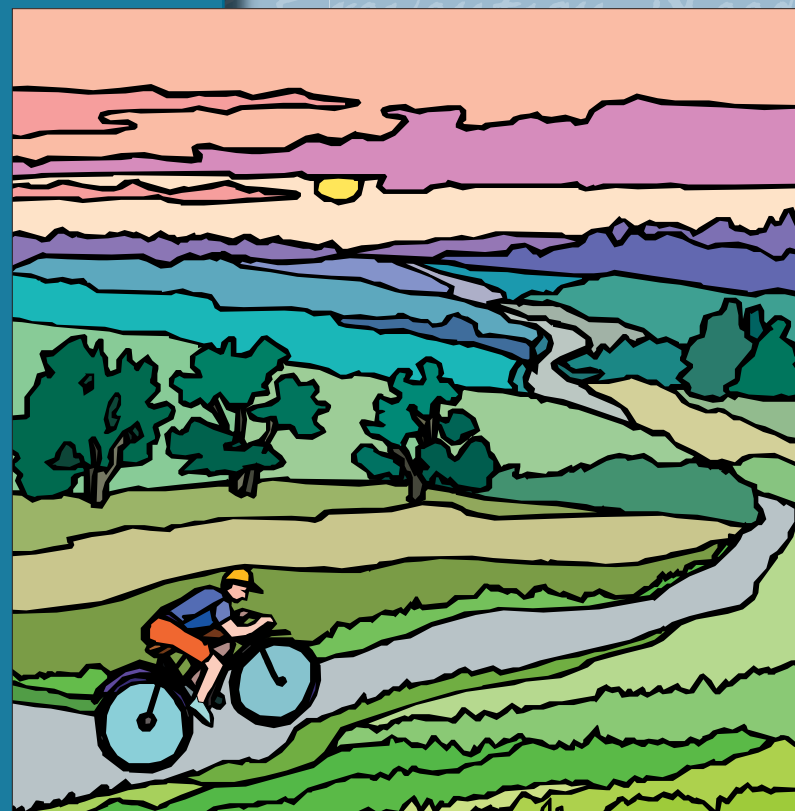


# Arkansas Prevention Needs Assessment Student Survey

## State Report 2003



Sponsored by:



**ARKANSAS DEPARTMENT OF  
HUMAN SERVICES**

Conducted by:



# Arkansas Prevention Needs Assessment Student Survey

## State Report 2003

Sponsored by:  
Alcohol and Drug Abuse Prevention  
Division of Behavioral Health  
Department of Human Services

Conducted by:  
Southwest Prevention Center

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We would like to extend our sincere appreciation to the 72 Arkansas School Districts that participated in administering this survey. A special “thank you” goes out to the 19,983 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 ADAP’s 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 2003 data results represent the second of a five-year effort. We hope schools and communities find the second 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) 686-9030 or your Regional Prevention Resource Center (see p. 136).

# Executive Summary

The Arkansas Prevention Needs Assessment (APNA) Survey was administered in November 2003 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 (ADAP), Arkansas Department of Human Services, Division of Behavioral Health. ADAP contracted with the Southwest Prevention Center to conduct the survey. The survey was administered to 19,983 youth in grades 6, 8, 10, and 12 throughout Arkansas during November 2003.

## Participation by Arkansas Youth

Enrollment figures from the Arkansas School Information Site's Enrollment Report show that for the 2003-2004 school year, there were 35,831 students in the 6th grade; 37,004 in the 8th grade; 35,344 in the 10th grade; and 28,840 in the 12th grade; for a total of 137,019 public school students who were eligible to participate in the survey. An attempt was made to survey all eligible students. A total of 19,983 students (14.6% of eligible students) were surveyed in the 2003 APNA Survey. School districts in 41 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 19,983 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 2003 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 *2003 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.

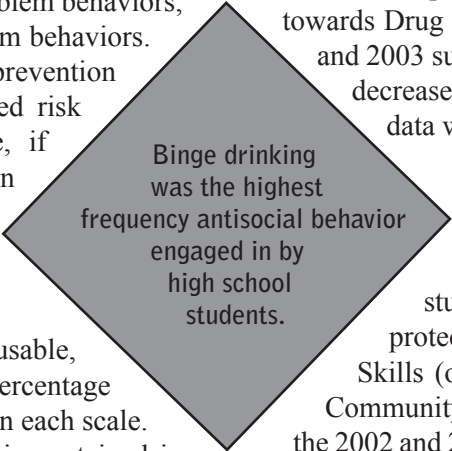
Rates of high school ATOD use and antisocial behavior can be seen in Figure 1 on page x. High school students have higher rates of lifetime use and 30-day use for alcohol than any other substance. Binge drinking was the highest frequency antisocial behavior engaged in by high school students.

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 factor 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. Figure 2 also compares 2002 and 2003 survey results. As can be seen, 19 of the 25 risk factor scales decreased since the 2002 survey. Comparisons in the two years of data will be discussed in more detail in Section 2.

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 (approximately 15% higher) and Social Skills (over 10% higher). The area with the lowest protection is Community Opportunities for Prosocial Involvement. In comparing the 2002 and 2003 survey data, Figure 3 shows that 8 of the 10 protective factor scales increased since the 2002 survey. Comparisons in the two years of data will be discussed in more detail in Section 2.

## Substance Use Rates

Throughout the 2003 Report, tables are also used to show information. For example, Table 1 shows the 2002 and 2003 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.



Binge drinking was the highest frequency antisocial behavior engaged in by high school students.

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 2003. 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 6.2% to 12.0% greater than the national sample for youth in grades 8, 10 and 12, and cigarette use was 7.3% to 9.1% greater in Arkansas for grades 8, 10, and 12. Such differences indicate that significantly more Arkansas survey participants smoke than youth nationwide. Similar differences can be seen for smokeless tobacco results.

However, Arkansas youth in all or most grades, had lower lifetime use rates than MTF survey participants: marijuana (0.8% to 4.6% less than national survey participants), hallucinogens (1.8% to 2.0% less than national participants), any drug (3.7% less than national participants in grade 10, and 2.2% less in grade 12), and ecstasy (0.5% less than national 10th graders, and 1.6% less than national 12th graders).

Overall, 2003 total state lifetime use of all substances are virtually identical to 2002 rates, with very slight decreases in alcohol, smokeless tobacco, marijuana, hallucinogens, cocaine, and any drug use. In looking at the results by grade, 8th grade lifetime use rates decreased slightly for all substances.

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 in grades 8, 10, and 12 who took the survey have used cigarettes, smokeless tobacco, inhalants, and ecstasy in the past 30 days than the national sample. For Arkansas cigarette use compared to national use, 1.5% more Arkansas eighth graders used, 5.1% more 10th graders used, and 5.6% more 12th graders used. For smokeless tobacco, 3.2% more Arkansas 8th graders, 5.9% more 10th graders, and 6.3% more 12th graders used.

The results indicate that the state use rate for grades 8, 10, and 12 of marijuana and cocaine is lower than the national use rate.

Overall, 2003 total state 30-day use of all substances also are virtually identical to 2002 rates. As with lifetime use rates, 8th grade 30-day substance use rates decreased for all substances.



Figure 1

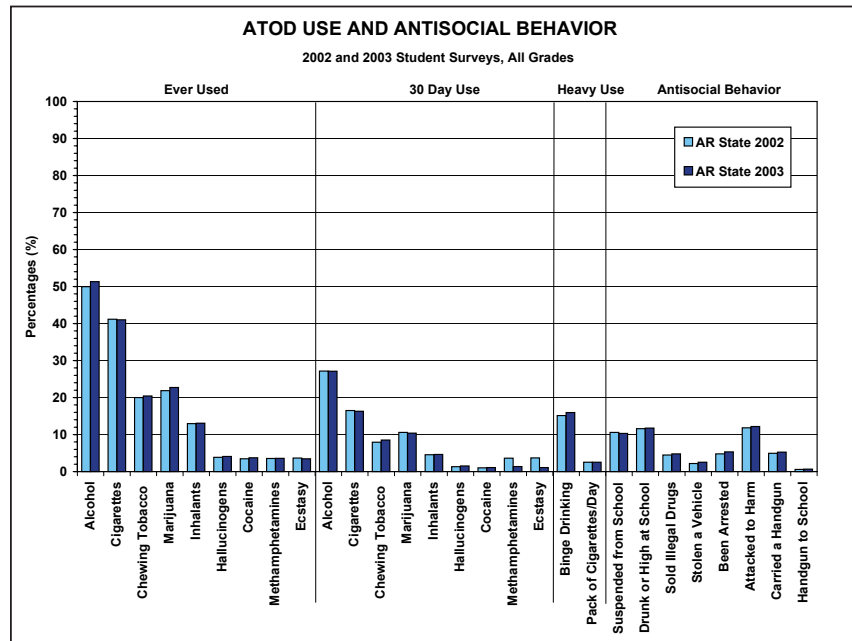


Figure 2

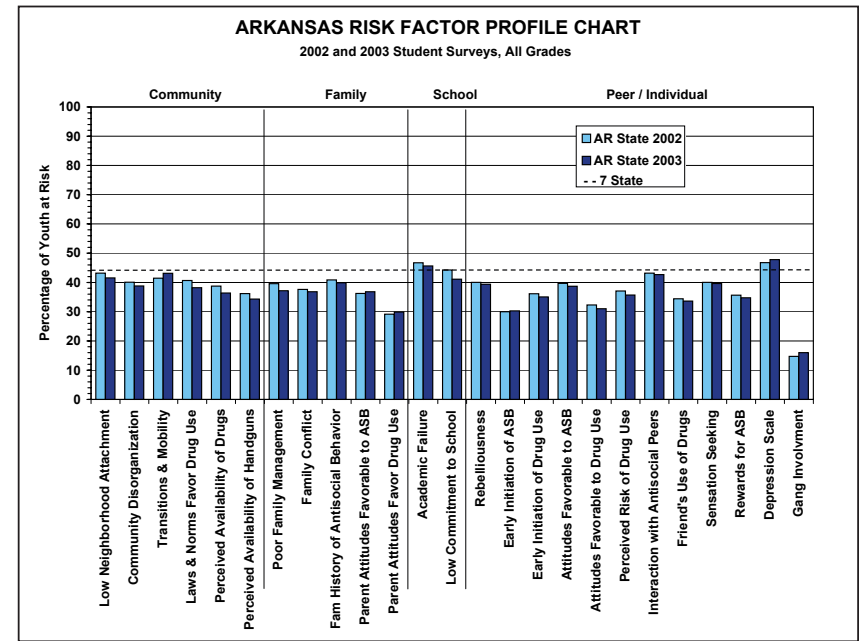


Figure 3

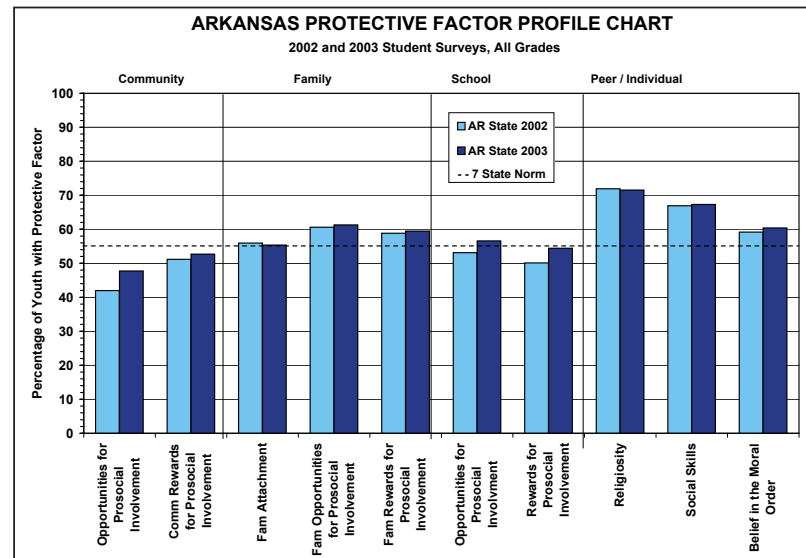




Table 1

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		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Alcohol	22.7	21.7	46.1	44.7	47.0	45.6	66.5	65.4	66.9	66.0	76.0	77.1	78.4	76.6	50.2	51.3
Cigarettes	18.1	17.5	39.4	36.0	31.4	28.4	53.9	52.1	47.4	43.0	62.6	61.0	57.2	53.7	41.3	41.0
Smokeless Tobacco	10.0	10.1	20.0	17.5	11.2	11.3	25.8	25.8	16.9	14.6	28.4	29.6	18.3	17.0	20.1	20.4
Marijuana	3.2	3.3	16.2	14.0	19.2	17.5	32.7	31.8	38.7	36.4	44.6	45.3	47.8	46.1	22.0	22.7
Inhalants	10.1	9.8	15.6	14.6	15.2	15.8	14.2	14.6	13.5	12.7	12.6	12.9	11.7	11.2	13.1	13.1
Hallucinogens	0.9	1.1	2.8	2.2	4.1	4.0	5.8	5.0	7.8	6.9	7.4	8.6	12.0	10.6	3.9	4.1
Cocaine	0.9	0.9	2.4	2.2	3.6	3.6	4.9	4.6	6.1	5.1	7.3	7.8	7.8	7.7	3.5	3.7
Methamphetamines	0.4	0.5	2.3	1.8	3.5	3.9	5.6	4.5	6.1	5.2	7.8	8.0	6.7	6.2	3.6	3.6
Ecstasy	0.6	0.5	2.9	2.0	4.3	3.2	5.2	4.9	6.6	5.4	7.5	6.8	10.5	8.3	3.7	3.4
Any Drug	12.8	12.8	26.5	24.3	24.5	22.8	38.5	37.7	44.6	41.4	47.9	48.9	53.0	51.1	29.9	30.5

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		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Alcohol	8.0	6.6	22.7	19.7	19.6	19.7	39.0	37.2	35.4	35.4	47.7	48.0	48.6	47.5	27.3	27.1
Cigarettes	3.8	3.6	13.9	11.7	10.7	10.2	23.7	21.8	17.7	16.7	30.6	30.0	26.7	24.4	16.6	16.2
Smokeless Tobacco	2.9	3.1	7.9	7.3	3.3	4.1	11.2	11.2	6.1	5.3	11.6	13.0	6.5	6.7	8.0	8.5
Marijuana	1.3	1.5	8.3	5.9	8.3	7.5	16.3	15.2	17.8	17.0	20.6	20.6	21.5	21.2	10.6	10.3
Inhalants	4.9	4.4	6.2	6.2	3.8	4.1	4.3	4.8	2.4	2.2	2.2	2.7	1.5	1.5	4.6	4.6
Hallucinogens	0.4	0.4	1.2	0.9	1.2	1.2	2.1	2.2	1.6	1.5	1.9	2.6	2.3	1.8	1.3	1.5
Cocaine	0.4	0.3	0.8	0.7	1.1	0.9	1.4	1.4	1.6	1.3	1.8	2.0	2.3	2.1	1.0	1.1
Methamphetamines	0.1	0.2	1.0	0.7	1.1	1.2	2.3	1.9	1.8	1.4	2.7	2.9	1.7	1.7	1.4	1.4
Ecstasy	0.2	0.1	1.2	0.9	1.4	0.7	1.4	1.6	1.8	1.1	1.6	1.6	2.4	1.3	1.1	1.1
Any Drug	6.4	5.9	13.4	11.5	10.4	9.7	19.8	19.1	20.8	19.5	22.6	22.8	25.4	24.1	14.9	14.6

## Summary

In the 2003 administration of the PNA survey in Arkansas, 72 school districts participated, and the survey questionnaire was completed by 19,983 students in grades 6, 8, 10, and 12. Findings for each of the report sections are summarized below:

### Risk Factor Profiles

Overwhelmingly, Arkansas students are less at risk than students in other states. The only areas where Arkansas high school scales are 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. In comparing 2002 and 2003 survey data, 19 of the 25 risk factor scales decreased since the 2002 survey.

### Protective Factor Profiles

For a number of protective factor scales, Arkansas high school students also report a higher level of protection than students from the 7-states. Arkansas students who took the survey indicated the highest level of protection in Religiosity (approximately 15% higher) and Social Skills (over 10% higher). The area with the lowest protection is Community Opportunities for Prosocial Involvement. In comparing the 2002 and 2003 survey data, 8 of the 10 protective factor scales increased since the 2002 survey.

### 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 11.94 years. A period of one and a half years separates the age of first sip of alcohol and the first regular alcohol use. The results also show that students begin trying marijuana before students begin regularly using alcohol. In comparing 2002 APNA Survey results to those from the 2003 survey, there were no significant fluctuations in results for all substances. The largest decrease in age of first use was for first regular alcohol use, which decreased .36 years (from 14.60 years in 2002 to 14.24 years in 2003).

### 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. Overall, 2003 total state lifetime use of all substances are virtually identical to 2002 rates, with very slight decreases in alcohol, smokeless tobacco, marijuana, hallucinogens, cocaine, and any drug use. In looking at the results by grade, 8th grade lifetime use rates decreased slightly for all substances.

In comparing 2002 and 2003 30-day use rates, overall, 2003 total state 30-day use of all substances are also virtually identical to 2002 rates. As with lifetime use rates, 8th grade 30-day substance use rates decreased for all substances.

### 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 Arkansas 30-day use of marijuana is lower than the use rate for the nation. More Arkansas youth in all grades have had lifetime experience with cigarettes and smokeless tobacco. However fewer Arkansas students had used marijuana, hallucinogens, and ecstasy 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 for lifetime use) and males in each grade also use more marijuana. In comparing the 2002 results to the 2003 results, total male and female lifetime and 30-day use rates showed virtually no change since the 2002 survey.

In the second administration of the Arkansas PNA survey, the questionnaire was completed by 19,983 students in grades 6, 8, 10, and 12.

### Intention to Use ATODs

A majority of the youth do not intend to use cigarettes or marijuana, though over half (53.6%) of high school seniors intend to use alcohol. The intention to use all substances generally increases as youth get older. Intention to use cigarettes, alcohol, and marijuana peaked in grade 12. In comparing the 2002 and 2003 survey data, the results show that intention to use substances has slightly decreased in Arkansas. For example, 10th grade intention to smoke cigarettes decreased 1.1% since the 2002 survey, while 10th grade intentions to smoke marijuana decreased 1.9%.

### Multiple Drug Use

Many of the individuals that use marijuana also use alcohol. For example, the total percentage using marijuana is 10.3% and those using alcohol and marijuana is 8.5%. Thus, only 1.8% 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 over one-half of the youth who use tobacco also use an illegal drug.

### Perceived Harmfulness of Drugs: Arkansas Compared to National Sample

In all grades, a greater percentage of Arkansas survey participants than MTF survey participants perceived greater harmfulness in smoking marijuana once or twice and drinking alcohol regularly. In comparing 2002 and 2003 survey data, the results show that perceived harmfulness increased for most grades and for most substances. Rates of perceived harmfulness increased in all grades for smoking one or more packs of cigarettes per day, in all grades for trying marijuana once or twice, and in all grades for smoking marijuana regularly.

### Perceived Availability of Drugs: Arkansas Compared to National Sample

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 12.5% to 31.0% difference in perceived availability between Arkansas results

and national results. The substance that students perceive as most easy to get is cigarettes. Perceived availability of cigarettes, alcohol, marijuana, and other drugs decreased for grades 8, 10, and 12 since the 2002 survey.

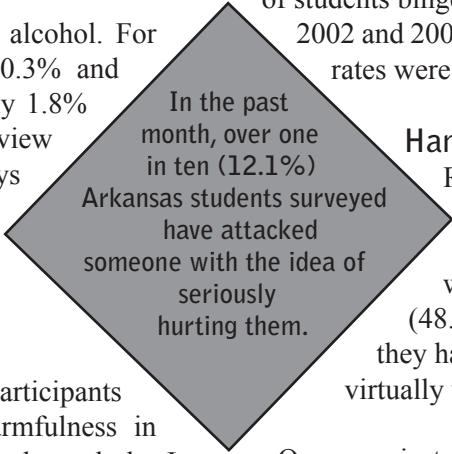
### Heavy Substance Use and Antisocial Behavior by Grade and Gender

Male-female differences also extend to heavy use of alcohol and tobacco and antisocial behavior. Some of the biggest differences were in being suspended from school (13.9% for males compared to 6.8% for females) and binge drinking (18.8% for males compared to 13.2% for females). Overall, binge drinking appears to be the biggest antisocial problem among Arkansas youth with 15.9% of students binge drinking at least once in the past two weeks. In comparing the 2002 and 2003 survey results for the entire survey population, we can see that rates were virtually unchanged.

### 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 (23.2%) or by the cops (48.6%) if they carried a handgun. Rates of students reporting that they have carried a handgun in the past year and in their lifetime were virtually unchanged since the 2002 survey.

Over one in ten (12.1%) Arkansas youth, in the past 30 days, have attacked someone with the idea of seriously hurting them, and 15.6% reported having 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. For the total survey population and for grades 6, 10, and 12, the reported rates of belonging to a gang increased 1.0% to 1.9% since the 2002 survey. The only rate of violence to decrease for all grades since the 2002 survey was percentage of students who felt unsafe at school.



In the past month, over one in ten (12.1%) Arkansas students surveyed have attacked someone with the idea of seriously hurting them.

### **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 six 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 double the use rate of cigarettes 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 (6.3%) 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 37.6% for 30-day use.

### **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 three times higher for past-month use (19.5%).

### **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 nearly three times as likely to use cigarettes in the 30 days prior to the survey, over two times as likely to use marijuana in the past 30 days, and over 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 was administered in November 2003 to 19,983 students in grades 6, 8, 10, and 12. This is the second time that the Prevention Needs Assessment (PNA) Survey was made available to all public school districts. The APNA Survey was also made available to all Arkansas public schools with students in grades 6, 8, 10, and 12 in the Fall of 2002, and 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 Human Services. Arkansas contracted with the Southwest Prevention Center, University of Oklahoma, to conduct the survey.

## Arkansas 2003 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 (MTF). 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 Human Services, and was conducted by the Southwest Prevention Center, University of Oklahoma.



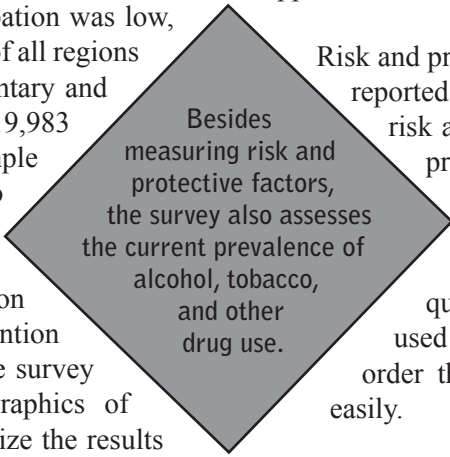
# Section 1: Survey Methods

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 19,983 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 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 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

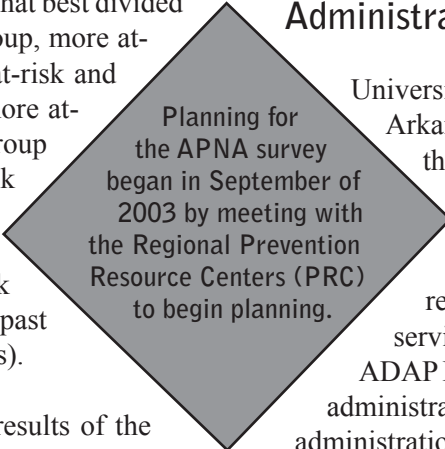
scales and the development of cut-points for each scale that can be used to classify a youth as being at risk on risk factor scales or having protection on protective factor scales.

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 PNA 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 50% 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 four 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 2003 by meeting with the Regional Prevention Resource Centers (PRC) to begin planning.

University of Oklahoma staff attended a meeting in Little Rock, Arkansas in early September 2003 to meet with personnel from the Regional Prevention Resource Centers (PRC) to discuss the roles and responsibilities of initiating the 2003 student survey. Participating PRCs were given an overview of the project, timelines for the 2003 administration and a recruiting packet to use when contacting the schools in their service regions. The recruiting packet included a letter from the ADAP Director, a survey fact sheet, a copy of the survey instrument, administration instructions for the school survey coordinator, teacher administration instructions, and a copy of the parent notification letter.

The PRC personnel were instructed to personally visit each of their school sites to obtain school participation. A phone call to the previous year participants was also initiated as needed. PRC personnel then followed up by phone, fax and email to obtain the school participation agreement form from superintendents. A concerted effort was made to contact every school district in the state to participate in the survey. Surveys were mailed to participating schools on October 20-22, 2003. Administration of the surveys took place during the two week period of November 10-21, 2003. The school contacts were given specific instructions on how to collect and mail the completed surveys back in order to maintain confidentiality. Teachers were given a script

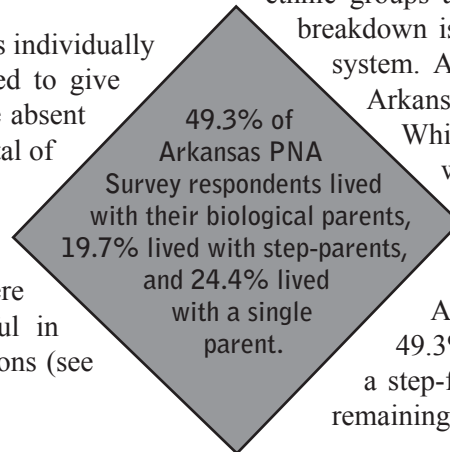
to read and also asked to provide information on how many students took the survey, how many were absent from school, and how many refused to take the survey. Completed surveys were to be returned to sub-contractor, Bach Harrison L.L.C., by the December 5, 2003. OU staff followed up with phone calls directly to school contact to ensure returned surveys.

Surveys were logged and scanned by Bach Harrison, and a final database was developed 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 19,983 students who completed the 2003 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 2003-2004 school year, there were 35,831 students in the 6th grade; 37,004 in the 8th grade; 35,344 in the 10th grade; and 28,840 in the 12th grade; for a total of 137,019 public school students who were eligible to participate in the survey. An attempt was made to survey all eligible students. A total of 19,983 students (14.6% of eligible students) were surveyed in the 2003 APNA Survey. Forty-one of Arkansas' 75 counties participated, and 11 of the 13 ATOD service regions

participated. Though some areas of Arkansas were underrepresented, the 19,983 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.

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 = 48.6% and males = 51.4%). The majority of respondents were White (73.3%), with the next largest ethnic groups being African Americans (14.8%) and Hispanics (4.9%). The other ethnic groups accounted for 6.9% 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), 71.5% of Arkansas students were White, 22.5% were Black, 4.3% were Hispanic, and 1.7% 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 49.3% lived with both of their biological parents, 19.7% lived in a step-family structure, 24.4% lived with a single parent, and the remaining 6.7% of the respondents lived in other settings.

## Validity of the Data

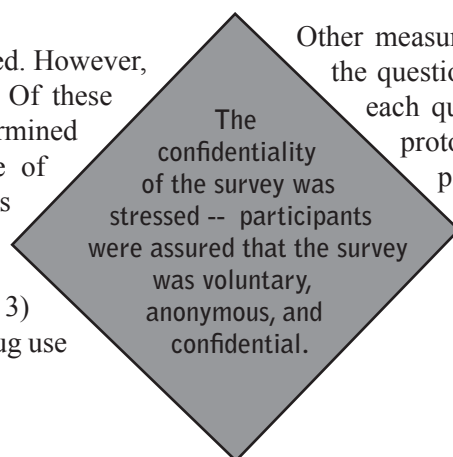
The information presented in this report is based entirely on the truthfulness, recall, and comprehension of the youth who participated in the survey. Many studies have shown that most adolescents are truthful in their responses to the questions on similar surveys. For example, ATOD trends for repeated 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.

There were 983 (4.9%) 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, 114 (0.7%) additional surveys were eliminated because they did not complete the grade question. This resulted in a total of 1835 (9.2%) questionnaires that were eliminated from most analyses. This is less than the sum of those eliminated according to the criteria cited above because many of those eliminated met more than one criteria for elimination.

There were a total of 19,983 survey questionnaires completed. However, not all of the questionnaires contained valid information. Of these surveys, 738 (3.7%) 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 (221 surveys); 2) the students indicated that they had used the non-existent drug Derbisol (565 surveys); and 3) the students reported an impossibly high level of multiple drug use (209 surveys).



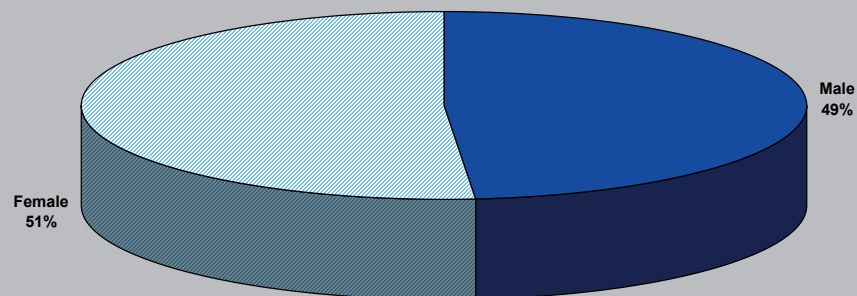
Other measures to reduce response bias included carefully pre-testing the questionnaire to ensure that students understood the meaning of each question, using a well developed and tested administration protocol, and reading the same instructions to all students who participated in the survey.

Table 3

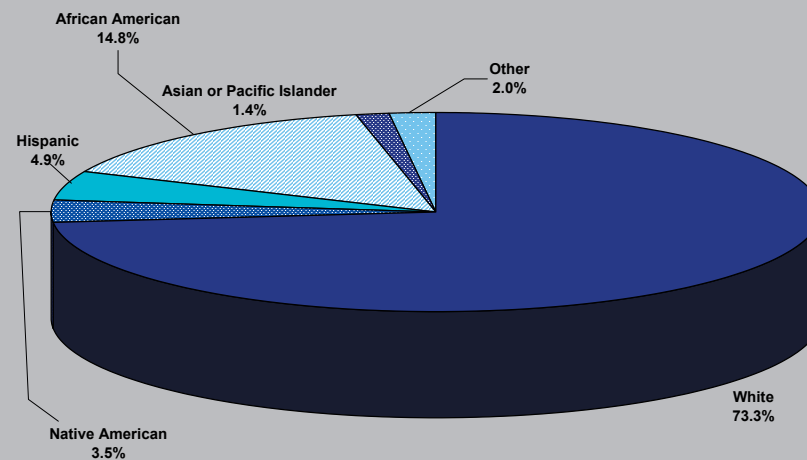
Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics for 2003 Survey												
	Grade 6		Grade 8		Grade 10		Grade 12		2003 Total		2002 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Total Sample	4,449	24.5	5,260	29.0	4,505	24.8	3,934	21.7	18,148	100.0	25,056	100.0
Gender												
Male	2,140	48.6	2,538	48.6	2,149	48.1	1,930	49.2	8,757	48.6	11,916	47.9
Female	2,263	51.4	2,686	51.4	2,323	51.9	1,992	50.8	9,264	51.4	12,957	52.1
Race/Ethnicity												
White	2,747	67.9	3,585	71.4	3,299	75.7	2,969	78.8	12,600	73.3	17,690	73.9
Native American	265	6.2	197	3.9	84	1.9	60	1.6	606	3.5	692	2.9
Hispanic	286	7.1	259	5.2	202	4.6	104	2.8	851	4.9	956	4.0
African American	573	14.2	791	15.8	654	15.0	526	14.0	2,544	14.8	3,886	16.2
Asian or Pacific Islander	72	1.8	79	1.6	59	1.4	38	1.0	248	1.4	257	1.1
Other	104	2.6	109	2.2	62	1.4	71	1.9	346	2.0	449	1.9
Family Structure												
Both Parents	2,205	49.6	2,533	48.2	2,229	49.5	1,979	50.3	8,946	49.3	12,373	49.4
Step-Families	848	19.1	1,123	21.3	921	20.4	683	17.4	3,575	19.7	4,836	19.3
Single Parent	1,129	25.4	1,277	24.3	1,085	24.1	928	23.6	4,419	24.4	6,208	24.8
Other	267	6.0	327	6.2	270	6.0	344	8.7	1,208	6.7	1,639	6.5
Language Used at Home												
English	4,073	92.8	4,952	94.9	4,253	95.1	3,754	95.9	17,032	94.7	23,944	96.3
Spanish	245	5.6	198	3.8	158	3.5	102	2.6	703	3.9	668	2.7
Another Language	70	1.6	70	1.3	59	1.3	59	1.5	258	1.4	253	1.0
*Numbers and percentages listed here reflect only those students who answered each of the demographic questions. Therefore, the numbers and percentages in the Total column do not add up to the final completion rate indicated in the text of the report.												

Figures 4, 5, and 6

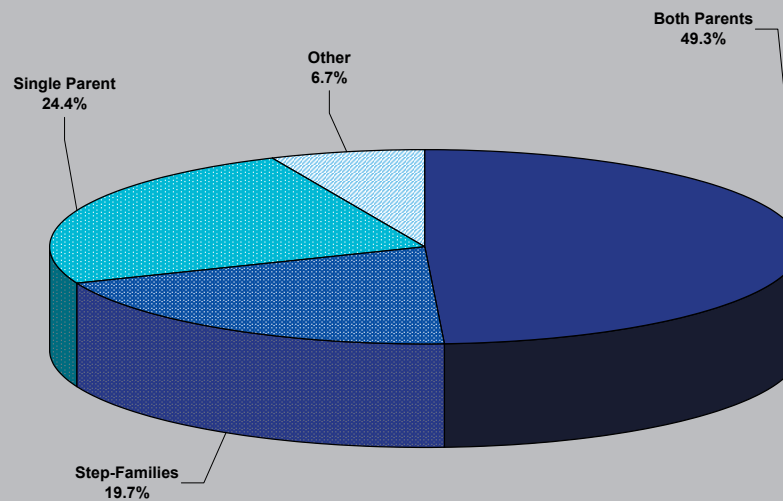
**Gender:**  
Breakdown of Students Taking the  
2003 Arkansas Prevention Needs Assessment Survey



**Ethnicity:**  
Breakdown of Students Taking the  
2003 Arkansas Prevention Needs Assessment Survey



**Family Structure:**  
Breakdown of Students Taking the  
2003 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

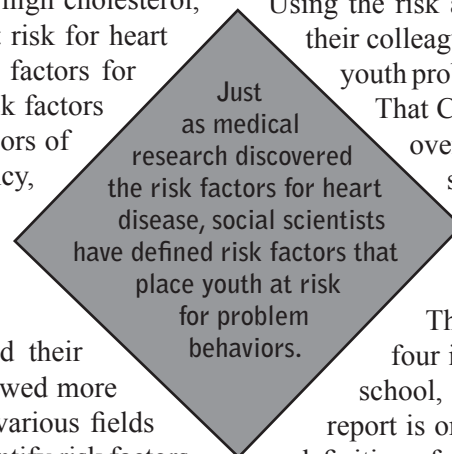
The Arkansas Prevention Needs Assessment Survey is based upon the Risk and Protective Factor Model of Substance Abuse Prevention. In medical research, risk factors have been found for heart disease and other health problems. Through media campaigns to inform the general public about the risk factors 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 Channing Bete Company. 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 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 scale 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.

## **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 (49.8% at-risk), followed by Low Neighborhood Attachment for 12th graders (47.8% at-risk). Students in the 12th grade were also at the greatest risk for Perceived Availability of Handguns. Tenth graders were at the greatest risk for Community Disorganization, Transitions and Mobility, and Laws and Norms Favorable to Drug Use.

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, and 10th grade levels of Transitions and Mobility and Community Disorganization are the only scores that are slightly above the 7-state norm. Sixth and 8th grade Perceived Availability of Drugs and 6th grade 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 below the 7-state norm for all grades, with 8th graders having the lowest protection (47.4%) and the 6th graders having the highest protection (55.9%). Rates of Opportunities for Prosocial Involvement were below average, or below the 7-state norm. Rates for Arkansas were approximately 3% to 12% lower than the 7 state norm, indicating that this is an area where prevention programming could benefit Arkansas communities.

Table 5

Community Domain Risk and Protective Factor Scores	Grade 6		Grade 8		Grade 10		Grade 12	
RISK FACTORS	2002	2003	2002	2003	2002	2003	2002	2003
Low Neighborhood Attachment	43.3	42.0	38.0	36.0	44.2	42.0	48.5	47.8
Community Disorganization	38.7	38.5	35.4	31.9	44.2	44.7	43.0	41.1
Transitions and Mobility	42.4	42.1	42.1	43.9	43.6	45.7	36.5	40.5
Laws & Norms Favor Drug use	41.0	38.6	38.2	34.9	45.0	42.1	38.3	37.8
Perceived Availability of Drugs	27.7	26.8	32.9	28.1	45.3	42.7	53.7	49.8
Perceived Availability of Handguns	29.4	27.5	43.9	40.0	32.4	31.7	40.0	37.0
PROTECTIVE FACTORS	2002	2003	2002	2003	2002	2003	2002	2003
Opportunities for Prosocial Involvement	46.2	47.2	46.9	52.4	38.3	46.3	34.6	44.0
Community Reward for Prosocial Involvement	54.4	55.9	44.9	47.4	52.4	54.4	53.2	54.2

## Comparisons to 2002 APNA Survey Data

As can be seen in Table 5, while many scores were virtually unchanged, most risk factor scores decreased by significant or insignificant amounts since the 2002 survey. All six risk factor scales decreased in the 6th grade, five of six of the scales decreased for the 8th grade, four of six decreased for the 10th, and five of six decreased for the 12th.

Levels of protection slightly increased for all grades for Community Opportunities for Prosocial Involvement, and Community Rewards for Prosocial Involvement increased in grades 6, 8, 10, and 12.

Appendix E contains risk and protective factor charts for grades 6, 8, 10, and 12. All of these profile charts contain all of the risk and protective factors with comparisons to the 2002 state survey data.



Figure 7

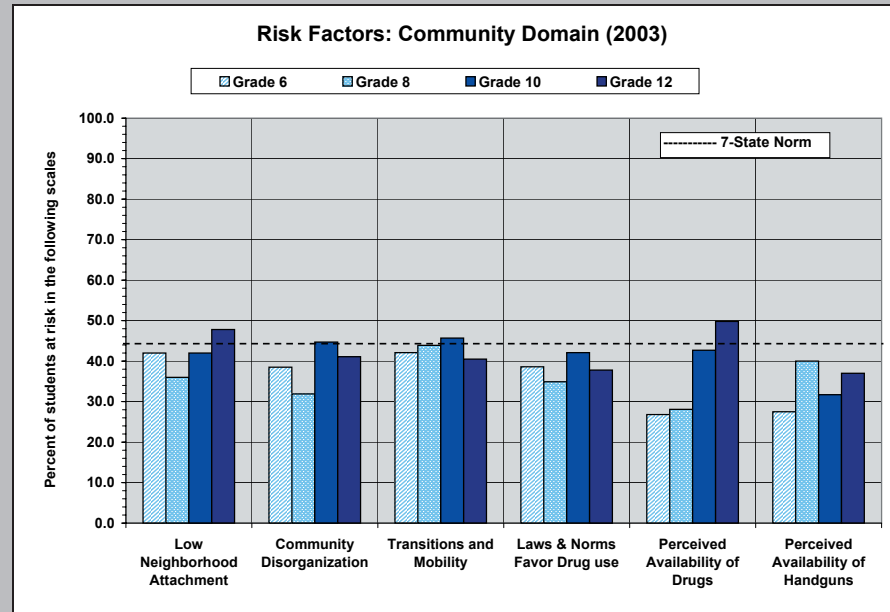
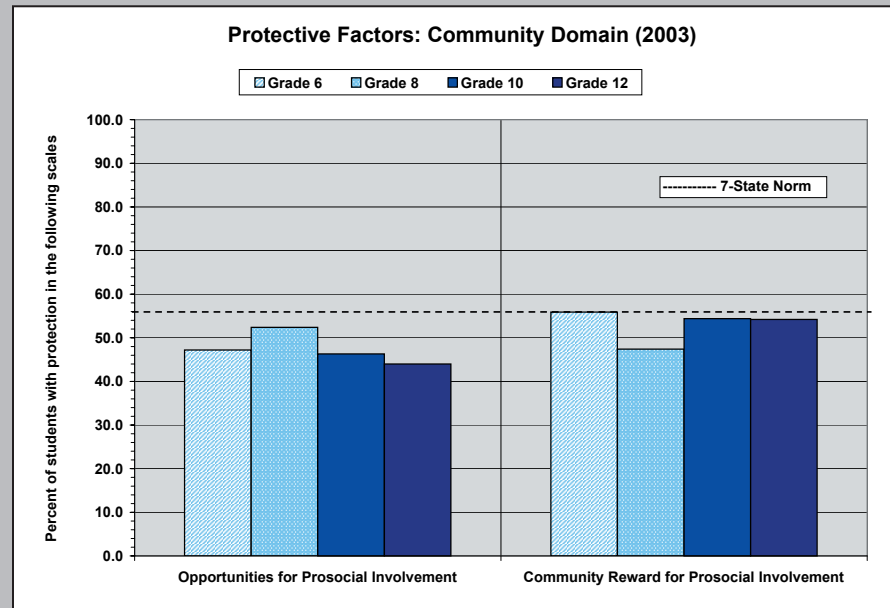


Figure 8



# 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 the Problem Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement In the Behavior	✓	✓			✓

## 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 substance 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 History of Antisocial Behavior for 10th graders (43.0% at-risk), followed by Parent Attitudes Favorable to Drug use for 12th graders (42.8% 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 most 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 Opportunities for Prosocial Involvement (grades 6, 8, and 12), and Family Rewards for Prosocial Involvement (grade 8) were approximately 5% to 11% above the 7-state norm.

