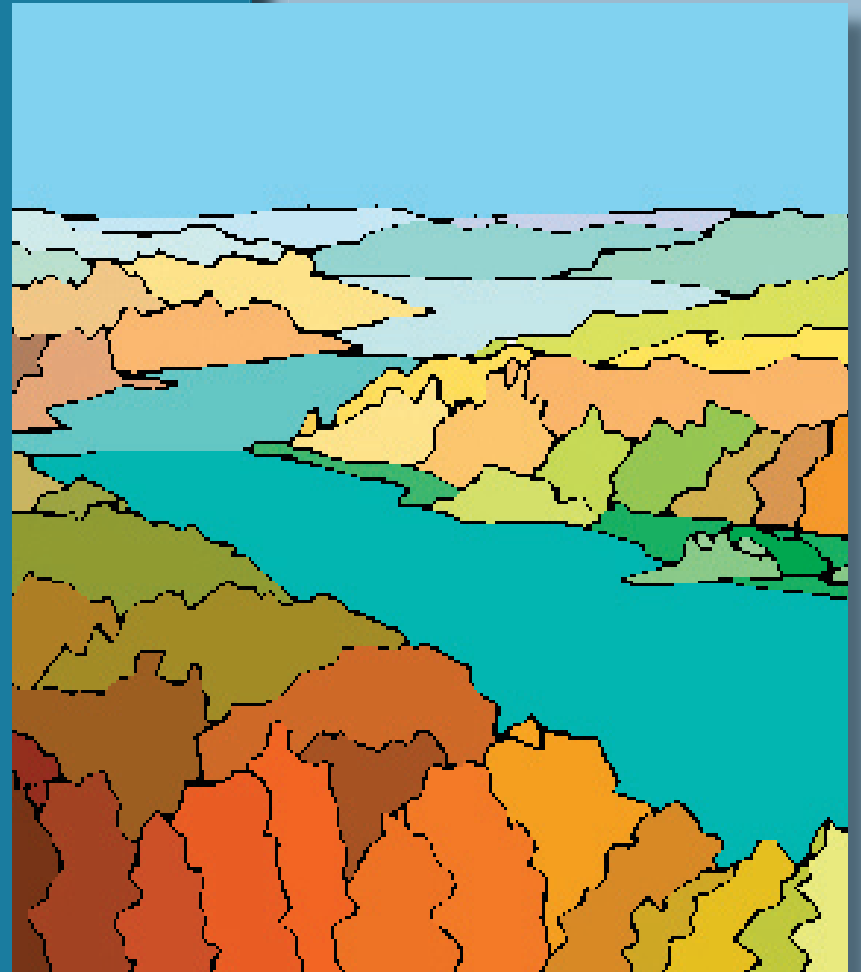


Arkansas Prevention Needs Assessment Student Survey

**State Report
2002**



Sponsored by:



Conducted by:



Arkansas Prevention Needs Assessment Student Survey

State Report 2002

Sponsored by:
Alcohol and Drug Abuse Prevention
Arkansas Department of Health

Conducted by:
Southwest Prevention Center

Table of Contents

Acknowledgements	vi
Executive Summary.....	vii
Introduction	1
Section 1: Survey Methods	2
Survey Questionnaire.....	2
Administration	3
Completion Rate and Ability to Generalize the Results	4
Survey Participants	4
Validity of the Data	5
Section 2: Risk and Protective Factors for Substance Abuse and Other Youth Problem Behaviors.....	8
Community Risk and Protective Factors	10
Community Risk and Protective Factor Scales.....	12
Family Risk and Protective Factors	14
Family Risk and Protective Factor Scales	16
School Risk and Protective Factors	18
School Risk and Protective Factor Scales.....	19
Individual and Peer Risk and Protective Factors	21
Individual and Peer Risk and Protective Factors	24
Section 3: Survey Results	26
Age of Initiation	26
Lifetime ATOD Use, By Grade.....	28
30-Day ATOD Use, By Grade	30
Lifetime Use by Gender.....	32
30-Day Use by Gender	34

ATOD use by Region and County	36
Intention to Use ATODs.....	38
Multiple Drug Use	40
Perceived Harmfulness and Availability of Drugs.....	42
Heavy Substance Use and Other Antisocial Behaviors by Grade and Gender	44
Handguns and Violence	46

Section 4: Interpretation of Results	48
School Achievement and Substance Use	48
Parent's Education and Youth Substance Use.....	50
Marijuana Use in Relation to Perceived Parental Acceptability.....	52
Marijuana Use in Relation to Perceived Peer Acceptability.....	54
Depressive Symptoms and Substance Use	56

Appendices	58
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A. Arkansas Prevention Needs Assessment 2002 Student Survey	58
B. Risk and Protective Factors and Their Associated Survey Scales.....	71
C. Arkansas Prevention Needs Assessment Survey Results, Frequency and Percentage for Each Response Category	74
D. Item Dictionary for the 2002 Arkansas Student Survey	93
E. Sample Profile Report and Selected Charts for All Arkansas Youth and Males Compared to Females.....	114
F. Lifetime and 30-Day ATOD Use for Participating Regions and Counties.....	141

Table of Figures and Tables

Executive Summary

Figure 1:	Arkansas Risk Factor Profile Chart.....	x
Figure 2:	Arkansas Protective Factor Profile Chart.....	x
Figure 3:	ATOD Use and Antisocial Behavior	x
Table 1:	Percentage of Arkansas Respondents Who Used ATODs During Their Lifetime by Grade.....	xi
Table 2:	Percentage of Arkansas Respondents Who Use ATODs During the Past 30 Days by Grade.....	xi
Table 3:	Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics.....	6
Figure 4:	Demographics - Gender	7
Figure 5:	Demographics - Ethnicity	7
Figure 6:	Demographics - Family Structure.....	7

Section 2: Risk and Protective Factors and Scales

Table 4:	Youth At Risk: Community.....	10
Table 5:	Community Domain Risk and Protective Factor Scores	12
Figure 7:	Risk Factors: Community Domain	13
Figure 8:	Protective Factors: Community Domain	13
Table 6:	Youth At Risk: Family	14
Table 7:	Family Domain Risk and Protective Factor Scores	16
Figure 9:	Risk Factors: Family Domain	17
Figure 10:	Protective Factors: Family Domain	17
Table 8:	Youth At Risk: School.....	18
Table 9:	School Domain Risk and Protective Factor Scores	19
Figure 11:	Risk Factors: School Domain	20
Figure 12:	Protective Factors: School Domain	20
Table 10:	Youth At Risk: Peer/Individual	21
Table 11:	Peer/Individual Domain Risk and Protective Factor Scores.....	24
Figure 13:	Risk Factors: Peer/Individual Domain.....	25
Figure 14:	Protective Factors: Peer/Individual Domain.....	25

Survey Results

Table 12:	Age of Initiation.....	26
Figure 15:	Average Age of First Substance Use.....	27
Figure 16:	Lifetime ATOD use: Arkansas State Total	28
Figure 17:	Lifetime ATOD Use: 10th Grade Arkansas Compared to National.....	28
Table 13:	Percentage of Arkansas Respondents Who Use ATODs During Their Lifetime by Grade	29
Figure 18:	ATOD Use Increases With Increased Grade Level: 30-Day Use	30
Figure 19:	30-Day ATOD Use: 10th Grade Arkansas Compared to National.....	30
Table 14:	Percentage of Arkansas Respondents Who Used ATODs During the Past 30 Days by Grade.....	31
Figure 20:	Arkansas Lifetime ATOD Use by Gender	32
Table 15:	Percentage of Male and Females by Grade Who Used ATODs During Their Lifetime.....	33
Figure 21:	Arkansas 30-Day ATOD Use by Gender	34
Table 16:	Percentage of Males and Females By Grade Who Used ATODs During the Past 30 Days	35
Table 17:	Total Number and Percentage of Survey Respondents by Region.....	37

Table 18:	Percentage of Youth with Intention to Use ATODs	38
Figure 22:	Intention to use ATODs.....	39
Table 19:	Percentage Using Multiple Drugs in the Past 30 Days	40
Figure 23:	Multiple Drug Use: Tobacco Users Who Also Use Other Drugs.....	41
Figure 24:	Perceived Risk of Using Cigarettes, Marijuana, or Alcohol: Arkansas Compared to National	42
Figure 25:	Perceived Availability of Cigarettes, Alcohol, and Marijuana: Arkansas Compared to National	42
Table 20:	Percentage of Arkansas and Monitoring the Future Respondents Who Perceive That Using the Five Categories of Substances Places People at “Great Risk” ..	43
Table 21:	Percentage of Arkansas and Monitoring the Future Respondents Who Perceive the Four Substances as “Sort of Easy” or “Very Easy” to Get	43
Figure 26:	Arkansas Heavy Substance Use and Antisocial Behaviors: Male, Female, and State Total.....	44
Table 22:	Percentage of Males and Females Who Engaged in Heavy Substance Use and Antisocial Behavior in the Past Year.....	45
Figure 27:	Students’ Use of Handguns and Perceptions About Them	46
Table 23:	Number and Percentage of Youth Who Responded to Questions About Handguns	46

Figure 28: Student Violent Activity and Perceptions	47
Table 24: Total Number and Percentage of Youth Who Responded to Questions About Violence and Gangs	47

Section 4: Interpretation of Results

Table 25: Percentage Using ATODs by Academic Performance	48
Figure 29: ATOD Use and Academic Performance	49
Table 26: Percentage Using ATODs by Father's Education	50
Figure 30: ATOD Use and Father's Education.....	51
Table 27: Percent of Students Who Used Marijuana in Relation to Perceived Parental Acceptability of Marijuana Use	52
Figure 31: Marijuana Use in Relation to Perceived Parental Acceptability of Marijuana Use	53
Table 28: Percent of Students Who Used Marijuana in Relation to Perceive Peer Acceptability of Marijuana Use	54
Figure 32: Marijuana Use in Relation to Perceived Peer Acceptability	55
Table 29: Percentage Using ATODs and Level of Depressive Symptoms.....	56
Figure 33: Substance Use and Depressive Symptoms	57



Acknowledgements

The 2002 Arkansas Prevention Needs Assessment was coordinated by Alcohol and Drug Abuse Prevention (ADAP) of the AR Department of Health working with the Southwest Prevention Center, University of Oklahoma.

We would like to extend our sincere appreciation to the 95 Arkansas School Districts that participated in administering this survey. A special “thank you” goes out to the 28,204 students who completed the survey and their parents who supported their endeavors.

It took many individuals working together to make this effort a success, but it would be remiss for us not to give special recognition to the staff of the Regional Prevention Resource Centers for the support and effort they contributed to the project. Appreciation is also extended to members of the Prevention Focus Group who contributed their wisdom and insight to help bring this project to fruition.

The 2002 data results represent the first of a five-year effort. We hope schools and communities find the first year’s data useful for their planning purposes. We invite ALL public schools in Arkansas to participate in the upcoming year’s survey. If interested, please contact ADAP at (501) 280-4500 or your Regional Prevention Resource Center.

Executive Summary

The Arkansas Prevention Needs Assessment (APNA) Survey was administered in November 2002 to students in grades 6, 8, 10, and 12 using the Communities That Care survey instrument. The APNA Survey was designed to measure the need for prevention services among youth in grades 6, 8, 10, and 12 in the areas of substance abuse, delinquency, antisocial behavior, and violence. The questions on the survey ask youth about the factors that place them at risk for substance use and other problem behaviors along with the factors that offer them protection from problem behaviors. The survey also inquires about the use of alcohol, tobacco and other drugs (ATODs) and participation in various antisocial behaviors.

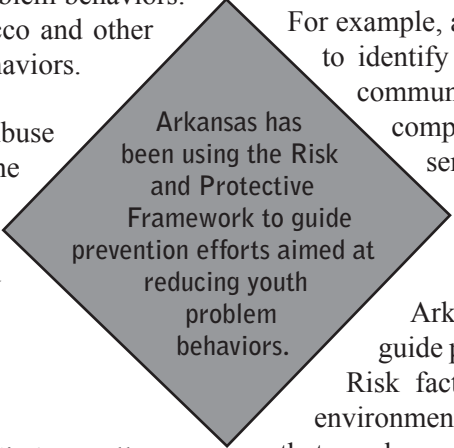
The survey was sponsored by Alcohol and Drug Abuse Prevention, Arkansas Department of Health. The Department of Health contracted with the Southwest Prevention Center to conduct the survey. The survey was administered to 28,204 youth in grades 6, 8, 10, and 12 throughout Arkansas during November 2002.

Participation by Arkansas Youth

Enrollment figures from the Arkansas School Information Site's Enrollment Report show that for the 2002-2003 school year, there were 36,109 students in the 6th grade; 36,102 in the 8th grade; 34,386 in the 10th grade; and 29,277 in the 12th grade; for a total of 135,874 public school students who were eligible to participate in the survey. An attempt was made to survey all eligible students. A total of 28,204 students (21.0% of eligible students) were surveyed in the 2002 APNA Survey. School districts in 47 of Arkansas' 75 counties and 11 of the 13 ATOD service regions were represented in the survey results. While participation in the survey was voluntary and some

areas of Arkansas were underrepresented, the 28,204 students who completed the survey represent a large sample of Arkansas youth, and their responses will be used to calculate statewide results. For the schools, school districts, counties, and regions with high completion rates, the survey results provide valuable information and are an important resource for planning prevention services. It is necessary to have a sufficient number of completed surveys because program planning often requires knowledge of substance use, antisocial behavior, and risk and protective factors for various subpopulations.

For example, a large, representative sample will provide the data necessary to identify the needs of, and plan programs for, youth in a specific community or of students from single-parent homes. Having a good completion rate provides the information needed to plan prevention services for specific populations.



Arkansas has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors.

The Risk and Protective Factor Framework

Arkansas has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington, Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research reviewed by Drs. Hawkins and Catalano include bonding to family, school, community and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

Research on risk and protective factors has important implications for prevention efforts. The premise of the risk and protective factor model is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem behaviors. By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

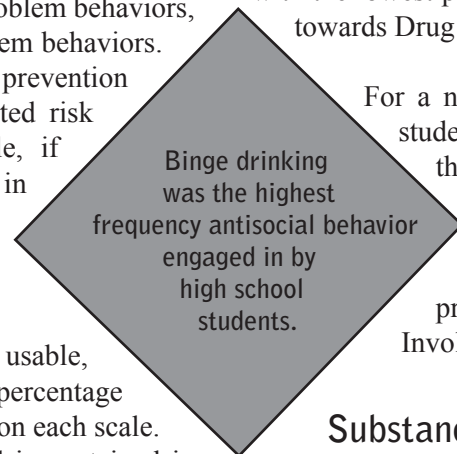
In order to make the results of the 2002 APNA Survey more usable, risk and protective profiles were developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. A detailed description of how the profiles were developed is contained in Appendix E of this *2002 Arkansas Prevention Needs Assessment Survey Report*. Comparisons can be made between youth in Arkansas and youth from the seven states (Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington) who have taken the same survey.

An example of the substance use rates and risk and protective factor profiles contained in the main report can be seen in Figures 1, 2, and 3. The samples are for all students in Arkansas who completed the survey. Similar profiles have been developed for, and were sent to, each participating school district. These profiles allow prevention planners to more precisely target prevention interventions.

Rates of high school ATOD use and antisocial behavior can be seen in Figure 1 on page x. High school students have higher rates of lifetime use and 30-day use for alcohol than any other substance. Binge drinking was the highest frequency antisocial behavior engaged in by high school students.

Figure 2 shows the percentage of Arkansas high school students who are at risk for problem behaviors compared to the 7-state norm. Overwhelmingly, Arkansas students are less at risk than students in other states. As can be seen in the risk profile chart (Figure 2), the only areas where Arkansas high school scales are merely equal to the 7-state level are in Academic Failure, and Depression. All other rates are well below the 7-state norm. The scales with the lowest percentage of youth at risk were Parent Attitudes Favorable towards Drug Use and Gang Involvement.

For a number of protective factor scales, Arkansas high school students also report a higher level of protection (Figure 3) than students from the 7-states. Arkansas students who took the survey indicated the highest level of protection in Religiosity (nearly 20% higher) and Social Skills (approximately 13% higher). The area with the lowest protection is Community Opportunities for Prosocial Involvement.



Substance Use Rates

Throughout the 2002 Report, tables are also used to show information. For example, Table 1 shows the percentages of Arkansas youth in grades 6, 8, 10, and 12 who used the 10 categories of ATODs at some time during their life. Lifetime use is a measure of the percentage of students who tried the particular substance at least once in their life and is used to show the level of experimentation with a particular substance.

The results of the Arkansas survey are also compared to a national survey that is conducted each year by the University of Michigan called Monitoring the Future (MTF). The latest results of the national data are for 2002. MTF also only surveys students in grades 8, 10, and 12.

When looking at the Arkansas and MTF lifetime survey results (Table 1), more Arkansas survey participants in all grades have had lifetime experience with cigarettes and smokeless tobacco than the national sample. Smokeless tobacco use in the Arkansas survey was 8.8% to 10.8% greater than the national sample for youth in grades 8, 10 and 12, and cigarette use was 5.4% to 8.0% greater in Arkansas. For cigarette use, it is interesting to note that the greatest difference in use occurs in the 8th grade, where 8.0% more 8th graders (39.4% Arkansas compared to 31.4% national) reported using cigarettes at least once in their lifetime. Such differences indicate that more Arkansas survey participants smoke, and begin smoking earlier, than youth nationwide. Similar differences can be seen for lifetime cigarette, smokeless tobacco, and marijuana results.

However, youth nationwide in all or most grades, used the following substances more than Arkansas survey participants: alcohol (0.4% to 2.4% more than Arkansas), hallucinogens (1.3% to 4.6% more than Arkansas), and any drug (6.1% higher than Arkansas in grade 10, 5.1% higher than Arkansas in grade 12).

Table 2 on page xi shows the percentage of youth in grades 6, 8, 10, and 12 who used ATODs in the 30 days prior to completing the survey. More Arkansas youth who took the survey have used cigarettes and smokeless tobacco in the past 30 days than the national sample. For cigarette use in Arkansas, 3.2% more eighth graders used, 6.0% more 10th graders used, and 3.9% more 12th graders used. For smokeless tobacco, 4.6% more Arkansas 6th graders, 5.1% more 8th graders, and 5.1% more 12th graders used.

The national results indicate that the nationwide use rate of marijuana, hallucinogens, cocaine, and ecstasy is higher than, or equal to, the use rate for Arkansas participants.

Figure 1

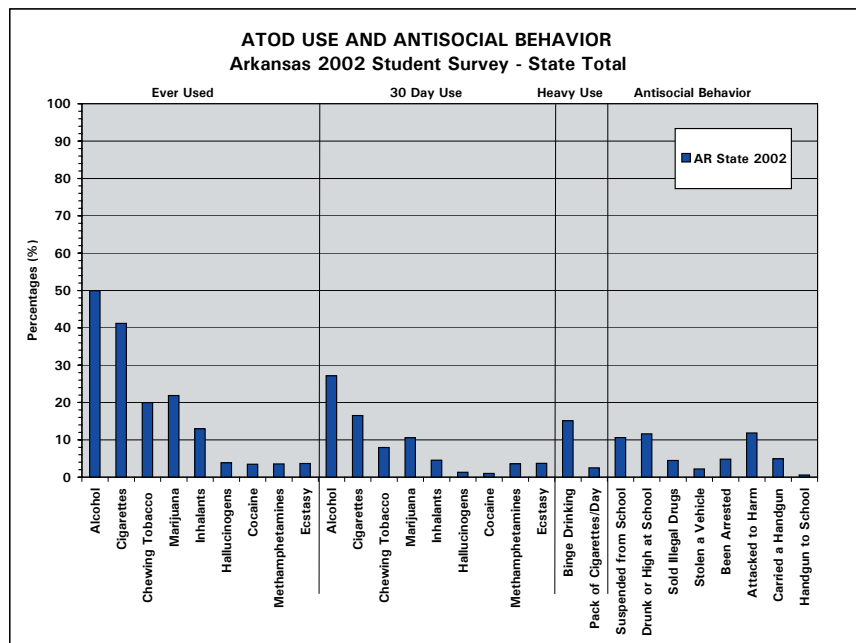


Figure 2

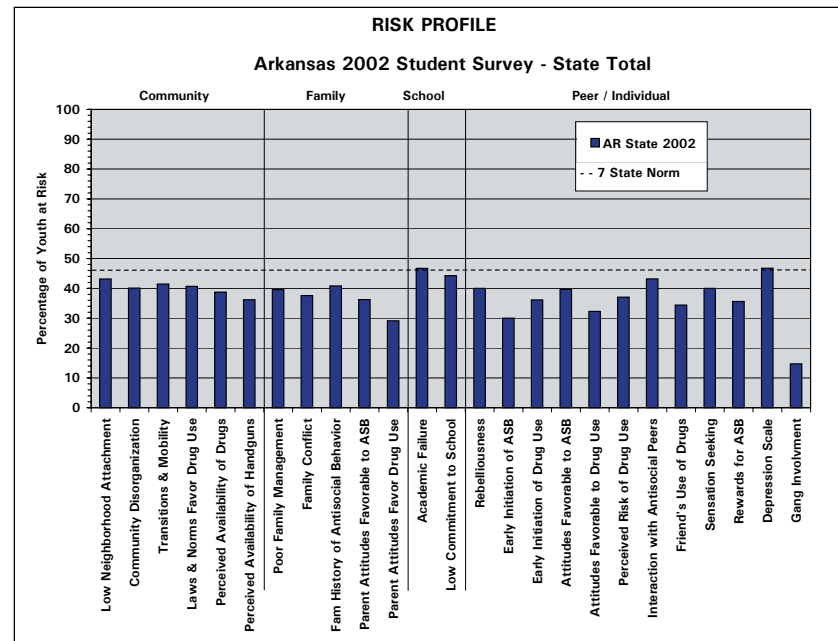


Figure 3

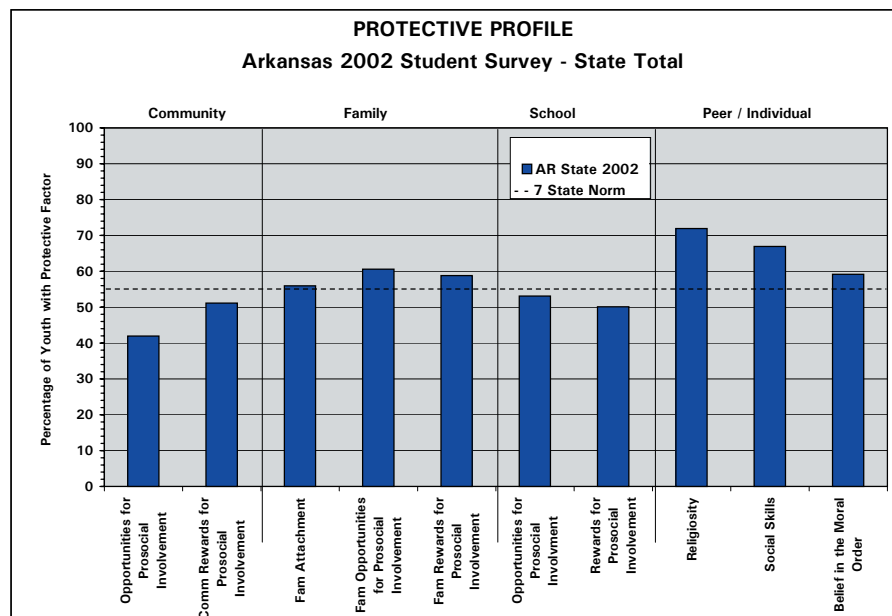


Table 1

Percentage of Arkansas Respondents Who Used ATODs During Their Lifetime by Grade								
Drug Used	Arkansas Grade 6	Arkansas Grade 8	MTF Grade 8	Arkansas Grade 10	MTF Grade 10	Arkansas Grade 12	MTF Grade 12	State Total
Alcohol	22.7	46.1	47.0	66.5	66.9	76.0	78.4	50.2
Cigarettes	18.1	39.4	31.4	53.9	47.4	62.6	57.2	41.3
Smokeless Tobacco	10.0	20.0	11.2	25.8	16.9	28.4	18.3	20.1
Marijuana	3.2	16.2	19.2	32.7	38.7	44.6	47.8	22.0
Inhalants	10.1	15.6	15.2	14.2	13.5	12.6	11.7	13.1
Hallucinogens	0.9	2.8	4.1	5.8	7.8	7.4	12.0	3.9
Cocaine	0.9	2.4	3.6	4.9	6.1	7.3	7.8	3.5
Methamphetamines	0.4	2.3	3.5	5.6	6.1	7.8	6.7	3.6
Ecstasy	0.6	2.9	4.3	5.2	6.6	7.5	10.5	3.7
Any Drug	12.8	26.5	24.5	38.5	44.6	47.9	53.0	29.9

Table 2

Percentage of Arkansas Respondents Who Used ATODs During the Past 30 Days by Grade								
Drug Used	Arkansas Grade 6	Arkansas Grade 8	MTF Grade 8	Arkansas Grade 10	MTF Grade 10	Arkansas Grade 12	MTF Grade 12	State Total
Alcohol	8.0	22.7	19.6	39.0	35.4	47.7	48.6	27.3
Cigarettes	3.8	13.9	10.7	23.7	17.7	30.6	26.7	16.6
Smokeless Tobacco	2.9	7.9	3.3	11.2	6.1	11.6	6.5	8.0
Marijuana	1.3	8.3	8.3	16.3	17.8	20.6	21.5	10.6
Inhalants	4.9	6.2	3.8	4.3	2.4	2.2	1.5	4.6
Hallucinogens	0.4	1.2	1.2	2.1	1.6	1.9	2.3	1.3
Cocaine	0.4	0.8	1.1	1.4	1.6	1.8	2.3	1.0
Methamphetamines	0.1	1.0	1.1	2.3	1.8	2.7	1.7	1.4
Ecstasy	0.2	1.2	1.4	1.4	1.8	1.6	2.4	1.1
Any Drug	6.4	13.4	10.4	19.8	20.8	22.6	25.4	14.9

Summary

Summary

In the 2002 administration of the PNA survey in Arkansas, 95 school districts participated, and the survey questionnaire was completed by 28,204 students in grades 6, 8, 10, and 12. Findings for each of the report sections are summarized below:

Risk Factor Profiles

Overwhelmingly, Arkansas survey participants are less at risk than students in other states. As can be seen in the risk profile chart (Figure 2), the only areas where Arkansas high school scales are merely equal to the 7-state level are in Academic Failure, and Depression. All other rates are well below the 7-state norm. The scales with the lowest percentage of youth at risk were Parent Attitudes Favorable towards Drug Use and Gang Involvement.

Protective Factor Profiles

For a number of protective factor scales, Arkansas survey participants also report a higher level of protection (Figure 3) than students from the 7-states. Arkansas students indicate the highest level of protection in Religiosity (nearly 20% higher) and Social Skills (approximately 13% higher). The area with the lowest protection is Community Opportunities for Prosocial Involvement.

Age of Initiation

Students in Arkansas who took the PNA survey begin using cigarettes before using any other substance. Of the students who had used cigarettes, the average age of first use was 11.9 years. A period of two years separates the age of first sip of alcohol and the first regular alcohol use. The results also show that students being trying marijuana before students begin regularly using alcohol.

Substance Use for Arkansas

For most ATODs, lifetime and 30-day usage increases with increased grade. Exceptions can be seen with inhalants, where lifetime usage peaked in grade 8, and hallucinogen use peaked in grade 10.

Arkansas Results Compared to National Results

More Arkansas survey participants have used cigarettes and smokeless tobacco in the past 30 days than the national sample, while nationwide 30-day use of marijuana, hallucinogens, cocaine, and ecstasy is higher than, or equal to, the use rate for Arkansas. More Arkansas youth in all grades have had lifetime experience with cigarettes and smokeless tobacco, while more students in the national sample had used alcohol, hallucinogens, and any drug in their lifetime.

Substance Use by Gender

While being female is generally considered a protective factor for substance use, it can be seen that in Arkansas, males and females are very similar in their lifetime and 30-day use of most substances and generally have substance use rates that are within one to three percent of each other. The exceptions are that males in all grades use much more smokeless tobacco (over three times the rate of females) and males in each grade also use more marijuana.

Intention to Use ATODs

A majority of Arkansas youth who took the survey did not intend to use cigarettes or marijuana when they become adults, though over half (51.0%) of 12th graders intend to use alcohol. As intention to use increases with increased grade level for all substances, youth need prevention programs prior to the onset of substance use and then at regular intervals to maintain low rates of substance use and intention to use.

In the first administration of the Arkansas PNA survey, the questionnaire was completed by 28,204 students in grades 6, 8, 10, and 12.

Perceived Harmfulness of Drugs: Arkansas Compared to National Sample

In all grades, Arkansas students perceived a greater risk than MTF survey participants in smoking marijuana once or twice and drinking alcohol regularly. The greatest difference is seen in the percent of students who perceived a great risk in drinking one or two alcoholic beverages every day. While only 21.0% of students in the national sample perceived a great risk, 35.8% of Arkansas students perceived great risk.

Perceived Availability of Drugs: Arkansas Compared to National Sample

More youth in Arkansas perceived ATODs as being difficult to get than the youth from the national sample. In all categories and for all grades, fewer Arkansas youth reported ATODs as easy to get than youth from the national sample. For example, 29.5% more 8th graders in the national sample perceived alcohol as being easy to get than Arkansas 8th graders (67.9% in MTF compared to 38.4% in Arkansas)

Heavy Substance Use and Antisocial Behavior by Grade and Gender

Male-female differences also extend to heavy substance use of cigarettes and alcohol and antisocial behaviors. Males engage in all these behaviors more than females. When looking at these behaviors by grade, it is clear that, unlike substance use, the behaviors don't increase with increased grade level. The rate of students being suspended from school peaked in grade 8. Vehicle theft and the rate of being arrested peaked in grade 10. Rates of being drunk or high at school, binge drinking, regular cigarette use, and selling illegal drugs peaked in grade 12.

Handguns and Violence

Responses to most questions on handguns show a very low percentage of students who carry handguns or take them to school. However, a greater percentage of youth believe they wouldn't be caught by their parents (24.1%) or by the cops (50.2%) if they carried a handgun.

Nearly one in ten (11.9%) Arkansas youth, in the past 30 days, have attacked someone with the idea of seriously hurting them, and 15.4% have attacked someone in their lifetime. Though they are the minority, there are many youth in the state who believe that violence is an acceptable way to resolve problems and are willing to hurt another person.

Students' Academic Performance and Substance Use

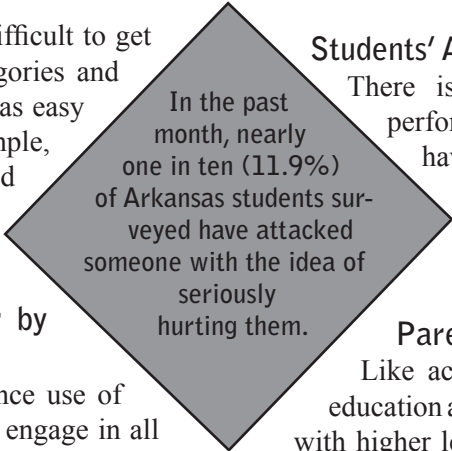
There is a clear relationship between substance use and school performance. Of the students who reported getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. For example, failing (F) students are approximately five times more likely to have indicated use of marijuana in the past 30 days than 'A' students.

Parent's Education and Youth Substance Use

Like academic grades, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. In Arkansas, youth whose fathers did not graduate from high school have approximately two times the use rate of cigarettes and marijuana than youth whose fathers were college graduates.

Marijuana Use in Relation to Perceived Parental Acceptability

Favorable parental attitudes toward drugs influence the attitudes and behavior of their children. Even a small amount of perceived parental acceptability can lead to substance use. For example, relatively few students (6.6%) reported using marijuana in the past 30 days when their parents thought it is "Very Wrong" to use it. In contrast, when a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong," as opposed to "Very Wrong") use skyrockets to 37.1% for 30-day use.



In the past month, nearly one in ten (11.9%) of Arkansas students surveyed have attacked someone with the idea of seriously hurting them.

Marijuana Use in Relation to Perceived Peer Acceptability

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. For example, when students thought there was “No or very little chance” that they would be seen as cool if they used marijuana, only 4.2% had used marijuana in the past month. However, when students even thought that there was a “Little chance” that they would be seen as cool, marijuana use rates were over four times higher for past-month use.

Depressive Symptoms and Substance Use

There is a strong link between students who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth are approximately four times as likely to use cigarettes in the 30 days prior to the survey, two times as likely to use marijuana in the past 30 days, and approximately three times as likely to have used any drug in the past 30 days. These results indicate that when a youth does receive a diagnosis of depression, they should also be assessed for substance abuse.

Introduction

The Arkansas Prevention Needs Assessment (APNA) Survey (using the Communities That Care survey instrument) was administered in November 2002 to 28,204 students in grades 6, 8, 10, and 12. While this is the first time that the Prevention Needs Assessment (PNA) Survey was available for all public school districts to participate in, an APNA pilot survey was conducted in 1999 to gather baseline data. The 1999 APNA was funded through a CSAP Needs Assessment Contract and surveyed a random sample of Arkansas students.

The APNA Survey was designed to measure the need for prevention services among Arkansas youth in the areas of substance abuse, delinquency, school dropout, and violence. The survey questionnaire asked youth about the factors that place them at risk for substance use and other problem behaviors along with the factors that offer them protection from problem behaviors. The survey also asked youth about their use of alcohol, tobacco, and other drugs (ATODs) and whether or not they engaged in various antisocial behaviors.

The survey was sponsored by the Alcohol and Drug Abuse Prevention, Arkansas Department of Health. Arkansas contracted with the Southwest Prevention Center, University of Oklahoma, to conduct the survey.

Arkansas 2002 Report Overview of Sections

This report is divided into four sections. The first section, **Survey Methods**, describes how the survey was conducted, who participated, and procedures that were used to ensure that valid information was collected.

The second section, **Risk and Protective Factors for Substance Abuse and Other Youth Problems**, provides a description of the Risk and Protective Factor Model of substance abuse prevention, including the four domains of risk and protection (community, family, school, and peer/individual), and risk and protective factor results for each of the four domains. Also presented is a description of the scale scores that are used to quantify levels of risk and protection and determine the percentage of youth at risk for problem behaviors. Additionally, information is provided on how the Risk and Protective Factor Model can be used to select programs that are effective in preventing youth problem behavior.

The third section, **Survey Results**, describes ATOD use and antisocial behavior among Arkansas's youth. The survey asks about the use of ten substances and the results are presented on current use (use in the 30 days prior to the survey) and use during the youth's lifetime. These results are compared to the results of a national survey, Monitoring the Future. Use is presented by grade, gender, and other demographic variables. Additional analyses include perceived harmfulness and availability of drugs, and student behaviors and attitudes regarding handguns and violence.

The final section, **Interpretation of Results**, provides examples of how risk factors actually relate to drug and alcohol use. By looking at how factors such as economic background, level of school achievement, degree of parental acceptability of drug use, and degree of peer acceptability of drug use effect substance use, we can begin to understand how the risk and protective factor model of prevention works, and how it can be used to target the needs of schools and communities.

The survey was sponsored by the Arkansas Department of Health, and was conducted by the Southwest Prevention Center, University of Oklahoma.

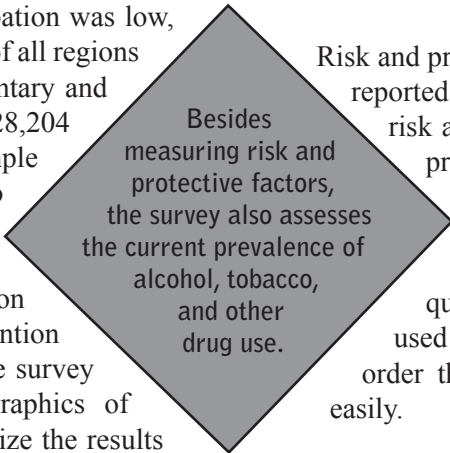
Section 1: Survey Methods

In order to develop effective prevention services at the community level, an adequate number of individuals need to be surveyed to allow an assessment of prevention needs. Because a community is often defined at the school building level, an attempt was made to survey all students in grades 6, 8, 10, and 12 in Arkansas. This level of surveying is necessary because program planning often requires knowledge of subpopulations, such as youth in a specific community or students from single parent families in grades 10 and 12. However, because state-wide participation was low, the results presented in this report are not representative of all regions or counties. While participation in the survey was voluntary and some areas of Arkansas were underrepresented, the 28,204 students who completed the survey represent a large sample of Arkansas youth, and their responses will be used to calculate statewide results. For the schools, school districts, counties, and regions with high completion rates, the survey results provide valuable information and are an important resource for planning prevention services. The remainder of this section will discuss the survey questionnaire, how it was administered, the demographics of participants, completion rates, and the ability to generalize the results to other populations.

Survey Questionnaire

The Communities That Care (CTC) survey questionnaire was developed through the combined efforts of six states and the Social Development Research Group at the University of Washington. The collaborative survey development process was a Center for Substance Abuse Prevention (CSAP) project called the Six-State Consortium. The goal of the Consortium was to develop a survey that provided scientifically sound information about the

levels of risk and protection in a community. The survey has been further refined through the Diffusion Consortium Project that involves seven states and is funded by four Federal Agencies: the National Institute of Drug Abuse (NIDA), Safe and Drug Free Schools Program, Office of Juvenile Justice and Delinquency Prevention, and CSAP. The basic questionnaire was modified by the Southwest Prevention Center to better meet the needs of the Arkansas. See Appendix A for a copy of the questionnaire.



Besides measuring risk and protective factors, the survey also assesses the current prevalence of alcohol, tobacco, and other drug use.

Risk and protective factors are characteristics of a community that are reported by the youth who complete the survey. Besides measuring risk and protective factors, the survey also assesses the current prevalence of ATOD use. The substances that are measured by the survey include: 1) alcohol, 2) cigarettes, 3) smokeless tobacco, 4) marijuana, 5) hallucinogens, 6) cocaine, 7) inhalants, 8) methamphetamines, and 9) ecstasy. The questions that ask about substance use are similar to those used in the national survey, Monitoring the Future (MTF), in order that comparisons between the two surveys can be made easily.

There are a total of 18 risk factors and 10 protective factors that are measured by the survey. However, some of the risk factors are broad enough to require more than one scale for adequate measurement. As a result, there are 25 separate risk factor scales and 10 protective factor scales. Appendix B provides a complete list of the risk and protective factors and the corresponding risk and protective factor scales in the survey.

The scales of the survey were originally developed between 1994 and 1997 through extensive testing with over 100,000 students. Work through the Diffusion Consortium Project has resulted in changes to several risk factor

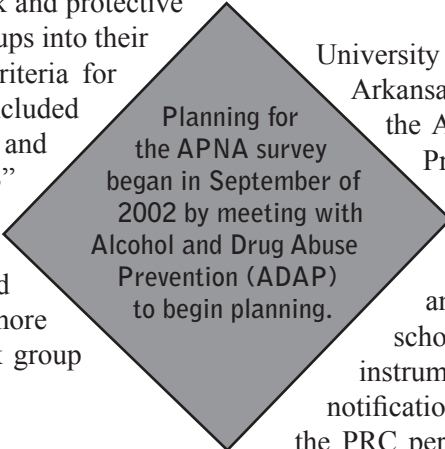
scales and the development of cut-points for each scale that can be used to classify a youth as being at risk on risk factor scales or having protection on protective factor scales.

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. Since the CTC (also known as the Prevention Needs Assessment) survey has been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys. Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 40% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

There are approximately four survey items that measure each risk factor. The questionnaire has 133 questions, however, many of the questions have multiple components so students actually responded to a total of 203 items. The questions were printed in a test booklet that was machine scoreable. See Appendix A for a copy of the APNA questionnaire. Students from all grades could easily complete the questionnaire in one class period. A complete item dictionary that lists the risk and protective factor scales and the items they contain as well as the outcome variables can be seen in Appendix D

Administration



Planning for the APNA survey began in September of 2002 by meeting with Alcohol and Drug Abuse Prevention (ADAP) to begin planning.

University of Oklahoma staff attended a meeting in Little Rock, Arkansas in late September 2002 to meet with personnel from the Arkansas Department of Health, Alcohol and Drug Abuse Prevention (ADAP) and Regional Prevention Resource Centers (PRC) to discuss the student survey to be implemented in the state. Participating PRCs were given an overview of the project, a Powerpoint presentation and handouts that would be helpful to them in contacting schools in their service regions (including a copy of the survey instrument), administration instructions, a copy of the parent notification letter, and an opportunity to ask questions. At this time, the PRC personnel requested that two additional questions be added to the survey regarding RAVE parties, which they felt were relevant to Arkansas students.

The PRC personnel contacted schools in their areas to encourage their participation. OU personnel then followed up by phone, fax and email to obtain the school participation letter from superintendents and also to recruit additional schools that the PRCs were not able to either contact or recruit. A concerted effort was made to contact every school district in the state to participate in the survey. Surveys were mailed to participating schools in November 2002. Teachers were given a script to read and specific instructions on how to collect and mail the completed surveys back

in order to maintain confidentiality. Teachers were also asked to provide information on how many students took the survey, how many were absent from school, and how many refused to take the survey. Initially, completed surveys were to be returned to OU before the Winter break. However, many schools were not able to meet this deadline because of low student attendance due to a widespread flu epidemic and cancelled school due to extremely bad weather. After contacting the PRCs and the ADAP, OU gave schools the opportunity to administer the survey the first week after the Winter break in early January.

Completed surveys were then returned to OU and were logged and scanned. The final database was sent to Bach Harrison L.L.C., Steve Harrison Ph.D., Principle Investigator, for analysis and reporting.

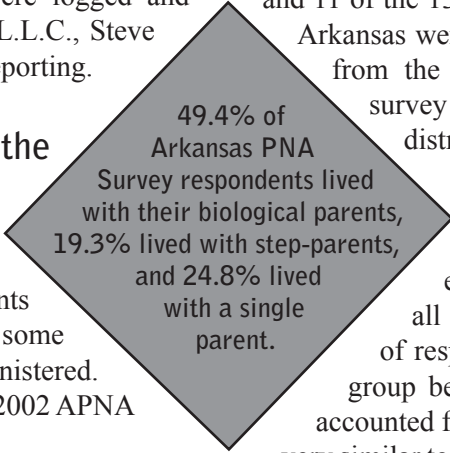
Completion Rate and Ability to Generalize the Results

Not all students participated in the survey. Some students individually chose not to participate, some students' parents refused to give consent for them to participate, and some students were absent on the day the survey was administered. There were a total of 28,204 students who completed the 2002 APNA Survey.

It should be noted that not all of the surveys that were completed contained valid information. Some were eliminated because students were deemed not truthful in their responses, or did not complete some of the questions (see **Validity of the Data** section for the validity criteria).

Survey Participants

The goal was to survey all Arkansas students in grades 6, 8, 10, and 12. Enrollment figures from the Arkansas School Information Site's Enrollment Report show that for the 2002-2003 school year, there were 36,109 students in the 6th grade; 36,102 in the 8th grade; 34,386 in the 10th grade; and 29,277 in the 12th grade; for a total of 135,874 public school students who were eligible to participate in the survey. An attempt was made to survey all eligible students. A total of 28,204 students (21.0% of eligible students) were surveyed in the 2002 APNA Survey. Forty-seven of Arkansas' 75 counties participated, and 11 of the 13 ATOD service regions participated. Though some areas of Arkansas were underrepresented, the 28,204 student responses gathered from the survey will be used to calculate statewide results. The survey results provide valuable information for the schools, school districts, counties, and regions with high completion rates.



49.4% of Arkansas PNA Survey respondents lived with their biological parents, 19.3% lived with step-parents, and 24.8% lived with a single parent.

The characteristics of the youth who took the survey are presented in Table 3. For the survey, there were nearly an equal number of males and females who took the survey in all grades (female = 47.9% and males = 52.1%). The majority of respondents were White (73.9%), with the next largest ethnic group being African Americans (16.2%). The other ethnic groups accounted for 9.9% of the respondents. This demographic breakdown is very similar to the demographics of the Arkansas school system. According to the National Center for Education Statistics, Arkansas State Profile, (2003), 71.1% of Arkansas students were White, 23.3% were Black, and 5.6% were another ethnicity. The similarity in survey respondents increases our ability to apply the results from the APNA survey to youth across the state.

An analysis of the family structure of respondents showed that 49.4% lived with both of their biological parents, 19.3% lived in a step-family structure, 24.8% lived with a single parent, and the remaining 6.5% of the respondents lived in other settings.

