

Interpreting the Oklahoma Prevention Needs Assessment (OPNA) Data

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Objective



Data interpretation

- ❖ Enhance skills in interpreting data from the OPNA profile report

- ✓ Use data and incorporate information in strategic planning to improve outcomes

- ### Main goal: Have all attendees leave the training feeling confident in using OPNA data to further explore their findings and understand the implications for the community

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Data interpretation: Meaning making sense of the information presented in the OPNA profile report. It answers the question: “What does this information tell me about the participant/participant’s behaviors in my community”?

For data to be useful, they need to be processed and summarized to become meaningful as they relate to your program. We are not going to go over the definition of every indicator, but rather focus on the concept of interpreting the presented data.

After today, we want you to be able to take the data provided and look at them in the context of the questions that you need to answer that is relevant to your community.

Making Use of Data

How is OPNA data being used in your community?



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First, I would like to hear how OPNA data is being used in your program or your community. Besides using it as a grant reporting requirement, what are some examples where OPNA data is being used?

(e.g. Drug Free Communities program)

Making Use of Data

OPNA data are being used at different types of organization including community, district, and school.

- Inform policies and plans
- Raise additional resources
- Strengthen programs and improve results
- Ensure accountability and reporting
- Improve quality of services provided
- Contribute to lessons learned

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To make use of the data we collect, first we must know the purpose of doing the survey. Can someone tell me what is the purpose of the OPNA survey?

- Assess students' involvement in a specific set of problem behaviors
- Assess their exposure to a set of risk and protective factors That influence the likelihood of school dropout, substance abuse, violence and delinquency, academic success, and positive mental health.

- Using high quality information is important to make informed decisions. The information can be used as input for resource and policy decisions, such as targeting interventions or prevention services within the state and to assist communities and schools in developing strategic prevention planning based on local needs.
- The data can be used by schools to establish school and district-level prevention plans and complete proposal for discretionary and federal funds.

OPNA Profile Report

Different sections of the report

1. Introduction
2. Understanding the charts and tables
3. Weighting procedures
4. The Risk and Protective Factor Model of Prevention
5. Building a Strategic Prevention Framework
6. Charts
7. Risk and protective scale definitions
8. Data tables
9. Appendix and contacts



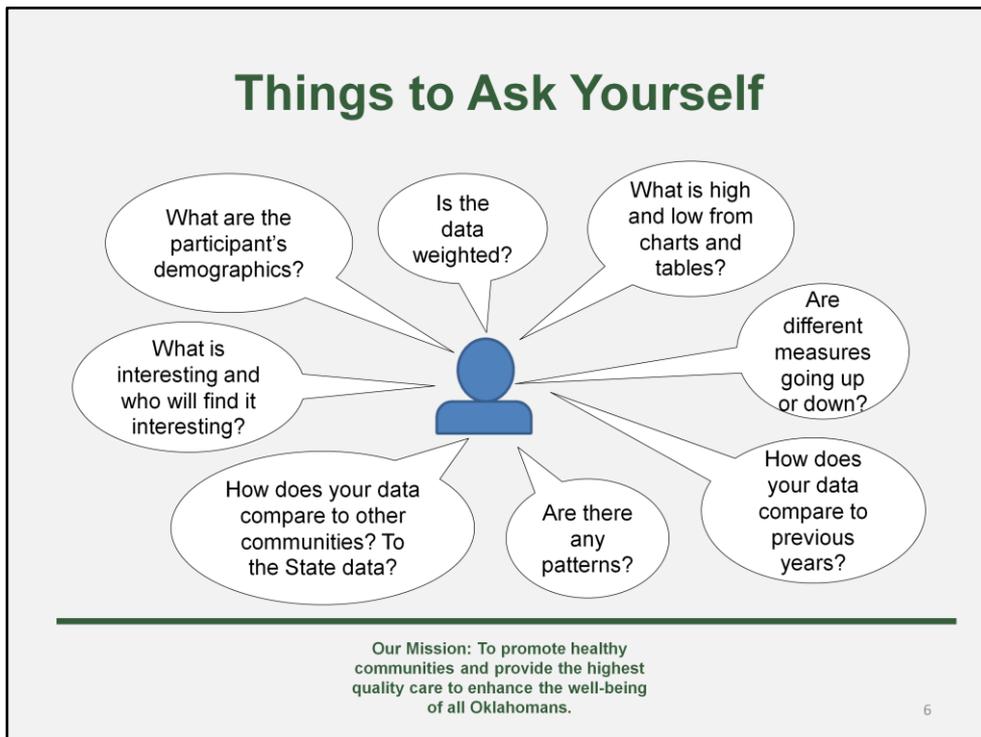
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Show of hands, how many read all sections of the report? Be honest!

It is important to read all sections because they provide a better understanding of the definition and purpose of data presented in the report.



There are couple of things to keep in mind as you are looking through the information presented in the profile report.

- What are the participant's demographics?
- Is the data weighted in the table/chart? What does it mean when data is weighted? Meaning data were adjusted so that it is representative of the population where data was collected.
- What information presented is high and what is low?
- Is it going up or down?
- How does your data compare to previous years?
- Are there any patterns?
- How does your data compare to data from similar communities? And to State data?
- What is so interesting about this data and who will find it interesting?

This last question will help you in identifying your audience and translating your data for distributing, which we will have a separate session for in the near future.

A Closer Look at Data

- ❖ Objectively review the current data
- Let's examine Table 1 from County A:



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Begin with the current's year data.

