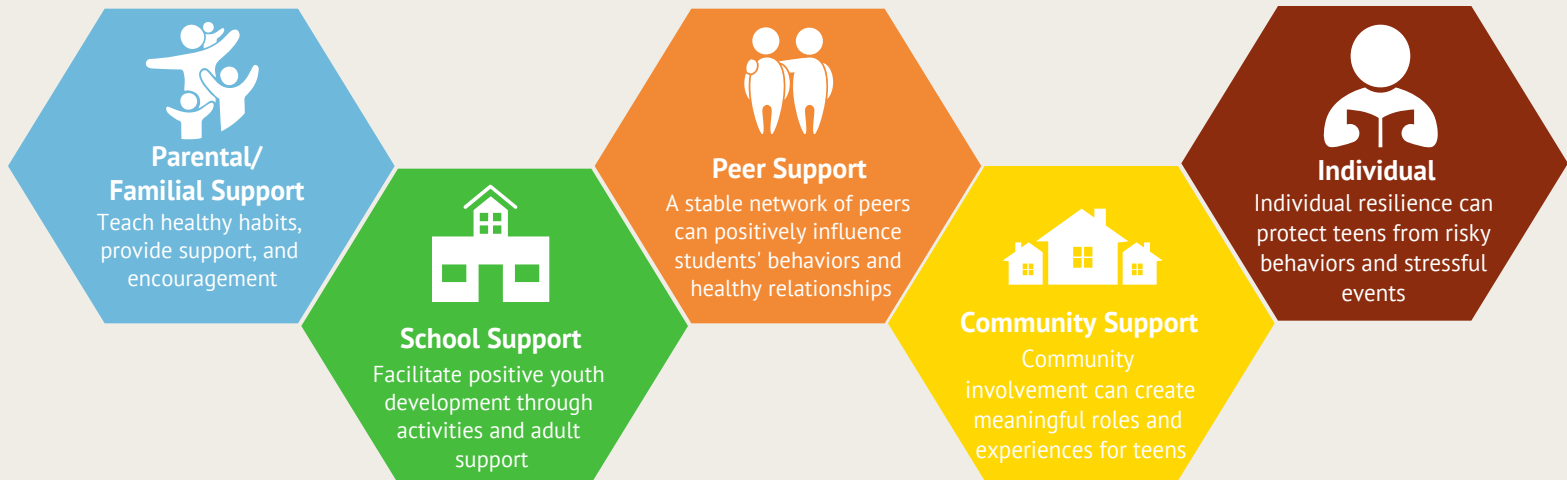




This fact sheet presents data from the 2019 New Mexico Youth Risk and Resiliency Survey (NM YRRS) on resiliency factors among American Indian/Alaska Native (AI/AN) students in grades 6 - 12. The overarching aim of the NM YRRS is to better characterize risk behaviors and resiliency among youth in New Mexico.

What is Resilience?

Resilience is the ability to successfully and positively adapt to circumstances that threaten well-being¹. Resiliency or protective factors are individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events. These factors increase an individual's ability to avoid risks, and promote social and emotional competence to thrive in all aspects of life, now and in the future². In the NM YRRS, there are 5 domains of resiliency factors:



Adolescence is characterized by rapid and profound physical, intellectual, emotional, and psychological changes, as well as development of healthy or risky behaviors that can last a lifetime.³

1. Walsh, T.B., McCourt, S.N., Rostad, W.L., Byers, K., Ocasio, K. (2015). Promoting Protective Factors and Strengthening Resilience. In: Daro, D., Cohn Donnelly, A., Huang, L., Powell, B. (eds) Advances in Child Abuse Prevention Knowledge. Child Maltreatment, vol 5. Springer, Cham. https://doi.org/10.1007/978-3-319-16327-7_9
2. CDC, Division of Adolescent and School Health, Protective Factors, www.cdc.gov/healthyyouth/protective/index.htm
3. Binswanger, S., Zaza, S., Dittus, P., Michael, S., Brindis, C.D., Thorpe, P. CDC Grand Rounds: Adolescence – Preparing for Lifelong Health and Wellness. MMWR Morb Mortal Wkly Rep 2016;65:759–762. DOI: <http://dx.doi.org/10.15585/mmwr.mm6530a>

Resilience

Among American Indian and Alaska Native Youth in New Mexico
2019 New Mexico Youth Risk and Resiliency Survey



Resiliency Factors Among AI/AN High School Students, NMYRRS 2019

44% of AI/AN high school **males** have a friend that helps them when they are having a hard time.

60% of AI/AN high school **females** have a friend that helps them when they are having a hard time.

52% of AI/AN high school **males** plan to continue their education after high school.

66% of AI/AN high school **females** plan to continue their education after high school.

27% of AI/AN high school **males** report being involved in community group activities.

26% of AI/AN high school **females** report being involved in community group activities.

