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presents

2012 Oklahoma Prevention Needs Assessment Survey

Results for Canadian County

Introduction

2012 Canadian County Prevention Needs Assessment Survey Report

This report summarizes the findings from the State of Oklahoma Prevention Needs Assessment (OPNA) Survey that was conducted during the spring of 2012 in grades 6, 8, 10, and 12. The results for your county are presented along with comparisons to 2008 and 2010 OPNA survey results, where applicable. In addition, the report contains important information about the risk and protective factor framework and guidelines on how to interpret and use the data.

The OPNA Survey is designed to assess students' involvement in a specific set of problem behaviors, as well as their exposure to a set of scientifically validated risk and protective factors. The risk and protective factors have been shown to influence the likelihood of academic success, school dropout, substance abuse, violence, and delinquency among youth.

Table 1 contains the characteristics of the students who completed the survey from your county and the State of Oklahoma. A total of 504 schools across Oklahoma participated in the survey. Since students are able to select more than one race or ethnicity, the sum of students of individual categories may exceed the total number of students surveyed. Because not all students answer all of the questions, the total count of students by gender (and less frequently, students by ethnicity) may be less than the reported total students.

When using the information in this report, please pay attention to the number of students who participated from your community. If **60% or more** of the students participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than 60% participated, consult with your local prevention coordinator or a survey professional before generalizing the results to the entire community.

Coordination and administration of the Oklahoma PNA Survey was a collaborative effort of the State Office of the Governor; Oklahoma Department of Mental Health and Substance Abuse Services; Regional Prevention Coordinators (RPC); Oklahoma State Department of Health; Oklahoma Department of Education; and all of the participating schools. If you have any questions about the report or prevention activities that are underway in the state, please refer to the Contacts for Prevention section.

Administration of the Oklahoma Prevention Needs Assessment Survey and the preparation of this report were funded by a federal grant administered by the Oklahoma Department of Mental Health and Substance Abuse Services from the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Substance Abuse Prevention (CSAP).

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Table 1. Characteristics of Participants

	County 2008		County 2010		County 2012		State 2012	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	4,227	100	3,937	100	4,307	100	47,521	100
Grade								
6	1,359	32.2	1,267	32.2	1,333	30.9	15,734	33.1
8	1,121	26.5	1,213	30.8	1,256	29.2	13,501	28.4
10	979	23.2	940	23.9	950	22.1	10,573	22.2
12	768	18.2	517	13.1	768	17.8	7,713	16.2
Students by Gender								
Male	2,031	49.1	1,869	48.6	2,067	49.2	22,859	49.2
Female	2,108	50.9	1,976	51.4	2,134	50.8	23,570	50.8
Students by Race/Ethnicity*								
American Indian or Alaska Native	600	12.2	550	12.2	568	12.3	11,219	21.0
Asian	215	4.4	188	4.2	182	3.9	1,162	2.2
Black or African American	330	6.7	293	6.5	329	7.1	5,065	9.5
Hawaiian or other Pacific Islander	60	1.2	56	1.2	48	1.0	675	1.3
Hispanic or Latino	409	8.3	484	10.7	518	11.2	6,054	11.3
White	3,320	67.3	2,934	65.1	2,978	64.4	29,328	54.8

* Students can select one or more categories. The sum of *Students by Race/Ethnicity* may exceed *Total Students*.

How to Read the Charts in this Report

There are five types of charts presented in this report:

1. Substance use charts
2. Antisocial behavior (ASB) charts
3. Sources of alcohol acquisition
4. Risk factor charts
5. Protective factor charts.

Data from the charts are also presented in Tables 3 through 10. Additional data found in Tables 11 and 12 are explained at the end of this section.

Understanding the Format of the Charts

There are several graphical elements common to all the charts. Understanding the format of the charts and what these elements represent is essential in interpreting the results of the 2012 OPNA survey.

- **The Bars** on substance use and antisocial behavior charts represent the percentage of students in that grade who reported a given behavior. The bars on the risk and protective factor charts represent the percentage of students whose answers reflect significant risk or protection in that category.

  Each set of differently colored bars represents one of the last three administrations of the OPNA: 2008, 2010, and 2012. By looking at the percentages over time, it is possible to identify trends in substance use and antisocial behavior. By studying the percentage of youth at risk and with protection over time, it is possible to determine whether the percentage of students at risk or with protection is increasing, decreasing, or staying the same. This information is important when deciding which risk and protective factors warrant attention.

- **Dots and Diamonds** provide points of comparison to larger samples. The dots on the charts represent the percentage of all of the youth surveyed across Oklahoma who reported substance use, problem behavior, elevated risk, or elevated protection.

  For the 2012 OPNA Survey, there were 47,521 participants in grades 6, 8, 10, and 12, out of 180,456 enrolled, a participation rate of 26.3%. Please note that the state dot represents the weighted results of all participating students. The fact that over 47,000 students across the state participated in the OPNA make the state dot a good estimate of the rates of ATOD use and levels of risk and protective factors of youth in Oklahoma. The survey results provide considerable information for communities to use in planning prevention services.

  The diamonds represent national data from either the Monitoring the Future (MTF) Survey or the Bach Harrison Norm. The Bach Harrison Norm was developed by Bach Harrison L.L.C. to provide states and communities with the ability to compare their results on risk, protection, and antisocial measures with more national measures. Survey participants from eight statewide surveys and five large regional surveys across the nation were combined into a database of approximately 460,000 students. The results were weighted to make the contribution of each state and region proportional to its share of the national population. Bach Harrison analysts then calculated rates for antisocial behavior and for students at risk and with protection. The results appear on the charts as BH Norm. In order to keep the Bach Harrison Norm relevant, it is updated approximately every two years as new data become available.

  A comparison to state-wide and national results provides additional information for your community in determining the relative importance of levels of alcohol, tobacco and other drug (ATOD) use, antisocial behavior, risk, and protection. Information about other students in the state and the nation can be helpful in determining the seriousness of a given level of problem behavior. Scanning across the charts, it is important to observe the factors that differ the most from the Bach Harrison Norm. This is the first step in identifying the levels of risk and protection that are higher or lower than those in other communities. The risk factors that are higher than the Bach Harrison Norm and the protective factors that are lower than the Bach Harrison Norm are probably the factors your community should consider addressing when planning prevention programs.

Lifetime & 30 Day ATOD Use Charts

There are two types of use measured on the ATOD charts.

- **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 percentage of students who have had experience with a particular substance.

- **30-day use** is a measure of 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 indicator of the level of current use of the substance.

Charts and Tables in this Report

Problem Substance Use & ASB Charts

- **Problem substance use** is measured in several ways: *binge drinking* (five or more drinks in a row over the last two weeks), use of *one-half a pack or more of cigarettes per day* and youth indicating *drinking alcohol and driving* or *riding with a drinking driver.*
- **Treatment needs** scales show the percentage of students in need of treatment for alcohol, drugs, and the total in need of *any* treatment (either alcohol *or* drug). The need for treatment is defined as students who have used alcohol or drugs on 10 or more occasions in their lifetime and marked at least three of the following items specific to their drug or alcohol use in the past year: *spent more time using than intended; neglected some of your usual responsibilities because of use; wanted to cut down on use; others objected to your use;* and *frequently thought about using, used alcohol or drugs to relieve feelings such as sadness, anger, or boredom.*
- **Antisocial behavior (ASB)** is a measure of the percentage of students who report any involvement during the past year with the eight antisocial behaviors listed in the charts.

Sources of Alcohol

This chart presents the percentage of students who obtained alcohol from 12 specific sources during the past year. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts represent a subgroup of users and not the entire survey population. Additionally, the smaller the sample, the more dramatic the influence of a student's responses. For example, if only one student in a particular grade reported where he/she obtained alcohol, each category would show up as either 0% or 100%. The chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

Risk and Protective Factor Charts

Risk and protective factor scales measure specific aspects of a youth's life experience that predict whether he/she will engage in problem behaviors. The scales, defined in Table 2, are grouped into four domains: community, family, school, and peer/individual. The risk and protective factor charts show the percentage of students at risk and with protection for each of the scales.

Additional Tables in this Report

Table 11 contains information required by communities with Drug Free Communities Grants, such as the perception of the risks of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Table 12 contains additional data for prevention planning on the subjects of safety, violence, and gangs.

Weighting Procedures for 2012

Beginning in 2012, the Oklahoma Department of Mental Health and Substance Abuse Services requested that Bach Harrison apply a post-stratification weighting procedure to state and Regional Prevention Coordinator (RPC) level data based upon RPC enrollment in grades 6, 8, 10, and 12. During the analysis of OPNA survey data, Bach Harrison analysts applied this weighting procedure to state and RPC level data presented in 2012 reports to ensure that the results more accurately reflect the regional and state populations of Oklahoma students in grades 6, 8, 10, and 12.

To examine the effects of this applied weighting strategy, Bach Harrison compared weighted and unweighted ATOD use rate data, antisocial behavior data, and risk and protective factor scales. Results showed that the two data analysis methods produced nearly identical results at the state level. A comparison by grade (6, 8, 10, and 12) of all differences on ATOD use rates, rates of antisocial behavior, and risk and protective factor scale values showed the differences between weighted and unweighted values to be less than 1.8%, with most of the differences less than 1%. Thus, we believe that the 2012 state-level data presented in this report are comparable to data from previous administrations.

The Risk and Protective Factor Model of Prevention

Prevention is a science. The Risk and Protective Factor Model of Prevention is a proven way of reducing substance abuse and its related consequences. This model 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, and of students and their peer groups known to predict increased likelihood of drug use, delinquency, school dropout, and violent behaviors among youth. For example, children who live in disorganized, crime-ridden neighborhoods are more likely to become involved in crime and drug use than children who live in safe neighborhoods.

The chart below shows the links between the 19 risk factors and six problem behaviors. The check marks indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Protective factors exert a positive influence and buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research include strong bonding to family, school, community, and peers; and healthy beliefs and clear standards for behavior. Protective bonding depends on three conditions:

- **Opportunities** for young people to actively contribute
- **Skills** to be able to successfully contribute
- **Consistent recognition** or reinforcement for their efforts and accomplishments

Bonding confers a protective influence only when there is a positive climate in the bonded community. Peers and adults in these schools, families, and neighborhoods must communicate healthy values and set clear standards for behavior in order to ensure a protective effect. For example, strong bonds to antisocial peers would not be likely to reinforce positive behavior.

Research on risk and protective factors has important implications for children's academic success, positive youth development, and prevention of health and behavior problems. In order to promote academic success and positive youth development and to prevent problem behaviors, **it is necessary to address the factors that predict these outcomes**. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by policies, programs, and actions shown to reduce those risk factors and to promote protective factors.

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 county 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.

In addition to helping assess current conditions and prioritize areas of greatest need, data from the Oklahoma Prevention Needs Assessment Survey can be a powerful tool in applying for and complying with several federal programs outlined later in this report, such as the Strategic Prevention Framework process.

Risk Factors

	Community						Family				School		Peer / Individual						
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behaviors	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in Problem Behaviors	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

Building a Strategic Prevention Framework

The OPNA is an important data source for the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention (CSAP) Strategic Prevention Framework (SPF). CSAP created the SPF model to guide states and communities in creating planned, data-driven, effective, and sustainable prevention programs. Each part represents an interdependent element of the ongoing process of prevention coordination.

Assessment: Profile Population Needs, Resources, and Readiness to Address the Problems and Gaps in Service Delivery. The SPF begins with an assessment of the needs in the community that is based on data. The Oklahoma State Epidemiological Outcomes Workgroup (SEOW) has compiled data from several sources to aid in the needs assessment process. One of the primary sources of needs assessment data is this Prevention Needs Assessment Survey (PNA). While planning prevention services, communities are urged to collect and use multiple data sources, including archival and social indicators, assessment of existing resources, key informant interviews, and community readiness. The OPNA results presented in this Profile Report will help you to identify needs for prevention services. OPNA data include adolescent substance use, anti-social behavior, and many of the risk and protective factors that predict adolescent problem behaviors.

Capacity: Mobilize and/or Build Capacity to Address Needs. Engagement of key stakeholders at the State and community levels is critical to plan and implement successful prevention activities that will be sustained over time. Some of the key tasks to mobilize the state and communities are to work with leaders and stakeholders to build coalitions, provide training, leverage resources, and help sustain prevention activities.

Planning: Develop a Comprehensive Strategic Plan. States and communities should develop a strategic plan that articulates not only a vision for the prevention activities, but also strategies for organizing and implementing prevention efforts. The strategic plan should be based on the assessments conducted during Step 1. The plan should address the priority needs, build on identified resources/strengths, set measurable objectives, and identify how progress will be monitored. Plans should be adjusted with ongoing needs assessment and monitoring activities.

Implementation: Implement Evidence-based Prevention Programs and Infrastructure Development Activities. By measuring and identifying the risk factors and other causal factors that contribute to the targeted problems specified in your strategic plan, programs can be implemented that will reduce the prioritized substance abuse problems. After completing Steps 1, 2, and 3, communities will be able to choose prevention strategies that have been shown to be effective, are appropriate for the population served, can be implemented with fidelity, are culturally appropriate, and can be sustained over time. SAHMSA's National Registry of Evidence-based Programs and Practices (located at www.nrepp.samhsa.gov) is a searchable online registry of mental health and substance abuse interventions that have been reviewed and rated by independent reviewers. This resource can help identify scientifically based approaches to preventing and treating mental and/or substance use disorders that can be readily disseminated to the field.

Evaluation: Monitor Process, Evaluate Effectiveness, Sustain Effective Programs/Activities, and Improve or Replace Those That Fail. Finally, ongoing monitoring and evaluation are essential to determine if the desired outcomes are achieved, assess service delivery quality, identify successes, encourage needed improvement, and promote sustainability of effective policies, programs, and practices. The OPNA allows communities to monitor levels of ATOD use, antisocial behavior, risk, and protection.

Sustainability and Cultural Competence: Incorporate principles of cultural competence and sustainability in each of the five elements. At the center of the SPF model, sustainability and cultural competence play a key role in assessment, capacity appraisal, planning, implementation and evaluation, ensuring successful, long lasting prevention programs.

Sustainability is accomplished by utilizing a comprehensive approach. States and communities should plan adaptive, flexible programs around a variety of resources, funding, and organizations. An inclusive design helps build sustainable programs and achieve sustainable outcomes. A strategic plan that dynamically responds to changing issues, data, priorities, and resources is more likely to achieve long term results.

Sharing information gathered during the evaluation stage with key stakeholders, forging partnerships and encouraging creative collaboration all enhance sustainability.

Cultural competence recognizes unique needs, styles, values and beliefs of the recipients of prevention efforts. Culturally competent prevention strategies use interventions, evaluations and communication strategies appropriate to their intended community. Cultural issues reflect a range of influences and are not just a matter of ethnic or racial identity. Learning to communicate with audiences from diverse geographic, cultural, economic, social, and linguistic backgrounds can increase program efficacy and ensure sustainable results.

Whether enlisting extended family networks as a prevention resource for single parent households, or ensuring there are resources available to bridge language gaps, cultural competency will help you recognize differences in prevention needs and tailor prevention approaches accordingly.

A one-size-fits-all program is less effective than a program that draws on community-based values, traditions, and customs and works with knowledgeable people from the community to develop focused interventions, communication, and support.

Tools for Assessment and Planning

What are the numbers telling you?

Review the charts and data tables presented in this report. Note your findings as you discuss the following questions.

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

How to identify high priority problem areas

Once you have familiarized yourself with the data, you can begin to identify priorities.

- **Look across the charts** for items that stand out as either much higher or much lower than the others.
- **Compare your data** with statewide, and/or national data. Differences of 5% between local and other data are probably significant.
- **Prioritize problems for your area** according to the issues you've identified. Which can be realistically addressed with the funding available to your community? Which problems fit best with the prevention resources at hand?
- **Determine the standards and values** held within your community. For example: Is it acceptable in your community for a percentage of high school students to drink alcohol regularly as long as that percentage is lower than the overall state rate?

