



2020 Vision

Injury Free Living and
Violence Prevention

Data Report 2017



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Introduction

Buffalo County Community Partners has developed a 2020 vision around five strategic directions:

1. Active Lifestyle and Healthy Eating
2. Eliminate Health Disparities
3. High Impact Prevention Services
4. Healthy Homes and Sustainable Communities
5. **Injury Free Living**

Each strategic direction has identified 2020 well-being indicators as well as measures and targets. The purpose of the data reports for each of the strategic directions is to provide baseline and indicator data directly related to each of the strategic directions to measure and review changes in the community data. Data sources are indicated within each of the tables and figures. The tables and figures may include, when available and appropriate, regional, and state data comparisons. If the community or coalition has set a specific target for the indicator or measure, those will also be indicated within the figures.

2020 Well Being Measures

The 2020 well-being measures (and objectives) for “Injury Free Living” are listed below. This data report includes these measures, in addition to other relevant data.

- Increase in the number of adults who report always wearing seat belts
- Increase in the number of youth who report always wearing seat belts
- Decrease the number of children involved in child abuse
- Decrease the number of crisis calls for domestic violence
- Decrease the number of youth reporting thoughts of suicide

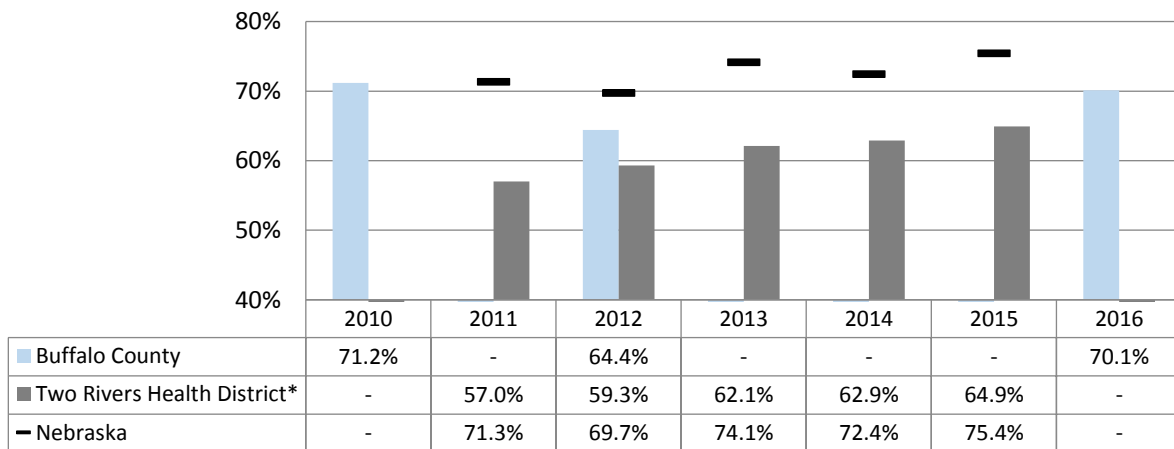
Section 1.

Surveillance Data

Injury Free Living - Performance Measures

The percentage of adults reporting that they always wear a seatbelt has been consistently lower in Buffalo County and the Two Rivers Health District as compared to the state. In 2016, 70.1% of Buffalo County adults reported that they always wear a seat belt when driving or riding a car (Figure 1.1).

Figure 1.1. Percentage of Adults (18 and over) Who Report Always Wearing a Seat Belt When Driving or Riding in a Car

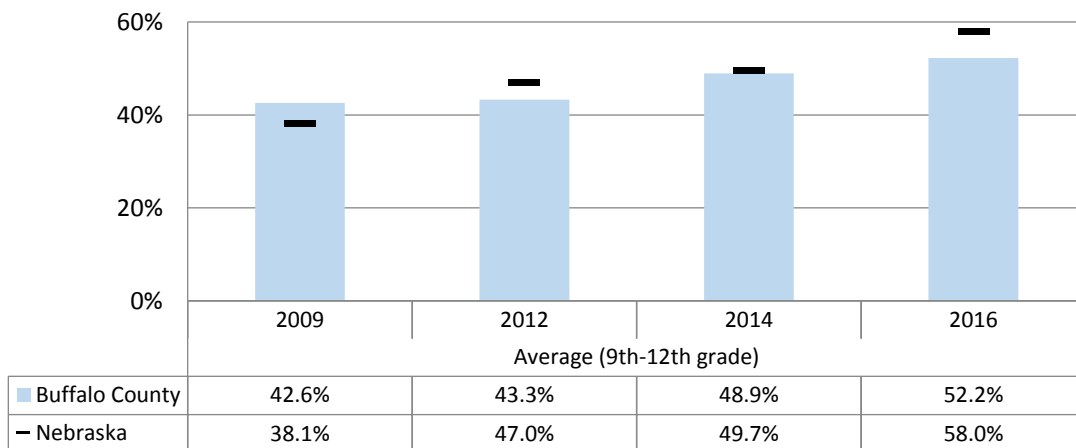


*Includes Buffalo, Dawson, Gosper, Phelps, Kearney, Harlan, and Franklin Counties.

(Source: Behavioral Risk Factors Surveillance System)

The percentage of youth in Buffalo County and the state who report always wearing a seatbelt is drastically less than adults who report the same (see Figure 1.1 above). However, there is an upward trend in the percentage of youth who report always wearing their seat belt. In 2016, 52.2% of Buffalo County youth reported always wearing their seat belt (Figure 1.2).

Figure 1.2. Percent of Youth Who Report Always Wearing a Seat Belt When Driving or Riding in a Car



(Source: Youth Risk Behavior Survey)

From 2011 to 2015, the rate of substantiated cases of child abuse/neglect has been comparable between Buffalo County and the State. In 2015, there were 63 such cases in Buffalo County, making for a rate of 5.6 per 1,000 under 18 population (compared to a rate of 4.8 per 1,000 for the state) (Figure 1.3).

Figure 1.3		Substantiated Cases of Child Abuse/Neglect: Number and Rate per 1,000 children under 18				
		2011	2012	2013	2014	2015
Buffalo County	Number of cases	78	67	72	87	63
	Rate per 1,000	7.1	6.0	6.5	7.8	5.6
Nebraska	Number of cases	3,410	2,723	2,892	2,575	2,223
	Rate per 1,000	7.4	5.9	6.2	5.6	4.8

(Source: Nebraska Department of Health and Human Services)

There was a higher rate of crisis calls for domestic violence in Buffalo County than the state as a whole in 2010 (Figure 1.4).