Table 7

Family Domain Risk and Protective Factor Scores	Grade 6		Grade 8		Grade 10		Grade 12	
RISK FACTORS	2002	2003	2002	2003	2002	2003	2002	2003
Poor Family Management	37.6	35.1	39.8	36.0	38.7	37.4	43.0	40.3
Family Conflict	35.2	33.1	44.1	42.3	36.7	36.9	33.6	33.7
Family History of Antisocial Behavior	38.7	37.8	40.9	39.0	42.6	43.0	41.4	39.5
Parent Attitudes Favor Antisocial Behavior	26.2	26.4	37.5	36.4	42.4	42.2	40.4	41.5
Parent Attitudes Favor Drugs Use	12.2	11.6	25.5	24.5	41.3	40.1	41.5	42.8
PROTECTIVE FACTORS	2002	2003	2002	2003	2002	2003	2002	2003
Family Attachment	60.1	59.2	56.1	55.9	47.3	48.3	61.0	58.8
Family Opportunities for Prosocial Involvement	63.9	64.0	64.5	65.8	56.1	57.7	57.1	57.5
Family Rewards for Prosocial Involvement	57.2	57.6	65.7	66.2	55.2	57.2	57.0	55.7

## Comparisons to 2002 APNA Survey Data

As can be seen in Table 7, levels of risk in the family domain were also virtually the same for many scales and grades, though most scores slightly did show slight decreases since the 2002 survey. In the 6th grade, four of five family risk factor scales decreased in the past year; in the 8th grade, all five scales decreased; in the 10th grade, three scales decreased; and in the 12th grade, two scales decreased.

Levels of protection increased 0.1% to 4.2% for all grades for Family Opportunities for Prosocial Involvement. Family Attachment for grades 6, 8, and 12 showed slight decreases since the 2002 survey.

Appendix E contains risk and protective factor charts for grades 6, 8, 10, and 12. All of these profile charts contain all of the risk and protective factors with comparisons to the 2002 state survey data.

Figure 9

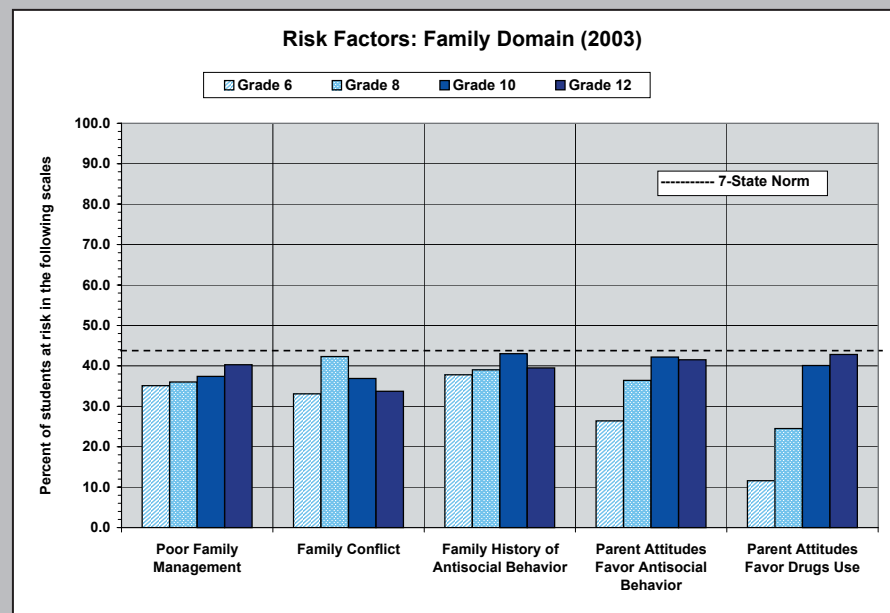
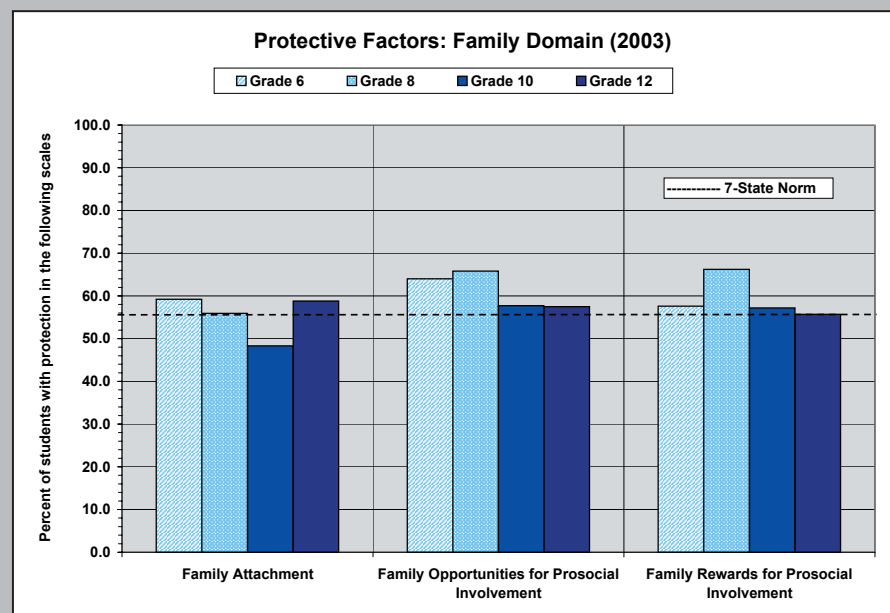


Figure 10



# 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 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 (academic failure and early engagement in antisocial behavior) 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 10th graders having slightly higher risk rates for Academic Failure (47.8% 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 many cases, the protective factor rates in this domain were higher than the 7-state norm. The following rates were well above the 7-state norm line: 8th and 10th grade rates of Opportunities for Prosocial Involvement (8th grade rates were approximately 5% above the 7-state norm and 10th grade rates approximately 4% higher), and 10th grade Rewards for Prosocial Involvement (60.6%, or approximately 4% above the norm).

Table 9

School Domain Risk and Protective Factor Scores	Grade 6		Grade 8		Grade 10		Grade 12	
RISK FACTORS	2002	2003	2002	2003	2002	2003	2002	2003
Academic Failure	45.4	44.6	49.5	46.3	48.8	47.8	42.4	43.3
Low Commitment to School	44.5	41.4	42.2	38.7	44.6	41.5	46.2	43.5
PROTECTIVE FACTORS	2002	2003	2002	2003	2002	2003	2002	2003
Opportunities for Prosocial Involvement	45.6	44.4	60.7	61.3	53.5	59.9	53.2	59.9
Rewards for Prosocial Involvement	54.3	58.2	47.8	52.6	54.9	60.6	41.1	45.4

## Comparisons to 2002 APNA Survey Data

Data presented in Table 9 depicts how levels of risk in the school domain remained virtually unchanged since the 2002 survey, but did decrease slightly. Rates of Low Commitment to School decreased 2.7% to 5.1% in all grades. Academic Failure decreased 3.2% in grade 8.

While 2002 rates of protection were much lower than the 7-state norm, 2003 rates showed a significant increase, and now most rates are equal to or higher than the 7-state norm. For example, rates of rewards for prosocial involvement increased 3.9% in grade 6 (from 54.3% in 2002 to 58.2% in 2003); 4.8% in grade 8 (from 47.9% in 2002 to 52.6% in 2003); 5.7% in grade 10 (from 54.9% in 2002 to 60.6% in 2003); and 4.3% in grade 12 (from 41.1% in 2002 to 45.4% in 2003).

Appendix E contains risk and protective factor charts for grades 6, 8, 10, and 12. All of these profile charts contain all of the risk and protective factors with comparisons to the 2002 state survey data.

Figure 11

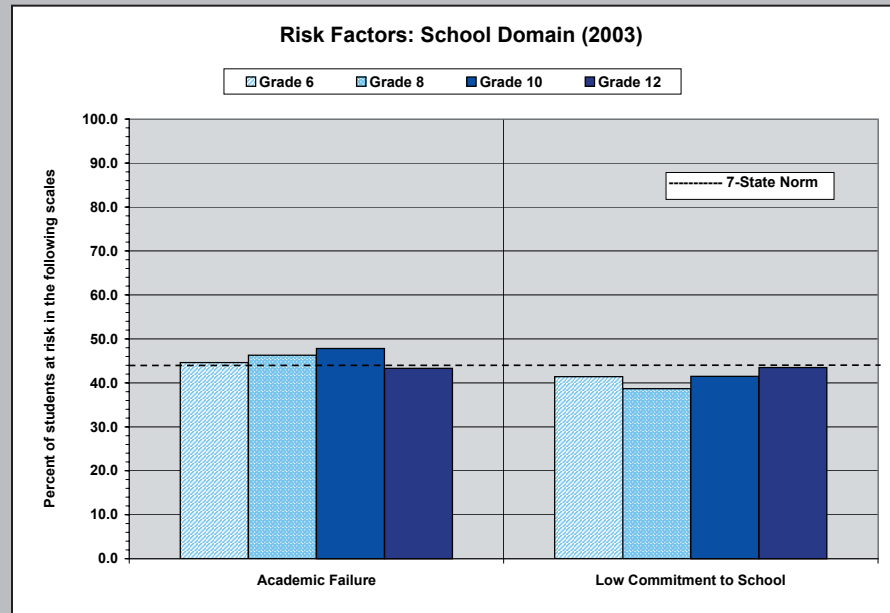
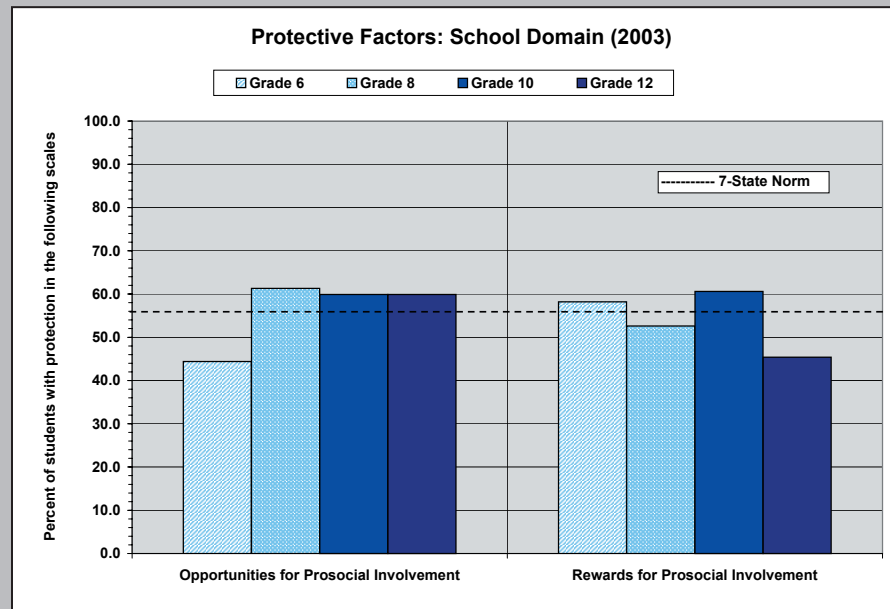


Figure 12





## 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	✓	✓	✓	✓	✓
Depressive Symptoms	✓	✓			
Intention to Use ATODs	✓				

### 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.

### 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.

### 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.

### **Depressive Symptoms** (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 Prevention Needs Assessment survey, youth who scored highest on the items measuring depressive symptoms also scored significantly higher on all of the drug use questions (see Table 31 and Figure 33 in the Interpretation of Results section).

### **Intention to Use ATODs** (Linked to Substance Abuse)

Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.

### **Gang Involvement** (Linked to Substance Abuse, Delinquency, School Dropout, and Violence)

Youth who belong to gangs are more at risk for antisocial behavior and drug use. The risk factors associated with gang involvement are well known as many gang-related crimes and events are covered by local media. Gang membership has been linked to violence, shootings, destruction of public property, and involvement in other illegal behaviors including distribution of drugs.

### **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 quickly 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 their 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 levels of risk often increase with increased grade level and peak in grade 12. For example, in the Perceived Risk of Drug Use risk factor, 27.5% of 6th graders, 35.7% of 8th graders, 36.8% of 10th graders, and 43.4% of 12 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 occurs during that time frame. Other factors such as Attitudes Favorable to Drug Use, Interaction with Antisocial Peers, Early Initiation of Drug Use, and Early Initiation of Antisocial Behavior also increased with increased grade level.

The highest level of risk is found when looking at the depression score for 8th graders (49.2% at-risk). When looking at other grades individually, the highest risk score for students in most grades was the Depression Scale, with 47.3% of 6th graders, 49.2% of 8th graders, and 48.6% of 10th graders being at risk. The highest score for 12th graders was Interaction with Antisocial Peers (48.4% at-risk).

In comparison to the 7-state norm, Arkansas risk factor scores are generally below the norm. Some factors that are higher than the 7-state norm for most or all grades were the Depression Scale for all grades, Interaction With Antisocial Peers for the 10th and 12th grades, and Rebelliousness for 6th graders. Factors that are significantly lower than the norm are Early Initiation of Antisocial Behavior and Drug Use, Attitudes Favorable to Drug Use, Perceived Risk of Drug Use, Rewards for Antisocial Behavior, and Gang Involvement.

## Protective Factors

There are three protective factor scales for the peer/individual domain -- Religiosity, Social Skills, and Belief in Moral Order. The only score that was below the 7-state norm was 12th grade Belief in the Moral Order. All other rates were above the 7-state norm line by 2% to 18%.

Table 11

Peer-Individual Domain Risk and Protective Factor Scores	Grade 6		Grade 8		Grade 10		Grade 12	
RISK FACTORS	2002	2003	2002	2003	2002	2003	2002	2003
Rebelliousness	47.2	46.9	34.6	33.9	39.6	39.6	37.3	38.1
Early Initiation of Antisocial Behavior	20.4	19.5	32.5	30.3	35.3	35.5	34.1	36.4
Early Initiation of Drug Use	30.3	28.5	36.6	33.9	39.6	38.0	40.0	40.5
Attitudes Favorable to Antisocial Behavior	40.4	39.5	35.0	34.7	43.8	40.0	39.9	41.6
Attitudes Favorable to Drug Use	24.2	22.4	29.2	26.6	40.6	37.7	38.2	38.8
Perceived Risk of Drug Use	29.6	27.5	38.6	35.7	39.2	36.8	43.2	43.4
Interaction with Antisocial Peers	32.4	30.5	46.0	43.6	48.8	48.4	48.1	48.4
Friends' Use of Drugs	24.2	24.2	36.6	33.8	39.9	38.9	39.4	37.8
Sensation Seeking	36.6	36.4	38.1	38.2	41.9	40.7	45.4	43.9
Rewards for Antisocial Behavior	24.2	21.6	39.4	36.9	36.9	35.8	45.7	45.2
Depression Scale	45.8	47.3	48.3	49.2	49.1	48.6	43.2	45.6
Gang Involvement	14.7	15.5	16.9	17.3	14.9	17.7	11.4	12.8
PROTECTIVE FACTORS	2002	2003	2002	2003	2002	2003	2002	2003
Religiosity	65.4	65.4	69.4	69.2	67.4	65.8	90.3	87.7
Social Skills	73.8	74.1	67.9	69.2	57.5	58.7	67.1	67.0
Belief in Moral Order	59.1	61.0	61.3	62.7	64.6	66.0	49.6	50.4

## Comparisons to 2002 APNA Survey Data

Compared to 2002 data, most 2003 risk factor rates decreased. As can be seen in Table 11, in all grades, seven of the twelve risk factor scales decreased. Increases can be found for the 6th and 12th grade Depression scale scores and the 10th and 12th grade Gang Involvement scale scores. Protective factor scale scores increased in all grades for Belief in Moral Order. The Religiosity scale decreased 1.6% in grade 10 and 2.6% in grade 12.

Appendix E contains risk and protective factor charts for grades 6, 8, 10, and 12. All of these profile charts contain all of the risk and protective factors with comparisons to the 2002 state survey data.

Figure 13

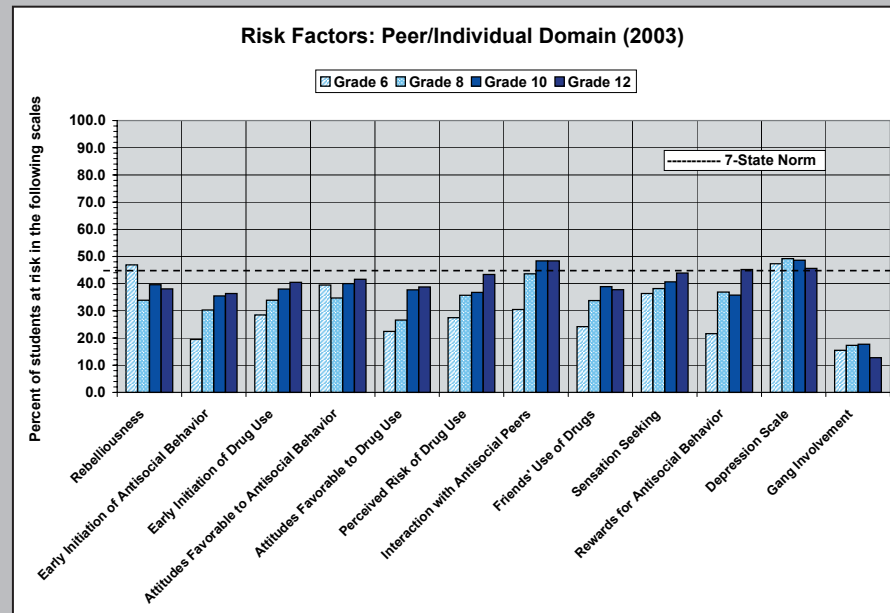
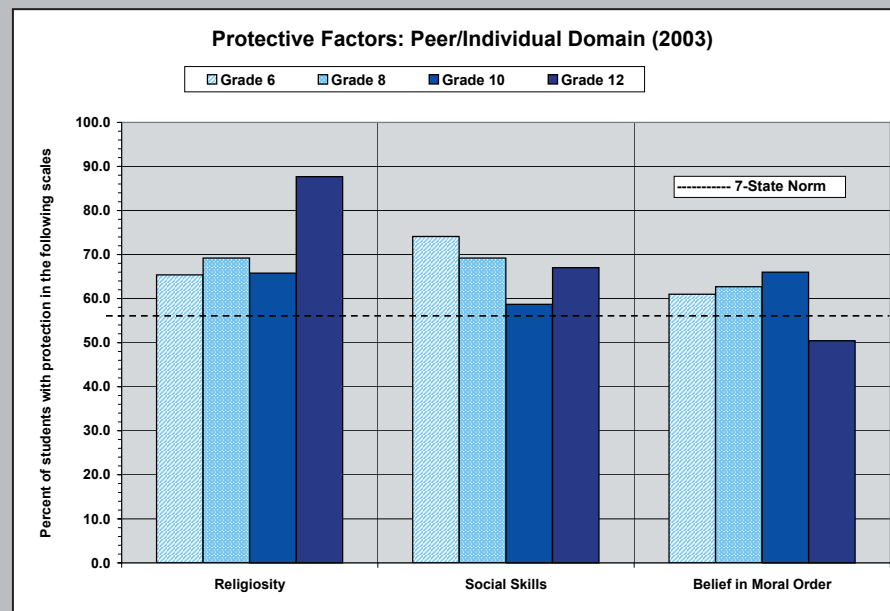


Figure 14



## 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.

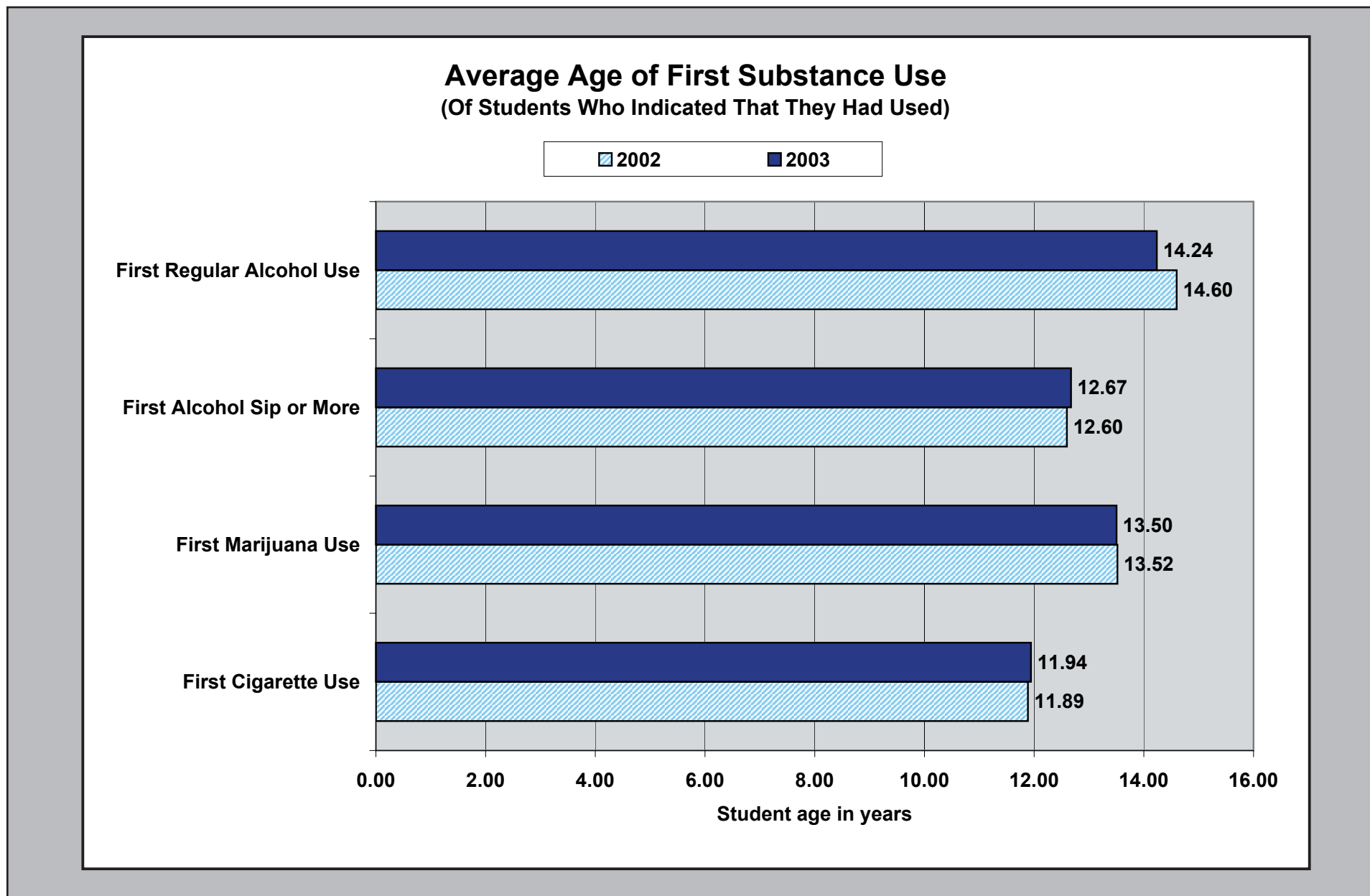
The results show that students begin using cigarettes before using any other substance. Of the students who had used cigarettes, the average age of first use was 11.94 years. A period of one and a half years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 12.67 years, and the first regular use of alcohol at 14.24 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 13.50 years - over a year before students indicated that they had begun drinking regularly.

In comparing 2002 APNA Survey results to those from the 2003 survey, results were virtually unchanged for first use of all substances. The largest change was a decrease in age of first regular alcohol use, which decreased .36 years (from 14.60 years in 2002 to 14.24 years in 2003).

Table 12

Age of Initiation		
Drug Used	Average Age of First Use (Of Students Who Indicated That They Had Used)	
	2002	2003
First Cigarette Use	11.89	11.94
First Marijuana Use	13.52	13.50
First Alcohol Sip or More	12.60	12.67
First Regular Alcohol Use	14.60	14.24

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 commonly used substances are alcohol (51.3% of Arkansas survey participants in the 2003 survey have used at least once), cigarettes (41.0% have used), smokeless tobacco (20.4% have used), marijuana (22.7% have used), and inhalants (13.1% have used).

## Arkansas Results Compared to National Results

When looking at Table 13 (following page) at the Arkansas and MTF 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 6.2% to 12.6% greater than the national sample for youth in grades 8, 10 and 12; and cigarette use was 7.3% to 9.1% greater in Arkansas. However, Arkansas youth in all grades used the following substances less than students nationally: marijuana (0.8% to 4.6% less than MTF students), hallucinogens (1.8% to 2.0% less than MTF), and ecstasy (0.5% to 1.6% less than MTF). Figure 17 illustrates the differences in lifetime ATOD use by Arkansas 10th grader participants and National MTF 10th grade participants.

## 2003 Results Compared to 2002 Results

Table 13 also shows that, overall, rates of lifetime substance use were virtually unchanged since the 2002 survey, though total state use of alcohol slightly increased 1.2%. In looking at the results by grade, 8th grade lifetime use rates decreased for all substances.

In comparing the 2003 results for the APNA and the MTF to 2002 results, it appears that the differences in state and national use have increased as Arkansas use of cigarettes and smokeless tobacco is decreasing at a slower rate than national use. For example, in the 2002 survey, the difference between 10th grade Arkansas and national cigarette use was 6.5% (APNA 10th graders -- 53.9%; MTF 10th graders -- 47.4%). In the 2003 survey, the difference increased to 9.1% (APNA 10th graders -- 52.1%; MTF 10th graders -- 43.0%). Similar increases in the difference in state and national use can be also be seen for 12th grade cigarette use, and 8th, 10th, and 12th grade smokeless tobacco use.

Figure 16

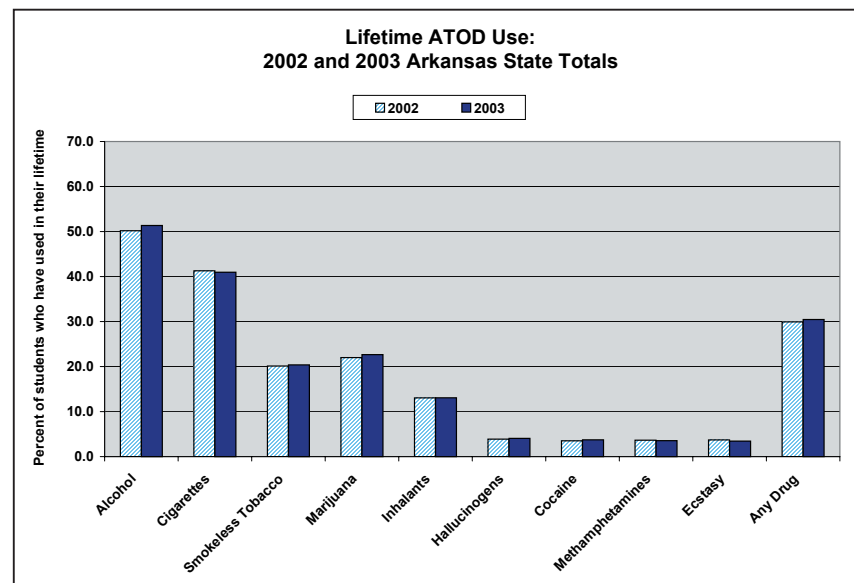
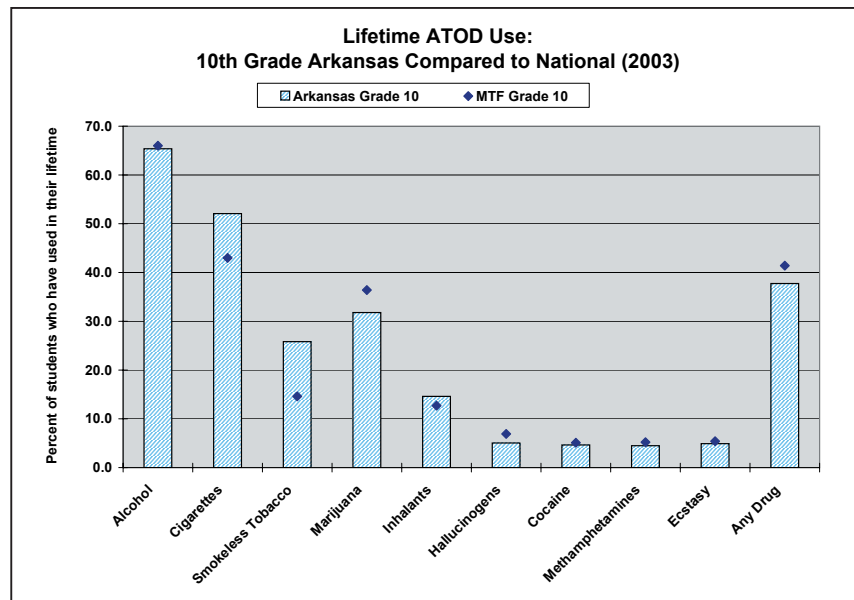


Figure 17



## Lifetime ATOD Use: 2003 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 6.2% to 12.6% greater than the national sample for youth in grades 8, 10, and 12.
- Cigarette use was 7.3% to 9.1% greater in Arkansas.
- Arkansas youth in all grades used marijuana, hallucinogens, and ecstasy less than students who took the national MTF survey.
- Overall, rates of lifetime substance use were virtually unchanged since the 2002 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		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Alcohol	22.7	21.7	46.1	44.7	47.0	45.6	66.5	65.4	66.9	66.0	76.0	77.1	78.4	76.6	50.2	51.3
Cigarettes	18.1	17.5	39.4	36.0	31.4	28.4	53.9	52.1	47.4	43.0	62.6	61.0	57.2	53.7	41.3	41.0
Smokeless Tobacco	10.0	10.1	20.0	17.5	11.2	11.3	25.8	25.8	16.9	14.6	28.4	29.6	18.3	17.0	20.1	20.4
Marijuana	3.2	3.3	16.2	14.0	19.2	17.5	32.7	31.8	38.7	36.4	44.6	45.3	47.8	46.1	22.0	22.7
Inhalants	10.1	9.8	15.6	14.6	15.2	15.8	14.2	14.6	13.5	12.7	12.6	12.9	11.7	11.2	13.1	13.1
Hallucinogens	0.9	1.1	2.8	2.2	4.1	4.0	5.8	5.0	7.8	6.9	7.4	8.6	12.0	10.6	3.9	4.1
Cocaine	0.9	0.9	2.4	2.2	3.6	3.6	4.9	4.6	6.1	5.1	7.3	7.8	7.8	7.7	3.5	3.7
Methamphetamines	0.4	0.5	2.3	1.8	3.5	3.9	5.6	4.5	6.1	5.2	7.8	8.0	6.7	6.2	3.6	3.6
Ecstasy	0.6	0.5	2.9	2.0	4.3	3.2	5.2	4.9	6.6	5.4	7.5	6.8	10.5	8.3	3.7	3.4
Any Drug	12.8	12.8	26.5	24.3	24.5	22.8	38.5	37.7	44.6	41.4	47.9	48.9	53.0	51.1	29.9	30.5

# 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. For example, only 3.6% of 6th graders had smoked cigarettes in the past 30 days, whereas the rate for 12th graders was 30.0%. However, 30-day inhalant usage peaked at grade 8 (6.2%) and declined to 2.7% by grade 12.

## Arkansas Results Compared to National Results

Table 14 on the following page 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, smokeless tobacco, inhalants, and ecstasy in the past 30 days than the national sample. For cigarette use, 1.5% more Arkansas 8th graders used, 5.1% more 10th graders used, and 5.6% more 12th graders used. For smokeless tobacco, 3.2% more Arkansas 8th graders, 5.9% more 10th graders, and 6.3% more 12th graders used. Figure 19 clearly shows the difference in 30-day usage levels for the state and the nation for 10th grade students. A comparison of state and national results shows that Arkansas use rates of marijuana are lower than the use rates for the nation for grades 8, 10, and 12.

## 2003 Results Compared to 2002 Results

Overall, rates of 30-day substance use changed very little since the 2002 survey. As with lifetime use rates, 8th grade 30-day substance use rates decreased for all substances. Sixth grade use rates also decreased slightly in the use of alcohol and 10th grade use decreased for alcohol, cigarettes, and marijuana.

Figure 18

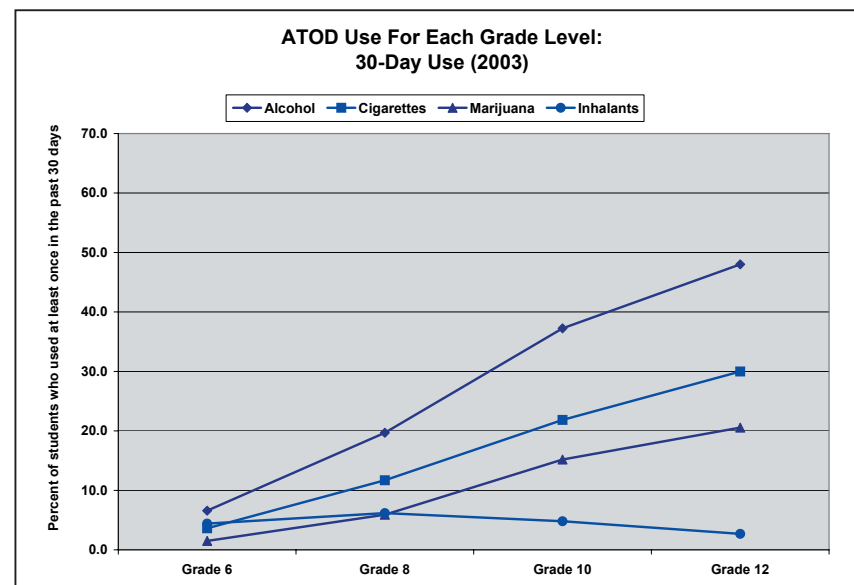
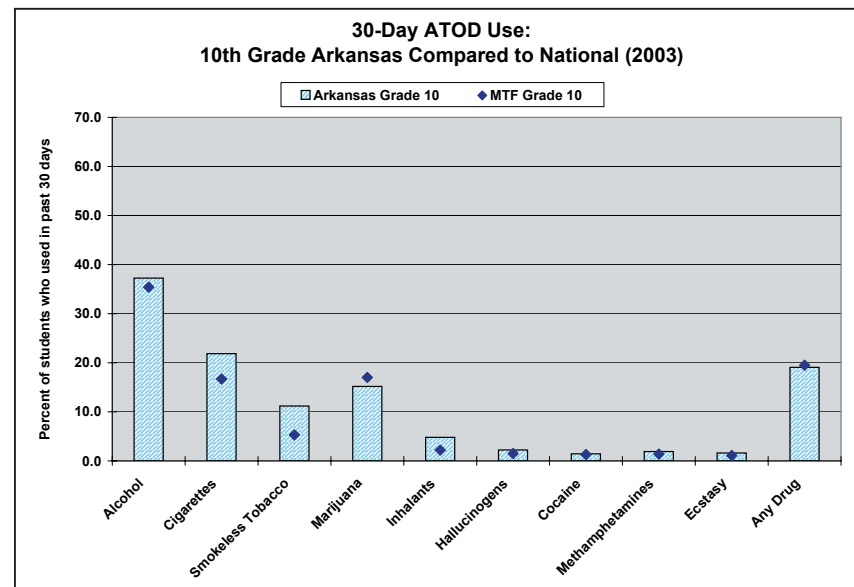


Figure 19



## 30-Day ATOD Use: 2003 Summary

- For all substances except inhalants, use increases in increased grade level.
- More Arkansas survey participants in grades 8, 10, and 12 have used cigarettes and smokeless tobacco in the past 30 days than the national sample.
- For cigarette use, 1.5% more Arkansas 8th graders used, 5.1% more 10th graders used, and 5.6% more 12th graders used than in the MTF survey.
- For smokeless tobacco, 3.2% more Arkansas 8th graders, 5.9% more 10th graders, and 6.3% more 12th graders used.
- On a positive note, the 2003 Arkansas use rates of marijuana are lower than the use rates for the national MTF survey for grades 8, 10, and 12.
- Overall, rates of 30-day substance use changed very little since the 2002 survey. As with lifetime use rates, 8th grade 30-day substance use rates decreased for all substances.

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		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Alcohol	8.0	6.6	22.7	19.7	19.6	19.7	39.0	37.2	35.4	35.4	47.7	48.0	48.6	47.5	27.3	27.1
Cigarettes	3.8	3.6	13.9	11.7	10.7	10.2	23.7	21.8	17.7	16.7	30.6	30.0	26.7	24.4	16.6	16.2
Smokeless Tobacco	2.9	3.1	7.9	7.3	3.3	4.1	11.2	11.2	6.1	5.3	11.6	13.0	6.5	6.7	8.0	8.5
Marijuana	1.3	1.5	8.3	5.9	8.3	7.5	16.3	15.2	17.8	17.0	20.6	20.6	21.5	21.2	10.6	10.3
Inhalants	4.9	4.4	6.2	6.2	3.8	4.1	4.3	4.8	2.4	2.2	2.2	2.7	1.5	1.5	4.6	4.6
Hallucinogens	0.4	0.4	1.2	0.9	1.2	1.2	2.1	2.2	1.6	1.5	1.9	2.6	2.3	1.8	1.3	1.5
Cocaine	0.4	0.3	0.8	0.7	1.1	0.9	1.4	1.4	1.6	1.3	1.8	2.0	2.3	2.1	1.0	1.1
Methamphetamines	0.1	0.2	1.0	0.7	1.1	1.2	2.3	1.9	1.8	1.4	2.7	2.9	1.7	1.7	1.4	1.4
Ecstasy	0.2	0.1	1.2	0.9	1.4	0.7	1.4	1.6	1.8	1.1	1.6	1.6	2.4	1.3	1.1	1.1
Any Drug	6.4	5.9	13.4	11.5	10.4	9.7	19.8	19.1	20.8	19.5	22.6	22.8	25.4	24.1	14.9	14.6

# Lifetime ATOD Use by Gender

## Lifetime Usage

Tables 15 and 16 on the following page show 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 use marijuana in each grade. Interestingly, an exception to the pattern appears in the 8th grade. Eighth grade male and female lifetime substance use rates are very similar, differing

only by 0.0% to 2.0% (not including smokeless tobacco). However, further examination of the use rates by gender indicates equal or higher use by females with females having slightly higher use rates in six of the ten substance categories. Despite this pattern in the 8th grade, however, more males than females in 10th and 12th grade consistently use substances. The differences in use begin to increase more in the higher grades. Such a finding indicates that females may be experimenting with drug use at equal or higher rates as males in the early grades, but in high school, males take over as the more dominant substance users.

In comparing the 2002 results to the 2003 results, total male and female lifetime use rates in 2003 were virtually identical to 2002 rates (see Figure 20). Male and female use increased slightly for alcohol (1.1% increase for males and 1.0% increase for females).

