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# APPENDIX



## Table 1-1. Protective Factor Definitions

<b>Community Domain</b>	<b>Community Opportunities for Prosocial Involvement</b>	When opportunities for positive participation are available in a community, children are more likely to become bonded to the community. <i>Example question: "Which of the following activities for people your age are available in your community -- sports teams, scouting, boys and girls clubs, 4-H clubs, service clubs?"</i>
	<b>Community Recognition for Prosocial Involvement</b>	Recognition for positive participation in community activities helps children bond to the community, thus lowering their risk for problem behaviors. <i>Example question: "My neighbors notice when I am doing a good job and let me know about it."</i>
<b>Family Domain</b>	<b>Family Attachment</b>	Young people who feel strongly bonded to their family are less likely to engage in substance use and other problem behaviors. <i>Example question: "Do you feel very close to your mother?"</i>
	<b>Family Opportunities for Prosocial Involvement</b>	Young people who have more opportunities to participate meaningfully in the responsibilities and activities of the family are more likely to develop strong bonds to the family. <i>Example question: "My parents ask me what I think before most family decisions affecting me are made."</i>
	<b>Family Recognition for Prosocial Involvement</b>	When parents, siblings, and other family members praise, encourage, and recognize things done well by their child, children are more likely to develop strong bonds to the family. <i>Example question: "How often do your parents tell you they're proud of you for something you've done?"</i>
<b>School Domain</b>	<b>School Opportunities for Prosocial Involvement</b>	When young people are given more opportunities to participate meaningfully in the classroom and school, they are more likely to develop strong bonds of attachment and commitment to school. <i>Example question: "In my school, students have lots of chances to help decide things like class activities and rules."</i>
	<b>School Recognition for Prosocial Involvement</b>	When young people are recognized for their contributions, efforts, and progress in school, they are more likely to develop strong bonds of attachment and commitment to school. <i>Example question: "My teachers praise me when I work hard in school."</i>
<b>Peer-Individual Domain</b>	<b>Social Skills</b>	Young people who are socially competent are less likely to use drugs and engage in other problem behaviors. <i>Example question: "You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?"</i>
	<b>Belief in the Moral Order</b>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs or engage in delinquent or other problem behaviors. <i>Example question: "It is important to be honest with your parents, even if they become upset or you get punished."</i>

Table 1-2. Risk Factor Definitions

<b>Community Domain</b>	<b>Low Neighborhood Attachment</b>	Neighborhoods where residents report low levels of bonding to the neighborhood have higher rates of juvenile crime, violence and drug use. <i>Example question: "I'd like to get out of my neighborhood."</i>
	<b>Community Disorganization</b>	Neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime have higher rates of juvenile crime, violence and drug use. <i>Example question: "How much do each of the following statements describe your neighborhood: crime and/or drug selling."</i>
	<b>Laws and Norms Favorable Toward Drug Use</b>	Communities where laws regulating alcohol and other drug use are poorly enforced have higher rates of youth alcohol and drug use, violence, and delinquency. Further, rates of youth alcohol and drug use and violence are higher in communities where adults believe it is normative or acceptable for minors to use alcohol or other drugs. <i>Example question: "How wrong would most adults in your neighborhood think it is for kids your age to drink alcohol?"</i>
	<b>Perceived Availability of Drugs</b>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs is related to a higher risk of drug use and violence among adolescents. <i>Example question: "If you wanted to get some marijuana, how easy would it be for you to get some?"</i>
	<b>Perceived Availability of Handguns</b>	The availability of handguns is related to a higher risk of violent crime and delinquency by adolescents. <i>Example question: "If you wanted to get a handgun, how easy would it be for you to get one?"</i>
<b>Family Domain</b>	<b>Poor Family Management</b>	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places the children at higher risk for substance use and other problem behaviors. Parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse and other problem behaviors. <i>Example question: "The rules in my family are clear."</i>
	<b>Family Conflict</b>	Children raised in families high in conflict are at risk for violence, delinquency, school dropout, teen pregnancy, and drug use. <i>Example question: "We argue about the same things in my family over and over."</i>
	<b>Family History of Antisocial Behavior</b>	Children from families with a history of problem behaviors (e.g., crime, violence or alcohol or drug abuse or dependence) are more likely to engage in these behaviors. <i>Example question: "Has anyone in your family ever had a severe alcohol or drug problem?"</i>
	<b>Parental Attitudes Favorable Toward Drug Use</b>	In families where parents are tolerant of their children's alcohol or drug use, children are more likely to become drug abusers. The risk is further increased if parents involve children in their own drug or alcohol using behavior; for example, by asking the child to light the parent's cigarette or get the parent a beer from the refrigerator. <i>Example question: "How wrong do your parents feel it would be for you to smoke cigarettes?"</i>
	<b>Parental Attitudes Favorable Toward Antisocial Behavior</b>	In families where parents are tolerant of their children's misbehavior, including violent and delinquent behavior, children are more likely to become involved in violence and crime during adolescence. <i>Example question: "How wrong do your parents feel it would be for you to pick a fight with someone?"</i>