Figure 1.4		Crisis calls for domestic violence (2010)	
		Buffalo County	Nebraska
Crisis calls for domestic violence (rate per 1,000)		76.7	63.3

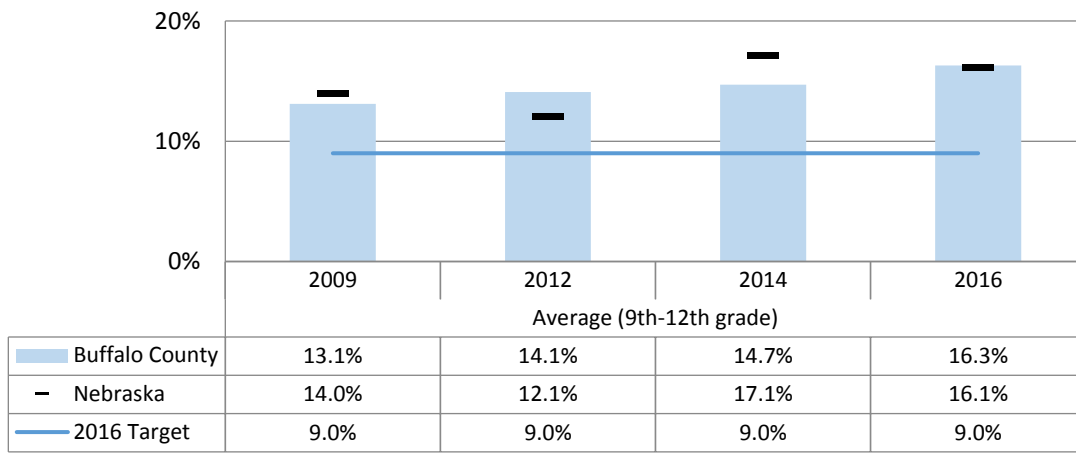
(Source: Nebraska Department of Health and Human Services)

Violence Prevention - Performance Measures

Suicide

From 2009 to 2016 in Buffalo County there has been a slight increase in students seriously considering attempting suicide from 13.1% to 16.3%. The 2016 target for students seriously considering suicide is 9.0% (Figure 1.5).

Figure 1.5. Percentage of Youth Who Seriously Considered Attempting Suicide in the Past 12 Months

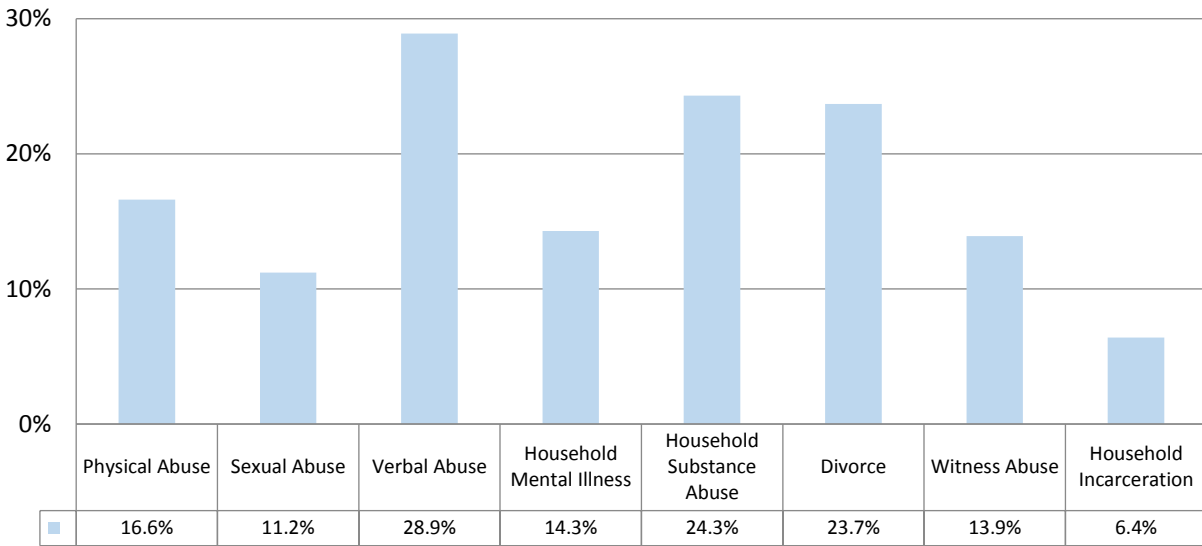


(Source: Youth Risk Behavior Survey)

Adverse Childhood Experiences

The top three most frequent types of adverse childhood experiences reported by Buffalo County respondents to the Behavioral Risk Factors Survey were verbal abuse (28.9%), household substance abuse (24.3%), and divorce (23.7%) (Figure 1.6).

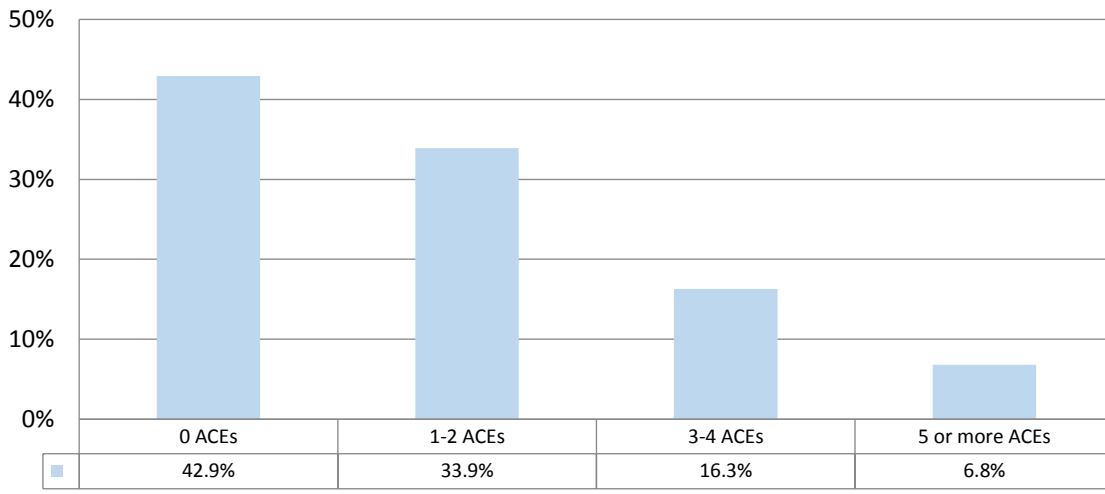
Figure 1.6. Frequency of Adverse Childhood Experiences Reported by Buffalo County Adults (Ages 18 and Over) by Type of Exposure (2012 only)



(Source: Behavioral Risk Factors Surveillance System)

Over half of respondents to the Buffalo County Behavioral Risk Factors Survey had some type of adverse childhood experience. However, the majority who did have an adverse childhood experience only had one or two (Figure 1.7).

Figure 1.7. Frequency of Adverse Childhood Experiences Reported By Buffalo County Adults (Ages 18 and over) (2012 only)



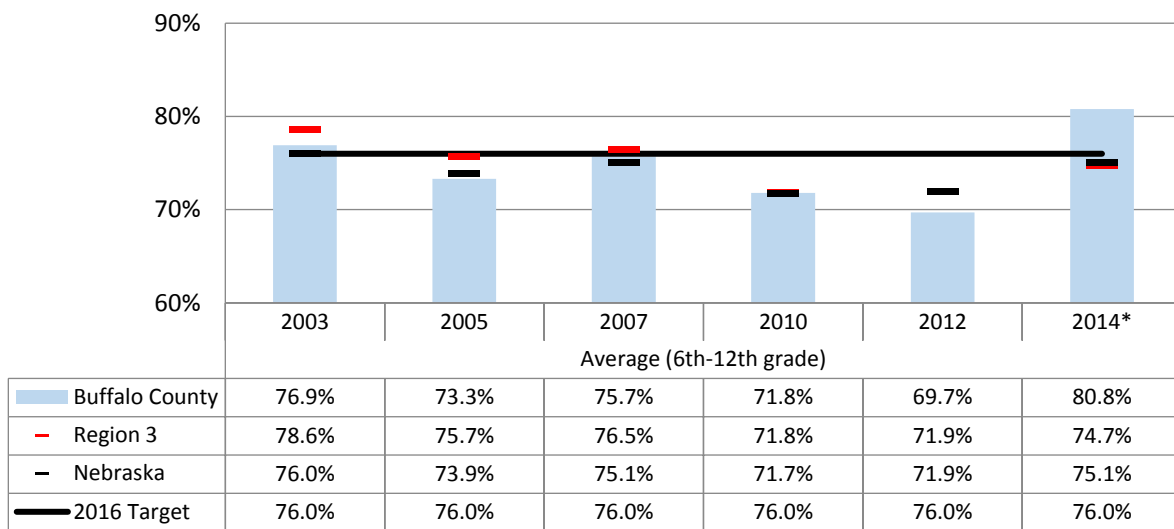
(Source: Behavioral Risk Factors Surveillance System)

Protective Factors

Protective factors are meant to put forth a positive influence against the negative influence of risk and in doing so reduce the likelihood that individuals will engage in problem behaviors. The following three figures represent protective factors for adolescents. Protective factors are aggregated from multiple survey items on the Nebraska Risk and Protective Factors Student Survey (NRPFSS). In 2016, two of the three protective factors reported on in this section were discontinued by the NRPFSS. Alternate measures have been included.

