2004 Arizona Youth Survey

Apache County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Apache County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

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Risk and Protective Factor Definitions

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Table 1 contains the characteristics of the students who completed the survey from your county and the State.

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	379	100	689	100	12203	100	40960	100
Grade								
8	146	38.5	309	44.8	3451	28.3	18812	45.9
10	81	21.4	215	31.2	4984	40.8	12558	30.7
12	152	40.1	165	23.95	3768	30.9	9590	23.4
Gender								
Male	201	54.0	327	48.2	5881	49.3	19172	47.5
Female	171	46.0	351	51.8	6043	50.7	21161	52.5
Ethnicity								
White	108	29.0	20	2.9	6198	51.8	19745	49.0
Native American	208	55.8	650	95.2	1237	10.3	2938	7.3
Hispanic	45	12.1	4	0.6	3630	30.3	13184	32.7
African American	1	0.3	0	0.0	292	2.4	1503	3.7
Asian	3*	0.8*	0	0.0	258*	2.2*	812	2.0
Pacific Islander			0	0			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

The Risk and Protective Factor Model of Prevention

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

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

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

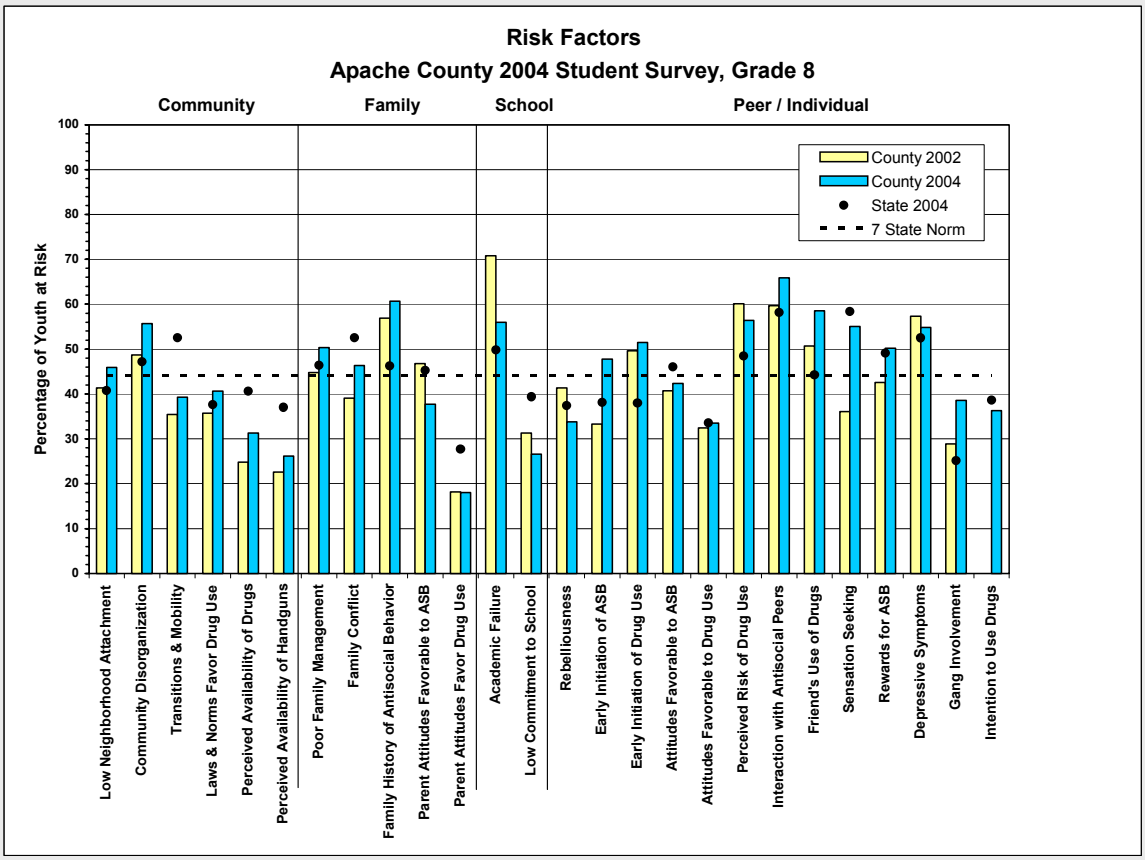
Dashed Line

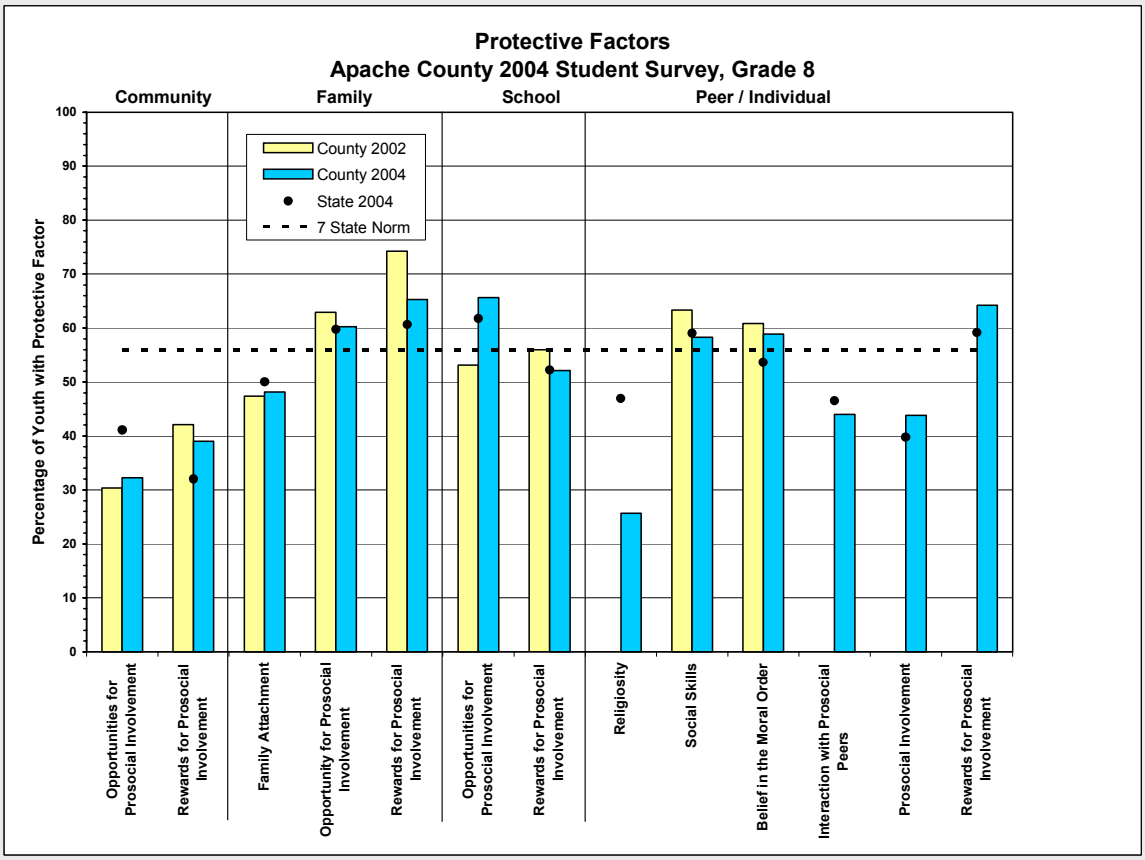
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

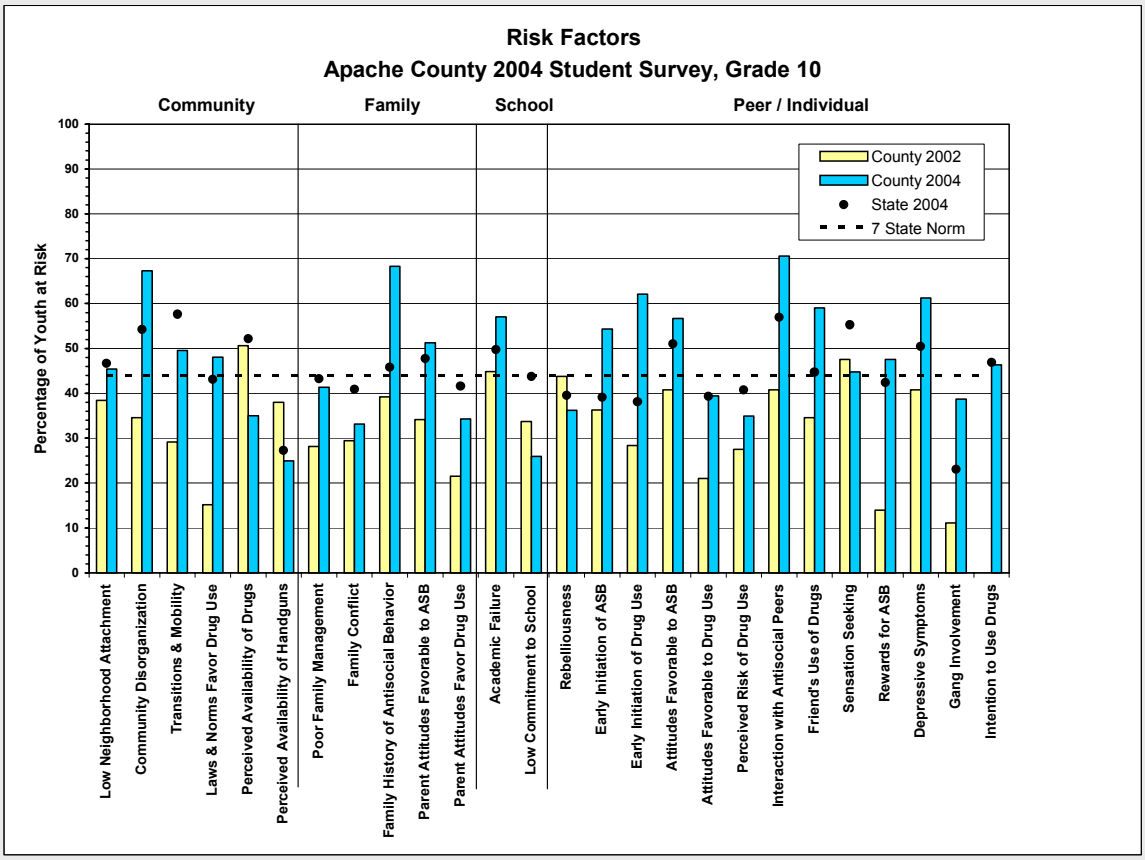
Elevated Risk and Protection

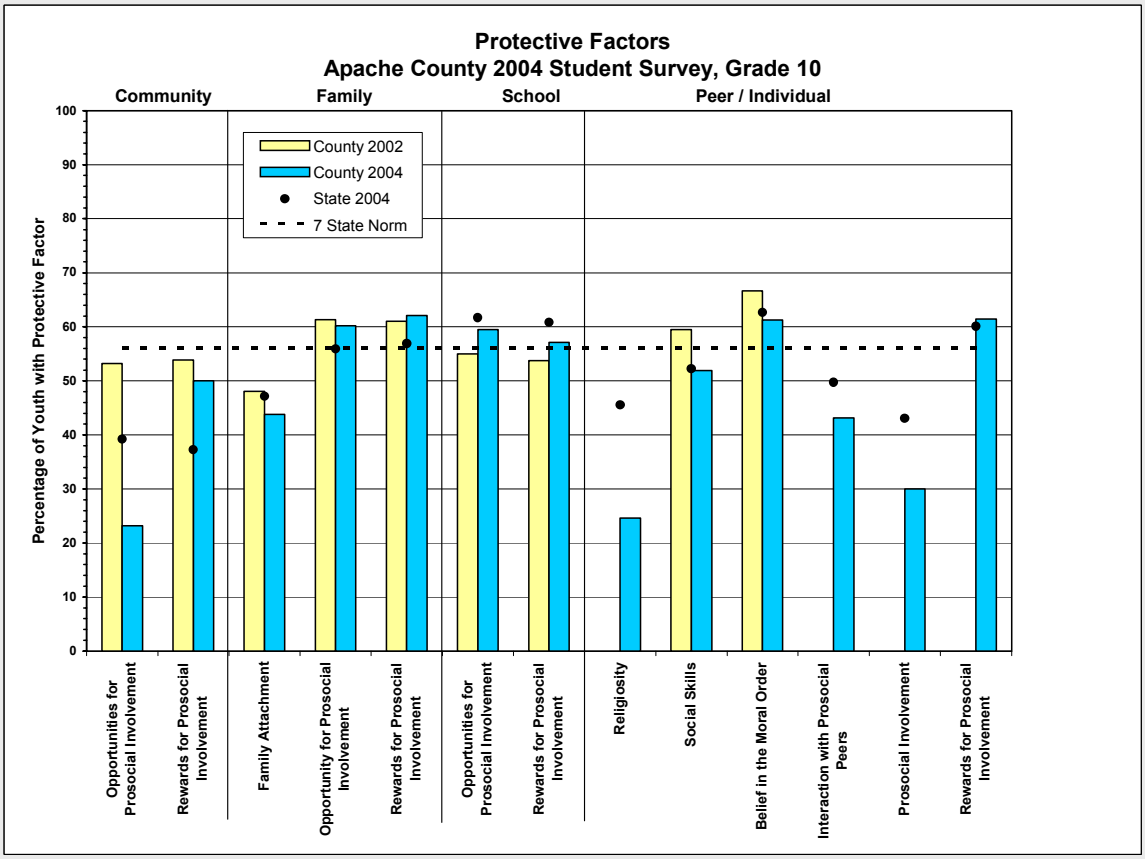




Risk and Protective Factor Profiles

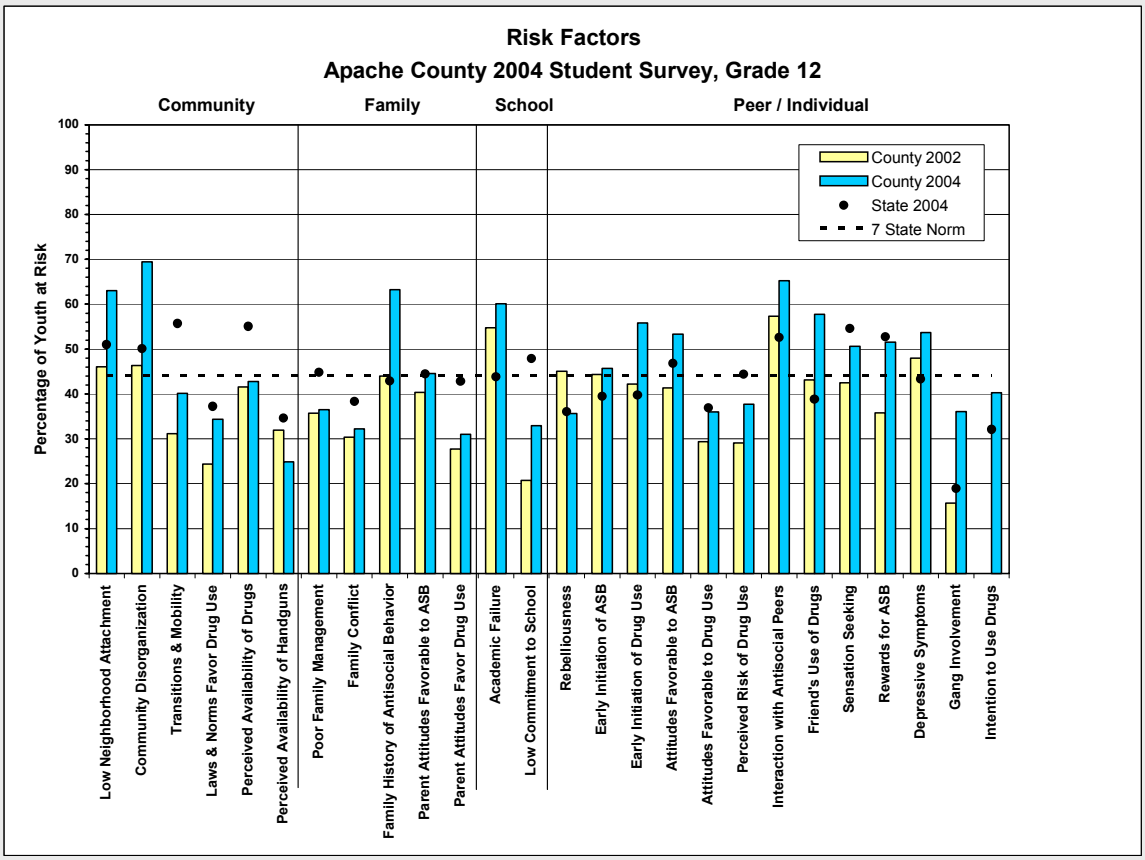
Elevated Risk and Protection

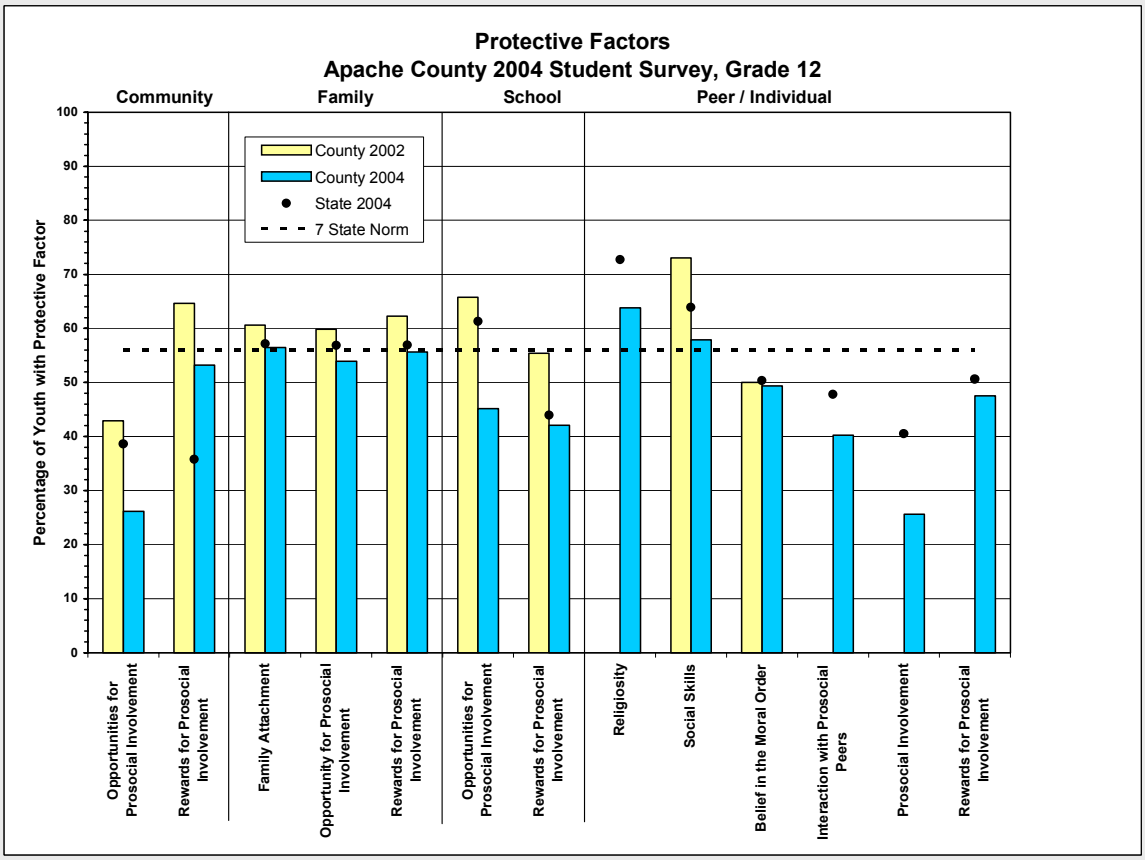




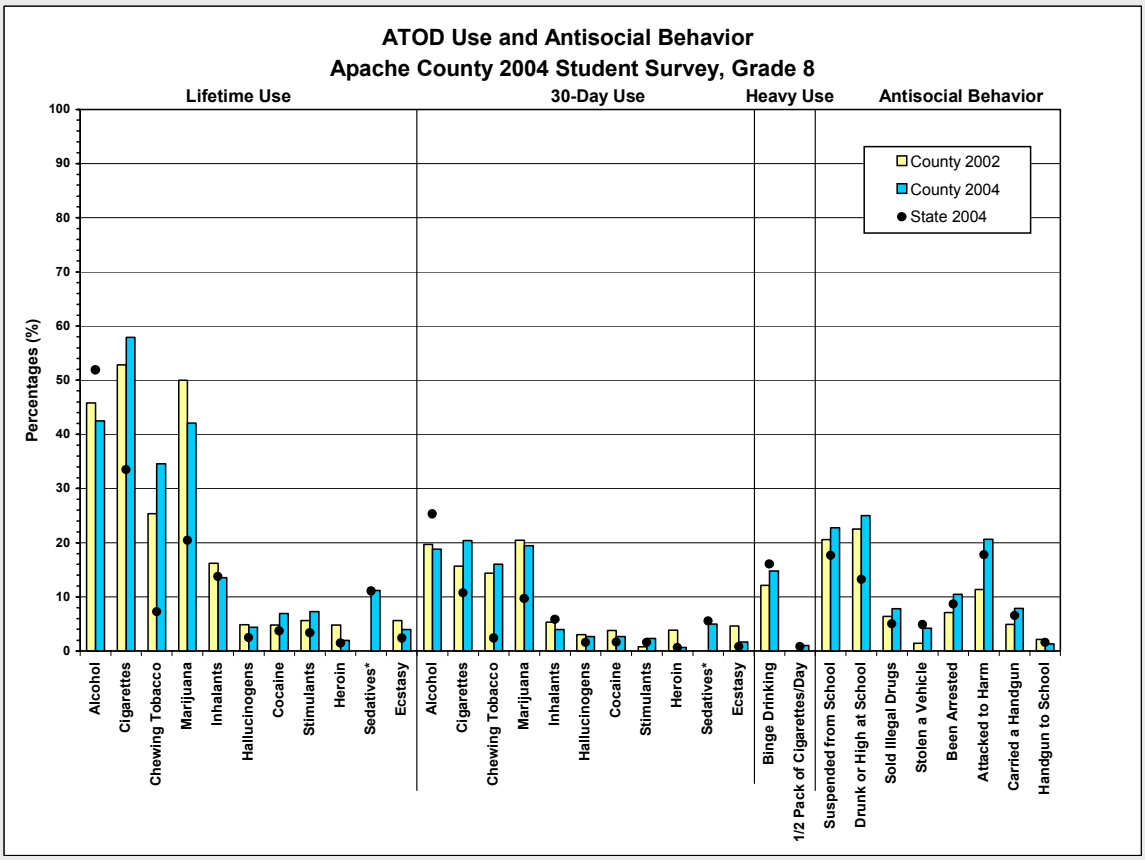
Risk and Protective Factor Profiles

Elevated Risk and Protection

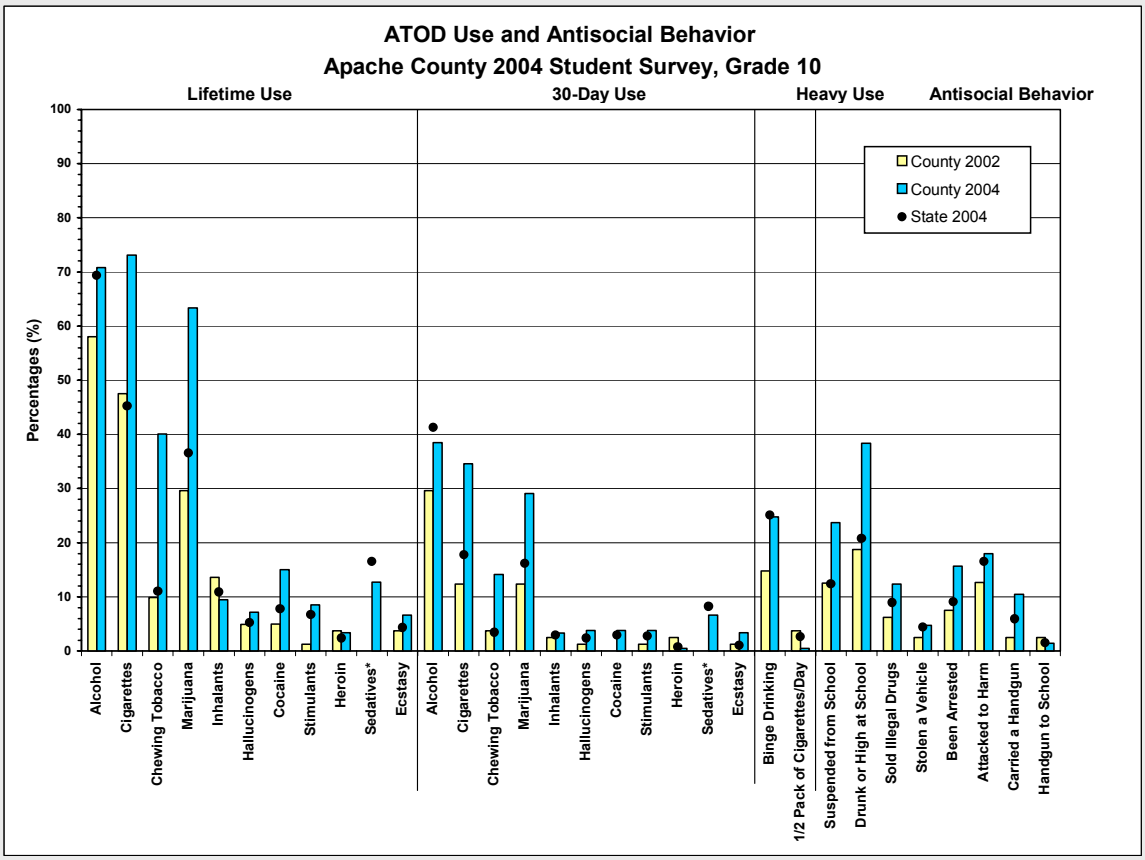


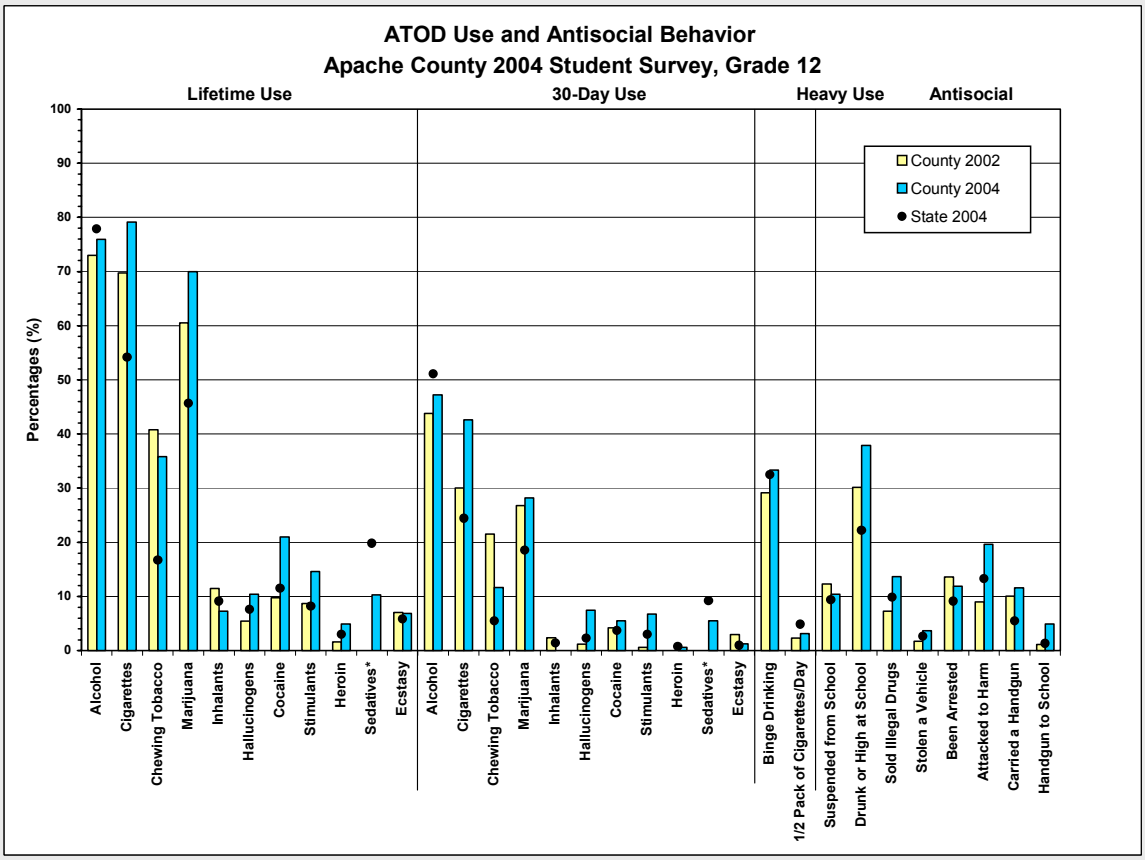


ATOD Use and Antisocial Behavior

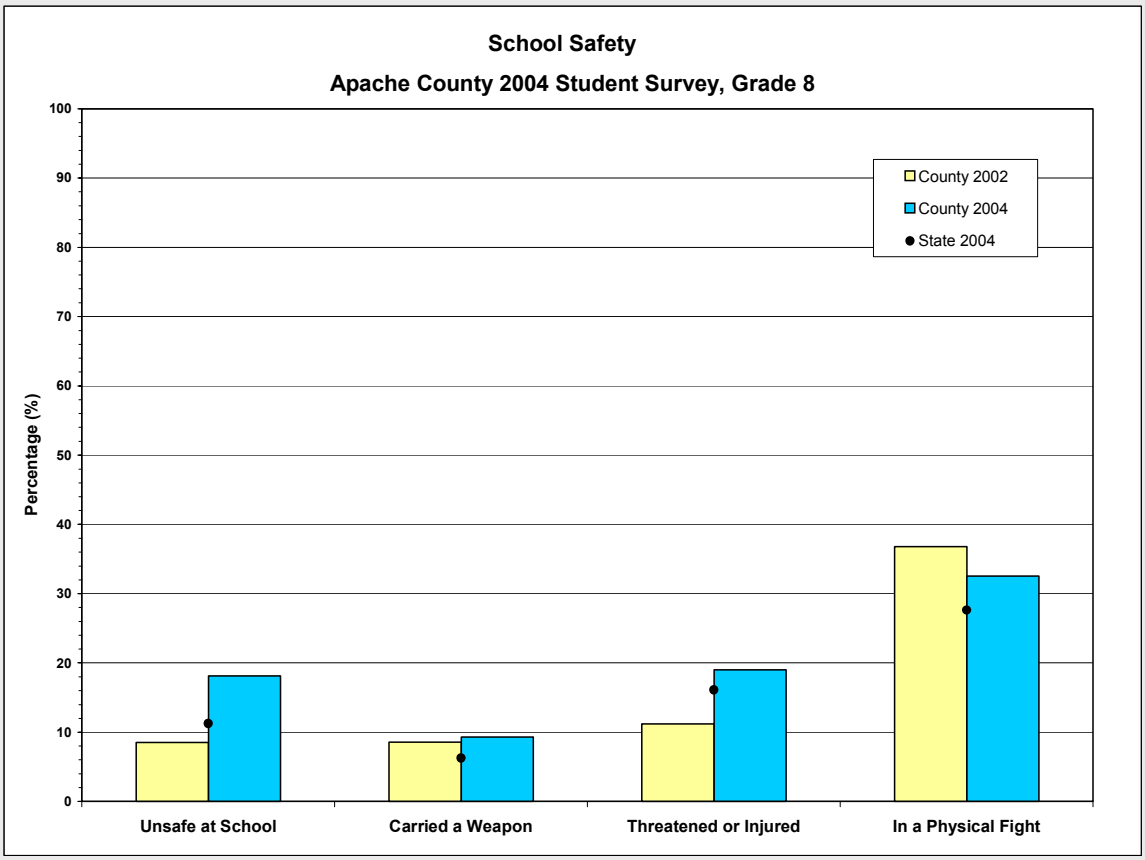


ATOD Use and Antisocial Behavior

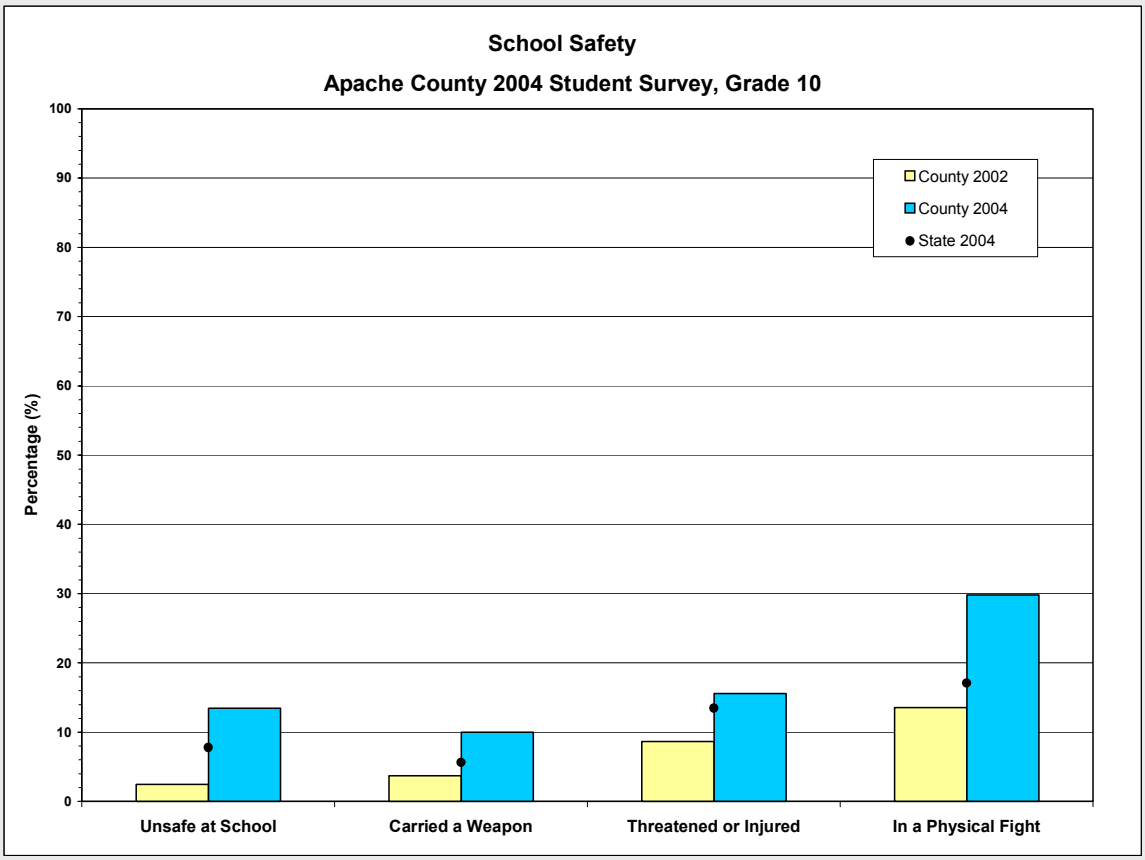




School Safety Profile



School Safety Profile



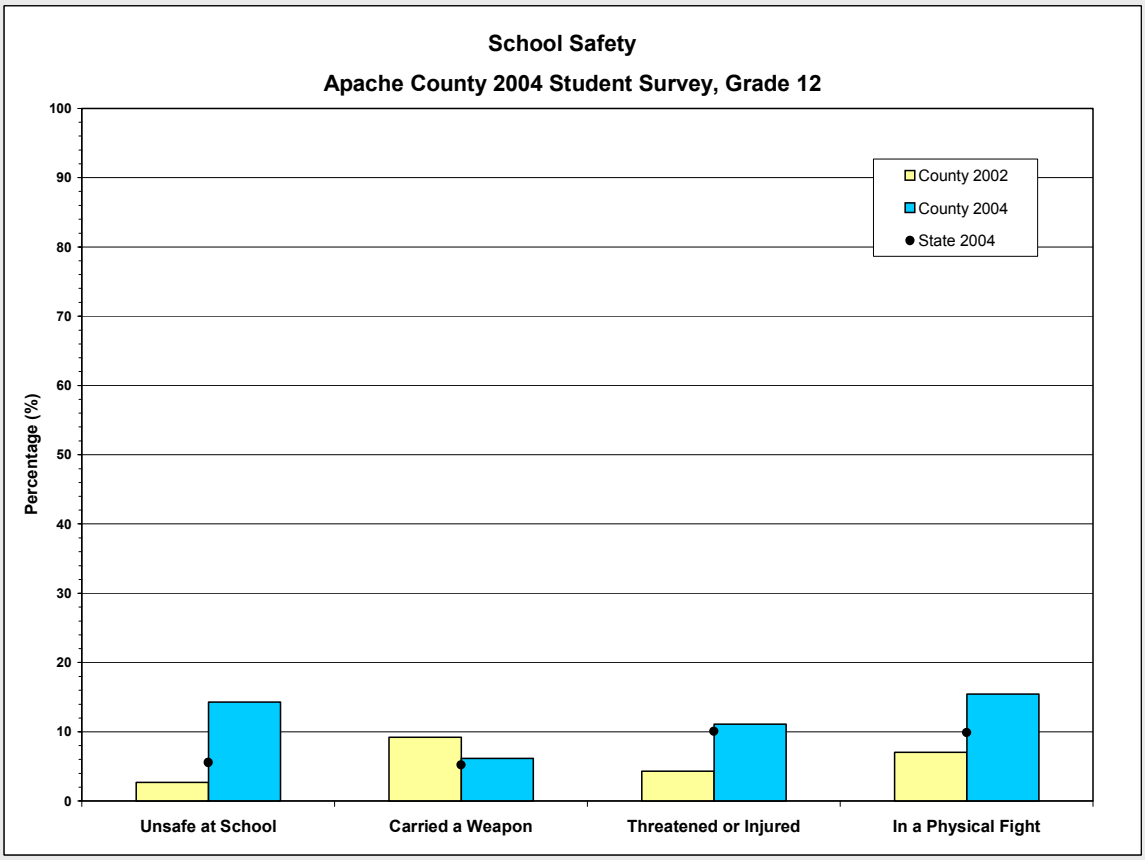


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	146	3451	309	18812	81	4984	215	12558	152	3768	165	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	45.8	56.9	42.5	51.9	58.0	72.3	70.8	69.3	73.0	80.8	75.9	77.9
Cigarettes	52.8	39.6	57.9	33.5	47.5	49.8	73.1	45.3	69.7	61.1	79.1	54.2
Chewing Tobacco	25.4	6.8	34.6	7.2	9.9	10.2	40.1	11.0	40.8	16.9	35.8	16.7
Marijuana	50.0	26.6	42.1	20.4	29.6	41.6	63.3	36.6	60.5	50.8	70.0	45.7
Inhalants	16.2	11.9	13.5	13.7	13.6	10.4	9.5	10.9	11.5	10.1	7.3	9.1
Hallucinogens	4.9	2.4	4.3	2.5	4.9	8.3	7.1	5.3	5.4	12.6	10.4	7.6
Cocaine	4.8	4.5	6.9	3.7	5.0	8.2	15.0	7.8	9.8	12.0	21.0	11.5
Stimulants	5.6	2.9	7.3	3.4	1.3	6.8	8.5	6.7	8.7	8.6	14.6	8.2
Heroin	4.8	1.9	2.0	1.5	3.8	3.2	3.4	2.4	1.6	3.8	4.9	3.0
Sedatives*	*	*	11.1	11.0	*	*	12.7	16.5	*	*	10.3	19.8
Ecstasy	5.6	5.5	4.0	2.4	3.7	8.2	6.6	4.3	7.1	12.0	6.9	5.9
Any Drug	54.8	33.2	49.3	33.2	37.0	44.5	66.7	45.6	62.2	52.8	70.6	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	19.7	34.4	18.8	25.3	29.6	47.9	38.5	41.3	43.8	58.9	47.2	51.1
Cigarettes	15.7	9.1	20.4	10.7	12.3	18.1	34.6	17.7	30.0	23.2	42.6	24.4
Chewing Tobacco	14.4	4.0	16.1	2.4	3.7	4.7	14.2	3.4	21.5	5.9	11.7	5.4
Marijuana	20.5	14.3	19.5	9.7	12.3	22.4	29.0	16.2	26.8	25.4	28.2	18.5
Inhalants	5.3	6.5	4.0	5.8	2.5	3.4	3.3	2.9	2.4	2.0	0.0	1.4
Hallucinogens	3.1	1.5	2.7	1.6	1.2	3.2	3.8	2.4	1.2	3.1	7.5	2.3
Cocaine	3.8	2.6	2.7	1.6	0.0	3.5	3.8	3.0	4.2	4.0	5.5	3.7
Stimulants	0.8	1.0	2.3	1.6	1.2	2.6	3.8	2.8	0.6	2.2	6.7	3.0
Heroin	3.9	1.2	0.7	0.6	2.5	1.4	0.5	0.7	0.0	1.3	0.6	0.7
Sedatives*	*	*	5.0	5.5	*	*	6.6	8.2	*	*	5.5	9.2
Ecstasy	4.7	3.6	1.7	0.8	1.2	2.5	3.3	1.1	3.0	3.2	1.2	1.0
Any Drug	24.6	19.9	24.3	17.9	16.0	25.7	34.1	23.6	29.5	28.6	36.4	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	12.1	14.1	14.8	16.0	14.8	26.0	24.8	25.1	29.2	32.2	33.3	32.5
1/2 Pack of Cigarettes/Day	0.0	1.2	1.0	0.8	3.7	3.5	0.5	2.6	2.4	6.0	3.1	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	20.6	18.1	22.8	17.7	12.5	11.6	23.7	12.3	12.3	8.1	10.4	9.3
Drunk or High at School	22.5	15.4	25.0	13.2	18.8	20.5	38.4	20.8	30.2	23.8	37.9	22.2
Sold Illegal Drugs	6.4	5.7	7.8	5.0	6.3	9.9	12.4	8.9	7.3	10.0	13.7	9.8
Stolen a Vehicle	1.4	3.3	4.2	4.8	2.5	3.6	4.7	4.4	1.7	2.1	3.7	2.6
Been Arrested	7.1	9.1	10.5	8.7	7.5	8.0	15.7	9.1	13.6	8.2	11.9	9.1
Attacked to Harm	11.3	11.6	20.7	17.8	12.7	10.8	18.0	16.5	9.0	9.1	19.6	13.3
Carried a Handgun	4.9	6.7	7.9	6.5	2.5	5.0	10.5	5.9	10.1	4.9	11.6	5.5
Handgun to School	2.1	1.4	1.3	1.5	2.5	1.3	1.4	1.5	1.1	1.0	4.9	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	41.3	38.1	45.9	40.7	38.5	39.3	45.4	46.7	46.1	44.3	63.1	51.0
Community Disorganization	48.7	43.1	55.7	47.2	34.6	40.0	67.3	54.2	46.4	39.5	69.4	50.1
Transitions & Mobility	35.4	47.4	39.2	52.5	29.1	45.3	49.5	57.6	31.1	45.1	40.1	55.7
Laws & Norms Favor Drug Use	35.7	34.9	40.6	37.6	15.2	35.1	48.0	43.1	24.4	33.1	34.4	37.2
Perceived Availability of Drugs	24.8	39.9	31.3	40.6	50.6	50.5	35.0	52.1	41.6	60.1	42.8	55.0
Perceived Availability of Handguns	22.6	37.5	26.1	37.0	38.0	24.7	25.0	27.3	31.9	32.7	24.8	34.6
Family Domain												
Poor Family Management	44.8	43.1	50.4	46.4	28.2	41.5	41.4	43.2	35.7	46.2	36.5	44.8
Family Conflict	39.0	46.1	46.4	52.5	29.5	34.3	33.2	40.9	30.4	31.4	32.3	38.3
Family History of Antisocial Behavior	56.9	40.5	60.6	46.2	39.2	37.7	68.3	45.8	44.0	35.5	63.2	42.9
Parent Attitudes Favorable to ASB	46.8	41.7	37.7	45.3	34.2	44.3	51.2	47.7	40.4	42.9	44.6	44.4
Parent Attitudes Favor Drug Use	18.2	25.8	18.1	27.7	21.5	44.0	34.3	41.6	27.7	45.2	31.0	42.8
School Domain												
Academic Failure	70.8	52.3	56.0	49.8	44.9	46.5	57.0	49.8	54.8	43.7	60.1	43.8
Low Commitment to School	31.3	41.2	26.6	39.4	33.8	45.4	25.9	43.7	20.8	44.6	32.9	47.9
Peer-Individual Domain												
Rebelliousness	41.4	40.0	33.8	37.4	43.8	40.9	36.2	39.5	45.1	38.6	35.6	36.0
Early Initiation of ASB	33.3	33.6	47.7	38.1	36.3	31.1	54.3	39.1	44.3	32.2	45.7	39.4
Early Initiation of Drug Use	49.6	40.3	51.5	38.0	28.4	39.0	62.1	38.1	42.2	40.6	55.8	39.7
Attitudes Favorable to ASB	40.7	46.3	42.3	46.0	40.7	54.5	56.7	51.0	41.3	53.3	53.3	46.8
Attitudes Favorable to Drug Use	32.4	37.4	33.6	33.5	21.0	47.2	39.4	39.3	29.3	46.4	36.0	36.9
Perceived Risk of Drug Use	60.2	47.9	56.4	48.5	27.5	45.3	34.9	40.7	29.1	47.6	37.7	44.4
Interaction with Antisocial Peers	59.7	52.1	65.9	58.2	40.7	48.2	70.6	56.9	57.3	47.8	65.2	52.6
Friend's Use of Drugs	50.7	41.9	58.5	44.2	34.6	44.8	59.0	44.7	43.2	41.3	57.8	38.8
Sensation Seeking	36.1	41.6	55.0	58.4	47.5	44.6	44.8	55.3	42.5	46.5	50.6	54.6
Rewards for ASB	42.6	38.0	50.2	49.1	13.9	34.6	47.5	42.4	35.8	40.1	51.6	52.8
Depressive Symptoms	57.4	48.2	54.8	52.5	40.7	43.8	61.2	50.5	48.0	39.7	53.7	43.3
Gang Involvement	28.9	21.7	38.6	25.1	11.1	13.6	38.7	23.0	15.6	10.7	36.1	18.9
Intention to Use Drugs	*	*	36.3	38.6	*	*	46.4	46.9	*	*	40.2	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	30.4	40.7	32.3	41.1	53.2	43.6	23.2	39.2	42.9	43.2	26.1	38.6
Rewards for Prosocial Involvement	42.1	31.9	39.0	32.0	53.8	42.3	50.0	37.3	64.7	37.4	53.2	35.8
Family Domain												
Family Attachment	47.4	52.4	48.2	50.0	48.1	49.4	43.8	47.1	60.6	61.5	56.5	57.2
Opportunity for Prosocial Involvement	62.9	59.2	60.2	59.7	61.3	57.8	60.2	55.9	59.9	56.9	53.9	56.8
Rewards for Prosocial Involvement	74.2	61.0	65.3	60.6	61.0	56.5	62.1	56.9	62.3	57.7	55.6	56.9
School Domain												
Opportunities for Prosocial Involvement	53.1	56.2	65.7	61.8	55.0	58.6	59.5	61.7	65.8	64.2	45.1	61.3
Rewards for Prosocial Involvement	55.9	48.9	52.1	52.2	53.8	60.8	57.1	60.8	55.4	49.5	42.1	43.9
Peer-Individual Domain												
Religiosity	*	*	25.7	46.9	*	*	24.6	45.5	*	*	63.8	72.7
Social Skills	63.3	59.5	58.3	59.1	59.5	53.8	51.9	52.2	73.0	64.1	57.9	63.9
Belief in the Moral Order	60.8	50.0	58.9	53.6	66.7	58.9	61.2	62.7	50.0	45.4	49.4	50.3
Interaction with Prosocial Peers	*	*	44.0	46.5	*	*	43.1	49.7	*	*	40.3	47.8
Prosocial Involvement	*	*	43.8	39.8	*	*	30.0	43.1	*	*	25.6	40.5
Rewards for Prosocial Involvement	*	*	64.2	59.2	*	*	61.5	60.1	*	*	47.5	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	91.4	94.6	90.7	93.7	96.3	94.2	90.0	94.4	90.8	93.2	93.8	94.8
	1 day	2.9	1.8	3.3	2.9	0.0	1.0	1.9	1.8	1.1	1.2	1.2	1.3
	2-3 days	2.1	1.3	2.7	1.5	0.0	1.2	2.4	1.2	2.2	0.8	1.9	0.8
	4-5 days	0.0	0.5	0.3	0.5	1.3	0.4	0.5	0.5	0.5	0.6	0.6	0.4
	6 or more days	3.6	1.7	3.0	1.5	2.5	3.2	5.2	2.1	5.4	4.1	2.5	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	91.5	94.7	81.8	88.7	97.5	97.7	86.5	92.2	97.3	97.4	85.7	94.4
	1 day	5.7	3.2	9.2	6.1	1.2	1.1	7.2	4.0	0.5	1.2	8.7	2.6
	2-3 days	1.4	1.2	5.0	3.1	0.0	0.7	3.8	2.0	0.5	0.5	2.5	1.6
	4-5 days	0.7	0.2	1.0	0.7	1.2	0.1	0.5	0.7	0.5	0.2	1.2	0.6
	6 or more days	0.7	0.7	3.0	1.3	0.0	0.4	1.9	1.2	1.1	0.7	1.9	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	88.8	90.0	81.0	83.9	91.4	91.0	84.4	86.5	95.7	94.4	88.9	89.9
	1 time	6.3	5.4	9.8	8.7	2.5	4.0	6.6	6.8	1.6	2.6	4.9	4.9
	2-3 times	4.2	2.7	5.6	4.0	3.7	3.3	6.1	3.5	0.5	1.4	3.7	3.0
	4-5 times	0.0	0.7	1.3	1.2	2.5	0.7	0.9	1.0	1.6	0.5	0.6	0.7
	6-7 times	0.7	0.2	0.3	0.5	0.0	0.1	1.4	0.5	0.0	0.1	0.0	0.4
	8-9 times	0.0	0.1	0.0	0.3	0.0	0.1	0.0	0.3	0.0	0.2	0.0	0.2
	10-11 times	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.2	0.0	0.1	0.0	0.1
	12 or more times	0.0	0.8	2.0	1.3	0.0	0.7	0.5	1.2	0.5	0.7	1.9	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	63.2	78.5	67.4	72.4	86.4	87.6	70.2	82.9	93.0	93.5	84.6	90.1
	1 time	18.1	12.7	14.1	14.4	8.6	7.3	14.9	9.5	3.8	3.6	8.6	5.8
	2-3 times	14.6	5.9	12.2	8.5	2.5	3.6	8.2	5.0	1.6	1.8	2.5	2.6
	4-5 times	2.8	1.2	3.9	2.4	1.2	0.5	3.4	1.1	1.1	0.3	1.9	0.6
	6-7 times	0.7	0.6	0.7	0.7	0.0	0.2	1.4	0.3	0.0	0.3	1.2	0.2
	8-9 times	0.0	0.1	0.0	0.4	0.0	0.1	1.0	0.3	0.0	0.1	0.0	0.3
	10-11 times	0.0	0.1	0.0	0.2	0.0	0.1	0.5	0.2	0.0	0.0	0.0	0.1
	12 or more times	0.7	1.0	1.6	1.1	1.2	0.6	0.5	0.7	0.5	0.3	1.2	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties
Francis Garcia
The EXCEL Group
520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties
Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
520-214-2177

Gila and Pinal Counties
Heidi Haeder-Heild
Pinal Gila Behavioral Health Association (PGBHA)
480-982-1317

Maricopa County
Gabriella Guerra
ValueOptions
602-685-3861

Gila River Health Care Corporation (GRHCC)
Tom Cummins
520-562-3321

Pasqua Yaqui Tribe Behavioral Health
Theresa Ybarrez
520-879-6085

Navajo Nation
Char James
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Other State and National Contacts:

Arizona Criminal Justice Commission
Kristen Roof /Steve Ballance
602-364-1394/602-364-1157
www.acjc.state.az.us

Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Cochise County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Cochise County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

CONTENTS:

Introduction:
- *Demographics*
- *Risk & Protective Framework*

Tools for Assessment and Planning

How to Read the Charts

Data Charts:
- *Substance Use & Antisocial Behavior*
- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State.

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	389	100	1746	100	12203	100	40960	100
Grade								
8	169	43.4	733	42.0	3451	28.3	18812	45.9
10	129	33.2	562	32.2	4984	40.8	12558	30.7
12	91	23.4	451	25.83	3768	30.9	9590	23.4
Gender								
Male	178	46.6	788	45.8	5881	49.3	19172	47.5
Female	204	53.4	933	54.2	6043	50.7	21161	52.5
Ethnicity								
White	139	37.1	668	38.9	6198	51.8	19745	49.0
Native American	4	1.1	28	1.6	1237	10.3	2938	7.3
Hispanic	217	57.9	773	45.0	3630	30.3	13184	32.7
African American	1	0.3	76	4.4	292	2.4	1503	3.7
Asian	5*	1.3*	45	2.6	258*	2.2*	812	2.0
Pacific Islander			24	1.399			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

The Risk and Protective Factor Model of Prevention

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

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

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

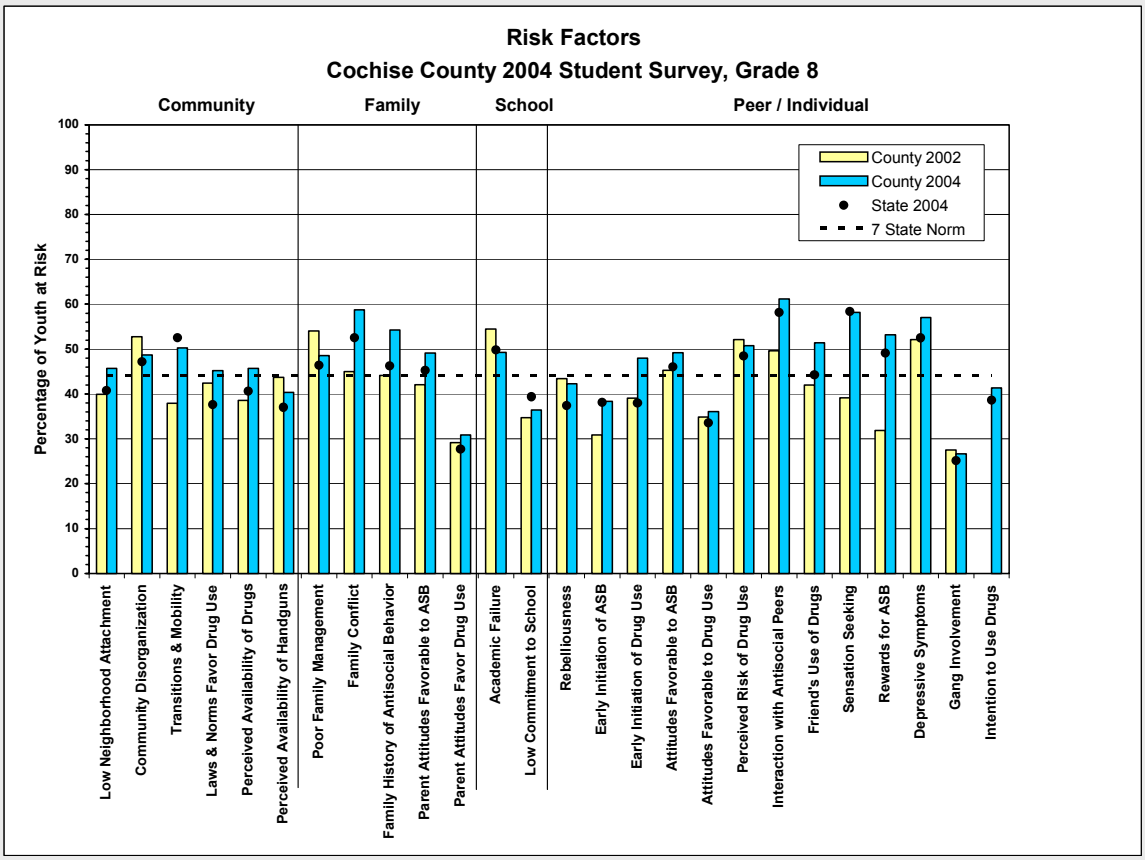
Dashed Line

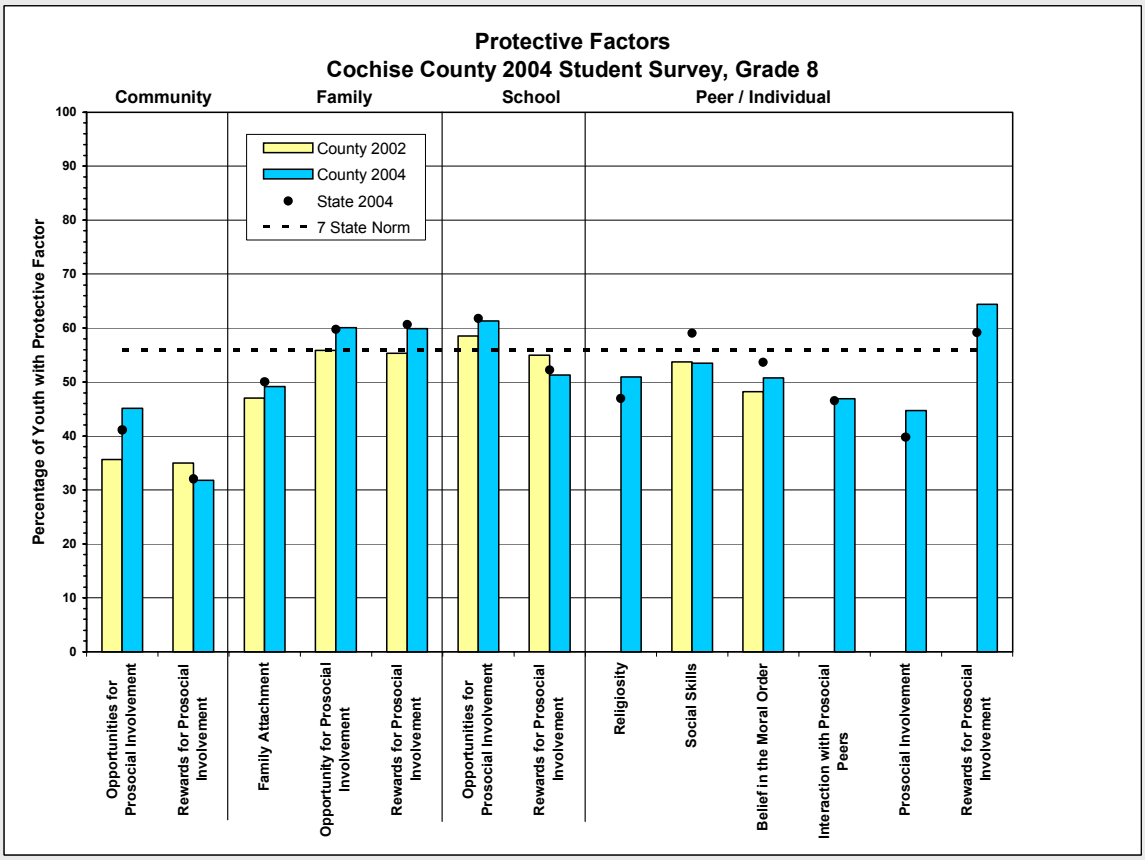
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

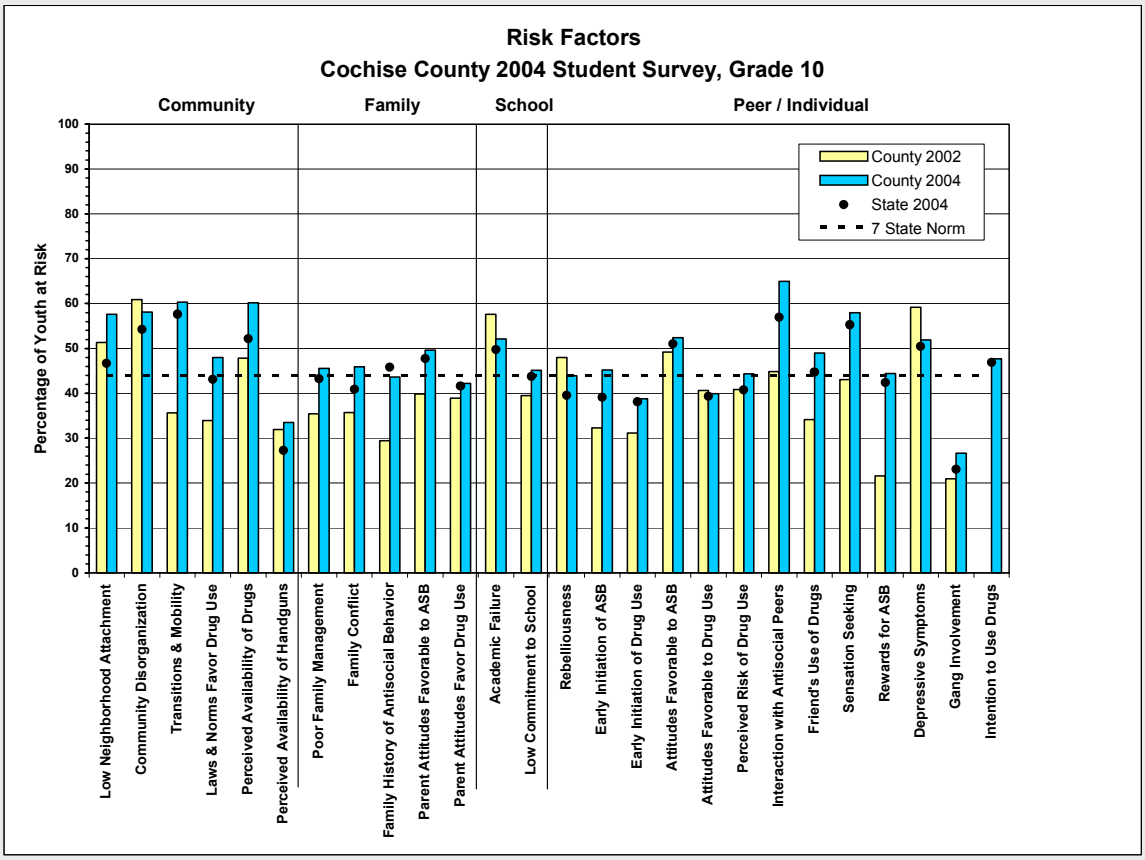
Elevated Risk and Protection

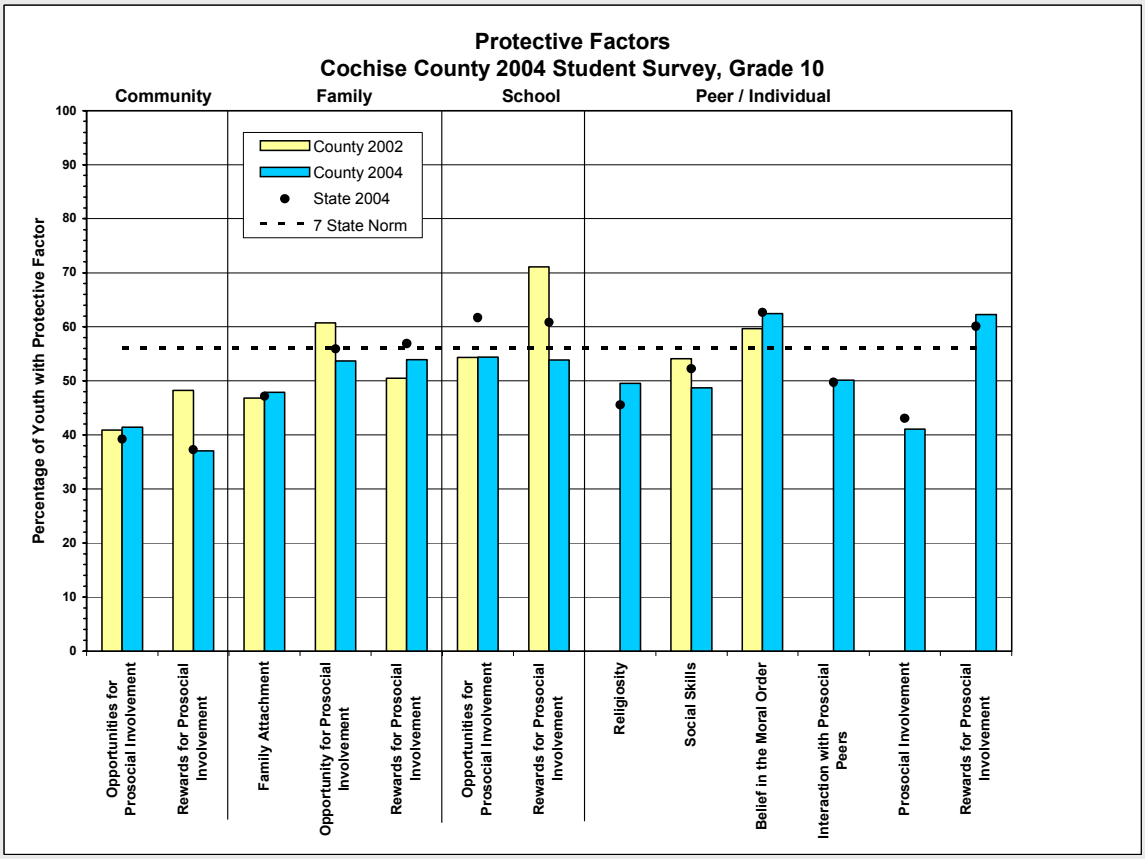




Risk and Protective Factor Profiles

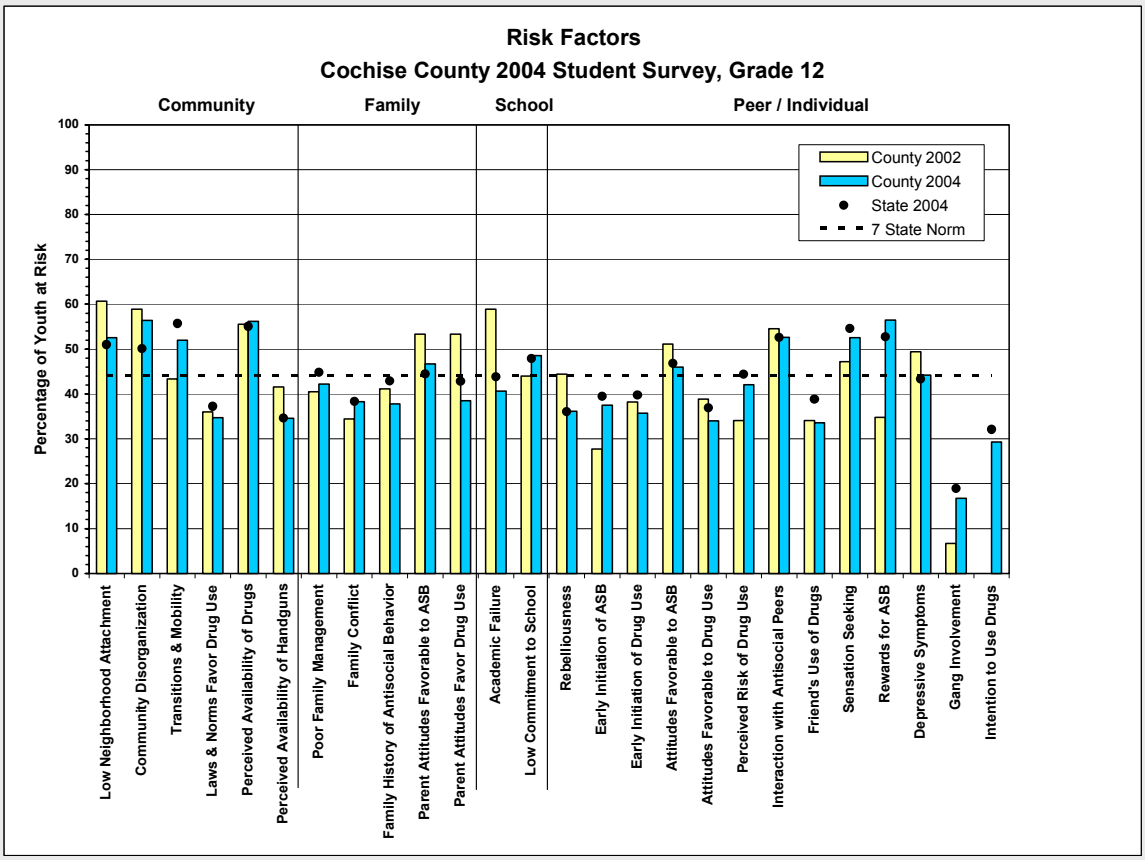
Elevated Risk and Protection

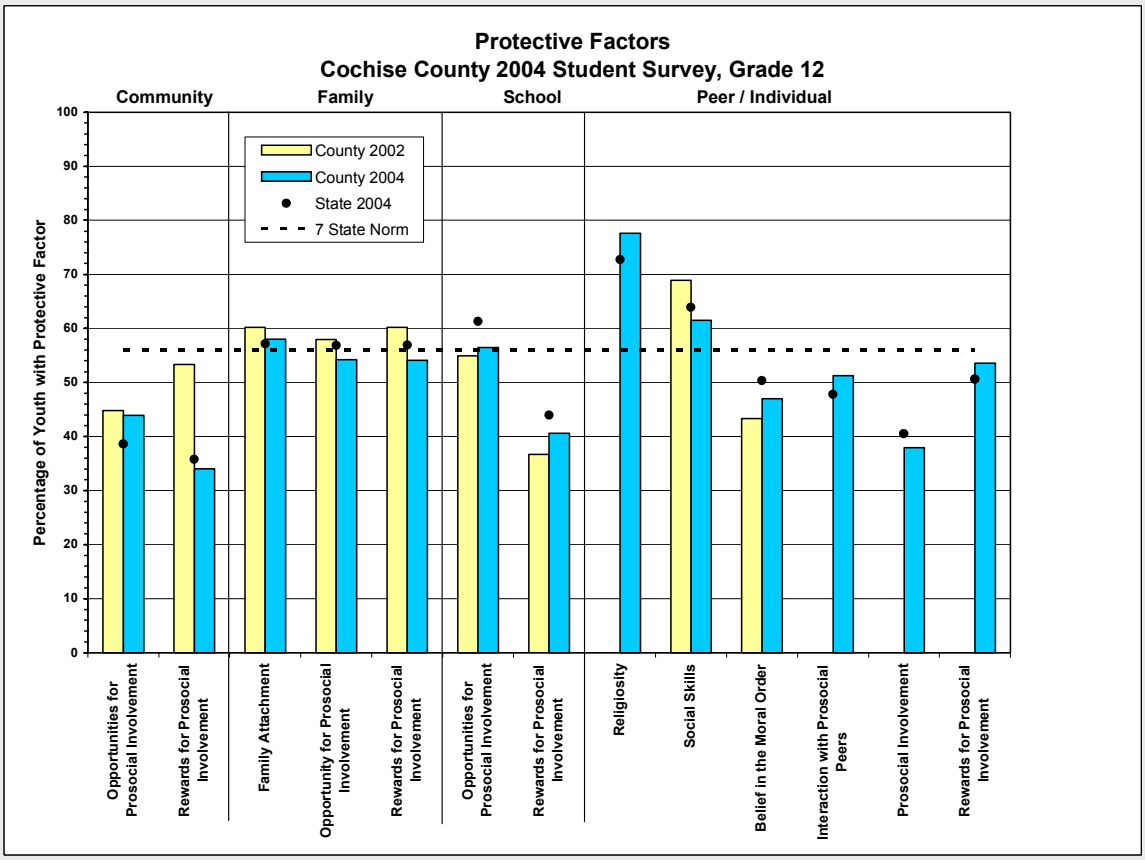




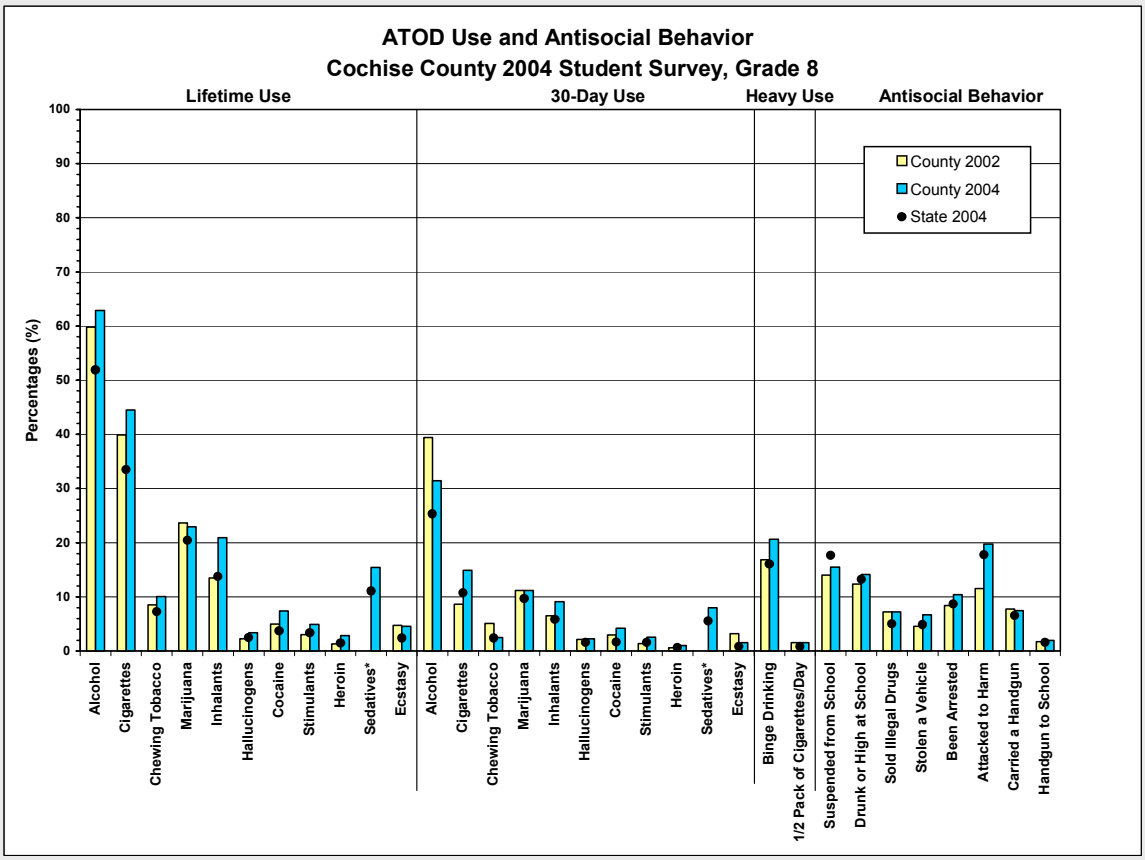
Risk and Protective Factor Profiles

Elevated Risk and Protection

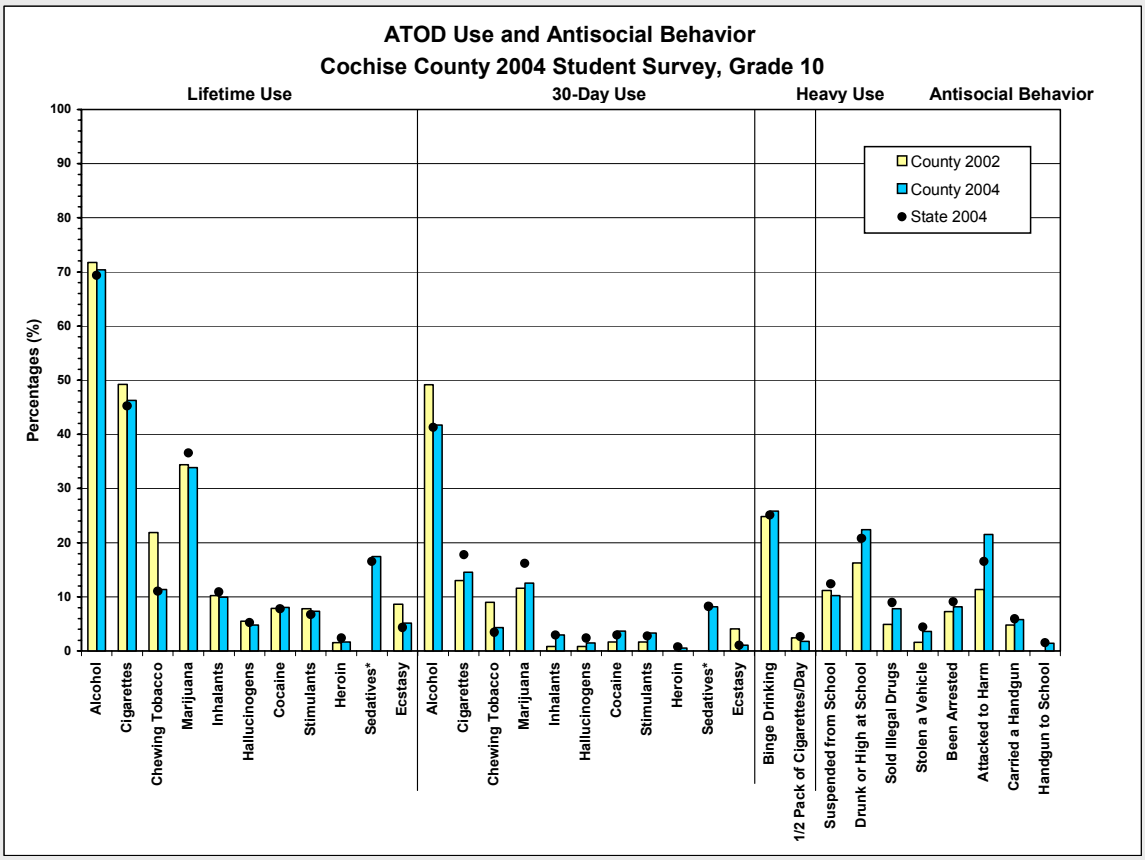


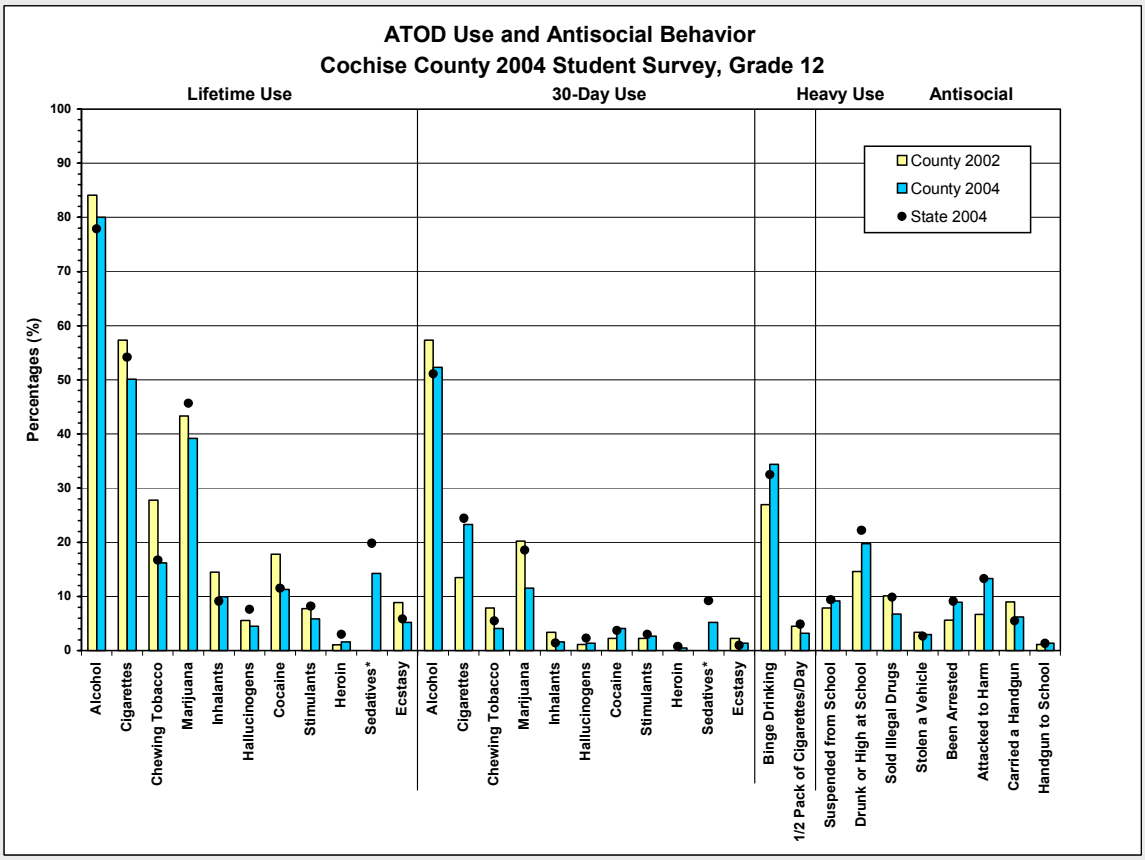


ATOD Use and Antisocial Behavior

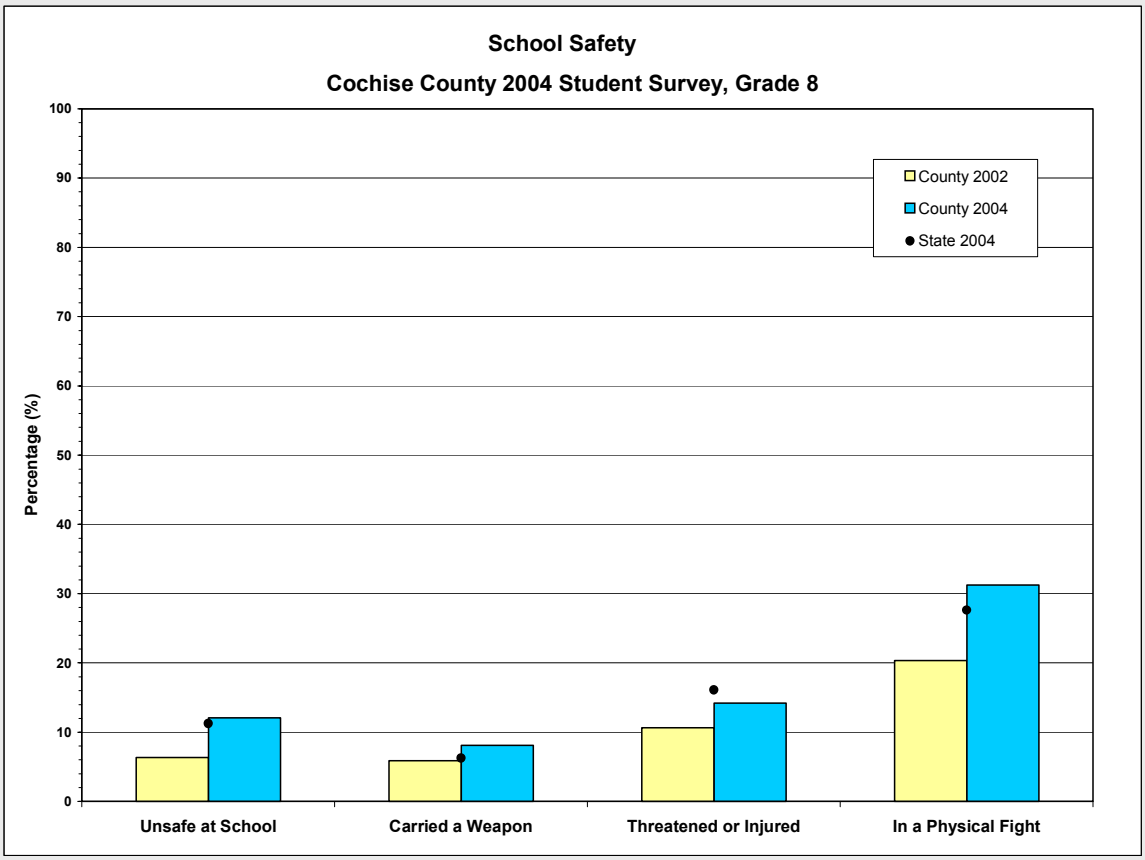


ATOD Use and Antisocial Behavior

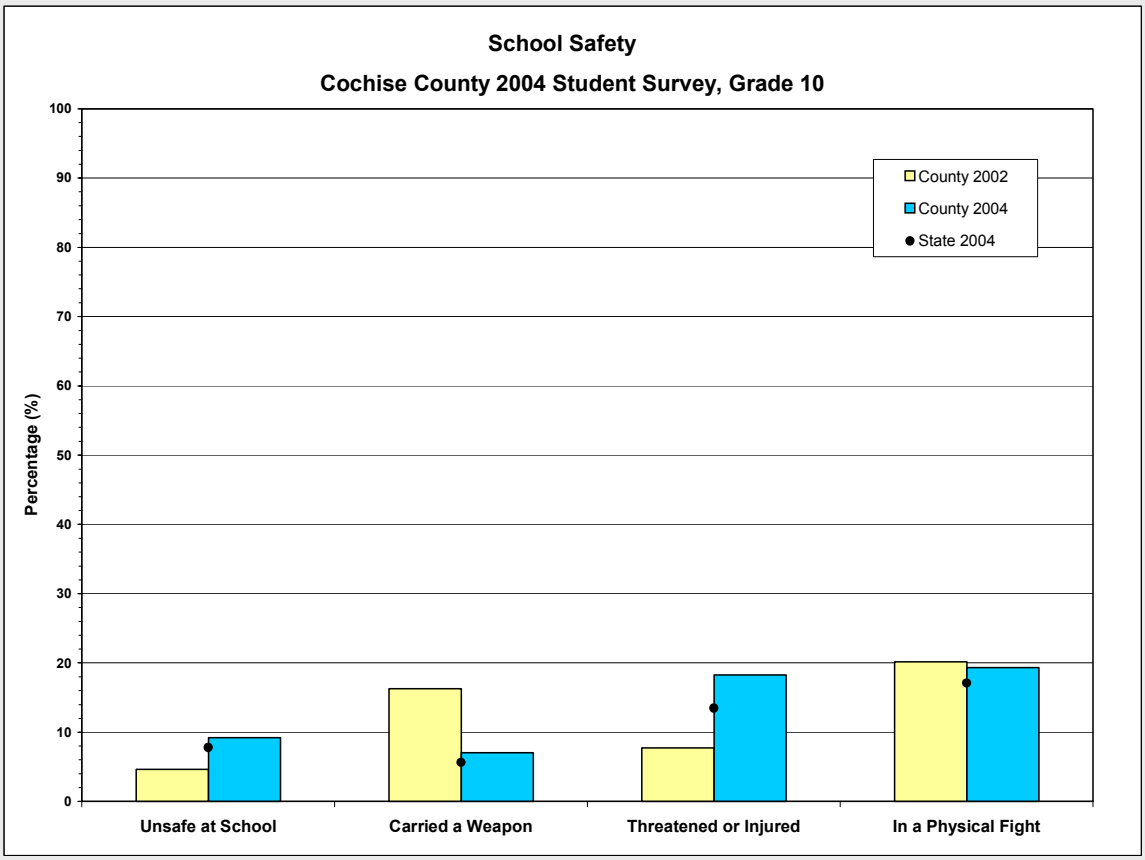




School Safety Profile



School Safety Profile



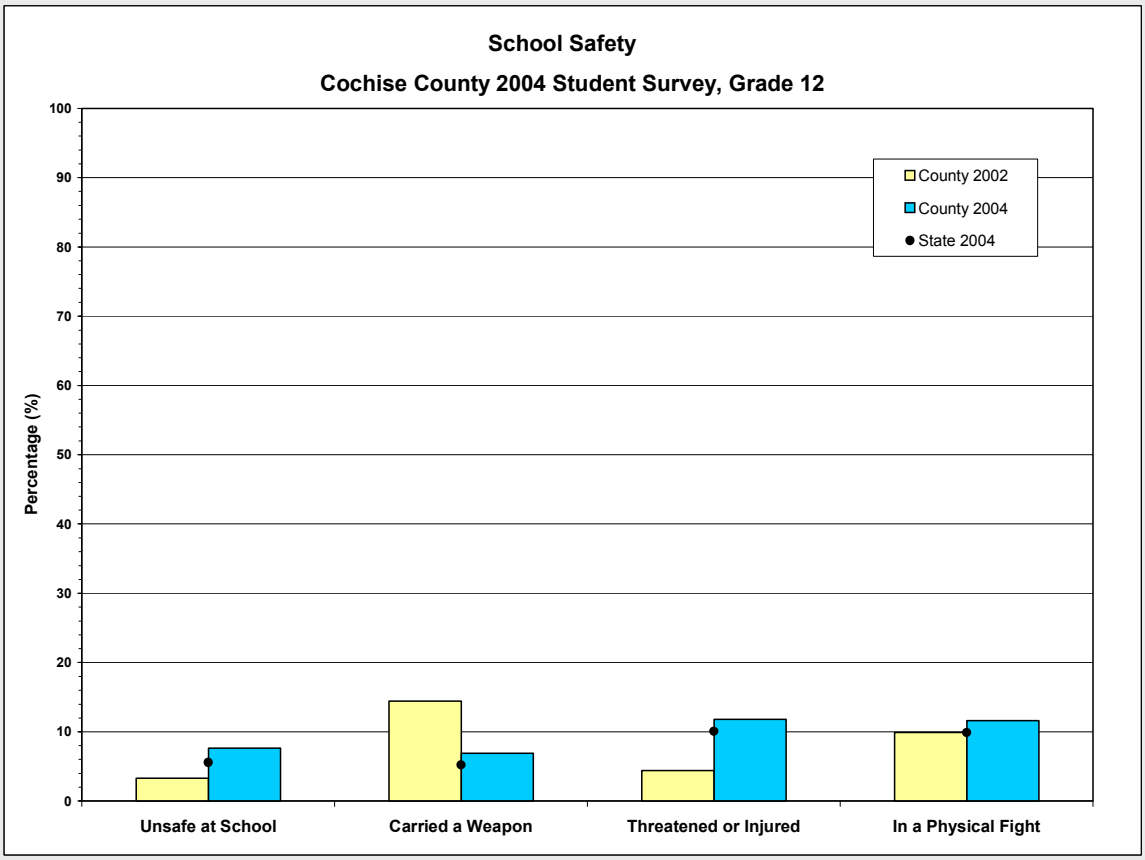


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	169	3451	733	18812	129	4984	562	12558	91	3768	451	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	59.8	56.9	62.9	51.9	71.8	72.3	70.4	69.3	84.1	80.8	80.0	77.9
Cigarettes	39.9	39.6	44.5	33.5	49.2	49.8	46.3	45.3	57.3	61.1	50.1	54.2
Chewing Tobacco	8.5	6.8	10.1	7.2	21.9	10.2	11.4	11.0	27.8	16.9	16.2	16.7
Marijuana	23.7	26.6	22.9	20.4	34.4	41.6	33.9	36.6	43.3	50.8	39.1	45.7
Inhalants	13.5	11.9	20.9	13.7	10.2	10.4	9.9	10.9	14.4	10.1	9.9	9.1
Hallucinogens	2.3	2.4	3.4	2.5	5.5	8.3	4.8	5.3	5.6	12.6	4.5	7.6
Cocaine	5.0	4.5	7.4	3.7	7.9	8.2	8.1	7.8	17.8	12.0	11.3	11.5
Stimulants	3.1	2.9	4.9	3.4	7.8	6.8	7.4	6.7	7.8	8.6	5.9	8.2
Heroin	1.3	1.9	2.8	1.5	1.6	3.2	1.7	2.4	1.1	3.8	1.6	3.0
Sedatives*	*	*	15.4	11.0	*	*	17.5	16.5	*	*	14.3	19.8
Ecstasy	4.7	5.5	4.5	2.4	8.7	8.2	5.1	4.3	8.9	12.0	5.2	5.9
Any Drug	29.8	33.2	41.4	33.2	40.3	44.5	44.7	45.6	42.9	52.8	45.0	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	39.4	34.4	31.4	25.3	49.2	47.9	41.7	41.3	57.3	58.9	52.3	51.1
Cigarettes	8.6	9.1	14.9	10.7	13.0	18.1	14.6	17.7	13.5	23.2	23.3	24.4
Chewing Tobacco	5.1	4.0	2.5	2.4	9.0	4.7	4.3	3.4	7.9	5.9	4.1	5.4
Marijuana	11.2	14.3	11.2	9.7	11.6	22.4	12.5	16.2	20.2	25.4	11.5	18.5
Inhalants	6.5	6.5	9.1	5.8	0.8	3.4	2.9	2.9	3.4	2.0	1.6	1.4
Hallucinogens	2.2	1.5	2.3	1.6	0.8	3.2	1.5	2.4	1.1	3.1	1.4	2.3
Cocaine	3.0	2.6	4.2	1.6	1.7	3.5	3.7	3.0	2.2	4.0	4.1	3.7
Stimulants	1.4	1.0	2.5	1.6	1.7	2.6	3.3	2.8	2.2	2.2	2.7	3.0
Heroin	0.6	1.2	1.0	0.6	0.0	1.4	0.6	0.7	0.0	1.3	0.5	0.7
Sedatives*	*	*	8.0	5.5	*	*	8.2	8.2	*	*	5.2	9.2
Ecstasy	3.2	3.6	1.6	0.8	4.1	2.5	1.1	1.1	2.2	3.2	1.4	1.0
Any Drug	17.7	19.9	22.7	17.9	14.0	25.7	22.2	23.6	23.6	28.6	17.9	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	16.8	14.1	20.7	16.0	24.8	26.0	25.8	25.1	27.0	32.2	34.4	32.5
1/2 Pack of Cigarettes/Day	1.6	1.2	1.5	0.8	2.4	3.5	1.8	2.6	4.5	6.0	3.2	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	14.0	18.1	15.5	17.7	11.2	11.6	10.2	12.3	7.9	8.1	9.1	9.3
Drunk or High at School	12.4	15.4	14.1	13.2	16.3	20.5	22.4	20.8	14.6	23.8	19.7	22.2
Sold Illegal Drugs	7.2	5.7	7.2	5.0	4.9	9.9	7.8	8.9	10.1	10.0	6.7	9.8
Stolen a Vehicle	4.6	3.3	6.6	4.8	1.6	3.6	3.6	4.4	3.4	2.1	2.9	2.6
Been Arrested	8.4	9.1	10.4	8.7	7.3	8.0	8.2	9.1	5.6	8.2	8.9	9.1
Attacked to Harm	11.5	11.6	19.8	17.8	11.4	10.8	21.5	16.5	6.7	9.1	13.3	13.3
Carried a Handgun	7.8	6.7	7.5	6.5	4.8	5.0	5.8	5.9	9.0	4.9	6.3	5.5
Handgun to School	1.7	1.4	2.0	1.5	0.0	1.3	1.4	1.5	1.1	1.0	1.3	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	39.9	38.1	45.7	40.7	51.3	39.3	57.6	46.7	60.7	44.3	52.6	51.0
Community Disorganization	52.7	43.1	48.7	47.2	60.9	40.0	58.1	54.2	58.9	39.5	56.4	50.1
Transitions & Mobility	37.9	47.4	50.3	52.5	35.7	45.3	60.4	57.6	43.3	45.1	52.0	55.7
Laws & Norms Favor Drug Use	42.4	34.9	45.2	37.6	33.9	35.1	47.9	43.1	36.0	33.1	34.7	37.2
Perceived Availability of Drugs	38.5	39.9	45.7	40.6	47.9	50.5	60.2	52.1	55.6	60.1	56.2	55.0
Perceived Availability of Handguns	43.7	37.5	40.3	37.0	31.9	24.7	33.5	27.3	41.6	32.7	34.6	34.6
Family Domain												
Poor Family Management	54.1	43.1	48.6	46.4	35.4	41.5	45.5	43.2	40.4	46.2	42.2	44.8
Family Conflict	45.0	46.1	58.8	52.5	35.7	34.3	45.9	40.9	34.4	31.4	38.3	38.3
Family History of Antisocial Behavior	44.1	40.5	54.3	46.2	29.5	37.7	43.6	45.8	41.1	35.5	37.8	42.9
Parent Attitudes Favorable to ASB	42.1	41.7	49.1	45.3	39.8	44.3	49.6	47.7	53.3	42.9	46.7	44.4
Parent Attitudes Favor Drug Use	29.1	25.8	30.9	27.7	38.9	44.0	42.2	41.6	53.3	45.2	38.5	42.8
School Domain												
Academic Failure	54.5	52.3	49.3	49.8	57.6	46.5	52.1	49.8	58.9	43.7	40.6	43.8
Low Commitment to School	34.7	41.2	36.4	39.4	39.5	45.4	45.1	43.7	44.0	44.6	48.6	47.9
Peer-Individual Domain												
Rebelliousness	43.4	40.0	42.2	37.4	48.0	40.9	43.9	39.5	44.4	38.6	36.2	36.0
Early Initiation of ASB	30.9	33.6	38.3	38.1	32.3	31.1	45.2	39.1	27.8	32.2	37.5	39.4
Early Initiation of Drug Use	39.1	40.3	48.0	38.0	31.2	39.0	38.8	38.1	38.2	40.6	35.7	39.7
Attitudes Favorable to ASB	45.2	46.3	49.2	46.0	49.2	54.5	52.4	51.0	51.1	53.3	46.0	46.8
Attitudes Favorable to Drug Use	34.8	37.4	36.0	33.5	40.6	47.2	40.0	39.3	38.9	46.4	34.0	36.9
Perceived Risk of Drug Use	52.1	47.9	50.8	48.5	40.8	45.3	44.4	40.7	34.1	47.6	42.0	44.4
Interaction with Antisocial Peers	49.6	52.1	61.2	58.2	44.9	48.2	65.0	56.9	54.5	47.8	52.6	52.6
Friend's Use of Drugs	42.0	41.9	51.4	44.2	34.1	44.8	49.0	44.7	34.1	41.3	33.6	38.8
Sensation Seeking	39.1	41.6	58.2	58.4	43.1	44.6	58.0	55.3	47.2	46.5	52.6	54.6
Rewards for ASB	31.8	38.0	53.2	49.1	21.6	34.6	44.4	42.4	34.8	40.1	56.5	52.8
Depressive Symptoms	52.2	48.2	57.0	52.5	59.2	43.8	51.9	50.5	49.4	39.7	44.2	43.3
Gang Involvement	27.5	21.7	26.7	25.1	21.0	13.6	26.6	23.0	6.7	10.7	16.7	18.9
Intention to Use Drugs	*	*	41.4	38.6	*	*	47.7	46.9	*	*	29.3	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	35.6	40.7	45.1	41.1	40.9	43.6	41.4	39.2	44.8	43.2	43.9	38.6
Rewards for Prosocial Involvement	35.0	31.9	31.8	32.0	48.2	42.3	37.0	37.3	53.3	37.4	34.0	35.8
Family Domain												
Family Attachment	47.0	52.4	49.1	50.0	46.8	49.4	47.9	47.1	60.2	61.5	58.0	57.2
Opportunity for Prosocial Involvement	55.9	59.2	60.1	59.7	60.7	57.8	53.7	55.9	58.0	56.9	54.2	56.8
Rewards for Prosocial Involvement	55.3	61.0	59.9	60.6	50.5	56.5	53.9	56.9	60.2	57.7	54.1	56.9
School Domain												
Opportunities for Prosocial Involvement	58.6	56.2	61.3	61.8	54.3	58.6	54.4	61.7	54.9	64.2	56.5	61.3
Rewards for Prosocial Involvement	55.0	48.9	51.3	52.2	71.1	60.8	53.9	60.8	36.7	49.5	40.6	43.9
Peer-Individual Domain												
Religiosity	*	*	50.9	46.9	*	*	49.5	45.5	*	*	77.6	72.7
Social Skills	53.7	59.5	53.5	59.1	54.1	53.8	48.7	52.2	68.9	64.1	61.5	63.9
Belief in the Moral Order	48.2	50.0	50.8	53.6	59.7	58.9	62.5	62.7	43.3	45.4	47.0	50.3
Interaction with Prosocial Peers	*	*	46.9	46.5	*	*	50.1	49.7	*	*	51.3	47.8
Prosocial Involvement	*	*	44.7	39.8	*	*	41.0	43.1	*	*	37.9	40.5
Rewards for Prosocial Involvement	*	*	64.4	59.2	*	*	62.3	60.1	*	*	53.5	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	94.1	94.6	91.9	93.7	83.7	94.2	92.9	94.4	85.6	93.2	93.1	94.8
	1 day	2.3	1.8	3.2	2.9	1.6	1.0	1.8	1.8	1.1	1.2	1.1	1.3
	2-3 days	1.1	1.3	2.1	1.5	3.1	1.2	1.8	1.2	1.1	0.8	0.4	0.8
	4-5 days	0.6	0.5	0.6	0.5	2.3	0.4	0.9	0.5	0.0	0.6	0.0	0.4
	6 or more days	1.9	1.7	2.2	1.5	9.3	3.2	2.5	2.1	12.2	4.1	5.4	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	93.6	94.7	87.9	88.7	95.3	97.7	90.8	92.2	96.7	97.4	92.4	94.4
	1 day	3.6	3.2	6.0	6.1	3.1	1.1	5.1	4.0	1.1	1.2	3.4	2.6
	2-3 days	1.9	1.2	3.6	3.1	0.0	0.7	2.2	2.0	1.1	0.5	2.2	1.6
	4-5 days	0.9	0.2	0.8	0.7	0.8	0.1	0.7	0.7	0.0	0.2	0.9	0.6
	6 or more days	0.0	0.7	1.7	1.3	0.8	0.4	1.3	1.2	1.1	0.7	1.1	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	89.4	90.0	85.8	83.9	92.2	91.0	81.7	86.5	95.6	94.4	88.2	89.9
	1 time	4.1	5.4	7.8	8.7	4.7	4.0	8.0	6.8	2.2	2.6	5.6	4.9
	2-3 times	3.7	2.7	4.2	4.0	0.8	3.3	6.0	3.5	1.1	1.4	2.9	3.0
	4-5 times	0.9	0.7	1.1	1.2	0.0	0.7	1.4	1.0	0.0	0.5	1.6	0.7
	6-7 times	0.7	0.2	0.4	0.5	0.8	0.1	0.5	0.5	0.0	0.1	0.2	0.4
	8-9 times	0.4	0.1	0.0	0.3	0.0	0.1	0.2	0.3	0.0	0.2	0.2	0.2
	10-11 times	0.0	0.0	0.3	0.1	0.0	0.1	0.4	0.2	0.0	0.1	0.2	0.1
	12 or more times	0.7	0.8	0.4	1.3	1.6	0.7	1.8	1.2	1.1	0.7	1.1	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	79.7	78.5	68.8	72.4	79.8	87.6	80.7	82.9	90.1	93.5	88.4	90.1
	1 time	9.7	12.7	15.6	14.4	10.9	7.3	8.9	9.5	6.6	3.6	6.7	5.8
	2-3 times	6.3	5.9	10.6	8.5	7.0	3.6	6.5	5.0	2.2	1.8	3.8	2.6
	4-5 times	1.7	1.2	2.5	2.4	0.8	0.5	1.4	1.1	0.0	0.3	0.0	0.6
	6-7 times	1.1	0.6	0.4	0.7	0.0	0.2	0.7	0.3	0.0	0.3	0.0	0.2
	8-9 times	0.6	0.1	0.6	0.4	0.0	0.1	0.5	0.3	1.1	0.1	0.4	0.3
	10-11 times	0.2	0.1	0.1	0.2	0.8	0.1	0.0	0.2	0.0	0.0	0.2	0.1
	12 or more times	0.7	1.0	1.5	1.1	0.8	0.6	1.3	0.7	0.0	0.3	0.4	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties
Francis Garcia
The EXCEL Group
520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties
Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
520-214-2177

Gila and Pinal Counties
Heidi Haeder-Heild
Pinal Gila Behavioral Health Association (PGBHA)
480-982-1317

Maricopa County
Gabriella Guerra
ValueOptions
602-685-3861

Gila River Health Care Corporation (GRHCC)
Tom Cummins
520-562-3321

Pasqua Yaqui Tribe Behavioral Health
Theresa Ybarrez
520-879-6085

Navajo Nation
Char James
928-729-4470

Other State and National Contacts:

Arizona Criminal Justice Commission
Kristen Roof /Steve Ballance
602-364-1394/602-364-1157
www.acjc.state.az.us

Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Coconino County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Coconino County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

CONTENTS:

Introduction:
- *Demographics*
- *Risk & Protective Framework*

Tools for Assessment and Planning

How to Read the Charts

Data Charts:
- *Substance Use & Antisocial Behavior*
- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State.

