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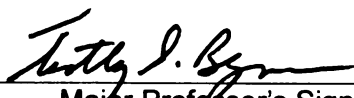
The Effects of Early Substance Use Initiation on Measures of
Social Control, Delinquency, and Future Substance Use

presented by

C. Edward Banks

has been accepted towards fulfillment
of the requirements for the

Ph.D. degree in Interdisciplinary Social Science,
Criminology



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THE EFFECTS OF EARLY SUBSTANCE USE INITIATION ON MEASURES
OF SOCIAL CONTROL, DELINQUENCY, AND FUTURE SUBSTANCE USE

VOLUME I

By

C. Edward Banks

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

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School of Criminal Justice

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ABSTRACT

THE EFFECTS OF EARLY SUBSTANCE USE INITIATION ON MEASURES
OF SOCIAL CONTROL, DELINQUENCY, AND FUTURE SUBSTANCE USE

By

C. Edward Banks

The earlier children initiate substance use, the more likely it is they will experience substance abuse, misuse, or other negative consequences during adolescence and adulthood. The purpose of this presentation is to examine the early initiation of substance use, on relationships to attachment to family, association with delinquent peers, commitment to school, delinquency, and substance use in late adolescence.

This study examined subjects thirteen years of age and younger who had initiated substance use and these individuals will be compared to subjects who are thirteen years of age and younger, who had not initiated substance use. The results of the current study indicated that early substance use by youth can negatively affect families, lead to association with delinquency peers, decrease school commitment, lead to delinquency, and lead to future substance use.

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Chapter One:
Introduction

During adolescence, many young people initiate behaviors which can negatively affect their development and their future mental, physical, and material well-being (Wallace & Bachman, 1991). Behaviors which have shown to be most detrimental to long-term well-being include dropping out of school, early sexual involvement, and the use and abuse of alcohol and drugs (Hayes, 1987; Hofferth & Hayes, 1987; Jessor & Jessor, 1977; Newcomb & Bentler, 1988; & Dryfoos, 1990). Numerous studies have documented the negative consequences associated with adolescent substance use and abuse, including suicidal behavior (Burge et al., 1995; DuRant et al., 1999; Garrison et al., 1993; Lester, 1999; Crumley, 1990; Harrison & Luxenberg, 1995; Windle & Windle, 1997; Woods et al., 1997), delinquency and violence (Donovan & Jessor, 1985; DuKarm et al., 1996; DuRant et al., 1999; Ellickson et al., 1997; Grunbaum et al., 1998; Osgood et al., 1988), and high-risk sexual behaviors (Donovan et al. 1988; Duncan et al., 1999; Fortenberry, 1997; Hundleby,

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1987; Ketterlinus et al., 1990; Orr et al., 1991; Valois, et al. 1999). The research clearly indicates that substance use can create both acute near term and long term problems for students and their families (Calkins et al., 2002).

Substance use among adolescents has been the focus of numerous empirical investigations. To unravel the complex etiology of this phenomenon a number of factors have been studied. One of the factors that has been examined is the early initiation of substance use, and the risks and consequences of early onset. The purpose of this presentation is to continue the examination of early initiation of substance use, but examine its relationships to attachment to family, association with peers, and commitment to school factors. The relationships between early initiation and delinquency, and substance use in late adolescence and early adulthood will also be explored.

Substance Use & Abuse: The Nation's Number One Health Problem

The abuse of alcohol and other illicit drugs (AOD) places an enormous burden on the United States population. According to a report by the Schneider Institute for Health Policy (SIHP, 2001), AOD use is the nation's number one health problem, and it strains the health care system and contributes to the death and ill health of millions of

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Americans every year. Additionally, there are more deaths, illnesses and disabilities from substance use and abuse than from any other preventable condition. Of more than two million deaths each year in the United States, approximately one in twenty is attributable to AOD use, with alcohol causing about 100,000 deaths and causing nearly 16,000 deaths for other illicit drugs (SIHP, 2001).

Morbidity related to substance use in North America has also been shown to be significant (Senay et al., 1991). Substance use has been linked to many cases of child abuse ("Child Abuse," 1991; Pribor & Dwinwiddie, 1992; Rose et al., 1991) and to physical trauma involving children and adolescents (Lindebaum et al., 1989; Sloan et al., 1989; U.S. Department of Justice, 1994). Additionally, substance use is also a significant factor in urban and rural crime (Abram, 1989; Dembo et al., 1991; Dewitt et al., 1991). Further, illegal drugs - such as heroin, marijuana, cocaine, and methamphetamine - inflict serious damage upon American citizens every year. Accidents, crime, domestic violence, illness, lost opportunities, and reduced productivity are some of the direct consequences of illegal drug use (ONDCP, 1999).

Substance use in America has also proved to be very costly. According to the National Institute of Drug Abuse (NIDA) & the National Institute on Alcohol Abuse and

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Alcoholism (NIAAA) (1998), illegal drugs cost our society approximately \$110 billion each year. With the greatest cost of drug abuse paid in human lives, either lost directly to overdose, or through drug abuse-related diseases such as tuberculosis, sexually transmitted diseases (STDs), hepatitis, and acquired immunodeficiency syndrome (AIDS).

According to the Office of National Drug Control Policy (ONDCP) (1999), drug use can erode human potential and has been associated with a broad array of antisocial behaviors that limit children from the outset of their lives. Children who begin to smoke marijuana at an early age are much more likely to not finish school and engage in acts of theft, violence, and vandalism and other high-risk behaviors than children who do not smoke marijuana (SAMHSA, 1998). Studies of adult users of cocaine and heroin have found that use of marijuana during adolescence correlated strongly with the future use of cocaine and heroin. Furthermore, children aged twelve to seventeen who use marijuana were found to be eighty-five times more likely to use cocaine than children the same age who have never used those substances (Merrill et al., 1994).

Alcohol Use

According to SIHP (2001), alcohol consumption in the United States has risen and fallen over time. Since the

early 1980s, alcohol consumption has declined generally with the exception of several slight increases in the 1990s (SIHP, 2001). Though alcohol use has gradually declined since the 1980s, it is still the most commonly used drug among young people (SIHP, 2001).

Alcohol causes serious and potentially life threatening problems for adolescents (Pediatrics, 2000). Research indicates that drinking is associated with risk-taking and sensation-seeking behavior among adolescents. According to Schneider Institute for Health and Policy (2001), it is the disinhibiting effects of alcohol that may increase the likelihood of unsafe activities.

The rates of dependency associated with alcohol use are higher than those for illicit drugs. Consequently, alcohol is also listed more often as the primary drug of abuse among those in substance abuse treatment programs. Furthermore, the economic cost of alcohol abuse continues to exceed that of illicit drugs (SIHP, 2001).

Other Illicit Drug Use

In the last third of the twentieth century, young Americans reached extraordinary levels of illicit drug use (Johnson et al., 2004). By 1975, the majority of young people (55%) had used an illicit drug by the time they left high school. The level of young people using illicit drugs

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increased to sixty-six percent (66%) by 1981, before declining to forty-one percent (41%) by 1992 (Johnston et al., 2004). After 1992, the proportion rose considerably, reaching a high of fifty-five percent in 2001, and stood at fifty-one percent in 2003 (Johnston et al., 2004).

This information is considered troubling when one considers that that almost ninety percent (90%) of the teens who use drugs also do other things that put them or those around them at risk for serious harm, including drinking heavily, fighting, carrying weapons, and having unsafe sex (Lindberg et al., 2000).

Furthermore, Fagan (1993) has indicated that when children under the age of twelve experiment with drugs, they are at a much greater risk than other children for engaging in serious violence during their teenage years. Fagan also suggests that this is probably because the use of illegal drugs is an early sign of antisocial attitudes and involvement in delinquent behavior (Fagan, J., 1993).

Elliot (1989) states that while the use of drugs does not generally cause teens to become involved in violence, those violent teens who do use illegal drugs tend to engage in violent behavior more frequently and to continue to engage in violence much longer than those violent teens who do not use drugs (Elliot et al., 1989).

In addition, adolescent drug use can also lead to a

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number of other risk behaviors. For example adolescent drug use could possibly lead to: (a) problems in school, (b) mental and physical health problems, (c) health and safety consequences, (d) increased likelihood of drug use later in life, (e) involvement in other illegal activities, and (f) the increased likelihood of death (McDowell & Futris, 2002; Crowe & Sydney, 2000).

Adolescents and Early Initiation of AOD Use

Adolescence is a time of transition from childhood to adulthood and a period of significant physical and psychological change. During this period of transition, adolescents are faced with several major developmental challenges, including developing their own personalities and roles (Pagliaro & Pagliaro, 1996). Adolescence is also a period when youth establish or consolidate their sexual identities and deal with such issues as their sexual orientation and feelings of attractiveness to desirable partners. Additionally, they are also confronted with decisions regarding social morals; religious doctrines; and family, cultural, and societal taboos and expectations (Pagliaro and Pagliaro, 1996; Botvin & Dusenbury, 1992; Pagliaro, 1995; Pagliaro and Pagliaro, 1993). Facing all of these challenges, Pagliaro and Pagliaro (1993) suggest adolescents are searching for just one thing - happiness.

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According to Rolf et al. (1990), in this transition from adolescence to adulthood, where happiness fails, developmental problems prevail. These problems can include delinquency; eating disorders; parental conflict; truancy; dropping out of school; sexual promiscuity (with an increased risk for unwanted pregnancies and infection with sexually transmitted diseases); and various patterns of substance use ("Adolescents as Victims," 1993; Glantz, 1992; Pagliaro and Pagliaro, 1995; Pagliaro and Pagliaro, 1993).

The initiation of AOD use (alcohol and other illicit drugs) generally occurs for most individuals at some point during adolescence or early adulthood (Kandel et al., 1984). The first-time use of a particular substance generally involves some degree of curiosity and experimentation, and it does not usually develop into a pattern of abuse or compulsive use. But the earlier children initiate substance use, the more likely it is they will experience substance abuse or misuse problems during adolescence and adulthood (Hawkins et al., 1997; Anthony et al., 1995; Kandel et al., 1992; Robins et al., 1985; Rachel et al., 1982).

As mentioned earlier, research has shown that early initiation of alcohol use is related to increased risk of alcohol abuse and dependence (Newcomb & Bentler, 1988; Andersson & Magnusson, 1988; Chou & Picketing, 1992) and poor-adjustment in adulthood (Nelson & Wittchen, 1998).

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Early initiation of alcohol and/ or marijuana by the sixth grade has been shown to be a strong predictor by the ninth grade of lifetime substance use (Tubman et al., 1990). Early initiation of alcohol has also been related to the initiation of other illicit substances (Martin et al., 1995; Hamburg et al., 1975; Kandel, 1975; Etz et al., 1999; Goode, 1974; Kandel, 2002).

According to Pagliaro and Pagliaro (1996), it appears that adolescent substance use is a unique combination of biological, psychological, and sociological factors. However, the identification of this unique combination of factors remains elusive (Pagliaro and Pagliaro, 1996). Age, race, and gender seem to be associated with adolescent substance use, with age associated with initial use and the types of substances used; race and ethnicity related to severity of use patterns; and gender related to the number and types of substances. However, the demographic factors, in general, have not been consistently associated with explaining the variance observed among adolescents in regard to their specific patterns of substance use (Chassin, 1984; Smart et al., 1990).

The epidemiology and developmental course of alcohol and other drug (AOD) use among adolescents have been well documented empirically from epidemiological surveys such as the Monitoring the Future (MTF) project (Johnson et al.,

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1999) and from multiple longitudinal studies (e.g., Jessor & Jessor, 1977; Kandel et al., 1978; Elliot et al., 1985; Newcomb & Bentler, 1988). According to Calkins et al. (2002), these data reveal relatively consistent age-specific developmental patterns of experimentation and regular use, particularly associated with alcohol, with the prevalence of consumption increasing with age. For example, according to the 2003 MTF project results, approximately twenty-percent of 8th graders, thirty-five percent of 10th graders, and forty-eight percent of high school seniors reported using alcohol in the past month (Johnston et al., 2004).

In a study conducted by SAMHSA (1999), many of the respondents were found to begin experimenting with alcohol and other illicit drugs at very early ages. By the eighth grade, fifty-two percent of adolescents had tried alcohol, and twenty-percent had tried marijuana. By the twelfth grade, about eighty-percent of adolescents had tried alcohol, and forty-nine percent had used marijuana (SAMHSA, 1999).

According to the Schneider Institute for Health Policy (SIHP) (2001), age is one of the most important factors explaining the likelihood of using alcohol and other illicit drugs (AOD). It is also related to subsequent patterns of use and problems associated with use. According to SIHP (2001), research suggests that significant changes in drug

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awareness takes place between the ages of twelve and thirteen. At the age of thirteen, adolescents are three times more likely to know how to obtain marijuana or to know someone who uses illicit drugs than other twelve-year-olds.

Since drinking is only illegal for people who are not yet 21 years of age, in the eyes of many adolescents the act of drinking indicates both achievement of maturity and rebellion (Temple & Ladouceur, 1986), as well as deviance (Johnston, 1991). According to Johnston et al., (1998) four in five U.S. high school seniors have tried alcohol at some point. However, great variation exists in the kind of deviance these seniors display, and the forms are linked to the age at which drinking began. Drinking in the early teen or preteen years is seen as more deviant than drinking in the late teen years because of the more serious transgression of age-graded norms (Jessor, 1976).

Some researchers have suggested that thirteen years of age is considered by some norms as the "acceptable" age to initiate drinking (Ju & Williford, 1992; Gruber, DiClemente, Anderson, & Lodico, 1996; Zhang et al., 1997). Onset drinking before thirteen years of age may be considered to be especially problematic and to lead to problems other than drinking. This "13-year" standard may correspond to the fact that drinking any younger is believed to seriously violate our age-role norm, while drinking at 14 or older may be

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considered more "acceptable" rebellion (Ju & Williford, 1992; Gruber, DiClemente, Anderson, & Lodico, 1996; Zhang et al., 1997).

From the information presented in this section it should be evident that early initiation of AOD use can lead to serious physical, psychological, and mental problems for nation's youth. The next section will present some of the consequences related to adolescent AOD use.

Consequences of Adolescent AOD Use

According to ONDCP (1999), young Americans are especially vulnerable to substance abuse. Their physical and psychological states in development cause them to be highly susceptible to the ill-effects of substance use not only at the moment of use, but for years to come. Moreover, the behavior patterns that result from adolescent AOD use can lead to destructive and tragic consequences. Young people who persistently abuse substances often experience an array of problems, including academic difficulties, health-related problems (including mental health), poor peer relationships, and involvement with the juvenile justice system. In addition, there are consequences for family members, the community, and the entire society. The following sections will examine some of the consequences of AOD use in more detail.

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Commitment to Education. Declining grades, absenteeism from school and other activities, and increased potential for dropping out of school are problems associated with adolescent substance abuse. Hawkins, Catalano, and Miller (1992) cite research indicating that a low level of commitment to education and higher truancy rates appear to be related to substance use among adolescents. Cognitive and behavioral problems experienced by alcohol- and drug-using youth may also interfere with their academic performance and present obstacles to learning for their classmates (Bureau of Justice Statistics, 1992).

Physical health. Injuries due to accidents (such as car accidents), physical disabilities and diseases, and the effects of possible overdoses are among the health-related consequences of teenage substance use and abuse. Disproportionate numbers of youth involved with alcohol and other drugs face an increased risk of death through suicide, homicide, accident, and illness (OJJDP, 1998).

Many substance-abusing youth also engage in behavior that places them at risk of contracting HIV/AIDS or other sexually transmitted diseases. This may include the actual use of psychoactive substances (particularly those that are injected) or behavior resulting from poor judgment and impulse control while experiencing the effects of mood-

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altering substances. Rates of AIDS diagnoses currently are relatively low among teenagers, compared with most other age groups. However, because the disease has a long latency period before symptoms appear, it is likely that many young adults with AIDS were actually infected with HIV as adolescents (OJJDP, 1998).

Alcohol-related traffic fatalities are another important issue related to adolescent substance use. Although alcohol-related traffic fatalities for youth have only increased slightly, young people are still overrepresented in this area. In 2000 alone, more than 2,000 youth (ages 15 to 20) were killed in alcohol-related car crashes (National Highway Traffic Safety Administration, 2002). These are just a few examples of the catastrophic health-related consequences of substance abuse among adolescents.

Mental health. Mental health problems such as depression, developmental lags, apathy, withdrawal, and other psychosocial dysfunctions are frequently linked to substance use and abuse among adolescents. Substance-abusing youth are at higher risk than nonusers for mental health problems, including depression, conduct problems, personality disorders, suicidal thoughts, attempted suicide, and suicide. Increased marijuana use among youth, has also been

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shown to interfere with short-term memory, learning, and psychomotor skills. In addition, motivation and psychosexual/emotional development may also be negatively influenced (Bureau of Justice Statistics, 1992).

Association with Peers. Substance-abusing youth often are alienated from and stigmatized by their peers. Adolescents using alcohol and other drugs are often disengaged from school and community activities, while depriving their peers and their communities of the positive contributions they might otherwise have made (OJJDP, 1998).

Families. In addition to personal adversities, the abuse of alcohol and other drugs by youth may result in family crises and jeopardize many aspects of family life, sometimes resulting in family dysfunction. Both siblings and parents are profoundly affected by alcohol- and drug-involved youth (Nowinski, 1990). Substance abuse can potentially drain a family's financial and emotional resources (Bureau of Justice Statistics, 1992). The relationship between youth AOD use and attachment to family will be discussed in more detail later in this chapter.

Social and economic consequences. The social and economic costs related to youth substance use and abuse are high.

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They can result from: (a) the financial losses and distress suffered by alcohol- and drug-related crime victims, (b) increased burdens for the support of adolescents and young adults who are not able to become self-supporting, and (c) greater demands for medical and other treatment services for these youth (Gropper, 1985).

Delinquency. There is an undeniable link between substance use and delinquency. Arrest, adjudication, and intervention by the juvenile justice system are eventual consequences for many youth engaged in alcohol and other drug use. It cannot be claimed that substance abuse causes delinquent behavior or delinquency causes alcohol and other drug use. However, the two behaviors are strongly correlated and often bring about school and family problems, involvement with negative peer groups, a lack of neighborhood social controls, and physical or sexual abuse (Hawkins et al., 1987; Wilson and Howell, 1993).

Possession and use of alcohol and other drugs are illegal for all youth. Beyond that, however, there is strong evidence of an association between alcohol and other drug use and delinquent behavior of juveniles. Substance use and abuse is associated with both violent and income-generating crimes by youth. Gangs, drug trafficking, prostitution, and growing numbers of youth homicides are among the social and

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criminal justice problems often linked to adolescent substance use and abuse (OJJDP, 1998).

The National Institute of Justice's Drug Use Forecasting (DUF) study found the highest association between positive drug tests of male juvenile arrestees and their commission of drug-related crimes (e.g., sales, possession). Additionally, a substantial rate of drug use also was found among youth who committed violent, property, and other crimes (National Institute of Justice, 1996). Other data support the concern for drug-involved youth in the juvenile justice system. The 1987 Survey of Youth in Custody (Beck, Kline, and Greenfeld, 1988) found that more than thirty-nine percent of youth under age eighteen were under the influence of drugs at the time of their current offense and more than fifty-seven percent reported using a drug in the previous month. In another study of 113 delinquent youth in a State detention facility, eighty-two percent reported being (daily) users of alcohol and other drugs just prior to admission to the facility, fourteen percent were regular users (more than two times weekly), and four percent reported occasional use (DeFrancesco, 1996).

The 1996-97 National Parents' Resource Institute for Drug Education (PRIDE) study (1997) found a significant association between crimes committed by adolescents and their use of alcohol and other drugs. The percentage of

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youth who were involved in these activities and had not used alcohol or other drugs was substantially lower.

The research clearly shows that adolescent AOD use and abuse can lead to negative consequences. The following sections of this chapter will examine some of the proximal factors that may be related to adolescent AOD use: attachment to family, association with delinquent peers, and commitment to school.

Attachment to Family and Youth AOD Use

According to Bartollas (1993), the family is the primary agent for the socialization of children. The family is the first social group a child encounters and is the group with which the most children have their most enduring relationships (Bartollas, 1993). The family gives the child his or her principal identity and of course, his or her name (Bierstedt, 1957). According to Bartollas (1993), the role of the family is to teach social roles, moral standards, and society's laws, and to discipline children who fail to comply with those norms and values. The family either provides for or neglects children's emotional, intellectual, and social needs; and the neglect of these basic needs can have a profound effect upon the shaping of a child's values, attitudes, decision-making, and future behavior (Bartollas, 1993).

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The relationship between the parent and child plays a significant role in the development of child, adolescent, and adult psychopathology; psychosocial adjustment; and drug use (Brook and Tseng, 1995, 1996; Brook et al., 1995, 1996a,b, 1998; Kochanska et al., 1997; Shek, 1997). Associations have been found between familial variables and children's drug involvement. Among others, parents' drug use (Ellis & Stone, 1979; Kandel, 1973; Newcomb, Huba, & Bentler, 1983), parental drug-use attitudes (Jessor & Jessor, 1977; Korsnick & Judd, 1982), child-rearing practices (Brook, Whiteman, & Gordon, 1983; Brook, Whiteman, Gordon, & Brook, 1985), and family disruption or lack of cohesion (Babst, Miran, & Koval, 1976; Jenkins & Guidubaldi, 1992) have all been found to relate to children's use of illegal substances.

Family history, family management, family conflict, and parental attitudes can also influence adolescent substance use. Children who grow-up in a family with a history of addiction to alcohol or other drugs are at increased risk for using alcohol or other drugs (Goodwin, 1985). Children exposed to poor family management practices - defined as not having clear expectations for behavior, failing to supervise and monitor children, and experiencing excessively severe, harsh, or inconsistent punishment - are at a higher risk for

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developing substance abuse problems (Kandel & Andrews, 1987).

Although children whose parents divorce have higher rates of substance abuse, according to Rutter and Giller (1983), it appears to be the "conflict" between family members that is a greater influence on adolescent substance use than family structure. Finally, parental attitudes and behavior towards drugs also influence the attitudes and behaviors of children (Brook et al., 1990; Kandel et al., 1978; Hansen et al., 1987). In families in which parents are heavy illegal drug or alcohol users or are tolerant of their children's use, children are more likely to become a drug and alcohol users and abusers in adolescence. The risk is further increased if parents involve children in their drug- or - alcohol using behavior - for example, asking a child to get a beer from the refrigerator (Ahmed, Bush, Davidson, Ianotti, 1984).

Association with Delinquent Peers and Youth AOD Use

At adolescence, peer relations expand to occupy a particularly central role in young people's lives. New types (e.g., opposite sex, romantic ties) and levels (e.g., "crowds") of peer relationships emerge. Peers typically replace the family as the center of a young person's socializing and leisure activities. Teenagers have multiple

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peer relationships, and they confront multiple "peer" cultures that have remarkably different norms and value systems (Lingren, 1995).

Those who perceive peers as having one culture or a unified front of dangerous influence, are inaccurate. More often than not, peers reinforce family values, but they do have the potential to encourage problem behaviors as well (Lingren, 1995). Jang (2002) contends that peers have a significant impact on adolescent behavior during the early years of adolescence, and contends that this influence grows as the locus of interaction and social influence shifts from the family to peer networks during middle adolescence. Jang (2002) suggests that peer acceptance and peer accepting behaviors become more important in adolescence and that the behavior, attitudes, and beliefs of peers can influence many areas including delinquency and substance use. Further, young people who associate with peers who engage in problem behaviors - delinquency, substance abuse, violent activity, sexual activity, or dropping out of school - are much more likely to engage in the same behavior (Barnes & Welte, 1986; Farrington, 1991; Cairns et al., 1988; Elliot et al., 1989).

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) (1995) supports the connection between deviant peers and deviant behavior and contends that association of deviant peers influencing one's behavior is

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one of the most consistent predictors of adolescent behavior that research has identified. OJJDP (1995) states that even when young people come from well-managed families and do not experience other risk factors, just spending time with friends who engage in problem behaviors greatly increases the risk of delinquency, substance abuse, violence, teenage pregnancy, and school dropout (OJJDP, 1995).

Commitment to School and Youth AOD Use

According Feldhusen et al. (1973), school relationships and experiences were the third most predictive factor of delinquency and deviant behavior (e.g., substance use), with school relationships and experiences being exceeded only by the family and peer group relationships. In 1974, Elliot and Voss also suggested that the school environment was a critical social context for the development of delinquent and deviant behaviors.

An important element of the school environment related to delinquent and deviant behaviors is academic performance. In 1992, Hawkins et al., suggested that there is a link between academic performance and the nature and extent of substance use by children and adolescents (Hawkins, Catalano, and Miller, 1992). A lowered commitment to education, declining grades, absenteeism from school and related activities, increased potential for dropping out,

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and higher truancy rates are all linked to adolescent substance abuse (Hawkins, Catalano, and Miller, 1992). Students' cognitive and behavioral problems precipitated by alcohol and other drug use not only affect their own academic performance, but also may disrupt learning by their peers (BJS, 1992).

Research has also shown that substance use can negatively effect other functions that are important to academic success, such as attention (Solowij et al., 1991; Rush et al., 1993), cognitive processing (Hebb, 1949; Pagliaro & Pagliaro, 1995), motivation (Wilson et al., 1992; Baumrind & Moselle, 1985; Tunving, 1987; Eggert et al., 1990), and memory (Kopelman, 1991; Parkin et al., 1993; Pagliaro & Pagliaro, 1995; McCann, 1992; Manschreck et al., 1990; Mittenberg & Motta, 1993; Millsaps et al., 1994).

Research has also indicated that boys who are aggressive in grades kindergarten through third grade or who have trouble controlling their impulses are at a higher risk for substance abuse, delinquency, and violent behavior (Loeber, 1988; Lerner & Vicary, 1984; American Psychological Association, 1993). Academic failure in the late elementary grades has also been shown to increase the risk of substance abuse, delinquency, violence, teen pregnancy, and school dropout (Jessor, 1976; Farrington, 1991). Additionally, children that have indicated that they are not committed to

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school and have ceased to see the role of a "student" as a viable part of their lives, are also a higher risk for substance abuse, delinquency, teenage pregnancy, and school dropout (Gottfredson, 1988; Johnston, 1991).

This chapter has attempted to explain why the early initiation of adolescent AOD use and its consequences are an important issue in American communities. The next chapter will present and examine three bonds from Hirschi's social control theory (attachment to family, association with peers, and commitment to school) to determine if/how these bonds could be influenced by the early initiation of adolescent substance use.

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Chapter Two:

Social Control Theory

This chapter presents a review of one of the most documented theories of adolescent delinquent and deviant behavior - social control theory. A variation of Travis Hirschi's traditional social control theory will be examined to determine how early initiation of substance use may influence the control bonds of: (a) attachment to family, (b) association with delinquent peers, and (c) commitment to school.

These bonds were chosen because the family is considered the primary agent for the socialization of children (Bartollas, 1993), peers have a significant impact on an adolescent's behavior during the early years of adolescence (Jang, 2002), and the school environment has been found to be the third most predictive factor of delinquency and deviant behavior among adolescents (Feldhusen et al., 1973).

Travis Hirschi's original social control theory (1969) was also comprised of two additional bonds - involvement in conventional activities and belief in conventional values.

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These bonds are not being examined in this study because research has indicated that Hirschi's involvement in conventional activities bond has been shown to be unimportant in some delinquency studies by Hindelang (1973) and Conger (1976) (according to Leonard and Decker, 1994). Further, Leonard and Decker (1994) also found that the belief in conventional activities bond was the best predictor of delinquency in only one study, by Aultman (1979). Finally, it was the author's intent to focus mainly on the relationship between the family, peers, and the school environment and the potential effect that the early initiation of substance abuse has on these bonds.

Social Control Theory

Social control theory is based on the assumption that all people would engage in deviant behavior or delinquency if left to their own devices (Vold et al, 1998). This theory searches to explain why most people do not commit crimes. Social control theory purports that there are certain "controlling" forces which restrain individuals from engaging in delinquency or committing deviant acts. Under certain situations these "controlling" forces break down, which results in criminal and deviant behavior. In sum, social control theory contends that individuals who decide to engage in criminal and deviant behaviors are not driven

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by the strength of existing forces which influence their behavior, but by the weakness of forces which restrain them from behaving in a socially acceptable manner (Vold et al, 1998).

According to Vold et al. (1998), the control perspective is a broad point of view which is found in many different theories, such as biology, psychology, and sociology. In addition, the control perspective is important to consider when researchers are searching for explanations of adolescent delinquency and deviant behavior, because most of the research supporting control theories has been accomplished by examining juvenile populations (Vold et al, 1998).

History of Delinquency Control Theories

Control theories of delinquency and criminality began to gain recognition in 1951 when Albert Reiss published an article in which he examined a number of factors related to the control perspective, to see if they might be used in probation revocation among juvenile offenders (see Reiss, 1951). In this study, Reiss reviewed the official court records of 1,110 white male juvenile probationers between the ages of eleven and seventeen. Reiss found that probation revocation was more likely when the juvenile was psychiatrically diagnosed as having weak ego or superego

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controls, and when the psychiatrist recommended either intensive community psychotherapy or treatment in a closed institution (Vold et al., 1998). According to Vold et al. (1998), Reiss argued that these assessments were made according to each juveniles level of "personal control" (with personal control being defined as the ability to refrain from meeting needs in ways that conflicted with the norms and rules of the community). Reiss (1951), also discovered that probation revocation was more likely when juveniles exhibited weak attachments to other "socially approved institutions," such as school. Juveniles who did not attend school regularly, or who were described as behavior problems by school authorities, were considered to have weaker levels of social control, thus increasing the likelihood that they would have their probation revoked.

Following Reiss, in 1957, Jackson Toby introduced the concept of "stakes in conformity." According to Toby (1957), this concept was intended to determine how much a person has to lose when he or she breaks the law. He argued that all youths are tempted to break the law, but some youth risk much more than others when they give in to those temptations. For example, youth who do well in school not only risked being punished for breaking the law, but they also jeopardize their future career opportunities. Thus, they have a high "stake in conformity." In contrast, youths

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who do poorly in school risk only being punished for their offense, since their future prospects are already dim. These youths have less to lose when they break the law, and are considered to have a lower "stake in conformity" (Vold et al., 1998).

A year after this study by Toby, F. Ivan Nye (1958) published a study which focused on the family as the single most important source of "social control" for adolescents (Vold et al., 1998). Nye argued that most delinquent behavior was the result of insufficient social control, and that most delinquent and deviant behavior caused by positive factors was relatively rare. According to Nye, social control was a broad term that included direct controls imposed by means of restrictions and punishments, internal control exercised through conscience, indirect control related to the affectional identification with parents and other noncriminal persons, and the availability of legitimate means to satisfy needs (Vold et al., 1998).

With respect to Nye's interpretation of "the availability of legitimate means to satisfy needs," he argued that if all the needs of the individual could be met adequately and without delay, without violating any laws, there would be no point in committing any delinquent or criminal acts, and a minimum of internal, indirect, and

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direct control would suffice to secure conformity (Vold et al., 1998).

The aforementioned control theories provide the basic concepts and frameworks for the modern control theories of David Matza and Travis Hirschi. In 1964, Matza purported that traditional theories of delinquency emphasize constraint and differentiation. In other words, Matza believed that these traditional theories contended that delinquents are different from nondelinquents in some fundamental way, (i.e., biological, psychological), and that this difference constrains them to commit their delinquencies. Matza maintained that these theories predicted and explained too much delinquency, and may tend to suggest that delinquents should be engaged in delinquent acts all of the time. Matza (1964) countered the concepts maintained by these traditional theories by suggesting that most of the time delinquents are engaged in routine, law-abiding behaviors just like everyone else and not committing delinquent acts all of the time.

Matza (1964) proposed an alternate image for delinquents that emphasized freedom and similarity rather than constraint and differentiation. That image was "drift." Matza contended that "drift" occurred in areas of the social structure in which control had been loosened, freeing the delinquent to respond to whatever conventional or criminal

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forces happen to come along. Matza's drift theory attempts to describe the conditions that are responsible for delinquent drift and loosened social controls. While Matza did not deny that there were "committed" and "compulsive" delinquents, as suggested by the traditional theories, he believed that the vast majority of delinquents were "drifters" who were neither "compulsive" or "committed" (Vold et al., 1998).

Matza contended that sense of irresponsibility is the immediate condition that makes delinquent drift possible. He also maintained that once the moral bind of the law has been loosened by this sense of irresponsibility and a sense of injustice, the juvenile is in a state of drift and is free to choose among a variety of actions, some delinquent, some lawful. Matza suggests that the reason the juveniles choose delinquency and deviance over lawful behaviors is an attempt to gain control over the circumstances of their lives. The juvenile is attempting to make something happen and to experience himself as the cause of events. It is this mood of desperation that provides the motivation to commit additional delinquent acts. Once the juvenile has committed these delinquent acts, he is motivated to continue committing them because he has learned the moral rationalizations necessary to consider himself guiltless, an

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attitude which contributes to the loosening of existing social bonds (Vold et al., 1998).

Following Matza, in 1969, Travis Hirschi wrote a book entitled Causes of Delinquency, in which he presented a comprehensive control theory. Hirschi's theory of social control contended that individuals who were tightly bonded to social groups such as the family, the school, and peers would be less likely to commit delinquent acts and engage in deviant behavior. According to the theory, individuals are less likely to engage in delinquency because of the influence of four social controlling bonds. When these bonds are weak, the individual is "free" to engage in delinquency and given the appropriate motivation is likely to continue to engage in delinquency (Agnew, 1985). The four social control bonds presented by Hirschi were: attachment to family and peers, attachment to school, involvement in conventional activities, and belief in conventional values. Again, as a modification to Hirschi's original theory the social control bonds that will be investigated for this study are: (1) attachment to family, (2) association with peers, and (3) commitment to school.

The next few sections of this chapter will provide a more detailed examination of each of these social control bonds and how they relate to delinquency and deviant behavior.

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Attachment to Family

One of the bonds in Hirschi's (1969) control theory is attachment. Attachment refers to the affection and respect that the individual holds towards significant others such as parents, teachers, and peers. Hirschi suggested that individuals with high affection and respect would be less likely to engage in delinquency since they do not want to harm or incur the disapproval of people they care about.

According to Rankin and Kern (1994), there have been multiple social control theories that have focused on the family as the primary source of attachments, commitments, and disciplinary controls in preventing delinquency and deviant acts (e.g., Briar & Piliavin, 1965; Hirschi, 1969; Nye, 1958; Reckless, 1967; Reiss, 1951). According to these models, the family acts as a buffer against deviant influences by providing a source of basic ties and commitments to the conventional order. Parents not only furnish a source of ongoing motivations to conform and normative definitions of appropriate behaviors, they also provide an important coercive function in the supervision and punishment of children's inappropriate behaviors. Thus parents encourage children's compliance through parental motivations to conform as well as restraints against deviance (Rankin & Kern, 1994; Wells & Rankin, 1986).

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Hirschi, in Causes of Delinquency (1969), contended that delinquents are less likely than nondelinquents to be closely tied to their parents. Thus, social control theory considers attachment to parents as one of its central variables. The emotional bond between parents and children presumably provides the bridge across which passes parental ideas and expectations (Hirschi, 1969; McKinley, 1964). If children are alienated from their parents, they will not learn or will have no feelings for moral rules, then they will not develop an adequate conscience or superego (Nye, 1958). If children do not care or think about the reaction of their parents, the parents' control over them is seriously reduced. According to Hirschi (1969), in the ideal control situation, parents are the center of a communication network that is staffed by adult authorities, relatives, neighbors, other children, and adolescents.

According to the social control model, the importance of parental attachment is most evident in adolescence, when youths are out of the presence of their parents. In such instances, parents cannot exert "direct control" - that is, personally supervise their children and punish misconduct when it occurs (Hirschi, 1999). Parents can however, exert "indirect control" if youths take into account their parents' preferences. According to Hirschi (1969), when attachment is strong, the parent is psychologically present

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when temptation to commit a deviant act appears. If during the situation of temptation, no thought is given to the parental reaction, this may indicate weak attachment bonds to the parent and the youth is to this extent free to commit the deviant act.

Association with Delinquent Peers

In adolescence, peer relationships reflect more than a continuation of the social patterns established during middle childhood. In place of an almost exclusive reliance on same-sex social groups, young people begin to gather in groups that are increasingly heterosexual. Friendships also undergo important changes during adolescence, attaining new levels of complexity and intensity (Cole & Cole, 1989).

During adolescence, the relations that young people have with their parents change both emotionally and physically. As part of this process, adolescents begin to question adult standards and authority on a wide range of issues (Cole & Cole, 1989; Coleman, 1980; Douvan & Adelson, 1966). Adolescents also begin turning away from their parents for advice and information, and begin relying more on their friends, who are facing the same uncertainties and who are having similar experiences (Coleman, 1980).

The increased importance of friends in adolescence as a source for advice and self-confirmation has been associated

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with a change in the nature of friendships. According to Cole and Cole (1989), a variety of evidence indicates that adolescents, more than children in middle childhood, place special emphasis on the qualities of intimacy, mutual understanding, and loyalty in their friendships (Douvan & Adelson, 1966; Sleman, 1980; Youniss, 1980). Each of these characteristics is bound tightly with the others.

Intimacy among adolescents entails a close association over a long period of time and the sharing of personal information. Furthermore, true intimacy requires mutual understanding (Youniss, 1980). In early adolescence, mutual understanding increases as young people develop a fascination with their friends' life histories, interests, and personalities. They also develop the corresponding need to be appreciated in the same way. It's at this stage of development that adolescents begin to see that friends complement one another - that their differences, combined with the feelings they share, help legitimize each partner in the friendship (Cole & Cole, 1989).

According to Cole and Cole (1989), around 7th and 8th grade, loyalty and intimacy become the most important attributes of adolescent friendship (Cole & Cole, 1989). Loyalty is an extension of both the mutual understanding and the intimacy that friends share. It is reflected in friendship in two main ways. First, friends should be



trustworthy - able to keep to themselves what they hear. It is a betrayal of friendship to pass on knowledge of someone else's intimate feelings and actions. Second, friends should be accepting and helpful, regardless of whether they share the same feelings or would participate in the same actions (Cole & Cole, 1989).

Adolescent friendships for both boys and girls play a developmental role similar in certain respects to the role of attachment in infancy (Cole & Cole, 1989). During infancy babies engage in "social referencing" - continually looking to their mothers to see how they evaluate what is going on - and they use their mothers as a "secure base" to retreat to if they feel threatened as they explore their environments (Cole & Cole, 1989). During adolescence, friends help each other confront and make sense of uncertain and often anxiety-provoking situations. For the infant and the adolescent, successful interaction with the world "out there" modifies the attachment bond.

When discussing delinquent friends, one of the strongest and most consistent findings in criminology is that delinquent behavior is correlated with the delinquency of one's peers (Matsueda & Anderson, 1998). According to Matsueda and Anderson (1998), decades of research have found that youths who have delinquent friends are themselves more likely to be delinquent (see Glueck & Glueck, 1950; Short,

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1957, 1958; Voss, 1964; Akers et al., 1979; Elliot et al., 1985; Krohn et al., 1996 to name a few). According to Hirschi (1969), boys who commit delinquent acts are much more likely to have delinquent friends, than those individuals who do not commit delinquent acts. This association with delinquent peers, may be due to a lack of attachment to others and the absence of commitment to individualistic success values (Hirschi, 1969). The results of the effects of behavior based on the attachment to delinquent friends is so well established that delinquent peer associations continue to be placed at the core of many causal explanations of criminal, deviant, and delinquent behavior (Matsueda & Anderson, 1998).

Commitment to School

According to Agnew (1985), commitment refers to the individual's actual or anticipated investment in conventional activities such as getting an education, building up a business, or acquiring a reputation for virtue. Hirschi maintained that individuals who have invested much in conventional activities are less likely to engage in delinquency since they have too much to lose.

According to Waitrowski et al. (1981), the act of completing high school, the aspiration of going to college, and attaining a high-status job are examples of the control

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bond "commitment." "Commitment" is an investment in conventional behavior which the youth risks should he engage in delinquent or deviant behavior. In contrast to youths with well-defined goals, adolescents engaged in drinking, smoking, dating, and other behaviors not oriented toward the future goals are more likely to engage in delinquent or deviant acts (Wiatrowski et al., 1981).

Hirschi (1999), asserted that individuals on occasion obey the rules simply from fear of the consequences. It is this rational component in conformity that is labeled commitment. The idea is that a person invests time, energy, and oneself, in a certain line of activity (e.g., school, building a business, acquiring a reputation for virtue), and when the opportunity to engage in deviant behavior presents itself, that person must weigh the costs of committing the deviant act against the risks of losing the investment already made in conventional labor (Hirschi, 1999).

The concept of commitment assumes that the organization of society is such that the interests of most persons would be endangered if they were to engage in criminal or deviant acts (Hirschi, 1999). Most people simply by the process of living in an organized society acquire goods, an education, reputations, and prospects that they do not want to risk losing. The person becomes committed to a conventional line

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of action, and therefore is committed to conformity (Hirschi, 1999).

According to Hirschi (1999), most lines of action in a society are conventional and between the conventional family and the conventional world of work and marriage is the school, an eminently conventional institution. Insofar as school is able to command the adolescent's attachment, involvement, and commitment, the adolescent is presumably able to move from childhood to adulthood with a minimum number of delinquent or deviant acts.

According to Entwisle (1990), commitment is one of the major effects of junior high and high school for adolescents because it creates an environment that brings economic, political, and social forces to bear on all phases of development: the physical, by way of athletic and other programs; the social, by way of peer groups and organized activities; and the personal, emotional, moral, prevocational, and political, by a variety of means. A growing theoretical literature has emphasized the importance of school processes and experiences, not only for conventional academic progress, but also for the development of antisocial attitudes among school-age youth (Knight & Tripodi, 1996). Schools are meant to be the principal institutions through which intellectual development and learning occurs in our society. In conjunction with this

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central role, schools act as agencies of socialization and social control (Knight & Tripodi, 1996; Farnworth et al., 1985).

In school, the young adolescent encounters challenges perhaps never before experienced, including pressures to achieve academically, to follow regimented schedules, and to adhere to strict behavioral guidelines. The transition from elementary school to junior high or high school places new demands on the student, including challenges to navigate a new and often overwhelming environment (Price et al., 1993).

According to Price et al. (1993) schools are a particularly important social venue for adolescents, because of their potential impact on cognitive and social development. They are also social organizations that often contain ready-made channels for preventive interventions to deviant behavior. Schools are, after all, places in which young adolescents spend a large portion of each waking day and are potent sources for both reward and punishment.

The next chapter will examine some of the literature pertaining to adolescents' early initiation of substance use and its relation to and effects on attachment to family, association with peers, and commitment to school.

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III. Literature Review

The age of onset of substance use has been steadily decreasing over the past 30 years (Dennis et al., 2003; Dennis et al., 2002; Dennis et al., 1999). Evidence that youth are initiating substance use at earlier ages is of special concern because of the association of younger onset with the severity of substance use disorders, criminal activity, and other behavioral and psychological problems. As mentioned earlier, a number of studies have found that earlier onset of substance use is associated with substantially greater prevalence of alcohol and marijuana dependence (Dennis et al., 2003), cocaine addiction (Inciardi et al., 1993), and heroin addiction (Nurco et al., 1994) in later adolescence and adulthood.

Additionally, the early onset of substance use has been associated with drug-using behavior (Windle, 1991; Kandel, Yamaguchi, & Chen, 1992; Kandel & Yamaguchi, 1993), but also with increased delinquency and subsequent criminality, specifically including violent crime (Barnes et al., 2002; Grant, 1998; Howell et al., 1998; Lo & Garland, 1998; Zhang

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et al., 1997; Thornberry et al., 1995; Nurco et al., 1994; Chaiken et al., 1990; Elliot et al., 1989).

Once an individual starts drinking, the likelihood of his or her being exposed to additional alcohol, as well as to other drugs, increases (Robins & Pryzbeck, 1985; Newcomb, Maddahian, & Bender, 1986; Kandel, 1988; Yamaguchi, 1990; Graham, Marks, & Hansen, 1991). Onset age of drinking, therefore, serves as a crucial factor in children's developmental processes.

While adolescents reporting substance use prior to age fifteen are more likely to have alcohol and other substance-use problems later in life (Dennis et al., 2002), most adolescents being identified for substance abuse treatment typically initiate use well before this age. For example, eighty-five percent (85%) of six-hundred youth entering outpatient treatment for marijuana abuse or dependence in the Cannabis Youth Treatment Study (CYT) (Dennis et al., 2002) and seventy-eight (78%) of 16,480 youth included in the Treatment Episode Data sets (SAMHSA, 1992-2000) initiated use before age fifteen. According to the Physician Leadership on National Drug Policy (PLNDP), substance use typically begins with alcohol at ages twelve and thirteen, with progression to marijuana and "harder drugs" thereafter (PLNDP, 2002), with boys initiating substance use approximately two years prior to girls (Grant, 1998).

