
2008 Oklahoma Prevention Needs Assessment Survey *Results for State of Oklahoma*



REPORT PROVIDED BY:

**Oklahoma Department of Mental Health
and Substance Abuse Services**

Introduction

2008 Oklahoma Prevention Needs Assessment Survey Summary for State of Oklahoma

This report summarizes the findings from the 2008 Oklahoma Prevention Needs Assessment (OPNA) Survey, a survey of 6th, 8th, 10th, and 12th grade students conducted in the spring of 2008. The results from your survey are presented along with comparisons to your results from the 2004 and 2006 OPNA Survey, where applicable. In addition, the report contains important information about the risk and protective factor framework on which the survey is based and guidelines on how to interpret and use the data.

The Oklahoma PNA 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.

CONTENTS:

Introduction

Risk & Protective Factor Model of Prevention

How to Read the Charts

Practical Implications of the Assessment

Tools for Assessment and Planning

Data Charts:

- Substance Use
- Antisocial Behavior and Gambling
- Risk & Protective Factor Profiles
- Sources and Places of Alcohol and Cigarette Use

Risk and Protective Factor Scale Definitions

Data Tables Including the Drug Free Communities Report

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your community as well as the State of Oklahoma. A total of 686 schools across Oklahoma participated in the survey. Because not all students answer all of the questions, the number of students in the gender and ethnicity categories in Table 1 will often be less than the total number of students in grades 6, 8, 10, and 12.

When using the information in this report, please pay attention to the number and percentage 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, a review of who participated should be completed prior to generalizing the results to the entire community.

Coordination and administration of the Oklahoma PNA Survey was a collaborative effort of the Office of the Governor; Department of Mental Health and Substance Abuse Services; Area Prevention Resource Centers; Department of Health; Department of Education; Oklahoma Commission on Children and Youth; 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).

Table 1. Characteristics of Participants

Total Students	State 2004		State 2006		State 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	15,356	100	42,537	100	60,720	100	60,720	100
Grade								
6	4,598	29.9	12,013	28.2	18,969	31.2	18,969	31.2
8	4,472	29.1	11,635	27.4	16,682	27.5	16,682	27.5
10	3,583	23.3	11,042	26.0	14,435	23.8	14,435	23.8
12	2,703	17.6	7,847	18.4	10,634	17.5	10,634	17.5
Gender								
Male	7,197	47.5	20,000	48.1	29,217	48.9	29,217	48.9
Female	7,955	52.5	21,576	51.9	30,567	51.1	30,567	51.1
Ethnicity*								
Native American	1,696	11.2	6,160	15.2	13,781	19.0	13,781	19.0
Asian	383	2.5	823	2.0	1,694	2.3	1,694	2.3
African American	1,972	13.1	3,319	8.2	7,582	10.4	7,582	10.4
Pacific Islander	86	0.6	199	0.5	950	1.3	950	1.3
Hispanic	1,109	7.3	2,717	6.7	6,350	8.7	6,350	8.7
White	9,147	60.6	24,629	60.9	42,354	58.2	42,354	58.2
Multi-racial / Other	702	4.7	2,568	6.4	n/a	n/a	n/a	n/a

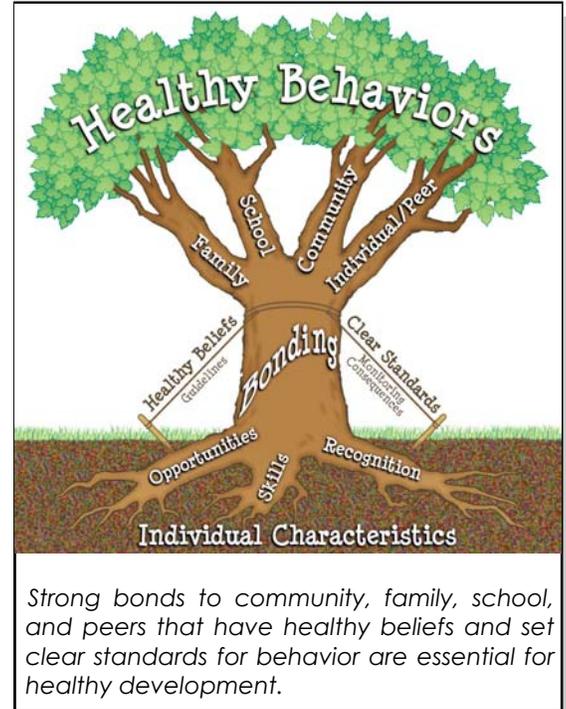
* The "Multi-Racial / Other" category was removed in 2008, and Ethnicity became multiple choice.

Risk and Protective Factors

Risk factors are characteristics of school, community, and family environments, and characteristics of students and their peer groups, that are 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.

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.

Three conditions must be present in communities, neighborhoods, schools, families and peer groups for young people to develop strong bonds to these social units. These conditions are: a) **Opportunities** for young people to actively contribute; b) **Skills** to be able to successfully contribute; and c) **Consistent** recognition or reinforcement for their efforts and accomplishments. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.



WHY ARE RISK AND PROTECTIVE FACTORS IMPORTANT?

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.

Example

If early aggressive behavior is a priority risk factor, the risk and protective factor framework would tell you to select actions proven to address this risk and enhance the related protections of opportunities and recognition for classroom involvement. When the action is well implemented, the result is better behavior, and greater bonding (attachment and commitment) to school.

Early aggressive behavior



Implement anti-bullying programs



Improved behavior & bonding to school

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use; 2) antisocial behavior and gambling; 3) risk factors; 4) protective factors; and 5) sources and places of alcohol and cigarette use. If your school or community participated in the 2004 and/or 2006 OPNA Survey, then comparison data for those administrations will also be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Ever-used** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the 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.
- **Heavy use** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey), use of **one-half a pack or more of cigarettes per day, and need for alcohol, drug, and a combined scale for students that need either alcohol OR drug treatment**. The need for treatment is defined as students who have used alcohol or drugs on 10 or more occasions in their lifetime and marked three or more of the following six items related to their past year drug or alcohol use: 1) Spent more time using than intended; 2) Neglected some of your usual responsibilities because of use; 3) Wanted to cut down on use; 4) Others objected to your use; 5) Frequently thought about using; 6) Used alcohol or drugs to relieve feelings such as sadness, anger, or boredom. Students could mark whether these items related to their drug use and/or their alcohol use.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with 10 antisocial behaviors: Suspended from school; Drunk or high at school; Sold illegal drugs; Stolen a vehicle; Been arrested; Attacked someone to harm them; Carried a handgun; Taken a handgun to school; Drinking and driving; and Passenger with a drinking driver.
- **Gambling behavior** charts show the percentage of students who engaged in each of the nine types of gambling: Gambled at a casino; Played the lottery; Bet on team sports; Played cards for money; Bet money on horse races; Played bingo for money or prizes; Gambled on the internet; Bet on dice games; Bet on games of personal skill; as well as the percentage for any gambling behavior during the past year.

Risk and Protective Factor Charts

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

- **The bars** on the risk and protective factor charts represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the OPNA Survey: 2004; 2006; and 2008. By looking at 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.

Sources and Places of Alcohol and Cigarette Use Charts

The percentage of students who obtained alcohol and cigarettes from specific sources and the percentage who used alcohol and cigarettes in specific places in the past year is shown in charts for each grade. The percentages are based upon only those students who used alcohol (for alcohol questions) or cigarettes (cigarette questions) in the past year.

How to Read the Charts in this Report (continued)

Dots and Diamonds

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. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the statewide and national results provides additional information for your community in determining the relative importance of levels of 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, you can easily determine which factors are most (or least) prevalent for your community. This is the first step in identifying the levels of risk and protection that are operating in your community and which factors your community may choose to address.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your community and a more national sample. The 8-State

Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country. In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nationwide. A comparison between the ATOD use rates from the 8-State database and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm.

Drug Free Communities Reports and Additional Data for Prevention Planning

Table 14 contains information that needs to be reported by communities with Drug Free Communities Grants such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use. Table 15, labeled Additional Data for Prevention Planning, contains data related to safety, violence, and gangs.

Practical Implications of the Assessment

No Child Left Behind

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

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Risk and Protective Factor Survey?

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

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community’s highest priorities?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

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

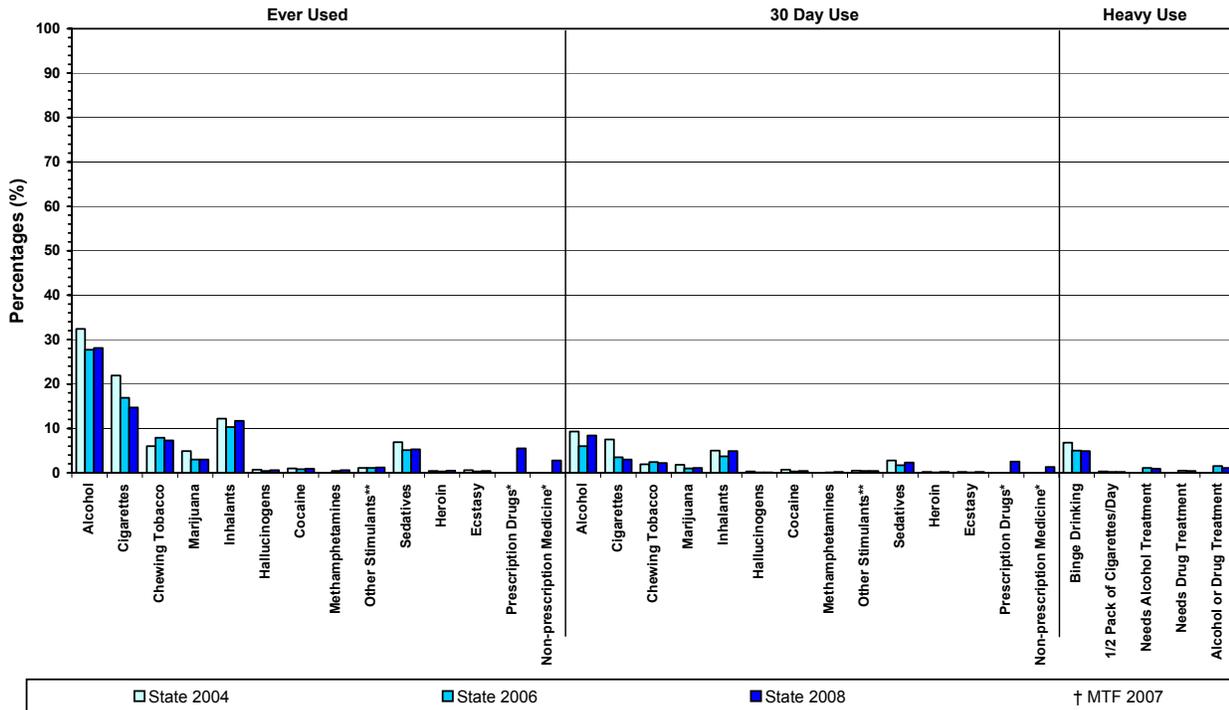
Use these data for planning.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.
- **The Risk and Protective Factor Planning Model** – guides your prevention planning process. Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

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

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 State of Oklahoma Student Survey, Grade 6

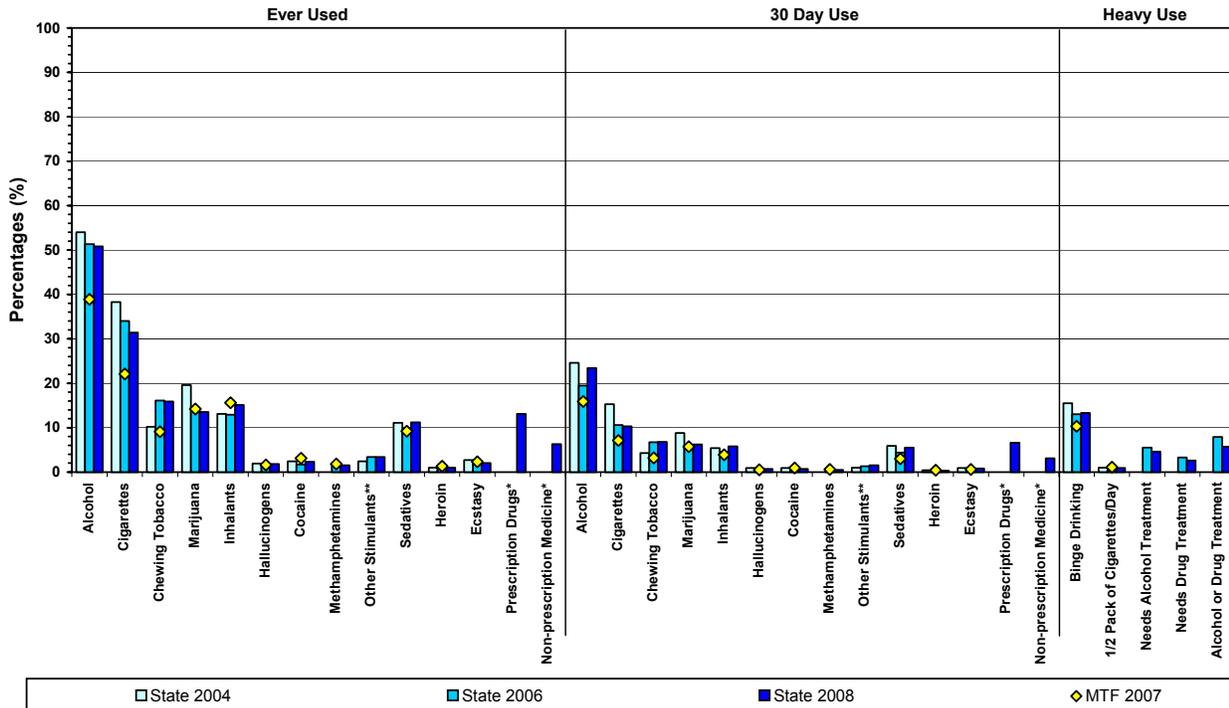


* Substance categories that were not measured and reported prior to 2008.

** In 2004, Methamphetamines was included in the Other Stimulant question. Monitoring the Future has no equivalent category for Other Stimulants.

† Monitoring the Future does not survey 6th grade students.

