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Dedication

To George C. Stone

whose vision laid the foundation for the burgeoning field of health psychology and whose integrity and commitment have been an inspiration to us all.

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Many people have contributed to helping me reach this moment in which years of hard work and inmeasurable intellectual challenges culminate in a flash of glory and a new beginning. A heartfelt thank you to every one of you!

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To Joseph Catania who has played many roles in helping me achieve this goal: intellectual fencing partner, editor, chauffeur, and chief cook & bottle washer. Your constant love and support have provided me with strength and your jokes and dittys, with laughter. I look forward to a lifetime of collaboration!

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The cooperation of the teachers, parents, and students at the participating school made this study possible. The eighth graders with whom I spent many hours gave me valuable insights

into their social world. It is my hope that their willingness to share of themselves will contribute in some small way to the welfare of future generations of children.

Self-Concept, Crowd Affiliation, and Drug Use

Among Early Adolescents

M. Margaret Dolcini

Abstract

This study examined a social-psychological model of drug use in a sample of 195 8th graders attending an ethnically mixed urban middle school. The Perceived Competency and Crowd Affiliation (PCCA) Model states that: 1) Peer group norms directly influence drug use, 2) during adolescence the most powerful norms are those of the "crowd," 3) Adolescents become members of a crowd on the basis of perceived shared identity as reflected in self-evaluative judgments in a variety of areas (e.g., perceived scholastic competence, perceived social competence), and 4) Ethnicity directly influences crowd membership due to shared ethnic identity. Additionally, ethnicity and gender were expected to influence self-evaluative judgments.

The research was carried out in two stages: 1) Interviews with forty students, representing a cross-section of the 8th grade peer social structure, provided a) identification and characterization of the crowds, and b) crowd affiliation of all students in the class (peer-identified crowd affiliation), 2) A survey of 195 students was conducted to assess a) perceived competencies, b) self-identified crowd affiliation, and c) self-reported drug use.

Three distinct peer-identified crowds and five distinct self-identified crowds were found. Measures of peer- and self-identified crowd affiliation were unrelated. Peer-, reltive to self-, identified ratings had higher construct validity. The results below refer to peer-identified crowd affiliation.

As predicted, race and gender influenced both perceived competencies and crowd affiliation, but had no direct effect on drug use. Domain specific competencies (e.g., social competence, athletic competence) were related to crowd affiliation, and unexpectedly, had a direct effect on alcohol and cigarette use independent of crowd affiliation. Finally, as hypothesized crowd affiliation was directly related to likelihood of alcohol use.

Findings provide preliminary support for the PCCA model of drug use among early adolescents. The importance of individual factors and social factors on drug use was demonstrated. The cross-sectional nature of this study precludes drawing consclusions regarding cause and effect, however, it offers a promising approach to understanding adolescent drug use.

Nancy E. Adler, Ph.D.
Dissertation Committee Chair

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CHAPTER ONE

INTRODUCTION

1.1 General Overview

The substantial health and social costs of substance use and abuse have led to an emphasis on primary prevention. A central prevention strategy is based on recognition of the importance of intervening early in a person's life to prevent onset or facilitate early termination of experimentation with drugs. Since initial experimentation with drugs often occurs during early adolescence (Grady, Gersick, & Snow, 1986; Irwin & Millstein, 1986; Kandel, 1978b; Johnston, O'Malley, & Bachman, 1988) effective intervention depends on understanding the conditions that influence the onset of drug use among our youth. Despite considerable data linking substance use to a variety of social and individual factors, only recently have models emerged that address the interaction of these factors and their influence on behavior (Huba & Bentler, 1982; Jessor & Jessor, 1977; Oetting & Beauvais, 1986).

A variety of factors including developmental changes in peer relationships, in susceptibility to social influence, and in self-concept must all be considered in constructing models of adolescent drug use. This chapter

reviews the literature in these areas, outlines the current social-psychological models of drug use, and introduces the Perceived Competency and Crowd Affiliation (PCCA) model. Section 1.2 reviews data on the extent of drug use among adolescents. Three psychosocial theories of drug use are outlined in Section 1.3 and intrapersonal and interpersonal correlates of drug use are explored. A discussion of self-esteem and drug use is also included. Section 1.4 focuses on conceptual and methodological issues in self-concept theory with an emphasis on the relative value of assessing global versus domain specific self-esteem.

The next four sections review the literature on social relationships. Section 1.5 reviews data on the nature of adolescent relationships and the emergence of crowds during early adolescence. The major focus of Section 1.6 is changes in social influence of peers and parents. Peer pressure and conformity dispositions are reviewed in Section 1.7. The final section on social relationships (1.8) covers selection factors in friendship formation. Section 1.9 presents the Perceived Competencies and Crowd Affiliation (PCCA) model.

1.2

EPIDEMIOLOGY OF ADOLESCENT SUBSTANCE USE

1.2a Drug Use Among Early Adolescents

National data on adolescent substance use are available from two main sources, The Monitoring the Future Study (National High School Seniors Study) and the National Household Survey on Drug Abuse (NHSDA). Only the latter provides data on young adolescents. The NHSDA, a national household probability sample conducted in 1985, includes data on self-reported substance use for adolescents aged 12-17 (NIDA, 1988). As indicated in Table 1 there is no evidence of significant gender differences in lifetime use of alcohol, cigarettes, or marijuana among 12-17 year olds. Not unexpectedly, older adolescents report considerably higher use of all three substances when compared younger adolescents (see Table 2). By age 13 over a quarter of adolescents have tried alcohol and cigarettes, while about five percent have tried marijuana.

