
2008 Arizona Youth Survey

Arizona Youth Gambling Report



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Tobacco Education and Prevention Program,
Arizona Department of Health Services

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and Health Board*
Governor's Youth Commission

Additionally, the success of the 2008 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

Introduction

2008 Arizona Youth Survey Youth Gambling

This report summarizes the results of the gambling questions from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for students are separated into three levels of student gambling activity (frequent, infrequent and non-gamblers) and presented along with comparisons to total results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

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The 2008 AYS contained ten questions that asked students how often they had done any of the following for money, possessions or anything of value: 1) played a slot machine, poker machine or other gambling machine, 2) played the lottery or scratch-off tickets, 3) bet on sports, 4) played cards, 5) bought a raffle ticket, 6) played bingo, 7) gambled on the internet, 8) bet on dice games such as craps, 9) bet on games of personal skill such as pool or a video game and 10) bet on a horse or other animal race. The answer categories were Never; Before, but not in the past 12 months; At least once in the past 12 months; Once or twice a month; Once or twice a week; and Almost every day.

For the purposes of analyzing youth gambling, students have been divided into three groups: non-gamblers, infrequent gamblers (those indicating the answer categories “Before, but not in the past year” or “At least, once in the past 12 months”), and frequent gamblers (those indicating the answer categories “Once or twice a month,” “Once or twice a week,” or “Almost every day”).

Table 1 compares the characteristics of students who completed the survey, separated into three categories of student gambling activity. There were a total of 1,407 who did not complete the gambling questions and were not included in the gambling analysis. Because not all students answer all of the questions, the number of students in the gender and ethnicity categories will often not equal the total number of students in all grades.

Table 1. Characteristics of Participants

Student Totals								
Total Students	Non-Gamblers 2008		Infrequent 2008		Frequent 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	11,277	100	21,347	100	20,703	100	54,734	100
Grade								
8	4,458	39.5	9,773	45.8	10,820	52.3	25,695	46.9
10	3,392	30.1	6,471	30.3	5,834	28.2	16,089	29.4
12	3,427	30.4	5,103	23.9	4,049	19.6	12,950	23.7
Gender								
Male	4,255	38.3	9,143	43.6	11,987	59.0	26,213	48.8
Female	6,843	61.7	11,845	56.4	8,325	41.0	27,514	51.2
Ethnicity								
Native American	865	6.5	1,685	6.6	2,120	8.4	4,812	7.4
African American	758	5.7	1,394	5.5	1,594	6.3	3,915	6.0
Hispanic	3,801	28.7	8,085	31.9	8,975	35.7	21,525	32.9
White	7,148	54.0	12,990	51.2	11,166	44.5	31,887	48.8
Asian	476	3.6	815	3.2	770	3.1	2,117	3.2
Pacific Islander	189	1.4	403	1.6	485	1.9	1,115	1.7

*In 2008, students could mark more than one ethnic category.

Risk and Protective Factors

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as youth talking to parents about the dangers of substance use were added.

Gambling and the Risk and Protective Factor Model of Prevention

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 identified 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 has identified 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 an increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth.

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. Prevention strategies, when possible should work to both reduce risk and enhance protection.

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

The table on page 6 shows the links between the 19 risk factors and 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.

There is a developing body of research designed to help with the identification of risk and protective factors associated with youth problem gambling, however that body of research has not yet been tested with the same rigor as the risk and protective factors associated with substance abuse. The information surrounding prevention of youth problem gambling and science-based prevention strategies are sparse, therefore research from alcohol and substance abuse prevention is currently being employed in the youth problem gambling prevention field.

There is an expanding collection of research pointing to the commonalities between youth problem gambling and other addictions. Since contemporary efforts in alcohol and drug prevention have focused on science-based risk and protective factors, those factors were included in this report as they may be of significance to research on youth problem gambling.

For more information about risk and protective factors, please refer to Table 2 or the resources listed on the last page of this report under *Contacts for Prevention*.

Risk and Protective Factors

Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	✓	✓			✓
Availability of Drugs & Firearms	✓	✓			✓
Transitions & Mobility	✓	✓		✓	
Low Neighborhood Attachment	✓	✓			✓
Community Disorganization	✓	✓			✓
Extreme Economic & Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Favorable Parent Attitudes & Involvement in the Problem Behavior	✓	✓			✓
School					
Academic Failure	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓
Peer / Individual					
Early Initiation of Drug Use & Other Problem Behavior	✓	✓	✓	✓	✓
Early & Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Alienation & Rebelliousness	✓	✓		✓	
Friends Who Use Drugs & Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward Drug Use & Other Problem Behaviors	✓	✓	✓	✓	
Gang Involvement	✓	✓			✓
Constitutional Factors	✓	✓			✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

How to Read the Charts in this Report

There are seven types of charts presented in this report: 1) gambling rates for all students surveyed, 2) substance use, 3) antisocial behavior and youth gambling, 4) risk factors, 5) protective factors, 6) where youth obtained alcohol and 7) school safety charts. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use 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 and their relationship to youth gambling. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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.
- **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.
- **Heavy use** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **a half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver. Like the substance use charts, the ASB charts include the relationship between these behaviors and youth gambling.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales and their relationship to youth gambling. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at the percentage of youth at risk and with protection over time, it is possible to determine whether the percentage of students at risk or with protection is increasing, decreasing, or staying the same. This information is important when deciding which risk and protective factors warrant attention and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts represent a subgroup of users and not the entire survey population. Additionally, the smaller the sample, the more dramatic the influence of a student's responses. For example, if only one student in a particular grade reported where he/she obtained alcohol, each category would show up as either 0% or 100%. The chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 12.

Features Common to all the Charts

- **The dots** on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection.
- **The diamonds** represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). The diamonds allow a comparison between the levels of risk and protection in your community and a more national sample.
- **The 8- State Norm** value for each risk and protective factor scale represents the percentage

of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nationwide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm.

- **A comparison** to the state-wide (**dots**) and national (**diamonds**) results provides additional information for your community in determining the relative significance of levels of ATOD use, antisocial behavior, risk, and protection. Information about other students in the state and the nation can be helpful in determining the seriousness of a given level of problem behavior.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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 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 are of the greatest concern?
- Which 3-5 protective factors are your community’s highest priority?
- Which risk and protective factors does your organization have the ability to affect?
- Which behaviors are of greatest concern?
 - At which grades do you see unacceptable levels of the problem behavior?
- 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 five percent between local and other data are probably significant.

Use these data for program and policy development.

- Identify issues, raise awareness about the problems, and promote school and community dialogue.
- Identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

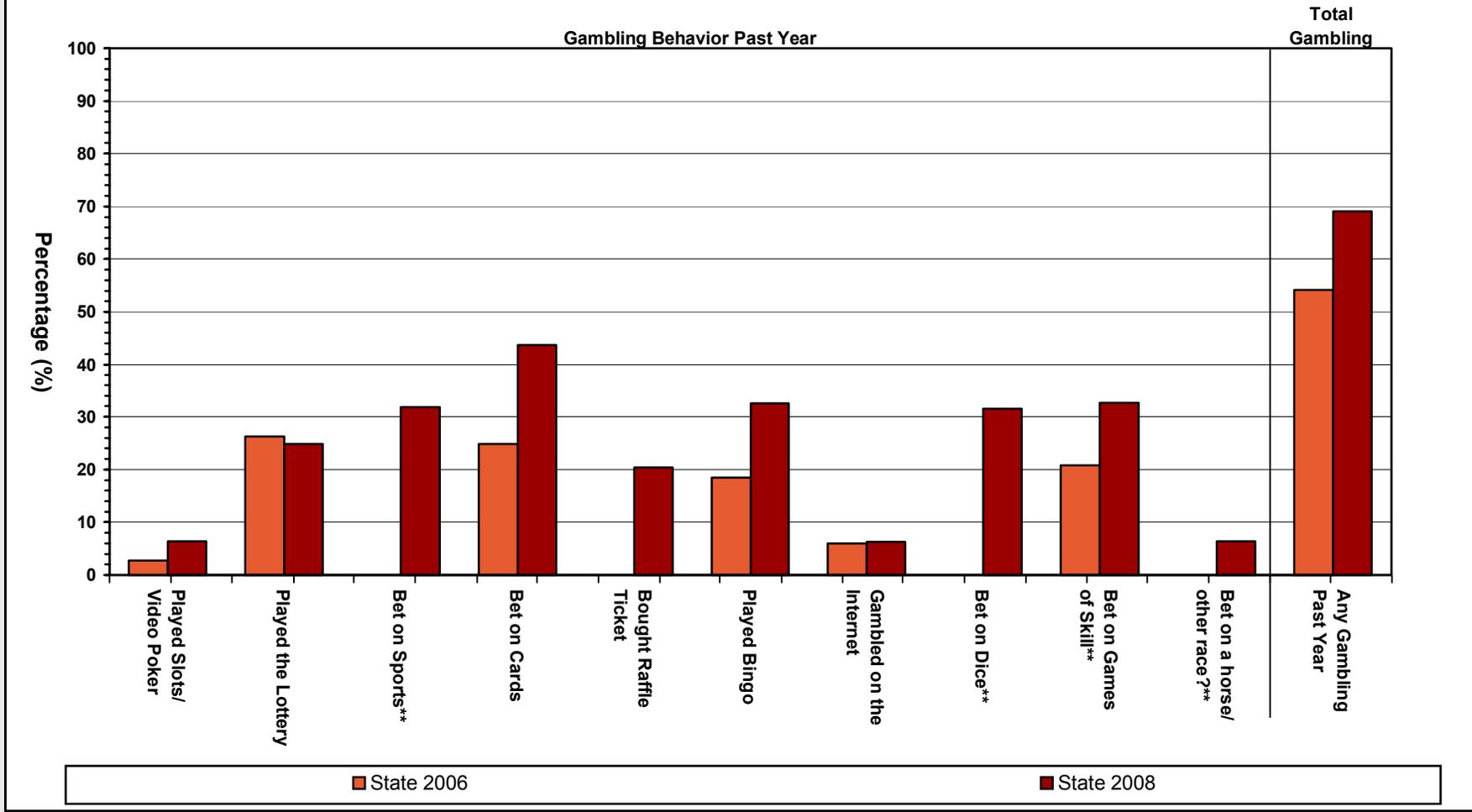
MEASURE

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

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

Gambling Behavior Past Year

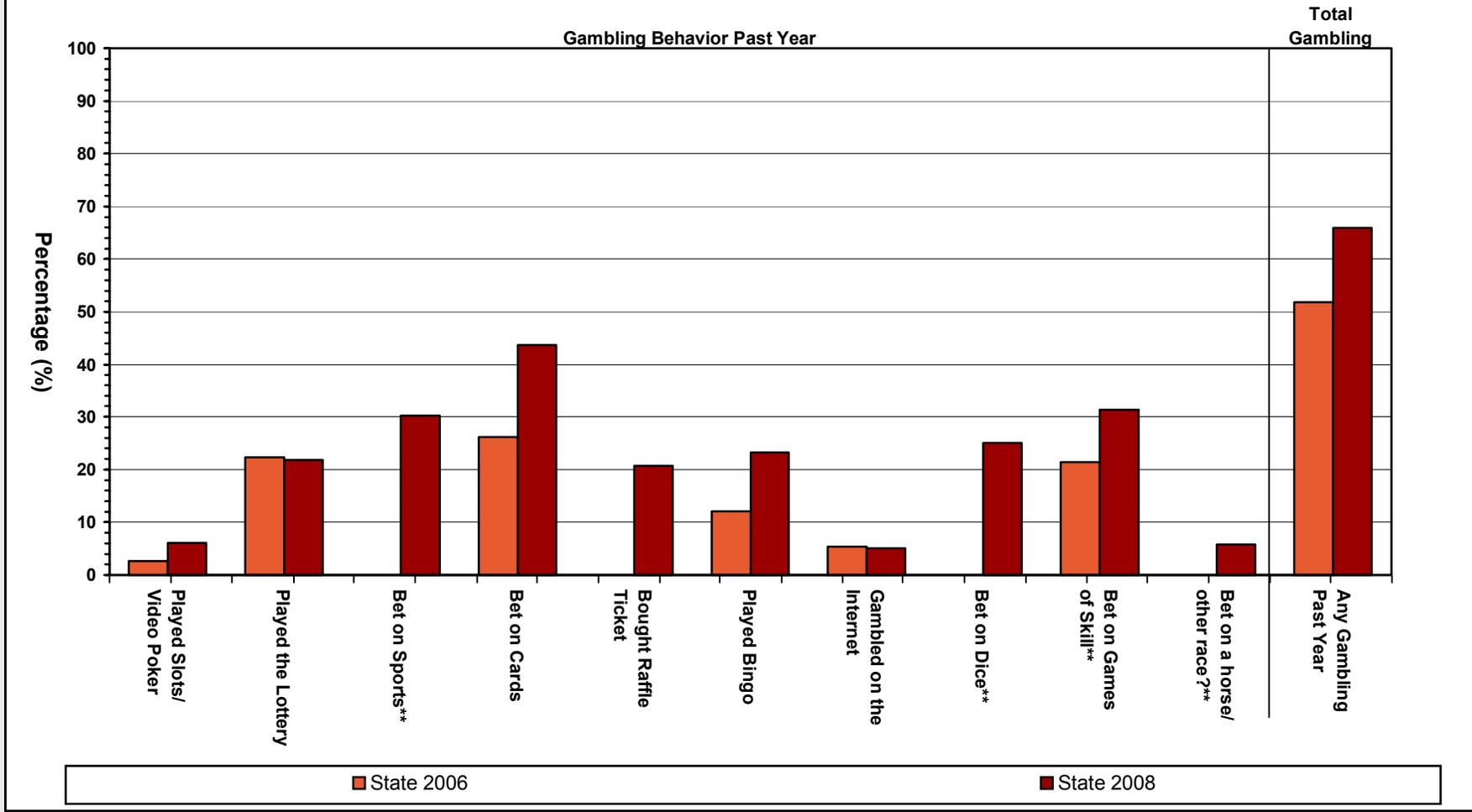
GAMBLING RATES FOR ALL STUDENTS SURVEYED*
2008 State of Arizona, Grade 8



* Because not all eight states ask gambling questions, no 8-State value is reported. Gambling data were not collected prior to 2006.
 ** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult Table 14 for a detailed explanation.

Gambling Behavior Past Year

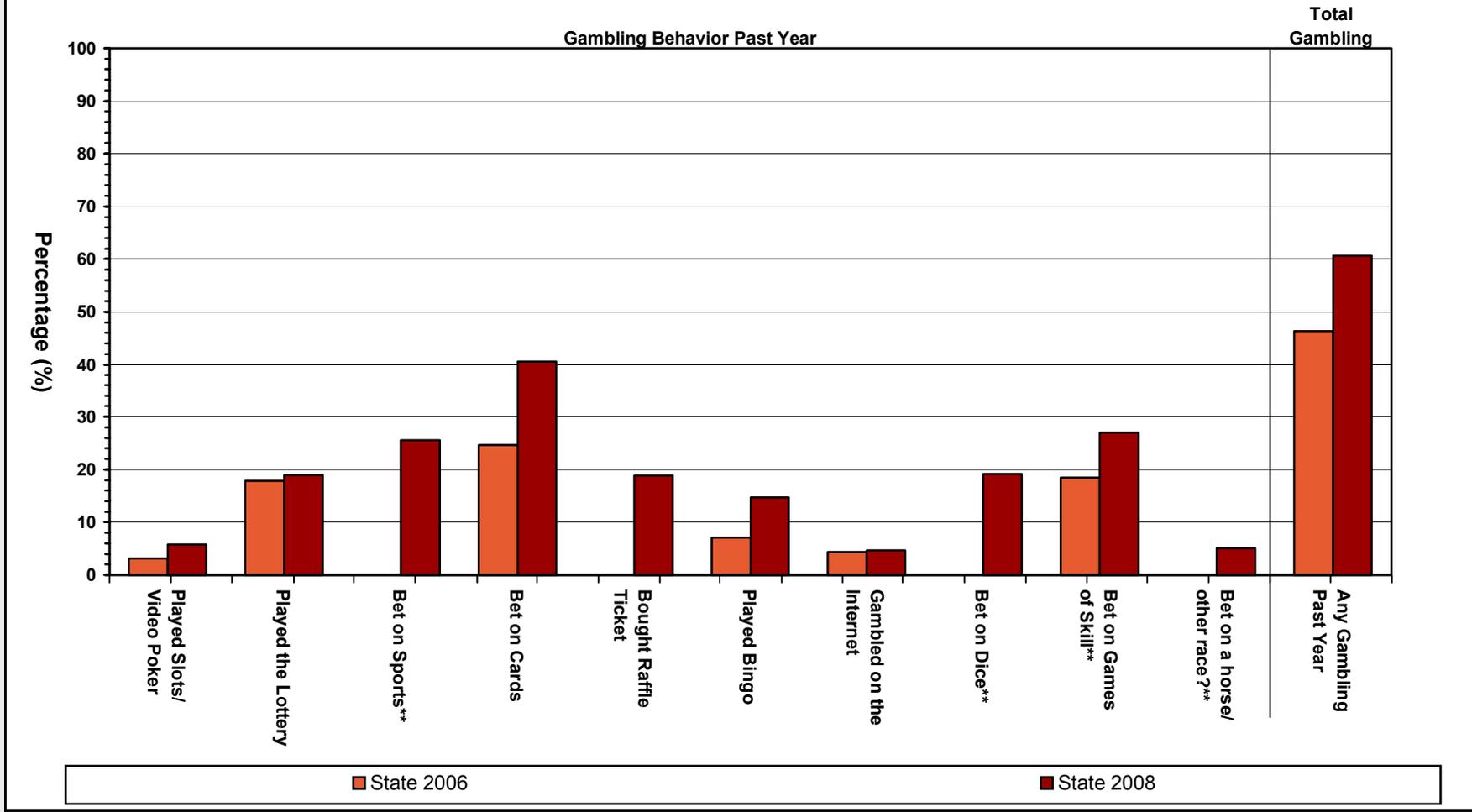
GAMBLING RATES FOR ALL STUDENTS SURVEYED*
2008 State of Arizona, Grade 10



* Because not all eight states ask gambling questions, no 8-State value is reported. Gambling data were not collected prior to 2006.
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Gambling Behavior Past Year