Buffalo County students, as well as their peers in the region, and the state showed a decline in opportunities for pro-social involvement at school between 2003 and 2012. Youth reported much greater rates of prosocial involvement in 2014. The 2016 target seeks to maintain the level of opportunity for pro-social involvement achieved in 2003, which was exceeded in 2014 (Figure 1.8).

Figure 1.8. Opportunities for Pro-Social Involvement at School

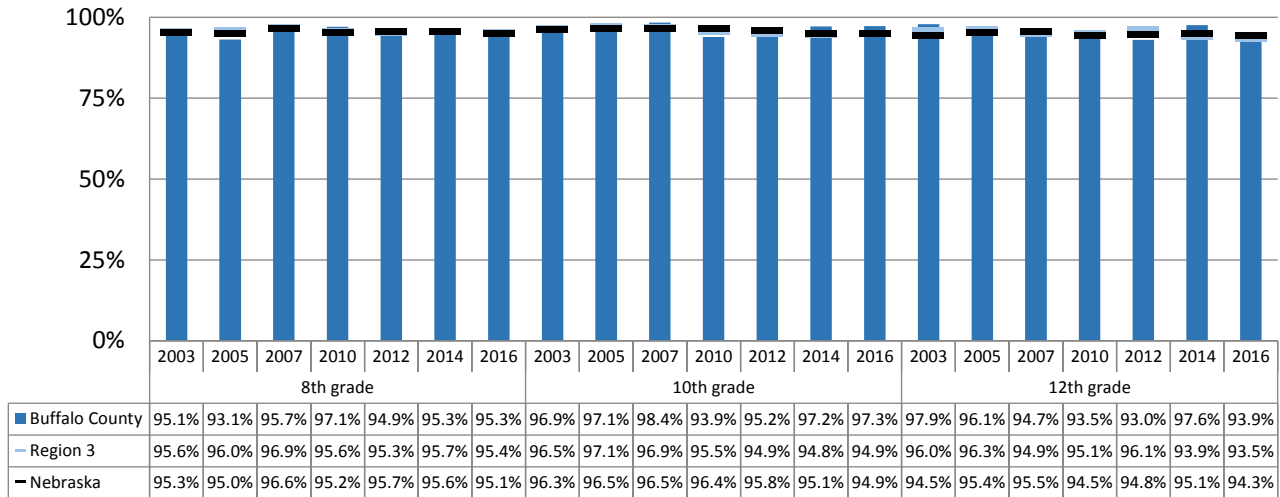


*Beginning in 2014, 6th graders were no longer surveyed.

(Source: Nebraska Risk and Protective Factors Student Survey)

Alternate to Figure 1.8. The vast majority of students report that there are changes to get involved at school (Figure 1.9).

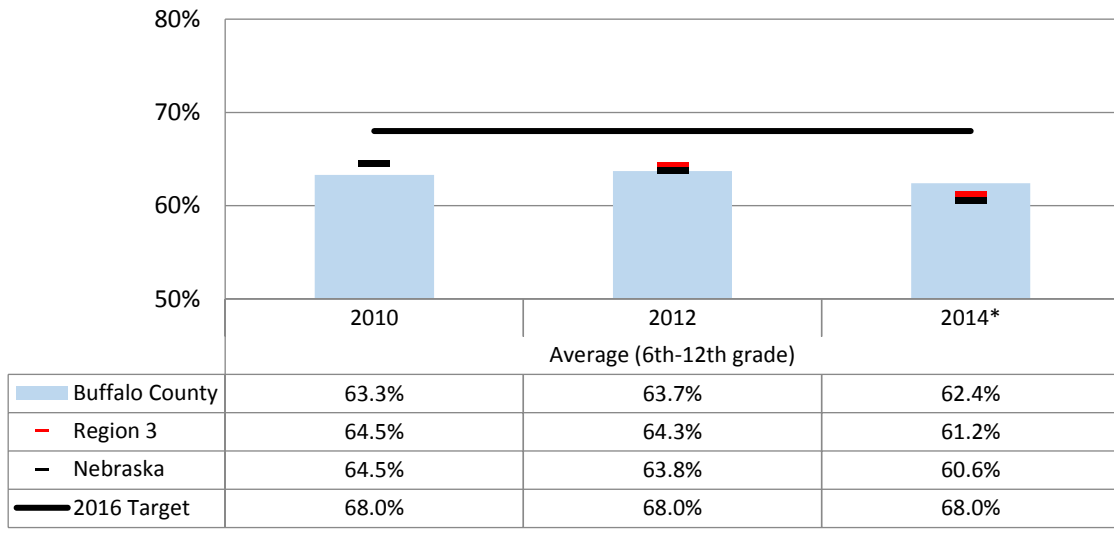
Figure 1.9. Students Reporting There Are Chances to Get Involved at School



(Source: Nebraska Risk and Protective Factors Student Survey)

In 2010, Buffalo County students reported a slightly lower rate of rewards for pro-social involvement at school than their peers in the state and the region, while in 2012; Buffalo County students reported a slightly lower rate than the region but a comparable rate to the state. In 2014, Buffalo County dropped slightly compared to past years, however their rate is now higher than both the state and region. The 2016 target seeks to improve this rate by more than five percentage points (Figure 1.9).

Figure 1.10. Rewards for Pro-Social Involvement at School

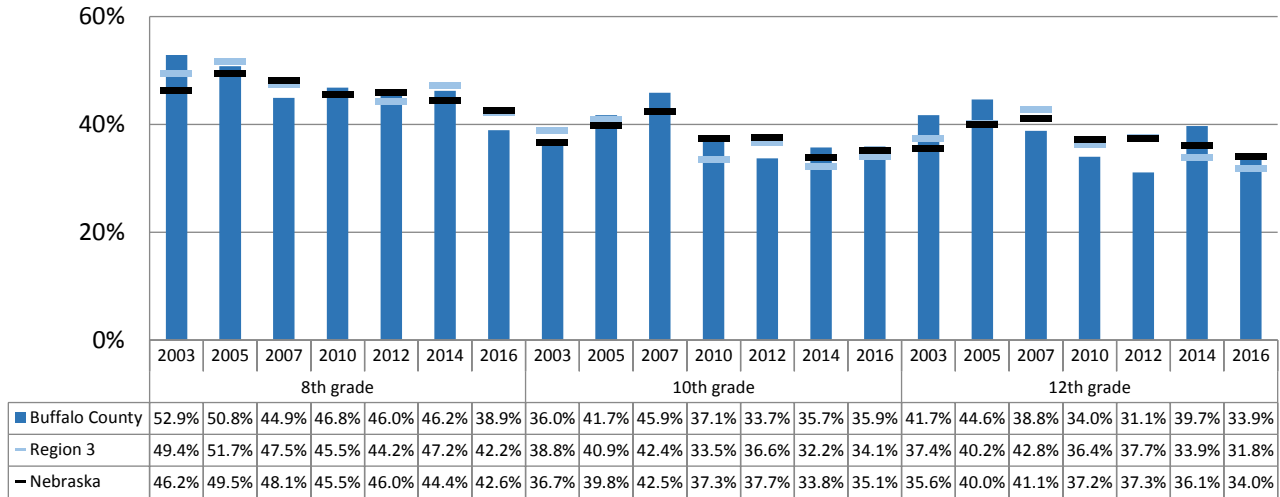


*Beginning in 2014, 6th graders were no longer surveyed.

