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Guide to Conducting Youth Surveys



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In support of the
**OJJDP Enforcing the
Underage Drinking Laws Program**



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A bout This Guide

People who care about young people are aware of the serious problems caused by underage alcohol use. But they should also be aware that there are many effective strategies for reducing underage drinking, and every state and community should be using these strategies. The *Guide to Conducting Youth Surveys* provides information about one important tool for combating underage drinking: the youth survey. These surveys, often conducted in schools, are one efficient way to obtain important information about youth drinking and other drug use, including some of the characteristics of youth shown to be associated with substance abuse.

Why Do Youth Surveys?

Alcohol use by minors can be prevented, but most prevention efforts can benefit from valid information about alcohol use. Youth surveys can provide this information. They also

- Tell us how often and how much young people are drinking;
- Tell us where young people obtain alcohol and where they consume it;
- Provide information on the characteristics of youth most likely to use alcohol;
- Raise community awareness and build support for preventing alcohol use;
- Aid law enforcement by helping them target enforcement efforts; and
- Help monitor the impact of prevention strategies.

This guide can be used by advocates and policymakers to provide a rationale for carrying out youth surveys.

The guide can also be used by organizations for

- Planning surveys;
- Coordinating the efforts of various community organizations and agencies that have a stake in the surveys;
- Helping to persuade school officials or others who must approve the surveys;
- Carrying out the surveys;
- Analyzing the data from the surveys; and
- Using the information from the surveys to change policy, obtain needed resources, and draw attention to the problem of underage alcohol use.

The guide describes an array of flexible options for carrying out youth surveys that can be adapted to local circumstances.

This document has been revised over previous editions. Three new modules have been added to the survey instrument: Module 7, Problem Behaviors; Module 8, Conventionality; and Module 9, Social Participation. Problem (or “anti-social”) behaviors are important correlates of youth ATOD use. Conventionality is considered to be a protective factor for youth ATOD use. Social participation measures activities that, though not necessarily harmful, may expose youth to ATOD use. It is the authors’ hope that the addition of these modules and other changes made to the document will make it more effective, more efficient, and easier to use.

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C hapter 1:

Introduction

The purpose of this guide is to promote the use of an important tool for monitoring and understanding adolescent alcohol, tobacco, and drug use—the youth survey. Surveys involve the collection of confidential information using questionnaires or interviews administered in the school, in other group settings, in person, over the telephone, or through the mail. Recent innovations allow surveys to be administered by computer or over the Internet. Valid youth surveys can be efficiently carried out in almost any community. This guide provides the background and rationale for such surveys as well as practical, step-by-step instructions for administering them.

Alcohol, Tobacco, and Other Drug Use Among High School Seniors, 1997

- Eighty-two percent of high school seniors have experimented with alcohol, and 73 percent report drinking within the past year. Half (50 percent) drank in the past 30 days, and 30 percent had five or more drinks in a row in the past 2 weeks.
- Sixty-one percent of high school seniors have ever smoked cigarettes, and 30 percent smoked in the past month. About 19 percent of high school seniors smoke daily.
- Forty-nine percent of high school seniors have ever used marijuana, and 37 percent used marijuana in the past year. Fewer than a quarter (22 percent) used marijuana in the past 30 days.
- Twenty-nine percent of high school seniors have ever used any illicit drug other than marijuana, 20 percent used such drugs in the past year, and 11 percent used them in the past 30 days.

Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. G. (2002). Monitoring the future national results on adolescent drug use: Overview of key findings 2001. (NIH Publication No. 025105). Bethesda, MD: National Institute on Drug Abuse. Available online at <http://monitoringthefuture.org/>

Why Conduct Youth Surveys?

People who care about youth are aware of serious problems caused by underage drinking, smoking, and other drug use. Before these problems can be solved, it is important to document the extent of alcohol, tobacco, and other drug use in a given community and to understand why some young

Six Reasons for Conducting Youth Surveys

1. Youth surveys can help document the **extent** of alcohol, tobacco, and other drug use in a given community. Such surveys can reveal how many young people use these substances as well as frequency and consequences of use. This information is essential for planning prevention strategies and for effectively allocating scarce prevention resources.
 2. Youth surveys can indicate **how and where** young people obtain alcohol, tobacco, and other drugs and where these substances are used. This information can guide community efforts to reduce teenagers' access to these substances.
 3. Youth surveys can help identify **why** young people in a given community use alcohol, tobacco, and other drugs. Prevention efforts can then be targeted at important risk factors that are amenable to change.
 4. Data from youth surveys can be used to help **raise community awareness** and build support for prevention efforts. For example, survey data can be presented as part of a media advocacy campaign to focus attention on problems of teenage drinking, smoking, and other drug use.
 5. Survey data also can form the basis for **normative education** programs that attempt to correct young people's over-estimation of the prevalence of and level approval for drinking among their peers.
 6. Youth surveys can be used to help **measure the impact** of prevention interventions. A series of surveys carried out over time can indicate whether prevention efforts are having an effect on adolescent alcohol, tobacco, and other drug use. This information can help communities decide whether to continue or discontinue particular policies and programs and can indicate how to modify prevention interventions to make them more effective.
-

people engage in these behaviors while others do not. Surveys are a valuable tool for answering these questions. In particular, confidential surveys provide a method for determining how teenagers learn about alcohol, tobacco, and other drugs; why teens use these substances; and where youth obtain and consume them. A more informed understanding of these issues can focus efforts to prevent or delay these behaviors.

Teenage alcohol, tobacco, and other drug use can be prevented. Communities need valid information about these behaviors in order to make the best use of preventive strategies and to monitor their impact. Surveys are an efficient and often inexpensive means of obtaining such information. In addition to helping communities to plan and evaluate preventive efforts, surveys also can play an important part in intervention. In particular, data obtained from surveys can be used in media advocacy or other educational efforts to increase public support and to promote policy changes and allocation of resources for prevention.

Survey Modules

In addition to providing general guidelines on how to conduct youth surveys, this guide includes nine survey modules (appendix A). The content of each module is described in detail in chapter 5. Each of the modules is designed to be used alone or in combination with the other modules, depending upon community needs and resources. The modules in appendix A can be reproduced or customized for inclusion in the survey instrument. The recommended format is booklet form, with staples down the spine and text appearing on facing pages. To simplify this process, the content name of each module, e.g., “Alcohol Consumption/Drinking Contexts,” does not appear on the pages because this information should not be provided to respondents. A cover page can be produced for the entire instrument that includes the name of the survey (e.g., “Metropolitan County Youth Survey”) and the name of the sponsoring organization (e.g., “Metropolitan Prevention Research Group”). A neutral graphic on the cover page can make the instrument appear more interesting and attractive to respondents. It also is useful to include a prominent confidentiality statement on the survey cover page: **“Confidential: Please Do Not Put Your Name Anywhere On This Survey.”** The first few pages in the survey booklet should be devoted to the instructions.

Because alcohol is by far the drug of choice among youth, and because alcohol use produces the preponderance of drug-related problems and injuries for this age group, a primary focus of the survey modules is on

drinking, drinking problems, drinking contexts, and alcohol availability. This emphasis is in keeping with the Office of Juvenile Justice and Delinquency Prevention (OJJDP) initiative to reduce underage drinking and access to alcohol. For these reasons, the base module addresses alcohol use. The other modules assess prevalence of smoking and other drug use, important risk factors for adolescent drinking, and background variables.

The nine modules are:

Module 1: Alcohol Consumption and Drinking Contexts. The first module asks about alcohol consumption and drinking problems. How often do young people drink, in what quantities, where, and with what consequences? This module can provide basic information about the extent of drinking and drinking problems among young people in the target community.

Module 2: Alcohol Availability. This module asks how easy it is for young people to obtain alcohol in the target community and where and how they get it. Data from this module can inform prevention efforts designed to reduce availability of alcohol to young people in the community.

Module 3: Tobacco and Illicit Drugs. This module asks about use of tobacco (cigarettes and smokeless tobacco) and illicit drugs. Do young people use these substances and, if so, how often? Understanding the extent of tobacco and drug use can be important in allocating prevention resources.

Module 4: Family and Community Norms. Module 4 asks questions regarding perceived norms about drinking. How often do parents, other adults, friends, and other peers drink? To what extent would these others approve or disapprove if the survey respondent were to drink? Perceived norms are among the strongest predictors of adolescent drinking, smoking, and drug use. These norms can be addressed in a number of prevention programs, including normative education. Media campaigns and public policy also can change community norms and *perceptions* of community norms.

Module 5: Alcohol Expectancies. Alcohol expectancies are beliefs about the likelihood that specific personal consequences will result from drinking. What are young people's expectations, both positive and negative, about the consequences of drinking?

Module 6: Background Variables. Module 6 asks for basic demographic and background information such as age, grade in school, ethnicity, and gender. These variables can be related to drinking, but more importantly, they are necessary for describing the sample.

Module 7: Problem Behaviors. Module 7 asks about involvement in age-appropriate or “anti-social” behaviors. The list of behaviors varies from relatively mild (lying) to relatively serious transgressions (threatening someone with a weapon). Involvement in problem behaviors is a relatively good predictor of adolescent drinking, smoking, and drug use and may serve as an early marker of risk for these outcomes.

Module 8: Conventinality. Module 8 addresses social conventionality or bonding to three traditional social institutions: religion, education, and family. Conventinality is a protective factor for alcohol, tobacco, and other drug use and for involvement in problem behaviors.

Module 9: Social Participation. Social participation refers to involvement in social activities that are not in themselves problematic, but which may expose the individual to alcohol, tobacco, or other drug use (e.g., party attendance). A parallel series of items asks respondents how often they drink alcoholic beverages in each of these same social situations. These items focus on social situations, rather than physical locations as is the case with the drinking context items in Module 1. They help identify where young people drink and can be useful for targeting prevention interventions.

The primary questions that can be answered for a target community by a survey using these modules include:

- How often do adolescents drink, and how much do they consume?
- What problems do adolescents experience because of drinking?
- Where and how do adolescents obtain alcohol?
- Where do they drink?
- How often do they drive after drinking or ride with drinking drivers?

- What do adolescents believe are the community norms regarding underage drinking?
- What do adolescents expect the personal consequences of drinking to be?
- How often do adolescents use tobacco and other drugs?
- What are the characteristics (e.g., age, gender, ethnicity) of young drinkers, smokers, and drug users?
- Are particular groups of young people more at risk than others for alcohol use?

Youth Surveys

Although this guide focuses primarily on how to conduct school-based surveys, the methods and survey modules can be adapted to various modalities, including other group or individual settings, telephone surveys, mail surveys, or face-to-face interviews. School-based surveys are emphasized because they are among the most economical and are relatively easy to implement. However, some drawbacks are evident in this approach. Most notably, these types of surveys exclude young people who are absent at the time of survey administration, are school dropouts or in alternative schooling situations, or have completed school. Research indicates that young people who are frequently absent or have dropped out of school are more at risk for alcohol and other drug use than are other youth. As a result, school-based surveys may underestimate the prevalence of these behaviors in a community. Such biases, however, usually tend to be small. Older adolescents and young adults who are likely to have completed their schooling also are more likely to drink and use drugs than are younger adolescents. In order to acquire a comprehensive overview of alcohol and other drug use among *all* young people in a given community, it may be desirable to use other methods or to supplement school-based samples with other methods.

Although youth surveys can be a valuable tool for evaluating programs under the OJJDP initiative, they are not the only method that is appropriate for this purpose. Alcohol purchase surveys in which youthful-looking adults attempt to buy alcohol without showing age identification also are of value for monitoring access to alcohol by young people. This method is described in the companion OJJDP *Guide to Conducting Alcohol Purchase Surveys*. In addition, it may not be necessary to undertake youth surveys in some

communities. Many school districts, for example, already conduct such surveys to meet State or Federal reporting requirements for their drug and alcohol programs. Often, the data from these surveys can be shared, or additional questions can be added to existing survey questionnaires to save resources. It is important to check with school district personnel before planning a youth survey in order to avoid duplication of effort. Before using data from surveys conducted by other organizations, however, it is essential to ensure that the data were collected using rigorous methods and a representative sample.

C hapter 2:

Basic Principles

What Is a Survey?

A survey is a method of using questionnaires or interviews to gather information that can be generalized to a population as a whole. A survey may be conducted either as a *census*, where every individual in the population is studied, or as a *sample survey*, where a subgroup that is representative of the population is studied. Survey data may be collected using a number of methods including self-administered questionnaires given in group settings, individually, or by mail; personal interviews conducted in the home or other settings; telephone interviews; computer-assisted interviews; or some combination of the above.

Sampling

For the information from a youth survey to be useful, the data must be able to be generalized to the target population—that is, the young people who participate in the survey must be representative of the target population. The most straightforward way to ensure that survey respondents are representative is to conduct a census. In some communities, for example, it may be possible to survey all high school students or all students in selected grades (e.g., 6th, 9th, 12th). Note that in these examples, the population to which the data will be generalized is limited to high school students in the first instance and 6th, 9th, and 12th graders in the second instance. No conclusions can be drawn about students in other grades or about young people who are not in school. Often, however, the population to be studied is too large to survey every individual. In that case, a sample or subgroup can be selected for purposes of the survey. The sample may be selected to be representative of an entire community or school district, including the total population, or it may be selected to represent a subgroup, such as particular grade levels or age groups. Methods must be followed carefully in selecting the sample so that the data can be generalized to the total population being studied.

The particular type of sample used depends on the objectives and scope of the survey, including the overall survey budget, the method of data collection, the

subject matter, and the time available. Types of samples range from a simple random selection from the population to highly complex samples involving multiple stages or levels of selection with stratification or clustering of young people into various groupings. Whether simple or complex, the distinguishing characteristic of a properly designed sample is that all young people in the population have a known, non-zero chance of being included. *To be scientifically valid, there must be a concerted effort to survey only those people selected by the sampling method. Similarly, it is important to survey as many of those selected for the sample as possible.* If a survey were administered only to the first people the researchers contacted, it would overlook a significant portion of the population, such as those who are more difficult either to locate or to convince to participate in the study. Proper sampling ensures that the researcher learns about **all** the groups in the population being surveyed. Although it is tempting to take shortcuts, *any* deviation from the sampling rules will introduce the possibility of error into the survey results. Sampling is discussed in more detail in chapter 6.

Types of Surveys

The manner in which a survey is conducted will vary according to the specific goal of the research. The method used depends on a number of factors, such as the size of the budget, the population that is being targeted, the type of information to be collected, the length of the questionnaire, and whether or not the individual young people being surveyed will be surveyed again at a later time.

Cross-sectional surveys are the simplest types of surveys in that they study a group of people only at one point in time. They provide a snapshot of the population at the time of the study, but usually do not generalize to other points in time. An example of a cross-sectional study would be a one-time survey of high school sophomores.

Panel surveys are another type of study. They involve collecting data from the same individuals at two or more points in time. Thus, panel surveys allow researchers to examine individual and population changes over time. In panel surveys it is necessary to link an individual's questionnaires over the course of the study using some type of identification code.

Cohort studies combine the cross-sectional and panel designs by studying different representative samples from a population at multiple points in time. For example, a surveyed sample of 14-year-old youth, followed by a new sample 4 years later of respondents from the same locale at age 18

would constitute a cohort study. Cohort studies allow researchers to estimate population changes over time but not to investigate changes in individuals over time.

Survey Methods

Surveys can be administered using a wide variety of methods and combinations of methods. The method selected will depend upon the purposes of the survey and, to a large extent, upon the available budget. Because of issues concerning cost and confidentiality, self-administered questionnaires given in group settings, such as at school or by mail, are recommended for the purposes of community youth surveys.

Self-administered questionnaires. Self-administered questionnaires are completed by the respondents themselves, without the direct involvement of an interviewer. They are commonly referred to as “paper and pencil” surveys. They can be conducted in group settings such as at school, by mail, or individually in the home or other location. Self-administered questionnaires offer a number of advantages. They are usually easy and inexpensive to administer. In particular, because the respondents read and answer the questions themselves, survey monitors require considerably less training and experience than do interviewers. Self-administered questionnaires also tend to elicit higher reports of drinking, smoking, and other drug use than do interview methods. This is probably the case because self-administered questionnaires offer a greater sense of anonymity and confidentiality. Some shortcomings of self-administered questionnaires include the fact that they must be carefully and simply worded so that the youngest or least literate respondents can read and understand the questions. (When reading level may be an issue, a survey monitor can read the questions aloud and have the respondents follow along while filling in their answers on their questionnaires. This procedure, however, slows down the survey administration.) Ultimately, less control exists over the data collection process, and self-administered questionnaires generally result in more missing data than do interview methods.

Mail surveys. Mail surveys are a relatively economical method for administering self-administered questionnaires when it is either undesirable or not possible to do so in a group or individual setting. Mail surveys offer many of the advantages of other self-administered questionnaires, including greater confidentiality. They also offer many of the same disadvantages regarding wording and complexity. In addition, response rates can be problematic. Nonetheless, a well-designed and well-implemented mail survey can result in reasonably high response rates and high-quality data. Keys to conducting a

successful mail survey include the use of multiple follow-ups for nonrespondents and designing a survey instrument that is easy to complete. The survey modules in this guide can be easily adapted to mail survey techniques.

Generally speaking, a mail survey should consist of four mailings. The first will include (a) a cover letter briefly describing the study providing a name and toll-free number to call if questions or concerns arise, and asking the respondent to participate; (b) a factsheet that answers commonly asked questions; (c) the survey instrument; and (d) a preaddressed, postpaid, or business reply envelope for returning the completed survey. Parental consent forms also should be included when surveying young people under age 18. In those cases, it probably is best to address the materials to a parent, rather than to the young person. The sample letters and factsheets in appendix B can be adapted for use in mail surveys. The letters should be personalized (e.g., addressed to the respondent or parents by name and signed individually).

The second mailing consists of a postcard sent to all respondents approximately 1 week after the initial mailing. The postcard acknowledges those who have returned the survey and serves as a reminder to those who have not. The third mailing is sent approximately 10–14 days later to all nonrespondents and contains the same materials as the initial mailing. Typically, the cover letter is modified to indicate that although many people have returned their surveys, a completed survey has not yet been received from the addressee and that a replacement survey is enclosed in case the original was lost or misplaced. Emphasis is placed on the importance of each person in the sample to the success of the study. The final mailing is sent out approximately 10–14 days later and again contains all of the materials from the initial mailing. In order to track returned surveys, a unique code or number should be assigned to each young person in the sample and stamped on the cover of the survey instruments before they are mailed. This code is linked to a specific name and address through a key file or list. If compensation is offered, it is sent along with a “thank you” letter after the completed survey is returned. Careful recordkeeping is required to ensure that respondents who have returned the surveys or who have declined to participate do not receive continued mailings.

Interviews. Survey data can also be collected using personal or telephone interviews. In either case, the survey questions are read aloud to the respondent whose answers are directly recorded by the interviewer. Computer-assisted personal interviews can also be conducted either in person or over the telephone.

Personal interviews are usually difficult and very expensive to implement. The interviewers must undergo considerable training to ensure that they understand the survey structure and that they do not bias the outcome of the survey. If the chosen method is computer assisted, expensive equipment must be obtained and the questionnaire must be computerized. If the sponsoring organization has a large enough budget to cover the cost of a personal interview survey, it probably would be more efficient to hire an experienced survey research company to perform the data collection.

Confidentiality

Many of the questions in alcohol and drug use surveys ask young people to provide information that they might consider personal or incriminating. If these youth are to answer openly and honestly, they must be convinced that their individual answers are *completely confidential*—that no parent, teacher, school administrator, law enforcement official, or any other person will have access to their answers. ***It is the obligation of the researcher to keep all information about individuals confidential at all costs.*** Even the names of the respondents who participated in the survey should remain private. The primary reason survey researchers can claim success in collecting meaningful data is that they can ensure confidentiality. The investigator must make certain that only the research team will review the individual responses from any one respondent. Only the aggregated data from the group as a whole should ever be published or otherwise made public, even in a memo to the school district.

The researcher's responsibility is much like that of a cleric, doctor, or lawyer—none of whom may pass on privileged client information. A respondent's trust is not to be violated. The survey sponsor is obligated to protect information obtained about the respondent from parents, school or law enforcement personnel, or any other persons not included on the research team.

The best way to help ensure confidentiality is to administer the questionnaires anonymously. ***In general, respondents should be explicitly instructed not to put their names or any other identifying marks anywhere on survey materials. This is the recommended practice and should be used whenever possible.*** Research indicates that anonymous surveys result in more truthful answers than do identifiable surveys, even when confidentiality is assured. Because teachers or others may recognize handwriting or other marks on a survey, security must be maintained even

for anonymous surveys. ***Never leave completed questionnaires and related materials unattended.*** Whether at home or in transit, keep all materials out of sight in a secure place.

In panel surveys it is necessary to link individuals' questionnaires over time in order to determine how their answers have changed. As a result, a name or some other identifying code must be included on the survey instruments. It is especially important in panel studies to keep questionnaires and all identifying information secure. It is preferable to store any "key" files or lists that match names to questionnaire identification numbers in a locked file drawer in a locked office.

Persuading People To Participate

School Authorities

If a school-based survey is planned, the researcher must make his or her best effort to convince the school district, school principals, teachers, and students to cooperate but cannot in any way force them to participate. Although in theory many school districts support drug and alcohol abuse prevention efforts, in practice they may be hesitant to grant the time and access required to implement a survey. It is important to consider that a favor is being requested of the schools and survey participants. Surveys interfere with valuable classtime and can disrupt school routines. Cooperation of school-district personnel is necessary even if the school is only providing a sample and not administering the survey.

A number of strategies to increase school cooperation are possible. If the budget allows, a small incentive (e.g., \$2) can be promised to the school for each completed questionnaire. Always offer to share findings with the participating schools and the district. Principals and school superintendents should always be given a summary report or presentation of the aggregate findings and prevalence statistics. Such reports often help schools and districts meet reporting requirements for State or Federal drug and alcohol funds. Providing such data at no cost to the district can be a powerful incentive for cooperation.

It is important to meet personally with the district superintendent and school principals early in the planning stage to explain the survey and its purpose. Superintendents and principals are often concerned that alcohol and drug survey results may reflect poorly on a particular school or district. Assurances of confidentiality—that neither the names of the participating

schools nor the names of students will be revealed or associated with any specific findings—often help to dispel such concerns. The superintendent should be contacted first to gain permission to contact the principals directly.

Youth

Researchers who study the behavior and attitudes of youth require their participation in various projects in order to gather data. The decision to become involved in the survey or to answer any particular question is strictly voluntary. Perhaps the most basic ethical precept to keep in mind is that young people who participate should always be viewed as the active participants in the study — never as “subjects” to be exploited. Young people should be treated with respect at all times, even if they are not always cooperative and respectful toward the researchers. These youth are being asked to spend a significant amount of time answering questions and revealing sensitive personal information—hence the experience should be as positive as possible.

Parents

At times, parents may be concerned about their children’s participation in alcohol and drug use surveys. Generally, youth cannot be included in a survey without parental consent, and thus, parental cooperation is vital to the survey’s success.¹ Parents should be reassured that any data obtained will be strictly confidential and that their child’s name will never be associated with his or her answers. It also is important to explain the study to parents so they may understand the importance of the survey and how the data will be applied.