A Closer Look at Data

Table 1. Characteristics of participants

	County 2012		County 2014		County 2016		State 2016	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Students by grade								
6	1,333	30.9	1,302	31.2	1,402	32.1	13,585	27.6
8	1,256	29.2	1,164	27.9	1,267	29.0	14,721	30.0
10	950	22.1	1,052	25.2	1,071	24.5	12,220	24.9
12	768	17.8	650	15.6	630	14.4	8,613	17.5
Total	4,307	100.0	4,168	100.0	4,370	100.0	49,139	100.0
Students by gender*								
Male	2,067	49.2	2,044	49.2	2,130	49.1	24,088	49.4
Female	2,134	50.8	2,112	50.8	2,206	50.9	24,664	50.6
Students by race/ethnicity*								
American Indian or Alaskan Native	568	12.3	654	12.8	622	11.6	11,832	18.9
Asian	182	3.9	214	4.2	228	4.3	1,650	2.6
Black, or African American	329	7.1	293	5.8	347	6.5	6,059	9.7
Hispanic or Latino	518	11.2	568	11.2	692	12.9	8,643	13.8
Native Hawaiian or Pacific Islander	48	1.0	55	1.1	58	1.1	740	1.2
White	2,978	64.4	3,308	65.0	3,413	63.7	33,726	53.8

* 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.

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Before diving into the numbers, just from looking at this table, what information is this table telling us?

- Participant demographics: grade level, gender, race/ethnicity. For race/ethnicity, the sum of students of individual categories may exceed the total number of students surveyed since students are able to select more than one race or ethnicity. It is important to pay close attention to the footnote.
- Results at County level from different years and current State level data.

Is the data on this table weighted?

Only the state level data; the county level data is not. Only 2014 and 2016 final State and Regional level data were weighted by grade levels.

What can you say about the 2016 data?

How does the data compare to previous year?

How would you summarize this data in a couple of sentences?

Does this data reflect the participants in your community?

A Closer Look at Data

➤ Objectively focus on the current data

Let's review Table 2 from County B:

Table 2. Participation rate

Grade	County 2016			State 2016		
	Respondents	Enrolled*	Participation rate	Respondents	Enrolled*	Participation rate
6	359	939	38.2	13,585	49,455	27.5
8	214	896	23.9	14,721	48,843	30.1
10	315	969	32.5	12,220	48,864	25.0
12	113	783	14.4	8,613	42,061	20.5
Total	1,001	3,587	27.9	49,139	189,223	26.0



Notice the participation rates are less than 60%

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What information is presented on Table 2?

Does the data reflect your community?

What is considered as high or low participation rates?

What can you say about the participation rates for County B? What is the rate that we want to aim for and why?

If 60% or more students participated, it's a good indicator of the levels of substance use, risk, protection, and antisocial behavior. Note that 60% is what Bach Harrison recommends; However, SAMHSA wants State to strive for a 70% response rate.

Since participation rates were less than 60%, what would be your next approach?

You should look at the number of schools and students participated and what they represent. If participation was from only a few schools, then data represent the students surveyed and most likely not a good representation of youth in the community. However, if multiple schools are surveyed, demographics comparable with your community, then data

obtained can be used to represent the community.

Charts and Tables Presented in the OPNA Profile Report

1. Substance use
2. Problem substance use, treatment needs, and antisocial behavior (ASB)
3. Sources of alcohol
4. Sources of prescription drugs
5. Risk factors
6. Protective factors
7. Drug Free Community indicators
8. Additional data or program planning



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Charts and tables presented in the Profile report includes:

1. Substance use
2. Problem substance use, treatment needs, and antisocial behavior (ASB)
3. Sources of alcohol
4. Sources of prescription drugs
5. Risk factor
6. Protective factor
7. DFC indicators
8. Additional data or program planning

We will be going over several charts and tables



Chart vs. Table



Visual system

- Visually tell the story more quickly and more effectively
- Highlight points
- Showing how different indicators relate to each other

Verbal system

- Read across rows, down the columns, and compare values
- Can display many indicators and units of measure

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When reviewing the report, how many prefer chart over table? Why do you use charts vs. tables or vice versa?

Which is better?

It depends on how the data will be used.

A data chart or graph is used when you want to quickly tell a story, showing how different variables relate to each other, and highlights the point needed to be made quickly and more effectively (if done correctly).

However, a data table usually contains more information. A table can display many different variables, different units of measures, and data values. This is good when you have to report the values and useful when you need to compare data values across multiple years and multiple variables. It can all be displayed in one table.

