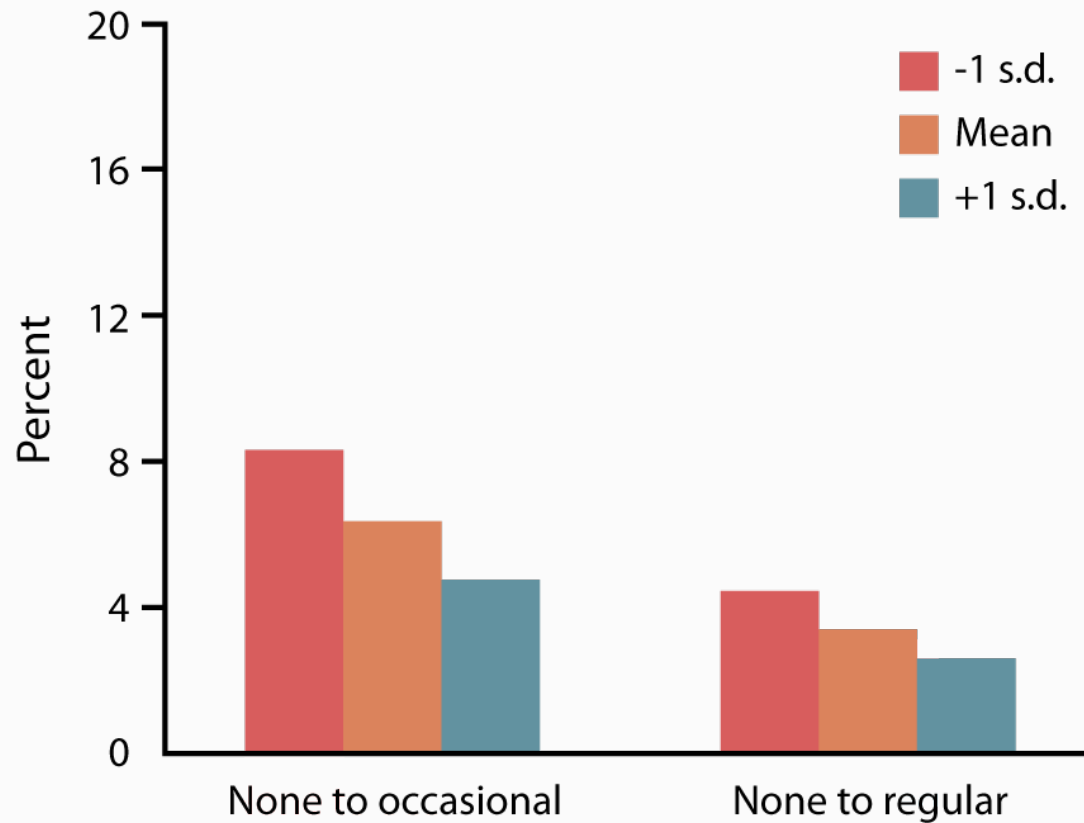
Predicted Percentage at Three Levels of Teacher Support



Multinomial logit models adjusted for social belonging, race/ethnicity, income, gender, family structure, emotional distress, relationship with parents, hx of peer suicide, hx of family suicide.

Initiated Marijuana Use

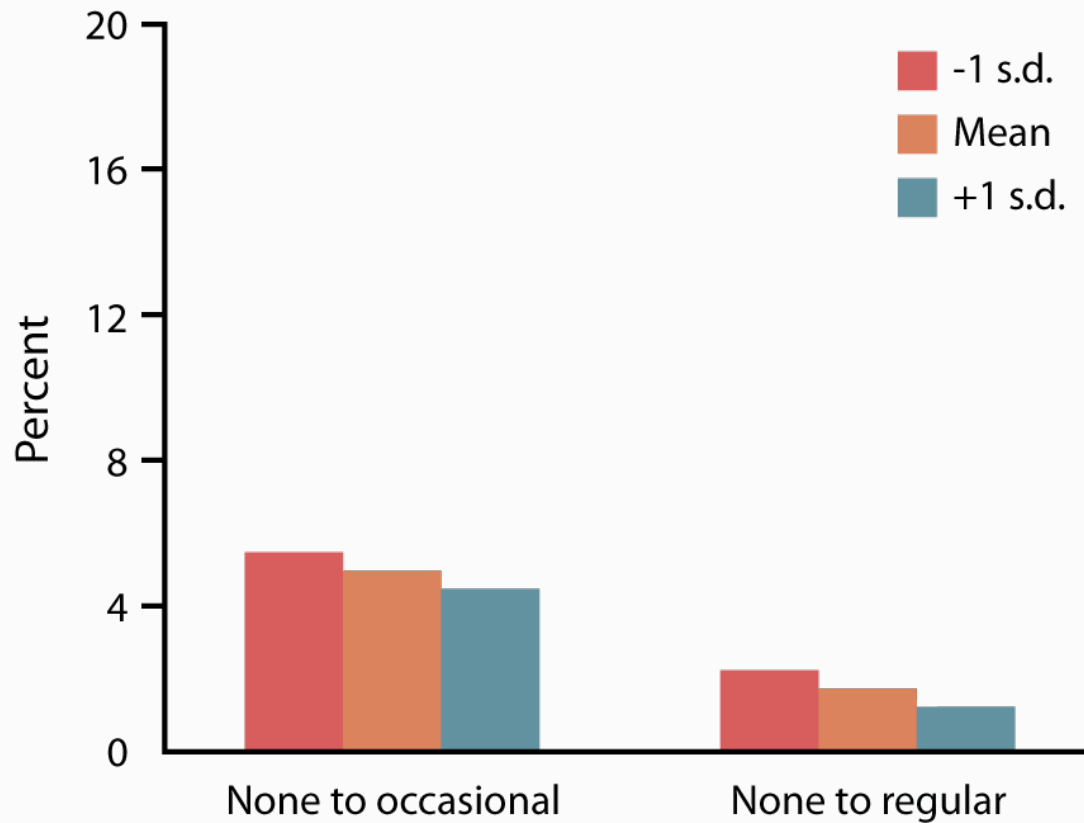
Predicted Percentage at Three Levels of Teacher Support