Validity of the Data

The information presented in this report is based entirely on the truthfulness, recall, and comprehension of the youth who participated in the survey. Many studies have shown that most adolescents are truthful in their responses to the questions on similar surveys. For example, ATOD trends for repeated national and state surveys are very similar. Also, the changes reported by youth parallel the changes during the same period in adolescent admissions to treatment for substance abuse. Finally, the relationships between different kinds of behaviors and the problems adolescents report is very consistent over a wide range of studies. This study was carefully designed to ensure honest responses from participants.

The confidentiality of the survey was stressed through the instructions and administration procedures. Participants were assured that the survey was voluntary, anonymous, and confidential. They were told that no one would see their answers and that there was no way that a survey could be traced back to an individual student. Because the survey was anonymous, most of the reasons to exaggerate or deny behaviors were eliminated. However, several checks were built into the analysis to minimize the impact of students who were not truthful in their responses. Students whose surveys were deemed not truthful were eliminated.

The confidentiality of the survey was stressed -- participants were assured that the survey was voluntary, anonymous, and confidential.

There were a total of 28,204 survey questionnaires completed. However, not all of the questionnaires contained valid information. Of these surveys, 1120 (4.0%) were eliminated because they were determined to be dishonest. These surveys were eliminated because of three predetermined dishonesty indicators -- 1) the students indicated that they were "Not Honest At All" in completing the survey (371 surveys); 2) the students indicated that they had used the non-existent drug Derbisol (807 surveys); and 3) the students reported an impossibly high level of multiple drug use (289 surveys).

There were 1063 (3.8%) surveys where students did not answer enough of the validity questions to determine whether or not they were honest in their responses. These surveys were not included in the final analyses. Because most of the analyses require a knowledge of the student's grade, 512 (1.8%) additional surveys were eliminated because they did not complete the grade question. This resulted in a total of 2695 (9.6%) questionnaires that were eliminated from most analyses.

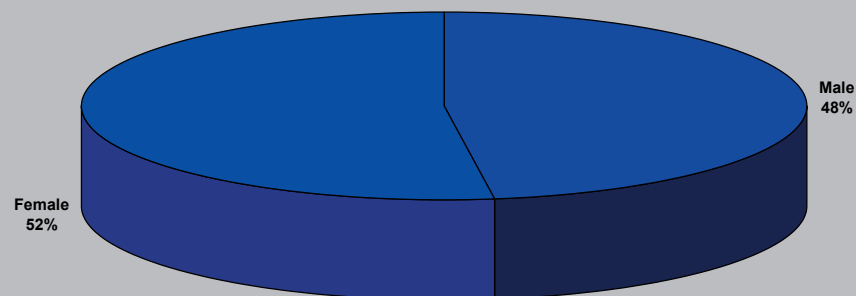
Other measures to reduce response bias included carefully pre-testing the questionnaire to ensure that students understood the meaning of each question, using a well developed and tested administration protocol, and reading the same instructions to all students who participated in the survey.

Table 3

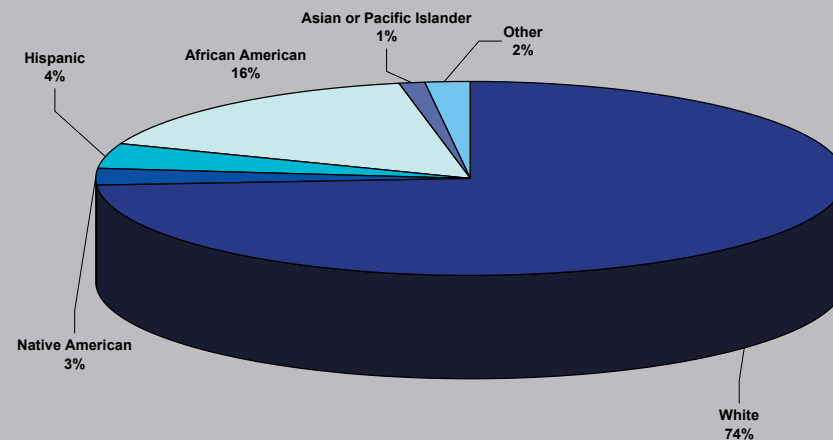
Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics										
	Grade 6		Grade 8		Grade 10		Grade 12		2002 Total	
	#	%	#	%	#	%	#	%	#	%
Total Survey Population	7332	28.7	6758	26.5	6080	23.8	4886	19.2	25056	89.2
Gender										
Male	3523	48.6	3253	48.5	2888	47.8	2252	46.2	11916	47.9
Female	3730	51.4	3450	51.5	3158	52.2	2619	53.8	12957	52.1
Race/Ethnicity										
White	4598	68.0	4679	71.9	4611	78.1	3802	79.9	17690	73.9
Native American	316	4.7	205	3.2	105	1.8	66	1.4	692	2.9
Hispanic	373	5.5	249	3.8	227	3.8	107	2.2	956	4.0
African American	1199	17.7	1182	18.2	814	13.8	691	14.5	3886	16.2
Asian or Pacific Islander	92	1.4	67	1.0	57	1.0	41	0.9	257	1.1
Other	181	2.7	123	1.9	92	1.6	53	1.1	449	1.9
Family Structure										
Both Parents	3553	48.5	3262	48.3	3000	49.3	2558	52.4	12373	49.4
Step-Families	1380	18.8	1374	20.3	1209	19.9	873	17.9	4836	19.3
Single Parent	1936	26.4	1708	25.3	1498	24.6	1066	21.8	6208	24.8
Other	463	6.3	414	6.1	373	6.1	389	8.0	1639	6.5
Language Used at Home										
English	6949	95.7	6473	96.7	5796	95.8	4726	97.1	23944	96.3
Spanish	240	3.3	161	2.4	186	3.1	81	1.7	668	2.7
Another Language	72	1.0	58	0.9	65	1.1	58	1.2	253	1.0

Figures 4, 5, and 6

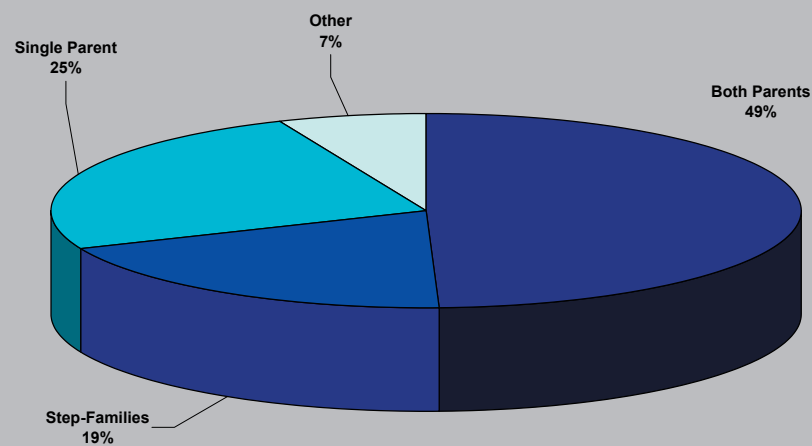
Gender:
Breakdown of Students Taking the
2002 Arkansas Prevention Needs Assessment Survey



Ethnicity:
Breakdown of Students Taking the
2002 Arkansas Prevention Needs Assessment Survey



Family Structure:
Breakdown of Students Taking the
2002 Arkansas Prevention Needs Assessment Survey



2 Section 2: Risk and Protective Factors for Substance Use and Other Problem Behaviors

The History and Importance of Risk and Protective Factors

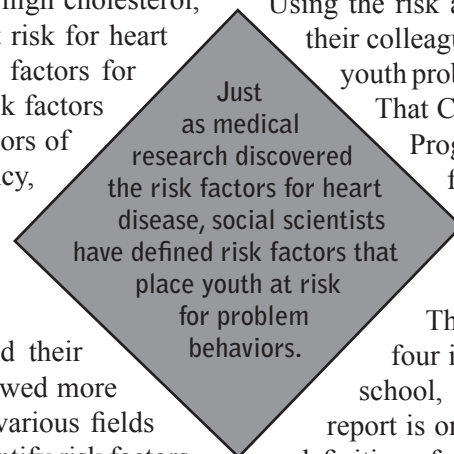
The Arkansas Prevention Needs Assessment Survey is based upon the Risk and Protective Factor Model of Substance Abuse Prevention. In medical research, risk factors have been found for heart disease and other health problems. Through media campaigns to inform the general public about the risk factors for heart disease, most people are now aware that behaviors such as eating high fat diets, smoking, high cholesterol, being overweight, and lack of exercise, place them at risk for heart disease. Just as medical research discovered the risk factors for heart disease, social scientists have defined a set of risk factors that place young people at risk for the problem behaviors of substance abuse, delinquency, violence, teen pregnancy, and school dropout. They have also identified a set of protective factors that help to buffer the harmful effects of risk.

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington have reviewed more than 30 years of existing work on risk factors from various fields and have completed extensive work of their own to identify risk factors for youth problem behaviors. They identified risk factors in important areas of daily life: 1) the **community**, 2) the **family**, 3) the **school**, and 4) within **individuals** themselves and their **peer** interactions. Many of the

problem behaviors faced by youth -- delinquency, substance abuse, violence, school dropout, and teen pregnancy -- share many common risk factors. Programs designed to reduce those common risk factors will have the benefit of reducing several problem behaviors.

Using the risk and protective factor model, Drs. Hawkins and Catalano and their colleagues developed an approach that communities can use to reduce youth problem behavior. Their prevention program is called Communities That Care (CTC) and is available from Developmental Research and Programs, Inc. An overview of the risk factors and protective factors that have been shown to be related to youth problem behavior and their link to the CTC survey (used as the survey instrument for the APNA survey) will be provided.

The risk and protective factors have been organized into the four important areas of a young person's life -- community, family, school, and peer/individual. The remainder of this section of the report is organized according to the four domains. For each domain, the definition of each risk factor is presented and then risk and protective results for Arkansas are provided by grade. Risk and protective factor charts are also provided to illustrate Arkansas risk and protection in relation to other states. On the following page is more information about the risk and protective charts. This information provides instruction on how risk and protective factor scores were developed, and how to read the charts.



How to Read the Risk and Protective Factor Charts in This Section

There are two components of the risk and protective factor charts that are key to understanding the information that the charts contain: 1) the **cut-points** for the risk and protective factor scales, and 2) the **dashed lines** that indicate a more “national” value.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Communities That Care survey instrument was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. Since CTC (also known as the Prevention Needs Assessment) surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys. Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 40% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

Dashed Line

Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. All the states have a mix of urban and rural students. Again, brief definitions of the risk and protective factors are provided in this section.

Community Risk and Protective Factors

When looking at the community domain, it is important to consider much more than how members of a community interact with the youth of the community. Youth benefit from living in an area where neighbors and community members show concern for them, offer them support, and give encouragement and praise. However, youth also benefit from living in a community that functions in a socially healthy manner. What is the community like? Are drugs and guns readily available? Is there an active presence of law enforcement officers in the community? Is the community lacking in economic resources? Do community members, businesses, or police turn a blind eye toward drug use and antisocial behaviors, or condone such behaviors? Is there a sense of community disorganization or do members of the community work together toward common goals?

All of these community issues, and more, play significant roles in shaping the behaviors of the youth that live within a particular community. By understanding how youth perceive their neighborhood, Arkansas communities can get a better sense of how they need to change in order to reduce the risk that youth will participate in problem behaviors.

Definitions of all community domain risk factors, as well as scores for the community domain are provided on the next pages. The table below shows the links between the community risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 4

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓

Availability of Drugs

(Linked to Substance Abuse and Violence)

The more available drugs are in a community, the higher the risk that young people will abuse drugs in that community. Perceived availability of drugs is also associated with risk. For example, in schools where students just *think* drugs are more available, a higher rate of drug use occurs.

Availability of Firearms

(Linked to Delinquency and Violence)

Firearm availability and firearm homicide have increased together since the late 1950's. If a gun is present in the home, it is much more likely to be used against a relative or friend than an intruder or stranger. Also, when a firearm is used in a crime or assault instead of another weapon or no weapon, the outcome is much more likely to be fatal. While a few studies report no association between firearm availability and violence, more studies show a positive relationship. Given the lethality of firearms, the increase in the likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor.

Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime

(Linked to Substance Abuse, Delinquency, and Violence)

Community norms, the attitudes and policies a community holds about drug use and crime, are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other community members have of young people. When laws and community standards are favorable toward drug use or crime, or even if they are just *unclear*, youth are at higher risk.

Media Portrayals of Violence (Linked to Violence)

The role of media violence on the behavior of viewers, especially young viewers, has been debated for more than three decades. Research over that time period has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. Exposure to violence in the media appears to have an impact on children in several ways: 1) children learn violent behavior from watching actors model that behavior, 2) they learn violent problem-solving strategies, and 3) media portrayals of violence appear to alter children's attitudes and sensitivity to violence.

Transitions and Mobility (Linked to Substance Abuse, Delinquency, and School Dropout)

Even normal school transitions predict increases in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rates of drug use, school misbehavior, and delinquency result.

Communities with high rates of mobility appear to be linked to an increased risk of drug use and crime problems. The more often people in a community move, the greater the risk of both criminal behavior and drug-related problems in families. While some people find buffers against the negative effects of mobility by making connections in new communities, others are less likely to have the resources to deal with the effects of frequent moves, and are more likely to have problems.

Low Neighborhood Attachment and Community Disorganization (Linked to Substance Abuse, Delinquency, and Violence)

Higher rates of drug problems, juvenile delinquency and violence occur in communities or neighborhoods where people have little attachment to the community, where the rates of vandalism are high, and where there is low surveillance of public places. These conditions are not limited to low-income neighborhoods, they can also be found in wealthier neighborhoods. The less homogeneous a community (in terms of race, class, religion, and even the mix of industrial to residential neighborhoods) the less connected its residents may feel to the overall community, and the more difficult it is to establish clear community goals and identity. The challenge of creating neighborhood attachment and organization is greater in these neighborhoods.

Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their own lives. If the key players in the neighborhood, such as merchants, teachers, police, and human services personnel, live outside the neighborhood, residents' sense of commitment will be less. Lower rates of voter participation and parental involvement in schools also indicate lower attachment to the community.

Extreme Economic Deprivation (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Children who live in deteriorating and crime-ridden neighborhoods characterized by extreme poverty are more likely to develop problems with delinquency, violence, teen pregnancy, and school dropout. Children who live in these areas, *and* have behavior and adjustment problems early in life, are also more likely to have problems with drugs later on.

Community Risk and Protective Factor Scales

Risk Factors

In all grades, a majority of Arkansas survey participants were not at-risk in the community domain. Table 5 shows that the highest scaled score was for Perceived Availability of Drugs for 12th graders (53.7% at risk), followed by Low Neighborhood Attachment for 12th graders (48.5% at risk). Students in the 10th grade were at the greatest risk for Community Disorganization, Transitions and Mobility, and Laws and Norms Favorable to Drug Use. Eighth graders were at the highest risk for Perceived Availability of Handguns.

In looking at Arkansas' community risk factor scales in relation to the 7-state norm, Figure 7 illustrates that Arkansas' levels of risk are similar to other states for most grades. Twelfth grade levels of Low Neighborhood Attachment and Perceived Availability of Drugs are the only two scores that are above the 7-state norm. Sixth grade Perceived Availability of Drugs and Availability of Handguns were significantly lower than the 7-state norm.

Protective Factors

There are two protective factor scales for the community domain -- Community Opportunities for Prosocial Involvement and Community Rewards for Prosocial Involvement. Rates of Rewards for Prosocial Involvement were similar to the 7-state norm for all grades, with 8th graders having the lowest protection (44.9%) and the 6th graders having the highest protection (54.4%). Rates of Opportunities for Prosocial Involvement were below average, or below the 7-state norm. Rates for Arkansas were approximately 8% to 20% lower than the 7 state norm, indicating that this is an area, where prevention programming could benefit Arkansas communities.

Table 5

Community Domain	Grade 6	Grade 8	Grade 10	Grade 12
Percent of Students At Risk in the Following Risk Factor Scales				
Low Neighborhood Attachment	43.3	38.0	44.2	48.5
Community Disorganization	38.7	35.4	44.2	43.0
Transitions and Mobility	42.4	42.1	43.6	36.5
Laws & Norms Favor Drug use	41.0	38.2	45.0	38.3
Perceived Availability of Drugs	27.7	32.9	45.3	53.7
Perceived Availability of Handguns	29.4	43.9	32.4	40.0
Percent of Students With Protection in the Following Protective Factor Scales				
Opportunities for Prosocial Involvement	46.2	46.9	38.3	34.6
Community Reward for Prosocial Involvement	54.4	44.9	52.4	53.2

Figure 7

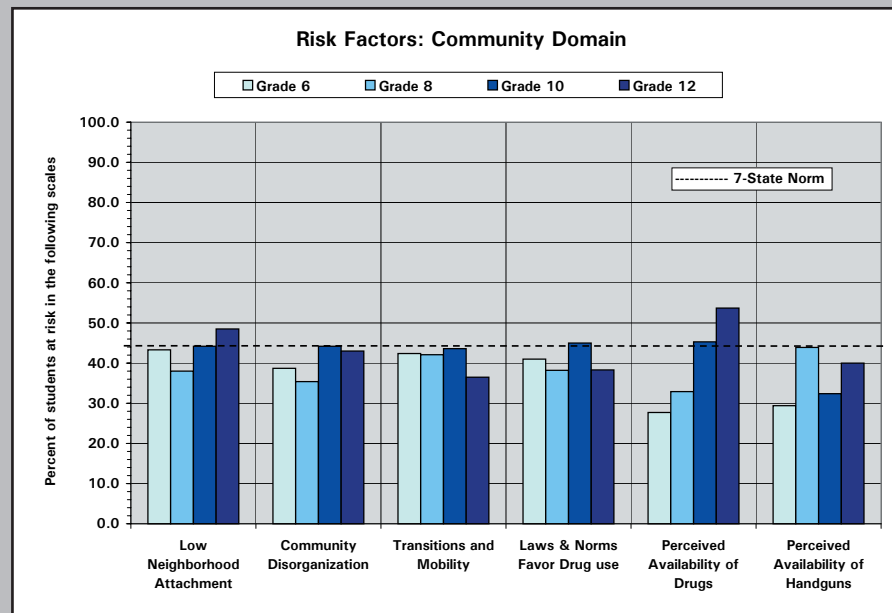
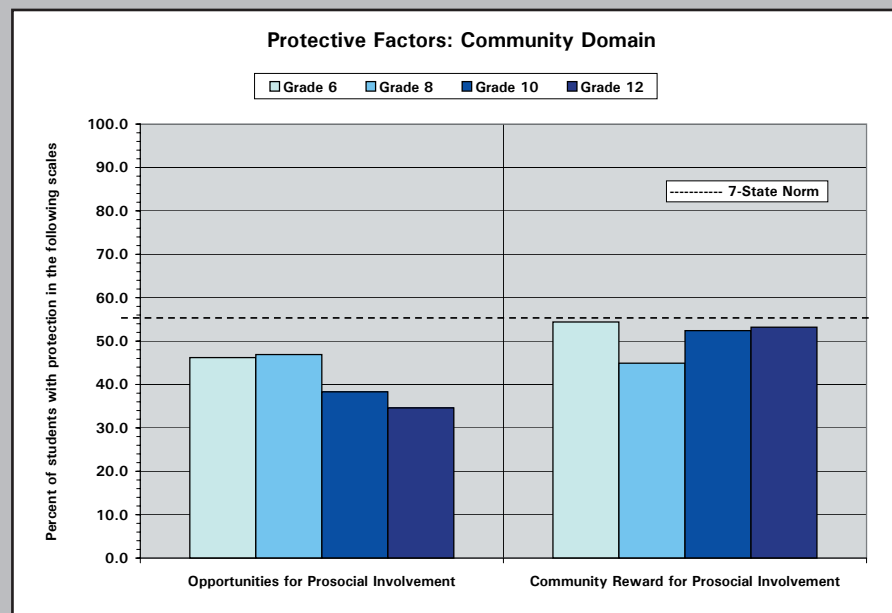


Figure 8



Family Risk and Protective Factors

For the family domain, one must consider more than parents' personal interaction with their children. Youth benefit from being bonded with their family, and from belonging to a family in which their parents offer support, encouragement, and praise. Other important factors that can contribute to youth problem behaviors are whether or not the youth's parents or siblings have used substances, approve of the use of substances, or have participated in antisocial behaviors. If a youth's living situation is full of conflict (fights and arguments) and disorganization (lack of family communication or parents' not knowing the whereabouts or doings of their children), the youth is also at risk for problem behaviors.

Definitions of all family domain risk factors, as well as scores for the family domain are provided on the following pages. The table below shows the links between the family risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 6

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓

Family History of the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

If children are raised in a family with a history of addiction to alcohol or other drugs, the risk of their having alcohol and other drug problems themselves increases. If children are born or raised in a family with a history of criminal activity, their risk of juvenile delinquency increases. Similarly, children who are raised by a teenage mother are more likely to become teen parents, and children of dropouts are more likely to drop out of school themselves.

Family Management Problems (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Poor family management practices include lack of clear expectations for behavior, failure of parents to monitor their children (knowing where they are and who they are with), and excessively severe or inconsistent punishment.

Family Conflict (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Persistent, serious conflict between primary care givers or between care givers and children appears to enhance risk for children raised in these families. Conflict between family members appears to be more important than family structure. Whether the family is headed by two biological parents, a single parent, or some other primary care giver, children raised in families high in conflict appear to be at risk for all of the problem behaviors.

Favorable Parental Attitudes and Involvement in the Behavior (Linked to Substance Abuse, Delinquency, and Violence)

Parental attitudes and behavior toward drugs, crime, and violence influence the attitudes and behavior of their children. Parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Similarly, children of parents who excuse their children for breaking the law are more likely to develop problems with juvenile delinquency. In families where parents display violent behavior toward those outside or inside the family, there is an increase in the risk that a child will become violent. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug abusers in adolescence.

Family Risk and Protective Factor Scales

Risk Factors

In all grades, a majority of Arkansas survey respondents were not at-risk in the family domain. Table 7 shows that the highest scaled score was for Family Conflict for 8th graders (44.1% at risk), followed by Poor Family Management for 12th graders (43.0% at risk).

In looking at Arkansas' Family risk factor scales in relation to the 7-state norm, Figure 9 illustrates that Arkansas' levels of risk are similar to, or lower than, other states for most grades. Sixth grade rates of Parental Attitudes Favoring Antisocial Behavior, and 6th and 8th grade rates of Parent Attitudes Favoring Drug Use were significantly lower than the 7-state norm.

Protective Factors

There are three protective factor scales for the family domain -- Family Attachment, Family Opportunities for Prosocial Involvement, and Family Rewards for Prosocial Involvement. Arkansas seems to excel in the family domain, as protective factor rates for the state are equal to, or higher than, the 7-state norm for nearly all grades (the 10th grade rate of Family Attachment was the only exception). Rates of Family Attachment (grades 6 and 12), Family Opportunities for Prosocial Involvement (grades 6 and 8), and Family Rewards for Prosocial Involvement (grade 8) were approximately 5% to 11% above the 7-state norm.

Table 7

Family Domain	Grade 6	Grade 8	Grade 10	Grade 12
Percent of Students At Risk in the Following Risk Factor Scales				
Poor Family Management	37.6	39.8	38.7	43.0
Family Conflict	35.2	44.1	36.7	33.6
Family History of Antisocial Behavior	38.7	40.9	42.6	41.4
Parent Attitudes Favor Antisocial Behavior	26.2	37.5	42.4	40.4
Parent Attitudes Favor Drugs Use	12.2	25.5	41.3	41.5
Percent of Students With Protection in the Following Protective Factor Scales				
Family Attachment	60.1	56.1	47.3	61.0
Family Opportunities for Prosocial Involvement	63.9	64.5	56.1	57.1
Family Rewards for Prosocial Involvement	57.2	65.7	55.2	57.0

Figure 9

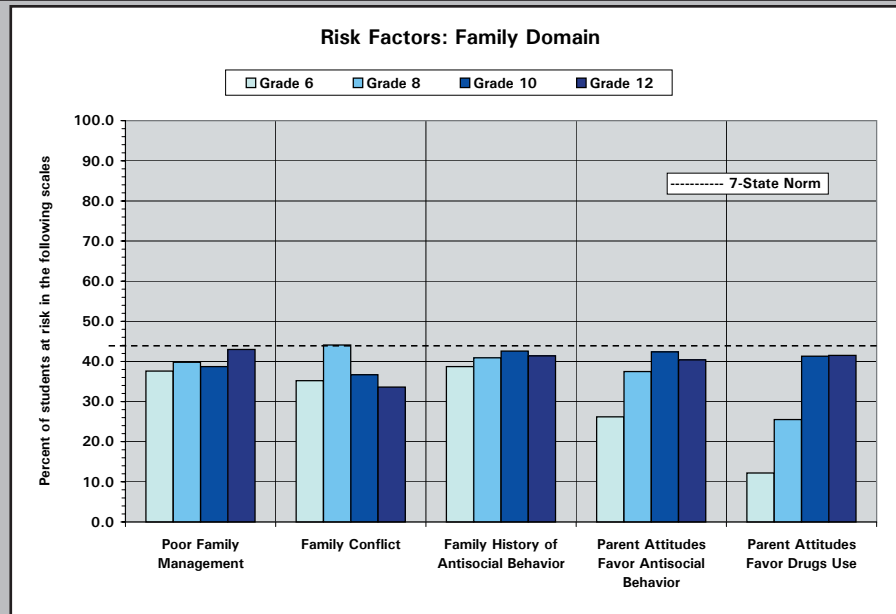
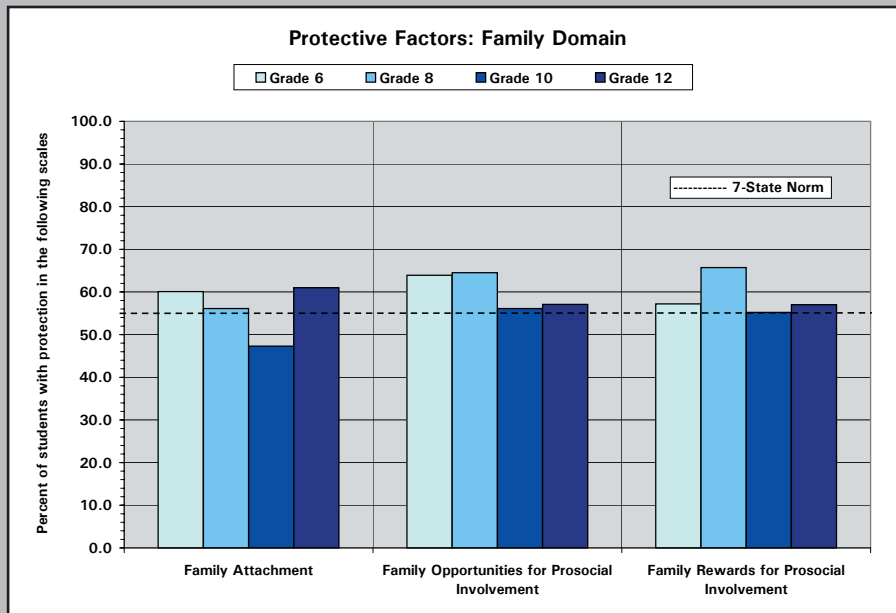


Figure 10



School Risk and Protective Factors

In the school domain, the early years are important as far as creating or decreasing the level of risk for children. Academic failure in elementary school has been identified as something that puts children at risk for substance use, delinquency, teen pregnancy, school drop out, and violence later in life. Further, a child with early and persistent antisocial behavior is at risk for substance use and other problems later in life.

These two factors indicate that prevention programs should begin early in a student's schooling. Programs that can effectively target the needs of the school population will help to decrease the level of risk, thereby decreasing problem behaviors later in schooling. The Arkansas data will be important for schools, in that it will help them target the problem behaviors and student populations which are at the greatest need for services.

As with the community and family domains, bonding at the school level also decreases risk and increases protection. When students have healthy relationships with their teachers, when they feel as if they are able to play an active role in their classes and in their school, and when they receive encouragement and support, they are more bonded to their school and their commitment to school is less likely to falter.

Definitions of all school domain risk factors, as well as scores for the school domain are provided on the next pages. The table below shows the links between the school risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 8

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	

Early and Persistent Antisocial Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Boys who are aggressive in grades K-3 are at higher risk for substance abuse and delinquency. When a boy's aggressive behavior in the early grades is combined with isolation or withdrawal, there is an even greater risk of problems in adolescence. This increased risk also applies to aggressive behavior combined with hyperactivity or attention deficit disorder.

This risk factor also includes persistent antisocial behavior in early adolescence, like misbehaving in school, skipping school, and getting into fights with other children. Young people, both girls and boys, who engage in these behaviors during early adolescence are at increased risk for drug abuse, delinquency, teen pregnancy, school dropout, and violence.

Academic Failure in Elementary School (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Beginning in the late elementary grades, academic failure increases the risk of drug abuse, delinquency, violence, teen pregnancy, and school dropout. Students fail for many reasons. It appears that *the experience of failure*, not necessarily the student's ability, increases the risk of problem behaviors.

Lack of Commitment to School (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Lack of commitment to school means the young person has ceased to see the role of student as a viable one. Young people who have lost this commitment to school are at higher risk for all five problem behaviors.

School Risk and Protective Factor Scales

Risk Factors

There are two risk factor scales for the school domain -- Academic Failure and Low Commitment to School. Rates for both risk factors were nearly similar to the 7-state norm for all grades, with 8th and 10th graders having the slightly higher risk rates for Academic Failure (49.5% for grade 8 and 48.8% for grade 10).

Risk factor rates are very close for all grades, indicating that in the school domain, students are equally effected by the risk factors.

Protective Factors

There are also two protective factor scales for the school domain -- School Opportunities for Prosocial Involvement and School Rewards for Prosocial Involvement. In most cases, the protective factor rates in this domain were lower than the 7-state norm, indicating that more attention could be focused in fostering protection in the school domain. The only rate that was above the norm was the 8th grade rate for Opportunities for Prosocial Involvement. While all other rates fell below the 7-state norm line, the following rates were significantly low: 6th grade rate of Opportunities for Prosocial Involvement (45.6%, or approximately 10% below 7-state norm), and 12th grade Rewards for Prosocial Involvement (41.1%, or approximately 13% below the norm). Were a state agency or program to focus on increasing protective factors in the school domain, grade 6 and 12 may be good places to begin efforts.

Table 9

School Domain	Grade 6	Grade 8	Grade 10	Grade 12
Percent of Students At Risk in the Following Risk Factor Scales				
Academic Failure	45.4	49.5	48.8	42.4
Low Commitment to School	44.5	42.2	44.6	46.2
Percent of Students With Protection in the Following Protective Factor Scales				
Opportunities for Prosocial Involvement	45.6	60.7	53.5	53.2
Rewards for Prosocial Involvement	54.3	47.8	54.9	41.1

Figure 11

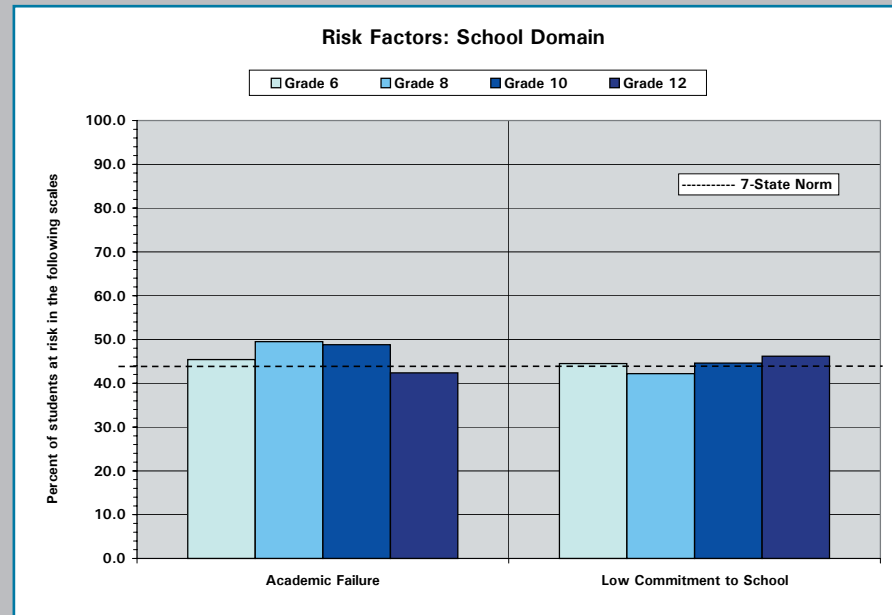
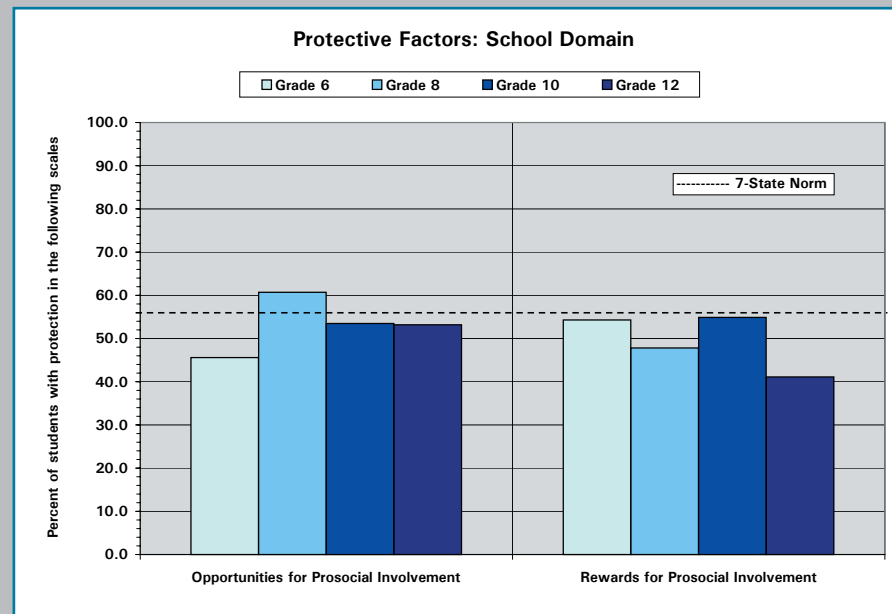


Figure 12



Peer/Individual Risk and Protective Factors

The final domain of a student's life -- peer/individual -- consists of much more than mere peer pressure. While students are at risk for problem behaviors when they have friends who are engaging in unfavorable behaviors; or their friends have favorable attitudes toward the behaviors (i.e. it is seen as "cool"); the peer/individual domain also consists of several factors which spring from the individual. For example, students who are depressed, rebellious, or who feel alienation are more likely to use drugs and show antisocial behavior. Other constitutional factors also play a part in whether or not a student is at risk for ATOD use or antisocial behaviors.

Definitions of all peer/individual domain risk and protective factors, as well as a description of individual characteristics, bonding, and healthy beliefs and clear standards, are presented in this section. Also in this discussion of peer/individual risk factors, scores for the scales in this domain are provided in the form of tables and charts. The table below shows the links between the peer/individual risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 10

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Friends Who Engage in the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Youth who associate with peers who engage in problem behaviors are much more likely to engage in the same problem behaviors. This is one of the most consistent predictors of youth problem behaviors that the research has identified. Even when young people come from well-managed families and do not experience other risk factors, just hanging out with those who engage in problem behaviors greatly increases their risks. However, young people who experience a low number of risk factors are less likely to associate with those who are involved in problem behaviors.

Alienation, Rebelliousness, and Lack of Bonding to Society (Linked to Substance Abuse, Delinquency, and School Dropout)

Young people who feel they are not part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk of drug abuse, delinquency, and school dropout.

Favorable Attitudes Toward the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)

During the elementary school years, children usually express anti-drug, anti-crime, pro-social attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places them at higher risk.

Early Initiation of the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

The earlier young people begin using drugs, committing crimes, engaging in violent activity, becoming sexually active, and dropping out of school, the greater the likelihood that they will have problems with these behaviors later on. For example, research shows that young people who initiate drug use before age fifteen are at twice the risk of having drug problems as those who wait until after age nineteen.

Depression (Linked to Substance Abuse and Delinquency)

Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors. Because they are depressed, these individuals have difficulty in identifying and engaging in pro-social activities. They consequently do not gain recognition for demonstrating positive behaviors or develop attachments to their schools or communities. On this Arkansas survey, youth who scored highest on the four depression items also scored significantly higher on all of the drug use questions (see Table 29 and Figure 33 in the Survey Results section).

Constitutional Factors (Linked to Substance Abuse, Delinquency, and Violence)

Constitutional factors are factors that may have a biological or physiological basis. These factors are often seen in young people with behaviors such as sensation-seeking, low harm-avoidance, and lack of impulse control. These factors appear to increase the risk of young people abusing drugs, engaging in delinquent behavior, and/or committing violent acts.

Some young people who are exposed to multiple risk factors do not become substance abusers, juvenile delinquents, teen parents, or school dropouts. Balancing the risk factors are protective factors, those aspects of people's lives that counter risk factors or provide buffers against them. They protect by either reducing the impact of the risks or by changing the way a person responds to the risks. A key strategy to counter risk factors is to enhance protective factors that promote positive behavior, health, well-being, and personal success. Research indicates that protective factors fall into three basic categories: Individual Characteristics, Bonding, and Healthy Beliefs and Clear Standards.

Individual Characteristics

Research has identified four individual characteristics as protective factors. These attributes are considered to be inherent in the youngster and are difficult, if not impossible, to change. They consist of:

Gender. Given equal exposure to risks, girls are less likely to develop health and behavior problems in adolescence than are boys.

A Resilient Temperament. Young people who have the ability to adjust to or recover from misfortune or changes are at reduced risk.

A Positive Social Orientation. Young people who are good natured, enjoy social interactions, and elicit positive attention from others are at reduced risk.

Intelligence. Bright children are less likely to become delinquent or drop out of school. However, *intelligence does not protect against substance abuse.*

Bonding

Research indicates that one of the most effective ways to reduce children's risk is to strengthen their bond with positive, pro-social family members, teachers, or other significant adults, and/or pro-social friends. Children who are *attached* to positive families, friends, schools, and community, and who are *committed* to achieving the goals valued by these groups, are less likely to develop problems in adolescence. Children who are bonded to others who hold healthy beliefs are less likely to do things that threaten that bond, such as use drugs, commit crimes, or drop out of school. For example, if children are attached to their parents and want to please them, they will be less likely to risk breaking this connection by doing things of which their parents strongly disapprove. Studies of successful children who live in high risk neighborhoods or situations indicate that strong bonds with a care giver can keep children from getting into trouble. Positive bonding makes up for many disadvantages caused by risk factors or environmental characteristics.

Healthy Beliefs and Clear Standards

Bonding is only part of the protective equation. Research indicates that another group of protective factors falls into the category of healthy beliefs and clear standards. The people with whom children are bonded need to have *clear, positive standards for behavior*. The content of these standards is what protects young people. For example, being opposed to youth alcohol and drug use is a standard that has been shown to protect young people from the damaging effects of substance abuse risk factors. Children whose parents have high expectations for their school success and achievement are less likely to drop out of school. Clear standards against criminal activity and early, unprotected sexual activity have a similar protective effect.

The negative effects of risk factors can be reduced when schools, families, and/or peer groups teach young people healthy beliefs and set clear standards for their behavior. Examples of healthy beliefs include believing it is best for children to be drug and crime free and to do well in school. Examples of clear standards include establishing clear no drug and alcohol family rules, establishing the expectation that a youngster does well in school, and having consistent family rules against problem behaviors.

Peer/Individual Risk and Protective Factor Scales

Risk Factors

Unlike the school domain where the risk scores were similar for each grade, for many risk factors in the peer/individual domain, the risk increases with increased grade level. For example, in the Perceived Risk of Drug Use risk factor, 29.6% of 6th graders, 38.6% of 8th graders, 39.2% of 10th graders, and 43.2% of 12th graders were at risk. The jump in risk from grade 6 to grade 8 is similar in the jump in drug and alcohol use that usually also occurs during that time frame. Other factors such as Attitudes Favorable to Drug Use, Interaction with Antisocial Peers, and Friends' Use of Drugs also increased with increased grade level.

The highest level of risk is found when looking at the depression score for 10th graders (49.1% at-risk), indicating that 10th graders are at the highest risk for depression. When looking at other grades individually, the highest risk score for 6th graders was Rebelliousness (47.2% at risk), for 8th graders it was also Depression (48.3% at risk), and for 12th graders it was Interaction with Antisocial Peers (48.1%).

In comparison to the 7-state norm, Arkansas risk factor scores are generally similar to, or below, the norm. Some factors that are higher than the 7-state norm for most or all grades are Interaction with Antisocial Peers and the Depression Scale. Factors that are significantly lower than the norm are Early Initiation of Antisocial Behavior and Drug Use, Attitudes Favorable to Drug Use, Friends' Use of Drugs, and Gang Involvement.

Protective Factors

There are three protective factor scales for the Peer/Individual domain --- Religiosity, Social Skills, and Belief in Moral Order. For nearly all grades and in all three factors, Arkansas protection was well above the 7-state norm. The only rate that was below the norm was the 12th grade rate for Belief in Moral Order. All other rates were above the 7-state norm line by 3% to 32%.

