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Bach Harrison Youth Survey Results for 2006

Report for Sample School

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Introduction

2006 Sample State Bach Harrison Youth Survey

School Summary Report for Sample School

This report summarizes the findings from the Sample State Bach Harrison Youth Survey that was conducted during the spring of 2006 in grades 8, 10, and 12. The survey has been conducted every other year since 1998 by the Sample State Department of Public Health and Human Services, Division of Substance Abuse. The results for your school are presented along with comparisons to the results for the Sample State.

The survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors. Table 1 contains the characteristics of the students who completed the survey from your school, and the Sample State, compared to the past years of data.

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The Risk and Protective Factor Model of Prevention

Many states and local agencies have adopted the Risk and Protective Factor Model to guide their prevention efforts. The Risk and Protective Factor Model of Prevention is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth.

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington, Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors.

Table 1. Characteristics of Participants

Year of Survey	2004		2004		2006		2004	
	0		State		0		State	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	2119	100	2731	100	3025	100	18579	100
Grade								
8	1030	36.3	1003	36.7	1064	35.2	6207	33.4
10	976	37.6	1018	37.3	1083	35.8	6688	36.0
12	113	26.1	710	26.0	878	29.0	5684	30.6
Gender								
Male	948	48.4	1317	48.4	1516	50.8	9125	49.9
Female	1012	51.6	1405	51.6	1468	49.2	9167	50.1
Ethnicity								
White	1772	84.8	2315	85.5	2492	83.4	15485	84.6
African American	24	1.1	24	0.9	128	4.3	166	0.9
Native American	79	3.8	103	3.8	169	5.7	1316	7.2
Hispanic	105	5.0	133	4.9	44	1.5	492	2.7
Asian	30*	1.4*	47*	1.7*	51	1.7	223	1.2
Pacific Islander					22	0.7	110	0.6

* 2000 & 2002 categories Asian and Pacific Islander were combined as 'Asian or Pacific Islander'

Building a Strategic Prevention Framework

The Prevention Needs Assessment Survey is an important part of the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention (CSAP) Strategic Prevention Framework Process. CSAP created this 5-step model to guide states and communities through the process of creating a planned, data-driven, effective, and sustainable prevention program. The information presented in this section is taken from CSAP's Strategic Prevention Framework State Incentive Grants Request for Application.

Step 1: Profile Population Needs, Resources, and Readiness to Address the Problems and Gaps in Service Delivery

- **Community Needs Assessment:** The results of this survey (presented in this Profile Report and in results reported at the State level) will help you to identify needs for prevention. States should consider administering a survey such as the Bach Harrison Youth Survey biannually to assess adolescent substance use, anti-social behavior, and many of the risk and protective factors that predict adolescent problem behaviors. While planning prevention services, communities are urged to collect and use multiple data sources, including archival and social indicators, assessment of existing resources, key informant interviews, as well as data from this survey.
- **Community Resource Assessment:** It is likely that existing agencies and programs are already addressing some the prioritized risk and protective factors. It is important to identify the assets and resources already available in the community and the gaps in services and capacity.
- **Community Readiness Assessment:** It is very important for states and communities to have the commitment and support of their members and ample resources to implement effective prevention efforts. Therefore, the readiness and capacity of communities and resources to act should also be assessed.

Step 2: Mobilize and/or Build Capacity to Address Needs: Engagement of key stakeholders at the State and community levels is critical to plan and implement successful prevention activities that will be sustained over time. Some of the key tasks to mobilize the state and communities are to work with leaders and stakeholders to build coalitions, provide training, leverage resources, and help sustain activities.

Step 3: Develop a Comprehensive Strategic Plan: States and communities should develop a strategic plan that articulates not only a vision for the prevention activities, but also strategies for organizing and implementing prevention efforts. The strategic plan should be based on documented needs, build on identified resources/strengths, set measurable objectives, and identify how progress will be monitored. Plans should be adjusted with ongoing needs assessment and monitoring activities. The issue of sustainability should be kept in mind throughout each step of planning and implementation.

Step 4: Implement Evidence-based Prevention Programs and Infrastructure Development Activities: By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as a prioritized risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance. After completing Steps 1, 2, and 3, communities will be able to choose prevention programs that fit the Strategic Framework of the community, match the population served, and are scientifically proven to work. The Western Center for the Application of Prevention Technology website (www.westcapt.org) contains a search engine for identifying Best Practice Programs.

Step 5: Monitor Process, Evaluate Effectiveness, Sustain Effective Programs/Activities, and Improve or Replace Those That Fail: Finally, ongoing monitoring and evaluation are essential to determine if the outcomes desires are achieved and to assess program effectiveness, assess service delivery quality, identify successes, encourage needed improvement, and promote sustainability of effective policies, programs, and practices.

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Prevention Needs Assessment Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the other?
- **Compare your data with statewide, and national data** – differences of 5% between local and other data are probably significant.
- **Determine the standards and values held within your community** – For example: Is it acceptable in your community for 50% of high school seniors to drink alcohol regularly even when the statewide percentage is 60%?

Use these data for planning.

- **Substance use and antisocial behavior data** – raise awareness about the problems and promote dialogue
- **Risk and protective factor data** – identify exactly where the community needs to take action
- **Promising approaches** – access resources listed on the last page of this report for ideas about programs that have proven effective in addressing the risk factors that are high in your community, and improving the protective factors that are low

MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Practical Implications of the PNA

No Child Left Behind

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

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

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

How to Read the Charts: Substance Use and Antisocial Behavior Charts

There are three types of charts presented in this report: 1) substance use and antisocial behavior charts, 2) risk factor charts, and 3) protective factor charts. All the charts show the results of the 2000, 2002, and 2006 PNA Surveys, and the actual percentages from the charts are presented in Tables 3 through 9.

Substance Use and Antisocial Behavior Charts

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

- **Ever-used** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show

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

- **30-day use** is a measure of the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a more sensitive indicator of the level of current use of the substance.
- **Binge drinking** and **Pack or more of cigarettes per day** are measures of heavy use of alcohol and tobacco. Binge drinking is defined as having five or more drinks in a row during the two weeks prior to taking the survey.
- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement** with the eight antisocial behaviors listed in the charts **in the past year**. In the charts, antisocial behavior will often be abbreviated as ASB.
- **Dots** are used on the charts to show the overall state average of all of the youth in each grade who participated in the survey for each behavior. More information about the dots is contained on the following page.

How to Read the Charts: Risk and Protective Factor Charts

Risk and Protective Factor Charts

There are three components of the risk and protective factor charts that are key to understanding the information that the charts contain: 1) the cut-points for the risk and protective factor scales, 2) the dots that indicate the state values, and 3) the dashed lines that indicate a more “national” value.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not at-risk group. The Bach Harrison Youth Survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors. Since the Bach Harrison Youth Survey had been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for separating youth into the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys.

Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 45% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

Dots

The dots on the charts represent the percentage of all of the youth surveyed from Montana who reported ‘elevated risk’ or ‘elevated protection’. The comparison to the state-wide sample provides additional information for your community in determining the relative importance of each risk or protective factor level. Scanning across the charts, you can easily determine which factors are most (or least) prevalent for your community. This is the first step in identifying the levels of risk and protection that are operating in your community and which factors your community may choose to address.

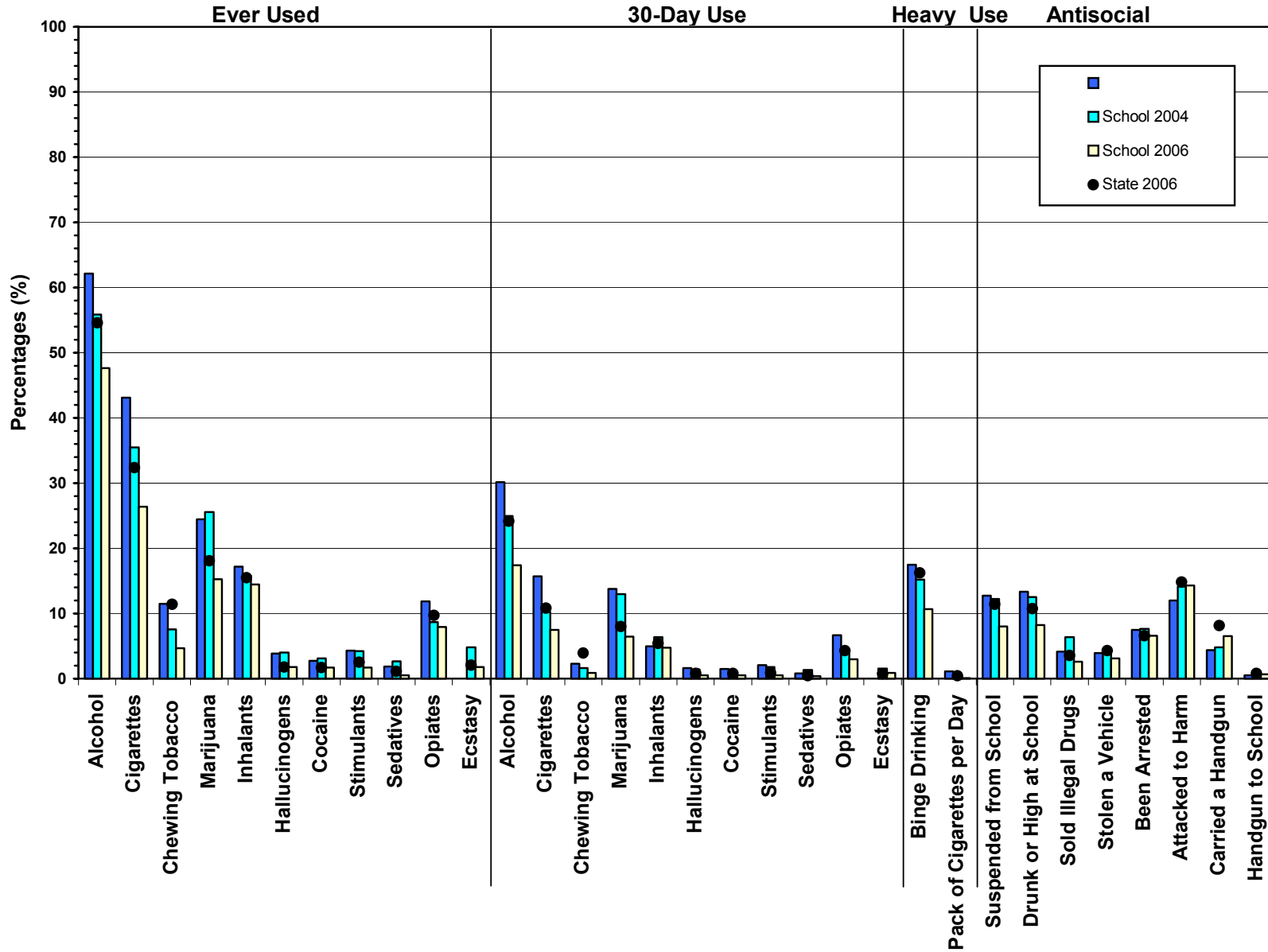
Dashed Line

Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. All the states have a mix of urban and rural students.

Brief definitions of the risk and protective factors are provided following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under Contacts for Prevention.

