

Susan Court ([00:00](#)):

The second student subpopulation that we do a lot of work with are our special education students. We ask the question on the YRBS that asks students if they've received help from a speech therapist, a resource teacher, or other special education teacher in the past year. With that one question, we are able to query it against all the other 94 questions asked on the survey. And this question was the dream of parents. I was presenting to a special ed conference. It was a, uh, s- state committee, and it had parents on this committee. And the parents said, "I feel that my child does behaviors that they normally wouldn't do just because they do not have the skills to say no or they want to participate in order to belong to a group." So with those two factors, no skillset and wanting to belong to a peer group, we had our justification for asking the question.

([01:07](#)):

With the help of the CDC and our special ed division here at OPI, we developed that question that I just posed earlier. And since 1999, we have obtained data for our students with disabilities. The parents were right; those students have risk behaviors much, more higher than our Montana results. So when you compare the Montana results with the students with disabilities, we are seeing great disparity in those two groups. Our special ed division uses the data extensively to bring awareness to those problems within the state.