A Closer Look at the Data: Substance Use

Student lifetime and 30-day ATOD use
2016 County A Student Survey, 12th

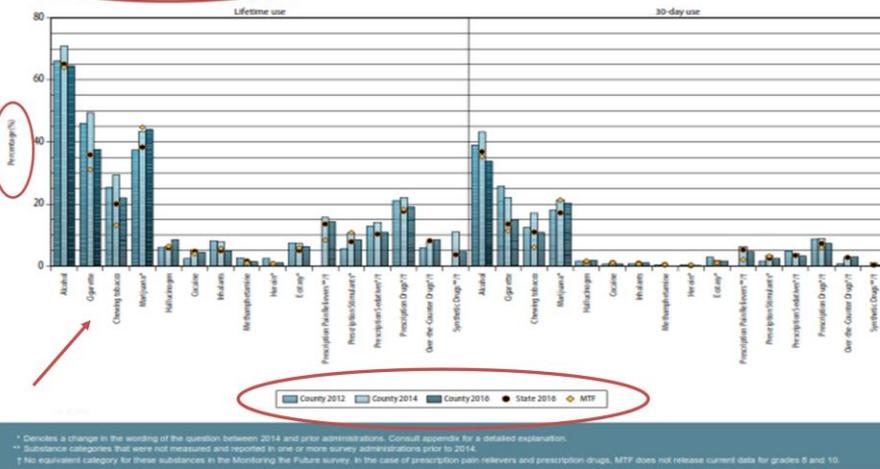


chart 1.pdf

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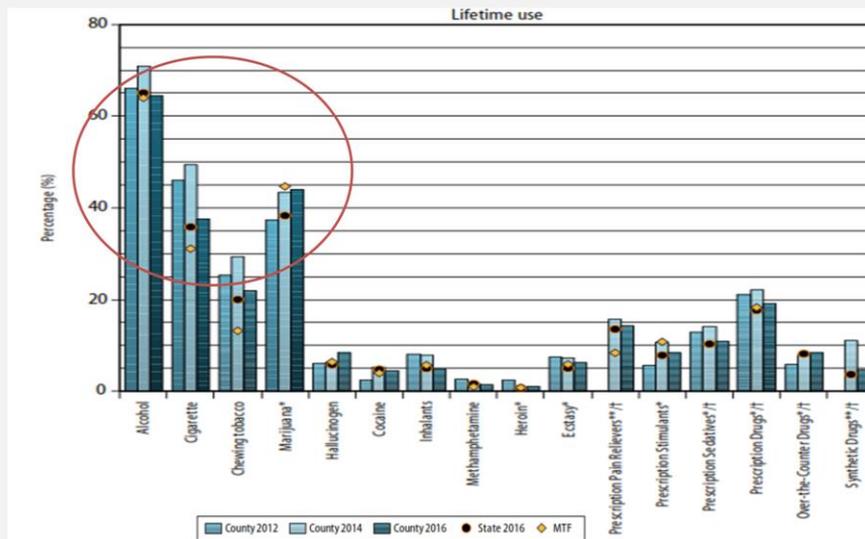
So when you are presented with a chart like this, how do you approach this or what should be the first thing you do?

First, make sure you understand what data is being presented and what different symbols and colors represent in the chart.

Here the title indicates it is lifetime and 30-day ATOD use among 12th grader in County A. Y-axis indicates percentage meaning the bars represent percentage of students in that grade who reported a given behavior which is indicated on the X-axis. The legend indicates different colors represent data from different years, dot represents state data and diamond represents national data from Monitoring the Future study (similar purpose to OPNA but at national level with additional follow-up questionnaires mailed to a sample of each graduating class for a number of years).

Now let's focus in on the lifetime use.

A Closer Look at Lifetime Substance Use



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What is another way to say lifetime use? 'ever tried use',
 What do you see on this chart that stands out?

Alcohol, cigarette, chewing tobacco, and marijuana use are higher in relation to other substances.

Relative differences of these substances used in different years, for State, and at nationally level.

Pick a focus topic, depending on your interest or program's interest.

A Closer Look at Lifetime Substance Use

Table 5. Percentage of students who used ATODs during their lifetime

Is your lifetime, on how many occasions (if any) have you... (five or more occasions.)	6th					8th					10th					12th					All					
	County 2012	County 2014	County 2016	State 2016	MTF 2015	County 2012	County 2014	County 2016	State 2016	MTF 2015	County 2012	County 2014	County 2016	State 2016	MTF 2015	County 2012	County 2014	County 2016	State 2016	MTF 2015	County 2012	County 2014	County 2016	State 2016	MTF 2015	
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	24.5	18.2	16.2	21.5	n/a	44.6	37.7	31.1	36.1	26.1	59.3	57.7	52.7	47.1	66.1	70.9	64.6	65.1	64.0	45.5	41.9	36.6	43.2	n/a	
Cigarette	smoked cigarettes?	11.7	7.8	5.2	9.4	n/a	25.7	22.0	15.1	18.5	13.3	36.6	33.9	29.6	27.0	19.9	46.0	49.5	37.6	35.8	31.1	27.6	25.0	18.9	22.3	n/a
Chewing tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	7.0	4.3	2.5	5.2	n/a	16.0	10.1	6.9	10.4	8.6	22.2	20.3	14.9	15.5	12.3	25.4	29.3	22.0	20.0	13.2	16.3	13.9	9.7	12.6	n/a
Marijuana*	used marijuana?	3.2	1.9	2.6	3.7	n/a	14.9	13.1	9.2	13.2	15.5	27.8	26.6	26.6	27.2	31.1	37.4	43.4	44.0	38.3	44.7	18.1	18.3	17.0	20.0	n/a
Hallucinogen	used LSD or other hallucinogens?	0.6	0.3	0.6	0.4	n/a	2.0	1.7	1.0	1.1	2.0	4.0	3.5	5.1	3.9	4.6	6.0	6.2	8.6	5.8	6.4	2.7	2.5	3.0	2.7	n/a
Cocaine	used cocaine or crack?	1.1	0.5	0.6	0.6	n/a	1.7	1.4	0.5	0.9	1.6	3.0	2.5	1.5	2.0	2.7	2.4	5.3	4.4	4.8	4.0	1.9	2.0	1.4	2.0	n/a
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	10.9	6.3	6.7	7.3	n/a	12.5	8.9	7.5	7.9	9.4	10.9	8.7	5.7	5.7	7.2	8.1	7.8	4.9	5.0	5.7	10.9	7.9	6.4	6.5	n/a
Methamphetamine	used methamphetamines (meth, crystal meth)?	0.3	0.3	0.3	0.4	n/a	0.6	1.1	0.6	0.5	0.8	2.1	1.6	1.0	1.2	1.3	2.7	1.6	1.5	1.7	1.0	1.2	1.1	0.7	0.9	n/a
Heroin*	used heroin?	0.4	0.1	0.2	0.3	n/a	1.1	1.0	0.2	0.6	0.5	1.8	0.9	0.6	0.6	0.7	2.5	0.5	1.0	0.7	0.8	1.3	0.6	0.4	0.5	n/a
Ecstasy*	used Ecstasy (X, E, MDMA, or Molly)?	0.4	0.6	0.2	0.4	n/a	1.8	2.3	1.9	1.6	2.3	4.1	4.2	4.0	3.7	3.8	7.4	7.4	6.3	5.0	5.9	2.9	3.0	2.5	2.6	n/a
Prescription Pain Relievers**†	used prescription pain relievers (such as Vicodin, DayContin, Percocet, or Codeine), without a doctor telling you to take them?	n/a	2.6	3.5	3.2	n/a	n/a	6.9	7.2	6.8	n/a	n/a	12.8	12.0	10.3	n/a	n/a	15.7	14.3	13.6	8.4	n/a	8.4	8.3	8.3	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	1.7	0.2	0.6	1.0	n/a	2.6	2.7	2.2	2.2	6.8	6.4	5.8	7.0	4.7	9.7	5.7	10.7	8.4	7.9	10.8	3.7	4.0	3.8	3.8	n/a
Prescription Sedatives**†	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	4.4	3.5	2.2	2.7	n/a	8.0	4.6	4.7	4.5	n/a	11.7	10.4	9.4	7.9	n/a	12.8	14.1	10.9	10.3	n/a	8.6	7.2	6.0	6.2	n/a
Prescription Drugs**†	combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)	8.0	5.3	5.4	5.4	n/a	13.0	9.7	9.3	9.4	n/a	17.1	17.3	16.1	14.0	n/a	21.0	22.1	19.1	17.7	18.3	13.8	12.2	11.2	11.4	n/a
Over-the-Counter Drugs**†	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	2.0	2.3	3.2	3.8	n/a	4.3	4.6	5.5	5.8	n/a	6.5	7.2	7.3	7.0	n/a	5.9	7.8	8.6	8.2	n/a	4.4	5.0	5.7	6.2	n/a
Synthetic Drugs**†	used synthetic drugs (such as Bath Salts like Ivory Wave or White Lightning or herbal incense products like K2, Spice, or Gold)?	n/a	1.6	2.0	1.5	n/a	n/a	3.0	2.1	2.0	n/a	n/a	6.5	2.9	2.5	n/a	n/a	11.0	4.6	3.7	n/a	n/a	4.7	2.6	2.4	n/a