## Table 1-2. Risk Factor Definitions (continued)

<b>School Domain</b>	<b>Academic Failure</b>	Beginning in the late elementary grades (grades 4-6), children who fall behind academically for any reason are at greater risk of drug abuse, school dropout, teen pregnancy, violence and delinquency. <i>Example question: "Putting them altogether, what were your grades like last year?"</i>
	<b>Low Commitment to School</b>	Factors such as not liking school, spending little time on homework, and perceiving coursework as irrelevant are predictive of drug use, violence, delinquency and school dropout. <i>Example question: "Now, thinking back over the past year in school, how often did you try to do your best work in school?"</i>
<b>Peer - Individual Domain</b>	<b>Rebelliousness</b>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk for delinquency, dropping out of school, and drug abuse. <i>Example question: "I ignore rules that get in my way."</i>
	<b>Early Problem Behavior</b>	Children who display aggressive and antisocial behavior in elementary school are at increased risk for delinquency, violence, school dropout, and drug use later in life. <i>Example question: "How old were you when you first attacked someone with the idea of seriously hurting them?"</i>
	<b>Early Initiation of Drug Use</b>	Early onset of drug use predicts misuse of drugs. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use. <i>Example question: "How old were you when you first smoked marijuana?"</i>
	<b>Favorable Attitudes Toward Antisocial Behavior</b>	Young people who accept or condone antisocial behavior are more likely to engage in a variety of problem behaviors. <i>Example question: "How wrong do you think it is for someone your age to steal anything worth more than \$5?"</i>
	<b>Favorable Attitudes Toward Drug Use</b>	Youth who express positive attitudes toward drug use are at higher risk for subsequent drug use. <i>Example question: "How wrong do you think it is for someone your age to smoke marijuana?"</i>
	<b>Low Perceived Risk of Drug Use</b>	Young people who do not perceive drug use to be risky are more likely to engage in drug use. <i>Example question: "How much do you think people risk harming themselves (physically or in other ways) if they try marijuana once or twice?"</i>
	<b>Friends' Use of Drugs</b>	Young people who associate with peers who engage in alcohol or substance use are much more likely to engage in the same behavior. <i>Example question: "Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have smoked cigarettes?"</i>
	<b>Sensation Seeking</b>	Young people who seek out opportunities for dangerous, risky behavior in general are at higher risk for engaging in drug use and other problem behaviors. <i>Example question: "How many times have you done something dangerous because someone dared you to do it?"</i>
	<b>Rewards for Antisocial Involvement</b>	Young people who see antisocial behavior as rewarding and having few costs are at higher risk for engaging in antisocial behavior. <i>Example question: "What are the chances you would be seen as cool if you smoked marijuana?"</i>

**Table 2. “Ever Used” Prevalence of Substance Use**

Substance	2002 Cleveland High School	2001 MTF Data *		
	10 <sup>th</sup> Grade	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Alcohol	39.8%	50.5%	70.1%	79.7%
Cigarettes	34.8%	36.6%	52.8%	61%
Chewing Tobacco	4.4%	11.7%	19.5%	19.7%
Inhalants	4.6%	17.1%	15.2%	13%
Marijuana	30.3%	20.4%	40.1%	49%
Hallucinogens	0.0%	4%	7.8%	12.8%
Cocaine	3.6%	4.3%	5.7%	8.2%

**Table 3. 30-Day Prevalence of Substance Use**

Substance	2002 Cleveland High School	2001 MTF Data *		
	10 <sup>th</sup> Grade	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Alcohol	23.0%	21.5%	39%	49.8%
Cigarettes	11.3%	12.2%	21.3%	29.5%
Chewing Tobacco	4.3%	4%	6.9%	7.8%
Inhalants	1.9%	4%	2.4%	1.7%
Marijuana	13.6%	9.2%	19.8%	22.4%
Hallucinogens	0.0%	1.2%	2.1%	3.2%
Cocaine	0.9%	1.2%	1.3%	2.1%

\* Comparison data from the Monitoring The Future (MTF) survey of a nationally representative sample of students in the 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades.