(Source: Nebraska Risk and Protective Factors Student Survey)

Alternate to Figure 1.10. In 2016, 38.9% of 8th graders, 35.9% of 10th graders, and 33.9% of 12th graders in Buffalo County reported that they enjoy being in school (Figure 1.11).

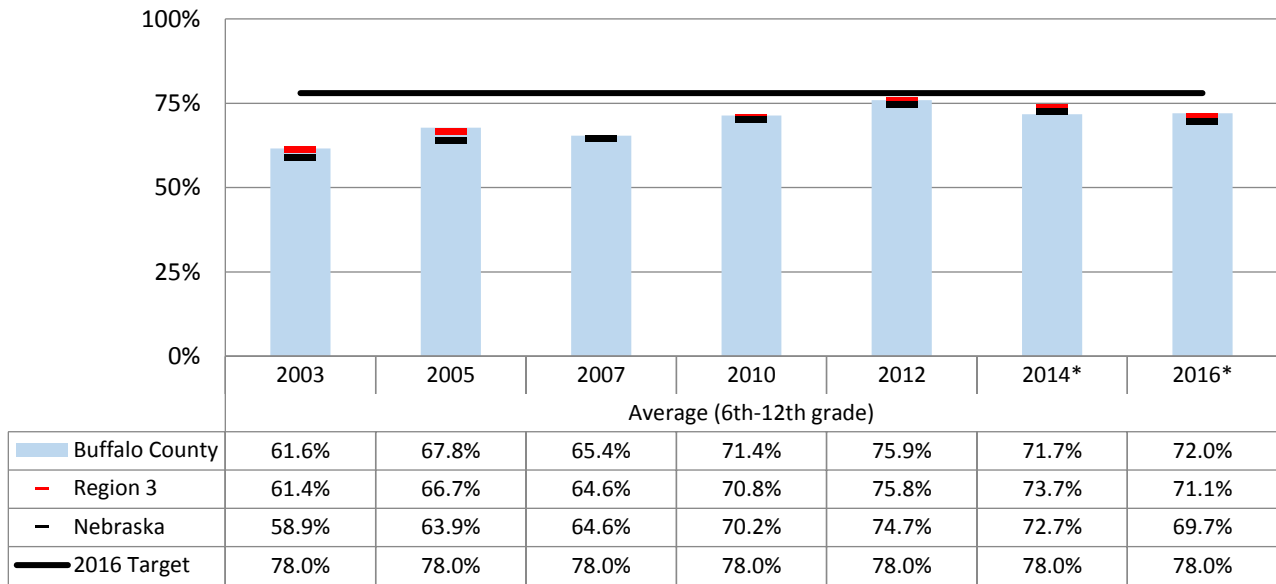
Figure 1.11. Students Reporting They Enjoy Being in School



(Source: Nebraska Risk and Protective Factors Student Survey)

Generally, there has been an increase in the belief in the moral order among students in Buffalo County, Region 3, and the state as a whole since 2003. The average score among Buffalo County students on this protective factor has increased from 61.6% in 2003 to 72.0% in 2016 (Figure 1.12).

Figure 1.12. Belief in the Moral Order



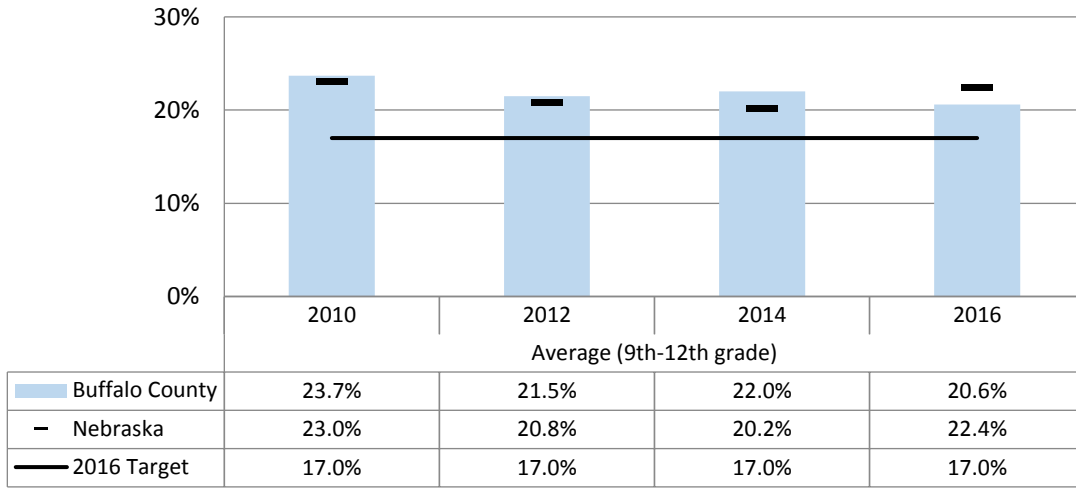
*Beginning in 2014, 6th graders were no longer surveyed.

(Source: Nebraska Risk and Protective Factors Student Survey)

Bullying

In Buffalo County, there has been a slight decrease in bullying on school property from 23.7% in 2009 to 20.6% in 2016 (Figure 1.13).

Figure 1.13. Bullied on School Property in the Past 12 Months

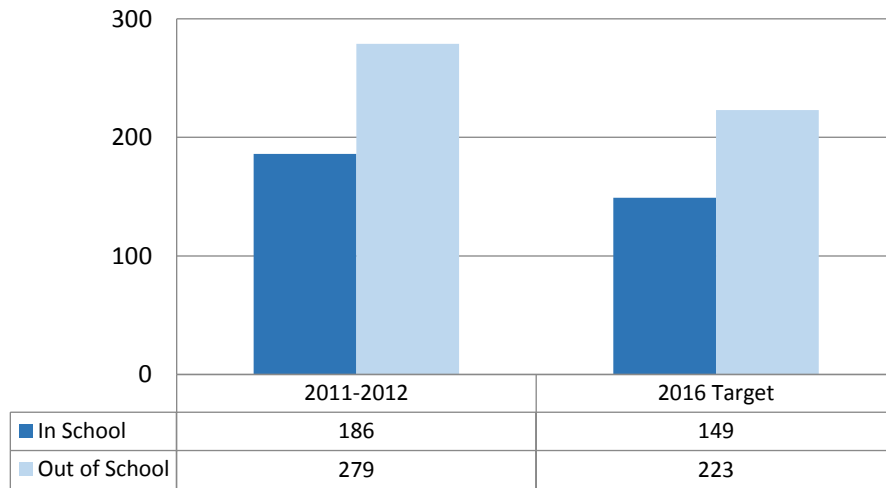


(Source: Youth Risk Behavior Survey)

Suspensions

During the 2011-2012 school year in Buffalo County, there were 186 in school suspensions and 279 out of school suspensions. In order to meet the 2016 target, both need to decrease by approximately 25% (Figure 1.12).

