

Utah Prevention Needs Assessment (PNA) Survey



The Utah PNA Survey is part of the Student Health and Risk Prevention (SHARP) Survey Project

State Report 2005

Sponsored by:

Utah State Office of Education;
Department of Health;
Department of Human Services,
Division of Substance Use and
Mental Health

Conducted by:

Bach Harrison,
L.L.C.

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The staff of Bach Harrison, L.L.C. would especially like to thank Brenda Ahlemann, of DSAMH, for her support and efforts in promoting the Prevention Needs Assessment survey and the Risk and Protective Factor Model of Prevention. Claudia Bohner, Department of Health; Verne Larsen, USOE; and Brenda were all very helpful in overseeing the survey effort at the school district and Planning District levels, developing interest in the survey, and ensuring the cooperation of superintendents and regional prevention specialists. We also would like to thank State Superintendent, Dr. Patti Herrington, and all superintendents of participating schools for their support of the survey process.

All school or district level survey coordinators need to be thanked for the time they put into helping us organize the survey at the school level. Without their help in working with superintendents, principals, and teachers, the survey could not have been completed and would not have gone as smoothly as it did. Also, because Utah State Law requires active consent for students to participate in school surveys, considerable work was done by school teachers to ensure that the signed permission forms were returned. Without their dedication and extra effort, the survey would not have been possible.

We would like to thank the staff of the Bach Harrison L.L.C.: Mary VanLeeuwen Johnstun, Kim Clocksin, Paris Bach-Harrison, and Taylor Bryant for their assistance in organizing the project, working with the schools, preparing the questionnaires, scanning the completed questionnaires, entering data for analysis, and preparing the report.

Executive Summary

The Utah Prevention Needs Assessment (PNA) Survey was administered in the spring of 2005 to Utah public school students primarily in grades 6, 8, 10, and 12 as part of the Student Health and Risk Prevention (SHARP) Survey Project. This was the second administration of the SHARP Survey Project, with the first administration occurring in the spring of 2003. The SHARP Survey Project combined the administration of three questionnaires: the PNA Survey, Youth Tobacco Survey (YTS), and the Youth Risk Behavior Survey (YRBS). The SHARP Survey involved the surveying of Utah students from each of the 13 Division of Substance Abuse and Mental Health (DSAMH) Local Substance Abuse Authority (LSAA) Regions.

The SHARP Survey Project was sponsored by the Utah State Office of Education; Utah Department of Health; and the Utah Department of Human Services, Division of Substance Abuse and Mental Health. These three state agencies contracted with Bach Harrison, L.L.C. to conduct the survey.

The PNA survey was administered primarily to students in grades 6, 8, 10, and 12 throughout Utah and was completed by 62,613 students in grades 6 through 12 (48,240 students in grades 6, 8, 10, and 12). The YTS sample for the survey was chosen to represent Utah students in middle school (grades 6 through 8), high school (grades 9 through 12), and the 12 State Health Districts. The YRBS sample was chosen to represent Utah students in high school (grades 9 through 12) only. This Executive Summary presents highlights from the *2005 Utah Prevention Needs Assessment Survey State Report*.

The PNA Survey is designed to measure the need for prevention services among youth 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.

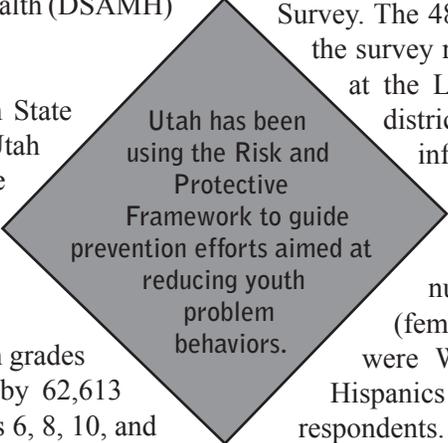
Participation by Utah Youth

Thirty-eight (38) of the 40 school districts in Utah participated in the PNA Survey. The 48,240 6th, 8th, 10th, and 12th grade students who completed the survey represent a large enough sample to plan prevention programs at the LSAA Region level and school district level. Some school districts chose to survey enough students to obtain more detailed information for planning and evaluating prevention services at the local level.

For the Utah PNA Survey, there was nearly an equal number of males and females who took the survey in all grades (female = 51.5% and males = 48.5%). The majority of respondents were White (78.8%), with the next largest ethnic group being Hispanics (9.1%). The other ethnic groups accounted for 12.1% of the respondents.

The Risk and Protective Factor Framework

Utah 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



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

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 2005 Utah PNA 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 *2005 Utah Prevention Needs Assessment Survey Report*. Comparisons can be made between youth in Utah and youth from seven states (Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington) who have taken the same survey.

An example of the substance use rates, risk and protective factor profiles, and school safety profiles contained in the main report can be seen in Figures 1, 2, and 3. The samples are for 10th grade students in Utah who completed the survey. Similar profiles have been developed for the individual grades (6, 8, 10, and 12), and were sent to each participating school district. These profiles allow prevention planners to more precisely target prevention interventions.

Rates of 10th grade ATOD use and antisocial behavior can be seen in Figure 1 on page x. Tenth grade students have higher rates of lifetime use and 30-day use for alcohol than any other substance. For 10th grade students, the highest reported antisocial behavior was being drunk or high at school.

For a majority of protective factor scales, Utah 10th grade students also report a higher level of protection (Figure 2) than students from the seven-states. Levels of 10th grade protection were well above the seven-state norm line for all scales except Peer/Individual Prosocial Involvement, which was approximately even with the seven-state norm. The areas with the highest protection are Religiosity, Social Skills, Interaction with Prosocial Peers, Belief in Moral Order, and Peer/Individual Rewards for Prosocial Involvement.

Figure 3 shows the percentage of Utah 10th grade students who are at risk for problem behaviors compared to the seven-state norm. Utah 10th graders generally have lower levels of risk compared to students in other states. As can be seen in the risk profile chart (Figure 3), most scales for Utah 10th grade students were significantly lower than the seven-state level. The only scale that was similar to the seven-state norm was Parent Attitudes Favorable to Antisocial Behavior. The scales with the lowest percentage of youth at risk were Gang Involvement, Laws and Norms Favorable to Drug Use, Early Initiation of Drug Use, Attitudes Favorable to Drug Use, Perceived Risk of Drug Use, and Intention to Use Drugs.

Being drunk or high at school was the highest frequency antisocial behavior engaged in by 10th grade students.

Substance Use Rates

Throughout the 2005 Report, tables are also used to show information. For example, Table 1 shows the percentages of Utah youth in the 6th, 8th, 10th, and 12th grades who used the 12 categories of ATODs at some time during their life. Lifetime use is a measure of the percentage of students who tried the particular substance at least once in their life and is used to show the level of experimentation with a particular substance.

The results of the Utah survey are also compared to a national survey that is conducted each year by the University of Michigan called Monitoring the Future (MTF). The 2004 MTF use rates are the most recent results available for comparison. MTF also only surveys students in the 8th, 10th, and 12th grades.

When looking at the Utah and MTF lifetime survey results (Table 1), significantly fewer Utah survey participants in all grades have had lifetime experience with alcohol, cigarettes, smokeless tobacco, marijuana, hallucinogens, cocaine, stimulants, sedatives, ecstasy, and any drug than the national sample. Lifetime alcohol use for Utah youth who took the survey was 19.4% less for 8th graders to 36.8% less for 12th graders in comparison to the national sample; lifetime cigarette use in Utah was 14.1% less for 8th graders to 27.8% less for 12th graders in comparison to the national sample; lifetime smokeless tobacco use in Utah was 7.5% less for 8th graders to 8.6% less for 12th graders in comparison to the national sample; and lifetime marijuana use in Utah was 9.2% less for 8th graders to 22.5% less for 12th graders in comparison to the national sample.

However, while 8th graders in Utah report less lifetime use for all substances, Utah 10th graders report similar levels of lifetime inhalant and heroin use, and Utah 12th graders report similar levels of lifetime heroin use.

Table 1 also shows that rates of lifetime use of most substances and for most grades have not significantly increased or decreased since the 2003 survey. The following rates have shown significant decreases since the 2003 survey: 6th grade cigarette use; 10th grade sedative and any drug use; and 12th grade alcohol, cigarette, smokeless tobacco, marijuana, inhalant, sedative, and any drug use. The following rates have shown significant increases since the 2003 survey: 8th grade alcohol and cigarette use.

Table 2 on page xiii shows the percentage of youth in grades 6, 8, 10, and 12 who used ATODs in the 30 days prior to completing the survey. Significantly fewer Utah youth in grades 8, 10, and 12 have used alcohol, cigarettes, smokeless tobacco, marijuana, stimulants, and any drug in the past 30 days than the national sample. Past month alcohol use for Utah youth who took the survey was 9.3% less for 8th graders to 27.5% less for 12th graders in comparison to the national sample for youth in grades 8, 10, and 12; 30-day cigarette use was 6.4% for 8th graders to 17.0% less for 12th graders in comparison to the national sample for grades 8, 10, and 12; 30-day smokeless tobacco use was 2.6% less for 10th graders to 3.7% less for 12th graders in comparison to the national sample for grades 8, 10, and 12; and 30-day marijuana use was 3.4% less for 8th graders to 10.4% less for 12th graders in comparison to the national sample for grades 8, 10, and 12.

Most rates of 30-day substance use changed very little since the 2003 survey, though past month 10th grade stimulant use increased 1.4% (from 0.7% in 2003 to 2.1% in 2005), 12th grade sedative use decreased 2.8% (from 7.9% in 2003 to 5.1% in 2005), and 12th grade any drug use decreased 1.8% (from 15.8% in 2003 to 14.0% in 2005).

Figure 1

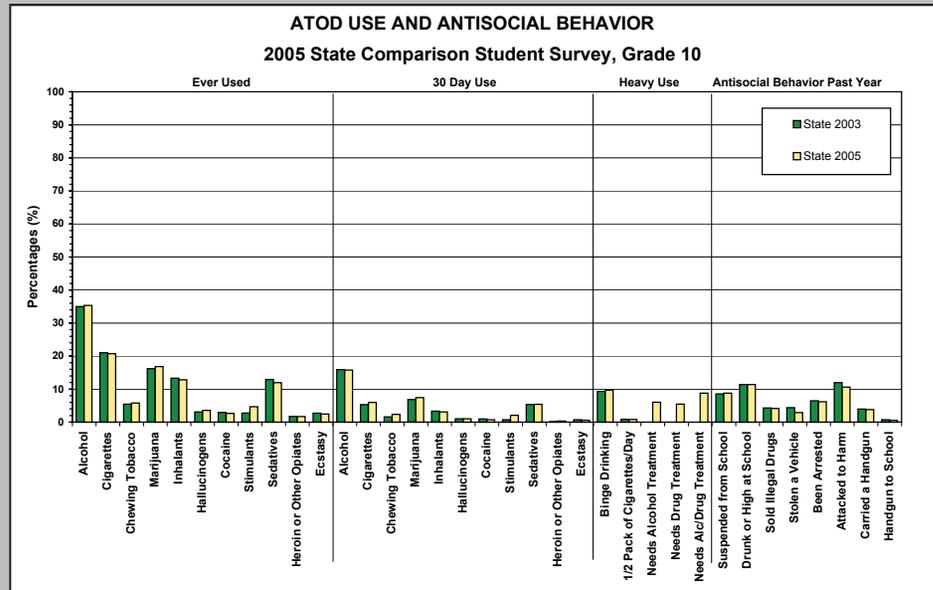


Figure 2

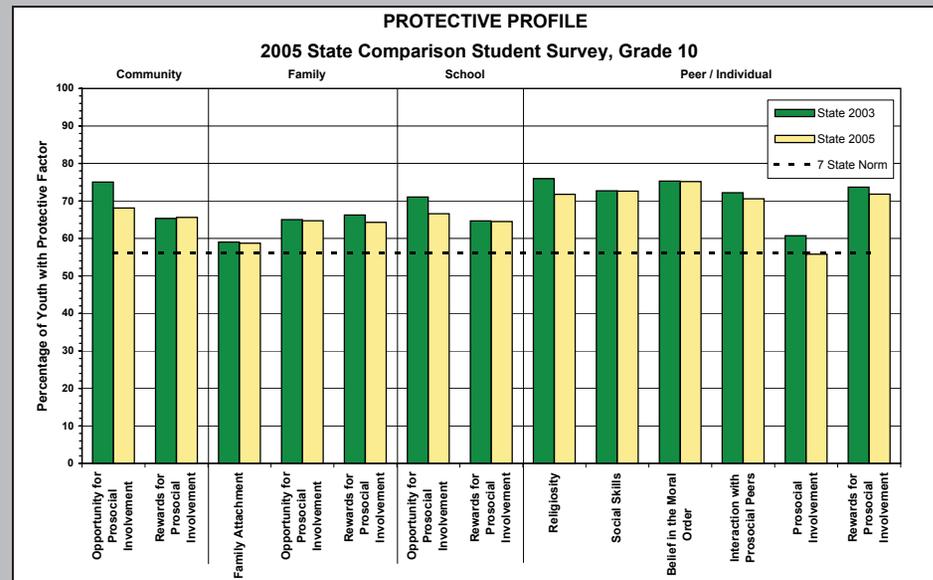


Figure 3

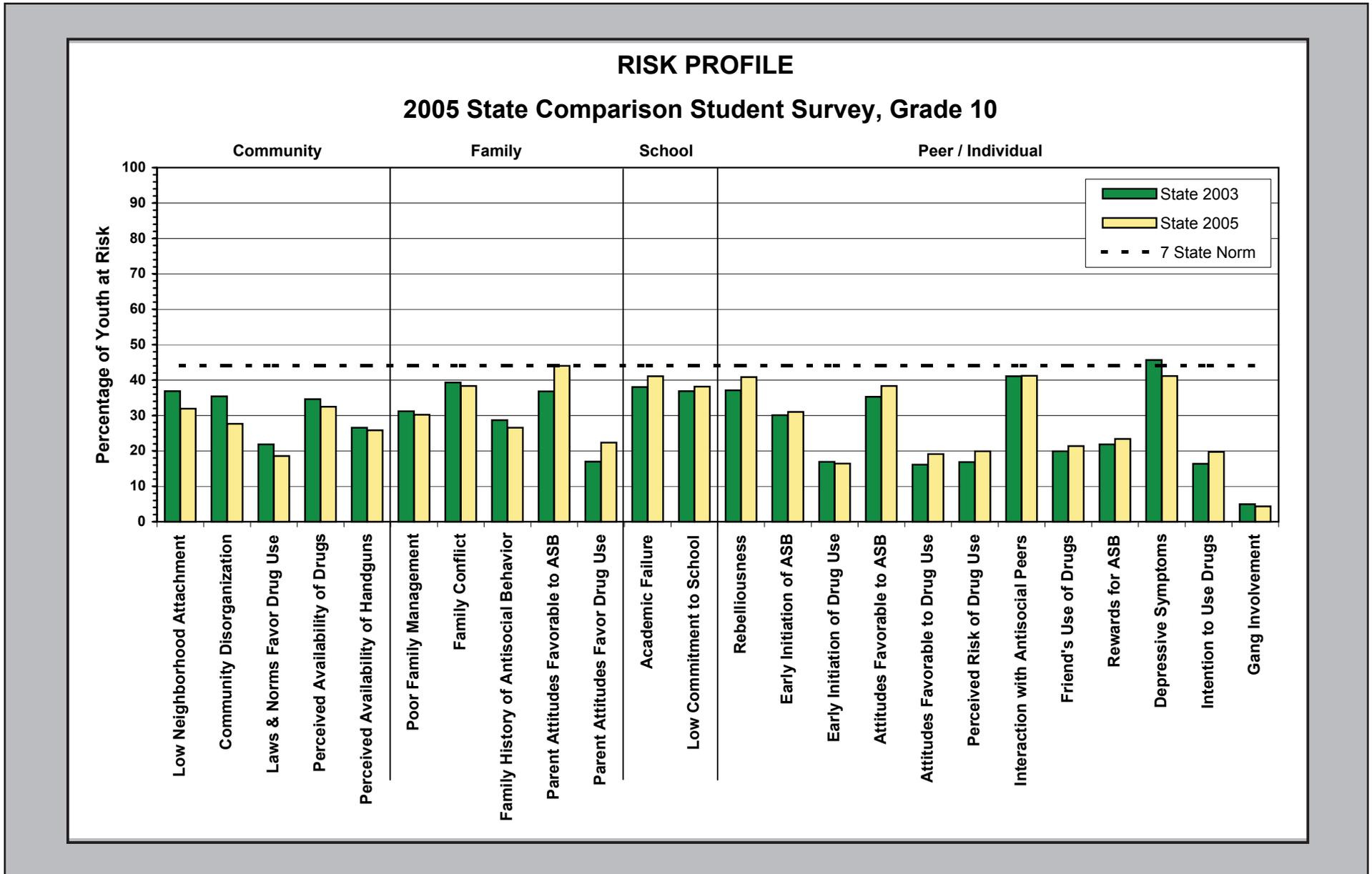


Table 1

Percentage of Utah Respondents Who Used ATODs During Their Lifetime by Grade													
Question	Grade 6		Grade 8			Grade 10			Grade 12			Total Sample	
	Utah 2003	Utah 2005	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005
Alcohol	13.1	12.3	21.9	24.5	43.9	35.0	35.3	64.2	43.7	40.0	76.8	28.4	28.0
Cigarettes	7.2	6.0	12.6	13.8	27.9	21.0	20.7	40.7	27.5	25.0	52.8	17.1	16.3
Smokeless Tobacco	2.2	1.5	4.2	3.5	11.0	5.4	5.8	13.8	11.0	8.1	16.7	5.7	4.7
Marijuana	1.5	1.2	7.4	7.2	16.4	16.2	16.8	35.0	25.9	23.1	45.6	12.7	12.0
Inhalants	9.8	9.8	13.1	13.9	17.4	13.3	12.8	12.3	11.8	9.5	10.7	12.0	11.5
Hallucinogens	0.4	0.5	0.9	1.4	3.5	3.1	3.5	6.4	5.2	5.4	9.7	2.4	2.7
Cocaine	0.4	0.4	1.0	1.5	3.4	3.0	2.7	5.4	5.4	4.4	8.1	2.4	2.3
Stimulants	0.5	0.6	1.1	1.9	7.8	2.7	4.7	12.0	5.0	5.7	14.8	2.3	3.3
Sedatives	4.1	3.5	7.4	7.0	9.3	12.9	12.0	13.7	16.5	13.8	14.8	10.2	9.1
Ecstasy	0.5	0.2	1.4	1.2	2.9	2.7	2.5	4.4	4.7	4.4	7.5	2.3	2.1
Heroin	0.3	0.1	0.6	0.8	1.6	1.7	1.7	1.5	3.3	2.9	1.5	1.5	1.4
Any Drug	13.8	13.6	20.6	20.7	31.5	28.4	27.4	43.6	33.5	30.3	50.4	24.1	23.2

Table 2

Percentage of Utah Respondents Who Used ATODs During the Past 30 Days by Grade													
Question	Grade 6		Grade 8			Grade 10			Grade 12			Total Sample	
	Utah 2003	Utah 2005	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005
Alcohol	1.9	2.1	8.6	9.3	18.6	15.9	15.7	35.2	21.1	20.5	48.0	11.8	11.9
Cigarettes	0.8	0.8	2.6	2.8	9.2	5.3	6.0	16.0	8.2	8.0	25.0	4.2	4.4
Smokeless Tobacco	0.6	0.5	1.1	1.3	4.1	1.6	2.4	4.9	3.2	3.0	6.7	1.6	1.8
Marijuana	0.3	0.4	2.9	3.0	6.4	6.8	7.4	15.5	10.0	9.5	19.9	5.0	5.1
Inhalants	3.4	3.8	5.0	5.3	4.5	3.3	3.1	2.3	2.4	1.6	1.5	3.5	3.5
Hallucinogens	0.3	0.2	0.3	0.6	1.0	1.0	1.0	1.6	1.1	1.5	1.9	0.7	0.8
Cocaine	0.3	0.2	0.4	0.5	0.9	1.0	0.7	1.7	1.4	1.6	2.3	0.7	0.7
Stimulants	0.1	0.2	0.4	0.8	2.4	0.7	2.1	4.3	1.6	1.9	4.6	0.7	1.3
Sedatives	1.6	1.3	3.0	3.1	2.8	5.3	5.4	4.8	7.9	5.1	4.5	4.4	3.8
Ecstasy	0.1	0.1	0.5	0.4	0.8	0.7	0.6	0.8	0.7	1.1	1.3	0.6	0.5
Heroin	0.1	0.1	0.2	0.3	0.5	0.2	0.3	0.5	0.5	0.9	0.5	0.2	0.4
Any Drug	5.4	5.6	9.5	9.8	12.9	12.4	13.3	20.1	15.8	14.0	22.6	10.8	10.8

Summary

In the 2005 administration of the Utah PNA survey, 38 school districts participated, and the survey questionnaire was completed by 42,240 students in grades 6, 8, 10, and 12. Findings for each of the report sections are summarized below:

Risk and Protective Factor Scales

In all grades, a majority of Utah survey participants were not at-risk in all four domains (community, family, school, and peer/individual). The only risk factor scales that were above the seven-state norm were 8th grade Family Conflict and 6th grade Rebelliousness. Also, in all grades, a majority of Utah survey participants indicated a level of protection that was higher than the seven state norm. The only protective factor scales that were below the seven-state norm were 6th grade School Opportunities for Prosocial Involvement; 8th and 12th grade School Rewards for Prosocial Involvement; and 6th, 8th, 10th, and 12th grade Peer/Individual Prosocial Involvement.

Age of Initiation

Students in Utah who took the Utah PNA survey begin using cigarettes before using any other substance. Of the students who had used cigarettes, the average age of first use was 12.4 years. A period of over one and a half years separates the age of first sip of alcohol (12.9 years) and the first regular alcohol use (14.5 years). The results also show that students begin trying marijuana (12.8 years) before students begin regularly using alcohol (14.5 years). In comparing 2003 Utah PNA Survey results to those from the 2005 survey, age of initiation was relatively unchanged for all substances.

Bonding

Most Utah students in all grades (6, 8, 10, and 12) feel bonded to adults in their lives. Of all Utah PNA survey participants in grades 6, 8, 10, and 12, 90.3% (answers of "YES!" or "yes") felt close an adult, 83.7% (answers of "YES!" or "yes") felt they could share their thoughts or feelings with an adult, 93.8% (answers of "YES!" or "yes") indicated that they enjoyed spending time with an adult, and 91.6% (answers of "YES!" or "yes") felt they could ask an adult for help if they had a problem.

In the third administration of the Utah PNA survey, the questionnaire was completed by 42,240 students in grades 6, 8, 10, and 12.

Substance Use for Utah

The most commonly used substances are alcohol (28.0% of Utah survey participants in the 2005 survey have used at least once in their lifetime), cigarettes (16.3% have used in their lifetime), marijuana (12.0% have used in their lifetime), and inhalants (11.5% have used in their lifetime). 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.

Rates of lifetime use of most substances and for most grades have not significantly increased or decreased since the 2003 survey. The following lifetime use rates have shown significant decreases since the 2003 survey: 6th grade cigarette use, 10th grade sedative and any drug use, 12th grade alcohol, cigarette, smokeless tobacco, marijuana, inhalant, sedative, and any drug use. The following rates have shown significant increases since the 2003 survey: 8th grade alcohol and cigarette use. Further, most rates of 30-day substance use changed very little since the 2003 survey, though past month 10th grade stimulant use increased 1.4% (from 0.7% in 2003 to 2.1% in 2005), 12th grade sedative use decreased 2.8% (from 7.9% in 2003 to 5.1% in 2005), and 12th grade any drug use decreased 1.8% (from 15.8% in 2003 to 14.0% in 2005).

Utah Results Compared to National Results

Significantly fewer Utah youth in all grades have had lifetime experience with alcohol, cigarettes, smokeless tobacco, marijuana, hallucinogens, cocaine, stimulants, sedatives, ecstasy, and any drug. Further, significantly fewer Utah survey participants have used alcohol, cigarettes, smokeless tobacco, marijuana, stimulants, and any drug the past 30 days than the national sample.

Substance Use by Gender

While being female is generally considered a protective factor for substance use, it can be seen that in Utah, 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 (7.0% for males compared to 2.5% for females for lifetime use).

Intention to Use ATODs

A majority of the youth do not intend to use alcohol, cigarettes, or marijuana. The intention to use all substances increases as youth get older. Intention to use cigarettes, alcohol, marijuana, and other illegal substances in 2005 peaked in the 12th grade, with 28.1% of 12th graders indicating intention to use alcohol, 3.8% with intention to smoke cigarettes, and 6.0% with the intention to smoke marijuana when they were adults.

Multiple Drug Use

Many of the individuals that use marijuana also use alcohol. For example, the total percentage using marijuana is 5.1% and the percentage for those using alcohol and marijuana is 4.1%. Thus, only 1.0% of those using marijuana do not also use alcohol. A review of alcohol use and any drug use during the past 30 days shows that over one-half of the youth who use alcohol also use an illegal drug.

Perceived Harmfulness of Drugs: Utah Compared to National Sample

Perceived harmfulness of smoking heavily increases as students get older; while the perceived harmfulness of trying marijuana once or twice, smoking marijuana regularly, and drinking five or more drinks one or two times per weekend decreases as students get older. In all grades (8th, 10th, and 12th), a larger percentage of Utah survey participants than MTF survey participants perceived greater harmfulness in using substances. Rates of perceived risk of heavy cigarette smoking, marijuana experimentation, regular marijuana use, drinking one or two drinks every day, and drinking five or more drinks one or two times per weekend were 3.5% higher (for 8th grade perceived harmfulness of smoking marijuana regularly) to 30.2% higher (for 12th grade perceived harmfulness of drinking one or two alcoholic beverages nearly every day) for Utah 8th, 10th, and 12th graders than perceived risk for national MTF (2004) survey participants.

Perceived Availability of Drugs: Utah Compared to National Sample

The substance that students perceive as most easy to get is alcohol, with 43.3% of all students in grades 6, 8, 10, and 12 perceived alcohol as being

easy or very easy to get. The results reveal that Utah survey participants do not perceive cigarettes, alcohol, and marijuana as being as easy to get as do the youth from the national sample (no national comparison is available for other illegal drugs or for 12th grade perceived availability of cigarettes). Rates of perceived availability of cigarettes, alcoholic beverages, and marijuana for Utah youth in grades 8, 10, and 12 were 21.6% to 33.2% lower than MTF (2004) youth in the same grades.

Heavy Substance Use and Antisocial Behavior by Grade and Gender

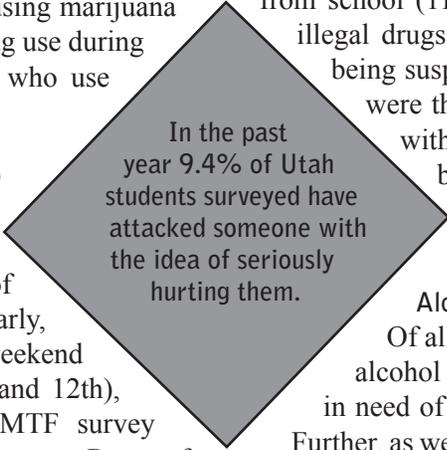
Male-female differences also extend to heavy use of alcohol and tobacco and antisocial behavior. Some of the largest differences were in being suspended from school (11.4% for males compared to 4.5% for females) and selling illegal drugs (3.7% for males compared to 1.8% for females). Overall, being suspended from school and being at school while drunk or high were the highest frequency antisocial behaviors among Utah youth with 7.8% of students indicating that they had engaged in these behaviors at least once in the past year. In comparing the 2003 and 2005 survey results for the entire survey population, we can see that rates showed little to no change.

Alcohol and Drug Treatment Needs

Of all Utah students in grades 6, 8, 10, and 12, 4.5% are in need of alcohol treatment, 3.7% are in need of drug treatment, and 6.4% are in need of some form of treatment, whether it be for alcohol or drugs. Further, as we would expect, the need for alcohol, drug, and alcohol or drug treatment increases with increased grade level.

Handguns

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 (16.6%) or by the cops (34.8%) if they carried a handgun. Rates of students reporting that they have carried a handgun in the past year and in their lifetime showed little to no change (approximately 0.0% change in carrying a handgun in the past year, and 0.3% change in carrying a handgun in their lifetime) since the 2003 survey. From 2003 to 2005, reported rates of handgun carry and perceptions of handgun carrying, availability, and acceptability remained virtually unchanged in all grades. However, the percent of students believing it was "very easy" or



In the past year 9.4% of Utah students surveyed have attacked someone with the idea of seriously hurting them.

“sort of easy” to get a handgun decreased 0.7% to 2.8% in each grade and 1.3% overall.

Violence

During the past year, 9.4% of Utah youth have attacked someone with the idea of seriously hurting them, and 12.7% 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. From 2003 to 2005, reported rates of violent acts and perceptions remained virtually unchanged in all grades. However, the rate of students reporting that they did not feel safe at their school increased 1.0% to 2.7% in each grade, and 1.9% for the state total (grades 6, 8, 10, and 12) from 11.1% in 2003 to 13.0% in 2005.

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 (D or F) students are eight 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 Utah, youth whose parents did not graduate from high school have a 30-day cigarette use rate that is three times higher than the use rate of youth whose parents were at least graduated from college.

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 (3.2%) 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 increased to 28.8% 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 1.1% 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 ten times higher for past-month use (11.1%).

Student Perceptions of Peer Substance Use

While approximately one quarter of students in grades 6, 8, 10, and 12 believe that no students are using substances (25.4% for cigarettes, 24.3% for alcohol, 33.1% for marijuana), the remainder of students tend to overestimate substance use by their peers. For example, 10.4% of students in grades 6, 8, 10, and 12 perceived that 50% or more of students in their grade were regularly using cigarettes, while the PNA survey results indicate that only 4.4% of students in these grades used cigarettes in the past month. Similarly, 27.7% of students perceived that 50% or more of their peers were regularly using alcohol, when the actual alcohol 30-day use rate was 11.9% for grades 6, 8, 10, and 12.

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 eight times as likely to use cigarettes in the 30 days prior to the survey (1.8% for the non-depressed group compared to 16.2% for the depressed group), four times as likely to use marijuana in the past 30 days (3.3% for the non-depressed group and 13.5% for the depressed group), and five times as likely to have used any drug in the past 30 days (5.4% for the non-depressed group compared to 30.8% for the depressed group). These results indicate that when a youth does receive a diagnosis of depression, they should also be assessed for substance abuse.

Introduction

The Utah Prevention Needs Assessment (PNA) Survey was administered in the spring of 2005 to Utah public school students primarily in grades 6, 8, 10, and 12 as part of the Student Health and Risk Prevention (SHARP) Survey Project. This was the second administration of the SHARP Survey Project, with the first administration occurring in the spring of 2003. The SHARP Survey Project combined the administration of three questionnaires: the PNA Survey, Youth Tobacco Survey (YTS), and the Youth Risk Behavior Survey (YRBS). The SHARP Survey involved the surveying of Utah students from each of the 13 Division of Substance Abuse and Mental Health (DSAMH) Local Substance Abuse Authority (LSAA) Regions.

The SHARP Survey Project was sponsored by the Utah State Office of Education; Utah Department of Health; and the Utah Department of Human Services, Division of Substance Abuse and Mental Health. These three state agencies contracted with Bach Harrison, L.L.C. to conduct the survey.

The PNA survey was administered primarily to students in grades 6, 8, 10, and 12 throughout Utah and was completed by 62,613 students in grades 6 through 12 (48,240 students in grades 6, 8, 10, and 12). The YTS sample for the survey was chosen to represent Utah students in middle school (grades 6 through 8), high school (grades 9 through 12), and the 12 State Health Districts. The YRBS sample was chosen to represent Utah students in high school (grades 9 through 12) only.

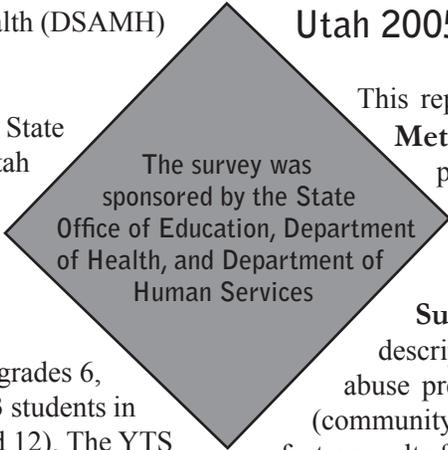
The PNA Survey is designed to measure the need for prevention services among youth in the areas of substance abuse, delinquency, antisocial behavior, and violence. The questions on the survey ask youth about the factors that place them at risk for substance use and other problem behaviors, along with 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.

Utah 2005 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.

Results are presented for each grade. 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 survey was sponsored by the State Office of Education, Department of Health, and Department of Human Services

The third section, **Substance Use Outcomes**, describes ATOD use and antisocial behavior among Utah's youth. The survey presents results on the current use (use in the 30 days prior to the survey) and use during the youth's lifetime of 11 different substances and "Any drug," which is defined as using one or more of the 8 drugs measured by the survey (alcohol, cigarettes, and smokeless tobacco are not included). 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, intention to use substances, and multiple drug use.

The final section, **Antisocial Behaviors and Additional Results**, provides information on alcohol and drug treatment needs, student behaviors and attitudes regarding handguns and violence. Further, it provides examples of how risk factors actually relate to drug and alcohol use. By looking at how factors such as parents' educational background, level of school achievement, degree of parental acceptability of drug use, degree of peer acceptability of drug use, student perception of peer substance use, and depression 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.

Section 1: Survey Methods

In order to develop effective prevention services at the regional level, an adequate number of individuals need to be surveyed to allow an assessment of prevention needs. An attempt was made to survey an adequate number of students in grades 6, 8, 10, and 12 in each LSAA Region and school district in Utah. In the 2005 survey, 48,240 6th, 8th, 10th, and 12th graders (62,613 students total) were surveyed. The survey results provide considerable information for regions and each school district to use in planning and evaluating prevention services. Some school districts chose to survey enough students to obtain more detailed information for planning and evaluating prevention services at the local level.

The survey provides the state with a good source of information about the use of ATODs, antisocial behavior, and the risk and protective factor levels of their youth. 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 involved seven states and was 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 Bach Harrison to better meet the needs of Utah. 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 the following four domains of a student's life: community, school, family, and peer/individual. The four domain characteristics 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) stimulants, 9) sedatives, 10) ecstasy, and 11) heroin. The questions that ask about substance use are similar to those used in the national survey, Monitoring the Future, in order that comparisons between the two surveys can be made easily.

There are a total of 19 risk factors and 13 protective factors that are measured by the 2005 survey. However, some of the risk factors are broad enough to require more than one scale for adequate measurement. As a result, there are 24 separate risk factor scales and 13 protective factor scales measured by

the survey. Appendix B provides a complete list of the risk and protective factors and the corresponding risk and protective factor scales within the Risk and Protective Factor Model.

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 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 survey instrument has been administered 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.

Planning for the Utah PNA survey began in Summer 2004 by obtaining permission to conduct the student survey from the Utah State Superintendent

There are approximately four survey items that measure each risk factor. The 2005 Utah PNA Survey has 129 questions. However, many of the questions have multiple components so students actually responded to a total of 206 items. The questions were printed in a test booklet that was machine scoreable. See Appendix A for a complete copy of the questionnaire. 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.

Changes Made In the 2005 Utah PNA Administration and Questionnaire

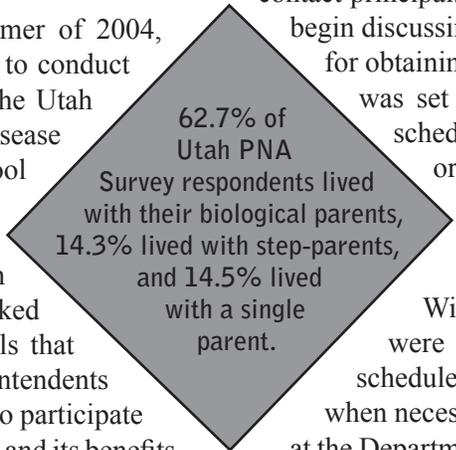
Several changes in the PNA survey administration and content were made since 2003. In 2003, the survey was administered to two groups of students, those in middle school (grades 6 - 8) and those in high school (grades 9 - 12), and there were enough students sampled to provide reports at the DSAMH Local Authority level. In 2005, the PNA survey was administered to the even grades, (6, 8, 10, and 12) and enough students were sampled to provide reports at the school district level by grade. For statewide and DSAMH Region analyses, the data are weighted by school district and grade. Thus, for Regions with more than one school district, each school district's contribution to the results is proportionate to their student population.

In order to provide comparisons between the results from 2003 and those from 2005, students in even grades who completed the 2003 survey were compared to students in the even grades who completed the survey in 2005. There are generally enough students from 2003 to make comparisons, since many school districts in 2003 oversampled students in the even grades.

For 2005, the PNA survey was changed to make it shorter, provide an estimate of the need for alcohol and drug treatment, and provide a measure of students' perception of substance use among their peers. To make the survey shorter, all of the questions that were not part of core survey that included ATOD use, antisocial behavior, risk factors, and protective factors were eliminated. Also, several scales where information could be more easily obtained from other sources or that measured the same construct as another scale were eliminated.

Administration

Planning for the SHARP Survey Project began in summer of 2004, after obtaining permission from the State Superintendent to conduct the survey in Utah schools during the spring of 2005. The Utah Department of Health, with the aid of the Center for Disease Control (CDC) presented Bach Harrison with a list of school districts and schools which would be included in the YTS and YRBS samples. Because the state initially intended to survey enough students in grades 6, 8, 10, and 12 to obtain LSAA regional data for the PNA Survey, Bach Harrison looked at enrollment information to determine additional schools that would need to be included for the PNA Survey. The superintendents of all school districts were then sent a letter inviting them to participate in the survey and a package of information about the survey and its benefits. Approximately a week after the packets were delivered, superintendents were contacted in order to address concerns and questions about the survey, to gain a verbal agreement of each district's participation, and to identify a district level survey coordinator. Participating superintendents mailed signed contracts in which they agreed to allow students from their districts to participate in the SHARP Survey to Bach Harrison.



Upon gaining support from district superintendents, district-level survey coordinators were contacted and were sent a packet of training materials and a CD with a Powerpoint presentation outlining the survey process and their coordination duties. They were also given copies of the survey, administration instructions, and copies of the parent permission letters. A copy of the superintendent letter, parental consent form, and survey administration instructions are contained in Appendix B.

Also upon superintendent approval, a letter and packet of information was sent to each participating principal. Survey coordinators were asked to contact principals in their district to address questions and concerns and to begin discussing a survey date and teacher incentives that would be used for obtaining parental consent. A general period of February to March was set for survey administration, and schools were advised to schedule their survey administration for a Tuesday, Wednesday, or Thursday. With these guidelines in mind, individual schools were allowed to set a survey date that would best fit into their respective school calendars.

With the help of the USOE, second period class schedules were gathered from most of the sampled schools. Class schedules were also gathered at the school district or school levels when necessary. With these class schedules, state survey coordinators at the Department of Health selected the sampled classes for the YTS and YRBS surveys based on sampling requirements and data determined by the CDC. The YTS and YRBS samples were then given to Bach Harrison, who then chose from the remaining non-surveyed 6th, 8th, 10th, and 12th grade classes to take the PNA Survey. In turn, Bach Harrison informed districts and schools of the classes that would be involved in the survey.

Because Utah State Law requires active consent for students to participate in school surveys, considerable work needed to be done by school teachers to ensure that the signed parent permission forms were returned. As a way of rewarding teachers for their help in gathering the forms, teachers were provided with an incentive valued at \$10 per teacher. Teacher incentive money was used to purchase such items as gift certificates or movie passes. For schools that chose to use student incentives instead of teacher incentives, various incentives, such as candy bars and pizza parties, were provided to students to encourage them to return their signed form. It should be noted that in order to receive the student incentive, the completed parent permission form needed to be returned regardless of whether or not the student was allowed to participate in the survey.

For most schools, the survey was administered during February and March of 2005. In each school, a specific day was chosen for the survey. Teachers were given a script to read so that all students would receive a standardized set of instructions. Teachers were also asked to provide information on the number of students that should have taken the survey but were absent, and the number that did not take the survey because they, or their parents, decided that they should not take the survey.

Every effort was made to ensure the confidentiality of students' responses. When students completed their questionnaires, they placed them in an envelope that was passed around the classroom. The envelope was then sealed and a teacher took the envelope to the school office or to the district-level school coordinator where it was placed with other class envelopes.

In an effort to increase return rates, teachers were instructed to also administer the survey to students who were absent on the day of the original survey administration. Teachers were instructed to survey these absentee surveys up to one week after the original administration date, have students place these surveys into a separate envelope labeled "Absentee Surveys," and also deliver these surveys to the school office or to the survey coordinator. After all survey packets were gathered, survey coordinators packaged the materials and either mailed them to the Bach Harrison office or arranged for the materials to be collected by a member of the Bach Harrison staff. The staff at Bach Harrison logged the surveys, scanned the questionnaires, prepared the final database of completed surveys for analysis, and produced district and state level reports.

There were nearly an equal number of males and females who took the survey in all grades (female – 51.5% and males – 48.5%).

Completion Rate and Ability to Generalize the Results

Not all students participated in the Utah PNA survey. Some students individually chose not to participate, some students' parents refused consent for them to participate, and some students were absent when the survey was administered.

There were a total of 48,240 students in grades 6, 8, 10, and 12 (62,613 students total) who participated in the 2005 Utah PNA Survey. This is a sufficient participation rate for a school survey and resulted in an adequate number of students for analysis at the regional and school district levels.

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 most of the questions (see **Validity of the Data** section for the validity criteria). After invalid questionnaires were eliminated, there were a total of 46,527 valid surveys completed by students in grades 6, 8, 10, and 12.

Survey Participants

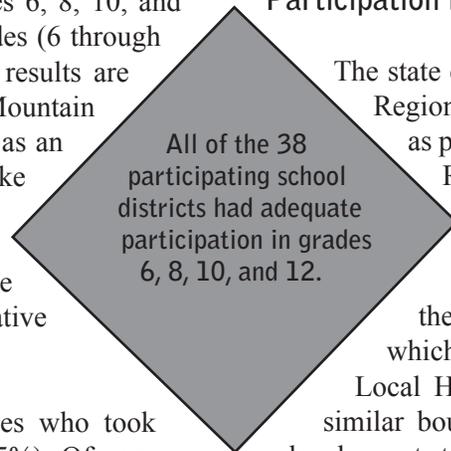
The characteristics of the youth who took the survey are presented in Table 3. The results in this State Report are completed for grades 6, 8, 10, and 12. While some schools chose to survey students in all grades (6 through 12), odd grade (7th, 9th, and 11th grades) student survey results are not included in this state report. Further, the Rocky Mountain Indian Foundation chose to use the SHARP Survey Project as an opportunity to survey Native American youth in the Salt Lake City area, in an effort to get results specifically for the Native American population. These extra surveys are also not included in the analysis contained in this State Report since the original sample contained a representative sample of Native American youth.

There were nearly an equal number of males and females who took the survey in all grades (female – 51.5% and males – 48.5%). Of survey respondents, 78.8% were White, 9.1% were Hispanic, 3.0% were Native American, 3.3% were Asian or Pacific Islander, 1.2% were African American, and 4.6% were Multi-Racial or Other. In comparison to information provided from the Utah State Office of Education for the 2004-2005 school year, the demographic makeup of the 2005 Utah PNA Survey is very similar to those

of the Utah student population. The State Office of Education indicates that the Utah student population is 82.6% White, 11.5% Hispanic, 1.5% Native American, 1.6% Asian, 1.3% Pacific Islander, 1.2% African American, and 0.3% Other.

An analysis of the family structure of respondents showed that 62.7% lived with both of their biological parents, 14.3% lived in a step-family structure, and 14.5% lived with a single parent.

Participation by DSAMH LSAA Regions and School Districts



All of the 38 participating school districts had adequate participation in grades 6, 8, 10, and 12.

The state of Utah has 29 counties that are divided into the 13 LSAA Regions. Table 3 shows the number of students who were surveyed as part of the SHARP Survey by grade for each of the 13 LSAA Regions. The original sample of classes that participated in the SHARP survey was selected by the Centers for Disease Control (CDC) to represent the 12 Utah Department of Health, Local Health Departments. With the exception of the Four Corners and San Juan DSAMH Planning Districts, which are combined into one local health department district, the Local Health Departments and DSAMH Planning Districts have similar boundaries. There were enough students to provide district level reports to all of the 13 DSAMH Planning Districts.

One of the goals of the SHARP Survey was to provide valid PNA Survey data at the LSAA Region level and school district level for students in grades 6, 8, 10, and 12. All of the 38 participating school districts had adequate participation in grades 6, 8, 10, and 12 to produce school district level profile reports. Oversampling was completed specifically for the Native

American population in the Salt Lake City area. The results from those extra surveys were not added into the state level analysis. See the next section on **Weighting for the SHARP Survey** for additional information on the final database.

While profile reports that provide rates of ATOD use, rates of antisocial behavior, risk factor levels, and protective factor levels have been prepared for each of the 13 LSAA Regions, the results for individual planning districts are not presented in this statewide report. Anyone desiring a report for a specific planning district should contact the DSAMH or LSAA Region personnel.

Weighting the SHARP Sample

Since all of the 38 participating school districts surveyed enough students to obtain a margin of error of +/- 5% at the 95% confidence level, larger school districts were generally under-represented and smaller districts over-represented at the state level. To ensure that each school district's contribution to the state level data was proportional to their population, the data were weighted by school district and grade.

Thus, before statewide analyses were conducted, the under- and over-representation of students in the school districts was corrected by applying weights to the data. The weights that were used for the statewide analyses in this report were based upon the student population in each grade in each of the school districts.