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 State of Oklahoma Student Survey, Grade 8

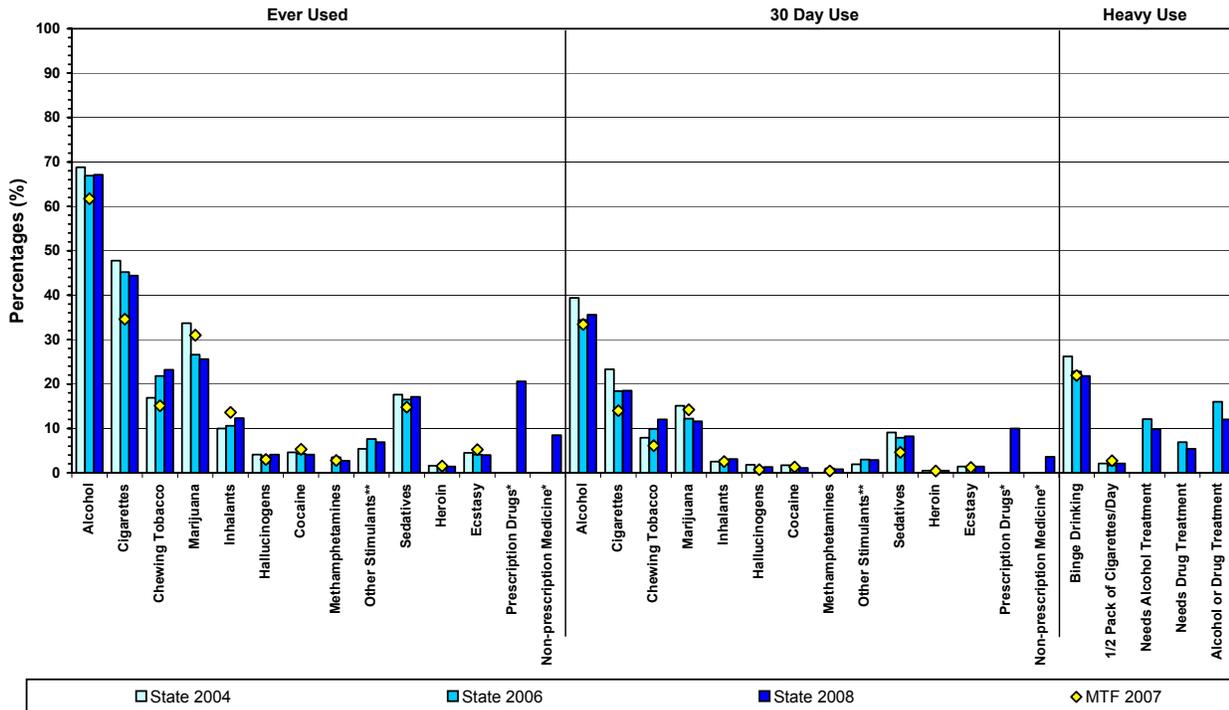


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Substance Use

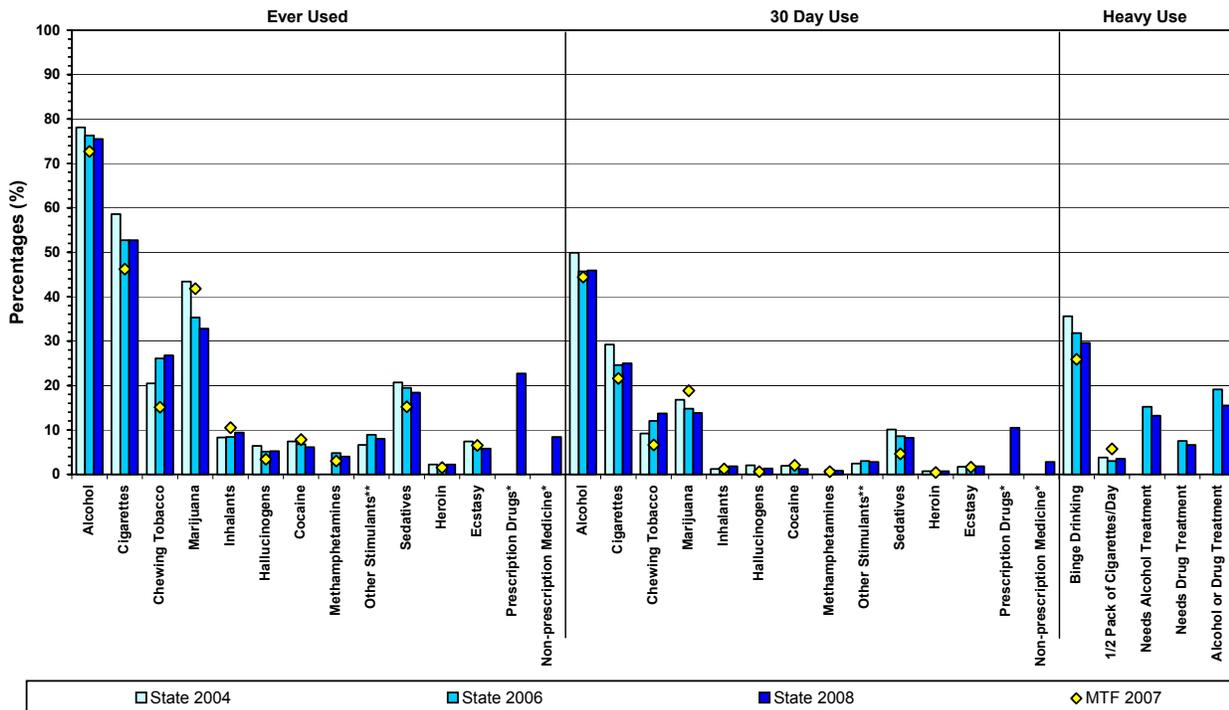
LIFETIME, 30 DAY & HEAVY ATOD USE
2008 State of Oklahoma Student Survey, Grade 10



* Substance categories that were not measured and reported prior to 2008.

** In 2004, Methamphetamines was included in the Other Stimulant question. Monitoring the Future has no equivalent category for Other Stimulants.

LIFETIME, 30 DAY & HEAVY ATOD USE
2008 State of Oklahoma Student Survey, Grade 12

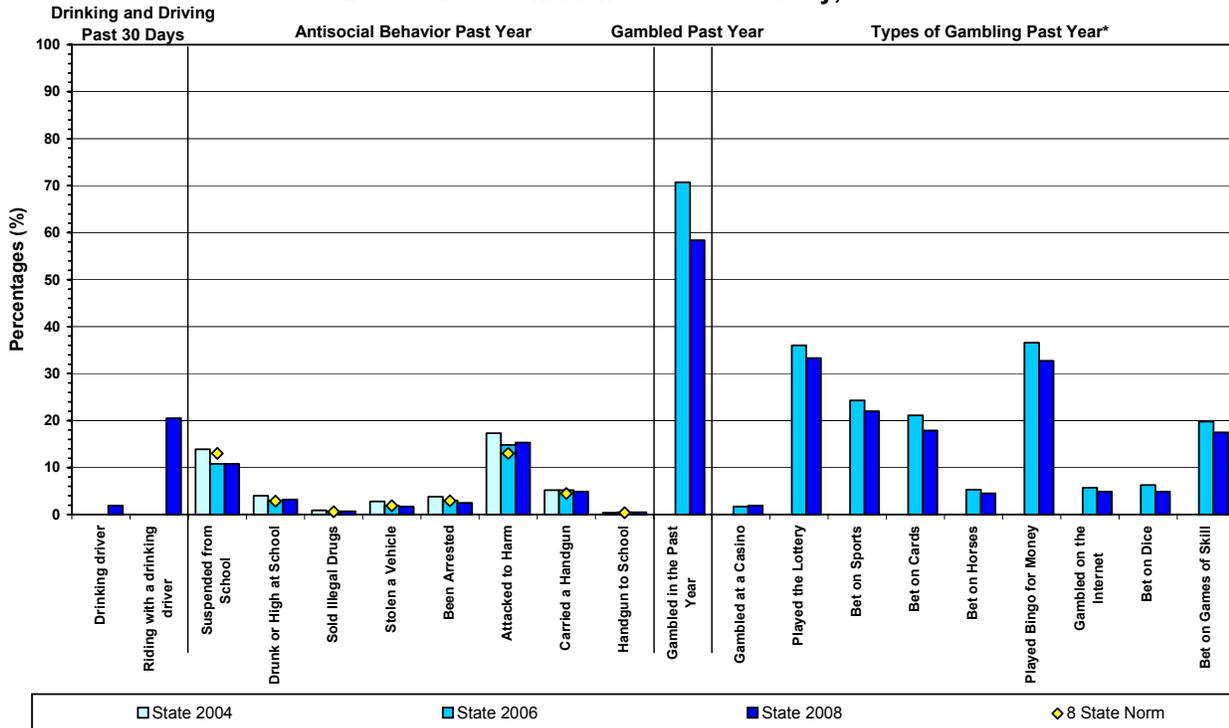


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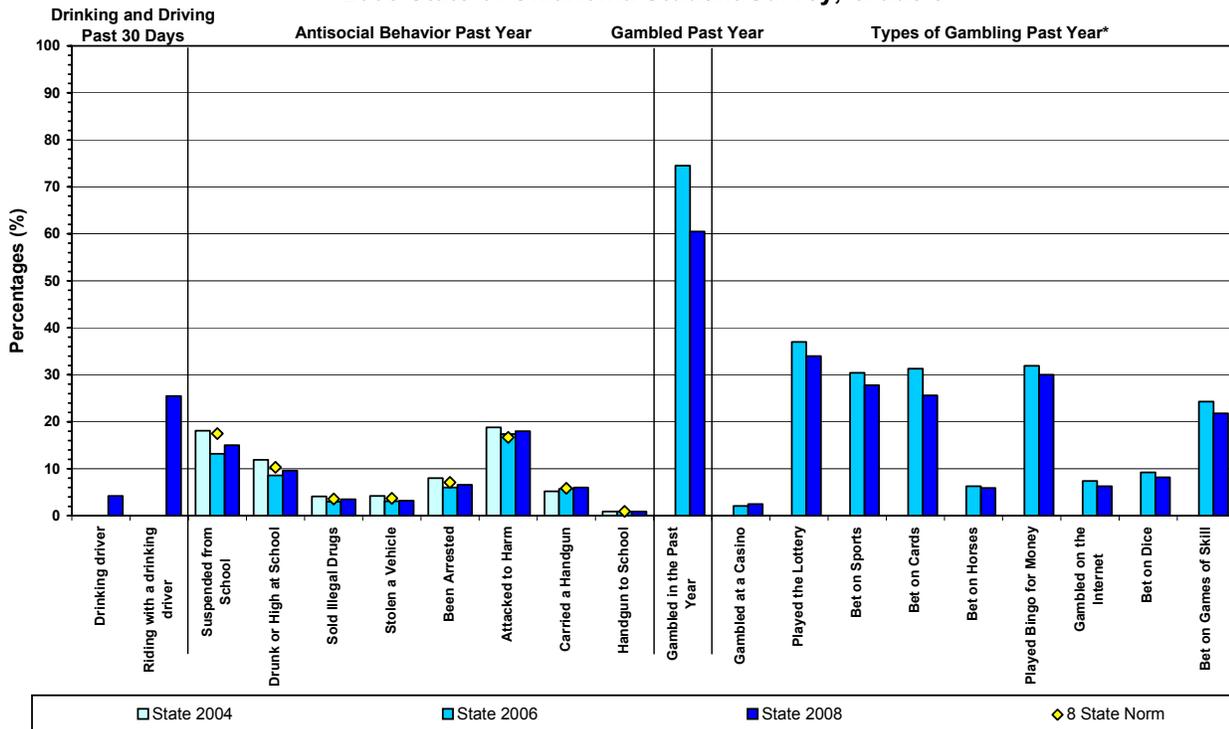
Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR & GAMBLING PAST YEAR
2008 State of Oklahoma Student Survey, Grade 6



* Since not all eight states ask gambling questions, no 8-State value is reported. Gambling data were not collected prior to 2006.

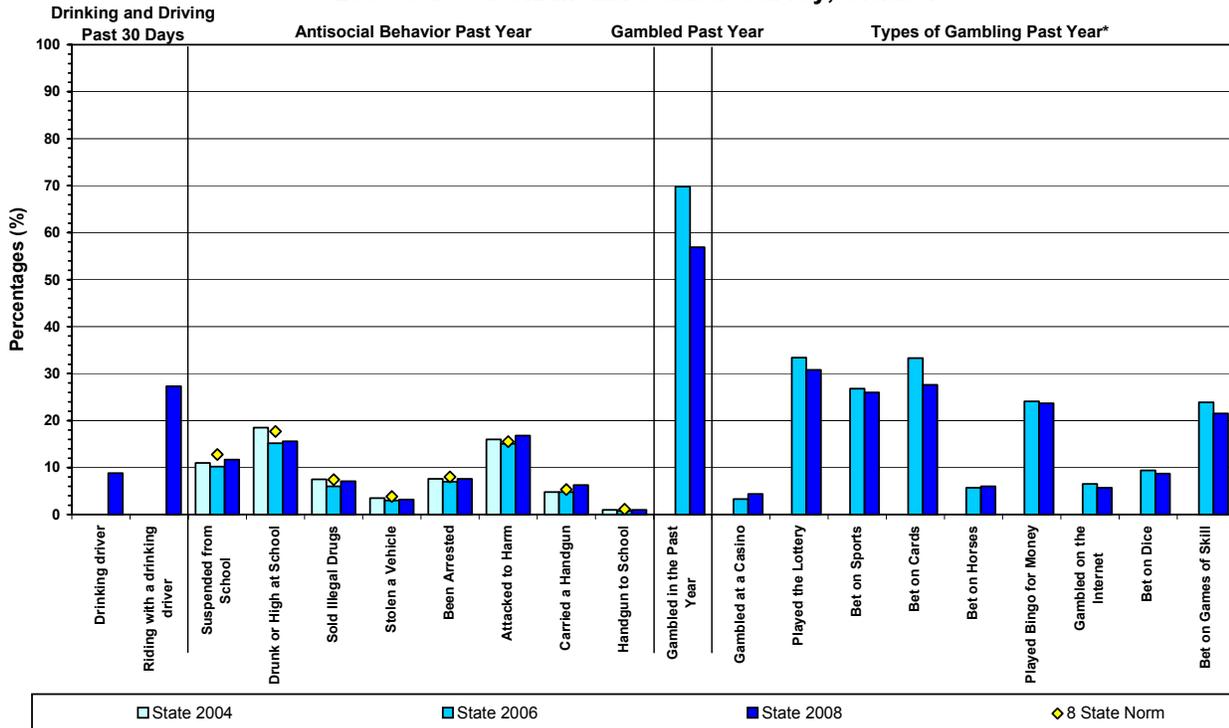
ANTISOCIAL BEHAVIOR & GAMBLING PAST YEAR
2008 State of Oklahoma Student Survey, Grade 8