Figure 20

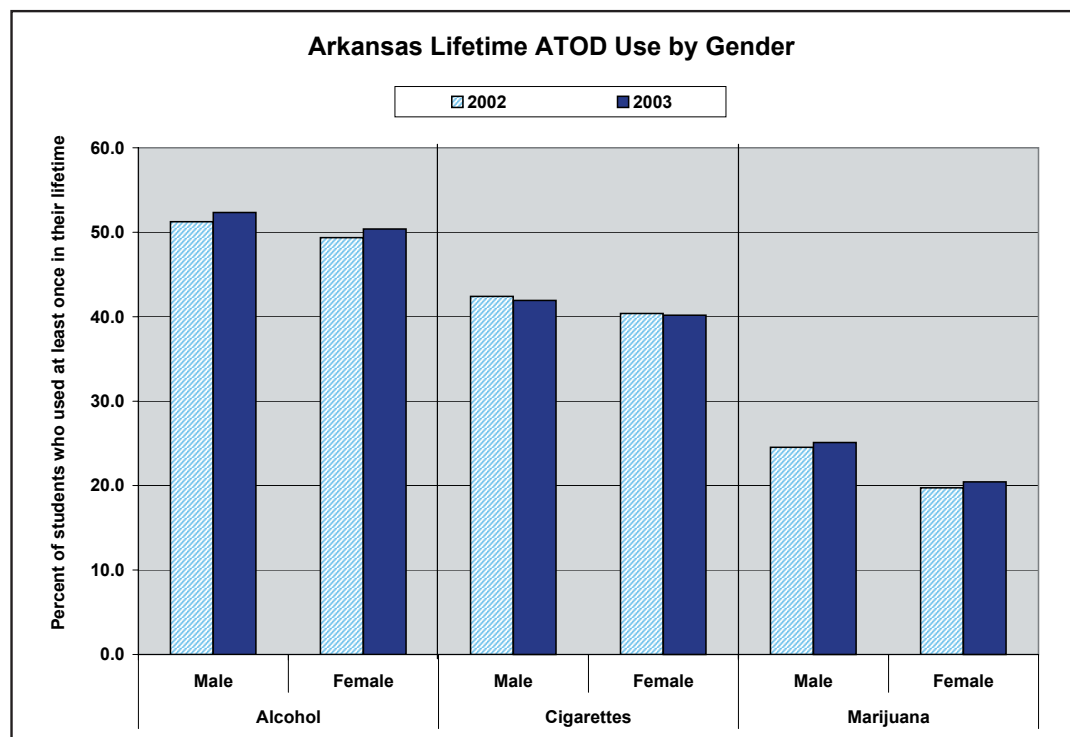


Table 15

Percentage of Males by Grade Who Used ATODs During Their Lifetime										
Drug Used	Grade 6		Grade 8		Grade 10		Grade 12		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Alcohol	26.7	24.8	47.2	44.6	65.9	65.2	76.0	78.0	51.3	52.3
Cigarettes	20.5	19.2	40.5	36.3	54.1	52.9	64.1	62.0	42.4	41.9
Smokeless Tobacco	15.2	15.4	30.3	27.4	41.6	39.6	49.2	47.8	32.2	32.0
Marijuana	4.5	4.4	19.9	15.9	35.2	35.0	48.5	48.7	24.5	25.1
Inhalants	10.9	11.2	15.2	13.6	13.5	14.1	14.9	15.4	13.5	13.5
Hallucinogens	1.1	1.4	3.4	2.0	6.4	5.4	8.7	10.3	4.5	4.6
Cocaine	1.1	1.2	2.2	2.0	4.9	4.8	8.6	8.5	3.7	4.0
Methamphetamines	0.5	0.5	2.4	1.8	5.2	4.3	7.9	8.1	3.6	3.5
Ecstasy	0.8	0.5	3.0	2.0	5.1	5.4	7.9	7.3	3.8	3.7
Any Drug	14.6	15.2	28.9	25.2	40.1	40.4	52.1	52.8	32.2	32.9

Table 16

Percentage of Females by Grade Who Used ATODs During Their Lifetime										
Drug Used	Grade 6		Grade 8		Grade 10		Grade 12		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Alcohol	19.0	18.7	45.3	44.5	67.1	65.5	76.0	76.2	49.4	50.4
Cigarettes	15.8	15.9	38.5	35.8	53.8	51.5	61.3	60.1	40.4	40.2
Smokeless Tobacco	5.1	5.2	10.2	8.1	11.5	13.2	10.6	12.0	9.1	9.5
Marijuana	2.0	2.2	12.8	12.1	30.3	29.0	41.1	42.2	19.7	20.4
Inhalants	9.3	8.4	15.8	15.4	14.8	15.2	10.6	10.7	12.6	12.6
Hallucinogens	0.8	0.9	2.4	2.4	5.2	4.7	6.2	6.9	3.4	3.6
Cocaine	0.7	0.6	2.6	2.4	4.9	4.5	6.2	7.2	3.3	3.5
Methamphetamines	0.3	0.6	2.2	1.8	5.9	4.7	7.6	8.0	3.7	3.6
Ecstasy	0.5	0.5	2.8	2.1	5.3	4.5	7.0	6.2	3.6	3.2
Any Drug	11.0	10.5	24.1	23.3	36.9	35.6	44.2	45.4	27.9	28.3

## 30-Day ATOD Use by Gender

### 30-Day Usage

Tables 17 and 18 on the following page show 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. However, marijuana 30-day usage rates for males were 3.7% higher than females (12.3% compared to 8.5%). The 30-day usage rate of smokeless tobacco is significantly higher for males (14.4% for males compared to 3.0% 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 males using only 0.1% to 0.4% more), the difference between genders was larger in grade 12 -- 10.6% more males used alcohol than females (53.4% compared to 42.8%), and 7.7% more males used any drug (26.7% compared to 19.0%).

As with lifetime substance use, 8th grade females had slightly higher use rates in six of the ten substance categories, indicating that females and males in the early grades are on more equal footing. However, the 30-day use rates by gender show that males use much more than females in the high school grades. For example, in the 6th grade, the difference between male and female alcohol use was only 1.9%; in the 8th grade, the difference was 2.0%; in the 10th grade the difference was 2.9%; and by the 12th grade, the difference increased to 10.6%.

In comparing male and female 30-day use in the 2003 survey to the 2002 survey, total male and female 30-day use was also virtually unchanged, with use rates fluctuating only 0% to 0.3% for males and 0% to 0.8% for females.

Figure 21

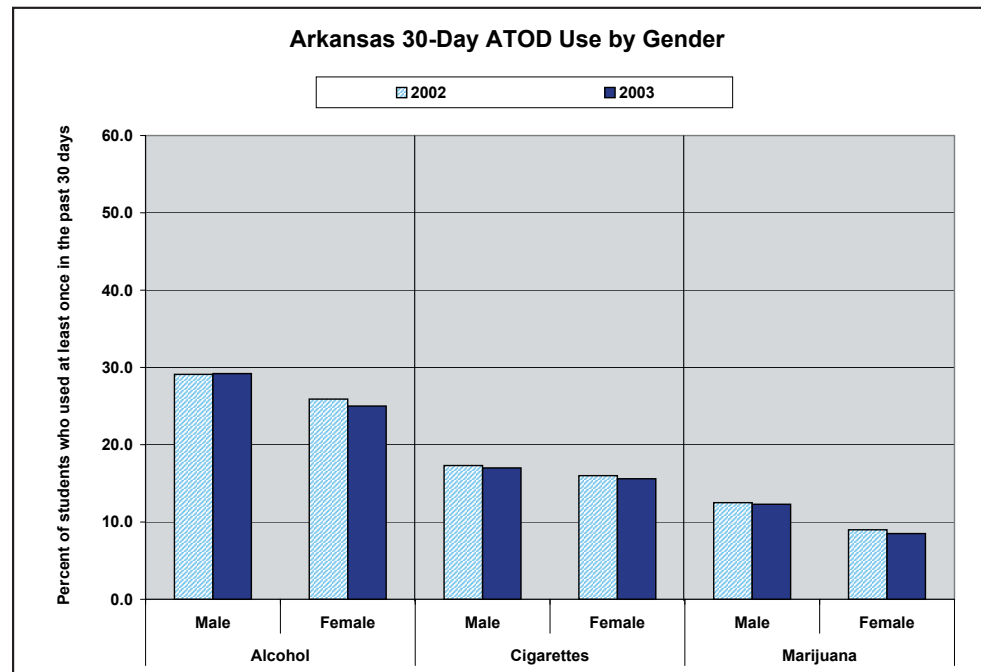




Table 17

Percentage of Males by Grade Who Used ATODs During The Past 30 Days										
Drug Used	Grade 6		Grade 8		Grade 10		Grade 12		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Alcohol	9.6	7.5	23.6	20.7	40.4	38.7	52.5	53.4	29.1	29.2
Cigarettes	4.5	4.2	14.3	11.5	24.0	23.1	33.0	31.3	17.3	17.0
Smokeless Tobacco	4.6	4.8	12.9	12.0	19.9	19.1	22.7	22.7	14.0	14.4
Marijuana	1.7	2.1	10.6	6.5	18.5	18.1	23.8	24.3	12.5	12.3
Inhalants	5.2	5.1	6.3	5.3	4.1	5.0	2.7	3.5	4.8	4.8
Hallucinogens	0.5	0.5	1.6	0.7	2.1	2.5	2.3	2.6	1.5	1.5
Cocaine	0.5	0.4	1.0	0.7	1.1	1.6	2.1	2.0	1.1	1.1
Methamphetamines	0.1	0.1	1.0	0.7	2.3	1.9	3.0	3.0	1.4	1.3
Ecstasy	0.3	0.2	1.4	0.7	1.5	2.0	2.1	2.0	1.2	1.2
Any Drug	7.4	7.2	15.5	11.3	21.6	21.9	26.2	26.7	16.8	16.5

Table 18

Percentage of Females by Grade Who Used ATODs During The Past 30 Days										
Drug Used	Grade 6		Grade 8		Grade 10		Grade 12		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Alcohol	6.6	5.7	21.9	18.7	37.9	35.8	43.6	42.8	25.9	25.1
Cigarettes	3.1	3.0	13.6	11.8	23.4	20.8	28.5	28.7	16.0	15.6
Smokeless Tobacco	1.3	1.6	3.2	2.9	3.4	4.0	2.0	3.6	2.5	3.0
Marijuana	1.0	0.9	6.0	5.2	14.4	12.5	17.8	16.9	9.0	8.5
Inhalants	4.6	3.8	6.0	7.0	4.5	4.6	1.7	1.9	4.4	4.5
Hallucinogens	0.3	0.4	0.9	1.1	2.1	2.0	1.5	2.5	1.2	1.5
Cocaine	0.2	0.3	0.7	0.7	1.6	1.4	1.6	2.0	1.0	1.1
Methamphetamines	0.2	0.3	1.0	0.8	2.3	1.9	2.5	2.8	1.4	1.4
Ecstasy	0.1	0.1	1.1	1.0	1.4	1.3	1.2	1.3	0.9	0.9
Any Drug	5.5	4.7	11.4	11.4	18.2	16.5	19.5	19.0	13.1	12.8

## 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 rates for the past 30 days and lifetime for each of the 11 participating regions and 41 participating counties in Arkansas.

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 19, 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 with caution as the results for the students who actually completed the survey 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 8 (as seen in Table 19) a larger population of students in grades 6 and 8 (375 and 407 respectively) participated in the survey than in grades 10 and 12 (268 and 225). Because older students tend to have a higher rate of ATOD use than younger students, the total results for Region 8 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 19

Total Number and Percentage of Survey Respondents by Grade and Participating Region for 2003 Survey												
	Grade 6		Grade 8		Grade 10		Grade 12		2003 Total		2002 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
1	656	14.7	949	18.0	777	17.2	800	20.3	3,182	17.5	3,913	15.6
2	112	2.5	151	2.9	140	3.1	95	2.4	498	2.7	---	---
3	123	2.8	139	2.6	152	3.4	125	3.2	539	3.0	602	2.4
4	1,407	31.6	1,296	24.6	1,115	24.8	995	25.3	4,813	26.5	4,784	19.1
5	877	19.7	957	18.2	906	30.1	704	17.9	3,444	19.0	1,628	6.5
6	---	---	---	---	---	---	---	---	---	---	---	---
7	114	2.6	145	2.8	126	2.8	151	3.8	536	3.0	410	1.6
8	375	8.4	407	7.7	268	5.9	225	5.7	1,275	7.0	1,717	6.9
9	140	3.1	147	2.8	210	4.7	154	3.9	651	3.6	6,543	26.1
10	147	3.3	364	6.9	279	6.2	268	6.8	1,058	5.8	1,770	7.1
11	353	7.9	502	9.5	386	8.6	329	8.4	1,570	8.7	1,170	4.7
12	145	3.3	203	3.9	146	3.2	88	2.2	582	3.2	1,146	4.6
13	---	---	---	---	---	---	---	---	---	---	1,373	5.5
Total	4,449	100.0	5,260	100.0	4,505	100.0	3,934	100.0	18,148	100.0	25,056	100.0
** Cells containing the --- symbol indicate an area where data is not available due to the region not participating in either the 2002 or 2003 survey.												

# 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 20.

As can be seen, a majority of the youth do not intend to use cigarettes or marijuana, though over half (53.6%) of high school seniors intend to use alcohol.

The intention to use all substances generally increases as youth get older. Intention to use cigarettes, alcohol, and marijuana in 2003 peaked in grade 12.

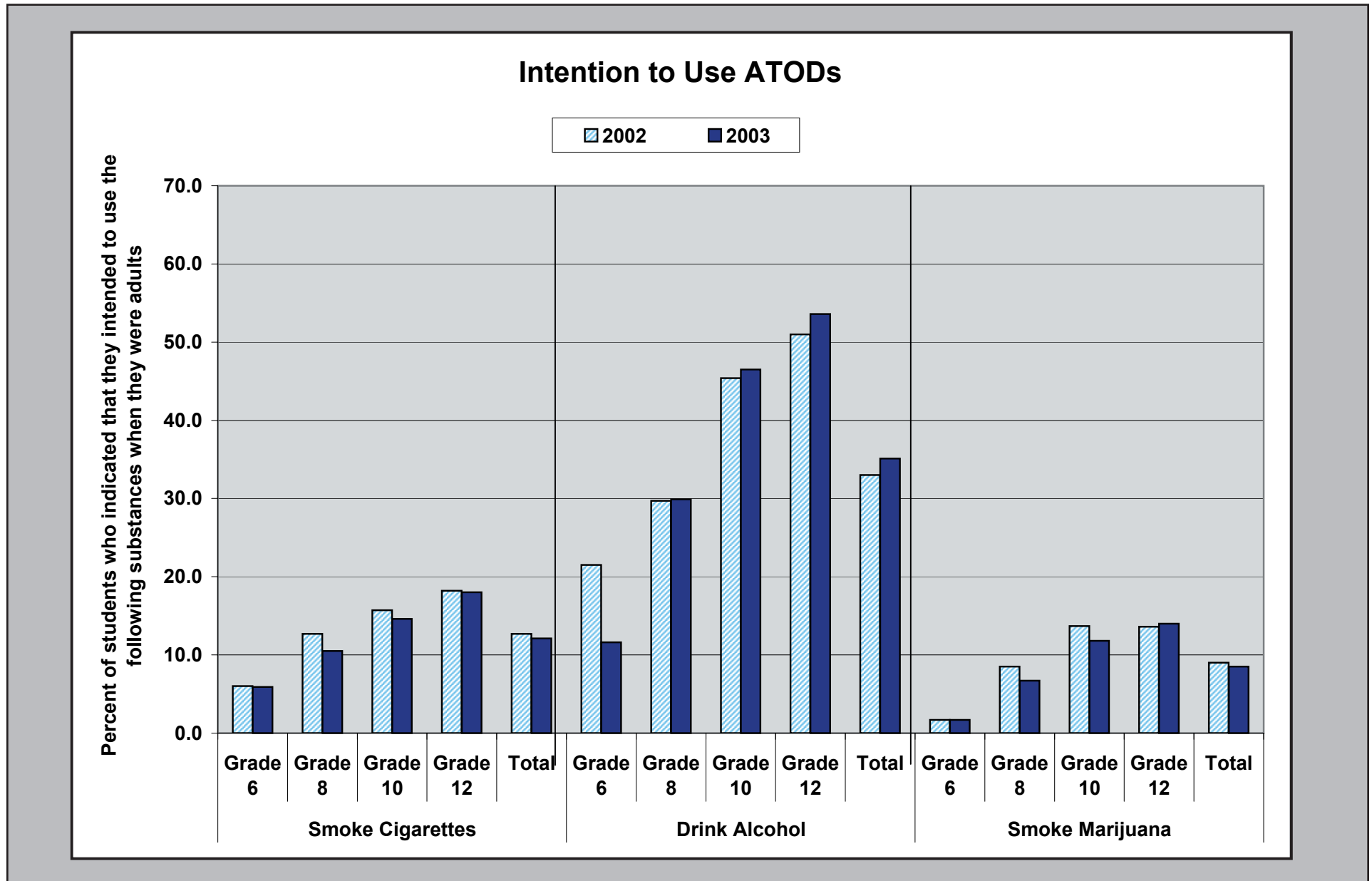
Just as with substance use rates, students’ intentions to use ATODs increase the most after grade 6. From the 6th grade to the 8th grade, intention to smoke cigarettes nearly doubles (from 5.9% in the 6th grade to 10.5% in the 8th grade), intention to drink alcohol doubles (from 11.6% in the 6th grade to 29.9% in the 8th grade), and intention to smoke marijuana nearly quadruples (from 1.7% in the 6th grade to 6.7% in the 8th grade). 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 comparing the two years of survey data, the results show little change in the intention to use substances. Tenth grade intention to smoke cigarettes decreased 1.1% since the 2002 survey, and 10th grade intentions to smoke marijuana decreased 1.9%. However, students intentions to drink alcohol when they become adults did increase in several grades since the 2002 survey. Intention to drink alcohol decreased 9.9% in the 6th grade, but increased 1.1% for the 10th grade, and 2.6% for the 12th grade.

Table 20

Percentage of Youth with Intention to Use ATODs										
Question	Grade 6		Grade 8		Grade 10		Grade 12		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Smoke Cigarettes	6.0	5.9	12.7	10.5	15.7	14.6	18.2	18.0	12.7	12.1
Drink Alcohol	21.5	11.6	29.7	29.9	45.4	46.5	51.0	53.6	33.0	35.1
Smoke Marijuana	1.7	1.7	8.5	6.7	13.7	11.8	13.6	14.0	9.0	8.5

Figure 22



# Multiple Drug Use

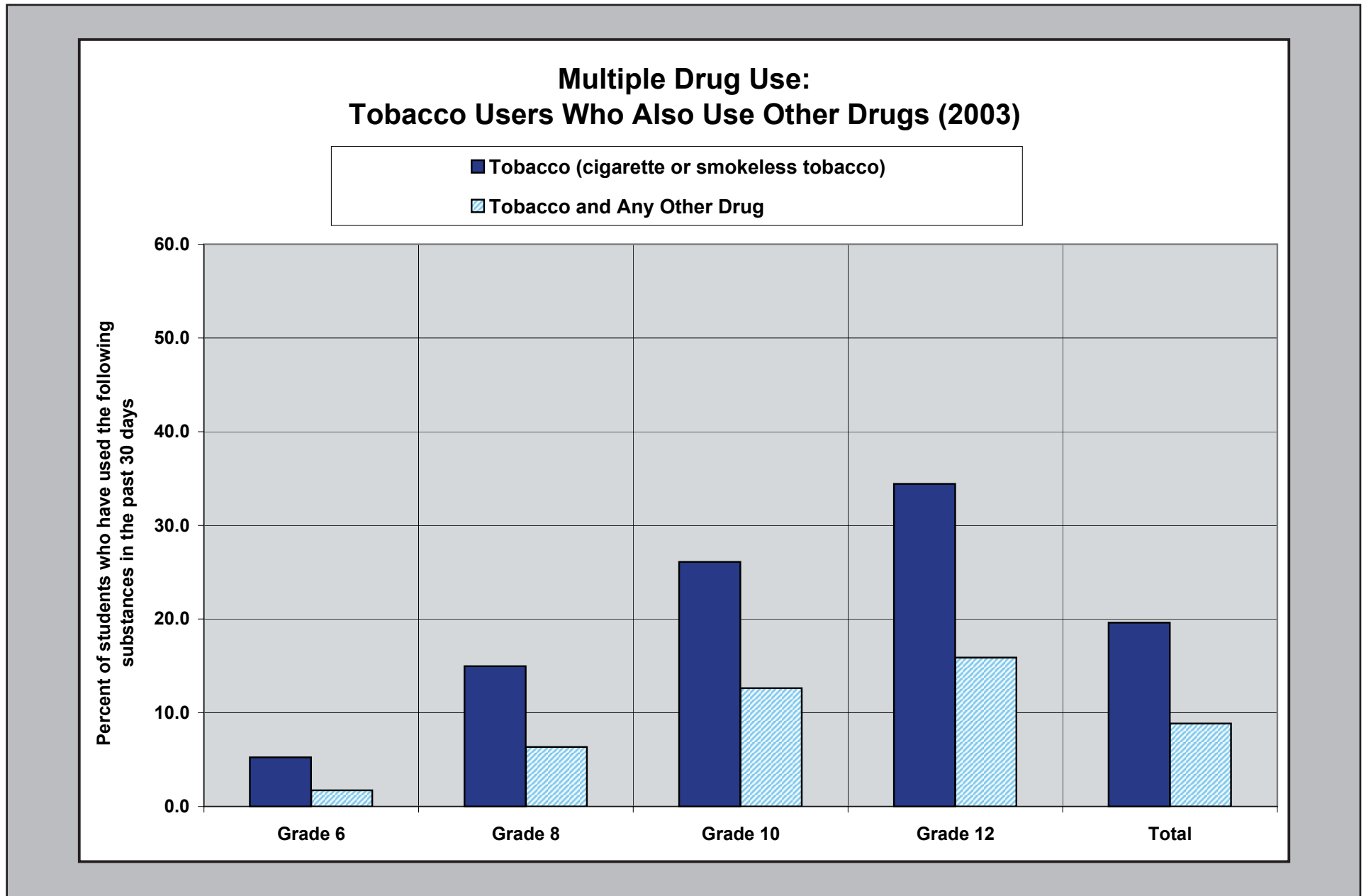
The percentage of youth who use various substances individually and in combination with other substances is shown in Table 21. “Any Substance” is defined as using one or more of the nine substances measured by the survey. The percentage of students in grade 12 who used at least one substance in the 30 days prior to completing the survey was 57.3%. 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 10.3% and those using alcohol and marijuana is 8.5%. Thus, only 1.8% 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 over one-half of the youth who use tobacco also use an illegal drug (19.6% tobacco use compared to 8.9% 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 21

Percentage Using Multiple Drugs in the Past 30 Days (2003)					
	Grade 6	Grade 8	Grade 10	Grade 12	Total
Any Substance	13.4	29.1	46.6	57.3	36.2
Alcohol	6.6	19.7	37.2	48.0	27.1
Cigarettes	3.6	11.7	21.8	30.0	16.2
Smokeless Tobacco	3.1	7.3	11.2	13.0	8.5
Tobacco (cig. or smokeless)	5.3	15.0	26.1	34.4	19.6
Marijuana	1.5	5.9	15.2	20.6	10.3
Tobacco and Alcohol	2.3	9.2	19.4	26.8	13.9
Tobacco and Marijuana	1.0	4.4	10.9	14.6	7.4
Alcohol and Marijuana	0.8	4.5	12.7	17.7	8.5
Marijuana and Tobacco and Alcohol (all three)	0.7	3.7	9.4	12.8	6.3
Alcohol and Any Other Drug	2.0	6.9	14.8	19.3	10.4
Alcohol and Any 1 Other Drug	1.4	4.8	10.1	13.7	7.2
Alcohol and Any 2 Other Drugs	0.3	1.1	2.7	3.3	1.8
Tobacco and Any Other Drug	1.7	6.3	12.6	15.9	8.9
Tobacco and Any 1 Other Drug	1.1	4.4	8.5	11.2	6.1
Tobacco and Any 2 Other Drugs	0.3	1.1	2.4	2.6	1.6

Figure 23





# Perceived Harmfulness of ATODs

When students perceive that a substance is harmful, they are less likely to use it. The APNA survey asked students, "How much do you think people risk harming themselves (physically or in other ways) if they" smoked cigarettes heavily, tried marijuana, smoked marijuana regularly, or drank alcohol regularly. Response categories were that the previously named substance categories placed them at "No Risk," "Slight Risk," "Moderate Risk," or "Great Risk."

In all grades, a larger percentage of Arkansas survey participants than MTF survey participants perceived greater harmfulness in smoking marijuana once or twice and drinking alcohol regularly. In all grades within these two categories, there was a 2.9% to 13.0% difference in the rate of students in Arkansas and nationally that perceived harmfulness. The greatest difference is seen in the percent of students who perceived "Great risk" in drinking one or two alcoholic beverages every day. While only 20.1% of 12th grade students in the national survey perceived harmfulness, 33.1% of Arkansas 12th grade students perceived harmfulness. However, for perceived harmfulness 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 harmfulness 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.

In comparing 2002 and 2003 survey data, the results show that perceived harmfulness of heavy cigarette smoking, trying marijuana, and regular

marijuana smoking increased for all grades. Perceived harmfulness increased in all grades for smoking one or more packs of cigarettes per day (increases of 1.6% to 4.4%), in all grades for trying marijuana once or twice (increases of 0.9% to 3.4%), and in all grades for smoking marijuana regularly (increases of 1.4% to 4.1%). While perceived harmfulness of drinking alcohol regularly increased in the 6th grade, it decreased 2.7% in the 12th grade.

Figure 24

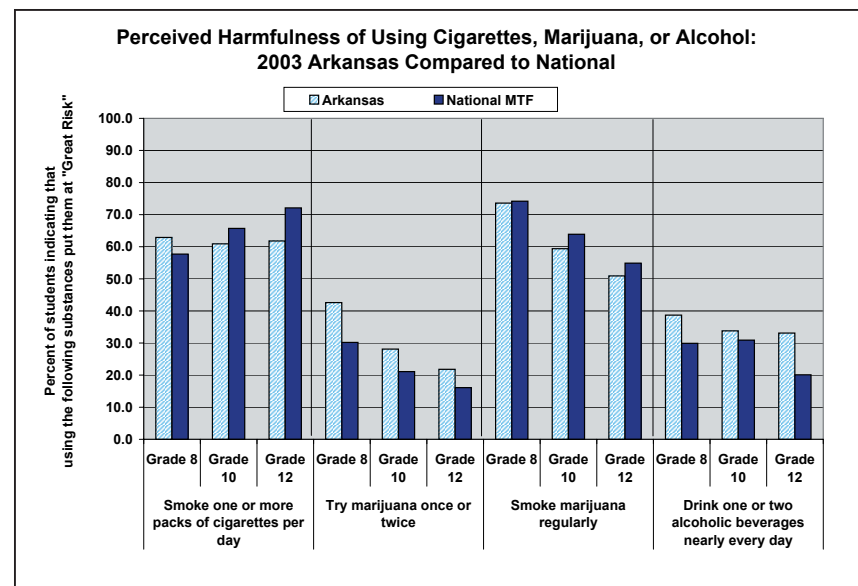


Table 22

Percentage of Arkansas and Monitoring the Future Respondents Who Perceive that Using the Four 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		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Smoke one or more packs of cigarettes per day	61.8	65.5	58.5	62.9	57.5	57.7	58.6	60.9	64.3	65.7	60.2	61.8	74.2	72.1	59.8	62.8
Try marijuana once or twice	49.4	51.9	39.2	42.6	28.2	30.2	26.8	28.1	19.9	21.1	20.9	21.8	16.1	16.1	35.5	36.7
Smoke marijuana regularly	76.1	77.9	69.5	73.6	71.7	74.2	56.2	59.4	60.8	63.9	49.5	50.9	53.0	54.9	64.1	66.1
Drink one or two alcoholic beverages nearly every day	45.0	46.7	38.2	38.7	29.6	29.9	34.7	33.8	31.0	30.9	35.8	33.1	21.0	20.1	38.8	38.2

## Perceived Availability of ATODs

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 23, “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 12.5% to 31.0% 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.

In comparing 2002 data to 2003 data, perceived availability was virtually unchanged in the 2003 survey in grade 6 and for the overall survey population. However, perceived availability of cigarettes decreased 2.3% to 3.7% for grades 8, 10, and 12; perceived availability of marijuana decreased 2.7% to 5.1% for grades 8, 10, and 12; and perceived availability of other drugs decreased 2.1% to 5.6% in grade 8, 10, and 12.

Figure 25

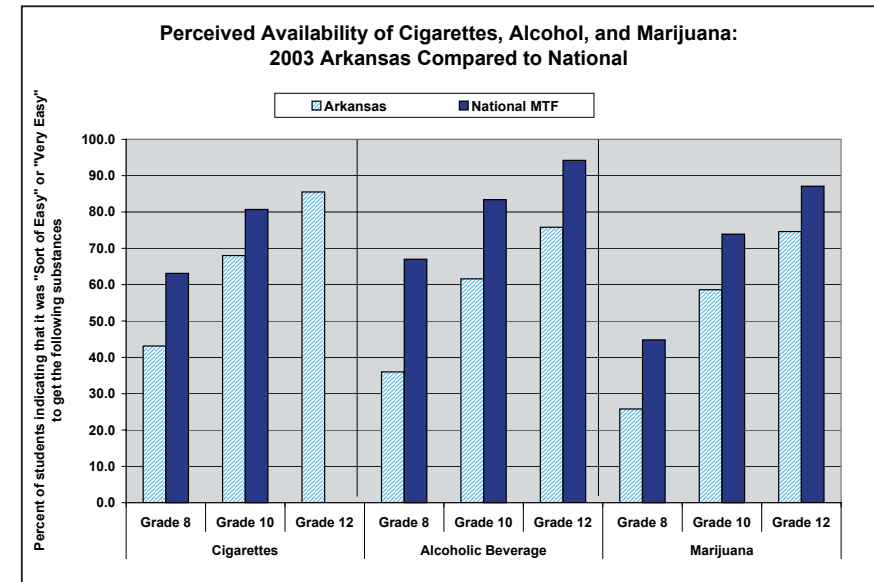


Table 23

Percentage of Arkansas and Monitoring the Future 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		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Cigarettes	24.8	24.5	46.8	43.1	64.3	63.1	71.3	68.0	83.3	80.7	87.8	85.5	N/A	N/A	54.9	54.6
Alcoholic beverage	17.2	15.9	38.4	36.0	67.9	67.0	63.1	61.6	84.8	83.4	78.0	75.8	94.7	94.2	46.6	46.6
Marijuana	9.1	8.5	30.9	25.8	46.6	44.8	61.3	58.6	75.9	73.9	77.9	74.6	87.2	87.1	41.9	41.2
Cocaine, LSD, or Amphetamines	5.9	5.6	14.4	12.1	N/A	N/A	26.9	24.8	N/A	N/A	39.1	33.5	N/A	N/A	20.0	18.6

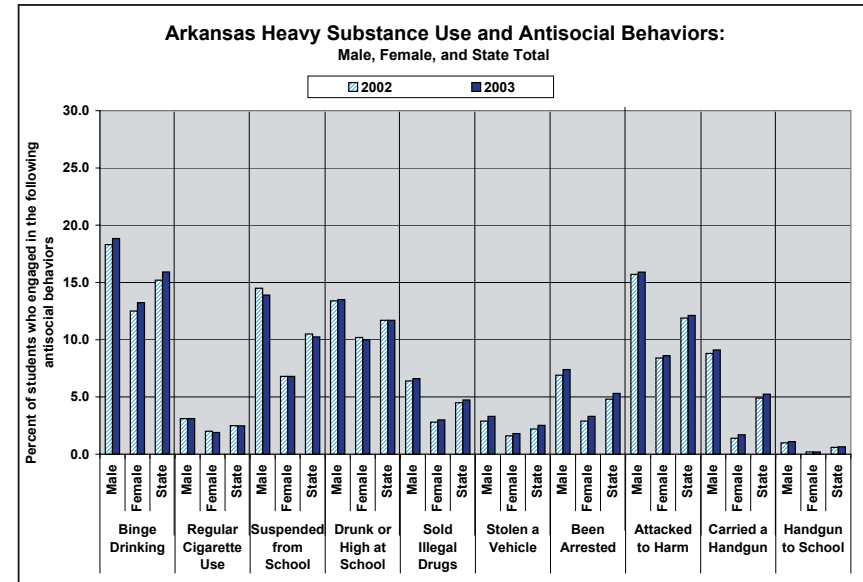
# Heavy Substance Use and Other Antisocial Behavior by Grade and Gender

Male-female differences also extend to heavy use of alcohol and tobacco and antisocial behavior. Figure 26 and Table 24 show that males engage in all these behaviors more than females. Some of the biggest differences were in being suspended from school (13.9% for males compared to 6.8% for females) and binge drinking (18.8% for males compared to 13.2% for females). As with substance use, male-female differences in antisocial behavior tend to increase with increased grade level. For example, in the 6th grade, the difference in male and female reported rates of binge drinking was only 1.4%. In the 8th grade, the difference was 2.4%; in the 10th grade, the difference was 5.8%; and in the 12th grade, the difference was 13.9%.

Table 24, 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. The rate of stealing a vehicle peaked in grade 10. Rates of being drunk or high at school, binge drinking, regular cigarette use, being arrested, and selling illegal drugs peaked in grade 12.

Overall, binge drinking appears to be the biggest antisocial problem among Arkansas youth with 15.9% 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 (7.7% of 6th graders, 12.5% of 8th graders). The least amount of 6th and 8th graders are involved in regular cigarette use (0.3% of 6th graders, 1.2% of 8th graders). The antisocial behaviors that 10th and 12th graders participated in the most were binge drinking (22.2% of 10th graders, 30.5% of 12th graders) and being drunk or high at school (16.8% of 10th graders, 21.2% of 12th graders). The behavior that the fewest 10th graders participated in was regular cigarette smoking (3.3%), and for the 12th graders it was stealing a vehicle (1.9%).

Figure 26



Overall, male and female engagement in antisocial behaviors showed almost no change from 2002 to 2003. For the entire survey population, antisocial behavior rates also showed little to no change. Some examples of the small changes can be found in looking at rates of binge drinking, which increased 0.7% (from 15.2% in 2002 to 15.9% in 2003); and reported arrest rates, which increased 0.5% (from 4.8% in 2002 to 5.3% in 2003).

Table 24

**Percentage of Males, Females, and the State Total That Engaged in Heavy Substance Use and Antisocial Behavior In the Past Year**

Drug Used / Antisocial Behavior	Grade 6						Grade 8					
	Males		Females		State		Males		Females		State	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Binge drinking	4.2	4.2	2.4	2.9	3.3	3.5	13.7	11.1	10.2	8.7	11.9	9.9
Pack / day cigarettes	0.3	0.5	0.4	0.1	0.3	0.3	2.0	1.6	1.0	0.8	1.5	1.2
Suspended from school	12.6	12.0	3.9	3.7	8.1	7.7	17.6	16.6	8.4	8.6	13.0	12.5
Drunk or high at school	3.0	2.8	1.9	1.4	2.5	2.1	10.0	8.2	8.8	8.2	9.4	8.3
Sold illegal drugs	0.9	0.5	0.2	0.4	0.5	0.5	4.4	3.8	1.3	1.6	2.8	2.7
Stolen a vehicle	1.5	1.7	0.7	0.6	1.1	1.1	3.6	3.7	1.9	2.2	2.7	2.9
Been arrested	3.3	2.8	0.8	0.6	2.0	1.7	7.3	6.4	3.2	3.2	5.2	4.8
Drug Used / Antisocial Behavior	Grade 10						Grade 12					
	Males		Females		State		Males		Females		State	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Binge drinking	25.9	25.4	18.1	19.5	21.8	22.2	37.0	37.6	23.0	23.8	29.5	30.5
Pack / day cigarettes	4.1	4.0	2.6	2.7	3.4	3.3	7.7	6.9	4.7	4.5	6.1	5.7
Suspended from school	15.5	14.9	9.3	8.5	12.3	11.6	11.5	11.2	5.6	5.9	8.3	8.5
Drunk or high at school	19.2	19.2	16.2	14.6	17.6	16.8	26.4	25.8	16.6	16.8	21.1	21.2
Sold illegal drugs	10.0	10.5	5.0	4.0	7.4	7.1	13.3	12.3	5.5	6.8	9.1	9.5
Stolen a vehicle	3.7	5.2	2.9	2.8	3.3	4.0	2.8	2.6	0.9	1.3	1.8	1.9
Been arrested	8.7	10.3	4.6	4.5	6.5	7.3	9.4	10.2	3.3	5.3	6.2	7.7
Drug Used / Antisocial Behavior	Total											
	Males		Females		State							
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Binge drinking	18.3	18.8	12.5	13.2	15.2	15.9						
Pack / day cigarettes	3.1	3.1	2.0	1.9	2.5	2.5						
Suspended from school	14.5	13.9	6.8	6.8	10.5	10.2						
Drunk or high at school	13.4	13.5	10.2	10.0	11.7	11.7						
Sold illegal drugs	6.4	6.6	2.8	3.0	4.5	4.7						
Stolen a vehicle	2.9	3.3	1.6	1.8	2.2	2.5						
Been arrested	6.9	5.5	2.9	3.3	4.8	5.3						

# Handguns and Violence

The issue of youth handgun carrying is becoming a serious concern of communities, schools, and families. The APNA survey has several questions about handguns and violent behavior. Table 25 lists the questions concerning possession of handguns by grade, and Table 26 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, with such subject matter, even low percentages should be taken seriously by schools and communities. For example, 0.7% of the students surveyed reported having taken a handgun to school in the past 12 months. In regard to carrying a handgun in general, 5.2% of students surveyed reported having carried a handgun in the past 12 months, and 6.0% of students surveyed reported having carried a handgun in their lifetime. Further, many students believe that they wouldn't be caught by their parents (23.2%) or by the police (48.6%) if they carried a handgun. On a more positive note, however, only 4.4% of students think that they would be seen as cool if they carried a handgun. Most students (73.5%) 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 10th graders reported the highest rate of taking a handgun to school in the past year, and carrying a handgun in their lifetime. 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.

Rates of students reporting that they have carried a handgun in the past year and in their lifetime were virtually unchanged since the 2002 survey. However, the rate of perceived availability of handguns (percent of students believing that it was "Very Easy" or "Sort of Easy" to get a handgun) showed a positive decrease in all grades since the 2002 survey. Also, the percentage of students who believed that the police wouldn't catch them if they carried a handgun decreased 2.4% to 3.3% in grade 6, 8, 10, and 12.

Figure 27

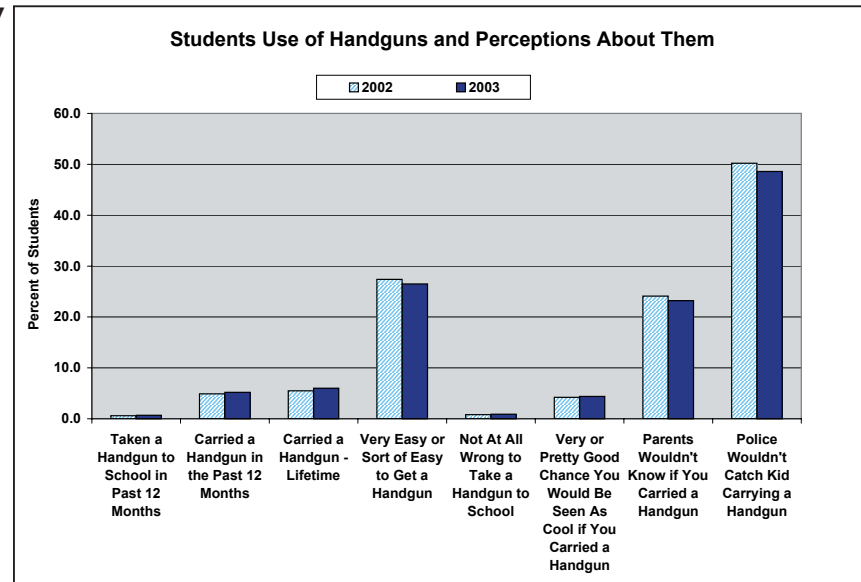


Table 25

	6th Grade		8th Grade		10th Grade		12th Grade		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Taken a Handgun to School in Past 12 Months	0.2	0.3	0.8	0.8	0.7	0.9	0.7	0.6	0.6	0.7
Carried a Handgun in the Past 12 Months	4.1	4.3	5.9	5.1	4.8	6.4	5.1	5.1	4.9	5.2
Carried a Handgun - Lifetime	4.1	4.5	6.4	5.7	5.8	7.0	6.1	7.0	5.5	6.0
Very Easy or Sort of Easy to Get a Handgun	15.3	15.2	26.2	22.7	32.4	31.8	40.1	36.9	27.4	26.5
Not At All Wrong to Take a Handgun to School	0.5	0.8	1.0	1.2	1.0	0.8	0.9	0.7	0.8	0.9
Very or Pretty Good Chance You Would Be Seen As Cool if You Carried a Handgun	4.5	4.6	5.5	5.2	3.7	4.1	2.6	3.1	4.2	4.4
Parents Wouldn't Know if You Carried a Handgun	13.3	13.0	21.3	18.2	28.4	27.8	36.2	33.8	24.1	23.2
Police Wouldn't Catch Kid Carrying a Handgun	31.2	28.8	49.9	46.5	60.8	58.4	64.5	61.2	50.2	48.6

The Arkansas PNA Survey also asked several questions about youths' violent behaviors and attitudes towards violence. Table 26 and Figure 28 show the questions that relate to violence. A review of the responses reveals that 15.6% of the youth in Arkansas have attacked someone with the idea of seriously hurting them at some time in their life, and over one in ten (12.1%) have attacked someone in the past 12 months. However, only a small percentage (4.1%) 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 and 10th graders have the most problems with violent behavior and attitudes. More 10th graders had attacked someone in the past year (14.0%), and believed it was okay to attack someone (5.1%). Eighth graders had the highest rates of believing it was not wrong at all to pick a fight (8.5%), and of belonging to a gang (8.0%). As 8th and 10th 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.