*Denotes a change in the wording of the question between 2014 and prior administrations. Consult appendix for a detailed explanation.

**Substance categories that were not measured and reported in one or more survey administrations prior to 2014.

† No equivalent category for these substances in the Monitoring the Future survey. In the case of prescription pain relievers and prescription drugs, MTF does not release current data for grades 8 and 10.

Now let's look at the same information presented in a table format in the report. As you can see, it will take longer for you to process. However, you can see the actual value for each indicator and information for multiple years and all grade levels are in one table, so you can compare values for each grade level without having to flip through many pages.

What is the Pattern?

- Pick your priority topic
 - Look for patterns
 - Is one grade consistently higher for specific findings?
 - Is there a trend?
- *Caution: When looking for a trend, make sure to check for the number of schools that participated, the participation rates, and changes in definition of indicators.**
- Highlight what is most pertinent to your community
 - Either as a priority or a success

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After objectively examining the current year data, look for a pattern in the variable of your interest.

Look to see if there is a trend for specific findings. **When spotting for a trend, make sure to check for the number of school participated, the participation rates, and the defined indicators. Why?**

Inconsistency or low participation rates can contribute to skewness of trend.

Highlight what is most pertinent to your community, whether the problem worsens, improves, or is being addressed.

Comparisons

- How does your data compare to others?
 - Find a pattern
- Compare your data to other similar communities, State and national data
 - Visual data connection
 - Emphasize the relevance in the comparison

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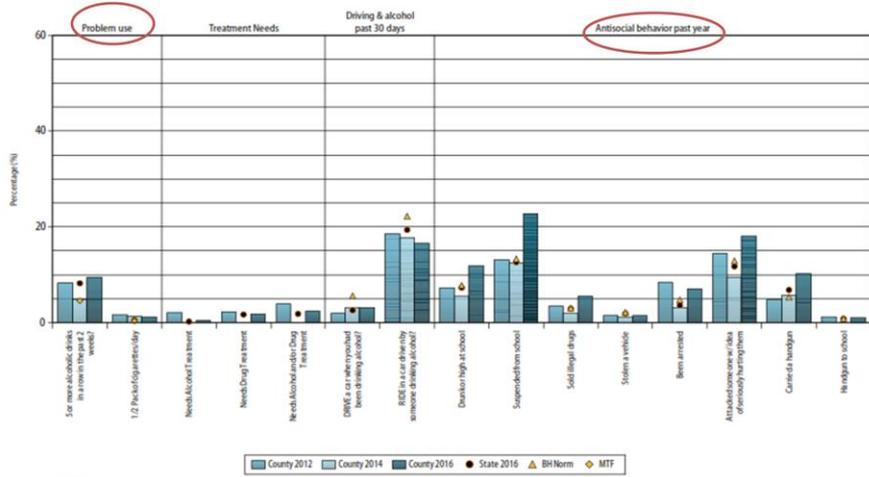
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Your community data can be compared to other similar communities, State, and national data.