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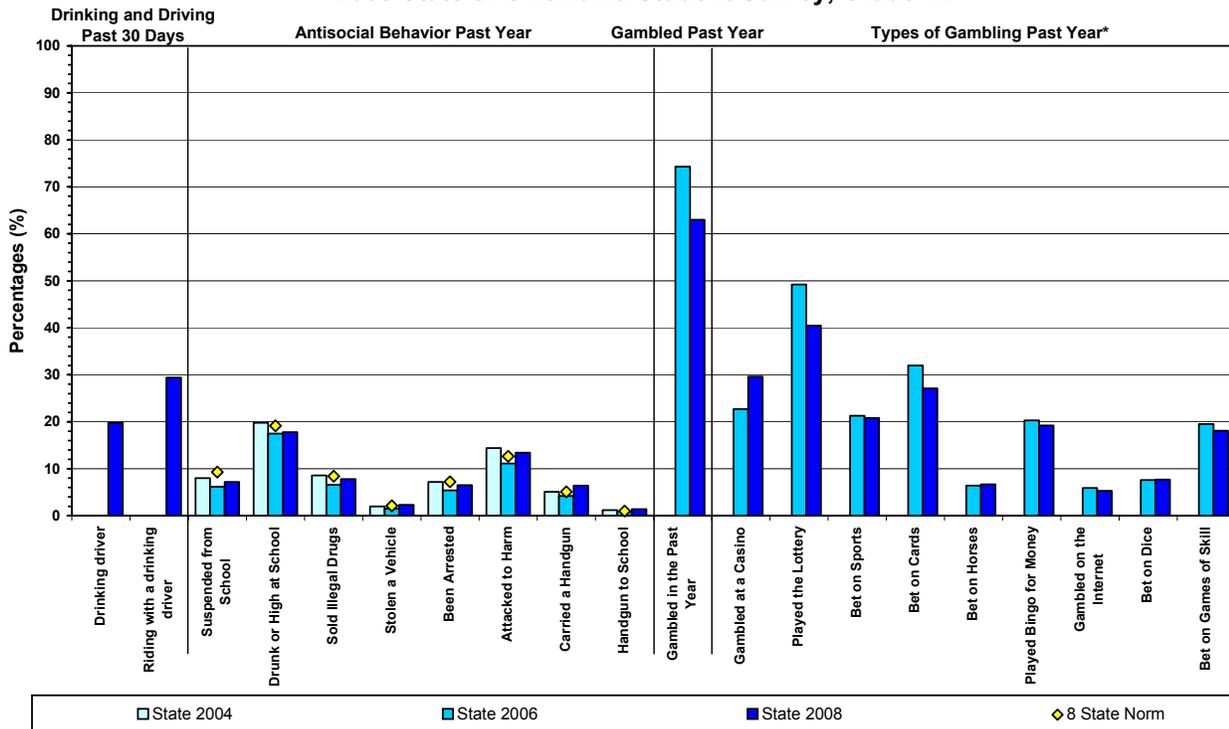
Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR & GAMBLING PAST YEAR
2008 State of Oklahoma Student Survey, Grade 10



* Since not all eight states ask gambling questions, no 8-State value is reported. Gambling data were not collected prior to 2006.

ANTISOCIAL BEHAVIOR & GAMBLING PAST YEAR
2008 State of Oklahoma Student Survey, Grade 12

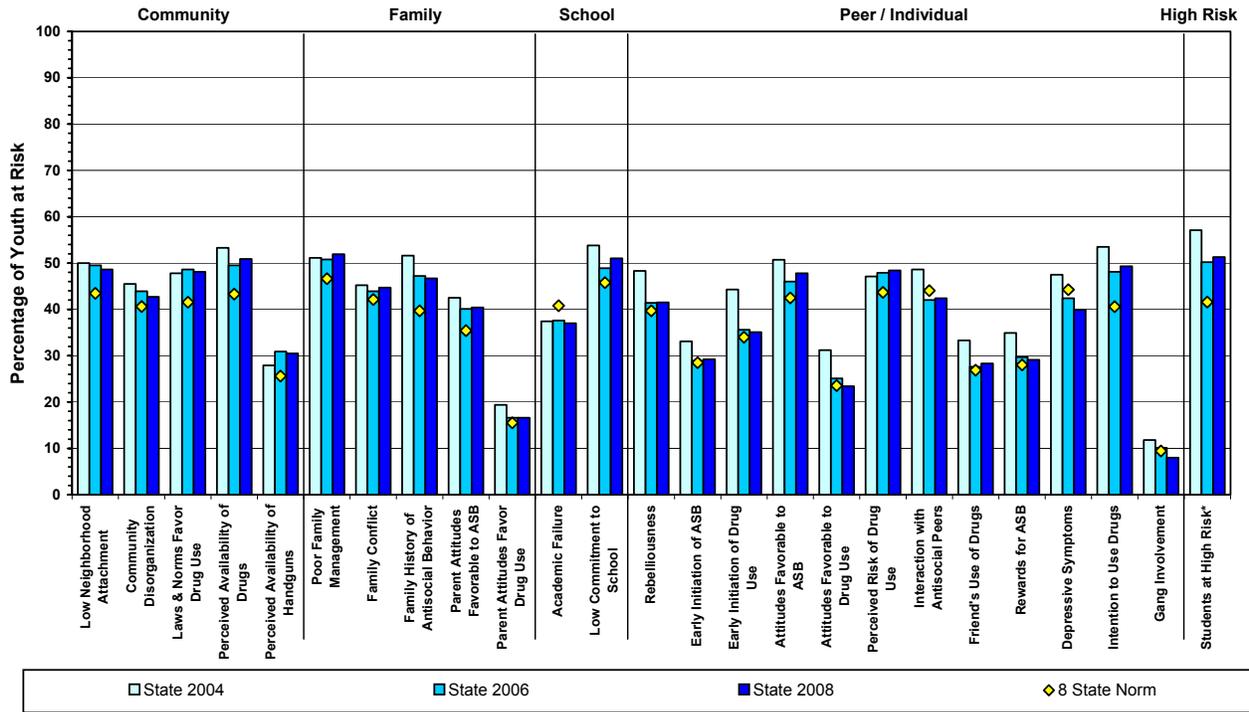


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Risk and Protective Factor Profiles

RISK PROFILE

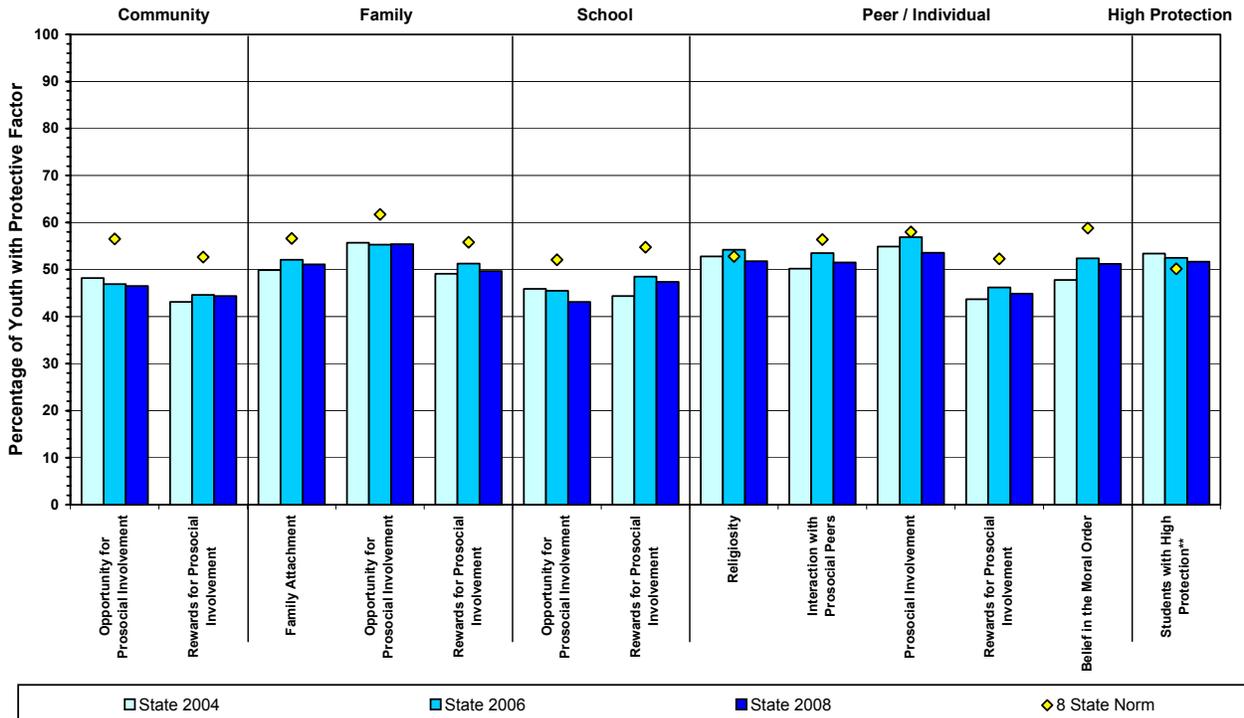
2008 State of Oklahoma Student Survey, Grade 6



* 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)