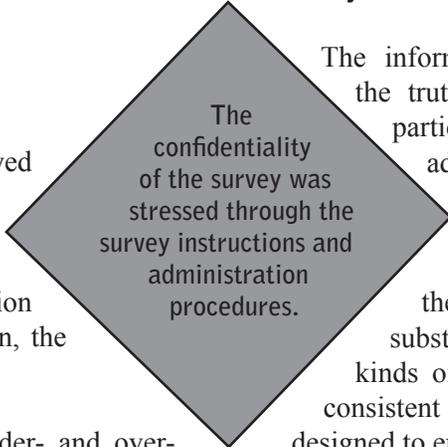
That weighting also was applied when Bach Harrison produced the Regional reports. For regions that contained only one school district, weighting was not necessary. However, when Regions contained more than one school district such as Salt Lake County, the weighting ensured that each school district's contribution to the overall results was proportional to their percentage of the overall students in the Region.

Information regarding the completion rates at the school district and school levels is located in the final pages of profile reports sent to school districts.

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



The confidentiality of the survey was stressed through the survey instructions and administration procedures.

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. Student surveys that were deemed not truthful were eliminated.

There were a total of 62,613 survey questionnaires completed. However, not all of the questionnaires contained valid information. Of these surveys, 2,304 (3.7%) were eliminated because respondents were determined to be dishonest or because students did not answer enough of the validity questions to determine whether or not they were honest in their responses. These surveys were eliminated because of five predetermined dishonesty indicators — 1) the students indicated that they were “Not Honest At All” in completing the survey (492 surveys); 2) the students indicated that they had used the non-existent drug phenoxydine (1,913 surveys); 3) the students reported an impossibly high level of multiple drug use (603 surveys); 4) the students indicated past-month use rates that were higher than lifetime use rates (278 surveys); and 5) the students reported an age that was inconsistent with their grade or their school (169 surveys). These surveys were not included in the final analyses.

Because the results reported in this state report and in the profile reports focus on data from the 6th, 8th, 10th, and 12th grades, 13,592 additional students in the 7th, 9th, and 11th grades who took the survey because their school chose to survey students in the odd grades or because they were attending a class where most of the students were in the even grades. While the students in the odd grades are eliminated from the analyses conducted for this statewide report, their results are often reported at the school district or school level. Further, 191 surveys were eliminated due to students not reporting a grade level.

A total of 16,086 questionnaires were eliminated from the analyses contained in this State Report. 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.

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

Table 3

Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics												
	Grade 6		Grade 8		Grade 10		Grade 12		2005 Total		2003 Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Total Sample	13,702	29.4	13,014	28.0	11,558	24.8	8,253	17.7	46,527	100.0	9,823	100.0
Gender												
Male	6,723	49.4	6,158	48.2	5,689	47.4	3,999	49.0	22,269	48.5	4,569	46.8
Female	6,893	50.6	6,626	51.8	5,991	52.6	4,163	51.0	23,673	51.5	5,185	53.2
Race/Ethnicity												
White	9,936	74.2	10,062	78.8	9,233	80.7	6,853	83.7	36,084	78.8	7,651	79.7
Native American	622	4.6	383	3.0	249	2.2	123	1.5	1,377	3.0	247	2.6
Hispanic	1,425	10.6	1,244	9.7	948	8.3	568	6.9	4,185	9.1	880	9.2
African American	177	1.3	155	1.2	131	1.1	76	0.9	539	1.2	151	1.6
Asian or Pacific Islander	420	3.1	405	3.2	386	3.4	306	3.7	1,517	3.3	193	2.0
Multi-Racial or Other	808	6.0	523	4.1	489	4.3	263	3.2	2,083	4.6	329	3.4
Family Structure												
Both Parents	8,684	63.4	8,121	62.4	7,186	62.2	5,164	62.6	29,155	62.7	6,446	65.6
Step-Families	1,854	13.5	1,817	14.0	1,775	15.4	1,211	14.7	6,657	14.3	1,124	11.4
Single Parent	1,906	13.9	1,976	15.2	1,682	14.6	1,175	14.2	6,739	14.5	1,672	17.0
* Numbers within Ethnicity, Family Structure, and Language categories may not add up to the final honest completion rate of 46,527. Numbers presented for these categories reflect student responses, and not all students responded to these questions.												

Table 4

Number and Percentage of Survey Respondents and State Enrollment by Local Substance Abuse Authority Region and Grade

	Grade 6				Grade 8				Grade 10				Grade 12				Total Grades 6, 8, 10, and 12				2003 SHARP PNA Total Sample	
	SHARP PNA Participation by LSAA Region		State Enrollment by LSAA Region 2004-2005 School Year		SHARP PNA Participation by LSAA Region		State Enrollment by LSAA Region 2004-2005 School Year		SHARP PNA Participation by LSAA Region		State Enrollment by LSAA Region 2004-2005 School Year		SHARP PNA Participation by LSAA Region		State Enrollment by LSAA Region 2004-2005 School Year		SHARP PNA Participation by LSAA Region		State Enrollment by LSAA Region 2004-2005 School Year			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Bear River	1,793	13.1	2,223	6.3	1,611	12.4	2,277	6.3	1,245	10.8	2,269	6.3	895	10.8	2,228	6.6	5,544	11.9	8,997	6.4	534	5.4
Central	482	3.5	1,101	3.1	550	4.2	1,216	3.3	338	2.9	1,187	3.3	279	3.4	1,109	3.3	1,649	3.5	4,613	3.3	473	4.8
Davis	3,801	27.7	4,252	12.0	3,579	27.5	4,484	12.3	3,316	28.7	4,554	12.7	2,407	29.2	4,425	13.1	13,103	28.2	17,715	12.5	639	6.5
Four Corners	314	2.3	483	1.4	291	2.2	571	1.6	297	2.6	566	1.6	270	3.3	571	1.7	1,172	2.5	2,191	1.6	295	3.0
Northeastern	397	2.9	734	2.1	341	2.6	733	2.0	281	2.4	692	1.9	141	1.7	646	1.9	1,160	2.5	2,805	2.0	251	2.6
Salt Lake County	2,646	19.3	12,710	36.0	2,667	20.5	12,868	35.4	2,894	25.0	12,709	35.5	2,139	25.9	12,045	35.8	10,346	22.2	50,332	35.7	4,862	49.5
San Juan County	100	0.7	220	0.6	58	0.4	266	0.7	40	0.3	263	0.7	15	0.2	233	0.7	213	0.5	982	0.7	142	1.4
Southwest	717	5.2	2,407	6.8	697	5.4	2,441	6.7	698	6.0	2,497	7.0	499	6.0	2,198	6.5	2,611	5.6	9,543	6.8	562	5.7
Summit County	240	1.8	516	1.5	355	2.7	545	1.5	109	0.9	524	1.5	92	1.1	433	1.3	796	1.7	2,018	1.4	199	2.0
Tooele County	694	5.1	834	2.4	567	4.4	783	2.2	423	3.7	732	2.0	241	2.9	599	1.8	1,925	4.1	2,948	2.1	441	4.5
Utah County	1,067	7.8	6,433	18.2	931	7.2	6,595	18.2	938	8.1	6,456	18.0	663	8.0	5,823	17.3	3,599	7.7	25,307	17.9	625	6.4
Wasatch	205	1.5	302	0.9	78	0.6	299	0.8	59	0.5	320	0.9	57	0.7	297	0.9	399	0.9	1,218	0.9	180	1.8
Weber	1,246	9.1	3,137	8.9	1,289	9.9	3,248	8.9	920	8.0	3,053	8.5	555	6.7	3,079	9.1	4,010	8.6	12,517	8.9	620	6.3
Total	13,702	100	35,352	100	13,014	100	36,326	100	11,558	100	35,822	100	8,253	100	33,686	100	46,527	100	141,186	100	9,823	100

NOTE: The percentages indicated in State Enrollment by LSAA Region columns indicate a breakdown of the regional enrollment of students within each column category (i.e. the distribution of students throughout the state within grade 6, grade 8, grade 10, grade 12, and all of these grades combined). These numbers and percentages are provided for comparison only and should not be confused with the survey respondent breakdown figures reported in the SHARP PNA Participation by LSAA Region columns.

Figure 4

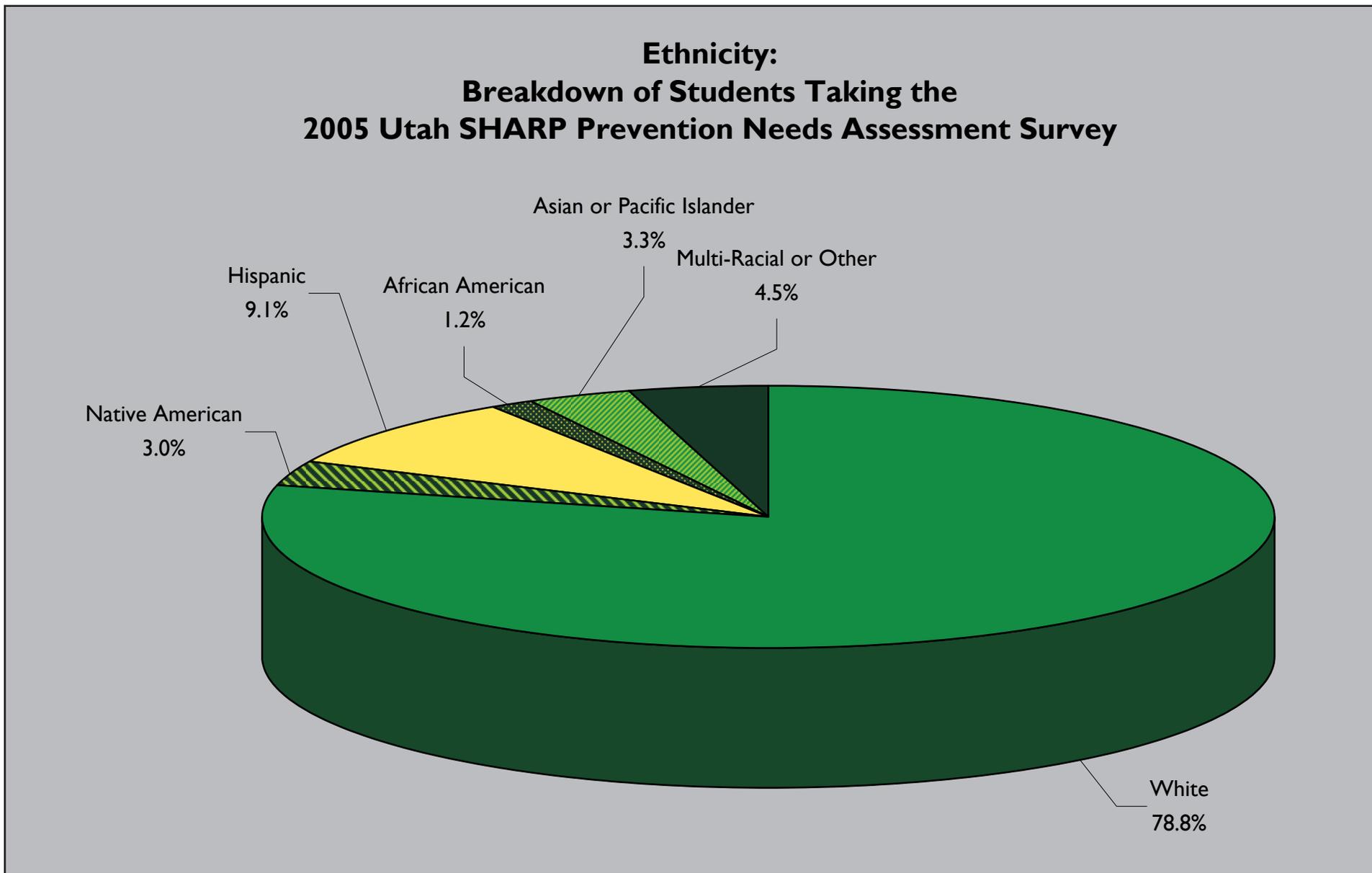


Figure 5

**Gender:
Breakdown of Students Taking the
2005 Utah SHARP Prevention Needs Assessment Survey**

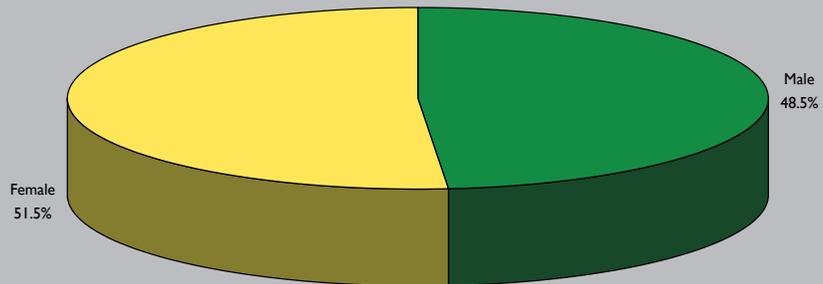
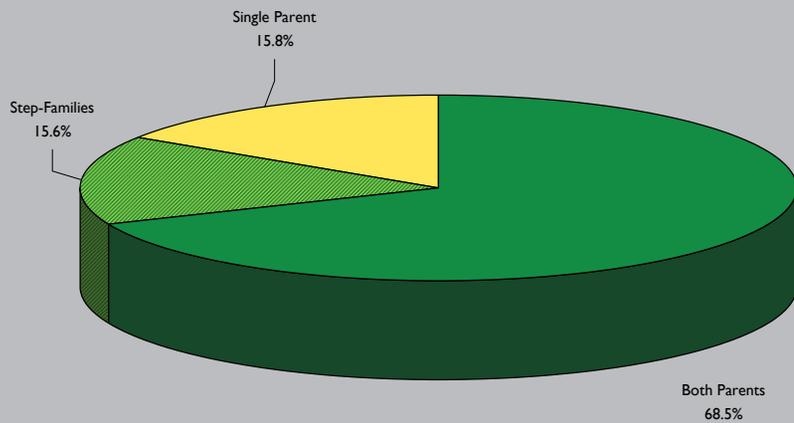


Figure 6

**Family Structure:
Breakdown of Students Taking the
2005 Utah SHARP 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 Utah 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. 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 Utah PNA survey will be provided.

Just as medical research discovered the risk factors for heart disease, social scientists have defined risk factors that place youth at risk for problem behaviors.

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 Utah are provided by grade.

Risk and protective factor charts are also provided to illustrate Utah 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.

The section concludes with a discussion of the findings from bonding questions that were added to the 2005 survey. Responses to these bonding questions will be discussed by grade level, and the relationship between bonding and substance use will be explored.

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 Prevention Needs Assessment 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 risk and protective factor model 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 50% 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, Utah 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 5

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Community					
Availability of Drugs	✓				✓
Availability of Firearms		✓			✓
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓
Media Portrayals of Violence					✓
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 youth 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 1950s. If a gun is present in the home, it is much more likely to be used against a relative or friend than an intruder or stranger. Also, when a firearm is used in a crime or assault instead of another weapon or no weapon, the outcome is much more likely to be fatal. While a few studies report no association between firearm availability and violence, more studies show a positive relationship. Given the lethality of firearms, the increase in the likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor.

Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime (Linked to Substance Abuse, Delinquency, and Violence)

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

Media Portrayals of Violence (Violence)

The role of media violence on the behavior of viewers, especially young viewers, has been debated for more than three decades. Research over that time period has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. Exposure to violence in the media appears to have an impact on children in several ways: 1) children learn violent behavior from watching actors model that behavior, 2) they learn violent problem-solving strategies, and 3) media portrayals of violence appear to alter children's attitudes and sensitivity to violence. Please note that a scale has not been developed for this risk factor, and the Utah PNA Survey does not gather results for this risk factor.

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. Please note that a scale has not been developed for this risk factor, and the Utah PNA Survey does not gather results for this risk factor.

Community Risk and Protective Factor Scales

Risk Factors

In all grades, a majority of Utah survey participants in 2005 were not at-risk in the community domain. Table 6 shows that the highest scaled score was for 12th grade Perceived Availability of Drugs (38.3% at-risk), followed by 8th grade Perceived Availability of Handguns (36.7% at-risk).

In looking at Utah’s community risk factor scales in relation to the seven-state norm, Figure 8 illustrates that Utah’s levels of risk are far below other states for all grades. All community domain risk factors for 2005 were 5.7% to 31.9% below the seven-state norm line.

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 above the seven-state norm for all grades. The lowest rate of protection occurred for 8th grade Community Rewards for Prosocial Involvement (56.8% with protection). Rates of Opportunities for Prosocial Involvement were 6.1% to 13.9% above than the 7 state norm for each grade.

Comparisons to 2003 Utah PNA Survey Data

Two years of risk and protective factor data are available for Utah. While most risk factor rates stayed fairly consistent from 2003 to 2005, rates have decreased significantly in all grades since 2003 for Community Disorganization (decreases of 2.5% to 11.4% in all grades since 2003) and Perceived Availability of Drugs (decreases of 1.6% to 3.0% in all grades since 2003). The 12th grade showed significant decreases in 4 of the 5 community domain risk factors, while 8th grade Low Neighborhood Attachment was the only risk factor rate that increased since the 2003 survey.

As for protective factors, rates for Community Opportunities for Prosocial Involvement decreased 3.4% to 9.0% in each grade since the 2003 survey. Further, while 6th and 8th grade rates of Community Rewards for Prosocial Involvement decreased since 2003, 12th grade rates increased 2.9% since the past survey.

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2003 state survey data.

Table 6

Community Domain Risk and Protective Factors	Grade 6		Grade 8		Grade 10		Grade 12	
	2003	2005	2003	2005	2003	2005	2003	2005
Percent of Students At Risk in the Following Risk Factor Scales								
Low Neighborhood Attachment	35.4	34.6	26.2	28.1	36.8	31.9	39.2	34.6
Community Disorganization	28.7	26.2	24.4	21.6	35.4	27.7	38.8	27.4
Transitions and Mobility	38.8	N/A	45.4	N/A	65.4	N/A	40.8	N/A
Laws & Norms Favor Drug use	28.3	26.7	18.8	18.2	21.9	18.6	12.7	12.1
Perceived Availability of Drugs	21.8	18.8	23.6	22.1	34.6	32.5	40.4	38.3
Perceived Availability of Handguns	24.0	22.6	39.5	36.7	26.6	25.8	34.8	32.0
Percent of Students With Protection in the Following Protective Factor Scales								
Opportunities for Prosocial Involvement	70.4	62.1	78.4	69.4	75.0	68.1	73.3	69.9
Community Reward for Prosocial Involvement	63.5	60.6	61.4	56.8	65.3	65.6	63.7	66.7

Figure 7

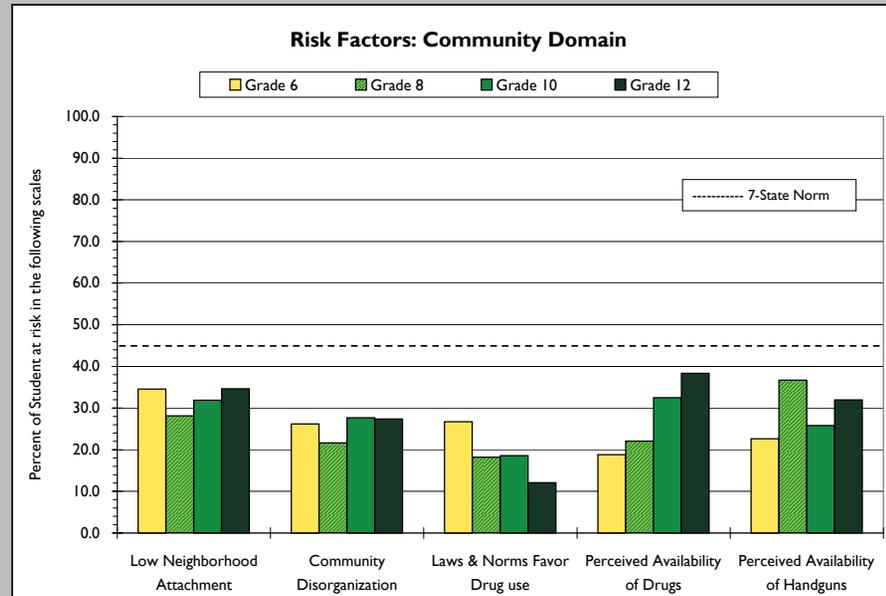
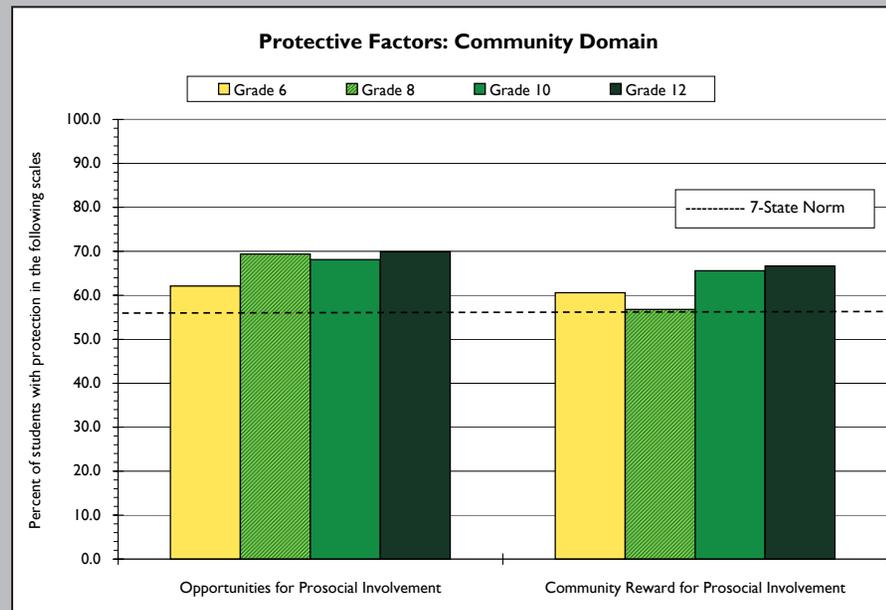


Figure 8



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 7

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Family					
Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement In the Problem 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 drug abusers in adolescence.

Family Risk and Protective Factor Scales

Risk Factors

In all grades, a majority of Utah survey respondents were not at-risk in the family domain. Table 8 shows that the highest scaled score was for Family Conflict for 8th graders (48.7% at-risk), followed by Parent Attitudes Favorable to Antisocial Behavior for 10th graders (44.0% at-risk).

In looking at Utah's Family risk factor scales in relation to the seven-state norm, Figure 9 illustrates that most of Utah's levels of risk are significantly lower than other states for most grades. Eighth grade rates of Family Conflict was the only rate above the seven-state norm, and 10th grade Parent Attitudes Favorable to Antisocial Behavior was equal with the seven-state norm. All other rates were 3.4% to 35.5% lower than the seven-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. In the family domain, all protective factor rates for the state were above the seven-state norm for all grades. The highest

protective factor score was 6th grade Family Opportunities For Prosocial Involvement (72.7% with protection), while the lowest risk factor score was 10th grade Family Attachment (58.7% with protection).

Comparisons to 2003 Utah PNA Survey Data

As can be seen in Table 8, levels of risk in the family domain increased in all grades in two scales: Parent Attitudes Favorable to Antisocial Behavior (increases of 5.8% to 7.3% in each grade) and Parent Attitudes Favorable to Drug Use (increases of 2.2% to 5.3% in each grade). Family History of Antisocial Behavior, however, decreased 2.2% to 6.3% in each grade.

Levels of protection stayed relatively constant, with 6th and 12th grade Family Opportunities For Prosocial Involvement increasing significantly since the 2003 survey and 8th grade protection for all three protective factors decreasing significantly since the 2003 survey.

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2003 state survey data.

Table 8

Family Domain Risk and Protective Factors	Grade 6		Grade 8		Grade 10		Grade 12	
	2003	2005	2003	2005	2003	2005	2003	2005
Percent of Students At Risk in the Following Risk Factor Scales								
Poor Family Management	30.1	30.1	32.4	31.3	31.2	30.2	36.5	31.5
Family Conflict	38.7	39.9	45.8	48.7	39.3	38.4	35.1	34.6
Family History of Antisocial Behavior	30.1	23.8	27.0	23.3	28.7	26.5	27.8	24.3
Parent Attitudes Favor Antisocial Behavior	24.5	30.7	33.3	40.6	36.8	44.0	34.2	40.0
Parent Attitudes Favor Drugs Use	6.3	8.5	11.7	15.9	17.0	22.3	16.8	19.6
Percent of Students With Protection in the Following Protective Factor Scales								
Family Attachment	68.1	68.8	66.0	63.7	59.0	58.7	68.9	69.8
Family Opportunities for Prosocial Involvement	69.2	72.7	72.7	70.7	65.0	64.7	64.0	67.1
Family Rewards for Prosocial Involvement	65.2	64.8	74.6	71.7	66.2	64.3	64.1	64.8

Figure 9

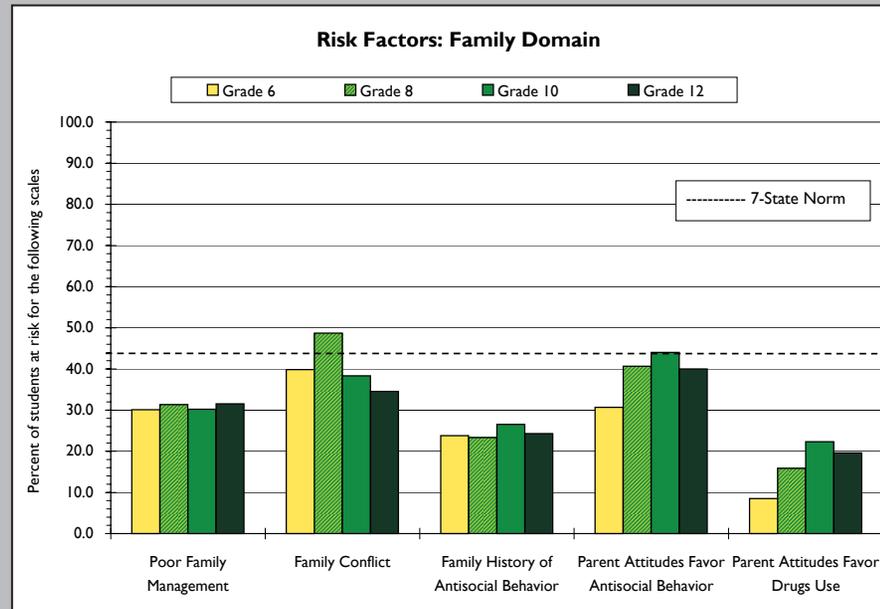
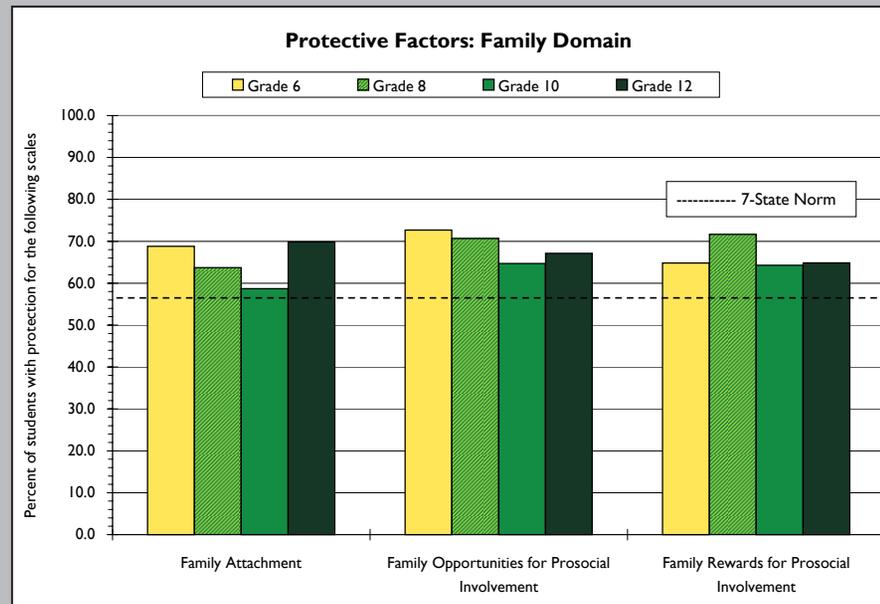


Figure 10



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 school. The Utah 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 youth 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 9

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
School					
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓

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. Youth 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 2.9% to 9.8% below the seven-state norm for all grades. The highest risk factor score was for 10th grade Academic Failure (41.1% at risk).

Risk factor rates (particularly Low Commitment to Schools) are very close for all grades, indicating that in the school domain, youth 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. The following rates fell below the seven-state norm line: 8th grade School Opportunities for Prosocial Involvement and 8th and 12th grade School Rewards for Prosocial Involvement. The previously mentioned scales were 1.2% to 3.3% below the seven-state norm.

Comparisons to 2003 Utah PNA Survey Data

Data presented in Table 10 depicts changes in risk and protective factor rates since the 2003 survey. Rates of Low Commitment to School increased 1.9% to 4.0% in the 6th, 8th, and 10th grades. Academic Failure increased 1.3% in the 6th grade and 3.1% in the 10th grade, but decreased 1.4% in the 8th grade and 3.8% in the 12th grade.

As for protective factors in the school domain, rates of School Rewards for Prosocial Involvement remained fairly stable since the 2003 survey, while rates of School Opportunities for Prosocial Involvement decreased 3.0% to 5.3% in the 6th, 8th, and 10th grades and increased 1.1% in the 12th grade.

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2003 state survey data.

Table 10

School Domain Risk and Protective Factors	Grade 6		Grade 8		Grade 10		Grade 12	
	2003	2005	2003	2005	2003	2005	2003	2005
Percent of Students At Risk in the Following Risk Factor Scales								
Academic Failure	39.1	40.4	41.0	39.6	38.0	41.1	38.0	34.2
Low Commitment to School	36.8	38.8	35.5	39.5	36.9	38.2	39.7	38.8
Percent of Students With Protection in the Following Protective Factor Scales								
Opportunities for Prosocial Involvement	60.1	54.8	64.3	61.3	71.0	66.6	69.6	70.7
Rewards for Prosocial Involvement	63.5	62.5	53.5	52.7	64.7	64.5	52.3	52.9

Figure 11

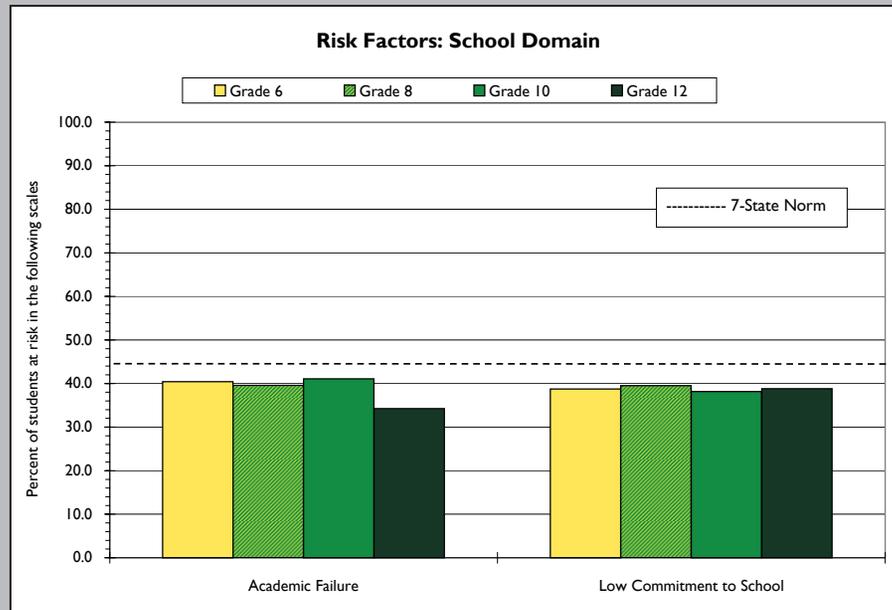
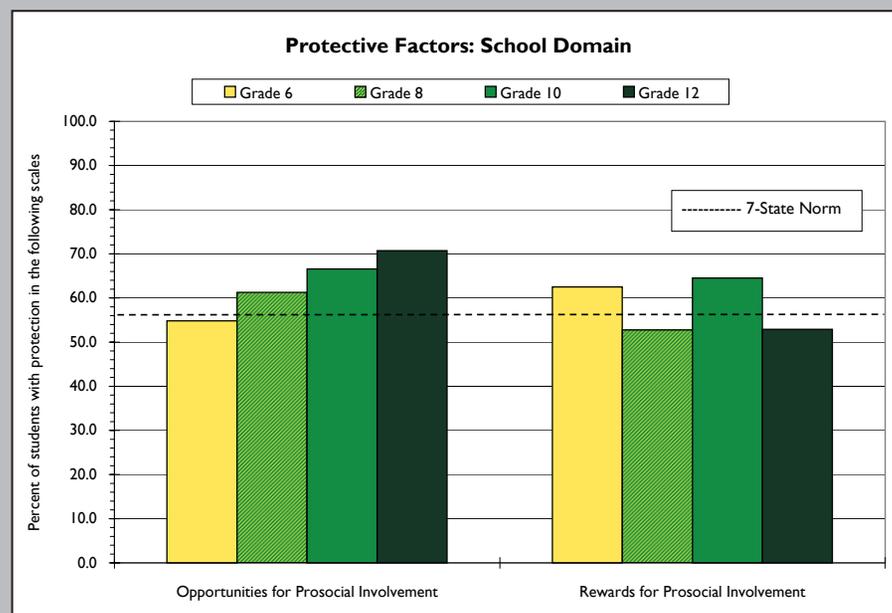


Figure 12



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 youth 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, youth 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 11

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Peer/Individual					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Gang Involvement	✓	✓			✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Depressive Symptoms	✓	✓			
Intention to Use ATODs	✓				
Constitutional Factors	✓	✓			✓

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.

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.

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.

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 Utah survey, youth who scored highest on the items measuring depressive symptoms also scored significantly higher on all of the drug use questions.

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.

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

When looking at the grades individually, the highest risk score for youth in the 6th grade was Rebelliousness (47.3% at risk). For 8th, 10th, and 12th graders the highest risk factor was Interaction With Antisocial Peers (42.6% at risk in the 8th grade, 41.2% at risk in the 10th grade, 40.3% at risk in the 12th grade).

In comparison to the seven-state norm, a large majority of Utah risk factor scores are below the norm. The only risk factor score that is higher than the seven-state norm is 6th grade Rebelliousness (47.3% at risk). All other scores were 1.4% to 40.2% lower than the seven-state norm. The following three risk factor scales were below 20% risk for all four grades: Early Initiation of Drug Use (15.0% to 16.4% at risk), Attitudes Favorable to Drug Use (10.9% to 19.1% at risk), and Gang Involvement (3.8% to 5.6% at risk).

Protective Factors

There are six protective factor scales for the peer/individual domain. While the Peer/Individual Prosocial Involvement scale scores for all grades fell below the seven-state norm line, all other scales for all grades were significantly higher than the seven-state norm. The highest protective factor score was for 6th grade Social Skills (80.0% with protection), while the lowest score was for 12th grade Prosocial Involvement (52.3% with protection).

Comparisons to 2003 Utah PNA Survey Data

In comparing 2003 data to 2005 data, risk factor scores for the Rebelliousness scale increased 2.2% to 4.6% in each grade, and Perceived Risk of Drug Use increased 2.3% to 4.9% in grades 6, 8, and 10.

In looking at increases and decreases at the grade level, 6th grade levels of risk increased significantly in three scales (Rebelliousness, Perceived Risk of Drug Use, and Gang Involvement) and decreased significantly in three scales (Early Initiation of Drug Use, Friends' Use of Drugs, and the Depression Scale). For the 8th grade, nine scales significantly increased since the 2003 survey, with the only scales not significantly increasing being Rewards for Antisocial Behavior, the Depression Scale, and Gang Involvement. For the 10th grade, seven scales significantly increased, while the Depression Scale significantly decreased 4.5%. For the 12th grade, the following four scales decreased 1.3% to 4.2% since the 2003 survey: Early Initiation of Antisocial Behavior, Early Initiation of Drug Use, Interaction With Antisocial Peers, and Rewards for Antisocial Behavior.

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2003 state survey data.

Table 12

Peer/Individual Domain Risk and Protective Factors	Grade 6		Grade 8		Grade 10		Grade 12	
	2003	2005	2003	2005	2003	2005	2003	2005
Percent of Students At Risk in the Following Risk Factor Scales								
Rebelliousness	42.7	47.3	30.9	33.1	37.1	40.8	34.9	37.7
Early Initiation of Antisocial Behavior	18.9	19.2	24.8	26.0	30.1	31.0	31.2	28.3
Early Initiation of Drug Use	17.9	15.6	13.8	15.0	16.9	16.4	19.6	15.4
Attitudes Favorable to Antisocial Behavior	30.5	31.2	25.4	29.9	35.3	38.3	36.1	35.9
Attitudes Favorable to Drug Use	11.5	10.9	12.8	14.9	16.1	19.1	15.6	15.6
Perceived Risk of Drug Use	19.5	21.8	20.2	25.1	16.8	19.9	23.6	23.4
Interaction with Antisocial Peers	29.8	30.2	37.7	42.6	41.1	41.2	41.6	40.3
Friends' Use of Drugs	14.6	13.4	17.6	20.7	19.9	21.4	17.5	17.6
Sensation Seeking	67.1		58.8		55.5		55.3	
Rewards for Antisocial Behavior	19.4	18.5	28.3	28.6	21.9	23.4	32.8	30.7
Depression Scale	38.3	35.8	39.4	38.6	45.7	41.1	38.0	37.0
Intention to Use	23.0	22.2	13.8	15.3	16.4	19.7	12.0	12.3
Gang Involvement	3.8	4.8	5.0	5.6	5.0	4.3	2.7	3.8
Percent of Students With Protection in the Following Protective Factor Scales								
Religiosity	73.8	72.5	78.2	71.8	75.9	71.8	72.7	69.4
Social Skills	79.9	80.0	78.8	76.8	72.7	72.6	77.2	80.5
Belief in Moral Order	73.1	73.5	73.7	72.7	75.3	75.2	63.3	67.3
Interaction with Prosocial Peers	64.8	63.0	70.5	65.0	72.2	70.6	68.0	70.0
Prosocial Involvement	59.0	53.8	58.4	52.6	60.7	55.8	51.2	52.3
Rewards for Prosocial Involvement	69.0	69.1	72.5	69.8	73.7	71.8	64.7	68.2

Figure 13

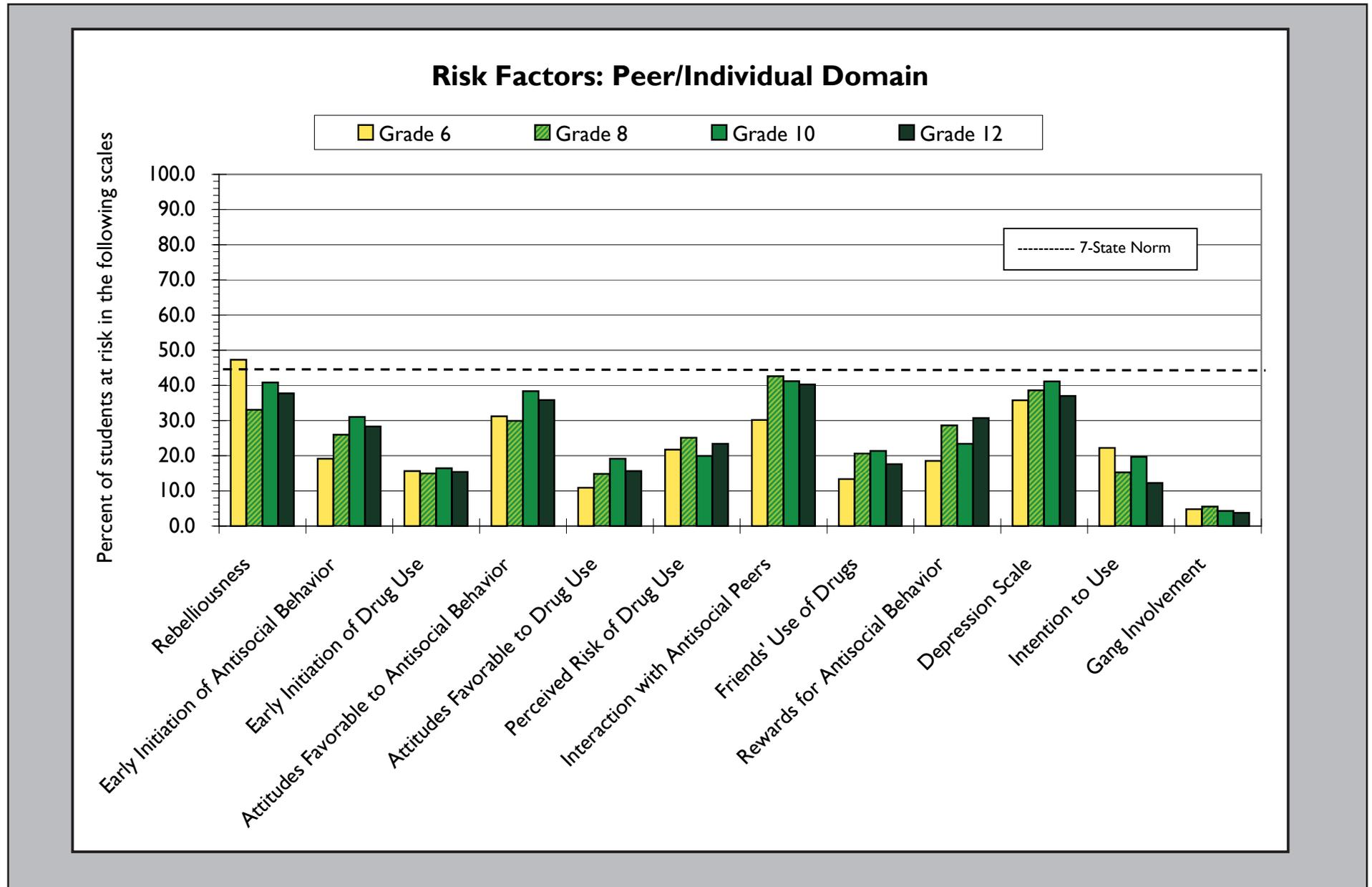
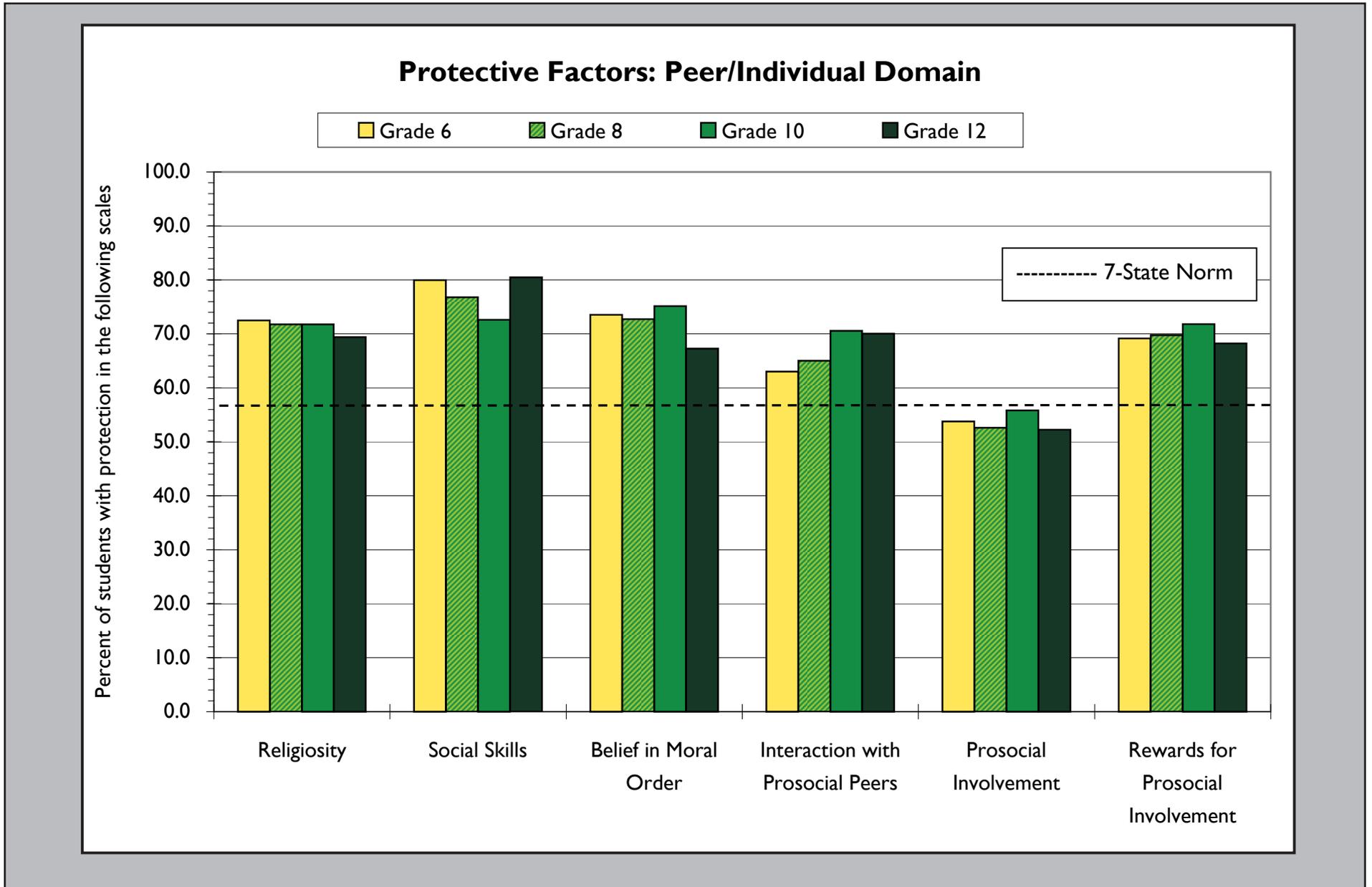


Figure 14



Student Bonding With Adults

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.