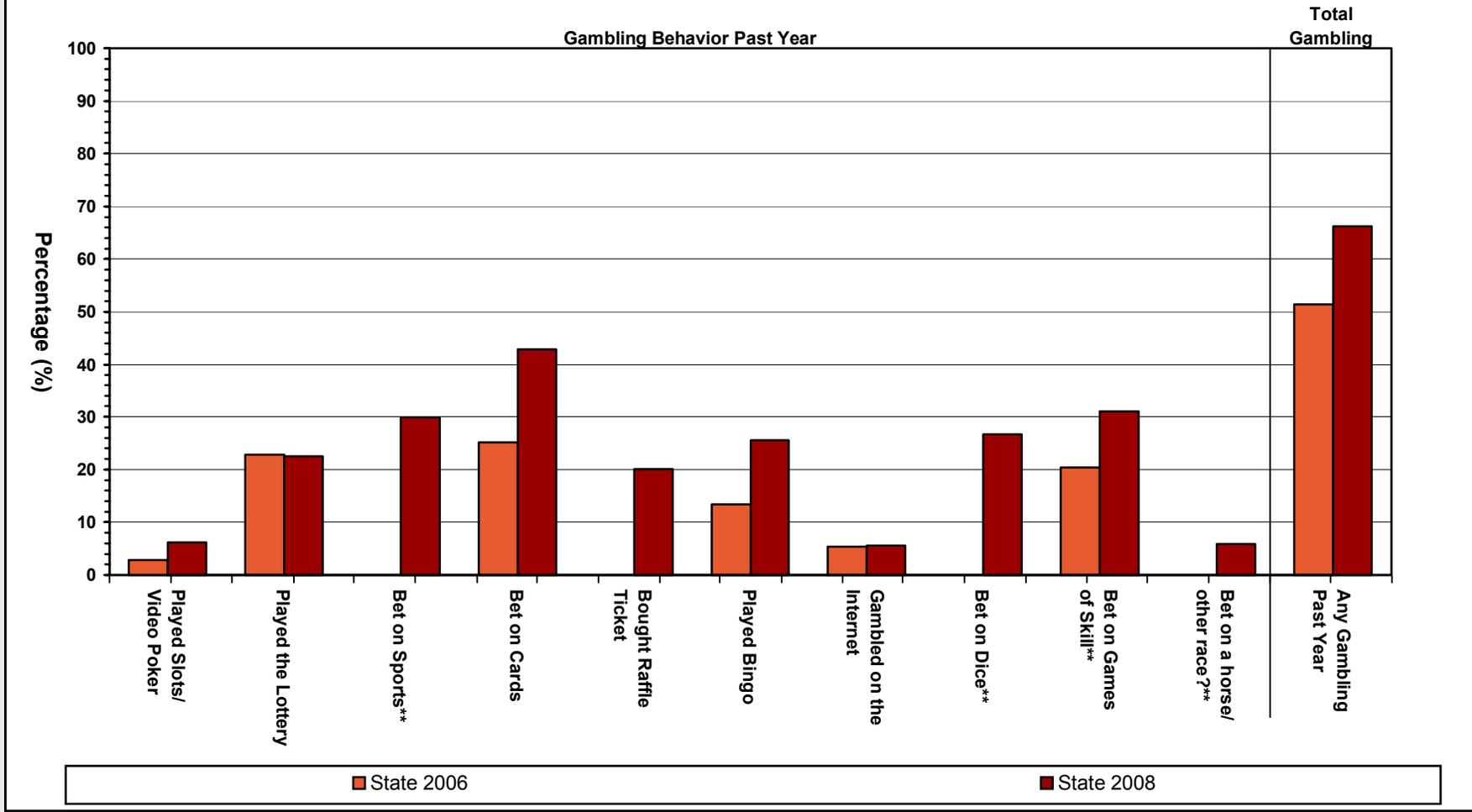
GAMBLING RATES FOR ALL STUDENTS SURVEYED*
2008 State of Arizona, Grade 12



* Because not all eight states ask gambling questions, no 8-State value is reported. Gambling data were not collected prior to 2006.
 ** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult Table 14 for a detailed explanation.

Gambling Behavior Past Year

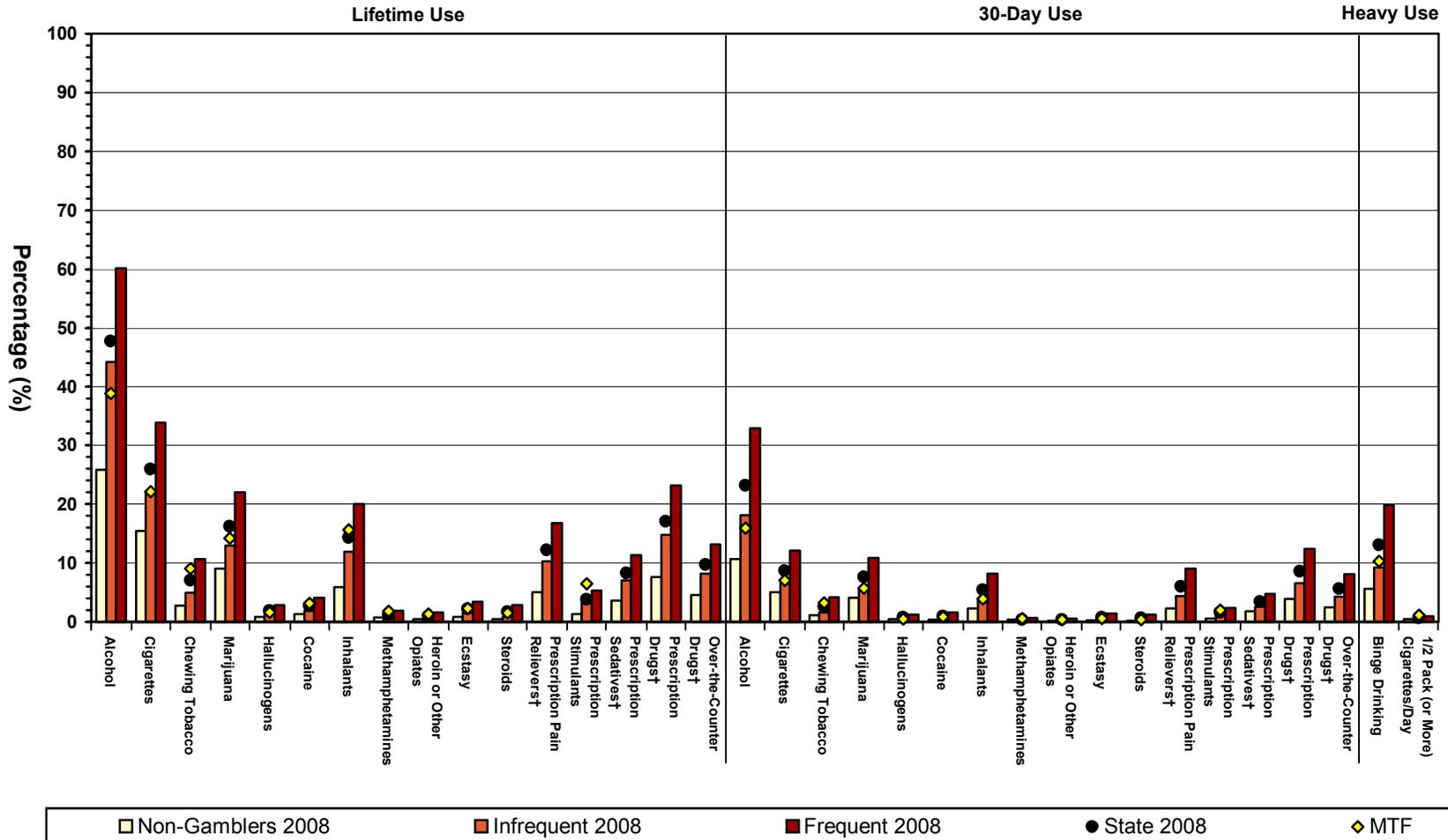
GAMBLING RATES FOR ALL STUDENTS SURVEYED*
2008 State of Arizona, All Grades



* Because not all eight states ask gambling questions, no 8-State value is reported. Gambling data were not collected prior to 2006.
 ** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult Table 14 for a detailed explanation.

Substance Use

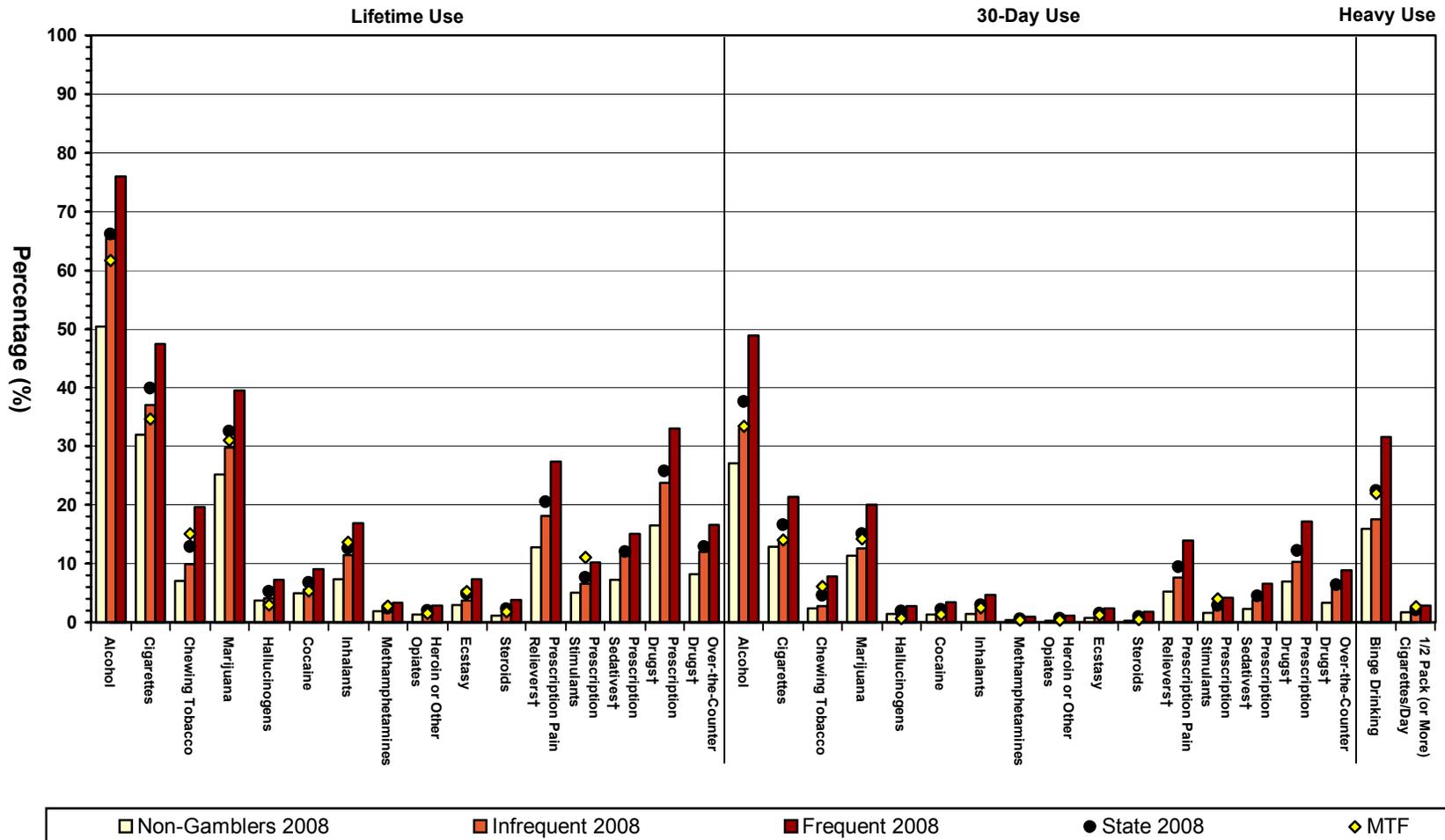
LIFETIME, 30 DAY & HEAVY ATOD USE by Level of Youth Gambling, Grade 8



† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

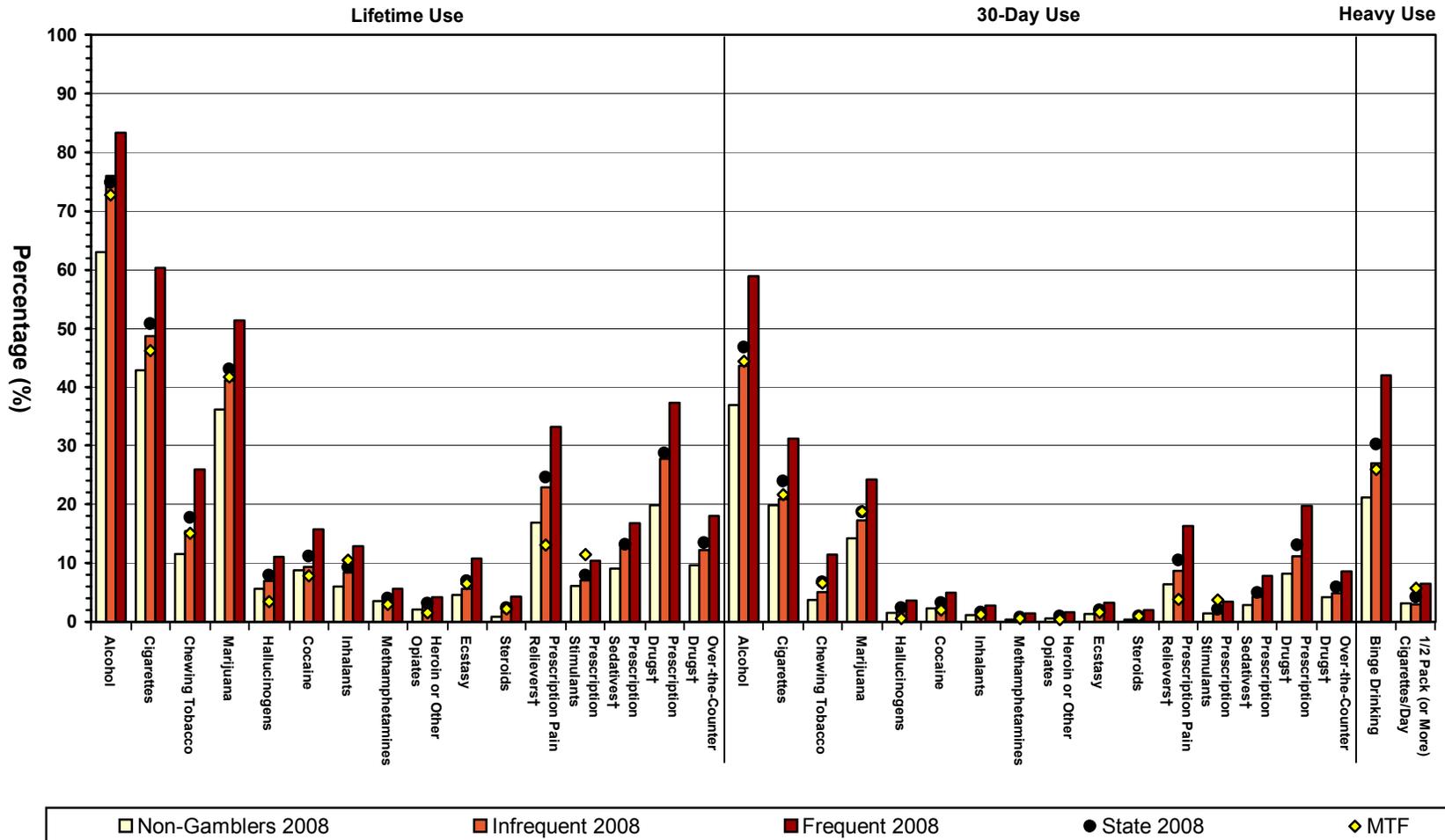
LIFETIME, 30 DAY & HEAVY ATOD USE by Level of Youth Gambling, Grade 10



† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

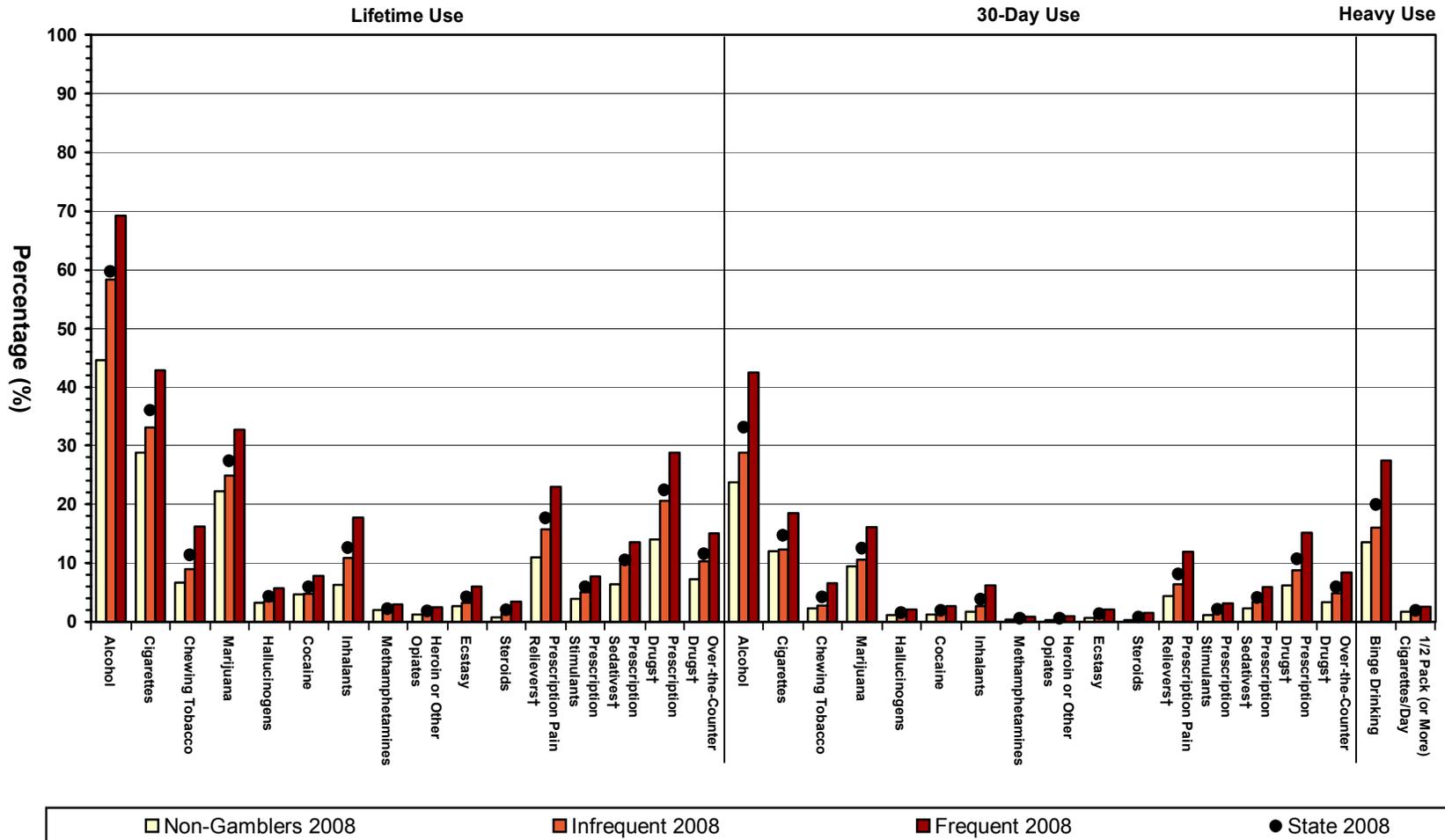
LIFETIME, 30 DAY & HEAVY ATOD USE by Level of Youth Gambling, Grade 12



† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

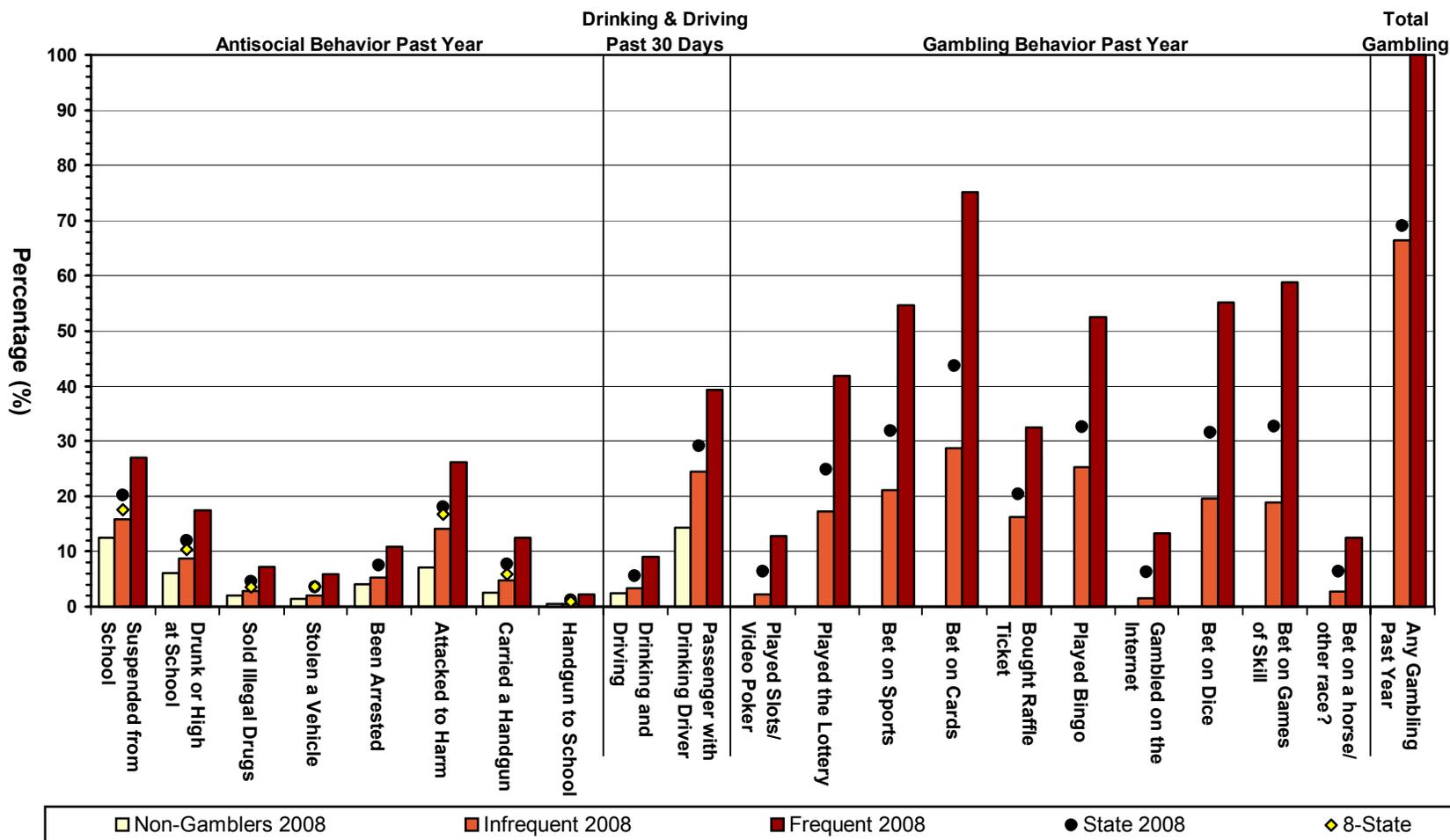
LIFETIME, 30 DAY & HEAVY ATOD USE by Level of Youth Gambling, All Grades



† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

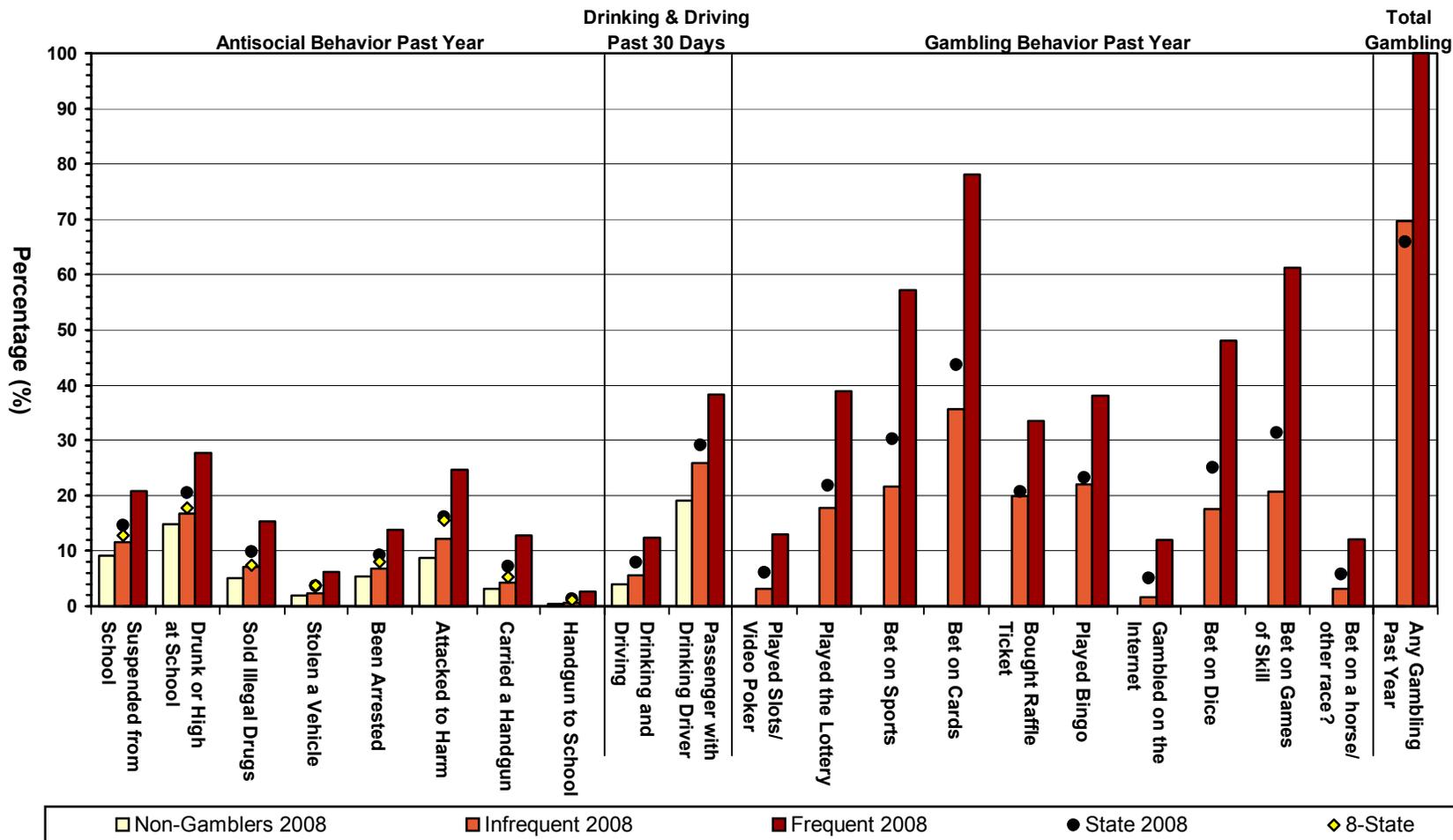
ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* by Level of Youth Gambling, Grade 8



* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported.

Antisocial Behavior and Gambling

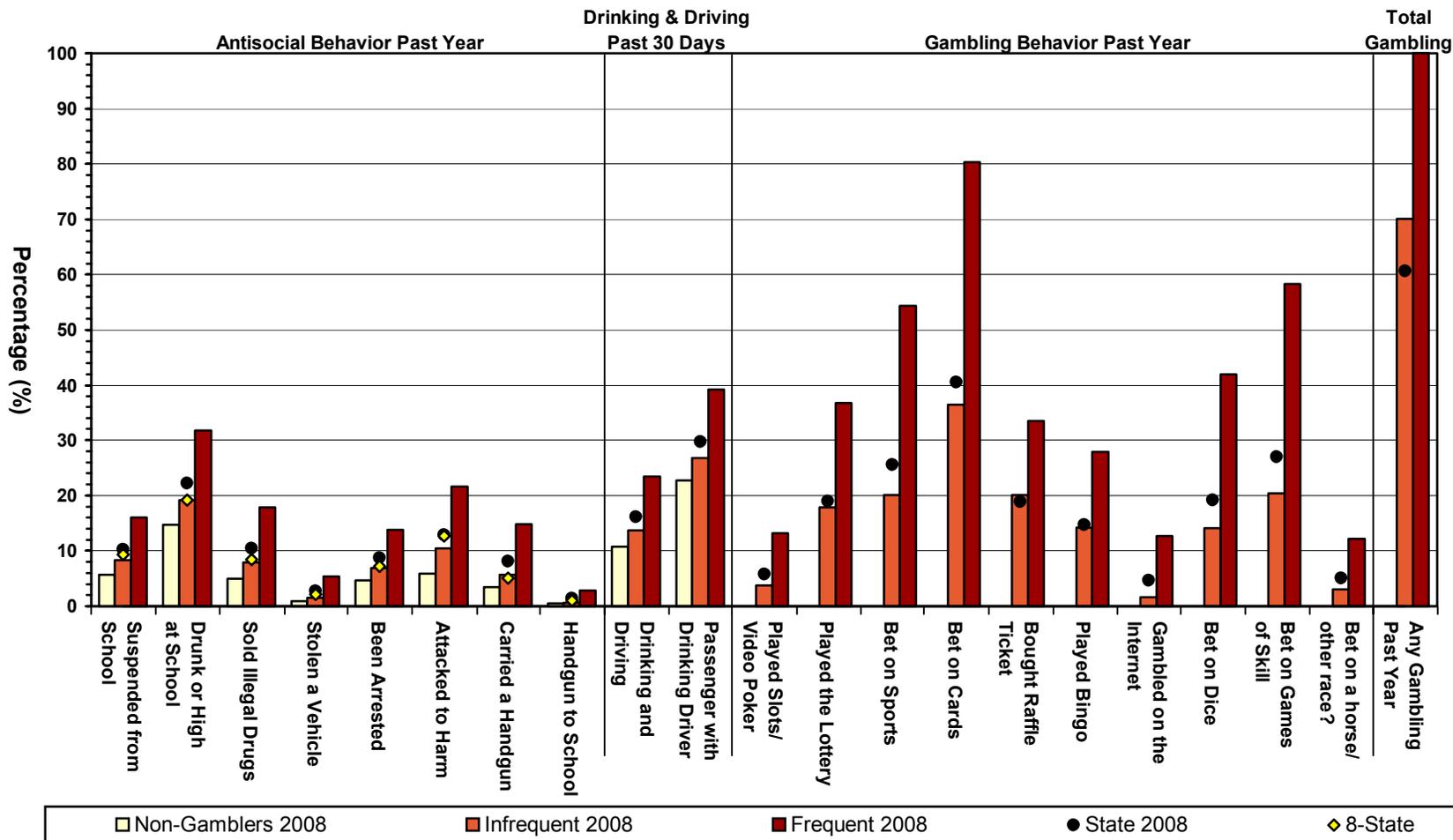
ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* by Level of Youth Gambling, Grade 10



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Antisocial Behavior and Gambling

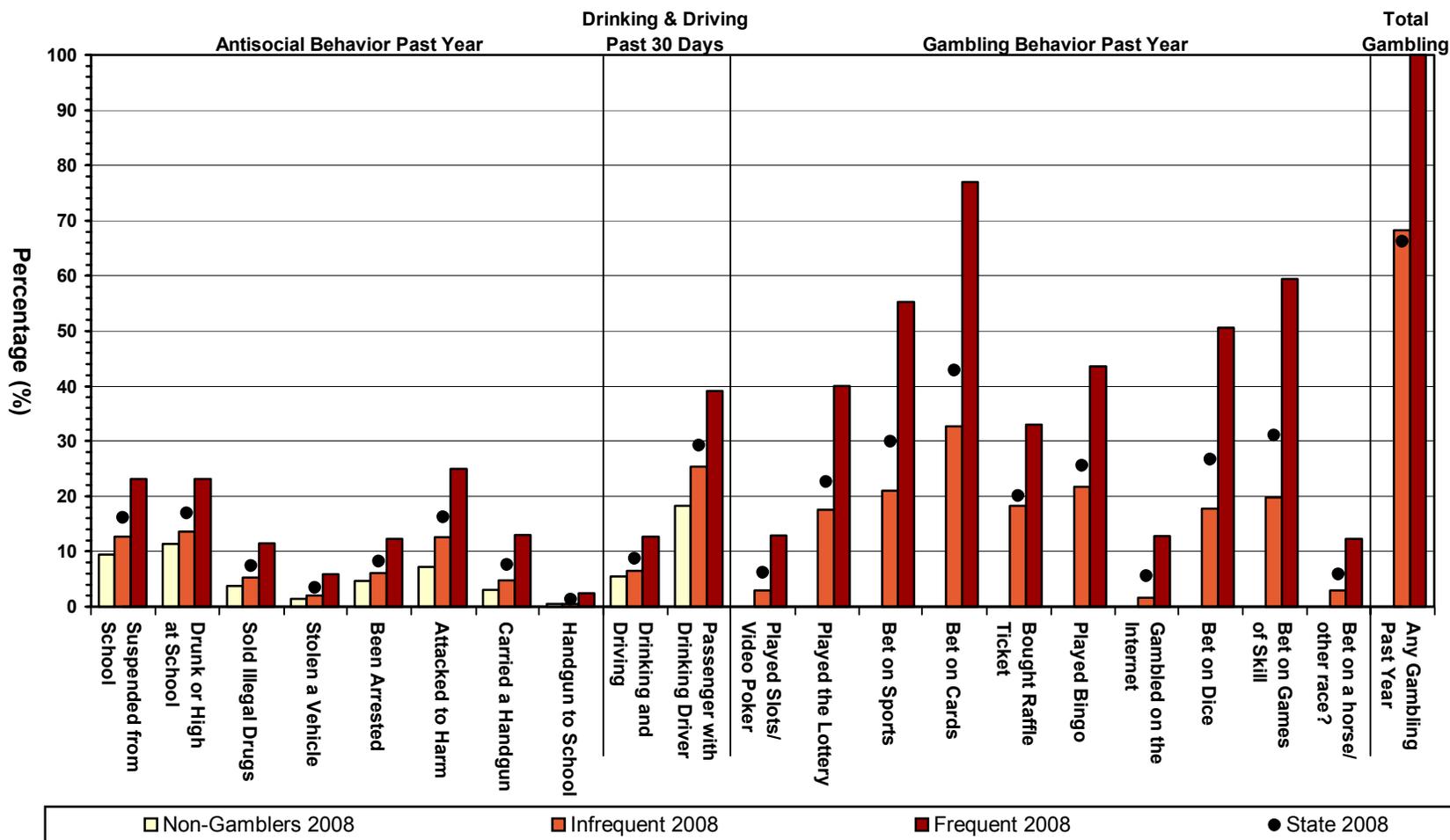
ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* by Level of Youth Gambling, Grade 12



* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* by Level of Youth Gambling, All Grades