For the total survey population and for grades 6, 10, and 12, the reported rates of belonging to a gang increased 1.0% to 1.9% since the 2002 survey. The only rate to decrease for all grades since the 2002 survey was percentage of students who felt unsafe at school. The percentage of students feeling unsafe at school decreased 2.0% for the 6th grade (from 15.8% in 2002 to 13.8% in 2003), 3.7% for the 8th grade (from 26.3% in 2002 to 22.6% in 2003), 2.7% for the 10th grade (from 25.7% in 2002 to 23.0% in 2003), 3.5% for the 12th grade (from 20.6% in 2002 to 17.1% in 2003), and 2.6% overall (From 22.0% in 2002 to 19.4% in 2003).

Figure 28

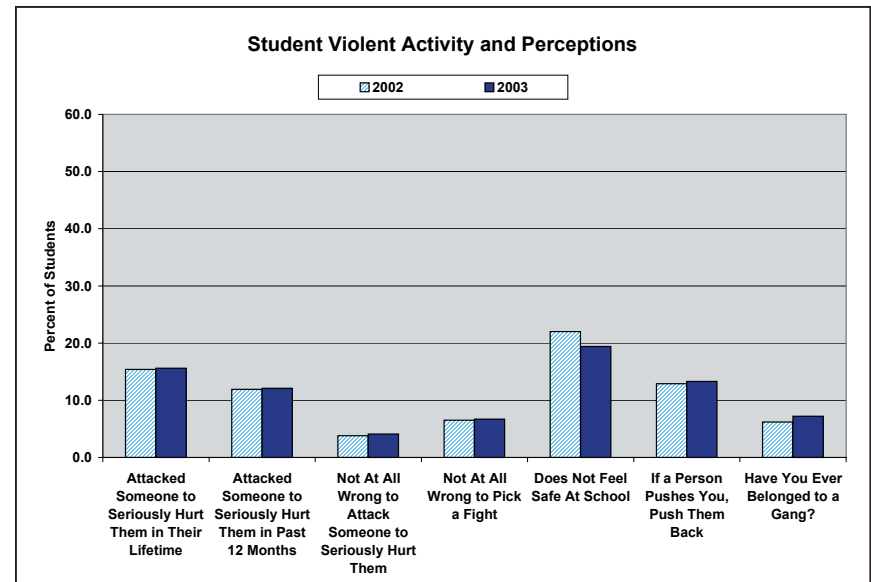


Table 26

	6th Grade		8th Grade		10th Grade		12th Grade		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Attacked Someone to Seriously Hurt Them in Their Lifetime	9.9	9.9	17.1	15.8	18.3	18.4	17.6	18.6	15.4	15.6
Attacked Someone to Seriously Hurt Them in Past 12 Months	8.3	8.5	14.4	13.1	13.6	14.0	11.4	12.7	11.9	12.1
Not At All Wrong to Attack Someone to Seriously Hurt Them	2.1	2.4	4.7	4.6	4.6	5.1	4.2	4.1	3.8	4.1
Not At All Wrong to Pick a Fight	4.4	5.0	9.0	8.5	7.1	7.0	5.6	5.8	6.5	6.7
I Do Not Feel Safe At My School (response of "NO" or "no" to the statement "I feel safe at my school")	15.8	13.8	26.3	22.6	25.7	23.0	20.6	17.1	22.0	19.4
If a Person Pushes You, Push Them Back	10.3	11.0	15.6	14.0	14.3	14.8	11.4	13.0	12.9	13.3
Have You Ever Belonged to a Gang?	6.1	7.1	8.0	8.0	5.8	7.7	4.4	5.6	6.2	7.2

# Section 4: Interpretation of Results

## Academic Performance and Substance Use

Table 27 and Figure 29 show a clear relationship between substance use and academic performance. 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 two times more likely to have used alcohol, five times more likely to have used cigarettes in the past 30 days, six times more likely to have indicated use of marijuana in the past 30 days, and five 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.

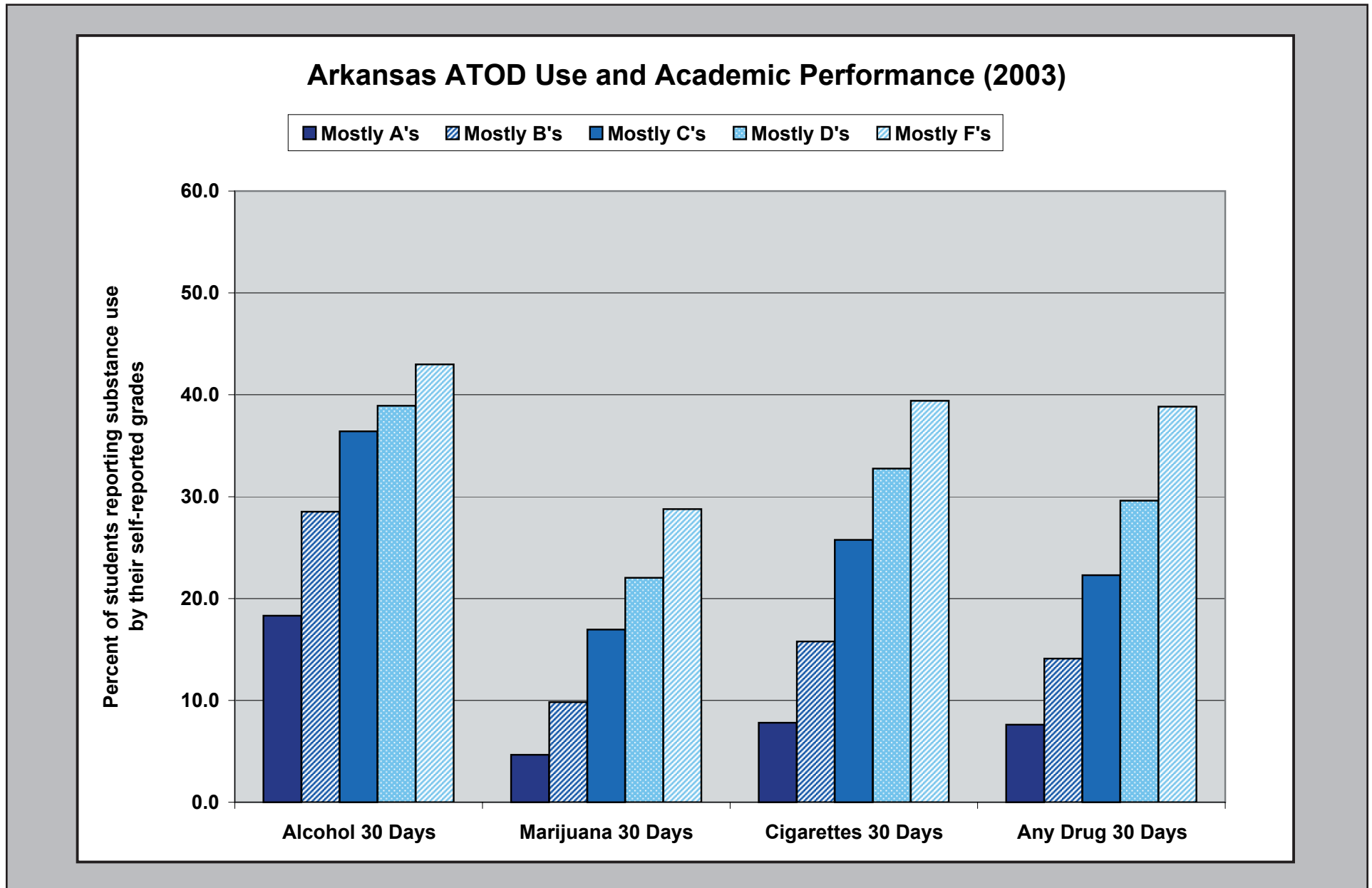
Obviously, the students getting A’s are more invested in the education process and more bonded to school. The challenge of prevention programs is to develop methods of keeping all students interested in learning and feeling attached to school. A survey of 1,000 youth on probation in Utah found that even 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 27

Percentage Using ATODs by Academic Performance (2003)					
Drugs Used	Academic Grades				
	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
Alcohol Lifetime	40.6	54.9	61.2	63.8	63.9
Alcohol 30 Days	18.3	28.5	36.4	38.9	43.0
Marijuana 30 Days	4.7	9.8	17.0	22.0	28.8
Cigarettes 30 Days	7.8	15.8	25.8	32.8	39.4
Any Drug Lifetime	18.8	31.2	42.7	50.4	56.4
Any Drug 30 Days	7.6	14.1	22.3	29.6	38.8



Figure 29



## Parents' Education and Youth Substance Use

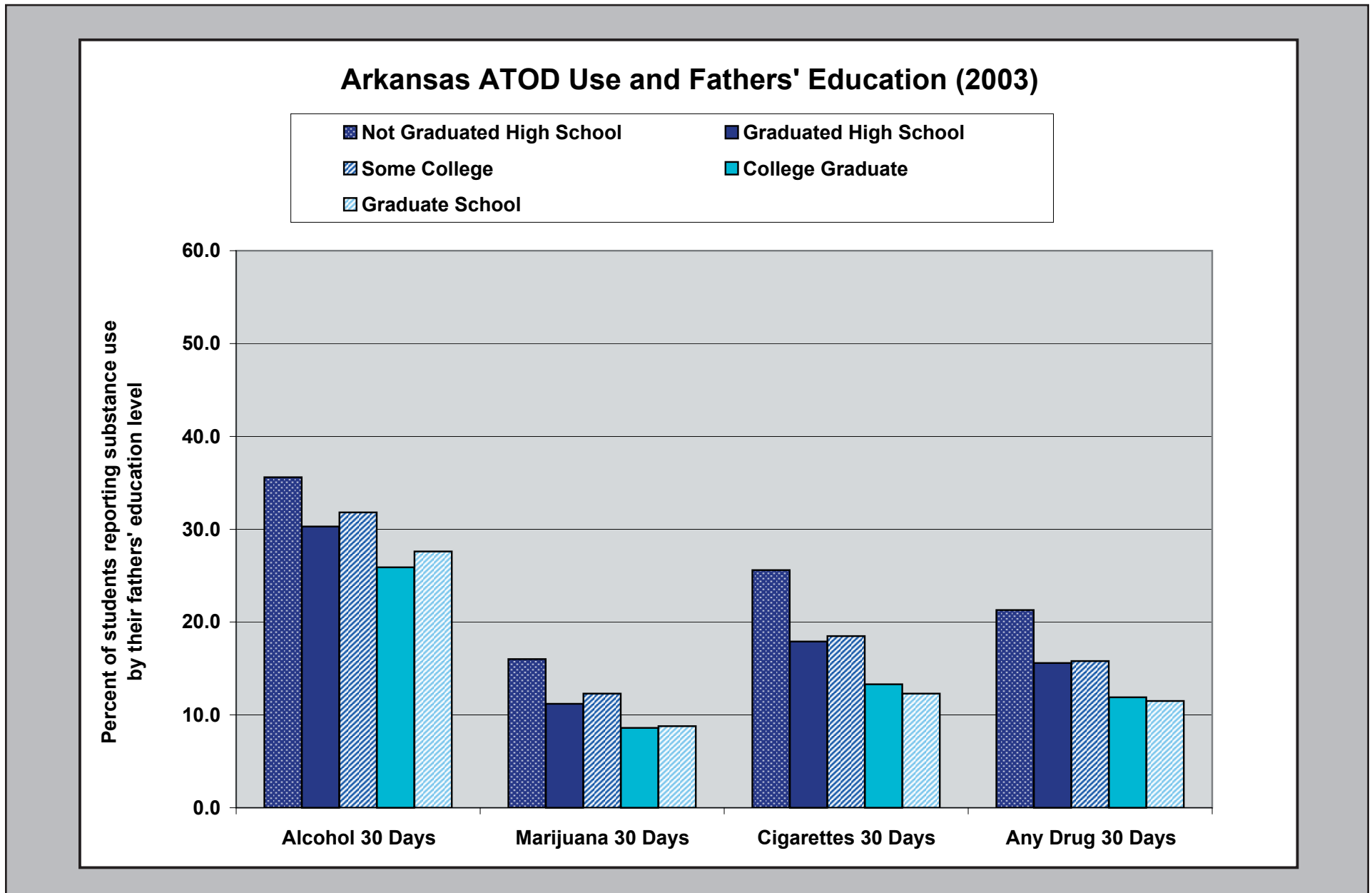
Research has shown that one of the best indicators of socioeconomic level is the parents' education. While the father's education is shown in Table 28, analysis using the mother's education shows similar results.

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, 8.0% higher alcohol 30-day use rates, 7.2% higher marijuana 30-day use rates, and 9.8% higher any drug 30-day use rates than youth whose fathers were college graduates. Trends for all education levels can be seen on the following page in Figure 30. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Table 28

Percentage Using ATODs by Fathers' Education (2003)					
Drugs Used	Father's Education				
	Not Graduated High School	Graduated High School	Some College	College Graduate	Graduate School
Alcohol Lifetime	64.5	55.7	56.6	48.8	50.5
Alcohol 30 Days	35.6	30.3	31.8	25.9	27.6
Marijuana 30 Days	16.0	11.2	12.3	8.6	8.8
Cigarettes 30 Days	25.6	17.9	18.5	13.3	12.3
Any Drug Lifetime	43.0	32.3	33.9	26.7	24.9
Any Drug 30 Days	21.3	15.6	15.8	11.9	11.5

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 29 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.

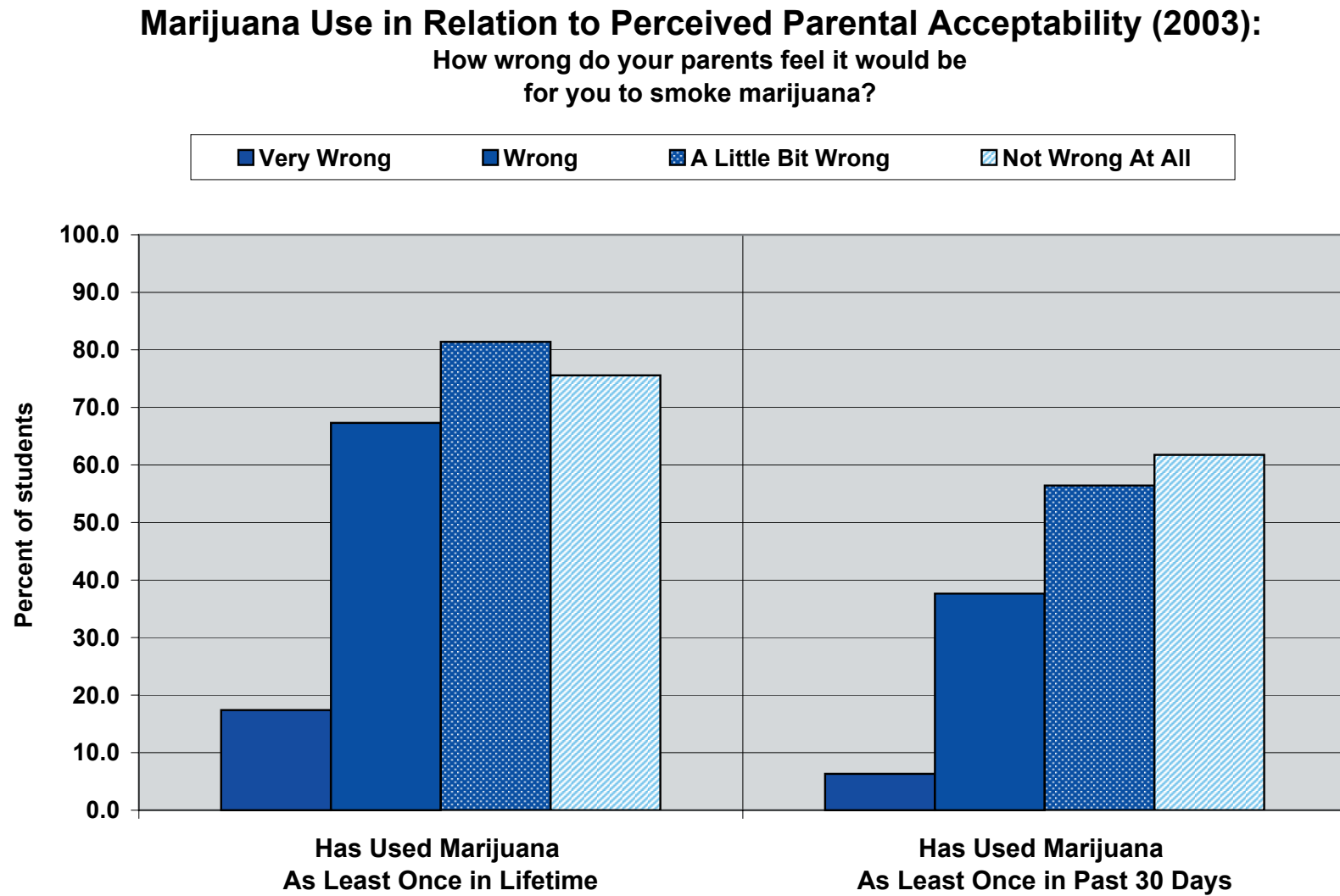
As can be seen, relatively few students (17.4% lifetime, 6.3% 30-day) use marijuana when their parents think it is "Very Wrong" to use it. In contrast, when a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong" not "Very Wrong") use skyrockets to 67.3% for lifetime use and 37.6% 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 29

Marijuana Use in Relation to Perceived Parental Acceptability of Use (2003 )		
How wrong do your parents feel it would be for you to smoke marijuana?	Has Used Marijuana As Least Once in Lifetime	Has Used Marijuana As Least Once in Past 30 Days
Very Wrong	17.4	6.3
Wrong	67.3	37.6
A Little Bit Wrong	81.4	56.4
Not Wrong At All	75.6	61.8

Figure 31



# Marijuana Use in Relation to Perceived Peer Acceptability

During the elementary school years, children usually express anti-drug, anti-crime, and 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.

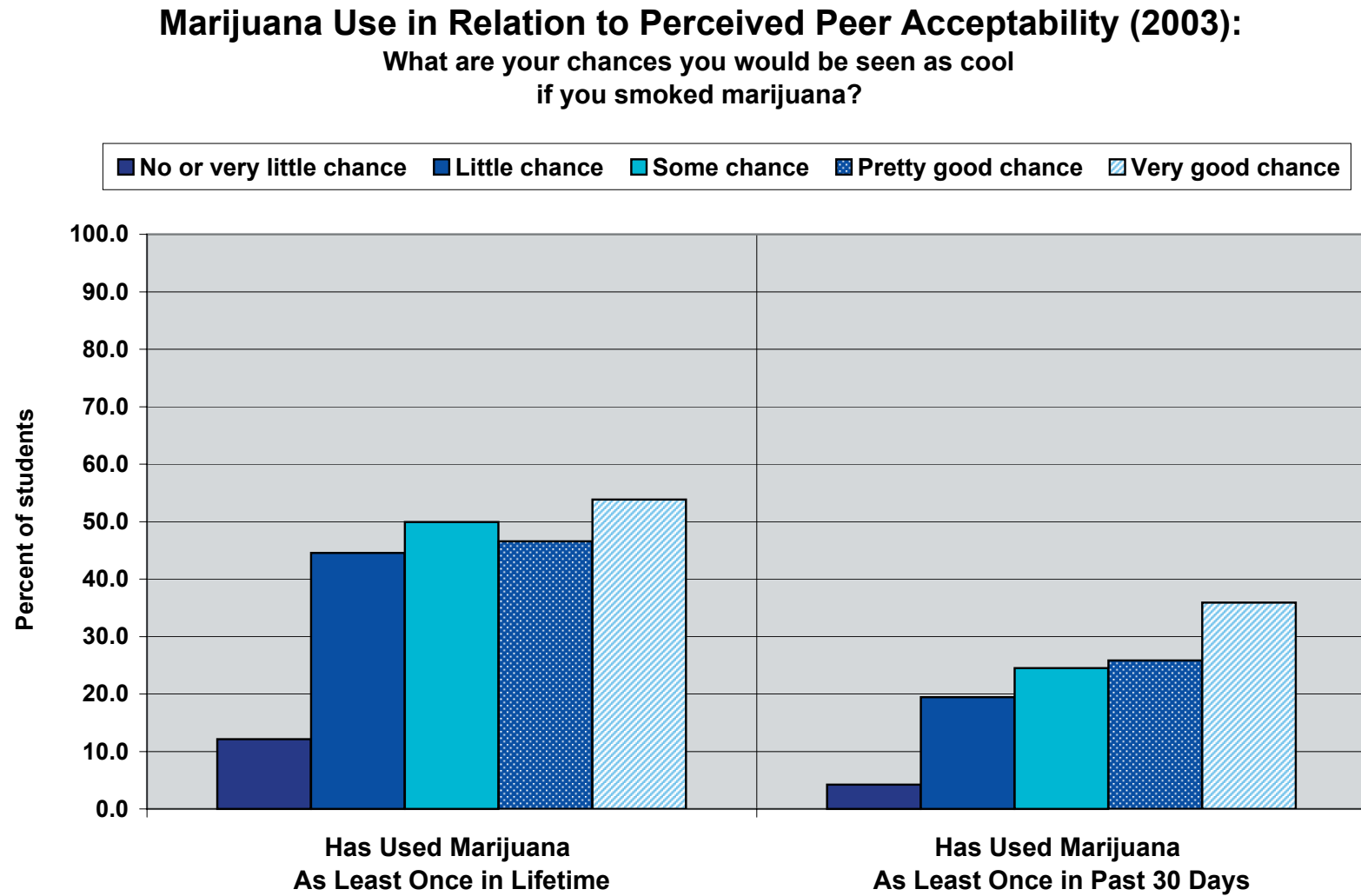
When students thought there was “No or very little chance” that they would be seen as cool if they used marijuana, only 12.1% had tried marijuana in their lifetime and only 4.2% had used it in the last month. However, when students thought that there was even a “Little chance” that they would be seen as cool, marijuana use rates were over three times higher for lifetime use (44.5%) and over four times higher for past-month use (19.5%). 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 30

Marijuana Use in Relation to Perceived Peer Acceptability of Use (2003)		
What are your chances you would be seen as cool if you smoked marijuana?	Has Used Marijuana As Least Once in Lifetime	Has Used Marijuana As Least Once in Past 30 Days
No or very little chance	12.1	4.2
Little chance	44.5	19.5
Some chance	49.9	24.5
Pretty good chance	46.6	25.8
Very good chance	53.9	35.9

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 1,128 students in the depressed group, 14,020 in the middle group, and 2,608 in the not depressed group. The results of the substance use among the three groups is shown in Table 31.

The results in Table 31 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 nearly three times as likely to use cigarettes in the 30 days prior to the survey, over two times as likely to use marijuana in the past 30 days, and over three times as likely to have used any drug in the past 30 days.

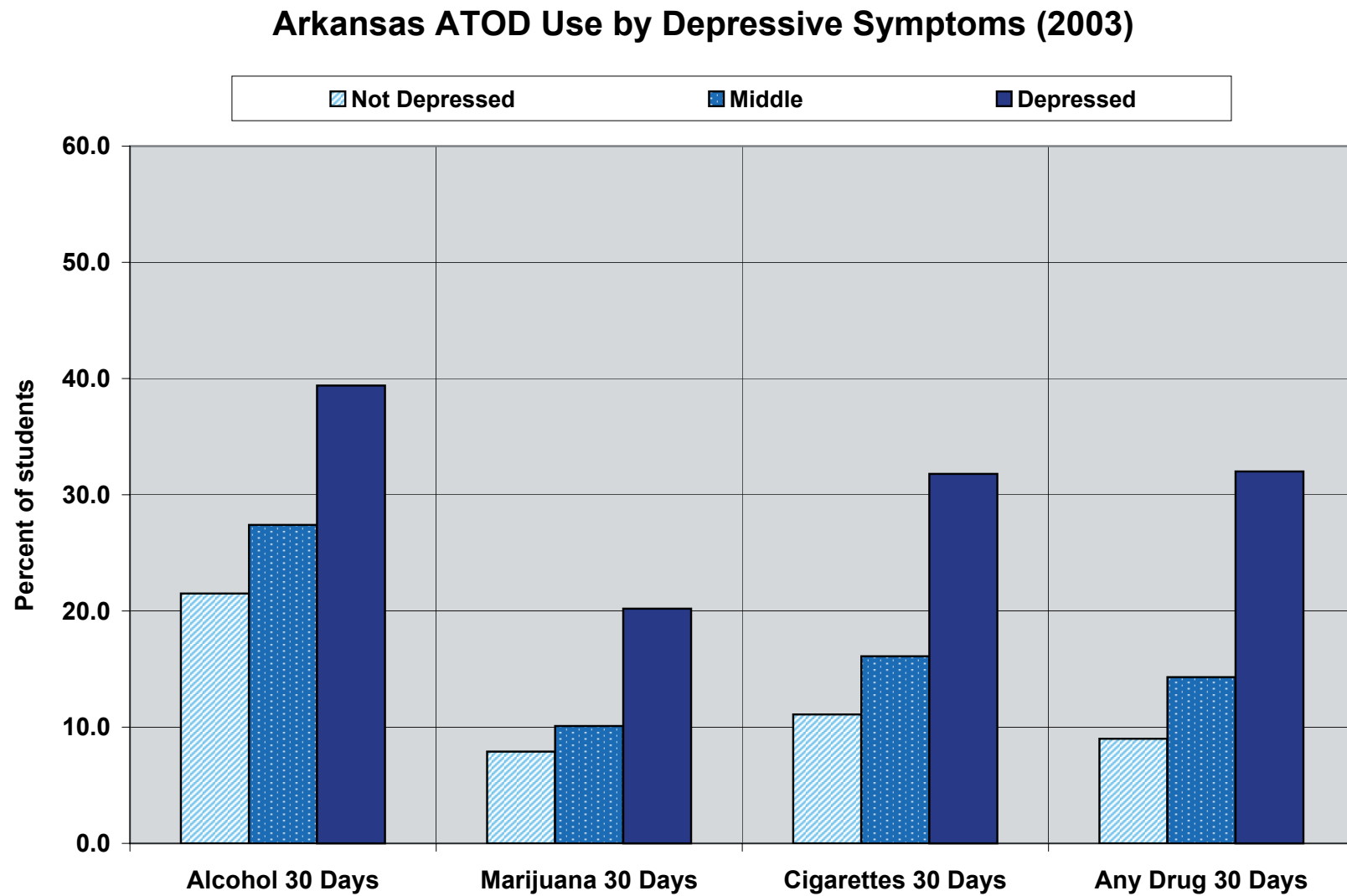
The ATOD use rates of the middle depressive symptoms group, that was comprised of most students, were between the rates of the depressed and non-depressed groups. For the substances, the usage rates for this group were anywhere from 2.2% to 13.7% higher than that of the non-depressed rate. Thus, individuals with a positive outlook on life tend to use fewer substances than their peers.

Table 31

Percentage Using ATODs and Level of Depressive Symptoms (2003)			
	Level of Depressive Symptoms		
	Not Depressed	Middle	Depressed
Number of Youth	2,608	14,020	1,128
Alcohol Lifetime	39.0	52.7	67.3
Alcohol 30 Days	21.5	27.4	39.4
Marijuana 30 Days	7.9	10.1	20.2
Cigarettes 30 Days	11.1	16.1	31.8
Any Drug Lifetime	19.9	30.9	51.7
Any Drug 30 Days	9.0	14.3	32.0



Figure 33





# Arkansas Communities That Care Survey

Rev. 9/02

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.
  - 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:

This kind of mark will work:

Correct Mark

○ ○ ● ○ ○

These kinds of marks will NOT work:

Incorrect Marks

✗ ✓ ● • ✗ ○

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. YES!    yes    no    NO!

Mark (the Big) YES! if you think the statement is definitely true for you.  
Mark (the little) yes if you think the statement is mostly true for you.  
Mark (the little) no if you think the statement is mostly not 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.

Region	County	District	School #
○ 0 ○	○ 0 ○	○ 0 ○	○ 0 ○
○ 1 ○	○ 1 ○	○ 1 ○	○ 1 ○
○ 2 ○	○ 2 ○	○ 2 ○	○ 2 ○
○ 3 ○	○ 3 ○	○ 3 ○	○ 3 ○
○ 4 ○	○ 4 ○	○ 4 ○	○ 4 ○
○ 5 ○	○ 5 ○	○ 5 ○	○ 5 ○
○ 6 ○	○ 6 ○	○ 6 ○	○ 6 ○
○ 7 ○	○ 7 ○	○ 7 ○	○ 7 ○
○ 8 ○	○ 8 ○	○ 8 ○	○ 8 ○
○ 9 ○	○ 9 ○	○ 9 ○	○ 9 ○

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) \_\_\_\_\_

5. Think of where you live most of the time.  
Which of the following people live there with you? (Choose all that apply.)

- ☐ Mother ☐ Father  
☐ Stepmother ☐ Stepfather  
☐ Foster Mother ☐ Foster Father  
☐ Grandmother ☐ Grandfather  
☐ Aunt ☐ Uncle  
☐ Sister(s) ☐ Brother(s)  
☐ Stepsister(s) ☐ Stepbrother(s)  
☐ Other children ☐ Other Adults  
☐ Your own children

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

- ☐ 0 ☐ 2 ☐ 4 ☐ 6 or more  
☐ 1 ☐ 3 ☐ 5

7. How many brothers and sisters, including stepbrothers and sisters, do you have that are younger than you?

- ☐ 0 ☐ 2 ☐ 4 ☐ 6 or more  
☐ 1 ☐ 3 ☐ 5

8. What is the language you use most often at home?

- ☐ English ☐ Spanish  
☐ Another Language

9. What is the zip code where you live?

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

10. 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  
☐ Don't know  
☐ Does not apply

11. 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  
☐ Don't know  
☐ Does not apply

12. Where are you living now?

- ☐ On a farm  
☐ In the country, not on a farm  
☐ In a city, town, or suburb

This section asks about your experiences at school.

13. 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

14. During the LAST FOUR WEEKS how many whole days have you missed ...

	11 or more days	6-10 days	4-5 days	3 days	2 days	1 day	None
a. because of illness	<input type="radio"/>	<input type="radio"/>	<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"/>	<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"/>	<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			
	NO!			
15. In my school, students have lots of chances to help decide things like class activities and rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Teachers ask me to work on special classroom projects.	<input type="radio"/>	<input type="radio"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
20. I feel safe at my school.	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>
22. My teachers praise me when I work hard in school.	<input type="radio"/>	<input type="radio"/>	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>

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

<input type="radio"/> Never
<input type="radio"/> Seldom
<input type="radio"/> Sometimes
<input type="radio"/> Often
<input type="radio"/> Almost Always

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

<input type="radio"/> Very interesting and stimulating
<input type="radio"/> Quite interesting
<input type="radio"/> Fairly interesting
<input type="radio"/> Slightly dull
<input type="radio"/> Very dull

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

<input type="radio"/> Very important
<input type="radio"/> Quite important
<input type="radio"/> Fairly important
<input type="radio"/> Slightly important
<input type="radio"/> 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"/>

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

**32. 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!

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]

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"/>
50. Sometimes I think that life is not worth it.	<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"/>
52. All in all, I am inclined to think that I am a failure.	<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"/>





	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"/>
b. to drink alcohol?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. to smoke cigarettes?		<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"/>
b. sold or dealt drugs?	<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"/>
d. gotten drunk or high?	<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"/>

YES!	yes	no	NO!				
89. If I had to move, I would miss the neighborhood I now live in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
90. My neighbors notice when I am doing a good job and let me know about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
91. I like my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
92. There are lots of adults in my neighborhood I could talk to about something important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

93. How much do each of the following statements describe your neighborhood?

	YES!			
	yes			
	no			
	NO!			
a. crime and/or drug selling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. lots of empty or abandoned buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. lots of graffiti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

94. People move in and out of my neighborhood a lot.

- ☐ NO!   ☐ no   ☐ yes   ☐ YES!

95. How many times have you changed homes since kindergarten?

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

96. There are people in my neighborhood who are proud of me when I do something well.

- ☐ NO!   ☐ no   ☐ yes   ☐ YES!

PLEASE DO NOT WRITE IN THIS AREA



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

[illegible]

	<b>YES!</b>
<b>yes</b>	
<b>no</b>	
<b>NO!</b>	

**116. If you carried a handgun without your parent's permission, would you be caught by your parents?**

☐ YES  
  
☒ NO  
  
☐ NO!

**117. If you skipped school would you be caught by your parents?**

☐ YES  
  
☒ NO  
  
☐ NO!

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	NO!
119. Do you feel very close to your mother?	<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"/>
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"/>

122. How often do your parents tell you they're proud of you for something you've done?

☐ Never or almost never

☐ Sometimes

☐ Often

☐ All the time

	YES!	yes	no	NO!
123. Do you share your thoughts and feelings with your father?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Do you enjoy spending time with your mother?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Do you enjoy spending time with your father?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PLEASE DO NOT WRITE IN THIS AREA**

	YES!	
	yes	no
	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

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### *Community Domain Protective Factors*

#### **Protective Factor**

#### **Associated Scales**

**Community Opportunities for Prosocial Involvement**

Community Opportunities for Prosocial Involvement

**Community Rewards for Prosocial Involvement**

Community Rewards for Prosocial Involvement

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### *Community Domain Risk Factors*

#### **Risk Factor**

#### **Associated Scales**

**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

---

### *Family Domain Protective Factors*

#### **Protective Factor**

#### **Associated Scales**

**Family Attachment**

Family Attachment

**Family Opportunities for Positive Involvement**

Family Opportunities for Positive Involvement

**Family Rewards for Positive Involvement**

Family Rewards for Positive Involvement

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

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### *Family Domain Risk Factors*

#### **Risk Factor**

#### **Associated Scales**

**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

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### *School Domain Protective Factors*

#### **Protective Factor**

#### **Associated Scales**

**School Opportunities for Prosocial Involvement**

School Opportunities for Prosocial Involvement

**School Rewards for Prosocial Involvement**

School Rewards for Prosocial Involvement

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### *School Domain Risk Factors*

#### **Risk Factor**

#### **Associated Scales**

**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

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

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### *Individual-Peer Protective Factors*

#### **Protective Factor**

#### **Associated Scales**

**Religiosity**

Religiosity

**Social Skills**

Social Skills

**Belief in the Moral Order**

Belief in the Moral Order

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### *Individual-Peer Risk Factors*

#### **Risk Factor**

#### **Associated Scales**

**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

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

Question	Response	#	%
1. How old are you?	10	18	0.1
	11	2750	15.1
	12	1542	8.5
	13	3482	19.1
	14	1724	9.5
	15	3039	16.7
	16	1543	8.5
	17	2841	15.6
	18	1166	6.4
	19 or older	91	0.5
2. What grade are you in?	6th	4449	24.5
	8th	5260	29.0
	10th	4505	24.8
	12th	3934	21.7
3. Are you:	male	8808	48.6
	female	9301	51.4

Question	Response	#	%
4. What do you consider yourself to be? (Choose one best answer)	White, not of Hispanic Origin	12665	73.2
	Black or African American	2567	14.8
	American Indian/Native American, Eskimo, or Aleut	610	3.5
	Spanish/Hispanic/Latino	206	1.2
	Mexican American	258	1.5
	Mexican	238	1.4
	Cuban	16	0.1
	Other Spanish	14	0.1
	Chicano	47	0.3
	Puerto Rican	19	0.1
	Central or South American	57	0.3
	Asian or Pacific Islander	43	0.2
	Chinese	21	0.1
	Filipino	29	0.2
	Hawaiian	20	0.1
	Korean	7	0.0
	Vietnamese	64	0.4
	Other Asian or Pacific Islander	23	0.1
	Japanese	16	0.1
	Asian Indian	14	0.1
	Samoan	4	0.0
	Guamanian	3	0.0
	Cambodian	5	0.0
	Other (Please Specify ____)	348	2.0

Question	Response	#	%
<b>5. Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)</b>			
Mother	Yes	15534	
Stepmother	Yes	926	
Foster Mother	Yes	56	
Grandmother	Yes	1493	
Aunt	Yes	526	
Sister(s)	Yes	7211	
Stepsister(s)	Yes	688	
Other children	Yes	626	
Your own children	Yes	138	
Father	Yes	10621	
Stepfather	Yes	2861	
Foster Father	Yes	50	
Grandfather	Yes	799	
Uncle	Yes	510	
Brother(s)	Yes	7514	
Stepbrother(s)	Yes	718	
Other Adults	Yes	615	
<b>6. How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?</b>	0	5126	28.7
	1	5125	28.7
	2	3333	18.7
	3	1765	9.9
	4	996	5.6
	5	582	3.3
	6 or more	921	5.2
<b>7. How many brothers and sisters, including stepbrothers and stepsisters do you have that are younger than you?</b>	0	6548	36.4
	1	5445	30.2
	2	2952	16.4
	3	1491	8.3
	4	752	4.2
	5	386	2.1
	6 or more	439	2.4

Question	Response	#	%
<b>8. What is the language you use most often at home?</b>	English	17129	94.6
	Spanish	708	3.9
	Another Language	264	1.5
<b>9. What is the zip code where you live?</b>			
<b>10. What is the highest level of schooling your father completed?</b>	Completed grade school or less	375	2.1
	Some high school	1940	11.0
	Completed high school	4880	27.6
	Some college	1977	11.2
	Completed college	2719	15.4
	Graduate or professional school after college	1154	6.5
	Don't know	4352	24.6
	Does not apply	264	1.5
<b>11. What is the highest level of schooling your mother completed?</b>	Completed grade school or less	293	1.7
	Some high school	1825	10.3
	Completed high school	4666	26.3
	Some college	2867	16.2
	Completed college	3661	20.7
	Graduate or professional school after college	1219	6.9
	Don't know	3027	17.1
	Does not apply	168	0.9
<b>12. Where are you living now?</b>	On a farm	1460	8.1
	In the country, not on a farm	4922	27.2
	In a city, town, or suburb	11710	64.7
<b>13. Putting them all together, what were your grades like last year?</b>	Mostly F's	343	2.0
	Mostly D's	832	4.7
	Mostly C's	3842	21.9
	Mostly B's	6469	36.8
	Mostly A's	6070	34.6

Question	Response	#	%
<b>14. During the LAST FOUR WEEKS how many whole days of school have you missed...</b>			
<b>a. because of illness</b>	None	8908	56.3
	1 day	2889	18.3
	2 days	1755	11.1
	3 days	1093	6.9
	4-5 days	783	5.0
	6-10 days	299	1.9
	11 or more days	85	0.5
<b>b. because you skipped or cut</b>	None	11490	87.4
	1 day	854	6.5
	2 days	326	2.5
	3 days	220	1.7
	4-5 days	147	1.1
	6-10 days	56	0.4
	11 or more days	59	0.4
<b>c. for other reasons</b>	None	9265	61.7
	1 day	2918	19.4
	2 days	1246	8.3
	3 days	739	4.9
	4-5 days	541	3.6
	6-10 days	211	1.4
	11 or more days	106	0.7
<b>15. In my school, students have lots of chances to help decide things like class activities and rules.</b>	NO!	4313	24.0
	no	6161	34.3
	yes	6031	33.6
	YES!	1471	8.2
<b>16. Teachers ask me to work on special classroom projects.</b>	NO!	3230	18.0
	no	6951	38.6
	yes	6132	34.1
	YES!	1682	9.3

Question	Response	#	%
<b>17. My teacher(s) notices when I am doing a good job and lets me know about it.</b>	NO!	1674	9.3
	no	3370	18.7
	yes	8229	45.7
	YES!	4739	26.3
<b>18. There are a lot of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.</b>	NO!	827	4.6
	no	1344	7.4
	yes	5925	32.8
	YES!	9962	55.2
<b>19. There are lots of chances for students in my school to talk with a teacher one-on-one.</b>	NO!	1214	6.8
	no	2893	16.1
	yes	8169	45.5
	YES!	5689	31.7
<b>20. I feel safe at my school.</b>	NO!	1472	8.2
	no	2017	11.3
	yes	8107	45.3
	YES!	6296	35.2
<b>21. The school lets my parents know when I have done something well.</b>	NO!	4705	26.1
	no	6800	37.8
	yes	4483	24.9
	YES!	2007	11.2
<b>22. My teachers praise me when I work hard in school.</b>	NO!	3064	17.1
	no	5969	33.4
	yes	6552	36.6
	YES!	2300	12.9
<b>23. Are your school grades better than the grades of most students in your class?</b>	NO!	1767	9.9
	no	5127	28.8
	yes	7735	43.5
	YES!	3166	17.8