¹In rare instances when a survey is considered part of regular school activities (e.g., as part of a drug and alcohol education program), parental consent may be waived by a school district. Nonetheless, obtaining and documenting parental consent can help protect the researcher if parents or others object to a survey after the fact. Federal guidelines for research involving human subjects may be found on the Internet at: <http://helix.nih.gov:8001/ohsr/mpa/45cfr46.php3>

C hapter 3:

Planning and Conducting Youth Surveys

In planning youth surveys, a community must first address several key issues based on an evaluation of its needs and resources. A great deal of preparation must occur before young people can be surveyed, and thorough planning is essential to ensure a successful outcome. Also, because schools have their own priorities and procedures, which do not necessarily include the survey objectives, flexibility and sensitivity to the school's routines will enhance response rates. In addition to allowing sufficient time for planning and preparation, careful consideration of the following issues will help to ensure a successful survey implementation.

Who will be administering the survey? A wide range of agencies and organizations can initiate and carry out a survey. Some communities may enlist the help of a local college or university to conduct the survey as a research activity. Others may work through an underage drinking coalition, Mothers Against Drunk Driving (MADD) or Students Against Drunk Driving (SADD) chapter, or other activist group. In some communities a public health or drug prevention agency could take the lead.

What type of survey is to be used? Is the survey to be a one-time or *cross-sectional* event, a *panel* survey, or a *cohort* study? Depending on time and funding limitations, the researcher must determine survey content and method of implementation.

What survey method is to be used? Will the survey employ self-administered questionnaires or an interview? Will it be administered in the classroom, the home, or another setting? Will the sample be drawn from school enrollment lists or from some other source?

Timing. After the project has been approved and funded, it is optimal to allow a minimum of 3 months' preparation prior to administration to gain support for the selected method from school administrators, parents, and others involved with the survey. Thus, adequate leadtime will be assured to

attend to various details of the project and help ensure its success. However, if a school-based survey is being implemented too early in the school year (e.g., before the middle of October) the schools will not have determined their enrollments for the year. From mid-November through December, testing and holiday festivities interfere with the schools' regular routine and will affect attendance *and the survey response rate*. On the other hand, if the survey is scheduled too late in the spring, students will be lost to end-of-the-year activities. If possible, the best time to conduct school surveys is during February, March, or April.

School Surveys

Gaining school cooperation and support. Before the initial survey plan and request for funding is submitted, the superintendent must be contacted for written approval of the project. Although this can be accomplished over the telephone, a personal connection will be more effective in gaining support. First, a letter that identifies the sponsor of the survey and explains the survey's purpose should be sent, followed by a brief meeting to discuss the survey method and how the schools will benefit by conducting the surveys. It is often useful to provide a draft questionnaire for the superintendent.

Because cooperation is vital, an offer of payment to the schools—rather than to the school district or each individual student—may be effective. If possible, payment might be arranged to a department rather than the entire school. For example, if the survey pertains to all the ninth graders in a school, it might be best to reimburse the English department for administering the questionnaires at a time when most ninth graders are usually required to take English. For example, if 500 students are surveyed and paid \$2 per completed interview, \$1,000 would represent a very welcome “token of appreciation.”

Another form of reimbursement to the schools is a summary report of the survey findings. School districts are usually interested in getting feedback on the study, even if it is not available until the following school year.

If complete cooperation cannot be obtained because the schools do not want to sacrifice valuable classtime, the surveys can be conducted outside of normal school hours; that is, select a random sample of youth and arrange for use of a classroom before or after school or during lunch. However, this approach may tend to result in low response rates. Many young people participate in afterschool activities or have jobs, and

persuading them to relinquish their own time outside of class may prove challenging.

Another solution is to use the schools as the basis for selecting the sample and then administer the questionnaires over the telephone or in the home. If survey administration is in-home, it can be conducted as either a personal interview or a self-administered questionnaire. Again, the preferred method is the self-administered questionnaire because it is less expensive and the respondent is likely to reply more accurately than if interviewed in person.

Once the project has been approved and funded, it is necessary to return to the superintendent for renewed permission and guidance regarding procedure. Because administrations change over time, be prepared to encounter new personnel who are unfamiliar with the survey plan. At the second meeting—assuming that the superintendent is still willing to continue with the project—it is necessary to determine the following:

1. **Method of contacting individual principals.** Does the superintendent want to inform principals about the project, have the survey sponsor provide the information at a district meeting, or have the sponsor contact them individually? Ideally, a superintendent should commit to the project and instruct principals to cooperate. However, be prepared for the possibility that a superintendent may leave decisions regarding individual participation to each principal.
2. **Type of consent.** Parental consent is mandatory when surveying minors. Two primary types of consent are traditional, and one should be chosen: (1) **Active consent**, where the parent must return a signed permission slip stating “yes” or “no” to the student’s participation; or (2) **Passive consent**, where the parent is required to return the form only if his or her child is not allowed to participate. From the researcher’s point of view, passive consent is preferable; it is easier and less expensive. Passive consent procedures also increase response rates because many parents who do not object to their children participating in a survey may lose, forget about, or simply not get around to returning the permission slip. These children would be excluded when active consent is required. In order to ensure that the passive consent letters reach the parents, the letters should be mailed directly to the parents rather than having the students carry them home.

Some superintendents or school districts, however, will insist on active consent and in most cases, the consent procedures will be handled through the mail. The initial mailing to parents should contain a cover

letter briefly describing the study and explaining what will be expected of students who participate. A factsheet providing more detail about the survey, a consent form, and a postpaid return envelope also should be enclosed. If a letter of support from the school superintendent or principal is available, it should be included as well. When requesting that a superintendent or principal provide a letter of support, it is best to provide them with a sample letter that can be copied onto their own letterhead and then signed. Sample materials are included in appendix B. Some schools may be hesitant to release the names and addresses of parents. In those cases, it is necessary to have the school print labels that can be attached to the outgoing envelopes while at the school office.

If active consent procedures are used, it is important to encourage an adequate response rate. Conducting multiple followups with parents who have not responded to requests for consent is one method for increasing response rates. Typically, a postcard followup is sent to all parents 1 week after the initial mailing. The postcard thanks parents who have returned the consent forms and reminds other parents to send back the materials as soon as possible. A second followup mailing is sent to parents who have not responded within approximately 7–10 days after receiving the postcard. This followup contains all of the materials that were in the initial mailing. The cover letter is usually modified to indicate that it is being sent only to those parents who have not yet replied. A final mailing can be sent 7–10 days after the second followup and again should contain a cover letter, factsheet, supporting letter, consent form, and postpaid envelope.

Multiple followups through the mail can be expensive. If permitted by the school district, verbal consent can sometimes be obtained over the telephone. In this case, the study is described to the parent and permission is directly sought. Sometimes a combination of mail consent procedures with telephone followups for nonrespondents can be effective and cost efficient.

Because of the time involved, consent procedures must be planned and carried out well in advance of the survey dates.

After gaining the superintendent's approval, principals should be contacted. Again, personal meetings are preferable to telephone contact because the support and influence of principals is vital to the survey's success. Depending on the involvement of the superintendent, the principals may be supportive or require further convincing. It may prove helpful to provide an information sheet, on official letterhead, that explains the study's title, goals,

what is being required of the schools, and what benefits will accrue to the schools from conducting the survey.

A contact person will then be identified who will assist with the details of the project. Typically this will be a subordinate to the principal such as a vice-principal, curriculum coordinator, or department head.

Survey Logistics

The next step is to arrange an appointment with the contact person to determine the following:

1. **Dates on which the survey will be administered.** Ideally, typical school days should be chosen when most students will be in their regular classrooms. If possible, it is best to plan on enough survey staff to schedule each school for a single day. Not every student will be present on that day and it may be necessary to conduct another session for absentees, if the budget allows.
2. **Location of survey administration.** Will individual classes be used or a group setting such as an auditorium or cafeteria? Individual classrooms are preferable. It is easier to maintain discipline and confidentiality with smaller groups.
3. **Estimate of time needed for survey administration.**
4. **Bell schedule.** A bell schedule lists the times and lengths of class periods.
5. **Physical layout of the school.** Locate parking, lunch, and break areas for the survey team. A location other than the room designated for teachers is best, in order to reassure the students that the confidentiality of their responses is being respected.
6. **Schedule of classes and class rosters.** The schedule of classes lists locations and times of each class so that survey staff will know where to go on the day of the survey. In many cases, the school secretary will need to be consulted to obtain class rosters that list the room number, period, teacher's name, and names of the students enrolled. The rosters are a method for tracking those students who do not have parental consent to take the survey. Rosters also provide a way to check attendance. The secretary should be given advance notice—

and perhaps some gift or other acknowledgment—in order to obtain these lists since the service is offered as a favor to the survey staff.

7. ***Discuss the parental consent procedure.*** Usually a better response results if the survey sponsor handles the consent process rather than leaving it to the schools. There is no guarantee that the schools will ensure that the forms will be handed out, that students will bring them home, or that they will bring them back with parent signatures. A minimum of five sets of address labels is ideal for multiple mailings. One set will be required for the initial letter explaining the study, including a factsheet, consent form, and postage-paid or business-reply envelope. A second set is needed to send the parents the postcard reminder, a third set for the second mailing, and a fourth set for the final letter. The extra set can be used for any additional correspondence. The address labels also may be handled by the school secretary or attendance secretary. The contact person may be called on to monitor letters returned from the post office due to incorrect addresses or other reasons. It may be necessary to call students to the office to get updated addresses.
8. ***Presence of classroom teachers during the administration of the survey.*** It is preferable that the teacher not be present while the survey is being conducted so that students will feel more secure that their responses will remain confidential. If the teacher must remain in the room, try to ensure that he or she is not in proximity to any of the students being surveyed.
9. ***Determine whether classes such as limited English proficiency or Special Education are offered and whether they are to be included in the project.*** Such classes may require special survey administration procedures. Approximately 1 week before the day of the survey, a letter should be mailed to the contact person, requesting that he or she inform the teachers about the project. It is helpful to provide a brief memo to be distributed to the teachers, explaining the study. For many teachers, this will be the first notice they have had of the event.

Hiring and Training of Survey Monitors

After the project has been approved and funded, survey monitors can be recruited and hired. When administering a school survey or any group- or self-administered questionnaire, hire enough staff to complete the survey in one day, if the budget permits. A team of two monitors per room is preferable. Working with a partner ensures that important information will not be accidentally omitted. Also, it is easier to maintain discipline in a large room when two adults are in charge.

Prior to the beginning of the survey a training session should be held for the monitors. At that time, the purpose of the survey is explained along with specific guidelines and procedures established for data collection. The training session gives the monitors a chance to discuss techniques with the researcher *before* the study begins.

No matter how efficiently a survey is conducted, the results can be seriously affected by inconsistent survey methods. Although the task seems relatively straightforward, it is essential to maintain consistency regarding procedures. In order to generalize the results obtained from a sample of the total population, researchers must be confident that all respondents were given the same instructions and that questions are identically phrased.

The training session is the time to discuss the actual administration of the surveys. Monitors should be instructed as to how to interact with the classroom teacher, check attendance, and determine who should receive questionnaires. In addition, they should know how to distribute and collect the surveys, address respondents' questions, and handle other relevant details. Training should include role-playing sessions that address typical scenarios that may arise, such as introductions, reading the instructions, and responding to questions.

General Guidelines for Monitors Conducting a Youth Survey

1. ***Understand the purpose of each question.*** The questionnaire should be distributed ahead of time and each question reviewed for purpose, logic, and clarity.
2. ***Always read instructions verbatim.*** Do not improvise or paraphrase instructions. That could seriously distort the meanings of the data gathered from different groups.
3. ***Do not try to explain the question.*** Be neutral. Unless every monitor has been given information about handling specific questions, the only acceptable answer for a respondent who asks what a question means is “whatever it means to you” or “however *you* interpret it.” A survey monitor should never explain the meaning or purpose of a question unless this is authorized by the survey monitors' instructions.
4. ***Do not define terms used in questions.*** Some respondents may ask the meaning of a word used in a question. The monitor

must leave the matter of definition to the respondent *except where the written instructions authorize a definition or alternative wording*. Survey monitors should keep responses neutral, such as, “Whatever you think (the term) means” or “Just whatever it means to you” or “However you use (the term).”

5. **“Don’t know” responses.** If a respondent says, “I don’t know” in response to a question and no “don’t know” response category is included to check, the monitor should probe with, “Well, what do you think?” If a question deals with facts, an approximation is preferable to no answer at all. A probe such as “What’s your best guess?” or “Approximately?” conveys the notion that an estimate is acceptable.

For example: (Fact-based question):

- Q1 What’s the highest level of education your father has completed?
- Less than eighth grade
 - Less than high school
 - High school graduate or GED
 - College—B.A., B.S.
 - Post-graduate

If a respondent says she does not know whether her father has a bachelor’s or a master’s degree, the monitor should encourage her to “make her best guess” rather than leaving the item blank.

Evaluation Forms

Before conducting the first survey, an evaluation form should be designed to record information about each survey site. Items to be considered include:

Name of survey site;

Date or dates of the survey;

Name and location of the group to be surveyed;

Names of the survey monitors;

Space for questions that respondents may have asked; and

Space for notes/comments on any unusual events that occur that day.

The training session is also the appropriate time to discuss the logistics of the project, make team assignments, pass out maps and directions, and generally prepare for the day the survey will be conducted.

Before leaving the training session, monitors should make sure that they have all the necessary materials to conduct the survey. Specific required materials will differ according to the project, but they will generally include the following:

Official identification and name tags;

Maps, bell schedules, and rosters, including lists of nonparticipating young people;

Instructions regarding where to locate relevant personnel and site(s) of survey administration;

Questionnaires and related materials;

Boxes for packing questionnaires after the survey has been conducted;

A clipboard or notebook;

Pens and/or pencils;

Evaluation forms; and

A bag or briefcase for carrying and organizing study materials.

The more prepared the monitors are, the more smoothly the project will go and the better the response rate and quality of the data.

Survey Day: Procedure for Monitors

Procedures to be performed at the survey site are:

1. Introduce the monitor to the teacher or adult in charge.
2. Introduce the monitor to the group, and explain that questionnaires will be distributed to youth whose parents have permitted their participation.
3. Identify nonparticipating youth from the list, and determine what they should be doing during survey administration. (If in a school setting,

the teacher may send them to the library, instruct them to read quietly or do other activities).

4. Hand out surveys and pencils if needed.
5. Make sure everyone is quiet. Invite them to open the questionnaire and read the instructions to themselves as the survey administrator reads them aloud. Be sure to tell them not to turn the page in advance. Read the instructions slowly and clearly. Then tell them to turn the page and complete all the survey questions.
6. If necessary, politely ask the teacher (or any other adult(s) who might be present) to allow survey staff to address any questions raised by respondents during the survey period and to refrain from moving around the room, opening windows, getting materials, or doing any other nonessential activities. Offer to help the teacher or other adult(s) with these types of tasks, but be firm in maintaining the request, particularly once respondents begin the survey.
7. Be available to answer questions if respondents raise their hands. Try to stand close enough to the respondent so that the comment or question will not be overheard. However, if possible, avoid standing so close that the respondent is concerned that his or her responses can be seen.
8. Fill out the Evaluation Form during the survey session, taking note of any difficult or unusual questions and events that may have occurred. The notes will be useful when the research team meets to “debrief” after the survey has been administered.
9. When everyone has finished, collect and pack up the questionnaires, making sure that no identifying information is visible.
10. Be sure to thank everyone present.

Special Education Students. When administering a school survey, special education students may have been included in the sample or “mainstreamed” into the group being surveyed. Autism, dyslexia, language problems, or other types of disabilities may keep some young people from completing the questionnaire. Encourage these students to do their best and respond to as many questions as possible. Do not read the questionnaire

aloud. However, it is permissible to read a few particular items aloud if asked, but not the entire instrument. Be sure to thank these respondents and assure them that their surveys are of value, even if they were not able to complete them. The survey should not be a negative experience for any participant.

English Language Proficiency. If any respondents are not proficient enough in English to complete the questionnaire, acknowledge his or her effort in attempting the survey and then collect it. In communities with large non-native English-speaking populations, it is often desirable to translate the survey materials. In these cases, a “translation-back translation” procedure is recommended. That is, one person translates the materials from English into the language of the target population (e.g., Spanish), and a second person then translates the new version back into English. The original English and back-translated versions are then compared. Any differences are reconciled by consensus between the two translators.

Determining Who Is No Longer Enrolled. Before leaving the survey location, obtain a list from the secretary or other contact person of young people who are no longer enrolled in that school or group as of the day of the survey. This information is necessary in order to eliminate these names from the sample when computing the survey response rate.

Debriefing. After the first day of the survey is completed, a half-day meeting of all the monitor teams is recommended in order to review procedures and troubleshoot for the next location. It is important not to make any substantive changes that might compromise the consistency of the survey experience. For example, wording of survey questions should not be changed, even if problematic. However, any suggestions for improving the collection and storage of materials or other logistics of the survey process can be shared at this time with the survey monitors and other staff.

- At the debriefing meeting, monitors can turn in completed materials and pick up any new supplies needed for the next survey date.
- It probably will not be necessary to conduct a debriefing meeting after every survey day. Make sure, however, that monitors have a way to replenish survey materials if needed.
- After the last survey has been completed, the staff should have one last debriefing—and a party to celebrate the success of the project.

Figure 1 provides a process flowchart of major tasks to be performed in conducting youth surveys, with suggested timeframes.

Figure 2 provides a checklist of these tasks.

Figure 1. Process Flowchart

For Fall Surveys

For Spring Surveys

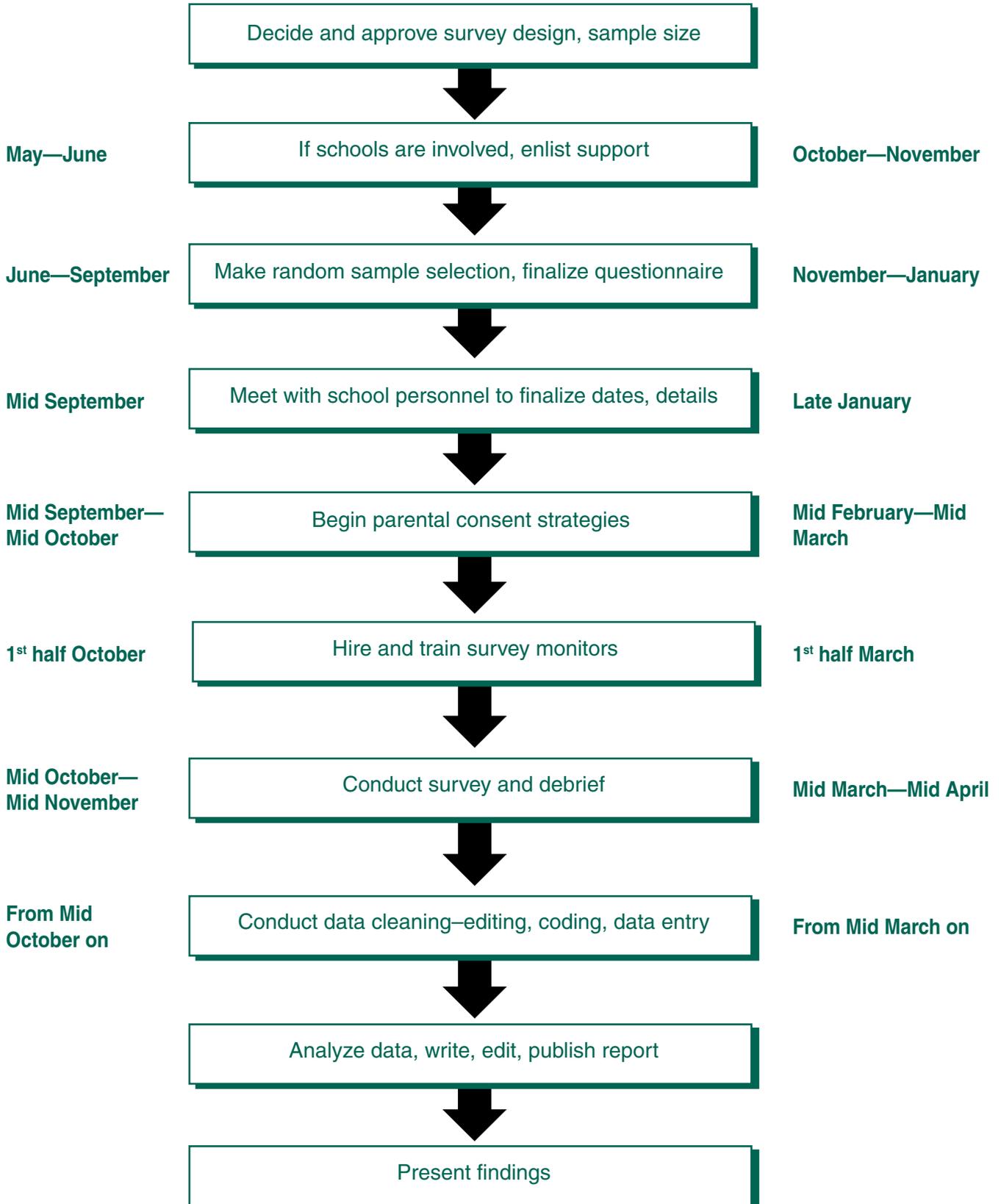




Figure 2. Checklist

- Decide and approve survey design, sample size
- If schools are involved, enlist support
- Make random sample selection, finalize questionnaire
- Meet with school personnel to finalize dates, details
- Begin parental consent strategies
- Hire and train survey monitors
- Conduct survey and debrief
- Conduct data cleaning—editing, coding, data entry
- Analyze data, write, edit, publish report
- Present findings

C hapter 4:

Analyzing Survey Data and Applying the Results

The data collected during the course of a survey can be used in a number of ways to further prevention goals. First, however, the data must be tabulated and summarized in a form that is easily disseminated. Colleges or universities may provide a resource for recruiting students to perform data analyses for school projects. Faculty members may also be willing to assist.

Coding. If a computer and appropriate spreadsheet or statistical software are available, data can be directly entered from the questionnaires into a computer data file. Numeric codes have been assigned to responses to questions. Usually, codes are assigned in order of response categories (i.e., the first category is coded “1,” the second category “2,” and so forth). Information such as teachers’ names, school addresses, and similar answers that will not be subjected to numeric analysis are not coded. Responses that are already numeric, such as respondent age, also do not need to be recoded. Missing data or unanswered questions are coded as blanks or as some number that is designated as a missing value (e.g., –99).

Editing. It is usually necessary to edit questionnaires before data entry can take place. Every questionnaire should be carefully examined to make sure that all responses are clearly marked and to eliminate mistakes. Young people will sometimes fail to follow “skip” instructions, will mark more than one response to an item, or provide an ambiguous answer to an item (e.g., put a check mark halfway between two responses). When multiple responses to the same item are marked, a coin flip should be used to randomly select one of them. This procedure is followed because it is better to have some small amount of *random error* in the survey than it is to have *systematic error* that might result if the editor chooses a response. The “incorrect” response is crossed out and the correct response is circled in colored pencil. The same procedure is followed when an answer is ambiguous. That is, a coin flip is used to choose between the two possible response categories. The editing stage also is used to code open-ended “other” responses that might occur in some items. In some cases these open-ended responses can be coded into existing categories. A respondent

who writes “Irish” or “German” in the “Other” category for ethnicity, for example, can be recoded as “Caucasian.” In other cases, new categories and numeric codes will have to be developed. *It is best to create as few new categories as possible.*

Data entry. Once the questionnaires have been edited, they are ready for data entry. Specialized software is available in many spreadsheet and statistical software packages that is designed for data entry. Commercial data entry firms also can be employed, although some costs are involved. As a last resort, word processing software can be used for data entry. Regardless of the method of entry, all data should be double-keyed (entered twice) from the questionnaires to reduce errors. Most data entry software has the capability of automatically comparing the two files as the second is being keyed. These programs alert data entry staff to discrepancies. Any such discrepancies are reconciled by referring back to the original questionnaire. Spreadsheet or word processing software can usually be used to automatically compare files after they are entered. If necessary, the files can be printed and physically proofed against one another. This latter option is tedious, and errors can occur during the process, especially with large data files. It also requires two people to complete the task—one person reading aloud from the first file and the second person carefully following along on the second file.