A general rule for local level data is that a 5% difference when making comparisons is considered meaningful. Again, check the participation rates.

A Closer Look at Data

Student problem substance use, treatment needs, and antisocial behavior 2016 No Name County Student Survey, 8th



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What data is this chart presenting?

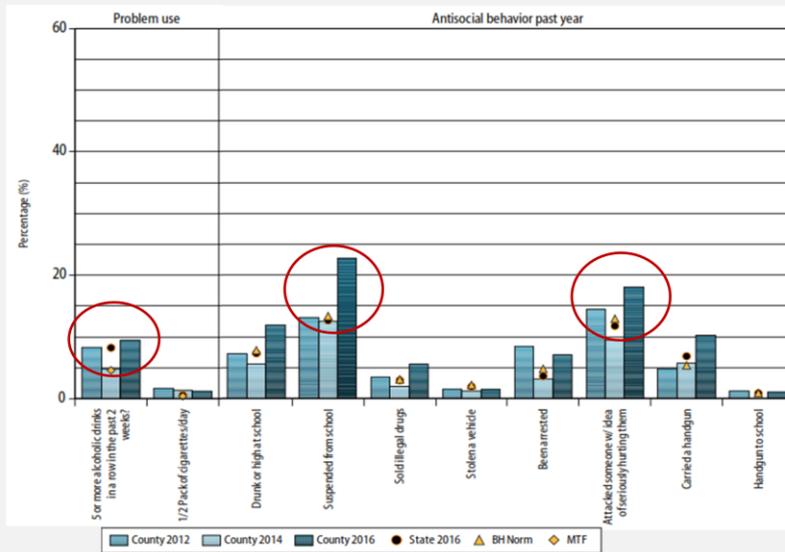
Problem substance use, treatment needs, and antisocial behavior among 8th grade students in No Name County.

For each category, the measured indicators are listed on the X-axis. Please refer to your report for more details.

From this chart you can easily tell what is most prevalent and least prevalent.

Let's focus on problem substance use and antisocial behavior.

A Closer Look at Problem Use and Antisocial Behavior



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What are some ways to interpret this?

Example #1. The highest problem substance use rates for 2016 was binge drinking (which defined as having five or more drinks in the past 2 weeks).

Example #2: The highest antisocial behavior rates for 2016 were suspended from school and attacking someone with the intention of harming them in the past year.

Sources/Places of Alcohol Use

- The percentage of students who obtained alcohol from 12 specific sources and used it in 9 different places during the past year
 - Chart represent subgroup of users, not the entire survey population
 - Indicators are not mutually exclusive, selecting more than one indicators is allowed

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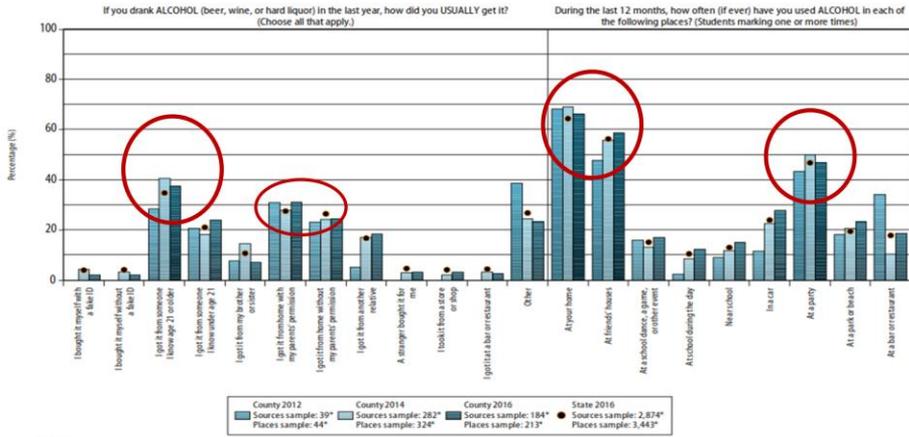
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Sources of alcohol use were reported among students who indicated at least one means of obtaining alcohol and at least one place of consuming alcohol in the last 12 months.

Please note: the categories are not mutually exclusive, meaning students were allowed to select more than one option for sources/location.

Sources/Places of Alcohol Use

Student alcohol sources
2016 Z County Student Survey, 8th



* Sample size represents the number of youth who obtained alcohol from at least one source (sources of alcohol) or used reported alcohol use one or more times in a selected place. 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.



How will you interpret this?

e.g. The most common sources of obtaining alcohol for alcohol-using 8th grade students was from an adult they know, from home with parent's permission, and from home without permission.

e.g. Among alcohol-using 8th grade students, the predominate location for drinking was either at home, at a friend's house, or at a party.

Note: small sample size.

Sources of Prescription Drugs

- The percentage of students at some point in their life used prescription drugs to get high
 - Chart represents subgroup of users not the entire survey population
 - Indicators are not mutually exclusive, selecting more than one indicator option is allowed

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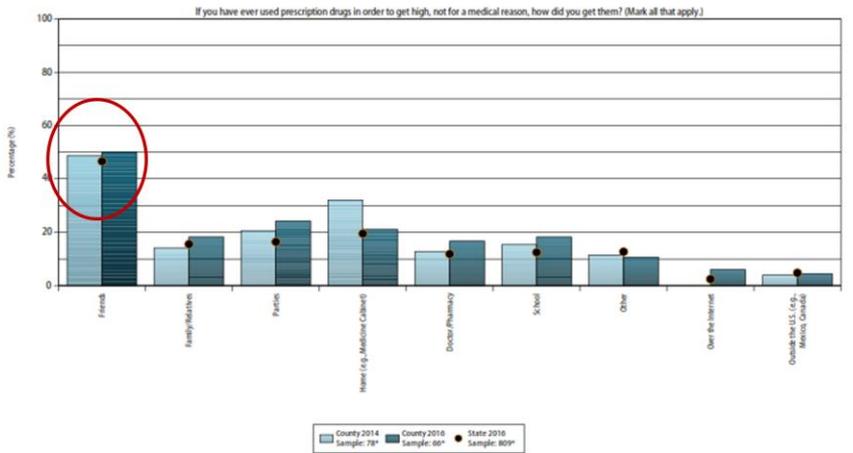
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Sources of prescription drugs were reported among students who indicated of ever used prescription drugs to get high in their lifetime. Similar to sources of alcohol use, the categories are not mutually exclusive.