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Despite the above findings, there is a scarcity of studies examining the initiation of substance use prior to adolescence (Kaplow et al., 2002). The review of the recent literature (2000 - 2004) in this forum is intended to provide an introduction to a few of the "age of substance use onset" studies that examine subjects before or just beginning adolescence.

Initiation of Youth Substance Use

With a few exceptions (Engels, Knibbe, & Drop, 1997), studies have shown a significant inverse relationship between onset age of drinking and alcohol abuse (Lowman, Hubbard, Rachal, & Cavanaugh, 1982; Humphrey & Friedman, 1986; Samson, Maxwell, & Doyle, 1989; Clapper & Lipsitt, 1992; Yu & Perrine, 1997; Grant, 1998). In addition to onset drinking age, some factors associated with the first drinking experience, such as parental knowledge of the first drink and taking the first drink at home, have also been shown to inversely relate to later alcohol use among teenagers or young adults (Wilkinson, 1970; Lo & Globetti, 1991, 1993).

Onset age of drinking has been related to problem behaviors other than alcohol abuse, including drug-using behavior (Windle, 1991; Kandel, Yamaguchi, & Chen, 1992; Kandel & Yamaguchi, 1993) and delinquency (Zhang, Wieczorek,

& Welte, 1997; Lo & Garland, 1998). Using longitudinal data, onset age of drinking has been identified as an intervening variable, or at least a mediating variable, which channels the effects on drug use of personality, peer influences, and parental impact in earlier life (Hawkins et al., 1997; Hill & Yuan, 1999). Once an individual starts drinking, the likelihood of his or her being exposed to additional alcohol, as well as to other drugs, increases (Robins & Pryzbeck, 1985; Newcomb, Maddahian, & Bender, 1986; Kandel, 1988; Yamaguchi, 1990; Graham, Marks, & Hansen, 1991). Onset age of drinking, therefore, serves as a crucial factor in children's developmental processes.

According to Jessor's problem behavior theory (1987), there is a "problem behavior syndrome" demonstrated by individuals who engage in problem behaviors. The problem behavior syndrome reflects the individual's general social-psychological makeup, which includes a proneness to violation of norms or laws. During the developmental period between childhood and adulthood, youths with problem-behavior proneness appear to have a predisposition to violate age norms as well as other types of norms (Jessor & Jessor, 1977). When individuals grow up in the presence of deviant role models, witnessing support for deviant behavior, they are likely to develop tolerance of problem behaviors and deviant attitudes, and to engage in problem

behavior such as early drinking. Problem behavior theorists have noted especially that the onset of drinking marks a significant change among youths with regard to their beginning role as deviants (Jessor & Jessor, 1977; Weber, Graham, Hansen, Flay, & Johnson, 1989). The implications of the progressive meaning of alcohol use, from onset to problem drinking and other problem behaviors, are clear.

As Jessor's 1987 study of high school students showed, significantly different social-psychological make-ups were found for students who had already started drinking and for those who had not. This finding illustrates the importance of drinking onset as a risk marker for further engagement in problem behaviors. The more favorable the attitudes students had toward role-definition violation, the earlier they were likely to start drinking. A recent study conducted by Hawkins and colleagues (1996) showed that onset age of drinking mediates all the effects of the included psychosocial risk factors on subsequent alcohol misuse. This empirical evidence supports the belief that, among teenagers, early onset drinking serves as an indicator of tolerance of role-definition violation.

While problem behavior theory does not specifically cite the crucial role of onset age of drinking on problem behaviors over a lifetime, the theory does suggest that

earlier onset may, by prolonging the risk-taking period of adolescence, increase a teen's chances of learning deviant behaviors (Akers, 1985). Support for the generality of problem behaviors can also be found in a newly developed self control theory (Gottfredson & Hirschi, 1990; Hirschi & Gottfredson, 1994). In developing a general theory of crime, Hirschi and Gottfredson (1993) assumed the universal attractiveness of criminal behavior. While most people are socialized from the beginning of childhood to develop self control, those who show a lack of self control as children are likely as teenagers or as adults to engage in crime and general deviance when opportunities arise (Gottfredson & Hirschi, 1990). Problem behaviors, according to Hirschi and Gottfredson (1994), are related to each other, and all are the result of a lack of self control. From Hirschi and Gottfredson's it is clear that constructs can be found to explain the common variance shared by different problem behaviors. Deviants are quite versatile as far as their deviant behaviors are concerned (Strand & Garr, 1994).

To examine the relationship of onset of drinking and delinquency, in 2000, a trend study was undertaken by Lo, to evaluate the relationship between onset age of drinking and the use of drugs. Using the repeat survey data collected in the "Monitoring the Future" project, Lo attempted to offer a new method of partially evaluating the generality of the

deviance hypothesis. By comparing twenty-one years of trends seen in the effects of onset age of drinking on the use of different drugs, Lo's (2000) study derived some support for the generality of deviance.

Lo (2000) argued that early onset of drinking is an indicator of a general propensity toward role-definition violation and tolerance of deviance. She contended that the earlier individuals take their first drink, the more likely it is that they are tolerant of deviant behaviors, and that they are open to violating the role of teenager. Such tolerant attitudes toward role-definition violation will frequently result in eventual alcohol misuse, as well as engagement in deviant behaviors generally in later life.

According to Lo (2000), the notion that early onset of drinking is an indicator of a general tendency toward role-definition violation, which includes tolerant attitudes toward deviance and predicts deviant behaviors, is consistent with problem behavior theory (Jessor & Jessor, 1977), putting forward the importance of common predictors of problem behaviors in general. As explicated by problem behavior theory, early onset of drinking results from an adolescent's obtaining support from others for deviance and also from his or her own tolerance for rule transgression. As stated by Jessor (1987), teenagers who have started to

drink are significantly different from those who have not, in terms of a social-psychological tendency toward rule violation. The timing associated with the symbolic change from abstinence to alcohol consumption may be a predictor not only of alcohol abuse, but also of the degree to which illegal drug use and other delinquent behaviors will be exhibited. Early onset of drinking, therefore, should be considered a marker for further risk-taking behaviors, including illicit drug use and problem behaviors in general (Dobkin, Tremblay, Masse, & Vitaro, 1995).

Lo's (2000) study was designed to provide the theoretical base for the importance of onset drinking age and to evaluate whether early onset drinking age was a common factor in alcohol misuse and the use of illicit drugs. Using the "Monitoring the Future" project data, Lo conducted a trend study to relate the timing of drinking initiation to subsequent alcohol use, to marijuana consumption, and to cocaine use among a national sample of high school seniors in the years 1977 to 1997. Lo intended for the repeat survey data to provided a new method of comparing trends in the impact of onset drinking age on all drug-using behaviors. According to Lo (2000), the extent of similarity among trends over the years provided supportive evidence for the generality of deviance hypothesis. According to this hypothesis, teenagers have a tendency to

engage in a variety of deviant acts, rather than developing an interest in specific kinds of deviance. Deviant acts comprise not only alcohol and drug use, but also delinquency and other risk taking behaviors. Lo (2000) intended for the results of her study to, first provide informative data to determine whether or not the generality of deviance hypothesis should be rejected and second, for the study's results to indicate whether the generality of deviance hypothesis was supported in the particular area of substance abuse.

For her study, Lo (2000) decided to use the "Monitoring the Future" project data (Johnston, Bachman, & O'Malley, 1998), because she contended that only a trend study using a series of repeat data with identical measurements could evaluate whether onset drinking age has been a consistent and stable predictor, over the last two decades, of different kinds of drug use.

Since onset age of drinking is a rather remote measure of tolerant attitudes toward role-definition violation, Lo expected the effects of onset age of drinking on drug-using behaviors not to be strong, especially for marijuana and cocaine use. Furthermore, because individuals have, over the years, had tailored their role definition violations in light of cultural and structural changes, the impact of

onset drinking age on drug use was also expected to vary over the years. Nevertheless, Lo (2000) expected the trends in the impact of onset drinking age on various drug-using behaviors to be similar during a single historical period, as long as the behaviors could be classified as general problem behaviors.

Because of the popular nature of the "Monitoring the Future" project, most of the measures used in Lo's (2000) study have already established reliability and validity (Bachman, Johnston, O'Malley, & Humphrey, 1988; Bachman, Johnston & O'Malley, 1990). Six variables, assigned to the frequency of use of each of three drugs (alcohol, marijuana, and cocaine) during one's lifetime, and in the last 12 months, were employed to measure drug-using behaviors. The response categories for the six questions were 1 - "0 occasions," 2 - "1-2," 3 - "3-5," 4 - "6-9," 5 - "10-19," 6 - "20-39," and 7 - "40 or more." Timing of drinking initiation was measured by a question asking in which grade the respondent first tried an alcoholic beverage, meaning consuming more than a few sips. Grade levels instead of ages were used to capture responses, but response categories are not identical over all the data sets. From 1990 to 1997, the response categories ranged from "1" (grade 6 or below) to "7" (grade 12), with "8" indicating "Never." However, the response categories for questionnaires administered from

1977 to 1989 were: 1 - "grade 6 or below"; 2 - "grade 7 and grade 8"; 3 - "grade 9"; 4 - "grade 10"; 5 - "grade 11"; 6 - "grade 12"; and 8 - "Never." In order to obtain comparable data to study, the variable "timing of drinking initiation" (onset drinking age) was recoded in the data from 1990 to 1997 to match the categories used from 1977 to 1989. The response category 8 (never) was recoded to "7" for all data sets. The inclusion of nondrinkers who reported never trying more than a few sips of an alcoholic beverage is important not only to reduce selection bias but also to examine whether non-drinkers use drugs less frequently.

The first goal of Lo's (2000) research was to evaluate whether timing of drinking initiation is inversely related to frequency of drug use. Since the included variables, onset age of drinking and frequency of drug and alcohol use, are considered ordinal variables with skewed distributions, Lo used the statistic tau-b to measure the bivariate relationships of the onset drinking age and frequency of drug use measures. A tau-b statistic was first obtained by Lo (2000) to measure the relationship between each drug-use-frequency dependent variable and onset age of drinking, each year from 1977 to 1997. Each of the six criterion variables (frequency of lifetime alcohol use, frequency of lifetime marijuana use, frequency of lifetime cocaine use, frequency of alcohol use last year, frequency of marijuana use last

year, and frequency of cocaine use last year) was also regressed on a single predictor variable, onset age of drinking, for the data from each year. Each significant tau-b statistic and each unstandardized slope coefficient found in Lo's (2000) study was expected to increase confidence in the hypothesized inverse relationship between timing of drinking initiation and frequency of alcohol use and illicit drug use.

Another goal of Lo's (2000) research concerned learning whether timing of drinking initiation could be considered a common factor exerting a similar impact on different drug-using behaviors at a particular historical point. Lo applied three analytical strategies. First, trends from 1977 to 1997 in the impact of onset drinking age on the use of different drugs were plotted in a single figure, for evaluation. Since two different statistics were employed to evaluate the impact, two trend figures generated by the tau-b statistic and the regression analyses were developed. According to Lo (2000), if onset drinking age had a weak effect on one of the drug-using behaviors in a certain year as compared to other years, it should also have a weak effect on other drug-using behaviors that same year as compared to other years. Comparable trends can be interpreted as showing support for the generality of deviance hypothesis. Lo (2000) proposed that if the trends plotted by the tau-b statistic

and by unstandardized regression coefficients were similar in shape, the regression results could then be used for further analyses of the generality of deviance hypothesis.

Lo's (2000) second analytical strategy involved decomposition of the contribution of year-to-year change in the frequency of use of each drug. Lo (2000) using a formula provided by Firebaugh (1997), contended that drug-use levels as they change from one year to the next can be broken into three components: the contribution of changing parameters, including slope coefficients as well as intercepts; the contribution of the changing mean onset drinking age; and the joint contribution of the changing mean onset drinking age and the slope coefficients.

Lo (2000) assumed the change in intercepts was zero and obtained the component of changing slope coefficients that contributed to the change in the frequency of each kind of drug use. Lo (2000) plotted the change in slope coefficients from 1977 to 1978, 1978 to 1979, . . . 1995 to 1996, and 1996 to 1997. Lo contended that the trend in the changes of the slope coefficients for use of one drug should be similar in shape, graphically, to that for use of another drug. Further, a figure with three trends in the frequency of lifetime drug use, and a figure with three trends in the frequency of annual drug use, was plotted to examine the

hypothesis that onset drinking age is a common factor predicting the general problem behavior that various drug-using behaviors reveal.

The third of Lo's (2000) analytical strategies took calendar years as the unit of analysis and employed two correlation coefficient matrices to capture: (a) the interrelationships among slope coefficients associated with each drug-using pattern and, (b) the interrelationship among changing slope coefficients associated with each kind of drug use. According to Lo (2000), the correlation coefficients can be used to help substantiate the generality of deviance thesis. But Lo warned that since the coefficients or the changing of coefficients were the results of aggregate data on the use of each drug in each year, the standard error associated with each correlation coefficient was seriously overestimated. For this reason, the magnitude of the correlation coefficients rather than the significance levels became the concern.

Lo (2000) in order to evaluate whether onset drinking age was a significant predictor of different kinds of drug use, she regressed each drug-use measure on onset drinking age. Lo found that the average onset drinking age of respondents in each year from 1977 to 1997. On average, the

respondents consumed their first alcohol while enrolled in grade 9 (making them 14 to 15 years old, generally).

Lo (2000) also found that the mean value of one of the frequency of drug use measures. For example, in 1979, respondents reported that they had, on average, used alcohol on 10 to 19 occasions (mean of frequency of lifetime alcohol use=5.71). With regard to frequency of drug use, the surveyed high school seniors reported using marijuana and alcohol more often than cocaine. Further, the means of frequency of lifetime cocaine use and cocaine use in the past year were close to 1 (used on no occasions).

Lo (2000) used the statistic R to indicate the variance of the criterion variable (frequency of drug use variables) that was explained by the single predictor variable, onset drinking age. The statistic R values tended to correspond to the unstandardized slope coefficients (b onset) and varied over the years. The intercept (a) of each regression indicates the value of the criterion variable when the predictor variable is zero. The standard error of estimate refers to the error obtained by the regression analysis using the model of onset age of drinking as the single predictor of frequency of drug use.

Lo (2000) for the purpose of achieving the goals the goals of the study, only the unstandardized slope

coefficients were emphasized in the discussion, and they were plotted to signify trends in the impact of onset drinking age on frequency of drug use variables. The results of regression analysis showed that onset drinking age was a significant predictor variable of each of the six criterion variables in every year from 1977 to 1997.

Because of the low variation in the two cocaine measures, Lo was not surprised to discover that the unstandardized slope coefficients was rather low ($-.02$ to $-.17$). The effects of the single predictor variable onset drinking age on both frequency of lifetime alcohol use and alcohol use in the past year were comparatively high, ranging from $-.53$ to $-.87$). For the two marijuana measures, the regression coefficients ranged from $-.23$ to $-.66$.

All of the tau-b statistics also showed significant inverse relationships between onset drinking age and of the frequency of drug use variables in every year from 1977 to 1997. Lo's (2000) data indicated that onset drinking age was a consistent as well as a stable predictor of different kinds of drug use over the last two decades.

In order to achieve the second goal of this study, exploring the merits of the generality of deviance hypothesis, Lo (2000) delineated three different strategies. The trend in the tau-b statistics over the 21-year survey

period was plotted. Using the tau-b statistic, the shapes of the trends in each of the six measures of frequency of drug use variables were to a high degree similar. According to Lo (2000) an upward trend in the six measures would indicate that the effects of onset drinking age on the use of drugs were getting weaker over the years, while a downward trend would show effects getting stronger. The impact of onset drinking age on two alcohol use measures, however, strengthened a few years earlier (starting in 1990) than it did on the other measures (starting in 1994).

The trend over the 21-year survey period in the unstandardized slope coefficients of onset drinking age for each drug-use measure was also plotted. The slope coefficients for five out of six drug-use measures basically followed a similar upward trend, followed by a downward trend. The five measures are frequency of annual cocaine use, frequency of lifetime cocaine use, frequency of annual marijuana use, frequency of lifetime marijuana use, and frequency of annual alcohol use. While frequency of lifetime alcohol use deviated from the other trends, with a downward trend starting earlier than for other drugs, the basic principle that onset drinking age has become a stronger predictor recently, as compared to the early 1990s, still applied. The effect of onset drinking age on frequency of drug use became stronger since the early 1990s, no matter

which statistic (tau-b statistic or unstandardized regression coefficient) was used. Furthermore, Lo (2000) suggested that the close resemblance of the trends signified that unstandardized regression coefficients were robust enough statistics to handle the variables with skewed distribution problems in study.

Lo explained that when unstandardized regression coefficients were used to plot the trends, the effects of frequency of lifetime cocaine use and frequency of annual cocaine use on onset drinking age were rather small (ranging from $-.02$ to $-.17$) because the majority of respondents (at least 90% of all respondents) were not cocaine users. Therefore, the two criterion variables, frequency of lifetime cocaine use and frequency of annual cocaine use, were regressed on onset drinking age for users only, for each year from 1977 to 1997, in order to examine the differences between the two trends. When only cocaine users were included, the similar trends found for two different measures of cocaine use over the years indicated not only that the strength of the impact of onset drinking age on drug use varied over the years, but also that a strong effect of onset drinking age on frequency of lifetime cocaine use usually came along with a strong effect of onset drinking age on the frequency of annual cocaine use.

To summarize, Lo (2000) conducted a trend study using existing data collected by the "Monitoring the Future" project. This study was conducted to: (1) examine whether timing of drinking initiation had proved a significant predictor of different drug-using behaviors the time period investigated; and (2) evaluate whether partial support can be found for the generality of deviance hypothesis. Lo's study results secured an affirmative answer to the first inquiry. Lo (2000) argued that onset age of drinking is more than simply a measure of drinking behavior because there exists a normative expectation that American teenagers will avoid consuming alcohol, at least in early adolescence. Doing the forbidden shows an underlying tolerant attitude toward role-definition violation. While onset age of drinking may be a proximal measure of alcohol using behaviors, it certainly should account for some of the variation of other drug-using behaviors, such as marijuana use and cocaine use. The impact of onset drinking age was important in predicting frequency of lifetime alcohol use and frequency of annual alcohol use, accounting for over twenty-percent of the variance of the annual measure, and for up to fifty-percent of the lifetime measure.

Lo's study results also supported the importance, reflected in American public policy, of teenagers postponing their initial alcohol consumption. The data showed trends in

the mean onset drinking age and the effect of onset drinking age on alcohol use in fact correspond to the trends in both alcohol-use measures (lifetime and annual). Starting in 1993, Lo (2000) found that an increase in the onset drinking age and the impact of the onset drinking age were associated with drops in the alcohol-use measures. While the trends among other drug-use measures were not largely explained by onset drinking age, the significant impact that onset drinking age had on all the drug-use measures indicated that delaying onset drinking reduces illicit drug-using behaviors. According to Lo (2000) the results clearly demonstrate that onset drinking age is a consistent and stable factor affecting different kinds of drug use during an individual's late teen years.

In addition to investigating whether the onset drinking age is a common factor in drug-using behaviors, Lo (2000) also examined whether the impact of the onset age follows a similar trend for each drug-use measure. According to Lo (2000) the rationale behind this second goal was to find some support for the hypothesis of the generality of deviance.

According to the results, there was support for the generality of deviance hypothesis. If the generality of deviance hypothesis has merit, the common factor should have

exerted a significant impact not only on different drug-using behaviors, but also on the trends in the effects of onset drinking age on drug use over the years. The comparison of 21 years of trends helped control for external influences on the measure of onset drinking age.

The results of the Lo's (2000) study supported the similarity of these trends. While the onset age of drinking was consistent from 1977 to 1997, a significant predictor, the predictor nevertheless shows decreasing impact for five of the six drug-using measures during the 1980s and early 1990s. The trends among the slope coefficients for the other five drugs distinctly resemble each other.

Finally, when the onset age has a strong effect in one year on use of a particular drug, it is also likely to be strong in the same year for another drug. Teenagers who start drinking early in life do not just invite increased frequency of alcohol use, but also of marijuana use and cocaine use by their late teen years.

In 2001, Oxford et al. examined the relationship between family and peer factors on youth initiation to substance use. According to Oxford et al. (2001), focus on family factors often stems largely from theories of social control (Hirschi, 1969; Nye, 1958). Nye (1958)

conceptualized social control as operating through four major processes: direct and indirect control, needs satisfaction, and internalized control.

According to Oxford et al. (2001), direct control is a form of social control that is exerted on individuals by figures of authority. During the elementary school years, parents are figures of authority who provide direct control through parental supervision and monitoring (Catalano & Hawkins, 1996). However, during the transition from childhood to adolescence, direct social control by parents begins to decrease as youths experience developmentally appropriate needs for independence and autonomy (Chilcoat et al., 1995; Nye, 1958). Concurrently, as youths age, peer influence becomes increasingly important during late childhood and early adolescence (Catalano & Hawkins, 1996; Elliot et al., 1985).

Oxford et al. (2001) contended that indirect control operated when individuals internalize beliefs favorable or unfavorable to engaging in healthy or problem behaviors. According to social control theorists, behavioral decisions are informed through their social attachments. Children who are strongly attached to parents, for example, do not want to jeopardize their relationship or disappoint their parents by becoming involved in delinquent or drug-using activities (Hirschi, 1969; Catalano & Hawkins, 1996).

Oxford et al. (2001) contended that direct and indirect controls are significant predictors of adolescent problem behaviors, including alcohol and drug use (Hirschi, 1969; Catalano & Hawkins, 1996; Barnes et al., 1995; Chilcoat & Anthony, 1996; Kandel et al., 1978; Laub & Sampson, 1988; Patterson & Dishion, 1985; Smith & Paternoster, 1987; & Steinberg et al., 1994). Direct control, in the form of parental supervision and monitoring, has been identified as a significant predictor of delinquency (Patterson & Dishion, 1985; Forgatch & Stoolmiller, 1994) and drug and alcohol use (Barnes et al., 1995; Steinberg et al., 1994; Peterson et al., 1994). Poor parental monitoring is also associated with early initiation of substance use (Chilcoat et al., 1995; Chilcoat & Anthony, 1996), initiation of both tobacco and alcohol (Jackson, 1997), and intent to use marijuana (Smith & Paternoster, 1987). Good parental monitoring is associated with changes in substance use patterns such as decreases in substance use for youths who are already using substances (Fletcher et al., 1995). Poor supervision during preadolescence has been shown to have a long-term effect on both antisocial behavior (Haapasalo & Tremblay, 1994; Bank et al., 1987) and drug use during adolescence (Chilcoat & Anthony, 1996). Family attachment, which informs indirect control, is also an important predictor of delinquency, drug use, alcohol use (Brook et al., 1992; Cernkovich & Giordano,

1987; Resnick et al., 1997; Krohn & Massey, 1980), illicit drug initiation (Kandel et al., 1978; Laub & Sampson, 1988; Kandel & Davies, 1992), and amphetamine and depressant use (Marcos et al., 1986). Family attachment has also been shown to have an enduring effect against drug use and delinquency from childhood to adolescence (Brook & Cohen, 1992). Taken together, these direct and indirect family-based control factors appear to be robust predictors of drug, alcohol, and tobacco use and initiation.

According to Oxford (2001), another set of important predictors during this developmental period is peer influence. Peer influence is typically defined as a proximal factor that contributes directly to drug use and delinquency via learning and differential association processes (Elliot et al. 1985; Patterson et al., 1991; Thornberry & Krohn, 1997). For example, Sutherland (Sutherland, 1947) argued that peer influence on criminal behavior is exerted via the transmission of attitudinal endorsement of nonconforming behaviors. That is, individuals are more likely to engage in nonconforming behavior given their differential exposure to attitudes or definitions favorable to nonconforming behavior. In his theory of social learning, Akers (1973) argued that peer influence is exerted via modeling of and social reinforcement of nonconforming behavior. As youths transition from late childhood into adolescence, peer group

involvement becomes increasingly important; thus, peer group influence on behavior is more evident (Nye, 1958; Fagan & Wexler, 1987).

Empirically, peer influences have been validated as important predictors in understanding the etiology of delinquency and drug and alcohol use (Elliott et al., 1985; Kandel et al., 1978; Steinberg et al., 1994; Kandel & Davies, 1992; Brook & Cohen, 1992; Loeber, 1983; Brook et al., 1983; Kandel, 1985; Warr & Stafford, 1991). Peer influence is believed to have a proximal effect on substance use because most substance use by children takes place within a peer social environment (Fletcher et al., 1995). During adolescence, peer factors typically dominate the predictive relationship when included with other predictors (for example, see References Kandel et al., 1978; Marcos et al., 1986; Brook & Cohen, 1992; Loeber & Dishion, 1983; McGee, 1992). However, family factors continue to be important predictors. Even in the presence of peer factors during adolescence, family factors continue to be relevant predictors of both delinquency and substance use (Chilcoat et al., 1995; Kandel & Davies, 1992; Menard et al., 1993).

Oxford et al., (2001) contended that theoretically, family social control factors limit and restrict both opportunities for involvement with antisocial peers and opportunities for involvement in delinquent or drug-using

behavior (Catalano & Hawkins, 1996; Catalano et al., 1996). While typically, peer factors are modeled as mediators between family factors and the outcome of interest. For example, Forgatch and Stoolmiller (1994) found that lax parental supervision had a strong direct effect on delinquent peer association, while both lax parental supervision and delinquent peer association had strong direct effects on delinquency. Similarly, Patterson and Dishion (1985) modeled the effect of parental monitoring on delinquency (which included substance use items) directly and indirectly through deviant peers. Indirect control, in the form of family attachment, has also been found to have both a direct and a mediated effect on drug use through peer factors, although the direct effects were very small (Kandel & Andrews, 1987). Others, however, have found that attachment only operates indirectly on delinquency and drug use through deviant peer constructs (e.g., see Reference Elliott et al., 1985).

Oxford et al., (2001) hypothesized that family-based direct and indirect social controls serve to prevent the association of youths with deviant peers. Moreover, Oxford hypothesized that, during this stage of development when children are transitioning into middle school, both direct and indirect family control factors will remain important as direct predictors of substance initiation behavior. The

model tested includes both direct and indirect social control factors and deviant peer associations. Oxford et al.'s (2001) study tested a longitudinal model of family and peer factors on substance initiation for a sample of preadolescent youths eleven and twelve years old at the time of outcome.

Oxford et al. (2001) examined data from the Raising Healthy Children project, a longitudinal study of the etiology of adolescent problem behavior. The study panel consisted of students in ten suburban public elementary schools. Students were in either the first or the second grade in the fall of 1993. Eligibility criteria for the sample included attending a mainstream classroom, remaining in the project school from baseline through the completion of the first student survey in May and June 1994, and having a parent who spoke English, Spanish, Korean, or Vietnamese.

Of the 1,239 first- and second-grade students eligible, 938 (76%) parents and their children consented to participate. During the fall of the second year, the sample was augmented with 102 consenting students newly entered into project schools, resulting in a final sample of 1,040. Students were in the fourth and fifth grades in the spring of 1997 and the fifth and sixth grades in the spring of 1998. Parental survey completion rate for 1997 was ninety-percent (n=934), and student completion rates for 1997 and

1998 were ninety-four percent (n=974) and ninety-one percent (n=948), respectively.

Of the 1,040 individuals in the sample, eighty-seven percent (n=905) were included. Of that sample, eighty-two percent are European American students, seven percent Asian/Pacific Islanders, four percent African-Americans, five percent Hispanic, and three percent Native American. Forty-six percent of the children are female. Mean age for the children in 1998 was 11.5 years old. Of this sample, thirty-five percent are categorized as low income, which was determined by whether the family was receiving Aid to Families with Dependent Children (AFDC) or food stamps or were eligible for the free/reduced lunch program. The analysis sample (n=905) did not differ from the full sample (N=1040) on measures of ethnicity, low income, or age of the students. The analysis sample did differ in regard to gender of students; it consists of slightly more males and fewer females than would be expected.

Oxford et al., (2001) developed and administered multiple indicators of latent constructs to reflect the parenting constructs of interest: rules, parental monitoring, parent-child attachment, deviant peer association, and cigarette, alcohol, and marijuana initiation (substance initiation). Indicators for rules, monitoring, deviant peer association, and substance

initiation were constructed using data predominantly from youth reports, while both parent and student reports were used to measure child attachment to parent. The exogenous factors (rules, monitoring, and attachment) were measured in 1997, and the endogenous factors (deviant peer associations and cigarette, marijuana, and alcohol initiation) were measured in 1998. Each of the five latent constructs is defined by three indicators. For all analyses, standardized scores of measured survey items were computed first; alpha reliabilities were determined for the entire set of items. Items were then randomly distributed across three indicators, and mean scores were used to create indicators of the combined items. Higher scores reflect more of the indicated construct.

The construct "rules" were defined by six student survey items: rules regarding bedtime, parents disagreeing about rules, rules about doing homework, clarity of rules, rules about alcohol use, and rules about television watching ($\alpha = .56$).

The construct "monitoring" was defined by seven student survey items: parents wanting the youth to call if he or she is going to be home late, parents knowing if the youth did not come home on time, youth knowing how to reach the parent, parents knowing the whereabouts of the youth after school, if youth was not home would their parent(s) know

where they were and who they were with, parent(s) knowing what youth does with his or her friends, and parent(s) knowing who youth's friends are ($\alpha = .72$).

The attachment and commitment construct was defined by twelve survey items (six parent items and six student items): parent and youth report of sharing thoughts and feelings with mother and father figures, youth's feelings of closeness to mother and father figures, and youth's report if he or she wanted to be like his or her mother or father figure, and parent report of youth's spontaneous helpfulness around the house and desire to please parent(s) ($\alpha = .76$).

The deviant peer association items are similar in content to Newcomb and Bentler's (1988) deviant friendship measure. This construct consists of seven items by which the youth rates their ten closest friends as to how many ("none" to "a lot") engage in the following behaviors: has stolen something worth more than \$5, fighting, smoking cigarettes, getting into trouble with teachers, drinking alcohol, have smoked marijuana, and skipping class/school ($\alpha = .81$).

The substance initiation construct consists of three student report items: if the youth has ever had a drink without parental permission, if the youth has ever smoked a cigarette without parental permission, or if the youth has ever smoked marijuana ($\alpha = .71$).

For all indicators, subjects received a scale score only if they had complete data for at least half of the items used for each indicator. There was one exception to this general method for the indicators of attachment. Attachment had parallel items that ask the youth and parent about the youth's level of attachment to both the mother figure and the father figure. Consequently, for youths that live in single-parent homes, at least half of the items would be incomplete due to the single-parent family structure. For single-parent families, Oxford et al. (2001) included subjects who had data for at least half of the items pertaining to the present parent. Using these criteria to avoid missing data on indicators, eighty-seven percent (n=905) of the full sample (N=1,040) were retained for analysis.

The analysis used the EQS Structural Equations Program (version 5.6) (Bentler, 1993). Oxford et al.'s (2001) analysis followed a two-step process. The first step consisted of testing a confirmatory factor model to determine the adequacy of the factor loadings, model fit, and the pattern of inter-correlations among the latent factors. The second step consisted of testing the structural model that tested the effect of family direct and indirect control factors and deviant peer association on substance initiation.

Oxford et al., (2001) intended to study the impact of both family factors and peer factors on substance (cigarette, alcohol, and marijuana) initiation at ages 11 and 12 years. It was hypothesized that both family and peer factors contribute to substance initiation during this developmental period of transition into adolescence. Family factors were hypothesized to inhibit substance initiation and prevent involvement with antisocial peers, while involvement with antisocial peers was hypothesized to enhance the likelihood of substance initiation. Oxford et al. (2001) discovered that the initial structural model fit the data well, but due to the high correlations among the family factors, a suppressor effect was detected and suggested a second-order structural model. Results of the second-order structural model indicated that it fit the data well and was able to account for sixty percent of the variance in substance initiation.

Prosocial family processes, which consisted of three first-order factors (parental rules, parental monitoring, and child attachment to parent) measuring direct and indirect control had both a direct negative impact on substance initiation a year later and an indirect impact on substance initiation via involvement with antisocial peers. The strongest effect on substance initiation was that of involvement with antisocial peers (0.71). However, as

hypothesized, prosocial family processes still played a significant role in elementary school, both directly and indirectly. Importantly, prosocial family processes have an enduring effect, as shown by the longitudinal nature of this analysis; family management practices and attachment contributed to both peer selection and substance initiation a year later.

In 2004, Gordon et al. suggested that the age of substance use onset and criminal onset, and their interrelationship, are important factors influencing the severity of subsequent disorders, including not only substance abuse and crime, but also other behavioral and psychological disorders. Gordon et al. (2004) contended that early onset of both substance use and crime likely have important implications for substance abuse treatment of adolescents, but the onset of these disorders among adolescents in treatment has not been systematically examined. Therefore, Gordon et al. (2004) proposed exploring the nexus between age of first substance use and first crime and other characteristics and experiences of adolescents in substance abuse treatment. Gordon et al. (2004) have focused their study on the onset of substance use and criminal activity among adolescents entering an outpatient substance abuse treatment program and examining the relationship between age of onset of each disorder relative to these

adolescents' individual characteristics, life circumstances, and other behavioral and psychological characteristics.

Gordon et al. (2004) examined adolescents between the ages of ages of fourteen and eighteen who entered one of five outpatient substance abuse treatment clinics in Baltimore County, Maryland, between July 2000 and December 2001 who were eligible to participate in a longitudinal study evaluating the effectiveness of a group-based outpatient treatment program (Battejes et al., 2003). Of the two-hundred and thirty-eight eligible adolescents recruited for the treatment evaluation, fifteen (6.3%) refused to participate and twenty-nine (12.1%) did not return for treatment initiation or did not enroll in group treatment because of logistical difficulties or serious mental health problems. Gordon et al., (2004), examining age of onset of substance use and crime, examined information obtained participants at treatment entry from one-hundred and ninety-four participating youth. Analyses of substance use onset were based on one-hundred and ninety-three participants, since one respondent refused to report age of substance use onset. Analyses of crime onset were based on one-hundred and sixty-one participants since, thirty-three individuals reported no criminal behavior (other than status offenses, substance use, and possession).

Gordon et al., (2004) administered a number of measures to subjects by trained research interviewers at baseline (treatment intake), with interviews lasting approximately two to four hours. The primary assessment instrument was the Global Appraisal of Individual Needs (GAIN-I) (Dennis et al., 2002) which consists of eight distinct domains, including substance use/abuse, mental health, physical health, family/peer, school, and juvenile/criminal justice system involvement. Gordon et al. (2004), also asked supplemental questions with regards to respondents' participations in various illegal activities.

Gordon et al.'s (2004) two dependent variables, age of substance use onset and age of crime onset, were each examined in separate sets of analyses. Age of substance use onset was determined by respondents' response to the following question: "How old were you when you first got drunk or used any drugs?" The variable, which excluded nicotine use, was recorded as age in years. The researchers determined that the age of crime onset was the youngest age each respondent reported committing any of seventeen crimes included in the GAIN-I.

Gordon et al.'s (2004) independent variables were based on the substance abuse literature, as well as the criminal justice literature, and included variables organized into

seven conceptual domains that were considered potentially relevant to ages of substance use onset and crime onset: (1) demographic characteristics, (2) family and peer influences, (3) school status, (4) substance use, (5) criminal involvement, (6) other deviant behavior, and (7) mental health.

Gordon et al. (2004) examined the following characteristics in each domain: Demographic: gender, age (in years), and race, coded white vs. nonwhite; Family/Peer Influences: deviance in living environment and deviance among peers within the past year (continuous), with each deviance measure scored 0-12, reflecting the extent to which participants lived/ socialized with others involved in drug use, alcohol abuse, and illegal activities; satisfaction with family, coded as slightly, moderately, considerably, or extremely; and ever lived in a two-parent family, coded as yes vs. no; School: school status, categorized as either not in school in the past 3 months, in school in the past 3 months but had declining/poor grades in the past year, or in school in the past 3 months without declining grades in the past year; Drug Use: drug use in a lifetime, coded as alcohol and marijuana only vs. other drugs (excluding nicotine); days of alcohol or drug use past 90 days (adjusted for days at risk); and prior substance abuse treatment lifetime, coded as any vs. none, (For crime onset

analyses, the age of substance use onset was included as an additional independent variable); Criminal Involvement: crime severity in a lifetime, coded as none/minimal, minor, major, or violent, based on the most serious crime ever committed; days committed crimes in the past 90 days (adjusted for days at risk); lifetime arrests, coded as any vs. none; current probation, coded as yes vs. no. (For drug use onset analyses, age of crime onset was included as an additional independent variable); Other Deviant Behaviors: bullied or threatened people two or more times in the past year, coded as yes vs. no; been physically cruel to people two or more times in the past year, coded as yes vs. no; and been physically cruel to animals two or more times in the past year, coded as yes vs. no; aggressive behavior lifetime, coded as none, physical force, use of object, or serious physical threat, based on the most serious type of aggression ever committed; sex without a barrier in the past year, coded as yes vs. no; two or more sex partners in the past year, coded as yes vs. no; number of times had sex in the past 90 days (adjusted for days at risk); sex when self or partner was high in the past year, coded as yes vs. no; Mental Health: disturbed by psychological problems in a lifetime, coded as yes vs. no; and ever abused emotionally in a lifetime, coded as yes vs. no.

Gordon et al. (2004), conducted two series of analyses using Univariate General Linear Model Regression (GLM), with the dependent variable under investigation being age of substance use onset in one series and age of crime onset in the other series. In the analyses related to each dependent variable, a regression analysis was first conducted including the three demographic variables (age, gender, race) to determine the unique relationship of each of these variables with the respective dependent measure. Next, separate regression analyses were conducted for each of the remaining independent variables, with the three demographic variables included in the regression equations as control variables. Independent variables were entered into separate regression analyses in keeping with an interest in examining how the respective dependent variables were related to various participant characteristics, experiences, and behaviors. In cases of statistical significance, posthoc comparisons were calculated for those independent variables comprised of multiple categories (school status, crime categories, aggressive behavior) to determine subgroup differences.

For the one-hundred and ninety-three adolescent respondents included in the analyses, substance use onset occurred at a mean age of 12.4 years ($SD = 2.1$). Participants were primarily male (84.5%) and were on average

15.9 years old at the time of the interview (SD = 1.0); 71.1% were White, 22.2% African-American, and 6.7% other ethnicity. According to Gordon et al., (2004) participants also reported generally high levels of satisfaction with their families, with 65.2% reporting that they were either considerably or extremely satisfied, and 78.4% reported having lived in a two-parent family setting. The researchers noted that deviance within the participants' living environment during the past year was low, with a mean score of 1.4 (SD = 2.1), while peer deviance was higher with a mean score of 6.1 (SD = 3.8), where the possible scores ranged from 0-12, with higher scores reflecting greater deviance. Twenty-two percent of the participants did not attend school within the past three months prior to treatment entry while 46.6% attended school but had declining grades in the past year.

Gordon et al., (2004) also noted that all of the youth had used alcohol and/or marijuana; 54.4% had used other substances (e.g., cocaine, hallucinogens, painkillers, heroin, but excluding nicotine); the mean lifetime years of substance use was 3.4 (SD = 2.1). During the 90 days prior to treatment entry, subjects reported using substances on average 33.3 days (SD = 30.6). Thirty-four percent of participants had received prior treatment, and the mean

number of prior treatment episodes for those reporting previous treatment was 1.8 (SD = 1.5).

Gordon et al. (2004), results indicated that only a small minority of the one-hundred and ninety-three adolescents (17%) reported no lifetime criminal activity (excluding substance use, possession, or minor status offenses); 36.3% were involved in minor crime, 35.8% in major crime, and 11.4% in violent crime. For the respondents, the mean age of first crime of the one-hundred and sixty-one youth who had committed one or more crimes (other than drug use and possession) was 11.2 years (SD = 3.1), and for those youth who reported ever committing a crime reported an average of 19.9 days of criminal activity (SD = 26.5) in the 90 days prior to treatment entry. Eighty percent (80%) of the sample reported one or more lifetime arrests, and 53.4% were currently on probation at time of treatment entry.

The authors' results also indicated that a considerable minority of participants were involved in other deviant behavior. One-third of the participants bullied or threatened people two or more times during the past year, 17.6% were physically cruel to people, and 5.2% were cruel to animals. Gordon et al., reported that almost all participants (91.1%) reported lifetime involvement in

aggressive behavior, with 20.2% committing serious physical threat, 32.6% using an object to hurt another person, and 38.3% using physical force. Most participants engaged in risky sexual behavior during the past year: 42.0% engaged in sexual activity without protection; 58.5% had two or more sex partners; and 58.5% engaged in sexual activity when self or partner was high on substances. On average, participants reported sexual activity on 15.4 days (SD = 30.5) during the past 90 days. Psychological problems were also widely reported among the participants, with 63.2% of participants reporting problems during their lifetime. Just over one-fourth reported being emotionally abused in their lifetime.

Gordon et al. (2004), noticed that the subgroup of participants who committed crimes and were largely similar to the total sample. Therefore, they were included in the analyses of age of crime onset. Other than with regard to obvious differences in illegal behavior and its consequences (e.g., lifetime arrests), youth who had initiated crime were somewhat more likely to use substances in the past 90 days (36.1 vs. 19.3 days), had sex more often in the past 90 days (16.7 vs. 8.6 days), and had higher levels of both family (1.5 vs. 0.5) and peer (6.6 vs. 3.7) deviance in the past year, than did the youth who had not committed crimes. The groups did not differ with regard to gender, race/ethnicity, or other variables under investigation. As noted

in the description of the overall sample, the subgroup that was criminally involved first committed an illegal act at a mean of 11.2 years ($SD = 3.1$).

Gordon et al. (2004) reported that the age of substance use onset was significantly associated with 16 of the 26 variables examined, representing all domains except mental health. Specifically, earlier substance use onset was related to male gender, younger age at interview, greater family deviance, less favorable school status, use of substances other than alcohol and/or marijuana, prior treatment, bullying people, being cruel to people, being cruel to animals, more severe aggressive behavior, having sex without a barrier, having two or more sex partners, frequency of sex, having sex when self and/or partner was high, greater crime severity, and having been arrested.

When the authors conducted posthoc comparisons of subgroup differences of multiple-categorical variables, with regard to criminal severity, the least serious (none/minimal) group initiated substance use later than the most serious (violent) group, while other subgroup comparisons were not significant. With regard to aggressive behavior, the authors reported that both the nonaggressive group and the group that had used physical force initiated

substance use at a later age than the most serious category, namely, those who had made a serious physical threat.

For factors associated with the onset of criminal activity Gordon et al., (2004) reported that three of the twenty-six variables examined were statistically significant, with early crime onset related to male gender, younger age of substance use onset, and having been cruel to people.

In summary, Gordon et al. (2004), contended that the findings from their study suggest that early onset of substance use in this sample of adolescents entering outpatient substance abuse treatment is associated with many of the same factors, covering several behavioral domains, found in other substance abusing populations (Zhang et al., 1997; Kandel et al., 1978; Wilson & Howell, 1995). These factors include gender, family deviance, school status, substances used, being a bully and being cruel to people and animals, risky sexual behavior, and criminal activity. In contrast, the authors report that the early onset of crime was related to only gender, age of substance use onset, and being cruel to people. In other words, Gordon et al.'s findings suggest that the early onset of substance use was associated with a variety of problems and circumstances contributing to problem behaviors, whereas early onset of

crime was not. The authors suggest that these results may reflect the population being studied, an outpatient substance abuse treatment population that was not highly involved in other criminal activity.

The authors report that the use of substances other than alcohol and marijuana was significantly associated with early substance use onset, in keeping with previous findings (Grant, 1998; Dennis et al., 2002; Robins & Przybeck, 1985). The researchers indicated that prior treatment was also significant, indicating that those having early onset of substance use were more likely to have multiple treatment episodes, which may indicate that those adolescents had experienced drug disorders serious enough to warrant prior intervention or, alternatively, that they have simply had a longer opportunity for treatment, having started earlier. Onset of substance use was also associated with age of onset of crime, demonstrating that those who initiated substance use early also tended to be involved in crime at an early age.

Gordon et al. (2004), also reported that school status was associated with the onset of substance use, indicating that those adolescents not in school were more likely to have begun using substances at an earlier age compared to those in school with declining grades (about 1 year earlier)

and those without declining grades (about 2 years earlier), similar to the findings of McCluskey, Krohn, and Lizotte (2002) and Maguin and Loeber (1996) regarding the relationship of early adolescent substance use with poor academic performance and school dropout.