Several investigators have found that use of any given substance is associated with use of other drugs (e.g., Jessor & Jessor, 1977; Kandel, 1978a). The national data support this finding. Adolescents who use one drug are likely to also be using other drugs. For example, of adolescents who reported using marijuana in the past month 84% were also using alcohol and 61% used cigarettes. When

cigarette smokers and nonsmokers were compared dramatic differences were found in marijuana use; almost half of cigarette smokers used marijuana compared to about 5% of nonsmokers.

Ethnic differences are noted for use of some substances. In general, a greater proportion of Caucasian adolescents report use of marijuana, alcohol, and cigarettes than black or Hispanic youth. Use of smokeless tobacco, while generally low among adolescents (14% lifetime prevalence), is highest among Caucasian males. Among Caucasians, gender differences in current use of tobacco are found when cigarettes and smokeless tobacco are considered together. Overall, 35.6% of adolescent Caucasian males used tobacco in comparison with 18.3% of Caucasian females. Eighteen percent of Caucasian male nonsmokers use smokeless tobacco. The overall rate of current cigarette smoking among Caucasians is 17% for both males and females.

Regional differences in drug use among adolescents (12-17 year olds) were also reported. Significant regional differences were found for lifetime prevalence of marijuana with the highest use in the West (29.6%) and the lowest use in the South (18.3%). Similar levels of alcohol use were found for three regions: Northeast (60.8%), North Central (57%) and West (58.8%). Again, the lowest prevalence is in the South (49.2%). Regional differences in lifetime

prevalence of cigarette use were minimal with the lowest reported use in the South (42%) and the highest use in the Northeast (48.8%). Cigarette use in the West was 46.6%.

Lifetime prevalence of cocaine use among adolescents was less than five percent with significantly more males than females reporting having tried cocaine. Cocaine use increased substantially with age. Less than 1% of 12-13 year olds reported having used cocaine, whereas lifetime prevalence among 14-15 year olds was approximately 5% and 10%, respectively. Hispanic adolescents reported higher lifetime prevalence of cocaine use than other ethnic groups, with Caucasians close behind. Far fewer blacks reported cocaine use. About 9% of adolescents reported using some type of inhalant. A greater proportion of 12-17 year olds reported inhaling gasoline (3.6%) and glue (2.9%) than any other age category (e.g., adult population) and adolescents were the only group in which anyone reported sniffing correction fluids (0.8%).

Table 1.
Percent 12-17 year olds reporting lifetime use of cigarettes, alcohol, and marijuana by gender: NHSDA, 1985

	Males	Females
Cigarettes	48.9	41.2
Alcohol	57.8	53.1
Marijuana	25.4	21.6

Table 2
Percent adolescents reporting use of cigarettes, alcohol, and marijuana by age: NHSDA, 1985

	AGE 12-13	14-15	16-17
CIGARETTES			
lifetime	27.8	47.1	59.4
past year	13.8	26.0	36.8
past month	5.9	14.3	25.3
ALCOHOL			
lifetime	27.5	61.0	75.8
past year	24.2	57.0	34.7
past month	10.8	34.7	45.9
MARIJUANA			
lifetime	5.8	23.4	40.7
past year	4.8	20.4	33.1
past month	3.5	11.0	21.0

1.2b Drug Use Among Late Adolescents

The Monitoring the Future Study provides data on past and current trends in drug use among late adolescents. Although it is unclear how drug use among older adolescents generalizes to their younger counterparts, these data are helpful in assessing trends in use and attitudes toward taking drugs. The Monitoring the Future study, which began

in 1975, provides both cross-sectional and longitudinal data on self-reported substance use of high school seniors (Johnston, O'Malley & Bachman, 1989). Approximately 17,000 seniors are surveyed annually and a small proportion of the sample is followed longitudinally.

After a period of increasing drug use, declines were reported in 1979 and 1980. A gradual decrease in substance use among high school seniors has been evident over the past nine or ten years. However, the dropoff is uneven with dramatic changes found in regular use of marijuana while cigarette use has remained fairly stable (O'Malley, Bachman, & Johnston, 1988). The data for 1988 shows small decreases in marijuana, cocaine, crack, and heavy use of alcohol (Johnston, et al., 1989). There was no significant change in number of current cigarette smokers, a figure that stands at 29%. Decreased use of substances coincides with increased perceived risk associated with use.

Increasingly negative attitudes toward experimentation with illicit substances other than marijuana and regular use of most drugs were found. No regional differences in attitudes were reported. It is not known whether similar reductions in onset of drug use among early adolescents are taking place. Although the slow decline in use of substances among late adolescents is heartening, the United States continues to have the highest rates of drug use among industrialized nations (Newcomb & Bentler, 1988) and

adolescent substance use remains an issue of great concern.

1.2c Methodological Issues in Epidemiological Surveys

School-based surveys, and to a lesser degree household surveys, are the primary sources of information on the incidence and prevalence of adolescent drug use and provide important data on use in non-clinical populations. Survey methodology does have limitations, however, most notably sampling and attrition biases.