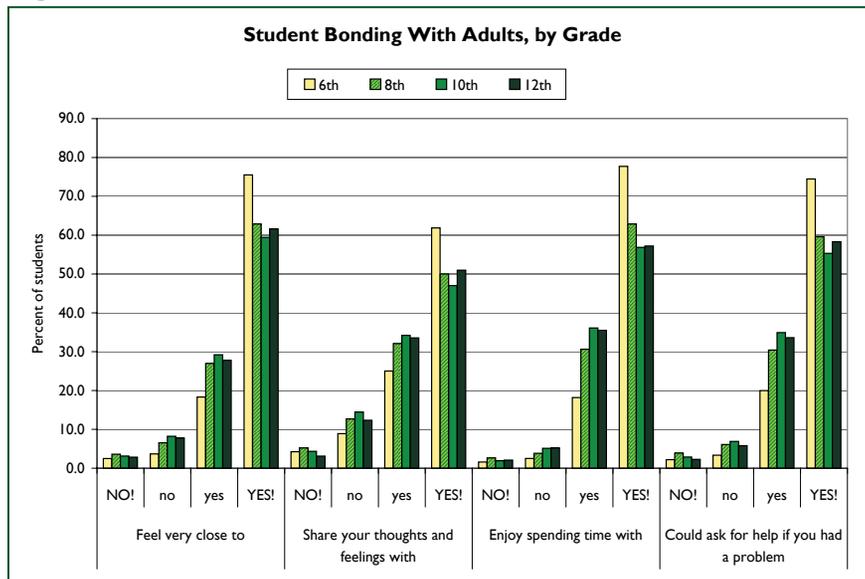
Bach Harrison is in the process of developing a bonding protective factor scale which would add to the findings reported in the PNA Survey Profile Reports. This section reports some initial findings from a four-part bonding

question added to the 2005 survey. Table 13 and Figure 15 display bonding results by grade level. While bonding is not yet a protective factor scale, selected findings for the added questions show a strong relationship between bonding and substance use (see Table 14 and Figure 16). In the 2005 survey, students were asked "Is there an adult in your life, such as a parent, relative, teacher, or neighbor, who you: (a) feel very close to, (b) share your thoughts and feelings with, (c) enjoy spending time with, and (d) could ask for help if you had a problem?" Responses to each sub-question (a, b, c, and d) were "NO!," "no," "yes," and "YES!"

Table 13

Student Reports of Perceived Level of Closeness and Bonding to Adults, by Grade						
Is there an adult in your life, such as a parent, relative, teacher, or neighbor, who you:						
		6th	8th	10th	12th	Total
Feel very close to	NO!	2.5	3.6	3.1	2.8	3.0
	no	3.7	6.6	8.2	7.8	6.6
	yes	18.3	27.0	29.2	27.8	25.7
	YES!	75.5	62.9	59.4	61.6	64.6
Share your thoughts and feelings with	NO!	4.2	5.2	4.3	3.1	4.2
	no	8.9	12.7	14.5	12.3	12.2
	yes	25.0	32.1	34.2	33.6	31.4
	YES!	61.9	50.0	47.0	51.0	52.3
Enjoy spending time with	NO!	1.6	2.6	1.9	2.1	2.1
	no	2.5	3.8	5.1	5.2	4.2
	yes	18.2	30.6	36.1	35.5	30.4
	YES!	77.7	62.9	56.9	57.2	63.4
Could ask for help if you had a problem	NO!	2.2	3.9	2.9	2.3	2.8
	no	3.4	6.1	6.9	5.8	5.6
	yes	20.0	30.4	34.9	33.6	29.9
	YES!	74.5	59.6	55.3	58.3	61.7

Figure 15



Bonding by Grade Level

Table 13, which depicts bonding results by grade level, shows that a majority of students answered “YES!” or “yes” to the bonding questions, indicating that most students in all grades feel bonded to adults in their lives. Of all Utah PNA survey participants in grades 6, 8, 10, and 12, 90.3% (answers of “YES!” or “yes”) felt close an adult, 83.7% (answers of “YES!” or “yes”) felt they could share their thoughts or feelings with an adult, 93.8% (answers of “YES!” or “yes”) indicated that they enjoyed spending time with an adult, and 91.6% (answers of “YES!” or “yes”) felt they could ask an adult for help if they had a problem.

In looking at the results by individual grade level, 6th graders indicated the highest levels of bonding to an adult (93.8% indicating (“yes” or “YES!”) they felt close to an adult, 86.9% indicating they felt they could share their thoughts or feelings with an adult, 95.9% indicating they enjoyed spending time with an adult, and 94.4% indicating they could ask an adult for help if they had a problem).

In regards to the percentage of students who indicated a lack of bonding (answering “no” or “NO!” to the four questions), 10th graders indicated the

highest rates of not feeling very close to an adult (11.4% answering “no” or “NO!”) and feeling they could not share their thoughts or feelings with an adult (18.8% answering “NO!” or “no”). Twelfth graders indicated the highest rates of not enjoying spending time with an adult (7.4% answering “NO!” or “no”). Eighth graders indicated the highest rates of not believing they could ask an adult for help if they had a problem (10.0% answering “NO!” or “no”).

Marijuana Use by Bonding

Table 14 and Figure 16 display the relationship between level of bonding and marijuana lifetime and past month use. Figure 16 depicts a gradual increase in use with decreased perception of bonding with an adult. In Utah, students who responded “NO!” to any of the bonding questions were three time more likely to use marijuana in their lifetime and four times more likely to use marijuana in the past 30 days than students who answered “YES!” to any of the bonding questions. For example, of students who answered “NO!” to the question of whether they felt very close to an adult, 29.1% indicated smoking marijuana at least once in their lifetime and 15.9% indicating smoking marijuana in the past 30 days. In contrast, of the students responding “YES!” to the same question, only 6.5% indicated smoking marijuana in their lifetime and 3.3% indicating smoking marijuana in the past month. Similar results were found in analysis of the relationship between bonding and lifetime/30-day use of alcohol, cigarettes, and any drug.

Figure 16

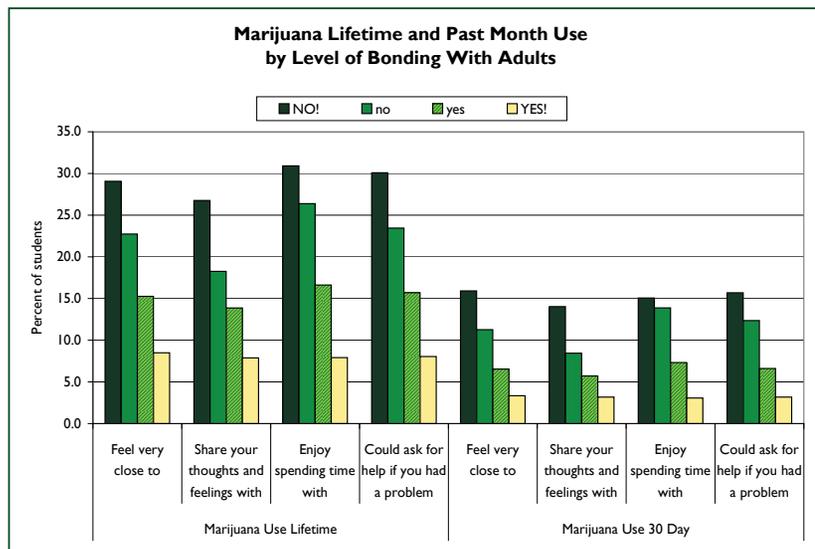


Table 14

Student Reports of Marijuana Use by Perceived Level of Closeness and Bonding to Adults					
Is there an adult in your life, such as a parent, relative, teacher, or neighbor, who you:					
	NO!	no	yes	YES!	
Marijuana Use Lifetime	Feel very close to	29.1	22.7	15.3	8.5
	Share your thoughts and feelings with	26.8	18.3	13.9	7.9
	Enjoy spending time with	30.9	26.4	16.6	7.9
	Could ask for help if you had a problem	30.1	23.4	15.7	8.0
Marijuana Use 30 Day	Feel very close to	15.9	11.3	6.5	3.3
	Share your thoughts and feelings with	14.0	8.4	5.7	3.2
	Enjoy spending time with	15.1	13.9	7.3	3.1
	Could ask for help if you had a problem	15.7	12.4	6.6	3.2

Section 3: Substance Use Outcomes

Age of Initiation

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

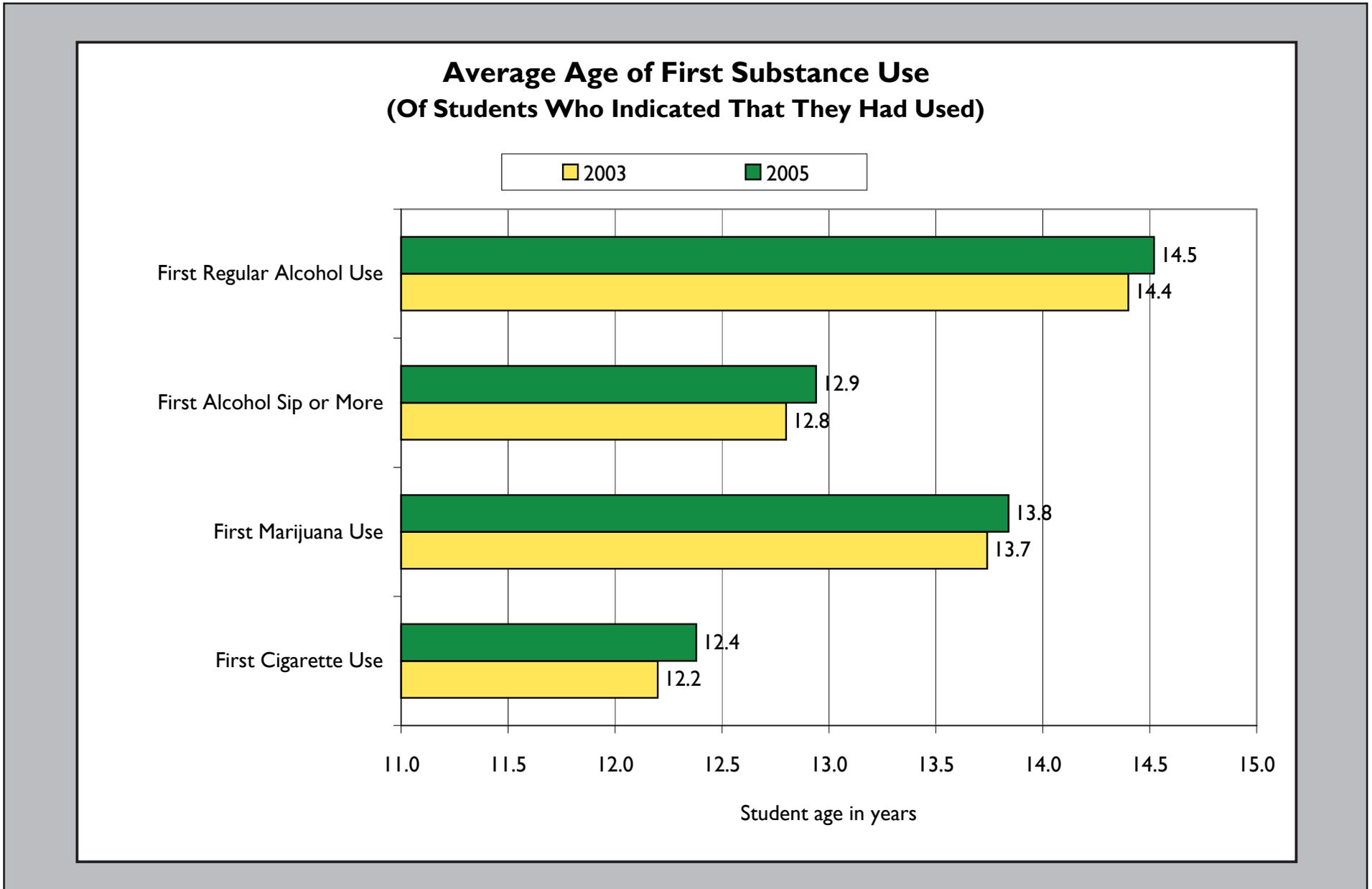
The results show that youth begin using cigarettes before using any other substance. Of the youth who had used cigarettes, the average age of first use in 2005 was 12.4 years. A period of over one and a half years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 12.9 years, and the first regular use of alcohol at 14.5 years. The results also show that youth begin trying marijuana earlier than one would think. Of the youth who had used marijuana, the average age of first use was 13.8 years – 0.7 years before youth indicated that they had begun drinking regularly.

In comparing 2003 Utah PNA Survey results to those from the 2005 survey, results were virtually unchanged for first use of all substances.

Table 15

Age of Initiation		
Drug Used	Average Age of First Use (Of Students Who Indicated That They Had Used)	
	2003	2005
First Cigarette Use	12.2	12.4
First Marijuana Use	13.7	13.8
First Alcohol Sip or More	12.8	12.9
First Regular Alcohol Use	14.4	14.5

Figure 17



Lifetime ATOD Use, By Grade

Utah 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 19, the most commonly used substances are alcohol (28.0% of Utah survey participants in the 2005 survey have used at least once), cigarettes (16.3% have used), marijuana (12.0% have used), and inhalants (11.5% have used).

Utah Results Compared to National Results

When looking at the Utah and MTF lifetime survey results (Table 16 – following page), significantly fewer Utah survey participants in all grades have had lifetime experience with alcohol, cigarettes, smokeless tobacco, marijuana, hallucinogens, cocaine, stimulants, sedatives, ecstasy, and any drug than the national sample. Lifetime alcohol use for Utah youth who took the survey was 19.4% less for 8th graders to 36.8% less for 12th graders in comparison to the national sample; lifetime cigarette use in Utah was 14.1% less for 8th graders to 27.8% less for 12th graders in comparison to the national sample; lifetime smokeless tobacco use in Utah was 7.5% less for 8th graders to 8.6% less for 12th graders in comparison to the national sample; and lifetime marijuana use in Utah was 9.2% less for 8th graders to 22.5% less for 12th graders in comparison to the national sample.

However, while 8th graders in Utah report less lifetime use for all substances, Utah 10th graders report similar levels of lifetime inhalant and heroin use, and Utah 12th graders report similar levels of lifetime heroin use.

2005 Results Compared to 2003 Results

Table 16 also shows that rates of lifetime use of most substances and for most grades have not significantly increased or decreased since the 2003 survey. The following rates have shown significant decreases since the 2003 survey: 6th grade cigarette use, 10th grade sedative and any drug use, 12th grade alcohol, cigarette, smokeless tobacco, marijuana, inhalant, sedative, and any drug use. The following rates have shown significant increases since the 2003 survey: 8th grade alcohol and cigarette use.

Figure 18

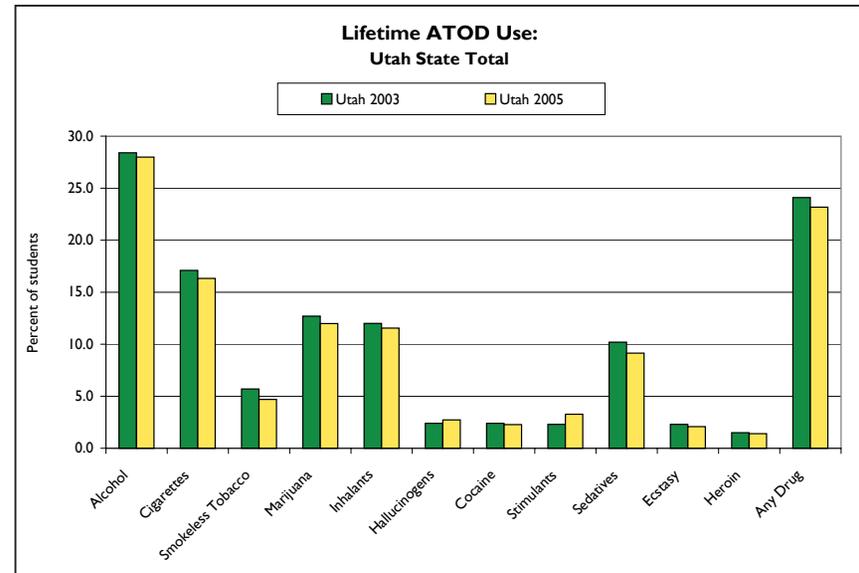
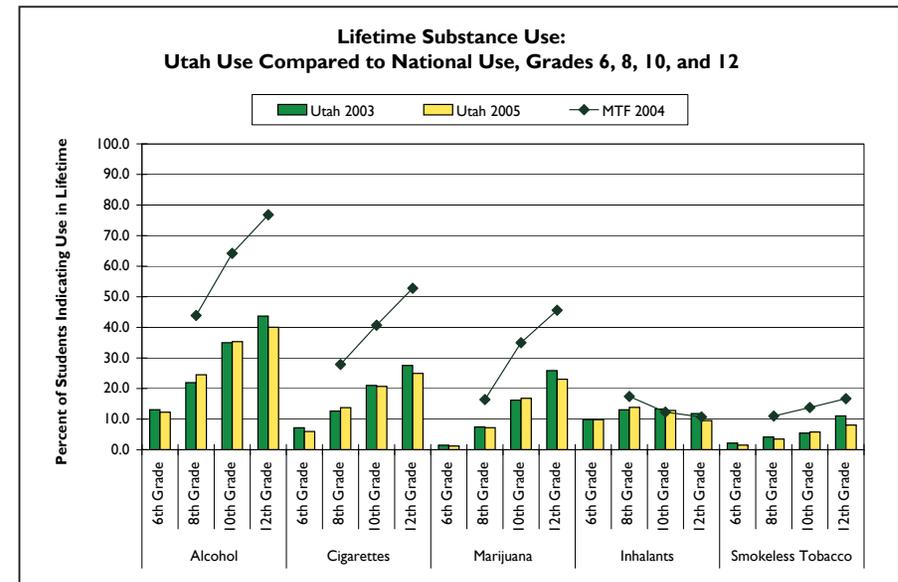


Figure 19



Lifetime ATOD Use: 2005 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, marijuana, and inhalants.
- Significantly fewer Utah youth in all grades reported lifetime use of alcohol, cigarettes, smokeless tobacco, marijuana, hallucinogens, cocaine, stimulants, sedatives, ecstasy, and any drug than the national sample.
- Rates of lifetime use of most substances and for most grades have not significantly increased or decreased since the 2003 survey.
- 6th grade cigarette use; 10th grade sedative and any drug use; and 12th grade alcohol, cigarette, smokeless tobacco, marijuana, inhalant, sedative, and any drug use have all decreased significantly since the 2003 survey
- 8th grade alcohol and cigarette use have increased significantly since the 2003 survey

Table 16

Percentage of Utah Respondents Who Used ATODs During Their Lifetime by Grade													
Question	Grade 6		Grade 8			Grade 10			Grade 12			Total Sample	
	Utah 2003	Utah 2005	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005
Alcohol	13.1	12.3	21.9	24.5	43.9	35.0	35.3	64.2	43.7	40.0	76.8	28.4	28.0
Cigarettes	7.2	6.0	12.6	13.8	27.9	21.0	20.7	40.7	27.5	25.0	52.8	17.1	16.3
Smokeless Tobacco	2.2	1.5	4.2	3.5	11.0	5.4	5.8	13.8	11.0	8.1	16.7	5.7	4.7
Marijuana	1.5	1.2	7.4	7.2	16.4	16.2	16.8	35.0	25.9	23.1	45.6	12.7	12.0
Inhalants	9.8	9.8	13.1	13.9	17.4	13.3	12.8	12.3	11.8	9.5	10.7	12.0	11.5
Hallucinogens	0.4	0.5	0.9	1.4	3.5	3.1	3.5	6.4	5.2	5.4	9.7	2.4	2.7
Cocaine	0.4	0.4	1.0	1.5	3.4	3.0	2.7	5.4	5.4	4.4	8.1	2.4	2.3
Stimulants	0.5	0.6	1.1	1.9	7.8	2.7	4.7	12.0	5.0	5.7	14.8	2.3	3.3
Sedatives	4.1	3.5	7.4	7.0	9.3	12.9	12.0	13.7	16.5	13.8	14.8	10.2	9.1
Ecstasy	0.5	0.2	1.4	1.2	2.9	2.7	2.5	4.4	4.7	4.4	7.5	2.3	2.1
Heroin	0.3	0.1	0.6	0.8	1.6	1.7	1.7	1.5	3.3	2.9	1.5	1.5	1.4
Any Drug	13.8	13.6	20.6	20.7	31.5	28.4	27.4	43.6	33.5	30.3	50.4	24.1	23.2

30-Day ATOD Use, By Grade

Utah 30-Day Usage

When looking at the percentage of youth who indicated that they used ATODs in the past 30 days (Table 17 and Figure 21), an increase by grade can be seen with all substances except inhalants. For example, only 0.8% of 6th graders had smoked cigarettes in the past 30 days, whereas the rate for 12th graders was 8.0%. However, 30-day inhalant usage peaked at grade 8 (5.3%) and declined to 1.6% by grade 12.

Utah Results Compared to National Results

Table 17 on the following page shows the percentage of youth in grades 6, 8, 10, and 12 who used ATODs in the 30 days prior to completing the survey. Significantly fewer Utah youth in grades 8, 10, and 12 have used alcohol, cigarettes, smokeless tobacco, marijuana, stimulants, and any drug in the past 30 days than the national sample. Past month alcohol use for Utah youth who took the survey was 9.3% less for 8th graders to 27.5% less for 12th graders in comparison to the national sample for youth in grades 8, 10, and 12; 30-day cigarette use was 6.4% for 8th graders to 17.0% less for 12th graders in comparison to the national sample for grades 8, 10, and 12; 30-day smokeless tobacco use was 2.6% less for 10th graders to 3.7% less for 12th graders in comparison to the national sample for grades 8, 10, and 12; and 30-day marijuana use was 3.4% less for 8th graders to 10.4% less for 12th graders in comparison to the national sample for grades 8, 10, and 12.

2005 Results Compared to 2003 Results

Most rates of 30-day substance use changed very little since the 2003 survey, though past month 10th grade stimulant use increased 1.4% (from 0.7% in 2003 to 2.1% in 2005), 12th grade sedative use decreased 2.8% (from 7.9% in 2003 to 5.1% in 2005), and 12th grade any drug use decreased 1.8% (from 15.8% in 2003 to 14.0% in 2005).

Figure 20

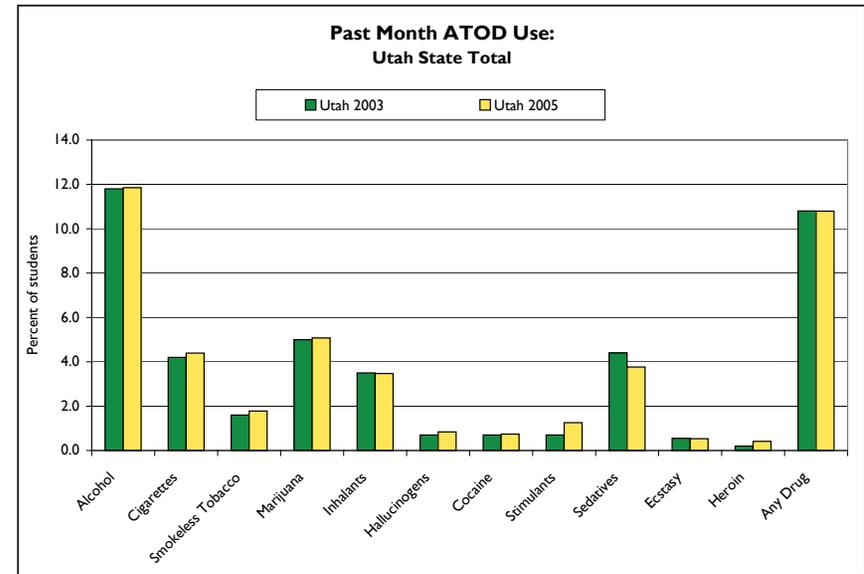
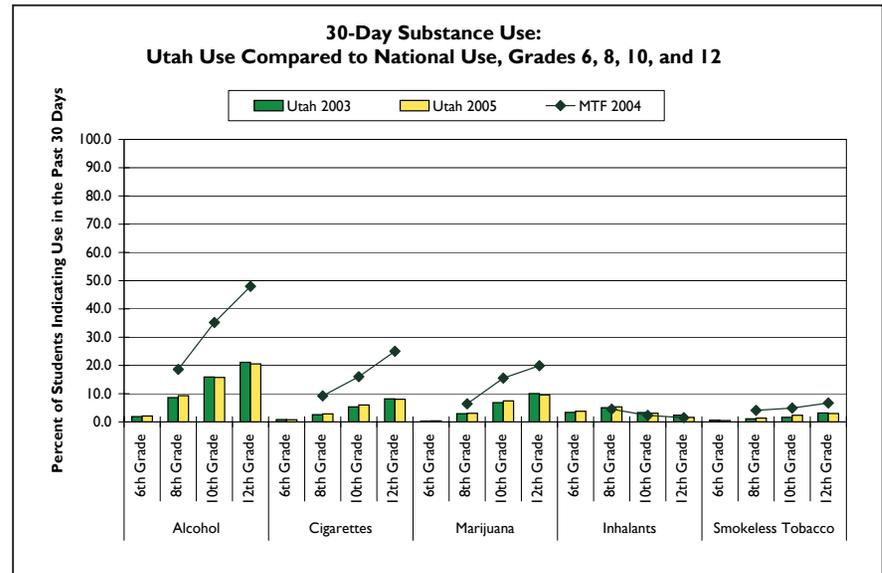


Figure 21



30-Day ATOD Use: 2005 Summary

- For all substances except inhalants, use increases in increased grade level.
- Significantly fewer Utah survey participants in grades 8, 10, and 12 have used alcohol, cigarettes, smokeless tobacco, marijuana, stimulants, and any drug in the past 30 days than the national sample.
- Past month alcohol use for Utah youth who took the survey was 9.3% less for 8th graders to 27.5% less for 12th graders in comparison to the national sample for youth in grades 8, 10, and 12.
- Utah past month cigarette use was 6.4% for 8th graders to 17.0% less for 12th graders in comparison to the national sample for grades 8, 10, and 12.
- Utah past month marijuana use was 3.4% less for 8th graders to 10.4% less for 12th graders in comparison to the national sample for grades 8, 10, and 12.
- Most rates of 30-day substance use changed very little since the 2003 survey, though past month 10th grade stimulant use increased, 12th grade sedative use decreased, and 12th grade any drug use decreased.

Table 17

Percentage of Utah Respondents Who Used ATODs During the Past 30 Days by Grade													
Question	Grade 6		Grade 8			Grade 10			Grade 12			Total Sample	
	Utah 2003	Utah 2005	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005
Alcohol	1.9	2.1	8.6	9.3	18.6	15.9	15.7	35.2	21.1	20.5	48.0	11.8	11.9
Cigarettes	0.8	0.8	2.6	2.8	9.2	5.3	6.0	16.0	8.2	8.0	25.0	4.2	4.4
Smokeless Tobacco	0.6	0.5	1.1	1.3	4.1	1.6	2.4	4.9	3.2	3.0	6.7	1.6	1.8
Marijuana	0.3	0.4	2.9	3.0	6.4	6.8	7.4	15.5	10.0	9.5	19.9	5.0	5.1
Inhalants	3.4	3.8	5.0	5.3	4.5	3.3	3.1	2.3	2.4	1.6	1.5	3.5	3.5
Hallucinogens	0.3	0.2	0.3	0.6	1.0	1.0	1.0	1.6	1.1	1.5	1.9	0.7	0.8
Cocaine	0.3	0.2	0.4	0.5	0.9	1.0	0.7	1.7	1.4	1.6	2.3	0.7	0.7
Stimulants	0.1	0.2	0.4	0.8	2.4	0.7	2.1	4.3	1.6	1.9	4.6	0.7	1.3
Sedatives	1.6	1.3	3.0	3.1	2.8	5.3	5.4	4.8	7.9	5.1	4.5	4.4	3.8
Ecstasy	0.1	0.1	0.5	0.4	0.8	0.7	0.6	0.8	0.7	1.1	1.3	0.6	0.5
Heroin	0.1	0.1	0.2	0.3	0.5	0.2	0.3	0.5	0.5	0.9	0.5	0.2	0.4
Any Drug	5.4	5.6	9.5	9.8	12.9	12.4	13.3	20.1	15.8	14.0	22.6	10.8	10.8

Lifetime ATOD Use by Gender

Lifetime Usage

Tables 18 and 19 on the following pages 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 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. One area in which there was significantly different use rates was with smokeless tobacco use, in which males in all grades use much

more smokeless tobacco, over two times the rate of females. Further, females in the 8th and 10th grades significantly higher lifetime use rates of sedatives.

In comparing the two years of results, male lifetime use rates of alcohol, cigarettes, smokeless tobacco, marijuana, sedatives, and any drug showed significant decreases since the 2003 survey. On the other hand, sedative use was the only use rate to decrease significantly for females, while alcohol and stimulant use rates for females actually increased since the 2003 survey.

Figure 22

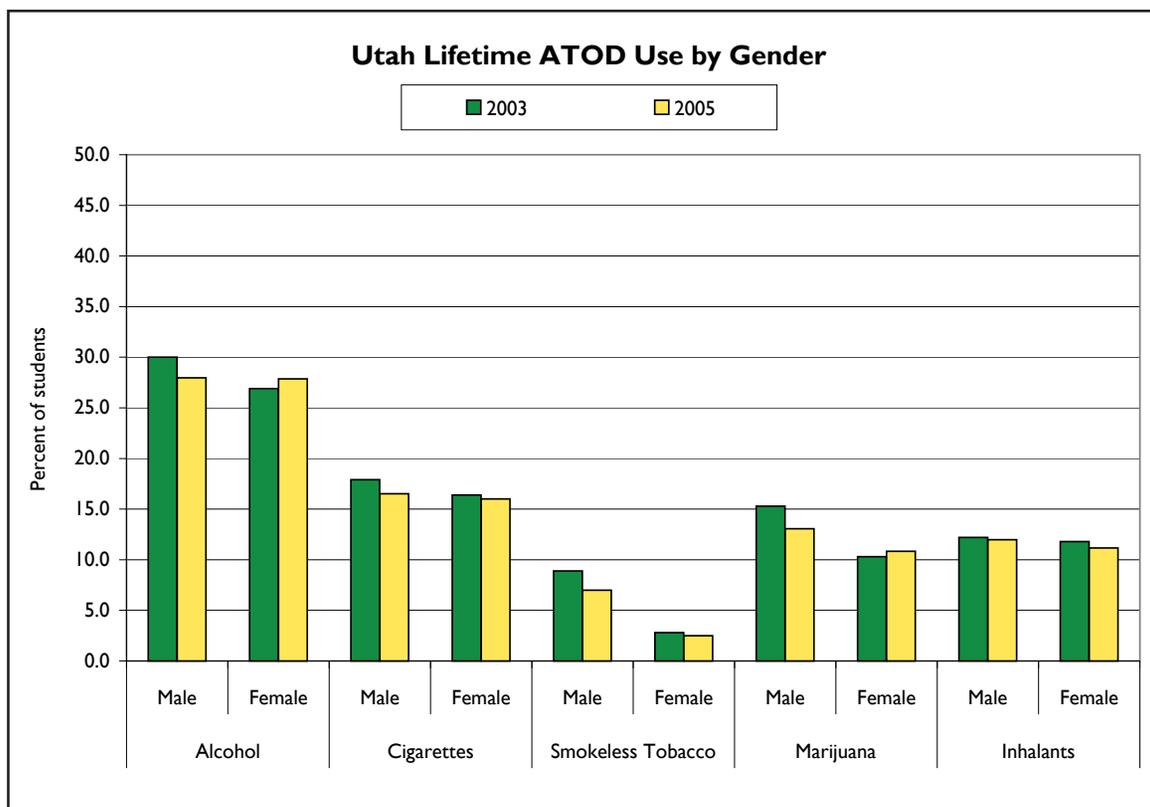


Table 18

Percentage of Males by Grade Who Used ATODs During Their Lifetime										
Drug Used	Grade 6		Grade 8		Grade 10		Grade 12		Total	
	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005
Alcohol	15.0	13.4	23.5	23.3	34.5	35.1	47.2	40.2	30.0	28.0
Cigarettes	7.7	5.9	12.8	13.3	19.8	20.1	31.1	26.8	17.9	16.5
Smokeless Tobacco	3.3	1.9	5.5	4.5	9.2	8.4	17.6	13.2	8.9	7.0
Marijuana	1.7	1.5	8.5	8.2	18.2	17.9	33.0	24.9	15.3	13.1
Inhalants	10.0	11.8	10.6	13.5	13.8	12.1	14.7	10.6	12.2	12.0
Hallucinogens	0.7	0.7	0.8	1.4	3.2	4.2	6.5	6.2	2.8	3.2
Cocaine	0.4	0.5	0.9	1.2	3.2	2.7	5.8	5.0	2.6	2.4
Stimulants	0.5	0.7	1.1	1.4	2.6	4.5	5.5	5.9	2.4	3.2
Sedatives	3.9	3.3	6.0	5.5	9.6	9.5	16.6	13.2	9.0	8.0
Ecstasy	0.7	0.3	1.4	1.0	2.1	2.5	5.1	4.9	2.3	2.2
Heroin	0.1	0.2	0.9	0.7	1.9	1.9	4.5	3.3	1.8	1.5
Any Drug	14.0	16.0	19.6	20.8	28.6	27.7	40.3	31.7	25.6	24.2

Table 19

Percentage of Females by Grade Who Used ATODs During Their Lifetime										
Drug Used	Grade 6		Grade 8		Grade 10		Grade 12		Total	
	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005
Alcohol	11.4	11.3	20.5	25.4	35.1	35.6	40.3	39.6	26.9	27.9
Cigarettes	6.7	6.0	12.6	14.0	21.8	21.3	24.1	22.9	16.4	16.0
Smokeless Tobacco	1.2	1.1	3.0	2.6	2.6	3.3	4.6	2.9	2.8	2.5
Marijuana	1.3	1.0	6.5	6.2	14.6	15.8	18.9	21.0	10.3	10.8
Inhalants	9.8	8.0	15.4	14.2	12.8	13.5	9.0	8.5	11.8	11.2
Hallucinogens	0.1	0.3	1.2	1.5	3.1	3.0	3.8	4.5	2.1	2.3
Cocaine	0.3	0.2	1.2	1.9	2.9	2.7	4.8	3.9	2.3	2.2
Stimulants	0.4	0.6	1.2	2.4	3.0	4.9	4.6	5.3	2.3	3.3
Sedatives	4.1	3.7	8.5	8.4	15.5	14.2	16.3	14.3	11.2	10.2
Ecstasy	0.3	0.2	1.3	1.3	3.1	2.4	4.3	3.8	2.2	1.9
Heroin	0.4	0.1	0.3	0.9	1.6	1.5	2.0	2.4	1.1	1.2
Any Drug	13.6	11.4	21.4	20.7	28.2	27.2	27.0	28.7	22.7	22.1

30-Day ATOD Use by Gender

30-Day Usage

Tables 20 and 21 on the following pages show the percentage of 30-day ATOD use for males and for females. Again, while being female is generally considered a protective factor for substance use, it can be seen that males and females are very similar in their use of most substances and generally have substance use rates that are within zero to two percent of each other. Past month smokeless tobacco use rates are again two times higher from males than females, and female 8th and 10th grade sedative use is also significantly higher than male sedative use in the same grades.

In comparing the two years of results, male lifetime use rates of alcohol, marijuana, and sedatives showed significant decreases since the 2003 survey. On the other hand, there were no significant decreases in total 30-day substance use by females. Further, female 30-day use of alcohol and cigarettes actually increased (1.1% increase in total alcohol use, and 3.5% increase in total cigarette use) since the 2003 survey.

Figure 23

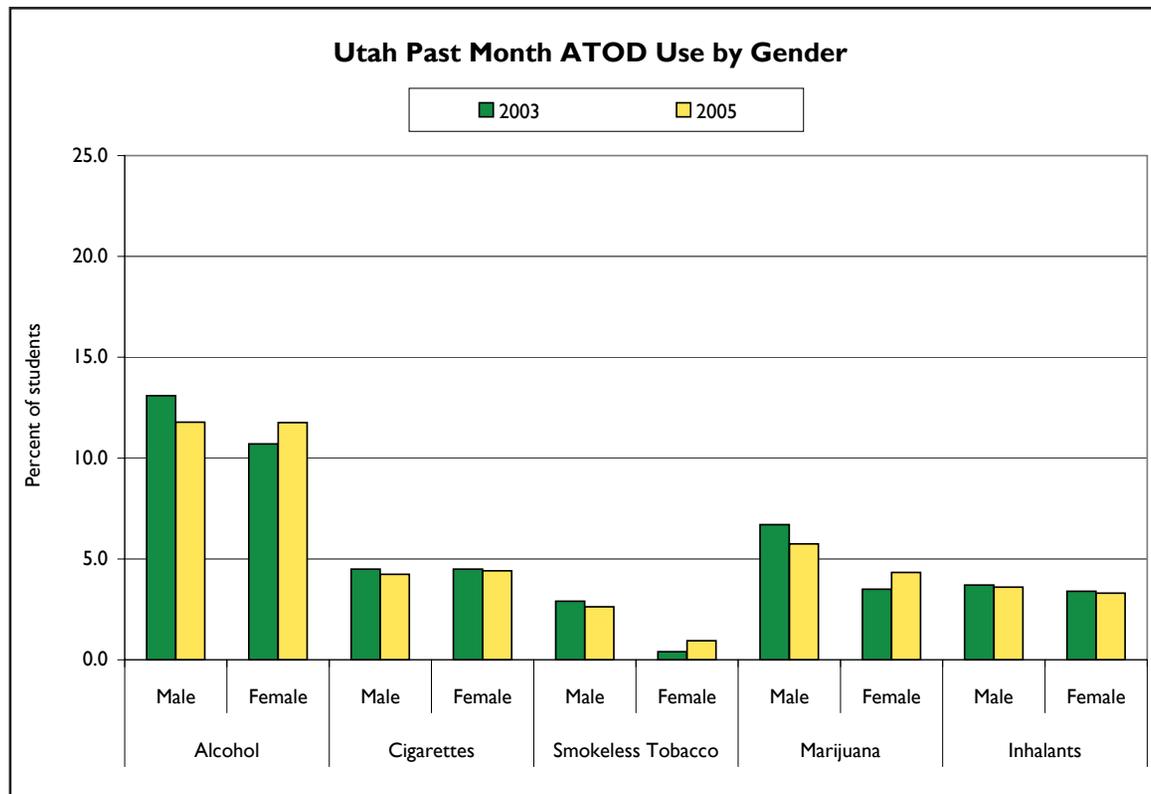


Table 20

Percentage of Males by Grade Who Used ATODs During The Past 30 Days										
Drug Used	Grade 6		Grade 8		Grade 10		Grade 12		Total	
	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005
Alcohol	2.0	2.3	8.9	8.5	16.3	15.7	25.5	20.8	13.1	11.8
Cigarettes	1.0	0.8	2.7	2.6	4.7	5.6	9.6	8.0	4.5	4.2
Smokeless Tobacco	0.9	0.7	1.8	1.5	3.2	3.2	5.8	5.1	2.9	2.6
Marijuana	0.4	0.5	3.8	3.2	8.5	8.2	14.3	11.1	6.7	5.7
Inhalants	3.8	4.3	4.0	5.2	3.2	3.0	3.6	1.9	3.7	3.6
Hallucinogens	0.3	0.4	0.2	0.5	0.6	0.9	1.5	1.9	0.7	0.9
Cocaine	0.3	0.2	0.3	0.3	1.4	0.6	1.1	1.7	0.8	0.7
Stimulants	0.2	0.2	0.4	0.5	0.7	2.2	1.5	1.6	0.7	1.1
Sedatives	1.6	1.3	2.3	2.2	3.4	3.9	9.3	5.1	4.2	3.1
Ecstasy	0.1	0.1	0.5	0.4	0.8	0.6	1.2	1.3	0.7	0.6
Heroin	0.1	0.1	0.3	0.2	0.0	0.5	0.6	1.3	0.3	0.5
Any Drug	6.0	6.5	9.0	9.5	12.6	13.4	20.4	15.6	12.0	11.4

Table 21

Percentage of Females by Grade Who Used ATODs During The Past 30 Days										
Drug Used	Grade 6		Grade 8		Grade 10		Grade 12		Total	
	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005
Alcohol	1.8	1.9	8.6	9.9	15.5	15.6	16.8	20.1	10.7	11.8
Cigarettes	0.6	0.8	2.4	3.0	5.7	6.3	6.8	7.6	4.5	4.4
Smokeless Tobacco	0.4	0.3	0.5	1.2	0.5	1.5	0.4	0.8	0.4	0.9
Marijuana	0.2	0.3	2.2	2.9	5.7	6.7	5.8	7.7	3.5	4.3
Inhalants	2.9	3.3	6.2	5.4	3.4	3.1	1.0	1.2	3.4	3.3
Hallucinogens	0.2	0.1	0.4	0.6	1.3	1.1	0.6	0.9	0.7	0.7
Cocaine	0.2	0.2	0.5	0.6	0.6	0.8	1.5	1.4	0.7	0.7
Stimulants	0.0	0.3	0.3	1.0	0.7	2.0	1.6	1.9	0.7	1.3
Sedatives	1.6	1.3	3.6	3.8	6.8	6.8	6.7	5.0	4.7	4.3
Ecstasy	0.1	0.1	0.3	0.3	0.6	0.6	0.2	0.7	0.3	0.4
Heroin	0.0	0.1	0.0	0.4	0.3	0.2	0.3	0.3	0.1	0.3
Any Drug	4.9	4.8	9.9	10.0	12.3	13.2	11.3	12.2	9.6	10.2

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 youth in each grade answering “YES” or “yes” to the questions are listed in Table 22.

As can be seen, a majority of the youth do not intend to use alcohol, cigarettes or marijuana. The intention to use all substances increases as youth get older. Intention to use cigarettes, alcohol, marijuana, and other illegal substances in 2005 peaked in the 12th grade, with 28.1% of 12th graders indicating intention to use alcohol, 3.8% with intention to smoke cigarettes, and 6.0% with the intention to smoke marijuana when they were adults.

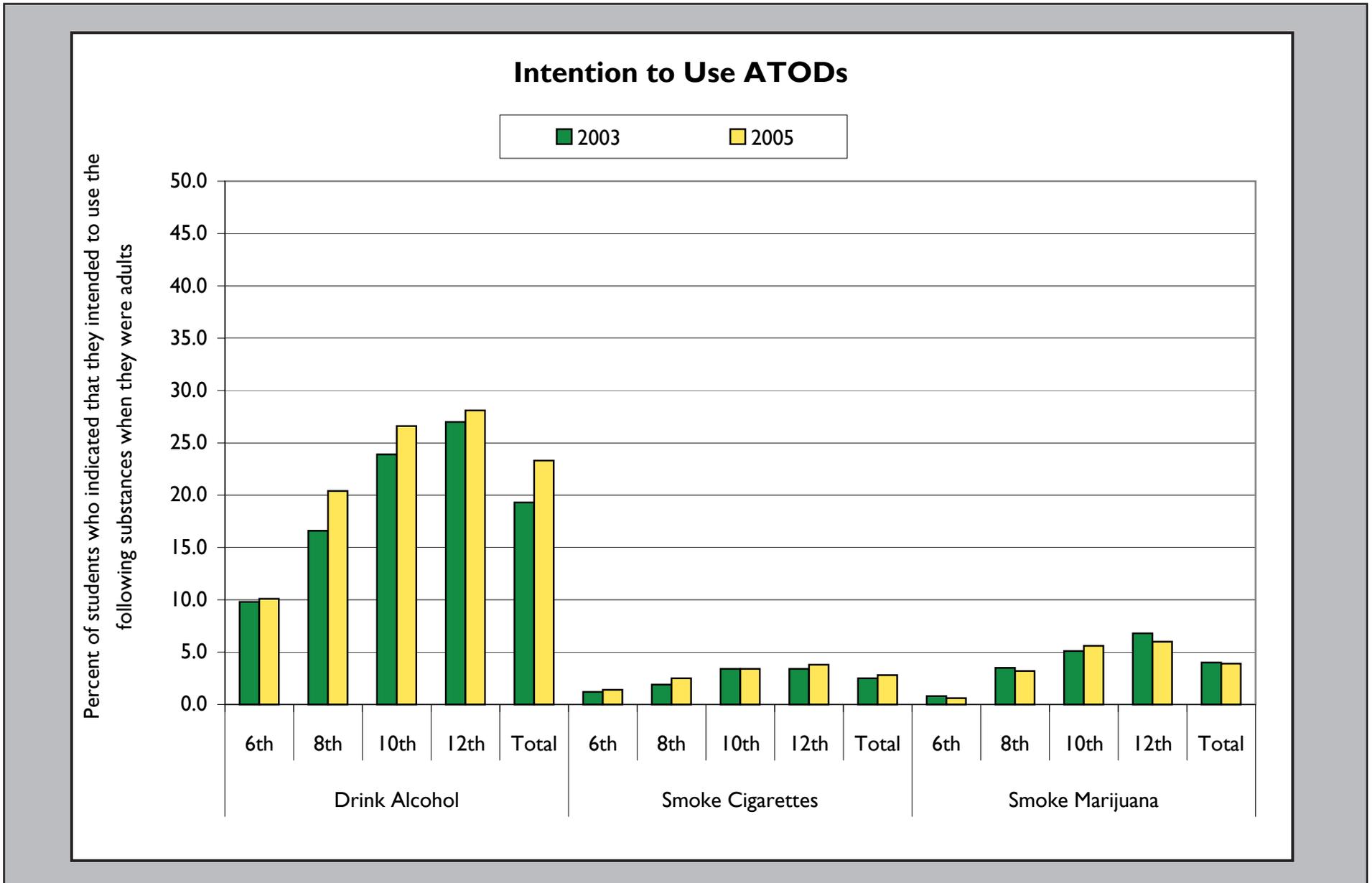
Just as with substance use rates, youth’s intentions to use ATODs increase the most after the 6th grade. From the 6th grade to the 8th grade, intention to drink alcohol doubles (from 10.1% in the 6th grade to 20.4% in the 8th grade) and intention to smoke marijuana increases by five times (from 0.6% for 6th graders to 3.2% for 8th graders). 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, most rates remained fairly stable for intention to smoke cigarettes and marijuana. However, 8th, 10th, and 12th grade intention to use alcohol increased significantly, with 8th grade intention to drink increasing 3.8%, 10th grade intention to drink increasing 2.7%, and 12th grade intention to drink increasing 1.1% since the 2003 survey.