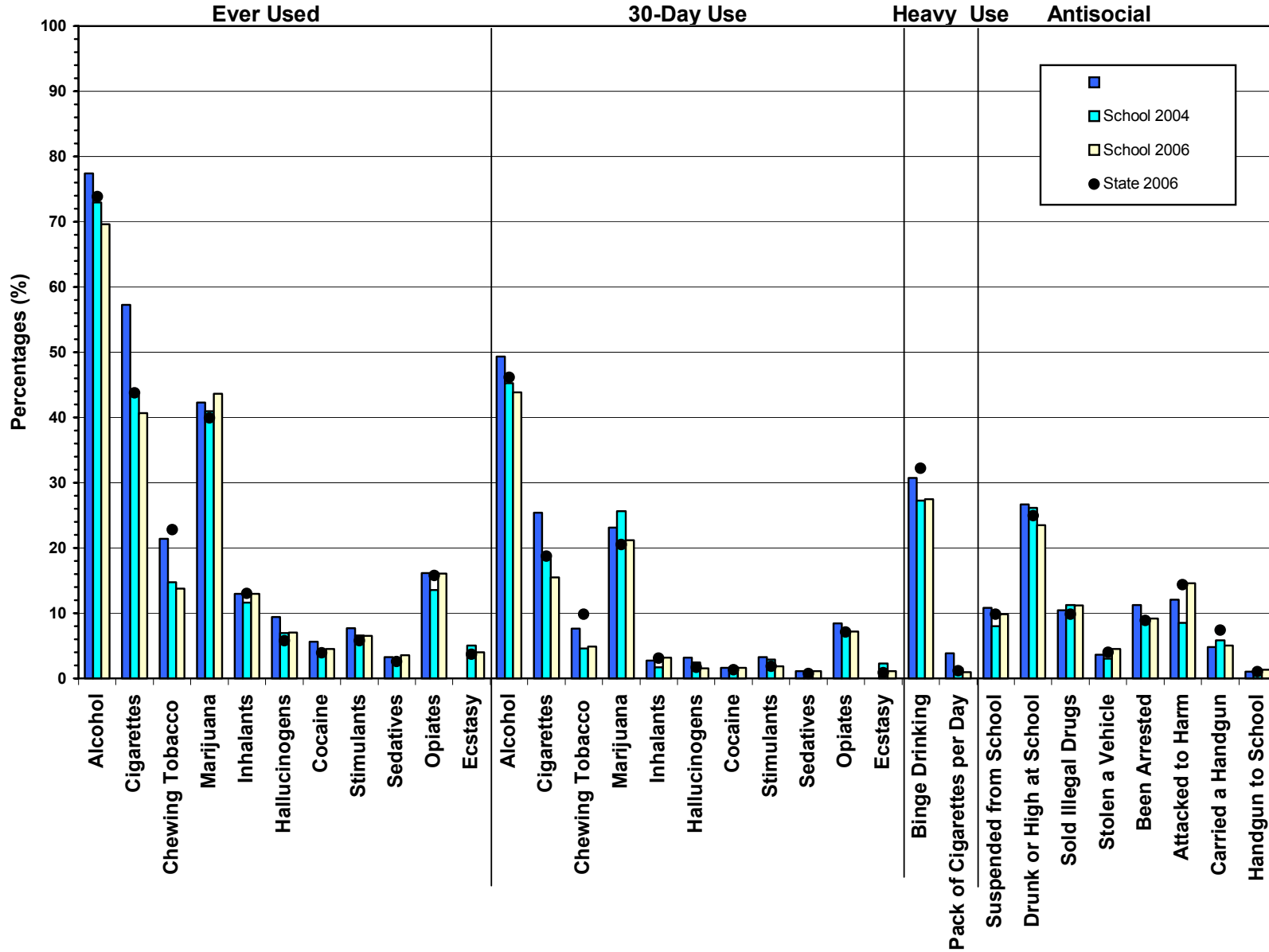
SAMPLE SCHOOL ATOD USE AND ANTISOCIAL BEHAVIOR

2006 Student Survey, Grade 8



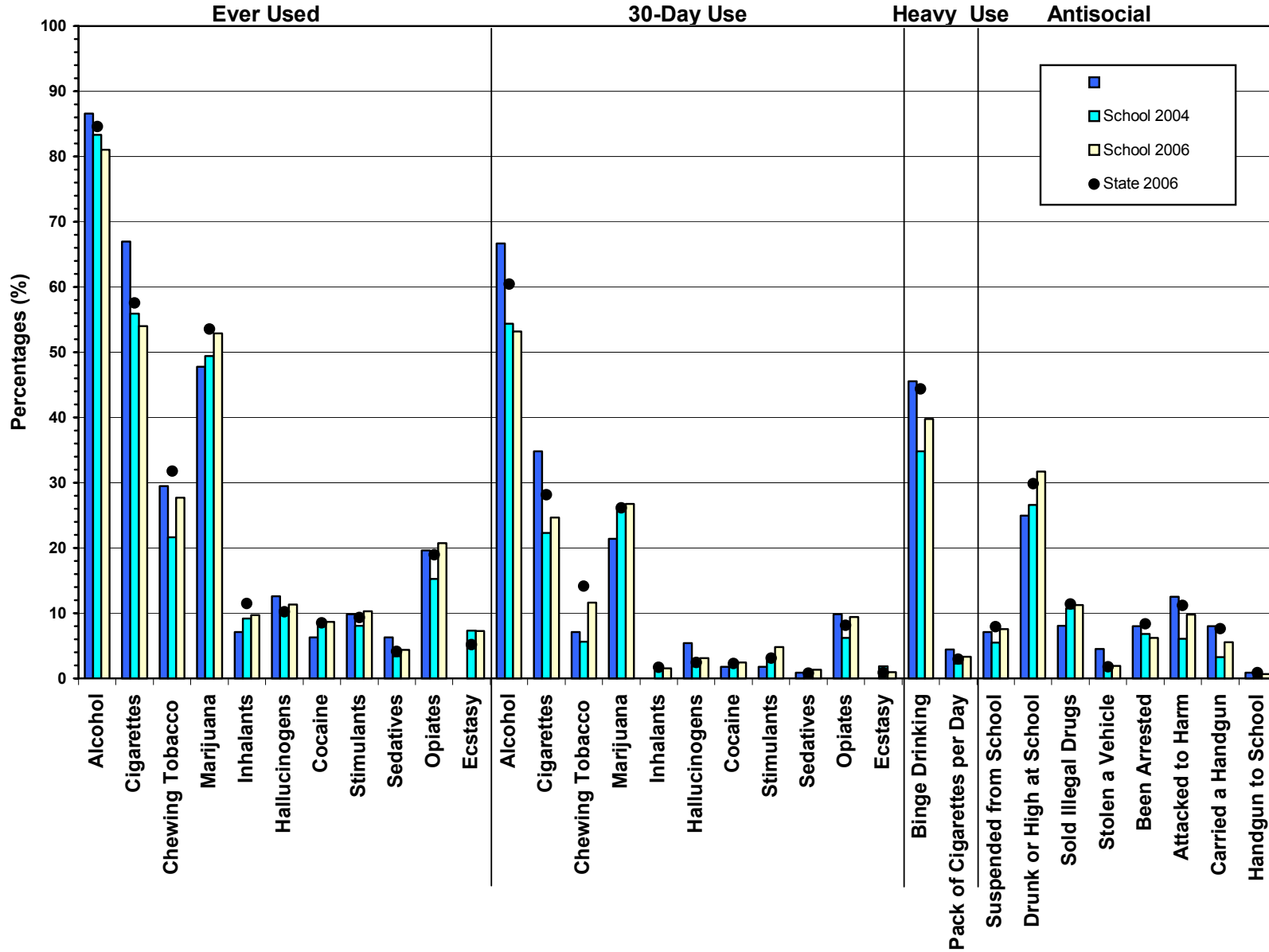
SAMPLE SCHOOL ATOD USE AND ANTISOCIAL BEHAVIOR

2006 Student Survey, Grade 10



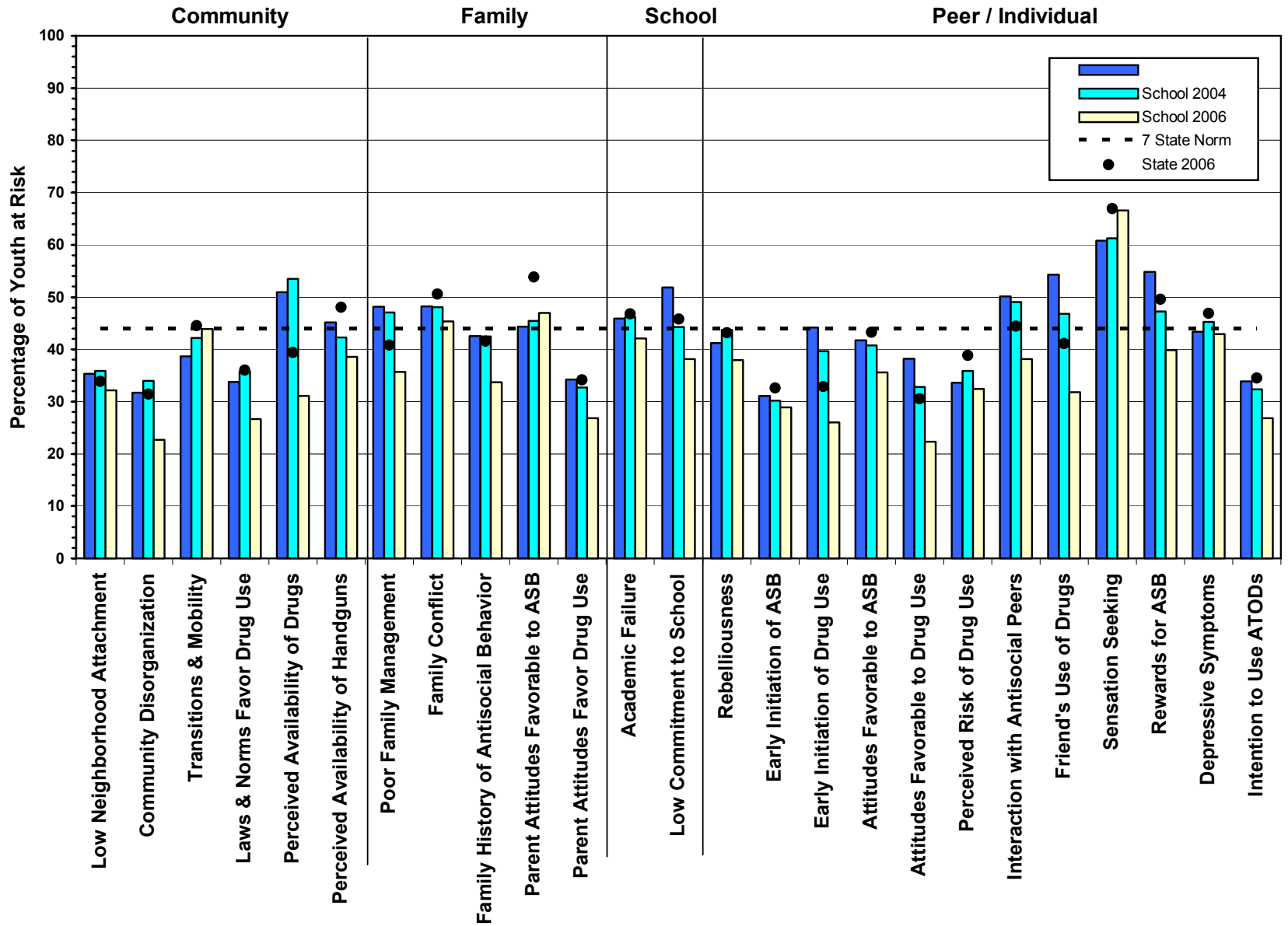
SAMPLE SCHOOL ATOD USE AND ANTISOCIAL BEHAVIOR

2006 Student Survey, Grade 12



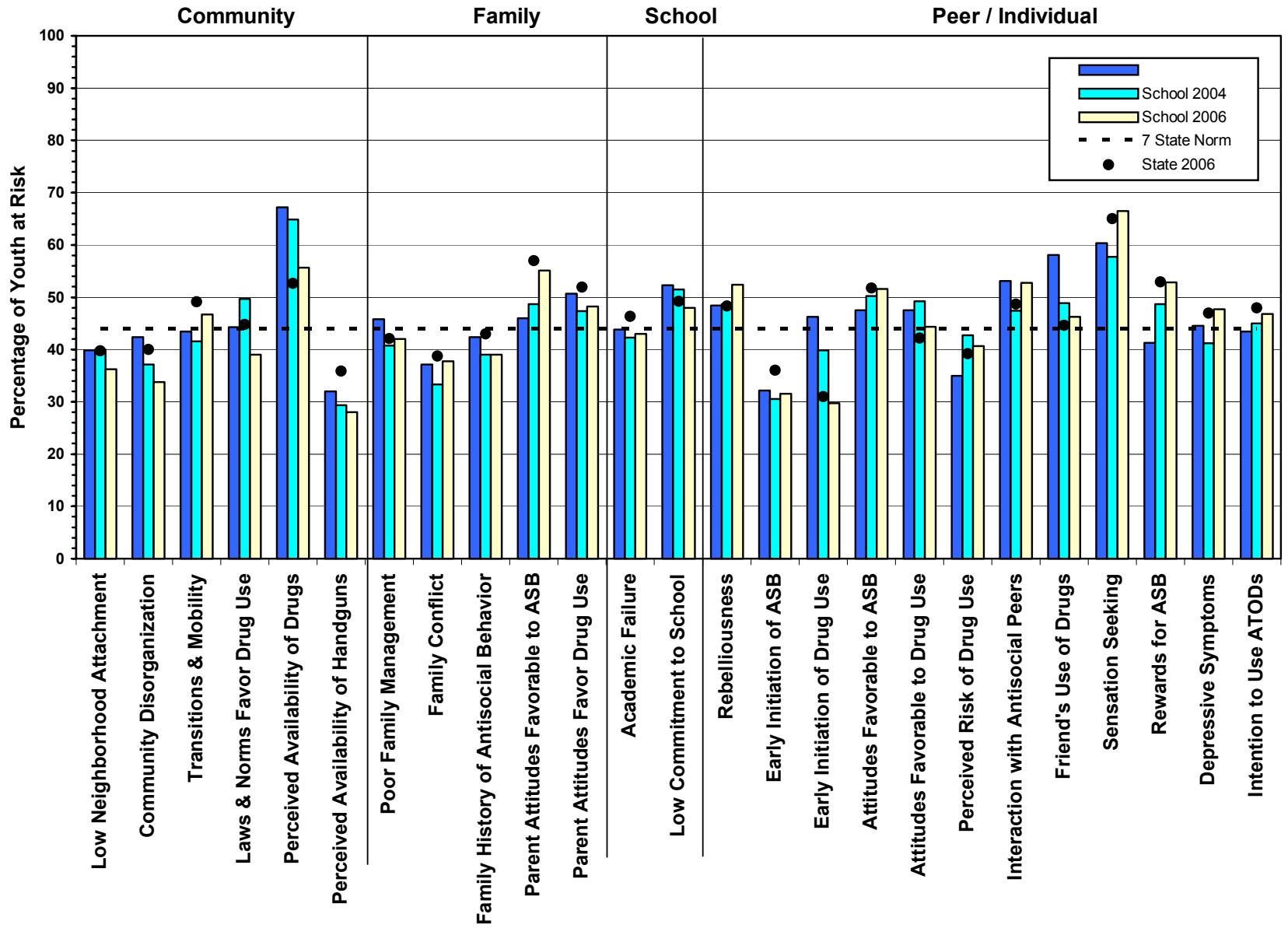
SAMPLE SCHOOL RISK PROFILE

2006 Student Survey, Grade 8



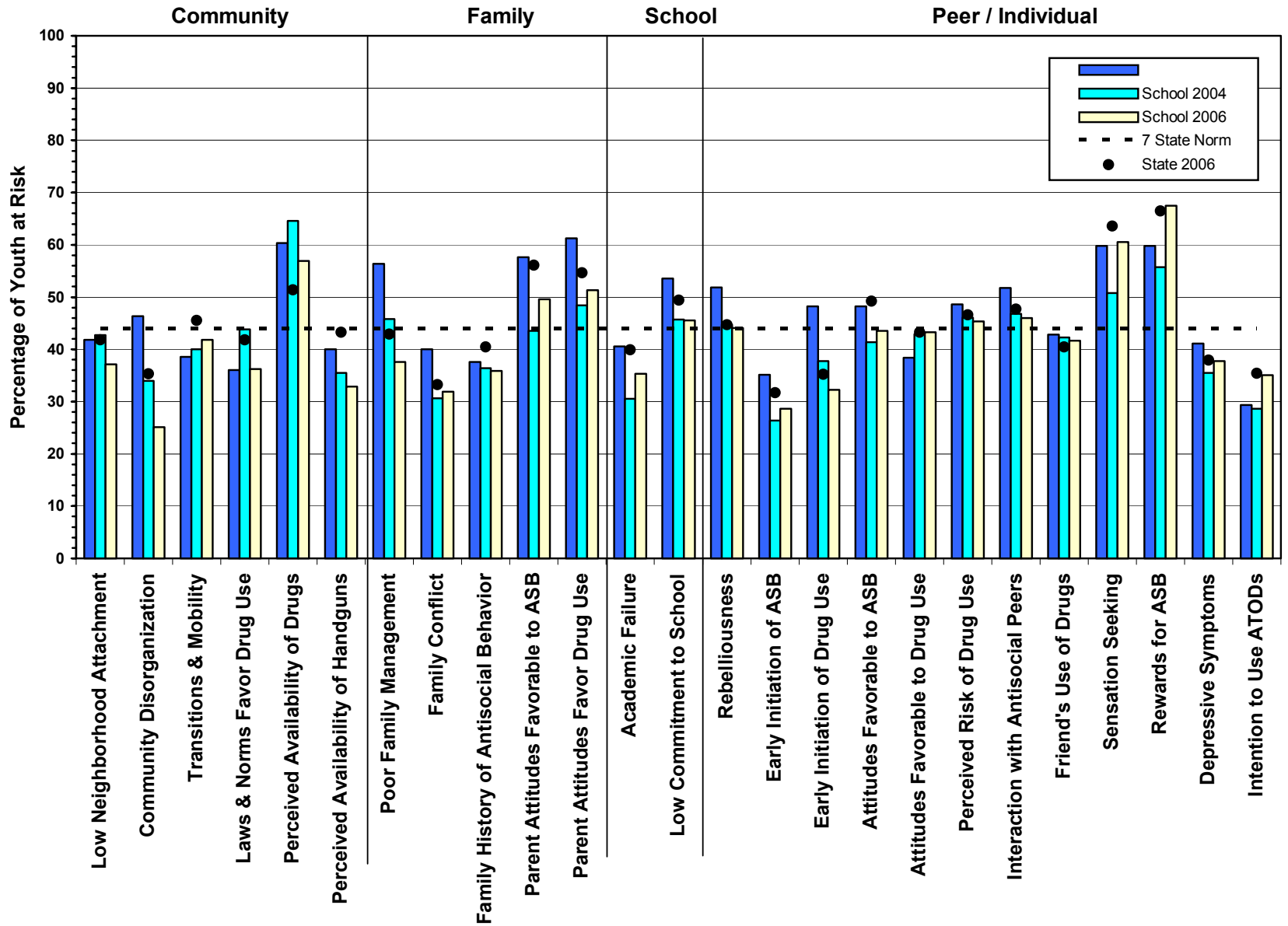
SAMPLE SCHOOL RISK PROFILE

2006 Student Survey, Grade 10

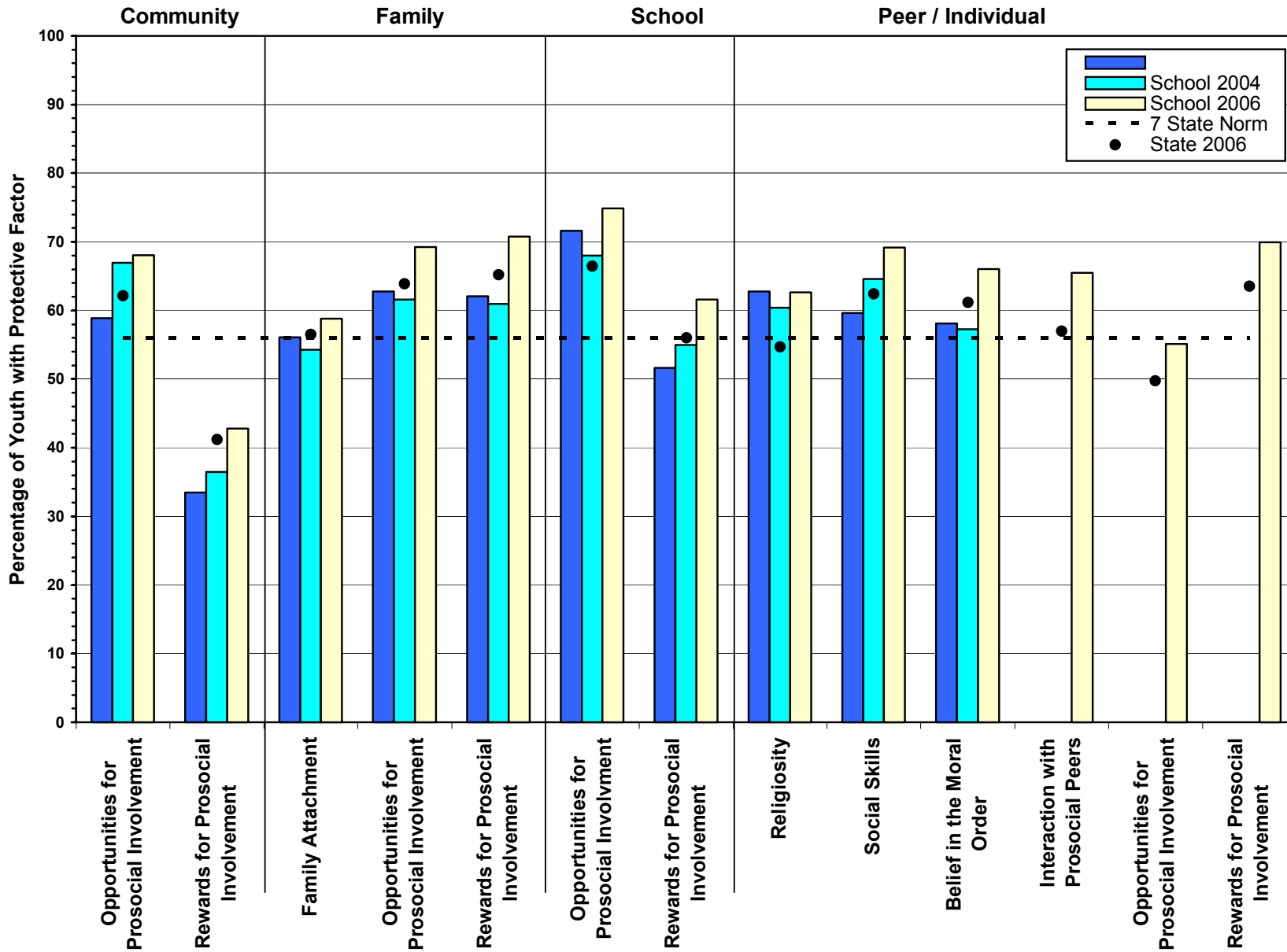


SAMPLE SCHOOL RISK PROFILE

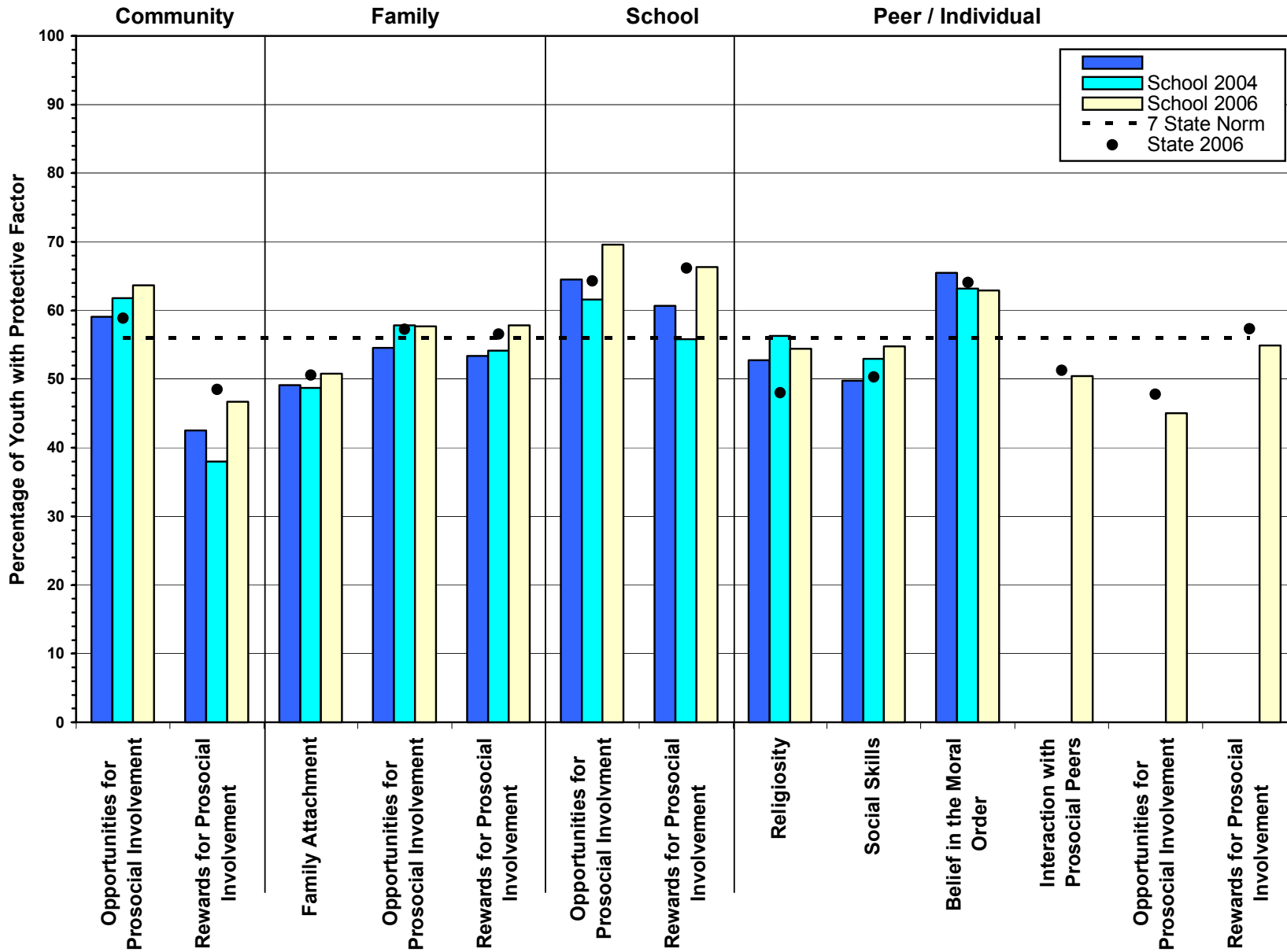
2006 Student Survey, Grade 12



SAMPLE SCHOOL PROTECTIVE PROFILE 2006 Student Survey, Grade 8



SAMPLE SCHOOL PROTECTIVE PROFILE 2006 Student Survey, Grade 10



SAMPLE SCHOOL PROTECTIVE PROFILE 2006 Student Survey, Grade 12

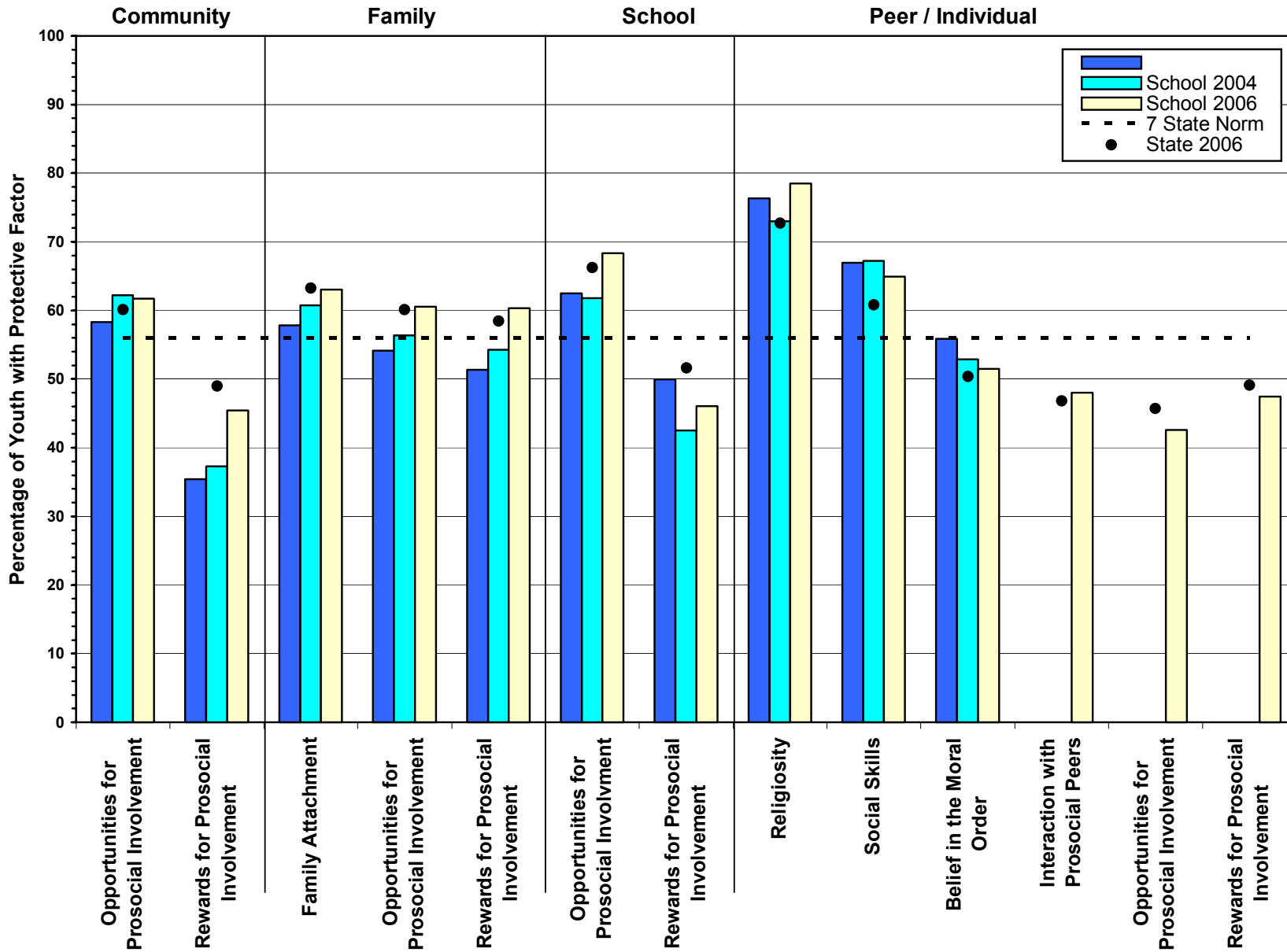


Table 2. Risk and Protective Factor Scale Definitions