Table 11

Peer-Individual Domain	Grade 6	Grade 8	Grade 10	Grade 12
Percent of Students At Risk in the Following Risk Factor Scales				
Rebelliousness	47.2	34.6	39.6	37.3
Early Initiation of Antisocial Behavior	20.4	32.5	35.3	34.1
Early Initiation of Drug Use	30.3	36.6	39.6	40.0
Attitudes Favorable to Antisocial Behavior	40.4	35.0	43.8	39.9
Attitudes Favorable to Drug Use	24.2	29.2	40.6	38.2
Perceived Risk of Drug Use	29.6	38.6	39.2	43.2
Interaction with Antisocial Peers	32.4	46.0	48.8	48.1
Friends' Use of Drugs	24.2	36.6	39.9	39.4
Sensation Seeking	36.6	38.1	41.9	45.4
Rewards for Antisocial Behavior	24.2	39.4	36.9	45.7
Depression Scale	45.8	48.3	49.1	43.2
Gang Involvement	14.7	16.9	14.9	11.4
Percent of Students With Protection in the Following Protective Factor Scales				
Religiosity	65.4	69.4	67.4	90.3
Social Skills	73.8	67.9	57.5	67.1
Belief in Moral Order	59.1	61.3	64.6	49.6

Figure 13

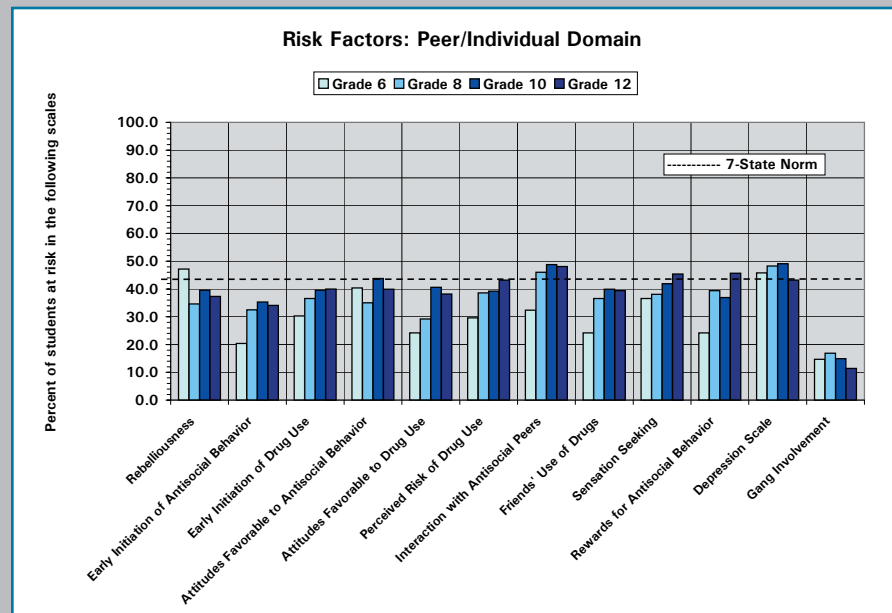
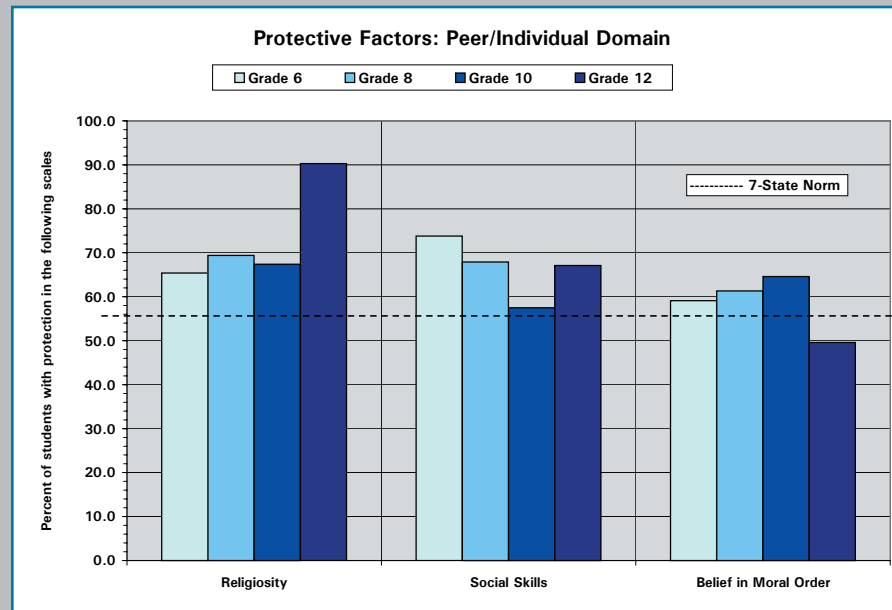


Figure 14



Section 3: Survey Results

Age of Initiation

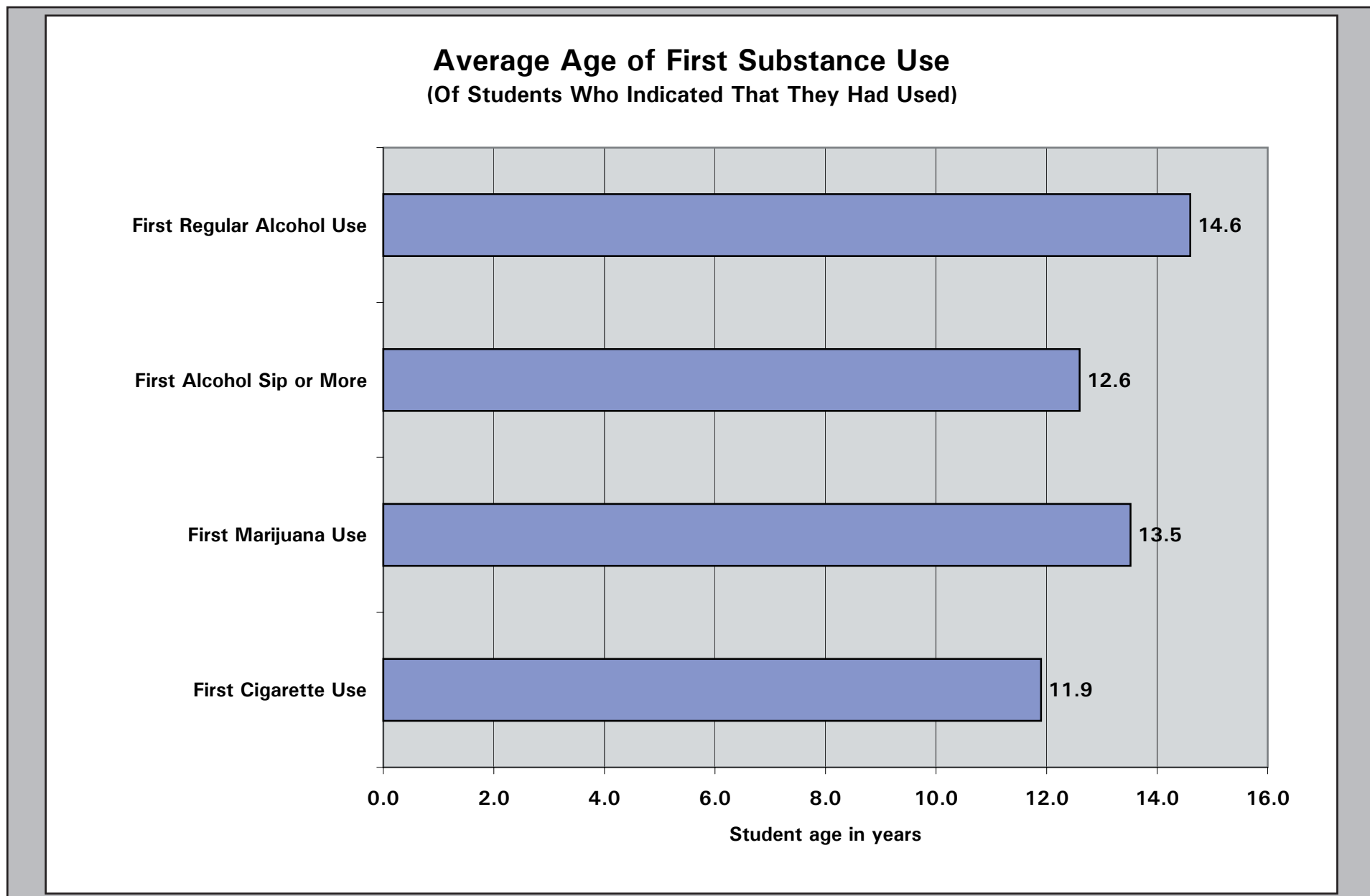
Arkansas students were asked to report when, if ever, they first used ATODs. In calculating the average age of initiation, only the ages indicated by students who had used the substance before were taken into account.

The results show that students begin using cigarettes before using any other substance. Of the students who had used cigarettes, the average age of first use was 11.9 years. A period of two years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 12.6 years, and the first regular use of alcohol at 14.6 years. The results also show that students begin trying marijuana earlier than one would think. Of the students who had used marijuana, the average age of first use was 13.5 years - over a year before students indicated that they had begun drinking regularly.

Table 12

Age of Initiation	
Drug Used	Average Age of First Use (Of Students Who Indicated That They Had Used)
First Cigarette Use	11.9
First Marijuana Use	13.5
First Alcohol Sip or More	12.6
First Regular Alcohol Use	14.6

Figure 15



Lifetime ATOD Use, By Grade

Arkansas Lifetime Usage

Lifetime use is seen as a good measure of youth experimentation with alcohol, tobacco, and other drugs. If a student indicates that they have used a substance at least once in their lifetime, the results of this lifetime use are reported in this section. As can be seen in Figure 16, the most common substances used are alcohol (50.2% of Arkansas survey participants have used at least once), cigarettes (41.3% have used), smokeless tobacco (20.1% have used), marijuana (22.0% have used), and inhalants (13.1% have used).

Arkansas Results Compared to National Results

When looking at Table 13 at the Arkansas and Monitoring the Future survey results, more Arkansas survey participants in all grades have had lifetime experience with cigarettes and smokeless tobacco than the national sample. Smokeless tobacco use for Arkansas youth who took the survey was 8.8% to 10.8% greater than the national sample for youth in grades 8, 10 and 12, and cigarette use was 5.4% to 8.0% greater in Arkansas. For cigarette use it is interesting to note that the greatest difference in use occurs in the 8th grade, where 8.0% more 8th graders (39.4% Arkansas compared to 31.4% national) reported using cigarettes at least once in their lifetime. Such differences indicate that more Arkansas youth smoke, and begin smoking earlier, than youth nationwide. Similar differences can be seen for lifetime cigarette, smokeless tobacco, and marijuana results.

However, youth nationwide in all or most grades, used the following substances more than Arkansas PNA participants: alcohol (0.4% to 2.4% more than Arkansas), hallucinogens (1.3% to 4.6% more than Arkansas), and any drug (6.1% higher than Arkansas in grade 10, 5.1% higher than Arkansas in grade 12).

Figure 16

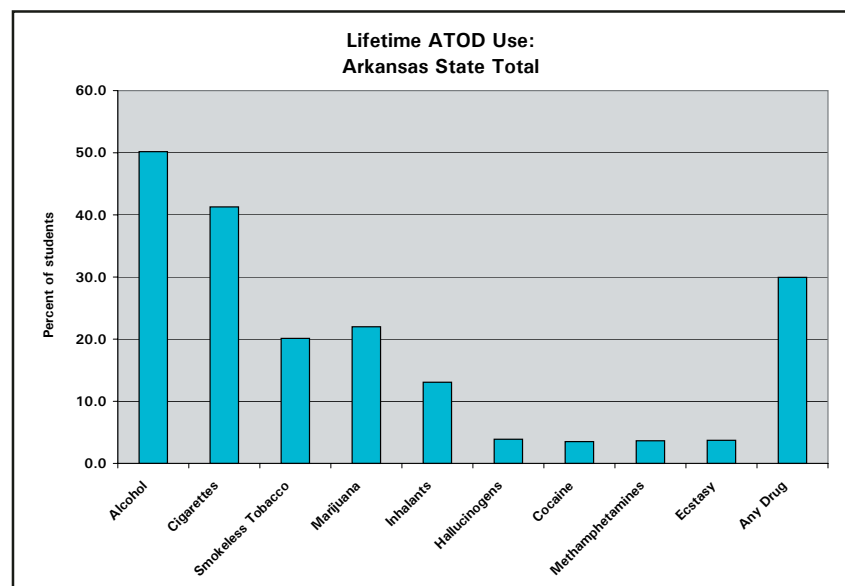
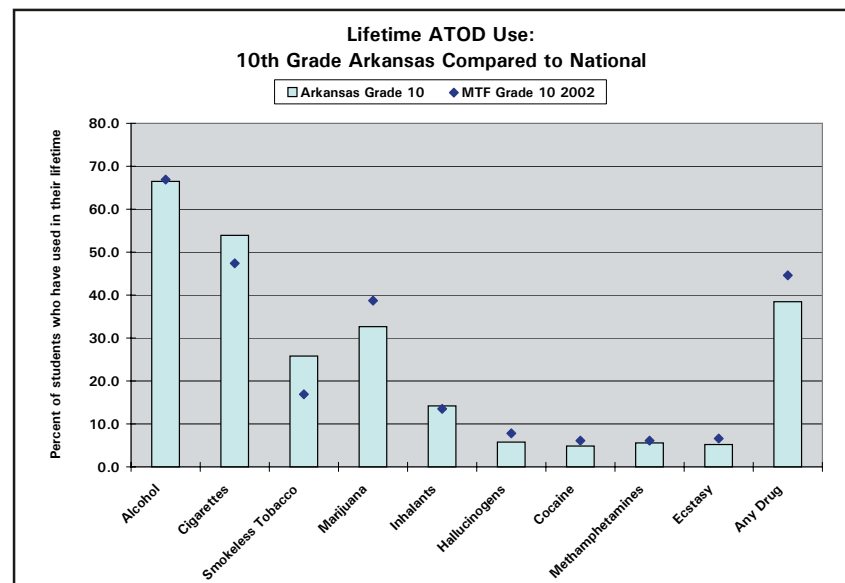


Figure 17



Lifetime ATOD Use: 2002 Summary

- Lifetime use is seen as a good measure of youth experimentation with alcohol, tobacco, and other drugs.
- The most common substances used are alcohol, cigarettes, smokeless tobacco, marijuana, and inhalants.
- More Arkansas youth in all grades have had lifetime experience with cigarettes and smokeless tobacco than the national sample.
- Smokeless tobacco use for Arkansas youth who took the survey was 8.8% to 10.8% greater than the national sample for youth in grades 8, 10, and 12.
- Cigarette use was 5.4% to 8.0% greater in Arkansas.
- Youth nationwide in all or most grades, used alcohol, hallucinogens, and any drug more than students who took the Arkansas survey.

Table 13

Percentage of Arkansas Respondents Who Used ATODs During Their Lifetime by Grade								
Drug Used	Arkansas Grade 6	Arkansas Grade 8	MTF Grade 8	Arkansas Grade 10	MTF Grade 10	Arkansas Grade 12	MTF Grade 12	State Total
Alcohol	22.7	46.1	47.0	66.5	66.9	76.0	78.4	50.2
Cigarettes	18.1	39.4	31.4	53.9	47.4	62.6	57.2	41.3
Smokeless Tobacco	10.0	20.0	11.2	25.8	16.9	28.4	18.3	20.1
Marijuana	3.2	16.2	19.2	32.7	38.7	44.6	47.8	22.0
Inhalants	10.1	15.6	15.2	14.2	13.5	12.6	11.7	13.1
Hallucinogens	0.9	2.8	4.1	5.8	7.8	7.4	12.0	3.9
Cocaine	0.9	2.4	3.6	4.9	6.1	7.3	7.8	3.5
Methamphetamines	0.4	2.3	3.5	5.6	6.1	7.8	6.7	3.6
Ecstasy	0.6	2.9	4.3	5.2	6.6	7.5	10.5	3.7
Any Drug	12.8	26.5	24.5	38.5	44.6	47.9	53.0	29.9

30-Day ATOD Use, By Grade

Arkansas 30-Day Usage

When looking at the percentage of students who indicated that they used ATODs in the past 30 days (Table 14 and Figure 18), an increase by grade can be seen with all substances except inhalants and hallucinogens. For example, only 3.8% of 6th graders had smoked cigarettes in the past 30 days, whereas 30.6% of 12th graders had. However, 30-day inhalant usage peaked at grade 8 (6.2%) and declined to 2.2% by grade 12. Hallucinogen use peaked in grade 10 at 2.1%.

Arkansas Results Compared to National Results

Table 14 shows the percentage of Arkansas survey participants and youth nationwide who used ATODs in the 30 days prior to completing the survey. More Arkansas youth have used cigarettes and smokeless tobacco in the past 30 days than the national sample. Figure 19 clearly shows the difference in 30-day usage levels for the state and the nation for 10th grade students. In the chart, Arkansas has a significantly higher percentage of usage for cigarettes and smokeless tobacco in all grades. For cigarette use, 3.2% more Arkansas 8th graders used, 6.0% more 10th graders used, and 3.9% more 12th graders used. For smokeless tobacco, 4.6% more Arkansas 8th graders, 5.1% more 10th graders, and 5.1% more 12th graders used.

The national results indicate that the nationwide use rates of marijuana, hallucinogens, cocaine, and ecstasy are higher than, or equal to, the use rates for Arkansas.

Figure 18

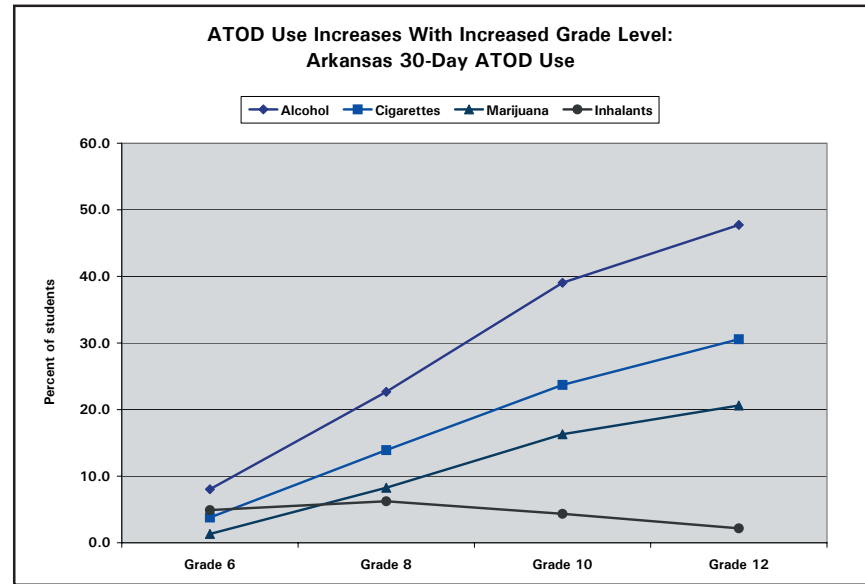
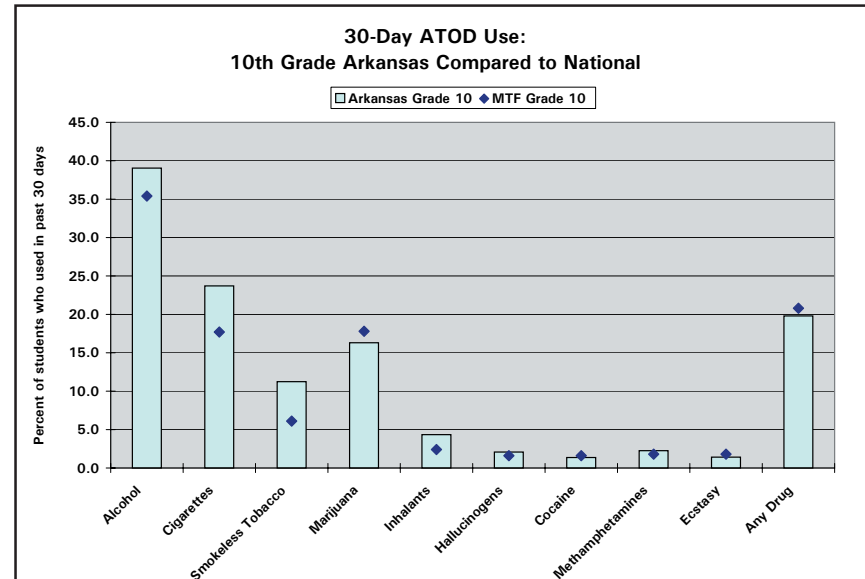


Figure 19



30-Day ATOD Use: 2002 Summary

- For all substances except inhalants and hallucinogens, use increases in increased grade level.
- More Arkansas survey participants have used cigarettes and smokeless tobacco in the past 30 days than the national sample.
- For cigarette use, 3.2% more Arkansas 8th graders used, 6.0% more 10th graders used, and 3.9% more 12th graders used.
- For smokeless tobacco, 4.6% more Arkansas 8th graders, 5.1% more 10th graders, and 5.1% more 12th graders used.
- The nationwide use rates of marijuana, hallucinogens, cocaine, and ecstasy are higher than, or equal to, the use rates for Arkansas.

Table 14

Percentage of Arkansas Respondents Who Used ATODs During the Past 30 Days by Grade								
Drug Used	Arkansas Grade 6	Arkansas Grade 8	MTF Grade 8	Arkansas Grade 10	MTF Grade 10	Arkansas Grade 12	MTF Grade 12	State Total
Alcohol	8.0	22.7	19.6	39.0	35.4	47.7	48.6	27.3
Cigarettes	3.8	13.9	10.7	23.7	17.7	30.6	26.7	16.6
Smokeless Tobacco	2.9	7.9	3.3	11.2	6.1	11.6	6.5	8.0
Marijuana	1.3	8.3	8.3	16.3	17.8	20.6	21.5	10.6
Inhalants	4.9	6.2	3.8	4.3	2.4	2.2	1.5	4.6
Hallucinogens	0.4	1.2	1.2	2.1	1.6	1.9	2.3	1.3
Cocaine	0.4	0.8	1.1	1.4	1.6	1.8	2.3	1.0
Methamphetamines	0.1	1.0	1.1	2.3	1.8	2.7	1.7	1.4
Ecstasy	0.2	1.2	1.4	1.4	1.8	1.6	2.4	1.1
Any Drug	6.4	13.4	10.4	19.8	20.8	22.6	25.4	14.9

Lifetime ATOD Use by Gender

Lifetime Usage

Table 15 on the following page shows the percentage of lifetime ATOD use for males and for females. Lifetime use is a measure of the experience that young people have had with the various substances. While being female is generally considered a protective factor for substance use, it can be seen that, of the Arkansas students who took the survey, males and females are very

similar in their use of most substances and generally have substance use rates that are within one to three percent of each other. The exceptions are that males in all grades use much more smokeless tobacco, over three times the rate of females, and more marijuana use in each grade.

Figure 20

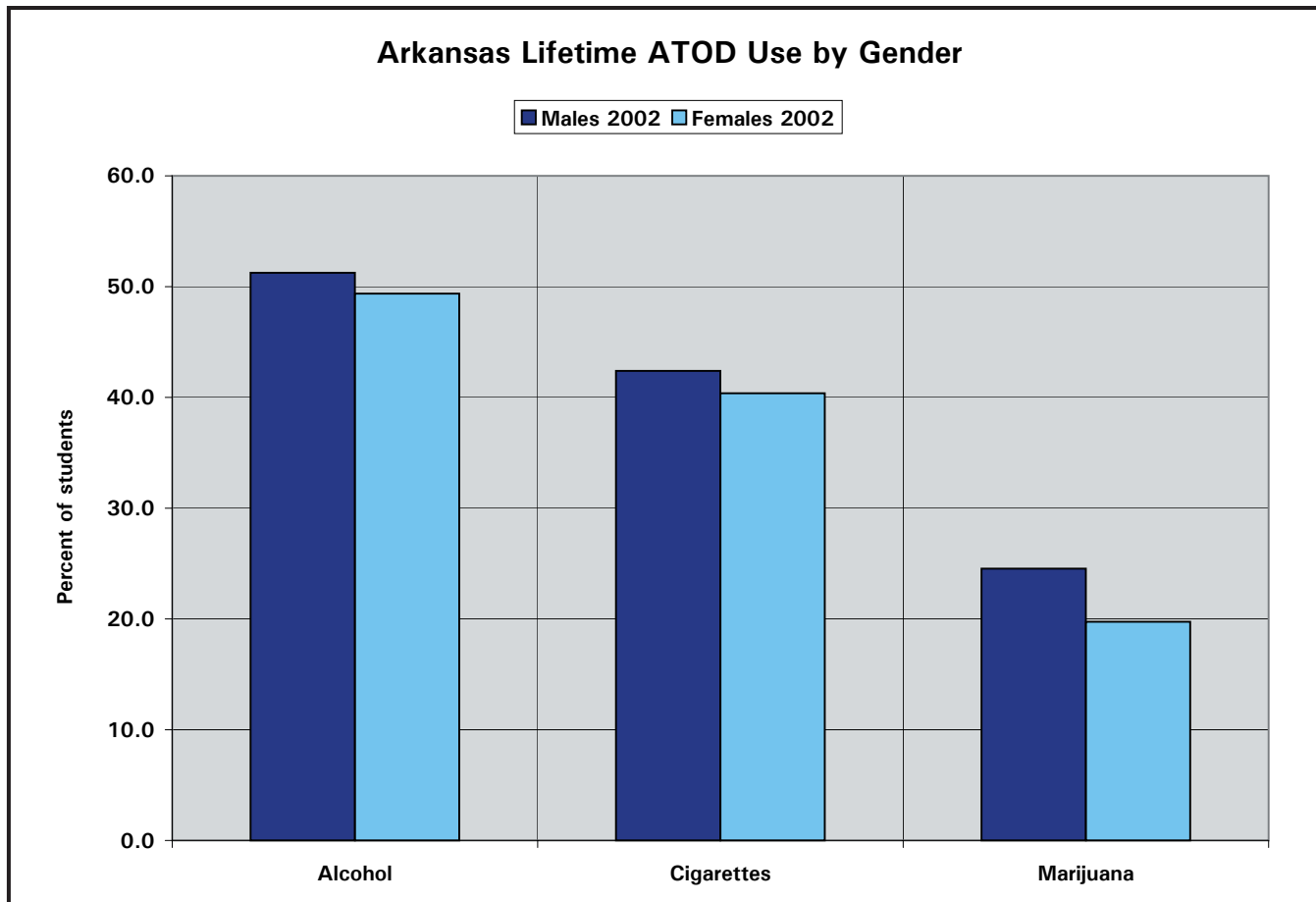


Table 15

Percentage of Males and Females by Grade Who Used ATODs During Their Lifetime										
Drug Used	Grade 6		Grade 8		Grade 10		Grade 12		State Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Alcohol	26.7	19.0	47.2	45.3	65.9	67.1	76.0	76.0	51.3	49.4
Cigarettes	20.5	15.8	40.5	38.5	54.1	53.8	64.1	61.3	42.4	40.4
Smokeless Tobacco	15.2	5.1	30.3	10.2	41.6	11.5	49.2	10.6	32.2	9.1
Marijuana	4.5	2.0	19.9	12.8	35.2	30.3	48.5	41.1	24.5	19.7
Inhalants	10.9	9.3	15.2	15.8	13.5	14.8	14.9	10.6	13.5	12.6
Hallucinogens	1.1	0.8	3.4	2.4	6.4	5.2	8.7	6.2	4.5	3.4
Cocaine	1.1	0.7	2.2	2.6	4.9	4.9	8.6	6.2	3.7	3.3
Methamphetamines	0.5	0.3	2.4	2.2	5.2	5.9	7.9	7.6	3.6	3.7
Ecstasy	0.8	0.5	3.0	2.8	5.1	5.3	7.9	7.0	3.8	3.6
Any Drug	14.6	11.0	28.9	24.1	40.1	36.9	52.1	44.2	32.2	27.9

30-Day ATOD Use by Gender

30-Day Usage

Table 16 on the following page shows the percentage of ATOD use in the past 30 days by males and females in the four grades and the total for all males and all females. Again, rates are very similar and vary only by one to three percent. Marijuana 30-day usage rates for males were 3.5% higher than females (12.5% compared to 9.0%). The 30-day usage rate of smokeless tobacco is significantly higher for males (14.0% for males compared to 2.5%

for females). Also, while 30-day use rates of any drug and alcohol were similar for males and females in grades 6, 8, and 10 (with male using only 1.7% to 4.1% more), the difference was larger in grade 12 -- 8.9% more males used alcohol than females (52.5% compared to 43.6%), and 6.7% more males used any drug (26.2% compared to 19.5%).

Figure 21

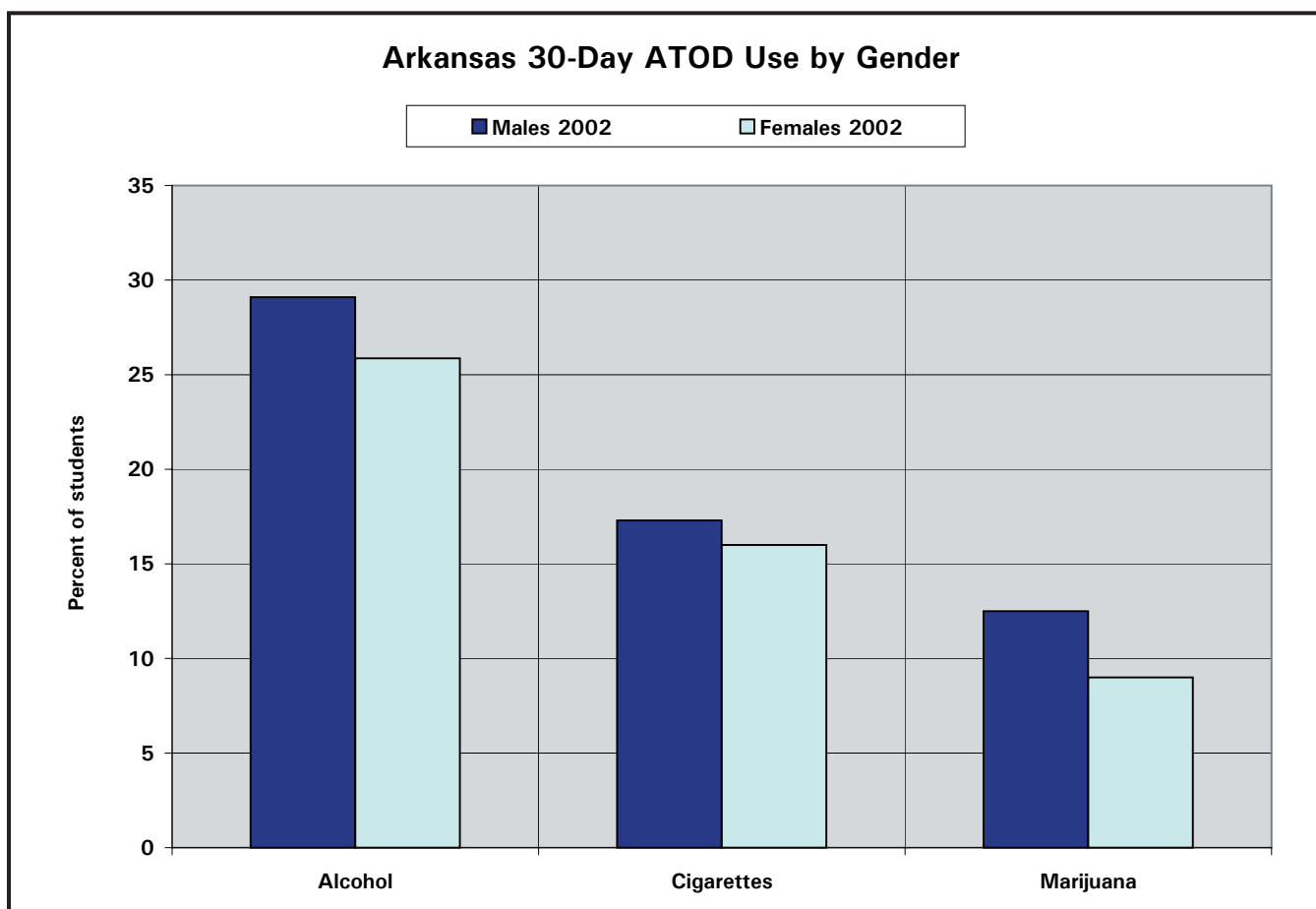


Table 16

Percentage of Males and Females by Grade Who Used ATODs During The Past 30 Days										
Drug Used	Grade 6		Grade 8		Grade 10		Grade 12		State Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Alcohol	9.6	6.6	23.6	21.9	40.4	37.9	52.5	43.6	29.1	25.9
Cigarettes	4.5	3.1	14.3	13.6	24.0	23.4	33.0	28.5	17.3	16.0
Smokeless Tobacco	4.6	1.3	12.9	3.2	19.9	3.4	22.7	2.0	14.0	2.5
Marijuana	1.7	1.0	10.6	6.0	18.5	14.4	23.8	17.8	12.5	9.0
Inhalants	5.2	4.6	6.3	6.0	4.1	4.5	2.7	1.7	4.8	4.4
Hallucinogens	0.5	0.3	1.6	0.9	2.1	2.1	2.3	1.5	1.5	1.2
Cocaine	0.5	0.2	1.0	0.7	1.1	1.6	2.1	1.6	1.1	1.0
Methamphetamines	0.1	0.2	1.0	1.0	2.3	2.3	3.0	2.5	1.4	1.4
Ecstasy	0.3	0.1	1.4	1.1	1.5	1.4	2.1	1.2	1.2	0.9
Any Drug	7.4	5.5	15.5	11.4	21.6	18.2	26.2	19.5	16.8	13.1

ATOD Use by Region and County

The State of Arkansas has 75 counties which are divided into 13 ATOD service regions. Several tables have been prepared which supply total region and county results for the 10 categories of substances. In Appendix F, results are provided for the substance use rate for the past 30 days and lifetime for each of the 11 participating regions and 47 participating counties.

The regions and counties differ in the percentage of youth who use ATODs and Chi-Square statistical tests show that the differences between the regions and counties are significant ($p < .001$). However, comparisons between regions and counties must be made with caution because of the different number of students surveyed in each. For example, as can be seen in Table 17, all regions have a large enough survey response rate to conduct statistical analyses. However, in some of the regions a small percentage of the total number of students were surveyed. In those cases, generalizing the results to the entire region would be misleading. Therefore, data on risk and protective factor levels

and ATOD use should be interpreted as the results for the students who actually completed the survey and those students may not always be representative of the entire region. The same considerations should be taken into account when interpreting the county results.

The number of students in each grade should also be reviewed when examining region and county data. For example, in Region 5 (as seen in Table 17) a larger population of students in grade 6 (604) participated in the survey than in grades 10 and 12 (343 and 283). Because older students tend to have a higher rate of ATOD use than younger students, the total results for Region 5 would be expected to show lower ATOD use than if there was a more equal representation in all grades.

Tables reporting use by region and county are located in Appendix F of this report. These tables show the total percentage of students in each participating region and county who used each substance.

Table 17

Total Number and Percentage of Survey Respondents by Region										
	Grade 6		Grade 8		Grade 10		Grade 12		2002 State Total	
	#	%	#	%	#	%	#	%	#	%
Participating Regions										
1	1124	15.3	941	13.9	1150	18.9	698	14.3	3913	15.6
2	This Region Did Not Participate									
3	210	2.9	172	2.5	106	1.7	114	2.3	602	2.4
4	1334	18.2	1256	18.6	1182	19.4	1012	20.7	4784	19.1
5	604	8.2	398	5.9	343	5.6	283	5.8	1628	6.5
6	This Region Did Not Participate									
7	144	2.0	121	1.8	87	1.4	58	1.2	410	1.6
8	473	6.5	455	6.7	442	7.3	347	7.1	1717	6.9
9	1945	26.5	1902	28.1	1518	25.0	1178	24.1	6543	26.1
10	499	6.8	488	7.2	389	6.4	394	8.1	1770	7.1
11	261	3.6	359	5.3	291	4.8	259	5.3	1170	4.7
12	347	4.7	295	4.4	265	4.4	239	4.9	1146	4.6
13	391	5.3	371	5.5	307	5.0	304	6.2	1373	5.5
Total	7332	100	6758	100	6080	100	4886	100	25,056	100

Intention to Use ATODs

Youth were asked whether they would use cigarettes, alcohol, or marijuana when they became an adult. The response categories were NO!, no, yes, and YES! The percentages of students in each grade answering “YES” or “yes” to the questions are listed in Table 18.

As can be seen, a majority of the youth do not intend to use cigarettes or marijuana, though over half (51.0%) of high school seniors intend to use alcohol.

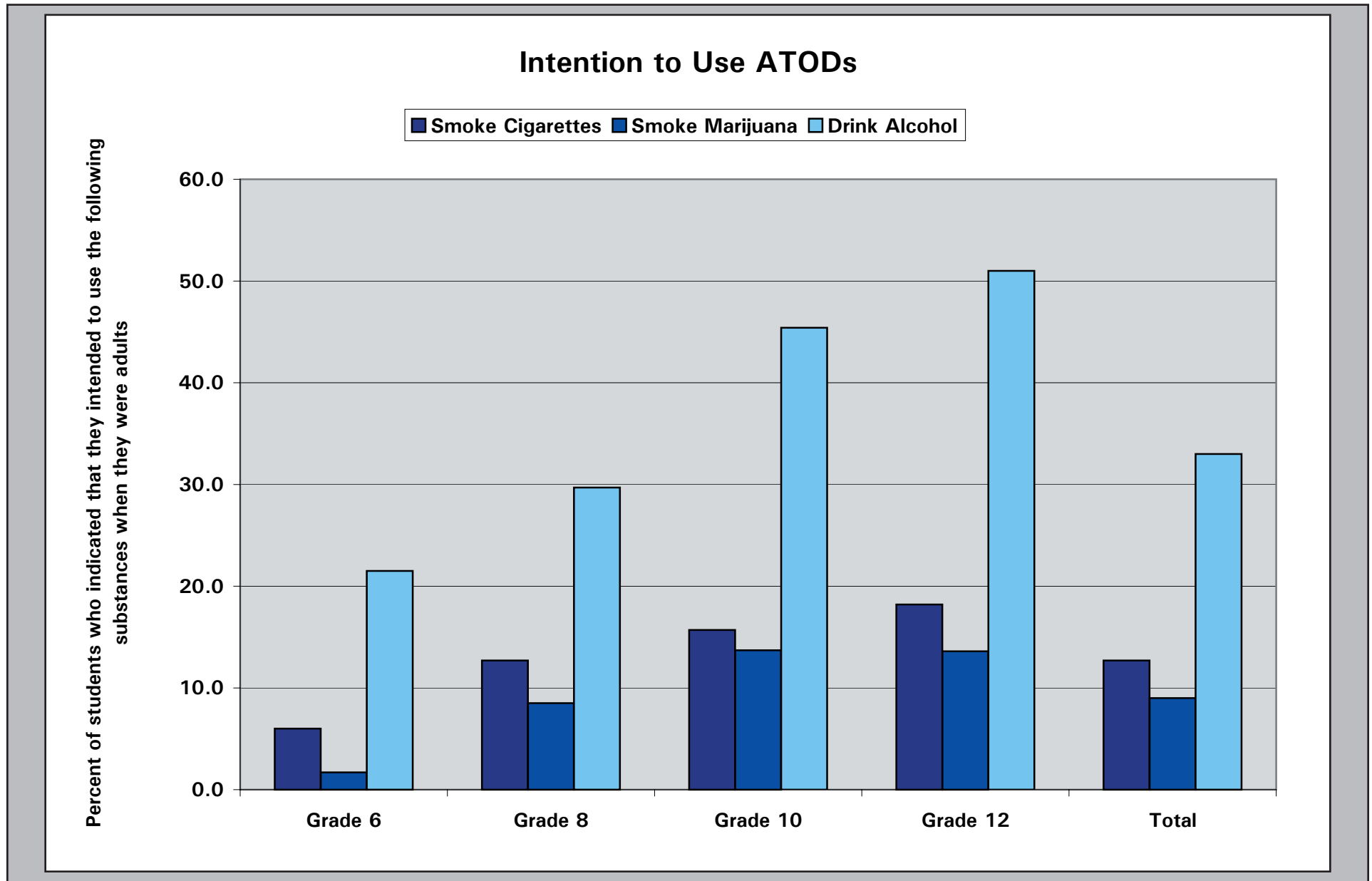
The intention to use all substances generally increases as youth get older. Intention to use cigarettes and alcohol peaked in grade 12, though intention to use marijuana peaked in grade 10.

Just as with substance use rates, students’ intention to use ATODs increases the most after grade 6. Youth need prevention programs prior to the onset of substance use and then at regular intervals to maintain low rates of substance use and intention to use.

Table 18

Percentage of Youth with Intention to Use ATODs					
Question	Grade 6	Grade 8	Grade 10	Grade 12	State Total
Smoke Cigarettes	6.0	12.7	15.7	18.2	12.7
Drink Alcohol	21.5	29.7	45.4	51.0	33.0
Smoke Marijuana	1.7	8.5	13.7	13.6	9.0

Figure 22



Multiple Drug Use

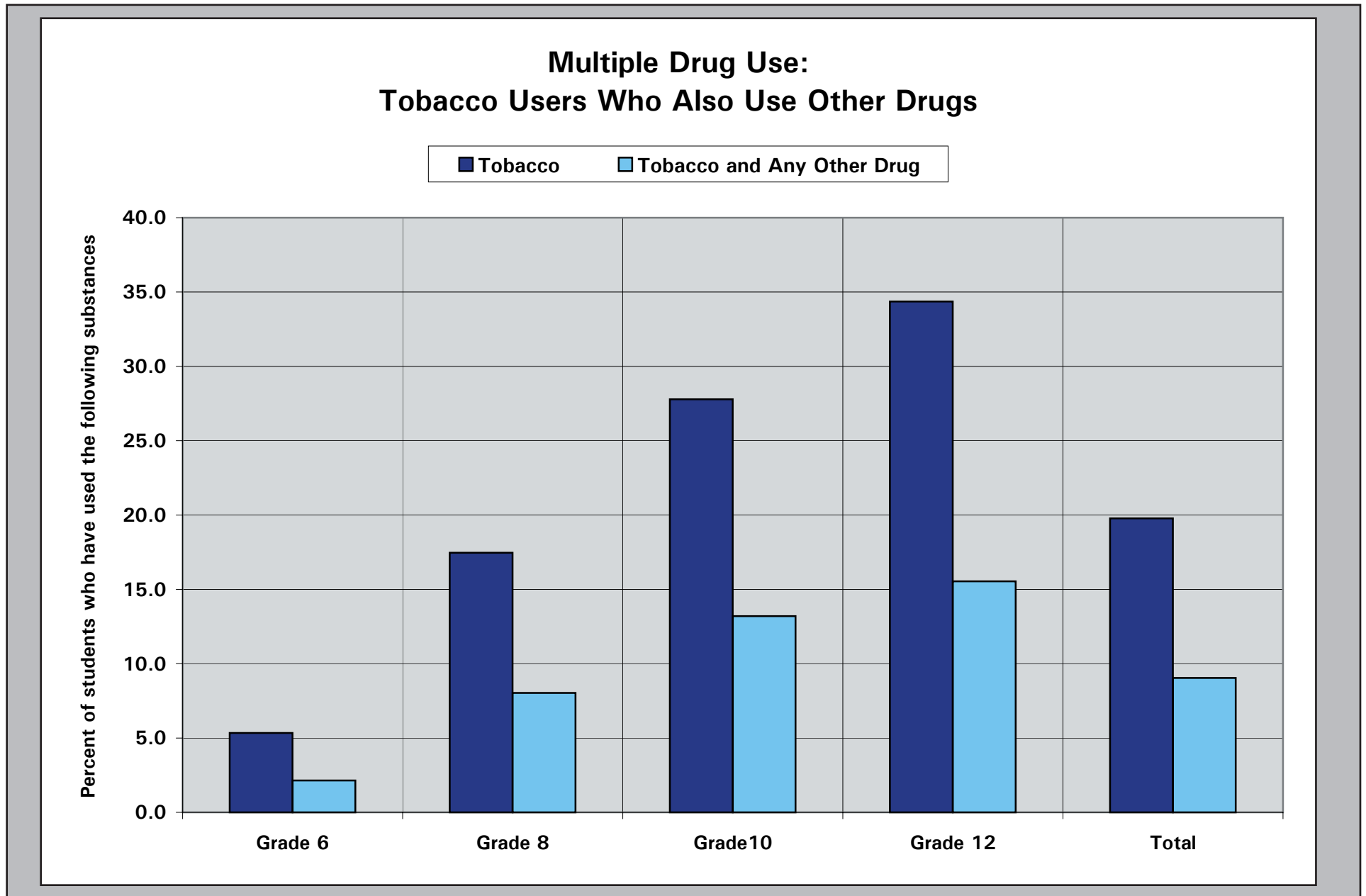
The percentage of youth who use various substances individually and in combination with other substances is shown in Table 19. “Any substance” is defined as using one or more of the nine substances measured by the survey. The percentage of students in grade 12 who used at least one substance in the 30 days prior to completing the survey was 57.4%. The categories of alcohol, marijuana, and tobacco are contained in other tables in this report, but are shown here for reference. For most substances, there is a large increase in the use rate from grade 6 to grade 8, and from 8 to grade 10, after which there is a smaller increase from grade 10 to grade 12. These findings indicate that efforts to prevent substance use must start before grade 8 and include booster sessions in grades 8 and 9 to help prevent the increase in drug use as students move into high school.

Many of the individuals who use marijuana also use alcohol. For example, the total percentage using marijuana is 10.6% and those using alcohol and marijuana is 8.6%. Thus, only 2.0% of those using marijuana do not also use alcohol. A review of tobacco use and any drug use during the past 30 days shows that about one-half of the youth who use tobacco also use an illegal drug (19.8% tobacco use compared to 9.0% tobacco and any drug use). Reviewing the use of alcohol with other drugs and tobacco with other drugs shows that most of the youth use one other drug besides alcohol and tobacco, which is mostly marijuana.

Table 19

Percentage Using Multiple Drugs in the Past 30 Days					
Drugs Used in Past 30 Days	School Grade				
	Grade 6	Grade 8	Grade 10	Grade 12	State Total
Any Substance	14.5	32.4	49.1	57.4	36.6
Alcohol	8.0	22.7	39.0	47.7	27.3
Cigarettes	3.8	13.9	23.7	30.6	16.6
Smokeless Tobacco	2.9	7.9	11.2	11.6	8.0
Tobacco (cig. or smokeless)	5.3	17.5	27.8	34.4	19.8
Marijuana	1.3	8.3	16.3	20.6	10.6
Tobacco and Alcohol	2.7	11.2	20.4	26.4	14.0
Tobacco and Marijuana	1.0	6.0	11.6	14.6	7.6
Alcohol and Marijuana	1.0	6.1	13.2	17.7	8.6
Marijuana and Tobacco and Alcohol (all three)	0.8	4.8	9.9	12.7	6.4
Alcohol and Any Other Drug	2.5	8.6	15.4	19.0	10.5
Alcohol and Any 1 Other Drug	1.8	5.7	10.8	13.9	7.4
Alcohol and Any 2 Other Drugs	0.5	1.6	2.6	3.0	1.8
Tobacco and Any Other Drug	2.1	8.0	13.2	15.5	9.0
Tobacco and Any 1 Other Drug	1.5	5.3	9.0	11.2	6.2
Tobacco and Any 2 Other Drugs	0.4	1.5	2.4	2.5	1.6

Figure 23



Perceived Harmfulness and Availability of ATODs

In all grades, Arkansas survey participants perceived a greater risk than MTF survey participants in smoking marijuana once or twice and drinking alcohol regularly. In all grades within these two categories, there was a 3.7% to 14.8% difference in the rate of students in Arkansas and nationally that perceived a great risk. The greatest difference is seen in the percent of students who perceived a great risk in drinking one or two alcoholic beverages every day. While only 21.0% of 12th grade students in the national survey perceived a great risk, 35.8% of Arkansas 12th grade students perceived a great risk. However, for perceived risk of smoking marijuana regularly, Arkansas students in all grades perceived less risk in this category than did students nationwide. Also, Arkansas students in grades 10 and 12 perceived less risk in smoking one or more packs of cigarettes per day than did national 10th and 12th graders. Such a finding is consistent with the higher cigarette use by Arkansas youth.