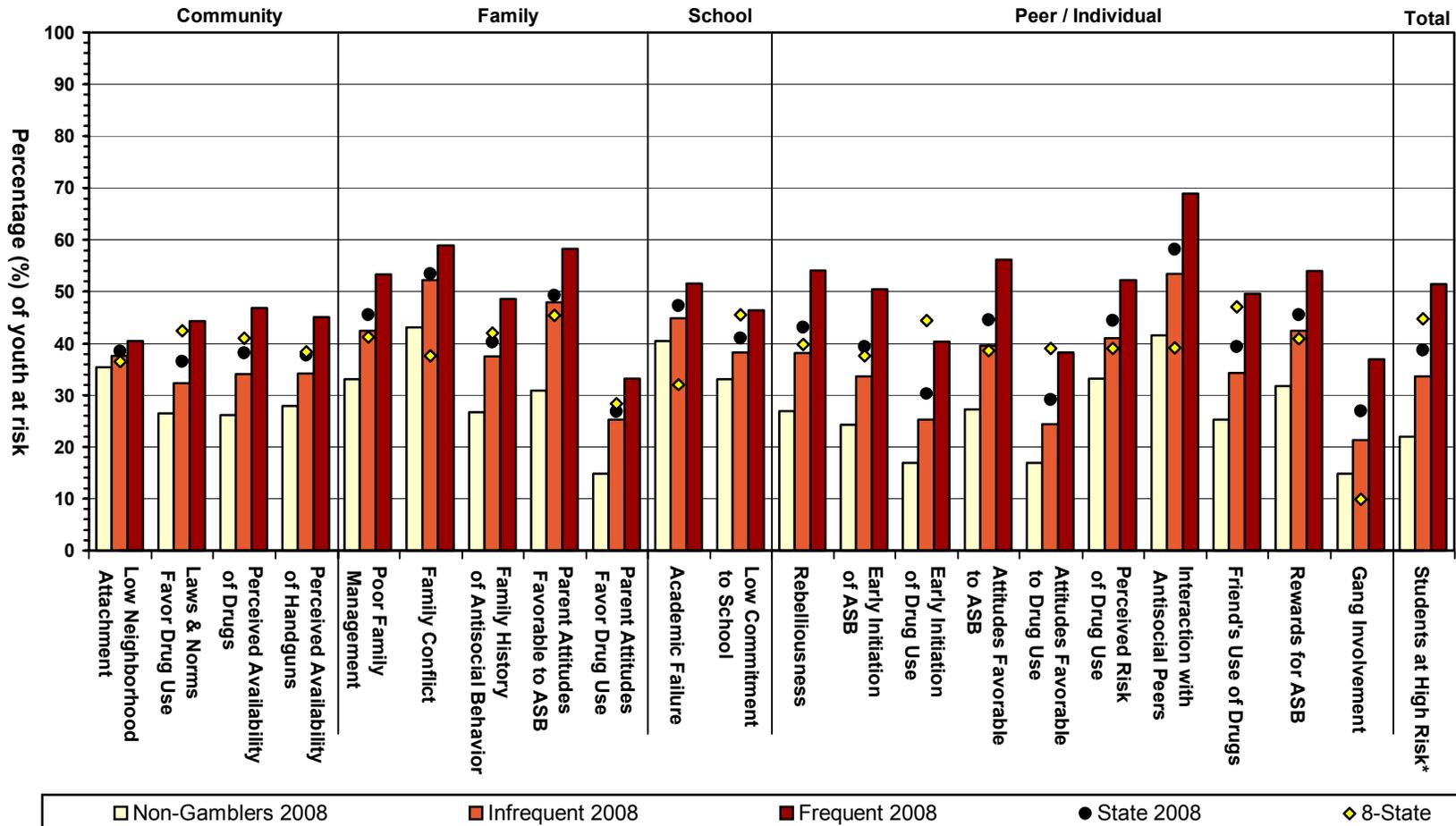


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported.

Risk and Protective Factor Profiles

RISK PROFILE

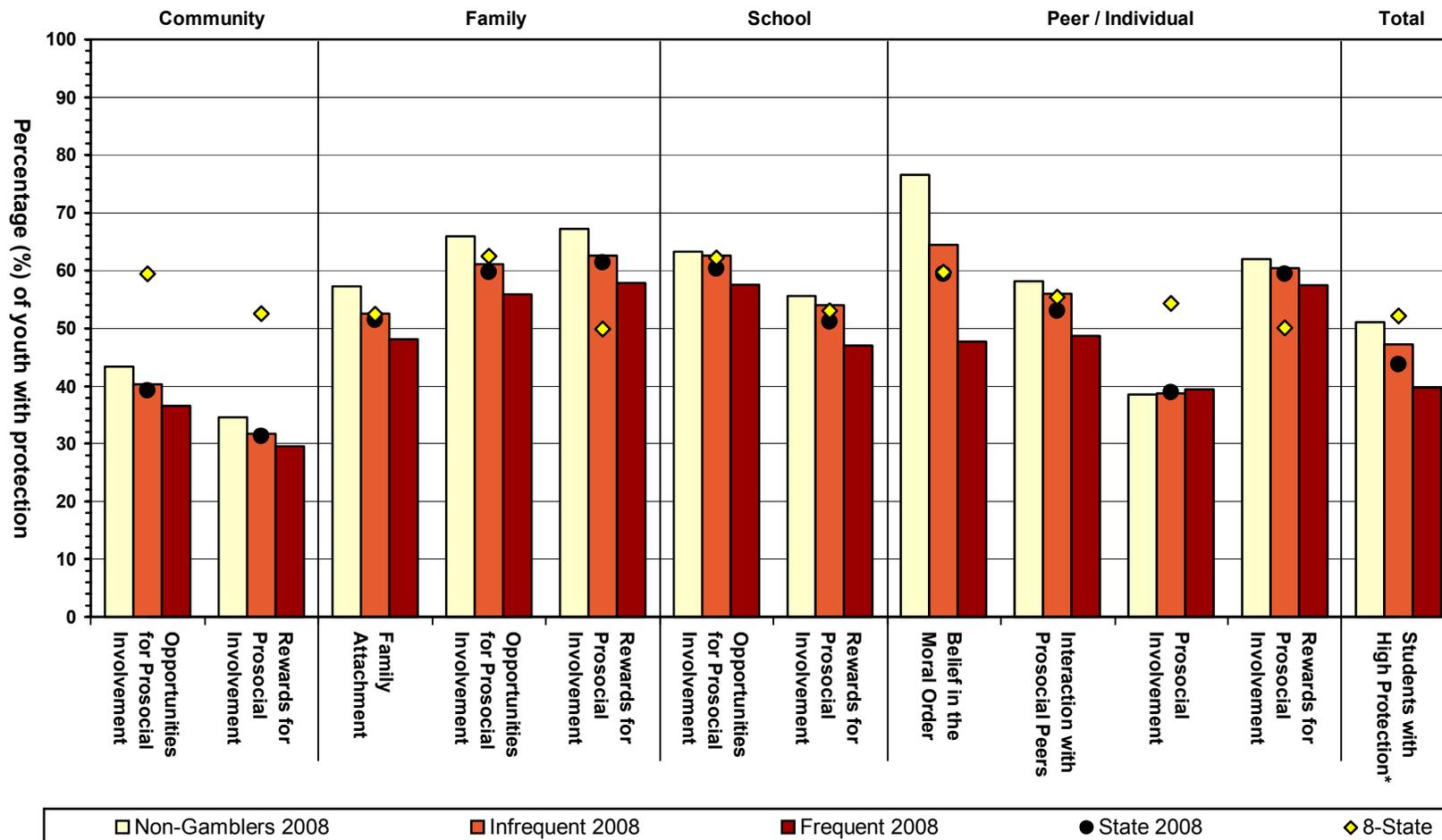
by Level of Youth Gambling, Grade 8



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: eight or more risk factors, 10th & 12th grades: nine or more risk factors.)

Risk and Protective Factor Profiles

PROTECTIVE PROFILE by Level of Youth Gambling, Grade 8

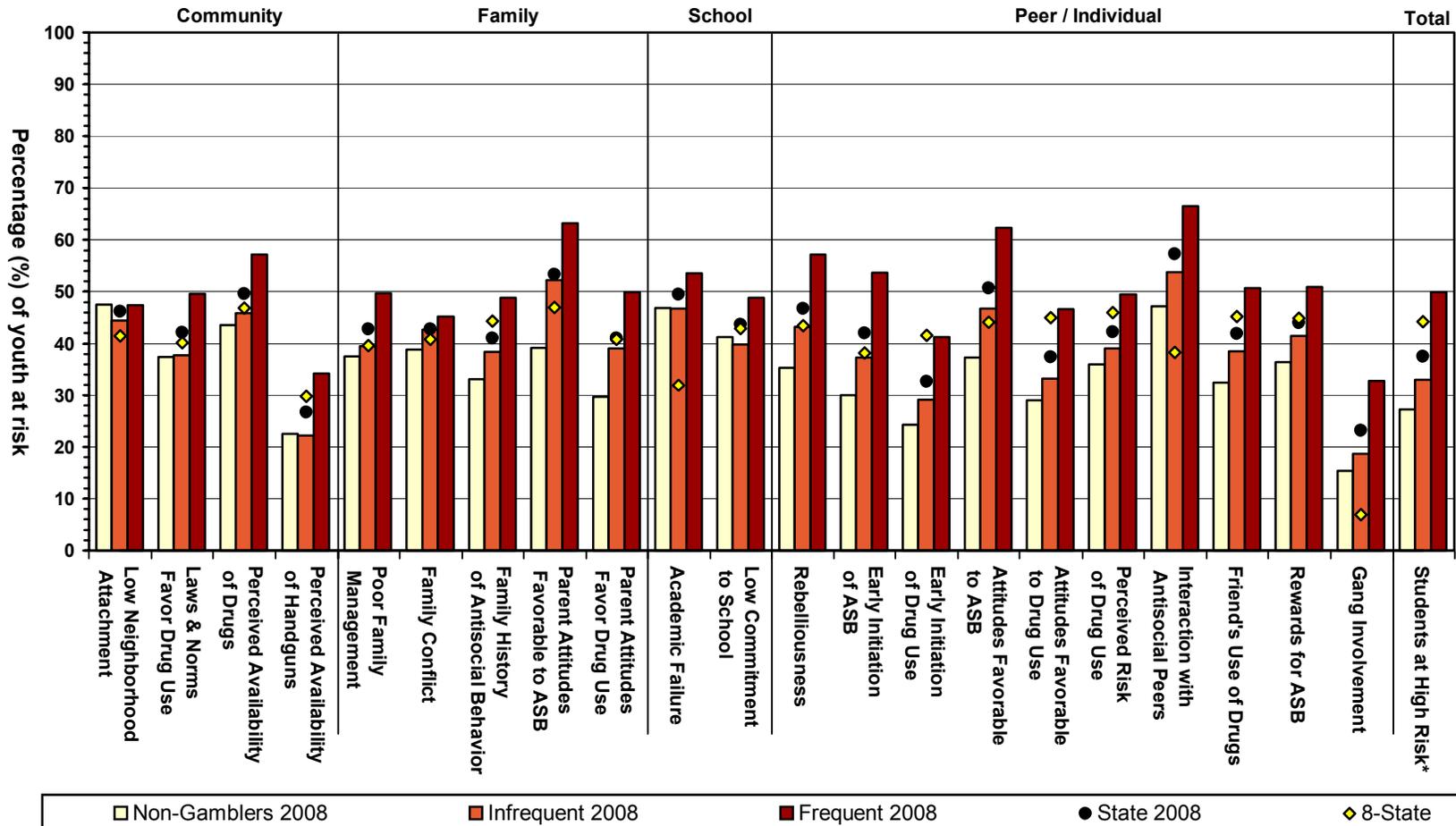


* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Risk and Protective Factor Profiles

RISK PROFILE

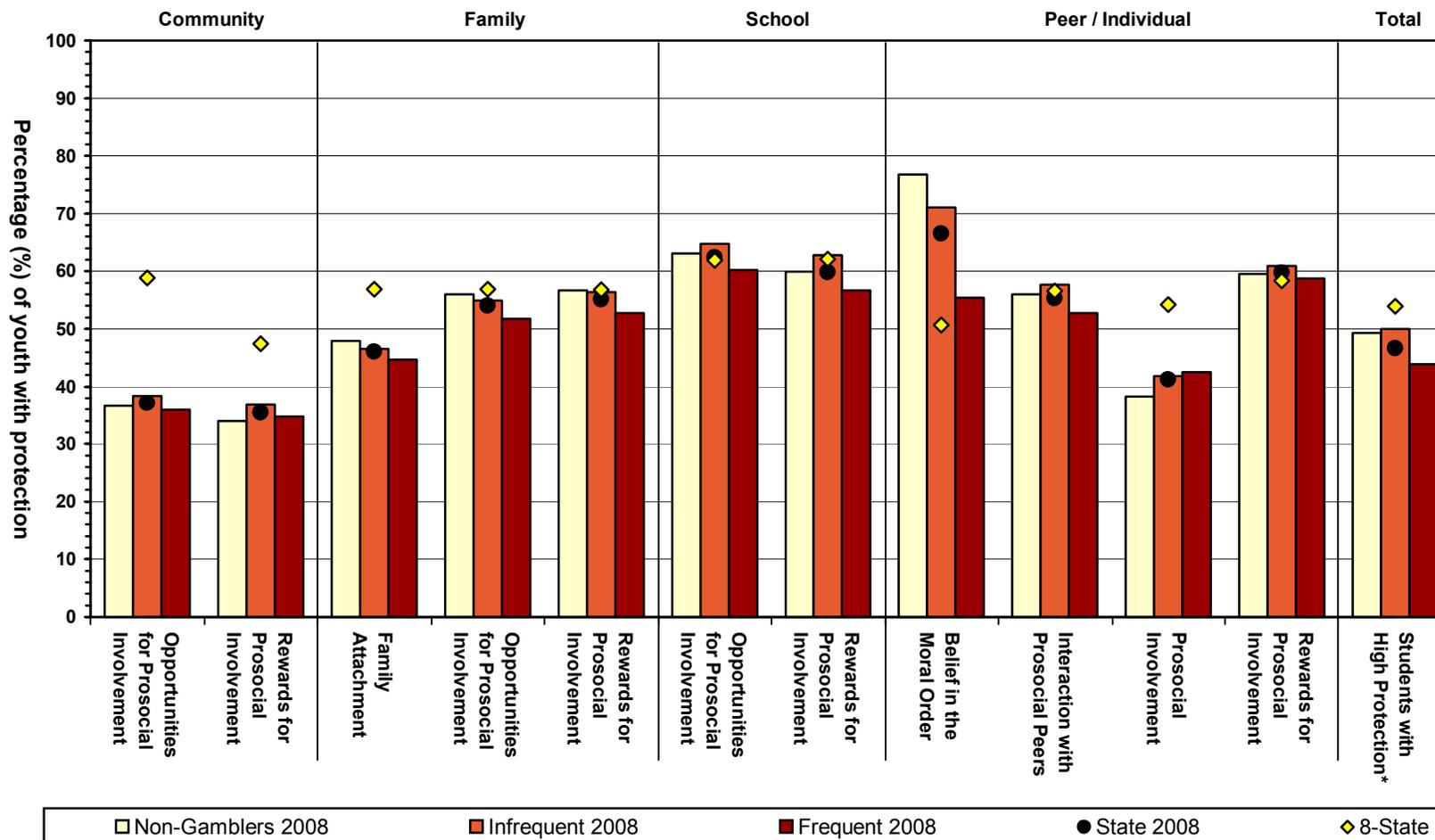
by Level of Youth Gambling, Grade 10



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: eight or more risk factors, 10th & 12th grades: nine or more risk factors.)

Risk and Protective Factor Profiles

PROTECTIVE PROFILE by Level of Youth Gambling, Grade 10

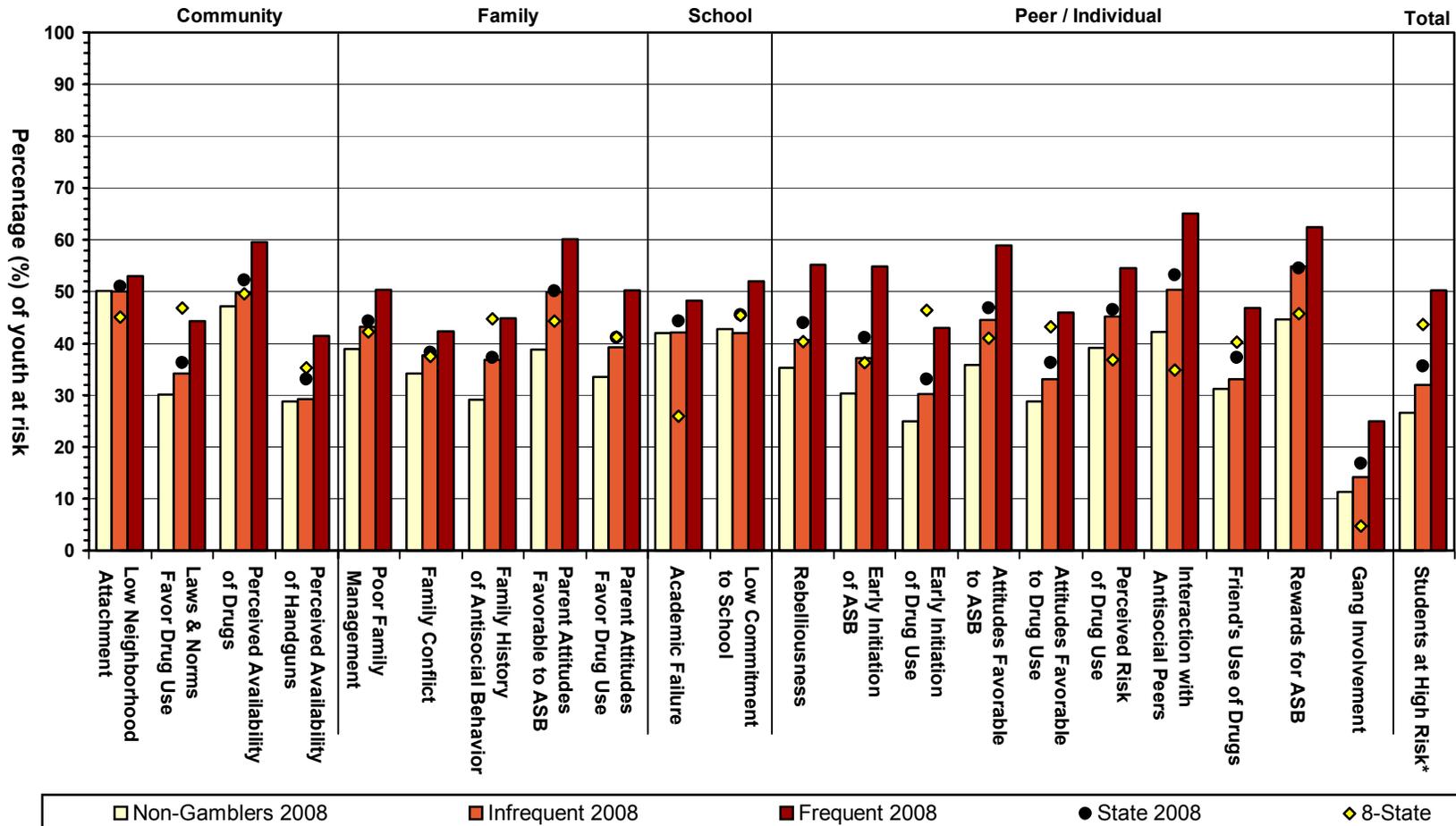


* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Risk and Protective Factor Profiles