Concerning delinquency, the authors reported that early substance use onset was associated with delinquency (Howell & Hawkins, 1998; Barnes et al., 2002; Chaiken & Chaiken, 1990; Nurco et al., 1994; Elliot et al., 1989; Grant, 1998; Thornberry et al., 1995), crime severity, lifetime arrests, aggressive behavior, bullying people, being cruel to people (also significant with crime onset), and being cruel to animals.

The researchers also found that the relationship of age of substance use onset with risky sexual behaviors, including sex without a barrier, two or more sex partners, sex when self or partner was high, and number of times had sex. These findings are consistent with previous research indicating that sexual activity during adolescence is associated with other problem behaviors such as illicit drug use and delinquency (Donovan et al., 1988; Elliot & Morse, 1985; Rosenbaum & Kandel, 1990). Furthermore, younger age of substance use onset was also found to be associated with increased sexual activity (Rosenbaum & Kandel, 1990).

Gordon et al. (2004), also discovered that two of the three demographic variables were significantly related to age of substance use onset. With males initiating drug use at an earlier age than females, consistent with prior research (Grant, 1998). While current age was associated with age of substance use onset, the authors suggested that this relationship likely reflects a cohort effect since younger participants had a restricted age range of onset.

In keeping with previous research (Zhang, 1997; Kandel et al., 1978), Gordon et al. (2004) found that family deviance (deviance in the living environment) was associated with age of substance use onset. But two other family variables living in a two-parent family and family satisfaction, were not associated with age of onset in their analyses. The authors warn that a failure to find a relationship between these variables may reflect limited variation on these characteristics within the current sample, with most participants (nearly 80%) reporting living in a two-parent family and with high levels of family satisfaction (65% reported being "considerably" or "extremely" satisfied).

The authors found that peer deviance was not related to early onset of drug use in this study, contrary to findings in other studies (Zhang, 1997; Thornberry, 1995; Wilson &

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Howell, 1995). Gordon et al. (2004) suggest that failure to find such a relationship in this study could be due to the peer deviance measure that was available for use, namely, peer associations within the past year. Thus, to the extent that recent involvement with deviant peers may simply reflect current involvement in a drug-use subculture, age of onset may be too distal of an event to significantly affect current peer associations.

For the crime factor, the number of crime days in the past 90 days (adjusted for days at risk) and current probation status were not significantly associated with substance use onset. Gordon et al. (2004) offer several explanations for why these relationships may not have been relevant in the present study. First, this could be due to the relatively low severity of criminal activity of this population presenting for outpatient substance abuse treatment. Second, due to being on probation and under the scrutiny of the juvenile justice system, some participants may have reduced their recent criminal activity prior to treatment entry or underreported this activity. Third, the 90-day period may be too short to be a representative time frame of the participants' behaviors.

Finally, lifetime psychological problems were not found by the authors to be significantly associated with onset of

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substance use for the study population, contrary to the findings of Dennis et al. (2003). The researchers suggest that a failure to find a relationship could reflect the low severity of psychological problems in this sample of adolescents entering a moderate intensity outpatient treatment program. Alternatively, Gordon et al. (2004) contend that the measure of psychological problems available in the present study may not have been sufficiently sensitive to detect a relationship. Furthermore, it was not possible for the researchers to distinguish psychological problems that preceded substance use onset from those that occurred subsequent to onset.

In 2002, Kaplow et al., designed a early-onset of substance use study that was unique for several reasons. First, with few exceptions (e.g., Masse & Tremblay, 1997), it is one of the only studies that examined kindergarten predictors of initiation of substance use prior to age 12, allowing for the identification of truly prospective relations as assessed prior to the onset of first time use. Second, the predictors spanned a number of different areas of functioning including environmental, child, parent, and peer domains. Third, multiple informants were used to measure the constructs of interest. Finally, the sample included boys and girls from four culturally and

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geographically diverse American communities, allowing for the examination of potential gender, ethnic, or geographic effects on early onset of substance use.

Kaplow et al. (2002), utilized data from a community-based sample of children (N = 295) drawn from the normative sample of the Fast Track Project, a longitudinal multisite investigation of the development and prevention of conduct problems in childhood (see Conduct Problems Prevention Research Group, 1992, for full details regarding study design and instruments). Participants were initially interviewed during the spring of the children's kindergarten year and were followed for seven years. Subjects were selected from four different areas of the country: (1) Durham, NC; (2) Nashville, TN; (3) Seattle, WA; and (4) Central Pennsylvania. These areas were selected in order to represent different cross-sections of the American population. Within each site, schools with high rates of children at risk for the development of conduct problems were sampled (Conduct Problems Prevention Research Group, 1992).

As part of the intervention study design, a normative sample of children was selected by the researchers in order to compare subsequent improvements made by the intervention group against a normative standard. From these schools, one-

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hundred kindergarten children were selected at each site (eighty-seven in Seattle because of one school dropping out during the 1st year) to represent the population distribution in terms of race, gender, and level of teacher-reported behavior problems. To obtain a representative sample in terms of teacher-reported behavior problems, the normative sample of one-hundred children from each site was selected by including ten children from each decile of the distribution of scores on a teacher-report screen for behavior problems (i.e., Authority Acceptance score of the Teacher Observation of Classroom Adaptation-Revised; TOCA-R; WerthamerLarsson & Kellam, 1989). These children were then approached randomly to participate in a descriptive longitudinal study. Nonparticipants were replaced by matched children until the sample reached an "n" of one-hundred per site (n=87, in Seattle).

Kaplow et al. (2002), eliminated ninety-two participants (24% of the entire sample) because of missing data on the outcome variable, substance use. In addition, if any of the two-hundred and ninety-five children with complete substance use data who were missing information on other measures used in a particular model, these subjects were eliminated from that particular analysis. Among the 295 children included in the sample, the mean age at the initial time point was 6.37 (SD = 0.46), the mean age at outcome was

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12.37, fifty-one percent (51%) were girls, forty-six percent (46%) were African American, fifty-two percent (52%) were Caucasian, and two percent (2%) were other ethnic minorities.

Kaplow et al. (2002), reported that approximately forty-eight (48%) of the children came from two-parent families, forty-five percent (45%) came from mother-headed families, and seven percent (7%) were missing data on this variable. The researchers used the Hollingshead four-factor categorization system of the education and occupation of the head of household (mothers in mother-headed families and the mean of mother and father in two-parent families), to determine that the mean socioeconomic status SES was 26.6 (SD = 13.8), which is the low-middle class with a range from the lowest class to middle class.

Kaplow et al. (2002) explained that the following measures, with the exceptions of teacher-report variables, sociometric ratings, history of medication for ADHD, and child substance use, were taken from measures initially administered to the normative sample of children in 1991 (Year 1) during a 2-hour home visit with interviews and direct observations of mothers and children during the summer after kindergarten. According to the authors (Kaplow et al., 2002), teachers reported on children's externalizing

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symptoms and parent-school involvement during the kindergarten year. The sociometric variables were gathered for this study for the first time in Grade one in 1992 (Year 2). The history of medication for ADHD was assessed for the first time in Grade three in 1994 (Year 4). The substance use measures of interest were administered at the conclusion of Grades four, five, and six in 1995 (Year 5), 1996 (Year 6), and 1997 (Year 7), respectively. The vast majority of parent-report measures were completed by the mother.

Because there is sufficient empirical evidence to suggest that not all sources of information are equally useful or valid for the assessment of certain behaviors (Loeber, Green, Lahey, Stouthamer-Loeber, 1989), Kaplow et al. (2002), only used those informants who had been found to be the most valid in their ratings of specific childhood behaviors. For example, whereas teachers have been found to be more valid reporters of children's delinquent behavior than parents or children (Hart, Lahey, Loeber, & Hanson, 1994), many conduct problems of a concealing nature such as substance use are more valid coming from the children themselves (Loeber et al., 1989).

Kaplow et. Al (2002), completed the ratings of the quality of the home and neighborhood environments, by each of the interviewers during the home visit through the use of

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the Post-Visit Inventory, a survey reflecting the interviewer's ratings of the physical environment in the home and neighborhood (Dodge, Bates, & Pettit, 1990). Response options ranged from dichotomous "yes or no" answers to four-point scale responses, with higher scores indicating greater problems or risk in the physical context. Principal component analysis of items resulted in two factors that were labeled Home Environment (3 items, $[\alpha] = .63$, e.g., How many rooms are in this dwelling?) and Neighborhood Environment (4 items, $\alpha = .75$, e.g., How safe/dangerous is the area outside of this dwelling?). Interrater reliability was assessed by the researchers using the Intraclass Correlation Coefficient (ICC; Shrout & Fleiss, 1979). The ICC for Home Environment was .85 and the ICC for Neighborhood Environment was .88.

Kaplow et al. (2002), also administered several measures of parenting practices. The Parent Questionnaire is a 27-item adaptation of the Parent Practices Scale (Strayhorn & Weidman, 1988). The current study utilized the Parental Warmth scale, a five-item scale ($\alpha = .76$) that asks the mother to rate the frequency of different behaviors on a 5-point scale (e.g., How often do you praise your child? How often do you and your child laugh together?). During the home visit, a structured 18-min parent-child interaction task (PCIT) was completed, during which the

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mother and child were asked to play together, build a toy structure, and clean up. Interviewers were trained to observe and code specific behaviors during each task. At the conclusion of each task in the PCIT, the interviewer completed an adaptation of the Interaction Rating Scales (Crnic & Greenberg, 1990), which consists of sixteen global 5-point items assessing the observed interactions of the mother and child. Of interest in this study is the interviewer rating of physical punishment, in which higher scores represent greater use of physical punishment.

For developmental history (adapted from Dodge et al., 1990), Kaplow et al. (2002), used an orally administered interview that focused on family experiences over the past twelve months. As part of the Insights section of the interview, mothers in this study were presented with six brief written vignettes of various child misbehaviors (e.g., when the child does not go to bed on time) and were asked to describe what he/she would do in that situation. Interviewers coded the frequency with which mothers mentioned certain parenting techniques, ranging from reasoning to physical punishment. Of interest was the mothers' mean score for verbal reasoning ($\alpha = .66$), with higher scores indicating more frequent use of verbal reasoning.

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To measure involvement between parents and teachers, the authors (Kaplow et al., 2002), administered the Parent-Teacher Involvement Questionnaire-Teacher (Conduct Problems Prevention Research Group, 1999), which is a 26-item measure that assesses the amount and quality of contact that occurred between the mother and teacher. Kindergarten teachers rated parental behaviors on a 5-point scale. Of interest in this study was the Parent-School Involvement Scale ($\alpha = .89$), with higher scores on this measure indicating greater parental involvement in school.

Kaplow et al. (2002), also asked Mothers to complete self-reports of their own psychological functioning. Maternal depressive symptoms were assessed with the Center for Epidemiological Studies-Depression Scale (CES-D; Radloff, 1977). The scale measures major components of depressive symptomatology, and respondents are asked to rate the frequency of each of twenty symptoms experienced in the previous seven days on a 4-point scale. This study also utilized the Family Information Form (FIF; Conduct Problems Prevention Research Group, 1999), a survey administered to the mother during the interview that assesses any mental health problems that either parent may have experienced throughout the previous year. Of interest was the two items inquiring about any alcohol or drug problems, coded

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dichotomously (0 = no, 1 = yes). The two items were combined to form an overall measure of any parental substance abuse.

To assess the children, Kaplow et al. (2002) administered two subtests of the Wechsler Intelligence Scale for Children-Revised (WISC-R; Wechsler, 1974): Vocabulary and Block Design. This test was administered twice, once after kindergarten and once after first grade. Children's scores on each subtest were combined within year and these two IQ scores from kindergarten and first grade were averaged to yield an overall/composite IQ score for each child.

Kindergarten teachers were also asked to complete the child attention profile (CAP; Barkley, 1988) to assess child inattention and overactivity. The CAP scale was derived from twelve items on the Teacher Report Form (TRF; Achenbach, 1991): seven inattention items and five overactivity items, with higher scores indicating greater levels of inattention and overactivity, respectively. Internal consistency of the CAP has been reported to be quite satisfactory (split-half $r = .84$). Interrater reliability for boys aged six to eleven years using teacher reports has been found to be .77 ($n = 37$). According to Kaplow et al. (2002) this scale significantly discriminates referred and nonreferred children ($N = 2,200$) from the standardization sample and has

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been shown to be highly sensitive to dose effects of stimulant drugs with ADD children (Barkley, McMurray, Edelbrock, & Robbins, 1989).

When children were in the third grade, mothers were asked whether their child had ever taken Ritalin or any other medication for ADHD symptoms. Scores were coded dichotomously as 0 = no, 1 = yes. Several measures other measures were also used to assess child aggressive/-oppositional behaviors. The Parent Daily Report (PDR; Chamberlain & Reid, 1987) is a 30-item checklist that assesses child oppositional behavior. Mothers completed this measure on three different occasions (during the initial interview before kindergarten, 1 week following the interview, and 1 week after that) during which time they indicated whether or not thirty different behavioral problems had occurred over the previous 24-hr period, using a dichotomous scale (did or did not occur). Preliminary factor analysis of the PDR identified fifteen behaviors that factored onto two scales reflecting six aggressive behaviors, e.g., fighting, yelling; ($\alpha = .83$) and nine oppositional behaviors, e.g., talking back, noncompliance; ($\alpha = .81$). Reports of the fifteen aggressive and oppositional behaviors were summed over the three administrations of the PDR providing a total home-setting problem behavior score.

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In order to assess children's externalizing behavior in the school context, Kaplow et al. (2002) used two scales of the Teacher Report Form (TRF; Achenbach, 1991) which provided information regarding teachers' perceptions of two child externalizing behaviors: Aggressive (20 items) and Delinquent (13 items) Behavior scales. Using a 3-point rating system, teachers rated the extent to which each child engaged in a number of different aggressive and delinquent behaviors, with higher scores indicating greater aggressive and delinquent behaviors.

Internalizing symptoms were assessed with the mother-rated child behavior checklist (CBCL; Achenbach, 1991), a highly reliable and valid 113-item symptom checklist that assesses internalizing and externalizing symptoms of the child by the parent using a 3-point rating system. Kaplow et al.'s (2002) study utilized mothers' ratings in kindergarten from the following scales: Somatic Complaints (9 items), Thought Problems (7 items), Withdrawn (9 items), and Anxiety/Depression (14 items).

This study also assessed children's emotional and social adaptation. The researchers used three measures to assess child social skills. The Emotion Recognition Questionnaire (Ribordy, Camras, Stefani, & Spaccarelli, 1988) which consisted of sixteen different vignettes was

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administered. Each child was asked to point to one of four pictures correctly indicating the emotion that is likely to be elicited in each context. The emotion recognition score has adequate construct validity and reliability ($\alpha = .66$), with higher scores reflecting greater emotion recognition.

The Social Problem-Solving measure (Dodge et al., 1990) consisted of a series of eight drawings and vignettes about common social problems. Each child was asked to describe what the character should do to solve the problem. Responses were coded as prosocial/competent or aggressive/-inept, and a score reflecting the proportion of competent responses ($\alpha = .70$) was derived, with higher scores indicating greater social competence. Interrater agreement was assessed for fifteen percent (15%) of the sample by having an independent rater code transcribed responses and was excellent ($\kappa = .94$).

To assess children's hostile attributional biases, Kaplow et al. (2002) administered the Home Inventory with Child (Dodge et al., 1990). Each child was shown a series of eight drawings and read vignettes depicting either unsuccessful peer entry (e.g., being ignored or rejected) or minor harm under conditions of ambiguous intent (e.g., being pushed or bumped). Interpretations of ambiguous events on

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this measure were coded as hostile, nonhostile, or don't know/other. The proportion of hostile attributions ($\alpha = .80$) was computed, with higher scores indicating greater frequency of hostile attributions. Based on examination of fifteen percent (15%) of the sample, interrater reliability was excellent ($\kappa = .90$).

Kaplow et al. (2002), explain that during the first grade, peer nominations were collected following written parental consent from each classroom peer. Sociometric interviews were completed individually with each peer in classrooms for which at least seventy percent (70%) of peers consented. During the interview, peers were asked to nominate children who fit the following description: "Some kids are really good to have in your class because they cooperate, help others, and share. They let other kids have a turn." These prosocial nominations were totaled and standardized within each classroom. Children were also asked to nominate an unlimited number of classmates whom they "most liked" and "least liked." These scores were computed by standardizing the "most liked" and "least liked" nominations within each classroom and calculating the difference between these standard scores (LM-LL). The difference scores were then restandardized to derive a social preference score, with higher scores reflecting

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greater social status (Coie, Dodge, & Coppotelli, 1982; Conduct Problems Prevention Research Group, 1999).

To measure child substance use, the authors (Kaplow et al., 2002), administered the Things That You Have Done survey, a 32-item measure derived from the National Youth Survey (Elliot, Ageton, & Huizinga, 1985) and developed a range of antisocial behaviors that the child may have engaged in over the previous year. The items of interest in the study were nine items related to the consumption of any alcoholic beverages or drugs. The questions asked the children whether he or she had consumed any beer, wine, or liquor, marijuana, heroin, crack, cocaine, LSD, or inhalants, and if so, the number of times that this occurred. Tobacco use was not included in the derivation of this construct. Scores on this measure were dichotomized such that any use was coded as 1 and no use was coded as 0. Approximately seven percent (7%) of the sample reported any alcohol or drug use in fourth grade, five percent (5%) of the sample reported any alcohol or drug use in fifth grade, and fourteen (14%) of the sample reported any alcohol or drug use in sixth grade. Because of the low rates of use within each grade, measures from Grades four, five, and six were combined to form an overall measure of substance use with 0 = no use and 1 = use at any time point. This coding system assumes that no children were using substances in

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kindergarten and any reports of use by the sixth grade represent initial onset of substance use. In total, twenty-one percent (21%) of the sample (twenty-five girls and forty boys) reported initiation of substance use by sixth grade.

Kaplow et al. (2002) used a series of five hierarchical, longitudinal logistic regression models were used to test the unique relations between sets of categorical and continuous predictors and early onset of childhood substance use. Within each regression model, the dichotomous dependent variable, initiation of substance use by the sixth grade, was first regressed on five covariates (age, gender, race, SES, and site), followed by one or more sets of predictors in the second step. Each set of predictors encompassed one of the following domains: environment, parenting, child psychological and behavioral functioning, and child social functioning. A comprehensive logistic regression model was estimated that included each of the predictors that achieved a p value of .07 or less in one of the four initial regression models, providing a data-informed but rigorous test of the unique predictive utility of each variable. Finally, the comprehensive model was re-estimated while controlling for concurrent externalizing symptomatology in the sixth grade in order to ensure that these factors predicted substance use in particular and not externalizing behavior in general.

As mentioned earlier, Kaplow et al. (2002), eliminated ninety-two of the three-hundred and eighty-seven original participants (24% of the total sample) because of missing data on the outcome variable, substance use. Potential bias due to attrition was assessed by comparing the demographic and predictor variables of the subjects included in the analyses with those that had been excluded from the analyses. The researchers administered a series of [chi square] tests and t tests for this purpose. The results Kaplow et al.'s (2002) analyses indicated that the subjects who were excluded from this study did not differ significantly from those who were included in terms of age, $t(385) = 0.55, p = .58$; gender, $[\text{chi square}](1, N = 387) = 0.76, p = .38$; race, $[\text{chi square}](1, N = 386) = 1.99, p = .16$; SES, $t(384) = 0.73, p = .47$; or any of the predictor variables considered in this study. However, authors warn that caution is still warranted in generalizing the results of this study.

Kaplow et al. (2002), found that seventeen of the twenty-eight predictor variables were significantly related to the initiation of substance use ($p < .05$). Early-onset substance use was significantly associated with being male, being African American, low SES, residence in a dangerous neighborhood, problematic parenting (lower levels of verbal reasoning and decreased parental involvement in school),

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maternal depression, parental substance abuse, several child characteristics (low IQ, higher levels of inattention, overactivity, aggressive behavior, delinquent behavior, and thought problems), receiving medication for ADHD, problematic social cognitions (hostile attributions and poor social problem solving), and peer relations (low social preference and decreased prosocial behavior).

Of the five demographic variables (age, gender, race, SES, and site) that were used to predict substance use in a logistic regression model, it was determined that the overall fit was significant, [chi square] ($N = 295$) = 20.53, $p < .005$, and univariate standardized [beta]s indicated that being male, Odds Ratio (OR) = 2.04, $p < .02$, and being African American (OR 2.64, $p < .02$) increased risk.

Kaplow et al.'s (2002) first hierarchical logistic regression tested the incremental utility of the two environmental factors in predicting early onset of substance use. The researchers indicated that the omnibus fit of this model was significant, [chi square] (9, $N = 283$) = 19.98, $p < .02$; however, the addition of the environment variables did not make a significant contribution to the variance associated with early-onset substance use after the demographic variables had been entered, [chi square] change (2, $N = 283$) = 0.16, $p = ns$. Thus, the effects of home and

neighborhood environment on early-onset substance use are accounted for entirely by demographic factors.

The second hierarchical logistic regression tested y Kaplow et al. (2002) examined the unique effects of parenting factors on early onset of child substance use. After adding the standard set of five covariates, six parenting variables were added to the model: parental warmth, physical punishment, verbal reasoning, parental involvement in school, maternal depression and parent substance abuse. The results indicated that the omnibus model fit with all thirteen variables was highly significant, [chi square] (13, N = 250) = 52.76, $p < .0001$, and the addition of this set of variables significantly contributed to the variance associated with early-onset substance use, [chi square] change (6, N = 250) = 24.41, $p < .001$. Furthermore it was found that increased verbal reasoning was significantly related to a decreased likelihood of substance use initiation by the sixth grade, Odds Ratio (OR) = 0.09, $p < .01$.

Kaplow et al.'s (2002) found that parental abuse of substances when children were in kindergarten were strongly associated with an increased likelihood of child substance use by the sixth grade (OR = 2.49, $p < .02$). In contrast, the unique relations between parental involvement in the

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kindergarten classroom and early initiation of substance use, as well as, maternal depression and early initiation of substance use were only marginally significant (OR = 0.54, $p < .06$; OR = 1.03, $p < .08$, respectively). Which may suggest that children with involved parents may be less likely to engage in early onset substance use and those of depressed mothers may be more likely to engage in early-onset substance use, but the authors contend that replication studies with larger sample sizes are needed in order to determine the reliability of these effects. Results for the other two parenting variables, parental warmth and physical punishment, were not significantly related to early onset of substance use after controlling for the other factors.

Kaplow et al.'s (2002) third hierarchical logistic regression tested the unique effects of child psychological and behavioral factors on early onset of child substance use. After the five covariates were added, four variables were included in the model: child IQ, inattention, overactivity, and history of medication for ADHD. The omnibus model fit was significant, [chi square](11, $N = 248$) = 40.43, $p < .0001$, and the addition of these variables significantly contributed to the variance associated with early initiation of substance use, [chi square] change (4, $N = 247$) = 11.86, $p < .025$. Analyses indicated that children who were higher on measures of overactivity in kindergarten

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were more likely to have initiated substance use by the sixth grade ($OR = 1.16, p < .03$). The other three child characteristic variables, IQ, inattention, and medication history did not add significantly to the prediction of early initiation of substance use.

At the third step, Kaplow et al. (2002) added three externalizing variables to the model: oppositional behavior, aggressive behavior, and delinquent behavior. The addition of this set of variables was not significant. At the fourth step, the authors added four internalizing variables to the model: somatic complaints, thought problems, withdrawal, and anxiety/depression. The omnibus model fit was significant, $[\chi^2(18, N = 247) = 50.27, p < .0001]$, and the increment of these variables was marginally significant, $[\chi^2 \text{ change}(4, N = 247) = 9.04, p < .10]$. The results indicated a marginally significant effect of thought problems on early-onset substance use such that children identified in kindergarten as having more thought problems may have a greater likelihood of initiating substance use by the sixth grade ($OR = 1.36, p < .07$). Interestingly, the unique relation between kindergarten anxiety/depression and initiation of substance use was significant and negative ($OR = 0.84, p < .03$), indicating that children with higher levels of anxiety/depression in kindergarten were at decreased risk of using substances by the sixth grade. The

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other two internalizing variables, somatic complaints and withdrawal, were not significantly associated with initiation of substance use. The model was reestimated with the reverse order of entry and no significant differences emerged.

The fourth hierarchical logistic regression tested by Kaplow et al. (2002) examined the effects of children's social skills and adjustment on early initiation of substance use. After the five co-variates were added, three social cognitive variables were added to the model: emotion recognition, hostile attributions, and social problem solving. The omnibus model fit was significant, [chi square] (10, $N = 291$) = 27.23, $p < .002$, and the addition of these variables significantly contributed to the variance associated with early initiation of substance use, [chi square] change (3, $N = 252$) = 7.97, $p < .05$. Analyses indicated that children who had greater social problem solving skills in kindergarten were less likely to have used substances by the sixth grade ($OR = 0.22$, $p < .04$). The other two social cognitive variables, emotion recognition and hostile attributions, were not uniquely related to initiation of substance use. In the final step, two sociometric measures were added to the model: social preference score and prosocial nominations. The addition of this set of variables was not determined to be significant.

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The authors reestimated the model with the reverse order of entry and still no significant differences emerged.

Kaplow et al.'s (2002) final hierarchical logistic regression included the set of five covariates as the first step and the seven predictors achieving a p-value of .07 or less in the previous analyses (parental involvement in school, parental substance abuse, parental verbal reasoning, overactivity, thought problems, anxiety/-depression, and social problem solving) as the second step. Although the identification of these predictors is data-driven, this provides a rigorous test of the unique relations among each predictor while controlling for all other predictors. The omnibus model fit was significant, [chi square] (14, N = 249) = 67.06, $p < .0001$. A significant proportion of the variance associated with early initiation of substance use was explained by the increment of the second set of variables, [chi square] change (7, N = 249) = 38.06, $p < .0001$. Unique increments in the prediction came from higher levels of overactivity (OR = 1.14, $p < .02$), more thought problems (1.53, $p < .01$), parental substance abuse (OR = 2.82, $p < .01$), lower levels of parental verbal reasoning (OR = 0.11, $p < .02$), and greater social problem-solving skills deficits (OR 0.18, $p < .04$). The unique relation between parental involvement in the kindergarten classroom and initiation of substance use was negative and marginally

significant ($OR = 0.56, p < .09$). Anxiety/depression did not add significantly to the prediction of substance use.

From the regression analyses described above, Kaplow et al. (2002) came to the conclusion that certain risk factors must provide unique information in predicting early-onset substance use. This led to the researchers deciding to depict this phenomenon by evaluating the relation between the number of risk factors that a child has and the likelihood of substance use. To perform this analysis, Kaplow et al. (2002), coded each child as having (or not having) each of the following five risk factors: (1) a substance-abusing parent; (2) a parent who failed to utilize verbal reasoning, defined as a score less than one standard deviation below the sample mean; (3) overactivity, defined as a score greater than one standard deviation above the sample mean; (4) thought problems, defined as a score greater than one standard deviation above the sample mean; and (5) social problem solving skills deficits, defined as a score less than one standard deviation below the sample mean. The results indicated that children displaying two or more risk factors had at least a fifty percent (50%) chance of early-onset substance use and were approximately five times more likely to show early-onset substance use than were children with no risk factors, [χ^2] ($N = 254$) = 38.08, $p < .0001$.

Although certain variables were identified as predictors of early-onset substance use, the authors also felt it was possible that these variables actually predict early-onset conduct problems in general as opposed to substance use in particular. In order to test this possibility, the final comprehensive model was reestimated while controlling for the presence of concurrent externalizing symptoms in the sixth grade, measured by the NIMH Diagnostic Interview Schedule for Children (DISC; Costello, Edelbrock, & Costello, 1985), a structured clinical interview designed to assess DSM-IV psychiatric disorders and symptoms in children and adolescents aged six to seventeen years of age. Children were administered the DISC in Grade six (Year seven), and a total externalizing symptom count was generated which includes most of the major externalizing behavior diagnoses contained in the DSM-IV (e.g., Oppositional Defiant Disorder, Conduct Disorder, ADHD, etc.). Even with the inclusion of the total DISC externalizing symptom count in the final model ($OR = 1.16, p < .002$), almost all of the same predictors (i.e., parental substance abuse, parental verbal reasoning, overactivity, and social problem solving skills) remained significant in the prediction of early-onset substance use, [chi square] change (6, $N = 249$) = 44.28, $p < .0001$, with the exception of thought problems, which was marginally significant ($OR =$

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1.29, $p < .08$). These findings indicate that this set of variables has predictive utility specific to early-onset substance use above and beyond the effects of concurrent externalizing symptoms in the sixth grade.

The study conducted by Kaplow et al. (2002) offers a unique perspective on the etiology of early-onset substance use through several means including its longitudinal design, its wide range of predictor variables, the use of multiple informants, and the diversity of the sample with respect to gender, ethnicity, and geographic location. The results indicated that it is possible to predict which children are at greatest risk of early-onset substance use as early as age six. Based on theories of adolescent substance use (Brook, Brook, Gordon, Whiteman, & Cohen, 1990; Hawkins & Weiss, 1985; Simons et al., 1988), it was hypothesized that the most significant predictors of early-onset substance use would be parenting and child functioning factors as opposed to more distal factors such as the neighborhood environment or social status. The results provide support for this hypothesis and extend existing theory by providing information about the causes of children's initial involvement with substances prior to adolescence. Kaplow et al. (2002) feel that it is important to note that this is one of the first studies to examine factors associated with early substance use experimentation; but warn that this

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study does not provide information concerning children at risk for early substance abuse. Even though there is evidence that early initiation of substances predicts early substance abuse (Jackson et al., 1997; Kandel, 1982).

Consistent with previous studies (e.g., Costello et al., 1999; Jackson et al., 1997), the results of this study by Kaplow et al. (2002) indicate that boys are at greater risk for early substance use than are girls. It is also noteworthy that previous research indicates that African Americans are at decreased risk for adolescent substance use compared with Caucasians (Bachman et al., 1991; Kilpatrick et al., 2000), whereas the current study found that African American children are at increased risk for early-onset substance use. Kaplow et al. (2002), suggested that it may be that African American children are likely to begin experimentation with substances at an earlier age than children of other ethnic groups, but may be less likely to engage in substance use later in adolescence.

Kaplow et al.'s multistage social learning model asserts that adolescents are more likely to initiate substance use if parents display patterns of substance use (Simons et al., 1988). Consistent with this theory, as well as previous empirical research (Beman, 1995; Costello et al., 1999; Dobkin, Tremblay, & Sacchitelle, 1997; Kilpatrick

et al., 2000), parental substance abuse was the single strongest predictor of early initiation of child substance use in this sample. But it was not clear from the findings whether this relation was due to parental modeling of substance abusing behaviors, ineffective parenting techniques such as reduced parental monitoring in substance abusing parents, genetic transmission of risk, or some combination of these factors (Patterson & Bank, 1989). However, consistent with the findings of Costello et al. (1999), maternal depression is not significantly related to early onset of child substance use when controlling for parent substance abuse. The authors suggest that this seems to indicate that it may be the direct modeling of parental substance abuse, as opposed to parental unavailability, that plays the most influential role in children's acquisition of substance using behavior.

Besides modeling of parent's behaviors, Kaplow et al.'s multistage social learning model indicates that another major predictor of adolescents' initial experimentation with substances is a lack of parental supervision and discipline (Simons et al., 1988). The results of the current study indicated that children who have parents that engage in more frequent verbal reasoning strategies are less likely to initiate the use of substances. Research has shown that adolescents will be more likely to engage in substance use

when parents fail to effectively monitor, reward, and punish the behavior of their children (Baumrind, 1985; Patterson, 1982) and when parents do not provide clear rules in the home (Kaplan, Johnson, & Bailey, 1986). It is likely that greater use of verbal reasoning is associated with increased parental monitoring of the child as well as more frequent provisions of verbal rewards or punishments.

Concerning physical discipline strategies and parental warmth during kindergarten, the authors were surprised that they were not predictive of early-onset substance use, whereas past studies of adolescent substance use have found that these factors are predictive of adolescent-onset substance use (Andrews, Hops, Ary, Tildesley, & Harris, 1993; Barnes & Windle, 1987; Dishion, Patterson, Stoolmiller, & Skinner, 1991). Kaplow et al. (2002) contend that the lack of significant findings could be due to the measures that were used to assess these constructs. That is, parental warmth was derived from a parent self-report measure of parent-child interactions, which may be associated with reporting biases; and the use of physical discipline strategies was assessed by the interviewer during an 18-minute parent-child interaction task, which may not have provided interviewers with enough information to make a reliable assessment of the parent's typical behavior toward the child. Additionally, the researchers suggest that it is

likely that parents who are being observed may intentionally avoided using physical discipline practices in front of interviewer.

Kaplow et al. (2002) state that in addition to parenting factors, children's psychological and behavioral functioning appear to be important in predicting early-onset substance use. Children who have higher levels of overactivity in kindergarten are more likely to begin using substances at an early age. This finding is consistent with research that has identified temperamental traits such as impulsivity and novelty-seeking behavior to be consistent predictors of early-onset substance use (Masse & Tremblay, 1997) as well as adolescent-onset substance use (Newcomb & Earlywine, 1996; Windle & Windle, 1993). Kalpow et al. note that neither inattention nor medication for ADHD were predictive of early-onset substance use once overactivity is taken into account. A recent study by Molina, Smith, and Pelham (1999) also found that dimensionally scored impulsivity-hyperactivity symptoms, but not symptoms of inattention, accounted for substance use in adolescents.

Additionally, while previous studies of adolescents have noted a positive relation between problem behaviors and adolescent substance use (e.g., Brooke, Whiteman, & Finch, 1992; Loeber, Stouthamer-Loeber, & White, 1999; White,

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Brick, & Hansell, 1993); the current study found a nonsignificant association between these behaviors and early-onset substance use once overactivity was taken into account. Kaplow et al. (2002) suggest that it may not be problem behaviors in and of themselves that cause adolescents to initiate substance use, but their resulting association with deviant peers that leads them to begin experimentation with substances (Simons et al., 1988). Because their multistage social learning model also asserts that adolescents will gravitate toward substance using peers if they themselves have used substances in the past, further research is needed to understand the temporal relation between deviant peer affiliation and substance use.

The results of the current study also indicate that children who display more thought problems in kindergarten are also at greater risk of early-onset substance use; however, Kaplow et al. (2002) state that this finding should be interpreted with caution. The mean for the thought problems scale was only 1.22 for the substance using group, which indicates that the average score for this group is barely higher than "somewhat true" on any one item. In addition, the thought problems scale appears to be highly correlated with externalizing symptoms such as overactivity, aggression, and delinquent behavior. Therefore, the authors indicate that it is difficult to know exactly what the

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thought problems scale was measuring. Despite these caveats, Kaplow et al. (2002) propose that it may be that children who are rated higher on thought problems are more likely to associate with deviant peers, given their own deviant thought processes, which is likely to lead to early experimentation with substances. However, more research is needed to understand the mediating mechanism in the relation between thought problems and early-onset substance use.

The multistage social learning model in the current study asserts that adolescents will escalate in their substance use when they are emotionally distressed in an effort to relieve their anxiety or depressive symptoms (Simons et al., 1988). Although the relation between anxiety/depression and initiation of substance use in this study is nonsignificant in the final, comprehensive model, anxiety/depression is significantly and negatively related to early-onset substance use in the third model. This is consistent with recent research that found certain forms of internalizing symptoms to be inversely related to initiation of alcohol use (Kaplow et al., 2001) and initiation of cigarette use (Costello et al., 1999). Kaplow et al. (2002) suggest that it may be that children who experience internalizing symptoms in the absence of externalizing symptoms are more behaviorally inhibited and tend to avoid

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The multistage social learning model also proposed that greater social skills may prevent children from initiating substance use at an early age by providing more adaptive strategies for dealing with social distress or problematic situations with peers (Simons et al., 1988). The current study (Kaplow et al., 2002) found that greater social problem solving skills in kindergarten are related to a decreased risk of early-onset substance use. This is consistent with research that has found social impairment in childhood to be a critical predictor for later substance use disorders (Greene et al., 1999).

In contrast to social problem solving skills, Kaplow et al. (2002) found that socio-metric ratings such as peer nominations for social acceptance or engaging in prosocial behavior in the first grade were not significantly associated with early-onset substance use. The authors suggested that because children are not usually exposed to substances in a social context prior to adolescence (Oetting & Beauvais, 1987), peer status may not play a role in the initiation of substance use until later in development. Although, Kaplow et al. contend that it is possible that peer status measured closer to the time of substance use

initiation (i.e., in the 4th grade) may indeed predict early-onset of substance use. Dodge (1983) found that children who are lacking in prosocial behavior are likely to be rejected by their peers and will tend to gravitate toward other rejected children, who in turn, promote substance abuse and involvement in antisocial activities (Elliot, Ageton, & Huizinga, 1985; Keenan, Loeber, Zhang, Stouthamer-Loeber, & Van Kammen, 1995). Kaplow et al. (2002) point out that there is sufficient evidence that has been accumulated over the years to indicate that, at some point during development, the affiliation with deviant peers becomes strongly associated with substance-using behaviors (e.g., Clark, Parker, & Lynch, 1999; Jessor, Chase, & Donovan, 1980; Kandel, 1978; Kaplan, Martin, & Robbins, 1984; Qetting & Beauvais, 1987). However, future research is needed in order to determine the age, or developmental period, at which children's peer group status begins to play a more influential role in the initiation of substance use.

The studies presented in this chapter examine the factors that lead to early initiation of substance use as well as some of the possible consequences of the initiating substance use at an early age. The link between the initiation of substance use and delinquency involvement is an important issue, but not much research has focused on whether the age at which drinking or drug use begins has any

power to predict future delinquency (Zhang et al. 1997; Collins, 1986; Wish and Johnson, 1986). According to Zhang et al. (1997), there have been a limited number of studies that have addressed this issue (Blane 1982; Blane and Hewitt, 1977; Goodwin et al., 1971; Robbins and Wish, 1977). The current author has also presented a few more of studies in this section.

Experimentation with alcohol and drugs during adolescence is a statistically normative phenomenon. According to O'Malley, Johnston, & Bachman, 1998), most adolescents tend to initiate the use of alcohol between the ages of 13 and 15 and a recent Monitoring the Future study found that fifty-four percent (54%) of graduating seniors reported having tried an illicit drug (University of Michigan, 1998). As a normative phenomenon, alcohol and drug use in late adolescence is not strongly associated with problematic outcomes. However, the earlier a child initiates the use of alcohol or drugs, the greater is his or her risk of becoming involved in a wide range of problem outcomes, including aggression, school failure, delinquency, and especially later problem use and abuse of substances (Jackson, Henriksen, Dickinson, & Levine, 1997; Kandel, 1982; Robins & Przybeck, 1985). It is evident that early experimentation with substances appears to be a critical precursor of later substance abuse. But in contrast to broad

empirical evidence linking early-onset substance use with later problem outcomes, there is a scarcity of studies examining the initiation of substance use prior to adolescence (Kaplow et al., 2002). The current study intends to contribute to the discussion of early substance use initiation and future problem behavior, by examining youth between the ages of eleven and thirteen years of age. The next chapter will present the methodology for the current study.

IV. Methodology

The sample for this study was taken from the longitudinal National Youth Survey (Elliot et al., 1985). Secondary data analysis will be conducted on subjects thirteen years of age and younger who have initiated substance use and these individuals will be compared to subjects who are thirteen years of age and younger, who have not initiated substance use. These two groups will be compared on the following factors: attachment to family, peer affiliation, and commitment to school. The two groups will also be compared on measures of delinquency and substance use.

Thirteen years of age and younger was selected as the age range for this study because researchers have suggested that thirteen years of age is considered to be the norm as the "acceptable" age to initiate drinking (Ju & Williford, 1992; Gruber. DiClemente, Anderson, & Lodico, 1996; Zhang et al., 1997); and the onset of drinking before thirteen years of age may be considered to be especially problematic and to lead to problems other than drinking. Researchers have also

suggested that the "13-year" standard may correspond to the fact that drinking any younger is believed to seriously violate our age-role norm, while drinking at 14 or older may be considered more "acceptable" rebellion (Ju & Williford, 1992; Gruber. DiClemente, Anderson, & Lodico, 1996; Zhang et al., 1997). Therefore, thirteen years of age and younger was selected as the age group of interest for this study.

Longitudinal Research

Prior research indicates that many variables correlate with delinquency, and that many factors tend to increase the risk of subsequent delinquent behavior. Among these risk factors are birth trauma, child abuse and neglect, ineffective parental discipline, family disruptions, conduct disorder and hyperactivity in children, school failure, learning disabilities, negative peer influences, limited employment opportunities for adults, inadequate housing, and residence in high crime neighborhoods. Researchers also know, however, that neither correlates nor risk factors can be equated with causal factors. In fact, researchers have not yet been able to discriminate well between causal and other factors. Nor have researchers been able to delineate which constellations of causes are most crucial in explaining delinquency. Indeed, it is not easy to determine

causality for most human behavior, especially in the natural environment where, in contrast to the laboratory, controls are not easy to achieve. Researchers cannot simply presume that any child who experiences one of the risk factors (child abuse, for example) will automatically become delinquent; many children who experience abuse never engage in delinquent behavior. Each person brings to a given situation unique personal characteristics that have been influenced by a host of factors in the arenas of the family, school, peer context, and the community environment.

Why Longitudinal Research is Needed

Overall, research findings support the conclusion that no single cause accounts for all episodes of delinquency, and no single pathway or set of life experiences leads to a life of crime. To date, however, researchers have not clearly identified the different developmental pathways that lead to delinquency nor the factors that start or maintain someone on one of these paths. One of the best ways to understand these developmental processes is by conducting studies that follow and assess people periodically. Longitudinal studies, in contrast to cross-sectional studies, help to unravel developmental progressions,

identifying which factors come earlier and which later in the development of delinquent behavior.

There are social scientists and policy makers who are now in general agreement that these longitudinal studies are the best way to gain information on the causes of delinquency (Thornberry et al., 2004). These studies can identify developmental sequences in delinquent behavior within the context of other developmental social and psychological processes that are presumed to cause this behavior. Understanding these developmental processes and sequences provides the information needed to develop more effective intervention strategies. Although absolute identification of causes can not be established with longitudinal designs (this requires true experimental studies), by establishing temporal order, they can establish which factors are not causes and identify those factors most likely to be true causes of delinquency.

National Youth Survey

The data source for the current study was from the National Youth Survey (NYS; Elliott et al., 1985). The data were obtained through the Inter-University Consortium for Political and Social Research (University of Michigan). The NYS is a national probability sample of the continental United States for youth aged 11 to 17 on December 31, 1976

(Ford, 2005). At the initial wave of testing, subjects were interviewed between January 1st and March 31st of 1977 concerning their behaviors (e.g., substance use) in the calendar year of 1976. Follow-up surveys of the youth were conducted during the same months in subsequent years. The current study uses data from waves I, and wave V that collected data for the years 1976 and 1980, respectively.

Sample Selection

The sample was a multistage, cluster sampling design. At each stage, the probabilities of selection were adjusted to provide a self-weighting sample. Seventy-six primary sampling units were selected with probability of selection proportional to size (Ford, 2005). The primary sampling units were defined as Standard Metropolitan Statistical Areas (SMSAs), a county or group of contiguous counties containing at least five-thousand households. To select the primary sampling units for the sample, a systematic sample with a random start and an interval equal to the zone size was employed to obtain a probability proportional to size number of households estimated to be contained in the primary sampling unit - of selection of one primary sampling unit from each of seventy-six zones. The primary sampling units were stratified on three major variables: (a) SMSA vs. non-SMSA to provide an urban-rural split, (b) census

division, and (c) size of PSU (Ford, 2005). Within each primary sampling unit, secondary sampling units were taken to be block groups or enumerations districts as defined by the Census Bureau for the 1970 census that contained at least sixty households. Finally, within the south Atlantic divisions, the primary sampling units were further divided into those where the population was less than twenty-percent Black and those with more than twenty-percent Black. This was done so that both Black and non-Black sections were covered in multiple zones. The sampling procedure results in the listing of 67,266 households, of which approximately eighth-thousand were selected for inclusion in the sample. All youths living in the selected households who were physically and mentally capable of being interviewed were considered eligible for the study (Ford, 2005).