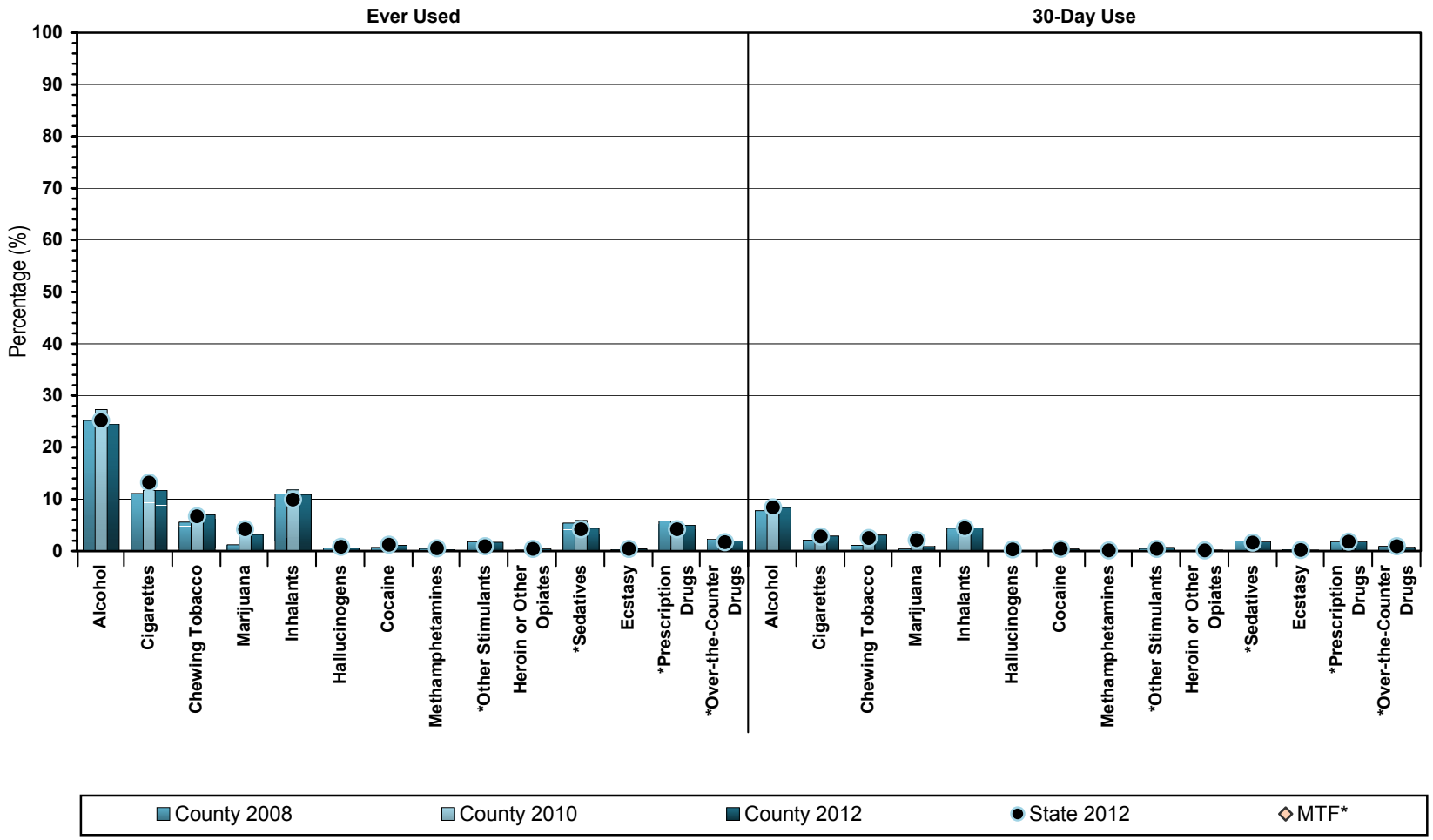
Use these data for planning.

Once priorities are established, use data to guide your prevention efforts.

- **Substance use and antisocial behavior data** are excellent tools to raise awareness about the problems and promote dialogue.
- **Risk and protective factor data** can be used to identify exactly where the community needs to take action.
- **Promising approaches** for any prevention goal are available for through resources listed on the last page of this report. These contacts are a great resource for information about programs that have been proven effective in addressing the risk factors that are high in your community, and improving the protective factors that are low.

	Sample	Priority Rate 1	Priority Rate 2	Priority Rate 3
Risk Factors	6th grd Fav. Attitude to Drugs (Peer/Indiv. Scale) @ 15% (8% > 8-state av.)			
Protective Factors	10th grd - Rewards for prosocial involvm. (School Domain) 40% (down 5% from 2 yrs ago & 16% below state av.)			
30-day Substance Abuse	8th grd Binge Drinking @13% (5% above state av.)			
Antisocial Behavior	12th grd - Drunk/High at School @ 21% (about same as state, but remains a priority.)			

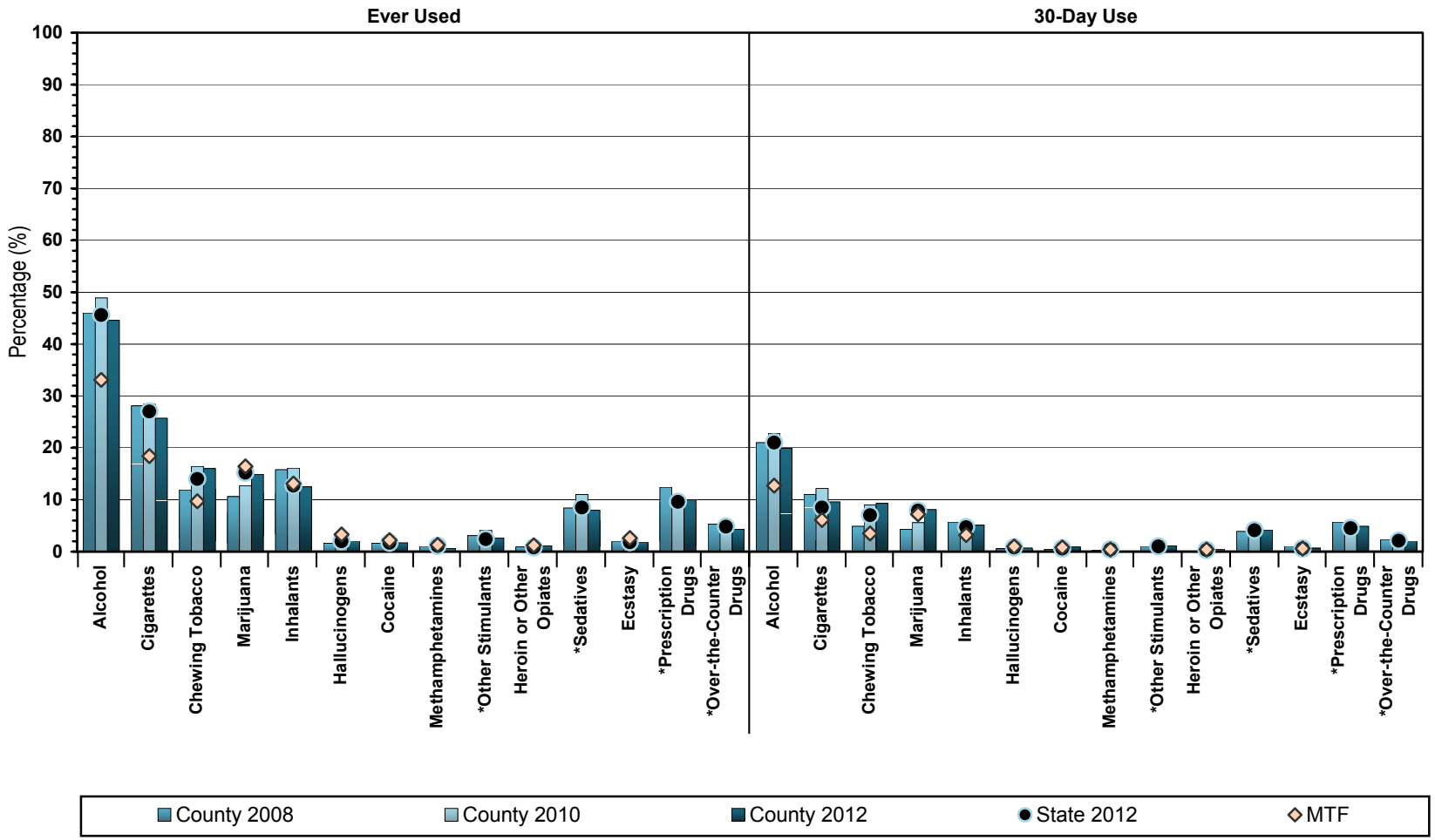
LIFETIME & 30 DAY ATOD USE
2012 Canadian County Student Survey, Grade 6



* MTF has no equivalent for *Other Stimulants*, *Sedatives*, *Prescription Drugs* or *Over-the-Counter Drugs*. MTF does not survey 6th graders.

Substance Use and Antisocial Behavior

LIFETIME & 30 DAY ATOD USE
2012 Canadian County Student Survey, Grade 8



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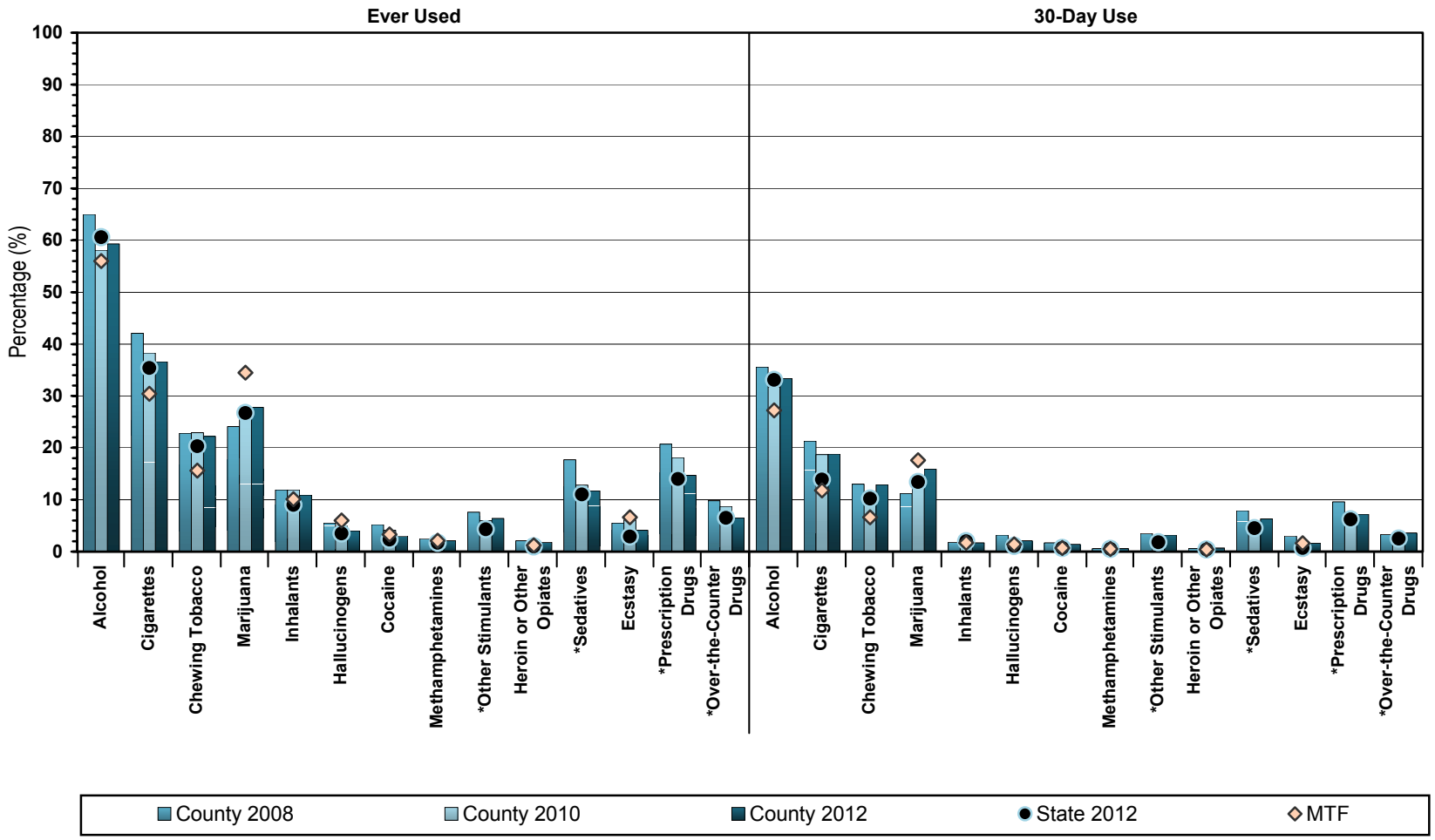
Substance Use and Antisocial Behavior

LIFETIME & 30 DAY ATOD USE
2012 Canadian County Student Survey, Grade 10



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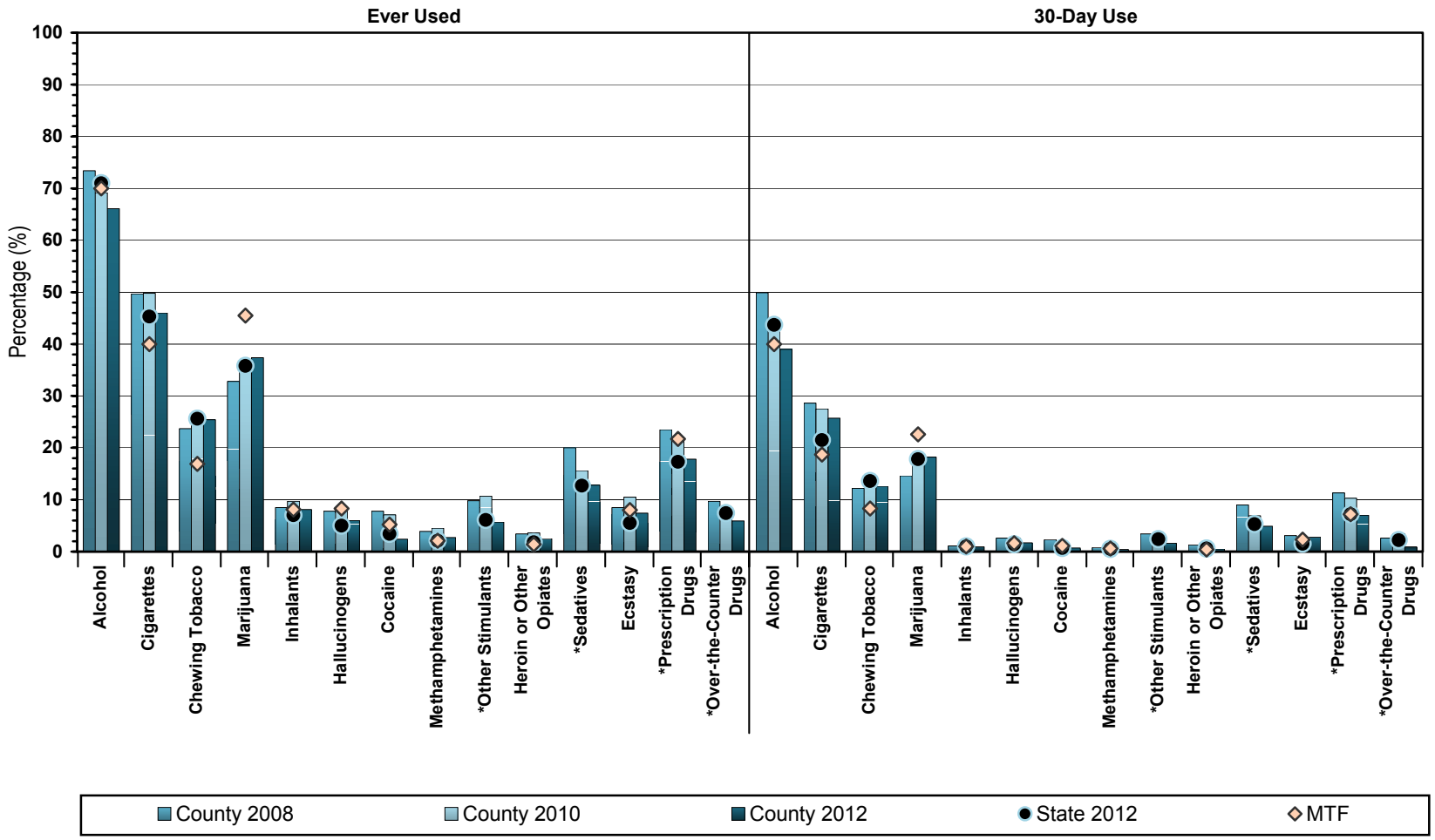
Substance Use and Antisocial Behavior