The Risk and Protective Factor Model of Prevention

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

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

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	1000	100	1225	100	12203	100	40960	100
Grade								
8	228	22.8	200	16.3	3451	28.3	18812	45.9
10	474	47.4	595	48.6	4984	40.8	12558	30.7
12	298	29.8	430	35.1	3768	30.9	9590	23.4
Gender								
Male	516	52.4	635	52.3	5881	49.3	19172	47.5
Female	469	47.6	579	47.7	6043	50.7	21161	52.5
Ethnicity								
White	374	38.2	586	48.4	6198	51.8	19745	49.0
Native American	473	48.4	414	34.2	1237	10.3	2938	7.3
Hispanic	83	8.5	124	10.2	3630	30.3	13184	32.7
African American	11	1.1	15	1.2	292	2.4	1503	3.7
Asian	10*	1*	10	0.8	258*	2.2*	812	2.0
Pacific Islander			3	0.248			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

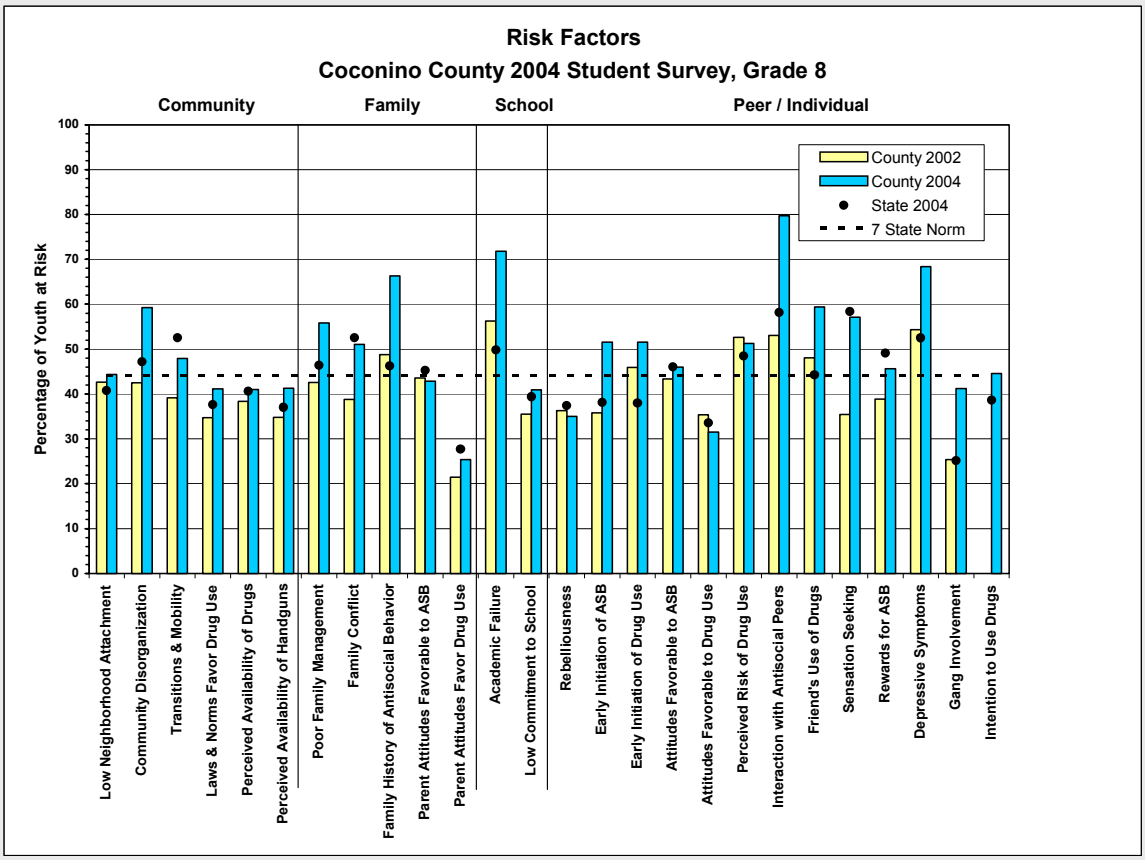
Dashed Line

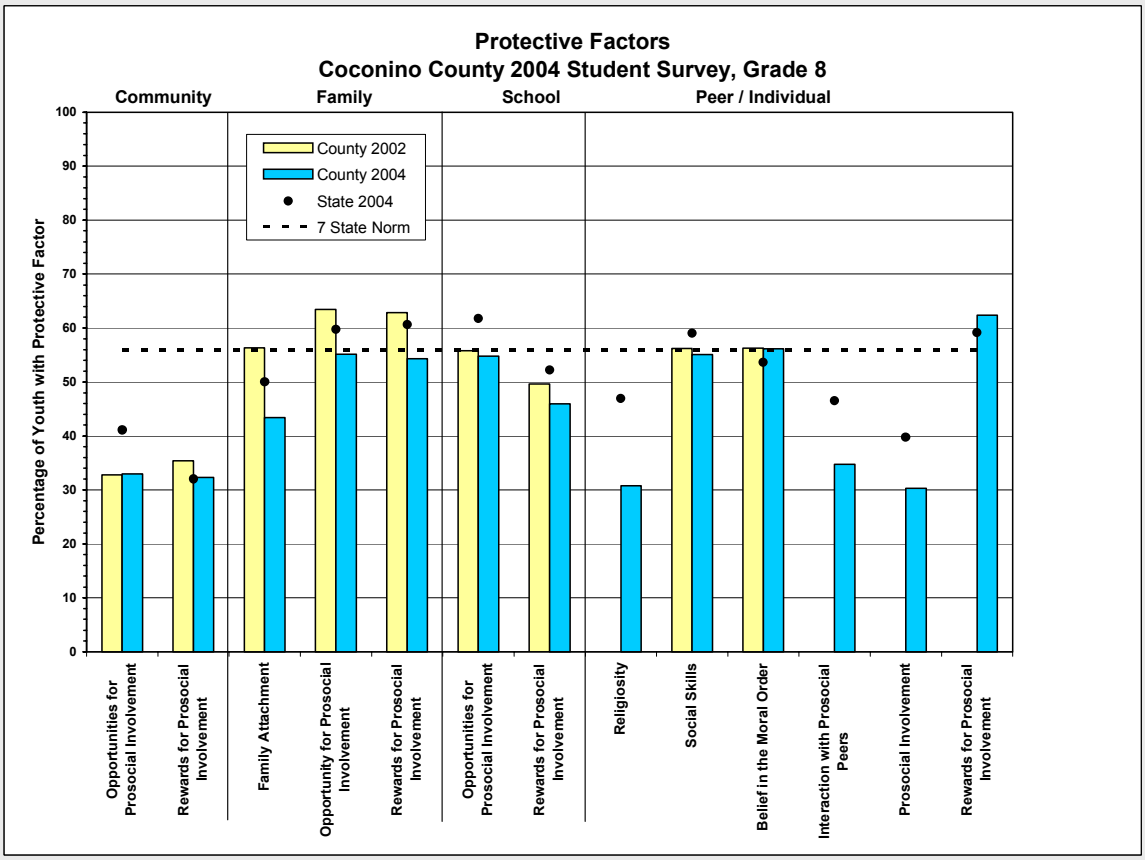
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

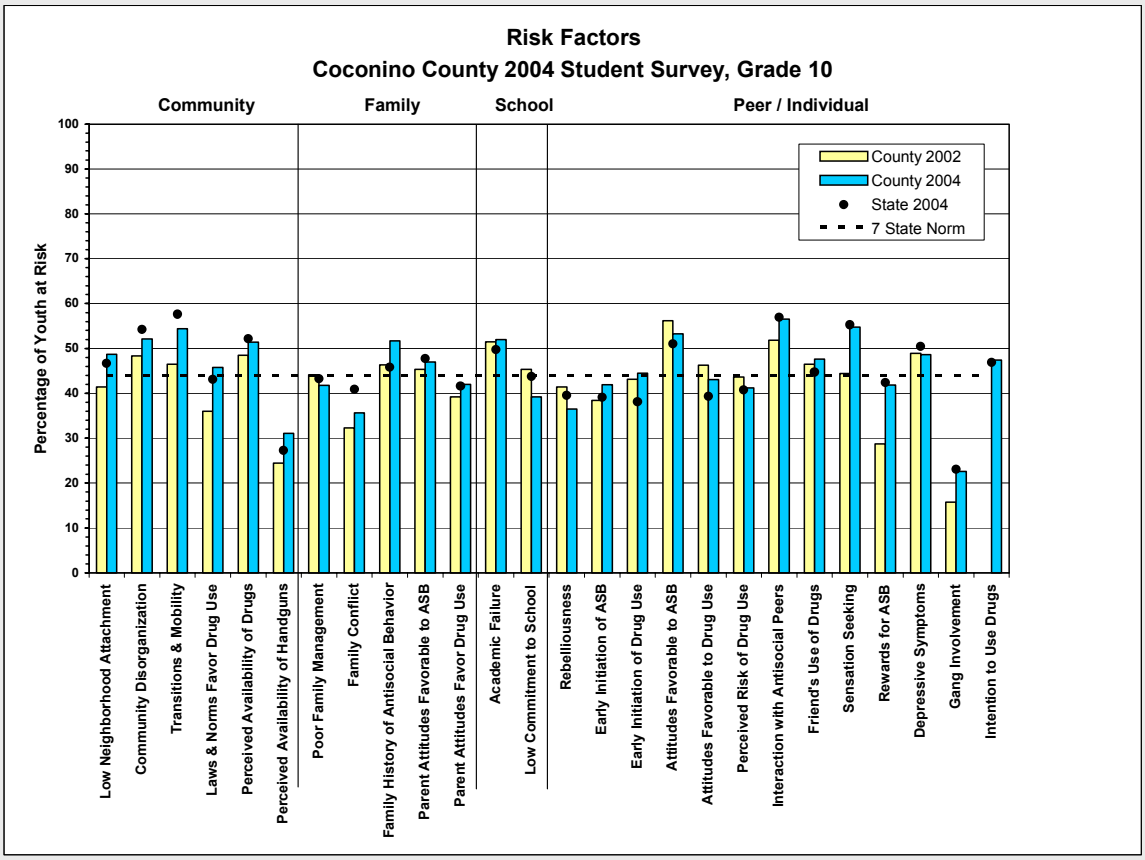
Elevated Risk and Protection

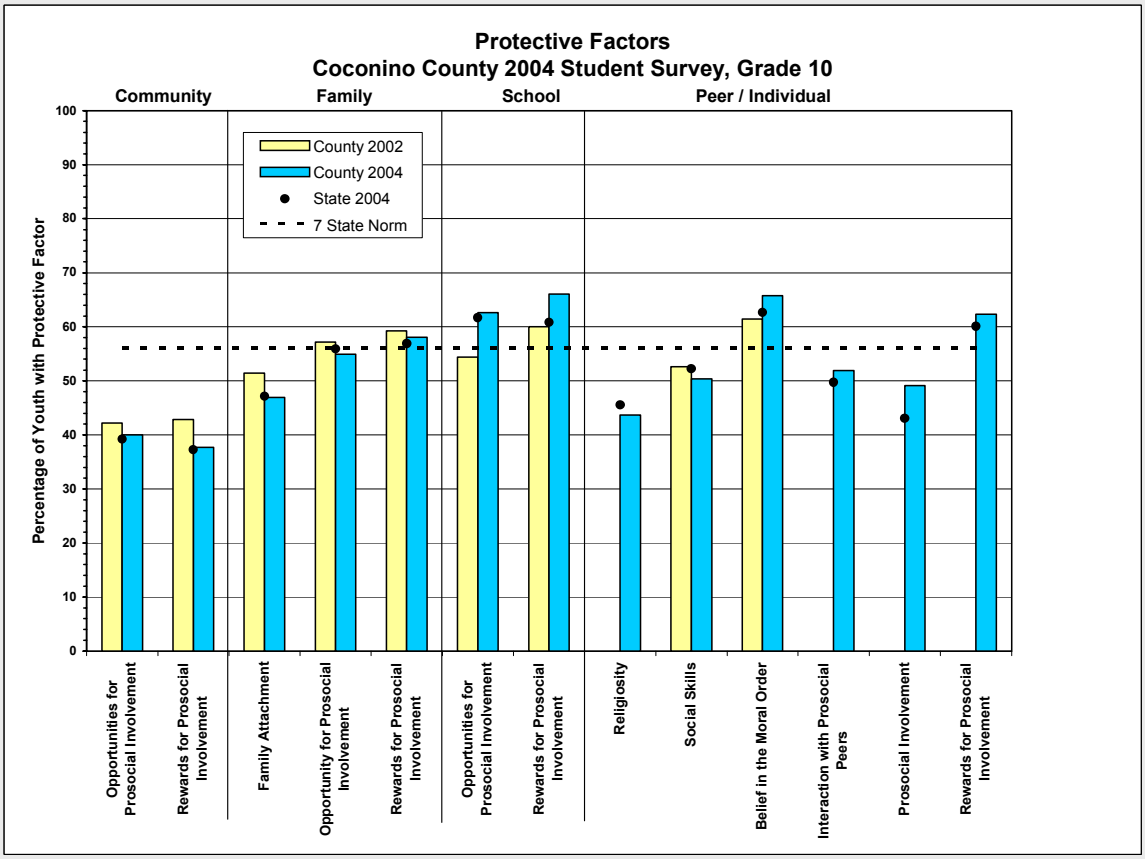




Risk and Protective Factor Profiles

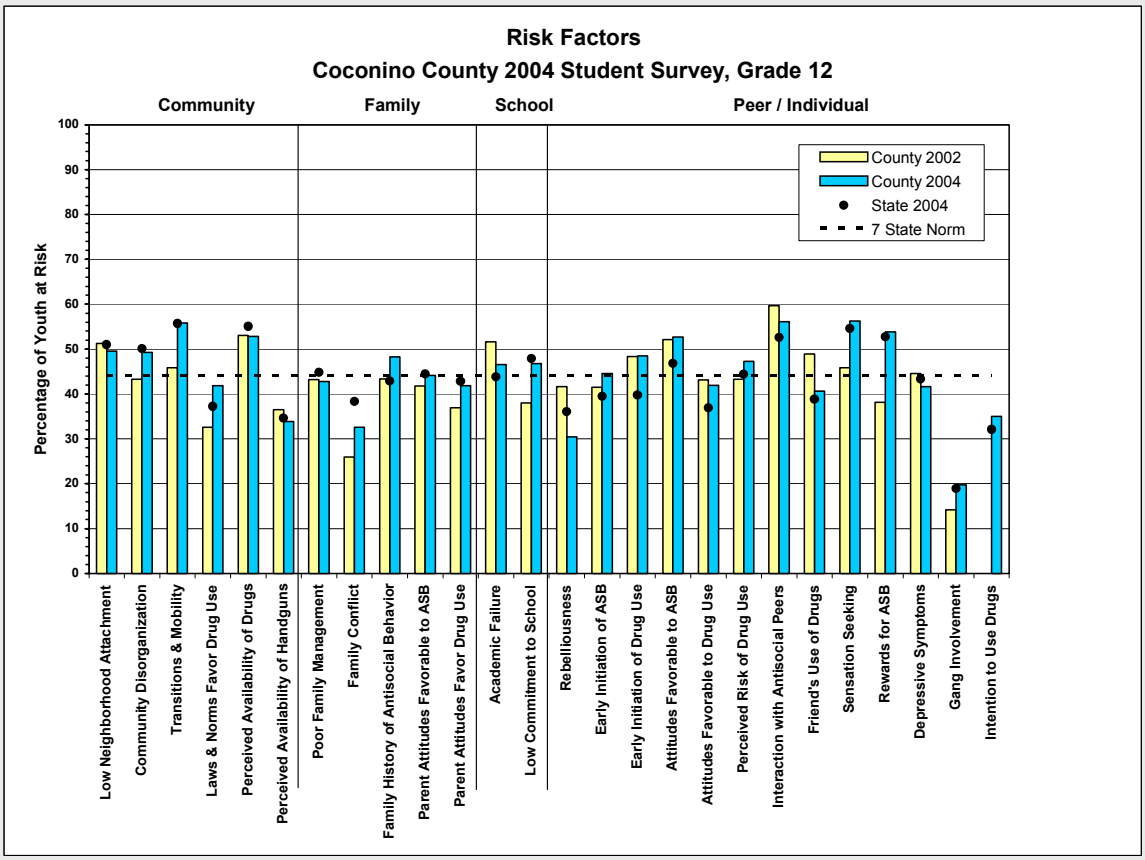
Elevated Risk and Protection

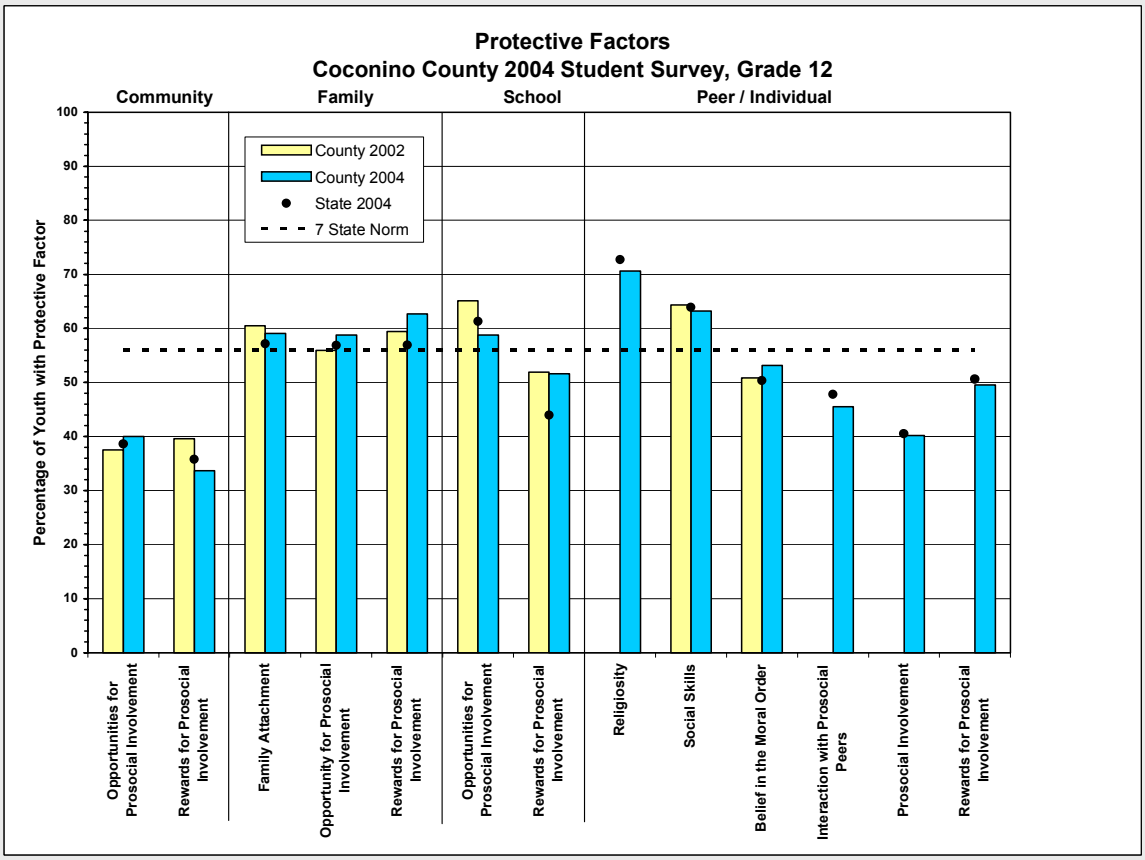




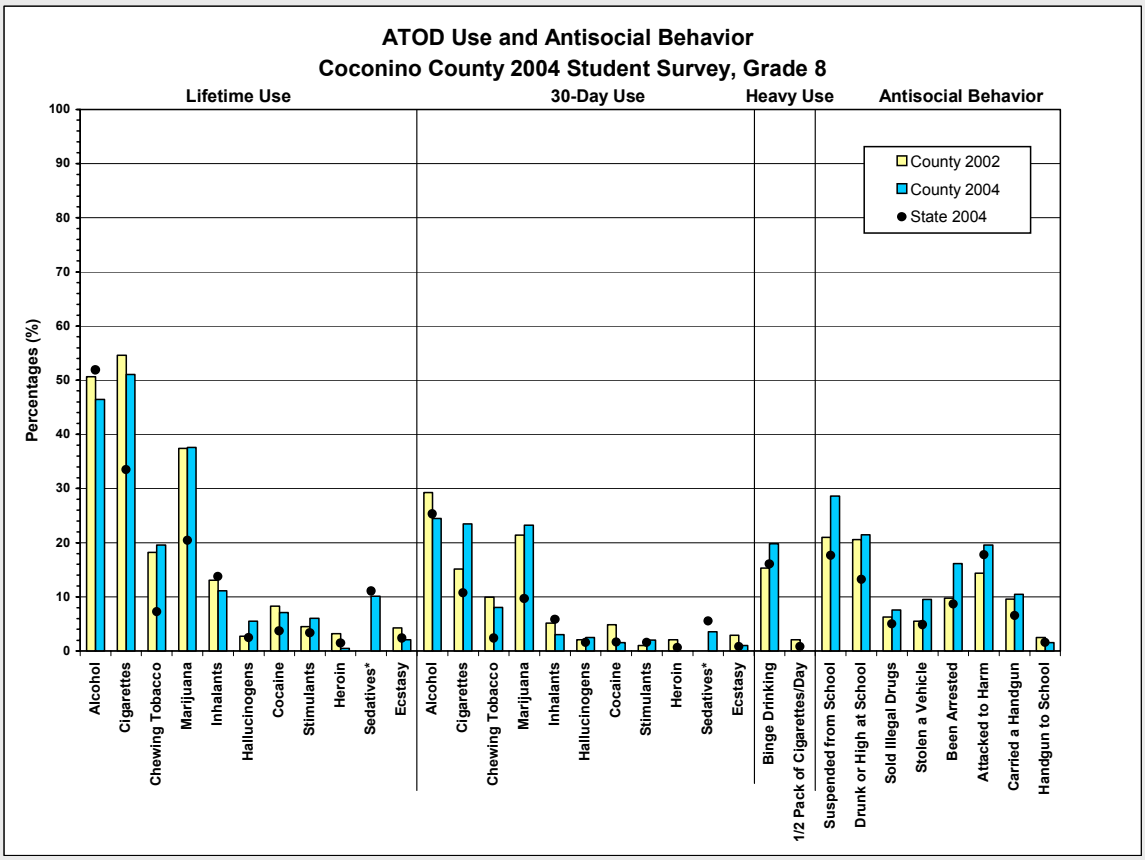
Risk and Protective Factor Profiles

Elevated Risk and Protection

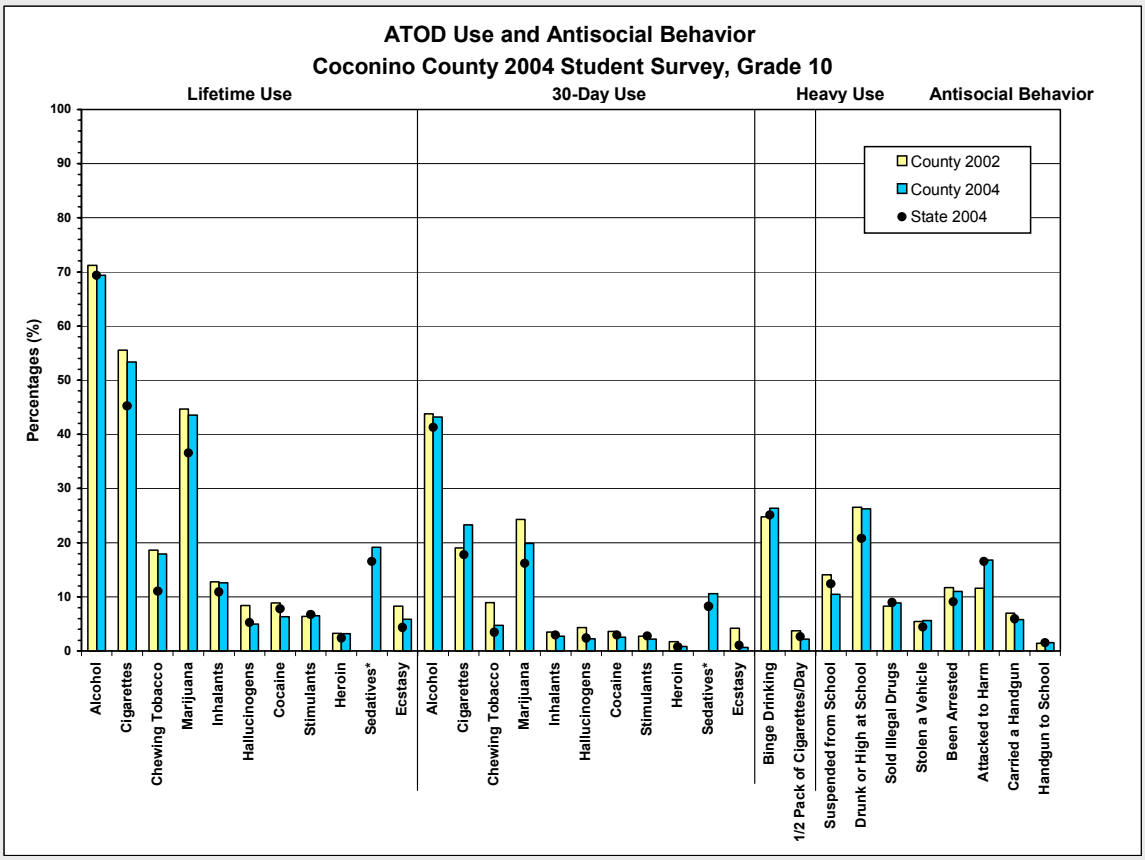


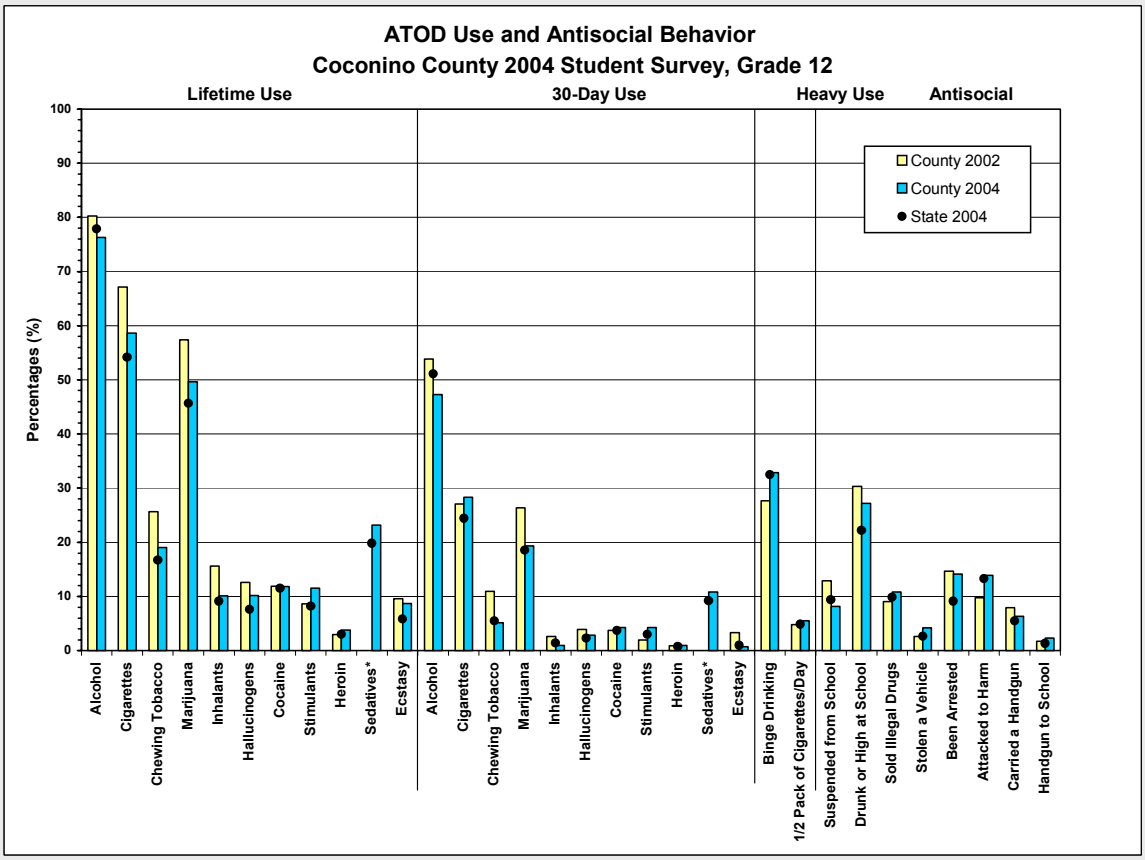


ATOD Use and Antisocial Behavior

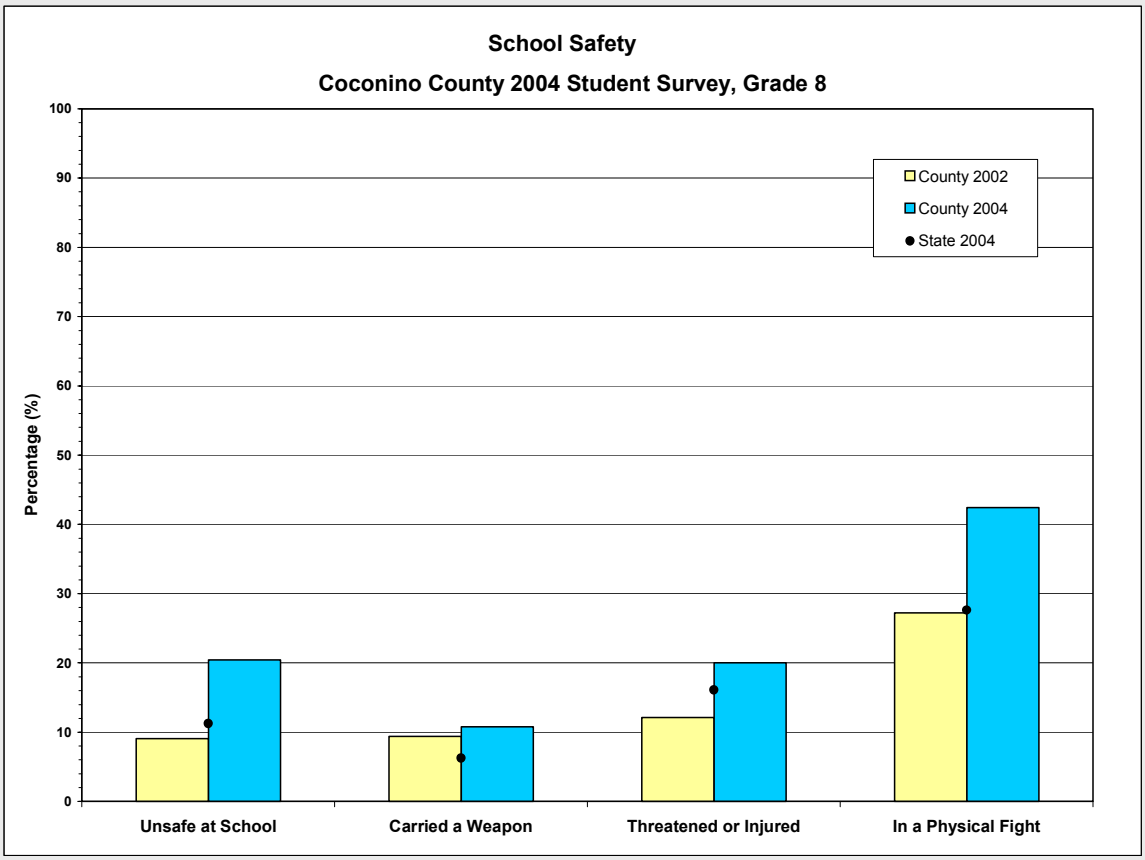


ATOD Use and Antisocial Behavior

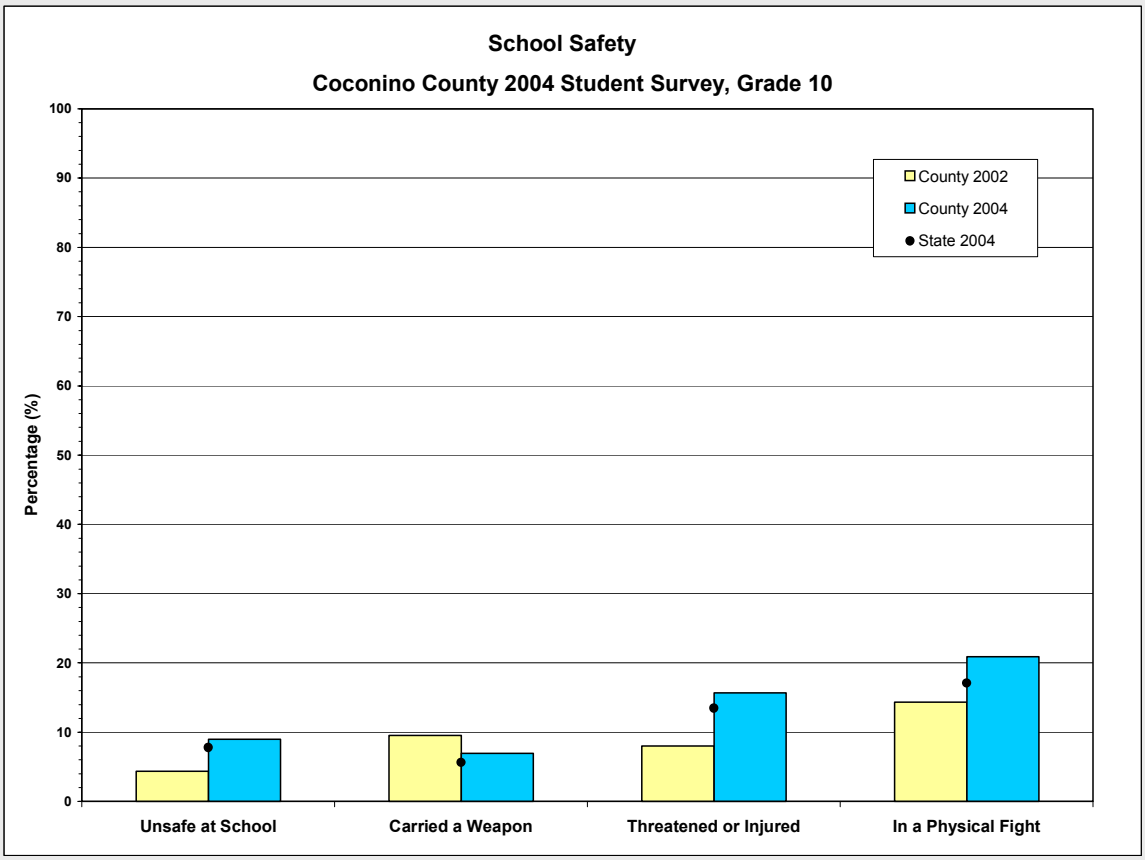




School Safety Profile



School Safety Profile



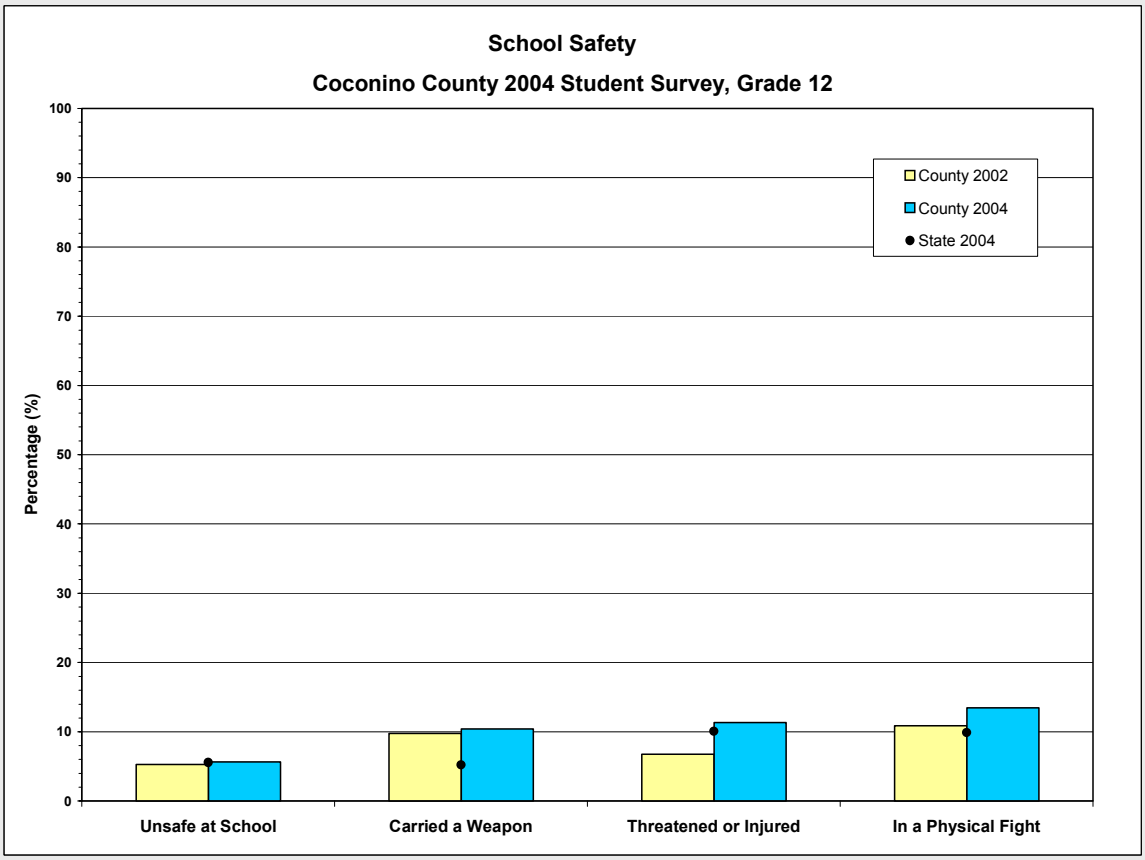


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	228	3451	200	18812	474	4984	595	12558	298	3768	430	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	50.6	56.9	46.5	51.9	71.2	72.3	69.4	69.3	80.2	80.8	76.3	77.9
Cigarettes	54.6	39.6	51.0	33.5	55.5	49.8	53.3	45.3	67.2	61.1	58.6	54.2
Chewing Tobacco	18.2	6.8	19.6	7.2	18.6	10.2	17.9	11.0	25.6	16.9	19.1	16.7
Marijuana	37.4	26.6	37.6	20.4	44.7	41.6	43.6	36.6	57.4	50.8	49.6	45.7
Inhalants	13.0	11.9	11.1	13.7	12.8	10.4	12.6	10.9	15.6	10.1	10.1	9.1
Hallucinogens	2.7	2.4	5.5	2.5	8.4	8.3	5.0	5.3	12.6	12.6	10.2	7.6
Cocaine	8.3	4.5	7.1	3.7	8.9	8.2	6.3	7.8	11.9	12.0	11.8	11.5
Stimulants	4.5	2.9	6.1	3.4	6.4	6.8	6.5	6.7	8.6	8.6	11.5	8.2
Heroin	3.2	1.9	0.5	1.5	3.3	3.2	3.2	2.4	3.0	3.8	3.8	3.0
Sedatives*	*	*	10.1	11.0	*	*	19.2	16.5	*	*	23.2	19.8
Ecstasy	4.3	5.5	2.1	2.4	8.3	8.2	5.8	4.3	9.6	12.0	8.7	5.9
Any Drug	41.7	33.2	46.1	33.2	48.3	44.5	52.6	45.6	58.1	52.8	56.7	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	29.2	34.4	24.5	25.3	43.8	47.9	43.2	41.3	53.8	58.9	47.3	51.1
Cigarettes	15.1	9.1	23.5	10.7	19.0	18.1	23.3	17.7	27.1	23.2	28.3	24.4
Chewing Tobacco	9.9	4.0	8.0	2.4	8.9	4.7	4.8	3.4	10.9	5.9	5.2	5.4
Marijuana	21.4	14.3	23.2	9.7	24.3	22.4	19.9	16.2	26.4	25.4	19.3	18.5
Inhalants	5.2	6.5	3.0	5.8	3.5	3.4	2.7	2.9	2.6	2.0	0.9	1.4
Hallucinogens	2.1	1.5	2.5	1.6	4.3	3.2	2.2	2.4	3.9	3.1	2.8	2.3
Cocaine	4.9	2.6	1.5	1.6	3.6	3.5	2.6	3.0	3.7	4.0	4.3	3.7
Stimulants	1.0	1.0	2.0	1.6	2.7	2.6	2.2	2.8	2.0	2.2	4.2	3.0
Heroin	2.1	1.2	0.0	0.6	1.7	1.4	0.9	0.7	0.9	1.3	1.0	0.7
Sedatives*	*	*	3.6	5.5	*	*	10.6	8.2	*	*	10.8	9.2
Ecstasy	2.9	3.6	1.0	0.8	4.2	2.5	0.7	1.1	3.3	3.2	0.7	1.0
Any Drug	26.4	19.9	27.1	17.9	27.7	25.7	28.1	23.6	29.3	28.6	28.2	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	15.3	14.1	19.8	16.0	24.8	26.0	26.4	25.1	27.7	32.2	32.9	32.5
1/2 Pack of Cigarettes/Day	2.1	1.2	0.0	0.8	3.7	3.5	2.2	2.6	4.8	6.0	5.5	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	21.0	18.1	28.6	17.7	14.1	11.6	10.5	12.3	12.9	8.1	8.2	9.3
Drunk or High at School	20.6	15.4	21.4	13.2	26.5	20.5	26.3	20.8	30.3	23.8	27.2	22.2
Sold Illegal Drugs	6.3	5.7	7.6	5.0	8.3	9.9	8.9	8.9	9.1	10.0	10.8	9.8
Stolen a Vehicle	5.5	3.3	9.5	4.8	5.4	3.6	5.6	4.4	2.6	2.1	4.2	2.6
Been Arrested	9.8	9.1	16.2	8.7	11.7	8.0	11.0	9.1	14.7	8.2	14.2	9.1
Attacked to Harm	14.4	11.6	19.6	17.8	11.6	10.8	16.8	16.5	9.7	9.1	13.9	13.3
Carried a Handgun	9.6	6.7	10.5	6.5	7.0	5.0	5.8	5.9	7.9	4.9	6.3	5.5
Handgun to School	2.5	1.4	1.5	1.5	1.4	1.3	1.5	1.5	1.7	1.0	2.3	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	42.7	38.1	44.3	40.7	41.5	39.3	48.7	46.7	51.2	44.3	49.5	51.0
Community Disorganization	42.5	43.1	59.3	47.2	48.3	40.0	52.2	54.2	43.2	39.5	49.3	50.1
Transitions & Mobility	39.1	47.4	47.9	52.5	46.5	45.3	54.4	57.6	45.8	45.1	55.8	55.7
Laws & Norms Favor Drug Use	34.7	34.9	41.1	37.6	36.0	35.1	45.8	43.1	32.6	33.1	41.9	37.2
Perceived Availability of Drugs	38.3	39.9	41.0	40.6	48.5	50.5	51.4	52.1	53.0	60.1	52.8	55.0
Perceived Availability of Handguns	34.8	37.5	41.3	37.0	24.5	24.7	31.1	27.3	36.5	32.7	33.8	34.6
Family Domain												
Poor Family Management	42.6	43.1	55.9	46.4	44.2	41.5	41.8	43.2	43.2	46.2	42.8	44.8
Family Conflict	38.8	46.1	51.1	52.5	32.3	34.3	35.7	40.9	25.9	31.4	32.6	38.3
Family History of Antisocial Behavior	48.7	40.5	66.3	46.2	46.4	37.7	51.7	45.8	43.3	35.5	48.3	42.9
Parent Attitudes Favorable to ASB	43.5	41.7	42.9	45.3	45.3	44.3	47.0	47.7	41.8	42.9	44.1	44.4
Parent Attitudes Favor Drug Use	21.4	25.8	25.4	27.7	39.2	44.0	42.0	41.6	36.9	45.2	41.8	42.8
School Domain												
Academic Failure	56.3	52.3	71.8	49.8	51.5	46.5	52.0	49.8	51.6	43.7	46.5	43.8
Low Commitment to School	35.5	41.2	40.9	39.4	45.4	45.4	39.2	43.7	38.0	44.6	46.7	47.9
Peer-Individual Domain												
Rebelliousness	36.3	40.0	35.0	37.4	41.5	40.9	36.5	39.5	41.7	38.6	30.4	36.0
Early Initiation of ASB	35.8	33.6	51.5	38.1	38.4	31.1	41.9	39.1	41.5	32.2	44.5	39.4
Early Initiation of Drug Use	45.9	40.3	51.6	38.0	43.1	39.0	44.5	38.1	48.4	40.6	48.5	39.7
Attitudes Favorable to ASB	43.4	46.3	46.0	46.0	56.2	54.5	53.3	51.0	52.1	53.3	52.7	46.8
Attitudes Favorable to Drug Use	35.3	37.4	31.5	33.5	46.3	47.2	43.1	39.3	43.2	46.4	41.9	36.9
Perceived Risk of Drug Use	52.6	47.9	51.3	48.5	43.6	45.3	41.2	40.7	43.2	47.6	47.3	44.4
Interaction with Antisocial Peers	53.1	52.1	79.7	58.2	51.8	48.2	56.5	56.9	59.7	47.8	56.1	52.6
Friend's Use of Drugs	48.0	41.9	59.4	44.2	46.4	44.8	47.6	44.7	48.9	41.3	40.6	38.8
Sensation Seeking	35.4	41.6	57.1	58.4	44.5	44.6	54.8	55.3	45.8	46.5	56.2	54.6
Rewards for ASB	38.9	38.0	45.6	49.1	28.7	34.6	41.8	42.4	38.1	40.1	53.8	52.8
Depressive Symptoms	54.4	48.2	68.4	52.5	48.9	43.8	48.6	50.5	44.6	39.7	41.6	43.3
Gang Involvement	25.4	21.7	41.2	25.1	15.8	13.6	22.6	23.0	14.2	10.7	19.8	18.9
Intention to Use Drugs	*	*	44.6	38.6	*	*	47.4	46.9	*	*	35.0	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	32.7	40.7	33.0	41.1	42.2	43.6	40.0	39.2	37.5	43.2	40.0	38.6
Rewards for Prosocial Involvement	35.4	31.9	32.3	32.0	42.9	42.3	37.7	37.3	39.6	37.4	33.7	35.8
Family Domain												
Family Attachment	56.3	52.4	43.4	50.0	51.4	49.4	46.9	47.1	60.5	61.5	59.1	57.2
Opportunity for Prosocial Involvement	63.4	59.2	55.1	59.7	57.2	57.8	54.9	55.9	56.0	56.9	58.8	56.8
Rewards for Prosocial Involvement	62.9	61.0	54.3	60.6	59.2	56.5	58.1	56.9	59.4	57.7	62.7	56.9
School Domain												
Opportunities for Prosocial Involvement	55.8	56.2	54.8	61.8	54.4	58.6	62.6	61.7	65.1	64.2	58.8	61.3
Rewards for Prosocial Involvement	49.6	48.9	46.0	52.2	60.1	60.8	66.1	60.8	51.9	49.5	51.6	43.9
Peer-Individual Domain												
Religiosity	*	*	30.8	46.9	*	*	43.7	45.5	*	*	70.6	72.7
Social Skills	56.2	59.5	55.1	59.1	52.6	53.8	50.3	52.2	64.3	64.1	63.2	63.9
Belief in the Moral Order	56.3	50.0	56.1	53.6	61.4	58.9	65.8	62.7	50.9	45.4	53.2	50.3
Interaction with Prosocial Peers	*	*	34.7	46.5	*	*	51.9	49.7	*	*	45.5	47.8
Prosocial Involvement	*	*	30.3	39.8	*	*	49.2	43.1	*	*	40.2	40.5
Rewards for Prosocial Involvement	*	*	62.4	59.2	*	*	62.3	60.1	*	*	49.5	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	90.6	94.6	89.2	93.7	90.4	94.2	93.1	94.4	90.3	93.2	89.6	94.8
	1 day	3.0	1.8	7.2	2.9	1.8	1.0	3.2	1.8	1.1	1.2	2.1	1.3
	2-3 days	4.2	1.3	1.5	1.5	2.0	1.2	1.5	1.2	1.9	0.8	1.4	0.8
	4-5 days	0.2	0.5	0.5	0.5	0.7	0.4	0.5	0.5	0.6	0.6	0.5	0.4
	6 or more days	2.0	1.7	1.5	1.5	5.1	3.2	1.7	2.1	6.1	4.1	6.4	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	90.9	94.7	79.6	88.7	95.7	97.7	91.0	92.2	94.7	97.4	94.3	94.4
	1 day	3.9	3.2	12.2	6.1	1.4	1.1	5.1	4.0	2.8	1.2	3.1	2.6
	2-3 days	1.7	1.2	4.6	3.1	1.3	0.7	1.2	2.0	0.8	0.5	0.7	1.6
	4-5 days	1.5	0.2	1.5	0.7	0.3	0.1	1.4	0.7	0.2	0.2	0.9	0.6
	6 or more days	2.0	0.7	2.0	1.3	1.4	0.4	1.4	1.2	1.5	0.7	0.9	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	87.9	90.0	80.0	83.9	92.0	91.0	84.3	86.5	93.2	94.4	88.7	89.9
	1 time	5.2	5.4	8.2	8.7	3.2	4.0	7.6	6.8	2.3	2.6	5.2	4.9
	2-3 times	4.0	2.7	7.2	4.0	2.4	3.3	4.4	3.5	1.7	1.4	3.3	3.0
	4-5 times	1.5	0.7	2.6	1.2	0.6	0.7	1.2	1.0	0.8	0.5	0.9	0.7
	6-7 times	0.7	0.2	0.5	0.5	0.3	0.1	0.7	0.5	0.4	0.1	1.2	0.4
	8-9 times	0.2	0.1	0.0	0.3	0.1	0.1	0.5	0.3	0.4	0.2	0.0	0.2
	10-11 times	0.0	0.0	0.5	0.1	0.0	0.1	0.2	0.2	0.0	0.1	0.2	0.1
	12 or more times	0.5	0.8	1.0	1.3	1.4	0.7	1.2	1.2	1.1	0.7	0.5	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	72.7	78.5	57.6	72.4	85.7	87.6	79.1	82.9	89.1	93.5	86.5	90.1
	1 time	14.4	12.7	18.2	14.4	7.3	7.3	12.2	9.5	6.4	3.6	6.4	5.8
	2-3 times	7.5	5.9	15.7	8.5	3.9	3.6	4.9	5.0	2.3	1.8	3.3	2.6
	4-5 times	1.7	1.2	4.0	2.4	1.7	0.5	1.5	1.1	0.4	0.3	1.9	0.6
	6-7 times	1.7	0.6	2.5	0.7	0.3	0.2	1.0	0.3	0.4	0.3	0.2	0.2
	8-9 times	0.7	0.1	0.0	0.4	0.0	0.1	0.3	0.3	0.4	0.1	0.5	0.3
	10-11 times	0.0	0.1	0.5	0.2	0.0	0.1	0.0	0.2	0.0	0.0	0.0	0.1
	12 or more times	1.2	1.0	1.5	1.1	1.1	0.6	0.9	0.7	0.9	0.3	1.2	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties
Francis Garcia
The EXCEL Group
520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties
Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
520-214-2177

Gila and Pinal Counties
Heidi Haeder-Heild
Pinal Gila Behavioral Health Association (PGBHA)
480-982-1317

Maricopa County
Gabriella Guerra
ValueOptions
602-685-3861

Gila River Health Care Corporation (GRHCC)
Tom Cummins
520-562-3321

Pasqua Yaqui Tribe Behavioral Health
Theresa Ybarrez
520-879-6085

Navajo Nation
Char James
928-729-4470

Other State and National Contacts:

Arizona Criminal Justice Commission
Kristen Roof /Steve Ballance
602-364-1394/602-364-1157
www.acjc.state.az.us

Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Gila County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Gila County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

CONTENTS:

Introduction:
- *Demographics*
- *Risk & Protective Framework*

Tools for Assessment and Planning

How to Read the Charts

Data Charts:
- *Substance Use & Antisocial Behavior*
- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State.

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	541	100	832	100	12203	100	40960	100
Grade								
8	148	27.4	215	25.8	3451	28.3	18812	45.9
10	252	46.6	342	41.1	4984	40.8	12558	30.7
12	141	26.1	275	33.05	3768	30.9	9590	23.4
Gender								
Male	262	49.2	410	50.0	5881	49.3	19172	47.5
Female	271	50.8	410	50.0	6043	50.7	21161	52.5
Ethnicity								
White	303	56.7	385	47.2	6198	51.8	19745	49.0
Native American	94	17.6	186	22.8	1237	10.3	2938	7.3
Hispanic	108	20.2	172	21.1	3630	30.3	13184	32.7
African American	5	0.9	9	1.1	292	2.4	1503	3.7
Asian	7*	1.3*	4	0.5	258*	2.2*	812	2.0
Pacific Islander			6	0.736			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

The Risk and Protective Factor Model of Prevention

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

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

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

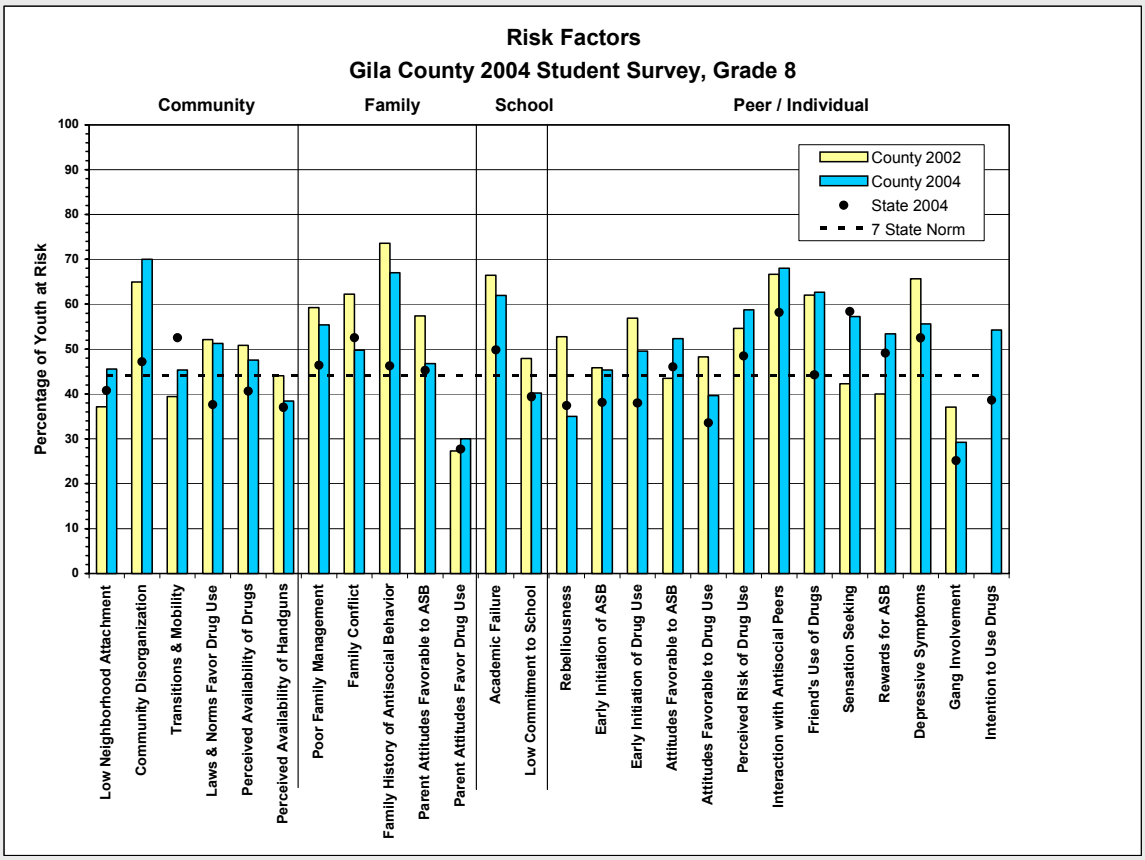
Dashed Line

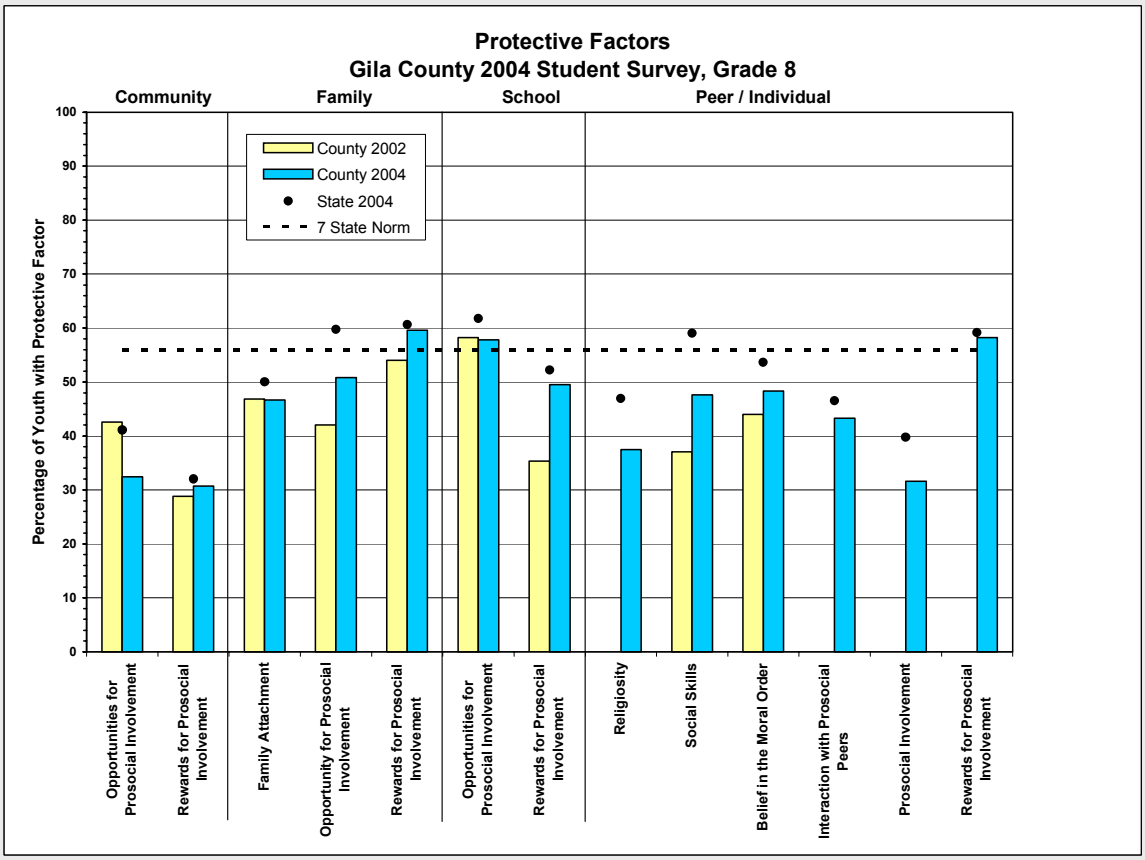
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

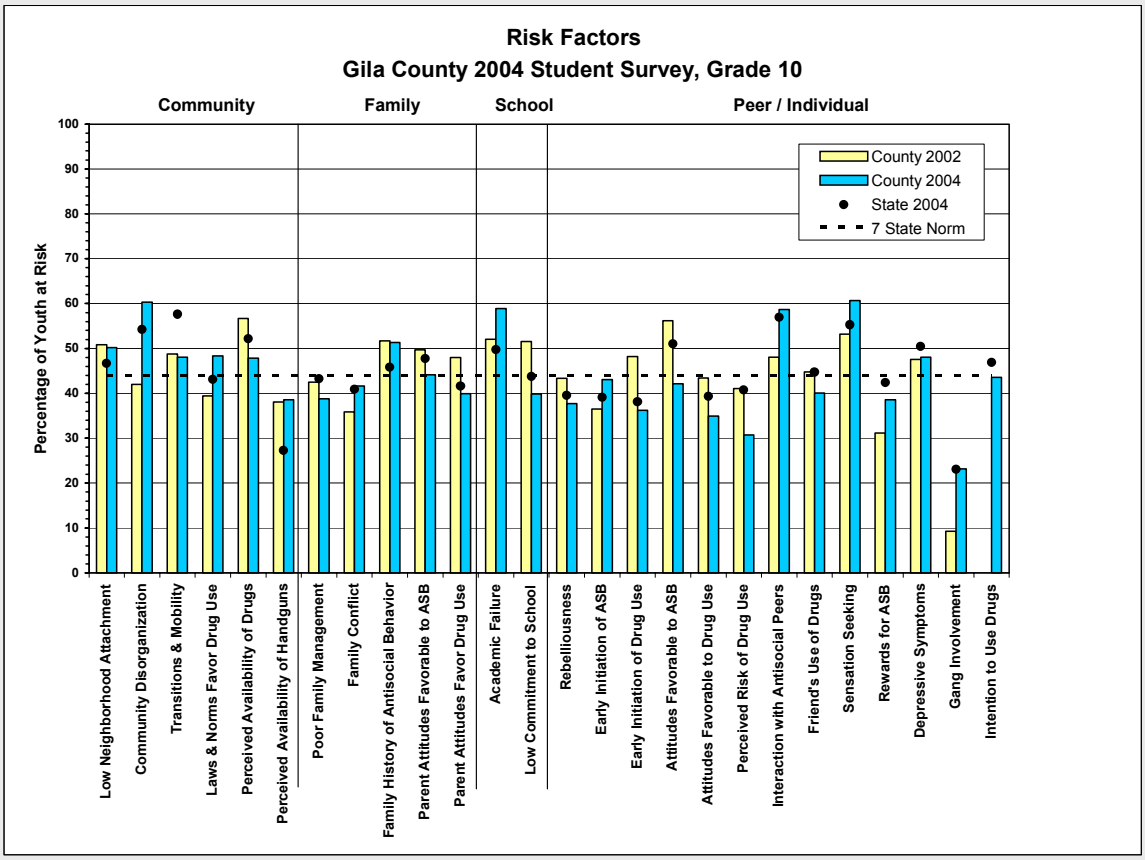
Elevated Risk and Protection

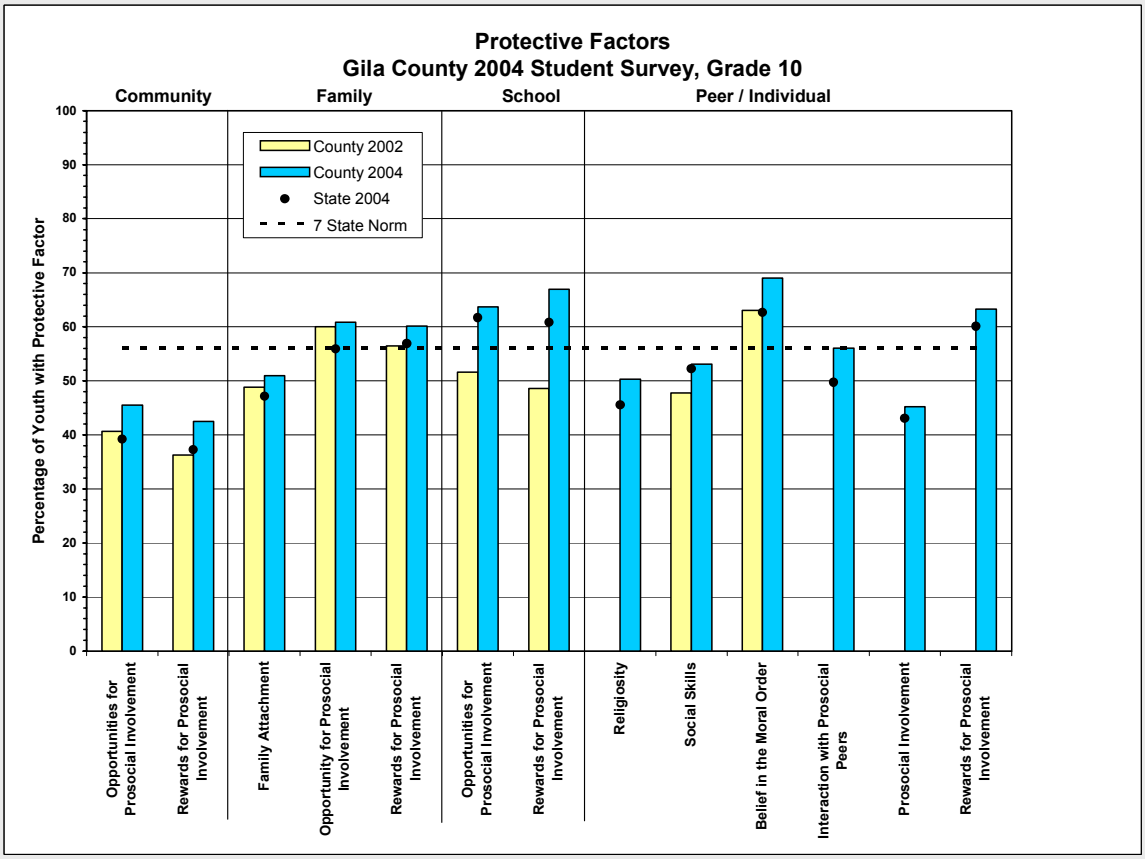




Risk and Protective Factor Profiles

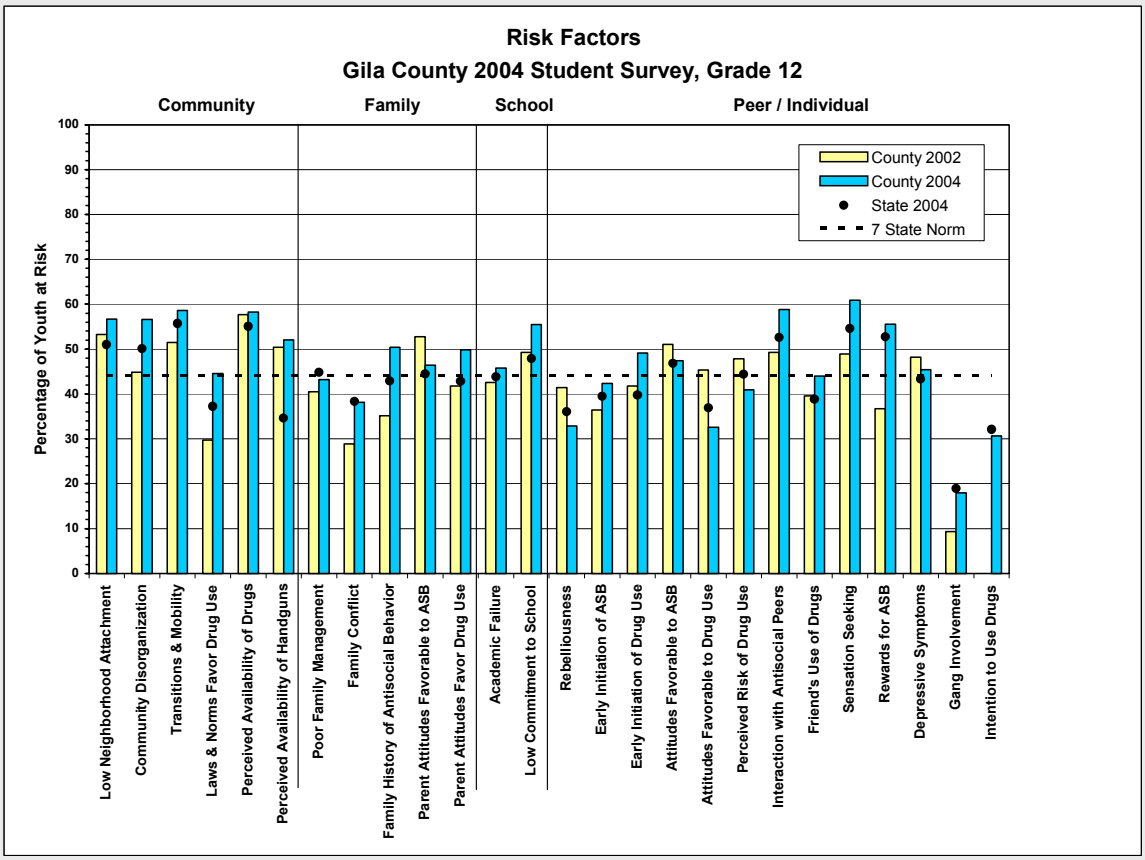
Elevated Risk and Protection

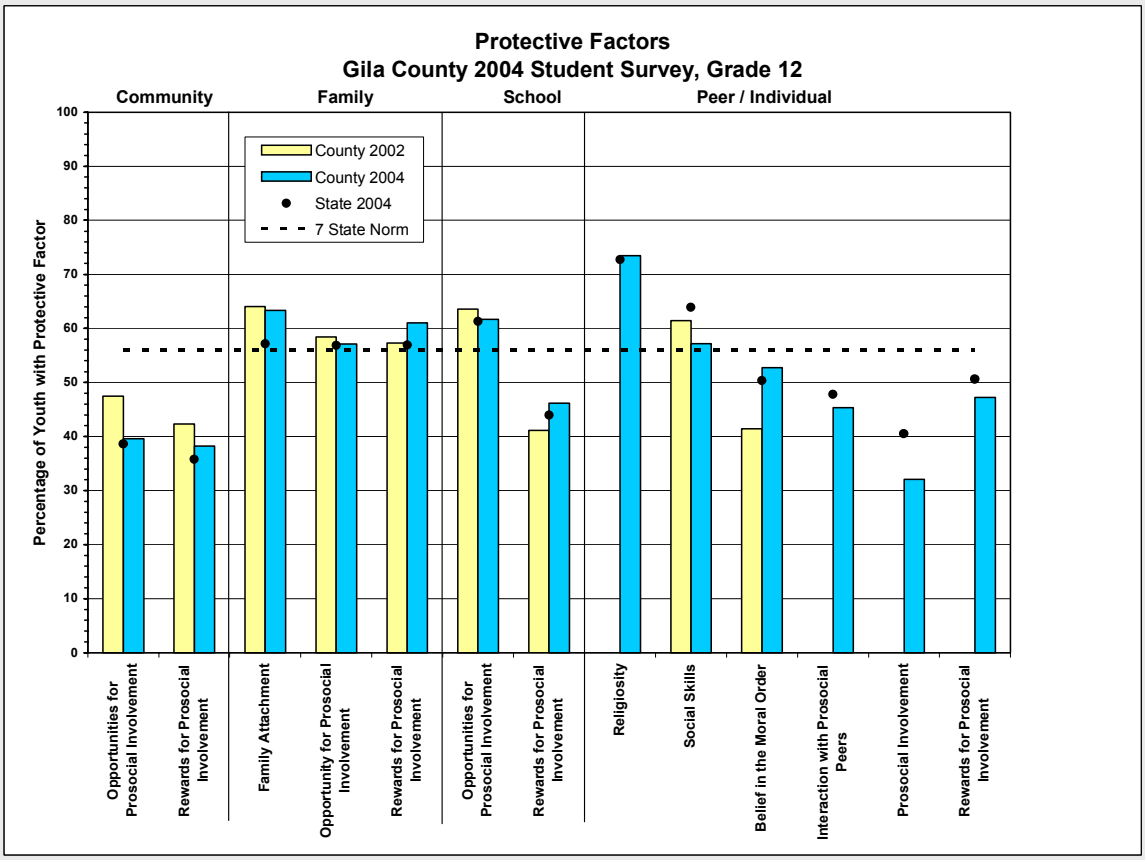




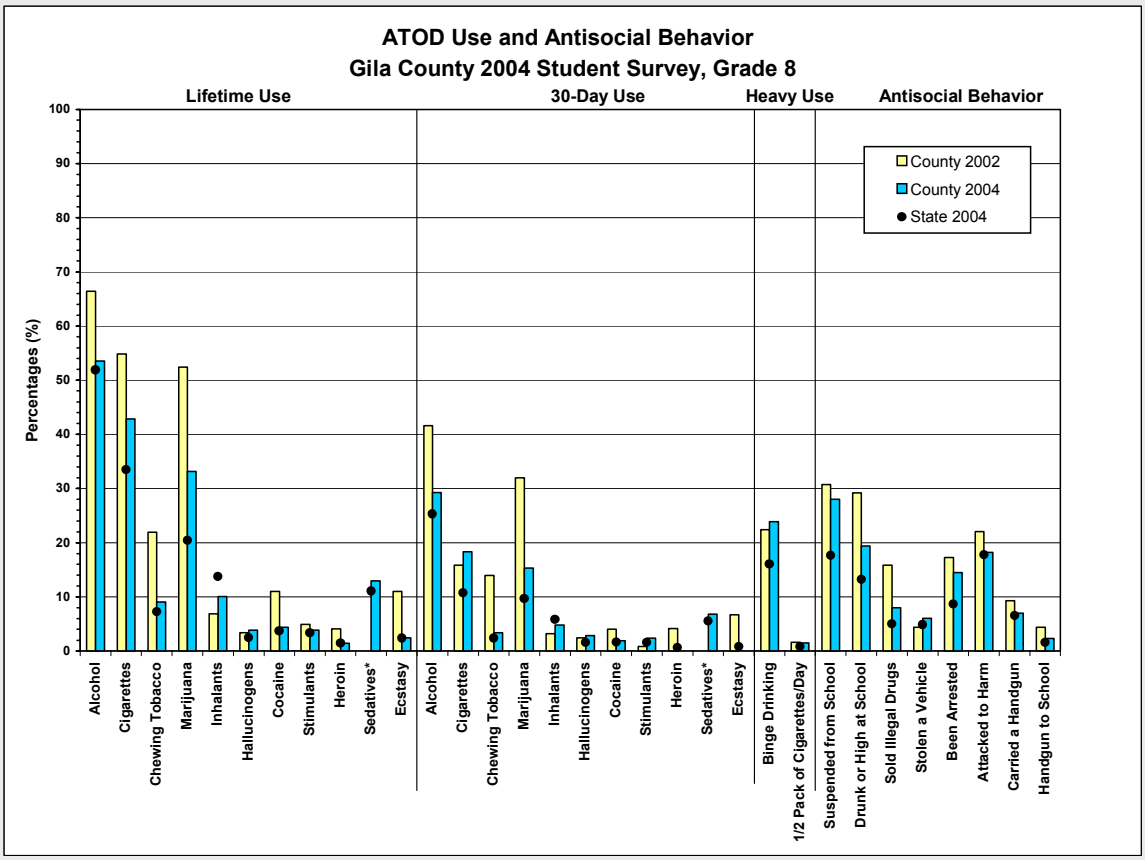
Risk and Protective Factor Profiles

Elevated Risk and Protection

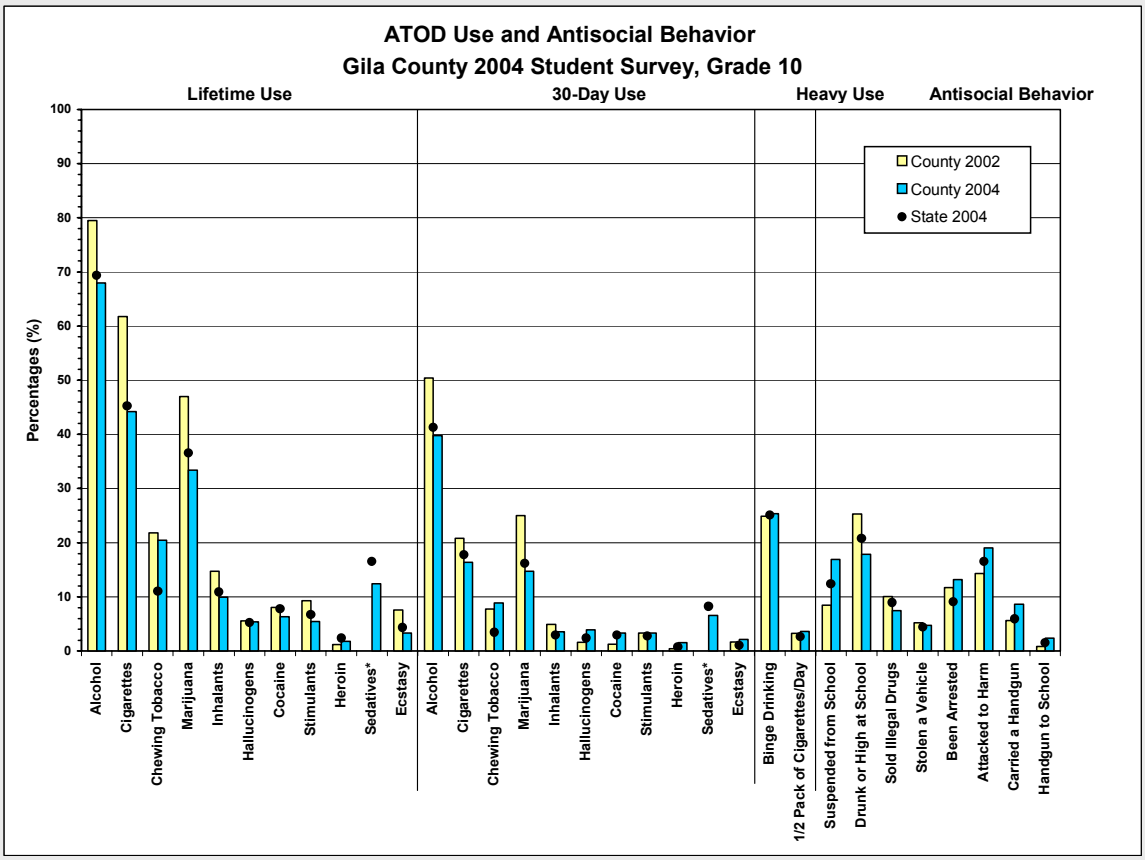


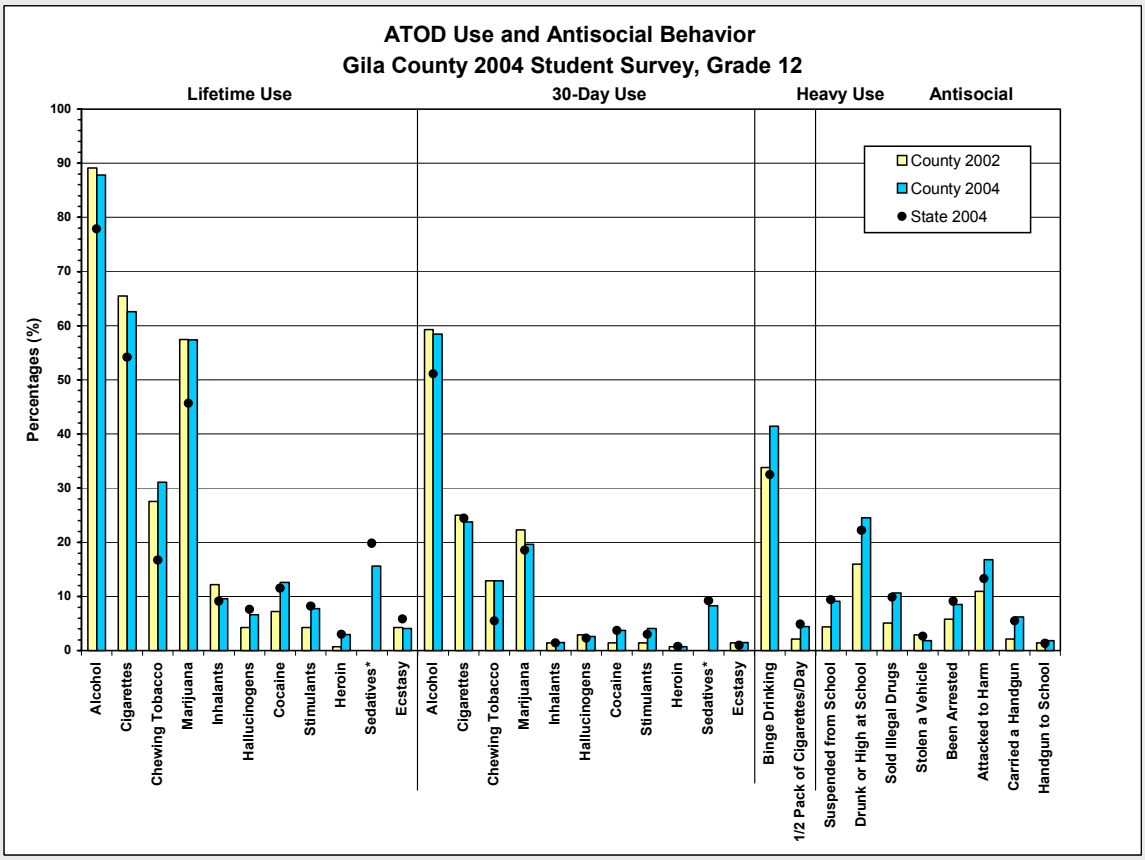


ATOD Use and Antisocial Behavior

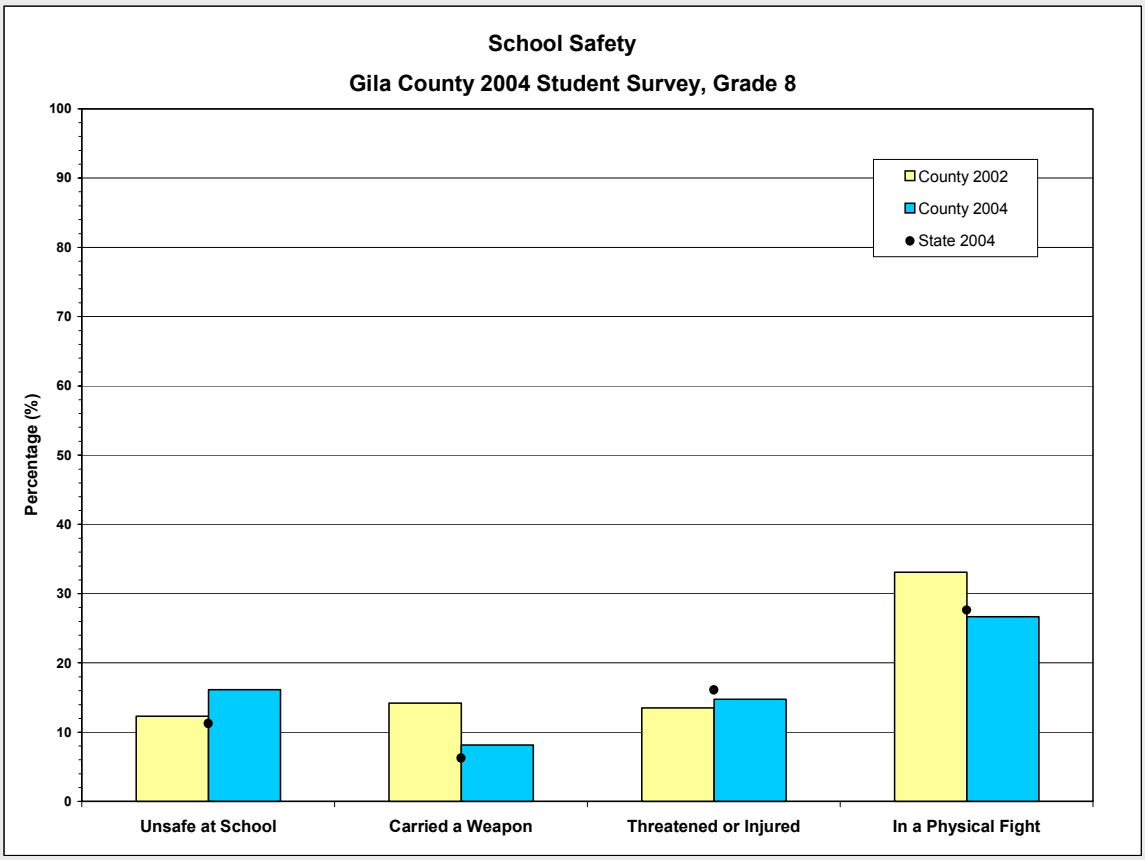


ATOD Use and Antisocial Behavior

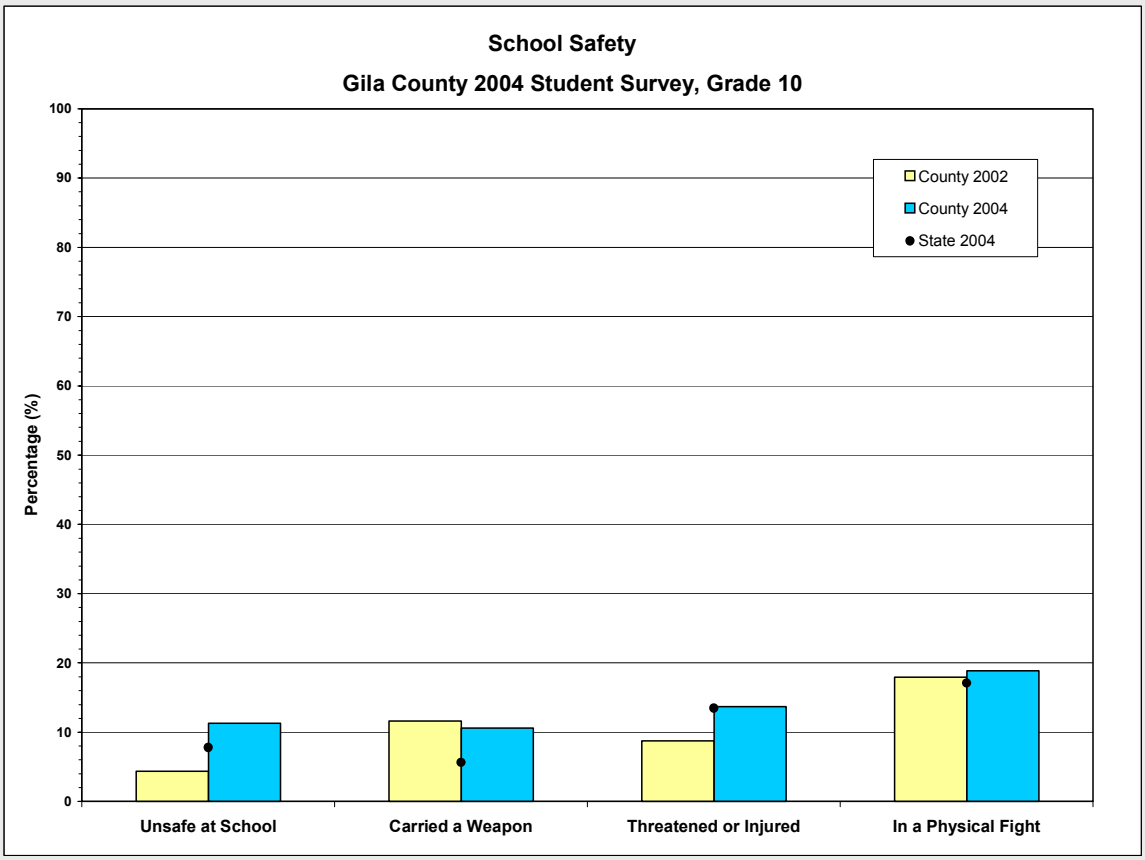




School Safety Profile



School Safety Profile



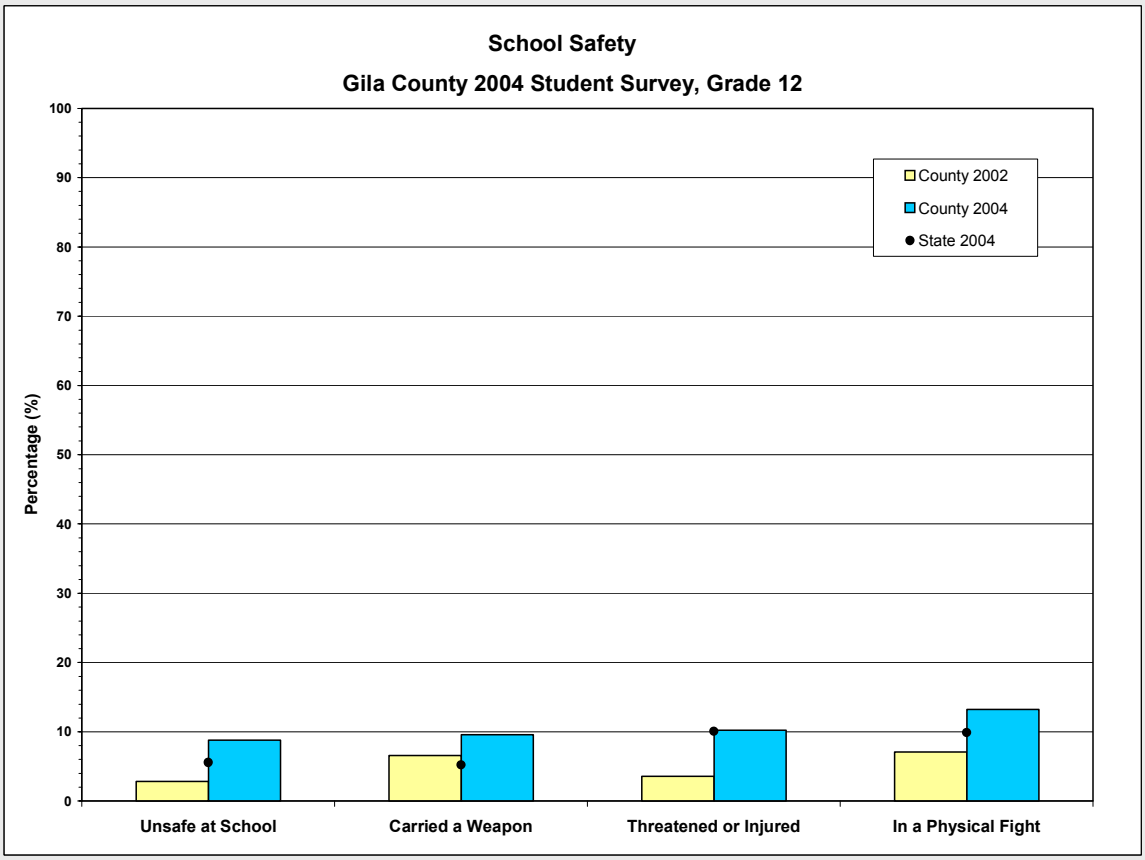


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	148	3451	215	18812	252	4984	342	12558	141	3768	275	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	66.4	56.9	53.5	51.9	79.4	72.3	68.0	69.3	89.1	80.8	87.8	77.9
Cigarettes	54.9	39.6	42.9	33.5	61.8	49.8	44.2	45.3	65.5	61.1	62.6	54.2
Chewing Tobacco	21.9	6.8	9.0	7.2	21.8	10.2	20.5	11.0	27.5	16.9	31.1	16.7
Marijuana	52.4	26.6	33.2	20.4	47.0	41.6	33.4	36.6	57.4	50.8	57.4	45.7
Inhalants	6.8	11.9	10.0	13.7	14.7	10.4	9.9	10.9	12.1	10.1	9.6	9.1
Hallucinogens	3.4	2.4	3.8	2.5	5.6	8.3	5.4	5.3	4.3	12.6	6.6	7.6
Cocaine	11.0	4.5	4.4	3.7	8.0	8.2	6.3	7.8	7.2	12.0	12.6	11.5
Stimulants	4.9	2.9	3.8	3.4	9.3	6.8	5.4	6.7	4.3	8.6	7.7	8.2
Heroin	4.1	1.9	1.5	1.5	1.2	3.2	1.8	2.4	0.7	3.8	3.0	3.0
Sedatives*	*	*	13.0	11.0	*	*	12.4	16.5	*	*	15.6	19.8
Ecstasy	11.0	5.5	2.4	2.4	7.5	8.2	3.3	4.3	4.3	12.0	4.1	5.9
Any Drug	53.4	33.2	41.3	33.2	49.2	44.5	41.8	45.6	60.3	52.8	62.4	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	41.6	34.4	29.2	25.3	50.4	47.9	39.8	41.3	59.3	58.9	58.5	51.1
Cigarettes	15.9	9.1	18.4	10.7	20.8	18.1	16.4	17.7	25.0	23.2	23.8	24.4
Chewing Tobacco	14.0	4.0	3.3	2.4	7.7	4.7	8.9	3.4	12.9	5.9	12.9	5.4
Marijuana	32.0	14.3	15.3	9.7	25.0	22.4	14.8	16.2	22.3	25.4	19.6	18.5
Inhalants	3.2	6.5	4.8	5.8	4.9	3.4	3.6	2.9	1.4	2.0	1.5	1.4
Hallucinogens	2.4	1.5	2.9	1.6	1.6	3.2	3.9	2.4	2.9	3.1	2.6	2.3
Cocaine	4.0	2.6	1.9	1.6	1.2	3.5	3.3	3.0	1.4	4.0	3.7	3.7
Stimulants	0.8	1.0	2.4	1.6	3.3	2.6	3.3	2.8	1.4	2.2	4.1	3.0
Heroin	4.1	1.2	0.0	0.6	0.4	1.4	1.5	0.7	0.7	1.3	0.7	0.7
Sedatives*	*	*	6.8	5.5	*	*	6.6	8.2	*	*	8.2	9.2
Ecstasy	6.7	3.6	0.0	0.8	1.7	2.5	2.1	1.1	1.4	3.2	1.5	1.0
Any Drug	35.5	19.9	23.5	17.9	27.8	25.7	22.1	23.6	23.4	28.6	25.6	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	22.4	14.1	23.9	16.0	24.9	26.0	25.4	25.1	33.8	32.2	41.4	32.5
1/2 Pack of Cigarettes/Day	1.6	1.2	1.5	0.8	3.3	3.5	3.6	2.6	2.1	6.0	4.5	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	30.7	18.1	28.0	17.7	8.4	11.6	16.9	12.3	4.3	8.1	9.1	9.3
Drunk or High at School	29.2	15.4	19.4	13.2	25.3	20.5	17.9	20.8	15.9	23.8	24.5	22.2
Sold Illegal Drugs	15.8	5.7	8.0	5.0	10.0	9.9	7.5	8.9	5.1	10.0	10.6	9.8
Stolen a Vehicle	4.3	3.3	6.1	4.8	5.2	3.6	4.7	4.4	2.9	2.1	1.8	2.6
Been Arrested	17.3	9.1	14.5	8.7	11.7	8.0	13.2	9.1	5.8	8.2	8.6	9.1
Attacked to Harm	22.1	11.6	18.2	17.8	14.3	10.8	19.0	16.5	10.9	9.1	16.8	13.3
Carried a Handgun	9.3	6.7	7.0	6.5	5.6	5.0	8.6	5.9	2.2	4.9	6.2	5.5
Handgun to School	4.3	1.4	2.3	1.5	0.8	1.3	2.4	1.5	1.4	1.0	1.8	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	37.2	38.1	45.5	40.7	50.8	39.3	50.2	46.7	53.3	44.3	56.7	51.0
Community Disorganization	64.9	43.1	70.0	47.2	42.0	40.0	60.4	54.2	44.9	39.5	56.6	50.1
Transitions & Mobility	39.4	47.4	45.3	52.5	48.7	45.3	48.0	57.6	51.5	45.1	58.6	55.7
Laws & Norms Favor Drug Use	52.1	34.9	51.2	37.6	39.4	35.1	48.3	43.1	29.7	33.1	44.5	37.2
Perceived Availability of Drugs	50.8	39.9	47.5	40.6	56.7	50.5	47.9	52.1	57.7	60.1	58.3	55.0
Perceived Availability of Handguns	44.1	37.5	38.5	37.0	38.1	24.7	38.5	27.3	50.4	32.7	52.1	34.6
Family Domain												
Poor Family Management	59.3	43.1	55.4	46.4	42.5	41.5	38.8	43.2	40.4	46.2	43.2	44.8
Family Conflict	62.3	46.1	49.7	52.5	35.8	34.3	41.7	40.9	28.9	31.4	38.2	38.3
Family History of Antisocial Behavior	73.6	40.5	67.0	46.2	51.7	37.7	51.4	45.8	35.2	35.5	50.4	42.9
Parent Attitudes Favorable to ASB	57.4	41.7	46.7	45.3	49.7	44.3	44.1	47.7	52.7	42.9	46.4	44.4
Parent Attitudes Favor Drug Use	27.3	25.8	30.0	27.7	48.0	44.0	39.9	41.6	41.8	45.2	49.8	42.8
School Domain												
Academic Failure	66.4	52.3	62.0	49.8	52.0	46.5	58.9	49.8	42.5	43.7	45.8	43.8
Low Commitment to School	47.9	41.2	40.2	39.4	51.6	45.4	39.8	43.7	49.3	44.6	55.5	47.9
Peer-Individual Domain												
Rebelliousness	52.7	40.0	35.0	37.4	43.4	40.9	37.7	39.5	41.4	38.6	32.8	36.0
Early Initiation of ASB	45.8	33.6	45.3	38.1	36.5	31.1	43.0	39.1	36.4	32.2	42.3	39.4
Early Initiation of Drug Use	56.9	40.3	49.5	38.0	48.2	39.0	36.2	38.1	41.7	40.6	49.1	39.7
Attitudes Favorable to ASB	43.4	46.3	52.3	46.0	56.2	54.5	42.1	51.0	51.1	53.3	47.4	46.8
Attitudes Favorable to Drug Use	48.3	37.4	39.6	33.5	43.4	47.2	34.9	39.3	45.3	46.4	32.6	36.9
Perceived Risk of Drug Use	54.6	47.9	58.8	48.5	41.1	45.3	30.7	40.7	47.9	47.6	40.9	44.4
Interaction with Antisocial Peers	66.7	52.1	68.0	58.2	48.0	48.2	58.7	56.9	49.3	47.8	58.8	52.6
Friend's Use of Drugs	62.1	41.9	62.7	44.2	44.8	44.8	40.1	44.7	39.6	41.3	44.0	38.8
Sensation Seeking	42.3	41.6	57.3	58.4	53.2	44.6	60.7	55.3	48.9	46.5	60.9	54.6
Rewards for ASB	40.0	38.0	53.4	49.1	31.2	34.6	38.6	42.4	36.7	40.1	55.6	52.8
Depressive Symptoms	65.6	48.2	55.6	52.5	47.6	43.8	48.0	50.5	48.2	39.7	45.4	43.3
Gang Involvement	37.1	21.7	29.3	25.1	9.2	13.6	23.2	23.0	9.4	10.7	18.0	18.9
Intention to Use Drugs	*	*	54.3	38.6	*	*	43.5	46.9	*	*	30.6	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	42.6	40.7	32.4	41.1	40.7	43.6	45.5	39.2	47.4	43.2	39.6	38.6
Rewards for Prosocial Involvement	28.8	31.9	30.7	32.0	36.3	42.3	42.5	37.3	42.3	37.4	38.2	35.8
Family Domain												
Family Attachment	46.8	52.4	46.6	50.0	48.8	49.4	50.9	47.1	64.0	61.5	63.3	57.2
Opportunity for Prosocial Involvement	42.0	59.2	50.8	59.7	60.0	57.8	60.9	55.9	58.4	56.9	57.1	56.8
Rewards for Prosocial Involvement	54.0	61.0	59.6	60.6	56.5	56.5	60.1	56.9	57.3	57.7	61.0	56.9
School Domain												
Opportunities for Prosocial Involvement	58.2	56.2	57.8	61.8	51.6	58.6	63.7	61.7	63.6	64.2	61.7	61.3
Rewards for Prosocial Involvement	35.4	48.9	49.5	52.2	48.6	60.8	67.0	60.8	41.1	49.5	46.2	43.9
Peer-Individual Domain												
Religiosity	*	*	37.5	46.9	*	*	50.3	45.5	*	*	73.4	72.7
Social Skills	37.0	59.5	47.6	59.1	47.8	53.8	53.1	52.2	61.4	64.1	57.2	63.9
Belief in the Moral Order	44.0	50.0	48.3	53.6	63.1	58.9	69.0	62.7	41.4	45.4	52.7	50.3
Interaction with Prosocial Peers	*	*	43.3	46.5	*	*	56.0	49.7	*	*	45.4	47.8
Prosocial Involvement	*	*	31.6	39.8	*	*	45.2	43.1	*	*	32.1	40.5
Rewards for Prosocial Involvement	*	*	58.3	59.2	*	*	63.3	60.1	*	*	47.2	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	85.8	94.6	91.9	93.7	88.4	94.2	89.4	94.4	93.4	93.2	90.4	94.8
	1 day	2.0	1.8	3.8	2.9	1.2	1.0	3.2	1.8	0.7	1.2	1.8	1.3
	2-3 days	4.7	1.3	1.0	1.5	0.8	1.2	0.9	1.2	1.5	0.8	0.7	0.8
	4-5 days	1.4	0.5	0.0	0.5	0.8	0.4	1.2	0.5	0.0	0.6	1.1	0.4
	6 or more days	6.1	1.7	3.3	1.5	8.8	3.2	5.3	2.1	4.4	4.1	5.9	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	87.7	94.7	83.9	88.7	95.6	97.7	88.7	92.2	97.2	97.4	91.2	94.4
	1 day	3.4	3.2	7.1	6.1	1.6	1.1	3.0	4.0	1.4	1.2	4.0	2.6
	2-3 days	2.1	1.2	4.3	3.1	1.2	0.7	3.6	2.0	0.7	0.5	2.2	1.6
	4-5 days	1.4	0.2	1.9	0.7	0.4	0.1	2.1	0.7	0.0	0.2	1.1	0.6
	6 or more days	5.5	0.7	2.8	1.3	1.2	0.4	2.7	1.2	0.7	0.7	1.5	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	86.5	90.0	85.2	83.9	91.2	91.0	86.3	86.5	96.4	94.4	89.7	89.9
	1 time	5.4	5.4	8.6	8.7	3.6	4.0	5.7	6.8	2.9	2.6	4.0	4.9
	2-3 times	0.7	2.7	1.4	4.0	2.8	3.3	3.6	3.5	0.7	1.4	3.3	3.0
	4-5 times	2.0	0.7	2.4	1.2	0.4	0.7	0.9	1.0	0.0	0.5	1.1	0.7
	6-7 times	0.7	0.2	0.0	0.5	0.4	0.1	0.9	0.5	0.0	0.1	0.4	0.4
	8-9 times	0.0	0.1	0.0	0.3	0.4	0.1	0.6	0.3	0.0	0.2	0.0	0.2
	10-11 times	0.0	0.0	0.5	0.1	0.0	0.1	0.3	0.2	0.0	0.1	0.4	0.1
	12 or more times	4.7	0.8	1.9	1.3	1.2	0.7	1.8	1.2	0.0	0.7	1.1	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	66.9	78.5	73.3	72.4	82.1	87.6	81.1	82.9	92.9	93.5	86.8	90.1
	1 time	17.6	12.7	15.2	14.4	12.7	7.3	11.2	9.5	4.3	3.6	8.8	5.8
	2-3 times	8.8	5.9	8.1	8.5	4.4	3.6	3.8	5.0	2.1	1.8	3.3	2.6
	4-5 times	2.7	1.2	1.4	2.4	0.0	0.5	1.5	1.1	0.0	0.3	0.4	0.6
	6-7 times	0.7	0.6	0.5	0.7	0.0	0.2	0.0	0.3	0.7	0.3	0.4	0.2
	8-9 times	0.0	0.1	0.0	0.4	0.0	0.1	0.0	0.3	0.0	0.1	0.4	0.3
	10-11 times	0.0	0.1	0.5	0.2	0.0	0.1	0.0	0.2	0.0	0.0	0.0	0.1
	12 or more times	3.4	1.0	1.0	1.1	0.8	0.6	2.4	0.7	0.0	0.3	0.0	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
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520-318-6907

Yuma and La Paz Counties
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520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties
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Northern Arizona Regional Behavioral Health Authority (NARBHA)
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Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Graham County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Graham County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

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- *School Safety*

Risk and Protective Factor Definitions

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Table 1 contains the characteristics of the students who completed the survey from your county and the State.