Data analysis. The selection of key questions to be answered from the data analysis will be determined by how the resulting information is to be used. Simple analyses will often suffice. Successful media advocacy campaigns, for example, probably will do little more than present percentages and other straightforward information about the survey findings. Again, students or faculty at local colleges may be able to help with data analyses. Appendix C contains a sample school report that demonstrates some simple types of analyses that can be performed with most spreadsheet software. Computer applications for data analysis such as SPSS are available and are relatively easy to master.

If the survey has been successful, the key questions that were initially asked can be answered from the data collection:

- How many (what percentage of) respondents drink?
- How often do respondents drink and how much do they consume?
- Where do they obtain alcohol?

- Where do they drink?
- How many drive after drinking or ride with drinking drivers?
- What are their expectations about the consequences of drinking?
- How many experience problems related to drinking? What problems?
- How many use tobacco and illicit drugs? and
- Are the ages, gender, and other characteristics of respondents related to their decisions regarding drinking, smoking, or using other drugs?

Additional questions can be answered with the collected data. The particular questions to be addressed will be a function of how the data are to be used and the particular concerns of the group or agency undertaking the survey.

Dissemination. Several methods are useful for disseminating results. First, a written report such as the example included in appendix C may be produced. If schools are used as the basis for the survey or sample, be sensitive to the politics involved in comparing schools within a district or the private school to the public school system. For example, only the superintendent of the public schools should receive individual summary reports for all schools, and any information to be disseminated should be discussed in advance. Reports sent to individual schools should include only summary information about that particular school and the district as a whole. Portions of the written report that summarize the overall findings and do not identify particular schools can be sent to interested community members and organizations.

A second method for disseminating results is a press briefing. A concise handout that summarizes the main findings and particular points to be addressed should be made available. A brief summary of the most important findings and graphical presentations of the data is most effective. Third, presentations to community groups (e.g., parent-teacher organizations, service clubs) using graphical presentations of the data are useful for broader community findings. Finally, consider contacting radio talk shows and local television stations to inquire about their interest in an interview regarding the survey.

C

hapter 5:

Survey Modules

Each of the nine survey modules is discussed in this chapter, including a description of the items and what they are intended to measure. The average time taken to complete each module by samples of young people (ages 14–19) is given along with the range of completion times. These times will vary somewhat from sample to sample. They are provided only for guidance. If possible, it is recommended that the modules be pretested on small samples (e.g., 30 young people) from the population to be surveyed. Respondents can be asked to mark down the time they start and finish each module. Thus, a more accurate estimate of the time required for your specific population can be determined. Younger respondents will generally require more time than older respondents, although not always. Some of the modules are designed so that respondents will skip sets of items that are not appropriate for them. In many cases, more younger respondents may skip over sections of a module than older ones and in these instances, can actually take less time to complete the survey than the older respondents. On average, the entire survey took just over 16 minutes to complete during pretesting. The range of times was 9–26 minutes. When planning a survey, it is best to allow sufficient time for the slowest respondent, or approximately 25–30 minutes, to be safe. An additional 5 minutes will be required for reading the instructions and answering questions at the beginning of the survey session.

Measurement Properties

When a series of items is designed to be averaged or summed into a single measure or scale, some technical information is given, including the scale reliability or alpha (α). Alpha is a measure of internal consistency—how well the items go together. It can range from 0 to 1.00. A higher alpha indicates better reliability. Minimally, alpha should be approximately .65–.70 for scales to be used for research purposes. As an indicator of validity, correlations between drinking and some scales also are presented. These reliability and validity coefficients are derived from several large studies with sample sizes ranging from over 800 to over 2,500.

Module Descriptions

Module 1: Alcohol Consumption and Drinking Contexts

The first module addresses alcohol consumption and drinking problems: How often young people drink, in what quantities, where they drink, and what consequences they experience. Module 1 takes 3.8 minutes, on average, to complete (range = 1–7 minutes).

Question AL-1 measures lifetime alcohol use and can provide an indication of how many young people in the sample have experimented with alcohol. It also provides a filter so young people who have never had a whole drink of alcohol can skip most of the questions in the module. Questions AL-2 and AL-3 measure frequency of drinking and usual quantity consumed per drinking occasion in the past 12 months. Often these items will be combined into a measure of quantity-frequency. This is accomplished by assigning a numeric value to each response category and multiplying the two items together for each respondent.² AL-4 and AL-5 ask about beverage-specific quantities and frequencies of consumption for the past year. They can be coded and combined as for AL-2 and AL-3 to obtain beverage-specific quantity-frequency indicators. Items AL-6 and AL-7 ask about intoxication and heavy drinking (5+ drinks in a row) during the past year. AL-8 through AL-10 ask questions about drinking in the past month and AL-11 asks about frequency of heavy drinking in the past 2 weeks. These questions are key for describing adolescent drinking in the community. They are very similar to those used in most national surveys, such as Monitoring the Future, and prevalence rates based on these items can be compared with those surveys.³ Answers to questions inquiring about drinking in the past year tend to fluctuate less than responses about shorter time periods. Interestingly, however, research suggests that somewhat high estimates of drinking frequency are obtained using monthly measures. Generally speaking, monthly, yearly, and

²Possible recoded values for AL-2 are “Not at All” = 0, “1–2 Times” = 1.5; “3–5 Times” = 4; “6–10 Times” = 8; “About Once a Month” = 12; “2–3 Times a Month” = 30; “1–2 Times a Week” = 78; “Several Times a Week” = 156; and “Every Day” = 365. AL-3 can be recoded as follows: “None” = 0; “Less Than One” = 0.5; “One” = 1; “Two” = 2; “Three” = 3; “Four” = 4; “Five” = 5; and “Six or More” = 8.

³A prevalence rate is simply the percentage of respondents who report engaging in a behavior. The prevalence of drinking in the past year, for example, would be the total number of respondents saying they drank on at least one occasion (e.g., who marked responses 2 through 9) divided by the total number of respondents who answered the question. This number is then multiplied by 100 to get a percentage.

2-week measures of drinking are highly correlated. That is, young people who report high frequencies on one measure are very likely to report high frequencies on another.

Questions AL-12a-n ask respondents where they drank on the last occasion they consumed alcohol. This item serves two purposes. First, it provides information regarding *where* young people tend to drink. This information can aid in designing prevention efforts. For example, if young people report most often that they drink at a park, beach, or other open area, police can target these places, or city zoning ordinances can be used to make drinking in such places illegal. Similarly, if bars, pubs, nightclubs, or restaurants are frequent drinking places, responsible beverage service training can be mandated by local ordinance or intensive police compliance checks (“stings”) can be implemented. Second, the responses to this item can identify potentially risky situations, such as drinking in cars.

Question AL-13 addresses drinking problems that might be experienced by young people. These items should be considered indicators of heavy or excessive drinking, rather than alcohol dependence *per se*. They are not intended to be a diagnostic tool. These items can be summed or averaged into a single scale ($\alpha > .85$). This drinking problem scale is closely related to drinking frequency and quantity ($r \approx .76$).⁴

Questions AL-14 and AL-15 ask about drinking and driving and riding with drinking drivers. These are among the most serious drinking-related behaviors engaged in by young people. Every year more than 2,500 adolescents die in alcohol-related traffic crashes. These questions will make it possible to gauge the extent of these problems in the target community and to determine whether special prevention efforts should be undertaken.

Module 2: Alcohol Availability

This module addresses questions about the ease with which young people obtain alcohol in the target community and where they obtain it.

Approximately 3.8 minutes, on average, are required for a high school student to complete this module (range = 1–6 minutes).

⁴The symbol r refers to the correlation coefficient. It can range from -1.00 for a perfect negative relationship (i.e., a high score on one variable is perfectly related to a low score on another) to $+1.00$ for a perfect positive relationship (i.e., a high score on one variable is perfectly related to a high score on another). An r of 0 indicates no relationship.

Questions AV-1 to AV-6 are general items that address the ease with which young people think they can obtain alcohol in various ways. Questions AV-1a-d can be averaged or summed to yield a general score for alcohol availability ($\alpha > .90$). This score is moderately related to quantity and frequency of drinking ($r = .34$). Questions AV-2 to AV-4 ask how easy it would be to obtain alcohol in specific ways (e.g., taking it from home). Question AV-5 asks about the number of stores known to the respondent in the community that do not check age identification, and Question AV-6 asks about perceptions of police enforcement of underage purchase laws. All of these items can help focus prevention efforts. For example, if a large number of respondents report that asking a stranger to purchase for them (AV-3) is very easy, this may suggest the desirability of an intervention such as a sting operation or media effort aimed at reducing the willingness of adults to buy alcohol for young people.

Questions AV-7a-k identify the *ways* young people obtained alcohol the last time they drank. Questions AV-8a-h ask about specific *places* they purchased alcohol in the past year. These items provide more specific information about alcohol availability than do the previous questions. Again, the answers to these questions can help focus prevention efforts toward the specific sources for alcohol that are most commonly used by young people in the community.

Questions AV-9 to AV-12 ask about various aspects of “keggers” or keg parties. Keggers are often a primary drinking venue and source of alcohol for young people. The information gained from these questions can inform a community if keg parties are a common occurrence and can provide support for local keg registration laws, police action, or other prevention activities.

Module 3: Tobacco and Illicit Drugs

This module addresses use of tobacco (cigarettes) and illicit drugs. It takes an average of 1.6 minutes to complete (range 1–6 minutes). Questions TD-1 to TD-3 ask about lifetime, yearly, and monthly smoking. These items can be used to calculate prevalence rates for these behaviors and are similar to items in the national surveys such as Monitoring the Future. Questions TD-4 through TD-6 ask about smokeless tobacco, which is of concern in many communities. Question TD-7a-1 asks about illicit drug use in the past year and, again, is similar to items from national surveys. Prevalence rates for many of the drugs included in TD-7 will be quite low. For most purposes, calculating a prevalence rate for marijuana and one for all other drugs combined will suffice. New drugs

can be added to this list if they become available. If smokeless tobacco is a concern in the target community, additional questions parallel to Question TD-1 through Question TD-4 can be added to the module. Both tobacco and illicit drug use are correlated with drinking, although the causal direction of the relationship between these behaviors has yet to be determined.

Module 4: Family and Community Norms

Module 4 asks questions about perceived norms toward drinking. Normative factors are among the strongest correlates of drinking. Studies consistently indicate that beliefs held by others about drinking, as well as others' level of approval of drinking, are closely related to quantity and frequency of drinking and to changes in drinking over time. By mid-adolescence, beliefs about peers, and particularly about drinking by friends, appear to be more important than beliefs about parents or community members. Some evidence suggests that parents may be more influential during childhood and the early teenage years. This module requires about 2.8 minutes on the average to complete (range 1–5 minutes).

Questions CN-1a-f address drinking frequency by parents, other adults, and friends. These beliefs are referred to as *descriptive norms* because they describe the behaviors of others. Questions CN-2a-f ask how much these others would approve or disapprove if the respondent were to drink. These beliefs are called *prescriptive norms*. Overall, young people who believe that others drink more often than they actually do and are more approving of drinking, are more likely to be drinkers themselves, and drink more frequently than is in fact the case. These items form four scales corresponding to (a) perceived drinking by parents ($\alpha > .65$), (b) perceived drinking by friends ($\alpha > .75$), (c) perceived approval by parents ($\alpha > .80$), and (d) perceived approval by friends ($\alpha > .75$). These scales correlate moderately to strongly with drinking behaviors ($r_s \approx .29, .53, .22, .32$, respectively). The items referring to “other adults I know” can be treated as two separate measures of perceived drinking and perceived approval. Question CN-3 asks again about parents' attitudes toward the respondent's drinking. This item is redundant but is included because it is similar to those in some survey instruments (e.g., Communities that Care). The reliability and validity of this item is unknown.

Interestingly, young people routinely *overestimate* the extent to which others drink and approve of drinking. A number of normative education interventions have been designed to correct these misperceptions. These interventions have been modestly successful in reducing drinking among

young people. Survey data showing the inconsistency between actual and perceived drinking rates, for example, can be provided to young people as part of a school drug use curriculum or as part of a media campaign. It also is possible to intervene by having parents and peers communicate directly and clearly their norms about drinking.

Question CN-4 asks about drug and alcohol problems in the family and is included to help identify risk levels among young people. Question CN-5 is similar to Question CN-4 and asks about other adults in the community. Again, this item is included to allow comparisons with other surveys.

Questions CN-6a-d ask about parent communication with young people about drinking, riding with drinking drivers, and drinking and driving. These items also form a single scale. Surprisingly, some research suggests that parental communication is positively correlated with drinking by young people—that is, those adolescents who report that their parents talk to them about drinking are *more* likely to be drinkers. One reason for this is that parents often wait until after they have caught their son or daughter drinking to discuss this issue with them. A possible point of intervention is to encourage parents to discuss various problems regarding alcohol consumption with their children before drinking is initiated.

Questions CN-7a-d address parental monitoring. Specifically, they ask the respondents how likely they think it is that they would be caught by their parents if they were to drink alcohol, drink and drive, ride with a drinking driver, and go to parties where alcohol was served. Parental monitoring has been found to be moderately correlated with adolescent drinking ($r \approx .40$).

Module 5: Alcohol Expectancies

Alcohol expectancies are beliefs about the likelihood that specific personal consequences will result from drinking. Generally, youth who believe that drinking is likely to have positive consequences and unlikely to have negative consequences are more prone to drink or initiate drinking than are other young people. Expectancy beliefs are learned through direct experience, by observing parents and peers, but also from exposure to alcohol advertising and drinking portrayals in the media. Alcohol expectancies do not necessarily reflect the actual likelihood of drinking consequences. Younger adolescents and children, for example, may tend to overestimate the likelihood of negative consequences. Conversely, older adolescents may overestimate the likelihood of some positive consequences such as feeling more confident while drinking.

Research shows that the expectancy items in this module form three scales corresponding to beliefs about

- (1) Negative consequences (items b, d, f, h, i, k, l, m),
- (2) Social facilitation (items c, g, j, o), and
- (3) Affective enhancement (items a, e, n, p, q).⁵

Each of these scales is highly reliable (α s \geq .79, .70, and .70, respectively) and each scale correlates moderately with adolescent drinking (r s \geq -.28, .30, .40, respectively). These scales, and particularly Affective Enhancement, also predict initiation to and changes in drinking over periods of up to 2 years. On the average, Module 5 takes 1.7 minutes to complete, with a range of 1–4 minutes.

A number of innovative programs have been developed to modify alcohol expectancies. Expectancy challenge procedures, for example, teach young people that many of the beliefs they hold about the positive consequences of drinking are not actual pharmacological effects, but rather are culturally learned beliefs. Thus for example, young people may be shown a video of adults at a party and asked to guess which ones actually consumed alcohol and which received only placebo drinks containing no alcohol. Other interventions can attempt to directly impact expectancies by actually changing the likelihood of specific consequences. Stepping up enforcement of underage possession laws and widely publicizing the effort, for example, may increase perceptions of the likelihood of getting into trouble with police. Similarly, building parent networks and teaching parents to communicate and enforce rules about drinking may increase perceptions of the likelihood of getting into trouble.

Module 6: Background Variables

Module 6 measures basic demographic and background variables that can be related to drinking, but more importantly, are necessary for describing a sample. An important component of any report based on a survey is a description of the sample upon which it is based. It also may be important to control for these variables in many statistical analyses. Moreover, it is often desirable to know who is most at risk (e.g., do boys in our community drink more often and in greater quantities than girls?). Such information can be extremely useful for targeting interventions to those most in need. Thus, this module asks about gender, age, grade level, ethnicity, and similar personal characteristics. It takes about 2.5 minutes, on average, with a range of 1–5 minutes.

⁵Expectancy item AE-1q, “Feel sad,” is worded in the opposite direction from the other affective enhancement items, and its scale must be reversed if they are summed or averaged together.

Module 7: Problem Behaviors

The problem behavior scale asks respondents how often in the past year they have engaged in each of 15 age-inappropriate or “anti-social” activities. The list of activities varies from relatively mild (lying) to relatively serious transgressions (threatening someone with a weapon). These items form two interrelated scales corresponding to lying (Items a, n) and other more serious problem behaviors, respectively. Previous studies indicate that these scales have modest internal consistency ($\alpha s \approx .65 - .70$), but are relatively good predictors of adolescent drinking, smoking, and drug use.

Module 8: Conventinality

Social conventionality is considered to be a protective factor for alcohol, tobacco, and other drug use. It is measured using a series of items that address the respondents’ bonding to three traditional social institutions: religion, education, and family. Thus, respondents are asked how often they attend religious services (CV-1) and participate in other religious activities (CV-2), how important religion is to them personally (CV-4), and how much they like or dislike attending religious observances (CV-3). Items relating to education address educational aspirations, importance of doing well in school, and how much they like or dislike school (CV-5 to CV-7). Similar items ask how often they do things with their parents/family, how close they feel to their parents/family, and how much they like or dislike doing things with their parents/family (CV-8 to CV-12). These items form three scales corresponding to the three social institutions (religion, family, school). These scales have reasonably good internal consistency ($\alpha \geq .70$) and are known to correlate moderately and negatively with adolescent drinking, smoking, and drug use.

Module 9: Social Participation

Social participation refers to involvement in activities that are not in themselves problematic, but which may expose the individual to alcohol, tobacco, or other drug use (e.g., party attendance). These items ask the respondents the number of times in the past year that they went on dates, to parties, dances, sports events, and related activities. The participation items (SP-1a-i) form a single scale that is reasonably reliable ($\alpha \geq .70$) and which correlates modestly with drinking. A parallel series of items (SP-2a-i) asks respondents how often they drink alcoholic beverages in each of these social situations. They are not used as a scale, but they do identify where young people drink and thus can be useful for targeting prevention interventions.

Table 1 summarizes the questions addressed and the completion times for all six modules.

Table 1. Modules Summary

| Module | Number and Type of Question | Time To Complete |
|--|--|--------------------------------------|
| Module 1: Alcohol Consumption and Drinking Contexts | AL-1 Lifetime use AL-2 Yearly frequency AL-3 Yearly quantity per occasion AL-4–5 Yearly quantity by type and per occasion AL-6–7 Yearly intoxication and heavy drinking (5+ drinks) AL-8–10 Drinking in the past month AL-11 Heavy drinking in past 2 weeks AL-12 Places to drink AL-13 Drinking problems AL-14–15 Drinking and driving | 1–7 minutes (average 3.8 minutes) |
| Module 2: Alcohol Availability | AV-1 Alcohol availability AV-2–4 Ease of obtaining alcohol AV-5 Stores that check identification AV-6 Perceptions of police enforcement AV-7 Ways to obtain alcohol AV-8 Places to purchase alcohol AV-9–12 “Keggars” or keg parties | 1–6 minutes (average 3.8 minutes) |
| Module 3: Tobacco and Illicit Drugs | TD-1–3 Lifetime, yearly, monthly smoking TD-4–6 Smokeless tobacco TD-7 Illicit drug use | 1–6 minutes (average 1.6 minutes) |
| Module 4: Family and Community Norms | CN-1 Drinking frequency by parents, other adults, and friends CN-2 Approval/disapproval of drinking CN-3 Parental attitudes toward drinking CN-4 Drug and alcohol problems with the family CN-5 Other adults in the community CN-6 Parental communication CN-7 Parental monitoring | 1–6 minutes (average 1.6 minutes) |
| Module 5: Alcohol Expectancies | AE-1 Beliefs about personal consequences resulting from drinking | 1–4 minutes (average 1.7 minutes) |
| Module 6: Background Variables | BK-1–7 Basic demographic and background variables | 1–5 minutes (average 2.5 minutes) |

Table 1. Modules Summary (continued)

| Module | Number and Type of Question | Time To Complete |
|---|--|--------------------|
| Module 7: Problem Behaviors | PB-1 Involvement in problem or anti-social behaviors | Approx. 2 minutes* |
| Module 8: Conventionality | CV-1-4 Bonding to religion CV-5-7 Bonding to school CV-8-12 Bonding to parents | Approx. 3 minutes* |
| Module 9: Social Participation | SP-1 Frequency of social activities SP-2 Frequency of drinking during social activities | Approx. 2 minutes* |

*Estimated times based on number of items in scale.

C

hapter 6:

Sampling

Once a survey method has been determined, a sample must be selected. The value of any data obtained from a youth survey largely depends on the extent to which youth who are included are representative of all young people in the community. Various strategies can be used to ensure this.

Sampling Strategies

Survey all young people. The information gathered is most reliable if a *census* is conducted so that every young person in a community is surveyed. In some small- to medium-sized communities, for example, it is possible to conduct a census of every young person in a target group. That is, *all* students in grades 9–12 in both the public and private schools of a community would be included.

Survey a representative sample of young people. If a complete census cannot be undertaken, either because the number of young people is very large or because the research budget is insufficient, the next best strategy is to use a *representative sample*. The easiest way to ensure that the survey is representative is to use a *random sample*. A random sample implies that each young person in the community has an equal chance of being included in the survey. Some school districts have research offices and can provide random listings of students. In most cases, it will be necessary to draw the sample. Other techniques for obtaining random samples of young people can be used. Whether or not an actual school survey is administered, school lists are an inexpensive and efficient method for gathering a sample. The recommended sample sizes in Table 2 apply, regardless of how the sample has been selected.

Random-digit dialing sampling. If the budget is sufficient, a random-digit dialing procedure can be used to reach a random sample of households in the target community. In this process, a sample of randomly generated telephone numbers for the geographical target area is obtained. The list is then screened to remove nonworking numbers, business numbers, fax

Table 2. Target Sample Sizes

| Total Enrollment | Desired Confidence Interval | | | | | |
|------------------|-----------------------------|-------|-------|------|------|-------|
| | ± 1% | ± 2% | ± 3% | ± 5% | ± 7% | ± 10% |
| 200 | 196 | 185 | 169 | 132 | 99 | 65 |
| 500 | 476 | 414 | 341 | 218 | 141 | 81 |
| 1,000 | 906 | 706 | 517 | 278 | 164 | 88 |
| 1,500 | 1,298 | 924 | 624 | 306 | 174 | 91 |
| 2,000 | 1,656 | 1,092 | 696 | 323 | 179 | 92 |
| 3,000 | 2,286 | 1,334 | 788 | 341 | 184 | 94 |
| 5,000 | 3,289 | 1,623 | 880 | 357 | 189 | 95 |
| 7,500 | 4,212 | 1,819 | 935 | 366 | 192 | 95 |
| 10,000 | 4,899 | 1,937 | 965 | 370 | 193 | 96 |
| 12,500 | 5,432 | 2,015 | 984 | 373 | 193 | 96 |
| 15,000 | 5,856 | 2,070 | 997 | 375 | 194 | 96 |
| 17,500 | 6,201 | 2,112 | 1,006 | 376 | 194 | 96 |
| 20,000 | 6,489 | 2,144 | 1,014 | 377 | 195 | 96 |
| 50,000 | 8,057 | 2,291 | 1,045 | 382 | 196 | 96 |
| >50,000 | 9,604 | 2,401 | 1,068 | 385 | 196 | 97 |

machine numbers, and other nonresidential listings. Such lists can be purchased from survey sampling companies, in which case they are prescreened, although some nonresidential numbers will still appear in them. A block of numbers is then drawn from the list and each number is attempted. Usually it will be necessary to call many more households than the number of respondents in the target sample. As few as 5 percent of households in a typical community, for example, have children between the ages of 9 and 16.⁶ Telephone numbers where there is no answer must be called on multiple occasions (up to 15 tries) at different times of the day and different days of the week. Once contact is made with a household, the number of eligible youth, if any, should be determined. In the event that more than one eligible youth is available, a formula can be applied to determine which youth will participate in the survey. For example, a random selection could be made, or a choice made on the basis of the most recent birthday. Parental permission is then required to approach the designated respondent to obtain his or her consent. Participating youth should be encouraged to appear at a designated location to take the survey, to complete a personal interview over the telephone, or to schedule an appointment to have the survey administered. For most community surveys with limited budgets, random-digit dialing samples are simply not feasible.

