Published in final edited form as:

J Soc Work Pract Addict. 2004 September 1; 4(3): 47–63. doi:10.1300/J160v04n03_04.

An Ecological Assessment of Drug-Related Problem Situations for American Indian Adolescents of the Southwest

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Abstract

This study examined difficult situations related to drug and alcohol use as identified by American Indian youth in the South-west. Sixty-two contextually based items were developed from focus group data, and were administered to 71 American Indian youth. The items measured the frequency in which youth experienced specific drug-related situations, as well as the perceived difficulty in resisting drug use offers in those situations. The results indicated that the most frequent and difficult drug and alcohol situations occurred primarily with friends or cousins at their homes or after school. Implications for culturally specific assessment, prevention, and treatment are discussed.

Keywords

American Indian; youth; drugs and alcohol use; survey; prevention

INTRODUCTION

Historically, substance abuse prevention programs have been developed for and evaluated with predominantly White, middle-class youth (e.g., Botvin, Baker, Dusenbury, Botvin, & Diaz, 1995; Johnson et al., 1990; MacKinnon et al., 1991). While this literature has identified efficacious and/or promising approaches to substance abuse prevention for youth, it maintains a narrow focus on predominantly individually based drug resistance strategies (e.g., problem-solving approaches, resistance skills training) that do not take into consideration the unique cultural contexts of the various young people living in the United States today. Questions such as in what ways does culture shape drug use and resistances to its use, and how does the ecological context of substance use by young people impact their drug use and resistance remain to be answered.

The purpose of this paper is twofold. First, it examines the unique cultural contexts of drug use and resistance to its use by American Indian youth in the Southwest United States, and

explores how the ecosystemic framework (Waller, 2001) of family, school, and community influences the use of substance by these young people. Second, this study describes the initial development of a survey to assess the unique contextual use of substances by American Indian youth that focuses on “difficult situations” related to drug offers and drug use within the family, school, and community.

LITERATURE REVIEW

Drug Use Patterns of American Indian Youth

Research on drug use by American Indians demonstrates that there is substantial drug involvement, even among young children. For example, Mail (1995) found that one-third of all American Indian children has tried alcohol by age 11. Furthermore, 20% of American Indian adolescents have been found to use one or more drugs several times a week (Beauvais, 1996). The amount of drug and alcohol use by this population has been linked to academic failure and delinquency, and subsequent problems of unemployment and violent crimes (see Moncher et al., 1990, for review).

Novins and Mitchell (1998) found that 40% of American Indian adolescents representing multiple tribes used marijuana at least once a month. Moreover, they found that more boys than girls report high frequency use of marijuana, and that high-frequency use by both boys and girls is related to use of other substances such as alcohol and cocaine. In addition, they found that the use of marijuana by boys increased more steeply during adolescence than girls’ use. The use of tobacco among American Indian youth was found by Moncher, Holden, and Trimble (1990) to be “normative and pervasive” (p. 412).

Studies have found that cultural values of young American Indians influence their use of substances and impact the patterns of use. For example, Plains Indian adolescents have been shown to view alcohol use as being problematic only when it begins to conflict with the cultural values of courage, modesty, humor, generosity, and family honor, which are in turn linked to distinct expectations for boys, but not for girls (O’Neill & Mitchell, 1996). The community also plays an important role with American Indian youth on reservations having higher documented rates of using drugs than American Indian youth not living on reservations (Beauvais, 1992a). Edwards, Seaman, Drews, and Edwards (1995) suggest that communities can be more effective at preventing and treating alcoholism when these efforts reflect the value of shared responsibility and working as a connected whole.

Context of Drug Use by American Indian Youth

Familial Influences—Family members play crucial roles in either encouraging or discouraging drug and alcohol use. Family members have been shown to encourage youth to not use drugs and alcohol in several ways. First, they can communicate to the youth the value of not using, or serve as an example of the negative consequences of using. Adolescents who abstain from smoking have reported that they do not want to disappoint family members, and that they do not want to be like those family members who smoke (Kegler et al., 1999). For adolescent girls who do not use alcohol, their nonuse has been predicted by family sanctions against alcohol use (Bates, Beauvais, & Trimble, 1997). Even after drug addiction develops, family members play an important role in obtaining help. Watts and Gutierrez (1997) found that many American Indians in treatment for alcohol or drug addiction reported that family members, especially older and respected family and community members, helped them confront their problem and get help.