LIFETIME & 30 DAY ATOD USE
2012 Canadian County Student Survey, Grade 12



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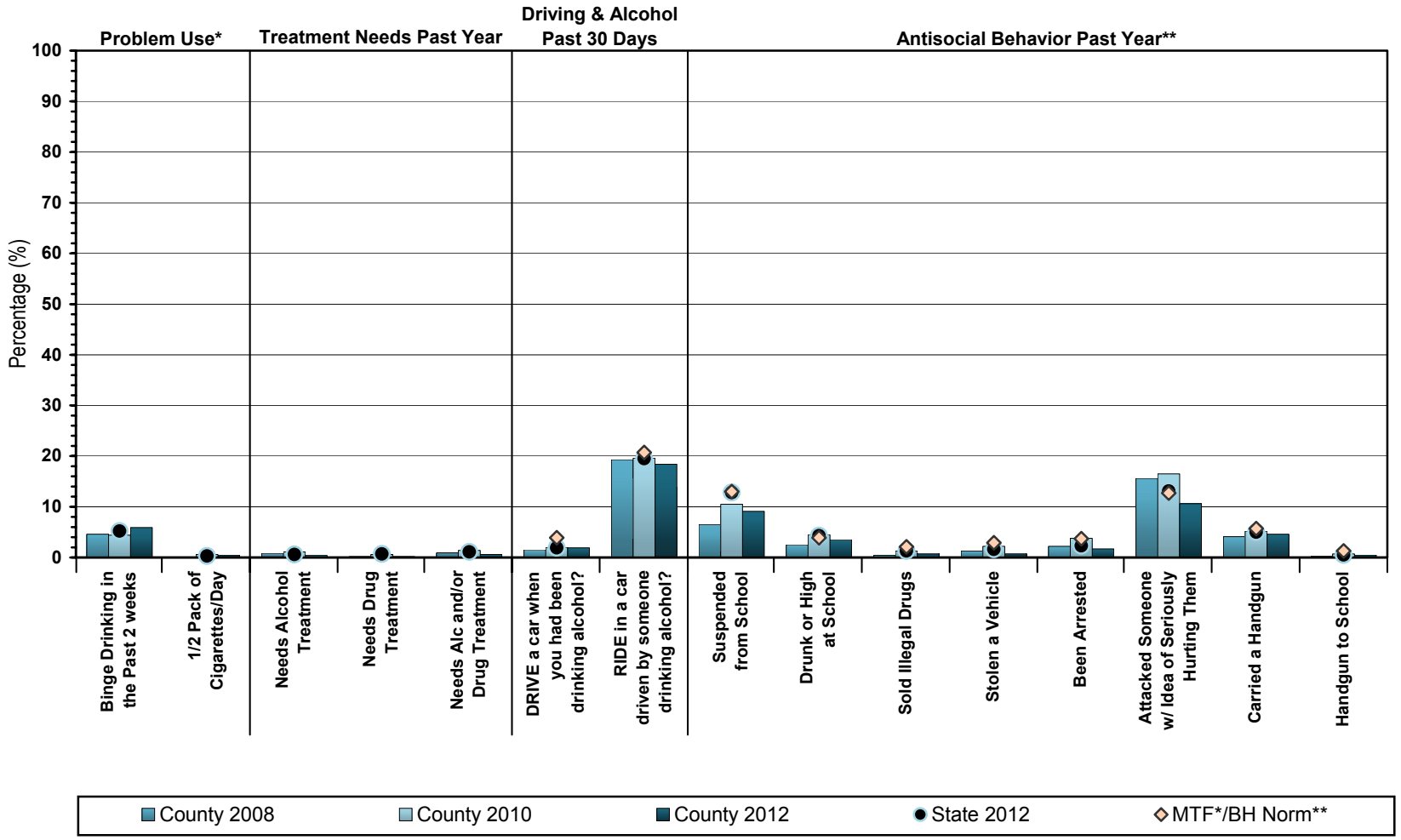
Substance Use and Antisocial Behavior

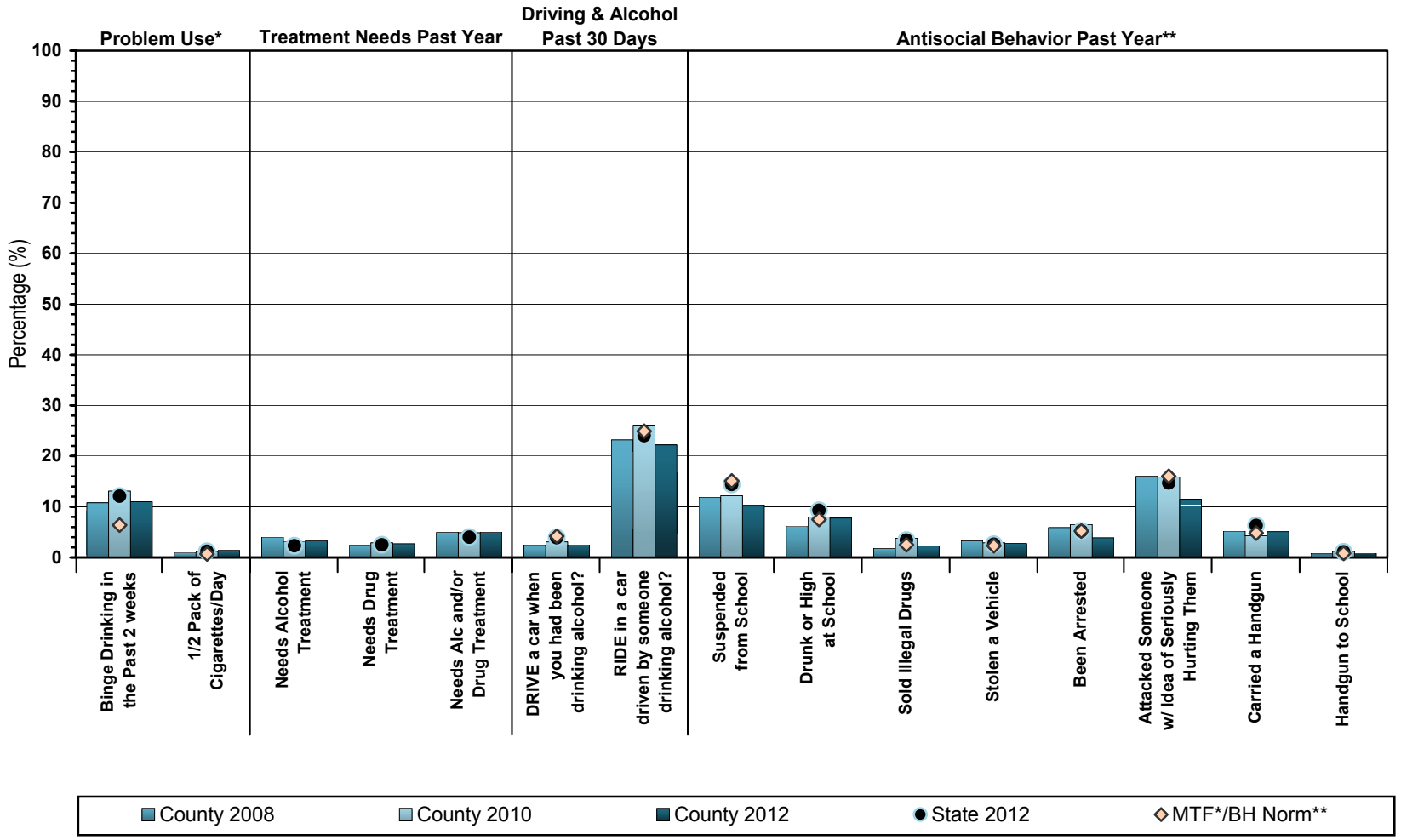
PROBLEM SUBSTANCE USE & ANTISOCIAL BEHAVIOR
2012 Canadian County Student Survey, Grade 6



* National Comparison data for *Problem Use* category are Monitoring the Future values. MTF does not survey 6th graders.
** National Comparison data for *Antisocial Behavior* category are Bach Harrison Norm values.

Substance Use and Antisocial Behavior

PROBLEM SUBSTANCE USE & ANTISOCIAL BEHAVIOR
2012 Canadian County Student Survey, Grade 8



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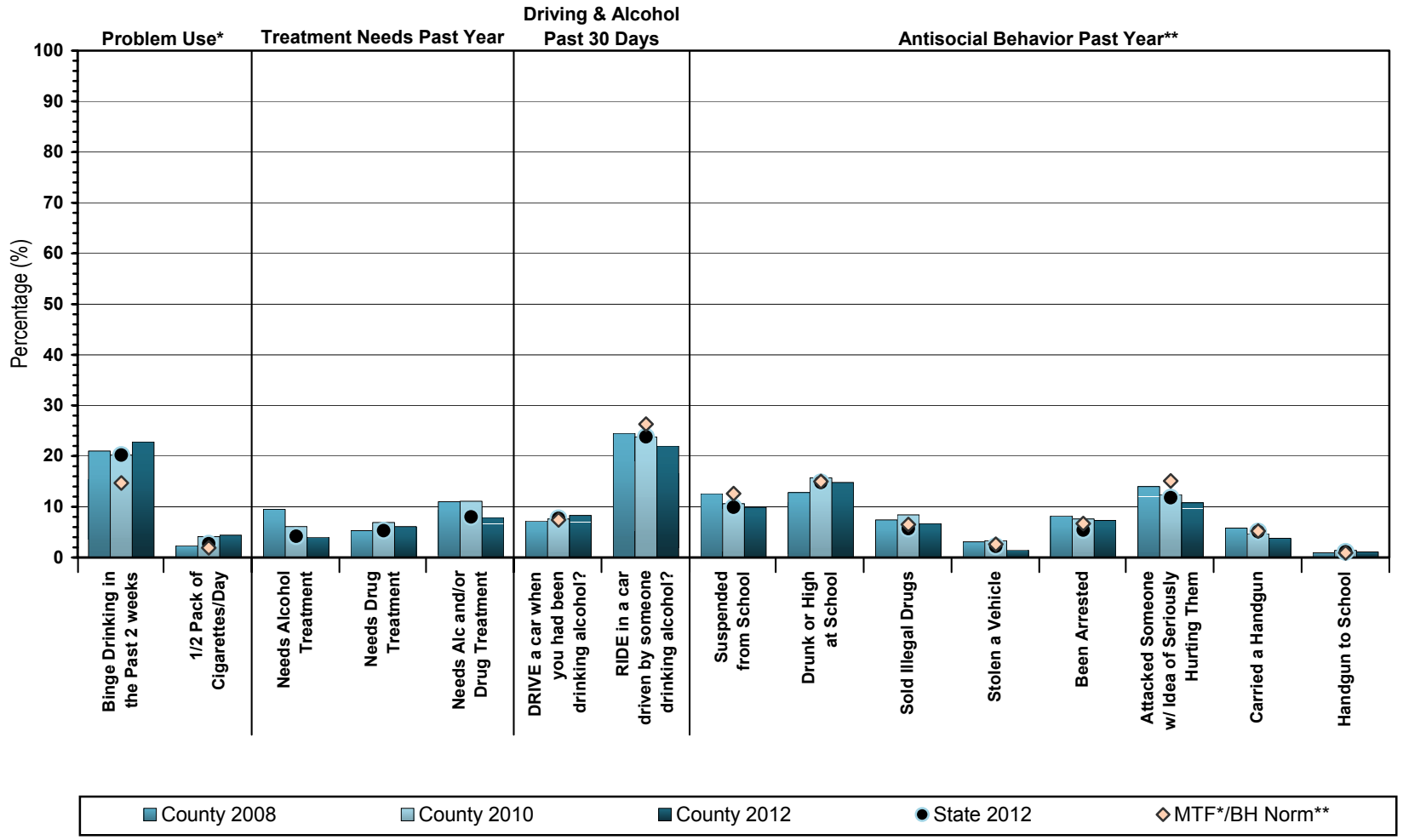
Substance Use and Antisocial Behavior

PROBLEM SUBSTANCE USE & ANTISOCIAL BEHAVIOR
2012 Canadian County Student Survey, Grade 10



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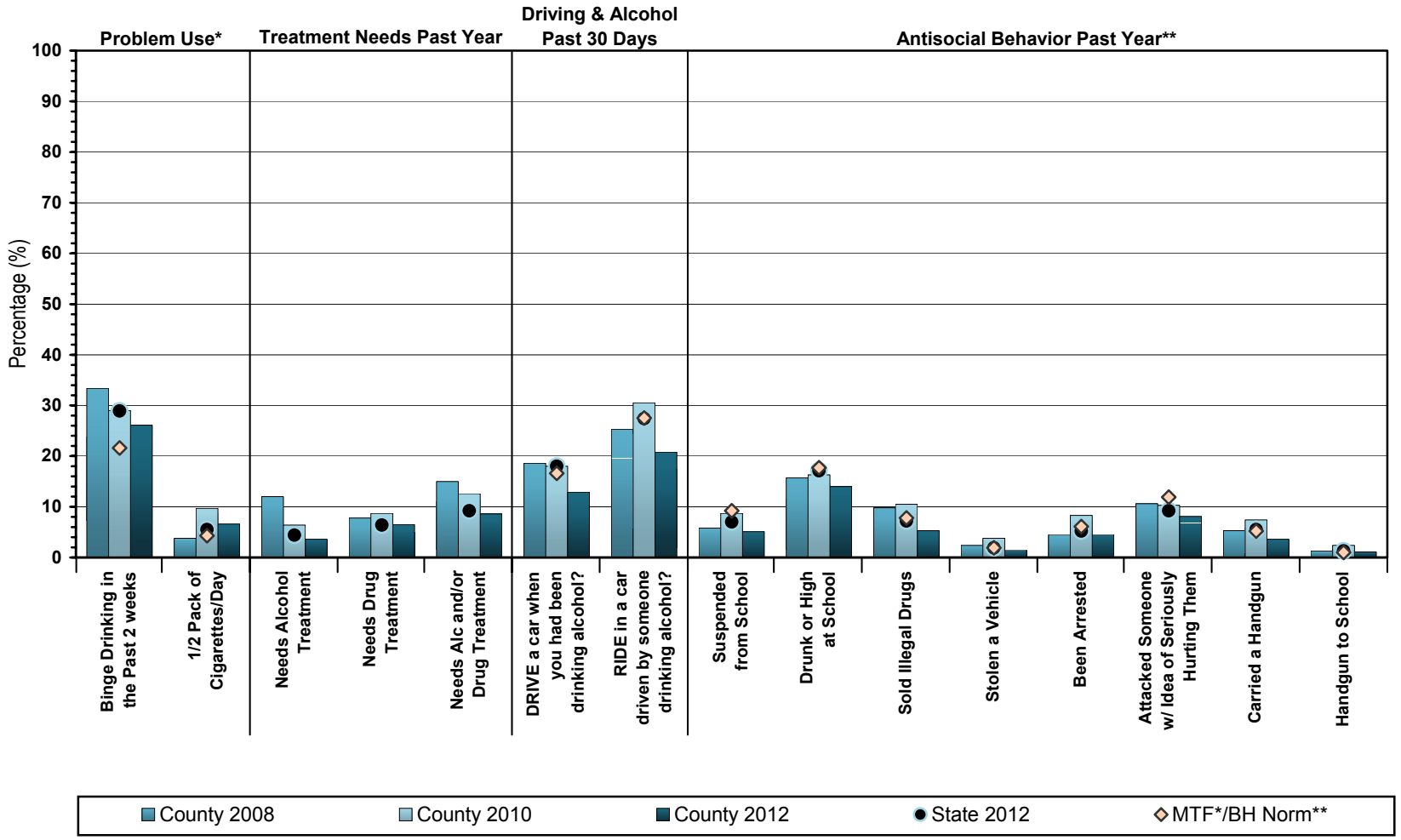
Substance Use and Antisocial Behavior

PROBLEM SUBSTANCE USE & ANTISOCIAL BEHAVIOR
2012 Canadian County Student Survey, Grade 12



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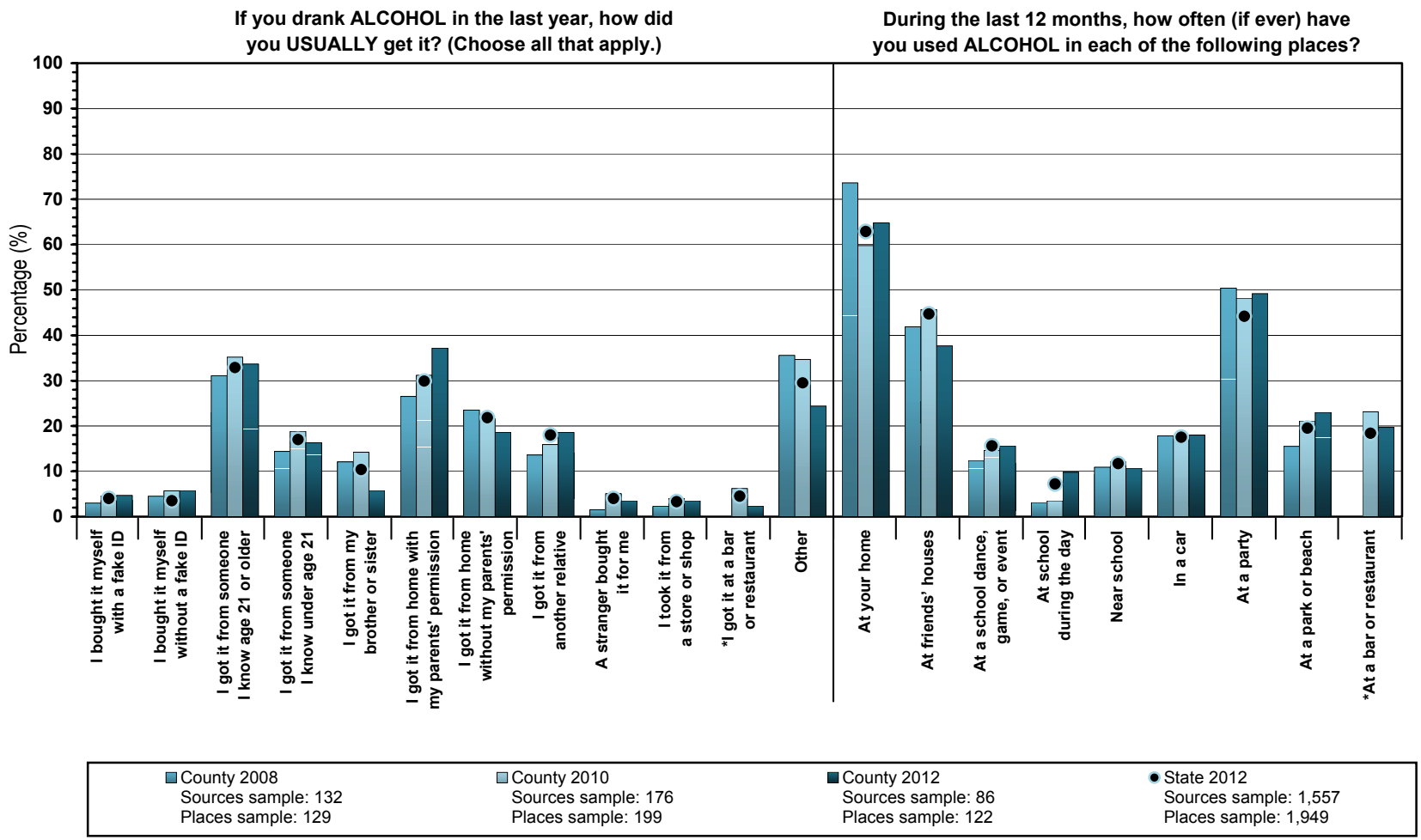
Sources of Alcohol and Places of Alcohol Use

