SPRING 20XX STUDENT SURVEY REPORT
FOR [SCHOOL NAME] MIDDLE SCHOOL

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Summary of Key Findings
This section briefly reports some of the key findings about positive norms concerning substance use revealed in the data as well as evidence of substantial misperceptions among students about their peer norms. The fact that positive norms are so prevalent and yet are often misperceived is the fundamental justification for conducting a social norms message campaign based on the actual data. The intention of reporting the actual positive norms is to let accurate knowledge of peers help guide students in perpetuating this positive behavior. Reducing misperceptions of student norms can help prevent students from being drawn off course into problem behavior by the misperception that the problem is the norm, and it can also help student bystanders to speak up or intervene when a friend might engage in risk taking.

Positive Data-Based Norm Messages about Students Not Using Substances
This section provides an extensive list of messages about positive student norms drawn from the survey data. The specific survey question used to determine the actual norm is noted alongside the message. The frequency/percentage distribution of the data from which the message was determined, and an associated bar graph of these data are also provided to make the evidence clear.

Supplemental Data-Based Messages about Students
This section provides several additional data-based messages that may be of interest to students. The messages are drawn from introductory questions that are not about substance use. These messages can be included in various communications to draw more attention to the campaign and show its intention to communicate norms on other topics for campaign credibility.

Potential Uses of Various Survey Questions in Social Norms Intervention
This section includes a chart listing each question item in the survey by question number in the order presented along with an indicator of how the specific question may be useful in a substance use intervention program.

Summary of Key Findings

There were 397 respondents providing an overall response rate of 86.5%. Response rates from 6th, 7th, and 8th grades were 86.8%, 84.0%, and 85.6%, respectively. With such high response rates from each of the grades as well as from the total population of middle school students, the resulting sample is likely to be quite highly representative of the student population. The sample was almost equally represented by girls (51%) and boys (49%).

The results of the survey strongly support three basic predictions of the social norms theory. Specifically,

1. **The attitudes and behaviors clearly demonstrate student norms opposing substance use;**
2. **misperceptions of the norm as one that favors substance use are widely demonstrated in these data; and**
3. **students who misperceive the norm and especially those students with the most errant misperceptions are at the greatest risk for personally engaging in substance use.**

A sample of results supporting the above predictions:

A large majority—**78%—of students think tobacco or nicotine is never a good thing to use**, so the attitude supporting nonuse is clearly the norm, even though 22% personally believe that at least occasional use is acceptable (Q8.a). Likewise, **90% of students report never using tobacco or nicotine**, making no use the actual student norm regarding behavior (Q12.a) as well, even though 10% use tobacco or nicotine at some point during the year. So regardless of students' own personal attitudes and behaviors, if they were all accurate in their perceptions of the peer norm representing the majority or what was most typical, all respondents—100%—should be perceiving attitudes supporting nonuse and actual nonuse behavior as their peer norms. However, **42% mistakenly think that the peer attitudinal norm in their grade is to think at least occasional use is OK** (Q8.b) and almost **7 out of 10 students (69%) mistakenly perceive peers to be typically using tobacco or nicotine at least sometime during the year** (Q12.b). And **43% of students hold such distorted perceptions of this peer norm that they actually think weekly, or even daily use of tobacco or nicotine is the most typical behavior** (Q12.b). Finally, those **students who mistakenly thought some frequency of using tobacco or nicotine during the year was the peer norm are 3 times more likely to use tobacco themselves** when compared to those who accurately perceived that no use was the peer norm, 13% compared to 4% users, respectively. Those students with a highly distorted perception of the norm—thinking tobacco or nicotine use of peers was typically weekly or daily—were more than 4 times more likely to use tobacco or nicotine themselves compared to the accurate perceiver of the norm, 18% compared to 4%.

The same patterns of positive norms, substantial misperceptions, and higher risks of personal use associated with the misperceptions of peer substance use are found in the data for alcohol use (see Q7.b, Q9, Q13.a, and Q13.b), **for marijuana use** (see Q7.c, Q10, Q14.a, and Q14.b), **and for use of pills not provided by a doctor, nurse or parent/guardian** (see Q7.e, Q11, Q15.a, and Q15.b).