Conversely, family members may also be instrumental in promoting youths’ substance use. In these instances, family members either fail to provide a stable and caring environment,

model irresponsible drug, alcohol, and cigarette use, or actively support drug and alcohol use by providing youth with substances. For example, low family connectedness has been associated with substance use before and during school hours, as well as with the purchase of alcohol or drugs at school (Machamer & Gruber, 1998). Drug use has also been related to low family caring, weak family sanctions against drugs, and an absent paternal figure (Beauvais, 1992b). Regarding tobacco use, Kegler et al. (1999) found that adolescents indicate family modeling of cigarette use as a factor in why they chose to smoke. Moncher et al. (1990) found that in a group of American Indian youth in the Western U.S., 16% had been given tobacco by their parents or primary caregiver, 17% by their siblings, and 23% by other relatives and family friends. Lastly, Kegler et al. (1999) found that youth who smoked explained their behavior by saying that cousins and older siblings offered them cigarettes.

While parents and other adult family members have been shown to encourage drug use among American Indian youth, it is worth noting that adult family members can also be role models for moderation or responsible use of substances. For example, the use of substances frequently occurs within tribal ceremonies. In these situations, youth learn to distinguish between culturally appropriate and context specific use of substances by adults and irresponsible drug use or abuse (A. Rayle, personal communication, February 5, 2004). In other words, through vicarious learning, American Indian youth may learn the role that substances play within their culture, which may promote responsible use of substances as they mature.

Peer Influences—Peers are another important influence for adolescents. Beauvais (1992c), for example, found a positive correlation between the drug use of American Indian youth and the drug use of their peers. In addition to actual use, peer attitudes appear to affect adolescents. Peer permissiveness towards alcohol use has been found to predict alcohol involvement (Bates et al., 1997), as well as the use of other substances (Sellers, Winfree, & Griffiths, 1993). Kegler et al. (1999) found that peers actively encouraged tobacco use and coerced American Indian adolescents into using cigarettes.

The aspect of peer influence can become particularly complex since many American Indian youth have been found to attend school with their siblings and cousins (Hurdle, Okamoto, & Miles, 2003). Since in such cases drug use is often being supported across systems (e.g., the family, school, and reservation community), peer influences and family influences may interact resulting in increased pressures to use drugs (Waller, Okamoto, Miles, & Hurdle, 2003). This study examines this unique cultural phenomenon by focusing on difficult situations involving the offer of alcohol or drugs by friends, cousins, and siblings in a variety of contexts.

METHODOLOGY

Surveys Developed for American Indians

Many researchers have recognized the limitations inherent in using measures developed for use with majority White population with American Indian participants. Doyle (2001) states, “Minority cultures are different enough from the dominant culture that meanings [on these measures] become noncomparable and contexts [become] nonequivalent. There may be profound differences in how respondents interpret survey questions, in how they filter and express their opinions, and in what their opinions really mean” (p. 513). Similarly, Allen (1998) states, “Recent research, using a variety of methodological approaches, questions the conceptual equivalence of many standardized assessment instruments with American Indian and Alaska Native people” (p. 37). These authors point out the need for survey instruments designed to reflect the unique aspects of American Indian lives, and many researchers have responded to these and other calls for more responsive research.

Some research has attempted to modify standardized instruments to be more sensitive to unique aspects of American Indian culture. For example, Bad Heart Bull, Kvigne, Leonardson, Lacina, and Welly (1999) adapted a questionnaire related to alcohol consumption during pregnancy by eliminating words used differently in White and Indian populations (e.g., “getting high”). Roberts, Harper, Caldwell, and Decora (2003) adapted a lifestyle inventory survey to use with Lakota women. Following the administration of the survey, the women formed focus groups to discuss the inventory items, and the researchers used both the survey data and the focus groups to understand the women’s responses. Gupchup et al. (2001) adapted a generalized health questionnaire for Pueblo Indians. They first conducted focus groups to discuss the original questionnaire items, and then used that feedback to modify the items. After testing the revised questionnaire with a group of American Indians, the revised version was found to be both reliable and valid.