Participant Interviews

All interviews were confidential face-to-face meetings conducted in the dwelling of the respondent. At the initial wave of testing, an available parent (usually the mother) was also interviewed. Due to parent or youth refusal or an inability to contact the respondent, twenty-seven percent (27%) of the selected youths did not participate, leaving a final sample size of 1,725 who signed consent forms agreeing

to participate in the study. There was no selective loss by age, gender, or ethnicity. Participating youth appear to be representative of the 11 - to 17-year-old population when compared with U.S. census data (Huizinga, 1978). Probably due to the fact that all subjects were asked to commit to the study at the initial wave of testing and the interviews were face-to-face, subject attrition and patterns of missing data were very low. For example, subject attrition was only fourteen percent (14%) in the fifth and sixth waves of testing (Ford, 2005).

The current study is focusing on a sub-sample of the original National Youth Survey sample. The current study will only be focusing on individuals who were thirteen years-old or younger during Wave I and collect and examine information from these same individuals at Wave V. For the current study, there were seven-hundred and seventy-eight (778) youth who were thirteen years-old or younger at Wave I (Table 1) and at Wave V seven-hundred and six (91% of the Wave I sample) of these youth were still in the sample (see table 1 and table 2).

Table 1. Age at Wave One (1976)

Wave 1 (1976)		
Age	#	Percentage
11	252	32.4
12	257	33.0
13	269	34.6
Total	778	100.0

Table 2. Age at Wave Five (1980)

Wave 5 (1980)		
Age	#	Percentage
15	230	32.6
16	231	32.7
17	245	34.7
Total	706	100.0

Independent Variable

The independent dichotomous variable for this study will be the initiation or non-initiation of substance use by youth thirteen years old and younger at Wave I.

Dependent Variables

The dependent variables for this study will be a number of scales that are created from a collection of items intended to measure: (a) attachment to family, (b) association with delinquent peers, (c) commitment to school, (d) delinquency, and (e) substance use.

Hypotheses

Null Hypothesis (Ho) One: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will have the same or stronger family attachment scores (on the family attachment scale) youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Research Hypothesis (Ha) One: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will have weaker family attachment scores (on the family attachment scale) than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Null Hypothesis (Ho) Two: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be less or as likely to indicate that they associate with delinquent peers (on the association with delinquent peers scale), as youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Research Hypothesis (Ha) Two: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be more likely to indicate that they associate with delinquent peers (on the association with delinquent peers scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Null Hypothesis (Ho) Three: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be more or as likely to indicate that they are as committed to school (on the commitment to school scale), as youth who have not initiated substance use at 13-years-of-age or younger - four years later (Wave V).

Research Hypothesis (Ha) Three: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be less likely to indicate that they are committed to school (on the commitment to school scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (Wave V).

Null Hypothesis (Ho) Four: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be less or as likely to indicate that they have engaged in delinquent acts (on the delinquency scale), as youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Research Hypothesis (Ha) Four: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be more likely to indicate that they have engaged in delinquent acts (on the delinquency scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Null Hypothesis (Ho) Five: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be less or as likely to indicate that they have used alcohol or other drugs in the last twelve months (on the substance use scale), as youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Research Hypothesis (Ha) Five: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be more likely to indicate that they have used alcohol or other drugs in the last twelve months (on the substance use scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Additional Hypotheses Considered

The author also considered examining the effects on the social bonds, delinquency, and substance use by the frequency of substance use at Wave V. Each substance (alcohol, marijuana, etc.) was recoded into "Never" used (0), "Light use" (between once or twice a year and every two to three months), "moderate use" (between once a month and every two to three weeks), and "heavy use" (once a week or more). The data indicate that there were very few individuals in the sample that responded that they were

moderate or heavy users of any substance. The substance with the most individuals indicating either moderate or heavy use was alcohol, with 27 individuals (4%) falling into those categories. Because of the low number of respondents indicating moderate or heavy use, hypotheses covering this phenomenon will not be considered in this forum.

Measurement Scales & Outcome Measures

For this study, the researcher decided to create scales to conduct the analysis and compare the differences between the groups. This decision was made in an effort to reduce the "noise" or measurement error that could possibly interfere with the measurement goal. By selecting a number of different variables (that are inherently associated with each other) to represent a particular concept (e.g., association with delinquent peers) is likely to reduce the "noise" or measurement error (Taylor, 1994). Furthermore, the grouping of variables will also allow the "summary"/scale scores that are created to be closer to the "true scores" on the general concept (e.g., attachment to family, commitment to school) than the categorization or score based on one item (Taylor, 1994).

Cronbach's alpha will be used to test if the responses within the scales and across the different items are

consistent within one another. The closer Cronbach's alpha is to 1.0, the more consistent the items in the scale are to one another. Face validity will be used to select potential questions for the scales, then a reliability analysis will be conducted to determine which items were the most consistent with one another. Next, a confirmatory factor analysis (CFA) will be conducted to also examine the selection of items in the scale. Items with correlations greater than .40 will be considered to load on the factor and will remain as an item in the scale. To further test the fit of the model, the corrected-item total correlations (which provide information on how well the designated variable correlates with the other variables in the scale) will be examined. Items with corrected-item total correlations greater than .50 will remain in the scale (see table 3 for the alphas and the number of items in each scale).

Table 3. Scale Statistics

Scale	Cronbach's Alpha	Number of Items
Attachment to Family	.82	5
Association with Delinquent Peers	.96	13
Commitment to School	.96	5
Delinquency Scale	.98	10
Substance Use Scale	.78	5

Attachment to Family Scale

The family attachment scale was created from a series of questions where subjects were asked to rate whether or not they agreed with a series of statements on five - point scale of strongly agree (5) to strongly disagree (1). The family attachment scale ($\alpha = .82$) is indexed by five items: I feel like an outsider with my family; my family is not willing to listen if I have a problem; sometimes I feel lonely when I'm with my family; I don't feel close to my family; my family doesn't take much interest in my problems. The CFA supports the items in this scale, with correlation ranges (or factor loadings) between .67 and .83 (see Table 4). The corrected item-total correlations also support this scale, with correlation ranges between .50 and .70 (see table 5).

Table 4. Factor Loadings - Attachment to Family Scale

Item	Correlations/ Factor Loadings
Family Not Interested in Problems	.81
Outsider With Family	.83
Feel Lonely With Family	.66
Do Not Feel Close to Family	.78
Family Does Not Listen to Problems	.79

Table 5. Attachment to Family Scale Statistics

Item	Corrected Item - Total Correlation	Cronbach's Alpha if Item Deleted
Family Not Interested in Problems	.66	.76
Outsider With Family	.70	.76
Feel Lonely With Family	.50	.83
Do Not Feel Close to Family	.62	.78
Family Does Not Listen to Problems	.64	.78
Attachment to Family Scale Alpha = .82		

Association with Delinquent Peers Scale

The association with delinquent peers scale was created from a series of questions where subjects were asked to rate whether or not their friends had engaged in a series of behaviors during the past 12 months on a scale of all of them (5) to none of them (0). The association with delinquent peers scale (alpha = .96) was indexed by thirteen items: cheated on school tests; friends destroyed property; friends used marijuana; friends stolen something worth less than \$5; friends hit or threatened to hit someone without any reason; friends used alcohol; friends broke into a vehicle or building to steal something; friends sold hard drugs such as heroin, cocaine, and LSD; friends stole something worth more than \$50; friends suggest breaking the law; friends gotten drunk; friends used prescription drugs; and friends given or sold alcohol. The CFA supports the items in this scale, with factor loadings ranging between .77 and .90 (see table 6). The corrected item-total

correlations also support this scale, with correlation ranges between .74 and .86 (see table 7).

Table 6. Factor Loadings - Association w/ Delinquent Peers

Item	Correlations/ Factor Loadings
Friends Cheated on School Tests	.74
Friends Destroyed Property	.80
Friends Used Marijuana	.81
Friends Stole Something Less than \$5.00	.84
Friends Hit Someone	.76
Friends Used Alcohol	.86
Friends Have Broken into vehicles	.84
Friends Have Sold Hard Drugs	.83
Friends Stole Something More than \$50.00	.86
Friends Suggest you break the Law	.83
Friends have gotten drunk	.83
Friends have used Prescription Drugs	.82
Friends have given or sold Alcohol	.79

Table 7. Association With Delinquent Peers Scale Statistics

Item	Corrected Item - Total Correlation	Cronbach's Alpha if Item Deleted
Friends Cheated on School Tests	.74	.96
Friends Destroyed Property	.80	.95
Friends Used Marijuana	.81	.95
Friends Stole Something Less than \$5.00	.84	.95
Friends Hit Someone	.76	.96
Friends Used Alcohol	.86	.95
Friends Have Broken into vehicles	.84	.95
Friends Have Sold Hard Drugs	.83	.96
Friends Stole Something More than \$50.00	.86	.95

Friends Suggest you break the Law	.83	.95
Friends have gotten drunk	.83	.95
Friends have used Prescription Drugs	.82	.95
Friends have given or sold Alcohol	.79	.95
Association with Delinquent Peers Scale Alpha = .96		

Commitment to School Scale

The commitment to school scale derived from a series of questions which asked the respondents to indicate how much time they spent studying and also how important were certain matters that were related to school, with 5 being "not important at all", 3 indicating "somewhat important" and "1" representing "very important." The commitment to school scale (alpha = .81) was indexed by five items: important to have a high GPA; important to have other students think of you as a good student; important to do well even in hard subjects; important to do your own school work without help from anyone; and how important is it to have teachers think of you as a good student. The CFA also supports the items in this scale, with factor loadings ranges between .90 and .94 (see table 8). The corrected item-total correlations also support this scale, with correlation ranges between .85 and .91 (see table 9).

Table 8. Factor Loadings - Commitment to School

Item	Correlations/ Factor Loadings
Important to Have a High GPA	.94
Important to be a Good Student	.90
Important to Do Own School Work	.92
Important to Do Well in Hard Subjects	.94
Important for Teachers to Think your a Good Student	.93

Table 9. Commitment to School Scale Statistics

Item	Corrected Item - Total Correlation	Cronbach's Alpha if Item Deleted
Important to Have a High GPA	.90	.95
Important to be a Good Student	.85	.95
Important to Do Own School Work	.87	.95
Important to Do Well in Hard Subjects	.91	.94
Important for Teachers to Think your a Good Student	.89	.95
Commitment to School Scale Alpha = .96		

Delinquency Scale

The delinquency scale (alpha = .95) was indexed by 10 items and the responses were coded from 5 (engaged in the behavior once a week or more) to 0 (had not engaged in the behavior). The items selected were: stolen (or tried to steal) something worth more than \$50; run away from home; attacked someone with the idea of seriously hurting or killing him/her; been involved in gang fights; forced someone to have sex against their will; hit (or threatened

to hit) a teacher or other adult at school; hit (or threatened to hit) one of your parents; sold hard drugs such as heroin, cocaine, and LSD; stolen (or tried to steal) something at school, such as someone's coat from a classroom, locker, or cafeteria, or a book from the library; broken into a building or vehicle (or tried to break in) to steal something or just to look around. The CFA supports the items in this scale, with factor loadings ranging between .89 and .97 (see table 10). The corrected item-total correlations also support this scale, with correlation ranges between .87 and .96 (see table 11).

Table 10. Factor Loadings - Delinquency Scale

Item	Correlations/ Factor Loadings
Stolen More than \$50	.91
Ran Away	.94
Attacked Someone	.94
Participated in Gang Fights	.94
Made someone have sex against their will	.97
Hit a teacher	.95
Sold Hard Drugs	.93
Stole at School	.94
Broke into a Building	.94
Hit a Parent	.89

Table 11. Delinquency Scale Statistics

Item	Corrected Item - Total Correlation	Cronbach's Alpha if Item Deleted
Stolen More than \$50	.89	.98
Ran Away	.93	.98
Attacked Someone	.93	.98

Participated in Gang Fights	.93	.98
Made someone have sex against their will	.96	.98
Hit a teacher	.93	.98
Sold Hard Drugs	.92	.98
Stole at School	.93	.98
Broke into a Building	.92	.98
Hit a Parent	.87	.98
Delinquency Scale Alpha = .98		

The Substance Use Scale

The substance use scale was created from a series of questions which asked the respondents how often had they used a particular substance in the past year, the responses were coded 3 - "heavy use" (once a week or more), 2 - "moderate use" (between once a month and every two to three weeks), 1 - "Light use" (between once or twice a year and every two to three months), and 0 - "Never" used. The substance use scale (alpha = .78), is comprised of 5 items: how often drank beer; how often drank hard liquor; how often used marijuana; how often used hallucinogens; and how often used amphetamines. The CFA supports the items in this scale, with factor loadings between .72 and .82 (see table 12). The corrected item-total correlations also support this scale, with correlation ranges between .52 and .69 (see table 13).

Table 12. Factor Loadings - Substance Use Scale

Item	Correlations/ Factor Loadings
How Often Drank Beer	.74
How Often Drank Hard Liquor	.78

How Often Used Marijuana	.82
How Often Used Hallucinogens	.72
How Often Used Amphetamines	.75

Table 13. Substance Use Scale Statistics

Item	Corrected Item - Total Correlation	Cronbach's Alpha if Item Deleted
How Often Drank Beer	.64	.72
How Often Drank Hard Liquor	.66	.70
How Often Used Marijuana	.69	.70
How Often Used Hallucinogens	.52	.78
How Often Used Amphetamines	.53	.77

Substance Use Scale Alpha = .78

The Relationships between the Five Scales

The five scales that were created are intended to independently measure their designated phenomenon (e.g., attachment to family, delinquency). Thus, one should expect the correlations between the scales (see Table 14) to be below .50. Table 14 indicates that this is true all of the scale relationships except one - the "Association with Delinquency Peers" scale and the "Substance Use" scale. The multicollinearity between these two scales is very strong (.72), which might indicate that the scales need to be combined because they do not have much unique explanatory power. In this case however, the author decided not to combine the scales because they did not contain any of the same items and it did not seem appropriate to combine items that were intended to measure association with delinquent peers and substance use, respectively.

The significance levels for each of the scale relationships was less than .001 ($p < .001$) which indicates that it is unlikely that these relationships occurred by chance (see Table 15).

Table 14. Correlation Matrix - Five Scales

	Attachment to Family	Association With Delinquent Peers	Commitment to School	Delinquency Scale	Substance Use Scale
Attachment to Family		.23	.21	.21	.20
Association with Delinquent Peers	.23		.35	.47	.72
Commitment to School	.21	.35		.17	.29
Delinquency Scale	.21	.47	.17		.45
Substance Use Scale	.20	.72	.29	.45	

Table 15. Correlation Matrix Significance - Five Scales
(1-Tailed)

	Attachment to Family	Association With Delinquent Peers	Commitment to School	Delinquency Scale	Substance Use Scale
Attachment to Family		.000	.000	.000	.000
Association with Delinquent Peers	.000		.000	.000	.000
Commitment to School	.000	.000		.000	.000
Delinquency Scale	.000	.000	.000		.000
Substance Use Scale	.000	.000	.000	.000	

To more closely examine the relationship between the substance use and association with delinquent peers' scales. First, the items related to substance use were removed from the original association with delinquent peers scale to create a new a scale. The new "association with delinquent peers" scale included seven items: friends cheated on tests; friends destroyed property; friends destroyed something less than \$5.00; friends hit someone; friends have broken into vehicles; friends have stolen something more than \$50.00; and friends have suggested that you break the law. The alpha for the "new" association with delinquent peers scale ($\alpha=.94$) was lower than the original scale ($\alpha=.96$), which did not support removing the items from the original scale.

Because the difference between the alphas of the two scales was only .02, the author decided to further examine this scale revision. The "original" association with delinquent peers scale was replaced by the "new" association with delinquent peers scale in the correlation matrix, to test its collinearity against the other scales. The correlation matrix produced a significant relationship between the "new" association with delinquent peers scale and the substance use scale, but the multicollinearity between the "new" scale and the substance use scale was higher (.86), than the "original" association with

delinquent peers scale and the substance use scale (.72). These results also did not support removing the substance use related items from the "original" association with delinquent peers scale.

Finally, for further examination into the multicollinearity between the "original" association with delinquent peers scale and the substance use scale, the author decided to combine the two scales into one scale (ADP&SA) and examine its relationship to the other three scales. Not surprisingly, by combining the association with delinquent peers scale and the substance use scale the multicollinearity between the items in the scale was reduced (Table 16 & 17).

Table 16. Correlation Matrix - Five Scales

	Attachment to Family	Commitment to School	Delinquency Scale	ADP & Substance Use Scale
Attachment to Family		.21	.24	.25
Commitment to School	.21		.18	.35
Delinquency Scale	.24	.18		.49
ADP & Substance Use Scale	.25	.35	.49	

Table 17. Correlation Matrix Significance - Five Scales
(1-Tailed)

	Attachment to Family	Commitment to School	Delinquency Scale	ADP & Substance Use Scale
Attachment to Family		.000	.000	.000

Commitment to School	.000		.000	.000
Delinquency Scale	.000	.000		.000
ADP & Substance Use Scale	.000	.000	.000	

While future research may decide to combine these two scales to examine relationships presented here, in more detail, the author for the current study has decided not to combine the scales because they did not contain any of the same items and it did not seem appropriate to combine items that were intended to measure association with delinquent peers and substance use, respectively.

Discriminant Function Analysis

To compare how individuals who did and did not initiate substance use at Wave One, scored on each of the scales a discriminant analysis will be used to analyze the responses. Discriminant function analysis is used to classify cases into the values of a categorical dependent, usually a dichotomy. If discriminant function analysis is effective for a set of data, the classification table of correct and incorrect estimates will yield a high percentage correct.

Discriminant analysis has two important steps: (1) an F test (Wilks' lambda) is used to test if the discriminant model as a whole is significant, and (2) if the F test shows

significance, then the individual variables are assessed to see which differ significantly in mean by group and these are used to classify the grouping variable.

Discriminant analysis shares all the usual assumptions of correlation, requiring linear and homoscedastic relationships. Like multiple regression, it also assumes proper model specification (inclusion of all important independents and exclusion of extraneous variables). Discriminant analysis also assumes the dependent variable is a true dichotomy since data which are forced into dichotomous coding are truncated, attenuating correlation.

The next chapter will present the demographic information and analyses and findings for this research study.

V. Data Analysis & Findings

From Wave One (1976) to Wave Five (1980), the target sample was reduced from seven-hundred and seventy-eight (778) youth to seven-hundred and six (706) youth (see Tables 16 and 17). Among the respondents, thirty-two percent were aged eleven years-old at Wave One and thirty-three percent were age fifteen years-old at Wave Five; thirty-three percent were aged twelve years-old at Wave One and sixteen years-old at Wave Five; and thirty-five percent were aged thirteen years-old at Wave One and seventeen years-old at Wave Five. At Wave One and Wave Five, fifty-percent of the respondents were female (see Tables 18 and 19), and seventy-seven percent were White, sixteen percent were African American, and the remaining seven percent of the sample were either Chicano, American Indian, or Asian (see Tables 20 and 21).

Table 18. Age at Wave One (1976)

Wave 1 (1976)		
Age	#	Percentage
11	252	32.4
12	257	33.0
13	269	34.6
Total	778	100.0

Table 19. Age at Wave Five (1980)

Wave 5 (1980)		
Age	#	Percentage
15	230	32.6
16	231	32.7
17	245	34.7
Total	706	100.0

Table 20. Gender at Wave One (1976)

Wave 1 (1976)		
Gender	#	Percentage
Male	390	50.1
Female	388	49.9
Total	778	100.0

Table 21. Gender at Wave Five (1980)

Wave 5 (1980)		
Gender	#	Percentage
Male	353	50.0
Female	353	50.0
Total	706	100.0

Table 22. Ethnicity at Wave One (1976)

Wave 1 (1976)		
Ethnicity	#	Percentage
Anglo	599	77.0
Black	126	16.2
Hispanic	42	5.4
American	5	0.6
Indian		
Asian	6	0.8
Total	778	100.0

Table 23. Ethnicity at Wave Five (1980)

Wave 5 (1980)		
Ethnicity	#	Percentage
Anglo	544	77.1
Black	113	16.0
Hispanic	38	5.4
American Indian	5	0.7
Asian	6	0.8
Total	706	100.0

At Wave One, only twenty-two percent (174) of the sample indicated that they had initiated any substance use. Of those twenty-two percent who indicated that they had initiated substance use at Wave One, fifty-nine percent (102) were male (see table 22), eighty-five percent (147) were White (see table 23), and fifty-one percent were thirteen years-old (see table 24).

As mentioned earlier, very few individuals (27 out of 778) in the sample indicated that they engaged in "heavy" (once a week or more) or "moderate" (between once a month and every two to three weeks) use at Wave One.

Table 24. Gender at Wave One (1976)
who indicated Substance Use

Wave 1 (1976)		
Gender	#	Percentage
Male	102	58.6
Female	72	41.4
Total	174	100.0

Table 25. Ethnicity at Wave One (1976)
who indicated Substance Use

Wave 1 (1976)		
Ethnicity	#	Percentage
Anglo	147	84.5
Black	17	9.8
Hispanic	8	4.6
American Indian	1	0.6
Asian	1	0.6
Total	174	100.0

Table 26. Age at Wave One (1976)
who indicated Substance Use

Wave 1 (1976)		
Age	#	Percentage
11	24	13.8
12	61	35.1
13	89	51.1
Total	174	100.0

To examine the group of youth who initiated substance use at Wave One with those that did not, scales were created and a discriminant function analysis was used to compare the two groups at Wave Five on measures of social control, delinquency, and substance use. The following sections will present the findings from the discriminant analysis.

Discriminant Function Analysis

As mentioned earlier, discriminant analysis is used to determine which variables discriminate between two or more

naturally occurring groups. Discriminant analysis has two important initial steps: (1) an F test (Wilks' lambda) is used to test if the discriminant model as a whole is significant, and (2) if the F test shows significance, then the individual independent variables are assessed to determine which differ significantly in mean by group and these are used to classify the dependent variable.

Wilks' lambda was used to test the null hypotheses for this study. The smaller the lambda is for an independent variable, the more the variable contributes to the discriminant function and the more doubt it casts upon the null hypotheses. Lambda can vary from 0 to 1, with the groups differing the more closely they get to 0. The closer the group means get to 1, the more they are the same and the more difficult it is to reject the null hypotheses.

Table 25 indicates that the discriminant model is significant ($p < .001$) and has a Wilks' lambda of .87. From this relatively high Wilks' lambda score, one can assume that the group means will not be very different from each other. Tables 26 through 30 display the groups' means for attachment to family, association with delinquent peers, commitment to school, delinquency, and substance use, respectively.

While each of the group means is slightly higher for the "had initiated substance use at Wave One" (which would support the alternative hypotheses), the difference between the groups for each independent variable is very small, indicating little or no difference between groups. This small difference between group means was anticipated from the high lambda score (.87).

Table 27. Wilks' Lambda - Test of Significance

Test of Functions	Wilks' Lambda	Chi-Square	Df	Sig.
1	.87	95.90	5	.000

Table 28. Discriminant Function Analysis
Group Statistics - Attachment to Family

		Mean*	Std. Deviation	Valid N (listwise)	
				Unweighted	Weighted
Family Attachment	Substance Use At Wave I	9.11	2.81	527	527.00
	Did Not Indicate Any Substance Use at Wave I				
	Indicated Substance Use at Wave I	10.08	2.89	151	151.00
	Total	9.33	2.85	678	678.00

*Higher Scores indicate *Weaker* Family Attachment

Table 29. Discriminant Function Analysis
Group Statistics - Association With Delinquent Peers

		Mean*	Std. Deviation	Valid N (listwise)	
				Unweighted	Weighted
Association W/ Delinquent Peers	Substance Use At Wave I	21.35	7.99	527	527.00
	Did Not Indicate Any Substance Use at Wave I				
	Indicated Substance Use at Wave I	26.68	7.67	151	151.00
	Total				

Total	22.54	8.22	678	678.00
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*Higher Scores indicate *Stronger Association W/ Delinquent Peers*

Table 30. Discriminant Function Analysis
Group Statistics - Commitment to School

	Substance Use At Wave I	Mean*	Std. Deviation	Valid N (listwise)	
				Unweighted	Weighted
Commitment to School	Did Not Indicate Any Substance Use at Wave I	10.18	4.39	527	527.00
	Indicated Substance Use at Wave I	12.36	4.86	151	151.00
Total		10.66	4.57	678	678.00

*Higher Scores indicate *Less Commitment to School*

Table 31. Discriminant Function Analysis
Group Statistics - Delinquency

	Substance Use At Wave I	Mean*	Std. Deviation	Valid N (listwise)	
				Unweighted	Weighted
Delinquency Scale	Did Not Indicate Any Substance Use at Wave I	10.46	1.94	527	527.00
	Indicated Substance Use at Wave I	10.61	1.41	151	151.00
Total		10.49	1.84	678	678.00

*Higher Scores indicate *More Delinquency*

Table 32. Discriminant Function Analysis
Group Statistics - Substance Use

	Substance Use At Wave I	Mean*	Std. Deviation	Valid N (listwise)	
				Unweighted	Weighted
Substance Use	Did Not Indicate Any Substance Use at Wave I	2.37	2.79	527	527.00
	Indicated Substance Use at Wave I	4.56	3.07	151	151.00

Total	2.86	3.00	678	678.00
-------	------	------	-----	--------

*Higher Scores indicate *More Substance Use*

According to the Wilks' lambda significance level we can reject the null hypotheses for this study (please see Chapter Four). While the results of this model are considered significant one should be aware that there is little or very modest difference between the group means for the two groups (1) youth who did initiated substance use at Wave One and (2) youth who did not initiate substance use at Wave One, on measures of attachment to family, association with delinquency peers, commitment to school, delinquency, or substance use at Wave Five. Thus, one can accept the following research hypotheses with the caveat that the high lambda indicates that the differences between group means will are small:

Research Hypothesis (Ha) One: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will have weaker family attachment scores (on the family attachment scale) than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Research Hypothesis (Ha) Two: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be more likely to indicate that they associate with

delinquent peers (on the association with delinquent peers scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Research Hypothesis (Ha) Three: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be less likely to indicate that they are committed to school (on the commitment to school scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (Wave V).

Research Hypothesis (Ha) Four: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be more likely to indicate that they have engaged in delinquent acts (on the delinquency scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Research Hypothesis (Ha) Five: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be more likely to indicate that they have used alcohol or other drugs in the last twelve months (on the substance use scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

This information is supported by the eigenvalue (.15) and the canonical correlation (.36) of the discriminant

function analysis. The size of the eigenvalue is related to the discriminating power of the function. The larger the eigenvalue the greater the discrimination. The small eigenvalue in the study indicates low discrimination.

The canonical correlation coefficient is a measure of association which summarizes the degree of relatedness between groups and the discriminant function (Klecka, 1980). A value of zero denotes no relationship at all, while numbers closer to 1.0 represent a stronger relationship. The .36 canonical correlation in this study indicates a fair to low relationship between the groups and the discriminant function. As expected, this is consistent with the information Wilks' lambda and the eigenvalue score which present a significant but small to modest difference between groups.

Discriminant Function Analysis: Univariate Results

The discriminant analysis output produces a "Tests of Equality of Group Means" table which presents the univariate findings between the two group means (users and non-users at Wave One). These scores present the proportion of the total variance in the discriminant scores NOT explained by the differences among the groups. Table 31 indicates that the Wilks' lambda for the independent variables in this study are between .91 and 1.0. The closer

the Wilks' lambda is to 1.0 indicates that the observed group means for that variable are equal. The smaller the Wilks' lambda in table 31, the more important the independent variable is to the discriminant function. The scores from this study indicate that four out of the five variables were significant ($p < .001$), with the substance use variable being the most important independent variable in this discriminant model. The delinquency variable was the only variable that was not significant ($p = .38$) and may be dropped from the model in the future. These results indicate that there is little difference between the means of Wave One substance user and non-user groups and that the substance use measure is the most important variable in the model.

Table 33. Tests of Equality of Group Means
Univariate Findings

Scale	Wilks' Lambda	F	Sig.
Attachment to Family	.98	13.684	.000
Association with Delinquent Peers	.93	53.033	.000
Commitment to School	.96	27.757	.000
Delinquency Scale	1.0	.762	.39
Substance Use Scale	.91	69.120	.000

Discriminant Function Analysis: How well are the User and Non-User Groups discriminated by the five variables

To determine how well the user and non-user groups discriminate on the five measures one should examine the "Standardized Discriminant Function Coefficient" table and the "Structure Matrix" table presented below. The standardized discriminant function coefficients indicate the partial contribution (the unique, controlled association) of each variable to the discriminant function, controlling for other independents entered in the equation. These coefficients reflect the contribution of one variable in the context of the other variables in the model. A low standardized coefficient might mean that the groups do not differ much on that variable or it might just mean that the variable's correlation with the grouping variable is redundant with another variable in the model. The standardized discriminant function coefficients can be used to assess the importance of each independent variable's unique contribution to the discriminant function. The standardized coefficient table indicates that the substance use measure is also the greatest contributor to the discriminant function (which helps distinguish the two groups).

Table 34. Standardized Discriminant Function Coefficients

	Function
	1
Attachment to Family	.23
Association with Delinquent Peers	.32

Commitment to School	.28
Delinquency Scale	-.49
Substance Use Scale	.71

In contrast, the structure coefficients are whole (not partial) coefficients, similar to correlation coefficients, and reflect the uncontrolled association of the discriminating variables with the criterion variable. That is, the structure coefficients indicate the simple correlations between the variables and the discriminant function (they act like factor loadings in factor analysis). The structure coefficients tells us how closely a variable and a function are related. When the absolute magnitude of the coefficient is very large (near +1.0 or -1.0), the function is carrying nearly the same information as the variable. When the structure coefficient is near zero the function and the variable have little in common. The structure coefficients can also be used to determine which coefficients contribute the most to the prediction of group membership and assign meaningful labels to the discriminant functions.

The structure coefficients in this study indicate that the substance use measure (.82) contributes this most to the prediction of group membership for this study, followed by association with delinquent peers, commitment to school, family attachment, and delinquency measures. By examining

the results from the structure matrix table it may be understandable why the difference between the means of the two groups are small. Seventy-eight percent of the sample indicated that they had no prior use of any substance, and with the substance use measure contributing the most to the discriminant function one could expect the discriminant function analysis to produce group means that more closely resemble the non-substance using group.

Table 35. Structure Matrix

	Function
	1
Substance Use Scale	.82
Association with Delinquent Peers	.72
Commitment to School	.52
Attachment to Family	.36
Delinquency Scale	.09

Discriminant Function Analysis: Classification

According to Klecka (1980), classification is a activity in which either the discriminating variables or the canonical discriminant functions are used to predict the group to which a case belongs or most closely resembles. According to Klecka (1980), the percentage of the "known" cases which are correctly classified is an additional measure of group differences. Classification can be used along with Wilks' lambda and the canonical correlations to indicate the amount of discrimination contained in the

variables (Klecka, 1980). Klecka (1980) states that if there are two groups, one can expect to get fifty-percent of the predictions right by pure random assignment. Table 34 presents the prior probabilities for the cases in the analysis and table 35 presents the classification results for this study. For this study, 77.6% of the cases were grouped correctly with the classification results placing fourteen-percent more cases in the "non-use at Wave One" group than what was originally analyzed.

Table 36. Prior Probabilities for Groups

		Cases Used in Analysis	
Count	Had not Used @ Wave I	Prior .78	Count 527
	Had USED @ Wave I	.22	151

Table 37. Classification Results

		Predicted Group Membership		
Count	Had not Used @ Wave I	Had not Used @ Wave I	Had USED @ Wave I	Total
	Had USED @ Wave I	495	32	527
		120	31	151

77.6% of original grouped cases correctly classified.

With the classification results placing an additional fourteen percent of the sample in the "had not used @ Wave One" group this supports the findings and interpretations in this sections that have indicated that the modest to small differences between group means may be related to the large number of non-users compared to users in this study. The classification suggest that it was difficult for the model to discriminate between group means. The next chapter will discuss these findings and possible implications, in more detail.

VI. Discussion

The results from the discriminant function analysis in the previous chapter allowed the researcher to reject the null hypotheses. While the group means differences were modest the following hypotheses were able to be accepted:

Research Hypothesis (Ha) One: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will have weaker family attachment scores (on the family attachment scale) than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Research Hypothesis (Ha) Two: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be more likely to indicate that they associate with delinquent peers (on the association with delinquent peers scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Research Hypothesis (Ha) Three: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be less likely to indicate that they are committed to

school (on the commitment to school scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (Wave V).

Research Hypothesis (Ha) Four: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be more likely to indicate that they have engaged in delinquent acts (on the delinquency scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

Research Hypothesis (Ha) Five: Youth who have initiated substance use at 13-years-of-age or younger (in Wave I), will be more likely to indicate that they have used alcohol or other drugs in the last twelve months (on the substance use scale), than youth who have not initiated substance use at 13-years-of-age or younger - four years later (in Wave V).

These findings are consistent with past research that indicates that the earlier youth initiate substance use, the more likely it is they will experience substance abuse or misuse problems during adolescence and adulthood (Hawkins et al., 1997; Anthony et al., 1995; Kandel et al., 1992; Robins et al., 1985; Rachel et al., 1982). Additionally, the current study also supports the research that indicates that early substance use by youth can negatively affect families

(Nowinski, 1990); lead to association with delinquency peers (OJJDP, 1995); decrease school commitment (Hawkins et al., 1992); lead to delinquency (Hawkins et al., 1987; Wilson and Howell, 1993), and lead to future substance use (Newcomb & Bentler, 1988; Andersson & Magnusson, 1988; Chou & Picketing, 1992).

While the findings of this study are consistent with past research that has been conducted in this area it is important to examine possible explanations for the little to modest differences between the group means examined in this study. First, it is possible that the small number of youth who indicated that they used substances at Wave One (22%) and the even smaller number of youth who indicated "heavy" or "moderate" use (3%) may indicate that those youth who initiated substance use and those that did not are more related to each other than hypothesized.

Another factor to take into account was the multicollinearity between the "association with delinquency peers" scale and the "substance use" scale. With a correlation between these two scales of .72, neither of the two scales had much unique explanatory power but was included in the research model for theoretical purposes. The high level of multicollinearity between these scales may have made it difficult to interpret and assess individual variable effects. Different scale items, in another setting

may have reduced the multicollinearity and produced different results. [It is important to note, that even though these scales were included in the model they did not make the fit of the model poorer. The presence of multicollinearity does not diminish the goodness of fit of a model (Agresti & Finlay, 1986)].

An additional factor may have been the age of the data set. Although the nationally representative, longitudinal design of the National Youth Survey is invaluable to social scientists, the data analyzed in this paper are nearly thirty years old. Thus it is difficult to determine if this data set is a representative sample of adolescents in 21st-century America (which the author had in mind when the research hypotheses for this study were developed). If more current data were examined, and followed a similar sample, for the same period of time, the difference of means between groups may have been greater.

It also may have been more useful if the author was able to explore the level and intensity of substance use and its relationship to the independent variables (attachment to family, association with delinquent peers, commitment to school, delinquency, and substance use). Unfortunately, this alternative hypothesis was not able to be explored because such a small number of the research sample indicated "moderate" or "heavy" use (see Chapter Four). Individuals

who use drugs at a higher rate (once a week or more) may be less attached to family, may associate with more delinquency peers, may be less committed to school, may engage in more delinquency, and may engage in more substance use than youth who are similar to the current sample. It is quite possible that different results may have been found if different levels of substance use (i.e., rate of use, chronic use, or problem use) were able to be examined. Future research may therefore want to consider examining the levels of substance use.

Finally, it was not possible for the researcher to distinguish or control for the psychological, environmental, or social factors that could have preceded and possibly influenced substance use onset for the target sample. Converse relationships with the independent variables in this study (except substance use) could certainly have preceded substance use initiation. Which may have also influenced the sample, and the results of this study.

The Relationship between Substance Use and Delinquency

Does substance use lead to delinquent, or does engaging in delinquency or hanging out with delinquent peers lead to substance use? Research indicates that the relationship between substance use and delinquency may be reciprocal. Wish and Johnson (1986) concluded that determining the exact sequence of the onset of substance use and criminal behavior

is futile and perhaps a trivial pursuit. Since whether drugs came before or after criminal behavior is probably a function of opportunity and other social factors. In 1996, Welte and Wieczorek's Buffalo longitudinal study found no support for the position that substance use caused crime or delinquency and in fact found a suggestion that causation flows in the opposite direction. In 1997, Zhang et al. also researched the relationship between substance use and delinquency and found that substance use did have an effect on delinquency, but that this effect was mostly dependent on intervening and mediating social and individual factors.

Shannon (1998) contended that the correlation between substance use and delinquency is, at best spurious. This contention was supported by research by White et al., (1987) which found that although the majority of the serious delinquents in their study were also serious substance abusers, only one-third of the serious substance users were also serious delinquents.

The Denver, Pittsburgh, and Rochester youth studies all found a statistically significant relationship between persistent delinquency and persistent drug use for both males and females (Huizinga et al, 2000). However, a majority of persistent serious delinquents were not persistent drug users, and more than fifty percent of drug-using males and about twenty percent of drug-using females

were persistent serious delinquents. The data from the three studies indicated that thirty-eight percent of serious male delinquents were also drug users. Additionally, in Denver and Rochester, slightly more than half of drug users were serious delinquents, and in Pittsburgh, seventy percent of drug users were serious delinquents. Thus, for males, the majority of persistent serious delinquents were not drug users, but the majority of drug users were serious delinquents (Huizinga et al., 2000).

Although the relationship between serious delinquency and drug use is statistically significant for females (at the two sites where females were studied) and for males across all three sites, a number of caveats about this relationship were presented by the authors. First, the level of the relationship varied by site and gender. Second, even though the relationship was robust, it could not be assumed that most delinquents were serious drug users. In fact, for both genders, the majority of serious delinquents were not drug users (Huizinga et al., 2000). Neither could it be assumed that most drug users were serious delinquents. This relationship varied by gender. The authors discovered that among females most drug users were not serious delinquents. However, among males, a majority of drug users were serious delinquents (seventy percent in Pittsburgh). Third, the causal nature of the relationship was not clear. According

to Huizinga et al. (2000), it has been argued that drugs cause crime, that crime leads to drug use, that the relationship is spurious (that is, crime and drug use are related only because they are both dependent on other factors), and that it is reciprocal (that is, crime leads to drug use and drug use also leads to crime). However, the authors also contend that it is possible that each of these can be true, depending on the population, subgroup, or individual examined.

What this information indicates is that many youth who are substance users and seriously delinquent also experience difficulties in other areas of lives. For the current study, this means that one may not only want to examine the initiation of substance use when searching reasons to weakened social bonds, and to substance use and delinquency. Researchers should also examine other social, familial, and environmental factors that may be responsible for the strength of social bonds, and for future substance use and delinquency. Additionally, it may be similar social, familial, and environmental factors that are responsible for an individual's early initiation of substance use. The factors that influence social bonding, substance use, and delinquency do not exist in a vacuum and are not always easy to directly identify. But despite the challenges for researchers to determine causation, it will continue to be

important for researchers, practitioners, and policy makers to continue to examine these issues and search for information that will help reduce the number of youth that who become delinquents and/ or regular substance users.

Limitations of the Data

Again, while the data from the National Youth Study are very important to social science researchers the data due have some limitations. Of particular importance is the increased percentage of the United States population that is of Hispanic origin. In 2002, there were roughly 37.4 million Hispanic people in the United States accounting for approximately thirteen percent of the total U.S. population, and 34.4 percent of all Hispanic people were under the age of 18 compared to only 22.8 percent of the total White population (Ramirez and De la Cruz, 2003).

Also, female involvement in delinquent behavior has changed considerably over the past thirty years (Chesney-Lind 1998, 2004). Therefore, future studies may wish to replicate this study with a more contemporary sample if one is attempting to generalize the findings to the rest of the population.

Using self-report data is another study limitation. This data may be subject to recall bias or may be underreported or overreported. The author did not have a

means to check the veracity of respondents' answers and did not have the opportunity to question additional informants such as parents, teachers, friends, etc., to verify responses. Fortunately, there is research that indicates that adolescents are reasonably reliable self-reporters (Huizinga and Elliott 1986).

Another limitation is that the data cannot be generalized to those segments of the population that declined to participate, dropped out of the study, or were not approached to be included in the study. This data may exclude some important and unique subpopulations that may have different social bonding, substance using, and delinquency patterns. The survey excluded active-duty military personnel, who have been shown to have significantly lower rates of illicit drug use. Persons living in institutional group quarters, such as prisons and residential drug treatment centers, were not covered in the National Youth Survey and have been shown in other surveys to have higher rates of illicit drug use. Also excluded were homeless persons not living in a shelter on the survey date, another population shown to have higher than average rates of illicit drug use (Ford, 2005).

Possible Policy & Programming Implications

Hopefully, the findings presented here will provide information that will be useful in developing policies and prevention programming that will prevent or delay youth substance use. As mentioned earlier, research findings have indicated that the earlier youth begin substance use the more likely they are to experience negative consequences. Studies conducted by Huizinga, Esbensen, and Weiher, (1994), Krohn et al., (2001), and Loeber and Farrington (1998 & 2001), imply that preventive interventions to reduce juvenile offending should be available at least from the beginning of elementary school-age onward. This may also be the case for substance use programs aimed at preventing or delaying substance use initiation. In this author's opinion, youth substance use prevention programming should be developed for early school-aged youth. According to Loeber et al. (2003), early interventions have been known to have long-term effectiveness. In addition, it is "never too early" to try to reduce the initiation of youth substance use.

Most risk-reducing programming in juvenile justice, child welfare, and the schools currently focuses on adolescent offenders and problem children whose behaviors are already persistent or on education and behavior management programs for youth in middle and high schools rather than on children in elementary schools or preschools (Loeber et al., 2003). These interventions have usually

sought to remediate disruptive behavior, substance use, child delinquency, and serious and violent offending after these behaviors have emerged. Loeber et al., (2003) concluded that prevention is a better approach to reduce youth substance use and delinquency. Of all known interventions to prevent or delay substance use, prevention programs that focus specifically on substance use initiation may be the most effective. Specifically, these efforts could be directed first at the prevention of substance use in children and early adolescence, and second at delaying the initiation of substance use. Loeber et al., (2003) state that "The earlier the better" is a key theme in establishing interventions to prevent child delinquency, the same could be true for early youth substance use.

As mentioned in the previous section, research clearly demonstrates that multiple risk factors, their relationships with one another, and their complexity pose important challenges for implementing interventions aimed at preventing or reducing substance use and/or delinquency. According to Loeber et al., (2003), there have been several unique programs that have demonstrated that interventions with young children can reduce later substance use and delinquency. For example, the Elmira Prenatal/ Early Infancy Project sent nurses to the homes of pregnant, unmarried women in households with low socioeconomic status. These

visits began during pregnancy and continued to the end of the second year after the child's birth. By the time the children were fifteen years old, the positive impact of the visits was reflected in a decrease in children's reports of arrests, convictions, violation of probation, the consumption of alcohol, sexual activity, and running away from home (Olds et al., 1998).

Policies and programs designed to prevent or delay the initiation of youth substance use should rely on particular approaches and programs targeting the child, the family, peers, the school, and the community. Hopefully, the results presented here will provide useful information for policymakers at the federal, state, county, and municipal levels who can influence the day-to-day and long-term operation of agencies and/or their funding to maintain, improve, or create new programs designed to prevent or delay the initiation of substance use in youth.

In recent years, many research-based prevention programs have proven effective (NIDA, 2003). These programs were tested with rigorous designs in diverse communities in a wide variety of settings, and with a variety of populations. According to the National Institute on Drug Abuse (NIDA, 2003) as communities review prevention programs to determine which best fit their needs, the following core

elements of effective research-based programs should be considered:

Structure – how each program is organized and constructed;

Content – how the information, skills, and strategies are presented; and,

Delivery – how the program is selected or adapted and implemented, as well as how it is evaluated in a specific community.

NIDA (2003) states that when adapting these prevention programs to match community characteristics, it is important to retain these core elements to ensure that the most effective aspects of the program remain intact. According to NIDA (2003), it is these core elements that help build effective research-based prevention programming and will hopefully help each community prevent or delay the initiation of youth substance use.

This research study has attempted to examine the effects early initiation of substance use has on measures of social control, delinquency, and substance use. While the research hypotheses were considered significant and were supported by the findings, the difference between group

means was small. Because the consequences of the early initiation of substance use can be such a burden psychologically, mentally, socially, and physiologically it will be important for researchers to continue exploring this relationship with similar age groups.

ENDNOTE

The National Youth Survey was originally collected by Delbert Elliott and associates at the Institute of Behavioral Science, University of Colorado, Boulder, and were made available by the Inter-University Consortium for Political and Social Research, University of Michigan, Ann Arbor.

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THE EFFECTS OF EARLY SUBSTANCE USE INITIATION ON MEASURES
OF SOCIAL CONTROL, DELINQUENCY, AND FUTURE SUBSTANCE USE

VOLUME II

By

C. Edward Banks

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

School of Criminal Justice

2006

APPENDIX A:

NYS Wave I Survey

Field Coordinator

Household I.D.