RISK PROFILE

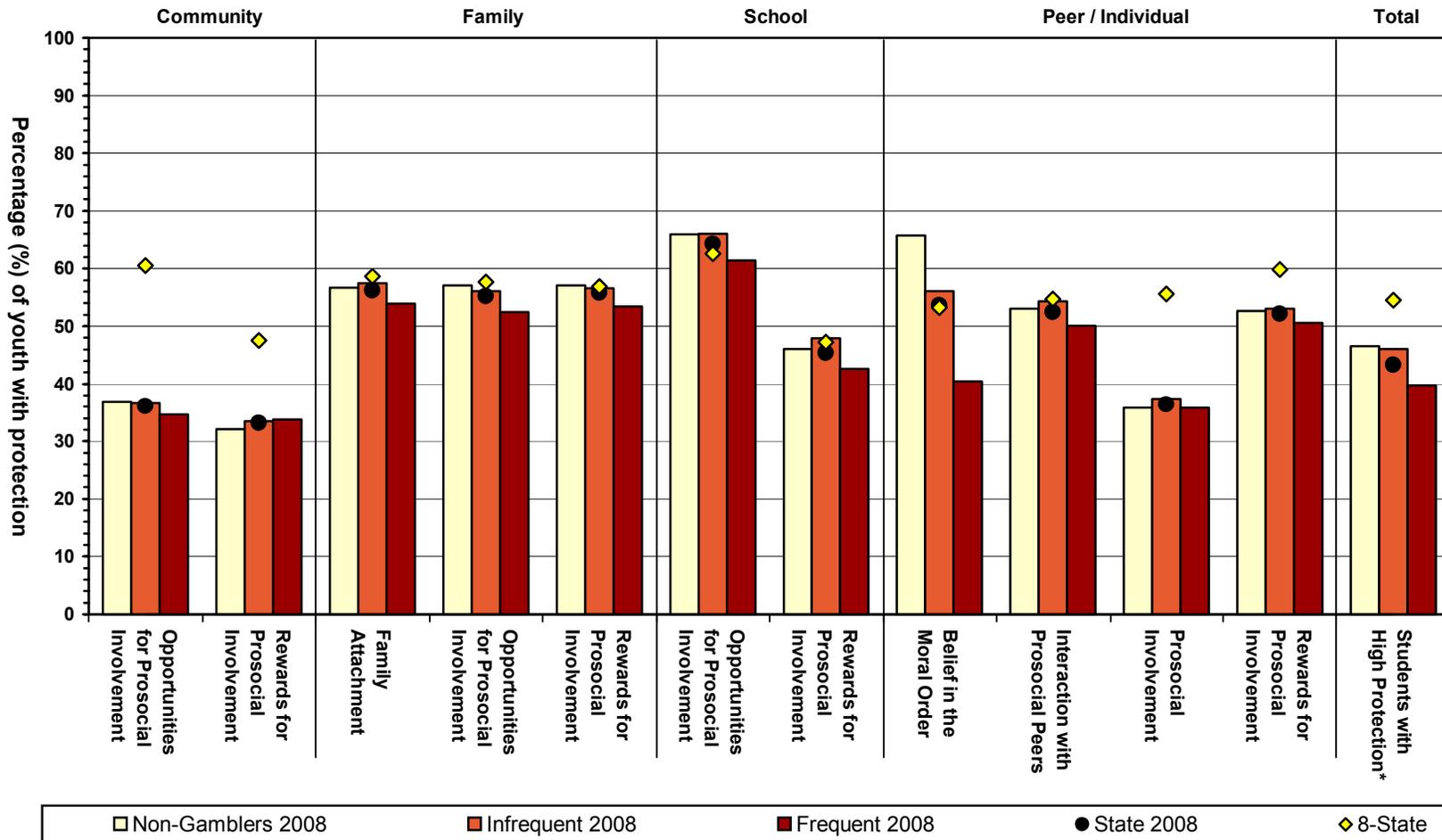
by Level of Youth Gambling, Grade 12



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: eight or more risk factors, 10th & 12th grades: nine or more risk factors.)

Risk and Protective Factor Profiles

PROTECTIVE PROFILE by Level of Youth Gambling, Grade 12

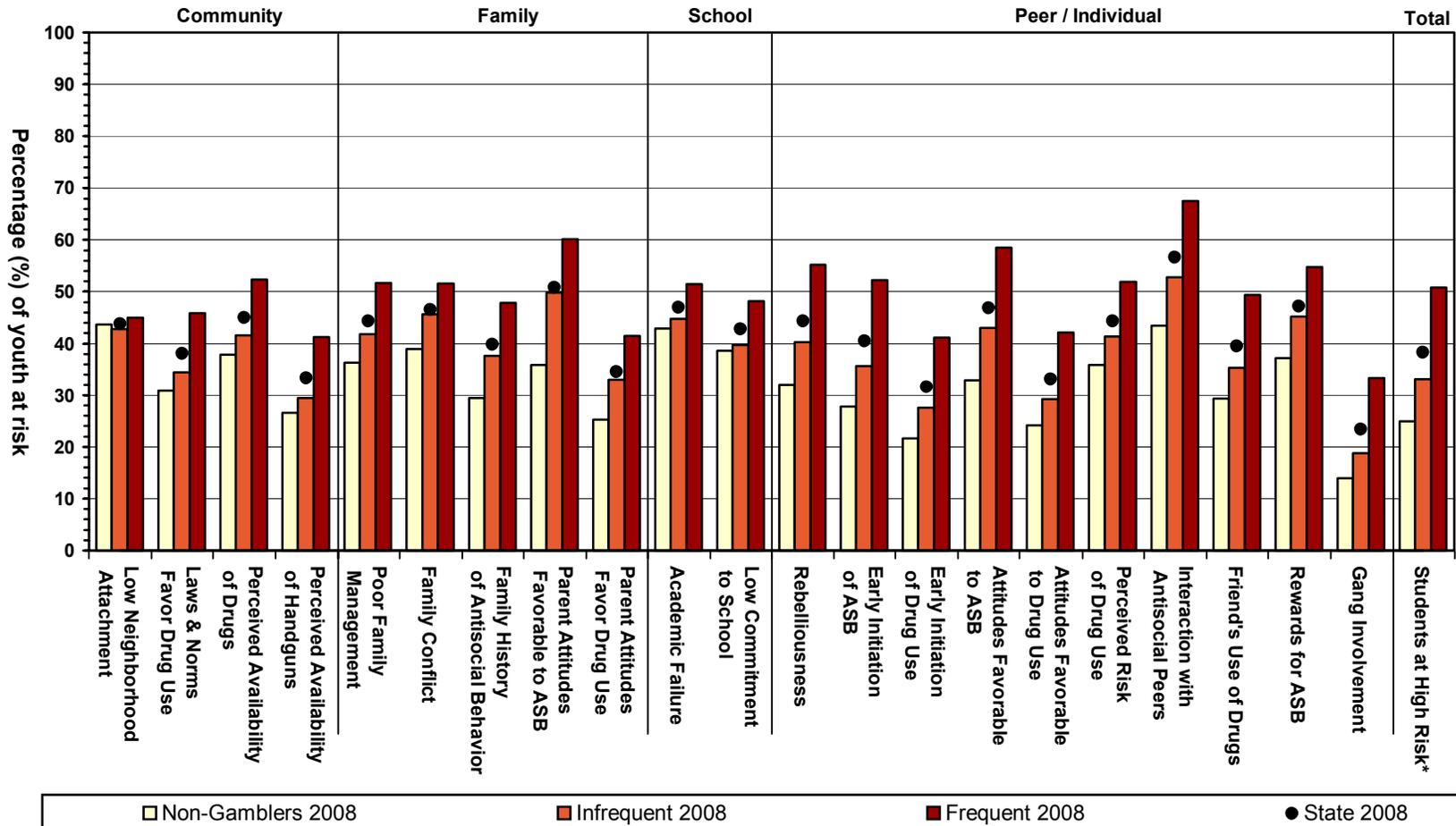


* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Risk and Protective Factor Profiles

RISK PROFILE

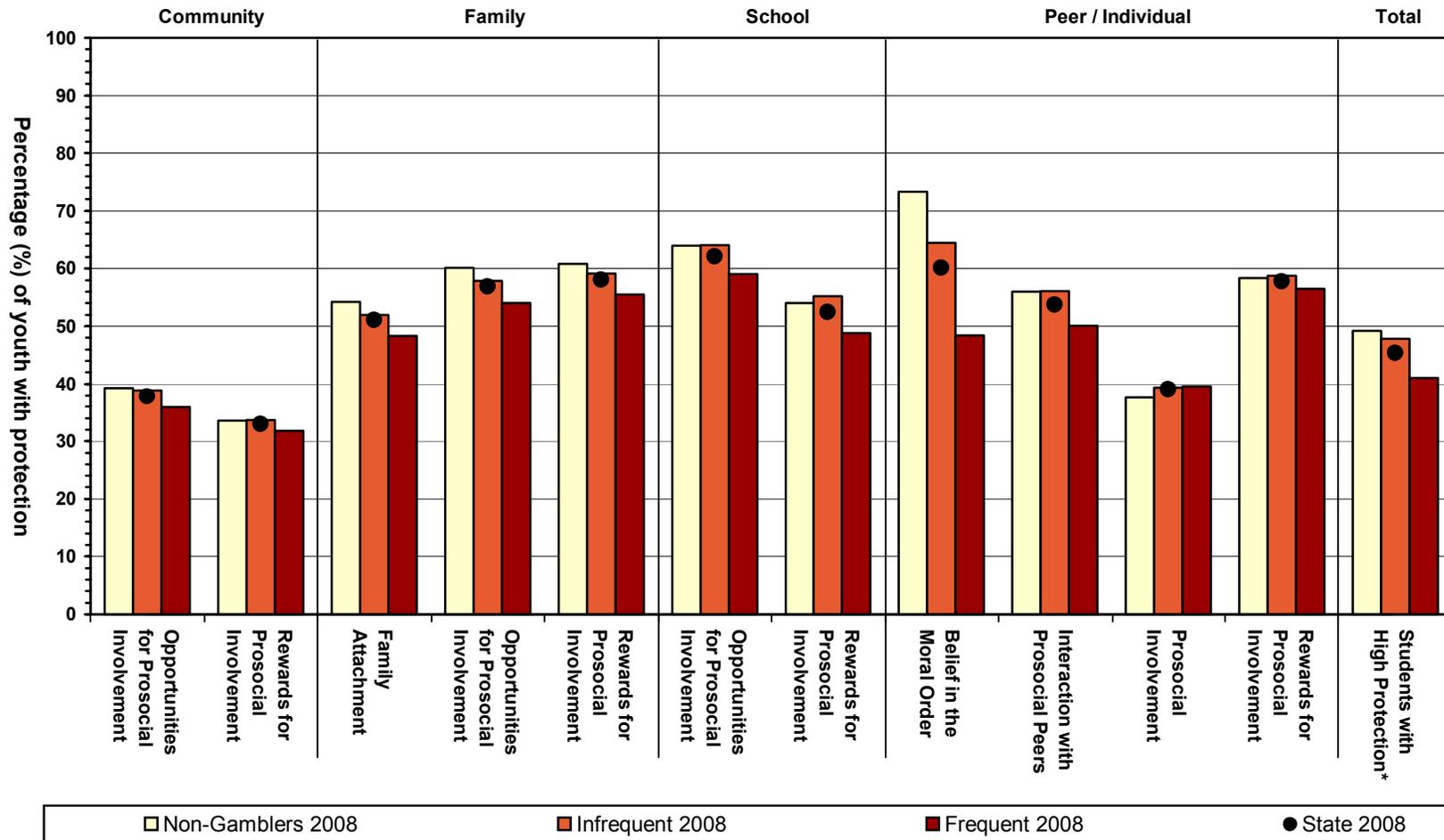
by Level of Youth Gambling, All Grades



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: eight or more risk factors, 10th & 12th grades: nine or more risk factors.)

Risk and Protective Factor Profiles

PROTECTIVE PROFILE by Level of Youth Gambling, All Grades

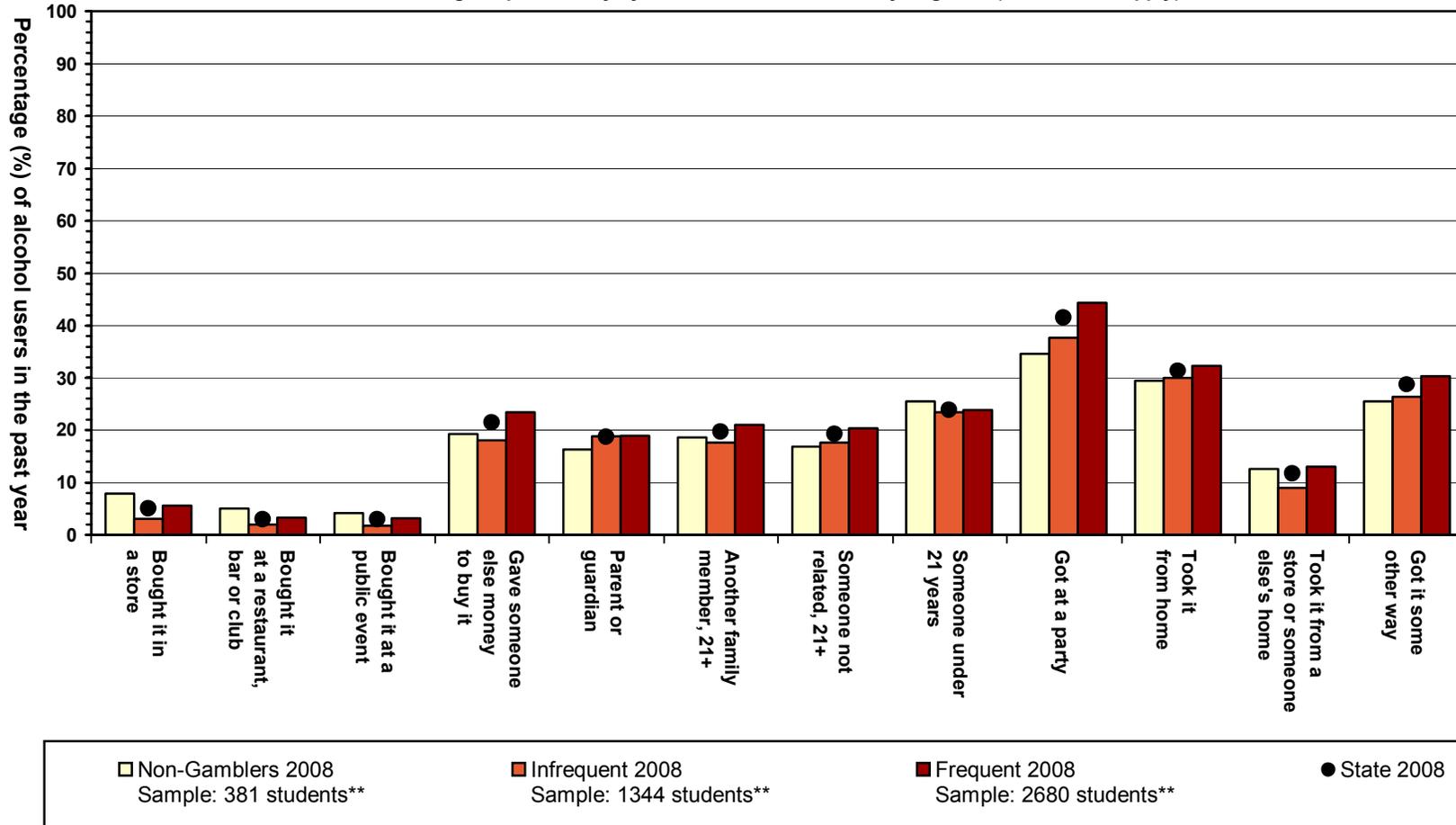


* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL* by Level of Youth Gambling, Grade 8

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)

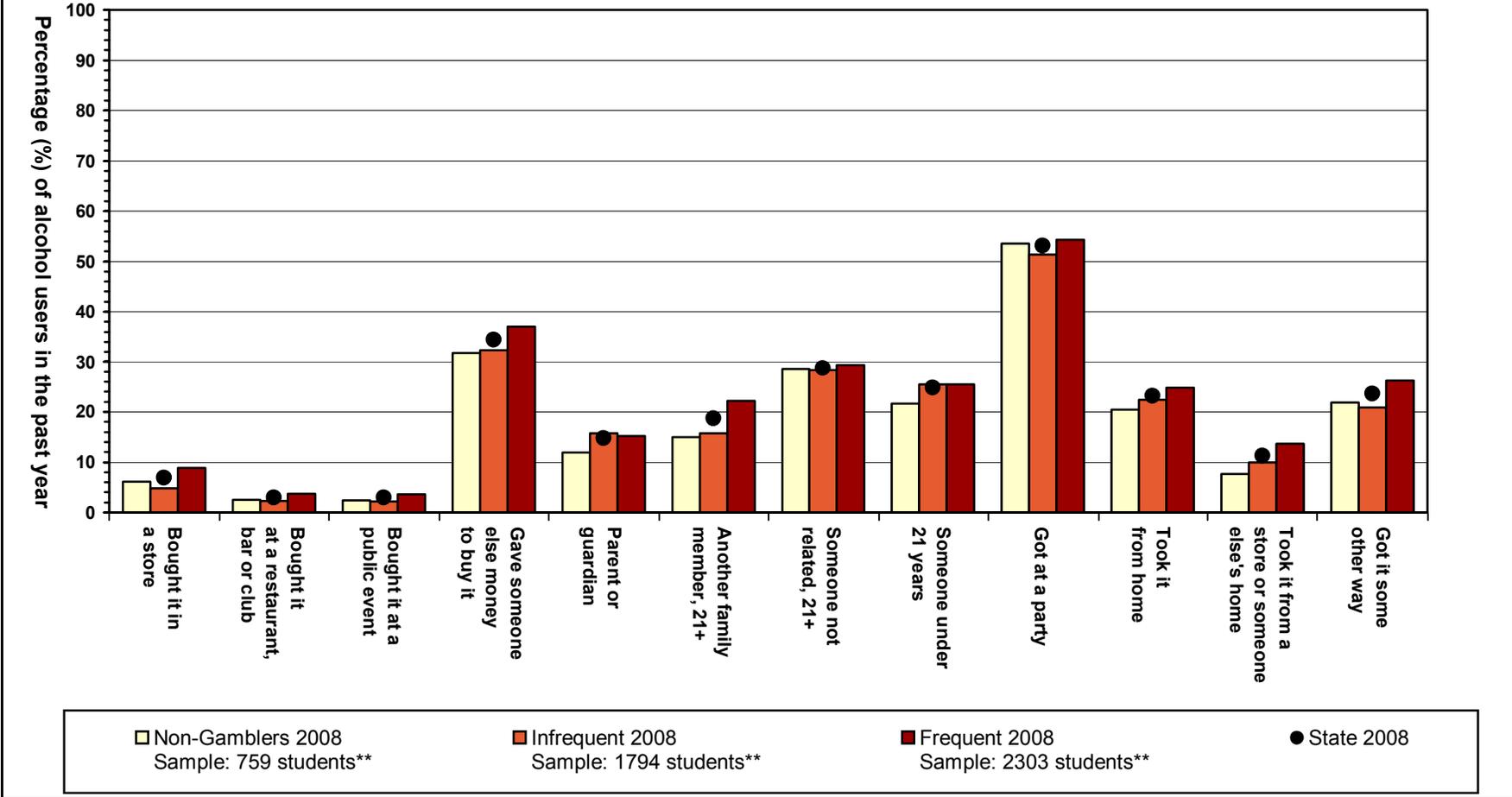


* Because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Where Youth Obtained Alcohol