School-based surveys, for example, do not include drop-outs or absentees. It has been estimated that about 15% of each cohort are dropouts (Johnston et al., 1989) and evidence suggests that drug use may be higher among both dropouts and absentees (Kandel, 1975b). Critical to our understanding of drug use are biases that can be introduced to school-based studies if dropout and absentee rates differ across demographic groups (e.g., sex, race). Thus, data from school-based surveys should be interpreted not as indicative of drug use among adolescents in general, but of drug use among adolescents <u>attending school</u>. The dropout issue is of greater concern for high school, compared to middle school, samples since the dropout rate is negligible in the earlier grades and increases with age. Other barriers to random sampling are school refusal rates and parental refusal rates. Finally, biases also can be introduced to longitudinal data as a result of selective

attrition (see Chassin, 1984).

Household surveys may be able to capture some adolescents who are no longer in the school system, but this method also has potential limitations. Loss of anonymity and confidentiality may be greater in face-to-face interviews, thereby leading to measurement error and lower volunteer rates. Household surveys also fail to include adolescents who live on the streets or are in the prison system.

Surveys rely almost exclusively on self-reported behavior, which often raises concerns about validity. Considerable research has been focused on the question of reliability and validity of self-reported drug use (see Chassin, 1984 & Johnston et al., 1989 for reviews). Biochemical markers can be used as a "gold standard" for presence of many drugs, but they yield little data related to drug quantity and cannot verify past use. Thus, alternatives approaches have been used to examine the quality of self-report. Low endorsement of fictitious substances (e.g., fabricated names of "drugs" included on questionnaires), high degree of consistency in response to different items about the same behavior (e.g, lifetime prevalence for cigarettes, 30 day prevalence for cigarettes), and high correlation between self-reported use and collateral reports from best friends lend credence to self-reported use. Despite consistencies in responses,

self-report data is subject to recall bias. No studies directly addressing this issue with respect to drug use were found.

Studies utilizing the "bogus pipeline," a procedure designed to increase the validity of responses by leading participants to believe that a biological marker (such as a saliva sample) will be used to verify their self-reported drug use have evidenced mixed results. Some have found higher endorsement of cigarette smoking among adolescents who believed that their responses could be verified compared to those who were not in the bogus pipeline condition (Evans, Hansen, & Mittelmark, 1979) while others (Campenelli, Dielman, & Shope, 1987) found no significant differences in reported alcohol use between the two conditions. Williams and his colleagues (1979) were able to compare self-reported cigarette use with bioassay readings from blood collected for another purpose (cholesterol screening). Only two percent of adolescents who reported being nonsmokers had bioassay readings indicating that they were smokers.

Data generally support the validity and reliability of self reported drug use although the extent to which response bias distorts data is not known. The direction and extent of distortion is likely to be influenced by the level of anonymity and confidentiality, the positive or negative valences associated with a particular drug (e.g.,

drinking makes you "cool" versus drinking makes you a tramp), and the penalities for reporting use (e.g., individuals in treatment; use of illegal substance).

Summary

Epidemiological surveys are the primary source of data on adolescent drug use. Estimates based on these studies appear to be valid despite reliance on self-reported use. By age 13 about one fourth of adolescents have tried cigarettes and alcohol, while only five percent have tried marijuana. During adolescence Caucasians evidence the highest levels of marijuana, alcohol, and cigarette use. In general, use of "harder" drugs is very low during early adolescence and increases with age. Longitudinal data shows a ten year trend toward decreased use of some drugs, in particular marijuana. High school seniors have also expressed increasingly negative attitudes toward drug use. Despite this, drug use among American youth remains high.

1.3

PSYCHOSOCIAL THEORIES OF ADOLESCENT SUBSTANCE USE

Overview

Concern over the prevalence of substance use among adolescents has led to investigations of the correlates of drug use. Social and personality factors have been clearly

linked to drug use, and several models of substance use have been developed that integrate social and personal processes. Three of these, problem behavior theory (Donovan & Jessor, 1985; Jessor & Jessor, 1977), the domain model (Huba & Bentler, 1982), and peer cluster theory (Oetting & Beauvais, 1986) have been developed specifically to understand initiation and use of drugs among adolescents and young adults. Each model will be described and data relevant to the model will be discussed briefly.

1.3a Problem Behavior Theory

Problem behavior theory (Jessor & Jessor, 1977) states that behaviors such as drug use, delinquency, precocious sexual activity, and social activism tend to occur together. That is, the adolescent who is using alcohol is likely to be involved in one or more of the other activities. Problem behaviors are by definition activities that are age inappropriate or not sanctioned by the society (e.g., drug use, drinking and problem drinking, sexual experience, activist protest, general deviance). Development of problem behavior is viewed as resulting from both environmental and individual sources.

Three major systems are considered in predicting behavior: personality (e.g., value on academic achievement, value on independence, self-esteem, tolerance of deviance), perceived social environment (e.g., peer models for problem

behavior, parental support and control, compatibility between peer and parental expectations), and behavioral factors (see above). All three systems are examined along a conventionality non-conventionality continuum. For example, high value on academic achievement is considered conventional and low value on academics nonconventional. Nonconventionality is hypothesized to relate to problem behavior. Theoretically, knowledge regarding the three major systems allows one to identify adolescents prone to engage in problem behavior. Using this model, Jessor and colleagues have been able to account for up to 50% of the variance in problem behavior (summation of behaviors).

Involvement with marijuana has been examined separately from other problem behaviors in a sample of high school students (Jessor & Jessor, 1978). The findings reported here are based on cross-sectional data gathered in the fourth year of a longitudinal study when students were in grades 10-12. Involvement with marijuana was determined by reported use, frequency of use, experiences being stoned, and keeping supplies-or having friends with supplies-of marijuana.