School-based samples. Using a list of students from the target community's schools is usually the easiest method of locating a survey sample. Basic steps for obtaining a representative random sample of students include:

Step 1: Obtain a complete list of schools, both public and private, in the target community or region. This step is necessary in conducting either a census or a sample survey. In either case, the list provides the names, addresses, and telephone numbers of schools so they can be located and contacted. The office of the Superintendent of Schools will provide a list of the public schools in a community. Lists of private church-run schools are available from the Archdiocese of the Catholic Church and from other church organizations. When private school information is not available from official sources, business listings such as The Yellow Pages or other resources can be used. This latter alternative is less desirable because the resulting lists are more likely to be incomplete. Official listings are the preferred method.

⁶List-assisted samples can be purchased that contain telephone numbers only for households likely to have children and adolescents. These samples are often compiled based on census tract information, magazine subscriptions, and other considerations. The biases contained in such list-assisted samples are often unknown.

Step 2: Contact the schools to find out how many students are enrolled in the target grades in each school. Information regarding school and grade populations can usually be obtained directly from school office personnel. At times, office staff will request more information or be hesitant to trust the surveying agency without prior personal contact. A brief explanation of the purpose of the survey will often suffice, emphasizing that the information is to be used only for statistical purposes.

Step 3: Obtain a complete roster of students enrolled in the target grades in each school. These lists will serve as the basis for drawing the sample. The researcher also should determine the number of classrooms in each school and how many students are in each classroom. This latter information will help to determine how many survey monitors are needed.

Step 4: Determine the target sample size. A general rule is that, other factors being equal, larger samples are preferable to smaller samples. With larger samples it is possible to have more confidence in the findings from the data. Thus, the sample should be as large as possible, given the available resources for the survey. Table 2 (pg. 46) shows the *target sample sizes* necessary to attain a given confidence interval, given the total enrollment in the target grades. Thus, for example, if a school district had 3,000 9th–12th graders who comprised the population of interest, a sample of 341 students would be necessary to obtain prevalence estimates that were within $\pm 5\%$. That is, if the survey showed a monthly drinking prevalence rate of 55 percent, the actual prevalence rate in the population would be somewhere between 50–60 percent. A sample of 788 students from the same grades in the same district would result in a confidence interval of $\pm 3\%$. In most cases, a confidence interval of $\pm 3\%$ or $\pm 5\%$ is adequate.

To use Table 2, find the total enrollment in the target grades across all schools. Then, read the number under the desired confidence interval. For example, if a school district has a total enrollment of 5,000 students in grades 9–12, and a confidence interval of $\pm 3\%$ is desired, the target sample size would be 880 students. Sample sizes can be approximated for enrollments not shown in Table 2. Thus, for example, for a school district with 2,500 students, the sample size would be approximately halfway between those for districts with 2,000–3,000 students. In this example, the required

sample size for a ± 3 percent confidence interval would be approximately 742 students.

When drawing the initial sample, always select more students than necessary for the final target sample. Experience indicates that there will be about a 60-percent response rate, even using persistent requests for parental permission. Therefore, approximately 1,467 students ($880/.60 = 1,467$) would initially require sampling in order to obtain completed surveys from 880 students.⁷

Across a school district, the sample size for each school must be proportional to the school's enrollment. For example, assume there are three high schools in a community; School A has an enrollment of 2,000, School B has an enrollment of 1,500, and School C has an enrollment of 250 (Table 3). The sample size for a school is determined by multiplying the initial sample size by the proportion of the population of students in that school (e.g., School A: $.53 \times 1,467 = 778$).

Step 5. Determine the sampling interval. Once the population size and initial sample size have been determined, the sampling interval can be calculated. The sampling interval indicates the number of students to be skipped on the enrollment list after picking the first student to be *included* in the sample. In the example (Table 3), the sampling interval is calculated by dividing the total number of students in the three schools (3,750) by the number of students to be sampled (1,467). Hence, the sampling interval is $3,750/1,467 = 2.5$. Round to the nearest whole number; in this example, 3. That is, every third student from the list of all students should be sampled to obtain the correct sample.

Step 6. Determine a random start number. Once the sampling interval is determined, a random start number should be used to

⁷If passive consent procedures are used, the response rate will be higher. Surveys often will be obtained from 80 percent or more of the sample with passive consent procedures. As a result, only 1,100 students would need to be included in an initial sample in order to get 880 completed surveys. In longitudinal studies, respondent loss between the survey waves means even larger samples are required than for cross-sectional surveys. Usually there is about a 10-percent loss per year because of moving or dropping out of the study. Tracking procedures must be employed to obtain the highest number of completed followup returns.

Table 3. Example: School Sample Size Determination

| | School Enrollment | Percent of Population | Sample Size |
|----------|--------------------------|------------------------------|--------------------|
| School A | 2,000 | 53% | 778 |
| School B | 1,500 | 40% | 587 |
| School C | 250 | 7% | 103 |
| Total | 3,750 | 100% | 1,468 |

Note: Numbers have been rounded.

determine which student will be the first to be included in the sample. A random start number could be generated by a computer, or it could be obtained from a random number table in a statistics text. A quick method for obtaining a random number is to use a deck of cards. After shuffling five cards, choose one card by chance. The face value of the card (1, 2, 3, 4, and so forth) determines the first student from the list to be sampled.

Step 7. Select the sample. Count down the list to the student corresponding to the random start number. Include that student in the sample and then continue counting down including each student that corresponds to the sampling interval. For example, if the start number is 7 and sampling interval is 3, the 7th student would be included on the list, then the 10th, 13th, 16th, and so on until the required number of students is obtained. If the bottom of the list is reached before the desired sample size, simply continue counting with the first name at the top of the list.

Other Approaches to Sampling for Youth Surveys

Survey a sample of schools. In large communities, where the survey will cover more than one district, or where resources are very limited, it may not be feasible to conduct a census or a random sample survey of students from all schools. Instead, it is possible to use the school as the sampling unit. In this case, obtain a complete list of schools in the target area along with enrollment figures and any other information about the students at each school that may be available (e.g., ethnic composition, socioeconomic status, urban/suburban/rural). Information about size, ethnic composition, and socioeconomic status can usually be obtained from school personnel.

Sometimes indirect indicators for these factors will have to be used. School socioeconomic status, for example, can be approximated by the percentage of students receiving free lunches or other assistance. Subjective ratings by knowledgeable school personnel also can be obtained, if necessary. Stratify (group) all of the schools in the target area by size and by other important factors. Then, randomly select schools within each strata. Random numbers generated by computer, a deck of cards, or similar methods can be used to make the selections. The number of schools selected will depend upon the final sample size that is needed, but it is desirable to have at least two schools representing each grouping or strata. A census of students in the selected schools can be conducted, or a random sample of students (proportional to school size) at each school can be surveyed.

Table 4 illustrates an example of 25 high schools from a fictitious multidistrict geographical area stratified by size and ethnic diversity. In this example, two schools would be randomly selected within each cell (e.g., small schools, > 60% Caucasian) of the table to participate in the survey for a total of 18 schools. Both schools would be selected in those cells with only two schools in them. The cutoff points for school size and diversity are arbitrary and should be chosen on the basis of local circumstances. In some communities, for example, a large school may have a population of 300 students and a small school, 100 students. The cutoffs should be chosen so that more than one school is represented in each cell and the numbers of schools are relatively evenly distributed among the cells. In some cases, broader categories may be necessary than those shown in Table 4. For

Table 4. Example of Stratification of Schools for Sampling

| Ethnic Diversity | School Size | | |
|-------------------|--|---|---|
| | Small (Under 300 Students) | Medium (300-500 Students) | Large (Over 500 Students) |
| > 60% Caucasian | Elkhorn City HS Ridgeway HS Onawa HS | Parkerville HS Washington HS ML King HS | Suburban HS Mega HS |
| 40%–60% Caucasian | Lowell HS Farmtown HS Fleiseberg HS | Lawton HS Lincoln HS Wynton HS | Alpine HS Uptown HS University HS |
| < 40% Caucasian | Dublin HS Leestown HS | St. Mary’s HS Auten HS Winston HS | Intown HS Fenton HS Wilshire HS |

example, instead of dividing schools into small, medium, and large, it may be necessary to divide them into only two groups based on size. Of course, it is possible—and often desirable—to stratify by more than two variables.

Survey a sample of grade levels within schools. Another possible procedure is to sample grade levels within schools. The schools are stratified or grouped as previously described. Then, at least one school, but preferably two or more, is randomly selected within each stratum for each grade level to be surveyed. *Only one grade level, however, is surveyed at each school.* All students in the target grade level or a random sample of those students in that grade are included in the survey. Table 5 provides an example using the fictitious schools from Table 4. School size is used as a single stratification variable in this example, and two schools are randomly assigned to each grade level within each stratum. As a result of the random assignment process, 9th graders will be surveyed at Farmtown, Onawa, Washington, Auten, Intown, and Suburban High Schools; 10th graders at Lowell, Elkhorn, Lincoln, Parkerville, Wilshire, and Uptown High Schools; and so on. Through the random selection process, Lawton High School is not assigned and is dropped from the study.

Table 5. Example of Sampling Grades Within Schools

| Grade Surveyed | School Size | | |
|----------------|-------------------------------|------------------------------|------------------------------|
| | Small (Under 300 Students) | Medium (300-500 Students) | Large (Over 500 Students) |
| 9th | Farmtown HS Onawa HS | Washington HS Auten HS | Intown HS Suburban HS |
| 10th | Lowell HS Elkhorn City HS | Lincoln HS Parkerville HS | Wilshire HS Uptown HS |
| 11th | Dublin HS Leestown HS | St. Mary's HS ML King HS | Fenton HS University HS |
| 12th | Ridgeway HS Fleiseberg HS | Wynton HS Winston HS | Alpine HS School Mega HS |

This sampling strategy can provide a representative sample of students in some circumstances and is relatively easy to implement. Moreover, it places less of a burden on the schools because only a single grade level is surveyed within each school, thus increasing the chances of cooperation. This strategy can, however, result in sampling biases, especially when there are differences among schools that are not accounted for by stratification factors. In particular, it is known that drinking and other drug use behaviors can differ between schools because of differences in school culture and policies. These differences can become confounded with grade level when grade levels within schools are sampled. Because of these factors, this is not a recommended sampling method, but should only be used when other methods cannot be employed.

Calculating Response Rates

A final consideration is the survey response rate. The response rate is simply the percentage of those young people eligible to be surveyed who actually completed the survey questionnaire. Some young people will not be surveyed because either the respondent or the parent refused, because they were unavailable at the time the survey was being administered, or for other reasons. *Substantial error can arise in the findings if a significant number of eligible respondents in the sample are not surveyed. Every effort should be made to survey **all** young people in the sample.*

The first step in calculating a response rate is to take the number of young people on the initial sample list and subtract the number that are no longer in the area, or in the case of a school survey, no longer in school, or who are unable to take a survey (Special Education or non-English speaking, for example). The total is the number of respondents eligible for inclusion in the survey. *Note that young people in the initial sample who were not interviewed for any reason other than the fact that they were ineligible are included in the calculation of the response rate, even if the researcher never actually attempted to contact them.*

The second step in calculating the response rate is to divide the number of completed surveys by the number of eligible respondents and multiply the resulting number by 100 to get a percentage. This percentage is the response rate.

Higher response rates are always better. A response rate of less than 60 percent in a survey may indicate that the data will be misleading. Response rates should always be reported when describing the results of a youth survey.

R esources

Resources on Survey Methodology

Babbie, E.R. *Survey Research Methods*, 2nd ed. Belmont, CA: Wadsworth Pub. Co., 1990.

Availability: ISBN 0-534-12672-3; Wadsworth Publishing Co., 800-876-2350 <http://www.wadsworth.com>

Covers the full range of basic topics necessary for beginning survey research. Written in language that's easy to read and understand.

Dillman, D.A. *Mail and Internet Surveys: The Tailored Design Method*. New York: Wiley, 2000. *Availability:* ISBN 0-471-32354-3; John Wiley & Sons, Inc., 1 Wiley Drive, Somerset, NJ 08875-1272, (800) 225-5945, <http://www.wiley.com/>

Develops a theoretically based system that ensures high quality surveys at low cost. Presents step-by-step procedures and shows why each step is important. Contains many examples and, where appropriate, contrasts acceptable and unacceptable procedures.

Fink, A. *The Survey Kit*. Thousand Oaks, CA: Sage Publications, 1995.

Availability: ISBN 0-803-5934-6; Sage Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320, (805) 499-0721, <http://www.sagepub.com>

The Survey Kit provides useful information on how to conduct a survey. It covers all steps in the survey process from the initial planning stages all the way through analyzing and reporting data. The kit includes nine short volumes by different authors:

- *Survey handbook.*
- *How to ask survey questions.*
- *How to conduct self-administered and mail surveys.*
- *How to conduct interviews by telephone and in person.*
- *How to design surveys.*
- *How to sample in surveys.*
- *How to measure survey reliability and validity.*
- *How to analyze survey data.*
- *How to report on surveys.*

Fowler, Jr., F.J. *Survey Research Methods*. Thousand Oaks, CA: Sage, 1993.

Availability: ISBN 0-803-95048-9; Sage Publications, Inc.,
2455 Teller Road, Thousand Oaks, CA 91320, (805) 499-0721,
<http://www.sagepub.com>

Provides a general overview of telephone, mail, and personal interview survey methods. Gives useful information on methods and costs, how to select a survey method, and how to recruit and train interviewers.

Kish, L. *Survey Sampling*. New York: Wiley, 1995.

Availability: ISBN 0-471-10949-5; John Wiley and Sons, Inc.,
1 Wiley Drive, Somerset, NJ 08875-1272, (800) 225-5945,
<http://www.wiley.com/>

Explains how to design and execute valid samples, avoid sampling biases, and evaluate sample adequacy. Describes procedures for obtaining valid samples.

Levy, P.S. and Lemeshow, S. *Sampling of Populations: Methods and Applications*, 3rd ed. New York: Wiley, 1999.

Availability: ISBN 0-471-15575-6; John Wiley and Sons, Inc.,
1 Wiley Drive, Somerset, NJ 08875-1272, (800) 225-5945,
<http://www.wiley.com/>

This book describes how to implement and analyze survey samples. It includes discussions of sampling, problems of missing data and nonresponse, and estimation procedures.

Longmore, M.A., Dunn, D., Jarboe, G.R. *Survey Research Project Manual*, 2nd ed. Wadsworth Publishing, 1995.

Availability: ISBN 0-314-06110-X; Wadsworth Publishing Co.,
(800) 876-2350 <http://www.wadsworth.com>

This book guides the reader through a typical survey research project and can serve as a model for implementing a survey study.

Rea, L.M., Parker R.A. (Contributor), Alan Shrader (Editor). *Designing and Conducting Survey Research : A Comprehensive Guide*, 2nd ed. San Francisco: Jossey-Bass, 1997.

Availability: ISBN 0-7879-0810-X; Jossey-Bass, 350 Sansome Street,
San Francisco, CA 94104, (415) 433-1740, <http://www.josseybass.com>

Explains all major components of survey research including instrument development, administration, analysis, and reporting.

Salant, P. and Dillman, D. *How to conduct your own survey*. New York, NY: Wiley, 1994.

Availability: ISBN 0-471-01273-4; John Wiley and Sons, Inc.,
1 Wiley Drive, Somerset, NJ 08875-1272, (800) 225-5945,
<http://www.wiley.com/>

This book is designed to show people who have little training or experience how to conduct a valid and inexpensive survey. Explains how to determine whether you need a survey, select the best method for your needs, design questionnaires, train interviewers, and analyze and use data. Describes common errors and how to avoid them.

Weisberg, H.F., Krosnick, J.A., and Bowen, B.D. *An Introduction to Survey Research, Polling, and Data Analysis*, 3rd ed. Thousand Oaks, CA: Sage, 1996.

Availability: ISBN 0-803-97402-7; Sage Publications, Inc.,
2455 Teller Road, Thousand Oaks, CA 91320, (805) 499-0721,
<http://www.sagepub.com>

This book covers survey design, sampling, question-wording, interviewing, and coding strategies. Describes survey data analysis and how to read and write survey research reports. It also covers the ethics of survey research.

Selected Research on Risk Factors

Christiansen, B.A., Goldman, M.S., and Brown, S.A. (1985). Differential development of adolescent alcohol expectancies may predict adult alcoholism. *Addictive Behaviors*, 10, 299-30

Adolescents increasingly believe that alcohol improves social behavior, increases arousal, and decreases tension as they age. In contrast, in a general adolescent sample, the belief that alcohol improves cognitive and motor functioning increased and then decreased, but it remained high among adolescent problem drinkers. This expectancy may have significance for the development of alcoholism.

Gaffney, L.R., Thorpe, K., Young, R., Collett, R., and Occhipinti, S. (1998). Social skills, expectancies, and drinking in adolescents. *Addictive Behaviors: An International Journal*, 23, 587-599.

This study indicates that adolescent drinking is associated with social skills deficits, positive alcohol expectancies, and negative cognitive structures concerning parents and teachers. Implications for preventive and treatment are discussed.

Morgan, M. and Grube, J.W. (1991). Closeness and Peer Group Influence, *British Journal of Social Psychology*, 30, 159-169.

This article examines whether closeness of peer group relationships is a critical factor in determining social influence on substance use. Findings showed that “good friends” were influential (by means of example and approval) in *initiation*, whereas best friend had a critical role in the *maintenance* of drug use.

Grube, J.W., Chen, M.J., Madden, P.A., and Morgan, M. (1995). Predicting adolescent drinking from alcohol expectancy values: A comparison of additive, interactive, and nonlinear models. *Journal of Applied Social Psychology*, 25, 839-857.

This study found that expectancies (judgments about the likelihood that drinking would have specific personal consequences) were more important as predictors than were values (the evaluations attached to these consequences), and negative expectancies were more important than positive expectancies.

Hawkins, J.D., Catalano, R.F., and Miller, J.Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin*, 112, 64-105.

The authors review the literature on risk-factors and alcohol, tobacco, and drug use.

Hingson, R., Heeren, T., Winter, M. (in press). Legislative strategies to reduce alcohol impaired driving. Boston, MA: Boston University School of Public Health.

Availability: Published in October 1999 in Fell, J. and Hedland, J., eds. Risk-taking behaviors and traffic safety. Washington, DC: National Highway Traffic Safety Administration. Available through National Transportation Information Service (NTIS), Springfield, VA, 22161, 703-605-6000, <http://www.ntis.gov>. Draft version available from author, 617-638-5160.

This paper examines several legislative initiatives introduced during the past 15 years to reduce alcohol-related traffic crashes. Since the early 1980s, legislation including the minimum legal drinking age of 21, administrative license revocation, criminal per se laws, and lower legal blood alcohol concentrations for youth have significantly reduced alcohol-related traffic fatalities. Regulatory action at the community level, such as mandated alcohol server training, enforcement of alcohol service laws, and zoning restrictions may further help reduce alcohol impaired driving.

Keefe, K. (1994). Perceptions of normative social pressure and attitudes toward alcohol use: Changes during adolescence. *Journal of Studies on Alcohol*, 55, 46-54.

This survey study investigated the importance of perceived social pressure and as correlates of adolescent alcohol use. A majority of adolescents reported that friends pressured them not to use alcohol. Older adolescents, however, perceived their friends as pressuring less against alcohol use than did younger adolescents. Although parental influence decreased with age, the importance of peer influence did not show consistent age-related changes.

Maisto, S.A. and Rachal, J.V. (1980). Indications of the Relationship among Adolescent Drinking Practices, Related Behaviours, and Drinking Age Laws. In H. Wechler (ed.), *Minimum-Drinking-Age Laws*, pp. 155-176. Lexington, MA: Heath.

Shows a relationship between alcohol availability and underage drinking. Adolescents from states with higher drinking ages are more likely to be abstainers and less likely to be heavy drinkers.

Miller, P.M.; Smith, G.T.; Goldman, M.S. (1990). Emergence of alcohol expectancies in childhood: A possible critical period. *Journal of Studies on Alcohol*, 51, 343-349.

This study charted the development of alcohol expectancies in children. Evaluation of the developmental pattern produced two primary findings: (a) there was an overall trend of increasingly positive expectancies with age; and (b) most of this increase was observed in the third and fourth grades. Children's expectancies may be less differentiated than adolescent or adult expectancies. These findings suggest that precursors of alcohol use are formed in childhood. Prevention efforts may need to begin as early as third grade.

Ratcliffe, J. and Wallack L. (1985). Primary Prevention in Public Health: An Analysis of Basic Assumptions. *International Quarterly of Community Health Education*, 6:215-239.

Discusses prevention approaches that attempt to influence not only the personal predispositions of the adolescent but also those aspects of the social and physical environment that impact adolescent drinking.

Resnick, M.D., Bearman, P.S., Blum, R.W., Bauman, K.E., Harris, K.M., Jones, J., Tabor, J., Beuhring, T., Sieving, R.E., Shew, M., Ireland, M., Bearinger, L.H., and Udry, J.R. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health. *Journal of the American Medical Association*, 278, 823-832.

This study investigated risk and protective factors at the family, school, and individual levels. Parent-family bonding and school bonding were protective against every health risk behavior except pregnancy. Access to guns was associated with suicidality and violence; access to substances in the home was associated with tobacco, alcohol, and drug use. Working was associated with emotional distress and with tobacco, alcohol, and marijuana use. Parental expectations regarding school achievement were associated with lower levels of health risk behaviors. Similarly, parental disapproval was associated with a later age of onset of sexual intercourse.

Scheier, L.M., Botvin, G.J., and Baker, E. (1997). Risk and protective factors as predictors of adolescent alcohol involvement and transitions in alcohol use: A prospective analysis. *Journal of Studies on Alcohol*, 58:652-667.

Examines the influence of chronic and changing risk and protective status in predicting adolescent alcohol involvement and transitions in alcohol use. The findings underscore the need for implementing prevention strategies that reinforce developmentally appropriate skills and enhance personal competence as barriers against the initiation and maintenance of problematic alcohol use.

Yarnold, B.M. (1999). Cigarette use among Miami's public school students, 1992: Fathers versus peers, availability, and family drug/alcohol problems. *Journal of Social Service Research*, 24, 103-130.