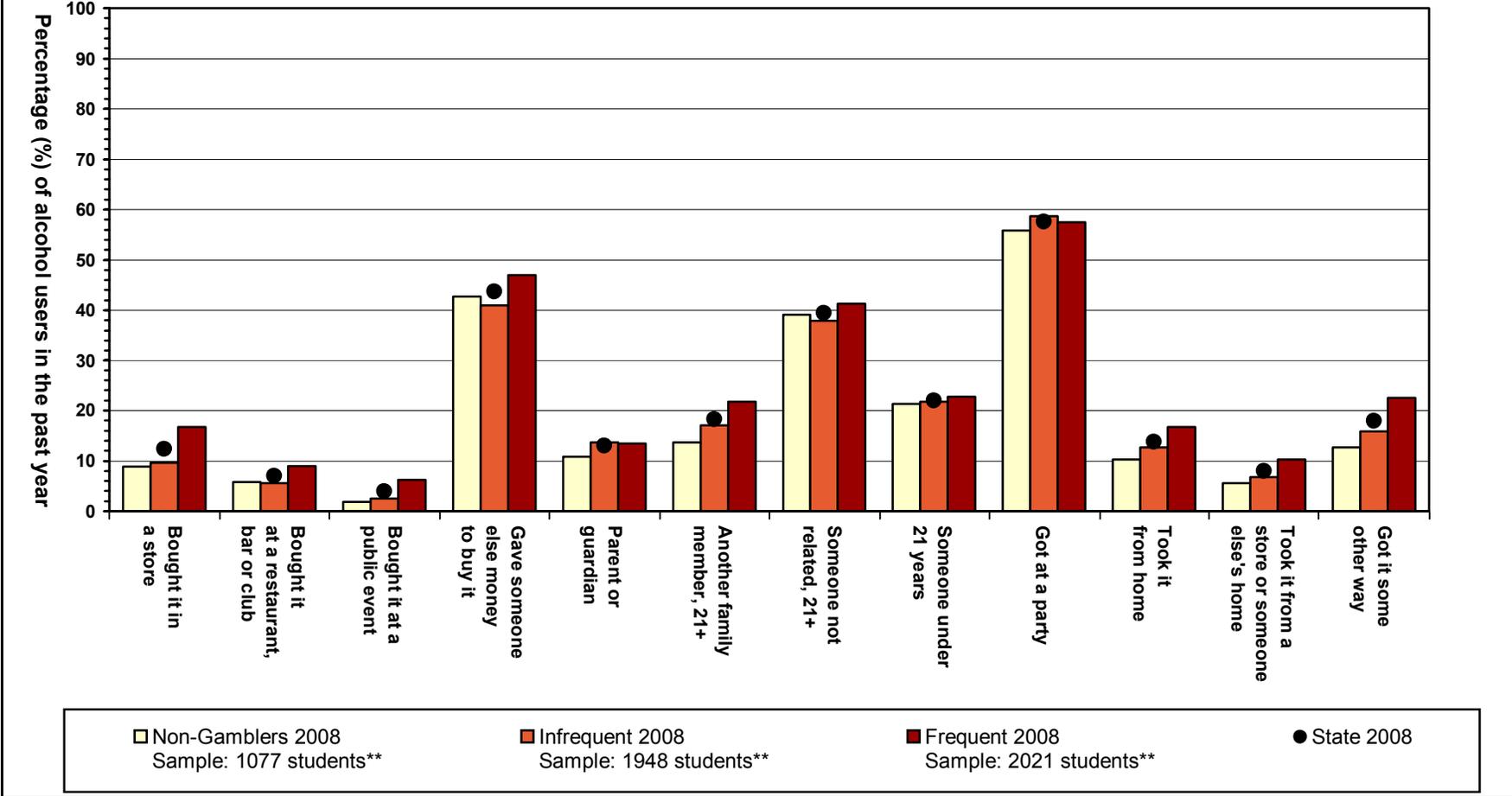
WHERE YOUTH OBTAINED ALCOHOL* by Level of Youth Gambling, Grade 10



* Because not all eight states ask where youth obtained alcohol, no 8-State value is reported.
 ** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL* by Level of Youth Gambling, Grade 12

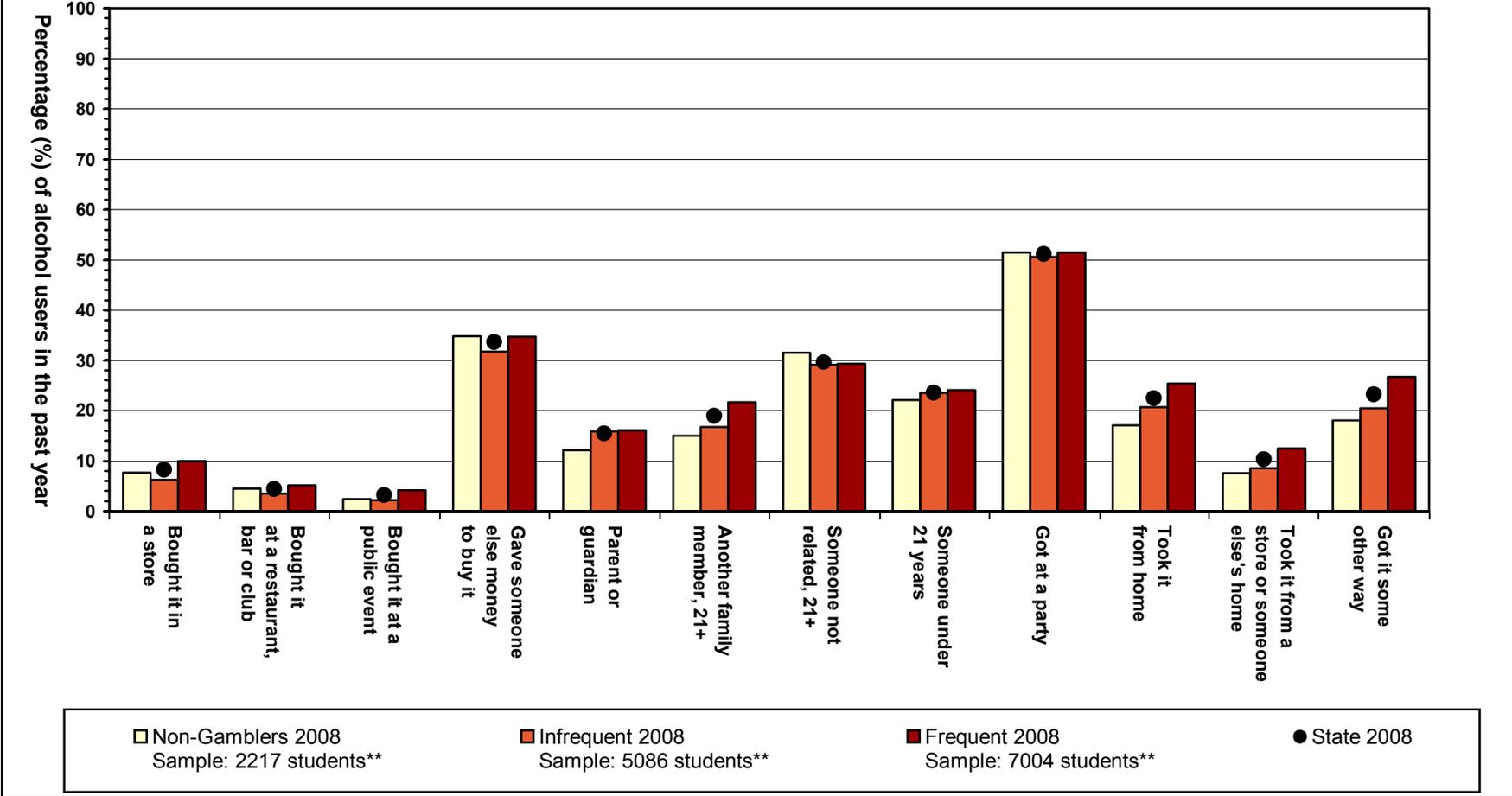


* Because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL* by Level of Youth Gambling, All Grades



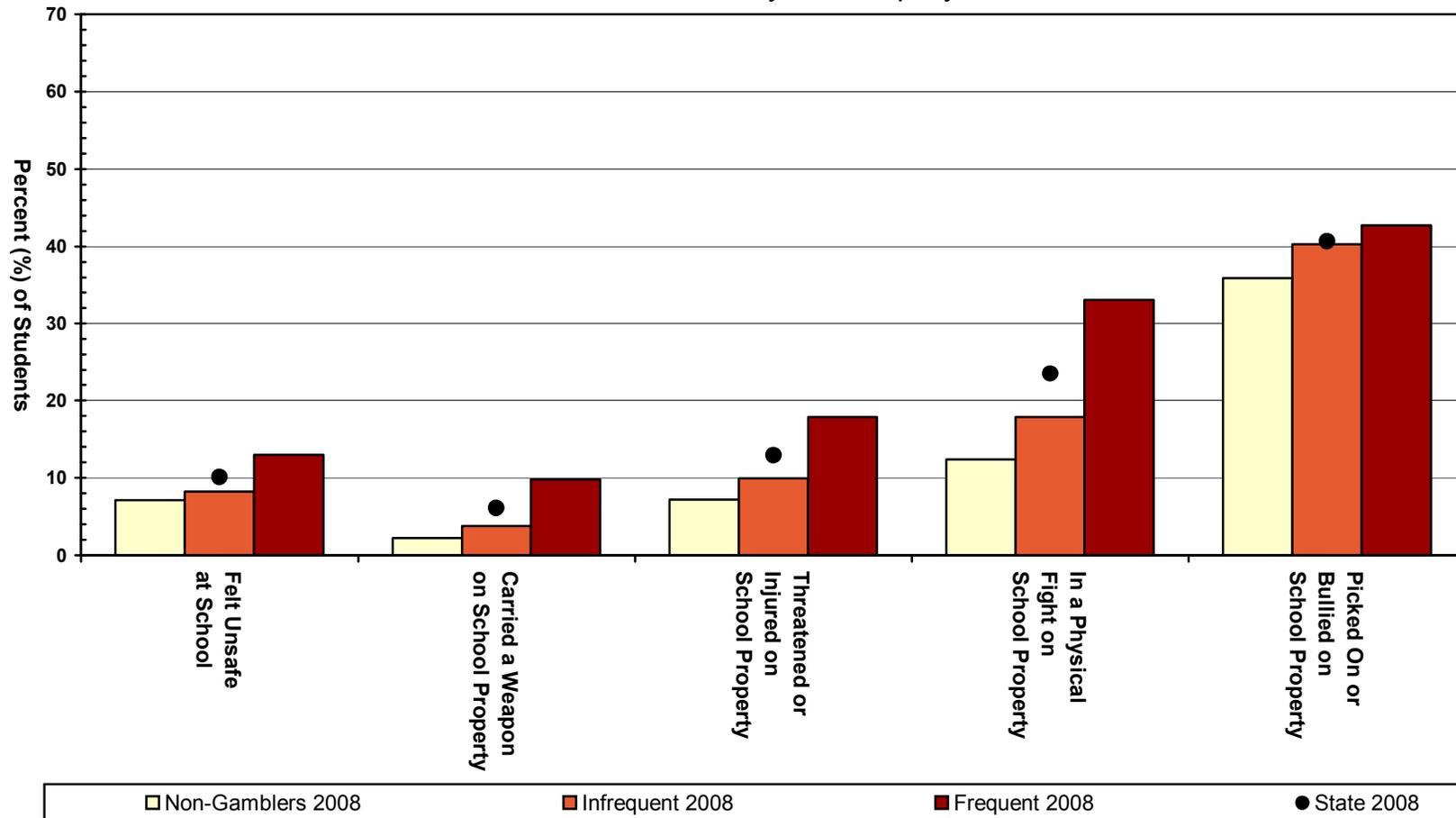
* Because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* by Level of Youth Gambling, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year

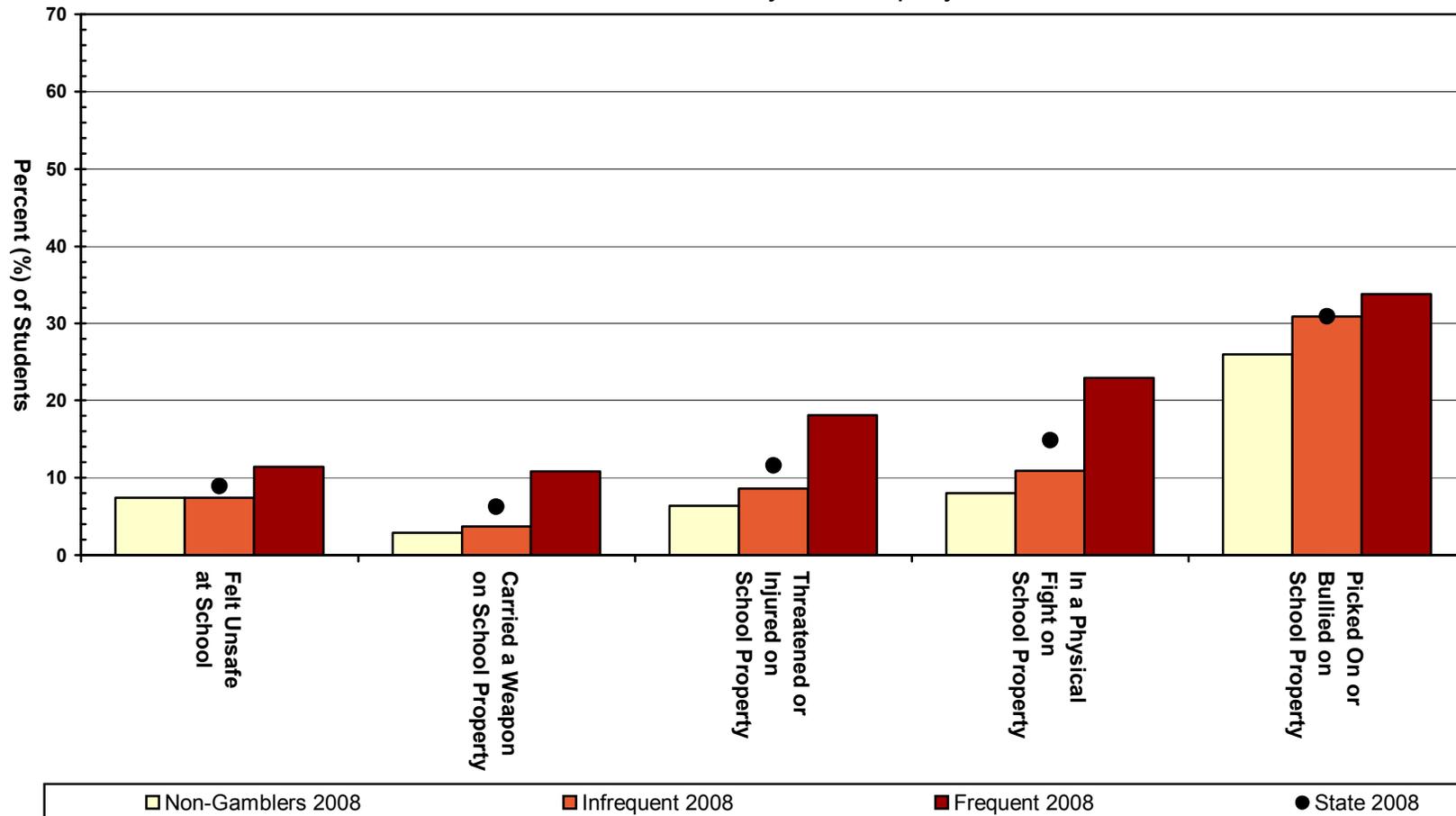


* Because not all eight states ask school safety questions, no 8-State value is reported.