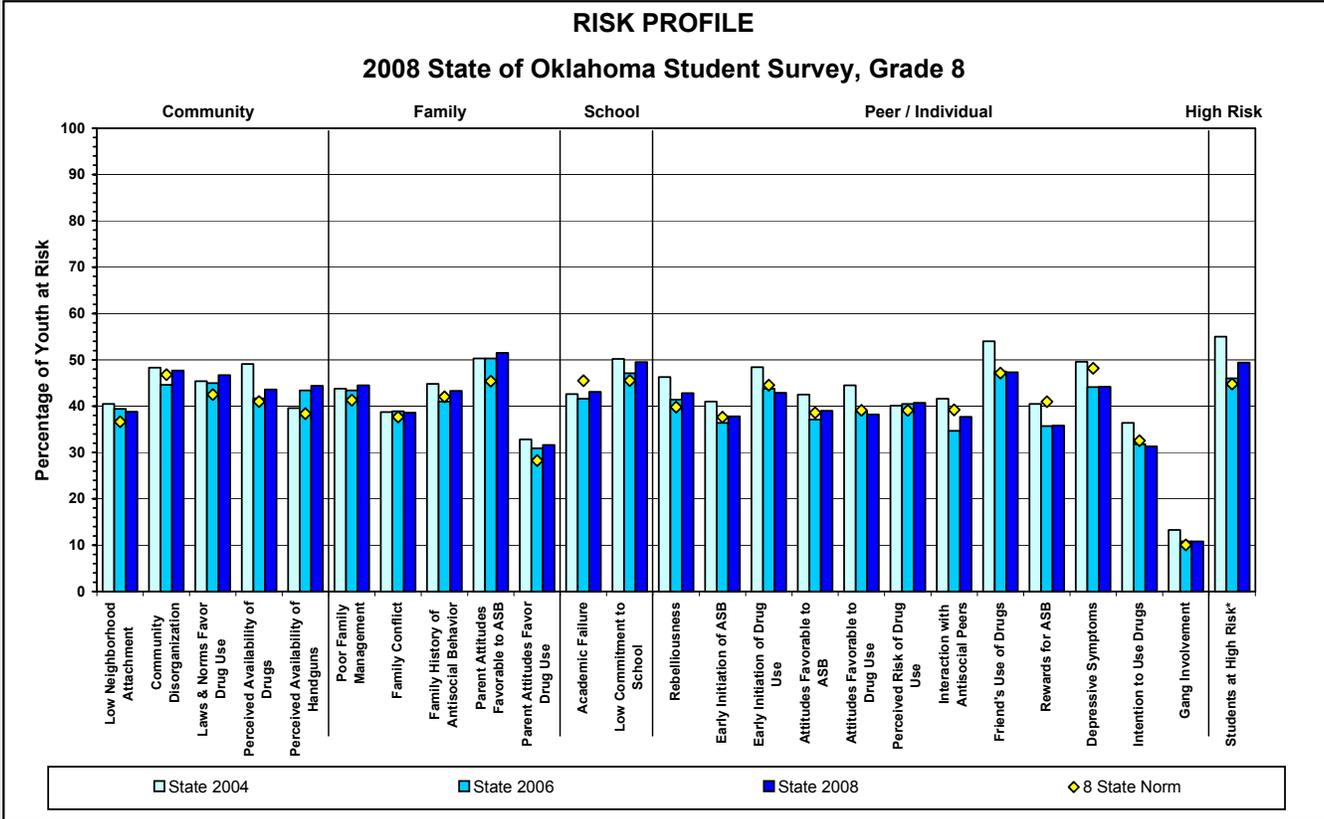
PROTECTIVE PROFILE

2008 State of Oklahoma Student Survey, Grade 6

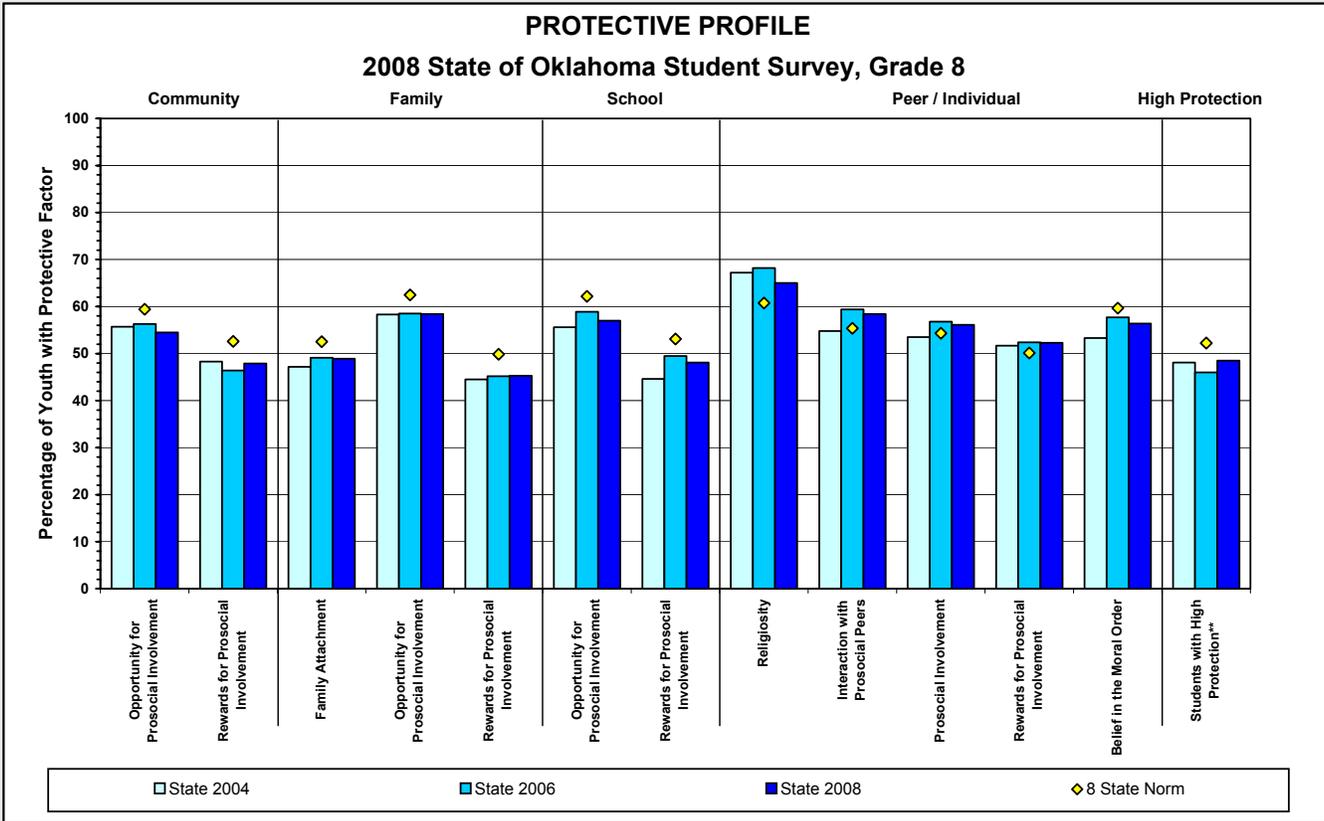


* High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th grade: 4 or more protective factors; 8th, 10th, and 12th grade: 5 or more protective factors)

Risk and Protective Factor Profiles

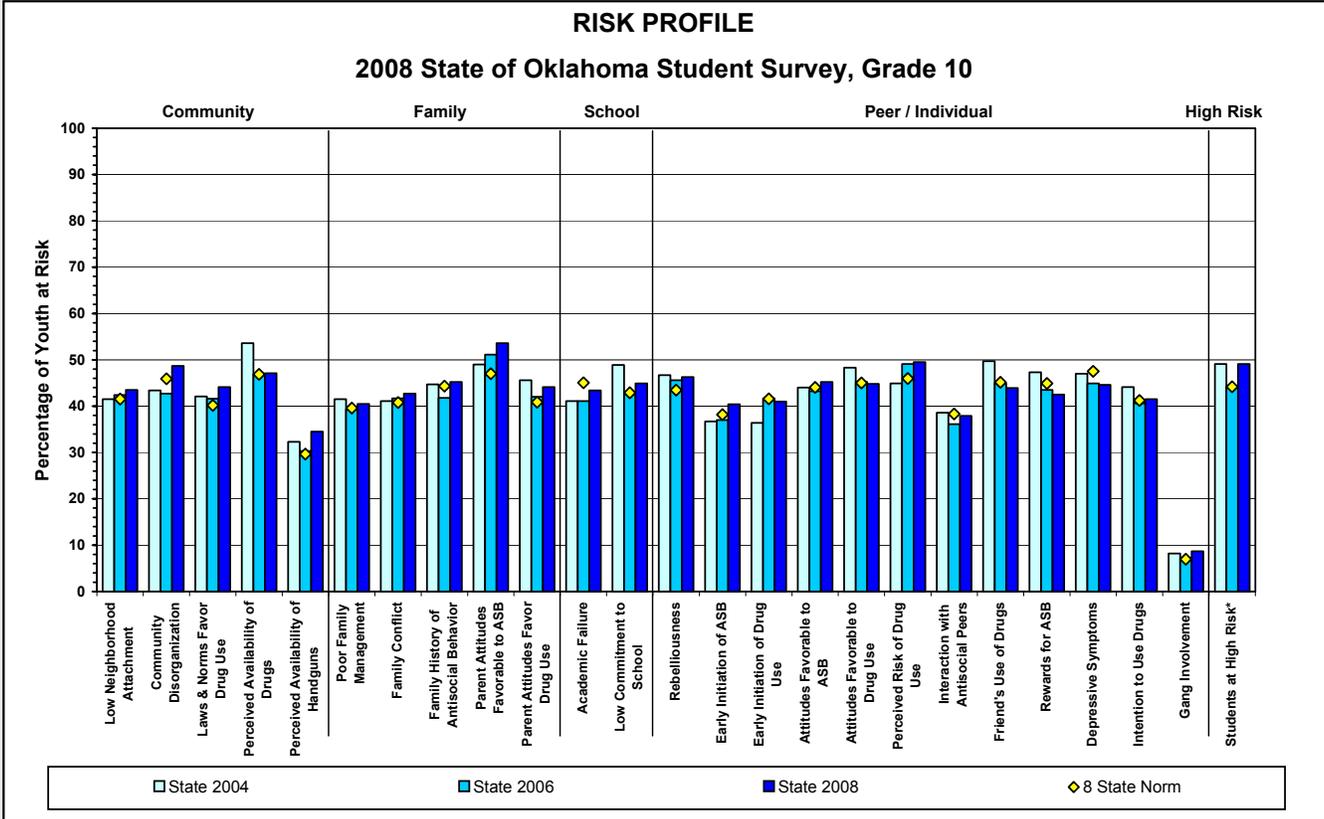


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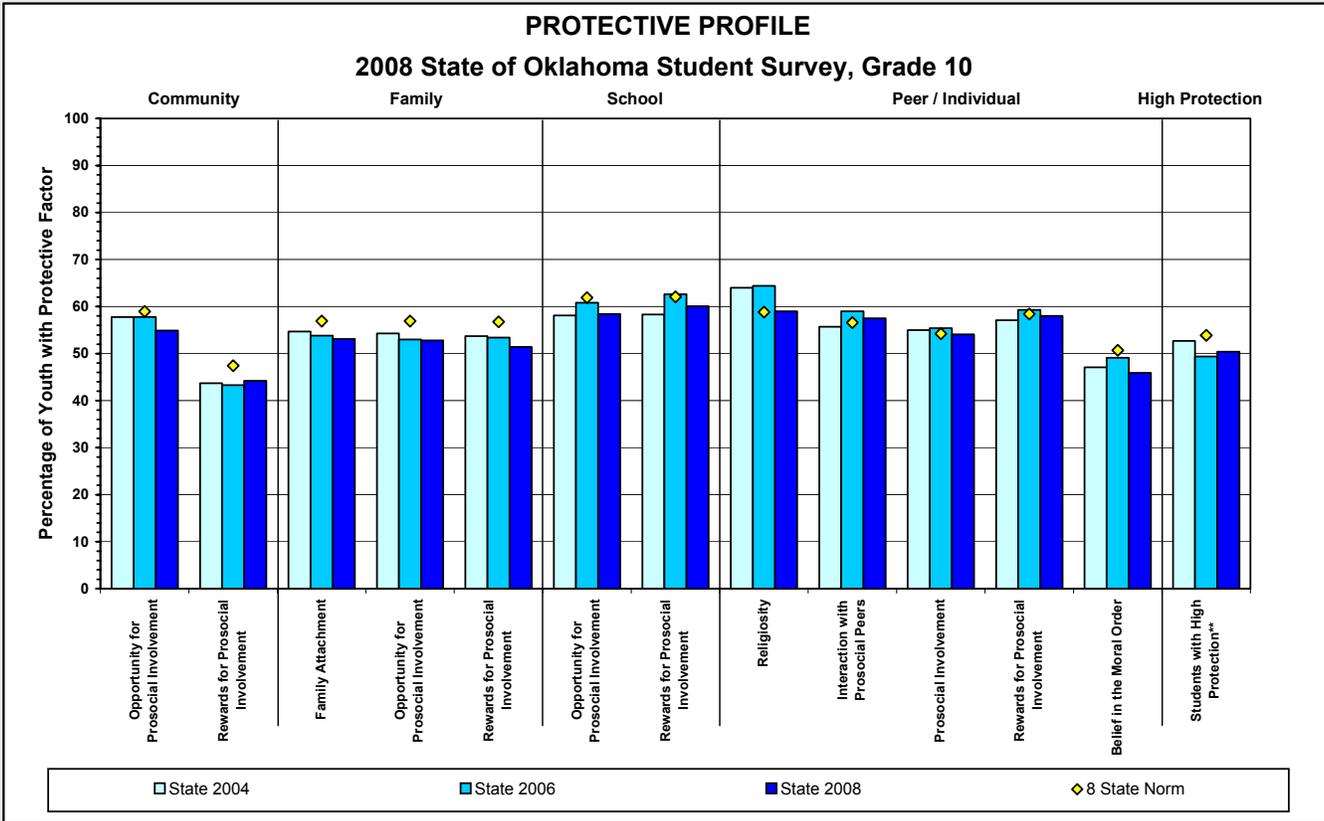


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Risk and Protective Factor Profiles

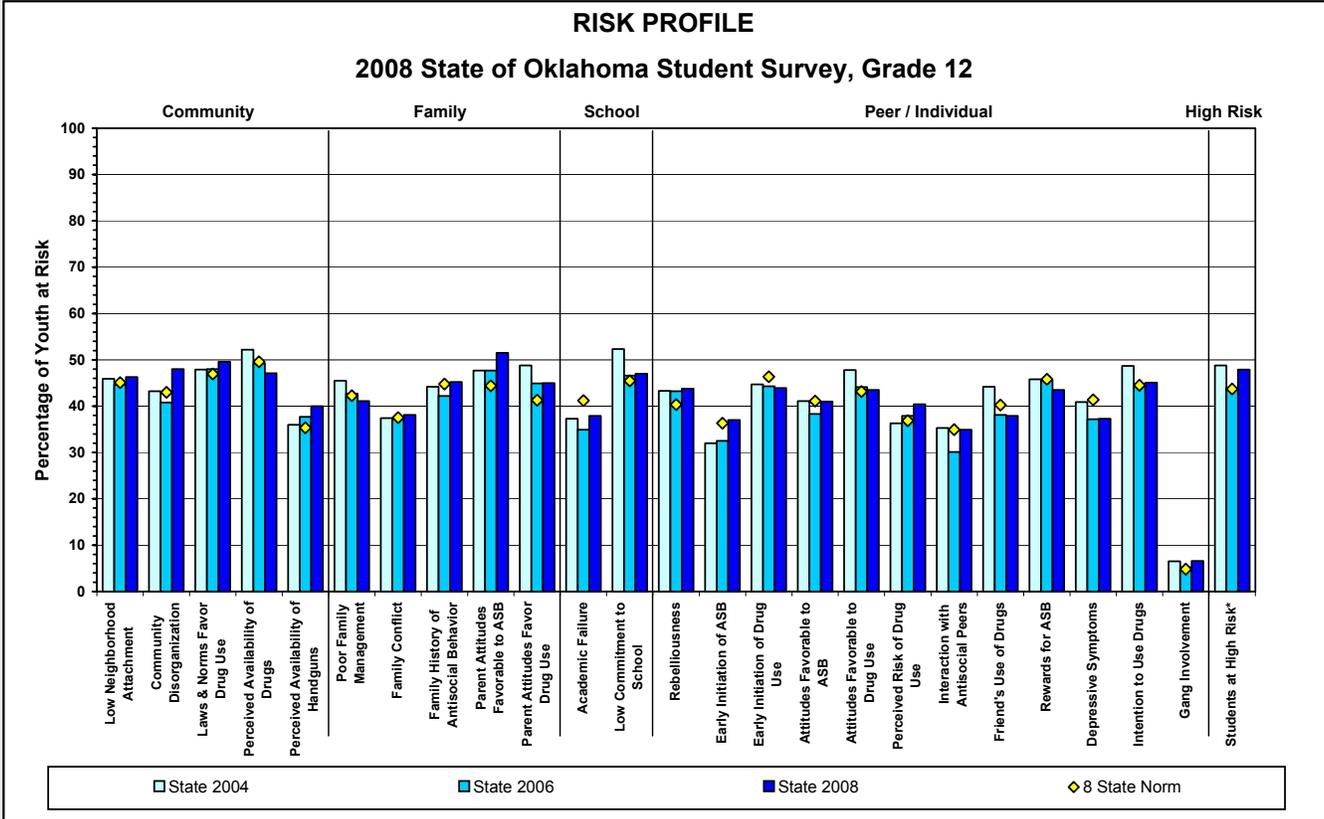


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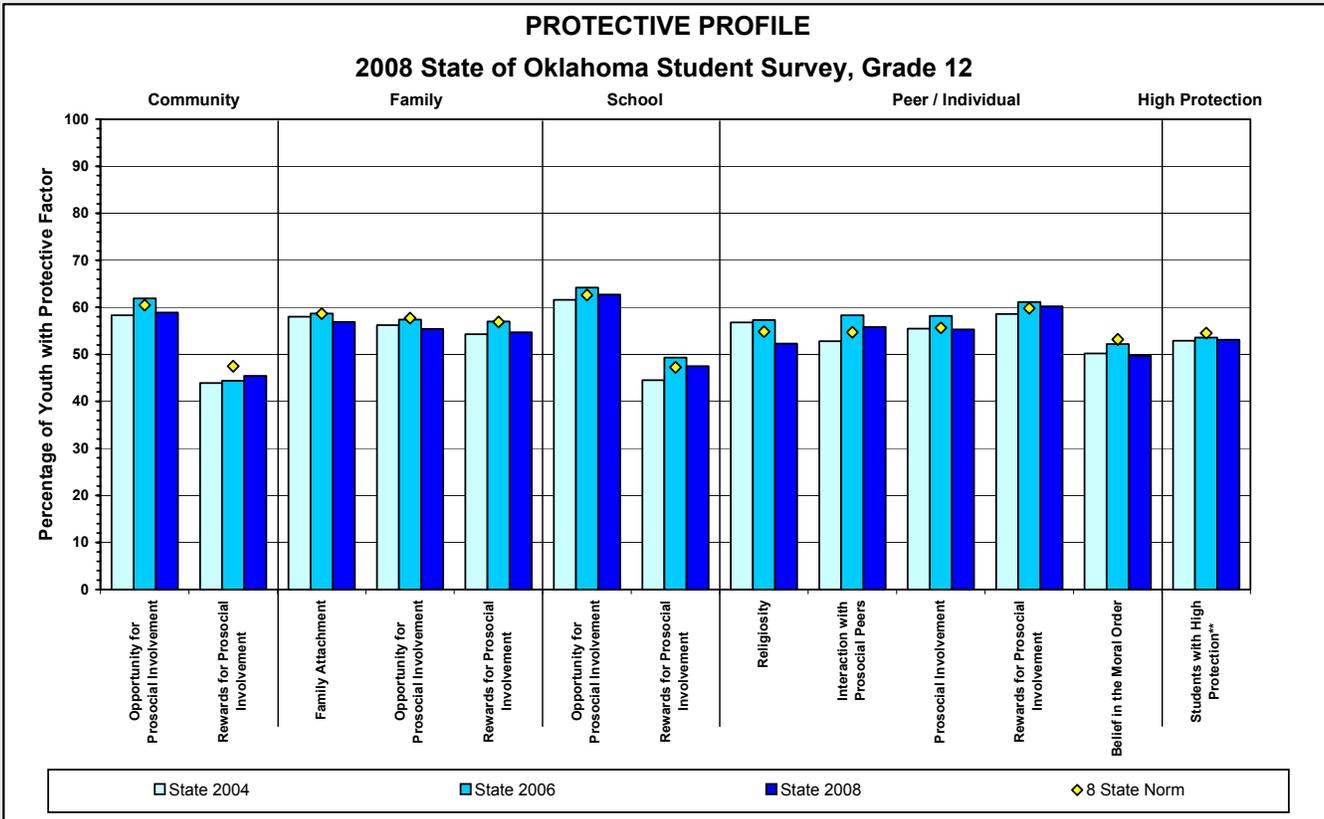


