

# Tolland

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## Student Substance Use and Related Behavior Survey Report, 2014

### Survey Conducted By



East of the River Action  
for Substance Abuse Elimination

### Report Prepared By

Jennifer Bisson, Ph.D. & Sarah Sanborn, M.A.

### Contact Information:

70 Canterbury Street  
East Hartford, CT 06118  
Phone: (860) 568-4442  
Fax: (860) 568-4445

[www.erasect.org](http://www.erasect.org)

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## **Introduction to the 2014 Tolland Alcohol and Drug Use Student Survey Report**

The following report is a summary of data that was gathered during June of 2014 at Tolland Middle School (grades 6-8) and Tolland High School (grades 9-12), all located in the town of Tolland, Connecticut. Data collected from this year's student survey will be used in the planning and development of strategies, policies, and practices in Tolland.

This survey was administered to youth in the schools in order to ensure a representative sample and reliable data. Please note that the findings presented in this report are not reflective of the school but are intended to reflect the greater community of Tolland.

### ***The Tolland 2014 Alcohol and Drug Use Student Survey fulfills the following objectives:***

1. Describes the nature and extent of substance abuse, school environment, and other risky behaviors among Tolland students in grades 6, 7, 8, 9, 10, 11 and 12 in the year 2014.
2. Monitors trends in substance abuse and other risky behaviors over time through comparisons with the 2010 survey report.
3. Aids in future planning of services and activities for young people in Tolland.

### **Survey Tool:**

The current ERASE Survey tool was adapted from the Governor's Prevention Initiative for Youth (GPIY) Student Survey, a school survey that was distributed throughout the state of Connecticut in 2000. The ERASE Survey has been used throughout the ERASE Region to monitor the rates and trends of substance abuse and other risk and protective factors for over 10 years.

### **Survey Consent:**

The 2014 Tolland Alcohol and Drug Use Student Surveys were administered throughout the month of June 2014 to students at Tolland Middle School and Tolland High School. Students' guardians received letters notifying them of the purpose and content of the survey and were able to return a signed "passive consent" form to the school if they did not want their children to participate in the school survey.

### **Survey Administration:**

Teachers received a set of instructions to read to the students before administering the surveys. Both verbal and written instructions informed students that participation of the survey was voluntary and anonymous. Students who chose to not participate in the survey were asked to work quietly at their desk during the class period. Students were given a full class period to complete their surveys. Students who finished early were instructed to work quietly at their desk until all surveys were collected. To ensure anonymity, names were not written anywhere on the surveys. Teachers immediately collected and enclosed surveys in a sealed envelope. ERASE staff retrieved the surveys from the school administrative offices as soon as survey administration was finished.

### **Data Processing:**

The student survey data was entered and processed by ERASE staff, using SPSS (Statistical Package for the Social Sciences) Data Analysis Software. A total of 34 surveys (2.3% of original sample of 1,497 surveys) were omitted from the sample pool due to observed discrepancies in the responses. The final sample size after surveys were omitted was 1,463 surveys for grades 6-12.

**Sample Validity:**

Response rates by grade level and school are listed below in Table 1. Response rates are calculated as a proportion of the number of surveys included in the sample to the number of total students enrolled in the 2013 - 2014 school year. Note that total sample counts only contain surveys that were used in the survey report; surveys that were omitted from the sample pool are not included in the following counts.

<b>TABLE 1:</b>	<b>Sample Count</b>	<b>Population Count</b>	<b>Response Rate (%)</b>
Grade 6	253 students	240 students	100% <sup>1</sup>
Grade 7	212 students	219 students	96.8%
Grade 8	209 students	235 students	88.9%
Grade 9	190 students	206 students	92.2%
Grade 10	204 students	217 students	94.0%
Grade 11	187 students	206 students	90.8%
Grade 12	206 students	224 students	92.0%
Grades 6-8	674 students	694 students	97.1%
Grades 9-12	787 students	853 students	92.3%
Grades 6-12	1463 students	1547 students	94.4%

<sup>1</sup>The actual response rate for grade 6 is technically 105%. This is likely because a small handful of students misreported their grade level when asked in the survey.

Table 2 shows the confidence intervals calculated for grades 6-8, 9-12 and 6-12, using a 95% confidence level. A confidence interval simply means the percentage range you can expect the accurate rates to fall within. Smaller confidence intervals give you more accurate estimates of the actual use rates in the school population (and larger confidence intervals give you less accurate estimates of the actual use rates in the school population).

For example, if 25% of your sample reported using alcohol in the past month, a confidence interval of 2.0 means that if you randomly re-sampled your population 100 times, 95 of those times you would find past month alcohol use rates to fall somewhere between 23% (25-2) and 27% (25+2). In contrast, if your confidence level is 5 (and 25% of your sample reported using alcohol in the past month), you would typically find past month use rates ranging between 15% (25-5) and 30% (25+5) if you repeatedly re-sampled students in this population.

<b>TABLE 2:</b>	<b>Confidence Level</b>	<b>Confidence Interval</b>
Grades 6-8	95.0%	+/- 0.64
Grades 9-12	95.0%	+/- 0.97
Grades 6-12	95.0%	+/- 0.60

### **Statistical Analyses:**

Statistical comparisons by grade levels were conducted separately for grades 6-8 and grades 9-12 using the appropriate one-way analysis of variance (ANOVA) or Chi-Square ( $\chi^2$ ) technique. Generally, grade level percentage differences are only reported when overall significance is found, with the exception of some key substance use measures (core GPRM measures for alcohol, tobacco, marijuana, and prescription drug use), all of which will be reported by grade level regardless of significance level.

Statistical comparisons by race were conducted for grades 6-12 using one-way analysis of variance (ANOVA) or Chi-Square ( $\chi^2$ ) techniques. For additional information, refer to the “Comparisons by Race” section below.

When overall significance was found ( $p < 0.05$ ), post-hoc analyses using either the Tukey/Bonferroni (equal group variances assumed) or Games-Howell (unequal variances assumed) were conducted to determine which grade levels were significantly different from each other. All three post-hoc procedures protect against Type I error, which occurs when a significant result is actually due to error rather than actual group differences. Throughout the survey report, the type of post-hoc procedure used will be specified in a superscript located in parentheses, with a <sup>(T)</sup> indicating that the Tukey’s procedure was used, <sup>(B)</sup> indicating that the Bonferroni procedure was used, and a <sup>(GH)</sup> indicating that the Games-Howell Procedure was used.

Statistical comparisons by gender were conducted for grades 6-8 and grades 9-12 separately using an independent-samples *t*-test or Chi-Square ( $\chi^2$ ) test. Gender differences for grades 6-8 and 9-12 are only reported when a significance value ( $p$ ) of less than 0.05 is found.

### **Comparisons by Race:**

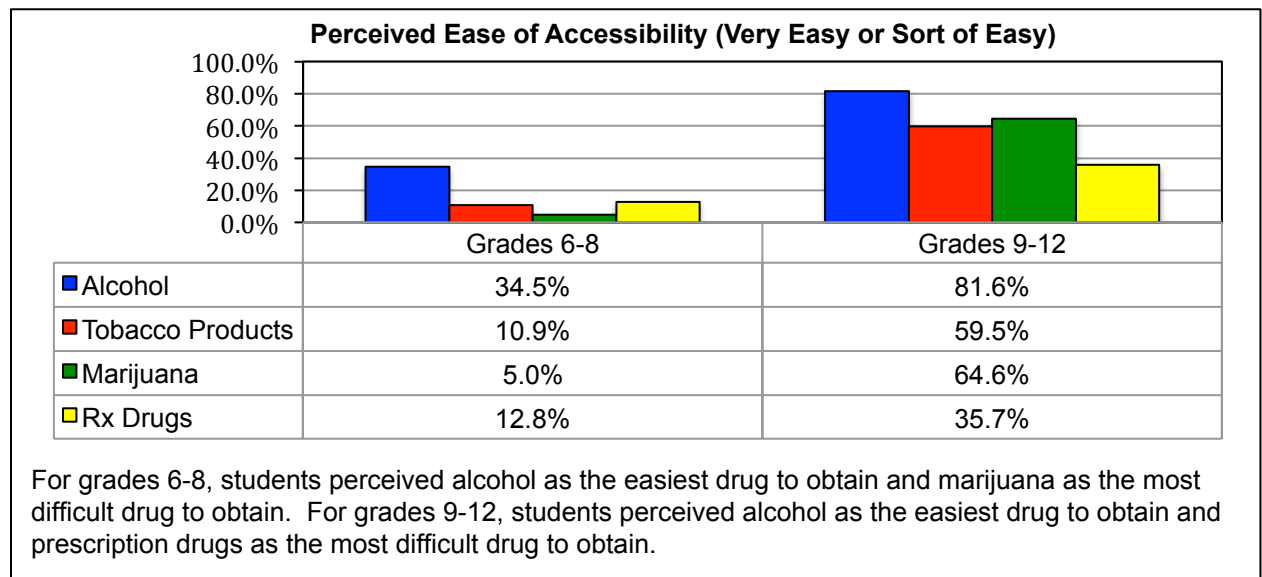
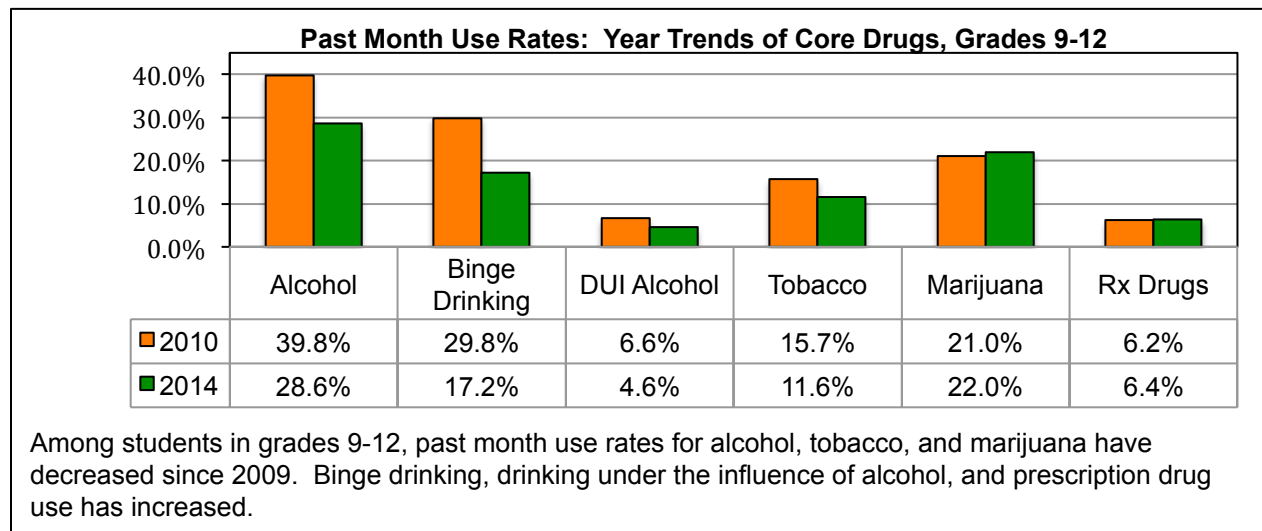
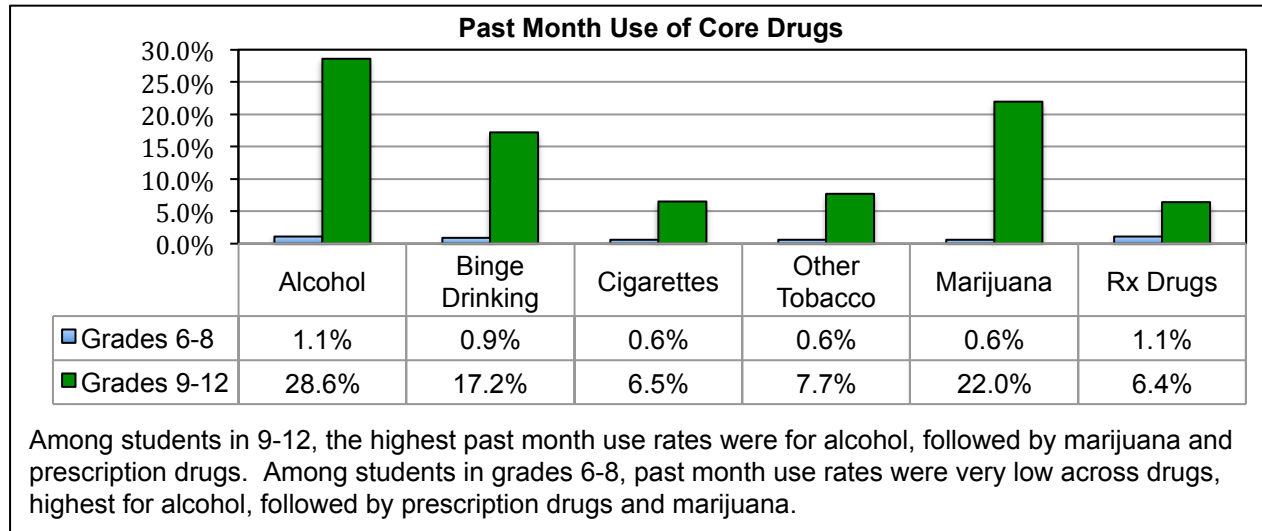
We must be careful not to unfairly identify or stereotype a handful of students as using or abusing drugs, given the small sample size within specific minority groups in these schools. Due to low sample sizes by race sub-group (87.3% White/Caucasian), race differences will not be included in this report, however we will include the breakdown by race as represented in the survey sample in the demographics section.

For information regarding race differences in substance use, refer to the national survey reports, such as the National Survey on Drug Use and Health (<http://oas.samhsa.gov/nsduh.htm>) or the Monitoring the Future Survey (<http://monitoringthefuture.org>).

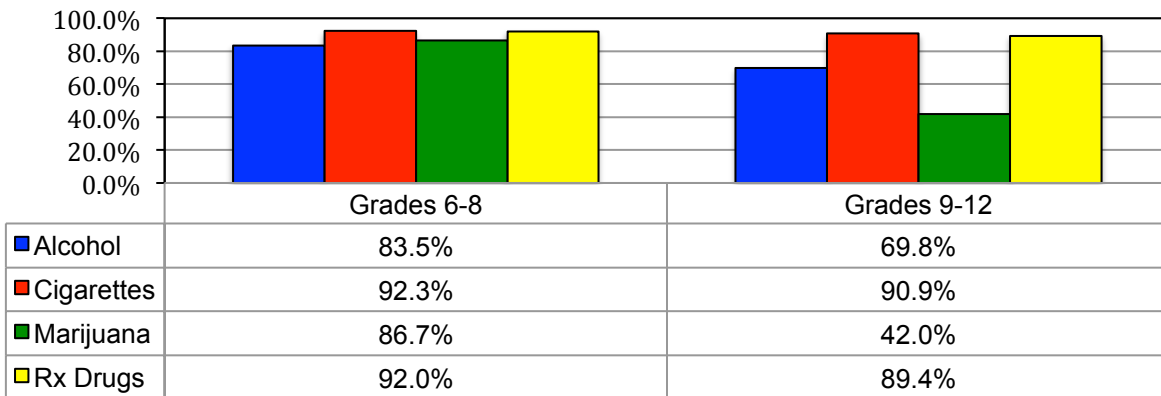
## Key Findings of the 2014 Tolland Student Survey Report

*Below are some important findings that were gathered from this year's student survey.*

### Sections 2-6: Substance Use

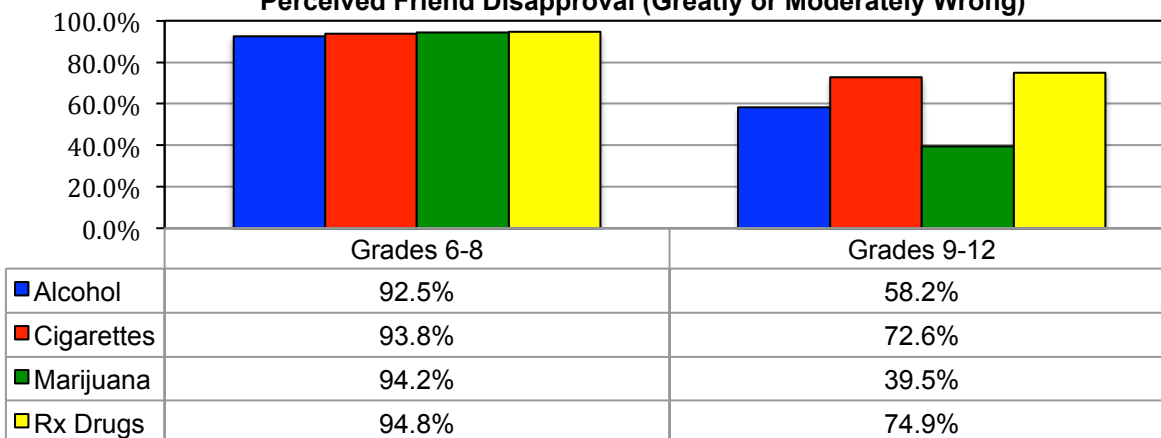


### Perceived Risk (Great or Moderate) of Core Drugs



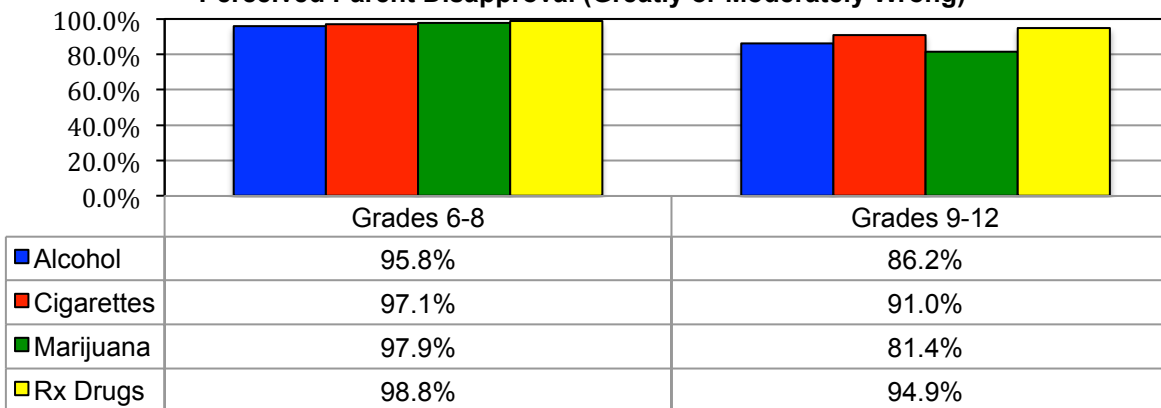
For grades 6-8, perceived risk of use was highest for cigarettes and lowest for alcohol. For grades 9-12, perceived risk of use was highest for cigarettes and lowest for marijuana.

### Perceived Friend Disapproval (Greatly or Moderately Wrong)



For grades 6-8, students perceived the highest levels of friend disapproval for prescription drug abuse and marijuana use and the lowest levels for alcohol use. For grades 9-12, students perceived the highest levels of friend disapproval for prescription drug abuse and the lowest levels for marijuana use.

### Perceived Parent Disapproval (Greatly or Moderately Wrong)



For grades 6-8, students perceived the highest levels of parent disapproval for prescription drug use and the lowest levels for alcohol use. For grades 9-12, students perceived the highest levels of parent disapproval for prescription drug abuse and the lowest levels for marijuana use.

### **Section 7: Families and Substance Use**

- 8.3% of students in grades 6-8 and 18.3% of students in grades 9-12 reported that someone in their family used alcohol so that it created problems at home, at work, or with friends.

### **Section 8: Perceptions of Alcohol Prevention Strategies**

- Alcohol prevention strategies seen as most effective for grades 6-8 and 9-12 were for having one's driver's license suspended and for checking ID's in stores or bar.
- Alcohol prevention strategies seen as least effective for grades 6-8 were school rules and setting high prices. In grades 9-12, least effective strategies to prevent alcohol consumption were for alcohol education in school and school rules.

### **Section 9-11: Comparisons of Tolland 2014 data to Regional, State, National, & Past Year Data**

- Refer to these sections directly in the survey report, pages 56-58



## Section I: Survey Sample Demographics

The student survey sample consisted of a total of 1,463 students (707 males and 727 females). 674 students represented Tolland Middle School (332 males, 329 females) and 787 students represented Tolland High School (375 males, 397 females).

Refer to Figure 1.0 to see the count of students surveyed in each grade level and gender breakdowns by grade level. Refer to Figure 1.1 for the breakdown of the sample by race.

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
n = 253	n = 212	n = 209	n = 190	n = 204	n = 187	n = 206
males: 118	males: 111	males: 103	males: 86	males: 95	males: 93	males: 101
females: 127	females: 100	females: 102	females: 102	females: 101	females: 90	females: 104
unknown: 8	unknown: 1	unknown: 4	unknown: 2	unknown: 8	unknown: 4	unknown: 1

**Figure 1.0** – Student sample size and gender breakdown for each grade level

	White	Black or African American	Asian or Pacific Islander	Hispanic or Latino	Native American	Other	Bi- or Multi-racial
Grades 6-8	n = 590 (88.7%)	n = 9 (1.4%)	n = 15 (2.3%)	n = 17 (2.6%)	n = 5 (0.8%)	n = 16 (2.4%)	n = 13 (2.0%)
Grades 9-12	n = 676 (86.1%)	n = 25 (3.2%)	n = 32 (4.1%)	n = 26 (3.3%)	n = 3 (0.4%)	n = 16 (2.0%)	n = 7 (0.9%)
Grades 6-12	n = 1266 (87.3%)	n = 34 (2.3%)	n = 47 (3.2%)	n = 44 (3.0%)	n = 8 (0.6%)	n = 32 (2.2%)	n = 20 (1.4%)

**Figure 1.1** – Student sample breakdown by race

## Section II: Tobacco Use and Perceptions of Use

### Part 1: Tobacco Use

*Students were asked to report how frequently in the past month they had used cigarettes. In a separate question, students were asked to report how frequently in the past month they had used “other” tobacco products (not including cigarettes), such as chewing or pipe tobacco, cigars, snuff, or Snus. To facilitate comparisons to regional and national data, and to allow for comparisons to past year Tolland survey reports, we have merged students’ answers to these two separate questions into a general “tobacco products use” variable, in addition to reporting student usage rates for “cigarettes” and “other tobacco products”.*

### **Tobacco Use Rates for 2014**

6.6% of students in grades 6-12 (n=1424) reported using *any* type of tobacco product (cigarettes, chewing tobacco, pipe tobacco, cigars, snuff, Snus, etc.) at least once in the past month. Of all students in grades 6-12, 3.7% reported using cigarettes at least once in the past month, 4.4%

reported using other tobacco products (not including cigarettes) in the past month, and 8.2% reported using e-cigarettes in the past month.

Overall, tobacco products usage rates are generally much higher among grades 9-12 compared to grades 6-8.

Refer to Figure 2.0 for tobacco use rates (all tobacco products, cigarettes, and other tobacco products) among students in grades 6-12, grades 6-8, and grades 9-12.

<b>Figure 2.0 - Tobacco Use Rates</b>	<b>Grades 6-12 (n=1424)</b>	<b>Grades 6-8 (n=665)</b>	<b>Grades 9-12 (n=757)</b>
All Tobacco Products: Lifetime Use (used <i>at least</i> once before)	10.5%	1.2%	18.8%
All Tobacco Products: Past Month Use (used in past 30 days)	6.6%	0.9%	11.6%
All Tobacco Products: Frequent/Daily Use (6+ days in past month)	3.2%	0.6%	5.4%
Cigarettes: Lifetime Use (used <i>at least</i> once before)	7.3%	1.1%	12.8%
Cigarettes: Past Month Use (used in past 30 days)	3.7%	0.6%	6.5%
Cigarettes: Frequent/Daily Use (6+ days in past month)	2.1%	0.6%	3.4%
Other Tobacco Products: Lifetime Use (used <i>at least</i> once before)	7.4%	0.6%	13.3%
Other Tobacco Products: Past Month Use (used in past 30 days)	4.4%	0.6%	7.7%
Other Tobacco Products: Frequent/Daily Use (6+ days in past month)	1.9%	0.3%	3.3%
E-Cigarettes (used <i>at least</i> once before)	16.5%	4.7%	17.8%
E-Cigarettes: Past Month Use (used in past 30 days)	8.2%	3.5%	8.8%
E-Cigarettes: Frequent/Daily Use (6+ days in past month)	3.3%	3.5%	3.3%

***Tobacco Use Trends by Year:***

Since 2010 among students in grades 6-8 and students in grades 9-12 general tobacco use has decreased slightly. Refer to Figure 2.1.

<b>Figure 2.1 – Past Month General Tobacco Use: Year Trends</b>	<b>2010</b>	<b>2014</b>	<b>% Change Since 2010</b>
Grades 6-8	2.2%	0.9%	- 1.3%
Grades 9-12	15.7%	11.6%	- 4.1%

***2014 Tobacco Use Comparisons by Grade Level:***

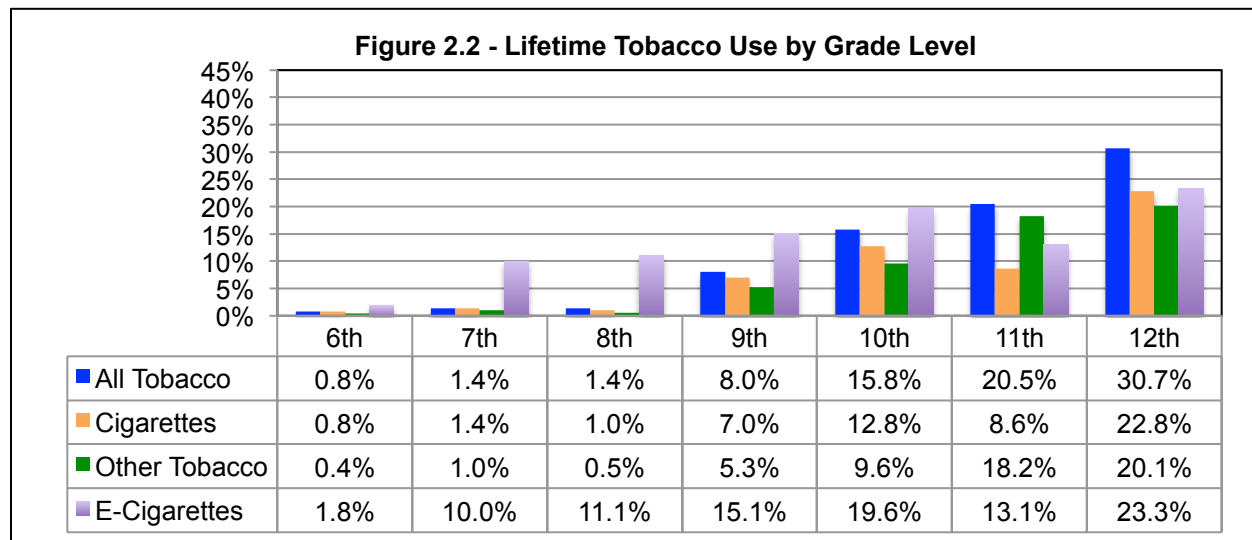
When comparing individuals who had used tobacco products at some point in their lifetime to individuals who had never used tobacco products, there were no significant differences in lifetime use of all tobacco products (including cigarettes and other tobacco products) based on grade level for grades 6-8,  $p > 0.05$ . However, there were significant differences for grades 9-12,  $\chi^2(3, N = 757) = 33.294, p < 0.001$ . For students in grades 9-12, there was a higher

percentage of individuals who had used tobacco products at some point in their lifetime in 11<sup>th</sup> and 12<sup>th</sup> grade than there were in 9<sup>th</sup> grade,  $p_s < 0.05$ . There were also more individuals who used tobacco products at some time in their lifetime in grade 12 than there were in grade 10,  $p < 0.05$ . Refer to Figure 2.2.

When comparing individuals who had used cigarettes at some point in their lifetime to individuals who had never used cigarettes, there was a significant difference in cigarette use based on grade level for grades 9-12,  $\chi^2(3, N = 757) = 25.332, p < 0.001$ . There was a greater percentage of individuals in grade 12 than in grades 9 and 11 who had used cigarettes at some point in their life,  $p_s > 0.05$ . There were no differences between individuals in grades 6-8,  $p > 0.05$ . Refer to Figure 2.2.

When comparing individuals who had used other tobacco products (e.g., chewing tobacco, pipe tobacco, cigars, snuff, Snus) at some point in their lifetime to individuals who had never used other tobacco products, there was a significant difference in use of other tobacco products based on grade for students in grades 9-12,  $\chi^2(3, N = 754) = 24.005, p < 0.001$ . There were more students who reported using other tobacco products at some point in their lifetime in grade 12 compared to grades 9 and 10,  $p_s < 0.05$ . There were also more students in grade 11 who reported using other tobacco products at some point in their lifetime compared to students in grade 9,  $p < 0.05$ . There were no differences between individuals in grades 6-8,  $p > 0.05$ . Refer to Figure 2.2.

When comparing individuals who had used e-cigarettes (electronic cigarettes) at some point in their lifetime to individuals who had never used e-cigarettes, there was a significant difference in e-cigarette use based on grade for students in grades 9-12,  $\chi^2(3, N = 752) = 8.001, p < 0.05$ . However, there were no significant post hoc <sup>(B)</sup> differences. There were no significant differences between students in grades 6-8,  $p > 0.05$ . Refer to Figure 2.2.

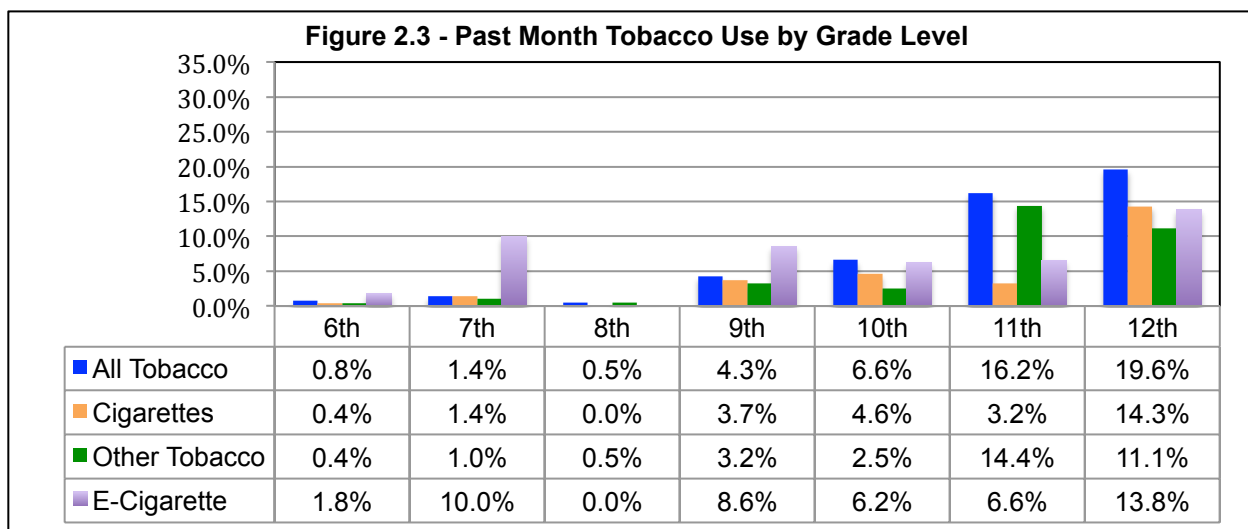


When comparing individuals who had used tobacco products at some point in the last month to individuals who had not used tobacco products in the last month, there was a significant difference in past month use of all tobacco products (including cigarettes and other tobacco products) based on grade level for grades 9-12,  $\chi^2(3, N = 757) = 30.008, p < 0.001$ . There were more students in grades 11 and 12 who had used tobacco products in the past month than were in grades 9 or 10,  $p_s < 0.05$ . There was no significant difference in past month use of tobacco products between grade levels for students in grades 6-8,  $p > 0.05$ . Refer to Figure 2.3.

