

**Nebraska Risk and Protective Factor  
Student Survey Results for 2005**

**Region I  
Profile Report**



**Administered by the Nebraska Health and  
Human Services System and the  
Nebraska Department of Education for  
Nebraska Partners in Prevention**

# Introduction

## 2005 Region I Risk and Protective Factor Student Survey Report

This report summarizes the findings from the 2005 Nebraska Risk and Protective Factor Student Survey, the second implementation of a biennial survey of students in grades 6, 8, 10, and 12. The survey was designed to assess adolescent substance use, antisocial behavior, and many of the risk and protective factors that predict adolescent problem behaviors. The Nebraska survey is adapted from a national, scientifically validated survey and contains information on the risk and protective factors that are 1) locally actionable, 2) can not be obtained through any other source, and 3) are more highly correlated with substance abuse. While planning prevention services, communities are urged to collect and use multiple data sources, including archival and social indicators, assessment of existing resources, key informant interviews, as well as data from this survey.

Table 1 contains the characteristics of the students who completed the survey from your community (e.g. school district, county). When using the information in this report, please pay attention to the number and percentage of students who participated from your

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community. If 70% or more of the students participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than 70% participated, a review of who participated should be completed prior to generalizing the results to the entire community.

The survey was sponsored by Nebraska Partners in Prevention (NePiP), and was administered by the Nebraska Health and Human Services System Division of Behavioral Health Services and the Nebraska Department of Education, with assistance from the NePiP Data Monitoring Work Group, the State Survey Design Work Group, the Pacific Institute for Research and Evaluation, and Bach Harrison, L.L.C.

## Risk and Protective Factors

Many states and local communities have adopted the Risk and Protective Factor Model to guide their prevention efforts. The Risk and Protective Factor Model of Prevention is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors.

Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth.

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington, Social

**Table 1. Characteristics of Participants**

Year of Survey	2003		2005			
	Region		Region		State	
Total Students	Number	Percent	Number	Percent	Number	Percent
	2897	100	2549	100	27625	100
<b>Grade</b>						
6	686	23.7	615	24.1	5906	21.4
8	700	24.2	721	28.3	7044	25.5
10	794	27.4	665	26.1	8009	29.0
12	717	24.7	548	21.5	6666	24.1
<b>Gender</b>						
Male	1418	57.2	1288	51.3	13550	50.1
Female	1061	42.8	1223	48.7	13519	49.9
<b>Ethnicity</b>						
Hispanic	414	12.5	366	12.4	2993	9.8
African American	28	0.8	32	1.1	505	1.6
Asian	20	0.6	21	0.7	286	0.9
American Indian	184	5.5	168	5.7	1065	3.5
Pacific Islander	16	0.5	15	0.5	101	0.3
White	2332	70.2	2090	70.8	23356	76.2
Other	327	9.8	262	8.9	2335	7.6

## Additional Information on Risk and Protective Factors

Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research reviewed by Drs. Hawkins and Catalano include social bonding to family, school, community and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in your community, factors that are particularly high (or low) can be identified. These factors may be especially important ones to address. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

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

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

## How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use and antisocial behavior charts, 2) risk factor charts, 3) protective factor charts, 4) charts indicating sources and contexts for use of alcohol and cigarettes, and 5) charts indicating contexts for gambling. This is the first year that the contexts for gambling questions were included in the NRPFS. All of the other charts show the results of your community's 2005 data compared to the overall state data. If your school or community participated in the 2003 NRPFS, then comparison data for 2003 will also be included in the charts. The actual percentages from the charts are presented in a table format at the end of this report.

### Substance Use and Antisocial Behavior Charts

This report contains information about alcohol, tobacco and other drug use (referred to as ATOD use throughout the report) and other problem behaviors of students. The bars on each chart represent the percentage of students in the selected grades who reported the behavior. For example, for the overall state, approximately 70 percent of students in high school reported that they 'ever used alcohol'. This means that 70 percent of the high school students reported that they had tried alcohol at least once in their lifetime. The four sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Ever-used** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the level of experimentation with a particular substance.
- **30-day use** is a measure of the percentage of students who used the particular substance at least once in the 30 days prior to taking the survey and is a more sensitive indication of the level of current use of the substance.
- **Binge drinking** (five or more drinks in a row during the two weeks prior to the survey) and **30-day use of a pack or more of cigarettes per day** are measures of heavy use of alcohol and tobacco.
- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement** with the antisocial behaviors

listed in the charts **in the past year**. In the charts, antisocial behavior will often be abbreviated as ASB.

- **Dots** are used on the charts to show the overall state average for all of the youth in each grade who participated in the 2005 survey. The dots allow a community to compare the results from their youth to youth in grades 6, 8, 10, and 12 throughout the state who participated in the survey. Information about other students in the state can be helpful in determining the seriousness of a given level of problem behavior. For example, if the percentage of students in your community engaging in a problem behavior is significantly higher than the state average, it is most likely an issue of concern and merits attention.

### Risk and Protective Factor Charts

In order to make the results of the 2005 Nebraska Risk and Protective Factor Student Survey more useable, risk and protective profiles were developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. Students are defined as being at risk if their score for that factor exceeds the score that was at the 44<sup>th</sup> percentile in a large study conducted in seven different states. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. Students are defined as having a protective factor when their score for the protective factor exceeds the 56<sup>th</sup> percentile score for the seven-state study. The seven-state values are shown on the charts as a dashed line. As with the Substance Use and Antisocial Behavior Charts, the dots on the Risk and Protective Factor Charts show the average of all youth who were surveyed in the state.

### Sources and Places of Alcohol and Cigarette Use Charts

The percentage of students who obtained alcohol and cigarettes from specific sources and the percentage who used alcohol and cigarettes in specific places in the past year is shown in charts for each grade. The percentages are based upon only those students who used alcohol (for alcohol questions) or cigarettes (cigarette questions) in the past year. Also included in the charts is the percentage of students who reported that an adult was present when they used alcohol or cigarettes.

# Tools for Assessment and Planning

## School and Community Improvement Using Survey Data

### Why Conduct the Risk and Protective Factor Survey?

Data from the Nebraska Risk and Protective Factor Student Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues. The risk and protective factor profiles provided by this survey reflect underlying conditions that can be addressed through specific types of interventions that have been proven to be effective in either reducing risk(s) or enhancing protection(s). The steps for conducting a comprehensive and effective prevention planning process are outlined in detail in the Nebraska Partners in Prevention “Evidence-Based Planning Toolkit”, which can be downloaded at [www.nebraskaprevention.gov](http://www.nebraskaprevention.gov), or obtained in print form by contacting the Nebraska Behavioral Health Prevention Program at (402) 479-5573. This toolkit can help your school and community identify, prioritize and address specific needs; make key decisions regarding allocation of resources; and select and implement effective strategies that will result in sustainable outcomes.

### What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community’s highest priority?
- Which levels of 30-day drug use are of greatest concern?
  - Which substances are your students using the most?
  - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
  - Which behaviors are your students exhibiting the most?
  - At which grades do you see unacceptable behavior levels?

### How to decide if a rate is unacceptable.

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

### Use these data for planning.

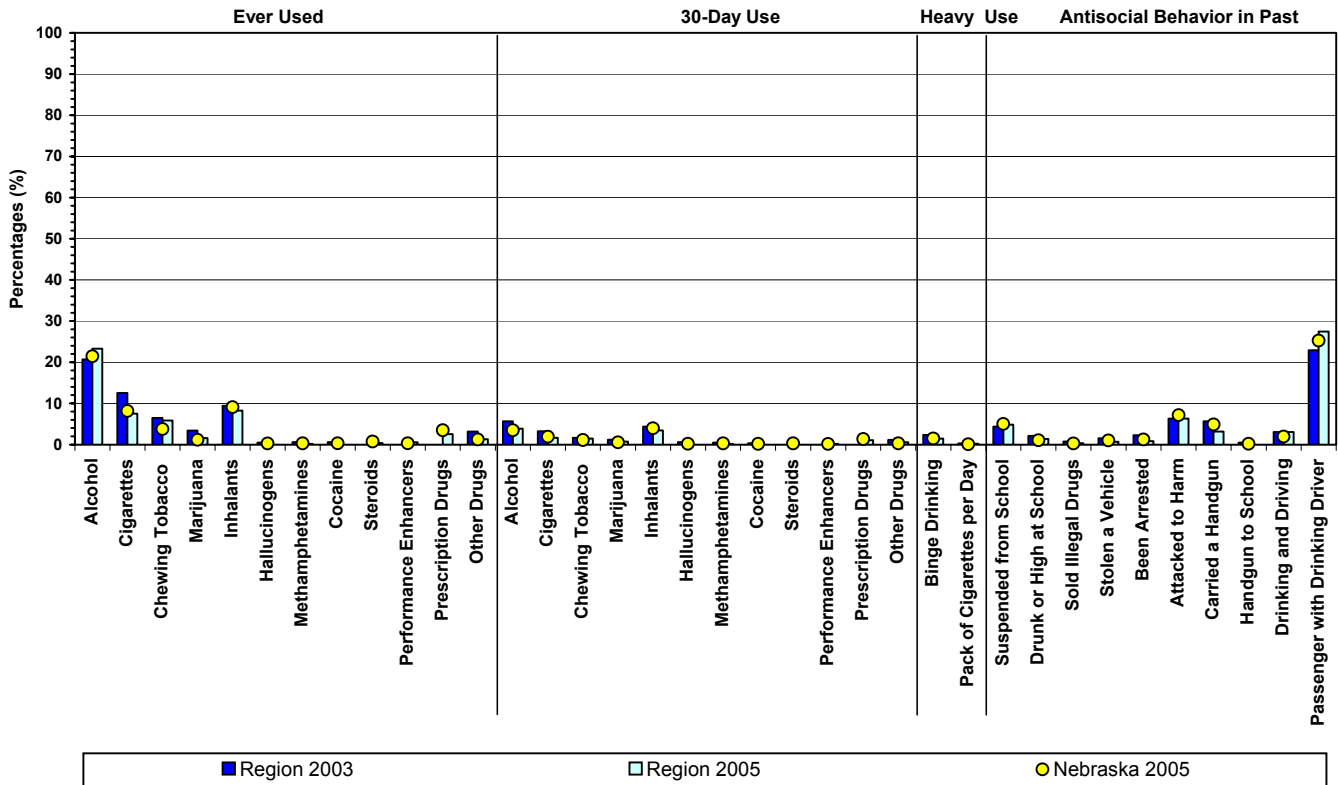
- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.
- **Science-Based and Promising Strategies** – The Nebraska Partners in Prevention “Guidance Document for Science-Based and Promising Substance Abuse Prevention Strategies”, provides information on science-based and promising policies, practices and programs that have been proven effective in decreasing substance abuse. This document is available for download at [www.nebraskaprevention.gov](http://www.nebraskaprevention.gov) or by contacting the Nebraska Behavioral Health Prevention Program at (402) 479-5573.

#### MEASURE

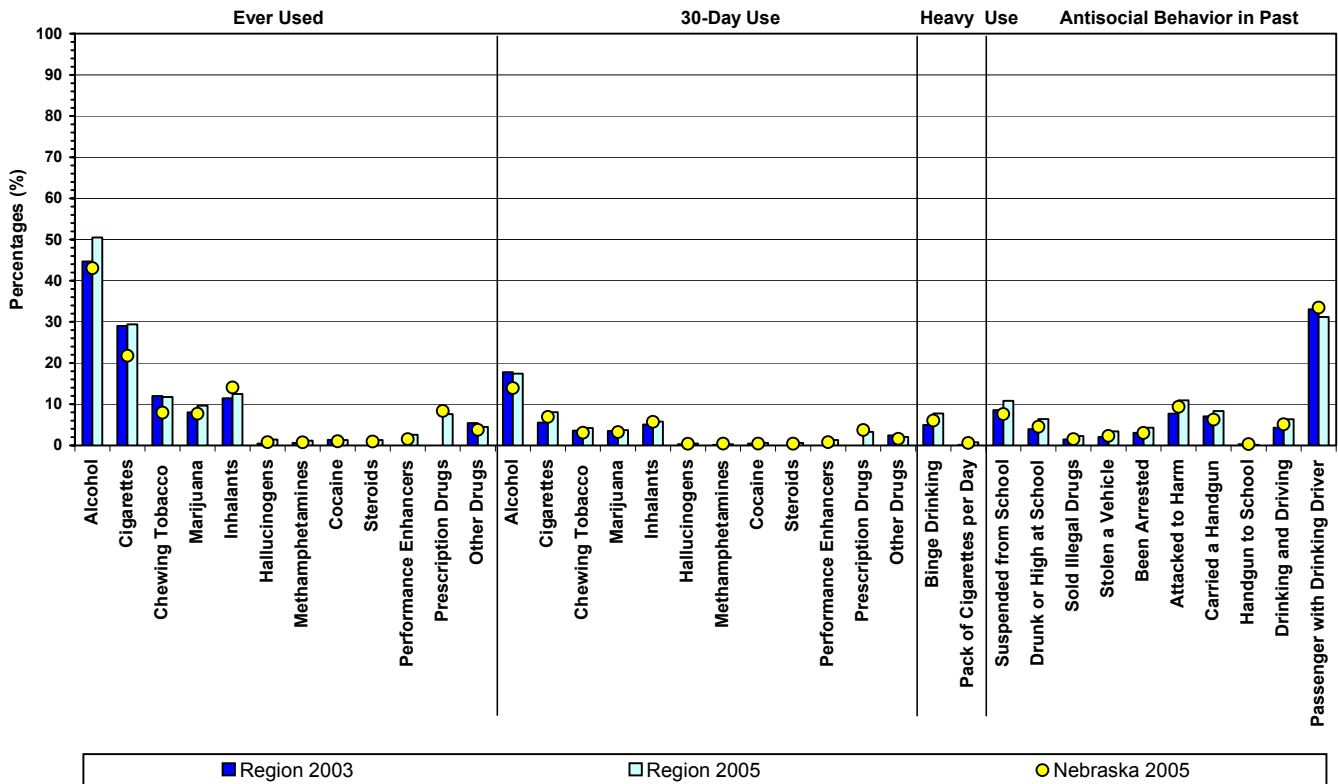
- Risk Factors
- Protective Factors
- Substance Use
- Antisocial Behaviors