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

Table 2. Risk and Protective Factor Scale Definitions (Continued)	
Low Commitment to School	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or non-medically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.
School Domain Protective Factors	
Opportunities for Positive Involvement	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
Rewards for Positive Involvement	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors
Peer-Individual Risk Factors	
Early Initiation of Antisocial Behavior and Drug Use	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
Attitudes Favorable Toward Antisocial Behavior and Drug Use	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
Friends' Use of Drugs	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
Interaction with Antisocial Peers	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
Perceived Risk of Drug Use	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
Rewards for Antisocial Behavior	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
Rebelliousness	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
Sensation Seeking	Young people who seek out opportunities for dangerous, risky behavior in general are at higher risk for participating in drug use and other problem behaviors.
Intention to Use ATODs	Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.
Depressive Symptoms	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.
Gang Involvement	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
Peer-Individual Protective Factors	
Religiosity	Young people who regularly attend religious services are less likely to engage in problem behaviors.
Social Skills	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
Prosocial Involvement	Participation in positive school and community activities helps provide protection for youth.
Prosocial Norms	Young people who view working hard in school and the community are less likely to engage in problem behavior.
Involvement with Prosocial Peers	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

Table 3. Number of Students Who Completed the Survey

	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006
Year Survey Completed									
Number of Youth	1003	1064	6207	1018	1083	6688	710	878	5684

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

	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006
Drug Used									
Alcohol	55.82	47.61	54.59	72.93	69.64	73.84	83.33	81.04	84.62
Cigarettes	35.52	26.34	32.36	43.38	40.66	43.77	55.92	53.97	57.59
Chewing Tobacco	7.53	4.68	11.40	14.77	13.79	22.84	21.64	27.69	31.77
Marijuana	25.53	15.27	18.09	40.99	43.65	39.94	49.43	52.86	53.58
Inhalants	15.76	14.44	15.49	11.64	12.98	13.02	9.17	9.68	11.48
Hallucinogens	4.03	1.79	1.81	6.93	7.07	5.76	10.58	11.35	10.24
Cocaine	3.11	1.68	1.72	4.14	4.50	3.92	8.17	8.70	8.51
Stimulants	4.25	1.68	2.52	6.61	6.53	5.77	8.06	10.33	9.30
Sedatives	2.64	0.49	1.14	2.08	3.52	2.59	3.39	4.38	4.16
Opiates	8.66	7.95	9.73	13.55	16.04	15.81	15.25	20.71	18.98