A first step in understanding the role of American Indian youth competencies is the development of taxonomy of *difficult situations*. The situational or environmental context is considered important because situations can contain subtle and complex factors that elicit poor performance (Goldfried & D’Zurilla, 1969; MacNeil & LeCroy, 1997). While the situations themselves may contain critical information needed to understand how to develop competent responses, taxonomy may also be useful. The two types of potential taxonomies that can be helpful are (1) the *frequency* that problem situations are encountered and (2) the *difficulty* of problem situations. An assessment of these factors can have strong implications for substance abuse prevention programs in both school and community.

Procedure

The first step in the development of the survey was to identify a large, representative pool of common problem situations related to substance use that were both relevant and difficult for American Indian youth. Focus was given to specific situations that these youth needed to respond to in order to be considered “competent” (Goldfried & D’Zurilla, 1969). Ten gender-specific focus groups ($N = 32$) were conducted with American Indian youth in 3 public middle schools to establish culturally relevant substance use situations and contexts. Participants shared their experiences related to questions such as “Have you ever been offered cigarettes, drugs, or alcohol, and if so, what did you do?” and “Where do kids go to use alcohol or drugs?” (See Okamoto, Hurdle, & Marsiglia, 2001; Hurdle et al., 2003; Waller et al., 2003, for a more in-depth description of the focus group procedure.) Transcripts from all of the groups were coded by the authors to identify contextual themes that would provide realistic, culturally grounded “settings” for survey items. Attention was given to imbedding much of the students’ phrasing within the sample items so that other students would recognize voices much like their own. A total of 173 items were generated from the focus group transcripts.

The second step in the survey development process was to reduce the total number of situations and to establish measures for frequency and difficulty of these situations. Situations were sorted and reviewed so that redundant items were eliminated and similar situations were combined. This process produced a final list of 62 problem situations (see Table 1 for a full list of problem situations). Five-point Likert scales were developed so that students could rate the lifetime frequency (1 = “never” to 5 = “more than 10 times”) and difficulty (1 = “very easy” to 5 = “very difficult”) of the situation.

Participants

The 62-item inventory was administered to a sample of 71 American Indian youth within 3 public middle schools in the Southwest. Two of these schools were different than those included in the focus group phase, and only one student in the sample participated in both

phases of the research. Sixty-three percent of the participants were female; their mean age was 14 years. In terms of grade levels, 46% of the participants were in the 7th grade, 38% were in the 8th grade, and 16% were in the 9th grade. Seventy-three percent of the participants qualified for either free or reduced cost lunch. The tribes most represented in the sample were Pima (25%) and Navajo (11%). Thirty-three percent of the sample identified an affiliation with more than two tribes. A majority of the sample (78%) indicated that they lived on a reservation.

RESULTS

Situational Analysis

Table 2 outlines the top 10 most frequently experienced situations, ranked by mean response. The most commonly used substances in these situations are marijuana (7 situations) and alcohol (2 situations). All situations involved either cousins (4 situations) or friends (6 situations). Three of the situations occurred at the homes of either a cousin or a friend, two situations occurred after school, and one situation occurred at a party.

Table 3 outlines the top 10 most difficult situations, ranked by mean response. The most commonly used substances in these situations are alcohol (6 situations) and marijuana (4 situations). Most of the situations involved friends (7 situations), with two of these reflecting dating situations. Three of the situations take place at a friend's house, one at school, and one at a party.

Table 4 outlines the 10 situations that ranked highest on both frequency and difficulty, based on the mean sum of frequency and difficulty scores. The most commonly used substances in these situations are marijuana (7 situations) and alcohol (3 situations). Most of the situations involved either friends (6 situations) or cousins (4 situations). Four of the situations occurred at the homes of either a cousin or a friend, and three occurred after school.