Further evidence of substantial misperceptions about peer substance use comes from the questions on the survey regarding personal use of substances in the past 30 days (Q16-19) and students' estimates of what percentage of their peers had used each of the four forms of substance use investigated in the survey (Q20-23). For example, only 9% of students in the sample had used marijuana in the last 30 days, 91% had not (Q18). In contrast, students, on average, estimated that 37% or peers had used this substance in the last 30 days (Q22), well above the actual 9%. An inflated percentage estimate, on average, existed in this school for each of the other three forms of substance use on their respective past 30-day measures as well.

In another set of questions, most students reported that their parents or guardians have rules prohibiting their use of substances. **Over 80% of students had rules prohibiting use for each substance examined in the survey** (tobacco/nicotine (Q24.a), alcohol (Q25.a), marijuana (Q26.a), or pills not prescribed or given by a doctor, nurse, or parent/guardian (Q27.a)). Even though the parental norm clearly indicated no use allowed for each substance, **over half of all students misperceived the parental norm for other students as being typically more lax or nonexistent for one or more of these substances** (Q24.b, Q25.b, Q26.b, and Q27.b). (Between 28-41% of students misperceived the parental norm in each instance.)

Finally, **most students—64%—agreed that if a friend their age was about to engage in any of the four forms of substance use described in the survey, it was right for them to try to talk with to discourage that person from doing so** (Q29.a). Again however, a large percentage—48%—mistakenly thought most other students would disagree about intervening as the right thing to do (Q29.b). In another question about intervening as an active bystander, the majority—**66%—agreed that if another student was being pressured by other students into some form of substance use, they should personally try to help that student get out of the situation** (Q30.a). So again, the actual norm among students was to support intervening, but **almost half (45%) mistakenly thought that the majority would choose to disagree with intervening** (Q30.b).

In short, the findings clearly suggest that an important prevention strategy for this school may be the implementation of a social norms campaign to inform students about the positive norms among their peers regarding avoidance of substance use. **The evidence in this survey reveals that misperceptions of the norms at this school are pervasive**, much like what has been found consistently in a wide range of secondary schools across the nation (see related research referenced below). Moreover, the findings support an association between misperceiving the norm and higher risk for substance use, again, like patterns found nationally. **Thus, a campaign may help students who are not using substances remain steadfast in their behavior and strengthen their resolve to intervene with peers by dispelling their misperceptions that substance use is normal and valued by most peers. Furthermore, a campaign challenging the misperceived norms among those who do use substances can lead them to reduce or eliminate their use if they learn that their behavior is not normal and valued by most other students.**

Positive Data-Based Norm Messages about Students Not Using Substances

The messages listed on the next two pages are based on the responses to specific questions in the survey as noted by the question numbers in brackets. The survey question data for the suggested messages are presented in frequency/percentage distributions and bar charts on the pages that follow this listing of messages. (The frequency/percentage distributions are also found in the Supplement for this Report.) The order of messages presented below is not intended to imply an exact order of delivery or posting is required. Items may be delivered in a campaign using a variety of communication methods available locally and sent in different sequences depending on local concerns and current conversations in the school and community. The campaign may be focused only certain particular substances, or a range of substances as reflected in the variety of messages that follow.

A suggested order for presenting types of messages is, nonetheless, presented here with a brief rationale: Start with some of the messages about norms for personal attitudes (message item #'s 7 - 11) and then begin to include the norm messages about personal behavior regarding nonuse of substances (message item #'s 12 - 19). There will likely be substantial disbelief and initial questioning of the results for both types of messages, given the pervasive misperceptions for each norm. However, messages about the actual normative attitudes may present less initial rejection in comparison with messages about personal behavior. This is because high-risk use, though not normative, is particularly vivid when observed, is therefore recalled easily, and is talked about frequently among peers, so that these concrete images and experiences may be more resolutely inflated in students' perceptions. Thus, by beginning with what are actual normative attitudes, students may be slightly less likely to dismiss them without consideration. Then, having been shown what are the true attitudes of most students, it may be easier for students to consider that their dramatic misperceptions about peer use could be at least somewhat off the mark. Finally, normative messages about parental rules (message item #'s 24 - 27) and normative support for bystander engagement in prevention (message item #'s 28 - 30) can be added to the mix of campaign messages to reinforce the primary findings about nonuse of substances being the norm. Likewise, other messages might be formulated from the survey data regarding reasons students give for not using and ways students commonly avoid substance use (not provided in this listing) and disseminated for the same supporting effect.