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

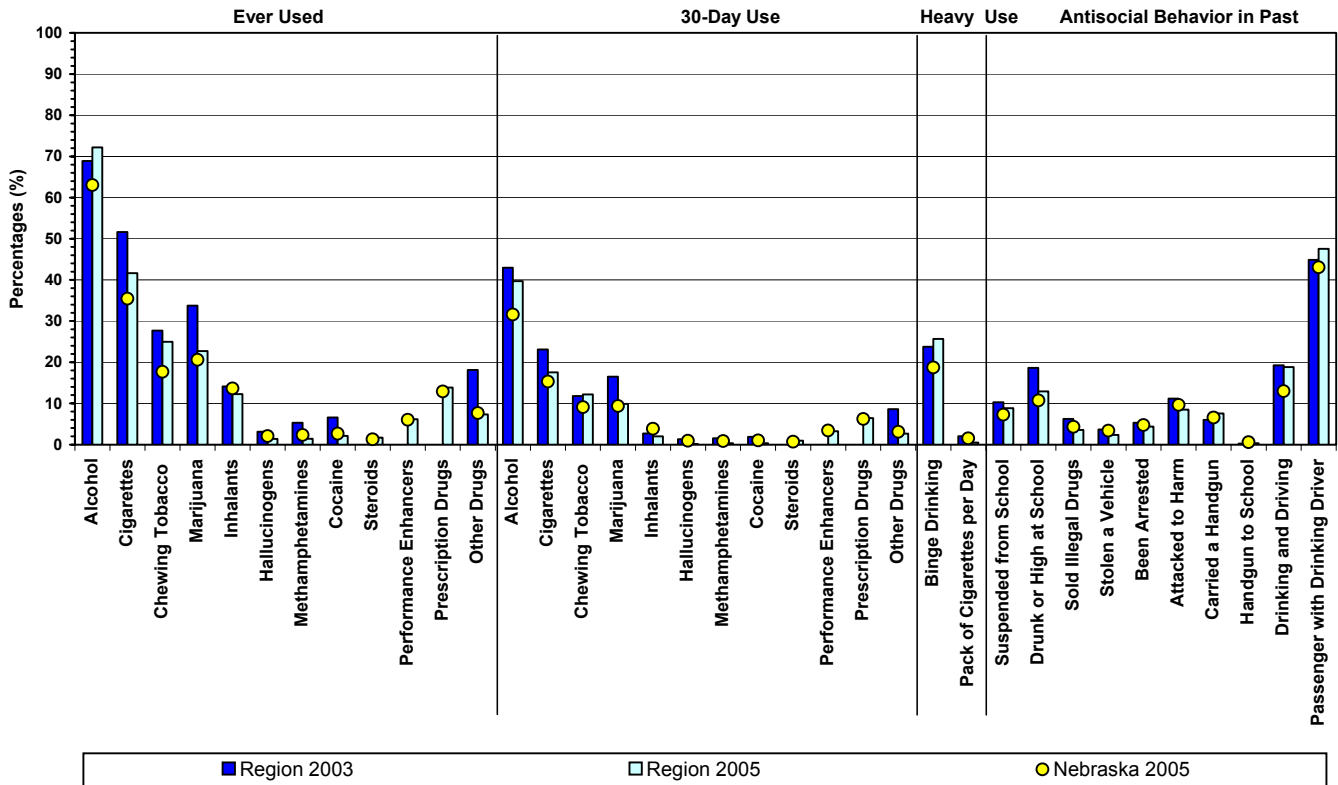
### ATOD USE AND ANTISOCIAL BEHAVIOR 2005 and 2003 Region I Student Survey, Grade 6



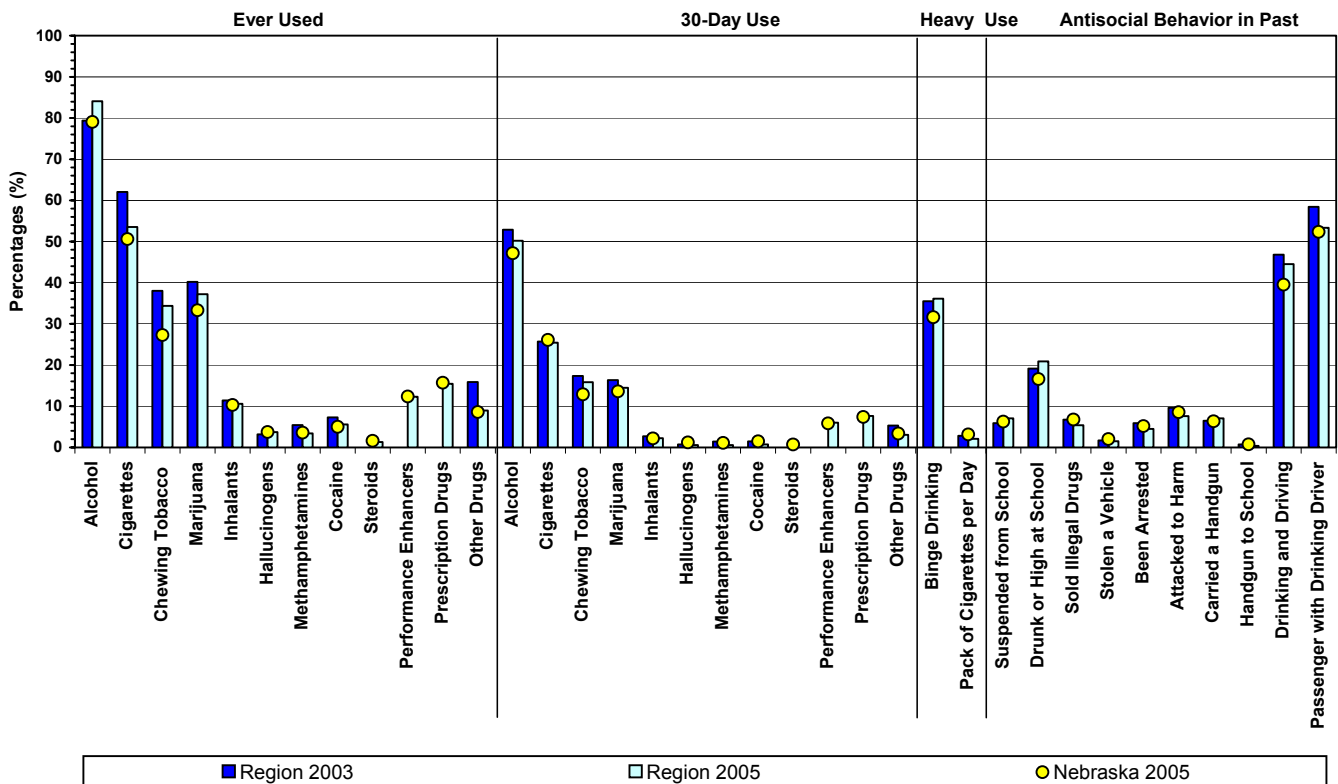
### ATOD USE AND ANTISOCIAL BEHAVIOR 2005 and 2003 Region I Student Survey, Grade 8



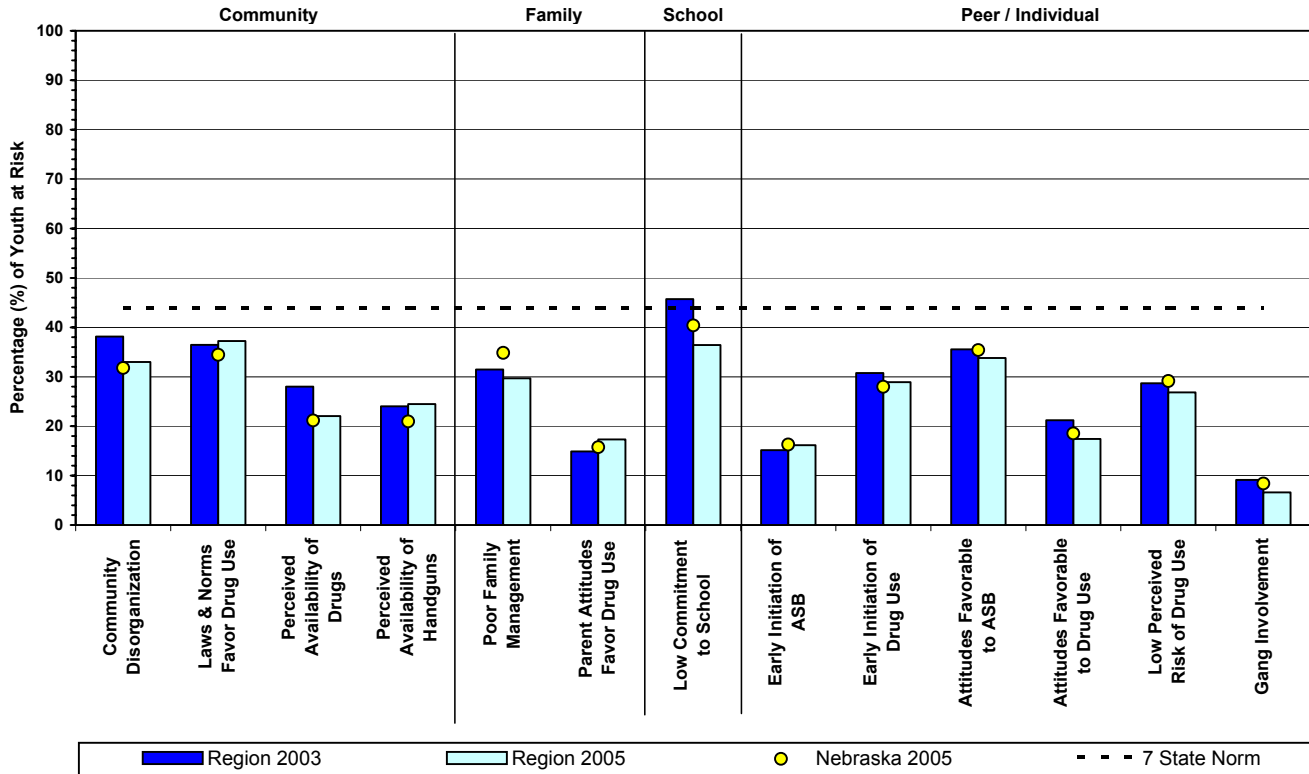
## ATOD USE AND ANTISOCIAL BEHAVIOR 2005 and 2003 Region I Student Survey, Grade 10



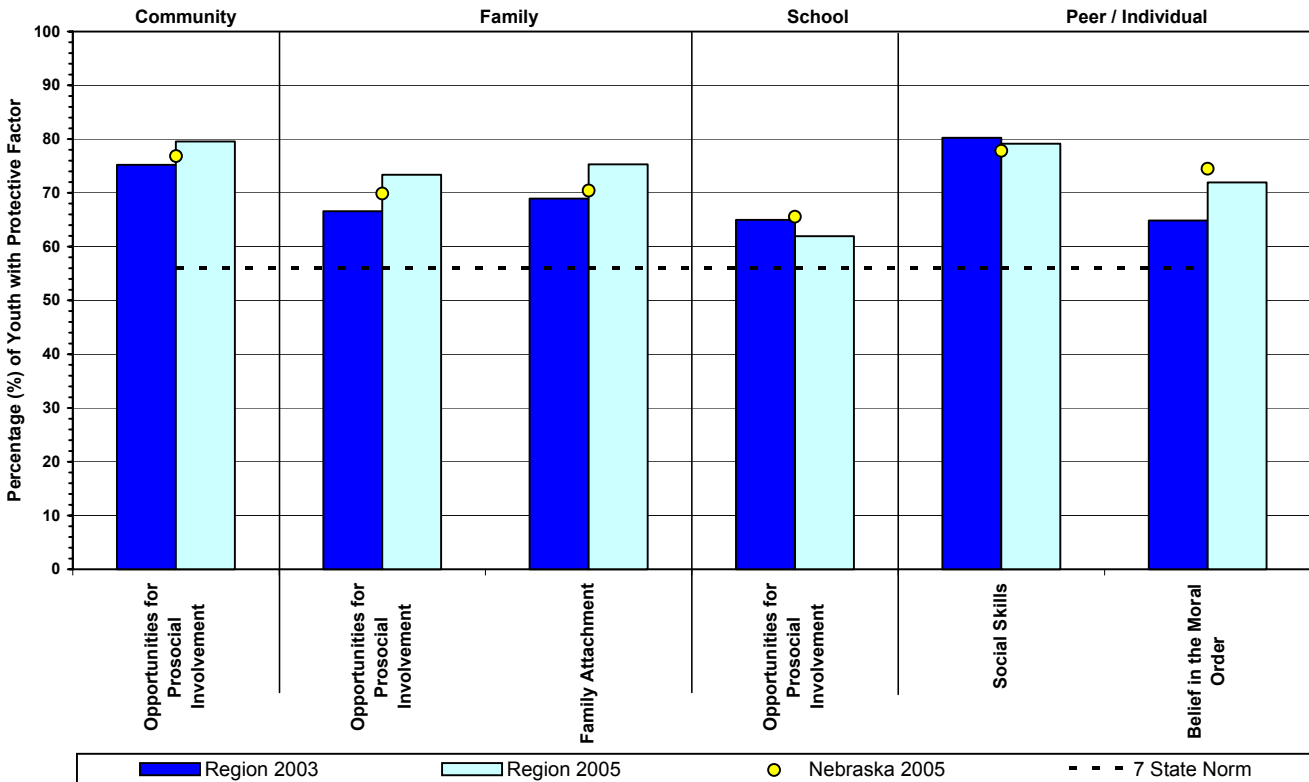
## ATOD USE AND ANTISOCIAL BEHAVIOR 2005 and 2003 Region I Student Survey, Grade 12



