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Survey Research & Evaluation Services

2006 Prevention Needs Assessment Survey Results

Report for:

Berkshire County

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Introduction

2006 Prevention Needs Assessment Survey Profile Report for Berkshire County

This report summarizes the findings from the Berkshire County Prevention Needs Assessment (PNA) Survey that was conducted during the spring of 2006 in grades 8, 10, and 12. The results are presented along with comparisons to the results from the National Survey, Monitoring the Future. Surveys for the Southern and Northern parts of Berkshire County contained additional questions. The results are listed on table 15.

The survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors.

Table 1 contains the characteristics of the students who completed the survey from your community. When using the information in this report, please pay attention to the number and percentage of students who participated from your community. If 70% or more of the students participated, the report is a good

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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.

Risk and Protective Factors

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

Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington, Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Table 1. Characteristics of Participants

Student Totals		
Total Students	Berkshire County	
	Number	Percent
	2838	100
Grade		
8	1119	39.4
10	957	33.7
12	762	26.8
Gender		
Male	1349	49.1
Female	1400	50.9
Ethnicity		
Native American	63	2.3
Asian	52	1.9
African American	88	3.2
Pacific Islander	18	0.6
Hispanic	99	3.6
White	2332	84.0
Multi-racial or Other	123	4.4

Risk and Protective Factors

The Risk and Protective Factor Model of Substance Abuse Prevention (Continued)

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 a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. 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 to the right shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Problem Behaviors				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
1. Availability of Drugs	✓				✓
2. Availability of Firearms		✓			✓
3. Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime	✓	✓			✓
4. Transitions and Mobility *	✓	✓		✓	
5. Low Neighborhood Attachment	✓	✓			✓
6. Community Disorganization	✓	✓			✓
7. Extreme Economic Deprivation *	✓	✓	✓	✓	✓
Family					
8. Family History of the Problem Behavior	✓	✓	✓	✓	✓
9. Family Management Problems	✓	✓	✓	✓	✓
10. Family Conflict	✓	✓	✓	✓	✓
11. Parental Attitudes Favorable Towards Drugs / Other Problem Behavior	✓	✓			✓
School					
12. Academic Failure	✓	✓	✓	✓	✓
13. Lack of Commitment to School	✓	✓	✓	✓	✓
Peer / Individual					
14. Early Initiation of Drug Use / Problem Behavior	✓	✓	✓	✓	✓
15. Rebelliousness	✓	✓		✓	
16. Friends Who Use Drugs / Engage in Other Problem Behavior	✓	✓	✓	✓	✓
17. Favorable Attitudes Toward Drug Use / Other Problem Behavior	✓	✓	✓	✓	
18. Perceived Risks of Drug Use	✓	✓		✓	
19. Peer Rewards for Drug Use	✓	✓		✓	
20. Depressive Symptoms	✓	✓		✓	

Building a Strategic Prevention Framework

The Prevention Needs Assessment Survey is an important part of the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention (CSAP) Strategic Prevention Framework Process. CSAP created this 5-step model to guide states and communities through the process of creating a planned, data-driven, effective, and sustainable prevention program. The information presented in this section is taken from CSAP's Strategic Prevention Framework State Incentive Grants Request for Application.

Step 1: Profile Population Needs, Resources, and Readiness to Address the Problems and Gaps in Service Delivery

- **Community Needs Assessment:** The results of this survey (presented in this Profile Report and in results reported at the State level) will help you to identify needs for prevention. States should consider administering a survey such as the Prevention Needs Assessment Survey biannually to assess adolescent substance use, anti-social behavior, and many of the risk and protective factors that predict adolescent problem behaviors. 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.
- **Community Resource Assessment:** It is likely that existing agencies and programs are already addressing some of the prioritized risk and protective factors. It is important to identify the assets and resources already available in the community and the gaps in services and capacity.
- **Community Readiness Assessment:** It is very important for states and communities to have the commitment and support of their members and ample resources to implement effective prevention efforts. Therefore, the readiness and capacity of communities and resources to act should also be assessed.

Step 2: Mobilize and/or Build Capacity to Address Needs: Engagement of key stakeholders at the State and community levels is critical to plan and implement successful prevention activities that will be sustained over time. Some of the key tasks to mobilize the state and communities are to work with leaders and stakeholders to build coalitions, provide training, leverage resources, and help sustain prevention activities.

Step 3: Develop a Comprehensive Strategic Plan: States and communities should develop a strategic plan that articulates not only a vision for the prevention activities, but also strategies for organizing and implementing prevention efforts. The strategic plan should be based on documented needs, build on identified resources/strengths, set measurable objectives, and identify how progress will be monitored. Plans should be adjusted with ongoing needs assessment and monitoring activities. The issue of sustainability should be kept in mind throughout each step of planning and implementation.

Step 4: Implement Evidence-based Prevention Programs and Infrastructure Development Activities: By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as a prioritized risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance. After completing Steps 1, 2, and 3, communities will be able to choose prevention programs that fit the Strategic Framework of the community, match the population served, and are scientifically proven to work. The Western Center for the Application of Prevention Technology website (www.westcapt.org) contains a search engine for identifying Best Practice Programs.

Step 5: Monitor Process, Evaluate Effectiveness, Sustain Effective Programs/Activities, and Improve or Replace Those That Fail: Finally, ongoing monitoring and evaluation are essential to determine if the outcomes desired are achieved and to assess program effectiveness, assess service delivery quality, identify successes, encourage needed improvement, and promote sustainability of effective policies, programs, and practices.

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Prevention Needs Assessment Survey?

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

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

What are the numbers telling you?

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

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

How to decide if a rate is “unacceptable.”

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

Use these data for planning.

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

MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

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

Practical Implications of the PNA

No Child Left Behind

The Safe and Drug Free Schools and Communities section of the No Child Left Behind Act (NCLB) requires that schools and communities use six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and on-going parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the Prevention Needs Assessment Survey presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 above. The Risk and Protective Factor charts provide information related to Principle 4. Overall, using the Risk and Protective factors planning framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

How to Read the Charts: Substance Use, Antisocial Behavior, Risk, and Protection

There are four types of charts presented in this report: 1) substance use charts, 2) antisocial behavior and gambling charts, 3) risk factor charts, and 4) protective factor charts. All the charts show the results of the PNA Survey, and the actual percentages from the charts are presented in Tables 3 through 10. Table 11 contains youth perceptions of substance use, and Table 12 contains the information necessary to complete the Drug Free Communities Report.

Substance Use, Antisocial Behavior , and Gambling Charts

This report contains information about alcohol, tobacco and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. 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 percentage of students who have had experience with a particular substance.
- **Heavy use** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.
- **30-day use** is a measure of the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a more sensitive indicator of the level of current use of the substance. For both ever-used and 30-day use, national rates from the Monitoring the Future survey for grades 8, 10, and 12 have been included to allow a comparison of your data to a national sample of students.
- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement** with the eight antisocial behaviors listed in the charts **during the past year**. In the charts, antisocial behavior will often be abbreviated as ASB.
- **Gambling behavior** is a measure of the percentage of students who engaged in 10 types of gambling as well as an overall measure of gambling in the past year.

How to Read the Charts: Continued

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at risk and with protection for each of the risk and protective factor scales. Along with the risk and protective factor scales, there are bars that show the percentage of High Risk Youth and percentage of High Protection Youth. High Risk Youth is defined as the percentage of students who have more than a specified number of risk factors operating in their lives. For 6th grade students, it is the percentage of students who have 8 or more risk factors, for 8th grade it is 9 or more risk factors, and for 10th and 12th grades it is 10 or more risk factors. High Protection Youth is defined as the percentage of students in grade 6 who have 5 or more protective factors and the percentage of students in grades 8, 10, and 12 who have 6 or more protective factors operating in their lives.

There are two components of the risk and protective factor charts that are key to understanding the information that the charts contain: 1) the cut-points for the risk and protective factor scales and 2) the dashed lines that indicate a more “national” value.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors. Since the PNA survey has recently been given to over 300,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for separating youth into the more at-risk and the less at-risk groups included

academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 50% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

Dashed Line

Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the eight states across the country upon which the cut-points were developed. All of the states have a mix of urban and rural students.