Availability of ATODs has been linked to substance abuse and violence. On the survey questionnaire, a question asked if the participant wanted to get the substances listed in Table 21, "how easy would it be to get some". The response choices were, "Very Hard", "Sort of Hard", "Sort of Easy", and "Very Easy". Table 21 contains the percentage of youth who reported that it was "Sort of Easy" or "Very Easy" to get the substances. The results reveal that Arkansas survey participants do not perceive any type of drug as being as easy to get as do the youth from the national sample. In all categories, and for all grades, there is a 9.3% to 29.5% difference in perceived availability between Arkansas results and national results. This difference is illustrated in Figure 25, which looks at the perceived availability of students in grades 8, 10, and 12 in the Arkansas and national surveys. The substance that students perceive as most easy to get is cigarettes.

Figure 24

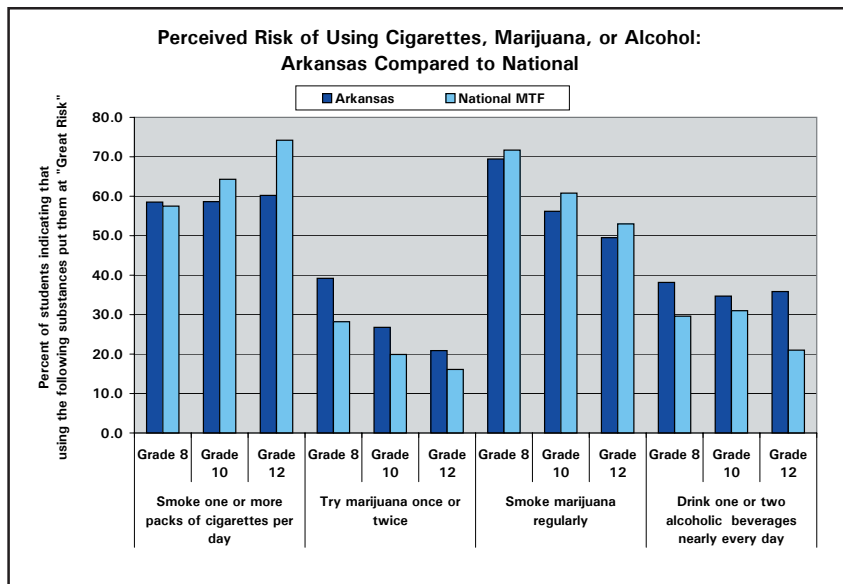


Figure 25

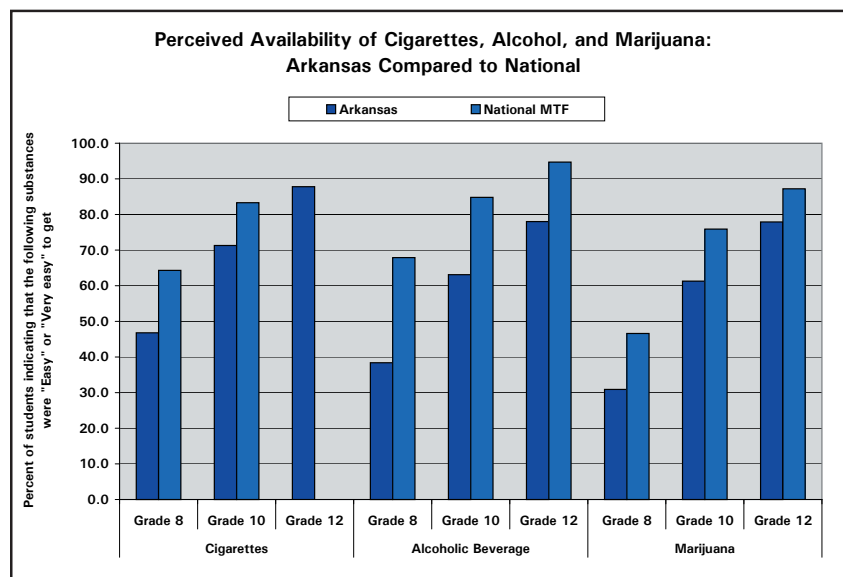


Table 20

Percentage of Arkansas (2002) and Monitoring the Future (2002) Respondents Who Perceive that Using the Five Categories of Substances Places People at "Great Risk"								
Question	Arkansas Grade 6	Arkansas Grade 8	Grade 8 MTF	Arkansas Grade 10	Grade 10 MTF	Arkansas Grade 12	Grade 12 MTF	State Total
Smoke one or more packs of cigarettes per day	61.8	58.5	57.5	58.6	64.3	60.2	74.2	59.8
Try marijuana once or twice	49.4	39.2	28.2	26.8	19.9	20.9	16.1	35.5
Smoke marijuana regularly	76.1	69.5	71.7	56.2	60.8	49.5	53.0	64.1
Drink one or two alcoholic beverages nearly every day	45.0	38.2	29.6	34.7	31.0	35.8	21.0	38.8

Table 21

Percentage of Arkansas (2002) and Monitoring the Future (2002) Respondents Who Perceive the Four Substances as "Sort of Easy" or "Very Easy" to Get								
Question	Arkansas Grade 6	Arkansas Grade 8	Grade 8 MTF	Arkansas Grade 10	Grade 10 MTF	Arkansas Grade 12	Grade 12 MTF	State Total
Cigarettes	24.8	46.8	64.3	71.3	83.3	87.8	N/A	54.9
Alcoholic beverage	17.2	38.4	67.9	63.1	84.8	78.0	94.7	46.6
Marijuana	9.1	30.9	46.6	61.3	75.9	77.9	87.2	41.9
Cocaine, LSD, or Amphetamines	5.9	14.4	N/A	26.9	N/A	39.1	N/A	20.0

Heavy Substance Use and Other Antisocial Behavior by Grade and Gender

Male-female differences also extend to heavy use of alcohol and tobacco and antisocial behavior. Figure 26 and Table 22 show that males engage in all these behaviors more than females. A review of the sixth grade shows that for regular cigarette use, females have approximately the same rate as males. Compared to males, very few females report being suspended from school (female rate 6.8%, male rate 14.5%).

Table 22, which contains rates of heavy substance use and antisocial behavior, shows that unlike ATOD usage, antisocial behavior doesn't always increase by increased grade level. The rate of students being suspended from school peaked in grade 8. Vehicle theft and the rate of being arrested peaked in grade 10. Rates of being drunk or high at school, binge drinking, regular cigarette use, and selling illegal drugs peaked in grade 12.

Overall, binge drinking appears to be the biggest antisocial problem among Arkansas youth with 15.2% of students binge drinking at least once in the past two weeks. The results indicate that for Arkansas 6th and 8th graders, the biggest antisocial problem is being suspended (8.1% of 6th graders, 13.0% of 8th graders). The least amount of 6th and 8th graders are involved in regular cigarette use (0.3% of 6th graders, 1.5% of 8th graders). The antisocial behaviors that 10th and 12th graders participated in the most were binge drinking (21.8% of 10th graders and 29.5% of 12th graders) and being drunk or high at school (17.6% of 10th graders, 21.1% of 12th graders). The behavior that the fewest 10th and 12th graders participated in was stealing vehicles (3.3% of 10th graders, 1.8% of 12th graders).

Figure 26

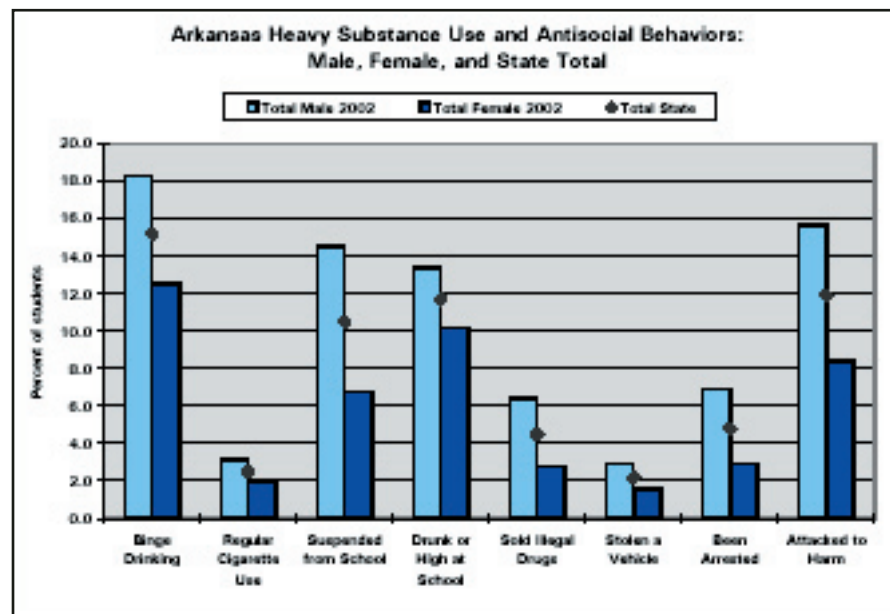
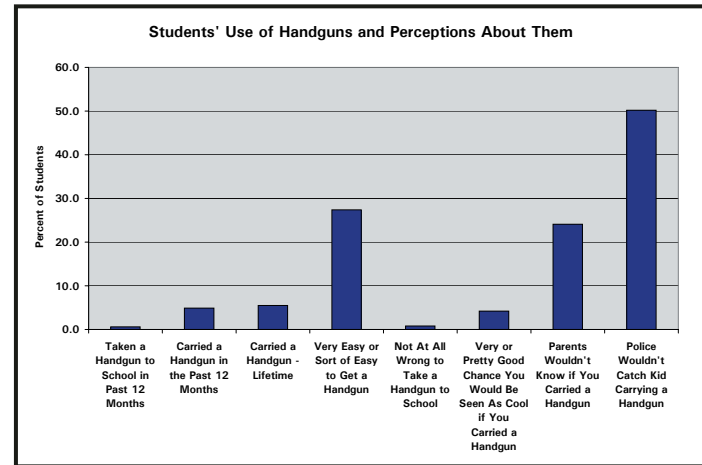


Table 22

Percentage of Males and Females Who Engaged in Heavy Substance Use and Antisocial Behavior in the Past Year															
Drug Used / Antisocial Behavior	Grade 6			Grade 8			Grade 10			Grade 12			State Total		
	Male	Female	State	Male	Female	State	Male	Female	State	Male	Female	State	Male	Female	State
Binge Drinking	4.2	2.4	3.3	13.7	10.2	11.9	25.9	18.1	21.8	37.0	23.0	29.5	18.3	12.5	15.2
Regular Cigarette Use	0.3	0.4	0.3	2.0	1.0	1.5	4.1	2.6	3.4	7.7	4.7	6.1	3.1	2.0	2.5
Suspended from School	12.6	3.9	8.1	17.6	8.4	13.0	15.5	9.3	12.3	11.5	5.6	8.3	14.5	6.8	10.5
Drunk or High at School	3.0	1.9	2.5	10.0	8.8	9.4	19.2	16.2	17.6	26.4	16.6	21.1	13.4	10.2	11.7
Sold Illegal Drugs	0.9	0.2	0.5	4.4	1.3	2.8	10.0	5.0	7.4	13.3	5.5	9.1	6.4	2.8	4.5
Stolen a Vehicle	1.5	0.7	1.1	3.6	1.9	2.7	3.7	2.9	3.3	2.8	0.9	1.8	2.9	1.6	2.2
Been Arrested	3.3	0.8	2.0	7.3	3.2	5.2	8.7	4.6	6.5	9.4	3.3	6.2	6.9	2.9	4.8

Handguns and Violence

Figure 27



The issue of youth violence is becoming a problem for communities, schools, and families. The survey has several questions about handguns and violent behavior and Table 23 lists the questions concerning possession of handguns by grade, and Table 24 lists questions concerning violence.

It is clear that responses to most of the questions show a very low percentage of students who carry handguns or take them to school. However, when the actual numbers of students who reported positively to the questions are shown, it is obvious that the existence of guns in schools is a problem that needs to be dealt with. For example, 147 of the students surveyed have taken a handgun to school in the past 12 months. In regard to carrying a handgun in general, 1,225 students have carried a handgun in the past 12 months, and 1,357 have carried a handgun in their lifetime. Further, many students believe that they wouldn't be caught by their parents (24.1%) or by the cops (50.2%) if they carried a handgun. On a more positive note, however, only 4.2% of students think that they would be seen as cool if they carried a handgun. Most students (72.6%) also perceived that it would be difficult to get a handgun if they wanted one.

When looking at the results by grade, it's interesting to note that 8th graders reported the highest rate of taking a handgun to school in the past year, carrying a handgun in the past year, and of believing they would be seen as "cool" if they carried a handgun. Twelfth graders reported the highest rate of believing it was easy to get a gun and that their parent's wouldn't know if they carried a handgun.

Table 23

Number and Percentage of Youth Who Responded to Questions About Handguns										
	6th Grade		8th Grade		10th Grade		12th Grade		State Total	
	#	%	#	%	#	%	#	%	#	%
Taken a Handgun to School in Past 12 Months	16	0.2	55	0.8	40	0.7	36.0	0.7	147	0.6
Carried a Handgun in the Past 12 Months	294	4.1	393	5.9	288	4.8	250	5.1	1,225	4.9
Carried a Handgun - Lifetime	288	4.1	423	6.4	350	5.8	296	6.1	1,357	5.5
Very Easy or Sort of Easy to Get a Handgun	995	15.3	1,614	26.2	1,853	32.4	1,853	40.1	6,315	27.4
Not At All Wrong to Take a Handgun to School	33	0.5	70	1.0	59	1.0	45	0.9	207	0.8
Very or Pretty Good Chance You Would Be Seen As Cool if You Carried a Handgun	323	4.5	365	5.5	222	3.7	125	2.6	1,035	4.2
Parents Wouldn't Know if You Carried a Handgun	766	13.3	1,157	21.3	1,525	28.4	1,593	36.2	5,041	24.1

The Arkansas PNA Survey also asked several questions about youths' violent behaviors and attitudes towards violence. Table 24 and Figure 28 also show the questions that relate to violence. A review of the responses reveals that 15.4% (3,791 students) of the youth in Arkansas have attacked someone with the idea of seriously hurting them at some time in their life, and approximately one in ten (11.9% or 2,931 students) have attacked someone in the past 12 months. However, only a small percentage (3.8%) believe that it isn't at all wrong to attack someone to seriously hurt them. Though these results show that violent students are the minority, there's no denying that there are many youth in Arkansas who believe that violence is an acceptable way to resolve problems and are willing to hurt another person.

When looking at the results by grade, it appears that 8th graders have the most problems with violent behavior and attitudes. More 8th graders had attacked someone in the past year (14.4%), had belonged to gangs (8.0%), and believed it was okay to attack someone (4.7%) and to pick fights (9.0%). As 8th graders also showed the highest rates of some behaviors related to handguns, it seems that middle school aged children should be the target group for antisocial behavior prevention programs.

Figure 28

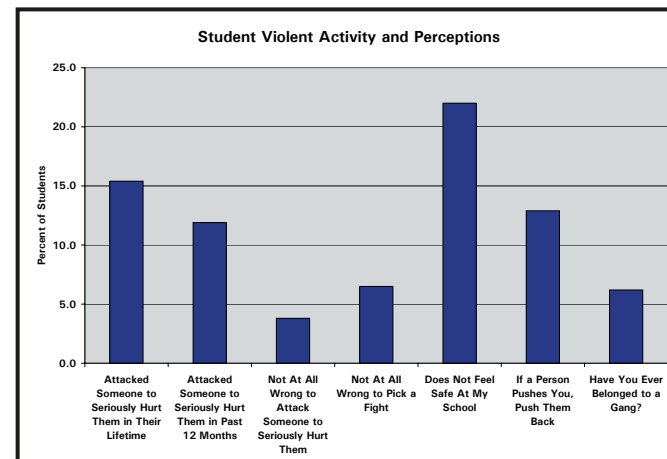


Table 24

Total Number and Percentage of Youth Who Responded to Questions About Violence and Gangs										
	6th Grade		8th Grade		10th Grade		12th Grade		State Total	
	#	%	#	%	#	%	#	%	#	%
Attacked Someone to Seriously Hurt Them in Their Lifetime	699	9.9	1,135	17.1	1,104	18.3	853	17.6	3,791	15.4
Attacked Someone to Seriously Hurt Them in Past 12 Months	597	8.3	959	14.4	823	13.6	552	11.4	2,931	11.9
Not At All Wrong to Attack Someone to Seriously Hurt Them	147	2.1	312	4.7	279	4.6	205	4.2	943	3.8
Not At All Wrong to Pick a Fight	311	4.4	602	9.0	425	7.1	272	5.6	1,610	6.5
I Do Not Feel Safe At My School (response of "NO" or "no" to the statement "I feel safe at my school")	1,123	15.8	1,741	26.3	1,543	25.7	995	20.6	5,402	22.0
If a Person Pushes You, Push Them Back	730	10.3	1,030	15.6	854	14.3	547	11.4	3,161	12.9
Have You Ever Belonged to a Gang?	441	6.1	532	8.0	350	5.8	213	4.4	1,536	6.2

Section 4: Interpretation of Results

School Achievement and Substance Use

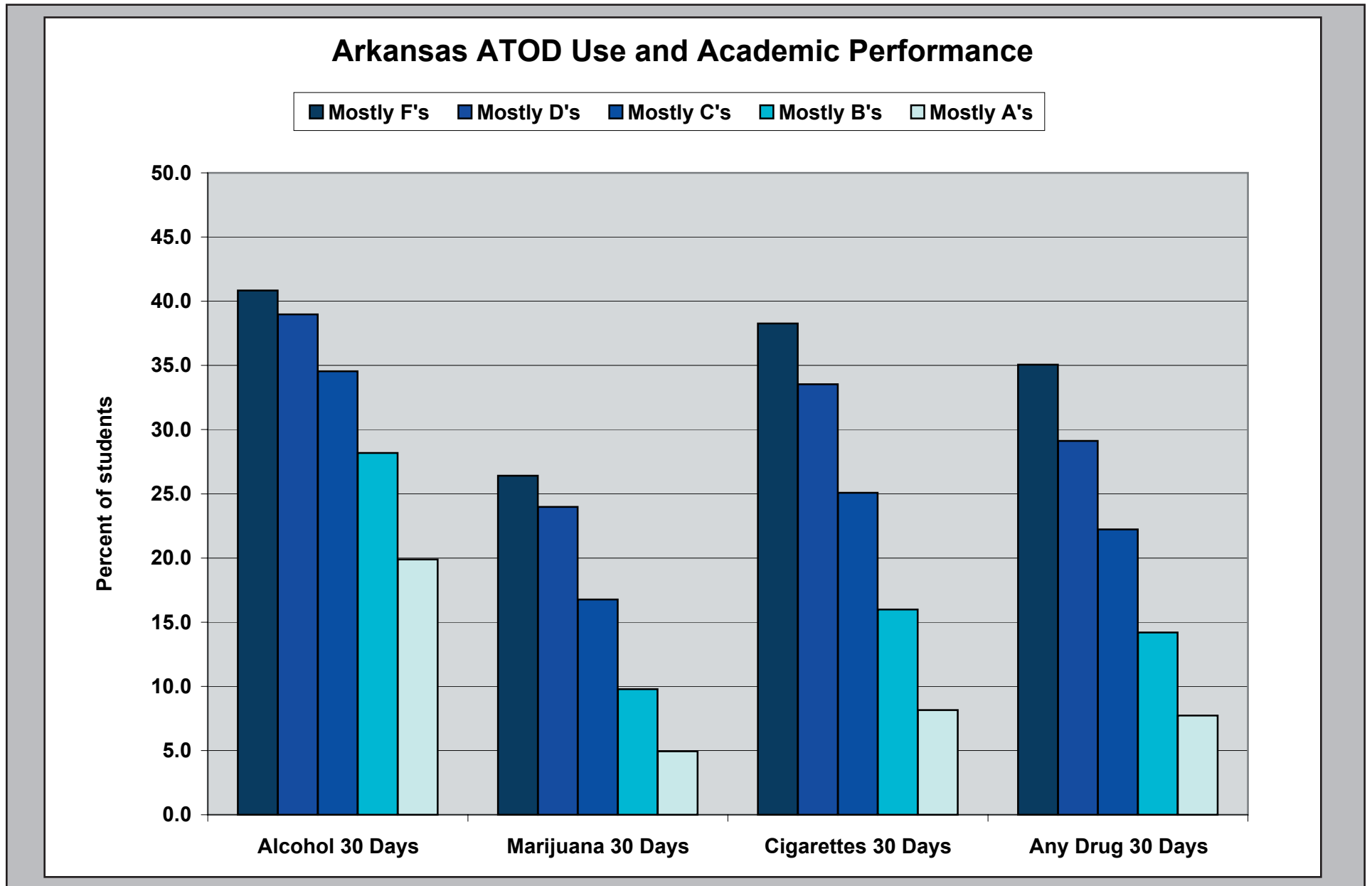
Table 25 and Figure 29 show a clear relationship between substance use and school grades. Of the students who report getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. Failing (F) students are approximately five times more likely to have indicated use of marijuana in the past 30 days and four times more likely to have used any drug in the past 30 days than “A” students. Similar and more dramatic differences can be seen for individual drugs.

Obviously, the students getting A’s are more invested in the education process and more bonded to school. The challenge of prevention programs is to develop methods of keeping all students interested in learning and feeling attached to school. A survey of 1,000 youth on probation in Utah found that even though the probationers received poor grades and were often suspended from school, they still believed that education was important. Thus, many youth with lower grades have not given up on school and the education process, but are not able to succeed in a traditional school setting.

Table 25

Percentage Using ATODs by Academic Grades					
Drugs Used	Academic Grades				
	A	B	C	D	F
Alcohol Lifetime	40.1	52.5	59.7	61.9	60.5
Alcohol 30 Days	19.9	28.2	34.5	39.0	40.8
Marijuana 30 Days	4.9	9.8	16.8	24.0	26.4
Cigarettes 30 Days	8.2	16.0	25.1	33.5	38.3
Any Drug Lifetime	18.5	30.3	41.0	49.2	52.5
Any Drug 30 Days	7.7	14.2	22.2	29.1	35.1

Figure 29



Parents' Education and Youth Substance Use

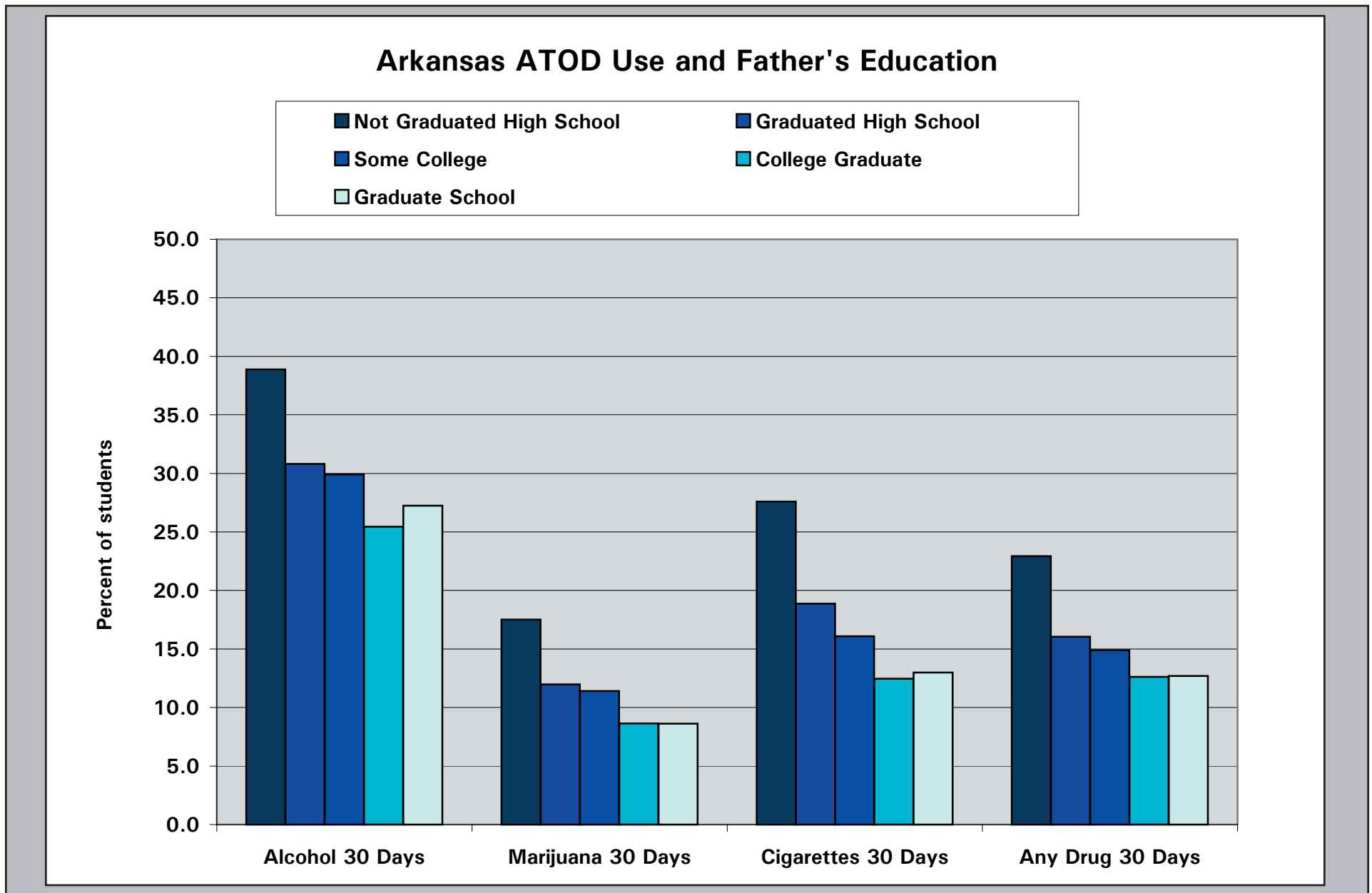
Research has shown that one of the best indicators of socioeconomic level is the parents' education. While the father's education is shown in Table 26, analysis using the mother's education shows similar results.

Like academic grades, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. In Arkansas, youth whose fathers did not graduate from high school have approximately double the use rate of cigarettes and marijuana than youth whose parents were college graduates. Trends for all education levels can be seen below in Figure 30. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Table 26

Percentage Using ATODs by Father's Education					
Drugs Used	Father's Education				
	Not Graduated High School	Graduated High School	Some College	College Graduate	Graduate School
Alcohol Lifetime	66.9	54.8	55.7	46.8	46.5
Alcohol 30 Days	38.9	30.8	29.9	25.4	27.2
Marijuana 30 Days	17.5	12.0	11.4	8.6	8.6
Cigarettes 30 Days	27.6	18.9	16.1	12.5	13.0
Any Drug Lifetime	43.1	31.9	31.1	25.8	26.3
Any Drug 30 Days	22.9	16.1	14.9	12.6	12.7

Figure 30



Marijuana Use in Relation to Perceived Parental Acceptability

When parents have favorable attitudes toward drugs, they influence the attitudes and behavior of their children. For example, parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug abusers in adolescence.

Table 27 and Figure 31 illustrate how even a small amount of perceived parental acceptability can lead to substance use. In the Arkansas PNA Survey, students were asked how wrong their parents felt it was to use different ATODs. The table to the right displays the percentage of students who have used marijuana in their lifetime and in the past 30 days in relation to their responses about their parents' acceptance of marijuana use.

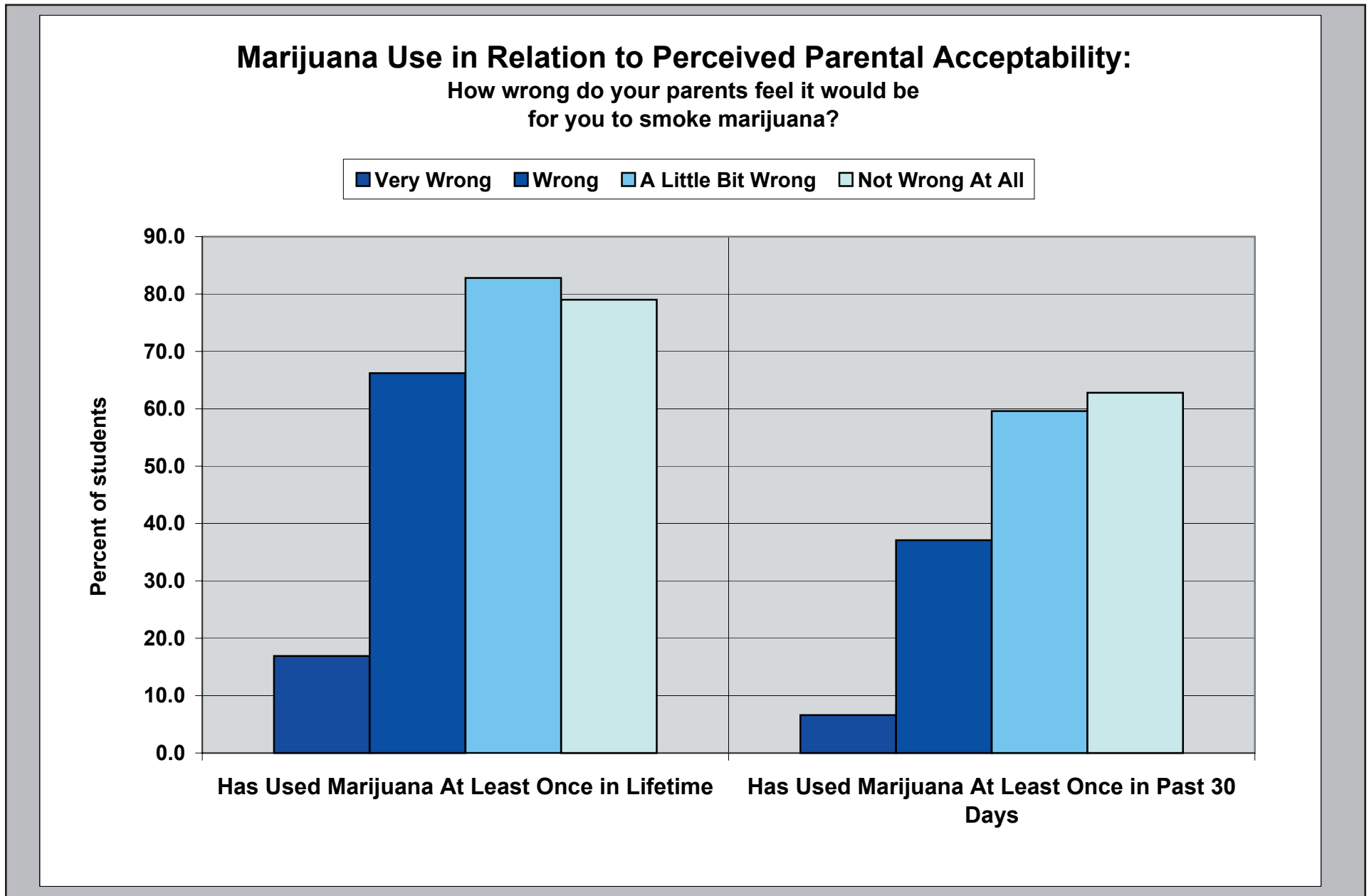
As can be seen, relatively few students (16.9% lifetime, 6.6% 30-day) use marijuana when their parents think it is "Very Wrong" to use it. In contrast, when a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong" not "Very Wrong") use skyrockets to 66.2% for lifetime use and 37.1% for 30-day use. Rates of use continue to increase as the perceived parental acceptability increases.

These results make a strong argument for the importance of parents having strong and clear standards and rules when it comes to ATOD use.

Table 27

Percent of Students Using Marijuana in Relation to Perceived Parental Acceptability of Marijuana Use		
How wrong do your parents feel it would be for you to smoke marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
Very Wrong	16.9	6.6
Wrong	66.2	37.1
A Little Bit Wrong	82.8	59.6
Not Wrong At All	79.0	62.8

Figure 31



Marijuana Use in Relation to Perceived Peer Acceptability

During the elementary school years, children usually express anti-drug, anti-crime, pro-social attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places students at higher risk. The results provided in the following table and figure illustrate the relation between peer acceptability and individual drug use.

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. In this section, lifetime and 30-day marijuana use results are looked at in relation to what students thought were their chances of being seen as cool if they used marijuana.

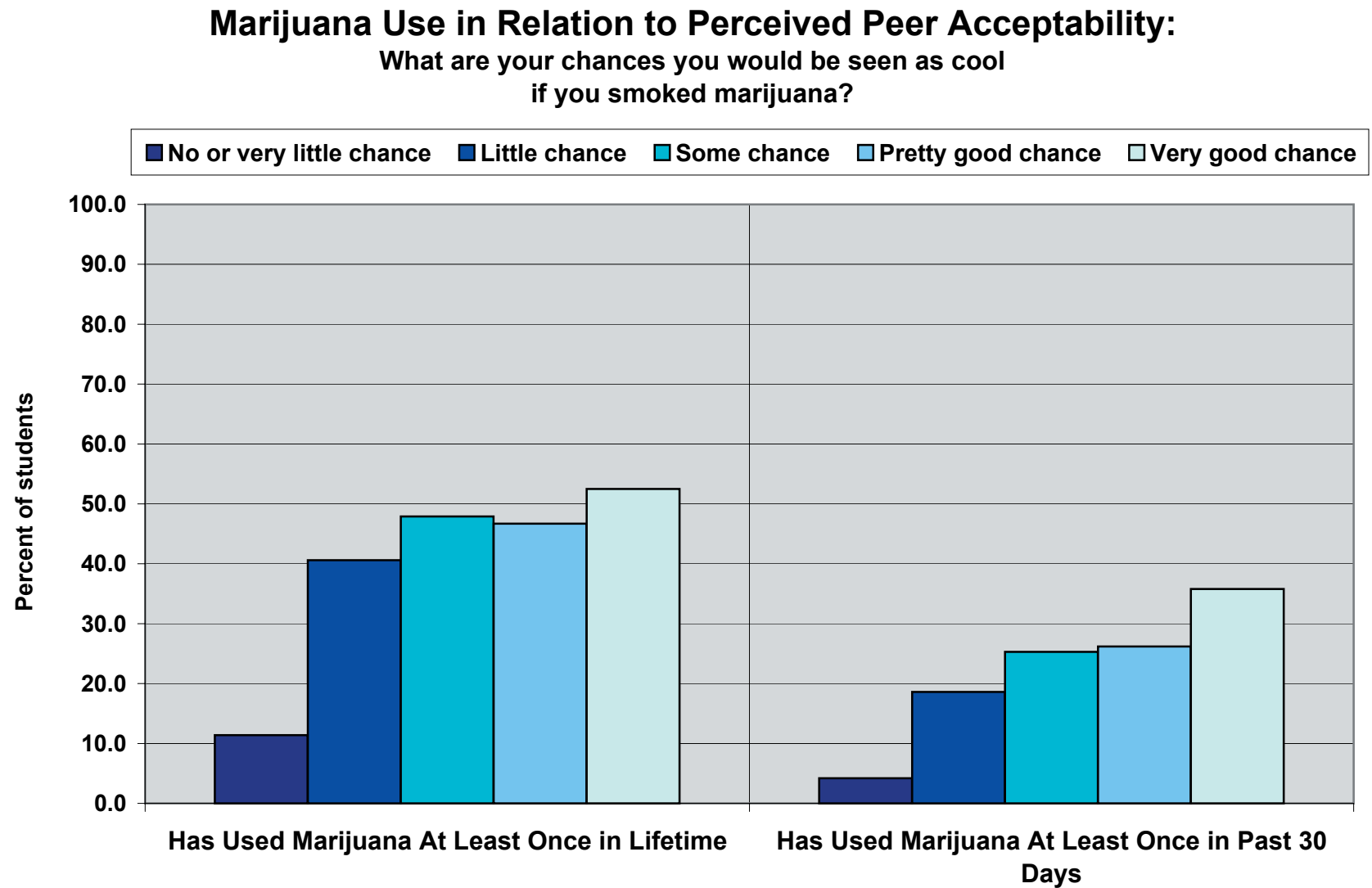
When students thought there was “No or very little chance” that they would be seen as cool if they used marijuana, only 11.4% had tried marijuana in their lifetime and only 4.2% had used it in the last month. However, when students thought that there was even a “Little chance” that they would be seen as cool, marijuana use rates were over three times higher for lifetime use (40.6%) and over four times higher for past-month use. Students who thought that there was a “Very good chance” they would be seen as cool, were over eight times more likely to use marijuana than students who perceived that marijuana use was not cool.

These results better illustrate how peer acceptability puts youth at risk for ATOD use, and suggests that a good way to decrease use is to get students to decrease acceptability of drugs.

Table 28

Percent of Students Using Marijuana in Relation to Perceived Peer Acceptability of Marijuana Use		
What are your chances you would be seen as cool if you smoked marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
No or very little chance	11.4	4.2
Little chance	40.6	18.6
Some chance	47.9	25.3
Pretty good chance	46.7	26.2
Very good chance	52.5	35.8

Figure 32



Depressive Symptoms and Substance Use

The substance use rate of youth who reported depressive symptoms is much greater than those who have a much more positive outlook on life. The four depressive symptoms that were asked on the survey questionnaire were: 1) Sometimes I think that life is not worth it, 2) At times I think I am no good at all, 3) All in all, I am inclined to think that I am a failure, and 4) In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes? The questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!). The survey respondents were divided into three groups. The first group was the depressed group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals marked “YES!” to all four items or marked “yes” to one item and “YES!” to three. The second group was the non-depressed group who marked “NO!” to all four of the items, and the third group was a middle group who comprised the remaining respondents. The Arkansas survey results show that there were 1,488 students in the depressed group, 19,669 in the middle group, and 3,763 in the not depressed group. The results of the substance use among the three groups is shown in Table 29.

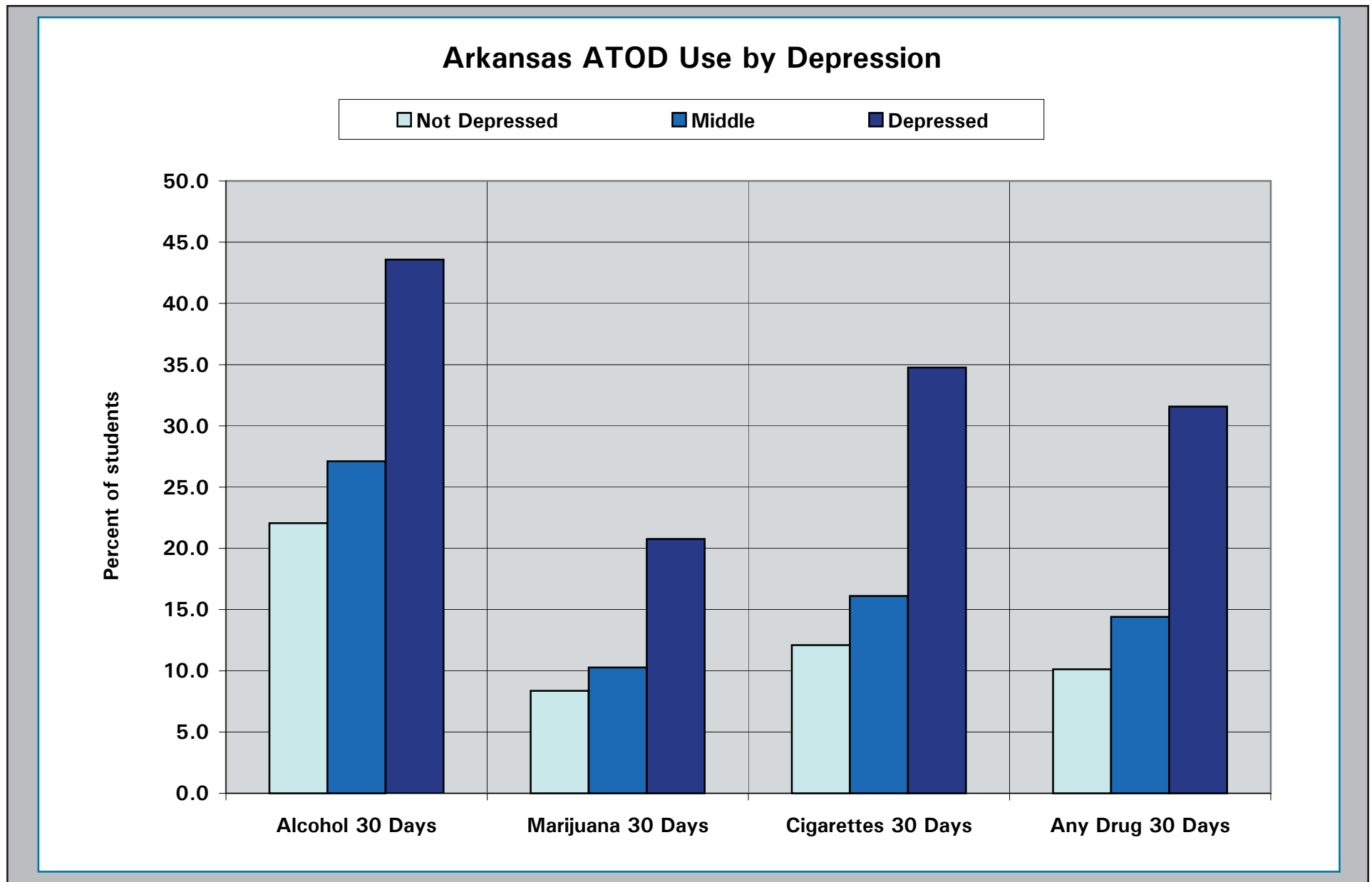
The results in Table 29 and Figure 33 show a strong link between students who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth are approximately three times as likely to use cigarettes in the 30 days prior to the survey, two times as likely to use marijuana in the past 30 days, and approximately three times as likely to have used any drug in the past 30 days.

The ATOD use rate of the middle group, that was comprised of most students, was between the depressed and the non-depressed groups. However, for most of the substances, the usage rates for this group were closer to the non-depressed rate. Depression often goes undetected in youth. These results indicate that when a youth does receive a diagnosis of depression, they should also be assessed for substance use.

Table 29

Percentage Using ATODs and Level of Depressive Symptoms			
	Not Depressed	Middle	Depressed
Number of Youth	3763	19669	1488
Alcohol Lifetime	40.1	50.8	69.2
Alcohol 30 Days	22.1	27.1	43.6
Marijuana 30 Days	8.4	10.3	20.8
Cigarettes 30 Days	12.1	16.1	34.8
Any Drug Lifetime	21.2	29.8	52.8
Any Drug 30 Days	10.1	14.4	31.6

Figure 33



Arkansas Communities That Care Survey

Thank you for accepting the invitation to participate in this study. The questions contained in this booklet are designed to obtain your opinion about a number of things concerning you, your friends, your family, your neighborhood and your community. In a sense, many of your answers will count as “votes” on a wide range of important issues.

In order for this study to be helpful, it is important that you answer each question as thoughtfully and honestly as possible. All of your answers will be kept strictly confidential and will never be seen by anyone at your school. This study is completely voluntary so you may skip any question that you do not wish to answer.

Be sure to read the instructions below before you begin to answer. Thank you very much for being an important part of this project.

I nstructions

1. This is not a test, so there are no right or wrong answers.
2. All of the questions should be answered by marking one of the answer spaces. If you don't always find an answer that fits exactly, use one that comes closest. If any question does not apply to you, or you are not sure of what it means, just leave it blank.
3. Your answers will be read automatically by a computer. Please follow these instructions carefully.
- This kind of mark will work:**

Correct Mark

☐ ☐ ☐ ☒ ☐ ☐

These kinds of marks will NOT work:

Incorrect Marks

☒ ☒ ☒ ☒ ☒ ☒
- Use only a #2 pencil.
- Make heavy marks inside the circles.
- Erase cleanly any answer you wish to change.
- Make no other markings or comments on the answer pages, since they interfere with the automatic reading.
4. Some of the questions have the following format:

Please mark in the circle which of the four words best describes how you feel about that sentence.

EXAMPLE: The Detroit Pistons are a good basketball team.

Mark (the Big) YES! if you think the statement is definitely true for you.

Mark (the little) yes if you think the statement is generally true for you.