When comparing individuals who had used cigarettes at some point in the last month to individuals who had not used cigarettes in the last month, there was a significant difference in past month use of cigarettes based on grade level for grades 9-12,  $\chi^2(3, N = 757) = 25.691, p < 0.001$ . There were more students in grade 12 who had used cigarettes in the past month than were in grades 9, 10, or 11,  $ps < 0.05$ . There was no significant difference in past month use of cigarettes between grade levels for students in grades 6-8,  $p > 0.05$ . Refer to Figure 2.3.

When comparing individuals who had used other tobacco products (e.g., chewing tobacco, pipe tobacco, cigars, snuff, Snus) at some point in the last month to individuals who had not used other tobacco products in the last month, there was a significant difference in past month use of other tobacco products based on grade level for grades 9-12,  $\chi^2(3, N = 754) = 27.125, p < 0.001$ . There were more students in grades 11 and 12 who had used other tobacco products in the past month than were in grades 9 or 10,  $ps < 0.05$ . There was no significant difference in past month use of other tobacco products between grade levels for students in grades 6-8,  $p > 0.05$ . Refer to Figure 2.3.

When comparing individuals who had used e-cigarettes (electronic cigarettes) at some point in the last month to individuals who had not used e-cigarettes in the last month, there was a significant difference in past month use of e-cigarettes based on grade level for grades 9-12,  $\chi^2(3, N = 752) = 8.614, p < 0.05$ . However, post hoc testing <sup>(B)</sup> revealed no significant pairwise differences. There was no significant difference in past month use of e-cigarettes between grade levels for students in grades 6-8,  $p > 0.05$ . Refer to Figure 2.3.

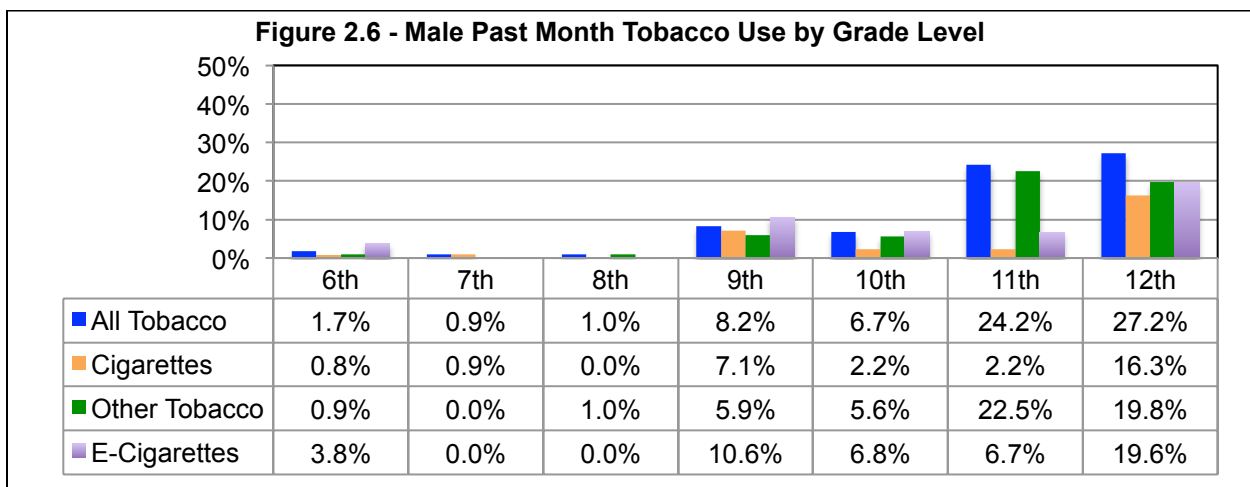
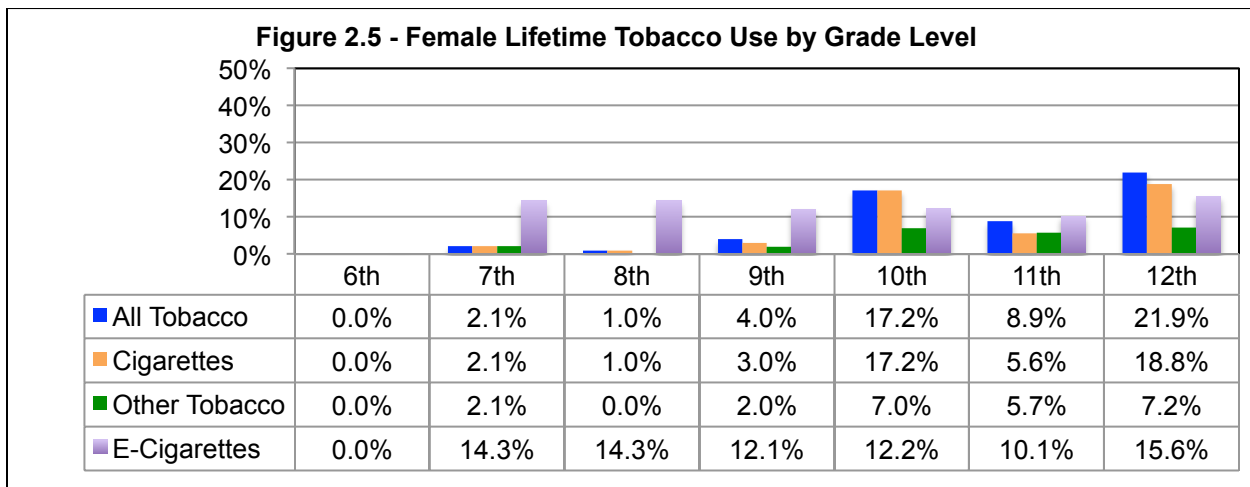
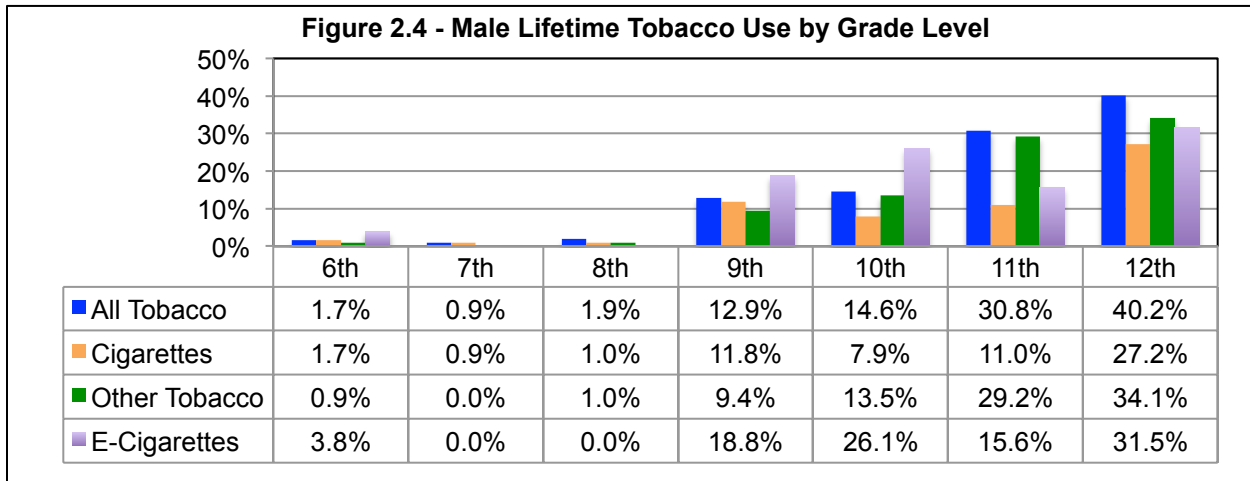


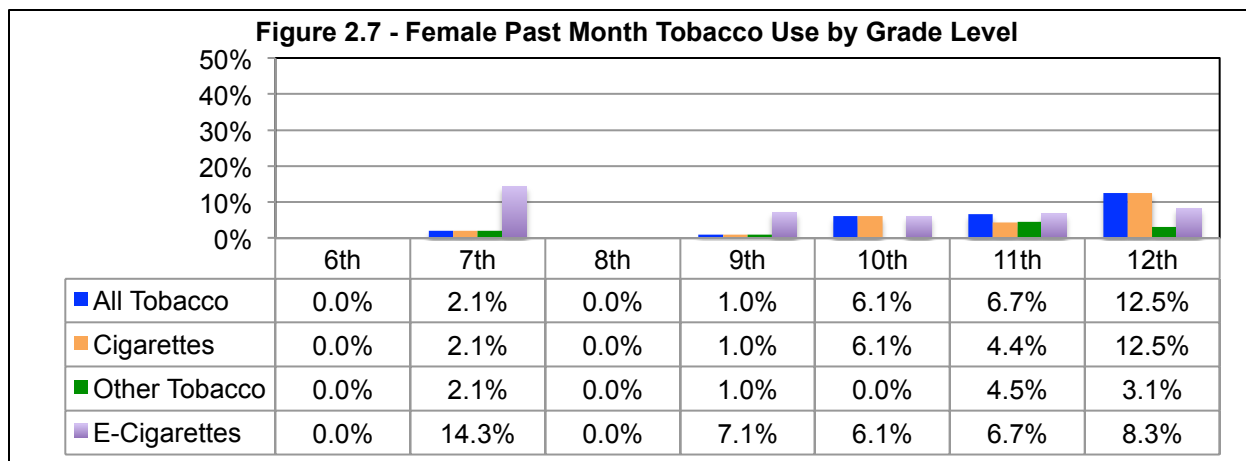
**2014 Tobacco Use Comparisons by Gender:**

General Tobacco Use Rates: There were no gender differences in lifetime or past month tobacco use rates among students in grades 6-8,  $p > 0.05$ . There were significant gender differences in lifetime,  $\chi^2(1, N = 742) = 17.355, p < 0.001$ , and past month,  $\chi^2(1, N = 742) = 19.424, p < 0.001$ , tobacco use rates among students in grades 9-12. Males reported significantly more lifetime tobacco use compared to females in grades 9, 11, and 12,  $ps < 0.05$ . Refer to Figures 2.4 and 2.5. Males reported significantly more past month tobacco use compared to females in grades 9, 11 and 12,  $ps < 0.05$ . Refer to Figures 2.6 and 2.7.

Cigarette Use Rates: There were no gender differences in lifetime or past month cigarette use rates among students in grades 6-8, or 9-12,  $ps > 0.05$ . Refer to Figures 2.4 - 2.7.

Other (Non-Cigarette) Tobacco Use Rates: There were no gender differences in lifetime or past month (non-cigarette) tobacco product use rates among students in grades 6-8,  $ps > 0.05$ . There were gender differences in lifetime,  $\chi^2(1, N = 739) = 42.583, p < 0.001$ , and past month,  $\chi^2(1, N = 739) = 34.713, p < 0.001$ , other tobacco use rates among students in grades 9-12. Males reported significantly more lifetime non-cigarette tobacco use compared to females in grades 9, 11, and 12,  $ps < 0.05$ . Refer to Figures 2.4 and 2.5. Males reported significantly more past month non-cigarette tobacco use compared to females in grades 10, 11, and 12,  $ps < 0.05$ . Refer to Figures 2.6 and 2.7.





**Age of Onset for Tobacco Use:**

Students that reported using tobacco products at least once before were asked how old they were when they tried tobacco products (like cigarettes, snuff, chewing tobacco, dip, smoking tobacco from a pipe) for the first time.

Among students in grades 6-12, the average age of onset for all tobacco use was 13.94 years of age (n=159, SD = 2.47 yrs). Refer to Figure 2.8 for the average age of onset for grades 6-8 and 9-12.

**Figure 2.8 – Age of Onset of Tobacco Use**

Grades 6-12	Grades 6-8	Grades 9-12
13.94 yrs (n=159, SD = 2.47)	10.25 yrs (n=8, SD = 1.83)	14.14 yrs (n=151, SD = 2.34)

Since 2010, the age of onset for general tobacco product use has decreased slightly for middle and high school students. Refer to Figure 2.9 for a summary of the average age of onset for tobacco use by grade level since 2010.

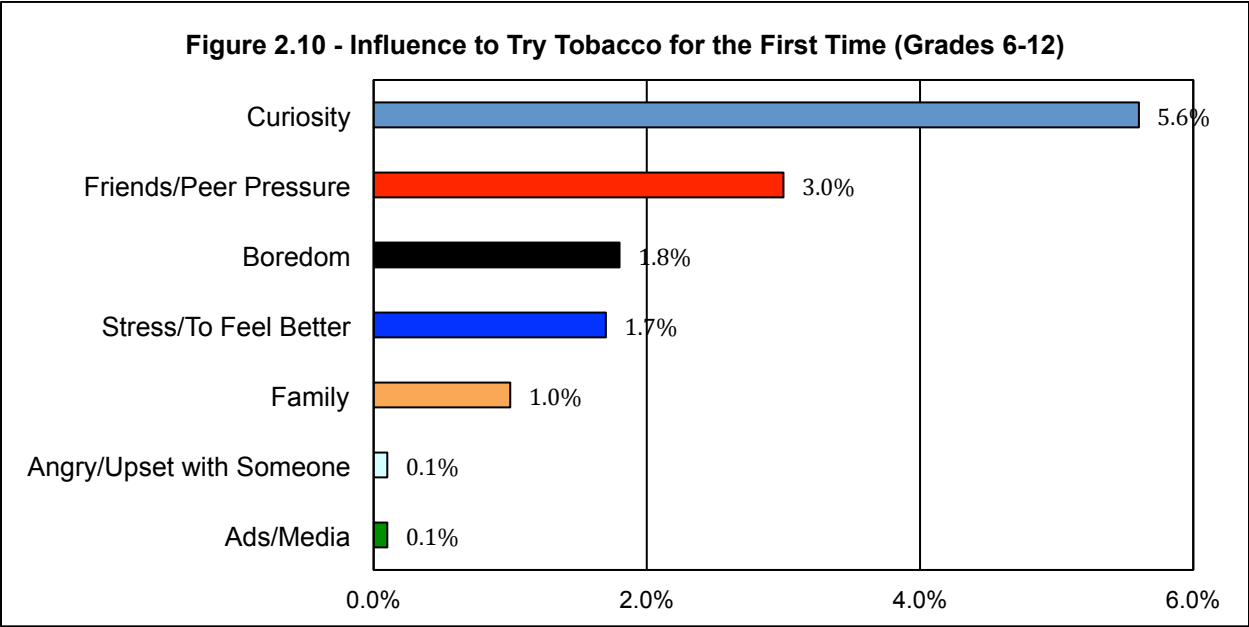
**Figure 2.9 – Year Trends for Age of Onset of Tobacco Use**

	2010	2014
Grades 6-12	14.0 yrs	13.9 yrs
Grades 6-8	11.5 yrs	10.3 yrs
Grades 9-12	14.4 yrs	14.1 yrs

**Influence to Try Tobacco for the First Time:**

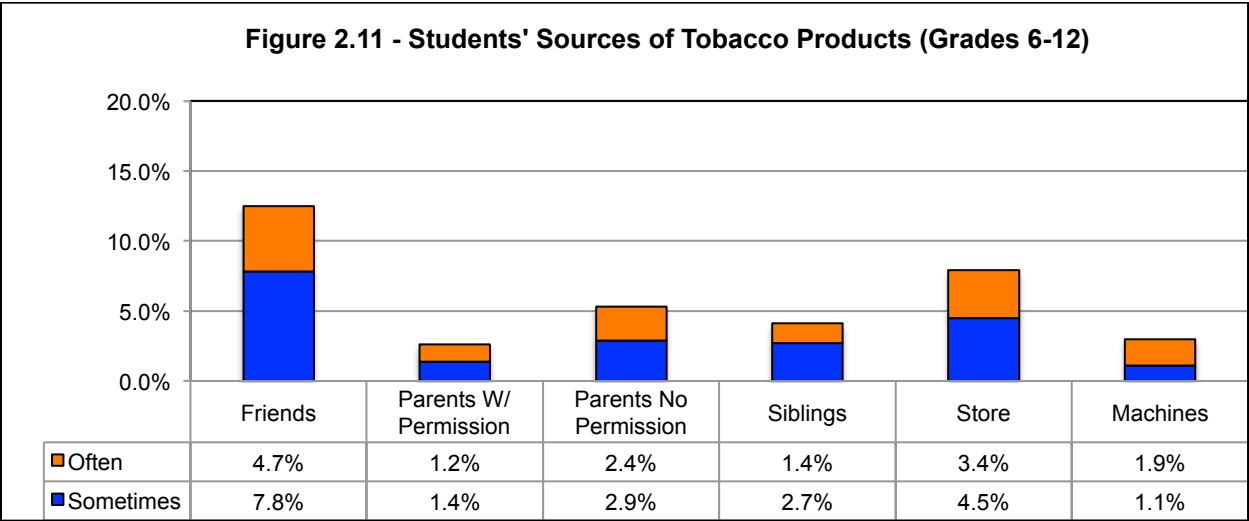
Students who reported using tobacco at least once before in their lifetime were asked what influenced them the most to try tobacco products.

For grades 6-12, “Curiosity” was the largest influence (5.6%), followed by “Friendship/Peer Pressure” (3.0%), and “Boredom” (1.8%). Very few of the students who reported lifetime tobacco use indicated that “Ads/Media” (0.1%) or being “angry/upset with someone” (0.1%) solely influenced their decisions to try tobacco for the first time. Refer to Figure 2.10.



**Accessibility of Tobacco**

Of the students that have used tobacco at least once before, most of students (12.5% sometimes or often) reported getting tobacco products from friends. Other major sources of tobacco products were from parents/guardians without their permission (5.3% sometimes or often) and from a store (8.0% sometimes or often). The least likely sources of tobacco products were from machines or from a parent or guardian with their permission. Refer to Figure 2.11.



A series of independent sample t-tests were conducted to compare students' sources of tobacco products between middle and high school students who reported lifetime tobacco use, and one significant difference was found. There were no differences between middle and high school students on how often they obtained tobacco products from their parents/guardians with their permission, from their parents/guardians without their permission, from their siblings, from their friends, or from a machine,  $p > 0.05$ .

- 0.8% of students in grades 6-8 versus 5.5% of students in grades 9-12 reported sometimes or often getting tobacco products from a store,  $t(81.00) = 10.97, p < 0.05$ .

## Part 2: Students' Perceptions of Tobacco Use

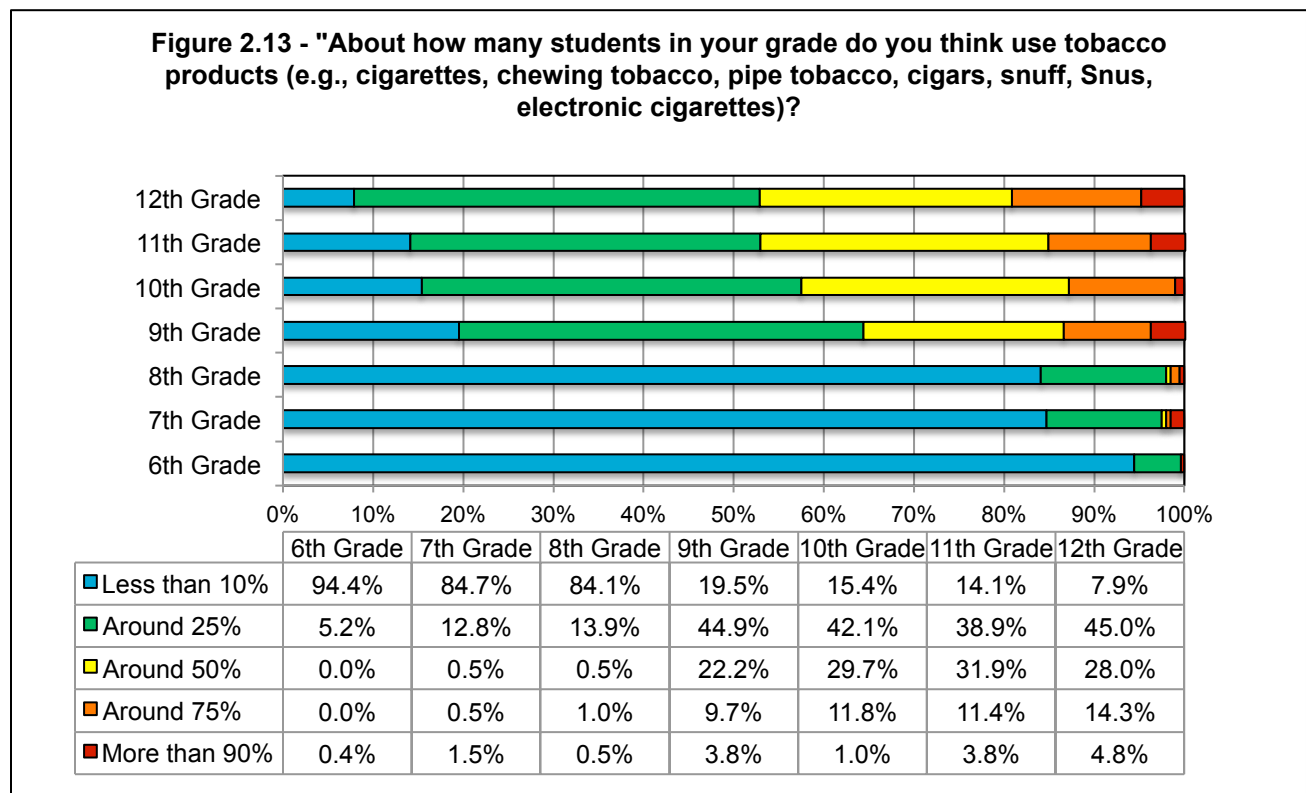
All students, including those who reported never using tobacco products before, answered the following questions regarding students' perceptions of tobacco use, particularly regarding the risks of use, and parental and friend disapproval of use.

### Perceptions of Peer Tobacco Use

Students were asked: "About how many students in your grade do you think use tobacco products (e.g., cigarettes, chewing tobacco, pipe tobacco, cigars, snuff, Snus, electronic cigarettes)?" 48.8% of students in grades 6-8 believed that less than 10% of their peers used tobacco products, and 42.7% of students in grades 9-12 believed that a few students (around 25%) used tobacco products. See Figure 2.12.

Figure 2.12	"Hardly Any Students (less than 10%)"	"A Few Students (around 25%)"	"Half of Students (around 50%)"	"Most Students (around 75%)"	"Almost All Students (more than 90%)"
Grades 6-12	48.8%	27.5%	15.0%	6.5%	2.1%
Grades 6-8	88.2%	10.3%	0.3%	0.5%	0.8%
Grades 9-12	14.2%	42.7%	28.0%	11.8%	3.3%

There were significant differences between grades 6-8,  $F(2, 657) = 5.78, p < 0.01$ , and between grades 9-12,  $F(3, 750) = 3.23, p < 0.05$ , in perception of peer tobacco use. Post hoc tests <sup>(GH)</sup> revealed that students in 6<sup>th</sup> grade reported less peer tobacco use than did students in the 7<sup>th</sup> or 8<sup>th</sup> grade,  $p < 0.05$ . Post hoc testing <sup>(T)</sup> also revealed that there were significant differences in peer perception of tobacco use between grades 9 and 12,  $p < 0.05$ . Refer to Figure 2.13.



There were no significant gender differences in perception of peer tobacco use in grades 6-8 or grades 9-12,  $p > 0.05$ .

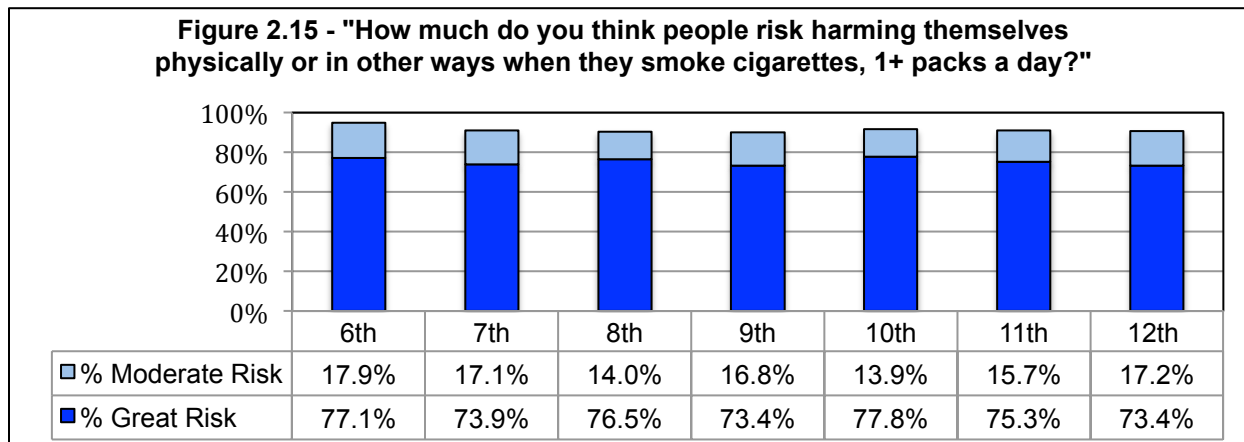


**Risks of Smoking Cigarettes:**

75.4% of students in grades 6-12 (n=1387) perceived regular smoking (defined as smoking one or more pack of cigarettes per day) as a “great risk” and 16.1% perceived regular smoking as a “moderate risk”. In other words, 91.6% of all students felt that regular cigarette smoking carries a “moderate” to “great risk” to a person, physically or in other ways. Refer to Figure 2.14 for perceived risk by grades 6-8 (n=639) and grades 9-12 (n=748).

<b>Figure 2.14</b>	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 6-12	16.1%	75.4%	91.6%
Grades 6-8	16.4%	75.9%	92.3%
Grades 9-12	15.9%	75.0%	90.9%

There were no significant differences between grades 6-8 or grades 9-12 in the perception of regular smoking being risky to one’s health,  $p > 0.05$ . Refer to Figure 2.15 to view the differences in perception of risk by grade.



There were no significant gender differences in perception of risks associated with regular smoking among students in grades 6-8,  $p > 0.05$ . However, compared to males, females perceived greater risk harming themselves physically or in other ways when smoking 1+ packs of cigarettes per day in grades 9-12,  $t(687.75) = 2.30, p < 0.05$ .

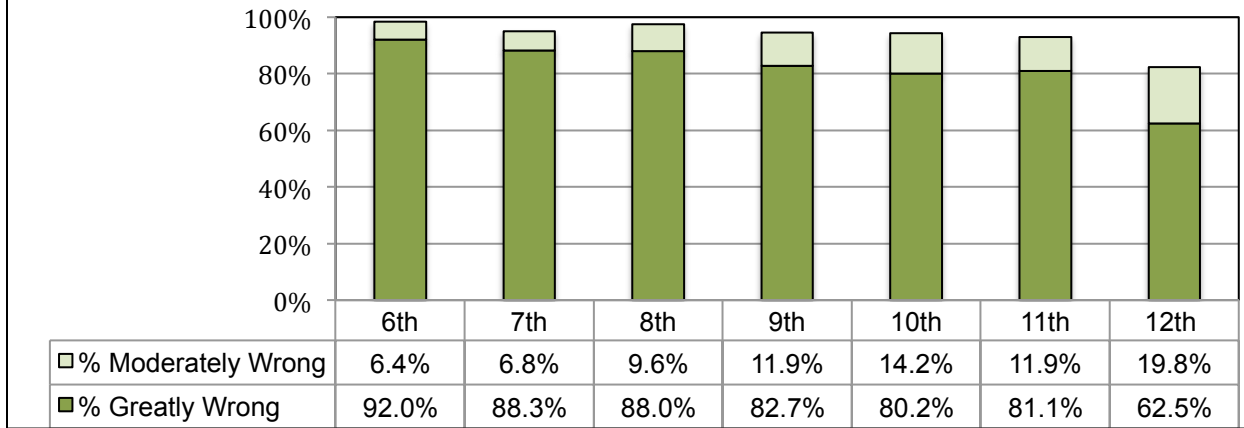
**Parent/Guardian Disapproval of Smoking Cigarettes:**

93.9% of all students in grades 6-12 (n=1426) thought their parents/guardians felt it would be “moderately wrong” or “greatly wrong” if they smoked cigarettes. 82.7% of students in grades 6-12 thought their parents felt it would be “greatly wrong” if they smoked cigarettes. Refer to Figure 2.16 for perceived parent disapproval by grades 6-8 (n=665) and grades 9-12 (n=759).

<b>Figure 2.16</b>	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 6-12	11.2%	82.7%	93.9%
Grades 6-8	7.5%	89.6%	97.1%
Grades 9-12	14.5%	76.5%	91.0%

There were no significant differences in perceived parent disapproval of smoking between grades 6-8,  $p > 0.05$ . There were significant differences in perceived parent disapproval of smoking between grades 9-12,  $F(3, 755) = 10.38, p < 0.001$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 9, 10, 11 and grade 12,  $p < 0.01$ . Refer to Figure 2.17.

**Figure 2.17 - "How wrong do your parents/guardians feel it would be for you to smoke cigarettes?"**



There were no significant gender differences in perception of parental disapproval of smoking cigarettes among students in grades 6-8 or grades 9-12,  $p > 0.05$ .

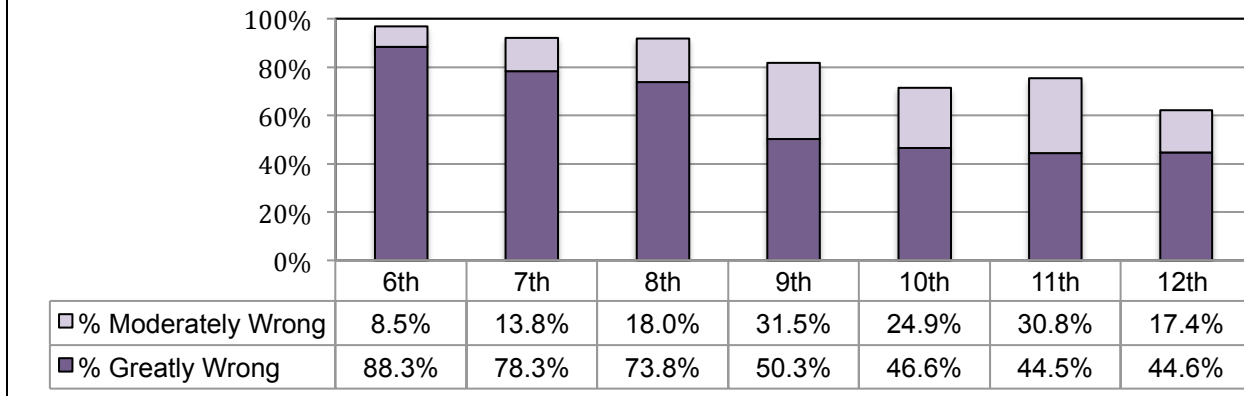
***Friend Disapproval of Smoking Cigarettes:***

82.6% of students in grades 6-12 ( $n=1394$ ) thought that their friends felt it would be “moderately wrong” or “greatly wrong” if they smoked cigarettes. 62.6% of students thought that their friends felt it would be “greatly wrong” if they smoked cigarettes. Refer to Figure 2.18 for perceived friend disapproval by grades 6-8 ( $n=657$ ) and 9-12 ( $n=736$ ).

<b>Figure 2.18</b>	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 6-12	19.9%	62.6%	82.6%
Grades 6-8	13.1%	80.7%	93.8%
Grades 9-12	26.1%	46.5%	72.6%

There were significant differences for students’ perceived friend disapproval of smoking cigarettes between grades 6-8,  $F(2, 654) = 7.04, p < 0.01$ , and between grades 9-12,  $F(3, 732) = 4.09, p < 0.01$ . Post hoc analyses<sup>(GH)</sup> showed significant differences between grades 6 and 7 and between grades 6 and 8,  $p < 0.05$ . There were also significant post hoc<sup>(GH)</sup> differences between grades 9 and 12,  $p < 0.05$ . Refer to Figure 2.19.

**Figure 2.19 - "How wrong do your friends feel it would be for you to smoke cigarettes?"**



Among students in grades 6-8, females showed higher rates of friend disapproval of smoking than males,  $t(585.48) = 3.25, p < 0.01$ . 85.0% of females versus 76.5% of males thought their friends felt it would be “greatly wrong” for them to smoke cigarettes. Among students in grades 9-12, females showed higher rates of friend disapproval of smoking than males,  $t(695.32) = 3.52, p < 0.001$ . 51.9% of females versus 40.8% of males thought their friends felt it would be “greatly wrong” for them to smoke cigarettes.

### Section III: Alcohol Use and Perceptions of Use

#### Part 1: Alcohol Use

##### *Alcohol Use Rates for 2014*

15.8% of students in grades 6-12 (n=1401) reported drinking alcoholic beverages (more than a sip and not including religious activities) in the past month. 28.8% of all students in grades 6-12 reported drinking alcoholic beverages *at least once before* in their lifetime. 1.1% of students in grades 6-8 (n=651) and 28.6% (n=748) of students in grades 9-12 reported drinking alcoholic beverages in the past month. Refer to Figure 3.0 for specific percentage rates.

Figure 3.0 - Alcohol Use Rates	Grades 6-12	Grades 6-8	Grades 9-12
Lifetime Use (used <i>at least once before</i> )	28.8%	4.5%	50.0%
Past Month Use (used in the past 30 days)	15.8%	1.1%	28.6%
Frequent/Daily Use (6+ days in past month)	4.1%	0.8%	7.0%

##### *Alcohol Use Trends by Year:*

Long-term trends indicate a decline in past month alcohol use since 2010 among students in grades 6-8 and students in grades 9-12. Since 2010, past month alcohol use rates have decreased by 3.9 % for grades 6-8, and by 11.2% for grades 9-12. Refer to Figure 3.1.

Figure 3.1 – Past Month Alcohol Use Year Trends	2010	2014	% Change Since 2010
Grades 6-8	5.0%	1.1%	- 3.9%
Grades 9-12	39.8%	28.6%	- 11.2%

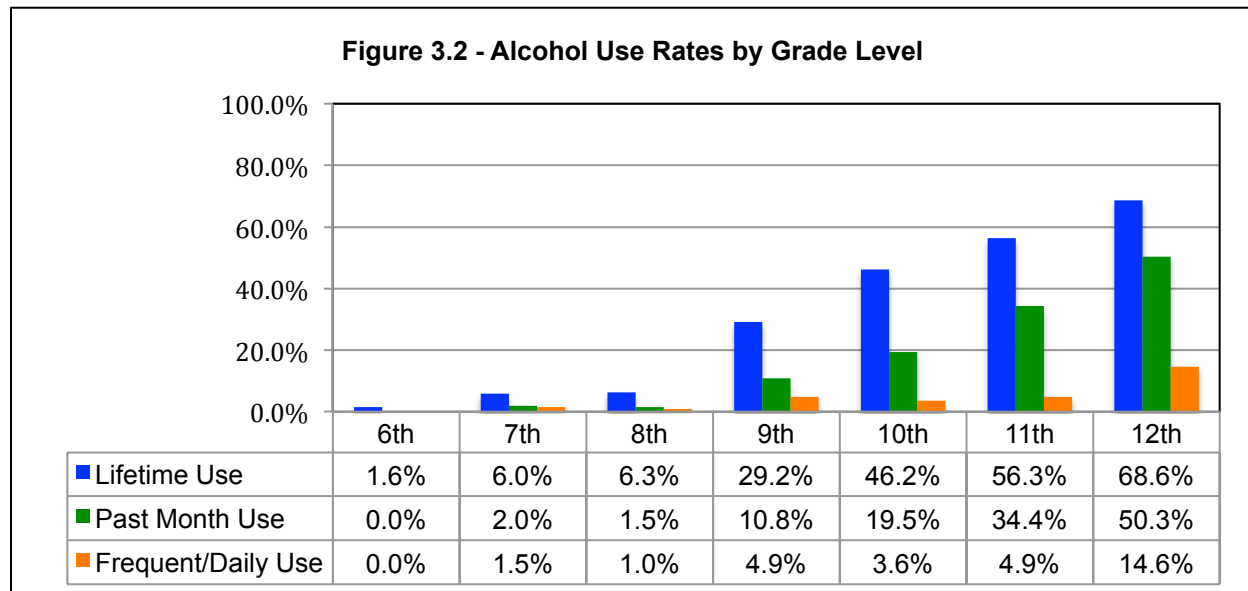
##### *2014 Alcohol Use Comparisons by Grade Level:*

There was a significant difference between grades 6-8 for lifetime use of alcohol (i.e., drinking more than a sip of alcoholic beverages),  $\chi^2(2, N = 651) = 7.296, p < 0.05$ . Post hoc testing<sup>(B)</sup> revealed more frequent lifetime use of alcohol in grades 7 and 8 compared to grade 6,  $p < 0.05$ . There were no differences between grades 6-8 for past month or frequent alcohol use,  $p > 0.05$ .

There were also significant differences between grades 9-12 for lifetime alcohol use,  $\chi^2(3, N = 748) = 61.828, p < 0.001$ , past month alcohol use,  $\chi^2(3, N = 748) = 82.169, p < 0.001$ , and frequent alcohol use,  $\chi^2(3, N = 748) = 22.529, p < 0.001$ . For lifetime alcohol use, post-hoc analyses<sup>(B)</sup> show significant differences between grades 9 and 11-12 and between grades 10 and

12,  $p < 0.05$ . For past month alcohol use, post-hoc analyses <sup>(B)</sup> show significant increases between grades 9-10 and 11-12 and between grades 11 and 12,  $p < 0.05$ . For frequent alcohol use, post hoc analyses <sup>(B)</sup> revealed significant differences between grades 9-11 and 12.

Refer to Figure 3.2 for lifetime, past month, and frequent/daily alcohol use by grade.



**2014 Alcohol Use Comparisons by Gender:**

There were no gender differences in lifetime, past month, or frequent alcohol use among students in grades 6-8 or grades 9-12,  $p > 0.05$ .

**Age of Onset for Alcohol Use:**

*Students that reported drinking alcohol at least once before (more than just a few sips and not including religious activities) were asked how old they were when they had an alcoholic beverage for the first time.*

Among students in grades 6-12, the average age of onset for alcohol use was 13.9 years of age ( $n= 403$ ,  $SD= 2.1$  yrs). The average age of onset for alcohol use among students in grades 6-8 was 11.3 years of age ( $n= 32$ ,  $SD= 2.0$  yrs). The average age of onset for alcohol use among students in grades 9-12 was 14.2 years of age ( $n= 371$ ,  $SD= 2.0$  yrs).

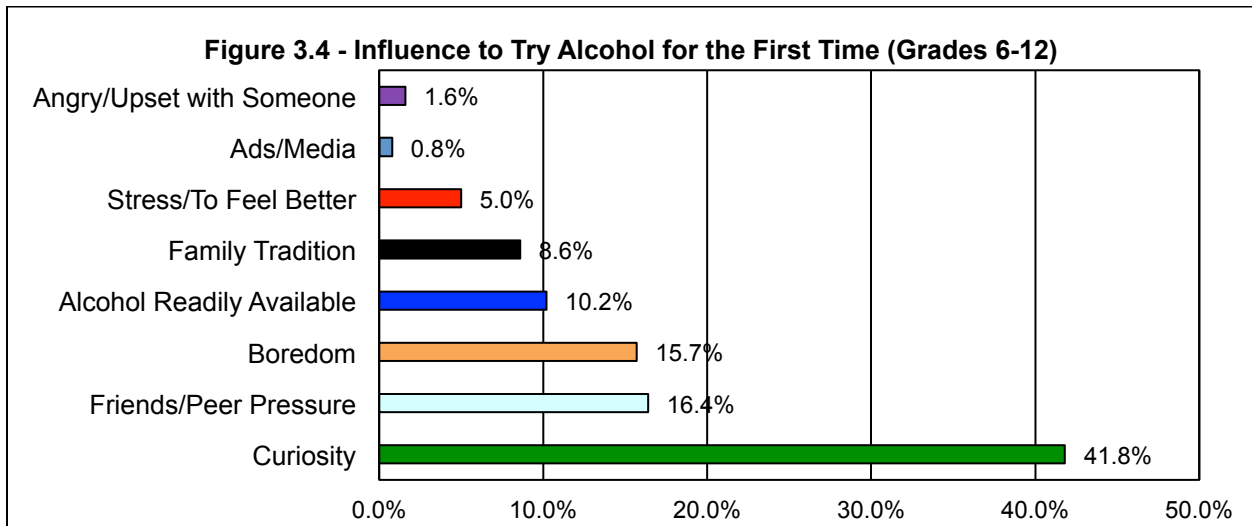
Since 2010, the age of onset for alcohol use has increased slightly for high school students and middle school students. Refer to Figure 3.3 for current and past year ages of onset for alcohol use.

<b>Figure 3.3 – Year Trends for Age of Onset of Alcohol Use</b>	<b>2010</b>	<b>2014</b>
Grades 6-12	13.5 yrs	13.9 yrs
Grades 6-8	11.0 yrs	11.3 yrs
Grades 9-12	14.1 yrs	14.2 yrs

***Influence to Try Alcohol for the First Time:***

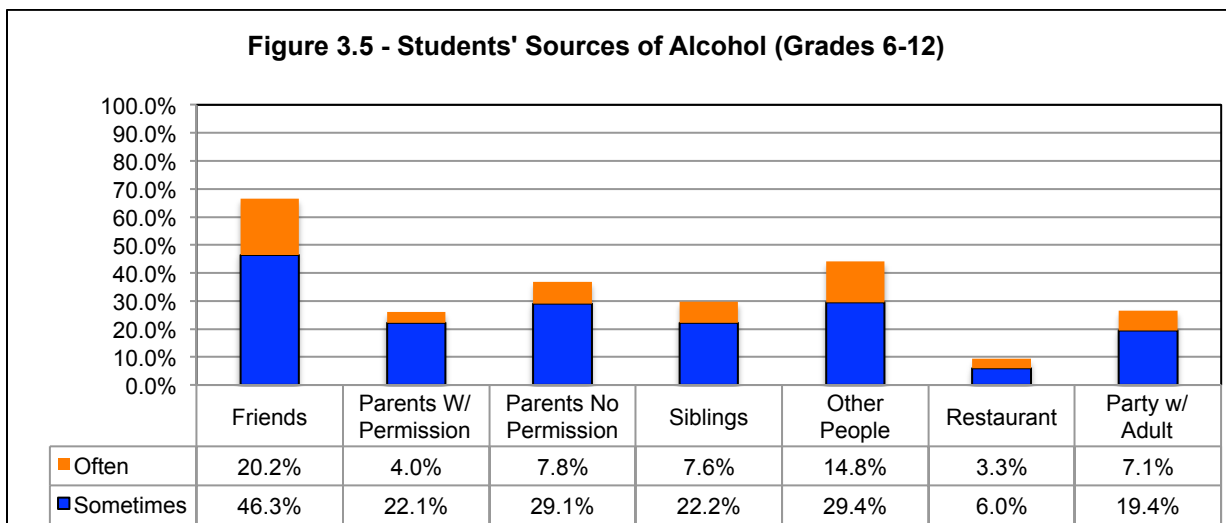
*Students who reported drinking alcohol at least once before in their lifetime were asked what influenced them the most to try alcoholic drinks.*

“Curiosity” was the largest influence (41.8%), followed by “Friendship/Peer Pressure” (16.4%), and “Boredom” (15.7%). Very few of the students who reported lifetime alcohol use indicated that “Ads/Media” (0.8%) or being “angry/upset with someone” (1.6%) solely influenced their decisions to try alcohol for the first time. Refer to Figure 3.4.



***Accessibility of Alcohol***

Of the students that have drunk alcohol at least once before, most of students (66.5% sometimes or often) reported getting alcohol from friends. Other major sources of alcohol were from parents/guardians without their permission (36.9% sometimes or often) and from other people who buy it for them (44.2% sometimes or often). The least likely sources of alcohol were from a restaurant (where students would buy it themselves). Refer to Figure 3.5.



A series of independent sample t-tests were conducted to compare students’ sources of alcohol between middle and high school students who reported lifetime alcohol use and several differences were found. There were no differences between middle and high school students on how often they received alcohol from their parents/guardians with their permission, from their

parents/guardians without their permission, from siblings, from a party with an adult's (21 or older) permission, at a restaurant or from a store or bar,  $p > 0.05$ .

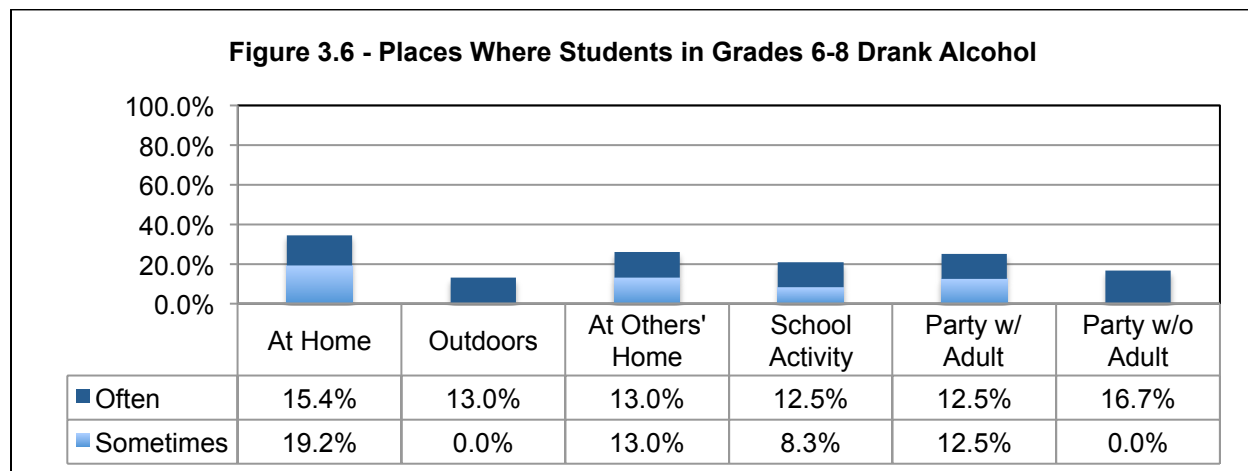
- 20.0% of students in grades 6-8 versus 69.6% of students in grades 9-12 reported sometimes or often getting alcohol from their friends,  $t(395) = -4.29, p < 0.001$ .
- 16.0% of students in grades 6-8 versus 46.1% of students in grades 9-12 reported sometimes or often getting alcohol from other people who buy it for them (not including family),  $t(27.91) = -2.35, p < 0.05$ .

### ***Places/Events Where Students Drank Alcohol in the Past Month***

*Students who reported drinking alcoholic beverages at least once before in their lifetime were asked to specify the frequency in which they drank alcohol in certain locations in the past 30 days.*

Of the students in grades 6-8 who reported drinking at least once before, 34.6% have sometimes or often drank alcohol at home in the past month and 26.1% have sometimes or often drank alcohol at the home of other people. Refer to Figure 3.6 for specific percentages. There were no significant differences between grades 6-8 for frequency of drinking in any of the locations,  $p > 0.05$ .

For students in grades 6-8, when compared to males (0.0%), more females (55.6%) often or sometimes drink at school activities like dances or sporting events,  $t(8.00) = 2.87, p < 0.05$ , and more females (44.4%) than males (0.0%) often or sometimes drink at a party without an adult (30 or older) present,  $t(8.00) = 2.53, p < 0.05$ . There were no other significant gender differences for places where students drank alcohol in the past month,  $p > 0.05$

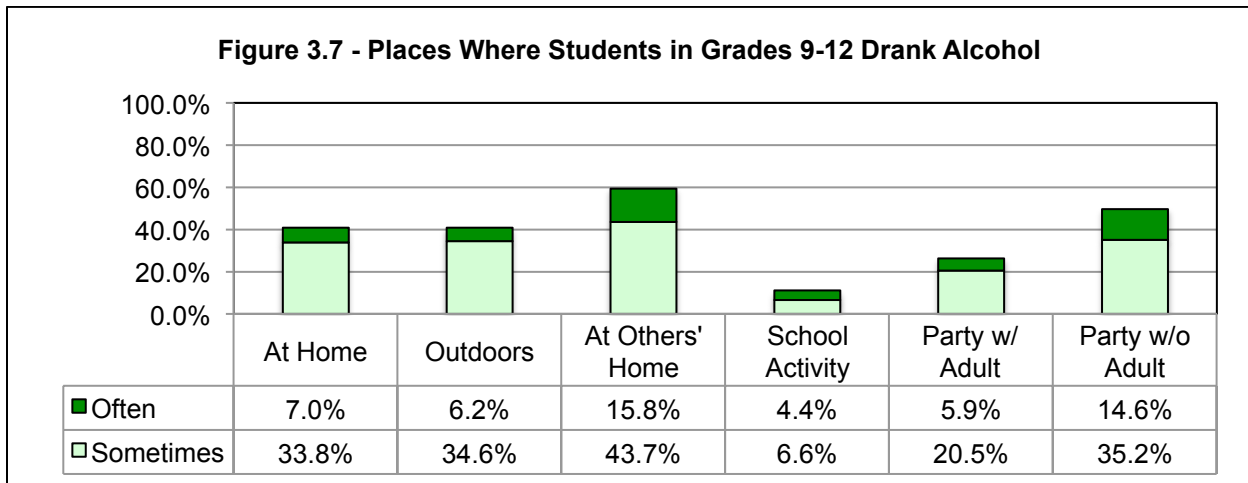


Of the students in grades 9-12 who reported drinking at least once before, 59.5% have sometimes or often drank alcohol at the home of another individual at least once in the past month and 49.9% have sometimes or often drank alcohol at a party without an adult at least once in the past month. Refer to Figure 3.7 for specific percentages.

There was a significant differences between grades 9-12 for frequency of drinking at the homes of other people,  $F(3, 369) = 5.35, p < 0.01$ , frequency of drinking at parties with an adult (30 or older) present,  $F(3, 367) = 3.02, p < 0.05$ , and frequency of drinking at parties without an adult (30 or older) present,  $F(3, 365) = 7.35, p < 0.001$ . Post-hoc analyses <sup>(GH)</sup> showed fewer 9<sup>th</sup> graders (42.6%) and 10<sup>th</sup> graders (50.5%) sometimes or often drink at the homes of other people

compared to 12<sup>th</sup> graders (73.6%),  $p < 0.05$ . Post-hoc analyses <sup>(GH)</sup> showed fewer 10<sup>th</sup> graders (23.3%) sometimes or often drink at parties with an adult present compared to 12<sup>th</sup> graders (35.2%),  $p < 0.05$ . Post-hoc analyses <sup>(T)</sup> showed fewer 9<sup>th</sup> graders (28.3%), 10<sup>th</sup> graders (44.9%), and 11<sup>th</sup> graders (47.6%) sometimes or often drink at parties without an adult present compared to 12<sup>th</sup> graders (64.5%),  $p < 0.05$ . There were no other significant differences.

For students in grades 9-12, when compared to females (5.8%), more males (17.1%) often or sometimes drink at school activities like dances or sporting events,  $t(297.82) = -2.81, p < 0.01$ . There were no other significant gender differences for places where students drank alcohol in the past month,  $p > 0.05$ .

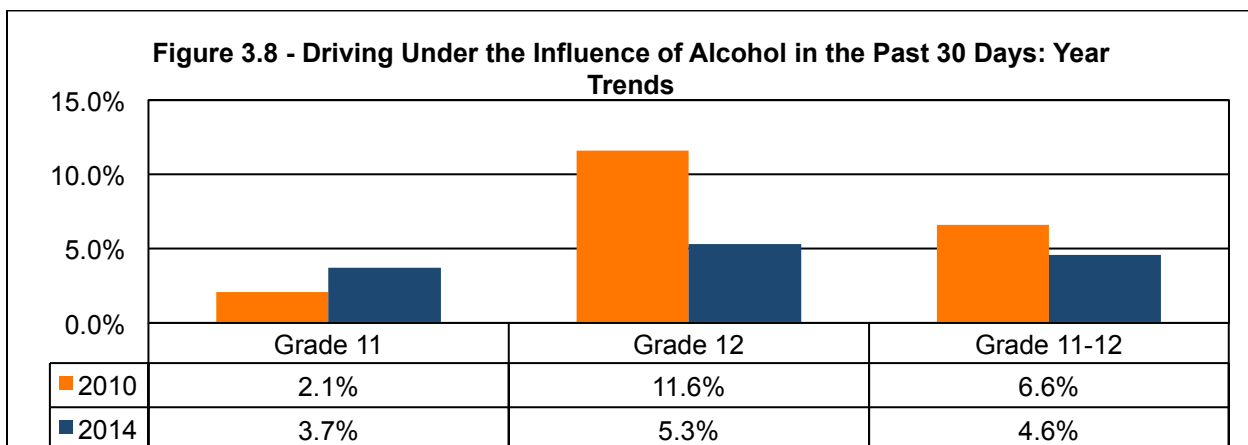


***Students Driving While Under the Influence of Alcohol:***

*Since the legal driving age in the state of Connecticut is a minimum of 16 years of age, results for driving under the influence of alcohol mainly pertains to students surveyed in grades 11-12.*

Since 2010, past month alcohol-related DUI rates have decreased from 6.6% to 4.6% for students in grades 11-12. Refer to Figure 3.8.

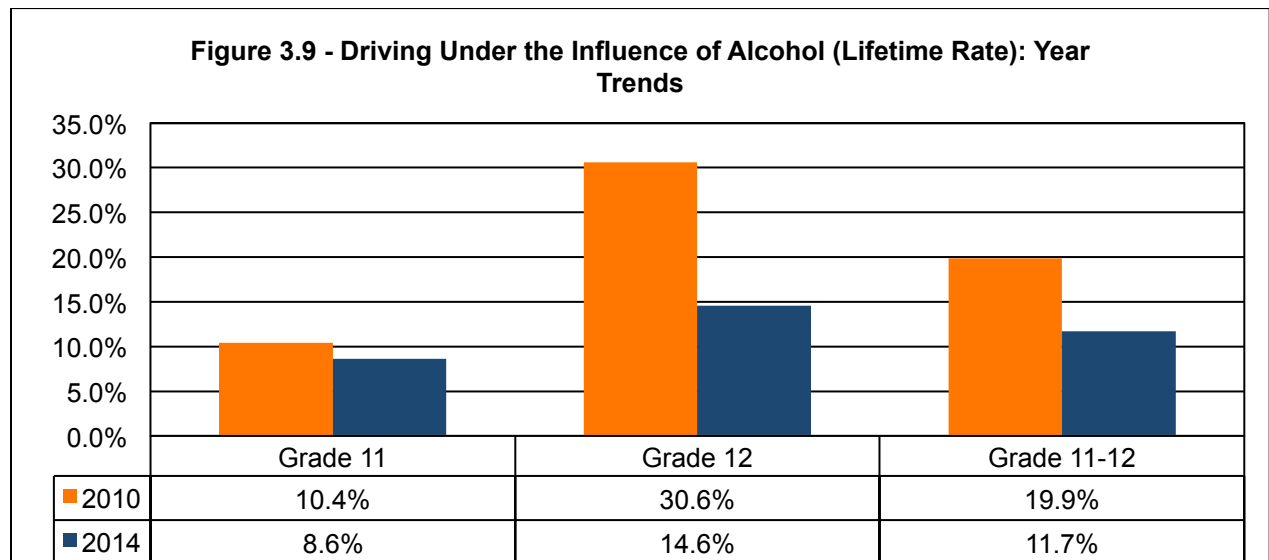
4.6% of all students in grades 11 and 12 (n=227) reported driving a car, truck, ATV, or motorcycle under the influence of alcohol within the past 30 days. Breaking this down by grade level, 3.7% of students in grade 11 (n=102) and 5.3% of all students in grade 12 (n=125) reported drinking while driving at least once in the past 30 days. There were no significant differences in DUI rates between grades 11 and 12,  $p > 0.05$ . Refer to Figure 3.8.



There were significant gender differences in past month DUI rates for students in grades 11-12,  $\chi^2(2, N = 225) = 9.691, p < 0.01$ . More males (10.6%) than females (5.4%) reported driving under the influence of alcohol in the past month.

Since 2010, lifetime alcohol-related DUI rates have decreased from 19.9% to 11.7% for students in grades 11-12. Refer to Figure 3.9.

11.7% of all students in grades 11 and 12 (n=223) reported driving a car, truck, ATV, or motorcycle under the influence of alcohol in their lifetime. Breaking this down by grade level, 8.6% of students in grade 11 (n=100) and 14.6% of all students in grade 12 (n=123) reported drinking while driving at least once in their lifetime. There were no significant differences in DUI rates between grades 11 and 12,  $p > 0.05$ . Refer to Figure 3.9.



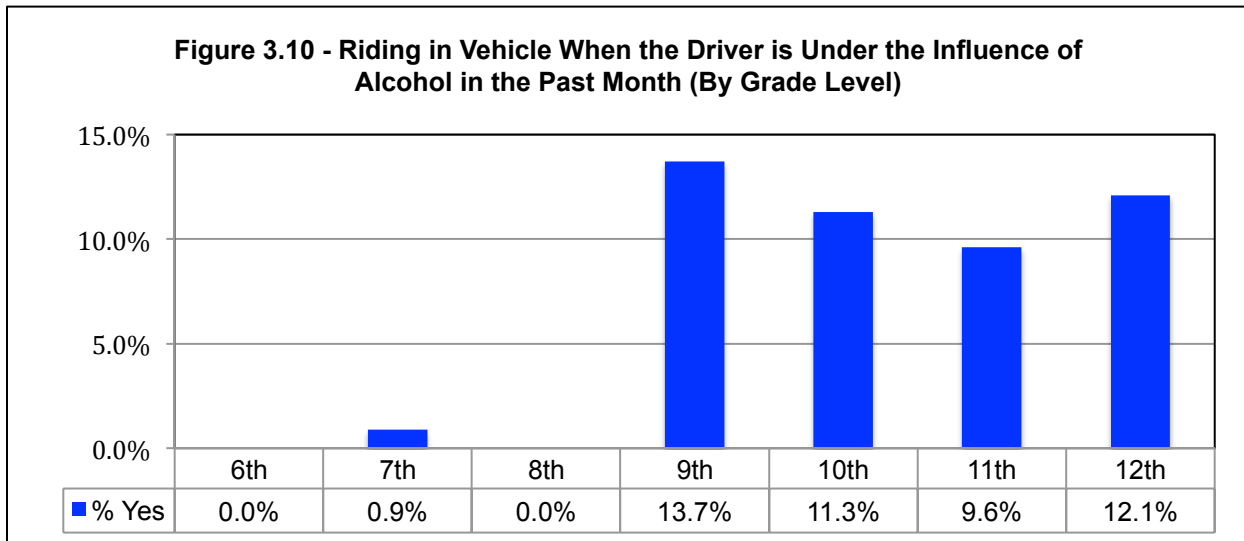
There were significant gender differences in lifetime DUI rates for students in grades 11-12,  $\chi^2(2, N = 221) = 9.228, p < 0.05$ . More males (26.8%) than females (14.7%) reported driving under the influence of alcohol in the past month.

***Riding in Vehicle When Driver is Under the Influence of Alcohol:***

6.4% of students in grades 6-12 (n=739), 0.3% of students in grades 6-8 (n=8), and 11.7% of students in grades 9-12 (n=731) reported riding in a car in the past month when the driver was under the influence of alcohol. 19.3% of students in grades 6-12 (n=743), 0.6% of students in grades 6-8 (n=9), and 35.3% of students in grades 9-12 (n=734) reported riding in a car at some point in their lifetime when the driver was under the influence of alcohol.

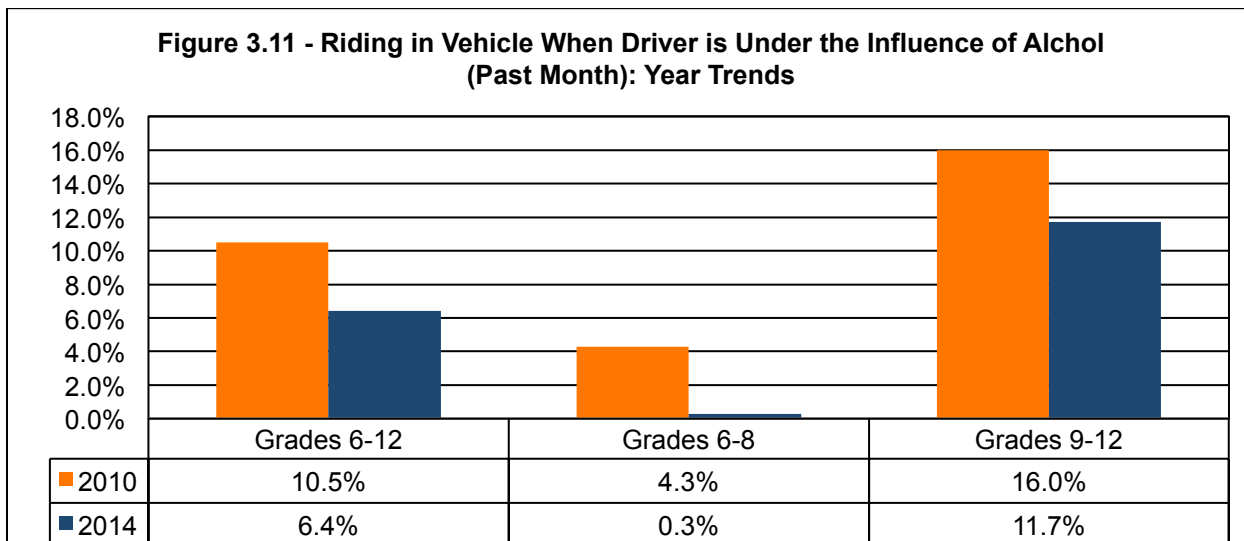
There were no differences between grades 6-8 for rates of riding in a vehicle when the driver was under the influence of alcohol in the past month,  $p > 0.05$ . However, compared to 7<sup>th</sup> graders, students in 6<sup>th</sup> grade reported less frequently riding with a driver under the influence at some point in their lifetime,  $\chi^2(2, N = 9) = 6.300, p < 0.05$ . There were no differences between grades 9-12 for rates of riding in a vehicle when the driver was under the influence of alcohol in the past month or at some point in their lifetime,  $p > 0.05$ . Refer to Figure 3.10.





For grades 6-8, there was no significant difference between males and females in riding in a vehicle (both in the past month and in their lifetime) when a driver was under the influence of alcohol,  $p > 0.05$ . Similarly, for grades 9-12, there was no significant difference between males and females for riding in a vehicle in the past month when the driver was under the influence of alcohol,  $p > 0.05$ . However, in grades 9-12, more females (41.6%) than males (33.8%) had ridden in their lifetime with a driver under the influence of alcohol,  $\chi^2(1, N = 720) = 4.672, p < 0.05$ .

Since 2010, the percentage of students who have ridden in a vehicle with a driver under the influence of alcohol in the past month has decreased for grades 6-12, 6-8, and 9-12. Refer to Figure 3.11.



### ***Binge Drinking Rates***

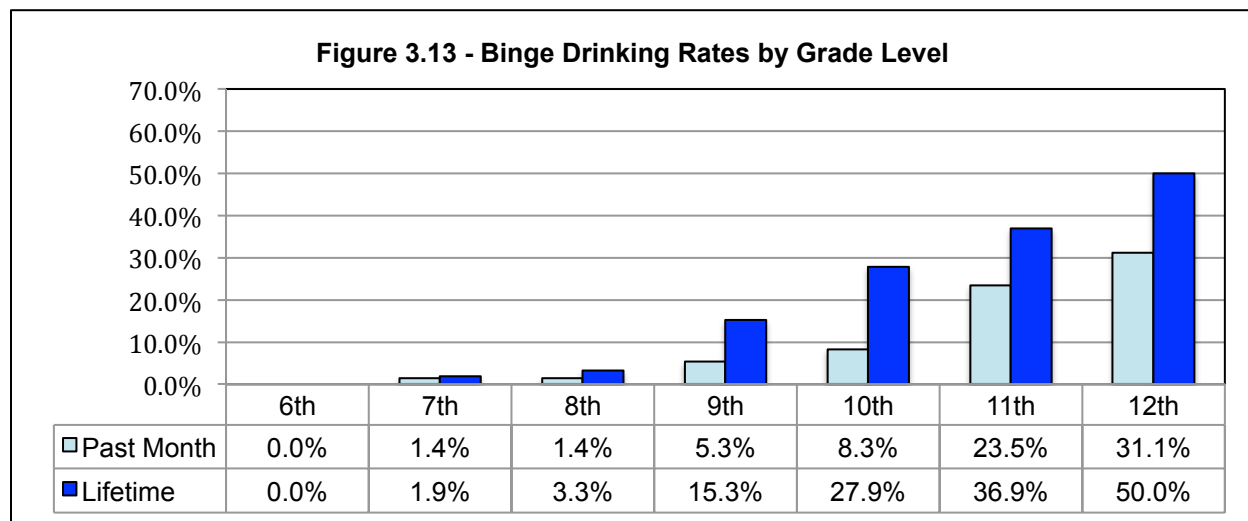
*Students were asked if they have had 4 or more drinks during a single occasion. In this survey report, having 4 or more drinks during a single occasion will be referred to as “binge drinking”.*

18.4% of students in grades 6-12 (n=399) engaged in binge drinking at least once before in their lifetime and 9.6% at least once in the past month. 0.9% of students in grades 6-8 (n=29) and

17.2% of students in grades 9-12 (n=370) binge drank at least once in the past month. Refer to Figure 3.12.

Figure 3.12 - Binge Drinking Rates	Grades 6-12	Grades 6-8	Grades 9-12
Lifetime Rate ( <i>at least once before</i> )	18.4%	1.6%	32.8%
Past Month Rate (in the past 30 days)	9.6%	0.9%	17.2%
Frequent/Daily Rate (6+ days in past month)	2.2%	0.6%	3.6%

There were no significant differences found between grades 6-8 for past month or lifetime binge drinking rates,  $p < 0.05$ . Significant differences were found between grades 9-12 for past month binge drinking rates,  $\chi^2(3, N = 370) = 32.750, p < 0.001$ , and lifetime binge drinking rates,  $\chi^2(3, N = 370) = 17.121, p < 0.01$ . Post-hoc analyses<sup>(B)</sup> showed significantly less binge drinking in the past month for 9<sup>th</sup> and 10<sup>th</sup> graders compared to 11<sup>th</sup> and 12<sup>th</sup> graders,  $p < 0.05$ . Students in grade 12 also reported significantly more lifetime binge drinking compared to students in grades 9 and 10,  $p < 0.05$ . Refer to Figure 3.13.



Past month and lifetime binge drinking rates were not significantly different between males and females among students in grades 6-8 or 9-12,  $p > 0.05$ .

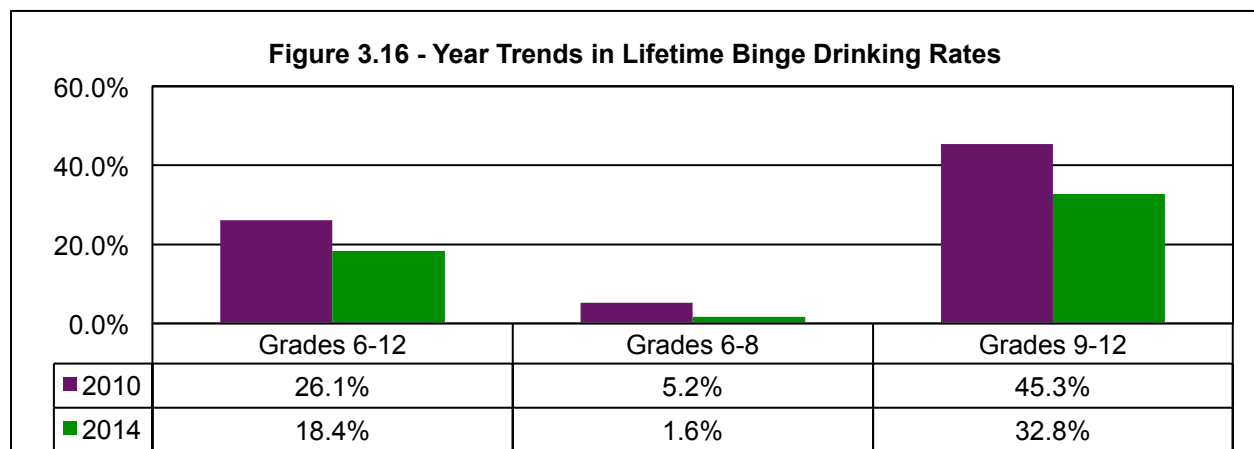
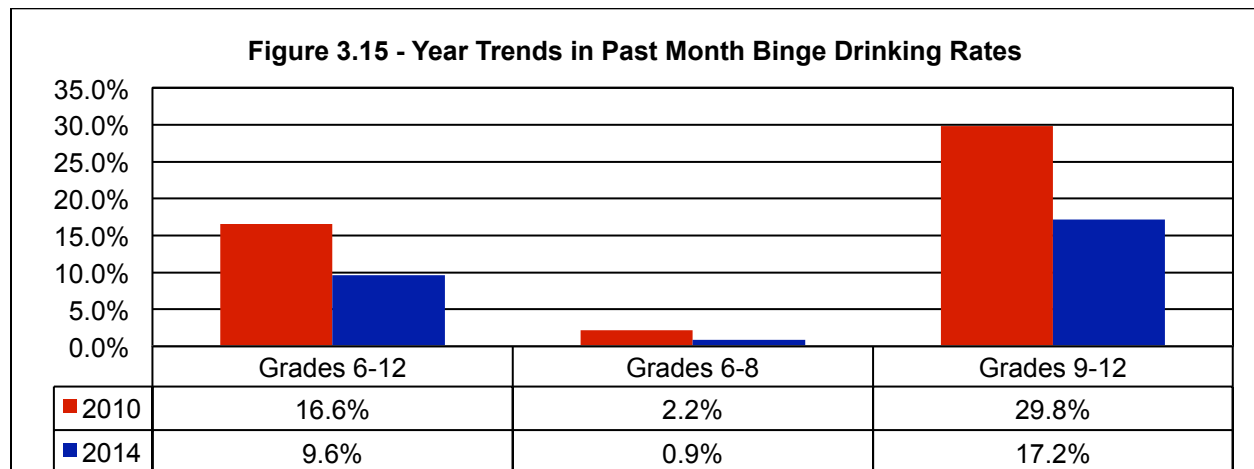
There were no significant race differences among students in grades 6-12 for lifetime binge drinking or for past month binge drinking,  $p > 0.05$ . Refer to Figure 3.14.

Figure 3.14	White or Caucasian	Black or African American	Hispanic or Latino	Bi- or Multi-racial	Other
Past Month Use	34.8%	50.0%	30.8%	33.3%	14.3%
Lifetime Use	67.0%	72.2%	61.5%	50.0%	71.4%

### ***Binge Drinking Year Trends***

Since 2010, past month binge drinking rates among students in grades 6-12 have decreased from 16.6% to 9.6%. Since 2010, lifetime binge drinking rates among students in grades 6-13 have

decreased 7.7%. Refer to Figure 3.15 for year trends in past month binge drinking rates and Figure 3.16 for year trends in lifetime binge drinking rates.



## **Part 2: Students' Perceptions of Alcohol Use**

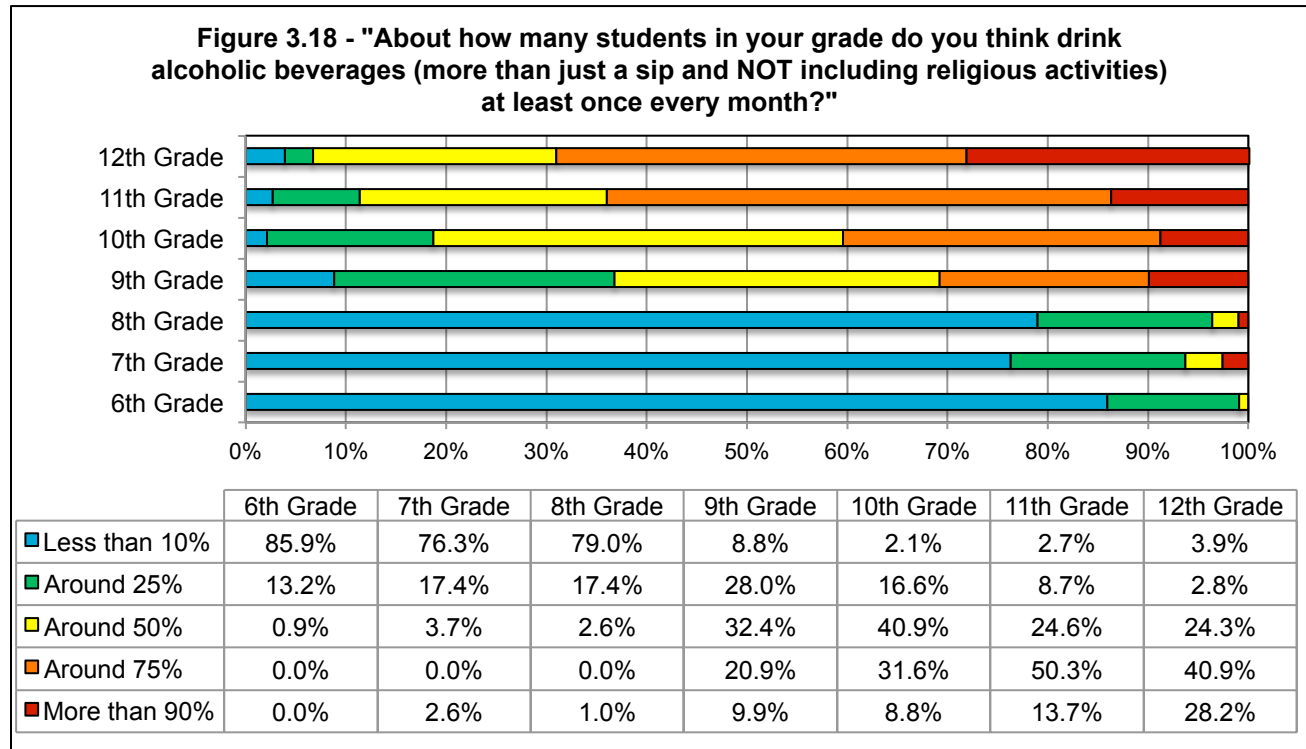
*All students, including those who reported never drinking alcohol before, answered the following questions regarding students' perceptions of alcohol use, particularly regarding the risks of use, parental and friend disapproval, and popularity of alcohol use among peers.*

### **Perceptions of Peer Alcohol Use**

Students were asked: "About how many students in your grade do you think drink alcoholic beverages (more than just a sip and NOT including religious activities) at least once every month?". 80.8% of students in grades 6-8 believed that less than 10% of their peers drank alcohol at least once every month, and 35.9% of students in grades 9-12 believed that most students (around 75%) drank alcoholic beverages at least once every month. See Figure 3.17.

<b>Figure 3.17</b>	"Hardly Any Students (less than 10%)"	"A Few Students (around 25%)"	"Half of Students (around 50%)"	"Most Students (around 75%)"	"Almost All Students (more than 90%)"
Grades 6-12	39.3%	14.9%	17.7%	19.5%	8.7%
Grades 6-8	80.8%	15.8%	2.3%	0%	1.1%
Grades 9-12	4.3%	14.1%	30.7%	35.9%	15.0%

There were significant differences between grades 6-8 in perception of peer alcohol use,  $F(2,616) = 6.09, p < 0.01$ . Post hoc analyses<sup>(GH)</sup> revealed significant differences between grades 6 and 7 for this question,  $p < 0.05$ . There were also significant differences between grades 9-12 in perception of peer alcohol use,  $F(3,735) = 30.19, p < 0.001$ . Post hoc analyses<sup>(T)</sup> revealed significant differences between grades 9 and 10-12 and between grades 10 and 11-12 for this question,  $p < 0.05$ . Refer to Figure 3.18.



There were no significant gender differences in perception of peer alcohol use in grades 6-8,  $p > 0.05$ . There were significant gender differences in perception of peer alcohol use in grades 9-12,  $t(722) = 3.83, p < 0.001$ . Females were reported more peer alcohol use than did males in grades 9-12.

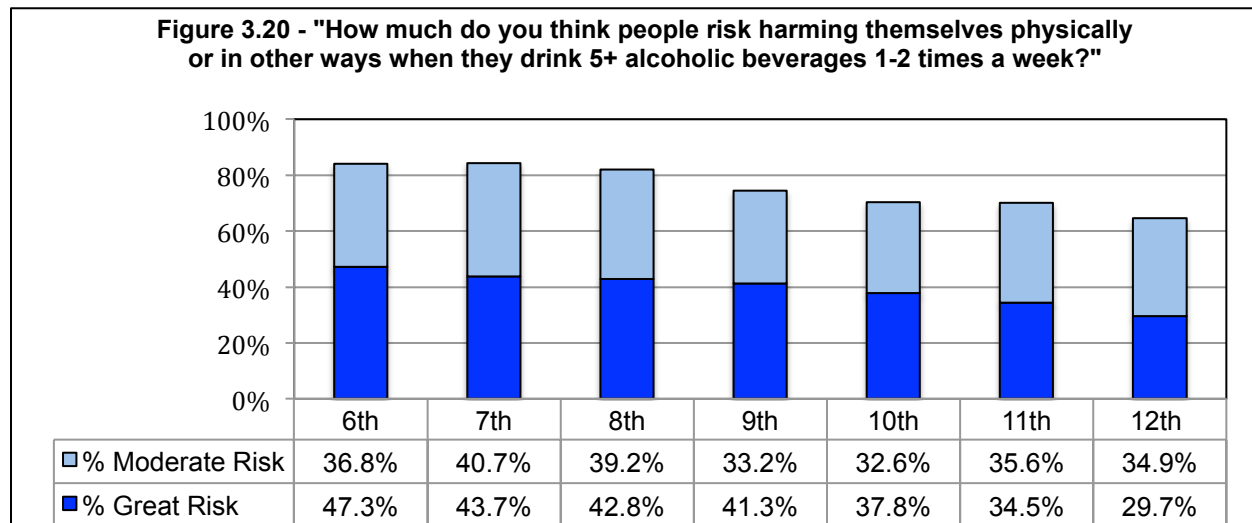
### ***Risks of Drinking Alcohol (5 or More Drinks, Once or Twice a Week)***

*There are two similar questions regarding students' perceived risk associated with alcohol use. The following question, "How much do you think people risk harming themselves (physically or in other ways) when they drink 5 or more alcoholic beverages once or twice a week" should be used when comparing to national and state level data, as it meets current federal grant guidelines.*

39.9% of students in grades 6-12 (n=1378) perceived that drinking 5 or more alcoholic beverages (beer, wine, or liquor) once or twice a week to be a "great risk" and 36.2% perceived such drinking to be a "moderate risk". Refer to Figure 3.19 for perceived risk by grades 6-8 (n=632) and grades 9-12 (n=746).

<b>Figure 3.19</b>	"Moderate Risk"	"Great Risk"	"Moderate Risk" or "Great Risk"
Grades 6-12	36.2	39.9	76.1
Grades 6-8	38.8	44.8	83.5
Grades 9-12	34.0	35.8	69.8

There were no significant differences between grades 6-8 or 9-12 in the perception risks associated with having 5 or more alcoholic drinks once or twice a week,  $p > 0.05$ . Refer to Figure 3.20 to view the differences in perception of risk by grade.



There were no significant gender differences among students in grades 6-8 in the perception of risks associated with drinking 5 or more drinks once or twice a week,  $p > 0.05$ . There were significant gender differences among students in grades 9-12 in the perception or risks associated with drinking 5 or more drinks once or twice a week,  $t(701.17) = 3.02, p < 0.01$ . Compared to males, females are more likely to view drinking 5 or more drinks once or twice a week as a greater risk.

### ***Risks of Drinking Alcohol (1 or 2 Drinks Nearly Every Day)***

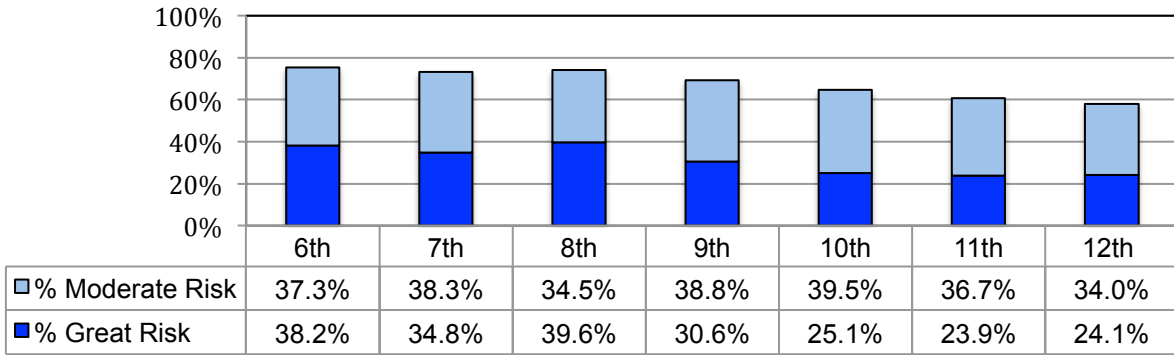
*In addition to the question above, which assessed perception of risk associated with drinking 5 or more alcoholic beverages 1-2 times a week, students were also asked to rate how much risk they perceived as associated with drinking 1-2 alcoholic beverages nearly every day to ease comparison of perception of risk of alcohol as asked in prior survey years for Tolland (e.g., 2010).*

31.3% of students in grades 6-12 ( $n=1388$ ) perceived that drinking 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day to be a “great risk” and 37.0% perceived such drinking to be a “moderate risk”. Refer to Figure 3.21 for perceived risk by grades 6-8 ( $n=639$ ) and grades 9-12 ( $n=749$ ).

<b>Figure 3.21</b>	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 6-12	37.0%	31.3%	68.3%
Grades 6-8	36.8%	37.6%	74.3%
Grades 9-12	37.2%	25.9%	63.2%

There were no significant differences in risk assessment between grades 6-8 or 9-12 in the perception of having 1 or 2 alcoholic beverages nearly every day,  $p > 0.05$ . Refer to Figure 3.22 to view the differences in perception of risk by grade.

**Figure 3.22 - "How much do you think people risk harming themselves physically or in other ways when they drink 1 or 2 alcoholic beverages nearly every day?"**



There were no significant gender differences among students in grades 6-8 in the perception of risks associated with drinking 1-2 drinks nearly every day,  $p > 0.05$ . There was a significant gender difference among students in grades 9-12 in the perception of the risks associated with drinking 1-2 drinks nearly every day,  $t(718.27) = 2.94, p < 0.01$ . Females rated drinking 1-2 drinks nearly every day as more risky than did males.

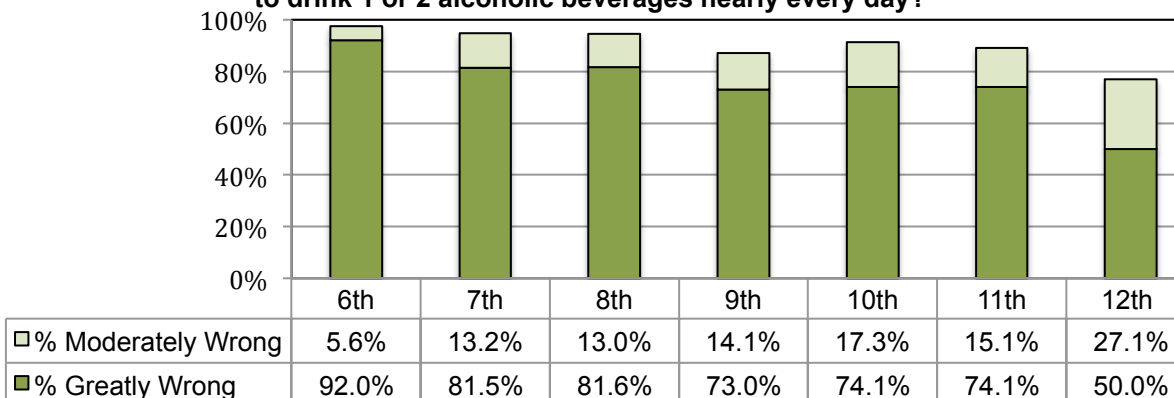
***Parent/Guardian Disapproval of Drinking Alcohol:***

90.7% of all students in grades 6-12 ( $n=1423$ ) thought their parents/guardians felt it would be “greatly wrong” or “moderately wrong” if they drank 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day. 76.0% of students in grades 6-12 thought their parents felt it would be “greatly wrong” if they drank alcohol regularly. Refer to Figure 3.23 for perceived parent disapproval by grades 6-8 ( $n=662$ ) and grades 9-12 ( $n=759$ ).

<b>Figure 3.23</b>	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong ” or “Greatly Wrong”
Grades 6-12	14.7%	76.0%	90.7%
Grades 6-8	10.3%	85.5%	95.8%
Grades 9-12	18.4%	67.7%	86.2%

There were significant differences in perceived parent disapproval of drinking between grades 6-8,  $F(2,659) = 6.27, p < 0.01$ . Post-hoc analyses <sup>(GH)</sup> showed differences between grades 6 and 7-8,  $p < 0.05$ . There were also significant differences between grades 9-12,  $F(3,755) = 10.93, p < 0.001$ . Post-hoc analyses <sup>(GH)</sup> showed differences between grades 12 and 9-11,  $p < 0.05$ . For specific grade trends, refer to Figure 3.24.

**Figure 3.24 - "How wrong do your parents/guardians feel it would be for you to drink 1 or 2 alcoholic beverages nearly every day?"**



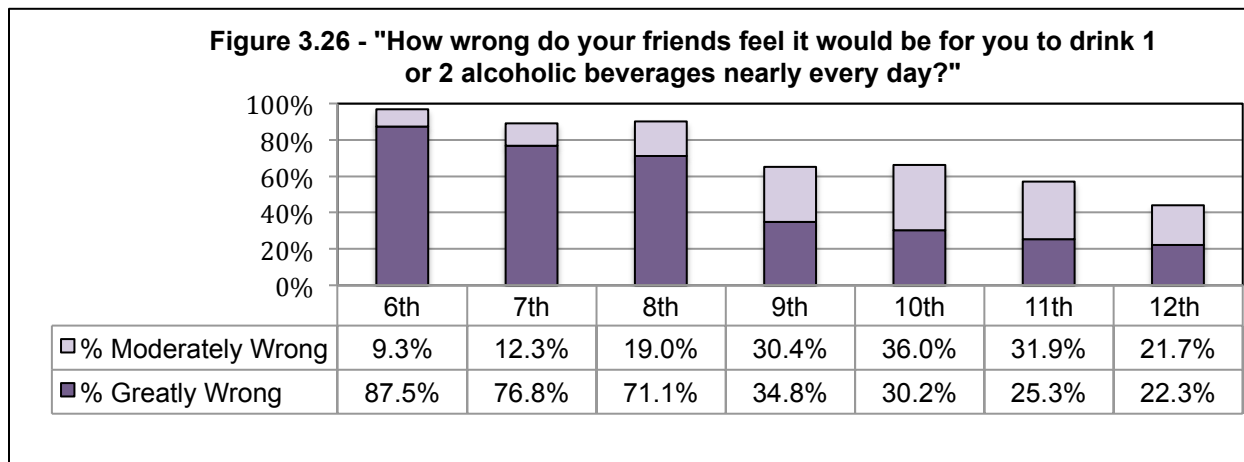
There were no significant gender differences in perception of parental disapproval of drinking among students in grades 6-8 or 9-12,  $p > 0.05$ .

**Friend Disapproval of Drinking Alcohol:**

74.4% of students in grades 6-12 (n=1393) thought that their friends felt it would be “moderately wrong” or “greatly wrong” if they drank 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day. 52.3% of students thought that their friends felt it would be “greatly wrong” if they drank alcohol. Refer to Figure 3.25 for perceived friend disapproval by grades 6-8 (n=656) and 9-12 (n=736).

<b>Figure 3.25</b>	“Greatly Wrong”	“Moderately Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 6-12	52.3%	22.1%	74.4%
Grades 6-8	79.3%	13.3%	92.5%
Grades 9-12	28.1%	30.0%	58.2%

There were significant differences in perceived friend disapproval of drinking between grades 6-8,  $F(2,653) = 9.09, p < 0.001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between students in grades 6 and 7-8. There were also significant differences in perceived friend disapproval of drinking between grades 9-12,  $F(3,732) = 8.13, p < 0.001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between students in grades 12 and 9-10. Refer to Figure 3.26 for percentages by grade.



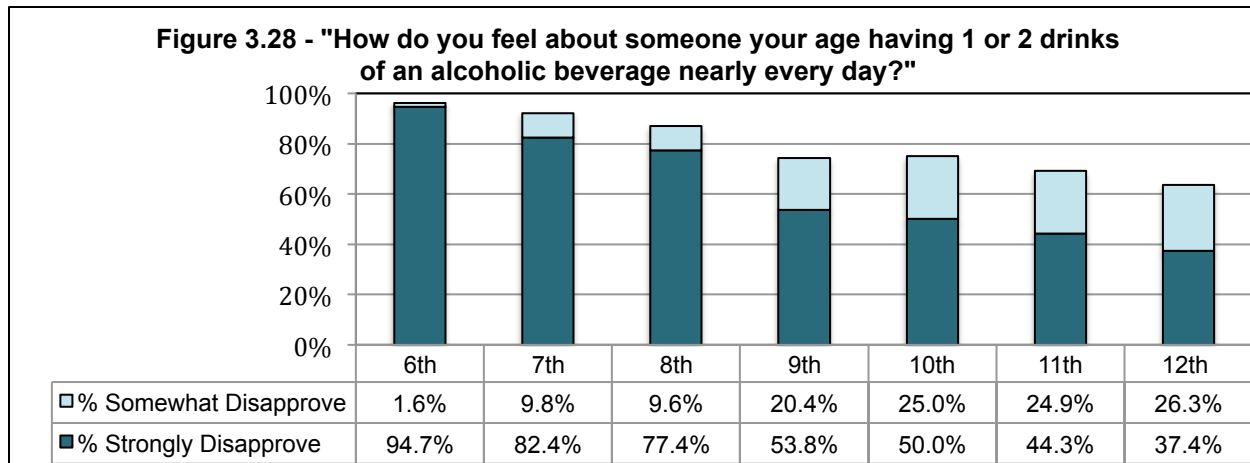
There were significant gender differences in perception of friend disapproval of drinking among students in grades 6-8,  $t(607.60) = 2.68, p < 0.01$ ; females reported friends would report drinking 1 or 2 alcoholic beverages nearly every day to be more wrong than did males. There were significant gender differences in perception of friend disapproval of drinking among students in grades 9-12,  $t(720) = 3.53, p < 0.001$ ; females reported friends would report drinking 1 or 2 alcoholic beverages nearly every day to be more wrong than did males.

**Disapproval of Peer Alcohol Use**

Students were asked how they felt about someone their age having 1 or 2 drinks of an alcoholic beverage (beer, wine, liquor) nearly every day. 80.6% of all students in grades 6-12 (n=1417) “somewhat” or “strongly” disapproved of someone their age having 1 or 2 drinks of alcohol regularly. Refer to Figure 3.27 for perceived accessibility of alcohol by grades 6-8 (n=658) and 9-12 (n=757).

<b>Figure 3.27</b>	“Somewhat Disapprove”	“Strongly Disapprove”	“Somewhat” or “Strongly” Disapprove	“Neither Approve or Disapprove”
Grades 6-12	16.0%	64.6%	80.6%	14.0%
Grades 6-8	6.7%	85.4%	92.1%	5.9%
Grades 9-12	24.2%	46.4%	70.5%	21.1%

There were significant differences between grades 6-8 for students’ disapproval of peer alcohol use,  $F(2,655) = 10.60, p < 0.001$ . Post-hoc analyses<sup>(GH)</sup> show significant differences between grades 6 and 7-8. There were also significant differences between grades 9-12,  $F(3,753) = 3.39, p < 0.05$ . Post-hoc analyses<sup>(T)</sup> show significant differences between grades 10 and 12. Refer to Figure 3.28.



There were no gender differences in students’ disapproval of peer alcohol use among students in grades 6-8,  $p > 0.05$ , however there were significant differences among students in grades 9-12,  $t(705.34) = 4.94, p < 0.001$ . For students in grades 9-12, females reported higher levels of disapproval of someone their age having 1 or 2 drinks of an alcoholic beverage nearly every day compared to males.

## Section IV: Marijuana Use and Perceptions of Use

### Part 1: Marijuana Use

#### *Marijuana Use Rates for 2014*

12.0% of students in grades 6-12 (n=1425) reported using marijuana or hashish in the past month. 17.5% of all students in grades 6-12 reported using marijuana or hashish *at least once before* in their lifetime. 0.6% of students in grades 6-8 (n=665) and 22.0% (n=758) of students in grades 9-12 reported using marijuana or hashish in the past month. Refer to Figure 4.0.

<b>Figure 4.0 - Marijuana Use Rates</b>	<b>Grades 6-12</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
Lifetime Use (used <i>at least</i> once before)	17.5%	0.8%	32.2%
Past Month Use (used in the past 30 days)	12.0%	0.6%	22.0%
Frequent/Daily Use (6+ days in past month)	6.8%	0.3%	12.5%



**Marijuana Use Trends by Year:**

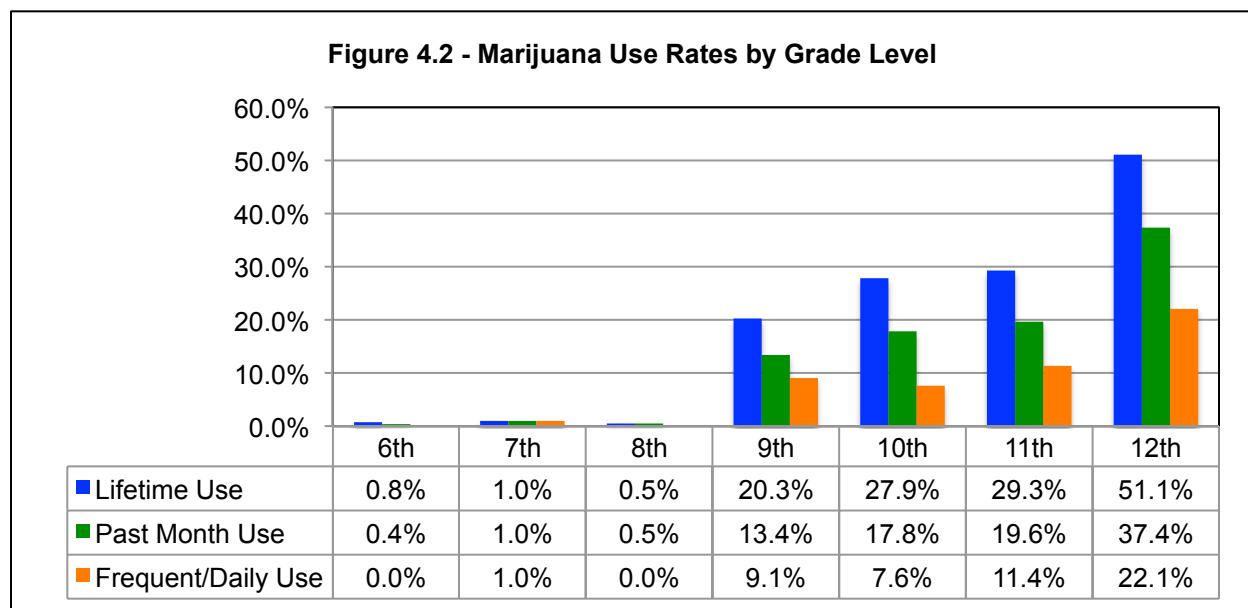
Long-term trends indicate a decrease (2.7%) in past month marijuana use since 2010 among students in grades 6-8 and an increase (1.0%) for students in grades 9-12. Refer to Figure 4.1.

<b>Figure 4.1 – Past Month Marijuana Use Year Trends</b>	<b>2010</b>	<b>2014</b>	<b>% Change Since 2010</b>
Grades 6-8	3.3%	0.6%	- 2.7%
Grades 9-12	21.0%	22.0%	+ 1.0%

**2014 Marijuana Use Comparisons by Grade Level:**

There were no significant differences between grades 6-8 for lifetime or past month marijuana use,  $p > 0.05$ . Refer to figure 4.2 for percentages by grade level.

There were significant differences between grades 9-12 for lifetime marijuana use,  $\chi^2(3, N = 758) = 45.366, p < 0.001$ , and for past month marijuana use,  $\chi^2(3, N = 758) = 36.924, p < 0.001$ . For lifetime marijuana use, post-hoc analyses <sup>(B)</sup> showed that more 12<sup>th</sup> graders (51.1%) compared to 9<sup>th</sup> graders (20.3%), 10<sup>th</sup> graders (27.9%), and 11<sup>th</sup> graders (29.3%) reported using marijuana,  $p < 0.05$ . For past month marijuana use, post hoc analyses <sup>(B)</sup> showed more 12<sup>th</sup> graders (37.4%) compared to 9<sup>th</sup> graders (13.4%), 10<sup>th</sup> graders (17.8%), and 11<sup>th</sup> graders (19.6%) reported using marijuana,  $p < 0.05$ . Refer to Figure 4.2 for percentages by grade level.



**2014 Marijuana Use Comparisons by Gender:**

There were no gender differences in lifetime or past month marijuana use rates among students in grades 6-8,  $p > 0.05$ . However, in grades 9-12, there were gender differences in lifetime marijuana use,  $\chi^2(1, N = 744) = 9.215, p < 0.01$ , and past month marijuana use,  $\chi^2(1, N = 744) = 5.965, p < 0.05$ . For grades 9-12, a higher frequency of males (37.8%) reported using marijuana in their lifetime when compared to females (27.4%). There were gender differences in past month marijuana use rates among students grades 9-12,  $\chi^2(1, N = 698) = 10.758, p < 0.01$ , but not for grades 6-8,  $p > 0.05$ . For grades 9-12, more males (26.1%) reported using marijuana in the past month compared to females (18.6%).

**Age of Onset for Marijuana Use:**

Students that reported using marijuana or hashish at least once before were asked how old they were when they had marijuana or hashish for the first time.

Among students in grades 6-12, the average age of onset for marijuana use was 14.3 years of age (n= 286, SD= 2.00 yrs). The average age of onset for marijuana use among students in grades 6-8 was 10.0 years of age (n= 5, SD= 2.2 yrs). The average age of onset for marijuana use among students in grades 9-12 was 14.4 years of age (n= 281, SD= 1.9 yrs).

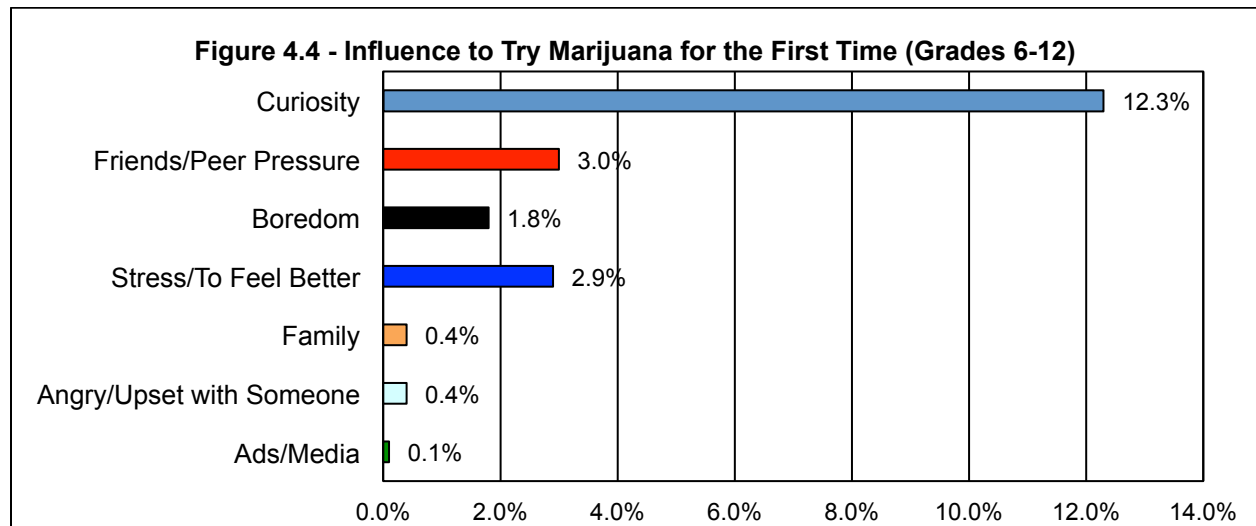
Since 2010, the age of onset for marijuana use has decreased by almost two years for grades 6-8 but has remained roughly the same for grades 9-12. Refer to Figure 4.3 for a summary of the average age of onset for marijuana use by grades 6-12, 6-8, and 9-12 since 2010.

<b>Figure 4.3 – Year Trends for Age of Onset of Marijuana Use</b>	<b>2010</b>	<b>2014</b>
Grades 6-12	14.4 yrs	14.3 yrs
Grades 6-8	12.1 yrs	10.0 yrs
Grades 9-12	14.7 yrs	14.4 yrs

**Influence to Try Marijuana for the First Time:**

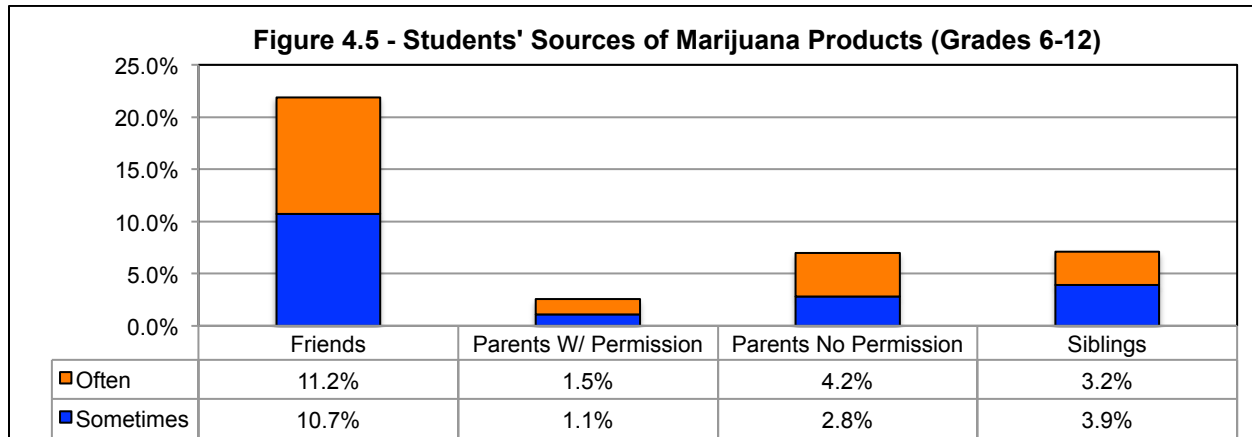
Students who reported using marijuana at least once before in their lifetime were asked what influenced them the most to try marijuana or hashish.

For grades 6-12, “Curiosity” was the largest influence (12.3%), followed by “Friendship/Peer Pressure” (3.0%), and “Stress/To Feel Better” (2.9%). Very few of the students who reported lifetime marijuana use indicated that “Ads/Media” (0.1%), “family” (0.4%), or being “angry/upset with someone” (0.4%) solely influenced their decisions to try marijuana for the first time. Refer to Figure 4.4.



**Accessibility of Marijuana**

Of the students that have used marijuana at least once before, most of students (21.9% sometimes or often) reported getting marijuana from friends. The least likely source of marijuana was from a parent or guardian with their permission. Refer to Figure 4.5.



A series of independent sample t-tests were conducted to compare students' sources of marijuana between middle and high school students who reported lifetime marijuana use, and several differences were found.

- 1.1% of students in grades 6-8 versus 3.7% of students in grades 9-12 reported sometimes or often getting marijuana from their parents/guardians with their permission,  $t(1005.07) = -2.75, p < 0.01$ .
- 1.3% of students in grades 6-8 versus 11.2% of students in grades 9-12 reported sometimes or often getting marijuana from their parents without their permission,  $t(790.82) = -6.98, p < 0.001$ .
- 1.1% of students in grades 6-8 versus 11.7% of students in grades 9-12 reported sometimes or often getting marijuana from their siblings,  $t(800.72) = -7.06, p < 0.001$ .
- 1.5% of students in grades 6-8 versus 37.1% of students in grades 9-12 reported sometimes or often getting marijuana from their friends,  $t(727.70) = -16.23, p < 0.001$ .

## **Part 2: Students' Perceptions of Marijuana Use**

All students, including those who reported never using marijuana before, answered the following questions regarding students' perceptions of marijuana use, particularly regarding the risks of use, and parental and friend disapproval of use.

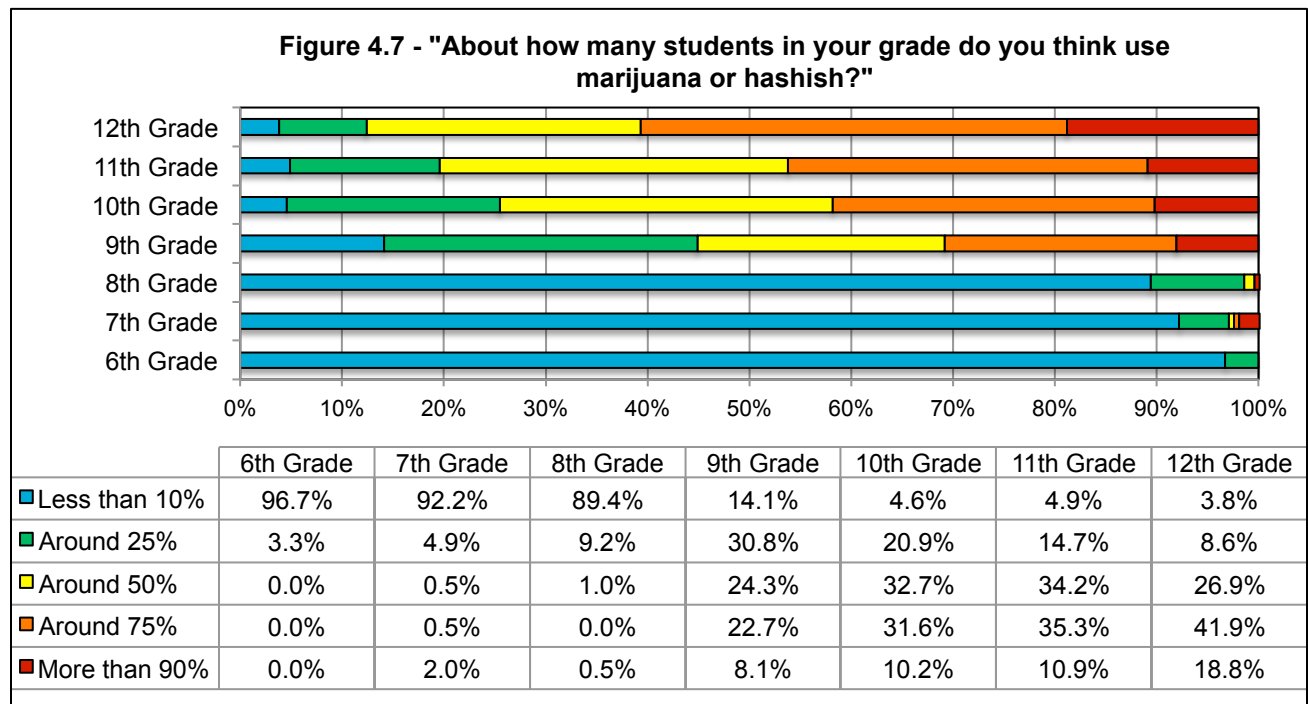
### ***Perceptions of Peer Marijuana Use***

Students were asked: "About how many students in your grade do you think use marijuana or hashish?". 93.0% of students in grades 6-8 believed that less than 10% of their peers used marijuana, and 32.9% of students in grades 9-12 believed that most students (around 75%) used marijuana. See Figure 4.6.

<b>Figure 4.6</b>	"Hardly Any Students (less than 10%)"	"A Few Students (around 25%)"	"Half of Students (around 50%)"	"Most Students (around 75%)"	"Almost All Students (more than 90%)"
Grades 6-12	47.1	12.6	16.0	17.6	6.7
Grades 6-8	93.0	5.6	0.5	0.2	0.8
Grades 9-12	6.8	18.8	29.6	32.9	12.0

There were significant differences between grades 6-8 in perception of peer marijuana use,  $F(2,654) = 4.70, p < 0.01$ . Post hoc analyses<sup>(GH)</sup> revealed significant differences between grades 6 and 7-8 for this question. There were also significant differences between grades 9-12 in perception of peer marijuana use,  $F(3,747) = 19.60, p > 0.001$ . Post hoc analyses<sup>(GH)</sup> revealed

significant differences between grades 9 and 10-12, between grades 10 and 12, and between grades 11 and 12 for this question. Refer to Figure 4.7.



There were significant gender differences in perception of peer marijuana use in grades 6-8,  $t(574.51) = 2.14, p < 0.05$ . Females reported higher perceptions of peer marijuana use in grades 6-8 compared to males. There were no significant gender differences in perception of peer marijuana use in grades 9-12,  $p > 0.05$ .

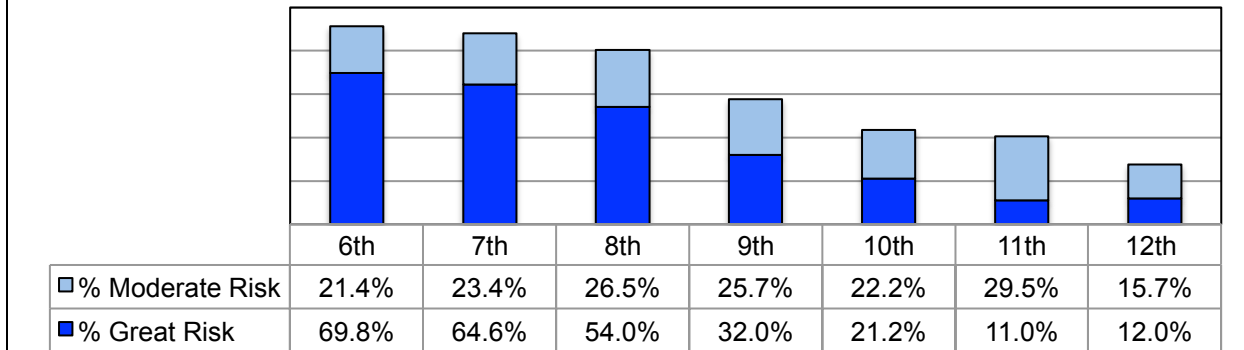
### ***Risks of Using Marijuana or Hashish 1-2 Times a Week***

38.8% of students in grades 6-12 ( $n=1324$ ) perceived that using marijuana 1 or 2 times a week to be a “great risk” and 23.3% perceived using marijuana 1 or 2 times a week to be a “moderate risk”. In other words, 62.2% of all students felt that using marijuana 1 or 2 times a week carries a “moderate” to “great risk” to a person, physically or in other ways. Refer to Figure 4.8 for perceived risk by grades 6-8 ( $n=569$ ) and grades 9-12 ( $n=728$ ).

<b>Figure 4.8</b>	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 6-12	23.3%	38.8%	62.2%
Grades 6-8	23.7%	63.1%	86.7%
Grades 9-12	23.1%	19.0%	42.0%

There were significant differences between grades 6-8 for perception of risk associated with having marijuana 1 or 2 times a week,  $F(2,593) = 7.48, p < 0.01$ . Post-hoc analyses<sup>(GH)</sup> show significant differences ( $p < 0.05$ ) between grades 6 and 8. There were also significant differences between grades 9-12 for perception of risk associated with having marijuana 1 or 2 times a week,  $F(3,724) = 15.78, p < 0.001$ . Post-hoc analyses<sup>(GH)</sup> showed differences ( $p < 0.05$ ) between grades 9 and 11-12 and 10 and 12. Refer to Figure 4.9.

**Figure 4.9 - "How much do you think people risk harming themselves physically or in other ways when they use marijuana 1 or 2 times a week?"**



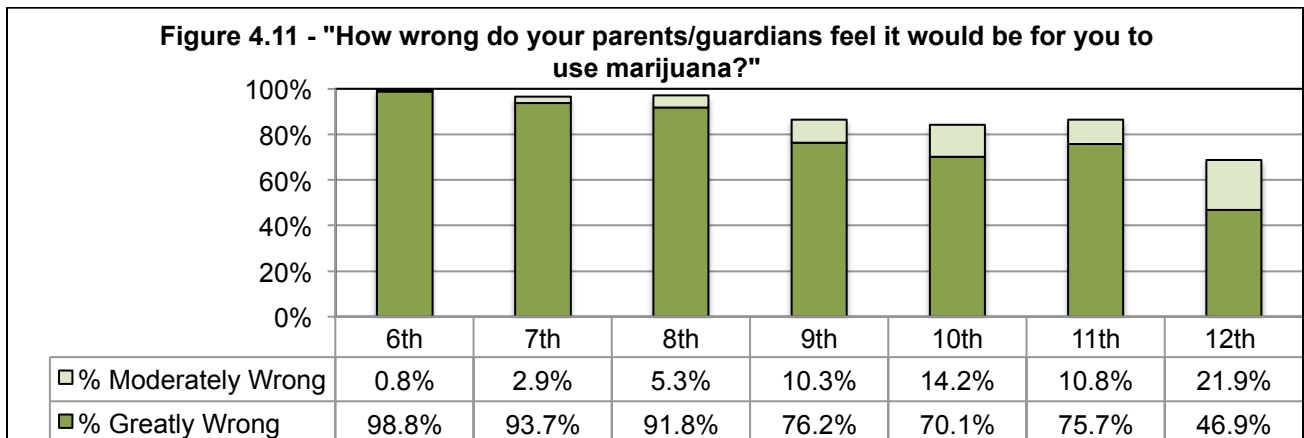
There were no significant gender differences in perception of risks associated with using marijuana 1 or 2 times a week among students in grades 6-8,  $p > 0.05$ . There were significant gender differences in perception of risks associated with using marijuana 1 or 2 times a week among students 9-12,  $t(711) = 4.82, p < 0.001$ . Females were more likely to perceive higher risk associated using marijuana 1 or 2 times a week when compared to males.

#### Parent/Guardian Disapproval of Using Marijuana:

89.1% of all students in grades 6-12 ( $n=1423$ ) thought their parents/guardians felt it would be “moderately wrong” or “greatly wrong” if they used marijuana. 80.1% of students in grades 6-12 thought their parents felt it would be “greatly wrong” if they used marijuana. Refer to Figure 4.10 for perceived parent disapproval by grades 6-8 ( $n=662$ ) and grades 9-12 ( $n=759$ ).

<b>Figure 4.10</b>	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 6-12	9.0%	80.1%	89.1%
Grades 6-8	2.9%	95.0%	97.9%
Grades 9-12	14.4%	67.1%	81.4%

There were significant differences in perceived parent disapproval of smoking marijuana between grades 6-8,  $F(2,659) = 4.84, p < 0.01$  and between grades 9-12,  $F(3,755) = 14.76, p < 0.001$ . For grades 6-8, post-hoc analyses<sup>(GH)</sup> showed differences between grades 6 and 7-8,  $p < 0.05$ . For grades 9-12, post-hoc analyses<sup>(GH)</sup> showed differences between grades 12 and 9-11,  $p < 0.05$ . See Figure 4.11.



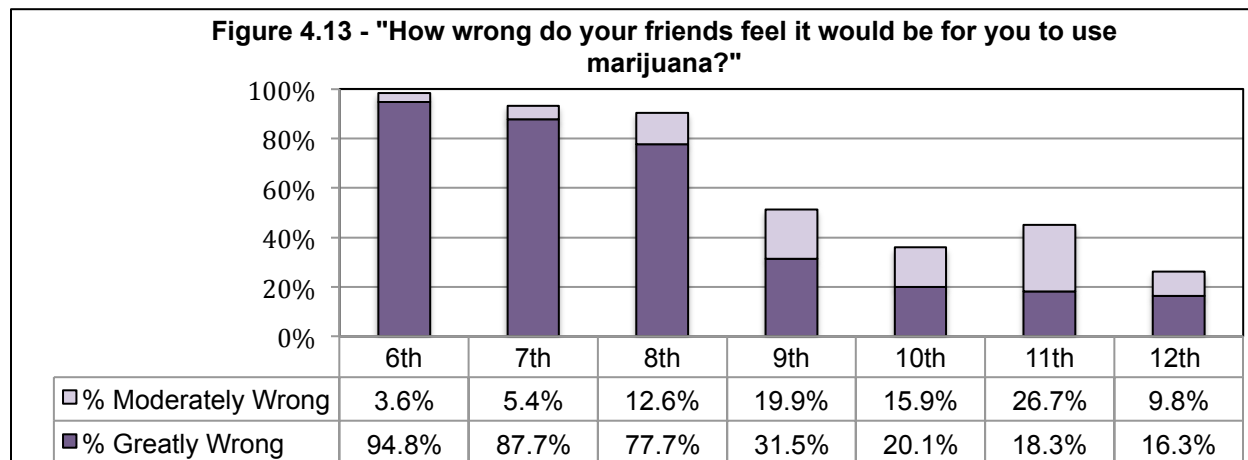
There were no significant gender differences in perception of parental disapproval of using marijuana among students in grades 6-8 or 9-12,  $p > 0.05$ .

### ***Friend Disapproval of Using Marijuana***

65.4% of students in grades 6-12 (n=1392) thought that their friends felt it would be “moderately wrong” or “greatly wrong” if they used marijuana. 52.5% of students thought that their friends felt it would be “greatly wrong” if they used marijuana. Refer to Figure 4.12 for perceived friend disapproval by grades 6-8 (n=657) and 9-12 (n=734).

<b>Figure 4.12</b>	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 6-12	12.9%	52.5%	65.4%
Grades 6-8	7.0%	87.2%	94.2%
Grades 9-12	18.0%	21.5%	39.5%

There were significant differences in perceived friend disapproval of marijuana use between grades 6-8,  $F(2,654) = 5.23, p < 0.001$ , and between grades 9-12,  $F(3,730) = 11.36, p < 0.001$ . For grades 6-8, post-hoc analyses<sup>(GH)</sup> show significant differences between grades 6 and 7-8,  $p < 0.05$ . For grades 9-12, post-hoc analyses<sup>(T)</sup> show significant differences between grades 9 and 10, 9 and 12, and between grades 11 and 12,  $p < 0.05$ . Refer to Figure 4.13.



There were significant gender differences in perception of friend disapproval of using marijuana among students in grades 6-8,  $t(551.92) = 3.57, p < 0.001$ , and grades 9-12,  $t(717.80) = 4.76, p < 0.001$ . Females reported higher friend disapproval of using marijuana than did males for grades 6-8 and for grades 9-12.

### **Section V: Prescription & Over-the-Counter Drug Abuse & Students’ Perceptions of Abuse**

*Students were asked if they had ever used the following drug(s) on their own, without their own prescription or a doctor or dentist telling them to: pain medication (e.g., OxyContin, Vicodin, Percodan, Codeine, or Dilaudid), downers (e.g., barbiturates, sleeping pills, sedatives, Quaaludes), uppers (e.g., Ritalin, Adderall, Amphetamines, or Speed), Steroids (juice, roids), or over-the-counter medications to get “high” (e.g., cough medicine, mouthwash).*

*To ease comparison to past survey reports for Tolland and the ERASE Region, for which students were asked to generally specify if they used prescription drugs without a prescription from their doctor, we have merged pain medication, uppers, downers, and tranquilizers into one general “prescription drug” abuse rate. Over-the-counter medications and steroids have not been included in this general category because they were separately assessed in past survey reports.*

## Part 1: Prescription and Over-the-Counter (OTC) Drug Abuse

### Prescription and Over-the-Counter Drug Abuse Rates for 2014

8.9% of students in grades 6-12 (n=1386) reported abusing prescription drugs *at least once before* in their lifetime and 4.1% of students in grades 6-12 (n=1380) reported abusing over-the-counter (OTC) drugs *at least once before* in their lifetime. Refer to Figures 5.0 and 5.1.

Figure 5.0 – Lifetime Use: Prescription & OTC Drugs	Grades 6-12	Grades 6-8	Grades 9-12
Pain medication (OxyContin, Vicodin, Percodan, Codeine, or Dilaudid)	6.4%	2.3%	10.0%
Tranquilizers (Valium, Xanax, Librium)	2.3%	0.5%	3.9%
Uppers (Ritalin, Adderall, Amphetamines, or Speed)	3.8%	0.5%	6.6%
Downers (barbiturates, sleeping pills, sedatives, Quaaludes)	4.0%	1.6%	6.3%
General Prescription Drugs*	8.9%	3.3%	14.0%
Steroids (juice, roids)	1.4%	0.6%	2.0%
OTC Medications to get “high” (cough medicine, mouthwash)	4.1%	1.7%	6.1%

\*Combines the use of tranquilizers, uppers, downers, and pain medication

Figure 5.1 – Past Month Use: Prescription & OTC Drugs	Grades 6-12	Grades 6-8	Grades 9-12
Pain medication (OxyContin, Vicodin, Percodan, Codeine, or Dilaudid)	2.6%	0.9%	4.1%
Tranquilizers (Valium, Xanax, Librium)	1.1%	0.5%	1.6%
Uppers (Ritalin, Adderall, Amphetamines, or Speed)	2.0%	0.5%	3.4%
Downers (barbiturates, sleeping pills, sedatives, Quaaludes)	1.6%	0.6%	2.4%
General Prescription Drugs*	3.9%	1.1%	6.4%
Steroids (juice, roids)	0.8%	0.5%	1.1%
OTC Medications to get “high” (cough medicine, mouthwash)	1.4%	0.8%	1.9%

\*Combines the use of tranquilizers, uppers, downers, and pain medication

### Prescription and Over-the-Counter Drug Abuse Trends by Year:

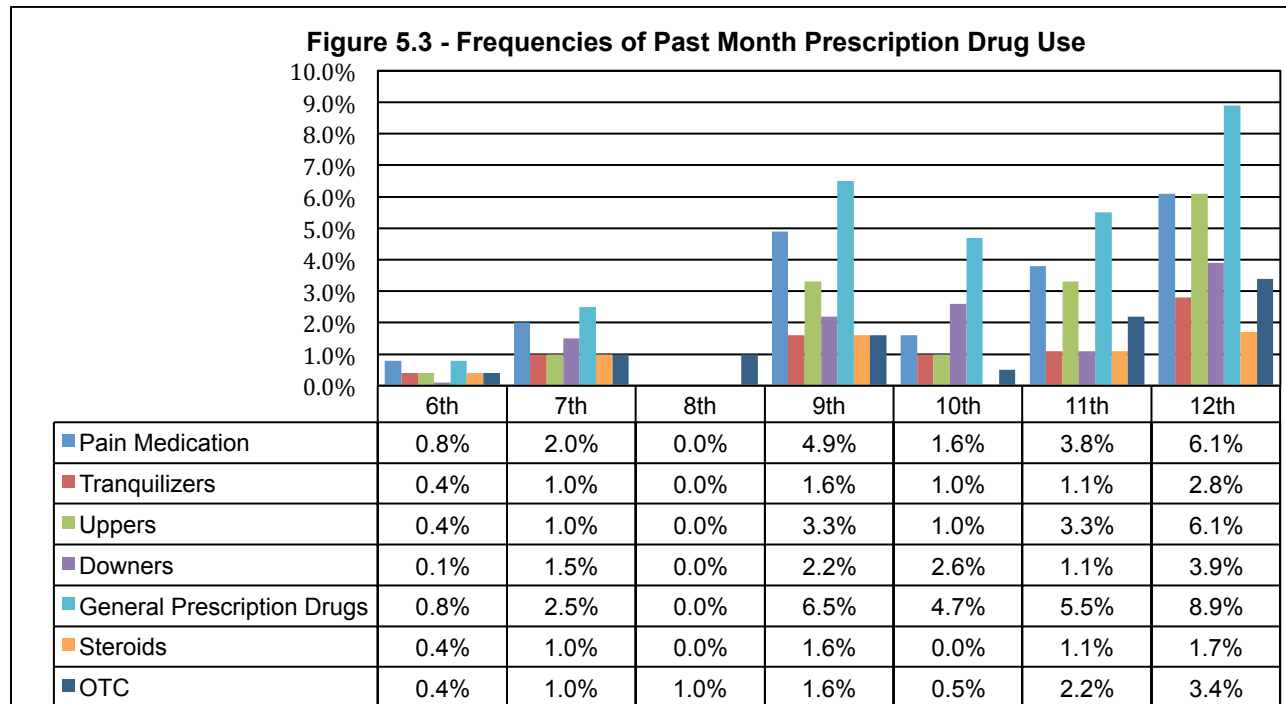
Since 2010, past month general prescription drug abuse (combining tranquilizers, uppers, downers, and pain medication) has decreased by 0.5% for students in grades 6-8, and has increased by 0.2% for students in grades 9-12. Past month steroid use rates have also slightly decreased or stayed the same for students in grades 6-8 and grades 9-12. Refer to Figure 5.2.

Figure 5.2 –Past Month Prescription & OTC Drug Abuse Year Trends	2010	2014	% Change Since 2010
<b>General Prescription Drugs***</b>			
Grades 6-8	1.6%	1.1%	- 0.5%
Grades 9-12	6.2%	6.4%	+ 0.2%
<b>Steroids (juice, roids)</b>			
Grades 6-8	0.6%	0.5%	- 0.1%
Grades 9-12	1.1%	1.1%	0.0%
<b>Over-the-counter Medications to get “high” (cough medicine, mouthwash)</b>			
Grades 6-8	1.5%	0.8%	- 0.7%
Grades 9-12	2.7%	1.9%	- 0.8%

\*\*\* Prescription Drug use in 2010 was characterized as oxycontin, valium, and Adderall, but a larger definition was adopted in 2014.

**2014 Prescription and OTC Drug Abuse, Comparisons by Grade Level:**

There were no significant differences between grades 6-8 or grades 9-12 in past month use of pain medication (OxyContin, Vicodin, Percodan, Codeine, or Dilaudid), tranquilizers (Valium, Xanax, Librium), uppers (Ritalin, Adderall, Amphetamines, or Speed), downers (barbiturates, sleeping pills, sedatives, Quaaludes), general prescription drugs, steroids (juice, roids), or OTC medications,  $p > 0.05$ . Refer to Figure 5.3 for past month prescription drug use by grade level.



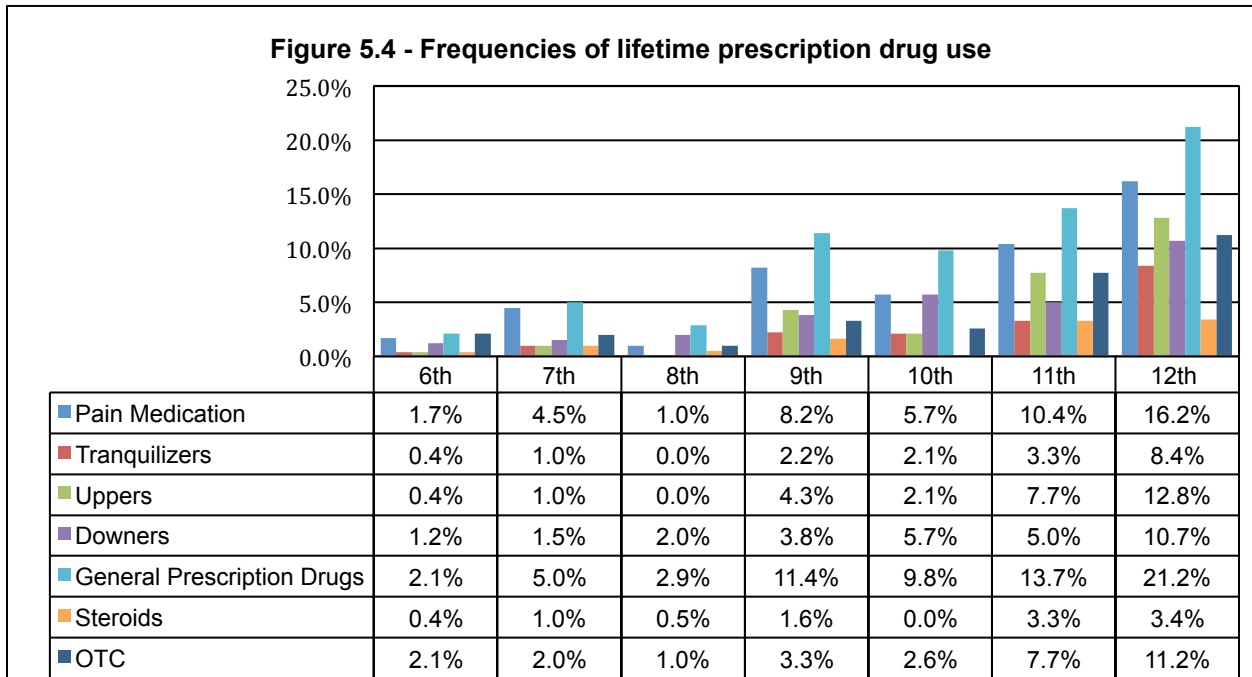
There were no significant differences between grades 6-8 in lifetime use of pain medication (OxyContin, Vicodin, Percodan, Codeine, or Dilaudid), tranquilizers (Valium, Xanax, Librium), uppers (Ritalin, Adderall, Amphetamines, or Speed), downers (barbiturates, sleeping pills, sedatives, Quaaludes), general prescription drugs, steroids (juice, roids), or OTC medications,  $p > 0.05$ . For grades 9-12, there were no significant differences in lifetime use of steroids or downers,  $p > 0.05$ .

There were significant differences between grades 9-12 in lifetime use of pain medication,  $\chi^2(3, N = 738) = 12.321, p < 0.01$ , tranquilizers,  $\chi^2(3, N = 735) = 12.886, p < 0.01$ , uppers,  $\chi^2(3, N = 737) = 19.424, p < 0.001$ , general prescription drugs,  $\chi^2(3, N = 738) = 11.600, p < 0.01$ , and OTC medications,  $\chi^2(3, N = 734) = 15.515, p < 0.01$ . For lifetime use of pain medication, post hoc test <sup>(B)</sup> revealed significant differences between grades 10 and 12,  $p < 0.05$ . For lifetime use of tranquilizers, post hoc test <sup>(B)</sup> revealed significant differences between grades 9-10 and 12,  $p < 0.05$ . For lifetime use of uppers, post hoc test <sup>(B)</sup> revealed significant differences between grades 9-10 and 12,  $p < 0.05$ . For lifetime use of general prescription drugs, post hoc test <sup>(B)</sup> revealed significant differences between grades 10 and 12,  $p < 0.05$ . For lifetime use of OTC medications, post hoc test <sup>(B)</sup> revealed significant differences between grades 9-10 and 12,  $p < 0.05$ .

Refer to Figure 5.4.



**Figure 5.4 - Frequencies of lifetime prescription drug use**



**2014 Prescription or OTC Drugs, Comparisons by Gender:**

Among students in grades 6-8 and 9-12, there were no gender differences in lifetime use of pain medication, tranquilizers, uppers, downers, general prescription drugs, steroids, and OTC medication,  $p > 0.05$ .

Among students in grades 6-8 and 9-12, there were no gender differences in past month use of pain medication, tranquilizers, uppers, general prescription drugs, and OTC medication,  $p > 0.05$ . While there were no gender differences in past month use of downers in grades 9-12,  $p > 0.05$ , there was a significant difference among males and females in past month use of downers in grades 6-8,  $\chi^2(1, N = 636) = 4.000, p < 0.05$ . Significantly more males (1.3%) than females (0.0%) reported past month downer use in grades 6-8,  $p < 0.05$ . While there were no gender differences in past month use of steroids in grades 6-8,  $p > 0.05$ , significantly more males (2.0%) than females (0.3%) reported past month steroid use in grades 6-8,  $\chi^2(1, N = 723) = 5.169, p < 0.05$ .

**Part 2: Students’ Perceptions of Prescription Drug Abuse**

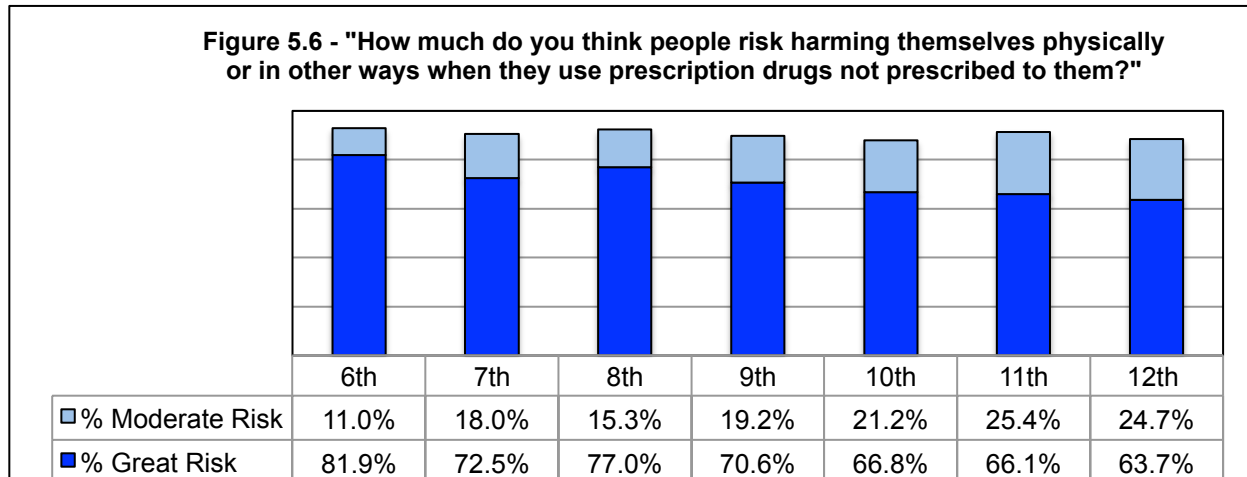
*All students, including those who reported never abusing prescription drugs before, answered the following questions regarding students’ perceptions of prescription drug abuse, particularly regarding the risks of use, and parental and friend disapproval of use.*

**Risks of Abusing Prescription Drugs**

90.6% of all students in grades 6-12 (n=1359) felt that using prescription drugs not prescribed to them carries a “moderate” to “great risk” to a person, physically or in other ways. Refer to Figure 5.5 for perceived risk by grades 6-8 (n=662) and grades 9-12 (n=737).

<b>Figure 5.5</b>	“Moderate Risk”	“Great Risk”	“Moderate Risk” or “Great Risk”
Grades 6-12	18.9%	71.7%	90.6%
Grades 6-8	14.5%	77.5%	92.0%
Grades 9-12	22.7%	66.8%	89.4%

There were no significant differences between grades 6-8 or grades 9-12 for perception of risk associated with students abusing prescription drugs,  $p > 0.05$ . Refer to Figure 5.6.



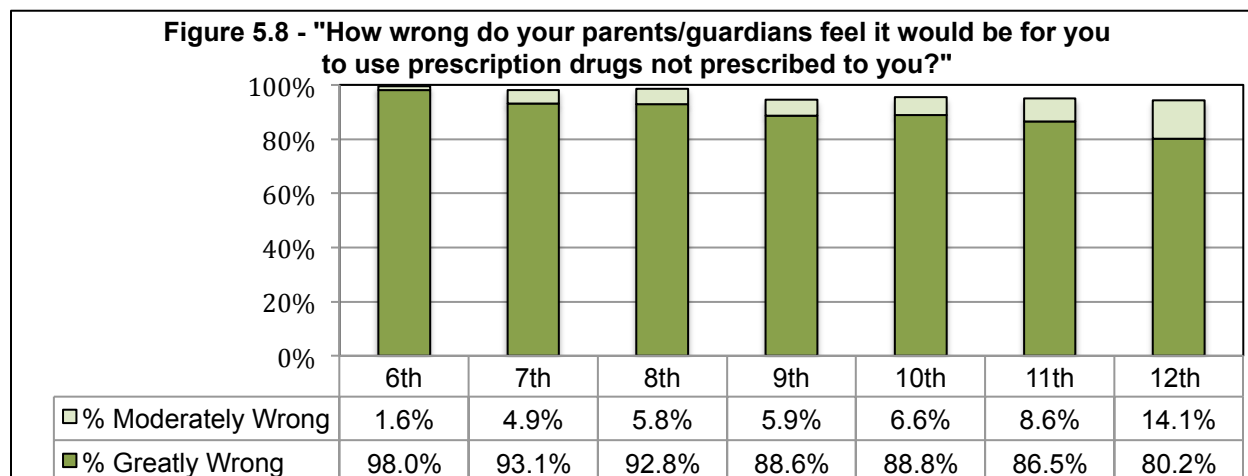
There were no significant gender differences among students in grades 6-8 for perception of risk associated with abusing prescription drugs,  $p > 0.05$ . However, there were gender differences for perception of risk associated with abusing prescription drugs for grades 9-12,  $t(2.39)$ ,  $p < 0.05$ . Females perceived more risk associated with abusing prescription drugs than did males in grades 9-12.

***Parent/Guardian Disapproval of Abusing Prescription Drugs:***

96.7% of all students in grades 6-12 (n=1421) thought their parents/guardians felt it would be “moderately wrong” or “greatly wrong” if they used prescription drugs not prescribed to them. Refer to Figure 5.7 for perceived parent disapproval by grades 6-8 (n=660) and grades 9-12 (n=759).

<b>Figure 5.7</b>	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 6-12	6.5%	90.1%	96.7%
Grades 6-8	3.9%	94.8%	98.8%
Grades 9-12	8.8%	86.0%	94.9%

There were no significant differences between grades 6-8 or grades 9-12 for perception of parent disapproval associated with abusing prescription drugs,  $p > 0.05$ . Refer to Figure 5.8.



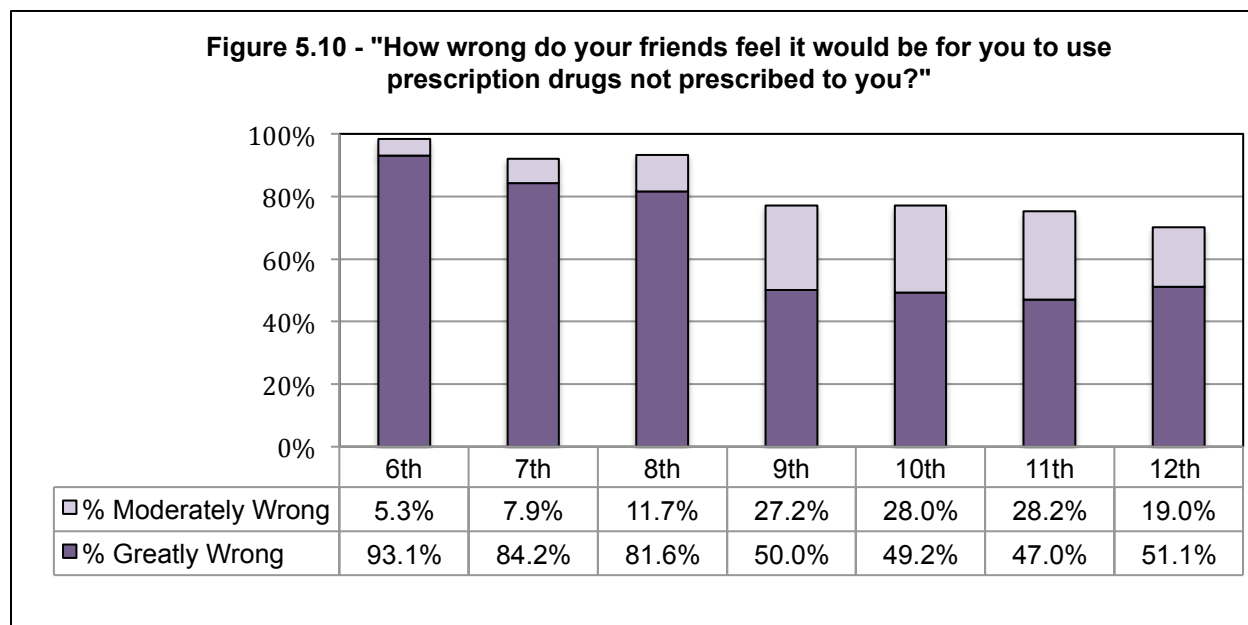
There were no significant gender differences in perception of parental disapproval of abusing prescription drugs among students in grades 6-8 or grades 9-12,  $p > 0.05$ .

### ***Friend Disapproval of Abusing Prescription Drugs***

84.2% of all students in grades 6-12 (n=1390) thought their friends felt it would be “moderately wrong” or “greatly wrong” if they used prescription drugs not prescribed to them. Refer to Figure 5.9 for perceived friend disapproval by grades 6-8 (n=655) and grades 9-12 (n=734).

<b>Figure 5.9</b>	“Moderately Wrong”	“Greatly Wrong”	“Moderately Wrong” or “Greatly Wrong”
Grades 6-12	17.3%	66.9%	84.2%
Grades 6-8	8.1%	86.7%	94.8%
Grades 9-12	25.6%	49.3%	74.9%

There were significant differences between grades 6-8 for perception of friend disapproval associated with abusing prescription drugs,  $F(2,652) = 7.631, p < 0.01$ . For grades 6-8, post hoc analyses<sup>(GH)</sup> show significant differences between grades 6 and 7-8,  $p < 0.05$ . There were no significant differences between grades 9-12 for perception of friend disapproval associated with abusing prescription drugs,  $p > 0.05$ . Refer to Figure 5.10.



There were gender differences in perception of friend disapproval of abusing prescription drugs among students in grades 6-8,  $t(600.78) = 2.44, p < 0.05$ , and grades 9-12,  $t(683.73) = 3.71, p < 0.001$ . For grades 6-8 and 9-12, females report higher friend disapproval of using prescription drugs not prescribed to them than do males.

## Section VI: Other Drug Use Rates

### *Other Drug Use Rates for 2014*

Refer to Figure 6.0 to read lifetime use rates for the various drugs listed in this section.

Figure 6.0 – Lifetime Use of Drugs	Grades 6-12	Grades 6-8	Grades 9-12
Inhalants (things you sniff or inhale to get high such as glue, pain, whippets, or sprays)	4.5%	1.7%	6.9%
Cocaine	2.6%	0.5%	4.5%
Crack cocaine (rock)	1.7%	0.5%	2.8%
Ecstasy or Molly (MDMA)	4.0%	0.5%	7.2%
Hallucinogens (LSD, acid or mushrooms, PCP or Angel Dust)	4.1%	0.5%	7.3%
Heroin	1.8%	0.5%	3.0%
Salvia	2.6%	0.3%	4.6%
Ketamine (Special K)	1.6%	0.5%	2.6%
GHB	1.2%	0.5%	1.9%
Methamphetamine (Meth)	1.7%	0.3%	1.8%
Synthetic Marijuana (Spice, K2, K3)	5.3%	0.5%	9.5%
Bath Salts	2.0%	1.2%	2.6%
Energy Drink (e.g., Red Bull, Monster, Amp, or Rock Star)	40.8%	28.2%	51.9%
Energy Drink Containing Alcohol	12.2%	2.0%	21.2%

Refer to Figure 6.1 to read past month use rates for the various drugs listed in this section.

<b>Figure 6.1 – Past Month Use of Drugs</b>	<b>Grades 6-12</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
Inhalants (things you sniff or inhale to get high such as glue, pain, whippets, or sprays)	1.2%	0.8%	1.8%
Cocaine	1.2%	0.5%	1.9%
Crack cocaine (rock)	0.9%	0.5%	1.4%
Ecstasy or Molly (MDMA)	1.3%	0.5%	2.0%
Hallucinogens (LSD, acid or mushrooms, PCP or Angel Dust)	1.8%	0.5%	3.0%
Heroin	1.2%	0.5%	1.8%
Salvia	1.1%	0.3%	1.8%
Ketamine (Special K)	0.9%	0.3%	1.4%
GHB	0.9%	0.5%	1.2%
Methamphetamine (Meth)	1.1%	0.3%	1.8%
Synthetic Marijuana (Spice, K2, K3)	2.2%	0.5%	3.8%
Bath Salts	1.0%	0.5%	1.5%
Energy Drink (e.g., Red Bull, Monster, Amp, or Rock Star)	16.4%	7.1%	24.6%
Energy Drink Containing Alcohol	6.0%	0.6%	10.7%

***Other Drug Trends by Year:***

Refer to Figure 6.2 for year trend tables of past month use among students in grades 6-8 and grades 9-12.

Drug use year trends are only included for drugs that were measured in previous years, specifically for inhalants, cocaine/crack, hallucinogens, and heroin.

Frequency of cocaine and crack cocaine use were combined into one category of cocaine or crack cocaine use to ease comparison to past survey years, for which use of these drugs was asked in one single question.

Drug use for inhalants, cocaine/crack, hallucinogens, and heroin has decreased or remained the same since 2010.

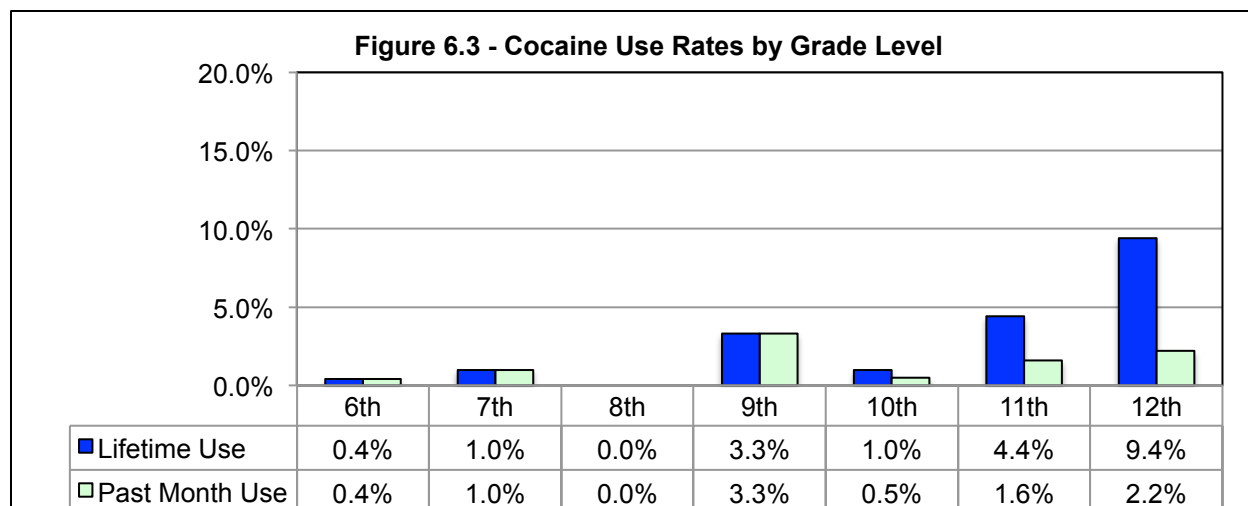
Figure 6.2 –Past Month Drug Use Year Trends		2010	2014	% Change Since 2010
<u>Inhalant Abuse</u>				
	Grades 6-8	1.8%	0.8%	- 1.0%
	Grades 9-12	2.0%	1.8%	- 0.2%
<u>Cocaine or Crack Use</u>				
	Grades 6-8	0.8%	0.5%	- 0.3%
	Grades 9-12	1.9%	1.9%	0.0%
<u>Hallucinogen Use</u>				
	Grades 6-8	1.1%	0.5%	- 0.6%
	Grades 9-12	5.4%	3.0%	- 2.4%
<u>Heroin Use</u>				
	Grades 6-8	0.8%	0.5%	- 0.3%
	Grades 9-12	1.8%	1.8%	0.0%

**2014 Other Drug Use, Comparisons by Grade Level:**

Comparisons by grade level are only included for drugs that were significantly different for lifetime or past month use rates between grades 6-8 or grades 9-12.

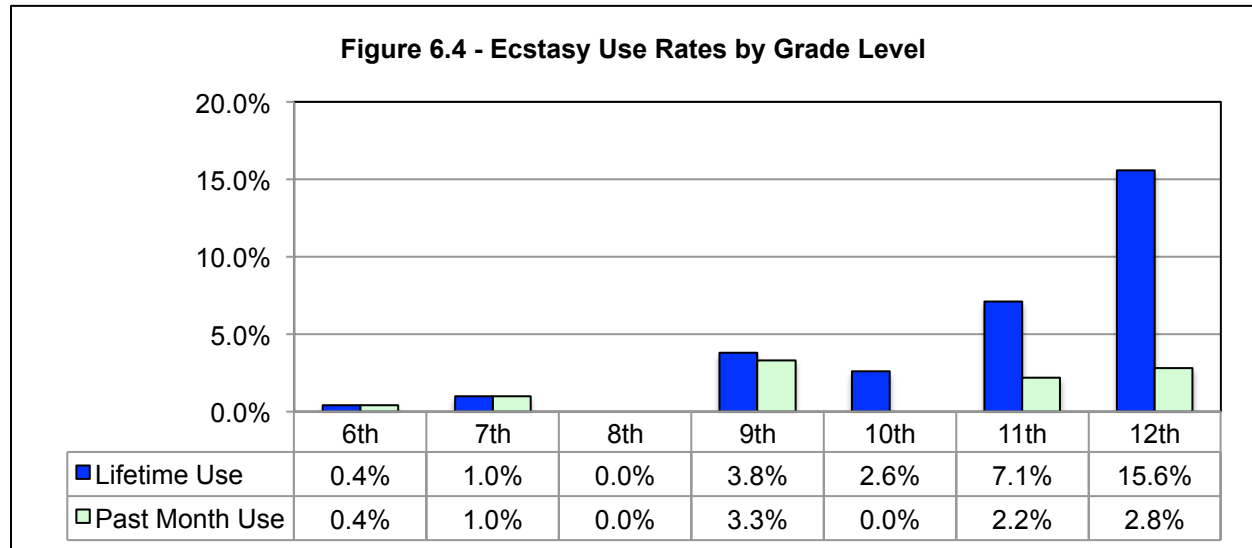
**Cocaine**

There were no significant difference between grades 6-8 for past month or lifetime cocaine use,  $p > 0.05$ . There were no significant differences between grades 9-12 for past month cocaine use ( $p > 0.05$ ), however there were significant differences for lifetime cocaine use in grades 9-12,  $\chi^2(3, N = 738) = 16.137, p < 0.01$ . Post-hoc analyses <sup>(B)</sup> revealed a significant difference between grades 10 and 12 for lifetime cocaine use,  $p < 0.05$ . Refer to Figure 6.3.



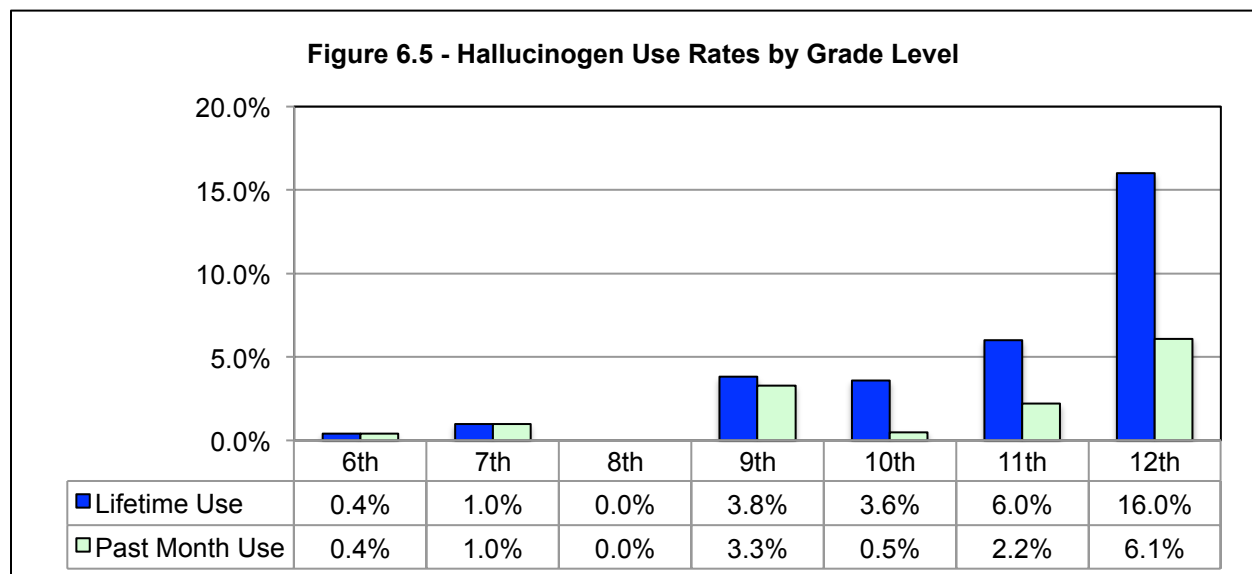
### Ecstasy or Molly (MDMA)

There were no significant difference between grades 6-8 for past month or lifetime ecstasy use,  $p > 0.05$ . There were no significant differences between grades 9-12 for past month ecstasy use,  $p > 0.05$ ; however, there were significant differences between grades 9-12 for lifetime ecstasy use,  $\chi^2(3, N = 738) = 28.120, p < 0.001$ . Post-hoc analyses<sup>(B)</sup> revealed a significant difference between grades 9-10 and 12 for lifetime ecstasy use,  $p < 0.05$ . Refer to Figure 6.4.



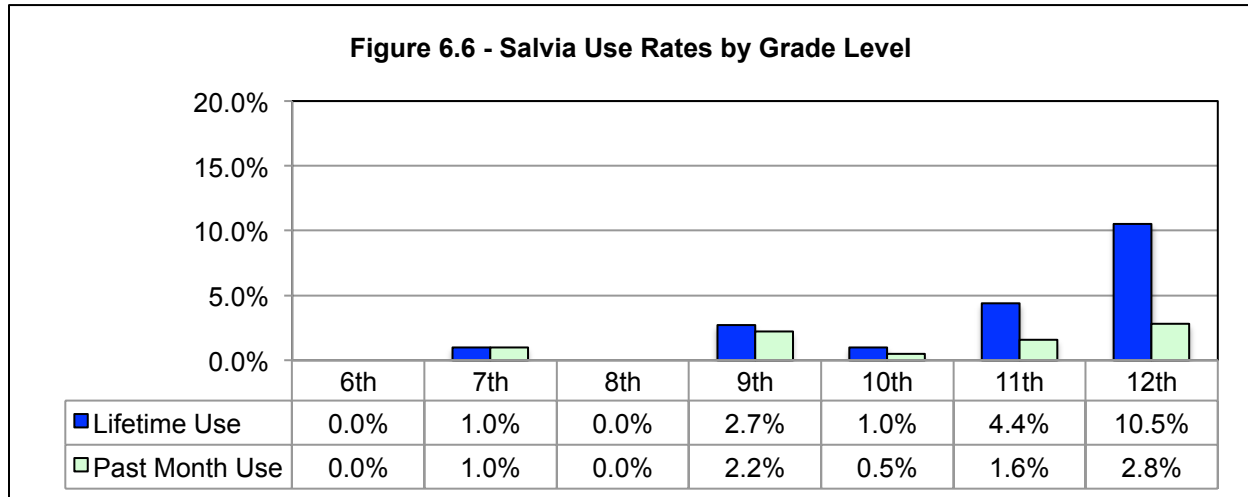
### Hallucinogens (LSD, acid or mushrooms, PCP or Angel)

There were no significant difference between grades 6-8 for past month or lifetime hallucinogen use,  $p > 0.05$ . There were significant differences between grades 9-12 for past month,  $\chi^2(3, N = 737) = 10.453, p < 0.05$  and lifetime hallucinogen use,  $\chi^2(3, N = 737) = 27.674, p < 0.001$ . Post-hoc analyses<sup>(B)</sup> revealed a significant difference between grades 10 and 12 for past month hallucinogen use,  $p < 0.05$ . Post-hoc analyses<sup>(B)</sup> revealed a significant difference between grades 9-11 and 12 for lifetime hallucinogen use,  $ps < 0.05$ . Refer to Figure 6.5.



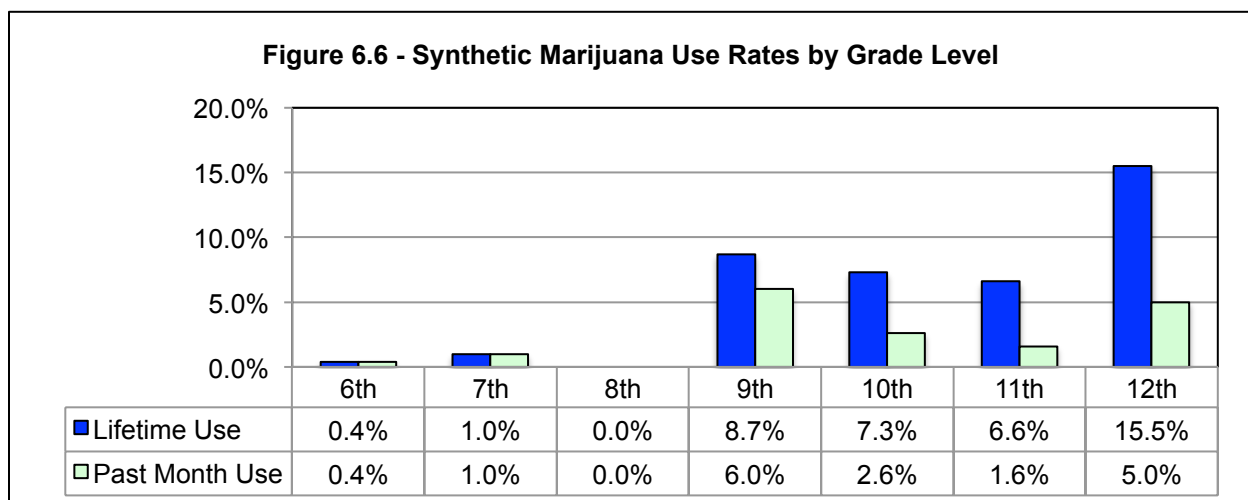
## Salvia

There were no significant difference between grades 6-8 for past month or lifetime salvia use,  $p > 0.05$ . There were no significant differences between grades 9-12 for past month salvia use,  $p > 0.05$ . There were significant differences between grades 9-12 for lifetime salvia use,  $\chi^2(3, N = 739) = 21.383, p < 0.001$ . Post-hoc analyses <sup>(B)</sup> revealed a significant difference between grades 9-10 and 12 for lifetime salvia use,  $ps < 0.05$ . Refer to Figure 6.6.



## Synthetic Marijuana (Spice, K2, K3)

There were no significant difference between grades 6-8 for past month or lifetime use of synthetic marijuana,  $p > 0.05$ . There were no significant differences between grades 9-12 for past month use of synthetic marijuana,  $p > 0.05$ . There were significant differences between grades 9-12 for lifetime use of synthetic marijuana,  $\chi^2(3, N = 738) = 10.516, p < 0.05$ . Post-hoc analyses <sup>(B)</sup> revealed a significant difference between grades 11 and 12 for lifetime use of synthetic marijuana,  $p < 0.05$ . Refer to Figure 6.6.

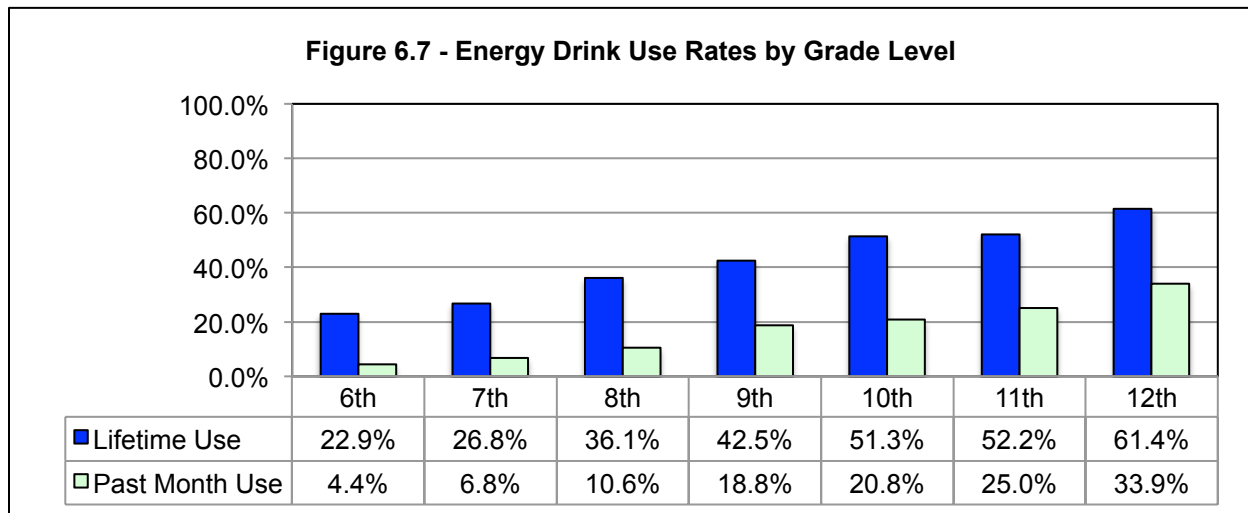


## Energy Drink (e.g., Red Bull, Monster, Amp, or Rock Star)

There were significant difference between grades 6-8 for past month,  $\chi^2(2, N = 662) = 6.551, p < 0.01$ , and lifetime energy drink use,  $\chi^2(2, N = 662) = 9.987, p < 0.01$ . There were also significant differences between grades 9-12 for past month,  $\chi^2(3, N = 756) = 13.634, p < 0.01$ , and lifetime energy drink use,  $\chi^2(3, N = 756) = 13.454, p < 0.001$ . Post-hoc analyses <sup>(B)</sup> revealed a significant

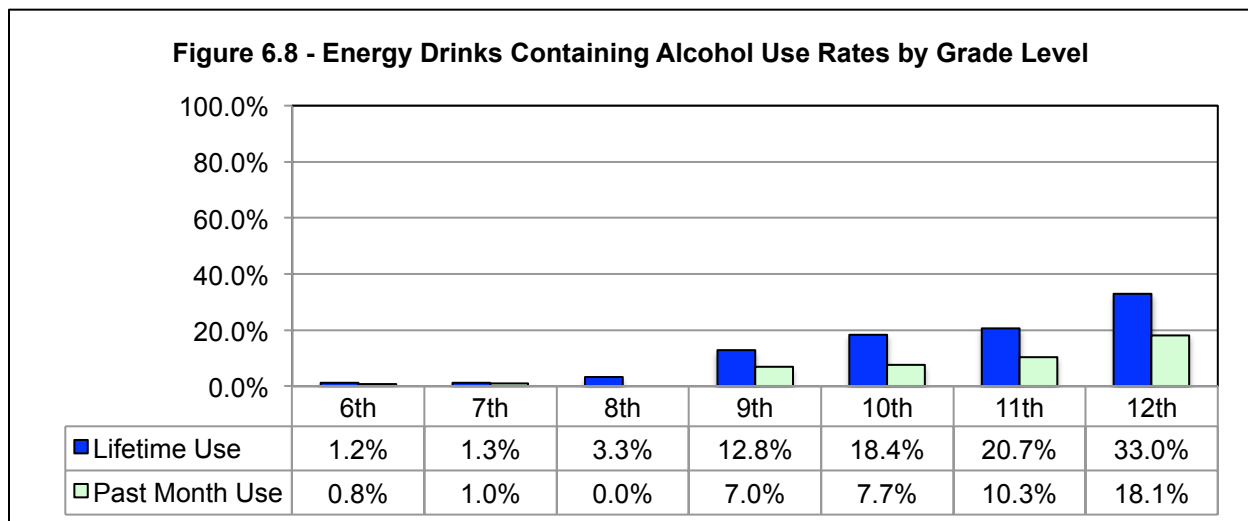


difference between grades 6 and 8 and 9-10 and 12 for past month energy drink use,  $p < 0.05$ . Post-hoc analyses <sup>(B)</sup> also revealed a significant difference between grades 6 and 8 and 9 and 12 for lifetime energy drink use,  $p < 0.05$ . Refer to Figure 6.7.



### Energy Drinks Containing Alcohol

There were no significant difference between grades 6-8 for past month or lifetime use of energy drinks containing alcohol,  $p > 0.05$ . There were significant differences between grades 9-12 for past month,  $\chi^2(3, N = 755) = 15.375, p < 0.01$ , and lifetime,  $\chi^2(3, N = 755) = 24.428, p < 0.001$  use of energy drinks containing alcohol. Post-hoc analyses <sup>(B)</sup> revealed a significant difference between grades 9-10 and 12 for past month energy drinks containing alcohol use,  $p < 0.05$ . Post-hoc analyses <sup>(B)</sup> revealed a significant difference between grades 9-11 and 12 for lifetime use of energy drinks containing alcohol,  $p < 0.05$ . Refer to Figure 6.8.



### 2014 Other Drug Use, Comparisons by Gender:

Among students in grades 9-12, more males (9.6%) than females (5.5%) reported using hallucinogens at least once in their lifetime,  $\chi^2(1, N = 722) = 4.332, p < 0.05$ .

Among students in grades 9-12, more males (6.7%) than females (2.9%) reported using salvia at least once in their lifetime,  $\chi^2(1, N = 724) = 5.799, p < 0.05$ .

Among students in grades 6-8, more males (10.1%) than females (4.3%) reported using energy drinks at least once in the past month,  $\chi^2(1, N = 650) = 8.030, p < 0.01$ . Among students in grades 6-8, more males (39.4%) than females (17.3%) reported using energy drinks at least once in their lifetime,  $\chi^2(1, N = 650) = 39.021, p < 0.001$ . Among students in grades 9-12, more males (34.6%) than females (15.8%) reported using energy drinks at least once in the past month,  $\chi^2(1, N = 741) = 35.184, p < 0.001$ . Among students in grades 9-12, more males (62.8%) than females (42.0%) reported using energy drinks at least once in their lifetime,  $\chi^2(1, N = 741) = 32.200, p < 0.001$ .

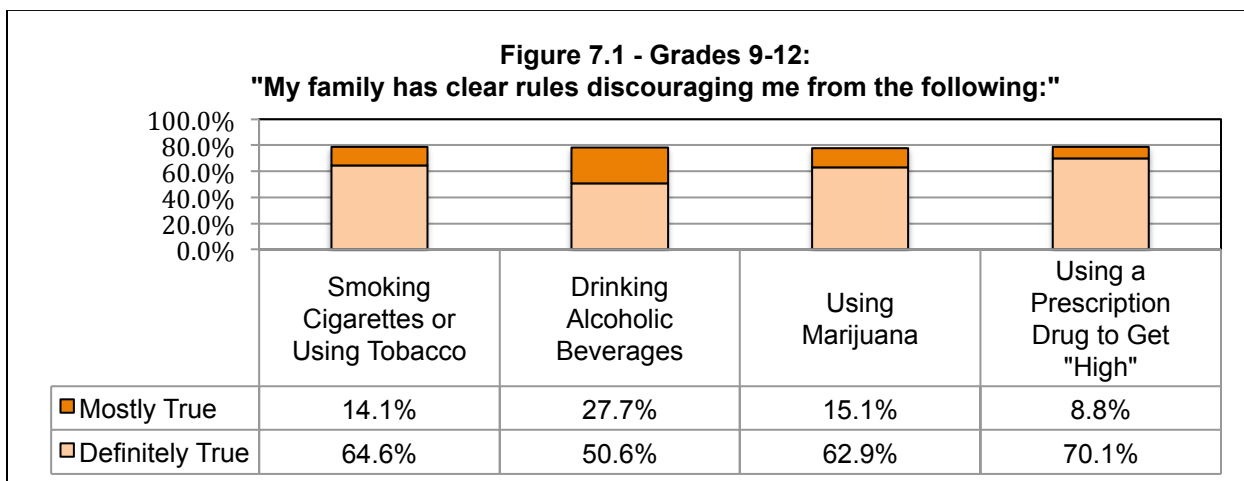
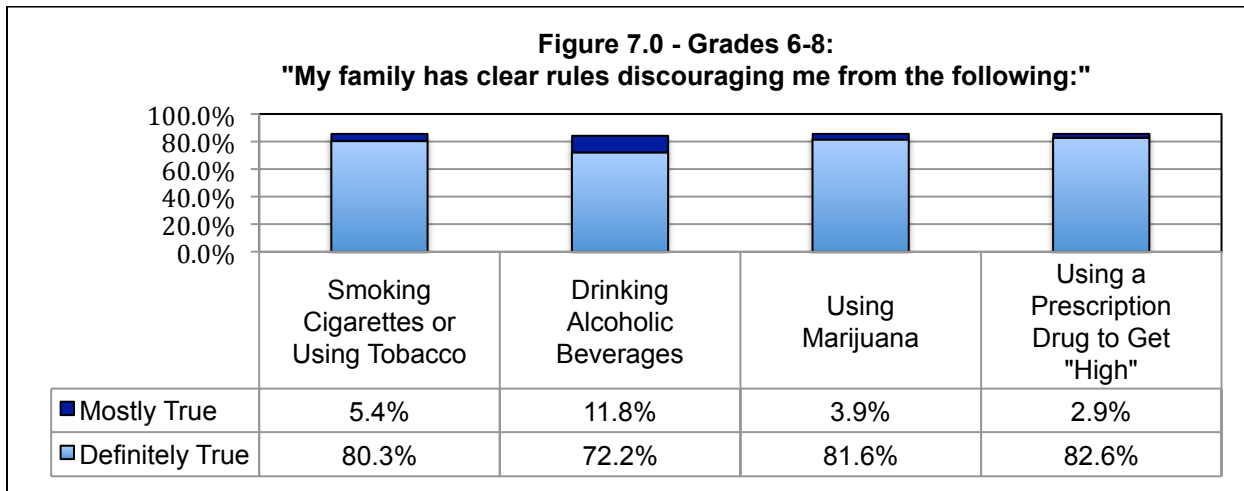
There were no significant gender differences among students in grades 6-8 or 9-12 for any of the other drugs listed in this section,  $p > 0.05$ .

## Section VII: Families and Substance Use

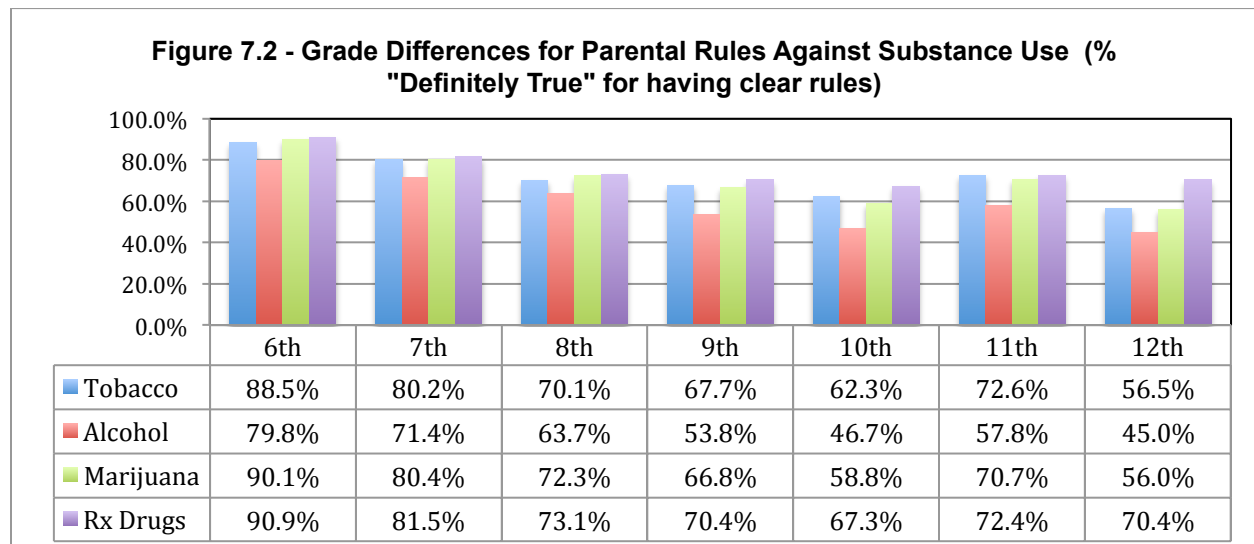
### Parental Rules Regarding Substance Use

*Students were asked how much their family had “clear rules” discouraging them from the following: smoking cigarettes or using tobacco, drinking alcoholic beverages, using marijuana, and using a prescription drug that is not prescribed to them for the purpose of “getting high”.*

72.2% of students in grades 6-8 and 50.6% of students in grades 9-12 answered “definitely true” to the statement “my family has clear rules discouraging me from drinking alcoholic beverages”. 80.3% of students in grades 6-8 and 64.6% of students in grades 9-12 answered “definitely true” to the statement “my family has clear rules discouraging me from smoking cigarettes or using tobacco”. Refer to Figures 7.0 and 7.1 for specific percentages by substance.



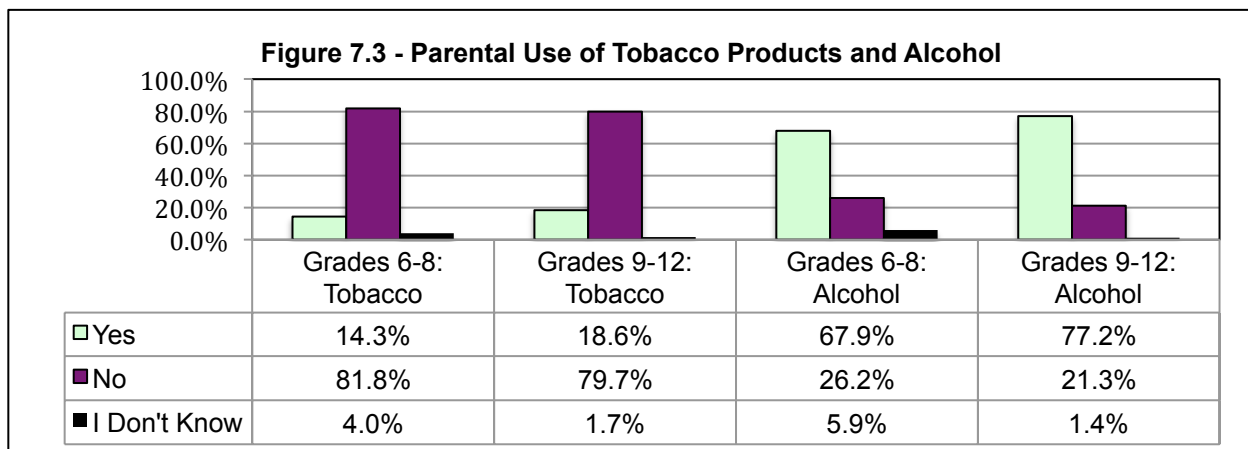
There were significant differences between grades 6-8 for students' families having clear rules discouraging them from smoking cigarettes or using tobacco,  $F(2, 661) = 10.15, p < 0.001$ , drinking alcoholic beverages,  $F(2, 660) = 8.70, p < 0.001$ , using marijuana,  $F(2, 656) = 8.52, p < 0.001$ , and abusing prescription drugs,  $F(2, 651) = 9.50, p < 0.001$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 6 and 7-8 for parental rules concerning smoking cigarettes or using tobacco,  $p < 0.05$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 6 and 7-8 for parental rules concerning drinking alcoholic beverages,  $p < 0.05$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 6 and 7-8 for parental rules concerning using marijuana,  $p < 0.05$ . Post-hoc analyses<sup>(GH)</sup> showed significant differences between grades 6 and 7-8 for parental rules concerning using prescription drugs,  $p < 0.05$ . There were no significant differences between grades 9-12 for students' families having clear rules discouraging them from smoking cigarette or using tobacco, drinking alcoholic beverages, using marijuana, or abusing prescription drugs for "getting high",  $ps > 0.05$ . Refer to Figure 7.2.



There were no gender differences for parents having clear rules against tobacco, alcohol, marijuana, prescription drug use in grades 6-8 and 9-12,  $p > 0.05$ .

### ***Parental Use of Tobacco Products and Alcohol***

Among students in grades 6-8, 14.3% reported that their parents use tobacco products and 67.9% reported that their parents drink alcoholic beverages. Among students in grades 9-12, 18.6% reported that their parents use tobacco products and 77.2% reported that their parents drink alcoholic beverages. Refer to Figure 7.3.

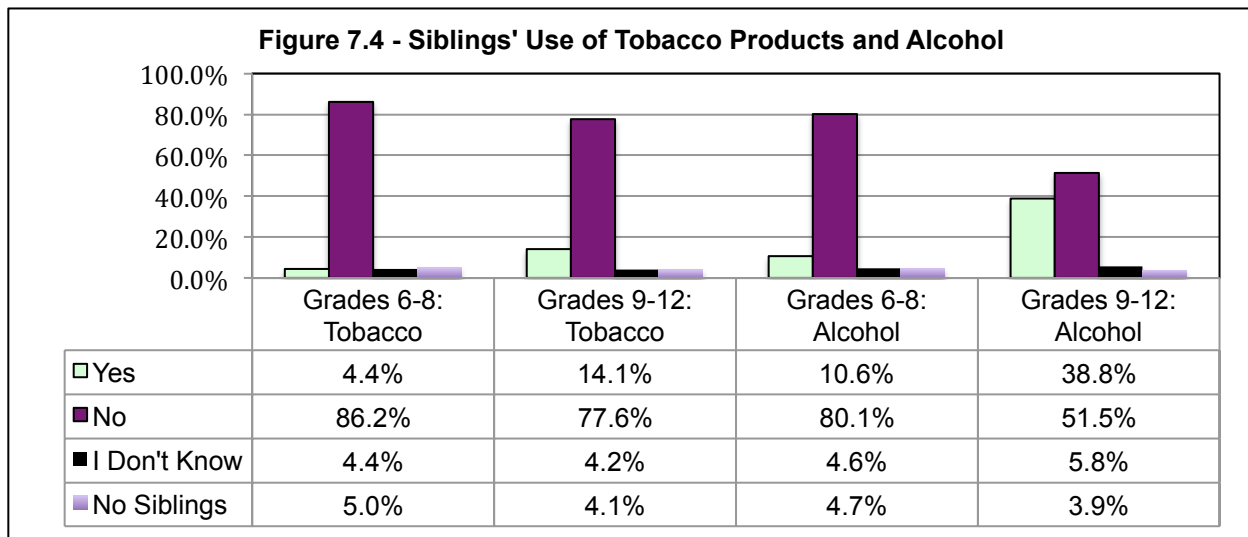


There were no significant differences between grades 6-8 or 9-12 for parental use of tobacco products or alcohol,  $p > 0.05$ .

For grades 6-8, there was a significant gender difference for parental use of tobacco products,  $\chi^2(2, N = 645) = 7.616, p < 0.05$ . More males (17.7%) than females (11.1%) in grades 6-8 reported parental use of tobacco products. There were no other significant gender differences among students in grades 6-8 or grades 9-12 for these two questions,  $ps > 0.05$ .

### ***Siblings' Use of Tobacco Products and Alcohol***

Among students in grades 6-8, 4.4% reported that their siblings use tobacco products and 14.1% reported that their siblings drink alcoholic beverages. Among students in grades 9-12, 10.6% reported that their siblings use tobacco products and 38.8% reported that their siblings drink alcoholic beverages. Refer to Figure 7.4.



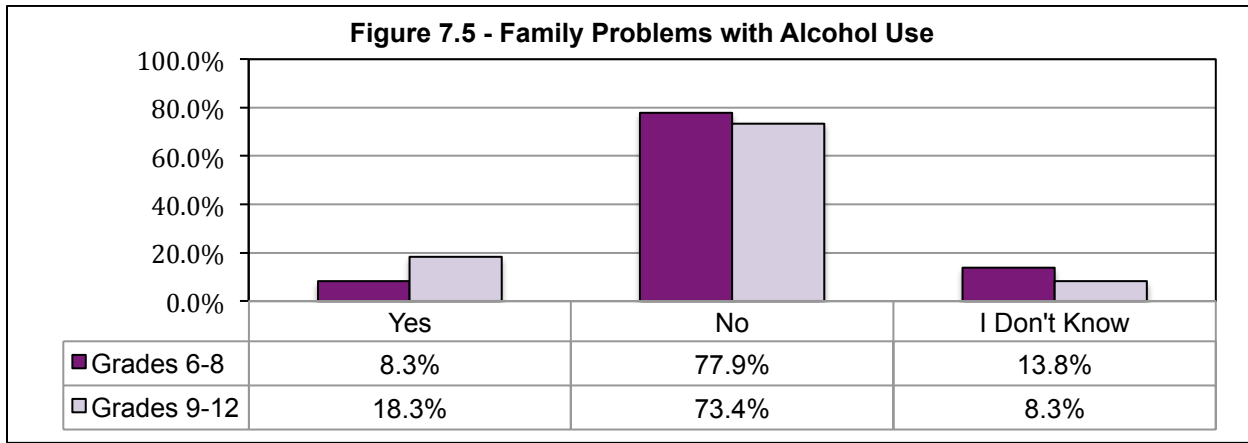
There were no significant differences between grades 6-8 or 9-12 for siblings' use of tobacco products,  $p > 0.05$ . There were significant differences in siblings' use of alcohol between grades 6-8,  $\chi^2(6, N = 654) = 21.459, p < 0.01$ . More individuals in grade 7 (11.7%) and grade 8 (17.2%) reported having siblings who used alcohol than in grade 6 (4.4%).

There were also significant differences in siblings' use of alcohol between grades and 9-12,  $\chi^2(6, N = 761) = 17.686, p < 0.05$ . More individuals in grade 12 (46.9%) reported having siblings who used alcohol than in grade 9 (28.7%).

There was a significant gender difference among students in grades 6-8 for sibling use of tobacco products,  $\chi^2(3, N = 648) = 20.195, p < 0.05$ . In grades 6-8, males (6.8%) report higher levels of sibling tobacco use compared to females (1.9%). There were no significant gender differences among students in grades 6-8 or 9-12 for these two questions,  $ps > 0.05$ .

### ***Family Problems with Alcohol Use***

8.3% of students in grades 6-8 and 18.3% of students in grades 9-12 reported that someone in their family (such as a parent/guardian, brother or sister, not including their self) used alcohol so that it created problems at home, at work, or with friends. Refer to Figure 7.5.



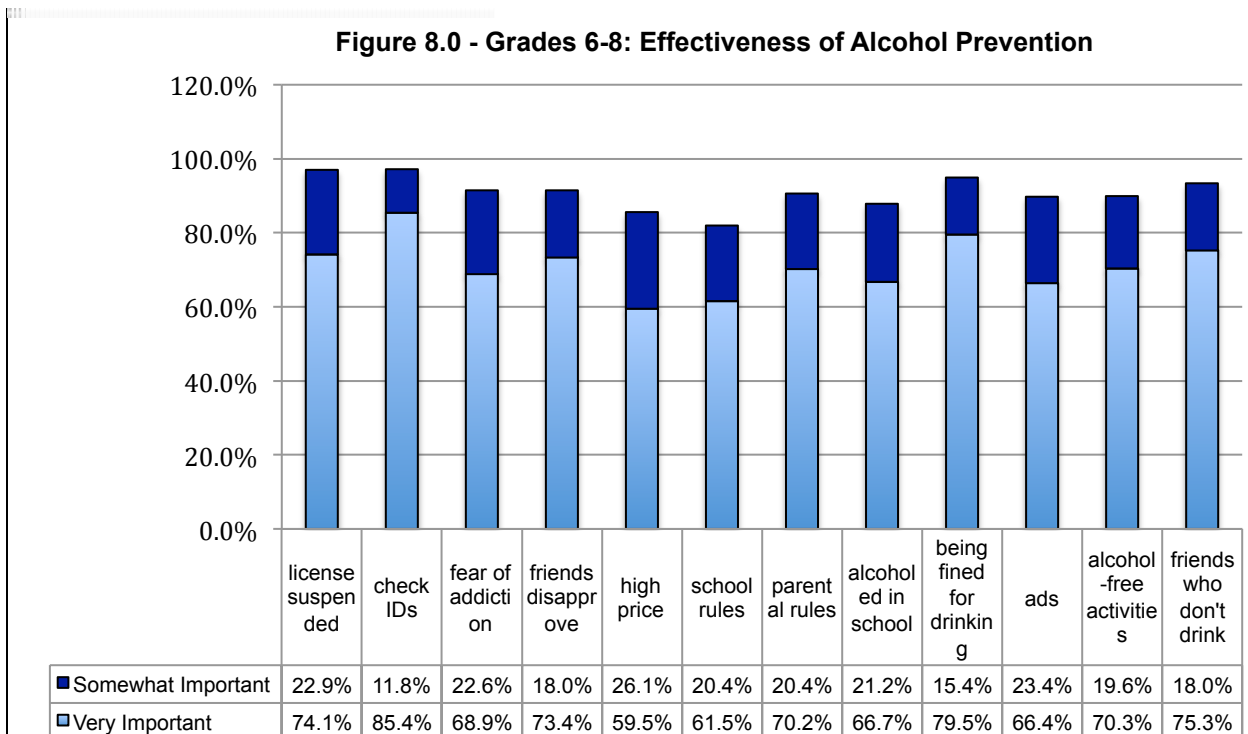
There were no differences between grades 6-8 and grades 9-12 for this question,  $p > 0.05$ . There were also no gender differences among students in grades 6-8 or 9-12 for this question,  $p > 0.05$ .

### Section VIII: Perceptions of Alcohol Prevention Strategies

*Students were asked to rate how important they think various strategies are in preventing kids from drinking alcoholic beverages.*

#### **Perceptions of Alcohol Prevention Among Grades 6-8**

For students in grades 6-8, the prevention strategies seen as most effective in preventing kids from drinking alcoholic beverages were for having driver's license suspended (96.9% "very or somewhat important", 3.1% "not important"), checking IDs in stores or bars (97.1% "very or somewhat important", 2.9% "not important"), and being fined about \$200 for drinking (94.9% "very or somewhat important", 5.1% "not important"). The prevention strategy seen as the least effective in preventing kids from drinking alcoholic beverages was school rules (81.9% "very or somewhat important", 18.1% "not important"). Refer to Figure 8.0.



A series of ANOVAs revealed significant differences between grades 6-8 for the following variables relating to their perceived effectiveness for preventing underage drinking:

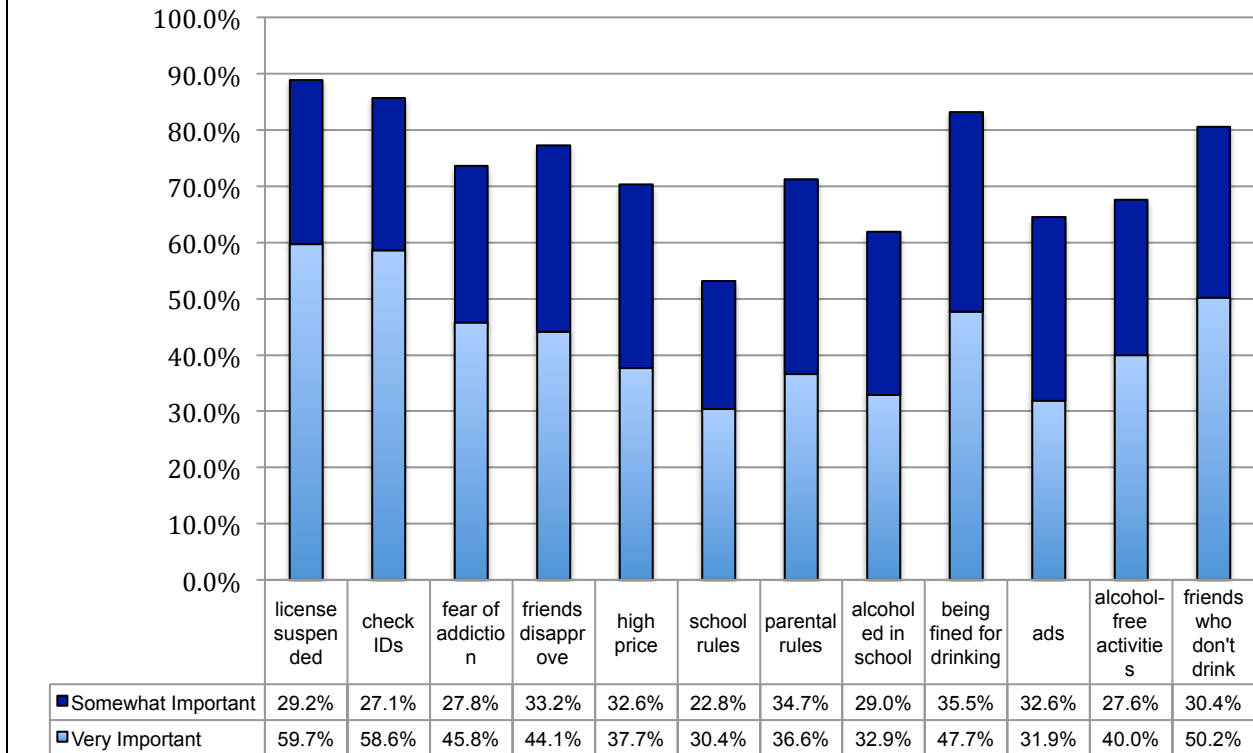
- **Having a driver's license suspended:** Students in 8<sup>th</sup> grade perceived having a driver's license suspended for drinking as more effective than students in 6<sup>th</sup> grade,  $F(2, 583) = 6.86, p < 0.01$ .
- **Checking IDs in stores or bars:** 8<sup>th</sup> graders perceived checking IDs in stores or bars as more effective in preventing underage drinking than 6<sup>th</sup> graders,  $F(2,591) = 4.18, p < 0.05$ .
- **Fear of addiction in preventing underage drinking:** Students in 7<sup>th</sup> and 8<sup>th</sup> grades perceived fear of addiction as more effective in preventing underage drinking than students in 6<sup>th</sup> grade,  $F(2,576) = 13.89, p < 0.001$ .
- **Friends who disapprove of drinking:** 7<sup>th</sup> and 8<sup>th</sup> graders perceived friend disapproval as more effective in preventing underage drinking than 6<sup>th</sup> graders,  $F(2,580) = 14.84, p < 0.001$ .
- **High alcohol prices:** Students in 8<sup>th</sup> grade perceived high alcohol prices as more effective in preventing underage drinking than students in 6<sup>th</sup> grade,  $F(2,584) = 6.89, p < 0.01$ .
- **School rules:** 7<sup>th</sup> and 8<sup>th</sup> graders perceived school rules as more effective in preventing underage drinking than 6<sup>th</sup> graders,  $F(2,584) = 21.30, p < 0.001$ .
- **Parental rules about drinking:** Students in 7<sup>th</sup> and 8<sup>th</sup> grades perceived parental rules as more effective in preventing underage drinking than students in 6<sup>th</sup> grade,  $F(2,585) = 19.79, p < 0.001$ .
- **Alcohol education in school:** 7<sup>th</sup> and 8<sup>th</sup> graders perceived alcohol education in school as more effective in preventing underage drinking than 6<sup>th</sup> graders,  $F(2,583) = 13.35, p < 0.001$ .
- **Being fined about \$200:** 7<sup>th</sup> and 8<sup>th</sup> graders perceived being fined about \$200 for drinking as more effective in preventing underage drinking than 6<sup>th</sup> graders,  $F(2,581) = 6.34, p < 0.01$ .
- **Advertisements that show the problems associated with drinking:** 8<sup>th</sup> graders perceived advertisements as more effective in preventing underage drinking than 6<sup>th</sup> graders,  $F(2,583) = 6.48, p < 0.01$ .
- **Alcohol-free activities (like dances, concerts, or spring events):** Students in 8<sup>th</sup> grade perceived alcohol-free activities (like dances, concerts, or spring events) as more effective in preventing underage drinking than students in 6<sup>th</sup> grade,  $F(2,579) = 8.35, p < 0.001$ .
- **Friends who do not drink:** 7<sup>th</sup> and 8<sup>th</sup> graders perceived friends who do not drink as more effective in preventing underage drinking than 6<sup>th</sup> graders,  $F(2,576) = 13.25, p < 0.001$ .

For grades 6-8, there were gender differences in perceived effectiveness of the following alcohol prevention strategies: high prices,  $t(578) = 2.03, p < 0.05$ , school rules,  $t(577.42) = 2.17, p < 0.05$ , and parent rules,  $t(574.96) = 2.25, p < 0.05$ . In grades 6-8, females perceived high prices, school rules, and parent rules as more effective alcohol prevention strategies than did males.

### ***Perceptions of Alcohol Prevention Among Grades 9-12***

For students in grades 9-12, the prevention strategies seen as most effective in preventing kids from drinking alcoholic beverages were having one's license suspended for drinking (88.8% "very or somewhat important", 11.2% "not important"), checking IDs in stores or bars (85.6% "very or somewhat important", 14.4% "not important"), and being fined about \$200 for drinking (83.1% "very or somewhat important", 16.9% "not important"). The prevention strategies seen as the least effective in preventing kids from drinking alcoholic beverages were school rules (53.2% "very or somewhat important", 46.8% "not important") and alcohol education in school (61.9% "very or somewhat important", 38.1% "not important"). Refer to Figure 8.1.

Figure 8.1 - Grades 9-12: Effectiveness of Alcohol Prevention



A series of ANOVAs revealed significant differences between grades 9-12 for the following variables (variables not listed did not show significant effects):

- **Checking IDs in stores or bars:** Students in 11<sup>th</sup> and 12<sup>th</sup> grade perceived checking IDs in stores or bars as more effective in preventing underage drinking than students in 9<sup>th</sup> grade,  $F(3,691) = 3.66, p < 0.05$ .
- **Fear of addiction:** Students in 11<sup>th</sup> and 12<sup>th</sup> grades perceived fear of addiction as more effective in preventing underage drinking than students in 9<sup>th</sup> grade and students in 12<sup>th</sup> grade also perceive fear of addiction as more effective in preventing underage drinking than students in 10<sup>th</sup> grade,  $F(3,680) = 8.80, p < 0.001$ .
- **School rules:** Students in 11<sup>th</sup> and 12<sup>th</sup> grades perceived school rules as more effective in preventing underage drinking than students in 9<sup>th</sup> grade,  $F(3,676) = 4.95, p < 0.01$ .
- **Parental rules about drinking:** 11<sup>th</sup> and 12<sup>th</sup> graders perceived parental rules as more effective in preventing underage drinking than 9<sup>th</sup> graders,  $F(3,682) = 4.17, p < 0.01$ .
- **Alcohol education in school:** Students in 11<sup>th</sup> and 12<sup>th</sup> grades perceived alcohol education in school as more effective in preventing underage drinking than students in 9<sup>th</sup> grade,  $F(3,676) = 4.99, p < 0.01$ .
- **Advertisements that show the problems associated with drinking:** Students in 11<sup>th</sup> and 12<sup>th</sup> grades perceived advertisements as more effective in preventing underage drinking than students in 9<sup>th</sup> grade,  $F(3,674) = 6.22, p < 0.001$ .

For grades 9-12, there were gender differences in perceived effectiveness of the following alcohol prevention strategies: having driver's license suspended for drinking,  $t(633.63) = -2.35, p < 0.05$ , being fined about \$200 for drinking,  $t(665) = -2.69, p < 0.01$ . In grades 9-12, males perceived having driver's license suspended for drinking and being fined about \$200 for drinking as more effective alcohol prevention strategies than did females.

## Section IX: Substance Use Comparisons to State and National Data

It is important to understand how the alcohol and drug use rates presented in this report compare to the surveys that are conducted at the national and state level. Refer to tables below to evaluate how the results presented in this report compare to results gathered from national survey studies.

Please note that binge drinking was defined in the Tolland 2014 survey as “having 4 or more drinks during a single occasion”. Binge drinking was defined in the included national surveys as “having 5 or more drinks during a single occasion”. Please note that this discrepancy will inflate the binge drinking rates observed for Tolland.

The survey data collected for the NSDUH survey was gathered using in-person interviews with each survey respondent in the privacy of their home, and thus the drug rates may be lower than they would if conducted in the school setting. For both the YRBSS and MTF surveys, respondents in private and public schools completed paper surveys during a class period.

<b>Tolland 2014 Survey Data Comparison to 2013 NSDUH Survey</b>			
<i>30-Day Use Rates</i>	<b>Tolland Grades 6-12</b>	<b>NSDUH<sup>1</sup> Ages 12-17</b>	<b>CT NSDUH<sup>2</sup> Ages 12-17</b>
<b>Cigarette Use</b>	3.7%	5.6%	8.8%
<b>Alcohol Use</b>	15.8%	11.6%	17.8%
<b>Marijuana Use</b>	12.0%	7.1%	8.9%
<b>Binge Drinking</b>	9.6%	6.2%	11.2%
<b>Prescription Drug Abuse</b>	3.9%	8.8%	8.8%

<b>Tolland 2014 Survey Data Comparison to 2013 YRBSS Survey</b>			
<i>30-Day Use Rates</i>	<b>Tolland Grades 9-12</b>	<b>YRBSS<sup>3</sup>, Grades 9-12</b>	<b>CT YRBSS<sup>3</sup>, Grades 9-12</b>
<b>Cigarette Use</b>	6.5%	15.7%	15.9%
<b>Alcohol Use</b>	28.6%	34.9%	36.7%
<b>Marijuana Use</b>	22.0%	23.4%	26.0%
<b>Binge Drinking</b>	17.2%	20.8%	20.0%
<b>(Lifetime) Prescription Drug Abuse</b>	14.0%	17.8%	-----
<b>Driving a Vehicle While Under the Influence of Alcohol</b>	4.6%	10.0%	9.4%

<b>Tolland 2014 Survey Data Comparison to 2013 MTF Survey</b>		
<i>30-Day Use Rates</i>	<b>Tolland Grade 12</b>	<b>MTF<sup>4</sup> Grade 12</b>
<b>Cigarette Use</b>	14.3%	16.3%
<b>Alcohol Use</b>	50.3%	39.2%
<b>Marijuana Use</b>	37.4%	22.7%
<b>Prescription Drug Abuse</b>	8.9%	7.0%

<sup>1</sup> = National Survey on Drug Use and Health; Substance Abuse and Mental Health Services Administration (SAMHSA)

<sup>2</sup> = National Survey on Drug Use and Health; SAMHSA; Connecticut data collected in 2009-2010

<sup>3</sup> = Youth Risk Behavior Surveillance System; Centers for Disease Control and Prevention (CDC); Connecticut data also collected in 2013

<sup>4</sup> = Monitoring the Future Survey; University of Michigan; National Institute on Drug Abuse (NIDA); National Institute of Health (NIH)



## Section X: Substance Use Comparisons to Regional Data

It is also necessary to understand how the alcohol and drug use rates presented in this report compare to the ERASE Region. Regional rates seen in tables are weighted averages (accounting for varying sample sizes) of substance use rates taken from 8 towns in the ERASE Region between 2012-2014 for grades 9-12. Tolland 2014 rates are included in this average.

<b><u>TOBACCO USE</u></b>		
<b>Tolland 2014 Survey Data Comparison to ERASE Regional Averages</b>		
Grades 9-12	Tolland 2014	ERASE Regional Average 2012-2014
Past Month Use	11.6% Use	12.4% Use
Perceived Risk	90.9% Risky	90.2% Risky
Perceived Parent Disapproval	91.0% Disapproval	90.4% Disapproval
Perceived Friend Disapproval	72.6% Disapproval	62.9% Disapproval

<b><u>ALCOHOL USE</u></b>		
<b>Tolland 2014 Survey Data Comparison to ERASE Regional Averages</b>		
Grades 9-12	Tolland 2014	ERASE Regional Average 2012-2014
Past Month Use	28.6% Use	26.4% Use
Perceived Risk	69.8% Risky	75.8% Risky
Perceived Parent Disapproval	86.2% Disapproval	87.1% Disapproval
Perceived Friend Disapproval	58.2% Disapproval	52.0% Disapproval
Past Month Binge Drinking	17.2% Binge	14.8% Binge
Lifetime Binge Drinking	32.8% Binge	30.3% Binge
Past Month DUI (Grades 11-12)	4.6% DUI	4.2% DUI

<b><u>MARIJUANA USE</u></b>		
<b>Tolland 2014 Survey Data Comparison to ERASE Regional Averages</b>		
Grades 9-12	Tolland 2014	ERASE Regional Average 2012-2014
Past Month Use	22.0% Use	21.6% Use
Perceived Risk	42.0% Risky	46.4% Risky
Perceived Parent Disapproval	81.4% Disapproval	83.2% Disapproval
Perceived Friend Disapproval	39.5% Disapproval	41.2% Disapproval

<b><u>PRESCRIPTION DRUG ABUSE</u></b>		
<b>Tolland 2014 Survey Data Comparison to ERASE Regional Averages</b>		
Grades 9-12	Tolland 2014	ERASE Regional Average 2012-2014
Past Month Use	6.4% Use	6.4% Use
Perceived Risk	89.4% Risky	87.3% Risky
Perceived Parent Disapproval	94.9% Disapproval	94.3% Disapproval
Perceived Friend Disapproval	74.9% Disapproval	74.7% Disapproval

## Section XI: Year Trends in Core Measures\*\* Summary: Grades 9-12

	2010	2014	Change Since 2010
<b>Tobacco Use</b>			
<i>Past Month Use</i>	15.7%	11.6%	- 4.1%
<i>Age of Onset</i>	14.4 yrs	14.1 yrs	- 0.3 yrs
<i>Perceived Risk</i>	89.4%	90.9%	+ 1.5%
<i>Perceived Parent Disapproval</i>	93.6%	91.0%	- 2.6%
<i>Perceived Friend Disapproval</i>	58.4%	72.6%	+ 14.2%
<b>Alcohol Use</b>			
<i>Past Month Use</i>	39.8%	28.6%	- 11.2%
<i>Age of Onset</i>	14.1 yrs	14.2 yrs	+ 0.1 yrs
<i>Perceived Risk*</i>	64.7%	63.2%	- 1.5%
<i>Perceived Parent Disapproval</i>	87.1%	86.2%	- 0.9%
<i>Perceived Friend Disapproval</i>	36.8%	58.2%	+ 21.4%
<i>Past Month Binge Drinking</i>	29.8%	17.2%	- 12.6%
<b>Marijuana Use</b>			
<i>Past Month Use</i>	21.0%	22.0%	+ 1.0%
<i>Age of Onset</i>	14.7 yrs	14.4 yrs	- 0.3 yrs
<i>Perceived Risk</i>	62.3%	42.0%	- 20.3%
<i>Perceived Parent Disapproval</i>	90.8%	81.4%	- 9.4%
<i>Perceived Friend Disapproval</i>	45.2%	39.5%	- 5.7%

*\*This percentage regards student ratings of risks associated with “drinking 1 or 2 alcoholic beverages nearly every day”, as asked in prior survey years. Rates for perception of risks associated with “drinking 5 or more alcoholic beverages once or twice a week” were at 69.8 % for students in grades 9-12.*

*\*\*Prescription Drugs are not included in this chart because perception questions associated with prescription drug use (risk, parent/friend disapproval, accessibility) were not include in past survey years, as they were for the current 2014 survey report.*

## **Section XVI: Acknowledgements**

ERASE staff would like to express their sincere appreciation for the following individuals or groups that helped the coordinate the survey administration process:

- Tolland Local Prevention Council
- Tolland Board of Education
- The Principal, Assistant Principal, and Secretaries of Tolland Middle School
- Tolland Middle School Teachers and Staff
- The Principal, Assistant Principal, and Secretaries of Tolland High School
- Tolland High School Teachers and Staff

ERASE staff would also like to thank the students of Tolland Middle School (Grades 6-8), and Tolland High School (Grades 9-12) for participating in this survey and their parents for allowing participation.

**Appendix A:**

**Tolland 2014  
Alcohol and Drug Use Student Survey,  
Grades 6-12**

## Survey Instructions

This survey is sponsored by the Tolland Local Prevention Council. The survey is open to youth in grades 6 through 12 attending school in the town of Tolland. We are conducting the survey to learn about your experiences and feelings regarding tobacco, alcohol, drugs, and various activities. This is NOT a test. There are no right or wrong answers.

We encourage you to answer truthfully. Your answers cannot be traced back to you, so you can be completely honest. This is your chance to be heard.

If you are taking this survey later in the cycle, you may have heard classmates talking about the questions or answers they gave. We are relying on your independent spirit and integrity to give answers based on your OWN opinions and experiences, regardless of what you may have heard.

Please work as quickly as you can. If you don't find an answer that fits exactly, choose the one that comes closest. You should not compare or discuss your answers with other students while you are taking the survey, but you may ask your teacher or survey administrator if you do not understand a question.

## SECTION 1: Questions About You.

### 1. What grade are you in now?

- 6       7       8       9       10       11       12

### 2. What is your sex?

- Female  
 Male

### 3. How do you describe yourself (Mark all that apply)

- White or Caucasian  
 Black or African American  
 Asian or Pacific Islander  
 Native American  
 Hispanic or Latino  
 Other (please specify)

## SECTION 2: Substance Use

# ERASE, Inc. Student Survey<br>

## 4. Please choose how true this statement is for you:

### My family has clear rules discouraging me from the following:

	Definitely NOT True	Mostly NOT True	Mostly True	Definitely True
Smoking cigarettes or using tobacco.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drinking alcoholic beverages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using marijuana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a prescription drug that is not prescribed to me for the purpose of "getting high".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: Substance Use (Continued)

### 5. Do any of your parents/guardians:

	No	Yes	I don't know
Use tobacco products?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink alcoholic beverages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 6. Do any of your brothers or sisters:

	No	Yes	I don't know	I don't have any brothers or sisters
Use tobacco products?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink alcoholic beverages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 7. Has anyone in your family (such as a parent/guardian, brother or sister, not including you) ever used alcohol so that it created problems at home, at work, or with friends?

NO  YES  I DON'T KNOW

## SECTION 2: Substance Use (Continued)

### 8. How much do you think people risk harming themselves physically or in other ways when they do the following:

	No Risk	Slight Risk	Moderate Risk	Great Risk	I Don't Know
Smoke cigarettes, 1 or more packs a day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink 5 or more alcoholic beverages (beer, wine or liquor), once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana 1 or 2 times a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs that are not prescribed to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: Substance Use (Continued)

**9. How wrong do your *parents/guardians* feel it would be for you to do the following:**

	Not at all Wrong	Slightly Wrong	Moderately Wrong	Greatly Wrong
Smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 2: Substance Use (Continued)**

**10. How wrong do your *friends* feel it would be for you to do the following:**

	Not at all Wrong	Slightly Wrong	Moderately Wrong	Greatly Wrong
Smoke Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink 1 or 2 alcoholic beverages (beer, wine, or liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 2: Substance Use (Continued)**

**11. How do you feel about someone your age having 1 or 2 drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?**

- Strongly Approve
- Somewhat Approve
- Neither Approve or Disapprove
- Somewhat Disapprove
- Strongly Disapprove

**SECTION 2: Substance Use (Continued)**

**12. Think back over the past 30 days. On how many days, if any, did you use any of the following?**

	I have NEVER used.	Not in the past 30 days	Occasionally (1 - 5 days)	Frequently (6 - 20 days)	Almost every day (21 days or more)
Cigarettes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other tobacco products (e.g., chewing tobacco, pipe tobacco, cigars, snuff, Snus).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-Cigarettes (Electronic Cigarettes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An energy drink (e.g., Red Bull, Monster, Amp, or Rock Star).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An energy drink containing alcohol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana or hashish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 2: Substance Use (Continued)**

**13. Think back over your entire lifetime and try to remember whether you have **EVER** used any of the following. If so, what was your age (in years) when you **FIRST** used the substance?**

	I have NEVER used.	9 or younger	10	11	12	13	14	15	16	17	18
Tobacco products (like cigarettes, snuff, chewing tobacco, dip, smoking tobacco from a pipe).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcoholic beverages (more than a sip, and NOT including religious activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana or hashish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 2: Substance Use (Continued)**



**14. When you first used tobacco products (e.g., cigarettes, chewing tobacco, pipe tobacco, cigars, snuff, Snus, electronic cigarettes), what influenced you the MOST to use tobacco products?**

- I have NEVER used tobacco products
- Friends/Peer Pressure
- Boredom
- Curiosity
- Advertisements/Media
- Family
- Angry/Upset with Someone
- Stress/To Feel Better

**SECTION 2: Substance Use (Continued)**

**15. How often do you get tobacco products (e.g., cigarettes, chewing tobacco, pipe tobacco, cigars, snuff, Snus, electronic cigarettes) from:**

	Never	Sometimes	Often	Not Applicable (N/A)
Your parents/guardians, with their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parents/guardians, without their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your brother(s) or sister(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Store (you buy them)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Machines (you buy them)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 2: Substance Use (Continued)**

**16. About how many students in your grade do you think use tobacco products (e.g., cigarettes, chewing tobacco, pipe tobacco, cigars, snuff, Snus, electronic cigarettes)?**

- Hardly any students (less than 10%)
- A few students (around 25%)
- Half of students (around 50%)
- Most students (around 75%)
- Almost all students (more than 90%)

**SECTION 2: Substance Use (Continued)**

**17. When you first used marijuana, what influenced you the MOST to use marijuana or hashish?**

- I have NEVER used marijuana
- Friends/Peer Pressure
- Boredom
- Curiosity
- Advertisements/Media
- Family
- Angry/Upset with Someone
- Stress/To Feel Better

**SECTION 2: Substance Use (Continued)**

**18. How often do you get marijuana or hashish from:**

	Never	Sometimes	Often	Not Applicable (N/A)
Your parents/guardians, with their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parents/guardians, without their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your brother(s) or sister(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 2: Substance Use (Continued)**

**19. During the past 30 days, have you been high under the influence of marijuana while you were at school?**

- Not Applicable (I have NEVER used marijuana)
- No
- Yes

**SECTION 2: Substance Use (Continued)**

**20. About how many students in your grade do you think use marijuana or hashish?**

- Hardly any students (less than 10%)
- A few students (around 25%)
- Half of students (around 50%)
- Most students (around 75%)
- Almost all students (more than 90%)

**SECTION 2: Substance Use (Continued)**

# ERASE, Inc. Student Survey<br>

**21. During the past 30 days, how many days (if any) did you drink (more than a sip and NOT including religious activities) alcoholic beverages (such as beer, wine, wine coolers, mixed drinks, hard liquor, etc.)?**

- I have NEVER drunk alcohol (more than a sip) before.
- Not in the past 30 days
- Occasionally (1 - 5 days)
- Frequently (6 - 20 days)
- Almost every day (21 days or more)

## SECTION 2: Substance Use (Continued)

**22. During the past 30 days, on how many days (if any) did you drink 4 or more alcoholic beverages (beer, wine, wine coolers, mixed drinks, hard liquor, etc.) during a single occasion?**

- I have NEVER had 4 or more alcoholic beverages in a single occasion.
- Not in the past 30 days
- Occasionally (1 - 5 days)
- Frequently (6 - 20 days)
- Almost every day (21 days or more)

## SECTION 2: Substance Use (Continued)

**23. In the past 30 days, did you drink alcoholic beverages in any of the following places:**

	Never	Sometimes	Often
At your home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the street, in the woods, or in parks or fields?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the homes of other people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At school activities, like dances or sporting events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a party <b>with</b> an adult (30 or older) present?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a party <b>without</b> an adult (30 or older) present?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**24. During the past 30 days have you been under the influence of alcohol while you were at school?**

- NO
- YES

## SECTION 3: Substance Use

**25. Have you ever driven a car, truck, ATV or motorcycle when under the influence of alcohol:**

	Yes	No	This question does not apply to me.
...at least once in the last 30 days?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...at least once in your lifetime?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 2: Substance Use (Continued)**

**26. How often do you get alcoholic beverages from:**

	Never	Sometimes	Often
Your parents/guardians, <u>with</u> their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parents/guardians, <u>without</u> their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your brother(s) or sister(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From other people who buy it for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a party with an adult's permission (21 or older)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a restaurant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a store or bar (you buy it)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**27. On how many occasions in your lifetime have you been drunk or very high from drinking alcoholic beverages?**

Never
  1 - 2 Occasions
  3 - 9 Occasions
  10 or More Occasions

**SECTION 2: Substance Use (Continued)**

**28. When you first drank alcohol (more than a sip, and NOT including religious activities), what influenced you the MOST to drink alcohol?**

<input type="radio"/> Friends/peer pressure	<input type="radio"/> Family tradition
<input type="radio"/> Boredom	<input type="radio"/> Alcohol readily available
<input type="radio"/> Curiosity	<input type="radio"/> Angry/upset with someone
<input type="radio"/> Advertisements/Media	<input type="radio"/> Stress/to feel better

**SECTION 2: Substance Use (Continued)**

**29. How many students in your grade do you think drink alcoholic beverages (more than just a sip and NOT including religious activities) at least once every month?**

- Hardly any students (less than 10%)
- A few students (around 25%)
- Half of students (around 50%)
- Most students (around 75%)
- Almost all students (more than 90%)

**SECTION 2: Substance Use (Continued)**

**30. Have you ever ridden in a vehicle as a passenger when the driver was under the influence of alcohol:**

	Yes	No
...at least once in the last month?	<input type="radio"/>	<input type="radio"/>
...at least once in your lifetime?	<input type="radio"/>	<input type="radio"/>

**31. If you have ridden in a vehicle when the driver was under the influence of alcohol, did any of those instances occur when the driver was an adult (age 21 and over)?**

- No
- Yes
- This question does not apply to me

**SECTION 2: Substance Use (Continued)**

## 32. Have you **EVER** used any of these drugs?

	NO, Never	YES, But <b>NOT</b> in the past 30 days	YES, In the past 30 days
Inhalants (things you sniff or inhale to get high such as glue, paint, whippets, or sprays)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cocaine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crack cocaine (rock)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alloviates (vites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ecstasy or Molly (MDMA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hallucinogens (LSD, acid or mushrooms, PCP or Angel Dust)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heroin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salvia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ketamine (Special K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GHB	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methamphetamine (Meth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthetic marijuana (Spice, K2, K3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bath Salts (Ivorywave, Red Dove)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: Substance Use (Continued)

### 33. Have you ever used any of these drug(s) on your own, *without* your own prescription or a doctor or dentist telling you to?

	NO, Never	Yes, But <b>NOT</b> in the past 30 days	Yes, In the past 30 days
Pain medication (OxyContin, Vicodin, Percodan, Codeine, or Dilaudid)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steroids (juice, roids)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Downers (barbiturates, sleeping pills, sedatives, Quaaludes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tranquilizers (Valium, Xanax, or Librium)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uppers (Ritalin, Adderall, Amphetamines, or Speed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Over the counter medications to get "high" (cough medicine, mouthwash)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: Substance Use (Continued)

# ERASE, Inc. Student Survey<br>

**34. If you use any prescription or over-the-counter drugs for the purpose of "getting high", how often do you get these drugs from:**

	Never	Sometimes	Often	Not Applicable (N/A)
Your parents/guardians, <u>with</u> their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parents/guardians, <u>without</u> their permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your brother(s) or sister(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: Substance Use (Continued)

**35. During the past 30 days, have you been *intentionally* high under the influence of prescription drugs while you were at school?**

- Not Applicable (I have NEVER used prescription drugs for purpose of getting high)
- No
- Yes

## SECTION 2: Substance Use (Continued)

**36. If you wanted to, how easy would it be for you to get:**

	Very Easy	Sort Of Easy	Sort Of Hard	Very Hard
Beer, wine, wine coolers, or hard liquor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Any type of tobacco products?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana or hashish?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illegal drugs like cocaine, heroin, LSD, or amphetamines?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A prescription drug without your own prescription (such as OxyContin, Vicodin, Ritalin and Adderall)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2: Substance Use (Continued)

**37. How important do you think the following are in preventing kids from drinking alcoholic beverages?**

	Very Important	Somewhat Important	Not Important	I Don't Know
Having driver's license suspended for drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking ID's in stores or bars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fear of addiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends who disapprove of drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High price	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental rules about drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol education in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being fined about \$200 for drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advertisement that show the problems associated with drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol-free activities (like dances, concerts, or sporting events)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends who don't drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**You have finished the survey.**

Thank you for your participation in the ERASE, Inc. Student Survey.

If anything in this survey made you upset or brought up feelings of confusion, please talk to your school psychologist, school counselor, or teacher.