Youth Respondent I.D.

Date and Interviewer

APPENDIX B: ORIGINAL INSTRUMENTS

YOUTH INTERVIEW SCHEDULE

NATIONAL SURVEY OF YOUTH

1977

Behavioral Research Institute
2305 Canyon Boulevard
Boulder, Colorado 80302
(303) 444-1682

[This is a National Youth Survey privacy page]

This study is about the attitudes, beliefs, and behavior of American youth. In order for our study to be of value, you must be open and honest in your answers. Your answers will be kept confidential, and no one outside our research staff will ever see your responses. Alright, let's begin.

1. (CIRCLE THE SEX OF THE RESPONDENT) Male Female
 1 2

(ASK THIS QUESTION ONLY IF YOU CANNOT VISUALLY DETERMINE)

2. Which one of these groups best describes you?

_____ (1) Anglo
 _____ (2) Black
 _____ (3) Mexican-American
 _____ (4) Spanish-American
 _____ (5) Chicano
 _____ (6) American Indian
 _____ (7) Asian
 _____ (8) Other _____ (specify)

3. How old are you? (CIRCLE ONE) 11 12 13 14 15 16 17

4. What grade are you in at school? (CIRCLE ONE)

Grade School				High School			
5	6	7	8	9	10	11	12

College	Not In School				
13 14 15 16	17				

Other _____
(specify; for example, if subject is in
trade or business school)

5. What is your grade point average? (AFTER RESPONDENT HAS ANSWERED, ASK THE FOLLOWING QUESTION)

Is that: 0-4

Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
5	4	3	2	1

(IF ANSWER CANNOT BE TRANSLATED INTO THE ABOVE SCALE, DESCRIBE THE GRADING SYSTEM AND THE RESPONDENT'S SCORE WITHIN IT.)

Your answers to the next set of questions cover things which have happened during the LAST YEAR. Whenever I say the LAST YEAR. I mean the time from Christmas a year ago (1975) to the Christmas just past (1976).

First let's talk about your friends.

Between Christmas a year ago and the Christmas just past. . .

6. Was there a particular group of friends that you ran around with?

1 No (GO TO QUESTION 7)
2 Yes (GO TO QUESTION 8)

7. How important is it to you to have a group of friends and be included in their activities?

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

SKIP TO QUESTION 14

8. Could you please give me their first names or their initials so you can keep them in mind as you answer the next set of questions.

_____	_____
_____	_____
_____	_____
_____	_____

9. On the average, how many afternoons during the school week, from the end of school or work to dinner, have you spent with your friends?

0 1 2 3 4 5

10. On the average, how many evenings during the school week, from dinnertime to bedtime, have you spent with your friends?

0 1 2 3 4 5

11. On the weekends, how much time have you generally spent with

your friends?

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

12. How much have your friends influenced what you've thought and done?

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

13. How important has it been to you have a group of friends and be included in their activities?

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

Between Christmas a year ago and the Christmas just past . . .

14. How many evenings in an average week, including weekends, have you gone on dates, to parties, or to other social activities?

0 1 2 3 4 5 6 7

15. How important has it been to you to have dates and go to parties and other social activities?

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

16. Now let's talk about school. Did you attend a regular school program such as grade school, junior high, or high school between Christmas a year ago and the Christmas just past?

1 No (IF NO, SKIP TO QUESTION 33)
2 Yes (GO TO QUESTION 17)

17. On the average, how many afternoons during the school week, from the end of school to dinner, have you spent studying?

0 1 2 3 4 5

18. On the average, how many evenings during the school week, from dinnertime to bedtime, have you spent studying?

0 1 2 3 4 5

19. On the weekends, how much time have you generally spent studying?

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

20. How important has your school work been to you?

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

Between Christmas a year ago and the Christmas just past . . .

21. Have you been a member of any athletic teams at school?

- 1 No (GO TO QUESTION 22)
- 2 Yes (IF YES, SKIP TO QUESTION 23)

22. How important is it to you to be on an athletic team at school?

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

SKIP TO QUESTION 27

23. On the average, how many afternoons during the school week, from the end of school to dinner, have you spent on team activities?

0 1 2 3 4 5

24. On the average, how many evenings during the school week, from dinnertime to bedtime, have you spent on team activities?

0 1 2 3 4 5

25. On the weekends, how much time have you generally spent on team activities?

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

26. How important have school athletics been to you?

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

Between Christmas a year ago and the Christmas just past . . .

27. Have you taken part in any activities at school, for example, service clubs, recreational or hobby clubs, student government, newspaper and/or yearbook (not counting athletic teams and honor

societies)?

- 1 No (GO TO QUESTION 28)
2 Yes (IF YES, SKIP TO QUESTION 29)

28. How important is it to you to be involved in these school activities?

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

SKIP TO QUESTION 32

29. On the average, how many afternoons during the school week, from the end of school to dinner, have you spent on these activities?

0 1 2 3 4 5

30. On the average, how many evenings during the school week, from dinnertime to bedtime, have you spent on these school activities?

0 1 2 3 4 5

31. On the weekends, how much time have you generally spent on these school activities?

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

32. Which of the following descriptions best describes how your classmates see you? (CIRCLE ONLY ONE)

	Activities	Social	Good	Average	None of	Other (specify)
Athlete	Member	Type	Student	Student	the Above	_____
1	2	3	4	5	6	

Between Christmas a year ago and the Christmas just past . . .

33. Have you been a member of any groups in the community such as service clubs, religious groups, recreational or hobby clubs, and athletic teams?

- 1 No (GO TO QUESTION 34)
2 Yes (IF YES, SKIP TO QUESTION 35)

34. How important is it to you to be involved in any of these community activities?

Very	Pretty	Somewhat	Not too	Not Important
------	--------	----------	---------	---------------

Important	Important	Important	Important	at All
5	4	3	2	1

SKIP TO QUESTION 39

35. On the average, how many afternoons during the school week, from the end of school or work to dinner, have you spent on these community activities?

0	1	2	3	4	5
---	---	---	---	---	---

36. On the average, how many evenings during the school week, from dinnertime to bedtime, have you spent on these community activities?

0	1	2	3	4	5
---	---	---	---	---	---

37. On the weekends, how much time have you generally spent on these community activities?

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

38. How important have these community activities been to you?

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

Between Christmas a year ago and the Christmas just past . . .

39. Have you had a job or jobs in the community such as working at a store, a service station, or babysitting for pay?

1 No (GO TO QUESTION 40)
 2 Yes (IF YES, SKIP TO QUESTION 41)

40. How important is it to you to have a job?

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

SKIP TO QUESTION 43

41. Did your job involve full-time (40 hour week or more) or part-time work (less than 40 hour week)? (IF RESPONDENT HAS HELD MORE THAN ONE JOB IN THE LAST YEAR, ASK HIM OR HER TO RESPOND TO THESE QUESTIONS IN TERMS OF THE MOST RECENT JOB)

Part-time Work	Full-time Work
----------------	----------------

1

2

42. How important has your job been to you?

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

Between Christmas a year ago and the Christmas just past . . .

43. Were you married?

1 No
2 Yes

44. On the average, how many afternoons during the school week, from the end of school or work to dinner, have you spent talking, working, or playing with your family?

0 1 2 3 4 5

45. On the average, -how many evenings during the school week, from dinnertime to bedtime, have you spent talking, working, or playing with your family?

0 1 2 3 4 5

46. On the weekends, how much time have you generally spent talking, working, or playing with your family?

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

47. How important have the things you've done with your family been to you?

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

48. How much have your parents influenced what you've thought and done?

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

The following questions ask about how much your family shares in your activities. (READ RESPONSE CATEGORIES TO RESPONDENT FOR EACH ITEM)

Between Christmas a year ago and the Christmas just past . . .

	ALMOST ALWAYS	OFTEN	SOME- TIMES	ALMOST NEVER	DON'T KNOW
How often have your PARENTS/FAMILY taken part or shared in:					
49. your school activities, for example, games, plays, homework, and assemblies.	4	3	2	1	_____
50. your community activities, for example, ballgames, plays, and church activities.	4	3	2	1	_____
51. your activities with your friends, for example, parties, dances, and hikes.	4	3	2	1	_____

Now I'd like to ask you how important certain things are to you and how well you are doing at these things. Use the left side of the blue card to pick your answer for how important each goal is to you (HAND RESPONDENT BLUE CARD) and the right side of the blue card to pick your answer for how you are doing at that goal.

	How important is it to you...		
	VERY IMPOR- TANT	SOMEWHAT IMPORTANT	NOT IM- PORTANT AT ALL
52. to have a family that does lots of things together.	5	3	1
53. to have other students think of you as a good student.	5	3	1
54. to have lots of dates.	5	3	1
55. to have parents you can talk to about almost everything.	5	3	1
56. to do well even in hard subjects.	5	3	1
57. to be asked to take part in things your friends do, such as going to parties and	5	3	1

games.

58. to have parents who comfort you when you're unhappy about something.	5	3	1
59. to do your own school work without help from anybody.	5	3	1
60. to have a special boyfriend/girlfriend.	5	3	1
61. to have your parents think you do things well.	5	3	1
62. to have teachers think of you as a good student.	5	3	1
63. to have friends ask to spend time and do things with you.	5	3	1
64. to have a high grade point average.	5	3	1
65. to get along well with your parents.	5	3	1

How are you doing at this?

	VERY WELL	O.K.	NOT WELL AT ALL	DON'T KNOW
52. to have a family that does lots of things together.	5	3	1	_____
53. to have other students think of you as a good student.	5	3	1	_____
54. to have lots of dates.	5	3	1	_____
55. to have parents you can talk to about almost everything.	5	3	1	_____

56. to do well even in hard subjects.	5	3	1	_____
57. to be asked to take part in things your friends do, such as going to parties and games.	5	3	1	_____
58. to have parents who comfort you when you're unhappy about something.	5	3	1	_____
59. to do your own school work without help from anybody.	5	3	1	_____
60. to have a special boyfriend/girlfriend.	5	3	1	_____
61. to have your parents think you do things well.	5	3	1	_____
62. to have teachers think of you as a good student.	5	3	1	_____
63. to have friends ask to spend time and do things with you.	5	3	1	_____
64. to have a high grade point average.	5	3	1	_____
65. to get along well with your parents.	5	3	1	_____

Next, I'd like to ask you a few questions about your future goals, using the same responses (POINT TO BLUE CARD) you used in the last set of questions.

	VERY	SOMEWHAT	NOT	
	IMPORTANT	IMPORTANT	IMPORTANT	DON'T
			AT ALL	KNOW

How important is it to you . . .

66. to have a good job/career	5	3	1	_____
-------------------------------	---	---	---	-------

after you've finished
with school?

67. to go to college?	5	3	1	_____
68. to get married?	5	3	1	_____
69. to have children of your own?	5	3	1	_____
	GOOD	FAIR	POOR	DON'T KNOW

What do you think your chances
are for . . .
(READ RESPONSE CATEGORIES TO RESPONDENT)

70. getting the kind of job you would like to have after finishing school?	3	2	1	_____
71. completing a college degree?	3	2	1	_____

In the next set of questions, I'd like to ask about some of your
feelings and beliefs. Please tell me how much you agree or disagree
with these statements about you. Choose your answers from this card
(HAND GOLD CARD TO RESPONDENT).

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
72. I'm not asked to take part in school activities as often as I'd like to be.	5	4	3	2	1	_____
73. I don't feel that I fit in very well with my friends.	5	4	3	2	1	_____
74. Teachers don't call on me in class, even when I raise my hand.	5	4	3	2	1	_____
75. I feel like	5	4	3	2	1	_____

an outsider with my family.						
76. I often feel like nobody at school cares about me.	5	4	3	2	1	_____
77. My friends don't take much interest in my problems.	5	4	3	2	1	_____
78. My family is willing to listen if I have a problem.	5	4	3	2	1	_____
79. I feel close to my friends.	5	4	3	2	1	_____
80. Sometimes I feel lonely when I'm with my family.	5	4	3	2	1	_____
81. I don't feel as if I really belong at school.	5	4	3	2	1	_____
82. My friends are willing to listen if I have a problem.	5	4	3	2	1	_____
83. Even though there are lots of kids around, I often feel lonely at school.	5	4	3	2	1	_____
84. Teachers don't ask me to work on special classroom projects.	5	4	3	2	1	_____
85. I feel close to my family.	5	4	3	2	1	_____
86. Sometimes I feel lonely	5	4	3	2	1	_____

	when I'm with my friends.						
87.	My family doesn't take much interest in my problems.	5	4	3	2	1	_____
88.	It's important to be honest with your parents, even if they become upset or you get punished.	5	4	3	2	1	_____
89.	To stay out of trouble, it is sometimes necessary to lie to teachers.	5	4	3	2	1	_____
90.	You are better off without friends if you have to break rules or laws to keep them.	5	4	3	2	1	_____
91.	Making a good impression is more important than telling the truth to friends.	5	4	3	2	1	_____
92.	At school it is sometimes necessary to play dirty in order to win.	5	4	3	2	1	_____
93.	It's okay to lie if it keeps your friends out of trouble.	5	4	3	2	1	_____
94.	Making a good impression is more	5	4	3	2	1	_____

important than
telling the
truth to
parents.

95. In order to gain the respect of your friends, it's sometimes necessary to beat up on other kids.	5	4	3	2	1	_____
96. You can make it in school without having to cheat on exams/tests.	5	4	3	2	1	_____
97. You have to be willing to break some rules if you want to be popular with your friends.	5	4	3	2	1	_____
98. Sometimes it's necessary to lie to your parents in order to keep their trust.	5	4	3	2	1	_____
99. It is important to do your own work at school even if it means some kids won't like you.	5	4	3	2	1	_____
100. It may be necessary to break some of your parent's rules in order to keep some of your	5	4	3	2	1	_____

friends.

101. Making a good impression is more important than telling the truth to teachers.	5	4	3	2	1	_____
---	---	---	---	---	---	-------

I'd like to know how your parents, friends, and teachers would describe you. I'll read a list of words or phrases and for each, will ask you to tell me how much you think your parents would agree with that description of you. I'll repeat the list twice more, to learn how your friends and your teachers would describe you. Please use the gold card again to pick your responses.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
How much would your parents agree that you . . .						
102. are well-liked	5	4	3	2	1	_____
103. need help	5	4	3	2	1	_____
104. are a bad kid	5	4	3	2	1	_____
105. are often upset	5	4	3	2	1	_____
106. are a good citizen	5	4	3	2	1	_____
107. get along well with other people	5	4	3	2	1	_____
108. are messed up	5	4	3	2	1	_____
109. break rules	5	4	3	2	1	_____
110. have a lot of personal problems	5	4	3	2	1	_____
111. get into trouble	5	4	3	2	1	_____
112. are likely	5	4	3	2	1	_____

to succeed

113. do things that are against the law	5	4	3	2	1	_____
--	---	---	---	---	---	-------

How much would your FRIENDS
agree that you . . .

114. are well-liked	5	4	3	2	1	_____
115. need help	5	4	3	2	1	_____
116. are a bad kid	5	4	3	2	1	_____
117. are often upset	5	4	3	2	1	_____
118. get along well with other people	5	4	3	2	1	_____
119. are messed up	5	4	3	2	1	_____
120. break rules	5	4	3	2	1	_____
121. have a lot of personal problems	5	4	3	2	1	_____
122. get into trouble	5	4	3	2	1	_____
123. are likely to succeed	5	4	3	2	1	_____
124. do things that are against the law	5	4	3	2	1	_____

How much would your TEACHERS
agree that you . . .

125. are well-liked	5	4	3	2	1	_____
126. need help	5	4	3	2	1	_____
127. are a bad kid	5	4	3	2	1	_____
128. are often	5	4	3	2	1	_____

upset						
129. are a good citizen	5	4	3	2	1	_____
130. get along well with other people	5	4	3	2	1	_____
131. are messed up	5	4	3	2	1	_____
132. break rules	5	4	3	2	1	_____
133. have a lot of personal problems	5	4	3	2	1	_____
134. get into trouble	5	4	3	2	1	_____
135. are likely to succeed	5	4	3	2	1	_____
136. do things that are against the law	5	4	3	2	1	_____

I'm going to read a list of behaviors to you, and then ask you how others would react if you behaved in these ways. I'll repeat the list of behaviors twice to learn how your parents and close friends would react if you did each thing. Use this card (HAND RESPONDENT GREEN CARD) to select your answers.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
How would your PARENTS react if you . . .						
137. kept promises you made to others.	5	4	3	2	1	_____
138. cheated on school tests.	5	4	3	2	1	_____
139. stole something worth less than \$5.	5	4	3	2	1	_____

140.	were friendly with people who are of a different race, religion, or color than you.	5	4	3	2	1	_____
141.	sold hard drugs such as heroin, cocaine, and LSD.	5	4	3	2	1	_____
142.	returned money you found or any extra change a cashier gave you.	5	4	3	2	1	_____
143.	used marijuana or hashish.	5	4	3	2	1	_____
144.	stole something worth more than \$50.	5	4	3	2	1	_____
145.	hit or threatened to hit someone without any reason.	5	4	3	2	1	_____
146.	gave some of your time to someone or some group who was in need.	5	4	3	2	1	_____
147.	used alcohol.	5	4	3	2	1	_____
148.	did a favor for someone without being asked.	5	4	3	2	1	_____
149.	purposely damaged or destroyed property that did not belong to you.	5	4	3	2	1	_____

150. broke into a vehicle or building to steal something.	5	4	3	2	1	_____
--	---	---	---	---	---	-------

How would your CLOSE FRIENDS
react if you . . .

151. kept promises you made to others.	5	4	3	2	1	_____
--	---	---	---	---	---	-------

152. cheated on school tests.	5	4	3	2	1	_____
----------------------------------	---	---	---	---	---	-------

153. stole something worth less than \$5.	5	4	3	2	1	_____
---	---	---	---	---	---	-------

154. were friendly with people who are of a different race, religion, or color than you.	5	4	3	2	1	_____
---	---	---	---	---	---	-------

155. sold hard drugs such as heroin, cocaine, and LSD.	5	4	3	2	1	_____
---	---	---	---	---	---	-------

156. returned money you found or any extra change a cashier gave you.	5	4	3	2	1	_____
---	---	---	---	---	---	-------

157. used marijuana or hashish.	5	4	3	2	1	_____
------------------------------------	---	---	---	---	---	-------

158. stole something worth more than \$50.	5	4	3	2	1	_____
--	---	---	---	---	---	-------

159. hit or threatened to hit someone without any reason.	5	4	3	2	1	_____
--	---	---	---	---	---	-------

- | | | | | | | |
|---|---|---|---|---|---|-------|
| 160. gave some of
your time to
someone or some
group who
was in need. | 5 | 4 | 3 | 2 | 1 | _____ |
| 161. used alcohol. | 5 | 4 | 3 | 2 | 1 | _____ |
| 162. did a favor
for someone
without being
asked. | 5 | 4 | 3 | 2 | 1 | _____ |
| 163. purposely
damaged or
destroyed
property that
did not
belong to you. | 5 | 4 | 3 | 2 | 1 | _____ |
| 164. broke into
a vehicle or
building to
steal something. | 5 | 4 | 3 | 2 | 1 | _____ |

Now I'd like to ask you some questions about how your mother, your father, and your close friends would act if you were to get into trouble at school, with the police, or in your neighborhood. Select your answers from the response categories listed on the ivory card (HAND RESPONDENT IVORY CARD).

165. If you got into trouble at school, how often would each of the following people defend you or stick up for you?

How often would:	ALMOST ALWAYS	OFTEN	SOME- TIMES	ALMOST NEVER	DON'T KNOW
a. Your mother (or mother figure)	4	3	2	1	_____
b. Your father (or father figure)	4	3	2	1	_____
c. Your close friends	4	3	2	1	_____

166. If you got in trouble and the police brought you home and told your parents you were a delinquent, how often would each of the following people tell you that you were still a good person and not to worry?

How often would:	ALMOST ALWAYS	OFTEN	SOME- TIMES	ALMOST NEVER	DON'T KNOW
------------------	------------------	-------	----------------	-----------------	---------------

a. Your mother (or mother figure)	4	3	2	1	_____
b. Your father (or father figure)	4	3	2	1	_____
c. Your close friends	4	3	2	1	_____

167. If someone in the neighborhood saw you doing things you should not have been doing and was telling everyone what a bad person you were, how often would each of the following people tell you they believed in you and still trusted you?

How often would:	ALMOST ALWAYS	OFTEN	SOME- TIMES	ALMOST NEVER	DON'T KNOW
a. Your mother (or mother figure)	4	3	2	1	_____
b. Your father (or father figure)	4	3	2	1	_____
c. Your close friends	4	3	2	1	_____

168. If there were rumors of your bad behavior, how often would each of the following people try to get information from you before deciding whether or not to believe the rumors?

How often would:	ALMOST ALWAYS	OFTEN	SOME- TIMES	ALMOST NEVER	DON'T KNOW
a. Your mother (or mother figure)	4	3	2	1	_____
b. Your father (or father figure)	4	3	2	1	_____
c. Your close friends	4	3	2	1	_____

169. Which of your parents is more likely to discipline or punish you?

Mother (or Mother figure)	Father (or Father figure)	Both the Same
1	2	3

For this next set of questions, please tell me how wrong you think each of the following things is for you or someone your age. Use the pink card to select your answers (HAND PINK CARD TO THE RESPONDENT).

How wrong is it for someone your age to . . .	VERY WRONG	WRONG	A LITTLE BIT WRONG	NOT WRONG AT ALL	DON'T KNOW
170. cheat on school tests.	4	3	2	1	_____
171. purposely damage or destroy	4	3	2	1	_____

property that does not
belong to him or her.

172. use marijuana or hashish.	4	3	2	1	_____
173. steal something worth less than \$5.	4	3	2	1	_____
174. hit or threaten to hit someone without any reason.	4	3	2	1	_____
175. use alcohol.	4	3	2	1	_____
176. break into a vehicle or building to steal something.	4	3	2	1	_____
177. sell hard drugs such as heroin, cocaine, and LSD.	4	3	2	1	_____
178. steal something worth more than \$50.	4	3	2	1	_____

Now let's talk about your friends' behavior during the period between Christmas a year ago to the Christmas just past. I'd like you to tell me how many of your close friends have done each thing I will read to you. Please use the yellow card (HAND YELLOW CARD TO RESPONDENT) to choose your responses.

Think of the people you listed as your close friends. During the last year how many of them have: (IF RESPONDENT DID NOT LIST ANY CLOSE FRIENDS, SKIP TO QUESTION 192)

	ALL OF THEM	MOST OF THEM	SOME OF THEM	VERY FEW OF THEM	NONE OF THEM	DON'T KNOW
179. cheated on school tests.	5	4	3	2	1	_____
180. purposely damaged or destroyed property that did not belong to them.	5	4	3	2	1	_____
181. used marijuana or hashish.	5	4	3	2	1	_____
182. stolen something worth less than \$5.	5	4	3	2	1	_____

183. hit or threatened to hit someone without any reason.	5	4	3	2	1	_____
184. used alcohol.	5	4	3	2	1	_____
185. broken into a vehicle or building to steal something.	5	4	3	2	1	_____
186. sold hard drugs such as heroin, cocaine, and LSD.	5	4	3	2	1	_____
187. stolen something worth more than \$50.	5	4	3	2	1	_____
188. suggested you do something that was against the law.	5	4	3	2	1	_____

Now I'd like to ask what you think of your friends' behavior.

	YES	DON'T KNOW	NO
189. If you found that your group of friends was leading you into trouble, would you still run around with them?	3	2	1
190. If you found that your group of friends was leading you into trouble, would you try to stop these activities.	3	2	1
191. If your friends got into trouble with the police, would you be willing to lie to protect them?	3	2	1

This section deals with your own behavior. I'd like to remind you that all your answers are confidential. I'll read a series of behaviors to you. Please give us your best estimate of the exact number of times you've engaged in each behavior during the last year from approximately Christmas a year ago to the Christmas just past. (FOR ANY BEHAVIOR THAT THE RESPONDENT HAS ENGAGED IN 10 OR MORE TIMES IN THE LAST YEAR, RECORD RESPONSES TO THE SECOND COLUMN, SAYING "Please look at the responses on the orange card and select the one which best describes how often you are involved in this behavior.") (HAND ORANGE CARD TO RESPONDENT)

How many times in the Last Year have you

192. purposely damaged or destroyed property belonging to your PARENTS or other family MEMBERS.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

193. purposely damaged or destroyed property belonging to a SCHOOL.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

194. purposely damaged or destroyed OTHER PROPERTY that did not belong to you (not counting family or school property).

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

195. stolen (or tried to steal) a MOTOR VEHICLE, such as a car or motorcycle.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day

9) 2-3 Times a Day

196. stolen (or tried to steal) something worth more than \$50.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

197. knowingly bought, sold or held stolen goods (or tried to do any of these things).

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

198. found something (like a wallet or some jewelry) and returned it to the owner or the police.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

199. thrown objects (such as rocks, snowballs, or bottles) at cars or people.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day

- 9) 2-3 Times a Day
200. run away from home.
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month
 - 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day
201. lied about your age to gain entrance or to purchase something, for example, lying about your age to buy liquor or get into a movie.
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month
 - 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day
202. carried a hidden weapon other than a plain pocket knife.
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month
 - 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day
203. stolen (or tried to steal) things worth \$5 or less.
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month
 - 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day

204. attacked someone with the idea of seriously hurting or killing him/her.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

205. been paid for having sexual relations with someone.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

206. had sexual intercourse with a person of the opposite sex other than your wife/husband.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

207. been involved in gang fights.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

208. sold marijuana or hashish. (pot", "grass", "hash")

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

209. cheated on school tests.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

210. hitchhiked where it was illegal to do so.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

211. helped out someone who was badly hurt such as someone who was beaten up, in an accident or very sick.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

212. stolen money or other things from YOUR PARENTS or OTHER MEMBERS OF YOUR FAMILY.

- 1) Never

- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

213. hit (or threatened to hit) a TEACHER or other adult at school.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

214. hit (or threatened to hit) one of your PARENTS.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

215. hit (or threatened to hit) other STUDENTS.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

216. been loud, rowdy, or unruly in a public place (disorderly conduct).

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months

- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

217. sold hard drugs such as heroin, cocaine, and LSD.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

218. taken a vehicle for a ride (drive) without the owner's permission.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

219. bought or provided liquor for a minor.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

220. given money, food or clothing to someone or some group who needed them very much.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month

- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

221. had (or tried to have) sexual relations with someone against their will.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

222. used force (strong-arm methods) to get money or things from other STUDENTS.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

223. used force (strong-arm methods) to get money or things from a TEACHER or other adult at school.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

224. refused to participate when another student asked you to help him or her cheat on an exam.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months

- 4) Once a Month
 - 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day
225. used force (strong-arm methods) to get money or things from OTHER PEOPLE (not students or teachers).
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month
 - 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day
226. avoided paying for such things as movies, bus or subway rides, and food.
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month
 - 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day
227. been drunk in a public place.
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month
 - 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day
228. stolen (or tried to steal) things worth between \$5 and \$50.
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month

- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

229. stolen (or tried to steal) something at school, such as someone's coat from a classroom, locker, or cafeteria, or a book from the library.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

230. broken into a building or vehicle (or tried to break in) to steal something or just to look around.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

231. begged for money or things from strangers.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

232. skipped classes without an excuse.

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month

- 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day
233. failed to return extra change that a cashier gave you by mistake.
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month
 - 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day
234. tried to talk your friends out of doing something that was against the law.
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month
 - 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day
235. been suspended from school.
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month
 - 5) Once Every 2-3 Weeks
 - 6) Once a Week
 - 7) 2-3 Times a Week
 - 8) Once a Day
 - 9) 2-3 Times a Day
236. made obscene telephone calls, such as calling someone and saying dirty things.
- 1) Never
 - 2) Once or Twice a Year
 - 3) Once Every 2-3 Months
 - 4) Once a Month

- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

Now that you've told me about the things you've done, I'd like to know how many times each of the following things have happened to you in the last year, from the Christmas a year ago to the Christmas just past.

237. has something been taken directly from you (or an attempt to do so) by force or by threatening to hurt you?

How many times in the Last Year: _____

238. have you been beaten up by your mother or father?

How many times in the Last Year: _____

239. has your car, motorcycle or bicycle been stolen (or an attempt to do so)?

How many times in the Last Year: _____

240. have things been taken from your car, motorcycle or bike such as hubcaps, books or packages, or bike locks?

How many times in the Last Year: _____

241. have any of your things been damaged on purpose, such as car/bike tires slashed or books and clothing ripped up?

How many times in the Last Year: _____

242. have some of your things, such as your jacket, notebooks or sports equipment been stolen from a public place such as a school cafeteria, restaurant or bowling alley?

How many times in the Last Year: _____

243. have you been sexually attacked, or raped (or an attempt to do so)?

How many times in the Last Year: _____

244. have you been attacked with a weapon, such as a gun, knife, bottle or chair by someone other than your mother or father?

How many times in the Last Year: _____

245. have you been beaten up (or threatened with being beaten up) by someone other than your mother or father?

How many times in the Last Year: _____

In this final set of questions, I'd like to ask you about any drugs you may use. Once again, I'll ask you how often you've used each type of drug in the last year as well as a couple of other questions. I'd just like to remind you again that your answers will be kept strictly confidential and that last year refers to the period from Christmas a year ago to the Christmas just past. Please use the orange card again to select your responses. Okay, let's begin.

246. alcoholic beverages (beer, wine and hard liquor)

In the last year, how often have you used?

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

When did you first use?

Month Year

247. marijuana - hashish ("grass", "pot", "hash")

In the last year, how often have you used?

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

When did you first use?

Month Year

248. hallucinogens

In the last year, how often have you used _____?

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

When did you first use _____?

Month Year

How do you generally take _____?

Are you using _____ with a medical prescription?

- 1) No
- 2) Yes

249. amphetomines

In the last year, how often have you used _____?

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

When did you first use _____?

Month Year

How do you generally take _____?

- 1) Sniffing ("Snorting")
- 2) By injection ("Mainlining")
- 3) Combination of 1 and 2
- 4) Other _____

Are you using _____ with a medical prescription?

250. barbiturates ("Downers", "Reds") (IF RESPONDENT DOES NOT UNDERSTAND THIS DRUG CATEGORY, SAY: "These drugs can be used for calming down, reducing tension, and getting to sleep.")

In the last year how often have you used _____?

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

When did you first use _____?

Month Year

How do you generally take _____?

Are you using _____ with a medical prescription?

- 1) No
- 2) Yes

251. heroin ("Horse" "Smack")

In the last year how often have you used _____?

- 1) Never

- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

When did you first use _____?

Month Year

How do you generally take _____?

- 1) Sniffing ("Snortins")
- 2) By injection ("Mainlining")
- 3) Combination of 1 and 2
- 4) Other _____

Are you using _____ with a medical prescription?

252. cocaine ("Coke")

In the last year how often have you used _____?

- 1) Never
- 2) Once or Twice a Year
- 3) Once Every 2-3 Months
- 4) Once a Month
- 5) Once Every 2-3 Weeks
- 6) Once a Week
- 7) 2-3 Times a Week
- 8) Once a Day
- 9) 2-3 Times a Day

When did you first use _____?

Month Year

How do you generally take _____?

- 1) Sniffing ("Snortins")
- 2) By injection ("Mainlining")
- 3) Combination of 1 and 2
- 4) Other _____

Are you using _____ with a medical prescription?

We've now completed the formal part of the interview, but I'd like to give you a chance to add comments to the information you've already given me.

253. Would you like to explain any of your answers further?

254. Were there any specific questions I asked that made you feel particularly uncomfortable?

IF YES, WHICH ONES?

255. What questions would you ask if you really wanted to learn about people your age?

256. Do you think that we will have a good or poor understanding of your relationship with your family and friends from your answers to these questions?

Good Understanding	Poor Understanding
1	2

Comments:

Thank you very much for your participation in this study.

INTERVIEWER OBSERVATIONS

PLEASE FILL OUT THE FOLLOWING QUESTIONS FROM YOUR OWN OBSERVATIONS BEFORE AND DURING THE INTERVIEW.

1. How anxious did the respondent seem to be about the study before the interview?

Not at All Anxious	Somewhat Anxious	Very Anxious
1	2	3

2. Was the respondent at all hostile either before or during the interview?

Yes	No
2	1

3. How great was the respondent's interest in the interview?

Very Low	Below Average	Average	Above Average	Very High
1	2	3	4	5

4. Did you encounter any problems or circumstances that might have affected the interview (CHECK ALL APPROPRIATE CATEGORIES):

☐ (1) Difficulty with English language
☐ (2) Lots of difficulty understanding questions
☐ (3) Many interruptions
☐ (4) Temporary breakoff
☐ (5) Breakoff
☐ (6) Other (specify) _____

5. How did the respondent seem at the end of the interview?

Relaxed	Tense	Other (specify)
1	2	_____

6. Additional Comments: _____
- _____

Field Coordinator

Household I.D.

Youth Respondent I.D.

Date and Interviewer

PARENT INTERVIEW SCHEDULE

NATIONAL SURVEY OF YOUTH

Behavioral Research Institute
2305 Canyon Boulevard
Boulder, Colorado 80302
(303) 444-1682

[This is a National Youth Survey privacy page]

INTRODUCTION: We are pleased that you have agreed to participate in this study about young people and their families. Your experience and opinions are very important and when combined with the responses of others will provide us with good information about young people's behavior and their relationships with their family and friends. In order for our research to be of value, however, it is extremely important that you be open and honest in telling us exactly what you think. Your answers to all questions will be kept strictly confidential; that is, no one other than persons on our professional staff will be supplied with any interview information. Your name will never be on an interview or connected in any way with your answers. Now, let's begin.

1. (ASK THIS QUESTION ONLY IF YOU CANNOT VISUALLY DETERMINE)

With which of the following ethnic groups do you most identify?

- | | |
|----------------------------|---------------------------|
| _____ (1) Anglo | _____ (5) Chicano |
| _____ (2) Black | _____ (6) American Indian |
| _____ (3) Mexican-American | _____ (7) Asian |
| _____ (4) Spanish-American | _____ (8) Other _____ |
- (specify)

2. Sex _____ (1) Male _____ (2) Female

3. What is your marital status?

- | | |
|--------------------|---------------------------|
| _____ (1) Single | _____ (4) Separated |
| _____ (2) Married | _____ (5) Other (specify) |
| _____ (3) Divorced | |

(subject)

4. Please tell me what your relationship is to _____.
(READ APPROPRIATE CATEGORIES TO RESPONDENT.)

- | | |
|-------------------------|----------------------------------|
| _____ (1) Father | _____ (5) Stepmother |
| _____ (2) Stepfather | _____ (6) Foster mother |
| _____ (3) Foster father | _____ (7) Other relative |
| _____ (4) Mother | _____ (8) Other (please explain) |

5. Using the blue card, in which age category do you fall? (HAND BLUE RESPONSE CARD TO RESPONDENT.)

- | | | |
|-----------------------|-----------------|-----------------------|
| _____ (1) 19 or under | _____ (4) 40-49 | _____ (7) 70 or older |
| _____ (2) 20-29 | _____ (5) 50-59 | |
| _____ (3) 30-39 | _____ (6) 60-69 | |

(IF NO SPOUSE, SKIP TO QUESTION 7)

6. Using the blue card again, what in the appropriate age category for your spouse?

_____ (1) 19 or under	_____ (4) 40-49	_____ (7) 70 or older
_____ (2) 20-29	_____ (5) 50-59	_____ Not applicable
_____ (3) 30-39	_____ (6) 60-69	

7. How far did you go in school?

_____ (1) Some grade school	_____ (5) Some specialized training or education
_____ (2) Completed grade school (grades K - 8)	_____ (6) Completed specialized training or education
_____ (3) Some high school (grades 9 - 12)	_____ (7) Some college
_____ (4) Completed high school (12th grade or GED)	_____ (8) Completed college
	_____ (9) Post-graduate degree
	_____ Don't know

(IF NO SPOUSE, SKIP TO QUESTION 10)

8. How far did your spouse go in school?

_____ (1) Some grade school	_____ (5) Some specialized training or education
_____ (2) Completed grade school (grades K - 8)	_____ (6) Completed specialized training or education
_____ (3) Some high school (grades 9 - 12)	_____ (7) Some college
_____ (4) Completed high school (12th grade or GED)	_____ (8) Completed college
	_____ (9) Post-graduate degree
	_____ Don't know

9. Who is the principal wage-earner in your household? What is his or her relationship to (subject) ?

_____ (1) Father	_____ (5) Stepmother
_____ (2) Stepfather	_____ (6) Foster mother
_____ (3) Foster father	_____ (7) Other relative
_____ (4) Mother	_____ (8) Other (please explain)

10. At present, is the Principal Wage Earner . . . (READ EACH RESPONSE CATEGORY TO THE RESPONDENT)

_____ (1) Employed (include temporarily laid off, on strike and

- _____ sick leave)
 _____ (2) Unemployed (GO TO QUESTION 13)
 _____ (3) Retired or disabled (GO TO QUESTION 12)
 _____ (4) Student
 _____ (5) Housewife
 _____ (6) Other (specify) _____

11. If employed, what is his or her major occupation? What sort of work does he or she do? (PROBE UNTIL YOU GET A CODEABLE JOB DESCRIPTION.)

12. If retired or disabled, what kind of work did he or she do when working? (PROBE UNTIL YOU GET A CODEABLE JOB DESCRIPTION.)

13. If unemployed, has he or she ever held a full-time job?

No Yes
 1 2

IF YES: What sort of work did he or she do on his or her last full-time job? (PROBE UNTIL YOU GET A CODEABLE JOB DESCRIPTION.)

(IF RESPONDENT IS PRINCIPAL WAGE-EARNER, SKIP TO QUESTION 18)

(IF NO SPOUSE, SKIP TO QUESTION 18)

Now, please tell me about the work you do.

14. At present, are you primarily ... (READ EACH RESPONSE CATEGORY TO THE RESPONDENT.)

- _____ (1) Employed (include temporarily laid off, on strike and sick leave)

- ____ (2) Unemployed (GO TO QUESTION 17)
- ____ (3) Retired or disabled (GO TO QUESTION 16)
- ____ (4) Student
- ____ (5) Housewife
- ____ (6) Other- (specify)

15. If employed, what is your major occupation. What sort of-work do you do? (PROBE UNTIL YOU GET A CODEABLE JOB DESCRIPTION.)

16. If retired or disabled, what kind of work did you do when working? (PROBE UNTIL YOU GET A CODEABLE JOB DESCRIPTION.)

17. If unemployed, have you held a full-time job?

No Yes
1 2

IF YES: What sort of work did you do on your last full-time job? (PROBE UNTIL YOU GET A CODEABLE JOB DESCRIPTION.)

18. Using the gold card, what would you say was the approximate total family income last year? (including all sources before taxes) (HAND GOLD RESPONSE CARD TO RESPONDENT)

- | | |
|----------------------------|---------------------------|
| ____ (1) \$ 6,000 or under | ____ (6) 22,001 to 26,000 |
| ____ (2) 6,001 to 10,000 | ____ (7) 26,001 to 30,000 |
| ____ (3) 10,001 to 14,000 | ____ (8) 30,001 to 34,000 |
| ____ (4) 14,001 to 18,000 | ____ (9) 34,001 to 38,000 |
| ____ (5) 18,001 to 22,000 | ____ (10) 38,001 or more |
| | ____ DON'T KNOW |

19. Has your family received any money, food stamps, welfare, or other public assistance during the last year?

No Yes
 1 2 _____ DON'T KNOW

Now I'd like to ask you some questions about your family.

20. How many children or youth under 18 (including subject) live in this home?

_____ (1) One	_____ (4) Four	_____ (7) Seven
_____ (2) Two	_____ (5) Five	_____ (8) Eight
_____ (3) Three	_____ (6) Six	_____ (9) Nine or more

- (subject)
 21. How many of these are older than _____?
 Number _____

22. Including yourself, which of the following adults, 18 and over, are now living in this home with (subject)? I will read you names of people in terms of their relationship to (subject) and you tell me if they are living in this home. OK?

	NO	YES
(Subject's) Mother	1	2
(Subject's) Stepmother or Foster mother	1	2
(Subject's) Father	1	2
(Subject's) Stepfather or Foster father	1	2
Any other relatives of (Subject)	1	2
Any other adults who are not relatives	1	2

23. Which of the following events has occurred in your home or to members of your family during the past year? (READ EACH OF THE EVENTS TO THE RESPONDENT)

	NO	YES
Divorce	1	2
Separation	1	2
Remarriage	1	2
Serious illness or death in family	1	2
Serious accident in family	1	2

Suspension/expulsion/dropout of any of your children	1	2	
Any of your children in trouble with law	1	2	
Father (Father figure) unemployed	1	2	If yes, for how many weeks? _____ weeks
Mother (Mother figure) unemployed	1	2	If yes, for how many weeks? _____ weeks
Any of your children changed schools	1	2	
Move	1	2	
Mother (Mother figure) moved in or out	1	2	
Father (Father figure) moved in or out	1	2	
Any other relatives moved in or out	1	2	
Any other adults (not relatives) moved in or out	1	2	

Now I'd like to ask you some questions about your community and neighborhood, whether you've moved or not.

24. Which of the following best describes where you live? (READ RESPONSES)

- | | |
|---|--|
| _____ (1) A single-family house | _____ (4) Apartment with shared bathroom |
| _____ (2) A multiple-family house | _____ (5) Mobile or trailer home |
| _____ (3) Apartment with private bathroom | _____ (6) Hotel or motel |
| | _____ (7) Other (specify) |
-

25. How long have you lived in your present neighborhood?

- | | |
|------------------------------|-----------------------------|
| _____ (1) Less than one year | _____ (3) 3 or 4 years |
| _____ (2) 1 or 2 years | _____ (4) More than 4 years |

26. I am going to read a list of problems that sometimes occur in

neighborhoods. Please tell me whether you think each is a problem in this neighborhood, whether it's a Big Problem, Somewhat of a Problem, or Not a Problem at all. (READ PROBLEMS TO RESPONDENT)

	BIG PROBLEM	SOMEWHAT OF A PROBLEM	NOT A PROBLEM
Vandalism, buildings and personal belongings broken and torn up	3	2	1
Winos and junkies	3	2	1
Traffic	3	2	1
Abandoned houses	3	2	1
Burglaries and thefts	3	2	1
Run down and poorly kept buildings and yards	3	2	1
Assaults and muggings	3	2	1

27. Have your own children ever been afraid to go to school because other students might hurt them in some way?

No Yes

1 2

I will now read a series of statements which suggest different beliefs about the ways things are. Please choose your responses from those listed on the green card. (HAND GREEN CARD TO THE RESPONDENT).

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
28. One can suc- ceed without having to cheat, mislead or lie in his or her relati- onships with others.	5	4	3	2	1	_____
29. A person is better off						

	without friends if he or she 5 has to break rules or laws to keep them.	4	3	2	1	_____
30.	It's okay to lie to teachers and other adults if it keeps 5 your children out of trouble.	4	3	2	1	_____
31.	Making a good impression is more 5 important than telling the truth.	4	3	2	1	_____
32.	To maintain peace with- in the family, you sometimes 5 have to comp- romise what you know is right.	4	3	2	1	_____
33.	It's important to be honest with your 5 children, even if it upsets them.	4	3	2	1	_____
34.	It's alright to cheat a little on 5 income taxes if you're really struggling to provide for your family.	4	3	2	1	_____
35.	Sometimes it's necessary to lie to your children in 5 order to keep their respect.	4	3	2	1	_____

36. It may be
 necessary to
 break promises
 to your children
 in order to 5 4 3 2 1 _____
 fulfill some of
 your other
 responsibilities,
 such as to
 your work or to
 your friends.

Now let's talk about your son or daughter. First, I would like to ask you some questions about the goals or aspirations you may have for (subject). Looking at the ivory card, (HAND IVORY RESPONSE CARD TO RESPONDENT) please select one of the choices listed for each of the following items I will read to you.

How important is it to you that (subject) . . .

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMP- ORTANT AT ALL	DON'T KNOW
37. have a group of friends and be included in their activities?	5	3	1	_____
38. have a good job or career after finishing school?	5	3	1	_____
39. be on an athletic team at school?	5	3	1	_____
40. spend time talking, working or playing with your family?	5	3	1	_____
41. go to college?	5	3	1	_____
42. have dates, go to parties and be involved in other social activities?	5	3	1	_____
43. take part in activities at school such as service clubs, student government and others (excluding athletics and honor societies)	5	3	1	_____
44. get married?	5	3	1	_____
45. be a member of groups in the community such as service clubs, religious groups, athletic teams, and so on?	5	3	1	_____

46. have a job or jobs in the community
such as working at a store, 5 3 1 _____
babysitting for pay, and so on?