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	388	100	500	100	12203	100	40960	100
Grade								
8	39	10.1	169	33.8	3451	28.3	18812	45.9
10	206	53.1	212	42.4	4984	40.8	12558	30.7
12	143	36.9	119	23.8	3768	30.9	9590	23.4
Gender								
Male	178	46.8	223	45.1	5881	49.3	19172	47.5
Female	202	53.2	271	54.9	6043	50.7	21161	52.5
Ethnicity								
White	220	57.7	224	45.4	6198	51.8	19745	49.0
Native American	3	0.8	52	10.5	1237	10.3	2938	7.3
Hispanic	130	34.1	173	35.1	3630	30.3	13184	32.7
African American	6	1.6	10	2.0	292	2.4	1503	3.7
Asian	7*	1.8*	5	1.0	258*	2.2*	812	2.0
Pacific Islander			3	0.609			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

The Risk and Protective Factor Model of Prevention

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

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

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

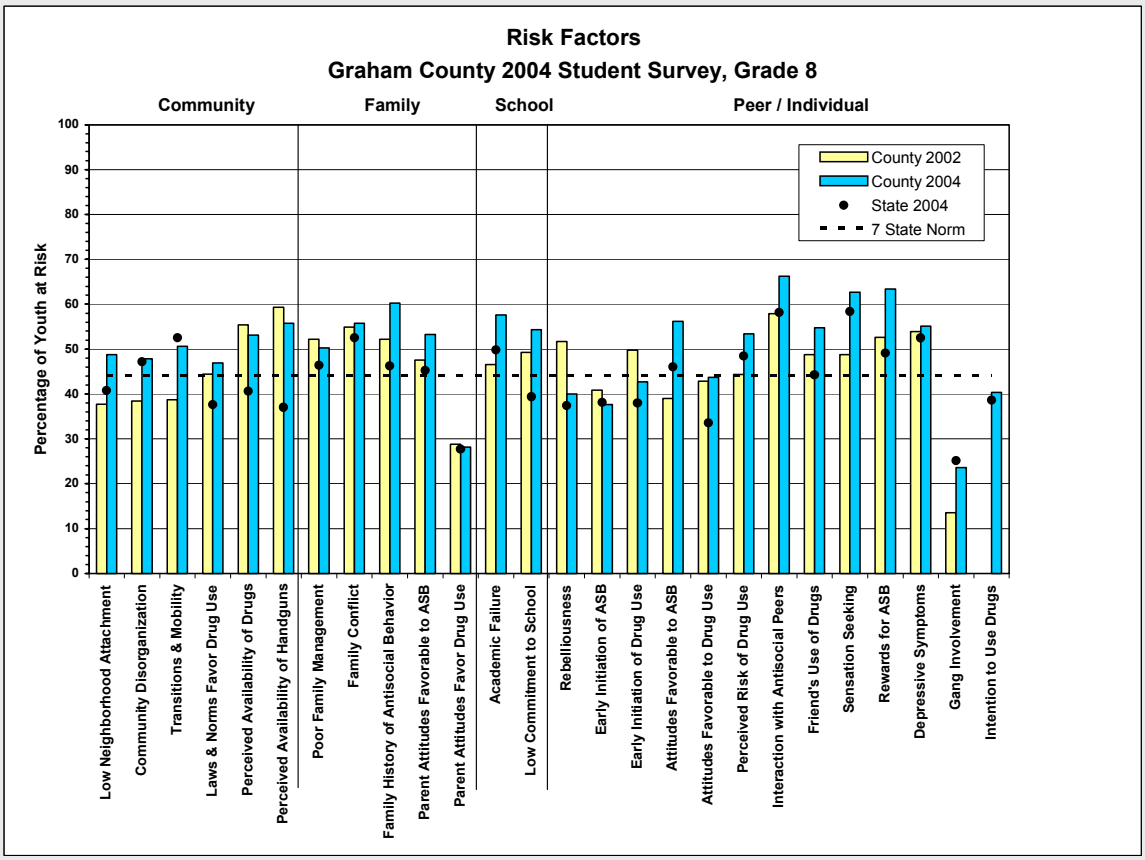
Dashed Line

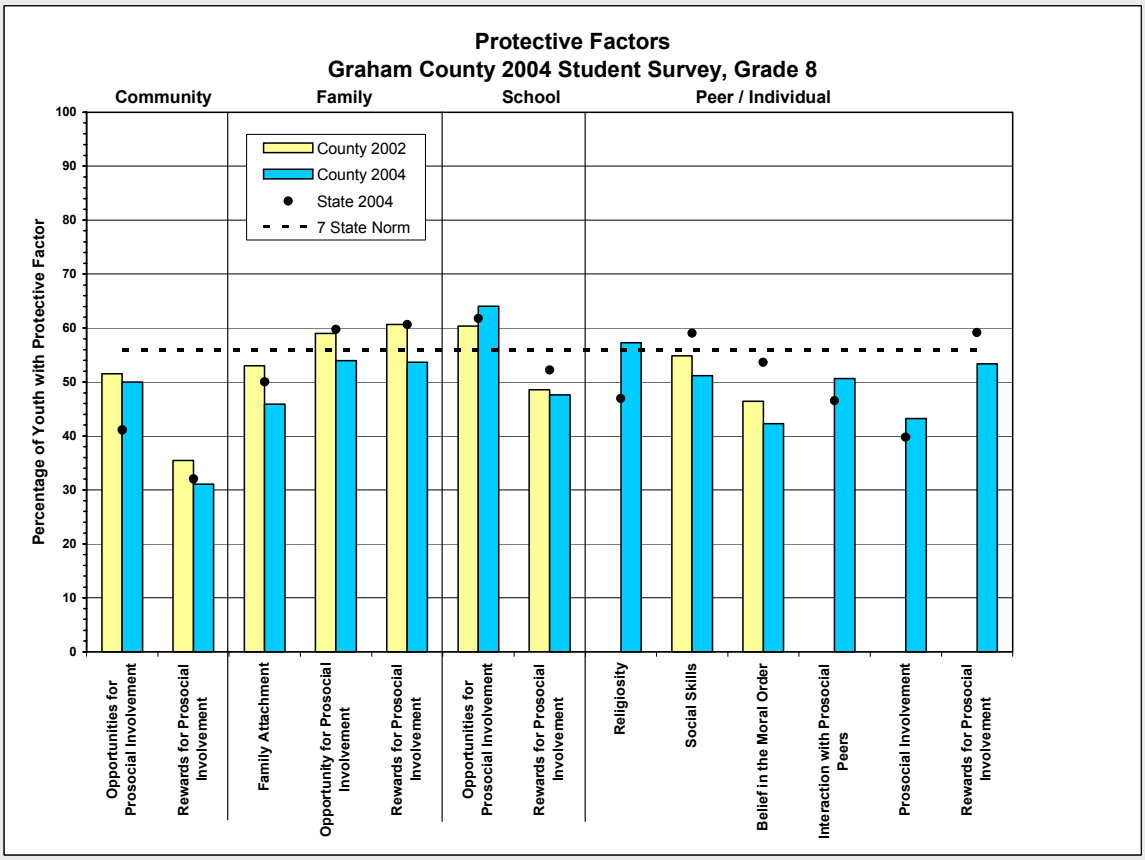
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

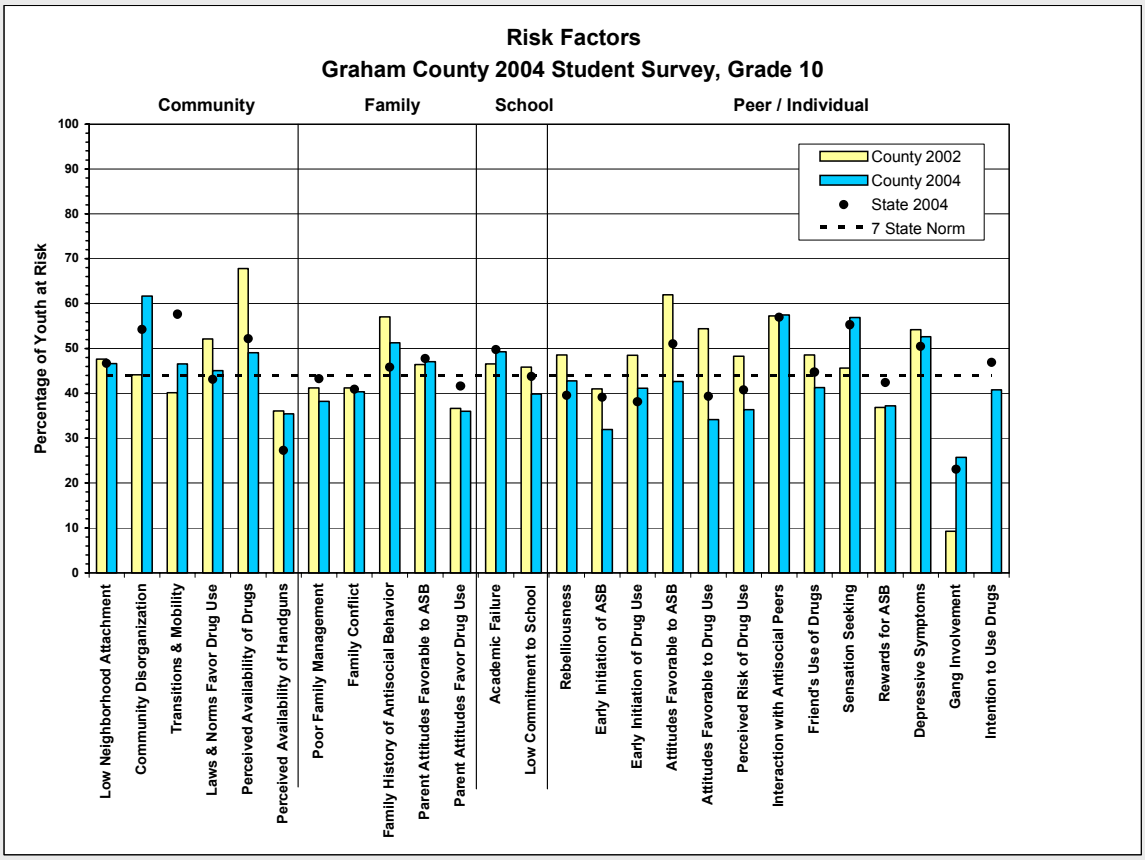
Elevated Risk and Protection

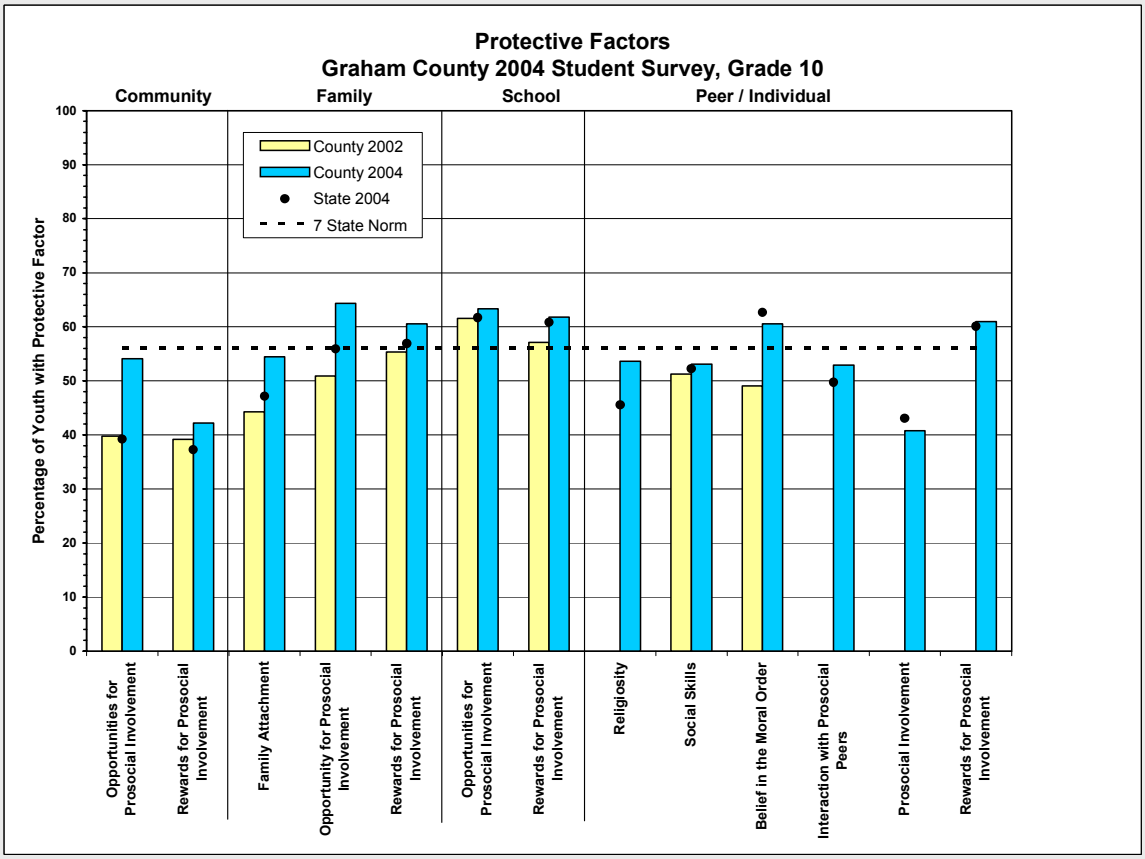




Risk and Protective Factor Profiles

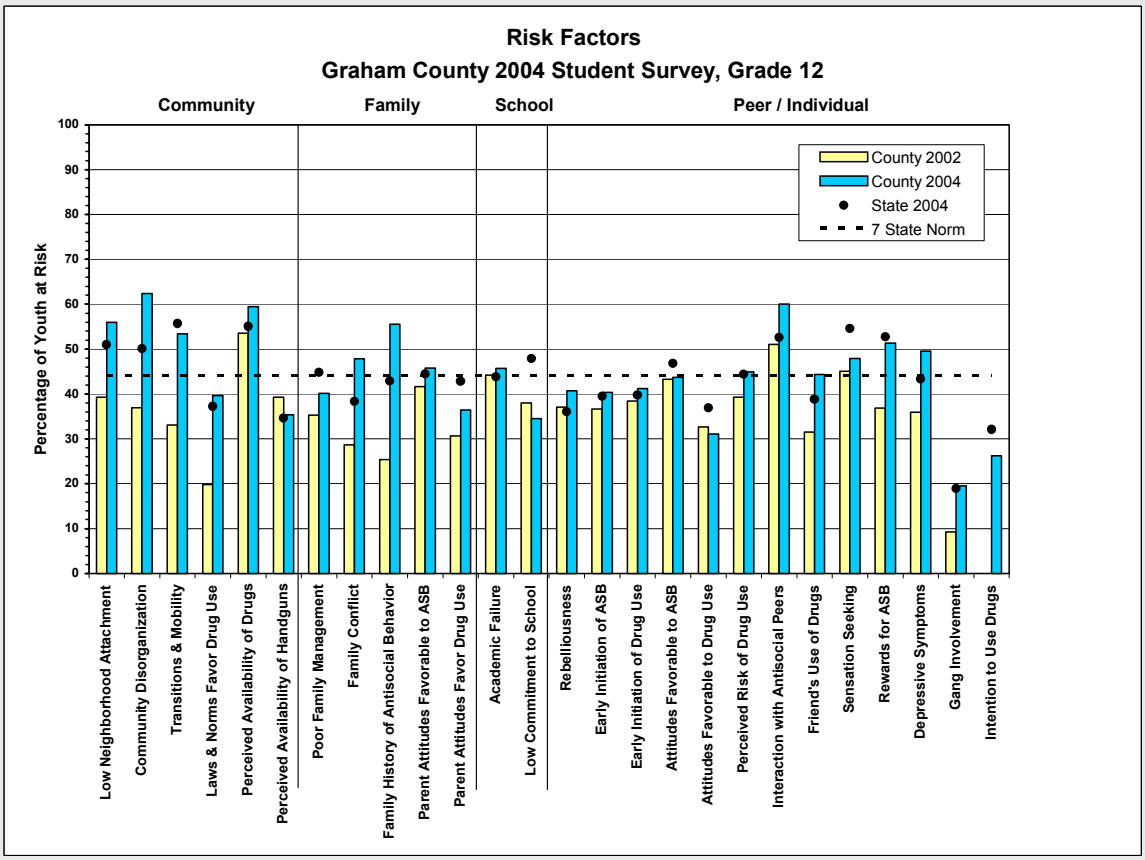
Elevated Risk and Protection

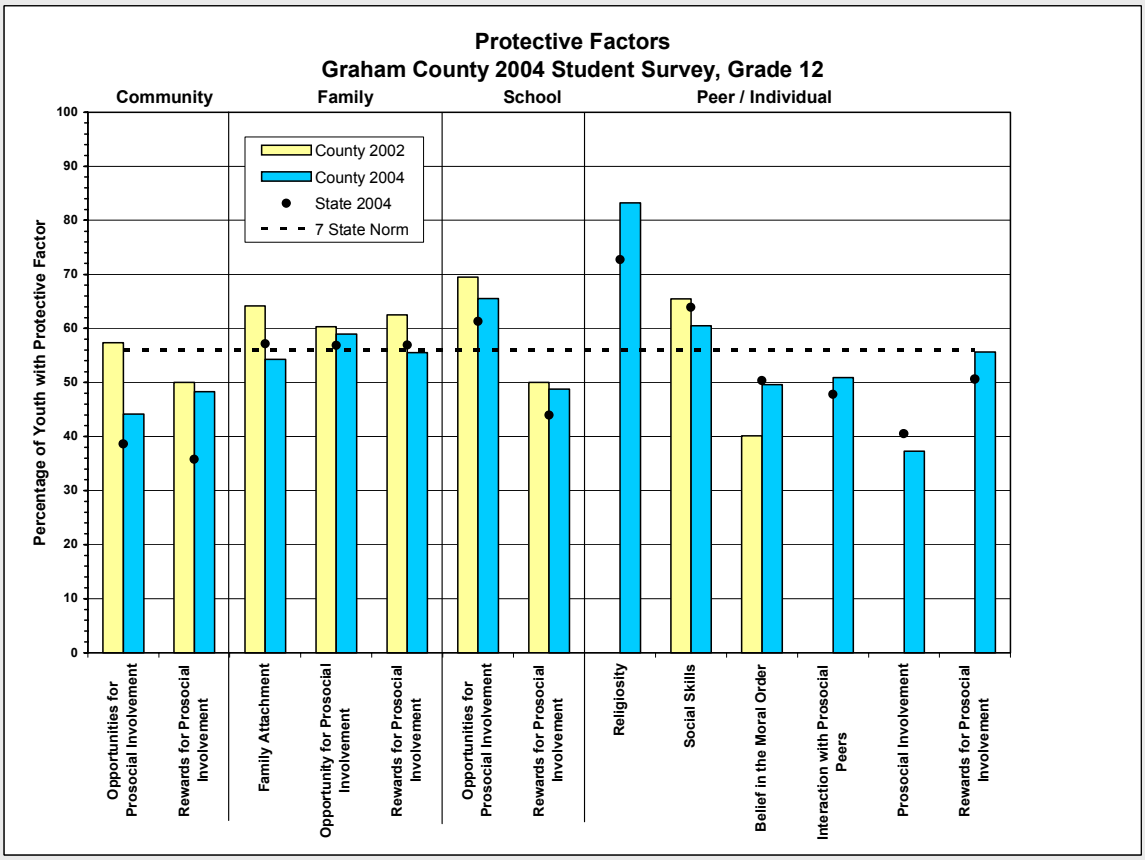




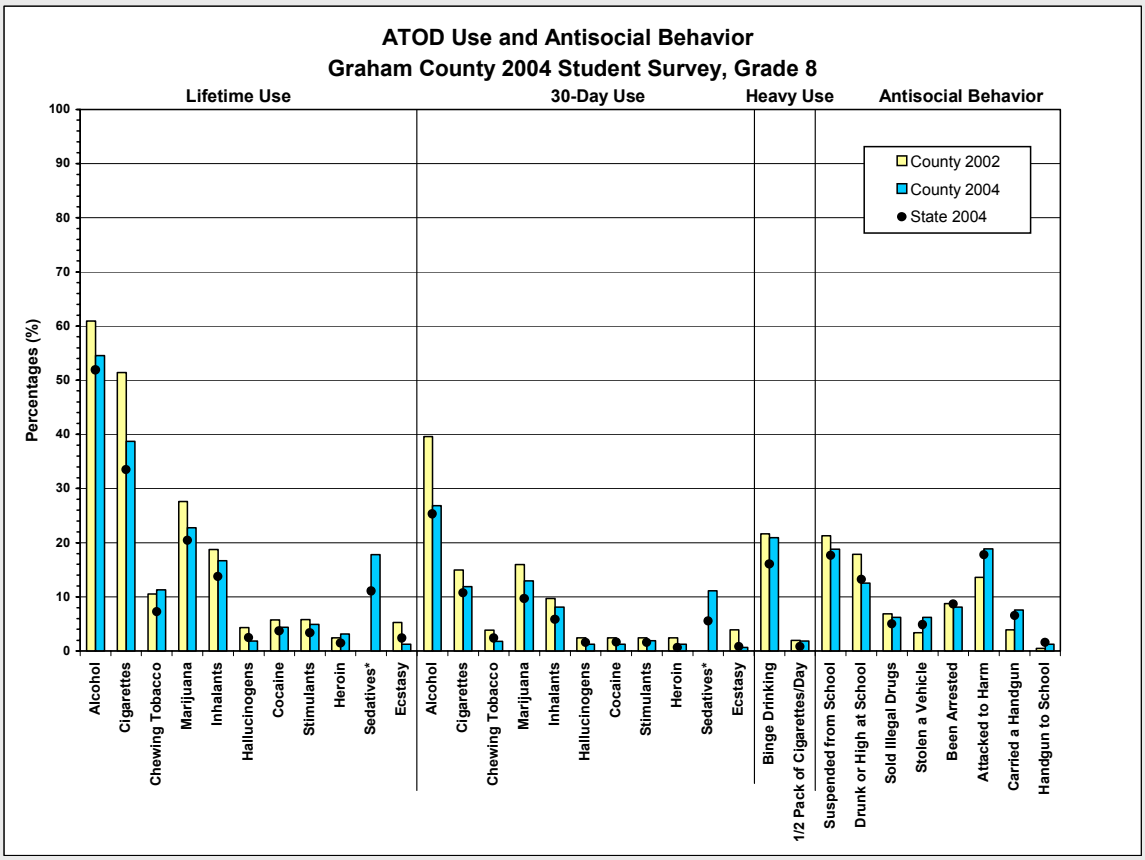
Risk and Protective Factor Profiles

Elevated Risk and Protection

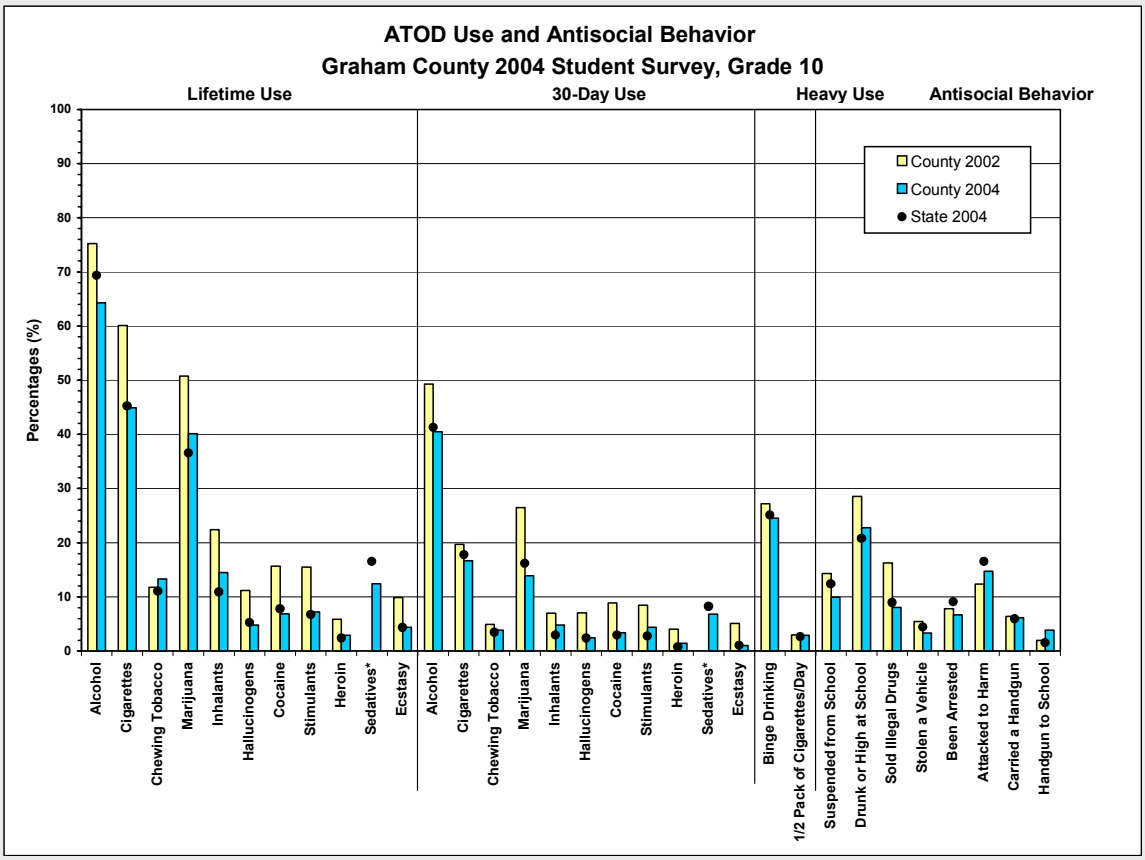


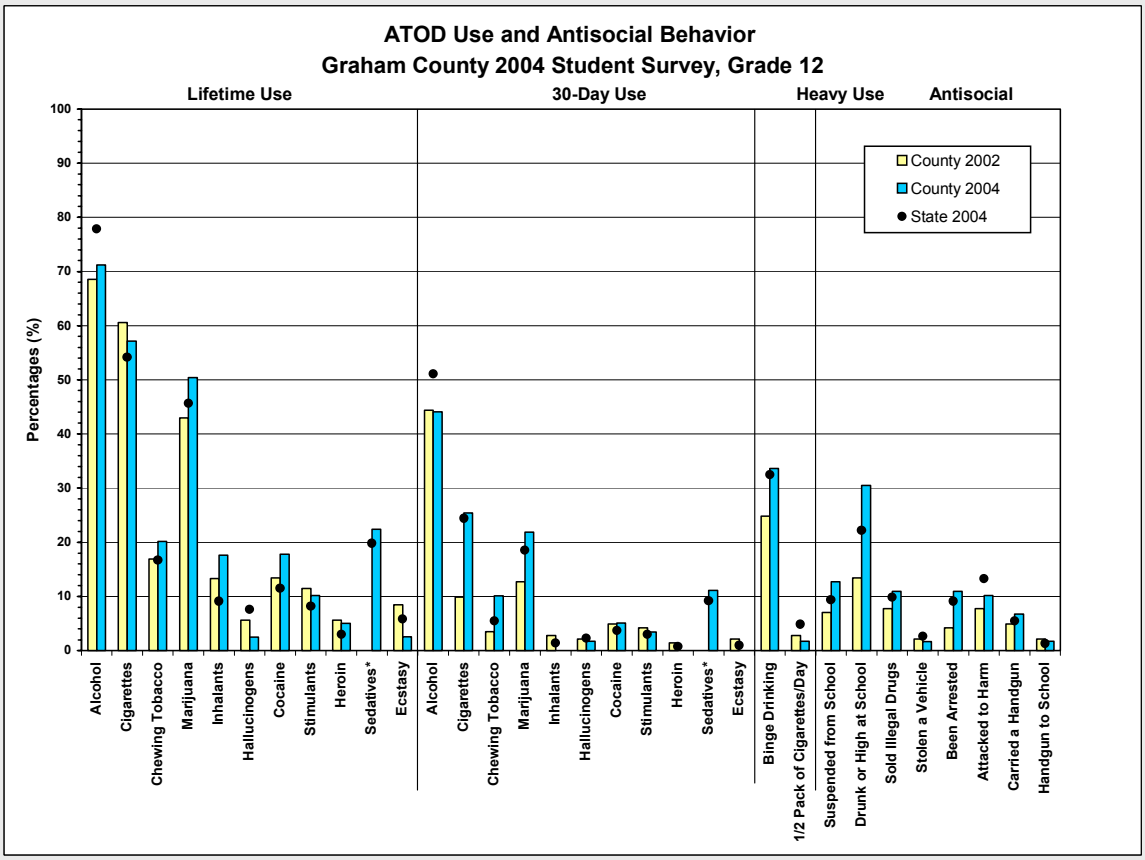


ATOD Use and Antisocial Behavior

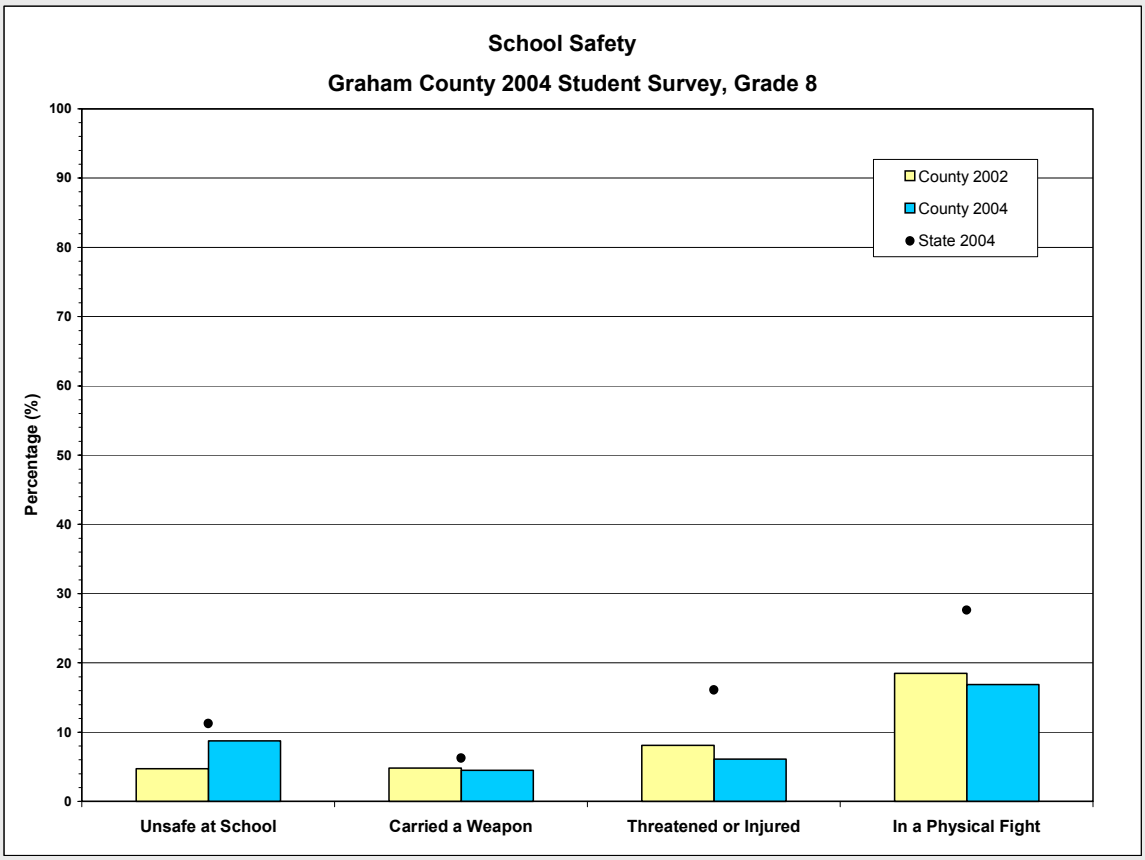


ATOD Use and Antisocial Behavior

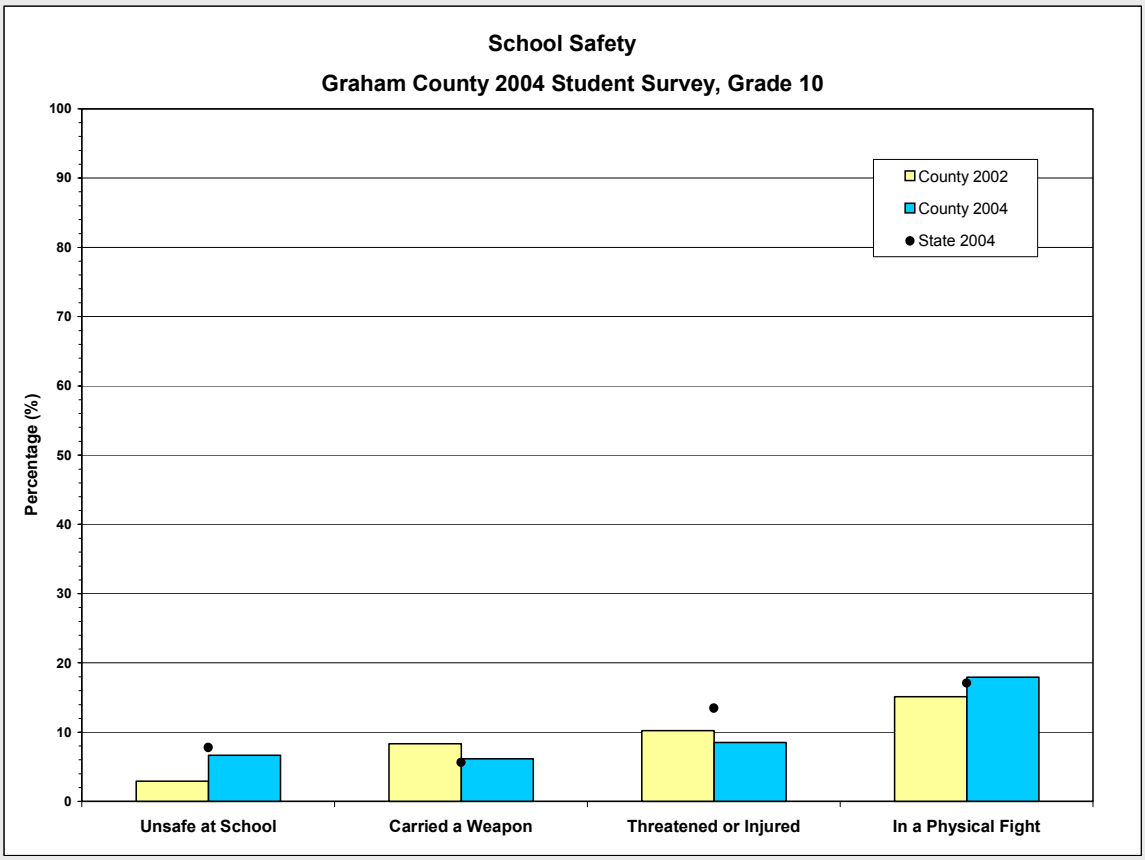




School Safety Profile



School Safety Profile



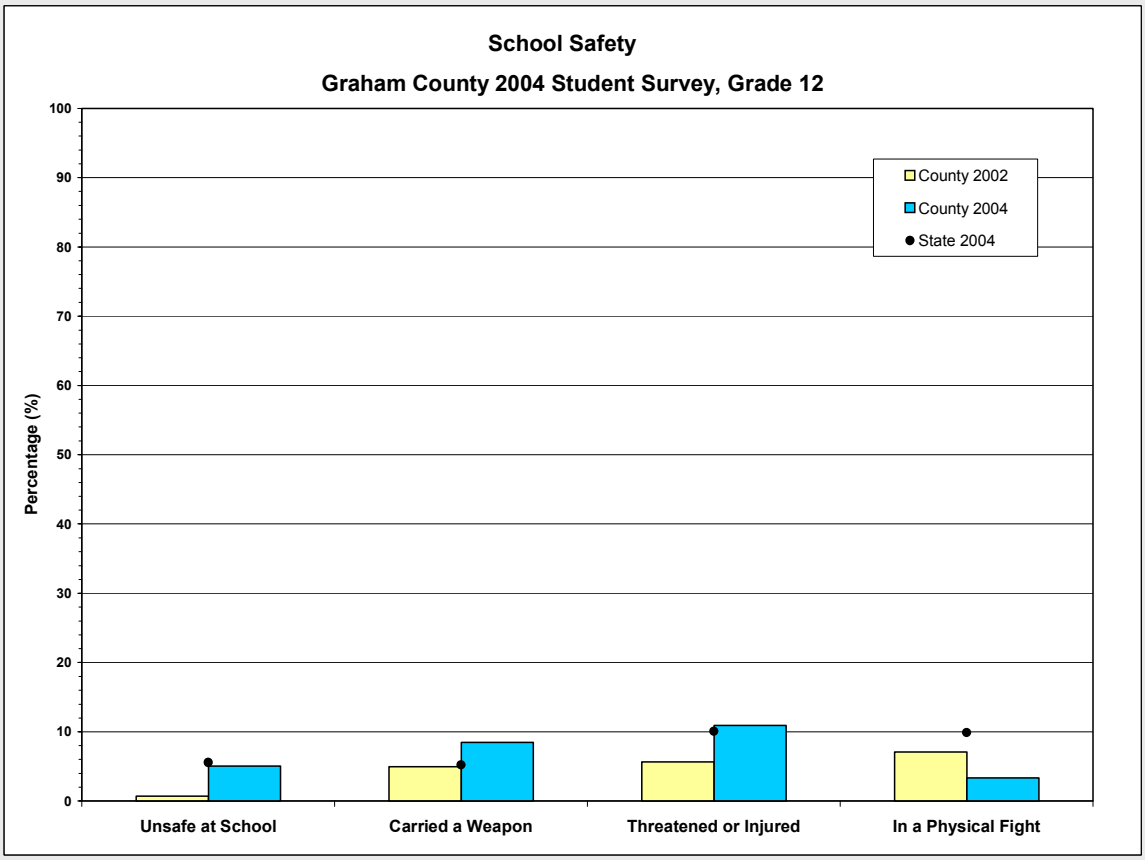


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	39	3451	169	18812	206	4984	212	12558	143	3768	119	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	61.0	56.9	54.5	51.9	75.2	72.3	64.3	69.3	68.6	80.8	71.2	77.9
Cigarettes	51.4	39.6	38.7	33.5	60.1	49.8	44.9	45.3	60.6	61.1	57.1	54.2
Chewing Tobacco	10.5	6.8	11.3	7.2	11.8	10.2	13.3	11.0	16.9	16.9	20.2	16.7
Marijuana	27.6	26.6	22.8	20.4	50.7	41.6	40.1	36.6	43.0	50.8	50.4	45.7
Inhalants	18.8	11.9	16.7	13.7	22.4	10.4	14.5	10.9	13.3	10.1	17.6	9.1
Hallucinogens	4.3	2.4	1.8	2.5	11.2	8.3	4.8	5.3	5.6	12.6	2.5	7.6
Cocaine	5.7	4.5	4.4	3.7	15.7	8.2	6.8	7.8	13.4	12.0	17.8	11.5
Stimulants	5.8	2.9	4.9	3.4	15.5	6.8	7.2	6.7	11.4	8.6	10.2	8.2
Heroin	2.4	1.9	3.1	1.5	5.9	3.2	2.9	2.4	5.6	3.8	5.0	3.0
Sedatives*	*	*	17.8	11.0	*	*	12.4	16.5	*	*	22.4	19.8
Ecstasy	5.3	5.5	1.3	2.4	9.9	8.2	4.4	4.3	8.5	12.0	2.6	5.9
Any Drug	36.5	33.2	39.9	33.2	55.3	44.5	51.2	45.6	45.5	52.8	58.1	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	39.6	34.4	26.8	25.3	49.3	47.9	40.5	41.3	44.4	58.9	44.1	51.1
Cigarettes	15.0	9.1	11.9	10.7	19.7	18.1	16.7	17.7	9.9	23.2	25.4	24.4
Chewing Tobacco	3.8	4.0	1.8	2.4	4.9	4.7	3.8	3.4	3.5	5.9	10.1	5.4
Marijuana	15.9	14.3	13.0	9.7	26.5	22.4	13.9	16.2	12.7	25.4	21.8	18.5
Inhalants	9.7	6.5	8.1	5.8	7.0	3.4	4.8	2.9	2.8	2.0	0.0	1.4
Hallucinogens	2.4	1.5	1.2	1.6	7.0	3.2	2.4	2.4	2.1	3.1	1.7	2.3
Cocaine	2.4	2.6	1.3	1.6	8.9	3.5	3.3	3.0	4.9	4.0	5.1	3.7
Stimulants	2.4	1.0	1.9	1.6	8.5	2.6	4.4	2.8	4.2	2.2	3.4	3.0
Heroin	2.4	1.2	1.3	0.6	4.0	1.4	1.5	0.7	1.4	1.3	0.0	0.7
Sedatives*	*	*	11.1	5.5	*	*	6.8	8.2	*	*	11.1	9.2
Ecstasy	3.9	3.6	0.6	0.8	5.1	2.5	1.0	1.1	2.1	3.2	0.0	1.0
Any Drug	23.2	19.9	27.4	17.9	33.5	25.7	27.8	23.6	15.5	28.6	29.6	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	21.6	14.1	21.0	16.0	27.2	26.0	24.5	25.1	24.8	32.2	33.6	32.5
1/2 Pack of Cigarettes/Day	1.9	1.2	1.9	0.8	3.0	3.5	2.9	2.6	2.8	6.0	1.7	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	21.3	18.1	18.8	17.7	14.3	11.6	10.0	12.3	7.0	8.1	12.7	9.3
Drunk or High at School	17.9	15.4	12.5	13.2	28.6	20.5	22.7	20.8	13.4	23.8	30.5	22.2
Sold Illegal Drugs	6.8	5.7	6.3	5.0	16.3	9.9	8.1	8.9	7.7	10.0	10.9	9.8
Stolen a Vehicle	3.4	3.3	6.3	4.8	5.4	3.6	3.3	4.4	2.1	2.1	1.7	2.6
Been Arrested	8.7	9.1	8.1	8.7	7.8	8.0	6.7	9.1	4.2	8.2	10.9	9.1
Attacked to Harm	13.6	11.6	18.9	17.8	12.4	10.8	14.7	16.5	7.7	9.1	10.2	13.3
Carried a Handgun	3.9	6.7	7.5	6.5	6.4	5.0	6.2	5.9	4.9	4.9	6.8	5.5
Handgun to School	0.5	1.4	1.3	1.5	2.0	1.3	3.8	1.5	2.1	1.0	1.7	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	37.7	38.1	48.8	40.7	47.6	39.3	46.6	46.7	39.3	44.3	55.9	51.0
Community Disorganization	38.4	43.1	47.8	47.2	44.1	40.0	61.7	54.2	37.0	39.5	62.4	50.1
Transitions & Mobility	38.7	47.4	50.6	52.5	40.1	45.3	46.6	57.6	33.1	45.1	53.4	55.7
Laws & Norms Favor Drug Use	44.4	34.9	46.9	37.6	52.1	35.1	45.0	43.1	19.9	33.1	39.7	37.2
Perceived Availability of Drugs	55.4	39.9	53.1	40.6	67.9	50.5	49.0	52.1	53.6	60.1	59.5	55.0
Perceived Availability of Handguns	59.3	37.5	55.8	37.0	36.0	24.7	35.4	27.3	39.3	32.7	35.3	34.6
Family Domain												
Poor Family Management	52.2	43.1	50.3	46.4	41.2	41.5	38.2	43.2	35.3	46.2	40.2	44.8
Family Conflict	54.9	46.1	55.8	52.5	41.2	34.3	40.4	40.9	28.7	31.4	47.9	38.3
Family History of Antisocial Behavior	52.2	40.5	60.3	46.2	57.1	37.7	51.2	45.8	25.4	35.5	55.6	42.9
Parent Attitudes Favorable to ASB	47.5	41.7	53.2	45.3	46.4	44.3	47.1	47.7	41.6	42.9	45.8	44.4
Parent Attitudes Favor Drug Use	28.8	25.8	28.2	27.7	36.7	44.0	36.0	41.6	30.7	45.2	36.4	42.8
School Domain												
Academic Failure	46.5	52.3	57.6	49.8	46.5	46.5	49.3	49.8	44.2	43.7	45.7	43.8
Low Commitment to School	49.3	41.2	54.3	39.4	45.8	45.4	39.8	43.7	38.0	44.6	34.5	47.9
Peer-Individual Domain												
Rebelliousness	51.7	40.0	40.0	37.4	48.5	40.9	42.8	39.5	37.1	38.6	40.7	36.0
Early Initiation of ASB	40.9	33.6	37.7	38.1	41.0	31.1	31.9	39.1	36.6	32.2	40.3	39.4
Early Initiation of Drug Use	49.8	40.3	42.7	38.0	48.5	39.0	41.1	38.1	38.5	40.6	41.2	39.7
Attitudes Favorable to ASB	39.0	46.3	56.2	46.0	62.0	54.5	42.7	51.0	43.3	53.3	43.7	46.8
Attitudes Favorable to Drug Use	42.9	37.4	43.7	33.5	54.4	47.2	34.1	39.3	32.6	46.4	31.1	36.9
Perceived Risk of Drug Use	44.3	47.9	53.4	48.5	48.3	45.3	36.4	40.7	39.3	47.6	44.9	44.4
Interaction with Antisocial Peers	57.9	52.1	66.2	58.2	57.3	48.2	57.5	56.9	51.0	47.8	60.0	52.6
Friend's Use of Drugs	48.8	41.9	54.8	44.2	48.5	44.8	41.3	44.7	31.5	41.3	44.3	38.8
Sensation Seeking	48.8	41.6	62.7	58.4	45.6	44.6	56.9	55.3	45.1	46.5	47.9	54.6
Rewards for ASB	52.7	38.0	63.4	49.1	36.8	34.6	37.2	42.4	36.9	40.1	51.3	52.8
Depressive Symptoms	53.9	48.2	55.1	52.5	54.2	43.8	52.6	50.5	35.9	39.7	49.6	43.3
Gang Involvement	13.5	21.7	23.6	25.1	9.2	13.6	25.7	23.0	9.2	10.7	19.5	18.9
Intention to Use Drugs	*	*	40.4	38.6	*	*	40.8	46.9	*	*	26.3	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	51.5	40.7	50.0	41.1	39.8	43.6	54.1	39.2	57.4	43.2	44.1	38.6
Rewards for Prosocial Involvement	35.5	31.9	31.1	32.0	39.2	42.3	42.2	37.3	50.0	37.4	48.3	35.8
Family Domain												
Family Attachment	53.0	52.4	45.9	50.0	44.2	49.4	54.5	47.1	64.2	61.5	54.3	57.2
Opportunity for Prosocial Involvement	59.0	59.2	53.9	59.7	50.9	57.8	64.4	55.9	60.3	56.9	59.0	56.8
Rewards for Prosocial Involvement	60.7	61.0	53.7	60.6	55.4	56.5	60.6	56.9	62.5	57.7	55.6	56.9
School Domain												
Opportunities for Prosocial Involvement	60.4	56.2	64.1	61.8	61.6	58.6	63.3	61.7	69.5	64.2	65.5	61.3
Rewards for Prosocial Involvement	48.6	48.9	47.6	52.2	57.1	60.8	61.8	60.8	50.0	49.5	48.7	43.9
Peer-Individual Domain												
Religiosity	*	*	57.3	46.9	*	*	53.6	45.5	*	*	83.2	72.7
Social Skills	54.9	59.5	51.2	59.1	51.2	53.8	53.1	52.2	65.5	64.1	60.5	63.9
Belief in the Moral Order	46.4	50.0	42.3	53.6	49.0	58.9	60.6	62.7	40.1	45.4	49.6	50.3
Interaction with Prosocial Peers	*	*	50.6	46.5	*	*	52.9	49.7	*	*	50.9	47.8
Prosocial Involvement	*	*	43.2	39.8	*	*	40.8	43.1	*	*	37.3	40.5
Rewards for Prosocial Involvement	*	*	53.4	59.2	*	*	61.0	60.1	*	*	55.7	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	95.2	94.6	95.5	93.7	91.7	94.2	93.8	94.4	95.0	93.2	91.5	94.8
	1 day	1.9	1.8	1.3	2.9	2.5	1.0	1.4	1.8	0.0	1.2	1.7	1.3
	2-3 days	1.0	1.3	1.3	1.5	1.5	1.2	1.0	1.2	2.1	0.8	1.7	0.8
	4-5 days	1.0	0.5	0.0	0.5	0.5	0.4	0.5	0.5	0.0	0.6	0.8	0.4
	6 or more days	1.0	1.7	1.9	1.5	3.9	3.2	3.3	2.1	2.8	4.1	4.2	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	95.3	94.7	91.3	88.7	97.1	97.7	93.3	92.2	99.3	97.4	95.0	94.4
	1 day	1.9	3.2	5.0	6.1	2.0	1.1	3.3	4.0	0.0	1.2	0.0	2.6
	2-3 days	1.4	1.2	1.9	3.1	0.0	0.7	1.9	2.0	0.0	0.5	2.5	1.6
	4-5 days	0.5	0.2	0.0	0.7	0.0	0.1	0.5	0.7	0.0	0.2	1.7	0.6
	6 or more days	0.9	0.7	1.9	1.3	1.0	0.4	1.0	1.2	0.7	0.7	0.8	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	91.9	90.0	93.9	83.9	89.8	91.0	91.5	86.5	94.3	94.4	89.1	89.9
	1 time	5.2	5.4	2.5	8.7	4.4	4.0	3.3	6.8	2.8	2.6	3.4	4.9
	2-3 times	2.4	2.7	1.2	4.0	3.9	3.3	2.8	3.5	1.4	1.4	2.5	3.0
	4-5 times	0.0	0.7	1.2	1.2	0.5	0.7	0.5	1.0	0.0	0.5	0.8	0.7
	6-7 times	0.0	0.2	0.0	0.5	0.0	0.1	0.0	0.5	0.0	0.1	0.8	0.4
	8-9 times	0.0	0.1	0.0	0.3	0.0	0.1	0.9	0.3	0.0	0.2	0.8	0.2
	10-11 times	0.0	0.0	0.0	0.1	0.0	0.1	0.5	0.2	0.0	0.1	0.0	0.1
	12 or more times	0.5	0.8	1.2	1.3	1.5	0.7	0.5	1.2	1.4	0.7	2.5	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	81.5	78.5	83.1	72.4	84.9	87.6	82.1	82.9	92.9	93.5	96.6	90.1
	1 time	12.8	12.7	11.3	14.4	11.2	7.3	11.8	9.5	5.7	3.6	1.7	5.8
	2-3 times	4.7	5.9	1.9	8.5	2.0	3.6	3.8	5.0	0.7	1.8	0.8	2.6
	4-5 times	0.5	1.2	1.3	2.4	0.5	0.5	0.9	1.1	0.0	0.3	0.8	0.6
	6-7 times	0.0	0.6	1.3	0.7	1.0	0.2	0.0	0.3	0.0	0.3	0.0	0.2
	8-9 times	0.0	0.1	0.6	0.4	0.0	0.1	0.9	0.3	0.0	0.1	0.0	0.3
	10-11 times	0.0	0.1	0.0	0.2	0.5	0.1	0.5	0.2	0.0	0.0	0.0	0.1
	12 or more times	0.5	1.0	0.6	1.1	0.0	0.6	0.0	0.7	0.7	0.3	0.0	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties
Francis Garcia
The EXCEL Group
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Apache, Coconino, Mohave, Navajo and Yavapai Counties
Petrice Post
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Maricopa County
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Pasqua Yaqui Tribe Behavioral Health
Theresa Ybarrez
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Navajo Nation
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Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Greenlee County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Greenlee County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

CONTENTS:

Introduction:
- *Demographics*
- *Risk & Protective Framework*

Tools for Assessment and Planning

How to Read the Charts

Data Charts:
- *Substance Use & Antisocial Behavior*
- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State.

The Risk and Protective Factor Model of Prevention

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

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

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	263	100	248	100	12203	100	40960	100
Grade								
8	84	31.9	98	39.5	3451	28.3	18812	45.9
10	100	38.0	75	30.2	4984	40.8	12558	30.7
12	79	30.0	75	30.24	3768	30.9	9590	23.4
Gender								
Male	143	55.4	125	51.4	5881	49.3	19172	47.5
Female	115	44.6	118	48.6	6043	50.7	21161	52.5
Ethnicity								
White	128	49.4	88	35.6	6198	51.8	19745	49.0
Native American	7	2.7	7	2.8	1237	10.3	2938	7.3
Hispanic	110	42.5	136	55.1	3630	30.3	13184	32.7
African American	2	0.8	0	0.0	292	2.4	1503	3.7
Asian	2*	0.8*	0	0.0	258*	2.2*	812	2.0
Pacific Islander			0	0			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

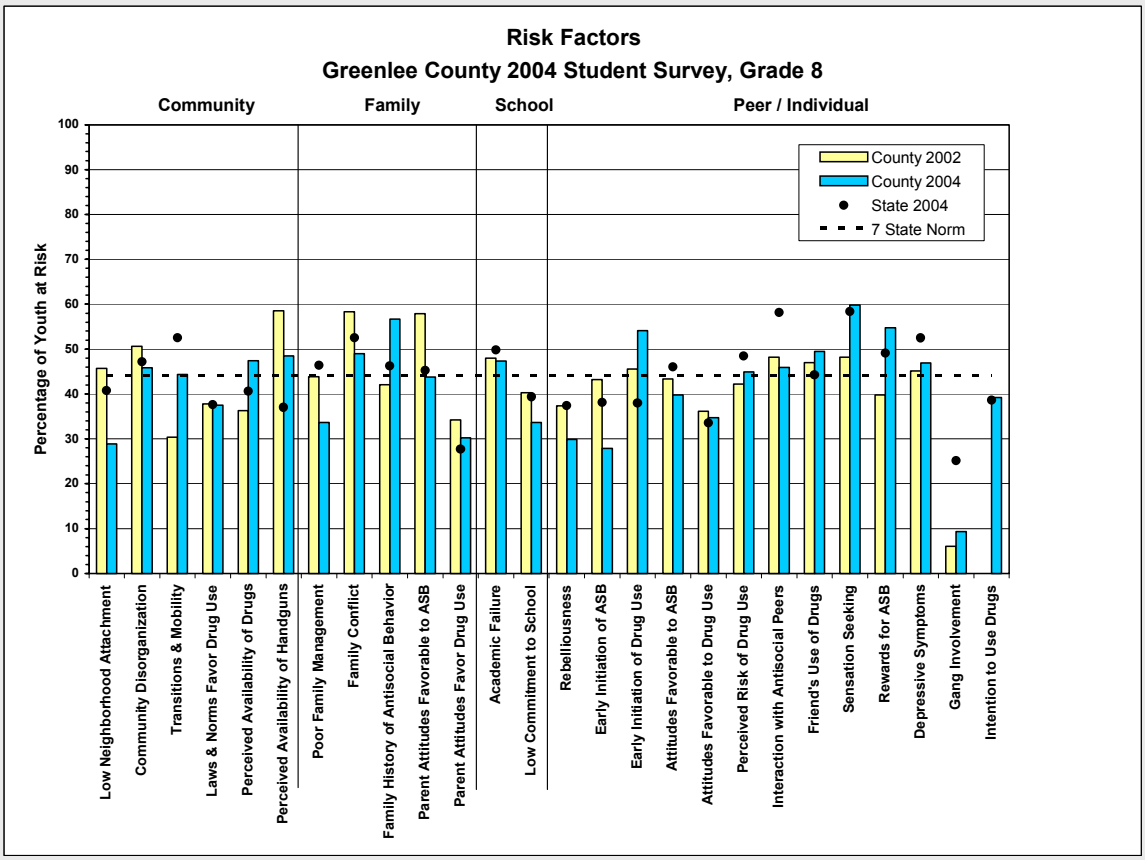
Dashed Line

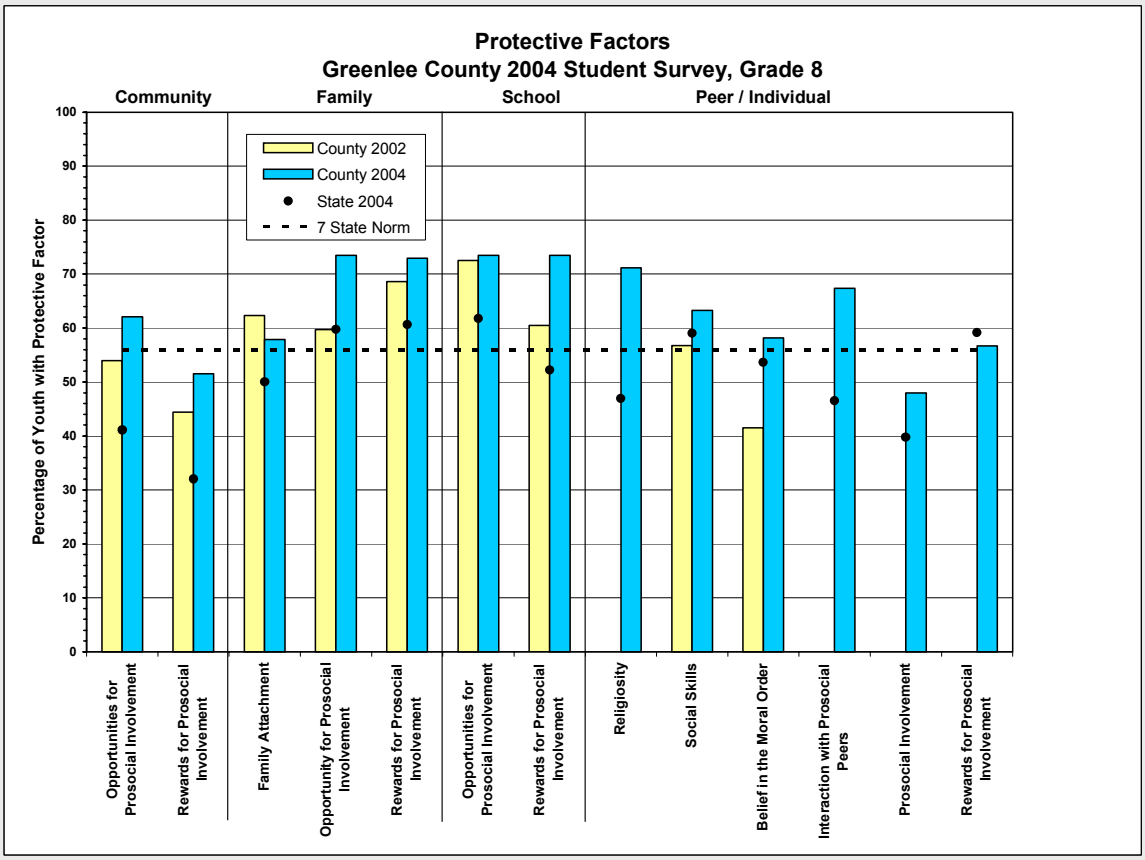
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