## RISK PROFILE 2005 and 2003 Region I Student Survey, Grade 6

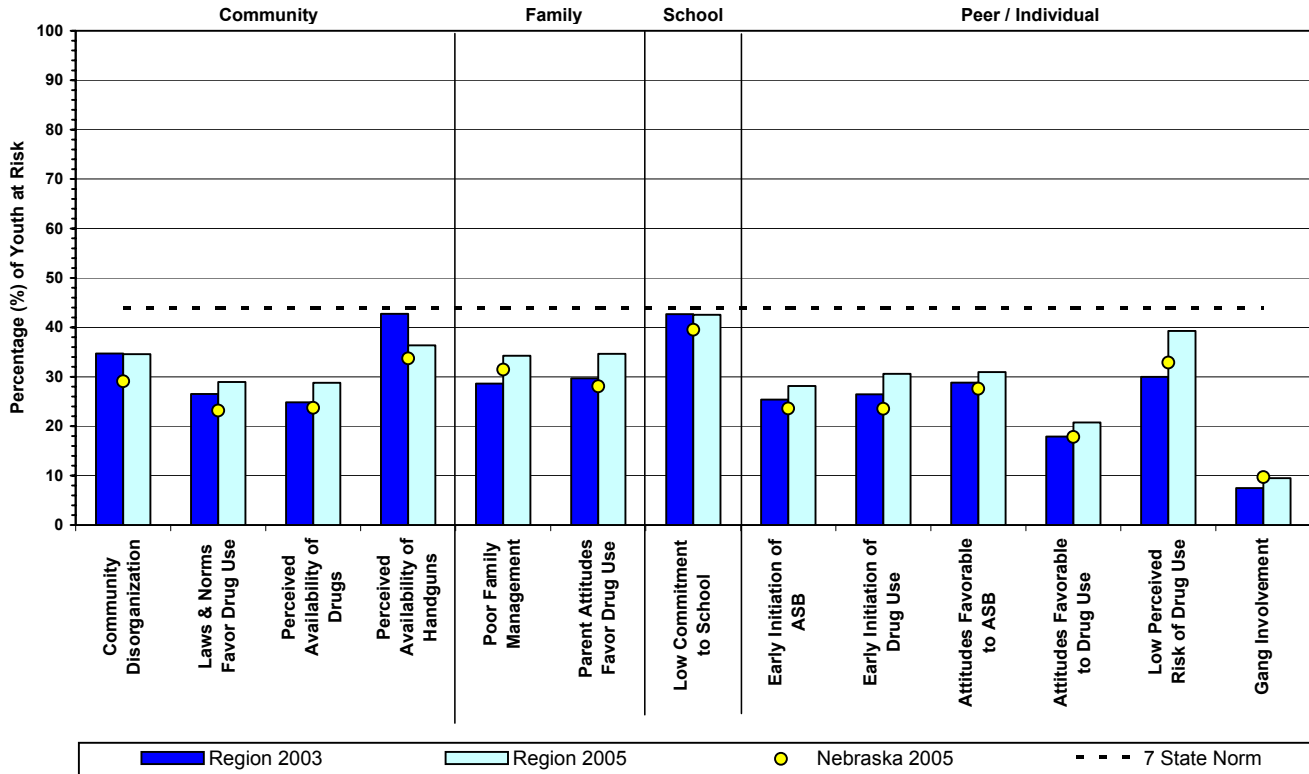


## PROTECTIVE PROFILE 2005 and 2003 Region I Student Survey, Grade 6



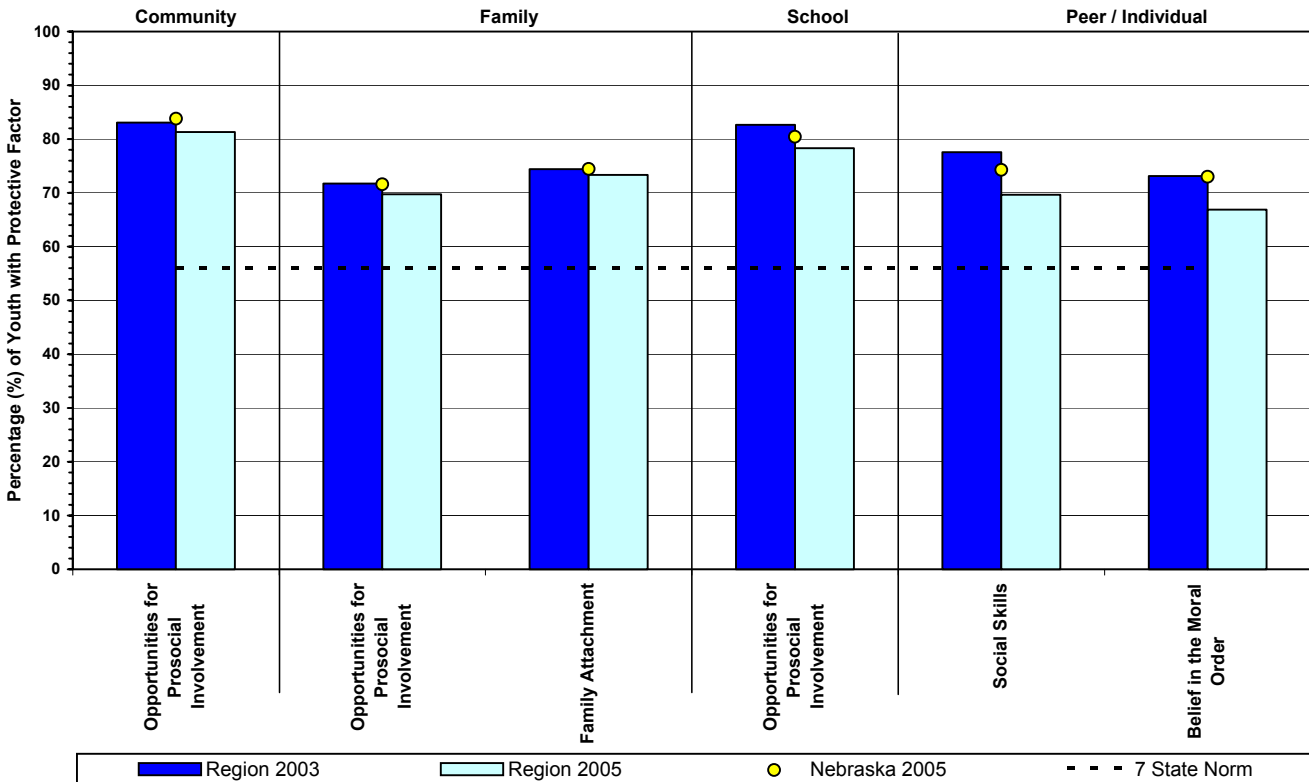
### RISK PROFILE

#### 2005 and 2003 Region I Student Survey, Grade 8



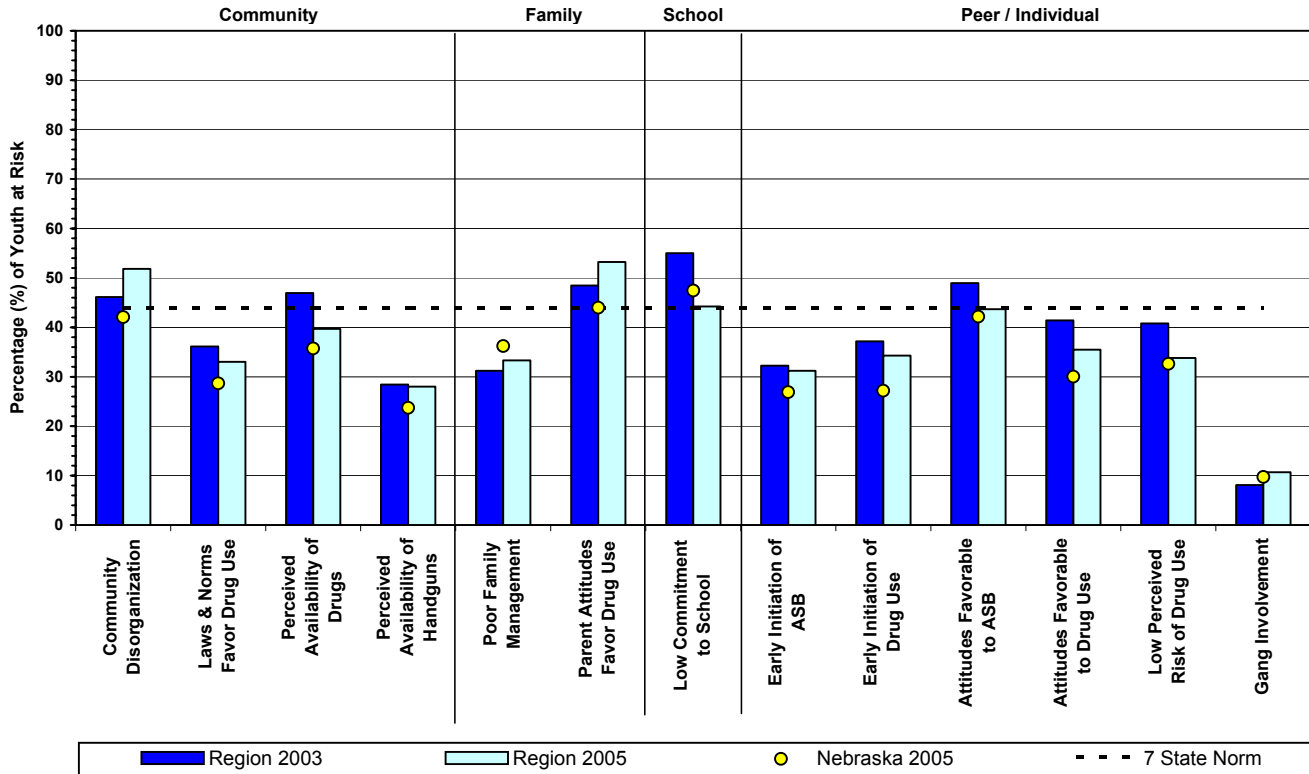
### PROTECTIVE PROFILE

#### 2005 and 2003 Region I Student Survey, Grade 8



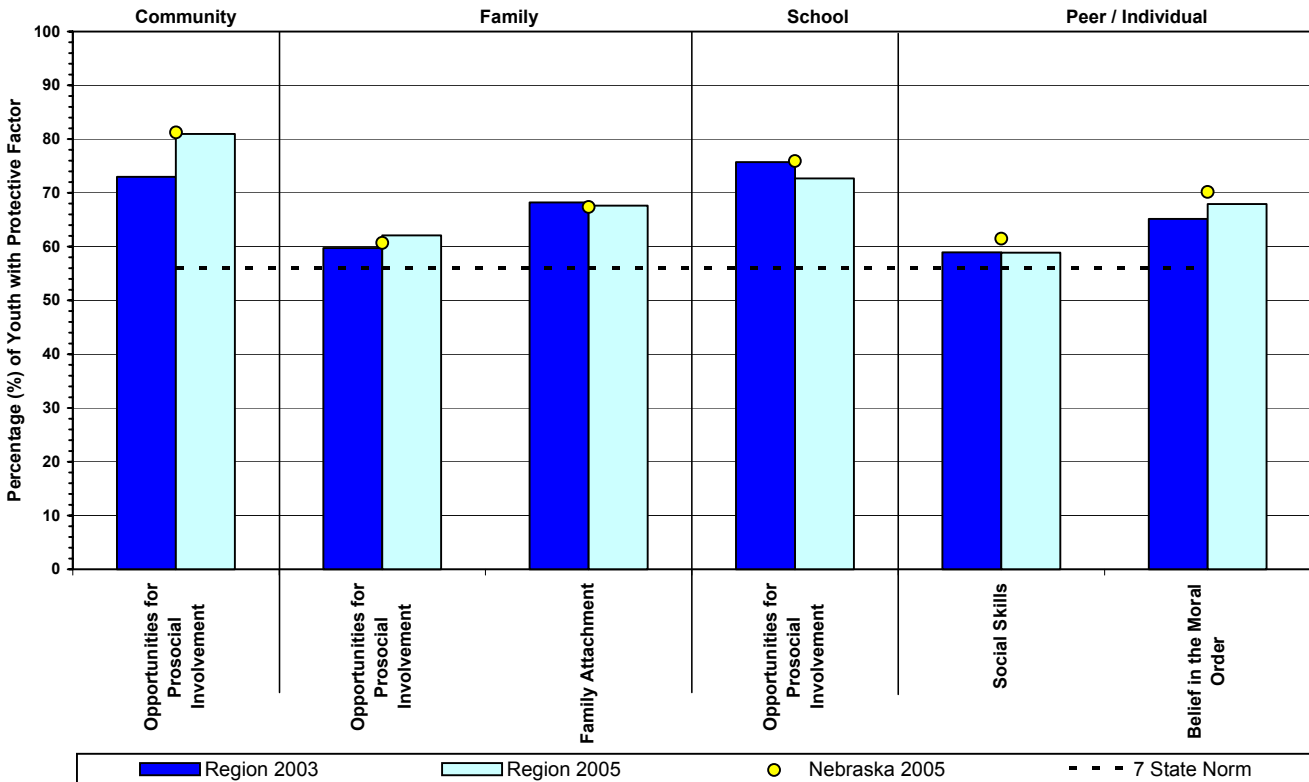
### RISK PROFILE

#### 2005 and 2003 Region I Student Survey, Grade 10



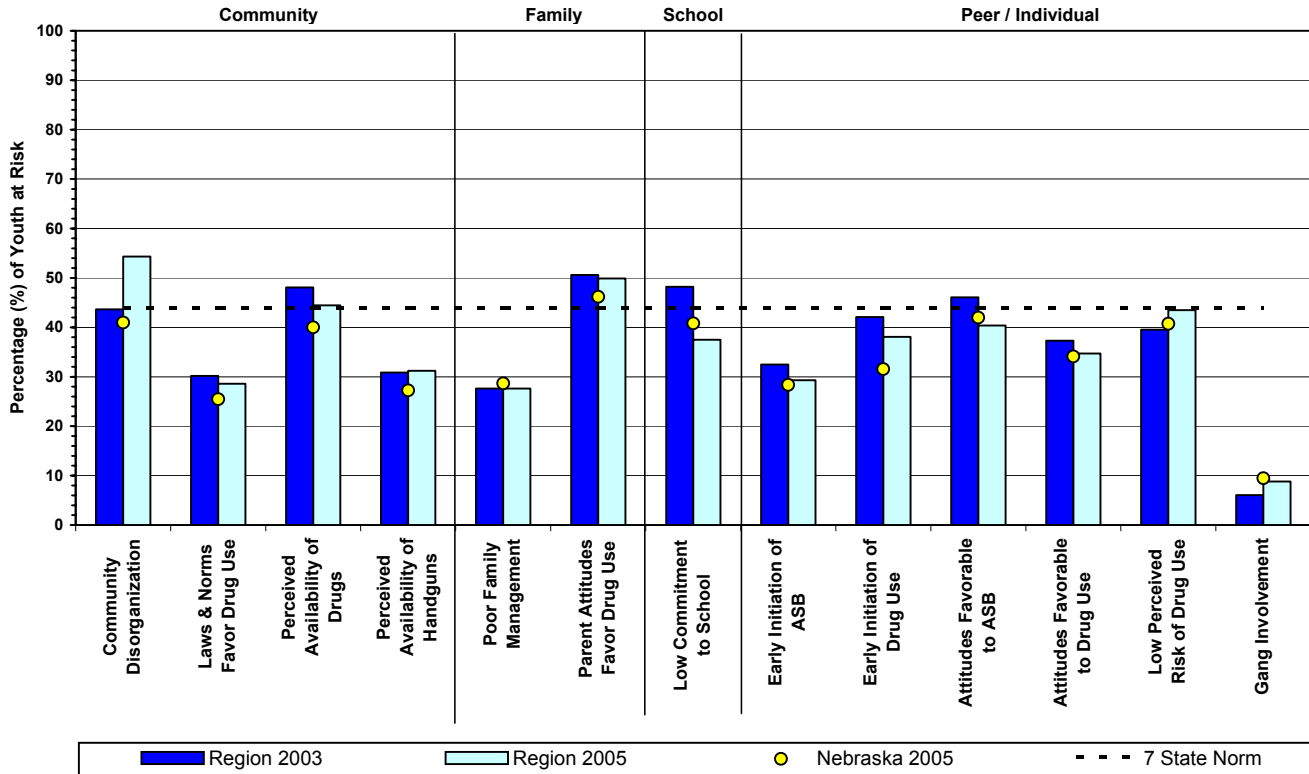
### PROTECTIVE PROFILE

#### 2005 and 2003 Region I Student Survey, Grade 10



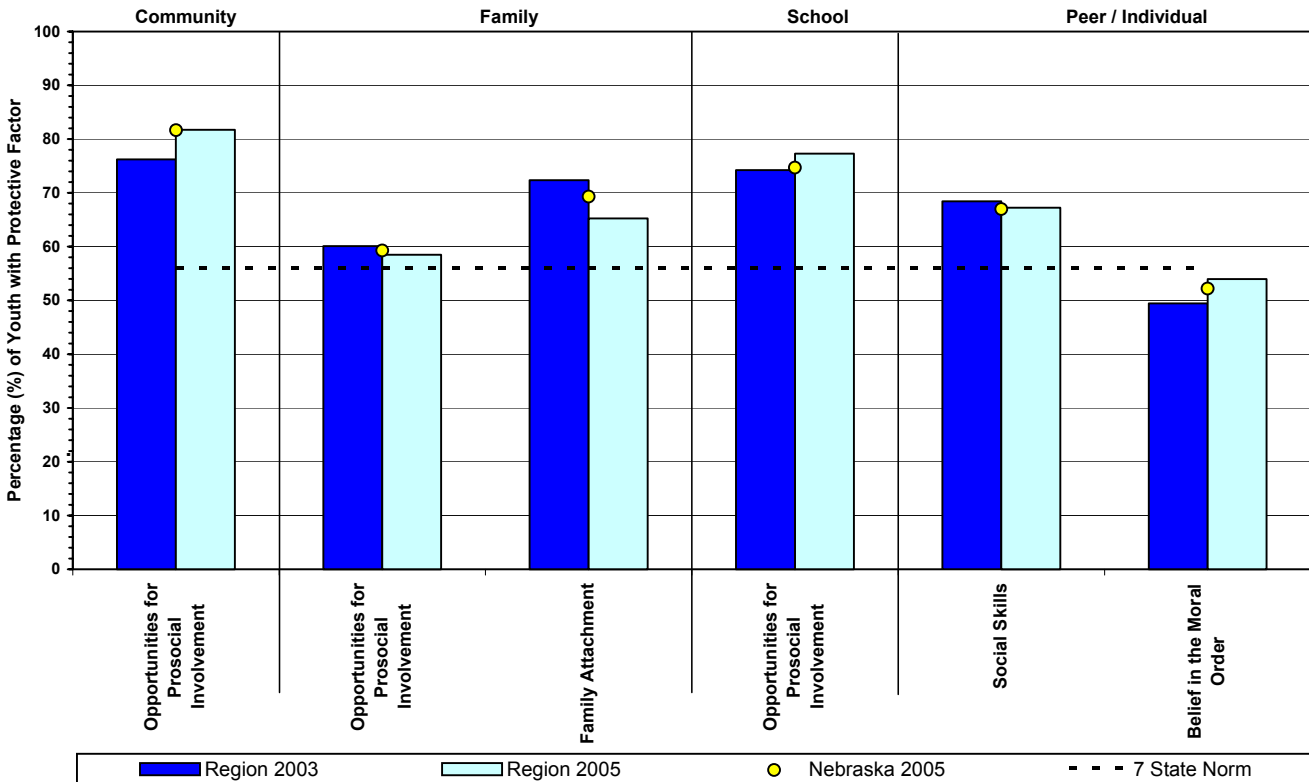
### RISK PROFILE

#### 2005 and 2003 Region I Student Survey, Grade 12

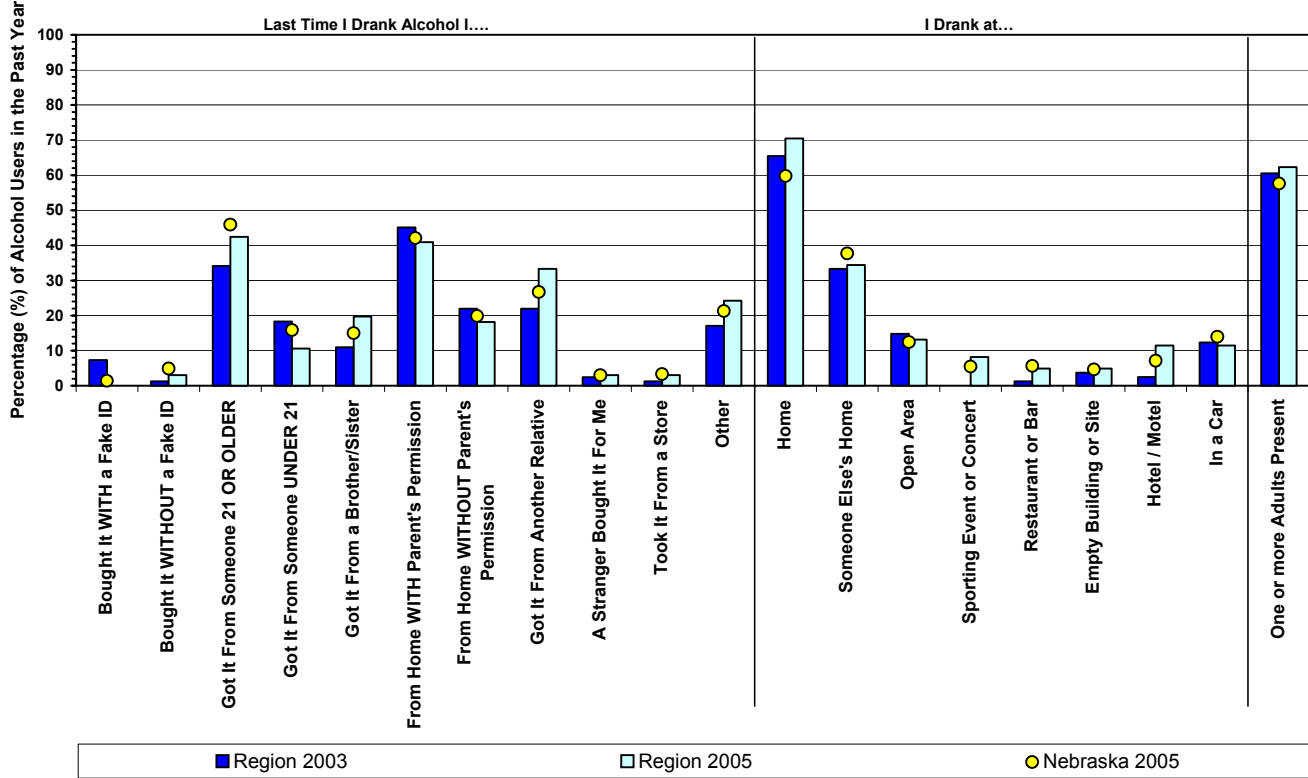


### PROTECTIVE PROFILE

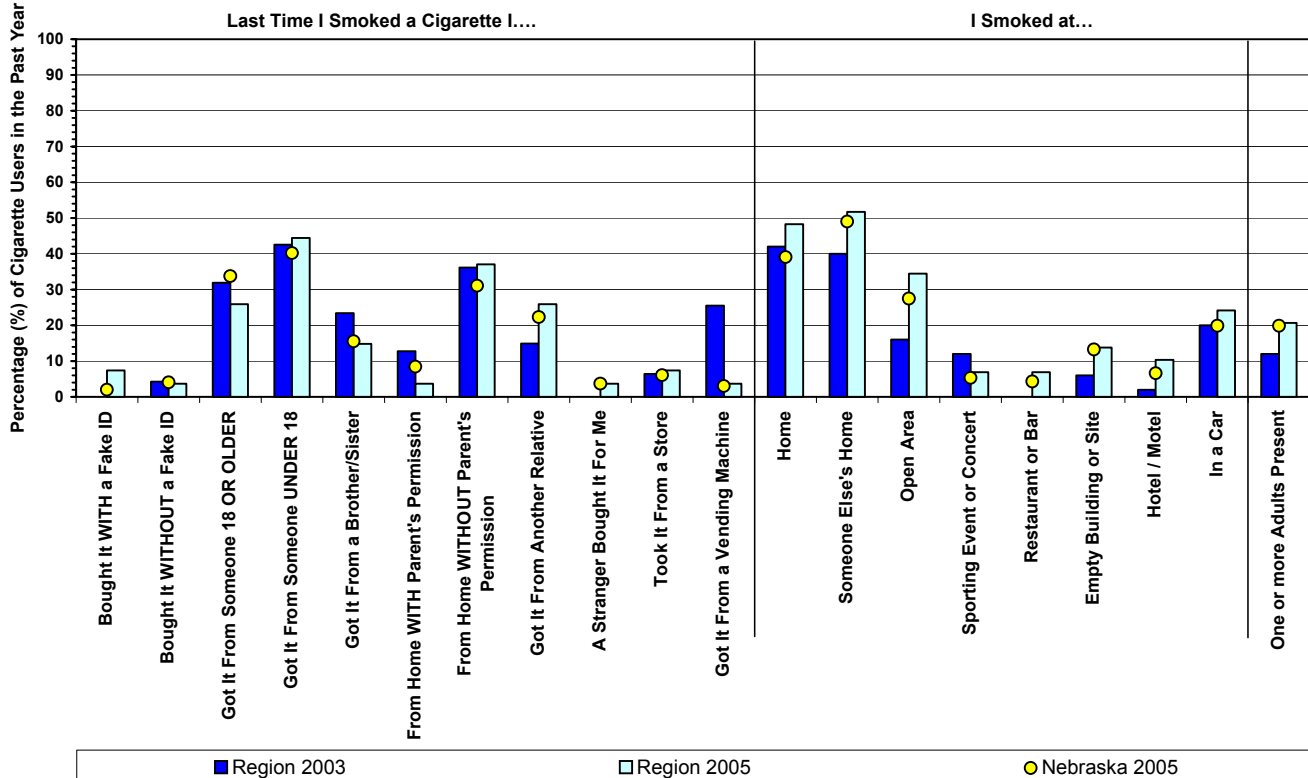
#### 2005 and 2003 Region I Student Survey, Grade 12



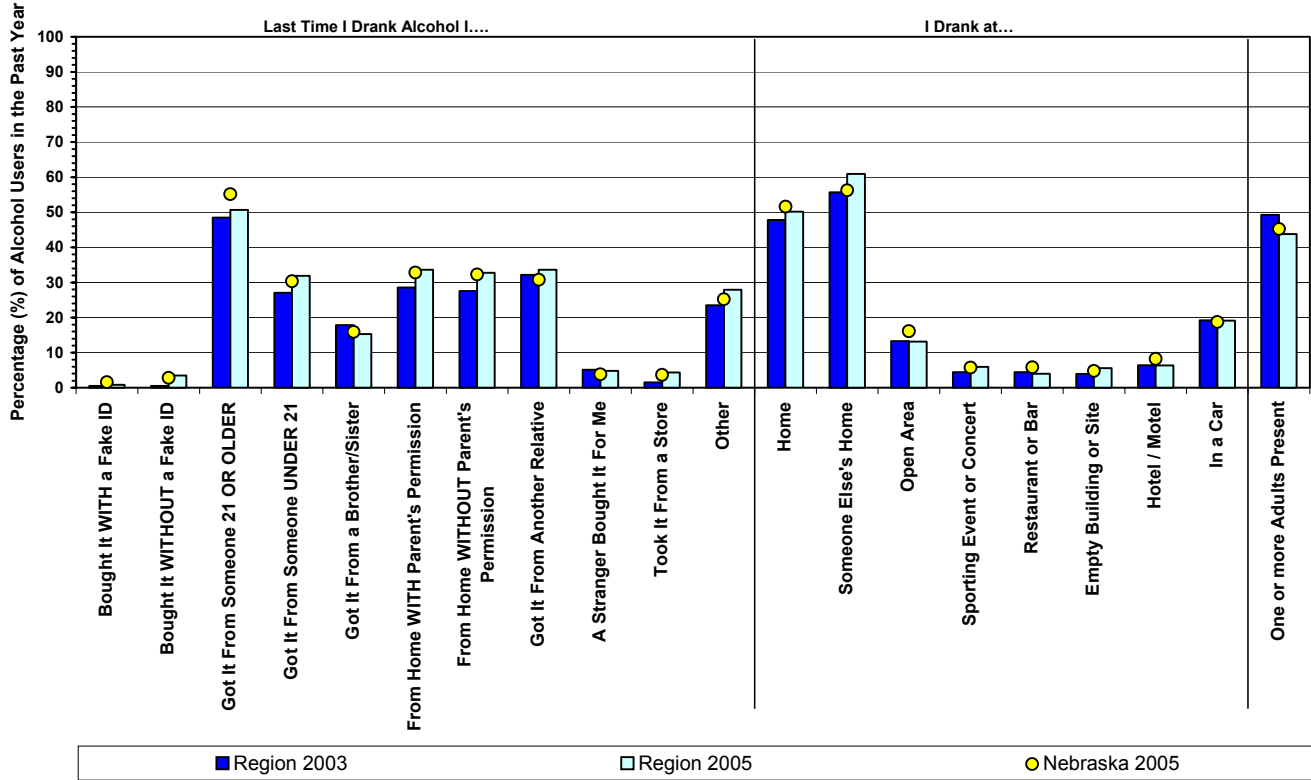
### SOURCES AND PLACES OF ALCOHOL USE 2005 and 2003 Region I Student Survey, Grade 6



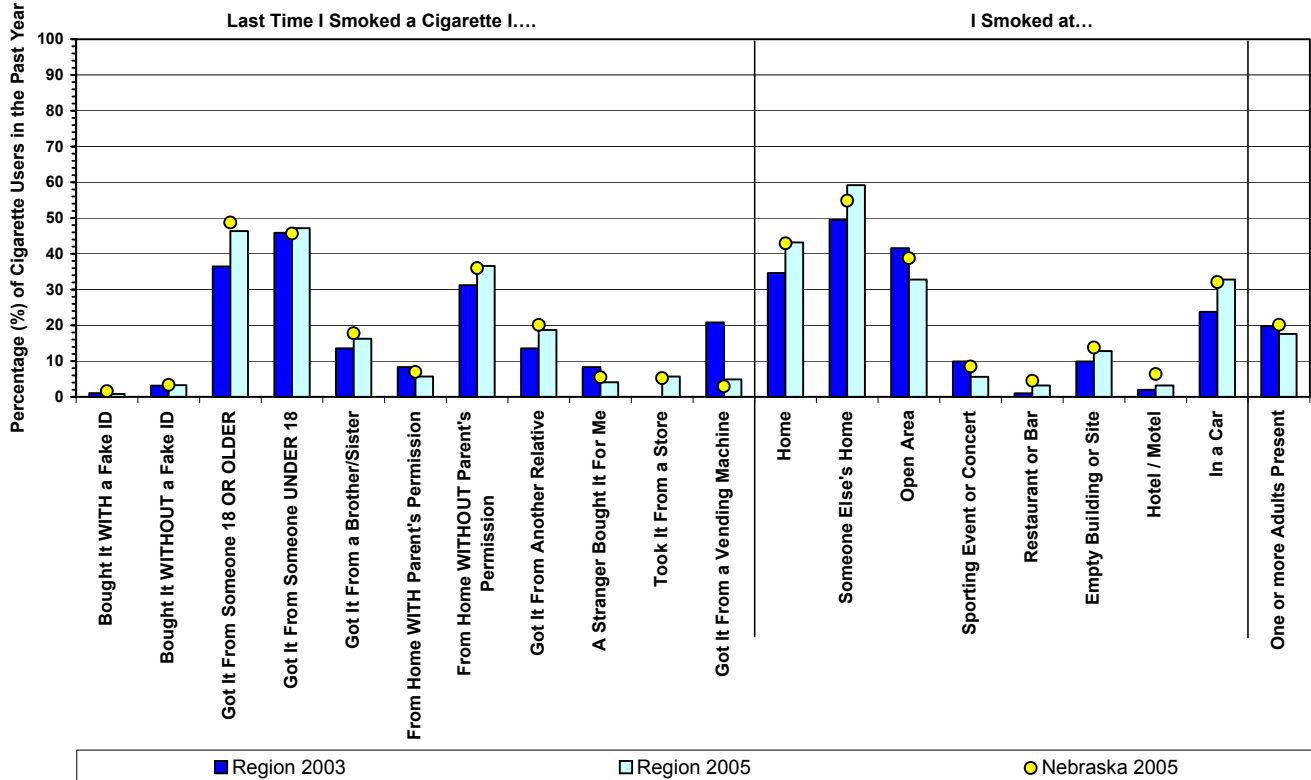
### SOURCES AND PLACES OF CIGARETTE USE 2005 and 2003 Region I Student Survey, Grade 6



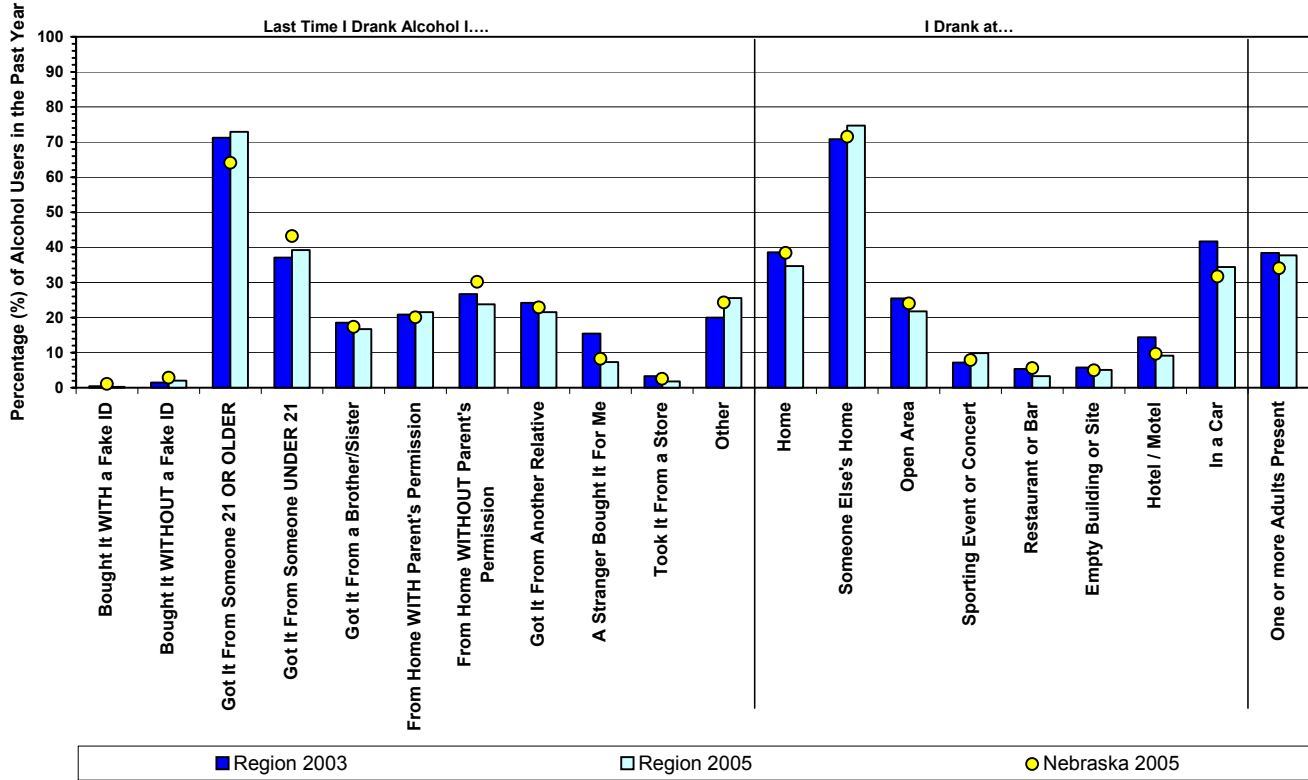
## SOURCES AND PLACES OF ALCOHOL USE 2005 and 2003 Region I Student Survey, Grade 8



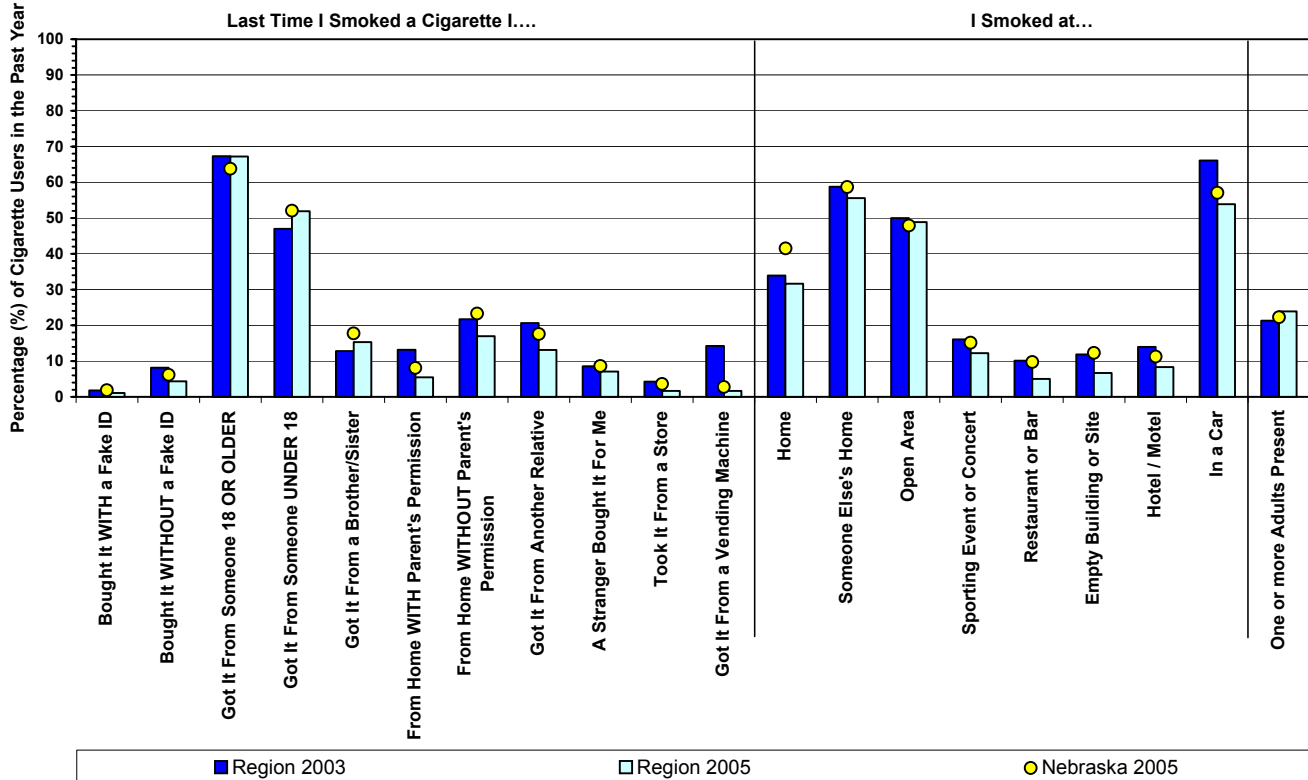
## SOURCES AND PLACES OF CIGARETTE USE 2005 and 2003 Region I Student Survey, Grade 8



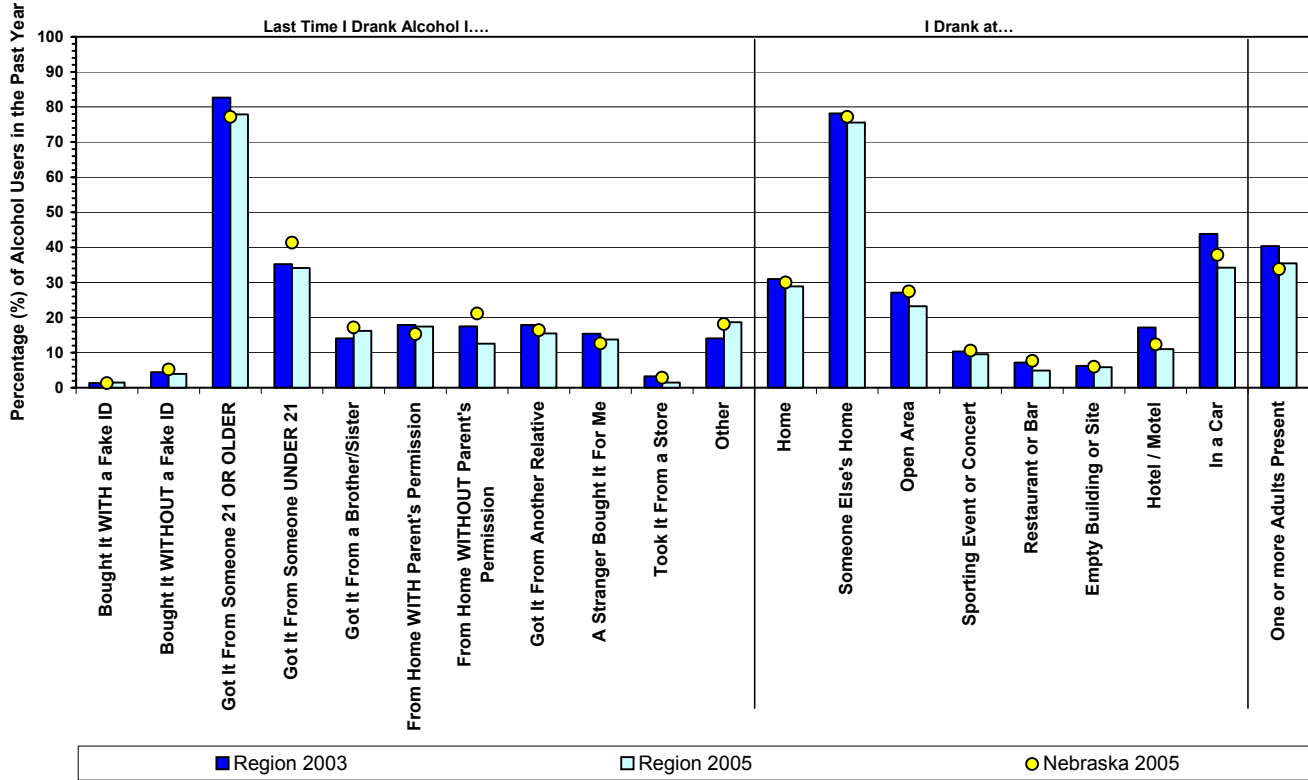
### SOURCES AND PLACES OF ALCOHOL USE 2005 and 2003 Region I Student Survey, Grade 10



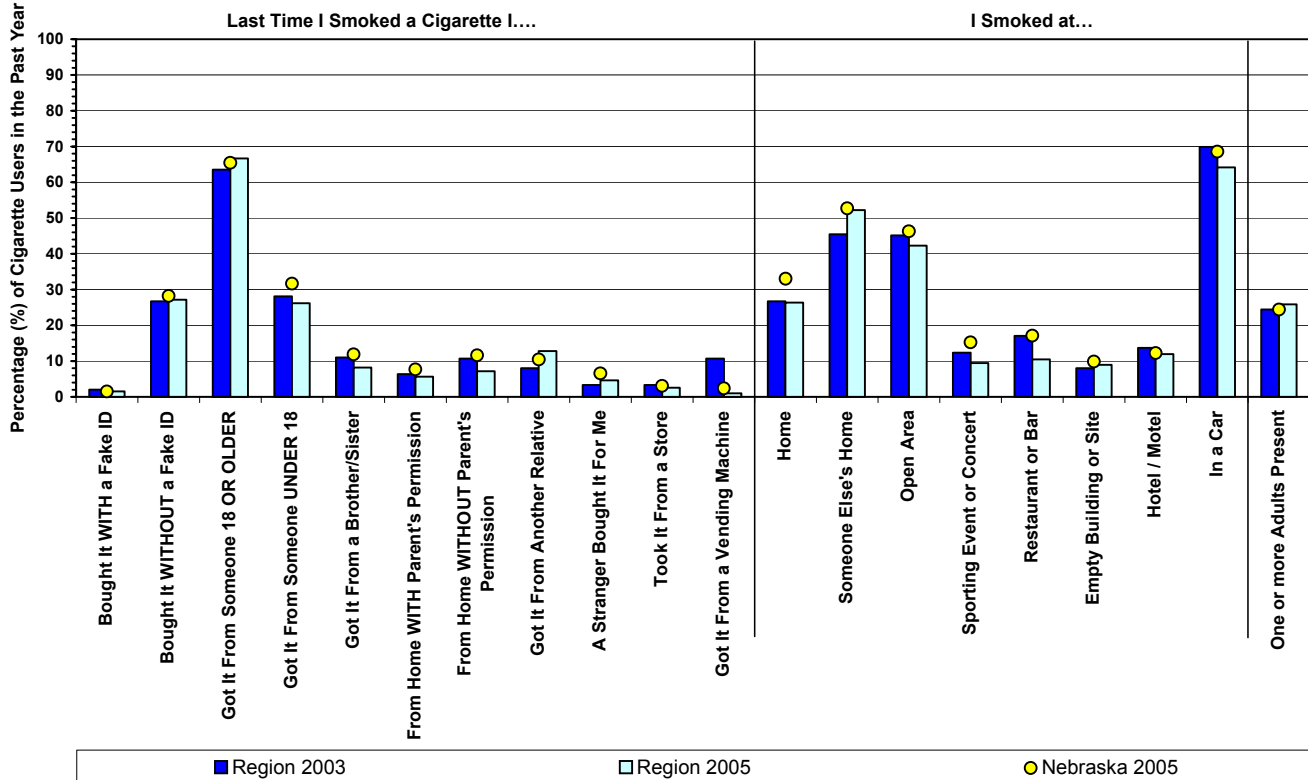
### SOURCES AND PLACES OF CIGARETTE USE 2005 and 2003 Region I Student Survey, Grade 10



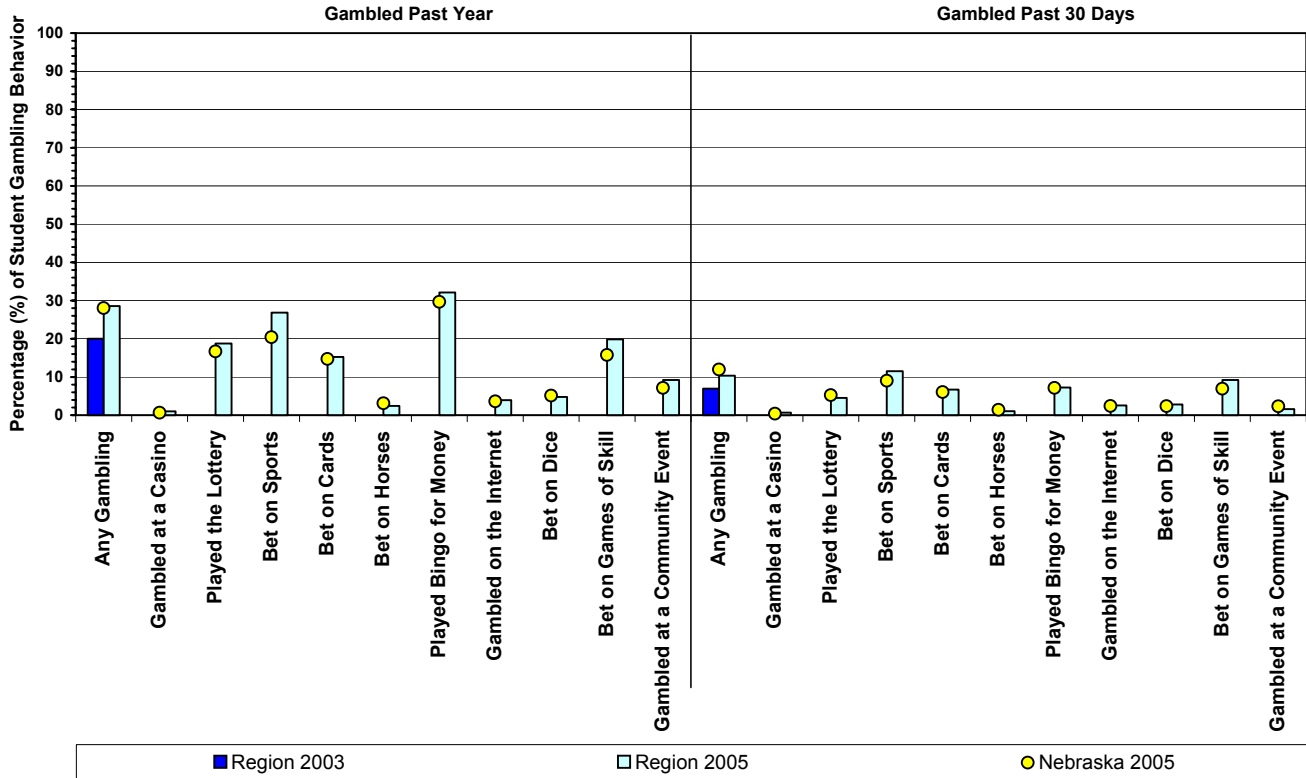
### SOURCES AND PLACES OF ALCOHOL USE 2005 and 2003 Region I Student Survey, Grade 12



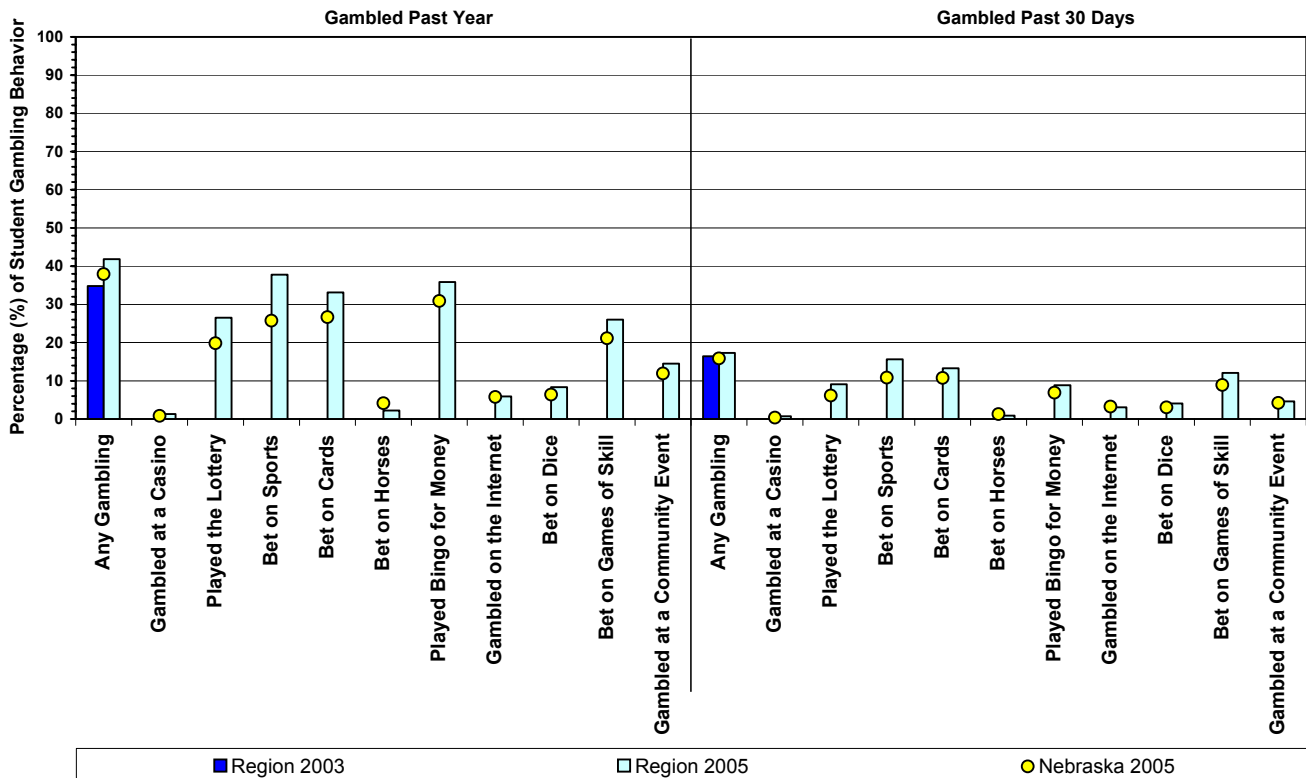
### SOURCES AND PLACES OF CIGARETTE USE 2005 and 2003 Region I Student Survey, Grade 12



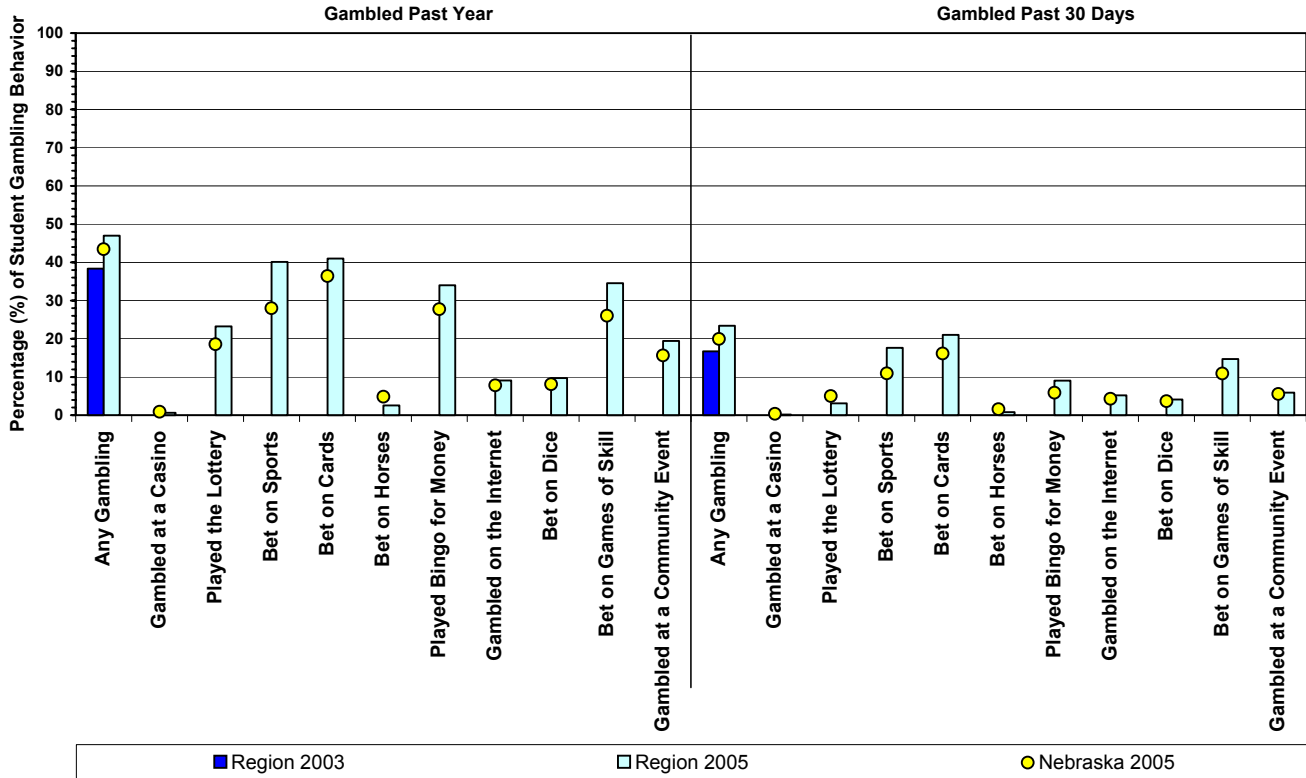
### PAST YEAR AND 30 DAY GAMBLING BEHAVIOR 2005 and 2003 Region I Student Survey, Grade 6