STUDENT ALCOHOL USE
2012 Canadian County Student Survey, Grade 6

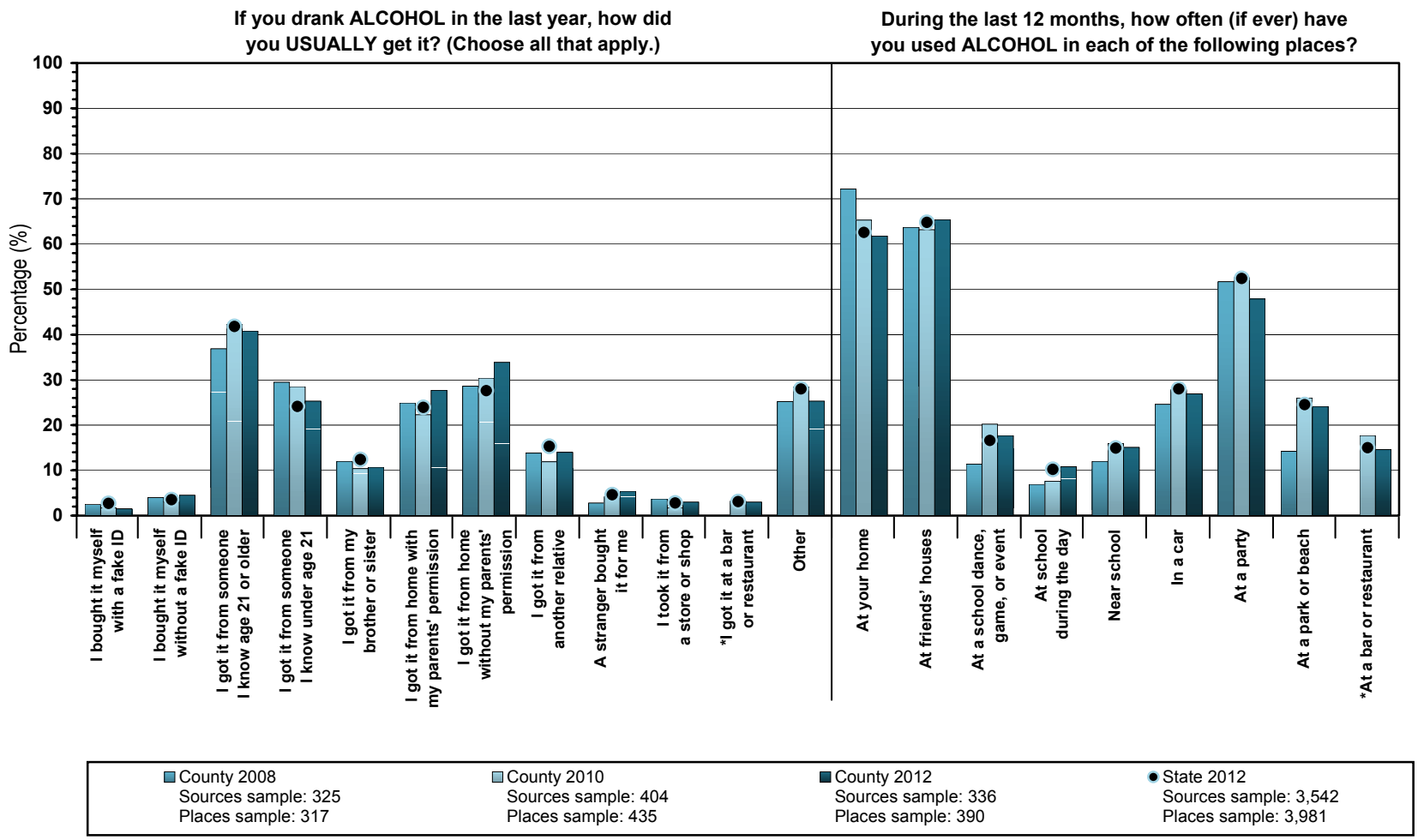


* Sample size represents the number of youth who obtained alcohol from at least one source. Students indicating they did not drink alcohol in the past year are not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

** *I got it from a bar or restaurant* and *At a bar or restaurant* were introduced in the 2010 OPNA.

Sources of Alcohol and Places of Alcohol Use

STUDENT ALCOHOL USE
2012 Canadian County Student Survey, Grade 8



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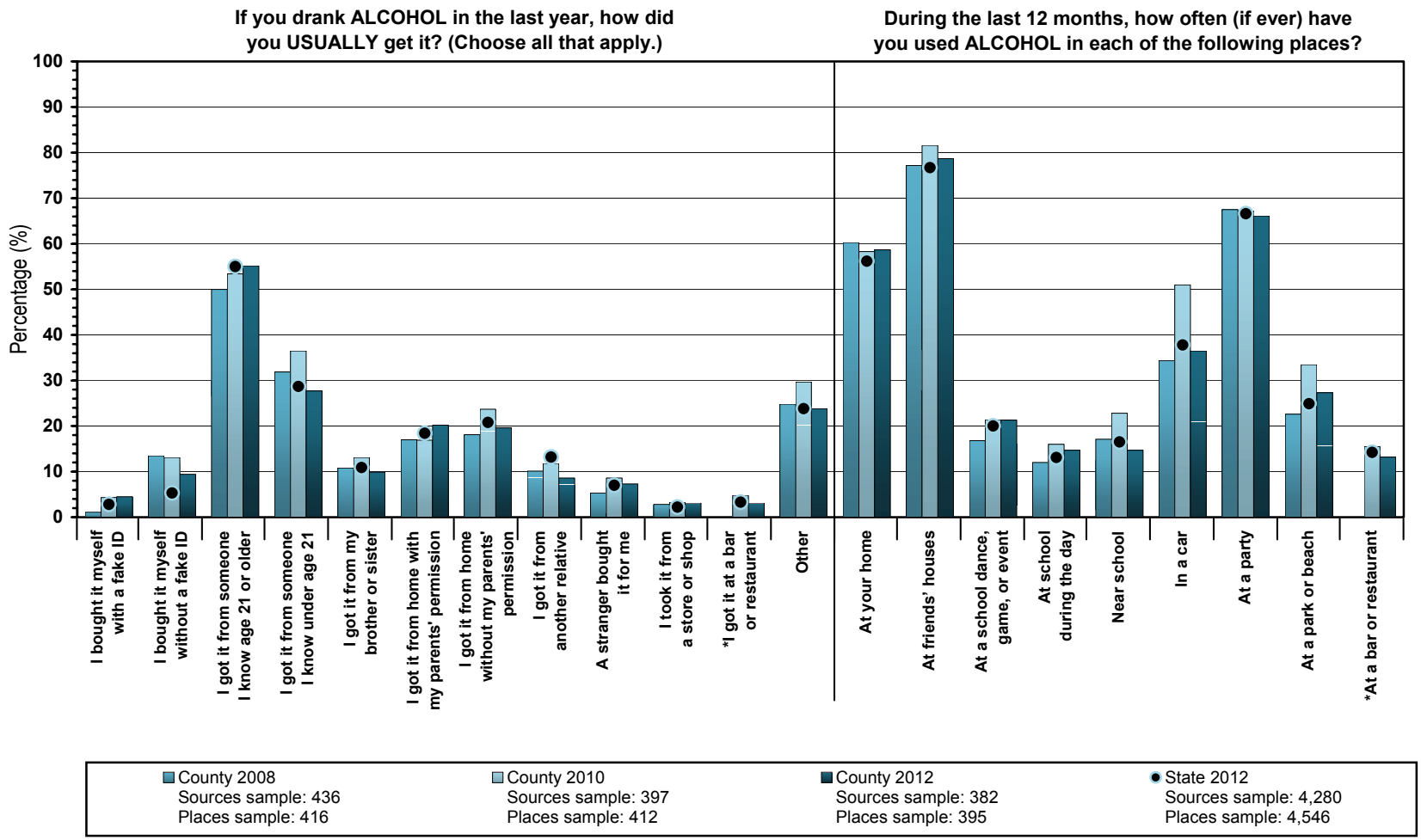
Sources of Alcohol and Places of Alcohol Use

STUDENT ALCOHOL USE
2012 Canadian County Student Survey, Grade 10

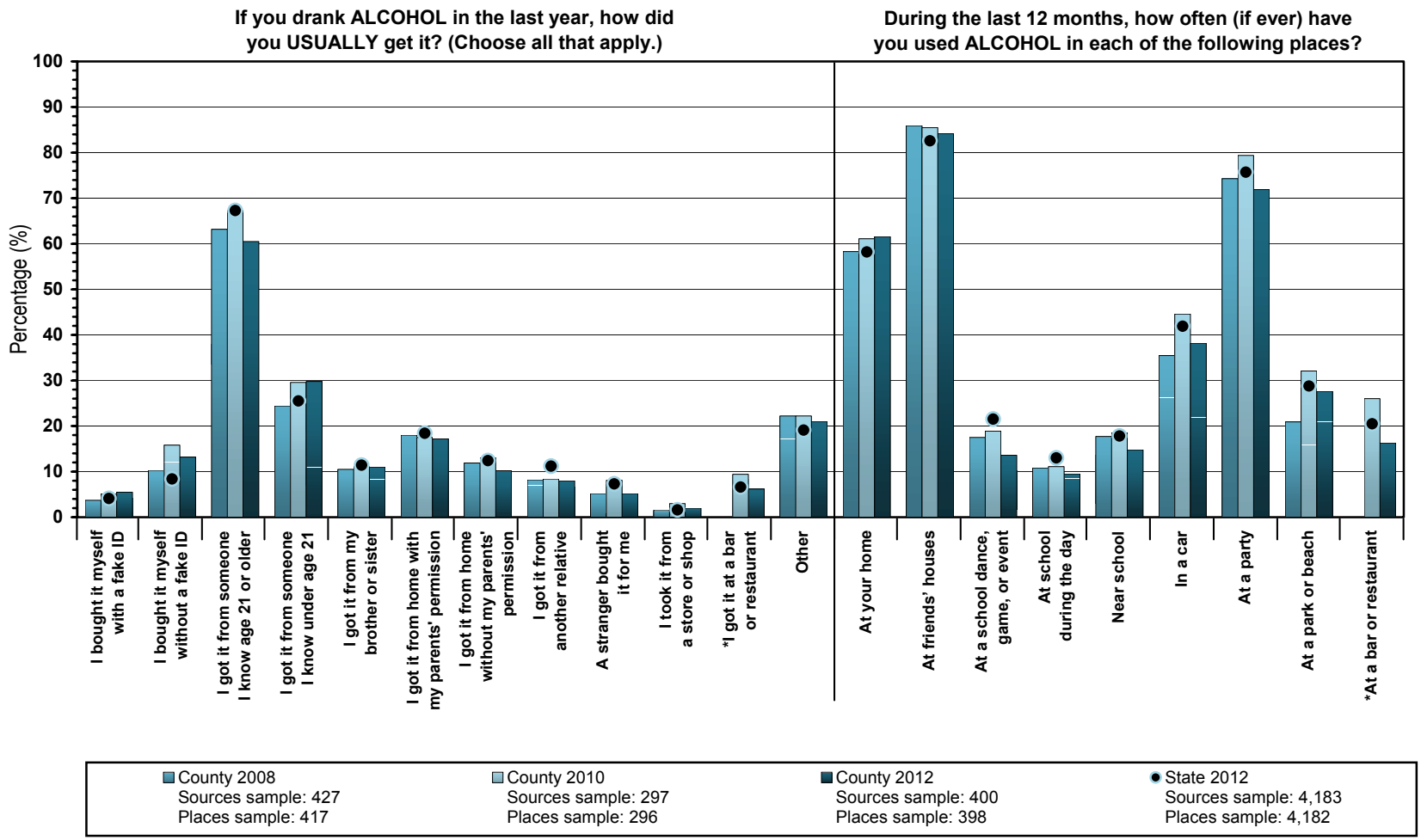


* Sample size represents the number of youth who obtained alcohol from at least one source. Students indicating they did not drink alcohol in the past year are not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

** *I got it from a bar or restaurant* and *At a bar or restaurant* were introduced in the 2010 OPNA.

Sources of Alcohol and Places of Alcohol Use

STUDENT ALCOHOL USE
2012 Canadian County Student Survey, Grade 12

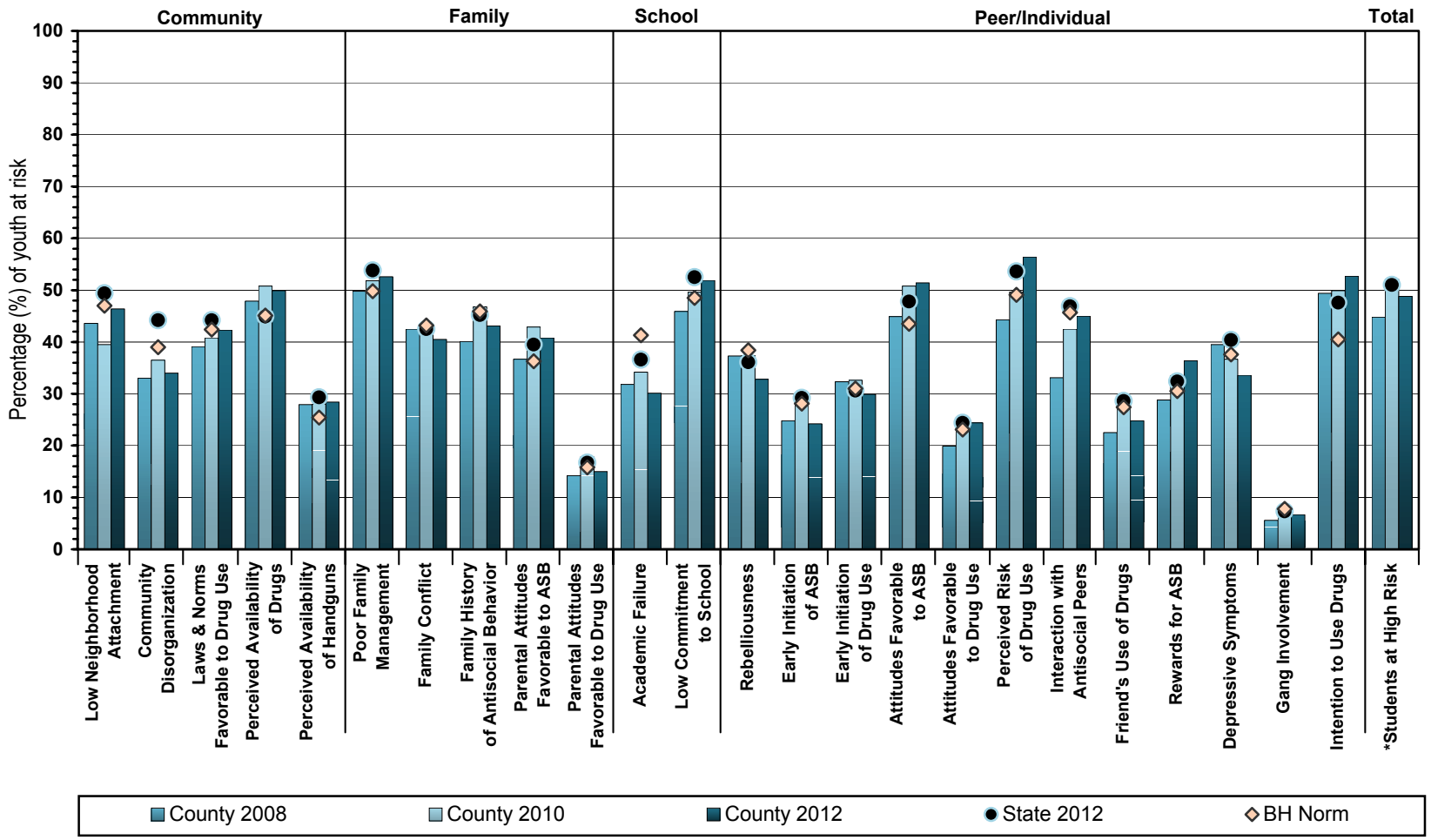


* Sample size represents the number of youth who obtained alcohol from at least one source. Students indicating they did not drink alcohol in the past year are not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