School Safety

SCHOOL SAFETY PROFILE* by Level of Youth Gambling, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year

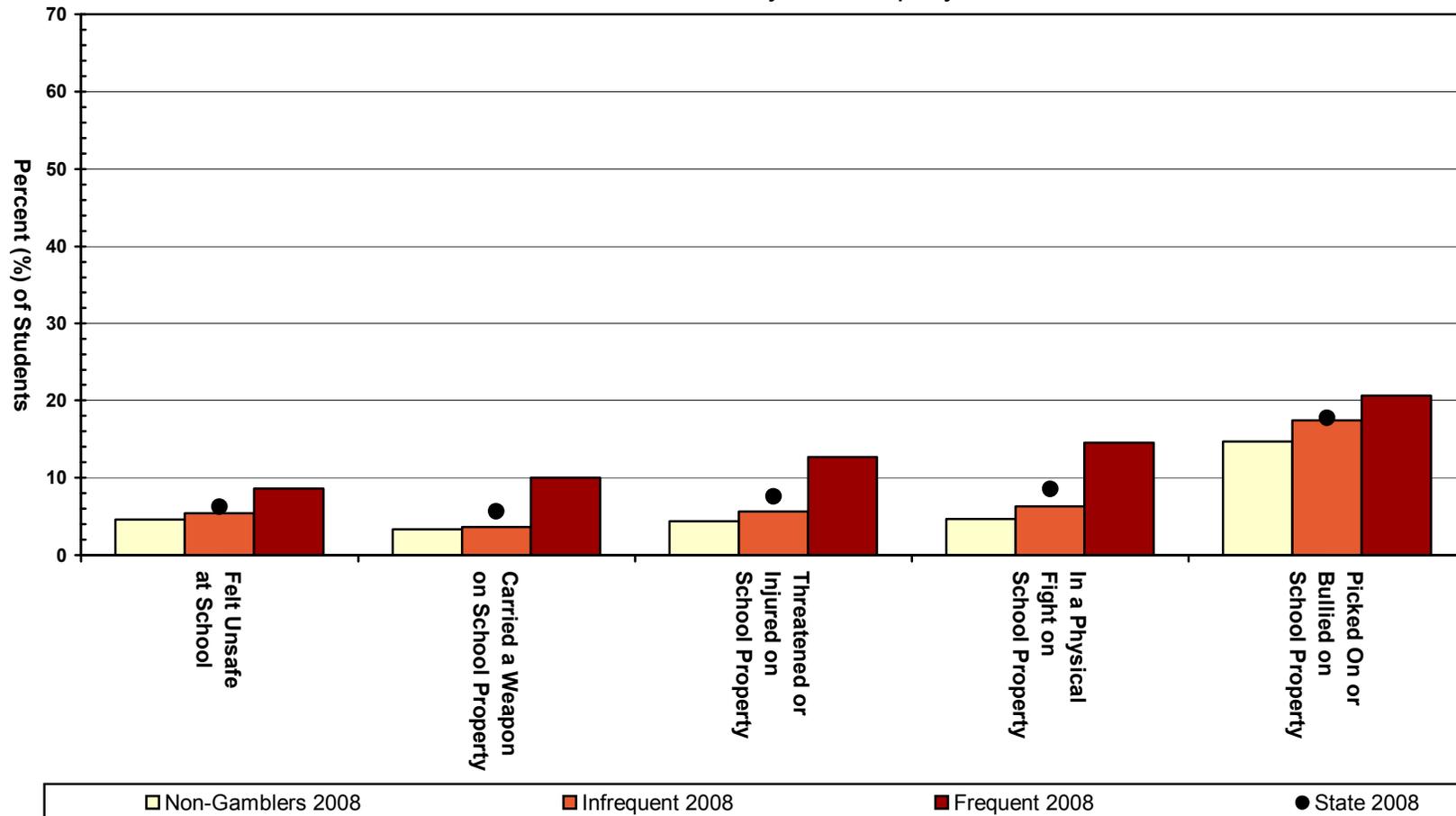


* Because not all eight states ask school safety questions, no 8-State value is reported.

School Safety

SCHOOL SAFETY PROFILE* by Level of Youth Gambling, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year

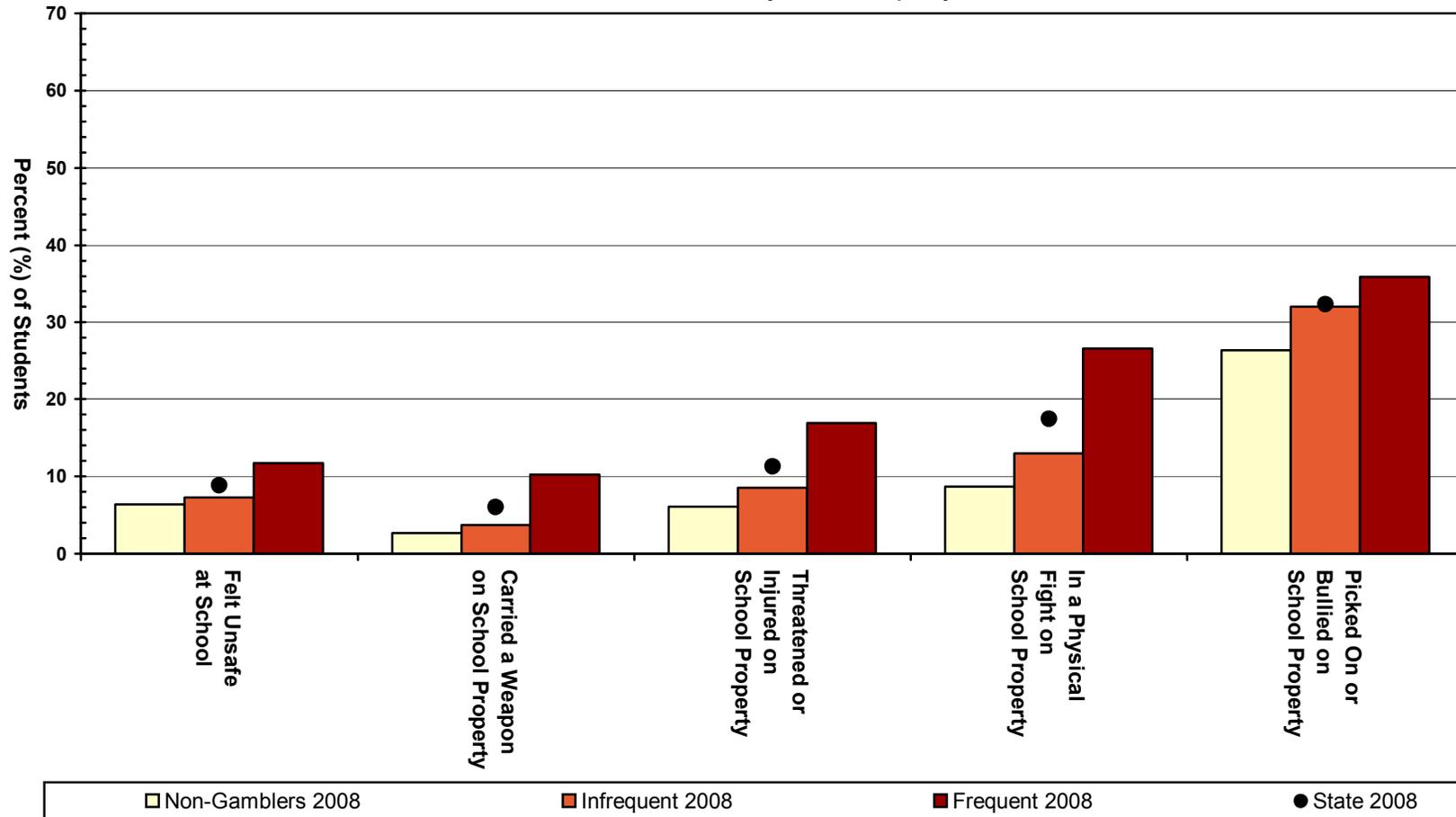


* Because not all eight states ask school safety questions, no 8-State value is reported.

School Safety

SCHOOL SAFETY PROFILE* by Level of Youth Gambling, All Grades

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles

<i>Community Domain Risk Factors</i>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	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.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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.
<i>Family Domain Protective Factors</i>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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.
<i>School Domain Risk Factors</i>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs 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.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<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>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>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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>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>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>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>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>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>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>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior.

Data Tables

Table 3. Percentage of Students Gambling in the Past Year, State of Arizona

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8		Grade 10		Grade 12		All Grades	
	State 2006	State 2008						
Any Gambling	54.2	69.1	51.8	65.9	46.3	60.6	51.4	66.2
Played a slot machine, poker machine or other gambling machine?	2.7	6.4	2.6	6.1	3.1	5.8	2.8	6.2
Played the lottery or scratch-off tickets?	26.3	24.8	22.3	21.8	17.9	19.0	22.8	22.5
Bet on sports?*	n/a	31.8	n/a	30.2	n/a	25.6	n/a	29.9
Played cards?	24.8	43.7	26.2	43.7	24.6	40.6	25.2	42.9
Bought a raffle ticket?	n/a	20.4	n/a	20.7	n/a	18.9	n/a	20.1
Played bingo?	18.5	32.6	12.1	23.2	7.1	14.7	13.4	25.6
Gambled on the Internet?	6.0	6.3	5.4	5.1	4.4	4.7	5.4	5.6
Played a dice game?*	n/a	31.5	n/a	25.1	n/a	19.2	n/a	26.7
Bet on a game of personal skill such as pool or a video game?*	20.8	32.7	21.4	31.3	18.5	27.0	20.4	31.0
Bet on a horse or other animal race?*	n/a	6.4	n/a	5.8	n/a	5.1	n/a	5.9

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12				All Grades			
	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008
Any Gambling	0.0	66.4	100.0	69.1	0.0	69.7	100.0	65.9	0.0	70.1	100.0	60.6	0.0	68.3	100.0	66.2
Played a slot machine, poker machine or other gambling machine?	0.0	2.2	12.8	6.4	0.0	3.1	13.0	6.1	0.0	3.8	13.2	5.8	0.0	2.9	12.9	6.2
Played the lottery or scratch-off tickets?	0.0	17.2	41.9	24.8	0.0	17.7	38.9	21.8	0.0	17.8	36.8	19.0	0.0	17.5	40.1	22.6
Bet on sports?	0.0	21.1	54.7	31.8	0.0	21.6	57.2	30.2	0.0	20.1	54.4	25.6	0.0	21.0	55.3	29.9
Played cards?	0.0	28.7	75.2	43.7	0.0	35.6	78.1	43.7	0.0	36.5	80.3	40.6	0.0	32.7	77.0	42.9
Bought a raffle ticket?	0.0	16.2	32.5	20.4	0.0	19.9	33.5	20.7	0.0	20.1	33.5	18.9	0.0	18.3	33.0	20.1
Played bingo?	0.0	25.3	52.5	32.6	0.0	22.0	38.1	23.2	0.0	14.2	27.9	14.7	0.0	21.7	43.6	25.6
Gambled on the Internet?	0.0	1.5	13.3	6.3	0.0	1.6	12.0	5.1	0.0	1.6	12.7	4.7	0.0	1.6	12.8	5.6
Played a dice game?	0.0	19.6	55.2	31.5	0.0	17.5	48.1	25.1	0.0	14.1	42.0	19.2	0.0	17.7	50.6	26.7
Bet on a game of personal skill such as pool or a video game?	0.0	18.9	58.8	32.7	0.0	20.7	61.3	31.3	0.0	20.4	58.3	27.0	0.0	19.8	59.4	31.0
Bet on a horse or other animal race?	0.0	2.7	12.5	6.4	0.0	3.1	12.1	5.8	0.0	3.0	12.2	5.1	0.0	2.9	12.3	5.9

Data Tables

Table 5. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12				All Grades			
		Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008												
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	25.8	44.2	60.2	47.8	50.4	65.4	76.0	66.2	63.0	76.0	83.3	74.8	44.6	58.3	69.2	59.7
Cigarettes	smoked cigarettes?	15.4	22.1	33.8	25.9	31.9	37.1	47.5	39.9	42.9	48.7	60.3	50.8	28.8	33.1	42.9	36.0
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	2.8	5.0	10.7	7.1	7.1	9.9	19.6	12.9	11.5	15.4	25.9	17.7	6.7	9.0	16.2	11.3
Marijuana	used marijuana?	9.1	13.0	22.0	16.2	25.2	29.7	39.6	32.5	36.1	41.2	51.4	43.1	22.2	24.9	32.7	27.4
Hallucinogens	used LSD or other hallucinogens?	0.9	1.3	2.9	1.9	3.7	4.1	7.2	5.2	5.6	7.0	11.1	7.9	3.2	3.5	5.7	4.3
Cocaine	used cocaine or crack?	1.3	1.9	4.1	2.7	5.0	5.6	9.1	6.8	8.8	9.3	15.7	11.2	4.7	4.8	7.8	5.9
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	5.9	11.9	20.0	14.3	7.3	11.4	16.9	12.6	6.0	8.4	12.9	9.2	6.3	10.9	17.7	12.6
Methamphetamines	used methamphetamines (meth, crystal, crank)?	0.8	0.6	1.9	1.2	1.9	1.8	3.3	2.4	3.5	3.1	5.6	4.0	2.0	1.6	3.0	2.2
Heroin or Other Opiates	used heroin or other opiates?	0.5	0.6	1.6	1.0	1.3	1.6	2.9	2.0	2.1	2.8	4.2	3.1	1.2	1.5	2.5	1.8
Ecstasy	used Ecstasy ('X', 'E', or MDMA)?	0.9	1.5	3.4	2.2	3.0	3.7	7.3	4.9	4.6	5.6	10.8	7.0	2.7	3.2	6.0	4.2
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	0.5	0.9	2.9	1.7	1.1	1.6	3.8	2.3	0.9	1.7	4.3	2.4	0.8	1.3	3.4	2.0
Prescription Pain Relievers	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	5.1	10.3	16.8	12.2	12.8	18.1	27.4	20.5	16.9	22.9	33.2	24.6	11.0	15.7	23.0	17.6
Prescription Stimulants	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	1.3	3.2	5.3	3.8	5.1	6.6	10.2	7.6	6.1	7.1	10.4	7.9	3.9	5.1	7.7	5.9
Prescription Sedatives	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	3.6	7.1	11.3	8.3	7.2	11.6	15.1	12.0	9.1	13.1	16.8	13.2	6.4	9.9	13.5	10.5
Prescription Drugs	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	7.6	14.8	23.2	17.1	16.5	23.7	33.0	25.7	19.8	27.7	37.4	28.7	14.0	20.6	28.8	22.4
Over-the-Counter Drugs	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	4.6	8.2	13.2	9.7	8.2	12.0	16.6	12.9	9.6	12.2	18.0	13.4	7.2	10.3	15.1	11.5

Data Tables

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

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12				All Grades			
		Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	10.7	18.1	32.9	23.2	27.1	33.0	48.9	37.7	37.0	43.7	58.9	46.8	23.7	28.8	42.5	33.1
Cigarettes	smoked cigarettes?	5.1	6.6	12.1	8.7	12.9	14.1	21.4	16.6	19.8	20.9	31.2	23.9	12.0	12.3	18.5	14.7
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	1.1	1.6	4.2	2.6	2.4	2.8	7.8	4.6	3.7	5.1	11.4	6.8	2.3	2.8	6.6	4.2
Marijuana	used marijuana?	4.1	5.7	10.9	7.6	11.3	12.6	20.0	15.1	14.2	17.3	24.2	18.7	9.4	10.6	16.1	12.5
Hallucinogens	used LSD or other hallucinogens?	0.5	0.5	1.2	0.8	1.4	1.4	2.8	1.9	1.5	2.0	3.6	2.4	1.1	1.1	2.1	1.5
Cocaine	used cocaine or crack?	0.4	0.7	1.6	1.0	1.3	1.7	3.4	2.2	2.3	2.4	5.0	3.2	1.2	1.4	2.7	1.9
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	2.3	3.8	8.2	5.4	1.4	2.3	4.7	3.0	1.1	1.1	2.8	1.6	1.7	2.7	6.2	3.8
Methamphetamines	used methamphetamines (meth, crystal, crank)?	0.4	0.1	0.7	0.4	0.4	0.4	1.0	0.6	0.4	0.4	1.4	0.8	0.4	0.3	0.9	0.6
Heroin or Other Opiates	used heroin or other opiates?	0.2	0.2	0.6	0.4	0.3	0.5	1.1	0.7	0.6	0.9	1.6	1.0	0.3	0.5	1.0	0.6
Ecstasy	used Ecstasy ('X', 'E', or MDMA)?	0.3	0.4	1.4	0.8	0.8	1.0	2.4	1.5	1.3	1.5	3.2	2.0	0.7	0.9	2.1	1.3
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	0.2	0.4	1.2	0.7	0.3	0.5	1.8	1.0	0.4	0.5	2.0	1.0	0.3	0.4	1.5	0.8
Prescription Pain Relievers	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	2.3	4.4	9.1	6.0	5.2	7.6	13.9	9.4	6.4	8.7	16.3	10.5	4.4	6.4	11.9	8.1
Prescription Stimulants	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	0.6	1.3	2.4	1.6	1.6	2.3	4.2	2.9	1.4	1.5	3.4	2.1	1.1	1.6	3.1	2.1
Prescription Sedatives	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	1.8	2.6	4.8	3.4	2.3	3.8	6.6	4.5	2.9	4.3	7.8	5.0	2.3	3.4	5.9	4.1
Prescription Drugs	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	3.9	6.6	12.4	8.6	7.0	10.3	17.2	12.2	8.2	11.2	19.7	13.1	6.2	8.8	15.2	10.7
Over-the-Counter Drugs	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	2.5	4.3	8.1	5.6	3.3	5.8	8.9	6.4	4.2	4.9	8.6	5.9	3.3	4.9	8.4	5.9

Data Tables

Table 7. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12				All Grades			
		Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks? (One or more times)	5.6	9.2	19.8	13.1	15.9	17.5	31.6	22.4	21.2	27.0	42.0	30.2	13.5	16.0	27.5	19.9
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.5	0.5	1.0	0.7	1.7	1.5	2.9	2.1	3.1	3.0	6.5	4.2	1.7	1.4	2.6	1.9