Table 22

Percentage of Youth with Intention to Use ATODs										
	Grade		Grade		Grade		Grade		Total Sample	
	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005
Drink Alcohol	9.8	10.1	16.6	20.4	23.9	26.6	27.0	28.1	19.3	23.3
Smoke Cigarettes	1.2	1.4	1.9	2.5	3.4	3.4	3.4	3.8	2.5	2.8
Smoke Marijuana	0.8	0.6	3.5	3.2	5.1	5.6	6.8	6.0	4.0	3.9

Figure 24



Multiple Drug Use

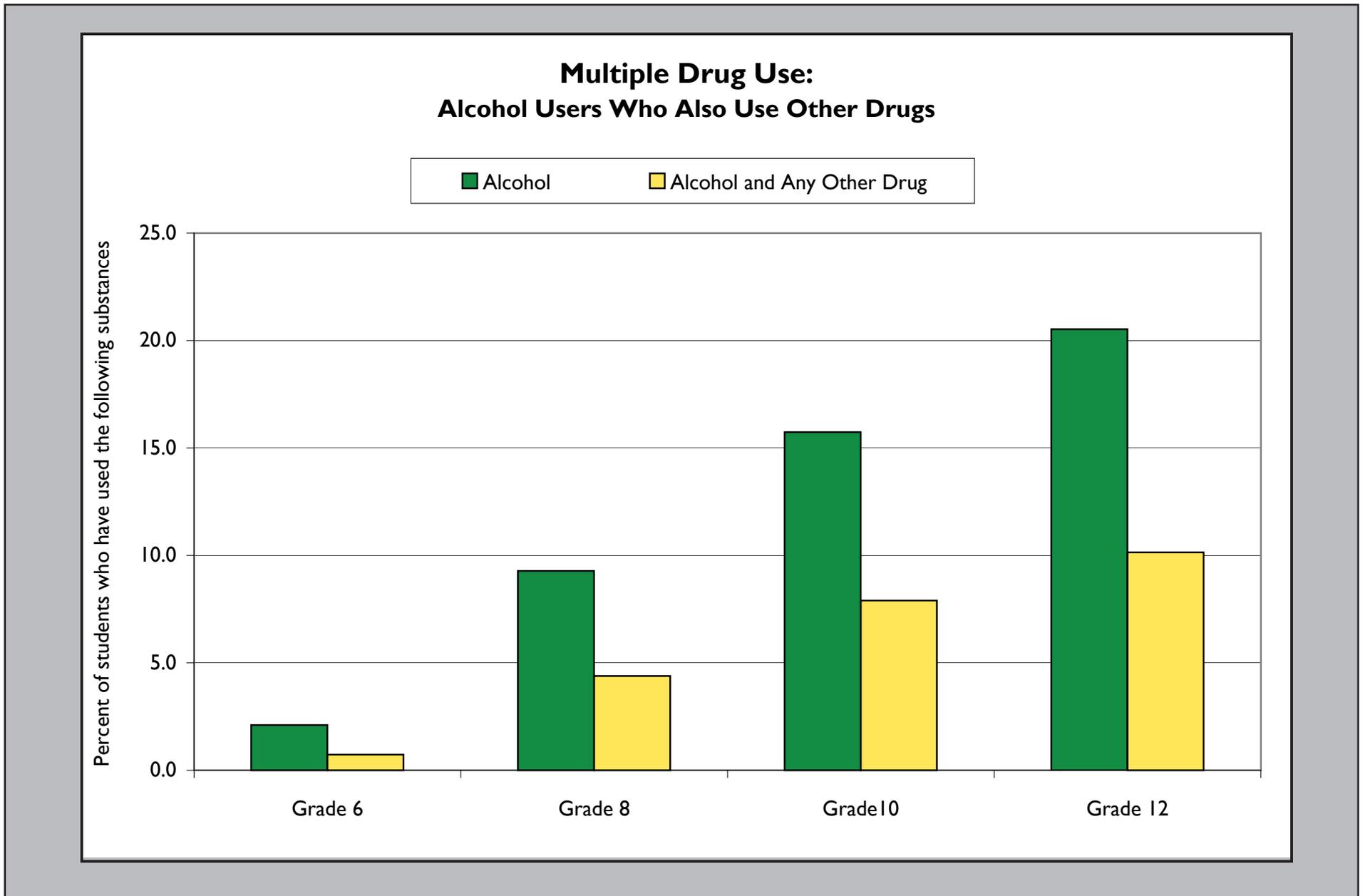
The percentage of youth who use various substances individually and in combination with other substances is shown in Table 23. “Any Substance” is defined as using one or more of the nine substances measured by the survey. The percentage of students in the 12th grade who used at least one substance in the 30 days prior to completing the survey was 26.1%. 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 the 6th grade to 8th grade, and from the 8th to the 10th grade, after which there is a smaller increase from the 10th to the 12th grade. These findings indicate that efforts to prevent substance use must start before the 8th grade and include booster sessions in the 8th and 9th grade 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 5.1% and those using alcohol and marijuana is 4.1%. Thus, only 1.0% of those using marijuana do not also use alcohol. A review of alcohol use and any drug use during the past 30 days (Figure 25) shows that over one-half of the youth who use alcohol also use an illegal drug (11.9% alcohol use compared to 5.8% alcohol 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 23

Percentage Using Multiple Drugs in the Past 30 Days					
	Grade 6	Grade 8	Grade 10	Grade 12	Total Sample
Any Substance	7.7	15.6	22.4	26.1	18.2
Alcohol	2.1	9.3	15.7	20.5	11.9
Cigarettes	0.8	2.8	6.0	8.0	4.4
Smokeless Tobacco	0.5	1.3	2.4	3.0	1.8
Tobacco (cig. or smokeless)	1.1	3.4	7.0	9.3	5.2
Marijuana	0.4	3.0	7.4	9.5	5.1
Tobacco and Alcohol	0.4	2.2	5.0	6.9	3.6
Tobacco and Marijuana	0.2	1.2	3.1	4.5	2.2
Alcohol and Marijuana	0.2	2.3	5.7	8.2	4.1
Marijuana and Tobacco and Alcohol (all three)	0.1	1.0	2.5	4.0	1.9
Alcohol and Any Other Drug	0.7	4.4	7.9	10.1	5.8
Alcohol and Any 1 Other Drug	0.5	2.6	4.8	6.0	3.5
Alcohol and Any 2 Other Drugs	0.1	0.9	1.8	2.2	1.2
Tobacco and Any Other Drug	0.4	1.9	4.4	5.6	3.1
Tobacco and Any 1 Other Drug	0.2	0.9	2.3	3.0	1.6
Tobacco and Any 2 Other Drugs	0.1	0.5	1.0	1.2	0.7

Figure 25



Perceived Harmfulness of ATODs

When youth perceive that a substance is harmful, they are less likely to use it. The Utah PNA survey asked youth, “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.”

Perceived harmfulness of smoking heavily increases as students get older; while the perceived harmfulness of trying marijuana once or twice, smoking marijuana regularly, and drinking five or more drinks one or two times per weekend decreases as students get older.

In all grades (8th, 10th, and 12th), a larger percentage of Utah survey participants than MTF survey participants perceived greater harmfulness in using substances. Rates of perceived risk of heavy cigarette smoking, marijuana experimentation, regular marijuana use, drinking one or two drinks every day, and drinking five or more drinks one or two times per weekend were 3.5% to 30.2% higher for Utah 8th, 10th, and 12th graders than perceived risk for national MTF (2004) survey participants.

In comparing the two years of survey data, the results show that perceived harmfulness of heavy cigarette smoking, trying marijuana once or twice, and smoking marijuana regularly decreased 1.3% to 5.1% in grades 6, 8, and 10. Perceived harmfulness of drinking one or two alcoholic beverages nearly everyday decreased 2.7% to 5.7% in all grades (6th, 8th, 10th, and 12th).

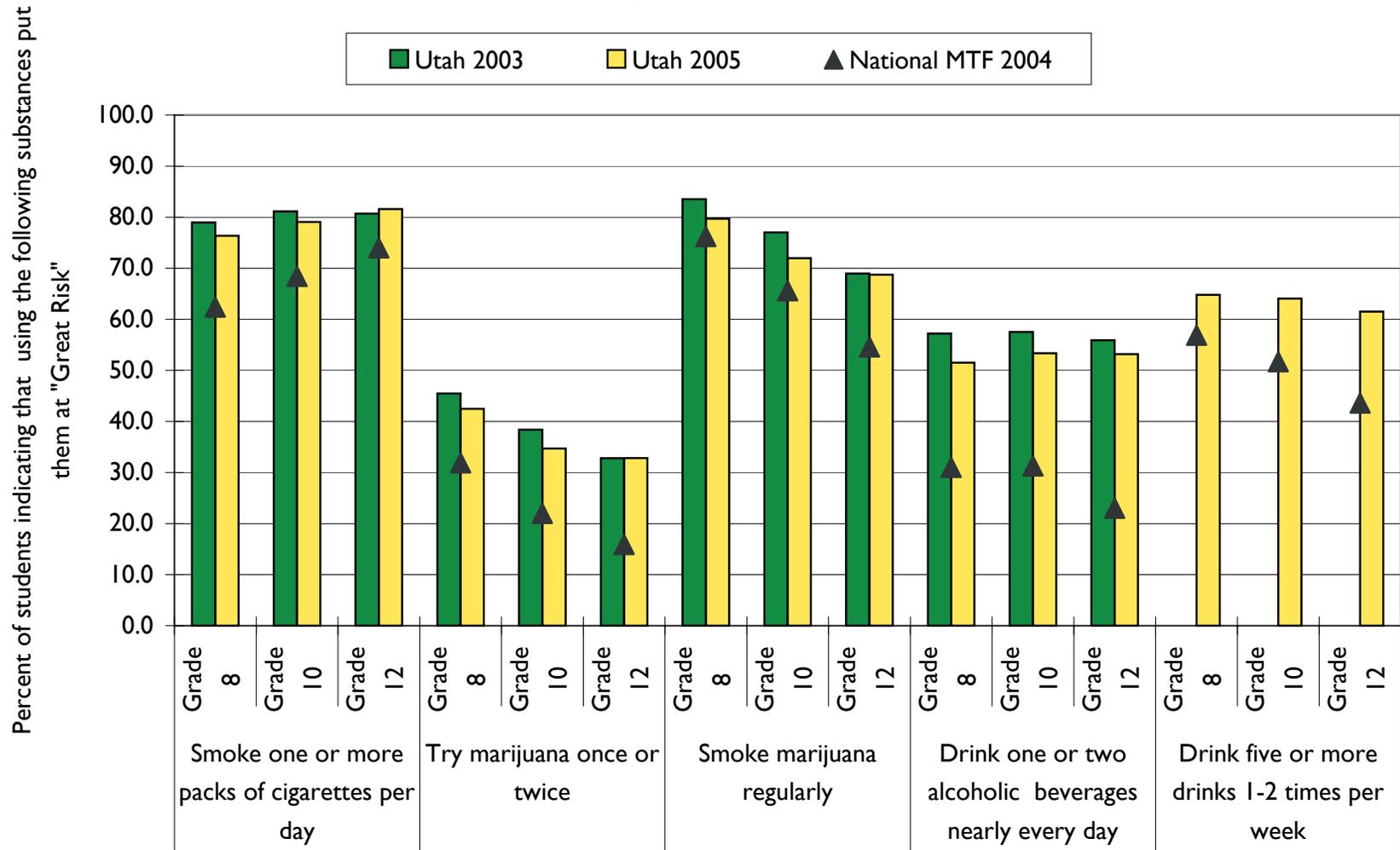
Table 24

Percentage of Utah (2005) and Monitoring the Future (2004) Respondents Who Perceive that Using the Five Categories of Substances Places People at “Great Risk”													
Question	Grade 6		Grade 8			Grade 10			Grade 12			Total Sample	
	Utah 2003	Utah 2005	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005
Smoke one or more packs of cigarettes per day	76.9	75.6	79.0	76.4	62.4	81.1	79.1	68.4	80.7	81.6	74.0	79.4	78.1
Try marijuana once or twice	46.7	43.2	45.5	42.5	31.9	38.4	34.7	22.0	32.8	32.8	15.9	40.8	38.4
Smoke marijuana regularly	83.8	81.9	83.5	79.7	76.2	77.0	72.0	65.6	69.0	68.7	54.6	78.4	75.6
Drink one or two alcoholic beverages nearly every day	57.9	53.9	57.2	51.5	31.0	57.5	53.4	31.3	55.9	53.2	23.0	57.1	53.0
Drink five or more drinks one or two times per weekend	---	62.8	---	64.8	56.9	---	64.1	51.7	---	61.5	43.6	---	63.3

* The symbol --- is used to indicate an area where MTF data is not available.

Figure 26

Perceived Harmfulness of Using Cigarettes, Marijuana, or Alcohol: Utah Compared to National



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 25, “how easy would it be to get some.” The response choices were, “Very Hard,” “Sort of Hard,” “Sort of Easy,” and “Very Easy.” Table 25 contains the percentage of youth who reported that it was “Sort of Easy” or “Very Easy” to get the substances.

The substance that students perceive as most easy to get is alcohol, with 43.3% of all students in grades 6, 8, 10, and 12 perceived alcohol as being easy or very easy to get.

The results reveal that Utah survey participants do not perceive cigarettes, alcohol, and marijuana as being as easy to get as do the youth from the national sample (no national comparison is available for other illegal drugs or for 12th grade perceived availability of cigarettes). Rates of perceived availability of cigarettes, alcoholic beverages, and marijuana for Utah youth in grades 8, 10, and 12 were 21.6% to 33.2% lower than MTF (2004) youth in the same grades.

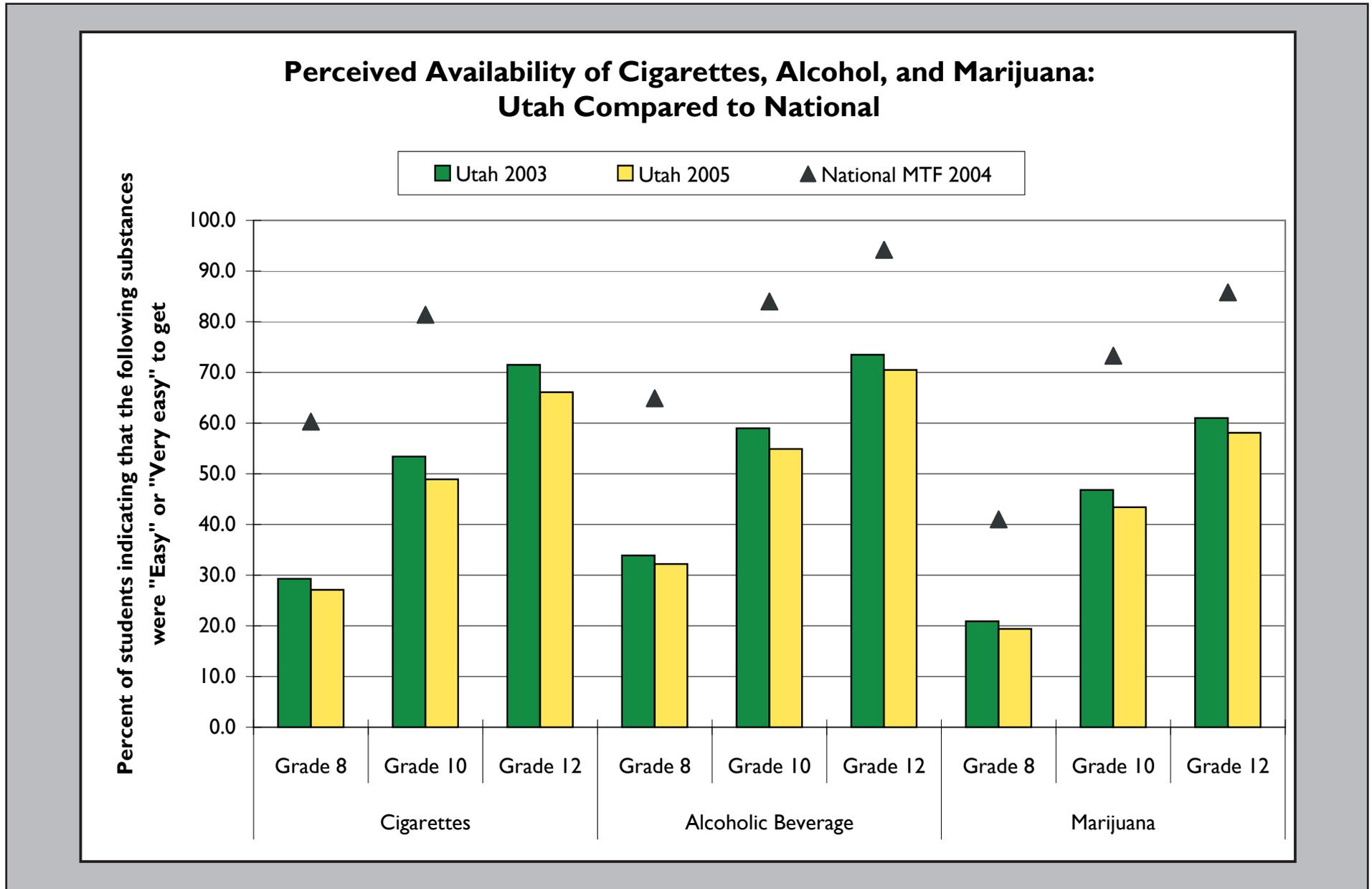
In comparing the two years of data, perceived availability of cigarettes decreased 2.1% to 5.4% in each grade, perceived availability of alcohol decreased 1.7% to 4.1% in grades 8, 10, and 12, and perceived availability of marijuana decreased 1.5% to 3.4% in each grade.

Table 25

Percentage of Utah (2005) and Monitoring the Future (2004) Respondents Who Perceive the Four Substances as “Sort of Easy” or “Very Easy” to Get													
Question	Grade 6		Grade 8			Grade 10			Grade 12			Total Sample	
	Utah 2003	Utah 2005	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005	MTF 2004	Utah 2003	Utah 2005
Cigarettes	14.3	12.2	29.3	27.1	60.3	53.4	48.9	81.4	71.5	66.1	---	42.2	38.8
Alcoholic beverage	14.8	14.6	33.9	32.2	64.9	59.0	54.9	84.0	73.5	70.5	94.2	45.5	43.3
Marijuana	5.9	4.4	20.9	19.4	41.0	46.8	43.4	73.3	61.0	58.1	85.8	33.9	31.5
Cocaine, LSD, or Amphetamines	3.7	3.3	10.7	9.9	---	23.6	22.2	---	31.8	31.2	---	17.6	17.1

* The symbol --- is used to indicate an area where MTF data is not available.

Figure 27



Section 4: Antisocial Behaviors and Additional Results

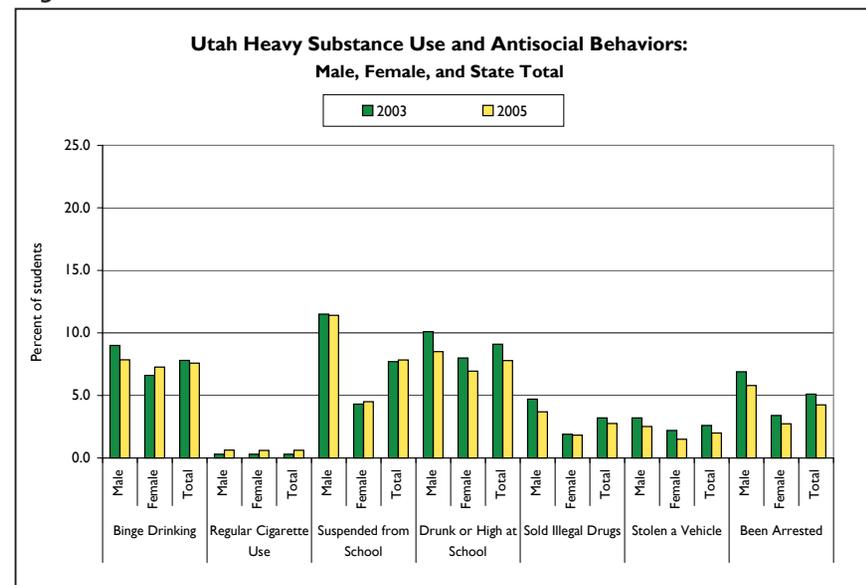
Heavy Substance Use and Other Antisocial Behavior by Grade and Gender

Male-female differences also extend to heavy use of alcohol, heavy use of tobacco, and antisocial behavior. Figure 28 and Table 26 show that males engage in all these behaviors more than females. Some of the largest differences were in being suspended from school (11.4% for males compared to 4.5% for females) and selling illegal drugs (3.7% for males compared to 1.8% for females). Male-female differences in heavy substance use and antisocial behavior tend to increase with increased grade level. For example, in the 6th grade, 0.6% more males than females reported binge drinking; in the 8th grade, 0.2% more females than males reported binge drinking; in the 10th grade, 0.6% more males than females reported binge drinking; and in the 12th grade, 1.2% more males than females reported binge drinking.

Table 26, 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 reported rate of youth being suspended from school peaked in grade 8. The reported rate of stealing a vehicle and being arrested peaked in grade 10. Reported rates of binge drinking, regular cigarette use, being drunk or high at school, and selling illegal drugs peaked in the 12th grade.

Overall, school suspension and reportedly being drunk or high while at school were the highest frequency antisocial problems among Utah youth with 7.8% of reporting engaging in each of these behaviors at least once in the past year. The results indicate that for Utah 6th and 8th graders, the largest antisocial problem is being suspended from school (6.4% of 6th graders, 10.8% of 8th graders). The antisocial behaviors that 10th and 12th graders participated in the most were binge drinking (9.7% of 10th graders, 13.3% of 12th graders) and being drunk or high at school (11.4% of 10th graders, 12.8% of 12th graders).

Figure 28



For the entire survey population, antisocial behavior rates showed little to no change since the 2003 survey. Some examples of the significant changes can be found in looking at rates of 6th, 8th, and 12th grade reported rates of being drunk or high at school (6th grade decreased 1.0%, 8th grade decreased 1.1%, and 12th grade decreased 3.0%).

Table 26

Percentage of Males and Females Who Engaged in Heavy Substance Use and Antisocial Behavior in the Past Year												
Drug Used / Antisocial Behavior	Grade 6						Grade 8					
	Male		Female		State		Male		Female		State	
	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005
Binge Drinking	1.9	2.1	1.8	1.5	1.8	1.7	5.8	5.6	4.7	5.8	5.2	5.7
Regular Cigarette Use	0.0	0.1	0.0	0.0	0.0	0.0	0.3	0.3	0.0	0.3	0.2	0.3
Suspended from School	9.6	10.7	2.2	2.3	5.7	6.4	14.2	15.1	5.2	7.1	9.5	10.9
Drunk or High at School	2.8	2.1	2.5	1.3	2.7	1.7	6.1	5.1	7.0	5.9	6.6	5.5
Sold Illegal Drugs	0.4	0.2	0.2	0.2	0.3	0.2	2.1	2.2	1.1	1.0	1.6	1.6
Stolen a Vehicle	1.5	1.9	0.9	0.9	1.1	1.4	2.6	2.4	2.0	2.1	2.3	2.3
Been Arrested	2.6	2.6	1.1	0.9	1.8	1.7	6.9	5.3	2.6	2.8	4.7	3.9
Drug Used / Antisocial Behavior	Grade 10						Grade 12					
	Male		Female		State		Male		Female		State	
	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005
Binge Drinking	10.2	9.9	8.6	9.4	9.3	9.7	18.3	13.8	11.4	12.6	14.8	13.3
Regular Cigarette Use	0.2	0.7	0.2	0.9	0.2	0.8	0.5	1.4	1.0	1.2	0.8	1.3
Suspended from School	12.1	12.1	5.6	5.7	8.5	8.8	10.2	7.7	4.0	2.6	7.0	5.2
Drunk or High at School	12.2	11.7	10.6	11.0	11.4	11.4	19.7	15.3	12.1	9.7	15.8	12.8
Sold Illegal Drugs	6.1	5.1	2.9	3.2	4.3	4.2	10.3	7.1	3.7	2.8	6.9	5.0
Stolen a Vehicle	4.6	3.7	4.1	2.1	4.4	2.9	4.2	2.0	1.6	0.7	2.8	1.3
Been Arrested	7.5	8.1	5.4	4.2	6.5	6.1	10.5	7.3	4.4	3.0	7.4	5.2
Drug Used / Antisocial Behavior	Total State											
	Male		Female		State							
	2003	2005	2003	2005	2003	2005						
Binge Drinking	9.0	7.9	6.6	7.3	7.8	7.6						
Regular Cigarette Use	0.3	0.6	0.3	0.6	0.3	0.6						
Suspended from School	11.5	11.4	4.3	4.5	7.7	7.8						
Drunk or High at School	10.1	8.5	8.0	6.9	9.1	7.8						
Sold Illegal Drugs	4.7	3.7	1.9	1.8	3.2	2.8						
Stolen a Vehicle	3.2	2.5	2.2	1.5	2.6	2.0						
Been Arrested	6.9	5.8	3.4	2.7	5.1	4.2						

Alcohol and Drug Treatment Needs

In order to estimate the need for substance abuse treatment, the following six questions that have shown a high correlation with the diagnosis of alcohol and drug dependence were included in the 2005 Utah PNA survey questionnaire: In the past 12 months, have you spent more time using alcohol or drugs than you intended? In the past 12 months, have you neglected some of your usual responsibilities because of using alcohol and drugs? In the past 12 months, have you wanted to cut down on your alcohol or drug use? In the past 12 months, has anyone objected to your alcohol or drug use? In the past 12 months, did you frequently find yourself thinking about using alcohol or drugs? In the past 12 months, did you use alcohol or drugs to relieve feelings such as sadness, anger, or boredom? Students could mark “Yes” or “No” in response to whether these items related to their drug use or their alcohol use.

The need for treatment is defined as students who have used alcohol or drugs on ten or more occasions in their lifetime and marked “Yes” to three or more of the previously named questions related to their past year drug or alcohol use. The questions used to assess treatment needs have also been

used by the Arrestee Drug Abuse Monitoring Program (ADAM) to detect the need for substance abuse treatment. According to the Methodology Guide for ADAM published in May 2001, if a person answers “yes” to 3 or more of the questions, it indicates a level of dependence of the substance that should be addressed with treatment. Table 27 provides alcohol treatment need, drug treatment need, and total substance treatment (alcohol or drug treatment) need data gathered from the application of the treatment needs criteria.

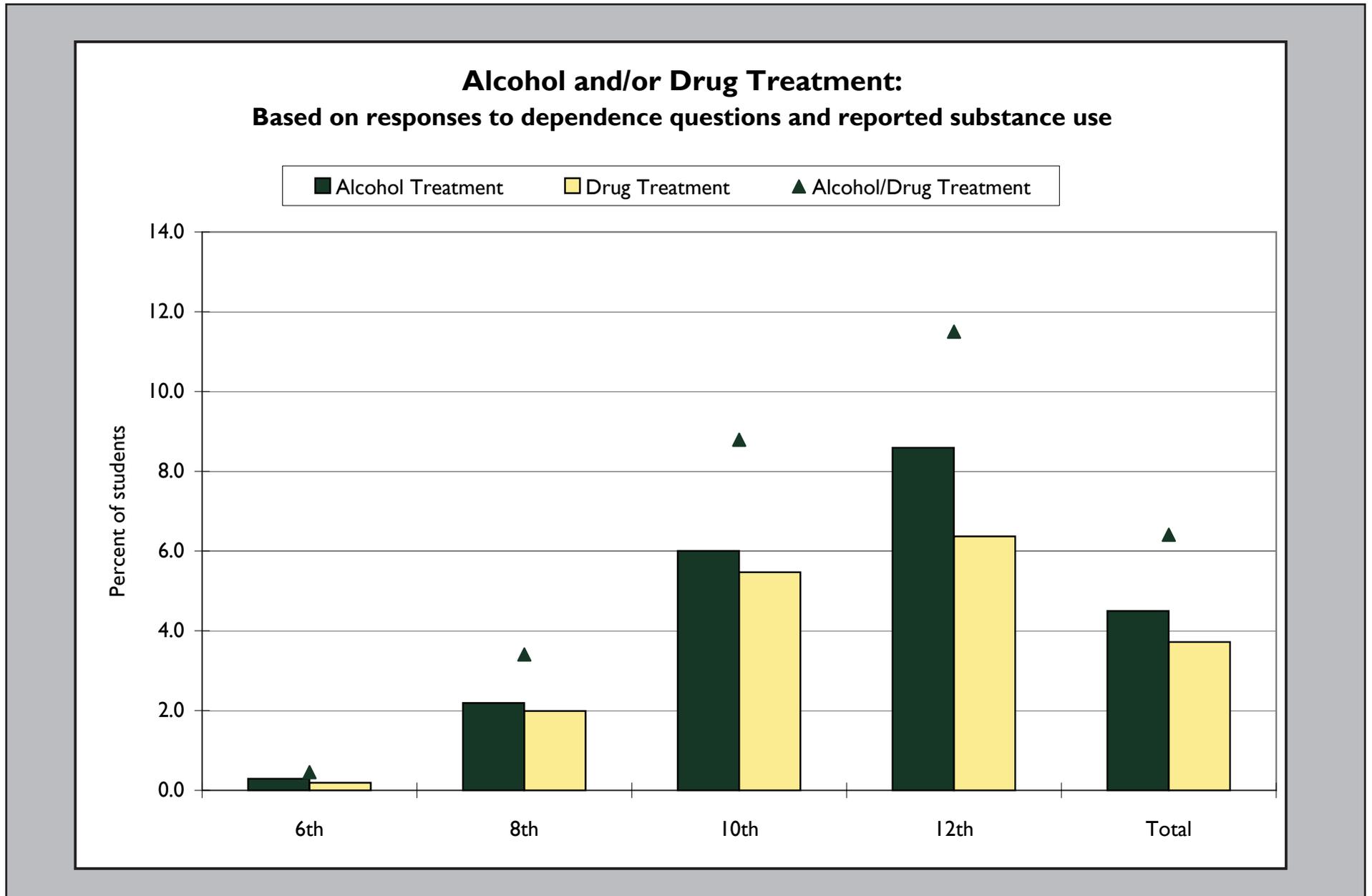
In Utah, treatment needs for alcohol is higher than the treatment needs for drugs. Of all Utah students in grades 6, 8, 10, and 12, 4.5% are in need of alcohol treatment, 3.7% are in need of drug treatment, and 6.4% are in need of some form of treatment, whether it be for alcohol or drugs.

As we would expect, the need for alcohol, drug, and alcohol or drug treatment increases with increased grade level. For example, while a very small percentage (0.3%) of 6th grade students are in need of alcohol treatment, the percentage of students in need alcohol treatment increases to 2.2% for 8th graders, 6.0% for 10th graders, and 8.6% for 12th graders.

Table 27

Percent of Students Who Indicated a Need for Alcohol, Drug, or Alcohol or Drug Treatment, Based on Responses to Dependence Questions and Reported Substance Use					
	6th	8th	10th	12th	Total
Alcohol Treatment	0.3	2.2	6.0	8.6	4.5
Drug Treatment	0.2	2.0	5.5	6.4	3.7
Alcohol/Drug Treatment	0.5	3.4	8.8	11.5	6.4

Figure 29



Handguns

The issue of youth carrying handguns is becoming a serious concern of communities, schools, and families. The Utah PNA survey has several questions about handguns. Table 28 lists the questions concerning possession of handguns by grade. 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, 0.4% of the students surveyed reported having taken a handgun to school in the past 12 months. In regard to carrying a handgun in general, 4.0% of students surveyed reported having carried a handgun in the past 12 months, and 4.6% of students surveyed reported having carried a handgun in their lifetime. Further, a higher percentage of students believe that they wouldn't be caught by their parents (16.6%) or by the police (34.8%) if they carried a handgun. On a more positive note, however, only 2.4% of students think that they would be seen as cool if they carried a handgun. Most students (77.9%) also perceived that it would be difficult to get a handgun if they wanted one.

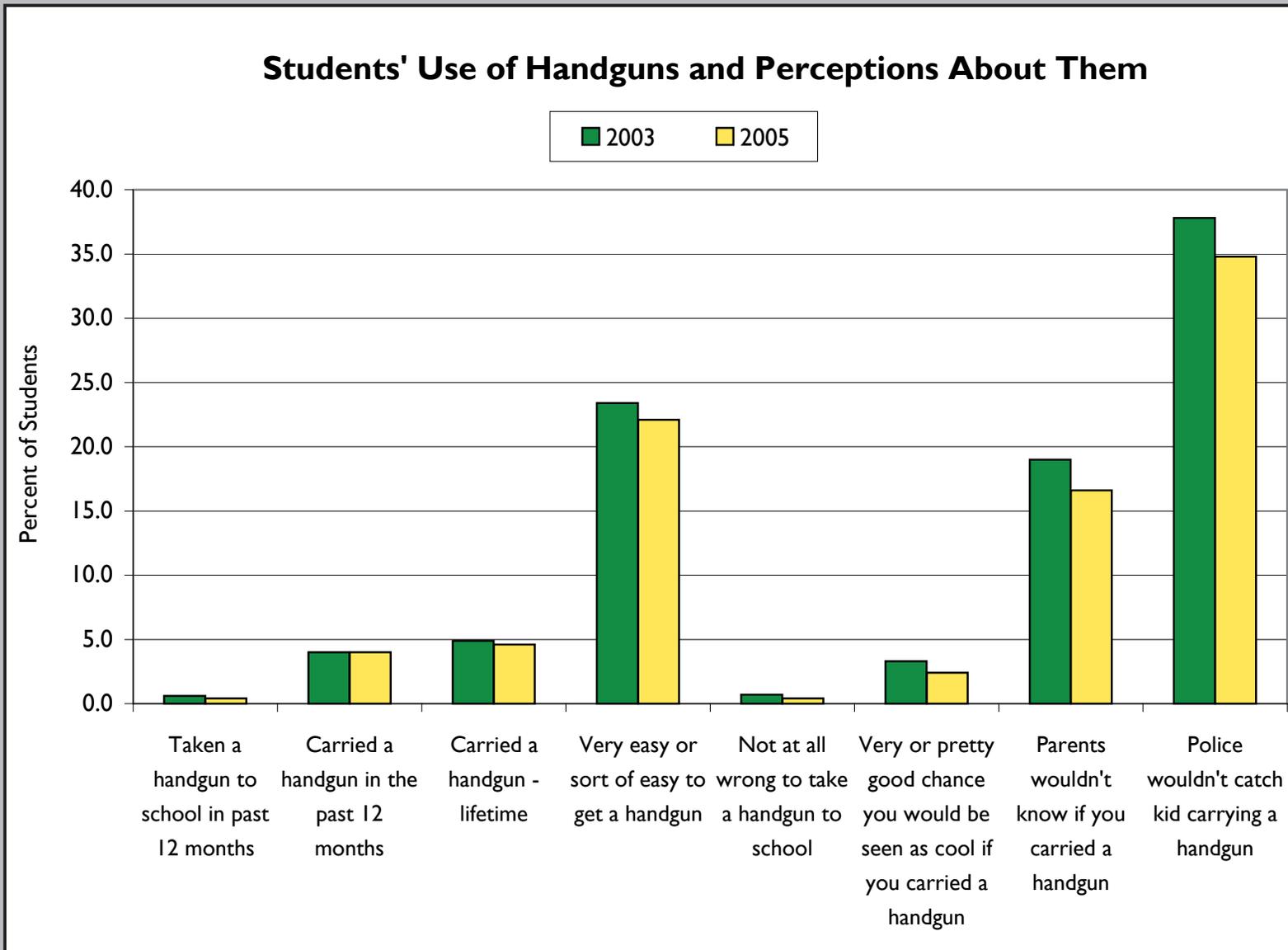
When looking at the results by grade, 12th graders reported the highest rate of taking a handgun to school in the past year (0.6%). Eighth graders reported the highest rate of carrying a handgun in their lifetime (5.0%), the highest rate of carrying a handgun in the past 12 months (4.3%), and the highest rate of believing they would be seen as cool if they carried a handgun (3.3%). Twelfth graders also reported the highest rate of believing it was easy to get a gun (32.0%), that the police wouldn't catch them if they carried a handgun (48.6%), and that their parent's wouldn't know if they carried a handgun (28.4%).

From 2003 to 2005, reported rates of handgun carry and perceptions of handgun carrying, availability, and acceptability remained virtually unchanged in all grades. However, the percent of students believing it was "very easy" or "sort of easy" to get a handgun decreased 0.7% to 2.8% in each grade and 1.3% overall. Further, the percent of students who believed they wouldn't be caught by the police or their parents if they carried a handgun decreased for Utah youth (grades 6, 8, 10, and 12).

Table 28 Percentage of Youth Who Responded to Questions About Handguns

	Grade 6		Grade 8		Grade 10		Grade 12		Total Sample	
	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005
Taken a handgun to school in past 12 months	0.3	0.3	0.3	0.4	0.7	0.5	1.0	0.6	0.6	0.4
Carried a handgun in the past 12 months	4.3	4.0	3.7	4.3	4.0	3.8	4.2	3.8	4.0	4.0
Carried a handgun - lifetime	5.0	4.3	4.9	5.0	5.1	4.7	4.5	4.5	4.9	4.6
Very easy or sort of easy to get a handgun	11.8	10.8	20.5	18.6	26.5	25.8	34.8	32.0	23.4	22.1
Not at all wrong to take a handgun to school	0.3	0.3	0.6	0.4	0.6	0.5	1.2	0.5	0.7	0.4
Very or pretty good chance you would be seen as cool if you carried a handgun	3.0	2.4	4.6	3.3	2.8	2.4	2.9	1.8	3.3	2.4
Parents wouldn't know if you carried a handgun	6.3	5.6	11.4	12.1	23.1	20.2	33.6	28.4	19.0	16.6
Police wouldn't catch kid carrying a handgun	18.5	17.3	30.6	30.8	47.1	42.3	54.5	48.6	37.8	34.8

Figure 30



Violence

The Utah PNA Survey also asked several questions about youths' violent behaviors and attitudes towards violence. Table 29 and Figure 31 show the questions that relate to violence. A review of the responses reveals that 12.7% of the youth in Utah have attacked someone with the idea of seriously hurting them at some time in their life, and 9.4% have attacked someone in the past 12 months. However, only a small percentage (1.7%) 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 Utah who believe that violence is an acceptable way to resolve problems and are willing to hurt another person.

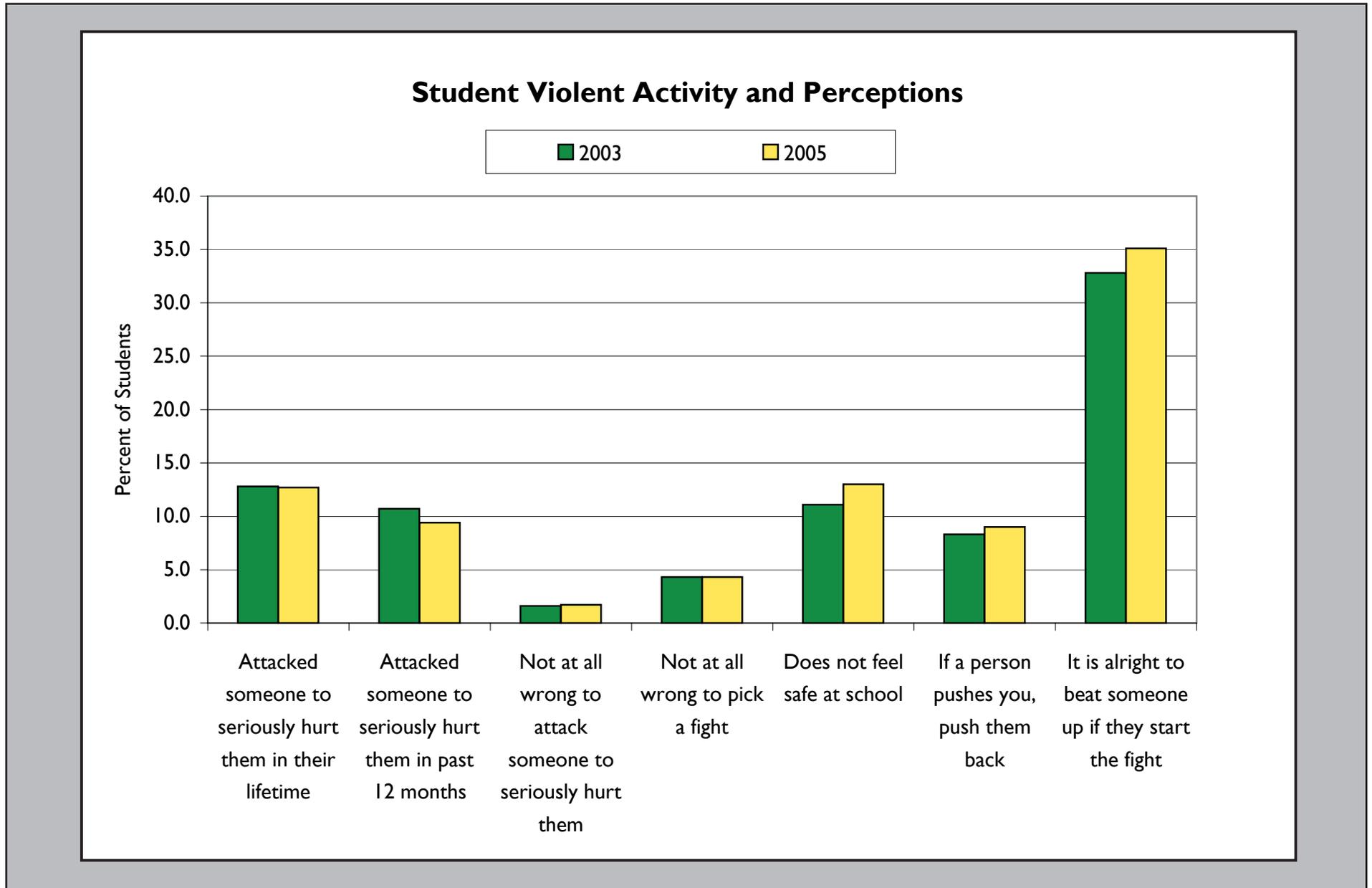
When looking at the results by grade, it appears that 8th and 10th graders have the most problems with violent behavior and attitudes. Tenth graders reported the highest rates of attacking someone in their lifetime (15.3%), attacking someone in the past year (10.6%), and believing it was not wrong at all to attack someone (2.4%). Eighth graders had the highest rates of believing it was not wrong at all to pick a fight (5.6%), and of belonging to a gang in their lifetime (4.6%). With these high rates of violence in the 8th, it is no wonder that Utah 8th graders also showed the highest rates of not feeling safe at school (18.4%).

From 2003 to 2005, reported rates of violent acts and perceptions remained virtually unchanged in all grades. However, the rate of students reporting that they did not feel safe at their school increased 1.0% to 2.7% in each grade, and 1.9% for the state total (grades 6, 8, 10, and 12).