Sources of Prescription Drugs

Student prescription drug sources
2016 Z County Student Survey, 8th



* Sample size represents the number of youth who obtained prescription drugs from at least one source. Students indicating they have never used prescription drugs to get high are not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.



chart4.pdf

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How will you interpret this?

e.g. in 2016 among 8th grade students who indicated they used prescription drugs to get high, approximately 50% indicated they obtained them from friends.

Risk and Protective Factor Model of Substance Abuse Prevention

- Measure specific aspects of a youth's life experience that predict whether he/she will engage in problem behaviors
 - Substance abuse, delinquency, violence, teen pregnancy, and school dropout
- The scales are grouped into four domains:
 - Community, family, school, peer/individual
- Cut-points
 - A cut-point score was determined for each risk and protective factor to separate the 'more at-risk' group and the 'less at-risk' group



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Now we are going to focus on the Risk and Protective Factor Model. This model is based on Dr. David Hawkins and his colleagues' extensive studies.

They identified risk factors in the four areas of daily life, which includes: the community, family, school, and within the individuals and their peer interactions.

In addition, they have defined a set of risk factors that place young people at risk for the following problem behaviors: substance abuse, delinquency, violence, teen pregnancy, and school dropout. A set of protective factors were identified to help buffer the harmful effects of risk.

Studies identified a cut-point score or a scale value was determined to separate students into 'high risk' and 'low risk' groups. The scales are based on a number of questions.

Risk Factors of Problem Behaviors

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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Depression & Anxiety			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
School Drop-Out			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Here the checkmarks indicate the shared common risk factors of the problem behaviors faced by youth across the four domains.

We will look at each domain individually later.

OPNA Risk and Protective Scores

High-risk definition

- 6th grade: 7 or more risk factors
- 8th grade: 8 or more risk factors
- 10th & 12th grades: 9 or more risk factors



High protection definition

- 6th grade: 4 or more protective factors
- 8th, 10th and 12th grades: 5 or more protective factors

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High risk youth are defined as the percentage of students who have more than a specified number of risk factors in their lives. Students are considered at high risk if experienced 7 or more risk factors for 6th graders, 8 or more risk factors for 8th graders, and 9 or more risk factors for 10th and 12th graders.

Students are considered having high protection factors if they have 4 or more protective factors for 6th graders, and 5 or more protective factors for 8th, 10th, and 12th graders.

Risk and Protective Factors: Community Domain

YOUTH AT RISK	PROBLEM BEHAVIORS					Community Domain Risk and Protective Factor Scores
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence	
Community						RISK FACTORS
Availability of Drugs	✓				✓	Low Neighborhood Attachment
Availability of Firearms		✓			✓	Community Disorganization
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓	Laws & Norms Favorable to Drug Use
Media Portrayals of Violence					✓	Perceived Availability of Drugs
Transitions and Mobility	✓	✓		✓		Perceived Availability of Handguns
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓	PROTECTIVE FACTORS
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓	Opportunities for Prosocial Involvement
						Rewards for Prosocial Involvement

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The table on your left shows the link between the community risk factors and the 5 problem behaviors. Checkmarks indicate the shared common risk factors of the problem behaviors faced by youth in the community domain.

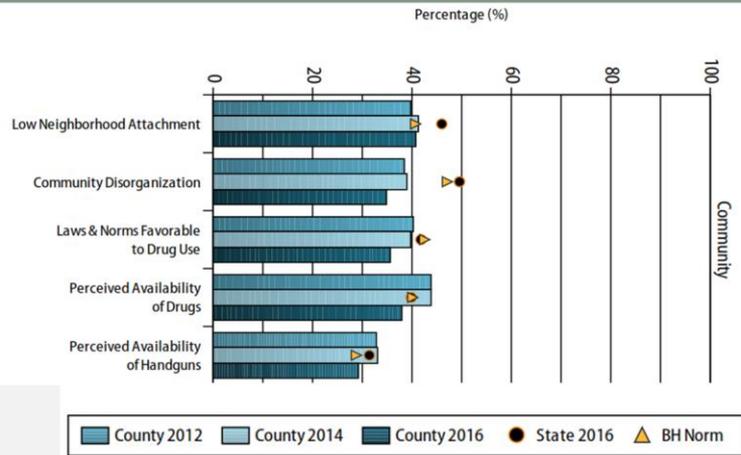
The table on your right indicate associated risk and protective factors for scaled scores for the Community Domain.

The two protective factor scales for community are opportunity and rewards for prosocial involvement.

Please see table in the profile report for risk and protective scale definitions

Risk Factors: Community Domain

Student risk profile
2016 A County Student Survey, All



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How would you interpret the data presented?

e.g. In 2016, low neighborhood attachment was the highest risk scaled score (40% at risk) for students in County A. Or 40% of students (6th, 8th, 10th, 12th grader) are at risk for engaging in problem behaviors such as substance abuse, delinquency, and violence due to low neighborhood attachment experiences in their community.