Table 8. Percentage of Students Reporting Antisocial Behavior

How many times in the past year (12 months) have you: (One or more times)	Grade 8				Grade 10				Grade 12				All Grades			
	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008
Been Suspended from School	12.5	15.8	27.0	20.2	9.1	11.6	20.8	14.6	5.7	8.3	16.0	10.2	9.4	12.7	23.1	16.1
Been Drunk or High at School	6.1	8.7	17.4	12.0	14.8	16.7	27.7	20.5	14.7	19.2	31.7	22.2	11.4	13.6	23.1	16.9
Sold Illegal Drugs	2.0	2.8	7.2	4.6	5.1	7.1	15.3	9.8	5.0	7.9	17.8	10.4	3.8	5.3	11.5	7.4
Stolen or Tried to Steal a Motor Vehicle	1.4	2.0	5.9	3.6	1.9	2.3	6.2	3.7	0.9	1.5	5.4	2.7	1.4	2.0	5.9	3.4
Been Arrested	4.1	5.3	10.9	7.5	5.4	6.8	13.8	9.2	4.7	6.9	13.8	8.7	4.7	6.1	12.3	8.2
Attacked Someone with the Idea of Seriously Hurting Them	7.1	14.1	26.2	18.1	8.7	12.2	24.6	16.1	5.9	10.4	21.6	12.9	7.2	12.6	24.9	16.2
Carried a Handgun	2.5	4.8	12.5	7.7	3.1	4.3	12.8	7.2	3.4	5.7	14.8	8.1	3.0	4.8	13.0	7.6
Carried a Handgun to School	0.5	0.5	2.2	1.2	0.4	0.6	2.6	1.3	0.5	0.6	2.8	1.4	0.5	0.5	2.4	1.3
During the past 30 days, how many times did you: (One or more times)	Grade 8				Grade 10				Grade 12				All Grades			
	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008
DRIVE a car or other vehicle when you had been drinking alcohol?	2.4	3.3	9.0	5.6	4.0	5.6	12.4	7.9	10.8	13.7	23.4	16.1	5.5	6.5	12.7	8.7
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?	14.3	24.4	39.4	29.1	19.1	25.9	38.3	29.1	22.7	26.8	39.2	29.7	18.3	25.4	39.1	29.2

Data Tables

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12				All Grades			
	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008
Community Domain																
Opportunities for Prosocial Involvement	43.4	40.4	36.5	39.3	36.6	38.4	35.9	37.1	36.9	36.7	34.6	36.1	39.3	38.9	35.9	37.8
Rewards for Prosocial Involvement	34.5	31.7	29.5	31.3	34.0	36.8	34.7	35.4	32.1	33.5	33.7	33.2	33.6	33.7	31.8	33.0
Family Domain																
Family Attachment	57.3	52.6	48.1	51.5	47.9	46.6	44.7	46.1	56.7	57.6	53.9	56.2	54.2	52.0	48.3	51.1
Opportunities for Prosocial Involvement	65.9	61.1	55.9	59.7	56.0	54.9	51.8	54.0	57.0	56.1	52.4	55.2	60.1	57.9	54.0	56.9
Rewards for Prosocial Involvement	67.2	62.6	57.9	61.4	56.7	56.4	52.8	55.1	57.1	56.7	53.4	55.8	60.8	59.2	55.5	58.1
School Domain																
Opportunities for Prosocial Involvement	63.3	62.6	57.6	60.3	63.1	64.8	60.2	62.4	65.9	66.1	61.4	64.3	64.0	64.1	59.1	62.1
Rewards for Prosocial Involvement	55.6	54.0	47.0	51.2	59.9	62.8	56.7	59.8	46.1	47.7	42.4	45.4	54.0	55.2	48.8	52.5
Peer-Individual Domain																
Belief in the Moral Order	76.6	64.5	47.7	59.4	76.8	71.1	55.4	66.5	65.7	56.1	40.4	53.6	73.3	64.5	48.4	60.1
Interaction with Prosocial Peers	58.2	56.0	48.7	53.1	56.0	57.7	52.8	55.3	53.1	54.3	50.1	52.5	56.0	56.1	50.1	53.7
Prosocial Involvement	38.6	38.8	39.5	39.0	38.3	41.8	42.5	41.2	35.8	37.5	35.9	36.4	37.7	39.4	39.6	39.1
Rewards for Prosocial Involvement	62.0	60.4	57.5	59.4	59.5	60.9	58.8	59.7	52.7	53.1	50.6	52.2	58.4	58.8	56.5	57.8
Total Protection																
Students with High Protection*	51.1	47.2	39.8	43.8	49.3	50.0	43.9	46.7	46.6	46.1	39.8	43.3	49.2	47.8	41.0	45.4

*High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 10. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12				All Grades			
	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008
Community Domain																
Low Neighborhood Attachment	35.5	37.6	40.5	38.5	47.5	44.5	47.4	46.2	50.2	50.1	53.0	51.0	43.7	42.8	45.0	43.8
Laws & Norms Favor Drug Use	26.5	32.4	44.4	36.6	37.4	37.8	49.6	42.1	30.1	34.2	44.4	36.3	30.9	34.5	45.9	38.1
Perceived Availability of Drugs	26.1	34.1	46.9	38.2	43.6	45.9	57.2	49.6	47.2	49.8	59.6	52.2	37.9	41.6	52.4	45.0
Perceived Availability of Handguns	27.9	34.3	45.1	37.8	22.5	22.2	34.2	26.7	28.8	29.2	41.5	33.1	26.6	29.4	41.3	33.4
Family Domain																
Poor Family Management	33.1	42.5	53.3	45.5	37.5	39.5	49.7	42.8	39.0	43.3	50.4	44.3	36.3	41.8	51.7	44.4
Family Conflict	43.1	52.2	58.9	53.5	38.9	42.7	45.2	42.8	34.3	37.8	42.4	38.3	39.0	45.7	51.6	46.5
Family History of Antisocial Behavior	26.7	37.5	48.6	40.3	33.2	38.4	48.8	41.1	29.1	36.9	44.9	37.3	29.4	37.7	47.9	39.9
Parent Attitudes Favorable to ASB	30.8	48.0	58.3	49.3	39.2	52.2	63.2	53.4	38.9	50.0	60.2	50.2	35.9	49.8	60.1	50.8
Parent Attitudes Favor Drug Use	14.8	25.2	33.3	26.8	29.6	39.1	49.9	41.1	33.6	39.3	50.3	41.2	25.2	33.0	41.5	34.6
School Domain																
Academic Failure	40.5	44.9	51.6	47.3	46.9	46.8	53.6	49.5	42.0	42.2	48.3	44.4	42.9	44.8	51.5	47.0
Low Commitment to School	33.2	38.3	46.4	41.0	41.3	39.9	48.8	43.7	42.8	42.0	52.0	45.6	38.6	39.7	48.2	42.8
Peer-Individual Domain																
Rebelliousness	26.9	38.2	54.1	43.1	35.4	43.3	57.2	46.8	35.3	40.7	55.2	44.0	32.0	40.3	55.2	44.3
Early Initiation of ASB	24.3	33.7	50.5	39.4	30.0	37.3	53.7	42.0	30.3	37.2	54.9	41.2	27.8	35.7	52.3	40.5
Early Initiation of Drug Use	16.9	25.3	40.4	30.3	24.3	29.1	41.3	32.7	24.9	30.2	43.0	33.1	21.6	27.6	41.2	31.6
Attitudes Favorable to ASB	27.2	39.6	56.2	44.6	37.3	46.8	62.4	50.7	35.9	44.6	58.9	46.9	32.9	43.0	58.5	46.9
Attitudes Favorable to Drug Use	16.9	24.4	38.3	29.1	29.0	33.3	46.7	37.4	28.8	33.2	46.0	36.3	24.2	29.2	42.2	33.2
Perceived Risk of Drug Use	33.3	41.0	52.3	44.5	36.0	39.1	49.5	42.3	39.2	45.2	54.6	46.5	35.9	41.4	51.9	44.3
Interaction with Antisocial Peers	41.6	53.5	68.9	58.2	47.2	53.8	66.5	57.3	42.3	50.4	65.1	53.2	43.5	52.8	67.5	56.6
Friend's Use of Drugs	25.2	34.4	49.6	39.4	32.5	38.5	50.7	41.9	31.3	33.1	46.9	37.3	29.3	35.3	49.4	39.5
Rewards for ASB	31.8	42.5	54.0	45.6	36.4	41.5	50.9	44.0	44.7	54.9	62.5	54.6	37.2	45.2	54.8	47.2
Gang Involvement	14.8	21.3	37.0	26.9	15.4	18.7	32.8	23.2	11.3	14.2	24.9	16.8	13.9	18.8	33.4	23.4
Total Risk																
Students at High Risk*	21.9	33.7	51.5	38.7	27.2	33.0	49.9	37.5	26.6	32.0	50.3	35.7	24.9	33.1	50.8	38.3

* *High Risk* youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: eight or more risk factors, 10th & 12th grades: nine or more risk factors)

Data Tables

Table 11. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8				Grade 10				Grade 12				All Grades			
	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008
<i>Sample size*</i>	381	1,344	2,680	4,418	759	1,794	2,303	4,872	1,077	1,948	2,021	5,065	2,217	5,086	7,004	14,342
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	7.9	3.1	5.6	5.0	6.1	4.8	8.9	6.9	8.8	9.6	16.7	12.3	7.7	6.2	9.9	8.2
I bought it at a restaurant, bar, or club	5.0	2.0	3.3	3.0	2.5	2.3	3.7	3.0	5.8	5.6	9.0	7.0	4.5	3.5	5.1	4.4
I bought it at a public event such as a concert or sporting event	4.2	1.8	3.2	2.9	2.4	2.2	3.6	2.9	1.9	2.5	6.2	3.9	2.4	2.2	4.2	3.2
I gave someone else money to buy it for me	19.2	18.0	23.4	21.4	31.8	32.3	37.0	34.4	42.7	41.0	47.0	43.7	34.9	31.8	34.7	33.7
My parent or guardian gave it to me	16.3	18.8	18.9	18.7	11.9	15.7	15.2	14.8	10.8	13.7	13.4	13.0	12.1	15.8	16.1	15.4
Another family member who is 21 or older gave it to me	18.6	17.6	21.0	19.7	15.0	15.7	22.2	18.7	13.7	17.1	21.7	18.2	15.0	16.7	21.6	18.9
Someone not related to me who is 21 or older gave it to me	16.8	17.6	20.3	19.2	28.5	28.3	29.3	28.7	39.1	37.9	41.3	39.5	31.6	29.1	29.3	29.6
Someone under the age of 21 gave it to me	25.5	23.4	23.8	23.8	21.6	25.5	25.5	24.8	21.3	21.7	22.7	22.0	22.1	23.5	24.0	23.5
I got it at a party	34.6	37.7	44.4	41.5	53.6	51.4	54.3	53.1	55.9	58.7	57.5	57.6	51.5	50.6	51.5	51.1
I took it from home	29.4	30.0	32.4	31.4	20.4	22.4	24.8	23.2	10.3	12.7	16.7	13.8	17.1	20.7	25.4	22.4
I took it from a store or someone else's home	12.6	9.0	13.0	11.7	7.6	9.9	13.7	11.3	5.6	6.8	10.3	8.0	7.5	8.5	12.5	10.3
I got it some other way	25.5	26.3	30.4	28.7	21.9	20.9	26.2	23.6	12.7	15.9	22.5	17.9	18.0	20.4	26.7	23.2

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 12. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12				All Grades			
		Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008	Non-Gamblers 2008	Infrequent 2008	Frequent 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	92.8	90.1	82.1	87.1	93.6	91.4	81.9	88.4	95.6	94.4	87.3	92.4	93.9	91.5	83.1	88.7
	1 time	3.7	5.8	8.7	6.6	3.2	4.8	8.7	5.9	2.3	3.4	5.8	3.9	3.1	4.9	8.1	5.8
	2-3 times	1.7	2.7	5.0	3.5	1.7	2.3	4.7	3.0	1.1	1.4	3.4	2.0	1.5	2.2	4.6	3.0
	4-5 times	0.6	0.7	1.4	1.0	0.3	0.5	1.3	0.8	0.4	0.2	1.1	0.6	0.4	0.5	1.3	0.8
	6-7 times	0.2	0.2	0.6	0.4	0.2	0.3	0.6	0.4	0.1	0.1	0.5	0.2	0.2	0.2	0.6	0.4
	8-9 times	0.2	0.1	0.4	0.3	0.3	0.2	0.4	0.3	0.1	0.1	0.3	0.2	0.2	0.1	0.4	0.2
	10-11 times	0.1	0.0	0.3	0.1	0.1	0.1	0.4	0.2	0.1	0.0	0.3	0.1	0.1	0.0	0.3	0.2
	12 or more times	0.6	0.4	1.4	0.9	0.5	0.6	1.9	1.1	0.4	0.3	1.3	0.7	0.5	0.4	1.5	0.9
During the past 12 months, how many times were you in a physical fight on school property?	0 times	87.6	82.1	66.9	76.5	92.0	89.1	77.1	85.2	95.3	93.7	85.5	91.5	91.3	87.0	73.4	82.6
	1 time	7.4	11.0	16.8	12.9	5.1	7.3	12.6	8.8	2.9	4.3	7.6	5.0	5.4	8.3	13.8	9.8
	2-3 times	3.3	4.9	10.3	6.9	2.0	2.6	6.3	3.9	1.0	1.5	3.9	2.1	2.2	3.4	7.9	4.9
	4-5 times	0.8	0.9	2.7	1.7	0.2	0.5	1.3	0.7	0.1	0.2	0.9	0.4	0.4	0.6	1.9	1.1
	6-7 times	0.3	0.3	1.0	0.6	0.1	0.2	0.9	0.4	0.1	0.0	0.7	0.3	0.2	0.2	0.9	0.5
	8-9 times	0.3	0.2	0.6	0.4	0.0	0.0	0.4	0.2	0.2	0.1	0.3	0.2	0.2	0.1	0.5	0.3
	10-11 times	0.1	0.1	0.5	0.3	0.1	0.0	0.2	0.1	0.0	0.0	0.3	0.1	0.1	0.0	0.4	0.2
	12 or more times	0.2	0.3	1.3	0.7	0.4	0.2	1.3	0.7	0.3	0.2	0.9	0.4	0.3	0.3	1.2	0.6
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?	0 times	64.1	59.7	57.3	59.4	74.0	69.1	66.2	69.1	85.3	82.6	79.4	82.3	73.6	68.0	64.1	67.7
	1 time	10.6	14.4	13.3	13.2	8.1	11.5	10.4	10.3	5.5	7.0	7.1	6.6	8.3	11.7	11.3	10.8
	2-3 times	10.3	11.5	12.0	11.5	8.1	9.9	10.1	9.6	4.8	6.0	6.0	5.7	7.9	9.7	10.3	9.5
	4-5 times	3.9	4.2	4.5	4.3	2.7	3.4	3.4	3.2	1.3	1.4	1.7	1.5	2.7	3.3	3.6	3.3
	6-7 times	1.5	2.0	2.0	1.9	1.2	1.2	1.6	1.4	0.6	0.6	1.0	0.8	1.1	1.4	1.7	1.5
	8-9 times	1.1	1.2	1.4	1.2	1.2	0.9	1.3	1.1	0.2	0.4	0.8	0.5	0.9	0.9	1.2	1.0
	10-11 times	0.7	0.6	0.9	0.8	0.5	0.5	0.8	0.6	0.4	0.3	0.3	0.3	0.5	0.5	0.8	0.6
	12 or more times	7.9	6.5	8.7	7.7	4.3	3.4	6.2	4.6	1.9	1.7	3.7	2.4	5.0	4.4	7.0	5.5
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	92.9	91.8	87.0	89.9	92.6	92.6	88.6	91.1	95.4	94.6	91.4	93.8	93.6	92.7	88.3	91.2
	1 day	3.9	5.1	7.3	5.8	4.2	4.7	6.0	5.1	2.6	3.2	4.1	3.3	3.6	4.5	6.3	5.0
	2-3 days	1.9	2.2	3.5	2.7	1.8	1.7	3.0	2.2	1.2	1.5	2.6	1.8	1.7	1.9	3.2	2.3
	4-5 days	0.3	0.4	0.9	0.6	0.5	0.5	0.7	0.6	0.3	0.3	0.7	0.4	0.4	0.4	0.8	0.5
	6 or more days	0.9	0.6	1.4	1.0	0.9	0.5	1.7	1.0	0.4	0.4	1.3	0.7	0.8	0.5	1.5	0.9
	6 or more days	0.3	0.6	2.2	1.2	1.0	1.2	4.1	2.2	1.7	1.8	4.4	2.6	0.9	1.1	3.2	1.8
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	97.8	96.2	90.2	93.9	97.1	96.3	89.2	93.8	96.7	96.4	90.0	94.4	97.3	96.3	89.8	94.0
	1 day	1.2	2.0	4.8	3.1	1.1	1.3	3.9	2.2	0.8	0.9	2.7	1.5	1.0	1.5	4.2	2.4
	2-3 days	0.6	0.9	2.0	1.3	0.6	0.9	2.0	1.2	0.6	0.6	2.1	1.1	0.6	0.8	2.0	1.2
	4-5 days	0.2	0.2	0.8	0.5	0.1	0.3	0.8	0.5	0.3	0.2	0.9	0.5	0.2	0.3	0.8	0.5
	6 or more days	0.3	0.6	2.2	1.2	1.0	1.2	4.1	2.2	1.7	1.8	4.4	2.6	0.9	1.1	3.2	1.8

Data Tables

Table 13. Average Age of Onset (2008 Data)

		Grade 8		Grade 10		Grade 12		All Grades	
		Infrequent Gamblers	Frequent Gamblers						
<i>How old were you when you first gambled or bet?</i>	Average age:	11.5 years	11.5 years	12.3 years	12.1 years	13.4 years	13.1 years	12.2 years	12.0 years

Table 13 contains data from AYS questionnaire item 27k ("How old were you when you first gambled or bet?"). "Average age" is calculated by averaging the responses of students reporting having gambled or bet at some age (10 or younger, 11, 12, 13, 14, 15, 16, 17 or Older). Youth that reported never having gambled or bet are omitted from the calculations.

Table 14. Comparability of survey administrations

<i>Issue</i>	<i>2006 AYS</i>	<i>2008 AYS</i>	<i>Notes regarding changes</i>
<i>Gambling Category</i>	<i>How often during the past 12 months have you:</i>	<i>How often have you done the following for money, possessions, or anything of value:</i>	
Sports betting	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.

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Department of Behavioral Health Services
(928) 871-6235

White Mountain Apache Tribe

Apache Behavioral Health Services
(928) 338-4811

Colorado River Indian Tribes

(928) 669-6577

Other State and National Contacts:

Arizona Criminal Justice Commission

Michelle Neitch/ Phillip Stevenson
(602) 364-1173/(602) 364-1157
www.azcjc.gov

Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

Charles Katz
(602) 543-6618
charles.katz@asu.edu

Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMHSA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

www.westcapt.org

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