Table 29

Total Number and Percentage of Youth Who Responded to Questions About Violence and Gangs										
	Grade 6		Grade 8		Grade 10		Grade 12		Total Sample	
Attacked someone to seriously hurt them in their lifetime	9.5	10.1	12.3	12.6	14.4	15.3	15.0	12.6	12.8	12.7
Attacked someone to seriously hurt them in past 12 months	9.0	8.7	10.7	10.5	12.0	10.6	11.2	7.9	10.7	9.4
Not at all wrong to attack someone to seriously hurt them	1.2	1.0	1.5	1.9	1.9	2.4	2.0	1.4	1.6	1.7
Not at all wrong to pick a fight	2.1	2.3	4.7	5.6	6.0	5.5	4.6	3.6	4.3	4.3
I do not feel safe at my school (response of "NO" or "no" to	8.4	10.0	15.7	18.4	12.2	13.6	8.4	9.4	11.1	13.0
If a person pushes you, push them back	5.0	6.4	9.1	10.5	9.1	9.5	10.3	9.5	8.3	9.0
It is alright to beat someone up if they start the fight	17.5	21.4	33.6	37.0	39.5	42.6	40.8	39.2	32.8	35.1
Have you ever belonged to a gang? *For 2003, the percent reported reflects those answering "yes" to the question "Have you ever belonged to a gang?". For 2005, the percent reported reflects those answering "Yes, in the past," "Yes, belong now," or "Yes, but would like to get out," to the question "Have you ever belonged to a gang?" Because the question was asked differently, direct comparisons should between 2003 and 2005 data should not be made.	3.1*	4.8*	4.7*	5.5*	4.1*	4.4*	2.2*	3.7*	3.5*	4.6*

Figure 31



Academic Performance and Substance Use

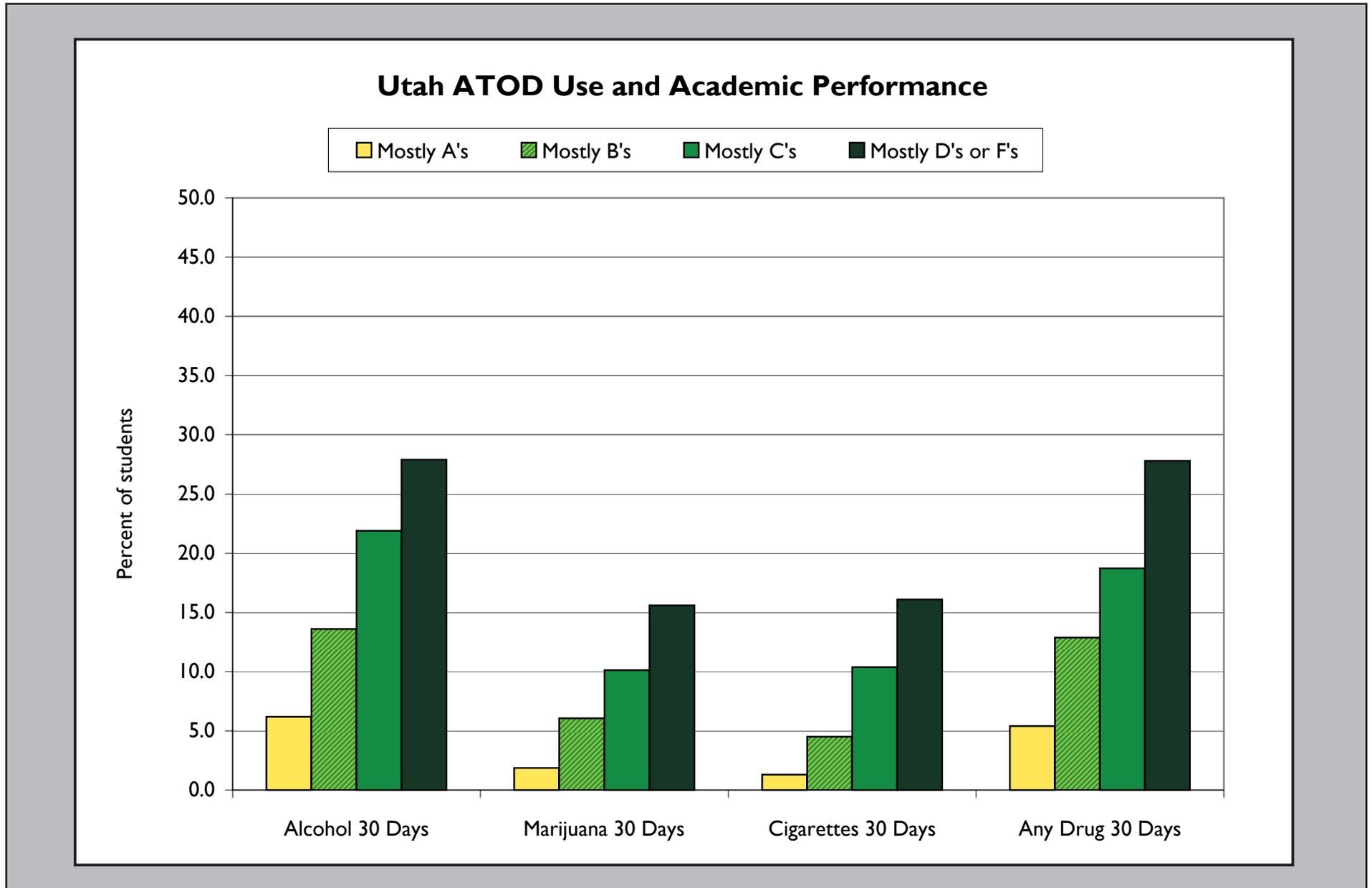
Table 30 and Figure 32 show a clear relationship between substance use and academic performance. Of the youth who report getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. Failing (D or F) youth are approximately four times more likely to have used alcohol in the past 30 days, twelve times more likely to have used cigarettes in the past 30 days, eight 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” youth. Similar and more dramatic differences can be seen for individual drugs.

Obviously, the youth 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 youth 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 30

Percentage Using ATODs by Academic Performance				
Drugs Used	Academic Grades			
	Mostly A's	Mostly B's	Mostly C's	Mostly D's or F's
Alcohol Lifetime	16.5	33.3	46.3	55.6
Alcohol 30 Days	6.2	13.6	21.9	27.9
Marijuana Lifetime	5.1	14.0	23.7	32.7
Marijuana 30 Days	1.9	6.1	10.1	15.6
Cigarettes Lifetime	7.3	18.8	31.7	43.8
Cigarettes 30 Days	1.3	4.5	10.4	16.1
Any Drug Lifetime	13.7	27.0	38.1	49.7
Any Drug 30 Days	5.4	12.9	18.7	27.8

Figure 32



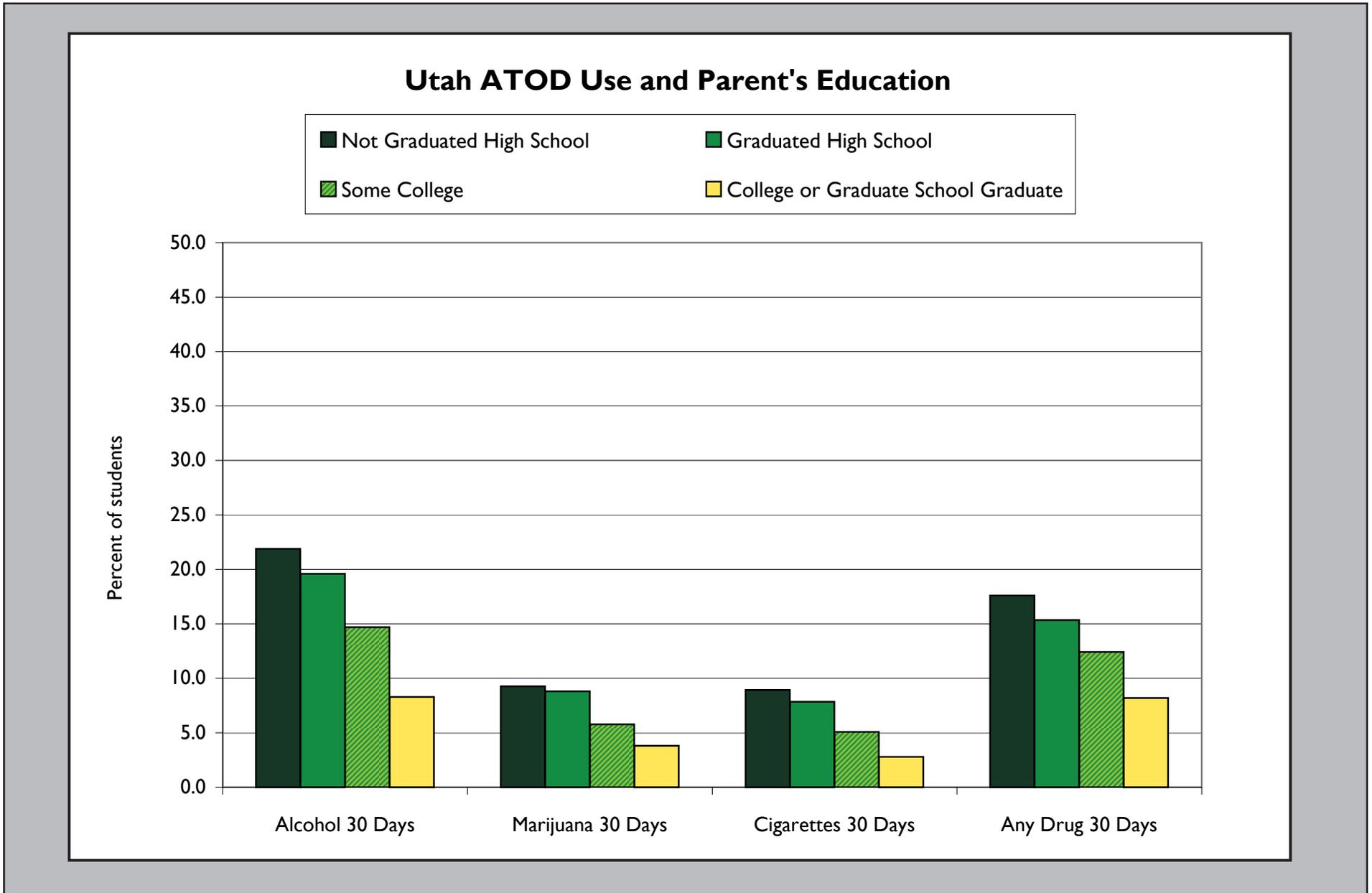
Parents' Education and Youth Substance Use

Research has shown that one of the best indicators of socioeconomic level is the parents' education. 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 Utah, youth whose parents did not graduate from high school are approximately two times more likely to have used alcohol in the past 30 days, three times more likely to have used cigarettes in the past 30 days, two times more likely to have indicated use of marijuana in the past 30 days, and two times more likely to have used any drug in the past 30 days than youth whose parents were college or graduate school graduates. Trends for all education levels can be seen on the following page in Figure 33. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Table 31

Percentage Using ATODs by Parent's Education				
Drugs Used	Parent's Education			
	Not Graduated High School	Graduated High School	Some College	College or Graduate
Alcohol Lifetime	50.9	43.1	32.8	20.3
Alcohol 30 Days	21.9	19.6	14.7	8.3
Marijuana Lifetime	23.5	19.2	14.6	8.7
Marijuana 30 Days	9.3	8.8	5.8	3.8
Cigarettes Lifetime	33.7	27.7	19.9	10.2
Cigarettes 30 Days	8.9	7.9	5.1	2.8
Any Drug Lifetime	37.0	31.3	27.1	18.0
Any Drug 30 Days	17.6	15.4	12.4	8.2

Figure 33



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 32 and Figure 34 illustrate how even a small amount of perceived parental acceptability can lead to substance use. In the Utah 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.

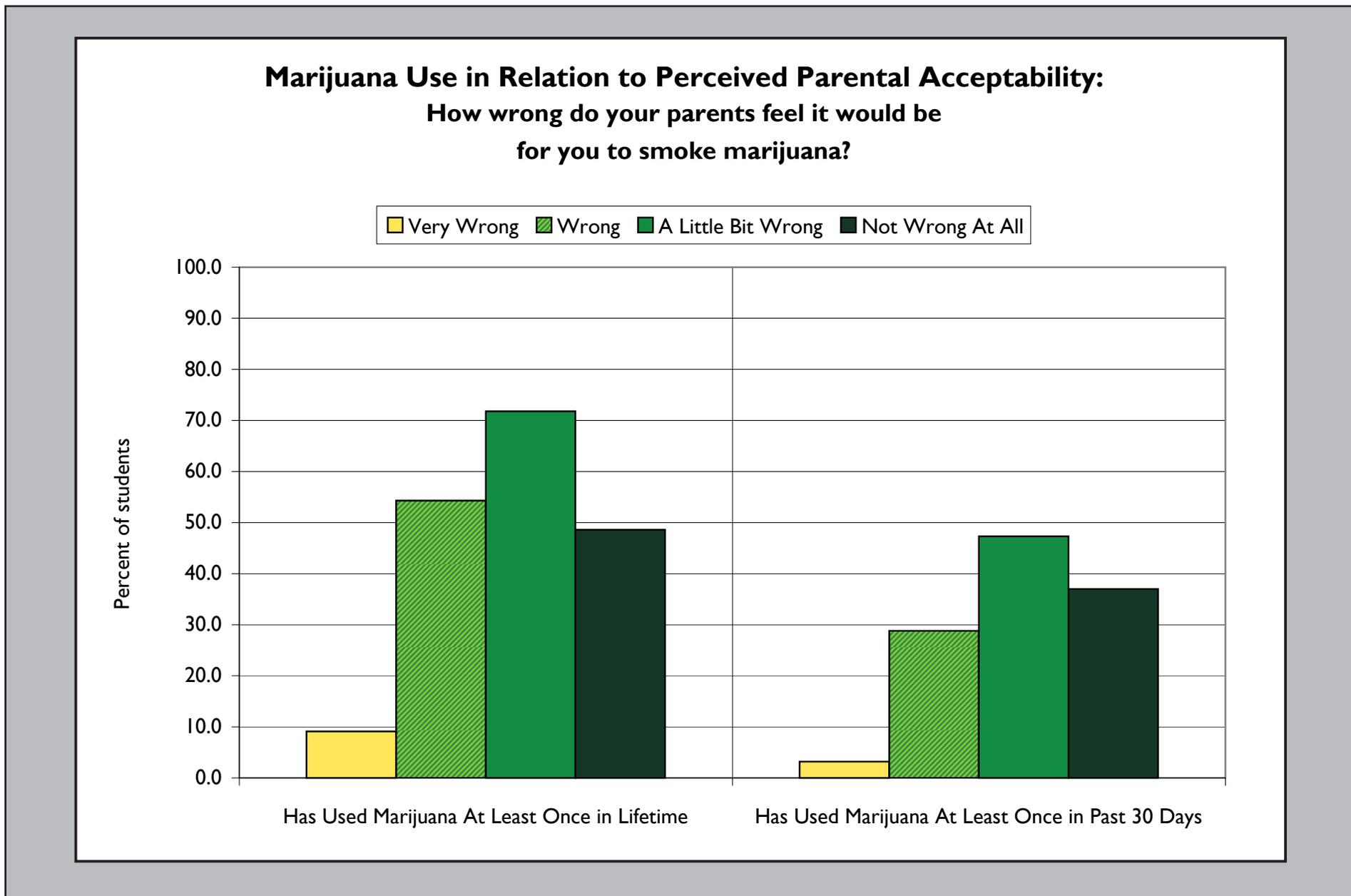
As can be seen, relatively few students (9.1% lifetime, 3.2% 30-day) use marijuana when their parents think it is "Very Wrong" to use it. In contrast, when a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong," not "Very Wrong"), use increases to 54.3% for lifetime use and 28.8% for 30-day use. Rates of use continue to increase as the perceived parental acceptability increases, with the use rates peaking with student perception that their parents feel it is "a little bit wrong" to use marijuana.

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 32

Use in Relation to Perceived Parental Acceptability of Marijuana		
How wrong do your parents feel it would be for you to smoke marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
Very Wrong	9.1	3.2
Wrong	54.3	28.8
A Little Bit Wrong	71.8	47.3
Not Wrong At All	48.6	37.0

Figure 34



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 youth 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 youth thought were their chances of being seen as cool if they used marijuana.

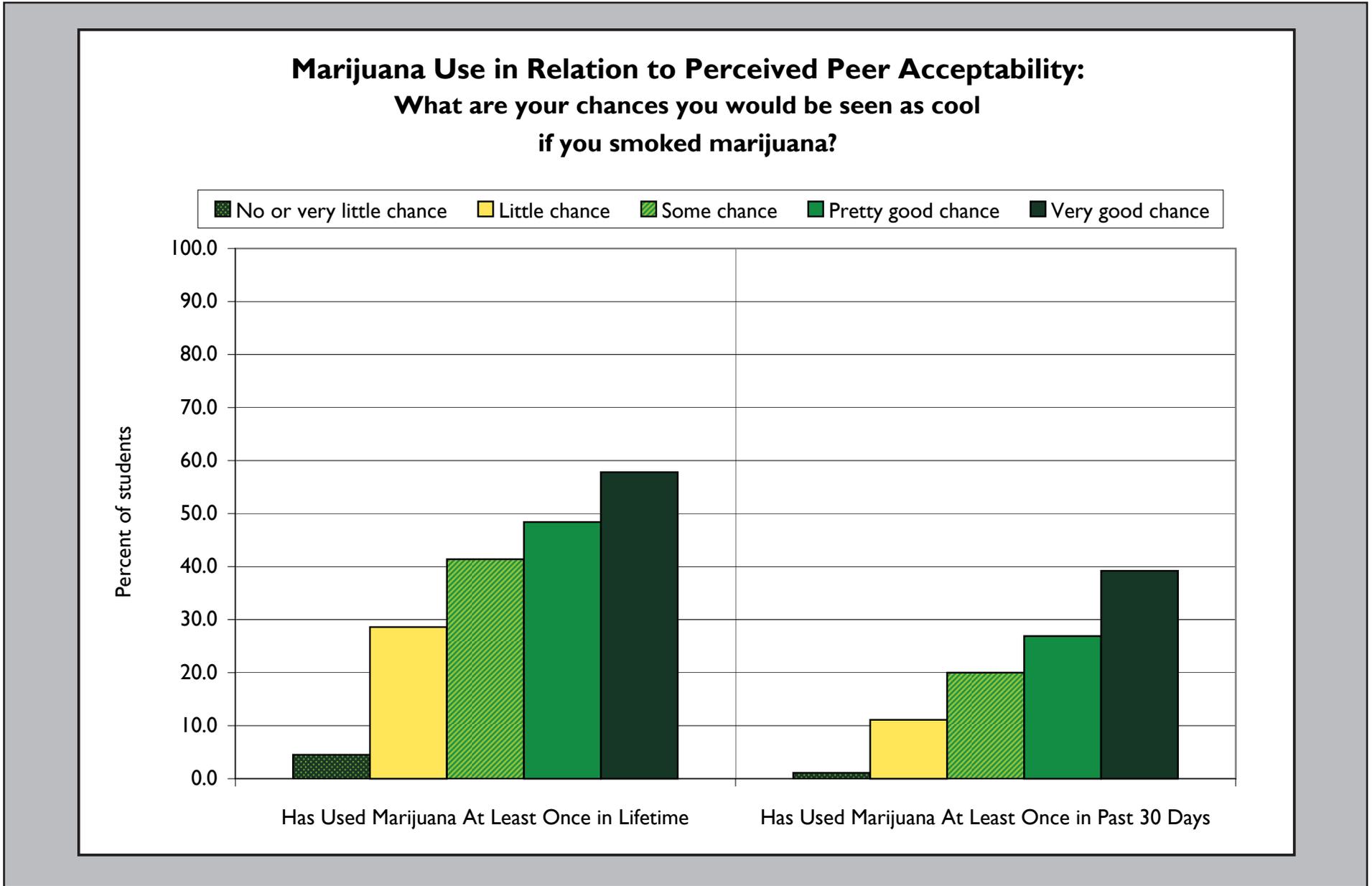
When youth thought there was “No or very little chance” that they would be seen as cool if they used marijuana, only 4.5% had tried marijuana in their lifetime and only 1.1% had used it in the last month. However, when youth thought that there was even a “Little chance” that they would be seen as cool, marijuana use rates were over six times higher for lifetime use (28.6%) and ten times higher for past-month use (11.1%). Youth who thought that there was a “Very good chance” they would be seen as cool were over twelve times more likely to use marijuana in their lifetime than youth who perceive that marijuana use was not cool. Further the youth who thought there was a “Very good chance” they would be seen as cool were over 35 times more likely to use marijuana in the past month than youth who perceive 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 youth to decrease acceptability of drugs.

Table 33

Use in Relation to Perceived Peer Acceptability of Marijuana Use		
What are your chances you would be seen as cool if you smoked marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
No or very little chance	4.5	1.1
Little chance	28.6	11.1
Some chance	41.4	20.0
Pretty good chance	48.4	26.9
Very good chance	57.8	39.2

Figure 35

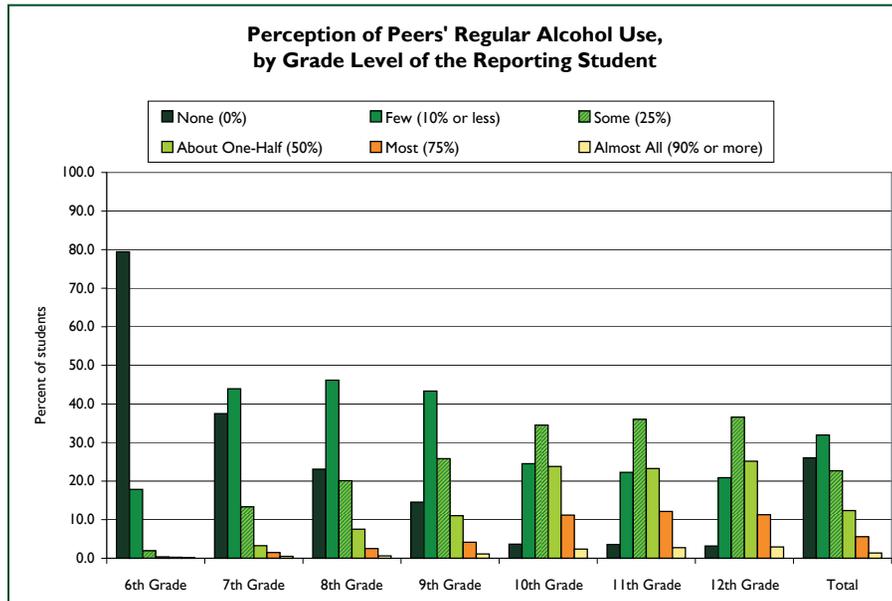


Student Perceptions of Peer Substance Use

In order to determine student perception of substance use, students were asked to indicate what percentage of students they believed use each substance regularly. Students were asked “How many (what percentage) of the students in your grade at school would you say regularly: smoke cigarettes, drink alcohol, smoke marijuana, use an illegal drug (not including marijuana)?” Responses were “None (0%),” “Few (10% or less),” “Some (25%),” “About one-half (50%),” “Most (75%),” and “Almost All (90% or more).”

While approximately one quarter of students in grades 6, 8, 10, and 12 believe that no students are using substances (25.4% for cigarettes, 24.3% for alcohol, 33.1% for marijuana), the remainder of students tend to overestimate substance use by their peers. For example, 10.4% of students in grades 6, 8, 10, and 12 perceived that 50% or more of students in their grade were regularly using cigarettes, while the PNA survey results indicate that only 4.4% of students in these grades used cigarettes in the past month. Similarly, 27.7% of students perceived that 50% or more of their peers were regularly using alcohol, when the actual alcohol 30-day use rate was 11.9% for grades 6, 8, 10, and 12.

Table 36



Student Perception of Peer Substance Use, by Grade Level

In looking at the results by grade level, 6th graders reported the highest percentage of believing that no students in their grade were regularly using substances (71.9% for cigarettes, 70.8% for alcohol, and 87.7% for marijuana). The level of perceived use that 8th graders were most likely to chose for each substance was that few students (10% or less) were regularly using substances (48.6% for cigarettes, 39.2% for alcohol, 41.2% for marijuana). For perceived cigarette and marijuana use, 10th and 12th graders were most likely to perceive that

Table 34

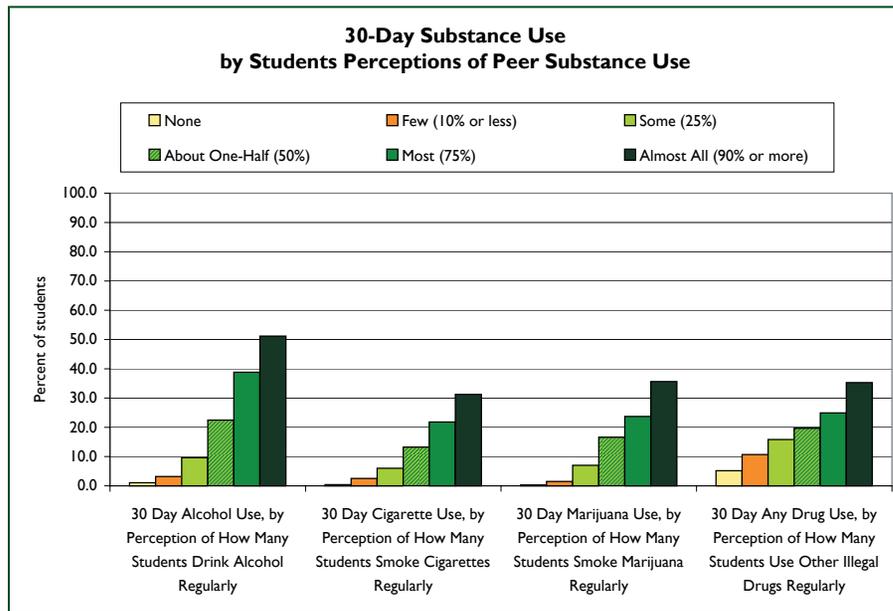
	6th	8th	10th	12th	Total	
Student Perception of Regular Cigarette Use Among Students in Their Grade	None (0%)	71.9	20.2	5.6	3.9	25.4
	Few (10% or less)	23.8	48.6	41.5	43.5	39.4
	Some (25%)	3.2	22.1	36.6	37.4	24.8
	About One-Half (50%)	0.8	6.4	12.2	11.3	7.6
	Most (75%)	0.2	2.0	3.4	3.1	2.2
	Almost All (90% or more)	0.2	0.8	0.7	0.8	0.6
Actual 30-Day Cigarette Use	0.8	2.8	6.0	8.0	4.4	
Student Perception of Regular Alcohol Use Among Students in Their Grade	None (0%)	70.6	19.6	4.5	2.4	24.3
	Few (10% or less)	23.9	39.2	21.2	16.5	25.4
	Some (25%)	3.8	24.2	31.3	31.5	22.7
	About One-Half (50%)	1.1	10.7	26.1	30.4	17.0
	Most (75%)	0.4	4.8	13.8	15.8	8.6
	Almost All (90% or more)	0.2	1.5	3.0	3.5	2.1
Actual 30-Day Alcohol Use	2.1	9.3	15.7	20.5	11.9	
Student Perception of Regular Marijuana Use Among Students in Their Grade	None (0%)	87.7	32.5	7.7	4.4	33.1
	Few (10% or less)	10.2	41.2	41.1	38.6	32.9
	Some (25%)	1.5	15.1	27.4	31.2	18.7
	About One-Half (50%)	0.3	6.1	15.1	17.7	9.7
	Most (75%)	0.2	3.5	6.8	6.6	4.3
	Almost All (90% or more)	0.2	1.7	1.9	1.6	1.3
Actual 30-Day Marijuana Use	0.4	3.0	7.4	9.5	5.1	

few students were regularly using (41.5% for 10th grade perceived use of cigarettes, 43.5% for 12th grade perceived use of cigarettes, 41.1% for 10th grade perceived use of marijuana, 38.6% for 12th grade perceived use of marijuana). However, for perceived alcohol use, 10th and 12th graders were most likely to perceive that some (25%) of students were regularly using (31.3% for 10th grade perceived use of alcohol, 31.5% for 12th grade perceived use of alcohol)

Substance Use by Student Perception of Peer Substance Use

A correlation exists between the perception of substance use and the actual use of substances by students. In Table 35 and Figure 37 we explore the relationship between students use of substances in the past 30 days (a measure of regular substance use) with their perceptions of the percentages of peers who are regularly using substances.

Figure 37



Students who indicated using substances in the past 30 days indicated perceptions of higher substance use among their peers. For example, while a mere 1.1% of alcohol 30-day substance users believed that none of the students in their grade were regularly using alcohol, 51.2% of past-month alcohol users indicated that they thought almost all (90% or more) of students in their grade were regularly using. The “Almost All” response in relation to perceived substance use by peers was most often indicated by 30-day alcohol, cigarette, marijuana, and any drug users; while the response of “None” was the least often indicated by 30-day alcohol, cigarettes, marijuana, and any drug users.

Table 35

	None	Few (10% or less)	Some (25%)	About One-Half (50%)	Most (75%)	Almost All (90% or more)
30 Day Alcohol Use, by Perception of How Many Students Drink Alcohol Regularly	1.1	3.2	9.6	22.5	38.8	51.2
30 Day Cigarette Use, by Perception of How Many Students Smoke Cigarettes Regularly	0.4	2.5	6.0	13.2	21.8	31.3
30 Day Marijuana Use, by Perception of How Many Students Smoke Marijuana Regularly	0.3	1.5	7.0	16.6	23.7	35.6
30 Day Any Drug Use, by Perception of How Many Students Use Other Illegal Drugs Regularly	5.2	10.7	15.8	19.7	24.9	35.3

Depressive Symptoms and Substance Use

The substance use rate of youth who reported depressive symptoms is much greater than the use rate of 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 Utah survey results show that there were 1,784 youth in the depressed group, 35,341 in the middle group, and 8,647 in the not depressed group. The results of the substance use among the three groups is shown in Table 31.

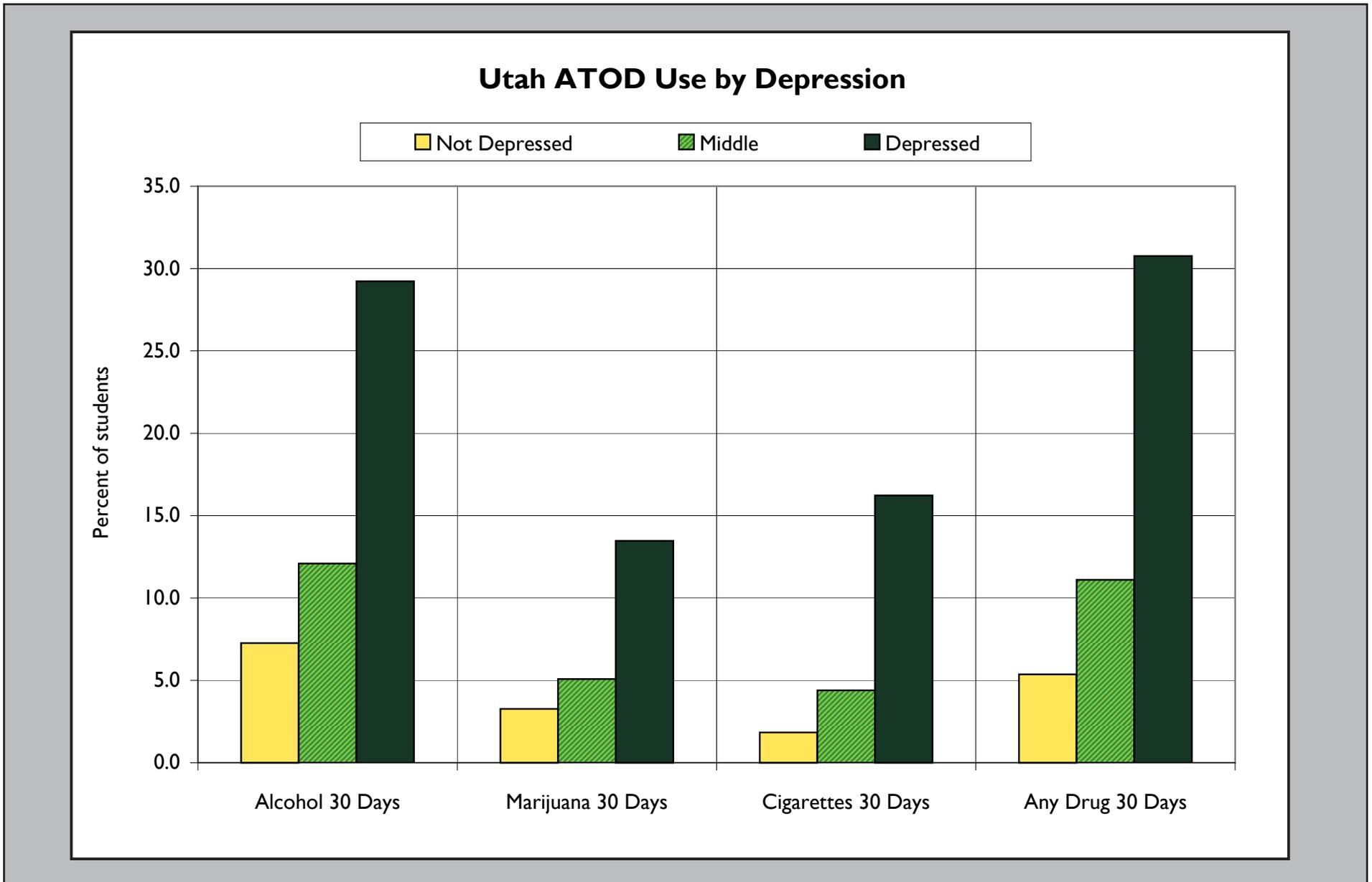
The results in Table 36 and Figure 38 show a strong link between youth who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth are four times as likely to use alcohol in the 30 days prior to the survey, eight times as likely to use cigarettes in the 30 days prior to the survey, four times as likely to use marijuana in the past 30 days, and five 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 youth, were closer to the rates of the non-depressed group than they were to the depressed. For the substances, the usage rates for this group were anywhere from 1.8% to 12.6% higher than that of the non-depressed rate. Thus, individuals with a positive outlook on life (even with some depressive symptoms) tend to use fewer substances than peers with a high level of depressive symptoms.

Table 36

Percentage Using ATODs and Level of Depressive Symptoms			
	Not Depressed	Middle	Depressed
Number of Youth	8,647	35,341	1,784
Alcohol Lifetime	16.6	29.2	58.8
Alcohol 30 Days	7.3	12.1	29.2
Marijuana Lifetime	7.4	12.3	28.2
Marijuana 30 Days	3.3	5.1	13.5
Cigarettes Lifetime	8.2	17.0	41.4
Cigarettes 30 Days	1.8	4.4	16.2
Any Drug Lifetime	12.1	24.4	52.5
Any Drug 30 Days	5.4	11.1	30.8

Figure 38



Appendix A: Utah Prevention Needs Assessment 2005 Student Survey

The next section asks about your experiences at school.

	NO!	no	yes	YES!
7. In my school, students have lots of chances to help decide things like class activities and rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teachers ask me to work on special classroom projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My teacher(s) notices when I am doing a good job and lets me know about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. There are lots of chances for students in my school to talk with a teacher one-on-one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel safe at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The school lets my parents know when I have done something well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My teachers praise me when I work hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are your school grades better than the grades of most students in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I have lots of chances to be part of class discussions or activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. 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="checkbox"/>				
b. hate being in school?	<input type="checkbox"/>				
c. try to do your best work in school?	<input type="checkbox"/>				

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

19. 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

20. 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

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

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

22. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or 'cut'?

- None
- 1
- 2
- 3
- 4-5
- 6-10
- 11 or more

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

23. 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:

Number of friends

	0	1	2	3	4
a. participated in clubs, organizations or activities at school?	<input type="checkbox"/>				
b. smoked cigarettes?	<input type="checkbox"/>				
c. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	<input type="checkbox"/>				
d. made a commitment to stay drug-free?	<input type="checkbox"/>				
e. used marijuana?	<input type="checkbox"/>				
f. tried to do well in school?	<input type="checkbox"/>				
g. used LSD, cocaine, amphetamines, or other illegal drugs?	<input type="checkbox"/>				
h. been suspended from school?	<input type="checkbox"/>				
i. liked school?	<input type="checkbox"/>				
j. carried a handgun?	<input type="checkbox"/>				
k. sold illegal drugs?	<input type="checkbox"/>				
l. regularly attended religious services?	<input type="checkbox"/>				
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="checkbox"/>				
n. been arrested?	<input type="checkbox"/>				
o. dropped out of school?	<input type="checkbox"/>				

24. 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="checkbox"/>				
b. worked hard at school?	<input type="checkbox"/>				
c. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="checkbox"/>				
d. defended someone who was being verbally abused at school?	<input type="checkbox"/>				
e. smoked marijuana?	<input type="checkbox"/>				
f. carried a handgun?	<input type="checkbox"/>				
g. regularly volunteered to do community service?	<input type="checkbox"/>				

25. How old were you when you first:

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

26. 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. steal anything worth more than \$5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. pick a fight with someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. attack someone with the idea of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. stay away from school all day when their parents think they are at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. drink beer, wine or hard liquor (for example, vodka, whiskey, or gin) regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. smoke cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. smoke marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. use LSD, cocaine, amphetamines or another illegal drug?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. How many (what percentage) of the students in your grade at school would you say regularly:

	Almost All (90% or more)	Most (75%)	About One-Half (50%)	Some (25%)	Few (10% or less)	None (0%)
a. smoke cigarettes?	<input type="checkbox"/>					
b. drink alcohol?	<input type="checkbox"/>					
c. smoke marijuana?	<input type="checkbox"/>					
d. use an illegal drug (not including marijuana)?	<input type="checkbox"/>					

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

	40+ times	30 to 39 times	20 to 29 times	10 to 19 times	6 to 9 times	3 to 5 times	1 to 2 times	Never
a. been suspended from school?	<input type="checkbox"/>							
b. carried a handgun?	<input type="checkbox"/>							
c. sold illegal drugs?	<input type="checkbox"/>							
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="checkbox"/>							
e. participated in clubs, organizations or activities at school?	<input type="checkbox"/>							
f. been arrested?	<input type="checkbox"/>							
g. done extra work on your own for school?	<input type="checkbox"/>							
h. attacked someone with the idea of seriously hurting them?	<input type="checkbox"/>							
i. been drunk or high at school?	<input type="checkbox"/>							
j. volunteered to do community service?	<input type="checkbox"/>							
k. taken a handgun to school?	<input type="checkbox"/>							

29. Have you ever belonged to a gang?

- No Yes, belong now
- No, but would like to Yes, but would like to get out
- Yes, in the past

30. 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 is a joke, and ask her to put the CD back

31. 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

32. 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

33. 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 will get home, and ask if you can go out
- Not say anything and start watching TV
- Get into an argument with her

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

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

35. Which is your religious preference (choose the religion with which you identify the most)?

- Catholic Protestant
- Jewish Other
- LDS (Mormon) No Preference

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

- Very False Somewhat True
- Somewhat False Very True

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

- Very False Somewhat True
- Somewhat False Very True

38. I ignore rules that get in my way.

- Very False Somewhat True
- Somewhat False Very True

	NO!	no	yes	YES!
39. I think sometimes it's okay to cheat at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Sometimes I think that life is not worth it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. At times I think I am no good at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. All in all, I am inclined to think that I am a failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. It is all right to beat up people if they start the fight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I think it is okay to take something without asking if you can get away with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. 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. WHEN I AM AN ADULT I WILL:

- a. smoke cigarettes
- b. drink beer, wine, or liquor
- c. smoke marijuana

	NO!	no	yes	YES!
a. smoke cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. drink beer, wine, or liquor	<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"/>

47. 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?
- b. try marijuana once or twice?
- c. smoke marijuana regularly?
- d. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?
- e. have five or more drinks once or twice each weekend?

	Great Risk	Moderate Risk	Slight Risk	No Risk
a. smoke one or more packs of cigarettes per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. try marijuana once or twice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. have five or more drinks once or twice each weekend?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OCCASIONS

	0	1-2	3-5	6-9	10-19	20-39	40+
On how many occasions (if any) have you:							
48. had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime – more than just a few sips?	<input type="checkbox"/>						
49. had beer, wine or hard liquor to drink during the past 30 days ?	<input type="checkbox"/>						
50. been drunk or very high from drinking alcoholic beverages during the past 30 days ?	<input type="checkbox"/>						
51. used marijuana (grass, pot) or hashish (hash, hash oil) in your lifetime ?	<input type="checkbox"/>						
52. used marijuana (grass, pot) or hashish (hash, hash oil) during the past 30 days ?	<input type="checkbox"/>						
53. used LSD or other hallucinogens in your lifetime ?	<input type="checkbox"/>						
54. used LSD or other hallucinogens during the past 30 days ?	<input type="checkbox"/>						
55. used cocaine or crack in your lifetime ?	<input type="checkbox"/>						
56. used cocaine or crack during the past 30 days ?	<input type="checkbox"/>						
57. 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="checkbox"/>						
58. 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="checkbox"/>						
59. used phenoxdyine (pox, px, breeze) in your lifetime ?	<input type="checkbox"/>						
60. used phenoxdyine (pox, px, breeze) during the past 30 days ?	<input type="checkbox"/>						
61. used stimulants (amphetamines, meth, crystal, Ritalin, Dexedrine) without a doctor telling you to take them, in your lifetime ?	<input type="checkbox"/>						
62. used stimulants (amphetamines, meth, crystal, Ritalin, Dexedrine) without a doctor telling you to take them, during the past 30 days ?	<input type="checkbox"/>						
63. used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, in your lifetime ?	<input type="checkbox"/>						
64. used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, during the past 30 days ?	<input type="checkbox"/>						
65. used heroin or other opiates in your lifetime ?	<input type="checkbox"/>						
66. used heroin or other opiates during the past 30 days ?	<input type="checkbox"/>						
67. used MDMA (X, E, or ecstasy) in your lifetime ?	<input type="checkbox"/>						
68. used MDMA (X, E, or ecstasy) during the past 30 days ?	<input type="checkbox"/>						

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

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

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

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

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

- Never Three to five times per week
 Once or twice About once a day
 Once or twice per week More than once a day

72. Have you ever smoked cigarettes?

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

73. 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

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

74. How wrong would most adults (over 21) in your neighborhood think it is for kids your age:

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

75. How much does each of the following statements describe your neighborhood?

	NO!	no	yes	YES!
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"/>

76. If I had to move, I would miss the neighborhood I now live in.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

78. I like my neighborhood.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

79. There are lots of adults in my neighborhood I could talk to about something important.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

83. I feel safe in my neighborhood.

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- a. sports teams No Yes
- b. scouting No Yes
- c. boys and girls clubs No Yes
- d. 4-H clubs No Yes
- e. service clubs No Yes

	NO!	no	yes	YES!
85. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. 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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very easy	Sort of easy	Sort of hard	Very hard
88. If you wanted to get some cigarettes, how easy would it be for you to get some?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. 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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. If you wanted to get a handgun, how easy would it be for you to get one?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. If you wanted to get some marijuana, how easy would it be for you to get some?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next few questions ask about your family. When answering these questions please think about the people you consider to be your family, for example, parents, stepparents, grandparents, aunts, uncles, etc.