Ecstasy	4.78	1.79	2.05	5.06	4.04	3.71	7.36	7.25	5.16
Any Drug	35.97	29.23	32.50	49.26	52.68	49.77	54.47	59.90	60.21

* not available, question not included in survey

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

Drug Used	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006
Alcohol	25.00	17.40	24.16	45.28	43.88	46.18	54.34	53.17	60.46
Cigarettes	10.26	7.45	10.78	18.39	15.49	18.74	22.30	24.66	28.14
Chewing Tobacco	1.64	0.87	3.94	4.56	4.87	9.87	5.67	11.66	14.15
Marijuana	12.94	6.44	8.01	25.62	21.16	20.54	26.03	26.75	26.16
Inhalants	6.34	4.71	5.41	1.68	3.21	3.10	1.27	1.53	1.72
Hallucinogens	1.41	0.50	0.83	2.47	1.57	1.73	1.83	3.10	2.47
Cocaine	1.01	0.50	0.83	1.67	1.66	1.33	2.40	2.48	2.28
Stimulants	1.81	0.50	0.89	2.86	1.86	1.85	2.68	4.84	3.10
Sedatives	1.32	0.40	0.41	0.30	1.09	0.76	0.57	1.30	0.81
Opiates	4.25	2.97	4.28	7.12	7.16	7.13	6.22	9.39	8.18
Ecstasy	1.53	0.89	0.77	2.27	1.08	0.91	1.84	0.94	0.89
Any Drug	20.68	13.55	15.89	31.77	28.22	27.12	30.47	33.54	32.00