Mark (the little) no if you think the statement is mostly true for you.

Mark (the Big) NO! if you think the statement is definitely not true for you.

In the example above, the student marked yes because he or she thinks the statement is mostly true. (Please mark one answer).

BEFORE BEGINNING THE SURVEY:

The following numbers will be provided to you by the person administering the survey. Please write the numbers in the space provided and then darken the circles corresponding to those numbers.

School #	County	District	Building
00	00	00	00
01	01	01	01
02	02	02	02
03	03	03	03
04	04	04	04
05	05	05	05
06	06	06	06
07	07	07	07
08	08	08	08
09	09	09	09

PLEASE DO NOT WRITE IN THIS AREA

These questions ask for some general information about the people completing the survey. Please mark the response that best describes you.

1. How old are you?
☐ 10 ☐ 12 ☐ 14 ☐ 16 ☐ 18
☐ 11 ☐ 13 ☐ 15 ☐ 17 ☐ 19 or older

2. What grade are you in?
☐ 6th ☐ 8th ☐ 10th ☐ 12th

3. Are you: ☐ Female ☐ Male

4. What do you consider yourself to be?
(Choose one best answer.)
☐ White, not of Hispanic Origin
☐ Black or African American
☐ American Indian/Native American, Eskimo or Aleut
☐ Spanish/Hispanic/Latino
☐ Mexican American ☐ Chicano
☐ Mexican ☐ Puerto Rican
☐ Cuban ☐ Central or South American
☐ Other Spanish
☐ Asian or Pacific Islander
☐ Chinese ☐ Japanese
☐ Filipino ☐ Asian Indian
☐ Hawaiian ☐ Samoan
☐ Korean ☐ Guamanian
☐ Vietnamese ☐ Cambodian
☐ Other Asian or Pacific Islander
☐ Other (Please specify)

☐ 10 ☐ 12 ☐ 14 ☐ 16 ☐ 18
☐ 11 ☐ 13 ☐ 15 ☐ 17 ☐ 19 or older

☐ 6th ☐ 8th ☐ 10th ☐ 12th

○ Male

(Choose one best answer.)

- ☐ White, not of Hispanic Origin
- ☐ Black or African American
- ☐ American Indian/Native American, Eskimo or Aleut
- ☐ Spanish/Hispanic/Latino
 - ☐ Mexican American ☐ Chicano
 - ☐ Mexican ☐ Puerto Rican
 - ☐ Cuban ☐ Central or South American
 - ☐ Other Spanish
- ☐ Asian or Pacific Islander
 - ☐ Chinese ☐ Japanese
 - ☐ Filipino ☐ Asian Indian
 - ☐ Hawaiian ☐ Samoan
 - ☐ Korean ☐ Guamanian
 - ☐ Vietnamese ☐ Cambodian
 - ☐ Other Asian or Pacific Islander
- ☐ Other (Please specify)

Which of the following people live there with you? (Choose all that apply.)

6. How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 or more

☐ English

☐ Spanish

☐ Another Language

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

- ☐ Completed grade school or less
- ☐ Some high school
- ☐ Completed high school
- ☐ Some college
- ☐ Completed college
- ☐ Graduate or professional school after college
- ☐ Don't know
- ☐ Does not apply

- ☐ Completed grade school or less
- ☐ Some high school
- ☐ Completed high school
- ☐ Some college
- ☐ Completed college
- ☐ Graduate or professional school after college
- ☐ Don't know
- ☐ Does not apply

☐ On a farm

☐ In the country, not on a farm

☐ In a city, town, or suburb

13. Putting them all together, what were your grades like last year?

14. During the LAST FOUR WEEKS how many whole days have you missed ...		<div> <div>11 or more days</div> <div>6-10 days</div> <div>4-5 days</div> <div>3 days</div> <div>2 days</div> <div>1 day</div> <div>None</div> </div>				
a. because of illness		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. because you skipped or cut		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. for other reasons		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. In my school, students have lots of chances to help decide things like class activities and rules.		YES!	
		yes	no
		<input type="radio"/>	<input type="radio"/>

16. Teachers ask me to work on special classroom projects.	<input type="radio"/>	<input type="radio"/>
17. My teacher(s) notices when I am doing a good job and lets me know about it.	<input type="radio"/>	<input type="radio"/>
18. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	<input type="radio"/>	<input type="radio"/>
19. There are lots of chances for students in my school to talk with a teacher one-to-one.	<input type="radio"/>	<input type="radio"/>
20. I feel safe at my school.	<input type="radio"/>	<input type="radio"/>
21. The school lets my parents know when I have done something well.	<input type="radio"/>	<input type="radio"/>
22. My teachers praise me when I work hard in school.	<input type="radio"/>	<input type="radio"/>
23. Are your school grades better than the grades of most students in your class?	<input type="radio"/>	<input type="radio"/>
24. There are lots of chances to be part of class discussions or activities.	<input type="radio"/>	<input type="radio"/>

25. How often do you feel that the school work you are assigned is meaningful and important?

☐ Never
☐ Seldom
☐ Sometimes
☐ Often
☐ Almost Always

26. How interesting are most of your courses to you?

☐ Very interesting and stimulating
☐ Quite interesting
☐ Fairly interesting
☐ Slightly dull
☐ Very dull

27. How important do you think the things you are learning in school are going to be for your later life?

☐ Very important
☐ Quite important
☐ Fairly important
☐ Slightly important
☐ Not at all important

28. Now, thinking back over the past year in school, how often did you . . .

	Almost Always	Often	Sometimes	Seldom	Never
a. enjoy being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. hate being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. try to do your best work in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE DO NOT WRITE IN THIS AREA

These questions ask about your feelings and experiences in other parts of your life.

29. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

	None	1	2	3	4
a. smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. tried beer, wine or hard liquor (for example, vodka, whiskey or gin) when their parents didn't know about it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. used marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. used LSD, cocaine, amphetamines, or other illegal drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. been suspended from school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. carried a handgun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. sold illegal drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. been arrested?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. dropped out of school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. been members of a gang?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. attended a RAVE party?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. used drugs while attending a RAVE party?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. How old were you when you first:

	10 or Younger Never Have	11	12	13	14	15	16	17 or Older
a. smoked marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. smoked a cigarette, even just a puff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey or gin)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. got suspended from school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. got arrested?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. carried a handgun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. attacked someone with the idea of seriously hurting them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. belonged to a gang?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. How wrong do you think it is for someone your age to:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. take a handgun to school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. steal something worth more than \$5?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. pick a fight with someone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. attack someone with the idea of seriously hurting them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[illegible]

38. Have you ever belonged to a gang?
☐ Yes ☐ No

39. If you have ever belonged to a gang, did the gang have a name? ☐ Yes ☐ No ☐ I never belonged to a gang

40. How many times in the past year (12 months) have you:

[illegible]

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
e. stay away from school all day when their parents think they are at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. use LSD, cocaine, amphetamines or another illegal drug?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. I ignore rules that get in my way.

☐ Very False

☐ Somewhat False

☐ Somewhat True

☐ Very True

33. It is all right to beat up people if they start the fight.
☐ NO! ☐ no ☐ yes ☐ YES

34. It is important to be honest with your parents, even if they become upset or you get punished.
☐ NO! ☐ no ☐ yes ☐ YES!

35. I do the opposite of what people tell me, just to get them mad.

☐ Very False

☐ Somewhat False

☐ Somewhat True

☐ Very True

36. I think it is okay to take something without asking if you can get away with it.

☐ NO! ☐ no ☐ yes ☐ YES!

PLEASE DO NOT WRITE IN THIS AREA

41. What are the chances you would be seen as cool if you:

	No or Very Little Chance	Little Chance	Some Chance	Pretty Good Chance	Very Good Chance
a. smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoked marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. carried a handgun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?

- ☐ Ignore her
- ☐ Grab a CD and leave the store
- ☐ Tell her to put the CD back
- ☐ Act like it's a joke, and ask her to put the CD back

43. It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say, "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?

- ☐ Leave the house anyway
- ☐ Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out
- ☐ Not say anything and start watching TV
- ☐ get into an argument with her

44. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?

- ☐ Push the person back
- ☐ Say "Excuse me" and keep on walking
- ☐ Say "Watch where you are going" and keep on walking
- ☐ Swear at the person and walk away

45. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?

- ☐ Drink it
- ☐ Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else
- ☐ Just say "No, thanks" and walk away
- ☐ Make up a good excuse, tell your friend you had something else to do, and leave

46. I think sometimes it's okay to cheat at school.

- ☐ NO!
- ☐ no
- ☐ yes
- ☐ YES!

47. How often do you attend religious services or activities?

- ☐ Never
- ☐ Rarely
- ☐ 1-2 Times a Month
- ☐ About Once a Week or More

48. I like to see how much I can get away with.

- ☐ Very False
- ☐ Somewhat False
- ☐ Somewhat True
- ☐ Very True

	YES!	yes	no	NO!
49. It is important to think before you act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Sometimes I think that life is not worth it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. At times I think I am no good at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. All in all, I am inclined to think that I am a failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. How much do you think people risk harming themselves (physically or in other ways) if they:

	Great Risk	Moderate Risk	Slight Risk	No Risk
a. smoked one or more packs of cigarettes per day?				
b. try marijuana once or twice?				
c. smoked marijuana regularly?				
d. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?				

The next section asks your experience with tobacco, alcohol, and other drugs. Remember, your answers are confidential.

55. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?

- ☐ Never
- ☐ Once or twice
- ☐ Once in a while but not regularly
- ☐ Regularly in the past
- ☐ Regularly now

56. How frequently have you used smokeless tobacco during the past 30 days?

- ☐ Never
☐ Once or twice
☐ Once or twice per week
☐ About once a day
☐ More than once a day

57. Have you ever smoked cigarettes?

- ☐ Never
- ☐ Once or twice
- ☐ Once in a while but not regularly
- ☐ Regularly in the past
- ☐ Regularly now

58. How frequently have you smoked cigarettes during the past 30 days?

- ☐ Not at all
- ☐ Less than one cigarette per day
- ☐ One to five cigarettes per day
- ☐ About one-half pack per day
- ☐ About one pack per day
- ☐ About one and one-half packs per day
- ☐ Two packs or more per day

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

2

59. On how many occasions (if any) have you had alcoholic beverages (beer, wine, or hard liquor) to drink in your lifetime - more than just a few sips?

- ☐ 0 Occasions
☐ 1-2 Occasions
☐ 3-5 Occasions
☐ 6-9 Occasions
☐ 10-19 Occasions
☐ 20-39 Occasions
☐ 40 or More Occasions

60. On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?

- ☐ 0 Occasions
☐ 1-2 Occasions
☐ 3-5 Occasions
☐ 6-9 Occasions
☐ 10-19 Occasions
☐ 20-39 Occasions
☐ 40 or More Occasions

61. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?

- ☐ None
☐ Once
☐ Twice
☐ 3-5 times
☐ 6-9 times
☐ 10 or more times

[illegible]

62. On how many occasions (if any) have you used marijuana in your lifetime?

63. On how many occasions (if any) have you used marijuana during the past 30 days?

64. On how many occasions (if any) have you used LSD or other psychedelics in your lifetime?

	40 or More Occasions	20-39 Occasions	10-19 Occasions	6-9 Occasions	3-5 Occasions	1-2 Occasions	0 Occasions
65. On how many occasions (if any) have you used LSD or other psychedelics during the past 30 days?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. On how many occasions (if any) have you used cocaine or crack in your lifetime?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. On how many occasions (if any) have you used cocaine or crack during the past 30 days?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. On how many occasions (if any) have you used methamphetamines in your lifetime?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. On how many occasions have you used methamphetamines in the last 30 days?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. On how many occasions (if any) have you used ecstasy during your lifetime?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. On how many occasions (if any) have you used ecstasy in the past 30 days?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. On how many occasions (if any) have you used derbisol in your lifetime?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. On how many occasions (if any) have you used derbisol in the past 30 days?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. On how many occasions (if any) have you used other illegal drugs in your lifetime?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	40 or More Occasions	20-39 Occasions	10-19 Occasions	6-9 Occasions	3-5 Occasions	1-2 Occasions	0 Occasions
77. On how many occasions (if any) have you used other illegal drugs during the past 30 days?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions ask about the neighborhood and community where you live.

78. If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey or gin), how easy would it be for you to get some?

☐ Very Hard
☐ Sort of Hard
☐ Sort of Easy
☐ Very Easy

79. If you wanted to get some cigarettes, how easy would it be for you to get some?

☐ Very Hard
☐ Sort of Hard
☐ Sort of Easy
☐ Very Easy

80. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?

☐ NO!
☐ no
☐ yes
☐ YES!

81. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

☐ Very Hard
☐ Sort of Hard
☐ Sort of Easy
☐ Very Easy

82. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey or gin) in your neighborhood would he or she be caught by the police?

☐ NO!
☐ no
☐ yes
☐ YES!

83. If you wanted to get a handgun, how easy would it be for you to get one?

☐ Very Hard
☐ Sort of Hard
☐ Sort of Easy
☐ Very Easy

84. If a kid carried a handgun in your neighborhood would he or she be caught by the police?

☐ NO!
☐ no
☐ yes
☐ YES!

85. If you wanted to get some marijuana, how easy would it be for you to get some?

- ☐ Very Hard
- ☐ Sort of Hard
- ☐ Sort of Easy
- ☐ Very Easy

86. How wrong would most adults in your neighborhood think it is for kids your age:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. to use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. to drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. to smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

87. About how many adults have you known personally who in the past year have:

	5 or more adults	3 or 4 adults	2 adults	1 adult	None
a. used marijuana, crack, cocaine, or other drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. sold or dealt drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. gotten drunk or high?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. Sometimes we don't know what we will do as adults, but we may have an idea. Please tell me how true these statements may be for you as an adult.

	Very True	Somewhat True	Somewhat False	Very False
a. When I am an adult I will smoke cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When I am an adult I will drink beer, wine, or hard liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. When I am an adult I will smoke marijuana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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◆ 9 ◆

Page 67

97. Which of the following activities for people your age are available in your community?

	Yes	No
a. sports teams	<input type="radio"/>	<input type="radio"/>
b. scouting	<input type="radio"/>	<input type="radio"/>
c. boys and girls clubs	<input type="radio"/>	<input type="radio"/>
d. 4-H clubs	<input type="radio"/>	<input type="radio"/>
e. service clubs	<input type="radio"/>	<input type="radio"/>

98. Have you changed schools in the past year?

☐ No
☐ Yes

99. I feel safe in my neighborhood.

☐ NO!
☐ no
☐ yes
☐ YES!

100. How many times have you changed schools since kindergarten?

☐ Never
☐ 1 or 2 times
☐ 3 or 4 times
☐ 5 or 6 times
☐ 7 or more times

101. I'd like to get out of my neighborhood.

☐ NO!
☐ no
☐ yes
☐ YES!

102. Have you changed homes in the past year?

☐ No
☐ Yes

103. There are people in my neighborhood who encourage me to do my best.

☐ NO!
☐ no
☐ yes
☐ YES!

104. Have you attended a RAVE party?

☐ NO!
☐ no
☐ yes
☐ YES!

105. Have you used drugs while attending a RAVE party?

☐ NO!
☐ no
☐ yes
☐ YES!

106. How wrong do your parents feel it would be for you to:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. steal something worth more than \$5?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. pick a fight with someone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

107. Have any of your brothers or sisters ever:

	I Don't Have Any Brothers or Sisters	Yes	No
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. smoked marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. taken a handgun to school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. been suspended or expelled from school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

108. The rules in my family are clear.

☐ NO!
☐ no
☐ yes
☐ YES!

109. Has anyone in your family ever had a severe alcohol or drug problem?

☐ No
☐ Yes

YES!		yes		no		NO!	
110.	People in my family often insult or yell at each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111.	When I am not at home, one of my parents knows where I am and who I am with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112.	We argue about the same things in my family over and over.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113.	My parents want me to call if I'm going to be late getting home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114.	If you drank some beer or wine or liquor (for example, vodka, whiskey or gin) without your parents' permission, would you be caught by your parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115.	My family has clear rules about alcohol and drug use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

YES!		yes		no		NO!	
119.	Do you feel very close to your mother?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120.	Do you share your thoughts and feelings with your mother?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121.	My parents ask me what I think before most family decisions affecting me are made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122.	How often do your parents tell you they're proud of you for something you've done?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

☐ Never or almost never
☐ Sometimes
☐ Often
☐ All the time

	YES!			
	yes			
	no			
	NO!			
116. If you carried a handgun without your parent's permission, would you be caught by your parents?				
117. If you skipped school would you be caught by your parents?				

118. My parents notice when I am doing a good job and let me know about it.

☐ Never or almost never

☐ Sometimes

☐ Often

☐ All the time

	YES!	
	yes	no
126. If I had a personal problem, I could ask my mom or dad for help.	<input type="radio"/>	<input type="radio"/>
127. Do you feel very close to your father?	<input type="radio"/>	<input type="radio"/>
128. My parents give me lots of chances to do fun things with them.	<input type="radio"/>	<input type="radio"/>
129. My parents ask if I've gotten my homework done.	<input type="radio"/>	<input type="radio"/>
130. People in my family have serious arguments.	<input type="radio"/>	<input type="radio"/>
131. Would your parents know if you did not come home on time?	<input type="radio"/>	<input type="radio"/>

132. How important were these questions?

- ☐ Not too important
☐ Fairly important
☐ Important
☐ Very important

133. How honest were you in filling out this survey?

- ☐ I was very honest
☐ I was honest pretty much of the time
☐ I was honest some of the time
☐ I was honest once in awhile
☐ I was not honest at all

Appendix B: Risk and Protective Factors and Their Associated Scales

	<u>Protective Factor</u>	<u>Associated Scales</u>
<i>Community Domain Protective Factors</i>	Community Opportunities for Prosocial Involvement	Community Opportunities for Prosocial Involvement
	Community Rewards for Prosocial Involvement	Community Rewards for Prosocial Involvement
	<u>Risk Factor</u>	<u>Associated Scales</u>
<i>Community Domain Risk Factors</i>	Low Neighborhood Attachment and Community Disorganization	Low Neighborhood Attachment Community Disorganization
	Transitions & Mobility	Transitions & Mobility
	Laws and Norms Favorable to Drug Use, Firearms, and Crime	Laws and Norms Favorable to Drug Use
	Availability of Drugs and Firearms	Perceived Availability of Drugs Perceived Availability of Handguns
	Media Portrayals of Violence	No Scale
	Extreme Economic Deprivation	No Scale
	<u>Protective Factor</u>	<u>Associated Scales</u>
<i>Family Domain Protective Factors</i>	Family Attachment	Family Attachment
	Family Opportunities for Positive Involvement	Family Opportunities for Positive Involvement
	Family Rewards for Positive Involvement	Family Rewards for Positive Involvement

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

	<u>Risk Factor</u>	<u>Associated Scales</u>
<i>Family Domain Risk Factors</i>	Family Management Problems	Poor Family Management
	Family Conflict	Family Conflict
	Family Involvement in the Problem Behavior	Family History of Antisocial Behavior
	Favorable Parental Attitudes Towards The Problem Behavior	Parental Attitudes Favorable to Antisocial Behavior Parental Attitudes Favorable to Drug Use
	<u>Protective Factor</u>	<u>Associated Scales</u>
<i>School Domain Protective Factors</i>	School Opportunities for Prosocial Involvement	School Opportunities for Prosocial Involvement
	School Rewards for Prosocial Involvement	School Rewards for Prosocial Involvement
	<u>Risk Factor</u>	<u>Associated Scales</u>
<i>School Domain Risk Factors</i>	Academic Failure Beginning in Late Elementary School	Academic Failure
	Lack of Commitment to School	Low School Commitment
	Early and Persistent Antisocial Behavior	Early Initiation of Drug use Early Initiation of Antisocial Behavior
	<u>Protective Factor</u>	<u>Associated Scales</u>
<i>Individual-Peer Protective Factors</i>	Religiosity	Religiosity
	Social Skills	Social Skills
	Belief in the Moral Order	Belief in the Moral Order

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

	<u>Risk Factor</u>	<u>Associated Scales</u>
<i>Individual-Peer Risk Factors</i>	Rebelliousness	Rebelliousness
	Friends Who Engage in the Problem Behavior	Interaction with Antisocial Peers Friends' Use of Drugs Rewards for Antisocial Behavior
	Favorable Attitudes Towards the Problem Behavior	Attitudes Favorable Towards Antisocial Behavior Attitudes Favorable Towards Drug Use Perceived Risks of Drug Use Intention to Use
	Early Initiative of the Problem Behavior	Early Initiative of Drug Use Early Initiative of Antisocial Behavior
	Constitutional Factors	Sensation Seeking Depressive Symptoms

Appendix C: Arkansas PNA Survey Results, Frequency and Percentage for Each Response Category

Question	Responses	#	%
1 How old are you?	10	22	0.1
	11	4145	16.3
	12	3183	12.5
	13	4093	16.1
	14	2669	10.5
	15	3707	14.6
	16	2472	9.7
	17	3366	13.2
	18	1667	6.6
	19 or older	126	0.5
2 What grade are you in?	6th	7332	29.3
	8th	6758	27.0
	10th	6080	24.3
	12th	4886	19.5
3 Are you:	male	12121	47.9
	female	13162	52.1
4 What do you consider yourself to be? (Choose one best Answer)	White, not of Hispanic Origin	17847	73.3
	Black or African American	4096	16.8
	American Indian/Native American, Eskimo, or Aleut	702	2.9
	Spanish/Hispanic/Latino	273	1.1
	Mexican American	282	1.2
	Mexican	210	0.9
	Cuban	13	0.1
	Other Spanish	23	0.1
	Chicano	58	0.2

Question	Responses	#	%
	Puerto Rican	27	0.1
	Central or South American	92	0.4
	Asian or Pacific Islander	47	0.2
	Chinese	12	0.1
	Filipino	28	0.1
	Hawaiian	35	0.1
	Korean	22	0.1
	Vietnamese	29	0.1
	Other Asian or Pacific Islander	34	0.1
	Japanese	16	0.1
	Asian Indian	24	0.1
	Samoan	3	0.0
	Guamanian	7	0.0
	Cambodian	4	0.0
	Other (Please Specify____)	455	1.9
5 Think of where you live most of the time. Which of the following people live there with you?	Mother	21737	85.2
	Stepmother	1277	5.0
	Foster Mother	96	0.4
	Grandmother	2070	8.1
	Aunt	718	2.8
	Sister	10153	39.8
	Stepsister	911	3.6
	Other children	873	3.4
	Your own children	181	0.7
	Father	14825	58.1
	Stepfather	3874	15.2
	Foster father	80	0.3
	Grandfather	1092	4.3

Question	Responses	#	%
	Uncle	747	2.9
	Brothers	10730	42.1
	Stepbrothers	983	3.9
	Other adults	720	2.8
6 How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?	0	7473	29.8
	1	7390	29.5
	2	4396	17.5
	3	2480	9.9
	4	1350	5.4
	5	745	3.0
	6 or more	1247	5.0
7 How many brothers and sisters, including stepbrothers and stepsisters, do you have that are younger than you?	0	9059	36.0
	1	7877	31.3
	2	4169	16.6
	3	2013	8.0
	4	1006	4.0
	5	503	2.0
	6 or more	543	2.2
8 What is the language you use most often at home?	English	24367	96.3
	Spanish	686	2.7
	Another Language	258	1.0
9 What is the zip code where you live?			
10 What is the highest level of schooling your father completed?	Completed grade school or less	453	1.8
	Some high school	2440	9.9
	Completed high school	6952	28.3
	Some college	2807	11.4
	Completed college	3730	15.2

Question	Responses	#	%
	Graduate or professional school after college	1413	5.7
	Don't know	6448	26.2
	Does not apply	339	1.4
11 What is the highest level of schooling your mother completed?	Completed grade school or less	384	1.6
	Some high school	2386	9.7
	Completed high school	6702	27.2
	Some college	3893	15.8
	Completed college	4959	20.1
	Graduate or professional school after college	1645	6.7
	Don't know	4418	17.9
	Does not apply	237	1.0
12 Where are you living now?	On a farm	1659	6.5
	In the country, but not on a farm	7162	28.1
	In a city, town or suburb	16403	64.3
13 Putting them all together, what were your grades like last year?	Mostly F's	499	2.1
	Mostly D's	1209	5.0
	Mostly C's	5441	22.4
	Mostly B's	9123	37.5
	Mostly A's	8055	33.1
14 During the LAST FOUR WEEKS how many whole days have you missed....			
a. because of illness?	none	11426	52.0
	1	4015	18.3
	2	2691	12.3
	3	1768	8.1
	4 to 5	1384	6.3
	6 to 10	505	2.3
	11+	167	0.8

Question	Responses	#	%
b. because you skipped or cut?	none	15165	85.9
	1	1164	6.6
	2	584	3.3
	3	328	1.9
	4 to 5	201	1.1
	6 to 10	102	0.6
	11+	106	0.6
c. for other reasons?	none	12089	59.9
	1	3922	19.4
	2	1865	9.2
	3	1098	5.4
	4 to 5	753	3.7
	6 to 10	298	1.5
	11+	165	0.8
15 In my school, students have lots of chances to help decide things like class activities and rules.	NO!	6697	26.7
	no	8384	33.4
	yes	8067	32.2
	YES!	1926	7.7
16 Teachers ask me to work on special classroom projects.	NO!	5082	20.2
	no	9589	38.1
	yes	8230	32.7
	YES!	2245	8.9
17 My teacher(s) notices when I am doing a good job and lets me know about it.	NO!	2508	10.0
	no	4669	18.5
	yes	11462	45.5
	YES!	6536	26.0

Question	Responses	#	%
18 There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	NO!	1245	4.9
	no	2022	8.0
	yes	8694	34.4
	YES!	13308	52.7
19 There are lots of chances for students in my school to talk with a teacher one-to-one.	NO!	1782	7.1
	no	4434	17.7
	yes	11370	45.3
	YES!	7507	29.9
20 I feel safe at my school.	NO!	2374	9.5
	no	3172	12.7
	yes	11583	46.4
	YES!	7855	31.4
21 The school lets my parents know when I have done something well.	NO!	7616	30.3
	no	9371	37.3
	yes	5690	22.6
	YES!	2477	9.8
22 My teachers praise me when I work hard in school.	NO!	4735	18.9
	no	8352	33.4
	yes	8820	35.3
	YES!	3107	12.4
23 Are your school grades better than the grades of most students in your class?	NO!	2665	10.7
	no	7235	29.0
	yes	10607	42.5
	YES!	4453	17.8
24 There are lots of chances to be part of class discussions or activities.	NO!	1652	6.6
	no	4692	18.7
	yes	12574	50.1
	YES!	6188	24.6

Question	Responses	#	%
25 How often do you feel that the school work you are assigned is meaningful and important?	Never	1591	6.3
	Seldom	3628	14.4
	Sometimes	9952	39.5
	Often	5661	22.5
	Almost Always	4382	17.4
26 How interesting are most of your courses to you?	Very interesting	2210	8.9
	Quite interesting	6166	24.7
	Fairly interesting	10112	40.5
	Slightly Dull	4226	16.9
	Very Dull	2241	9.0
27 How important do you think the things you are learning in school are going to be for your later life?	Very important	10765	42.6
	Quite important	6137	24.3
	Fairly important	5144	20.4
	Slightly important	2444	9.7
	Not at all important	752	3.0
28 Now, thinking back over the past year in school, how often did you...			
a. enjoy being in school?	Never	2340	9.5
	Seldom	3885	15.9
	Sometimes	8536	34.8
	Often	6034	24.6
	Almost Always	3717	15.2
b hate being at school?	Never	2918	12.0
	Seldom	6433	26.5
	Sometimes	7021	28.9
	Often	4694	19.3
	Almost Always	3206	13.2

Question	Responses	#	%
c try to do your best work in school?	Never	376	1.5
	Seldom	1120	4.6
	Sometimes	4209	17.2
	Often	7224	29.5
	Almost Always	11594	47.3
29 Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:			
a. smoked cigarettes?	0 Friends	13904	55.3
	1 Friend	3799	15.1
	2 Friends	2642	10.5
	3 Friends	1764	7.0
	4 Friends	3025	12.0
b. tried beer, wine, or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	0 Friends	12074	48.3
	1 Friend	3372	13.5
	2 Friends	2566	10.3
	3 Friends	2051	8.2
	4 Friends	4955	19.8
c. used marijuana?	0 Friends	17010	68.3
	1 Friend	2604	10.5
	2 Friends	1817	7.3
	3 Friends	1182	4.7
	4 Friends	2284	9.2
d. used LSD, cocaine, amphetamines, or other illegal drugs?	0 Friends	22117	88.5
	1 Friend	1466	5.9
	2 Friends	655	2.6
	3 Friends	279	1.1
	4 Friends	480	1.9

Question	Responses	#	%
e. been suspended from school?	0 Friends	16803	67.1
	1 Friend	4354	17.4
	2 Friends	1870	7.5
	3 Friends	813	3.2
	4 Friends	1207	4.8
f. carried a handgun?	0 Friends	23185	92.6
	1 Friend	1012	4.0
	2 Friends	325	1.3
	3 Friends	159	0.6
	4 Friends	349	1.4
g. sold illegal drugs?	0 Friends	21987	88.2
	1 Friend	1476	5.9
	2 Friends	680	2.7
	3 Friends	316	1.3
	4 Friends	472	1.9
h. stolen or tried to steal a motor vehicle such as a car or motorcycle?	0 Friends	23379	93.2
	1 Friend	1043	4.2
	2 Friends	325	1.3
	3 Friends	110	0.4
	4 Friends	232	0.9
i. been arrested?	0 Friends	20849	83.3
	1 Friend	2489	9.9
	2 Friends	910	3.6
	3 Friends	350	1.4
	4 Friends	425	1.7
j. dropped out of school?	0 Friends	22780	91.0
	1 Friend	1595	6.4
	2 Friends	367	1.5
	3 Friends	146	0.6
	4 Friends	142	0.6

Question	Responses	#	%
k. been members of a gang?	0 Friends	22235	89.0
	1 Friend	1329	5.3
	2 Friends	513	2.1
	3 Friends	241	1.0
	4 Friends	677	2.7
l. attended a RAVE party?	0 Friends	20262	81.6
	1 Friend	1883	7.6
	2 Friends	1022	4.1
	3 Friends	496	2.0
	4 Friends	1164	4.7
m. used drugs while attending a RAVE party?	0 Friends	22050	88.8
	1 Friend	1251	5.0
	2 Friends	616	2.5
	3 Friends	296	1.2
	4 Friends	631	2.5
30. How old were you when you first:			
a. smoked marijuana?	Never have	19921	79.2
	10 or younger	454	1.8
	11	401	1.6
	12	720	2.9
	13	965	3.8
	14	964	3.8
	15	843	3.4
	16	597	2.4
	17 or Older	290	1.2

Question	Responses	#	%
b. smoked a cigarette, even just a puff?	Never have	14304	57.0
	10 or younger	3865	15.4
	11	1652	6.6
	12	1556	6.2
	13	1420	5.7
	14	948	3.8
	15	709	2.8
	16	418	1.7
	17 or Older	208	0.8
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey or gin)?	Never have	12015	47.9
	10 or younger	3322	13.2
	11	1543	6.2
	12	1625	6.5
	13	1926	7.7
	14	1741	6.9
	15	1516	6.0
	16	911	3.6
	17 or Older	480	1.9
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Never have	19634	78.4
	10 or younger	330	1.3
	11	291	1.2
	12	473	1.9
	13	755	3.0
	14	922	3.7
	15	1135	4.5
	16	902	3.6
	17 or Older	607	2.4
e. got suspended from school?	Never have	20274	80.9
	10 or younger	1359	5.4
	11	687	2.7
	12	748	3.0
	13	786	3.1

Question	Responses	#	%
	14	502	2.0
	15	369	1.5
	16	220	0.9
	17 or Older	106	0.4
f. got arrested?	Never have	23282	93.1
	10 or younger	186	0.7
	11	177	0.7
	12	212	0.8
	13	292	1.2
	14	254	1.0
	15	272	1.1
	16	168	0.7
	17 or Older	163	0.7
g. carried a handgun?	Never have	23596	94.5
	10 or younger	419	1.7
	11	230	0.9
	12	174	0.7
	13	171	0.7
	14	119	0.5
	15	109	0.4
	16	86	0.3
	17 or Older	70	0.3
h. attacked someone with the idea of seriously hurting them?	Never have	21160	84.6
	10 or younger	991	4.0
	11	597	2.4
	12	514	2.1
	13	520	2.1
	14	429	1.7
	15	361	1.4
	16	276	1.1
	17 or Older	171	0.7

Question	Responses	#	%
I. belonged to a gang?	Never have	23855	95.1
	10 or younger	288	1.1
	11	232	0.9
	12	171	0.7
	13	205	0.8
	14	152	0.6
	15	92	0.4
	16	44	0.2
	17 or Older	33	0.1
31. How wrong do you think it is for someone your age to:			
a. take a handgun to school?	Very Wrong	22847	90.5
	Wrong	1797	7.1
	A Little Bit Wrong	393	1.6
	Not Wrong at All	213	0.8
b. steal something worth more than \$5?	Very Wrong	15133	60.2
	Wrong	7543	30.0
	A Little Bit Wrong	1979	7.9
	Not Wrong at All	486	1.9
c. pick a fight with someone?	Very Wrong	9498	37.9
	Wrong	8477	33.8
	A Little Bit Wrong	5474	21.8
	Not Wrong at All	1638	6.5
d. attack someone with the idea of seriously hurting them?	Very Wrong	17599	70.0
	Wrong	4586	18.2
	A Little Bit Wrong	1998	7.9
	Not Wrong at All	964	3.8

Question	Responses	#	%
e. stay away from school day?	Very Wrong	13227	52.4
	Wrong	7194	28.5
	A Little Bit Wrong	3715	14.7
	Not Wrong at All	1117	4.4
f. drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	Very Wrong	13880	55.1
	Wrong	4890	19.4
	A Little Bit Wrong	4074	16.2
	Not Wrong at All	2362	9.4
g. smoke cigarettes?	Very Wrong	13874	55.3
	Wrong	5133	20.5
	A Little Bit Wrong	3349	13.3
	Not Wrong at All	2744	10.9
h. smoke marijuana?	Very Wrong	18113	72.2
	Wrong	2973	11.8
	A Little Bit Wrong	1953	7.8
	Not Wrong at All	2053	8.2
i. use LSD, cocaine, amphetamines, or another illegal drug?	Very Wrong	22823	90.7
	Wrong	1432	5.7
	A Little Bit Wrong	503	2.0
	Not Wrong at All	407	1.6
32. I ignore the rules that get in my way.	Very False	9550	38.1
	Somewhat False	7913	31.5
	Somewhat True	6465	25.8
	Very True	1160	4.6

Question	Responses	#	%
33. It is all right to beat up people if they start the fight.	NO!	5709	22.5
	no	6072	24.0
	yes	6822	26.9
	YES!	6725	26.6
34. It is important to be honest with your parents, even if they become upset or you get punished.	NO!	901	3.6
	no	1647	6.5
	yes	8459	33.4
	YES!	14308	56.5
35. I do the opposite of what people tell me, just to get them mad.	Very False	13367	53.0
	Somewhat False	6761	26.8
	Somewhat True	4277	16.9
	Very True	835	3.3
36. I think it is okay to take something without asking if you can get away with it.	NO!	15507	61.4
	no	7391	29.3
	yes	1632	6.5
	YES!	737	2.9
37. How many times have you done the following things?			
a. Done what feels good no matter what.	Never	9274	37.7
	I've done it, but not past year	4520	18.4
	Less than once a month	2821	11.5
	About once a month	1923	7.8
	2 or 3 times a week	2125	8.6
	Once a week or more	3952	16.1
b. Done something dangerous because someone dared you to do it.	Never	13960	55.8
	I've done it, but not past year	5294	21.1
	Less than once a month	2295	9.2
	About once a month	1333	5.3
	2 or 3 times a week	1074	4.3
	Once a week or more	1078	4.3

Question	Responses	#	%
c. Done crazy things even if they are a little dangerous.	Never	10462	41.8
	I've done it, but not past year	5624	22.5
	Less than once a month	2852	11.4
	About once a month	1914	7.6
	2 or 3 times a week	1821	7.3
	Once a week or more	2353	9.4
38. Have you ever belonged to a gang?	Yes	1579	6.3
	No	23657	93.7
39. If you have ever belonged to a gang, did the gang have a name?	Yes	1327	5.3
	No	816	3.2
	Never belonged	22980	91.5
40. How many times in the past year (12 months) have you:			
a. been suspended from school?	Never	22619	89.4
	1 or 2 Times	2116	8.4
	3 to 5 Times	355	1.4
	6 to 9 Times	94	0.4
	10 to 19 Times	50	0.2
	20 to 29 Times	22	0.1
	30 to 39 Times	6	0.0
	40+ Times	39	0.2
b. carried a handgun?	Never	23945	95.1
	1 or 2 Times	525	2.1
	3 to 5 Times	221	0.9
	6 to 9 Times	122	0.5
	10 to 19 Times	98	0.4
	20 to 29 Times	61	0.2
	30 to 39 Times	29	0.1
	40+ Times	186	0.7

Question	Responses	#	%
c. sold illegal drugs?	Never	23962	95.5
	1 or 2 Times	435	1.7
	3 to 5 Times	177	0.7
	6 to 9 Times	123	0.5
	10 to 19 Times	98	0.4
	20 to 29 Times	61	0.2
	30 to 39 Times	32	0.1
	40+ Times	195	0.8
d. stolen a vehicle such as a car or motorcycle?	Never	24644	97.8
	1 or 2 Times	356	1.4
	3 to 5 Times	71	0.3
	6 to 9 Times	41	0.2
	10 to 19 Times	22	0.1
	20 to 29 Times	11	0.0
	30 to 39 Times	4	0.0
	40+ Times	48	0.2
e. been arrested?	Never	23870	95.2
	1 or 2 Times	961	3.8
	3 to 5 Times	128	0.5
	6 to 9 Times	45	0.2
	10 to 19 Times	18	0.1
	20 to 29 Times	10	0.0
	30 to 39 Times	9	0.0
	40+ Times	33	0.1
f. attacked someone with the idea of seriously hurting them?	Never	22168	88.2
	1 or 2 Times	2021	8.0
	3 to 5 Times	426	1.7
	6 to 9 Times	193	0.8
	10 to 19 Times	111	0.4
	20 to 29 Times	53	0.2
	30 to 39 Times	26	0.1
	40+ Times	149	0.6

Question	Responses	#	%
g. been drunk or high at school?	Never	22205	88.4
	1 or 2 Times	1390	5.5
	3 to 5 Times	440	1.8
	6 to 9 Times	280	1.1
	10 to 19 Times	213	0.8
	20 to 29 Times	137	0.5
	30 to 39 Times	69	0.3
	40+ Times	388	1.5
h. taken a handgun to school?	Never	25020	99.4
	1 or 2 Times	55	0.2
	3 to 5 Times	16	0.1
	6 to 9 Times	18	0.1
	10 to 19 Times	12	0.0
	20 to 29 Times	8	0.0
	30 to 39 Times	4	0.0
	40+ Times	37	0.1
41. What are the chances you would be seen as cool if you:			
a. smoked cigarettes?	No or Very Little Chance	16845	67.1
	Little Chance	4084	16.3
	Some Chance	2406	9.6
	Pretty Good Chance	1055	4.2
	Very Good Chance	700	2.8
b. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	No or Very Little Chance	15441	61.8
	Little Chance	3617	14.5
	Some Chance	2889	11.6
	Pretty Good Chance	1890	7.6
	Very Good Chance	1157	4.6

Question	Responses	#	%
c. smoked marijuana?	No or Very Little Chance	17348	69.5
	Little Chance	2703	10.8
	Some Chance	2058	8.2
	Pretty Good Chance	1435	5.7
	Very Good Chance	1432	5.7
d. carried a handgun?	No or Very Little Chance	21427	85.8
	Little Chance	1736	6.9
	Some Chance	761	3.0
	Pretty Good Chance	420	1.7
	Very Good Chance	641	2.6
42. You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?	Ignore her	4611	18.3
	Grab a CD and leave the store	2129	8.5
	Tell her put the CD back	10794	42.9
	Act like it's a joke, and ask her to put the CD back	7644	30.4
43. It's 8:00 on a week night and you are about to go over to a friend's home when your mother asks you where you are going. You say, "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?	Leave the house anyway	1435	5.7
	Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out	17337	69.1
	Not say anything and start watching TV	4266	17.0
	Get into an argument with her	2057	8.2
44. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenaged you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	Push the person back	3224	12.9
	Say "Excuse me" and keep on walking	12348	49.5
	Say "Watch where you are going" and keep on walking	6813	27.3
	Swear at the person and walk away	2547	10.2

Question	Responses	#	%
45. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Drink it	7057	28.2
	Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else	7569	30.3
	Just say "No, Thanks" and walk away	7747	31.0
	Make up a good excuse, tell your friend you had something else to do, and leave	2635	10.5
46. I think sometimes it's okay to cheat at school.	NO!	9106	36.2
	no	7503	29.8
	yes	6458	25.7
	YES!	2097	8.3
47. How often do you attend religious services or activities?	Never	2817	11.3
	Rarely	5553	22.4
	1-2 Times a Month	3488	14.0
	Once a Week+	12984	52.3
48. I like to see how much I can get away with.	Very False	11139	44.6
	Somewhat False	6484	26.0
	Somewhat True	5764	23.1
	Very True	1588	6.4
49. It is important to think before you act.	NO!	612	2.4
	no	691	2.7
	yes	7337	29.2
	YES!	16500	65.6
50. Sometimes I think that life is not worth it.	NO!	11376	45.8
	no	5027	20.2
	yes	5498	22.1
	YES!	2944	11.9

Question	Responses	#	%
51. At times I think I am no good at all.	NO!	7723	31.1
	no	5766	23.2
	yes	7711	31.1
	YES!	3605	14.5
52. All in all, I am inclined to think that I am a failure.	NO!	12518	50.6
	no	6769	27.4
	yes	3552	14.4
	YES!	1899	7.7
53. In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes?	NO!	7258	29.1
	no	5513	22.1
	yes	6701	26.9
	YES!	5439	21.8
54. How much do you think people risk harming themselves (physically or in other ways) if they?			
a. smoked one or more packs of cigarettes per day?	No risk	1986	8.0
	Slight risk	2157	8.6
	Moderate risk	5906	23.6
	Great risk	14931	59.8
b. try marijuana once or twice?	No risk	4701	18.9
	Slight risk	5790	23.3
	Moderate risk	5548	22.3
	Great risk	8826	35.5
c. smoked marijuana regularly?	No risk	2622	10.6
	Slight risk	2292	9.3
	Moderate risk	3966	16.0
	Great risk	15850	64.1

Question	Responses	#	%
d. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	No risk	3290	13.2
	Slight risk	4918	19.8
	Moderate risk	6994	28.1
	Great risk	9675	38.9
55. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	Never	20140	80.0
	Once or Twice	2662	10.6
	Once in a while	986	3.9
	Regularly in past	491	2.0
	Regularly now	896	3.6
56. How frequently have you used smokeless tobacco during the past 30 days?	Never	23180	92.1
	Once or Twice	946	3.8
	Once or twice a week	313	1.2
	About once a day	208	0.8
	More than once a day	531	2.1
57. Have you ever smoked cigarettes?	Never	14803	58.8
	Once or Twice	4812	19.1
	Once in a while	2091	8.3
	Regularly in past	1321	5.2
	Regularly now	2141	8.5
58. How frequently have you smoked cigarettes during the past 30 days?	Not at all	20971	83.5
	Less than 1 per day	1689	6.7
	1 to 5 per day	1162	4.6
	1/2 pack per day	665	2.6
	1 pack per day	414	1.6
	1 1/2 packs per day	139	0.6
	2+ packs per day	79	0.3

Question	Responses	#	%
59. On how many occasions (if any) have you had alcoholic beverages (beer, wine, or hard liquor) to drink in your lifetime - more than just a few sips?	0 Occasions	12528	50.1
	1-2 Occasions	4183	16.7
	3-5 Occasions	2286	9.1
	6-9 Occasions	1463	5.8
	10-19 Occasions	1475	5.9
	20-39 Occasions	1037	4.1
	40+ Occasions	2056	8.2
60. On how many occasions (if any) have you had beer, wine, or hard liquor during the past 30 days?	0 Occasions	18262	72.8
	1-2 Occasions	3618	14.4
	3-5 Occasions	1455	5.8
	6-9 Occasions	819	3.3
	10-19 Occasions	519	2.1
	20-39 Occasions	180	0.7
	40+ Occasions	220	0.9
61. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None	21345	84.9
	Once	1460	5.8
	Twice	1005	4.0
	3-5 times	781	3.1
	6-9 times	248	1.0
	10 or more times	313	1.2
62. On how many occasions (if any) have you used marijuana in your lifetime?	0 Occasions	19608	78.1
	1-2 Occasions	1534	6.1
	3-5 Occasions	809	3.2
	6-9 Occasions	559	2.2
	10-19 Occasions	569	2.3
	20-39 Occasions	489	1.9
	40+ Occasions	1529	6.1