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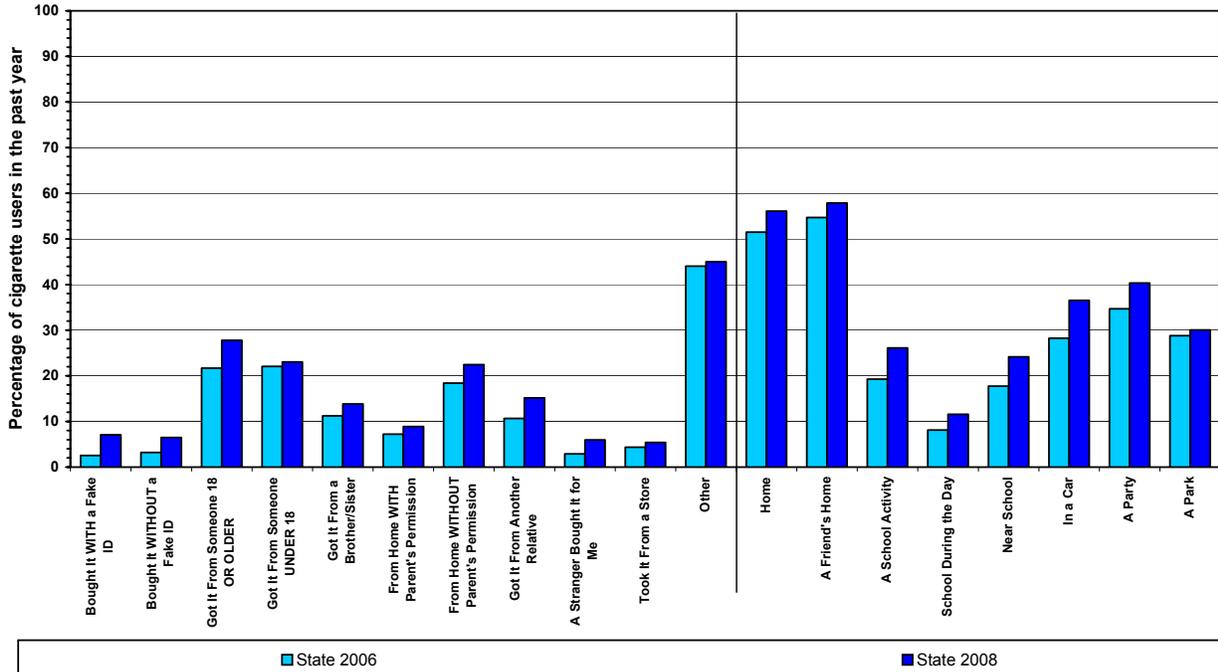
Sources and Places of Use

SOURCES AND PLACES OF CIGARETTE USE

2008 State of Oklahoma Student Survey, Grade 6

The last time I smoked a cigarette I...
(State 2008 sample: 1498 students)

On the last day I smoked I smoked at...
(State 2008 sample: 1341 students)

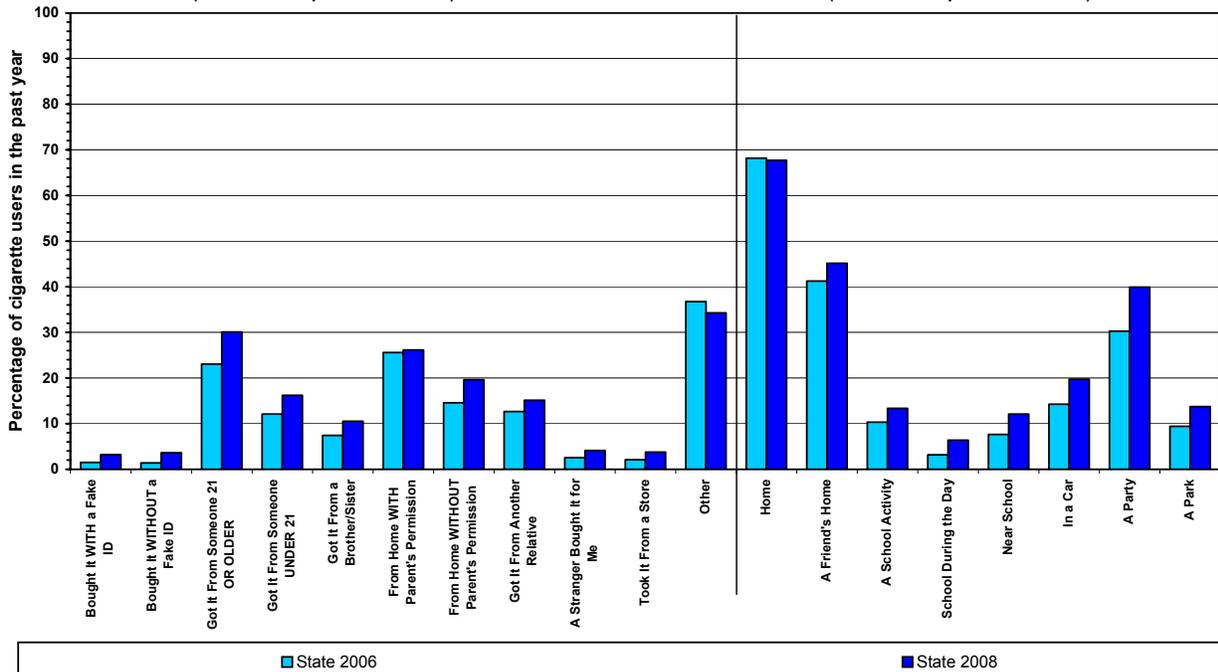


SOURCES AND PLACES OF ALCOHOL USE

2008 State of Oklahoma Student Survey, Grade 6

When I drank alcohol during the past year I...
(State 2008 sample: 1997 students)

During the past year, I drank alcohol at...
(State 2008 sample: 1881 students)



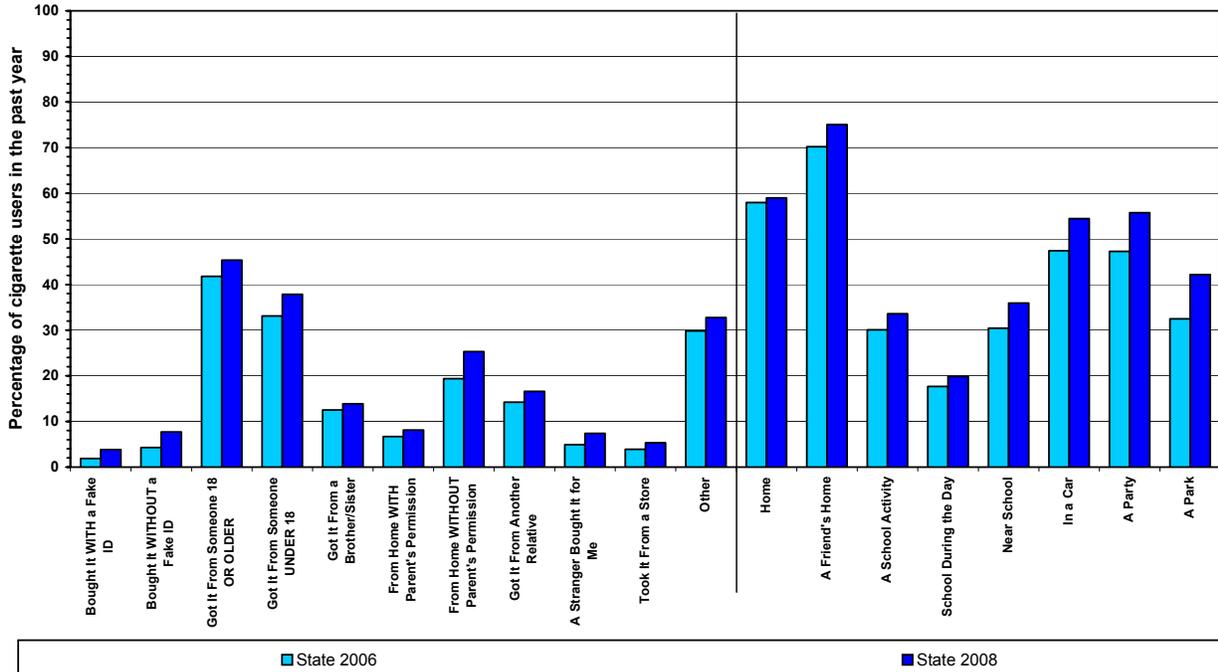
Sources and Places of Use

SOURCES AND PLACES OF CIGARETTE USE

2008 State of Oklahoma Student Survey, Grade 8

The last time I smoked a cigarette I...
(State 2008 sample: 3116 students)

On the last day I smoked I smoked at...
(State 2008 sample: 3169 students)

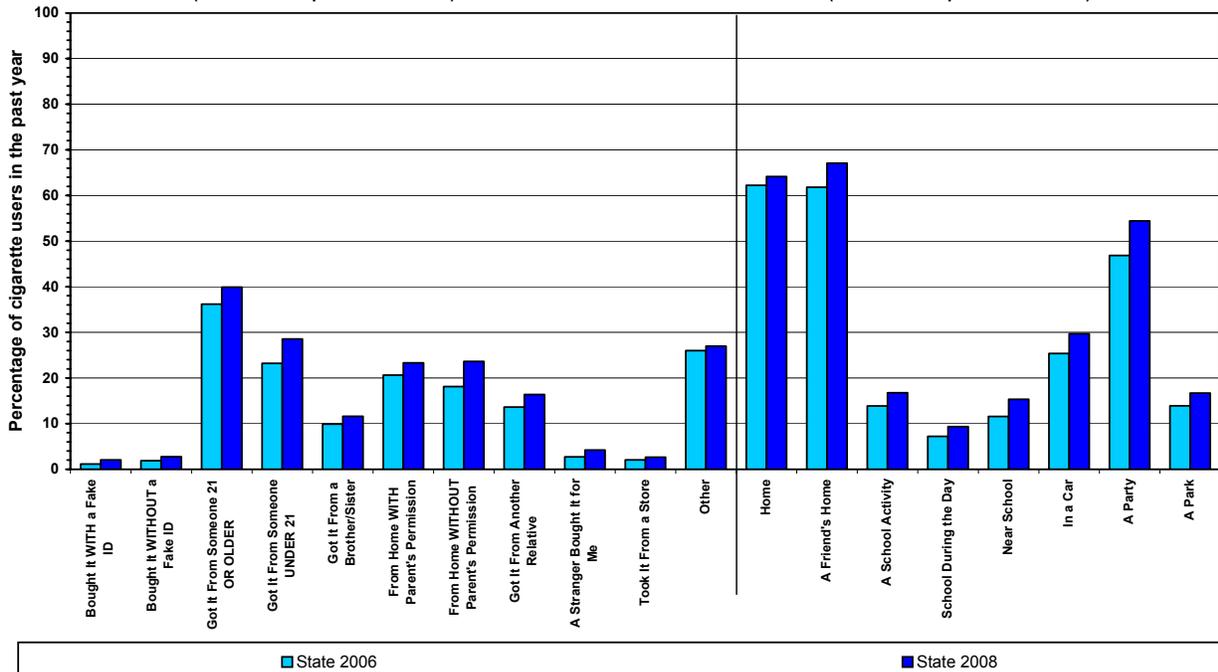


SOURCES AND PLACES OF ALCOHOL USE

2008 State of Oklahoma Student Survey, Grade 8

When I drank alcohol during the past year I...
(State 2008 sample: 4658 students)

During the past year, I drank alcohol at...
(State 2008 sample: 4679 students)