47. have his or her own family? 5 3 1 _____

Now I'd like more information about how you see your son or daughter
I will read you a list of words or short phrases. Please listen
carefully and tell me using the green card how much you agree or
disagree with each of the words or phrases as a description of
(subject). (HAND GREEN RESPONSE CARD TO RESPONDENT) Is that clear?
Let's begin

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
48. Well-liked	5	4	3	2	1	_____
49. Needs help	5	4	3	2	1	_____
50. A bad kid	5	4	3	2	1	_____
51. A good citizen	5	4	3	2	1	_____
52. Often upset	5	4	3	2	1	_____
53. Gets into trouble	5	4	3	2	1	_____
54. Gets along well with people	5	4	3	2	1	_____
55. Breaks rules	5	4	3	2	1	_____
56. Has a lot of personal problems	5	4	3	2	1	_____
57. Likely to succeed	5	4	3	2	1	_____
58. Messed up	5	4	3	2	1	_____
59. Does things that are against the law	5	4	3	2	1	_____

What about his or her friends? The following questions will explore
the way you see (subject's) friends.

	No	Yes
60. a. Does (subject) have a group of friends he or she runs around with?	1	2

- b. IF YES: Please list their first names or initials to identify a group of people about whom I can ask you the following set of questions.

(IF THE PARENT CANNOT IDENTIFY SUBJECT'S FRIENDS, SKIP TO QUESTION 71)

Using the pink card, (HAND PINK RESPONSE CARD TO RESPONDENT), please answer the following questions with this set of friends in mind.

	ALL OF THEM	MOST OF THEM	SOME OF THEM	FEW OF THEM	NONE OF THEM	DON'T KNOW
61. How many of your child's close friends do you know?	5	4	3	2	1	_____
62. How many of your child's close friends have you invited to your home or included in family activities outside the home such as picnics or movies?	5	4	3	2	1	_____
63. How many parents of your child's close friends do you know personally?	5	4	3	2	1	_____
64. In your opinion, how many of your child's close friends are a bad influence on him or her?	5	4	3	2	1	_____
65. How many of your child's close friends are good students?	5	4	3	2	1	_____
66. How many of your child's close friends have broken the law?	5	4	3	2	1	_____
67. In your opinion, how many of your child's close friends are a good influence on him or her?	5	4	3	2	1	_____
68. How many of your child's close friends are nice, clean-cut kids?	5	4	3	2	1	_____
69. How many of your child's close friends have been in trouble with the authorities (police,	5	4	3	2	1	_____

teachers, etc.)?

70. Do you encourage your child to spend time with this group of friends?

No Yes
1 2

For the next set of questions, I'd like to ask you how wrong you think different kinds of behaviors are for an adult like you. Use the yellow card to select your responses. (HAND YELLOW RESPONSE CARD TO RESPONDENT).

How wrong is it for an adult like you to . . .

	VERY WRONG	WRONG	A LITTLE BIT WRONG	NOT WRONG AT ALL	DON'T KNOW
71. cheat on income tax returns.	4	3	2	1	_____
72. steal something worth more than \$50.	4	3	2	1	_____
73. use marijuana or hashish.	4	3	2	1	_____
74. be drunk in a public place.	4	3	2	1	_____
75. purposely damage or destroy property that did not belong to him or her.	4	3	2	1	_____
76. steal something worth less than \$5.	4	3	2	1	_____
77. hit or threaten to hit someone without any reason.	4	3	2	1	_____
78. break into a vehicle or building to steal something.	4	3	2	1	_____
79. have sexual intercourse with a person of the opposite sex other than his or her wife or husband.	4	3	2	1	_____
80. use hard drugs such as heroin, cocaine, and LSD.	4	3	2	1	_____

Now I am going to read you a similar set of behaviors and ask you to tell me how wrong you think it is for a young person like (subject) to do these things. Use the yellow card again to select your

responses.

How wrong is it for a young person like (subject) to

	VERY WRONG	WRONG	A LITTLE BIT WRONG	NOT WRONG AT ALL	DON'T KNOW
81. use marijuana or hashish.	4	3	2	1	_____
82. purposely damage or destroy property that did not belong to him or her.	4	3	2	1	_____
83. hit or threaten to hit someone without any reason.	4	3	2	1	_____
84. use alcohol.	4	3	2	1	_____
85. steal something worth more than \$50.	4	3	2	1	_____
86. break into a vehicle or building to steal something.	4	3	2	1	_____
87. use hard drugs such as heroin, cocaine, and LSD.	4	3	2	1	_____
88. steal something worth less than \$5.	4	3	2	1	_____
89. cheat on school tests.	4	3	2	1	_____
90. have sexual intercourse with a person of the opposite sex other than his or her wife or husband.	4	3	2	1	_____

In this section, I'll be asking you about your own behavior. How would you respond if (subject) was to get into trouble at school, with the police or in your neighborhood? For each situation that I will read to you, try to imagine how you would react and choose your response from the orange card. (HAND ORANGE RESPONSE CARD TO RESPONDENT)

	DEFIN- ITELY YES	PROB- ABLY YES	PROB- ABLY NO	DEFIN- ITELY NO	DON'T KNOW
91. If someone from school told you that (SUBJECT) was doing badly and causing trouble,	4	3	2	1	_____

would you defend and stick
up for (SUBJECT)?

92. If (subject) got in trouble
and the police brought him or
her home and told you he or
she was a delinquent, would
you tell (subject) that he or
she was still a good person
and not to worry? 4 3 2 1 _____
93. If someone in the neighborhood
saw (subject) doing things he
or she should not have been
doing and was telling
everyone what a bad person he
or she was, would you tell
(subject) that you supported
him or her and still trusted
him or her? 4 3 2 1 _____
94. If there were rumors of
(subject's) bad behavior,
would you try to get
information from (subject)
before deciding whether
or not to believe the
rumors? 4 3 2 1 _____

To get a little more specific about your attitudes, I'd like to ask
you how you would react if (subject) engaged in each of the following
behaviors. Using the tan card, tell me the degree to which you would
approve or disapprove of (subject) behaving in this way. (HAND TAN
RESPONSE CARD TO RESPONDENT)

How would you react if (subject) . . .

- | | STRONGLY
DIS-
APPROVE | DISAP-
PROVE | NEITHER
APPROVE
NOR DIS-
APPROVE | APP-
ROVE | STRON-
GLY AP-
PROVE | DON'T
KNOW |
|--|-----------------------------|-----------------|---|--------------|----------------------------|---------------|
| 95. was friendly
with people
who are of a
different race,
creed, or color
than you. | 5 | 4 | 3 | 2 | 1 | _____ |
| 96. cheated on
school tests. | 5 | 4 | 3 | 2 | 1 | _____ |

97. stole something worth less than \$5.	5	4	3	2	1	_____
98. returned money he or she found or any extra change a cashier gave him or her.	5	4	3	2	1	_____
99. used marijuana or hashish.	5	4	3	2	1	_____
100. stole something worth more than \$50.	5	4	3	2	1	_____
101. gave some of his or her time to someone or some group who was in need.	5	4	3	2	1	_____
102. used alcohol.	5	4	3	2	1	_____
103. damaged or destroyed property that did not belong to him or her on purpose.	5	4	3	2	1	_____
104. broke into a vehicle or building to steal something.	5	4	3	2	1	_____

In general, how do you react when (subject) does something wrong?

The next set of questions is directed to the way in which you discipline (subject). I am going to hand you, one at a time, three different groups of behaviors you might use in disciplining (subject). In each group, please select the one action you would take first in disciplining (subject).

Alright, here is the first group. (HAND DARK ORANGE RESPONSE CARD TO RESPONDENT. READ EACH ITEM IN THE SET. WHEN RESPONDENT HAS MADE SELECTION, ASK FOR THAT OF SPOUSE. REPEAT SAME PROCEDURE USING THE GREY AND DARK GOLD RESPONSE CARDS.)

DARK ORANGE CARD

	RESPONDENT	SPOUSE
105. Point out the hurtful consequences of his	2	2

or her behavior.

106. Take away his or her privileges.	1	1
107. Never accuse him or her unfairly, even if I am angry with him or her.	2	2
108. Demand that he or she correct the damage he or she has done.	1	1

GREY CARD

109. Discuss the importance of his or her acting in a mature and thoughtful way.	2	2
110. Threaten him or her with discipline from someone else.	1	1
111. Yell at him or her.	1	1
112. Let him or her know that I am disappointed by his or her behavior.	2	2

DARK GOLD CARD

113. Hit or threaten to him or her.	1	1
114. Explain that he or she should accept responsibility for his or her behavior and request that he or she make up for it.	2	2
115. Discuss his or her behavior with him or her as well as my reasons for being upset with it.	2	2
116. Send him or her to his or her room.	1	1

We've now completed the formal part of the interview, but I'd like to give you a chance to add comments to the information you've already given me.

117. Would you like to explain any of your answers further?

118. Were there any specific questions I asked that made you feel particularly uncomfortable?

IF YES, WHICH ONES?

119. What questions would you ask if you really wanted to understand parents and their relationships with their adolescent children?

120. Do you think that we will have a good or poor understanding of your relationship with (subject) from your answers to these questions?

Good understanding	Poor understanding
--------------------	--------------------

1	2
---	---

Comments

Thank you very much for your participation in this study.

INTERVIEWER OBSERVATIONS

PLEASE FILL OUT THE FOLLOWING QUESTIONS FROM YOUR OWN OBSERVATIONS BEFORE AND DURING THE INTERVIEW.

1. How anxious did the respondent seem to be about the study before the interview?

Not at All Anxious	Somewhat Anxious	Very Anxious
1	2	3

2. Was the respondent at all hostile either before or during the interview?

Yes	No
2	1

3. How great was the respondent's interest in the interview?

Very Low	Below Average	Average	Above Average	Very High
1	2	3	4	5

4. Did you encounter any problems or circumstances that might have affected the interview (CHECK ALL APPROPRIATE CATEGORIES):

☐ (1) Difficulty with English language
☐ (2) Lots of difficulty understanding questions
☐ (3) Many interruptions
☐ (4) Temporary breakoff
☐ (5) Breakoff
☐ (6) Other (specify) _____

5. How did the respondent seem at the end of the interview?

Relaxed	Tense	Other (specify)
1	2	_____

6. Additional Comments: _____
- _____
- _____
- _____

APPENDIX B:

NYS Wave V Survey

APPENDIX B: ORIGINAL INSTRUMENT

YOUTH INTERVIEW SCHEDULE

NATIONAL YOUTH SURVEY
1981

Behavioral Research Institute
2305 Canyon Boulevard
Boulder, Colorado 80302
(303) 444-1682

[This is a National Youth Survey privacy page]

This study is about the attitudes, beliefs, and behaviors of American youth. In order for our study to be of value, you must answer questions honestly. Your answers will be kept confidential (secret), and no one outside our research staff will ever see them. All right, let's begin.

1. (CIRCLE THE SEX OF THE RESPONDENT) Male Female
 1 2
2. (ASK THIS QUESTION ONLY IF YOU CANNOT VISUALLY DETERMINE) Which one of these groups best describes you? (READ CATEGORIES)
- | | |
|----------------------------|---------------------------|
| _____ (1) Anglo or White | _____ (6) American Indian |
| _____ (2) Black | _____ (7) Asian |
| _____ (3) Mexican-American | _____ (8) Puerto Rican |
| _____ (4) Spanish-American | _____ (9) Other (SPECIFY) |
| _____ (5) Chicano | _____ |
3. What is your date of birth? (WRITE OUT MONTH) _____

Month-Day-Year
4. That makes you how old now? (CIRCLE ONE)
- 14 15 16 17 18 19 20 21 22 23
5. With whom are you now living? (READ CATEGORIES. CHECK ONLY ONE CATEGORY.)
- | | |
|---------------------------------|--------------------------------|
| _____ (1) Mother and Father | _____ (7) Roommate(s) |
| _____ (2) Mother only | _____ (8) Boyfriend/Girlfriend |
| _____ (3) Father only | (OPPOSITE SEX) |
| _____ (4) Mother and Stepfather | _____ (9) Alone |
| _____ (5) Father and Stepmother | _____ (10) Military |
| _____ (6) Spouse | _____ (11) Other (SPECIFY) |

Your answers to the next set of questions cover things which have happened during the last year. Whenever I say the LAST YEAR, I mean the time from Christmas a year ago (1979) to the Christmas just past (1980).

6. During the past year, have any of the following events happened to your parents?

	NO	YES
a. Divorce?	1	2
b. Separation?	1	2
c. Remarriage?	1	2
d. Death?	1	2
e. Serious Accident?	1	2
f. Serious Illness?	1	2
g. Father (FATHER FIGURE) lost his job for a period of two months or longer?	1	2
h. Mother (MOTHER FIGURE) lost her job for a period of two months or longer?	1	2

7. Who is the principal wage-earner in your parents' household, that is, the person who earns the most money? What is his or her relationship to you? (IF PARENTS NOT LIVING TOGETHER, SELECT HOUSEHOLD IN WHICH RESPONDENT IS CURRENTLY LIVING OR MOST RECENTLY LIVED.)

_____ (1) Father	_____ (6) Foster Mother
_____ (2) Stepfather	_____ (7) Other Relative
_____ (3) Foster father	_____ (8) Other (PLEASE EXPLAIN)
_____ (4) Mother	_____
_____ (5) Stepmother	_____

8. How far did (he/she) go to school? (READ CATEGORIES)

_____ (1) Some grade school	_____ (5) 1-3 years college (also business or training schools)
_____ (2) Complete grade school (grades K-8)	_____ (6) 4 year college graduate (B.A., B.S., B.M.)
_____ (3) Some high school (grades 9-12)	_____ (7) Professional (post- graduate degree; M.A., M.E., M.D., Ph.D, L.D.B., etc.)
_____ (4) High school graduate/GED	

9. At present, is the Principal Wage Earner . . . (READ CATEGORIES)

- _____ (1) Employed (include temporarily laid off, on strike
and sick leave) (SKIP TO QUESTION 12)
- _____ (2) Unemployed (SKIP TO QUESTION 11)
- _____ (3) Retired or disabled (SKIP TO QUESTION 10)
- _____ (4) Student
- _____ (5) Housewife
- _____ (6) Other (SPECIFY) _____

(ANSWER 4-6, SKIP TO QUESTION 13)

10. (IF RETIRED OR DISABLED:) What kind of work did (he/she) do when working? (PROBE UNTIL YOU KNOW EXACTLY WHAT THE PERSON DID.)

11. (IF UNEMPLOYED:) Has (he/she) ever held a full-time job?

No	Yes
1	2

(IF YES:) What sort of work did (he/she) do on (his/her) last full-time job? (PROBE UNTIL YOU KNOW EXACTLY WHAT THE PERSON DID.)

12. (IF EMPLOYED:) What is (his/her) major occupation? What sort of work does (he/she) do? (PROBE UNTIL YOU KNOW EXACTLY WHAT THE PERSON DOES.)

Now I'd like to ask you some questions about the community, neighborhood, or area in which you lived for most of last year. (INCLUDE COLLEGES AND MILITARY BASES.)

13. I am going to read a list of problems that sometimes occur in neighborhoods. Please tell me whether you think each is a problem in your neighborhood, whether it's a Big Problem, Somewhat of a Problem, or Not a Problem at all. (READ CATEGORIES)

	BIG PROBLEM	SOMEWHAT OF A PROBLEM	NOT A PROBLEM
a. Vandalism, buildings and personal belongings broken and torn up	3	2	1
b. Winos and junkies	3	2	1
c. Traffic	3	2	1
d. Abandoned houses	3	2	1
e. Sexual assaults or rapes	3	2	1
f. Burglaries and thefts	3	2	1
g. Run down and poorly kept buildings and yards	3	2	1
h. Assaults and muggings	3	2	1

Now let's talk about your friends

Between Christmas a year ago and the Christmas just past . . .

14. Was there a particular group of friends that you ran around with? (STANDARD PROBE: that you spent most of your time with)

- 1 No
- 2 Yes (IF YES, SKIP TO QUESTION 16)

(IF NO:) Did you have any close friends?

- 1 No (IF NO, GO TO QUESTION 15)
- 2 Yes (IF YES, SKIP TO Question 16)

15. How important is it to you to have a group of friends and be included in their activities? (READ CATEGORIES)

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

(SKIP TO QUESTION 22)

16. Could you please give me their first names or their initials so you can keep them in mind as you answer the next set of questions. (IF RESPONDENT LISTS ONLY ONE FRIEND, GO BACK TO QUESTION 15. QUESTIONS 17-21 REFER TO MORE THAN ONE FRIEND.)

_____	_____
_____	_____
_____	_____

From now on, when I use the term "friends," I am referring to these friends.

17. On the average, how many weekday afternoons, Monday through Friday, from the end of school or work to dinner, have you spent with your friends? (PROBE FOR A SINGLE RESPONSE)

0 1 2 3 4 5

18. On the average, how many weekday evenings, Monday through Friday, from dinnertime to bedtime, have you spent with your friends? (PROBE FOR A SINGLE RESPONSE)

0 1 2 3 4 5

19. On the weekends, how much time have you generally spent with your friends? (READ CATEGORIES)

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

20. How much have your friends influenced what you've thought and done? (READ CATEGORIES)

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

21. How important has it been to you to have a group of friends and be included in their activities? (READ CATEGORIES)

Very Important 5	Pretty Important 4	Somewhat Important 3	Not too Important 2	Not Important at All 1
------------------------	--------------------------	----------------------------	---------------------------	------------------------------

Between Christmas a year ago and the Christmas just past . . .

22. How many evenings in an average week, including weekends, have you gone on dates, to parties, or to other social activities? (PROBE FOR A SINGLE RESPONSE)

0	1	2	3	4	5	6	7
---	---	---	---	---	---	---	---

23. How important has it been to you to have dates and go to parties and other social activities? (READ CATEGORIES)

Very Important 5	Pretty Important 4	Somewhat Important 3	Not too Important 2	Not Important at All 1
------------------------	--------------------------	----------------------------	---------------------------	------------------------------

24. Now let's talk about school. Did you attend any school between Christmas a year ago and the Christmas just past?

- 1 No
2 Yes (IF YES, GO TO 25)

(IF NO:) What is the highest grade you've completed? (CIRCLE ONE)

Grade School	High School	College	Graduate School
5 6 7 8	9 10 11 12	13 14 15 16	17

SKIP TO QUESTION 44

25. What grade were you in during the Fall of 1980? (CIRCLE ONE)

Grade School	High School
5 6 7 8	9 10 11 12
College	Graduate School
13 14 15 16	17

(SKIP TO QUESTION 26)

Not in School	Other (SPECIFY)
18	19

(IF 18 OR 19:)

Were you in school during the Spring of 1980?

- 1 No
- 2 Yes

(IF YES:) What grade were you in? _____

WRITE IN GRADE

What is the highest grade you've completed? (CIRCLE ONE)

Grade School	High School	College	Graduate School
5 6 7 8	9 10 11 12	13 14 15 16	17

26. Which of the following best describes the grades you are getting at school? (MOST RECENT GRADING PERIOD. READ CATEGORIES - CIRCLE ANSWER)

Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
5	4	3	2	1

(IF GRADES CANNOT BE TRANSLATED INTO THE ABOVE SCALE, DESCRIBE THE GRADING SYSTEM AND THE RESPONDENT'S SCORE WITHIN IT.)

27. On the average, how many weekday afternoons Monday through Friday, from the end of school or work to dinner, have you spent studying?

0 1 2 3 4 5

28. On the average, how many weekday evenings Monday through Friday, from dinnertime to bedtime, have you spent studying?

0 1 2 3 4 5

29. On the weekends, how much time have you generally spent studying? (READ CATEGORIES)

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

30. How important has your school work been to you? (READ CATEGORIES)

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

Between Christmas a year ago and the Christmas just past . . .

31. Have you been a member of any athletic team at school? (INCLUDE ONLY TEAMS FORMALLY SPONSORED AND SUPERVISED BY SCHOOL INCLUDING INTRAMURAL TEAMS, GIRLS' ATHLETIC ASSOCIATION, ETC., BUT NOT CHEERLEADING, POM POM, YMCA TEAMS, ETC.)

1 No (IF NO, GO TO 32)
2 Yes

(IF YES:) Which team(s)? _____

(VERIFY THAT RESPONSE IS APPROPRIATE, THEN SKIP TO QUESTION 33)

32. How important is it to you to be on an athletic team at school? (READ CATEGORIES)

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

(SKIP TO QUESTION 37)

33. On the average, how many weekday afternoons, Monday through Friday, from the end of school or work to dinner, have you spent on team activities? (PROBE FOR A SINGLE RESPONSE)

0 1 2 3 4 5

34. On the average, how many weekday evenings, Monday through Friday, from dinnertime to bedtime, have you spent on team activities? (PROBE FOR A SINGLE RESPONSE)

0 1 2 3 4 5

35. On the weekends, how much time have you generally spent on team activities? (READ CATEGORIES)

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

36. How important have school athletics been to you? (READ CATEGORIES)

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

Between Christmas a year ago and the Christmas just past . . .

37. Have you taken part in any school activities, for example, service clubs, recreational or hobby clubs, student government, newspaper or yearbook? (NOT ATHLETIC TEAMS OR HONOR SOCIETIES)

1 No
2 Yes

(IF YES:) Which activities? _____

(VERIFY THAT RESPONSE IS APPROPRIATE, THEN SKIP TO QUESTION 39)

38. How important is it to you to be involved in these school activities? (READ CATEGORIES)

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

(SKIP TO QUESTION 43)

39. On the average, how many weekday afternoons, Monday through Friday, from the end of school or work to dinner, have you spent on these activities?

0 1 2 3 4 5

40. On the average, how many weekday evenings, Monday through Friday, from dinnertime to bedtime, have you spent on these activities?

0 1 2 3 4 5

41. On the weekends, how much time have you generally spent on these school activities? (READ CATEGORIES)

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

42. How important have school activities been to you? (READ CATEGORIES)

Very Important 5	Pretty Important 4	Somewhat Important 3	Not too Important 2	Not Important at All 1
------------------------	--------------------------	----------------------------	---------------------------	------------------------------

43. Which of the following descriptions BEST describes how your classmates see you? (READ LIST. PROBE FOR ONLY ONE RESPONSE)

	Activities Member 1	Social Type 3	Good Student 4	Average Student 5	None of the Above 6	(IF NONE: How do other stud- ents see you? (SPECIFY)
--	---------------------------	---------------------	----------------------	-------------------------	---------------------------	---

Between Christmas a year ago and the Christmas just past . . .

44. Have you been a member of any groups in the community such as service clubs, religious groups, recreational or hobby clubs, and athletic teams? (INCLUDES SCOUTS, LITTLE LEAGUE, YM/YWCA, ETC., BUT NOT INFORMAL ACTIVITIES SUCH AS SANDLOT BASEBALL)

1 No
2 Yes

(IF YES:) Which community group(s)? _____

(VERIFY THAT RESPONSE IS APPROPRIATE, THEN SKIP TO QUESTION 46)

45. How important is it to you to be involved in any of these community activities? (READ CATEGORIES)

Very Important 5	Pretty Important 4	Somewhat Important 3	Not too Important 2	Not Important at All 1
------------------------	--------------------------	----------------------------	---------------------------	------------------------------

(SKIP TO QUESTION 50)

46. On the average, how many weekday afternoons, Monday through Friday, from the end of school or work to dinner, have you spent on these community activities? (NOTE IF RESPONDENT MENTIONS "DURING SUMMER" OR SOME OTHER TIME FRAME)

0 1 2 3 4 5

47. On the average, how many weekday evenings, Monday through Friday, from dinnertime to bedtime, have you spent on these community activities?

0 1 2 3 4 5

48. On the weekends, how much time have you generally spent on these community activities? (READ CATEGORIES)

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

49. How important have these community activities been to you? (READ CATEGORIES)

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

Between Christmas a year ago and the Christmas just past. . .

50. Have you had a job or jobs, such as being in the military, working at a store, office, or service station, or babysitting for pay? (INCLUDE ANY JOB FOR PAY BUT NOT "ALLOWANCE")

1 No (IF NO, GO TO QUESTION 51)
2 YES (IF YES, SKIP TO QUESTION 53)

51. Was there ever a time last year when you looked hard for a job but couldn't find one?

1 No
2 Yes

52. How important is it to you to have a job? (READ CATEGORIES)

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

(SKIP TO QUESTION 58)

53. a. What jobs did you have last year? (INCLUDE MILITARY AS ONE JOB)

1) _____
2) _____
3) _____
4) _____
5) _____

b. Weeks worked last year?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

c. Hours/week worked last year?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

d. What was your hourly pay? (INDICATE PER HR/WK/MO)

- 1) \$ _____ PER _____
- 2) \$ _____ PER _____
- 3) \$ _____ PER _____
- 4) \$ _____ PER _____
- 5) \$ _____ PER _____

54. (IF ANY OF THE ABOVE JOBS INVOLVED 10 HOURS A WEEK OR MORE,
CIRCLE YES) YES

(ASK QUESTIONS 55-57 FOR THE JOB WITH THE MOST TOTAL HOURS -- "NUMBER
OF WEEKS" TIMES "NUMBER OF HOURS/WEEK." IF TWO OR MORE JOBS ARE
TIED, CHOOSE THE MOST RECENT JOB.)

55. When you were working at (NAME OF JOB), what were your main
duties? (LIST MAIN DUTIES)

56. How important has your job, (NAME OF JOB), been to you? (READ CATEGORIES)

Very Important 5	Pretty Important 4	Somewhat Important 3	Not too Important 2	Not Important at All 1
------------------------	--------------------------	----------------------------	---------------------------	------------------------------

57. Was there ever a time last year when you looked hard for a job but couldn't find one?

1 No
2 Yes

58. Did any of the following events ever happened to you?

	No	Yes	(IF YES:) When?
a. Did you get married?	1	2	_____ Month
b. Did you had any children?	1	2	_____ Month
c. Did you get seperated	1	2	_____ Month
d. Did you get divorced?	1	2	_____ Month

Between Christmas a year ago and the Christmas just past . . .

59. Have you been living with your _____ (girlfriend/boyfriend) (OPPOSITE SEX) or spouse?

1 No (IF NO, SKIP TO QUESTION 73)
2 Yes

(IF YES:) Was that your spouse or _____ (girlfriend/boyfriend)?

_____ (1) Spouse _____ (2) Girlfriend/boyfriend _____ (3) Both

(IF BOTH, ASK:) Was the person you were living with most recently your spouse or a _____ (girlfriend/boyfriend)?

_____ (1) Spouse _____ (2) Girlfriend/boyfriend

Between Christmas a year ago and the Christmas just past . . .

60. How many months did you live with your _____ (husband/
wife/girlfriend/boyfriend)?

Months

61. How important have the things you've done with your _____
(husband/wife/girlfriend/boyfriend) been to you? (READ
CATEGORIES)

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

62. How much has your _____ (husband/wife/girlfriend/boyfriend)
influenced what you've thought and done? (READ CATEGORIES)

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

The following questions have to do with your family, meaning your
parents, brothers and sisters. Between Christmas a year ago and the
Christmas just past . . .

63. How often have you taken part in family activities such as
birthday parties, holiday dinners, and traditional times? (READ
CATEGORIES)

Never	Once or twice	3 or 4 times	Monthly	Weekly
1	2	3	4	5

64. How many months did you live with your family, meaning your
parents, brothers and sisters?

_____ months (IF 12 MONTHS, SKIP TO QUESTION 66)

65. During the months you were not living with your family in the
past year, how often have you been in touch with your family
through phone calls, letters, or visits? (READ CATEGORIES)

Never	Once or twice	3 or 4 times	Monthly	Weekly	More than Once a Week
1	2	3	4	5	6

66. How much have your parents influenced what you've thought and
done? (READ CATEGORIES)

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

67. How important have the things you've done with your family been to you? (READ CATEGORIES)

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

Between Christmas a year ago and the Christmas just past . . .

68. How often have you taken part in your _____ (husband/wife/girlfriend/boyfriend's) family activities such as birthday parties, holiday dinners, and traditional times? (READ CATEGORIES)

Never	Once or twice	3 or 4 times	Monthly	Weekly
1	2	3	4	5

69. How many months did you live with your _____ (husband/wife/girlfriend/boyfriend's) family?

_____ months (IF 12 MONTHS, SKIP TO QUESTION 71)

70. During the months you were not living with your _____ (husband/wife/girlfriend/boyfriend's) family in the past year, how often have you been in touch with them through phone calls, letters, or visits? (READ CATEGORIES)

Never	Once or twice	3 or 4 times	Monthly	Weekly	More than Once A Week
1	2	3	4	5	6

71. How much have (his/her) parents influenced what you've thought and done? (READ CATEGORIES)

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

72. How important have the things you've done with his/her family been to you? (READ CATEGORIES)

Very Important	Pretty Important	Somewhat Important	Not too Important	Not Important at All
5	4	3	2	1

(SKIP TO QUESTION 81)

The following questions have to do with your family, meaning your parents, brothers and sisters. Between Christmas a year ago and the Christmas just past . . .

73. On the average, how many weekday afternoons, Monday through Friday, from the end of school or work to dinner, have you spent playing, talking, or working with members of your family?

0 1 2 3 4 5

74. On the average, how many weekday evenings, Monday through Friday, from dinnertime to bedtime, have you spent playing, talking, or working with members of your family?

75. On the weekends, how much time have you generally spent playing, talking, or working with members of your family? (READ CATEGORIES)

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

76. How often have you taken part in family activities such as birthday parties, holiday dinners, and traditional times? (READ CATEGORIES)

Never	Once or twice	3 or 4 times	Monthly	Weekly
1	2	3	4	5

77. How many months did you live with your family?

_____ months (IF 12 MONTHS, SKIP TO QUESTION 79)

78. During the months you were not living with your family in the past year, how often have you been in touch with your family through phone calls, letters, or visits? (READ CATEGORIES)

Never	Once or twice	3 or 4 times	Monthly	Weekly	More than Once A Week
1	2	3	4	5	6

79. How much have your parents influenced what you've thought and done? (READ CATEGORIES)

A Great Deal	Quite a Bit	Some	Not too Much	Very Little
5	4	3	2	1

80. How important have the things you've done with your family been to you? (READ CATEGORIES)

Very	Pretty	Somewhat	Not too	Not Important
Important	Important	Important	Important	at All
5	4	3	2	1

81. During the past year, how often did you attend church, synagogue, or other religious services? (READ CATEGORIES)

_____ (5) Several times a week	_____ (2) Several times a year
_____ (4) Once a week	_____ (1) Never
_____ (3) Once or twice a month	

82. How important has religion been in your life? (READ CATEGORIES)

Very	Pretty	Somewhat	Not too	Not Important
Important	Important	Important	Important	at All
5	4	3	2	1

83. Now I'd like to ask you about the time you spent this past year on a variety of activities. Please look at Card number 1, the first blue card, for the list of activities. Between Christmas a year ago and the Christmas just past, how many hours IN AN AVERAGE WEEK did you spend on the following activities? (READ EACH ACTIVITY IN TURN)

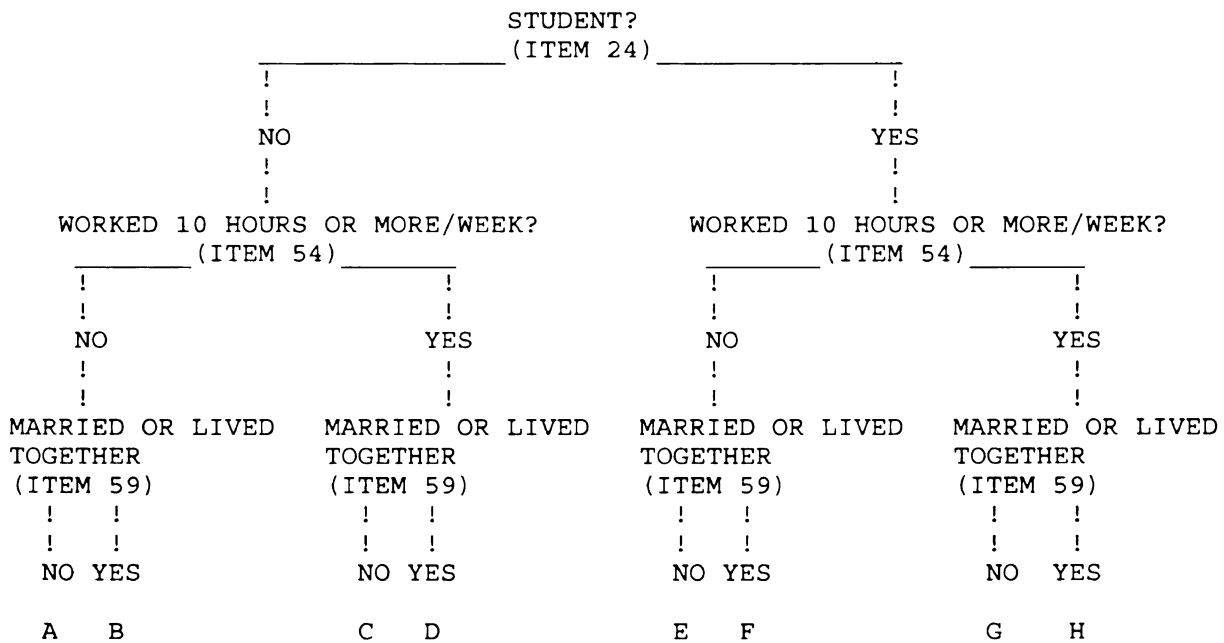
	# OF HOURS
a. Doing things with close friends	_____
b. On dates, parties, or social activities	_____
c. Studying	_____
d. School athletic teams	_____
e. School activities	_____
f. Community activities (including service groups and athletic teams)	_____
g. At work	_____
h. At religious services	_____
i. Doing things with your family (parents, brothers, sisters)	_____

(ONLY IF MARRIED OR LIVING TOGETHER: ASK)

j. Doing things with your _____
 (husband/wife/girlfriend/boyfriend)
 since you've been living together

k. Doing things with your _____
 (husband/wife/girlfriend/boyfriend's)
 family

FOLLOW THE "TREE" DIAGRAM TO CLASSIFY THE RESPONDENT AS TYPE A-H.
 READ THROUGH TREE WITH RESPONDENT. CIRCLE THE RESPONDENT TYPE ON THIS
 PAGE AND THE TOP OF THE FOLLOWING FIFTEEN PAGES.



Now I'd like to ask you how important certain things are to you and how well you are doing at these things. Use the left side of card number 2, the first ivory card, to pick your answer for how important each goal is to you and the right side of this ivory card for your answer for how well you are doing at that goal. If I ask about your family, I am referring to your parents, brothers, and sisters. (IF RESPONDENT DIFFERENTIATES BETWEEN MOTHER AND FATHER FOR PARENTS ITEMS, RECORD AND LABEL EACH SEPARATELY)

RESPONDENT TYPE

A	B	C	D	E	F	G	H	How important is it to you...	VERY IMPOR- TANT	SOMEWHAT IMPORTANT	NOT IM- PORTANT AT ALL
A		C		E		G		84. to have a special (boy- friend/girlfriend).	5	3	1
			C	D			G	H 85. to be a success in your work or career.	5	3	1
	B				D		F	H 86. to have a relation- ship with your (husband/wife/girlfriend/ boyfriend) where you rarely argue or have fights.	5	3	1
		B				D		F 87. to have a (husband/wife/girlfriend/ boyfriend) you can talk to about almost everything.	5	3	1
A	B	C	D	E	F	G	H	88. to get along well with your parents.	5	3	1
A	B	C	D	E	F	G	H	89. to have friends ask to spend time and do things with you.	5	3	1
A	B	C	D	E	F	G	H	90. to have your parents think you do things well.	5	3	1
A		C		E		G		91. to have lots of dates.	5	3	1
				E	F	G	H	92. to have a high grade point average.	5	3	1

A B C D E F G H	93.	to be asked to take part in things your friends do such as going to parties and games.	5	3	1
B D F H	94.	to have a _____ (husband/wife/girlfriend/boyfriend) who is very affectionate.	5	3	1
E F G H	95.	to have other students think of you as a good student.	5	3	1
C D G H	96.	to use your abilities in your work or career.	5	3	1
E F G H	97.	to do your own school work without help from anybody.	5	3	1
A B C D E F G H	98.	to have a family that does lots of things together.	5	3	1
E F G H	99.	to do well even in hard subjects.	5	3	1
B D F H	100.	to have your _____ (husband/wife/girlfriend/boyfriend) think you do things well.	5	3	1
C D G H	101.	to get ahead quickly in your work or career.	5	3	1
E F G H	102.	to have teachers think of you as a good student.	5	3	1
C D G H	103.	to do well even on hard tasks or assignments at work.	5	3	1
A B C D E F G H	104.	to have parents who comfort you when you're unhappy about something.	5	3	1
A B C D E F G H	105.	to have parents you can talk to about almost everything.	5	3	1

C D	G H	106.	to have others think of you as a good worker.	5	3	1	
B D F	H	107.	to have a _____ (husband/wife/girlfriend/ boyfriend) who shares a lot of your interests and activities.	5	3	1	
RESPONDENT TYPE							
A B C D E F G H	How well are you doing at this? (ASK ONLY IF "VERY" OR "SOMEWHAT IMPORTANT")			VERY WELL	O.K.	NOT WELL AT ALL	(DON'T KNOW)
A C E G		84.	to have a special _____ (boy- friend/girlfriend).	5	3	1	_____
C D	G H	85.	to be a success in your work or career.	5	3	1	_____
B D F H		86.	to have a relation- ship with your _____ (husband/wife/girlfriend/ boyfriend) where you rarely argue or have fights.	5	3	1	_____
B D F H		87.	to have a _____ (husband/wife/girlfriend/ boyfriend) you can talk to about almost everything.	5	3	1	_____
A B C D E F G H		88.	to get along well with your parents.	5	3	1	_____
A B C D E F G H		89.	to have friends ask to spend time and do things with you.	5	3	1	_____
A B C D E F G H		90.	to have your parents think you do things well.	5	3	1	_____
A C E G		91.	to have lots of dates.	5	3	1	_____
	E F G H	92.	to have a high grade point average.	5	3	1	_____

A B C D E F G H	93.	to be asked to take part in things your friends do such as going to parties and games.	5	3	1	_____
B D F H	94.	to have a _____ (husband/wife/girlfriend/boyfriend) who is very affectionate.	5	3	1	_____
E F G H	95.	to have other students think of you as a good student.	5	3	1	_____
C D G H	96.	to use your abilities in your work or career.	5	3	1	_____
E F G H	97.	to do your own school work without help from anybody.	5	3	1	_____
A B C D E F G H	98.	to have a family that does lots of things together.	5	3	1	_____
E F G H	99.	to do well even in hard subjects.	5	3	1	_____
B D F H	100.	to have your _____ (husband/wife/girlfriend/boyfriend) think you do things well.	5	3	1	_____
C D G H	101.	to get ahead quickly in your work or career.	5	3	1	_____
E F G H	102.	to have teachers think of you as a good student.	5	3	1	_____
C D G H	103.	to do well even on hard tasks or assignments at work.	5	3	1	_____
A B C D E F G H	104.	to have parents who comfort you when you're unhappy about something.	5	3	1	_____
A B C D E F G H	105.	to have parents you can talk to about almost everything.	5	3	1	_____

C D	G H	106.	to have others think of you as a good worker.	5	3	1	_____
B	D F	H 107.	to have a _____ (husband/wife/girlfriend/ boyfriend) who shares a lot of your interests and activities.	5	3	1	_____

Next I'd like to ask you some questions about your future goals.
Again, pick your answers from the left side of the ivory card (CARD
NUMBER 2).

ASK ALL RESPONDENT TYPES

How important is it to you..	VERY IMPOR- TANT	SOMEWHAT IMPORTANT	NOT IM- PORTANT AT ALL	(DON'T KNOW)
108. to have a good job or career after you've finished school?	5	3	1	_____
109. to go to college?	5	3	1	_____
110. to get or be married?	5	3	1	_____
111. to have children of your own?	5	3	1	_____

What do you think your chances are for . . . (READ RESPONSES)	GOOD	FAIR	POOR	(DON'T KNOW)
112. getting the kind of job you would like to have after finishing school?	3	2	1	_____
113. completing a college degree?	3	2	1	_____

In the next set of questions, I'd like to ask about some of your feelings and beliefs. If I ask about your family, I am referring to your parents, brothers, and sisters. Please tell me how much you agree or disagree with these statements about you. Choose your answers from card number 3, the first yellow card.

RESPONDENT TYPE

A B C D E F G H

A B C D E F G H

114. I feel close to my friends.

A B C D E F G H

115. My family doesn't take much interest in my problems.

E F G H

116. I often feel like nobody at school cares about me.

B D F H

117. My _____ (husband/wife/girlfriend/boyfriend) is willing to listen if I have a problem.

C D G H

118. People at work aren't interested in my ideas.

A B C D E F G H

119. I feel like an outsider with my family.

E F G H

120. Teachers don't ask me to work on special classroom projects.

A B C D E F G H

121. My friends don't take much interest in my problems.

B D F H

122. I feel close to my _____ (husband/wife/girlfriend/boyfriend).

A B C D E F G H

123. Sometimes I feel lonely when I'm with my friends.

C D G H

124. I feel a real part of things at work.

E F G H

125. Even though there are lots of students around, I often feel lonely at school.

A B C D E F G H

126. I feel close to my family.

A B C D E F G H

127. I don't feel that I fit in very well with my friends.

- B D F H 128. I often feel like my _____ (husband/
wife/girlfriend/boyfriend) doesn't care
about me.
- C D G H 129. The people at work don't ask me when
they need extra help.
- A B C D E F G H 130. My friends are willing to listen if I
have a problem.
- A B C D E F G H 131. Sometimes I feel lonely when I'm with
my family.
- E F G H 132. Teachers don't call on me in class, even
when I raise my hand.
- C D G H 133. I often feel like nobody at work cares
about me.
- B D F H 134. I often feel lonely when I'm with my
_____ (husband/wife/girlfriend/
boyfriend).
- A B C D E F G H 135. My family is willing to listen if I
have a problem.
- E F G H 136. I don't feel as if I really belong at
school.
- C D G H 137. I often feel lonely at work.
- B D F H 138. I don't feel like my _____ (husband/
wife/girlfriend/boyfriend) and I belong
together.
- C D G H 139. You can make it at work without having
to cheat or lie.
- B D F H 140. Sometimes you have to lie to your
_____ (husband/wife/girlfriend/
boyfriend) in order to avoid arguments
or fights.
- C D G H 141. Sometimes you need to lie in order to
get a job.
- A B C D E F G H 142. Making a good impression is more
important than telling the truth to
friends.

- E F G H 143. To stay out of trouble, it's sometimes necessary to lie to teachers.
- A B C D E F G H 144. Making a good impression is more important than telling the truth to parents.
- C D G H 145. If you want your fellow workers to like you, you may have to cover up for them.
- B D F H 146. It's okay to lie if it keeps your _____ (husband/wife/girlfriend/boyfriend) out of trouble.
- E F G H 147. You can make it in school without having to cheat on exams or tests.
- A B C D E F G H 148. It's important to be honest with your parents, even if they become upset or you get punished.
- A B C D E F G H 149. You have to be willing to break some rules if you want to be popular with your friends.
- E F G H 150. It's important to do your own work at school even if it means some students won't like you.
- A B C D E F G H 151. In order to gain the respect of your friends, it's sometimes necessary to beat up on other people.
- C D G H 152. At work it's sometimes necessary to break the rules in order to get ahead.
- B D F H 153. Sometimes it's necessary to deceive your _____ (husband/wife/girlfriend/boyfriend) in order to have a good relationship.
- E F G H 154. At school it's sometimes necessary to play dirty in order to win.
- A B C D E F G H 155. Sometimes it's necessary to lie to your parents in order to keep their trust.

- E F G H 156. Making a good impression is more important than telling the truth to teachers.
- B D F H 157. It may be necessary to break promises to others in order to get along with your _____ (husband/wife/girlfriend/boyfriend).
- A B C D E F G H 158. It's okay to lie if it keeps your friends out of trouble.
- A B C D E F G H 159. It may be necessary to break some of your parents' rules in order to keep some of your friends.

		STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	(DON'T KNOW)
114.	I feel close to my friends.	5	4	3	2	1	_____
115.	My family doesn't take much interest in my problems.	5	4	3	2	1	_____
116.	I often feel like nobody at school cares about me.	5	4	3	2	1	_____
117.	My _____ (husband/wife/girlfriend/boyfriend) is willing to listen if I have a problem.	5	4	3	2	1	_____
118.	People at work aren't interested in my ideas.	5	4	3	2	1	_____
119.	I feel like an outsider with my family.	5	4	3	2	1	_____

120.	Teachers don't ask me to work on special class-room projects.	5	4	3	2	1	_____
121.	My friends don't take much interest in my problems.	5	4	3	2	1	_____
122.	I feel close to my _____ (husband/wife/ girlfriend/boyfriend).	5	4	3	2	1	_____
123.	Sometimes I feel lonely when I'm with my friends.	5	4	3	2	1	_____
124.	I feel a real part of things at work.	5	4	3	2	1	_____
125.	Even though there are lots of students around, I often feel lonely at school.	5	4	3	2	1	_____
126.	I feel close to my family.	5	4	3	2	1	_____
127.	I don't feel that I fit in very well with my friends.	5	4	3	2	1	_____
128.	I often feel like my _____ (husband/wife/ girlfriend/boyfriend) doesn't care about me.	5	4	3	2	1	_____

129.	The people at work don't ask me when they need extra help.	5	4	3	2	1	_____
130.	My friends are willing to listen if I have a problem.	5	4	3	2	1	_____
131.	Sometimes I feel lonely when I'm with my family.	5	4	3	2	1	_____
132.	Teachers don't call on me in class, even when I raise my hand.	5	4	3	2	1	_____
133.	I often feel like nobody at work cares about me.	5	4	3	2	1	_____
134.	I often feel lonely when I'm with my (husband/wife/ girlfriend/boyfriend).	5	4	3	2	1	_____
135.	My family is willing to listen if I have a problem.	5	4	3	2	1	_____
136.	I don't feel as if I really belong at school.	5	4	3	2	1	_____
137.	I often feel lonely at work.	5	4	3	2	1	_____
138.	I don't feel like my _____ (husband/wife/ girlfriend/boyfriend) and I belong together.	5	4	3	2	1	_____

139. You can make it at work without having to cheat or lie.	5	4	3	2	1	_____
140. Sometimes you have to lie to your _____ (husband/wife/ girlfriend/boyfriend) in order to avoid arguments or fights.	5	4	3	2	1	_____
141. Sometimes you need to lie in order to get a job.	5	4	3	2	1	_____
142. Making a good impression is more important than telling the truth to friends.	5	4	3	2	1	_____
143. To stay out of trouble, it's sometimes necessary to lie to teachers.	5	4	3	2	1	_____
144. Making a good impression is more impor- tant than telling the truth to parents.	5	4	3	2	1	_____
145. If you want your fellow workers to like you, you may have to cover up for them.	5	4	3	2	1	_____

- | | | | | | | | |
|------|--|---|---|---|---|---|-------|
| 146. | It's okay to
lie if it
keeps your _____
(husband/wife/
girlfriend/boyfriend)
out of trouble. | 5 | 4 | 3 | 2 | 1 | _____ |
| 147. | You can make
it in school
without having
to cheat on
exams or tests. | 5 | 4 | 3 | 2 | 1 | _____ |
| 148. | It's important
to be honest
with your parents,
even if they
become upset or
you get punished. | 5 | 4 | 3 | 2 | 1 | _____ |
| 149. | You have to
be willing
to break some
rules if you
want to be popular
with your friends. | 5 | 4 | 3 | 2 | 1 | _____ |
| 150. | It's important
to do your own
work at school
even if it means
some students won't
like you. | 5 | 4 | 3 | 2 | 1 | _____ |
| 151. | In order to
gain the respect
of your friends,
it's sometimes
necessary to
beat up on
other people. | 5 | 4 | 3 | 2 | 1 | _____ |
| 152. | At work it's
sometimes
necessary to
break the rules
in order to
get ahead. | 5 | 4 | 3 | 2 | 1 | _____ |

- | | | | | | | | |
|------|---|---|---|---|---|---|-------|
| 153. | Sometimes it's
necessary to
deceive your _____
(husband/wife/
girlfriend/boyfriend)
in order to
have a good
relationship. | 5 | 4 | 3 | 2 | 1 | _____ |
| 154. | At school
it's sometimes
necessary to
play dirty in
order to win. | 5 | 4 | 3 | 2 | 1 | _____ |
| 155. | Sometimes it's
necessary to
lie to your
parents in
order to keep
their trust. | 5 | 4 | 3 | 2 | 1 | _____ |
| 156. | Making a
good impression
is more impor-
tant than
telling the
truth to teachers. | 5 | 4 | 3 | 2 | 1 | _____ |
| 157. | It may be nec-
essary to break
promises to others
in order to get
along with your _____
(husband/wife/
girlfriend/boyfriend). | 5 | 4 | 3 | 2 | 1 | _____ |
| 158. | It's okay to
lie if it
keeps your
friends out
of trouble. | 5 | 4 | 3 | 2 | 1 | _____ |
| 159. | It may be
necessary to
break some of
your parents'
rules in order
to keep some
of your friends. | 5 | 4 | 3 | 2 | 1 | _____ |

I'd like to know how others would describe you. I'll read a list of phrases and for each will ask you to tell me how much you think your parents would agree with that description of you. I'll repeat the list to learn how others would describe you. Use the yellow card again to pick your responses.

(ALL RESPONDENT TYPES)

A B C D E F G H	160. are well-liked.
A B C D E F G H	161. need help.
A B C D E F G H	162. are a bad kid.
A B C D E F G H	163. are often upset.
A B C D E F G H	164. are a good citizen.
A B C D E F G H	165. get along well with other people.
A B C D E F G H	166. are messed up.
A B C D E F G H	167. break rules.
A B C D E F G H	168. have a lot of personal problems.
A B C D E F G H	169. get into trouble.
A B C D E F G H	170. are likely to succeed.
A B C D E F G H	171. do things that are against the law.

How much would your FRIENDS agree that you . . . (REPEAT STEM SEVERAL TIMES)

A B C D E F G H	172. are well-liked.
A B C D E F G H	173. need help.
A B C D E F G H	174. are a bad kid.
A B C D E F G H	175. are often upset.
A B C D E F G H	176. get along well with other people.
A B C D E F G H	177. are messed up.
A B C D E F G H	178. break rules.
A B C D E F G H	179. have a lot of personal problems.

A B C D E F G H 180. get into trouble.
 A B C D E F G H 181. are likely to succeed.
 A B C D E F G H 182. do things that are against the law.

How much would THE PEOPLE AT WORK agree that you. . . (REPEAT STEM SEVERAL TIMES)

C D G H 183. are well-liked.
 C D G H 184. need help.
 C D G H 185. are a bad kid.
 C D G H 186. are often upset.
 C D G H 187. are a good citizen.
 C D G H 188. get along well with other people.
 C D G H 189. are messed up.
 C D G H 190. break rules.
 C D G H 191. have a lot of personal problems.
 C D G H 192. get into trouble.
 C D G H 193. are likely to succeed.
 C D G H 194. do things that are against the law.

(ALL RESPONDENT TYPES)

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	(DON'T KNOW)
--	-------------------	-------	----------------------------------	----------	----------------------	-----------------

How much would your PARENTS
 agree that you. . .
 (REPEAT STEM SEVERAL TIMES)

160. are well-liked.	5	4	3	2	1	_____
161. need help.	5	4	3	2	1	_____
162. are a bad kid.	5	4	3	2	1	_____
163. are often upset.	5	4	3	2	1	_____
164. are a good citizen.	5	4	3	2	1	_____

165. get along well with other people.	5	4	3	2	1	_____
166. are messed up.	5	4	3	2	1	_____
167. break rules.	5	4	3	2	1	_____
168. have a lot of personal problems.	5	4	3	2	1	_____
169. get into trouble.	5	4	3	2	1	_____
170. are likely to succeed.	5	4	3	2	1	_____
171. do things that are against the law.	5	4	3	2	1	_____

How much would your FRIENDS
agree that you. . .
(REPEAT STEM SEVERAL TIMES)

172. are well-liked.	5	4	3	2	1	_____
173. need help.	5	4	3	2	1	_____
174. are a bad kid.	5	4	3	2	1	_____
175. are often upset.	5	4	3	2	1	_____
176. get along well with other people.	5	4	3	2	1	_____
177. are messed up.	5	4	3	2	1	_____
178. break rules.	5	4	3	2	1	_____
179. have a lot of personal problems.	5	4	3	2	1	_____
180. get into trouble.	5	4	3	2	1	_____
181. are likely to succeed.	5	4	3	2	1	_____
182. do things that are against the law.	5	4	3	2	1	_____

How much would THE PEOPLE
AT WORK agree that you . . .
(REPEAT STEM SEVERAL TIMES)

183. are well-liked.	5	4	3	2	1	_____
184. need help.	5	4	3	2	1	_____
185. are a bad kid.	5	4	3	2	1	_____
186. are often upset.	5	4	3	2	1	_____
187. are a good citizen.	5	4	3	2	1	_____
188. get along well with other people.	5	4	3	2	1	_____
189. are messed up.	5	4	3	2	1	_____
190. break rules.	5	4	3	2	1	_____
191. have a lot of personal problems.	5	4	3	2	1	_____
192. get into trouble.	5	4	3	2	1	_____
193. are likely to succeed.	5	4	3	2	1	_____
194. do things that are against the law.	5	4	3	2	1	_____

I'm going to read a list of behaviors to you, and then ask you how others would react if you behaved in these ways. Use card number 4, first green card, to select your answers. (IF RESPONDENT DIFFERENTIATES BETWEEN MOTHER AND FATHER, RECORD AND LABEL EACH SEPARATELY)

(ALL RESPONDENT TYPES)

RESPONDENT TYPE	How would your PARENTS react if you . . . (REPEAT STEM SEVERAL TIMES)
A B C D E F G H	195. cheated on school tests.
A B C D E F G H	196. stole something worth less than \$5.
A B C D E F G H	197. sold hard drugs such as heroin, cocaine and LSD.

- A B C D E F G H 198. used marijuana or hashish.
- A B C D E F G H 199. stole something worth \$50.
- A B C D E F G H 200. hit or threatened to hit someone
without any reason.
- A B C D E F G H 201. used alcohol.
- A B C D E F G H 202. purposely damaged or destroyed
property that did not belong to you.
- A B C D E F G H 203. broke into a vehicle or building to
steal something.
- How would your CLOSE FRIENDS react if you . . .
(READ STEM SEVERAL TIMES)
- A B C D E F G H 204. cheated on school tests.
- A B C D E F G H 205. stole something worth less than \$5.
- A B C D E F G H 206. sold hard drugs such as heroin, cocaine
and LSD.
- A B C D E F G H 207. used marijuana or hashish.
- A B C D E F G H 208. stole something worth \$50.
- A B C D E F G H 209. hit or threatened to hit someone
without any reason.
- A B C D E F G H 210. used alcohol.
- A B C D E F G H 211. pressured or forced someone to
do more sexually than they wanted to
do.
- A B C D E F G H 212. purposely damaged or destroyed
property that did not belong to you.
- A B C D E F G H 213. broke into a vehicle or building to
steal something.
- A B C D E F G H 214. had sexual intercourse with a person
of the opposite sex (IF MARRIED, ADD
other than with your husband/wife).

How would THE PEOPLE AT WORK react if you . . .
(REPEAT STEM SEVERAL TIMES)

C	D	G	H	215. cheated on school tests.
C	D	G	H	216. Stole something worth less than \$5.
C	D	G	H	217. sold hard drugs such as heroin, cocaine and LSD.
C	D	G	H	218. used marijuana or hashish.
C	D	G	H	219. stole something worth more than \$50.
C	D	G	H	220. hit or threatened to hit someone without any reason.
C	D	G	H	221. used alcohol.
C	D	G	H	222. purposely damaged or destroyed property that did not belong to you.
C	D	G	H	223. broke into a vehicle or building to steal something.

		STRONGLY DIS- APPROVE	DIS- APPROVE	NEITHER APPROVE NOR DIS- APPROVE	APPROVE	STRONGLY APPROVE	(DON'T KNOW)
How would your parents react if you . . . (REPEAT STEM SEVERAL TIMES)							
195. cheated on school tests.	5	4	3	3	1	_____	
196. stole something worth less than \$5.	5	4	3	3	1	_____	
197. sold hard drugs such as heroin, cocaine and LSD.	5	4	3	2	1	_____	
198. used marijuana or hashish.	5	4	3	2	1	_____	
199. stole something worth more than \$50.	5	4	3	2	1	_____	

200.	hit or threat- ened to hit someone without any reason.	5	4	3	2	1	_____
201.	used alcohol.	5	4	3	2	1	_____
202.	purposely damaged or destroyed property that did not belong to you.	5	4	3	2	1	_____
203.	broke into a vehicle or building to steal something.	5	4	3	2	1	_____
How would your CLOSE FRIENDS react if you . . . (READ STEM SEVERAL TIMES)							
204.	cheated on school tests.	5	4	3	3	1	_____
205.	stole something worth less than \$5.	5	4	3	3	1	_____
206.	sold hard drugs such as heroin, cocaine and LSD.	5	4	3	2	1	_____
207.	used marijuana or hashish.	5	4	3	2	1	_____
208.	stole something worth more than \$50.	5	4	3	2	1	_____
209.	hit or threat- ened to hit someone without any reason.	5	4	3	2	1	_____
210.	used alcohol.	5	4	3	2	1	_____
211.	pressured or forced someone to do more sexually than they wanted to do.	5	4	3	2	1	_____

212. purposely damaged 5 or destroyed property that did not belong to you.	4	3	2	1	_____
213. broke into a 5 vehicle or build- ing to steal something.	4	3	2	1	_____
214. had sexual 5 intercourse with a person of the opposite sex (IF MARRIED, ADD other than with your husband/wife).	4	3	2	1	_____
How would THE PEOPLE AT WORK react if you . . (REPEAT STEM SEVERAL TIMES)					
215. cheated on school 5 tests.	4	3	3	1	_____
216. stole something 5 worth less than \$5.	4	3	3	1	_____
217. sold hard drugs 5 such as heroin, cocaine and LSD.	4	3	2	1	_____
218. used marijuana 5 or hashish.	4	3	2	1	_____
219. stole something 5 worth more than \$50.	4	3	2	1	_____
220. hit or threat- 5 ened to hit someone without any reason.	4	3	2	1	_____
221. used alcohol. 5	4	3	2	1	_____
222. purposely damaged 5 or destroyed property that did not belong to you.	4	3	2	1	_____

223. broke into a 5 4 3 2 1 _____

vehicle or build-
ing to steal
something.

For this next set of questions, please tell me how wrong you think each of the following things is for you or someone your age. Use card number 5, the first white card, to select your answers.

How wrong is it for someone your age to . . . (REPEAT STEM SEVERAL TIMES)	VERY WRONG	WRONG	A LITTLE BIT WRONG	NOT WRONG AT ALL	(DON'T KNOW)
224. cheat on school tests?	4	3	2	1	_____
225. purposely damage or destroy property that does not belong to you?	4	3	2	1	_____
226. use marijuana or hashish?	4	3	2	1	_____
227. steal something worth less than \$5?	4	3	2	1	_____
228. hit or threaten to hit someone without any reason?	4	3	2	1	_____
229. use alcohol?	4	3	2	1	_____
230. break into a vehicle or building to steal something?	4	3	2	1	_____
231. sell hard drugs such as heroin, cocaine, and LSD?	4	3	2	1	_____
232. steal something worth more than \$50?	4	3	2	1	_____
233. get drunk once in awhile?	4	3	2	1	_____
234. use prescription drugs such as amphetamines or barbiturates when there is no medical need for them?	4	3	2	1	_____
235. give or sell alcohol to kids under 18?	4	3	2	1	_____

Now let's talk about your friends' behavior during the period between Christmas a year ago and the Christmas just past. I'd like to ask you how many of your close friends have done each thing I will read to you. Please use card number 6, the first tan card, to choose your responses.

Think of your friends. (ASK THESE QUESTIONS FOR ALL RESPONDENTS, UNLESS THEY REITERATE THAT THEY HAVE NO FRIENDS AND CAN'T ANSWER THE QUESTIONS.)

During the last year how many of them have . . . (REPEAT STEM SEVERAL TIMES)	ALL OF THEM	MOST OF THEM	SOME OF THEM	VERY FEW OF THEM	NONE OF THEM	(DON'T KNOW)
236. cheated on school tests?	5	4	3	2	1	_____
237. purposely damaged or destroyed property that did not belong to them?	5	4	3	2	1	_____
238. used marijuana or hashish?	5	4	3	2	1	_____
239. stolen something worth less than \$5?	5	4	3	2	1	_____
240. hit or threatened to hit someone without any reason?	5	4	3	2	1	_____
241. used alcohol?	5	4	3	2	1	_____
242. broken into a vehicle or building to steal something?	5	4	3	2	1	_____
243. sold hard drugs such as heroin, cocaine, and LSD?	5	4	3	2	1	_____
244. stolen something worth more than \$50?	5	4	3	2	1	_____
245. suggested you do something that was against the law?	5	4	3	2	1	_____
246. gotten drunk once in awhile?	5	4	3	2	1	_____

- | | | | | | | |
|--|---|---|---|---|---|-------|
| 247. used prescription drugs such as amphetamines or barbiturates when there was no medical need for them? | 5 | 4 | 3 | 2 | 1 | _____ |
| 248. sold or given alcohol to kids under 18? | 5 | 4 | 3 | 2 | 1 | _____ |

Now I'd like to ask what you think about your friends' behavior.

- | | YES | DON'T KNOW | NO |
|--|-----|------------|----|
| 249. If you found that your group of friends was leading you into trouble, would you still run around with them? | 3 | 2 | 1 |
| 250. If you found that your group of friends was leading you into trouble, would you try to stop these activities? | 3 | 2 | 1 |
| 251. If your friends got into trouble with the police, would you be willing to lie to protect them? | 3 | 2 | 1 |

Now I'm going to read some statements that describe attitudes different people have about men and women in America. Please tell me how much you agree or disagree with these statements. Choose your answers from card number 3, the first yellow card.

- | | STRONGLY
AGREE | AGREE | NEITHER
AGREE NOR
DISAGREE | DISAGREE | STRONGLY
DISAGREE | (DON'T
KNOW) |
|--|-------------------|-------|----------------------------------|----------|----------------------|-----------------|
| 252. When parents disagree over how to raise and discipline the children, the father should decide what to do. | 5 | 4 | 3 | 2 | 1 | _____ |
| 253. Women can do most jobs as well as men. | 5 | 4 | 3 | 2 | 1 | _____ |

254. Men are more reliable in emergencies than women.	5	4	3	2	1	_____
255. Women are too emotional to solve problems well.	5	4	3	2	1	_____
256. A man who is really a man wouldn't cry over a movie.	5	4	3	2	1	_____
257. It is the woman's job to take care of the home and the children.	5	4	3	2	1	_____
258. It is the man's job to earn the money for the family.	5	4	3	2	1	_____
259. Because women are physically and emotionally weaker, they need men to support and take care of them.	5	4	3	2	1	_____
260. Women who are forceful and try to get ahead in their jobs are not very feminine.	5	4	3	2	1	_____

The next set of items asks about your opinions about violence between people. Please tell me how much you agree or disagree with each of the following statements. Choose your answers from the yellow card again.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	(DON'T KNOW)
261. It is all right to beat up people if they start the fight.	5	4	3	2	1	_____
262. Fighting doesn't solve problems, it just creates them.	5	4	3	2	1	_____
263. It is all right to physically beat up people who call you names.	5	4	3	2	1	_____
264. Since the people on TV often get what they want by using violence, it's probably all right for you to use it too.	5	4	3	2	1	_____
265. There is no good reason to hit anyone.	5	4	3	2	1	_____
266. If people do something to make you really mad, they deserve to be beaten up.	5	4	3	2	1	_____
267. It's OK to hit someone to get them to do what you want.	5	4	3	2	1	_____

- | | | | | | | |
|-------------------|---|---|---|---|---|-------|
| 268. You should | 5 | 4 | 3 | 2 | 1 | _____ |
| never beat up | | | | | | |
| another person | | | | | | |
| unless someone's | | | | | | |
| life is at stake. | | | | | | |
-
- | | | | | | | |
|--------------------|---|---|---|---|---|-------|
| 269. If you don't | 5 | 4 | 3 | 2 | 1 | _____ |
| physically fight | | | | | | |
| back, people will | | | | | | |
| walk all over you. | | | | | | |

Now I'd like to ask you some questions about your attitudes toward rape and sexual assault. Again, I'd like you to tell me how much you agree or disagree with each statement I read. Use the yellow card to choose your answers.

- | | STRONGLY
AGREE | AGREE | NEITHER
AGREE NOR
DISAGREE | DISAGREE | STRONGLY
DISAGREE | (DON'T
KNOW) |
|---------------------|-------------------|-------|----------------------------------|----------|----------------------|-----------------|
| 270. Most women | 5 | 4 | 3 | 2 | 1 | _____ |
| secretly want | | | | | | |
| to be raped or | | | | | | |
| sexually | | | | | | |
| assaulted. | | | | | | |
| 271. A woman who | 5 | 4 | 3 | 2 | 1 | _____ |
| gets raped or | | | | | | |
| sexually assaulted | | | | | | |
| while hitchhiking | | | | | | |
| gets what she | | | | | | |
| deserves. | | | | | | |
| 272. In general, | 5 | 4 | 3 | 2 | 1 | _____ |
| men rape women | | | | | | |
| for sex. | | | | | | |
| 273. Any healthy | 5 | 4 | 3 | 2 | 1 | _____ |
| woman can | | | | | | |
| resist a rapist. | | | | | | |
| 274. A woman should | 5 | 4 | 3 | 2 | 1 | _____ |
| feel guilty | | | | | | |
| after a rape or | | | | | | |
| sexual assault. | | | | | | |

- | | | | | | | |
|--|---|---|---|---|---|-------|
| 275. Women who are sexually assaulted or raped have generally asked for it by the way they dress and act. | 5 | 4 | 3 | 2 | 1 | _____ |
| 276. Men who rape women are generally violent people. | 5 | 4 | 3 | 2 | 1 | _____ |
| 277. A woman cannot be sexually assaulted or raped against her will, unless there is a weapon or more than one attacker. | 5 | 4 | 3 | 2 | 1 | _____ |
| 278. If a woman gets a man sexually excited, it's her own fault if he rapes or sexually assaults her. | 5 | 4 | 3 | 2 | 1 | _____ |

The next set of questions deals with your friends' behavior during the past year. Choose your answers from card number 7, the second blue card.

Think of your friends. From Christmas a year ago to the Christmas just past, how often have your friends done any of the following:

(ASK THESE QUESTIONS FOR ALL RESPONDENTS, UNLESS THEY REITERATE THAT THEY HAVE NO FRIENDS AND CAN'T ANSWER THE QUESTIONS.)

- | | NEVER | ONCE OR
TWICE | SEVERAL
TIMES | OFTEN | (DON'T
KNOW) |
|---|-------|------------------|------------------|-------|-----------------|
| 279. Suggested that you should go drinking with them? | 1 | 2 | 3 | 4 | _____ |
| 280. Put pressure on you to drink? | 1 | 2 | 3 | 4 | _____ |

- | | | | | | |
|--|---|---|---|---|-------|
| 281. Suggested or claimed
that you have to get
drunk to have a good
time? | 1 | 2 | 3 | 4 | _____ |
| 282. Offered marijuana to
you? (GAVE OR SOLD) | 1 | 2 | 3 | 4 | _____ |
| 283. Suggested or claimed
that you have to get
high on drugs to
have a good time?
(REFERS TO NONMEDICINAL
USE OF DRUGS) | 1 | 2 | 3 | 4 | _____ |
| 284. Put pressure on you to
use drugs? (REFERS TO
NONMEDICINAL USE OF
DRUGS) | 1 | 2 | 3 | 4 | _____ |

This section deals with your own behavior. I'd like to remind you that all your answers are confidential. I'll read a series of behaviors to you. Please give me your best estimate of the EXACT NUMBER of times you've done each thing during the last year from Christmas a year ago to the Christmas just past. (RECORD A SINGLE NUMBER, NOT A RANGE, AND "0" IF RESPONDENT NEVER ENGAGED IN A BEHAVIOR.

FOR ANY BEHAVIOR THAT THE RESPONDENT HAS ENGAGED IN 10 OR MORE TIMES IN THE LAST YEAR, ALSO RECORD RESPONSE IN THE SECOND COLUMN, SAYING:)

Please look at the responses on card number 8, the second ivory card, and select the one which best describes how often you were involved in this behavior.

	ONCE	ONCE	2-3	ONCE	2-3
	EVERY	A	TIMES	A	TIMES
	2-3	WEEK	A WEEK	DAY	A DAY
	MONTH	WEEKS			

How many times in the LAST YEAR have you:

- | | | | | | | |
|---|---------|---|---|---|---|---|
| 285. purposely damaged
or destroyed property
belonging to your
PARENTS or other
FAMILY MEMBERS? | _____ 4 | 5 | 6 | 7 | 8 | 9 |
|---|---------|---|---|---|---|---|

286. purposely damaged _____ 4 5 6 7 8 9
or destroyed property
belonging to a SCHOOL?

287.	purposely damaged	_____	4	5	6	7	8	9
	or destroyed OTHER							
	PROPERTY that did							
	not belong to you,							
	not counting family							
	or school property?							

285. (NO FOLLOW-UP)

286. (NO FOLLOW-UP)

287. (NO FOLLOW-UP)

	ONCE				
ONCE	EVERY	ONCE	2-3	ONCE	2-3
A	2-3	A	TIMES	A	TIMES
MONTH	WEEKS	WEEK	A WEEK	DAY	A DAY

How many times in the LAST YEAR have you:

288. stolen or tried to _____ 4 5 6 7 8 9
steal a MOTOR VEHICLE
such as a car or
motorcycle?

289. used alcoholic 4 5 6 7 8 9
 beverages, beer,
 wine, hard liquor?

You have indicated that you have done some of these behaviors. Now I'd like to ask you some details about the last time you did each of these behaviors. I only want to know about the last or most recent time you did these. (READ EACH BEHAVIOR THAT THE RESPONDENT HAS PERFORMED AND THEN ASK THE CORRESPONDING DETAILED INFORMATION ITEMS. READ THE RESPONSE CATEGORIES TO THE RESPONDENT ONLY WHERE INDICATED.)

You said that you had (READ ITEM).

288. Thinking of the last time you did this. . .

a. What kind of vehicle was it?

_____ (1) Car _____ (3) Motorcycle
 _____ (2) Truck _____ (4) Other (SPECIFY) _____

b. Did you actually steal it?

 No Yes
 1 2

c. Who did the vehicle belong to?

_____ (1) Family member _____ (3) Other (SPECIFY) _____
 _____ (2) Friend

d. How did you get the vehicle started?

_____ (1) Had the keys _____ (3) Keys in ignition
 _____ (2) Hot wired the vehicle _____ (4) Other (SPECIFY) _____

e. What were you going to do with the vehicle?

_____ (1) Go riding _____ (4) Sell it
 _____ (2) Keep it _____ (5) Sell parts from it
 _____ (3) Keep parts from it _____ (6) Other (SPECIFY) _____

f. Did you report this same event for any other question in this set?

 No Yes (IF YES:) Which other question(s) also
 1 2 included this event?

 (INDICATE QUESTION #)

 289.

	ONCE	ONCE				
	A	EVERY	ONCE	2-3	ONCE	2-3
	MONTH	2-3	A	TIMES	A	TIMES
		WEEKS	WEEK	A WEEK	DAY	A DAY

How many times in the LAST YEAR have you:

290. stolen or tried to _____ 4 5 6 7 8 9
 steal something
 worth more than
 \$50?

 291. knowingly bought, _____ 4 5 6 7 8 9
 sold or held stolen
 goods or tried to do
 any of these things?

 292. found something _____ 4 5 6 7 8 9
 like a wallet or
 jewelry and returned
 it to the owner or
 the police?

 293. thrown objects such _____ 4 5 6 7 8 9
 as rocks, snowballs,
 or bottles at cars
 or people?

 290. Thinking of the last time you did this. . .

a. What did you steal or try to steal?
 (SPECIFY) _____

b. About how much do you think it was worth? (SPECIFY) \$ _____

c. Did you actually steal it/them?

No	Yes
1	2

d. Did you report this same event for any other question in this set?

No	Yes	(IF YES:) Which other question(s) also
1	2	included this event

(INDICATE QUESTION #)

291. Thinking of the last time you did this. . .

a. What did you do? (CHECK ALL THAT APPLY)

_____ (1) Try to buy stolen goods	_____ (5) Sell stolen goods
_____ (2) Try to sell stolen goods	_____ (6) Held stolen goods
_____ (3) Try to hold stolen goods	_____ (7) Other (SPECIFY)
_____ (4) Buy stolen goods	_____

b. What were the stolen goods? (SPECIFY)

c. About how much do you think the goods were worth? (SPECIFY)
\$ _____

d. Did you report this same event for any other question in this set?

No	Yes	(IF YES:) Which other question(s) also
1	2	included this event

(INDICATE QUESTION #)

292.

293.

ONCE A MONTH	ONCE EVERY 2-3 WEEKS	ONCE A WEEK	2-3 TIMES A WEEK	ONCE A DAY	2-3 TIMES A DAY
--------------------	-------------------------------	-------------------	------------------------	------------------	-----------------------

How many times in the LAST YEAR have you:

294. purposely set fire _____ 4 5 6 7 8 9
to a building, a car,
or other property
or tried to do so?

295. run away from home? _____ 4 5 6 7 8 9

296. lied about your age _____ 4 5 6 7 8 9
to gain entrance or
to purchase something,
for example, lying
about your age to
buy liquor or get
in to a movie?

297. carried a hidden _____ 4 5 6 7 8 9
weapon other than
a plain pocket knife?

298. stolen or tried to _____ 4 5 6 7 8 9
steal things worth
\$5 or less?

294. Thinking of the last time you did this . . .

a. What did you try to set on fire? _____
(SPECIFY)

b. Did you actually set it on fire?

No	Yes
1	2

c. Did you report this same event for any other question in this set?

No	Yes	(IF YES:) Which other question(s) also
1	2	included this event

(INDICATE QUESTION #)

295.

296.

297.

298. Thinking of the last time you did this. . .

a. What did you steal or try to steal?
(SPECIFY) _____

b. About how much do you think it was worth? (SPECIFY) \$ _____

c. Did you actually steal it/them?

No	Yes
1	2

d. Did you report this same event for any other question in this set?

No	Yes	(IF YES:) Which other question(s) also
1	2	included this event

(INDICATE QUESTION #)

	ONCE	ONCE				
	A	EVERY	ONCE	2-3	ONCE	2-3
	MONTH	2-3	A	TIMES	A	TIMES
		WEEKS	WEEK	A WEEK	DAY	A DAY

How many times in the LAST YEAR have you:

299. attacked someone _____ 4 5 6 7 8 9
 with the idea of
 seriously hurting
 or killing him or her?

 300. been paid for _____ 4 5 6 7 8 9
 having sexual
 relations with
 someone?

 301. had sexual inter- _____ 4 5 6 7 8 9
 course with a person
 of the opposite sex
 (IF MARRIED, ADD other
 than with your wife/husband)?

 299. Thinking of the last time you did this. . .

a. In which of the following ways did you attack the person?
 (READ LIST. CHECK ALL THAT APPLY)

- _____ (1) Hit, slapped, punched the person once or twice
 _____ (2) Physically beat and/or choked the person
 _____ (3) Attacked the person with a weapon such as a gun,
 knife, club, or bottle
 _____ (4) Other (SPECIFY) _____

b. Did you hurt the person?

No Yes (IF YES: ASK) How badly did you hurt the
 1 2 person? (CHECK ALL THAT APPLY)

- _____ (1) Knocked down
 _____ (2) Bruised
 _____ (3) Cut/bleeding
 _____ (4) Unconscious
 _____ (5) Hospitalized
 _____ (6) Other (SPECIFY) _____

c. Did you report this same event for any other question in this set?

No	Yes	(IF YES:) Which other question(s) also
1	2	included this event

(INDICATE QUESTION #)

300.

301.

	ONCE	ONCE	ONCE	2-3	ONCE	2-3
	A	EVERY	A	TIMES	A	TIMES
	MONTH	2-3	WEEK	A WEEK	DAY	A DAY
		WEEKS				

How many times in the LAST YEAR have you:

302. been involved in gang fights? _____ 4 5 6 7 8 9

303. used checks illegally or used phony money to pay for something? (INCLUDES INTENTIONAL OVERDRAFTS) _____ 4 5 6 7 8 9

304. sold marijuana or hashish? _____ 4 5 6 7 8 9
("POT", "GRASS", "HASH")

305. cheated on school tests? _____ 4 5 6 7 8 9

306. hitchhiked where it was illegal to do so? _____ 4 5 6 7 8 9

307. helped out someone _____ 4 5 6 7 8 9
 who was badly hurt
 such as someone who
 was beaten up, in an
 accident or very sick?

302. Thinking of the last time you did this. . .

a. Counting yourself, how many were in your group?

_____ (1) 1 or 2 people _____ (3) More than 5 people
_____ (2) 3 to 5 people

b. How many were in the other group?

_____ (1) 1 or 2 people _____ (3) More than 5 people
_____ (2) 3 to 5 people

c. Did either group use weapons?

No	Yes	(IF YES:) What weapons were used? (CHECK
1	2	AS MANY AS APPLY)
		_____ (1) Knives
		_____ (2) Chains
		_____ (3) Guns
		_____ (4) Hard knuckles
		_____ (5) Other (SPECIFY)

d. Was anyone hurt in the fight?

No	Yes	(IF YES:) How badly hurt was the most
1	2	injured person? (CHECK ALL
		THAT APPLY)
		_____ (1) Knocked down
		_____ (2) Bruised
		_____ (3) Cut/bleeding
		_____ (4) Unconscious
		_____ (5) Hospitalized
		_____ (6) Other (SPECIFY)

e. Did you report this same event for any other question in this set?

No	Yes	(IF YES:) Which other question(s) also
1	2	included this event

(INDICATE QUESTION #)

 303.

 304.

 305.

 306.

 307.

	ONCE	ONCE	ONCE	2-3	ONCE	2-3
	A	EVERY	A	TIMES	A	TIMES
	MONTH	2-3	WEEK	A WEEK	DAY	A DAY
		WEEKS				

How many times in the LAST YEAR have you:

308. stolen money or	_____ 4	5	6	7	8	9
other things from						
your parents or other						
members of your family?						

 *

309. had or tried to	_____ 4	5	6	7	8	9
have sexual relations						
with someone against						
their will?						

310. hit or threatened	_____ 4	5	6	7	8	9
to hit a TEACHER or						
other adult at school?						

 311. hit or threatened _____ 4 5 6 7 8 9
 to hit one of your
 PARENTS?

 312. hit or threatened _____ 4 5 6 7 8 9
 to hit other STUDENTS?

 313. been loud, rowdy, _____ 4 5 6 7 8 9
 or unruly in a public
 place - disorderly conduct?

 314. sold hard drugs _____ 4 5 6 7 8 9
 such as heroin,
 cocaine, and LSD?
 (TOTAL FREQUENCY OF ALL
 HARD DRUG SALES, NOT LIMITED
 TO THESE THREE DRUGS)

 315. tried to cheat _____ 4 5 6 7 8 9
 some one by selling
 them something that
 was worthless or not
 what you said it was?

 308. Thinking of the last time you did this . . .

a. What did you steal?

_____ (1) Money _____ (2) Other (SPECIFY) _____

(IF 1, ASK:) How much money did you steal? (SPECIFY) \$ _____

(IF 2, ASK:) How much do you think it was worth? (SPECIFY) \$ _____

b. Did you report this same event for any other question in
 this set?

No	Yes	(IF YES:) Which other question(s) also
1	2	included this event

 (INDICATE QUESTION #)

 309.

 310.

 311.

 312.

 313.

 314.

 315.

	ONCE	ONCE				
	A	EVERY	ONCE	2-3	ONCE	2-3
	MONTH	2-3	A	TIMES	A	TIMES
		WEEKS	WEEK	A WEEK	DAY	A DAY

How many times in the LAST YEAR have you:

316. taken a vehicle _____ 4 5 6 7 8 9
 for a ride or drive
 without the owner's
 permission?

 317. bought or provided _____ 4 5 6 7 8 9
 liquor for a minor?

318. given money, food, _____ 4 5 6 7 8 9
or clothing to some-
one or some group who
needed them very much?

*
319. pressured or pushed _____ 4 5 6 7 8 9
 someone such as a date
 or friend to do more
 sexually than they
 wanted to do?

320. used force or _____ 4 5 6 7 8 9
strongarm methods
to get money or things
from other STUDENTS?

316. Thinking of the last time you did this. . .

a. What kind of vehicle was it?

____ (1) Car ____ (3) Motorcycle
____ (2) Truck ____ (4) Other (SPECIFY) _____

b. Who did the vehicle belong to?

____ (1) Family member ____ (3) Other (SPECIFY) ____
____ (2) Friend

c. How did you get the vehicle started?

_____ (1) Had the keys _____ (3) Keys in ignition
_____ (2) Hot wired the vehicle _____ (4) Other (SPECIFY) _____

d. Did you report this same event for any other question in this set?

No	Yes	(IF YES:) Which other question(s) also
1	2	included this event

(INDICATE QUESTION #)

317.

318.

319.

320. Thinking of the last time you did this. . .

a. What kind of force did you use? (CHECK ALL THAT APPLY)

_____ (1) Punched, slapped, mild roughness

_____ (2) Physical beating and/or choking

_____ (3) Other (SPECIFY) _____

b. What were you trying to get?

_____ (1) Money _____ (2) Other (SPECIFY) _____

c. Did you hurt the person?

No

Yes

(IF YES: ASK)

How badly did you hurt the person? (CHECK ALL THAT APPLY)

1

2

_____ (1) Knocked down

_____ (2) Bruised

_____ (3) Cut/bleeding

_____ (4) Unconscious

_____ (5) Hospitalized

_____ (6) Other (SPECIFY) _____

d. Did you report this same event for any other question in this set?

No

Yes

(IF YES:) Which other question(s) also included this event

1

2

(INDICATE QUESTION #)

ONCE
ONCE EVERY ONCE 2-3 ONCE 2-3
A 2-3 A TIMES A TIMES
MONTH WEEKS WEEK A WEEK DAY A DAY

How many times in the LAST YEAR have you:

321. used force or _____ 4 5 6 7 8 9
strongarm methods to
get money or things
from a TEACHER or other
adult at school?

322. refused to partici- _____ 4 5 6 7 8 9
 pate when another
 student asked you to
 help him or her cheat
 on an exam?

323. used force or _____ 4 5 6 7 8 9
 strongarm methods to
 get money or things
 from OTHER PEOPLE,
 not students or teachers?

321. Thinking of the last time you did this. . .

a. What kind of force did you use? (CHECK ALL THAT APPLY)

_____ (1) Punched, slapped, mild roughness

_____ (2) Physical beating and/or choking

_____ (3) Other (SPECIFY) _____

b. What were you trying to get?

_____ (1) Money _____ (2) Other (SPECIFY) _____

c. Did you hurt the person?

No	Yes	(IF YES: ASK)	How badly did you hurt the
1	2		person? (CHECK ALL THAT APPLY)

_____ (1) Knocked down

_____ (2) Bruised

_____ (3) Cut/bleeding

_____ (4) Unconscious

_____ (5) Hospitalized

_____ (6) Other (SPECIFY) _____

d. Did you report this same event for any other question in
 this set?

No	Yes	(IF YES:) Which other question(s) also
1	2	included this event

 (INDICATE QUESTION #)

322.

 323. Thinking of the last time you did this. . .

a. What kind of force did you use? (CHECK ALL THAT APPLY)

_____ (1) Punched, slapped, mild roughness

_____ (2) Physical beating and/or choking

_____ (3) Other (SPECIFY) _____

b. What were you trying to get?

_____ (1) Money _____ (2) Other (SPECIFY) _____

c. Did you hurt the person?

No Yes (IF YES: ASK) How badly did you hurt the
 1 2 person? (CHECK ALL THAT APPLY)

_____ (1) Knocked down

_____ (2) Bruised

_____ (3) Cut/bleeding

_____ (4) Unconscious

_____ (5) Hospitalized

_____ (6) Other (SPECIFY) _____

d. Did you report this same event for any other question in
 this set?

No Yes (IF YES:) Which other question(s) also
 1 2 included this event

 (INDICATE QUESTION #)

	ONCE	ONCE				
	A	EVERY	ONCE	2-3	ONCE	2-3
	MONTH	2-3	A	TIMES	A	TIMES
		WEEKS	WEEK	A WEEK	DAY	A DAY

How many times in the LAST YEAR have you:

324. avoided paying for _____ 4 5 6 7 8 9
 such things as movies,
 bus or subway rides, and
 food?

 325. been drunk in a _____ 4 5 6 7 8 9
 public place?

326. stolen or tried to _____ 4 5 6 7 8 9
 steal things worth
 Between \$5 and \$50?

327. stolen or tried to _____ 4 5 6 7 8 9
 steal something at
 school, such as
 someone's coat from a
 classroom, locker, or
 cafeteria, or a book
 from the library?

324.

325.

326. Thinking of the last time you did this. . .

a. What did you steal or try to steal?
 (SPECIFY) _____

b. Did you actually steal it (them)?
 No Yes
 1 2

c. Did you report this same event for any other question in
 this set?
 No Yes (IF YES:) Which other question(s) also
 1 2 included this event

(INDICATE QUESTION #)

327. Thinking of the last time you did this. . .

a. What did you steal or try to steal?
(SPECIFY) _____

b. Did you actually steal it (them)?
No Yes
1 2

c. How much would you say it was worth? (SPECIFY) \$ _____

d. Did you report this same event for any other question in
this set?
No Yes (IF YES:) Which other question(s) also
1 2 included this event

(INDICATE QUESTION #)

	ONCE A MONTH	ONCE EVERY 2-3 WEEKS	ONCE A WEEK	2-3 TIMES A WEEK	ONCE A DAY	2-3 TIMES A DAY
--	--------------------	-------------------------------	-------------------	------------------------	------------------	-----------------------

How many times in the LAST YEAR have you:

328. broken or tried to _____ 4 5 6 7 8 9
break into a building
or vehicle to steal
something or just to
look around?

329. begged for money _____ 4 5 6 7 8 9
or things from
strangers?

330. skipped classes _____ 4 5 6 7 8 9
without an excuse?

331. failed to return _____ 4 5 6 7 8 9
extra change that a
cashier gave you by
mistake?

*

332. physically hurt or threatened to hurt someone to get them to have sex with you? _____ 4 5 6 7 8 9

333. used or tried to use credit cards without the owner's permission? _____ 4 5 6 7 8 9

334. tried to talk your friends out of doing something that was against the law? _____ 4 5 6 7 8 9

335. been suspended from school? _____ 4 5 6 7 8 9

336. made obscene telephone calls, such as calling someone and saying dirty things? _____ 4 5 6 7 8 9

328. Thinking of the last time you did this. . .

a. What did you break into, or try to break into?

_____ (1) Building _____ (3) House
_____ (2) Vehicle _____ (4) Other (SPECIFY) _____

b. Did you actually break in or did you only try to?

_____ (1) Broke in _____ (2) Only tried _____ (3) Door open

c. Why were you breaking in?

_____ (1) Just to look around _____ (3) Other (SPECIFY)
_____ (2) To steal something _____

d. Did you report this same event for any other question in this set?

No Yes (IF YES:) Which other question(s) also
1 2 included this event

329.

330.

331.

332.

333.

334.

335.

336.

337. DID THE RESPONDENT REPORT ANY SEXUAL ASSAULTS IN MORE THAN ONE
STARRED ITEM? (ITEM #S 309, 319, AND 332)

- 1 No (SKIP TO QUESTION 338)
2 Yes

(IF YES, ASK): Previously you mentioned that you had (READ FIRST
STARRED ITEM) _____ time(s) and had (READ SECOND STARRED ITEM)
_____ time(s). How many total events were there?

(RECORD NUMBER OF EVENTS) _____ (IF 1, SKIP TO QUESTION 338)

(IF MORE THAN 1, ASK:)

Which was the most recent event? _____
(RECORD ITEM #)

338. IF THE RESPONDENT INDICATED THAT HE OR SHE HAD PERFORMED ANY OF THE BEHAVIORS ON QUESTIONS 285-336 DURING THE PAST YEAR, RETURN TO QUESTION 288-289 AND ASK THE APPROPRIATE DETAILED INFORMATION ITEMS. READ THE INSTRUCTIONS AT THE TOP OF QUESTION 288 TO THE RESPONDENT BEFORE BEGINNING.