93. 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, 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"/>

94. Have any of your brothers or sisters ever:

	I don't have any brothers or sisters	
	No	Yes
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>
c. smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>
d. taken a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>
e. been suspended or expelled from school?	<input type="checkbox"/>	<input type="checkbox"/>

	NO!	no	yes	YES!
95. The rules in my family are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. People in my family often insult or yell at each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97. When I am not at home, one of my parents knows where I am and who I am with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. We argue about the same things in my family over and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99. If you drank some beer, wine, or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. My family has clear rules about alcohol and drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101. If you carried a handgun without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102. If you skipped school would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. My parents ask me what I think before most family decisions affecting me are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. If I had a personal problem, I could ask my mom or dad for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	NO!	no	yes	YES!
110. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. My parents give me lots of chances to do fun things with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. My parents ask if I've gotten my homework done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. People in my family have serious arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. Would your parents know if you did not come home on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115. It is important to be honest with your parents, even if they become upset or you get punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

116. 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

117. 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

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

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

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

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

120. About how many adults (over 21) have you known personally who in the past year have:

	Number of Adults					
	0	1	2	3-4	5+	
a. used marijuana, crack, cocaine, or other drugs?	<input type="checkbox"/>					
b. sold or dealt drugs?	<input type="checkbox"/>					
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="checkbox"/>					
d. gotten drunk or high?	<input type="checkbox"/>					

121. Has anyone in your family ever had severe alcohol or drug problems?

- No
- Yes

	Alcohol		Drugs	
	Yes	No	Yes	No
122. In the past 12 months, have you spent more time using alcohol or drugs than you intended?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. In the past 12 months, have you neglected some of your usual responsibilities because of using alcohol and drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. In the past 12 months, have you wanted to cut down on your alcohol or drug use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. In the past 12 months, has anyone objected to your alcohol or drug use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. In the past 12 months, did you frequently find yourself thinking about using alcohol or drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. In the past 12 months, did you use alcohol or drugs to relieve feelings such as sadness, anger, or boredom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

128. Is there an adult in your life, such as a parent, relative, teacher or neighbor, who you:

	NO!	no	yes	YES!
a. feel very close to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. share your thoughts and feelings with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. enjoy spending time with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. could ask for help if you had a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

129. 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

Thank you for completing the survey

Appendix B: Risk and Protective Factors and Their Associated Scales

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

Community Domain Risk Factors

Risk Factor

Associated Scales

Low Neighborhood Attachment and Community Disorganization

Low Neighborhood Attachment
Community Disorganization

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

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

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

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

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

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

Individual-Peer Protective Factors

Protective Factor

Associated Scales

Religiosity

Religiosity

Social Skills

Social Skills

Belief in the Moral Order

Belief in the Moral Order

Prosocial Involvement

Prosocial Involvement

Rewards for Prosocial Involvement

Rewards for Prosocial Involvement

Interaction with Prosocial Peers

Interaction with Prosocial Peers

Individual-Peer Risk Factors

Risk Factor

Associated Scales

Rebelliousness

Rebelliousness

Early and Persistent Antisocial Behavior

Early Initiation of Drug use
Early Initiation of Antisocial Behavior

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

Gang Involvement

Gang Involvement

Constitutional Factors

Depressive Symptoms

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

Question	Response	#	%
1. Are you?	male	22,123	48.2
	female	23,798	51.8
2. How old are you?	10 or younger	43	0.1
	11	4,993	10.7
	12	6,477	13.9
	13	4,855	10.4
	14	7,089	15.3
	15	5,091	11.0
	16	6,751	14.5
	17	5,069	10.9
	18	6,038	13.0
	19 or older	70	0.2
3. What grade are you in?	6th	11,647	25.0
	8th	11,977	25.7
	10th	11,805	25.4
	12th	11,103	23.9
4. What do you consider yourself to be? (Choose the one best answer)	American Indian	1,263	2.8
	Asian	861	1.9
	Black	544	1.2
	Pacific Islander	749	1.6
	Hispanic	4,394	9.6
	White	36,003	78.6
	Multi-racial or Other	2,009	4.4

Question	Response	#	%
5. Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)	Mother	40,098	86.6
	Stepmother	4,349	9.4
	Foster Mother	3,295	7.1
	Grandmother	4,999	10.8
	Aunt	4,010	8.7
	Father	33,765	72.9
	Stepfather	6,895	14.9
	Foster Father	3,121	6.7
	Grandfather	2,681	5.8
	Uncle	3,840	8.3
	Other Adults	3,893	8.4
6. What is the highest level of schooling completed by the person you live with most of the time?	Brother(s)	29,750	64.3
	Stepbrother(s)	4,460	9.6
	Sister(s)	27,073	58.5
	Stepsister(s)	4,355	9.4
	Other Children	4,822	10.4
	Completed grade school or less	865	2.1
	Some high school	2,054	4.9
	Completed high school	5,256	12.6
	Some college	7,029	16.9
	Completed college	14,109	33.9
	Graduate or professional degree	6,827	16.4
Don't know	5,217	12.5	
Does not apply	321	0.8	

Question	Response	#	%
7. In my school, students have lots of chances to help decide things like class activities and rules.	NO!	4,754	10.3
	no	16,475	35.6
	yes	21,798	47.1
	YES!	3,267	7.1
8. Teachers ask me to work on special classroom projects.	NO!	4,812	10.4
	no	19,548	42.3
	yes	18,052	39.1
	YES!	3,783	8.2
9. My teacher(s) notices when I am doing a good job and lets me know about it.	NO!	2,792	6.1
	no	10,974	23.8
	yes	23,686	51.3
	YES!	8,702	18.9
10. 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!	1,624	3.5
	no	4,348	9.4
	yes	17,561	37.9
	YES!	22,764	49.2
11. There are lots of chances for students in my school to talk with a teacher one-on-one.	NO!	1,553	3.4
	no	8,206	17.7
	yes	24,600	53.2
	YES!	11,909	25.7
12. I feel safe at my school.	NO!	1,651	3.6
	no	4,328	9.4
	yes	24,456	53.0
	YES!	15,740	34.1

Question	Response	#	%	
13. The school lets my parents know when I have done something well.	NO!	8,390	18.3	
	no	19,058	41.5	
	yes	13,875	30.2	
	YES!	4,605	10.0	
14. My teachers praise me when I work hard in school.	NO!	4,667	10.1	
	no	17,046	37.0	
	yes	19,367	42.0	
	YES!	5,016	10.9	
15. Are your school grades better than the grades of most students in your class?	NO!	3,532	7.7	
	no	12,726	27.7	
	yes	20,838	45.3	
	YES!	8,918	19.4	
16. I have lots of chances to be part of class discussions or activities.	NO!	1,207	2.6	
	no	6,548	14.2	
	yes	26,837	58.1	
	YES!	11,598	25.1	
17. Now think back over the past year in school, how often did you:	a. enjoy being in school?	Never	2,134	4.7
		Seldom	5,456	12.0
		Sometimes	16,293	36.0
		Often	13,836	30.5
		Almost Always	7,575	16.7
	b. hate being in school?	Never	3,834	8.3
		Seldom	13,273	28.8
		Sometimes	16,705	36.3
		Often	8,567	18.6
		Almost Always	3,688	8.0

Question	Response	#	%
c. try to do your best work in school?	Never	274	0.6
	Seldom	1,356	2.9
	Sometimes	6,628	14.4
	Often	15,207	33.0
	Almost Always	22,579	49.0
18. How often do you feel that the school work you are assigned is meaningful and important?	Never	2,325	5.1
	Seldom	8,466	18.5
	Sometimes	15,905	34.7
	Often	12,345	26.9
	Almost Always	6,774	14.8
19. Putting them all together, what were your grades like last year?	Mostly F's	894	2.0
	Mostly D's	1,448	3.2
	Mostly C's	6,388	14.0
	Mostly B's	14,546	32.0
	Mostly A's	22,240	48.9
20. How important do you think the things you are learning in school are going to be for your later life?	Very important	14,965	32.4
	Quite important	14,033	30.4
	Fairly important	11,774	25.5
	Slightly important	4,629	10.0
	Not at all important	778	1.7
21. How interesting are most of your courses to you?	Very interesting and stimulating	4,449	9.7
	Quite interesting	14,438	31.3
	Fairly interesting	17,484	38.0
	Slightly Dull	7,304	15.9
	Very Dull	2,382	5.2

Question	Response	#	%	
22. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"?	none	32,971	73.8	
	1	3,582	8.0	
	2	2,210	4.9	
	3	1,484	3.3	
	4 to 5	1,604	3.6	
	6 to 10	715	1.6	
	11 or more	2,101	4.7	
23. 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. participated in clubs, organizations, or activities at school?	0 Friends	6,645	14.6
		1 Friend	7,148	15.7
		2 Friends	9,255	20.3
		3 Friends	7,491	16.5
		4 Friends	14,995	32.9
	b. smoked cigarettes?	0 Friends	36,195	79.2
		1 Friend	4,167	9.1
		2 Friends	2,265	5.0
		3 Friends	1,280	2.8
	c. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	0 Friends	29,984	65.7
		1 Friend	5,201	11.4
		2 Friends	3,444	7.5
		3 Friends	2,245	4.9
	d. made a commitment to stay drug-free?	0 Friends	4,780	10.5
		1 Friend	6,488	14.3
2 Friends		4,235	9.3	
3 Friends		3,957	8.7	
	3 Friends	4,409	9.7	
	4 Friends	26,356	58.0	

Question	Response	#	%
e. used marijuana?	0 Friends	35,643	78.3
	1 Friend	3,531	7.8
	2 Friends	2,173	4.8
	3 Friends	1,474	3.2
	4 Friends	2,687	5.9
f. tried to do well in school?	0 Friends	1,007	2.2
	1 Friend	2,187	4.8
	2 Friends	5,739	12.6
	3 Friends	10,000	22.0
	4 Friends	26,453	58.3
g. used LSD, cocaine, amphetamines, or other illegal drugs?	0 Friends	39,333	87.9
	1 Friend	2,695	6.0
	2 Friends	1,311	2.9
	3 Friends	609	1.4
	4 Friends	797	1.8
h. been suspended from school?	0 Friends	32,708	71.7
	1 Friend	6,980	15.3
	2 Friends	3,093	6.8
	3 Friends	1,281	2.8
	4 Friends	1,578	3.5
i. liked school?	0 Friends	8,179	18.0
	1 Friend	5,897	13.0
	2 Friends	10,961	24.1
	3 Friends	9,397	20.7
	4 Friends	11,024	24.3

Question	Response	#	%
j. carried a handgun?	0 Friends	42,008	94.0
	1 Friend	1,399	3.1
	2 Friends	556	1.2
	3 Friends	271	0.6
	4 Friends	474	1.1
k. sold illegal drugs?	0 Friends	40,218	90.2
	1 Friend	2,345	5.3
	2 Friends	1,127	2.5
	3 Friends	434	1.0
	4 Friends	461	1.0
l. regularly attended religious services?	0 Friends	6,235	13.8
	1 Friend	5,483	12.1
	2 Friends	6,694	14.8
	3 Friends	8,209	18.1
	4 Friends	18,697	41.3
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	0 Friends	41,802	93.4
	1 Friend	1,845	4.1
	2 Friends	601	1.3
	3 Friends	198	0.4
	4 Friends	295	0.7
n. been arrested?	0 Friends	38,288	85.5
	1 Friend	3,723	8.3
	2 Friends	1,487	3.3
	3 Friends	648	1.4
	4 Friends	623	1.4

Question	Response	#	%
o. dropped out of school?	0 Friends	40,969	91.6
	1 Friend	2,655	5.9
	2 Friends	687	1.5
	3 Friends	191	0.4
	4 Friends	240	0.5
24. What are the chances you would be seen as cool if you...			
a. smoked cigarettes?	No or Very Little Chance	37,061	81.4
	Little Chance	5,485	12.0
	Some Chance	1,976	4.3
	Pretty Good Chance	695	1.5
	Very Good Chance	303	0.7
b. worked hard at school?	No or Very Little Chance	3,771	8.3
	Little Chance	6,163	13.6
	Some Chance	11,822	26.0
	Pretty Good Chance	12,809	28.2
	Very Good Chance	10,899	24.0
c. began drinking alcohol beverages regularly, that is, at least once or twice a month?	No or Very Little Chance	31,668	69.7
	Little Chance	6,084	13.4
	Some Chance	4,318	9.5
	Pretty Good Chance	2,384	5.2
	Very Good Chance	1,010	2.2
d. defended someone who was being verbally abused at school?	No or Very Little Chance	4,674	10.3
	Little Chance	5,323	11.7
	Some Chance	10,988	24.2
	Pretty Good Chance	12,570	27.7
	Very Good Chance	11,889	26.2

Question	Response	#	%
e. smoked marijuana?	No or Very Little Chance	35,455	78.1
	Little Chance	4,617	10.2
	Some Chance	2,953	6.5
	Pretty Good Chance	1,386	3.1
	Very Good Chance	1,014	2.2
f. carried a handgun?	No or Very Little Chance	38,405	86.5
	Little Chance	3,454	7.8
	Some Chance	1,451	3.3
	Pretty Good Chance	554	1.2
	Very Good Chance	545	1.2
g. regularly volunteered to do community service?	No or Very Little Chance	9,264	20.4
	Little Chance	9,190	20.3
	Some Chance	11,682	25.8
	Pretty Good Chance	8,378	18.5
	Very Good Chance	6,843	15.1
25. How old were you when you first:			
a. smoked marijuana?	Never have	39,837	87.8
	10 or younger	337	0.7
	11	361	0.8
	12	629	1.4
	13	979	2.2
	14	1,027	2.3
	15	1,030	2.3
	16	792	1.7
	17 or Older	395	0.9

Question	Response	#	%
b. smoked a cigarette, even just a puff?	Never have	37,379	82.5
	10 or younger	2,577	5.7
	11	888	2.0
	12	1,018	2.2
	13	916	2.0
	14	747	1.6
	15	875	1.9
	16	469	1.0
	17 or Older	435	1.0
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	Never have	31,658	69.9
	10 or younger	3,101	6.8
	11	1,265	2.8
	12	1,468	3.2
	13	2,073	4.6
	14	1,808	4.0
	15	1,883	4.2
	16	1,330	2.9
	17 or Older	719	1.6
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Never have	40,213	88.7
	10 or younger	240	0.5
	11	151	0.3
	12	297	0.7
	13	720	1.6
	14	810	1.8
	15	1,144	2.5
	16	1,054	2.3
	17 or Older	719	1.6
e. used phenoxydine (pox, px, breeze)?	Never have	42,704	100.0
		3,828	

Question	Response	#	%
f. got suspended from school?	Never have	38,188	84.2
	10 or younger	2,103	4.6
	11	937	2.1
	12	953	2.1
	13	1,285	2.8
	14	892	2.0
	15	583	1.3
	16	228	0.5
	17 or Older	160	0.4
g. got arrested?	Never have	42,467	93.8
	10 or younger	243	0.5
	11	217	0.5
	12	395	0.9
	13	470	1.0
	14	472	1.0
	15	454	1.0
	16	333	0.7
	17 or Older	220	0.5
h. carried a handgun?	Never have	43,171	95.4
	10 or younger	744	1.6
	11	394	0.9
	12	296	0.7
	13	187	0.4
	14	144	0.3
	15	149	0.3
	16	91	0.2
	17 or Older	94	0.2

Question	Response	#	%
i. attacked someone with the idea of seriously hurting them?	Never have	39,542	87.3
	10 or younger	2,001	4.4
	11	728	1.6
	12	759	1.7
	13	757	1.7
	14	574	1.3
	15	496	1.1
	16	264	0.6
	17 or Older	195	0.4
26. How wrong do you think it is for someone your age to:			
a. take a handgun to school?	Very Wrong	42,103	92.8
	Wrong	2,636	5.8
	A Little Bit Wrong	460	1.0
	Not Wrong at All	186	0.4
b. steal anything worth more than \$5?	Very Wrong	29,810	64.5
	Wrong	12,611	27.3
	A Little Bit Wrong	3,253	7.0
	Not Wrong at All	569	1.2
c. pick a fight with someone?	Very Wrong	18,452	40.0
	Wrong	16,608	36.0
	A Little Bit Wrong	9,142	19.8
	Not Wrong at All	1,966	4.3
d. attack someone with the idea of seriously hurting them?	Very Wrong	34,823	75.4
	Wrong	7,997	17.3
	A Little Bit Wrong	2,583	5.6
	Not Wrong at All	773	1.7

Question	Response	#	%
e. stay away from school all day when their parents think they are at school?	Very Wrong	24,159	52.2
	Wrong	12,884	27.9
	A Little Bit Wrong	7,332	15.9
	Not Wrong at All	1,867	4.0
f. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong	33,515	72.5
	Wrong	6,212	13.4
	A Little Bit Wrong	4,399	9.5
	Not Wrong at All	2,096	4.5
g. smoke cigarettes?	Very Wrong	36,942	79.9
	Wrong	5,799	12.5
	A Little Bit Wrong	2,286	4.9
	Not Wrong at All	1,217	2.6
h. smoke marijuana?	Very Wrong	38,159	82.6
	Wrong	4,221	9.1
	A Little Bit Wrong	2,208	4.8
	Not Wrong at All	1,617	3.5
i. use LSD, cocaine, amphetamines or another illegal drug?	Very Wrong	41,952	92.6
	Wrong	2,314	5.1
	A Little Bit Wrong	601	1.3
	Not Wrong at All	454	1.0
27. How many (what percentages) of the students in your grade at school would you say regularly:			
a. smoke cigarettes?	None	10,856	25.4
	Few (10% or less)	16,835	39.4
	Some (25%)	10,573	24.8
	About One-Half (50%)	3,266	7.6
	Most (75%)	920	2.2
	Almost All (90% or more)	266	0.6

Question	Response	#	%
b. drink alcohol?	None	10,357	24.3
	Few (10% or less)	10,836	25.4
	Some (25%)	9,672	22.7
	About One-Half (50%)	7,234	17.0
	Most (75%)	3,683	8.6
	Almost All (90% or more)	883	2.1
c. smoke marijuana?	None	14,119	33.1
	Few (10% or less)	14,009	32.9
	Some (25%)	7,974	18.7
	About One-Half (50%)	4,155	9.7
	Most (75%)	1,818	4.3
	Almost All (90% or more)	568	1.3
d. use an illegal drug (not including marijuana)?	None	15,524	36.4
	Few (10% or less)	17,147	40.2
	Some (25%)	6,402	15.0
	About One-Half (50%)	2,431	5.7
	Most (75%)	846	2.0
	Almost All (90% or more)	296	0.7
28. How many times in the past year (12 months) have you:			
a. been suspended from school?	Never	42,637	92.2
	1 or 2 Times	2,967	6.4
	3 to 5 Times	416	0.9
	6 to 9 Times	131	0.3
	10 to 19 Times	55	0.1
	20 to 29 Times	15	0.0
	30 to 39 Times	4	0.0
	40+ Times	38	0.1

Question	Response	#	%
b. carried a handgun?	Never	44,385	96.0
	1 or 2 Times	909	2.0
	3 to 5 Times	333	0.7
	6 to 9 Times	185	0.4
	10 to 19 Times	138	0.3
	20 to 29 Times	46	0.1
	30 to 39 Times	28	0.1
	40+ Times	203	0.4
c. sold illegal drugs?	Never	43,878	97.2
	1 or 2 Times	587	1.3
	3 to 5 Times	221	0.5
	6 to 9 Times	127	0.3
	10 to 19 Times	97	0.2
	20 to 29 Times	47	0.1
	30 to 39 Times	28	0.1
40+ Times	137	0.3	
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	Never	44,365	98.0
	1 or 2 Times	615	1.4
	3 to 5 Times	128	0.3
	6 to 9 Times	60	0.1
	10 to 19 Times	33	0.1
	20 to 29 Times	19	0.0
	30 to 39 Times	6	0.0
	40+ Times	43	0.1

Question	Response	#	%
e. participated in clubs, organizations, or activities at school?	Never	9,395	20.4
	1 or 2 Times	10,095	21.9
	3 to 5 Times	6,982	15.1
	6 to 9 Times	4,061	8.8
	10 to 19 Times	3,690	8.0
	20 to 29 Times	2,612	5.7
	30 to 39 Times	1,508	3.3
	40+ Times	7,795	16.9
f. been arrested?	Never	44,113	95.8
	1 or 2 Times	1,559	3.4
	3 to 5 Times	215	0.5
	6 to 9 Times	72	0.2
	10 to 19 Times	48	0.1
	20 to 29 Times	13	0.0
	30 to 39 Times	4	0.0
	40+ Times	42	0.1
g. done extra work on your own for school?	Never	7,864	17.1
	1 or 2 Times	10,788	23.5
	3 to 5 Times	8,172	17.8
	6 to 9 Times	5,833	12.7
	10 to 19 Times	5,011	10.9
	20 to 29 Times	2,961	6.4
	30 to 39 Times	1,479	3.2
	40+ Times	3,879	8.4

Question	Response	#	%
h. attacked someone with the idea of seriously hurting them?	Never	41,807	90.6
	1 or 2 Times	2,974	6.4
	3 to 5 Times	741	1.6
	6 to 9 Times	279	0.6
	10 to 19 Times	148	0.3
	20 to 29 Times	81	0.2
	30 to 39 Times	30	0.1
	40+ Times	106	0.2
i. been drunk or high at school?	Never	42,557	92.2
	1 or 2 Times	1,630	3.5
	3 to 5 Times	644	1.4
	6 to 9 Times	348	0.8
	10 to 19 Times	312	0.7
	20 to 29 Times	190	0.4
	30 to 39 Times	85	0.2
	40+ Times	385	0.8
j. volunteered to do community service?	Never	16,753	36.3
	1 or 2 Times	10,472	22.7
	3 to 5 Times	6,613	14.3
	6 to 9 Times	4,387	9.5
	10 to 19 Times	3,265	7.1
	20 to 29 Times	1,957	4.2
	30 to 39 Times	828	1.8
	40+ Times	1,820	3.9

Question	Response	#	%
k. taken a handgun to school?	Never	45,070	99.6
	1 or 2 Times	93	0.2
	3 to 5 Times	20	0.0
	6 to 9 Times	23	0.1
	10 to 19 Times	17	0.0
	20 to 29 Times	6	0.0
	30 to 39 Times	5	0.0
	40+ Times	36	0.1
29. Have you ever belonged to a gang?	No	42,165	94.2
	No, but would like to	514	1.1
	Yes, in the past	1,420	3.2
	Yes, belong now	588	1.3
	Yes, but would like to get out	66	0.1
30. 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	6,362	13.8
	Grab a CD and leave the store	2,581	5.6
	Tell her to put the CD back	22,268	48.3
	Act like it is a joke, and ask her to put the CD back	14,858	32.3
31. 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	4,123	9.0
	Say "Excuse me" and keep on walking	26,200	57.1
	Say "Watch where you are going" and keep on walking	10,516	22.9
	Swear at the person and walk away	5,063	11.0

Question	Response	#	%
32. 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	6,850	15.0
	Tell your friend, "No thanks, I don't drink" and suggest that you and your friend go and do something else.	20,627	45.1
	Just say, "No thanks" and walk away	13,003	28.5
33. 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?	Make up a good excuse, tell your friend you had something else to do, and leave.	5,217	11.4
	Leave the house anyway	2,004	4.4
	Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out	34,900	76.4
34. How often do you attend religious services or activities?	Say nothing and start watching TV	5,284	11.6
	Get into an argument with her	3,485	7.6
	Never	6,130	13.4
35. Which is your religious preference (Choose the religion with which you identify the most)?	Rarely	6,964	15.2
	1-2 times a month	4,199	9.2
	About once a week or more	28,441	62.2
	Catholic	3,944	9.3
36. I do the opposite of what people tell me, just to get them mad.	Jewish	215	0.5
	LDS (Mormon)	29,737	70.5
	Protestant	404	1.0
	Other	3,373	8.0
	no preference	4,527	10.7
36. I do the opposite of what people tell me, just to get them mad.	Very False	18,713	41.1
	Somewhat False	14,442	31.7
	Somewhat True	11,108	24.4
	Very True	1,237	2.7

Question	Response	#	%
37. I like to see how much I can get away with.	Very False	18,854	41.5
	Somewhat False	13,648	30.0
	Somewhat True	10,678	23.5
	Very True	2,290	5.0
38. I ignore rules that get in my way	Very False	20,911	46.0
	Somewhat False	13,854	30.5
	Somewhat True	9,149	20.1
	Very True	1,514	3.3
39. I think sometimes it's okay to cheat at school.	NO!	20,447	44.6
	no	14,498	31.6
	yes	9,448	20.6
	YES!	1,430	3.1
40. Sometimes I think that life is not worth it.	NO!	22,492	49.3
	no	11,204	24.5
	yes	8,889	19.5
	YES!	3,066	6.7
41. At times I think I am no good at all.	NO!	14,801	32.7
	no	13,929	30.8
	yes	12,634	28.0
	YES!	3,836	8.5
42. All in all, I am inclined to think I am a failure.	NO!	23,020	50.6
	no	14,730	32.4
	yes	5,761	12.7
	YES!	1,948	4.3

Question	Response	#	%	
43. In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?	NO!	14,901	32.6	
	no	13,692	30.0	
	yes	11,162	24.4	
	YES!	5,900	12.9	
44. It is all right to beat up people if they start a fight.	NO!	18,646	40.8	
	no	10,997	24.1	
	yes	9,704	21.2	
	YES!	6,332	13.9	
45. I think it is okay to take something without asking if you can get away with it.	NO!	30,131	66.0	
	no	12,517	27.4	
	yes	2,398	5.3	
	YES!	580	1.3	
46. 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. WHEN I AM AN ADULT I WILL:	a smoke cigarettes	NO!	40,369	88.6
		no	3,938	8.6
		yes	1,008	2.2
		YES!	272	0.6
	b drink beer, wine, or liquor	NO!	30,471	66.9
		no	5,381	11.8
		yes	7,145	15.7
		YES!	2,542	5.6
	c smoke marijuana	NO!	40,281	88.5
		no	3,506	7.7
		yes	1,256	2.8
		YES!	486	1.1

Question	Response	#	%
47. 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	1,410	3.1
	Slight risk	1,774	3.9
	Moderate risk	6,774	14.9
	Great risk	35,536	78.1
b. try marijuana once or twice?	No risk	4,716	10.4
	Slight risk	10,070	22.2
	Moderate risk	13,136	29.0
	Great risk	17,372	38.4
c. smoke marijuana regularly?	No risk	1,783	4.0
	Slight risk	2,642	5.9
	Moderate risk	6,435	14.5
	Great risk	33,630	75.6
d. take one or two drinks of an alcoholic beverage (beer, wine, or liquor) nearly every day?	No risk	2,527	5.6
	Slight risk	6,161	13.6
	Moderate risk	12,588	27.8
	Great risk	23,972	53.0
e. have five or more drinks once or twice each weekend?	No risk	1,848	4.2
	Slight risk	4,192	9.4
	Moderate risk	10,242	23.1
	Great risk	28,140	63.3

Question	Response	#	%
48-68: On how many occasions (if any) have you:			
48. had alcoholic beverages beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 Occasions	32,853	72.0
	1-2 Occasions	4,248	9.3
	3-5 Occasions	2,159	4.7
	6-9 Occasions	1,413	3.1
	10-19 Occasions	1,531	3.4
	20-39 Occasions	1,352	3.0
	40+ Occasions	2,065	4.5
49. had beer, wine or hard liquor to drink during the past 30 days?	0 Occasions	40,184	88.2
	1-2 Occasions	2,842	6.2
	3-5 Occasions	1,277	2.8
	6-9 Occasions	647	1.4
	10-19 Occasions	377	0.8
	20-39 Occasions	122	0.3
	40+ Occasions	137	0.3
50. been drunk or very high from drinking alcoholic beverages during the past 30 days?	0 Occasions	41,147	92.3
	1-2 Occasions	1,809	4.1
	3-5 Occasions	709	1.6
	6-9 Occasions	413	0.9
	10-19 Occasions	243	0.5
	20-39 Occasions	119	0.3
	40+ Occasions	136	0.3
51. used marijuana in your lifetime?	0 Occasions	40,114	88.0
	1-2 Occasions	1,493	3.3
	3-5 Occasions	810	1.8
	6-9 Occasions	544	1.2
	10-19 Occasions	577	1.3
	20-39 Occasions	561	1.2
	40+ Occasions	1,478	3.2

Question	Response	#	%
52. used marijuana during the past 30 days?	0 Occasions	43,295	94.9
	1-2 Occasions	951	2.1
	3-5 Occasions	414	0.9
	6-9 Occasions	264	0.6
	10-19 Occasions	283	0.6
	20-39 Occasions	179	0.4
	40+ Occasions	224	0.5
53. used LSD or other hallucinogens in your lifetime?	0 Occasions	43,421	97.3
	1-2 Occasions	659	1.5
	3-5 Occasions	276	0.6
	6-9 Occasions	116	0.3
	10-19 Occasions	64	0.1
	20-39 Occasions	45	0.1
	40+ Occasions	57	0.1
54. used LSD or other hallucinogens in the past 30 days?	0 Occasions	44,253	99.2
	1-2 Occasions	266	0.6
	3-5 Occasions	62	0.1
	6-9 Occasions	23	0.1
	10-19 Occasions	9	0.0
	20-39 Occasions	3	0.0
	40+ Occasions	11	0.0
55. used cocaine or other crack in your lifetime?	0 Occasions	43,672	97.7
	1-2 Occasions	535	1.2
	3-5 Occasions	154	0.3
	6-9 Occasions	97	0.2
	10-19 Occasions	85	0.2
	20-39 Occasions	53	0.1
	40+ Occasions	93	0.2

Question	Response	#	%
56. used cocaine or other crack in the past 30 days?	0 Occasions	44,298	99.3
	1-2 Occasions	208	0.5
	3-5 Occasions	59	0.1
	6-9 Occasions	33	0.1
	10-19 Occasions	11	0.0
	20-39 Occasions	7	0.0
	40+ Occasions	16	0.0
57. 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	40,305	88.5
	1-2 Occasions	3,056	6.7
	3-5 Occasions	1,105	2.4
	6-9 Occasions	443	1.0
	10-19 Occasions	298	0.7
	20-39 Occasions	153	0.3
	40+ Occasions	207	0.5
58. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in the past 30 days?	0 Occasions	44,005	96.5
	1-2 Occasions	1,171	2.6
	3-5 Occasions	220	0.5
	6-9 Occasions	103	0.2
	10-19 Occasions	45	0.1
	20-39 Occasions	16	0.0
	40+ Occasions	27	0.1
59. used phenoxydine (pox, px, breeze) in your lifetime?	0 Occasions	45,470	100.0
		1,062	
60. used phenoxydine (pox, px, breeze) during the past 30 days?	0 Occasions	45,418	100.0
		1,114	

Question	Response	#	%
61. used stimulants (amphetamines, meth, crystal, Ritalin, Dexedrine) without a doctor telling you to take them, in your lifetime?	0 Occasions	43,159	96.7
	1-2 Occasions	644	1.4
	3-5 Occasions	267	0.6
	6-9 Occasions	170	0.4
	10-19 Occasions	116	0.3
	20-39 Occasions	87	0.2
	40+ Occasions	176	0.4
62. used stimulants (amphetamines, meth, crystal, Ritalin, Dexedrine) without a doctor telling you to take them, in the past 30 days?	0 Occasions	44,041	98.7
	1-2 Occasions	290	0.7
	3-5 Occasions	126	0.3
	6-9 Occasions	61	0.1
	10-19 Occasions	43	0.1
	20-39 Occasions	17	0.0
	40+ Occasions	21	0.0
63. used sedatives (tranquilizers, such as Valium or Xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in your lifetime?	0 Occasions	40,511	90.9
	1-2 Occasions	1,850	4.1
	3-5 Occasions	827	1.9
	6-9 Occasions	483	1.1
	10-19 Occasions	378	0.8
	20-39 Occasions	198	0.4
	40+ Occasions	342	0.8
64. used sedatives (tranquilizers, such as Valium or Xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in the past 30 days?	0 Occasions	42,887	96.2
	1-2 Occasions	1,053	2.4
	3-5 Occasions	332	0.7
	6-9 Occasions	143	0.3
	10-19 Occasions	73	0.2
	20-39 Occasions	47	0.1
	40+ Occasions	29	0.1

Question	Response	#	%
65. used heroin or other opiates in your lifetime?	0 Occasions	43,959	98.6
	1-2 Occasions	312	0.7
	3-5 Occasions	115	0.3
	6-9 Occasions	74	0.2
	10-19 Occasions	43	0.1
	20-39 Occasions	26	0.1
66. used heroin or other opiates in the past 30 days?	0 Occasions	44,375	99.6
	1-2 Occasions	98	0.2
	3-5 Occasions	41	0.1
	6-9 Occasions	18	0.0
	10-19 Occasions	10	0.0
	20-39 Occasions	8	0.0
67. used ecstasy ("X", "E", "MDMA") in your lifetime?	0 Occasions	43,618	97.9
	1-2 Occasions	546	1.2
	3-5 Occasions	158	0.4
	6-9 Occasions	102	0.2
	10-19 Occasions	66	0.1
	20-39 Occasions	24	0.1
68. used ecstasy ("X", "E", "MDMA") in the past 30 days?	0 Occasions	44,291	99.5
	1-2 Occasions	197	0.4
	3-5 Occasions	15	0.0
	6-9 Occasions	7	0.0
	10-19 Occasions	3	0.0
	20-39 Occasions	9	0.0
40+ Occasions	5	0.0	

Question	Response	#	%
69. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None	41,929	92.4
	Once	1,472	3.2
	Twice	924	2.0
	3-5 times	650	1.4
	6-9 times	215	0.5
	10 or more times	180	0.4
70. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?	Never	43,235	95.3
	Once or Twice	1,341	3.0
	Once in a while but not regularly	428	0.9
	Regularly in the past	210	0.5
	Regularly now	153	0.3
71. How often have you taken smokeless tobacco during the past 30 days?	Never	44,425	98.2
	Once or Twice	471	1.0
	Once or twice per week	98	0.2
	Three to five times per week	64	0.1
	About once a day	58	0.1
	More than once a day	116	0.3
72. Have you ever smoked cigarettes?	Never	37,966	83.7
	Once or Twice	4,158	9.2
	Once in a while but not regularly	1,603	3.5
	Regularly in the past	988	2.2
	Regularly now	657	1.4

Question	Response	#	%	
73. How frequently have you smoked cigarettes during the past 30 days?	Not at all	43,407	95.6	
	Less than 1 cigarette per day	1,091	2.4	
	One to five cigarettes per day	626	1.4	
	About one-half pack per day	171	0.4	
	About one pack per day	70	0.2	
	About one and one-half packs per day	18	0.0	
	Two or more packs per day	19	0.0	
74. How wrong would most adults in your neighborhood think it is for kids your age:	a. to use marijuana?	Very wrong	39,254	86.8
		Wrong	4,255	9.4
		A little bit wrong	1,144	2.5
		Not wrong at all	559	1.2
		b. to drink alcohol?	Very wrong	33,943
Wrong	7,198		16.0	
A little bit wrong	2,967		6.6	
Not wrong at all	1,000		2.2	
c. to smoke cigarettes?	Very wrong		35,548	78.9
	Wrong	6,517	14.5	
	A little bit wrong	2,165	4.8	
	Not wrong at all	852	1.9	
75. How much do each of the following statements describe your neighborhood?	a. crime and/or drug selling	NO!	34,342	76.3
		no	7,555	16.8
		yes	2,498	5.5
		YES!	641	1.4

Question	Response	#	%
b. fights	NO!	30,627	68.0
	no	9,951	22.1
	yes	3,591	8.0
	YES!	854	1.9
c. lots of empty or abandoned buildings	NO!	36,178	80.4
	no	7,284	16.2
	yes	1,205	2.7
	YES!	350	0.8
d. lots of graffiti	NO!	36,841	81.9
	no	6,376	14.2
	yes	1,249	2.8
	YES!	510	1.1
76. If I had to move, I would miss the neighborhood I now live in.	NO!	4,325	9.6
	no	6,309	14.0
	yes	13,446	29.9
	YES!	20,960	46.5
77. My neighbors notice when I am doing a good job and let me know about it.	NO!	12,069	26.8
	no	13,203	29.4
	yes	13,343	29.7
	YES!	6,347	14.1
78. I like my neighborhood.	NO!	3,254	7.3
	no	4,697	10.5
	yes	17,892	39.9
	YES!	19,025	42.4

Question	Response	#	%
79. There are lots of adults in my neighborhood I could talk to about something important.	NO!	8,017	18.0
	no	9,810	22.0
	yes	13,918	31.2
	YES!	12,914	28.9
80. I'd like to get out of my neighborhood.	NO!	19,431	43.3
	no	15,313	34.1
	yes	6,489	14.5
	YES!	3,620	8.1
81. There are people in my neighborhood who are proud of me when I do something well.	NO!	7,116	15.9
	no	9,788	21.8
	yes	17,898	39.9
	YES!	10,042	22.4
82. There are people in my neighborhood who encourage me to do my best.	NO!	6,775	15.1
	no	8,503	18.9
	yes	17,327	38.6
	YES!	12,275	27.4
83. I feel safe in my neighborhood.	NO!	1,590	3.5
	no	3,148	7.0
	yes	17,578	39.2
	YES!	22,512	50.2
84. Which of the following activities for people your age are available in your community?			
a. sports teams	No	4,095	9.2
	Yes	40,473	90.8
b. scouting	No	4,746	10.7
	Yes	39,606	89.3

Question	Response	#	%
c. boys and girls clubs	No	15,088	34.5
	Yes	28,685	65.5
d. 4-H clubs	No	21,670	50.9
	Yes	20,936	49.1
e. service clubs	No	13,786	31.6
	Yes	29,787	68.4
85. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!	4,809	10.9
	no	15,479	34.9
	yes	14,545	32.8
	YES!	9,486	21.4
86. 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!	6,862	15.5
	no	18,448	41.6
	yes	12,045	27.2
	YES!	6,953	15.7
87. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!	3,956	8.9
	no	11,466	25.9
	yes	15,554	35.1
	YES!	13,312	30.1
88. If you wanted to get some cigarettes, how easy would it be for you to get some?	Very hard	18,869	42.7
	Sort of hard	8,190	18.5
	Sort of easy	7,861	17.8
	Very easy	9,285	21.0
89. 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	17,805	40.3
	Sort of hard	7,228	16.4
	Sort of easy	8,193	18.6
	Very easy	10,905	24.7

Question	Response	#	%	
90. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	Very hard	28,074	65.1	
	Sort of hard	7,717	17.9	
	Sort of easy	4,512	10.5	
	Very easy	2,834	6.6	
91. If you wanted to get a handgun, how easy would it be for you to get one?	Very hard	24,821	57.5	
	Sort of hard	8,804	20.4	
	Sort of easy	5,009	11.6	
	Very easy	4,539	10.5	
92. If you wanted to get some marijuana, how easy would it be for you to get some?	Very hard	24,811	56.3	
	Sort of hard	5,346	12.1	
	Sort of easy	5,195	11.8	
	Very easy	8,697	19.7	
93. How wrong do your parents feel it would be for you to:				
	a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very wrong	36,668	83.3
		Wrong	4,487	10.2
		A little bit wrong	2,292	5.2
Not wrong at all		582	1.3	
b. smoke cigarettes?	Very wrong	40,193	91.1	
	Wrong	2,799	6.3	
	A little bit wrong	758	1.7	
	Not wrong at all	353	0.8	
c. smoke marijuana?	Very wrong	40,987	93.7	
	Wrong	1,832	4.2	
	A little bit wrong	589	1.3	
	Not wrong at all	322	0.7	

Question	Response	#	%
d. steal something worth more than \$5?	Very wrong	38,942	88.7
	Wrong	4,073	9.3
	A little bit wrong	638	1.5
	Not wrong at all	254	0.6
e. draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?	Very wrong	39,224	89.2
	Wrong	3,556	8.1
	A little bit wrong	886	2.0
	Not wrong at all	321	0.7
f. pick a fight with someone?	Very wrong	27,963	63.6
	Wrong	11,221	25.5
	A little bit wrong	4,021	9.1
	Not wrong at all	792	1.8
94. Have any of your brothers or sisters ever:			
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	No	28,556	64.8
	Yes	14,532	33.0
	No brothers/sisters	956	2.2
b. smoked marijuana?	No	35,341	80.1
	Yes	7,855	17.8
	No brothers/sisters	940	2.1
c. smoked cigarettes?	No	32,995	74.9
	Yes	10,113	23.0
	No brothers/sisters	946	2.1
d. taken a handgun to school?	No	41,828	96.8
	Yes	451	1.0
	No brothers/sisters	936	2.2

Question	Response	#	%
e. been suspended or expelled from school?	No	31,626	71.7
	Yes	11,511	26.1
	No brothers/sisters	969	2.2
95. The rules in my family are clear.	NO!	812	1.8
	no	3,207	7.3
	yes	16,759	37.9
	YES!	23,390	53.0
96. People in my family often insult or yell at each other.	NO!	8,670	19.7
	no	18,796	42.8
	yes	12,245	27.9
	YES!	4,250	9.7
97. When I am not at home, one of my parents knows where I am and who I am with.	NO!	1,034	2.4
	no	3,497	7.9
	yes	17,602	40.0
	YES!	21,881	49.7
98. We argue about the same things in my family over and over.	NO!	8,892	20.3
	no	17,518	39.9
	yes	12,932	29.5
	YES!	4,546	10.4
99. 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!	3,819	8.7
	no	9,276	21.1
	yes	9,675	22.0
	YES!	21,119	48.1
100. My family has clear rules about alcohol and drug use.	NO!	990	2.3
	no	2,909	6.6
	yes	8,904	20.3
	YES!	31,122	70.9

Question	Response	#	%
101. If you carried a handgun without your parents' permission, would you be caught by your parents?	NO!	2,107	4.8
	no	5,180	11.8
	yes	9,944	22.7
	YES!	26,558	60.7
102. If you skipped school would you be caught by your parents?	NO!	3,117	7.1
	no	8,640	19.7
	yes	11,775	26.8
	YES!	20,342	46.4
103. Do you feel very close to your mother?	NO!	1,863	4.3
	no	3,611	8.2
	yes	11,532	26.3
	YES!	26,767	61.2
104. Do you share your thoughts and feelings with your mother?	NO!	3,246	7.4
	no	7,819	17.9
	yes	14,484	33.1
	YES!	18,193	41.6
105. My parents ask me what I think before most family decisions affecting me are made.	NO!	3,602	8.2
	no	8,397	19.2
	yes	17,667	40.5
	YES!	13,999	32.1
106. Do you share your thoughts and feelings with your father?	NO!	6,297	14.5
	no	10,135	23.3
	yes	14,638	33.6
	YES!	12,499	28.7

Question	Response	#	%
107. Do you enjoy spending time with your mother?	NO!	1,496	3.4
	no	3,019	6.9
	yes	15,314	35.1
	YES!	23,838	54.6
108. Do you enjoy spending time with your father?	NO!	3,230	7.4
	no	3,353	7.7
	yes	14,752	33.9
	YES!	22,135	50.9
109. If I had a personal problem, I could ask my mom or dad for help.	NO!	2,366	5.4
	no	3,891	8.9
	yes	12,819	29.3
	YES!	24,631	56.4
110. Do you feel very close with your father?	NO!	4,249	9.8
	no	5,877	13.5
	yes	13,167	30.3
	YES!	20,142	46.4
111. My parents give me lots of chances to do fun things with them.	NO!	1,901	4.4
	no	6,746	15.5
	yes	16,852	38.8
	YES!	17,962	41.3
112. My parents ask if I've gotten my homework done.	NO!	1,772	4.1
	no	4,847	11.2
	yes	14,477	33.3
	YES!	22,358	51.5

Question	Response	#	%
113. People in my family have serious arguments.	NO!	12,183	28.1
	no	19,413	44.7
	yes	8,111	18.7
	YES!	3,716	8.6
114. Would your parents know if you did not come home on time?	NO!	1,319	3.0
	no	4,550	10.5
	yes	15,744	36.2
	YES!	21,834	50.3
115. It is important to be honest with your parents, even if they become upset or you get punished.	NO!	1,187	2.7
	no	3,317	7.6
	yes	14,693	33.7
	YES!	24,438	56.0
116. My parents notice when I am doing a good job and let me know about it.	Never or Almost Never	2,286	5.3
	Sometimes	9,301	21.5
	Often	14,327	33.1
	All the time	17,425	40.2
117. How often do your parents tell you they're proud of you for something you've done?	Never or Almost Never	2,624	6.1
	Sometimes	9,346	21.6
	Often	14,632	33.8
	All the time	16,735	38.6
118. How many brothers or sisters, including stepbrothers and stepsisters, do you have that are younger than you?	0	11,248	26.6
	1	11,057	26.2
	2	8,232	19.5
	3	5,545	13.1
	4	2,992	7.1
	5	1,336	3.2
	6 or more	1,836	4.3

Question	Response	#	%	
119. How many brothers or sisters, including stepbrothers and stepsisters, do you have that are older than you?	0	11,438	27.0	
	1	9,878	23.3	
	2	7,568	17.8	
	3	5,320	12.5	
	4	3,246	7.7	
	5	1,820	4.3	
	6 or more	3,145	7.4	
120. About how many adults (over 21) have you known personally who in the past year have:	a. used marijuana, crack, cocaine, or other drugs?	0 adults	28,782	66.3
		1 adult	6,343	14.6
		2 adults	3,580	8.2
		3-4 adults	2,281	5.3
		5+ adults	2,430	5.6
	b. sold or dealt drugs?	0 adults	35,229	81.3
		1 adult	4,030	9.3
		2 adults	1,949	4.5
		3-4 adults	1,139	2.6
		5+ adults	1,003	2.3
	c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging others, etc.?	0 adults	31,693	73.2
		1 adult	5,875	13.6
		2 adults	2,647	6.1
		3-4 adults	1,433	3.3
		5+ adults	1,655	3.8
	d. gotten drunk or high?	0 adults	21,595	49.8
1 adult		7,742	17.9	
2 adults		4,477	10.3	
3-4 adults		3,437	7.9	
5+ adults		6,081	14.0	

Question	Response	#	%
121. Has anyone in your family ever had a severe alcohol or drug problem?	No	30,634	91.5
	Yes	2,861	8.5
122. In the past 12 months, have you spent more time using alcohol than you intended?	No	36,186	93.7
	Yes	2,427	6.3
In the past 12 months, have you spent more time using drugs than you intended?	No	35,740	95.2
	Yes	1,821	4.8
123. In the past 12 months, have you neglected some of your responsibilities because of using alcohol?	No	36,873	96.0
	Yes	1,526	4.0
In the past 12 months, have you neglected some of your responsibilities because of using drugs?	No	35,924	95.9
	Yes	1,535	4.1
124. In the past 12 months, have you wanted to cut down on using alcohol?	No	31,220	89.2
	Yes	3,762	10.8
In the past 12 months, have you wanted to cut down on using drugs?	No	30,172	88.9
	Yes	3,780	11.1
125. In the past 12 months, has anyone objected to your alcohol use?	No	31,485	89.5
	Yes	3,709	10.5
In the past 12 months, has anyone objected to your drug use?	No	30,807	90.0
	Yes	3,420	10.0
126. In the past 12 months, did you frequently find yourself thinking about using alcohol?	No	33,203	87.1
	Yes	4,929	12.9

Question	Response	#	%
In the past 12 months, did you frequently find yourself thinking about using drugs?	No	33,603	90.5
	Yes	3,543	9.5
127. In the past 12 months, did you use alcohol to relieve feelings such as sadness, anger, or boredom?	No	34,267	90.2
	Yes	3,737	9.8
In the past 12 months, did you use drugs to relieve feelings such as sadness, anger, or boredom?	No	34,238	92.4
	Yes	2,823	7.6
128. Is there an adult in your life such as a parent, relative, teacher, or neighbor, who you:			
a. feel very close to	NO!	1,205	3.0
	no	2,637	6.6
	yes	10,236	25.7
	YES!	25,715	64.6
b. share your thoughts and feelings with	NO!	1,678	4.2
	no	4,839	12.2
	yes	12,461	31.4
	YES!	20,768	52.3
c. enjoy spending time with	NO!	819	2.1
	no	1,673	4.2
	yes	12,063	30.4
	YES!	25,160	63.4
d. could ask for help if you had a problem	NO!	1,119	2.8
	no	2,217	5.6
	yes	11,897	29.9
	YES!	24,491	61.7

Question	Response	#	%
129. How honest were you in filling out this survey?	I was very honest	37,743	87.7
	I was honest pretty much of the time	4,629	10.8
	I was honest some of the time	502	1.2
	I was honest once in a while	181	0.4

Appendix D: Item Dictionary for the 2005 Utah PNA Survey

ITEM DICTIONARY FOR 2005 UTAH PNA QUESTIONNAIRE		
SCALES AND QUESTIONS	RESPONSE CATEGORIES	PNA Question #
DEMOGRAPHICS		
Are you:	Female Male	1
How old are you?	10 or younger, 11, 12, 13, 14, 15, 16, 17, 18, 19 or older	2
What grade are you in?	6, 7, 8, 9, 10, 11, 12	3
What is your race? Select one or more	Black or African American, Asian, American Indian, Alaskan Native, White, Native Hawaiian or Other Pacific Islander	4
Think of where you live most of the time. Which of the following people live there with you?	See questionnaire for complete list of family members	5a-5p
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?	0, 1, 2, 3, 4, 5, 6 more	119
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are younger than you?	same as above	118
What is your Zip Code?		Zip Code
What is the highest level of schooling completed by the person you live with most of the time?+A223	See questionnaire for complete list of school completion categories	6
COMMUNITY: Low neighborhood Attachment		
I'd like to get out of my neighborhood?	NO!, no, yes, YES!	80
I like my neighborhood.	same as above	78
If I had to move, I would miss the neighborhood I now live in.	same as above	76
COMMUNITY: Community Disorganization		
<i>How much do each of the following statements describe your neighborhood:</i>		
crime and/or drug selling.	NO!, no, yes, YES!	75a
fight.	same as above	75b
lots of empty or abandoned buildings.	same as above	75c
lots of graffiti.	same as above	75d
I feel safe in my neighborhood.	same as above	83

