

# *Decentering Doubt in Data*

Welcome!



**UP** for  
**LEARNING**

# *Agenda*

---

Introductions

Explanation of YRBS

Biasas/ Lenses

Scale activity

Root cause analysis

Closing

# *Circle introduction*

---

Please introduce yourself!

# *What is the YRBS?*

---

## *Youth Risk Behavior Survey (YRBS)*

- Every 2 years in 39/50 states
- High VT response rate. 95% high schools. 69% students
- 2025 data not yet available
- Designed and tested questions, with over 100 different consistency checks

# 1 BUILD RELATIONSHIPS

Take time to build mutual respect, trust and equal partnership through team building, shared traditions and personal relationships.



# 7 IMPLEMENT ACTION FOR CHANGE

Implement a plan of action based on your findings.

  
**YOUTH PARTICIPATORY ACTION RESEARCH (YPAR) CYCLE**

© UP for Learning 2023

# 2 DEVELOP CRITICAL AWARENESS

Research current and historical oppression and discrimination. This awareness will help you uncover the root cause of systemic inequities in your community.



# 6 ANALYZE DATA & SHARE WITH COMMUNITY

Analyze your data, share your findings with the community and discuss possible solutions.

*ongoing:*  
**MEASURE IMPACT**  
(when possible)

*ongoing:*  
**CELEBRATE VICTORIES**  
(small & large)

*ongoing:*  
**REFLECT & REFINE**

# 3 IDENTIFY ISSUES & DEVELOP QUESTIONS

Identify issues important to you and your community and ask important questions.



# 4 CREATE A RESEARCH DESIGN

Decide what data is necessary to collect and how you will collect it.



# 5 CONDUCT RESEARCH & ENGAGE COMMUNITY

Use your research design plan to go into the community and collect the data.

# *Biases/ Lenses*

Equity vs Researchers lenses

What is equity? Why is it important

What is a researchers lens  
and why is it important?





*Scale  
activity*

*0 — 50 — 100*

*Practice  
question*

What percent  
of a banana is  
water?



*Answer*

What percent of  
a banana is  
water?

75 Percent

# *Question 1*

% of VT High

School students

reported they

currently drink

alcohol



# *Answer*

% of VT High School  
students reported  
they currently drank  
alcohol

**27**

**percent**

## *Question 2*

% of VT High School  
students who ate  
vegetables 1+ times a  
day in the past week  
before the survey



# *Answer*

% of VT High School

students who ate

vegetables 1+ times a day

in the past week before

the survey

**69**

**percent**

# *Question 3*

% of VT High School  
students who were  
electronically bullied  
in the past year  
before the survey



# *Answer*

% of VT High School  
students who were  
electronically bullied in  
the past year before the  
survey

**18**  
**percent**

# *Question 4*

% of VT High School

students who ever lived

with a parent or guardian

having a problem with

alcohol or drug use



# *Answer*

% of VT High School  
students who ever lived  
with a parent or guardian  
having a problem with  
alcohol or drug use