** *I got it from a bar or restaurant* and *At a bar or restaurant* were introduced in the 2010 OPNA.

Risk and Protective Factor Profiles

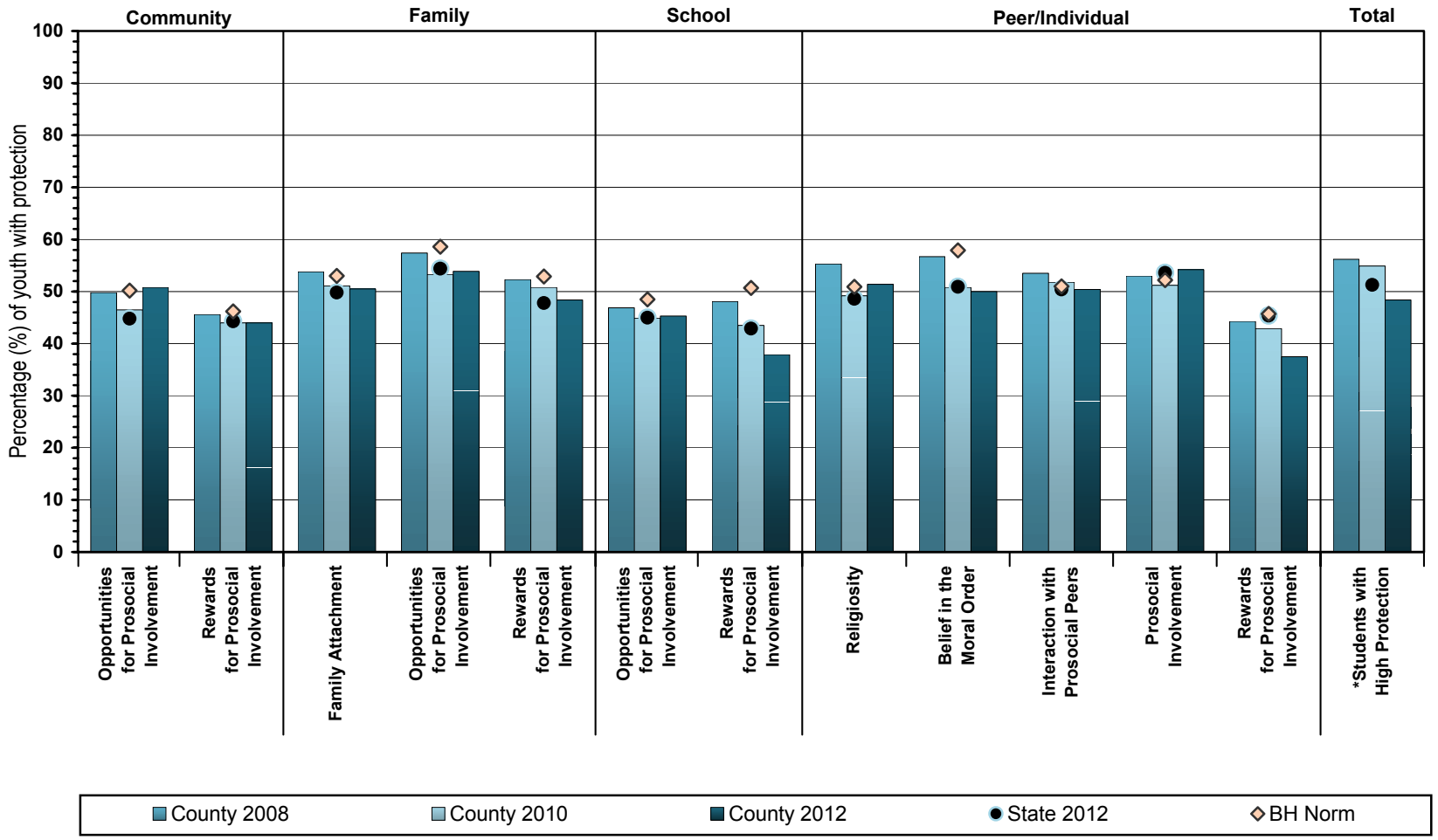
RISK PROFILE
2012 Canadian County Student Survey, Grade 6



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
(6th grade: 7 or more risk factors, 8th grade: 8 or more risk factors, 10th and 12th grades: 9 or more risk factors.)
Since not all states use the same scales, the Bach Harrison Norm cannot be calculated for *Students at High Risk*.

Risk and Protective Factor Profiles

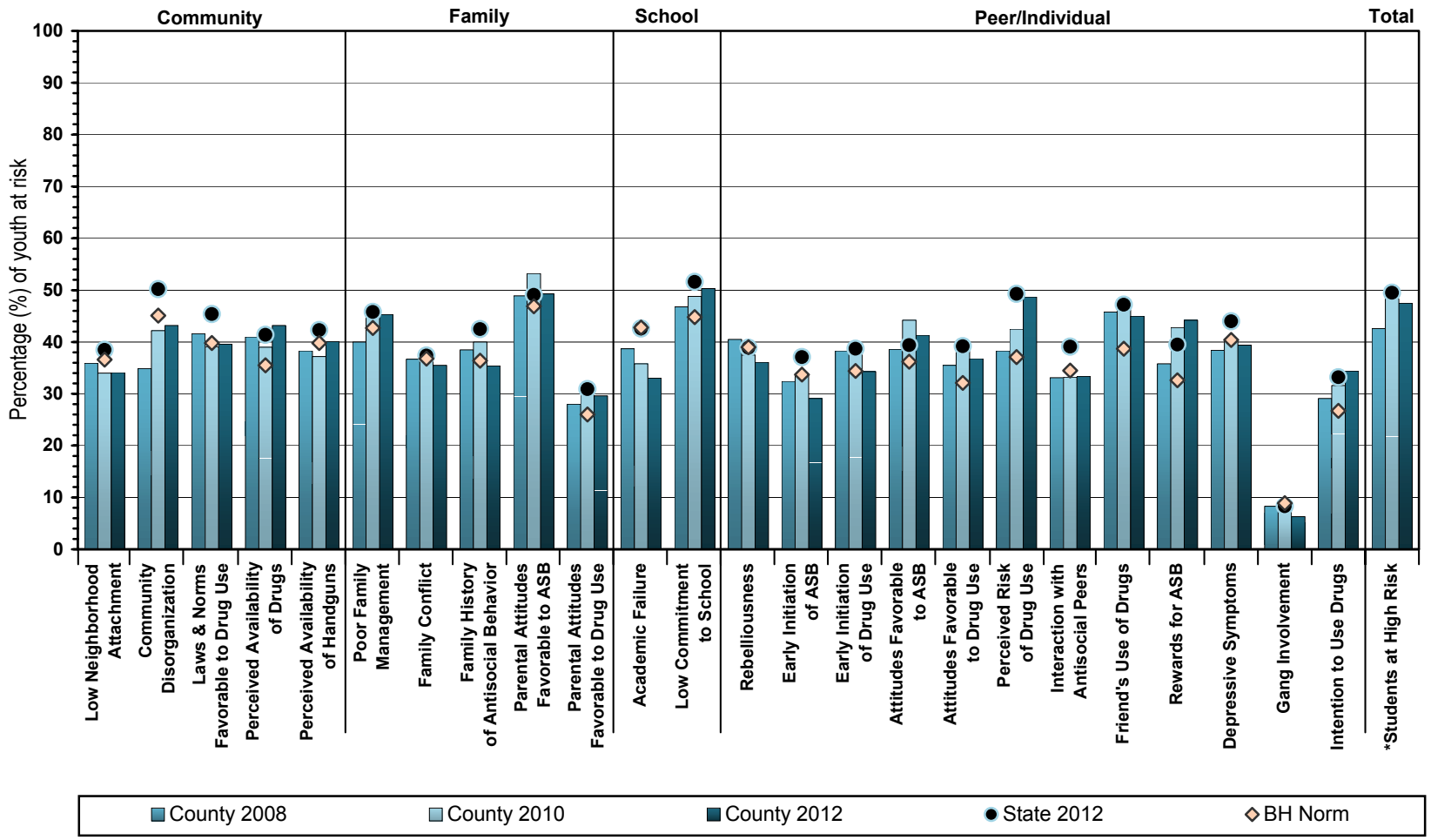
PROTECTIVE PROFILE
2012 Canadian County Student Survey, Grade 6



* High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives.
(6th grade: 4 or more protective factors; 8th, 10th, and 12th grade: 5 or more protective factors)
Since not all states use the same scales, the Bach Harrison Norm cannot be calculated for *Students with High Protection*.

Risk and Protective Factor Profiles

RISK PROFILE
2012 Canadian County Student Survey, Grade 8



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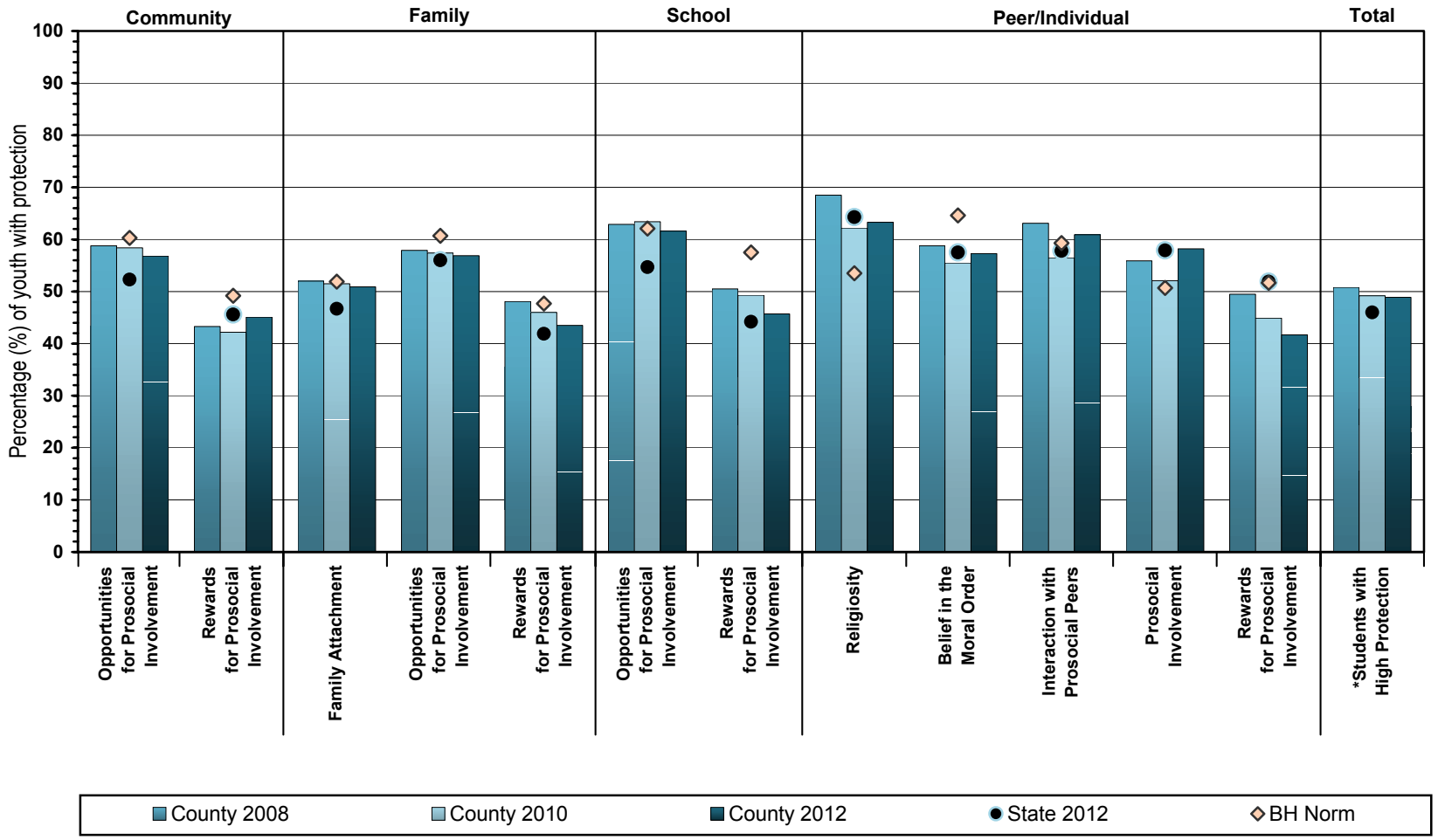
(6th grade: 7 or more risk factors, 8th grade: 8 or more risk factors, 10th and 12th grades: 9 or more risk factors.)
Since not all states use the same scales, the Bach Harrison Norm cannot be calculated for *Students at High Risk*.

Risk and Protective Factor Profiles

PROTECTIVE PROFILE
2012 Canadian County Student Survey, Grade 8



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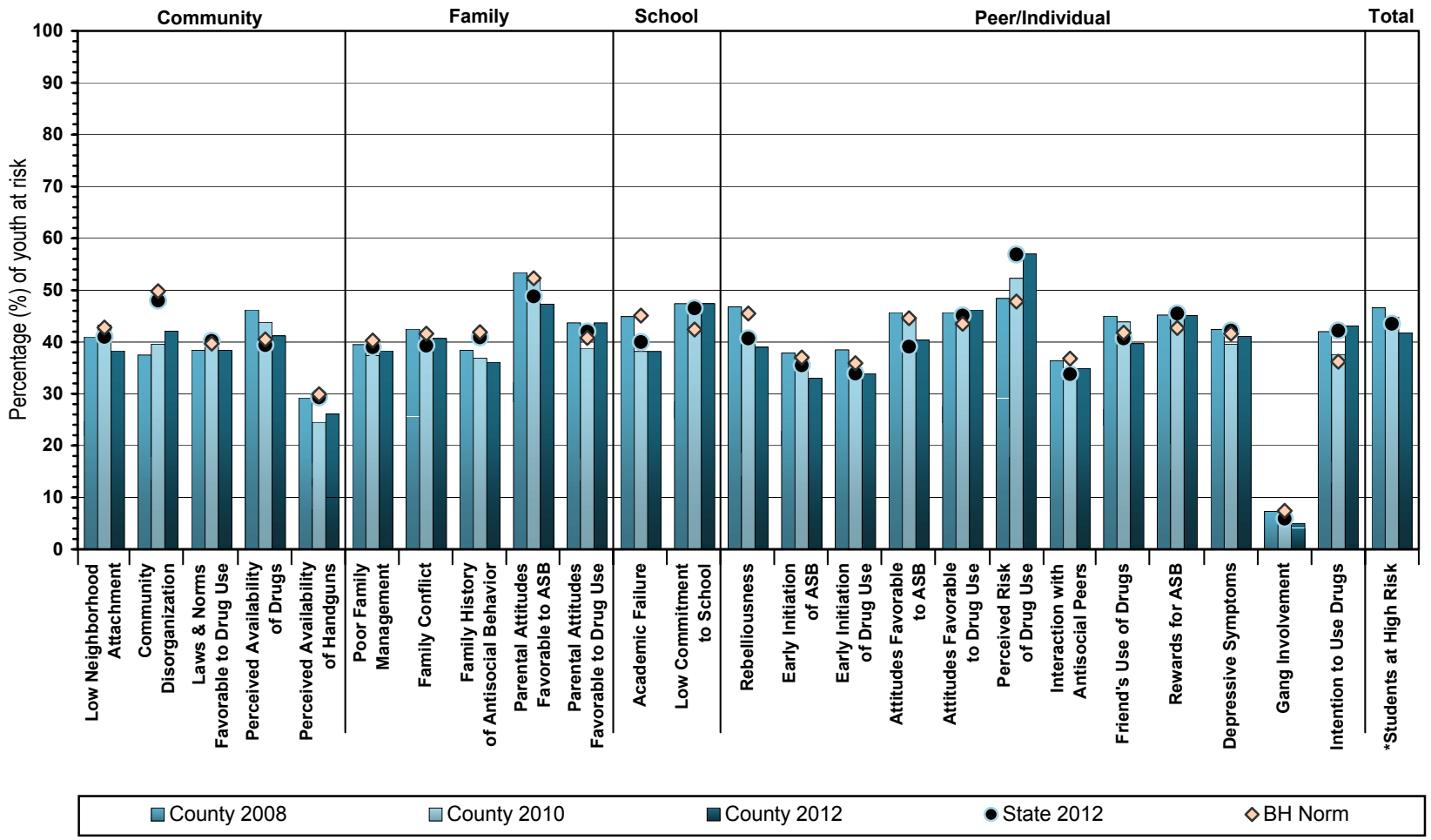
(6th grade: 4 or more protective factors; 8th, 10th, and 12th grade: 5 or more protective factors)
Since not all states use the same scales, the Bach Harrison Norm cannot be calculated for *Students with High Protection*.