COMMUNITY: Laws and Norms Favorable to Drug Use		
<i>How wrong would most adults in your neighborhood think it was for kids your age:</i>		
to use marijuana.	Very Wrong, Wrong, A little bit wrong, Not wrong at all	74a
to drink alcohol.	same as above	74b
to smoke cigarettes.	same as above	74c
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!	86
If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	85
If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	87
COMMUNITY: Perceived Availability of Drugs		
If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard, Sort of hard, Sort of easy, Very easy	89
If you wanted to get some cigarettes, how easy would it be for you to get some?	same as above	88
If you wanted to get some marijuana, how easy would it be for you to get some?	same as above	92
If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	same as above	90
COMMUNITY: Perceived Availability of Handguns		
If you wanted to get a handgun, how easy would it be for you to get one?	same as above	91
COMMUNITY: Opportunities for Prosocial Involvement		
There are lots of adults in my neighborhood I could talk to about something important	NO!, no, yes, YES!	79
<i>Which of the following activities for people your age are available in your community?</i>		
sports teams.	No, Yes	84a
scouting.	same as above	84b
boys and girls clubs.	same as above	84c
4-H clubs.	same as above	84d
service clubs.	same as above	84e
COMMUNITY: Rewards for Prosocial Involvement		
My neighbors notice when I am doing a good job and let me know about it.	NO!, no, yes, YES!	77
There are people in my neighborhood who encourage me to do my best.	same as above	82
There are people in my neighborhood who are proud of me when I do something well.	same as above	81
FAMILY: Poor Family Management		
My parents ask if I've gotten my homework done.	NO!, no, yes, YES!	112
Would your parents know if you did not come home on time?	same as above	114
When I am not at home, one of my parents knows where I am and who I am with.	same as above	97

The rules in my family are clear	same as above	95
My family has clear rules about alcohol and drug use.	same as above	100
If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	same as above	99
If you skipped school would you be caught by your parents?	same as above	102
If you carried a handgun without your parents' permission, would you be caught by your parents?	same as above	101
FAMILY: Family Conflict		
People in my family often insult or yell at each other.	NO!, no, yes, YES!	96
People in my family have serious arguments.	same as above	113
We argue about the same things in my family over and over.	same as above	98
FAMILY: Family History of Antisocial Behavior		
Has anyone in your family ever had a severe alcohol or drug problem?	No, Yes	121
<i>Have any of your brothers or sisters ever:</i>		
drunk beer, wine, or hard liquor (for example, vodka, whiskey, or gin)?	No, Yes, I don't have any brothers or sisters	94a
smoked marijuana?	same as above	94b
smoked cigarettes?	same as above	94c
taken a handgun to school?	same as above	94d
been suspended or expelled from school?	same as above	94e
<i>About how many adults have you know personally who in the past year have:</i>		
used marijuana, crack cocaine, or other drugs?	None, 1 adult, 2 adults, 3 or 4 adults, 5 or more adults	120a
sold or dealt drugs?	same as above	120b
done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc?	same as above	120c
gotten drunk or high?	same as above	120d
FAMILY: Parental Attitudes Favorable Toward Drug Use		
<i>How wrong do your parents feel it would be for you to:</i>		
drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	Very wrong, Wrong, A little bit wrong, Not wrong at all	93a
smoke cigarettes?	same as above	93b
smoke marijuana?	same as above	93c

FAMILY: Parental Attitudes Favorable to Antisocial Behavior		
steal anything worth more than \$5?	Very wrong, Wrong, A little bit wrong, Not wrong at all	93d
draw graffiti, or write things, or draw pictures on buildings or other property(without the owner's permission)?	same as above	93e
pick a fight with someone?	same as above	93f
FAMILY: Attachment		
Do you feel very close to your mother?	NO!, no, yes, YES!	103
Do you share your thoughts and feeling with your mother?	same as above	104
Do you feel very close to your father?	same as above	110
Do you share your thoughts and feeling with your father?	same as above	106
FAMILY: Opportunities for Prosocial Involvement		
My parents give me lots of chances to do fun things with them.	NO!, no, yes, YES!	111
My parents ask me what I think before most family decisions affecting me are made.	same as above	105
If I had a personal problem, I could ask my mom or dad for help.	same as above	109
FAMILY: Rewards for Prosocial Involvement		
My parents notice when I am doing a good job and let me know about it.	Never or almost never, Sometimes, Often, All the time	116
How often do your parents tell you they're proud of you for something you've done?	same as above	117
Do you enjoy spending time with your mother?	NO!, no, yes, YES!	107
Do you enjoy spending time with your father?	same as above	108
SCHOOL: Academic Failure		
Putting them all together, what were your grades like last year?	Mostly F's, Mostly D's, Mostly C's, Mostly B's, Mostly A's	19
Are your school grades better than the grades of most students in your class?	NO!, no, yes, YES!	15
SCHOOL: Little Commitment to School		
How often do you feel that the school work you are assigned is meaningful and important?	Almost Always, Often, Sometimes, Seldom, Never	18
How interesting are most of your courses to you?	Very Interesting & Stimulating, Quite Interesting, Fairly Interesting, Slightly Dull, Very Dull	21
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	20
<i>Now, thinking back over the past year in school, how often did you...</i>		
enjoy being in school?	Never, Seldom, Sometimes, Often, Almost Always	17a
hate being in school?	same as above	17b

try to do your best work in school?	same as above	17c
During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or “cut”	None, 1, 2, 3, 4-5, 6-10, 11 or more	22
SCHOOL: Opportunities for Prosocial Involvement		
In my school, students have lost of chances to help decide things like class activities and rules.	NO!, no, yes, YES!	7
There are lots of chances for students in my school to talk with a teacher one-on-one.	same as above	11
Teachers ask me to work on special classroom projects.	same as above	8
There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	same as above	10
I have lots of chances to be part of class discussions or activities.	same as above	16
SCHOOL: Rewards for Prosocial Involvement		
My teacher(s) notices when I am doing a good job and lets me know about it.	NO!, no, yes, YES!	9
The school lets my parents know when I have done something well.	same as above	13
I feel safe at my school.	same as above	12
My teacher(s) praise me when I work hard in school.	same as above	14
PEER-INDIVIDUAL: Rebelliousness		
I do the opposite of what people tell me, just to get them mad.	Very False, Somewhat False, Somewhat True, Very True	36
I ignore the rules that get in my way.	same as above	38
I like to see how much I can get away with.	same as above	37
PEER-INDIVIDUALS: Early Initiation of Drug Use		
<i>How old were you when you first:</i>		
smoked marijuana?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	25a
smoked a cigarette, even just a puff?	same as above	25b
had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)	same as above	25c
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	25d
PEER-INDIVIDUALS: Early Initiation of Antisocial Behavior		
<i>How old were you when you first:</i>		
got suspended from school?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	25f
got arrested?	same as above	25g
carried a handgun?	same as above	25h
attacked someone with the idea of seriously hurting them?	same as above	25i

PEER-INDIVIDUALS: Favorable Attitudes Toward Antisocial Behavior		
<i>How wrong do you think it is for someone your age to...</i>		
take a handgun to school?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	26a
steal anything worth more than \$5?	same as above	26b
pick a fight with someone?	same as above	26c
attack someone with the idea of seriously hurting them?	same as above	26d
stay away from school all day when their parents think they are at school?	same as above	26e
PEER-INDIVIDUALS: Favorable Attitudes Toward Drug Use		
<i>How wrong do you think it is for someone your age to:</i>		
drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	26f
smoke cigarettes?	same as above	26f
smoke marijuana?	same as above	26h
use LSD, cocaine, amphetamines or another illegal drug?	same as above	26i
PEER-INDIVIDUALS: Intentions to Use (new scale for 2000)		
<i>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. WHEN I AM AN ADULT I WILL:</i>		
I will smoke cigarettes.	NO!, no, yes, YES!	46a
I will drink beer, wine, or liquor.	same as above	46b
I will smoke marijuana.	same as above	46c
PEER-INDIVIDUALS: Perceived Risks of Drug Use		
<i>How much do you think people risk harming themselves (physically or in other ways) if they:</i>		
Smoke one or more packs of cigarettes per day?	No Risk, Slight Risk, Moderate Risk, Great Risk	47a
Try marijuana once or twice?	same as above	47b
Smoke marijuana regularly?	same as above	47c
Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.	same as above	47d
PEER-INDIVIDUALS: 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>		
been suspended from school?	None, 1, 2, 3, 4	23h
carried a handgun?	same as above	23j
sold illegal drugs?	same as above	23k
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	23m
been arrested?	same as above	23n
dropped out of school?	same as above	23o

PEER-INDIVIDUALS: Friends' Use of Drugs		
<i>Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
smoked cigarettes?	0, 1, 2, 3, 4	23b
tried beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	same as above	23c
used marijuana?	same as above	23e
used LSD, cocaine, amphetamines or another illegal drugs?	same as above	23g
PEER-INDIVIDUALS: 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	24a
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	24c
used marijuana?	same as above	24e
carried a handgun?	same as above	24f
PEER-INDIVIDUALS: Gang Involvement		
Have you ever belonged to a gang?	No; No, but would like to; Yes, in the past; Yes, belong now; Yes, but would like to get out	29
PEER/INDIVIDUAL: Depressive Symptoms		
Sometimes I think that life is not worth it.	NO!, no, yes, YES!	40
At times I think I am no good at all.	same as above	41
All in all, I am inclined to think that I am a failure.	same as above	42
In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes.	same as above	43
PEER-INDIVIDUALS: Religiosity		
How often do you attend religious services or activities?	Never, Rarely, 1-2 Times a Month, About Once a Week or More	34
PEER-INDIVIDUALS: Social Skills		
You're looking at CD's in a music store with a friend. You look up and see her slip and CD under her coat. She smile 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	30
It's 8:00 on a week night and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?	Leave the house anyway, 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	33

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're going" and keep on walking, Swear at the person and walk away	31
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	32
PEER-INDIVIDUALS: Belief in Moral Order		
I think it is okay to take something without asking if you can get away with it.	NO!, no, yes, YES!	45
I think sometimes it's okay to cheat at school.	same as above	39
It is all right to beat up people if they start the fight.	same as above	44
It is important to be honest with your parents, even if they become upset or you get punished.	same as above	115
PEER-INDIVIDUALS: Prosocial Involvement		
<i>How many times in the past year (12 months) have you...</i>		
participated in clubs, organizations and activities at school?	Never 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	28e
done extra work on your own for school?	Same as above	28g
volunteered to do community service?	Same as above	28j
PEER-INDIVIDUALS: Rewards for Prosocial Involvement		
<i>What are the chances you would be seen as cool if you:</i>		
worked hard in school?	Very good chance, Pretty good chance, Some chance, Little chance, No or very little chance	24b
defended someone who was being verbally abused at school?	Same as above	24d
regularly volunteered to do community service?	Same as above	24g
PEER-INDIVIDUALS: Interaction with Prosocial 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>		
participated in clubs, organizations and activities at school?	0, 1, 2, 3, 4	23a
made the commitment to stay drug-free?	Same as above	23b
tried to do well in school?	Same as above	23f
liked school?	Same as above	23i
regularly attended religious services?	Same as above	23l

DRUG USE OUTCOMES		
Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	70
How frequently have you used smokeless tobacco during the past 30 days?	Not at all, Once or twice, Once or twice per week, Three to five times per week, About once a day, More than once a day	71
Have you ever smoked cigarettes?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	72
How frequently have you smoked cigarettes during the past 30 days?	Not at all, Less than 1 cigarette per day, 1 to 5 cigs per day, About 1 half pack per day, About 1 pack per day, About 1 and 1 half packs per day, 2 or more packs per day	73
On how many occasions (if any) have you had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	48
On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?	same as above	49
Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None, Once, Twice, 3-5 times, 6-9 times, 10 or more times	69
On how many occasions (if any) have you been drunk or very high from drinking alcoholic beverages during the past 30 days?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+	50
On how many occasions (if any) have you used marijuana in your lifetime?	same as above	51
On how many occasions (if any) have you used marijuana during the past 30 days?	same as above	52
On how many occasions (if any) have you used LSD or other psychedelics in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+	53
On how many occasions (if any) have you used LSD or other psychedelics during the past 30 days?	same as above	54
On how many occasions (if any) have you used cocaine or crack in your lifetime?	same as above	55
On how many occasions (if any) have you used cocaine or crack during the past 30 days?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	56
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?	same as above	57
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?	same as above	58
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in your lifetime?	same as above	59

On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in the past 30 days?	same as above	60
On how many occasions (if any) have you used stimulants (amphetamines, meth, crystal, Ritalin, Dexadrine) without a doctor telling you to take them in your lifetime?	same as above	61
On how many occasions (if any) have you used stimulants (amphetamines, meth, crystal, Ritalin, Dexedrine) without a doctor telling you to take them in the past 30 days?	same as above	62
On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+	63
On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in the past 30 days?	same as above	64
On how many occasions (if any) have you used heroin or other opiates in your lifetime?	same as above	65
On how many occasions (if any) have you used heroin or other opiates in the past 30 days?	same as above	66
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in your lifetime?	same as above	67
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in the past 30 days?	same as above	68
DRUG AND ALCOHOL TREATMENT NEEDS		
In the past 12 months, have you spent more time using alcohol or drugs than you intended?	Alcohol: No, Yes Drugs: No, Yes	122
In the past 12 months, have you neglected some of your usual responsibilities because of using alcohol and drugs?	Alcohol: No, Yes Drugs: No, Yes	123
In the past 12 months, have you wanted to cut down on your alcohol or drug use?	Alcohol: No, Yes Drugs: No, Yes	124
In the past 12 months, has anyone objected to your alcohol or drug use?	Alcohol: No, Yes Drugs: No, Yes	125
In the past 12 months, did you frequently find yourself thinking about using alcohol or drugs?	Alcohol: No, Yes Drugs: No, Yes	126
In the past 12 months, did you use alcohol or drugs to relieve feelings such as sadness, anger, or boredom?	Alcohol: No, Yes Drugs: No, Yes	127
OUTCOME: Antisocial Behavior		
<i>How many times in the past year (12 months) have you...</i>		
been suspended from school?	Never, 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	28a
carried a handgun?	same as above	28b
sold illegal drugs?	same as above	28c

stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	28d
been arrested?	same as above	28f
attacked someone with the idea of seriously hurting them?	same as above	28h
been drunk or high at school	same as above	28i
taken a handgun to school?	same as above	28k
FINAL QUESTION		
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	129
ADDITIONAL QUESTIONS		
<i>How old were you when you first:</i>		
used phenoxydine (pox, px, breeze)?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	25e
<i>How many (what percentage) of the students in your grade at school would you say regularly:</i>		
smoke cigarettes?	None (0%), Few (10% or less), Some (25%), About One-Half (50%), Most (75%), Almost All (90% or more)	27a
drink alcohol	same as above	27b
smoke marijuana	same as above	27c
use an illegal drug (not including marijuana)?	same as above	27e
Which is your religious preference (choose the religion with which you identify the most)?	Catholic, Jewish, LDS (Mormon), Protestant, Other, No Preference	35
Have five or more drinks once or twice each weekend?	No Risk, Slight Risk, Moderate Risk, Great Risk	47e
<i>Is there an adult in your life such as a parent, relative, teacher, or neighbor, who you:</i>		
feel very close to	NO!, no, yes, YES!	128a
share your thoughts and feelings with	same as above	128b
enjoy spending time with	same as above	128c
could ask for help if you had a problem	same as above	128d

Appendix E: Description of Profile Reports, Sample Profile Report, and Selected Charts for All Utah 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 24 risk factor scales and 13 protective factor scales. A new risk factor scale that measures intention to use ATODs was added in 2000 to the survey and three protective factors (Interaction with Prosocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement) were added to the survey in 2005. 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.

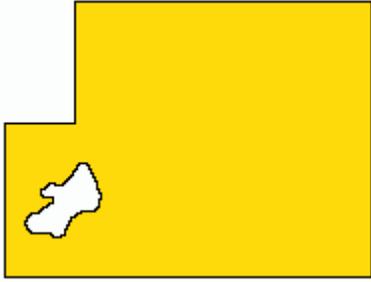
In order to make the results of the 2005 Survey more usable, risk and protective profiles have been developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. The profiles allow a comparison between the percentage of youth at risk for the entire state of Utah and specific areas of the state. Also, each report presents data from the 2003 and 2005 surveys, allowing the state, regions, and participating school districts to identify changing rates over time. Profiles have been prepared for counties, regions, and school districts.

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 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 state and regional levels (and school district and school levels when appropriate extra surveying was completed). This Appendix contains an example of a complete profile report (grades 6, 8, 10, and 12) and charts for Utah 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; 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 Utah 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 Brenda Ahlemann at the Division of Substance Abuse and Mental Health at (801) 538-9868.



Student Health And Risk Prevention



State of Utah

Department of
Human Services

Division of Substance
Abuse and Mental
Health

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2005 SHARP Survey Prevention Needs Assessment (PNA) Results

2005 State Comparison Profile Report

The PNA survey was supported by the Utah State Incentive Cooperative Agreement (SICA) Project through funding provided by the Federal Center for Substance Abuse Prevention

Introduction

2005 State Prevention Needs Assessment Survey Report

This report summarizes the findings from the Utah 2005 Prevention Needs Assessment (PNA) Survey that was conducted as part of the Student Health and Risk Prevention (SHARP) Statewide Survey. The survey was administered to students in grades 6, 8, 10 and 12 in 38 school districts across Utah.

The 2005 results for your community are presented along with comparisons to the 2003 SHARP Survey results, where applicable. The survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors.

Table 1 contains the characteristics of the students who completed the survey from your district. The survey was a cooperative effort of the Utah State Office of Education, Department of Health, Division of Substance Abuse and Mental Health, and Bach Harrison, L.L.C.

Changes Made to the PNA Survey for 2005

Several changes in the PNA survey administration and content were made since 2003. In 2003, the survey was administered to two groups of students, those in middle school (grades 6 - 8) and those in high school (grades 9 - 12), and there were enough students sampled to provide reports at the DSAMH Local Authority level. In 2005, the PNA survey was administered to the even grades, (6, 8, 10, and 12) and enough students were sampled to provide reports at the school district level by grade. For statewide and DSAMH Region analyses, the data are weighted by school district and grade. Thus, for Regions with more than one school district, each school district's contribution to the results is proportionate to their student population.

In order to provide comparisons between the results from 2003 and those from 2005, students in even grades who completed the 2003 survey were compared to students in the even grades who completed the survey in 2005. There are generally enough students from 2003 to make comparisons, since many school districts in 2003 oversampled students in the even grades.

For 2005, the PNA survey was changed to make it shorter, provide an estimate of the need for alcohol and drug treatment, and provide a measure of students' perception of substance use among their peers. To make the survey shorter, all of the questions that were not part of core survey that included ATOD use, antisocial behavior, risk factors, and protective factors were eliminated. Also, several scales where information could be more easily obtained from other sources or that measured the same construct as another scale were eliminated.

Contents:

Introduction

How to Read the Charts

Data Charts:

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- Risk & Protective Factor Profiles

The Risk and Protective Factor Model

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Tools for Assessment and Planning

Risk and Protective Factor Scale Definitions

Data Tables

Contacts for Prevention

Table 1. Characteristics of Participants

Student Totals	State 2003		State 2005	
	Number	Percent	Number	Percent
Total Students	9823	100	46527	100
Grade				
6	3298	33.6	13702	29.4
8	2830	28.8	13014	28.0
10	2192	22.3	11558	24.8
12	1503	15.3	8253	17.7
Gender				
Male	4569	46.8	22269	48.5
Female	5185	53.2	23673	51.5
Ethnicity				
Native American	247	2.6	1377	3.0
Asian	96	1.0	872	1.9
Black	151	1.6	539	1.2
Pacific Islander	97	1.0	645	1.4
Hispanic	880	9.2	4185	9.1
White	7651	79.7	36084	78.8
Multi-racial or Other	329	3.4	2083	4.5

How to Read the Charts in this Report

There are three types of charts presented in this report:

1) substance use and antisocial behavior charts, 2) risk factor charts, and 3) protective factor charts. All the charts show the results from the 2005 PNA Survey compared to the 2003 results. The actual percentages from the charts are presented in Tables 3 through 10 at the end of this report.

Substance Use and Antisocial Behavior Charts

These charts contain information about alcohol, tobacco and other drug use (referred to as ATOD use throughout the report) and other problem behaviors of students. The bars on each chart represent the percentage of students in the selected grades who reported the behavior. For example, for the overall state, approximately 40 percent of students in grade 12 reported that they 'ever used alcohol'. This means that 40 percent of the high school students reported that they had tried alcohol at least once in their lifetime. The four sections in the ATOD charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Ever-used** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the level of experimentation with a particular substance.
- **30-day use** is a measure the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a more sensitive indication of the level of current use of the substance.
- **Heavy use** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey), use of **one-half a pack or more of cigarettes per day, and need for alcohol, drug, or alcohol or drug treatment.** The need for treatment is defined as students who have used alcohol or drugs on ten or more occasions in their lifetime and marked three or more of the following six items related to their past year drug or alcohol use: 1) spent more time using than intended, 2) neglected some of your usual responsibilities because of use, 3) wanted to cut down on use, 4) others objected to your use, 5) frequently thought about using, 6) used alcohol or drugs to relieve feeling such as sadness, anger, or boredom. Students could mark whether these items related to their drug use or their alcohol use.

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement** with the eight antisocial behaviors listed in the charts **during the past year.** In the charts, antisocial behavior will often be abbreviated as ASB.
- **Dots** are used on the charts to show the overall Utah State average for each behavior for all of the youth in each grade who participated in the 2005 PNA survey. The dots allow a community to compare the results from their youth to youth throughout the state. Information about other students in the state can be helpful in determining the seriousness of a given level of problem behavior. For example, if the percentage of students in your community engaging in a problem behavior is significantly higher than the state average, it is most likely that an intervention is needed.

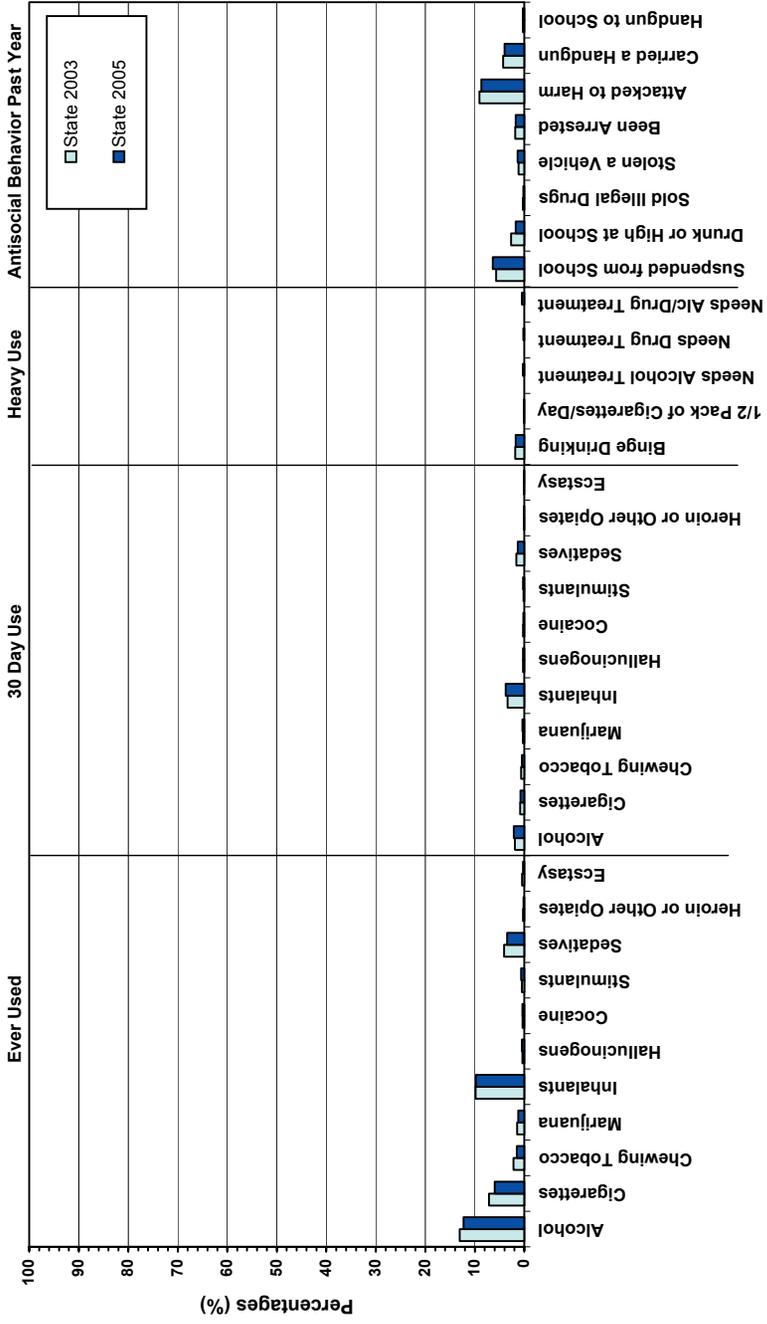
Risk and Protective Factor Charts

In order to make the results of the 2005 PNA Survey more useable, risk and protective profiles were developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. The profiles allow comparisons between the results from your district and the results from the overall state shown by dots. A comparison can also be made to a more national sample shown by the dashed line. As with the **Substance Use and Antisocial Behavior Charts**, the dots show the overall average of all youth who were surveyed in Utah. 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. Additional information about the cut-points, dots, and dashed lines can be found in the **Utah Prevention Needs Assessment Student Survey: State Report 2005.**

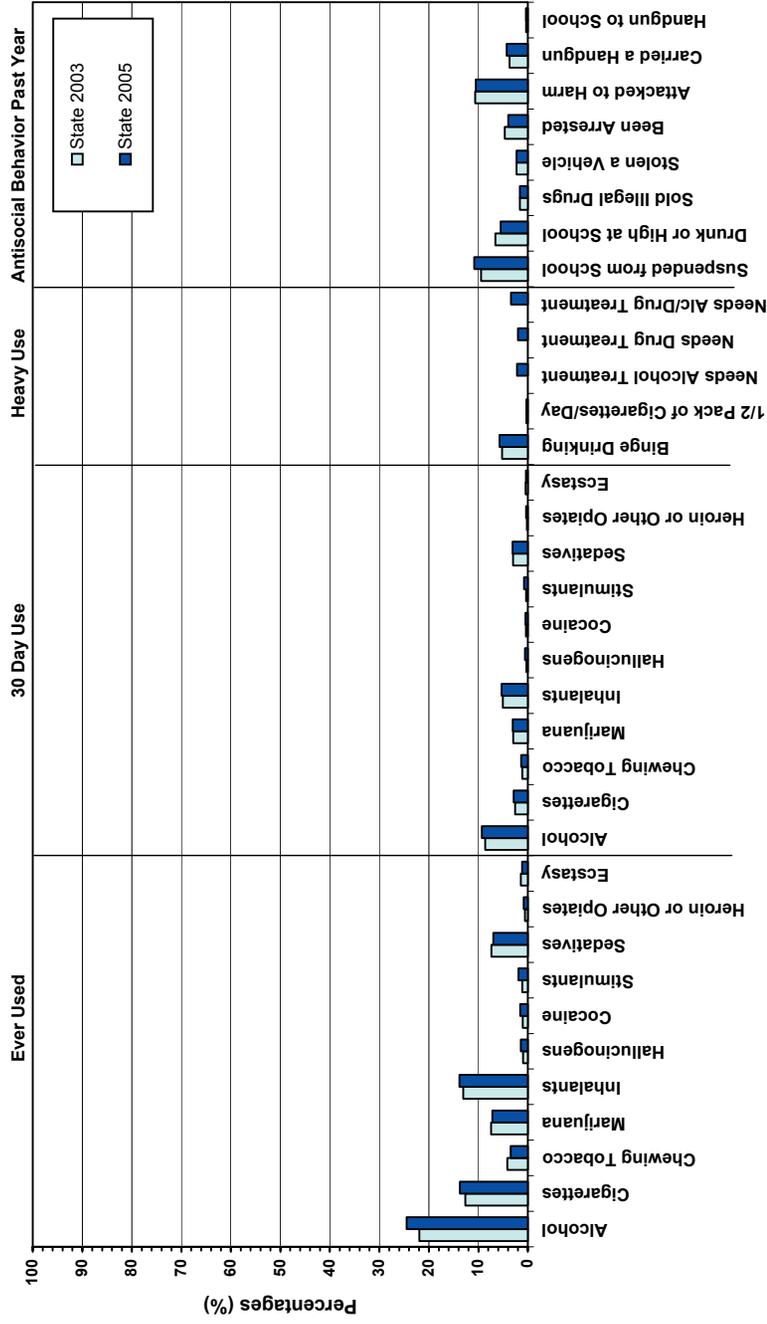
Again, brief definitions of the risk and protective factor scales are provided in Table 2 following the profile charts.

For more information about risk and protective factors, please refer to the resources listed on the last page of this report under **Contacts for Prevention.**

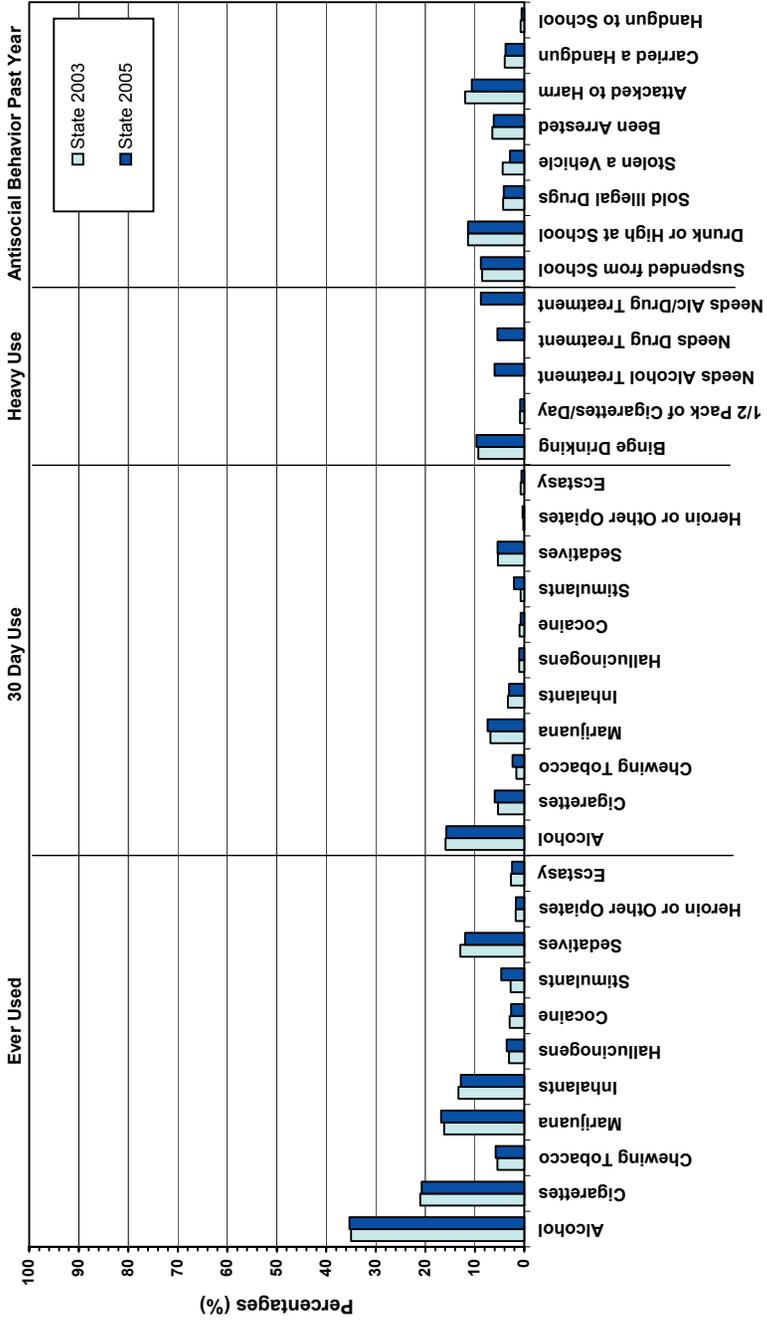
ATOD USE AND ANTISOCIAL BEHAVIOR 2005 State Comparison Student Survey, Grade 6



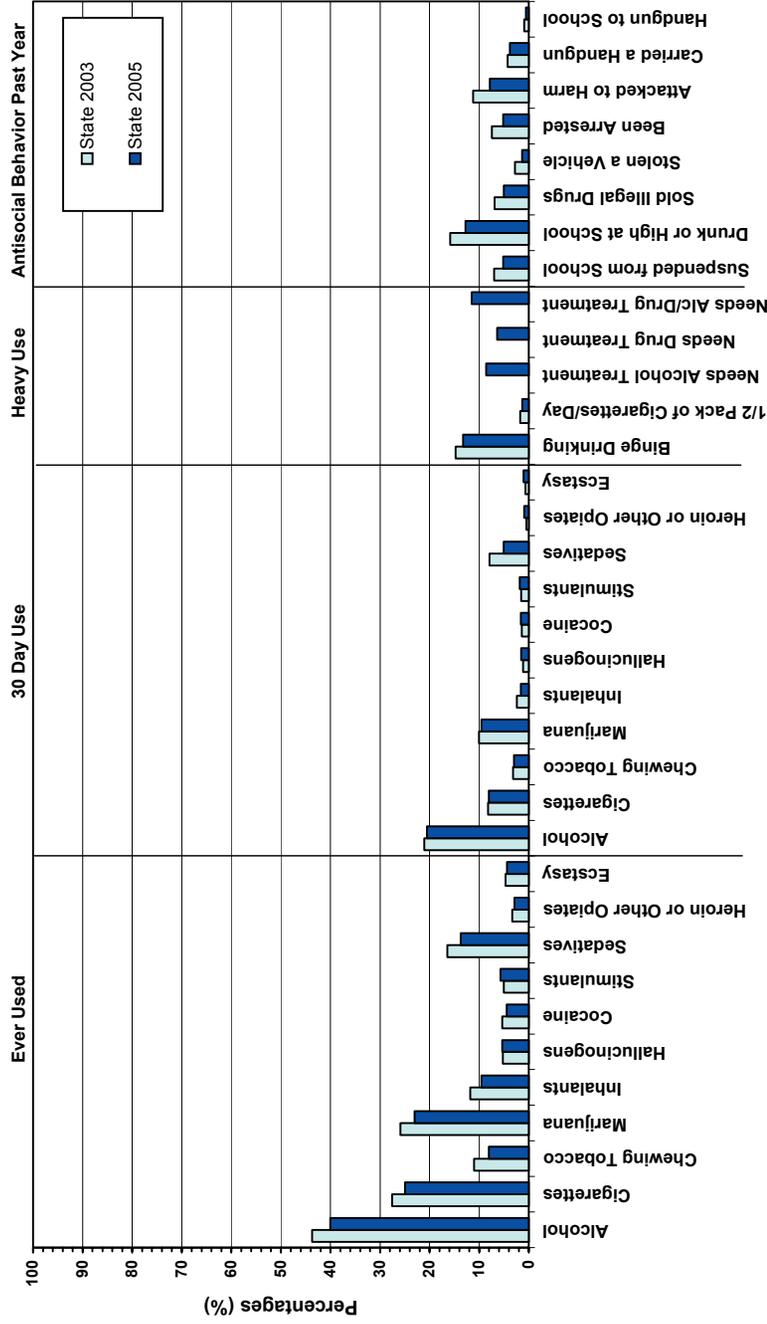
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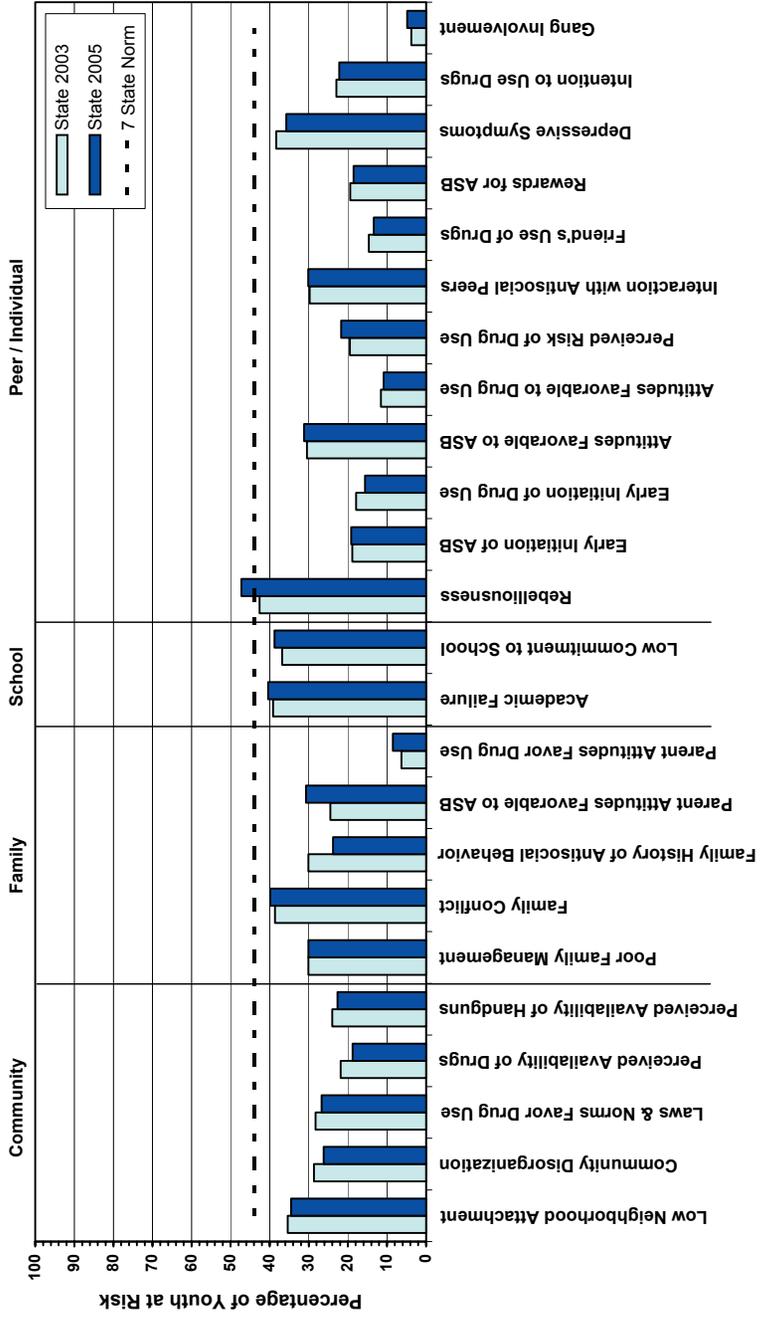


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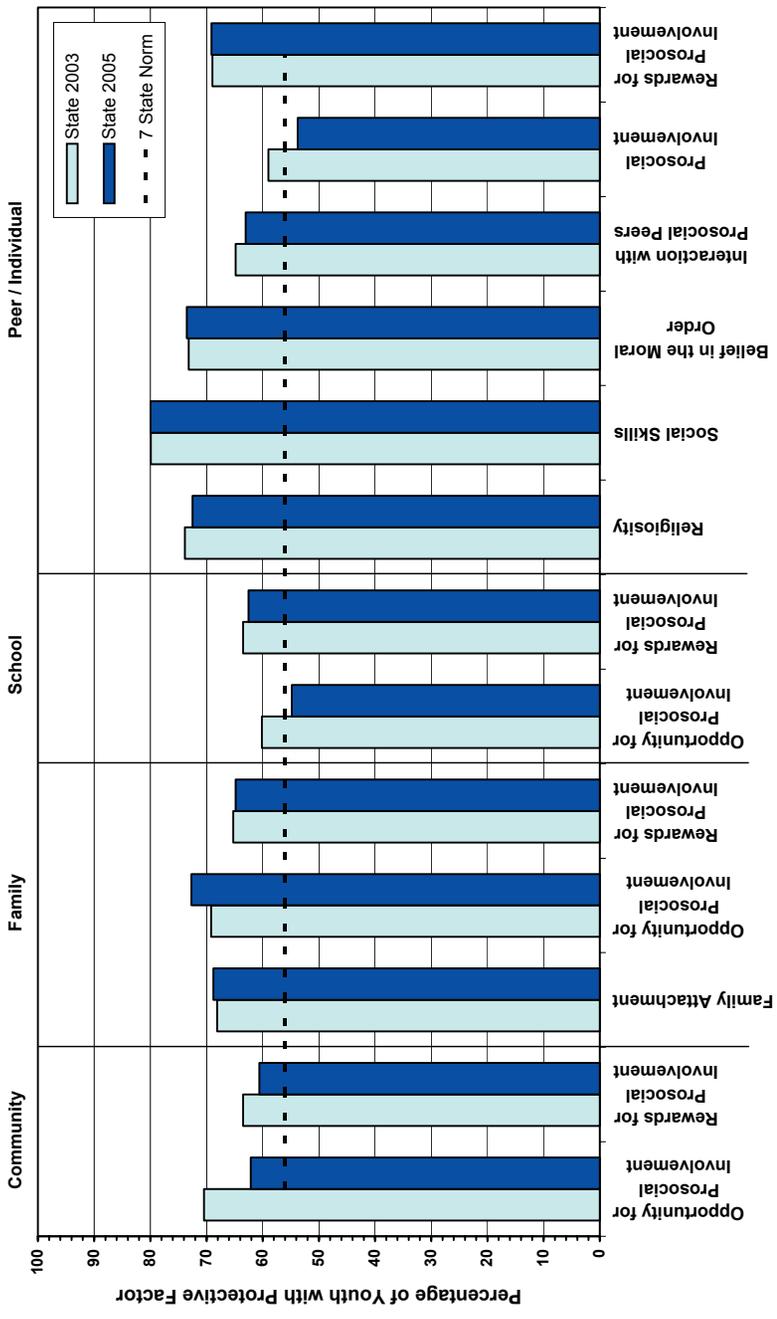
RISK PROFILE