Figure 1.14. Suspensions in Buffalo County

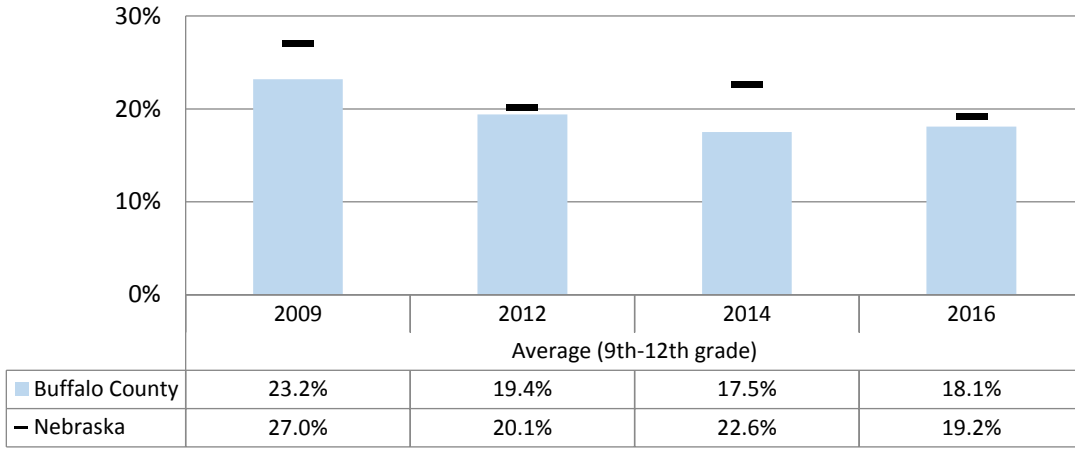


(Source: Buffalo County Schools)

Violence

In Buffalo County, there has been a slight decrease the percentage of high school students reporting being in a physical fight from 23.2% in 2009 to 18.1% in 2016 (Figure 1.16).

Figure 1.15. Percentage of Youth Who Were in a Physical Fight in the Past 12 Months

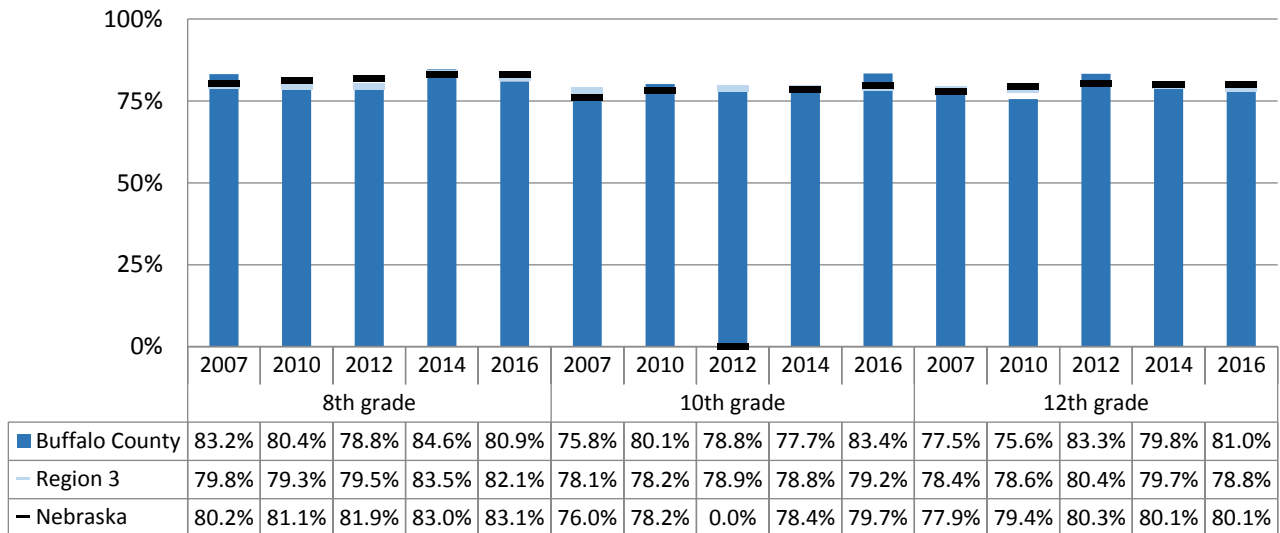


(Source: Youth Risk Behavior Survey)

Additional Measures

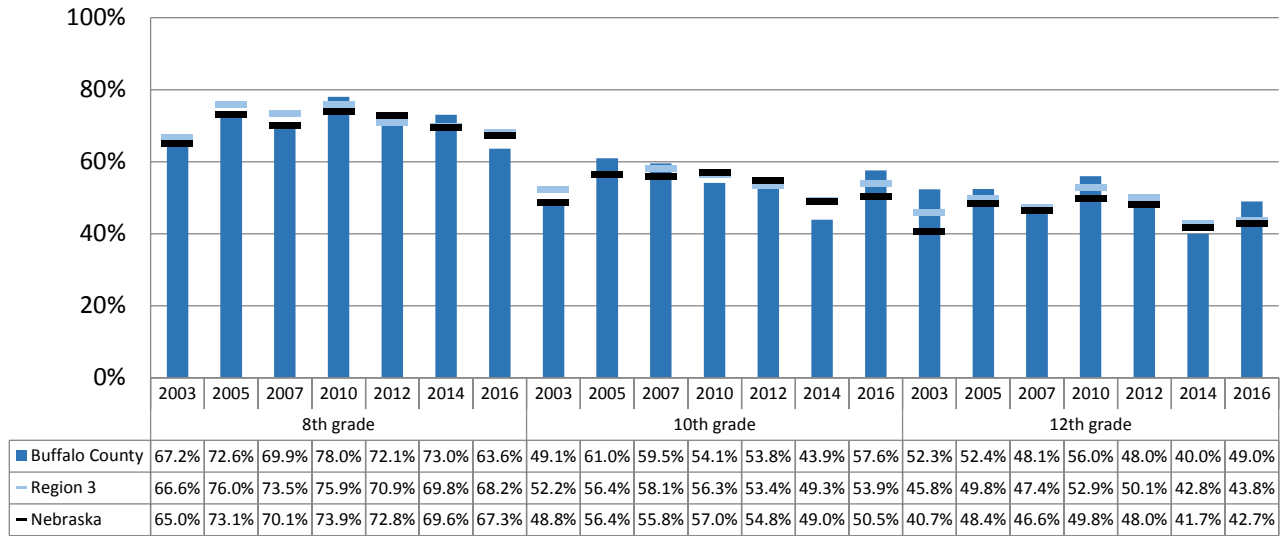
Figures 1.16 through 1.20 present additional measures from the NRPFSS.