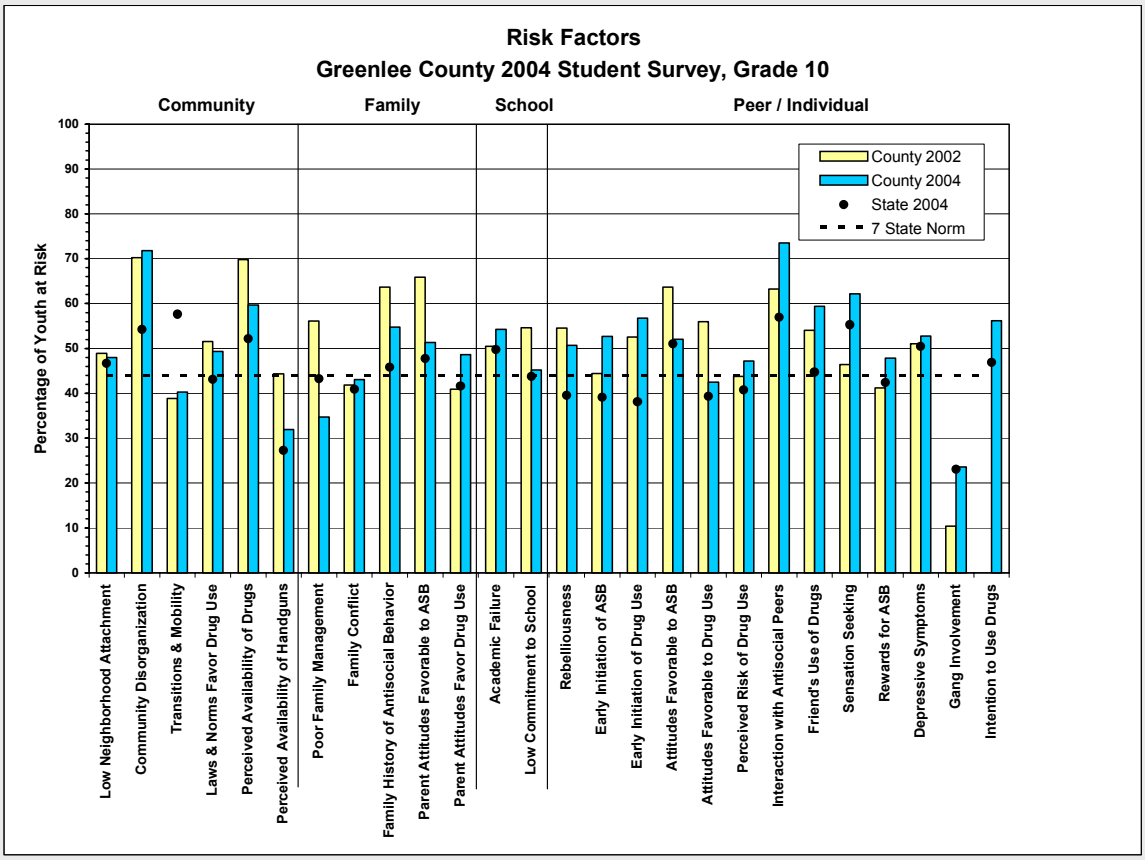
Elevated Risk and Protection

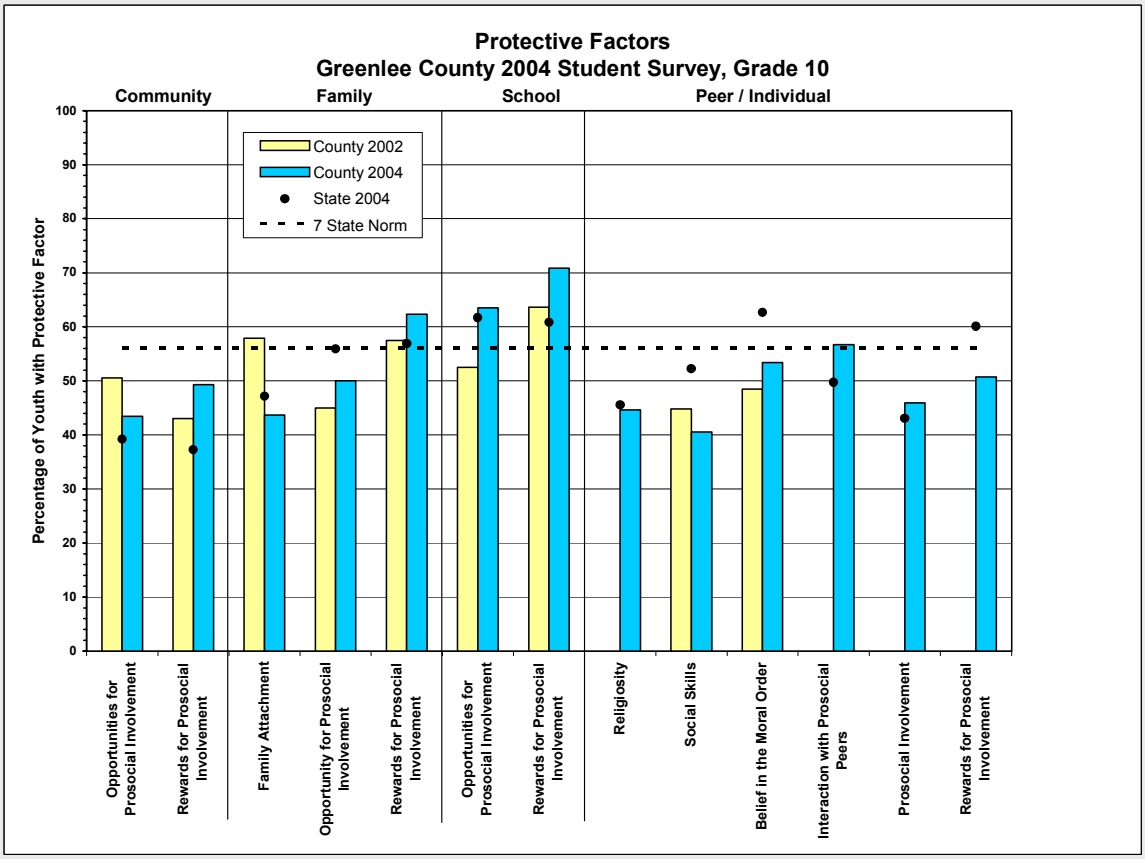




Risk and Protective Factor Profiles

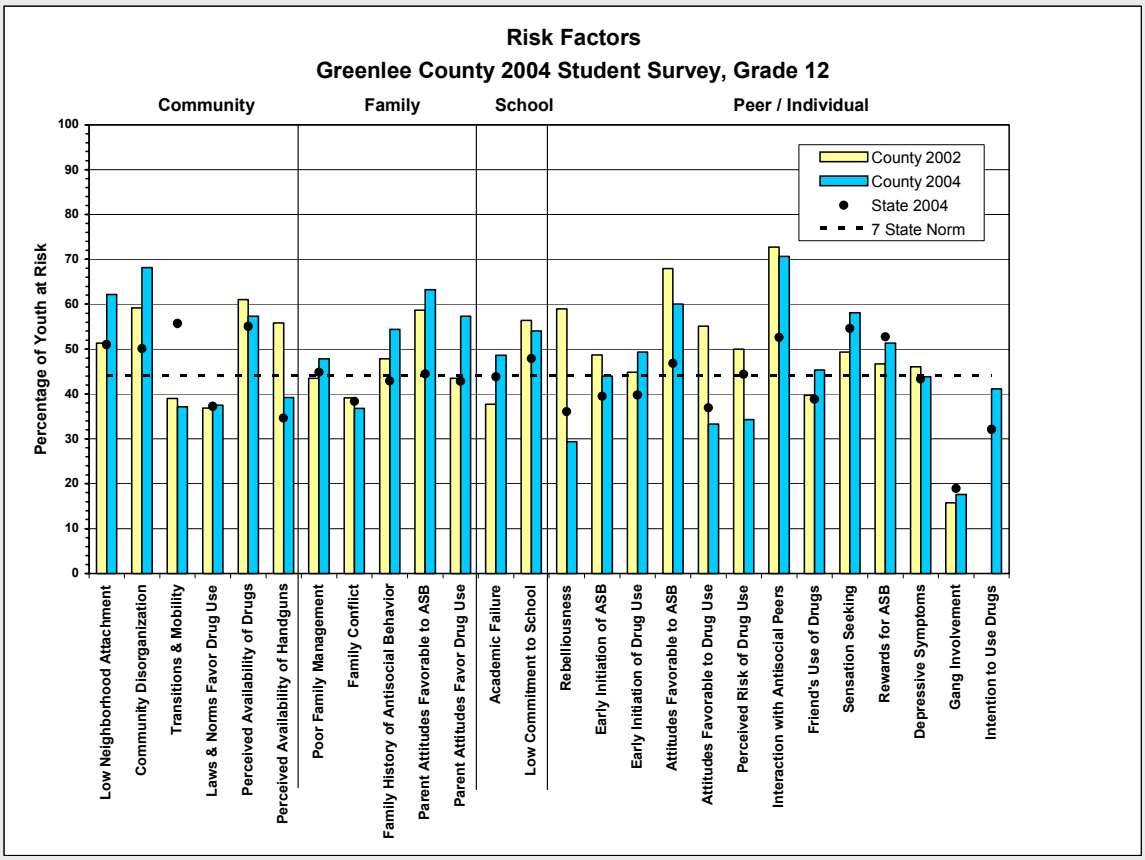
Elevated Risk and Protection

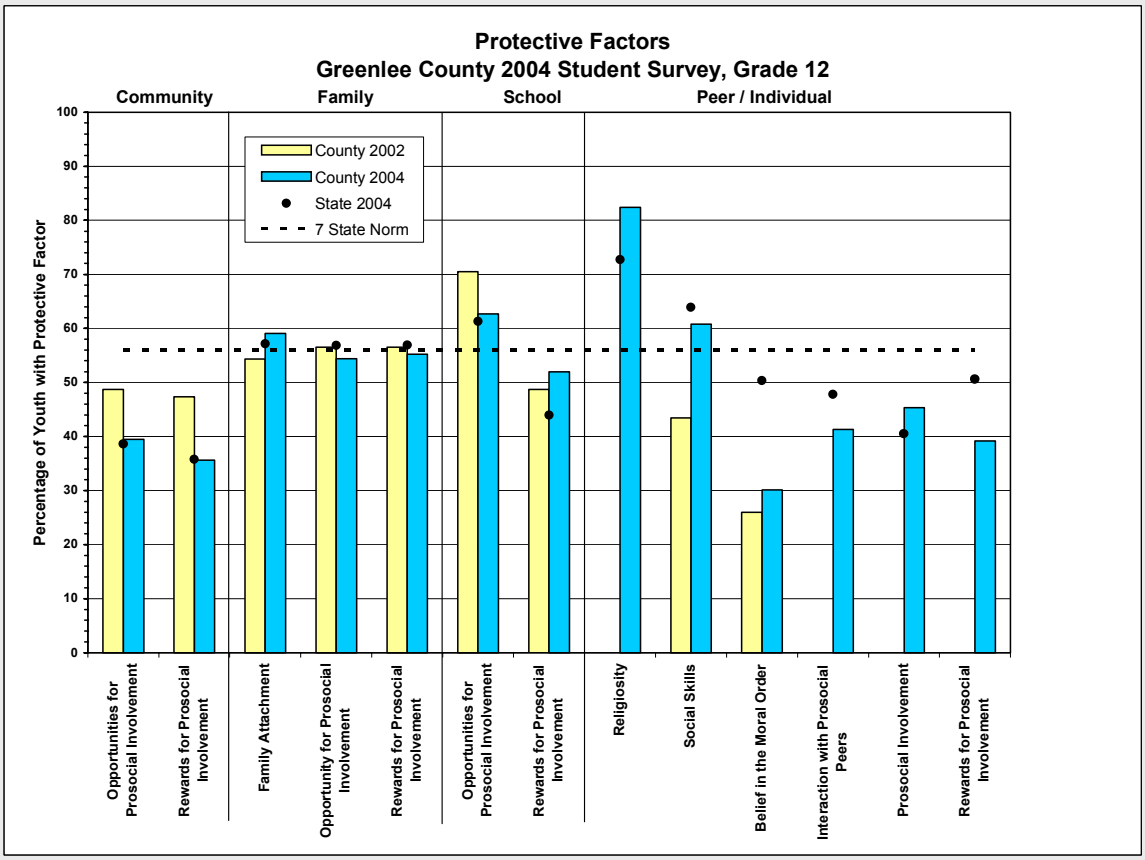




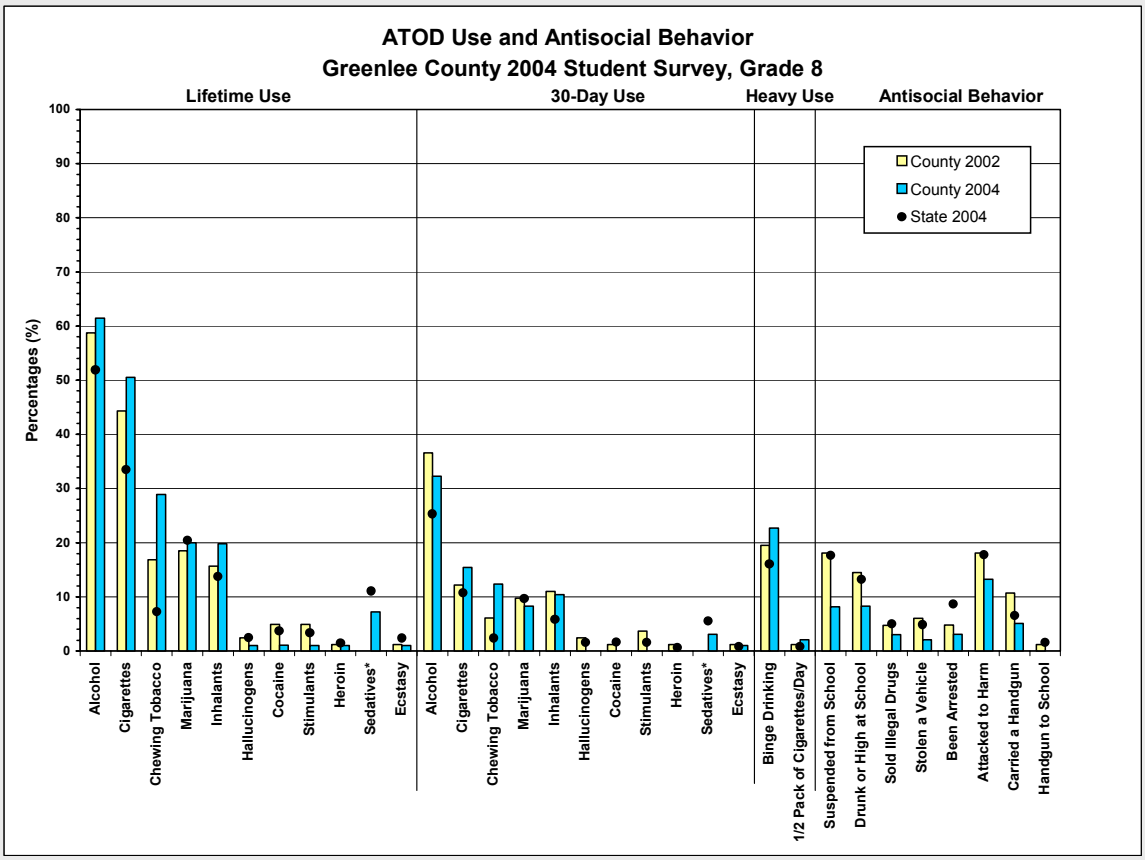
Risk and Protective Factor Profiles

Elevated Risk and Protection

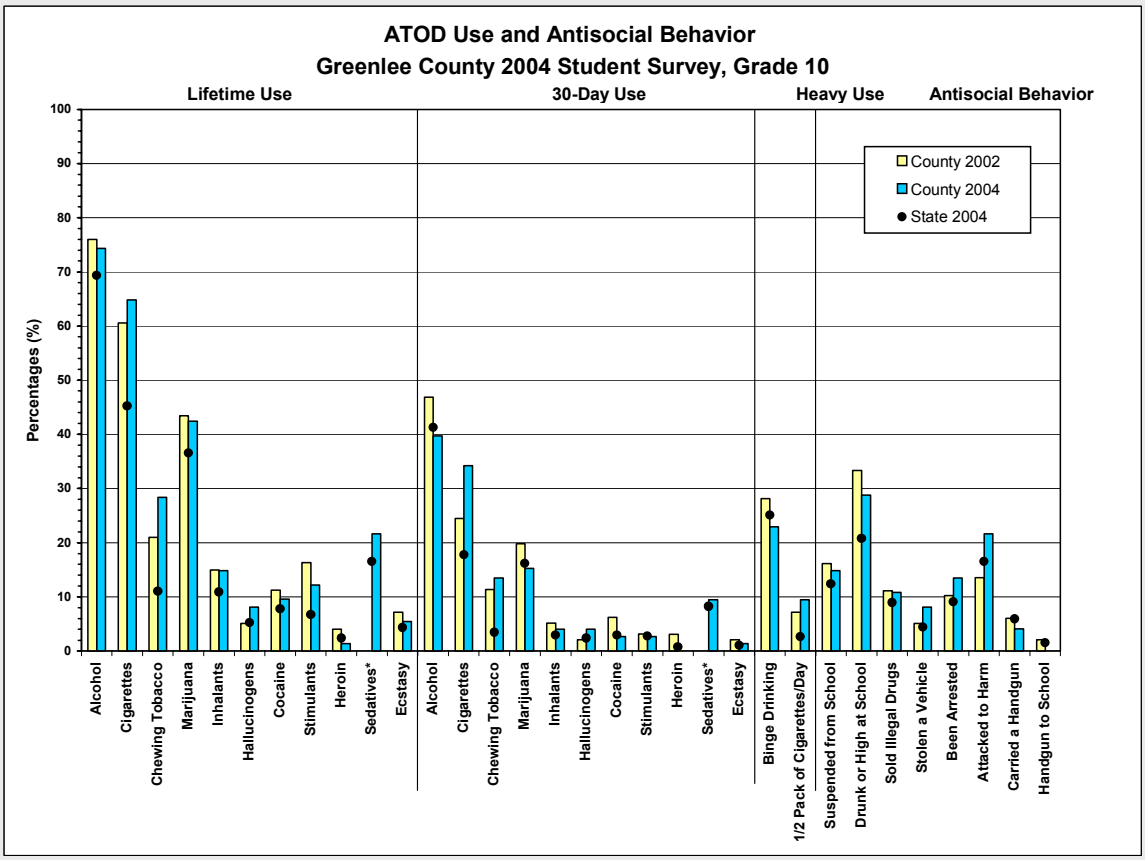


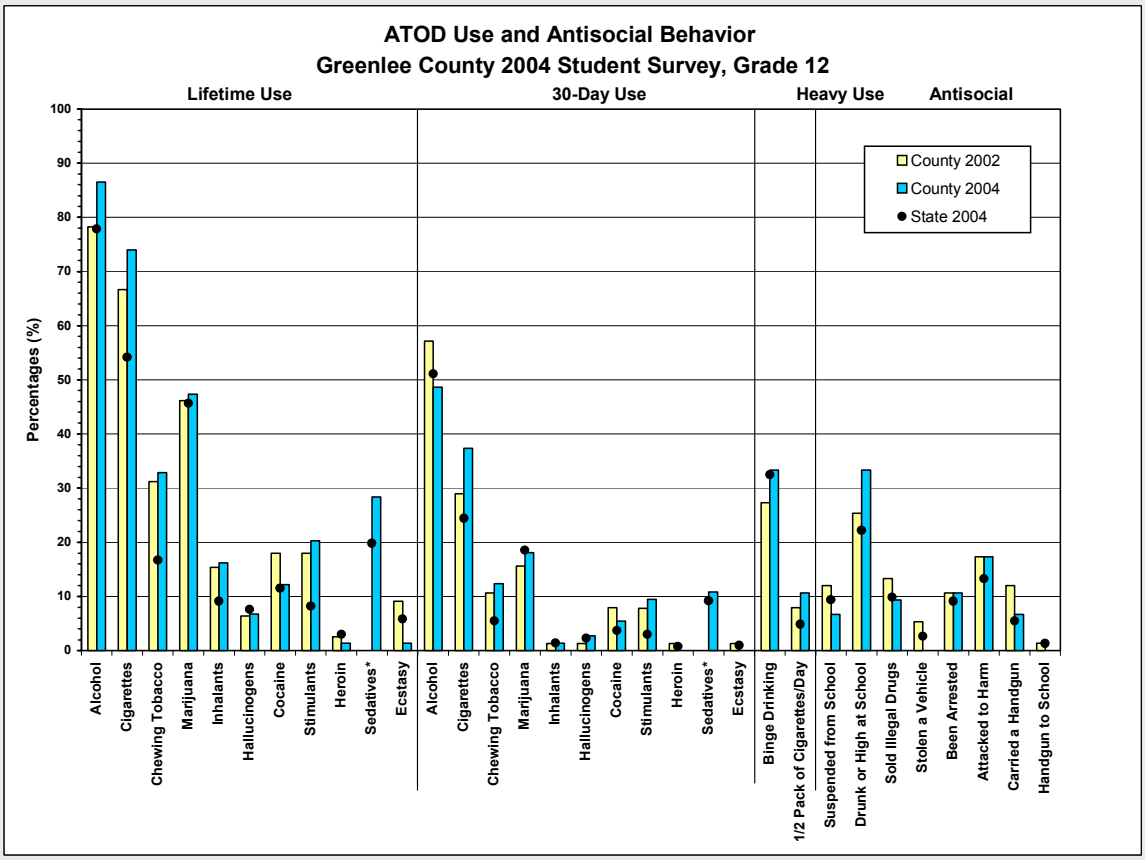


ATOD Use and Antisocial Behavior

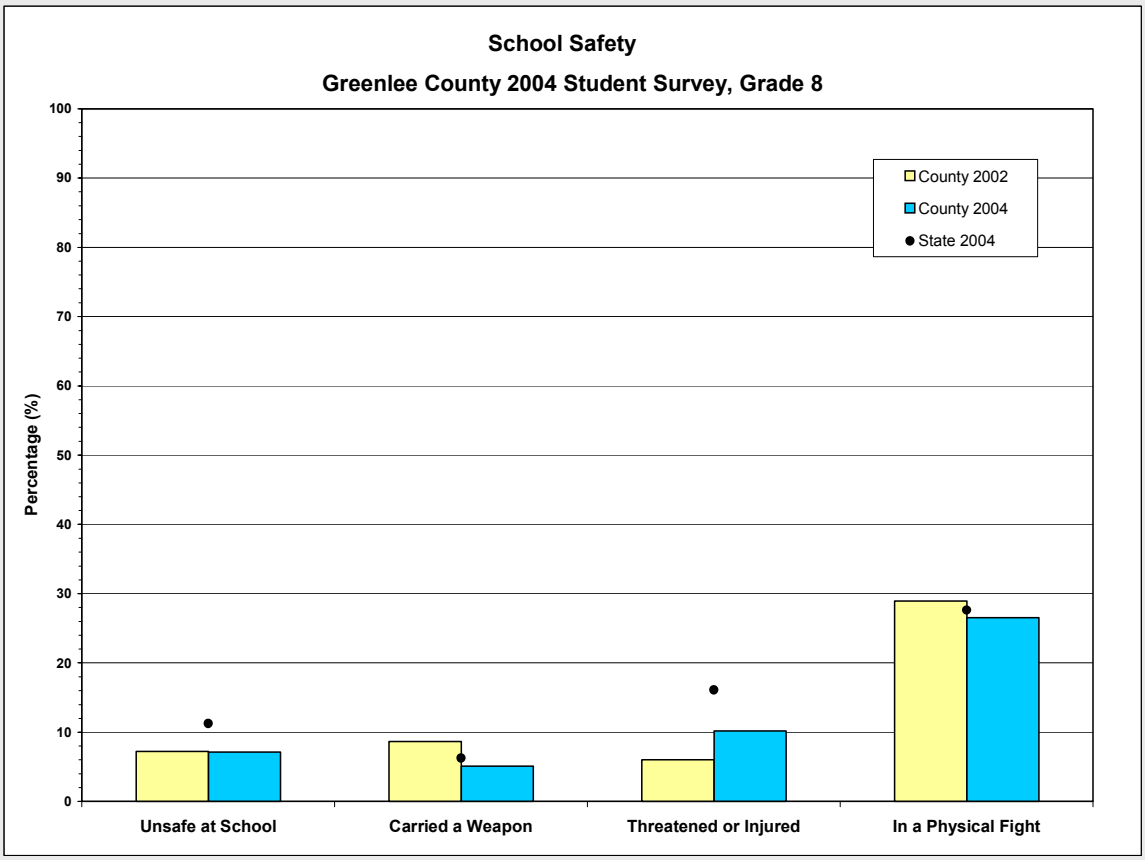


ATOD Use and Antisocial Behavior

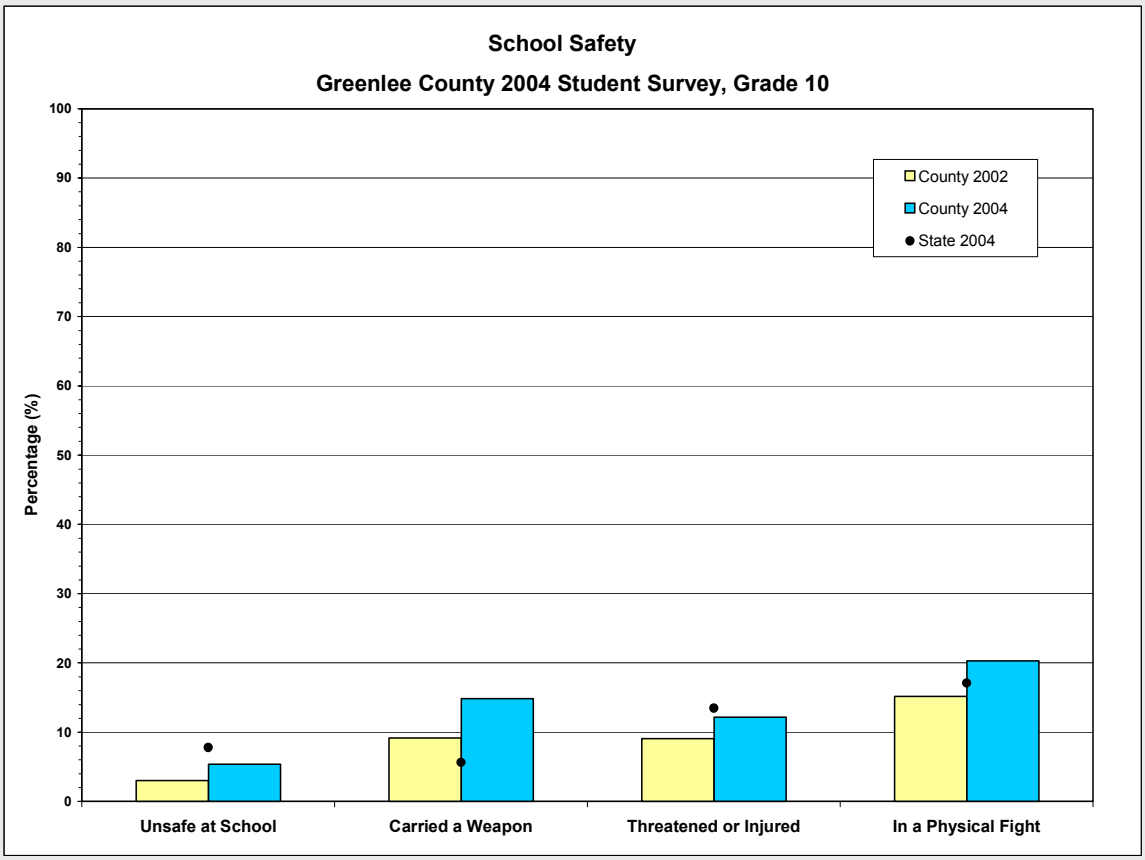




School Safety Profile



School Safety Profile



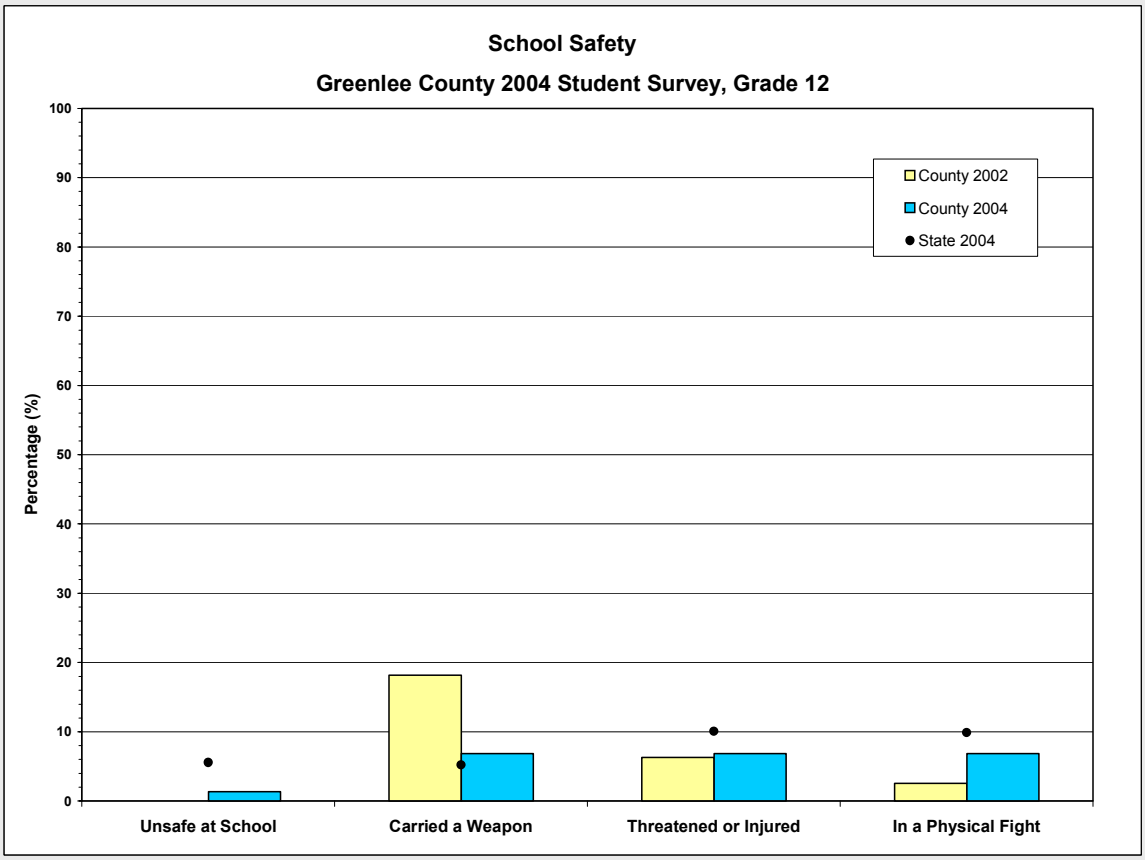


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	84	3451	98	18812	100	4984	75	12558	79	3768	75	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	58.8	56.9	61.5	51.9	76.0	72.3	74.3	69.3	78.2	80.8	86.5	77.9
Cigarettes	44.3	39.6	50.5	33.5	60.6	49.8	64.9	45.3	66.7	61.1	74.0	54.2
Chewing Tobacco	16.9	6.8	28.9	7.2	21.0	10.2	28.4	11.0	31.2	16.9	32.9	16.7
Marijuana	18.5	26.6	20.0	20.4	43.4	41.6	42.5	36.6	46.2	50.8	47.3	45.7
Inhalants	15.7	11.9	19.8	13.7	15.0	10.4	14.9	10.9	15.4	10.1	16.2	9.1
Hallucinogens	2.4	2.4	1.0	2.5	5.1	8.3	8.1	5.3	6.4	12.6	6.8	7.6
Cocaine	4.9	4.5	1.1	3.7	11.2	8.2	9.6	7.8	17.9	12.0	12.2	11.5
Stimulants	4.9	2.9	1.0	3.4	16.3	6.8	12.2	6.7	17.9	8.6	20.3	8.2
Heroin	1.2	1.9	1.0	1.5	4.0	3.2	1.4	2.4	2.6	3.8	1.4	3.0
Sedatives*	*	*	7.2	11.0	*	*	21.6	16.5	*	*	28.4	19.8
Ecstasy	1.2	5.5	1.0	2.4	7.1	8.2	5.4	4.3	9.1	12.0	1.4	5.9
Any Drug	25.0	33.2	35.1	33.2	48.0	44.5	52.1	45.6	50.6	52.8	58.1	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	36.6	34.4	32.3	25.3	46.9	47.9	39.7	41.3	57.1	58.9	48.6	51.1
Cigarettes	12.2	9.1	15.5	10.7	24.5	18.1	34.2	17.7	28.9	23.2	37.3	24.4
Chewing Tobacco	6.1	4.0	12.4	2.4	11.3	4.7	13.5	3.4	10.7	5.9	12.3	5.4
Marijuana	9.8	14.3	8.2	9.7	19.8	22.4	15.3	16.2	15.6	25.4	18.1	18.5
Inhalants	11.0	6.5	10.4	5.8	5.2	3.4	4.1	2.9	1.3	2.0	1.4	1.4
Hallucinogens	2.4	1.5	0.0	1.6	2.1	3.2	4.1	2.4	1.3	3.1	2.7	2.3
Cocaine	1.2	2.6	0.0	1.6	6.2	3.5	2.7	3.0	7.9	4.0	5.4	3.7
Stimulants	3.7	1.0	0.0	1.6	3.1	2.6	2.7	2.8	7.8	2.2	9.5	3.0
Heroin	1.2	1.2	0.0	0.6	3.1	1.4	0.0	0.7	1.3	1.3	0.0	0.7
Sedatives*	*	*	3.1	5.5	*	*	9.5	8.2	*	*	10.8	9.2
Ecstasy	1.2	3.6	1.0	0.8	2.1	2.5	1.4	1.1	1.3	3.2	0.0	1.0
Any Drug	15.9	19.9	18.5	17.9	27.1	25.7	26.8	23.6	20.8	28.6	25.0	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	19.5	14.1	22.7	16.0	28.1	26.0	23.0	25.1	27.3	32.2	33.3	32.5
1/2 Pack of Cigarettes/Day	1.2	1.2	2.1	0.8	7.1	3.5	9.5	2.6	7.9	6.0	10.7	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	18.1	18.1	8.2	17.7	16.2	11.6	14.9	12.3	12.0	8.1	6.7	9.3
Drunk or High at School	14.5	15.4	8.2	13.2	33.3	20.5	28.8	20.8	25.3	23.8	33.3	22.2
Sold Illegal Drugs	4.8	5.7	3.1	5.0	11.1	9.9	10.8	8.9	13.3	10.0	9.3	9.8
Stolen a Vehicle	6.0	3.3	2.0	4.8	5.1	3.6	8.1	4.4	5.3	2.1	0.0	2.6
Been Arrested	4.8	9.1	3.1	8.7	10.2	8.0	13.5	9.1	10.7	8.2	10.7	9.1
Attacked to Harm	18.1	11.6	13.3	17.8	13.5	10.8	21.6	16.5	17.3	9.1	17.3	13.3
Carried a Handgun	10.7	6.7	5.1	6.5	6.1	5.0	4.1	5.9	12.0	4.9	6.7	5.5
Handgun to School	1.2	1.4	0.0	1.5	2.0	1.3	0.0	1.5	1.3	1.0	0.0	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	45.7	38.1	28.9	40.7	48.9	39.3	47.9	46.7	51.3	44.3	62.2	51.0
Community Disorganization	50.6	43.1	45.8	47.2	70.2	40.0	71.8	54.2	59.2	39.5	68.1	50.1
Transitions & Mobility	30.4	47.4	44.3	52.5	38.9	45.3	40.3	57.6	39.0	45.1	37.1	55.7
Laws & Norms Favor Drug Use	37.8	34.9	37.5	37.6	51.6	35.1	49.3	43.1	36.8	33.1	37.5	37.2
Perceived Availability of Drugs	36.3	39.9	47.4	40.6	69.8	50.5	59.7	52.1	61.0	60.1	57.3	55.0
Perceived Availability of Handguns	58.5	37.5	48.5	37.0	44.3	24.7	31.9	27.3	55.8	32.7	39.2	34.6
Family Domain												
Poor Family Management	43.8	43.1	33.7	46.4	56.1	41.5	34.7	43.2	43.5	46.2	47.8	44.8
Family Conflict	58.3	46.1	49.0	52.5	41.9	34.3	43.1	40.9	39.1	31.4	36.8	38.3
Family History of Antisocial Behavior	42.1	40.5	56.7	46.2	63.6	37.7	54.8	45.8	47.8	35.5	54.4	42.9
Parent Attitudes Favorable to ASB	57.9	41.7	43.8	45.3	65.9	44.3	51.4	47.7	58.7	42.9	63.2	44.4
Parent Attitudes Favor Drug Use	34.2	25.8	30.2	27.7	40.9	44.0	48.6	41.6	43.5	45.2	57.4	42.8
School Domain												
Academic Failure	48.0	52.3	47.4	49.8	50.5	46.5	54.3	49.8	37.7	43.7	48.6	43.8
Low Commitment to School	40.2	41.2	33.7	39.4	54.6	45.4	45.2	43.7	56.4	44.6	54.1	47.9
Peer-Individual Domain												
Rebelliousness	37.3	40.0	29.9	37.4	54.5	40.9	50.7	39.5	59.0	38.6	29.3	36.0
Early Initiation of ASB	43.2	33.6	27.8	38.1	44.4	31.1	52.7	39.1	48.7	32.2	44.0	39.4
Early Initiation of Drug Use	45.6	40.3	54.2	38.0	52.5	39.0	56.8	38.1	44.9	40.6	49.3	39.7
Attitudes Favorable to ASB	43.4	46.3	39.8	46.0	63.6	54.5	52.1	51.0	67.9	53.3	60.0	46.8
Attitudes Favorable to Drug Use	36.1	37.4	34.7	33.5	56.0	47.2	42.5	39.3	55.1	46.4	33.3	36.9
Perceived Risk of Drug Use	42.2	47.9	44.9	48.5	43.8	45.3	47.2	40.7	50.0	47.6	34.2	44.4
Interaction with Antisocial Peers	48.2	52.1	45.9	58.2	63.3	48.2	73.5	56.9	72.7	47.8	70.7	52.6
Friend's Use of Drugs	47.0	41.9	49.5	44.2	54.1	44.8	59.4	44.7	39.7	41.3	45.3	38.8
Sensation Seeking	48.1	41.6	59.8	58.4	46.4	44.6	62.2	55.3	49.4	46.5	58.1	54.6
Rewards for ASB	39.8	38.0	54.7	49.1	41.2	34.6	47.8	42.4	46.7	40.1	51.4	52.8
Depressive Symptoms	45.1	48.2	46.9	52.5	51.0	43.8	52.8	50.5	46.1	39.7	43.8	43.3
Gang Involvement	6.0	21.7	9.4	25.1	10.4	13.6	23.6	23.0	15.8	10.7	17.6	18.9
Intention to Use Drugs	*	*	39.2	38.6	*	*	56.2	46.9	*	*	41.1	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	53.9	40.7	62.1	41.1	50.6	43.6	43.5	39.2	48.7	43.2	39.4	38.6
Rewards for Prosocial Involvement	44.4	31.9	51.5	32.0	43.0	42.3	49.3	37.3	47.4	37.4	35.6	35.8
Family Domain												
Family Attachment	62.3	52.4	57.9	50.0	57.9	49.4	43.7	47.1	54.3	61.5	59.1	57.2
Opportunity for Prosocial Involvement	59.7	59.2	73.5	59.7	45.0	57.8	50.0	55.9	56.5	56.9	54.4	56.8
Rewards for Prosocial Involvement	68.6	61.0	72.9	60.6	57.5	56.5	62.3	56.9	56.5	57.7	55.2	56.9
School Domain												
Opportunities for Prosocial Involvement	72.5	56.2	73.5	61.8	52.5	58.6	63.5	61.7	70.5	64.2	62.7	61.3
Rewards for Prosocial Involvement	60.5	48.9	73.5	52.2	63.6	60.8	70.8	60.8	48.7	49.5	52.0	43.9
Peer-Individual Domain												
Religiosity	*	*	71.1	46.9	*	*	44.6	45.5	*	*	82.4	72.7
Social Skills	56.8	59.5	63.3	59.1	44.8	53.8	40.5	52.2	43.4	64.1	60.8	63.9
Belief in the Moral Order	41.5	50.0	58.2	53.6	48.5	58.9	53.4	62.7	26.0	45.4	30.1	50.3
Interaction with Prosocial Peers	*	*	67.3	46.5	*	*	56.7	49.7	*	*	41.3	47.8
Prosocial Involvement	*	*	48.0	39.8	*	*	45.9	43.1	*	*	45.3	40.5
Rewards for Prosocial Involvement	*	*	56.7	59.2	*	*	50.7	60.1	*	*	39.2	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	91.4	94.6	94.9	93.7	90.8	94.2	85.1	94.4	81.8	93.2	93.2	94.8
	1 day	1.2	1.8	1.0	2.9	4.1	1.0	0.0	1.8	3.9	1.2	5.5	1.3
	2-3 days	3.7	1.3	2.0	1.5	1.0	1.2	1.4	1.2	2.6	0.8	0.0	0.8
	4-5 days	0.0	0.5	1.0	0.5	0.0	0.4	1.4	0.5	3.9	0.6	0.0	0.4
	6 or more days	3.7	1.7	1.0	1.5	4.1	3.2	12.2	2.1	7.8	4.1	1.4	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	92.8	94.7	92.9	88.7	96.9	97.7	94.6	92.2	100.0	97.4	98.6	94.4
	1 day	4.8	3.2	6.1	6.1	1.0	1.1	2.7	4.0	0.0	1.2	0.0	2.6
	2-3 days	2.4	1.2	1.0	3.1	2.0	0.7	2.7	2.0	0.0	0.5	0.0	1.6
	4-5 days	0.0	0.2	0.0	0.7	0.0	0.1	0.0	0.7	0.0	0.2	1.4	0.6
	6 or more days	0.0	0.7	0.0	1.3	0.0	0.4	0.0	1.2	0.0	0.7	0.0	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	94.0	90.0	89.8	83.9	90.9	91.0	87.8	86.5	93.7	94.4	93.2	89.9
	1 time	1.2	5.4	5.1	8.7	3.0	4.0	9.5	6.8	2.5	2.6	4.1	4.9
	2-3 times	2.4	2.7	3.1	4.0	5.1	3.3	1.4	3.5	1.3	1.4	0.0	3.0
	4-5 times	1.2	0.7	1.0	1.2	0.0	0.7	0.0	1.0	1.3	0.5	0.0	0.7
	6-7 times	0.0	0.2	0.0	0.5	1.0	0.1	0.0	0.5	1.3	0.1	0.0	0.4
	8-9 times	1.2	0.1	0.0	0.3	0.0	0.1	0.0	0.3	0.0	0.2	1.4	0.2
	10-11 times	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.2	0.0	0.1	0.0	0.1
	12 or more times	0.0	0.8	1.0	1.3	0.0	0.7	1.4	1.2	0.0	0.7	1.4	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	71.1	78.5	73.5	72.4	84.8	87.6	79.7	82.9	97.4	93.5	93.2	90.1
	1 time	19.3	12.7	11.2	14.4	9.1	7.3	9.5	9.5	1.3	3.6	2.7	5.8
	2-3 times	7.2	5.9	14.3	8.5	6.1	3.6	8.1	5.0	0.0	1.8	4.1	2.6
	4-5 times	0.0	1.2	1.0	2.4	0.0	0.5	1.4	1.1	1.3	0.3	0.0	0.6
	6-7 times	0.0	0.6	0.0	0.7	0.0	0.2	0.0	0.3	0.0	0.3	0.0	0.2
	8-9 times	0.0	0.1	0.0	0.4	0.0	0.1	1.4	0.3	0.0	0.1	0.0	0.3
	10-11 times	0.0	0.1	0.0	0.2	0.0	0.1	0.0	0.2	0.0	0.0	0.0	0.1
	12 or more times	2.4	1.0	0.0	1.1	0.0	0.6	0.0	0.7	0.0	0.3	0.0	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties
Francis Garcia
The EXCEL Group
520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties
Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
520-214-2177

Gila and Pinal Counties
Heidi Haeder-Heild
Pinal Gila Behavioral Health Association (PGBHA)
480-982-1317

Maricopa County
Gabriella Guerra
ValueOptions
602-685-3861

Gila River Health Care Corporation (GRHCC)
Tom Cummins
520-562-3321

Pasqua Yaqui Tribe Behavioral Health
Theresa Ybarrez
520-879-6085

Navajo Nation
Char James
928-729-4470

Other State and National Contacts:

Arizona Criminal Justice Commission
Kristen Roof /Steve Ballance
602-364-1394/602-364-1157
www.acjc.state.az.us

Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

La Paz County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for La Paz County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

CONTENTS:

Introduction:
- *Demographics*
- *Risk & Protective Framework*

Tools for Assessment and Planning

How to Read the Charts

Data Charts:
- *Substance Use & Antisocial Behavior*
- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State.

The Risk and Protective Factor Model of Prevention

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

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

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	390	100	373	100	12203	100	40960	100
Grade								
8	111	28.5	157	42.1	3451	28.3	18812	45.9
10	156	40.0	128	34.3	4984	40.8	12558	30.7
12	123	31.5	88	23.59	3768	30.9	9590	23.4
Gender								
Male	184	48.5	170	46.4	5881	49.3	19172	47.5
Female	195	51.5	196	53.6	6043	50.7	21161	52.5
Ethnicity								
White	144	37.7	145	39.4	6198	51.8	19745	49.0
Native American	90	23.6	63	17.1	1237	10.3	2938	7.3
Hispanic	133	34.8	132	35.9	3630	30.3	13184	32.7
African American	6	1.6	8	2.2	292	2.4	1503	3.7
Asian	2*	0.5*	3	0.8	258*	2.2*	812	2.0
Pacific Islander			1	0.272			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

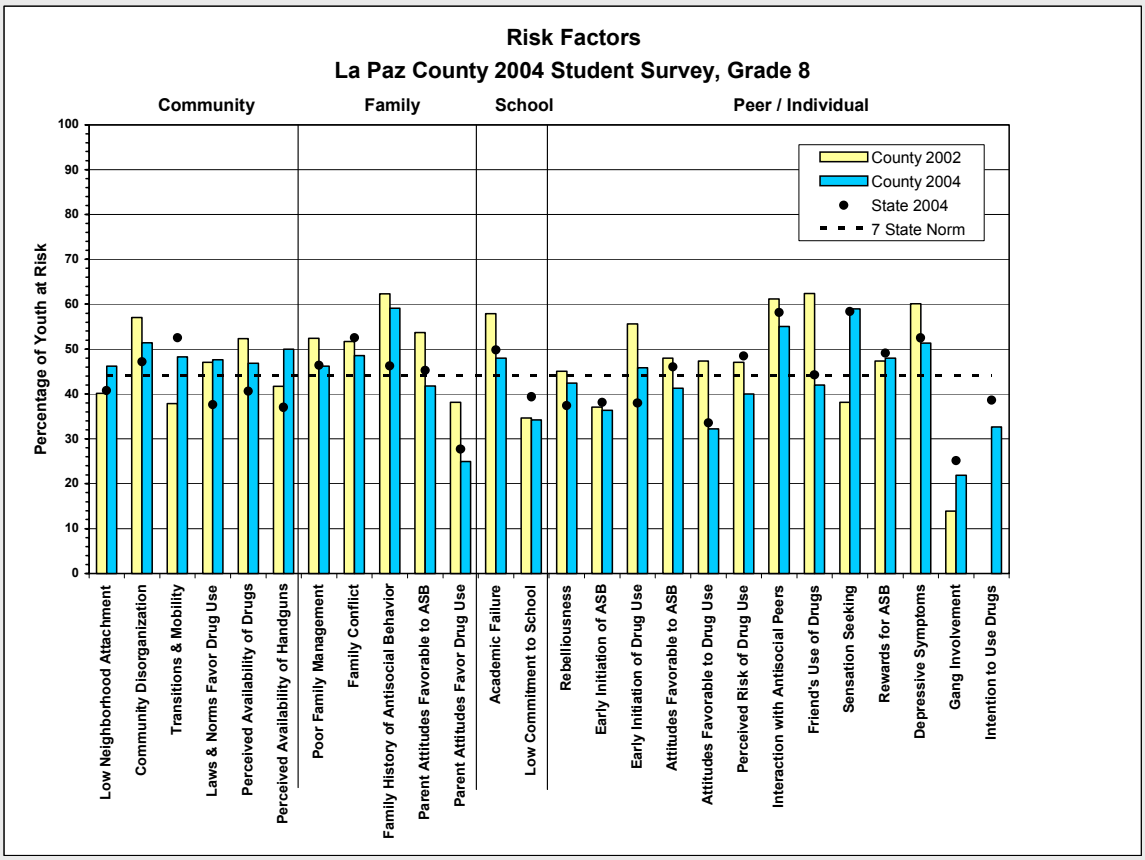
Dashed Line

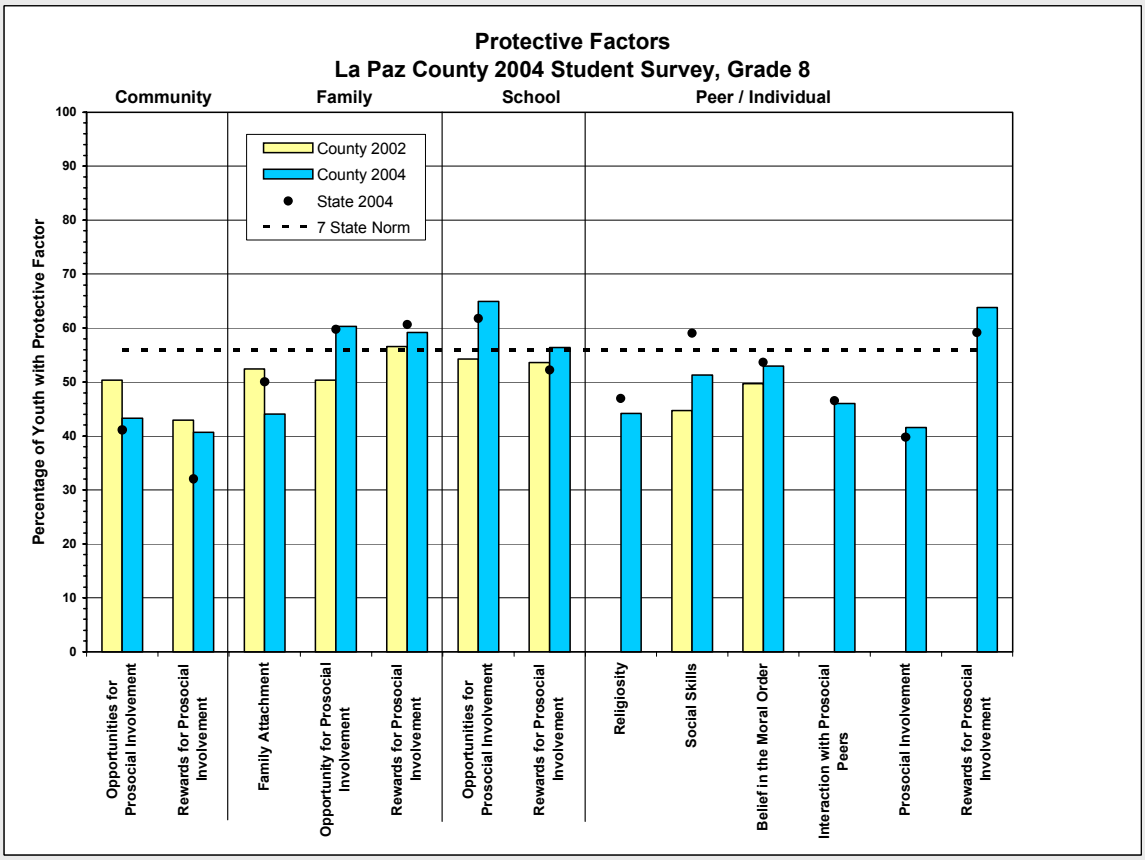
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

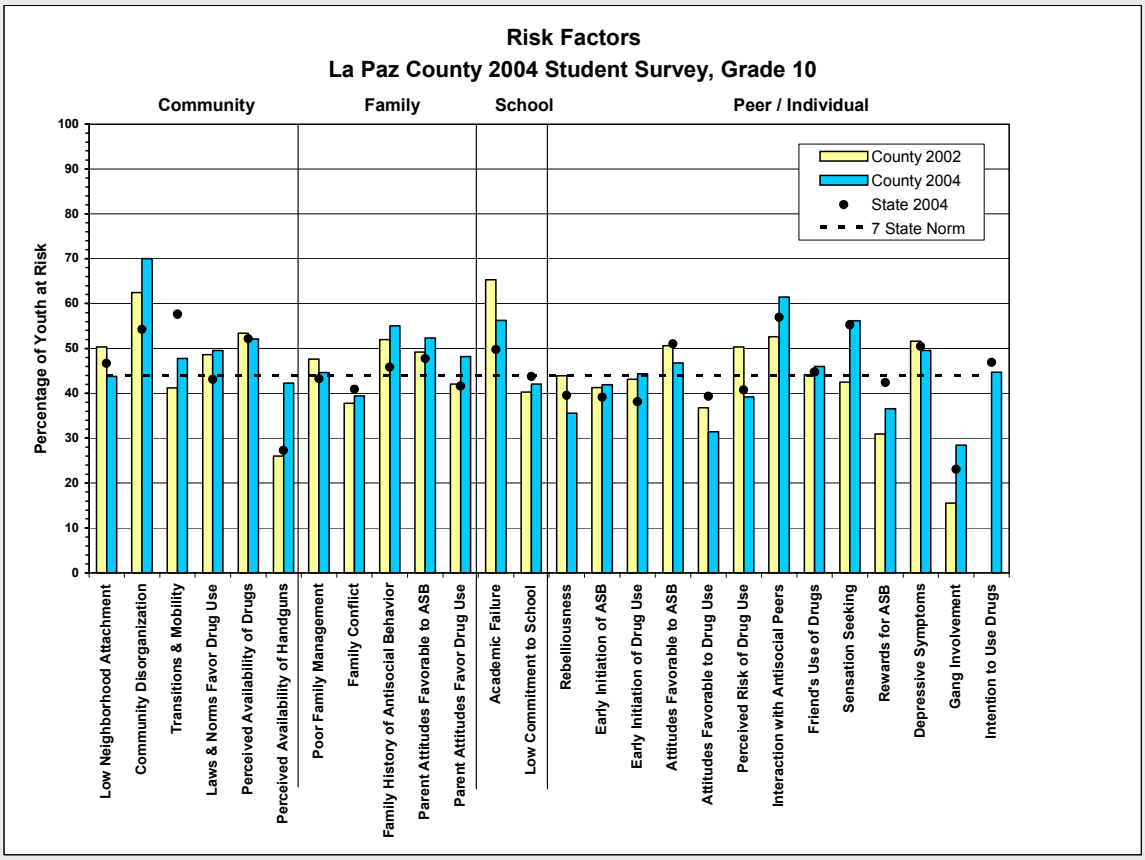
Elevated Risk and Protection

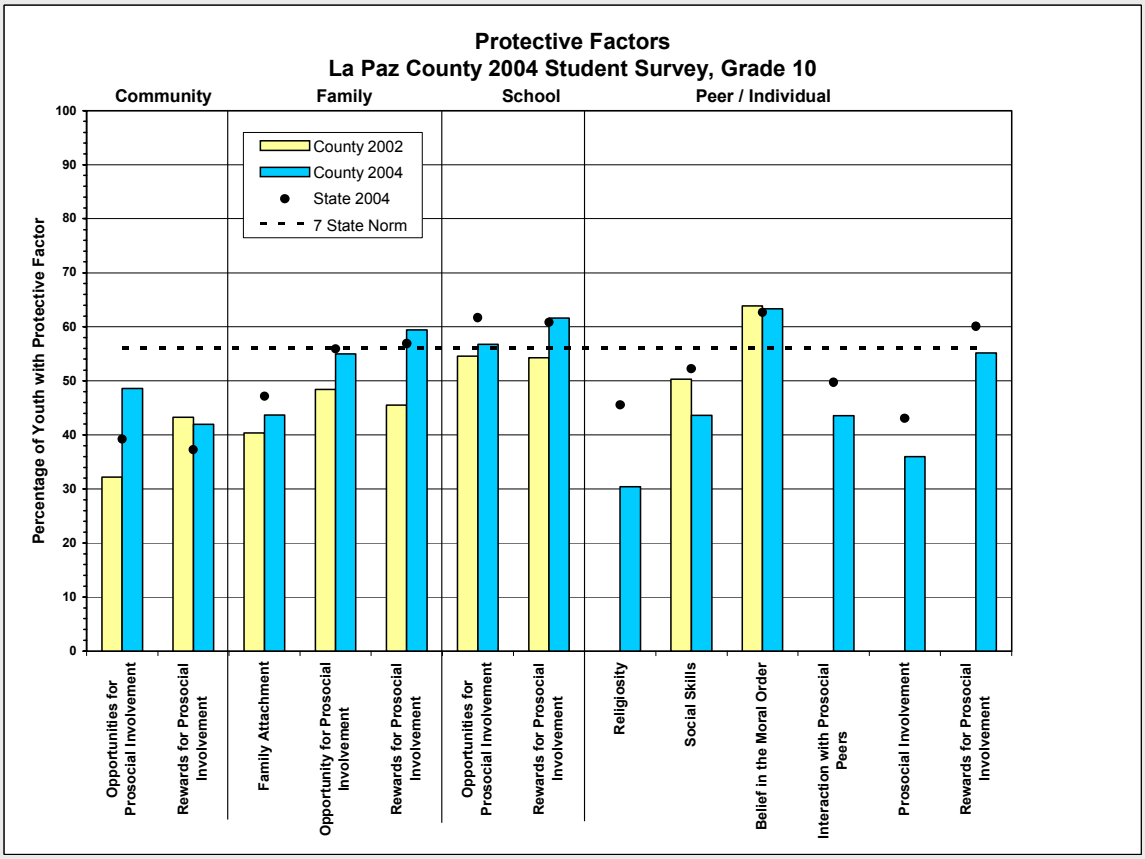




Risk and Protective Factor Profiles

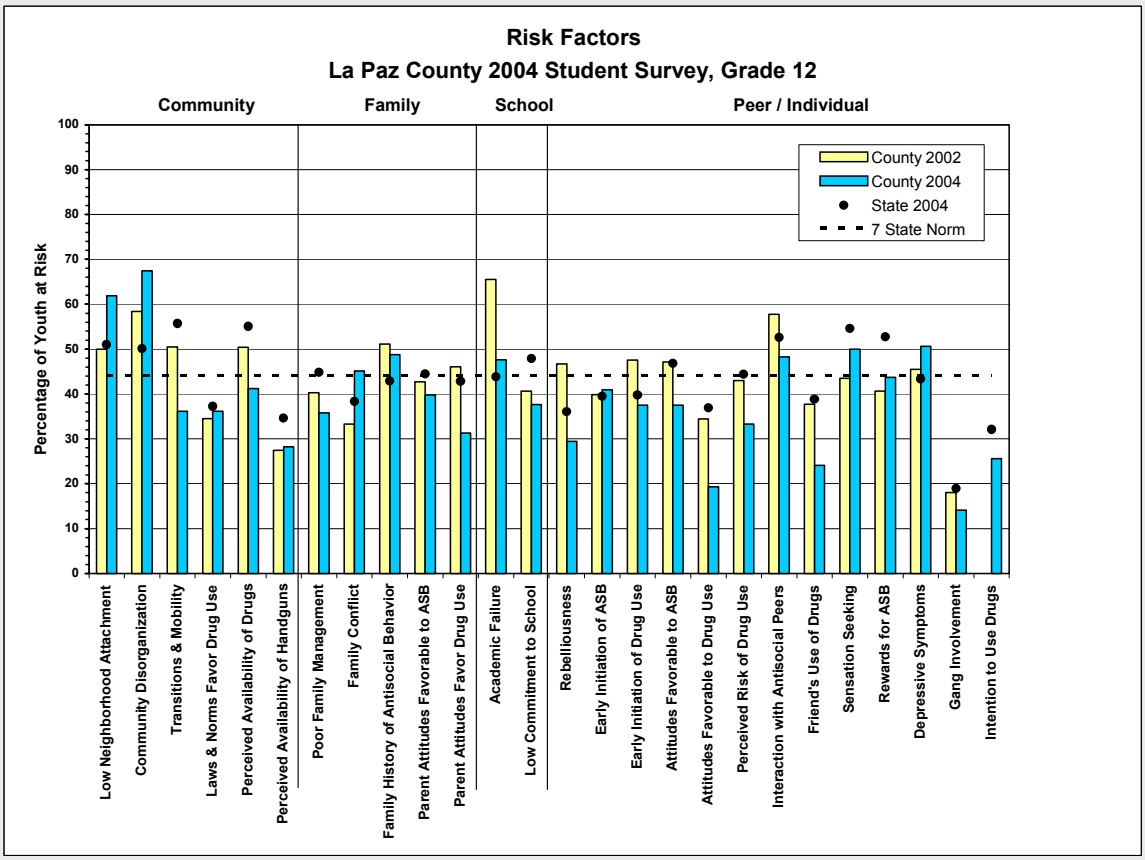
Elevated Risk and Protection

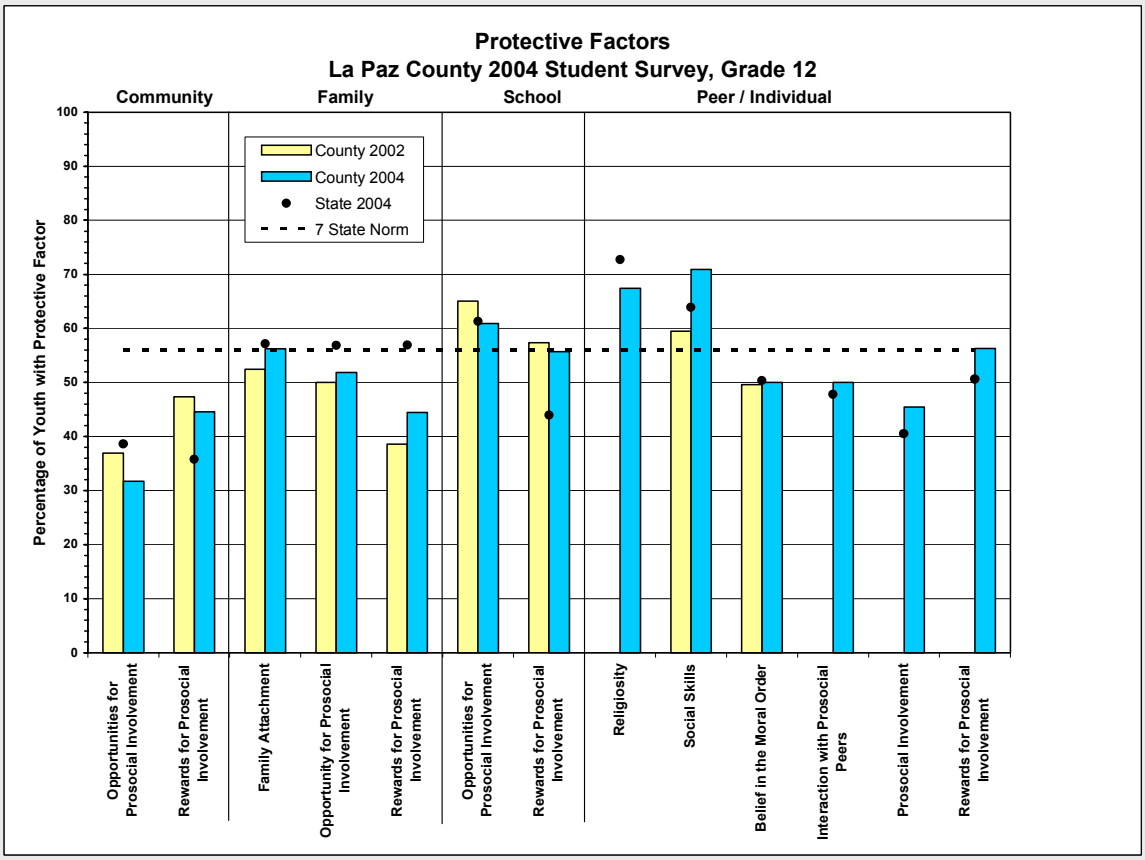




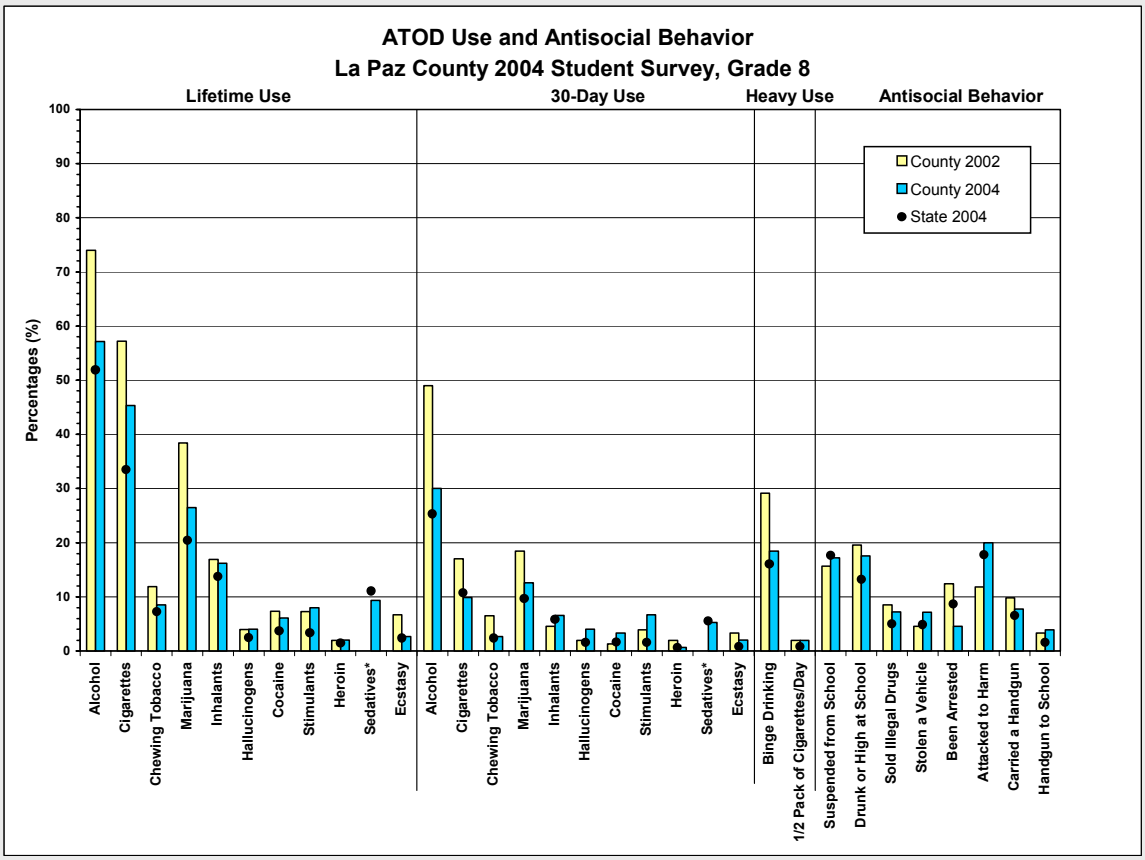
Risk and Protective Factor Profiles

Elevated Risk and Protection

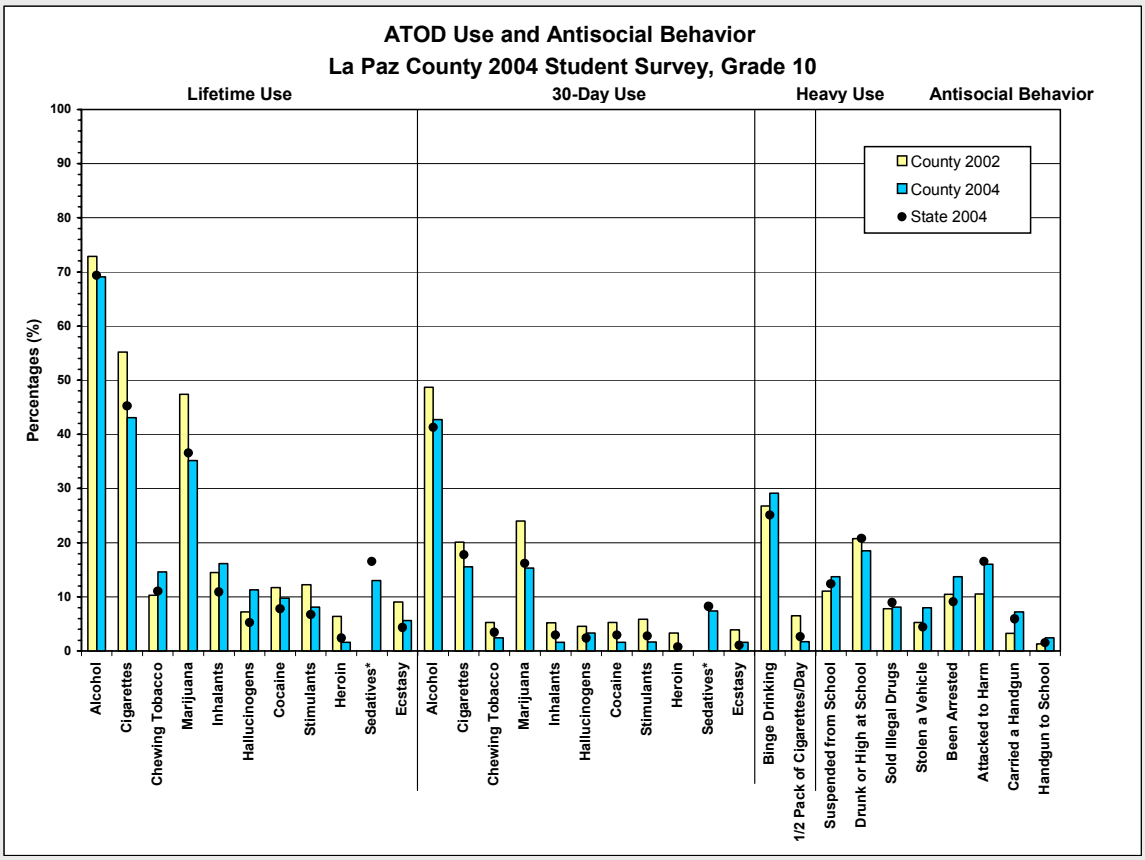


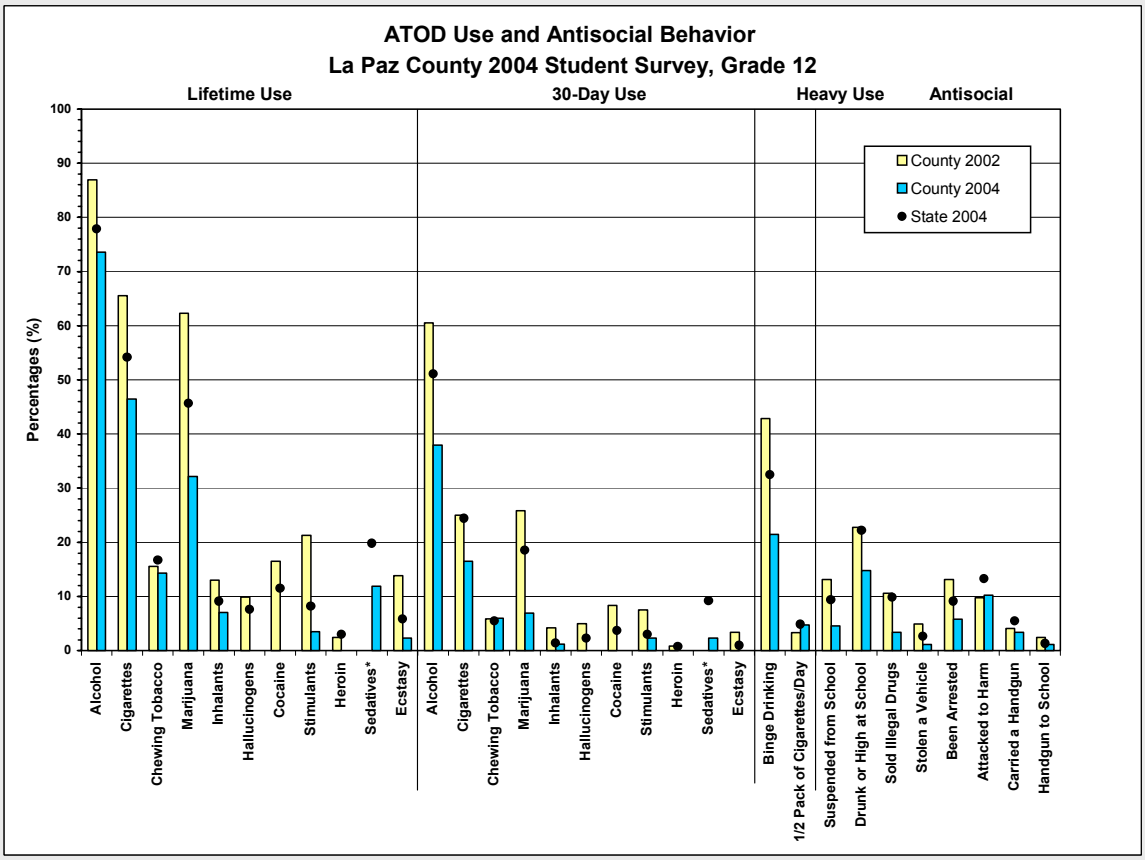


ATOD Use and Antisocial Behavior

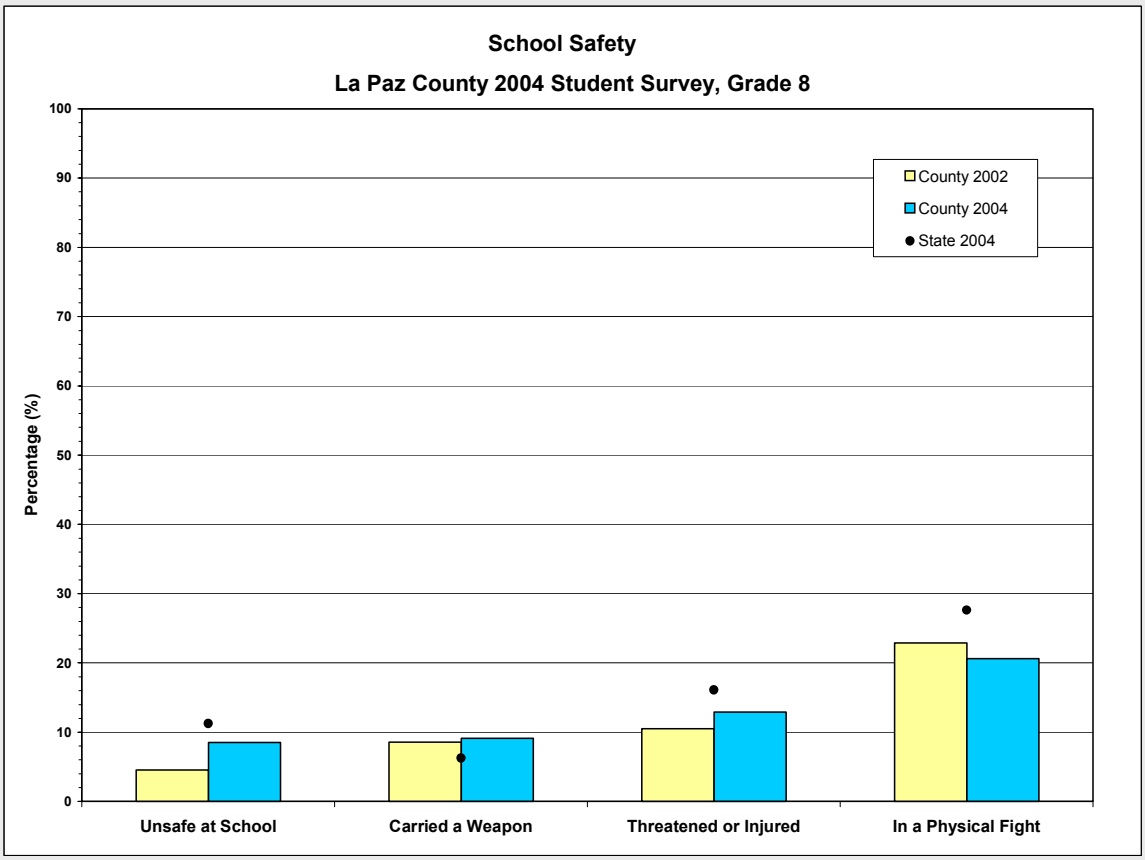


ATOD Use and Antisocial Behavior

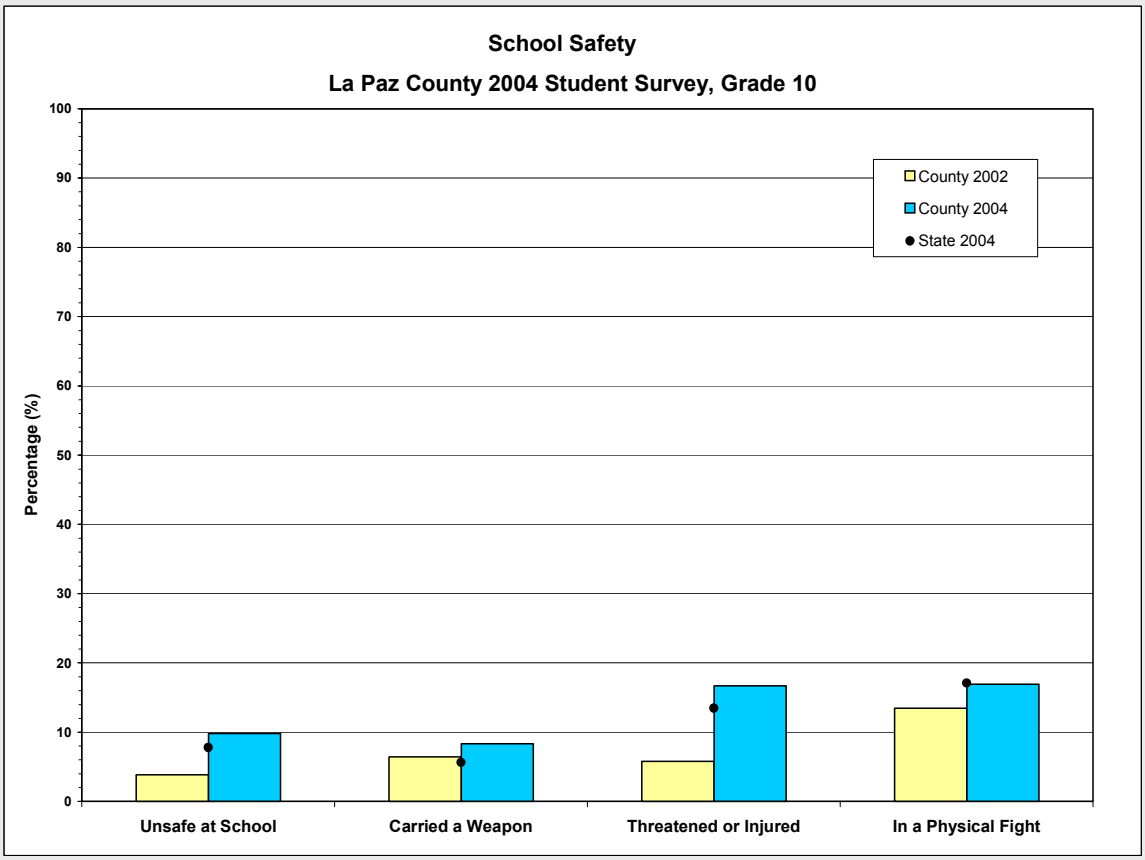




School Safety Profile



School Safety Profile



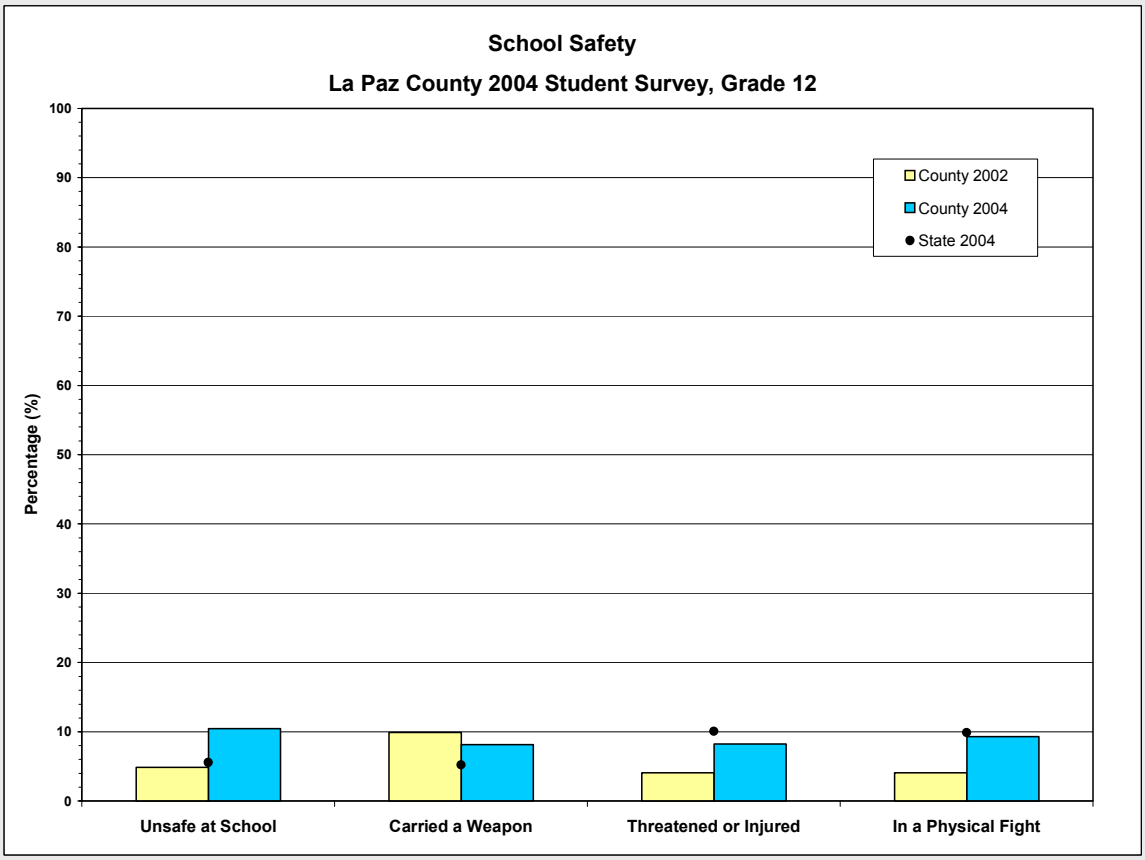


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	111	3451	157	18812	156	4984	128	12558	123	3768	88	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	74.0	56.9	57.1	51.9	72.8	72.3	69.0	69.3	86.9	80.8	73.6	77.9
Cigarettes	57.2	39.6	45.3	33.5	55.2	49.8	43.1	45.3	65.6	61.1	46.4	54.2
Chewing Tobacco	11.9	6.8	8.6	7.2	10.3	10.2	14.6	11.0	15.6	16.9	14.3	16.7
Marijuana	38.4	26.6	26.5	20.4	47.4	41.6	35.2	36.6	62.3	50.8	32.2	45.7
Inhalants	16.9	11.9	16.2	13.7	14.5	10.4	16.1	10.9	13.0	10.1	7.1	9.1
Hallucinogens	4.0	2.4	4.0	2.5	7.2	8.3	11.3	5.3	9.8	12.6	0.0	7.6
Cocaine	7.3	4.5	6.1	3.7	11.7	8.2	9.8	7.8	16.5	12.0	0.0	11.5
Stimulants	7.3	2.9	8.0	3.4	12.3	6.8	8.1	6.7	21.3	8.6	3.5	8.2
Heroin	2.0	1.9	2.0	1.5	6.4	3.2	1.6	2.4	2.4	3.8	0.0	3.0
Sedatives*	*	*	9.3	11.0	*	*	13.0	16.5	*	*	11.9	19.8
Ecstasy	6.7	5.5	2.7	2.4	9.0	8.2	5.6	4.3	13.8	12.0	2.4	5.9
Any Drug	43.8	33.2	34.0	33.2	53.2	44.5	43.2	45.6	62.6	52.8	37.2	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	49.0	34.4	30.1	25.3	48.7	47.9	42.7	41.3	60.5	58.9	37.9	51.1
Cigarettes	17.0	9.1	9.9	10.7	20.1	18.1	15.6	17.7	25.0	23.2	16.5	24.4
Chewing Tobacco	6.5	4.0	2.6	2.4	5.2	4.7	2.5	3.4	5.8	5.9	6.0	5.4
Marijuana	18.4	14.3	12.6	9.7	24.0	22.4	15.3	16.2	25.8	25.4	6.9	18.5
Inhalants	4.6	6.5	6.6	5.8	5.2	3.4	1.6	2.9	4.2	2.0	1.2	1.4
Hallucinogens	2.0	1.5	4.0	1.6	4.5	3.2	3.3	2.4	5.0	3.1	0.0	2.3
Cocaine	1.3	2.6	3.3	1.6	5.2	3.5	1.6	3.0	8.3	4.0	0.0	3.7
Stimulants	3.9	1.0	6.7	1.6	5.8	2.6	1.7	2.8	7.5	2.2	2.3	3.0
Heroin	2.0	1.2	0.7	0.6	3.3	1.4	0.0	0.7	0.8	1.3	0.0	0.7
Sedatives*	*	*	5.2	5.5	*	*	7.4	8.2	*	*	2.3	9.2
Ecstasy	3.3	3.6	2.0	0.8	3.9	2.5	1.6	1.1	3.4	3.2	0.0	1.0
Any Drug	21.5	19.9	18.8	17.9	33.1	25.7	22.3	23.6	31.4	28.6	10.7	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	29.1	14.1	18.4	16.0	26.8	26.0	29.2	25.1	42.9	32.2	21.4	32.5
1/2 Pack of Cigarettes/Day	2.0	1.2	2.0	0.8	6.5	3.5	1.7	2.6	3.3	6.0	4.7	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	15.7	18.1	17.2	17.7	11.0	11.6	13.7	12.3	13.1	8.1	4.5	9.3
Drunk or High at School	19.6	15.4	17.5	13.2	20.8	20.5	18.5	20.8	22.8	23.8	14.8	22.2
Sold Illegal Drugs	8.5	5.7	7.2	5.0	7.8	9.9	8.1	8.9	10.6	10.0	3.4	9.8
Stolen a Vehicle	4.6	3.3	7.1	4.8	5.2	3.6	8.0	4.4	4.9	2.1	1.1	2.6
Been Arrested	12.4	9.1	4.5	8.7	10.5	8.0	13.7	9.1	13.1	8.2	5.8	9.1
Attacked to Harm	11.8	11.6	20.0	17.8	10.5	10.8	16.0	16.5	9.8	9.1	10.2	13.3
Carried a Handgun	9.8	6.7	7.7	6.5	3.2	5.0	7.2	5.9	4.1	4.9	3.4	5.5
Handgun to School	3.3	1.4	3.9	1.5	1.3	1.3	2.4	1.5	2.4	1.0	1.1	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	40.1	38.1	46.2	40.7	50.3	39.3	43.8	46.7	50.0	44.3	61.9	51.0
Community Disorganization	57.0	43.1	51.4	47.2	62.5	40.0	70.0	54.2	58.4	39.5	67.5	50.1
Transitions & Mobility	37.8	47.4	48.3	52.5	41.2	45.3	47.7	57.6	50.5	45.1	36.1	55.7
Laws & Norms Favor Drug Use	47.1	34.9	47.6	37.6	48.6	35.1	49.6	43.1	34.5	33.1	36.1	37.2
Perceived Availability of Drugs	52.3	39.9	46.9	40.6	53.4	50.5	52.1	52.1	50.4	60.1	41.2	55.0
Perceived Availability of Handguns	41.7	37.5	50.0	37.0	26.0	24.7	42.2	27.3	27.4	32.7	28.2	34.6
Family Domain												
Poor Family Management	52.4	43.1	46.2	46.4	47.6	41.5	44.7	43.2	40.2	46.2	35.8	44.8
Family Conflict	51.7	46.1	48.5	52.5	37.8	34.3	39.4	40.9	33.3	31.4	45.1	38.3
Family History of Antisocial Behavior	62.3	40.5	59.1	46.2	52.0	37.7	55.0	45.8	51.1	35.5	48.8	42.9
Parent Attitudes Favorable to ASB	53.7	41.7	41.7	45.3	49.2	44.3	52.3	47.7	42.7	42.9	39.8	44.4
Parent Attitudes Favor Drug Use	38.1	25.8	25.0	27.7	42.1	44.0	48.2	41.6	46.1	45.2	31.3	42.8
School Domain												
Academic Failure	57.9	52.3	48.0	49.8	65.3	46.5	56.3	49.8	65.5	43.7	47.6	43.8
Low Commitment to School	34.6	41.2	34.2	39.4	40.3	45.4	42.1	43.7	40.7	44.6	37.6	47.9
Peer-Individual Domain												
Rebelliousness	45.1	40.0	42.4	37.4	43.9	40.9	35.5	39.5	46.7	38.6	29.4	36.0
Early Initiation of ASB	37.1	33.6	36.4	38.1	41.3	31.1	41.9	39.1	39.8	32.2	40.9	39.4
Early Initiation of Drug Use	55.6	40.3	45.8	38.0	43.1	39.0	44.4	38.1	47.5	40.6	37.5	39.7
Attitudes Favorable to ASB	48.0	46.3	41.3	46.0	50.6	54.5	46.8	51.0	47.1	53.3	37.5	46.8
Attitudes Favorable to Drug Use	47.3	37.4	32.3	33.5	36.8	47.2	31.5	39.3	34.4	46.4	19.3	36.9
Perceived Risk of Drug Use	47.1	47.9	40.0	48.5	50.3	45.3	39.2	40.7	43.0	47.6	33.3	44.4
Interaction with Antisocial Peers	61.2	52.1	55.0	58.2	52.6	48.2	61.5	56.9	57.7	47.8	48.3	52.6
Friend's Use of Drugs	62.4	41.9	42.0	44.2	44.2	44.8	46.0	44.7	37.7	41.3	24.1	38.8
Sensation Seeking	38.2	41.6	59.0	58.4	42.5	44.6	56.2	55.3	43.4	46.5	50.0	54.6
Rewards for ASB	47.3	38.0	48.0	49.1	30.9	34.6	36.6	42.4	40.7	40.1	43.7	52.8
Depressive Symptoms	60.1	48.2	51.3	52.5	51.6	43.8	49.6	50.5	45.5	39.7	50.6	43.3
Gang Involvement	13.9	21.7	21.9	25.1	15.6	13.6	28.4	23.0	18.0	10.7	14.1	18.9
Intention to Use Drugs	*	*	32.7	38.6	*	*	44.7	46.9	*	*	25.6	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	50.3	40.7	43.3	41.1	32.2	43.6	48.6	39.2	36.9	43.2	31.7	38.6
Rewards for Prosocial Involvement	43.0	31.9	40.7	32.0	43.2	42.3	42.0	37.3	47.3	37.4	44.6	35.8
Family Domain												
Family Attachment	52.4	52.4	44.1	50.0	40.3	49.4	43.7	47.1	52.4	61.5	56.3	57.2
Opportunity for Prosocial Involvement	50.3	59.2	60.3	59.7	48.4	57.8	55.0	55.9	50.0	56.9	51.9	56.8
Rewards for Prosocial Involvement	56.6	61.0	59.2	60.6	45.5	56.5	59.4	56.9	38.6	57.7	44.4	56.9
School Domain												
Opportunities for Prosocial Involvement	54.2	56.2	65.0	61.8	54.5	58.6	56.8	61.7	65.0	64.2	60.9	61.3
Rewards for Prosocial Involvement	53.6	48.9	56.4	52.2	54.2	60.8	61.6	60.8	57.4	49.5	55.7	43.9
Peer-Individual Domain												
Religiosity	*	*	44.2	46.9	*	*	30.4	45.5	*	*	67.4	72.7
Social Skills	44.7	59.5	51.3	59.1	50.3	53.8	43.7	52.2	59.5	64.1	70.9	63.9
Belief in the Moral Order	49.7	50.0	52.9	53.6	63.9	58.9	63.3	62.7	49.6	45.4	50.0	50.3
Interaction with Prosocial Peers	*	*	46.0	46.5	*	*	43.5	49.7	*	*	50.0	47.8
Prosocial Involvement	*	*	41.6	39.8	*	*	36.0	43.1	*	*	45.5	40.5
Rewards for Prosocial Involvement	*	*	63.8	59.2	*	*	55.2	60.1	*	*	56.3	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	91.4	94.6	90.8	93.7	93.5	94.2	91.7	94.4	90.1	93.2	91.9	94.8
	1 day	2.0	1.8	2.6	2.9	1.9	1.0	2.5	1.8	3.3	1.2	2.3	1.3
	2-3 days	2.6	1.3	2.0	1.5	0.0	1.2	3.3	1.2	0.8	0.8	3.5	0.8
	4-5 days	0.7	0.5	0.0	0.5	1.3	0.4	1.7	0.5	0.0	0.6	0.0	0.4
	6 or more days	3.3	1.7	4.6	1.5	3.2	3.2	0.8	2.1	5.8	4.1	2.3	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	95.4	94.7	91.5	88.7	96.2	97.7	90.2	92.2	95.1	97.4	89.5	94.4
	1 day	3.3	3.2	5.2	6.1	1.9	1.1	3.3	4.0	2.4	1.2	3.5	2.6
	2-3 days	1.3	1.2	1.3	3.1	0.6	0.7	4.1	2.0	0.8	0.5	2.3	1.6
	4-5 days	0.0	0.2	0.7	0.7	0.0	0.1	0.8	0.7	1.6	0.2	1.2	0.6
	6 or more days	0.0	0.7	1.3	1.3	1.3	0.4	1.6	1.2	0.0	0.7	3.5	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	89.5	90.0	87.1	83.9	94.2	91.0	83.3	86.5	95.9	94.4	91.8	89.9
	1 time	5.9	5.4	3.9	8.7	1.3	4.0	9.5	6.8	2.4	2.6	0.0	4.9
	2-3 times	0.7	2.7	4.5	4.0	3.2	3.3	3.2	3.5	0.0	1.4	4.7	3.0
	4-5 times	1.3	0.7	1.9	1.2	0.6	0.7	0.8	1.0	0.8	0.5	2.4	0.7
	6-7 times	0.7	0.2	0.0	0.5	0.0	0.1	0.0	0.5	0.0	0.1	0.0	0.4
	8-9 times	0.0	0.1	0.0	0.3	0.0	0.1	0.0	0.3	0.0	0.2	0.0	0.2
	10-11 times	0.0	0.0	0.6	0.1	0.6	0.1	0.8	0.2	0.8	0.1	0.0	0.1
	12 or more times	2.0	0.8	1.9	1.3	0.0	0.7	2.4	1.2	0.0	0.7	1.2	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	77.1	78.5	79.4	72.4	86.5	87.6	83.1	82.9	95.9	93.5	90.7	90.1
	1 time	11.1	12.7	7.7	14.4	9.0	7.3	5.6	9.5	3.3	3.6	5.8	5.8
	2-3 times	7.8	5.9	9.0	8.5	4.5	3.6	7.3	5.0	0.0	1.8	1.2	2.6
	4-5 times	0.7	1.2	2.6	2.4	0.0	0.5	0.8	1.1	0.8	0.3	0.0	0.6
	6-7 times	0.0	0.6	0.6	0.7	0.0	0.2	0.0	0.3	0.0	0.3	0.0	0.2
	8-9 times	0.7	0.1	0.0	0.4	0.0	0.1	1.6	0.3	0.0	0.1	2.3	0.3
	10-11 times	0.0	0.1	0.0	0.2	0.0	0.1	0.0	0.2	0.0	0.0	0.0	0.1
	12 or more times	2.6	1.0	0.6	1.1	0.0	0.6	1.6	0.7	0.0	0.3	0.0	0.4

Contacts For Prevention

Regional Prevention Contacts

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Arizona Department of Health Services
Division of Behavioral Health Services
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Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Maricopa County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Maricopa County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

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Risk and Protective Factor Definitions

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Table 1 contains the characteristics of the students who completed the survey from your county and the State.

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	3354	100	21970	100	12203	100	40960	100
Grade								
8	1372	40.9	11337	51.6	3451	28.3	18812	45.9
10	805	24.0	5918	26.9	4984	40.8	12558	30.7
12	1177	35.1	4715	21.46	3768	30.9	9590	23.4
Gender								
Male	1636	50.0	10270	47.6	5881	49.3	19172	47.5
Female	1637	50.0	11324	52.4	6043	50.7	21161	52.5
Ethnicity								
White	2172	65.9	12047	55.7	6198	51.8	19745	49.0
Native American	67	2.0	466	2.2	1237	10.3	2938	7.3
Hispanic	660	20.0	6267	29.0	3630	30.3	13184	32.7
African American	152	4.6	1085	5.0	292	2.4	1503	3.7
Asian	131*	4*	584	2.7	258*	2.2*	812	2.0
Pacific Islander			181	0.837			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

The Risk and Protective Factor Model of Prevention

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

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

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

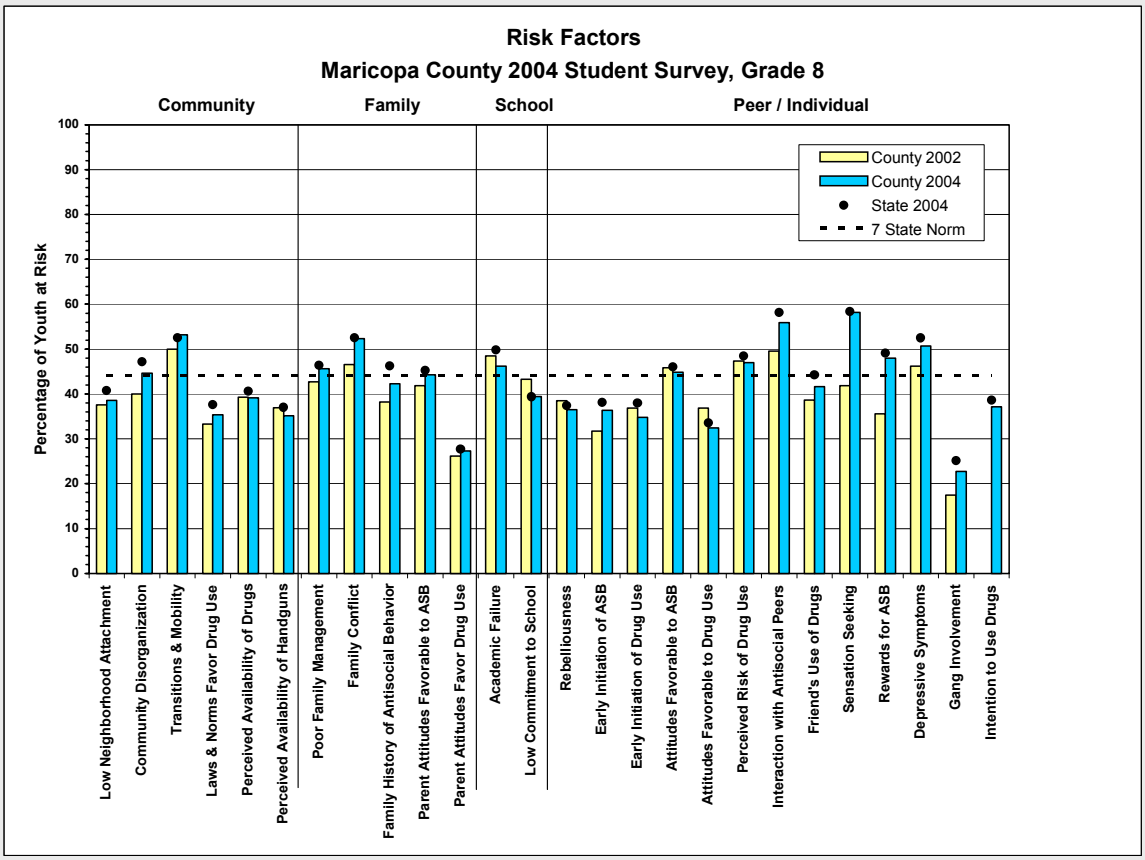
Dashed Line

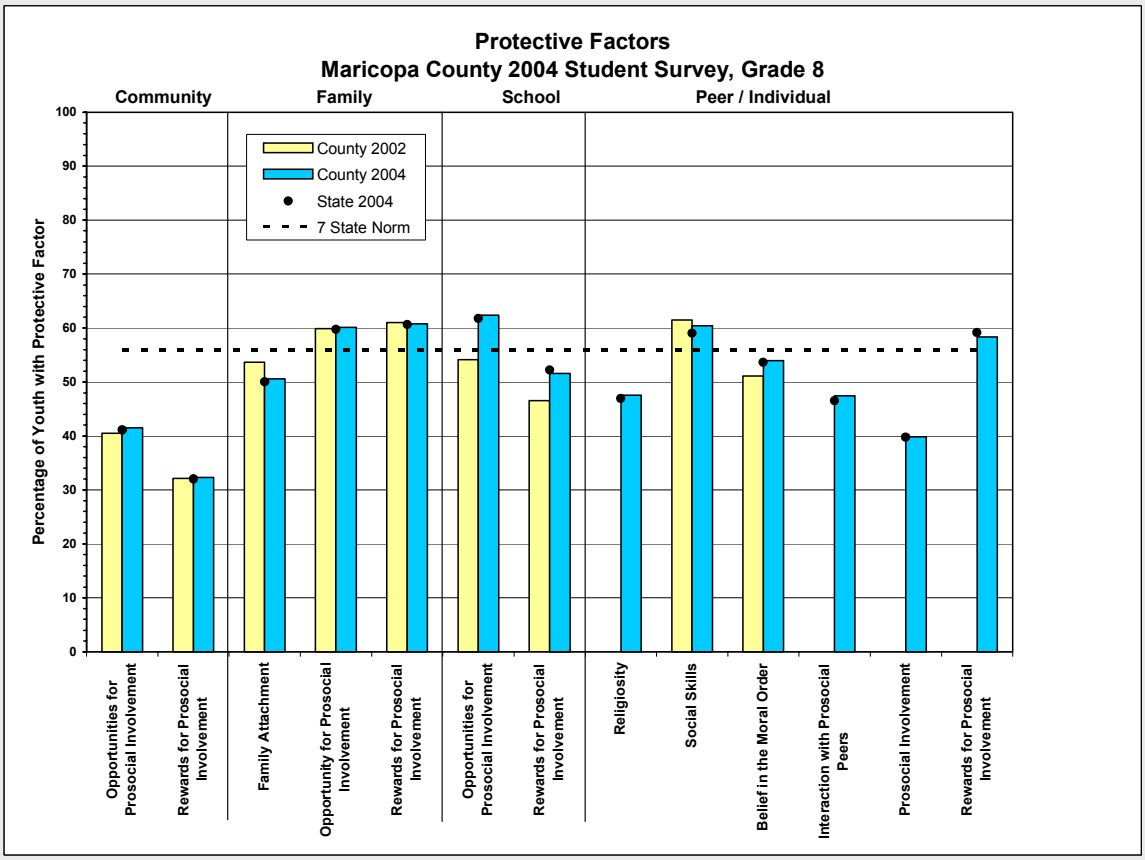
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