An empirical study of smoking risk factors. Factors that significantly increased the probability of smoking by adolescents included: (a) peer smoking, (b) ethnicity (White), (c) gender (male), (d) access to tobacco, and (e) families problems with drugs or alcohol. The presence of a father in the household decreased the probability of smoking. Not significantly related to smoking were a number of other variables, including religiosity, school, alcohol consumption, and family-related variables (whether adolescents live alone). Similarly, early alcohol consumption did not serve as a gateway to later initiation to smoking.

Yu, J. and Shacket, R.W. (1998). Long-term change in underage drinking and impaired driving after the establishment of drinking age laws in New York State. *Alcoholism: Clinical and Experimental Research*, 22, 1443-1449.

This study shows that enactment of the 21 minimum drinking age law decreased alcohol use among 18-, 19-, and 20-year-olds by up to 58 percent. Alcohol purchase rates of 19- and 20-year-olds were reduced by about 70 percent. Findings from this research indicate that alcohol purchase, alcohol use, and impaired driving have declined among the targeted youth groups as a result of the 21 minimum drinking age law.

Yu, J. (1998). Perceived parental/peer attitudes and alcohol-related behaviors: An analysis of the impact of the drinking age law. *Substance Use and Misuse*, 33, 2687-2702.

Findings indicate that the effects of perceived parental attitudes are specific to underage alcohol use, whereas the effect of perceived peer attitudes is general to both underage and legal drinkers. Results further suggest that parental supervision is a key factor in enforcing the drinking age law and reducing underage drinking.

Appendix A

Survey Modules

- General Instructions
- Module 1. Alcohol Consumption/Drinking Contexts
- Module 2. Alcohol Availability
- Module 3. Tobacco and Illicit Drugs
- Module 4. Family and Community Norms
- Module 5. Alcohol Expectancies
- Module 6. Background Variables
- Module 7. Problem Behaviors
- Module 8. Conventionality
- Module 9. Social Participation
- Definitions for Survey Monitor Training
- Survey Specifications

General Instructions

What We're Asking You To Do

- Most of these questions are about alcohol and other drugs.
- Please do NOT write your name on your questionnaire. That way you'll know that your answers are strictly confidential.
- The term “alcoholic beverages” includes beer, both regular and malt liquor; wine; wine cooler; and liquor, such as vodka, gin, whiskey, etc.
- The term “whole drink” means a 12- to 16-oz. bottle or can of beer, a glass of wine, a 12-oz. bottle of wine cooler, a 1- to 1-1/2-oz. shot of liquor, or a mixed drink made with a shot of liquor.
- This survey is NOT a test. If you are unsure about an answer to a question, please give us your best guess of what the answer might be.
- If you really don't want to answer a particular question, just leave it blank. If you don't understand a question or find that you want to check more than one answer to a question, please raise your hand, and the monitor will come help you.
- Some questions ask about your parents. Please think of the parental figures you live with most of the time. This may be grandparents, stepparents, foster parents, or someone else. If you live with one parental figure only, just think about that person when a question asks about parents.

Changing Your Answer

If you want to change an answer once you've marked it, please erase it or draw a slash through it. Then mark your new answer and draw a circle around it like this:

EXAMPLE:

Q-47 Do you ever have a pet? (Please check one box.)

1 ✓

~~2 ✓~~

Multi-Part Questions

Whenever you see a question with more than one part (a., b., c., etc.), mark an answer for each part. If the correct answer is “none” or “never,” be sure to mark that box rather than leaving it blank.

EXAMPLE:

Q-48 How many dogs and cats do you have? (Check one box under the correct number for each. If “none,” check the box under “NONE.”)

| | NONE | 1 | 2 | 3 | 4 | 5 | 6 | 7 OR MORE |
|---------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| a. DOGS | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. CATS | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

“Go To” Instructions

Whenever you see an arrow, follow the direction next to the answer you have marked.

EXAMPLE:

Q-49 Have you ever owned a bird?

(Please check one box and follow the direction next to it.)

| | | | | |
|---|-------------------------------------|-----|---|-------------------|
| 1 | <input type="checkbox"/> | YES | → | GO TO Q-50 |
| 2 | <input checked="" type="checkbox"/> | NO | → | GO TO Q-52 |

Because this person checked “NO,” he or she would skip ahead to question Q-52.

AL-1 Have you **ever** had a **whole drink** (not just a sip or taste) of beer, wine, wine cooler, **or** liquor (vodka, gin, whiskey, etc., or mixed drinks made with liquor)?

Please check one box and follow the direction next to it.

¹ YES → **GO TO AL-2**

² NO → **GO TO AL-15**

AL-2 In the past 12 months, how often have you had one or more **whole drinks** of an alcoholic beverage (beer, wine, wine cooler, **or** liquor)?

¹ NOT AT ALL → **GO TO AL-15**

² 1–2 TIMES IN THE PAST 12 MONTHS

³ 3–5 TIMES IN THE PAST 12 MONTHS

⁴ 6–10 TIMES IN THE PAST 12 MONTHS

⁵ ABOUT ONCE A MONTH

⁶ 2–3 TIMES A MONTH

⁷ 1–2 TIMES A WEEK

⁸ SEVERAL TIMES A WEEK

⁹ EVERY DAY

AL-3 Those times when you drank alcoholic beverages in the past 12 months, about how **many** drinks did you **usually** have at any one time?

¹ NONE

² LESS THAN ONE

³ ONE

⁴ TWO

⁵ THREE

⁶ FOUR

⁷ FIVE

⁸ SIX OR MORE

AL-4 On the average, about how often did you have one or more **whole drinks** of each of the following alcoholic beverages during the **past 12 months**? (If “not at all,” check the box under “NOT AT ALL.”)

| | NOT AT ALL | 1-2 TIMES IN THE PAST 12 MONTHS | 3-5 TIMES IN THE PAST 12 MONTHS | 6-10 TIMES IN THE PAST 12 MONTHS | ABOUT ONCE A MONTH | 2-3 TIMES A MONTH | 1-2 TIMES A WEEK | SEVERAL TIMES A WEEK | EVERY DAY |
|---------------------|--------------------------|---------------------------------|---------------------------------|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| a. BEER/MALT LIQUOR | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. WINE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. WINE COOLER | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. LIQUOR | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AL-5 Those times when you drank each of these alcoholic beverages in the **past 12 months**, about how **much** did you **usually** have at any one time?

| | NONE | LESS THAN ONE | 1 | 2 | 3 | 4 | 5 | 6 OR MORE |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| a. BEER/MALT LIQUOR (REGULAR 12-OZ. GLASSES, CANS, OR BOTTLES) | <input type="checkbox"/> |
| b. WINE (GLASSES) | <input type="checkbox"/> |
| c. WINE COOLER (REGULAR 12-OZ. BOTTLES) | <input type="checkbox"/> |
| d. LIQUOR (SHOTS OR MIXED DRINKS) | <input type="checkbox"/> |

AL-6 On how many days in the **past 12 months** have you felt drunk?

- 1 NONE
- 2 1–2 DAYS
- 3 3–4 DAYS
- 4 5–6 DAYS
- 5 7–8 DAYS
- 6 9–10 DAYS
- 7 11–12 DAYS
- 8 13–15 DAYS
- 9 16–20 DAYS
- 10 MORE THAN 20 DAYS

AL-7 On how many days in the **past 12 months** did you have **5 or more whole drinks** in a row?

- 1 NONE
- 2 1–2 DAYS
- 3 3–4 DAYS
- 4 5–6 DAYS
- 5 7–8 DAYS
- 6 9–10 DAYS
- 7 11–12 DAYS
- 8 13–15 DAYS
- 9 16–20 DAYS
- 10 MORE THAN 20 DAYS

AL-8 In the past 30 days, how often have you had one or more **whole drinks** (not just a sip or taste) of an alcoholic beverage (beer, wine, wine cooler, or liquor)?

- 1 NOT AT ALL → **GO TO AL-12**
- 2 ONCE IN THE PAST 30 DAYS
- 3 2–3 TIMES IN THE PAST 30 DAYS
- 4 1–2 TIMES A WEEK
- 5 3–4 TIMES A WEEK
- 6 5–6 TIMES A WEEK
- 7 EVERY DAY

AL-9 On how many days in the past 30 days have you felt drunk?

- 1 NONE
- 2 1–2 DAYS
- 3 3–4 DAYS
- 4 5–6 DAYS
- 5 7–8 DAYS
- 6 9–10 DAYS
- 7 11–12 DAYS
- 8 MORE THAN 12 DAYS

AL-10 On how many days in the past 30 days did you have 5 or more whole drinks in a row?

- 1 NONE
- 2 1–2 DAYS
- 3 3–4 DAYS
- 4 5–6 DAYS
- 5 7–8 DAYS
- 6 9–10 DAYS
- 7 11–12 DAYS
- 8 MORE THAN 12 DAYS

AL-11 On how many days in the **past 2 weeks** did you have **5 or more whole drinks** in a row?

- ¹ NONE
- ² 1–2 DAYS
- ³ 3–4 DAYS
- ⁴ 5–6 DAYS
- ⁵ MORE THAN 6 DAYS

AL-12 Consider the **last day** you had a whole drink of beer, wine, wine cooler, or liquor. Where were you when you drank? (Check “YES” or “NO” for each. If you have **never** had a whole drink of any alcoholic beverage, check “NO” for each one.) (If you were at a party/wedding, etc., tell us where it was—someone’s home, restaurant, etc.)

On the last day I had alcohol, I drank . . .

| | YES | NO |
|--|--------------------------|--------------------------|
| | 1 | 2 |
| a. AT MY HOME | <input type="checkbox"/> | <input type="checkbox"/> |
| b. AT SOMEONE ELSE'S HOME | <input type="checkbox"/> | <input type="checkbox"/> |
| c. OUT ON THE STREET | <input type="checkbox"/> | <input type="checkbox"/> |
| d. ON SCHOOL GROUNDS | <input type="checkbox"/> | <input type="checkbox"/> |
| e. AT A SPORTING EVENT (NOT AT SCHOOL) | <input type="checkbox"/> | <input type="checkbox"/> |
| f. AT A PUBLIC PARK, BEACH, OR OTHER OPEN AREA | <input type="checkbox"/> | <input type="checkbox"/> |
| g. AT A HOTEL/MOTEL | <input type="checkbox"/> | <input type="checkbox"/> |
| h. AT A BAR OR PUB | <input type="checkbox"/> | <input type="checkbox"/> |
| i. AT A NIGHT CLUB | <input type="checkbox"/> | <input type="checkbox"/> |
| j. AT A RESTAURANT | <input type="checkbox"/> | <input type="checkbox"/> |
| k. AT WORK | <input type="checkbox"/> | <input type="checkbox"/> |
| l. IN AN EMPTY BUILDING OR A CONSTRUCTION SITE | <input type="checkbox"/> | <input type="checkbox"/> |
| m. IN A CAR | <input type="checkbox"/> | <input type="checkbox"/> |
| n. OTHER (Please describe:) | <input type="checkbox"/> | <input type="checkbox"/> |

AL-13 How often in the **past 12 months** have you . . .

| | NEVER | ONCE | 2-3 TIMES | 4-5 TIMES | 6-9 TIMES | 10 OR MORE TIMES |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| a. MISSED SCHOOL OR CLASS BECAUSE OF DRINKING? | <input type="checkbox"/> |
| b. GOTTEN SICK TO YOUR STOMACH BECAUSE OF DRINKING? | <input type="checkbox"/> |
| c. BEEN DRUNK WHILE AT SCHOOL? | <input type="checkbox"/> |
| d. NOT BEEN ABLE TO REMEMBER WHAT HAPPENED WHILE YOU WERE DRINKING? | <input type="checkbox"/> |
| e. PASSED OUT WHILE DRINKING? | <input type="checkbox"/> |
| f. HAD A HANGOVER? | <input type="checkbox"/> |
| g. LATER REGRETTED SOMETHING YOU DID WHILE DRINKING? | <input type="checkbox"/> |
| h. GOTTEN INTO TROUBLE WITH YOUR PARENTS FOR DRINKING? | <input type="checkbox"/> |
| i. WORRIED THAT YOU DRANK TOO MUCH OR TOO OFTEN? | <input type="checkbox"/> |

AL-14 How often in the **past 12 months** did you . . .

| | NEVER | ONCE | 2-3 TIMES | 4-5 TIMES | 6-9 TIMES | 10 OR MORE TIMES |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| A. DRIVE A CAR, TRUCK, OR MOTORCYCLE WITHIN AN HOUR OF HAVING ONE OR MORE DRINKS OF ANY ALCOHOLIC BEVERAGE? | <input type="checkbox"/> |
| B. DRIVE A CAR, TRUCK, OR MOTORCYCLE WHEN YOU THOUGHT YOU MIGHT HAVE HAD TOO MUCH TO DRINK TO DRIVE SAFELY? | <input type="checkbox"/> |

AL-15 How often in the **past 12 months** did you . . .

| NEVER | ONCE | 2-3 | 4-5 | 6-9 | 10 OR MORE |
|-------|------|-----|-----|-----|------------|
| 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A. RIDE WITH A DRIVER WHO HAD ONE OR MORE DRINKS OF ANY ALCOHOLIC BEVERAGE WITHIN AN HOUR OF DRIVING? | <input type="checkbox"/> |
| B. RIDE WITH A DRIVER WHO YOU THOUGHT MIGHT HAVE HAD TOO MUCH TO DRINK TO DRIVE SAFELY? | <input type="checkbox"/> |

AV-1 Suppose you wanted to get each of the following beverages. How easy or difficult do you think it would be for you to get each one? (Just check one box under your choice for each beverage.)

| | VERY DIFFICULT | DIFFICULT | UNSURE | EASY | VERY EASY |
|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| a. BEER | <input type="checkbox"/> |
| b. WINE | <input type="checkbox"/> |
| c. WINE COOLER | <input type="checkbox"/> |
| d. LIQUOR | <input type="checkbox"/> |

AV-2 If you wanted to, how easy or difficult would it be for you to get beer, wine, wine cooler, or liquor from home without your parents knowing it?

- 1 NO ALCOHOL IN MY HOME
- 2 VERY DIFFICULT
- 3 DIFFICULT
- 4 UNSURE
- 5 EASY
- 6 VERY EASY

AV-3 If you wanted to, how easy or difficult would it be for you to get someone you didn't know who was over 21 years old to buy alcohol for you?

- 1 VERY DIFFICULT
- 2 DIFFICULT
- 3 UNSURE
- 4 EASY
- 5 VERY EASY

AV-4 How easy or difficult would it be for you to steal beer, wine, wine cooler, or liquor from a store?

- 1 VERY DIFFICULT
- 2 DIFFICULT
- 3 UNSURE
- 4 EASY
- 5 VERY EASY

AV-5 How many stores do you know of that would sell you alcohol without asking you for ID or proof of age?

- 1 NONE
- 2 ONE OR TWO
- 3 THREE OR FOUR
- 4 FIVE OR SIX
- 5 MORE THAN SIX

AV-6 How likely or unlikely do you think it is that you would get caught by the police if you tried to buy alcohol?

- 1 VERY LIKELY
- 2 LIKELY
- 3 UNLIKELY
- 4 VERY UNLIKELY

AV-7 Thinking about the **last time** you had at least one whole drink, how did you get alcoholic beverages that time? (Check “YES” or “NO” for each. If you have never had a whole drink of any alcoholic beverage, check “NO” for each one.)

The last time I drank alcohol . . .

| | YES | NO |
|---|--------------------------|--------------------------|
| | 1 | 2 |
| a. I BOUGHT IT MYSELF <u>WITH</u> A FAKE ID | <input type="checkbox"/> | <input type="checkbox"/> |
| b. I BOUGHT IT MYSELF <u>WITHOUT</u> A FAKE ID | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I GOT IT FROM SOMEONE I KNOW AGED 21 OR OLDER | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I GOT IT FROM SOMEONE I KNOW UNDER AGE 21 | <input type="checkbox"/> | <input type="checkbox"/> |
| e. I GOT IT FROM A BROTHER OR SISTER | <input type="checkbox"/> | <input type="checkbox"/> |
| f. I GOT IT FROM HOME <u>WITH</u> MY PARENTS' PERMISSION | <input type="checkbox"/> | <input type="checkbox"/> |
| g. I GOT IT FROM HOME <u>WITHOUT</u> MY PARENTS' PERMISSION | <input type="checkbox"/> | <input type="checkbox"/> |
| h. I GOT IT FROM ANOTHER RELATIVE | <input type="checkbox"/> | <input type="checkbox"/> |
| i. A STRANGER BOUGHT IT FOR ME | <input type="checkbox"/> | <input type="checkbox"/> |
| j. I TOOK IT FROM A STORE OR SHOP | <input type="checkbox"/> | <input type="checkbox"/> |
| k. OTHER (How? _____) | <input type="checkbox"/> | <input type="checkbox"/> |

AV-8 In the **past 12 months**, did you buy alcoholic beverages at any of the following places? (Check “YES” or “NO” for each.)

| | YES | NO |
|-----------------------------------|--------------------------|--------------------------|
| | 1 | 2 |
| A. GROCERY STORE OR SUPERMARKET | <input type="checkbox"/> | <input type="checkbox"/> |
| B. LIQUOR STORE | <input type="checkbox"/> | <input type="checkbox"/> |
| C. CONVENIENCE STORE (e.g., 7-11) | <input type="checkbox"/> | <input type="checkbox"/> |
| D. GAS STATION MINI-MART | <input type="checkbox"/> | <input type="checkbox"/> |
| E. BAR OR PUB | <input type="checkbox"/> | <input type="checkbox"/> |
| F. NIGHTCLUB | <input type="checkbox"/> | <input type="checkbox"/> |
| G. RESTAURANT | <input type="checkbox"/> | <input type="checkbox"/> |
| H. SPORTING EVENT (NOT AT SCHOOL) | <input type="checkbox"/> | <input type="checkbox"/> |

AV-9 How often have you gone to a keg party or “kegger” in the **past 12 months**?

- 1 NONE
- 2 1–2 TIMES
- 3 3–4 TIMES
- 4 5–6 TIMES
- 5 7–8 TIMES
- 6 9–10 TIMES
- 7 MORE THAN 10 TIMES

AV-10 At how many of those “keggers” did you drink beer from the keg?

- 1 HAVE NOT BEEN TO A KEGGER
- 2 NONE
- 3 1–2 OF THEM
- 4 3–4 OF THEM
- 5 5–6 OF THEM
- 6 7–8 OF THEM
- 7 9–10 OF THEM
- 8 MORE THAN 10 OF THEM

AV-11 At how many of those “keggers” did other young people under 21 years old drink beer from the keg?

- 1 HAVE NOT BEEN TO A KEGGER
- 2 NONE
- 3 1–2 OF THEM
- 4 3–4 OF THEM
- 5 5–6 OF THEM
- 6 7–8 OF THEM
- 7 9–10 OF THEM
- 8 MORE THAN 10 OF THEM

AV-12 Thinking about the last “kegger” you went to, who supplied the keg for that party? Was it:

- 1 HAVE NOT BEEN TO A KEGGER
- 2 A FRIEND UNDER 21
- 3 A FRIEND OVER 21
- 4 A STRANGER UNDER 21
- 5 A STRANGER OVER 21
- 6 I SUPPLIED IT MYSELF
- 7 PARENTS OF THE PERSON GIVING THE PARTY
- 8 ANOTHER RELATIVE UNDER 21 OF THE PERSON GIVING THE PARTY
- 9 ANOTHER RELATIVE OVER 21 OF THE PERSON GIVING THE PARTY
- 10 SOMEONE ELSE
- 11 DON'T KNOW

The next questions concern smoking and other drug use. Remember, your parents, teachers, and other authorities will never see your answers. Please try to be as truthful as you possibly can.

TD-1 First of all, have you ever smoked a whole cigarette (more than just a puff or two)?

Please check one box and follow the direction next to it.

¹ YES → **GO TO TD-2**

² NO → **GO TO TD-4**

TD-2 Did you smoke at least one whole cigarette during the past 12 months?

Please check one box and follow the direction next to it.

¹ YES → **GO TO TD-3**

² NO → **GO TO TD-4**

TD-3 Overall, about how many cigarettes did you smoke during the past 30 days?

¹ NONE

² ONLY A FEW, LESS THAN 1 EACH WEEK

³ 1–2 EACH WEEK

⁴ 3–5 EACH WEEK

⁵ 1–2 A DAY

⁶ 3–5 A DAY

⁷ 6–10 A DAY

⁸ 11–15 A DAY

⁹ 16–20 A DAY

¹⁰ MORE THAN 20 A DAY

TD-4 Have you **ever** used smokeless tobacco (snuff, chew)?

¹ YES → **GO TO TD-5**

² NO → **GO TO TD-7**

TD-5 Did you use smokeless tobacco at least once in the **past 12 months**?

¹ YES → **GO TO TD-6**

² NO → **GO TO TD-7**

TD-6 Overall, about how many times did you use smokeless tobacco during the **past 30 days**?

¹ NONE

² ONLY A FEW, LESS THAN ONCE A WEEK

³ 1–2 TIMES EACH WEEK

⁴ 3–5 TIMES EACH WEEK

⁵ 1–2 TIMES A DAY

⁶ 3–5 TIMES A DAY

⁷ 6–10 TIMES A DAY

⁸ MORE THAN 10 TIMES A DAY

TD-7 The next questions are about your use of other drugs **not given to you by a doctor**. How often have you used each of the following drugs during the **past 12 months**? (Please check one box under your choice for each drug.)

| | NOT AT ALL | 1-2 TIMES IN THE PAST 12 MONTHS | 3-5 TIMES IN THE PAST 12 MONTHS | 6-10 TIMES IN THE PAST 12 MONTHS | ABOUT ONCE A MONTH | 2-3 TIMES A MONTH | 1-2 TIMES A WEEK | SEVERAL TIMES A WEEK | EVERY DAY |
|---|--------------------------|---------------------------------|---------------------------------|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| a. MARIJUANA OR HASHISH (WEED, POT, HASH) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. INHALANTS (SNIFFING OR HUFFING GLUE, AMYL NITRATE, POPPERS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. COCAINE (CRACK, COKE, ROCK, SNOW) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. TRANQUILIZERS (PROZAC, VALIUM, LIBRIUM, THORAZINE, ETC.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. PCP (ANGEL DUST, KJ's) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. OTHER HALLUCINOGENS (LSD, ACID, MUSHROOMS, PEYOTE, ETC.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. SEDATIVES (BARBITURATES, SECONAL, SLEEPING PILLS, DOWNERS, NEMBUTAL, BARBS, REDS, YELLOWS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. HEROIN, MORPHINE, CODEINE, OR OTHER NARCOTICS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. AMPHETAMINES (CRANK, ICE, SPEED, CRYSTAL METH, UPPERS, DIET PILLS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. ECSTASY (E, EXTC, MDMA) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. GHB (LIQUID G) OR ROHYPNOL ("FORGET PILL" OR ROOFIES) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. STEROIDS (JUICE) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CN-1 How often do you think each of the following people had at least **one whole drink** (not just a sip or taste) of an alcoholic beverage (**beer, wine, wine cooler, or liquor**) during the **past 12 months**? (If you are unsure, make your best guess.)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|--------------------------|---------------------------------|---------------------------------|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | NOT AT ALL | 1-2 TIMES IN THE PAST 12 MONTHS | 3-5 TIMES IN THE PAST 12 MONTHS | 6-10 TIMES IN THE PAST 12 MONTHS | ABOUT ONCE A MONTH | 2-3 TIMES A MONTH | 1-2 TIMES A WEEK | SEVERAL TIMES A WEEK | EVERY DAY |
| a. MOTHER, STEPMOTHER, OR FEMALE GUARDIAN | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. FATHER, STEPFATHER, OR MALE GUARDIAN | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. MOST OTHER ADULTS YOU KNOW | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. BEST FRIEND | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. YOUR OTHER GOOD FRIENDS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. OTHER PEOPLE YOUR AGE YOU KNOW | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CN-2 How much do you think the following people would disapprove or approve if **you** were to have **three or four whole drinks**?

