Describing Inclusion of State-Developed Disability Items on Youth Risk Behavior Surveillance System (YRBSS) In the United States



The Youth Risk Behavior Surveillance System (YRBSS) monitors health behaviors among youth using a standardized questionnaire. While standard disability items are used in health monitoring surveys for adults, there are none in the YRBSS. This study examines statespecific methods to capture disability in youth health surveys, highlighting the need for more inclusive and unified health monitoring through disability status collection.

Methods:

A web search was conducted for state YRBSS reports and materials from 2018-2023 across all 50 states and D.C. Relevant data such as year(s) of YRBSS participation, agencies administering YRBSS, and inclusion of disability items were compiled in a spreadsheet. For states that include disability item(s), the items and response options were also recorded for further analysis.

Frequency Table of of State-Developed Disability Items and Categorization

Education Disability Item On YRBSS Functional Health Disability Item On YRBSS Are you receiving special education services as part of an individual education plan or IEP? At school do you have an IEP or 504 accommodation? Do you have any physical disabilities or long-term health problems? (Long-term means 6 months or more.) Do you have a disability or long-term health problem that keeps you from doing everyday activities such as bathing, getting dressed, doing schoolwork, playing sports, or being Do you have any long-term emotional problems or learning disabilities? (Long-term means 6 months or more.) Because of a physical, mental, or emotional problem, do you have serious difficulty concentrating, remembering, or making decisions? Do you have any ongoing physical, mental, or emotional disabilities or impairments that limit your daily activities? Are you deaf or do you have serious difficulty hearing? Do you have serious difficulty seeing, even when wearing glasses?

During the past 12 months did you receive help from a resource teacher, speech therapist, or other special education teacher at school? Do you have a disability or long-term health problem that keeps you from doing everyday activities such as bathing, getting dressed, doing school work, playing sports, or bein Has a doctor or nurse ever told you you have epilepsy or a seizure disorder? You still have a seizure disorder?

Do you consider yourself to have a disability?

Are you limited in any way in any activities because of a disability or health problem? Do you have trouble learning, remembering, or concentrating because of a disability or health problem? Bullied because of a disability (generalized questions)

Table 1: Table lists all state-developed disability questions included in the YRBSS from 2018-2023, categorized by type and showing the frequency and percentage of states that asked each question.

Jovita Enriquez, Tara M. Lutz, Ph.D., M.P.H., MCHES[®] Affiliations: University of Connecticut Center for Excellence in Developmental Disabilities Education, Research and Service (UCEDD) Health Disparities Clinical Summer Research Fellowship Program