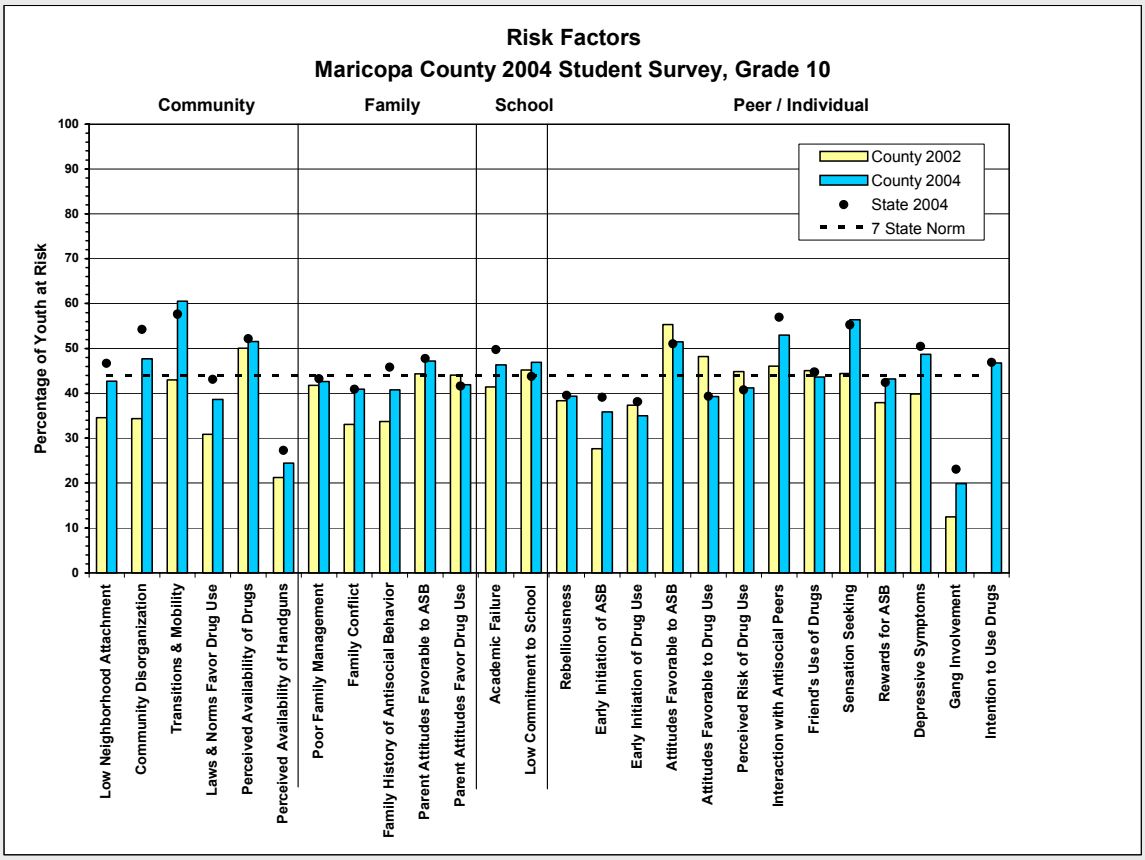
Elevated Risk and Protection

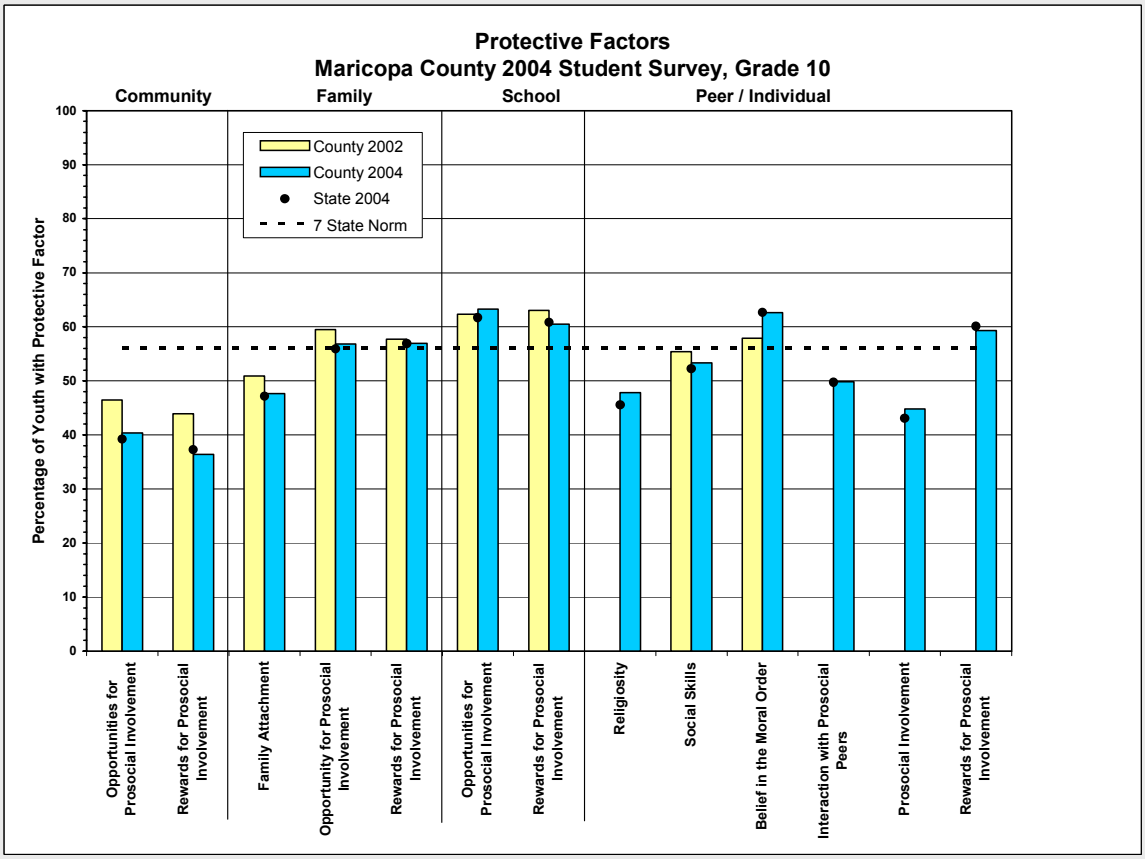




Risk and Protective Factor Profiles

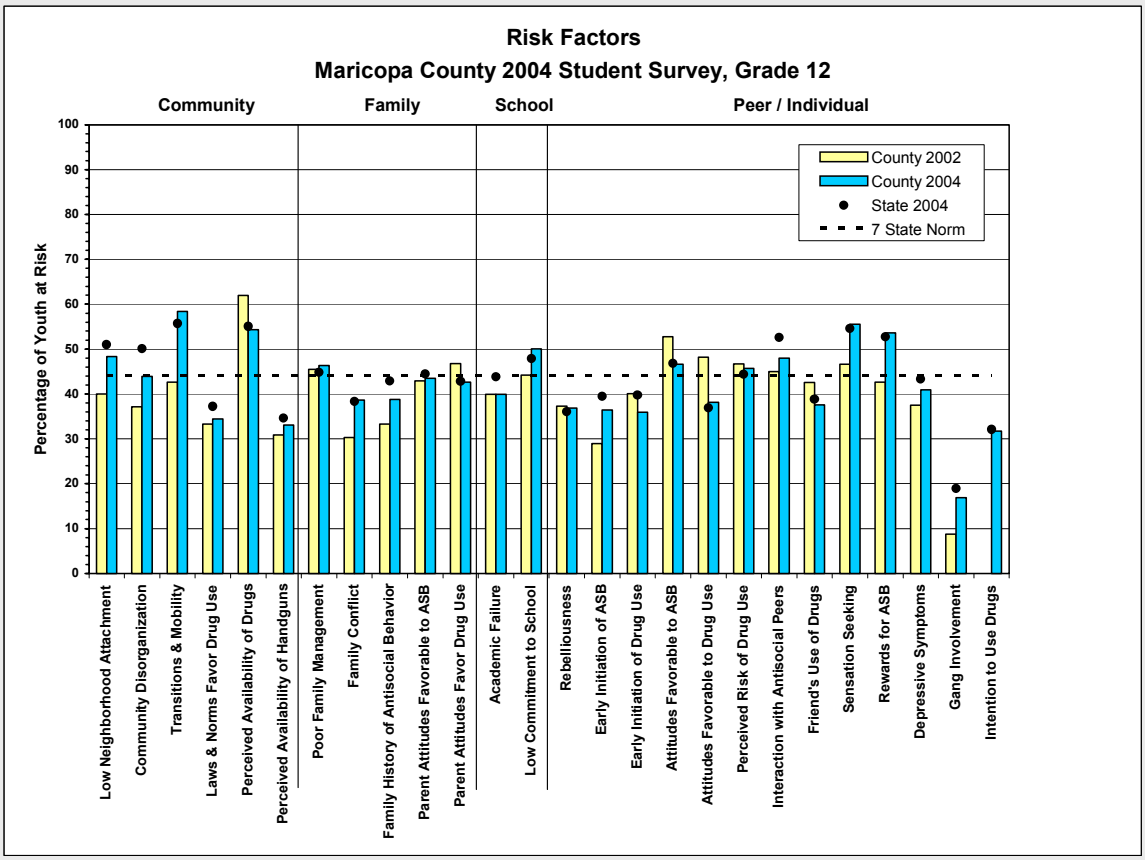
Elevated Risk and Protection

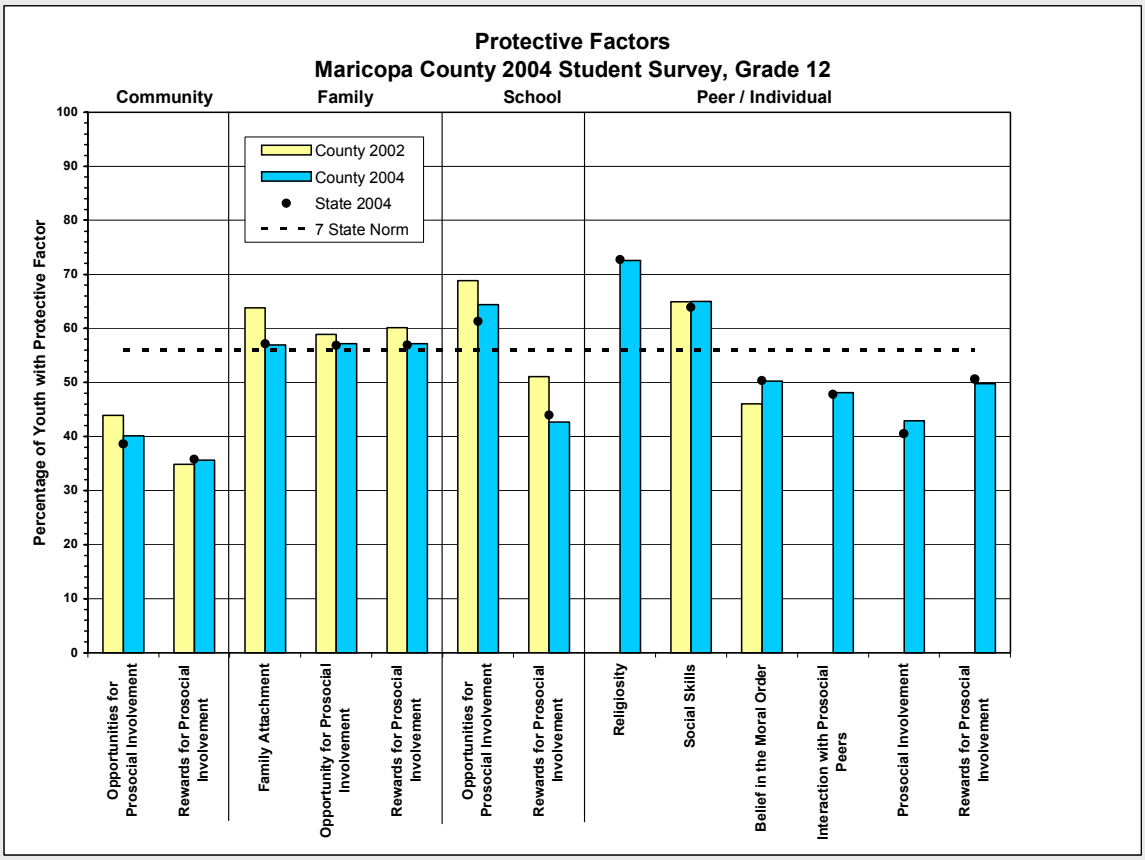




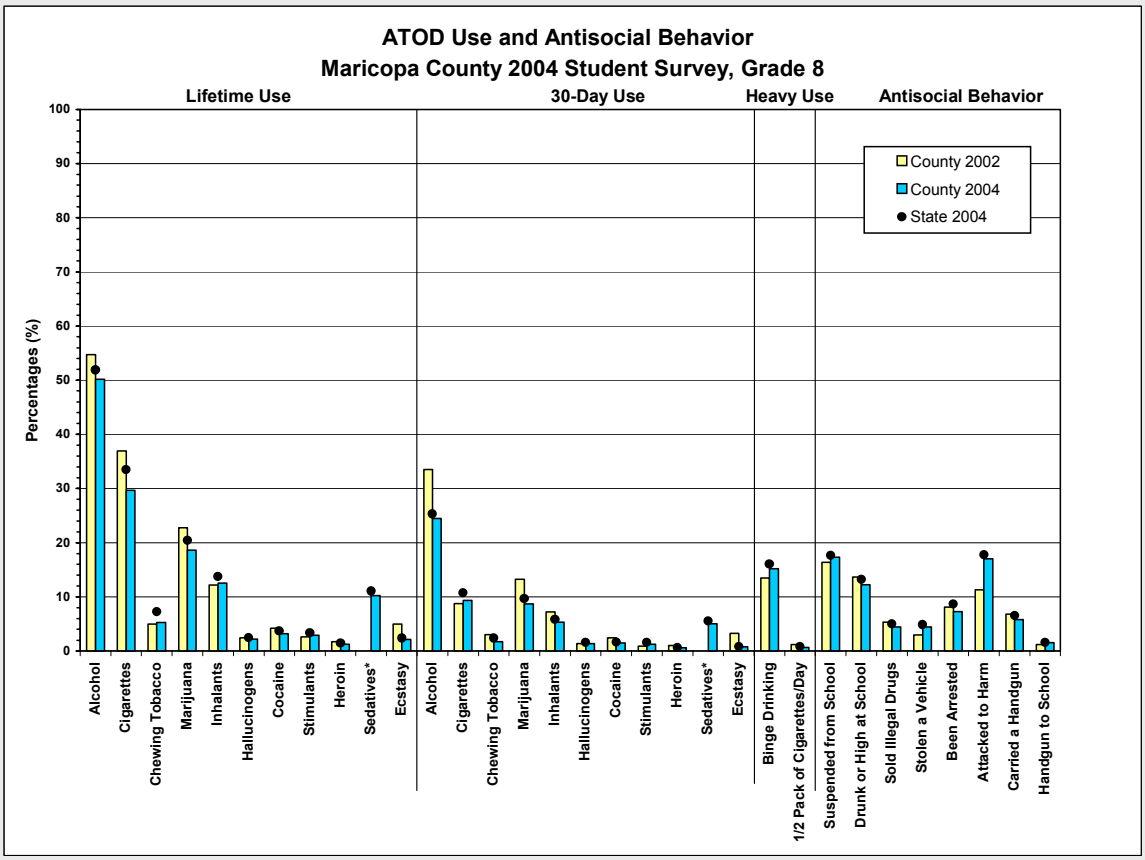
Risk and Protective Factor Profiles

Elevated Risk and Protection

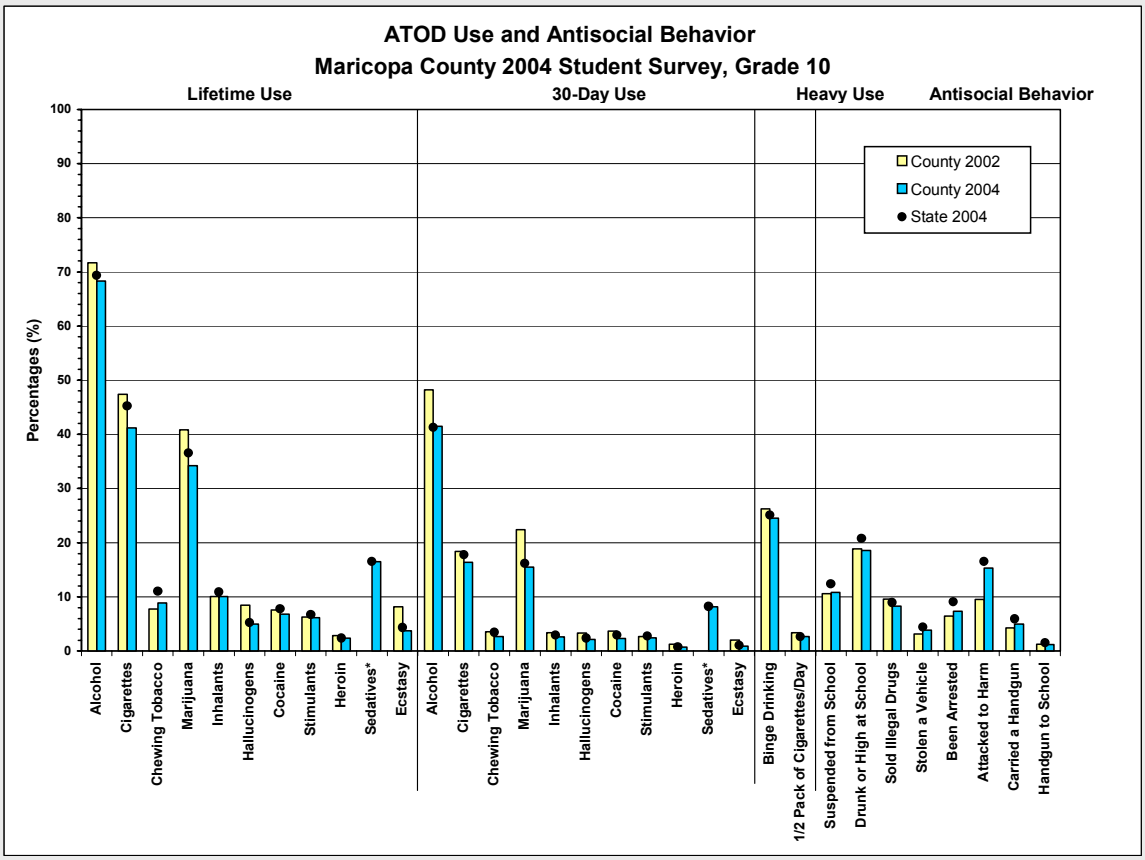


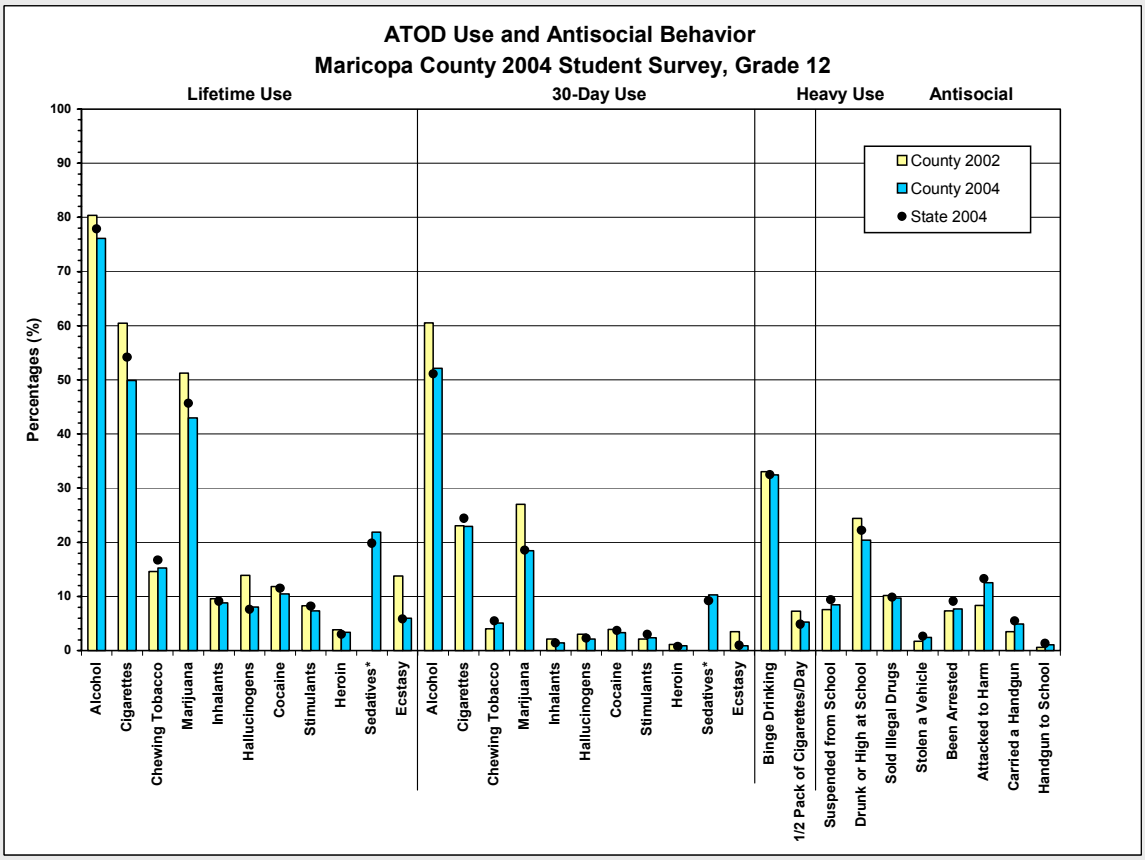


ATOD Use and Antisocial Behavior

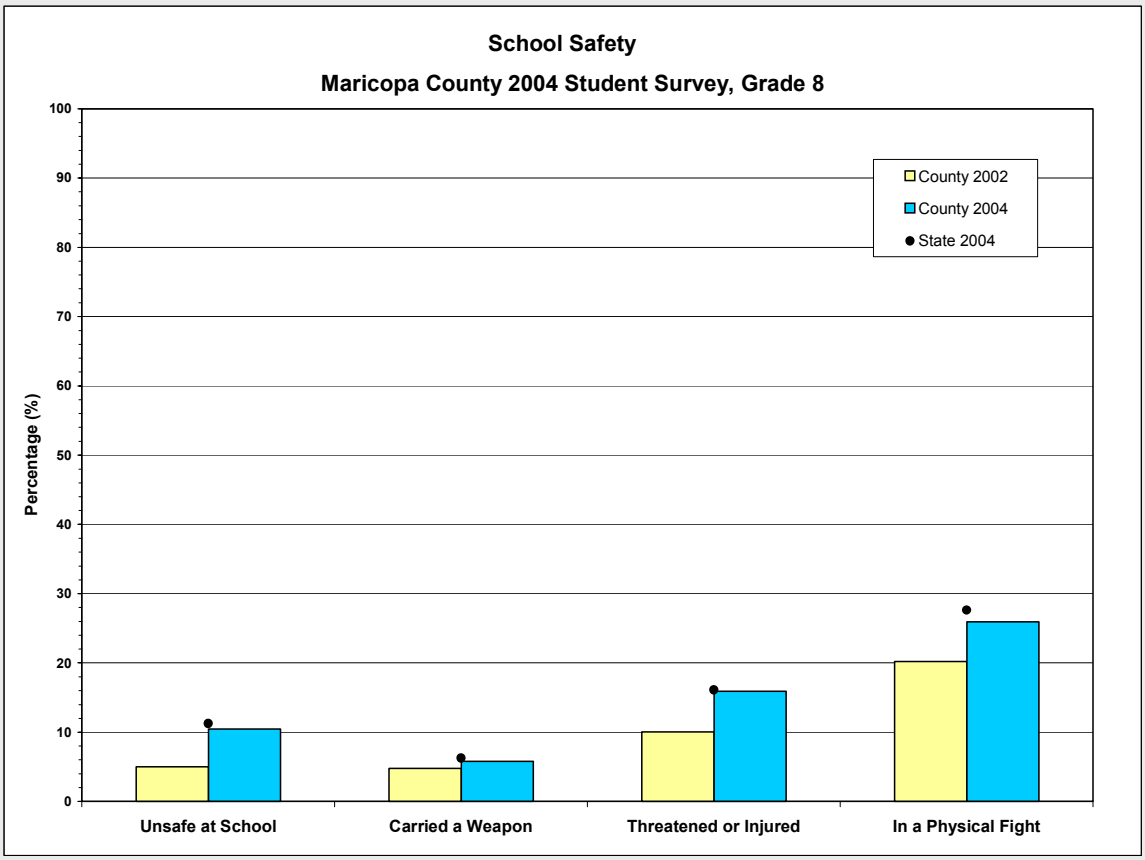


ATOD Use and Antisocial Behavior

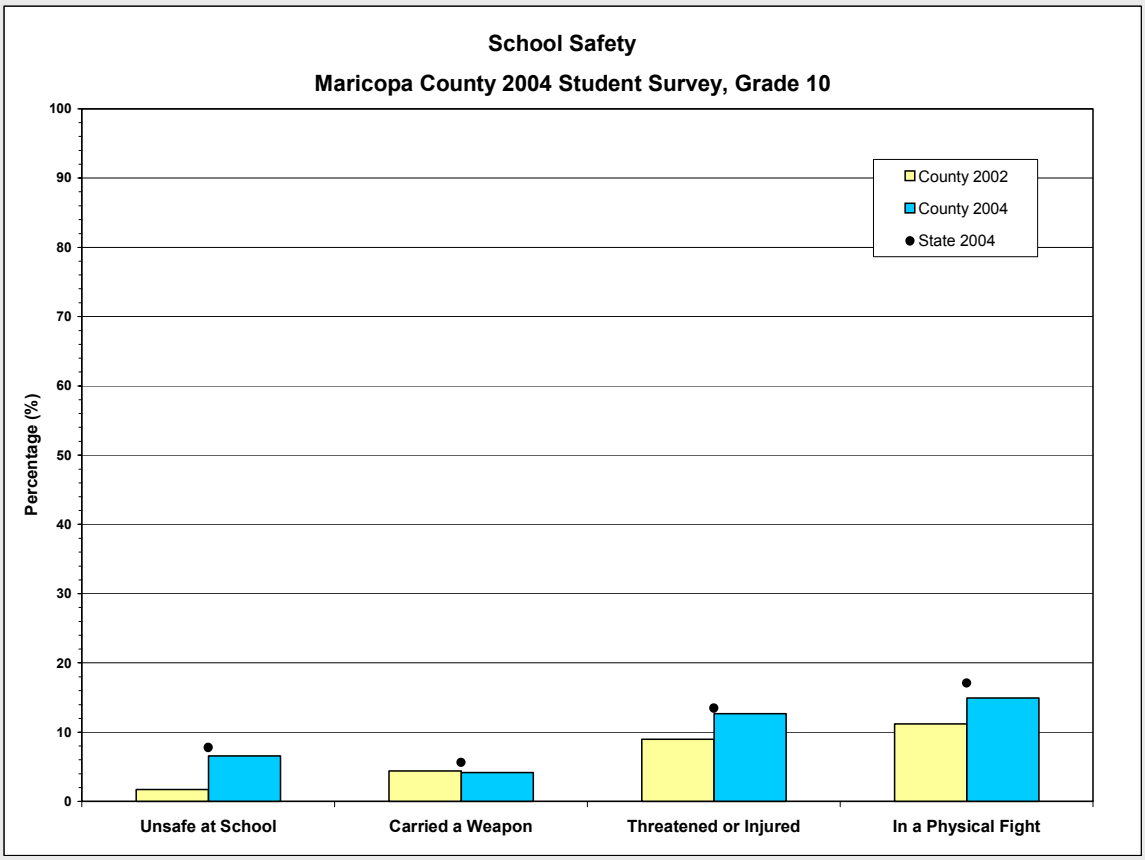




School Safety Profile



School Safety Profile



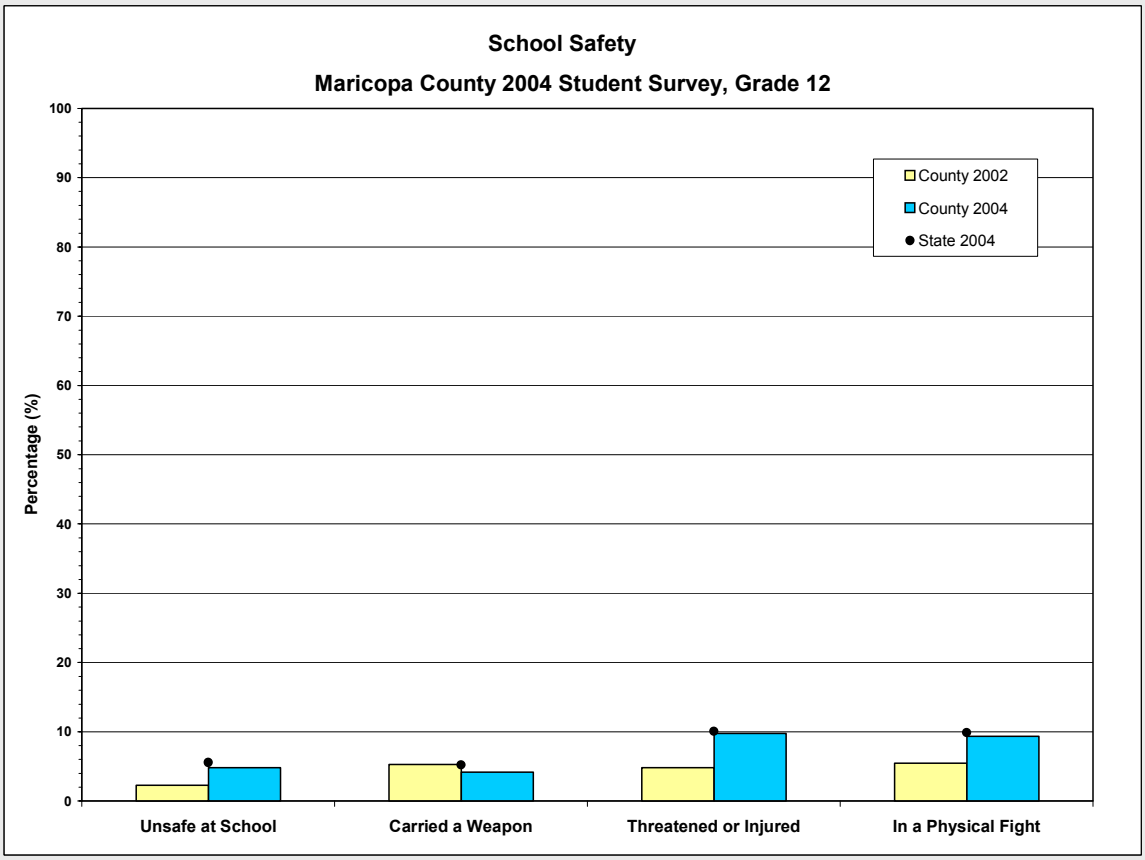


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	1372	3451	11337	18812	805	4984	5918	12558	1177	3768	4715	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	54.8	56.9	50.2	51.9	71.7	72.3	68.3	69.3	80.3	80.8	76.1	77.9
Cigarettes	36.9	39.6	29.7	33.5	47.4	49.8	41.2	45.3	60.5	61.1	49.9	54.2
Chewing Tobacco	5.0	6.8	5.3	7.2	7.8	10.2	8.9	11.0	14.6	16.9	15.2	16.7
Marijuana	22.7	26.6	18.7	20.4	40.9	41.6	34.2	36.6	51.2	50.8	43.0	45.7
Inhalants	12.2	11.9	12.6	13.7	10.0	10.4	10.0	10.9	9.6	10.1	8.8	9.1
Hallucinogens	2.4	2.4	2.2	2.5	8.4	8.3	5.0	5.3	13.9	12.6	8.1	7.6
Cocaine	4.2	4.5	3.2	3.7	7.5	8.2	6.8	7.8	11.8	12.0	10.4	11.5
Stimulants	2.6	2.9	2.9	3.4	6.3	6.8	6.1	6.7	8.3	8.6	7.4	8.2
Heroin	1.7	1.9	1.3	1.5	2.9	3.2	2.4	2.4	3.9	3.8	3.4	3.0
Sedatives*	*	*	10.2	11.0	*	*	16.5	16.5	*	*	21.9	19.8
Ecstasy	5.0	5.5	2.2	2.4	8.2	8.2	3.7	4.3	13.8	12.0	6.0	5.9
Any Drug	29.4	33.2	30.8	33.2	43.7	44.5	42.8	45.6	52.8	52.8	50.4	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	33.5	34.4	24.5	25.3	48.2	47.9	41.5	41.3	60.5	58.9	52.1	51.1
Cigarettes	8.8	9.1	9.3	10.7	18.4	18.1	16.4	17.7	23.1	23.2	23.0	24.4
Chewing Tobacco	3.0	4.0	1.7	2.4	3.5	4.7	2.7	3.4	4.1	5.9	5.1	5.4
Marijuana	13.2	14.3	8.7	9.7	22.4	22.4	15.5	16.2	27.0	25.4	18.5	18.5
Inhalants	7.2	6.5	5.3	5.8	3.4	3.4	2.6	2.9	2.2	2.0	1.4	1.4
Hallucinogens	1.4	1.5	1.3	1.6	3.3	3.2	2.1	2.4	3.0	3.1	2.1	2.3
Cocaine	2.4	2.6	1.5	1.6	3.7	3.5	2.3	3.0	3.9	4.0	3.3	3.7
Stimulants	0.9	1.0	1.3	1.6	2.7	2.6	2.4	2.8	2.2	2.2	2.4	3.0
Heroin	1.0	1.2	0.6	0.6	1.3	1.4	0.7	0.7	1.1	1.3	0.9	0.7
Sedatives*	*	*	5.0	5.5	*	*	8.2	8.2	*	*	10.3	9.2
Ecstasy	3.3	3.6	0.8	0.8	2.0	2.5	0.9	1.1	3.5	3.2	0.9	1.0
Any Drug	18.9	19.9	16.1	17.9	25.4	25.7	22.2	23.6	29.7	28.6	25.2	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	13.5	14.1	15.2	16.0	26.2	26.0	24.5	25.1	33.0	32.2	32.4	32.5
1/2 Pack of Cigarettes/Day	1.2	1.2	0.7	0.8	3.4	3.5	2.6	2.6	7.3	6.0	5.2	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	16.4	18.1	17.3	17.7	10.6	11.6	10.8	12.3	7.5	8.1	8.5	9.3
Drunk or High at School	13.7	15.4	12.2	13.2	18.9	20.5	18.6	20.8	24.4	23.8	20.4	22.2
Sold Illegal Drugs	5.3	5.7	4.5	5.0	9.6	9.9	8.3	8.9	10.2	10.0	9.7	9.8
Stolen a Vehicle	3.0	3.3	4.5	4.8	3.2	3.6	3.8	4.4	1.7	2.1	2.4	2.6
Been Arrested	8.1	9.1	7.3	8.7	6.4	8.0	7.3	9.1	7.3	8.2	7.7	9.1
Attacked to Harm	11.3	11.6	17.0	17.8	9.5	10.8	15.4	16.5	8.3	9.1	12.5	13.3
Carried a Handgun	6.8	6.7	5.8	6.5	4.3	5.0	5.0	5.9	3.5	4.9	4.9	5.5
Handgun to School	1.2	1.4	1.5	1.5	1.3	1.3	1.2	1.5	0.6	1.0	1.1	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	37.6	38.1	38.5	40.7	34.5	39.3	42.7	46.7	40.0	44.3	48.3	51.0
Community Disorganization	40.0	43.1	44.6	47.2	34.3	40.0	47.7	54.2	37.1	39.5	43.9	50.1
Transitions & Mobility	50.0	47.4	53.2	52.5	43.0	45.3	60.6	57.6	42.6	45.1	58.4	55.7
Laws & Norms Favor Drug Use	33.3	34.9	35.4	37.6	30.9	35.1	38.7	43.1	33.3	33.1	34.4	37.2
Perceived Availability of Drugs	39.3	39.9	39.1	40.6	50.1	50.5	51.5	52.1	61.9	60.1	54.4	55.0
Perceived Availability of Handguns	37.0	37.5	35.1	37.0	21.2	24.7	24.4	27.3	30.9	32.7	33.1	34.6
Family Domain												
Poor Family Management	42.7	43.1	45.6	46.4	41.7	41.5	42.6	43.2	45.5	46.2	46.3	44.8
Family Conflict	46.6	46.1	52.3	52.5	33.1	34.3	40.9	40.9	30.3	31.4	38.6	38.3
Family History of Antisocial Behavior	38.2	40.5	42.2	46.2	33.7	37.7	40.8	45.8	33.3	35.5	38.8	42.9
Parent Attitudes Favorable to ASB	41.9	41.7	44.2	45.3	44.4	44.3	47.2	47.7	42.9	42.9	43.5	44.4
Parent Attitudes Favor Drug Use	26.2	25.8	27.3	27.7	44.1	44.0	41.9	41.6	46.8	45.2	42.6	42.8
School Domain												
Academic Failure	48.4	52.3	46.2	49.8	41.4	46.5	46.3	49.8	40.0	43.7	39.9	43.8
Low Commitment to School	43.3	41.2	39.4	39.4	45.2	45.4	46.9	43.7	44.2	44.6	50.1	47.9
Peer-Individual Domain												
Rebelliousness	38.5	40.0	36.5	37.4	38.3	40.9	39.4	39.5	37.3	38.6	36.8	36.0
Early Initiation of ASB	31.7	33.6	36.3	38.1	27.6	31.1	35.8	39.1	28.9	32.2	36.4	39.4
Early Initiation of Drug Use	36.8	40.3	34.8	38.0	37.4	39.0	35.0	38.1	40.0	40.6	35.9	39.7
Attitudes Favorable to ASB	45.8	46.3	44.9	46.0	55.3	54.5	51.4	51.0	52.8	53.3	46.6	46.8
Attitudes Favorable to Drug Use	36.8	37.4	32.4	33.5	48.2	47.2	39.3	39.3	48.2	46.4	38.2	36.9
Perceived Risk of Drug Use	47.3	47.9	47.0	48.5	44.9	45.3	41.2	40.7	46.7	47.6	45.7	44.4
Interaction with Antisocial Peers	49.6	52.1	55.9	58.2	46.1	48.2	53.0	56.9	44.9	47.8	48.0	52.6
Friend's Use of Drugs	38.6	41.9	41.6	44.2	45.0	44.8	43.6	44.7	42.5	41.3	37.5	38.8
Sensation Seeking	41.8	41.6	58.2	58.4	44.4	44.6	56.4	55.3	46.6	46.5	55.5	54.6
Rewards for ASB	35.6	38.0	48.0	49.1	37.9	34.6	43.2	42.4	42.6	40.1	53.6	52.8
Depressive Symptoms	46.2	48.2	50.7	52.5	39.8	43.8	48.7	50.5	37.5	39.7	40.9	43.3
Gang Involvement	17.5	21.7	22.7	25.1	12.5	13.6	19.9	23.0	8.8	10.7	16.9	18.9
Intention to Use Drugs	*	*	37.1	38.6	*	*	46.8	46.9	*	*	31.7	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	40.5	40.7	41.5	41.1	46.5	43.6	40.3	39.2	43.9	43.2	40.1	38.6
Rewards for Prosocial Involvement	32.1	31.9	32.3	32.0	43.9	42.3	36.4	37.3	34.9	37.4	35.6	35.8
Family Domain												
Family Attachment	53.7	52.4	50.6	50.0	50.9	49.4	47.7	47.1	63.8	61.5	56.9	57.2
Opportunity for Prosocial Involvement	59.9	59.2	60.1	59.7	59.5	57.8	56.9	55.9	58.9	56.9	57.2	56.8
Rewards for Prosocial Involvement	61.1	61.0	60.8	60.6	57.7	56.5	57.0	56.9	60.1	57.7	57.2	56.9
School Domain												
Opportunities for Prosocial Involvement	54.1	56.2	62.4	61.8	62.3	58.6	63.3	61.7	68.9	64.2	64.4	61.3
Rewards for Prosocial Involvement	46.6	48.9	51.6	52.2	63.0	60.8	60.5	60.8	51.1	49.5	42.7	43.9
Peer-Individual Domain												
Religiosity	*	*	47.6	46.9	*	*	47.8	45.5	*	*	72.6	72.7
Social Skills	61.5	59.5	60.4	59.1	55.4	53.8	53.3	52.2	65.0	64.1	65.0	63.9
Belief in the Moral Order	51.1	50.0	53.9	53.6	57.9	58.9	62.6	62.7	46.1	45.4	50.2	50.3
Interaction with Prosocial Peers	*	*	47.4	46.5	*	*	49.9	49.7	*	*	48.1	47.8
Prosocial Involvement	*	*	39.9	39.8	*	*	44.8	43.1	*	*	42.9	40.5
Rewards for Prosocial Involvement	*	*	58.3	59.2	*	*	59.3	60.1	*	*	49.7	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	95.2	94.6	94.2	93.7	95.6	94.2	95.8	94.4	94.7	93.2	95.8	94.8
	1 day	1.8	1.8	2.7	2.9	0.6	1.0	1.5	1.8	1.3	1.2	1.1	1.3
	2-3 days	1.3	1.3	1.4	1.5	0.8	1.2	0.9	1.2	0.4	0.8	0.8	0.8
	4-5 days	0.3	0.5	0.4	0.5	0.1	0.4	0.3	0.5	0.8	0.6	0.4	0.4
	6 or more days	1.4	1.7	1.3	1.5	2.9	3.2	1.5	2.1	2.8	4.1	1.9	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	95.0	94.7	89.5	88.7	98.3	97.7	93.4	92.2	97.7	97.4	95.2	94.4
	1 day	3.3	3.2	5.8	6.1	0.6	1.1	3.6	4.0	1.0	1.2	2.4	2.6
	2-3 days	1.0	1.2	2.8	3.1	0.9	0.7	1.7	2.0	0.4	0.5	1.4	1.6
	4-5 days	0.1	0.2	0.7	0.7	0.0	0.1	0.4	0.7	0.2	0.2	0.5	0.6
	6 or more days	0.6	0.7	1.1	1.3	0.2	0.4	0.8	1.2	0.7	0.7	0.6	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	89.9	90.0	84.1	83.9	91.0	91.0	87.3	86.5	95.1	94.4	90.2	89.9
	1 time	5.6	5.4	8.8	8.7	4.1	4.0	6.7	6.8	2.5	2.6	4.7	4.9
	2-3 times	2.8	2.7	3.8	4.0	3.6	3.3	3.0	3.5	1.3	1.4	3.0	3.0
	4-5 times	0.7	0.7	1.1	1.2	0.6	0.7	1.0	1.0	0.4	0.5	0.7	0.7
	6-7 times	0.3	0.2	0.5	0.5	0.0	0.1	0.5	0.5	0.0	0.1	0.4	0.4
	8-9 times	0.1	0.1	0.4	0.3	0.0	0.1	0.2	0.3	0.1	0.2	0.2	0.2
	10-11 times	0.0	0.0	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.0	0.1
	12 or more times	0.7	0.8	1.2	1.3	0.5	0.7	1.1	1.2	0.5	0.7	0.7	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	79.8	78.5	74.1	72.4	88.8	87.6	85.0	82.9	94.5	93.5	90.6	90.1
	1 time	12.1	12.7	13.9	14.4	6.4	7.3	8.7	9.5	3.0	3.6	5.6	5.8
	2-3 times	4.9	5.9	7.7	8.5	3.6	3.6	4.5	5.0	1.5	1.8	2.4	2.6
	4-5 times	1.1	1.2	2.1	2.4	0.4	0.5	0.9	1.1	0.3	0.3	0.6	0.6
	6-7 times	0.7	0.6	0.7	0.7	0.1	0.2	0.2	0.3	0.3	0.3	0.2	0.2
	8-9 times	0.0	0.1	0.3	0.4	0.1	0.1	0.2	0.3	0.1	0.1	0.2	0.3
	10-11 times	0.2	0.1	0.2	0.2	0.0	0.1	0.1	0.2	0.0	0.0	0.1	0.1
	12 or more times	1.1	1.0	1.0	1.1	0.6	0.6	0.4	0.7	0.3	0.3	0.3	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties
Francis Garcia
The EXCEL Group
520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties
Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
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Gila and Pinal Counties
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Pinal Gila Behavioral Health Association (PGBHA)
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Maricopa County
Gabriella Guerra
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602-685-3861

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Tom Cummins
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Theresa Ybarrez
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Navajo Nation
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Other State and National Contacts:

Arizona Criminal Justice Commission
Kristen Roof /Steve Ballance
602-364-1394/602-364-1157
www.acjc.state.az.us

Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Mohave County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Mohave County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

CONTENTS:

Introduction:
- *Demographics*
- *Risk & Protective Framework*

Tools for Assessment and Planning

How to Read the Charts

Data Charts:
- *Substance Use & Antisocial Behavior*
- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State.

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	570	100	1558	100	12203	100	40960	100
Grade								
8	125	21.9	567	36.4	3451	28.3	18812	45.9
10	261	45.8	608	39.0	4984	40.8	12558	30.7
12	184	32.3	383	24.58	3768	30.9	9590	23.4
Gender								
Male	289	51.6	723	46.9	5881	49.3	19172	47.5
Female	271	48.4	817	53.1	6043	50.7	21161	52.5
Ethnicity								
White	406	72.8	1055	68.6	6198	51.8	19745	49.0
Native American	6	1.1	19	1.2	1237	10.3	2938	7.3
Hispanic	116	20.8	345	22.4	3630	30.3	13184	32.7
African American	7	1.3	23	1.5	292	2.4	1503	3.7
Asian	9*	1.6*	11	0.7	258*	2.2*	812	2.0
Pacific Islander			13	0.845			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

The Risk and Protective Factor Model of Prevention

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

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

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

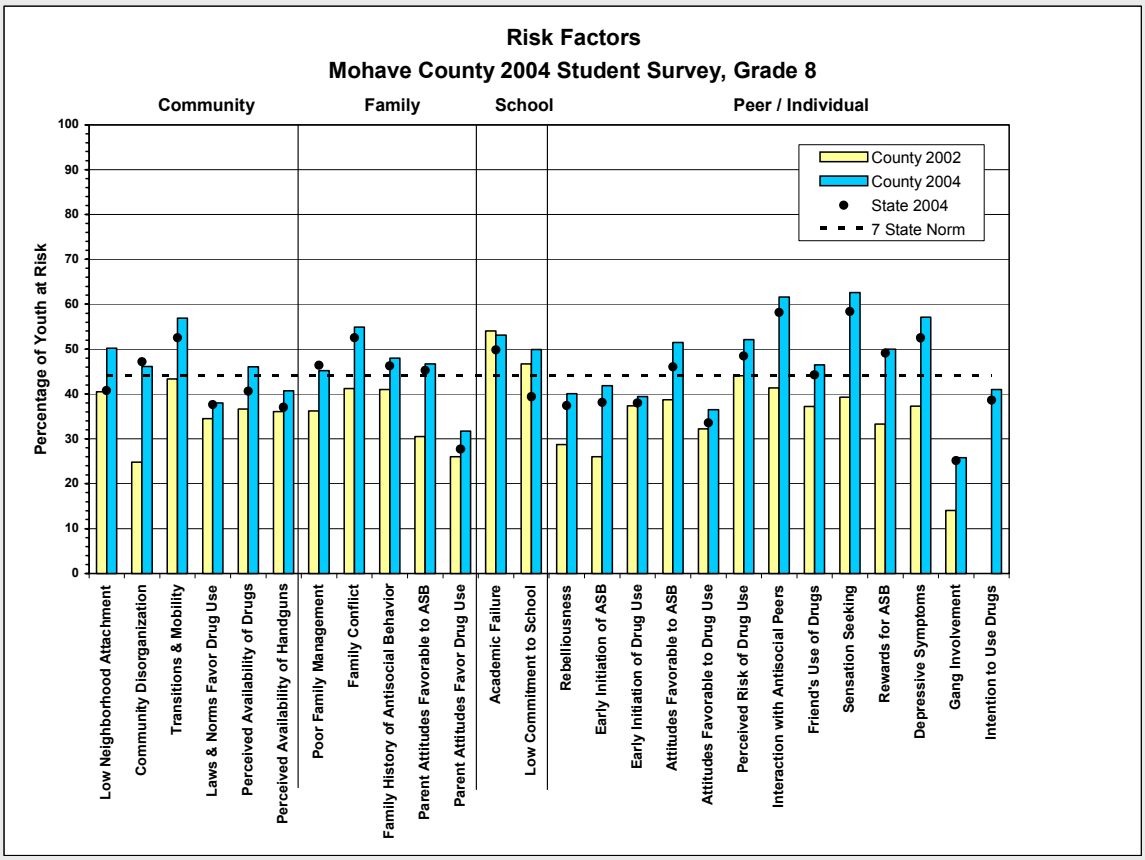
Dashed Line

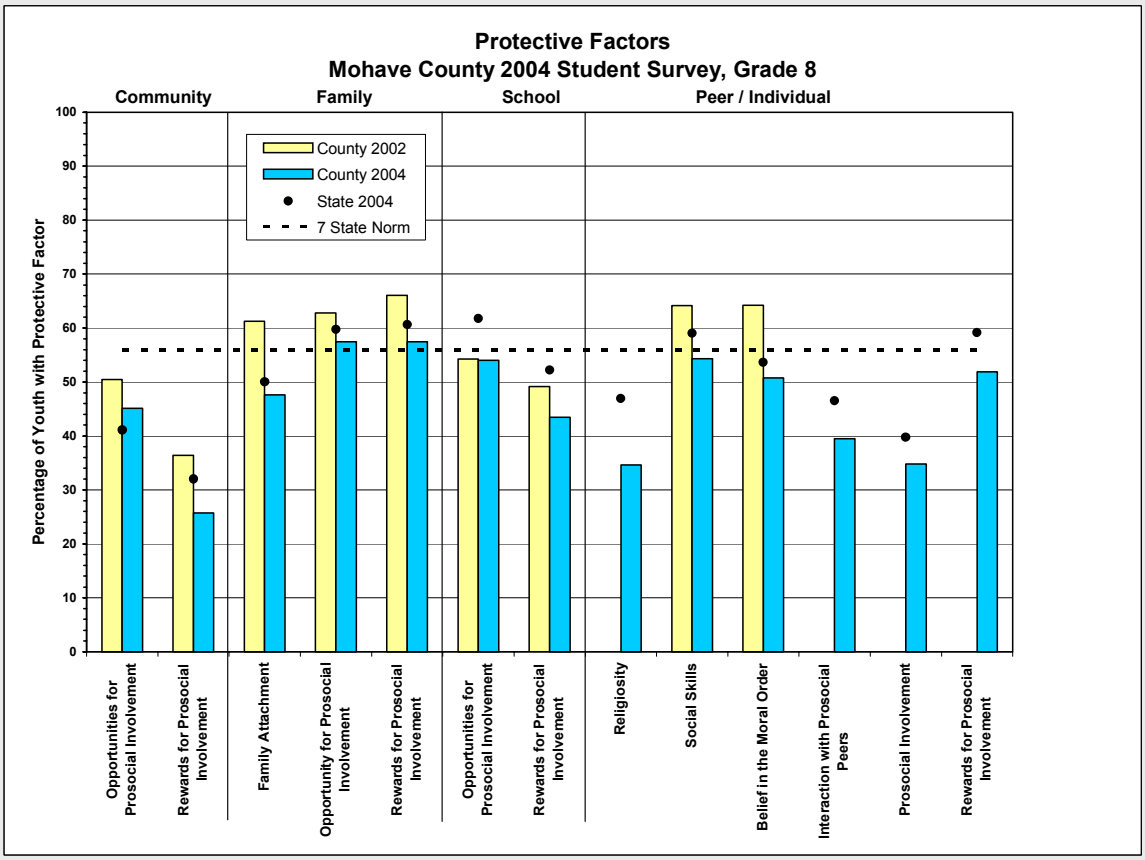
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

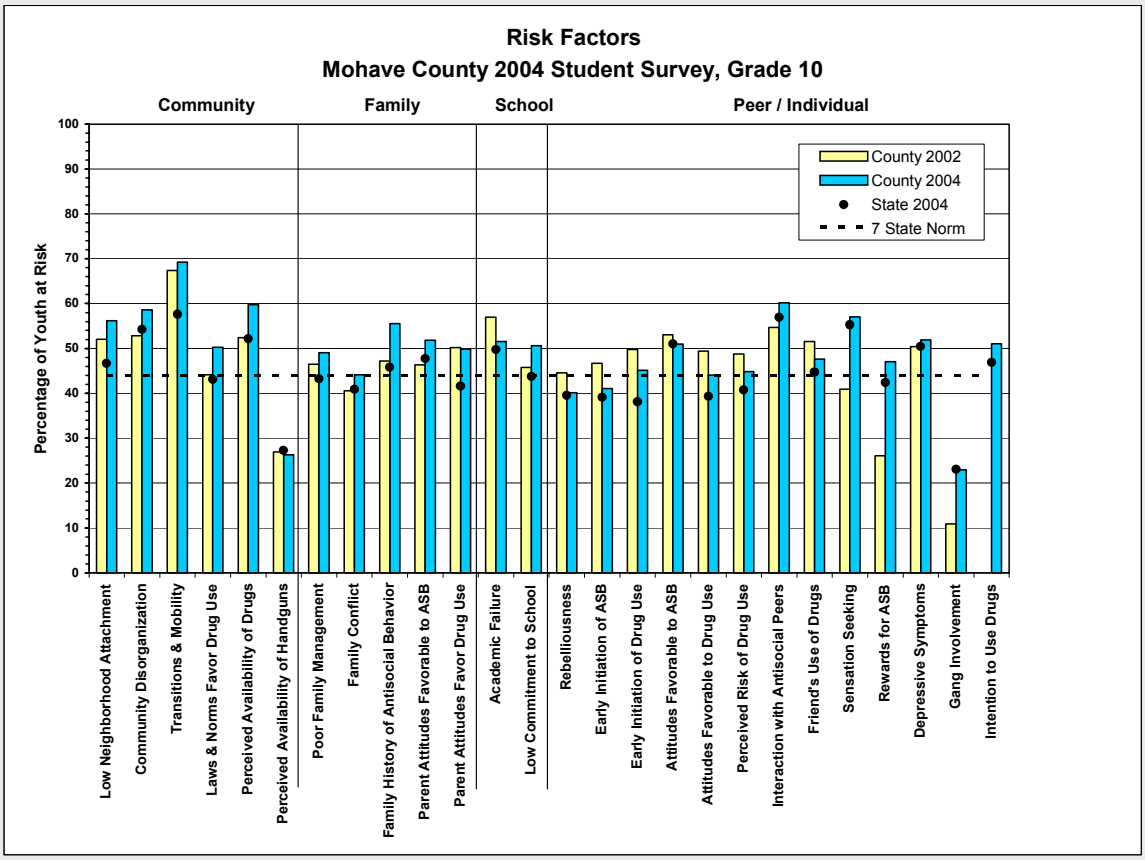
Elevated Risk and Protection

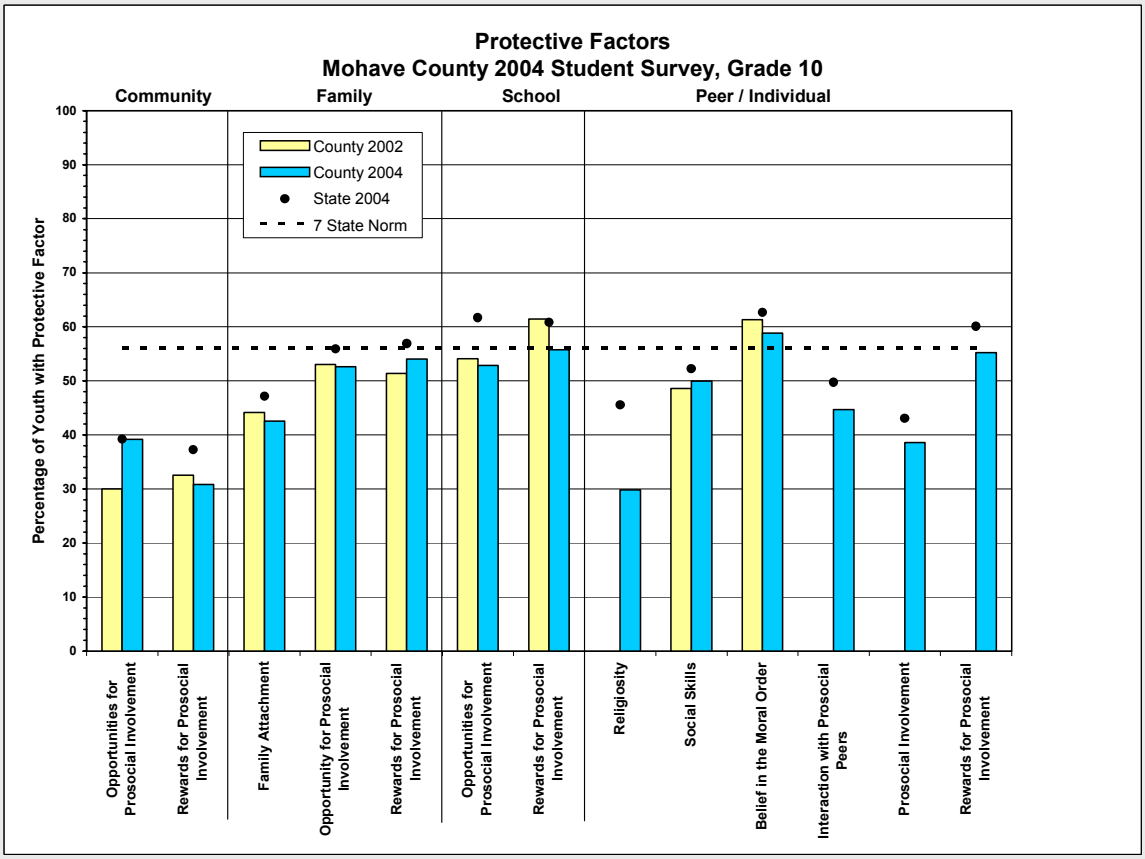




Risk and Protective Factor Profiles

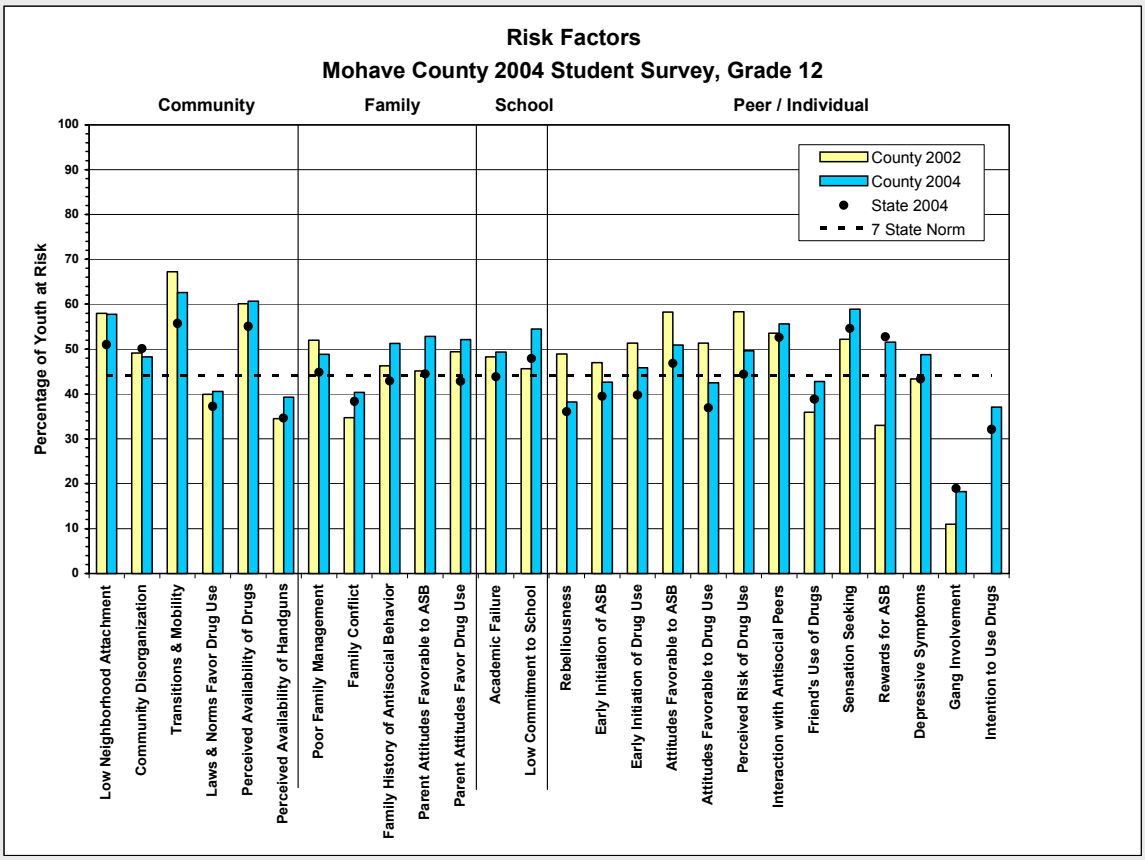
Elevated Risk and Protection

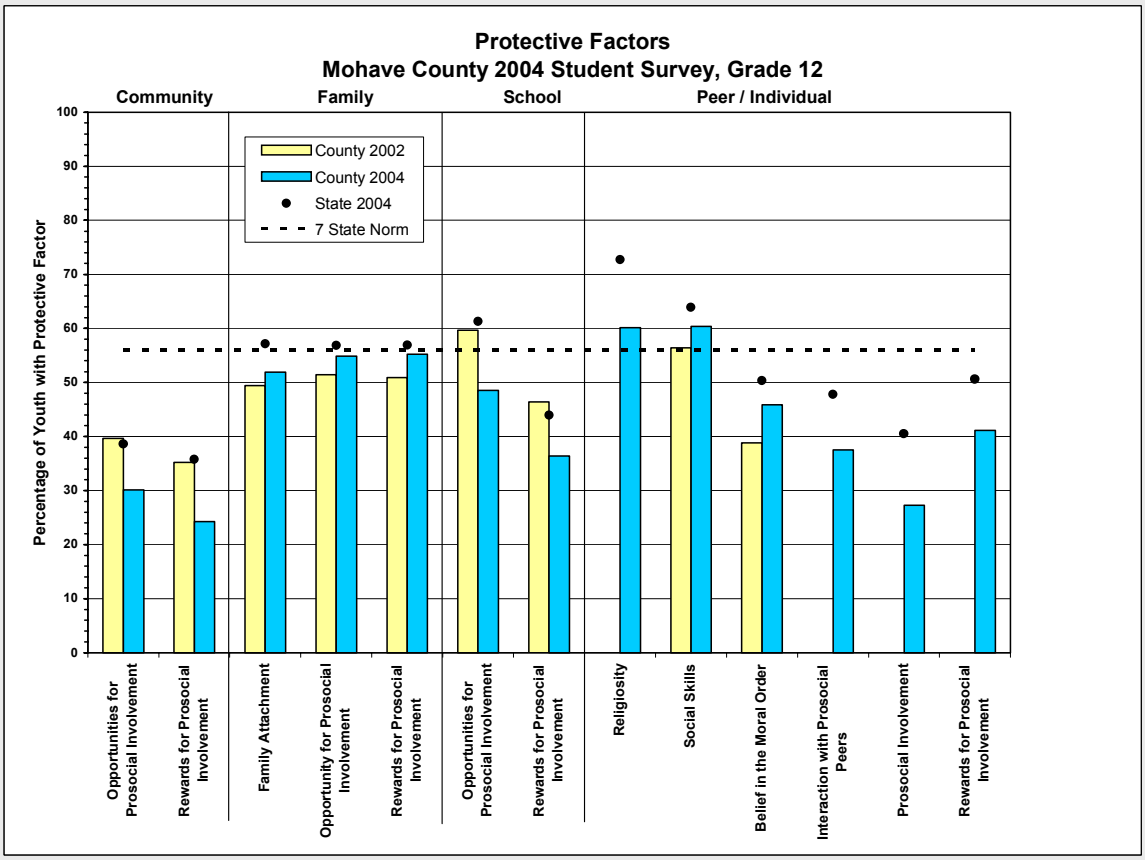




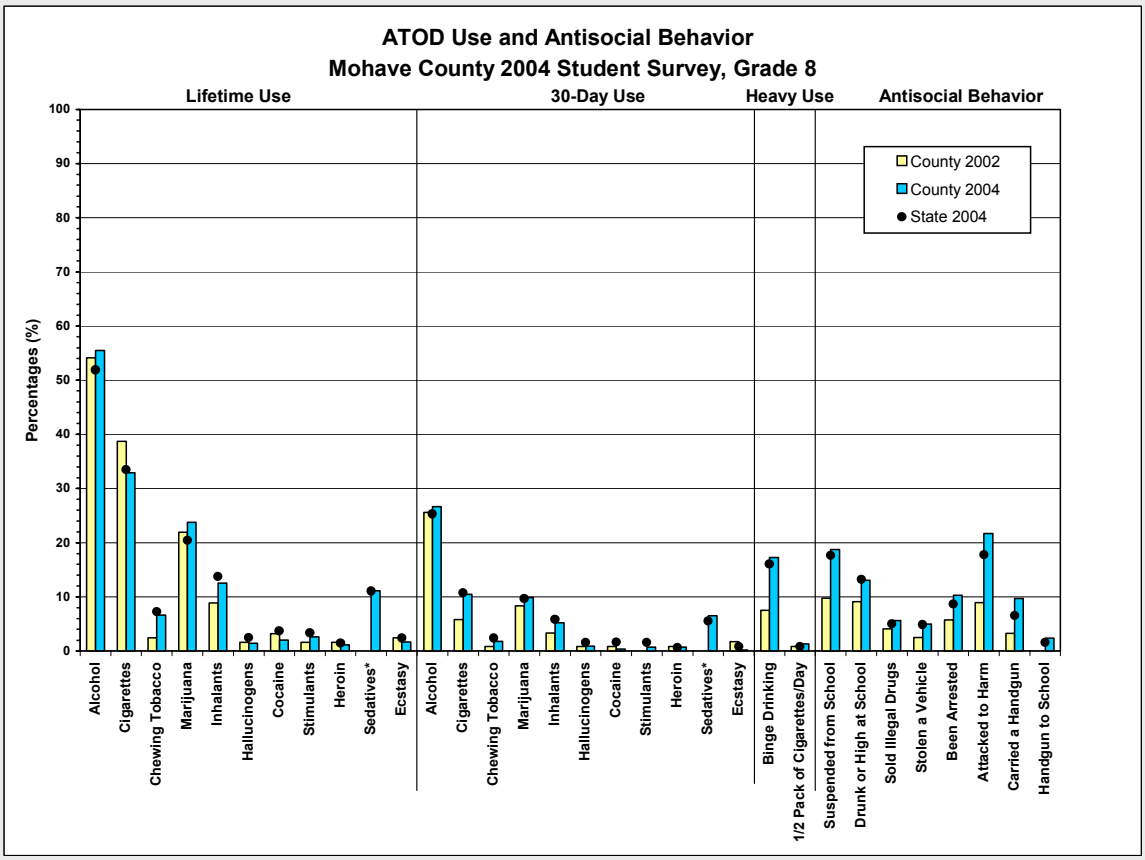
Risk and Protective Factor Profiles

Elevated Risk and Protection

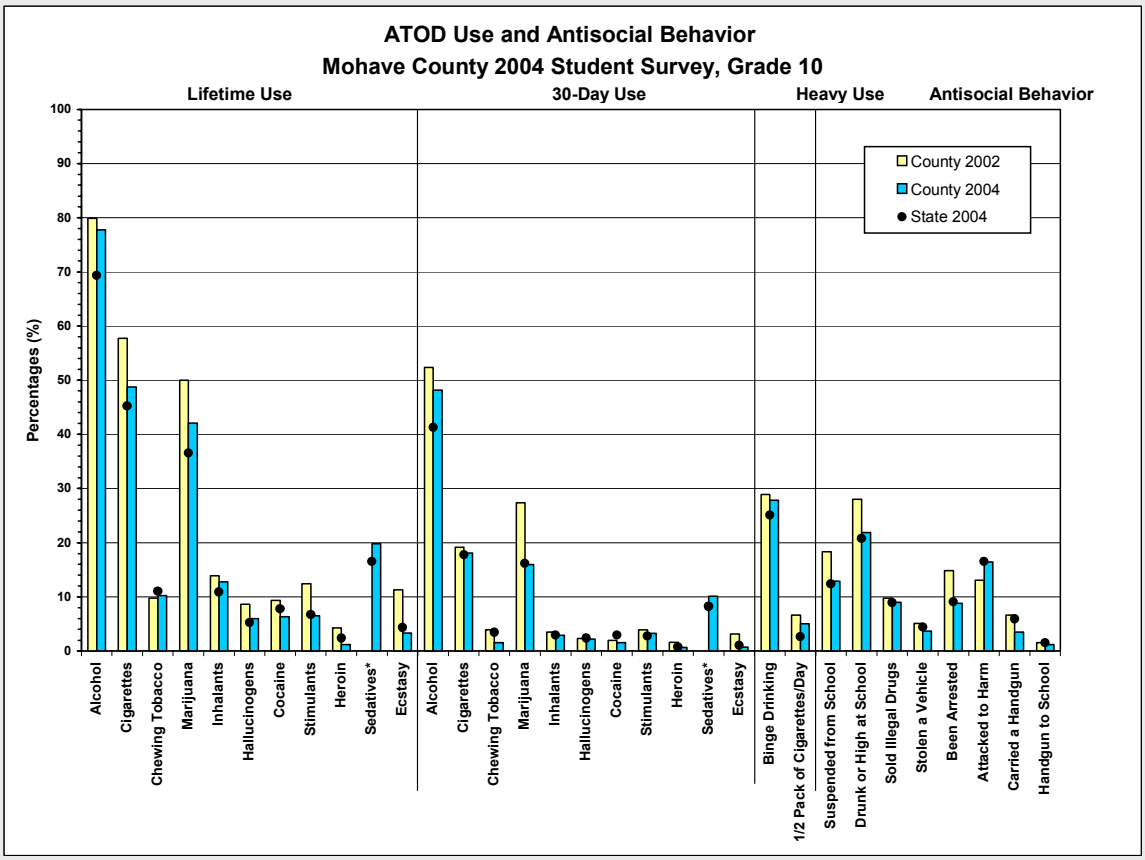


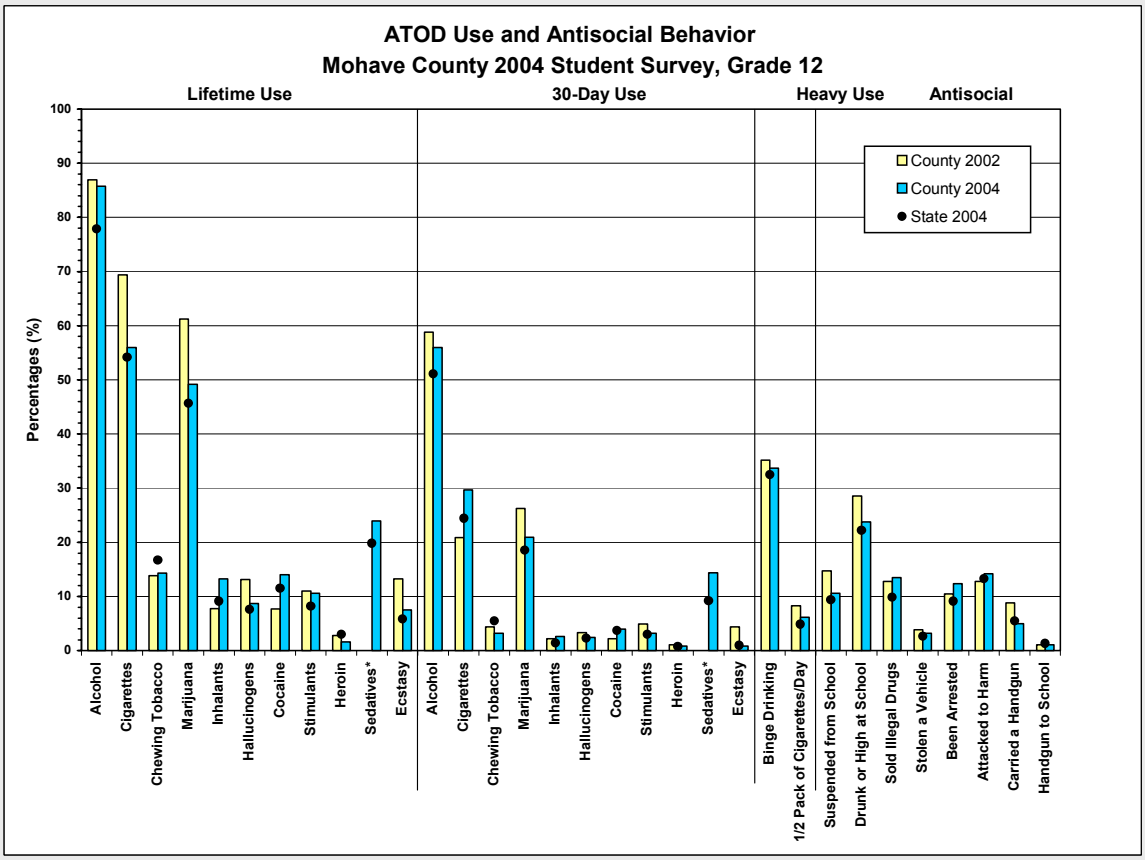


ATOD Use and Antisocial Behavior

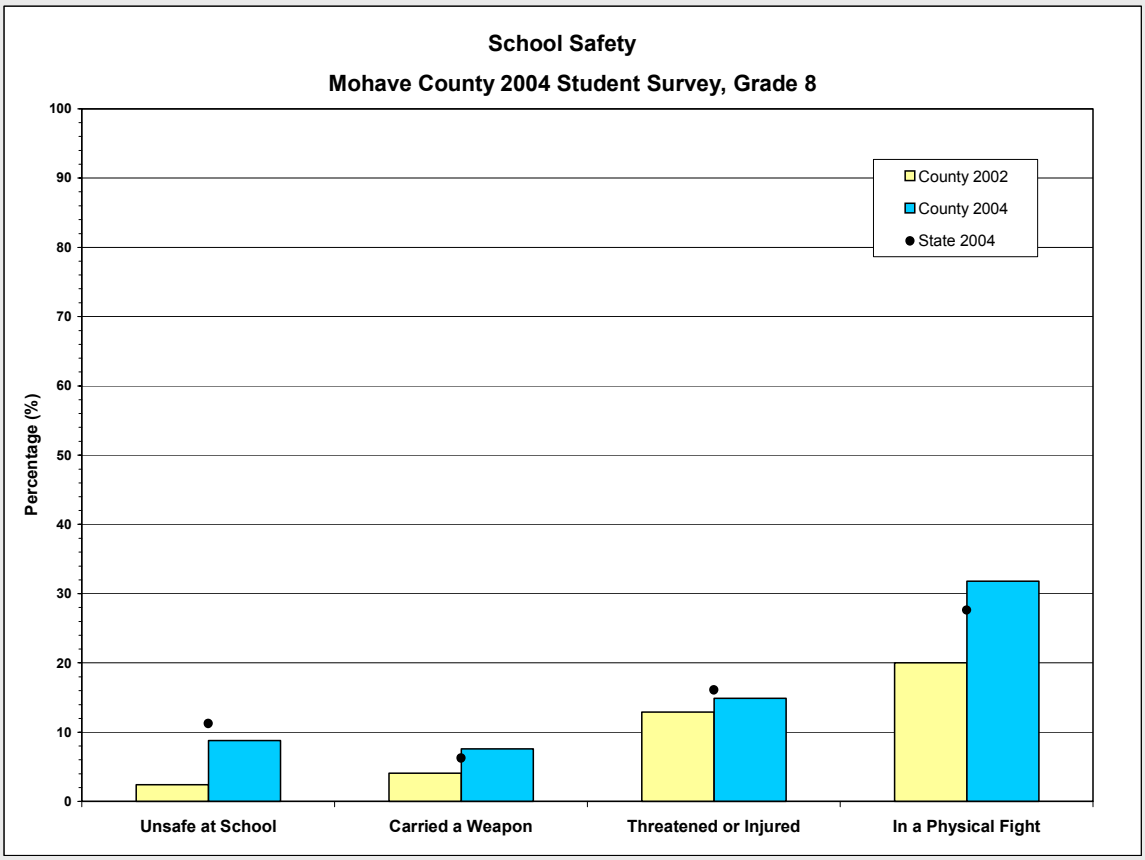


ATOD Use and Antisocial Behavior

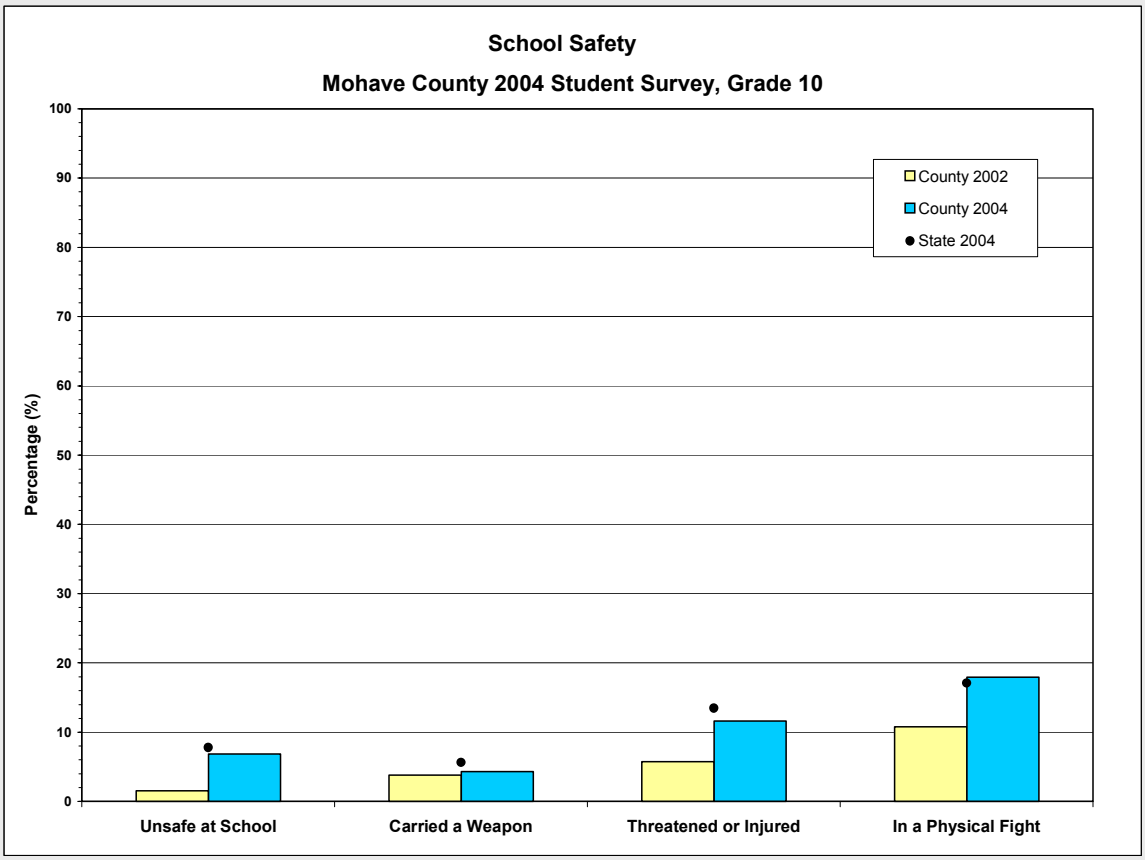




School Safety Profile



School Safety Profile



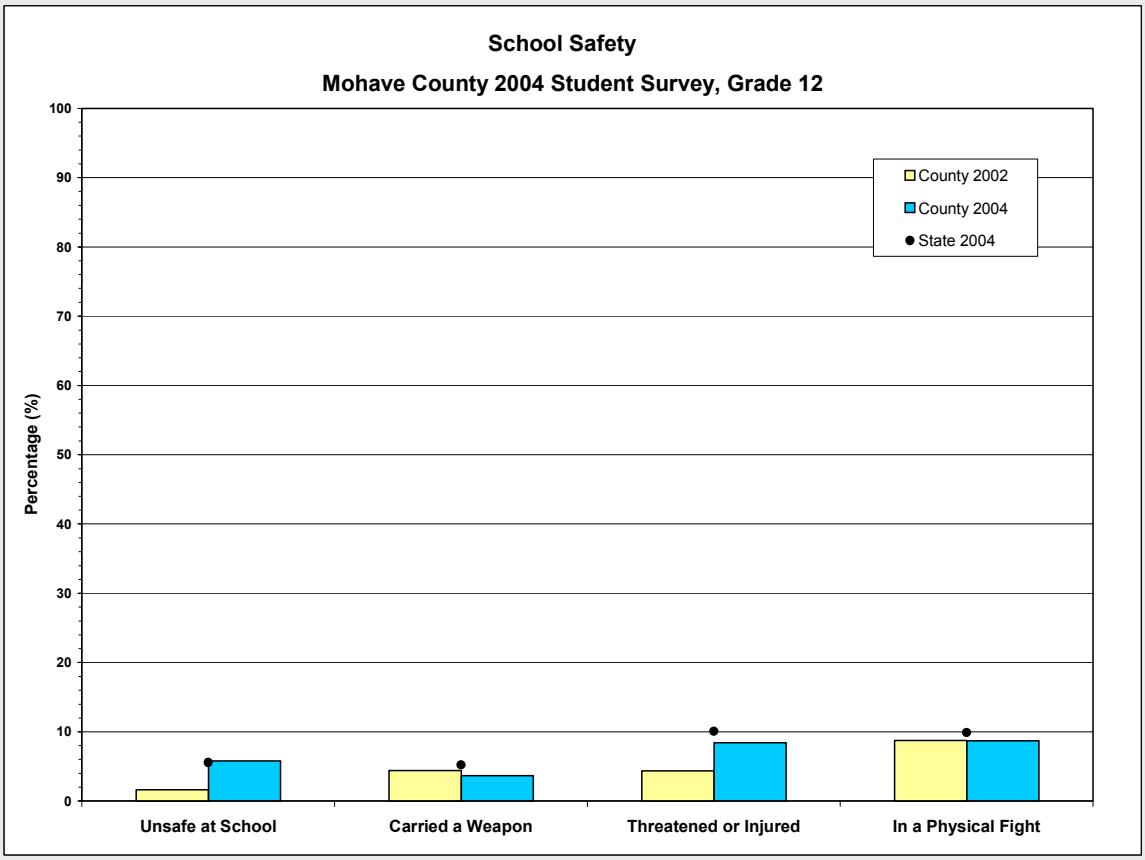


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	125	3451	567	18812	261	4984	608	12558	184	3768	383	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	54.1	56.9	55.5	51.9	79.9	72.3	77.8	69.3	86.9	80.8	85.8	77.9
Cigarettes	38.7	39.6	32.9	33.5	57.7	49.8	48.7	45.3	69.4	61.1	56.0	54.2
Chewing Tobacco	2.4	6.8	6.6	7.2	9.7	10.2	10.2	11.0	13.8	16.9	14.3	16.7
Marijuana	22.0	26.6	23.8	20.4	50.0	41.6	42.1	36.6	61.2	50.8	49.2	45.7
Inhalants	8.9	11.9	12.5	13.7	13.9	10.4	12.8	10.9	7.7	10.1	13.2	9.1
Hallucinogens	1.6	2.4	1.5	2.5	8.6	8.3	6.0	5.3	13.1	12.6	8.7	7.6
Cocaine	3.2	4.5	2.0	3.7	9.3	8.2	6.3	7.8	7.7	12.0	14.0	11.5
Stimulants	1.6	2.9	2.6	3.4	12.5	6.8	6.5	6.7	11.0	8.6	10.6	8.2
Heroin	1.6	1.9	1.1	1.5	4.3	3.2	1.2	2.4	2.7	3.8	1.6	3.0
Sedatives*	*	*	11.1	11.0	*	*	19.8	16.5	*	*	23.9	19.8
Ecstasy	2.4	5.5	1.7	2.4	11.3	8.2	3.3	4.3	13.3	12.0	7.5	5.9
Any Drug	24.8	33.2	35.2	33.2	50.6	44.5	51.4	45.6	62.0	52.8	55.9	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	25.6	34.4	26.6	25.3	52.3	47.9	48.2	41.3	58.8	58.9	55.9	51.1
Cigarettes	5.8	9.1	10.4	10.7	19.1	18.1	18.1	17.7	20.9	23.2	29.7	24.4
Chewing Tobacco	0.8	4.0	1.8	2.4	3.9	4.7	1.5	3.4	4.4	5.9	3.2	5.4
Marijuana	8.3	14.3	9.9	9.7	27.3	22.4	16.0	16.2	26.2	25.4	21.0	18.5
Inhalants	3.3	6.5	5.2	5.8	3.5	3.4	2.9	2.9	2.2	2.0	2.6	1.4
Hallucinogens	0.8	1.5	0.9	1.6	2.4	3.2	2.2	2.4	3.3	3.1	2.4	2.3
Cocaine	0.8	2.6	0.4	1.6	2.0	3.5	1.5	3.0	2.2	4.0	4.0	3.7
Stimulants	0.0	1.0	0.8	1.6	3.9	2.6	3.3	2.8	4.9	2.2	3.2	3.0
Heroin	0.8	1.2	0.7	0.6	1.6	1.4	0.7	0.7	1.1	1.3	0.8	0.7
Sedatives*	*	*	6.5	5.5	*	*	10.1	8.2	*	*	14.4	9.2
Ecstasy	1.7	3.6	0.2	0.8	3.2	2.5	0.7	1.1	4.4	3.2	0.8	1.0
Any Drug	12.0	19.9	17.9	17.9	31.0	25.7	24.2	23.6	29.5	28.6	28.5	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	7.5	14.1	17.3	16.0	28.9	26.0	27.9	25.1	35.2	32.2	33.7	32.5
1/2 Pack of Cigarettes/Day	0.8	1.2	1.3	0.8	6.6	3.5	5.0	2.6	8.2	6.0	6.2	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	9.8	18.1	18.8	17.7	18.4	11.6	12.9	12.3	14.8	8.1	10.6	9.3
Drunk or High at School	9.1	15.4	13.0	13.2	28.0	20.5	21.9	20.8	28.6	23.8	23.7	22.2
Sold Illegal Drugs	4.1	5.7	5.6	5.0	9.8	9.9	9.0	8.9	12.8	10.0	13.5	9.8
Stolen a Vehicle	2.5	3.3	5.0	4.8	5.1	3.6	3.6	4.4	3.8	2.1	3.2	2.6
Been Arrested	5.7	9.1	10.3	8.7	14.8	8.0	8.8	9.1	10.4	8.2	12.4	9.1
Attacked to Harm	8.9	11.6	21.7	17.8	13.0	10.8	16.4	16.5	12.8	9.1	14.2	13.3
Carried a Handgun	3.3	6.7	9.7	6.5	6.6	5.0	3.5	5.9	8.8	4.9	5.0	5.5
Handgun to School	0.0	1.4	2.4	1.5	1.6	1.3	1.2	1.5	1.1	1.0	1.1	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	40.5	38.1	50.2	40.7	52.0	39.3	56.2	46.7	58.0	44.3	57.8	51.0
Community Disorganization	24.8	43.1	46.2	47.2	52.8	40.0	58.6	54.2	49.2	39.5	48.3	50.1
Transitions & Mobility	43.3	47.4	56.9	52.5	67.4	45.3	69.2	57.6	67.2	45.1	62.6	55.7
Laws & Norms Favor Drug Use	34.5	34.9	38.0	37.6	44.1	35.1	50.3	43.1	39.9	33.1	40.6	37.2
Perceived Availability of Drugs	36.6	39.9	46.1	40.6	52.4	50.5	59.7	52.1	60.1	60.1	60.7	55.0
Perceived Availability of Handguns	36.0	37.5	40.7	37.0	26.9	24.7	26.3	27.3	34.5	32.7	39.3	34.6
Family Domain												
Poor Family Management	36.2	43.1	45.2	46.4	46.5	41.5	49.1	43.2	52.0	46.2	48.9	44.8
Family Conflict	41.2	46.1	54.9	52.5	40.5	34.3	44.2	40.9	34.7	31.4	40.3	38.3
Family History of Antisocial Behavior	41.0	40.5	48.0	46.2	47.2	37.7	55.5	45.8	46.3	35.5	51.3	42.9
Parent Attitudes Favorable to ASB	30.5	41.7	46.7	45.3	46.4	44.3	51.9	47.7	45.1	42.9	52.9	44.4
Parent Attitudes Favor Drug Use	26.1	25.8	31.7	27.7	50.2	44.0	49.8	41.6	49.4	45.2	52.1	42.8
School Domain												
Academic Failure	54.1	52.3	53.1	49.8	57.0	46.5	51.5	49.8	48.3	43.7	49.3	43.8
Low Commitment to School	46.7	41.2	49.9	39.4	45.8	45.4	50.6	43.7	45.6	44.6	54.5	47.9
Peer-Individual Domain												
Rebelliousness	28.7	40.0	40.0	37.4	44.5	40.9	40.2	39.5	48.9	38.6	38.2	36.0
Early Initiation of ASB	26.0	33.6	41.8	38.1	46.7	31.1	41.1	39.1	47.0	32.2	42.6	39.4
Early Initiation of Drug Use	37.4	40.3	39.4	38.0	49.8	39.0	45.1	38.1	51.4	40.6	45.8	39.7
Attitudes Favorable to ASB	38.7	46.3	51.5	46.0	53.1	54.5	51.0	51.0	58.2	53.3	50.9	46.8
Attitudes Favorable to Drug Use	32.3	37.4	36.5	33.5	49.4	47.2	44.1	39.3	51.4	46.4	42.5	36.9
Perceived Risk of Drug Use	44.1	47.9	52.1	48.5	48.8	45.3	44.9	40.7	58.3	47.6	49.6	44.4
Interaction with Antisocial Peers	41.3	52.1	61.6	58.2	54.7	48.2	60.2	56.9	53.6	47.8	55.6	52.6
Friend's Use of Drugs	37.2	41.9	46.4	44.2	51.6	44.8	47.6	44.7	35.9	41.3	42.8	38.8
Sensation Seeking	39.3	41.6	62.6	58.4	40.9	44.6	57.1	55.3	52.2	46.5	58.9	54.6
Rewards for ASB	33.3	38.0	50.0	49.1	26.1	34.6	47.1	42.4	33.0	40.1	51.6	52.8
Depressive Symptoms	37.3	48.2	57.1	52.5	50.4	43.8	51.9	50.5	43.3	39.7	48.8	43.3
Gang Involvement	14.0	21.7	25.8	25.1	10.9	13.6	22.9	23.0	11.0	10.7	18.3	18.9
Intention to Use Drugs	*	*	41.0	38.6	*	*	51.1	46.9	*	*	37.0	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	50.5	40.7	45.1	41.1	30.0	43.6	39.2	39.2	39.7	43.2	30.1	38.6
Rewards for Prosocial Involvement	36.4	31.9	25.8	32.0	32.5	42.3	30.9	37.3	35.2	37.4	24.3	35.8
Family Domain												
Family Attachment	61.3	52.4	47.6	50.0	44.1	49.4	42.6	47.1	49.4	61.5	51.9	57.2
Opportunity for Prosocial Involvement	62.8	59.2	57.5	59.7	53.0	57.8	52.6	55.9	51.5	56.9	54.9	56.8
Rewards for Prosocial Involvement	66.1	61.0	57.5	60.6	51.4	56.5	54.0	56.9	50.9	57.7	55.3	56.9
School Domain												
Opportunities for Prosocial Involvement	54.2	56.2	54.0	61.8	54.1	58.6	52.9	61.7	59.7	64.2	48.6	61.3
Rewards for Prosocial Involvement	49.2	48.9	43.5	52.2	61.5	60.8	55.8	60.8	46.4	49.5	36.4	43.9
Peer-Individual Domain												
Religiosity	*	*	34.6	46.9	*	*	29.8	45.5	*	*	60.2	72.7
Social Skills	64.2	59.5	54.3	59.1	48.6	53.8	49.9	52.2	56.4	64.1	60.4	63.9
Belief in the Moral Order	64.2	50.0	50.7	53.6	61.3	58.9	58.9	62.7	38.8	45.4	45.9	50.3
Interaction with Prosocial Peers	*	*	39.5	46.5	*	*	44.7	49.7	*	*	37.5	47.8
Prosocial Involvement	*	*	34.8	39.8	*	*	38.6	43.1	*	*	27.3	40.5
Rewards for Prosocial Involvement	*	*	51.9	59.2	*	*	55.3	60.1	*	*	41.1	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	95.9	94.6	92.4	93.7	96.2	94.2	95.7	94.4	95.6	93.2	96.3	94.8
	1 day	0.0	1.8	2.5	2.9	0.8	1.0	1.2	1.8	1.1	1.2	1.3	1.3
	2-3 days	0.8	1.3	1.8	1.5	0.4	1.2	1.3	1.2	0.0	0.8	0.3	0.8
	4-5 days	0.8	0.5	0.7	0.5	0.0	0.4	0.2	0.5	0.0	0.6	0.0	0.4
	6 or more days	2.5	1.7	2.5	1.5	2.7	3.2	1.7	2.1	3.3	4.1	2.1	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	97.6	94.7	91.2	88.7	98.5	97.7	93.2	92.2	98.4	97.4	94.2	94.4
	1 day	0.0	3.2	5.4	6.1	0.4	1.1	3.3	4.0	1.1	1.2	2.9	2.6
	2-3 days	1.6	1.2	1.4	3.1	0.4	0.7	1.5	2.0	0.0	0.5	1.1	1.6
	4-5 days	0.0	0.2	0.2	0.7	0.0	0.1	0.5	0.7	0.0	0.2	0.8	0.6
	6 or more days	0.8	0.7	1.8	1.3	0.8	0.4	1.5	1.2	0.5	0.7	1.1	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	87.1	90.0	85.1	83.9	94.3	91.0	88.4	86.5	95.6	94.4	91.6	89.9
	1 time	3.2	5.4	7.4	8.7	2.7	4.0	5.5	6.8	1.1	2.6	3.9	4.9
	2-3 times	4.0	2.7	3.8	4.0	1.1	3.3	3.3	3.5	2.2	1.4	2.4	3.0
	4-5 times	0.0	0.7	1.3	1.2	0.0	0.7	1.7	1.0	0.0	0.5	0.5	0.7
	6-7 times	0.8	0.2	0.4	0.5	0.0	0.1	0.0	0.5	0.5	0.1	0.5	0.4
	8-9 times	0.0	0.1	0.2	0.3	0.0	0.1	0.2	0.3	0.0	0.2	0.0	0.2
	10-11 times	0.0	0.0	0.5	0.1	0.8	0.1	0.2	0.2	0.0	0.1	0.0	0.1
	12 or more times	4.8	0.8	1.4	1.3	1.1	0.7	0.8	1.2	0.5	0.7	1.1	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	80.0	78.5	68.2	72.4	89.2	87.6	82.1	82.9	91.3	93.5	91.3	90.1
	1 time	9.6	12.7	16.3	14.4	6.5	7.3	9.5	9.5	5.5	3.6	5.6	5.8
	2-3 times	8.0	5.9	9.9	8.5	2.3	3.6	5.6	5.0	1.6	1.8	2.4	2.6
	4-5 times	0.8	1.2	3.1	2.4	0.8	0.5	1.3	1.1	0.5	0.3	0.3	0.6
	6-7 times	0.0	0.6	0.4	0.7	0.0	0.2	0.5	0.3	0.5	0.3	0.0	0.2
	8-9 times	0.0	0.1	0.7	0.4	0.4	0.1	0.0	0.3	0.0	0.1	0.3	0.3
	10-11 times	0.0	0.1	0.5	0.2	0.0	0.1	0.2	0.2	0.0	0.0	0.0	0.1
	12 or more times	1.6	1.0	0.9	1.1	0.8	0.6	0.8	0.7	0.5	0.3	0.3	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties
Francis Garcia
The EXCEL Group
520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties
Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
520-214-2177

Gila and Pinal Counties
Heidi Haeder-Heild
Pinal Gila Behavioral Health Association (PGBHA)
480-982-1317

Maricopa County
Gabriella Guerra
ValueOptions
602-685-3861

Gila River Health Care Corporation (GRHCC)
Tom Cummins
520-562-3321

Pasqua Yaqui Tribe Behavioral Health
Theresa Ybarrez
520-879-6085

Navajo Nation
Char James
928-729-4470

Other State and National Contacts:

Arizona Criminal Justice Commission
Kristen Roof /Steve Ballance
602-364-1394/602-364-1157
www.acjc.state.az.us

Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Navajo County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Navajo County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

CONTENTS:

Introduction:
- *Demographics*
- *Risk & Protective Framework*

Tools for Assessment and Planning

How to Read the Charts

Data Charts:
- *Substance Use & Antisocial Behavior*
- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State.

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	476	100	1399	100	12203	100	40960	100
Grade								
8	97	20.4	449	32.1	3451	28.3	18812	45.9
10	254	53.4	512	36.6	4984	40.8	12558	30.7
12	125	26.3	438	31.31	3768	30.9	9590	23.4
Gender								
Male	220	46.8	652	47.1	5881	49.3	19172	47.5
Female	250	53.2	732	52.9	6043	50.7	21161	52.5
Ethnicity								
White	214	45.5	500	36.1	6198	51.8	19745	49.0
Native American	211	44.9	731	52.7	1237	10.3	2938	7.3
Hispanic	28	6.0	96	6.9	3630	30.3	13184	32.7
African American	4	0.9	13	0.9	292	2.4	1503	3.7
Asian	3*	0.6*	4	0.3	258*	2.2*	812	2.0
Pacific Islander			5	0.361			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

The Risk and Protective Factor Model of Prevention

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

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

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

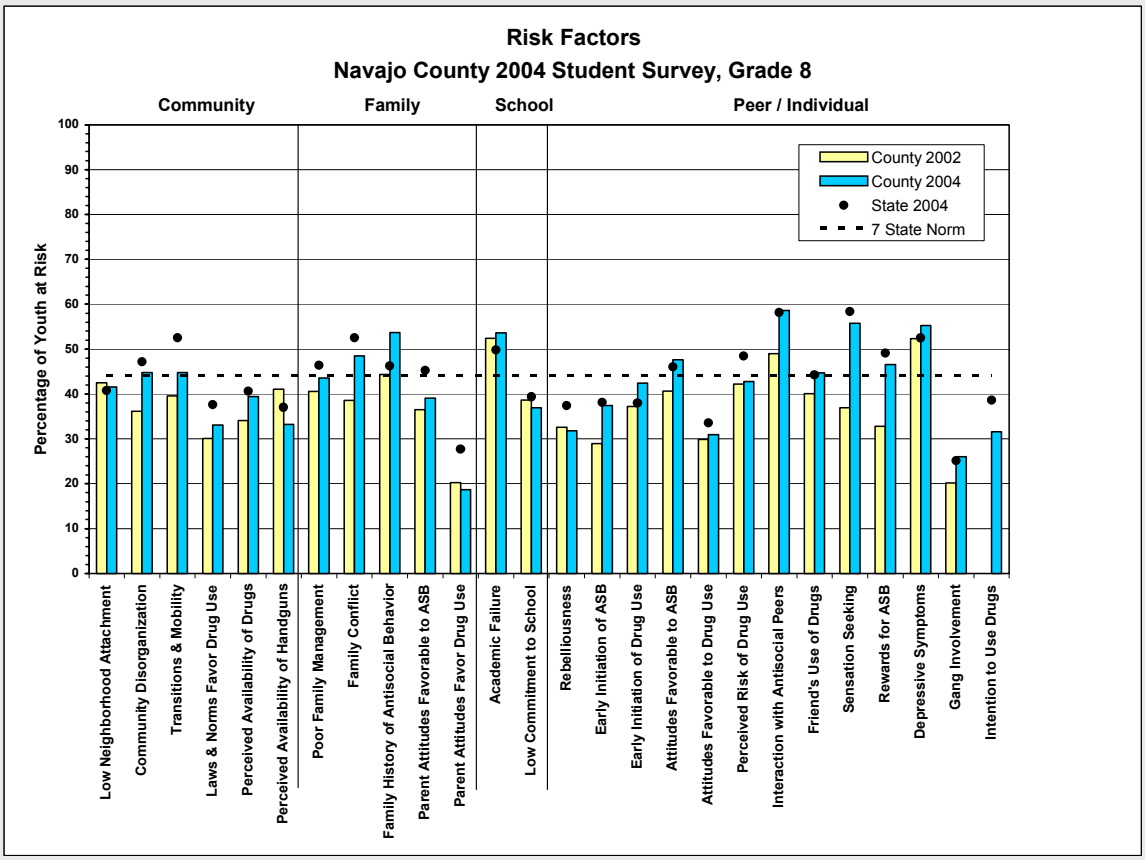
Dashed Line

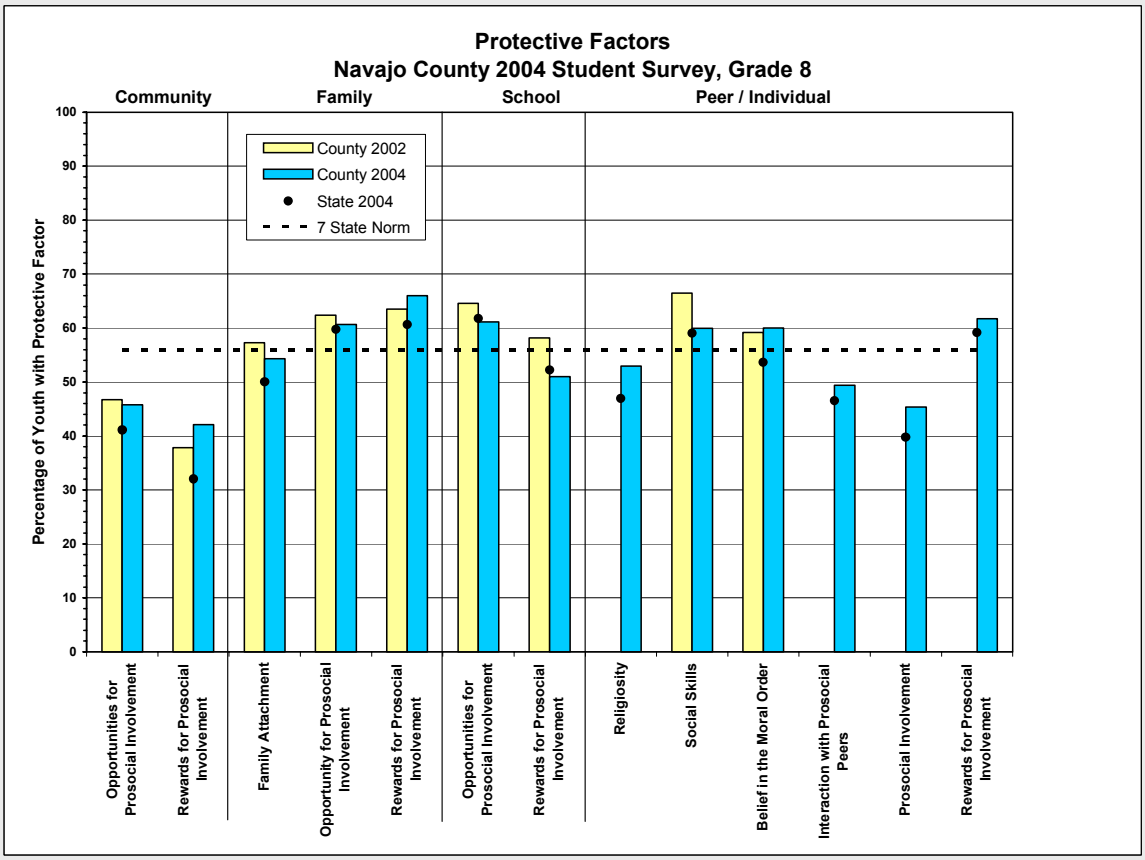
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