Risk and Protective Factor Profiles

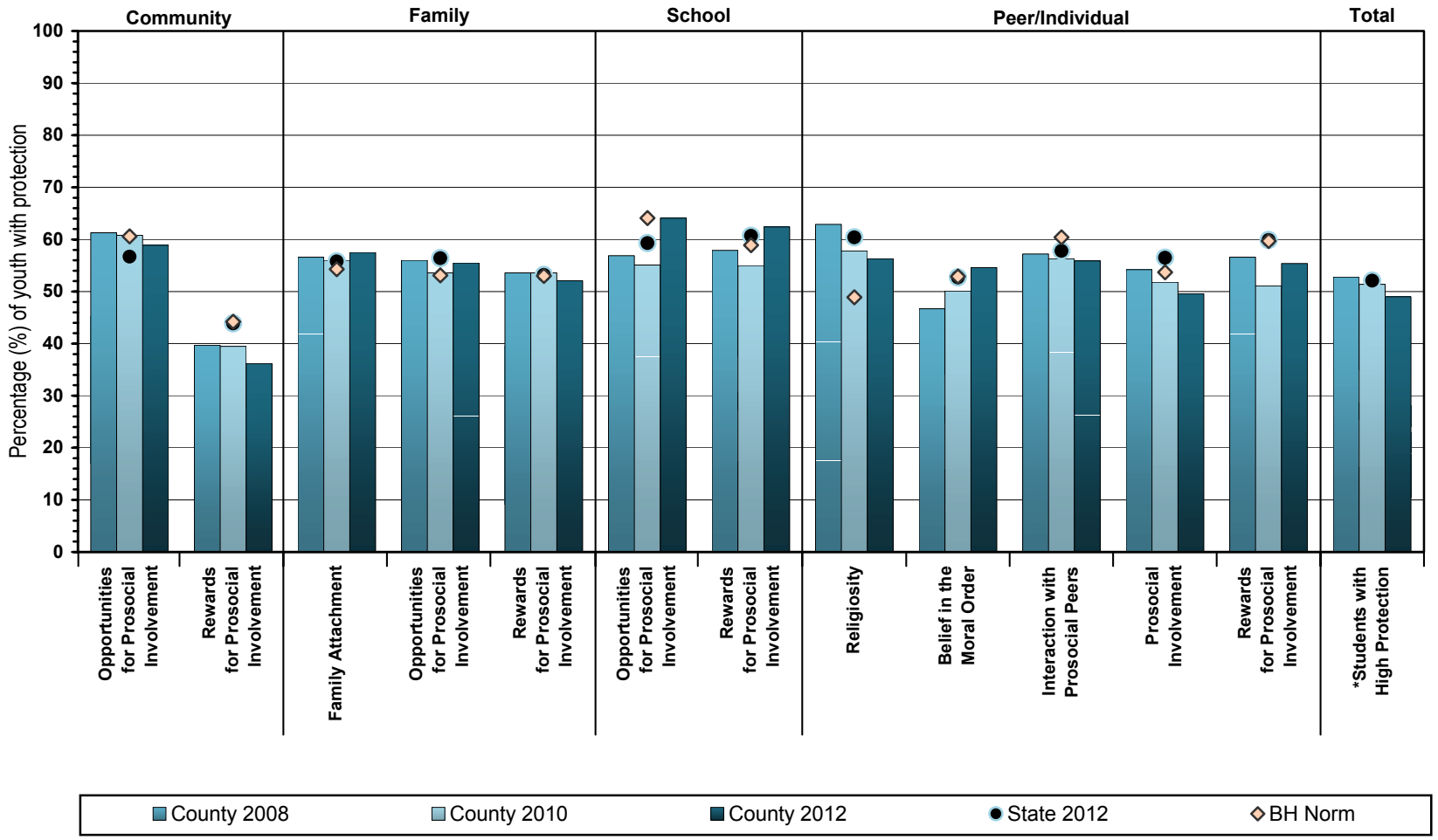
RISK PROFILE
2012 Canadian County Student Survey, Grade 10



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
(6th grade: 7 or more risk factors, 8th grade: 8 or more risk factors, 10th and 12th grades: 9 or more risk factors.)
Since not all states use the same scales, the Bach Harrison Norm cannot be calculated for *Students at High Risk*.

Risk and Protective Factor Profiles

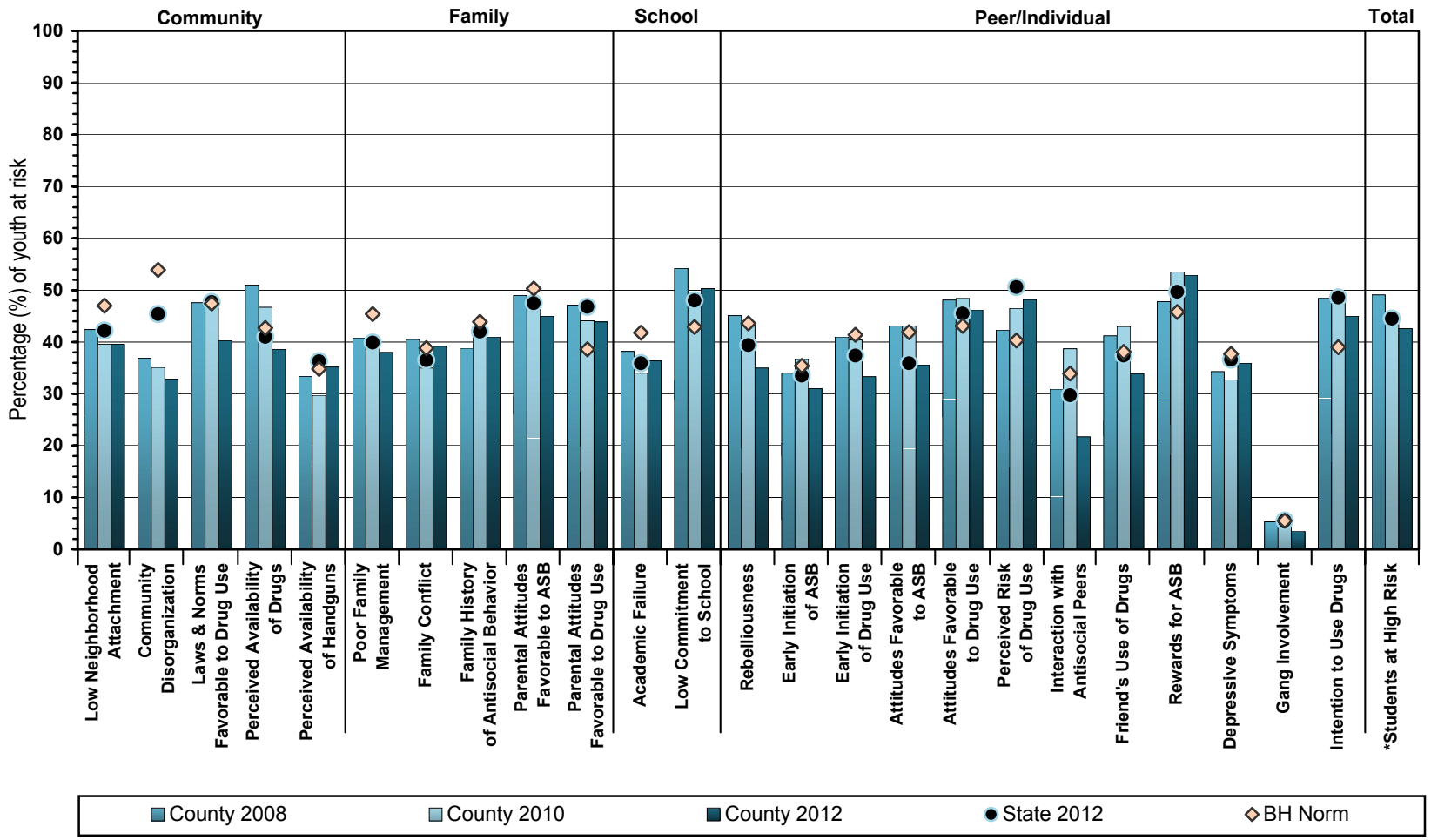
PROTECTIVE PROFILE
2012 Canadian County Student Survey, Grade 10



* High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives.
(6th grade: 4 or more protective factors; 8th, 10th, and 12th grade: 5 or more protective factors)
Since not all states use the same scales, the Bach Harrison Norm cannot be calculated for *Students with High Protection*.

Risk and Protective Factor Profiles

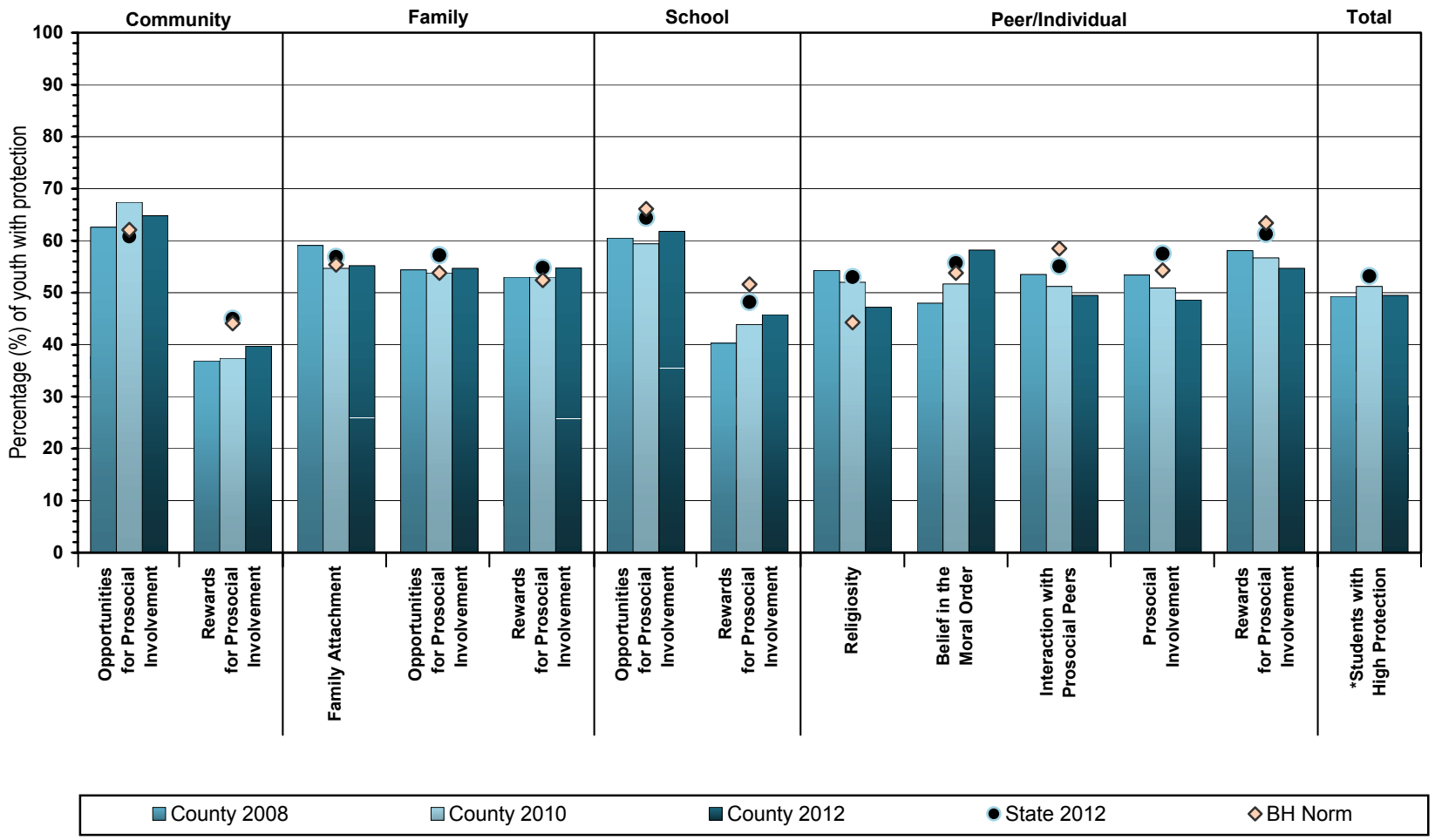
RISK PROFILE
2012 Canadian County Student Survey, Grade 12



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
(6th grade: 7 or more risk factors, 8th grade: 8 or more risk factors, 10th and 12th grades: 9 or more risk factors.)
Since not all states use the same scales, the Bach Harrison Norm cannot be calculated for *Students at High Risk*.

Risk and Protective Factor Profiles

PROTECTIVE PROFILE
2012 Canadian County Student Survey, Grade 12



* High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives.
(6th grade: 4 or more protective factors; 8th, 10th, and 12th grade: 5 or more protective factors)
Since not all states use the same scales, the Bach Harrison Norm cannot be calculated for *Students with High Protection*.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles

Community Domain Risk Factors	
Low Neighborhood Attachment	Research has shown that youth who don't like the neighborhoods in which they live are more likely to become involved in juvenile crime and drug selling.
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.
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 Prosocial 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 Prosocial Involvement	Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.
Family Domain Risk Factors	
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 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.
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.
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.
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 Prosocial 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 Prosocial 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 drugs 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.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles

School Domain Protective Factors	
Opportunities for Prosocial 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 Prosocial 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	
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.
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.
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.
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.
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.
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.
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.
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 youth problem behaviors.
Gang Involvement	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
Peer-Individual Protective Factors	
Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
Religiosity	Young people who regularly attend religious services are less likely to engage in problem behaviors.
Interaction 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.
Prosocial Involvement	Participation in positive school and community activities helps provide protection for youth.
Rewards for Prosocial Involvement	Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior.

Data Tables

Table 3. Number of Students Who Completed the Survey

Number of Youth	Grade 6					Grade 8					Grade 10					Grade 12				
	County 2008	County 2010	County 2012	State 2012	MTF*	County 2008	County 2010	County 2012	State 2012	MTF	County 2008	County 2010	County 2012	State 2012	MTF	County 2008	County 2010	County 2012	State 2012	MTF
	1,359	1,267	1,333	15,734	n/a	1,121	1,213	1,256	13,501	n/a	979	940	950	10,573	n/a	768	517	768	7,713	n/a

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

In your lifetime, on how many occasions (if any) have you… (One or more occasions)		Grade 6					Grade 8					Grade 10					Grade 12				
		County 2008	County 2010	County 2012	State 2012	MTF*	County 2008	County 2010	County 2012	State 2012	MTF	County 2008	County 2010	County 2012	State 2012	MTF	County 2008	County 2010	County 2012	State 2012	MTF
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	25.2	27.3	24.5	25.2	n/a	46.0	48.9	44.6	45.6	33.1	65.0	58.1	59.3	60.6	56.0	73.4	69.2	66.1	71.0	70.0
Cigarettes	smoked cigarettes?	11.1	11.7	11.7	13.2	n/a	28.1	28.4	25.7	27.0	18.4	42.1	38.3	36.6	35.4	30.4	49.7	49.8	46.0	45.3	40.0
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	5.6	7.0	7.0	6.7	n/a	11.9	16.4	16.0	14.0	9.7	22.8	22.9	22.2	20.3	15.6	23.7	26.3	25.4	25.6	16.9
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil)?	1.2	3.0	3.2	4.2	n/a	10.6	12.7	14.9	15.2	16.4	24.1	26.4	27.8	26.7	34.5	32.8	35.6	37.4	35.8	45.5
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	11.0	11.8	10.9	9.9	n/a	15.8	16.1	12.5	12.7	13.1	11.9	11.9	10.9	9.0	10.1	8.5	9.7	8.1	7.0	8.1
Hallucinogens	used LSD or other hallucinogens?	0.6	1.0	0.6	0.8	n/a	1.6	2.3	2.0	2.0	3.3	5.5	4.9	4.0	3.5	6.0	7.8	8.3	6.0	5.0	8.3
Cocaine	used cocaine or crack?	0.7	1.4	1.1	1.2	n/a	1.6	1.7	1.7	1.7	2.2	5.2	4.1	3.0	2.3	3.3	7.8	7.1	2.4	3.4	5.2
Methamphetamines	used methamphetamines (meth, speed, crank, crystal meth)?	0.5	0.9	0.3	0.5	n/a	1.0	1.1	0.6	1.1	1.3	2.5	2.5	2.1	1.7	2.1	3.9	4.5	2.7	2.1	2.1
Other Stimulants*	used stimulants, other than methamphetamines (such as amphetamines, Ritalin, Dexedrine) without a doctor telling you to?	1.8	1.8	1.7	0.9	n/a*	3.1	4.2	2.6	2.4	n/a*	7.6	6.0	6.4	4.3	n/a*	9.8	10.7	5.7	6.1	n/a*
Heroin or Other Opiates	used heroin or other opiates?	0.2	0.9	0.4	0.4	n/a	0.9	1.3	1.1	0.8	1.2	2.1	1.9	1.8	1.0	1.2	3.4	3.6	2.5	1.8	1.4
Sedatives*	used sedatives (tranquilizers, such as Valium or Xanax, barbiturates or sleeping pills) without a doctor telling you to take them?	5.4	5.9	4.4	4.2	n/a*	8.4	11.0	8.0	8.5	n/a*	17.7	12.8	11.7	11.0	n/a*	20.0	15.6	12.8	12.7	n/a*
Ecstasy	used MDMA ('X', 'E', or ecstasy)?	0.3	0.6	0.4	0.4	n/a	2.0	1.9	1.8	1.8	2.6	5.5	6.1	4.1	2.9	6.6	8.5	10.5	7.4	5.5	8.0
Prescription Drugs*	used prescription drugs (such as Valium, Xanax, Ritalin, Adderall, OxyContin, or sleeping pills) without a doctor telling you to take them?	5.8	4.7	5.0	4.2	n/a*	12.4	10.3	10.0	9.6	n/a*	20.7	18.1	14.7	14.0	n/a*	23.5	22.1	17.8	17.3	n/a*
Over-the-Counter Drugs*	used a non-prescription cough or cold medicine (robos, DXM, etc.) to get high and not for medical reasons?	2.3	1.9	2.0	1.7	n/a*	5.3	5.0	4.3	4.8	n/a*	9.8	8.7	6.5	6.5	n/a*	9.7	8.3	5.9	7.4	n/a*

* MTF has no equivalent for *Other Stimulants, Sedatives, Prescription Drugs* or *Over-the-Counter Drugs*. MTF does not survey 6th graders.