Figure 1.16. Students Reporting That Their Grades were A's and B's



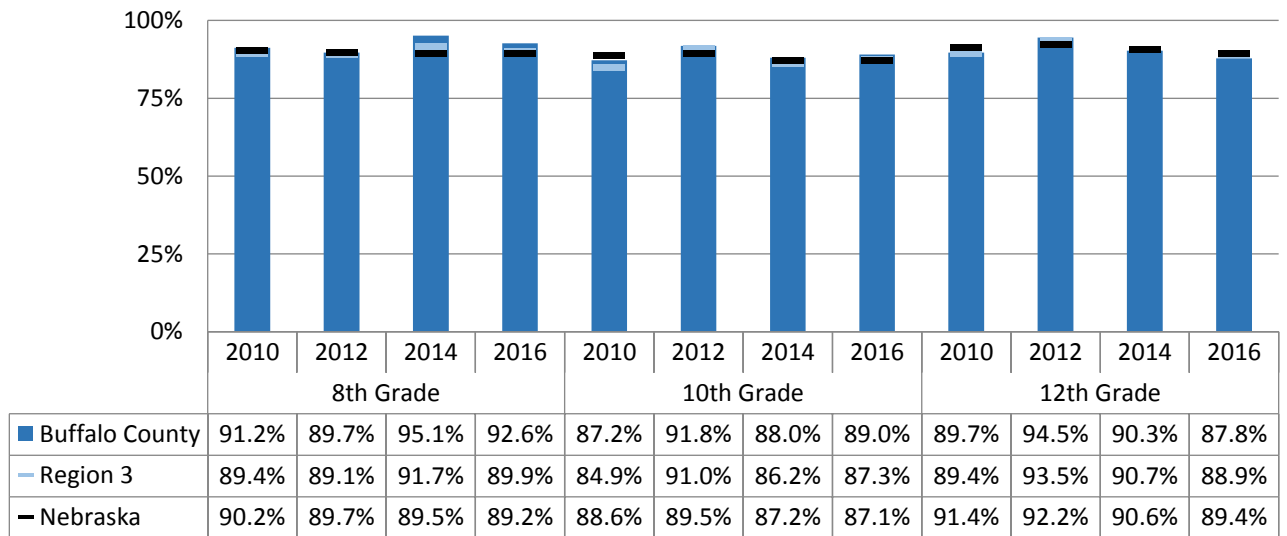
(Source: Nebraska Risk and Protective Factors Student Survey)

Figure 1.17. Students Perceiving That Learning Is Important for the Future



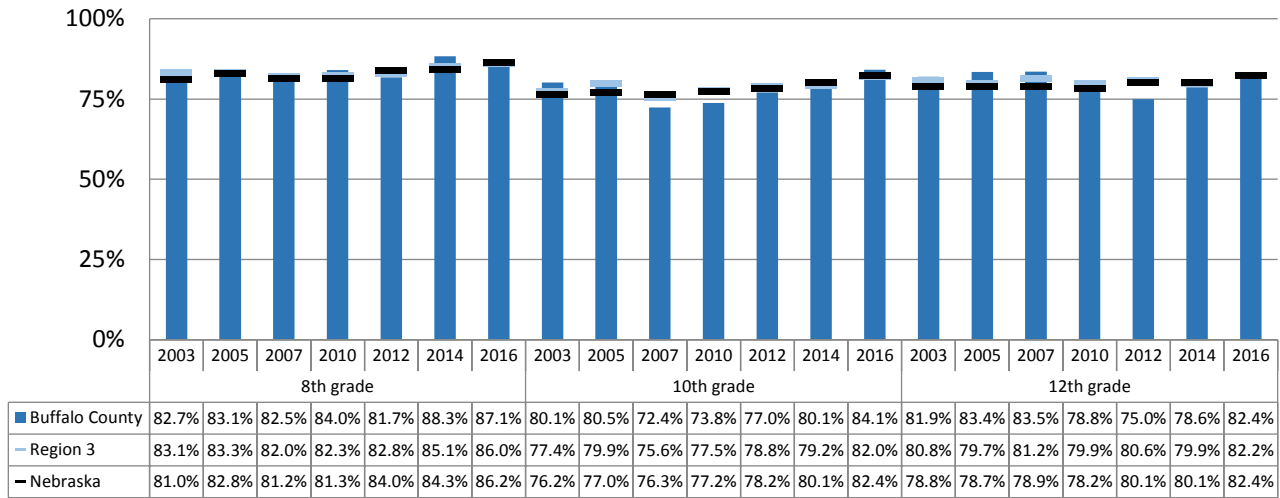
(Source: Nebraska Risk and Protective Factors Student Survey)

Figure 1.18. Students Reporting That They Feel Safe at School



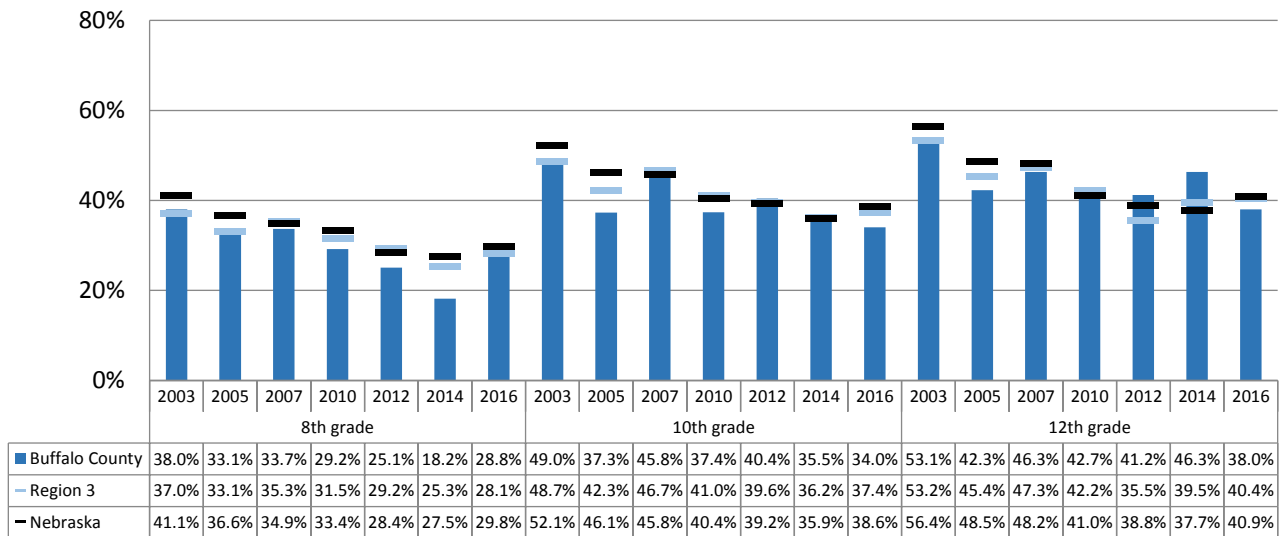
(Source: Nebraska Risk and Protective Factors Student Survey)

Figure 1.19. Students Reporting They Can Turn to Their Family for Help with Personal Problems



(Source: Nebraska Risk and Protective Factors Student Survey)

Figure 1.20. Students Perceiving That it is Okay to Beat People Up



(Source: Nebraska Risk and Protective Factors Student Survey)

Section 2.
Pre-Post Attitude Survey
Results for Middle School
Second Step Participants in
Buffalo County

Overview

The Second Step program for middle-school students teaches empathy and communication, emotion-management and coping skills, and decision making. These skills help students stay engaged in school, make good choices, set goals, and avoid peer pressure, substance abuse, bullying, and cyber bullying. The program was implemented in three Buffalo County middle schools (Horizon, Northeast, and Ravenna) and at the YMCA for 5th through 7th grade students during the 2016-2017 school year. All but one of the sites (i.e. YMCA) collected both pre and post-survey data (Table 2.1).