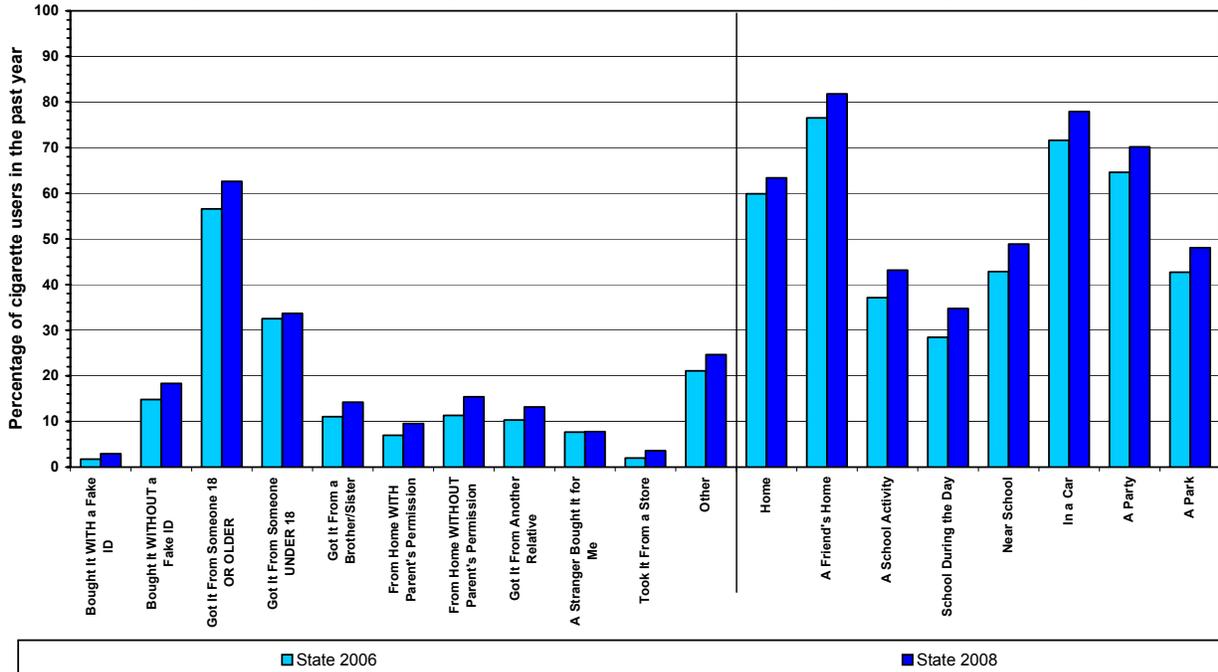
Sources and Places of Use

SOURCES AND PLACES OF CIGARETTE USE

2008 State of Oklahoma Student Survey, Grade 10

The last time I smoked a cigarette I...
(State 2008 sample: 4238 students)

On the last day I smoked I smoked at...
(State 2008 sample: 4256 students)

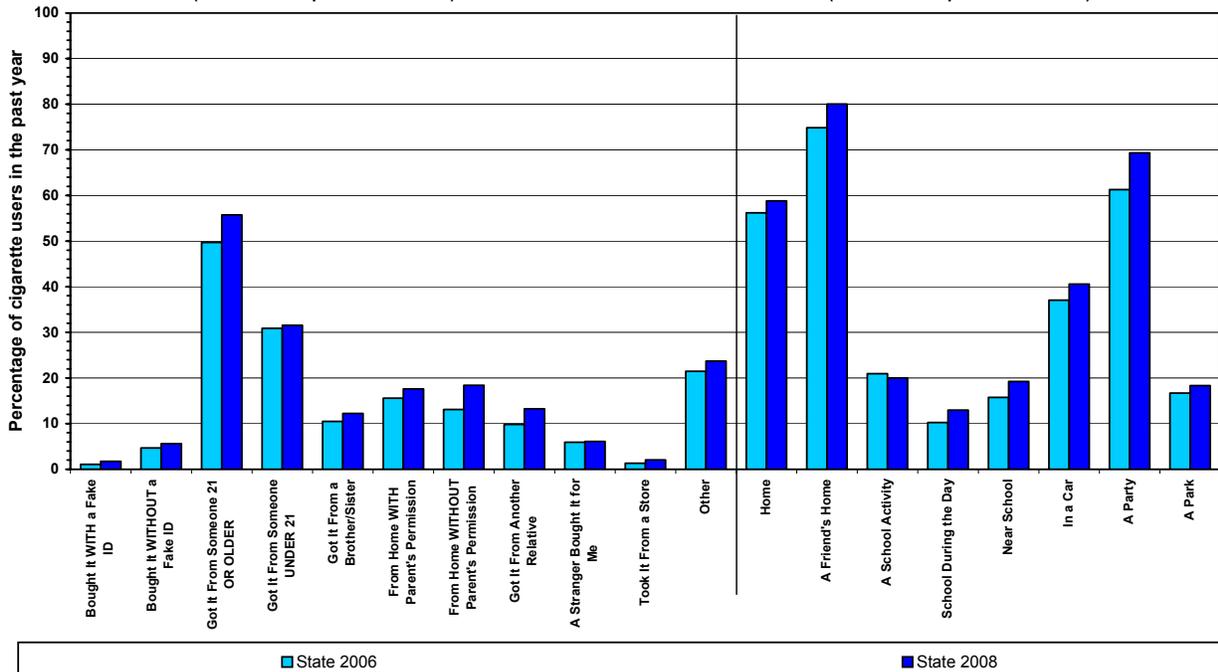


SOURCES AND PLACES OF ALCOHOL USE

2008 State of Oklahoma Student Survey, Grade 10

When I drank alcohol during the past year I...
(State 2008 sample: 6370 students)

During the past year, I drank alcohol at...
(State 2008 sample: 6178 students)



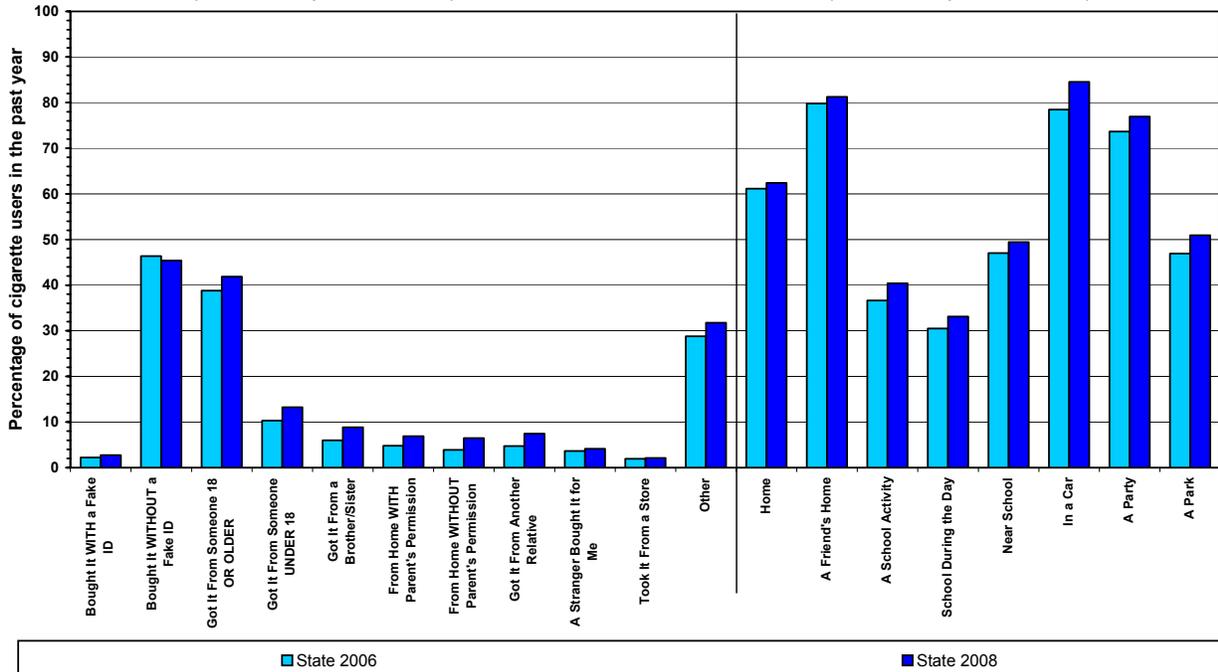
Sources and Places of Use

SOURCES AND PLACES OF CIGARETTE USE

2008 State of Oklahoma Student Survey, Grade 12

The last time I smoked a cigarette I...
(State 2008 sample: 4078 students)

On the last day I smoked I smoked at...
(State 2008 sample: 3976 students)

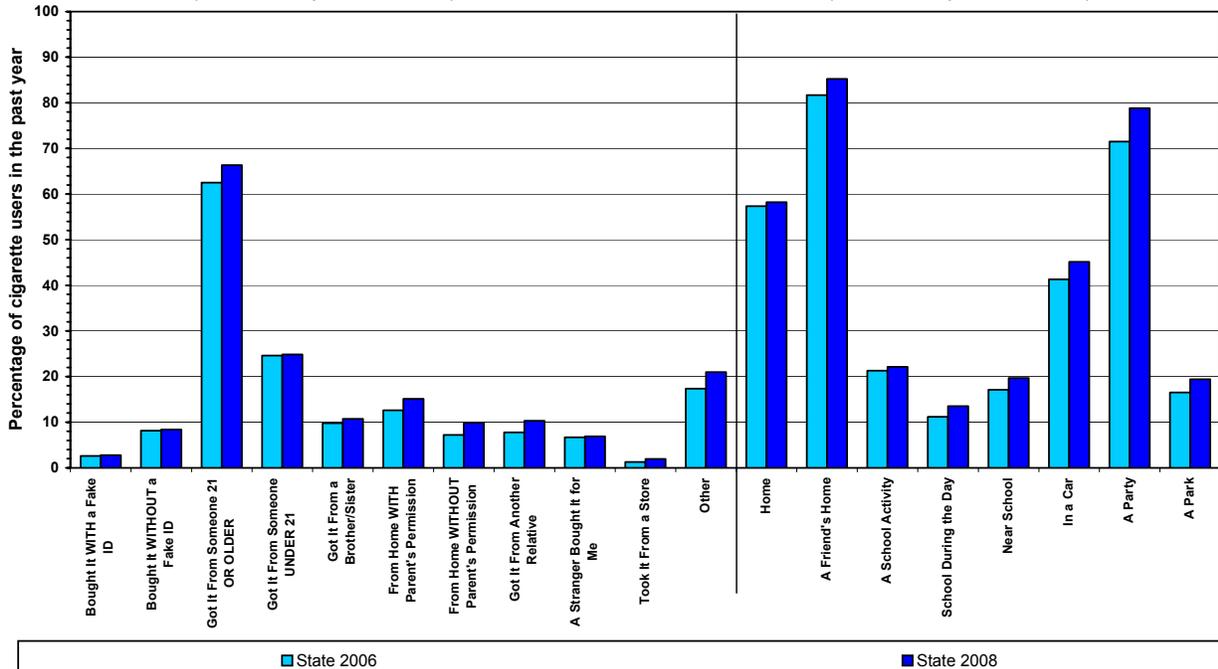


SOURCES AND PLACES OF ALCOHOL USE

2008 State of Oklahoma Student Survey, Grade 12

When I drank alcohol during the past year I...
(State 2008 sample: 5768 students)

During the past year, I drank alcohol at...
(State 2008 sample: 5537 students)



Risk and Protective Scale Definitions

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

<i>Community Domain Risk Factors</i>	
<i>Community Disorganization</i>	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.
<i>Low Neighborhood Attachment</i>	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	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.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
<i>Family History of Antisocial Behavior</i>	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.
<i>Family Conflict</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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.
<i>Poor Family Management</i>	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.
<i>Family Domain Protective Factors</i>	
<i>Family Attachment</i>	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.
<i>Opportunities for Positive Involvement</i>	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.
<i>Rewards for Positive Involvement</i>	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.
<i>School Domain Risk Factors</i>	
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or nonmedically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.
<i>Academic Failure</i>	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.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	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.
<i>Rewards for Positive Involvement</i>	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.
<i>Peer-Individual Risk Factors</i>	
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Friends' Use of Drugs</i>	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.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Rebelliousness</i>	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.
<i>Intention to Use ATODs</i>	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.
<i>Depressive Symptoms</i>	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Religiosity</i>	Young people who regularly attend religious services are less likely to engage in problem behaviors.
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	Young people who view working hard in school and the community are less likely to engage in problem behavior.
<i>Involvement with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

Data Tables

Table 3. Number of Students Who Completed the Survey

Number of Youth	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008
	4,598	12,013	18,969	4,472	11,635	16,682	3,583	11,042	14,435	2,703	7,847	10,634

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		
		State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008
		Alcohol	Had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	32.4	27.7	28.1	54.0	51.3	50.8	68.8	66.9	67.1	78.1
Cigarettes	Smoked cigarettes?	21.9	16.9	14.7	38.3	34.0	31.4	47.8	45.2	44.4	58.6	52.7	52.7
Chewing Tobacco	Used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	6.0	7.9	7.3	10.2	16.1	15.9	16.9	21.8	23.2	20.5	26.1	26.8
Marijuana	Used marijuana (grass, pot) or hashish (hash, hash oil)?	4.9	3.0	3.0	19.6	13.8	13.5	33.7	26.6	25.6	43.4	35.3	32.8
Inhalants	Sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	12.2	10.3	11.7	13.1	12.9	15.1	10.0	10.6	12.3	8.3	8.4	9.4
Hallucinogens	Used LSD or other hallucinogens?	0.7	0.4	0.6	1.9	1.5	1.8	4.1	3.7	4.1	6.4	5.1	5.2
Cocaine	Used cocaine or crack?	1.0	0.8	0.9	2.4	1.7	2.3	4.6	4.3	4.1	7.4	6.8	6.1
Methamphetamines	Used methamphetamines (meth, speed, crank, crystal meth)?	n/a	0.4	0.6	n/a	1.7	1.5	n/a	3.5	2.7	n/a	4.8	4.0
Other Stimulants**	Used stimulants other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	1.1	1.1	1.2	2.4	3.4	3.4	5.4	7.6	6.9	6.6	8.9	8.0
Sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates or sleeping pills) without a doctor telling you to take them?	6.9	5.1	5.3	11.1	9.6	11.2	17.6	16.5	17.1	20.7	19.5	18.4
Heroin	Used heroin or other opiates?	0.4	0.3	0.5	1.0	0.7	1.0	1.6	1.5	1.4	2.2	1.8	2.2
Ecstasy	Used MDMA (X, E, Ecstasy)?	0.6	0.3	0.4	2.7	1.7	2.0	4.5	4.1	4.0	7.4	5.7	5.8
Prescription Drugs*	Used prescription drugs (such as Valium, Xanax, Ritalin, Adderall, Oxycontin or sleeping pills) without a doctor telling you to take them?	n/a	n/a	5.5	n/a	n/a	13.1	n/a	n/a	20.6	n/a	n/a	22.7
Non-Prescription Cough Medicine*	Used a non-prescription cough or cold medicine (robos, DMX, etc.) to get high and not for medical reasons?	n/a	n/a	2.8	n/a	n/a	6.3	n/a	n/a	8.5	n/a	n/a	8.4

* Substance categories that were not measured and reported prior to 2008.