Data Tables

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

In the past 30 days, on how many occasions (if any) have you… (One or more occasions)		Grade 6					Grade 8					Grade 10					Grade 12				
		County 2008	County 2010	County 2012	State 2012	MTF*	County 2008	County 2010	County 2012	State 2012	MTF	County 2008	County 2010	County 2012	State 2012	MTF	County 2008	County 2010	County 2012	State 2012	MTF
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	7.8	8.7	8.4	8.4	n/a	21.0	22.8	19.9	21.0	12.7	35.6	31.7	33.4	33.1	27.2	49.9	43.1	39.0	43.7	40.0
Cigarettes	smoked cigarettes?	2.1	3.5	2.9	2.8	n/a	11.0	12.2	9.6	8.5	6.1	21.3	18.7	18.8	13.9	11.8	28.6	27.5	25.7	21.5	18.7
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	1.1	2.7	3.1	2.5	n/a	4.9	9.0	9.3	7.0	3.5	13.0	11.2	12.9	10.2	6.6	12.2	13.6	12.6	13.6	8.3
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil)?	0.4	1.3	1.0	2.1	n/a	4.3	5.6	8.1	7.9	7.2	11.2	13.7	15.9	13.4	17.6	14.6	16.6	18.2	17.8	22.6
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	4.4	4.6	4.5	4.4	n/a	5.7	5.5	5.1	4.7	3.2	1.8	2.1	1.7	2.0	1.7	1.1	2.0	0.9	1.0	1.0
Hallucinogens	used LSD or other hallucinogens?	0.1	0.4	0.0	0.3	n/a	0.6	0.8	0.7	0.8	1.0	3.2	1.0	2.1	1.1	1.4	2.6	2.6	1.7	1.4	1.6
Cocaine	used cocaine or crack?	0.2	0.4	0.4	0.4	n/a	0.4	0.5	0.9	0.6	0.8	1.7	0.9	1.4	0.7	0.7	2.3	1.6	0.7	0.7	1.1
Methamphetamines	used methamphetamines (meth, speed, crank, crystal meth)?	0.1	0.4	0.1	0.1	n/a	0.3	0.5	0.1	0.4	0.4	0.6	0.9	0.6	0.5	0.5	0.8	1.2	0.4	0.5	0.6
Other Stimulants*	used stimulants, other than methamphetamines (such as amphetamines, Ritalin, Dexedrine) without a doctor telling you to?	0.5	0.8	0.7	0.4	n/a*	1.0	1.6	1.1	1.0	n/a*	3.5	3.0	3.2	1.8	n/a*	3.4	2.8	1.6	2.4	n/a*
Heroin or Other Opiates	used heroin or other opiates?	0.1	0.6	0.2	0.1	n/a	0.1	0.3	0.4	0.3	0.4	0.6	0.7	0.7	0.4	0.4	1.3	0.6	0.5	0.6	0.4
Sedatives*	used sedatives (tranquilizers, such as Valium or Xanax, barbiturates or sleeping pills) without a doctor telling you to take them?	2.0	1.9	1.8	1.6	n/a*	3.9	4.6	4.2	4.1	n/a*	7.9	5.0	6.3	4.5	n/a*	9.0	6.9	4.9	5.3	n/a*
Ecstasy	used MDMA ('X', 'E', or ecstasy)?	0.3	0.3	0.2	0.2	n/a	1.0	0.8	0.7	0.6	0.6	3.0	2.0	1.6	0.7	1.6	3.1	2.6	2.8	1.5	2.3
Prescription Drugs*	used prescription drugs (such as Valium, Xanax, Ritalin, Adderall, OxyContin, or sleeping pills) without a doctor telling you to take them?	1.8	2.1	1.8	1.8	n/a*	5.7	4.3	4.9	4.5	n/a*	9.6	7.2	7.2	6.2	n/a*	11.3	10.3	7.0	7.2	n/a*
Over-the-Counter Drugs*	used a non-prescription cough or cold medicine (robos, DXM, etc.) to get high and not for medical reasons?	0.9	0.9	0.8	0.9	n/a*	2.3	1.4	2.0	2.1	n/a*	3.3	3.3	3.6	2.5	n/a*	2.6	3.5	0.9	2.2	n/a*

* MTF has no equivalent for *Other Stimulants, Sedatives, Prescription Drugs* or *Over-the-Counter Drugs*. MTF does not survey 6th graders.

Data Tables

Table 6. Percentage of Students With Problem ATOD Use

		Grade 6					Grade 8					Grade 10					Grade 12				
		County 2008	County 2010	County 2012	State 2012	MTF	County 2008	County 2010	County 2012	State 2012	MTF	County 2008	County 2010	County 2012	State 2012	MTF	County 2008	County 2010	County 2012	State 2012	MTF
Problem Use																					
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks? (One or more times)	4.6	4.4	5.9	5.2	n/a	10.8	13.1	11.0	12.1	6.4	21.0	20.2	22.8	20.2	14.7	33.4	29.0	26.1	28.9	21.6
1/2 Pack of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.1	0.6	0.5	0.3	n/a	1.0	1.2	1.4	1.2	0.7	2.3	4.1	4.4	2.7	1.9	3.8	9.7	6.6	5.5	4.3
Alcohol and Driving																					
Drinking and Driving	During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?	1.5	2.0	1.9	1.9	3.9	2.5	3.1	2.5	3.9	4.2	7.2	7.6	8.3	7.7	7.4	18.6	18.0	12.9	18.0	16.6
Riding with a Drinking Driver	During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?	19.3	19.6	18.4	19.5	20.7	23.2	26.1	22.2	24.0	24.9	24.5	23.8	22.0	23.8	26.3	25.3	30.5	20.8	27.4	27.5
Treatment Needs																					
Students who have used alcohol or drugs on 10 or more occasions in their lifetime and marked 3 or more of the following 6 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 feelings	Needs Alcohol Treatment	0.8	1.1	0.4	0.6	n/a	4.0	3.2	3.3	2.3	n/a	9.5	6.1	4.0	4.2	n/a	12.0	6.4	3.6	4.4	n/a
	Needs Drug Treatment	0.2	0.6	0.2	0.7	n/a	2.4	2.9	2.7	2.5	n/a	5.3	6.9	6.1	5.3	n/a	7.8	8.7	6.5	6.4	n/a
	Needs Alcohol and/or Drug Treatment	0.9	1.4	0.6	1.1	n/a	5.0	4.9	5.0	4.0	n/a	11.0	11.1	7.9	8.0	n/a	15.0	12.6	8.6	9.2	n/a

Table 7. Percentage of Students With Antisocial Behavior

How many times in the past year (12 months) have you: (One or more times)	Grade 6					Grade 8					Grade 10					Grade 12				
	County 2008	County 2010	County 2012	State 2012	BH Norm	County 2008	County 2010	County 2012	State 2012	BH Norm	County 2008	County 2010	County 2012	State 2012	BH Norm	County 2008	County 2010	County 2012	State 2012	BH Norm
Been Suspended from School	6.5	10.5	9.1	12.8	13.0	11.9	12.2	10.4	14.4	15.1	12.6	10.6	9.9	9.9	12.6	5.8	8.7	5.1	7.0	9.2
Been Drunk or High at School	2.5	4.5	3.5	4.3	3.9	6.2	8.0	7.8	9.3	7.5	12.8	15.7	14.8	14.8	15.0	15.7	16.3	14.0	17.1	17.7
Sold Illegal Drugs	0.4	1.3	0.8	1.3	2.1	1.8	3.8	2.3	3.4	2.5	7.4	8.4	6.7	5.7	6.5	9.8	10.5	5.3	7.2	7.8
Stolen or Tried to Steal a Motor Vehicle	1.3	2.2	0.8	1.6	2.9	3.3	2.9	2.8	2.6	2.3	3.1	3.3	1.5	2.2	2.6	2.4	3.8	1.5	1.9	1.9
Been Arrested	2.2	3.8	1.7	2.3	3.7	5.9	6.5	3.9	5.2	5.2	8.2	7.6	7.3	5.4	6.7	4.5	8.3	4.5	5.2	6.1
Attacked Someone with the Idea of Seriously Hurting Them	15.6	16.5	10.6	13.1	12.7	16.0	15.9	11.5	14.7	16.0	14.0	12.4	10.8	11.8	15.1	10.6	10.3	8.1	9.2	11.9
Carried a Handgun	4.1	5.2	4.6	5.0	5.7	5.2	4.3	5.1	6.3	4.8	5.8	4.7	3.8	5.1	5.2	5.3	7.4	3.6	5.5	5.2
Carried a Handgun to School	0.3	0.7	0.5	0.5	1.3	0.8	1.2	0.8	1.1	0.8	0.9	1.4	1.1	1.1	0.9	1.3	2.4	1.1	1.3	1.0

Table 8. Student Alcohol Use

If you drank ALCOHOL (beer, wine, or hard liquor) and not just a sip or taste in the last year, how did you USUALLY get it? (Choose all that apply.)	Grade 6				Grade 8				Grade 10				Grade 12			
	County 2008	County 2010	County 2012	State 2012	County 2008	County 2010	County 2012	State 2012	County 2008	County 2010	County 2012	State 2012	County 2008	County 2010	County 2012	State 2012
*Sample size**	*132*	*176*	*86*	*1,557*	*325*	*404*	*336*	*3,542*	*436*	*397*	*382*	*4,280*	*427*	*297*	*400*	*4,183*
I bought it myself with a fake ID	3.0	4.5	4.7	4.0	2.5	1.7	1.5	2.7	1.1	4.3	4.5	2.8	3.7	5.1	5.5	4.1
I bought it myself without a fake ID	4.5	5.7	5.8	3.5	4.0	3.0	4.5	3.5	13.5	13.1	9.4	5.3	10.3	15.8	13.2	8.4
I got it from someone I know age 21 or older	31.1	35.2	33.7	32.9	36.9	42.3	40.8	41.8	50.0	53.4	55.2	55.0	63.2	67.3	60.5	67.3
I got it from someone I know under age 21	14.4	18.8	16.3	17.0	29.5	28.5	25.3	24.1	31.9	36.5	27.7	28.7	24.4	29.6	29.8	25.5
I got it from my brother or sister	12.1	14.2	5.8	10.4	12.0	10.4	10.7	12.4	10.8	13.1	9.9	10.9	10.5	11.1	11.0	11.4
I got it from home with my parents' permission	26.5	31.2	37.2	29.9	24.9	22.3	27.7	23.9	17.0	16.9	20.2	18.4	18.0	17.5	17.2	18.4
I got it from home without my parents' permission	23.5	21.6	18.6	21.8	28.6	30.4	33.9	27.6	18.1	23.7	19.6	20.8	11.9	13.1	10.2	12.4
I got it from another relative	13.6	15.9	18.6	18.0	13.8	11.9	14.0	15.3	10.1	11.8	8.6	13.2	8.2	8.4	8.0	11.2
A stranger bought it for me	1.5	5.1	3.5	4.0	2.8	4.2	5.4	4.6	5.3	8.6	7.3	7.0	5.2	8.1	5.2	7.3
I took it from a store or shop	2.3	4.0	3.5	3.3	3.7	1.7	3.0	2.8	2.8	3.3	3.1	2.2	1.6	3.0	2.0	1.6
I got it at a bar or restaurant**	n/a	6.2	2.3	4.5	n/a	3.2	3.0	3.1	n/a	4.8	3.1	3.3	n/a	9.4	6.2	6.6
Other	35.6	34.7	24.4	29.5	25.2	28.5	25.3	28.0	24.8	29.7	23.8	23.8	22.2	22.2	21.0	19.1
During the last 12 months, how often (if ever) have you used ALCOHOL (beer, wine, or hard liquor) in each of the following places?	Grade 6				Grade 8				Grade 10				Grade 12			
	County 2008	County 2010	County 2012	State 2012	County 2008	County 2010	County 2012	State 2012	County 2008	County 2010	County 2012	State 2012	County 2008	County 2010	County 2012	State 2012
*Sample size**	*129*	*199*	*122*	*1,949*	*317*	*435*	*390*	*3,981*	*416*	*412*	*395*	*4,546*	*417*	*296*	*398*	*4,182*
At your home.	73.6	59.8	64.8	62.9	72.2	65.3	61.8	62.6	60.3	58.3	58.7	56.2	58.3	61.1	61.6	58.2
At friends' houses.	41.9	45.7	37.7	44.7	63.7	63.2	65.4	64.8	77.2	81.6	78.7	76.7	85.9	85.5	84.2	82.6
At a school dance, a game, or other event.	12.4	14.6	15.6	15.6	11.4	20.2	17.7	16.6	16.8	21.4	21.3	20.0	17.5	18.9	13.6	21.5
At school during the day.	3.1	3.5	9.8	7.2	6.9	7.6	10.8	10.2	12.0	16.0	14.7	13.1	10.8	11.1	9.5	13.0
Near school.	10.9	12.1	10.7	11.7	12.0	15.9	15.1	14.9	17.1	22.8	14.7	16.5	17.7	18.6	14.8	17.8
In a car.	17.8	17.1	18.0	17.5	24.6	27.8	26.9	28.0	34.4	51.0	36.5	37.8	35.5	44.6	38.2	41.9
At a party.	50.4	48.2	49.2	44.2	51.7	52.6	47.9	52.4	67.5	67.2	66.1	66.6	74.3	79.4	71.9	75.7
At a park or beach.	15.5	21.1	23.0	19.5	14.2	26.0	24.1	24.5	22.6	33.5	27.3	24.9	20.9	32.1	27.6	28.8
At a bar or restaurant.**	n/a	23.1	19.7	18.4	n/a	17.7	14.6	15.0	n/a	15.5	13.2	14.2	n/a	26.0	16.3	20.5

* Sample size represents the number of youth who obtained alcohol from at least one source. Students indicating they did not drink alcohol in the past year are not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

** *I got it at a bar or restaurant* and *At a bar or restaurant* were introduced in the 2010 OPNA.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 6					Grade 8					Grade 10					Grade 12				
	County 2008	County 2010	County 2012	State 2012	BH Norm	County 2008	County 2010	County 2012	State 2012	BH Norm	County 2008	County 2010	County 2012	State 2012	BH Norm	County 2008	County 2010	County 2012	State 2012	BH Norm
Community Domain																				
Low Neighborhood Attachment	43.6	39.5	46.4	49.4	47.0	35.9	34.0	34.1	38.5	36.6	41.0	43.3	38.3	41.0	42.8	42.4	39.6	39.6	42.2	47.0
Community Disorganization	33.0	36.5	34.0	44.2	39.0	34.9	42.2	43.2	50.2	45.1	37.5	39.6	42.1	48.0	49.8	36.9	35.1	32.8	45.4	53.9
Laws & Norms Favorable to Drug Use	39.1	40.8	42.3	44.2	42.4	41.6	39.1	39.6	45.4	39.8	38.4	40.3	38.4	40.2	39.7	47.6	46.6	40.3	47.7	47.4
Perceived Availability of Drugs	47.9	50.8	49.9	44.9	45.1	41.0	39.0	43.2	41.4	35.5	46.2	43.8	41.2	39.4	40.5	51.0	46.7	38.6	41.0	42.7
Perceived Availability of Handguns	27.9	28.0	28.4	29.3	25.4	38.3	37.2	40.1	42.3	39.8	29.2	24.5	26.1	29.3	29.9	33.4	29.7	35.2	36.3	34.8
Family Domain																				
Poor Family Management	49.8	51.8	52.6	53.8	49.8	40.0	44.9	45.3	45.8	42.7	39.5	37.4	38.3	39.0	40.3	40.8	39.1	38.0	39.9	45.4
Family Conflict	42.5	43.5	40.5	42.5	43.2	36.7	36.9	35.5	37.4	36.8	42.5	39.6	40.7	39.3	41.6	40.5	35.0	39.2	36.5	38.8
Family History of Antisocial Behavior	40.1	46.8	43.1	45.2	45.9	38.5	40.0	35.4	42.5	36.4	38.4	36.9	36.1	40.9	41.9	38.8	41.7	41.0	42.0	43.9
Parental Attitudes Favorable to ASB	36.7	42.9	40.8	39.5	36.3	48.9	53.2	49.3	49.1	46.9	53.4	51.9	47.3	48.8	52.3	49.0	47.6	45.0	47.5	50.3
Parental Attitudes Favorable to Drug Use	14.2	17.8	15.0	16.7	15.8	28.0	30.6	29.6	30.9	26.0	43.7	38.8	43.7	42.0	40.8	47.1	44.1	43.9	46.8	38.6
School Domain																				
Academic Failure	31.8	34.2	30.1	36.6	41.3	38.7	35.8	33.0	42.6	42.8	44.9	38.2	38.2	40.0	45.1	38.2	34.0	36.4	35.9	41.8
Low Commitment to School	45.9	49.6	51.9	52.5	48.5	46.8	48.8	50.3	51.6	44.8	47.4	46.8	47.4	46.5	42.4	54.2	49.2	50.3	48.0	42.9
Peer-Individual Domain																				
Rebelliousness	37.3	37.4	32.8	36.1	38.4	40.5	37.5	36.1	38.9	39.0	46.8	41.3	39.0	40.7	45.5	45.1	43.4	35.0	39.4	43.6
Early Initiation of ASB	24.8	27.9	24.2	29.2	28.1	32.4	33.6	29.1	37.1	33.7	37.9	36.9	33.0	35.5	37.0	34.0	36.8	31.0	33.5	35.4
Early Initiation of Drug Use	32.3	32.6	29.9	30.6	31.0	38.3	39.4	34.3	38.7	34.4	38.5	35.0	33.9	33.9	35.9	41.0	40.4	33.3	37.4	41.4
Attitudes Favorable to ASB	44.9	50.8	51.4	47.8	43.5	38.6	44.2	41.3	39.4	36.2	45.7	44.7	40.4	39.1	44.6	43.1	43.1	35.6	35.9	41.9
Attitudes Favorable to Drug Use	19.9	23.9	24.4	24.4	23.1	35.5	38.8	36.8	39.2	32.1	45.7	44.1	46.2	45.1	43.5	48.1	48.4	46.2	45.5	43.1
Perceived Risk of Drug Use	44.3	49.7	56.4	53.6	49.1	38.3	42.5	48.7	49.3	37.1	48.4	52.3	57.0	56.9	47.8	42.3	46.5	48.2	50.6	40.3
Interaction with Antisocial Peers	33.1	42.5	45.0	46.9	45.7	33.1	33.2	33.4	39.1	34.5	36.4	33.4	34.9	33.8	36.8	30.9	38.7	21.7	29.7	33.9
Friend's Use of Drugs	22.5	27.8	24.8	28.6	27.4	45.8	46.2	45.0	47.2	38.7	45.0	43.9	39.7	40.7	41.8	41.2	43.0	33.9	37.4	38.1
Rewards for ASB	28.8	33.6	36.4	32.4	30.5	35.8	42.8	44.2	39.5	32.6	45.2	45.2	45.1	45.5	42.7	47.8	53.5	52.9	49.7	45.8
Depressive Symptoms	39.5	36.7	33.6	40.4	37.6	38.4	40.6	39.4	44.0	40.4	42.4	39.6	41.1	42.2	41.6	34.3	32.7	35.9	36.6	37.7
Gang Involvement	5.6	6.3	6.7	7.3	7.8	8.3	7.5	6.3	8.3	8.9	7.3	7.0	5.0	5.9	7.4	5.3	6.6	3.5	5.5	5.5
Intention to Use Drugs	49.4	49.9	52.7	47.6	40.5	29.1	31.6	34.4	33.2	26.7	42.0	37.6	43.1	42.2	36.2	48.4	49.3	45.0	48.6	39.0
Total Risk																				
Students at High Risk*	44.8	52.1	48.8	51.0	n/a	42.6	48.3	47.5	49.5	n/a	46.6	44.8	41.8	43.5	n/a	49.1	43.4	42.6	44.5	n/a

* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (6th grade: 7 or more risk factors, 8th grade: 8 or more risk factors, 10th &12th grades: 9 or more risk factors.) Since not all states use the same scales, the Bach Harrison Norm cannot be calculated for *Students at High Risk*.

Data Tables

Table 10. Percentage of Students Reporting Protection

Protective Factor	Grade 6					Grade 8					Grade 10					Grade 12				
	County 2008	County 2010	County 2012	State 2012	BH Norm	County 2008	County 2010	County 2012	State 2012	BH Norm	County 2008	County 2010	County 2012	State 2012	BH Norm	County 2008	County 2010	County 2012	State 2012	BH Norm
Community Domain																				
Opportunities for Prosocial Involvement	49.8	46.5	50.8	44.8	50.2	58.8	58.4	56.8	52.3	60.3	61.3	60.8	58.9	56.7	60.6	62.6	67.4	64.8	60.8	62.1
Rewards for Prosocial Involvement	45.6	44.0	44.0	44.3	46.2	43.3	42.2	45.1	45.6	49.2	39.7	39.5	36.2	43.9	44.2	36.9	37.4	39.7	45.0	44.1
Family Domain																				
Family Attachment	53.8	51.1	50.5	49.8	53.0	52.0	51.5	50.9	46.7	51.9	56.6	56.0	57.5	55.8	54.3	59.1	54.7	55.2	56.9	55.4
Opportunities for Prosocial Involvement	57.4	53.3	53.9	54.4	58.6	57.9	57.4	56.9	56.0	60.7	56.0	53.6	55.5	56.4	53.1	54.4	53.8	54.7	57.2	53.8
Rewards for Prosocial Involvement	52.3	50.8	48.4	47.8	52.9	48.1	46.0	43.5	41.9	47.7	53.6	53.6	52.1	53.2	53.0	53.0	53.0	54.8	54.8	52.4
School Domain																				
Opportunities for Prosocial Involvement	46.9	44.9	45.3	45.0	48.5	62.9	63.4	61.6	54.7	62.1	56.9	55.1	64.1	59.3	64.1	60.5	59.4	61.8	64.4	66.1
Rewards for Prosocial Involvement	48.1	43.5	37.9	42.9	50.7	50.5	49.3	45.7	44.2	57.5	57.9	55.0	62.4	60.7	58.9	40.3	43.9	45.8	48.2	51.6
Peer-Individual Domain																				
Religiosity	55.3	49.2	51.4	48.6	50.9	68.5	62.2	63.3	64.3	53.5	62.9	57.8	56.3	60.4	48.9	54.3	52.0	47.2	53.0	44.3
Belief in the Moral Order	56.7	50.8	50.0	50.9	57.9	58.8	55.5	57.3	57.5	64.6	46.7	50.1	54.6	52.7	52.9	48.0	51.7	58.2	55.7	53.8
Interaction with Prosocial Peers	53.5	51.8	50.4	50.4	51.0	63.1	56.5	60.9	57.8	59.3	57.2	56.3	55.9	57.8	60.4	53.5	51.2	49.5	55.1	58.5
Prosocial Involvement	53.0	51.2	54.2	53.6	52.2	55.9	52.1	58.2	57.9	50.7	54.2	51.8	49.6	56.5	53.7	53.4	50.9	48.6	57.5	54.3
Rewards for Prosocial Involvement	44.3	42.9	37.5	45.4	45.7	49.5	44.9	41.7	51.9	51.7	56.6	51.1	55.4	59.9	59.7	58.1	56.7	54.7	61.3	63.4
Total Protection																				
Students with High Protection*	56.2	54.9	48.4	51.3	n/a	50.8	49.2	48.9	46.0	n/a	52.8	51.4	49.0	52.1	n/a	49.3	51.2	49.5	53.2	n/a

* High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th grade: 4 or more protective factors; 8th, 10th, and 12th grade: 5 or more protective factors) Since not all states use the same scales, the Bach Harrison Norm cannot be calculated for *Students with High Protection*.

Data Tables

Table 11. Drug Free Communities Report

Outcome	Definition	Substance	Grade 6		Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk* *(People are at Moderate or Great Risk of harming themselves if they...)*	drink 1 or two drinks nearly every day	Alcohol	60.1	1,257	57.2	1,212	58.9	883	58.8	757	52.6	1,957	64.8	2,052
	smoke 1 or more packs of cigarettes per day	Cigarettes	83.4	1,270	87.6	1,222	89.5	887	89.7	757	85.7	1,975	88.7	2,066
	smoke marijuana regularly	Marijuana	86.2	1,230	80.8	1,181	70.0	867	64.6	752	71.9	1,925	82.4	2,009
Perception of Parent Disapproval* *(Parents feel it would be Wrong or Very Wrong to...)*	drink beer, wine, or hard liquor regularly	Alcohol	96.1	1,053	90.4	1,162	81.5	816	76.0	734	86.7	1,783	88.4	1,897
	smoke cigarettes	Cigarettes	98.2	1,025	95.5	1,145	87.5	800	83.5	723	92.3	1,743	92.1	1,864
	smoke marijuana	Marijuana	99.1	1,007	95.7	1,122	91.3	801	92.6	715	94.2	1,716	95.9	1,844
Perception of Peer Disapproval* *(I think it is Wrong or Very Wrong for someone my age to...)*	drink beer, wine, or hard liquor regularly	Alcohol	93.7	1,297	81.5	1,241	66.1	920	61.5	755	75.3	2,011	81.5	2,099
	smoke cigarettes	Cigarettes	95.4	1,290	83.4	1,232	72.4	914	61.0	756	79.6	1,998	81.8	2,092
	smoke marijuana	Marijuana	97.4	1,277	85.6	1,230	74.9	917	69.5	752	81.4	1,992	86.5	2,084
Past 30-Day Use*	at least one use in the past 30 days	Alcohol	8.4	1,279	19.9	1,227	33.4	878	39.0	754	23.6	1,973	21.2	2,065
		Cigarettes	2.9	1,205	9.6	1,213	18.8	857	25.7	744	13.3	1,909	11.6	2,020
		Marijuana	1.0	1,271	8.1	1,230	15.9	880	18.2	754	10.2	1,975	8.6	2,062
Average Age of Onset**														
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
(How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	27.3	1,317	44.8	1,250	60.2	919	65.5	760	46.7	2,030	45.6	2,115
		Average age:	10.7 years		11.9 years		13.4 years		14.8 years		12.6 years		13.1 years	
	smoked a cigarette, even just a puff?	Cigarettes	12.7	1,312	27.4	1,247	39.5	924	48.8	760	29.8	2,028	28.3	2,113
		Average age:	10.8 years		12.1 years		13.0 years		14.2 years		12.6 years		13.0 years	
	smoked marijuana?	Marijuana	2.5	1,319	14.2	1,248	31.4	926	37.3	762	19.7	2,037	16.9	2,116
		Average age:	11.2 years		12.7 years		13.8 years		15.3 years		13.8 years		14.2 years	

* For Past 30-Day Use, Perception of Risk, and Perception of Parental/Peer Disapproval, the "Sample" column represents the sample size - the number of people who answered the question and whose responses were used to determine the percentage. The "Percent" column represents the percentage of youth in the sample answering the question as specified in the definition.

** For Average Age of Onset, the "Sample" column represents the overall sample size: the total number of people that responded to the questions about Age of Onset. This includes responses that are not used to calculate the average age of onset (i.e., youth that have never used alcohol, tobacco, and marijuana). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community. Male and female data are only displayed if the number participating meets the cutoff.

Table 12. Additional Data for Prevention Planning - Safety, Violence, and Gangs

		Grade 6				Grade 8				Grade 10				Grade 12			
		County 2008	County 2010	County 2012	State 2012	County 2008	County 2010	County 2012	State 2012	County 2008	County 2010	County 2012	State 2012	County 2008	County 2010	County 2012	State 2012
Safety																	
I feel safe at my school	YES! or yes	86.2	85.0	80.1	80.1	81.7	84.7	80.1	76.4	77.9	77.3	83.3	78.2	79.7	86.2	86.8	83.8
I feel safe in my neighborhood	YES! or yes	80.8	84.4	82.7	76.6	83.1	83.5	84.7	79.0	86.5	82.3	85.2	80.9	87.7	87.3	87.8	83.5
Verbal and Physical Violence																	
What are the chances you would be seen as cool if you defended someone who was being verbally abused at school?	No or very little chance	14.5	14.6	17.4	16.1	15.1	18.0	18.0	15.2	13.6	18.7	17.5	14.2	16.7	15.6	13.9	14.4
How wrong do you think it is for someone your age to pick a fight with someone?	Not wrong at all	4.8	5.6	6.1	4.7	8.9	10.2	8.7	8.3	9.1	9.5	7.7	7.0	6.4	7.7	4.2	5.0
How wrong do you think it is for someone your age to attack someone with the idea of seriously hurting them?	Not wrong at all	2.4	1.8	2.5	2.5	5.1	3.9	2.5	3.9	5.0	6.0	4.6	3.9	2.9	3.0	2.4	3.1
How many times in the past year (12 months) have you attacked someone with the idea of seriously hurting them?	At least one time in the past year	15.6	16.5	10.6	13.1	16.0	15.9	11.5	14.7	14.0	12.4	10.8	11.8	10.6	10.3	8.1	9.2
It is all right to beat up people if they start the fight.	YES! or yes	37.0	44.6	42.8	42.3	52.7	57.8	54.6	55.2	60.7	57.7	53.8	55.0	54.0	52.3	48.0	49.0
How wrong do your parents feel it would be for you to pick a fight with someone?	Not wrong at all	3.1	3.7	3.3	3.1	5.5	4.2	4.5	5.5	4.6	4.4	4.2	4.2	3.1	3.7	2.5	3.8
Gang Involvement																	
Have you ever belonged to a gang?	No	92.6	92.0	91.7	91.1	89.4	90.6	92.3	89.9	90.6	91.3	93.2	92.6	92.7	91.0	95.6	92.8
	No, but would like to	1.8	1.7	1.6	1.5	2.3	2.0	1.4	1.8	2.1	1.7	1.8	1.5	2.0	2.4	0.9	1.7
	Yes, in the past	4.0	4.6	4.1	4.4	5.0	4.8	3.3	4.5	4.1	4.4	2.7	3.3	2.5	3.6	1.7	2.8
	Yes, belong now	1.1	1.4	2.2	2.4	2.8	2.3	2.7	3.2	2.9	2.1	2.1	2.4	2.7	2.6	1.7	2.3
	Yes, but would like to get out	0.4	0.3	0.4	0.5	0.5	0.3	0.3	0.5	0.3	0.5	0.2	0.2	0.1	0.4	0.0	0.4

Regional Prevention Contacts

Cherokee Nation Behavioral Health Services RPC
918-207-4977
Serves Adair, Cherokee, Sequoyah, and Wagoner Counties

Eagle Ridge Institute RPC
405-840-1359
Serves Oklahoma County

Gateway to Prevention and Recovery RPC
405-275-3391
Serves Lincoln, Okfuskee, Pottawatomie, and Seminole Counties

Neighbors Building Neighborhoods of Muskogee RPC
918-616-6833
Serves Atoka, Coal, Haskell, Latimer, and Pittsburg Counties

Neighbors Building Neighborhoods of Muskogee RPC
918-683-4600
Serves Hughes, McIntosh, Muskogee Counties

Northwest Center for Behavioral Health RPC
580-571-3240
Serves Beaver, Cimarron, Ellis, Harper, Texas, Woods, and Woodward Counties

OSU Seretean Wellness Center, PaNOK RPC
405-624-2220
Serves Kay, Noble, Osage, Payne, and Pawnee Counties

OSU Seretean Wellness Center, Tri-County RPC
918-756-1248
Serves Creek and Okmulgee Counties

OU Southwest Prevention Center RPC
405-325-4282
Serves Cleveland and McClain Counties

PreventionWorkz RPC
580-234-1046
Serves Alfalfa, Garfield, Grant, Kingfisher, Logan, and Major Counties

Red Rock West RPC
580-323-6021
Serves Beckham, Blaine, Caddo, Custer, Dewey, Greer, Kiowa, Roger Mills, and Washita Counties

Red Rock West RPC - Satellite Office
405-354-1928
Serves Canadian and Grady Counties

ROCMND Area Youth Services RPC
918-256-7518
Serves Craig, Delaware, Mayes, Nowata, Ottawa, Rogers, and Washington Counties

Southern Oklahoma Interlocal Cooperative RPC
580-286-3344
Serves Choctaw, Leflore, McCurtain, and Pushmataha Counties

Tulsa City-County Health Department RPC
918-595-4274
Serves Tulsa County

Wichita Mountains Prevention Network - Ardmore RPC
580-490-9021
Serves Bryan, Carter, Garvin, Johnston, Love, Marshall, Murray, and Pontotoc Counties

Wichita Mountains Prevention Network - Lawton RPC
580-355-5246
Serves Comanche, Cotton, Harmon, Jackson, Jefferson, Stephens, and Tillman Counties

Contacts for Prevention

State Contacts

Oklahoma Department of Mental Health and Substance Abuse Services
405-522-3619
www.odmhsas.org

Oklahoma Department of Mental Health and Substance Abuse Services
2Much2Lose (2M2L)/Students Against Destructive Decisions (SADD)
405-522-2700

Oklahoma Prevention Resource Center
405-522-3810
www.odmhsas.org/resourcecenter

Oklahoma Commission on Children and Youth
405-606-4900

Oklahoma Department of Education
405-521-2106

Oklahoma Department of Health, Tobacco Use Prevention
405-271-3619

Oklahoma Institute for Child Advocacy
405-236-5437

Oklahoma Turning Point Initiative
405-271-6127

Students Working Against Tobacco (SWAT)
405-271-3619

National Contacts and Resources

Center for Substance Abuse Prevention (CSAP)
www.samhsa.gov/prevention/

Office of Juvenile Justice and Delinquency Prevention
www.ojjdp.ncjrs.org

Substance Abuse and Mental Health Services Administration (SAMHSA)
Prevention Platform
www.pmrts.samhsa.gov/PrevResources/

Social Development Research Group
University of Washington
www.sdrg.org

National Clearinghouse for Alcohol & Drug Information
www.ncadi.samhsa.gov

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