A modest but significant association between personality and marijuana involvement was found. Greater tolerance of deviance, less religiosity, more importance attached to the positive rather than negative functions of drug use, higher value on independence relative to

achievement, and greater social criticism were all associated with greater involvement with marijuana. No relationship between alienation or self-esteem and marijuana involvement was found. As predicted, the perceived social environment was also related to marijuana involvement. Friends approval for problem behavior, peer models for problem behavior, less compatibility between parents and friends, and greater influence of friends relative to parents were all positively related to marijuana involvement.

Multiple regression analyses showed that the personality system (R=.52) and perceived environment system (R=.65) each were significantly associated with marijuana involvement. The complete model accounted for about 50% percent of the variance in marijuana involvement (R=.76). Longitudinal data examining the onset of marijuana use in the same sample provides support for the predictive value of the model. Students who transitioned from non-users to users showed greater non-conventional tendencies in both the personal and perceived environment domains.

An analysis of drunkedness (times drunk in the past year) showed similar, but much less strong, theoretical links in the personality dimension. In the perceived environment system friends models for, and approval of, problem behavior related to drunkedness. For males only, parental approval of problem behavior was associated with

drunkedness. The perceived environment variables were more important for males than for females with respect to this behavior. Analyses examining the onset of drinking behavior provide evidence that measures antedating onset are predictive of its prospective occurence among high school youth.

1.3b The Domain Model

The domain model (Huba & Bentler, 1982) identifies biological, intrapersonal, interpersonal, and sociocultural characteristics as causal factors in substance use. The model is dynamic in that domains are hypothesized to affect each other and affect the behavior engaged in by the individual. Furthermore, the relationship among domains is expected to change over the course of adolescence. However, the nature of these changes is not discussed.

Psychological status (e.g., extraversion, attractiveness, invulverability, self acceptance), the intimate support system (e.g., family and friends) and the behavioral pressures system (e.g., perceptions of social desirability of selected behaviors, number of peers who use drugs, number of adults who use drugs) are the most important determinants of drug use (e.g., alcohol, marijuana, cigarettes, cocaine, stimulants). Support for the model has been found in both cross-sectional and longitudinal research (Huba & Bentler, 1982). Analysis of

baseline data allows for examination of the explanatory value of the model for young adolescents (7th-9th graders). Cross-sectional data were examined by looking at the multivariate partial correlations among each of the psychosocial domains (personality, intimate support system, and behavioral pressure) and concurrent drug use when the two remaining psychosocial domains are partialed. In all cases the multivariate partial associations were significant. As predicted, linkage for the Behavioral Pressure domain was strongest ($x^2(168)=1320.58$, $p<.001$) and for the Intimate Support system the weakest ($x^2(264)=324.07$, $p<.01$). Support for the Personality domain was in between these two ($x^2(300)=465.86$, $p<.001$).

The authors describe the interactive role of the intimate support system and behavior pressures (Huba, Winegard, & Bentler, 1980),

> ...initiation of drug use, particularly when it occurs in adolescence, is almost entirely derived from self-perceived behavioral pressure resulting from the intimate support system. The intimate support system plays a role in moving the individual to drug use through peer values, models, and reinforcers, and through inadequate support of alternative, healthy behaviors and goals that would inhibit susceptibility to drug use. (p 31)

Both Problem Behavior Theory and The Domain Model

assume that drug use results from the interplay of a number of domains or systems. The relatively influential role of the social environment is emphasized in both models along with acknowledgment that individual characteristics influence one's response to the social environment and the probability that one will be in a particular environment. Peer cluster theory, which has been developed more recently, uses many of the same priniciples and, in fact, draws on both Jessors' and Huba and colleagues' work. This new theoretical perspective approaches the influence of personality on drug use from a different perspective.

1.3c Peer Cluster Theory

Peer cluster theory (Oetting & Beauvais, 1986; 1987; Swaim, Oetting, Edwards, & Beauvais, 1989) identifies five domains of importance to adolescent drug use: a) socialization (e.g., school success, family sanctions against drugs, peer sanctions against drugs), b) psychological characteristics (e.g., social acceptance, anxiety, anger), c) social structure (e.g., age, sex, ethnicity, family structure), d) attitudes and beliefs (e.g. tolerance of deviance, expectations for future), and rationales (specific to drug use: feeling bored, use at parties), and e) behaviors (e.g., drug use, deviant behavior). According to this viewpoint, underlying conditions (e.g., environment, personality) influence the

probability that an adolescent will become involved with drugs. However, the influence of peers with whom the adolescent chooses to associate is considered to be the single dominant variable in determining substance use. As its name implies this model focuses on 'peer clusters' which are identified as small subsets of peer groups that share attitudes, beliefs, and values (e..g, best friend dyads, couples, small groups).

To date empirical work on this model has focused primarily on exploration of two of the identified domains, socialization and psychological characteristics. The socialization dimension was examined in a cross-sectional study of late adolescents (11-12th graders). Socialization factors (strength of the family, family sanctions against drug use, religious identification, and school adjustment) were expected to relate to drug use indirectly through peer drug associations (drug use of peers, peer and subject's attitudes toward drug use). Path analysis generally supported the hypothesized relationships. Peer drug associations were found to directly influence drug use, whereas socialization factors linked to substance use only through peer associations. The personality dimension also was examined with late adolescents by focusing on emotional distress (self-esteem, depression, blame-alienation, anxiety, anger). Again, peer drug associations accounted for a much larger proportion of the variance in drug use

(38.6%) than emotional factors (4.8%). Path analysis showed that emotional factors were indirectly related to drug use with the exception of anger which had a small direct association with drug use. All other emotional variables related to drug use through the peer group. The early tests of this model show promise.

1.3d Summary of correlates of adolescent drug use

Of the three theoretical perspectives presented, problem behavior theory has been the subject of the greatest amount of research. In addition to Jessors' work other large scale longitudinal investigations have focused on drug use among adolescents (e.g., Kandel, 1978; Kandel, Kessler, & Margulies, 1978; Kellam, Brown, & Fleming, 1982; Chassin, Presson, Sherman, Corty, et al, 1984). Drawing primarily from these studies, the following secton briefly reviews the findings on interpersonal and intrapersonal factors associated with drug use.

1.3d1 Interpersonal Factors

Chassin, Presson, Sherman, and McGrew (1988) summarize the main interpersonal factors consistently associated with adolescent drug use. Included are: 1) peer and parent models for drug use, 2) peer and parent attitudes that tolerate drug use, 3) alienation from parents, and 4) parent disciplinary practices including lack of monitoring

and ineffective discipline. The association between social environment and drug use is found in both longitudinal and cross-sectional studies and is often the strongest predictor of (or has the strongest association with) drug use. The influence of social environment on drug use is well-established.

1.3d2 Intrapersonal Factors

There are also widely replicated findings that identify the intrapersonal characteristics of the adolescent at high risk for addictive behavior. Past work indicates the following are predictive of drug use: 1) rebellion and nonconformity, 2) aggression and antisocial behavior, 3) extroversion (sociability, impulsivity, sensation seeking), 4) attitudinal tolerance for norm-violating behavior, 5) poor educational achievement and low educational aspirations (see Chassin et al, 1988; Kandel, 1978). Adolescents with these characteristics may use drugs as a means of expressing alienation from conventional adult society and are likely to be in a social network that encourages substance use. Furthermore, impulsive adolescents are unlikely to consider the long-term consequences of their actions.

Other personality, or individual, factors have been examined with respect to substance abuse but have been less widely replicated. The hypothesis that drugs are used as a

means of coping with negative affect has led to examining another subset of personal characteristics. These include, but are not limited to, low self-esteem, depression, and anxiety. Findings on the association of self-esteem to drug use are most relevant to this study.

1.3e Self-esteem and Drug Use: The Evidence

Numerous longitudinal studies have examined the contribution of self-esteem to adolescent drug use (see Kandel, 1978 for review). Prospective studies of self-esteem and marijuana use have found that low self-esteem characterized adolescents who began using marijuana (Smith & Fogg, 1978) and college students who became frequent marijuana users (Haagan, 1970). Kaplan (1975a) found that level of self-esteem did not distinguish between junior high school students who became involved in drug related activities and those who did not, but that decreases in self-esteem over the course of the study increased the probability of drug involvement. A loss of self-esteem, rather than self-esteem per se, predicted drug involvement. Three other major studies (Kandel et al, 1978, Jessor & Jessor, 1978, O'Malley, 1975), however, found no relationship between self-esteem and drug use. It has been suggested that intrapsychic factors, including self-esteem, play a greater role in heavy use than in early stages of drug use (Kandel, 1978). While this may be true, the

hypothesis that self-esteem plays a role in initiation or early drug use deserves further exploration.

All three models presented at the beginning of this section include self-esteem or self-concept in the personality dimension. Jessor & Jessor (1977) found no significant relationship between self-esteem and problem behavior. Likewise, Huba & Bentler (1982) found no relationship between self-concept and cannabis use (hashish and marijuana). The search for a direct relationship between self-esteem and drug use may be misguided. It is more likely that self-esteem will relate to drug use indirectly through the peer group. According to peer cluster theory, emotional distress (including self-esteem) would be associated with drug use only through peer drug association (the peer group). While some support for this hypothesis was found, the relationship between emotional distress and peer drug association was quite weak.

In all three models self-esteem is conceptualized and assessed as a general construct. A more specific conceptualization of self-esteem may have enhanced the predictive power of the peer cluster theory hypotheses. A domain specific approach to assessing self-esteem is likely to reveal relationships between personality and peer associations that have until now been obscured.

Three general methodological and conceptual shortcomings are evident in the work on self-esteem and

drug use that has been carried out thus far: 1) inconsistencies in conceptualization and measurement of self-esteem make cross study comparisons difficult and resolution of inconsistencies an impossibility, 2) self-esteem has been assessed as a general concept with no attempts to assess the specific components that make up self-concept; and finally 3) most studies assess the direct effects of self-esteem on substance use. Self-esteem may directly influence choice of peers and only indirectly influence drug use.

Summary

Three psychosocial theories of drug use- Problem Behavior Theory, The Domain Model, and Peer Cluster Theory- have contributed to the existing data on the association of social and individual factors to adolescent drug use. It has been concluded that peer and parental drug use behavior and attitudes toward drugs are consistently related to adolescent drug use. Adolescents who use drugs are characterized as less conforming, less conventional, and more extroverted than their non-drug using peers. Additionally, drug use is associated with low academic achievement and low educational aspirations.