** In 2004 The question included Methamphetamines (On how many occasions (if any) have you: used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them.)

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		
		State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008
Alcohol	Had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	9.3	6.0	8.4	24.6	19.5	23.4	39.4	34.4	35.6	49.9	45.7	45.9
Cigarettes	Smoked cigarettes?	7.5	3.5	3.0	15.3	10.6	10.3	23.3	18.4	18.5	29.2	24.6	25.0
Chewing Tobacco	Used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	1.9	2.4	2.2	4.3	6.7	6.8	7.9	9.9	12.0	9.2	12.0	13.7
Marijuana	Used marijuana (grass, pot) or hashish (hash, hash oil)?	1.8	1.0	1.1	8.8	5.6	6.2	15.1	12.2	11.6	16.8	14.8	13.8
Inhalants	Sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	5.0	3.7	4.9	5.4	4.5	5.8	2.5	2.9	3.1	1.2	1.2	1.8
Hallucinogens	Used LSD or other hallucinogens?	0.3	0.1	0.1	0.9	0.4	0.7	1.8	0.9	1.3	2.0	0.9	1.3
Cocaine	Used cocaine or crack?	0.7	0.3	0.4	0.9	0.5	0.7	1.7	1.0	1.1	1.9	1.4	1.2
Methamphetamines	Used methamphetamines (meth, speed, crank, crystal meth)?	n/a	0.1	0.2	n/a	0.4	0.5	n/a	1.0	0.8	n/a	1.0	0.8
Other Stimulants**	Used stimulants other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	0.5	0.4	0.4	1.0	1.3	1.5	1.9	3.0	2.9	2.4	3.0	2.8
Sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates or sleeping pills) without a doctor telling you to take them?	2.8	1.7	2.3	5.9	4.4	5.5	9.1	7.9	8.2	10.1	8.6	8.2
Heroin	Used heroin or other opiates?	0.2	0.1	0.2	0.4	0.2	0.3	0.5	0.5	0.5	0.7	0.4	0.7
Ecstasy	Used MDMA (X, E, Ecstasy)?	0.2	0.1	0.2	0.9	0.6	0.8	1.4	1.1	1.4	1.7	1.1	1.8
Prescription Drugs*	Used prescription drugs (such as Valium, Xanax, Ritalin, Adderall, Oxycontin or sleeping pills) without a doctor telling you to take them?	n/a	n/a	2.5	n/a	n/a	6.6	n/a	n/a	10.0	n/a	n/a	10.5
Non-prescription cough medicine*	Used a non-prescription cough or cold medicine (robos, DMX, etc.) to get high and not for medical reasons?	n/a	n/a	1.3	n/a	n/a	3.1	n/a	n/a	3.6	n/a	n/a	2.8

* Substance categories that were not measured and reported prior to 2008.

** In 2004 The question included Methamphetamines (On how many occasions (if any) have you: used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them.)

Data Tables

Table 6. Percentage of Students With Heavy ATOD Use and Need for Alcohol/Drug Treatment

Heavy Use and Treatment Needs		Grade 6			Grade 8			Grade 10			Grade 12		
		State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	6.8	5.0	4.9	15.5	13.0	13.3	26.2	22.8	21.8	35.6	31.8	29.6
1/2 Pack of Cigarettes/Day	During the past 30 days, have you smoked a half a pack of cigarettes a day or more?	0.3	0.2	0.2	1.0	0.8	0.9	2.1	1.7	2.1	3.8	3.0	3.5
Needs Alcohol Treatment	Answered "Yes" to at least 3 alcohol treatment questions and has used alcohol on 10 or more occasions	n/a	1.1	0.9	n/a	5.5	4.6	n/a	12.1	9.8	n/a	15.2	13.2
Needs Drug Treatment	Answered "Yes" to at least 3 drug treatment questions and has used any drug on 10 or more occasions	n/a	0.5	0.4	n/a	3.3	2.6	n/a	6.9	5.4	n/a	7.5	6.6
Alcohol or Drug Treatment	Needs alcohol and/or drug treatment	n/a	1.5	1.1	n/a	7.9	5.7	n/a	16.0	12.0	n/a	19.1	15.5

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

How many times in the past year (12 months) have you: (One or more times)	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008
Been Suspended from School	13.9	10.8	10.8	18.1	13.2	15.0	11.0	10.2	11.7	8.0	6.2	7.2
Been Drunk or High at School	4.0	3.0	3.2	11.9	8.6	9.6	18.5	15.2	15.6	19.8	17.5	17.8
Sold Illegal Drugs	0.9	0.7	0.7	4.1	3.0	3.5	7.5	6.0	7.1	8.6	6.6	7.8
Stolen or Tried to Steal a Motor Vehicle	2.8	1.9	1.7	4.2	3.1	3.2	3.5	3.0	3.2	2.0	1.5	2.3
Been Arrested	3.8	3.0	2.5	8.0	6.0	6.6	7.6	7.0	7.6	7.2	5.4	6.5
Attacked Someone with the Idea of Seriously Hurting Them	17.3	14.8	15.3	18.8	17.4	18.0	16.0	15.1	16.8	14.4	11.1	13.4
Carried a Handgun	5.2	5.2	4.9	5.2	5.7	6.0	4.8	4.8	6.3	5.1	4.2	6.4
Carried a Handgun to School	0.4	0.5	0.5	0.9	0.9	0.9	1.0	0.8	1.0	1.2	0.9	1.4

Table 8. Percentage of Students Responding to Drinking and Driving Questions in the Past Month *

Drinking Behavior	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008
Driven after Drinking Alcohol	n/a	n/a	1.9	n/a	n/a	4.2	n/a	n/a	8.8	n/a	n/a	19.8
Been a Passenger With Drinking Driver	n/a	n/a	20.5	n/a	n/a	25.5	n/a	n/a	27.3	n/a	n/a	29.4

* Drinking and Driving data were not gathered prior to 2008.

Data Tables

Table 9. Percentage of Students Gambling in the Past Year *

How many times in the past year (12 months) have you: (<i>'A few times' or more</i>)	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008
Gambled in the Past Year	n/a	70.7	58.4	n/a	74.5	60.5	n/a	69.8	56.9	n/a	74.3	63.0
Gambled at a Casino	n/a	1.7	1.9	n/a	2.1	2.5	n/a	3.3	4.4	n/a	22.7	29.6
Played the Lottery	n/a	36.0	33.3	n/a	37.0	34.0	n/a	33.4	30.8	n/a	49.2	40.5
Bet on Sports	n/a	24.3	22.0	n/a	30.4	27.8	n/a	26.8	26.0	n/a	21.3	20.8
Bet on Cards	n/a	21.1	17.9	n/a	31.3	25.6	n/a	33.3	27.6	n/a	32.0	27.1
Bet on Horses	n/a	5.3	4.5	n/a	6.3	5.9	n/a	5.7	6.0	n/a	6.4	6.7
Played Bingo for Money	n/a	36.6	32.7	n/a	31.9	30.0	n/a	24.1	23.7	n/a	20.3	19.2
Gambled on the Internet	n/a	5.7	4.9	n/a	7.4	6.3	n/a	6.5	5.7	n/a	5.9	5.3
Bet on Dice	n/a	6.3	4.9	n/a	9.2	8.2	n/a	9.4	8.7	n/a	7.6	7.7
Bet on Games of Skill	n/a	19.8	17.5	n/a	24.3	21.8	n/a	23.9	21.5	n/a	19.5	18.1

Table 10. Percentage of Students Reporting Protection

Protective Factors	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008
Community Domain												
Opportunity for Prosocial Involvement	48.2	46.9	46.5	55.7	56.3	54.5	57.8	57.8	54.9	58.3	61.9	58.9
Rewards for Prosocial Involvement	43.1	44.6	44.4	48.3	46.4	47.9	43.7	43.3	44.2	43.9	44.4	45.4
Family Domain												
Family Attachment	49.9	52.1	51.1	47.2	49.1	48.9	54.7	53.8	53.1	58.0	58.7	56.9
Opportunity for Prosocial Involvement	55.7	55.3	55.4	58.3	58.5	58.4	54.3	53.0	52.8	56.2	57.4	55.4
Rewards for Prosocial Involvement	49.1	51.3	49.7	44.5	45.2	45.3	53.7	53.4	51.4	54.3	57.0	54.7
School Domain												
Opportunity for Prosocial Involvement	45.9	45.5	43.1	55.6	58.9	57.0	58.1	60.8	58.4	61.6	64.2	62.7
Rewards for Prosocial Involvement	44.4	48.5	47.4	44.6	49.5	48.1	58.3	62.6	60.1	44.5	49.3	47.5
Peer-Individual Domain												
Religiosity	52.8	54.2	51.8	67.2	68.2	65.0	64.0	64.4	59.0	56.8	57.3	52.3
Belief in the Moral Order	50.2	53.5	51.5	54.8	59.4	58.4	55.7	59.0	57.5	52.8	58.3	55.8
Interaction with Prosocial Peers	54.9	56.9	53.6	53.5	56.8	56.1	55.0	55.4	54.1	55.5	58.2	55.3
Prosocial Involvement	43.7	46.2	44.9	51.7	52.4	52.3	57.1	59.3	58.0	58.6	61.1	60.2
Rewards for Prosocial Involvement	47.8	52.4	51.2	53.3	57.7	56.4	47.1	49.1	45.9	50.2	52.2	49.7
Total Protection												
Students with High Protection**	53.4	52.5	51.7	48.1	46.0	48.5	52.7	49.4	50.4	52.9	53.6	53.1

* Gambling data were not gathered prior to 2006.

** 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, 7th-12th grades: 5 or more protective factors)

Data Tables

Table 11. Percentage of Students Reporting Risk

Risk Factors	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008
Community Domain												
Low Neighborhood Attachment	50.0	49.5	48.6	40.5	39.4	38.8	41.5	42.4	43.5	45.9	44.6	46.3
Community Disorganization	45.5	43.9	42.7	48.3	44.6	47.7	43.4	42.7	48.7	43.2	40.8	48.0
Laws & Norms Favor Drug Use	47.8	48.6	48.1	45.4	45.0	46.7	42.1	41.6	44.1	47.9	48.0	49.6
Perceived Availability of Drugs	53.3	49.5	50.9	49.1	41.7	43.6	53.6	46.8	47.1	52.2	49.2	47.1
Family Domain												
Perceived Availability of Handguns	27.9	30.9	30.5	39.6	43.4	44.4	32.3	30.3	34.5	36.0	37.7	40.0
Poor Family Management	51.1	50.8	51.9	43.8	43.4	44.5	41.5	39.3	40.5	45.5	42.7	41.1
Family Conflict	45.2	43.9	44.7	38.7	38.9	38.6	41.1	41.7	42.7	37.4	37.2	38.1
Family History of Antisocial Behavior	51.6	47.2	46.7	44.8	41.0	43.3	44.7	41.8	45.2	44.2	42.2	45.2
Parent Attitudes Favorable to ASB	42.5	40.1	40.4	50.3	50.3	51.5	49.0	51.1	53.6	47.7	47.7	51.5
Parent Attitudes Favor Drug Use	19.4	16.6	16.6	32.8	30.9	31.6	45.6	42.0	44.1	48.8	44.9	45.0
School Domain												
Academic Failure	37.4	37.6	37.0	42.6	41.6	43.1	41.1	41.1	43.4	37.3	34.9	37.9
Low Commitment to School	53.8	48.9	51.0	50.2	47.1	49.5	48.9	43.0	44.9	52.3	46.6	47.0
Peer-Individual Domain												
Rebelliousness	48.3	41.4	41.5	46.3	41.4	42.8	46.7	45.6	46.3	43.3	43.2	43.8
Early Initiation of ASB	33.1	28.9	29.2	41.0	36.4	37.8	36.7	37.0	40.4	32.0	32.5	37.0
Early Initiation of Drug Use	44.3	35.6	35.1	48.4	43.8	42.9	36.4	41.7	41.0	44.7	44.3	43.9
Attitudes Favorable to ASB	50.7	46.0	47.8	42.5	37.1	39.0	44.0	43.2	45.2	41.1	38.3	41.0
Attitudes Favorable to Drug Use	31.2	25.1	23.4	44.5	38.8	38.2	48.3	45.2	44.8	47.8	44.1	43.5
Perceived Risk of Drug Use	47.1	47.9	48.4	40.1	40.5	40.7	44.9	49.1	49.5	36.3	37.9	40.4
Interaction with Antisocial Peers	48.6	42.0	42.4	41.6	34.7	37.7	38.6	36.1	37.9	35.3	30.1	34.9
Friend's Use of Drugs	33.3	27.6	28.3	54.0	47.5	47.3	49.7	44.9	43.9	44.2	38.1	37.9
Rewards for ASB	34.9	29.7	29.1	40.5	35.7	35.8	47.3	43.5	42.5	45.8	45.6	43.5
Depressive Symptoms	47.5	42.4	39.9	49.6	44.1	44.2	47.0	44.9	44.6	40.9	37.2	37.3
Intention to Use Drugs	53.5	48.1	49.3	36.4	31.8	31.3	44.1	40.6	41.5	48.7	44.8	45.1
Gang Involvement	11.8	10.1	8.0	13.3	10.8	10.8	8.2	7.3	8.7	6.5	5.2	6.6
High Risk												
Students at High Risk*	57.1	50.2	51.3	55.0	46.0	49.4	49.1	44.1	49.1	48.8	43.9	47.9

* 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, 7th-8th grade: 8 or more risk factors, 9th-12th graders: 9 or more factors)