Question	Response	#	%
24. I have lots of chances to be part of class discussions or activities.	NO!	1085	6.0
	no	3285	18.3
	yes	9203	51.3
	YES!	4367	24.3
25. How often do you feel that the school work you are assigned is meaningful and important?	Never	1117	6.2
	Seldom	2565	14.2
	Sometimes	7137	39.5
	Often	4171	23.1
	Almost Always	3085	17.1
26. How interesting are most of your courses to you?	Very interesting	1698	9.5
	Quite interesting	4594	25.7
	Fairly interesting	7119	39.8
	Slightly Dull	2933	16.4
	Very Dull	1563	8.7
27. How important do you think the things you are learning in school are going to be for your later life?	Very important	7583	41.9
	Quite important	4478	24.8
	Fairly important	3688	20.4
	Slightly important	1775	9.8
	Not at all important	564	3.1
28. Now, thinking back over the past year in school, how often did you:			
a. enjoy being in school?	Never	1587	9.0
	Seldom	2588	14.6
	Sometimes	5902	33.4
	Often	4607	26.1
	Almost Always	2994	16.9
b. hate being in school?	Never	2248	12.8
	Seldom	4717	26.9
	Sometimes	5074	28.9
	Often	3267	18.6
	Almost Always	2226	12.7

Question	Response	#	%
c. try to do your best work in school?	Never	274	1.6
	Seldom	820	4.6
	Sometimes	3034	17.2
	Often	5175	29.3
	Almost Always	8358	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	10010	55.5
	1 Friend	2706	15.0
	2 Friends	1919	10.6
	3 Friends	1285	7.1
	4 Friends	2110	11.7
b. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	0 Friends	8505	47.4
	1 Friend	2379	13.3
	2 Friends	1881	10.5
	3 Friends	1514	8.4
	4 Friends	3668	20.4
c. used marijuana?	0 Friends	12053	67.5
	1 Friend	1944	10.9
	2 Friends	1306	7.3
	3 Friends	882	4.9
	4 Friends	1665	9.3
d. used LSD, cocaine, amphetamines, or other illegal drugs?	0 Friends	15877	88.4
	1 Friend	1058	5.9
	2 Friends	454	2.5
	3 Friends	221	1.2
	4 Friends	354	2.0

Question	Response	#	%
<b>e. been suspended from school?</b>	0 Friends	12372	68.9
	1 Friend	2973	16.5
	2 Friends	1231	6.9
	3 Friends	563	3.1
	4 Friends	830	4.6
<b>f. carried a handgun?</b>	0 Friends	16598	92.4
	1 Friend	705	3.9
	2 Friends	268	1.5
	3 Friends	121	0.7
	4 Friends	281	1.6
<b>g. sold illegal drugs?</b>	0 Friends	15673	87.5
	1 Friend	1109	6.2
	2 Friends	514	2.9
	3 Friends	256	1.4
	4 Friends	368	2.1
<b>h. stolen or tried to steal a motor vehicle such as a car or motorcycle?</b>	0 Friends	16807	93.2
	1 Friend	743	4.1
	2 Friends	230	1.3
	3 Friends	82	0.5
	4 Friends	165	0.9
<b>i. been arrested?</b>	0 Friends	14782	82.2
	1 Friend	1832	10.2
	2 Friends	734	4.1
	3 Friends	311	1.7
	4 Friends	329	1.8
<b>j. dropped out of school?</b>	0 Friends	16356	91.0
	1 Friend	1131	6.3
	2 Friends	283	1.6
	3 Friends	89	0.5
	4 Friends	116	0.6

Question	Response	#	%
<b>k. been members of a gang?</b>	0 Friends	15748	87.7
	1 Friend	1003	5.6
	2 Friends	422	2.4
	3 Friends	205	1.1
	4 Friends	573	3.2
<b>l. attended a RAVE party?</b>	0 Friends	14634	82.1
	1 Friend	1246	7.0
	2 Friends	694	3.9
	3 Friends	346	1.9
	4 Friends	898	5.0
<b>m. used drugs at a RAVE party?</b>	0 Friends	15870	88.9
	1 Friend	829	4.6
	2 Friends	424	2.4
	3 Friends	209	1.2
	4 Friends	516	2.9
<b>30. How old were you when you first:</b>			
<b>a. smoked marijuana?</b>	Never have	14123	78.2
	10 or younger	350	1.9
	11	297	1.6
	12	517	2.9
	13	774	4.3
	14	708	3.9
	15	621	3.4
	16	455	2.5
	17 or Older	205	1.1

Question	Response	#	%
<b>b. smoked a cigarette, even just a puff?</b>	Never have	10340	57.4
	10 or younger	2720	15.1
	11	1144	6.4
	12	1087	6.0
	13	978	5.4
	14	712	4.0
	15	537	3.0
	16	343	1.9
	17 or Older	152	0.8
<b>c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?</b>	Never have	8416	46.8
	10 or younger	2408	13.4
	11	970	5.4
	12	1201	6.7
	13	1503	8.4
	14	1240	6.9
	15	1180	6.6
	16	708	3.9
	17 or Older	376	2.1
<b>d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?</b>	Never have	13830	76.9
	10 or younger	267	1.5
	11	208	1.2
	12	314	1.7
	13	563	3.1
	14	672	3.7
	15	906	5.0
	16	730	4.1
	17 or Older	502	2.8

Question	Response	#	%
<b>e. got suspended from school?</b>	Never have	14657	81.5
	10 or younger	885	4.9
	11	486	2.7
	12	490	2.7
	13	541	3.0
	14	396	2.2
	15	276	1.5
	16	164	0.9
	17 or Older	92	0.5
<b>f. got arrested?</b>	Never have	16606	92.5
	10 or younger	125	0.7
	11	110	0.6
	12	154	0.9
	13	206	1.1
	14	215	1.2
	15	244	1.4
	16	162	0.9
	17 or Older	136	0.8
<b>g. carried a handgun?</b>	Never have	16844	94.0
	10 or younger	282	1.6
	11	168	0.9
	12	124	0.7
	13	153	0.9
	14	129	0.7
	15	100	0.6
	16	80	0.4
	17 or Older	45	0.3

Question	Response	#	%
<b>h. attacked someone with the idea of seriously hurting them?</b>	Never have	15159	84.3
	10 or younger	682	3.8
	11	392	2.2
	12	369	2.1
	13	445	2.5
	14	338	1.9
	15	283	1.6
	16	190	1.1
	17 or Older	124	0.7
<b>i. belonged to a gang?</b>	Never have	16968	94.3
	10 or younger	211	1.2
	11	174	1.0
	12	161	0.9
	13	167	0.9
	14	138	0.8
	15	105	0.6
	16	41	0.2
	17 or Older	31	0.2
<b>31. How wrong do you think it is for someone your age to:</b>			
<b>a. take a handgun to school?</b>	Very Wrong	16295	90.0
	Wrong	1304	7.2
	A Little Bit Wrong	338	1.9
	Not Wrong at All	163	0.9
<b>b. steal something worth more than \$5?</b>	Very Wrong	10758	59.6
	Wrong	5411	30.0
	A Little Bit Wrong	1536	8.5
	Not Wrong at All	333	1.8
<b>c. pick a fight with someone?</b>	Very Wrong	6824	37.8
	Wrong	6152	34.1
	A Little Bit Wrong	3849	21.3
	Not Wrong at All	1207	6.7

Question	Response	#	%
<b>d. attack someone with the idea of seriously hurting them?</b>	Very Wrong	12430	68.8
	Wrong	3417	18.9
	A Little Bit Wrong	1471	8.1
	Not Wrong at All	739	4.1
<b>e. stay away from school all day when their parents think they are at school?</b>	Very Wrong	9430	52.0
	Wrong	5328	29.4
	A Little Bit Wrong	2578	14.2
	Not Wrong at All	782	4.3
<b>f. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?</b>	Very Wrong	9694	53.6
	Wrong	3512	19.4
	A Little Bit Wrong	3045	16.8
	Not Wrong at All	1838	10.2
<b>g. smoke cigarettes?</b>	Very Wrong	10041	55.7
	Wrong	3658	20.3
	A Little Bit Wrong	2373	13.2
	Not Wrong at All	1949	10.8
<b>h. smoke marijuana?</b>	Very Wrong	12938	71.8
	Wrong	2174	12.1
	A Little Bit Wrong	1476	8.2
	Not Wrong at All	1442	8.0
<b>i. use LSD, cocaine, amphetamines or another illegal drug?</b>	Very Wrong	16280	90.0
	Wrong	1070	5.9
	A Little Bit Wrong	411	2.3
	Not Wrong at All	323	1.8
<b>32. I ignore the rules that get in my way.</b>	Very False	6846	38.0
	Somewhat False	5670	31.5
	Somewhat True	4630	25.7
	Very True	856	4.8



Question	Response	#	%
33. It is all right to beat up people if they start a fight.	NO!	4213	23.3
	no	4316	23.8
	yes	4763	26.3
	YES!	4828	26.6
34. It is important to be honest with your parents, even if they become upset or you get punished.	NO!	664	3.7
	no	1339	7.4
	yes	6006	33.2
	YES!	10107	55.8
35. I do the opposite of what people tell me, just to get them mad.	Very False	9477	52.4
	Somewhat False	4813	26.6
	Somewhat True	3196	17.7
	Very True	592	3.3
36. I think it is okay to take something without asking if you can get away with it.	NO!	10961	60.6
	no	5390	29.8
	yes	1247	6.9
	YES!	499	2.8
37. How many times have you done the following things:			
a. Done what feels good no matter what.	Never	6582	37.3
	I've done it, but not in the past year	3151	17.8
	Less than once a month	2062	11.7
	About once a month	1365	7.7
	2 to 3 time a month	1549	8.8
	Once a week or more	2949	16.7
b. Done something dangerous because someone dared you to do it.	Never	10019	55.9
	I've done it, but not in the past year	3736	20.8
	Less than once a month	1653	9.2
	About once a month	937	5.2
	2 to 3 time a month	805	4.5
	Once a week or more	786	4.4

Question	Response	#	%
c. Done crazy things even if they are a little dangerous.	Never	7293	40.7
	I've done it, but not in the past year	4071	22.7
	Less than once a month	2073	11.6
	About once a month	1320	7.4
	2 to 3 time a month	1367	7.6
	Once a week or more	1784	10.0
38. Have you ever belonged to a gang?	Yes	1311	7.2
	No	16805	92.8
39. If you have ever belonged to a gang, did the gang have a name?	Yes	1146	6.4
	No	560	3.1
	I never belonged to a gang	16344	90.5
40. How many times in the past year (12 months) have you:			
a. been suspended from school?	Never	16256	89.7
	1 or 2 Times	1475	8.1
	3 to 5 Times	240	1.3
	6 to 9 Times	71	0.4
	10 to 19 Times	32	0.2
	20 to 29 Times	16	0.1
	30 to 39 Times	7	0.0
	40+ Times	27	0.1
b. carried a handgun?	Never	17115	94.7
	1 or 2 Times	406	2.2
	3 to 5 Times	149	0.8
	6 to 9 Times	84	0.5
	10 to 19 Times	80	0.4
	20 to 29 Times	66	0.4
	30 to 39 Times	21	0.1
	40+ Times	143	0.8

Question	Response	#	%
<b>c. sold illegal drugs?</b>	Never	17139	95.2
	1 or 2 Times	335	1.9
	3 to 5 Times	115	0.6
	6 to 9 Times	82	0.5
	10 to 19 Times	87	0.5
	20 to 29 Times	59	0.3
	30 to 39 Times	28	0.2
	40+ Times	154	0.9
<b>d. stolen or tried to steal a motor vehicle such as a car or motorcycle?</b>	Never	17615	97.5
	1 or 2 Times	303	1.7
	3 to 5 Times	50	0.3
	6 to 9 Times	26	0.1
	10 to 19 Times	26	0.1
	20 to 29 Times	14	0.1
	30 to 39 Times	3	0.0
	40+ Times	37	0.2
<b>e. been arrested?</b>	Never	17040	94.7
	1 or 2 Times	774	4.3
	3 to 5 Times	105	0.6
	6 to 9 Times	33	0.2
	10 to 19 Times	12	0.1
	20 to 29 Times	7	0.0
	30 to 39 Times	6	0.0
	40+ Times	25	0.1

Question	Response	#	%
<b>f. attacked someone with the idea of seriously hurting them?</b>	Never	15862	87.8
	1 or 2 Times	1441	8.0
	3 to 5 Times	373	2.1
	6 to 9 Times	128	0.7
	10 to 19 Times	83	0.5
	20 to 29 Times	50	0.3
	30 to 39 Times	25	0.1
	40+ Times	97	0.5
<b>g. been drunk or high at school?</b>	Never	15932	88.3
	1 or 2 Times	1015	5.6
	3 to 5 Times	308	1.7
	6 to 9 Times	175	1.0
	10 to 19 Times	158	0.9
	20 to 29 Times	115	0.6
	30 to 39 Times	43	0.2
	40+ Times	306	1.7
<b>h. taken a handgun to school?</b>	Never	17960	99.3
	1 or 2 Times	57	0.3
	3 to 5 Times	15	0.1
	6 to 9 Times	10	0.1
	10 to 19 Times	7	0.0
	20 to 29 Times	7	0.0
	30 to 39 Times	3	0.0
	40+ Times	19	0.1
<b>41. What are the chances you would be seen as cool if you...</b>			
<b>a. smoked cigarettes?</b>	No or Very Little Chance	12256	68.2
	Little Chance	2927	16.3
	Some Chance	1626	9.1
	Pretty Good Chance	715	4.0
	Very Good Chance	437	2.4

Question	Response	#	%
<b>b. began drinking alcohol beverages regularly, that is, at least once or twice a month?</b>	No or Very Little Chance	10970	61.3
	Little Chance	2567	14.3
	Some Chance	2085	11.6
	Pretty Good Chance	1441	8.0
	Very Good Chance	847	4.7
<b>c. smoked marijuana?</b>	No or Very Little Chance	12587	70.4
	Little Chance	1895	10.6
	Some Chance	1498	8.4
	Pretty Good Chance	957	5.4
	Very Good Chance	948	5.3
<b>d. carried a handgun?</b>	No or Very Little Chance	15268	85.3
	Little Chance	1280	7.1
	Some Chance	584	3.3
	Pretty Good Chance	296	1.7
	Very Good Chance	477	2.7
<b>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?</b>	Ignore her	3123	17.3
	Grab a CD and leave the store	1522	8.4
	Tell her to put the CD back	7884	43.7
	Act like it is a joke, and ask her to put the CD back	5498	30.5
<b>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?</b>	Leave the house anyway	1018	5.7
	Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out	12391	69.1
	Say nothing and start watching TV	2967	16.6
	Get into an argument with her	1552	8.7

Question	Response	#	%
<b>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?</b>	Push the person back	2381	13.3
	Say "Excuse me" and keep on walking	8782	49.2
	Say "Watch where you are going" and keep on walking	4850	27.2
	Swear at the person and walk away	1841	10.3
<b>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?</b>	Drink it	5243	29.4
	Tell your friend, "No thanks, I don't drink" and suggest that you and your friend go and do something else.	5282	29.6
	Just say, "No thanks" and walk away	5478	30.7
<b>46. I think sometimes it's okay to cheat at school.</b>	Make up a good excuse, tell your friend you had something else to do, and leave.	1845	10.3
	NO!	6399	35.6
	no	5443	30.2
	yes	4787	26.6
<b>47. How often do you attend religious services or activities?</b>	YES!	1369	7.6
	Never	2118	11.9
	Rarely	4059	22.9
	1-2 Times a month	2467	13.9
<b>48. I like to see how much I get away with</b>	About Once a Week or More	9117	51.3
	Very False	7790	43.6
	Somewhat False	4745	26.6
	Somewhat True	4173	23.4
	Very True	1142	6.4

Question	Response	#	%
49. It is important to think before you act.	NO!	417	2.3
	no	534	3.0
	yes	5551	30.8
	YES!	11502	63.9
50. Sometimes I think that life is not worth it.	NO!	7778	43.7
	no	3855	21.6
	yes	4008	22.5
	YES!	2173	12.2
51. At times I think I am no good at all.	NO!	5414	30.5
	no	4110	23.2
	yes	5545	31.2
	YES!	2681	15.1
52. All in all, I am inclined to think I am a failure.	NO!	8645	48.8
	no	5084	28.7
	yes	2616	14.8
	YES!	1372	7.7
53. In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?	NO!	5010	28.1
	no	4083	22.9
	yes	4845	27.2
	YES!	3904	21.9
54. How much do you think people risk harming themselves (physically or in other ways) if they:			
a. smoke one or more packs of cigarettes per day?	No risk	1276	7.1
	Slight risk	1417	7.9
	Moderate risk	3992	22.3
	Great risk	11248	62.7

Question	Response	#	%
b. try marijuana once or twice?	No risk	3162	17.7
	Slight risk	4198	23.5
	Moderate risk	3963	22.2
	Great risk	6541	36.6
c. smoke marijuana regularly?	No risk	1685	9.5
	Slight risk	1582	8.9
	Moderate risk	2777	15.6
	Great risk	11721	66.0
d. take one or more drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	No risk	2407	13.5
	Slight risk	3743	20.9
	Moderate risk	4912	27.5
	Great risk	6823	38.2
55. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?	Never	14373	79.6
	Once or Twice	1870	10.4
	Once in a while but not regularly	730	4.0
	Regularly in past	389	2.2
	Regularly now	702	3.9
56. How frequently have you used smokeless tobacco during the past 30 days?	Never	16511	91.5
	Once or Twice	709	3.9
	Once or Twice/week	247	1.4
	About once a day	171	0.9
	More than once a day	409	2.3
57. Have you ever smoked cigarettes?	Never	10649	59.0
	Once or Twice	3461	19.2
	Once in a while but not regularly	1493	8.3
	Regularly in past	909	5.0
	Regularly now	1537	8.5

Question	Response	#	%
<b>58. How frequently have you smoked cigarettes during the past 30 days?</b>	Not at all	15099	83.7
	Less than one cigarette per day	1171	6.5
	One to five cigarettes per day	843	4.7
	About one-half pack per day	475	2.6
	About one pack per day	293	1.6
	About one and one-half packs per day	106	0.6
	Two packs or more per day	54	0.3
<b>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?</b>	0 Occasions	8749	48.7
	1-2 Occasions	3059	17.0
	3-5 Occasions	1677	9.3
	6-9 Occasions	1051	5.8
	10-19 Occasions	1020	5.7
	20-39 Occasions	805	4.5
	40+ Occasions	1618	9.0
<b>60. On how many occasions (if any) have you had beer, wine or hard liquor to drink during the past 30 days?</b>	0 Occasions	13111	72.9
	1-2 Occasions	2510	14.0
	3-5 Occasions	1047	5.8
	6-9 Occasions	577	3.2
	10-19 Occasions	425	2.4
	20-39 Occasions	147	0.8
	40+ Occasions	171	1.0
<b>61. Think back over the last two weeks. How many times have you had 5 or more drinks in a row?</b>	None	15168	84.0
	Once	1105	6.1
	Twice	742	4.1
	3-5 times	599	3.3
	6-9 times	196	1.1
	10 or more times	239	1.3

Question	Response	#	%
<b>62. On how many occasions (if any) have you used marijuana in your lifetime?</b>	0 Occasions	13921	77.3
	1-2 Occasions	1140	6.3
	3-5 Occasions	596	3.3
	6-9 Occasions	400	2.2
	10-19 Occasions	420	2.3
	20-39 Occasions	335	1.9
	40+ Occasions	1201	6.7
<b>63. On how many occasions (if any) have you used marijuana during the past 30 days?</b>	0 Occasions	16127	89.6
	1-2 Occasions	638	3.5
	3-5 Occasions	306	1.7
	6-9 Occasions	223	1.2
	10-19 Occasions	230	1.3
	20-39 Occasions	177	1.0
<b>64. On how many occasions (if any) have you used LSD or other psychedelics in your lifetime?</b>	0 Occasions	17246	95.9
	1-2 Occasions	336	1.9
	3-5 Occasions	140	0.8
	6-9 Occasions	91	0.5
	10-19 Occasions	58	0.3
	20-39 Occasions	47	0.3
<b>65. On how many occasions (if any) have you used LSD or other psychedelics in the past 30 days?</b>	0 Occasions	17569	98.5
	1-2 Occasions	158	0.9
	3-5 Occasions	51	0.3
	6-9 Occasions	33	0.2
	10-19 Occasions	11	0.1
	20-39 Occasions	11	0.1
	40+ Occasions	4	0.0

Question	Response	#	%
<b>66. On how many occasions (if any) have you used cocaine or other crack in your lifetime?</b>	0 Occasions	17166	96.3
	1-2 Occasions	332	1.9
	3-5 Occasions	119	0.7
	6-9 Occasions	68	0.4
	10-19 Occasions	53	0.3
	20-39 Occasions	41	0.2
	40+ Occasions	55	0.3
<b>67. On how many occasions (if any) have you used cocaine or other crack in the past 30 days?</b>	0 Occasions	17557	98.9
	1-2 Occasions	109	0.6
	3-5 Occasions	36	0.2
	6-9 Occasions	24	0.1
	10-19 Occasions	18	0.1
	20-39 Occasions	3	0.0
	40+ Occasions	6	0.0
<b>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?</b>	0 Occasions	15458	86.9
	1-2 Occasions	1276	7.2
	3-5 Occasions	428	2.4
	6-9 Occasions	220	1.2
	10-19 Occasions	179	1.0
	20-39 Occasions	82	0.5
	40+ Occasions	142	0.8
<b>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?</b>	0 Occasions	16955	95.4
	1-2 Occasions	540	3.0
	3-5 Occasions	148	0.8
	6-9 Occasions	68	0.4
	10-19 Occasions	37	0.2
	20-39 Occasions	12	0.1
	40+ Occasions	20	0.1

Question	Response	#	%
<b>70. On how many occasions (if any) have you used methamphetamines in your lifetime?</b>	0 Occasions	17020	96.4
	1-2 Occasions	228	1.3
	3-5 Occasions	113	0.6
	6-9 Occasions	54	0.3
	10-19 Occasions	79	0.4
	20-39 Occasions	43	0.2
	40+ Occasions	115	0.7
<b>71. On how many occasions (if any) have you used methamphetamines in the past 30 days?</b>	0 Occasions	17398	98.6
	1-2 Occasions	109	0.6
	3-5 Occasions	64	0.4
	6-9 Occasions	35	0.2
	10-19 Occasions	13	0.1
	20-39 Occasions	13	0.1
	40+ Occasions	9	0.1
<b>72. On how many occasions (if any) have you used ecstasy ("X", "E", "MDMA") in your lifetime?</b>	0 Occasions	17006	96.5
	1-2 Occasions	350	2.0
	3-5 Occasions	116	0.7
	6-9 Occasions	56	0.3
	10-19 Occasions	41	0.2
	20-39 Occasions	21	0.1
	40+ Occasions	29	0.2
<b>73. On how many occasions (if any) have you used ecstasy ("X", "E", "MDMA") in the past 30 days?</b>	0 Occasions	17434	98.9
	1-2 Occasions	129	0.7
	3-5 Occasions	33	0.2
	6-9 Occasions	11	0.1
	10-19 Occasions	5	0.0
	20-39 Occasions	2	0.0
	40+ Occasions	10	0.1
<b>74. On how many occasions (if any) have you used derbisol in your lifetime?</b>	0 Occasions	17527	100.0

Question	Response	#	%
75. On how many occasions (if any) have you used derbisol in the past 30 days?	0 Occasions	17542	100.0
76. On how many occasions (if any) have you used other illegal drugs in your lifetime?	0 Occasions	15765	89.3
	1-2 Occasions	654	3.7
	3-5 Occasions	304	1.7
	6-9 Occasions	212	1.2
	10-19 Occasions	155	0.9
	20-39 Occasions	134	0.8
	40+ Occasions	439	2.5
77. On how many occasions (if any) have you used other illegal drugs during the past 30 days?	0 Occasions	16382	94.0
	1-2 Occasions	443	2.5
	3-5 Occasions	198	1.1
	6-9 Occasions	117	0.7
	10-19 Occasions	108	0.6
	20-39 Occasions	63	0.4
	40+ Occasions	124	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	6488	37.7
	Sort of hard	2690	15.6
	Sort of easy	3545	20.6
	Very easy	4485	26.1
79. If you wanted to get some cigarettes, how easy would it be for you to get some?	Very hard	5707	33.2
	Sort of hard	2113	12.3
	Sort of easy	2672	15.5
	Very easy	6700	39.0
80. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!	4192	24.3
	no	6430	37.3
	yes	3589	20.8
	YES!	3026	17.6

Question	Response	#	%
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	11256	66.4
	Sort of hard	2541	15.0
	Sort of easy	1959	11.6
	Very easy	1185	7.0
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!	5654	32.9
	no	6653	38.8
	yes	2783	16.2
	YES!	2070	12.1
83. If you wanted to get a handgun, how easy would it be for you to get one?	Very hard	9201	54.2
	Sort of hard	3273	19.3
	Sort of easy	2136	12.6
	Very easy	2362	13.9
84. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!	3178	18.6
	no	5125	30.0
	yes	4598	26.9
	YES!	4170	24.4
85. If you wanted to get some marijuana, how easy would it be for you to get some?	Very hard	8241	48.4
	Sort of hard	1776	10.4
	Sort of easy	2342	13.8
	Very easy	4664	27.4
86. How wrong would most adults in your neighborhood think it is for kids your age:			
a. to use marijuana?	Very wrong	13965	80.6
	Wrong	2080	12.0
	A little bit wrong	896	5.2
	Not wrong at all	392	2.3

Question	Response	#	%
<b>b. to drink alcohol?</b>	Very wrong	10576	61.2
	Wrong	3436	19.9
	A little bit wrong	2466	14.3
	Not wrong at all	801	4.6
<b>c. to smoke cigarettes?</b>	Very wrong	10300	59.6
	Wrong	3290	19.0
	A little bit wrong	2480	14.4
	Not wrong at all	1203	7.0
<b>87. About how many adults (over 21) have you known personally who in the past year have:</b>			
<b>a. used marijuana, crack, cocaine, or other drugs?</b>	0 adults	9733	56.8
	1 adult	2222	13.0
	2 adults	1509	8.8
	3-4 adults	1262	7.4
	5+ adults	2424	14.1
<b>b. sold or dealt drugs?</b>	0 adults	11813	69.2
	1 adult	1830	10.7
	2 adults	1176	6.9
	3-4 adults	789	4.6
	5+ adults	1460	8.6
<b>c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging others, etc.?</b>	0 adults	12241	71.6
	1 adult	1836	10.7
	2 adults	950	5.6
	3-4 adults	689	4.0
	5+ adults	1374	8.0
<b>d. gotten drunk or high?</b>	0 adults	6762	39.6
	1 adult	2728	16.0
	2 adults	1693	9.9
	3-4 adults	1518	8.9
	5+ adults	4379	25.6

Question	Response	#	%
<b>88. Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you.</b>			
<b>a. When I am an adult, I will smoke cigarettes</b>	Very False	13290	77.9
	Somewhat False	1678	9.8
	Somewhat True	1341	7.9
	Very True	744	4.4
<b>b. When I am an adult, I will drink beer, wine, or liquor</b>	Very False	8086	47.5
	Somewhat False	2936	17.3
	Somewhat True	3818	22.4
	Very True	2169	12.8
<b>c. When I am an adult, I will smoke marijuana</b>	Very False	14520	85.3
	Somewhat False	1068	6.3
	Somewhat True	796	4.7
	Very True	648	3.8
<b>89. If I had to move, I would miss the neighborhood I now live in.</b>	NO!	3140	18.5
	no	2403	14.2
	yes	4496	26.5
	YES!	6927	40.8
<b>90. My neighbors notice when I am doing a good job and let me know about it.</b>	NO!	7228	43.0
	no	4487	26.7
	yes	3030	18.0
	YES!	2079	12.4
<b>91. I like my neighborhood.</b>	NO!	2405	14.4
	no	1719	10.3
	yes	6230	37.4
	YES!	6318	37.9



Question	Response	#	%
<b>92. There are lots of adults in my neighborhood I could talk to about something important.</b>	NO!	5348	31.8
	no	4040	24.0
	yes	3827	22.7
	YES!	3621	21.5
<b>93. How much do each of the following statements describe your neighborhood?</b>			
<b>a. crime and/or drug selling</b>	NO!	11091	66.2
	no	2958	17.6
	yes	1785	10.7
	YES!	928	5.5
<b>b. fights</b>	NO!	9814	58.7
	no	3346	20.0
	yes	2350	14.1
	YES!	1204	7.2
<b>c. lots of empty or abandoned buildings</b>	NO!	11768	70.4
	no	3302	19.8
	yes	1119	6.7
	YES!	523	3.1
<b>d. lots of graffiti</b>	NO!	12915	78.2
	no	2772	16.8
	yes	493	3.0
	YES!	338	2.0
<b>94. People move in and out of neighborhood a lot.</b>	NO!	5607	33.4
	no	7063	42.1
	yes	2931	17.5
	YES!	1177	7.0

Question	Response	#	%
<b>95. How many times have you changed homes since kindergarten?</b>	Never	4351	25.9
	1 or 2 times	5371	31.9
	3 or 4 times	3373	20.1
	5 or 6 times	1630	9.7
	7 or more times	2095	12.5
<b>96. There are people in my neighborhood who are proud of me when I do something well.</b>	NO!	3052	18.3
	no	4011	24.0
	yes	6128	36.7
	YES!	3496	21.0
<b>97. Which of the following activities for people your age are available in your community?</b>			
<b>a. sports teams</b>	Yes	13673	83.3
	No	2747	16.7
<b>b. scouting</b>	Yes	9388	58.3
	No	6725	41.7
<b>c. boys and girls clubs</b>	Yes	9903	61.3
	No	6265	38.8
<b>d. 4-H clubs</b>	Yes	8386	53.5
	No	7287	46.5
<b>e. service clubs</b>	Yes	8326	53.0
	No	7383	47.0
<b>98. Have you changed schools in the past year?</b>	No	13096	79.5
	Yes	3379	20.5
<b>99. I feel safe in my neighborhood.</b>	NO!	918	5.6
	no	1455	8.9
	yes	6801	41.4
	YES!	7260	44.2

Question	Response	#	%
<b>100. How many times have you changed schools since kindergarten?</b>	Never	6492	39.6
	1 or 2 times	4668	28.5
	3 or 4 times	2821	17.2
	5 or 6 times	1225	7.5
	7 or more times	1197	7.3
<b>101. I'd like to get out of my neighborhood.</b>	NO!	6056	37.1
	no	5183	31.7
	yes	3065	18.8
	YES!	2022	12.4
<b>102. Have you changed homes in the past year?</b>	No	12088	74.0
	Yes	4237	26.0
<b>103. There are people in my neighborhood who encourage me to do my best.</b>	NO!	2634	16.3
	no	4063	25.1
	yes	5778	35.7
	YES!	3733	23.0
<b>104. Have you attended a RAVE party?</b>	NO!	11268	69.8
	no	3023	18.7
	yes	1073	6.7
	YES!	769	4.8
<b>105. Have you used drugs while attending a RAVE party?</b>	NO!	12877	80.1
	no	2418	15.0
	yes	397	2.5
	YES!	393	2.4
<b>106. How wrong do your parents feel it would be for <u>you</u> to:</b>	<b>a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?</b>		
	Very Wrong	11666	73.0
	Wrong	2224	13.9
	A Little Bit Wrong	1586	9.9
	Not Wrong at All	509	3.2

Question	Response	#	%
<b>b. smoke cigarettes?</b>	Very Wrong	12582	79.0
	Wrong	1901	11.9
	A Little Bit Wrong	934	5.9
	Not Wrong at All	506	3.2
<b>c. smoke marijuana?</b>	Very Wrong	14175	90.2
	Wrong	829	5.3
	A Little Bit Wrong	407	2.6
	Not Wrong at All	309	2.0
<b>d. steal something worth more than \$5?</b>	Very Wrong	14104	89.0
	Wrong	1315	8.3
	A Little Bit Wrong	276	1.7
	Not Wrong at All	161	1.0
<b>e. draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?</b>	Very Wrong	13911	87.5
	Wrong	1295	8.1
	A Little Bit Wrong	466	2.9
	Not Wrong at All	225	1.4
<b>f. pick a fight with someone?</b>	Very Wrong	10554	66.4
	Wrong	3184	20.0
	A Little Bit Wrong	1638	10.3
	Not Wrong at All	526	3.3
<b>107. Have any of your brothers or sisters ever:</b>			
<b>a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?</b>	No	7874	49.8
	Yes	7236	45.8
	I don't have any brothers or sisters	690	4.4
<b>b. smoked marijuana?</b>	No	11199	71.3
	Yes	3838	24.4
	I don't have any brothers or sisters	680	4.3

Question	Response	#	%
c. smoked cigarettes?	No	8951	57.2
	Yes	6007	38.4
	I don't have any brothers or sisters	695	4.4
d. taken a handgun to school?	No	14807	94.3
	Yes	206	1.3
	I don't have any brothers or sisters	681	4.3
e. been suspended or expelled from school?	No	11097	70.6
	Yes	3926	25.0
	I don't have any brothers or sisters	694	4.4
108. The rules in my family are clear.	NO!	539	3.4
	no	1279	8.2
	yes	5931	37.9
	YES!	7898	50.5
109. Has anyone in your family ever had a severe alcohol or drug problem?	No	10266	66.1
	Yes	5273	33.9
110. People in my family often insult or yell at each other.	NO!	5507	35.1
	no	4917	31.3
	yes	3478	22.2
	YES!	1800	11.5
111. When I am not at home, one of my parents knows where I am and who I am with.	NO!	1247	8.0
	no	1141	7.3
	yes	4918	31.4
	YES!	8352	53.3
112. We argue about the same things in my family over and over.	NO!	4444	28.7
	no	4734	30.6
	yes	4043	26.1
	YES!	2255	14.6

Question	Response	#	%
113. My parents want me to call if I am going to be late getting home.	NO!	986	6.4
	no	751	4.8
	yes	4079	26.3
	YES!	9689	62.5
114. If you drank some beer or wine or hard liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	NO!	3099	20.0
	no	3768	24.4
	yes	2858	18.5
	YES!	5738	37.1
115. My family has clear rules about alcohol and drug use.	NO!	1177	7.6
	no	1368	8.9
	yes	3405	22.1
	YES!	9490	61.5
116. If you carried a handgun without your parents' permission, would you be caught by your parents?	NO!	1804	11.7
	no	1791	11.6
	yes	2887	18.7
	YES!	8942	58.0
117. If you skipped school would you be caught by your parents?	NO!	1880	12.3
	no	2080	13.6
	yes	3212	20.9
	YES!	8168	53.2
118. My parents notice when I am doing a good job and let me know about it.	Never/almost never	1269	8.3
	Sometimes	4096	26.7
	Often	4038	26.3
	All the time	5948	38.7
119. Do you feel very close to your mother?	NO!	1189	7.7
	no	1355	8.8
	yes	4025	26.2
	YES!	8814	57.3

Question	Response	#	%
<b>120. Do you share your thoughts and feelings with your mother?</b>	NO!	1994	13.0
	no	2875	18.8
	yes	4633	30.2
	YES!	5820	38.0
<b>121. My parents ask me what I think before most family decisions affecting me are made.</b>	NO!	2390	15.7
	no	2891	19.0
	yes	5202	34.2
	YES!	4716	31.0
<b>122. How often do your parents tell you they're proud of you for something you've done?</b>	Never or almost never	1158	7.8
	Sometimes	3915	26.4
	Often	4456	30.0
	All the time	5321	35.8
<b>123. Do you share your thoughts and feelings with your father?</b>	NO!	3892	25.6
	no	3315	21.8
	yes	4303	28.3
	YES!	3683	24.2
<b>124. Do you enjoy spending time with your mother?</b>	NO!	1029	6.7
	no	1025	6.7
	yes	5214	34.2
	YES!	7985	52.4
<b>125. Do you enjoy spending time with your father?</b>	NO!	2150	14.2
	no	1149	7.6
	yes	4848	32.0
	YES!	6992	46.2
<b>126. If I had a personal problem, I could ask my mom or dad for help.</b>	NO!	1281	8.6
	no	1335	8.9
	yes	4611	30.8
	YES!	7752	51.8

Question	Response	#	%
<b>127. Do you feel very close to your father?</b>	NO!	2504	16.9
	no	2242	15.1
	yes	4040	27.3
	YES!	6027	40.7
<b>128. My parents give me lots of chances to do fun things with them.</b>	NO!	1343	9.0
	no	2815	18.9
	yes	5123	34.4
	YES!	5611	37.7
<b>129. My parents ask if I've gotten my homework done.</b>	NO!	1251	8.4
	no	1678	11.3
	yes	4360	29.3
	YES!	7603	51.1
<b>130. People in my family have serious arguments.</b>	NO!	5234	35.3
	no	5571	37.6
	yes	2299	15.5
	YES!	1731	11.7
<b>131. Would your parents know if you did not come home on time?</b>	NO!	855	5.8
	no	1292	8.7
	yes	4496	30.2
	YES!	8226	55.3
<b>132. How important were these questions to you?</b>	Not too Important	3253	21.8
	Fairly Important	3767	25.3
	Important	4449	29.9
	Very Important	3434	23.0
<b>133. How honest were you in filling out this survey?</b>	I was very honest	12604	84.5
	I was honest pretty much of the time	1880	12.6
	I was honest some of the time	305	2.0
	I was honest once in awhile	121	0.8
	I was not honest at all	0	0.0

## Appendix D: Item Dictionary for the 2003 Arkansas PNA Survey

Item Dictionary for the 2003 Arkansas Prevention Needs Assessment Student Survey Questionnaire		
Scales and Questions	Response Categories	Question Number
<b>DEMOGRAPHICS</b>		
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
<b>COMMUNITY: Low Neighborhood Attachment</b>		
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
<b>COMMUNITY: Community Disorganization</b>		
<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
<b>COMMUNITY: Perceived Availability of Drugs</b>		
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
<b>COMMUNITY: Opportunities for Positive Involvement</b>		
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
<b>COMMUNITY: Rewards for Conventional Involvement</b>		
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
<b>FAMILY: Poor Family Management</b>		
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
<b>FAMILY: Conflict</b>		
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
<b>FAMILY: History of Antisocial Behavior</b>		
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
<b>FAMILY: Parental Attitudes Favorable Toward Drug Use</b>		
<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
<b>FAMILY: Parental Attitudes Favorable to Antisocial Behavior</b>		
<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	
<b>FAMILY: Attachment</b>		
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
<b>FAMILY: Opportunities for Positive Involvement</b>		
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
<b>FAMILY: Rewards for Conventional Involvement</b>		
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
<b>SCHOOL: Academic Failure</b>		
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
<b>SCHOOL: Little Commitment to School</b>		
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
<b>SCHOOL: Opportunities for Positive Involvement</b>		
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
<b>SCHOOL: Rewards for Conventional Involvement</b>		
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
<b>SCHOOL: Safety Concerns</b>		
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
<b>PEER-INDIVIDUAL: Rebelliousness</b>		
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
<b>PEER-INDIVIDUAL: Early Initiation of Drug Use</b>		
<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
<b>PEER-INDIVIDUAL: Early Initiation of Antisocial Behavior</b>		
<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
<b>PEER-INDIVIDUAL: Impulsiveness</b>		
It is important to think before you act.	NO! No Yes YES!	49
<b>PEER-INDIVIDUAL: Antisocial Behavior</b>		
<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
<b>PEER INDIVIDUAL: Favorable Attitudes Towards Antisocial Behavior</b>		
<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 motorcycle?	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	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
<b>PEER-INDIVIDUAL: Belief in the Moral Order</b>		
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
<b>OUTCOME: Gang Involvement</b>		
<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
<b>RESPONSE HONESTY</b>		
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
<b>DRUG USE OUTCOMES</b>		
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
<b>DRUG USE OUTCOMES</b>		
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
<b>DRUG USE OUTCOMES</b>		
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
<b>RAVE</b>		
<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?	NO!, No, Yes, YES!	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 2003 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. Also, each report presents data from the 2002 and 2003 surveys, allowing the state, schools, counties and regions to identify changing rates over time. 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 and 2003 administrations. 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 (grades 6, 8, 10, and 12) 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 6, 8, 10, and 12; risk and protective factor charts for the four grades; school safety charts for the four 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) 686-9515.

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# *ARKANSAS Prevention Needs Assessment Student Survey 2003 and 2002 State Results*



PROVIDED BY:  
Alcohol and Drug Abuse Prevention  
Arkansas Department of Human Services

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## INTRODUCTION

### The 2003 Arkansas Prevention Needs Assessment Survey

This report summarizes findings from the Prevention Needs Assessment Survey, a survey of 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade school students, conducted in the Fall of 2003. This survey was available free of charge to all Arkansas public school districts that 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.