Example Positive Norm Messages

IMPORTANT: For message credibility, the source information should accompany the message in the communication. For example, it could say:

"Source: Results are based on a Spring 2023 anonymous survey of 397 **[SCHOOL NAME] MIDDLE SCHOOL** students in grades 6-8 with 86% of students responding."

1. **9 out of 10 [SCHOOL NAME] MIDDLE SCHOOL** students **(92%) disapprove of** middle school students using tobacco/nicotine products.   [Q7.a]

2. **9 out of 10 [SCHOOL NAME] MIDDLE SCHOOL** students **(91%) disapprove of** middle school students drinking beer or other alcohol.   [Q7.b]

3. **9 out of 10 [SCHOOL NAME] MIDDLE SCHOOL** students **(92%) disapprove of** middle school students smoking/vaping marijuana or eating it in some form.   [Q7.c]

4. **MOST [SCHOOL NAME] MIDDLE SCHOOL** students **(95%) disapprove** of middle school students pressuring other students to drink alcohol or use other substances.   [Q7.d]

5. **More than 9 out of 10 [SCHOOL NAME] MIDDLE SCHOOL** students **(94%) disapprove** of middle school students taking pills NOT prescribed or given by their doctor, nurse, or parent/guardian.   [Q7.e]

6. **95%** of **[SCHOOL NAME] MIDDLE SCHOOL** students **disapprove** of middle school students sharing their pills with other students.   [Q7.f]

7. **3 out of 4 [SCHOOL NAME] MIDDLE SCHOOL** students **(78%)** think using tobacco/nicotine in any form (smoking, vaping/e-cigarettes, cigars, chew, etc.) is NEVER a good thing to do.   [Q8.a]

8. **79% [SCHOOL NAME] MIDDLE SCHOOL** students think that drinking alcohol is NEVER a good thing for students their age.   [Q9.a]

9. **79% [SCHOOL NAME] MIDDLE SCHOOL** students think that smoking/vaping marijuana or eating marijuana in some form (edibles such as candy, cookie, chocolate bar, etc.) is NEVER a good thing to do.   [Q10.a]

10. **9 out of 10 [SCHOOL NAME] MIDDLE SCHOOL** students (92%) say students should only take pills prescribed or given by a doctor, nurse, or parent/guardian. [Q11.a]

11. **MOST [SCHOOL NAME] MIDDLE SCHOOL** students–**90%**–**NEVER** use tobacco or

nicotine products cigarettes, vapes/e-cigarettes, cigars, or chew).   [Q12.a]

12. **MOST [SCHOOL NAME] MIDDLE SCHOOL** students–**87%**–**NEVER** drink alcohol (not counting just a few sips in a family or religious gathering).   [Q13.a]

13. **MOST [SCHOOL NAME] MIDDLE SCHOOL** students–**91%**–**NEVER** smoke or vape marijuana or eat it in treats.   [Q14.a]

14. **95%** of **[SCHOOL NAME] MIDDLE SCHOOL** students **NEVER** use any kind of pill that is not prescribed or given by their doctor, nurse, or parent/guardian.   [Q15.a]

15. Just the facts: When **[SCHOOL NAME] MIDDLE SCHOOL** students were asked about their last 30 days in a Spring 2023 anonymous survey, the **LARGE MAJORITY**–