Question	Responses	#	%
63. On how many occasions (if any) have you used marijuana during the past 30 days?	0 Occasions	22398	89.4
	1-2 Occasions	944	3.8
	3-5 Occasions	399	1.6
	6-9 Occasions	333	1.3
	10-19 Occasions	351	1.4
	20-39 Occasions	248	1.0
	40+ Occasions	375	1.5
64. On how many occasions (if any) have you used LSD or other psychedelics in your lifetime?	0 Occasions	24038	96.1
	1-2 Occasions	471	1.9
	3-5 Occasions	193	0.8
	6-9 Occasions	96	0.4
	10-19 Occasions	83	0.3
	20-39 Occasions	49	0.2
	40+ Occasions	76	0.3
65. On how many occasions (if any) have you used LSD or other psychedelics during the past 30 days?	0 Occasions	24534	98.7
	1-2 Occasions	207	0.8
	3-5 Occasions	55	0.2
	6-9 Occasions	26	0.1
	10-19 Occasions	17	0.1
	20-39 Occasions	6	0.0
	40+ Occasions	16	0.1
66. On how many occasions (if any) have you used cocaine or crack in your lifetime?	0 Occasions	23958	96.5
	1-2 Occasions	476	1.9
	3-5 Occasions	130	0.5
	6-9 Occasions	85	0.3
	10-19 Occasions	68	0.3
	20-39 Occasions	46	0.2
	40+ Occasions	58	0.2

Question	Responses	#	%
67. On how many occasions (if any) have you used cocaine or crack in the past 30 days?	0 Occasions	24461	99.0
	1-2 Occasions	160	0.6
	3-5 Occasions	37	0.2
	6-9 Occasions	36	0.1
	10-19 Occasions	7	0.0
	20-39 Occasions	3	0.0
	40+ Occasions	7	0.0
68. On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	0 Occasions	21559	87.0
	1-2 Occasions	1796	7.3
	3-5 Occasions	593	2.4
	6-9 Occasions	302	1.2
	10-19 Occasions	198	0.8
	20-39 Occasions	122	0.5
	40+ Occasions	199	0.8
69. On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in the past 30 days?	0 Occasions	23628	95.5
	1-2 Occasions	717	2.9
	3-5 Occasions	185	0.7
	6-9 Occasions	107	0.4
	10-19 Occasions	56	0.2
	20-39 Occasions	23	0.1
	40+ Occasions	38	0.2
70. On how many occasions (if any) have you used methamphetamines in your lifetime?	0 Occasions	23660	96.4
	1-2 Occasions	360	1.5
	3-5 Occasions	153	0.6
	6-9 Occasions	92	0.4
	10-19 Occasions	87	0.4
	20-39 Occasions	71	0.3
	40+ Occasions	127	0.5

Question	Responses	#	%
71. On how many occasions (if any) have you used methamphetamines in the past 30 days?	0 Occasions	24183	98.6
	1-2 Occasions	195	0.8
	3-5 Occasions	63	0.3
	6-9 Occasions	32	0.1
	10-19 Occasions	32	0.1
	20-39 Occasions	12	0.0
	40+ Occasions	9	0.0
72. On how many occasions (if any) have you used ecstasy in your lifetime?	0 Occasions	23580	96.3
	1-2 Occasions	551	2.3
	3-5 Occasions	157	0.6
	6-9 Occasions	82	0.3
	10-19 Occasions	55	0.2
	20-39 Occasions	24	0.1
	40+ Occasions	37	0.2
73. On how many occasions (if any) have you used ecstasy in the past 30 days?	0 Occasions	24238	99.0
	1-2 Occasions	186	0.8
	3-5 Occasions	29	0.1
	6-9 Occasions	17	0.1
	10-19 Occasions	11	0.0
	20-39 Occasions	6	0.0
	40+ Occasions	7	0.0
74. On how many occasions (if any) have you used derbisol in your lifetime?	At least one use	1174	4.6
75. On how many occasions (if any) have you used derbisol in the past 30 days?	At least one use	1166	4.6

Question	Responses	#	%
76. On how many occasions (if any) have you used other illegal drugs in your lifetime?	0 Occasions	21876	89.2
	1-2 Occasions	999	4.1
	3-5 Occasions	408	1.7
	6-9 Occasions	275	1.1
	10-19 Occasions	234	1.0
	20-39 Occasions	202	0.8
	40+ Occasions	535	2.2
77. On how many occasions (if any) have you used other illegal drugs in the past 30 days?	0 Occasions	22610	94.0
	1-2 Occasions	613	2.6
	3-5 Occasions	245	1.0
	6-9 Occasions	170	0.7
	10-19 Occasions	134	0.6
	20-39 Occasions	95	0.4
	40+ Occasions	180	0.7
78. If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard	9170	38.5
	Sort of hard	3639	15.3
	Sort of easy	4688	19.7
	Very easy	6332	26.6
79. If you wanted to get some cigarettes, how easy would it be for you to get some?	Very hard	7952	33.5
	Sort of hard	2827	11.9
	Sort of easy	3677	15.5
	Very easy	9317	39.2
80. If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?	NO!	6061	25.4
	no	8873	37.2
	yes	4737	19.9
	YES!	4185	17.5

Question	Responses	#	%
81. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	Very hard	15195	64.7
	Sort of hard	3598	15.3
	Sort of easy	2939	12.5
	Very easy	1741	7.4
82. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?	NO!	8009	33.7
	no	8981	37.8
	yes	3828	16.1
	YES!	2934	12.4
83. If you wanted to get a handgun, how easy would it be for you to get one?	Very hard	12447	53.1
	Sort of hard	4600	19.6
	Sort of easy	3094	13.2
	Very easy	3286	14.0
84. If a kid carried a handgun in your neighborhood, would he or she be caught by the police?	NO!	4605	19.5
	no	7216	30.5
	yes	6265	26.5
	YES!	5547	23.5
85. If you wanted to get some marijuana, how easy would it be for you to get some?	Very hard	11275	47.8
	Sort of hard	2461	10.4
	Sort of easy	3332	14.1
	Very easy	6503	27.6
86. How wrong would most adults in your neighborhood think it is for kids your age:			
a. to use marijuana?	Very wrong	19309	80.3
	Wrong	2827	11.8
	A Little Wrong	1331	5.5
	Not wrong at all	569	2.4

Question	Responses	#	%
b. to drink alcohol	Very wrong	14937	62.4
	Wrong	4662	19.5
	A Little Wrong	3297	13.8
	Not wrong at all	1024	4.3
c. to smoke cigarettes?	Very wrong	14126	59.0
	Wrong	4773	20.0
	A Little Wrong	3429	14.3
	Not wrong at all	1597	6.7
87. About how many adults have you known personally who in the past year have:			
a. used marijuana, crack, cocaine, or other drugs?	0 adults	13670	57.5
	1 adult	3107	13.1
	2 adults	2090	8.8
	3-4 adults	1781	7.5
	5+ adults	3132	13.2
b. sold or dealt drugs?	0 adults	16516	70.0
	1 adult	2620	11.1
	2 adults	1554	6.6
	3-4 adults	1099	4.7
	5+ adults	1814	7.7
c. done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc.?	0 adults	17088	72.2
	1 adult	2642	11.2
	2 adults	1284	5.4
	3-4 adults	904	3.8
	5+ adults	1743	7.4
d. gotten drunk or high?	0 adults	9555	40.4
	1 adult	3898	16.5
	2 adults	2284	9.7
	3-4 adults	2031	8.6
	5+ adults	5894	24.9

Question	Responses	#	%
88. Sometimes we don't know what we will do as adults, but we may have an idea. Please tell me how true these statements may be for you as an adult.			
a. When I am an adult I will smoke cigarettes.	Very False	18178	77.0
	Somewhat False	2455	10.4
	Somewhat True	1921	8.1
	Very True	1052	4.5
b. When I am an adult I will drink beer, wine, or hard liquor.	Very False	11849	50.4
	Somewhat False	3971	16.9
	Somewhat True	5008	21.3
	Very True	2701	11.5
c. When I am an adult I will smoke marijuana.	Very False	20093	85.3
	Somewhat False	1375	5.8
	Somewhat True	1090	4.6
	Very True	997	4.2
89. If I had to move, I would miss the neighborhood I now live in.	NO!	4455	18.9
	no	3335	14.2
	yes	6230	26.5
	YES!	9509	40.4
90. My neighbors notice when I am doing a good job and let me know about it.	NO!	10533	45.1
	no	5897	25.2
	yes	4043	17.3
	YES!	2883	12.3
91. I like my neighborhood.	NO!	3551	15.4
	no	2450	10.6
	yes	8351	36.2
	YES!	8691	37.7

Question	Responses	#	%
92. There are lots of adults in my neighborhood I could talk to about something important.	NO!	7806	33.5
	no	5423	23.3
	yes	5044	21.6
	YES!	5048	21.6
93. How much do each of the following statements describe your neighborhood?			
a. crime and/or drug selling	NO!	15169	65.3
	no	4081	17.6
	yes	2594	11.2
	YES!	1396	6.0
b. fights	NO!	13269	57.3
	no	4679	20.2
	yes	3358	14.5
	YES!	1861	8.0
c. lots of empty or abandoned buildings	NO!	16390	70.7
	no	4535	19.6
	yes	1527	6.6
	YES!	717	3.1
d. lots of graffiti	NO!	18017	78.7
	no	3671	16.0
	yes	712	3.1
	YES!	496	2.2
94. People move in and out of my neighborhood a lot.	NO!	7997	34.3
	no	9693	41.6
	yes	3889	16.7
	YES!	1734	7.4

Question	Responses	#	%
95. How many times have you changed homes since kindergarten?	Never	6187	26.5
	1 or 2 times	7680	32.9
	3 or 4 times	4729	20.3
	5 or 6 times	2274	9.7
	7 or more times	2470	10.6
96. There are people in my neighborhood who are proud of me when I do something well.	NO!	4599	19.9
	no	5430	23.5
	yes	8206	35.5
	YES!	4884	21.1
97. Which of the following activities for people your age are available in your community?			
a. sports teams	Yes	18809	82.5
	No	3981	17.5
b. scouting	Yes	12885	57.7
	No	9433	42.3
c. boys and girls clubs	Yes	12795	57.3
	No	9525	42.7
d. 4-H clubs	Yes	11193	51.3
	No	10630	48.7
e. service clubs	Yes	11172	51.2
	No	10662	48.8
98. Have you changed schools in the past year?	Yes	18188	79.4
	No	4726	20.6
99. I feel safe in my neighborhood?	NO!	1415	6.2
	no	2116	9.3
	yes	9483	41.5
	YES!	9814	43.0

Question	Responses	#	%
100. How many times have you changed schools since kindergarten?	Never	9282	40.7
	1 or 2 times	6438	28.3
	3 or 4 times	3973	17.4
	5 or 6 times	1649	7.2
	7 or more times	1438	6.3
101. I'd like to get out of my neighborhood.	NO!	8309	36.6
	no	7223	31.8
	yes	4213	18.6
	YES!	2935	12.9
102. Have you changed homes in the past year?	No	16814	74.1
	Yes	5888	25.9
103. There are people in my neighborhood who encourage me to do my best.	NO!	3925	17.4
	no	5592	24.8
	yes	7758	34.4
	YES!	5258	23.3
104. Have you attended a RAVE party?	NO!	15935	70.9
	no	4033	18.0
	yes	1446	6.4
	YES!	1052	4.7
105. Have you used drugs while attending a RAVE party?	NO!	17922	80.1
	no	3337	14.9
	yes	585	2.6
	YES!	537	2.4
106. How wrong do your parents feel it would be for you to:			
a. drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	Very Wrong	16618	74.9
	Wrong	2925	13.2
	A Little Bit Wrong	2024	9.1
	Not Wrong at All	624	2.8

Question	Responses	#	%
b. smoke cigarettes?	Very Wrong	17460	79.0
	Wrong	2644	12.0
	A Little Bit Wrong	1296	5.9
	Not Wrong at All	705	3.2
c. smoke marijuana?	Very Wrong	19829	90.6
	Wrong	1076	4.9
	A Little Bit Wrong	572	2.6
	Not Wrong at All	417	1.9
d. steal something worth more than \$5?	Very Wrong	19661	89.3
	Wrong	1766	8.0
	A Little Bit Wrong	370	1.7
	Not Wrong at All	216	1.0
e. draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?	Very Wrong	19436	88.2
	Wrong	1707	7.7
	A Little Bit Wrong	573	2.6
	Not Wrong at All	318	1.4
f. pick a fight with someone?	Very Wrong	14751	66.9
	Wrong	4462	20.2
	A Little Bit Wrong	2181	9.9
	Not Wrong at All	651	3.0
107. Have any of your brothers or sisters ever:			
a. drunk beer, wine, or hard liquor (for example, vodka, whiskey, or gin)?	No	11325	51.8
	Yes	9568	43.7
	I don't have any brothers or sisters	984	4.5
b. smoked marijuana?	No	15691	72.2
	Yes	5089	23.4
	I don't have any brothers or sisters	960	4.4

Question	Responses	#	%
c. smoked cigarettes?	No	12347	57.1
	Yes	8306	38.4
	I don't have any brothers or sisters	966	4.5
d. taken a handgun to school?	No	20395	94.1
	Yes	318	1.5
	I don't have any brothers or sisters	959	4.4
e. been suspended or expelled from school?	No	15301	70.4
	Yes	5487	25.2
	I don't have any brothers or sisters	960	4.4
108. The rules in my family are clear.	NO!	826	3.8
	no	1891	8.7
	yes	7992	36.8
	YES!	11016	50.7
109. Has anyone in your family ever had a sever alcohol or drug problem?	No	14260	66.2
	Yes	7270	33.8
110. People in my family often insult or yell at each other.	NO!	7745	35.5
	no	6578	30.2
	yes	4877	22.4
	YES!	2615	12.0
111. When I am not at home, one of my parents knows where I am and who I am with.	NO!	1699	7.8
	no	1572	7.2
	yes	6528	30.0
	YES!	11950	54.9
112. We argue about the same things in my family over and over.	NO!	6406	29.9
	no	6363	29.7
	yes	5526	25.8
	YES!	3165	14.7

Question	Responses	#	%
113. My parents want me to call if I'm going to be late getting home.	NO!	1499	7.0
	no	1015	4.7
	yes	5376	25.0
	YES!	13640	63.4
114. If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	NO!	4494	20.9
	no	5162	24.0
	yes	3820	17.8
	YES!	8012	37.3
115. My family has clear rules about alcohol and drug use.	NO!	1703	7.9
	no	1868	8.7
	yes	4550	21.2
	YES!	13322	62.1
116. If you carried a handgun without your parent's permission, would you be caught by your parents?	NO!	2742	12.8
	no	2402	11.2
	yes	3903	18.3
	YES!	12316	57.7
117. If you skipped school would you be caught by your parents?	NO!	2866	13.5
	no	3057	14.4
	yes	4283	20.2
	YES!	11011	51.9
118. My parents notice when I am doing a good job and let me know about it.	Never or almost never	1781	8.4
	Sometimes	5728	26.9
	Often	5539	26.0
	All the time	8264	38.8
119. Do you feel very close to your mother?	NO!	1632	7.6
	no	1764	8.2
	yes	5441	25.4
	YES!	12563	58.7

Question	Responses	#	%
120. Do you share your thoughts and feelings with your mother?	NO!	2651	12.4
	no	3794	17.8
	yes	6357	29.8
	YES!	8535	40.0
121. My parents ask me what I think before most family decisions affecting me are made.	NO!	3277	15.5
	no	3954	18.7
	yes	7016	33.3
	YES!	6850	32.5
122. How often do your parents tell you they're proud of you for something you've done?	Never or almost never	1592	7.7
	Sometimes	5367	26.0
	Often	6183	29.9
	All the time	7530	36.4
123. Do you share your thoughts and feelings with your father?	NO!	5338	25.4
	no	4496	21.4
	yes	5860	27.8
	YES!	5356	25.4
124. Do you enjoy spending time with your mother?	NO!	1444	6.8
	no	1239	5.9
	yes	6891	32.5
	YES!	11604	54.8
125. Do you enjoy spending time with your father?	NO!	2854	13.6
	no	1595	7.6
	yes	6594	31.4
	YES!	9964	47.4
126. If I had a personal problem, I could ask my mom or dad for help.	NO!	1866	9.0
	no	1849	8.9
	yes	6331	30.4
	YES!	10787	51.8

Question	Responses	#	%
127. Do you feel very close to your father?	NO!	3330	16.2
	no	3098	15.1
	yes	5628	27.4
	YES!	8513	41.4
128. My parents give me lots of chances to do fun things with them.	NO!	1940	9.4
	no	3818	18.5
	yes	6946	33.6
	YES!	7976	38.6
129. My parents ask if I've gotten my homework done.	NO!	1785	8.6
	no	2431	11.8
	yes	5778	27.9
	YES!	10696	51.7
130. People in my family have serious arguments.	NO!	7366	35.8
	no	7615	37.0
	yes	3206	15.6
	YES!	2400	11.7
131. Would your parents know if you did not come home on time?	NO!	1191	5.8
	no	1720	8.3
	yes	5847	28.4
	YES!	11851	57.5
132. How important were these questions?	Not to Important	4581	22.1
	Fairly Important	5200	25.1
	Important	6021	29.1
	Very Important	4887	23.6
133. How honest were you in filling out this survey?	Very honest	17294	83.3
	Pretty honest	2814	13.6
	Honest sometimes	449	2.2
	Honest occasionally	201	1.0

Appendix D: Item Dictionary for the 2002 Arkansas PNA Survey

Item Dictionary for the 2002 Arkansas Prevention Needs Assessment Student Survey Questionnaire		
Scales and Questions	Response Categories	Question Number
DEMOGRAPHICS		
How old are you?	10, 11, 12, 13, 14, 15, 16, 17, 18, 19 or older	1
What grade are you in?	6th, 8th, 10th, 12th	2
Are you:	Female, Male	3
What do you consider yourself to be?	See questionnaire for complete list of ethnic categories	4
Think of where you live most of the time. Which of the following people live with you? (Choose all that apply)	See questionnaire for complete list of categories	5
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?	0, 1, 2, 3, 4, 5, 6 or more	6
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are younger than you?	0, 1, 2, 3, 4, 5, 6 or more	7
What is the language you use most often at home?	English, Spanish, Another Language	8
What is the zip code where you live?		9
What is the highest level of schooling your father completed?	Completed grade school or less, Some high school, completed high school, Some college, Completed college, Graduate or professional school after college, Do not know, Does not apply	10

What is the highest level of schooling your mother completed?	Completed grade school or less, Some high school, completed high school, Some college, Completed college, Graduate or professional school after college, Do not know, Does not apply	11
Where are you living now?	On a farm; In the country, not on a farm; In a city, town, or suburb	12
COMMUNITY: Low Neighborhood Attachment		
I like my neighborhood.	NO!, No, Yes, YES!	91
If I had to move, I would miss the neighborhood I now live in.	NO!, No, Yes, YES!	89
I would like to get out of my neighborhood.	NO!, No, Yes, YES!	101
COMMUNITY: Community Disorganization		
<i>How much do each of the following statements describe your neighborhood?</i>		93
Crime and/or drug selling	NO!, No, Yes, YES!	93a
Fights	NO!, No, Yes, YES!	93b
Lots of empty or abandoned buildings	NO!, No, Yes, YES!	93c
Lots of graffiti	NO!, No, Yes, YES!	93d
I feel safe in my neighborhood.	NO!, No, Yes, YES!	99
COMMUNITY: Transitions and Mobility		
Have you changed homes in past year (the last 12 months)	NO, YES	102
How many times have you changed homes since kindergarten?	Never, 1-2 times, 3-4 times, 5-6 times, 7 or more times	95

Have you changed schools in the past year (the last 12 months)?	NO, YES	98
How many times have you changed schools since kindergarten?	Never, 1-2 times, 3-4 times, 5-6 times, 7 or more times	100
People move in and out of my neighborhood a lot.	NO!, No, Yes, YES!	94
COMMUNITY: Laws and Norms Favorable to Drug Use		
<i>How wrong would most adults in your neighborhood think it is for kids your age:</i>		86
To use marijuana?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	86a
To drink alcohol?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	86b
To smoke cigarettes?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	86c
If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?	NO!, No, Yes, YES!	82
If a kid smokes marijuana in your neighborhood, would he or she be caught by the police?	NO!, No, Yes, YES!	80
If a kid carried a handgun in your neighborhood, would he or she be caught by the police?	NO!, No, Yes, YES!	84

COMMUNITY: Perceived Availability of Drugs		
If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) how easy would it be for you to get some?	Very hard, Sort of hard, Sort of easy, Very easy	78
If you wanted to get some cigarettes, how easy would it be for you to get some?	Very hard, Sort of hard, Sort of easy, Very easy	79
If you wanted to get some marijuana, how easy would it be for you to get some?	Very hard, Sort of hard, Sort of easy, Very easy	85
If you wanted to get drugs like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	Very hard, Sort of hard, Sort of easy, Very easy	81
If you wanted to get a handgun, how easy would it be for you to get one?	Very hard, Sort of hard, Sort of easy, Very easy	83
COMMUNITY: Opportunities for Positive Involvement		
There are lots of adults in my neighborhood I could talk to about something important.	NO!, No, Yes, YES!	92
<i>Which of the following activities for people your age are available in your community?</i>		97
Sports teams	NO!, No, Yes, YES!	97a
Scouting	NO!, No, Yes, YES!	97b
Boys and girls clubs	NO!, No, Yes, YES!	97c
4-H clubs	NO!, No, Yes, YES!	97d
Service clubs	NO!, No, Yes, YES!	97e

COMMUNITY: Rewards for Conventional Involvement		
My neighbors notice when I am doing a good job and let me know about it.	NO!, No, Yes, YES!	90
There are people in my neighborhood, who encourage me to do my best.	NO!, No, Yes, YES!	103
There are people in my neighborhood, or the area around where I live, who are proud of me when I do something well.	NO!, No, Yes, YES!	96
FAMILY: Poor Family Management		
My parents ask if I have gotten my homework done.	NO!, No, Yes, YES!	129
My parents want me to call if I am going to be late getting home.	NO!, No, Yes, YES!	113
Would your parents know if you did not come home on time?	NO!, No, Yes, YES!	131
When I am not at home, one of my parents knows where I am and who I am with.	NO!, No, Yes, YES!	111
The rules in my family are clear.	NO!, No, Yes, YES!	108
My family has clear rules about alcohol and drug use.	NO!, No, Yes, YES!	115
If you drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	NO!, No, Yes, YES!	114
If you skipped school, would you be caught by your parents?	NO!, No, Yes, YES!	117

If you carried a handgun, without your parents' permission, would you be caught by your parents?	NO!, No, Yes, YES!	116
FAMILY: Conflict		
People in my family often insult or yell at each other.	NO!, No, Yes, YES!	110
People in my family have serious arguments.	NO!, No, Yes, YES!	130
We argue about the same things in my family over and over.	NO!, No, Yes, YES!	112
FAMILY: History of Antisocial Behavior		
Has anyone in your family ever had a severe alcohol or drug problem?	No, Yes	109
<i>Have any of your brothers or sisters ever:</i>		107
Drunk beer, wine, or hard liquor (for example, vodka, whiskey, or gin)?	No, Yes, I don't have any brothers or sisters	107a
Smoked marijuana?	No, Yes, I don't have any brothers or sisters	107b
Smoked cigarettes?	No, Yes, I don't have any brothers or sisters	107c
Taken a handgun to school?	No, Yes, I don't have any brothers or sisters	107d
Been suspended or expelled from school?	No, Yes, I don't have any brothers or sisters	107e
<i>About how many adults have you known personally who in the past year have:</i>		87
Used marijuana, crack, cocaine, or other drugs?	None, 1 adult, 2 adults, 3 or 4 adults, 5 or more adults	87a

Sold or dealt drugs?	None, 1 adult, 2 adults, 3 or 4 adults, 5 or more adults	87b
Done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc?	None, 1 adult, 2 adults, 3 or 4 adults, 5 or more adults	87c
Gotten drunk or high?	None, 1 adult, 2 adults, 3 or 4 adults, 5 or more adults	87d
FAMILY: Parental Attitudes Favorable Toward Drug Use		
<i>How wrong do your parents feel it would be for you to:</i>		106
Drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin regularly?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	
Smoke cigarettes?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	106b
Smoke marijuana?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	106c
FAMILY: Parental Attitudes Favorable to Antisocial Behavior		
<i>How wrong do your parents feel it would be for you to:</i>		106
Steal anything worth more than \$5.00?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	
Draw graffiti, write things, or draw pictures on buildings or other property	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	106e
Pick a fight with someone?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	

FAMILY: Attachment		
Do you feel very close to your mother?	NO!, No, Yes, YES!	119
Do you share your thoughts and feelings with your mother?	NO!, No, Yes, YES!	120
Do you feel very close to your father?	NO!, No, Yes, YES!	127
Do you share your thoughts and feelings with your father?	NO!, No, Yes, YES!	123
FAMILY: Opportunities for Positive Involvement		
My parents give me lots of chances to do fun things with them.	NO!, No, Yes, YES!	128
My parents ask me what I think before most family decisions affecting me are made.	NO!, No, Yes, YES!	121
If I had a personal problem, I could ask my mom or dad for help.	NO!, No, Yes, YES!	126
FAMILY: Rewards for Conventional Involvement		
My parents notice when I am doing a good job, and let me know about it.	Never or almost never, Sometimes, Often, All the time	118
How often do your parents tell you that they are proud of you for something you have done?	Never or almost never, Sometimes, Often, All the time	122
Do you enjoy spending time with your mother?	NO!, No, Yes, YES!	124
Do you enjoy spending time with your father?	NO!, No, Yes, YES!	125

SCH00L: Academic Failure		
Putting them all together, what were your grades like last year?	Mostly F's, Mostly D's, Mostly C's, Mostly B's, Mostly A's	13
Are your school grades better than the grades of most students in your class?	NO!, No, Yes, YES!	23
SCH00L: Little Commitment to School		
How often do you feel that the school work you are assigned is meaningful and important.	Never, Seldom, Sometimes, Often, Almost Always	25
How interesting are most of your courses to you?	Very interesting and stimulating, Quite interesting, Fairly interesting, Slightly dull, Very dull	26
How important do you think the things you are learning in school are going to be for your later life?	Very important, Quite important, Fairly important, Slightly important, Not at all important	27
<i>Now thinking back over the past year in school, how often did you:</i>		28
Enjoy being in school?	Never, Seldom, Sometimes, Often, Almost always	28a
Hate being in school?	Never, Seldom, Sometimes, Often, Almost always	28b
Try to do your best work in school?	Never, Seldom, Sometimes, Often, Almost always	28c
<i>During the LAST FOUR WEEKS how many whole days of school have you missed</i>		14
Because of illness?	None, 1 day, 2 days, 3 days, 4-5 days, 6-10 days, 11 or more days	14a
Because you skipped or "cut"?	None, 1 day, 2 days, 3 days, 4-5 days, 6-10 days, 11 or more days	14b
For other reasons?	None, 1 day, 2 days, 3 days, 4-5 days, 6-10 days, 11 or more days	14c

SCHOOL: Opportunities for Positive Involvement		
In my school, students have lots of chances to help decide things like class activities and rules.	NO!, No, Yes, YES!	15
There are lots of chances for students in my school to talk with a teacher one-on-one.	NO!, No, Yes, YES!	19
Teachers ask me to work on special classroom projects.	NO!, No, Yes, YES!	16
There are a lot of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	NO!, No, Yes, YES!	18
There are lots of chances to be part of class discussions or activities.	NO!, No, Yes, YES!	24
SCHOOL: Rewards for Conventional Involvement		
My teacher(s) notices when I am doing a good job and lets me know about it.	NO!, No, Yes, YES!	17
The school lets my parents know when I have done something well.	NO!, No, Yes, YES!	21
I feel safe at my school.	NO!, No, Yes, YES!	20
My teachers praise me when I work hard in school.	NO!, No, Yes, YES!	22
SCHOOL: Safety Concerns		
I feel safe at my school.	NO!, No, Yes, YES!	20
How many times in the past year have you taken a handgun to school?	Never, 1-2 times, 3-5 times, 6-9 times, 10-19 times, 20-29 times, 30-39 times, 40+times	40h

How wrong do you think it is for someone your age to take a handgun to school	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	31a
Have any of you brothers or sisters ever taken a handgun to school?	No, Yes, I don't have any brothers or sisters	107d
PEER-INDIVIDUAL: Rebelliousness		
I do the opposite of what people tell me, just to get them mad.	Very false, Somewhat false, Somewhat true, Very true	35
I ignore rules that get in my way.	Very false, Somewhat false, Somewhat true, Very true	32
I like to see how much I can get away with.	Very false, Somewhat false, Somewhat true, Very true	48
PEER-INDIVIDUAL: Early Initiation of Drug Use		
<i>How old were you when you first:</i>		30
Smoked marijuana?	Never Have, 10 or Younger, 11, 12, 13, 14, 15, 16, 17 or older	30a
Smoked a cigarette, even just a puff?	Never Have, 10 or Younger, 11, 12, 13, 14, 15, 16, 17 or older	30b
Had more than a sip or two of beer, wine, or hard liquor (for example Vodka, whiskey, or gin)?	Never Have, 10 or Younger, 11, 12, 13, 14, 15, 16, 17 or older	30c
Began drinking alcoholic beverages regularly that is, at least once or twice A month?	Never Have, 10 or Younger, 11, 12, 13, 14, 15, 16, 17 or older	30d

PEER-INDIVIDUAL: Early Initiation of Antisocial Behavior		
<i>How old were you when you first:</i>		30
Got suspended from school?	Never Have, 10 or Younger, 11, 12, 13, 14, 15, 16, 17 or older	30e
Got arrested?	Never Have, 10 or Younger, 11, 12, 13, 14, 15, 16, 17 or older	30f
Carried a handgun?	Never Have, 10 or Younger, 11, 12, 13, 14, 15, 16, 17 or older	30g
Attacked someone with the idea of seriously hurting them?	Never Have, 10 or Younger, 11, 12, 13, 14, 15, 16, 17 or older	30h
PEER-INDIVIDUAL: Impulsiveness		
It is important to think before you act.	NO! No Yes YES!	49
PEER-INDIVIDUAL: Antisocial Behavior		
<i>How many times in the past year (the last 12 months) have you:</i>		40
Been suspended from school?	Never, 1 to 2 Times, 3 to 5 Times, 6 to 9 Times, 10 to 19 Times, 20 to 29 Times, 30 to 39 Times, 40+ Times	40a
Carried a handgun?	Never, 1 to 2 Times, 3 to 5 Times, 6 to 9 Times, 10 to 19 Times, 20 to 29 Times, 30 to 39 Times, 40+ Times	40b
Sold illegal drugs?	Never, 1 to 2 Times, 3 to 5 Times, 6 to 9 Times, 10 to 19 Times, 20 to 29 Times, 30 to 39 Times, 40+ Times	40c
Stolen or tried to steal a motor vehicle such as a car or motorcycle?	Never, 1 to 2 Times, 3 to 5 Times, 6 to 9 Times, 10 to 19 Times, 20 to 29 Times, 30 to 39 Times, 40+ Times	40d
Been arrested?	Never, 1 to 2 Times, 3 to 5 Times, 6 to 9 Times, 10 to 19 Times, 20 to 29 Times, 30 to 39 Times, 40+ Times	40e
Attacked someone with the idea of seriously hurting them?	Never, 1 to 2 Times, 3 to 5 Times, 6 to 9 Times, 10 to 19 Times, 20 to 29 Times, 30 to 39 Times, 40+ Times	40f

Been drunk or high at school?	Never, 1 to 2 Times, 3 to 5 Times, 6 to 9 Times, 10 to 19 Times, 20 to 29 Times, 30 to 39 Times, 40+ Times	40g
Taken a handgun to school?	Never, 1 to 2 Times, 3 to 5 Times, 6 to 9 Times, 10 to 19 Times, 20 to 29 Times, 30 to 39 Times, 40+ Times	40h
PEER INDIVIDUAL: Favorable Attitudes Towards Antisocial Behavior		
<i>How wrong do you think it is for someone your age to:</i>		31
Take a handgun to school?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	31a
Steal anything worth more than \$5.00	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	31b
Pick a fight with someone	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	31c
Attack someone with the idea of seriously hurting them?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	31d
Stay away from school all day when their parents think they are at school?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	
PEER-INDIVIDUAL: Favorable Attitudes Towards Drug Use		
<i>How wrong do you think it is for someone your age to:</i>		31
Drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly (at least once or twice a month)?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	31f
Smoke cigarettes?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	31g
Smoke marijuana?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	31h
Use LSD, cocaine, amphetamines, or another illegal drug?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong At All	31i

PEER-INDIVIDUAL: Perceived Risks of Drug Use		
<i>How much do you think people risk harming themselves (Physically or in other ways) if they:</i>		54
Smoke one or more packs of cigarettes per day?	No risk, Slight risk, Moderate risk, Great risk	54a
Try marijuana once or twice?	No risk, Slight risk, Moderate risk, Great risk	54b
Smoke marijuana regularly	No risk, Slight risk, Moderate risk, Great risk	54c
Take one or two drinks of an alcohol beverage (beer, wine, liquor) nearly every day?	No risk, Slight risk, Moderate risk, Great risk	54d
PEER-INDIVIDUAL: Friends' Use of Drugs		
<i>Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		29
Smoked cigarettes?	None, 1, 2, 3, 4	29a
Tried beer, wine, or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	None, 1, 2, 3, 4	29b
Used marijuana?	None, 1, 2, 3, 4	29c
Used LSD, cocaine, amphetamines, or other illegal drugs?	None, 1, 2, 3, 4	29d

PEER-INDIVIDUAL: Interaction with Antisocial Peers		
<i>Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		29
Been suspended from school?	None, 1, 2, 3, 4	29e
Carried a handgun?	None, 1, 2, 3, 4	29f
Sold illegal drugs	None, 1, 2, 3, 4	29g
Stolen or tried to steal a motor vehicle such as a car or a motor-cycle?	None, 1, 2, 3, 4	29g
Been arrested?	None, 1, 2, 3, 4	29i
Dropped out of school?	None, 1, 2, 3, 4	29j
PEER-INDIVIDUAL –Depression		
Sometimes I think that life is not worth it.	NO!, No, Yes, YES!	50
At times I think I am no good at all.	NO!, No, Yes, YES!	51
All in all, I am inclined to think that I am a failure.	NO!, No, Yes, YES!	52
In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes.	NO!, No, Yes, YES!	53

PEER-INDIVIDUAL: Sensation Seeking		
<i>How many times have you done the following things:</i>		37
Done what feels good no matter what.	Never; I've done it, but not in the past year; Less than once a month; About once a month; Two or three times a month; Once a week or more	37a
Done something dangerous because someone dared you to do it.	Never; I've done it, but not in the past year; Less than once a month; About once a month; Two or three times a month; Once a week or more	37b
Done crazy things even if they are a little dangerous.	Never; I've done it, but not in the past year; Less than once a month; About once a month; Two or three times a month; Once a week or more	37c
PEER-INDIVIDUAL: Rewards for Antisocial Involvement		
<i>What are the chances you would be seen as cool if you:</i>		
Smoked cigarettes?	No or very little chance, Little chance, Some chance, Pretty good chance, Very good chance	41a
Began drinking alcoholic beverages regularly, at least once or twice a month?	No or very little chance, Little chance, Some chance, Pretty good chance, Very good chance	41b
Smoked marijuana?	No or very little chance, Little chance, Some chance, Pretty good chance, Very good chance	41c
Carried a handgun?	No or very little chance, Little chance, Some chance, Pretty good chance, Very good chance	41d
PEER-INDIVIDUAL: Religiosity		
How often do you attend religious services or activities?	Never, Rarely, 1-2 Times a Month, About Once a Week or More	47

PEER –INDIVIDUAL: Intent to Use		
<i>Sometimes we don't know what we will do as adults, but we may have an idea. Please tell me how true these statements may be for you as an adult.</i>		88
When I am an adult, I will smoke cigarettes	Very false, Somewhat false, Somewhat true, Very true	88a
When I am an adult, I will drink beer, wine, or hard liquor	Very false, Somewhat false, Somewhat true, Very true	88b
When I am an adult, I will smoke marijuana	Very false, Somewhat false, Somewhat true, Very true	88c
PEER-INDIVIDUAL: Social Skills		
You are looking at CD's in the music store with a friend. You look up and see her slip a CD under her coat. She smiles and says, "Which one do you want? Go ahead, take it while nobody's around." There is no one in sight, no employees or other customers. What would you do now?	Ignore her, Grab a CD and leave the store, Tell her to put the CD back, Act like it is a joke, and ask her to put the CD back	42
It is 8:00 on a weeknight and you are about to go over to a friend's house when your mother asks you where you are going. You say, "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?	Leave the house anyway; Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out; Not say anything and start watching TV; Get into an argument with her	43
You are visiting another part of town, and you do not know any of the people your age there. You are walking down the street, and some teenager you do not know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	Push the person back, Say "Excuse me" and keep on walking; Say "Watch where you're going" and keep on walking; Swear at the person and walk away	44
You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Drink it; Tell your friend, "No thanks, I don't drink" and suggest that you and your friend go and do something else; Just say, "No thanks" and walk away; Make up a good excuse, tell your friend you had something else to do, and leave	45

PEER-INDIVIDUAL: Belief in the Moral Order		
I think it is okay to take something without asking if you can get away with it.	NO!, No, Yes, YES!	36
I think sometimes it's okay to cheat at school.	NO!, No, Yes, YES!	46
It is all right to beat up people if they start the fight.	NO!, No, Yes, YES!	33
It is important to be honest with your parents, even if they become upset or you get punished.	NO!, No, Yes, YES!	34
OUTCOME: Gang Involvement		
<i>How old were you when you first:</i>		30
Belonged to a gang?	Never Have, 10 or Younger, 11, 12, 13, 14, 15, 16, 17 or older	30i
Have you ever belonged to a gang?	Yes, No	38
If you have ever belonged to a gang, did the gang have a name?	Yes, No, I never have belonged to a gang	39
<i>Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
Been members of a gang?	None, 1, 2, 3, 4	29k
RESPONSE HONESTY		
How important were these questions?	Not too important, Fairly important, Important, Very Important	132
How honest were you in filling out this survey?	I was very honest, I was honest pretty much of the time, I was honest some of the time, I was honest once in a while, I was not honest at all	133

DRUG USE OUTCOMES		
Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?	Never, Once or twice, Once in a while but not regularly, Regularly in the past, Regularly now	55
How frequently have you used smokeless tobacco during the past 30 days?	Never, Once or twice, Once in a while but not regularly, Regularly in the past, Regularly now	56
Have you ever smoked cigarettes?	Never, Once or twice, Once in a while but not regularly, Regularly in the past, Regularly now	57
How frequently have you smoked cigarettes during the past 30 days?	Not at all, Less than one cigarette per day, One to five cigarettes per day, About one-half pack per day, About one pack per day, About one and one-half packs per day, Two packs or more per day	58
On how many occasions have you had beer, wine, or hard liquor to drink in your lifetime? (more than just a few sips)	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	59
On how many occasions (if any) have you had beer, wine, or hard liquor during the past 30 days?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	60
Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None, 1 time, 2 times, 3-5 times, 6-9 times, 10 or more times	61
On how many occasions (if any) have you used marijuana in your lifetime?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	62

DRUG USE OUTCOMES		
On how many occasions (if any) have you used marijuana during the past 30 days?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	63
On how many occasions (if any) have you used LSD or other psychedelics in your lifetime?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	64
On how many occasions (if any) have you used LSD or other psychedelics during the past 30 days?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	65
On how many occasions (if any) have you used cocaine or crack in your lifetime?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	66
On how many occasions (if any) have you used cocaine or crack during the past 30 days?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	67
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays in order to get high in your lifetime?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	68
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays in order to get high during the past 30 days?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	
On how many occasions (if any) have you taken methamphetamines in your lifetime?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	70
On how many occasions (if any) have you taken methamphetamines in the past 30 days?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	71

DRUG USE OUTCOMES		
On how many occasions (if any) have you used ecstasy in your life-time?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	72
On how many occasions (if any) have you used ecstasy during the past 30 days?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	73
On how many occasions (if any) have you used derbisol in you life-time?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	74
On how many occasions (if any) have you used derbisol during the past 30 days?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	75
On how many occasions (if any) have you used other illegal drugs in your lifetime?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	76
On how many occasions (if any) have you used other illegal drugs during the past 30 days?	0-occasions, 1-2 occasions, 3-5 occasions, 6-9 occasions, 10-19 occasions, 20-39 occasions, 40 or more occasions	77
RAVE		
<i>Think of your four best friends (the friends you feel closest to). In the past year (12 month), how many of your best friends have:</i>		
Attended a RAVE Party?	None, 1, 2, 3, 4	291
Used Drugs while attending a RAVE Party?	None, 1, 2, 3, 4	29m
Have you attended a RAVE Party?		104
Have you used drugs while attending a RAVE Party?	NO!, No, Yes, YES!	105

Appendix E: Description of Profile Reports, Sample Profile Report, and Selected Charts for All Arkansas Youth, and Males Compared to Females

Risk and Protective Factor Scales and Profiles

Many of the questions on the survey have been combined into risk and protective factor scales. This allows the information contained in items that measure the same type of information to be summarized as a scale score. All of the scales are scored so that the higher the score the greater the risk for risk factors and the greater the protection for protective factors.

A benefit of using the risk and protective factor model in dealing with adolescent social problems is that it provides a method of measuring levels of risk and protection. Once the areas of highest risk and the areas of lowest protection are identified, they can be addressed by programs designed to reduce levels of risk and increase levels of protection. The decreases in risk and increases in protection will ultimately result in a reduction of the rate of youth problem behaviors. After the prevention programs have been implemented, the risk and protective factor levels can again be measured to determine the effectiveness of the intervention.

The questions on the survey have been divided into 27 risk factor scales and 10 protective factor scales. A new risk factor scale that measures intention to use ATODs was added in 2000 to the survey. An item dictionary that lists the risk and protective factor scales and the questions they contain has been prepared and included in Appendix D for reference.

In order to make the results of the 2002 Survey more useable, risk and protective profiles have been developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. The profiles allow a comparison between the percentage of youth at risk for the entire state of Arkansas and specific areas of the state. Profiles have been prepared for counties, regions, school districts, and individual schools.

Interpreting Risk and Protective Factor Profile Reports

In 2000, a profile report was developed by Bach Harrison L.L.C. to help disseminate the results of the survey to a wider range of readers. The profile reports for the Arkansas survey contain results from the 2002 administration. The purpose of the report is to provide information to prevention planners that will allow them to begin planning prevention services for their areas. The profile reports contain information specific to a geographic area or population group and are designed to assist in prevention planning at the school, county, region, and state levels. This Appendix contains an example of a complete profile report and charts for Arkansas males compared to females. Briefly, the report contains a description of the Risk and Protective Factor Framework; a section on how to use the information provided in the report; substance use and antisocial behavior charts for grades 8, 10, and 12; risk and protective factor charts for the three grades; risk and protective factor definitions; and numeric tables that contain all of the data displayed in the charts.

An advantage of having the data available from the profile report is that the ATOD use, antisocial behavior, and the percentage of youth at risk and with protection provide a base line that can be used to compare the results from future surveys. A community can determine whether it is becoming more or less at risk in an area by comparing the survey results from one survey administration to the next. Through future student survey administrations; schools, communities, and regional and state agencies that deliver prevention services can effectively evaluate their prevention efforts and determine if those efforts are having the desired effect of reducing risk and increasing protection in youth. These changes in risk and protection will, hopefully, result in the reduction of the level of youth problem behaviors in the community.

For more information on the Arkansas Prevention Needs Assessment Student Survey, how to conduct a student survey in your community, the risk and protective factor model of prevention, resource allocation, prevention's best practices, and program evaluation, contact Alcohol and Drug Abuse Prevention at (501) 280-4500.