This is the second year that the Arkansas PNA Survey was administered. Because trends over time are very important to prevention planning, readers are encouraged to review the results from last year's (2002) survey. By comparing the results of the two surveys, changes in ATOD use, rates of antisocial behavior, and levels risk and protective factors can be determined for a specific grade. It is important to note that the results in this report are for students who were not sampled in the even grades (6, 8, 10, and 12) during the 2002 survey. Those students are now in grades 7, 9, 11, and out of school. Together, the results of the 2002 and 2003 PNA surveys provide a complete picture of ATOD use, antisocial behavior, risk, and protection for students in Arkansas.

<b>Table 1. Characteristics of Participants</b>				
<b>Student Totals</b>				
	<b>2002</b>		<b>2003</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b># of Students</b>	25056	100	18148	100
<b># of Districts</b>	95	100	72	100
<b># of Schools</b>	252	100	185	100
<b>Grade</b>				
<b>6</b>	7332	29.3	4449	24.5
<b>8</b>	6758	27.0	5260	29.0
<b>10</b>	6080	24.3	4505	24.8
<b>12</b>	4886	19.5	3934	21.7
<b>Gender</b>				
<b>Male</b>	13163	52.1	8808	48.6
<b>Female</b>	12120	47.9	9301	51.4
<b>Ethnicity</b>				
<b>White</b>	17847	73.3	12665	73.2
<b>African American</b>	4096	16.8	2567	14.8
<b>Native American</b>	702	2.9	610	3.5
<b>Hispanic</b>	978	4.0	855	4.9
<b>Asian/Pacific Isl.</b>	261	1.1	249	1.4

### 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).



## TOOLS FOR ASSESSMENT AND PLANNING

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.

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	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
<b>Community</b>					
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	✓	✓	✓	✓	✓
<b>Family</b>					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓
<b>School</b>					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
<b>Individual/Peer</b>					
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.

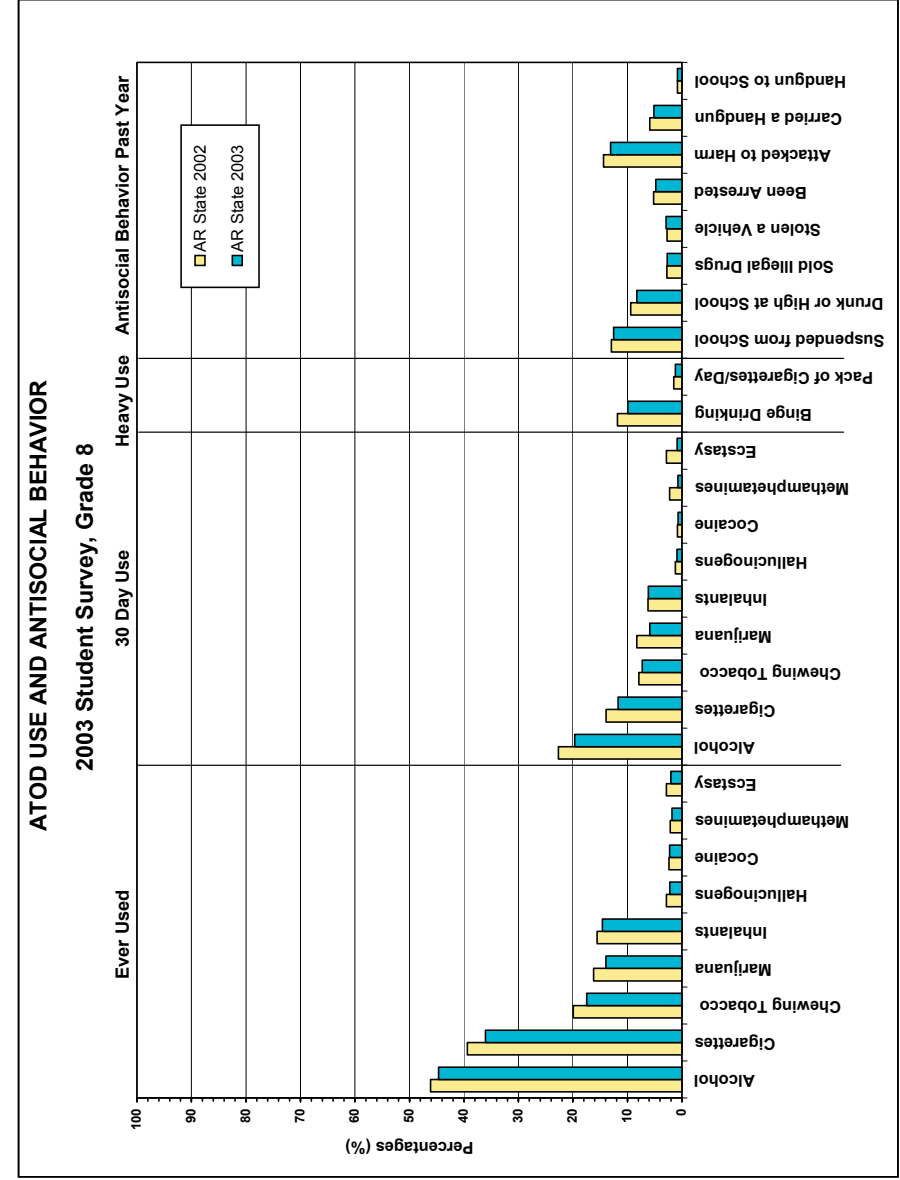
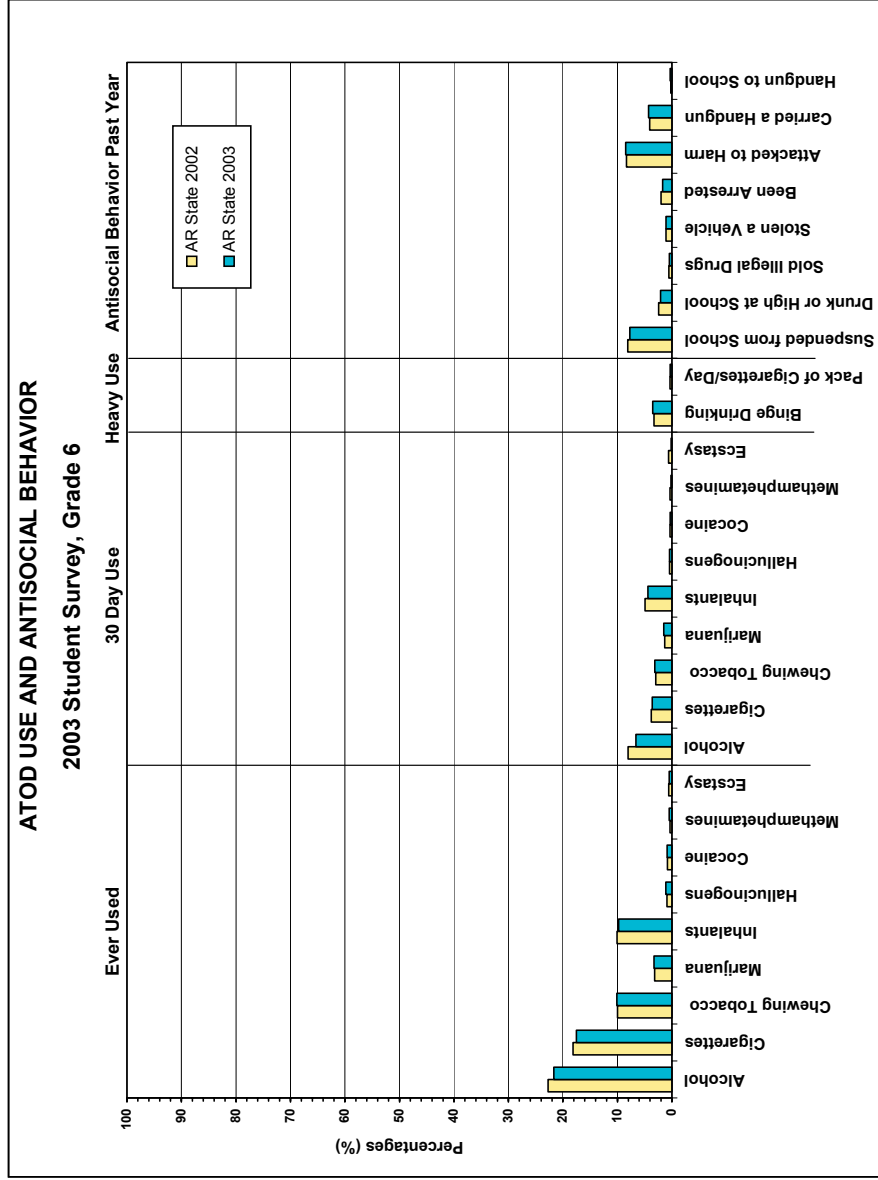
### How do I know whether or not the intervention was effective?

- 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

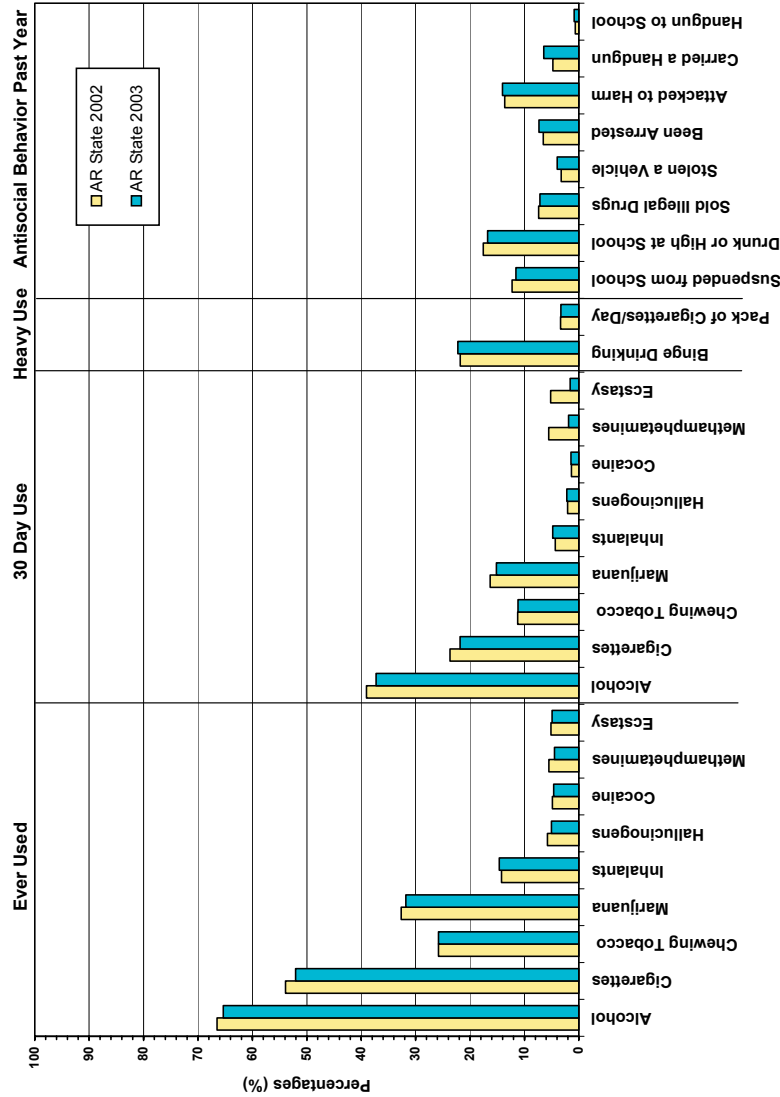
1. Student responses for risk and protective factors, substance use and antisocial behavior questions are displayed by grade on the following pages.
2. The factors are grouped into 4 domains: community, family, peer-individual, and school.
3. The bars represent the percent of students in the grade who 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.





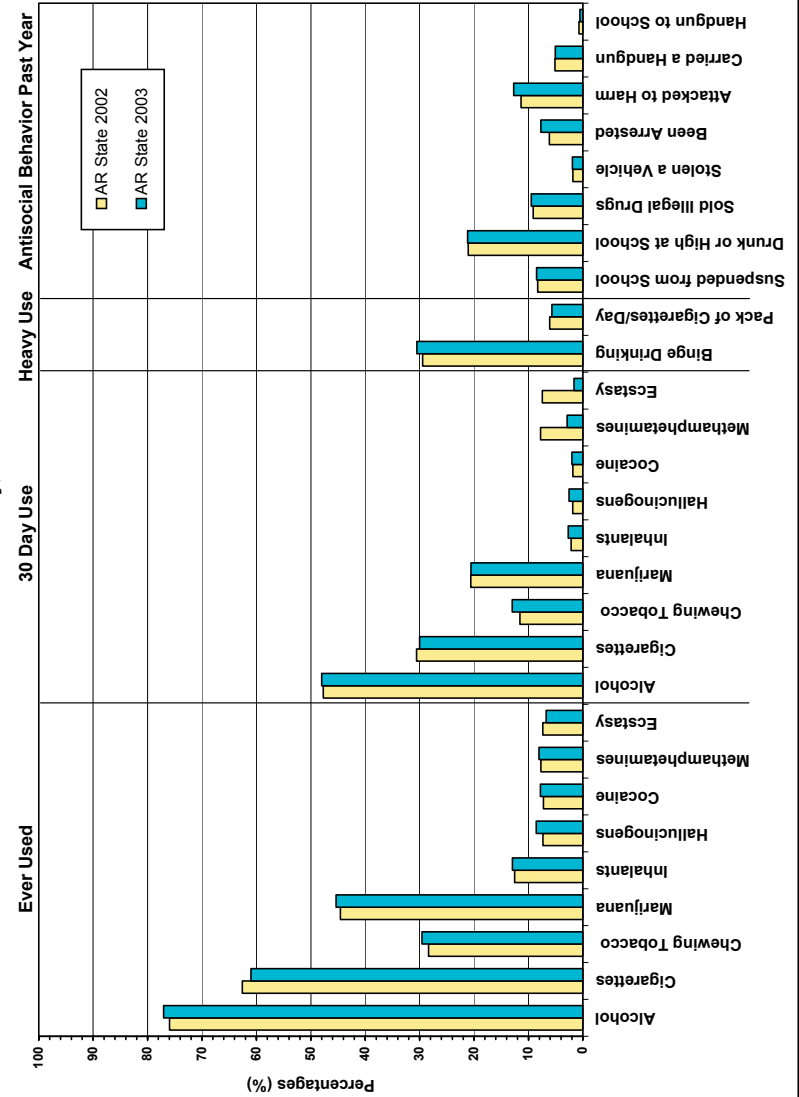
# ATOD USE AND ANTISOCIAL BEHAVIOR

2003 Student Survey, Grade 10



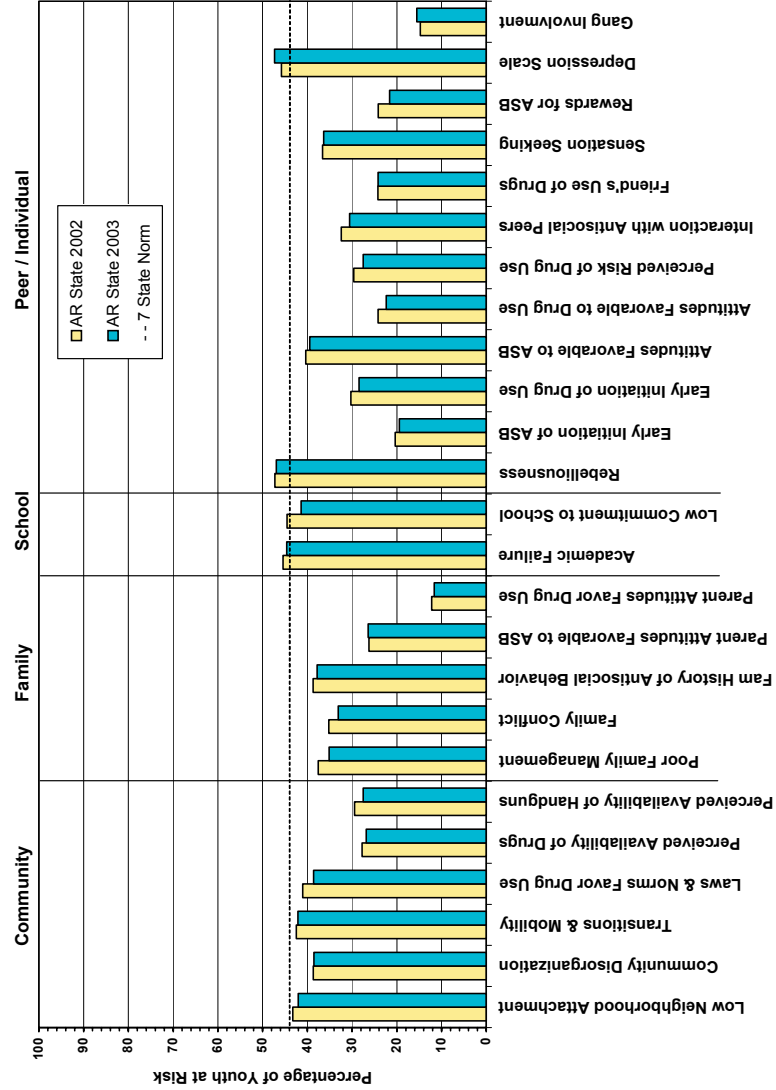
# ATOD USE AND ANTISOCIAL BEHAVIOR

2003 Student Survey, Grade 12



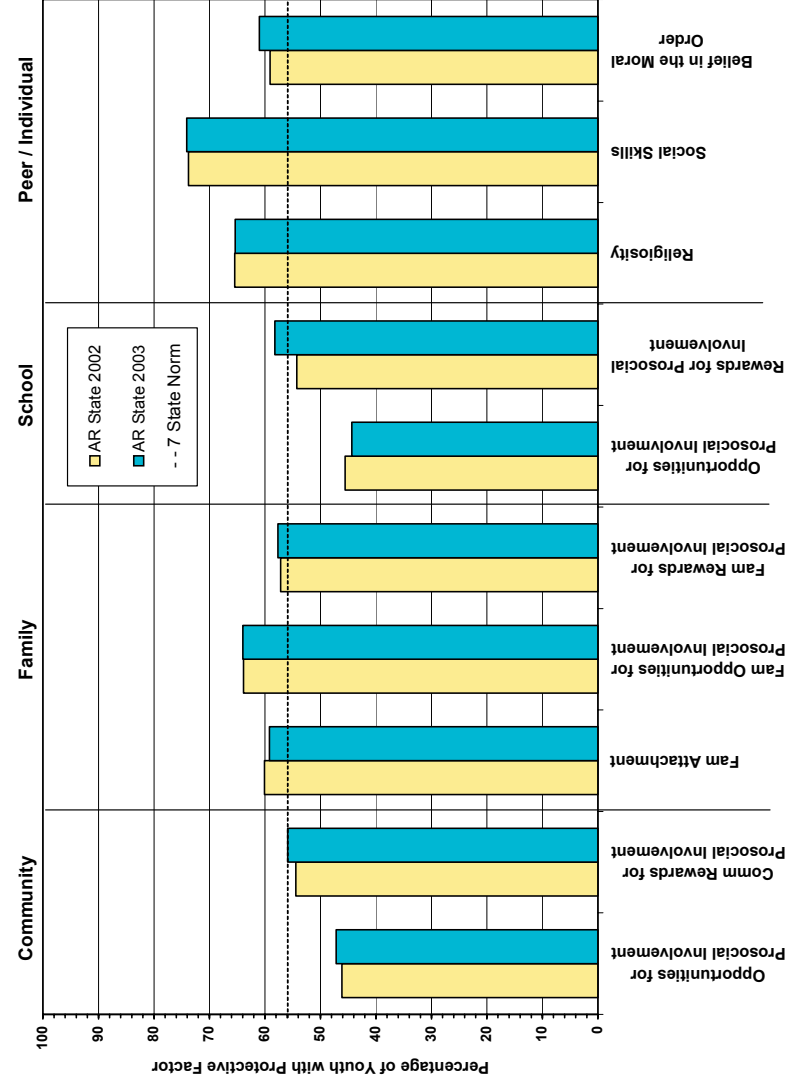
## RISK PROFILE

2003 Student Survey, Grade 6

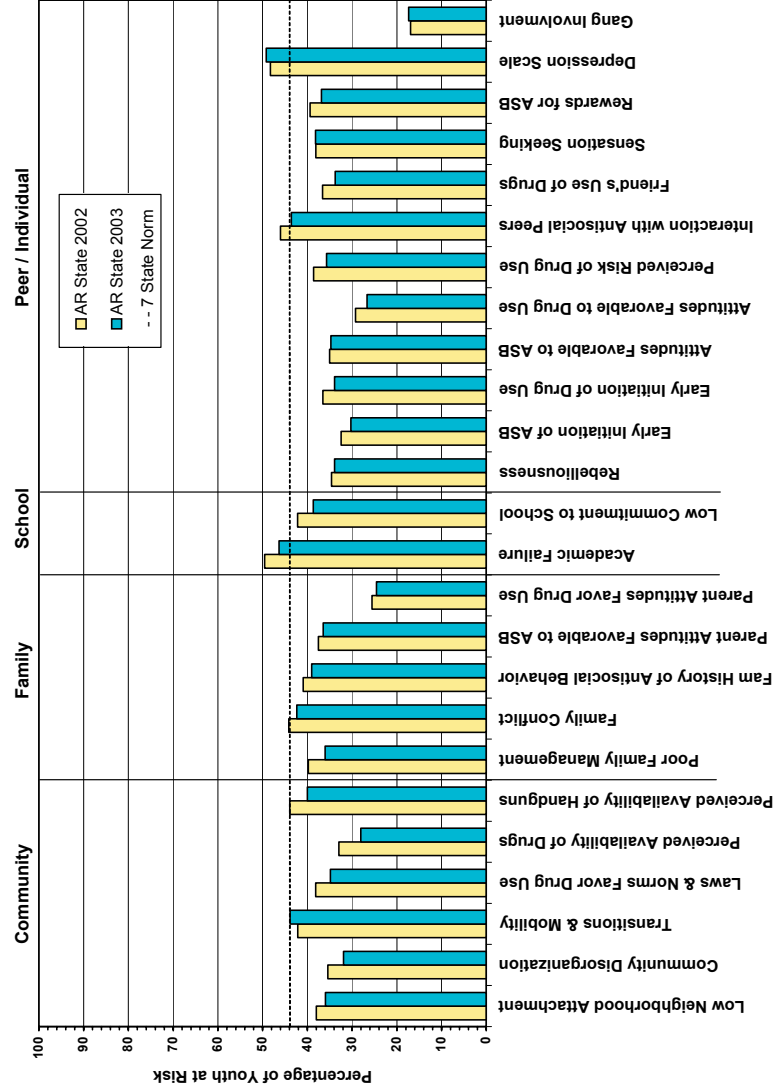


## PROTECTIVE PROFILE

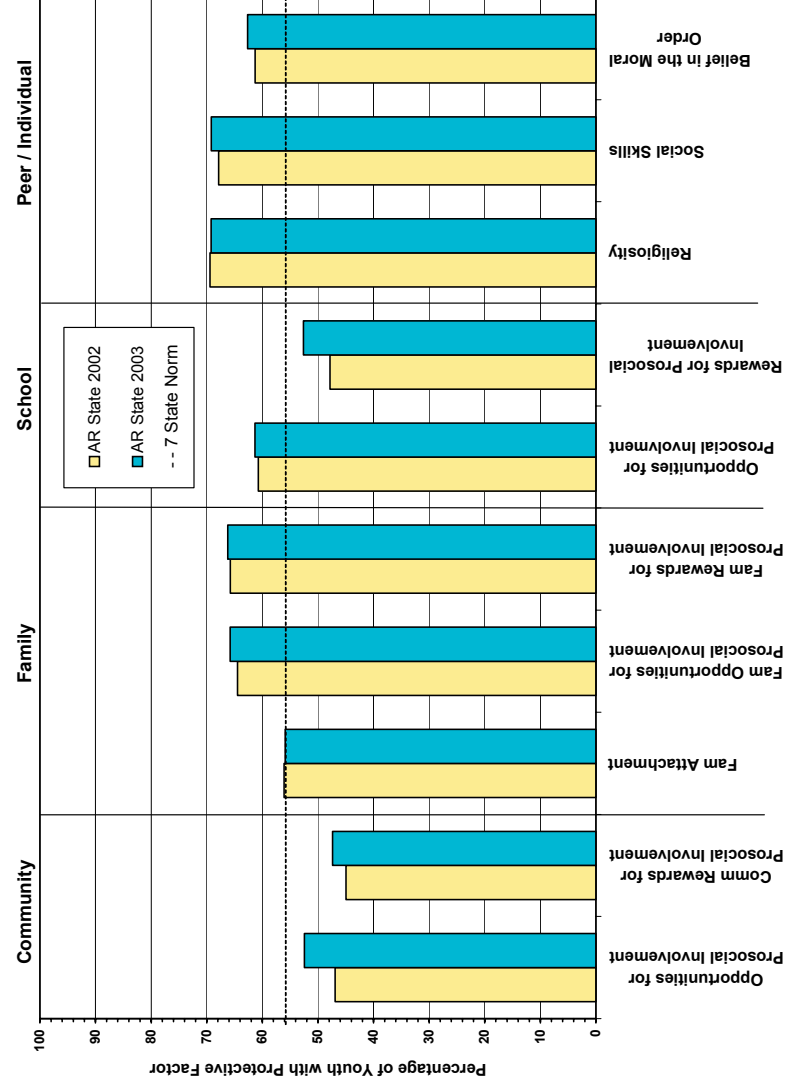
2003 Student Survey, Grade 6



# **RISK PROFILE** 2003 Student Survey, Grade 8

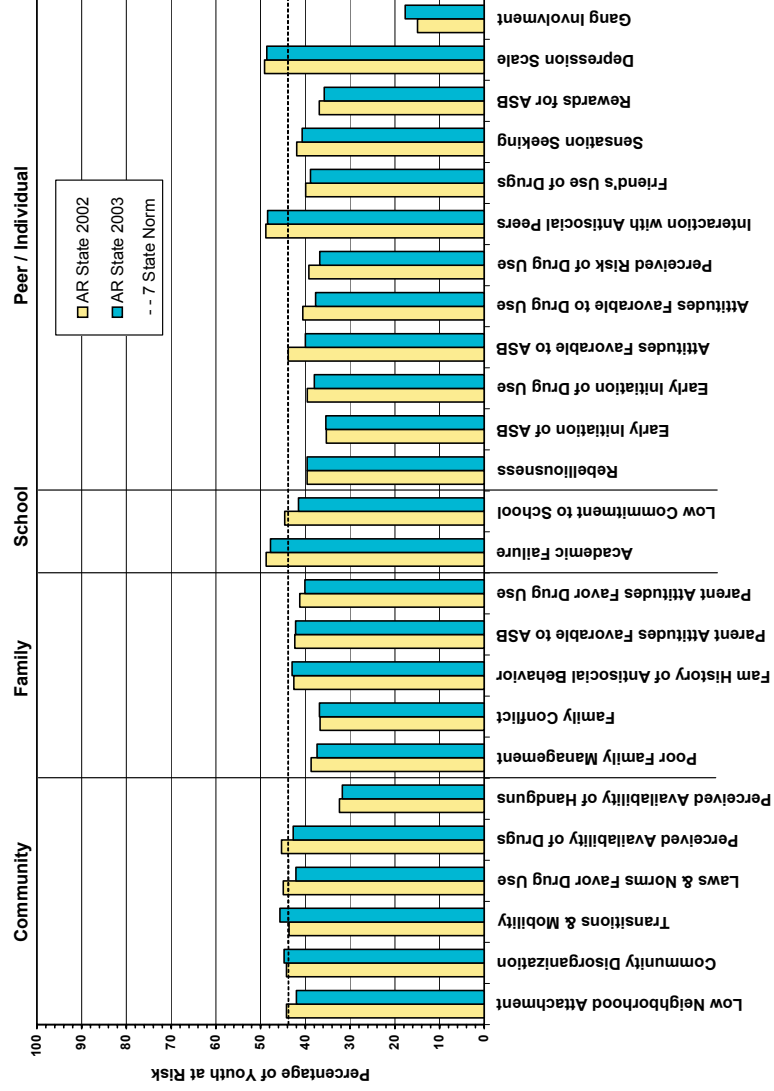


# **PROTECTIVE PROFILE** 2003 Student Survey, Grade 8



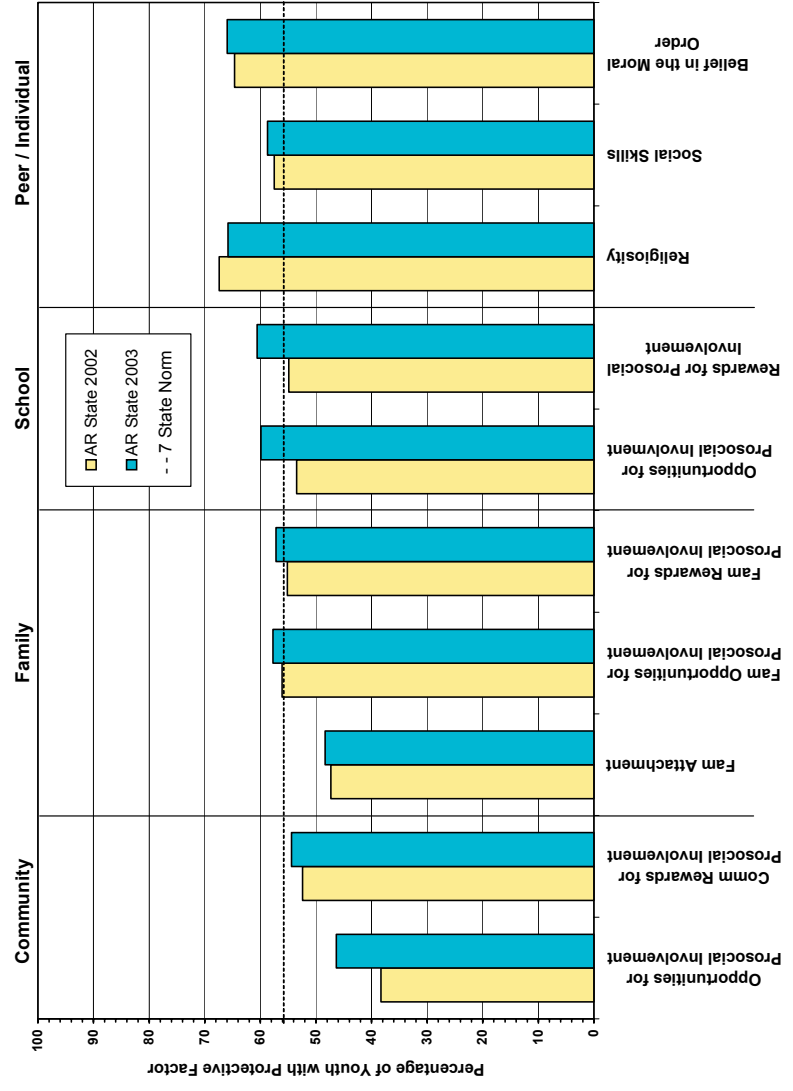
## RISK PROFILE

### 2003 Student Survey, Grade 10



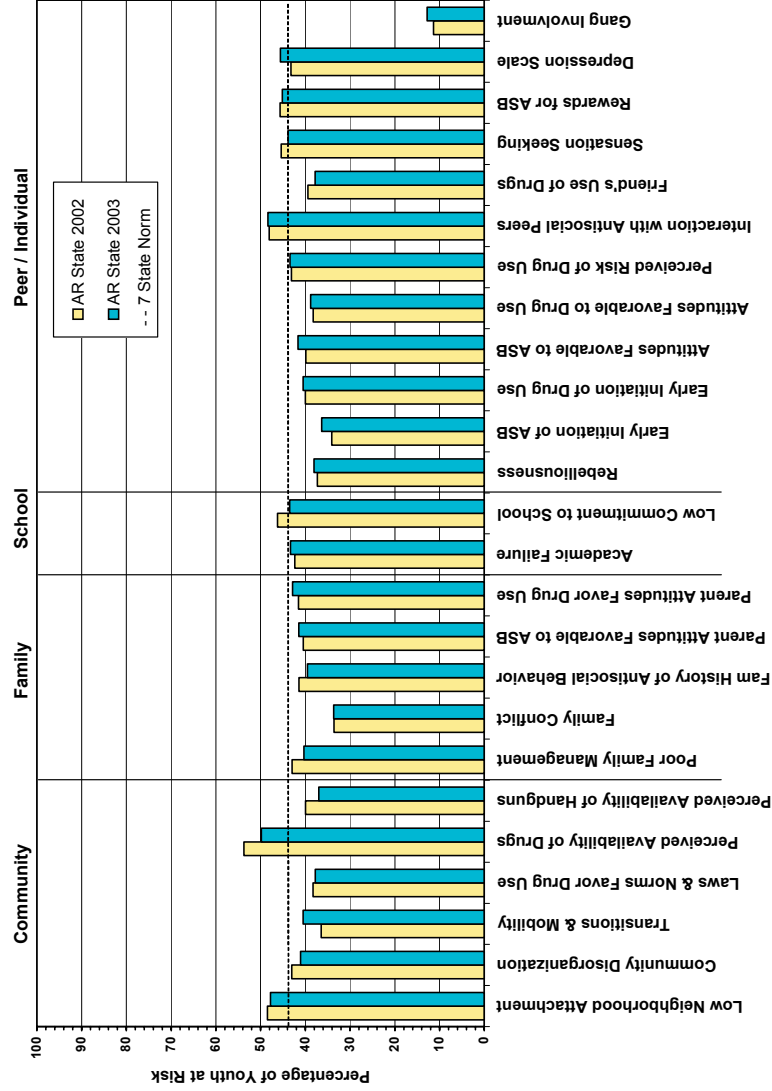
## PROTECTIVE PROFILE

### 2003 Student Survey, Grade 10



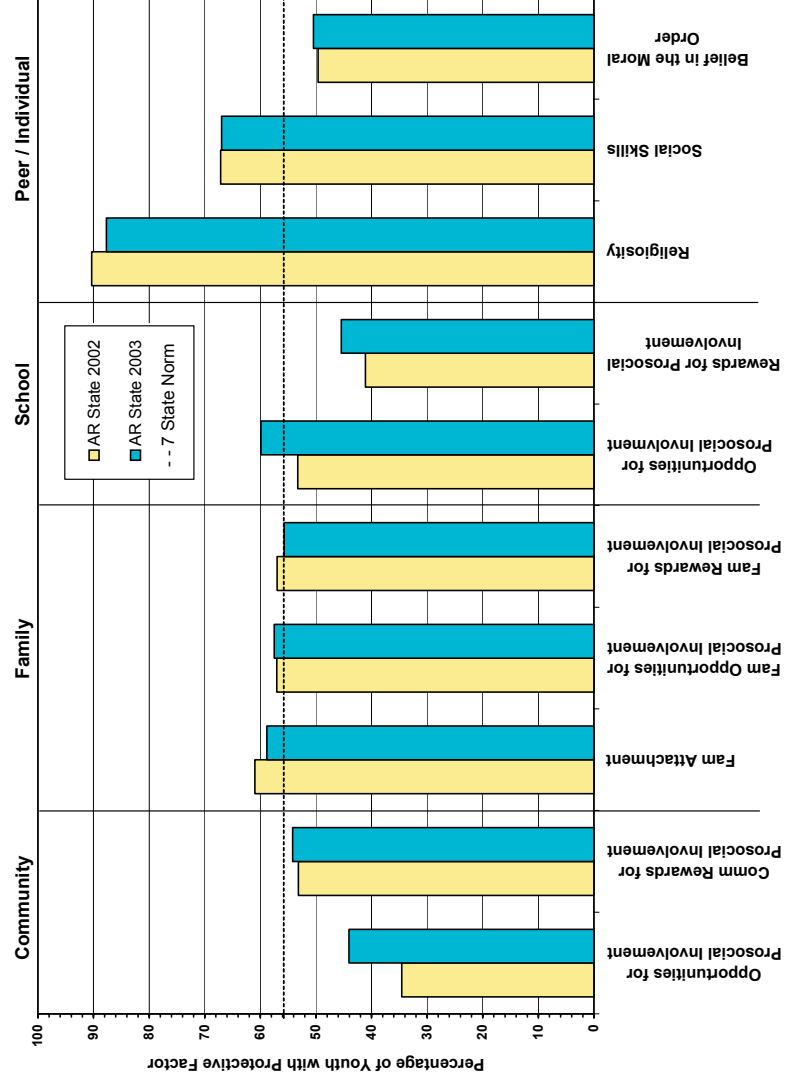
# RISK PROFILE

2003 Student Survey, Grade 12

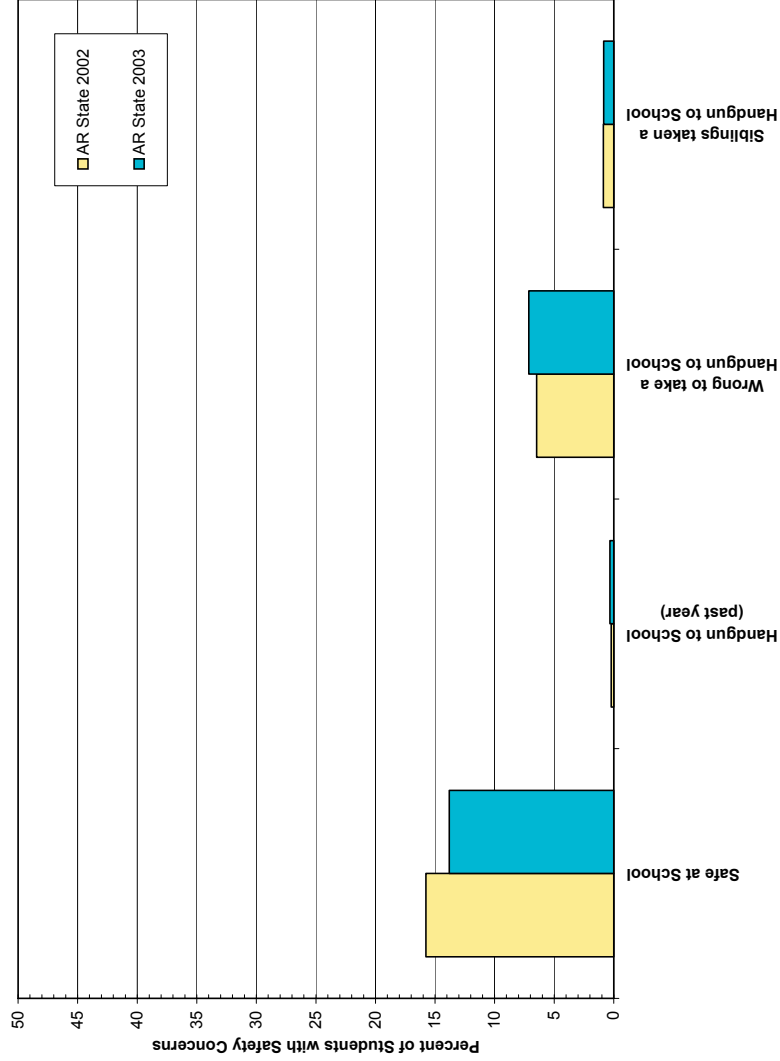


# PROTECTIVE PROFILE

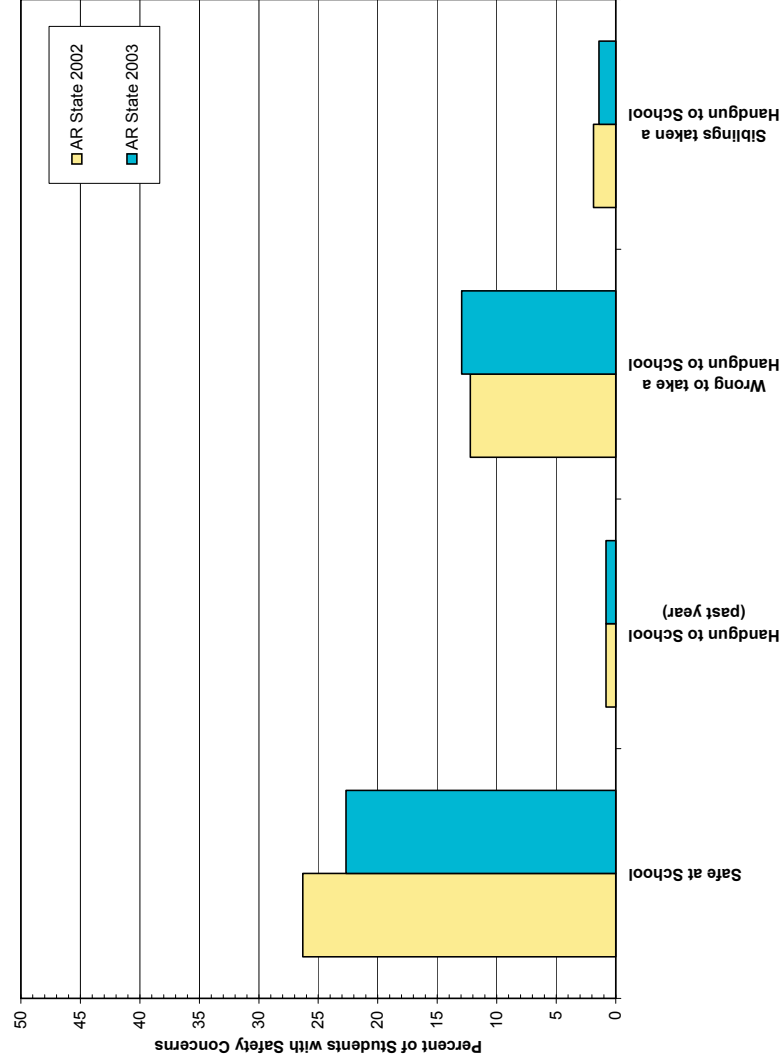
2003 Student Survey, Grade 12



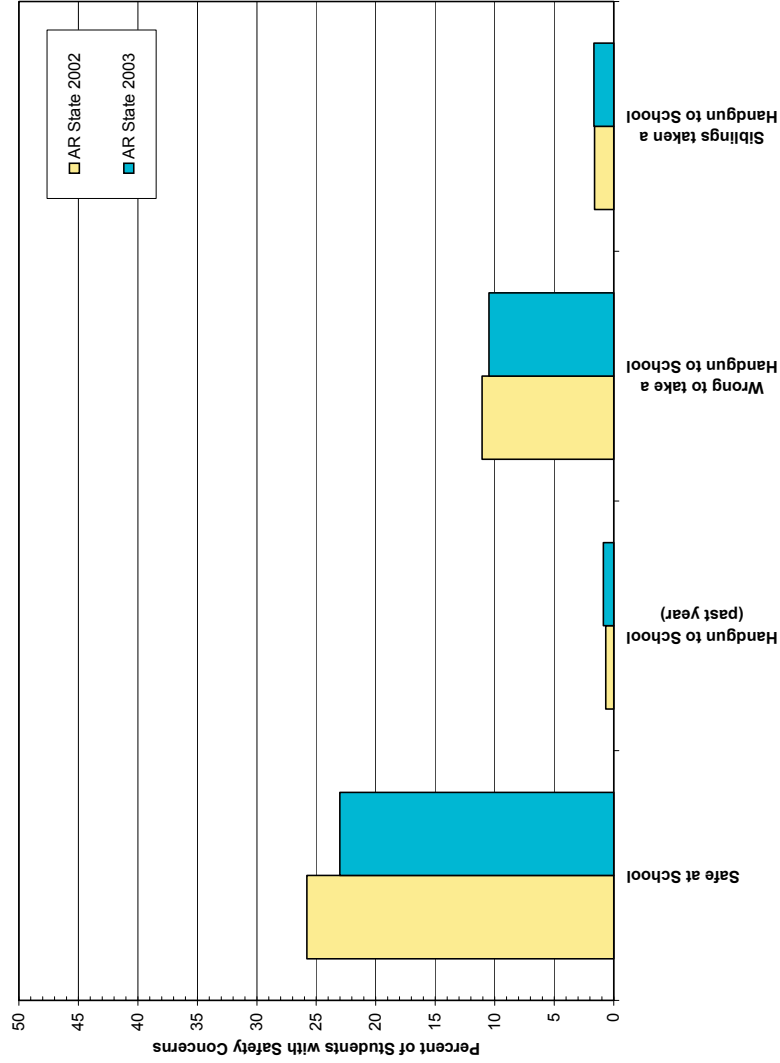
# SCHOOL SAFETY PROFILE 2003 Student Survey, Grade 6