**Table 4. Heavy Use Prevalence of Alcohol and Cigarettes**

Behavior	2002 Cleveland High School
	10 <sup>th</sup> Grade
Binge Drinking	12.4%
30-Day Use of a Pack of Cigarettes or More/Day	0.0%

- Binge Drinking: Student has consumed five or more alcoholic drinks in a row on at least one occasion in the previous two weeks.

**Table 5. Past Year Prevalence of Antisocial Behavior**

Antisocial Behavior	2002 Cleveland High School
	10 <sup>th</sup> Grade
Suspended from School	16.0%
Drunk or High at School	17.4%
Sold Illegal Drugs	9.5%
Stolen or Tried to Steal a Vehicle	6.4%
Been Arrested	12.3%
Attacked Someone with Intention to Harm	21.3%
Carried a Handgun	4.7%
Taken a Handgun to School	1.6%

**Table 6. Percent of Students Reporting Protection**

Protective Factor	2002 Cleveland High School	2002 District Data			
	10 <sup>th</sup> Grade	6 <sup>th</sup> Grade	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Community Domain</b>					
Community Opportunities for Prosocial Involvement	23.7%	44.3%	39.4%	37.4%	35.3%
Community Recognition for Prosocial Involvement	28.6%	47.2%	36.5%	46.7%	43.5%
<b>Family Domain</b>					
Family Attachment	30.9%	50.6%	44.9%	43.2%	58.8%
Family Opportunities for Prosocial Involvement	53.0%	51.8%	51.5%	50.6%	53.1%
Family Recognition for Prosocial Involvement	47.6%	45.9%	52.8%	51.5%	53.1%
<b>School Domain</b>					
School Opportunities for Prosocial Involvement	57.0%	54.5%	55.0%	59.3%	59.7%
School Recognition for Prosocial Involvement	54.3%	41.3%	42.7%	56.9%	46.9%
<b>Peer-Individual Domain</b>					
Social Skills	58.4%	68.5%	61.6%	56.0%	68.0%
Belief in Moral Order	62.5%	46.3%	48.8%	61.1%	46.5%

Table 7. Percent of Students Reporting Risk

Risk Factor	2002 Cleveland High School	2002 District Data			
	10 <sup>th</sup> Grade	6 <sup>th</sup> Grade	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Community Domain</b>					
Low Neighborhood Attachment	51.5%	47.3%	37.2%	42.0%	44.1%
Community Disorganization	56.8%	36.5%	42.3%	49.4%	46.2%
Laws & Norms Favorable to Drug Use	45.8%	50.4%	41.1%	48.2%	45.6%
Perceived Availability of Drugs	36.1%	32.5%	39.0%	42.0%	49.8%
Perceived Availability of Handguns	23.2%	16.5%	29.6%	17.0%	25.8%
<b>Family Domain</b>					
Poor Family Management	51.2%	51.7%	57.6%	55.0%	61.0%
Family Conflict	29.8%	36.7%	48.7%	36.6%	34.1%
Family History of Antisocial Behavior	44.0%	32.4%	39.2%	38.9%	35.7%
Parental Attitudes Favorable towards Drug Use	27.5%	17.0%	31.3%	43.6%	45.3%
Parental Attitudes Favorable to Antisocial Behavior	37.8%	36.1%	49.9%	47.1%	45.6%
<b>School Domain</b>					
Academic Failure	56.2%	43.2%	49.0%	45.3%	41.3%
Low Commitment to School	38.2%	54.4%	51.1%	48.4%	48.3%
<b>Peer-Individual Domain</b>					
Rebelliousness	43.7%	57.5%	42.7%	43.8%	40.4%
Early Problem Behavior	53.1%	27.0%	37.9%	39.1%	37.8%
Early Initiation of Drug Use	29.2%	33.7%	34.5%	34.3%	38.4%
Favorable Attitudes Towards Antisocial Behavior	47.7%	59.3%	52.4%	51.8%	49.5%
Favorable Attitudes Towards Drug Use	38.8%	36.4%	43.1%	48.6%	50.4%
Low Perceived Risks of Drug Use	40.4%	32.9%	49.8%	45.7%	47.1%
Friends' Use of Drugs	33.6%	29.2%	43.0%	42.3%	40.2%
Sensation Seeking	30.4%	41.3%	42.2%	40.1%	42.9%
Rewards for Antisocial Involvement	21.9%	35.8%	47.8%	36.3%	43.1%

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## ***NOTES AND DEFINITIONS***

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### ***NOTES***

**Representativeness.** Although every attempt was made to include all Cleveland High School students in 10<sup>th</sup> and 12<sup>th</sup> grades, the overall participation rate was approximately 67%. Thus, it is possible that results shown here are not representative of all Cleveland High School youth. The prevalences described are *estimates* of youths' behavior and experience.