ARKANSAS Prevention Needs Assessment Survey 2002 Results State Total



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Alcohol and Drug Abuse Prevention
Arkansas Department of Health

TABLE OF CONTENTS, CHARTS AND TABLES

Introduction 3

 The Risk and Protective Factor Model of Prevention

 Table 1: Characteristics of Participants

Tools for Assessment & Planning..... 4

How to Use This Information..... 5

How to Read the Charts and Tables in this Report..... 6

 Substance Use and Antisocial Behavior Charts

 Risk and Protective Factor Charts

Charts 7

 ATOD Use and Antisocial Behavior, Grades 6, 8, 10, and 12

 Risk Profile, Grades 6, 8, 10, and 12

 Protective Profile, Grades 6, 8, 10, and 12

 School Safety Profile, Grades 6, 8, 10, and 12

Risk and Protective Factor Definitions.....15

 Table 2

Additional State Data17

 Table 3: Number of Students who Completed the Survey

 Table 4: Percentage of Students who Used ATODs During Their Lifetime

 Table 5: Percentage of Students who Used ATODs During the Past 30 Days

 Table 6: Percentage of Students with Heavy Use of Alcohol and Cigarettes

 Table 7: Percentage of Students with Antisocial Behavior in the Past Year

 Table 8: Percentage of Students Reporting Risk

 Table 9: Percentage of Students Reporting Protection

 Table 10: Percentage of Students Reporting School Safety Issues

Contacts for Prevention 20

INTRODUCTION

The 2002 Arkansas Prevention Needs Assessment Survey

This report summarizes findings from the Prevention Needs Assessment Survey, a survey of 6th, 8th, 10th and 12th grade school students, conducted in the Fall of 2002. This survey was available free of charge to all Arkansas public school districts who chose to participate. The survey was designed to assess adolescent substance use and related behaviors, and risk and protective factors that predict these behaviors. In this report, the results are presented for each grade along with the overall results for the State. Table 1 contains characteristics of the students who completed the survey.

Table 1. Characteristics of Participants

Student Totals		State	
		Number	Percent
# of Students		25509	100
# of Districts		95	100
# of Schools		246	100
Grade			
6		7332	28.7
8		6758	26.5
10		6080	23.8
12		4886	19.2
Gender			
Male		12121	47.5
Female		13162	51.6
Ethnicity			
White		17847	70.0
African American		4096	16.1
Native American		702	2.8
Hispanic		978	3.8
Asian/Pacific Isl.		261	1.0

The Risk and Protective Factor Model of Prevention

Risk and protective factor-focused prevention is based on a simple premise: To prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart attacks such as diets high in fats, lack of exercise, and smoking, a team of researchers, the Social Development Research Group (SDRG), at the University of Washington have defined a set of risk factors for drug abuse. The research team also found that some children exposed to multiple risk factors manage to avoid behavior problems later even though they were exposed to the same risks as children who exhibited behavior problems. Based on research, they identified protective factors and processes that work together to buffer children from the effects of high risk exposure and lead to the development of healthy behaviors.

Risk factors include characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, and violent behaviors among youth (Hawkins, Catalano & Miller, 1992; Hawkins, Arthur & Catalano, 1995; Brewer, Hawkins, Catalano & Neckerman, 1995).

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research reviewed by the Social Development Research Group include social bonding to family, school, community and peers; and healthy beliefs and clear standards for behavior.

TOOLS FOR ASSESSMENT AND PLANNING

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective factor-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D., and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that an interrelationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

YOUTH AT RISK	SUBSTANCE ABUSE	DELINQUENCY	TEEN PREGNANCY	SCHOOL DROP-OUT	VIOLENCE
	Community				
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
	Family History of High Risk Behavior	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
	Early and Persistent Antisocial Behavior	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
	Alienation and Rebelliousness	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

SCHOOL IMPROVEMENT USING SURVEY DATA

Data from the Arkansas Prevention Needs Assessment Survey can be used to help school and community planners assess current conditions and prioritize areas of greatest need.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing the risk(s) and enhancing the protection(s). The steps outlined below will help your school and community make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

What are the numbers telling you?

Review the charts and data tables presented in this report. Using the table below, note your findings as you discuss the following questions.

- Which 3 to 5 risk factors appear to be higher than you would want?
- Which 3 to 5 protective factors appear to be lower than you would want?
- Which levels of 30 day drug use are increasing and/or unacceptably high?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are increasing and/or unacceptably high?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- Look across the charts to determine which items stand out as either much higher or much lower than the others?
- Compare your data to statewide data and national data. Differences of 5% between the local and other data are probably significant.
- Determine the standards and values held in your area. For example: Is it acceptable in your community for 75% of high school students to drink alcohol regularly even when the statewide percentage is 90?

Use these data for planning:

- Substance use and antisocial behavior data - raise awareness about the problems and promote dialogue.
- Risk and protective factor data - identify exactly where the community needs to take action.
- Promising approaches – talk with resources listed on the last page of this report for ideas about programs that have been proven effective in addressing the risk factors that are high in your area, and in improving the protective factors that are low.

Measure	Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4
30 day drug use				
Antisocial behaviors				
Risk factors				
Protective factors				

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors which are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single strategy offers the solution.

How do I know whether or not the intervention was effective?

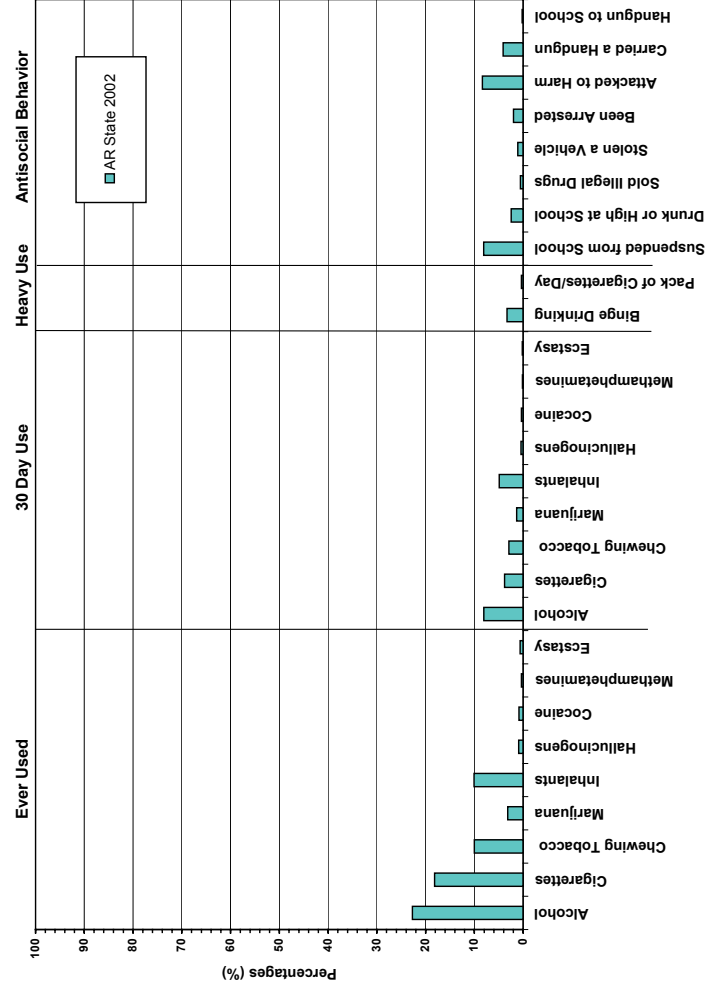
- Participation in the annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

HOW TO READ THE CHARTS

1. Student responses for risk and protective factors, substance use and antisocial behavior questions are displayed by grade on the following pages.
2. The factors are grouped into 4 domains: community, family, peer-individual, and school.
3. The bars represent the percent of students in the grade who reported elevated risk or protection, substance use or antisocial behaviors or school safety concerns.
4. Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which are the most important for your community to address.
5. Bars will be completed by a small dot. The dot shows the comparison from the state and provides additional information for you in determining the relative importance of each risk or protective factor.
6. A dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah and Washington. This gives you a comparison to a national sample.
7. Brief definitions of the risk and protective factors can be found following the graphs.
8. Actual percentages are provided in the data tables following the charts.

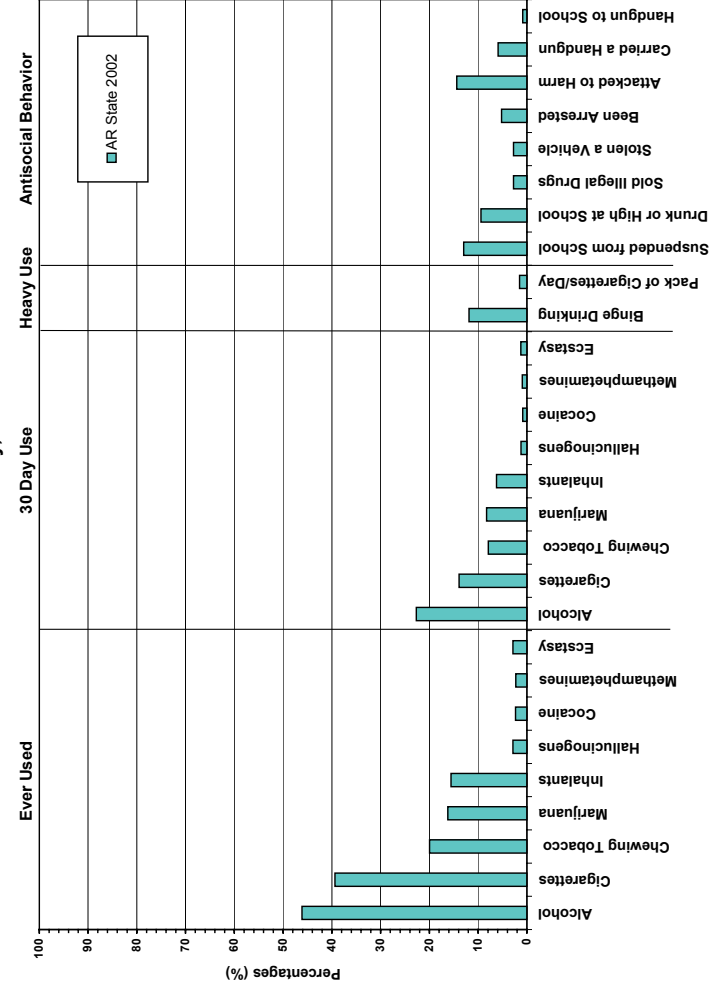
ATOD USE AND ANTISOCIAL BEHAVIOR

2002 Student Survey, Grade 6



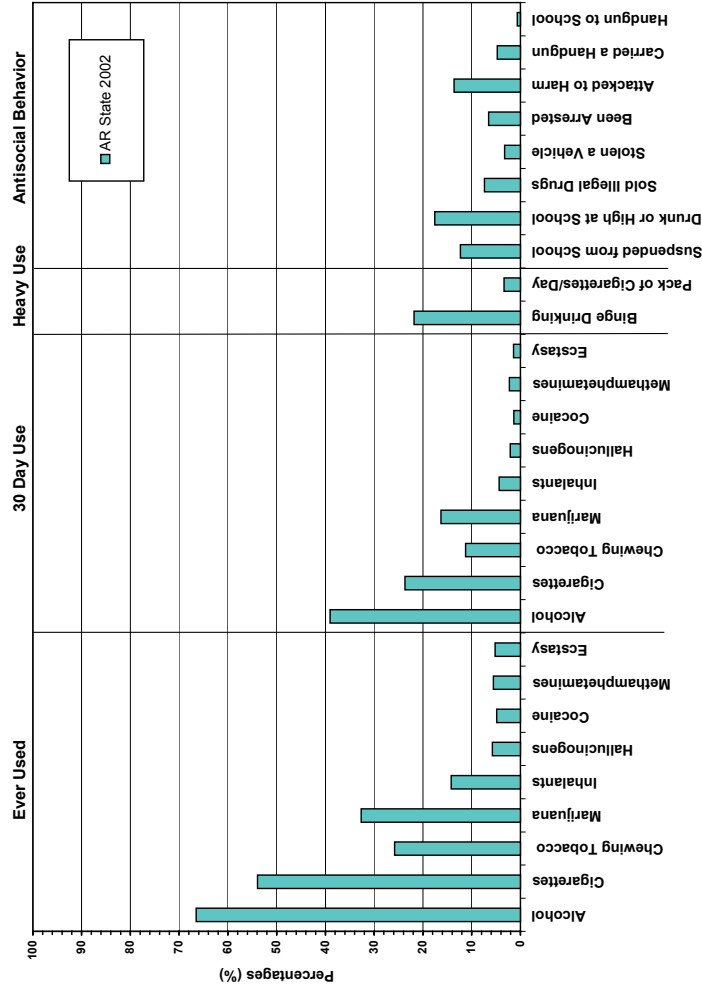
ATOD USE AND ANTISOCIAL BEHAVIOR

2002 Student Survey, Grade 8



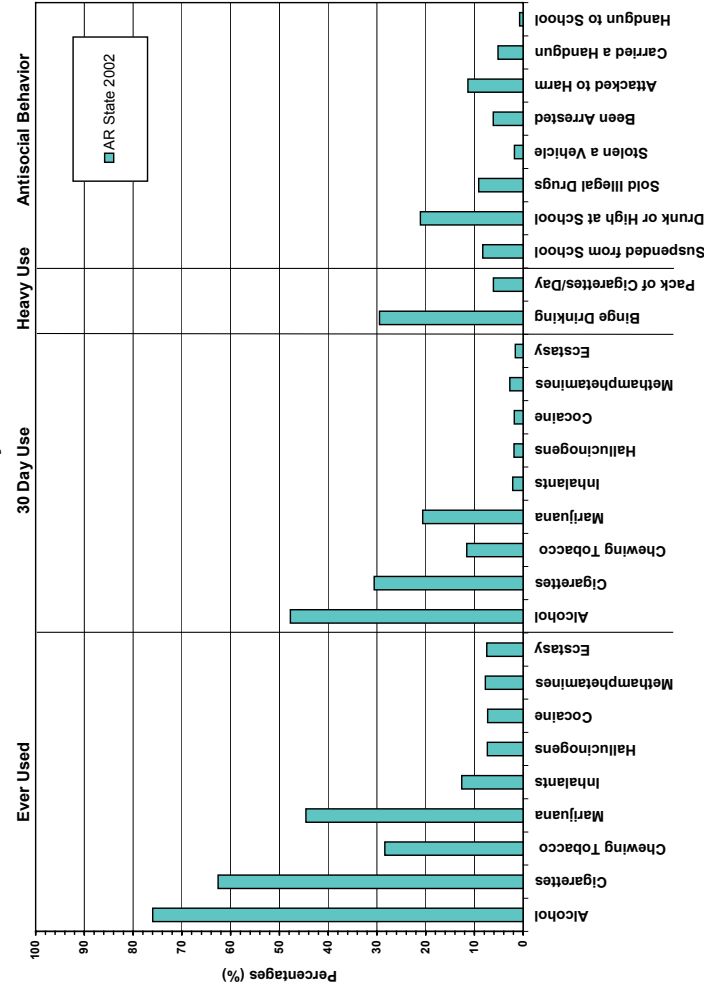
ATOD USE AND ANTISOCIAL BEHAVIOR

2002 Student Survey, Grade 10



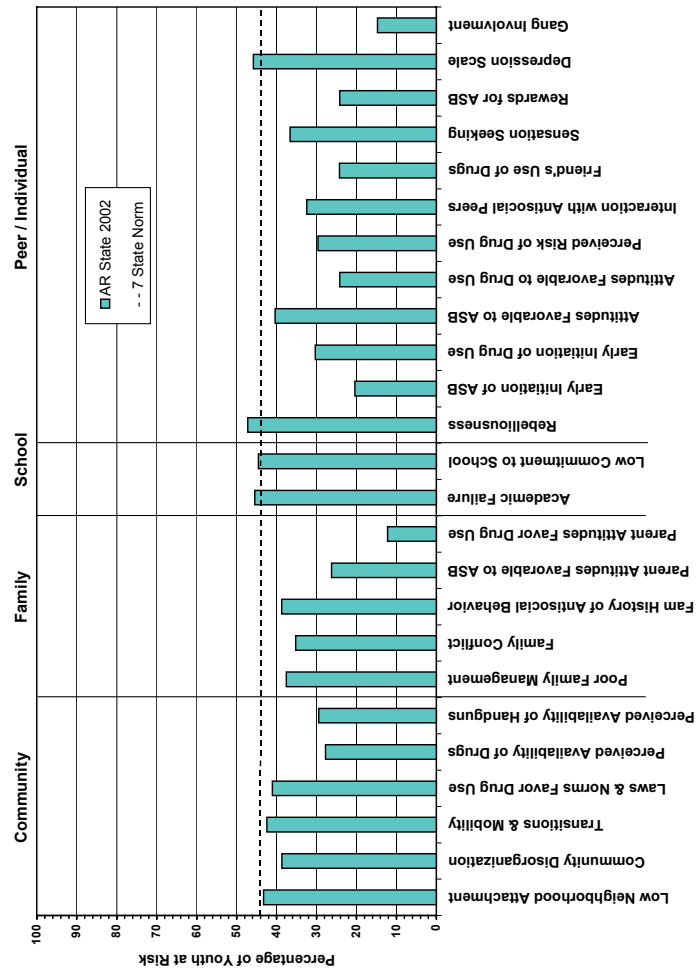
ATOD USE AND ANTISOCIAL BEHAVIOR

2002 Student Survey, Grade 12



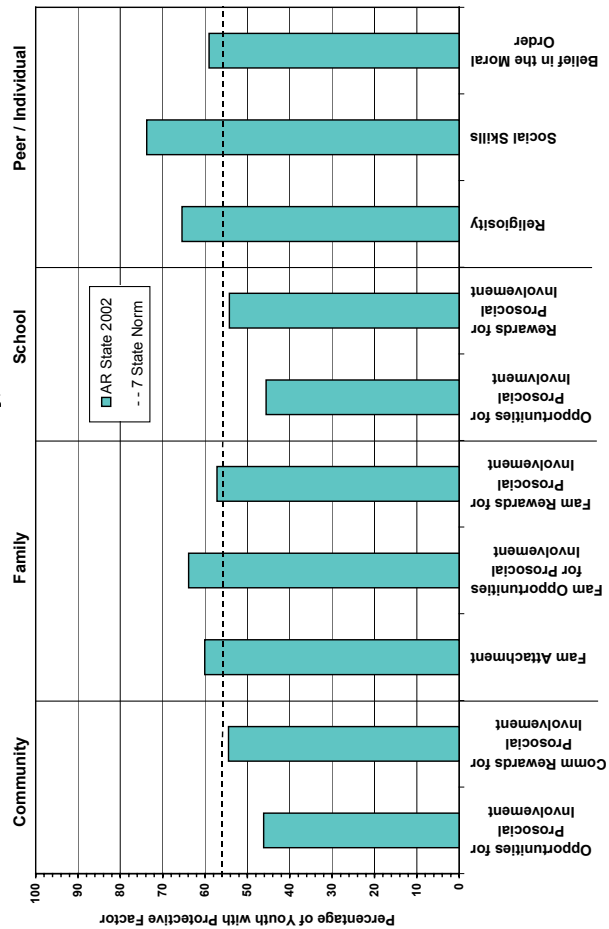
RISK PROFILE

2002 Student Survey, Grade 6

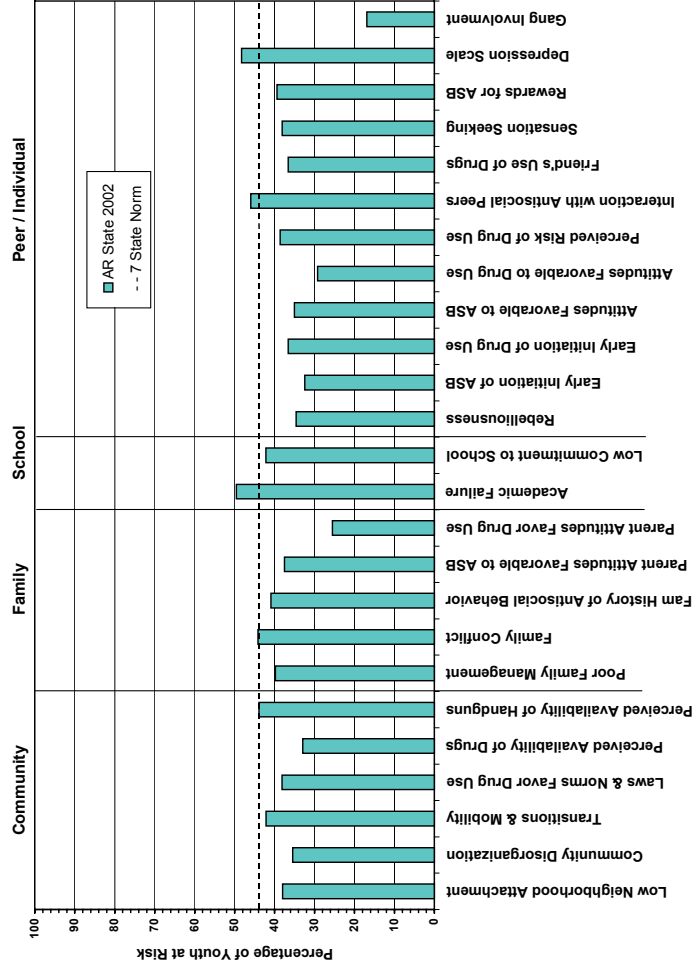


PROTECTIVE PROFILE

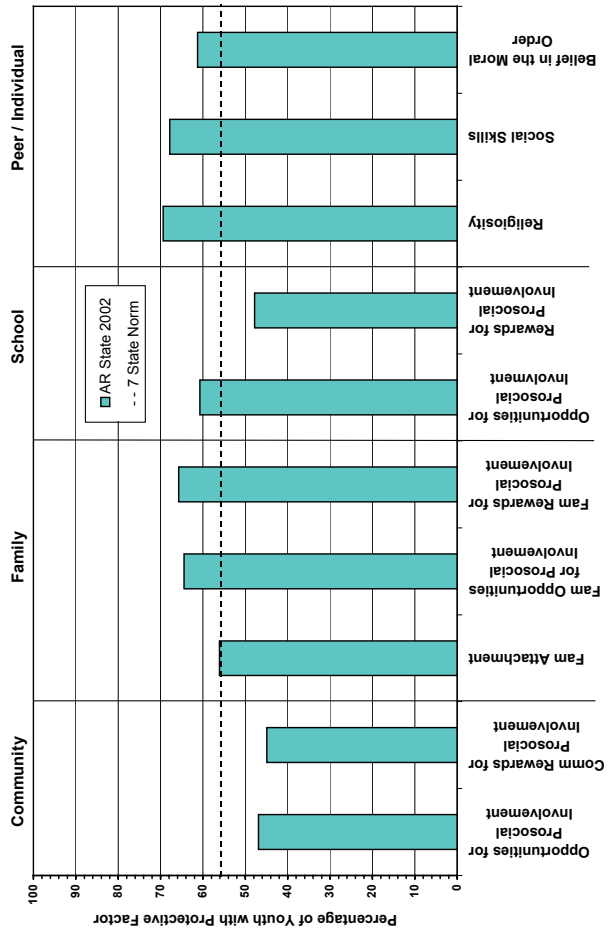
2002 Student Survey, Grade 6



RISK PROFILE **2002 Student Survey, Grade 8**

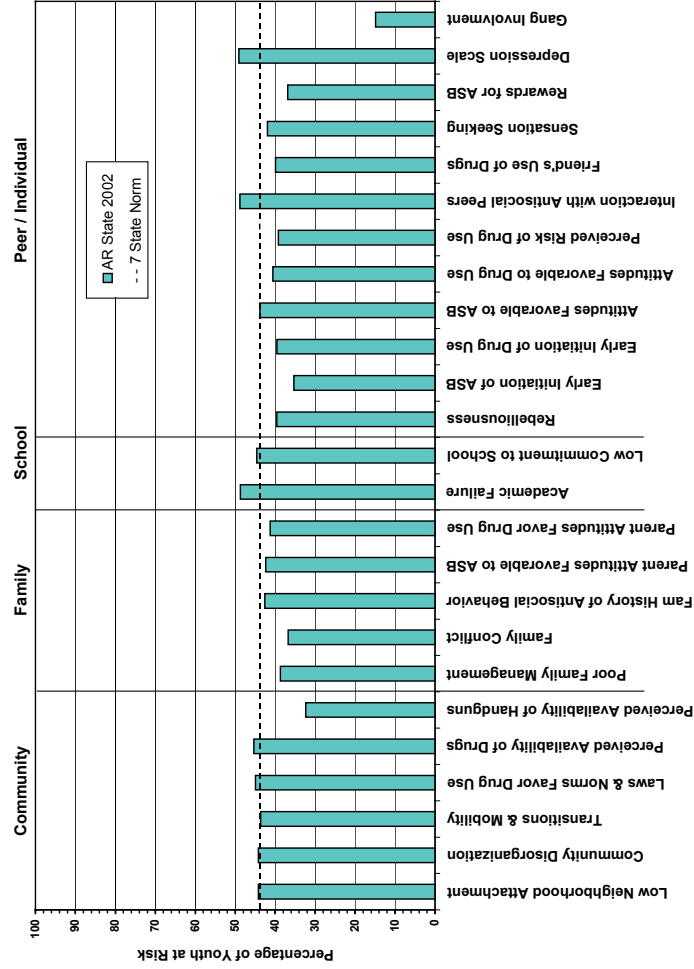


PROTECTIVE PROFILE **2002 Student Survey, Grade 8**



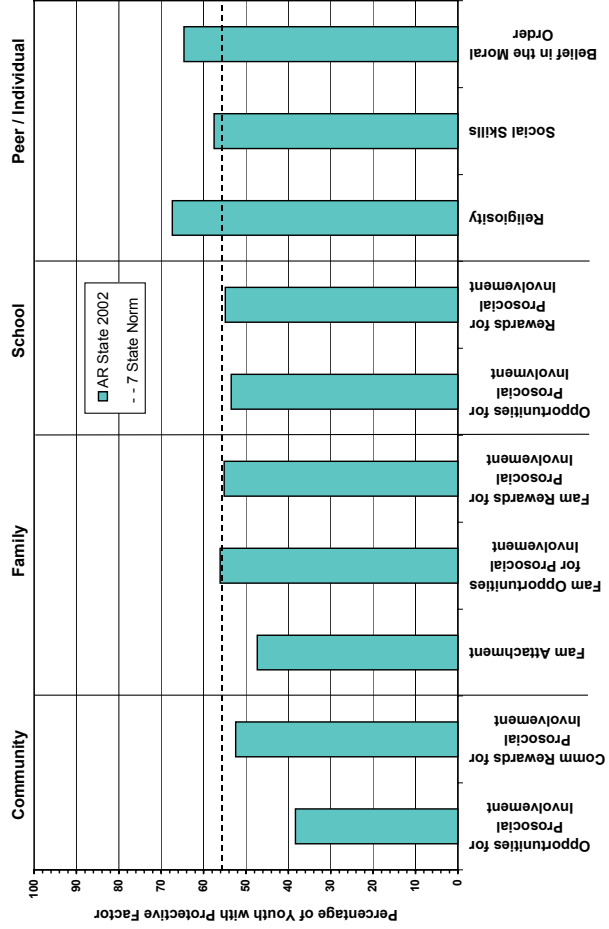
RISK PROFILE

2002 Student Survey, Grade 10



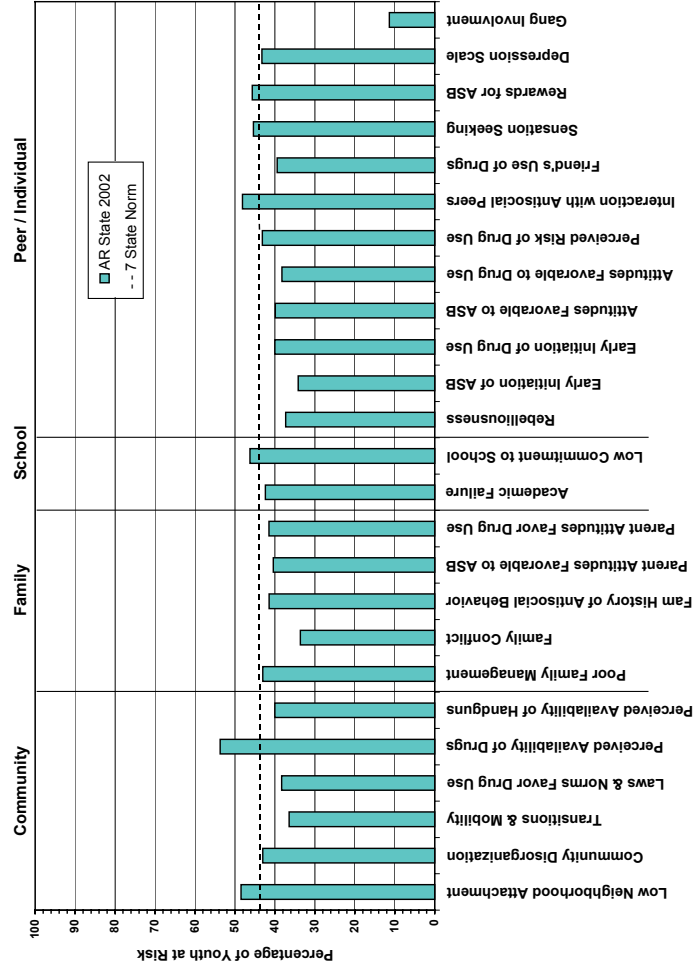
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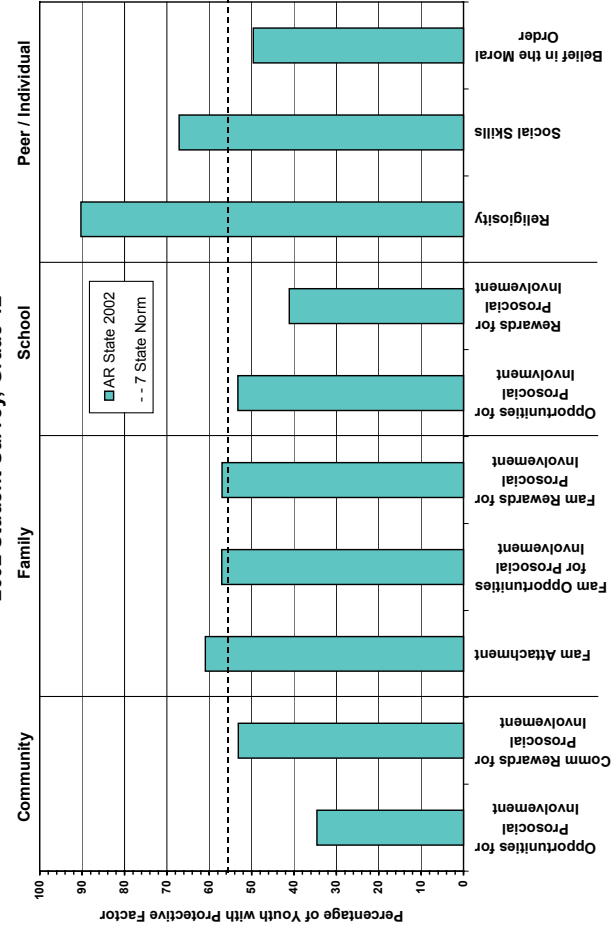
RISK PROFILE

2002 Student Survey, Grade 12

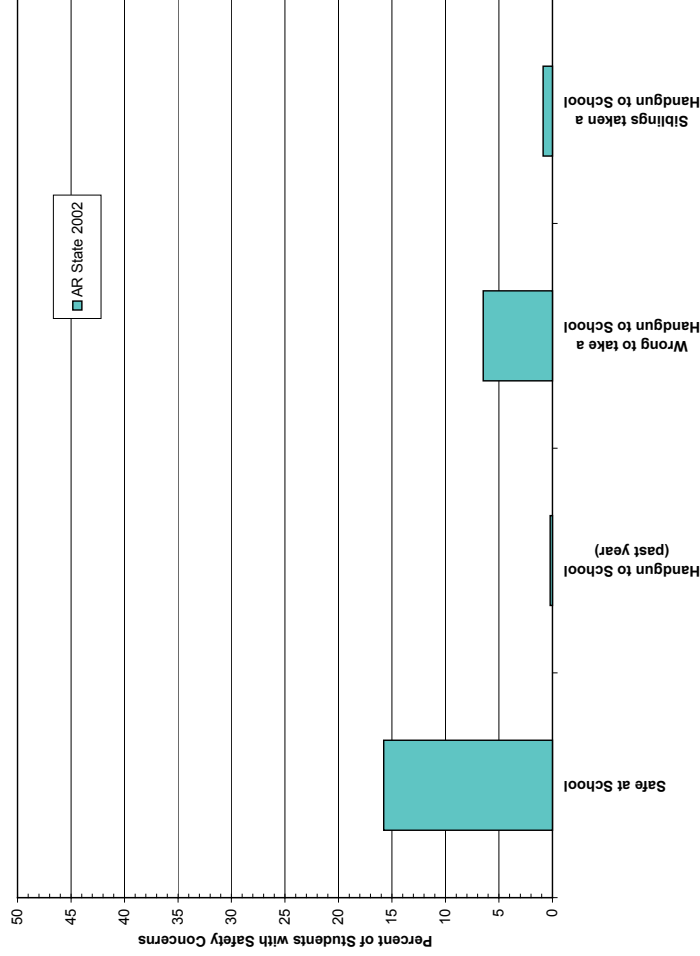


PROTECTIVE PROFILE

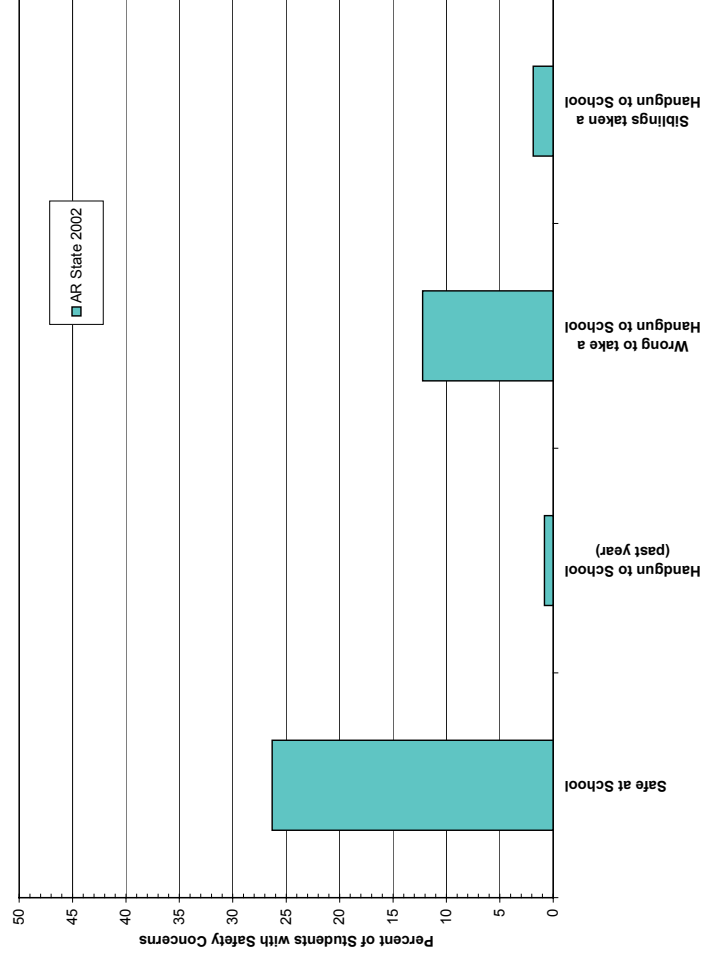
2002 Student Survey, Grade 12



SCHOOL SAFETY PROFILE
2002 Student Survey, Grade 6



SCHOOL SAFETY PROFILE
2002 Student Survey, Grade 8



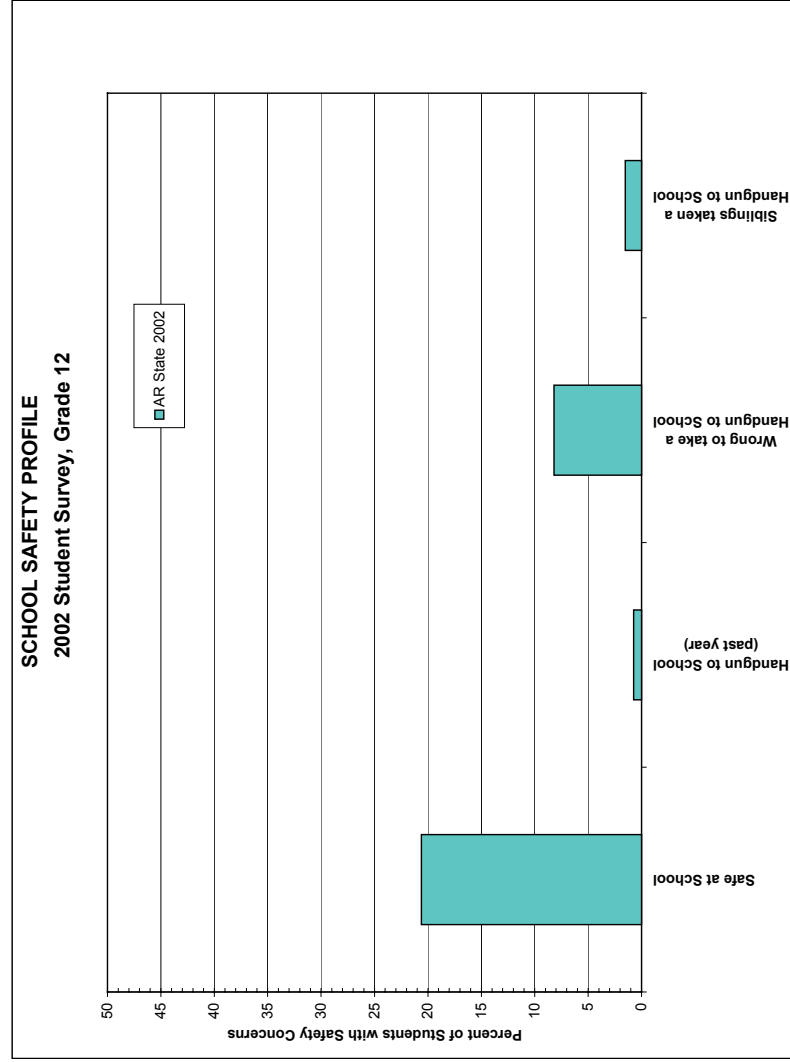
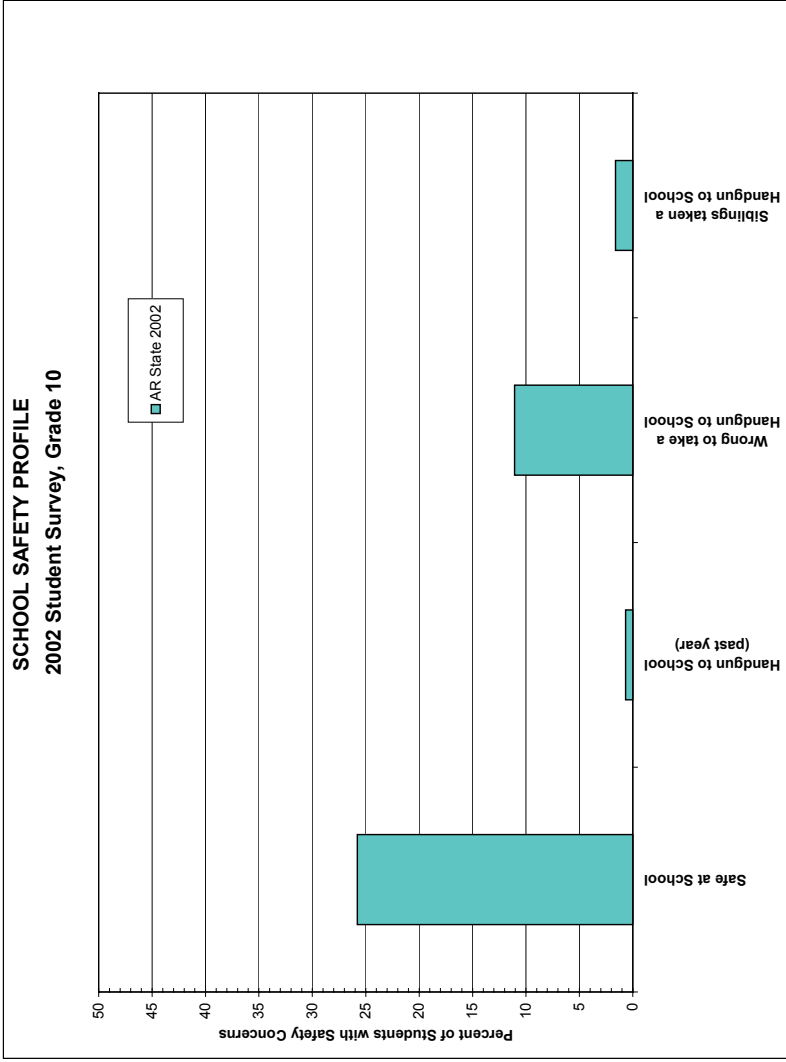


Table 2. Risk and Protective Factor Definitions

Community Domain Risk Factors	
Community and Personal Transitions & Mobility	Neighborhoods with high rates of residential mobility have been shown to have higher rates of juvenile crime and drug selling, while children who experience frequent residential moves and stressful life transitions have been shown to have higher risk for school failure, delinquency, and drug use.
Community Disorganization	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
Low Neighborhood Attachment	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
Laws and Norms Favorable Toward Drug Use	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
Perceived Availability of Drugs and Handguns	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
Community Domain Protective Factors	
Opportunities for Positive Involvement	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
Rewards for Positive Involvement	Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.
Family Domain Risk Factors	
Family History of Antisocial Behavior	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
Family Conflict	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.
Parental Attitudes Favorable Toward Antisocial Behavior & Drugs	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
Poor Family Discipline	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors.
Poor Family Supervision	Parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.
Family Attachment	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
Family Domain Protective Factors	
Opportunities for Positive Involvement	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
Rewards for Positive Involvement	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.
School Domain Risk Factors	
Academic Failure	Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.

Table 2. Risk and Protective Factor Definitions (Continued)	
Little Commitment to School	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or non-medically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.
School Domain Protective Factors	
Opportunities for Positive Involvement	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
Rewards for Positive Involvement	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors
Peer-Individual Risk Factors	
Favorable Attitudes Toward Antisocial Behavior	Young people who accept or condone antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
Early Initiation of Problem Behavior	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
Favorable Attitudes Toward Drug Use	Initiation of use of any substance is preceded by values favorable to its use. During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs. However, in middle school, as more youth are exposed to others who use drugs, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use are at higher risk for subsequent drug use.
Friends' Use of Drugs	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
Interaction with Antisocial Peers	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
Low Perceived Risk of Drug Use	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
Rewards for Antisocial Involvement	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
Rebelliousness	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence, and normlessness have all been linked with drug use.
Sensation Seeking	Young people who seek out opportunities for dangerous, risky behavior in general are at higher risk for participating in drug use and other problem behaviors.
Peer-Individual Protective Factors	
Religiosity	Young people who regularly attend religious services are less likely to engage in problem behaviors.
Social Skills	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.