…had NOT used tobacco or nicotine products	**(94%)**	[Q16]
…had NOT consumed alcohol	**(90%)**	[Q17]
…had NOT used marijuana	**(91%)**	[Q18]
…had NOT taken a pill that was NOT prescribed or given to them by their doctor, nurse, or parent/guardian	**(95%)**	[Q19]

16. **88%** of **[SCHOOL NAME] MIDDLE SCHOOL** students say their parents or guardians have set rules **NOT** allowing them to use tobacco or nicotine in any form in any form. [Q24.a]

17. **4 out of 5 [SCHOOL NAME] MIDDLE SCHOOL** students (81%) say their parents or guardians
NEVER allow them to consume alcohol.   [Q25.a]

18. **87%** of **[SCHOOL NAME] MIDDLE SCHOOL** students say their parents or guardians have set rules **NOT** allowing them to smoke, vape, or eat marijuana in any form.   [Q26.a]

19. **87%** of **[SCHOOL NAME] MIDDLE SCHOOL** students say their parents or guardians do NOT allow them to take any kind of pill that is not prescribed or given to them by a doctor, nurse, or their parent/guardian.   [Q27.a]

20. **7 out of 10 [SCHOOL NAME] MIDDLE SCHOOL** students–**70%**–think students should tell a principal, teacher, or counselor if they saw other students sharing pills.
[Q28.a & Q28.b combined]

21. **64%** of **[SCHOOL NAME] MIDDLE SCHOOL** students agree or strongly agree that if a friend their age was about to drink alcohol, use tobacco/nicotine or marijuana, or take a pill not prescribed or given by a doctor, nurse, or parent/guardian, it is right for them to try to talk with and discourage that person from doing so.   [Q29.a]

22. Almost **two-thirds** of **[SCHOOL NAME] MIDDLE SCHOOL** students —**66%**— agree or strongly agree that if a student their age was being pressured by other students to drink alcohol, use tobacco/nicotine or marijuana, or take a pill not prescribed or given by a doctor, nurse, or parent/guardian, they should try to help that student get out of the situation if they can.   [Q30.a]

Supplemental Data-Based Messages about Students

       The messages on the following page are based on the responses to the first two questions in the survey. Questions 1 - 5 asked about how important various general activities are for the respondent and Question 6 asked about what things the student does when feeling down or stressed to get through it. Information from these questions can supplement the messages about substance use. It may help attract more readers and give them a larger picture of their student peers, which, in turn, may ultimately bring more attention to the substance use messages and give students the sense that all the data being presented are more credible and newsworthy.

       The specific question item for each of the following suggested messages that follow is noted in brackets along with the message. The frequency/percentage distribution data associated with the message can be found in the Supplement for this Report. This list of messages is ordered simply by question number in the actual survey. The order of messages here is not intended to be the necessary order for delivery or posting. Items may be delivered as single messages or multiple messages along with social norms messages about substance use in various types of postings.

Supplementary Message Examples Based on Questions 1 and 2

IMPORTANT: For message credibility, the source information should accompany the message in the communication. For example, it could say:

   "Source: Results are based on a Spring 2023 anonymous survey of 397 **[SCHOOL NAME] MIDDLE SCHOOL** students in grades 6-8 with 86% of students responding."

1. **9 out of 10 [SCHOOL NAME] MIDDLE SCHOOL** students **(92%)** think volunteering in the community is at least "somewhat important" with the majority–**55%**– saying it is "important" or "very important."   [Q5.a]

2. **Almost Half of [SCHOOL NAME] MIDDLE SCHOOL** students **(46%)** think it is "important" or "very important" to make friends with people different from oneself. [Q5.b]

3. **95% of [SCHOOL NAME] MIDDLE SCHOOL** students think it is "important" or "very important" to take their schoolwork seriously.   [Q5.e]

4. **Almost 4 out of 5 [SCHOOL NAME] MIDDLE SCHOOL** students **(79%)** think it is "important" or "very important" to be physically active.   [Q5.f]

5. **78% of [SCHOOL NAME] MIDDLE SCHOOL** students **(94%)** say it is "important" or "very important" to eat a healthy diet including fruits and vegetables.   [Q5.g]