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|--------------------------|
| | DISAPPROVE STRONGLY | DISAPPROVE | NEITHER DISAPPROVE NOR APPROVE | APPROVE | APPROVE STRONGLY | DOES NOT APPLY |
| A. MOTHER, STEPMOTHER, OR FEMALE GUARDIAN | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. FATHER, STEPFATHER, OR MALE GUARDIAN | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. MOST OTHER ADULTS YOU KNOW | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. BEST FRIEND | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. YOUR OTHER GOOD FRIENDS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F. OTHER PEOPLE YOUR AGE YOU KNOW | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CN-3 How wrong do your parents feel it would be for you to drink beer, wine, wine cooler, or liquor (for example, vodka, whiskey, or gin) on a regular basis (at least once or twice a month)?

- ¹ NOT WRONG AT ALL
- ² A LITTLE BIT WRONG
- ³ WRONG
- ⁴ VERY WRONG

CN-4 Has anyone in your family ever had an alcohol or drug problem?

- ¹ NO
- ² YES

CN-5 How wrong would most adults in your neighborhood, or the area around where you live, think it is for kids your age to . . .

| | NOT WRONG AT ALL | A LITTLE BIT WRONG | WRONG | VERY WRONG |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 |
| a. DRINK ALCOHOL? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. GET DRUNK? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

CN-6 How often in the **past 12 months** have your parents talked with you about . . .

| | NEVER | 1-2 TIMES | 3-4 TIMES | 5-6 TIMES | MORE THAN 6 TIMES |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| a. NOT DRINKING ALCOHOL? | <input type="checkbox"/> |
| b. NOT DRIVING AFTER DRINKING? | <input type="checkbox"/> |
| c. NOT RIDING WITH A DRIVER WHO HAD BEEN DRINKING? | <input type="checkbox"/> |
| d. NOT GOING TO PARTIES WHERE ALCOHOL IS SERVED? | <input type="checkbox"/> |

CN-7 In your opinion, how **likely or unlikely** is it that you would be caught by your parents if you were to do each of the following? (If you are unsure, make your best guess.)

If you . . .

| | VERY LIKELY | SOMEWHAT LIKELY | SOMEWHAT UNLIKELY | VERY UNLIKELY |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 |
| a. DRANK ALCOHOL? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. DROVE AFTER DRINKING? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. RODE WITH A DRIVER WHO HAD BEEN DRINKING? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. WENT TO A PARTY WHERE ALCOHOL WAS SERVED? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AE-1 In your opinion, how **likely or unlikely** is it that each of the following things would happen to you personally **if you** were to drink **3 or 4 whole drinks** of an alcoholic beverage—beer, wine, wine cooler, or liquor? If you’ve never had anything to drink, please try to imagine and make your best guess.

How about . . .

| | VERY LIKELY | SOMEWHAT LIKELY | SOMEWHAT UNLIKELY | VERY UNLIKELY |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 |
| a. FEEL RELAXED? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. GET INTO TROUBLE WITH THE POLICE? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. FEEL MORE CONFIDENT OR SURE OF YOURSELF? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. HARM YOUR HEALTH? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. FEEL HAPPY? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. GET A HANGOVER? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. HAVE AN EASIER TIME EXPRESSING YOUR FEELINGS? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. DO SOMETHING YOU'D REGRET? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. FEEL SICK TO YOUR STOMACH? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. FEEL MORE FRIENDLY OR OUTGOING? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. GET INTO TROUBLE WITH YOUR PARENTS? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. FEEL OUT OF CONTROL? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. GET INTO FIST FIGHTS OR SHOVING MATCHES? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. FEEL GOOD? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. HAVE AN EASIER TIME TALKING TO PEOPLE? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. HAVE A LOT OF FUN? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q. FEEL SAD? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

BK-1 What is your gender?

- 1 MALE
- 2 FEMALE

BK-2 How old are you? _____ YEARS OLD

BK-3 What racial or ethnic group best describes you? (More than one category may be checked.)

- 1 AMERICAN INDIAN, NATIVE AMERICAN, OR ALASKA NATIVE
- 2 FILIPINO
- 3 ASIAN AMERICAN
- 4 BLACK, AFRICAN AMERICAN
- 5 LATINO, HISPANIC
- 6 NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
- 7 WHITE, CAUCASIAN, OR MIDDLE EASTERN
- 8 OTHER (PLEASE DESCRIBE: _____)

Several of the following questions refer to your parents. If you have had **stepparents or other guardians**, please think of the ones you have lived with most of the time.

BK-4 What is the **highest** level of education your father completed? (If you are unsure, make your best guess.)

- 1 LESS THAN EIGHTH GRADE
- 2 EIGHTH GRADE
- 3 SOME HIGH SCHOOL
- 4 HIGH SCHOOL GRADUATE OR GED
- 5 TECHNICAL, VOCATIONAL, OR TRADE SCHOOL
- 6 SOME COLLEGE
- 7 JUNIOR COLLEGE GRADUATE (A.A.)
- 8 COLLEGE GRADUATE (B.A. OR B.S.)
- 9 GRADUATE OR PROFESSIONAL SCHOOL AFTER COLLEGE (M.A., PH.D., LAWYER, DOCTOR)
- 98 NO FATHER OR STEPFATHER

BK-5 What is the **highest** level of education your mother completed? (If you are unsure, make your best guess.)

- 1 LESS THAN EIGHTH GRADE
- 2 EIGHTH GRADE
- 3 SOME HIGH SCHOOL
- 4 HIGH SCHOOL GRADUATE OR GED
- 5 TECHNICAL, VOCATIONAL, OR TRADE SCHOOL
- 6 SOME COLLEGE
- 7 JUNIOR COLLEGE GRADUATE (A.A.)
- 8 COLLEGE GRADUATE (B.A. OR B.S.)
- 9 GRADUATE OR PROFESSIONAL SCHOOL AFTER COLLEGE
(M.A., PH.D., LAWYER, DOCTOR)
- 98 NO MOTHER OR STEPMOTHER

BK-6 What grade are you now in?

- 1 7TH
- 2 8TH
- 3 9TH
- 4 10TH
- 5 11TH
- 6 12TH

BK-7 Which of the following terms best describes where you spent the most time growing up?

- 1 FARM OR RANCH OR RURAL AREA
- 2 SMALL TOWN (UNDER 10,000 PEOPLE)
- 3 SMALL CITY (BETWEEN 10,000 AND 50,000 PEOPLE)
- 4 MIDSIZE CITY (50,000–100,000 PEOPLE)
- 5 BIG CITY (OVER 100,000 PEOPLE)

□PB-1 Here is a list of things that some people may do very often and other people not at all. How often **in the past 12 months** have *you* done each of the following things?

How many times in the past 12 months have you

| | NOT AT ALL | ONCE OR TWICE | 3-6 TIMES | 7-9 TIMES | MORE THAN 10 TIMES |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| a. LIED TO PEOPLE TO COVER UP SOMETHING YOU DID? | <input type="checkbox"/> |
| b. PURPOSELY DAMAGED OTHER PEOPLE'S PROPERTY? | <input type="checkbox"/> |
| c. STOLEN THINGS FROM A SHOP OR STORE? | <input type="checkbox"/> |
| d. CARRIED A HANDGUN? | <input type="checkbox"/> |
| e. BEEN IN A FIGHT WHERE YOU HIT SOMEONE? | <input type="checkbox"/> |
| f. SKIPPED SCHOOL OR WORK WITHOUT PERMISSION? | <input type="checkbox"/> |
| g. TAKEN MONEY THAT DID NOT BELONG TO YOU? | <input type="checkbox"/> |
| h. STARTED A FIST FIGHT OR SHOIVING MATCH? | <input type="checkbox"/> |
| i. BEEN IN A GANG FIGHT? | <input type="checkbox"/> |
| j. SOLD ILLEGAL DRUGS? | <input type="checkbox"/> |
| k. THREATENED SOMEONE WITH A GUN OR KNIFE? | <input type="checkbox"/> |
| l. ATTACKED SOMEONE INTENDING TO SERIOUSLY INJURE THAT PERSON? | <input type="checkbox"/> |
| m. STOLE SOMETHING WORTH MORE THAN \$50? | <input type="checkbox"/> |
| n. GAVE A FALSE EXCUSE FOR MISSING WORK OR CLASS? | <input type="checkbox"/> |

CV-1 How often do you go to church or religious services?

- 1 LESS THAN ONCE A YEAR OR NEVER
- 2 ONCE OR TWICE A YEAR
- 3 SEVERAL TIMES A YEAR
- 4 ABOUT ONCE A MONTH
- 5 TWO OR THREE TIMES A MONTH
- 6 AT LEAST ONCE A WEEK

CV-2 How often do you go to other church or religious activities such as youth groups, prayer meetings, or bible study?

- 1 LESS THAN ONCE A YEAR OR NEVER
- 2 ONCE OR TWICE A YEAR
- 3 SEVERAL TIMES A YEAR
- 4 ABOUT ONCE A MONTH
- 5 TWO OR THREE TIMES A MONTH
- 6 AT LEAST ONCE A WEEK

CV-3 How much do you like (or do you think you would like) going to religious services and activities?

- 1 LIKE VERY MUCH
- 2 LIKE
- 3 UNSURE
- 4 DISLIKE
- 5 DISLIKE VERY MUCH

CV-4 How important is religion to you personally in your everyday life?

- 1 VERY IMPORTANT
- 2 IMPORTANT
- 3 SLIGHTLY IMPORTANT
- 4 NOT AT ALL IMPORTANT

CV-5 In general, about how well do you do in school compared with other students in your classes?

- 1 WELL ABOVE AVERAGE
- 2 ABOVE AVERAGE
- 3 ABOUT AVERAGE
- 4 BELOW AVERAGE
- 5 WELL BELOW AVERAGE

CV-6 How important is to you personally to do well in school?

- 1 VERY IMPORTANT
- 2 IMPORTANT
- 3 SLIGHTLY IMPORTANT
- 4 NOT AT ALL IMPORTANT

CV-7 What is the highest level you *hope* to complete in school?

- 1 LESS THAN HIGH SCHOOL
- 2 HIGH SCHOOL OR GED
- 3 TECHNICAL, VOCATIONAL, OR TRADE SCHOOL AFTER HIGH SCHOOL
- 4 SOME COLLEGE
- 5 COMMUNITY COLLEGE GRADUATE (A. A. DEGREE)
- 6 COLLEGE GRADUATE (B.A. OR B.S. DEGREE)
- 7 GRADUATE OR PROFESSIONAL SCHOOL AFTER COLLEGE
(M.A., PH.D., LAWYER, DOCTOR)

CV-8 How do you get along with your mother?

1 VERY WELL

2 WELL

3 UNSURE

4 BADLY

5 VERY BADLY

CV-9 How important is it to you personally to get along with your mother?

1 VERY IMPORTANT

2 IMPORTANT

3 UNSURE

4 SLIGHTLY IMPORTANT

5 NOT AT ALL IMPORTANT

CV-10 How do you get along with your father?

1 VERY WELL

2 WELL

3 UNSURE

4 BADLY

5 VERY BADLY

CV-11 How important is it to you personally to get along with your father?

1 VERY IMPORTANT

2 IMPORTANT

3 UNSURE

4 SLIGHTLY IMPORTANT

5 NOT AT ALL IMPORTANT

CV-12 How much do you like going places and doing things with your parents?

1 A LOT

2 SOMEWHAT

3 A LITTLE

4 NOT AT ALL

SP-1 Here is a list of activities that some people may do very often and other people not at all. How often **in the past 12 months** have *you* done each of the following things?

How many times in the past 12 months did you

| | NOT AT ALL | ONCE OR TWICE | 3-6 TIMES | 7-9 TIMES | MORE THAN 10 TIMES |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| a. GO ON A DATE? | <input type="checkbox"/> |
| b. GO TO A PARTY? | <input type="checkbox"/> |
| c. GO TO A BAR OR NIGHT CLUB? | <input type="checkbox"/> |
| d. GO TO A RESTAURANT (NOT COUNTING FAST FOOD PLACES)? | <input type="checkbox"/> |
| e. HANG OUT WITH FRIENDS AT NIGHT AT AN OUTSIDE AREA SUCH AS A BEACH, PARK, PARKING LOT, OR STREET CORNER? | <input type="checkbox"/> |
| f. CRUISE AROUND AT NIGHT WITH FRIENDS IN A CAR? | <input type="checkbox"/> |
| g. HANG AROUND YOUR HOME WITH FRIENDS WHEN YOUR PARENTS WEREN'T THERE? | <input type="checkbox"/> |
| h. HANG AROUND AT A FRIEND'S HOME WHEN PARENTS WEREN'T THERE? | <input type="checkbox"/> |
| i. GO TO A ROCK MUSIC CONCERT? | <input type="checkbox"/> |

SP-2 Of those times you did each of the following activities **in the past 12 months**, how often did you drink alcoholic beverages?

How often in the past 12 months did you drink when you....

| | NONE (OR NEVER DID IT) | LESS THAN HALF THE TIME | ABOUT HALF THE TIME | MOST OF THE TIME | EVERY TIME |
|--|------------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| a. WENT ON A DATE? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. WENT TO A PARTY? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. WENT TO A BAR OR NIGHT CLUB? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. WENT TO A RESTAURANT (NOT COUNTING FAST FOOD PLACES)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. HUNG OUT WITH FRIENDS AT NIGHT AT AN OUTSIDE AREA SUCH AS A BEACH, PARK, PARKING LOT, OR STREET CORNER? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. CRUISED AROUND AT NIGHT WITH FRIENDS IN A CAR? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. HUNG AROUND YOUR HOME WITH FRIENDS WHEN YOUR PARENTS WEREN'T THERE? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. HUNG AROUND AT A FRIEND'S HOME WHEN PARENTS WEREN'T THERE? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. WENT TO A ROCK MUSIC CONCERT? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Definitions For Survey Monitor Training

Definition of Alcoholic Beverages

The following definitions are provided for clarification. The list is too long to read to the students. It is included for background knowledge in case a student should ask which type of alcoholic beverage a particular type or brand of beverage is considered.

What We Mean By “Alcoholic Beverages”

Whenever a question asks about “alcoholic beverages,” we use this term to include any or all of the following:

- Beer, light beers, ale, and malt liquor. Do not include nonalcoholic beer as beer.
- Wine (such as Chablis, burgundy, zinfandel, Chianti, and other table wines as well as champagne, sherry, vermouth, Dubonnet, port, and fortified wines such as Ripple or Cisco).
- Wine coolers (example: Bartles & Jaymes) (or any drink made by combining wine with a nonalcoholic mixer such as 7UP or seltzer water). **Flavored malt beverages such as Zima and hard (alcoholic) ciders are also included in this category.**
- Liquor (such as scotch, bourbon, rum, gin, vodka, brandy, cognac, tequila, and liqueurs such as Kahlua, Crème de Menthe, etc.).
- Mixed drinks containing liquor (such as martinis, manhattans, screwdrivers, gin and tonic, Bloody Mary, etc.).

In addition, here is a list of foreign beverages that recent immigrants may be drinking or observing their parents drinking.

| | |
|----------------|--|
| Japan: | sake (wine) |
| China: | rice wine (liquor) |
| Mexico: | pulque (made from cactus—about the strength of beer), also in some areas of Mexico people simply buy straight alcohol (ethanol) from pharmacies and drink that to get a buzz. pulque (liquor) ethanol (liquor) |
| South America: | agua ardiente (liquor) |

Drink Equivalencies

| | | |
|-----------------------------|---|-------------|
| Beer/Malt Beverages | One 12-oz. bottle/can | = 1 drink |
| | One 16-oz. bottle/can | = 1 drink |
| | Two 16-oz. bottles/cans | = 3 drinks |
| | Three 16-oz. bottles/cans | = 4 drinks |
| | One quart bottle/can (32 oz.) | = 3 drinks |
| | One 40-oz. bottle/can | = 3 drinks |
| | Two 40-oz. bottles/cans | = 7 drinks |
| Wine | One 5-oz. glass | = 1 drink |
| | One half-size bottle (split) | = 3 drinks |
| | One full bottle | = 5 drinks |
| Wine Cooler/Zima/hard cider | One 12-oz. bottle | = 1 drink |
| Liquor | One 1–1½-oz. shot (<i>straight or mixed</i>) | = 1 drink |
| | 1 pint (16 oz.) | = 16 drinks |
| | 1 fifth (26 oz.) | = 26 drinks |
| | 1 quart (32 oz.) | = 32 drinks |

General Definitions

Slow readers, students with learning problems, newly arrived immigrants, and others participating in school-based surveys may encounter difficulties in reading or understanding English. While all efforts have been made in designing the questionnaire to use clear, straightforward language, we know that some terms will confuse some students. Often a student might not recognize a written word. It is helpful to softly read aloud the word or sentence to the student, and see if he or she indicates understanding by facial expression or a nod.

When a survey monitor is asked to define a term, it is very tempting to offer a definition. However, each survey monitor may possibly put emphasis on different parts of the definition, using slightly different words, inflections, or stress. Each idiosyncratic definition provided by a survey monitor changes the question. Therefore, definitions should be standardized for terms that are commonly asked about by survey respondents. Furthermore, if asked about a term for which no definition has been provided, the appropriate response is to use a general probe such as: “Whatever it means to you” or “However you think of it.”

The following is a list of commonly used terms and definitions. If you wish to define more terms than have been included in this guide, make sure these definitions are standardized as well.

Module 1

| | | |
|----------|--------------|---|
| AL-1 | WHOLE DRINK: | More than just a sip—such as a bottle or can of beer, or a glass of wine, or a shot of liquor, or a mixed drink like a margarita with liquor in it. |
| AL-6, 9 | DRUNK: | To be high or “buzzed.” |
| AL-7, 10 | IN A ROW: | One right after another without much time in between. |
| AL-13, e | PASSED OUT: | Fainted or fell asleep without meaning to because of drinking. |
| AL-13, f | HANGOVER: | Feel sick the day after drinking. |
| AL-13, g | REGRETTED: | Be sorry that you did something. |

Module 2

| | | |
|---------|---------|--|
| AV-1, 2 | GET: | Find, borrow, buy, steal, etc.—any way to get them for yourself. |
| AV-9 | KEGGER: | A party where beer is served from a giant metal barrel called a keg. |

Module 3

TD-4–6

| | |
|--------------------|--|
| SMOKELESS TOBACCO: | Tobacco that is used without lighting it. It is sniffed, chewed, or placed inside the cheek. |
|--------------------|--|

Module 4

CN-2

| | |
|------------------------|--|
| DISAPPROVE or APPROVE: | They would <u>not</u> like it or they would like it. |
|------------------------|--|

Module 5

| | | |
|---------|-----------|-----------------------------------|
| AE-1, a | RELAXED: | Calm, quiet, and content. |
| AE-1, f | HANGOVER: | Feel sick the day after drinking. |
| AE-1, h | REGRET: | Be sorry that you did something. |

Module 6

| | | |
|---------|--------------|--|
| BK-7, 8 | STEPPARENTS: | A mother or father related to you by marriage only—not a blood relative. |
|---------|--------------|--|

| | |
|--|--|
| HIGH SCHOOL GRADUATE: | Finished high school. (Same point for other terms using “graduate” in the education items.) |
| TECHNICAL OR TRADE SCHOOL: | Schooling beyond high school required for an occupation such as dental hygienist, beautician, computer repair person, etc. |
| GRADUATE OR PROFESSIONAL SCHOOL AFTER COLLEGE: | Doctors, lawyers, Ph.Ds., professors, anyone who went to school after the regular college. |

Survey Specifications

Questions Students Might Ask

Why are you doing this survey?

See the Factsheet.

What if you don’t remember?

What’s your best guess?

Living Situations:

a. I live with my mother only. What do I do on questions that say “parents?”

Think of your mother.

b. I live with my father and stepmother. Who should I think of when it says “mother or stepmother?”

Think of your stepmother. Even if you see your mother a lot, we want you to think of the woman whom you live with most of the time.

c. My parents have joint custody, so I live with my real mom 6 months of the year and my dad and stepmom the other 6 months?

Whom do you live with right now? Think of that woman when the question says “parent.”

d. I live with my grandparents/foster parents/aunt/etc.

Think of them/her/etc. when a question says “parents.”

Module 1

AL-2–7, 13–15 These items ask about drinking in the “**past 12 months**.” If asked, it does mean just that: since this time last year. If the survey takes place March 28, 1999, we are asking about March 29, 1998 to March 28, 1999. We are not asking about calendar year 1999 or just about January 1, 1999, to March 28, 1999. The same principle holds for the questions AL-8–10 and AL-11, respectively, that ask about the “**past 30 days**” and the “**past 2 weeks**.”

- AL-3** **Question:** What if you drink a lot in the summer and hardly ever during the school year? **OR** What if you drink a lot on weekends but none during the school week?
Do your best to give us an average for the whole year.
- AL-6, 9** Refer to the General Definitions list if student asks for meaning of “drunk.”
- AL-7, 10, 11** See the General Definitions list for questions about “in a row.”
- AL-12n** Students should be instructed to write where it was that they last drank on the blank line after “Please describe:.”
- AL-13** Refer to the General Definitions list for questions about vocabulary.

Module 2

- AV-1, 2, etc.** See the General Definitions list for “get.”
- AV-2** Note the response category, “no alcohol in my home.”
Question: My parents don’t allow alcohol in our house.
Then you may check the box next to “no alcohol in my home.”
Question: My parents only drink beer; they don’t have the others (wine, wine cooler, liquor). What do I do?
Then tell us how easy or difficult it would be for you to get beer.
- AV-4–6** If a student says that he/she would never try to steal or buy alcohol from a store, tell him/her to make his/her best guess about what would happen if he/she were to try to steal or buy alcohol.
- AV-9** See the General Definitions list for “kegger.”

Module 3

- TD-1** **Question:** Do cigars or smokeless tobacco count as cigarettes?
No.
Question: Do clove cigarettes count?
Yes. (Cigarettes flavored with cloves.)
- TD-2–4** Be aware of the timeframe.
- TD-4, 7** Drug term or name: If a student doesn’t know a drug term or name, read the item (including drug slang terms). If the student still doesn’t know the drug, he/she should check the “not at all” response box.
Question: I’ve used “XYZ” (slang term that you do not recognize and it’s not on the list)—where should that drug go?
I’m not really sure. Write it on the bottom of the page and we’ll code it later.

Module 4

CN-1

Question: What if there has been a change in the past 12 months? What if my mother used to drink every day but quit drinking altogether 6 months ago and went to AA?

Do your best to answer on the average. Sometimes our answer categories don't really fit a particular situation. Pick the answer you feel fits best and then write what you told me next to the question if you'd like.

You should make a note on the Classroom Evaluation Form about this and any other problems students may have in answering your questions. Unfortunately, we can't create pre-coded questions to fit all situations.

Question: Can I answer about my real mother here? (Let's assume you have instructed the student to think of his/her stepmother for "parent" questions.)

We'd really appreciate it if you could answer about your stepmother because you live with her most of the time, and that way everyone in our survey uses the same rule.

Question: What if I have two best friends?