Contextual Analysis

Analysis of the problem situations revealed that fell into four natural groupings: (1) situations with peers, (2) cousins, (3) parents, and (4) adult family members. Cronbach's alphas were calculated for items within each of these groupings based on the difficulty score, with values of .98 for peer items, .95 for cousin items, .90 for parent items, and .83 for adult family member items. Mean difficulty scores were calculated for each subscale, and comparisons were made between each of these subscales. The difficulty of refusing a peer ($M = 2.02$, $SD = 1.01$) was found to be significantly higher than that of refusing a parent ($M = 1.81$, $SD = 1.03$), $t(69) = 4.00$, $p < .001$. The difficulty of refusing a cousin ($M = 1.99$, $SD = .990$) was also found to be significantly higher than that of refusing a parent ($M = 1.81$, $SD = 1.03$), $t(69) = -2.33$, $p < .05$.

DISCUSSION

Using an ecological model of assessment, this study sought to better understand problematic substance use situations faced by American Indian youth on the reservation, in school, and in the community. The subjects in this study indicated that drug and alcohol use occurred primarily with friends or cousins at their houses or after school. Many of the situations that were considered to be experienced "most frequently" and the "most difficult" to handle were those where traditional indirect means to avoid drug use (e.g., walking away, changing the topic away from drugs, etc.) were not an option. Okamoto et al. (2001) suggest that indirect methods to avoid drug use are preferred by American Indian youth over direct, more confrontational methods (e.g., saying "no"). The findings from this study further support the difficulty that these youth may have in dealing with overt peer pressure related to drug use.

The high alpha scores for items related to peers, cousins, parents, and other adult family members suggests that substance use for American Indian youth may have more to do with *whom* the substances are used, and less to do with the types of substances used or where they are being used. Indeed, participants indicated that refusing drug offers from peers or cousins were more difficult for them than refusing drug offers from parents. Coupled with the high frequency of drug use situations involving peers and cousins, these findings emphasize the importance of culturally relevant substance abuse prevention programs in the school and the community in order to improve American Indian youths social competency in these settings.

Finally, examining the most frequently experienced and difficult situations related to substance use by American Indian youth provides a framework for designing culturally specific assessment tools and prevention curricula. In terms of assessment, this study developed contextually based items through an organic process, that is, from the actual experiences of the youth. Subsequently, the items possess social validity, since the youth themselves identified the situations as being problematic. In effect, this tool has the potential to accurately evaluate levels of both risk and resilience for these youth in various contexts. In terms of curriculum development, the items provide a framework to teach the skills and competencies needed by American Indian youth in order to successfully handle difficult situations. For example, what are the skills needed to resist drug offers from friends after school? What skills are needed to resist the use of drugs that are introduced at a friend's house? Too often, substance abuse programs have focused on dominant culture characteristics (e.g., "universal messages") deemed important to youth rather than on empirically derived contextual situations. This study provides a foundation in which to build effective drug and alcohol prevention programs for American Indian youth.

Limitations of the Study

There were several limitations of this study. First, the relatively small sample size prevented the ability to conduct statistical analyses typically related to test development and validation. Exploratory factor analysis, for example, requires a much larger sample than that which was collected for the present study. This, methodological constraint prevented the development of valid subscales of the survey and the ability to conduct meaningful subscale analyses of the data. Second, the findings from this study are limited in their generalizability to American Indian populations of the South west. The culturally based strategies identified in this article should be evaluated for their applicability to other tribes and indigenous peoples in other regions or states.

IMPLICATIONS FOR SOCIAL WORK PRACTICE

The survey has implications for social work practice in both school and clinical settings. In both of these settings, the survey could be used to assess the types of substances, locations, and/or relationships that appear to promote or limit substance abuse for American Indian youth. In turn, this information could be used to construct appropriate interventions. For example, in the school setting, group psychoeducation and substance use resistance skills training could be used incorporating the most frequently cited substances, locations, and individuals. Role plays and performance feedback based on the most commonly experienced situations could be used to develop competencies to resist drugs and alcohol use. These types of techniques would make the group intervention much more relevant for American Indian youth compared to generic substance abuse prevention programs. In the clinical setting, information from the survey may help focus the intervention, as well as point to specific individuals that support or hinder drug use by the client. Using this information, the clinician might help the client to build positive relationships, while helping him or her cope with negative ones.