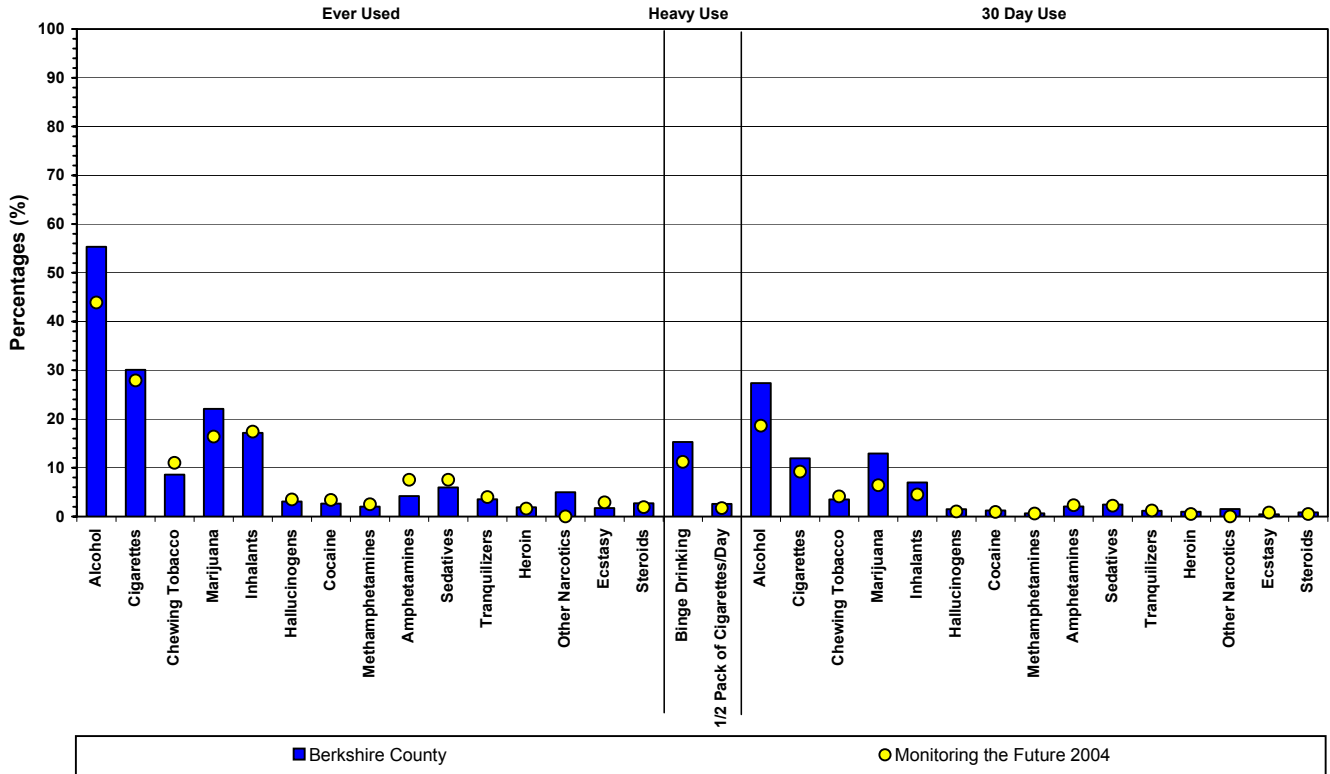
Brief definitions of the risk and protective factors are provided following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under Contacts for Prevention.

Youth Perception of Substance Use

Youth often overestimate the percentage of their peers who are using substances. Youth perceptions of the percentage of their peers who use cigarettes, alcohol, marijuana, and other illegal drugs is shown in Table 11

ATOD USE PROFILE

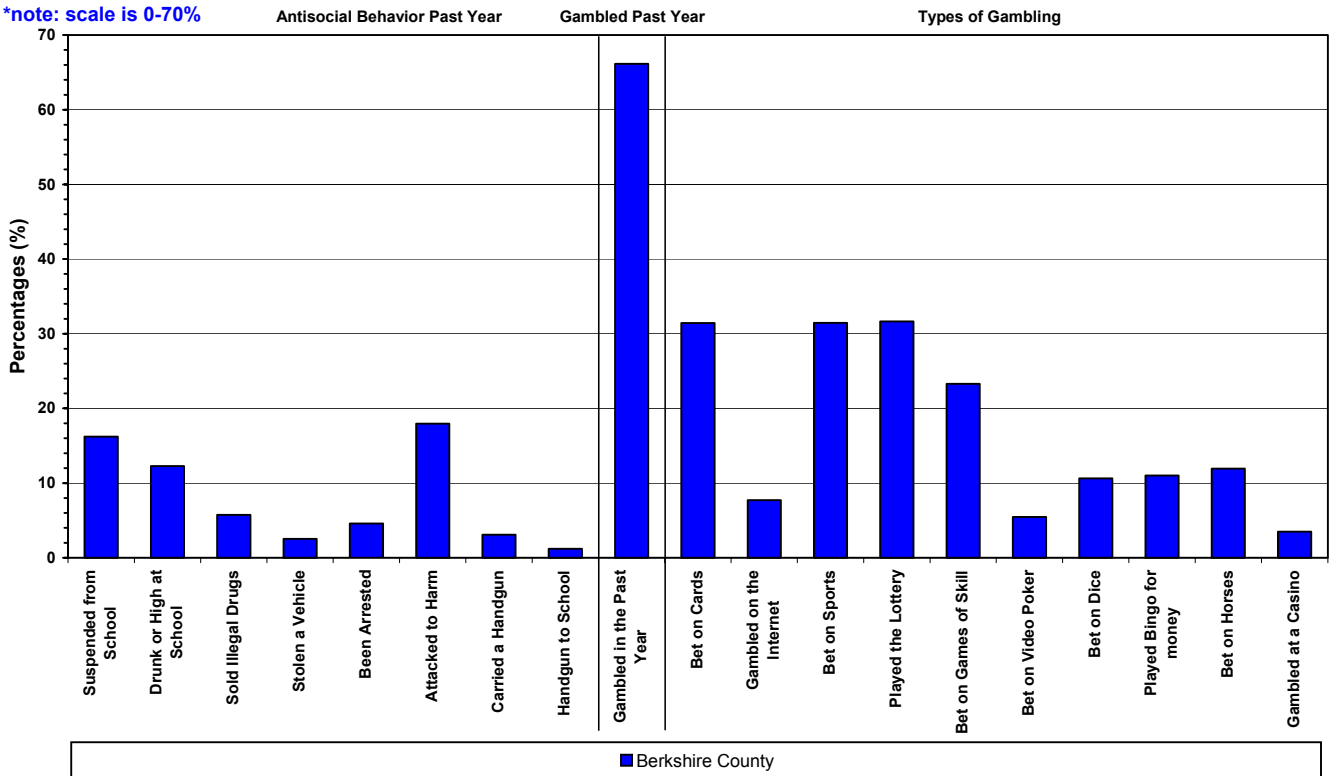
2006 Berkshire County Student Survey, Grade 8



ANTISOCIAL BEHAVIOR AND GAMBLING PROFILE

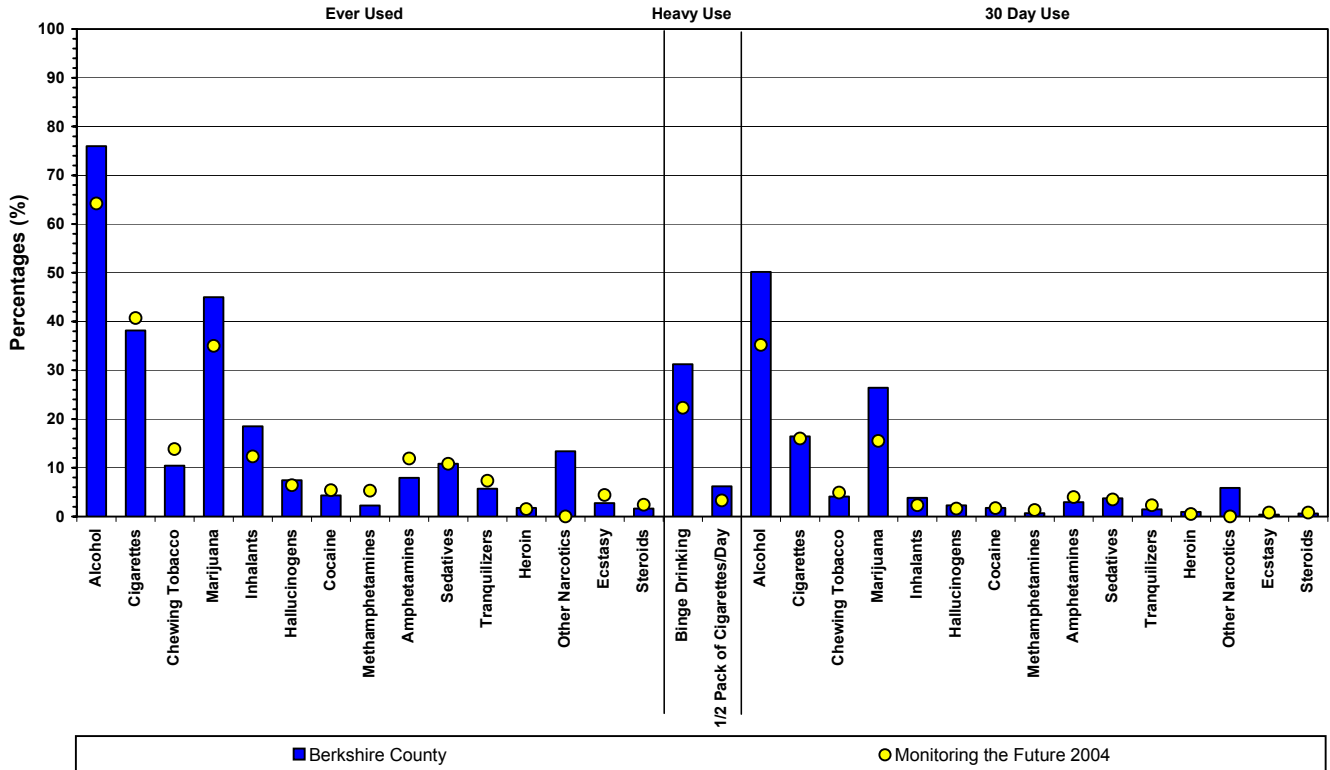
2006 Berkshire County Student Survey, Grade 8