Multinomial logit models adjusted for social belonging, race/ethnicity, income, gender, family structure, emotional distress, relationship with parents, hx of peer suicide, hx of family suicide.

Seriously Considered or Attempted Suicide

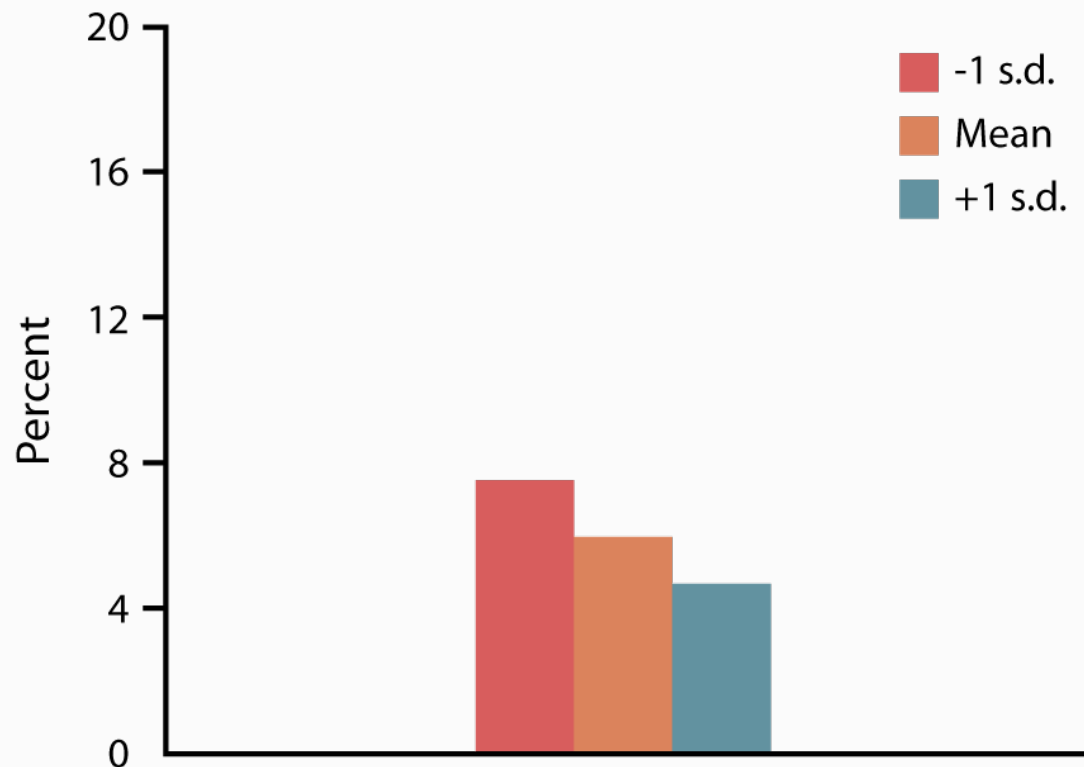
Predicted Percentage at Three Levels of Teacher Support



Multinomial logit models adjusted for social belonging, race/ethnicity, income, gender, family structure, emotional distress, relationship with parents, hx of peer suicide, hx of family suicide.

Initiated Violence

Predicted Percentage at Three Levels of Teacher Support



Multinomial logit models adjusted for social belonging, race/ethnicity, income, gender, family structure, emotional distress, relationship with parents, hx of peer suicide, hx of family suicide.