CONCLUSIONS

Despite its limitations, this study contributes to the Native-specific substance abuse literature by examining difficult drug use situations in the context of the reservation, school, and community. The findings provide a first step in developing a culturally grounded assessment tool for American Indian adolescents, and have implications for culturally specific drug prevention and intervention programs for this population. Future research might focus on item refinement and development in order to establish the psychometric properties of the tool, as well as the development of culturally specific drug resistance skills. An examination of the unique influences of cousins versus friends on drug use behavior also would help to inform culturally specific assessment, prevention, and treatment approaches.

Acknowledgments

This project was supported by the College of Public Programs, Arizona State University, and by the National Institutes of Health/National Institute on Drug Abuse (R-24DA 13937-01).

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TABLE 1

List of Problem Situations

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- 1 You and your friends run into some older kids who are drinking. They offer you a bottle of liquor.
 - 2 School has just gotten out and some of your friends say they are going to the park to “have fun.” Once you’re all there, one of them offers you some hard drugs.
 - 3 Your friend keeps bragging about drinking, especially about how much. Walking down the road after school, your friend offers to share a bottle of liquor.
 - 4 You are visiting some family members. They tease you about not being tough enough to make it in the world while they are handing you some liquor.
 - 5 At your cousin’s house, your aunt and uncle are drinking beer. They offer a bottle of beer to both you and your cousin.
 - 6 You start talking to a kid in your class you don’t know well, and after school the kid asks you if you want to stop by the park on the way home and smoke some marijuana.
 - 7 At your friend’s house, one of your friends takes out a joint of marijuana and asks you if you want to get high.
 - 8 You’re at a family gathering, and a bunch of your aunts, uncles, and cousins are playing a drinking game with beer. Several of your aunts and uncles invite you to play the game with them.
 - 9 While walking home from school with two of your cousins, one of them asks you if you’ve ever tried marijuana. Right then, the other cousin pulls out a joint, lights it up, and offers it to you.
 - 10 Some of your friends run with gangs, but you don’t want to get involved. After they’ve pressured you, you go with them into an abandoned house and they offer you liquor.
 - 11 Your friends decide to skip school all afternoon so they can drink beer. They pressure you to go with them.
 - 12 You are watching your little cousins because all of the adults are having a party and drinking. Some older cousins come over to you and your little cousins and ask you if you’d like to have some of the liquor.
 - 13 Your cousins have a really tough time at home and drink because their parents drink all the time. Because there is always beer around, your cousins are always asking you to drink too.
 - 14 All the cousins are together, and one of them passes a bottle of beer around the group.
 - 15 At a family celebration your cousin holds out some liquor to you and keeps telling you over and over, “Take a drink, c’mon, what are you scared of?”
 - 16 Your older brothers and sisters have parties at your house when your parents are gone, and their friends always offer you some of the beer they bring.
 - 17 A group of kids corner you at school, and they pressure you to drink beer with them.
 - 18 A family member uses hard drugs, and your friends want you to get some so everyone can try them out.
 - 19 Right after school, this friend you know and a group of their friends come up to you and ask if you will go out with them to the parking lot to smoke cigarettes.
 - 20 Your friend and you are at the corner store with this person you both know, who is trying to find someone who will buy you all a bottle of liquor.
 - 21 Your best friend always carries a pack of cigarettes in a backpack. One day, on the way to school, your friend offers you one.
 - 22 One of your parents just bought some cigarettes. Your friends come over and want you to open up a pack so everyone can have some.
 - 23 You go with some of your friends who ditch class and go to the corner store. When you get there, one of them has a fake ID and gets some liquor. When you are walking around the streets, the bottle is passed around and it comes to you.
 - 24 Your aunt and uncle have an extra pack of cigarettes and they offer it to you.
 - 25 One of your friends who looks older than everybody else offers to go to the convenience store and buy beer if you’ll share it afterward.
 - 26 You are at a party with some friends and an older guy comes over to your group. He offers you all some hard drugs.
 - 27 You’re with a group of your cousins, and you’re kicking back at your house. One of them pulls out some beer and says, “Want some?” Another cousin says, “Yeah, come on! Drinking is so cool.”
 - 28 After school you go to the Boys and Girls Club to play ball. A bunch of kids are hanging around the back smoking, and they ask you to join them and have a cigarette.
 - 29 A person in your neighborhood asks you if you’ll bring your friends over and have a party. You know there will be hard drugs.
 - 30 Your parent has been drinking and says “Help yourself to a beer.”
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- 31 All the cousins are together, and one of the older ones passes a joint of marijuana around the group, calling everyone names who doesn't want to take a hit.
- 32 The older kids in your family are always teasing you about being so young that you're not tough or cool. One day when you come home from school, several of them offer to share their cigarettes with you.
- 33 While you're with a group of friends, one of them pulls out a pack of cigarettes and says, "Want some?" Another friend says, "Smoking really makes you look cool."
- 34 It's late Friday night, and you're walking around with a group of your cousins. One of them pulls out a pack of cigarettes from their jacket pocket and passes it around.
- 35 You're over at your cousins' house, talking and stuff. One of your cousins rolls up a joint of marijuana and hands it to your other cousin, and says if you want, you can have a hit too.
- 36 You and some of your friends are at the mall when you see some kids from your school. They offer you some hard drugs.
- 37 It's lunchtime at school and you and your friends decide to walk out in the park rather than going to the cafeteria. You all walk behind the hill where no one can see you, and your friend hands you a bottle of liquor.
- 38 You're hanging out outside with these really cool kids, and then they pass around a bottle of liquor and everyone takes a drink.
- 39 The person you're dating drinks, and he or she offers you a beer.
- 40 Your parents take you to the bar with them and someone there offers you some liquor.
- 41 As you are walking along the road, one of your older cousins drives up with a passenger who you know sells drugs. Your cousin tells you to get in the car and they'll take you for a joyride. They offer you some hard drugs.
- 42 The person you're going out with smokes, and she or he offers you a cigarette.
- 43 Your whole family goes to a celebration party and everyone takes out cigarettes to smoke, and they pass them around to everyone who doesn't have them.
- 44 It's Saturday night and you are at a party with some friends. There is a lot of music and many people of all ages are drinking and smoking. Your friend comes over to you with this person you don't know, who offers you a joint of marijuana.
- 45 You're the youngest one in a whole carload of teenagers. They begin to pass a bottle of beer around to everyone in the car, and make fun of anyone who doesn't take a big drink.
- 46 You are at a party and this person you are really interested in offers you a drink of liquor.
- 47 One of your friends has a really bad home life and drinks a lot of beer. Every time the drinking starts, your friend pressures you to drink too.
- 48 You're been driving around with your friend and now you're parked out in the middle of nowhere. Your friend pulls out some hard drugs from behind the seat and asks you if you want some.
- 49 It's just after school, and you walk into your house. Your older sister and brother are sitting on the couch drinking liquor. After talking with them for a while, they ask you if you want some, too.
- 50 While you're walking around with a group of kids, one of them pulls out a pack of cigarettes from their jacket pocket and passes it around.
- 51 You're driving around with your cousin. Your cousin pulls out a pack of cigarettes from next to the seat, and asks you if you want one.
- 52 While you are with your cousins, you run into a group of older kids who are drinking. They corner you and offer you cans of beer.
- 53 You're at home with your cousin, and your mother and father are drinking beer. They offer some to both you and your cousin.
- 54 Two of your friends are walking home from school with you, and one of them asks you if you've ever tried marijuana. The other friend pulls out a joint, lights it up, and offers it to you.
- 55 You're at a family party with your cousins. One of your older cousins comes over and says he's got a bottle of the liquor, and do you want some too?
- 56 You go home after school and your mom and dad are at home with a couple of friends, and they have been drinking and are pretty messed up. They give you some liquor and say you need to learn how to hold your own.
- 57 When you and your family attend celebrations, your brothers and sisters are smoking cigarettes. When you tell your parents, they laugh and say, "Try it, if you want to."
- 58 At a friend's house after school with several of your friends, someone passes around a joint of marijuana. The joint comes around to you.
- 59 You go over to your friend's house after school, and everyone there starts drinking beer. You say you don't want any, but they start calling you names like "Goody Two Shoes."
- 60 When you've gone over to a family member's house, they tell you to try some marijuana, and they tell you "it's no big deal."
- 61 One night you're out with your friends, and everyone goes out back behind your one friend's house to smoke marijuana and get high.