Table 2.1	Number of Participants in the Pre-Post Analysis	
	Pre	Post
Horizon	40	42
Northeast	16	15
Ravenna	54	58
Overall	110	115

Note: Students from the YMCA completed 20 pre-surveys, but did not complete any post surveys, and therefore are not included in this analysis

Findings

Scoring Process

Scoring of the Attitude Survey combines multiple survey items into scales, which are divided into two parts. Part 1: Acceptance of Physical and Relational Aggression includes three sub-scales: acceptance of physical aggression scale, acceptance of verbal derogation scale, and acceptance of social exclusion scale. Part 2 includes just one scale: perceived-social emotional competence and an additional single survey item pertaining to the frequency of student use of their social-emotional skills. All of the survey items are on a 0 to 3 scale.

Key Findings

The key finding in the 2016-2017 survey is that overall there were improvements on each of the five scales used to calculate the survey results (see Table 2.2 below). As will be illustrated further below, the most substantial improvements from pre to post were in the areas of no acceptance of social exclusion and high perceived social-emotional competence.

Table 2.2	Overview of Change in Scale Items from Pre to Post				
	Part 1: Acceptance of Physical and Relational Aggression			Part 2: Perceived Social-Emotional Competence	
	No Acceptance of Physical Aggression Scale	No Acceptance of Verbal Derogation Scale	No Acceptance of Social Exclusion Scale	High Perceived Social-Emotional Competence	High Frequency of Student Skill Use
Horizon	Improved	Improved	Improved	Improved	Improved
Northeast	Improved	Improved slightly	Declined slightly	Improved	Improved slightly
Ravenna	Declined	Improved	Improved	Improved	Improved
Overall	Improved slightly	Improved	Improved	Improved	Improved

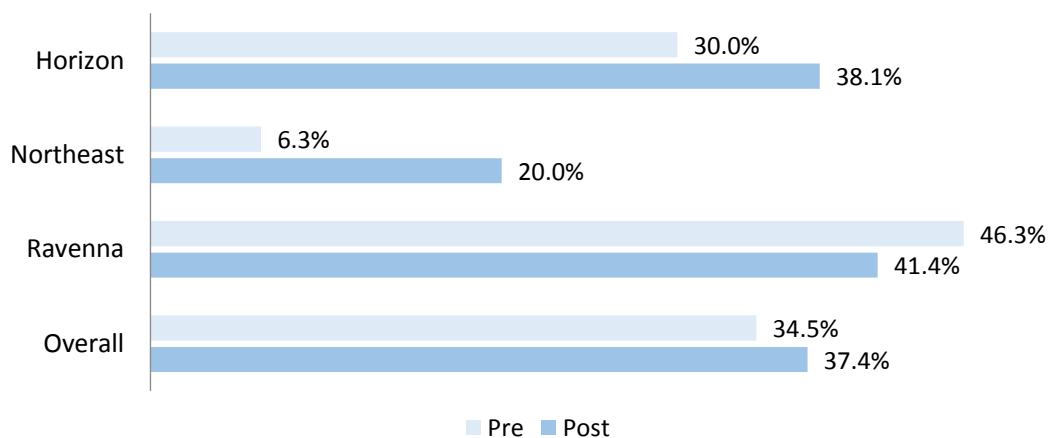
Note: any change that was less than 10% from pre to post was determined to be "slight."

Part 1: Acceptance of Physical and Relational Aggression

No Acceptance of Physical Aggression

The acceptance of physical aggression sub-scale includes seven survey items. The percentage of those reporting no acceptance of physical aggression increased just slightly from pre to post (Figure 2.1).

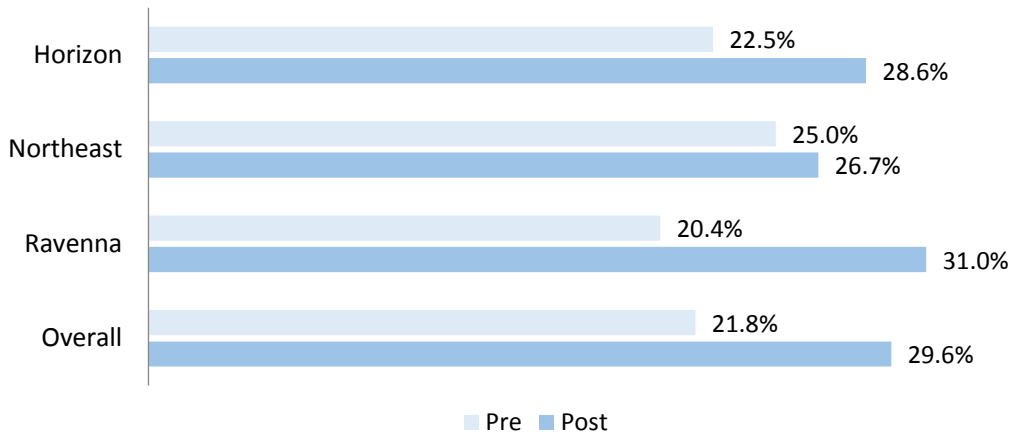
Figure 2.1. No Acceptance of Physical Aggression Scale (Score of 0 on a scale from 0 to 3)



No Acceptance of Verbal Derogation

The acceptance of verbal derogation sub-scale includes five survey items. There was an increase from 21.8% at pre to 29.6% at post in the percentage reporting no acceptance of verbal derogation (Figure 2.2).

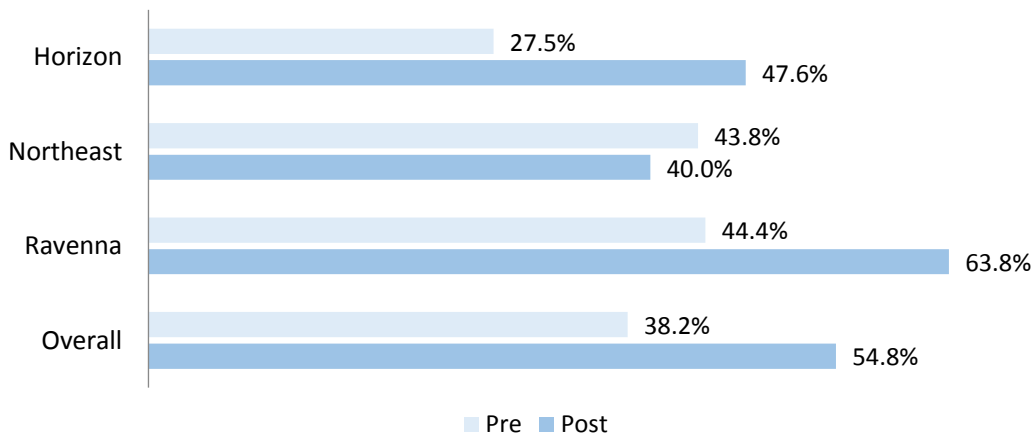
**Figure 2.2. No Acceptance of Verbal Derogation Scale
(Score of 0 on a scale from 0 to 3)**



No Acceptance of Social Exclusion

The acceptance of social exclusion sub-scale includes two survey items. There was a substantial increase from 38.2% to 54.8% at post in the percentage of students reporting no acceptance of social exclusion (Figure 2.3).