I know it may be hard, but please choose just one best friend and think of him/her whenever a question asks about "best friend" in this survey.

Question: What if I don't have any friends?

Then you may check the box, "does not apply."

CN-2

See General Definitions list for "approve/disapprove."

CN-4

Question: What do you mean by "alcohol or drug problem?"

It's whatever that term means to you.

Module 5

AE-1

See General Definitions list for "relaxed," "regretted," "hangover," etc. If students have questions about terms that have not been defined, the response is:

Whatever you think that term/question means.

Module 7

- PB-1b** **Question:** What if I did it accidentally?
We mean only if you meant to do it.
- PB-1e** **Question:** Does it count as a fight if it was my brother/sister?
Whatever fight means to you.
- PB-1f** **Question:** What if I missed school because I was sick, went on a holiday with my family, etc.?
It only counts if you didn't have permission from one of your parents/caretakers.

Module 8

- CV-1-3** **Question:** What do you mean by religious services?
Whatever it means to you.
- CV-3** **Question:** I'm not sure. We don't go to church.
Make your best guess about how much you'd like it if you went.

Module 9

- CV-7** **Question:** "I would like to go to college, but I don't think I'll be able to afford it. What do I mark?"
Think about how far you would like to go in school if you could do what you wanted.
- CV-8-11** **Question:** I don't know my father/mother.
*Is it important to you to get along with your father/mother?
If you are unsure, check "unsure."*

A ppendix B

Samples of Letters and Forms

- Sample Letter to School District Personnel and Sample Project Summary
- Sample Letter to Parents From School District
- Sample Letter to Parents From Study Director and Sample Factsheet About the Survey
- Sample Parental Consent Form (Passive Consent)
- Sample Parental Consent Form (Active Consent)
- Sample Reminder Letter to Parents for Active Consent
- Classroom Evaluation Form

**Sample Letter to School
District Personnel**

LETTERHEAD

February 1, 1999

Ms. Mary Doe
Superintendent
Metropolis Unified School District
3333 Main Street
Metropolis, CA 99999

Dear Superintendent Doe:

Teenage alcohol, tobacco, and other drug use is of concern to many parents, teachers, and other community members. The Metropolis Prevention Group is a federally funded organization that is dedicated to the prevention and reduction of alcohol-related problems for underage youth. To learn more about student drinking and other drug use, the Metropolis Group would like to conduct a survey of Metropolis high school students.

The study would involve administering an anonymous questionnaire to 9th and 12th graders on one occasion in the spring of 2000. The questionnaire will take no more than one class period to complete. A more detailed description of our study is enclosed. To make this project a success, we will need the cooperation of the Metropolis Unified School District high schools.

Thank you very much for your time and consideration. We sincerely hope you will participate. My associate, Peter Smith, will contact you soon to answer any questions you might have.

Sincerely yours,

John Q. Black, Ph.D.
Study Director

Enclosure

Goals of the Study:

The proposed study will investigate the factors that are important in predicting the initiation and maintenance of alcohol, tobacco, and other drug use among high school students. The ultimate goal is to help us better understand why some young people become involved in these activities and to determine what steps can be taken to help prevent or delay these behaviors.

What the Study Will Involve:

The study will involve administering a written questionnaire to all the 9th grades and all the 12th grades in the Metropolis Unified School District. The survey will take place in the spring of 2000 and will not take more than one class period to complete. The sample will consist of about 2,500 students. The questionnaires will be completely anonymous. Neither the students nor the participating schools will be identified in any way in publications or reports resulting from the research. Informed consent will be obtained both from the parents of the students participating in the study and from the students themselves. Trained research personnel will administer the survey in the classroom. Teacher involvement will be minimal. The questionnaire will be designed such that all students can complete it within a single class period. The study will conform to all Federal and State human subjects requirements and to any special requirements of the participating schools. Prior to the implementation of the study, copies of the questionnaire will be sent to the school district for review.

Benefits to the Schools:

Benefits to participating schools include a small payment for every completed questionnaire, as well as summary reports after the data collection phase. Reports will provide the information about the incidence of drinking, smoking, and using other drugs, and about risk factors identified as important for these behaviors. Suggestions for how the findings might be integrated into school-based prevention programs will be provided.

**Sample Letter to
Parents From School
District**

SCHOOL DISTRICT LETTERHEAD

February 1, 1999

Dear Parent(s)/Guardian(s):

The Metropolis Prevention Group is conducting a large survey of [*School Name*] 9th–12th graders about alcohol advertising on television, smoking, drinking, and other drugs. Your teenager was chosen entirely at random to be invited to participate. Please read the enclosed letter from Dr. John Q. Black, which explains more about the survey. There will be a telephone number you may call at the Metropolis Prevention Group if you have any questions.

The Metropolis Unified School District is cooperating with this project because we believe young people's use of these substances is a serious issue for our community. We encourage you to lend a helping hand in this important effort by agreeing to let your teenager be interviewed. Upon being contacted by telephone by the Metropolis Prevention Group, however, you and your child have the right to decline to take part in this survey.

Sincerely,

J. S. Smith
Superintendent

Enclosures

LETTERHEAD

Sample Letter to Parents From Study Director

<Date>

<Address>

*(First Letter to Parents for
Passive Consent)*

Dear Parent(s)/Guardian(s) of <Student's Name>:

Teenage alcohol use is of concern to many parents, teachers, and other community members. To learn more about this issue, the Metropolis Prevention Group is conducting a survey of Metropolis high school students.

With the support of the Metropolis Unified School District, students from <School Name> are being invited to participate in a High School Survey. Your child was selected to be part of this important national study. I am writing to ask for your permission to have him/her participate in the survey.

In March, all participating students will be asked to complete a questionnaire about their opinions and beliefs toward alcohol, tobacco, and other drugs. Some questions will be asked about their own drinking, smoking, and experiences using other drugs. Even if your teenager does not drink or use other drugs, we very much want him/her to be a part of this survey. In return we will pay your child's school \$2.00 for his or her time. In order for this survey to be worthwhile and a truly representative sample, it is important that as many of the selected students as possible take part.

The questionnaire will be strictly confidential and anonymous. Your teenager's name will not appear anywhere on it. We are interested in group averages only and not in any particular individual's answers. Participation is, of course, voluntary. Either you or your teenager can decide that he/she will not take part in the study.

The enclosed factsheet will answer the questions we are most often asked about this study. If you have any questions about this project, please call Peter Smith, Evaluation Coordinator, at (800)□999-9999 (toll free). He will be more than happy to provide additional information.

If for some reason you would not like your child to be a participant in this important High School Survey, please complete the attached letter and return it within the next 5 days or as soon as possible.

I hope that we can count on your cooperation. Thanks in advance for your help.

Sincerely yours,

John Q. Black, Ph.D.
Study Director

Enclosures

Some Facts About the High School Survey:

A Study of Senior High Students

Why is this study being done?

This study will help us understand what teenagers believe about alcohol and how their beliefs and behaviors toward drinking are formed. The overall goal is to better understand why some young people drink and why others do not. This knowledge will then help us design better programs to prevent underage drinking.

Who is conducting the study?

The Metropolis Prevention Group is responsible for the overall design and direction of this study. The Metropolis Prevention Group is one of 150 federally funded organizations that are dedicated to the prevention and reduction of alcohol-related problems. Funding is provided through the National Institutes of Health. John Q. Black, Ph.D., and Peter Smith, MPH, are the Metropolis Prevention Group staff members directing the study. The study has the full support of the Metropolis Unified School District.

How will my teenager or his/her school benefit?

Your teenager will have the satisfaction of helping scientists learn more about a serious social problem that affects us all. And, your child's school will be paid a small fee for each completed questionnaire. In addition, the Metropolis Unified School District will receive a summary report, and this feedback may be useful in school efforts at prevention.

Will anyone find out what my teenager said? Will the school know what he/she said?

The survey is completely anonymous. All questionnaires are strictly confidential. Neither your name, your teenager's name, the school's name, nor any other identifying information will be on the questionnaire. All reports and published articles that come out of the study will include only summaries and averages of teenagers' answers. No one reading the reports or summaries will be able to tell who was in the survey or who said what. The schools and school district office understand that only summary reports will be provided to them. Metropolis Prevention Group staff members will collect all completed questionnaires and take them back to be stored in locked files at the Center.

How was my teenager's name selected?

Your child is part of a scientifically selected sample in which all 9th and 12th grade students in the Metropolis Unified School District have been selected. It is important that as many of the selected students as possible complete the survey, otherwise we would not have a truly representative sample. Altogether we expect 2,500 students to participate.

Why my teenager? He/she doesn't drink.

In order to get a representative cross-section of students, it's important to survey a wide range of teens. We need to include teenagers who use alcohol a lot, those who use it very little, and those who don't use it at all. Your teenager is important to this study whether he/she drinks or not.

What's involved?

The study will involve a series of private questions in printed form, and your teenager will simply check his/her answers. Trained research personnel will visit your teenager's school one day in March to hand out the questionnaires and answer any questions the students may have. The questionnaire has been designed such that all students can complete it within a single class period.

What kinds of questions will be asked?

We are asking about a wide range of topics including beliefs, behaviors, and attitudes about alcohol, tobacco, and other drugs. Our eventual goal is to learn what factors are important in determining why some young people begin to drink and how to prevent alcohol problems.

Does my teenager have to take part in the study?

No. While it's important that as many students in our sample as possible take part, your teenager's participation is entirely voluntary. (Incidentally, we're pleased to report that most of the teenagers we worked with in preparing for this study really enjoyed completing the questionnaire!) In addition, on the day of the survey, teenagers will be told that if they find there are some questions they don't want to answer they may simply skip them and move on.

Suppose I have other questions that aren't answered here?

If you have questions, please call Peter Smith, Evaluation Coordinator, at the Metropolis Prevention Group, toll-free at (800) 999-9999.

Sample Parental Consent Form

(Passive Consent)

If you choose NOT to allow your child or ward to participate in this national survey, please sign and complete the information below, and return this form in the self-addressed postage-paid envelope. Please return this form within the next 5 days or as soon as possible so that we may remove your child's name from our survey participants. Thank you.

I have read the letter and factsheet accompanying this form that describes the voluntary and confidential national survey of alcohol, tobacco, and other drug use among high school students.

NO, I DO NOT WANT MY CHILD TO TAKE PART IN THIS SURVEY.

Child's Name

Child's School

Parent's or Guardian's Name (Please Print)

Parent's or Guardian's Signature

Date

I have read the letter and factsheet accompanying this form that describes the voluntary and confidential national survey of alcohol, tobacco, and other drug use among high school students. I understand:

- (a) that my child's participation in this survey is completely voluntary;
- (b) that the survey will be strictly confidential, and no names will be associated with any of the survey materials; and
- (c) that a small donation will be made to my child's school if he/she decides to participate in the study.

**Sample Parental
Consent Form**

(Active Consent)

Please check one box and complete the form below.

- Yes**, I give my permission for my child or ward to participate in the High School Survey for high school students.
- No**, I do not give permission for my child or ward to participate in the survey.

PLEASE CHECK EITHER THE "YES" OR "NO" BOX.

Child's Name

School Name

Parent's or Guardian's Name (Please Print)

Parent's or Guardian's Signature

Date

**Sample Reminder
Letter to Parents for
Active Consent**

LETTERHEAD

<Date>

<Address>

Dear Parent(s)/Guardian(s) of <Student's Name>:

I am writing to you about the High School Survey. We have not yet received your consent form letting us know whether you do or do not give permission for your teenager to participate in this survey. The survey will be conducted in the classroom during regular school hours in March.

The large number of consent forms returned thus far is very encouraging. However, whether we will be able to describe accurately how Metropolis high school students feel about alcohol, tobacco, and other drugs depends upon having as many students participate as possible.

It is for this reason that I am sending this letter to you priority mail to ensure that it reaches you. In case our other correspondence did not reach you, a replacement consent form is enclosed. May I urge you to complete and return it in the enclosed envelope as quickly as possible. Meanwhile, I'm enclosing a factsheet, which attempts to answer the questions we're asked most often—just in case you didn't get one or misplaced it.

You and your child's contribution to the success of this study will be greatly appreciated.

Sincerely yours,

John Q. Black, Ph.D.
Study Director

Enclosures

Appendix C

Sample Report:

Smoking, Drinking, and Other Drug Use Among Junior and Senior High School Students (Grades 7–10) Results From the 1995 Youth Survey

Funding for the study presented in this report was provided by the National Institute on Alcohol Abuse and Alcoholism.

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EXECUTIVE SUMMARY

Overview of Report

This report presents data on the prevalence of smoking, drinking, and other drug use from a survey of junior and senior high school students. The report provides summaries and figures depicting findings concerning these behaviors among the entire sample of students. Information on drinking and school and perceived availability of alcohol is included as well. The data are summarized separately for males and females and by grade level.

Each school will receive a summary report for its own students. School specific data will not be released to other schools or to any outside individuals or agencies. Data for individual students will not be released under any circumstances. The school specific data will be of interest to administrators, principals, and teachers who are trying to understand alcohol and other drug use within their own schools or school districts. They may also be useful as tools for evaluating ongoing programs within the schools.

Sample

Questionnaires were completed by a total of 824 students out of a random sample of 1,145 (72%). Given this sample size, the overall percentages presented in Section I of this report are subject to a sampling error of approximately ± 3 percent. The final sample contained slightly more girls (50.5%) than boys (49.5%). The respondents ranged in age from 12 to 17 years with a mean age of 13.8 years. Approximately 25.1 percent of the students were African American, 19.5 percent were Filipino, 19.4 percent were European American, 10.4 percent were Latino, 2.3 percent were other Asian, 2.1 percent were Pacific Islander, 0.5 percent were Native American/Alaskan Native, and 20.6 percent were multi-ethnic. Twenty-two percent of the students reported their fathers were high school graduates and 22 percent reported their mothers were high school graduates; 30 percent and 33 percent reported that their fathers and mothers, respectively, were college graduates or had attended graduate or professional school.

Summary of Findings

Somewhat fewer than one third of the students (29%) reported that they had tried smoking cigarettes at some time in their lives. Approximately 13 percent would be considered current smokers, having smoked in the past 30 days. Three percent of the students reported smoking daily in the past 30 days.

Drinking was more prevalent than smoking. Thirty-seven percent of the students had consumed a whole drink of beer, wine, wine cooler, or liquor

at sometime in their lives. A little fewer than one third (30%) reported drinking within the previous year and 16 percent reported drinking in the past 30 days. Binge drinking behavior (5+ drinks consumed within two hours) in the past 12 months was reported by 9 percent of students; 4 percent of students reported one or more episodes of binge drinking within the past 30 days. Approximately 16 percent of the students in the sample said they had been drunk in the past 12 months and 8 percent of them said they had been drunk in the past 30 days. About one in ten students (10%) reported being drunk while at school at sometime in their lives, while 5 percent had missed school or a class because of drinking. The following percentages of students reported it would be “easy” or “very easy” to obtain beer, wine, wine cooler, and liquor respectively: 42 percent, 34 percent, 48 percent, and 37 percent.

Marijuana was the most commonly used drug other than alcohol and tobacco with 28 percent of the students reporting that they had ever used it. Within the past 12 months, 24 percent of students reported using marijuana, 3 percent used inhalants, 2 percent used amphetamines, and 1 percent or fewer used other types of illicit drugs.

Males and females did not differ significantly in their rates of smoking for any time period. Drinking rates for lifetime, past 12 months, and past 30 days did differ significantly by gender. Females were significantly more likely to have had at least one whole drink ever, in the past 12 months, and in the last 30 days than males. However, there were no gender differences in the reports of drunkenness and binge drinking (5+ drinks within two hours) in the previous year or past 30 days. Perceptions of availability of alcohol did not differ by gender. The finding that drinking rates among females are higher than for males has been found in other recent surveys. It appears girls start drinking earlier than boys but that by 10th grade the gender difference disappears. We will monitor this carefully in the second wave of our survey. No gender differences were found in prevalence rates of other drug use, with the exception of inhalants; more females reported use than males.

As grade level increases, so do the rates of lifetime, yearly, monthly, and daily smoking. Similarly, rates of lifetime, yearly, and monthly drinking, all increase significantly with grade level. Rates of yearly and monthly binge drinking and drunkenness increase as well, as do the rates of ever having been drunk at school or missing school or class due to drinking. Students in higher grades believe alcohol is easier to obtain than do those in the lower grades. Older students reported higher rates of marijuana and hallucinogen (other than PCP) use in the past 12 months than did younger students.

INTRODUCTION

Overview of Report

This report presents data on the prevalence of smoking, drinking, and other drug use from the Youth Survey. The Youth Survey was conducted with 7th through 10th graders from December 1994 through May 1995. The survey was undertaken by the Prevention Research Center (PRC). PRC is a non-profit organization that is dedicated to careful scientific research in the area of prevention and reduction of alcohol-related problems. Funding was provided by the National Institute on Alcohol Abuse and Alcoholism.

Purpose of the Research

The overall purpose of the study is to investigate factors that are important in predicting the initiation and maintenance of smoking, drinking, and other drug use among youth. The ultimate goal of the study is to help us better understand why some young people become involved in smoking, drinking, and other drug use and to determine what steps can be taken to help prevent or delay these behaviors.

Content Covered in This Report

Prevalence of smoking, drinking, and other drug use are the main topics covered in this report. Data on smoking are reported for lifetime, past 30 days, and daily in the past 30 days. Data on drinking are reported for lifetime, past 12 months, and past 30 days. Finally, data on other drug use are reported for the past 12 months only. In addition, data are reported on drinking and school and perceived availability of alcohol. Gender and grade differences are explored for most topics. It is hoped that school administrators will find these topics of interest and of use.

Four types of alcoholic beverages are discussed in this report: beer, wine, wine cooler, and liquor. The nine types of drugs other than alcohol and tobacco include: marijuana, inhalants, cocaine, tranquilizers, PCP, other hallucinogens, barbiturates, heroin or other narcotics, and amphetamines. Cigarettes are the only tobacco product included in the survey. Results are first given for the sample as a whole. Next, each school is provided with a parallel report based on its students only.

Research Design and Procedure

The data were obtained from December 1994 to May 1995 from a sample of junior and senior high school students in grades 7–10 from the public school system. The survey comprised an in-home interview and a self-administered questionnaire. Initial contact with potential respondents took place through a letter sent to the parents of each student. The letter described the study and included a consent form. The letter was followed by a telephone call from an interviewer to set an appointment. Parents and students were informed that students would be paid \$15 as a token of appreciation for their participation. The surveys were administered by trained staff from the Prevention Research Center. Students were assured anonymity. An overall response rate of 72 percent was achieved.

Sample

Questionnaires were completed by a total of 824 students out of a random sample of 1,145 for a response rate of 72 percent. Given this sample size, the overall percentages presented in this report are subject to a sampling error of about plus or minus 3 percent. The final sample contained slightly more girls (50.5%) than boys (49.5%). The respondents ranged in age from 12–17 years with a mean age of 13.8 years. Approximately 25.1 percent of the students were African American, 19.5 percent were Filipino, 19.4 percent were European American, 10.4 percent were Latino, 2.3 percent were other Asian, 2.1 percent were Pacific Islander, 0.5 percent were Native American/Alaskan Native, and 20.6 percent were multi-ethnic. Twenty-two percent of the students reported their fathers were high school graduates and 22 percent reported their mothers were high school graduates; 30 percent and 33 percent reported that their fathers and mothers, respectively, were college graduates or had attended graduate or professional school.

Smoking

How many students have smoked cigarettes ...

| | |
|----------------------------|-----|
| ever? | 29% |
| in the past 30 days? | 13% |
| daily in the past 30 days? | 3% |

Are there gender differences? No

Overall, the rates of male and female smoking do not differ significantly for any time period.

Are there grade differences? Yes

The percentage of students who have ever tried smoking rises significantly from 22 percent of 7th graders to 41 percent of 10th graders.

Approximately 7 percent of 7th graders smoked at least once in the past 30 days, compared to 21 percent of 10th graders. Daily smoking reflects a similar trend: Two percent of 7th graders smoked daily in the past 30 days, compared to 8 percent of 10th graders.

Figure 1. Percentage of Students Reporting Ever Smoking by Gender and Grade

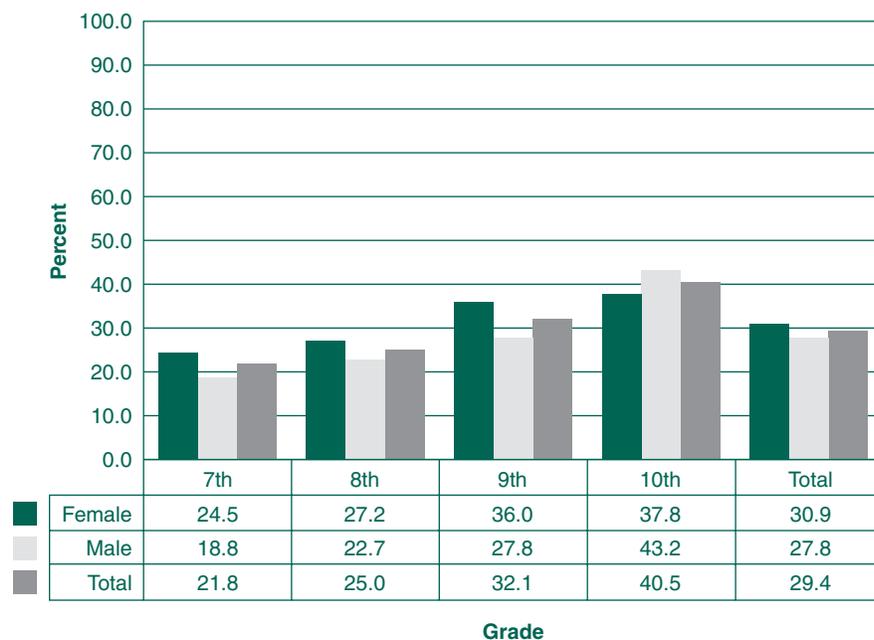


Figure 2. Percentage of Students Reporting Smoking in the Past 30 Days by Gender and Grade

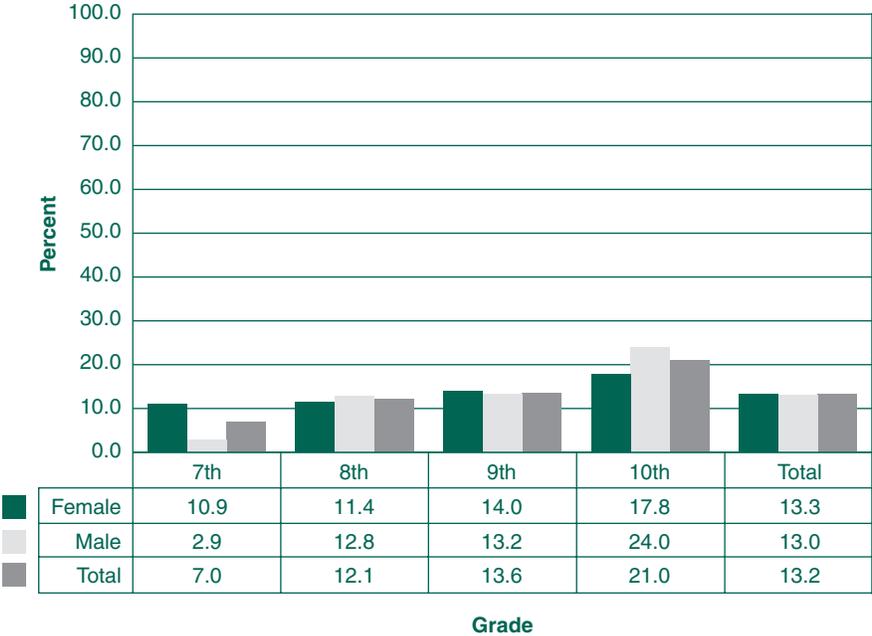
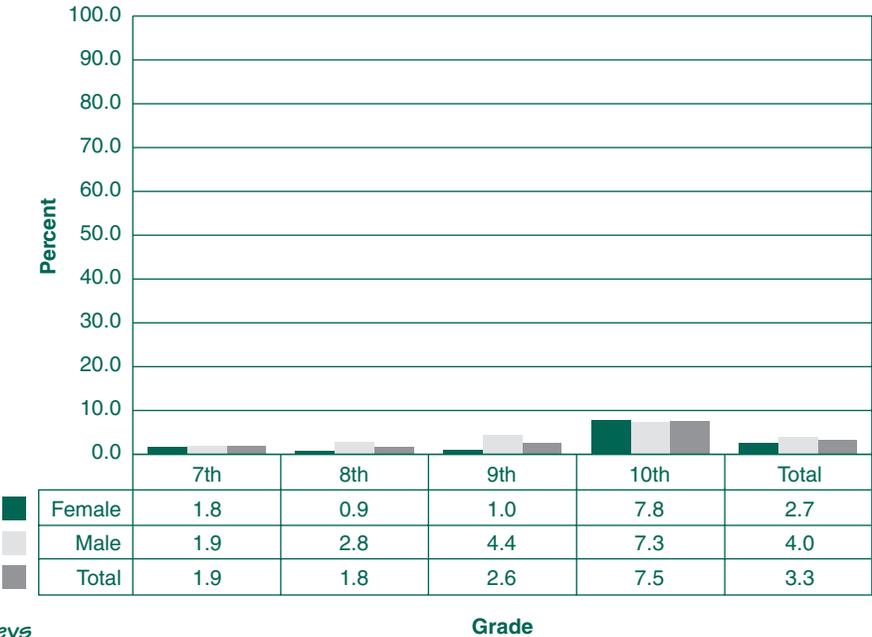


Figure 3. Percentage of Students Reporting Smoking Daily in the Past 30 Days by Gender and Grade



Prevalence of Drinking

How many students have tried drinking ...

| | |
|------------------------|-----|
| ever? | 37% |
| in the past 12 months? | 30% |
| in the past 30 days? | 16% |

Are there gender differences? Yes

Males and females differ significantly in rates of ever drinking, drinking in the past 12 months, and in the past 30 days. In all three time periods, the rate of drinking for females is significantly higher than that of males. Forty-one percent of females ever drank, compared to 33 percent of the males. Twenty percent of females drank in the past 30 days compared to 12 percent of the males.