Data Tables

Table 12. Sources and Places of Student Cigarette Use *

The last time I smoked a cigarette I...	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008
<i>Sample size *</i>	947	1,498	1,498	2,086	3,116	3,116	3,055	4,238	4,238	2,905	4,078	4,078
Bought It WITH a Fake ID	2.5	7.1	7.1	1.9	3.8	3.8	1.7	2.9	2.9	2.2	2.7	2.7
Bought It WITHOUT a Fake ID	3.2	6.5	6.5	4.3	7.7	7.7	14.8	18.3	18.3	46.3	45.4	45.4
Got It From Someone 18 OR OLDER	21.6	27.8	27.8	41.8	45.3	45.3	56.6	62.6	62.6	38.8	41.9	41.9
Got It From Someone UNDER 18	22.1	23.0	23.0	33.1	37.8	37.8	32.5	33.6	33.6	10.3	13.2	13.2
Got It From a Brother/Sister	11.2	13.8	13.8	12.5	13.9	13.9	11.0	14.2	14.2	6.0	8.9	8.9
From Home WITH Parent's Permission	7.2	8.9	8.9	6.7	8.1	8.1	6.9	9.5	9.5	4.8	6.9	6.9
From Home WITHOUT Parent's Permission	18.4	22.4	22.4	19.4	25.3	25.3	11.3	15.4	15.4	3.9	6.4	6.4
Got It From Another Relative	10.7	15.2	15.2	14.2	16.6	16.6	10.3	13.1	13.1	4.8	7.4	7.4
A Stranger Bought It for Me	2.9	5.9	5.9	4.9	7.4	7.4	7.7	7.7	7.7	3.6	4.1	4.1
Took It From a Store	4.3	5.4	5.4	3.9	5.3	5.3	2.0	3.6	3.6	1.9	2.1	2.1
Other	44.0	45.0	45.0	29.8	32.8	32.8	21.1	24.6	24.6	28.8	31.8	31.8
On the last day I smoked, I smoked at...	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008
<i>Sample size *</i>	903	1,341	1,341	2,191	3,169	3,169	3,094	4,256	4,256	2,819	3,976	3,976
Home	51.5	56.1	56.1	58.0	59.0	59.0	59.9	63.4	63.4	61.2	62.4	62.4
A Friend's Home	54.7	57.9	57.9	70.2	75.1	75.1	76.5	81.8	81.8	79.8	81.3	81.3
A School Dance, a Game, or Other Event	19.3	26.1	26.1	30.1	33.6	33.6	37.1	43.2	43.2	36.6	40.4	40.4
School During the Day	8.1	11.6	11.6	17.7	19.9	19.9	28.4	34.8	34.8	30.5	33.1	33.1
Near School	17.7	24.2	24.2	30.4	35.9	35.9	42.8	48.9	48.9	47.0	49.4	49.4
In a Car	28.2	36.5	36.5	47.4	54.5	54.5	71.6	77.9	77.9	78.5	84.5	84.5
A Party	34.7	40.3	40.3	47.2	55.7	55.7	64.6	70.2	70.2	73.6	76.9	76.9
A Park or Beach	28.8	30.1	30.1	32.5	42.2	42.2	42.7	48.1	48.1	46.9	50.9	50.9

* Sources and Places data were not gathered prior to 2006.

* Sample size represents the number of youth who answered the question, not including students reporting no cigarette use in the past year. In the case of smaller sample sizes, caution should be exercised before generalizing results and yearly trends to the entire community.

Data Tables

Table 13. Sources and Places of Student Alcohol Use *

When I drank Alcohol in the past year I...	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008
<i>Sample size *</i>	1,298	1,997	1,997	2,980	4,658	4,658	4,627	6,370	6,370	4,226	5,768	5,768
Bought It WITH a Fake ID	1.5	3.2	3.2	1.1	2.1	2.1	1.1	1.7	1.7	2.6	2.8	2.8
Bought It WITHOUT a Fake ID	1.4	3.6	3.6	1.8	2.7	2.7	4.6	5.6	5.6	8.1	8.4	8.4
Got It From Someone 21 OR OLDER	23.0	30.1	30.1	36.2	39.9	39.9	49.7	55.7	55.7	62.5	66.3	66.3
Got It From Someone UNDER 21	12.1	16.2	16.2	23.2	28.6	28.6	30.9	31.5	31.5	24.6	24.8	24.8
Got It From a Brother/Sister	7.4	10.5	10.5	9.9	11.6	11.6	10.5	12.2	12.2	9.8	10.7	10.7
From Home WITH Parent's Permission	25.6	26.1	26.1	20.6	23.3	23.3	15.6	17.6	17.6	12.6	15.1	15.1
From Home WITHOUT Parent's Permission	14.6	19.6	19.6	18.1	23.6	23.6	13.1	18.4	18.4	7.2	9.9	9.9
Got It From Another Relative	12.6	15.1	15.1	13.6	16.4	16.4	9.8	13.2	13.2	7.7	10.3	10.3
A Stranger Bought It for Me	2.5	4.1	4.1	2.7	4.2	4.2	5.9	6.1	6.1	6.7	6.9	6.9
Took It From a Store	2.1	3.8	3.8	2.0	2.6	2.6	1.3	2.0	2.0	1.3	1.9	1.9
Other	36.7	34.3	34.3	26.0	27.0	27.0	21.5	23.7	23.7	17.3	21.0	21.0
During the past year, I drank alcohol at...	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008	State 2006	State 2008	State 2008
<i>Sample size *</i>	1,234	1,881	1,881	3,004	4,679	4,679	4,622	6,178	6,178	4,081	5,537	5,537
Home	68.2	67.7	67.7	62.2	64.1	64.1	56.2	58.8	58.8	57.3	58.2	58.2
A Friend's Home	41.2	45.1	45.1	61.8	67.1	67.1	74.8	80.0	80.0	81.7	85.2	85.2
A School Dance, a Game, or Other Event	10.3	13.3	13.3	13.8	16.7	16.7	20.9	20.0	20.0	21.3	22.1	22.1
School During the Day	3.2	6.4	6.4	7.2	9.3	9.3	10.2	13.0	13.0	11.2	13.5	13.5
Near School	7.6	12.1	12.1	11.6	15.3	15.3	15.8	19.2	19.2	17.1	19.7	19.7
In a Car	14.3	19.7	19.7	25.4	29.7	29.7	37.0	40.6	40.6	41.3	45.2	45.2
A Party	30.2	39.9	39.9	46.8	54.4	54.4	61.3	69.3	69.3	71.5	78.8	78.8
A Park or Beach	9.4	13.7	13.7	13.9	16.7	16.7	16.7	18.3	18.3	16.5	19.4	19.4

* Sources and Places data were not gathered prior to 2006.

* Sample size represents the number of youth who answered the question, not including students reporting no alcohol use in the past year. In the case of smaller sample sizes, caution should be exercised before generalizing results and yearly trends to the entire community.

Data Tables

Table 14. Drug Free Communities Report *

Outcomes	Definition	Substance	State 2008											
			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 <i>(People are at Moderate or Great Risk of harming themselves if they...)</i>	Drink 1 or two drinks nearly every day	Alcohol	65.0	17,784	60.4	15,785	60.5	13,797	60.4	10,231	55.8	27,473	67.7	29,312
	Smoke 1 or more packs or cigarettes per day	Cigarettes	84.3	17,966	86.3	15,937	88.0	13,883	88.2	10,310	84.9	27,689	88.0	29,581
	Smoke marijuana regularly	Marijuana	87.9	17,443	86.0	15,457	80.6	13,523	77.8	10,082	81.2	26,935	86.4	28,769
Perception of Parent Disapproval <i>(Parents feel it would be Wrong or Very Wrong to...)</i>	Drink beer, wine, or hard liquor regularly	Alcohol	95.2	15,896	88.4	14,822	82.7	13,191	74.8	9,860	86.0	25,485	87.0	27,528
	Smoke cigarettes	Cigarettes	97.6	15,932	94.2	14,870	90.1	13,262	80.2	9,900	91.9	25,560	91.5	27,648
	Smoke marijuana	Marijuana	98.8	15,799	96.3	14,767	94.5	13,181	92.3	9,856	95.8	25,371	95.9	27,488
Perception of Peer Disapproval <i>(I think it is Wrong or Very Wrong for someone my age to...)</i>	Drink beer, wine, or hard liquor regularly	Alcohol	93.5	18,696	77.3	16,476	62.5	14,228	57.3	10,477	74.1	28,746	76.6	30,242
	Smoke cigarettes	Cigarettes	95.1	18,665	84.2	16,460	71.3	14,228	59.9	10,469	80.0	28,717	80.6	30,218
	Smoke marijuana	Marijuana	97.5	18,625	88.6	16,424	80.2	14,199	78.0	10,442	86.4	28,661	88.7	30,144
Past 30-Day Use	At least one use in the past 30 days	Alcohol	8.4	17,918	23.4	15,994	35.6	13,917	45.9	10,313	26.3	27,779	25.1	29,527
		Cigarettes	3.0	17,089	10.3	15,585	18.5	13,690	25.0	10,160	12.7	26,890	12.7	28,849
		Marijuana	1.1	17,853	6.2	15,950	11.6	13,841	13.8	10,273	7.6	27,672	6.9	29,417
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** <i>(How old were you when you first...)</i>	Had more than a sip or two of beer, wine or hard liquor?	Alcohol	31.2	18,648	52.9	16,436	68.8	14,227	77.0	10,485	54.9	28,688	53.3	30,215
		<i>Average age:</i>	10.7		11.9		13.3		14.3		12.5		12.9	
	Smoked a cigarette, even just a puff?	Cigarettes	15.8	18,680	33.7	16,430	47.5	14,213	56.7	10,479	36.1	28,707	34.6	30,196
		<i>Average age:</i>	10.6		11.5		12.6		13.6		12.2		12.4	
	Smoked marijuana?	Marijuana	2.9	18,728	13.8	16,459	27.6	14,230	36.3	10,505	18.5	28,767	16.6	30,260
		<i>Average age:</i>	11.1		12.3		13.7		14.7		13.4		13.8	

* The "Sample" column represents the sample size (the number of youth who answered the question). The "Percent" column represents the percentage of youth in the sample answering the question as defined.

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students who did not use). 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.

Data Tables

Table 15. Additional Data for Prevention Planning - Safety, Violence, and Gangs

		Grade 6			Grade 8			Grade 10			Grade 12		
		State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008	State 2004	State 2006	State 2008
Safety													
I feel safe at my school	YES! Or yes	79.8	81.8	81.3	75.7	77.5	75.6	77.2	79.2	75.6	80.2	85.1	80.7
I feel safe in my neighborhood	YES! Or yes	76.0	75.2	76.9	78.2	79.3	77.9	82.3	82.7	81.3	83.6	86.6	83.4
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	16.9	17.2	17.6	16.4	15.8	15.7	15.8	13.3	14.8	16.7	13.2	14.2
How wrong do you think it is for someone your age to pick a fight with someone?	Not wrong at all	6.3	5.1	5.1	9.6	8.9	8.7	7.6	7.6	7.7	5.4	5.2	5.7
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	3.1	3.0	2.6	5.4	4.3	4.5	4.5	4.2	4.3	3.4	3.5	3.7
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	17.3	14.8	15.3	18.8	17.4	18.0	16.0	15.1	16.8	14.4	11.1	13.4
It is all right to beat up people if they start the fight.	YES! or yes	43.3	40.7	41.2	57.8	54.3	56.4	56.8	55.0	60.6	52.5	51.4	55.3
How wrong do your parents feel it would be for you to pick a fight with someone?	Not wrong at all	4.5	3.9	3.6	5.1	5.2	5.3	4.1	3.6	4.6	3.4	2.9	3.8
Gang Involvement													
Have you ever belonged to a gang?	No	86.3	88.2	90.4	83.7	87.0	87.1	89.8	90.7	89.4	91.3	93.1	91.7
	No, but would like to	1.9	1.7	1.6	3.0	2.2	2.2	2.0	2.0	1.9	2.2	1.7	1.7
	Yes, in the past	7.9	6.7	5.1	7.9	6.7	6.0	5.3	4.4	4.9	3.9	3.1	3.6
	Yes, belong now	3.1	2.9	2.4	5.0	3.7	4.2	2.7	2.6	3.5	2.1	1.8	2.7
	Yes, but would like to get out	0.8	0.5	0.5	0.4	0.4	0.5	0.3	0.2	0.4	0.5	0.2	0.3

Contacts for Prevention

Regional Prevention Contacts:

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918-207-3020

Serves Adair, Cherokee, Sequoyah and Wagoner
Counties

Eagle Ridge Institute APRC

405-840-1359

Serves Oklahoma County

Gateway to Prevention and Recovery APRC

405-275-3391

Serves Lincoln, Okfuskee, Pottawatomie, and Seminole
Counties

John Crow IV Memorial Foundation APRC

918-656-3905

Serves Hughes, McIntosh, and Muskogee Counties

NAIC – Center for Alcohol & Drug Services APRC

405-321-0022

Serves Cleveland and McClain Counties

Northwest Center for Behavioral Health APRC

580-571-3240

Serves Beaver, Cimarron, Ellis, Harper, Texas, Woods
and Woodward Counties

Kibois / The Oaks Rehabilitative Services APRC

918-423-1113

Serves Atoka, Coal, Haskell, Latimer, and Pittsburg
Counties

OSU Seretean Wellness Center, PaNOK APRC

405-624-2220

Serves Kay, Noble, Osage, Payne, and Pawnee Counties

OSU Seretean Wellness Center, Tri-County APRC

918-756-1248

Serves Creek and Okmulgee Counties

PreventionWorkz APRC

580-234-1046

Serves Alfalfa, Garfield, Grant, Kingfisher,
Logan and Major Counties

Red Rock West APRC

580-323-6021

Serves Beckham, Blaine, Caddo, Custer, Dewey,
Greer, Kiowa, Roger Mills, and Washita
Counties

Red Rock West APRC - Satellite Office

405-354-1927

Serves Canadian and Grady Counties

ROCMND Area Youth Services APRC

918-256-7518

Serves Craig, Delaware, Mayes, Nowata,
Ottawa, Rogers, and Washington Counties

ROCMND Area Youth Services APRC - Satellite Office

918-493-6322

Serves Tulsa County

Southern Oklahoma Interlocal Cooperative APRC

580-286-3344

Serves Choctaw, Leflore, McCurtain, and
Pushmataha Counties

Wichita Mountains Prevention Network - Ardmore APRC

580-490-9021

Serves Bryan, Carter, Garvin, Johnston, Love,
Marshall, Murray, and Pontotoc Counties

Wichita Mountains Prevention Network - Lawton APRC

580-355-5246

Serves Comanche, Cotton, Harmon, Jackson,
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Students Working Against Tobacco (SWAT)

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National Contacts & Resources:

Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

<http://www.ojjdp.ncjrs.org>

Safe and Drug Free Schools and Communities Program

U.S. Department of Education

www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA) Prevention Platform

<https://preventionplatform.samhsa.gov/>

Social Development Research Group, University of Washington

<http://depts.washington.edu/sdrg/>

National Clearinghouse for Alcohol & Drug Information

<http://www.health.org/>

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