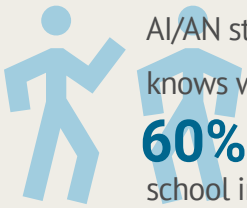
65% of AI/AN high school **males** report feeling close to people at their school.

50% of AI/AN high school **females** report feeling close to people at their school.



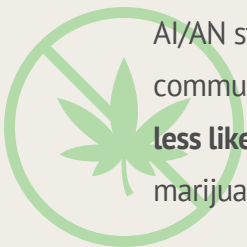
"Increasing evidence has shown the benefits of positive day-to-day relationships among youth. The nature of daily relationships impacts long-term physical and mental health. Positive relationships provide protective buffering that allow youth to recover from adverse experiences" ³

How Resiliency Factors Relate to Positive and Negative Health Behaviors Among AI/AN High School Students, NMYRRS 2019

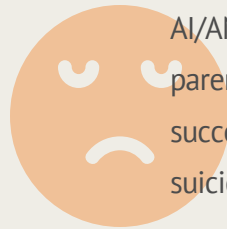


AI/AN students with a parent/guardian who knows where and who they are with were

60% less likely to have been in a fight at school in the past 12 months.



AI/AN students who are involved in community group activities were **30% less likely** to use any type of drug, including marijuana, in the past 30 days.



AI/AN students who feel that their parent/guardian does not believe they will be successful were **4 times more likely** to attempt suicide in the past 12 months.



AI/AN students who feel that there are no clear rules at school were almost **60% more likely** to experience bullying on school property in the past 12 months.

³. Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health. www.childhealthdata.org

Resilience

Among American Indian and Alaska Native Youth in New Mexico
2019 New Mexico Youth Risk and Resiliency Survey



Resiliency Factors Among AI/AN Middle School Students, NMYRRS 2019

39% of AI/AN middle school **males** have a parent or adult at home who is interested in their school work.

42% of AI/AN middle school **females** have a parent or adult at home who is interested in their school work.

44% of AI/AN middle school **males** have a friend who helps them during a hard time.

63% of AI/AN middle school **females** have a friend who helps them during a hard time.

32% of AI/AN middle school **males** report being involved in community group activities.

35% of AI/AN middle school **females** report being involved in community group activities.

41% of AI/AN middle school **males** have a teacher at school who listens to them.

38% of AI/AN middle school **females** have a teacher at school who listens to them.

Students who feel like they 'belong' are likely to be more confident that they will succeed in school.⁴



AI/AN middle school students who have a teacher who listens to them are **60% more likely** to get A's and B's in school.

How Resiliency Factors Relate to Positive and Negative Health Behaviors Among AI/AN Middle School Students, NMYRRS 2019



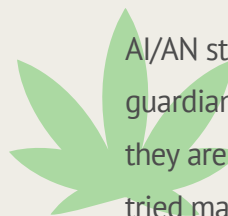
AI/AN students who are involved in group activities outside of home and school are **TWICE** as likely to meet daily exercise recommendations



AI/AN students who have an adult in the community who really cares about them are **30% less likely** to have smoked cigarettes.



AI/AN students who do not have a friend who cares about them are **70% more likely** to consider attempting suicide.



AI/AN students who do not have a parent or guardian who knows where they are and who they are with are **TWICE** as likely to have tried marijuana.

4. Freeman, T.M., Anderman, L.H. and Jensen, J.M. 2007. Sense of Belonging in College Freshmen at the Classroom and Campus Levels. The Journal of Experimental Education, 75:3, 203-220



Building Resilience among Youth: Recommendations for Parents, Schools, and Communities

Parents, Families, and Caregivers⁵:

- Spend time with your teen enjoying shared activities
- Volunteer at your teen's school
- Communicate openly and honestly, including about their values



Schools⁵:

- Facilitate positive youth development activities, such as mentoring programs, volunteer opportunities, or connecting students to community based programs
- Support student-led clubs at schools. These clubs create a safe space for students to socialize, support each other, and connect with staff



Communities⁶:

- Provide opportunities for teens to contribute to the community, such as traditional activities, and pass on language, culture, and ways of life specific to the local community
- Talking with youth about the deeper meaning of cultural practices and how they connect youth with their ancestors, community, and land is important for fostering broader feelings of cultural connectedness⁷



5. CDC, Division of Adolescent and School Health, Adolescent Connectedness, <https://www.cdc.gov/healthyyouth/protective/youth-connectedness-important-protective-factor-for-health-well-being.htm>

6. Henson, M., Sabo, S., Trujillo, A., & Teufel-Shone, N. (2017). Identifying Protective Factors to Promote Health in American Indian and Alaska Native Adolescents: A Literature Review. The journal of primary prevention, 38(1-2), 5–26. <https://doi.org/10.1007/s10935-016-0455-2>

7. Cultural Connectedness and Indigenous Youth Well-Being Fact Sheet, National Indian Child Welfare Association