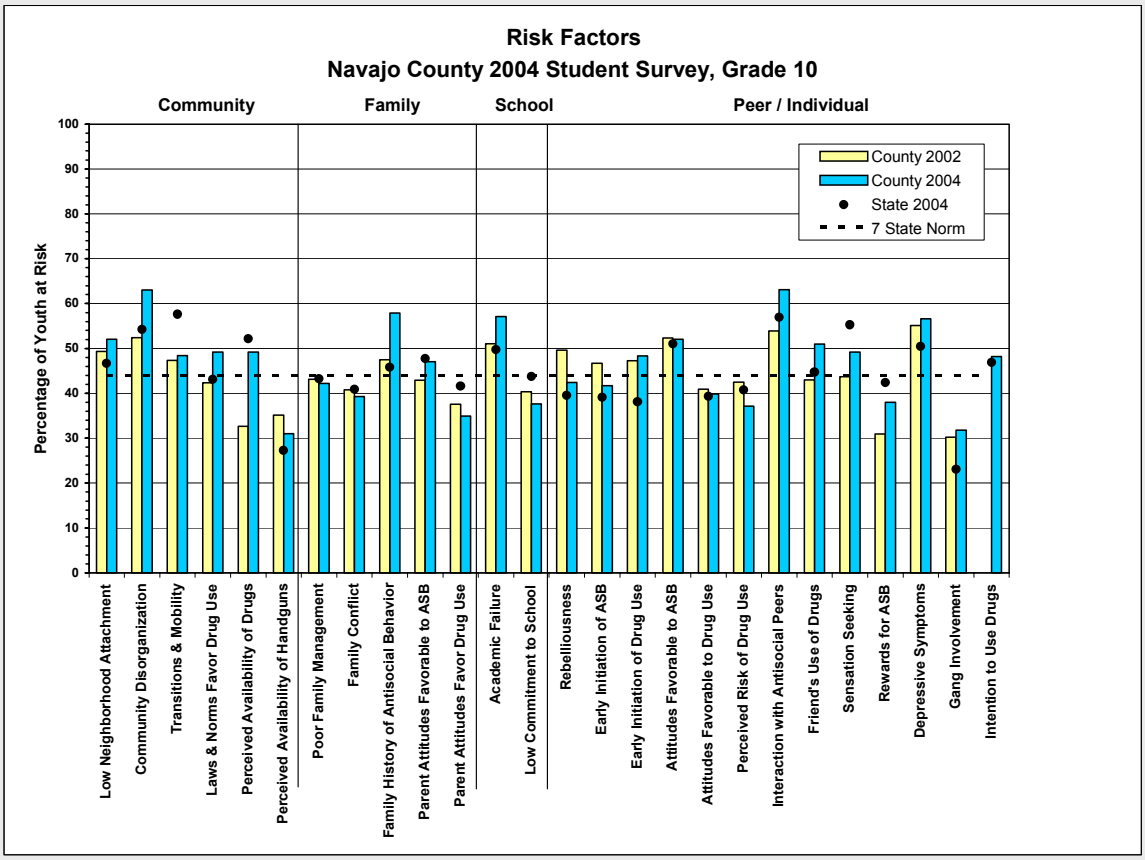
Elevated Risk and Protection

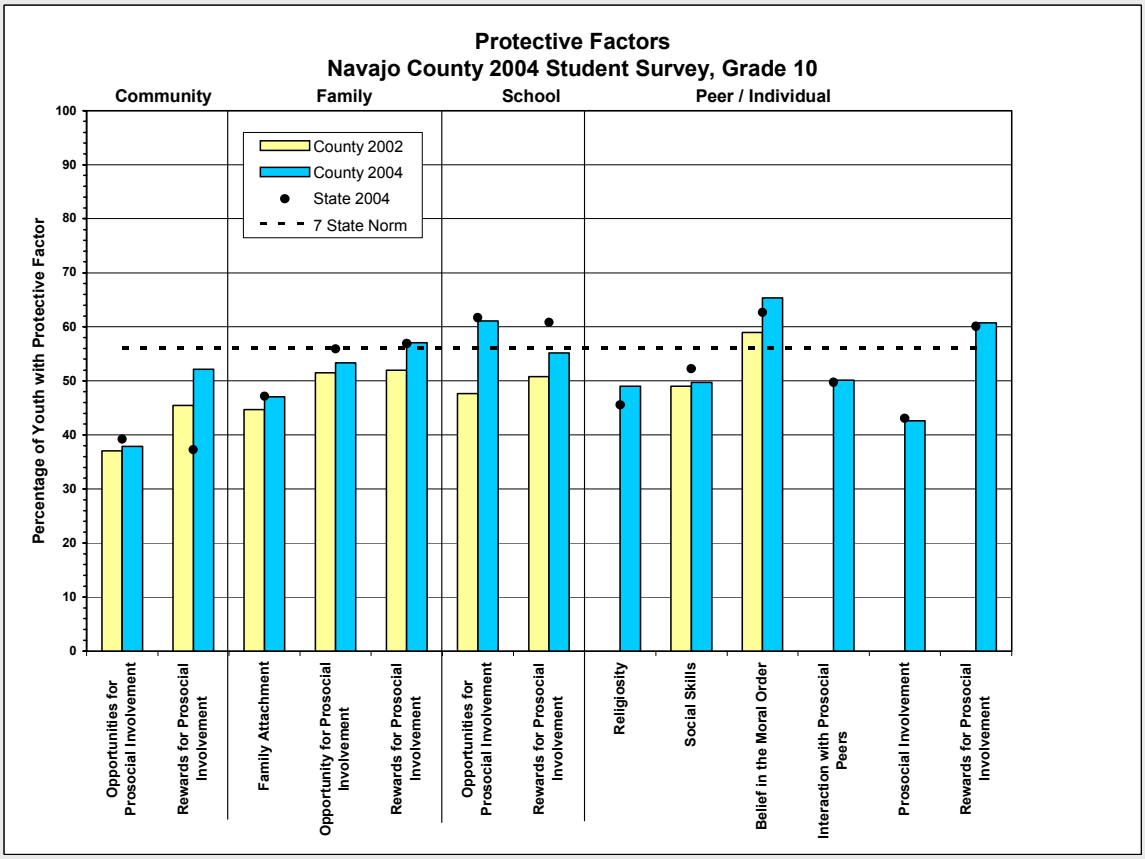




Risk and Protective Factor Profiles

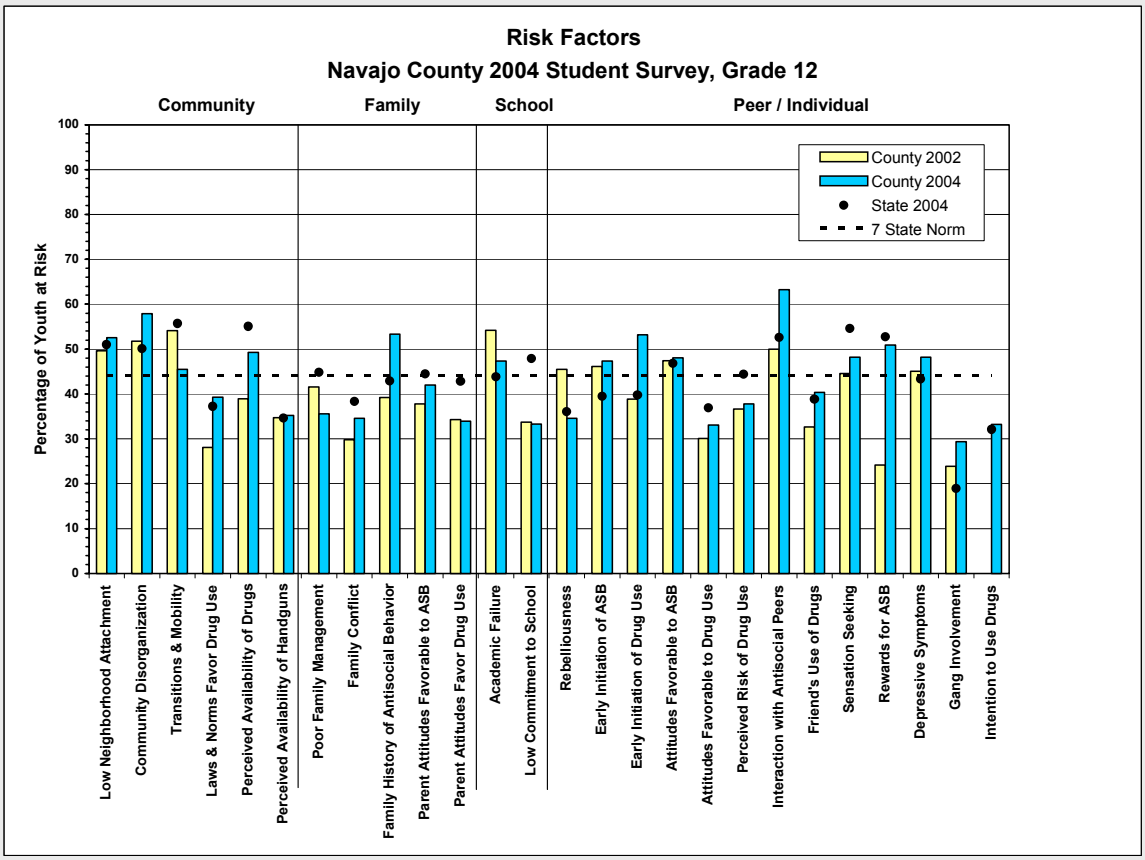
Elevated Risk and Protection

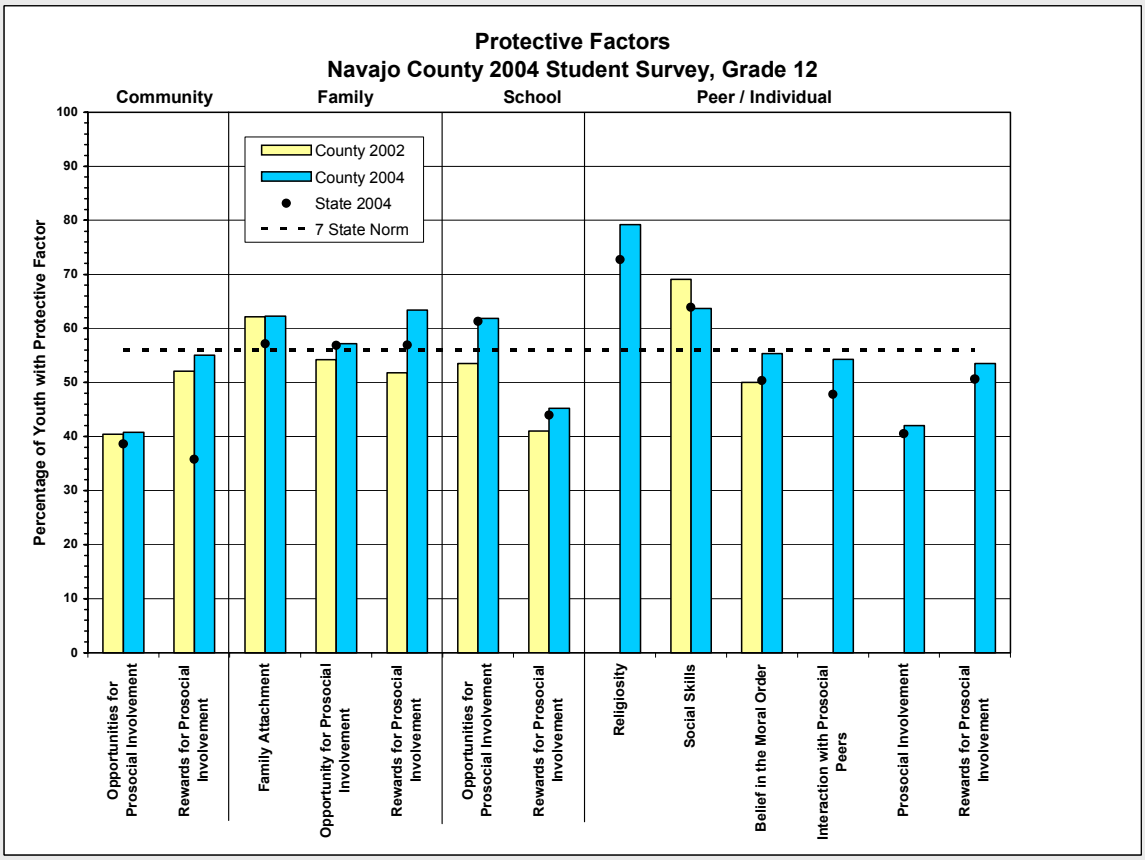




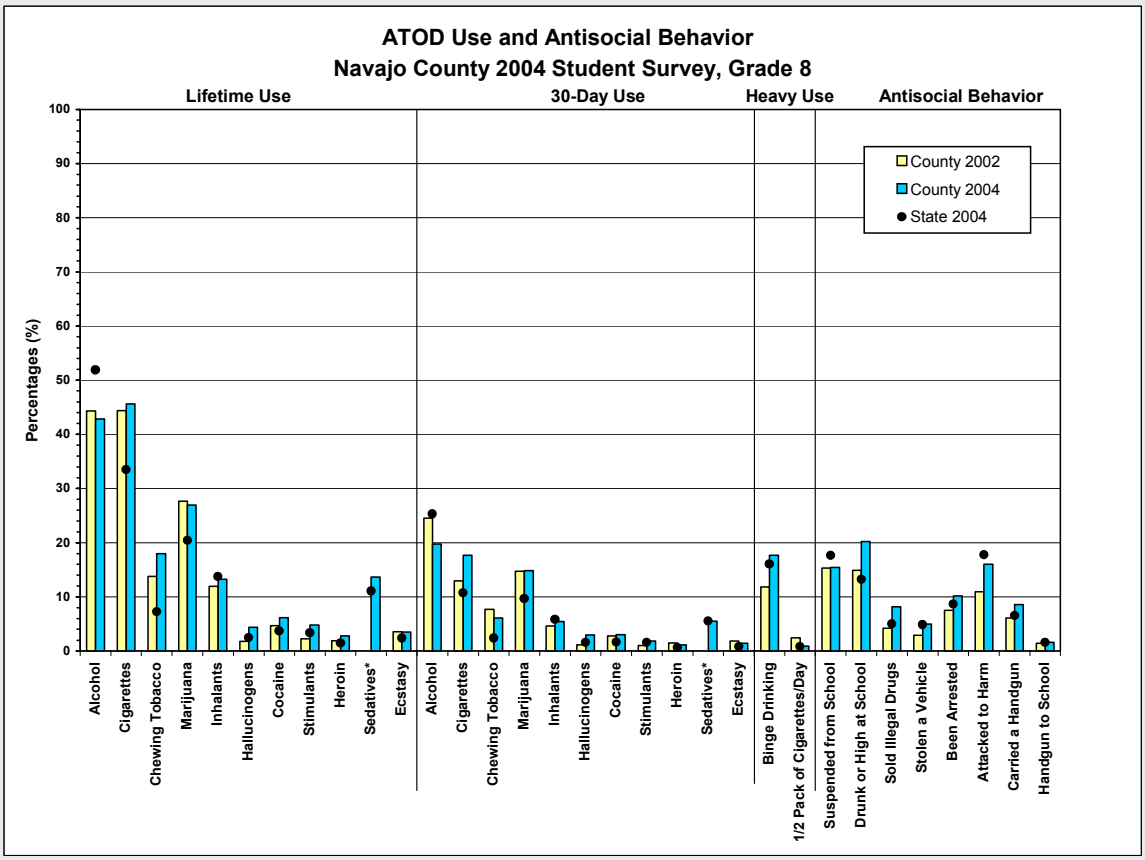
Risk and Protective Factor Profiles

Elevated Risk and Protection

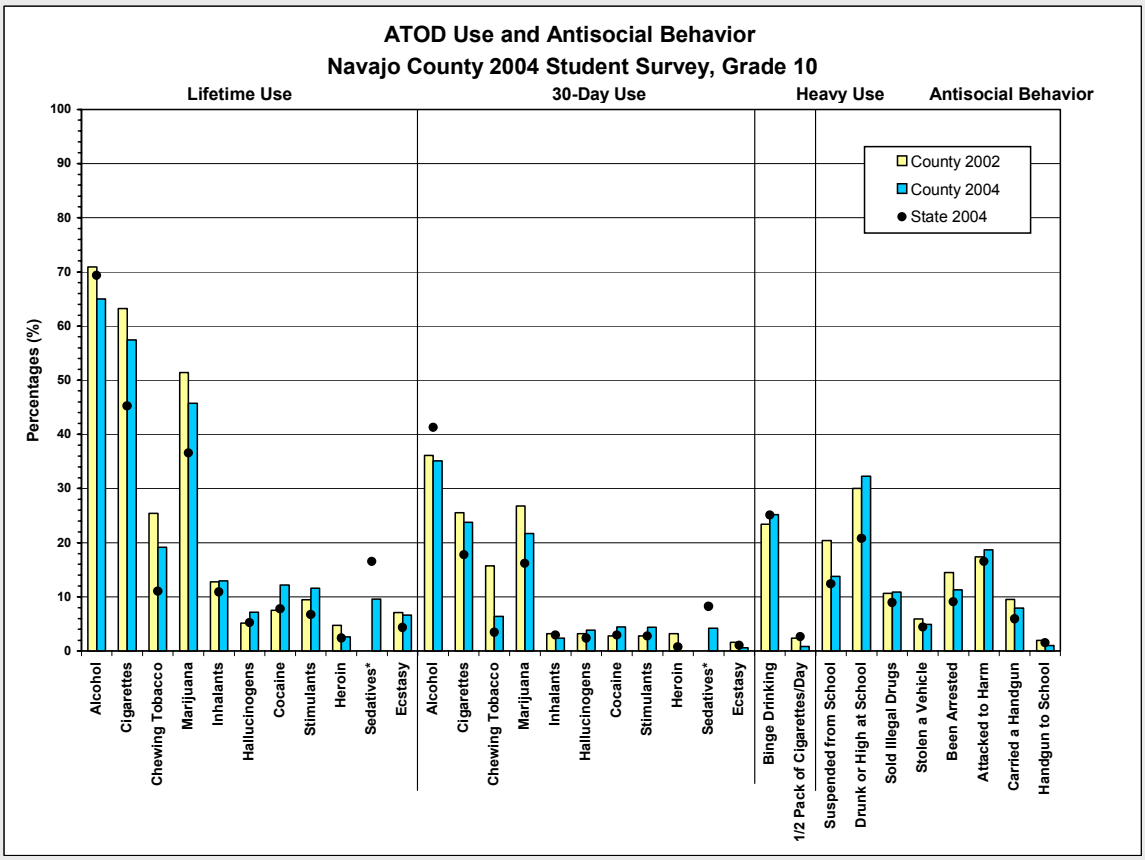


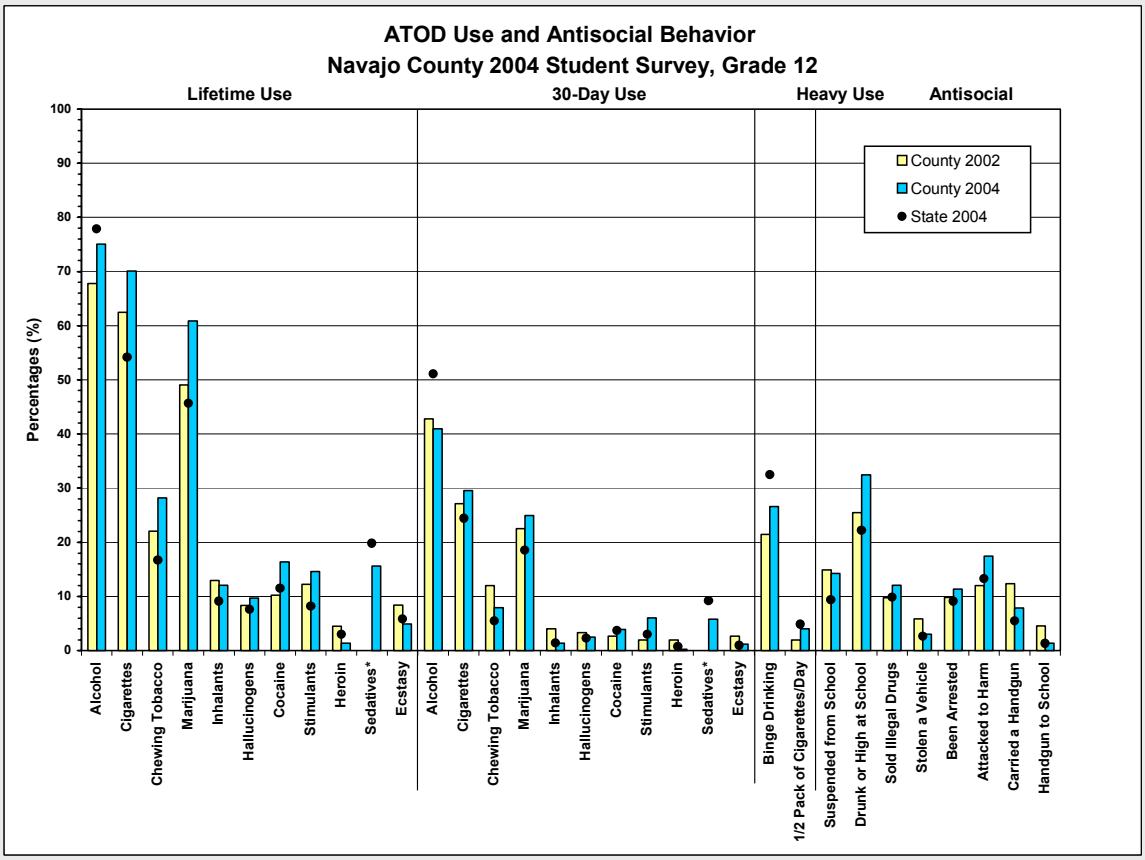


ATOD Use and Antisocial Behavior

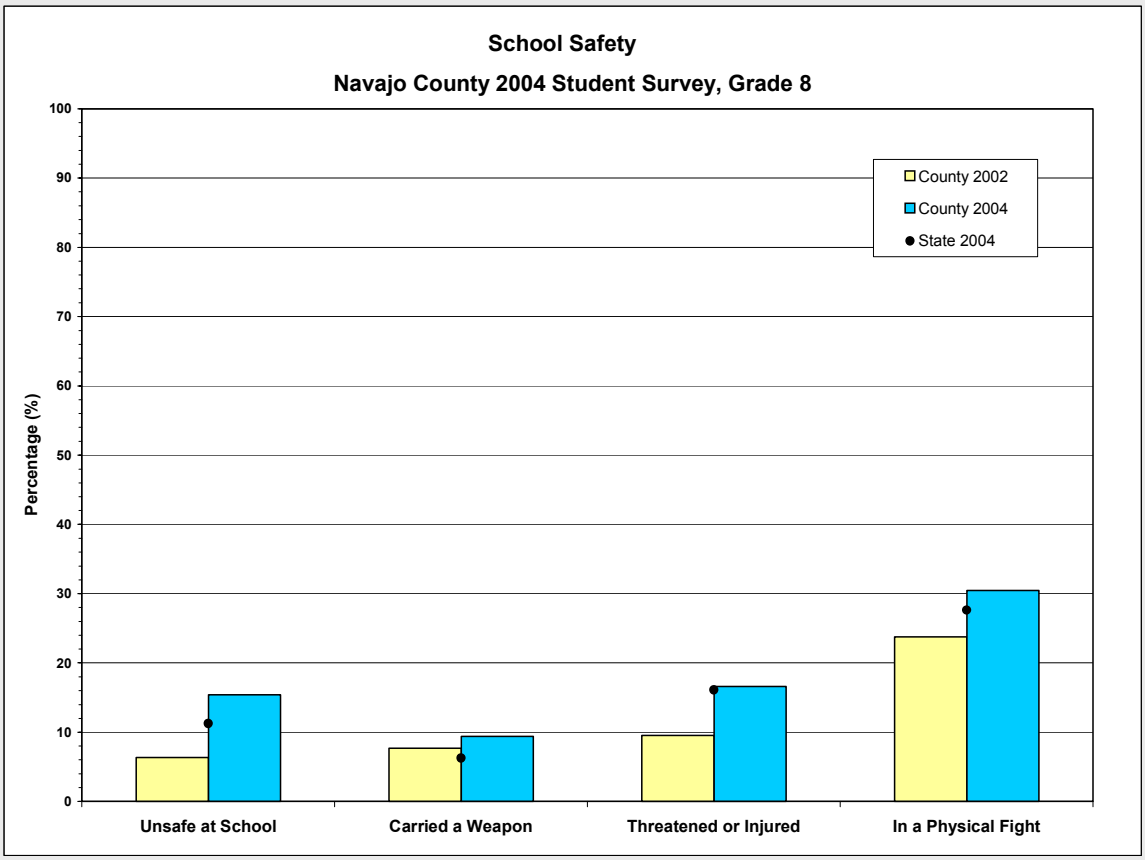


ATOD Use and Antisocial Behavior

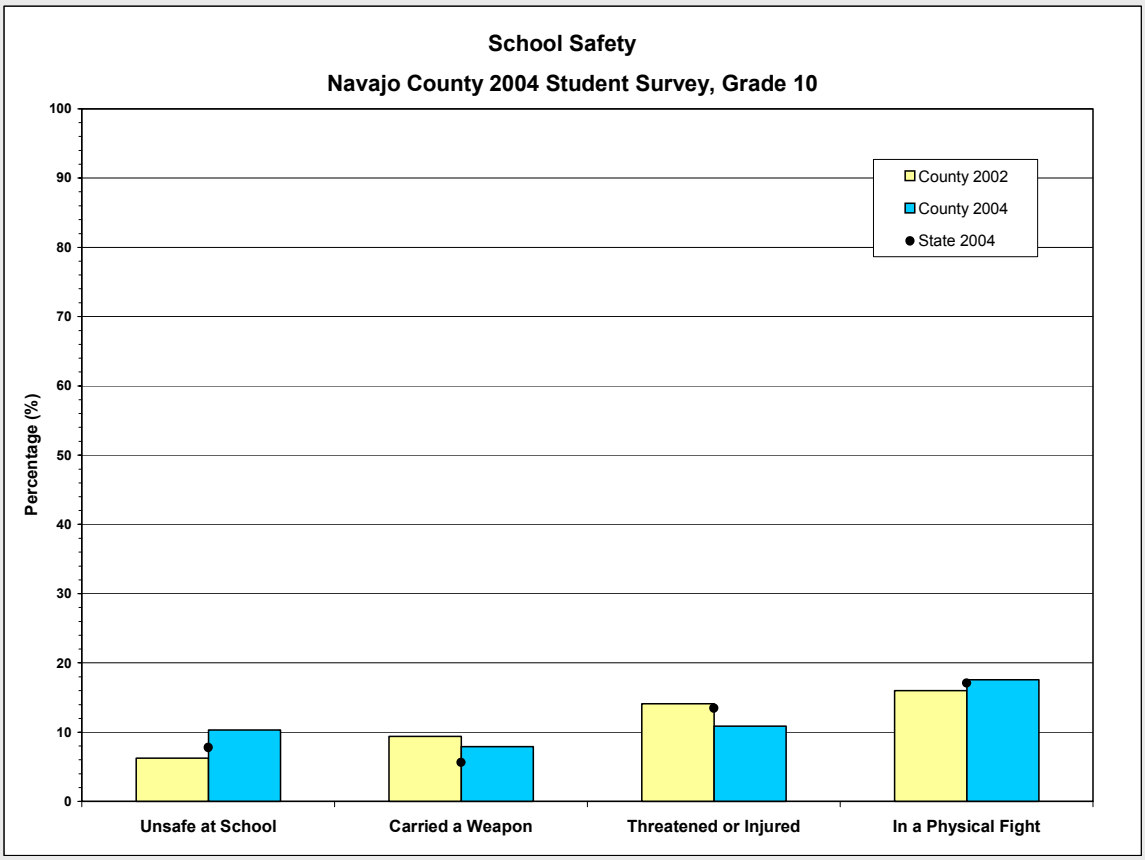




School Safety Profile



School Safety Profile



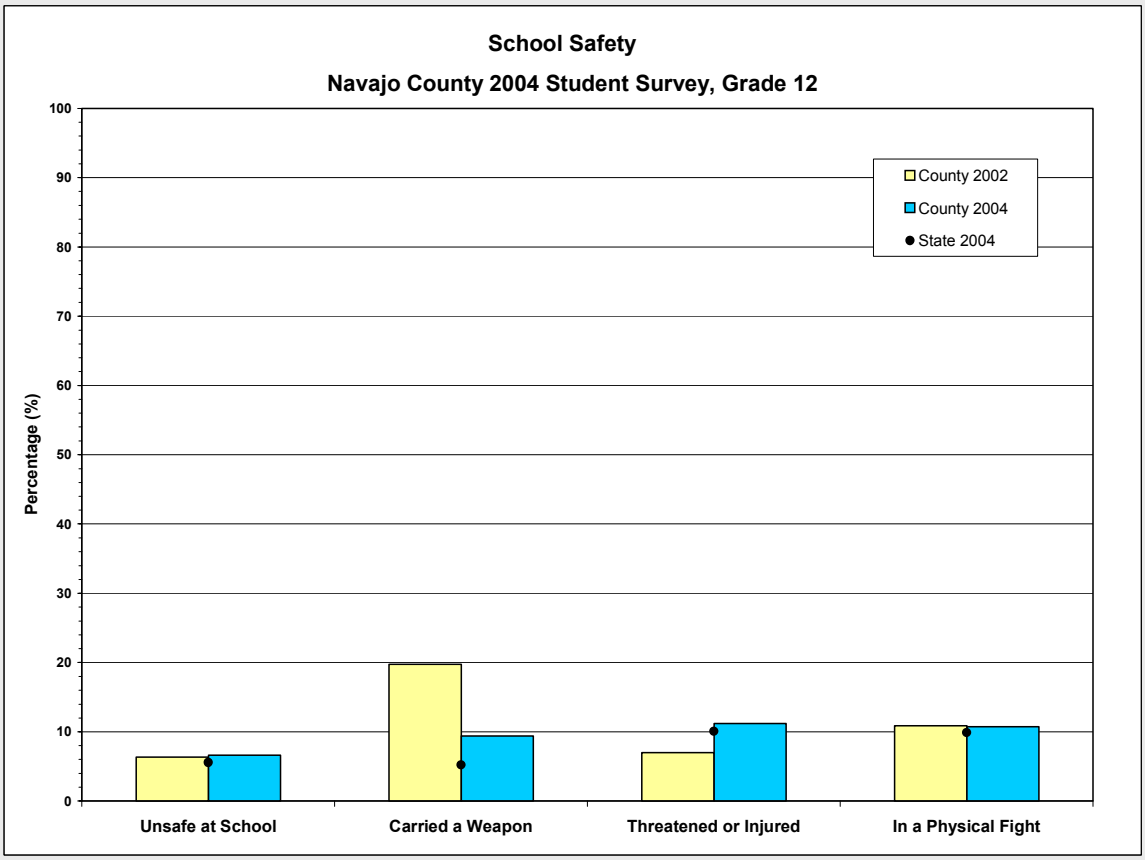


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	97	3451	449	18812	254	4984	512	12558	125	3768	438	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	44.3	56.9	42.9	51.9	70.9	72.3	65.0	69.3	67.7	80.8	75.1	77.9
Cigarettes	44.4	39.6	45.6	33.5	63.2	49.8	57.4	45.3	62.4	61.1	70.1	54.2
Chewing Tobacco	13.8	6.8	18.0	7.2	25.4	10.2	19.1	11.0	22.1	16.9	28.2	16.7
Marijuana	27.6	26.6	27.0	20.4	51.4	41.6	45.7	36.6	49.0	50.8	60.9	45.7
Inhalants	11.9	11.9	13.2	13.7	12.7	10.4	12.9	10.9	13.0	10.1	12.0	9.1
Hallucinogens	1.8	2.4	4.3	2.5	5.1	8.3	7.1	5.3	8.3	12.6	9.7	7.6
Cocaine	4.7	4.5	6.2	3.7	7.5	8.2	12.2	7.8	10.3	12.0	16.4	11.5
Stimulants	2.3	2.9	4.8	3.4	9.4	6.8	11.6	6.7	12.3	8.6	14.7	8.2
Heroin	1.9	1.9	2.8	1.5	4.7	3.2	2.6	2.4	4.5	3.8	1.4	3.0
Sedatives*	*	*	13.7	11.0	*	*	9.6	16.5	*	*	15.6	19.8
Ecstasy	3.5	5.5	3.5	2.4	7.1	8.2	6.6	4.3	8.4	12.0	4.9	5.9
Any Drug	34.1	33.2	41.0	33.2	53.7	44.5	52.4	45.6	53.2	52.8	65.2	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	24.5	34.4	19.8	25.3	36.1	47.9	35.1	41.3	42.8	58.9	40.9	51.1
Cigarettes	12.9	9.1	17.7	10.7	25.5	18.1	23.8	17.7	27.2	23.2	29.6	24.4
Chewing Tobacco	7.7	4.0	6.1	2.4	15.7	4.7	6.4	3.4	12.0	5.9	7.9	5.4
Marijuana	14.7	14.3	14.8	9.7	26.8	22.4	21.7	16.2	22.5	25.4	24.9	18.5
Inhalants	4.6	6.5	5.5	5.8	3.2	3.4	2.4	2.9	4.0	2.0	1.4	1.4
Hallucinogens	1.1	1.5	3.0	1.6	3.2	3.2	3.8	2.4	3.3	3.1	2.5	2.3
Cocaine	2.8	2.6	3.0	1.6	2.8	3.5	4.4	3.0	2.6	4.0	3.9	3.7
Stimulants	1.0	1.0	1.8	1.6	2.8	2.6	4.4	2.8	2.0	2.2	6.1	3.0
Heroin	1.5	1.2	1.1	0.6	3.2	1.4	0.0	0.7	2.0	1.3	0.2	0.7
Sedatives*	*	*	5.5	5.5	*	*	4.2	8.2	*	*	5.8	9.2
Ecstasy	1.8	3.6	1.4	0.8	1.6	2.5	0.6	1.1	2.6	3.2	1.2	1.0
Any Drug	20.1	19.9	23.0	17.9	30.6	25.7	28.0	23.6	26.7	28.6	29.4	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	11.8	14.1	17.7	16.0	23.4	26.0	25.2	25.1	21.5	32.2	26.6	32.5
1/2 Pack of Cigarettes/Day	2.5	1.2	0.9	0.8	2.4	3.5	0.8	2.6	2.0	6.0	4.0	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	15.3	18.1	15.4	17.7	20.4	11.6	13.8	12.3	14.9	8.1	14.3	9.3
Drunk or High at School	14.9	15.4	20.2	13.2	30.0	20.5	32.3	20.8	25.5	23.8	32.4	22.2
Sold Illegal Drugs	4.2	5.7	8.2	5.0	10.6	9.9	10.9	8.9	9.7	10.0	12.1	9.8
Stolen a Vehicle	2.9	3.3	5.0	4.8	5.9	3.6	4.9	4.4	5.9	2.1	3.0	2.6
Been Arrested	7.5	9.1	10.2	8.7	14.5	8.0	11.3	9.1	9.8	8.2	11.3	9.1
Attacked to Harm	11.0	11.6	16.1	17.8	17.4	10.8	18.7	16.5	12.0	9.1	17.5	13.3
Carried a Handgun	6.1	6.7	8.6	6.5	9.5	5.0	7.9	5.9	12.3	4.9	7.9	5.5
Handgun to School	1.4	1.4	1.6	1.5	2.0	1.3	1.0	1.5	4.6	1.0	1.4	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	42.5	38.1	41.5	40.7	49.4	39.3	52.1	46.7	49.7	44.3	52.5	51.0
Community Disorganization	36.1	43.1	44.7	47.2	52.4	40.0	63.0	54.2	51.7	39.5	57.9	50.1
Transitions & Mobility	39.6	47.4	44.8	52.5	47.3	45.3	48.4	57.6	54.2	45.1	45.5	55.7
Laws & Norms Favor Drug Use	30.1	34.9	33.1	37.6	42.3	35.1	49.2	43.1	28.1	33.1	39.3	37.2
Perceived Availability of Drugs	34.1	39.9	39.4	40.6	32.7	50.5	49.2	52.1	38.9	60.1	49.3	55.0
Perceived Availability of Handguns	41.1	37.5	33.3	37.0	35.1	24.7	31.0	27.3	34.7	32.7	35.2	34.6
Family Domain												
Poor Family Management	40.6	43.1	43.6	46.4	43.1	41.5	42.2	43.2	41.5	46.2	35.5	44.8
Family Conflict	38.6	46.1	48.5	52.5	40.8	34.3	39.3	40.9	29.8	31.4	34.6	38.3
Family History of Antisocial Behavior	44.3	40.5	53.7	46.2	47.5	37.7	57.9	45.8	39.2	35.5	53.3	42.9
Parent Attitudes Favorable to ASB	36.5	41.7	39.1	45.3	42.9	44.3	47.0	47.7	37.8	42.9	41.9	44.4
Parent Attitudes Favor Drug Use	20.3	25.8	18.6	27.7	37.6	44.0	34.9	41.6	34.3	45.2	33.9	42.8
School Domain												
Academic Failure	52.4	52.3	53.6	49.8	51.0	46.5	57.1	49.8	54.2	43.7	47.3	43.8
Low Commitment to School	38.7	41.2	37.0	39.4	40.3	45.4	37.6	43.7	33.8	44.6	33.3	47.9
Peer-Individual Domain												
Rebelliousness	32.5	40.0	31.8	37.4	49.6	40.9	42.4	39.5	45.5	38.6	34.5	36.0
Early Initiation of ASB	28.9	33.6	37.4	38.1	46.7	31.1	41.7	39.1	46.1	32.2	47.4	39.4
Early Initiation of Drug Use	37.2	40.3	42.4	38.0	47.2	39.0	48.3	38.1	38.9	40.6	53.2	39.7
Attitudes Favorable to ASB	40.6	46.3	47.6	46.0	52.4	54.5	52.1	51.0	47.4	53.3	48.0	46.8
Attitudes Favorable to Drug Use	29.9	37.4	30.9	33.5	40.9	47.2	39.8	39.3	30.1	46.4	33.1	36.9
Perceived Risk of Drug Use	42.2	47.9	42.8	48.5	42.5	45.3	37.2	40.7	36.7	47.6	37.8	44.4
Interaction with Antisocial Peers	49.0	52.1	58.6	58.2	53.9	48.2	63.1	56.9	50.0	47.8	63.3	52.6
Friend's Use of Drugs	40.0	41.9	44.7	44.2	43.0	44.8	51.0	44.7	32.7	41.3	40.4	38.8
Sensation Seeking	36.9	41.6	55.8	58.4	43.7	44.6	49.2	55.3	44.5	46.5	48.1	54.6
Rewards for ASB	32.8	38.0	46.5	49.1	30.9	34.6	38.0	42.4	24.2	40.1	50.9	52.8
Depressive Symptoms	52.3	48.2	55.3	52.5	55.1	43.8	56.6	50.5	45.0	39.7	48.2	43.3
Gang Involvement	20.2	21.7	26.1	25.1	30.2	13.6	31.8	23.0	23.9	10.7	29.3	18.9
Intention to Use Drugs	*	*	31.6	38.6	*	*	48.2	46.9	*	*	33.2	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	46.7	40.7	45.8	41.1	37.1	43.6	37.8	39.2	40.4	43.2	40.8	38.6
Rewards for Prosocial Involvement	37.9	31.9	42.1	32.0	45.5	42.3	52.2	37.3	52.1	37.4	55.1	35.8
Family Domain												
Family Attachment	57.3	52.4	54.3	50.0	44.7	49.4	47.0	47.1	62.1	61.5	62.3	57.2
Opportunity for Prosocial Involvement	62.4	59.2	60.7	59.7	51.5	57.8	53.3	55.9	54.2	56.9	57.2	56.8
Rewards for Prosocial Involvement	63.5	61.0	66.0	60.6	52.0	56.5	57.1	56.9	51.8	57.7	63.4	56.9
School Domain												
Opportunities for Prosocial Involvement	64.6	56.2	61.2	61.8	47.6	58.6	61.1	61.7	53.5	64.2	61.9	61.3
Rewards for Prosocial Involvement	58.2	48.9	51.0	52.2	50.8	60.8	55.2	60.8	41.0	49.5	45.2	43.9
Peer-Individual Domain												
Religiosity	*	*	53.0	46.9	*	*	49.0	45.5	*	*	79.2	72.7
Social Skills	66.5	59.5	60.0	59.1	49.0	53.8	49.7	52.2	69.1	64.1	63.7	63.9
Belief in the Moral Order	59.2	50.0	60.0	53.6	59.0	58.9	65.3	62.7	50.0	45.4	55.4	50.3
Interaction with Prosocial Peers	*	*	49.4	46.5	*	*	50.1	49.7	*	*	54.3	47.8
Prosocial Involvement	*	*	45.4	39.8	*	*	42.6	43.1	*	*	42.0	40.5
Rewards for Prosocial Involvement	*	*	61.8	59.2	*	*	60.7	60.1	*	*	53.5	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	92.3	94.6	90.6	93.7	90.6	94.2	92.1	94.4	80.3	93.2	90.6	94.8
	1 day	1.9	1.8	4.8	2.9	2.4	1.0	3.4	1.8	1.3	1.2	2.1	1.3
	2-3 days	2.1	1.3	1.4	1.5	1.2	1.2	1.6	1.2	3.2	0.8	1.6	0.8
	4-5 days	1.0	0.5	0.7	0.5	0.8	0.4	0.2	0.5	0.0	0.6	0.5	0.4
	6 or more days	2.7	1.7	2.5	1.5	5.1	3.2	2.8	2.1	15.3	4.1	5.3	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	93.7	94.7	84.6	88.7	93.7	97.7	89.7	92.2	93.6	97.4	93.3	94.4
	1 day	3.0	3.2	7.3	6.1	3.1	1.1	4.8	4.0	1.3	1.2	2.8	2.6
	2-3 days	2.4	1.2	5.0	3.1	1.2	0.7	3.0	2.0	2.5	0.5	2.5	1.6
	4-5 days	0.3	0.2	1.1	0.7	0.8	0.1	0.8	0.7	0.0	0.2	0.7	0.6
	6 or more days	0.6	0.7	2.0	1.3	1.2	0.4	1.8	1.2	2.5	0.7	0.7	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	90.4	90.0	83.4	83.9	85.9	91.0	89.1	86.5	93.0	94.4	88.8	89.9
	1 time	4.9	5.4	7.5	8.7	8.2	4.0	4.7	6.8	3.2	2.6	5.3	4.9
	2-3 times	2.4	2.7	5.2	4.0	3.1	3.3	3.2	3.5	1.9	1.4	4.1	3.0
	4-5 times	1.1	0.7	1.6	1.2	1.2	0.7	0.8	1.0	1.3	0.5	0.5	0.7
	6-7 times	0.6	0.2	0.2	0.5	0.0	0.1	0.4	0.5	0.0	0.1	0.5	0.4
	8-9 times	0.2	0.1	0.2	0.3	0.4	0.1	0.4	0.3	0.0	0.2	0.7	0.2
	10-11 times	0.0	0.0	0.5	0.1	0.4	0.1	0.0	0.2	0.0	0.1	0.0	0.1
	12 or more times	0.3	0.8	1.4	1.3	0.8	0.7	1.4	1.2	0.6	0.7	0.2	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	76.2	78.5	69.5	72.4	84.0	87.6	82.4	82.9	89.1	93.5	89.2	90.1
	1 time	13.3	12.7	16.0	14.4	9.0	7.3	9.7	9.5	6.4	3.6	6.4	5.8
	2-3 times	6.8	5.9	9.0	8.5	4.7	3.6	5.3	5.0	2.6	1.8	3.0	2.6
	4-5 times	2.1	1.2	2.3	2.4	0.8	0.5	1.8	1.1	0.6	0.3	0.7	0.6
	6-7 times	0.6	0.6	0.9	0.7	0.4	0.2	0.2	0.3	0.6	0.3	0.2	0.2
	8-9 times	0.2	0.1	0.9	0.4	0.4	0.1	0.2	0.3	0.0	0.1	0.0	0.3
	10-11 times	0.0	0.1	0.0	0.2	0.0	0.1	0.0	0.2	0.0	0.0	0.0	0.1
	12 or more times	0.8	1.0	1.4	1.1	0.8	0.6	0.4	0.7	0.6	0.3	0.5	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties
Francis Garcia
The EXCEL Group
520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties
Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
520-214-2177

Gila and Pinal Counties
Heidi Haeder-Heild
Pinal Gila Behavioral Health Association (PGBHA)
480-982-1317

Maricopa County
Gabriella Guerra
ValueOptions
602-685-3861

Gila River Health Care Corporation (GRHCC)
Tom Cummins
520-562-3321

Pasqua Yaqui Tribe Behavioral Health
Theresa Ybarrez
520-879-6085

Navajo Nation
Char James
928-729-4470

Other State and National Contacts:

Arizona Criminal Justice Commission
Kristen Roof /Steve Ballance
602-364-1394/602-364-1157
www.acjc.state.az.us

Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Pima County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Pima County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

CONTENTS:

Introduction:
- *Demographics*
- *Risk & Protective Framework*

Tools for Assessment and Planning

How to Read the Charts

Data Charts:
- *Substance Use & Antisocial Behavior*
- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State.

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	1326	100	5430	100	12203	100	40960	100
Grade								
8	212	16.0	2250	41.4	3451	28.3	18812	45.9
10	655	49.4	1797	33.1	4984	40.8	12558	30.7
12	459	34.6	1383	25.47	3768	30.9	9590	23.4
Gender								
Male	612	47.1	2489	46.5	5881	49.3	19172	47.5
Female	688	52.9	2864	53.5	6043	50.7	21161	52.5
Ethnicity								
White	805	62.5	2554	47.9	6198	51.8	19745	49.0
Native American	28	2.2	104	1.9	1237	10.3	2938	7.3
Hispanic	354	27.5	2072	38.8	3630	30.3	13184	32.7
African American	34	2.6	176	3.3	292	2.4	1503	3.7
Asian	30*	2.3*	114	2.1	258*	2.2*	812	2.0
Pacific Islander			39	0.731			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

The Risk and Protective Factor Model of Prevention

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

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

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

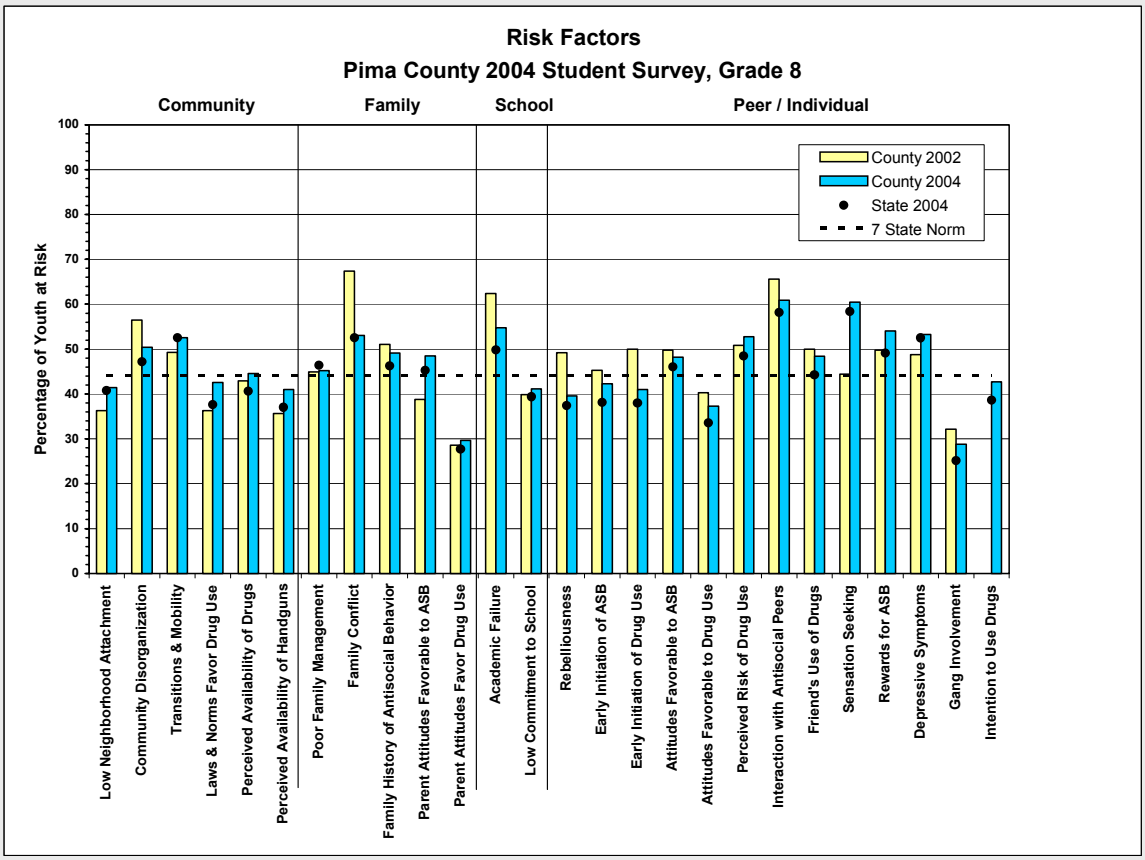
Dashed Line

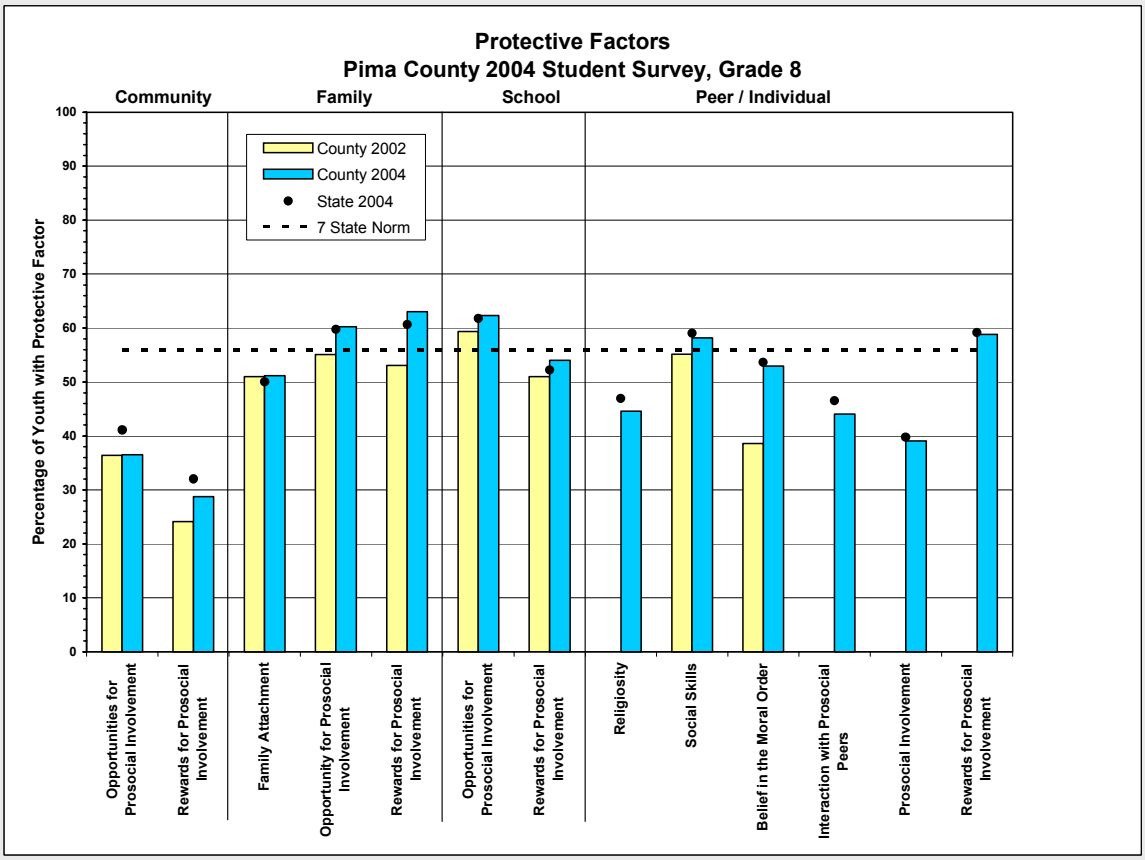
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

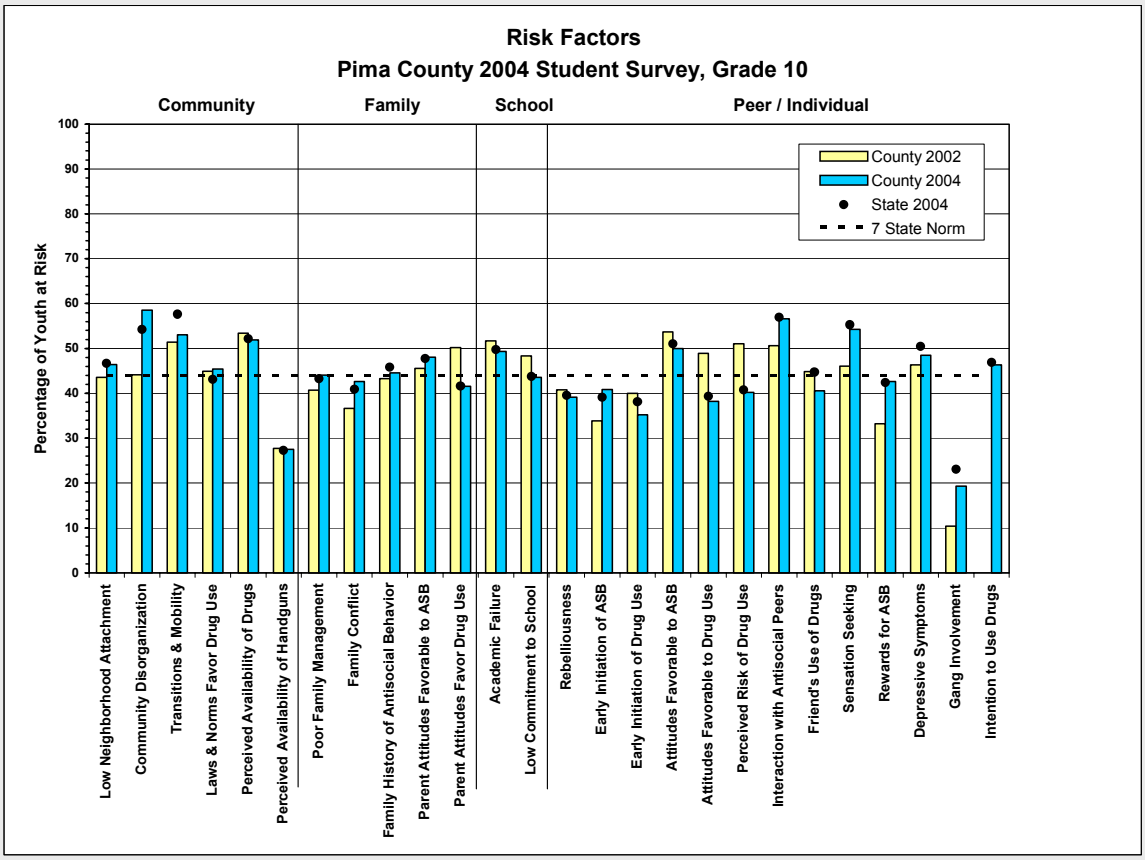
Elevated Risk and Protection

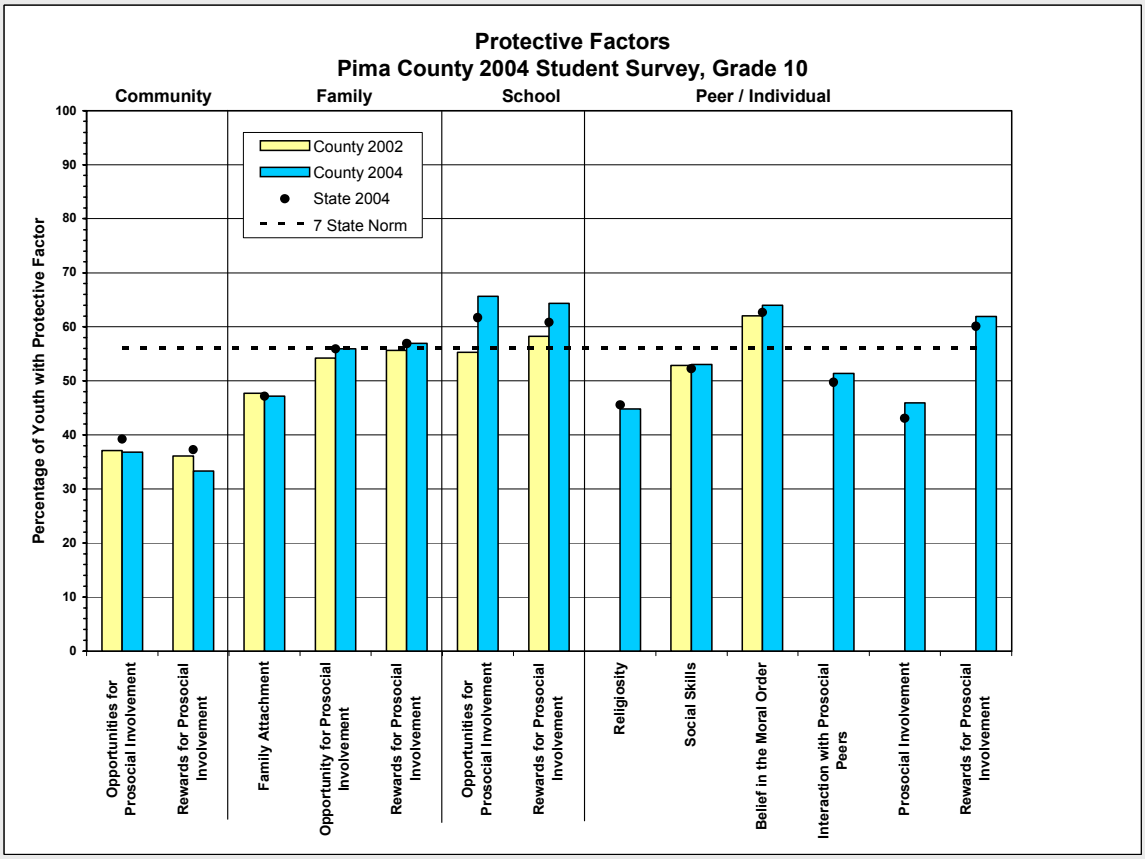




Risk and Protective Factor Profiles

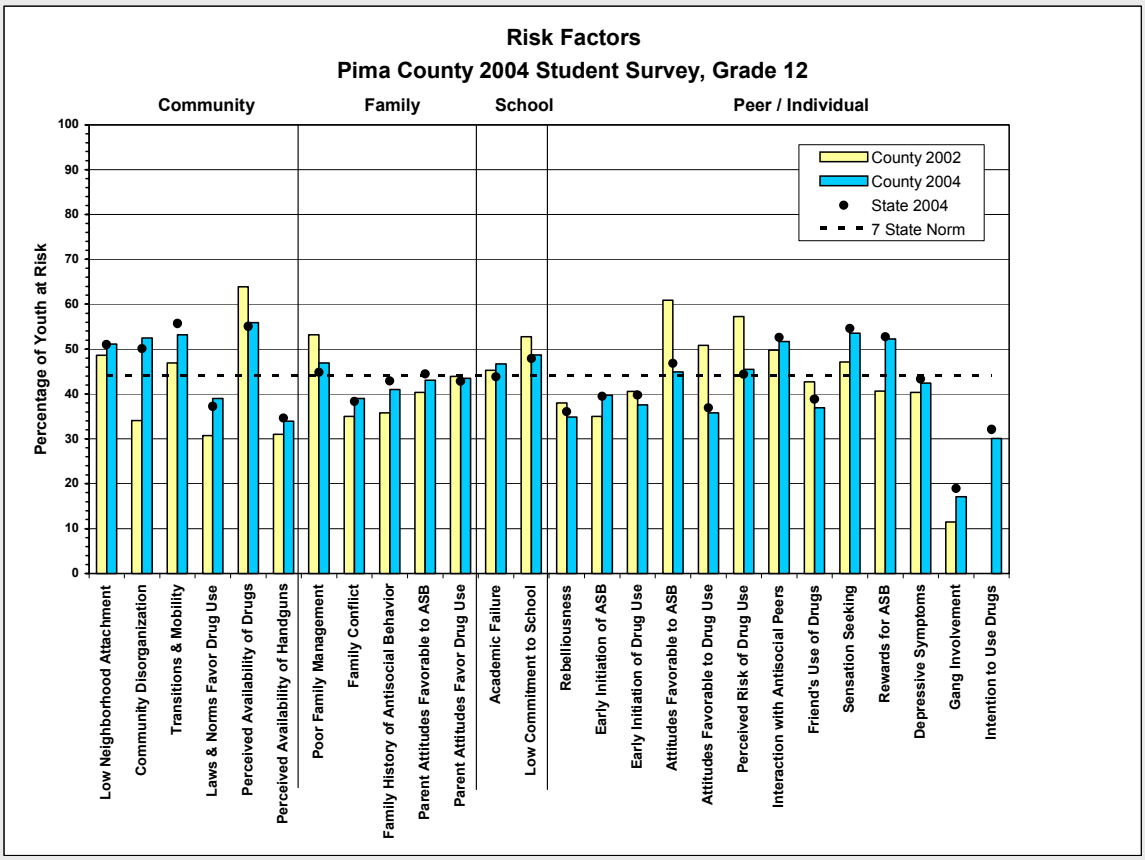
Elevated Risk and Protection

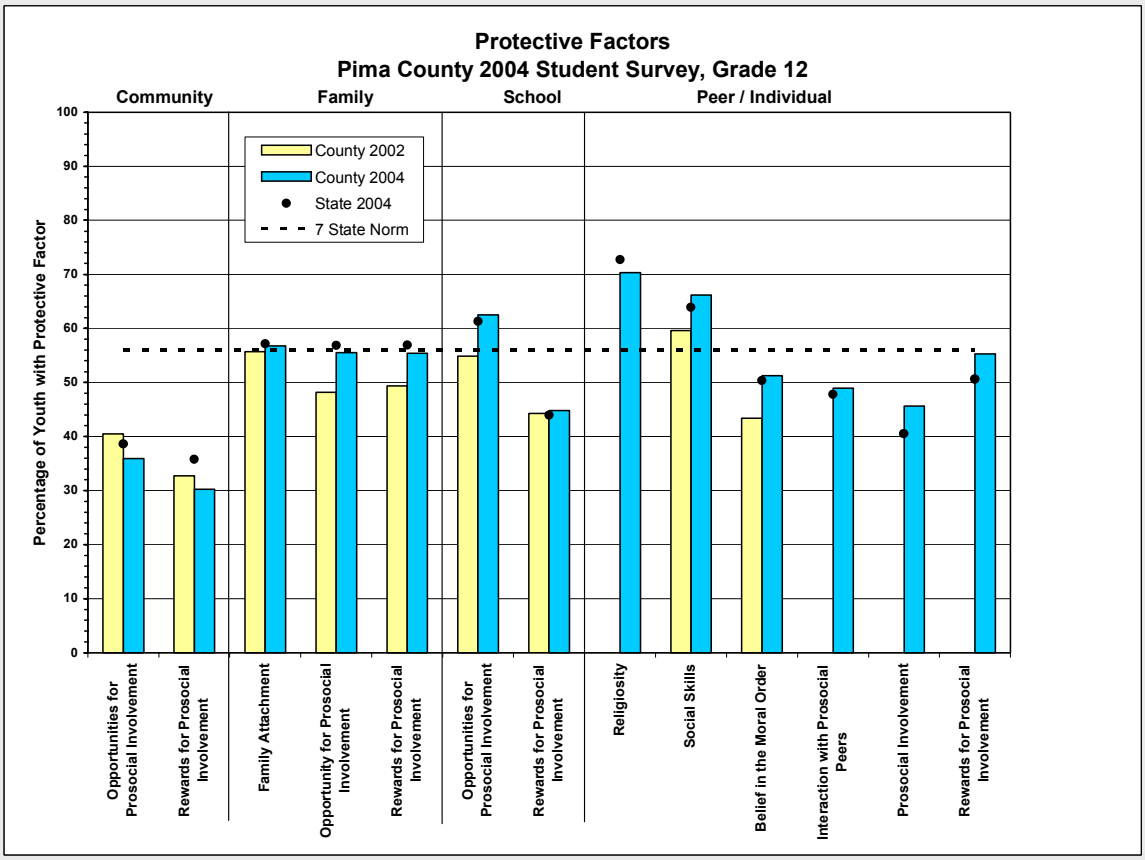




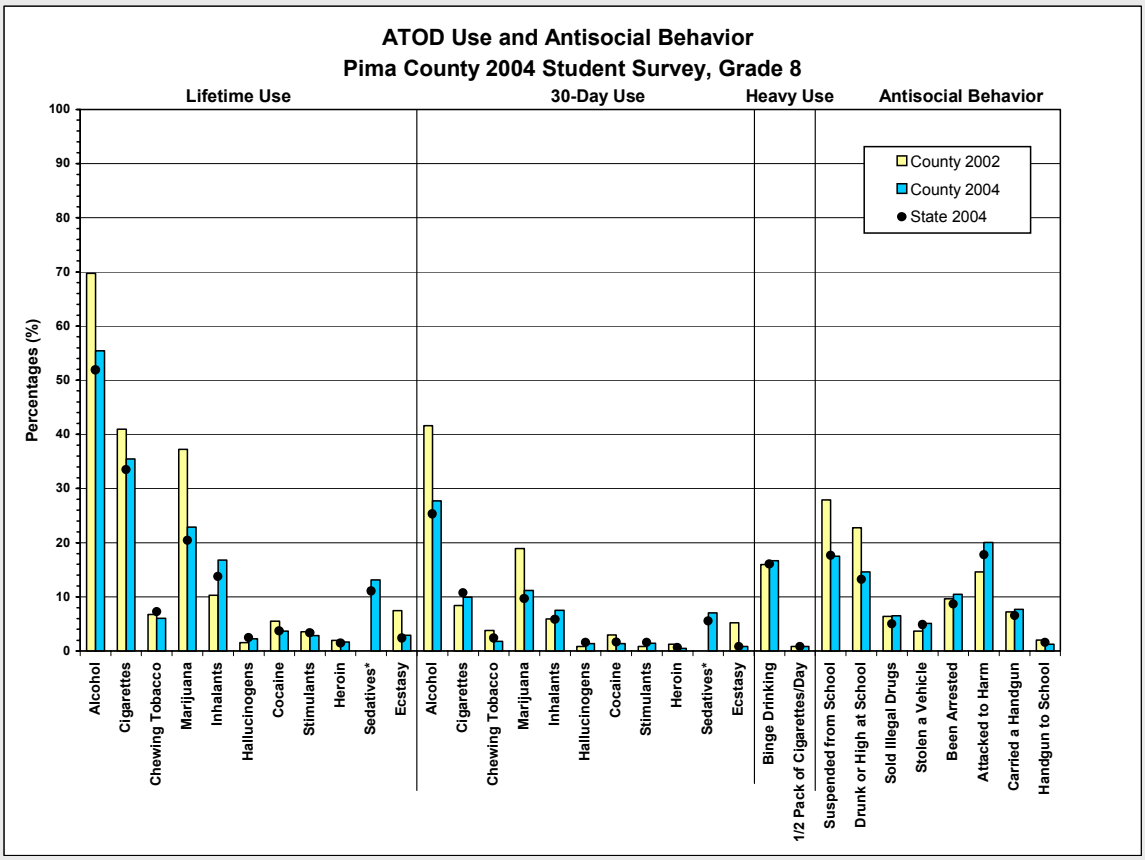
Risk and Protective Factor Profiles

Elevated Risk and Protection

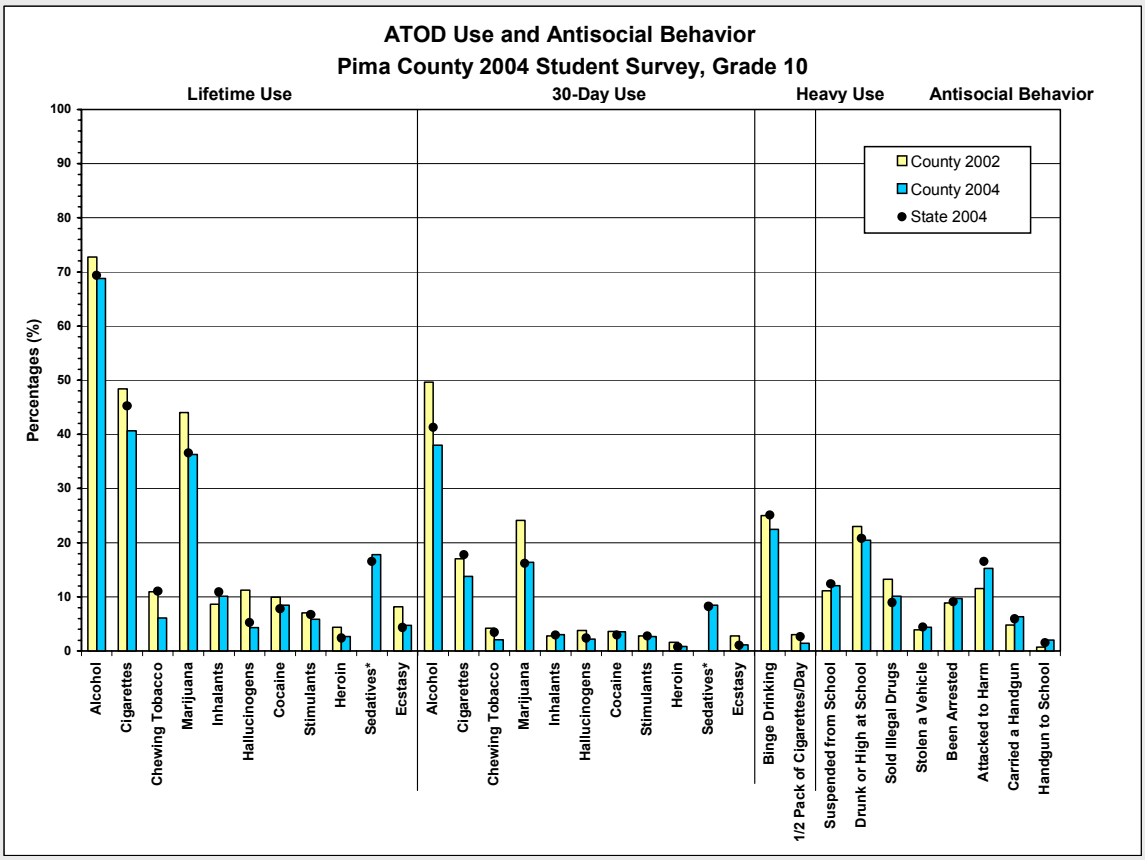


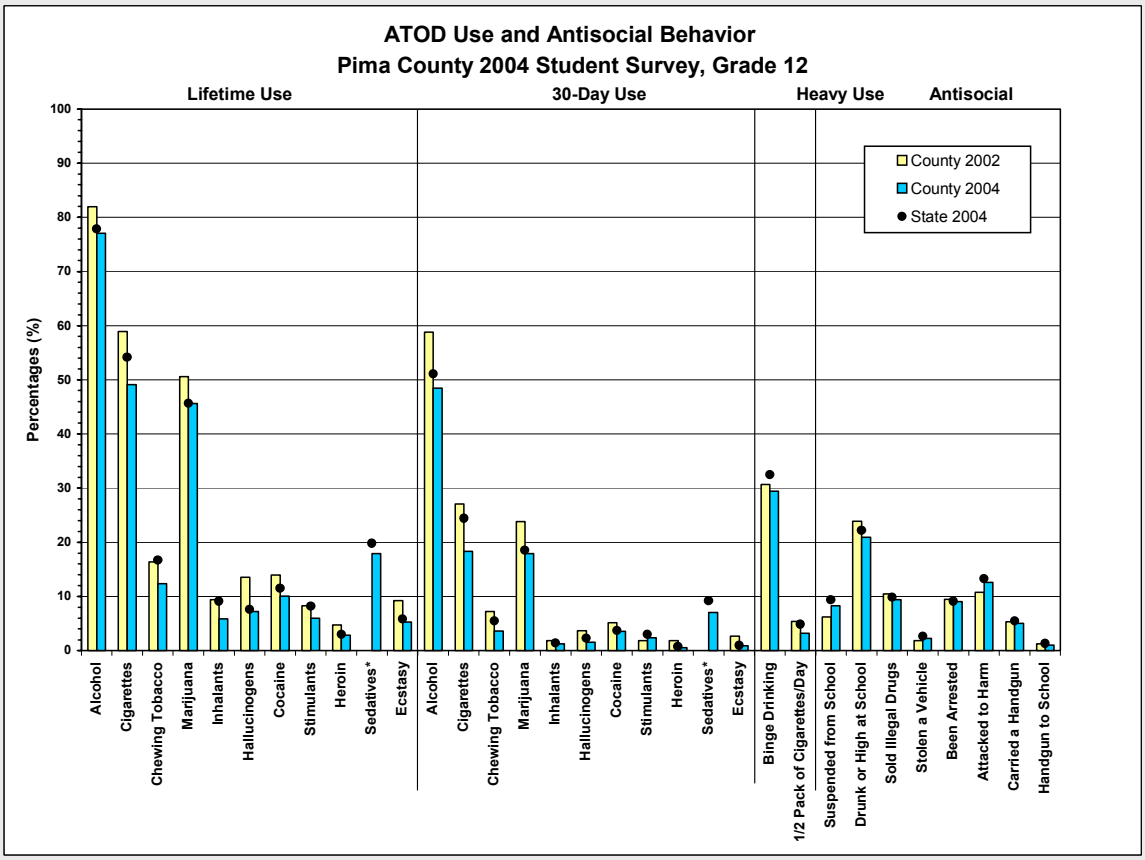


ATOD Use and Antisocial Behavior

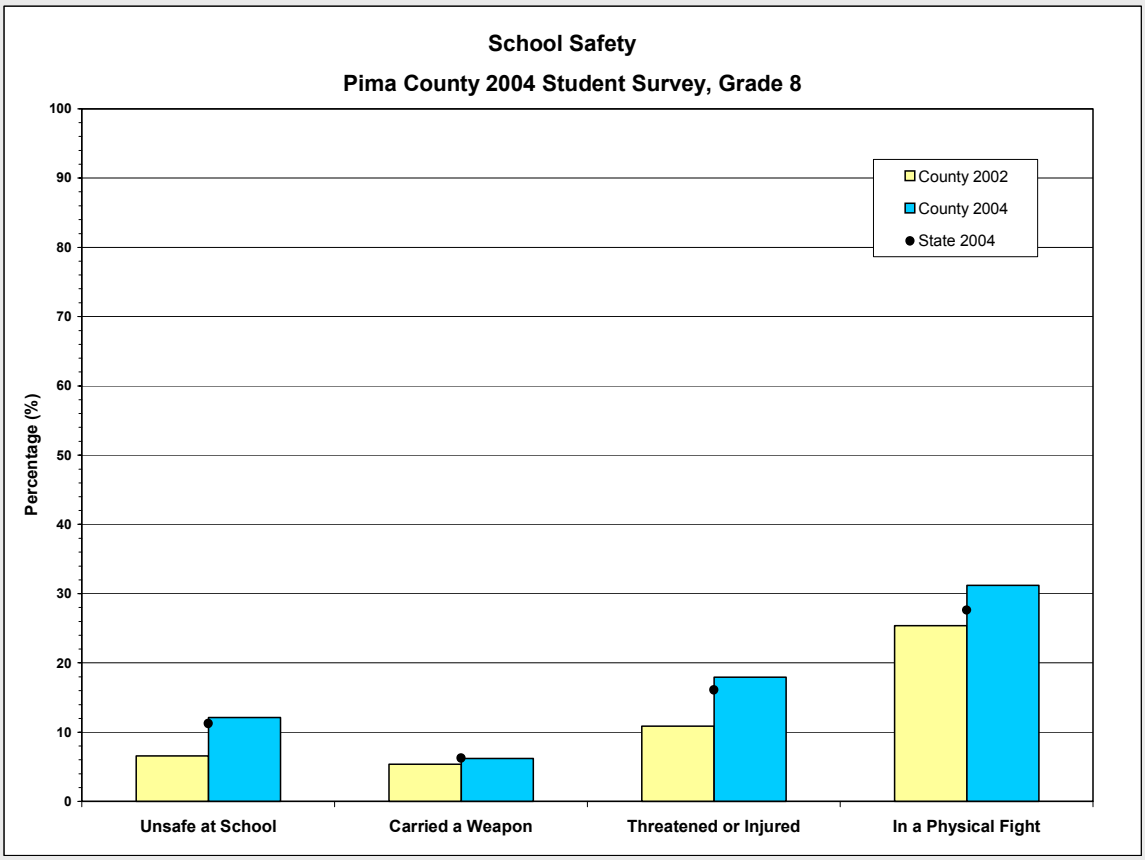


ATOD Use and Antisocial Behavior

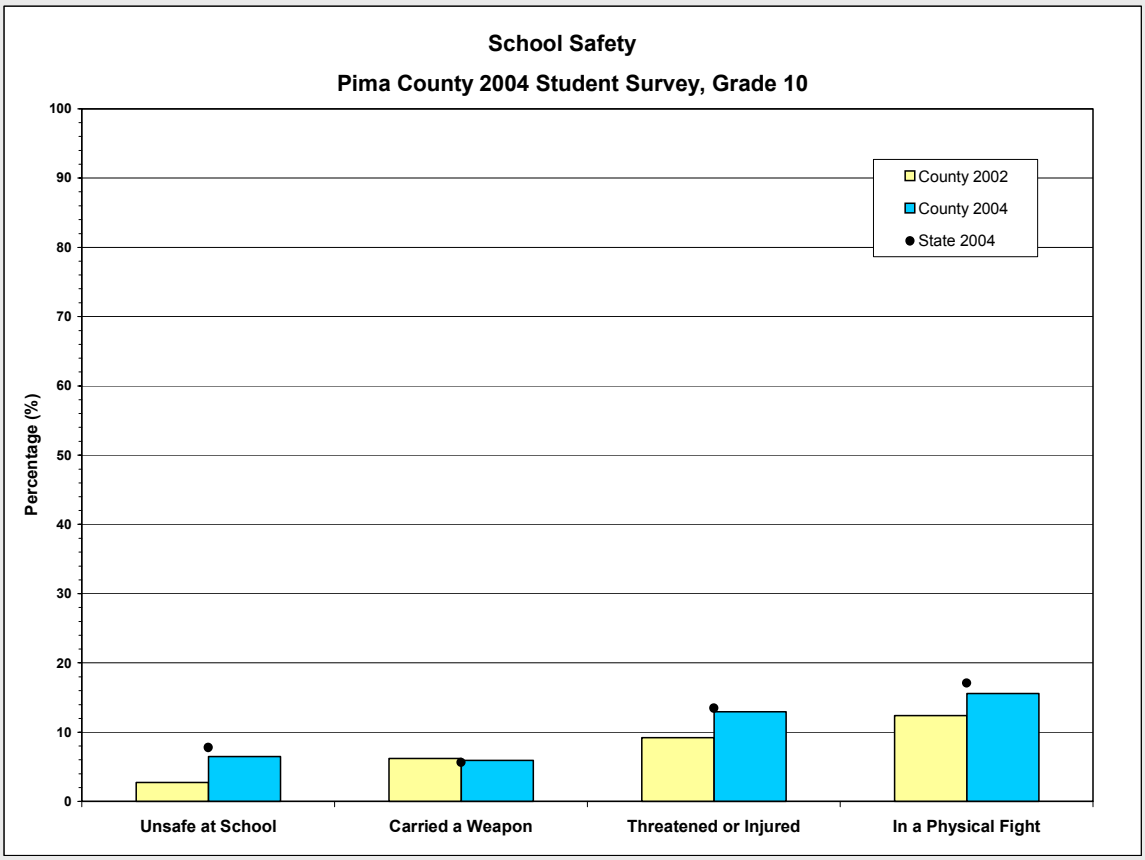




School Safety Profile



School Safety Profile



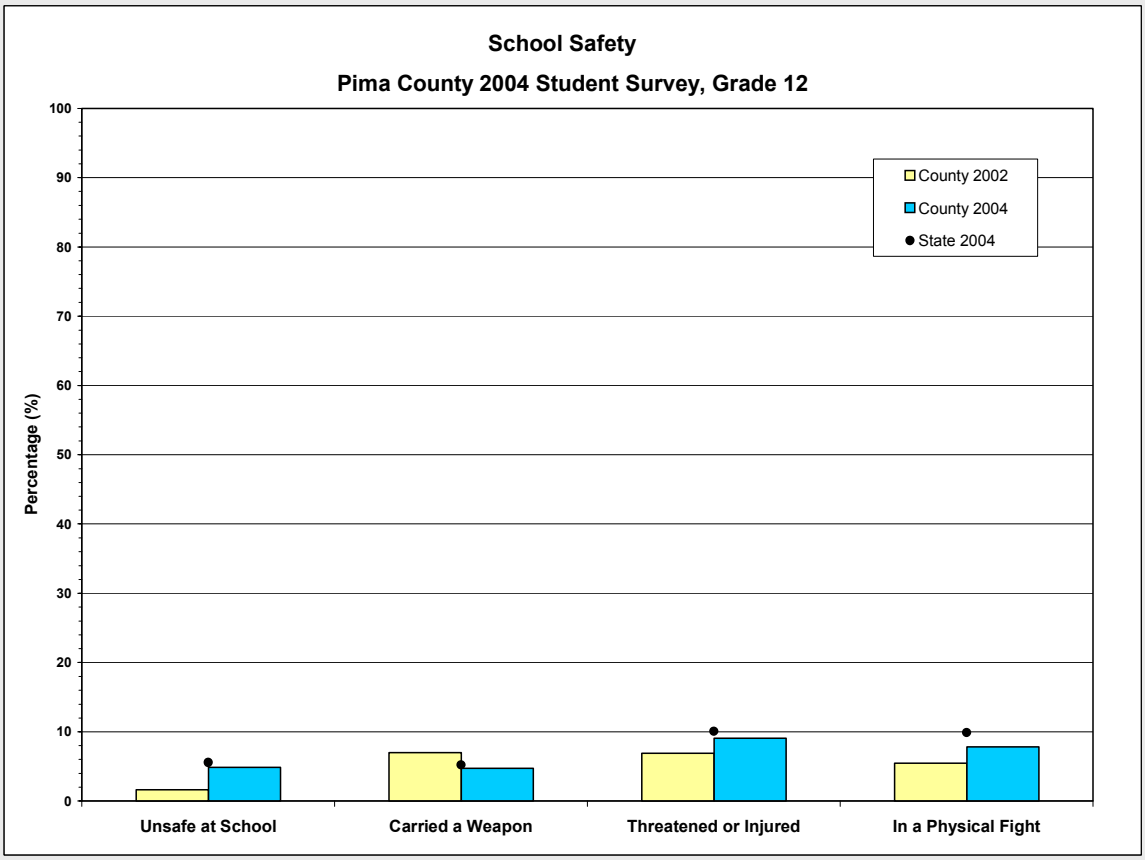


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	212	3451	2250	18812	655	4984	1797	12558	459	3768	1383	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	69.7	56.9	55.4	51.9	72.8	72.3	68.8	69.3	81.9	80.8	77.0	77.9
Cigarettes	40.9	39.6	35.5	33.5	48.4	49.8	40.7	45.3	58.9	61.1	49.1	54.2
Chewing Tobacco	6.7	6.8	6.0	7.2	10.9	10.2	6.1	11.0	16.4	16.9	12.4	16.7
Marijuana	37.3	26.6	22.9	20.4	44.0	41.6	36.3	36.6	50.6	50.8	45.6	45.7
Inhalants	10.3	11.9	16.8	13.7	8.6	10.4	10.1	10.9	9.4	10.1	5.9	9.1
Hallucinogens	1.6	2.4	2.2	2.5	11.2	8.3	4.3	5.3	13.5	12.6	7.2	7.6
Cocaine	5.5	4.5	3.6	3.7	9.9	8.2	8.5	7.8	13.9	12.0	10.1	11.5
Stimulants	3.6	2.9	2.9	3.4	7.0	6.8	5.8	6.7	8.2	8.6	6.0	8.2
Heroin	2.0	1.9	1.7	1.5	4.4	3.2	2.7	2.4	4.7	3.8	2.9	3.0
Sedatives*	*	*	13.1	11.0	*	*	17.8	16.5	*	*	17.9	19.8
Ecstasy	7.5	5.5	2.9	2.4	8.2	8.2	4.7	4.3	9.2	12.0	5.3	5.9
Any Drug	43.5	33.2	36.8	33.2	45.5	44.5	45.9	45.6	53.1	52.8	52.2	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	41.6	34.4	27.7	25.3	49.6	47.9	38.0	41.3	58.8	58.9	48.4	51.1
Cigarettes	8.4	9.1	9.9	10.7	17.0	18.1	13.8	17.7	27.1	23.2	18.3	24.4
Chewing Tobacco	3.8	4.0	1.8	2.4	4.2	4.7	2.1	3.4	7.2	5.9	3.6	5.4
Marijuana	18.9	14.3	11.2	9.7	24.1	22.4	16.4	16.2	23.8	25.4	17.9	18.5
Inhalants	5.9	6.5	7.5	5.8	2.8	3.4	3.1	2.9	1.8	2.0	1.3	1.4
Hallucinogens	0.8	1.5	1.3	1.6	3.8	3.2	2.2	2.4	3.7	3.1	1.5	2.3
Cocaine	3.0	2.6	1.4	1.6	3.6	3.5	3.6	3.0	5.1	4.0	3.5	3.7
Stimulants	0.9	1.0	1.4	1.6	2.8	2.6	2.7	2.8	1.8	2.2	2.4	3.0
Heroin	1.3	1.2	0.5	0.6	1.6	1.4	0.9	0.7	1.9	1.3	0.5	0.7
Sedatives*	*	*	7.0	5.5	*	*	8.4	8.2	*	*	7.0	9.2
Ecstasy	5.2	3.6	0.8	0.8	2.8	2.5	1.1	1.1	2.7	3.2	0.9	1.0
Any Drug	24.4	19.9	21.2	17.9	27.1	25.7	24.4	23.6	29.1	28.6	23.7	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	16.0	14.1	16.6	16.0	25.0	26.0	22.5	25.1	30.7	32.2	29.4	32.5
1/2 Pack of Cigarettes/Day	0.8	1.2	0.8	0.8	3.0	3.5	1.4	2.6	5.4	6.0	3.2	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	27.9	18.1	17.5	17.7	11.1	11.6	12.0	12.3	6.2	8.1	8.3	9.3
Drunk or High at School	22.8	15.4	14.6	13.2	23.0	20.5	20.4	20.8	23.9	23.8	20.9	22.2
Sold Illegal Drugs	6.4	5.7	6.5	5.0	13.2	9.9	10.1	8.9	10.5	10.0	9.4	9.8
Stolen a Vehicle	3.6	3.3	5.1	4.8	3.9	3.6	4.4	4.4	1.9	2.1	2.3	2.6
Been Arrested	9.6	9.1	10.4	8.7	8.9	8.0	9.7	9.1	9.4	8.2	9.0	9.1
Attacked to Harm	14.6	11.6	20.1	17.8	11.5	10.8	15.3	16.5	10.8	9.1	12.6	13.3
Carried a Handgun	7.2	6.7	7.7	6.5	4.8	5.0	6.3	5.9	5.3	4.9	5.0	5.5
Handgun to School	2.0	1.4	1.2	1.5	0.7	1.3	2.0	1.5	1.2	1.0	1.0	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	36.3	38.1	41.4	40.7	43.6	39.3	46.4	46.7	48.6	44.3	51.1	51.0
Community Disorganization	56.5	43.1	50.4	47.2	44.1	40.0	58.5	54.2	34.0	39.5	52.5	50.1
Transitions & Mobility	49.3	47.4	52.6	52.5	51.4	45.3	53.1	57.6	46.9	45.1	53.2	55.7
Laws & Norms Favor Drug Use	36.3	34.9	42.6	37.6	44.9	35.1	45.4	43.1	30.8	33.1	39.0	37.2
Perceived Availability of Drugs	42.9	39.9	44.6	40.6	53.4	50.5	51.9	52.1	63.9	60.1	55.9	55.0
Perceived Availability of Handguns	35.7	37.5	41.0	37.0	27.7	24.7	27.5	27.3	31.0	32.7	33.9	34.6
Family Domain												
Poor Family Management	44.9	43.1	45.2	46.4	40.7	41.5	44.1	43.2	53.2	46.2	46.9	44.8
Family Conflict	67.3	46.1	53.1	52.5	36.6	34.3	42.6	40.9	35.0	31.4	38.9	38.3
Family History of Antisocial Behavior	51.0	40.5	49.1	46.2	43.2	37.7	44.5	45.8	35.8	35.5	41.0	42.9
Parent Attitudes Favorable to ASB	38.8	41.7	48.5	45.3	45.5	44.3	48.0	47.7	40.3	42.9	43.0	44.4
Parent Attitudes Favor Drug Use	28.6	25.8	29.6	27.7	50.2	44.0	41.5	41.6	43.9	45.2	43.5	42.8
School Domain												
Academic Failure	62.4	52.3	54.8	49.8	51.7	46.5	49.4	49.8	45.2	43.7	46.7	43.8
Low Commitment to School	39.8	41.2	41.1	39.4	48.3	45.4	43.6	43.7	52.8	44.6	48.7	47.9
Peer-Individual Domain												
Rebelliousness	49.2	40.0	39.6	37.4	40.8	40.9	39.2	39.5	38.0	38.6	34.8	36.0
Early Initiation of ASB	45.3	33.6	42.2	38.1	33.8	31.1	40.9	39.1	35.0	32.2	39.7	39.4
Early Initiation of Drug Use	50.0	40.3	41.0	38.0	40.0	39.0	35.2	38.1	40.5	40.6	37.6	39.7
Attitudes Favorable to ASB	49.8	46.3	48.2	46.0	53.7	54.5	49.9	51.0	60.9	53.3	44.9	46.8
Attitudes Favorable to Drug Use	40.3	37.4	37.3	33.5	48.9	47.2	38.3	39.3	50.8	46.4	35.8	36.9
Perceived Risk of Drug Use	50.9	47.9	52.7	48.5	51.1	45.3	40.2	40.7	57.3	47.6	45.5	44.4
Interaction with Antisocial Peers	65.6	52.1	60.9	58.2	50.6	48.2	56.6	56.9	49.8	47.8	51.7	52.6
Friend's Use of Drugs	50.0	41.9	48.4	44.2	44.8	44.8	40.6	44.7	42.7	41.3	36.9	38.8
Sensation Seeking	44.4	41.6	60.4	58.4	46.1	44.6	54.3	55.3	47.1	46.5	53.5	54.6
Rewards for ASB	49.8	38.0	54.0	49.1	33.2	34.6	42.6	42.4	40.6	40.1	52.3	52.8
Depressive Symptoms	48.8	48.2	53.3	52.5	46.4	43.8	48.5	50.5	40.4	39.7	42.4	43.3
Gang Involvement	32.1	21.7	28.8	25.1	10.4	13.6	19.3	23.0	11.5	10.7	17.1	18.9
Intention to Use Drugs	*	*	42.7	38.6	*	*	46.3	46.9	*	*	30.1	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	36.4	40.7	36.5	41.1	37.1	43.6	36.8	39.2	40.5	43.2	36.0	38.6
Rewards for Prosocial Involvement	24.1	31.9	28.8	32.0	36.1	42.3	33.3	37.3	32.7	37.4	30.2	35.8
Family Domain												
Family Attachment	51.0	52.4	51.2	50.0	47.7	49.4	47.1	47.1	55.7	61.5	56.7	57.2
Opportunity for Prosocial Involvement	55.1	59.2	60.2	59.7	54.2	57.8	55.9	55.9	48.2	56.9	55.5	56.8
Rewards for Prosocial Involvement	53.1	61.0	63.0	60.6	55.6	56.5	57.0	56.9	49.4	57.7	55.4	56.9
School Domain												
Opportunities for Prosocial Involvement	59.4	56.2	62.3	61.8	55.3	58.6	65.6	61.7	54.9	64.2	62.5	61.3
Rewards for Prosocial Involvement	51.0	48.9	54.0	52.2	58.3	60.8	64.4	60.8	44.3	49.5	44.8	43.9
Peer-Individual Domain												
Religiosity	*	*	44.6	46.9	*	*	44.8	45.5	*	*	70.3	72.7
Social Skills	55.1	59.5	58.2	59.1	52.8	53.8	53.0	52.2	59.6	64.1	66.2	63.9
Belief in the Moral Order	38.6	50.0	52.9	53.6	62.0	58.9	64.0	62.7	43.4	45.4	51.3	50.3
Interaction with Prosocial Peers	*	*	44.0	46.5	*	*	51.3	49.7	*	*	48.9	47.8
Prosocial Involvement	*	*	39.1	39.8	*	*	45.9	43.1	*	*	45.6	40.5
Rewards for Prosocial Involvement	*	*	58.8	59.2	*	*	61.9	60.1	*	*	55.3	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	94.6	94.6	93.8	93.7	93.8	94.2	94.1	94.4	93.0	93.2	95.3	94.8
	1 day	2.3	1.8	3.1	2.9	1.2	1.0	1.9	1.8	1.0	1.2	1.4	1.3
	2-3 days	0.0	1.3	1.8	1.5	1.7	1.2	1.2	1.2	1.0	0.8	0.6	0.8
	4-5 days	1.2	0.5	0.3	0.5	0.6	0.4	0.4	0.5	0.2	0.6	0.3	0.4
	6 or more days	1.9	1.7	1.1	1.5	2.7	3.2	2.4	2.1	4.7	4.1	2.5	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	93.4	94.7	87.9	88.7	97.3	97.7	93.5	92.2	98.4	97.4	95.1	94.4
	1 day	3.9	3.2	6.7	6.1	2.0	1.1	2.8	4.0	1.2	1.2	2.8	2.6
	2-3 days	1.2	1.2	3.4	3.1	0.4	0.7	1.6	2.0	0.0	0.5	1.4	1.6
	4-5 days	0.4	0.2	0.7	0.7	0.0	0.1	1.0	0.7	0.0	0.2	0.3	0.6
	6 or more days	1.2	0.7	1.3	1.3	0.3	0.4	1.2	1.2	0.4	0.7	0.4	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	89.1	90.0	82.0	83.9	90.8	91.0	87.0	86.5	93.1	94.4	90.9	89.9
	1 time	7.0	5.4	9.6	8.7	3.7	4.0	7.4	6.8	2.4	2.6	4.6	4.9
	2-3 times	2.3	2.7	4.5	4.0	3.0	3.3	3.0	3.5	1.8	1.4	2.3	3.0
	4-5 times	0.8	0.7	1.5	1.2	0.9	0.7	0.8	1.0	0.8	0.5	0.7	0.7
	6-7 times	0.0	0.2	0.4	0.5	0.1	0.1	0.3	0.5	0.4	0.1	0.4	0.4
	8-9 times	0.0	0.1	0.2	0.3	0.3	0.1	0.5	0.3	0.2	0.2	0.3	0.2
	10-11 times	0.0	0.0	0.1	0.1	0.0	0.1	0.3	0.2	0.0	0.1	0.2	0.1
	12 or more times	0.8	0.8	1.6	1.3	1.2	0.7	0.8	1.2	1.2	0.7	0.6	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	74.6	78.5	68.8	72.4	87.6	87.6	84.4	82.9	94.5	93.5	92.2	90.1
	1 time	14.6	12.7	15.2	14.4	8.4	7.3	8.8	9.5	2.6	3.6	4.3	5.8
	2-3 times	8.1	5.9	10.2	8.5	2.9	3.6	3.7	5.0	1.8	1.8	2.1	2.6
	4-5 times	1.5	1.2	2.7	2.4	0.4	0.5	1.2	1.1	0.6	0.3	0.5	0.6
	6-7 times	0.0	0.6	0.6	0.7	0.1	0.2	0.4	0.3	0.0	0.3	0.3	0.2
	8-9 times	0.4	0.1	0.7	0.4	0.0	0.1	0.1	0.3	0.0	0.1	0.3	0.3
	10-11 times	0.0	0.1	0.3	0.2	0.1	0.1	0.4	0.2	0.2	0.0	0.2	0.1
	12 or more times	0.8	1.0	1.5	1.1	0.4	0.6	1.0	0.7	0.2	0.3	0.1	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties
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520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties
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Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Pinal County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Pinal County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

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Risk and Protective Factor Definitions

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Table 1 contains the characteristics of the students who completed the survey from your county and the State.