6. **6 out of 10 [SCHOOL NAME] MIDDLE SCHOOL** students say they talk to someone they trust when feeling stressed or down.   [Q6.c]

7. **Two-thirds** of **[SCHOOL NAME] MIDDLE SCHOOL** students **(68%)** relax or take a break when feeling down or stressed to get through it.   [Q6.d]

8. **4 out of 5 [SCHOOL NAME] MIDDLE SCHOOL** students **(80%) listen to or make music when feeling stressed or down to get through it.   [**Q6.g]

9. **40% of [SCHOOL NAME] MIDDLE SCHOOL** students say when they are feeling stressed or down that they read, write, draw, or make art to get through it.   [Q6.h and Q6.i combined]

Potential Uses for Survey Questions in a Social Norms Intervention				
Question#_TopicName	**Assess sample reliability**	**Determine actual positive norms about substance use for message development and to assess impact with the evaluation survey**	**Reveal misperceptions of norms for program justification and to assess impact with the evaluation survey**	**Other information about students use for messaging to attract student attention**
Q1_HowDoYouSpendTime				
Q1.a_SpendTimeSports				X
Q1.b_SpendTimeTV				X
Q1.c_SpendTimeVideoGames				X
Q1.d_SpendTimeFamily				X
Q1.e_SpendTimeMusic				X
Q1.f_SpendTimeRead				X
Q1.g_SpendTimeFriends				X
Q2_DoMostOftenWithFriends				
Q2.a_FriendsSports				X
Q2.b_FriendsTV				X
Q2.c_FriendsVideoGames				X
Q2.d_FriendsMusic				X
Q2.e_FriendsShopping				X
Q3_WhatDoYouLikeMore				
Q3.a_LikeMoreFood				X
Q3.b_LikeMoreMusic				X
Q3.c_LikeMoreDestination				X
Q3.d_LkeMoreRead				X
Q3.e_LikeMoreSports				X
Q3.f_LikeMoreSeasons				X

Question#_TopicName	Assess sample reliability	Determine actual positive norms about substance use for message development and to assess impact with the evaluation survey	Reveal misperceptions of norms for program justification and to assess impact with the evaluation survey	Other information about students use for messaging to attract student attention
Q3.g_LikeMoreGenre				X
Q4_HowImportantPhaseofLife				
Q4.a_ImportantGrades				X
Q4.b_ImportantExtracurricular				X
Q4.c_ImportantPlanning				X
Q4.d_ImportantHealthy				X
Q4.e_ImportantRelationships				X
Q5_HowImportant				
Q5.a_HowImportantVolunteer				X
Q5.b_HowImportantMakeFriends				X
Q5.c_HowImportantHelpFriend				X
Q5.d_HowImportantHelp				X
Q5.e_HowImportantSchoolwork				X
Q5.f_HowImportantActive				X
Q5.g_HowImportantEatHealthy				X
Q6_WhatYouDoWhenFeelDownStress				
Q6.a_Exercise				X
Q6.b_Prayer				X
Q6.c_TalkTrust				X
Q6.d_RelaxTakeBreak				X
Q6.e_MeditationYoga				X
Q6.f_HangWithFamilyFriends				X
Q6.g_ListenMakeMusic				X
Q6.h_ReadWrite				X
Q6.i_MakeArtDraw				X
Q6.j_Gaming				X
Q6.k_SocialMedia				X
Q7_ApproveOrDisapprove				
Q7.a_TobaccoNicotineDisapproval		X		
Q7.b_DrinkingAlcoholDisapproval		X		
Q7.c_MarijuanaDisapproval		X		