**27**  
**percent**

# *Question 5*

% of VT High School students

who reported they would most

likely attend a 4 year

college/university, community

college, or technical school

after high school



# *Answer*

% of VT High School students

who reported they would most

likely attend a 4 year

college/university, community

college, or technical school after

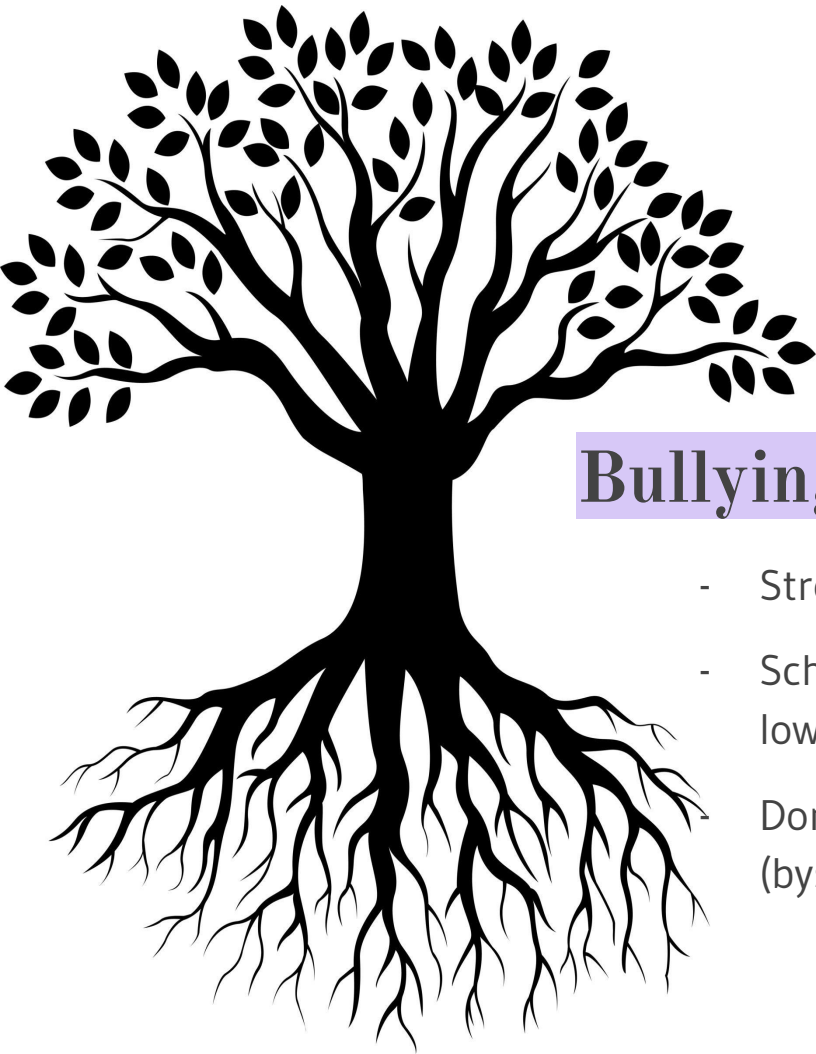
high school

**69**

**percent**

	VT	County	F	M	9th	10th	11th	12th		LGBTQ	HetCis	BIPOC	WnH	IEP	noIEP
Texted or e-mailed while driving a car or other vehicle, among students who drive, past 30 days	38	35	34	35	10	24	47	47	+	33	35	42	33	.	33
Drove a car or other vehicle when they had been drinking alcohol, among students who drive, past 30 days	7	10	9	11	5	6	12	15	+	13	9	23	8	*	8
Drove a car or other vehicle when they had been using marijuana, among students who drive, past 30 days	12	15	14	17	5	9	20	24	+	23	13	27	13	*	13

. = Too few students to report; \* = Statistical differences between groups; # = Significantly increases/decreases with each grade level; + = Older students significantly different from younger students



# *Root cause analysis!*

Example

## **Bullying level is high**

- Stress levels are high
- School club membership is low (less belonging)
- Don't know how to step in (bystander effect)

For each concern, make a large T-chart. Try to think of as many root causes as you can for that concern.

Think of WHY it might be happening.

**REMEMBER:** Focus on large, underlying societal or organizational problems and not individuals or specific groups of people!

# Solutions!

## Bullying level is high

- Stress levels are high →
- School club membership is low (less belonging) →
- Don't know how to step in (bystander effect) →

*I wish we didn't take any final exams!*

*I wish we had a club fair to promote all the clubs!*

*I wish clubs had more opportunities to meet and collaborate with the school!*

For each root cause, try to think of solutions that can address it. Think beyond assemblies or flyers, and don't be afraid to think BIG!!

(i.e. instead of holding an anti-bullying assembly, petition your school to focus a day on building community!)

A good way to start is to begin your solution ideas with "I wish..."

# *Closing*

Using one word only, describe your experience