2005 State Comparison Student Survey, Grade 6



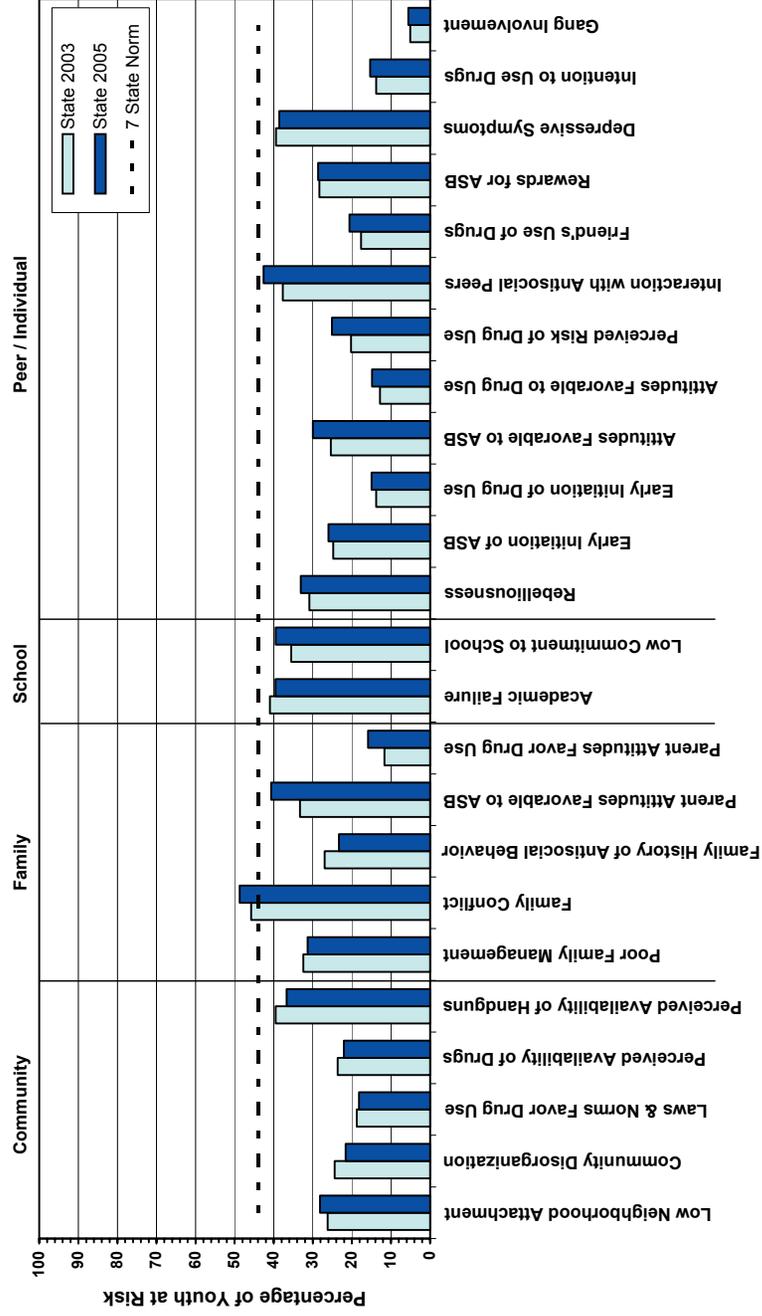
PROTECTIVE PROFILE

2005 State Comparison Student Survey, Grade 6



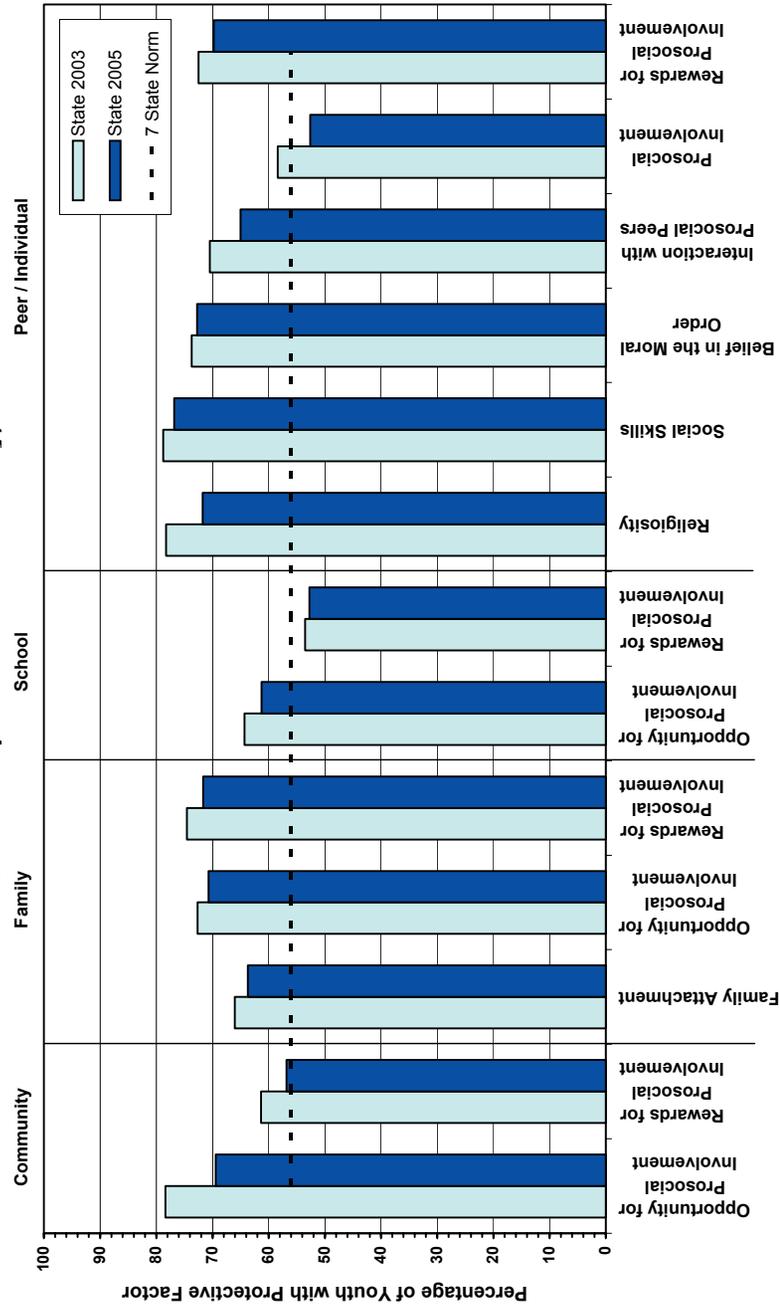
RISK PROFILE

2005 State Comparison Student Survey, Grade 8



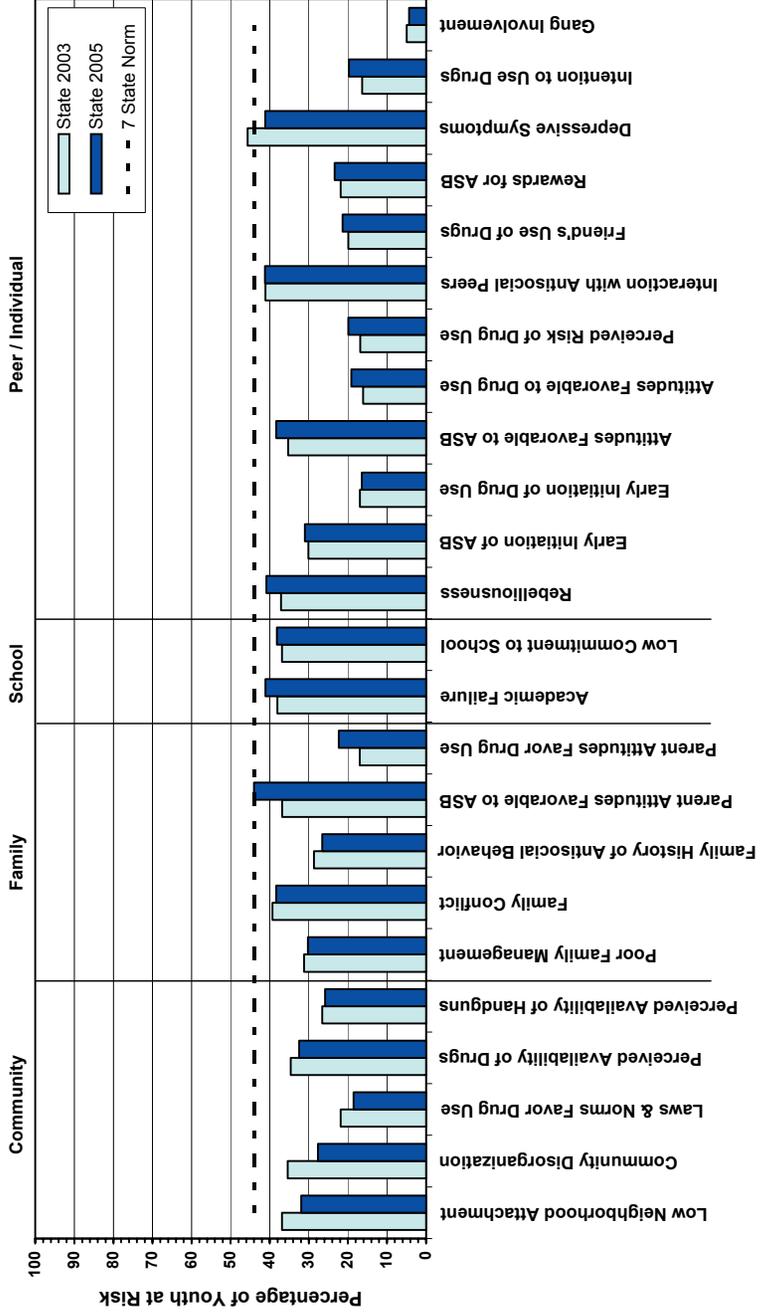
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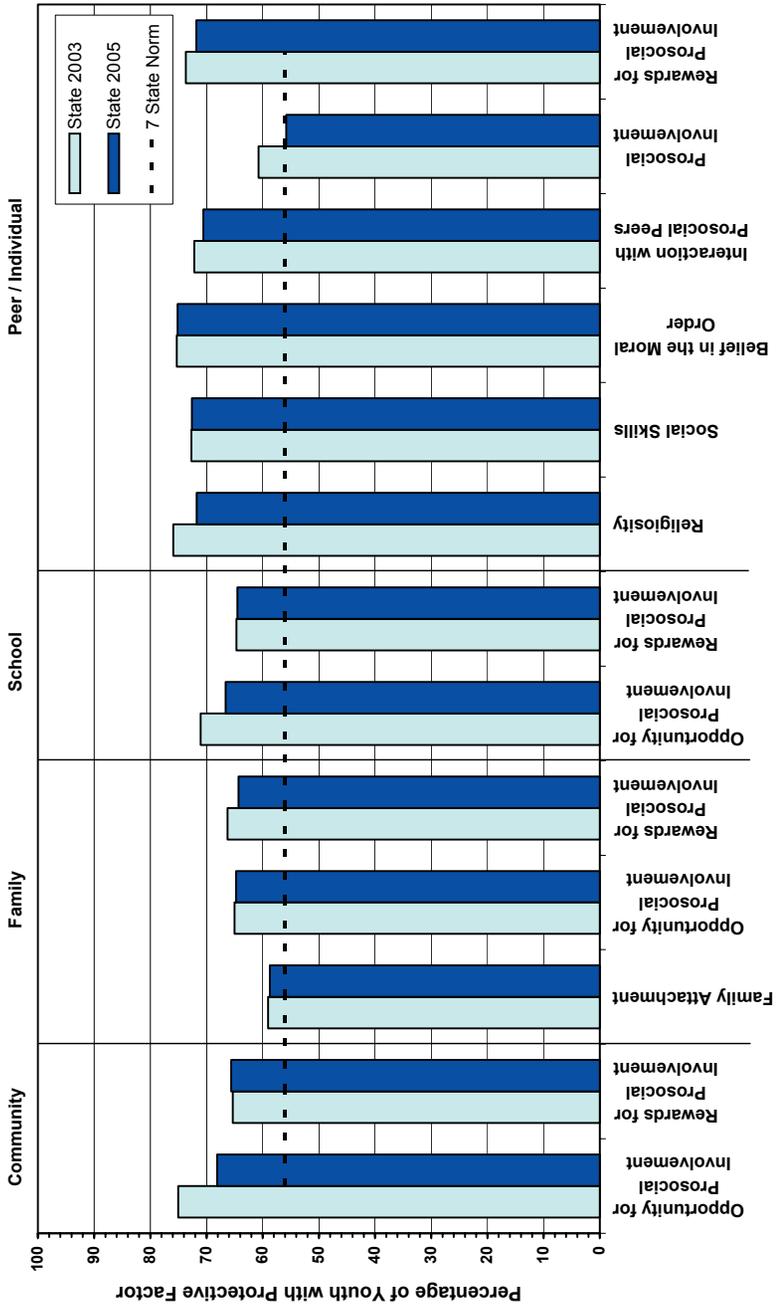
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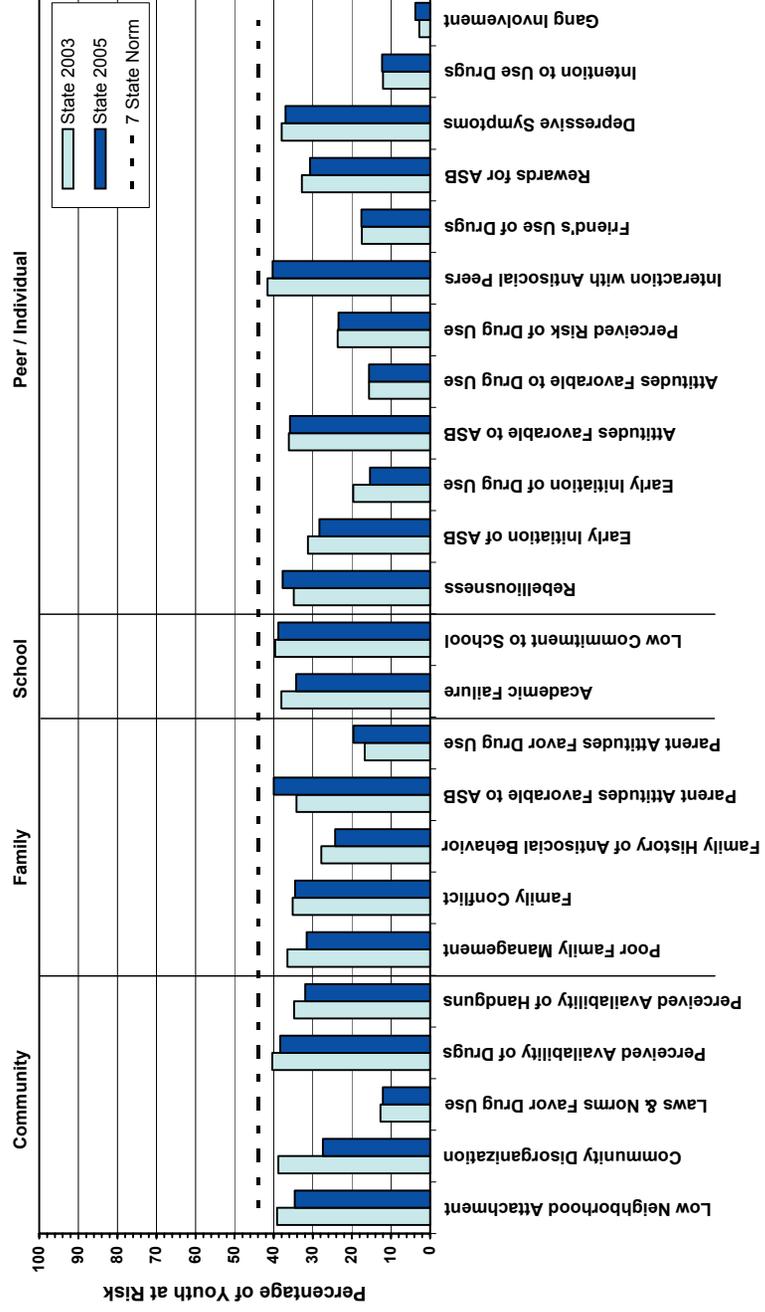
PROTECTIVE PROFILE

2005 State Comparison Student Survey, Grade 10



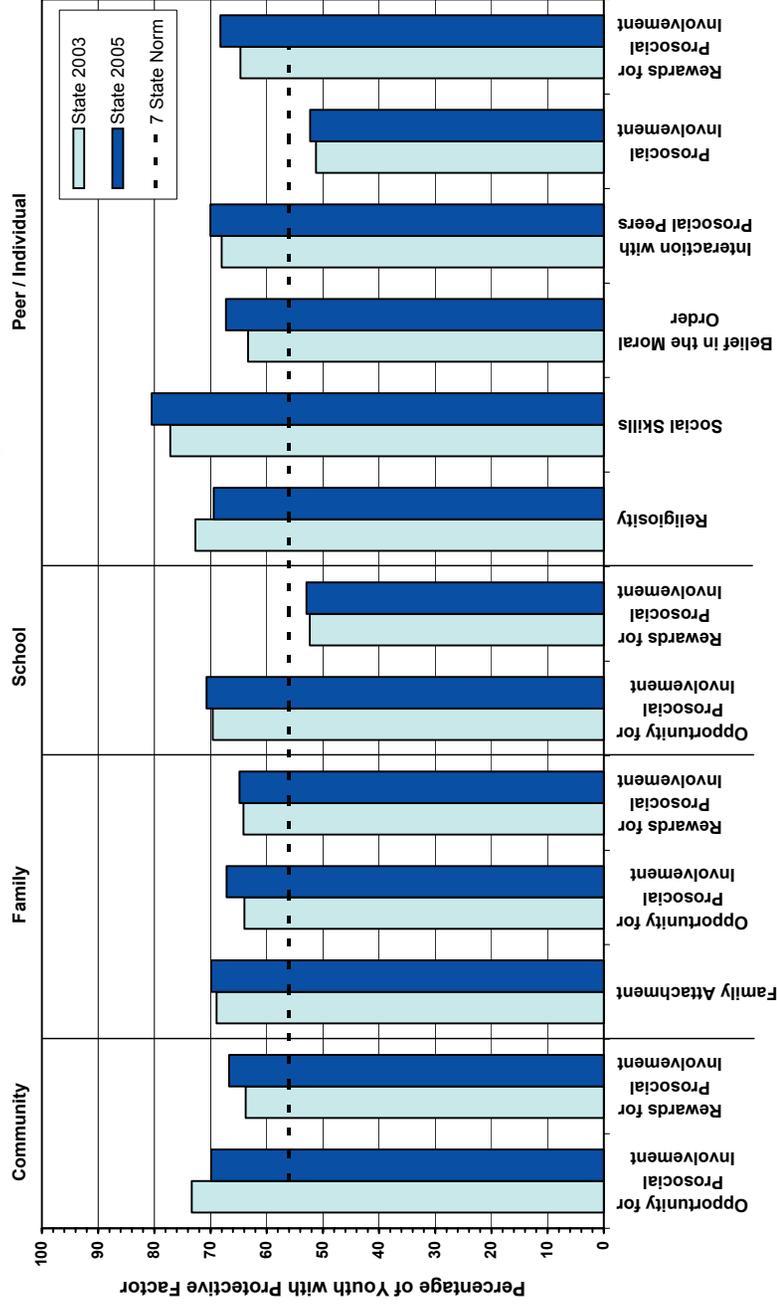
RISK PROFILE

2005 State Comparison Student Survey, Grade 12



PROTECTIVE PROFILE

2005 State Comparison Student Survey, Grade 12



Risk and Protective Factors

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states and local agencies have adopted the Risk and Protective Factor Model to guide their prevention efforts. The Risk and Protective Factor Model of Prevention is based on the simple premise that 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 disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington have defined a set of risk factors for 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 social 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 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, 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.

The chart below shows the links between the 16 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.

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, firearms and crime	✓	✓			✓
Media portrayals of violence					✓
Transitions and mobility	✓	✓		✓	
Low neighborhood attachment and community disorganization	✓	✓			✓
Extreme economic and social deprivation	✓	✓	✓	✓	✓
Family					
Family history of the problem behavior	✓	✓	✓	✓	
Family management problems	✓	✓	✓	✓	✓
Family conflict	✓	✓	✓	✓	✓
Favorable parental attitudes and involvement in the problem behavior	✓	✓			✓
School					
Academic failure in elementary school	✓	✓	✓	✓	✓
Lack of commitment to school	✓	✓	✓	✓	✓
Individual/Peer					
Early and persistent antisocial behavior	✓	✓	✓	✓	✓
Alienation and rebelliousness	✓	✓		✓	
Friends who engage in the problem behavior	✓	✓	✓	✓	✓
Gang involvement	✓	✓			✓
Favorable attitudes toward the problem behavior	✓	✓	✓	✓	
Early initiation of the problem behavior	✓	✓	✓	✓	✓
Constitutional factors	✓	✓			✓

Practical Implications of the PNA

No Child Left Behind

The Safe and Drug Free Schools and Communities section of the No Child Left Behind Act (NCLB) requires that schools and communities use six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and on-going parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the Prevention Needs Assessment Survey presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 above. The Risk and Protective Factor charts provide information related to Principle 4. Overall, using the Risk and Protective factors planning framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

School and Community Improvement Using PNA Survey Data		
<p>How do I decide which intervention(s) to employ?</p> <ul style="list-style-type: none"> • Strategies should be selected based on the risk factors that are high in your community and the protective factors that 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 prevention program offers the complete solution. 	<p>An isolated prevention program does not provide the complete solution to reducing youth problem behaviors.</p> <p>A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.</p>	<p>How do I know whether or not the intervention was effective?</p> <p>Participation in the bi-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.</p>

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Prevention Needs Assessment Survey?

Data from the 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 risk(s) or enhancing protection(s). The steps outlined here 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 3-5 risk factors appear to be higher than you would want?
- Which 3-5 protective factors appear to be lower than you would want?
- Which levels of 30-day drug use are increasing and/or unacceptably high?
 - o Which substances are your students using the most?
 - o At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are increasing and/or unacceptably high?
 - o Which behaviors are your students exhibiting the most?
 - o At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the other?
- **Compare your data with statewide, and national data** – differences of 5% between local and other data are probably significant.
- **Determine the standards and values held within your community** – For example: Is it acceptable in your community for 30% of high school seniors to drink alcohol regularly even when the statewide percentage is 40%?

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** – access resources listed on the last page of this report for ideas about programs that have proven effective in addressing the risk factors that are high in your community, and improving the protective factors that are low

MEASURE	Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4
Risk Factors				
Protective Factors				
Substance Use				
Antisocial Behaviors				

Table 2. Risk and Protective Factor Scale Definitions

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

Table 2. Risk and Protective Factor Scale Definitions (Continued)

School Domain Protective Factors	
Opportunities for Positive Involvement	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
Rewards for Positive Involvement	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors
Peer-Individual Risk Factors	
Early Initiation of Antisocial Behavior and Drug Use	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.
Attitudes Favorable Toward Antisocial Behavior and Drug 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 or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
Friends' Use of Drugs	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
Interaction with Antisocial Peers	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
Perceived Risk of Drug Use	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
Rewards for Antisocial Behavior	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
Rebelliousness	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
Intention to Use ATODs	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.
Depressive Symptoms	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.
Gang Involvement	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
Peer-Individual Protective Factors	
Religiosity	Young people who regularly attend religious services are less likely to engage in problem behaviors.
Social Skills	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
Prosocial Involvement	Participation in positive school and community activities helps provide protection for youth.
Prosocial Norms	Young people who view working hard in school and the community are less likely to engage in problem behavior.
Involvement with Prosocial Peers	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

Table 3. Number of Students Who Completed the Survey

Number of Youth	Grade 6		Grade 8		Grade 10		Grade 12	
	State 2003	State 2005						
	3298	13702	2830	13014	2192	11558	1503	8253

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

Drug Used	Grade 6		Grade 8		Grade 10		Grade 12	
	State 2003	State 2005						
	Alcohol	13.1	12.3	21.9	24.5	35.0	35.3	43.7
Cigarettes	7.2	6.0	12.6	13.8	21.0	20.7	27.5	25.0
Chewing Tobacco	2.2	1.5	4.2	3.5	5.4	5.8	11.0	8.1
Marijuana	1.5	1.2	7.4	7.2	16.2	16.8	25.9	23.1
Inhalants	9.8	9.8	13.1	13.8	13.3	12.8	11.8	9.5
Hallucinogens	0.4	0.5	0.9	1.4	3.1	3.5	5.2	5.4
Cocaine	0.4	0.4	1.0	1.5	3.0	2.7	5.4	4.5
Stimulants	0.5	0.6	1.1	1.9	2.7	4.7	5.0	5.7
Sedatives	4.1	3.5	7.4	7.0	12.9	12.0	16.5	13.8
Heroin or Other Opiates	0.2	0.1	0.6	0.8	1.7	1.7	3.3	2.9
Ecstasy	0.4	0.2	1.4	1.2	2.7	2.5	4.7	4.4
Any Drug	13.8	13.6	20.6	20.7	28.4	27.4	33.5	30.3

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

Drug Used	Grade 6		Grade 8		Grade 10		Grade 12	
	State 2003	State 2005						
	Alcohol	1.9	2.1	8.6	9.3	15.9	15.7	21.1
Cigarettes	0.8	0.8	2.5	2.8	5.3	6.0	8.2	8.0
Chewing Tobacco	0.6	0.5	1.1	1.3	1.6	2.4	3.2	3.0
Marijuana	0.3	0.4	2.9	3.0	6.8	7.4	10.0	9.5
Inhalants	3.4	3.8	5.1	5.3	3.3	3.1	2.4	1.6
Hallucinogens	0.3	0.2	0.3	0.6	1.0	1.0	1.2	1.5
Cocaine	0.3	0.2	0.4	0.5	1.0	0.7	1.4	1.6
Stimulants	0.1	0.2	0.3	0.8	0.7	2.1	1.6	1.8
Sedatives	1.6	1.3	3.0	3.1	5.4	5.4	7.9	5.1
Heroin or Other Opiates	0.0	0.1	0.2	0.3	0.2	0.3	0.5	0.9
Ecstasy	0.1	0.1	0.4	0.4	0.7	0.6	0.7	1.1
Any Drug	5.4	5.6	9.5	9.8	12.4	13.3	15.9	14.0

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

Drug Used	Grade 6		Grade 8		Grade 10		Grade 12	
	State 2003	State 2005	State 2003	State 2005	State 2003	State 2005	State 2003	State 2005
	Binge Drinking	1.8	1.7	5.2	5.7	9.3	9.7	14.8
1/2 Pack of Cigarettes/Day	0.0	0.0	0.3	0.3	0.8	0.8	1.7	1.3
Needs Alcohol Treatment	n/a	0.3	n/a	2.2	n/a	6.0	n/a	8.6
Needs Drug Treatment	n/a	0.2	n/a	2.0	n/a	5.5	n/a	6.4
Needs Alc/Drug Treatment	n/a	0.5	n/a	3.4	n/a	8.8	n/a	11.5

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

Behavior	Grade 6		Grade 8		Grade 10		Grade 12	
	State 2003	State 2005						
Suspended from School	5.7	6.3	9.5	10.8	8.6	8.8	7.0	5.2
Drunk or High at School	2.6	1.7	6.6	5.5	11.4	11.4	15.8	12.8
Sold Illegal Drugs	0.3	0.2	1.6	1.6	4.3	4.2	6.9	5.0
Stolen a Vehicle	1.1	1.4	2.3	2.3	4.4	2.9	2.8	1.4
Been Arrested	1.8	1.7	4.7	3.9	6.5	6.1	7.4	5.2
Attacked or Harm	9.0	8.7	10.6	10.5	11.9	10.6	11.2	7.9
Carried a Handgun	4.3	4.0	3.7	4.3	4.0	3.8	4.2	3.8
Handgun to School	0.3	0.3	0.3	0.4	0.7	0.5	0.9	0.6

Table 8. Percentage of Students Reporting Protection

Protective Factors	Grade 6		Grade 8		Grade 10		Grade 12	
	State 2003	State 2005						
Community Domain								
Opportunity for Prosocial Involvement	70.4	62.1	78.4	69.4	75.0	68.1	73.3	69.9
Rewards for Prosocial Involvement	63.5	60.6	61.4	56.8	65.3	65.6	63.7	66.7
Family Domain								
Family Attachment	68.1	68.8	66.0	63.7	59.0	58.7	68.9	69.8
Opportunity for Prosocial Involvement	69.2	72.7	72.7	70.7	65.0	64.7	64.0	67.1
Rewards for Prosocial Involvement	65.2	64.8	74.6	71.7	66.2	64.3	64.1	64.8
School Domain								
Opportunity for Prosocial Involvement	60.1	54.8	64.3	61.3	71.0	66.6	69.6	70.7
Rewards for Prosocial Involvement	63.5	62.5	53.5	52.7	64.7	64.5	52.3	52.9
Peer-Individual Domain								
Religiosity	73.8	72.5	78.2	71.8	75.9	71.8	72.7	69.4
Social Skills	79.9	80.0	78.8	76.8	72.7	72.6	77.2	80.5
Belief in the Moral Order	73.1	73.5	73.7	72.7	75.3	75.1	63.3	67.3
Interaction with Prosocial Peers	64.8	63.0	70.5	65.0	72.2	70.6	68.0	70.0
Prosocial Involvement	59.0	53.8	58.4	52.6	60.7	55.8	51.2	52.3
Rewards for Prosocial Involvement	69.0	69.1	72.5	69.8	73.7	71.8	64.7	68.2

Table 9. Percentage of Students Reporting Risk

Risk Factors	Grade 6		Grade 8		Grade 10		Grade 12	
	State 2003	State 2005						
Community Domain								
Low Neighborhood Attachment	35.4	34.6	26.2	28.1	36.9	31.9	39.1	34.6
Community Disorganization	28.7	26.2	24.4	21.6	35.4	27.7	38.8	27.4
Laws & Norms Favor Drug Use	28.3	26.7	18.8	18.2	21.9	18.6	12.7	12.1
Perceived Availability of Drugs	21.8	18.8	23.6	22.1	34.6	32.5	40.4	38.3
Perceived Availability of Handguns	24.0	22.6	39.5	36.7	26.6	25.8	34.8	31.9
Family Domain								
Poor Family Management	30.1	30.1	32.4	31.3	31.2	30.2	36.5	31.5
Family Conflict	38.7	39.9	45.8	48.7	39.3	38.4	35.1	34.6
Family History of Antisocial Behavior	30.1	23.8	27.0	23.3	28.7	26.5	27.8	24.3
Parent Attitudes Favorable to ASB	24.5	30.7	33.3	40.6	36.8	44.0	34.2	40.0
Parent Attitudes Favor Drug Use	6.3	8.5	11.7	15.9	17.0	22.3	16.8	19.6
School Domain								
Academic Failure	39.1	40.4	41.0	39.6	38.0	41.1	38.0	34.2
Low Commitment to School	36.8	38.8	35.5	39.5	36.9	38.2	39.7	38.8
Peer-Individual Domain								
Rebelliousness	42.6	47.3	30.9	33.1	37.1	40.8	34.9	37.7
Early Initiation of ASB	18.9	19.2	24.8	26.0	30.1	31.0	31.2	28.3
Early Initiation of Drug Use	17.9	15.6	13.8	15.0	16.9	16.4	19.6	15.4
Attitudes Favorable to ASB	30.5	31.2	25.4	29.9	35.3	38.3	36.1	35.9
Attitudes Favorable to Drug Use	11.5	10.9	12.8	14.9	16.1	19.1	15.6	15.6
Perceived Risk of Drug Use	19.5	21.8	20.2	25.1	16.8	19.9	23.6	23.4
Interaction with Antisocial Peers	29.8	30.2	37.7	42.6	41.1	41.2	41.6	40.3
Friend's Use of Drugs	14.6	13.4	17.6	20.7	19.9	21.4	17.5	17.6
Rewards for ASB	19.4	18.5	28.3	28.6	21.9	23.4	32.8	30.7
Depressive Symptoms	38.3	35.8	39.4	38.6	45.7	41.1	38.0	37.0
Intention to Use Drugs	23.0	22.2	13.8	15.3	16.4	19.7	12.0	12.3
Gang Involvement	3.8	4.8	5.0	5.6	5.0	4.3	2.7	3.8

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801-538-3939
<http://hdsa.utah.gov>

Utah State Office of Education

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Coordinator, At Risk Services
250 East 500 South
Salt Lake City, Utah 84111
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Utah Department of Health

Heather Borski
Tobacco Prevention and Control Program
P.O. Box 142106
Salt Lake City, UT 84114-2106
801-538-9998

CSAP's WesternCAPT

Western Regional Center for the Advancement of Prevention Technology
Noreen Hammond Heid, M.P.A.
Utah Coordinator
oreenh@haaga.com
Utah Coordinator
668 So. 600 East
Salt Lake City, UT 84145-0500
801-532-6001
<http://captus.samhsa.gov/western/western.cfm>

Prevention Online

<http://www.health.org>

Center for Substance Abuse Prevention

<http://prevention.samhsa.gov/>

Safe and Drug-Free Schools and Communities

U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Ave., SW
Washington, DC 20202
202-260-2812
<http://www.ed.gov/offices/OESE/SDFS/>

Monitoring the Future

Survey Research Center
1355 Institute for Social Research
P.O. Box 1248
Ann Arbor, MI 48106
<http://monitoringthefuture.org>

National Survey on Drug Use and Health

<http://www.oas.samhsa.gov/newpubs.htm>

Northeastern Planning District

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Tooele, UT 84074
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San Juan Planning District

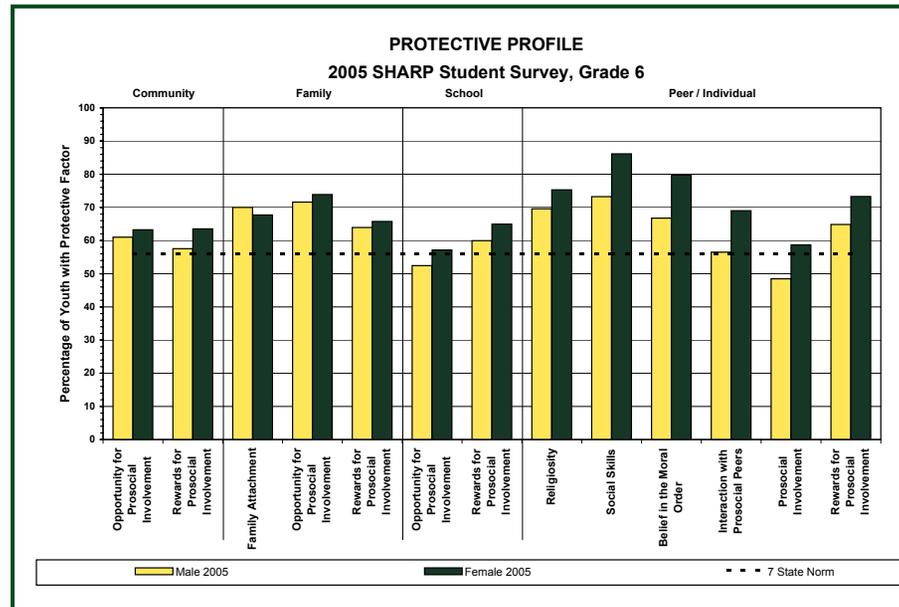
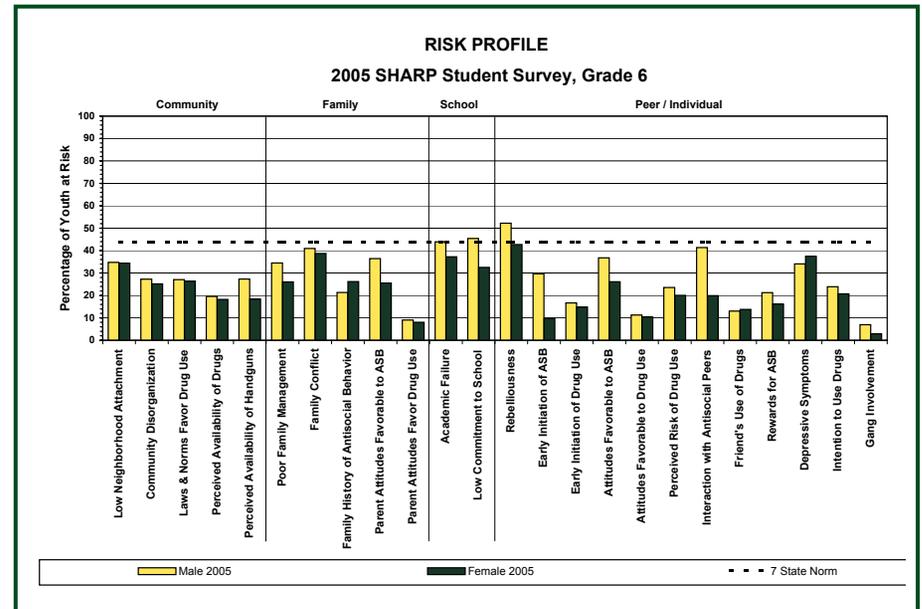
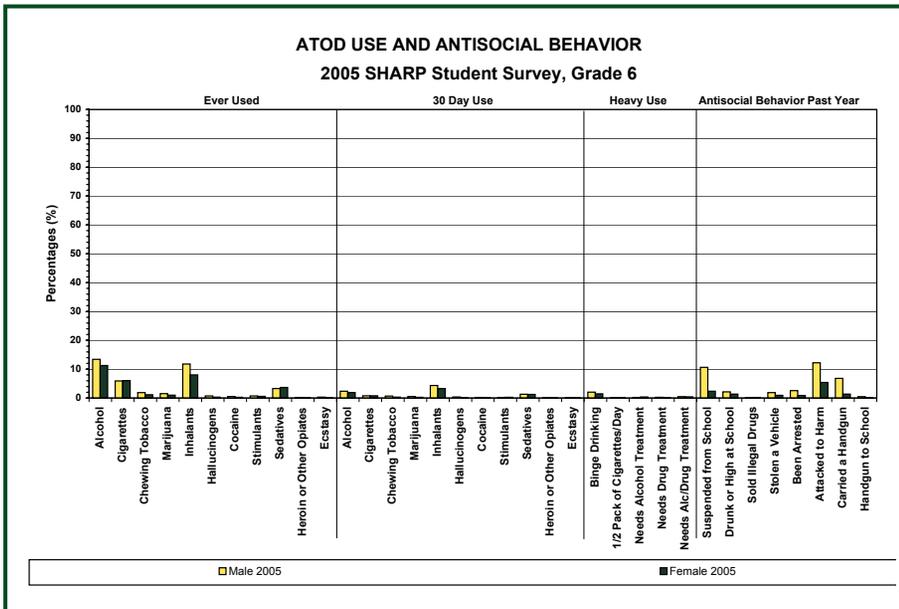
Leslie Wojcik
San Juan Counseling
356 S. Main
Blanding, UT 84511
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State of Utah Program Manager

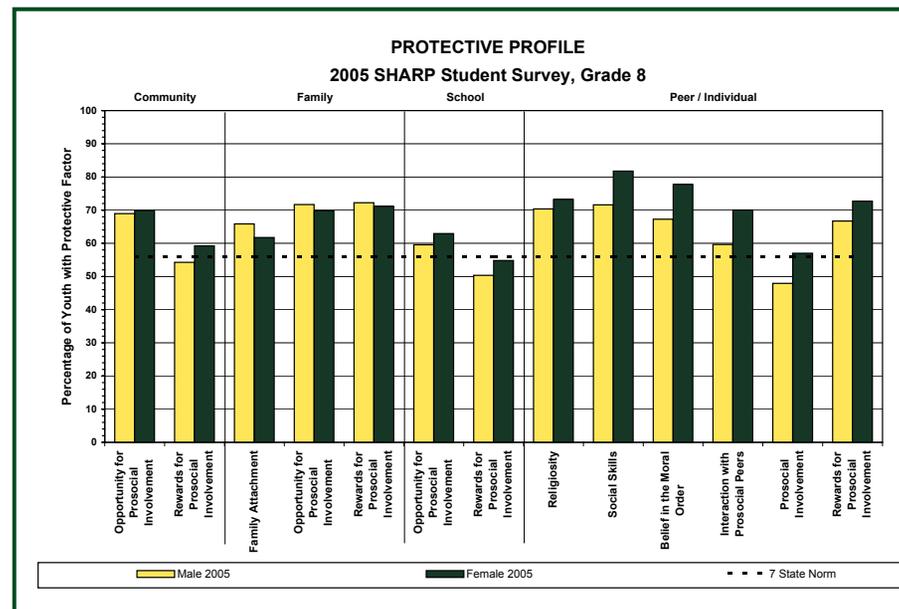
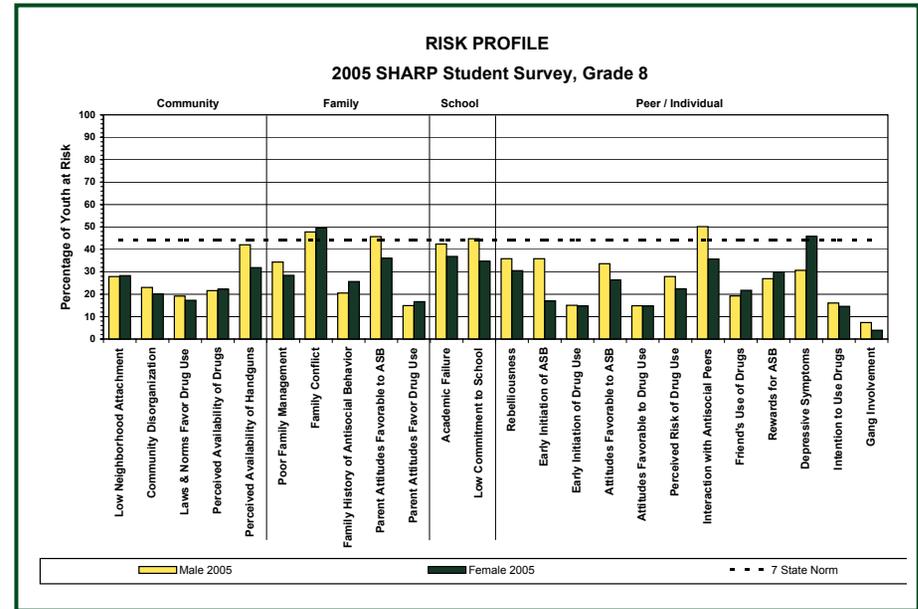
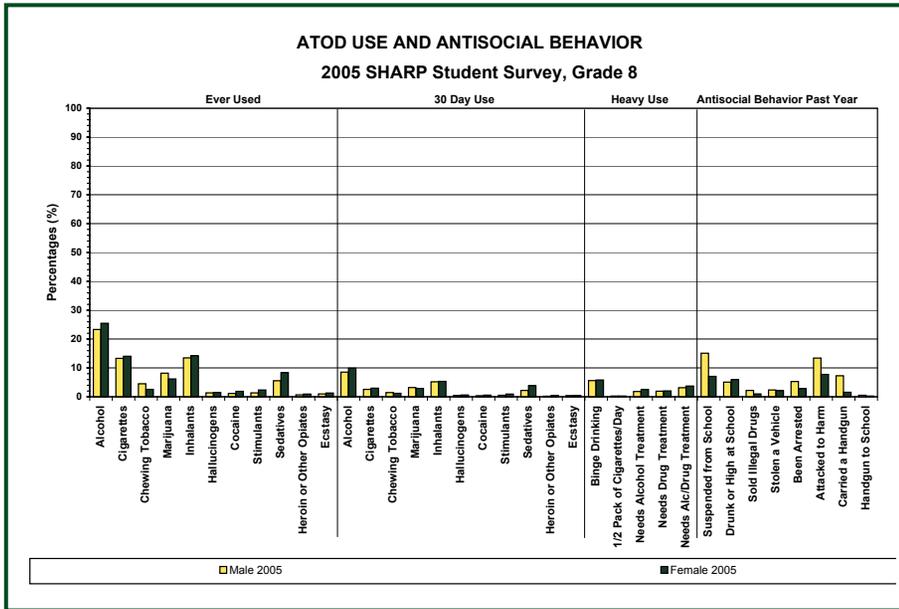
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**This Report Was Prepared
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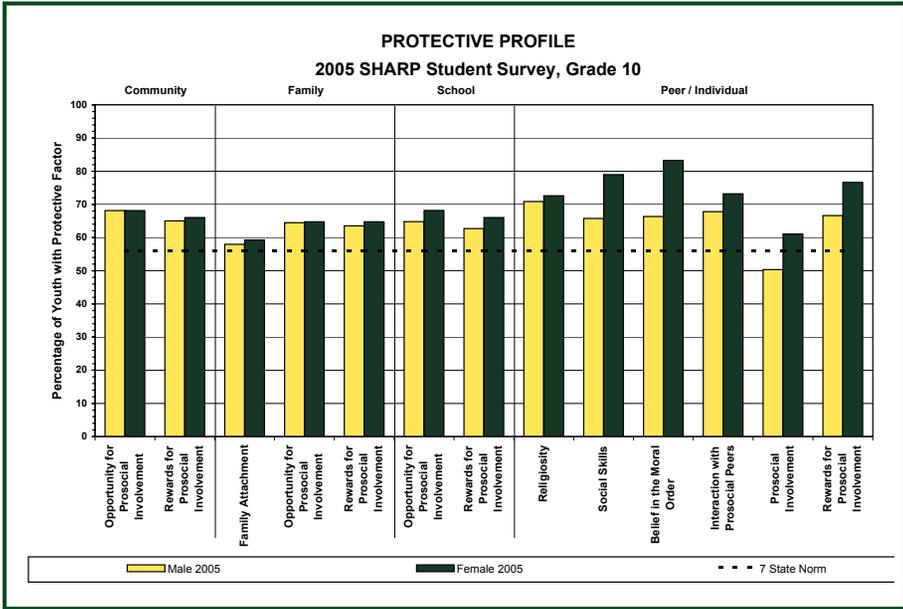
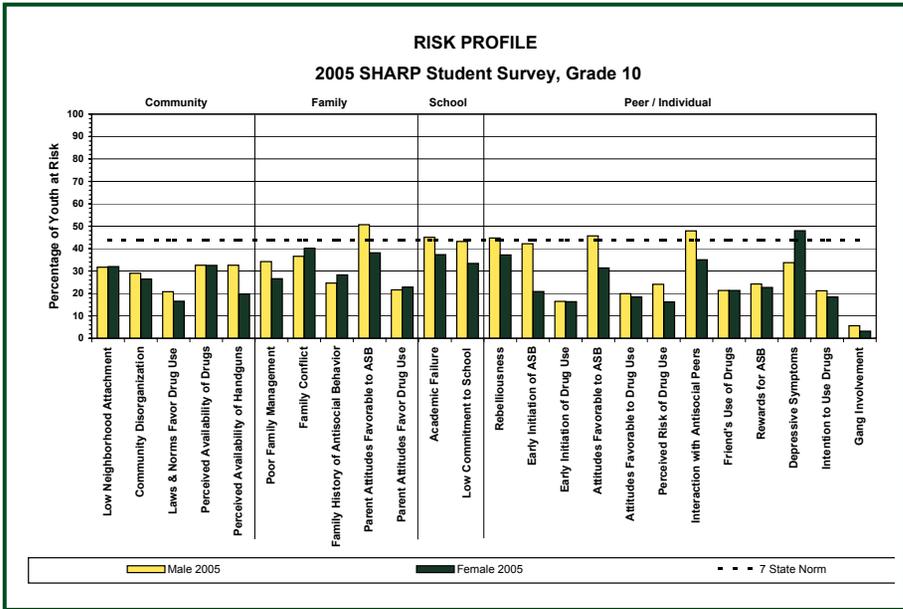
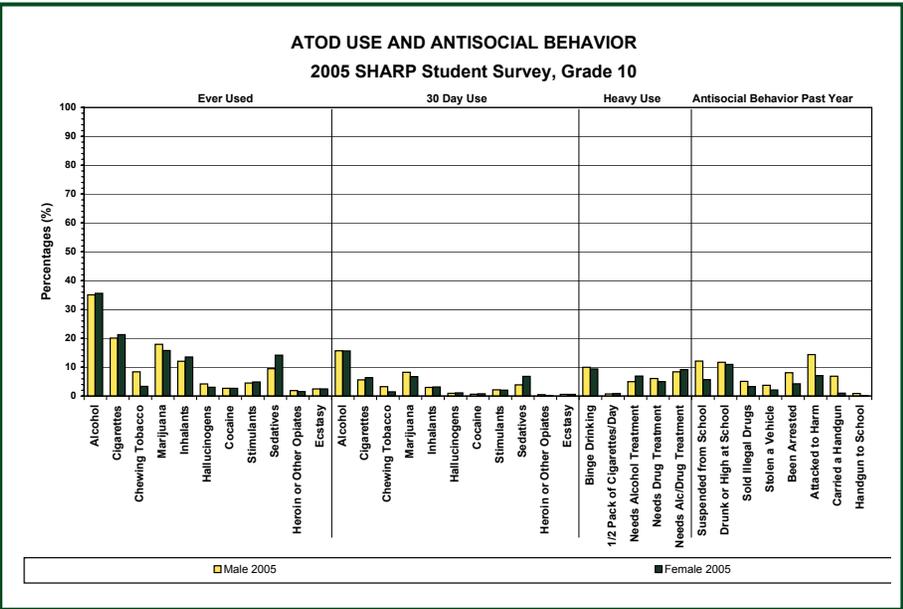
6th Grade Utah Male and Female Profile Report Charts



8th Grade Utah Male and Female Profile Report Charts



10th Grade Utah Male and Female Profile Report Charts



12th Grade Utah Male and Female Profile Report Charts