*note: scale is 0-70%



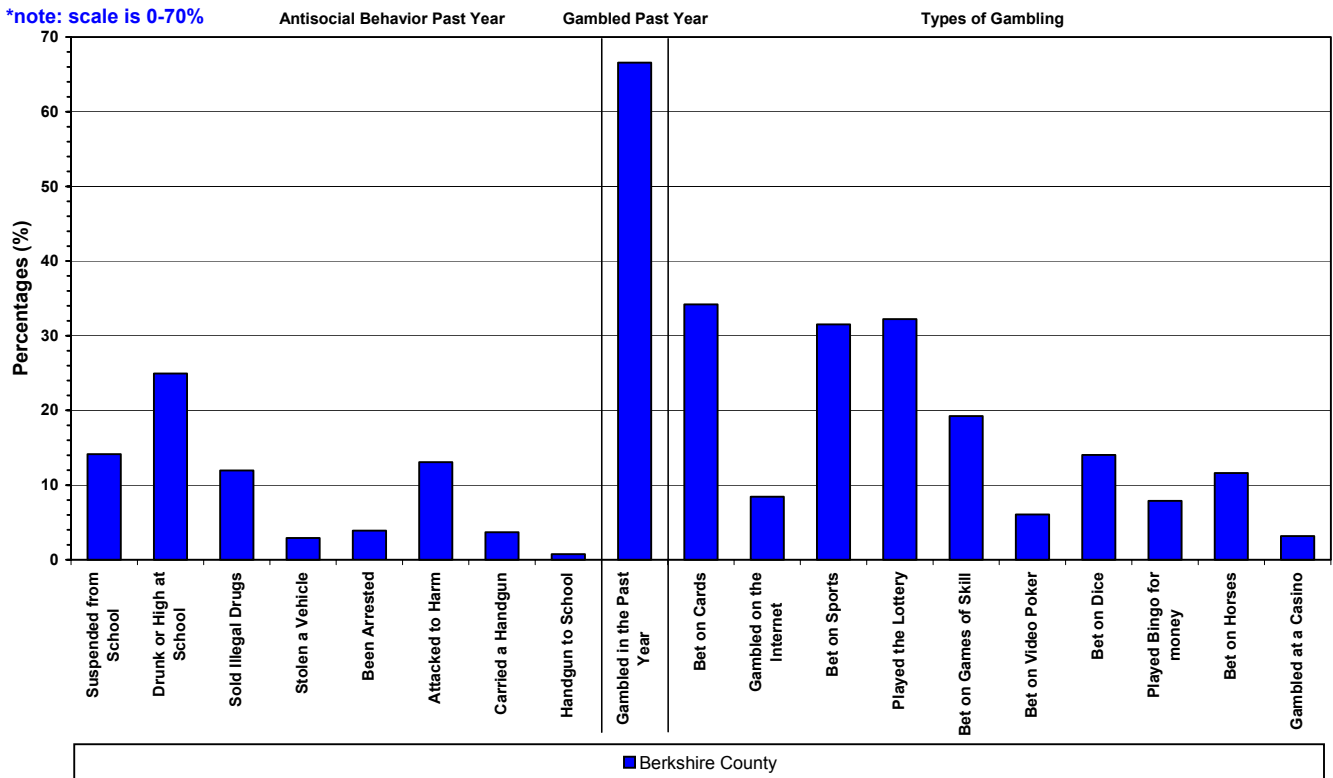
ATOD USE PROFILE

2006 Berkshire County Student Survey, Grade 10



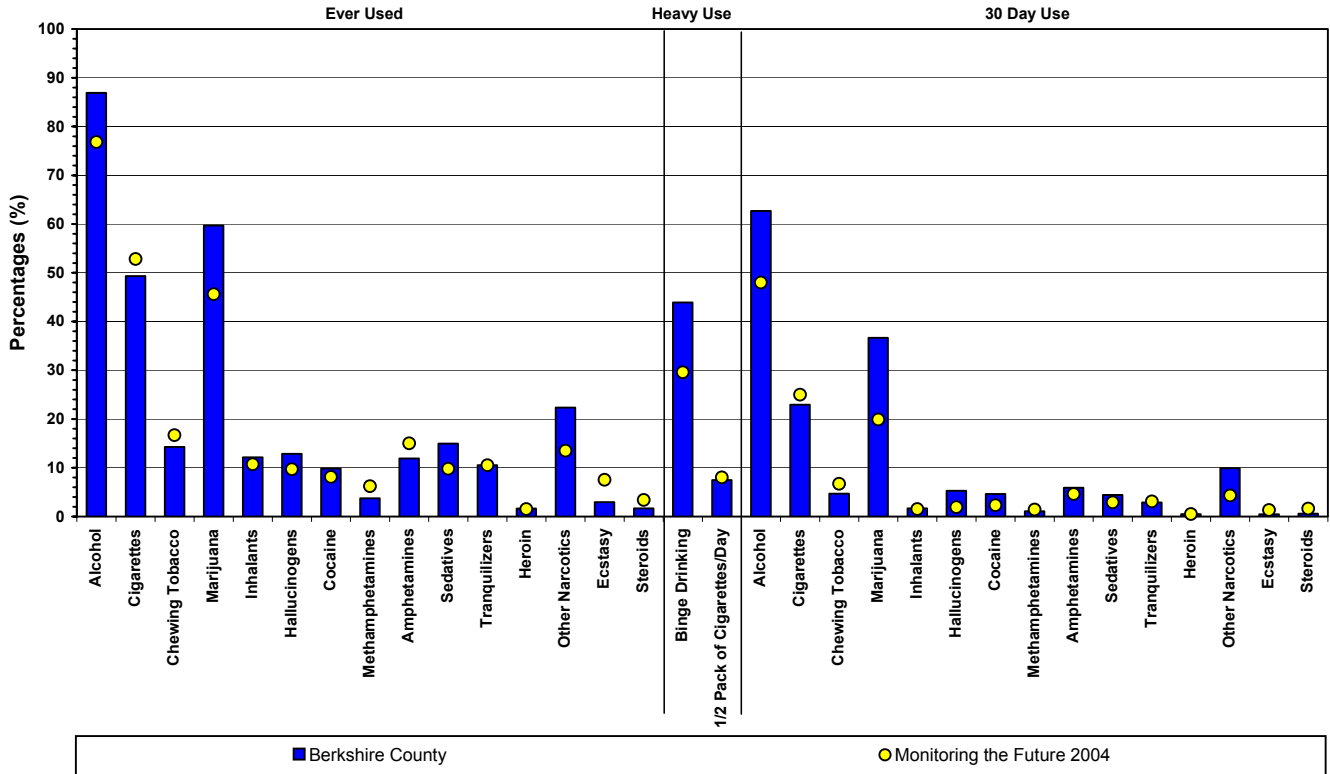
ANTISOCIAL BEHAVIOR AND GAMBLING PROFILE

2006 Berkshire County Student Survey, Grade 10



ATOD USE PROFILE

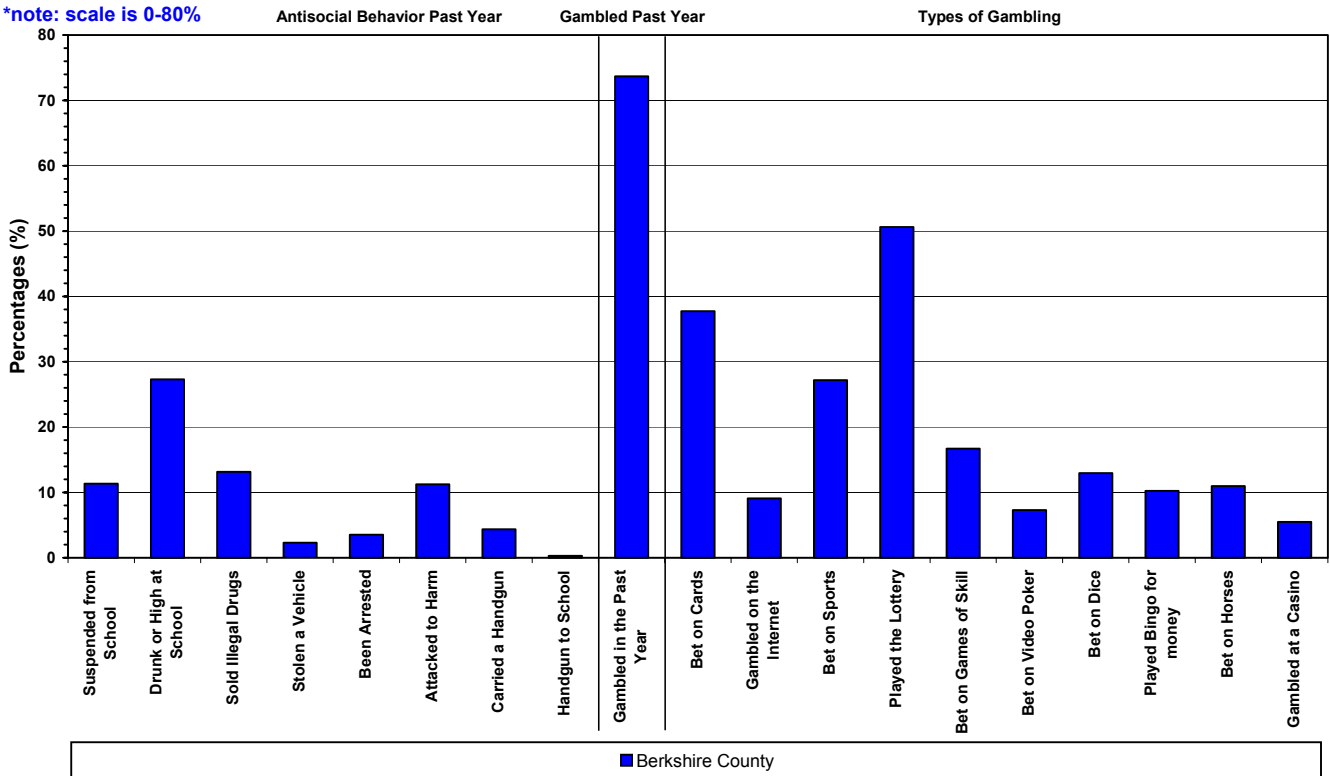
2006 Berkshire County Student Survey, Grade 12



ANTISOCIAL BEHAVIOR AND GAMBLING PROFILE

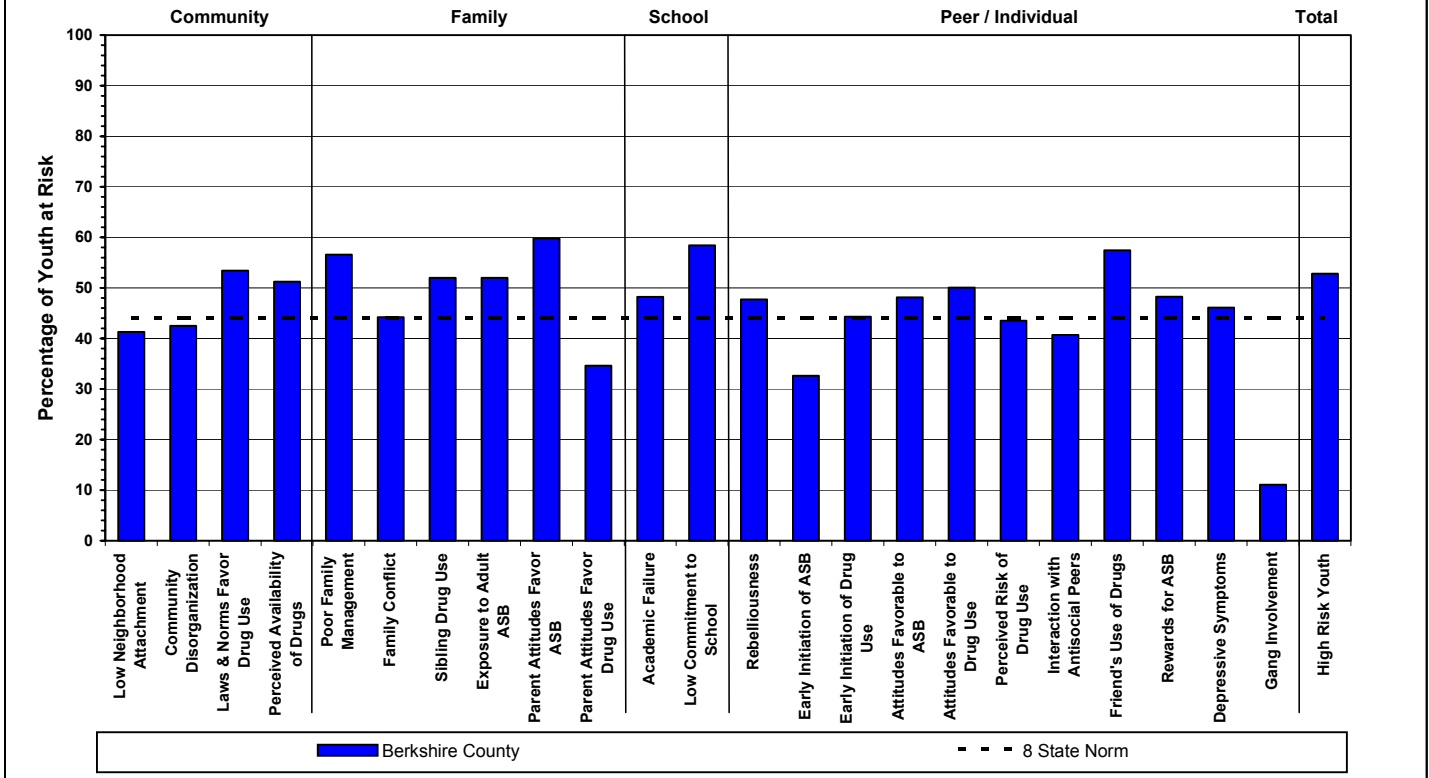
2006 Berkshire County Student Survey, Grade 12

*note: scale is 0-80%



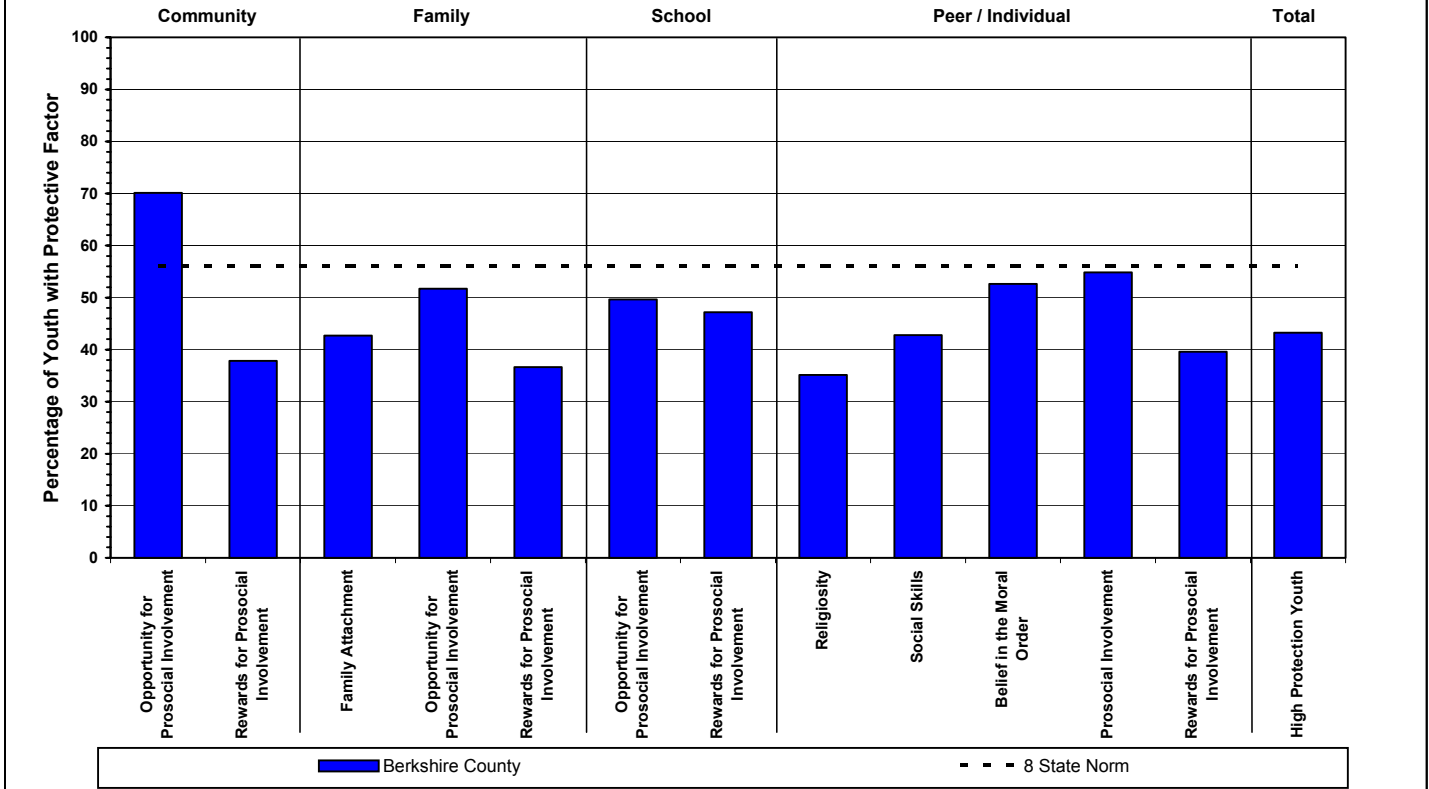
RISK PROFILE

2006 Berkshire County Student Survey, Grade 8



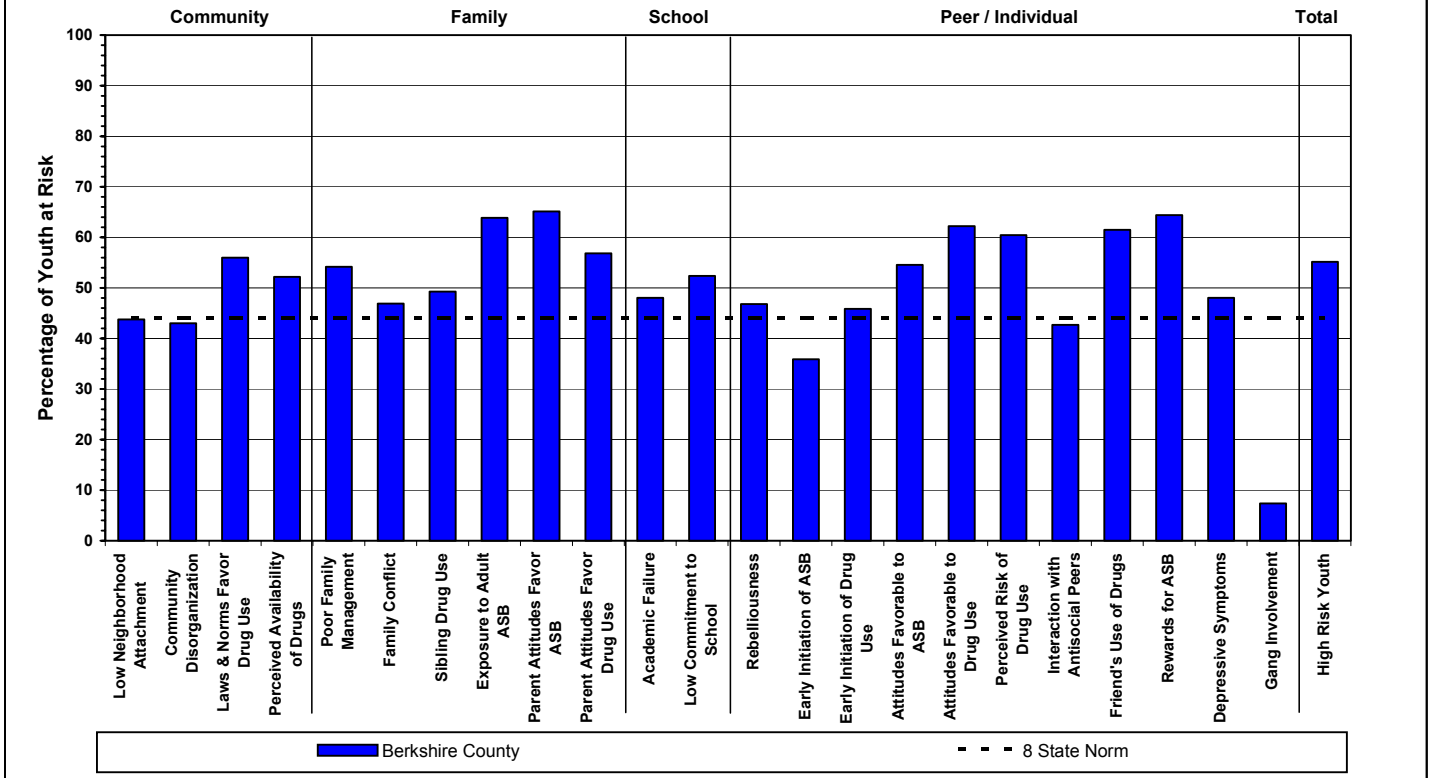
PROTECTIVE PROFILE

2006 Berkshire County Student Survey, Grade 8



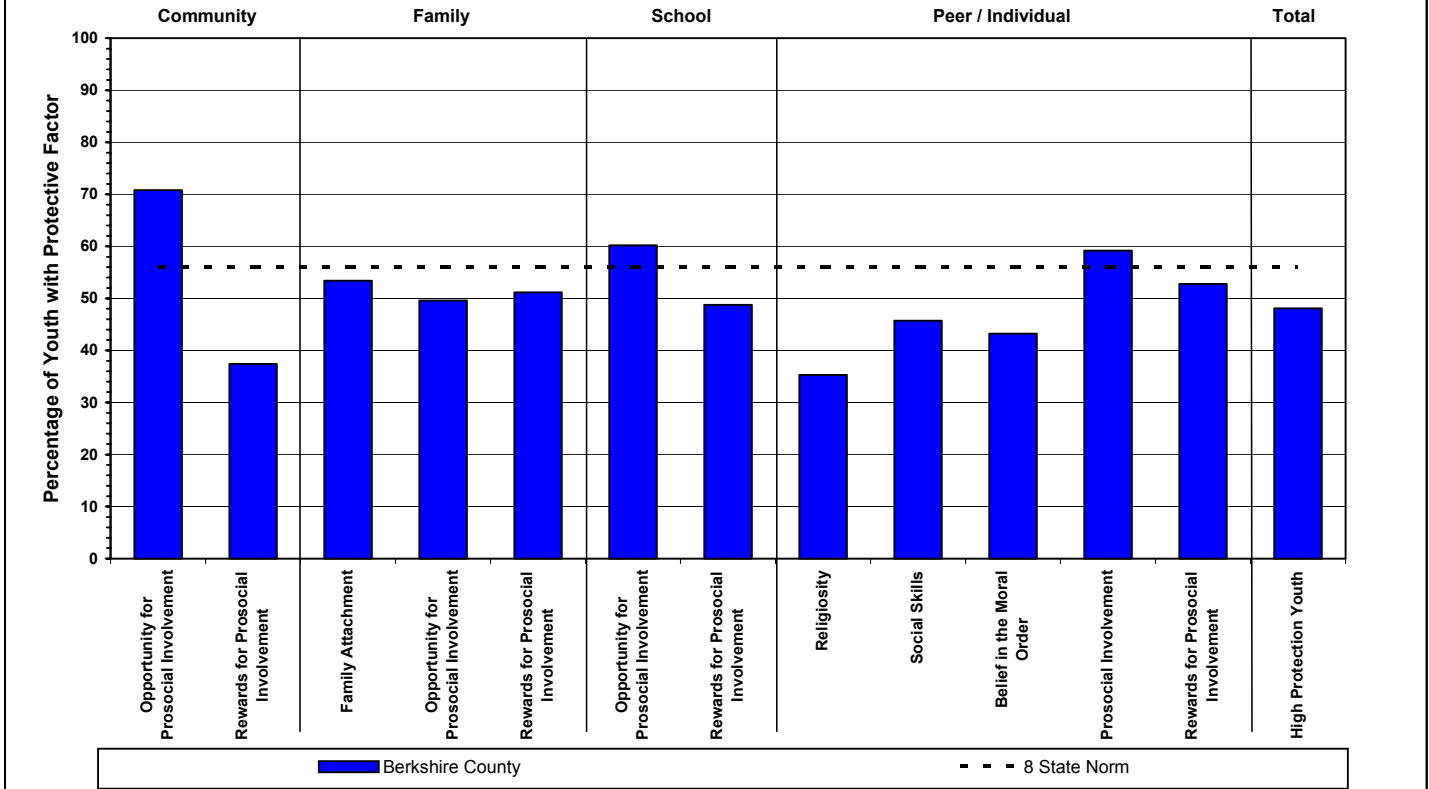
RISK PROFILE

2006 Berkshire County Student Survey, Grade 10



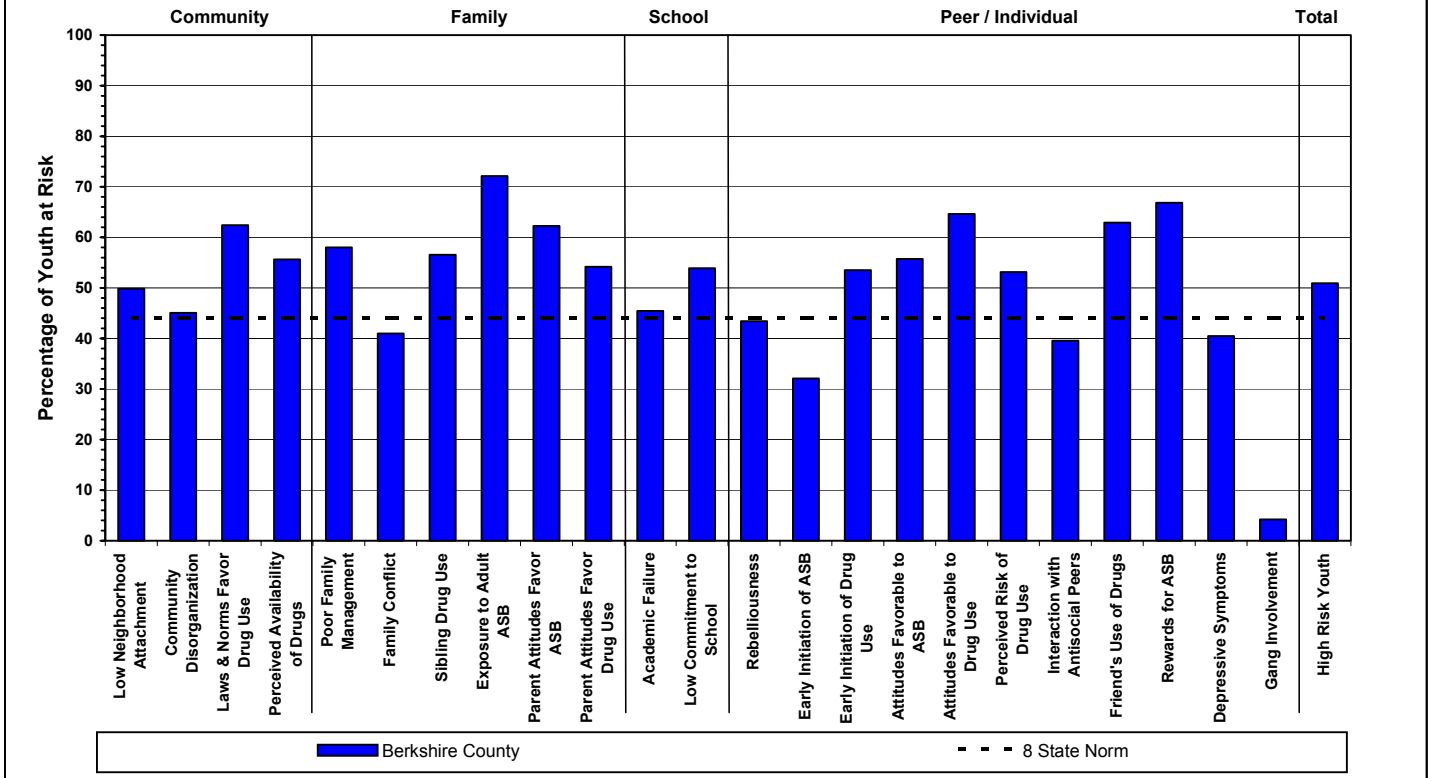
PROTECTIVE PROFILE

2006 Berkshire County Student Survey, Grade 10



RISK PROFILE

2006 Berkshire County Student Survey, Grade 12



PROTECTIVE PROFILE

2006 Berkshire County Student Survey, Grade 12

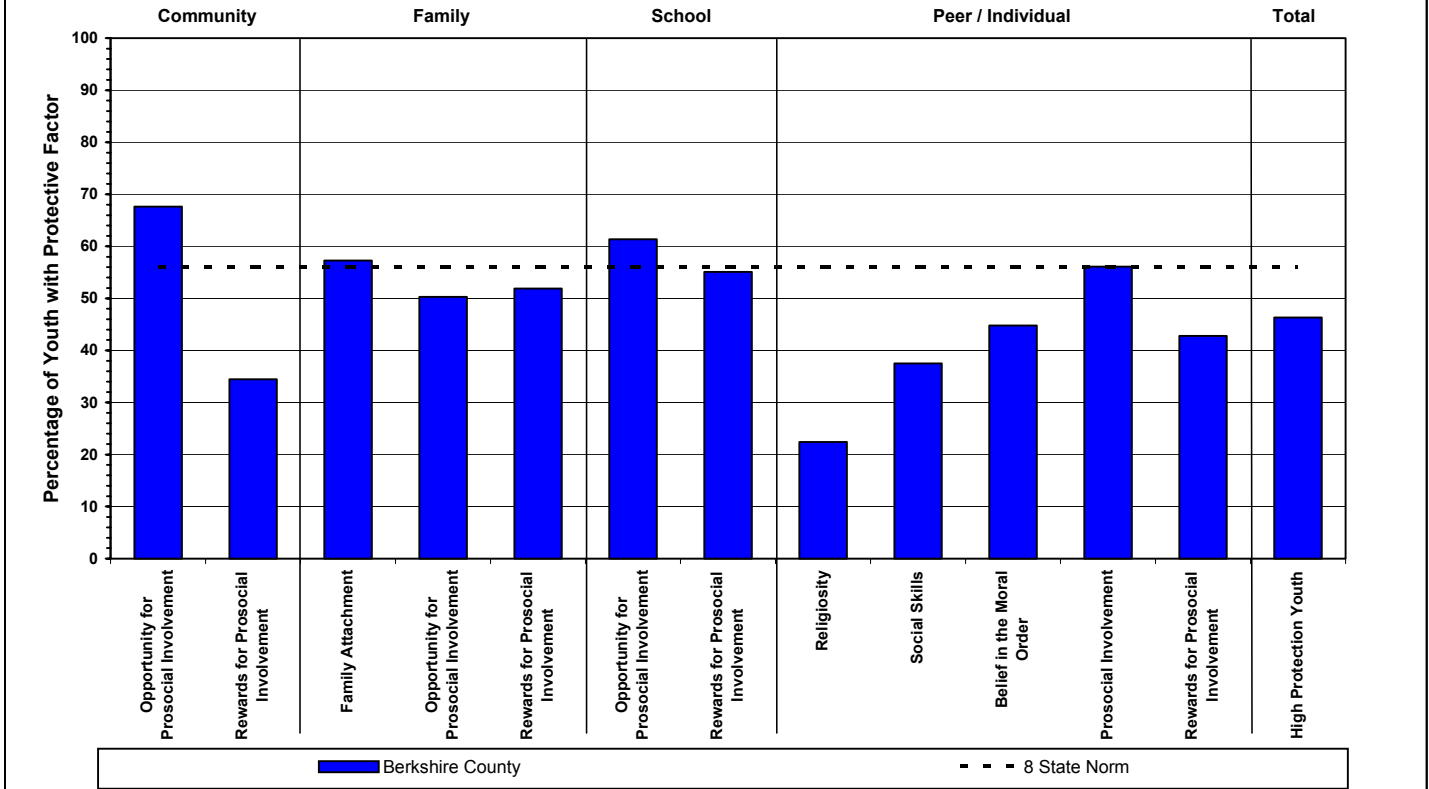


Table 2. Risk and Protective Factor Scale Definitions

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

Table 2. Risk and Protective Factor Scale Definitions (Continued)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors
<i>Peer-Individual Risk Factors</i>	
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Friends' Use of Drugs</i>	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Depressive Symptoms</i>	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Religiosity</i>	Young people who regularly attend religious services are less likely to engage in problem behaviors.
<i>Social Skills</i>	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.
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial</i>	Young people who view working hard in school and the community as rewarding are less likely to engage in problem behavior.

Table 3. Number of Students Who Completed the Survey

Number of Youth	Berkshire County					
	8th		10th		12th	
	County	MTF	County	MTF	County	MTF
	1119	*	957	*	762	*

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

Drug Used	Berkshire County					
	8th		10th		12th	
	County	MTF	County	MTF	County	MTF
	Alcohol	55.3	43.9	76.0	64.2	86.9
Cigarettes	30.1	27.9	38.2	40.7	49.3	52.8
Chewing Tobacco	8.6	11.0	10.4	13.8	14.2	16.7
Marijuana	22.1	16.4	45.0	35.0	59.7	45.6
Inhalants	17.2	17.4	18.5	12.3	12.1	10.7
Hallucinogens	3.1	3.5	7.4	6.4	12.8	9.7
Cocaine	2.7	3.4	4.3	5.4	9.8	8.1
Methamphetamines	2.0	2.5	2.2	5.3	3.7	6.2
Amphetamines	4.2	7.5	7.9	11.9	11.9	15.0
Sedatives	6.0	7.5	10.8	10.8	14.9	9.8
Tranquilizers	3.5	4.0	5.7	7.3	10.5	10.5
Heroin	1.9	1.6	1.7	1.5	1.6	1.5
Other Narcotics	5.0	n/a	13.4	n/a	22.3	13.5
Ecstasy	1.7	2.9	2.8	4.4	2.9	7.5
Steroids	2.7	1.9	1.6	2.4	1.6	3.4
Any Drug	32.5	n/a	47.6	n/a	61.8	n/a

Table 5. Percentage of Students With Heavy Use of Alcohol and Cigarettes

Drug Used	Berkshire County					
	8th		10th		12th	
	County	MTF	County	MTF	County	MTF
	Binge Drinking	15.3	11.2	31.2	22.3	43.9
1/2 Pack of Cigarettes/Day	2.6	1.7	6.2	3.3	7.5	8.0

Table 6. Percentage of Students Who Used ATODs During the Past 30 Days

Drug Used	Berkshire County					
	8th		10th		12th	
	County	MTF	County	MTF	County	MTF
	Alcohol	27.3	18.6	50.2	35.2	62.7
Cigarettes	11.9	9.2	16.4	16.0	22.9	25.0
Chewing Tobacco	3.5	4.1	4.1	4.9	4.7	6.7
Marijuana	12.9	6.4	26.4	15.5	36.7	19.9
Inhalants	7.0	4.5	3.8	2.3	1.6	1.5
Hallucinogens	1.5	1.0	2.3	1.6	5.3	1.9
Cocaine	1.2	0.9	1.7	1.7	4.6	2.3
Methamphetamines	0.6	0.6	0.7	1.3	1.1	1.4
Amphetamines	2.0	2.3	2.9	4.0	5.9	4.6
Sedatives	2.4	2.2	3.7	3.5	4.4	2.9
Tranquilizers	1.2	1.2	1.5	2.3	2.9	3.1
Heroin	1.0	0.5	0.9	0.5	0.5	0.5
Other Narcotics	1.5	n/a	5.9	n/a	9.9	4.3
Ecstasy	0.4	0.8	0.4	0.8	0.4	1.3
Steroids	0.8	0.5	0.6	0.8	0.6	1.6
Any Drug	17.8	n/a	28.1	n/a	37.8	n/a

* See the Monitoring The Future website (www.monitoringthefuture.org)

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

Behavior	Berkshire County		
	8th	10th	12th
	County	County	County
Suspended from School	16.2	14.1	11.3
Drunk or High at School	12.3	24.9	27.3
Sold Illegal Drugs	5.7	12.0	13.2
Stolen a Vehicle	2.5	2.9	2.3
Been Arrested	4.6	3.9	3.5
Attacked to Harm	18.0	13.1	11.2
Carried a Handgun	3.1	3.7	4.4
Handgun to School	1.2	0.7	0.3

Table 8. Percentage of Students Gambling in the Past Year

Behavior	Berkshire County		
	8th	10th	12th
	County	County	County
Gambled in the Past Year	66.1	66.6	73.7
Bet on Cards	31.4	34.2	37.7
Gambled on the Internet	7.7	8.5	9.1
Bet on Sports	31.5	31.5	27.2
Played the Lottery	31.6	32.2	50.6
Bet on Games of Skill	23.3	19.2	16.7
Bet on Video Poker	5.5	6.1	7.3
Bet on Dice	10.6	14.0	13.0
Played Bingo for money	11.0	7.9	10.2
Bet on Horses	11.9	11.6	11.0
Gambled at a Casino	3.5	3.2	5.5

Table 9. Percentage of Students Reporting Protection

Protective Factors	Berkshire County		
	8th	10th	12th
	County	County	County
Community Domain			
Opportunity for Prosocial Involvement	70.1	70.8	67.6
Rewards for Prosocial Involvement	37.8	37.4	34.4
Family Domain			
Family Attachment	42.7	53.4	57.3
Opportunity for Prosocial Involvement	51.7	49.6	50.3
Rewards for Prosocial Involvement	36.6	51.2	51.9
School Domain			
Opportunity for Prosocial Involvement	49.6	60.2	61.4
Rewards for Prosocial Involvement	47.2	48.7	55.1
Peer-Individual Domain			
Religiosity	35.1	35.3	22.4
Social Skills	42.8	45.7	37.5
Belief in the Moral Order	52.6	43.2	44.8
Prosocial Involvement	54.8	59.2	56.1
Rewards for Prosocial Involvement	39.6	52.8	42.8
High Protection Youth	43.3	48.1	46.3

Table 10. Percentage of Students Reporting Risk

Risk Factors	Berkshire County		
	8th	10th	12th
	County	County	County
Community Domain			
Low Neighborhood Attachment	41.3	43.8	49.9
Community Disorganization	42.5	43.0	45.1
Laws & Norms Favor Drug Use	53.4	56.0	62.4
Perceived Availability of Drugs	51.3	52.2	55.6
Family Domain			
Poor Family Management	56.6	54.2	58.0
Family Conflict	44.2	46.9	41.0
Sibling Drug Use	52.0	49.3	56.5
Exposure to Adult ASB	52.0	63.9	72.1
Parent Attitudes Favor ASB	59.8	65.1	62.3
Parent Attitudes Favor Drug Use	34.6	56.8	54.2
School Domain			
Academic Failure	48.2	48.0	45.4
Low Commitment to School	58.4	52.4	53.9
Peer-Individual Domain			
Rebelliousness	47.7	46.8	43.4
Early Initiation of ASB	32.6	35.9	32.1
Early Initiation of Drug Use	44.3	45.9	53.5
Attitudes Favorable to ASB	48.1	54.6	55.7
Attitudes Favorable to Drug Use	50.1	62.2	64.6
Perceived Risk of Drug Use	43.5	60.4	53.1
Interaction with Antisocial Peers	40.7	42.7	39.6
Friend's Use of Drugs	57.4	61.5	62.9
Rewards for ASB	48.3	64.4	66.9
Depressive Symptoms	46.1	48.0	40.5
Gang Involvement	11.1	7.4	4.2
High Risk Youth	52.8	55.2	50.9

Table 11. Drug Free Communities Report

Outcomes	Definition	Substance	Berkshire County													
			Grade 8		Grade 10		Grade 12		Total		Male		Female		Total	
			Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Perception of Risk	drink 1 or two drinks nearly every day	Alcohol	71.6	978	73.6	850	70.4	705	71.9	2533	67.1	1209	77.1	1260	72.2	2469
	smoke 1 or more packs or cigarettes per day	Cigarettes	88.7	1023	90.3	880	90.8	709	89.8	2612	89.1	1244	90.6	1299	89.9	2543
	smoke marijuana regularly	Marijuana	83.8	960	72.3	846	62.2	695	73.9	2501	70.5	1193	77.4	1252	74.0	2445
Perception of Parent Disapproval	drink beer, wine, or hard liquor regularly	Alcohol	91.6	969	82.0	844	68.0	696	81.8	2509	80.1	1179	83.9	1264	82.1	2443
	smoke cigarettes	Cigarettes	95.1	937	90.2	796	85.2	670	90.7	2403	91.2	1130	90.4	1210	90.8	2340
	smoke marijuana	Marijuana	95.0	899	88.6	763	84.1	643	89.8	2305	89.3	1085	90.6	1164	90.0	2249
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	27.3	1035	50.2	887	62.7	726	44.7	2648	43.3	1247	45.4	1329	44.4	2576
		Cigarettes	11.9	963	16.4	821	22.9	681	16.5	2465	14.1	1146	18.6	1254	16.5	2400
		Marijuana	12.9	1005	26.4	837	36.7	693	23.9	2535	26.2	1197	21.3	1278	23.7	2475
Perception of Peer Disapproval	drink beer, wine, or hard liquor regularly	Alcohol	72.9	969	49.8	833	37.1	674	55.4	2476	56.0	1178	54.8	1239	55.4	2417
	smoke cigarettes	Cigarettes	81.7	931	68.2	801	57.1	650	70.4	2382	71.9	1137	69.1	1187	70.5	2324
	smoke marijuana	Marijuana	80.7	905	61.1	786	51.9	640	66.2	2331	64.5	1101	68.1	1172	66.3	2273
			Age	Number	Age	Number	Age	Number	Age	Number	Age	Number	Age	Number	Age	Number
Average Age of Onset	average age	Alcohol	12.0	607	13.3	674	14.2	635	13.2	1916	13.1	881	13.3	976	13.2	1857
		Cigarettes	11.8	326	12.5	375	13.7	391	12.7	1092	12.7	489	12.8	570	12.8	1059
		Marijuana	12.5	217	13.6	410	14.6	450	13.8	1077	13.6	524	14.0	520	13.8	1044