Table 3. Number of Students Who Completed the Survey

	Grade 6	Grade 8	Grade 10	Grade 12
	State	State	State	State
Number of Youth	7332	6758	6080	4886

Table 4. Percentage of Students Who Used ATODs During Their Lifetime

	Grade 6	Grade 8	Grade 10	Grade 12
	State	State	State	State
Drug Used				
Alcohol	22.7	46.1	66.5	76.0
Cigarettes	18.1	39.4	53.9	62.6
Chewing Tobacco	10.0	20.0	25.8	28.4
Marijuana	3.2	16.2	32.7	44.6
Inhalants	10.1	15.6	14.2	12.6
Hallucinogens	0.9	2.8	5.8	7.4
Cocaine	0.9	2.4	4.9	7.3
Methamphetamines	0.4	2.3	5.6	7.8
Ecstasy	0.6	2.9	5.2	7.5
Any Drug	12.8	26.5	38.5	47.9

Table 5. Percentage of Students Who Used ATODs During the Past 30 Days

	Grade 6	Grade 8	Grade 10	Grade 12
	State	State	State	State
Drug Used				
Alcohol	8.0	22.7	39.0	47.7
Cigarettes	3.8	13.9	23.7	30.6
Chewing Tobacco	2.9	7.9	11.2	11.6
Marijuana	1.3	8.3	16.3	20.6
Inhalants	4.9	6.2	4.3	2.2
Hallucinogens	0.4	1.2	2.1	1.9
Cocaine	0.4	0.8	1.4	1.8
Methamphetamines	0.1	1.0	2.3	2.7
Ecstasy	0.2	1.2	1.4	1.6
Any Drug	6.4	13.4	19.8	22.6

Table 6. Percentage of Students With Heavy Use of Alcohol and Cigarettes

	Grade 6	Grade 8	Grade 10	Grade 12
	State	State	State	State
Drug Used				
Alcohol	3.3	11.9	21.8	29.5
Cigarettes	0.3	1.5	3.4	6.1

Table 7. Percentage of Students With Antisocial Behavior in the Past Year

	Grade 6	Grade 8	Grade 10	Grade 12
	State	State	State	State
Behavior				
Suspended from School	8.1	13.0	12.3	8.3
Drunk or High at School	2.5	9.4	17.6	21.1
Sold Illegal Drugs	0.5	2.8	7.4	9.1
Stolen a Vehicle	1.1	2.7	3.3	1.8
Been Arrested	2.0	5.2	6.5	6.2
Attacked to Harm	8.3	14.4	13.6	11.4
Carried a Handgun	4.1	5.9	4.8	5.1
Handgun to School	0.2	0.8	0.7	0.7

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 6		Grade 8		Grade 10		Grade 12	
	State		State		State		State	
Community Domain								
Low Neighborhood Attachment	43.3		38.0		44.2		48.5	
Community Disorganization	38.7		35.4		44.2		43.0	
Transitions & Mobility	42.4		42.1		43.6		36.5	
Laws & Norms Favor Drug Use	41.0		38.2		45.0		38.3	
Perceived Availability of Drugs	27.7		32.9		45.3		53.7	
Perceived Availability of Handguns	29.4		43.9		32.4		40.0	
Family Domain								
Poor Family Management	37.6		39.8		38.7		43.0	
Family Conflict	35.2		44.1		36.7		33.6	
Fam History of Antisocial Behavior	38.7		40.9		42.6		41.4	
Parent Attitudes Favorable to ASB	26.2		37.5		42.4		40.4	
Parent Attitudes Favor Drug Use	12.2		25.5		41.3		41.5	
School Domain								
Academic Failure	45.4		49.5		48.8		42.4	
Low Commitment to School	44.5		42.2		44.6		46.2	
Peer-Individual Domain								
Rebelliousness	47.2		34.6		39.6		37.3	
Early Initiation of ASB	20.4		32.5		35.3		34.1	
Early Initiation of Drug Use	30.3		36.6		39.6		40.0	
Attitudes Favorable to ASB	40.4		35.0		43.8		39.9	
Attitudes Favorable to Drug Use	24.2		29.2		40.6		38.2	
Perceived Risk of Drug Use	29.6		38.6		39.2		43.2	
Interaction with Antisocial Peers	32.4		46.0		48.8		48.1	
Friend's Use of Drugs	24.2		36.6		39.9		39.4	
Sensation Seeking	36.6		38.1		41.9		45.4	
Rewards for ASB	24.2		39.4		36.9		45.7	
Depression Scale	45.8		48.3		49.1		43.2	
Gang Involvement	14.7		16.9		14.9		11.4	

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 6		Grade 8		Grade 10		Grade 12	
	State		State		State		State	
Community Domain								
Opportunities for Prosocial Involvement	46.2		46.9		38.3		34.6	
Comm Rewards for Prosocial Involvement	54.4		44.9		52.4		53.2	
Family Domain								
Fam Attachment	60.1		56.1		47.3		61.0	
Fam Opportunities for Prosocial Involvement	63.9		64.5		56.1		57.1	
Fam Rewards for Prosocial Involvement	57.2		65.7		55.2		57.0	
School Domain								
Opportunities for Prosocial Involvement	45.6		60.7		53.5		53.2	
Rewards for Prosocial Involvement	54.3		47.8		54.9		41.1	
Peer-Individual Domain								
Religiosity	65.4		69.4		67.4		90.3	
Social Skills	73.8		67.9		57.5		67.1	
Belief in the Moral Order	59.1		61.3		64.6		49.6	

Table 10. Percentage of Students Reporting School Safety Issues

Question		Response		Grade 6	Grade 8	Grade 10	Grade 12
				State	State	State	State
Behavior							
I feel safe at my school. (q20)	NO!			7.18	11.38	10.45	8.70
	no			8.60	14.93	15.35	11.91
	yes			35.66	47.33	53.24	53.16
	YES!			48.57	26.37	20.96	26.23
How many times in the past year have you taken a handgun to school? (q40h)	Never			99.78	99.18	99.34	99.26
	1-2 times			0.08	0.30	0.28	0.23
	3-5 times			0.01	0.07	0.07	0.10
	6-9 times			0.03	0.10	0.08	0.08
	10-19 times			0.01	0.07	0.05	0.06
	20-29 times			0.00	0.06	0.02	0.06
	30-39 times			0.00	0.06	0.00	0.00
	40 + times			0.08	0.15	0.17	0.21
How wrong do you think it is for someone your age to take a handgun to school? (q31a)	Very Wrong			93.53	87.78	88.93	91.80
	Wrong			5.21	8.94	8.16	6.08
	A Little Bit Wrong			0.81	2.24	1.94	1.19
	Not wrong at All			0.46	1.04	0.98	0.92
Have any of your brothers or sisters ever taken a handgun to school? (q107d)	No			94.95	94.27	93.52	93.56
	Yes			0.87	1.87	1.62	1.53
	I don't have any brothers or sisters			4.18	3.86	4.86	4.91

CONTACTS FOR PREVENTION

Prevention Resource Centers

Region 1 PREVENTION RESOURCE CENTER

Operated by Decision Point

Springdale

JTL Shop Building
614 East Emma Street, Suite M428
Springdale, AR 72764

Mr. Jim Smith, PRC Coordinator
(479) 927-2655
Fax: (479) 927-2752
E-MAIL: jsmith@jtlshop.jonesnet.org
Counties: Benton, Carroll, Madison, Washington

Region 2 PREVENTION RESOURCE CENTER

Operated by North Arkansas Drug Awareness and Prevention Council

Harrison

310 South Pine Street
Harrison, AR 72601

Ms. Andrea Parton, PRC Coordinator
(870) 741-9131
Fax: (870) 741-1523
E-MAIL: nadap@alltel.net
Counties: Boone, Baxter, Newton, Marion, Searcy

Region 3 PREVENTION RESOURCE CENTER

Operated by North Arkansas Human Services System, Inc.

Searcy

3302 East Moore Avenue
Searcy, AR 72143

Ms. Pat Huckeby, PRC Coordinator
(501) 268-7419
Fax: (501) 268-5301
E-MAIL: patprc@steward-net.com
Counties: Fulton, Izard, Sharp, Stone, Jackson, Cleburne, Van Buren, White, Woodruff, Independence

Region 4 PREVENTION RESOURCE CENTER

Operated by Crowley's Ridge Development Council

Jonesboro

P O Box 1497
(520 West Monroe Street)
Jonesboro, AR 72403

Ms. Dorothy Newsom, PRC Coordinator
(870) 933-0033
Fax: (870) 933-0048
E-MAIL: dnewsom@mynewroads.com
Counties: Randolph, Clay, Lawrence, Greene, Craighead, Mississippi, Poinsett

Region 5 PREVENTION RESOURCE

CENTER

Operated by Harbor House, Inc.

Fort Smith

P O Box 4207 (615 North 19th Street)
Fort Smith, AR 72914

Ms. Cindy Stokes, PRC Coordinator
(479) 783-1916

Fax: (479) 783-1914

E-MAIL: hjiprc@aol.com

Counties: Crawford, Franklin, Logan,
Scott, Sebastian, Polk

Region 6 PREVENTION RESOURCE

CENTER

Operated by Community Service, Inc.

Morrilton

P O Box 679
(100 South Cherokee Street)
Morrilton, AR 72110

Mr. Jim Rhodes, PRC Coordinator
(501) 354-4589

Fax: (501) 354-5410

E-MAIL: jrhodes@communityserviceinc.com

Counties: Johnson, Pope, Conway, Yell,
Perry, Faulkner

Region 7 PREVENTION RESOURCE

CENTER

**Operated by Crowley's Ridge
Development Council**

Turrell

P.O. Box 252
92 Third Street
Turrell, AR 72384

Mr. Dewayne Alcorn, PRC Coordinator
(870) 343-2887

Fax: (870) 343-2374

E-MAIL: dalcorn@mynewroads.com

Counties: Cross, Crittenden, St. Francis,
Phillips, Lee, Monroe

Region 8 PREVENTION RESOURCE

CENTER

Operated by Family Service Agency

Hot Springs

1401 Malvern Avenue, Suite 100
Hot Springs, AR 71901

Ms. Michelle Moore, PRC Coordinator
(501) 318-2648

Fax: (501) 624-5636

E-MAIL: mmoore@fsainc.org

Counties: Clark, Garland, Hot Spring,
Montgomery, Pike

Region 9 PREVENTION RESOURCE

CENTER

Operated by Family Service Agency

North Little Rock

628 West Broadway, Suite 300
North Little Rock, AR 72114

Mr. Hayse Miller, PRC Coordinator
(501) 372-4242 Ext. 328 & 325

Fax: (501) 372-6565

E-MAIL: hmillar@fsainc.org

Counties: Pulaski, Saline, Lonoke,
Praire

Region 10 PREVENTION RESOURCE

CENTER

**Operated by Southwest Arkansas
Counseling & Mental Health Center,
Inc.**

Texarkana

P O Box 1987 (2904 Arkansas Blvd)
Texarkana, AR 71854

Ms. Trena Goings, PRC Coordinator
(870) 773-4655

Fax: (870) 772-4650

E-MAIL: tgoings@swacmh.com

Counties: Howard, Sevier, Hempstead,
Little River, Lafayette, Miller

Region 11 PREVENTION RESOURCE CENTER

Operated by South Arkansas Regional Health Center

El Dorado

710 West Grove
El Dorado, AR 71730

Ms. Susan Rumph, PRC Coordinator
(870) 864-2497

Fax: (870) 864-2476

E-MAIL: srumph@sarhc.org

Counties: Dallas, Calhoun, Union, Columbia, Ouachita, Nevada

Region 12 PREVENTION RESOURCE CENTER

Operated by Community Resource Agency

Pine Bluff

P.O. Box 2740
4218 W. 28th Street
Pine Bluff, AR 71613

Ms. Linda Brown, PRC Coordinator
(870) 879-4646 or (501) 413-3588
Fax: (870) 879-4250

E-MAIL: lbrown@commresource.com

Counties: Grant, Jefferson, Lincoln, Arkansas, Cleveland

Region 13 PREVENTION RESOURCE CENTER

Operated by Phoenix Youth & Family Services

Crossett

310 N. Alabama Street
P O Box 654
Crossett, AR 71635

Ms. Christie Newton, PRC Coordinator
(870) 364-1676

Fax: (870) 364-1779

E-MAIL: cnewton@phoenixyouth.com

Counties: Desha, Drew, Bradley, Ashley & Chicot

STATE AND NATIONAL CONTACTS:

Alcohol and Drug Abuse Prevention Arkansas Department of Health
Freeway Medical Center,
5800 West 10th Street, Suite 907
Little Rock, AR 72204
Telephone: (501) 280-4500
FAX: (501) 280-4519 or (501) 280-4532
Website: <http://www.healthvarkansas.com/>

Tommie Johnson Waters
Asst. Director for Prevention
tommie.waters@mail.state.ar.us

Joe M. Hill, ADAP Director
joe.hill@mail.state.ar.us

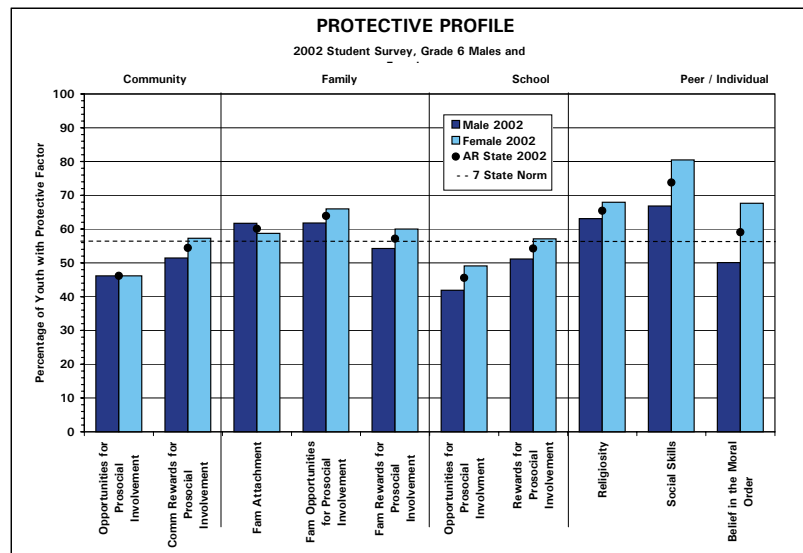
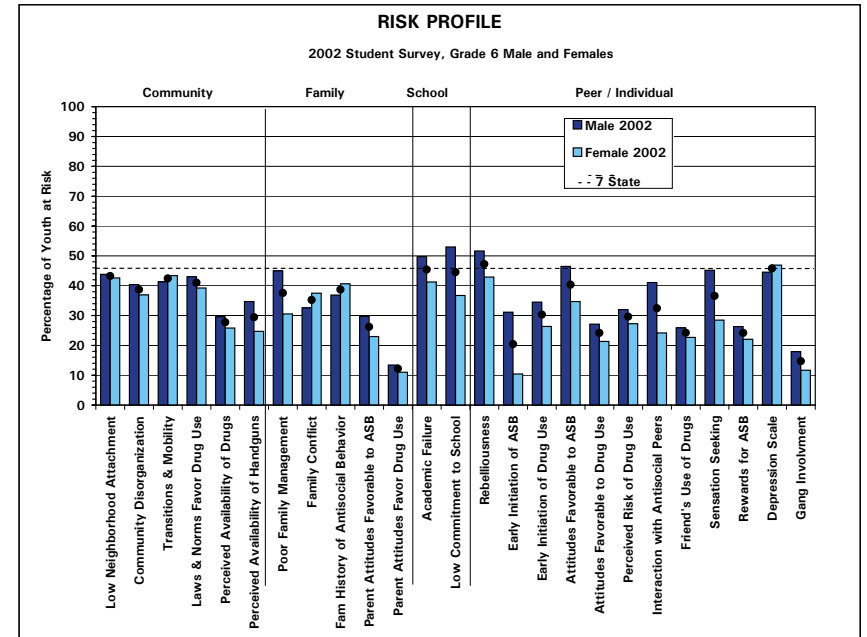
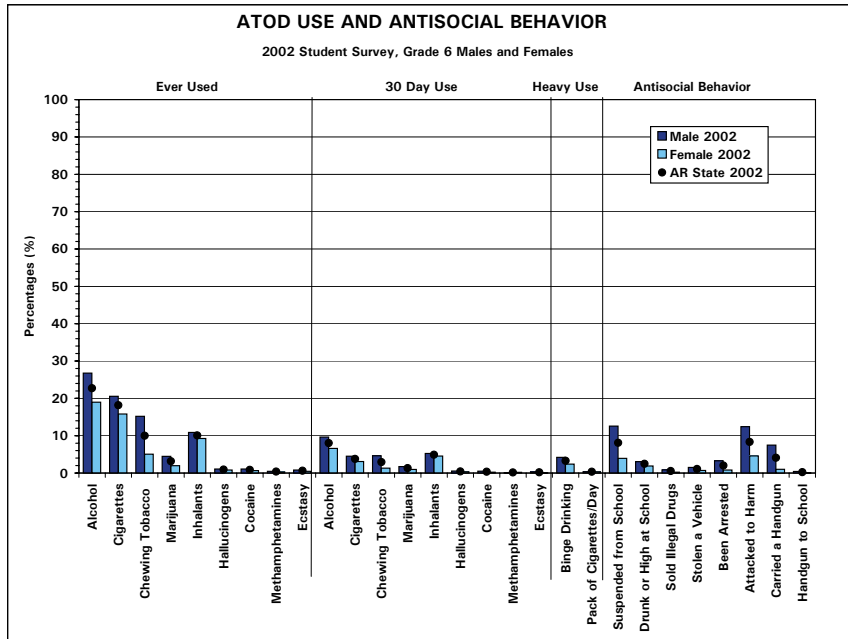
Comprehensive Health Education Arkansas Department of Education
2020 West 3rd Street, Suite 320
Little Rock, AR 72205
Telephone: (501) 683-3600
FAX: (501) 683-3611
Website: <http://www.edu.state.ar.us/>

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

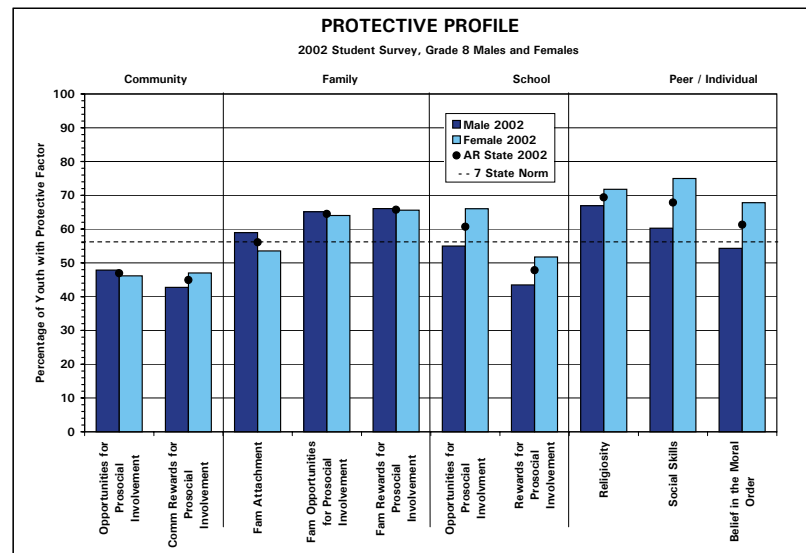
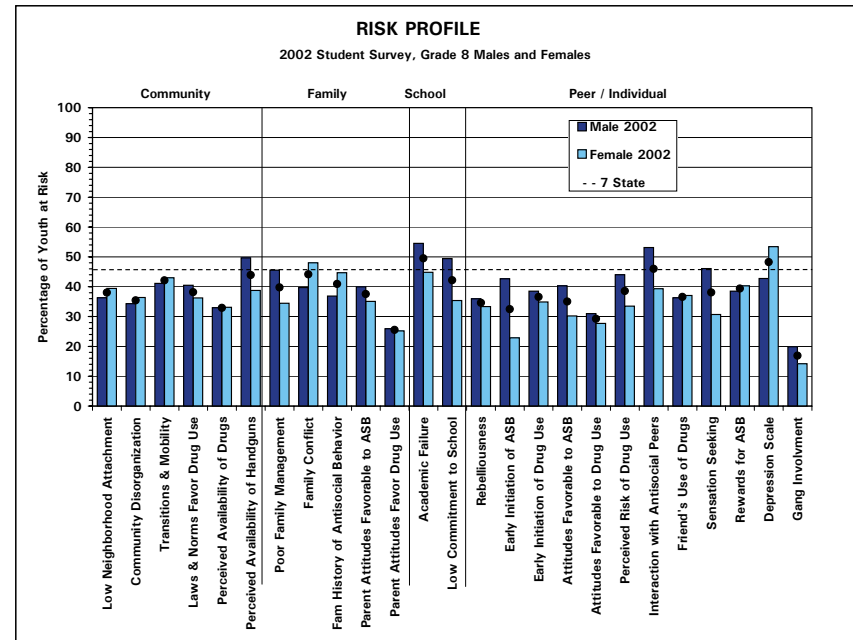
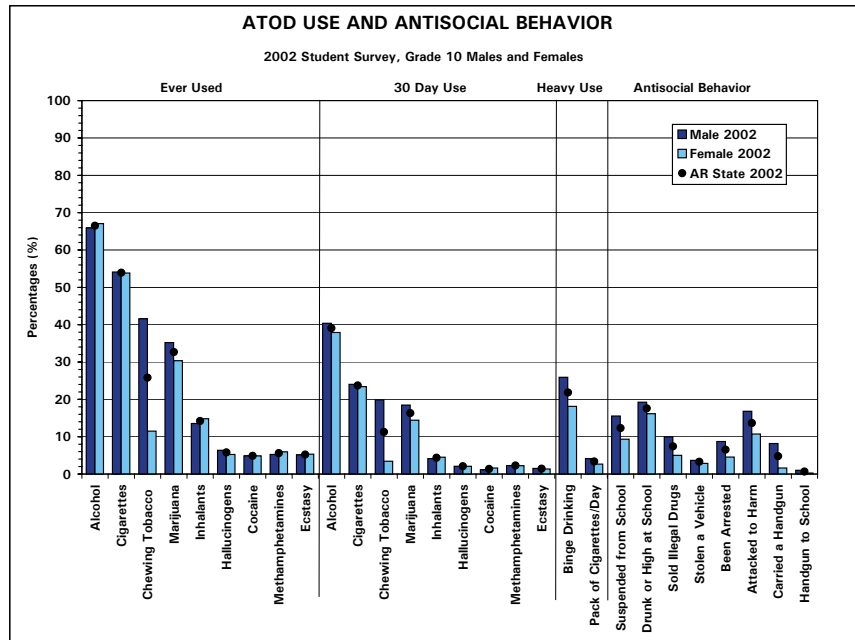
Southwest Center for the Application of Prevention Technology
www.swcapt.org

Substance Abuse and Mental Health Services Administration (SAMSHA)
www.samhsa.gov

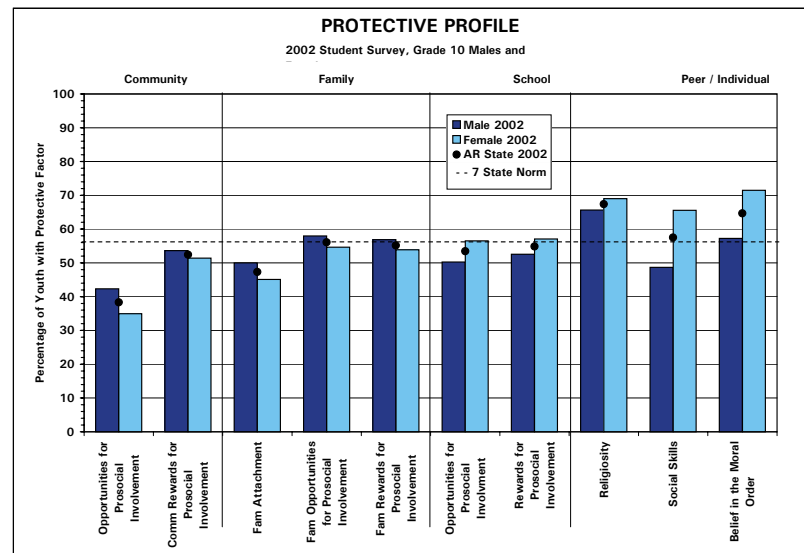
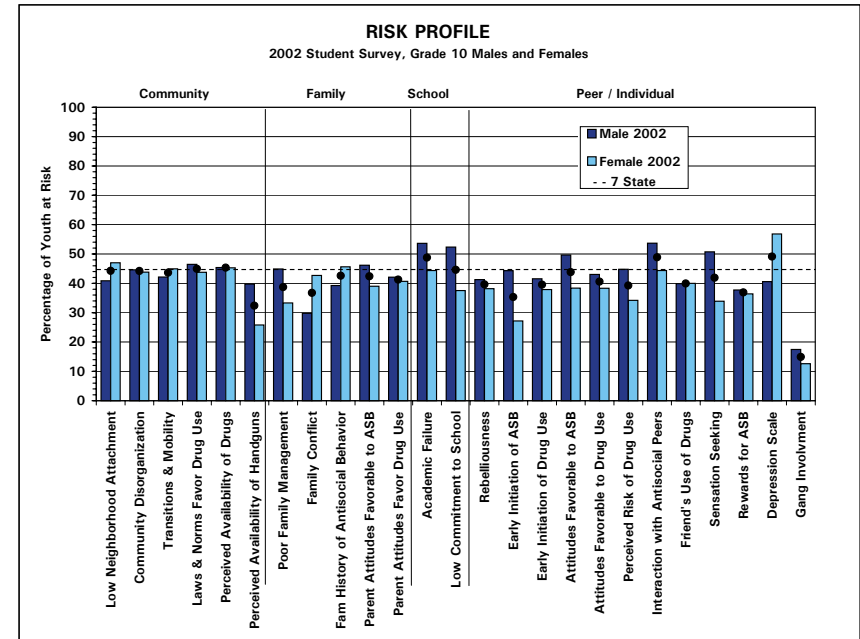
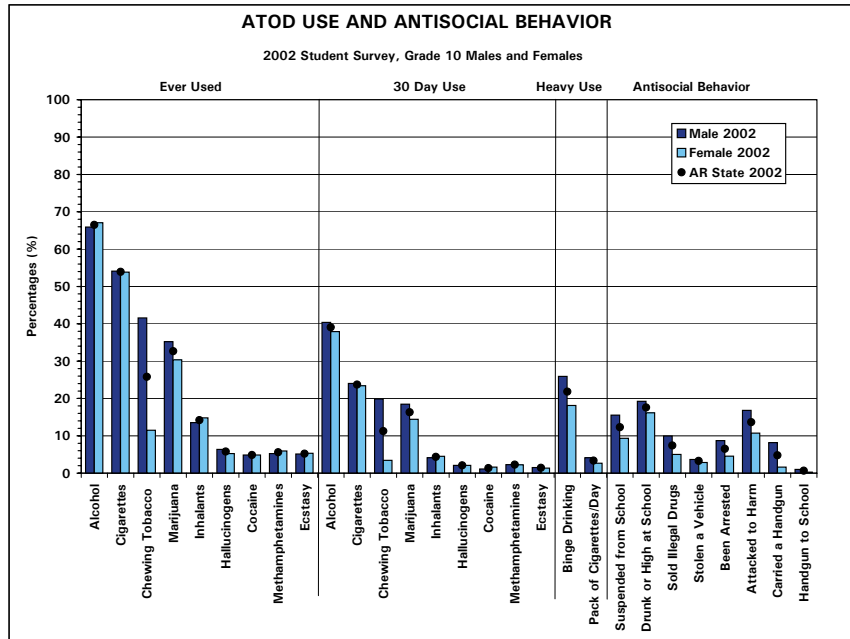
6th Grade Arkansas Male and Female Profile Report Charts



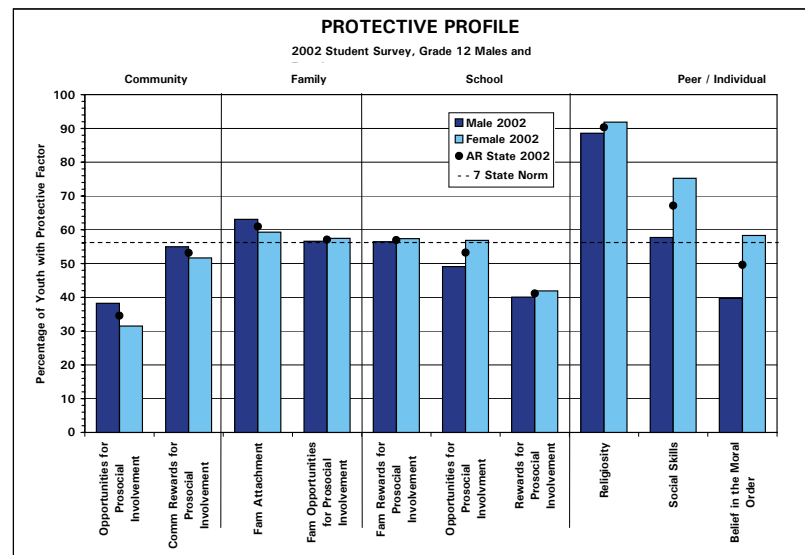
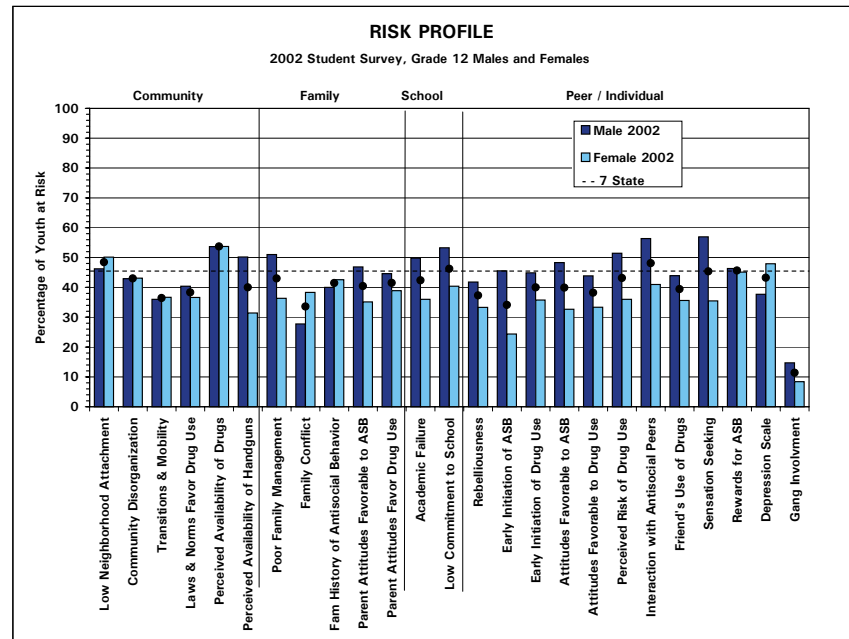
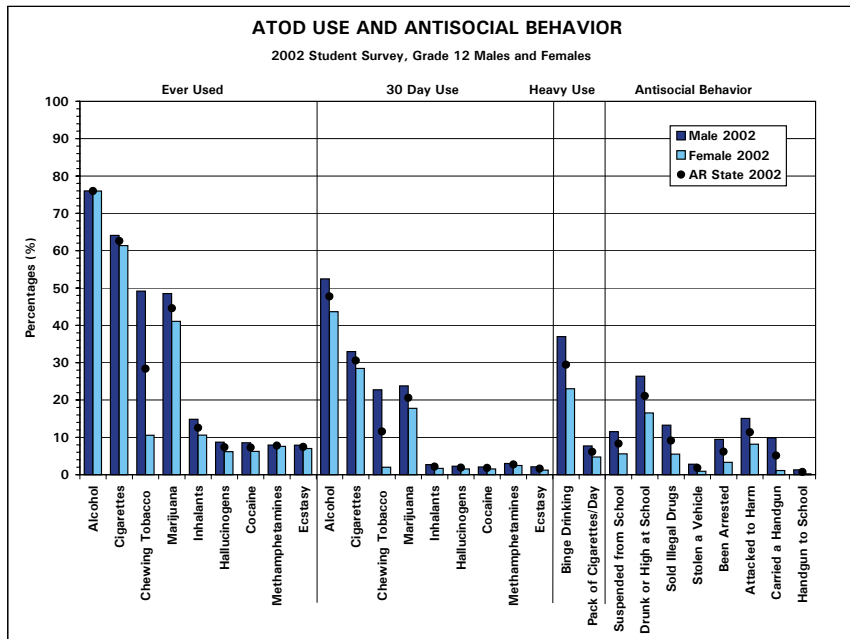
8th Grade Arkansas Male and Female Profile Report Charts



10th Grade Arkansas Male and Female Profile Report Charts



12th Grade Arkansas Male and Female Profile Report Charts



Appendix F: Lifetime and 30-Day ATOD use for Participating Regions and Counties

Percentage of Youth Who Used ATODs in Their Lifetime by Region										
Region	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Methamphetamines	Ecstasy	Any Drug
1	53.2	41.6	22.0	23.3	15.8	4.8	4.3	4.1	4.3	32.8
2	This region did not participate in the survey									
3	48.5	43.9	23.8	19.6	16.7	4.9	4.7	6.5	4.3	28.6
4	51.4	43.2	21.1	21.4	13.4	3.7	3.2	3.8	2.8	29.2
5	49.2	42.8	25.2	21.8	13.4	4.1	3.8	3.5	5.2	29.5
6	This region did not participate in the survey									
7	55.0	49.1	24.3	22.9	14.3	4.7	4.4	4.7	3.7	32.0
8	52.5	45.8	25.5	22.5	15.1	4.3	4.0	4.3	3.5	30.9
9	45.5	35.0	14.7	21.1	11.2	4.0	3.6	3.8	3.9	27.8
10	51.3	44.0	20.5	24.2	11.9	2.8	3.0	2.3	3.9	32.2
11	51.5	47.5	23.4	19.7	11.9	2.4	2.1	1.9	2.3	29.5
12	51.1	43.3	18.8	23.7	11.1	3.7	2.7	3.1	4.5	31.5
13	50.1	41.4	18.2	20.5	10.7	2.6	2.3	1.9	2.8	27.7

Percentage of Youth Who Used ATODs in the Past 30 Days by Region										
	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Methamphetamines	Ecstasy	Any Drug
1	30.4	17.1	8.8	11.2	6.1	1.8	1.3	1.5	1.4	16.7
2	This region did not participate in the survey									
3	22.3	20.4	10.0	9.9	6.1	0.8	1.0	1.9	0.3	14.5
4	28.5	18.2	8.0	10.3	4.8	1.3	1.1	1.7	0.8	14.5
5	25.2	15.9	10.0	11.3	4.9	1.3	0.7	1.4	1.3	15.8
6	This region did not participate in the survey									
7	31.4	19.4	8.8	10.1	4.2	1.5	1.2	2.5	0.7	14.0
8	26.8	19.1	12.4	10.5	5.4	1.8	1.4	1.8	1.4	15.3
9	24.0	13.4	5.6	10.4	3.7	1.3	1.0	1.3	1.0	14.0
10	30.3	17.5	8.0	11.6	3.6	1.0	1.0	0.8	1.1	15.5
11	26.8	16.6	8.0	8.5	4.3	0.9	0.3	0.7	0.6	13.1
12	30.9	19.5	8.4	12.8	3.4	1.3	0.4	1.2	1.5	15.7
13	25.7	15.5	6.7	9.4	3.5	0.8	0.7	1.0	0.7	12.7

Percentage of Youth Who Used ATODs in Their Lifetime by County*

	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Methamphet- amines	Ecstasy	Any Drug
Arkansas	52.9	43.0	19.4	26.8	9.3	3.5	2.6	3.0	4.0	34.1
Ashley	48.6	38.9	17.6	19.7	12.1	2.3	1.8	2.5	3.3	27.1
Benton	55.8	44.7	20.4	26.2	18.2	5.7	6.2	5.0	3.6	36.6
Bradley	57.5	49.8	23.2	22.8	10.9	2.9	1.6	1.0	2.0	31.3
Calhoun	55.4	44.9	28.8	20.8	12.2	1.9	2.4	2.5	2.5	30.3
Carroll	49.8	39.9	21.6	21.3	13.8	3.6	2.8	3.0	3.3	29.9
Chicot	46.5	38.7	14.5	20.0	7.0	2.9	4.1	1.6	2.3	25.7
Clark	46.7	40.5	27.4	16.9	10.8	3.6	2.6	3.6	2.6	24.2
Clay	50.1	37.4	23.1	15.9	10.2	4.8	1.9	2.1	2.1	21.7
Cleburne	62.5	56.5	31.9	26.3	23.5	5.8	5.9	7.5	6.8	39.4
Columbia	55.0	42.5	35.0	12.5	5.0	2.5			2.5	17.5
Craighead	49.2	37.6	16.5	19.4	11.9	3.6	3.8	4.0	3.0	26.1
Crawford	53.0	50.7	29.1	30.7	16.8	5.0	4.0	3.0	7.6	37.9
Crittenden	45.3	53.8	13.2	18.9	9.8	5.7	3.8	2.0	2.0	27.5
Cross	56.2	50.8	27.6	24.2	14.0	6.2	4.5	6.8	4.5	32.8
Dallas	48.4	46.4	24.6	16.5	9.9	0.7	1.5	0.8	1.1	24.3
Franklin	52.9	42.2	35.9	14.2	14.9	2.2	1.9	1.2	3.8	26.3
Garland	48.2	48.2	16.0	30.7	16.9	7.1	6.7	5.4	4.9	38.9
Grant	51.3	39.8	20.4	26.8	14.4	2.7	4.5	4.5	6.3	33.6
Greene	48.2	39.0	24.5	15.5	18.7	2.4	4.0	2.8	1.6	27.7
Hempstead	44.6	42.1	13.0	17.4	13.7	2.2	1.5	0.5	2.2	27.8
Hot Spring	51.6	43.8	25.2	22.7	15.9	3.9	3.7	4.0	2.7	31.5
Independence	53.8	35.8	30.9	13.8	12.3	2.5	3.7	3.7	1.2	20.0
Jackson	47.4	49.4	20.8	25.3	18.8	7.2	6.5	12.0	5.3	34.2

* Not all counties had school districts that participated in the 2002 APNA Survey.

	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Methamphetamines	Ecstasy	Any Drug
Jefferson	49.1	44.4	18.0	20.0	12.1	4.1	2.4	3.0	4.5	28.4
Lafayette	50.0	43.1	30.2	12.3	10.0	1.1	0.6	1.7	3.9	20.2
Lawrence	57.3	54.2	29.7	25.8	14.5	4.0	2.5	5.4	2.6	34.4
Lonoke	46.4	37.4	16.2	23.1	14.1	4.7	3.9	4.6	4.1	30.3
Madison	59.3	47.3	33.2	21.4	13.5	3.0	2.9	2.7	4.4	30.0
Miller	52.0	42.4	19.2	30.4	11.9	3.5	3.6	2.9	4.5	37.5
Mississippi	52.0	46.3	20.4	25.5	14.7	2.1	2.6	3.6	3.4	35.1
Montgomery	63.8	54.2	32.3	23.2	18.1	4.2	4.2	5.4	5.5	32.6
Ouachita	44.6	47.6	14.0	21.6	11.3	1.8	1.8	1.2	1.2	32.3
Phillips	56.8	46.1	24.3	22.7	16.0	2.8	4.5	3.4	3.4	32.6
Pike	59.5	51.3	30.9	19.0	13.0	4.2	3.8	4.2	5.0	26.2
Poinsett	48.7	48.8	22.0	25.8	11.7	4.6	3.4	3.7	3.1	31.6
Polk	52.7	52.1	34.1	22.2	12.1	4.4	4.1	4.1	4.1	27.9
Prairie	73.4	53.8	39.4	32.3	13.8	1.5	3.1	3.1	3.2	40.6
Pulaski	37.2	28.6	7.2	17.7	8.0	3.2	2.6	2.1	2.7	24.2
Randolph	56.7	45.7	22.7	20.8	18.3	3.4	3.2	3.3	2.9	31.7
Saline	51.3	38.3	19.4	22.5	11.8	4.3	4.2	4.7	4.7	28.9
Sebastian	44.4	35.8	14.1	22.5	12.6	4.6	4.4	4.3	5.7	29.5
Sevier	58.4	51.2	28.2	23.8	10.8	2.7	4.6	3.1	4.1	30.8
Union	53.9	49.6	22.7	21.1	13.9	3.9	2.5	2.8	3.3	32.5
Van Buren	36.1	35.2	17.9	15.7	17.4	5.8	5.0	5.0	4.9	25.0
Washington	51.5	39.1	19.6	23.2	16.0	5.3	4.3	4.6	5.1	32.9
White	42.3	35.6	19.2	11.4	6.9	1.0	1.0	1.0	1.0	17.2

* Not all counties had school districts that participated in the 2002 APNA Survey.

Percentage of Youth Who Used ATODs in the Past 30 Days by County*										
	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Methamphetamines	Ecstasy	Any Drug
Arkansas	35.1	17.7	9.1	15.7	2.0	1.2	0.4	1.0	1.2	18.0
Ashley	26.6	15.5	7.0	9.8	3.8	0.8	0.4	1.5	1.0	13.1
Benton	30.4	16.8	6.7	12.5	7.5	2.4	2.3	1.9	0.9	19.4
Bradley	28.0	18.8	9.1	8.1	3.3	0.7	0.7		0.7	12.3
Calhoun	29.1	15.6	10.6	4.9	5.9	1.0		0.5	1.0	11.1
Carroll	28.2	19.0	9.3	9.8	5.9	0.6	0.9	1.0	0.6	15.1
Chicot	21.5	12.1	3.5	9.6	2.9	1.0	1.3	0.6	0.3	12.1
Clark	26.9	17.9	15.2	9.3	3.1	3.1	1.0	2.1	1.0	12.0
Clay	24.6	14.8	9.8	6.4	5.1	1.6	1.1	1.3	0.3	10.6
Cleburne	37.7	27.5	15.9	13.1	11.9	0.7	1.5	0.8	0.8	21.2
Columbia	35.0	10.0	20.0	7.7						7.7
Craighead	27.9	15.8	6.0	9.8	4.0	1.0	1.1	1.6	0.5	13.5
Crawford	25.4	19.8	12.1	14.4	6.0	0.5		0.5	2.5	19.0
Crittenden	24.5	20.8	7.5	15.1	1.9	1.9	2.0			15.7
Cross	30.5	23.8	12.2	10.7	4.5	2.2	1.1	2.8	1.1	15.3
Dallas	25.8	16.5	7.1	6.5	4.4	0.4	0.4	0.4	0.4	10.2
Franklin	27.7	14.1	13.9	5.9	6.5	0.9	0.3	0.9		11.7
Garland	24.4	21.9	5.8	14.7	6.7	1.8	2.2	1.8	0.9	20.6
Grant	27.4	21.2	7.1	15.0	2.7			2.7	0.9	16.4
Greene	24.4	11.5	8.3	5.6	7.6	1.2	0.4	0.4	0.8	12.6
Hempstead	23.0	14.2	4.8	8.8	4.2	0.7	0.5	0.3	0.5	13.0
Hot Spring	24.3	18.2	12.3	10.1	5.5	1.6	1.0	1.6	1.0	15.3
Independence	15.2	17.3	12.5	5.0	3.7					8.9
Jackson	23.5	23.5	9.1	12.3	5.3	2.0	1.3	5.3		17.2

* Not all counties had school districts that participated in the 2002 APNA Survey.

	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Methamphetamines	Ecstasy	Any Drug
Jefferson	27.6	20.9	7.9	9.3	4.9	1.8	0.4	1.2	2.0	13.2
Lafayette	27.5	14.4	9.9	4.5	2.8			1.1	1.7	7.5
Lawrence	31.9	23.5	12.6	12.2	4.5	1.7	1.3	2.1	1.0	16.2
Lonoke	25.9	16.6	6.4	11.4	4.6	1.8	1.3	1.3	1.2	15.7
Madison	33.2	19.3	17.0	9.5	4.0	0.9	0.6	0.6	1.5	14.0
Miller	32.5	20.0	7.3	15.1	4.0	1.1	1.3	0.6	0.5	19.4
Mississippi	28.8	21.6	7.3	12.3	5.0	0.7	1.2	1.7	1.7	17.3
Montgomery	34.0	25.8	13.4	11.6	6.4	2.1	3.2	3.2	2.2	15.1
Ouachita	21.8	16.5	5.3	12.0	3.6					15.6
Phillips	34.3	14.6	5.7	8.0	4.5	0.6	1.2	2.8	0.6	12.2
Pike	35.0	18.3	16.4	8.7	5.3	1.2	1.9	1.9	3.5	13.5
Poinsett	27.7	21.0	7.6	12.9	4.3	1.9	0.7	2.4	0.7	15.7
Polk	28.9	18.2	13.4	10.9	4.4	1.8	1.3	1.8	1.0	14.8
Prairie	41.5	24.6	20.0	18.5	4.6	1.5	3.1	3.1	1.6	23.4
Pulaski	18.3	7.6	2.6	8.5	3.0	0.9	1.0	1.0	0.6	12.0
Randolph	31.8	19.6	8.5	10.0	7.5	1.2	1.2	1.4	0.8	16.0
Saline	27.1	16.0	7.3	11.0	3.7	1.3	0.9	1.7	1.2	14.2
Sebastian	22.0	14.3	5.8	13.2	4.1	1.4	0.9	1.6	1.7	17.3
Sevier	35.2	17.1	12.9	9.9	2.5	1.5	1.5	1.6	3.2	13.2
Union	27.4	17.6	7.3	10.2	4.1	1.6	0.5	1.4	0.9	15.4
Van Buren	12.3	14.8	5.8	10.7	5.8	0.8	1.7	1.7	0.8	13.3
Washington	30.4	15.8	7.3	11.5	6.1	2.2	1.3	1.7	1.9	16.8
White	17.3	15.4	6.7	4.8	2.0					7.2

* Not all counties had school districts that participated in the 2002 APNA Survey.