Are there grade differences? Yes

Prevalence of ever drinking in one's lifetime, drinking in the past 12 months, and drinking in the past 30 days all increase significantly with grade level. The rates of ever having had a drink in one's life increase from 22 percent among 7th graders to 55 percent among 10th graders. Past 12 months drinking rates increase from 16 percent among 7th graders to 46 percent among 10th graders. Past 30 days drinking rates increase from 8 percent among 7th graders to 28 percent among 10th graders.

Figure 4. Percentage of Students Reporting Ever Drinking by Gender and Grade

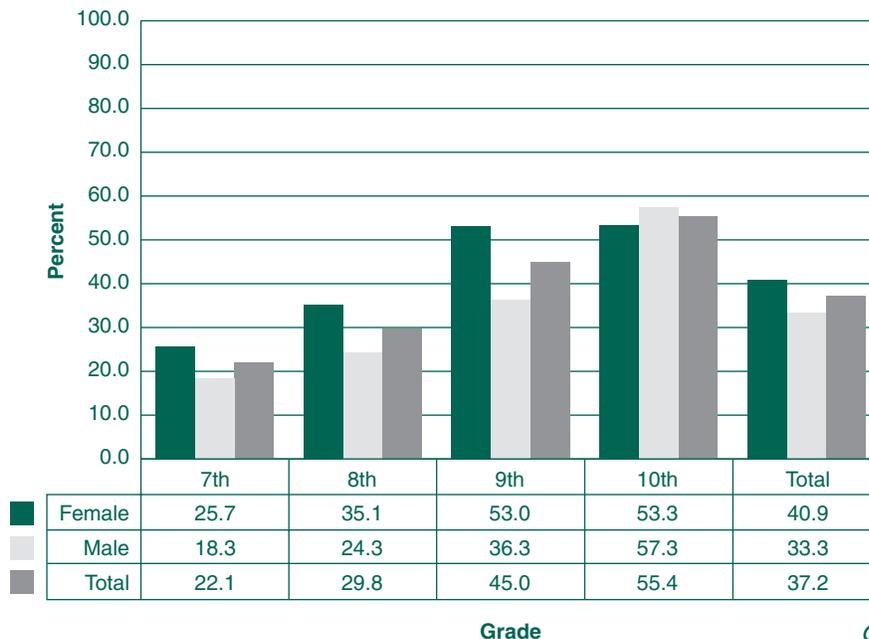


Figure 5. Percentage of Students Reporting Drinking in the Past 12 Months by Gender and Grade

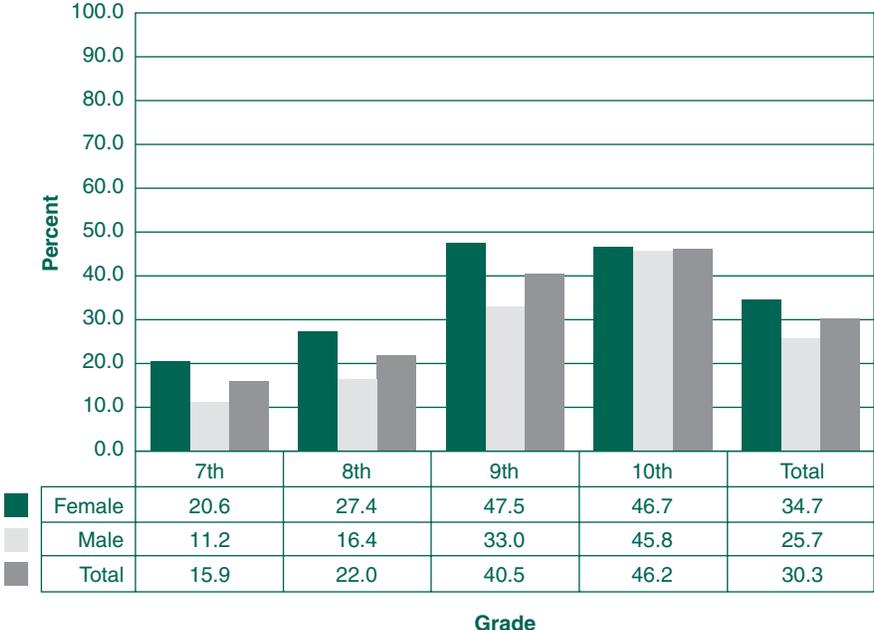
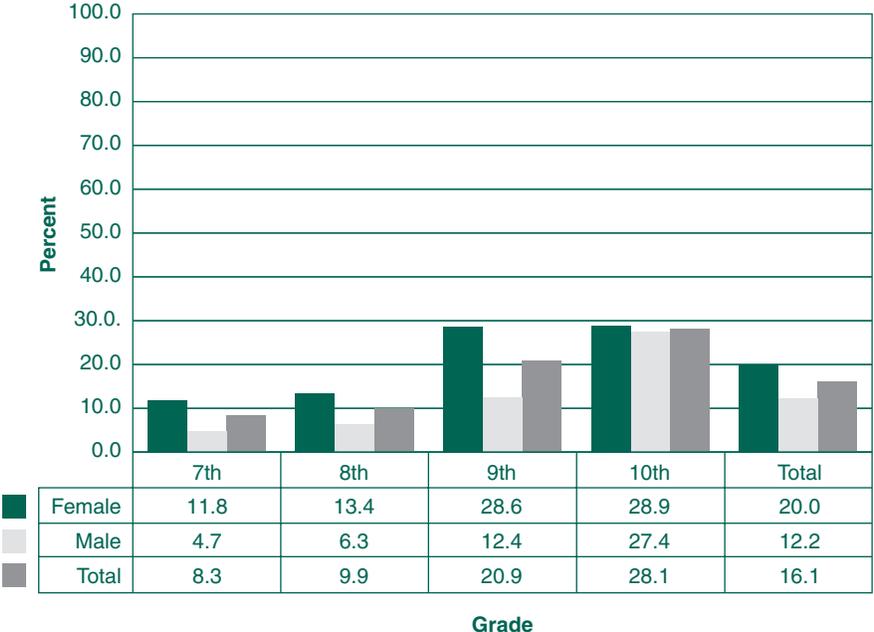


Figure 6. Percentage of Students Reporting Drinking in the Past 30 Days by Gender and Grade



Heavy Drinking

How many students report having 5 or more drinks within 2 hours...

in the past 12 months? 9%

in the past 30 days? 4%

Are there gender differences? No

Overall, the percentage of males and females engaging in heavy drinking episodes did not vary significantly for the past 12 months or the past 30 days.

Are there grade differences? Yes

Prevalence of heavy drinking in the past 12 months and past 30 days increases with grade level. For example, the percentage of students reporting 5+ drinks within two hours in the past 12 months rose from 3 percent among 7th graders to 17 percent among 10th graders.

Figure 7. Percentage of Students Reporting Heavy Drinking Episodes (5 or More Drinks Within Two Hours) in the Past 12 Months by Gender and Grade

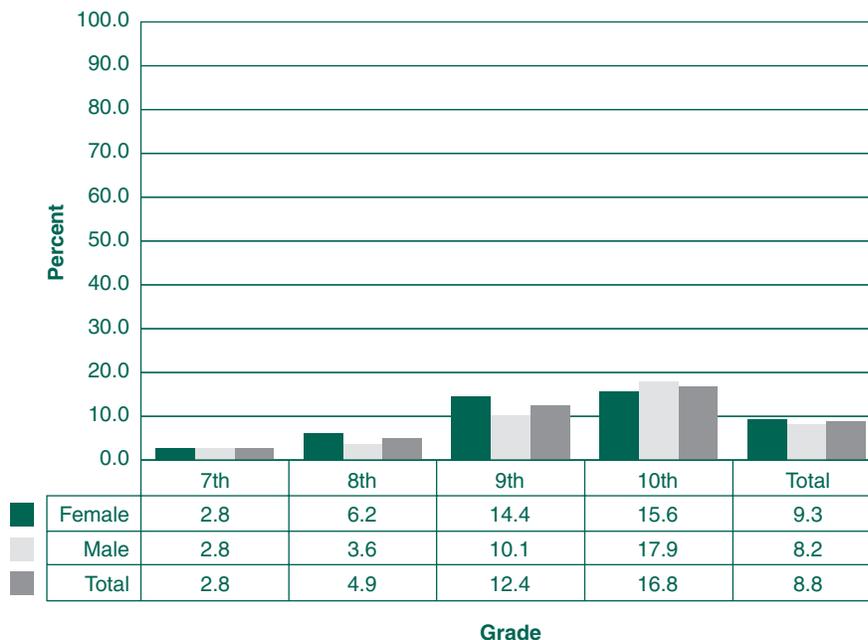
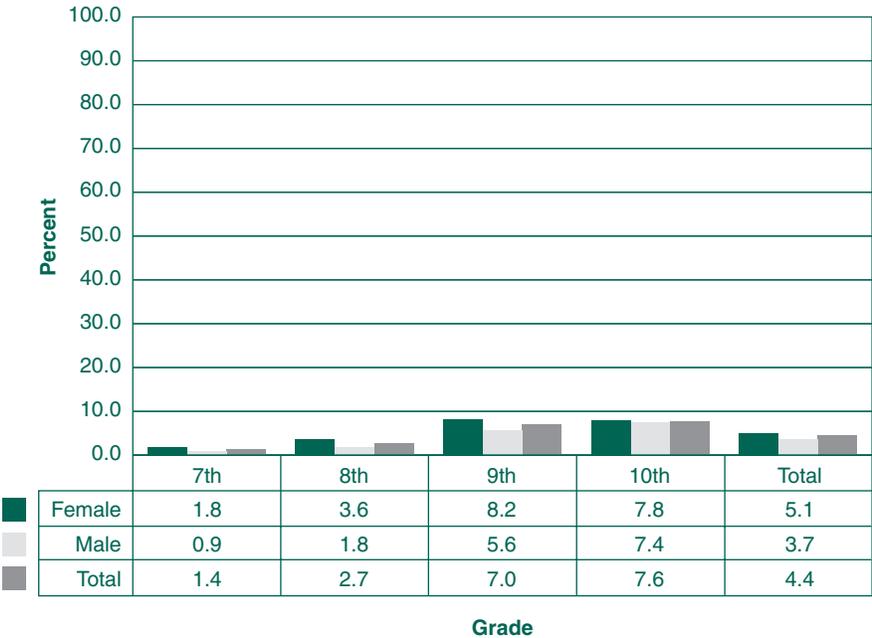


Figure 8. Percentage of Students Reporting Heavy Drinking Episodes (5 or More Drinks Within Two Hours) in the Past 30 Days by Gender and Grade



Drunkenness

How many students felt drunk ...

- in the past 12 months?** 16%
- in the past 30 days?** 8%

Are there gender differences? No

The percentage of males and females did not vary significantly for either one of the two time periods.

Are there grade differences? Yes

The rates of feeling drunk in the past 12 months and in the past 30 days both increase significantly with grade level. For example, 7 percent of 7th graders report feeling drunk in the past 12 months; among 10th graders the percentage rises to 28 percent.

Figure 9. Percentage of Students Reporting Feeling Drunk in the Past 12 Months by Gender and Grade

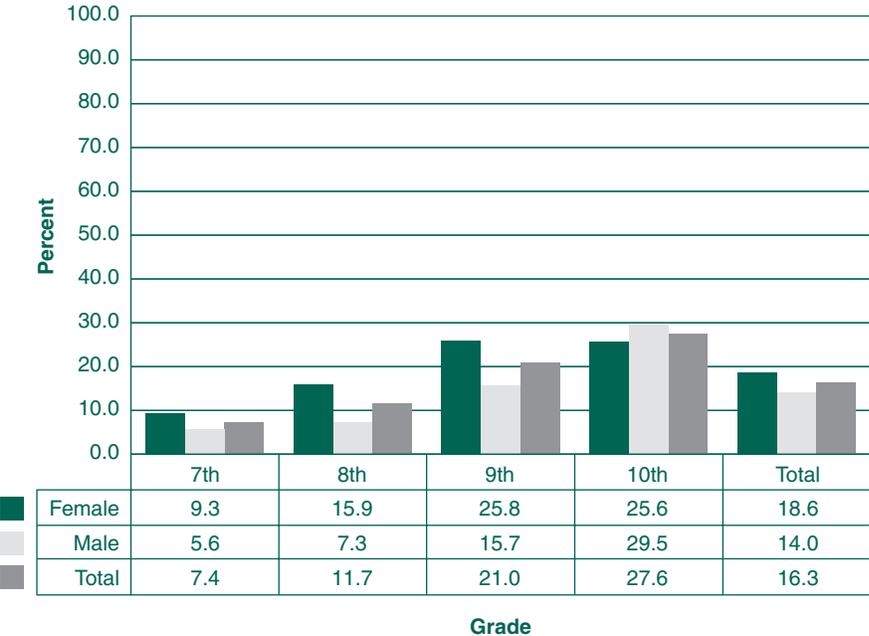
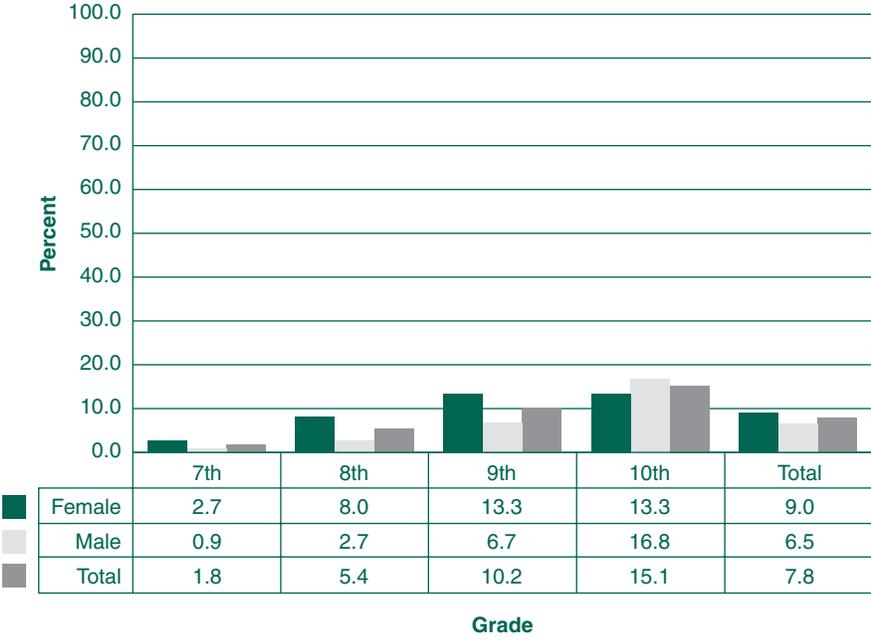


Figure 10. Percentage of Students Reporting Feeling Drunk in the Past 30 Days by Gender and Grade



Drinking and School

How many students ...

have ever been drunk while at school? 10%

have ever missed school/class because of drinking? 5%

Are there gender differences? Yes

A significantly higher percentage of females report being drunk at school compared to males. However, no gender differences were found for missing class.

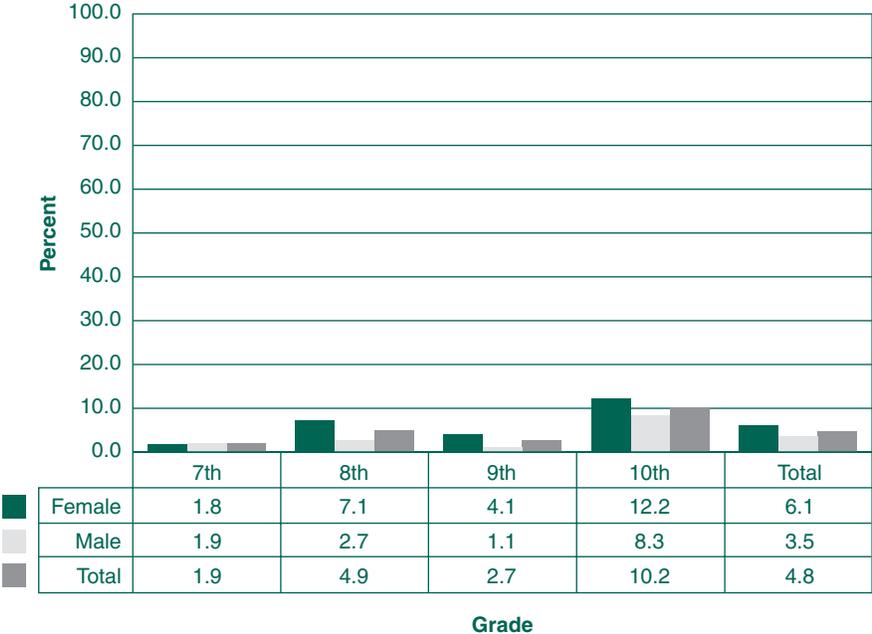
Are there grade differences? Yes

Significant differences among grade levels were found with being drunk at school, increasing from 3 percent among 7th graders to 19 percent among 10th graders. Similarly, the number of students reporting having missed school or class because of drinking rose significantly from 2 percent among 7th graders to 10 percent among 10th graders.

Figure 11. Percentage of Students Reporting Ever Being Drunk While at School by Gender and Grade



Figure 12. Percentage of Students Reporting Ever Missing School/Class Because of Drinking by Gender and Grade



Perceived Availability of Alcohol

How many students say it is “easy” or “very easy” ...

| | |
|---------------------------------|-----|
| for them to obtain beer? | 41% |
| for them to obtain wine? | 34% |
| for them to obtain wine cooler? | 48% |
| for them to obtain liquor? | 37% |

Are there gender differences? No

The percentage of males and females reporting that alcoholic beverages would be “easy” or “very easy” to obtain did not differ significantly by gender.

Are there grade differences? Yes

The percentage of students who believe that it is “easy” or “very easy” to obtain alcohol increases significantly with grade. For example, 22 percent of the 7th graders compared to 60 percent of 10th graders believe that it is “easy” or “very easy” to get beer. All grade levels believed that wine cooler was the easiest alcoholic beverage to obtain.

Percentage of Students Who Believe It Would Be “Easy” or “Very Easy” to Obtain Alcohol by Grade

| Drug | Grade | | | | Total |
|-------------|-------|------|------|------|-------|
| | 7th | 8th | 9th | 10th | |
| Beer | 22.0 | 40.8 | 46.5 | 59.7 | 41.5 |
| Wine | 19.9 | 31.7 | 35.6 | 52.2 | 34.2 |
| Wine Cooler | 26.5 | 48.6 | 49.5 | 71.0 | 48.2 |
| Liquor | 19.9 | 33.3 | 43.3 | 55.9 | 37.4 |

Prevalence of Use of Other Drugs in the Past 12 Months

How many students report using other drugs in the past 12 months?

Percentage of Students Who Report Using Other Drugs in the Past 12 Months by Gender

| Drug | Gender | | Total |
|---------------------|--------|--------|-------|
| | Male | Female | |
| Marijuana | 25.9 | 21.5 | 23.7 |
| Inhalants | 1.0 | 4.8 | 2.9 |
| Cocaine | 0.0 | 0.3 | 0.1 |
| Tranquilizers | 0.8 | 0.5 | 0.6 |
| PCP | 0.3 | 0.3 | 0.3 |
| Other Hallucinogens | 0.8 | 1.3 | 1.0 |
| Barbiturates | 0.3 | 0.5 | 0.4 |
| Heroin/Narcotics | 0.3 | 0.0 | 0.1 |
| Amphetamines | 2.3 | 1.0 | 1.6 |

Are there gender differences? Yes

Prevalence of use of inhalants varied significantly by gender with more females reporting use than males. No gender differences were found for the other drugs.

Are there grade differences? Yes

Use of marijuana increases significantly as students progress by grade. Marijuana use in the past 12 months, for example, increases from 11 percent among 7th graders to 41 percent among 10th graders. A slight increase was found by grade for other hallucinogens. Use of other drugs was routinely low and no increase with grade was found.

Weekly Marijuana Use

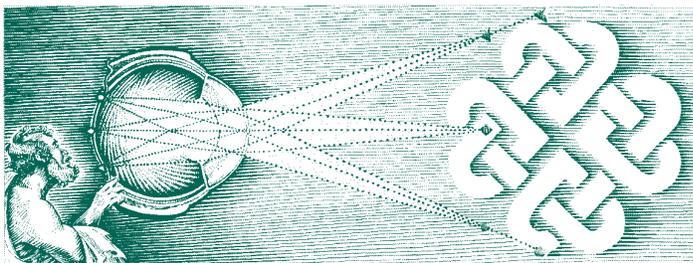
Overall, approximately 7 percent of the students use marijuana once a week or more. Frequent use of marijuana increases significantly by grade level; 2 percent of 7th graders report weekly use while 14 percent of 10th graders do so.



National Crime Prevention Council



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