62 During lunch, a new kid you don't know wants you and your friend to smoke in the restroom.

TABLE 2

Most Frequent Situations

Item	Situation	Mean
1.	You and your friends run into some older kids who are drinking. They offer you a bottle of liquor.	2.27
7.	At your friend's house, one of your friends takes out a joint of marijuana and asks you if you want to get high.	2.17
14.	All the cousins are together, and one of them passes a bottle of beer around the group.	1.77
61.	One night you're out with your friends and everyone goes out back behind your one friend's house to smoke marijuana and get high.	1.73
35.	You're over at your cousins' house, talking and stuff. One of your cousins rolls up a joint of marijuana and hands it to your other cousin, and says if you want, you can have a hit too.	1.70
9.	While walking home from school with two of your cousins, one of them asks you if you've ever tried marijuana. Right then, the other cousin pulls out a joint, lights it up, and offers it to you.	1.68
58.	At a friend's house after school with several of your friends, someone passes around a joint of marijuana. The joint comes around to you.	1.67,
31.	All the cousins are together, and one of the older ones passes a joint of marijuana around the group, calling everyone names who doesn't want to take a hit.	1.64
44.	It's Saturday night and you are at a party with some friends. There is a lot of music, and many people of all ages are drinking and smoking. Your friend comes over to you with this person you don't know, who offers you a joint of marijuana.	1.59
2.	School has just gotten out, and some of your friends say they are going to the park to "have fun." Once you're all there, one of them offers you some hard drugs.	1.59

TABLE 3**Most Difficult Situation**

Item	Situation	Mean
1.	You and your friends run into some older kids who are drinking. They offer you a bottle of liquor.	2.51
7.	At your friend's house, one of your friends takes out a joint of marijuana and asks you if you want to get high.	2.41
58.	At a friend's house after school with several of your friends, someone passes around a joint of marijuana. The joint comes around to you.	2.32
46.	You are at a party, and this person you are really interested in offers you a drink of liquor.	2.29
10.	Some of your friends run with gangs, but you don't want to get involved. After they've pressured you, you go with them into an abandoned house and they offer you liquor.	2.24
61.	One night you're out with your friends, and everyone goes out back behind your one friend's house to smoke marijuana and get high.	2.23
45.	You're the youngest one in a whole carload of teenagers. They begin to pass a bottle of beer around to everyone in the car, and make fun of anyone who doesn't take a big drink.	2.23
39.	The person you're dating drinks, and he or she offers you a beer.	2.23
17.	A group of kids corner you at school and they pressure you to drink beer with them.	2.20
31.	All the cousins are together, and one of the older ones passes a joint of marijuana around the group, calling everyone names who doesn't want to take a hit.	2.20

TABLE 4

Most Frequent and Difficult Situations

Item	Situation	Mean
1.	You and your friends run into some older kids who are drinking. They offer you a bottle of liquor.	4.79
7.	At your friend's house, one of your friends takes out a joint of marijuana and asks you if you want to get high.	4.59
58.	At a friend's house after school with several of your friends, someone passes around a joint of marijuana. The joint comes around to you.	3.99
61.	One night you're out with your friends, and everyone goes out back behind your one friend's house to smoke marijuana and get high.	3.97
31.	All the cousins are together, and one of the older ones passes a joint of marijuana around the group, calling everyone names who doesn't want to take a hit.	3.85
35.	You're over at your cousins' house, talking and stuff. One of your cousins rolls up a joint of marijuana and hands it to your other cousin, and says if you want, you can have a hit too.	3.77
14.	All the cousins are together, and one of them passes a bottle of beer around the group.	3.77
54.	Two of your friends are walking home from school with you, and one of them asks you if you've ever tried marijuana. The other friend pulls out a joint, lights it up, and offers it to you.	3.77
3.	Your friend keeps bragging about drinking, especially about how much. Walking down the road after school, your friend offers to share a bottle of liquor.	3.76
9.	While walking home from school with two of your cousins, one of them asks you if you've ever tried marijuana. Right then, the other cousin pulls out a joint, lights it up, and offers it to you.	3.75