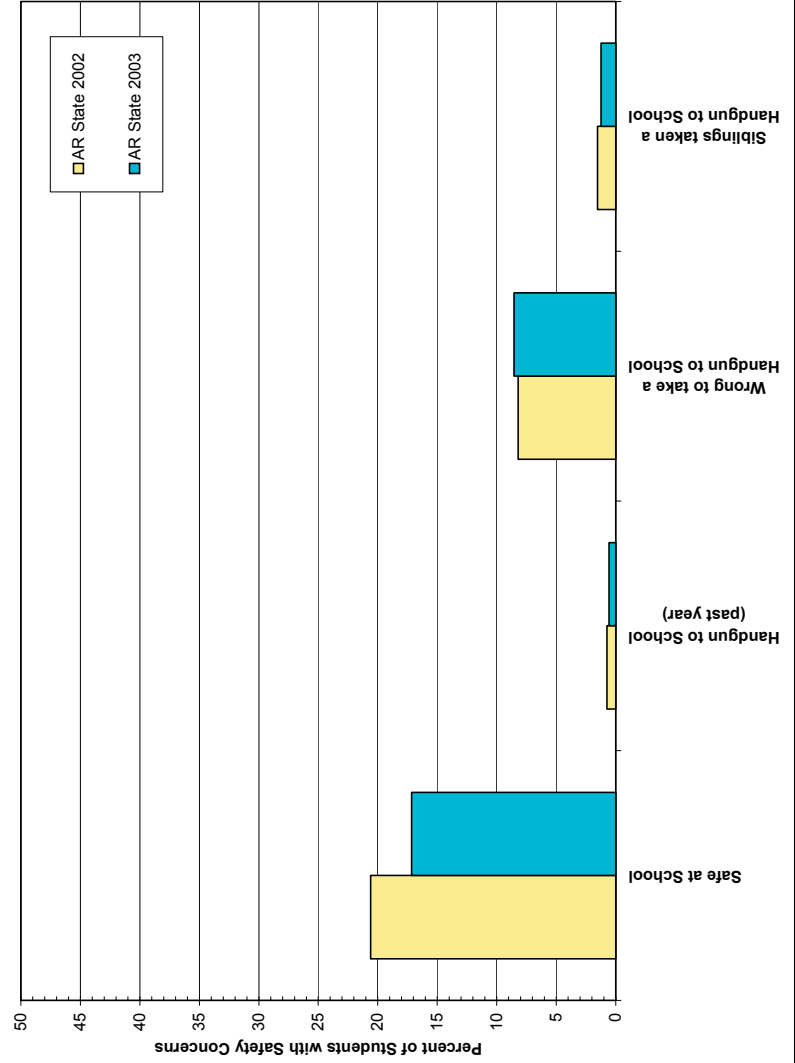
# SCHOOL SAFETY PROFILE 2003 Student Survey, Grade 8



# **SCHOOL SAFETY PROFILE** **2003 Student Survey, Grade 10**

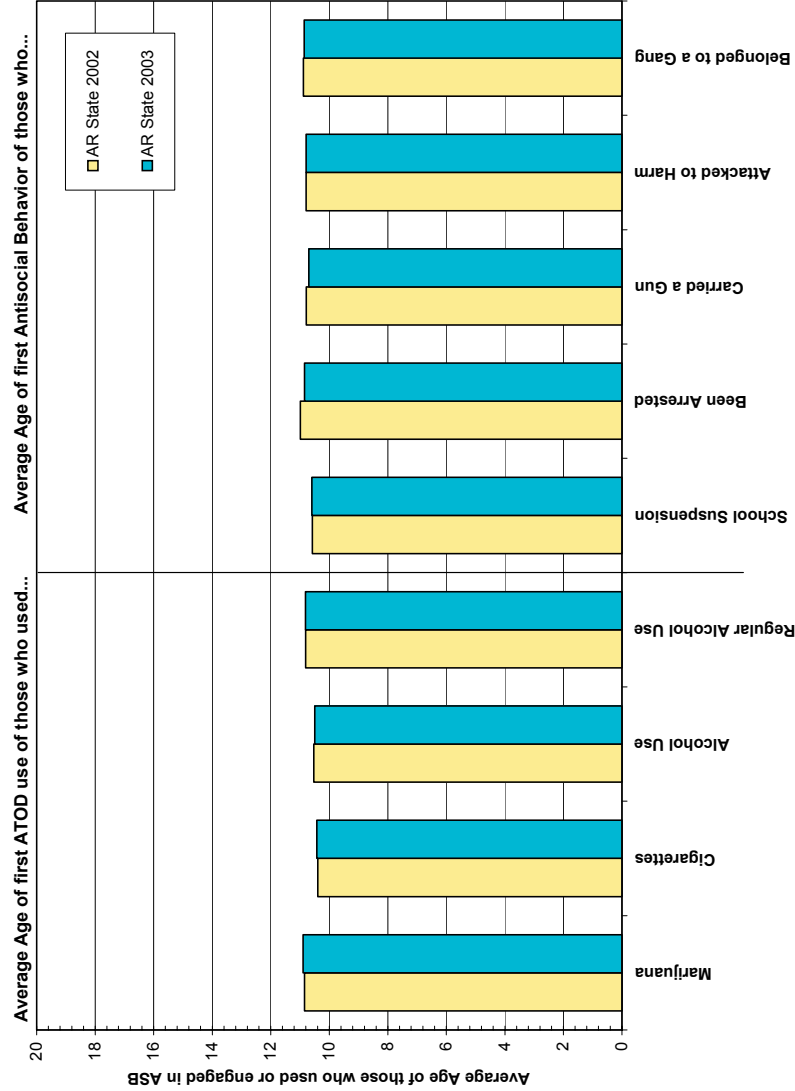


# **SCHOOL SAFETY PROFILE** **2003 Student Survey, Grade 12**

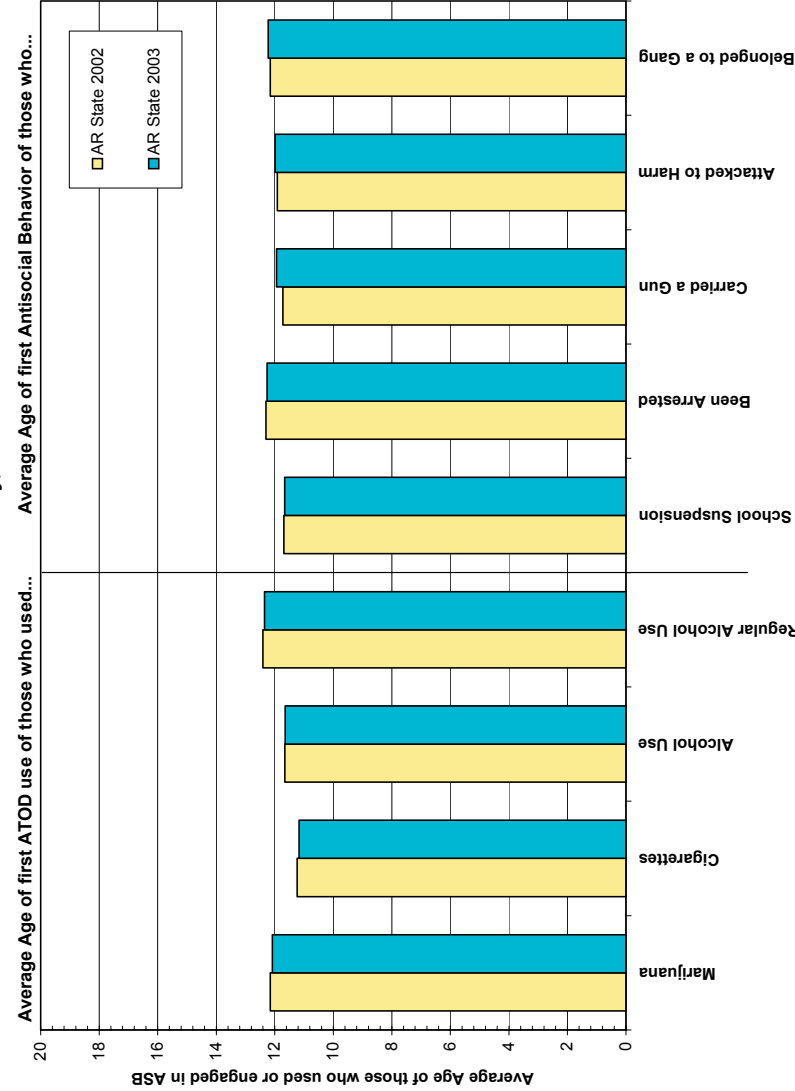




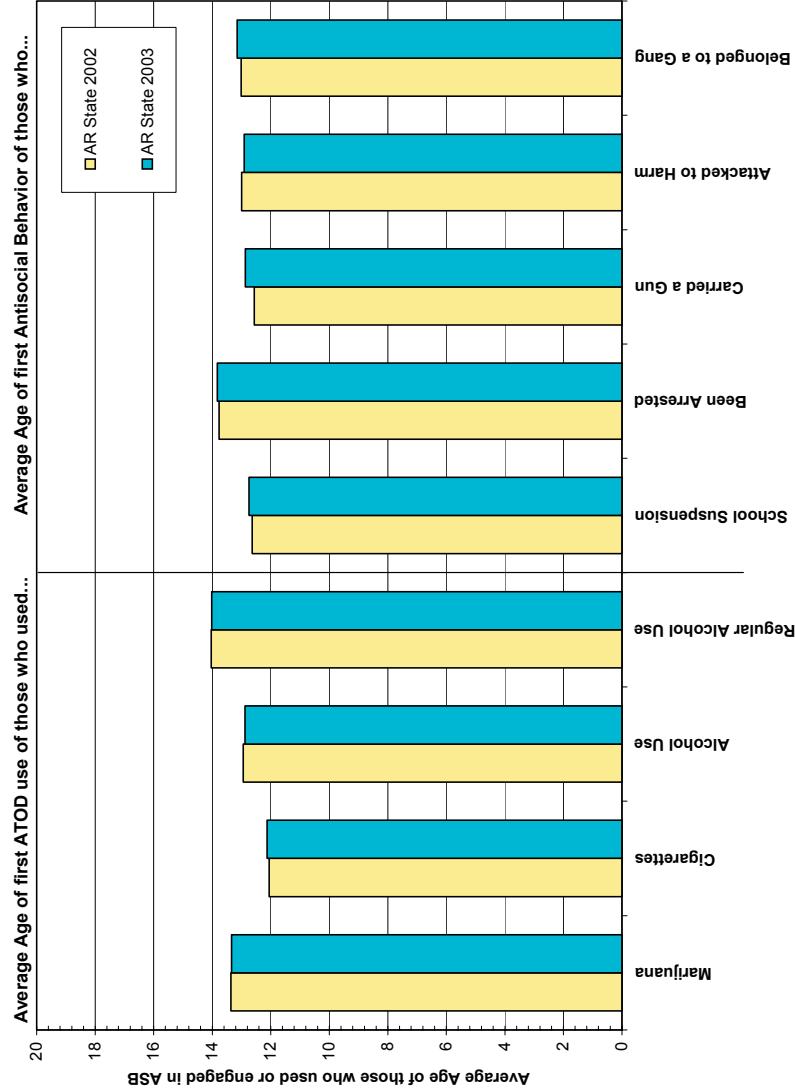
# NO CHILD LEFT BEHIND PROFILE 2003 Student Survey, Grade 6



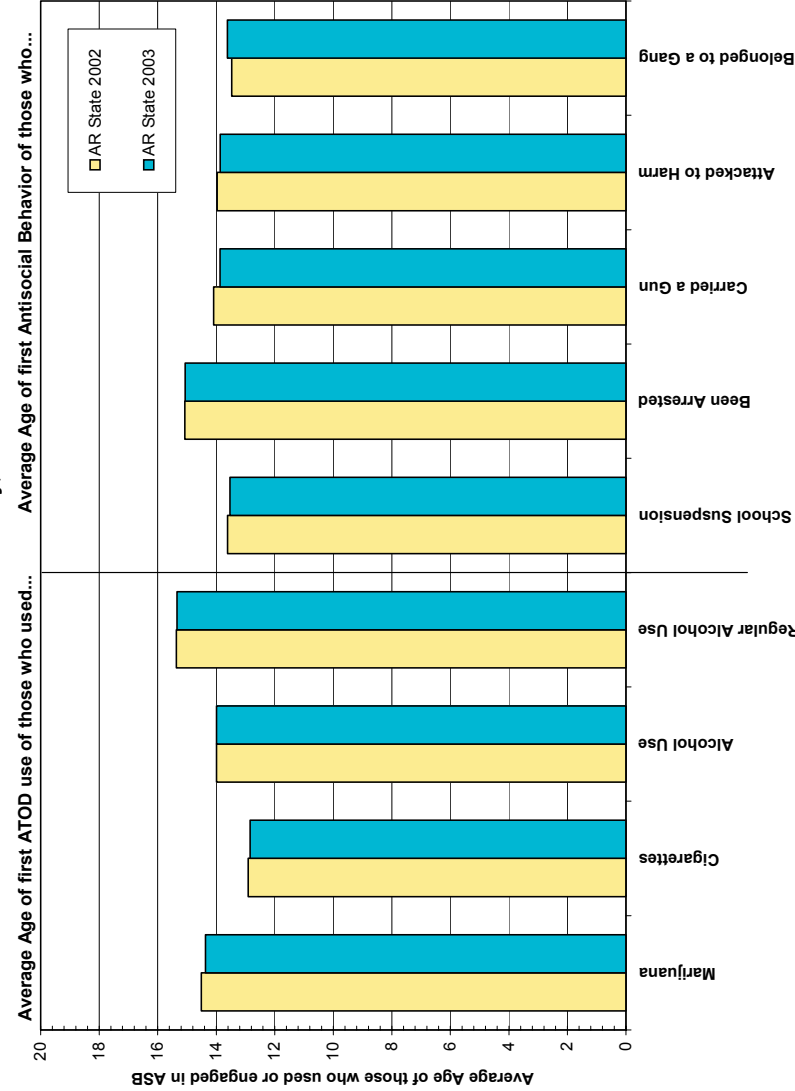
# NO CHILD LEFT BEHIND PROFILE 2003 Student Survey, Grade 8



# NO CHILD LEFT BEHIND PROFILE 2003 Student Survey, Grade 10



# NO CHILD LEFT BEHIND PROFILE 2003 Student Survey, Grade 12



**Table 2. Risk and Protective Factor Definitions**

<b>Community Domain Risk Factors</b>	
<b>Community and Personal Transitions &amp; Mobility</b>	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.
<b>Community Disorganization</b>	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.
<b>Low Neighborhood Attachment</b>	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
<b>Laws and Norms Favorable Toward Drug Use</b>	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.
<b>Perceived Availability of Drugs and Handguns</b>	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.
<b>Community Domain Protective Factors</b>	
<b>Opportunities for Positive Involvement</b>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<b>Rewards for Positive Involvement</b>	Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.
<b>Family Domain Risk Factors</b>	
<b>Family History of Antisocial Behavior</b>	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.
<b>Family Conflict</b>	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.
<b>Parental Attitudes Favorable Toward Antisocial Behavior &amp; Drugs</b>	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.
<b>Poor Family Discipline</b>	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.
<b>Poor Family Supervision</b>	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.
<b>Family Attachment</b>	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.
<b>Family Domain Protective Factors</b>	
<b>Opportunities for Positive Involvement</b>	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.
<b>Rewards for Positive Involvement</b>	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.
<b>School Domain Risk Factors</b>	
<b>Academic Failure</b>	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.

<b>Table 2. Risk and Protective Factor Definitions (Continued)</b>	
<b>Little Commitment to School</b>	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.
<b>School Domain Protective Factors</b>	
<b>Opportunities for Positive Involvement</b>	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.
<b>Rewards for Positive Involvement</b>	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
<b>Peer-Individual Risk Factors</b>	
<b>Favorable Attitudes Toward Antisocial Behavior</b>	Young people who accept or condone antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<b>Early Initiation of Problem Behavior</b>	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.
<b>Favorable Attitudes Toward Drug Use</b>	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.
<b>Friends' Use of Drugs</b>	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.
<b>Interaction with Antisocial Peers</b>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<b>Low Perceived Risk of Drug Use</b>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<b>Rewards for Antisocial Involvement</b>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<b>Rebelliousness</b>	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.
<b>Sensation Seeking</b>	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.
<b>Peer-Individual Protective Factors</b>	
<b>Religiosity</b>	Young people who regularly attend religious services are less likely to engage in problem behaviors.
<b>Social Skills</b>	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.
<b>Belief in the Moral Order</b>	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	
	2002	2003	2002	2003	2002	2003	2002	2003
Number of Youth	7332	4449	6758	5260	6080	4505	4886	3934

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

	Grade 6		Grade 8		Grade 10		Grade 12	
<b>Drug Used</b>	2002	2003	2002	2003	2002	2003	2002	2003
Alcohol	22.7	21.7	46.1	44.7	66.5	65.4	76.0	77.1
Cigarettes	18.1	17.5	39.4	36.0	53.9	52.1	62.6	61.0
Chewing Tobacco	10.0	10.1	20.0	17.5	25.8	28.4	29.6	29.6
Marijuana	3.2	3.3	16.2	14.0	32.7	31.8	44.6	45.3
Inhalants	10.1	9.8	15.6	14.6	14.2	14.6	12.6	12.9
Hallucinogens	0.9	1.1	2.8	2.2	5.8	5.0	7.3	8.6
Cocaine	0.9	0.9	2.4	2.2	4.9	4.6	7.3	7.8
Methamphetamines	0.3	0.5	2.2	1.8	5.5	4.5	7.7	8.0
Ecstasy	0.6	0.5	2.8	2.0	5.1	4.9	7.3	6.7
Any Drug	12.8	12.8	26.5	24.3	38.4	37.7	47.9	48.9

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

	Grade 6		Grade 8		Grade 10		Grade 12	
<b>Drug Used</b>	2002	2003	2002	2003	2002	2003	2002	2003
Alcohol	8.0	6.6	22.7	19.7	39.0	37.2	47.7	48.0
Cigarettes	3.8	3.6	13.9	11.7	23.7	21.8	30.6	30.0
Chewing Tobacco	2.9	3.1	7.9	7.3	11.2	11.2	11.6	13.0
Marijuana	1.3	1.5	8.3	5.9	16.3	15.2	20.6	20.6
Inhalants	4.9	4.4	6.2	6.2	4.3	4.8	2.2	2.7
Hallucinogens	0.4	0.4	1.2	0.9	2.1	2.2	1.9	2.6
Cocaine	0.4	0.3	0.8	0.7	1.4	1.4	1.8	2.0
Methamphetamines	0.4	0.2	2.2	0.7	5.5	1.9	7.8	2.9
Ecstasy	0.6	0.1	2.8	0.9	5.2	1.6	7.5	1.6
Any Drug	6.6	5.9	14.2	11.5	21.8	19.1	25.5	22.8

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

	Grade 6		Grade 8		Grade 10		Grade 12	
<b>Drug Used</b>	2002	2003	2002	2003	2002	2003	2002	2003
Alcohol	3.3	3.5	11.9	9.9	21.8	22.2	29.5	30.5
Cigarettes	0.3	0.3	1.5	1.2	3.4	3.3	6.1	5.7

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

	Grade 6		Grade 8		Grade 10		Grade 12	
<b>Behavior</b>	2002	2003	2002	2003	2002	2003	2002	2003
Suspended from School	8.1	7.7	13.0	12.5	12.3	11.6	8.3	8.5
Drunk or High at School	2.5	2.1	9.4	8.3	17.6	16.8	21.1	21.2
Sold Illegal Drugs	0.5	0.5	2.8	2.7	7.4	7.1	9.1	9.5
Stolen a Vehicle	1.1	1.1	2.7	2.9	3.3	4.0	1.8	1.9
Been Arrested	2.0	1.7	5.2	4.8	6.5	7.3	6.2	7.7
Attacked to Harm	8.3	8.5	14.4	13.1	13.6	14.0	11.4	12.7
Carried a Handgun	4.1	4.3	5.9	5.1	4.8	6.4	5.1	5.1
Handgun to School	0.2	0.3	0.8	0.8	0.7	0.9	0.7	0.6

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 6		Grade 8		Grade 10		Grade 12	
	2002	2003	2002	2003	2002	2003	2002	2003
<b>Community Domain</b>								
Low Neighborhood Attachment	43.3	42.0	38.0	36.0	44.2	42.0	48.5	47.8
Community Disorganization	38.7	38.5	35.4	31.9	44.2	44.7	43.0	41.1
Transitions & Mobility	42.4	42.1	42.1	43.9	43.6	45.7	36.5	40.5
Laws & Norms Favor Drug Use	41.0	38.6	38.2	34.9	45.0	42.1	38.3	37.8
Perceived Availability of Drugs	27.7	26.8	32.9	28.1	45.3	42.7	53.7	49.8
Perceived Availability of Handguns	29.4	27.5	43.9	40.0	32.4	31.7	40.0	37.0
<b>Family Domain</b>								
Poor Family Management	37.6	35.1	39.8	36.0	38.7	37.4	43.0	40.3
Family Conflict	35.2	33.1	44.1	42.3	36.7	36.9	33.6	33.7
Fam History of Antisocial Behavior	38.7	37.8	40.9	39.0	42.6	43.0	41.4	39.5
Parent Attitudes Favorable to ASB	26.2	26.4	37.5	36.4	42.4	42.2	40.4	41.5
Parent Attitudes Favor Drug Use	12.2	11.6	25.5	24.5	41.3	40.1	41.5	42.8
<b>School Domain</b>								
Academic Failure	45.4	44.6	49.5	46.3	48.8	47.8	42.4	43.3
Low Commitment to School	44.5	41.4	42.2	38.7	44.6	41.5	46.2	43.5
<b>Peer-Individual Domain</b>								
Rebelliousness	47.2	46.9	34.6	33.9	39.6	39.6	37.3	38.1
Early Initiation of ASB	20.4	19.5	32.5	30.3	35.3	35.5	34.1	36.4
Early Initiation of Drug Use	30.3	28.5	36.6	33.9	39.6	38.0	40.0	40.5
Attitudes Favorable to ASB	40.4	39.5	35.0	34.7	43.8	40.0	39.9	41.6
Attitudes Favorable to Drug Use	24.2	22.4	29.2	26.6	40.6	37.7	38.2	38.8
Perceived Risk of Drug Use	29.6	27.5	38.6	35.7	39.2	36.8	43.1	43.4
Interaction with Antisocial Peers	32.4	30.5	46.0	43.6	48.8	48.4	48.1	48.4
Friend's Use of Drugs	24.2	24.2	36.6	33.8	39.9	38.9	39.4	37.8
Sensation Seeking	36.6	36.4	38.1	38.2	41.9	40.7	45.4	43.9
Rewards for ASB	24.2	21.6	39.4	36.9	36.9	35.8	45.7	45.2
Depression Scale	45.8	47.3	48.3	49.2	49.1	48.6	43.2	45.6
Gang Involvement	14.7	15.5	16.9	17.3	14.9	17.7	11.4	12.8

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 6		Grade 8		Grade 10		Grade 12	
	2002	2003	2002	2003	2002	2003	2002	2003
<b>Community Domain</b>								
Opportunities for Prosocial Involvement	46.2	47.2	46.9	52.4	38.3	46.3	34.6	44.0
Comm Rewards for Prosocial Involvement	54.4	55.9	44.9	47.4	52.4	54.4	53.2	54.2
<b>Family Domain</b>								
Fam Attachment	60.1	59.2	56.1	55.9	47.3	48.3	61.0	58.8
Fam Opportunities for Prosocial Involvement	63.9	64.0	64.5	65.8	56.1	57.7	57.1	57.5
Fam Rewards for Prosocial Involvement	57.2	57.6	65.7	66.2	55.2	57.2	57.0	55.7
<b>School Domain</b>								
Opportunities for Prosocial Involvement	45.6	44.4	60.7	61.3	53.5	59.9	53.2	59.9
Rewards for Prosocial Involvement	54.3	58.2	47.8	52.6	54.9	60.6	41.1	45.4
<b>Peer-Individual Domain</b>								
Religiosity	65.4	65.4	69.4	69.2	67.4	65.8	90.3	87.7
Social Skills	73.8	74.1	67.9	69.2	57.5	58.7	67.1	67.0
Belief in the Moral Order	59.1	61.0	61.3	62.7	64.6	66.0	49.6	50.4

Table 10. Percentage of Students Reporting School Safety Issues

Question	Response	Grade 6		Grade 8		Grade 10		Grade 12	
		2002	2003	2002	2003	2002	2003	2002	2003
<b>Behavior</b>									
I feel safe at my school. (q20)	NO!	7.18	6.46	11.38	9.53	10.45	9.90	8.70	6.24
	no	8.60	7.34	14.93	13.15	15.35	13.12	11.91	10.91
	yes	35.66	32.41	47.33	46.57	53.24	50.91	53.18	51.75
	YES!	48.57	53.79	26.37	30.75	20.96	26.07	26.21	31.09
How many times in the past year have you taken a handgun to school? (q40h)	Never	99.78	99.68	99.18	99.17	99.34	99.13	99.26	99.44
	1-2 times	0.08	0.16	0.30	0.46	0.28	0.40	0.23	0.20
	3-5 times	0.01	0.05	0.07	0.12	0.07	0.11	0.10	0.05
	6-9 times	0.03	0.00	0.10	0.08	0.08	0.04	0.08	0.10
	10-19 times	0.01	0.02	0.07	0.02	0.05	0.04	0.06	0.08
	20-29 times	0.00	0.00	0.06	0.04	0.02	0.07	0.06	0.05
	30-39 times	0.00	0.00	0.06	0.02	0.00	0.04	0.00	0.00
	40 + times	0.08	0.09	0.15	0.10	0.17	0.16	0.21	0.08
How wrong do you think it is for someone your age to take a handgun to school? (q31a)	Very Wrong	93.53	92.87	87.78	87.04	88.93	89.52	91.80	91.44
	Wrong	5.21	5.35	8.94	9.34	8.16	7.38	6.08	6.21
	A Little Bit Wrong	0.81	1.03	2.24	2.42	1.94	2.27	1.19	1.61
	Not wrong at All	0.46	0.75	1.04	1.21	0.98	0.83	0.92	0.74
Have any of your brothers or sisters ever taken a handgun to school? (q107d)	No	94.95	95.17	94.27	94.22	93.52	94.21	93.56	93.84
	Yes	0.87	0.86	1.87	1.42	1.62	1.67	1.53	1.24
	I don't have any brothers or sisters	4.18	3.97	3.86	4.37	4.86	4.13	4.91	4.92

Table 11. Average Age of first ATOD use and Antisocial Behavior

	Grade 6		Grade 8		Grade 10		Grade 12		Total Average	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
<b>Age of first ATOD use</b>										
Marijuana	10.8	10.9	12.1	12.1	13.4	13.3	14.5	14.4	13.5	13.5
Cigarettes	10.4	10.4	11.2	11.2	12.1	12.1	12.9	12.8	11.9	11.9
Alcohol Use	10.5	10.5	11.7	11.6	12.9	12.9	14.0	14.0	12.6	12.7
Regular Alcohol Use	10.8	10.8	12.4	12.4	14.0	14.0	15.4	15.3	14.2	14.2
<b>Age of first Antisocial Behavior</b>										
School Suspension	10.6	10.6	11.7	11.7	12.6	12.7	13.6	13.5	12.2	12.3
Been Arrested	11.0	10.9	12.3	12.3	13.8	13.8	15.1	15.1	13.5	13.7
Carried a Gun	10.8	10.7	11.7	11.9	12.6	12.9	14.1	13.9	12.3	12.5
Attacked to Harm	10.8	10.8	11.9	12.0	13.0	12.9	14.0	13.9	12.5	12.6
Belonged to a Gang	10.9	10.9	12.2	12.2	13.0	13.1	13.5	13.6	12.3	12.5



## 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](mailto: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](mailto: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](mailto: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](mailto: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: [hhiprc@aol.com](mailto:hhiprc@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: [irhodes@communityserviceinc.com](mailto:irhodes@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](mailto: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](mailto: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](mailto:hmillar@fsainc.org)  
Counties: Pulaski, Saline, Lonoke, Prairie

**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](mailto: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](mailto: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. 28<sup>th</sup> Street  
Pine Bluff, AR 71613

Mr. Terence Mitchner, PRC Coordinator  
(870) 879-4646 or (501) 413-3588  
Fax: (870) 879-4250  
E-MAIL: [tmitchner@commresource.org](mailto:tmitchner@commresource.org)  
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](mailto:cnewton@phoenixyouth.com)  
Counties: Desha, Drew, Bradley, Ashley &  
Chicot

**STATE AND NATIONAL CONTACTS:**

**Alcohol and Drug Abuse Prevention  
Division of Behavioral Health Services  
Arkansas Department of Human Services**  
4313 West Markham – 3<sup>rd</sup> Floor Administration  
Little Rock, AR 72205  
Telephone: (501) 686-9866  
FAX: (501) 686-9035  
Website: <http://www.healthylarkansas.com/>

Tommie Johnson Waters, Director  
Prevention Services  
Alcohol and Drug Abuse Prevention  
[Tommie.Waters@arkansas.gov](mailto:Tommie.Waters@arkansas.gov)

Joe M. Hill, Director  
Alcohol and Drug Abuse Prevention  
[Joe.Hill@arkansas.gov](mailto:Joe.Hill@arkansas.gov)

**Arkansas Department of Education  
Office of Comprehensive School Health**  
2020 West 3<sup>rd</sup> Street, Suite 300  
Little Rock, AR 72205  
Telephone: (501) 683-3602  
FAX: (501) 683-3610  
The above information will connect you with our  
Safe & Drug-Free Schools Office.  
Website: <http://www.arkedu.state.ar.us/>

**Safe and Drug Free Schools and  
Communities**  
U.S. Department of Education  
[www.ed.gov/offices/OESE/SDFS](http://www.ed.gov/offices/OESE/SDFS)

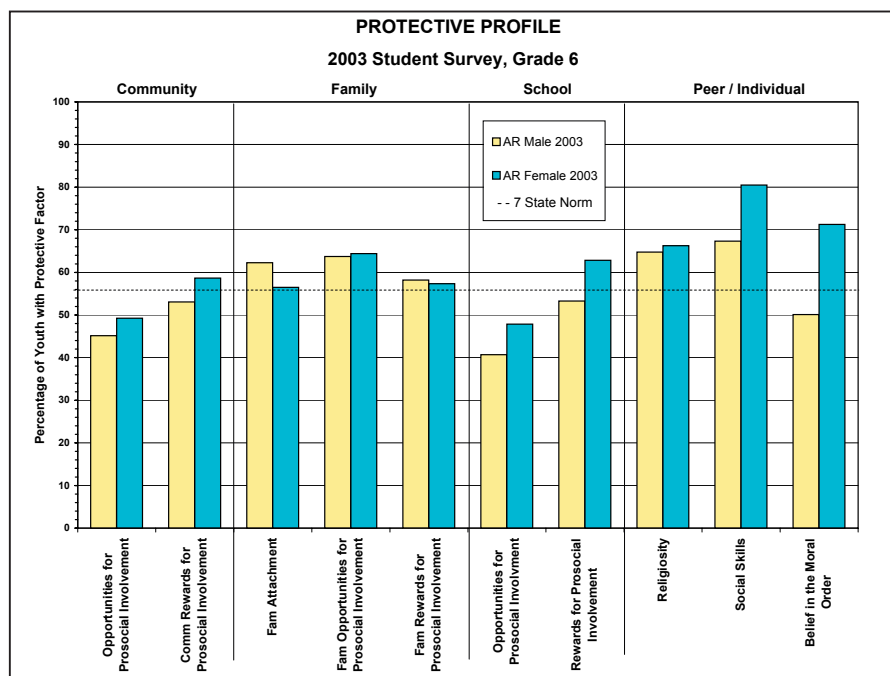
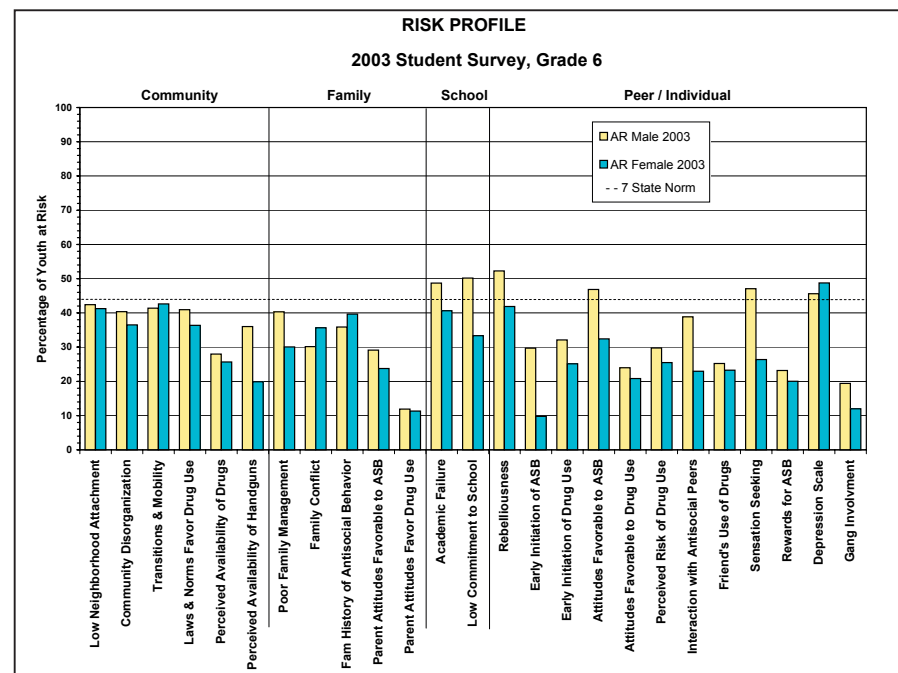
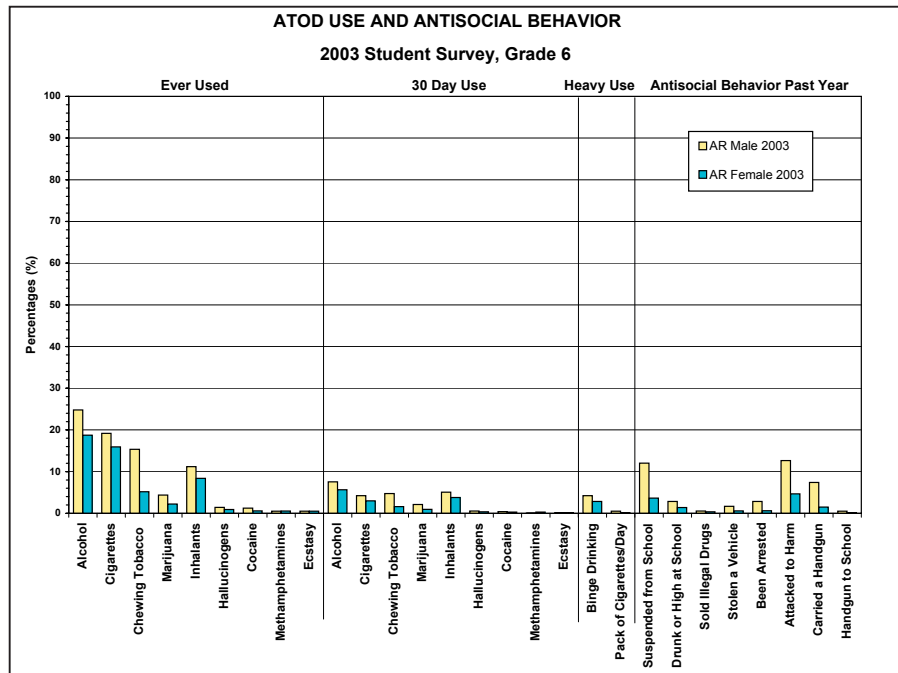
**Southwest Center for the Application of  
Prevention Technology**  
[www.swcapt.org](http://www.swcapt.org)