Question#_TopicName	Assess sample reliability	Determine actual positive norms about substance use for message development and to assess impact with the evaluation survey	Reveal misperceptions of norms for program justification and to assess impact with the evaluation survey	Other information about students use for messaging to attract student attention
Q7.d_DisapprovePressuringOthersToDrink		X		
Q7.e_DisapproveUsingOthersPills		X		
Q7.f_DisapproveSharingPills		X		
Q7.g_DisapproveDrivingUnderInfluence		X		
Q8_YourAttitudesAndOtherStudentsAttitudes				
Q8.a_YourTobaccoAttitude		X		
Q8.b_StudentTobaccoAttitude			X	
Q9.a_YourAlcoholAttitude		X		
Q9.b_StudentAlcoholAttitude			X	
Q10.a_YourMarijuanaAttitude		X		
Q10.b_StudentMarijuanaAttitude			X	
Q11.a_YourPillAttitude		X		
Q11.b_StudentPillAttitude			X	
Q12_StudentUseofSubstances				
Q12.a_YourTobaccoUseFrequency		X		
Q12.b_StudentsTobaccoUseFrequency			X	
Q13.a_YourAlcoholUseFrequency		X		
Q13.b_ StudentsAlcoholUseFrequency			X	
Q14.a_YourMarijuanaUseFrequency		X		
Q14.b_ StudentsMarijuanaUseFrequency			X	
Q15.a_YourPillUseFrequency		X		
Q15.b_ StudentsPillUseFrequency			X	
Q16_YourTobaccoUsePast30Days		X		
Q17_YourAlcoholUsePast30Days		X		
Q18_YourMarijuanaUsePast30Days		X		
Q19_YourSharedPillUsePast30Days		X		
Q20_PercentTobaccoUsePast30Days			X	
Q21_PercentAlcoholUsePast30Days			X	
Q22_PercentMarijUsePast30Days			X	
Q23_PercentPillUsePast30Days			X	
Q24.a_YourParentRulesTobaccoUse		X		

Question#_TopicName	Assess sample reliability	Determine actual positive norms about substance use for message development and to assess impact with the evaluation survey	Reveal misperceptions of norms for program justification and to assess impact with the evaluation survey	Other information about students use for messaging to attract student attention
Q24.b_OtherParentsRulesTobaccoUse			X	
Q25.a_YourParentRulesAlcoholUse		X		
Q25.b_OthersParentRulesAlcoholUse			X	
Q26.a_YourParentRulesMarijuanaUse		X		
Q26.b_OtherParentsRulesMarijuanaUse			X	
Q27.a_YourParentRulesPillUse		X		
Q27.b_OtherParentsRulesPillUse			X	
Q28_WhoShouldStudentsTellIfSawPills				
Q28.a_TellPrincipal		X		
Q28.b_TellTeacherCounselor		X		
Q28.c_TellHallMonitor		X		
Q28.d_TellFriend		X		
Q28.e_TellPoliceOfficer		X		
Q28.f_TellParent		X		
Q28.g_NotTellAnyone		X		
Q28_OtherStudentsWouldSayIfSawPills				
Q28.a_TellPrincipal			X	
Q28.b_TellTeacherCounselor			X	
Q28.c_TellHallMonitor			X	
Q28.d_TellFriend			X	
Q28.e_TellPoliceOfficer			X	
Q28.f_TellParent			X	
Q28.g_NotTellAnyone			X	
Q29.a_IShouldDiscourageFriendDrugUse		X		
Q29.b_OthersWouldDiscourageFriendDrugUse			X	
Q30.a_IShouldHelpPressuredFriend		X		
Q30.b_OthersWouldSayHelpPressuredFriend			X	
Q31_HowYouAvoidTobaccoNicotineUse				
Q31.a_IDoNotGoWhereStudentsSmoke		X		
Q31.b_ILeavePlacesStudentsSmoke		X		
Q31.c_IAvoidStudentsWhoSmoke		X		