Risk and Protective Factors: Family Domain

YOUTH AT RISK	PROBLEM BEHAVIORS					Family Domain Risk and Protective Factor Scores
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence	
Family						
Family History of the Problem Behavior	✓	✓	✓	✓	✓	RISK FACTORS
Family Management Problems	✓	✓	✓	✓	✓	Poor Family Management
Family Conflict	✓	✓	✓	✓	✓	Family Conflict
Favorable Parental Attitudes and Involvement In the Problem Behavior	✓	✓			✓	Family History of Antisocial Behavior
						Parental Attitudes Favorable to Drug Use
						Parental Attitudes Favorable to Antisocial Behavior
						PROTECTIVE FACTORS
						Family Attachment
						Opportunities for Prosocial Involvement
						Rewards for Prosocial Involvement

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Again, on your left shows the link between the family risk factors and the 5 problem behaviors. On your right shows the 5 risk factor scores and 3 protective factor scores for family domain.

Risk Factors: Family Domain

County A:

Table 11. Percentage of students reporting risk

	6th				
	County 2012	County 2014	County 2016	State 2016	BH Norm
Family					
Poor Family Management	52.6	52.3	53.4	54.3	48.1
Family Conflict	40.5	41.1	38.9	41.8	38.9
Family History of Antisocial Behavior	43.1	43.4	36.7	43.0	37.8
Parental Attitudes Favorable to Drug Use	15.0	11.6	11.2	12.8	11.4
Parental Attitudes Favorable to Antisocial Behavior	40.8	37.4	31.4	33.6	37.7

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Let's look at the table version focusing on 2016 data. How would you interpret this?

e.g. 53.4% of 6th grade students in county A are at risk for having problem behaviors due to poor family management experiences in their lives.

Or poor family management was the highest risk scaled score (53.4% at risk) for 6th grader in County A.

Risk and Protective Factors: School Domain



YOUTH AT RISK	PROBLEM BEHAVIORS					
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence	
School						School Domain Risk and Protective Factor Scores
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓	RISK FACTORS
Lack of Commitment to School	✓	✓	✓	✓	✓	Academic Failure
						Low Commitment to School
						PROTECTIVE FACTORS
						Opportunities for Prosocial Involvement
						Rewards for Prosocial Involvement

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In the School domain, there are only two risk factors that have been shown to be associated with all 5 problem behavior in youths. There are 2 protective factor scales which include school opportunities and rewards for prosocial involvement.

Protective Factors: School Domain



Table 12. Percentage of students reporting protection, County A

	8th				
	County 2012	County 2014	County 2016	State 2016	BH Norm
School					
Opportunities for Prosocial Involvement	61.6	58.7	69.5	63.6	65.6
Rewards for Prosocial Involvement	45.7	41.5	46.4	49.0	56.9

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How would you interpret this?

-8th grade students in county A have higher protective factor scaled score (69.5%) in school opportunities for prosocial involvement compared to the state.

Risk and Protective Factors: Peer/Individual Domain

YOUTH AT RISK	PROBLEM BEHAVIORS						Peer-Individual Domain Risk and Protective Factor Scores
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence		
Individual/Peer							RISK FACTORS
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓	✓	Rebelliousness
Rebelliousness	✓	✓		✓			Early Initiation of Antisocial Behavior
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓		Early Initiation of Drug Use
Gang Involvement	✓	✓			✓		Attitudes Favorable to Drug Use
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓			Attitudes Favorable to Antisocial Behavior
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓		Perceived Risk of Drug Use
Depressive Symptoms	✓	✓					Interaction With Antisocial Peers
Intention to Use ATODs	✓						Friends Use of Drugs
Constitutional Factors	✓	✓			✓		Rewards For Antisocial Behavior
							Depressive Symptoms
							PROTECTIVE FACTORS
							Belief in the Moral Order
							Religiosity
							Interaction with Prosocial Peers
							Prosocial Involvement
							Rewards for Prosocial Involvement

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Lastly, there are 9 peer/individual risk factors associated with problem behaviors in the peer and individual domain. There are 10 risk factor scales and 5 protective factor scales domain.