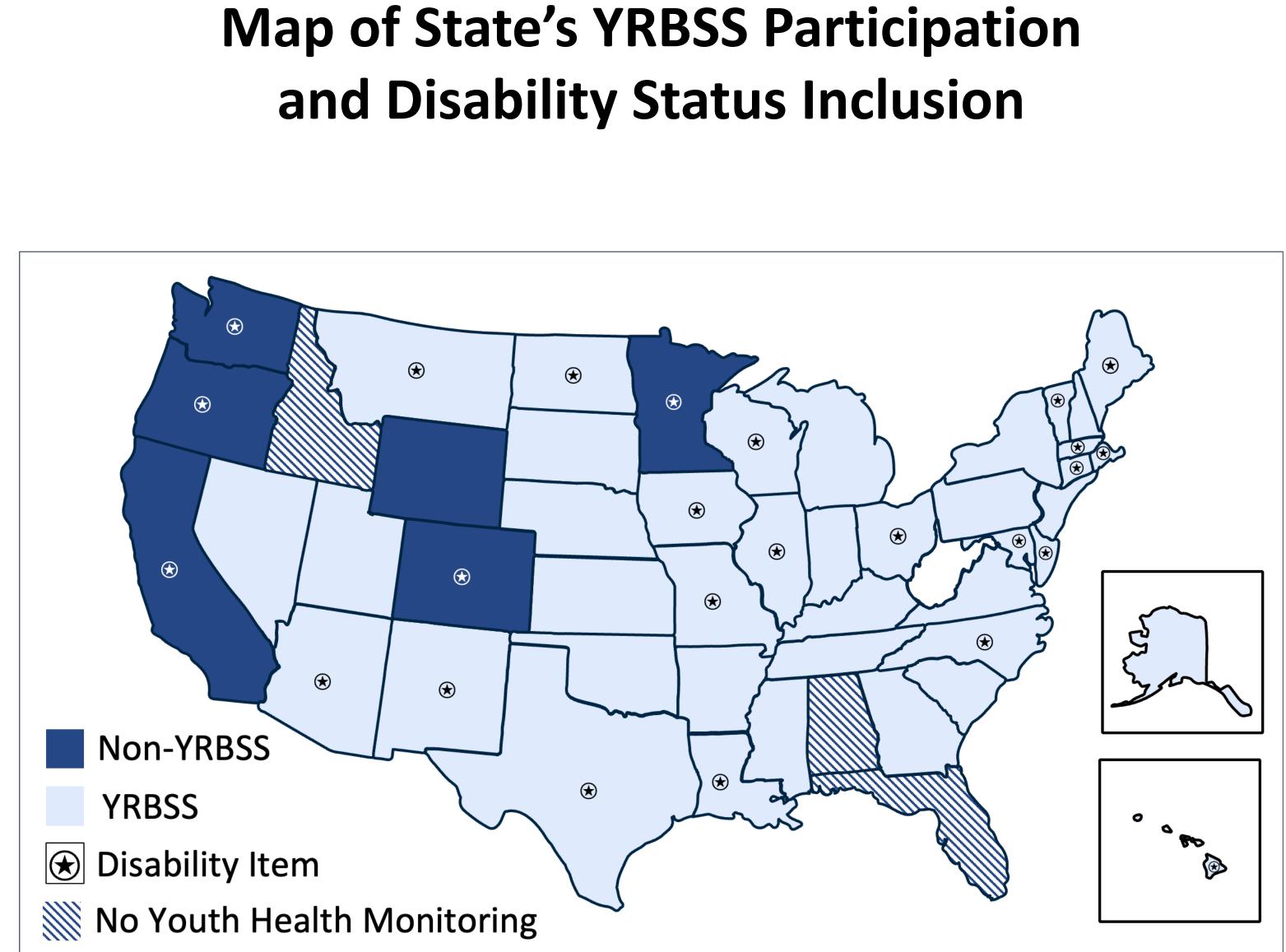


Figure 1: U.S. map color-coded based on state YRBSS data from 2018-2023, showing YRBSS participating states, non-participating states, and which states collect youth disability data as apart of a youth risk behavior monitoring system.

	Frequency	Percentage
	3	15%
	1	5%
	8	40%
g with friends?	1	5%
	6	30%
	3	15%
	1	5%
	1	5%
	1	5%
	2	10%
ng with friends?	1	5%
	1	5%
	1	5%
	1	5%
	1	5%
	1	5%
	1	5%

The map shows 80% (n=41) of states participate in the YRBSS, suggesting a unified approach to youth health data collection is feasible. However, only 49% (n=20) include disability items, indicating a need for standardized measures. The analysis (Table 1) reveals diverse questions, highlighting inconsistencies in defining and measuring disability. This variety complicates drawing conclusions due to the lack of standardization.

Including disability as a demographic variable in the YRBSS helps standardize data collection, enabling a better description of how disability affects health behaviors as adults. This can inform targeted interventions to address barriers that youth with disabilities face in efforts to achieve equitable health outcomes in adulthood.

References

YRBSS overview. (2023, August 10). CDC. https://www.cdc.gov/healthyyouth/data/yrbs/overview.htm

Krahn, G. L., Walker, D. K., & Correa-De-Araujo, R. (2015). Persons with disabilities as an unrecognized health disparity population. American Journal of Public Health, 105 *Suppl 2*(Suppl 2), S198–S206. https://doi.org/10.2105/AJPH.2014.302182

Lutz, T. M., Ferreira, K. E., Noel, J. K., & Bruder, M. B. (2023). Secondary analysis of one state's Youth Risk Behavior Surveillance System (YRBSS) data by Individualized Education Program (IEP) status. *Disability and Health Journal, 16*(1), 101393. https://doi.org/10.1016/j.dhjo.2022.101393

Acknowledgements: The authors would like to acknowledge the support of the Department of Health Career Opportunity Programs, Aetna Health Professions Partnership Initiative at UConn Health. This research project was supported, in part, by the U.S. Department of Health and Human Services, Administration for Community Living (#90DDUC0071). The opinions expressed, however, are those of the authors and do not necessarily reflect the official position of the Department or Administration.



Discussion:

Conclusion: