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| **Domain:** | Substance Use-related Psychosocial Risk Factors |
| **Measure:** | School Risk and Protective Factors |
| **Definition:** | This measure assesses the level and prevalence of adolescents’ exposure to substance use risk and protective factors in the school environment, an adolescent’s perceptions about the opportunities and rewards in school. |
| **Purpose:** | This measure can be used to identify specific school-related risk and protective factors that can predict adolescent (and later life) substance use and abuse (Hemphill et al., 2011; Beyers et al., 2004). |
| **Essential PhenX Measures:** | Current Age |
| **Related PhenX Measures:** | School Social Environment Community Risk and Protective Factors Family Risk and Protective Factors |
| **Collections:** | Other Social Stressors Substance Use-related Psychosocial Risk Factors |
| **Keywords:** | Adolescent, Self-report, Opportunities for Prosocial Involvement, Rewards for Prosocial Involvement, School Drug Environment, School, Communities That Care Youth Survey, SAMHSA, Substance Abuse and Mental Health Services Administration, Substance use, Substance abuse, Drug abuse, Drug use, SAA, Substance Use-related Psychosocial Risk Factors |

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| **Protocol Release Date:** | February 24, 2012 |
| **PhenX Protocol Name:** | School Risk and Protective Factors |
| **Protocol Name from Source:** | The Expert Review Panel has not reviewed this measure yet. |
| **Description:** | The protocol includes nine self-administered questions from two School Protective Factors subscales/constructs (Opportunities for Prosocial Involvement and Rewards for Prosocial Involvement) from the Communities That Care (CTC) Youth Survey. The CTC Survey does not include a scale of School Drug Environment (a risk factor), which is supplemented here with a scale from the Seattle Social Development Project (SSDP) longitudinal study. |
| **Specific Instructions:** | The numbers to the left of the response option brackets are for scoring purposes and they should *not* be included in the administered survey. |
| **Protocol:** | **Items below constitute the Community Subscales from the Communities That Care (CTC) 2010 Youth Survey. Item numbers at the end in parentheses reflect the original item numbers in that survey for comparison. See the full CTC Survey in the reference list for comparison.**  **The numbers to the left of the response option brackets are for scoring purposes, and they should NOT be included in the administered survey.**  **CTC 2010 Youth Survey General School Environment**  Instructions  1. This is not a test, so there are no right or wrong answers; we would like you to work quickly, so that you can finish.  2. All of the questions should be answered by marking one of the answer spaces. If you don’t find an answer that fits exactly, use one that comes closest. If any question does not apply to you, or you are not sure what it means, just leave it blank.  3. Your answers will be read automatically by a computer. Please follow the instructions carefully.   * Use only a blue or black pencil. * Make heavy marks inside the circles. * Erase cleanly or mark a big "X" over any answer you wish to change. * Make no other markings or comments on the answer pages, since they interfere with the automatic reading. (If you want to add a comment about any questions, please use the space provided on page 12.)   4. Some of the questions have the following format:  Please mark in the circle which of the four words best describes how you feel about that sentence.  EXAMPLE: The Seattle Storm is a good basketball team.  [ ] YES!  [ ] yes  [ ] no  [ ] NO!  Mark (the BIG) YES! if you think the statement is definitely true for you.  Mark (the little) yes if you think the statement is mostly true for you.  Mark (the little) no if you think the statement is mostly not true for you.  Mark (the BIG) NO! if you think the statement is definitely not true for you.  This section asks about your experiences at school.  1. Putting them all together, what were your grades like last year? (9)  1 [ ] Mostly F’s  **1.75**  [ ]  Mostly D’s  **2.5**  [ ]  Mostly C’s  **3.25**  [ ]  Mostly B’s  4 [ ] Mostly A’s  2. During the LAST FOUR WEEKS, how many whole days of school have you missed because you skipped or "cut"? (10b)  5 [ ] None  **4.33**  [ ]  One  **3.67**  [ ]  Two  3 [ ] Three  **2.33**  [ ]  Four or Five  **1.67**  [ ]  Six to Ten  1 [ ] Eleven or more  3. In my school, students have lots of chances to help decide things like class activities and rules. (12)  1 [ ] NO!  2 [ ] no  3 [ ] yes  4 [ ] YES!  4. Teachers ask me to work on special classroom projects. (13)  1 [ ] NO!  2 [ ] no  3 [ ] yes  4 [ ] YES!  5. My teacher(s) notices when I am doing a good job and lets me know about it. (14)  1 [ ] NO!  2 [ ] no  3 [ ] yes  4 [ ] YES!  6. There are lots of chances for students in my school to get involved in sports, clubs, or other school activities outside of class. (15)  1 [ ] NO!  2 [ ] no  3 [ ] yes  4 [ ] YES!  7. There are lots of chances for students in my school to talk with a teacher one-to-one. (16)  1 [ ] NO!  2 [ ] no  3 [ ] yes  4 [ ] YES!  8. I feel safe at my school. (17)  1 [ ] NO!  2 [ ] no  3 [ ] yes  4 [ ] YES!  9. The school lets my parents know when I have done something well. (18)  1 [ ] NO!  2 [ ] no  3 [ ] yes  4 [ ] YES!  10. My teachers praise me when I work hard in school. (19)  1 [ ] NO!  2 [ ] no  3 [ ] yes  4 [ ] YES!  11. Are your school grades better than the grades of most students in your class? (20)  1 [ ] NO!  2 [ ] no  3 [ ] yes  4 [ ] YES!  12. There are lots of chances to be part of class discussions or activities. (21)  1 [ ] NO!  2 [ ] no  3 [ ] yes  4 [ ] YES!  13. How often do you feel that the schoolwork you are assigned is meaningful and important? (22)  1 [ ] Never  2 [ ] Seldom  3 [ ] Sometimes  4 [ ] Often  5 [ ] Almost Always  14. How interesting are most of your courses to you? (23)  5 [ ] Very interesting and stimulating  4 [ ] Quite interesting  3 [ ] Fairly interesting  2 [ ] Slightly boring  1 [ ] Very boring  15. How important do you think the things you are learning in school are going to be for your later life? (24)  5 [ ] Very important  4 [ ] Quite important  3 [ ] Fairly important  2 [ ] Slightly important  1 [ ] Not at all important  16. Now, thinking back over the past year in school, how often did you . . .  a. …enjoy being in school? (25a)  1 [ ] Never  2 [ ] Seldom  3 [ ] Sometimes  4 [ ] Often  5 [ ] Almost Always  b. …hate being in school? (25b)  5 [ ] Never  4 [ ] Seldom  3 [ ] Sometimes  2 [ ] Often  1 [ ] Almost Always  c. . . . try to do your best work in school? (25c)  1 [ ] Never  2 [ ] Seldom  3 [ ] Sometimes  4 [ ] Often  5 [ ] Almost Always  **\*\*\*\*\*\*\*\*\*\*\*\*\***  **Items from the Seattle Social Development Project Survey**  **School Drug Environment**  Think about the school you (currently/last) (attend/attended).  1. What grade (are/were) you in?  [ ] 4 Fourth  [ ] 5 Fifth  [ ] 6 Sixth  [ ] 7 Seventh  [ ] 8 Eighth  [ ] 9 Ninth  [ ] 10 Tenth  [ ] 11 Eleventh  [ ] 12 Twelfth  2. Most people in my school think it’s OK for people my age to drink alcohol.  4 [ ] YES!  3 [ ] yes  2 [ ] no  1 [ ] NO!  3. What percentage of the students in your grade at your school have drunk any alcohol this year? Would you say . . .  [ ] 1 0% to 20% (none or almost none)  [ ] 2 21% to 40% (less than half)  [ ] 3 41% to 60% (about half)  [ ] 4 61% to 80% (more than half)  [ ] 5 81% to 100% (almost all or all)?  4. What percentage of the students in your grade at your school drank alcohol at least once or twice a month. Would you say . . .  [ ] 1 0% to 20% (none or almost none)  [ ] 2 21% to 40% (less than half)  [ ] 3 41% to 60% (about half)  [ ] 4 61% to 80% (more than half)  [ ] 5 81% to 100% (almost all or all)?  5. Most people in my school think it’s OK for people my age to smoke cigarettes.  4 [ ] YES!  3 [ ] yes  2 [ ] no  1 [ ] NO!  6. What percentage of the students in your grade at your school have smoked any cigarettes this year? Would you say . . .  [ ] 1 0% to 20% (none or almost none)  [ ] 2 21% to 40% (less than half)  [ ] 3 41% to 60% (about half)  [ ] 4 61% to 80% (more than half)  [ ] 5 81% to 100% (almost all or all)?  7. What percentage of the students in your grade at your school smoked cigarettes at least once or twice a month. Would you say . . .  [ ] 1 0% to 20% (none or almost none)  [ ] 2 21% to 40% (less than half)  [ ] 3 41% to 60% (about half)  [ ] 4 61% to 80% (more than half)  [ ] 5 81% to 100% (almost all or all)?  8. Most people in my school think it’s OK to use marijuana (pot/grass).  [ ] 4 YES!  [ ] 3 yes  [ ] 2 no  [ ] 1 NO!  9. What percentage of the students in your grade in your school have smoked any marijuana this year? Would you say . . .  [ ] 1 0% to 20% (none or almost none)  [ ] 2 21% to 40% (less than half)  [ ] 3 41% to 60% (about half)  [ ] 4 61% to 80% (more than half)  [ ] 5 81% to 100% (almost all or all)?  10. During the past year, what percentage of the students in your grade in your school have smoked marijuana at least once or twice a month? Would you say . . .  [ ] 1 0% to 20% (none or almost none)  [ ] 2 21% to 40% (less than half)  [ ] 3 41% to 60% (about half)  [ ] 4 61% to 80% (more than half)  [ ] 5 81% to 100% (almost all or all)?  **Scoring**   |  |  |  |  | | --- | --- | --- | --- | | Subscalea | Reliability | Range | Scoring | | School Opportunities for Prosocial Involvement | .65 | 1-4 | Average items 3, 4, 6, 7, 12 | | School Rewards for Prosocial Involvement | .72 | 1-4 | Average items 5, 8, 9, 10 | | Academic Performance | .63 | 0-4 | Average items 1 and 11 | | Commitment to School | .82 | 1-5 | Average items 2, 13, 14, 15, 16a, 16b, 16c from the *General School Environment* module. | | School Alcohol Environment**b** | .82 | 1-5 | Average items 2, 3, 4 from the *School Drug Environment* module. | | School Tobacco Environmentb | -- | 1-5 | Average items 5, 6, 7 from the *School Drug Environment* module. | | School Marijuana Environmentb | .86 | 1-5 | Average items 8, 9, 10 from the *School Drug Environment* module. | | **General Summary Scales** |  |  | **Scoring: averages of the above subscales** | | General Protective School Environmentc | .80 | 1-4 | Average items 3, 4, 5, 6, 7, 8, 9, 10, 12 from the *General School Environment module.* | | General School Drug Environmentb | .89 | 1-5 | Average items 2, 3, 4, 5, 6, 7, 8, 9, 10 from the *School Drug Environment* module. |   a Comparison with the CTC Normative Database. To obtain scores on the same metric as the CTC normative database, subtract 1 (from either each item, or from the means). Some scales in the CTC database are reversed scored to reflect "risk."  b These items are not in the CTC survey but are from the SSDP longitudinal study (see ***Adolescent Reports of School Risk and Protective Factors*** protocol). The reliability for *General School Drug Environment* is based on the Alcohol and Marijuana items only that were available in SSDP. The Tobacco items are suggested for full coverage of school drug opportunities.  c Note that this measure of *General School Environmental Risk* includes only *School Opportunities for Prosocial Involvement* and *School Rewards for Prosocial Involvement*. It does not include *Commitment to School* and *Academic Performance* since these, properly speaking, are more like outcomes than features of the environment. *Commitment to School* and *Academic Performance* are, however, good predictors of later substance abuse and dependence. |
| **Selection Rationale:** | The Communities That Care Youth Survey is in the public domain and is available at the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA) website. The survey reliably predicts current adolescent and prospective substance use, abuse, and dependence and related problem behaviors among adolescents. SAMHSA’s database of 300,000 youths from around the country enables investigators to derive nationally representative normative distributions for comparison to newly collected data. The Seattle Social Development Project is an ongoing longitudinal study prospectively following a community sample from 1980 (1st grade) until present (age 35) to examine the etiology of addiction. |
| **Source:** | Arthur, M. W., Briney, J. S., Hawkins, J. D., Abbott, R. D., Brooke-Weiss, B. L., & Catalano, R. F. (2007). Measuring risk and protection in communities using the Communities That Care Youth Survey. *Evaluation and Program Planning, 30*(2), 197-211.  The full CTC Youth Survey is downloadable here (accessed 10/24/2011):  http://store.samhsa.gov/product/Communities-That-Care-Youth-Survey/CTC020  The SAMHSA CTC Normative Database is downloadable here (accessed 10/24/2011):  https://www.pmrts.samhsa.gov/pmrts/CommunitiesCares.aspx  The Seattle Social Development Project Survey (SSDP) survey items are publicly available, and can be cited as:  Herrenkohl, T. I., Hawkins, J. D., Chung, I. J., Hill, K. G., & Battin-Pearson, S. (2001). School and community risk factors and interventions. In R. Loeber & D. P. Farrington (Eds.), *Child delinquents: Development, intervention, and service needs* (211-246). Thousand Oaks, CA: Sage Publications. |
| **Life Stage:** | Adolescent |
| **Language of source:** | English, Spanish, French, Dutch, Available in other languages |
| **Participant:** | Adolescents aged 12-18 years (grades 6-12) |
| **Personnel and Training Required:** | None |
| **Equipment Needs:** | None |
| **Standards:** | |  |  |  |  | | --- | --- | --- | --- | | **Standard** | **Name** | **ID** | **Source** | | Common Data Element (CDE) | Substance use School Risk Factor Questionnaire Assessment Score | 3371936 | [CDE Browser](https://cdebrowser.nci.nih.gov/CDEBrowser/search?elementDetails=9&FirstTimer=0&PageId=ElementDetailsGroup&publicId=3371936&version=1.0) | |
| **General references:** | Bailey, J. A., Hill, K. G., Meacham, M. C., Young, S. E., & Hawkins, J. D. (2011). Strategies for characterizing complex phenotypes and environments: General and specific family environmental predictors of young adult tobacco dependence, alcohol use disorder, and co‐occurring problems. *Drug and Alcohol Dependence, 118*(23), 444-451.  Beyers, J. M., Toumbourou, J. W., Catalano, R. F., Arthur, M. W., & Hawkins, J. D. (2004). A cross‐national comparison of risk and protective factors for adolescent substance use: The United States and Australia. *Journal of Adolescent Health, 35*(1), 3-16.  Dryfoos, J. G. (1991). Adolescents at risk: A summation of work in the field: Programs and policies. *Journal of Adolescent Health, 12*(8), 630-637.  Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance‐abuse prevention. *Psychological Bulletin, 112*(1), 64-105.  Hawkins, J. D., Herrenkohl, T., Farrington, D. P., Brewer, D., Catalano, R. F., & Harachi, T. W. (1998). A review of predictors of youth violence. In R. Loeber & D. P. Farrington (Eds.), *Serious and violent juvenile offenders: Risk factors and successful interventions* (pp. 106-146). Thousand Oaks, CA: Sage.  Hawkins, J. D., Hill, K. G., Guo, J., & Battin, S. R. (1998, June). *Common predictors of substance abuse, mental health and behavior disorders: Implications for prevention.* Paper presented at the National Institute of Mental Health Office of Behavioral and Social Science, NIH Workshop on Prevention of Comorbidity, Bethesda, MD.  Hemphill, S. A., Heerde, J. A., Herrenkohl, T. I., Patton, G. C., Toumbourou, J. W., & Catalano, R. F. (2011). Risk and protective factors for adolescent substance use in Washington state, the United States, and Victoria, Australia: A longitudinal study. *Journal of Adolescent Health, 49*(3), 312-320.  Lipsey, M. W., & Derzon, J. H. (1998). Predictors of violent or serious delinquency in adolescence and early adulthood: A synthesis of longitudinal research. In R. Loeber & D. P. Farrington (Eds.), *Serious and violent juvenile offenders: Risk factors and successful interventions* (pp. 86-105). Thousand Oaks, CA: Sage.  Mrazek, P. J., & Haggerty, R. J. (Eds.); Committee on Prevention of Mental Disorders, Institute of Medicine. (1994). *Reducing risks for mental disorders: Frontiers for prevention intervention research*. Washington, DC: National Academy Press.  Pollard, J. A., Hawkins, J. D., & Arthur, M. W. (1999).Risk and protection: Are both necessary to understand diverse behavioral outcomes in adolescence? *Social Work Research, 23*(3), 145-158. |
| **Mode of Administration:** | Self-administered questionnaire |
| **Derived Variables:** | None |
| **Requirements:** | |  |  | | --- | --- | | **Requirement Category** | **Required** | | Major equipment | No | | Specialized training | No | | Specialized requirements for biospecimen collection | No | | Average time of greater than 15 minutes in an unaffected individual | No | |
| **Process and Review:** | The Expert Review Panel has not reviewed this measure yet. |