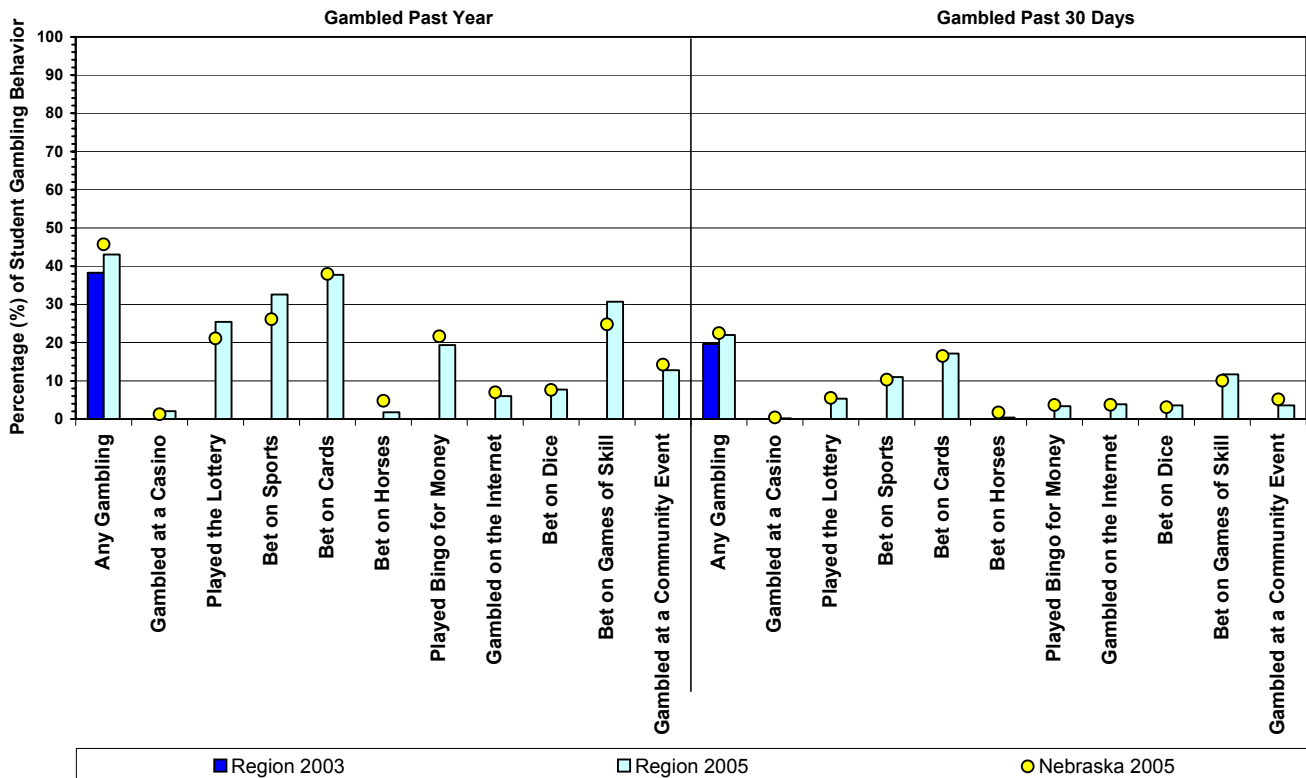
### PAST YEAR AND 30 DAY GAMBLING BEHAVIOR 2005 and 2003 Region I Student Survey, Grade 8



**PAST YEAR AND 30 DAY GAMBLING BEHAVIOR  
2005 and 2003 Region I Student Survey, Grade 10**



**PAST YEAR AND 30 DAY GAMBLING BEHAVIOR  
2005 and 2003 Region I Student Survey, Grade 12**



<b>Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles</b>	
Additional risk factor measures based upon archival data can be found on the Nebraska prevention web site <a href="http://www.nebraskaprevention.gov/pdf/socialindicatormeasures.pdf">http://www.nebraskaprevention.gov/pdf/socialindicatormeasures.pdf</a> pages 52-53	
<b>Community Domain Risk Factors</b>	
<b>Community Disorganization</b>	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
<b>Laws and Norms Favorable Toward Drug Use</b>	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
<b>Perceived Availability of Drugs and Handguns</b>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<b>Community Domain Protective Factors</b>	
<b>Opportunities for Positive Involvement</b>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<b>Family Domain Risk Factors</b>	
<b>Parental Attitudes Favorable Toward Antisocial Behavior &amp; Drugs</b>	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
<b>Poor Family Management</b>	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems
<b>Family Domain Protective Factors</b>	
<b>Family Attachment</b>	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
<b>Opportunities for Positive Involvement</b>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<b>School Domain Risk Factors</b>	
<b>Low Commitment to School</b>	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or nonmedically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.
<b>School Domain Protective Factors</b>	
<b>Opportunities for Positive Involvement</b>	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.

**Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (Continued)**

<b><i>Peer-Individual Risk Factors</i></b>	
<b><i>Early Initiation of Antisocial Behavior and Drug Use</i></b>	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
<b><i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i></b>	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<b><i>Perceived Risk of Drug Use</i></b>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<b><i>Gang Involvement</i></b>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<b><i>Peer-Individual Protective Factors</i></b>	
<b><i>Social Skills</i></b>	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
<b><i>Belief in the Moral Order</i></b>	Young people who have a belief in what is “right” or “wrong” are less likely to use drugs.

**Table 3. Number of Students Who Completed the Survey**

Number of Youth	Grade 6			Grade 8			Grade 10			Grade 12		
	Region		State	Region		State	Region		State	Region		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
	686	615	5906	700	721	7044	794	665	8009	717	548	6666

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

Drug Used	Grade 6			Grade 8			Grade 10			Grade 12		
	Region		State	Region		State	Region		State	Region		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
	20.7	23.3	21.5	44.7	50.5	43.1	68.9	72.2	63.0	79.4	84.1	79.1
Cigarettes	12.5	7.5	8.1	29.0	29.4	21.8	51.6	41.7	35.4	62.0	53.5	50.6
Chewing Tobacco	6.5	5.9	3.8	12.0	11.7	7.9	27.7	25.0	17.7	38.0	34.4	27.3
Marijuana	3.4	1.6	1.2	8.0	9.7	7.7	33.8	22.7	20.6	40.2	37.2	33.3
Inhalants	9.4	8.3	9.1	11.4	12.5	14.1	14.1	12.3	13.6	11.4	10.6	10.3
Hallucinogens	0.5	0.0	0.3	0.4	1.4	0.8	3.1	1.4	2.1	3.2	3.7	3.8
Methamphetamines	0.6	0.2	0.3	0.6	1.1	0.7	5.3	1.4	2.3	5.4	3.4	3.6
Cocaine	0.6	0.0	0.3	1.3	1.3	1.0	6.6	2.1	2.7	7.3	5.6	5.0
Steroids	n/a	0.4	0.7	n/a	1.3	0.9	n/a	1.7	1.3	n/a	1.3	1.6
Performance Enhancers	n/a	0.5	0.3	n/a	2.6	1.5	n/a	6.2	6.0	n/a	12.3	12.4
Prescription Drugs	n/a	2.5	3.5	n/a	7.6	8.3	n/a	13.8	12.9	n/a	15.5	15.7
Other Drugs	3.2	1.3	1.3	5.4	4.5	3.8	18.2	7.3	7.7	15.9	8.9	8.6
Any Drug	13.6	12.5	14.4	17.6	25.6	26.0	42.7	38.2	37.6	46.0	49.6	47.6

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

Drug Used	Grade 6			Grade 8			Grade 10			Grade 12		
	Region		State	Region		State	Region		State	Region		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
	5.7	3.9	3.5	17.8	17.4	13.9	43.0	39.7	31.6	52.9	50.2	47.2
Cigarettes	3.3	1.6	1.9	5.5	8.1	6.9	23.1	17.5	15.3	25.7	25.4	26.1
Chewing Tobacco	1.6	1.5	1.1	3.6	4.2	3.1	11.8	12.2	9.1	17.4	15.8	12.9
Marijuana	1.2	0.7	0.5	3.5	3.7	3.2	16.5	9.9	9.4	16.3	14.5	13.6
Inhalants	4.3	3.4	4.0	5.1	5.7	5.7	2.7	2.0	3.9	2.7	2.2	2.2
Hallucinogens	0.6	0.0	0.2	0.3	0.4	0.4	1.3	0.2	0.9	0.7	0.6	1.2
Methamphetamines	0.5	0.2	0.3	0.1	0.3	0.4	1.6	0.3	0.9	1.4	0.6	1.1
Cocaine	0.3	0.0	0.2	0.4	0.6	0.4	1.9	0.3	1.0	1.5	0.7	1.5
Steroids	n/a	0.0	0.3	n/a	0.6	0.4	n/a	0.9	0.7	n/a	0.0	0.7
Performance Enhancers	n/a	0.2	0.1	n/a	1.3	0.8	n/a	3.2	3.4	n/a	6.0	5.8
Prescription Drugs	n/a	1.1	1.3	n/a	3.3	3.8	n/a	6.4	6.2	n/a	7.6	7.4
Other Drugs	1.1	0.5	0.3	2.4	2.0	1.6	8.6	2.7	3.1	5.3	3.0	3.3
Any Drug	7.1	5.6	6.6	7.4	12.9	12.6	21.7	18.2	19.6	20.4	25.0	24.3

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

Drug Used	Grade 6			Grade 8			Grade 10			Grade 12		
	Region		State	Region		State	Region		State	Region		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
Binge Drinking	2.4	1.5	1.5	5.0	7.8	6.0	23.8	25.7	18.7	35.5	36.1	31.6
Pack of Cigarettes per Day	0.3	0.2	0.1	0.1	0.7	0.6	2.0	0.5	1.5	2.8	2.1	3.2

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

Behavior	Grade 6			Grade 8			Grade 10			Grade 12		
	Region		State	Region		State	Region		State	Region		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
Suspended from School	4.3	4.8	5.0	8.6	10.8	7.6	10.3	8.8	7.3	5.9	7.0	6.2
Drunk or High at School	2.1	1.4	1.1	4.0	6.4	4.5	18.6	12.9	10.7	19.1	20.9	16.6
Sold Illegal Drugs	0.8	0.3	0.3	1.5	2.3	1.5	6.2	3.6	4.3	6.7	5.4	6.7
Stolen a Vehicle	1.5	0.7	1.0	2.0	3.4	2.3	3.7	2.3	3.4	1.7	1.5	2.0
Been Arrested	2.3	0.8	1.2	3.1	4.3	3.0	5.3	4.4	4.7	5.9	4.5	5.2
Attacked to Harm	6.3	6.3	7.2	7.7	10.9	9.4	11.2	8.5	9.6	9.6	7.6	8.6
Carried a Handgun	5.6	3.2	4.9	7.1	8.3	6.3	6.0	7.6	6.6	6.5	7.0	6.3
Handgun to School	0.5	0.0	0.2	0.3	0.1	0.3	0.3	0.3	0.6	0.7	0.4	0.7
Drinking and Driving	3.0	3.1	2.0	4.3	6.4	5.1	19.3	18.8	13.0	46.8	44.5	39.5
Passenger with Drinking Driver	22.9	27.5	25.3	33.0	31.2	33.4	44.9	47.5	43.1	58.4	53.3	52.3

**Table 8. Percentage of Students Reporting Risk**

Risk Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	Region		State	Region		State	Region		State	Region		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
<b>Community Domain</b>												
Community Disorganization	38.1	33.0	31.8	34.7	34.6	29.1	46.1	51.8	42.1	43.7	54.3	41.0
Laws & Norms Favor Drug Use	36.4	37.3	34.4	26.5	28.9	23.2	36.1	33.0	28.7	30.2	28.6	25.5
Perceived Availability of Drugs	28.0	22.0	21.1	24.8	28.8	23.7	46.9	39.7	35.7	48.1	44.4	40.0
Perceived Availability of Handguns	24.0	24.5	21.0	42.7	36.3	33.7	28.4	28.0	23.7	30.8	31.2	27.2
<b>Family Domain</b>												
Poor Family Management	31.4	29.7	34.8	28.6	34.2	31.4	31.2	33.3	36.2	27.6	27.6	28.7
Parent Attitudes Favor Drug Use	14.9	17.3	15.8	29.7	34.7	28.1	48.5	53.2	44.0	50.6	49.9	46.2
<b>School Domain</b>												
Low Commitment to School	45.7	36.4	40.4	42.7	42.5	39.5	55.0	44.2	47.4	48.2	37.5	40.8
<b>Peer-Individual Domain</b>												
Early Initiation of ASB	15.2	16.2	16.3	25.4	28.1	23.6	32.2	31.2	26.9	32.5	29.3	28.4
Early Initiation of Drug Use	30.8	28.9	28.0	26.4	30.6	23.5	37.2	34.3	27.2	42.1	38.1	31.5
Attitudes Favorable to ASB	35.5	33.8	35.4	28.8	31.0	27.6	48.9	43.7	42.2	46.1	40.4	42.0
Attitudes Favorable to Drug Use	21.2	17.4	18.5	17.9	20.8	17.8	41.4	35.5	30.0	37.3	34.7	34.1
Low Perceived Risk of Drug Use	28.7	26.9	29.1	30.0	39.3	32.9	40.8	33.8	32.6	39.5	43.5	40.7
Gang Involvement	9.1	6.6	8.4	7.5	9.5	9.7	8.1	10.7	9.7	6.1	8.8	9.5