**School dropouts.** In interpreting differences between grades, the reader should remember that some reported behaviors and risk factors may appear more prevalent in the eighth and tenth grades compared to twelfth grade because of increased school dropouts after age 16 (prior to 12<sup>th</sup> grade) (Einspruch et al., 1998). School dropouts have generally been found to have higher levels of problem behaviors and risk factors than youths who remain in school.

**Validity of student self-report data.** Three different strategies were used to assess the validity of individual student surveys (Arthur et al., in press). The first two strategies eliminated respondents who appeared to exaggerate their substance use. In the first strategy, respondents who reported improbably high levels of marijuana, LSD and cocaine were eliminated from the survey data set. In the second strategy, respondents were asked questions specifically designed to determine if they lied about their substance use; endorsing these items eliminated them from the data set. The third strategy involved the final question of the survey, which asked respondents how honest they had been in answering the questions. If a student reported they had been dishonest, they were eliminated from the data set.

### ***DEFINITIONS***

**Risk and Protective Factors:** see Tables 1-1 and 1-2 on pages A1-A3.

#### **Protective Profiles**

- ⇒ **'Percent Protected':** the percent of surveyed youth in that grade whose level of exposure to that protective factor decreased the likelihood of negative outcomes.
- ⇒ **'Overall Protection':** the proportion of surveyed youth who reported adequate protection on four or more protective factors.

#### **Risk Profiles**

- ⇒ **'Percent at Risk':** the percent of surveyed youth in that grade whose level of exposure to that risk factor increased the likelihood of negative outcomes.
- ⇒ **'Overall Risk':** the proportion of surveyed youth who reported significant risk on nine or more risk factors.

#### **Substance Use and Antisocial Behaviors**

- 1) 'Ever-used' measures show the prevalence of use of a particular substance in the youth's lifetime.
- 2) '30-day use' is an indication of current use of the substance.
- 3) 'Binge drinking' and 'A pack of cigarettes or more per day' measure heavy use of alcohol and tobacco.
- 4) Antisocial behavior measures show any involvement with the reported behavior in the past year.

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## ***CONTACTS FOR PREVENTION***

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### **Where to Find Prevention Resources**

#### **Communities That Care Prevention Strategies: A Research Guide to What Works.**

Distributed by Channing Bete Company. Available online at [www.channing-bete.com](http://www.channing-bete.com) or by calling 1-877-896-8532.

#### **Center for the Application of Prevention Technologies (CAPT)**

Robert McArdle

CAPT Coordinator for Washington State

(360) 407-5296

email: [mcardaw@dshs.wa.gov](mailto:mcardaw@dshs.wa.gov)

<http://www.captus.org>

Brings research into practice by assisting policy makers and practitioners in applying research to prevention planning and programs. Resources available through the CAPT include: Prevention News, Science-Based Prevention Primer, Effective Programs Database, Definition of Scientifically Defensible Prevention, and Levels of Effectiveness.

#### **Office of Juvenile Justice and Delinquency Prevention (OJJDP)**

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

Arm of the Office of Justice Programs of the U.S. Department of Justice. Provides grant funding, technical assistance, programs, publications and other resources for the prevention of juvenile delinquency and violence. Website provides state-by-state list of contacts.

#### **Safe and Drug-Free Schools and Communities Program (SDFSCP)**

email: [safeschl@ed.gov](mailto:safeschl@ed.gov)

<http://www.ed.gov/offices/OESE/SDFS/>

Arm of the Department of Education that provides funding and technical assistance directly to schools and communities for planning and implementing prevention programs.

### **Where to Obtain Technical Assistance**

#### **Seattle Public Schools**

##### **Office of Community Learning**

Terry Chadsey, Caroline Tamayo, and Mike Donlin

Communities That Care (CTC) Mobilizers

(206) 252-0790

Office supporting the implementation of Communities That Care (CTC) in the Seattle Public Schools.

#### **Seattle Public Schools**

Sharon Wilkins

Education Director for High Schools

(206) 252-0151

#### **Channing Bete Company**

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Distributor of Communities That Care Prevention Strategies: A Research Guide to What Works, available online or by calling 1-877-896-8532.

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