Question#_TopicName	Assess sample reliability	Determine actual positive norms about substance use for message development and to assess impact with the evaluation survey	Reveal misperceptions of norms for program justification and to assess impact with the evaluation survey	Other information about students use for messaging to attract student attention
Q31.d_IHangOutWithNonsmokers		X		
Q31.e_ITellStudentsIDoNotWantToSmoke		X		
Q31.f_OtherWays		X		
Q32_HowYouAvoidDrinkingAlcohol				
Q32.a_IDoNotGoWhereStudentsDrink		X		
Q32.b_ILeavePlacesWhereStudentsDrink		X		
Q32.c_IHangOutWithNondrinkers		X		
Q32.d_ITellStudentsIDoNotWantToDrink		X		
Q32.e_IDrinkNonalcoholicDrinks		X		
Q32.f_OtherWays		X		
Q33_HowDoYouAvoidMarijuanaUse				
Q33.a_IDoNotGoWhereMarijuanaIsUsed		X		
Q33.b_ILeavePlacesWhereMarijuanaIsUsed		X		
Q33.c_IAvoidStudentsWhoUseMarijuana		X		
Q33.d_IHangOutWithNonusersOfMarijuana		X		
Q33.e_ITellStudentsIDoNotWantToUse		X		
Q33.f_OtherWays		X		
Q34_WhyChooseToNotUseTobaccoNicotine				
Q34.a_DoNotLikeTasteOrSmell		X		
Q34.b_WorryHowItWillMakeMeFeel		X		
Q34.c_WantToDoWellInSports		X		
Q34.d_MostFriendsAvoidTobaccoNicotine		X		
Q34.e_PromisedFamilyWouldNotUse		X		
Q34.f_DoNotWantToGetInTrouble		X		
Q34.g_DoNotLikeToMakeUnhealthyChoices		X		
Q34.h_WantToBeRoleModelForFriends		X		
Q34.i_OtherReasons		X		
Q35_WhyChooseNotToDrink				
Q35.a_DoNotLikeTasteOrSmell		X		
Q35.b_WorryHowItWillMakeMeFeel		X		
Q35.c_WantToDoWellInSports		X		

Question#_TopicName	Assess sample reliability	Determine actual positive norms about substance use for message development and to assess impact with the evaluation survey	Reveal misperceptions of norms for program justification and to assess impact with the evaluation survey	Other information about students use for messaging to attract student attention
Q35.d_MostFriendsAvoidDrinkingAlcohol		X		
Q35.e_PromisedFamilyWouldNotDrink		X		
Q35.f_DoNotWantToGetInTrouble		X		
Q35.g_DoNotLikeToMakeUnhealthyChoices		X		
Q35.h_WantToBeRoleModelForFriends		X		
Q35.i_OtherReasons		X		
Q36_WhyChooseNotToUseMarijuana				
Q36.a_WorryHowItWillMakeMeFeel		X		
Q36.b_WantToDoWellInSports		X		
Q36.c_MostFriendsAvoidUsingMarijuana		X		
Q36.d_PromisedFamilyWouldNotUse		X		
Q36.e_DoNotWantToGetInTrouble		X		
Q36.f_DoNotLikeToMakeUnhealthyChoices		X		
Q36.g_WantToBeRoleModelForFriends		X		
Q36.h_OtherReasons		X		
Q37_WhyNonuseOfPillsNotPrescribed				
Q37.a_WorryHowPillsWillMakeMeFeel		X		
Q37.b_DoNotWantToGetSickOrHurt		X		
Q37.c_MostFriendsAvoidNonprescribedPills		X		
Q37.d_PromisedFamilyWouldNotUse		X		
Q37.e_DoNotWantToGetInTrouble		X		
Q37.f_DoNotLikeToMakeUnhealthyChoices		X		
Q37.g_WantToBeRoleModelForFriends		X		
Q37.h_OtherReasons		X		
Q38_Grade	X			
Q39_Gender	X			
Q40_Ethnicity	X			
Q41_Race	X			
Q41.a_RaceWhite	X			
Q41.b_RaceBlackAfricanAmerican	X			
Q41.c_RaceAsianAmericanPacificIslander	X			

Question#_TopicName	Assess sample reliability	Determine actual positive norms about substance use for message development and to assess impact with the evaluation survey	Reveal misperceptions of norms for program justification and to assess impact with the evaluation survey	Other information about students use for messaging to attract student attention
Q41.d_RaceAmericanIndianAlaskaNative	X			
Q41.e_RaceOther	X			
Q42_Grades	X			
Q43_FreeSchoolLunch	X			