Considerable attention has been focused on the role of self-esteem in drug use during adolescence. Some investigators have found no relationship between self-

esteem and drug use while others have found that low self-esteem or decreases in self-esteem are predictive of drug use onset. Methodological and conceptual shortcomings have most likely contributed to the inconsistency of findings. These issues will be further explored in the next section. Despite, or perhaps because of, the inconsistencies found there continues to be interest in the role that self-esteem plays in adolescent drug use.

1.4

SELF-ESTEEM

Overview

The importance of the self-view cannot be overemphasized for this is the filter through which we evaluate the social environment and ourselves (see Sullivan, 1953). The onset of adolescence with its multitude of changes has a negative impact on self-esteem. Decreases in self-ideal congruence and self-esteem occur between the ages of 8 and 13 (Rosenberg, 1979). Dramatic discontinuities in body image may occur as a consequence of pubertal changes and result in a decreased sense of physical attractiveness. Alternatively, lack of physical change when peers are already well into their development may lead to feelings of inadequacy. In another vein, superior school performance may become incompatible with popularity (Coleman, 1961; Gordon, 1972) leading to

decreased self-esteem among high achieving adolescents. Thus, self-esteem issues are of critical importance during adolescence.

1.4a Theoretical and Measurement Issues

Conceptual ambiguity has plagued self-concept theory (Epstein, 1973; Harter, 1983; Wylie, 1979) contributing to difficulties in measurement development. A number of conceptual models of self-esteem have been developed and each is associated with a particular measurement strategy. Some of the confusion about the role of self-esteem in adolescent substance use stems from failure to distinguish among these models and to clearly identify the theoretical view that underlies a particular self-esteem measure. Only those models and issues pertinent to the current investigation will be explored here. Harter (1986) and Epstein (1973) each provide cogent reviews of the salient theoretical and conceptual issues in the area of self-concept.

1.4a1 Global Self-Esteem

Frequently, self-esteem is conceptualized and assessed as a general concept. It is presumed that individuals have a global sense of self-worth and measures are developed to tap this general self view. There are two primary methods by which this is done. Coopersmith (1967) assumed that a

summation of self views across a variety of areas (e.g., friends, confidence, family, school) represents general self-esteem. Rosenberg (1979) on the other hand, argued that various elements of the self are combined in an extremely complex way to determine a general sense of worth. He further supposes that individuals are not likely to be aware of how these elements combine to create self-worth. A global evaluation of one's self, however, is a phenomenological reality that can be assessed. Thus, Rosenberg developed a measure that assesses global sense of self and not the specific bases on which global judgments of worth are constructed. This unidimensional measure assesses the degree to which one is satisfied with one's life, feels one has good qualities, has a positive attitude toward oneself and so on. In reviewing studies it is clear that most researchers employ a 'global' measure of self-esteem in investigations examining the relationship between self-esteem and drug use. A general drawback of this approach is that it precludes exploration of the more specific dimensions of the self.

1.4a2 <u>The domain specific approach to self-esteem</u>

It has been argued that the general self-esteem model masks important distinctions that individuals, including children, make across the different domains of their lives (Harter, 1983; 1986; Muellener & Laird, 1971). Harter

(1983) conceptualized self-esteem as an aggregate of specific dimensions of self. In considering a hierarchical structure, global self-esteem appears to be the superordinate structure under which there are four specific dimensions: general competence, moral self-approval, power, and love worthiness. Beneath each of these dimensions are more specific domains (Epstein, 1973).

Using factor analytic techniques, Harter has shown that children eight years and older make distinctions between five separate domains relating to competence: scholastic competence, athletic competence, social acceptance, physical appearance, and behavioral conduct (Harter, 1985). The self is depicted as a profile of evaluative judgments across these domains. This method of assessing the self has been extended to include measures appropriate for younger children and adults (see Harter, 1987) with considerable attention given to developmental issues. No study has utilized a domain specific approach in examining self-esteem and drug use.

1.4a3 Domain specific Self-esteem and drug use

What are the advantages of focusing on domain specific self-esteem? Consider that an adolescent with a low sense of social acceptance and high scholastic competence could have the same level of global self-esteem as an adolescent with high social acceptance and low scholastic competence.

One would hardly expect two such adolescents to be similar in their choice of friends or in the way that they interact with teachers or feel about school. Adolescents' profiles of competencies will most likely shape opportunities that influence the nature of the peer group: Athletically capable adolescents have the opportunity to play on sports teams, while the scholastically gifted child may be in excelled classes with other gifted children. So, perceived competence is expected to influence not only how adolescents interacts with their social environment but also with whom they interact.

The influence of the social environment on adolescent drug use is well established. Furthermore, it has been suggested that individuals play an active role in shaping their social environment (see Block, Block, & Keyes, 1988). Examination of domain specific self-esteem may add important information about the relationship between self-esteem and social environment over and above that gained by examining general self-esteem.

Summary

Self-esteem is a theoretically important yet conceptually ambiguous concept. Both global and domain specific measures of self concept have been developed; each may be useful for different purposes. No study to date has utilized a domain specific measure of self-esteem in

relation to drug use. Furthermore, models of drug use that include self-esteem tend to hypothesize direct, as opposed to indirect, relationships. It is suggested that the contributions of self-esteem are more likely to be through the peer group, thus indirectly relating to drug use. Prior to discussing this specific issue further, theoretical and empirical data on social relationships during adolescence will be reviewed.

1.5

THE NATURE OF SOCIAL RELATIONSHIPS

Overview

The importance of social relationships is emphasized in some developmental theories (e.g., Erikson, 1968; Sullivan, 1953) and social relationships are expected to change as young people enter adolescence. Commonly observed changes such as increased peer interaction and simultaneous decreases in interaction with parents serve a developmental purpose. Lewin (cited in Muus, 1988) views adolescence as a transitional period during which individuals must change their social group membership. While both the child and the adult have a fairly clear concept of how they fit into the group, the adolescent belongs partly to the child group and partly to the adult group without completely belonging to either. Thus,

adolescence is a time of disequilibrium with respect to social relationships.

1.5a Peer Relationships During Early Adolescence

Early adolescents typically begin to spend more time with peers than with family or other adults (see Kimmel & Weiner, 1985). It is not surprising, therefore, that peer relationships take on great importance. The structure, as well as the importance of, peer groups change. The chumships and trios of late childhood are replaced by larger groups or crowds. The search for a group with which to affiliate is considered to be a major task for this developmental period.

> The adolescent experiences a search for membership, an internal questioning about the group of which he is most naturally a part....He thinks about his need for social approval and affiliation, his need for leadership and power, and his need for status and reputation. He also scans the range of possibilities that exist within his social environment and tries to assess himself in relation to the existing social groupings. A positive resolution [of this crisis] is one in which the adolescent perceives an existing group which meets his needs and provides him with a sense of group belonging. (Newman & Newman, 1976, p 281).

1.5a1 Crowd Milieu

The dynamics of youth culture are complex and not well understood. Coleman (1981) and others describe adolescents as uniformily preoccupied with popularity and athletic fame and antagonistic toward academic achievement and other activities valued by adults. A contrasting view holds that youth belong to an array of "peer subcultures" each with its own set of norms (Cusick, 1973; Gotlieb, 1975). More recent data tend to support the latter view (Brown & Lohr, 1987; Brown & Trujillo, 1985; Brown & Mounts, 1989).

Crowds are commonly viewed as the hallmark of adolescent social relationships and serve as evidence of the myriad of peer subcultures. A crowd represents a label placed on a certain group of students, even if they spend little time interacting with each other. Crowds, which begin to emerge during early adolescence, tend to be larger and more loosely organized than "cliques." Evidence suggests that several crowds exist in junior and senior high schools, that stereotypes distinguish groups from one another, and that there is considerable stability in patterns of differentation among crowds across gender and grade (Brown & Trujillo, 1985). Crowds can be distinguished from each other on a variety of characteristics including: dress and grooming styles, sociability (interaction with students outside group), academic achievement, crowd hangouts at school, typical weekend activities,

participation in illegal activities, and participation in extra-curricular actvities (Brown & Trujillo, 1985). From three to five crowds are usually identified in a single school, the most common of which are characterized as "elite," "athletic," and a crowd with "delinquent tendencies."

Group membership appears to determine to a large degree with whom individuals interact (e.g., seating arrangments at lunch, access to extracurricular activities, invitations to parties). The impact of the group on an individual varies according to the degree to which the group serves reference functions; that is the level of importance attached to group membership and the strength of identification with the group (see Hartup, 1983).

1.5a2 Correspondence between Peer- and Self-Identified Crowd Affiliation

The work of Brown and his colleagues is based primarily on peer-rated crowd affiliation. In a sample of 7th-12th graders they found that most students who were indentified as being in a crowd considered themselves to be crowd members (207/221; Brown & Lohr, 1987). However, no direct comparison of the correspondence between self- and peer-rated group membership was reported. Examination of the size of the specific peer and self identified groups reveals that there are significant inconsistencies. For example, the self identified Normal group (n=47) is about

two thirds as large as the peer identified Normal group (n=71). And only two students placed themselves in the Nobody crowd, while 30 students were placed inthis group by their peers. Finally, about 45% of students who were rated by peers as outside the social structure placed themselves in a group. Discrepanies between self and peer identified crowd affiliation point to the need to examine the relative validity of the two assessments.

1.5a3 Crowds and Drug Use

A single study has examined the relationship between group identification, personality characteristics, and drug use in a sample of 7th and 8th graders (Mosbach & Leventhal, 1988). Four reference groups were generated in response to the question, "What sorts or types of people are in the school?" The identified groups were: dirts, hot-shots, jocks, and regulars. Participants then identified the "group they most enjoyed doing things with" and answered questions about risk-taking, excitement seeking, self-esteem, and dissatisfaction and frustration with performance (e.g., school, social life, parents).

Forty-two percent of the respondents identified with regulars, 41% with jocks, 5% with hot-shots, and 9% with dirts. The gender makeup of the crowds differed. Slightly more females than males identified with regulars, and the hot-shot crowd was more than three-quarters female.

More males than females identified with jocks and dirts (62% versus 37% for both groups).

Social and personality differences were found among members of the various groups. As expected, dirts scored high on the measure of risk-taking and excitement seeking. They were also moderately dissatisfied with performance and had moderate levels of self-esteem. Hot shots were also high on excitement seeking and risk-taking and moderately high on dissatisfaction. Regulars were lowest on risk-taking and excitement seeking and had the highest levels of self-esteem. Jocks were low on both risk-taking and self-esteem. Self-esteem and risk-taking were assessed with one and two items, respectively. Although significant differences were found these data should be taken as tentative since the reliability of one and two item "personality" measures is unknown.