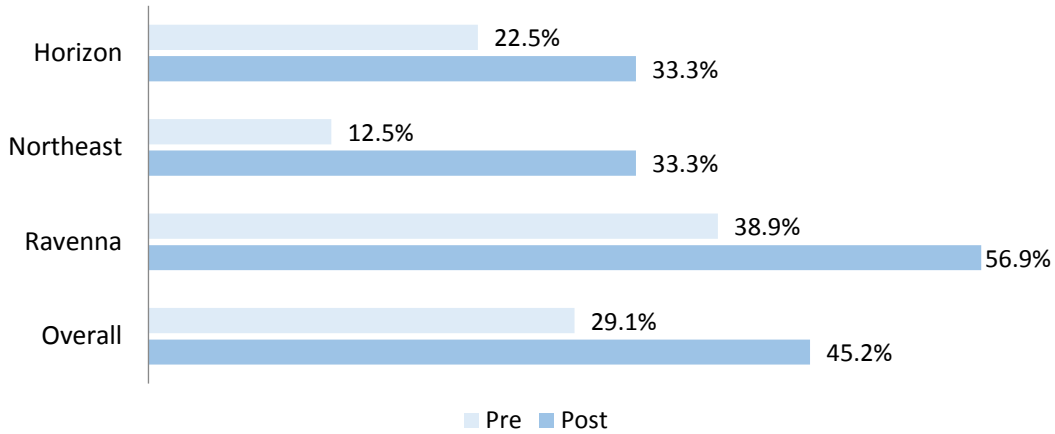
**Figure 2.3. No Acceptance of Social Exclusion Scale
(Score of 0 on a scale from 0 to 3)**



Part 2: High Perceived Social-Emotional Competence

The perceived social-emotional competence scale includes eight survey items. There was a substantial increase from 29.1% at pre to 45.2% at post in the percentage of youth scoring 2 or higher out of a possible 3 in terms of their own perceived social-emotional competence (Figure 2.4).

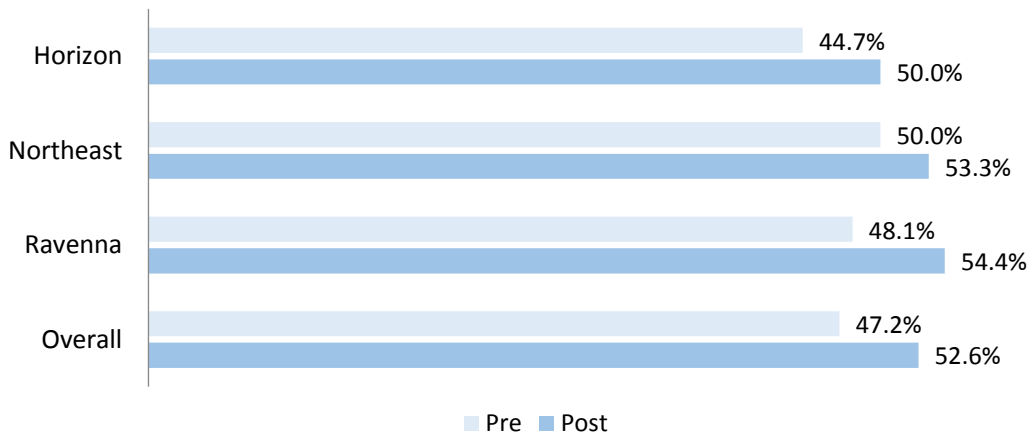
**Figure 2.4. High Perceived Social-Emotional Competence Scale
(Score of 2 or higher on a scale from 0 to 3)**



High Frequency of Student Skill Use

The frequency of student skill use is a single survey item asking students how often they have used their social-emotional competence skills. Those scoring themselves 2 or higher out of a possible 3 increased from 47.2% at pre to 52.6% at post (Figure 2.5).

**Figure 5. High Frequency of Social-Emotional Skill Use
(Score of 2.2 or higher on a scale from 0 to 3)**



Section 3.
**Pre-Post Early Learning
Educator Evaluation Results
for Pre-Kindergarten and
Elementary Second Step
Participants in Buffalo
County**

Overview

The Early Learning Pre-Post Educator Evaluation was used to evaluate the implementation of the Second Step Program for younger children (pre-kindergarten and elementary). The survey was completed by an educator for each student who participated in the Second Step program before and after implementation of the program.

The Second Step Program was implemented for younger at 20 locations in Buffalo County. Table 3.1 outlines these locations and the number of pre-post surveys collected at each site.

Table 3.1	Number of Participants in the Pre-Post Analysis	
	Pre	Post
Bright Futures	69	58
Bryant	18	16
Buffalo Hills	42	41
Central	90	87
Cradles to Crayons	20	16
Emerson	84	78
Gibbon	68	65
Glenwood	44	45
Hand-N-Hand	26	26
Kenwood	101	139
Little Beginnings	17	17
Northeast	82	17
Sonshine World	54	50
Windy Hills	94	54
YMCA	95	95
Overall	905	804

Note: Students from First Lutheran, Holy Cross, Learning Tree, Meadow Lark, and Park completed a combined 299 pre-surveys, but did not complete any post surveys, and therefore are not included in this analysis

The vast majority of program participants who were involved in this Second Step study were in pre-kindergarten, pre-school, or 1st grade (Table 3.2).

Table 3.2	Grade in School (pre-survey) (n=905)					
Pre-K	Kindergarten	1 st	2 nd	3 rd	4 th	5 th
31.2%	29.1%	32.3%	2.5%	0.0%	0.0%	5.0%

Results

Overall, the results from the Early Learning Pre-Post Educator Evaluation were highly positive. The survey is comprised of 11 scale-rating items. From pre to post, each one of these items improved significantly ($p < .05$), indicating improvements in listening, care and concern for others, sharing, using problem solving-skills, and other important life skills.

Table 3.3 outlines a brief summary of these results for each survey item.

Table 3.3		Early Learning Pre-Post Educator Evaluation Results			
<i>How often do you observe the following behaviors?</i>			Never or Rarely	Sometimes	Often or Very Often
1. Uses good listening skills*	Pre (n=905)		11.7%	38.1%	50.2%
	Post (n=804)		3.7%	23.0%	73.3%
2. Able to focus attention and follow directions*	Pre (n=905)		13.7%	39.3%	47.0%
	Post (n=804)		4.1%	24.0%	71.9%
3. Shows care and concern for others and their feelings*	Pre (n=905)		7.3%	29.2%	63.5%
	Post (n=802)		3.4%	14.6%	82.0%
4. Able to express feelings in a healthy manner*	Pre (n=903)		11.3%	31.7%	57.0%
	Post (n=802)		4.4%	19.6%	76.1%
5. Able to ask for what he/she wants or needs*	Pre (n=905)		6.5%	29.0%	64.5%
	Post (n=804)		2.0%	12.8%	85.2%
6. Offers help to others (parents, teachers, other children)*	Pre (n=905)		13.3%	29.2%	57.6%
	Post (n=803)		3.0%	14.1%	82.9%
7. Shares readily with others*	Pre (n=905)		9.6%	31.2%	59.2%
	Post (n=804)		2.9%	16.2%	81.0%
8. Able to understand and calm down his/her own strong feelings*	Pre (n=904)		12.1%	30.9%	57.1%
	Post (n=804)		4.6%	17.0%	78.4%
9. Makes and keeps friends*	Pre (n=905)		5.9%	29.2%	65.0%
	Post (n=804)		2.2%	12.7%	85.1%
10. Uses problem-solving skills to find the best solution to problems*	Pre (n=905)		19.6%	33.5%	47.0%
	Post (n=803)		4.6%	25.2%	70.2%
11. Shows age appropriate social/emotional development*	Pre (n=903)		12.8%	25.6%	61.6%
	Post (n=803)		4.2%	16.6%	79.2%

*Statistically significant improvement from pre to post ($p < .05$)