**Table 9. Percentage of Students Reporting Protection**

Protective Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	Region		State	Region		State	Region		State	Region		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
<b>Community Domain</b>												
Opportunities for Prosocial Involvement	75.2	79.6	76.9	83.1	81.3	83.8	73.0	81.0	81.2	76.2	81.7	81.7
<b>Family Domain</b>												
Opportunities for Prosocial Involvement	66.6	73.4	69.9	71.7	69.7	71.6	59.8	62.1	60.7	60.1	58.5	59.3
Family Attachment	68.9	75.3	70.4	74.4	73.3	74.5	68.2	67.6	67.4	72.4	65.3	69.3
<b>School Domain</b>												
Opportunities for Prosocial Involvement	65.0	61.9	65.6	82.7	78.3	80.4	75.7	72.7	75.9	74.2	77.3	74.7
<b>Peer-Individual Domain</b>												
Social Skills	80.2	79.2	77.8	77.6	69.6	74.3	59.0	58.9	61.5	68.4	67.2	67.0
Belief in the Moral Order	64.9	71.9	74.5	73.1	66.9	73.0	65.2	67.9	70.2	49.4	54.0	52.2

**Table 10. Percentage of Students Reporting Alcohol Use**

Risk Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	Region		State	Region		State	Region		State	Region		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
<b>The last time I drank alcohol I...</b>												
Bought It WITH a Fake ID	7.3	0.0	1.4	0.5	0.9	1.6	0.4	0.3	1.1	1.3	1.5	1.3
Bought It WITHOUT a Fake ID	1.2	3.0	4.9	0.5	3.5	2.8	1.5	2.0	2.9	4.4	3.9	5.2
Got It From Someone 21 OR OLDER	34.1	42.4	45.9	48.5	50.7	55.2	71.3	72.9	64.1	82.7	77.9	77.2
Got It From Someone UNDER 21	18.3	10.6	15.9	27.0	31.9	30.3	37.1	39.2	43.2	35.2	34.2	41.3
Got It From a Brother/Sister	11.0	19.7	15.0	17.9	15.3	15.9	18.5	16.7	17.3	14.0	16.2	17.2
From Home WITH Parent's Permission	45.1	40.9	42.1	28.6	33.6	32.8	20.8	21.5	20.0	17.9	17.4	15.3
From Home WITHOUT Parent's Permission	22.0	18.2	19.9	27.6	32.8	32.3	26.7	23.8	30.2	17.5	12.5	21.2
Got It From Another Relative	22.0	33.3	26.7	32.1	33.6	30.8	24.2	21.5	22.9	17.9	15.5	16.4
A Stranger Bought It For Me	2.4	3.0	3.0	5.1	4.8	3.8	15.4	7.3	8.2	15.4	13.8	12.6
Took It From a Store	1.2	3.0	3.3	1.5	4.4	3.7	3.3	1.8	2.5	3.3	1.5	2.9
Other	17.1	24.2	21.3	23.5	27.9	25.2	20.0	25.6	24.3	14.0	18.7	18.1
<b>On the last day I had alcohol, I drank at...</b>												
Home	65.4	70.5	59.8	47.8	50.2	51.6	38.6	34.7	38.4	31.0	28.9	30.0
Someone Else's Home	33.3	34.4	37.7	55.7	61.0	56.3	70.8	74.7	71.5	78.2	75.6	77.2
Open Area	14.8	13.1	12.5	13.3	13.1	16.1	25.5	21.8	24.0	27.1	23.2	27.5
Sporting Event or Concert	0.0	8.2	5.5	4.4	6.0	5.7	7.2	9.9	7.9	10.3	9.5	10.6
Restaurant or Bar	1.2	4.9	5.6	4.4	4.0	5.8	5.3	3.3	5.6	7.2	4.9	7.7
Empty Building or Site	3.7	4.9	4.7	3.9	5.6	4.8	5.7	5.1	5.0	6.2	5.9	6.0
Hotel / Motel	2.5	11.5	7.1	6.4	6.4	8.2	14.4	9.1	9.7	17.2	11.0	12.4
In a Car	12.3	11.5	14.0	19.2	19.1	18.8	41.7	34.4	31.7	43.9	34.2	37.9
<b>One or more Adults Present</b>	60.5	62.3	57.6	49.3	43.8	45.2	38.4	37.7	34.1	40.4	35.5	33.8

**Table 11. Percentage of Students Reporting Cigarette Use**

Risk Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	Region		State	Region		State	Region		State	Region		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
<b>The last time I smoked a cigarette I...</b>												
Bought It WITH a Fake ID	0.0	7.4	2.0	1.0	0.8	1.6	1.8	1.1	1.9	2.0	1.5	1.5
Bought It WITHOUT a Fake ID	4.3	3.7	4.1	3.1	3.3	3.4	8.2	4.4	6.1	26.8	27.2	28.2
Got It From Someone 18 OR OLDER	31.9	25.9	33.8	36.5	46.3	48.7	67.3	67.2	63.8	63.5	66.7	65.4
Got It From Someone UNDER 18	42.6	44.4	40.2	45.8	47.2	45.7	47.0	51.9	52.1	28.1	26.2	31.6
Got It From a Brother/Sister	23.4	14.8	15.5	13.5	16.3	17.8	12.8	15.3	17.8	11.0	8.2	11.9
From Home WITH Parent's Permission	12.8	3.7	8.4	8.3	5.7	6.9	13.2	5.5	8.1	6.4	5.6	7.7
From Home WITHOUT Parent's Permission	36.2	37.0	31.1	31.3	36.6	36.0	21.7	16.9	23.3	10.7	7.2	11.6
Got It From Another Relative	14.9	25.9	22.3	13.5	18.7	20.1	20.6	13.1	17.6	8.0	12.8	10.4
A Stranger Bought It For Me	0.0	3.7	3.7	8.3	4.1	5.5	8.5	7.1	8.6	3.3	4.6	6.5
Took It From a Store	6.4	7.4	6.1	0.0	5.7	5.3	4.3	1.6	3.6	3.3	2.6	3.1
Got It From a Vending Machine	25.5	3.7	3.0	20.8	4.9	2.9	14.2	1.6	2.8	10.7	1.0	2.4
<b>On the last day I smoked, I smoked at...</b>												
Home	42.0	48.3	39.1	34.7	43.2	42.9	33.9	31.7	41.5	26.8	26.4	33.0
Someone Else's Home	40.0	51.7	49.0	49.5	59.2	54.9	58.7	55.6	58.7	45.5	52.2	52.7
Open Area	16.0	34.5	27.5	41.6	32.8	38.8	50.0	48.9	47.9	45.2	42.3	46.3
Sporting Event or Concert	12.0	6.9	5.3	9.9	5.6	8.5	16.1	12.2	15.1	12.4	9.5	15.3
Restaurant or Bar	0.0	6.9	4.3	1.0	3.2	4.5	10.1	5.0	9.7	17.1	10.4	17.1
Empty Building or Site	6.0	13.8	13.2	9.9	12.8	13.8	11.9	6.7	12.3	8.0	9.0	9.9
Hotel / Motel	2.0	10.3	6.6	2.0	3.2	6.4	14.0	8.3	11.3	13.7	11.9	12.2
In a Car	20.0	24.1	19.9	23.8	32.8	32.1	66.1	53.9	57.0	69.9	64.2	68.6
<b>One or more Adults Present</b>	12.0	20.7	19.9	19.8	17.6	20.2	21.3	23.9	22.3	24.4	25.9	24.4

**Table 12. Percentage of Students Engaging in Gambling Behavior**

Risk Factor	Grade 6		Grade 8		Grade 10		Grade 12	
	Region	State	Region	State	Region	State	Region	State
	2005	2005	2005	2005	2005	2005	2005	2005
<b>Gambling Past Year</b>								
Any Gambling	28.6	28.0	41.8	37.9	47.0	43.4	43.0	45.7
Gambled at a Casino	1.0	0.7	1.3	0.8	0.6	0.9	2.1	1.2
Played the Lottery	18.8	16.7	26.5	19.8	23.2	18.6	25.4	21.1
Bet on Sports	26.8	20.4	37.8	25.7	40.1	28.0	32.6	26.1
Bet on Cards	15.2	14.7	33.1	26.7	41.0	36.4	37.7	37.9
Bet on Horses	2.4	3.1	2.2	4.1	2.6	4.8	1.8	4.8
Played Bingo for Money	32.1	29.7	35.8	30.9	34.0	27.8	19.3	21.6
Gambled on the Internet	3.9	3.6	5.9	5.8	9.1	7.8	6.0	7.0
Bet on Dice	4.8	5.1	8.3	6.4	9.7	8.1	7.7	7.6
Bet on Games of Skill	19.9	15.8	26.0	21.1	34.5	26.0	30.7	24.8
Gambled at a Community Event	9.2	7.1	14.5	11.9	19.4	15.6	12.8	14.2
<b>Gambling Past 30 Days</b>								
Any Gambling	10.3	12.0	17.3	15.9	23.4	20.0	22.0	22.5
Gambled at a Casino	0.7	0.4	0.7	0.4	0.2	0.3	0.2	0.4
Played the Lottery	4.5	5.2	9.1	6.1	3.1	5.0	5.3	5.5
Bet on Sports	11.5	9.0	15.6	10.8	17.6	10.9	11.0	10.3
Bet on Cards	6.7	6.1	13.3	10.7	21.0	16.1	17.1	16.5
Bet on Horses	1.0	1.4	0.9	1.3	0.8	1.6	0.4	1.7
Played Bingo for Money	7.3	7.2	8.8	6.9	9.0	5.9	3.4	3.7
Gambled on the Internet	2.6	2.4	3.0	3.3	5.2	4.3	3.9	3.7
Bet on Dice	2.8	2.4	4.1	3.1	4.1	3.7	3.5	3.1
Bet on Games of Skill	9.2	6.9	12.0	8.9	14.7	10.9	11.7	10.1
Gambled at a Community Event	1.6	2.3	4.6	4.2	5.9	5.6	3.6	5.2

## Contacts for Prevention

### **Nebraska Partners in Prevention State Incentive Cooperative Agreement (SICA)**

Laurie Barger Sutter, SICA Director  
[laurie.sutter@hhss.ne.gov](mailto:laurie.sutter@hhss.ne.gov)  
P.O. Box 98925  
Lincoln, NE 68509-8925  
(402) 479-5573 phone  
(402) 479-5162 fax  
<http://www.nebraskaprevention.gov>

### **Nebraska Division of Behavioral Health Services**

Nebraska Health and Human Service System  
Laurie Barger Sutter, Behavioral Health Prevention  
Program Manager  
[laurie.sutter@hhss.ne.gov](mailto:laurie.sutter@hhss.ne.gov)  
P.O. Box 98925  
Lincoln, NE 68509-8925  
(402) 479-5573 phone  
(402) 479-5162 fax  
<http://www.hhs.state.ne.us/beh/divbeh.htm>

### **Nebraska Department of Education**

Safe and Drug Free Schools Program  
Karen Stevens, Director  
[karen.stevens@nde.ne.gov](mailto:karen.stevens@nde.ne.gov)  
P.O. Box 94987  
Lincoln, NE 68509-4987  
(402) 471-2448 phone  
(402) 471-0117 fax  
<http://www.nde.state.ne.us/federalprograms/sdfs/index.htm>

### **Tobacco Free Nebraska**

Nebraska Health and Human Service System  
Judy Martin, Administrator  
[judy.martin@hhss.ne.gov](mailto:judy.martin@hhss.ne.gov)  
P.O. Box 95044  
Lincoln, NE 68509-95044  
(402) 471- 3489 phone  
(402) 471- 6446 fax  
<http://www.hhs.state.ne.us/tfn/>

### **Nebraska Office of Highway Safety**

Nebraska Department of Motor Vehicles  
Fred Zwonechek, Administrator  
[fredz@dmv.ne.gov](mailto:fredz@dmv.ne.gov)  
P.O. Box 94612  
Lincoln NE 68509-4612  
(402) 471-2515 phone  
(402) 471-3865 fax  
<http://www.dmv.state.ne.us/highwaysafety>

### **Nebraska Commission on Law Enforcement and Criminal Justice**

Michael E. Behm, Executive Director  
[Michael.Behm@ncc.ne.gov](mailto:Michael.Behm@ncc.ne.gov)  
Nancy Steeves, Grants Administrator  
[Nancy.Steeves@nee.ne.gov](mailto:Nancy.Steeves@nee.ne.gov)  
P.O. Box 94946  
Lincoln, NE 68509-4946  
(402) 471-2194 phone  
(402) 471-2837 fax  
<http://www.ncc.state.ne.us/>

### **U.S. Attorney's Office**

Joe Jeanette, Manager  
Law Enforcement and Community  
Coordination  
[joe.jeanette@usdoj.gov](mailto:joe.jeanette@usdoj.gov)  
First National Bank Building  
1620 Dodge St, Suite 1400  
Omaha NE 68102  
(402) 661-3700 phone  
(800) 889-9124 phone  
(402) 661-3082 fax  
<http://www.usdoj.gov/usao/ne/>

### **This Report was Prepared for the State of Nebraska by Bach Harrison, L.L.C.**

R. Steven Harrison, Ph.D.  
Taylor Bryant, BA  
R. Paris Bach-Harrison, BFA  
<http://www.bach-harrison.com>  
116 South 500 East  
Salt Lake City, Utah 84102  
(801) 359-2064 phone  
(801) 524-9688 fax