Protective Factor Scales

Table 12. Percentage of students reporting protection

	6th				8th				10th				12th				All								
	County 2012	County 2014	County 2016	State 2016	BH Norm	County 2012	County 2014	County 2016	State 2016	BH Norm	County 2012	County 2014	County 2016	State 2016	BH Norm	County 2012	County 2014	County 2016	State 2016	BH Norm					
Community																									
Opportunities for Prosocial Involvement	53.7	42.0	45.5	45.3	39.7	57.4	42.9	46.4	51.6	53.2	48.8	48.5	50.8	52.7	53.3	52.6	55.7	54.3	52.5	56.5	53.3	45.8	48.4	50.6	51.2
Rewards for Prosocial Involvement	48.1	39.8	40.7	43.8	52.7	58.3	36.5	34.3	42.7	52.1	38.2	35.3	32.8	38.1	45.2	35.9	37.9	37.3	38.4	44.5	46.1	37.4	36.7	40.8	48.6
Family																									
Family Attachment	50.0	46.0	50.4	54.7	58.2	53.0	41.1	46.6	51.6	54.8	48.9	49.5	51.3	55.8	56.8	53.9	54.6	53.6	55.2	57.7	51.4	46.5	50.1	54.3	56.7
Opportunities for Prosocial Involvement	51.1	50.2	53.5	56.3	59.6	64.0	50.5	54.5	58.6	62.5	48.1	50.3	51.0	54.8	56.2	55.3	51.4	52.9	53.4	56.2	54.9	50.5	53.1	55.8	58.5
Rewards for Prosocial Involvement	56.6	43.6	47.7	49.7	55.7	51.0	36.4	43.9	44.6	48.8	48.9	49.3	50.3	53.7	54.3	52.0	54.4	52.7	51.9	54.0	52.0	44.2	48.0	50.0	53.0
School																									
Opportunities for Prosocial Involvement	48.6	48.7	52.8	50.9	59.5	66.9	55.3	65.7	63.6	65.6	58.8	60.5	56.4	61.9	66.0	70.9	67.3	64.6	66.7	67.7	60.8	56.3	59.4	60.5	65.1
Rewards for Prosocial Involvement	45.3	40.8	48.9	49.0	56.9	43.3	36.9	49.1	49.0	56.9	58.1	52.4	48.8	59.6	63.4	54.4	48.5	39.9	50.2	52.4	49.8	43.5	47.3	52.0	57.5
Peer and Individual																									
Belief in the Moral Order	57.7	46.9	50.9	55.2	62.9	69.3	55.4	61.8	63.5	65.8	48.1	50.4	46.4	54.4	54.6	60.8	52.8	51.1	56.4	55.6	59.2	51.2	53.1	57.4	59.4
Religiosity	52.9	38.7	36.1	49.7	40.9	66.7	47.3	49.7	58.2	53.7	51.1	44.6	47.5	56.3	48.4	62.1	40.1	41.1	47.6	42.9	58.2	43.0	43.3	53.1	46.8
Interaction with Prosocial Peers	58.8	48.7	51.6	52.9	57.0	73.8	49.5	53.1	56.8	59.7	45.5	47.6	52.9	54.8	60.0	62.7	47.5	45.8	49.7	57.3	60.5	48.5	51.3	53.7	58.7
Prosocial Involvement	63.5	51.5	48.7	53.7	57.7	74.8	50.2	54.1	55.8	58.1	52.9	55.1	69.3	57.5	58.2	65.0	56.0	57.7	56.5	58.9	64.3	52.6	54.3	55.8	58.3
Rewards for Prosocial Involvement	50.4	46.4	47.1	49.9	48.4	55.9	53.6	56.8	56.6	50.9	56.1	64.5	62.6	64.4	59.9	61.0	64.8	65.9	66.4	63.0	55.6	55.6	56.4	59.1	56.3
Total																									
Students with High Protection*	66.7	49.9	54.3	54.5	n/a	61.6	40.0	44.3	49.6	n/a	48.5	48.3	46.8	54.4	n/a	60.2	45.1	45.9	53.0	n/a	59.3	46.4	48.4	52.9	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 grades: 5 or more protective factors.) BH Norm data on High Protection youth are not available due to state-by-state differences in calculation methodology.

How would you interpret data presented on peer-individual section for 10th graders?

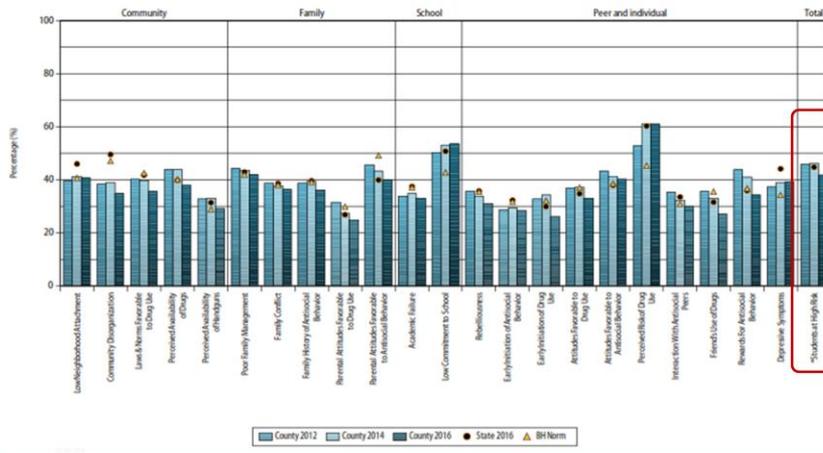
-10th grade students in County Y have a highest protective factor scaled score (62.6%) for rewards for prosocial involvement in the peer-individual domain in 2016.

How would you interpret the total protection data for the 12th graders?

-Based on the protective factor scales, it is predicted that 45.9% of 12th grade students have high protection from engaging in problem behaviors due to the multiple protective factors in their lives. Students in this county have a lower percentage of high protection compared to the state. There was a large decrease from 2012 to 2014 and a more modest decrease from 2014 to 2016. Again, you should check response rates, which schools took the survey, etc. to see if this could account for fluctuations.

Risk Factor Scales

Student risk profile
2016 A County Student Survey, All



* 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.) BH Norm data on High Risk youth are not available due to state-by-state differences in calculation methodology.



How would you interpret this?

Based on the risk factors scales, it is predicted that approximately 42% of students (6th, 8th, 10th, and 12th grade) in County A are at high risk for engaging in problem behaviors due to multiple risk factors experienced in their lives.

Thank you!

“You can have data without information, but you cannot have information without data.”

– Daniel Keys Moran,
an American computer programmer and science fiction writer.

“The goal is to turn data into information, and information into insight.”

– Carly Fiorina,
former executive, president, and chair of Hewlett-Packard Co.

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We will end this session with a couple of quotes. We hope this session is a good start for you to think about data. Enjoy your lunch.

Questions??

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