Table 12. Youth Perceptions of Substance Use

Now think about all the students in your grade at school. How many of them do you think:	Substance	Berkshire County							
		Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
a. smoke one or more cigarettes a day?	None (0%)	78	7.4	24	2.6	5	0.7	107	3.9
	Few (1-10%)	295	27.9	122	13.3	83	11.3	500	18.5
	Some (11-30%)	287	27.2	238	26.0	192	26.1	717	26.5
	Half or less (31-50%)	191	18.1	235	25.6	176	23.9	602	22.2
	Half or more (51-70%)	142	13.4	186	20.3	173	23.5	501	18.5
	Most (71-90%)	52	4.9	99	10.8	93	12.7	244	9.0
	Almost All (91-100%)	12	1.1	13	1.4	13	1.8	38	1.4
b. drank alcohol sometime in the past month?	None (0%)	59	5.7	12	1.3	6	0.8	77	2.9
	Few (1-10%)	189	18.3	24	2.7	6	0.8	219	8.2
	Some (11-30%)	227	22.0	50	5.6	19	2.6	296	11.1
	Half or less (31-50%)	196	19.0	136	15.1	63	8.7	395	14.9
	Half or more (51-70%)	175	17.0	220	24.4	135	18.6	530	20.0
	Most (71-90%)	142	13.8	323	35.9	315	43.4	780	29.4
	Almost All (91-100%)	42	4.1	135	15.0	181	25.0	358	13.5
c. used marijuana sometime in the past month?	None (0%)	133	12.8	24	2.7	9	1.2	166	6.3
	Few (1-10%)	356	34.2	77	8.8	37	5.1	470	17.8
	Some (11-30%)	197	18.9	150	17.1	102	14.1	449	17.0
	Half or less (31-50%)	153	14.7	194	22.1	142	19.6	489	18.5
	Half or more (51-70%)	111	10.7	186	21.2	203	28.0	500	18.9
	Most (71-90%)	69	6.6	184	21.0	167	23.0	420	15.9
	Almost All (91-100%)	23	2.2	62	7.1	65	9.0	150	5.7
d. used an illegal drug in the past month (not including marijuana)?	None (0%)	276	26.8	62	7.0	30	4.1	368	14.0
	Few (1-10%)	469	45.6	349	39.5	258	35.6	1076	40.8
	Some (11-30%)	129	12.5	212	24.0	228	31.4	569	21.6
	Half or less (31-50%)	78	7.6	136	15.4	102	14.1	316	12.0
	Half or more (51-70%)	46	4.5	71	8.0	58	8.0	175	6.6
	Most (71-90%)	22	2.1	38	4.3	30	4.1	90	3.4
	Almost All (91-100%)	9	0.9	15	1.7	19	2.6	43	1.6

Table 15. Youth Perceptions of Mental Health and Substance Use

Question	Responses	Berkshire County							
		Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
If you drank ALCOHOL (beer, wine, or hard liquor) and not just a sip or taste in the past year, how did you USUALLY get it? (Choose all that apply.)	Did not drink	188	45.5	96	20.5	60	14.7	344	26.7
	Bought with a fake ID	0	0.0	1	0.2	1	0.2	2	0.2
	Bought without a fake ID	0	0.0	2	0.4	8	2.0	10	0.8
	From someone 21 or older	41	9.9	102	21.8	157	38.6	300	23.3
	From someone under 21	29	7.0	88	18.8	68	16.7	185	14.4
	From my brother/sister	9	2.2	23	4.9	32	7.9	64	5.0
	From home with permission	15	3.6	21	4.5	28	6.9	64	5.0
	From home without permission	36	8.7	44	9.4	28	6.9	108	8.4
	From another relative	10	2.4	24	5.1	18	4.4	52	4.0
	From a stranger	5	1.2	9	1.9	17	4.2	31	2.4
	Took it from a store or shop	1	0.2	3	0.6	5	1.2	9	0.7
	Other place	23	5.6	35	7.5	27	6.6	85	6.6
In the past year, I have been discriminated against or harassed by other students, teachers, or school staff because _____. (Choose all that apply.)	Have not been harassed	220	53.3	256	54.7	251	61.8	727	56.5
	my race	13	3.1	17	3.6	11	2.7	41	3.2
	my sex	10	2.1	14	2.8	5	1.1	29	2.1
	my religion	11	2.7	20	4.3	11	2.7	42	3.3
	a disability	6	1.5	1	0.2	4	1.0	11	0.9
	my weight	37	9.0	32	6.8	19	4.7	88	6.8
	my clothing, hairstyle, etc.	53	12.8	44	9.4	30	7.4	127	9.9
	my sexual orientation	11	2.7	14	3.0	9	2.2	34	2.6
During the past 12 months, did you ever seriously consider attempting suicide?	Yes	41	11.5	64	16.7	30	9.3	135	12.7
	No	316	88.5	320	83.3	291	90.7	927	87.3
During the past 12 months, did you make a plan about how you would attempt suicide?	Yes	30	8.9	59	16.1	25	7.8	114	11.1
	No	307	91.1	308	83.9	294	92.2	909	88.9
During the past 12 months, did you actually attempt suicide?	Yes	12	3.7	21	5.7	11	3.5	44	4.4
	No	314	96.3	348	94.3	303	96.5	965	95.6
If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning or overdose that had to be treated by a doctor or nurse?	I did not attempt suicide during the past 12 months	250	79.6	292	79.3	259	82.5	801	80.4
	Yes	4	1.3	6	1.6	5	1.6	15	1.5
	No	60	19.1	70	19.0	50	15.9	180	18.1

Table 15. (continued) Youth Perceptions of Mental Health and Substance Use

Question	Responses	Berkshire County							
		Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
During the past 30 days, did you go without eating for 24 hours or more (also called fasting) to lose weight or keep from gaining weight?	Yes	53	15.9	72	19.4	59	18.5	184	18.0
	No	280	84.1	299	80.6	260	81.5	839	82.0
During the past 30 days, did you take any diet pills, powders, or liquids without a doctor's advice to lose weight or to keep from gaining weight? (Do not include meal replacement products such as Slim Fast.)	Yes	12	3.3	19	4.5	23	6.5	54	4.8
	No	348	96.7	402	95.5	331	93.5	1081	95.2
During the past 30 days, did you vomit or take laxatives to lose weight or to keep from gaining weight?	Yes	12	3.4	21	5.0	28	7.8	61	5.4
	No	343	96.6	400	95.0	330	92.2	1073	94.6
Have you ever been referred to someone because of a mental health issue (such as feeling depressed or anxious, feeling suicidal, having a substance abuse problem, etc.)?	Yes	36	10.1	68	16.1	72	20.3	176	15.5
	No	320	89.9	355	83.9	283	79.7	958	84.5
If you were referred to someone because of a mental health issue, did you seek help?	I have never needed help from or been referred to a mental health professional	277	78.9	309	74.1	274	76.1	860	76.2
	Yes, I received services	17	4.8	54	12.9	44	12.2	115	10.2
	No, I was referred but did not receive help	57	16.2	54	12.9	42	11.7	153	13.6
During the past 12 months, were you in a physical fight on school property?	Yes	53	13.9	58	12.8	21	5.6	132	10.9
	No	327	86.1	396	87.2	354	94.4	1077	89.1
During the past 12 months, did your boyfriend or girlfriend ever hit, slap or physically hurt you on purpose?	Yes	24	6.4	24	5.3	26	7.0	74	6.2
	No	349	93.6	428	94.7	348	93.0	1125	93.8
Have you ever had sexual intercourse?	Yes	55	16.4	177	39.2	229	60.6	461	39.6
	No	281	83.6	274	60.8	149	39.4	704	60.4
The last time you had sexual intercourse, did you or your partner use a condom?	I have never had sexual intercourse	252	78.3	235	57.2	134	37.1	621	56.8
	Yes	40	12.4	128	31.1	124	34.3	292	26.7
	No	30	9.3	48	11.7	103	28.5	181	16.5
On how many of the past 7 days did you exercise or participate in physical activity for at least 20 minutes that made you sweat or breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?	0 days	43	12.1	58	13.5	66	18.2	167	14.6
	1 day	28	7.9	36	8.4	47	13.0	111	9.7
	2-3 days	95	26.7	102	23.8	91	25.1	288	25.1
	4-5 days	63	17.7	79	18.4	59	16.3	201	17.5
	6-7 days	127	35.7	154	35.9	99	27.3	380	33.1

Contacts for Prevention

NATIONAL RESOURCES

United States Department of Health and Human Services (USDHHS)
Substance Abuse and Mental Health Service Administration (SAMHSA)
1 Choke Cherry Rd., Rm. 8-1054
Rockville, Maryland 20857
240-276-2000

info@samhsa.hhs.org

www.samhsa.gov

(From this web-site, the programs and services provided by the Center for Substance Abuse Prevention, Center for Substance Abuse Treatment, and Center for Mental Health Services can be accessed)

Center for Substance Abuse Prevention (CSAP)

1 Choke Cherry Rd., Ste 4-1057
Rockville, Maryland 20857
240-276-2420

info@samhsa.hhs.org

<http://prevention.samhsa.gov/>

CSAP's Centers for the Advancement of Prevention Technologies (all five CSAP Centers can be accessed through this web site)

<http://captus.samhsa.gov/home.cfm>

National Institutes of Health (NIH)
National Institute on Drug Abuse (NIDA)
6001 Executive Blvd., Rm. 5213
Bethesda, Maryland 20892-9561
301-443-1124

Information@lists.nida.nih.gov

<http://www.nida.nih.gov/>

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