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	521	100	1616	100	12203	100	40960	100
Grade								
8	118	22.6	574	35.5	3451	28.3	18812	45.9
10	327	62.8	650	40.2	4984	40.8	12558	30.7
12	76	14.6	392	24.26	3768	30.9	9590	23.4
Gender								
Male	261	51.1	703	44.0	5881	49.3	19172	47.5
Female	250	48.9	894	56.0	6043	50.7	21161	52.5
Ethnicity								
White	341	67.1	687	43.5	6198	51.8	19745	49.0
Native American	16	3.1	152	9.6	1237	10.3	2938	7.3
Hispanic	119	23.4	580	36.7	3630	30.3	13184	32.7
African American	17	3.3	65	4.1	292	2.4	1503	3.7
Asian	6*	1.2*	13	0.8	258*	2.2*	812	2.0
Pacific Islander			6	0.38			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

The Risk and Protective Factor Model of Prevention

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

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

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

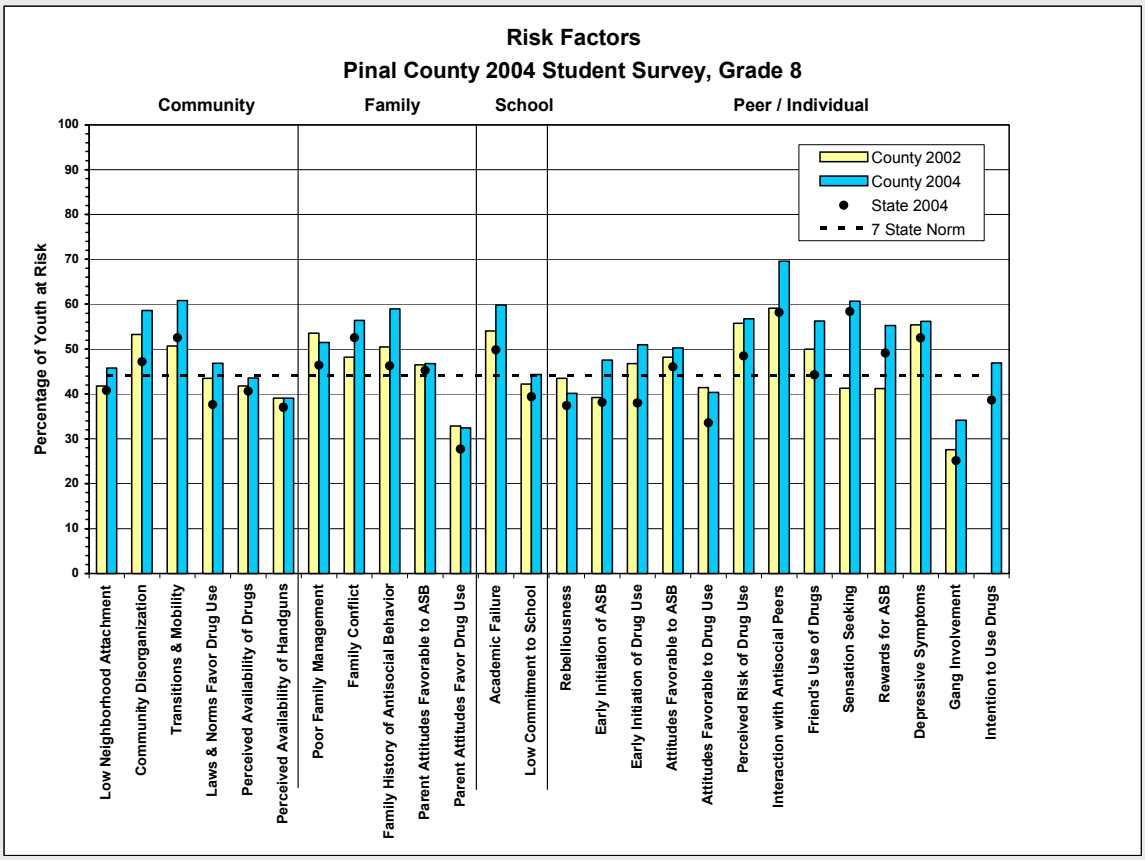
Dashed Line

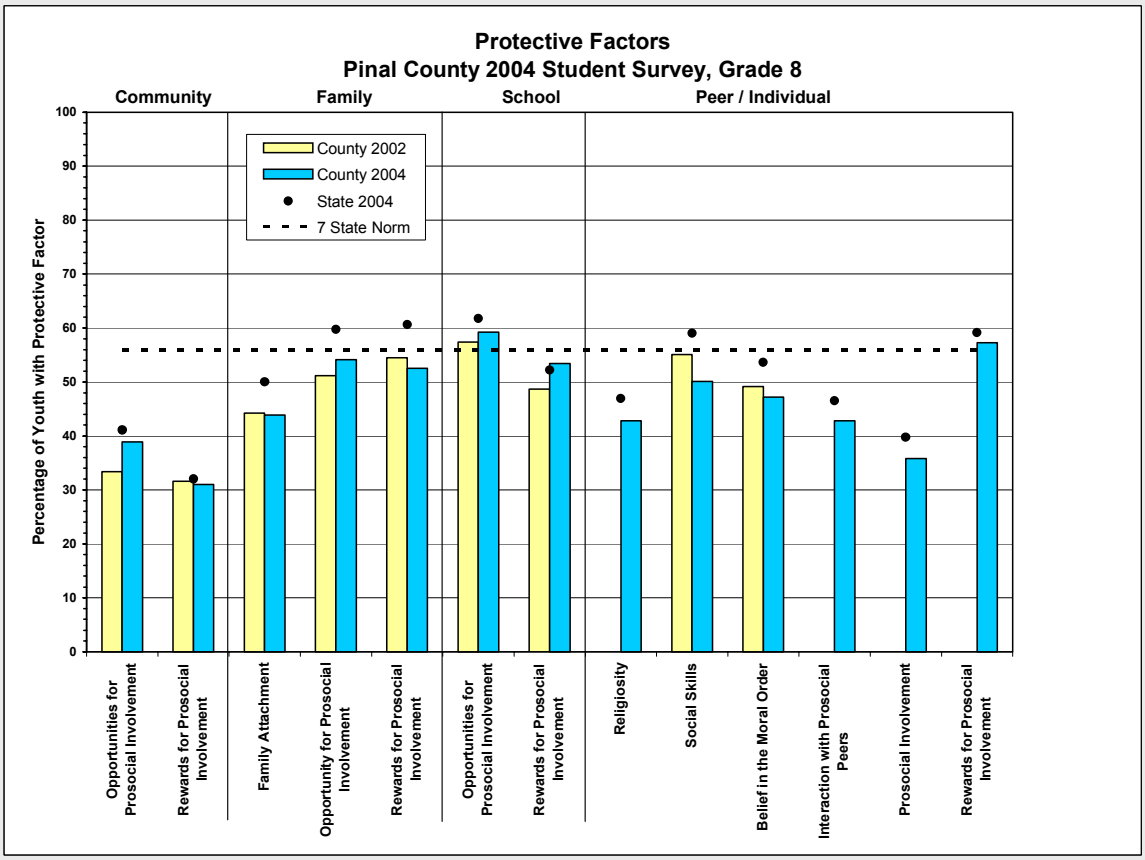
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

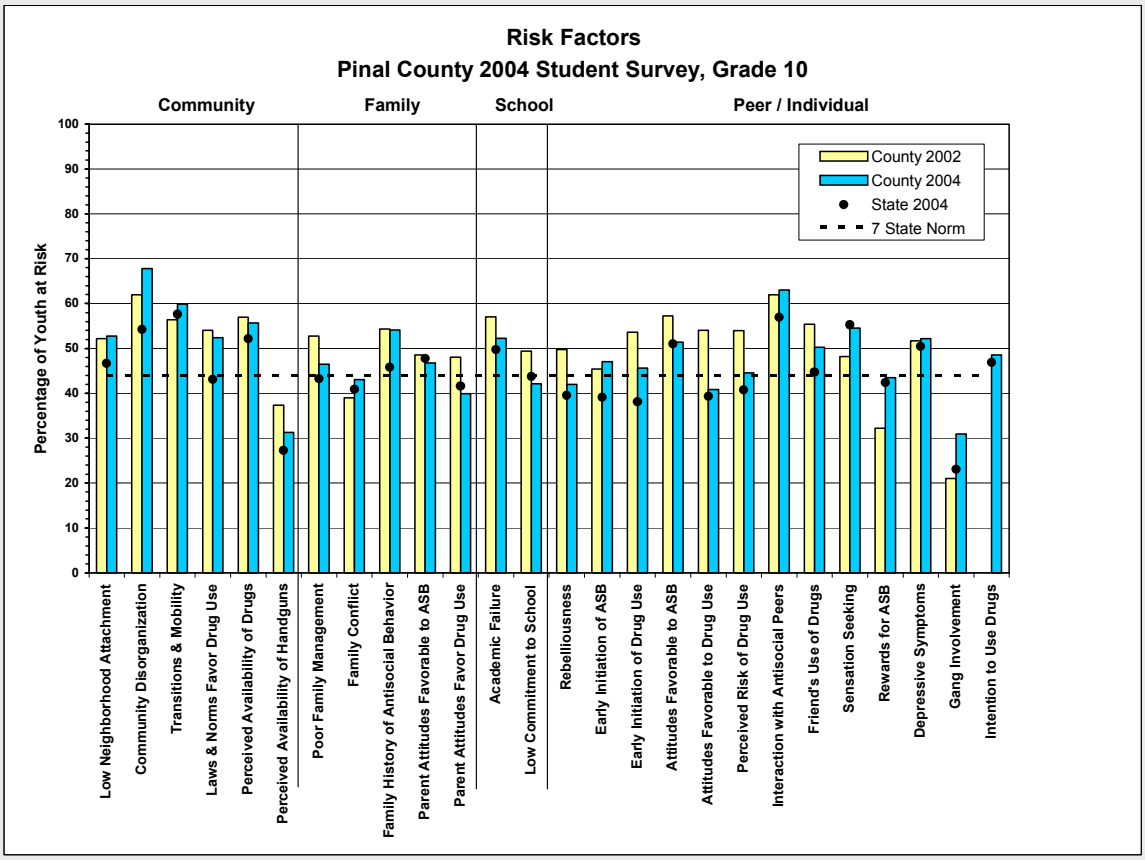
Elevated Risk and Protection

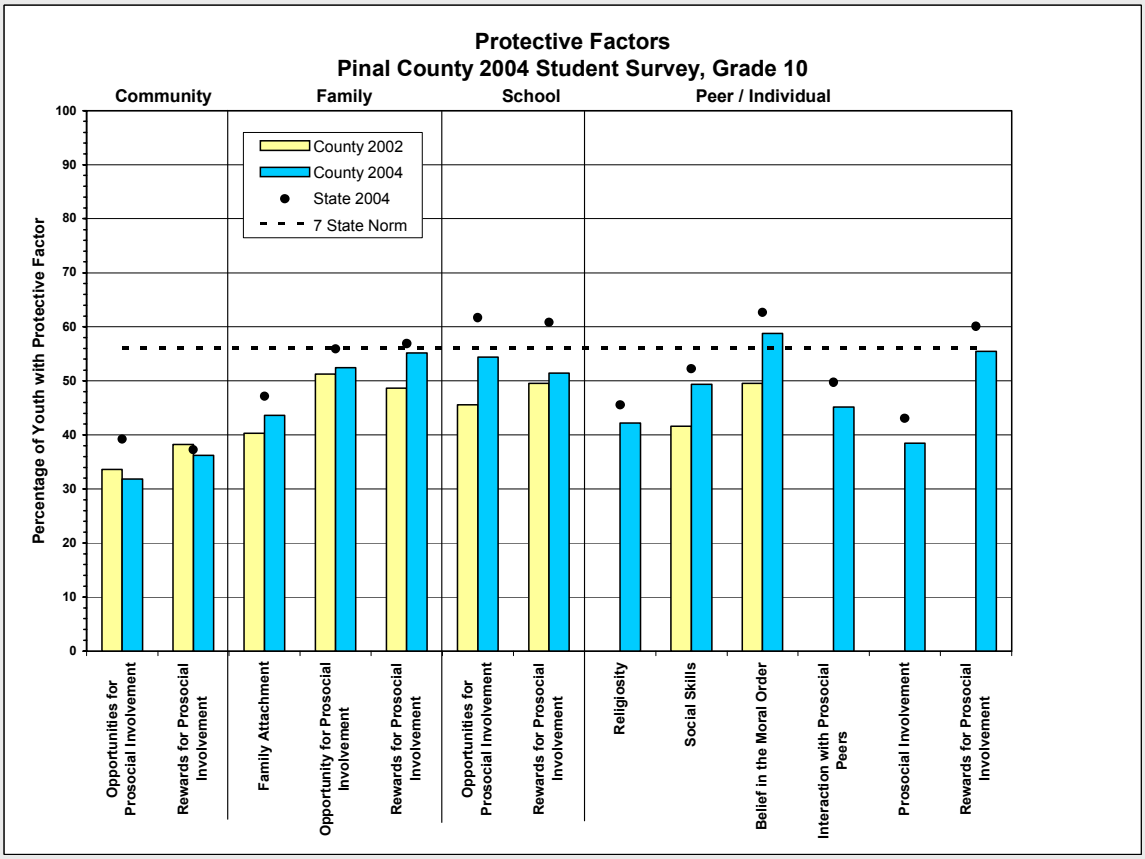




Risk and Protective Factor Profiles

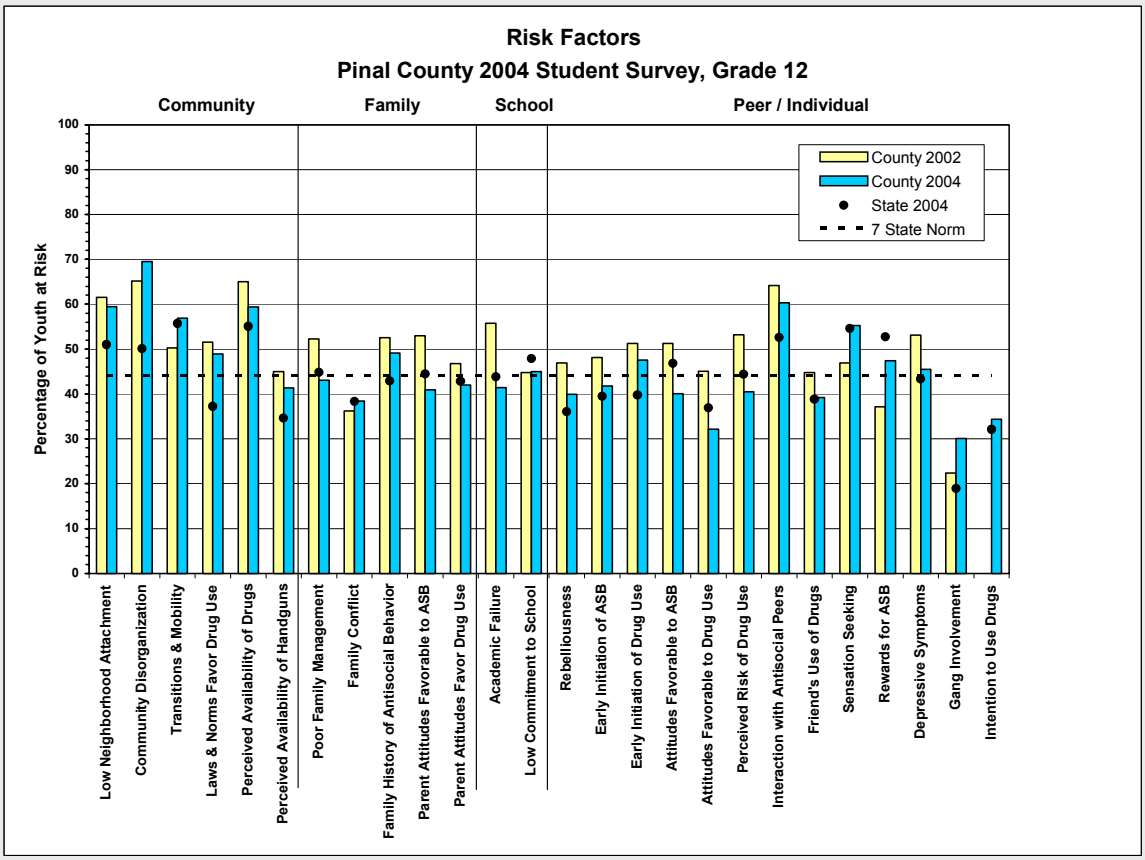
Elevated Risk and Protection

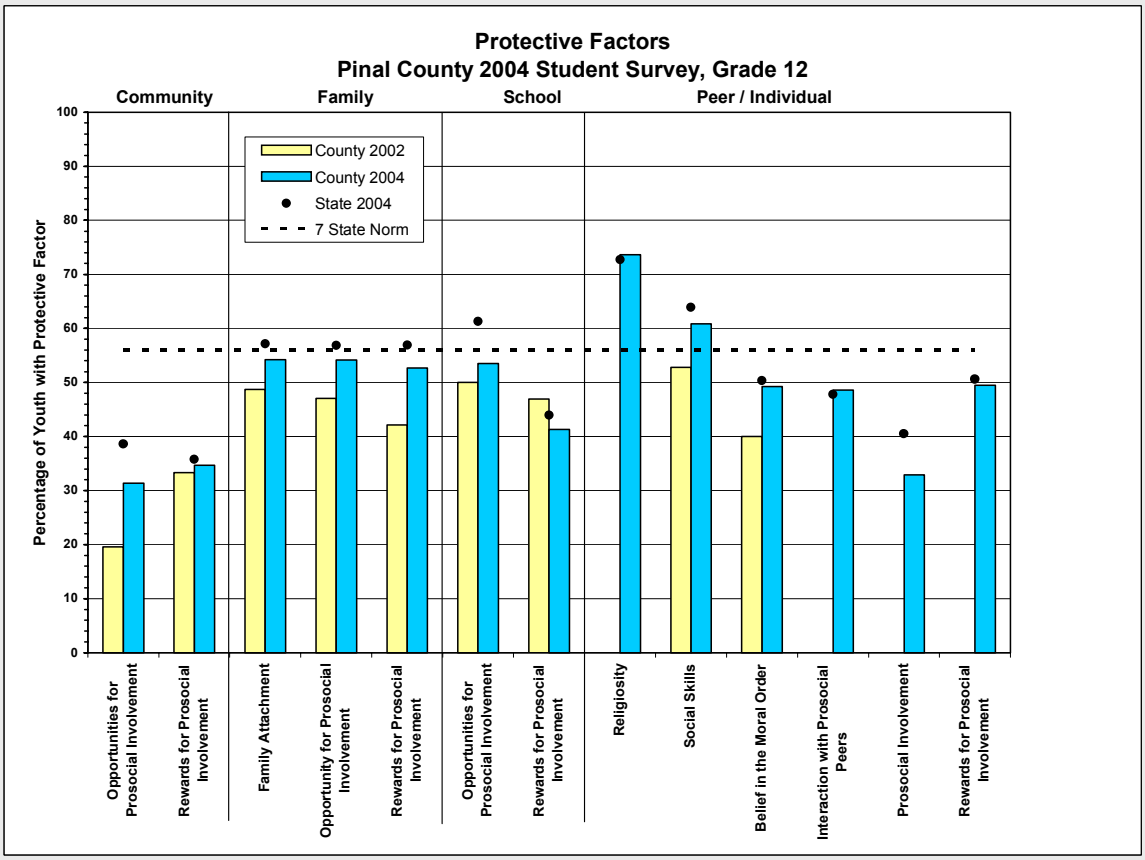




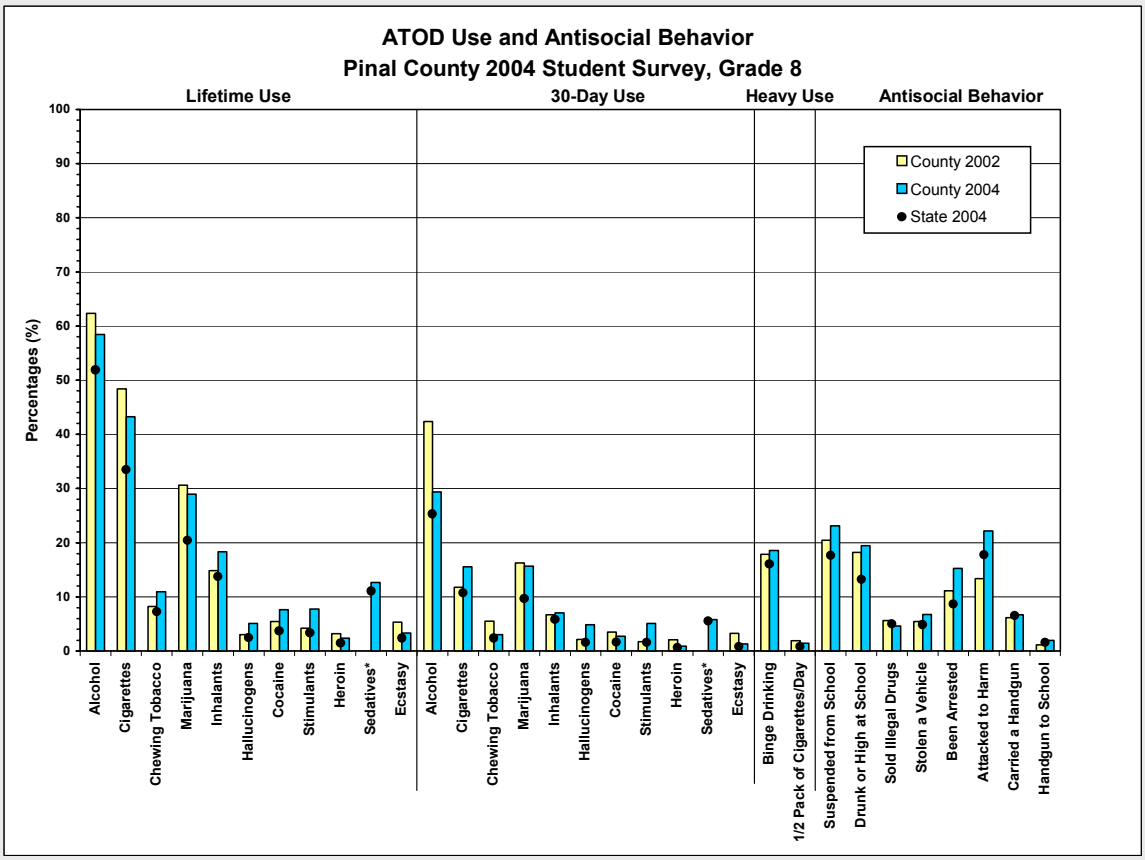
Risk and Protective Factor Profiles

Elevated Risk and Protection

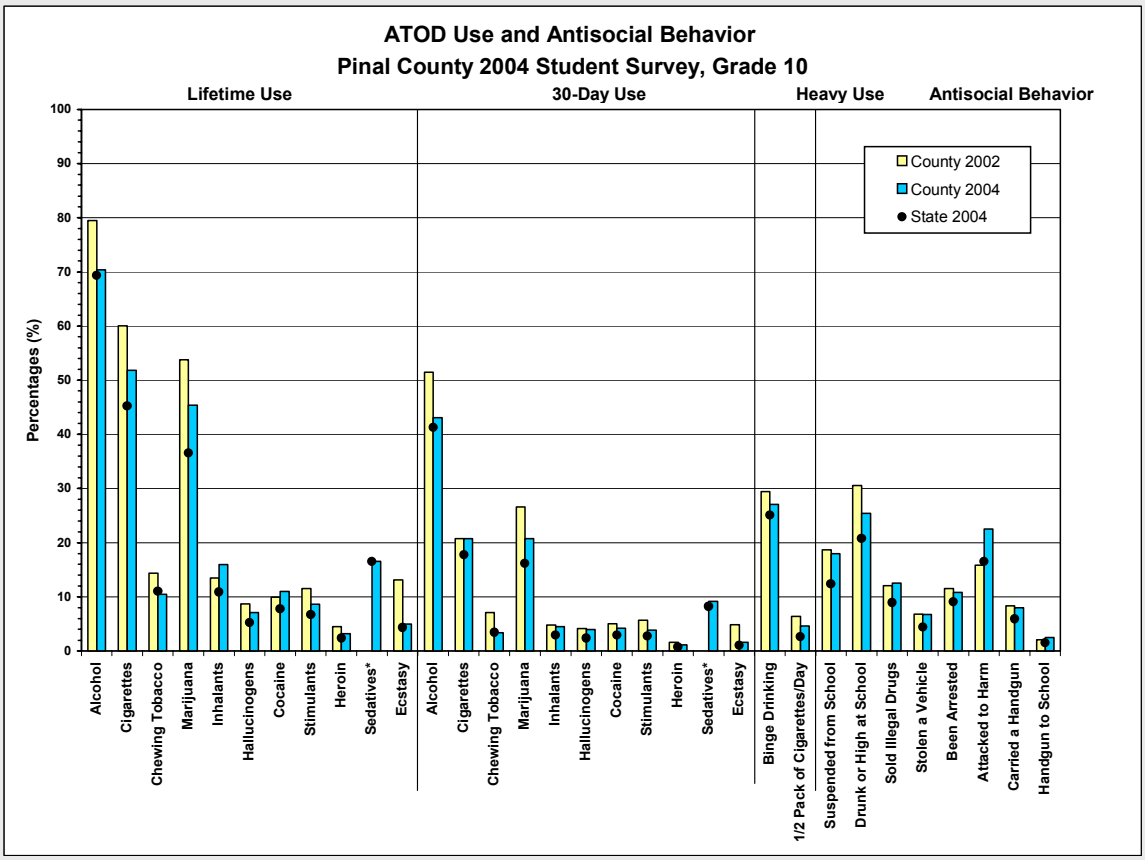


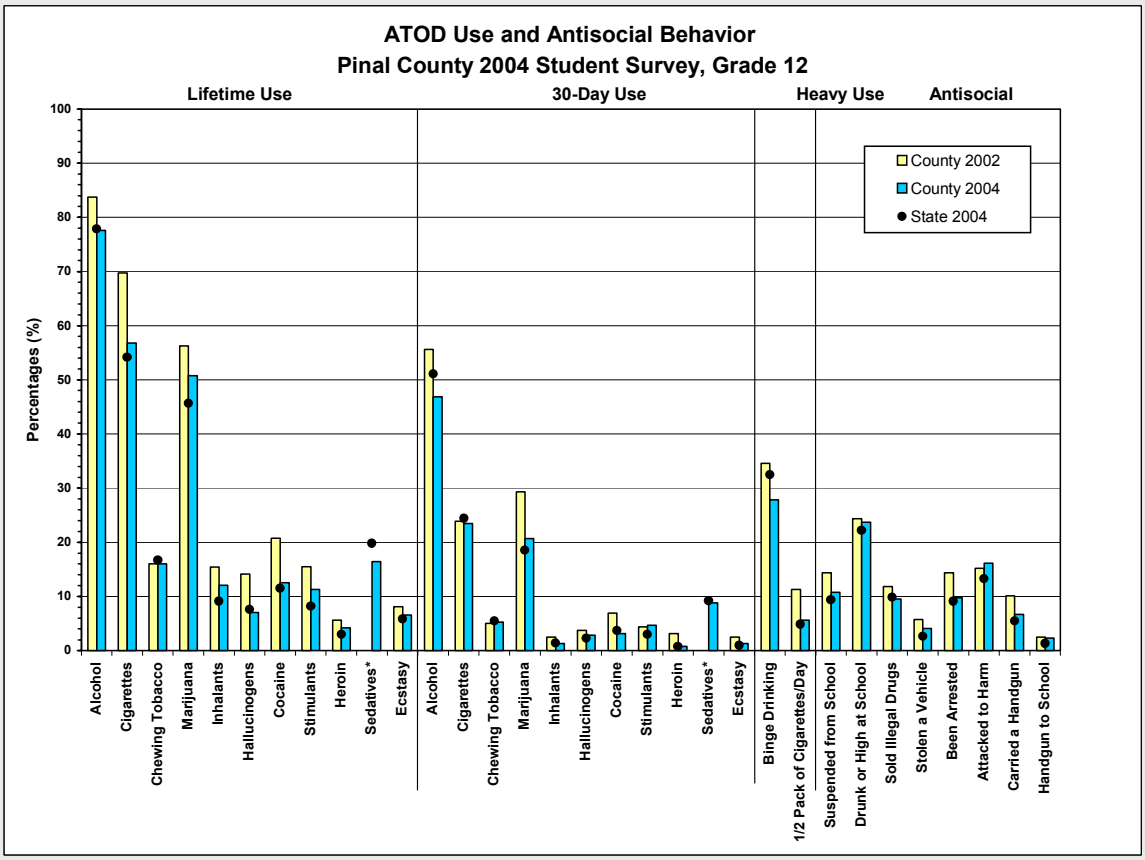


ATOD Use and Antisocial Behavior

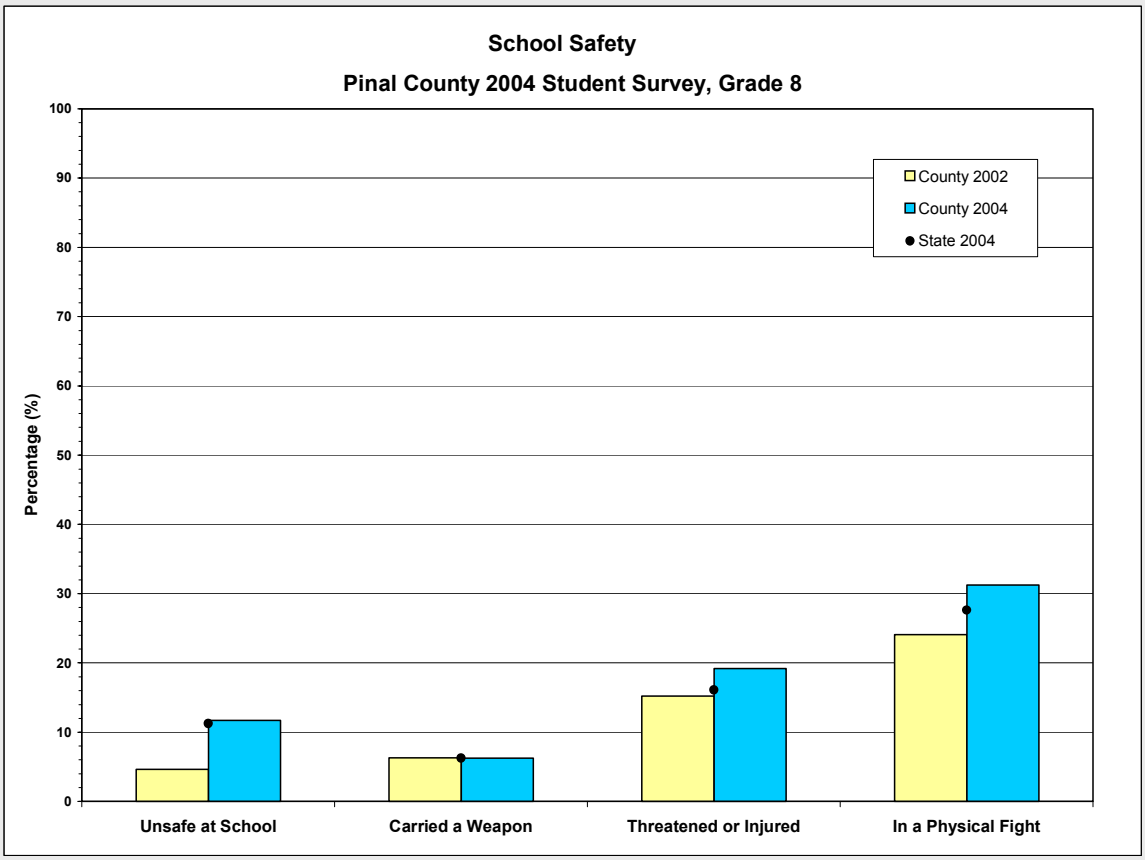


ATOD Use and Antisocial Behavior

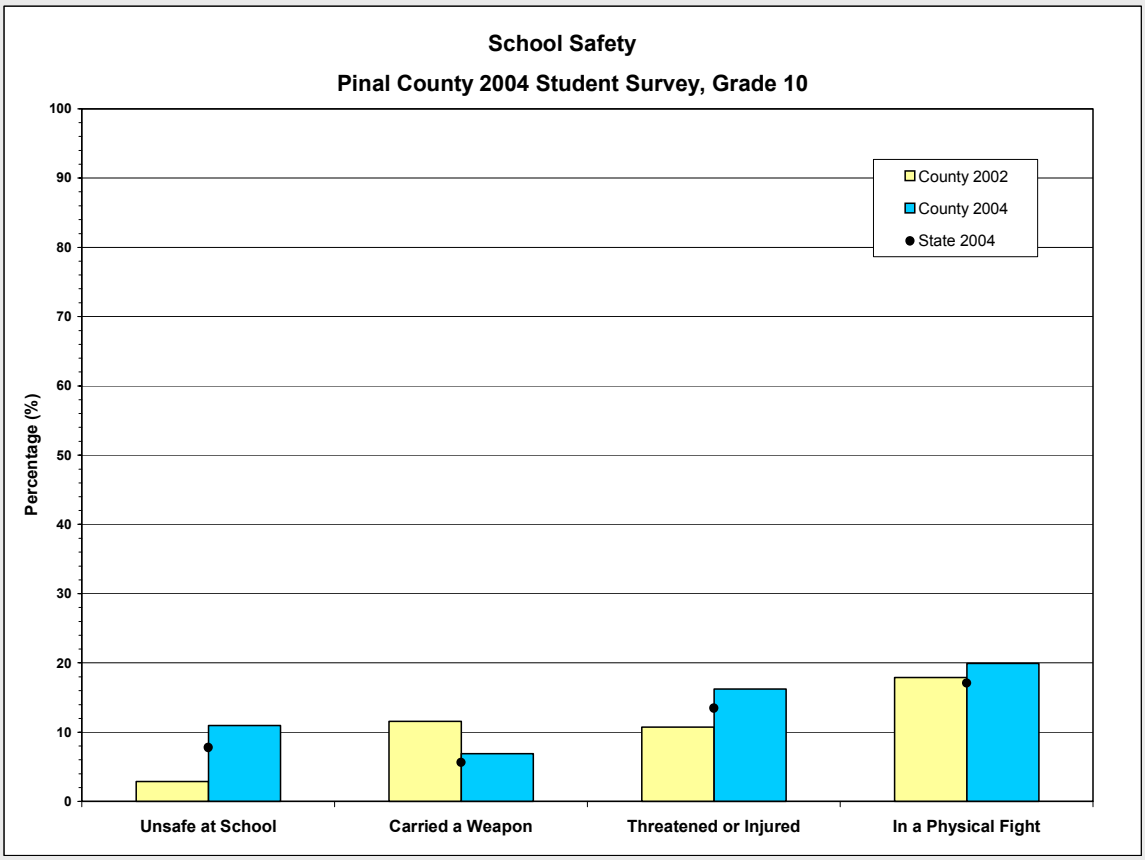




School Safety Profile



School Safety Profile



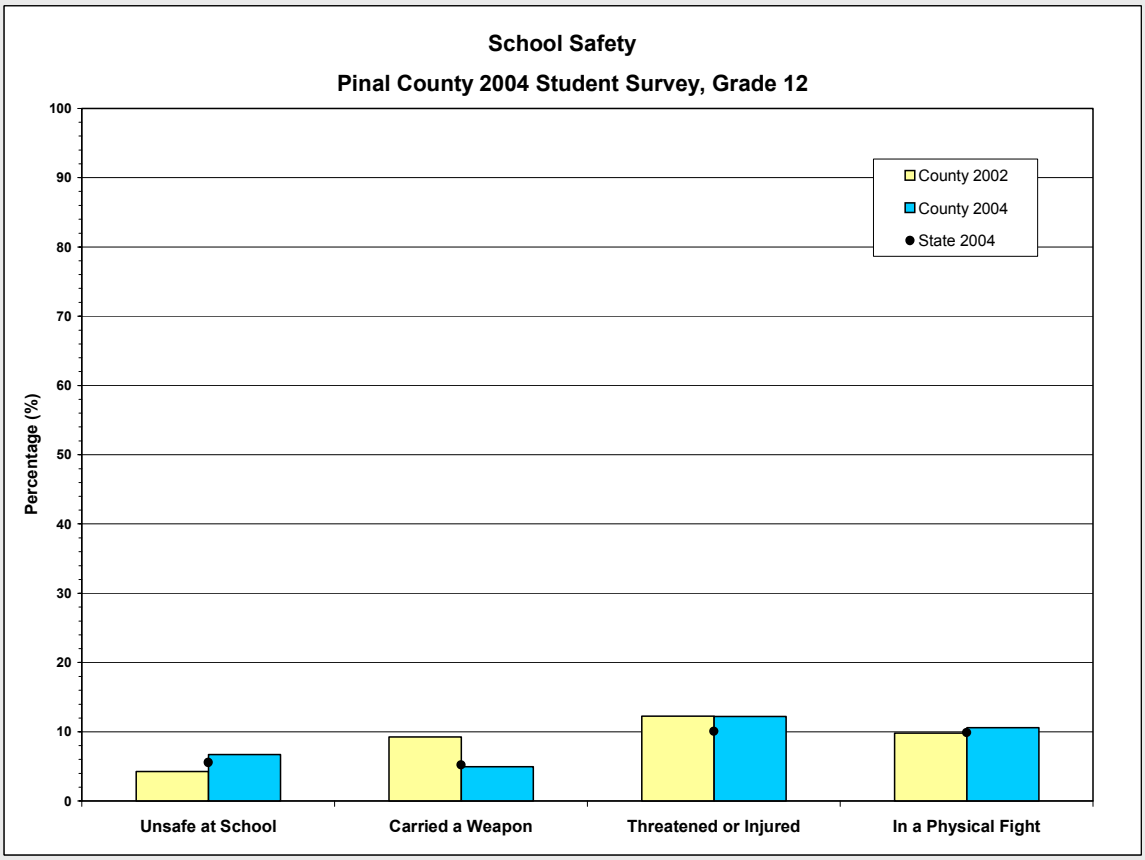


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	118	3451	574	18812	327	4984	650	12558	76	3768	392	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	62.3	56.9	58.4	51.9	79.5	72.3	70.4	69.3	83.8	80.8	77.6	77.9
Cigarettes	48.4	39.6	43.2	33.5	60.0	49.8	51.8	45.3	69.8	61.1	56.8	54.2
Chewing Tobacco	8.2	6.8	10.9	7.2	14.3	10.2	10.5	11.0	16.0	16.9	16.1	16.7
Marijuana	30.6	26.6	29.0	20.4	53.7	41.6	45.4	36.6	56.3	50.8	50.8	45.7
Inhalants	14.8	11.9	18.3	13.7	13.5	10.4	16.0	10.9	15.4	10.1	12.1	9.1
Hallucinogens	3.1	2.4	5.1	2.5	8.7	8.3	7.1	5.3	14.1	12.6	7.0	7.6
Cocaine	5.4	4.5	7.7	3.7	9.9	8.2	11.0	7.8	20.8	12.0	12.5	11.5
Stimulants	4.2	2.9	7.7	3.4	11.5	6.8	8.6	6.7	15.5	8.6	11.3	8.2
Heroin	3.2	1.9	2.4	1.5	4.5	3.2	3.2	2.4	5.6	3.8	4.2	3.0
Sedatives*	*	*	12.7	11.0	*	*	16.5	16.5	*	*	16.4	19.8
Ecstasy	5.3	5.5	3.3	2.4	13.1	8.2	5.0	4.3	8.1	12.0	6.6	5.9
Any Drug	37.7	33.2	42.2	33.2	57.2	44.5	52.0	45.6	60.1	52.8	56.1	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	42.4	34.4	29.4	25.3	51.5	47.9	43.1	41.3	55.6	58.9	46.9	51.1
Cigarettes	11.8	9.1	15.6	10.7	20.8	18.1	20.8	17.7	23.9	23.2	23.5	24.4
Chewing Tobacco	5.5	4.0	3.1	2.4	7.1	4.7	3.3	3.4	5.0	5.9	5.3	5.4
Marijuana	16.3	14.3	15.6	9.7	26.6	22.4	20.7	16.2	29.3	25.4	20.7	18.5
Inhalants	6.7	6.5	7.1	5.8	4.8	3.4	4.5	2.9	2.5	2.0	1.3	1.4
Hallucinogens	2.2	1.5	4.9	1.6	4.1	3.2	4.0	2.4	3.8	3.1	2.9	2.3
Cocaine	3.5	2.6	2.7	1.6	5.0	3.5	4.2	3.0	7.0	4.0	3.2	3.7
Stimulants	1.7	1.0	5.1	1.6	5.7	2.6	3.8	2.8	4.4	2.2	4.7	3.0
Heroin	2.1	1.2	0.9	0.6	1.6	1.4	1.1	0.7	3.2	1.3	0.8	0.7
Sedatives*	*	*	5.8	5.5	*	*	9.1	8.2	*	*	8.8	9.2
Ecstasy	3.3	3.6	1.3	0.8	4.8	2.5	1.6	1.1	2.5	3.2	1.3	1.0
Any Drug	23.3	19.9	23.9	17.9	32.2	25.7	26.4	23.6	35.5	28.6	27.0	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	17.9	14.1	18.6	16.0	29.5	26.0	27.1	25.1	34.6	32.2	27.9	32.5
1/2 Pack of Cigarettes/Day	1.9	1.2	1.5	0.8	6.4	3.5	4.6	2.6	11.3	6.0	5.6	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	20.4	18.1	23.1	17.7	18.7	11.6	18.0	12.3	14.4	8.1	10.8	9.3
Drunk or High at School	18.2	15.4	19.5	13.2	30.5	20.5	25.4	20.8	24.4	23.8	23.7	22.2
Sold Illegal Drugs	5.6	5.7	4.6	5.0	12.1	9.9	12.6	8.9	11.8	10.0	9.5	9.8
Stolen a Vehicle	5.5	3.3	6.7	4.8	6.8	3.6	6.8	4.4	5.7	2.1	4.1	2.6
Been Arrested	11.1	9.1	15.3	8.7	11.5	8.0	10.8	9.1	14.4	8.2	9.7	9.1
Attacked to Harm	13.4	11.6	22.2	17.8	15.9	10.8	22.5	16.5	15.2	9.1	16.2	13.3
Carried a Handgun	6.2	6.7	6.7	6.5	8.4	5.0	8.0	5.9	10.1	4.9	6.7	5.5
Handgun to School	1.1	1.4	2.0	1.5	2.0	1.3	2.5	1.5	2.5	1.0	2.3	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	41.8	38.1	45.8	40.7	52.2	39.3	52.7	46.7	61.5	44.3	59.5	51.0
Community Disorganization	53.3	43.1	58.6	47.2	62.0	40.0	67.8	54.2	65.2	39.5	69.5	50.1
Transitions & Mobility	50.7	47.4	60.8	52.5	56.4	45.3	59.9	57.6	50.3	45.1	56.9	55.7
Laws & Norms Favor Drug Use	43.5	34.9	46.8	37.6	54.0	35.1	52.4	43.1	51.6	33.1	48.9	37.2
Perceived Availability of Drugs	41.8	39.9	43.6	40.6	57.0	50.5	55.7	52.1	65.0	60.1	59.4	55.0
Perceived Availability of Handguns	39.1	37.5	39.1	37.0	37.4	24.7	31.3	27.3	44.9	32.7	41.3	34.6
Family Domain												
Poor Family Management	53.6	43.1	51.5	46.4	52.8	41.5	46.4	43.2	52.3	46.2	43.1	44.8
Family Conflict	48.2	46.1	56.4	52.5	39.0	34.3	43.1	40.9	36.2	31.4	38.4	38.3
Family History of Antisocial Behavior	50.5	40.5	59.0	46.2	54.3	37.7	54.1	45.8	52.5	35.5	49.1	42.9
Parent Attitudes Favorable to ASB	46.5	41.7	46.7	45.3	48.6	44.3	46.8	47.7	52.9	42.9	40.9	44.4
Parent Attitudes Favor Drug Use	32.8	25.8	32.4	27.7	48.1	44.0	39.9	41.6	46.8	45.2	42.0	42.8
School Domain												
Academic Failure	54.1	52.3	59.9	49.8	57.0	46.5	52.3	49.8	55.8	43.7	41.4	43.8
Low Commitment to School	42.2	41.2	44.3	39.4	49.4	45.4	42.1	43.7	44.7	44.6	45.0	47.9
Peer-Individual Domain												
Rebelliousness	43.4	40.0	40.2	37.4	49.8	40.9	42.0	39.5	46.9	38.6	39.9	36.0
Early Initiation of ASB	39.2	33.6	47.5	38.1	45.4	31.1	47.0	39.1	48.1	32.2	41.8	39.4
Early Initiation of Drug Use	46.8	40.3	51.0	38.0	53.6	39.0	45.6	38.1	51.2	40.6	47.6	39.7
Attitudes Favorable to ASB	48.2	46.3	50.3	46.0	57.2	54.5	51.4	51.0	51.2	53.3	40.1	46.8
Attitudes Favorable to Drug Use	41.4	37.4	40.3	33.5	54.0	47.2	40.8	39.3	45.1	46.4	32.1	36.9
Perceived Risk of Drug Use	55.7	47.9	56.8	48.5	54.0	45.3	44.5	40.7	53.2	47.6	40.5	44.4
Interaction with Antisocial Peers	59.1	52.1	69.6	58.2	62.0	48.2	63.0	56.9	64.2	47.8	60.3	52.6
Friend's Use of Drugs	50.0	41.9	56.2	44.2	55.4	44.8	50.3	44.7	44.7	41.3	39.2	38.8
Sensation Seeking	41.3	41.6	60.7	58.4	48.2	44.6	54.5	55.3	46.9	46.5	55.3	54.6
Rewards for ASB	41.2	38.0	55.3	49.1	32.2	34.6	43.5	42.4	37.1	40.1	47.4	52.8
Depressive Symptoms	55.4	48.2	56.2	52.5	51.7	43.8	52.2	50.5	53.1	39.7	45.5	43.3
Gang Involvement	27.6	21.7	34.2	25.1	21.0	13.6	30.9	23.0	22.4	10.7	30.1	18.9
Intention to Use Drugs	*	*	46.9	38.6	*	*	48.6	46.9	*	*	34.4	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	33.4	40.7	38.9	41.1	33.6	43.6	31.8	39.2	19.6	43.2	31.3	38.6
Rewards for Prosocial Involvement	31.6	31.9	31.0	32.0	38.2	42.3	36.2	37.3	33.3	37.4	34.7	35.8
Family Domain												
Family Attachment	44.2	52.4	43.9	50.0	40.3	49.4	43.6	47.1	48.7	61.5	54.2	57.2
Opportunity for Prosocial Involvement	51.2	59.2	54.1	59.7	51.2	57.8	52.4	55.9	47.1	56.9	54.2	56.8
Rewards for Prosocial Involvement	54.5	61.0	52.5	60.6	48.6	56.5	55.2	56.9	42.1	57.7	52.7	56.9
School Domain												
Opportunities for Prosocial Involvement	57.4	56.2	59.2	61.8	45.6	58.6	54.4	61.7	50.0	64.2	53.5	61.3
Rewards for Prosocial Involvement	48.7	48.9	53.4	52.2	49.5	60.8	51.5	60.8	46.9	49.5	41.3	43.9
Peer-Individual Domain												
Religiosity	*	*	42.8	46.9	*	*	42.2	45.5	*	*	73.6	72.7
Social Skills	55.1	59.5	50.1	59.1	41.6	53.8	49.4	52.2	52.8	64.1	60.8	63.9
Belief in the Moral Order	49.2	50.0	47.2	53.6	49.5	58.9	58.8	62.7	40.0	45.4	49.2	50.3
Interaction with Prosocial Peers	*	*	42.8	46.5	*	*	45.2	49.7	*	*	48.6	47.8
Prosocial Involvement	*	*	35.8	39.8	*	*	38.5	43.1	*	*	32.9	40.5
Rewards for Prosocial Involvement	*	*	57.3	59.2	*	*	55.5	60.1	*	*	49.5	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	93.7	94.6	93.8	93.7	88.4	94.2	93.1	94.4	90.7	93.2	95.0	94.8
	1 day	3.4	1.8	2.1	2.9	4.2	1.0	2.4	1.8	1.9	1.2	1.6	1.3
	2-3 days	1.1	1.3	1.3	1.5	2.0	1.2	1.9	1.2	0.6	0.8	1.0	0.8
	4-5 days	0.4	0.5	1.4	0.5	0.7	0.4	0.6	0.5	0.0	0.6	0.5	0.4
	6 or more days	1.4	1.7	1.4	1.5	4.7	3.2	2.0	2.1	6.8	4.1	1.8	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	95.3	94.7	88.3	88.7	97.1	97.7	89.0	92.2	95.7	97.4	93.3	94.4
	1 day	2.5	3.2	5.9	6.1	1.3	1.1	5.8	4.0	1.2	1.2	2.8	2.6
	2-3 days	1.5	1.2	3.4	3.1	0.9	0.7	2.4	2.0	0.6	0.5	2.3	1.6
	4-5 days	0.4	0.2	0.5	0.7	0.0	0.1	0.9	0.7	1.2	0.2	0.8	0.6
	6 or more days	0.3	0.7	2.0	1.3	0.7	0.4	1.9	1.2	1.2	0.7	0.8	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	84.8	90.0	80.8	83.9	89.3	91.0	83.8	86.5	87.7	94.4	87.8	89.9
	1 time	7.7	5.4	9.1	8.7	2.7	4.0	7.3	6.8	4.3	2.6	5.7	4.9
	2-3 times	4.2	2.7	6.1	4.0	3.3	3.3	4.7	3.5	3.7	1.4	4.7	3.0
	4-5 times	1.2	0.7	0.9	1.2	0.9	0.7	1.2	1.0	1.8	0.5	0.5	0.7
	6-7 times	0.4	0.2	0.9	0.5	0.7	0.1	1.2	0.5	0.0	0.1	0.3	0.4
	8-9 times	0.7	0.1	0.2	0.3	0.4	0.1	0.2	0.3	1.2	0.2	0.0	0.2
	10-11 times	0.0	0.0	0.0	0.1	0.4	0.1	0.2	0.2	0.0	0.1	0.3	0.1
	12 or more times	1.0	0.8	2.0	1.3	2.2	0.7	1.4	1.2	1.2	0.7	0.8	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	75.9	78.5	68.8	72.4	82.1	87.6	80.1	82.9	90.2	93.5	89.4	90.1
	1 time	13.1	12.7	16.4	14.4	9.8	7.3	10.0	9.5	6.7	3.6	5.9	5.8
	2-3 times	7.8	5.9	9.5	8.5	6.3	3.6	6.7	5.0	3.1	1.8	3.6	2.6
	4-5 times	1.5	1.2	1.8	2.4	0.7	0.5	0.9	1.1	0.0	0.3	0.3	0.6
	6-7 times	0.5	0.6	0.7	0.7	0.2	0.2	0.6	0.3	0.0	0.3	0.0	0.2
	8-9 times	0.3	0.1	1.1	0.4	0.0	0.1	0.6	0.3	0.0	0.1	0.3	0.3
	10-11 times	0.0	0.1	0.4	0.2	0.4	0.1	0.2	0.2	0.0	0.0	0.3	0.1
	12 or more times	0.8	1.0	1.4	1.1	0.4	0.6	0.9	0.7	0.0	0.3	0.3	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties
Francis Garcia
The EXCEL Group
520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties
Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
520-214-2177

Gila and Pinal Counties
Heidi Haeder-Heild
Pinal Gila Behavioral Health Association (PGBHA)
480-982-1317

Maricopa County
Gabriella Guerra
ValueOptions
602-685-3861

Gila River Health Care Corporation (GRHCC)
Tom Cummins
520-562-3321

Pasqua Yaqui Tribe Behavioral Health
Theresa Ybarrez
520-879-6085

Navajo Nation
Char James
928-729-4470

Other State and National Contacts:

Arizona Criminal Justice Commission
Kristen Roof /Steve Ballance
602-364-1394/602-364-1157
www.acjc.state.az.us

Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Santa Cruz County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Santa Cruz County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

CONTENTS:

Introduction:
- *Demographics*
- *Risk & Protective Framework*

Tools for Assessment and Planning

How to Read the Charts

Data Charts:
- *Substance Use & Antisocial Behavior*
- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State.

The Risk and Protective Factor Model of Prevention

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

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

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	409	100	1328	100	12203	100	40960	100
Grade								
8	161	39.4	509	38.3	3451	28.3	18812	45.9
10	142	34.7	444	33.4	4984	40.8	12558	30.7
12	106	25.9	375	28.24	3768	30.9	9590	23.4
Gender								
Male	196	49.7	675	51.3	5881	49.3	19172	47.5
Female	198	50.3	641	48.7	6043	50.7	21161	52.5
Ethnicity								
White	27	6.8	64	4.8	6198	51.8	19745	49.0
Native American	2	0.5	5	0.4	1237	10.3	2938	7.3
Hispanic	360	90.2	1211	91.7	3630	30.3	13184	32.7
African American	2	0.5	6	0.5	292	2.4	1503	3.7
Asian	2*	0.5*	2	0.2	258*	2.2*	812	2.0
Pacific Islander			4	0.303			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

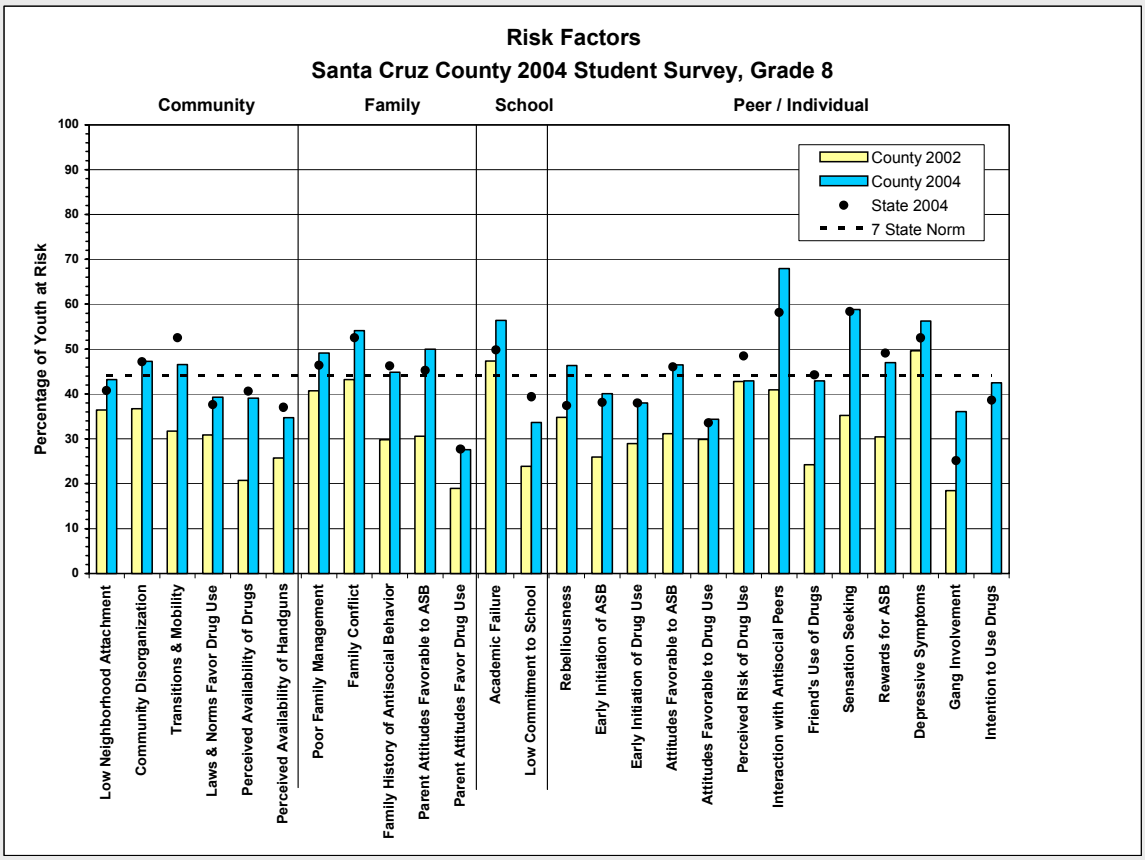
Dashed Line

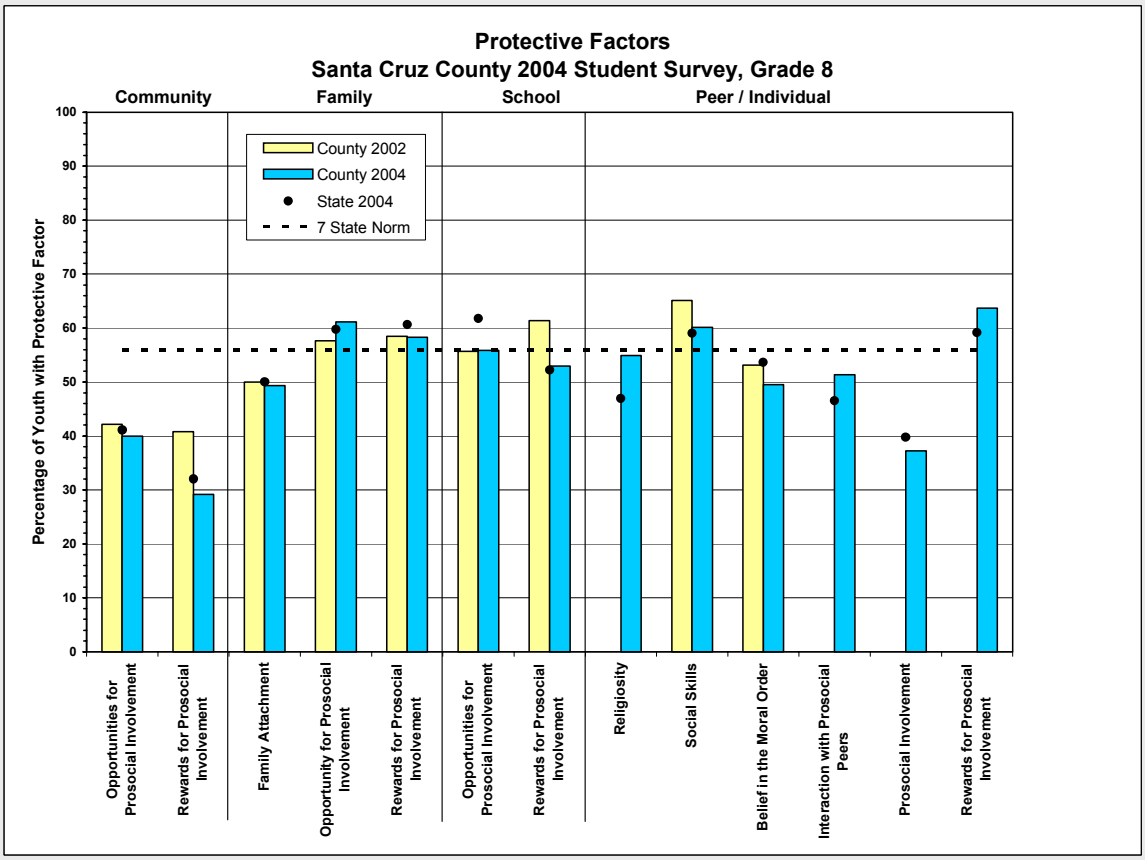
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

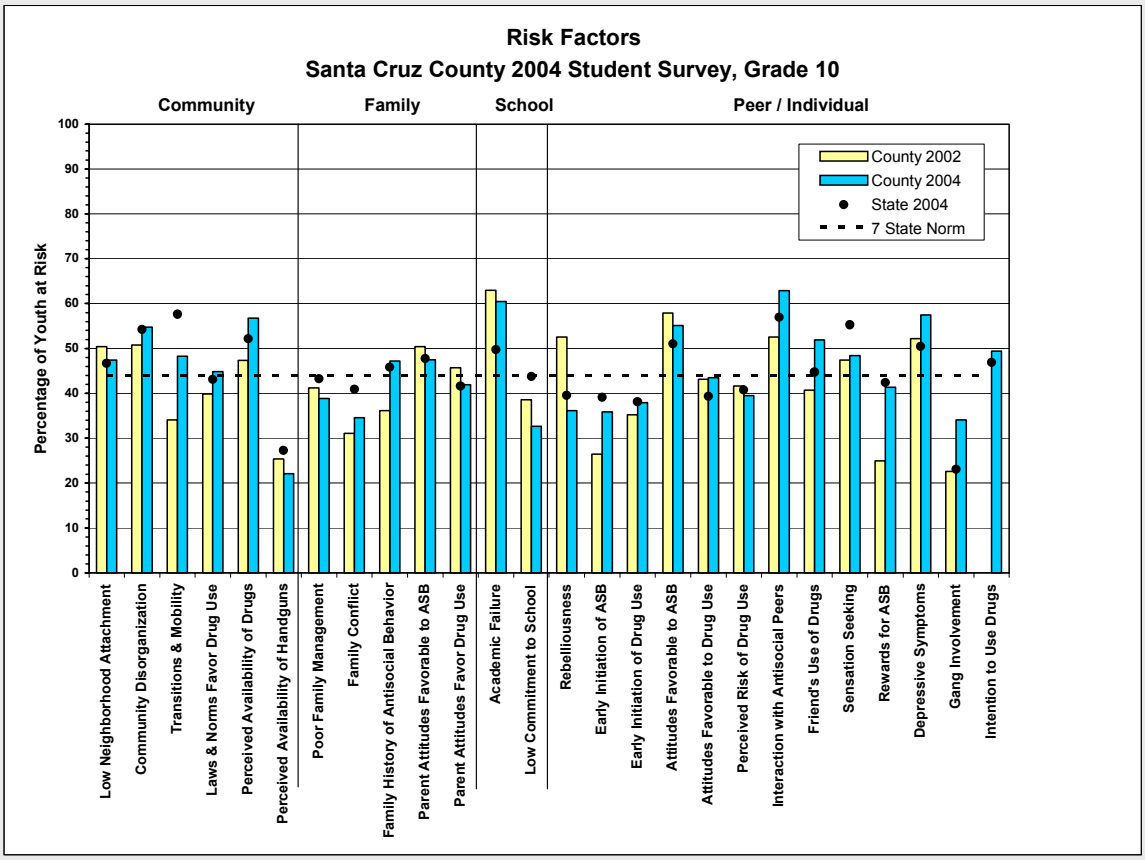
Elevated Risk and Protection

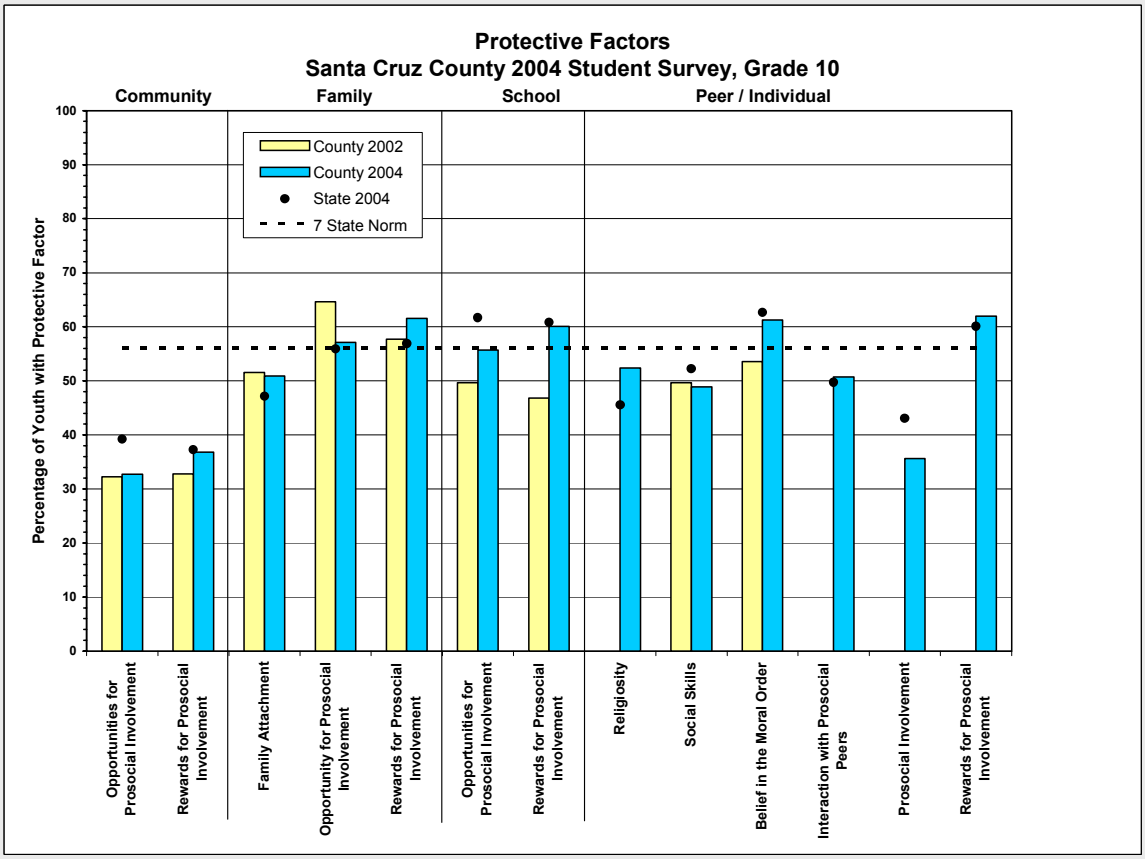




Risk and Protective Factor Profiles

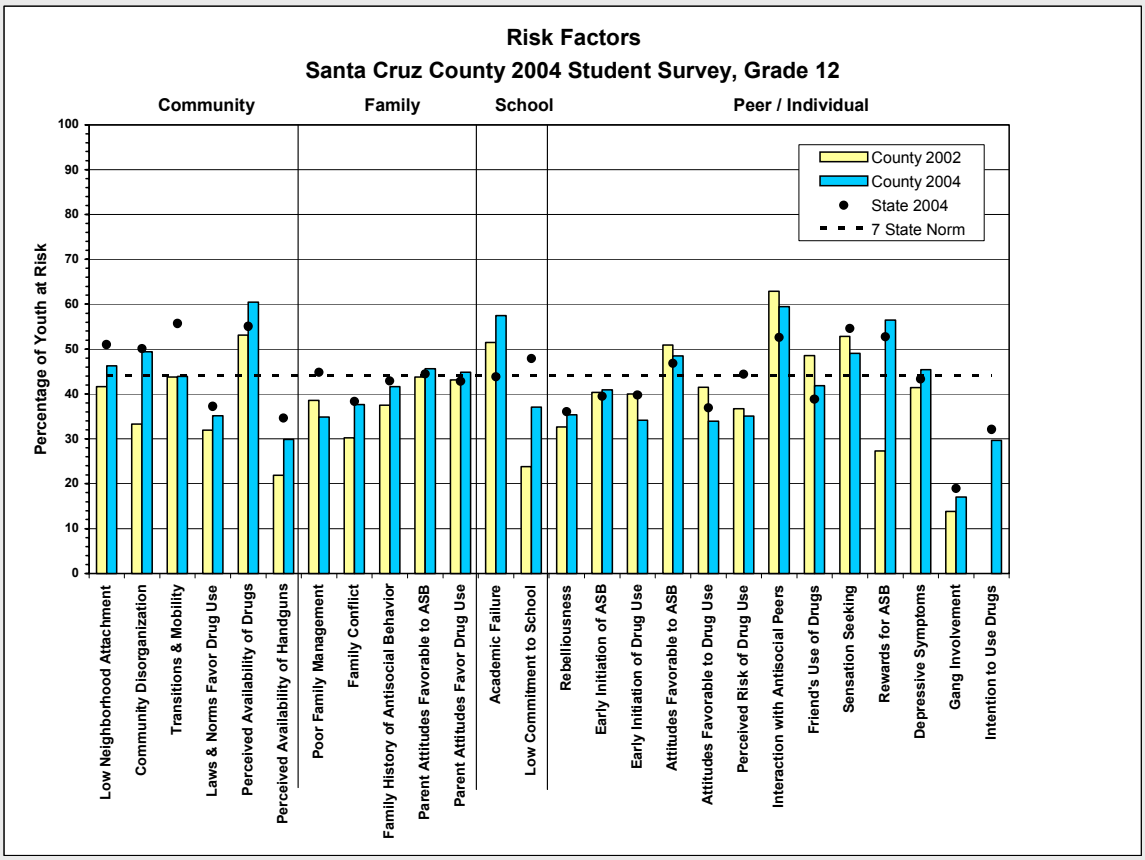
Elevated Risk and Protection

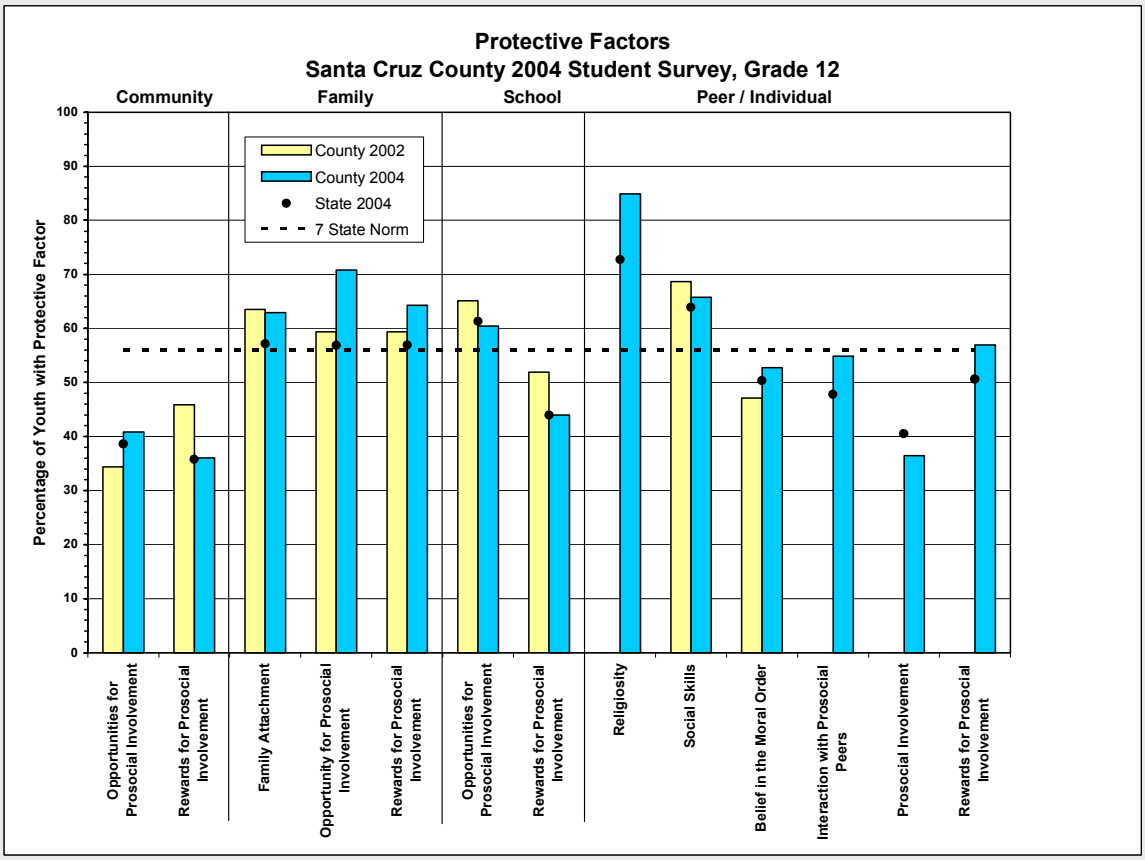




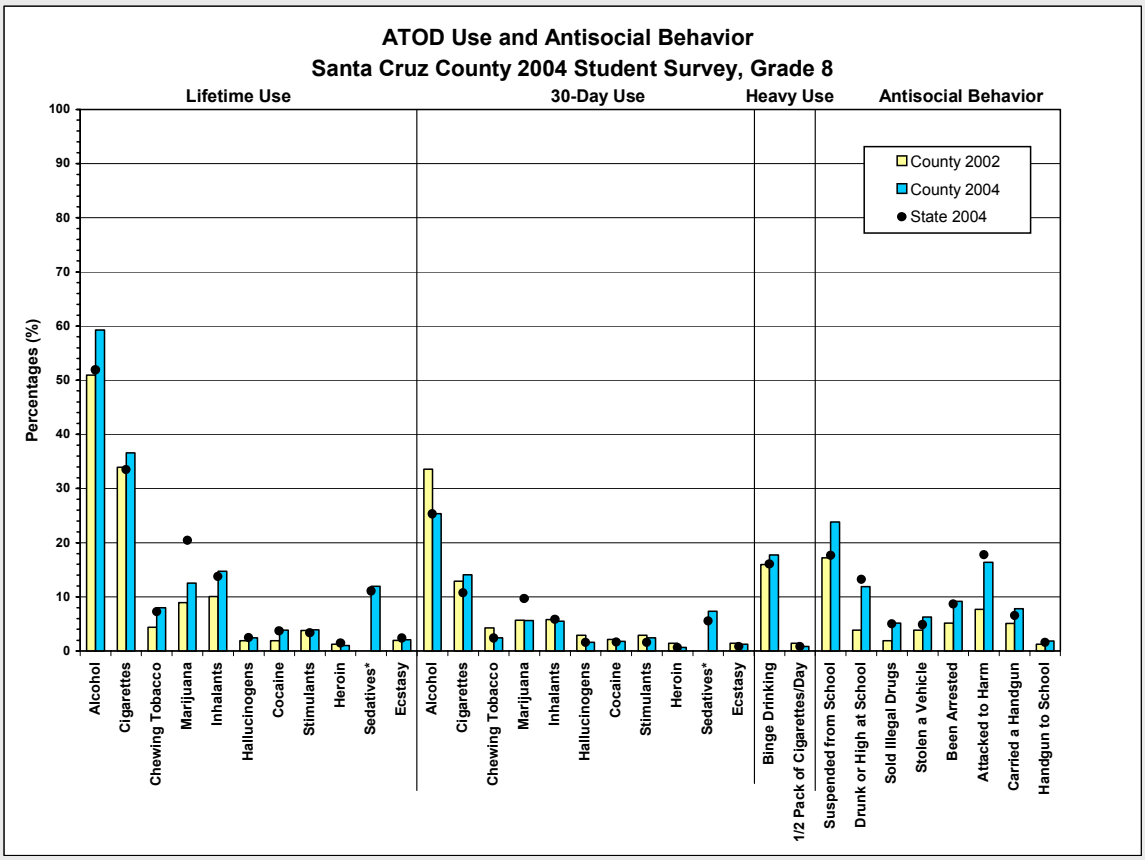
Risk and Protective Factor Profiles

Elevated Risk and Protection

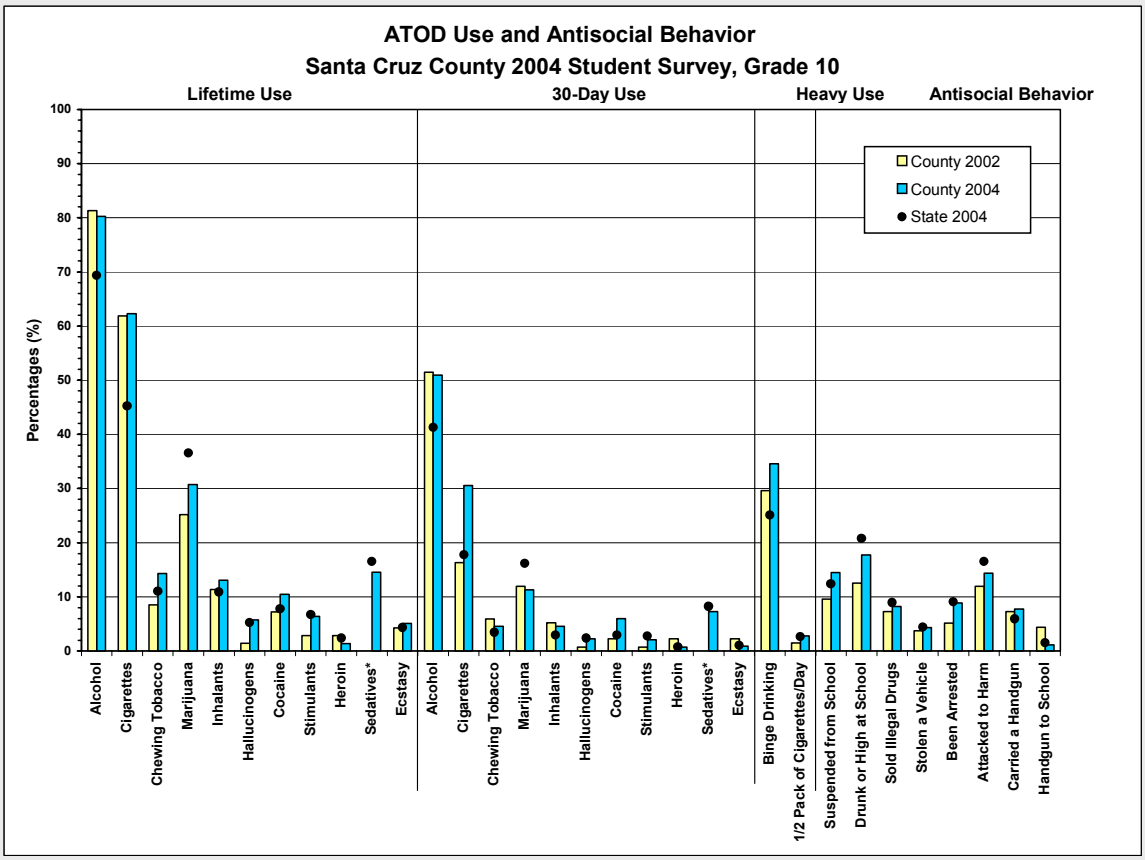


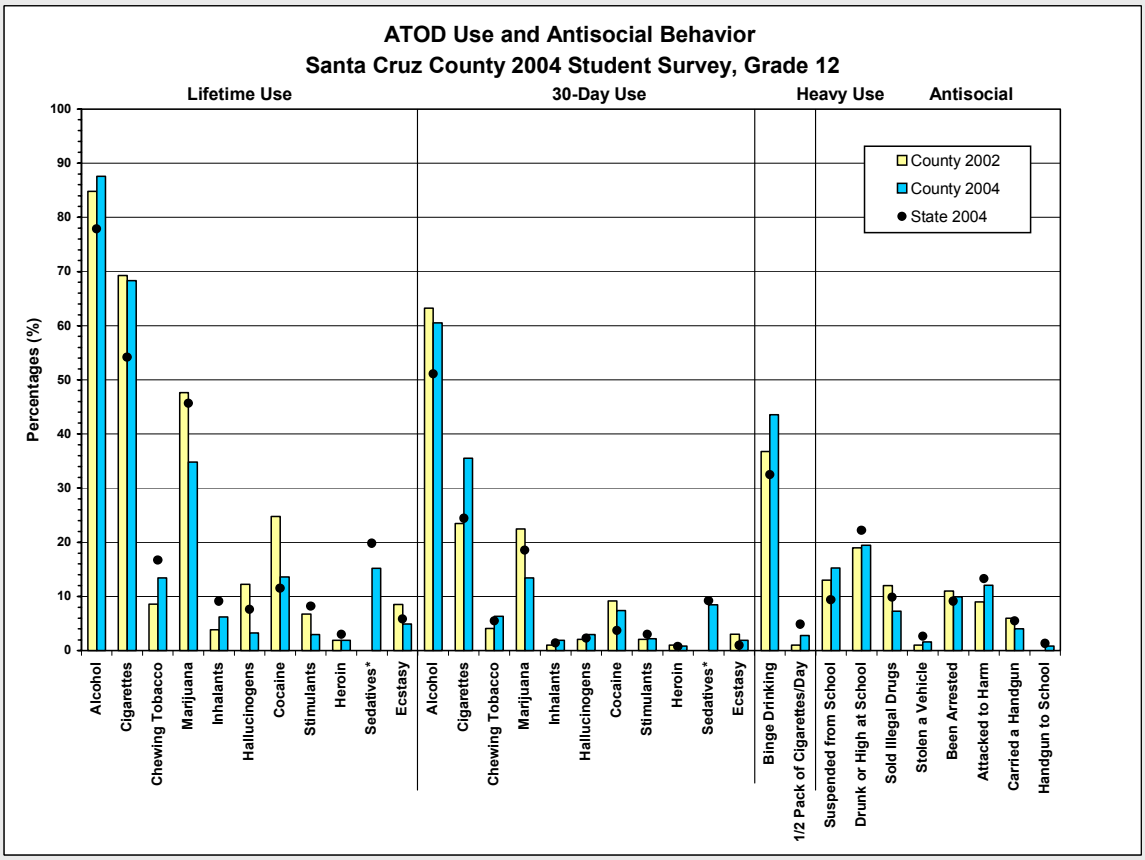


ATOD Use and Antisocial Behavior

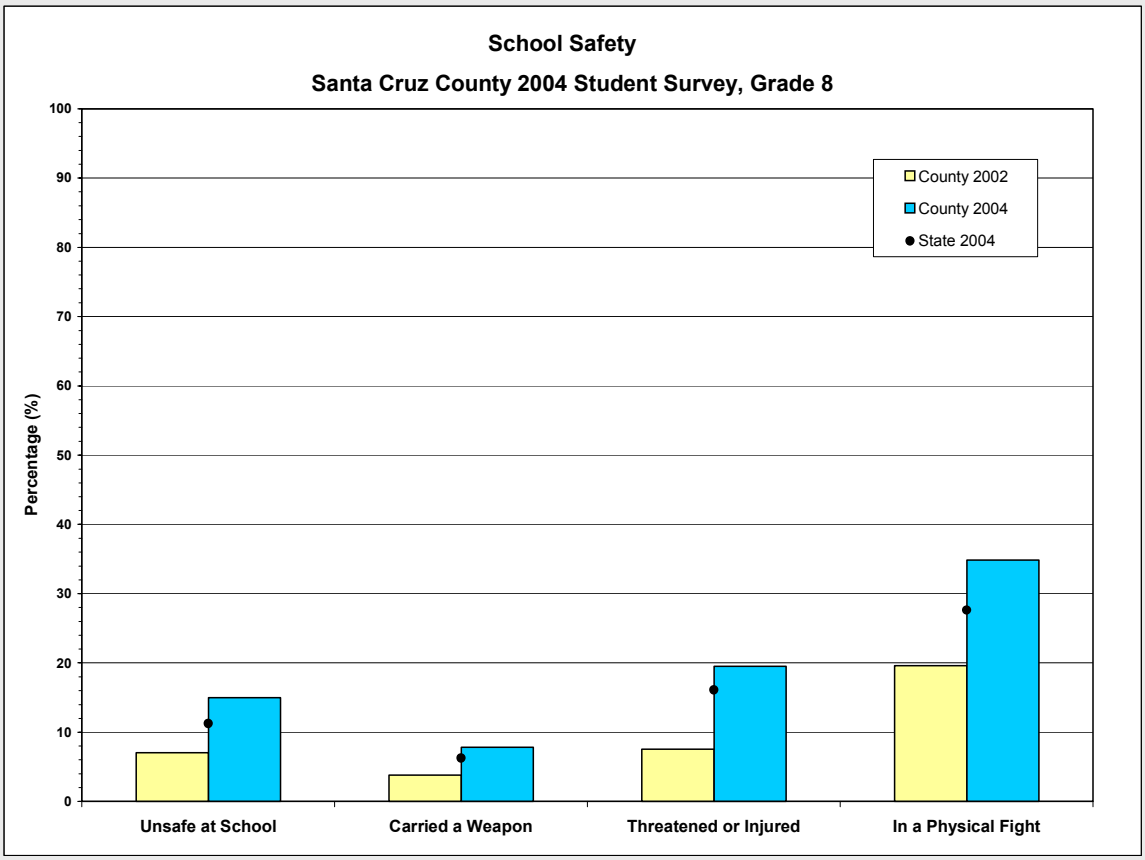


ATOD Use and Antisocial Behavior

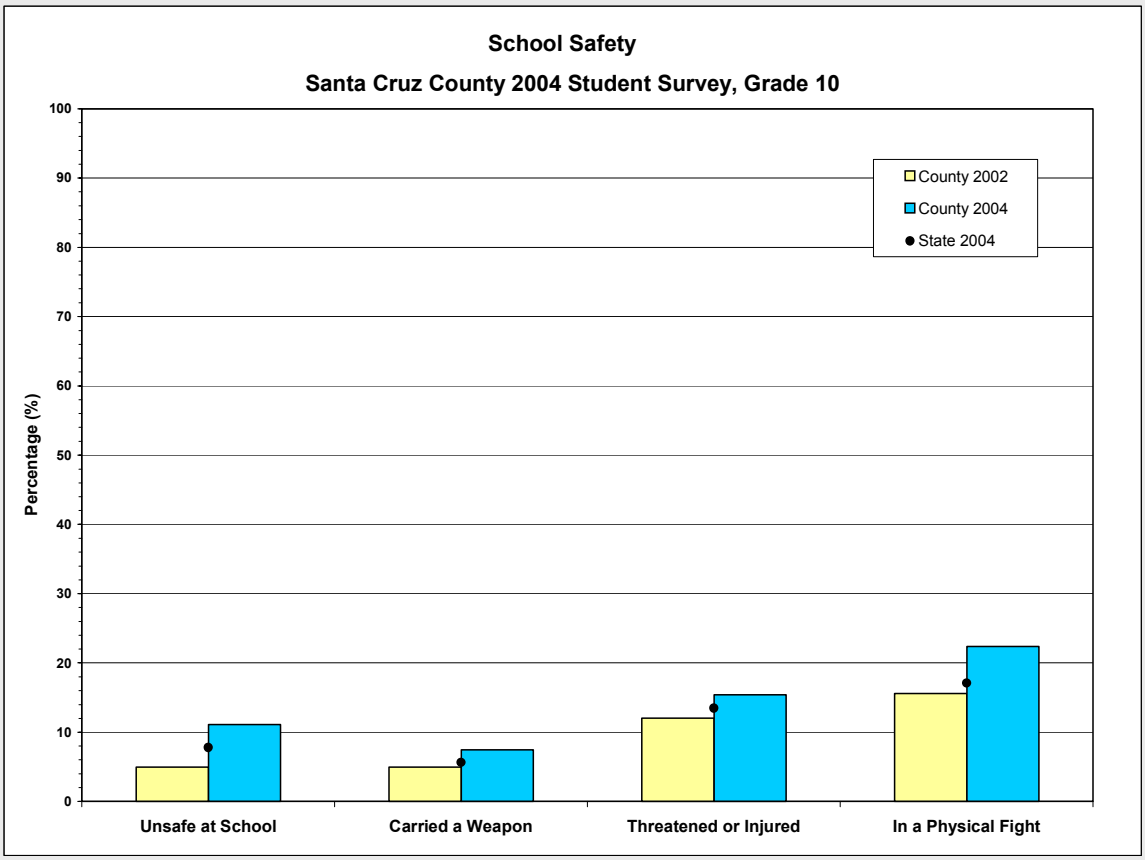




School Safety Profile



School Safety Profile



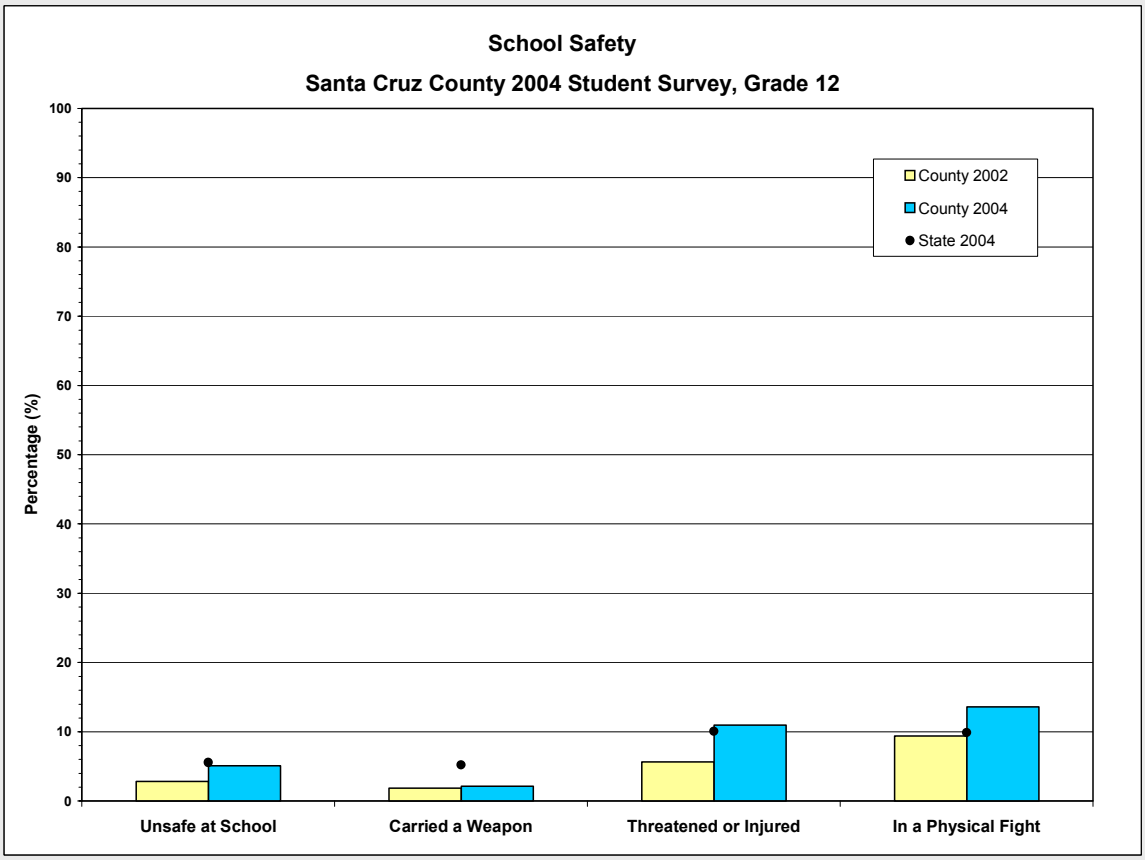


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	161	3451	509	18812	142	4984	444	12558	106	3768	375	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	51.0	56.9	59.2	51.9	81.3	72.3	80.2	69.3	84.8	80.8	87.6	77.9
Cigarettes	34.0	39.6	36.6	33.5	61.9	49.8	62.3	45.3	69.2	61.1	68.3	54.2
Chewing Tobacco	4.4	6.8	8.0	7.2	8.5	10.2	14.3	11.0	8.6	16.9	13.4	16.7
Marijuana	8.9	26.6	12.5	20.4	25.2	41.6	30.7	36.6	47.6	50.8	34.8	45.7
Inhalants	10.1	11.9	14.7	13.7	11.3	10.4	13.1	10.9	3.8	10.1	6.2	9.1
Hallucinogens	1.9	2.4	2.4	2.5	1.4	8.3	5.7	5.3	12.3	12.6	3.3	7.6
Cocaine	1.9	4.5	3.9	3.7	7.2	8.2	10.5	7.8	24.8	12.0	13.6	11.5
Stimulants	3.8	2.9	3.9	3.4	2.8	6.8	6.4	6.7	6.7	8.6	3.0	8.2
Heroin	1.3	1.9	1.0	1.5	2.8	3.2	1.4	2.4	1.9	3.8	1.9	3.0
Sedatives*	*	*	11.9	11.0	*	*	14.5	16.5	*	*	15.2	19.8
Ecstasy	2.0	5.5	2.1	2.4	4.3	8.2	5.1	4.3	8.5	12.0	4.9	5.9
Any Drug	18.0	33.2	30.5	33.2	30.3	44.5	42.5	45.6	50.9	52.8	42.4	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	33.6	34.4	25.4	25.3	51.5	47.9	50.9	41.3	63.3	58.9	60.5	51.1
Cigarettes	12.9	9.1	14.1	10.7	16.3	18.1	30.6	17.7	23.5	23.2	35.5	24.4
Chewing Tobacco	4.3	4.0	2.5	2.4	5.9	4.7	4.5	3.4	4.1	5.9	6.3	5.4
Marijuana	5.7	14.3	5.6	9.7	11.9	22.4	11.3	16.2	22.4	25.4	13.4	18.5
Inhalants	5.8	6.5	5.5	5.8	5.2	3.4	4.5	2.9	1.0	2.0	1.9	1.4
Hallucinogens	2.9	1.5	1.6	1.6	0.7	3.2	2.3	2.4	2.0	3.1	3.0	2.3
Cocaine	2.2	2.6	1.8	1.6	2.3	3.5	5.9	3.0	9.2	4.0	7.4	3.7
Stimulants	2.9	1.0	2.5	1.6	0.7	2.6	2.1	2.8	2.0	2.2	2.2	3.0
Heroin	1.4	1.2	0.6	0.6	2.2	1.4	0.7	0.7	1.0	1.3	0.8	0.7
Sedatives*	*	*	7.3	5.5	*	*	7.3	8.2	*	*	8.4	9.2
Ecstasy	1.5	3.6	1.2	0.8	2.2	2.5	0.9	1.1	3.1	3.2	1.9	1.0
Any Drug	11.8	19.9	17.4	17.9	17.3	25.7	20.5	23.6	24.5	28.6	20.8	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	15.9	14.1	17.7	16.0	29.6	26.0	34.6	25.1	36.7	32.2	43.6	32.5
1/2 Pack of Cigarettes/Day	1.4	1.2	0.9	0.8	1.5	3.5	2.8	2.6	1.0	6.0	2.8	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	17.2	18.1	23.9	17.7	9.6	11.6	14.4	12.3	13.0	8.1	15.3	9.3
Drunk or High at School	3.8	15.4	11.9	13.2	12.5	20.5	17.7	20.8	19.0	23.8	19.5	22.2
Sold Illegal Drugs	1.9	5.7	5.1	5.0	7.3	9.9	8.2	8.9	12.0	10.0	7.3	9.8
Stolen a Vehicle	3.8	3.3	6.3	4.8	3.7	3.6	4.3	4.4	1.0	2.1	1.6	2.6
Been Arrested	5.1	9.1	9.2	8.7	5.2	8.0	8.9	9.1	11.0	8.2	9.9	9.1
Attacked to Harm	7.7	11.6	16.4	17.8	11.9	10.8	14.4	16.5	9.0	9.1	12.1	13.3
Carried a Handgun	5.1	6.7	7.8	6.5	7.3	5.0	7.8	5.9	6.0	4.9	4.0	5.5
Handgun to School	1.3	1.4	1.8	1.5	4.4	1.3	1.1	1.5	0.0	1.0	0.8	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	36.4	38.1	43.2	40.7	50.4	39.3	47.4	46.7	41.7	44.3	46.2	51.0
Community Disorganization	36.7	43.1	47.2	47.2	50.8	40.0	54.8	54.2	33.3	39.5	49.4	50.1
Transitions & Mobility	31.7	47.4	46.5	52.5	34.1	45.3	48.3	57.6	43.8	45.1	43.9	55.7
Laws & Norms Favor Drug Use	30.8	34.9	39.3	37.6	39.8	35.1	44.8	43.1	32.0	33.1	35.1	37.2
Perceived Availability of Drugs	20.7	39.9	39.1	40.6	47.3	50.5	56.7	52.1	53.1	60.1	60.5	55.0
Perceived Availability of Handguns	25.7	37.5	34.7	37.0	25.4	24.7	22.1	27.3	21.9	32.7	29.9	34.6
Family Domain												
Poor Family Management	40.7	43.1	49.1	46.4	41.2	41.5	38.9	43.2	38.5	46.2	34.8	44.8
Family Conflict	43.2	46.1	54.2	52.5	31.1	34.3	34.6	40.9	30.2	31.4	37.7	38.3
Family History of Antisocial Behavior	29.8	40.5	44.8	46.2	36.2	37.7	47.2	45.8	37.5	35.5	41.6	42.9
Parent Attitudes Favorable to ASB	30.6	41.7	50.0	45.3	50.4	44.3	47.5	47.7	43.8	42.9	45.6	44.4
Parent Attitudes Favor Drug Use	19.0	25.8	27.6	27.7	45.7	44.0	41.9	41.6	43.2	45.2	44.9	42.8
School Domain												
Academic Failure	47.3	52.3	56.4	49.8	63.0	46.5	60.4	49.8	51.5	43.7	57.5	43.8
Low Commitment to School	23.9	41.2	33.6	39.4	38.6	45.4	32.7	43.7	23.8	44.6	37.1	47.9
Peer-Individual Domain												
Rebelliousness	34.8	40.0	46.4	37.4	52.5	40.9	36.1	39.5	32.7	38.6	35.4	36.0
Early Initiation of ASB	25.9	33.6	40.0	38.1	26.4	31.1	35.9	39.1	40.4	32.2	40.9	39.4
Early Initiation of Drug Use	28.9	40.3	38.0	38.0	35.3	39.0	38.0	38.1	40.0	40.6	34.1	39.7
Attitudes Favorable to ASB	31.2	46.3	46.5	46.0	57.9	54.5	55.1	51.0	50.9	53.3	48.5	46.8
Attitudes Favorable to Drug Use	29.9	37.4	34.3	33.5	43.2	47.2	43.5	39.3	41.5	46.4	34.0	36.9
Perceived Risk of Drug Use	42.8	47.9	42.9	48.5	41.7	45.3	39.5	40.7	36.7	47.6	35.1	44.4
Interaction with Antisocial Peers	40.9	52.1	67.9	58.2	52.5	48.2	62.9	56.9	62.9	47.8	59.5	52.6
Friend's Use of Drugs	24.2	41.9	42.9	44.2	40.7	44.8	51.9	44.7	48.6	41.3	41.8	38.8
Sensation Seeking	35.3	41.6	58.8	58.4	47.4	44.6	48.4	55.3	52.9	46.5	49.1	54.6
Rewards for ASB	30.5	38.0	47.0	49.1	25.0	34.6	41.4	42.4	27.3	40.1	56.4	52.8
Depressive Symptoms	49.7	48.2	56.2	52.5	52.2	43.8	57.5	50.5	41.4	39.7	45.4	43.3
Gang Involvement	18.5	21.7	36.1	25.1	22.6	13.6	34.1	23.0	13.9	10.7	17.1	18.9
Intention to Use Drugs	*	*	42.5	38.6	*	*	49.4	46.9	*	*	29.6	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	42.1	40.7	40.0	41.1	32.3	43.6	32.8	39.2	34.4	43.2	40.8	38.6
Rewards for Prosocial Involvement	40.8	31.9	29.2	32.0	32.8	42.3	36.8	37.3	45.8	37.4	36.1	35.8
Family Domain												
Family Attachment	50.0	52.4	49.3	50.0	51.6	49.4	50.9	47.1	63.5	61.5	62.9	57.2
Opportunity for Prosocial Involvement	57.6	59.2	61.1	59.7	64.6	57.8	57.1	55.9	59.4	56.9	70.8	56.8
Rewards for Prosocial Involvement	58.5	61.0	58.3	60.6	57.7	56.5	61.5	56.9	59.4	57.7	64.3	56.9
School Domain												
Opportunities for Prosocial Involvement	55.7	56.2	55.9	61.8	49.6	58.6	55.7	61.7	65.1	64.2	60.4	61.3
Rewards for Prosocial Involvement	61.4	48.9	53.0	52.2	46.8	60.8	60.1	60.8	51.9	49.5	44.0	43.9
Peer-Individual Domain												
Religiosity	*	*	54.9	46.9	*	*	52.4	45.5	*	*	84.9	72.7
Social Skills	65.1	59.5	60.2	59.1	49.6	53.8	48.9	52.2	68.7	64.1	65.8	63.9
Belief in the Moral Order	53.2	50.0	49.5	53.6	53.6	58.9	61.3	62.7	47.1	45.4	52.7	50.3
Interaction with Prosocial Peers	*	*	51.4	46.5	*	*	50.7	49.7	*	*	54.9	47.8
Prosocial Involvement	*	*	37.2	39.8	*	*	35.6	43.1	*	*	36.5	40.5
Rewards for Prosocial Involvement	*	*	63.7	59.2	*	*	62.0	60.1	*	*	56.9	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	96.2	94.6	92.2	93.7	95.0	94.2	92.5	94.4	98.1	93.2	97.8	94.8
	1 day	1.3	1.8	3.6	2.9	2.1	1.0	1.8	1.8	1.9	1.2	0.5	1.3
	2-3 days	1.3	1.3	1.6	1.5	2.1	1.2	2.5	1.2	0.0	0.8	0.3	0.8
	4-5 days	0.0	0.5	0.8	0.5	0.7	0.4	0.9	0.5	0.0	0.6	0.5	0.4
	6 or more days	1.3	1.7	1.8	1.5	0.0	3.2	2.3	2.1	0.0	4.1	0.8	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	92.9	94.7	85.0	88.7	95.0	97.7	88.9	92.2	97.1	97.4	94.9	94.4
	1 day	5.1	3.2	8.6	6.1	3.5	1.1	5.7	4.0	0.0	1.2	2.2	2.6
	2-3 days	1.9	1.2	3.6	3.1	1.4	0.7	3.2	2.0	2.9	0.5	1.3	1.6
	4-5 days	0.0	0.2	1.4	0.7	0.0	0.1	0.5	0.7	0.0	0.2	0.8	0.6
	6 or more days	0.0	0.7	1.4	1.3	0.0	0.4	1.8	1.2	0.0	0.7	0.8	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	92.5	90.0	80.5	83.9	87.9	91.0	84.6	86.5	94.3	94.4	89.0	89.9
	1 time	4.4	5.4	11.8	8.7	7.1	4.0	6.6	6.8	0.0	2.6	7.5	4.9
	2-3 times	1.9	2.7	3.8	4.0	3.5	3.3	5.7	3.5	2.8	1.4	2.4	3.0
	4-5 times	0.6	0.7	1.8	1.2	0.7	0.7	1.4	1.0	0.9	0.5	0.3	0.7
	6-7 times	0.0	0.2	0.2	0.5	0.0	0.1	0.9	0.5	0.9	0.1	0.0	0.4
	8-9 times	0.0	0.1	0.0	0.3	0.7	0.1	0.0	0.3	0.9	0.2	0.0	0.2
	10-11 times	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.2	0.0	0.1	0.3	0.1
	12 or more times	0.6	0.8	2.0	1.3	0.0	0.7	0.9	1.2	0.0	0.7	0.5	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	80.4	78.5	65.1	72.4	84.4	87.6	77.7	82.9	90.6	93.5	86.4	90.1
	1 time	12.0	12.7	18.0	14.4	10.6	7.3	12.6	9.5	4.7	3.6	9.3	5.8
	2-3 times	5.7	5.9	9.4	8.5	2.1	3.6	7.7	5.0	3.8	1.8	2.1	2.6
	4-5 times	1.9	1.2	4.2	2.4	1.4	0.5	0.7	1.1	0.0	0.3	0.3	0.6
	6-7 times	0.0	0.6	1.0	0.7	0.7	0.2	0.2	0.3	0.0	0.3	0.5	0.2
	8-9 times	0.0	0.1	0.6	0.4	0.0	0.1	0.2	0.3	0.9	0.1	0.0	0.3
	10-11 times	0.0	0.1	0.6	0.2	0.0	0.1	0.5	0.2	0.0	0.0	0.8	0.1
	12 or more times	0.0	1.0	1.0	1.1	0.7	0.6	0.5	0.7	0.0	0.3	0.5	0.4

Contacts For Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties
Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties
Francis Garcia
The EXCEL Group
520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties
Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
520-214-2177

Gila and Pinal Counties
Heidi Haeder-Heild
Pinal Gila Behavioral Health Association (PGBHA)
480-982-1317

Maricopa County
Gabriella Guerra
ValueOptions
602-685-3861

Gila River Health Care Corporation (GRHCC)
Tom Cummins
520-562-3321

Pasqua Yaqui Tribe Behavioral Health
Theresa Ybarrez
520-879-6085

Navajo Nation
Char James
928-729-4470

Other State and National Contacts:

Arizona Criminal Justice Commission
Kristen Roof /Steve Ballance
602-364-1394/602-364-1157
www.acjc.state.az.us

Arizona Department of Education
Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Yavapai County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Yavapai County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

CONTENTS:

Introduction:
- *Demographics*
- *Risk & Protective Framework*

Tools for Assessment and Planning

How to Read the Charts

Data Charts:
- *Substance Use & Antisocial Behavior*
- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State.