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

Drug Used	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006
Binge Drinking	15.20	10.66	16.23	27.29	27.49	32.26	34.80	39.79	44.40
Pack of Cigarettes per Day	0.51	0.10	0.43	1.59	0.93	1.15	2.27	3.33	2.93

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

Behavior	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006
Suspended from School	12.20	7.98	11.41	8.02	9.87	9.84	5.50	7.53	7.89
Drunk or High at School	12.54	8.22	10.74	26.11	23.47	24.96	26.62	31.68	29.82
Sold Illegal Drugs	6.34	2.60	3.54	11.25	11.16	9.82	10.70	11.26	11.40
Stolen a Vehicle	4.22	3.15	4.28	3.05	4.50	4.03	1.41	1.96	1.75
Been Arrested	7.65	6.56	6.62	9.19	9.15	8.92	6.78	6.23	8.40
Attacked to Harm	14.16	14.31	14.80	8.52	14.61	14.37	6.07	9.76	11.19
Carried a Handgun	4.81	6.48	8.11	5.82	5.07	7.44	3.24	5.52	7.61
Handgun to School	0.30	0.67	0.84	0.69	1.32	1.07	0.14	0.69	0.89

* not available, question not included in survey

Table 8. Percentage of Students Reporting Risk

Risk Factor									
	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006
Community Domain									
Low Neighborhood Attachment	35.86	32.15	33.84	40.06	36.22	39.73	42.73	37.09	41.80
Community Disorganization	33.92	22.66	31.41	37.09	33.77	40.02	33.96	25.12	35.32
Transitions & Mobility	42.16	43.91	44.54	41.53	46.73	49.13	40.06	41.84	45.54
Laws & Norms Favor Drug Use	35.77	26.68	36.04	49.65	39.01	44.77	43.84	36.23	41.81
Perceived Availability of Drugs	53.46	31.09	39.42	64.89	55.68	52.65	64.60	56.92	51.39
Perceived Availability of Handguns	42.24	38.54	48.06	29.39	28.04	35.89	35.51	32.90	43.25
Family Domain									
Poor Family Management	47.05	35.71	40.87	40.73	42.02	42.07	45.84	37.57	42.95
Family Conflict	48.04	45.35	50.61	33.37	37.74	38.78	30.61	31.89	33.22
Family History of Antisocial Behavior	42.45	33.69	41.57	39.02	39.03	43.04	36.44	35.86	40.47
Parent Attitudes Favorable to ASB	45.47	46.97	53.85	48.68	55.12	57.03	43.58	49.64	56.12
Parent Attitudes Favor Drug Use	32.66	26.80	34.13	47.36	48.20	51.96	48.41	51.31	54.61
School Domain									
Academic Failure	46.19	42.07	46.81	42.25	42.98	46.38	30.55	35.30	39.92
Low Commitment to School	44.26	38.10	45.77	51.53	47.99	49.19	45.70	45.49	49.41
Peer-Individual Domain									
Rebelliousness	43.75	37.94	43.16	48.70	52.38	48.35	44.73	44.06	44.73
Early Initiation of ASB	30.15	28.87	32.63	30.51	31.51	36.03	26.34	28.62	31.74
Early Initiation of Drug Use	39.64	25.98	32.88	39.88	29.70	30.95	37.75	32.21	35.20
Attitudes Favorable to ASB	40.76	35.59	43.30	50.20	51.55	51.80	41.41	43.50	49.22
Attitudes Favorable to Drug Use	32.83	22.28	30.54	49.21	44.37	42.18	42.88	43.23	43.30
Intention to Use ATODs	32.31	26.85	34.48	44.94	46.82	47.99	28.67	35.07	35.38
Perceived Risk of Drug Use	35.87	32.42	38.84	42.76	40.68	39.21	46.10	45.39	46.65
Interaction with Antisocial Peers	49.04	38.13	44.47	47.43	52.72	48.71	46.81	46.02	47.65
Friend's Use of Drugs	46.81	31.78	41.07	48.91	46.22	44.60	42.25	41.62	40.46
Sensation Seeking	61.28	66.60	66.94	57.75	66.51	65.08	50.78	60.55	63.60
Rewards for ASB	47.22	39.80	49.62	48.66	52.84	52.90	55.76	67.46	66.50
Depressive Symptoms	45.29	42.90	46.88	41.18	47.73	47.01	35.50	37.75	37.94

Table 9. Percentage of Students Reporting Protection

Protective Factor									
	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006	School 2002	School 2006	State 2006
Community Domain									
Opportunities for Prosocial Involvement	66.93	68.07	62.16	61.82	63.66	58.86	62.22	61.74	60.13
Rewards for Prosocial Involvement	36.47	42.83	41.18	37.97	46.73	48.53	37.32	45.47	49.01
Family Domain									
Family Attachment	54.26	58.78	56.49	48.71	50.83	50.59	60.74	63.02	63.28
Opportunities for Prosocial Involvement	61.58	69.25	63.87	57.82	57.67	57.30	56.39	60.54	60.10
Rewards for Prosocial Involvement	60.99	70.80	65.21	54.15	57.83	56.55	54.26	60.31	58.48
School Domain									
Opportunities for Prosocial Involvement	68.00	74.90	66.48	61.61	69.56	64.29	61.81	68.35	66.27
Rewards for Prosocial Involvement	55.00	61.60	56.00	55.82	66.32	66.19	42.51	46.07	51.60
Peer-Individual Domain									
Religiosity	60.39	62.62	54.66	56.27	54.42	48.01	73.02	78.53	72.75
Social Skills	64.55	69.14	62.40	52.96	54.75	50.32	67.23	64.95	60.85
Belief in the Moral Order	57.30	66.02	61.16	63.19	62.90	64.11	52.90	51.47	50.38
Interaction with Prosocial Peers	*	65.49	56.97	*	50.48	51.30	*	48.00	46.80
Opportunities for Prosocial Involvement	*	55.13	49.76	*	45.00	47.78	*	42.61	45.71
Rewards for Prosocial Involvement	*	69.95	63.51	*	54.89	57.32	*	47.44	49.14

* not available, question not included in survey

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Additional Information About the Sample State 2006 Bach Harrison Youth Survey

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