339. Have you ever been arrested by the police for anything other than a minor traffic offense?

- 1 No (IF NO, SKIP TO QUESTION 343)
- 2 Yes

(IF YES:) How many times? _____
(NUMBER)

(PROBE FOR INFORMATION ON THE THREE MOST RECENT ARRESTS BACK TO 1975, ASKING:)

340. For the LAST time you were arrested:

- (a) What month and year was this _____ (Month) _____ (Year)
- (b) What were you doing that led the police to arrest you? _____

341. For the time before that:

- (a) What month and year was this _____ (Month) _____ (Year)
- (b) What were you doing? _____

342. For the time before that:

- (a) What month and year was this _____ (Month) _____ (Year)
- (b) What were you doing? _____

The next series of questions deals with some drugs and other substances you may have used. Please give me your best estimate of the EXACT NUMBER of times you've used each substance during the last year from Christmas a year ago to the Christmas just past. (NOTE ANY COMMENTS SUGGESTIVE OF EPISODIC PATTERN OF USE.)

(FOR ANY SUBSTANCE THAT THE RESPONDENT HAS USED AT LEAST ONCE IN THE LAST YEAR, ALSO RECORD A RESPONSE IN THE SECOND SECTION, SAYING:)

Using card number 9, the second yellow card, which response best describes how often you have drunk/used _____?

How many times in the Last Year have you:	ONCE OR TWICE	ONCE EVERY 2-3 MONTHS	ONCE A MONTH	ONCE EVERY 2-3 WEEKS	ONCE A WEEK	2-3 TIMES A WEEK	ONCE A DAY	2-3 TIMES A DAY (OR MORE)
--	------------------	--------------------------------	--------------------	-------------------------------	-------------------	------------------------	------------------	------------------------------------

343. drunk beer?

(IF 1 OR MORE)	2	3	4	5	6	7	8	9
----------------	---	---	---	---	---	---	---	---

344. drunk wine

(IF 1 OR MORE)	2	3	4	5	6	7	8	9
----------------	---	---	---	---	---	---	---	---

345. drunk hard
liquor?

(IF 1 OR MORE)	2	3	4	5	6	7	8	9
----------------	---	---	---	---	---	---	---	---

346. During the
past year,
have you
used tob-
acco?

No Yes

1 2

(IF YES) -->	2	3	4	5	6	7	8	9
--------------	---	---	---	---	---	---	---	---

(THEN ASK)

!

!

When using tobacco, how much do you usually use?	_____Cigarettes per day (NUMBER)	_____Cigars or pipes per day (NUMBER)	_____Cans of Chewing tobacco per month (NUMBER)
--	--	---	---

(IF NO, GO TO QUESTION 347)

347. used marij-
uana or hash-
ish? (GRASS,
POT, HASH)

(IF 1 OR MORE)	2	3	4	5	6	7	8	9
----------------	---	---	---	---	---	---	---	---

348. used halluc-
inogens, LSD,
Acid, peyote,
mescaline?
(PSYCHEDELICS)

(IF 1 OR MORE) 2 3 4 5 6 7 8 9

349. used tran-
quilizers such
as Valium, Lib-
rium, Thorazine,
Miltown, Equanil,
Meproamate, etc.?

(IF 1 OR MORE) 2 3 4 5 6 7 8 9

350. used ampheta-
mines, uppers,
speed, whites?
(DEXEDRINE,
BENZEDRINE, DIET
PILLS, DEXAMYL,
STP, BENNIES)

(IF RESPONDENT DOES NOT UNDERSTAND THIS DRUG CATEGORY, SAY:)
People can take amphetamines to lose weight, to stay awake, or
to make them feel they have more energy.

(IF 1 OR MORE) 2 3 4 5 6 7 8 9

351. used barbit-
urates, downer,
reds?

(PHENOBARBITAL, PRESCRIPTION SLEEPING PILLS, SECONALS, GOOF
BALLS, YELLOW JACKETS OR NEMBUTAL)

(IF RESPONDENT DOES NOT UNDERSTAND THIS DRUG CATEGORY, SAY:)
These drugs can be used for calming down, reducing tension, and
getting to sleep.

(IF 1 OR MORE) 2 3 4 5 6 7 8 9

352. used codeine?

(IF 1 OR MORE) 2 3 4 5 6 7 8 9

353. used heroin?
(HORSE, H, SMACK,
JUNK)

(IF 1 OR MORE) 2 3 4 5 6 7 8 9

354. used cocaine?
(COKE, SNOW)

(IF 1 OR MORE) 2 3 4 5 6 7 8 9

355. used inhalants
glue, paint,
nail polish,
or others?

(IF 1 OR MORE) 2 3 4 5 6 7 8 9

356. used angel dust
or PCP? (PHENCY-
CLIDINE, SERNYLAN,
CRYSTAL, PEACE
HILL, HOG, SHEETS)

(IF 1 OR MORE) 2 3 4 5 6 7 8 9

357. used any other
non-prescription
drugs or intoxicants?
(SPECIFY KIND,
EXCLUDE ASPRIN AND
TYLENOL)

(IF 1 OR MORE) 2 3 4 5 6 7 8 9

(IF NO DRUG OR ALCOHOL USE, SKIP TO QUESTION 367. IF ANY USE
INDICATED, ASK EACH OF THE FOLLOWING QUESTIONS WITH RESPECT TO
DRINKING OR DRUG USE OR BOTH AS IS APPROPRIATE.)

Now I am going to ask you some questions about your use of alcohol and drugs and the effects it may have had on your relations with your family and friends. Remember that your answers will be held strictly confidential and will not be revealed to anyone. Look at the responses on card number 10, the second green card, and select the one which best describes how often you have been involved in each behavior.

	Never	Once or Twice	Three or Four Times	Five or Six Times	More than Six Times
358. How many times in the last year have you gotten into trouble with your _____ (husband/wife/girl- friend/boyfriend) because of your . . . (AFFECTED YOUR RELA- TIONSHIP - NOT TROUBLE WITH POLICE)					
Drinking?	1	2	3	4	5
Use of Drugs?	1	2	3	4	5
359. How many times in the last year have you had problems with your family because of . . .					
Drinking?	1	2	3	4	5
Use of Drugs?	1	2	3	4	5
360. How many times in the last year have you gotten into trouble with your friends because of your . . . (OTHER THAN GIRL- FRIEND/BOYFRIEND)					
Drinking?	1	2	3	4	5
Use of Drugs?	1	2	3	4	5

361. How many times in the last year have you gotten into physical fights because of your . . .
- | | | | | | |
|---------------|---|---|---|---|---|
| Drinking? | 1 | 2 | 3 | 4 | 5 |
| Use of Drugs? | 1 | 2 | 3 | 4 | 5 |
362. How often in the last year has your use of alcohol/drugs caused problems with your physical health?
- | | | | | | |
|---------------|---|---|---|---|---|
| Drinking? | 1 | 2 | 3 | 4 | 5 |
| Use of Drugs? | 1 | 2 | 3 | 4 | 5 |

Now I have just a few other questions about your use of alcohol and drugs.

363. In the past year, did you ever have to do anything illegal in order to get

	YES	NO
Alcohol?	2	1
Drugs?	2	1

(IF YES TO EITHER DRUGS OR ALCOHOL:)

What did you do? (CHECK AS MANY AS APPLY. DO NOT READ)

☐ steal something
☐ prostitution
☐ gamble
☐ sell drugs or alcohol
☐ sell things that were not yours
☐ beat someone up
☐ purchased while underage
☐ use fake ID
☐ steal alcohol or drugs
☐ fake prescription
☐ fake illness
☐ Other (DESCRIBE) _____

364. During the last year, have you been arrested for any alcohol or drug related offenses?

	YES	NO
Alcohol?	2	1
Drugs?	2	1

365. How many times in the past year have you gotten drunk or pretty high on alcohol?

_____ (EXACT NUMBER)

366. How many times in the past year have you gotten high on drugs?

_____ (EXACT NUMBER)

367. We've asked you about a number of illegal behaviors. Aside from what you've already told us, have you done any other illegal things during the past year?

No	Yes	(IF YES:) What were they? (SPECIFY)
1	2	

Now that you've told me about the things you've done, I'd like to know how many times each of the following things has happened to you in the LAST YEAR, from Christmas a year ago to the Christmas just past. . .

How many time in the LAST YEAR: (REPEAT STEM SEVERAL TIMES)

368. has something been taken directly _____
from you or an attempt to do so by
force or threatening to hurt you?

369. have you been beaten up by your _____
mother or father?

(IF ONE OR MORE TIMES:)

* 369a. Did this attack (any of these
attacks) involve an attempt
to force sex on you?

1 No
2 Yes

370. have you been beaten up or threat- _____
ened with being beaten up by some-
one other than your mother or father?

(IF ONE OR MORE TIMES:)

370a. Was this attack (were any of these attacks) by a . . .
(READ RESPONSES: CHECK AS MANY AS APPLY)

☐ brother	☐ gang
☐ student	☐ teacher
☐ other youth	☐ other adult
☐ sister	☐ other (specify)

* 370b. Did this attack (any of these attacks) involve an attempt to force sex on you?

1 No
2 Yes

371. have you been attacked with a weapon, such as a gun, knife, bottle or chair by someone other than your mother or father?

371a. Was this attack (were any of these attacks) by a . . .
(READ RESPONSES: CHECK AS MANY AS APPLY)

☐ brother	☐ gang
☐ student	☐ teacher
☐ other youth	☐ other adult
☐ sister	☐ other (specify)

* 371b. Did this attack (any of these attacks) involve an attempt to force sex on you?

1 No
2 Yes

372. has your car, motorcycle or bicycle been stolen or an attempt made to do so?

373. have you been tested for gonorrhea--the clap? _____
- (IF ONE OR MORE:)
- How many times were the tests positive? _____
- How many times were you treated for gonorrhea? _____
374. have things been taken from your car, motorcycle or bike such as hubcaps, books or packages, or bike locks? _____
- *
375. have you been sexually attacked or raped or an attempt made to do so? _____
376. have any of your things been damaged on purpose, such as car or bike tires slashed or books and clothing ripped up? _____
377. have some of your things, such as your jacket, notebooks, or sports equipment been stolen, from a public place such as a school cafeteria, restaurant or bowling alley? _____
- *
378. has someone such as a date or friend pressured or pushed you to do more sexually than you wanted to do? _____
379. has your pocket been picked or your purse or wallet snatched or an attempt made to do so? _____

380. DID THE RESPONDENT REPORT ANY SEXUAL ASSAULTS IN MORE THAN ONE STARRED ITEM? (ITEMS 369a, 370b, 371b, 375, and 378)

- 1 No (SKIP TO QUESTION 381)
- 2 Yes

(IF YES, ASK:) Previously you mentioned that you had (READ FIRST STARRED ITEM) _____ time(s) and had (READ SECOND STARRED ITEM) _____ time(s). How many total events were there?

(RECORD NUMBER OF EVENTS) _____ (IF 1, SKIP TO QUESTION 381)

(IF MORE THAN 1 ASK:)

Which was the most recent event?

(RECORD ITEM #)

381. HAS THE RESPONDENT REPORTED ANY SEXUAL ASSAULTS IN THE BOXED ITEMS (#309, 319, 332)?

NO ----->

1

YES

2

HAS THE RESPONDENT REPORTED ANY SEXUAL ASSAULTS IN THE BOXED ITEMS (#369a, 370b, 371b, 375, 378)?

NO (SKIP TO QUESTION 433)

1

YES (SKIP TO QUESTION 401)

2

The following set of questions are related to the event you reported earlier in the interview of having pressured someone to do more sexually than they wanted to do. For purposes of this interview, we are interested in the sexual situation in which contact with the private parts of your body or another person's body was brought about by pressure from you. Please remember that all your answers are confidential and that your name will not appear anywhere on the interview.

(AT THIS POINT, IT IS POSSIBLE THE RESPONDENT WILL SAY THAT WHAT HE/SHE REPORTED DOES NOT FALL WITHIN OUR DEFINITION AS STATED ABOVE. IF THE RESPONDENT DOES NOT VOLUNTARILY DESCRIBE WHAT HE/SHE DID DO, GO BACK TO THE STARRED ITEM AND ASK, "What did you mean when you said that (READ STARRED ITEM)?" RECORD RESPONSE BUT DO NOT PROBE FURTHER IF RESPONDENT IS EMBARRASSED, HOSTILE, ETC. IF YOU SUSPECT THE RESPONDENT HAS CHANGED HIS/HER ANSWER TO AVOID THE OFFENDER QUESTIONS, PLEASE INDICATE WHAT MADE YOU THINK THIS.)

(IF RESPONDENT REFUSES OFFENDER QUESTIONS, SKIP TO QUESTION 400.)

Before beginning, remember that we are talking about the MOST RECENT EVENT.

382. When did the event take place? (DO NOT READ THE FOLLOWING LIST.)

- ☐ (1) January - March, 1980
- ☐ (2) April - June, 1980
- ☐ (3) July - September, 1980
- ☐ (4) October - December, 1980

383. Where did the event take place? (DO NOT READ THE FOLLOWING LIST. CHECK ALL THAT APPLY. DO NOT ALLOW PLACE NAMES SUCH AS CHICAGO, NEW YORK, ETC.)

- ☐ (1) Victim's house or apartment
- ☐ (2) Offender's house or apartment
- ☐ (3) Someone else's house or apartment
- ☐ (4) Other buildings or enclosed structures (such as schools, stairwells, empty buildings, etc.)
- ☐ (5) Motel/hotel room
- ☐ (6) Car, van, truck or other vehicle
- ☐ (7) Street or alley
- ☐ (8) Other outside (such as beach, field, in the hills or mountains, backyard, etc.)
- ☐ (9) Other (SPECIFY) _____

384. How many people did you pressure or force?

- ☐ (1) One
- ☐ (2) Two
- ☐ (3) Three
- ☐ (4) More than three

385. What was the sex of the person(s)? (THIS ITEM REFERS TO THE SEX OF THE VICTIM(S).)

- ☐ (1) Male
- ☐ (2) Female
- ☐ (3) Both

386. Did you know the person(s)? (IF MULTIPLE VICTIMS AND SOME ARE KNOWN AND SOME ARE NOT, CIRCLE BOTH YES AND NO AND ASK QUESTION 387 FOR THE KNOWN VICTIM(S).)

- 1 No (IF NO SKIP TO QUESTION 388)
- 2 Yes

387. Was the person(s) your . . . (READ THE LIST. IF MORE THAN ONE VICTIM, CHECK ALL THAT APPLY. IF MORE THAN ONE CATEGORY APPLIES TO A SINGLE VICTIM, CHECK ALL THAT APPLY.)

IF MALE VICTIM

- ☐ (1) Boyfriend
☐ (2) Date
☐ (3) Friend
☐ (4) Acquaintance
☐ (5) Brother
☐ (6) Father
☐ (7) Husband
☐ (8) Other (SPECIFY) _____

IF FEMALE VICTIM

- ☐ (1) Girlfriend
☐ (2) Date
☐ (3) Friend
☐ (4) Acquaintance
☐ (5) Sister
☐ (6) Mother
☐ (7) Wife
☐ (8) Other (SPECIFY) _____

388. Approximately how old was the person(s)? (DO NOT READ THE FOLLOWING LIST. IF MORE THAN ONE VICTIM, CHECK ALL THAT APPLY.)

- | | |
|---|---|
| ☐ (1) 10 and under | ☐ (5) 25 - 34 |
| ☐ (2) 11 - 15 | ☐ (6) 35 - 49 |
| ☐ (3) 16 - 19 | ☐ (7) 50 - 64 |
| ☐ (4) 20 - 24 | ☐ (8) 65 and older |

389. Was the person(s) hitchhiking?

Yes	No
2	1

390. Which of the following kinds of pressure or force, if any, did you use? (READ THE LIST AND CIRCLE THE APPROPRIATE RESPONSES.)

YES NO

- | | | |
|---|---|--|
| 2 | 1 | (1) Verbal persuasion, such as "If you love me, you will" or "I'll break up with you if you don't" |
| 2 | 1 | (2) Verbal threats to tell others of the event or something embarrassing or bad about the person |
| 2 | 1 | (3) Verbal threats of injury |
| 2 | 1 | (4) Taking the person(s) by surprise |
| 2 | 1 | (5) Drugging the person(s) or getting them drunk |
| 2 | 1 | (6) Pushing, slapping and mild roughness |
| 2 | 1 | (7) Display of a weapon such as a knife, bottle or cigarette lighter |
| 2 | 1 | (8) Physical beating and/or choking |
| 2 | 1 | (9) Injury from a weapon such as cutting with a knife or burning with a lighter |
| 2 | 1 | (10) The person(s) was afraid of your size and strength |
| 2 | 1 | (11) There were others with you |
| | | IF YES: "How many others not counting yourself?" _____ |
| | | (THIS COUNT SHOULD NOT INCLUDE THE VICTIM(S).) |
| 2 | 1 | (12) Other (SPECIFY) _____ |

391. Were you successful in your attempt?

- 1 No
2 Yes (IF YES, SKIP TO QUESTION 393)

392. Why not? (DO NOT READ THE LIST. CHECK ALL THAT APPLY.)

- ____ (1) Victim resistance or rejection
____ (2) Offender scared, guilty or concerned
____ (3) Offender lost interest, didn't pursue act
____ (4) Act interrupted
____ (5) Other (SPECIFY) _____

393. From the three statements I am going to read you, select the one which best describes the event. (READ EACH STATEMENT AND CIRCLE THE APPROPRIATE RESPONSES. ONLY ONE YES SHOULD BE CIRCLED.)

YES NO

- 2 1 (1) The event was arranged beforehand, you thought about it and planned things to make it happen.
2 1 (2) The event was not arranged beforehand, but you had thought about it before it happened.
2 1 (3) The event was neither arranged nor thought about beforehand, it just happened.

(IF YES TO (1), ASK:) How did you plan it? _____

394. In your opinion, how much did the following things contribute, if at all, to the event happening? Choose your answers from Card number 11, the second white card. (READ THE FOLLOWING LIST AND RECORD A RESPONSE FOR EACH ITEM.)

HOW MUCH DID EACH CONTRIBUTE TO THE EVENT HAPPENING?	NOT AT ALL	VERY LITTLE	SOME	QUITE A BIT	A GREAT DEAL	(DON'T KNOW)
--	---------------	----------------	------	----------------	-----------------	-----------------

The location such as a dark street or place without many people around	1	2	3	4	5	_____
---	---	---	---	---	---	-------

The time of day	1	2	3	4	5	_____
-----------------	---	---	---	---	---	-------

The type of activity in which you were involved such as partying, being out with your friends, etc.	1	2	3	4	5	_____
Your being drunk or high	1	2	3	4	5	_____
Your being a violent person	1	2	3	4	5	_____
Your being sexually excited	1	2	3	4	5	_____
Your having emotional problems	1	2	3	4	5	_____
The person(s) being drunk or high	1	2	3	4	5	_____
The person(s) clothes, jewelry or make-up	1	2	3	4	5	_____
The person(s) physical build	1	2	3	4	5	_____
The person(s) flirting or teasing	1	2	3	4	5	_____
The person(s) being sexually excited	1	2	3	4	5	_____
The type of activity in which the person(s) was involved such as partying, hitchhiking, etc.	1	2	3	4	5	_____
Other (SPECIFY)	1	2	3	4	5	_____

395. Had you been drinking or taking drugs before the event?

- 1 No (IF NO, SKIP TO QUESTION 397)
- 2 Yes

396. Would you say you were drunk or high during the event?

- 1 No
- 2 Yes

397. Do any of your close friends know about the event?

- 1 No (IF NO, SKIP TO QUESTION 399)
- 2 Yes

398. Which of the following statements, if any, describe their reactions? Did they . . . (READ THE LIST AND CIRCLE THE APPROPRIATE RESPONSES.)

- | YES | NO | |
|-----|----|---------------------------------------|
| 2 | 1 | (1) Approve of what you did |
| 2 | 1 | (2) Disapprove of what you did |
| 2 | 1 | (3) Other (SPECIFY) _____ |
| 2 | 1 | (4) Didn't react one way or the other |

399. Which of the following statements, if any, describe your reactions after the event? (READ THE LIST AND CIRCLE THE APPROPRIATE RESPONSES.)

- | YES | NO | |
|-----|----|--|
| 2 | 1 | (1) Proud |
| 2 | 1 | (2) Embarrassed |
| 2 | 1 | (3) Satisfied |
| 2 | 1 | (4) Powerful |
| 2 | 1 | (5) Guilty |
| 2 | 1 | (6) Confused, sort of good and sort of bad |
| 2 | 1 | (7) Other (SPECIFY) _____ |

(PLEASE THANK THE RESPONDENT BY SAYING:)

We want you to know that we appreciate your willingness to share a personal experience with us.

400. HAS THE RESPONDENT REPORTED ANY SEXUAL ASSAULTS IN THE BOXED ITEMS (#369a, 370b, 371b, 375, 378)?

NO (SKIP TO QUESTION 433)

YES (GO TO QUESTION 401)

The following set of questions are related to the event you reported earlier in the interview of having been pressured by someone to do more sexually than you wanted to do. For purposes of this interview, we are interested in the sexual situation in which someone pressured you into contact with the private parts of your body or theirs. Please remember that all your answers are confidential and that your name will not appear anywhere on the interview.

(AT THIS POINT, IT IS POSSIBLE THE RESPONDENT WILL SAY THAT WHAT HE/SHE REPORTED DOES NOT FALL WITHIN OUR DEFINITION AS STATED ABOVE. IF THE RESPONDENT DOES NOT VOLUNTARILY DESCRIBE WHAT HAPPENED, GO BACK TO THE STARRED ITEM AND ASK, "What did you mean when you said that (READ STARRED ITEM)?" RECORD RESPONSE BUT DO NOT PROBE FURTHER IF RESPONDENT IS EMBARRASSED, HOSTILE, ETC. IF YOU SUSPECT THE RESPONDENT HAS CHANGED HIS/HER ANSWER TO AVOID THE VICTIM QUESTIONS, PLEASE INDICATE WHAT MADE YOU THINK THIS.)

(IF RESPONDENT REFUSES VICTIM QUESTIONS, SKIP TO QUESTION 433)

Before beginning, remember that we are talking about the MOST RECENT EVENT.

401. When did the event take place? (DO NOT READ THE FOLLOWING LIST.)

- _____ (1) January - March, 1980
- _____ (2) April - June, 1980
- _____ (3) July - September, 1980
- _____ (4) October - December, 1980

402. Where did the event take place? (DO NOT READ THE FOLLOWING LIST. CHECK ALL THAT APPLY. DO NOT ALLOW PLACE NAMES SUCH AS CHICAGO, NEW YORK, ETC.)

- _____ (1) Victim's house or apartment
- _____ (2) Offender's house or apartment
- _____ (3) Someone else's house or apartment
- _____ (4) Other buildings or enclosed structures (such as schools, stair-wells, empty buildings, etc.)
- _____ (5) Motel/hotel room
- _____ (6) Car, van, truck or other vehicle
- _____ (7) Street or alley
- _____ (8) Other outside (such as beach, field, in the hills or mountains, backyard, etc.)
- _____ (9) Other (SPECIFY) _____

403. Did the event take place in your neighborhood or the area in which you lived for most of the last year?

Yes	No
2	1

404. Were you hitchhiking when the event occurred?

Yes	No
2	1

405. Were you the only one who was pressured or forced?

1 No (IF NO SKIP TO QUESTION 407)
2 Yes

406. How many others were there?

____ (1) One
____ (2) Two
____ (3) Three
____ (4) More than three

407. How many people were involved in pressuring or forcing you?

____ (1) One
____ (2) Two
____ (3) Three
____ (4) More than three

408. What was the sex of the person(s) involved? (THIS ITEM REFERS TO THE SEX OF THE OFFENDER(S).)

____ (1) Male
____ (2) Female
____ (3) Both

409. Did you know the person(s)? (IF MULTIPLE OFFENDERS AND SOME ARE KNOWN AND SOME ARE NOT, CIRCLE BOTH YES AND NO AND ASK QUESTION 410 FOR THE KNOWN OFFENDER(S).)

1 No (IF No, SKIP TO QUESTION 411)
2 Yes

410. Was the person(s) your . . . (READ THE LIST. IF MORE THAN ONE OFFENDER, CHECK ALL THAT APPLY. IF MORE THAN ONE CATEGORY APPLIES TO A SINGLE OFFENDER, CHECK ALL THAT APPLY.)

IF MALE VICTIM

IF FEMALE VICTIM

- ☐ (1) Boyfriend
☐ (2) Date
☐ (3) Friend
☐ (4) Acquaintance
☐ (5) Brother
☐ (6) Father
☐ (7) Husband
☐ (8) Other (SPECIFY) _____

- ☐ (1) Girlfriend
☐ (2) Date
☐ (3) Friend
☐ (4) Acquaintance
☐ (5) Sister
☐ (6) Mother
☐ (7) Wife
☐ (8) Other (SPECIFY) _____

411. Approximately how old was the person(s)? (DO NOT READ THE FOLLOWING LIST. IF MORE THAN ONE OFFENDER, CHECK ALL THAT APPLY.)

- ☐ (1) 10 and under
☐ (2) 11 - 15
☐ (3) 16 - 19
☐ (4) 20 - 24

- ☐ (5) 25 - 34
☐ (6) 35 - 49
☐ (7) 50 - 64
☐ (8) 65 and older

412. Which of the following kinds of pressure or force, if any, were used on you? (READ THE LIST AND CIRCLE THE APPROPRIATE RESPONSES.)

YES NO

- | | | |
|---|---|--|
| 2 | 1 | (1) Verbal persuasion, such as "If you love me, you will" or "I'll break up with you if you don't" |
| 2 | 1 | (2) Verbal threats to tell others of the event or something embarrassing or bad about the person |
| 2 | 1 | (3) Verbal threats of injury |
| 2 | 1 | (4) The person(s) was bigger and stronger |
| 2 | 1 | (5) There was more than one person |
| 2 | 1 | (6) I was drugged or gotten drunk |
| 2 | 1 | (7) I was taken by surprise such as being asleep |
| 2 | 1 | (8) Pushing, slapping and mild roughness |
| 2 | 1 | (9) Display of a weapon such as a knife, bottle or cigarette lighter |
| 2 | 1 | (10) Physical beating and/or choking |
| 2 | 1 | (11) Injury from a weapon such as cutting with a knife or burned by a lighter |
| 2 | 1 | (12) Other (SPECIFY) _____ |

413. What did you do or say, if anything, to try to stop the person(s)? (DO NOT READ THE FOLLOWING LISTS. CHECK ALL THAT APPLY. IF RESPONDENT SAYS "I didn't do anything," ASK: Why?)

TYPES OF RESISTANCE

- ____ (1) I reasoned with the offender(s) or talked my way out of it.
 ____ (2) I used an excuse such as "I'm pregnant," "I'm having my period, "I'm underage," or "I have a venereal disease."
 ____ (3) I got hostile or angry, told the offenders) I wouldn't stand for it.
 ____ (4) I screamed and yelled, made noise.
 ____ (5) I physically resisted and fought back.
 ____ (6) I ran away.
 ____ (7) I couldn't control myself, became hysterical, "lost it," etc.
 ____ (8) Other (SPECIFY) _____

REASONS FOR NON-RESISTANCE

- ____ (1) I was scared and/or afraid
 ____ (2) I was intimidated or frightened because of my relationship with the offender(s).
 ____ (3) I was drunk or high.
 ____ (4) Other (SPECIFY) _____

414. Were you able to stop the person(s)?

		Other factors stopped the person(s) such as
Yes	No	interruption by others, etc.
2	1	3

415. In your opinion, how much did the following things contribute, if at all, to the event happening? Choose your answers from Card number 11, the second white card. (READ THE FOLLOWING LIST AND RECORD A RESPONSE FOR EACH ITEM.)

HOW MUCH DID EACH CONTRIBUTE TO THE EVENT HAPPENING?	NOT AT ALL	VERY LITTLE	SOME	QUITE A BIT	A GREAT DEAL	(DON'T KNOW)
The location such as a dark street or place without many people around	1	2	3	4	5	_____
The time of day	1	2	3	4	5	_____

The type of activity in which you were involved such as partying, etc.	1	2	3	4	5	_____
Your being drunk or high	1	2	3	4	5	_____
Your clothes, jewelry or makeup	1	2	3	4	5	_____
Your flirting or teasing	1	2	3	4	5	_____
Your physical build	1	2	3	4	5	_____
Your being sexually excited	1	2	3	4	5	_____
The person(s) being drunk or high	1	2	3	4	5	_____
The person(s) had a violent personality	1	2	3	4	5	_____
The person(s) had emotional problems	1	2	3	4	5	_____
The person(s) being sexually excited	1	2	3	4	5	_____
The type of activity in which the person(s) was involved such as partying, being out with friends, etc.	1	2	3	4	5	_____
Other (SPECIFY)	1	2	3	4	5	_____

416. a. Did you report the event to the police?

No	Yes	Reported by someone else (SKIP TO QUESTION 418)
1	2	3

b. Could you tell me why you made the decision you did?

IF YES, REASONS FOR REPORTING (DO NOT READ THE LIST. CHECK ALL THAT APPLY.)

- ____ (1) I was afraid of the person and thought the police would help to protect me.
 ____ (2) I trusted the police to handle the case effectively and with consideration.
 ____ (3) To prevent the person from doing it again.
 ____ (4) Other (SPECIFY) _____

(SKIP TO QUESTION 417)

IF NO, REASONS FOR NOT REPORTING (DO NOT READ LIST. CHECK ALL THAT APPLY.)

- ____ (1) I felt the police wouldn't believe me.
 ____ (2) I was afraid the police would be insensitive or mistreat me.
 ____ (3) I was scared the person might retaliate if I reported.
 ____ (4) I was embarrassed or ashamed.
 ____ (5) I was afraid my family and/or friends would react unfavorably toward me.
 ____ (6) I knew the person well or I had a relationship with the person.
 ____ (7) I was drunk or high.
 ____ (8) I wasn't hurt; the person didn't do anything; no harm done.
 ____ (9) Because I believe that rapists are rarely caught or convicted.
 ____ (10) Other (SPECIFY) _____

(SKIP TO QUESTION 418)

417. How did the police respond to your report? Choose your answers from Card number 12, the second tan card. Look at the first set, would you say the police . . .

- | | | | | | |
|-----|-----------|---------------|------------------|---------------|-------------|
| | Were | Were Somewhat | Were Neither | Were | Were |
| (1) | Concerned | Concerned | Concerned nor | Somewhat | Unconcerned |
| | About You | About You | Unconcerned | Unconcerned | About You |
| | 1 | 2 | 3 | 4 | 5 |
| | Believed | Somewhat | Neither Believed | Somewhat Dis- | Disbelieved |
| (2) | You | Believed You | Nor Disbelieved | believed You | You |
| | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|-----|--|--|---|---|---|
| | Handled
the Rep-
ort Effic-
iently
1 | Handled
the Rep-
ort Effic-
iently
2 | Report Somewhat
Neither Effic-
iently nor
Inefficiently
3 | the Rep-
ort Some-
what Ineff-
iciently
4 | Handled
the Report
Inefficiently
5 |
| (3) | | | | | |
| | Were
Sensitive
To You
1 | Were
Somewhat
Sensitive
To You
2 | Were Neither
Sensitive nor
Insensitive
To You
3 | Were
Somewhat
Insensitive
To You
4 | Were
Insensitive
To You
5 |
| (4) | | | | | |

418. At the time of the event, were you . . . (READ LIST; RECORD RESPONSE.)

- _____ (1) Married
 _____ (2) Living with someone
 _____ (3) Going with a special boyfriend/girlfriend
 _____ (4) None of the above

(IF (4), SKIP TO QUESTION 422)

(CHECK ITEM 410. WAS THE OFFENDER THE HUSBAND/WIFE/BOYFRIEND/GIRLFRIEND?)

YES	NO	(IF NO, SKIP TO QUESTION 419)
2	1	

Has your relationship changed as a result of the event?

YES	NO	(IF NO, SKIP TO QUESTION 422)
2	1	

How has your relationship changed?
(PROBE TO GET AS SPECIFIC A DESCRIPTION AS POSSIBLE.)

(SKIP TO QUESTION 422)

419. Did you tell your _____ (husband/wife/boyfriend/girlfriend) about the event?

1 No ---> Did your _____ (husband/wife/boyfriend/girlfreind) learn about the event from some other source?

Yes	No	(IF NO, SKIP TO QUESTION 422)
2	1	

2 Yes (GO TO QUESTION 420)

420. Which of the following statements, if any, describe your _____ (husbands/wife's/boyfriend's/girlfriend's) initial reactions upon learning about the event? (READ THE LIST AND CIRCLE THE APPROPRIATE RESPONSES.)

YES NO

- | | | |
|---|---|--|
| 2 | 1 | (1) Shocked |
| 2 | 1 | (2) Concerned about you |
| 2 | 1 | (3) Supportive of you |
| 2 | 1 | (4) Fearful for you |
| 2 | 1 | (5) Angry at the person(s) who pushed or forced sex on you |
| 2 | 1 | (6) Did not believe you |
| 2 | 1 | (7) Angry at you |
| 2 | 1 | (8) Blamed you |
| 2 | 1 | (9) Rejected you |
| 2 | 1 | (10) Other (SPECIFY) _____ |

421. Which of the following statements, if any, describe changes in your relationship with your _____ (husband/wife/boyfriend/girlfriend) as a result of the event? (READ THE LIST AND CIRCLE THE APPROPRIATE RESPONSES.)

YES NO

- | | | |
|---|---|--|
| 2 | 1 | (1) Closer than before |
| 2 | 1 | (2) Not as close as before |
| 2 | 1 | (3) More protective of you |
| 2 | 1 | (4) Less protective of you |
| 2 | 1 | (5) More trusting of you |
| 2 | 1 | (6) Less trusting of you |
| 2 | 1 | (7) Think more of you because of the event |
| 2 | 1 | (8) Think less of you because of the event |
| 2 | 1 | (9) More affectionate than before |
| 2 | 1 | (10) Less affectionate than before |
| 2 | 1 | (11) Other (SPECIFY) _____ |

422. Did you tell your parents about the event?

1 No --> Did your parents learn about the event from some other source

Yes	No	(IF NO, SKIP TO QUESTION 425)
2	1	

2 Yes (GO TO QUESTION 423)

423. Which of the following statements, if any, describe your parents' initial reactions upon learning of the event? (READ THE LIST AND CIRCLE THE APPROPRIATE RESPONSES.)

YES NO

- | | | |
|---|---|---|
| 2 | 1 | (1) Shocked |
| 2 | 1 | (2) Concerned about you |
| 2 | 1 | (3) Supportive of you |
| 2 | 1 | (4) Fearful for you |
| 2 | 1 | (5) Angry at the person(s) who pushed or forced sex
on you |
| 2 | 1 | (6) Did not believe you |
| 2 | 1 | (7) Angry at you |
| 2 | 1 | (8) Blamed you |
| 2 | 1 | (9) Other (SPECIFY) _____ |
-

424. Which of the following statements, if any describe changes in your relationship with your parents as a result of the event? (READ THE LIST AND CIRCLE THE APPROPRIATE RESPONSES.)

YES NO

- | | | |
|---|---|--|
| 2 | 1 | (1) Closer than before |
| 2 | 1 | (2) Not as close as before |
| 2 | 1 | (3) More protective of you |
| 2 | 1 | (4) Less protective of you |
| 2 | 1 | (5) More trusting of you |
| 2 | 1 | (6) Less trusting of you |
| 2 | 1 | (7) Think more of you because of the event |
| 2 | 1 | (8) Think less of you because of the event |
| 2 | 1 | (9) Other (SPECIFY) _____ |
-

425. Do any of your close friends know about the event?

- | | |
|---|----------------------------------|
| 1 | No (IF NO, SKIP TO QUESTION 427) |
| 2 | Yes |

426. Which of the following statements, if any, describe their reactions? (READ THE LIST AND CIRCLE THE APPROPRIATE RESPONSES.)

YES NO

- | | | |
|---|---|--|
| 2 | 1 | (1) Concerned about you |
| 2 | 1 | (2) Embarrassed by you |
| 2 | 1 | (3) Angry at the person(s) who pushed or forced sex on you |
| 2 | 1 | (4) Fearful for you and/or themselves |
| 2 | 1 | (5) Angry at you |
| 2 | 1 | (6) Supportive of you |
| 2 | 1 | (7) Less friendly toward you |
| 2 | 1 | (8) Became closer to you |
| 2 | 1 | (9) Other (SPECIFY) _____ |

427. Now I'd like to ask about your involvement in certain community and school activities. First, I will ask whether you were involved in each one before the event happened. Then, if you were, I will ask whether there was any change in your involvement as a result of the event. (READ EACH ITEM AND CIRCLE YES OR NO. IF NO, GO ON TO THE NEXT ITEM AND IF YES, RECORD RESPONSE IN THE SECOND COLUMN.)

DID YOUR INVOLVEMENT INCREASE, DECREASE
OR STAY THE SAME AFTER THE EVENT?

WERE YOU INVOLVED IN EACH BEFORE THE EVENT?	NO	YES	INCREASE	ABOUT THE SAME	DECREASE	(DON'T KNOW)
(1) a job?	1	2	3	2	1	_____
(2) community activities such as service clubs, hobby clubs or religious groups?	1	2	3	2	1	_____
(3) school athletics?	1	2	3	2	1	_____
(4) Other school activ- ities such as clubs, yearbook, school newspaper?	1	2	3	2	1	_____
(5) social activities such as dating, parties or dances?	1	2	3	2	1	_____
(6) spending time with other students such as between classes and after school?	1	2	3	2	1	_____

431. Which of the following statements, if any, describe your feelings WITHIN A WEEK of the event? (READ THE LIST AND CIRCLE THE APPROPRIATE RESPONSES.)

YES NO

- | | | | |
|---|---|------|---|
| 2 | 1 | (1) | Fearful that the person(s) would return |
| 2 | 1 | (2) | Fearful of other men |
| 2 | 1 | (3) | Fearful of other women |
| 2 | 1 | (4) | Fearful of being alone |
| 2 | 1 | (5) | Fearful of having sex again |
| 2 | 1 | (6) | Felt guilty about the event |
| 2 | 1 | (7) | Felt embarrassed about the event |
| 2 | 1 | (8) | Felt depressed about the event |
| 2 | 1 | (9) | Felt angry about the event |
| 2 | 1 | (10) | Felt that I was worth less as a person because of the event |
| 2 | 1 | (11) | Not interested in having sex again |
| 2 | 1 | (12) | Any other feelings? (SPECIFY) _____ |

432. Which of the following statements, if any, describe your PRESENT FEELINGS about the event? (READ THE LIST AND CIRCLE THE APPROPRIATE RESPONSES.)

YES NO

- | | | | |
|---|---|------|---|
| 2 | 1 | (1) | Fearful that the person(s) will return |
| 2 | 1 | (2) | Fearful of other men |
| 2 | 1 | (3) | Fearful of other women |
| 2 | 1 | (4) | Fearful of being alone |
| 2 | 1 | (5) | Fearful of having sex again |
| 2 | 1 | (6) | Feel guilty about the event |
| 2 | 1 | (7) | Feel embarrassed about the event |
| 2 | 1 | (8) | Feel depressed about the event |
| 2 | 1 | (9) | Feel angry about the event |
| 2 | 1 | (10) | Feel that I was worth less as a person because of the event |
| 2 | 1 | (11) | Not interested in having sex again |
| 2 | 1 | (12) | Any other feelings? (SPECIFY) _____ |

(PLEASE THANK THE RESPONDENT BY SAYING:)

We want you to know that we appreciate your willingness to share a personal experience with us. This sheet expresses our thanks and offers information on local resources should you want to talk further about your experience.

(OFFER DEBRIEFING SHEET TO RESPONDENT.)

(DID THE RESPONDENT REQUEST COUNSELING INFORMATION?)

YES NO

(GO TO QUESTION 433)

We've now completed the formal part of the interview, but I'd like to give you a chance to add comments to the information you've already given me.

433. Would you like to explain any of your answers further? _____

434. Were there any specific questions I asked that made you feel particularly uncomfortable?

(IF YES, WHICH ONES?) _____

435. What questions would you ask if you really wanted to learn about people your age?

436. Do you think that we will have a good or poor understanding of your relationship with your family and friends from your answers to these questions?

Good Understanding

1

Poor Understanding

2

Comments: _____

Thank you very much for your participation in this study. As in past years, there is a possibility that you may be contacted in a few weeks for a short follow-up interview.

RESPONDENT RECEIPT FORM

I have received \$5 in payment for my completion of the Youth Interview Schedule in the National Youth Survey.

With the exception of your signature, PLEASE PRINT the following information.

Respondent Name

Respondent Signature

Date

*Address

*City, State and Zip Code

*Phone Number

*If different from the address and phone number printed above.

Name, address and phone number of a RELATIVE NOT LIVING IN YOUR HOUSEHOLD who would always know your whereabouts.

Name: _____

Address: _____

City, State and Zip Code: _____

Phone Number: _____

Name, address and phone number of a FRIEND who would always know your whereabouts.

Name: _____

Address: _____

City, State and Zip Code: _____

Phone Number: _____

Signed copies of this form will be kept in locked files at the Behavioral Research Institute offices in Boulder, Colorado.

[This is a National Youth Survey documentation page]

REFUSAL FORM

TIME: _____

DATE: _____

SEX, AGE, AND RACE: _____

COMMENTS:

INTERVIEWER'S NAME AND ID NUMBER _____

DATE OF INTERVIEW _____

Hello, my name is _____ and I'm part of the research group which interviewed you last year as part of our National Youth Survey. At that time we said that we would be back this winter to re-interview you. We want to interview you again to learn if your feelings, values and activities have changed since last year. The interview will take about an hour and you will be paid \$5 for your participation. I'd like to set up the interview with you now.

(DO NOT INCLUDE ANY NAMES OR IDENTIFYING INFORMATION ON THIS SCHEDULE. REFER TO RESPONDENT AS 'R'. IF YOU KNOW THE RESPONDENT, CONTACT BRI IMMEDIATELY FOR REASSIGNMENT.)

LOG OF CALLS

TIME	!DATE	!COMMENTS
------	-------	-----------

!	!	!
---	---	---

[This is a National Youth Survey documentation page]

INTERVIEWER OBSERVATIONS

(PLEASE FILL OUT THE FOLLOWING QUESTIONS FROM YOUR OWN OBSERVATIONS BEFORE AND DURING THE INTERVIEW.)

1. How anxious did the respondent seem to be about the study BEFORE the interview?

Not at All Anxious	Somewhat Anxious	Very Anxious
1	2	3

2. Was the respondent at all hostile either before or during the interview?

Yes	No
2	1

3. How great was the respondent's interest in the interview?

Very Low	Below Average	Average	Above Average	Very High
1	2	3	4	5

4. Did you encounter any problems or circumstances that might have affected the interview? (CHECK ALL APPROPRIATE CATEGORIES.)

____ (1) Difficulty with the English language
____ (2) Lots of difficulty understanding questions
____ (3) Many interruptions
____ (4) Temporary breakoff
____ (5) Breakoff
____ (6) Other (SPECIFY) _____

5. How did the respondent seem at the end of the interview?

Relaxed	Tense	Other (SPECIFY)
1	2	_____

6. Thumbnail Sketch and Comments: _____

APPENDIX C

POLICE RECORD SEARCH AND SELF-REPORTED ARREST CODES

1. Arson
2. Assault, Aggravated - with weapon, to inflict serious injury or kill - vehicular manslaughter
3. Assault, Simple - any other assault - if not clear, assume less serious
4. Assault, Sexual
5. Auto Theft - not normal access to
6. Bought Liquor for Minor/Contributing to Delinquency of a Minor
7. Burglary
8. Concealed Weapon
9. Disorderly Conduct
10. Drunkenness
11. Evaded Payment - sneaking into places without paying
12. Fraud/Counterfeiting
13. Fraud/Credit Card
14. Fraud/Bad Checks/Forgery/Fake I.D.
15. Fraud/Other - selling something worthless
16. Hitchhiking
17. Joyriding - taking car without legal access
18. Obscene Phone Calls
19. Panhandling
20. Prostitution - requires exchange of money or tangible goods - agreed upon before act
21. Robbery
22. Runaway
23. Possession of Illegal Substances/Alcohol
24. Possession of Illegal Substances/Marijuana
25. Possession of Illegal Substances/Other - hard drugs
26. Selling Drugs
27. Stolen Goods - receiving, holding, buying, selling
28. Grand Theft \$50.00+
29. Petty Theft \$49.99-
30. Unspecified Theft - if no way to determine volume
31. Truancy
32. Traffic - parking, drunk driving, speeding
33. Curfew/Loitering
34. Vandalism/Criminal Mischief - destroying property - animal mistreatment
35. Trespassing
36. Harrassment - threatening to hurt someone, taking lunch money
37. Other Sex Offense (excludes sexual assault & prostitution) - indecent exposure, lewdness, homosexuality
38. Other Offense (possession of fireworks, false report, setting false alarms)
39. Selling without a licence
40. Desertion from military

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