The Risk and Protective Factor Model of Prevention

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

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

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	426	100	746	100	12203	100	40960	100
Grade								
8	228	53.5	467	62.6	3451	28.3	18812	45.9
10	134	31.5	146	19.6	4984	40.8	12558	30.7
12	64	15.0	133	17.83	3768	30.9	9590	23.4
Gender								
Male	189	45.8	364	49.6	5881	49.3	19172	47.5
Female	224	54.2	370	50.4	6043	50.7	21161	52.5
Ethnicity								
White	330	79.3	560	77.1	6198	51.8	19745	49.0
Native American	15	3.6	39	5.4	1237	10.3	2938	7.3
Hispanic	39	9.4	95	13.1	3630	30.3	13184	32.7
African American	8	1.9	4	0.6	292	2.4	1503	3.7
Asian	5*	1.2*	3	0.4	258*	2.2*	812	2.0
Pacific Islander			2	0.275			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

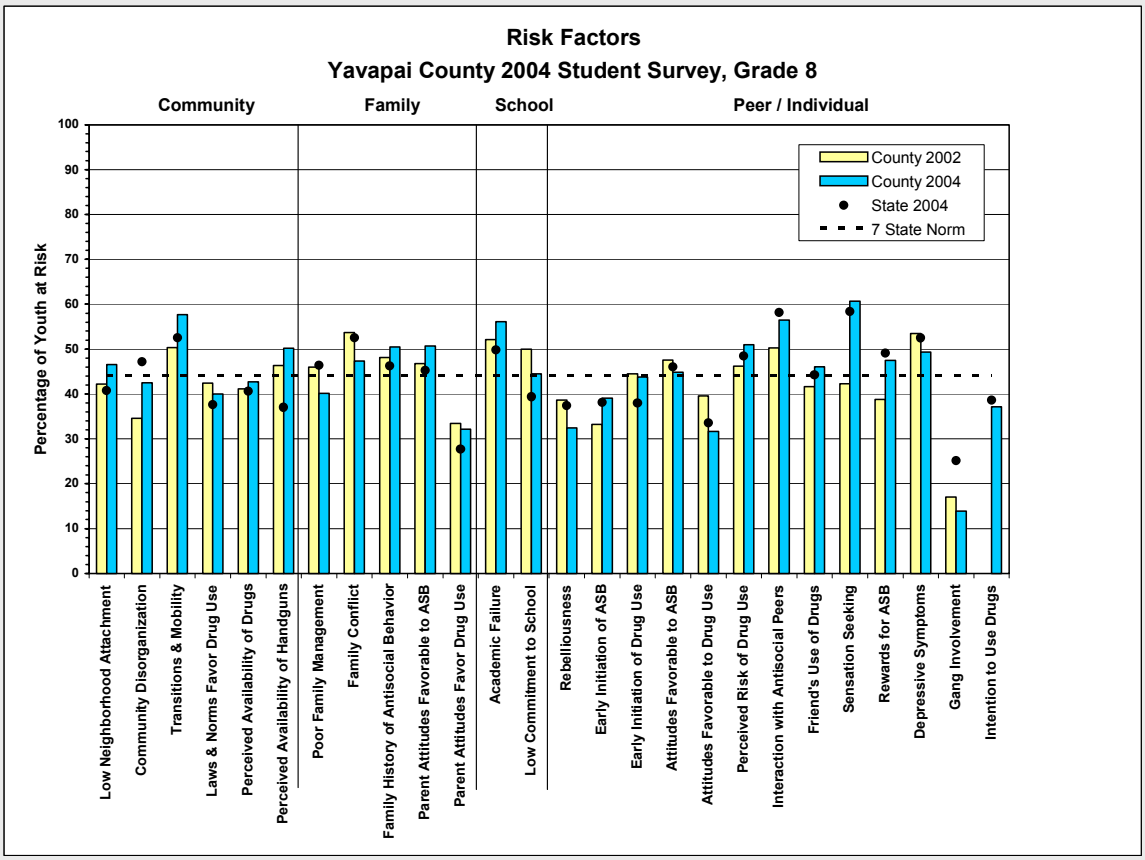
Dashed Line

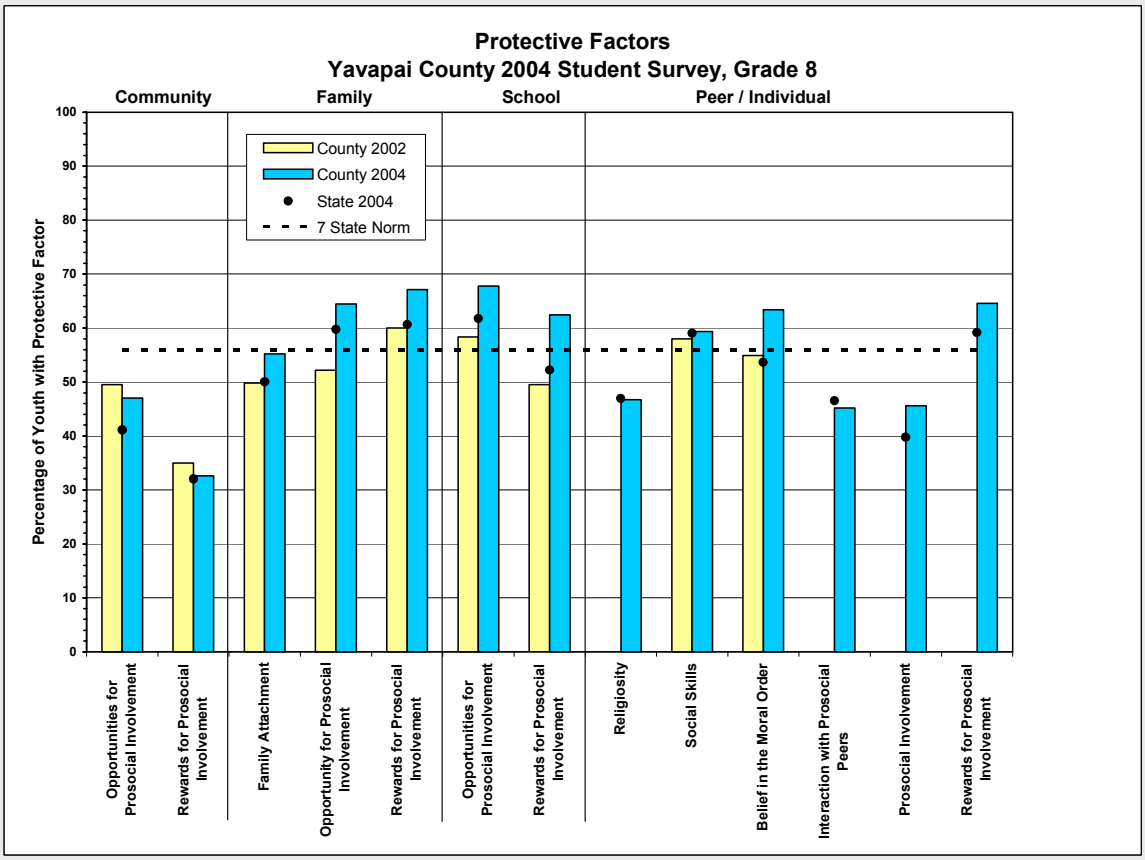
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

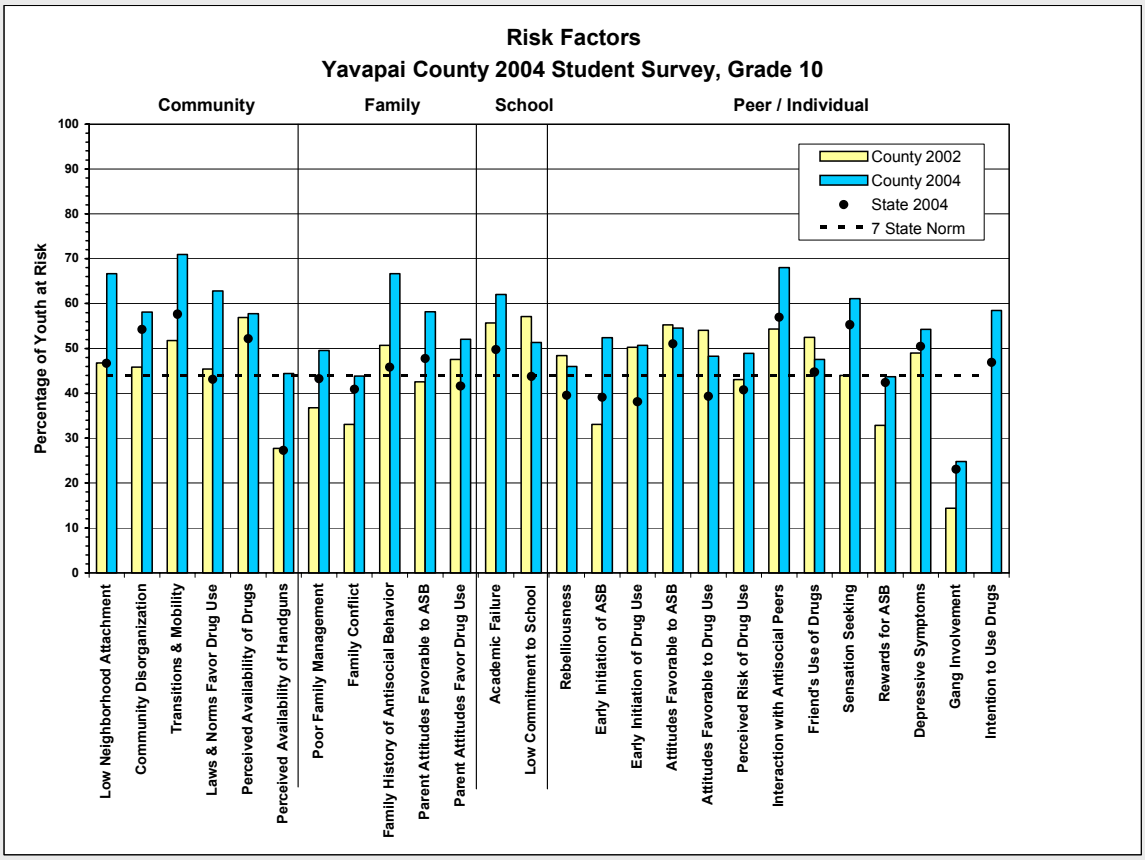
Elevated Risk and Protection

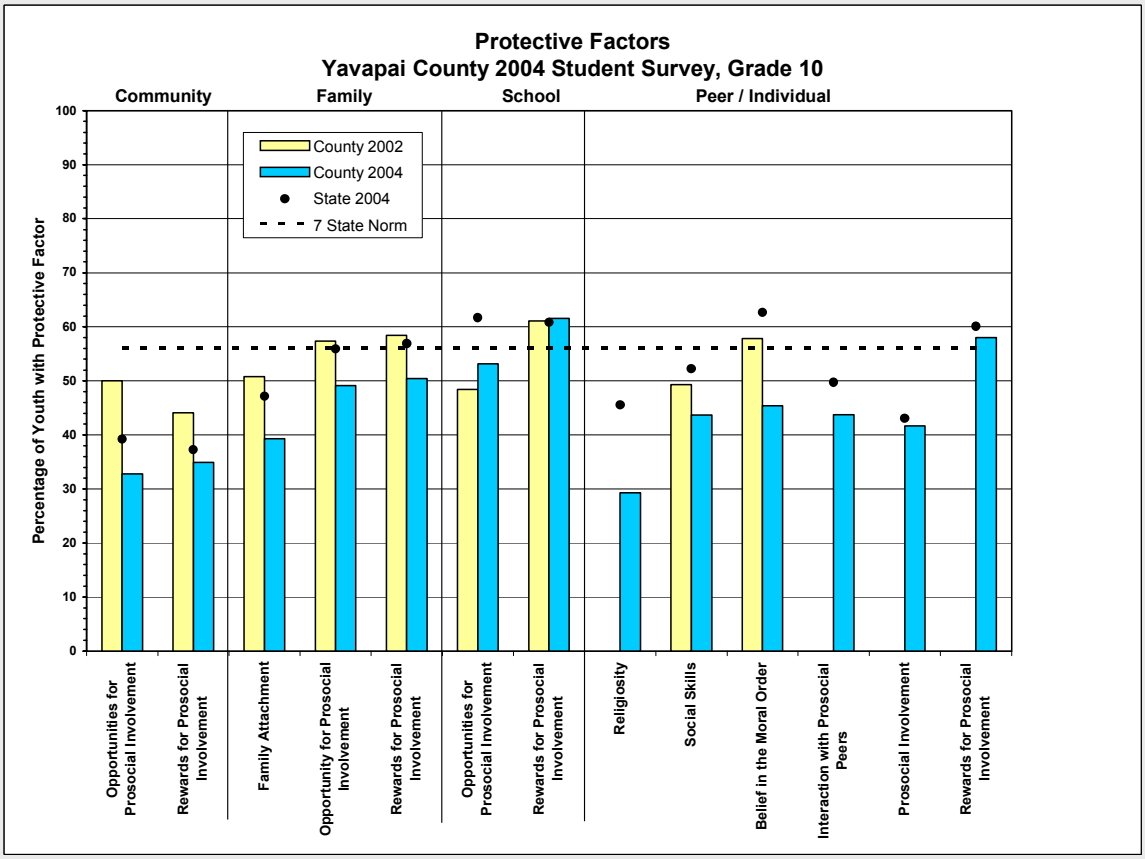




Risk and Protective Factor Profiles

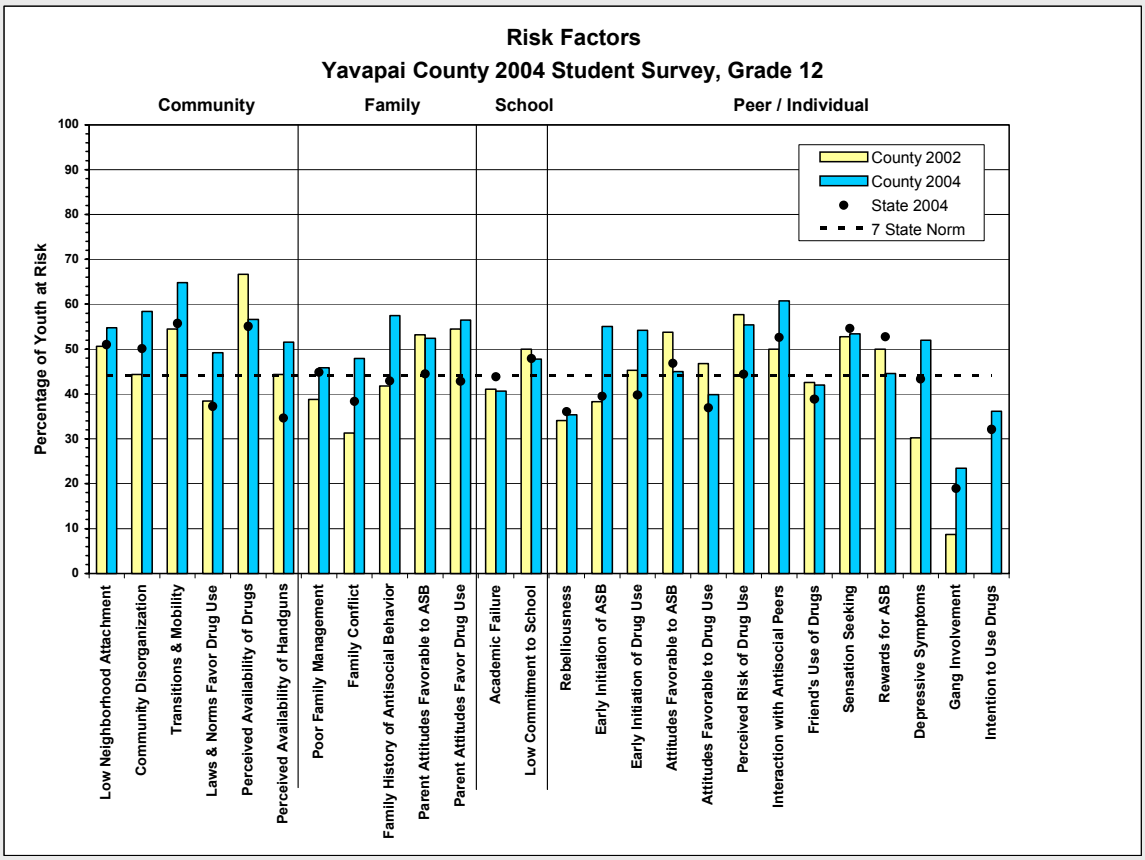
Elevated Risk and Protection

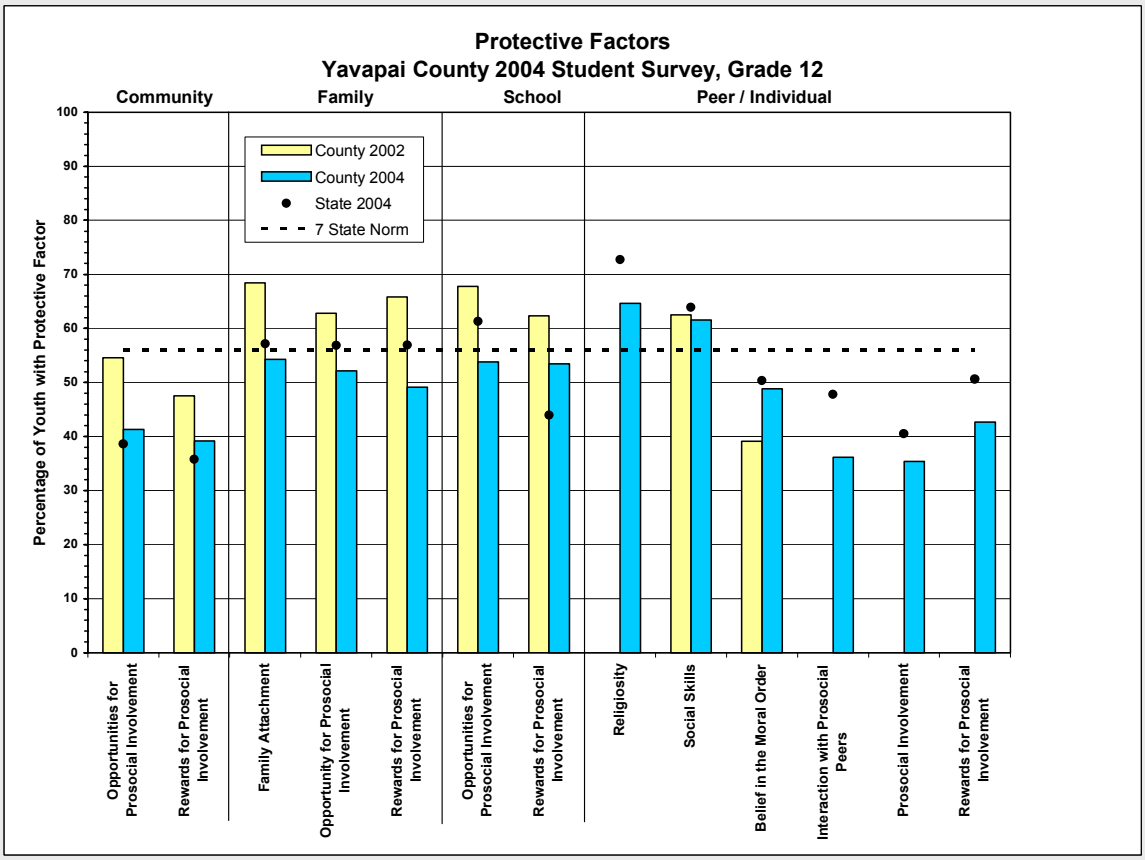




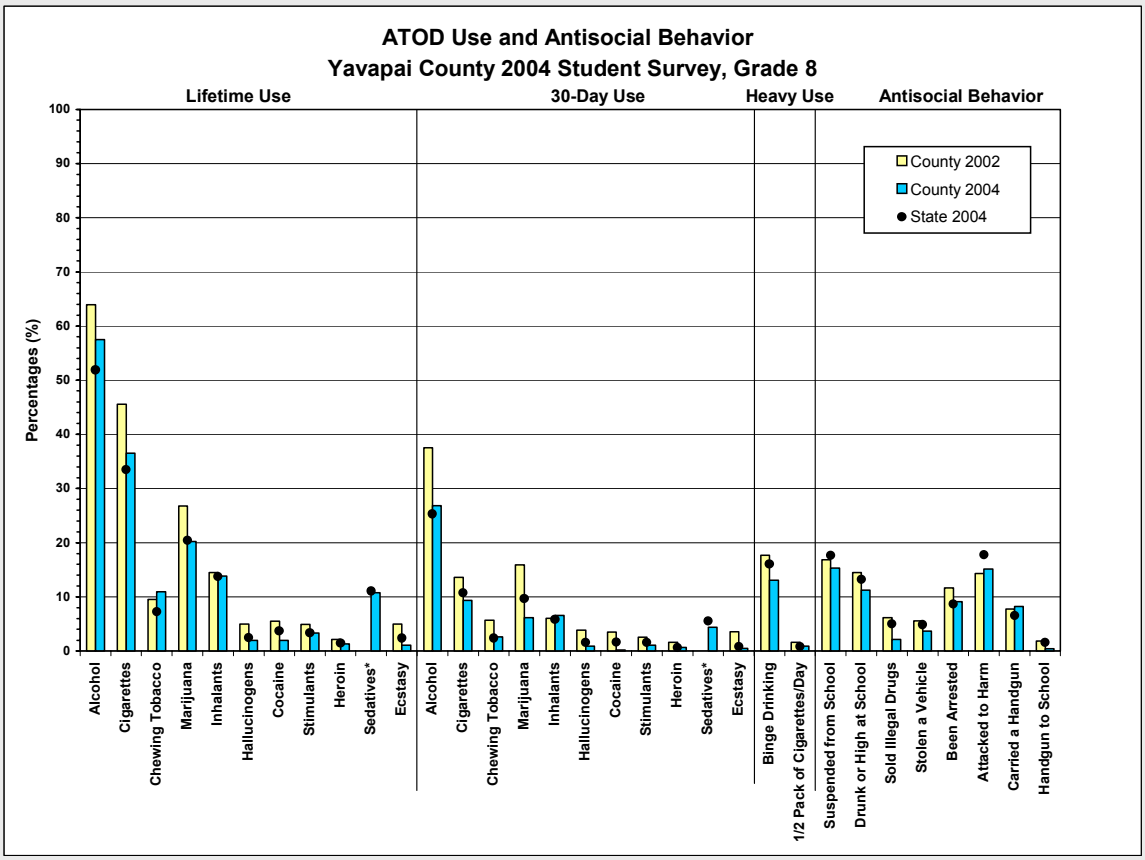
Risk and Protective Factor Profiles

Elevated Risk and Protection

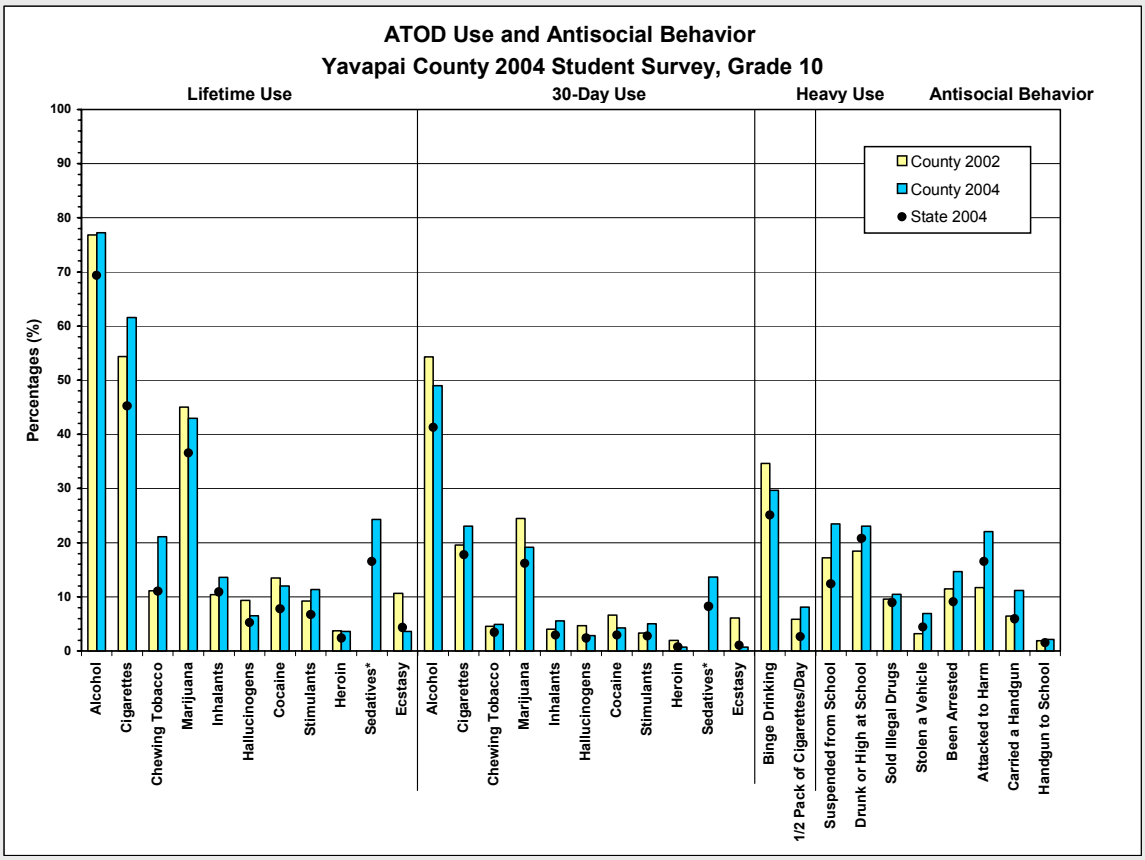


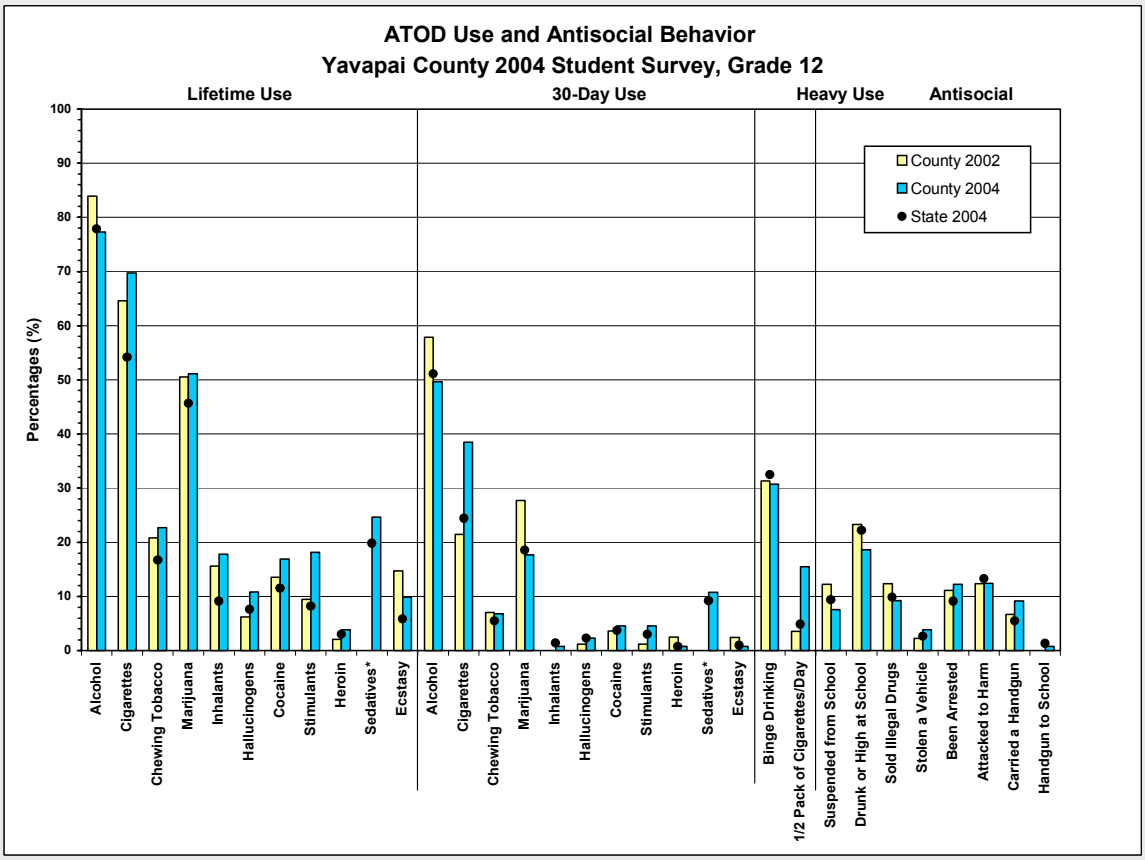


ATOD Use and Antisocial Behavior

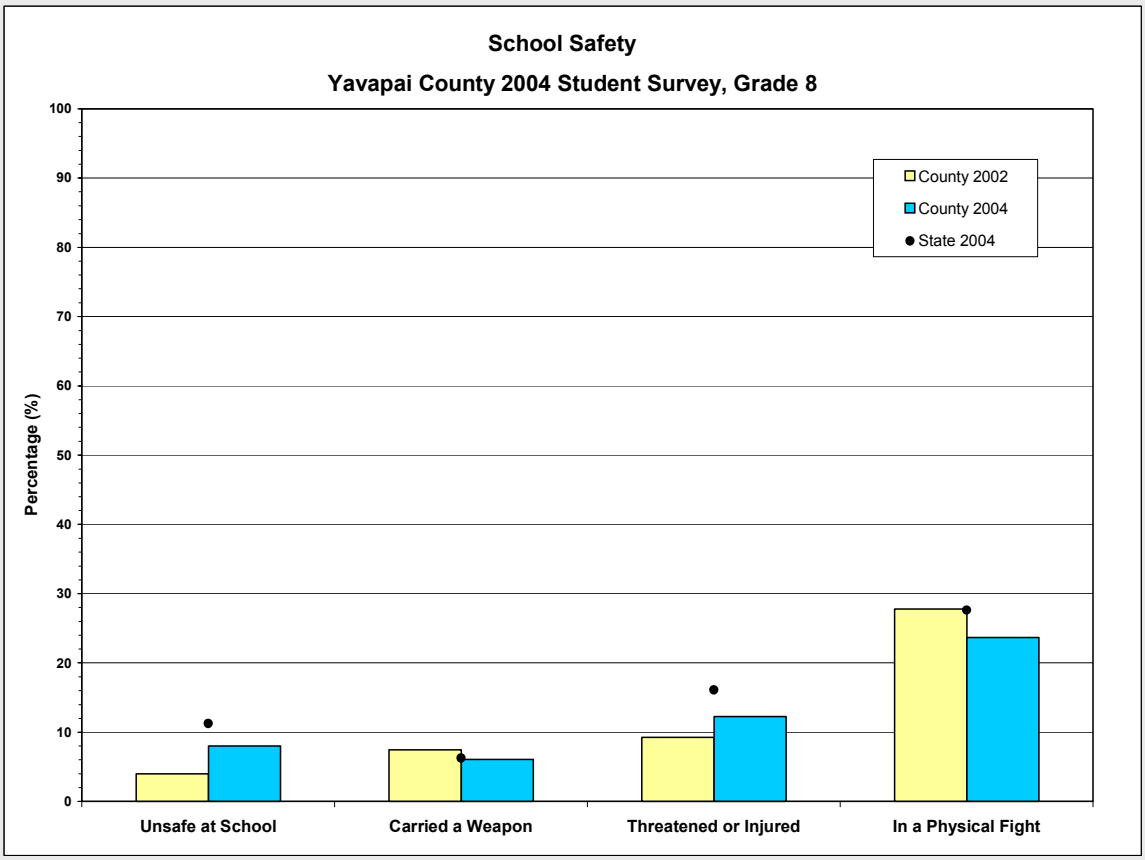


ATOD Use and Antisocial Behavior

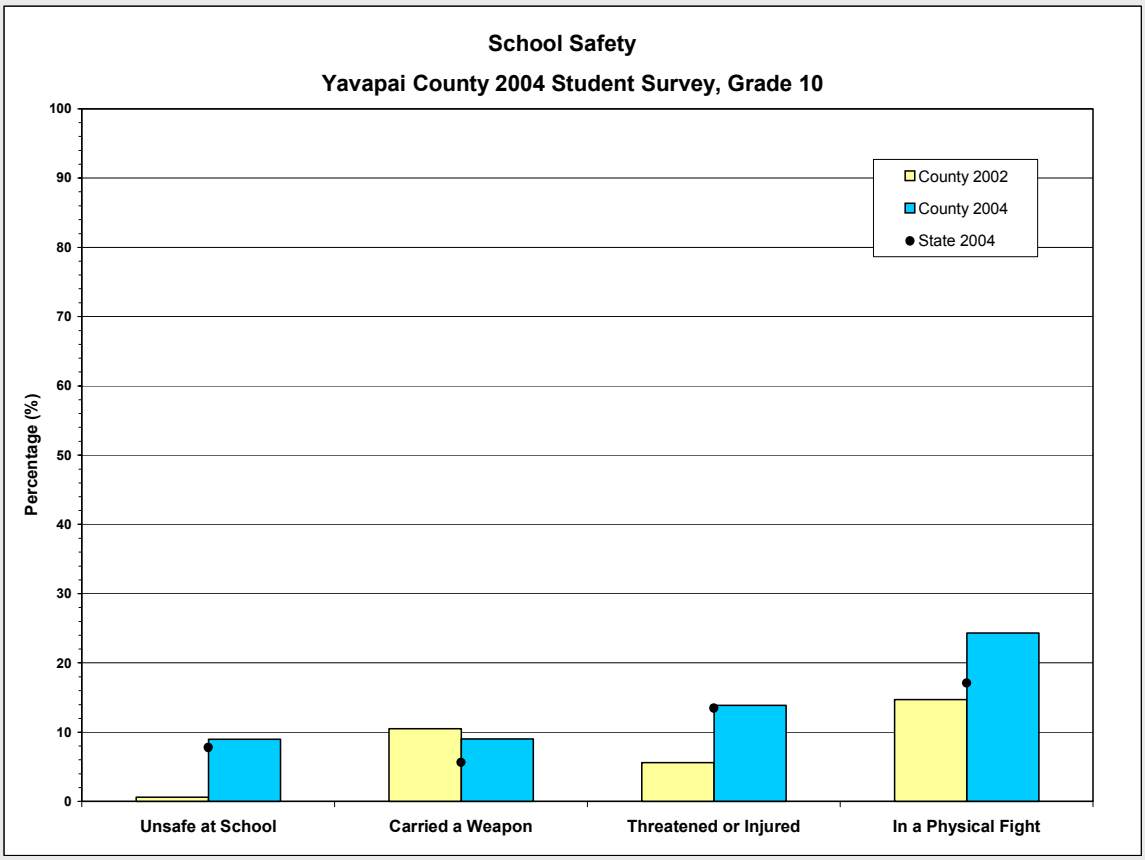




School Safety Profile



School Safety Profile



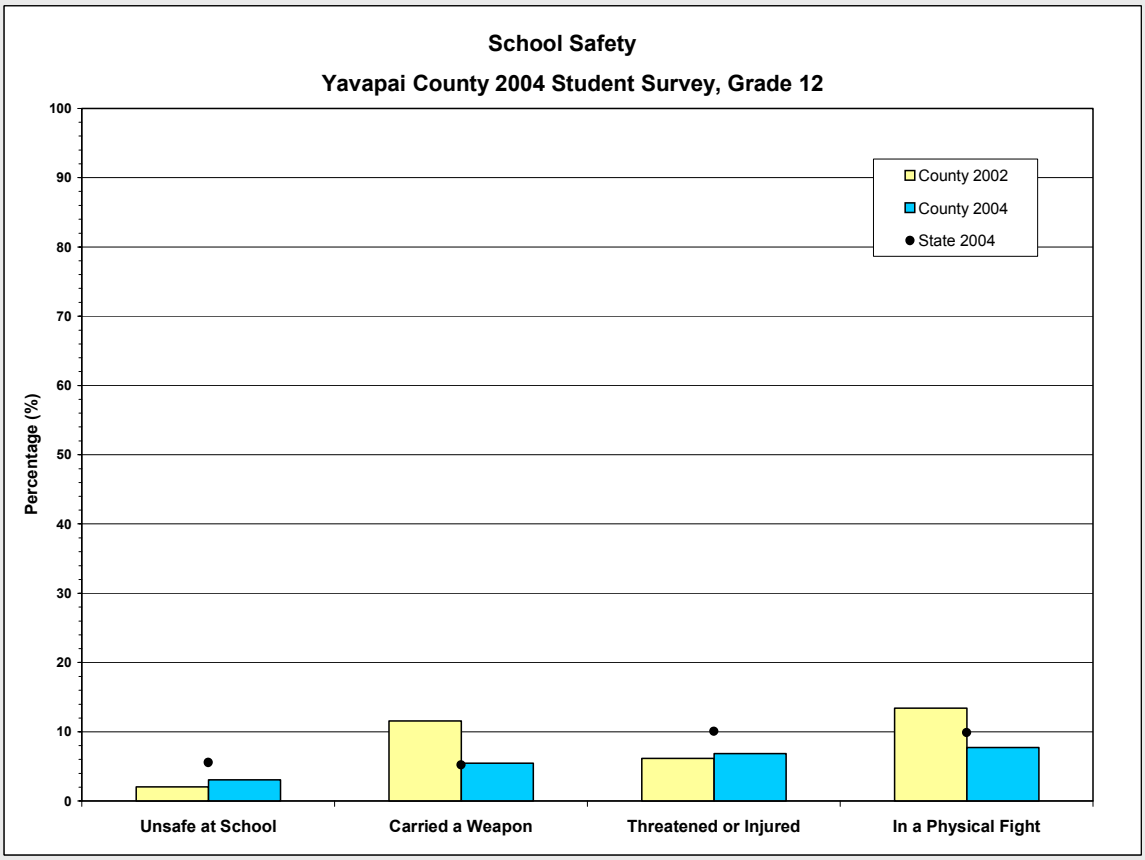


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	228	3451	467	18812	134	4984	146	12558	64	3768	133	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	63.9	56.9	57.5	51.9	76.8	72.3	77.2	69.3	83.9	80.8	77.3	77.9
Cigarettes	45.5	39.6	36.5	33.5	54.4	49.8	61.5	45.3	64.6	61.1	69.7	54.2
Chewing Tobacco	9.5	6.8	10.9	7.2	11.1	10.2	21.1	11.0	20.8	16.9	22.7	16.7
Marijuana	26.8	26.6	20.2	20.4	45.0	41.6	43.0	36.6	50.5	50.8	51.1	45.7
Inhalants	14.5	11.9	13.8	13.7	10.4	10.4	13.6	10.9	15.6	10.1	17.8	9.1
Hallucinogens	5.0	2.4	2.0	2.5	9.3	8.3	6.5	5.3	6.3	12.6	10.9	7.6
Cocaine	5.5	4.5	2.0	3.7	13.5	8.2	12.0	7.8	13.5	12.0	16.9	11.5
Stimulants	4.9	2.9	3.3	3.4	9.3	6.8	11.3	6.7	9.5	8.6	18.2	8.2
Heroin	2.1	1.9	1.3	1.5	3.7	3.2	3.6	2.4	2.1	3.8	3.8	3.0
Sedatives*	*	*	10.7	11.0	*	*	24.3	16.5	*	*	24.6	19.8
Ecstasy	5.0	5.5	1.1	2.4	10.6	8.2	3.6	4.3	14.7	12.0	9.8	5.9
Any Drug	37.8	33.2	31.7	33.2	48.8	44.5	54.3	45.6	54.6	52.8	58.9	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	37.5	34.4	26.8	25.3	54.3	47.9	49.0	41.3	57.8	58.9	49.6	51.1
Cigarettes	13.6	9.1	9.3	10.7	19.6	18.1	23.0	17.7	21.4	23.2	38.5	24.4
Chewing Tobacco	5.7	4.0	2.6	2.4	4.6	4.7	4.9	3.4	7.1	5.9	6.8	5.4
Marijuana	15.9	14.3	6.1	9.7	24.5	22.4	19.1	16.2	27.7	25.4	17.7	18.5
Inhalants	6.0	6.5	6.6	5.8	4.0	3.4	5.6	2.9	0.0	2.0	0.8	1.4
Hallucinogens	3.8	1.5	0.9	1.6	4.7	3.2	2.9	2.4	1.2	3.1	2.3	2.3
Cocaine	3.5	2.6	0.2	1.6	6.6	3.5	4.3	3.0	3.6	4.0	4.6	3.7
Stimulants	2.5	1.0	1.1	1.6	3.3	2.6	5.0	2.8	1.2	2.2	4.6	3.0
Heroin	1.6	1.2	0.7	0.6	2.0	1.4	0.7	0.7	2.5	1.3	0.8	0.7
Sedatives*	*	*	4.4	5.5	*	*	13.7	8.2	*	*	10.8	9.2
Ecstasy	3.5	3.6	0.4	0.8	6.1	2.5	0.7	1.1	2.4	3.2	0.8	1.0
Any Drug	21.8	19.9	15.6	17.9	30.6	25.7	31.1	23.6	29.6	28.6	24.8	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	17.7	14.1	13.0	16.0	34.6	26.0	29.7	25.1	31.3	32.2	30.8	32.5
1/2 Pack of Cigarettes/Day	1.6	1.2	0.9	0.8	5.9	3.5	8.1	2.6	3.6	6.0	15.5	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	16.9	18.1	15.3	17.7	17.2	11.6	23.4	12.3	12.2	8.1	7.6	9.3
Drunk or High at School	14.5	15.4	11.2	13.2	18.5	20.5	23.1	20.8	23.3	23.8	18.6	22.2
Sold Illegal Drugs	6.2	5.7	2.2	5.0	9.6	9.9	10.5	8.9	12.4	10.0	9.2	9.8
Stolen a Vehicle	5.6	3.3	3.7	4.8	3.2	3.6	6.9	4.4	2.2	2.1	3.8	2.6
Been Arrested	11.7	9.1	9.1	8.7	11.5	8.0	14.7	9.1	11.1	8.2	12.2	9.1
Attacked to Harm	14.3	11.6	15.2	17.8	11.7	10.8	22.1	16.5	12.4	9.1	12.4	13.3
Carried a Handgun	7.7	6.7	8.2	6.5	6.5	5.0	11.2	5.9	6.7	4.9	9.2	5.5
Handgun to School	1.8	1.4	0.4	1.5	1.9	1.3	2.2	1.5	0.0	1.0	0.8	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	42.2	38.1	46.6	40.7	46.8	39.3	66.7	46.7	50.6	44.3	54.8	51.0
Community Disorganization	34.6	43.1	42.5	47.2	45.8	40.0	58.1	54.2	44.3	39.5	58.4	50.1
Transitions & Mobility	50.3	47.4	57.7	52.5	51.8	45.3	71.0	57.6	54.4	45.1	64.8	55.7
Laws & Norms Favor Drug Use	42.4	34.9	40.0	37.6	45.4	35.1	62.8	43.1	38.5	33.1	49.2	37.2
Perceived Availability of Drugs	41.1	39.9	42.7	40.6	56.9	50.5	57.8	52.1	66.7	60.1	56.6	55.0
Perceived Availability of Handguns	46.4	37.5	50.2	37.0	27.8	24.7	44.4	27.3	44.3	32.7	51.6	34.6
Family Domain												
Poor Family Management	46.0	43.1	40.1	46.4	36.8	41.5	49.6	43.2	38.8	46.2	45.8	44.8
Family Conflict	53.7	46.1	47.3	52.5	33.1	34.3	43.9	40.9	31.3	31.4	47.9	38.3
Family History of Antisocial Behavior	48.1	40.5	50.5	46.2	50.7	37.7	66.7	45.8	41.8	35.5	57.5	42.9
Parent Attitudes Favorable to ASB	46.7	41.7	50.7	45.3	42.6	44.3	58.2	47.7	53.2	42.9	52.4	44.4
Parent Attitudes Favor Drug Use	33.4	25.8	32.1	27.7	47.5	44.0	52.1	41.6	54.4	45.2	56.5	42.8
School Domain												
Academic Failure	52.1	52.3	56.1	49.8	55.7	46.5	62.0	49.8	41.1	43.7	40.6	43.8
Low Commitment to School	50.0	41.2	44.5	39.4	57.1	45.4	51.4	43.7	50.0	44.6	47.7	47.9
Peer-Individual Domain												
Rebelliousness	38.7	40.0	32.5	37.4	48.4	40.9	46.0	39.5	34.0	38.6	35.4	36.0
Early Initiation of ASB	33.2	33.6	39.0	38.1	33.1	31.1	52.4	39.1	38.3	32.2	55.0	39.4
Early Initiation of Drug Use	44.5	40.3	43.8	38.0	50.3	39.0	50.7	38.1	45.3	40.6	54.2	39.7
Attitudes Favorable to ASB	47.5	46.3	44.8	46.0	55.3	54.5	54.5	51.0	53.8	53.3	45.0	46.8
Attitudes Favorable to Drug Use	39.6	37.4	31.7	33.5	54.0	47.2	48.3	39.3	46.7	46.4	39.8	36.9
Perceived Risk of Drug Use	46.2	47.9	51.0	48.5	43.0	45.3	48.9	40.7	57.6	47.6	55.4	44.4
Interaction with Antisocial Peers	50.3	52.1	56.5	58.2	54.3	48.2	68.1	56.9	50.0	47.8	60.8	52.6
Friend's Use of Drugs	41.7	41.9	46.1	44.2	52.5	44.8	47.6	44.7	42.6	41.3	42.0	38.8
Sensation Seeking	42.3	41.6	60.7	58.4	44.0	44.6	61.1	55.3	52.7	46.5	53.4	54.6
Rewards for ASB	38.8	38.0	47.5	49.1	32.9	34.6	43.7	42.4	50.0	40.1	44.5	52.8
Depressive Symptoms	53.5	48.2	49.3	52.5	49.0	43.8	54.3	50.5	30.2	39.7	52.0	43.3
Gang Involvement	17.1	21.7	13.9	25.1	14.4	13.6	24.8	23.0	8.7	10.7	23.4	18.9
Intention to Use Drugs	*	*	37.1	38.6	*	*	58.5	46.9	*	*	36.2	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	49.5	40.7	47.0	41.1	50.0	43.6	32.8	39.2	54.5	43.2	41.3	38.6
Rewards for Prosocial Involvement	35.0	31.9	32.6	32.0	44.1	42.3	34.9	37.3	47.5	37.4	39.2	35.8
Family Domain												
Family Attachment	49.8	52.4	55.2	50.0	50.8	49.4	39.3	47.1	68.4	61.5	54.3	57.2
Opportunity for Prosocial Involvement	52.2	59.2	64.5	59.7	57.4	57.8	49.1	55.9	62.8	56.9	52.1	56.8
Rewards for Prosocial Involvement	60.0	61.0	67.1	60.6	58.5	56.5	50.4	56.9	65.8	57.7	49.1	56.9
School Domain												
Opportunities for Prosocial Involvement	58.4	56.2	67.8	61.8	48.4	58.6	53.1	61.7	67.7	64.2	53.8	61.3
Rewards for Prosocial Involvement	49.5	48.9	62.5	52.2	61.1	60.8	61.5	60.8	62.4	49.5	53.4	43.9
Peer-Individual Domain												
Religiosity	*	*	46.7	46.9	*	*	29.3	45.5	*	*	64.6	72.7
Social Skills	58.0	59.5	59.3	59.1	49.3	53.8	43.7	52.2	62.5	64.1	61.5	63.9
Belief in the Moral Order	54.9	50.0	63.4	53.6	57.9	58.9	45.4	62.7	39.1	45.4	48.8	50.3
Interaction with Prosocial Peers	*	*	45.2	46.5	*	*	43.8	49.7	*	*	36.2	47.8
Prosocial Involvement	*	*	45.6	39.8	*	*	41.7	43.1	*	*	35.4	40.5
Rewards for Prosocial Involvement	*	*	64.6	59.2	*	*	58.0	60.1	*	*	42.6	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	92.5	94.6	93.9	93.7	89.5	94.2	91.0	94.4	88.4	93.2	94.5	94.8
	1 day	2.2	1.8	2.8	2.9	1.2	1.0	2.1	1.8	2.1	1.2	1.6	1.3
	2-3 days	0.9	1.3	1.3	1.5	3.1	1.2	0.7	1.2	2.1	0.8	0.0	0.8
	4-5 days	0.3	0.5	1.1	0.5	1.2	0.4	1.4	0.5	1.1	0.6	1.6	0.4
	6 or more days	4.0	1.7	0.9	1.5	4.9	3.2	4.9	2.1	6.3	4.1	2.3	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	96.0	94.7	92.0	88.7	99.4	97.7	91.0	92.2	97.9	97.4	96.9	94.4
	1 day	2.5	3.2	2.4	6.1	0.0	1.1	5.5	4.0	2.1	1.2	0.8	2.6
	2-3 days	0.9	1.2	4.3	3.1	0.0	0.7	2.1	2.0	0.0	0.5	2.3	1.6
	4-5 days	0.0	0.2	0.2	0.7	0.6	0.1	0.7	0.7	0.0	0.2	0.0	0.6
	6 or more days	0.6	0.7	1.1	1.3	0.0	0.4	0.7	1.2	0.0	0.7	0.0	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	90.7	90.0	87.7	83.9	94.4	91.0	86.1	86.5	93.8	94.4	93.1	89.9
	1 time	4.0	5.4	5.8	8.7	2.5	4.0	6.9	6.8	4.1	2.6	3.8	4.9
	2-3 times	3.7	2.7	3.9	4.0	3.1	3.3	4.9	3.5	0.0	1.4	2.3	3.0
	4-5 times	0.6	0.7	0.9	1.2	0.0	0.7	0.0	1.0	0.0	0.5	0.8	0.7
	6-7 times	0.6	0.2	0.2	0.5	0.0	0.1	0.0	0.5	0.0	0.1	0.0	0.4
	8-9 times	0.0	0.1	0.4	0.3	0.0	0.1	0.0	0.3	0.0	0.2	0.0	0.2
	10-11 times	0.3	0.0	0.0	0.1	0.0	0.1	0.0	0.2	0.0	0.1	0.0	0.1
	12 or more times	0.0	0.8	1.1	1.3	0.0	0.7	2.1	1.2	2.1	0.7	0.0	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	72.2	78.5	76.3	72.4	85.3	87.6	75.7	82.9	86.6	93.5	92.2	90.1
	1 time	13.9	12.7	12.4	14.4	10.4	7.3	13.2	9.5	8.2	3.6	5.4	5.8
	2-3 times	9.6	5.9	6.7	8.5	1.8	3.6	7.6	5.0	4.1	1.8	1.6	2.6
	4-5 times	2.8	1.2	2.2	2.4	0.6	0.5	1.4	1.1	0.0	0.3	0.0	0.6
	6-7 times	0.3	0.6	0.7	0.7	1.2	0.2	0.0	0.3	0.0	0.3	0.0	0.2
	8-9 times	0.0	0.1	0.9	0.4	0.0	0.1	1.4	0.3	1.0	0.1	0.0	0.3
	10-11 times	0.3	0.1	0.0	0.2	0.0	0.1	0.0	0.2	0.0	0.0	0.0	0.1
	12 or more times	0.9	1.0	0.9	1.1	0.6	0.6	0.7	0.7	0.0	0.3	0.8	0.4

Contacts For Prevention

Regional Prevention Contacts

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www.ade.az.gov

Arizona Department of Health Services
Division of Behavioral Health Services
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Center for Violence Prevention & Community Safety
Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center
800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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2004 Arizona Youth Survey

Yuma County

REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Yuma County

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your county are presented along with overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

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- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State.

Table 1. Characteristics of Participants

	County				State			
	2002		2004		2002		2004	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Students	1771	100	1300	100	12203	100	40960	100
Grade								
8	213	12.0	778	59.8	3451	28.3	18812	45.9
10	1008	56.9	354	27.2	4984	40.8	12558	30.7
12	550	31.1	168	12.92	3768	30.9	9590	23.4
Gender								
Male	816	47.6	618	48.3	5881	49.3	19172	47.5
Female	898	52.4	661	51.7	6043	50.7	21161	52.5
Ethnicity								
White	487	27.7	162	12.8	6198	51.8	19745	49.0
Native American	13	0.7	22	1.7	1237	10.3	2938	7.3
Hispanic	1128	64.2	1004	79.2	3630	30.3	13184	32.7
African American	36	2.1	13	1.0	292	2.4	1503	3.7
Asian	36*	2.1*	14	1.1	258*	2.2*	812	2.0
Pacific Islander			2	0.158			289	0.7

* 2002 survey combined 'Asian' and 'Pacific Islander'

The Risk and Protective Factor Model of Prevention

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

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

2004 Prevention Needs Assessment Risk and Protective Factors

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

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is "unacceptable."

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

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

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

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.
- Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- Strategies chosen should address more than a single risk and protective factor.
- No single prevention program offers the complete solution.

An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.

How do I know whether or not the intervention was effective?

Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

How to Read the Charts
Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your county who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which of the factors are most important for your county to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your county in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

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

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

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

Dots

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

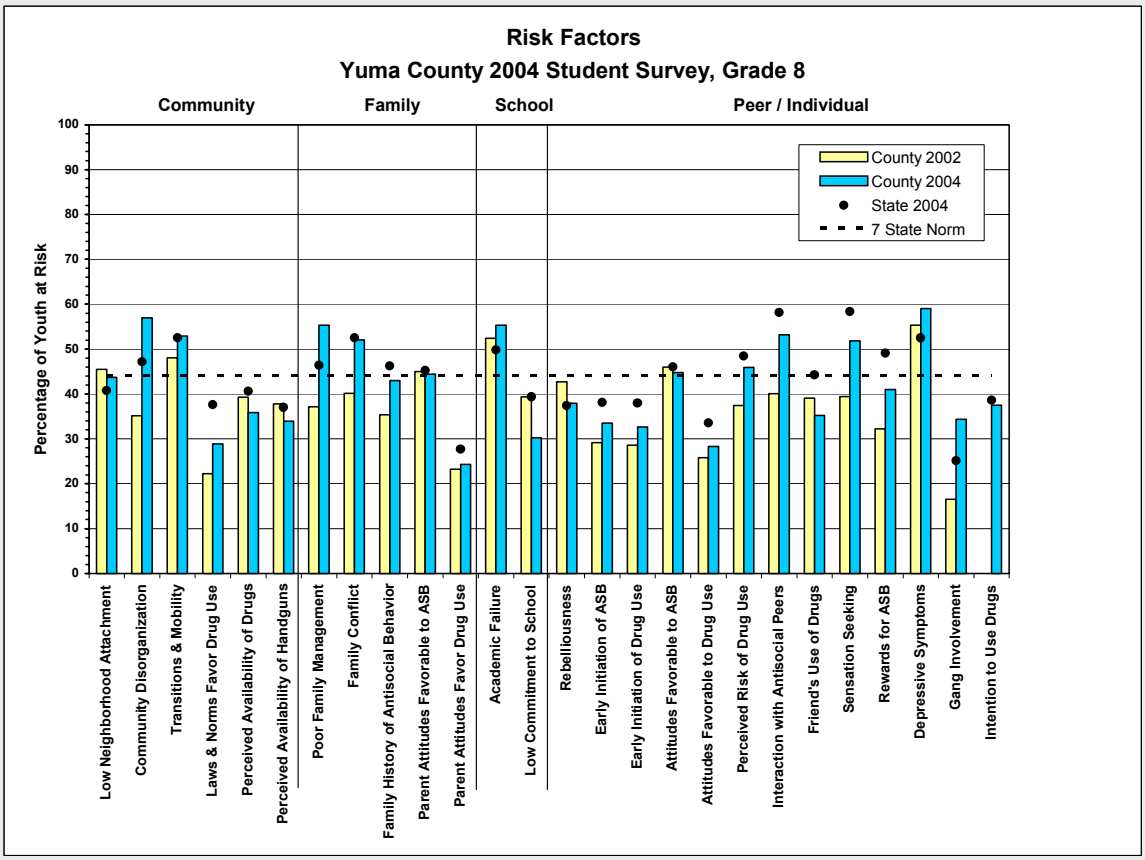
Dashed Line

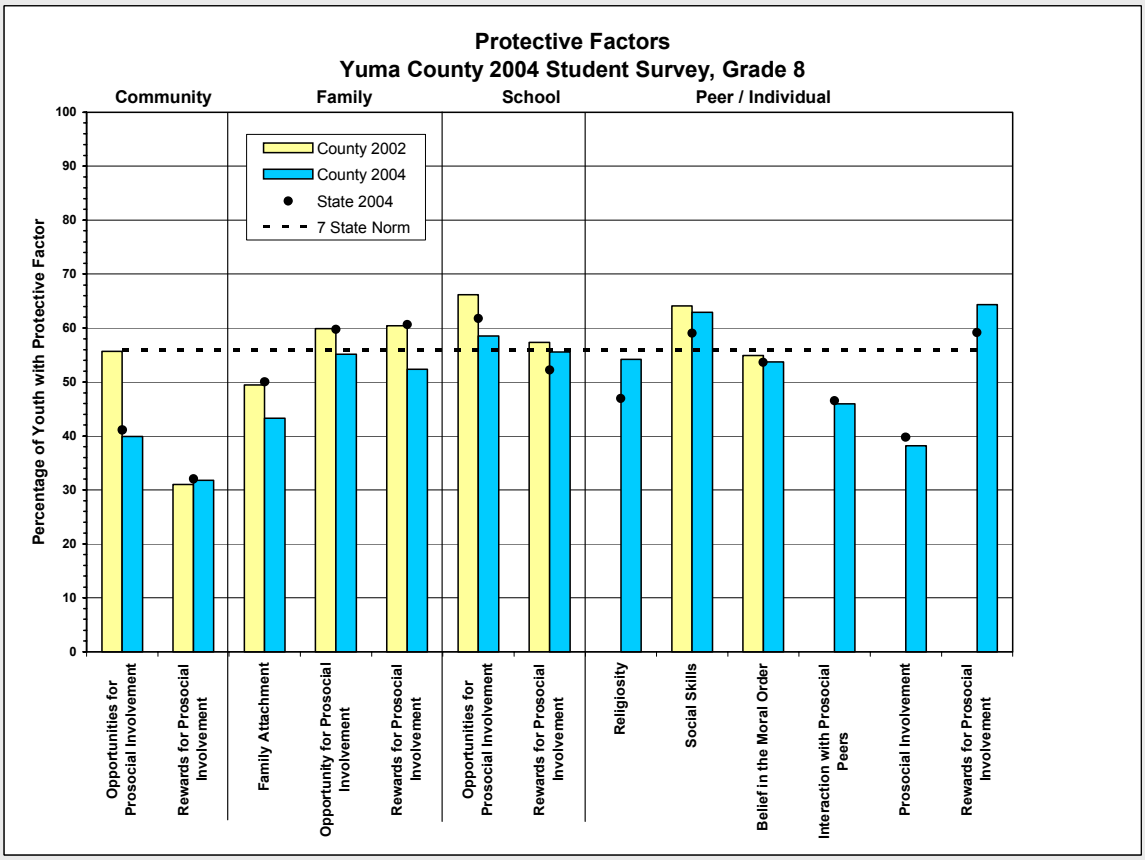
Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states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

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

Risk and Protective Factor Profiles

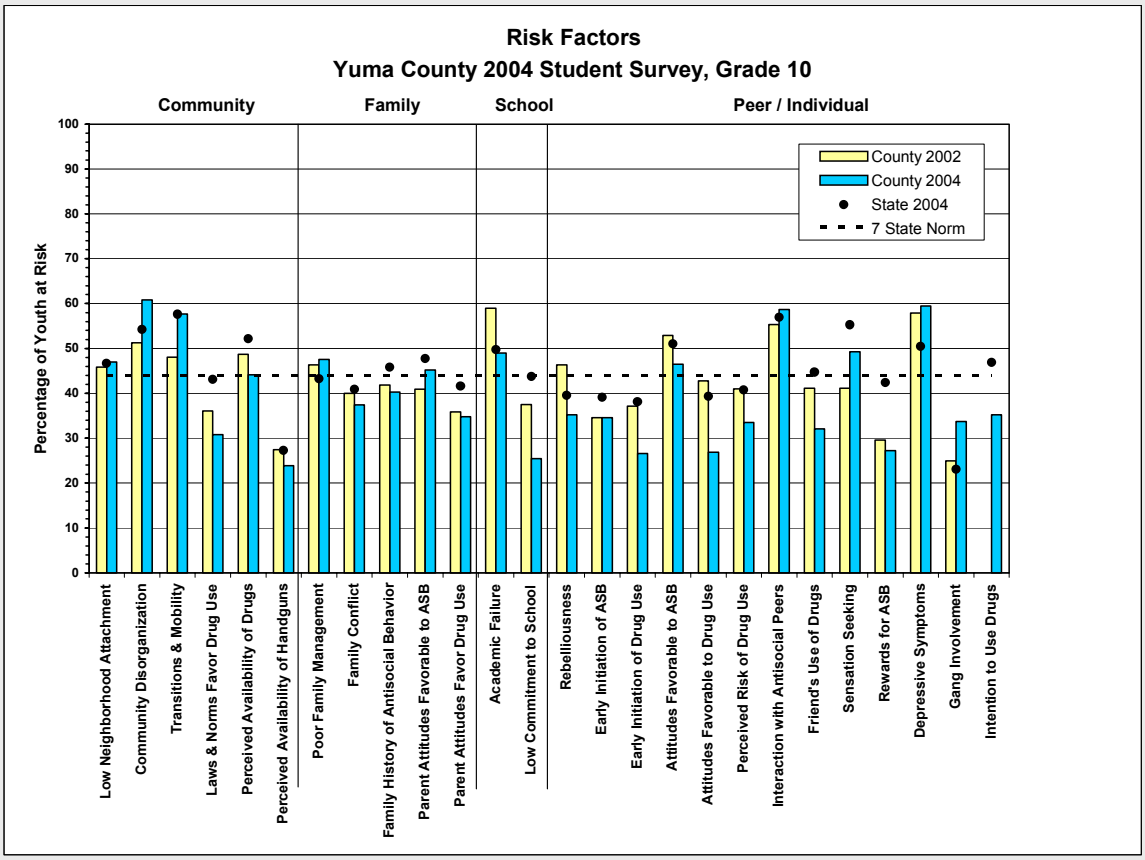
Elevated Risk and Protection

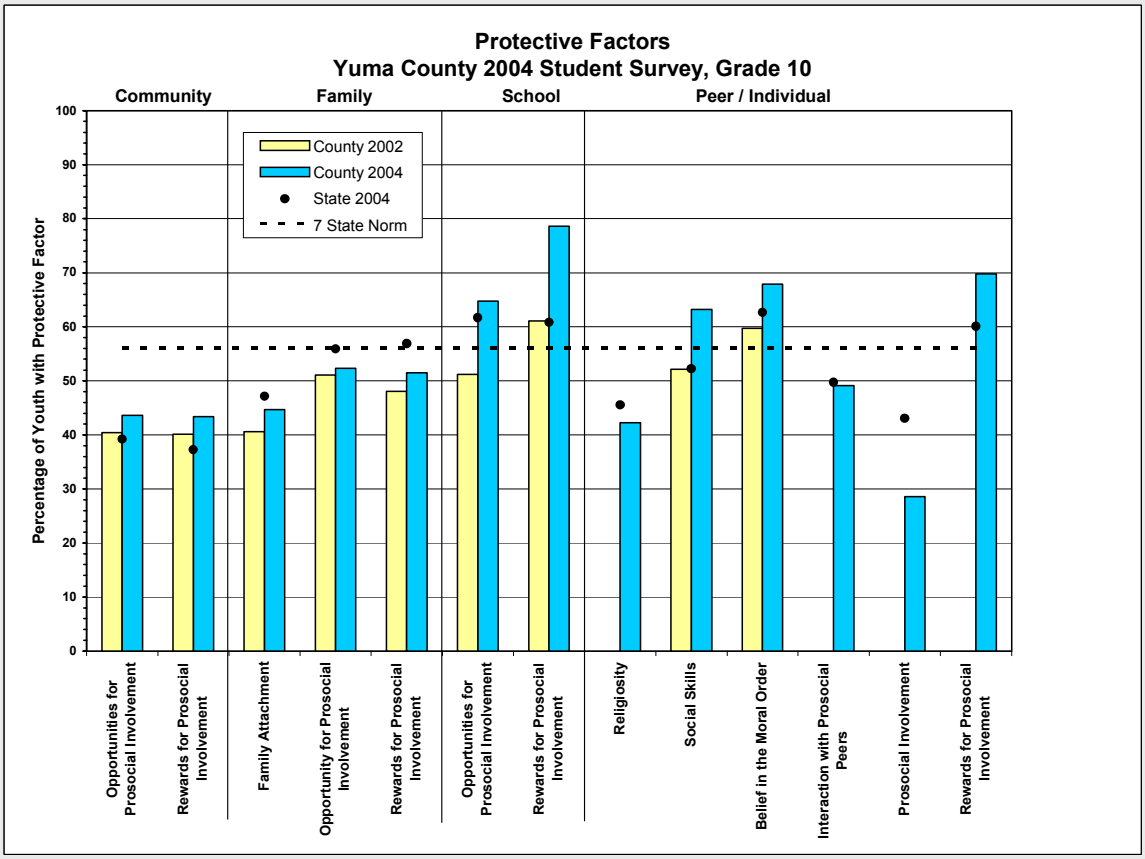




Risk and Protective Factor Profiles

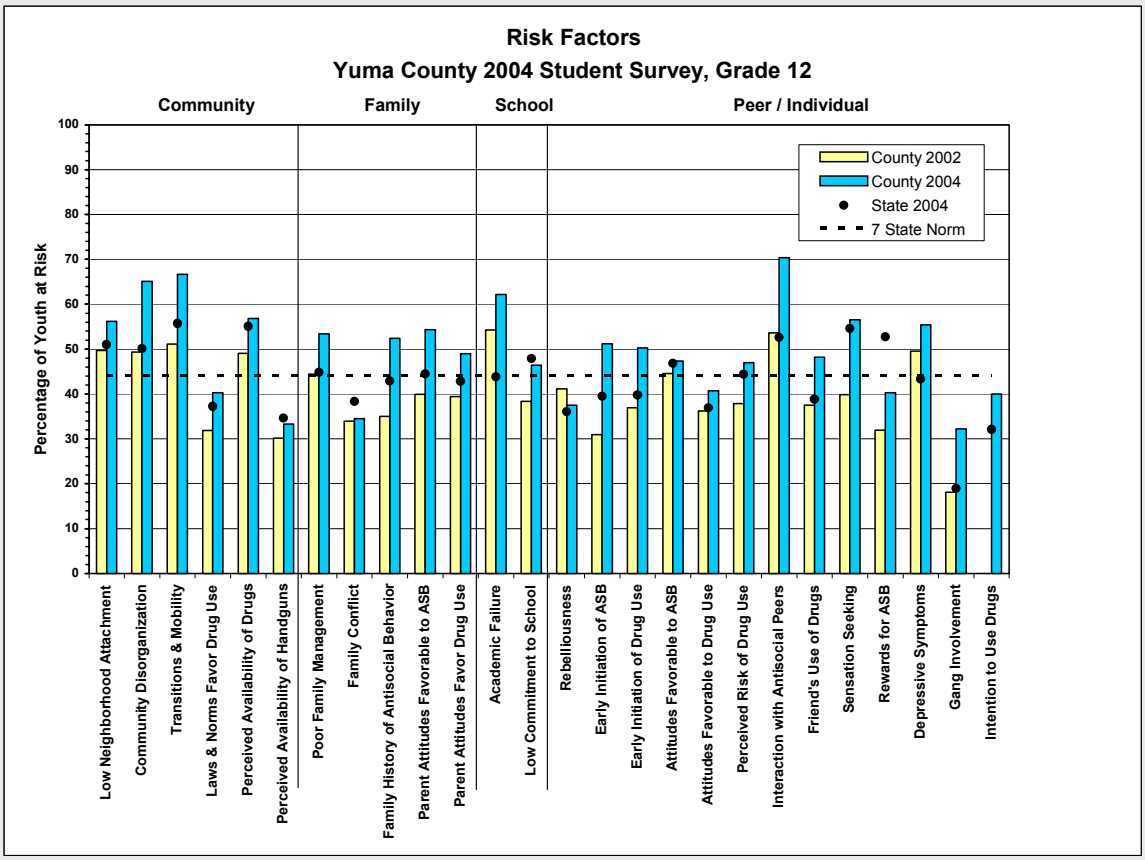
Elevated Risk and Protection

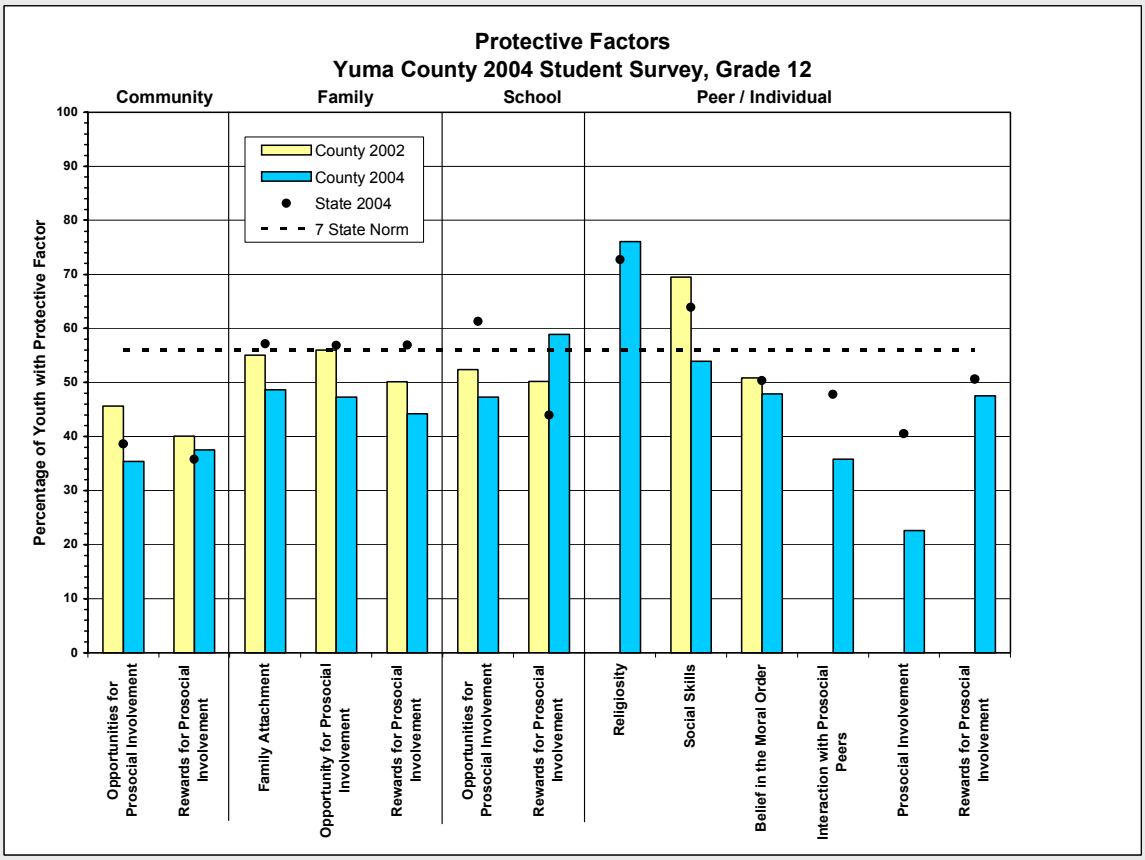




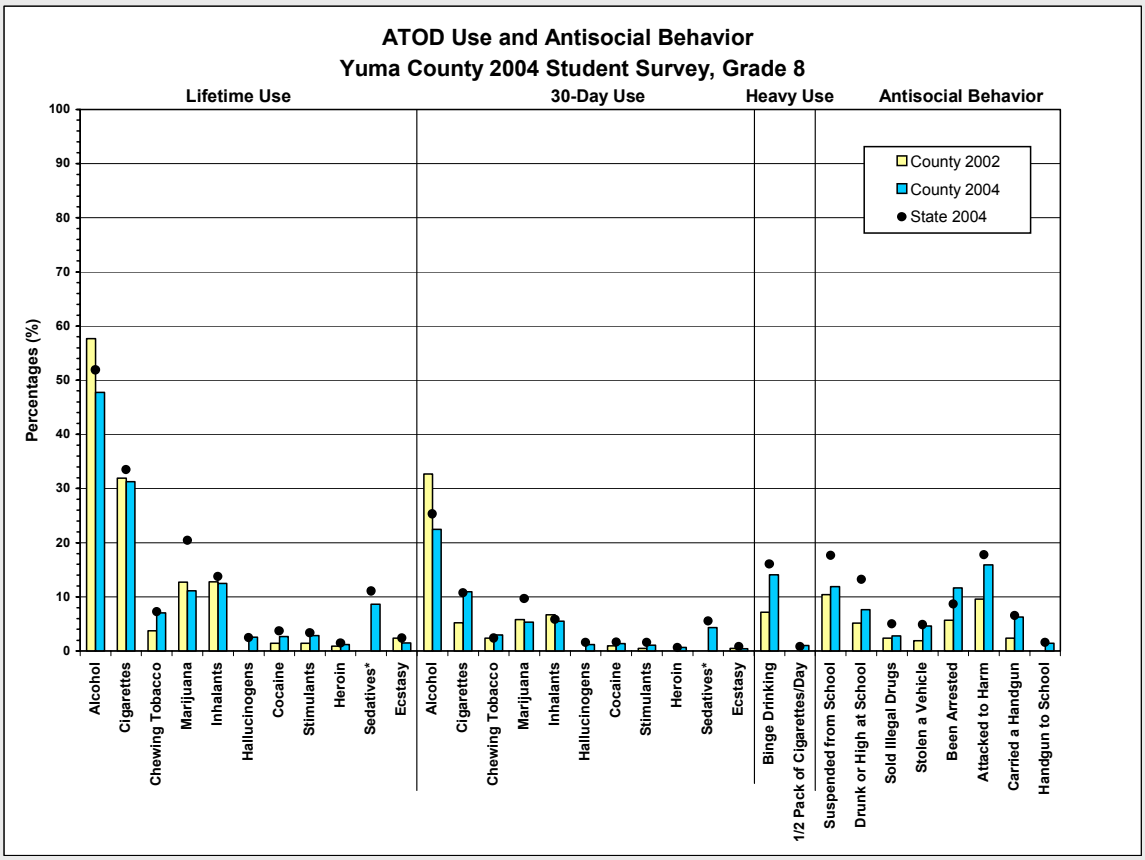
Risk and Protective Factor Profiles

Elevated Risk and Protection

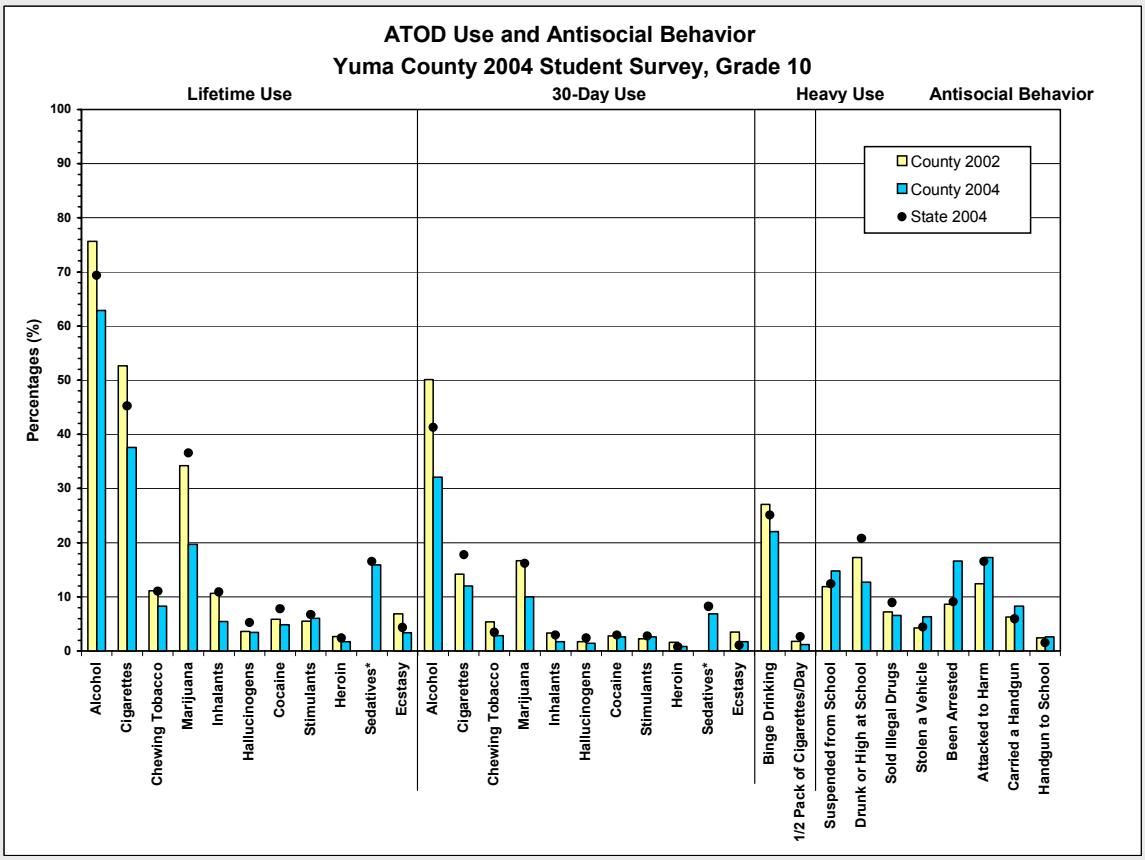


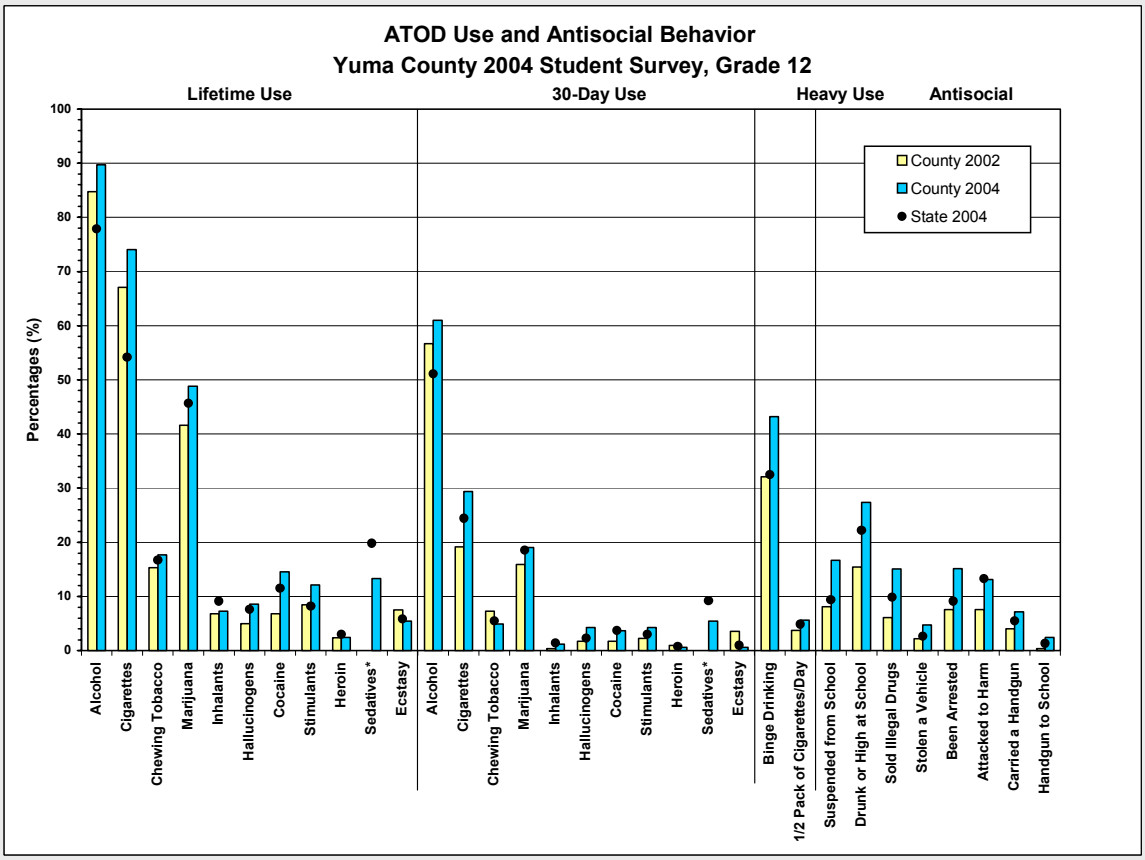


ATOD Use and Antisocial Behavior

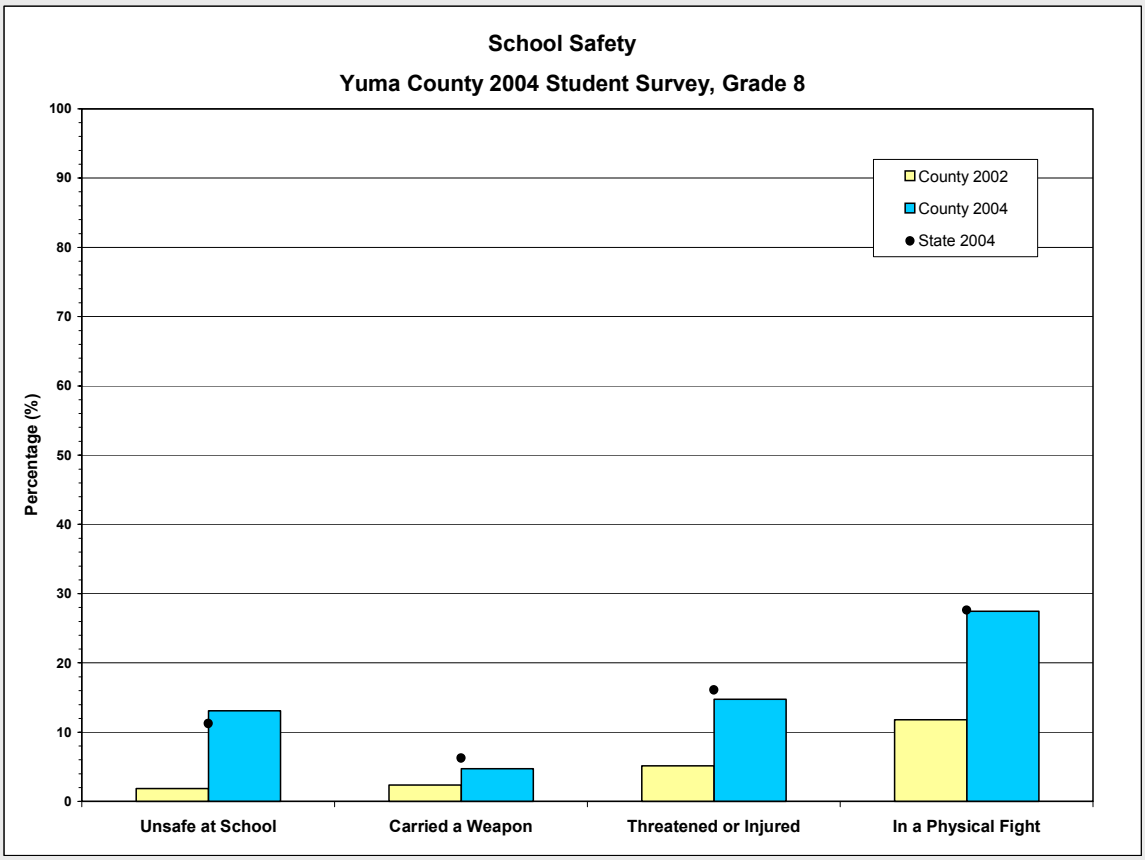


ATOD Use and Antisocial Behavior

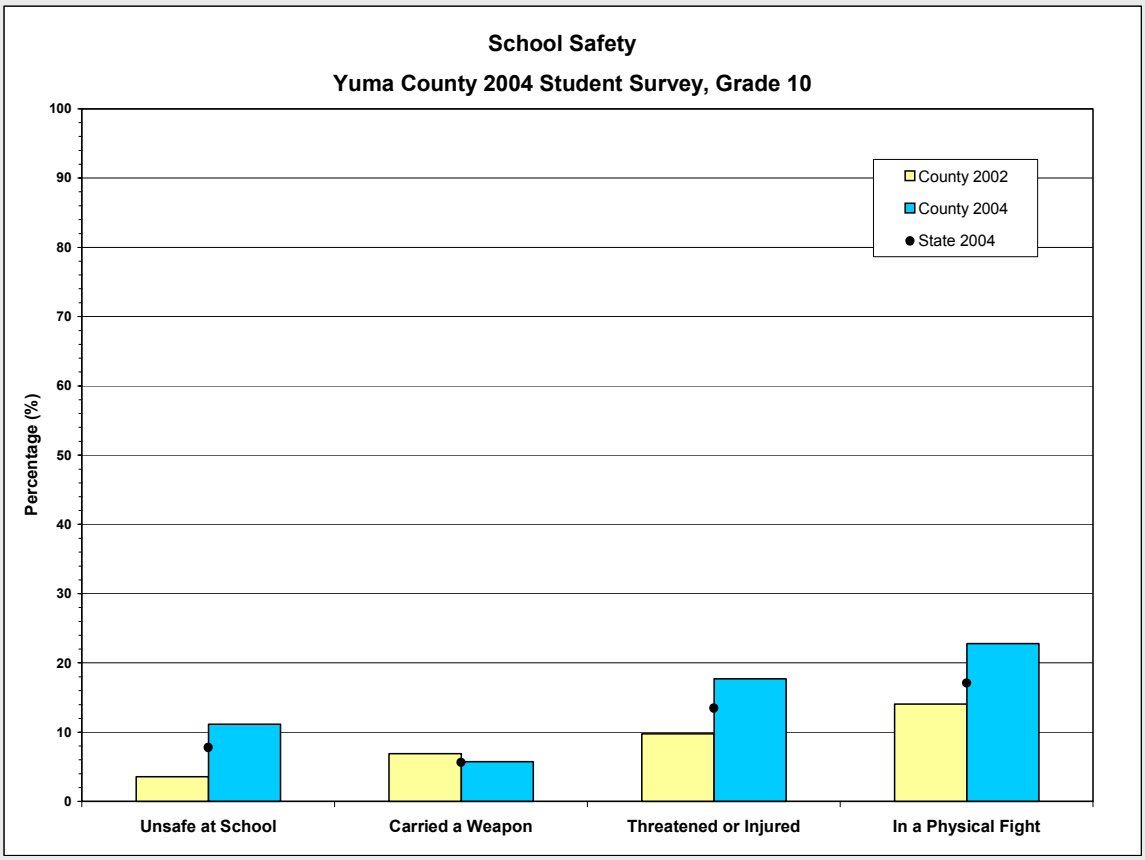




School Safety Profile



School Safety Profile



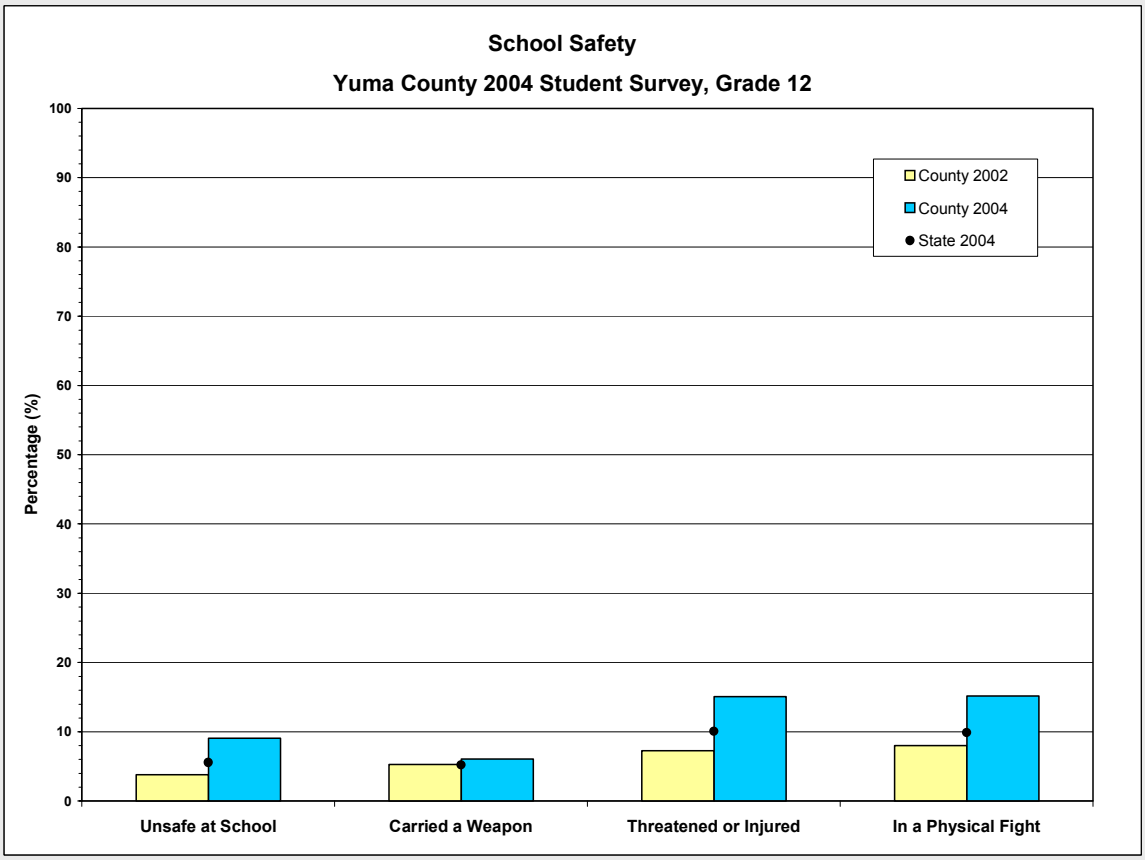


Table 2. Risk and Protective Factor Scale Definitions

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

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

Table 3. Number of Students Who Completed the Survey

	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Number of Youth	213	3451	778	18812	1008	4984	354	12558	550	3768	168	9590

Table 4. Percentage Who Used ATODs During Their Lifetime

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	57.7	56.9	47.8	51.9	75.6	72.3	62.9	69.3	84.7	80.8	89.7	77.9
Cigarettes	31.9	39.6	31.3	33.5	52.6	49.8	37.6	45.3	67.1	61.1	74.1	54.2
Chewing Tobacco	3.8	6.8	7.0	7.2	11.1	10.2	8.3	11.0	15.4	16.9	17.7	16.7
Marijuana	12.7	26.6	11.1	20.4	34.2	41.6	19.7	36.6	41.6	50.8	48.8	45.7
Inhalants	12.8	11.9	12.5	13.7	10.6	10.4	5.4	10.9	6.8	10.1	7.3	9.1
Hallucinogens	0.0	2.4	2.6	2.5	3.6	8.3	3.4	5.3	5.0	12.6	8.6	7.6
Cocaine	1.4	4.5	2.7	3.7	5.9	8.2	4.8	7.8	6.8	12.0	14.5	11.5
Stimulants	1.4	2.9	2.8	3.4	5.5	6.8	6.0	6.7	8.5	8.6	12.1	8.2
Heroin	0.9	1.9	1.2	1.5	2.7	3.2	1.7	2.4	2.4	3.8	2.4	3.0
Sedatives*	*	*	8.7	11.0	*	*	15.9	16.5	*	*	13.3	19.8
Ecstasy	2.4	5.5	1.5	2.4	6.8	8.2	3.4	4.3	7.5	12.0	5.5	5.9
Any Drug	22.5	33.2	26.2	33.2	38.5	44.5	34.4	45.6	44.9	52.8	54.9	52.4

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

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Alcohol	32.7	34.4	22.5	25.3	50.1	47.9	32.1	41.3	56.7	58.9	61.0	51.1
Cigarettes	5.2	9.1	10.9	10.7	14.2	18.1	12.0	17.7	19.2	23.2	29.4	24.4
Chewing Tobacco	2.4	4.0	2.9	2.4	5.4	4.7	2.9	3.4	7.3	5.9	4.9	5.4
Marijuana	5.8	14.3	5.3	9.7	16.7	22.4	10.0	16.2	15.9	25.4	19.0	18.5
Inhalants	6.7	6.5	5.5	5.8	3.3	3.4	1.7	2.9	0.4	2.0	1.2	1.4
Hallucinogens	0.0	1.5	1.2	1.6	1.7	3.2	1.4	2.4	1.7	3.1	4.2	2.3
Cocaine	1.0	2.6	1.4	1.6	2.8	3.5	2.6	3.0	1.7	4.0	3.6	3.7
Stimulants	0.5	1.0	1.1	1.6	2.3	2.6	2.6	2.8	2.2	2.2	4.2	3.0
Heroin	0.0	1.2	0.7	0.6	1.6	1.4	0.9	0.7	0.9	1.3	0.6	0.7
Sedatives*	*	*	4.3	5.5	*	*	6.8	8.2	*	*	5.5	9.2
Ecstasy	0.5	3.6	0.4	0.8	3.5	2.5	1.7	1.1	3.6	3.2	0.6	1.0
Any Drug	12.9	19.9	14.3	17.9	21.0	25.7	17.7	23.6	18.1	28.6	23.8	25.1

Table 6. Percentage With Heavy Use of Alcohol and Cigarettes

	Grade 8				Grade 10				Grade 12			
Drug Used	County	State	County	State	County	State	County	State	County	State	County	State
Binge Drinking	7.1	14.1	14.1	16.0	27.1	26.0	22.1	25.1	32.1	32.2	43.2	32.5
1/2 Pack of Cigarettes/Day	0.0	1.2	1.0	0.8	1.8	3.5	1.2	2.6	3.7	6.0	5.6	4.8

Table 7. Percentage With Antisocial Behavior in the Past Year

	Grade 8				Grade 10				Grade 12			
Behavior	County	State	County	State	County	State	County	State	County	State	County	State
Suspended from School	10.4	18.1	11.9	17.7	11.9	11.6	14.8	12.3	8.1	8.1	16.7	9.3
Drunk or High at School	5.2	15.4	7.6	13.2	17.3	20.5	12.7	20.8	15.4	23.8	27.4	22.2
Sold Illegal Drugs	2.4	5.7	2.8	5.0	7.2	9.9	6.6	8.9	6.1	10.0	15.1	9.8
Stolen a Vehicle	1.9	3.3	4.6	4.8	4.2	3.6	6.3	4.4	2.2	2.1	4.8	2.6
Been Arrested	5.7	9.1	11.6	8.7	8.6	8.0	16.6	9.1	7.5	8.2	15.2	9.1
Attacked to Harm	9.6	11.6	15.9	17.8	12.4	10.8	17.2	16.5	7.6	9.1	13.1	13.3
Carried a Handgun	2.4	6.7	6.3	6.5	6.3	5.0	8.3	5.9	4.1	4.9	7.1	5.5
Handgun to School	0.0	1.4	1.5	1.5	2.4	1.3	2.6	1.5	0.4	1.0	2.4	1.3

* 2002 sedative question asked about Quaaludes, Barbiturates, and Tranqualizers and is not comparable to the 2004 question

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
Year	2002		2004		2002		2004		2002		2004	
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Low Neighborhood Attachment	45.5	38.1	43.7	40.7	45.9	39.3	47.0	46.7	49.7	44.3	56.2	51.0
Community Disorganization	35.1	43.1	57.0	47.2	51.3	40.0	60.8	54.2	49.3	39.5	65.1	50.1
Transitions & Mobility	48.0	47.4	52.9	52.5	48.0	45.3	57.7	57.6	51.1	45.1	66.7	55.7
Laws & Norms Favor Drug Use	22.2	34.9	28.9	37.6	36.1	35.1	30.8	43.1	31.9	33.1	40.3	37.2
Perceived Availability of Drugs	39.3	39.9	35.9	40.6	48.7	50.5	44.1	52.1	49.0	60.1	56.9	55.0
Perceived Availability of Handguns	37.8	37.5	33.9	37.0	27.5	24.7	23.9	27.3	30.2	32.7	33.3	34.6
Family Domain												
Poor Family Management	37.2	43.1	55.3	46.4	46.3	41.5	47.5	43.2	44.4	46.2	53.4	44.8
Family Conflict	40.1	46.1	52.0	52.5	40.0	34.3	37.4	40.9	34.0	31.4	34.5	38.3
Family History of Antisocial Behavior	35.4	40.5	43.0	46.2	41.9	37.7	40.3	45.8	35.0	35.5	52.4	42.9
Parent Attitudes Favorable to ASB	44.9	41.7	44.4	45.3	40.9	44.3	45.2	47.7	40.0	42.9	54.4	44.4
Parent Attitudes Favor Drug Use	23.2	25.8	24.3	27.7	35.9	44.0	34.8	41.6	39.4	45.2	49.0	42.8
School Domain												
Academic Failure	52.4	52.3	55.3	49.8	59.0	46.5	49.0	49.8	54.2	43.7	62.2	43.8
Low Commitment to School	39.3	41.2	30.2	39.4	37.5	45.4	25.4	43.7	38.3	44.6	46.4	47.9
Peer-Individual Domain												
Rebelliousness	42.7	40.0	38.0	37.4	46.4	40.9	35.2	39.5	41.1	38.6	37.5	36.0
Early Initiation of ASB	29.1	33.6	33.5	38.1	34.6	31.1	34.6	39.1	30.9	32.2	51.2	39.4
Early Initiation of Drug Use	28.6	40.3	32.7	38.0	37.1	39.0	26.6	38.1	36.9	40.6	50.3	39.7
Attitudes Favorable to ASB	46.0	46.3	44.8	46.0	52.9	54.5	46.4	51.0	44.5	53.3	47.3	46.8
Attitudes Favorable to Drug Use	25.8	37.4	28.3	33.5	42.8	47.2	26.9	39.3	36.2	46.4	40.7	36.9
Perceived Risk of Drug Use	37.4	47.9	45.9	48.5	41.0	45.3	33.5	40.7	37.9	47.6	47.0	44.4
Interaction with Antisocial Peers	40.1	52.1	53.2	58.2	55.3	48.2	58.7	56.9	53.6	47.8	70.4	52.6
Friend's Use of Drugs	39.0	41.9	35.2	44.2	41.1	44.8	32.1	44.7	37.5	41.3	48.1	38.8
Sensation Seeking	39.4	41.6	51.9	58.4	41.1	44.6	49.3	55.3	39.9	46.5	56.5	54.6
Rewards for ASB	32.2	38.0	41.0	49.1	29.6	34.6	27.2	42.4	32.0	40.1	40.2	52.8
Depressive Symptoms	55.3	48.2	59.0	52.5	57.9	43.8	59.5	50.5	49.5	39.7	55.4	43.3
Gang Involvement	16.5	21.7	34.4	25.1	25.0	13.6	33.7	23.0	18.1	10.7	32.3	18.9
Intention to Use Drugs	*	*	37.5	38.6	*	*	35.2	46.9	*	*	40.0	32.1

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County	State	County	State	County	State	County	State	County	State	County	State
Community Domain												
Opportunities for Prosocial Involvement	55.7	40.7	39.9	41.1	40.4	43.6	43.7	39.2	45.6	43.2	35.4	38.6
Rewards for Prosocial Involvement	31.0	31.9	31.8	32.0	40.1	42.3	43.4	37.3	40.0	37.4	37.5	35.8
Family Domain												
Family Attachment	49.5	52.4	43.3	50.0	40.6	49.4	44.7	47.1	55.1	61.5	48.6	57.2
Opportunity for Prosocial Involvement	59.9	59.2	55.2	59.7	51.0	57.8	52.4	55.9	56.0	56.9	47.3	56.8
Rewards for Prosocial Involvement	60.4	61.0	52.3	60.6	48.1	56.5	51.5	56.9	50.1	57.7	44.2	56.9
School Domain												
Opportunities for Prosocial Involvement	66.2	56.2	58.5	61.8	51.2	58.6	64.8	61.7	52.4	64.2	47.3	61.3
Rewards for Prosocial Involvement	57.3	48.9	55.6	52.2	61.1	60.8	78.6	60.8	50.2	49.5	58.9	43.9
Peer-Individual Domain												
Religiosity	*	*	54.2	46.9	*	*	42.2	45.5	*	*	76.1	72.7
Social Skills	64.1	59.5	62.9	59.1	52.2	53.8	63.2	52.2	69.5	64.1	53.9	63.9
Belief in the Moral Order	54.9	50.0	53.7	53.6	59.7	58.9	67.9	62.7	50.8	45.4	47.9	50.3
Interaction with Prosocial Peers	*	*	46.0	46.5	*	*	49.1	49.7	*	*	35.8	47.8
Prosocial Involvement	*	*	38.2	39.8	*	*	28.6	43.1	*	*	22.6	40.5
Rewards for Prosocial Involvement	*	*	64.3	59.2	*	*	69.8	60.1	*	*	47.6	50.6

* no data available, scale not included in 2002 survey

Table 10. Percentage of Students Reporting Safety and School Issues

	Response	Grade 8				Grade 10				Grade 12			
	Year	2002		2004		2002		2004		2002		2004	
		County	State	County	State	County	State	County	State	County	State	County	State
Safety													
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	97.6	94.6	95.3	93.7	93.1	94.2	94.3	94.4	94.7	93.2	93.9	94.8
	1 day	0.9	1.8	2.5	2.9	2.0	1.0	1.7	1.8	0.7	1.2	1.8	1.3
	2-3 days	0.9	1.3	0.7	1.5	1.8	1.2	1.7	1.2	0.9	0.8	0.6	0.8
	4-5 days	0.5	0.5	0.3	0.5	0.4	0.4	0.6	0.5	0.2	0.6	1.8	0.4
	6 or more days	0.0	1.7	1.3	1.5	2.7	3.2	1.7	2.1	3.5	4.1	1.8	2.6
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	98.1	94.7	86.9	88.7	96.4	97.7	88.9	92.2	96.2	97.4	90.9	94.4
	1 day	1.9	3.2	6.6	6.1	1.9	1.1	7.7	4.0	2.5	1.2	1.8	2.6
	2-3 days	0.0	1.2	4.4	3.1	0.9	0.7	2.6	2.0	0.5	0.5	3.0	1.6
	4-5 days	0.0	0.2	0.8	0.7	0.0	0.1	0.0	0.7	0.2	0.2	3.6	0.6
	6 or more days	0.0	0.7	1.3	1.3	0.8	0.4	0.9	1.2	0.5	0.7	0.6	0.7
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	94.8	90.0	85.3	83.9	90.2	91.0	82.3	86.5	92.7	94.4	84.9	89.9
	1 time	1.4	5.4	9.1	8.7	4.3	4.0	7.7	6.8	3.6	2.6	7.8	4.9
	2-3 times	3.3	2.7	3.6	4.0	3.6	3.3	3.7	3.5	2.4	1.4	4.8	3.0
	4-5 times	0.5	0.7	0.8	1.2	1.0	0.7	2.3	1.0	0.2	0.5	0.6	0.7
	6-7 times	0.0	0.2	0.3	0.5	0.3	0.1	0.6	0.5	0.5	0.1	0.6	0.4
	8-9 times	0.0	0.1	0.3	0.3	0.1	0.1	0.6	0.3	0.0	0.2	0.0	0.2
	10-11 times	0.0	0.0	0.0	0.1	0.0	0.1	0.3	0.2	0.0	0.1	0.6	0.1
	12 or more times	0.0	0.8	0.8	1.3	0.5	0.7	2.6	1.2	0.5	0.7	0.6	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	88.2	78.5	72.5	72.4	86.0	87.6	77.2	82.9	92.0	93.5	84.8	90.1
	1 time	9.0	12.7	13.7	14.4	7.0	7.3	12.8	9.5	3.8	3.6	6.7	5.8
	2-3 times	2.4	5.9	8.5	8.5	5.0	3.6	6.0	5.0	3.5	1.8	5.5	2.6
	4-5 times	0.5	1.2	3.0	2.4	1.1	0.5	1.1	1.1	0.4	0.3	2.4	0.6
	6-7 times	0.0	0.6	1.0	0.7	0.3	0.2	1.1	0.3	0.2	0.3	0.0	0.2
	8-9 times	0.0	0.1	0.3	0.4	0.2	0.1	0.3	0.3	0.0	0.1	0.6	0.3
	10-11 times	0.0	0.1	0.0	0.2	0.1	0.1	0.6	0.2	0.0	0.0	0.0	0.1
	12 or more times	0.0	1.0	0.9	1.1	0.4	0.6	0.9	0.7	0.2	0.3	0.0	0.4

Contacts For Prevention

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Arizona Prevention Resource Center
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www.azprevention.org

Center for Substance Abuse Prevention (CSAP)
www.samsha.gov/centers/csap/csap.html

Governor's Office of Children, Youth, and Families
602-542-4043
http://www.governor.state.az.us/cyf/index.html

Safe and Drug Free Schools and Communities
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)
www.westcapt.org

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