**Southwest Prevention Center**  
[www.swpc.org](http://www.swpc.org)

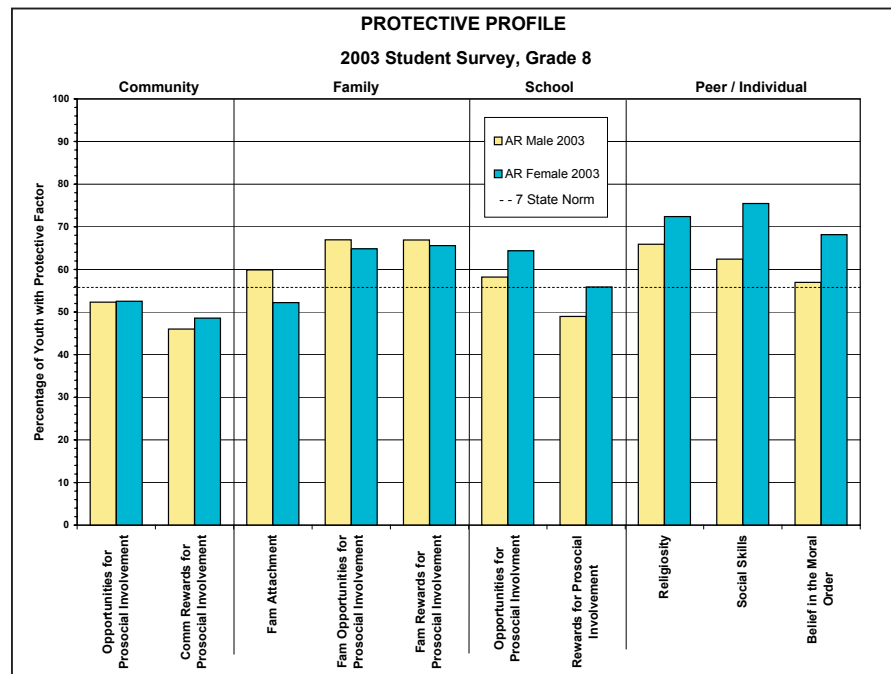
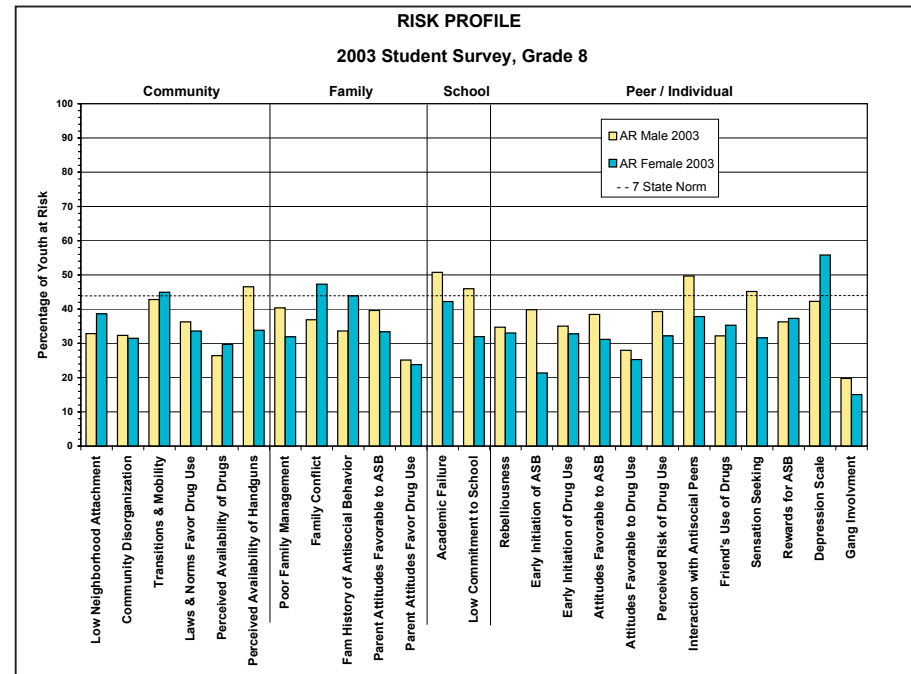
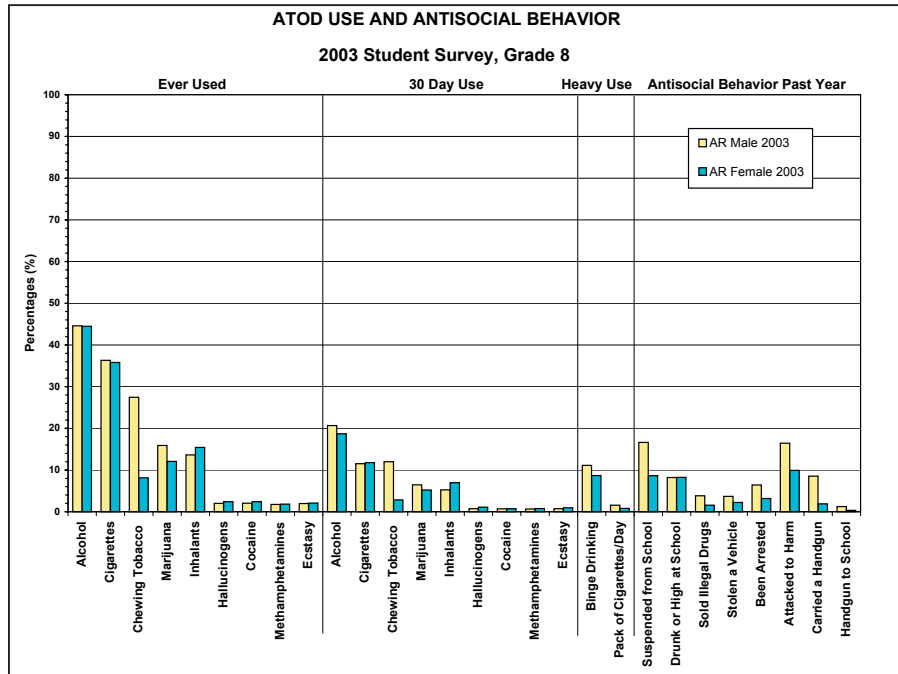
**Substance Abuse and Mental Health  
Services Administration (SAMSHA)**  
[www.samhsa.gov](http://www.samhsa.gov)

# 6th Grade

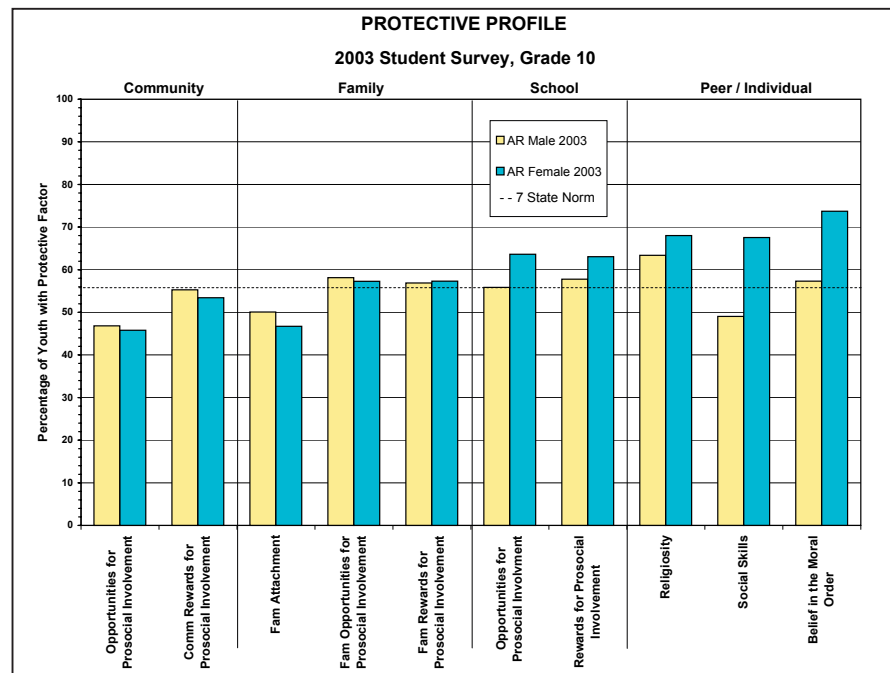
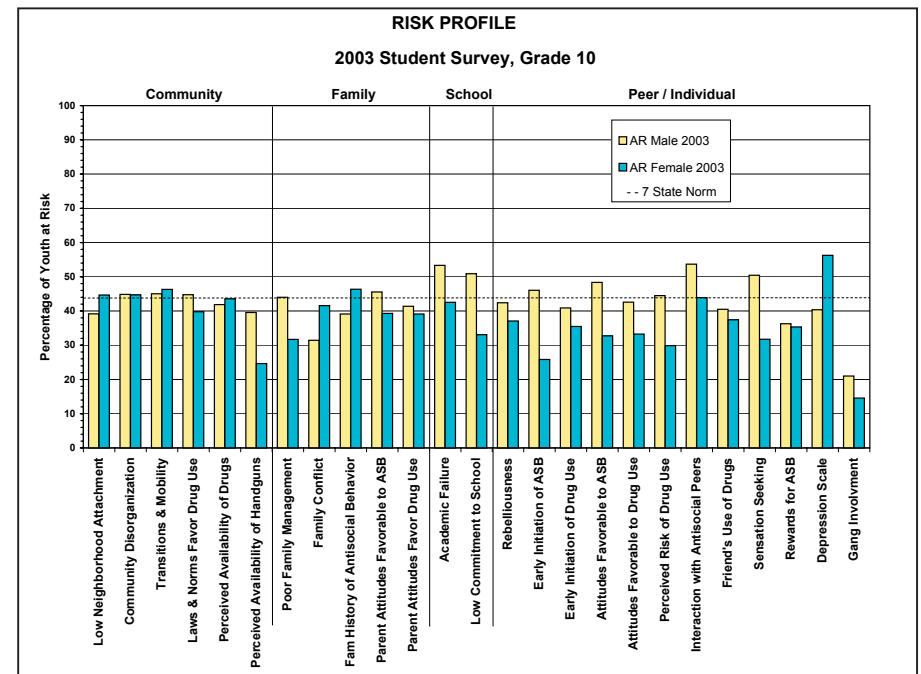
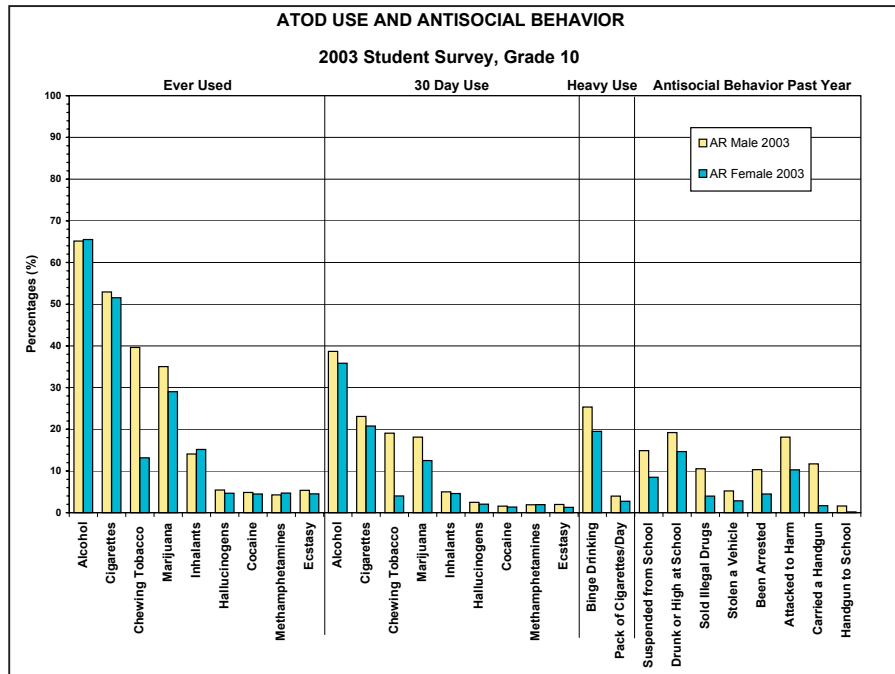
## Arkansas Male and Female Profile Report Charts



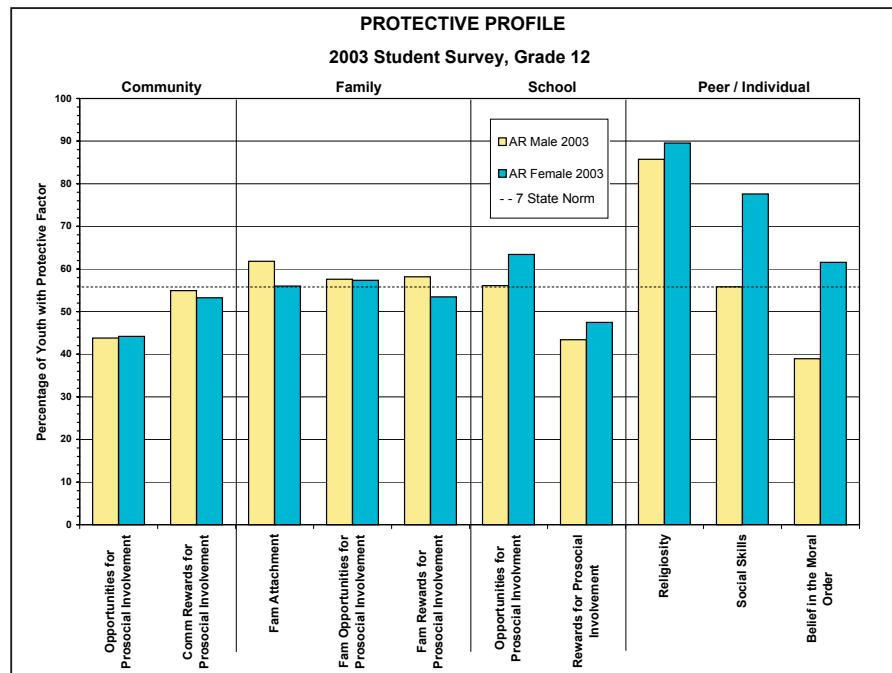
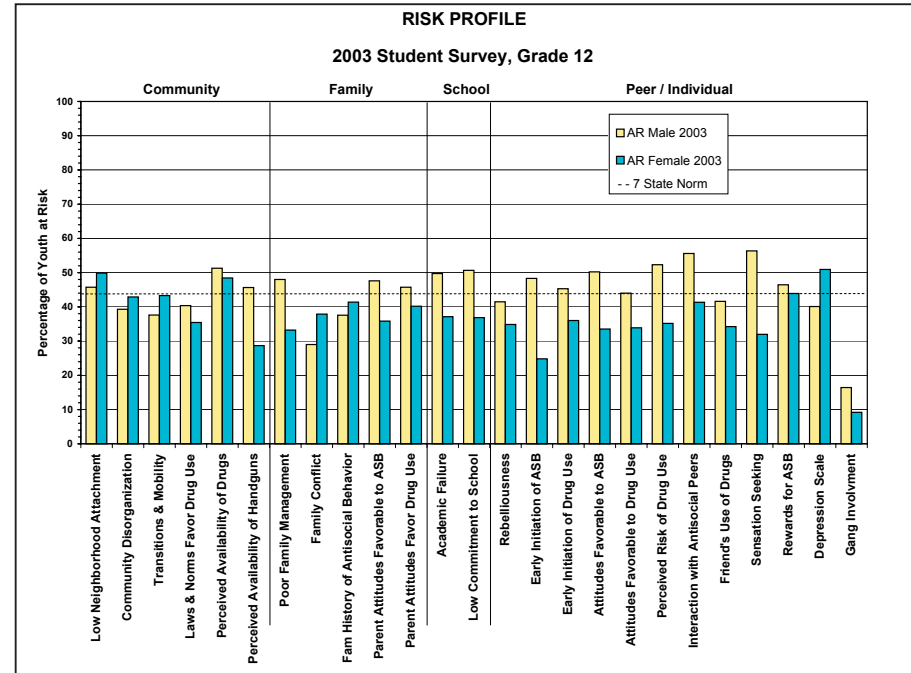
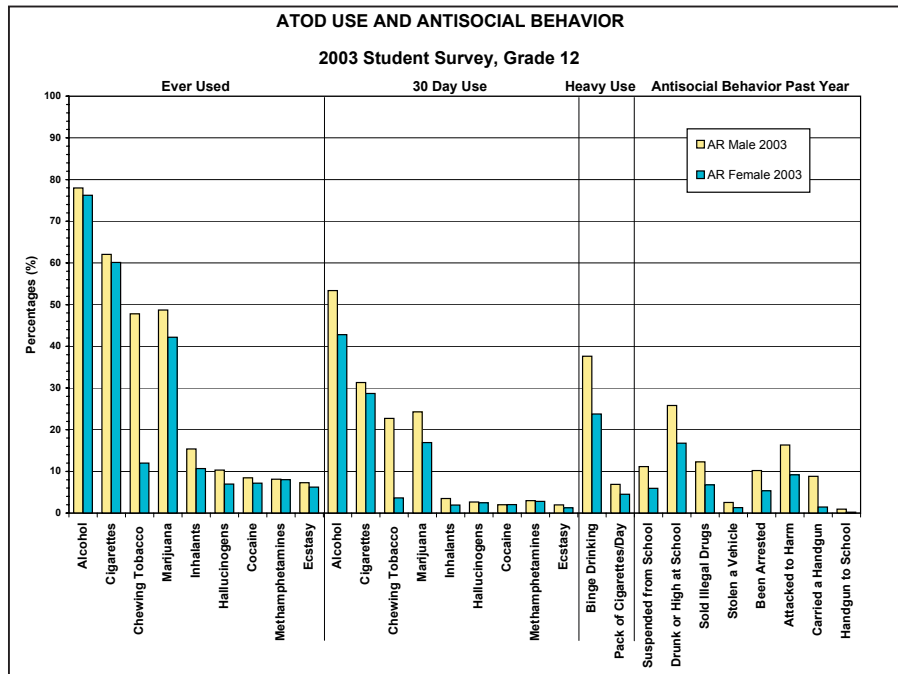
# 8th Grade Arkansas Male and Female Profile Report Charts



# 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																				
	Alcohol		Cigarettes		Smokeless Tobacco		Marijuana		Inhalants		Hallucinogens		Cocaine		Methamphetamines		Ecstasy		Any Drug	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
1	53.2	54.0	41.6	40.6	22.0	21.7	23.3	24.6	15.8	11.9	4.8	5.2	4.3	5.3	4.1	4.3	4.3	3.9	32.8	31.6
2	---	53.1	---	48.1	---	31.2	---	23.5	---	12.0	---	5.1	---	3.9	---	5.4	---	3.5	---	29.5
3	48.5	57.4	43.9	55.2	23.8	31.8	19.6	27.2	16.7	17.7	4.9	4.3	4.7	4.9	6.5	4.5	4.3	3.6	28.6	36.2
4	51.4	47.9	43.2	39.0	21.1	18.9	21.4	19.0	13.4	12.7	3.7	3.5	3.2	3.1	3.8	3.1	2.8	2.6	29.2	26.5
5	49.2	50.2	42.8	38.4	25.2	16.4	21.8	23.2	13.4	14.3	4.1	4.8	3.8	4.5	3.5	4.4	5.2	5.0	29.5	31.1
6	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
7	55.0	56.1	49.1	46.9	24.3	24.1	22.9	26.1	14.3	11.0	4.7	4.2	4.4	2.7	4.7	2.5	3.7	3.4	32.0	34.1
8	52.5	50.4	45.8	39.7	25.5	20.1	22.5	19.7	15.1	15.6	4.3	3.0	4.0	2.8	4.3	2.1	3.5	2.4	30.9	30.2
9	45.5	58.1	35.0	47.6	14.7	25.6	21.1	28.4	11.2	15.6	4.0	5.1	3.6	4.7	3.8	5.6	3.9	3.8	27.8	36.6
10	51.3	57.1	44.0	45.7	20.5	22.8	24.2	26.5	11.9	10.7	2.8	3.4	3.0	2.3	2.3	2.8	3.9	4.4	32.2	33.9
11	51.5	48.7	47.5	40.5	23.4	20.7	19.7	22.8	11.9	12.4	2.4	2.6	2.1	2.1	1.9	2.6	2.3	2.1	29.5	31.2
12	51.1	51.5	43.3	38.3	18.8	16.8	23.7	26.0	11.1	11.7	3.7	3.5	2.7	3.8	3.1	2.6	4.5	3.7	31.5	33.0
13	50.1	---	41.4	---	18.2	---	20.5	---	10.7	---	2.6	---	2.3	---	1.9	---	2.8	---	27.7	---
** Cells containing the --- symbol indicate an area where data is not available due to the region not participating in either the 2002 or 2003 survey.																				

# 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	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
1	30.4	29.9	17.1	17.3	8.8	9.6	11.2	12.3	6.1	4.3	1.8	1.9	1.3	1.4	1.5	1.5	1.4	1.0	16.7	16.6
2	---	27.2	---	22.8	---	15.3	---	10.1	---	4.5	---	2.3	---	1.2	---	1.5	---	0.8	---	13.6
3	22.3	30.2	20.4	21.6	10.0	12.6	9.9	12.8	6.1	5.5	0.8	1.7	1.0	1.5	1.9	1.9	0.3	0.9	14.5	17.6
4	28.5	24.5	18.2	15.7	8.0	7.3	10.3	7.9	4.8	4.4	1.3	1.4	1.1	1.0	1.7	1.2	0.8	0.8	14.5	11.7
5	25.2	25.4	15.9	14.7	10.0	6.3	11.3	10.8	4.9	4.7	1.3	1.7	0.7	1.4	1.4	1.9	1.3	1.8	15.8	15.4
6	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
7	31.4	32.3	19.4	16.4	8.8	8.9	10.1	12.8	4.2	4.6	1.5	1.9	1.2	0.8	2.5	0.8	0.7	1.2	14.0	17.1
8	26.8	24.4	19.1	15.1	12.4	9.0	10.5	8.4	5.4	6.7	1.8	1.0	1.4	0.8	1.8	0.9	1.4	0.9	15.3	14.2
9	24.0	31.7	13.4	20.0	5.6	12.3	10.4	13.6	3.7	5.2	1.3	1.9	1.0	1.3	1.3	1.9	1.0	1.1	14.0	17.0
10	30.3	33.0	17.5	17.2	8.0	10.5	11.6	10.7	3.6	4.2	1.0	1.7	1.0	0.5	0.8	1.3	1.1	1.4	15.5	14.5
11	26.8	26.3	16.6	15.0	8.0	8.1	8.5	9.5	4.3	4.3	0.9	0.6	0.3	0.8	0.7	0.8	0.6	0.5	13.1	14.1
12	30.9	28.3	19.5	15.7	8.4	7.3	12.8	16.6	3.4	4.0	1.3	1.0	0.4	1.0	1.2	1.2	1.5	1.1	15.7	21.1
13	25.7	---	15.5	---	6.7	---	9.4	---	3.5	---	0.8	---	0.7	---	1.0	---	0.7	---	12.7	---

\*\* Cells containing the --- symbol indicate an area where data is not available due to the region not participating in either the 2002 or 2003 survey.



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

	Alcohol		Cigarettes		Smokeless Tobacco		Marijuana		Inhalants		Hallucinogens		Cocaine		Methamphetamines		Ecstasy		Any Drug	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Arkansas	52.9	50.1	43.0	37.5	19.4	14.2	26.8	23.7	9.3	10.1	3.5	2.1	2.6	3.8	3.0	2.1	4.0	3.0	34.1	31.4
Ashley	48.6	---	38.9	---	17.6	---	19.7	---	12.1	---	2.3	---	1.8	---	2.5	---	3.3	---	27.1	---
Benton	55.8	53.3	44.7	37.1	20.4	21.2	26.2	22.1	18.2	14.7	5.7	4.7	6.2	4.9	5.0	3.3	3.6	3.9	36.6	31.7
Bradley	57.5	---	49.8	---	23.2	---	22.8	---	10.9	---	2.9	---	1.6	---	1.0	---	2.0	---	31.3	---
Calhoun	55.4	58.4	44.9	39.0	28.8	32.9	20.8	17.4	12.2	8.1	1.9	1.9	2.4	1.2	2.5	1.2	2.5	1.9	30.3	23.9
Carroll	49.8	48.8	39.9	35.2	21.6	19.6	21.3	13.9	13.8	10.3	3.6	2.7	2.8	2.3	3.0	2.6	3.3	1.9	29.9	21.1
Chicot	46.5	---	38.7	---	14.5	---	20.0	---	7.0	---	2.9	---	4.1	---	1.6	---	2.3	---	25.7	---
Clark	46.7	49.4	40.5	43.4	27.4	21.7	16.9	15.7	10.8	18.7	3.6	2.4	2.6	2.4	3.6	1.8	2.6	2.4	24.2	31.3
Clay	50.1	39.4	37.4	32.4	23.1	20.8	15.9	12.7	10.2	7.7	4.8	1.7	1.9	1.8	2.1	1.8	2.1	1.2	21.7	17.8
Cleburne	62.5	---	56.5	---	31.9	---	26.3	---	23.5	---	5.8	---	5.9	---	7.5	---	6.8	---	39.4	---
Columbia	55.0	45.8	42.5	40.3	35.0	28.2	12.5	13.9	5.0	10.0	2.5	2.8		1.4		1.5	2.5	0.0	17.5	21.7
Craighead	49.2	45.3	37.6	34.7	16.5	15.8	19.4	18.0	11.9	12.4	3.6	3.4	3.8	3.0	4.0	2.8	3.0	2.5	26.1	25.7
Crawford	53.0	51.2	50.7	44.2	29.1	23.3	30.7	18.6	16.8	16.3	5.0	4.7	4.0	2.3	3.0	7.0	7.6	2.3	37.9	23.3
Crittenden	45.3	---	53.8	---	13.2	---	18.9	---	9.8	---	5.7	---	3.8	---	2.0	---	2.0	---	27.5	---
Cross	56.2	62.4	50.8	53.0	27.6	31.9	24.2	22.3	14.0	12.9	6.2	5.1	4.5	2.2	6.8	4.5	4.5	3.4	32.8	30.9
Dallas	48.4	59.3	46.4	37.0	24.6	14.8	16.5	29.6	9.9	11.5	0.7	3.7	1.5	0.0	0.8	3.8	1.1	0.0	24.3	40.7
Franklin	52.9	64.6	42.2	57.7	35.9	40.2	14.2	30.2	14.9	24.0	2.2	4.1	1.9	2.1	1.2	5.2	3.8	2.1	26.3	40.4
Fulton	---	49.0	---	55.0	---	38.0	---	20.0	---	10.0	---	2.0	---	1.0	---	2.0	---	2.0	---	26.8
Garland	48.2	44.8	48.2	31.6	16.0	13.7	30.7	15.7	16.9	16.3	7.1	3.1	6.7	2.8	5.4	1.4	4.9	2.3	38.9	27.1
Grant	51.3	58.2	39.8	41.8	20.4	29.3	26.8	36.7	14.4	19.4	2.7	10.2	4.5	4.1	4.5	5.1	6.3	7.2	33.6	40.8
Greene	48.2	45.2	39.0	41.4	24.5	19.5	15.5	17.2	18.7	13.8	2.4	3.6	4.0	2.5	2.8	2.8	1.6	3.3	27.7	25.1
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	51.3	43.8	40.8	25.2	17.6	22.7	22.9	15.9	12.4	3.9	3.3	3.7	2.8	4.0	2.6	2.7	2.8	31.5	31.2
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	---
Jefferson	49.1	---	44.4	---	18.0	---	20.0	---	12.1	---	4.1	---	2.4	---	3.0	---	4.5	---	28.4	---
Lafayette	50.0	51.2	43.1	49.4	30.2	27.6	12.3	17.6	10.0	9.8	1.1	3.5	0.6	3.7	1.7	4.9	3.9	4.9	20.2	22.5

\*\* Not all counties had school districts that participated in the 2002 and 2003 APNA Surveys.

\*\* Cells containing the --- symbol indicate an area where data is not available either due to the county not participating in either the 2002 or 2003 survey, or the county not gathering enough data to report a percentage.

Percentage of Youth Who Used ATODs in Their Lifetime by County, Continued

Lawrence	57.3	51.7	54.2	44.3	29.7	21.9	25.8	21.6	14.5	12.0	4.0	3.4	2.5	1.6	5.4	3.0	2.6	1.9	34.4	28.0
Logan	---	56.6	---	50.2	---	29.0	---	25.8	---	17.8	---	4.1	---	3.1	---	3.5	---	1.4	---	34.2
Lonoke	46.4	59.3	37.4	50.0	16.2	24.7	23.1	31.2	14.1	17.1	4.7	5.8	3.9	5.1	4.6	5.5	4.1	3.8	30.3	39.8
Madison	59.3	57.3	47.3	47.8	33.2	33.9	21.4	26.3	13.5	13.8	3.0	3.5	2.9	3.5	2.7	2.4	4.4	3.6	30.0	34.0
Miller	52.0	60.2	42.4	45.2	19.2	19.7	30.4	31.0	11.9	10.8	3.5	3.9	3.6	2.4	2.9	2.6	4.5	5.1	37.5	38.0
Mississippi	52.0	55.9	46.3	46.2	20.4	22.9	25.5	23.5	14.7	14.1	2.1	3.2	2.6	4.4	3.6	3.5	3.4	3.1	35.1	34.0
Monroe	---	55.7	---	44.1	---	21.2	---	33.9	---	11.8	---	3.9	---	3.4	---	1.7	---	3.4	---	42.0
Montgomery	63.8	---	54.2	---	32.3	---	23.2	---	18.1	---	4.2	---	4.2	---	5.4	---	5.5	---	32.6	---
Nevada	---	49.9	---	43.8	---	24.3	---	20.4	---	14.4	---	1.6	---	0.8	---	1.1	---	1.9	---	30.2
Newton	---	51.7	---	47.8	---	33.4	---	21.1	---	10.6	---	4.8	---	3.1	---	3.1	---	3.1	---	26.8
Ouachita	44.6	---	47.6	---	14.0	---	21.6	---	11.3	---	1.8	---	1.8	---	1.2	---	1.2	---	32.3	---
Phillips	56.8	37.7	46.1	27.9	24.3	14.3	22.7	6.5	16.0	1.6	2.8	0.0	4.5	0.0	3.4	0.0	3.4	3.2	32.6	10.0
Pike	59.5	57.7	51.3	47.2	30.9	34.2	19.0	21.4	13.0	19.2	4.2	2.6	3.8	3.0	4.2	2.6	5.0	1.7	26.2	31.9
Poinsett	48.7	48.0	48.8	43.9	22.0	18.8	25.8	20.3	11.7	12.6	4.6	4.8	3.4	4.9	3.7	4.9	3.1	5.4	31.6	26.0
Polk	52.7	38.1	52.1	46.8	34.1	32.9	22.2	16.7	12.1	10.6	4.4	4.5	4.1	5.9	4.1	3.3	4.1	1.3	27.9	24.3
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	52.1	45.7	43.1	22.7	23.7	20.8	19.2	18.3	13.7	3.4	4.3	3.2	4.3	3.3	3.7	2.9	2.3	31.7	26.0
Saint Francis	---	57.0	---	51.9	---	21.3	---	31.1	---	12.0	---	5.6	---	3.7	---	1.9	---	3.7	---	40.2
Saline	51.3	56.4	38.3	44.2	19.4	26.9	22.5	24.4	11.8	13.5	4.3	4.1	4.2	4.1	4.7	5.7	4.7	3.8	28.9	32.2
Searcy	---	55.3	---	48.5	---	27.9	---	27.0	---	14.1	---	5.5	---	5.2	---	8.9	---	4.2	---	33.5
Sebastian	44.4	49.7	35.8	36.0	14.1	13.3	22.5	23.1	12.6	13.8	4.6	4.9	4.4	4.7	4.3	4.4	5.7	5.7	29.5	30.9
Sevier	58.4	53.6	51.2	45.6	28.2	26.4	23.8	21.4	10.8	10.9	2.7	2.7	4.6	1.9	3.1	2.5	4.1	3.1	30.8	29.9
Stone	---	62.5	---	57.3	---	36.9	---	25.2	---	19.6	---	3.9	---	4.9	---	4.9	---	2.0	---	35.3
Union	53.9	46.5	49.6	39.6	22.7	16.7	21.1	25.2	13.9	12.6	3.9	3.0	2.5	2.8	2.8	3.5	3.3	2.4	32.5	33.2
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	54.9	39.1	41.8	19.6	18.3	23.2	28.9	16.0	10.4	5.3	6.9	4.3	7.1	4.6	6.2	5.1	4.6	32.9	34.1
White	42.3	59.2	35.6	55.0	19.2	28.8	11.4	30.3	6.9	19.7	1.0	5.3	1.0	5.9	1.0	5.0	1.0	4.7	17.2	39.6

\*\* Not all counties had school districts that participated in the 2002 and 2003 APNA Surveys.

\*\* Cells containing the --- symbol indicate an area where data is not available either due to the county not participating in either the 2002 or 2003 survey, or the county not gathering enough data to report a percentage.

# 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	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
Arkansas	35.1	25.7	17.7	14.0	9.1	5.5	15.7	13.9	2.0	3.8	1.2	0.6	0.4	1.3	1.0	0.9	1.2	1.1	18.0	18.4
Ashley	26.6	---	15.5	---	7.0	---	9.8	---	3.8	---	0.8	---	0.4	---	1.5	---	1.0	---	13.1	---
Benton	30.4	28.8	16.8	15.8	6.7	9.4	12.5	11.5	7.5	5.6	2.4	1.9	2.3	1.0	1.9	1.1	0.9	1.1	19.4	17.2
Bradley	28.0	---	18.8	---	9.1	---	8.1	---	3.3	---	0.7	---	0.7	---	---	---	0.7	---	12.3	---
Calhoun	29.1	31.3	15.6	14.6	10.6	13.5	4.9	5.6	5.9	1.2	1.0	0.6	---	0.0	0.5	0.6	1.0	0.0	11.1	7.6
Carroll	28.2	24.7	19.0	12.4	9.3	9.9	9.8	8.1	5.9	4.8	0.6	1.7	0.9	1.1	1.0	1.7	0.6	0.4	15.1	12.5
Chicot	21.5	---	12.1	---	3.5	---	9.6	---	2.9	---	1.0	---	1.3	---	0.6	---	0.3	---	12.1	---
Clark	26.9	24.1	17.9	13.3	15.2	10.8	9.3	4.8	3.1	5.4	3.1	0.6	1.0	0.0	2.1	0.6	1.0	1.2	12.0	10.3
Clay	24.6	14.5	14.8	9.8	9.8	8.7	6.4	2.3	5.1	1.8	1.6	0.0	1.1	0.6	1.3	0.0	0.3	0.0	10.6	4.2
Cleburne	37.7	---	27.5	---	15.9	---	13.1	---	11.9	---	0.7	---	1.5	---	0.8	---	0.8	---	21.2	---
Columbia	35.0	18.1	10.0	13.9	20.0	9.7	7.7	6.9	---	2.9	---	0.0	---	0.0	---	0.0	---	0.0	7.7	8.7
Craighead	27.9	24.7	15.8	14.1	6.0	6.2	9.8	7.5	4.0	4.2	1.0	1.4	1.1	1.0	1.6	1.1	0.5	0.8	13.5	11.4
Crawford	25.4	27.9	19.8	20.9	12.1	9.3	14.4	0.0	6.0	0.0	0.5	0.0	---	2.3	0.5	2.3	2.5	0.0	19.0	2.3
Crittenden	24.5	---	20.8	---	7.5	---	15.1	---	1.9	---	1.9	---	2.0	---	---	---	---	---	15.7	---
Cross	30.5	33.0	23.8	22.7	12.2	16.0	10.7	11.7	4.5	7.3	2.2	2.8	1.1	0.6	2.8	1.1	1.1	1.7	15.3	17.0
Dallas	25.8	48.1	16.5	14.8	7.1	3.7	6.5	18.5	4.4	3.8	0.4	0.0	0.4	0.0	0.4	3.8	0.4	0.0	10.2	22.2
Franklin	27.7	37.5	14.1	29.9	13.9	26.8	5.9	13.5	6.5	6.2	0.9	0.0	0.3	2.1	0.9	2.1	---	0.0	11.7	18.3
Fulton	---	22.0	---	15.0	---	19.0	---	8.1	---	3.0	---	1.0	---	0.0	---	1.0	---	0.0	---	12.4
Garland	24.4	23.1	21.9	12.0	5.8	7.3	14.7	9.6	6.7	8.2	1.8	1.1	2.2	1.1	1.8	0.8	0.9	0.8	20.6	16.7
Grant	27.4	40.8	21.2	24.5	7.1	16.3	15.0	29.6	2.7	5.1	---	3.1	---	0.0	2.7	3.1	0.9	1.0	16.4	33.7
Greene	24.4	22.3	11.5	15.0	8.3	8.5	5.6	7.1	7.6	5.8	1.2	2.2	0.4	1.1	0.4	2.0	0.8	1.7	12.6	11.5
Hempstead	23.0	---	14.2	---	---	---	8.8	---	4.2	---	0.7	---	0.5	---	0.3	---	0.5	---	13.0	---
Hot Spring	24.3	22.7	18.2	15.2	12.3	7.0	10.1	10.2	5.5	6.3	1.6	1.2	1.0	0.6	1.6	1.2	1.0	1.2	15.3	15.7
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	---
Jefferson	27.6	---	20.9	---	7.9	---	9.3	---	4.9	---	1.8	---	0.4	---	1.2	---	2.0	---	13.2	---
Lafayette	27.5	31.0	14.4	18.6	9.9	13.8	4.5	11.6	2.8	1.2		1.2		2.4	1.1	2.4	1.7	2.4	7.5	13.4

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Percentage of Youth Who Used ATODs in the Past 30 Days by County, Continued

Lawrence	31.9	22.2	23.5	19.1	12.6	7.4	12.2	7.4	4.5	5.9	1.7	1.2	1.3	0.5	2.1	1.6	1.0	0.4	16.2	12.4
Logan	---	29.3	---	22.1	---	13.4	---	9.3	---	7.4	---	1.7	---	1.1	---	0.7	---	0.0	---	14.8
Lonoke	25.9	37.0	16.6	21.8	6.4	13.4	11.4	16.1	4.6	5.2	1.8	2.4	1.3	1.1	1.3	2.2	1.2	1.6	15.7	19.6
Madison	33.2	33.7	19.3	18.2	17.0	15.4	9.5	9.6	4.0	5.7	0.9	1.0	0.6	1.2	0.6	0.6	1.5	1.4	14.0	14.5
Miller	32.5	35.7	20.0	17.1	7.3	9.5	15.1	12.4	4.0	4.0	1.1	2.3	1.3	0.3	0.6	1.1	0.5	1.7	19.4	16.2
Mississippi	28.8	28.3	21.6	18.0	7.3	9.5	12.3	10.5	5.0	4.9	0.7	0.9	1.2	1.2	1.7	0.7	1.7	0.9	17.3	15.2
Monroe	---	39.0	---	14.0	---	5.0	---	17.4	---	3.9	---	1.1	---	0.6	---	1.1	---	0.6	---	21.1
Montgomery	34.0	---	25.8	---	13.4	---	11.6	---	6.4	---	2.1	---	3.2	---	3.2	---	2.2	---	15.1	---
Nevada	---	29.0	---	17.3	---	10.1	---	8.7	---	3.8	---	0.5	---	0.8	---	0.0	---	0.5	---	13.2
Newton	---	26.5	---	22.7	---	16.6	---	10.9	---	5.4	---	2.4	---	1.0	---	1.4	---	1.4	---	14.8
Ouachita	21.8	---	16.5	---	5.3	---	12.0	---	3.6	---	---	---	---	---	---	---	---	---	15.6	---
Phillips	34.3	11.7	14.6	4.8	5.7	3.2	8.0	0.0	4.5	0.0	0.6	0.0	1.2	0.0	2.8	0.0	0.6	0.0	12.2	0.0
Pike	35.0	30.3	18.3	20.9	16.4	14.5	8.7	5.6	5.3	6.0	1.2	0.9	1.9	1.3	1.9	0.4	3.5	0.0	13.5	9.9
Poinsett	27.7	26.3	21.0	21.7	7.6	10.0	12.9	12.3	4.3	2.7	1.9	2.2	0.7	2.2	2.4	2.7	0.7	2.2	15.7	14.2
Polk	28.9	17.4	18.2	15.4	13.4	18.7	10.9	6.4	4.4	3.9	1.8	2.0	1.3	2.0	1.8	2.0	1.0	0.7	14.8	9.7
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	26.5	19.6	16.3	8.5	8.0	10.0	8.2	7.5	4.1	1.2	1.4	1.2	0.8	1.4	0.9	0.8	0.5	16.0	11.1
Saint Francis	---	31.8	---	16.7	---	6.5	---	14.2	---	3.7	---	2.8	---	1.9	---	0.0	---	1.9	---	20.2
Saline	27.1	24.4	16.0	17.5	7.3	10.9	11.0	10.0	3.7	5.3	1.3	1.1	0.9	1.5	1.7	1.5	1.2	0.4	14.2	13.5
Searcy	---	28.1	---	22.9	---	13.4	---	9.0	---	3.1	---	2.1	---	1.6	---	1.6	---	0.0	---	11.7
Sebastian	22.0	25.0	14.3	13.2	5.8	4.2	13.2	11.3	4.1	4.5	1.4	1.8	0.9	1.4	1.6	2.0	1.7	2.2	17.3	15.8
Sevier	35.2	29.2	17.1	17.0	12.9	11.3	9.9	7.8	2.5	5.2	1.5	0.8	1.5	0.3	1.6	1.4	3.2	0.6	13.2	12.1
Stone	---	31.7	---	25.0	---	11.5	---	11.7	---	6.8	---	0.0	---	1.9	---	0.0	---	0.0	---	16.7
Union	27.4	24.4	17.6	14.2	7.3	6.4	10.2	10.5	4.1	5.2	1.6	0.6	0.5	1.1	1.4	1.2	0.9	0.5	15.4	15.7
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	30.9	15.8	19.6	7.3	7.4	11.5	15.1	6.1	2.9	2.2	2.2	1.3	1.8	1.7	2.0	1.9	1.1	16.8	18.3
White	17.3	32.3	15.4	22.4	6.7	11.4	4.8	14.6	2.0	5.9	---	2.5	---	1.9	---	2.8	---	1.6	7.2	19.6

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