Significant differences in drug use were found. Almost all dirts (93%) and about two-thirds of the hot-shots and the jocks had tried cigarettes. Over half (57%) of the regulars had also tried cigarettes. Dirts and hot-shots were also most likely to be smoking currently (62.5% and 27.8%, respectively). Relatively few regulars (9.2%) or jocks (4.3%) were current smokers. Significant differences in alcohol use were also found with dirts and hot-shots using alcohol most often.

1.5a4 Ethnicity and Crowds

There is little data on ethnicity and crowds. Until recently, studies had been carried out exclusively in homogenous-and primarily Caucasian- schools. Brown & Mounts (1989) study of six high schools (four of which were multiethnic) provides prelimary data on crowd structures in multiethnic schools. Previous work had identified what might be termed reputation-based crowds; that is, crowds in which membership is determined, for example, by having a reputation as being 'popular' or 'smart.' Ianni (1982) hypothesized that ethnicity would replace reputation as the basis for crowd assignment in multi-ethnic schools.

In Brown and Mounts' study ethnicity added another dimension to the crowd structure, but did not replace reputation as the basis for crowd identification and assignment. The major crowd types found were: Jock, Popular, Party-er, Normal, Brain, Punk, Skater, Outcast, Drug/Tough, Black, Hispanic, and Asian. A generic category for each major ethnic group was found (e.g., blacks, Asians). However, no 'white' crowd was identified suggesting that ethnicity does not have equal importance for all subgroups of students. In addition to generic ethnic categories, ethnic subgroups were sometimes identified. The focus of subgroups differed for various ethnic categories. For blacks, the subgroups reflected activities (e.g., rappers, rogues), whereas for Asians and

Hispanics the groups tended to reflect ancestral heritage (e.g., Puerto Rican, Vietnamese).

In addition to identifying the major crowds in their school, students also indicated to which crowd each of their classmates belonged. In multiethnic high schools about a fifth of students were placed in ethnic crowds. This led to a decrease in the proportion of students placed in several of the major crowds typically identified (e.g.,jocks, normals), but did not change the overall crowd structure. In summary, there was not an exclusive focus on ethnically-defined crowds, nor was there a tendency to create parallel sets of crowds for different ethnic groups (e.g. black-Popular, Hispanic-Sports). These findings are based on a single study of high school-aged students; no studies to date have been conducted in multiethnic junior high or middle schools.

Summary

Although crowds are commonly viewed as the hallmark of adolescent social relationships knowledge of the crowd milieu is limited. Recent evidence, based primarily on Caucasian samples, suggests that a variety of crowds exist in schools and each crowd has a unique set of characteristics. The major crowds that emerge can often be described as elite, athletic, and a crowd with delinquent tendencies. Only one study to date has examined crowd

structures in ethnically mixed schools. In this study ethnicity added complexity to the crowd structure without replacing the crowd patterns previously described.

One study provides evidence for differences in drug use among self-identified crowds in a sample of early adolescents. No other studies to date have examined behavioral differences among crowds. Inconsistencies between self-and peer-identified crowd affiliation indicate the need to examine the relative validity of each method of assessing crowd affiliation.

In addition to understanding the structure of adolescent social groups it is important to examine the factors that underlie formation of friendships and crowds. The following sections are devoted to reviewing this area.

1.6

FORMATION OF FRIENDSHIPS AND CROWDS

Overview

Friends tend to be similar in a variety of ways and similarities between individuals have been widely assumed to underlie their attraction for each other (see Hartup, 1983). Conversely, similarities in behavior, such as drug use patterns, are generally perceived to result from social influence processes. In all probability both selection factors and social influence contribute to observed

similarities among friends. The following sections will address both issues. Conformity to peers and parents will be addressed first, followed by a focus on peer pressure. Selection factors will be addressed last.

1.6a Socialization and Selection Factors in Friendships

Our understanding of how adolescent friendships are formed or dissolved is limited and there are no data of this nature on crowds. Similarity observed among friends and within crowds may be 1) determinants of selection, 2) determinants of maintenance of relationship, or 3) the outcome of friendship (social influence) (Hartup, 1983). Selection implies that certain characteristics (e.g., personality traits, interests, behavior) are present prior to the formation of friendship and draw people together. That is, individuals select friends who are similar. When the socialization process is at work individuals become more similar as a consequence of interacting with each other, thus strengthening the relationship bonds. Data suggest that both similarity and selection contribute to friendships (Kandel, 1978b, Hartup, 1983). The respective potency of each may differ for various phases in the friendship cycle (e.g, formation, maintenance, dissolution). Data relevant to social influence and selection factors in adolescent friendships will be addressed in the following sections.

1.6b Conformity to Peers

Theoretically, adolescence is viewed as a period of increased peer influence (see Berndt, 1979). According to Erikson (1968) the early adolescents' need for affiliation with a group of peers is manifested by conformity to group norms. The development of a more autonomous self, theoretically by late adolescence, is accompanied by decreased needs in these areas. Thus, conformity is thought to be at it's peak during early adolescence.

1.6b1 Age-related changes in conformity

Researchers have sought to confirm the predicted rise in conformity at early adolescence and the subsequent decline across adolescence. Evidence of a peak in conformity at early adolescence (11-12 years) has been found in investigations using the Asch situation (Constanza & Shaw, 1966; Iscoe, Williams & Harvey, 1963; Patel & Gordon, 1960) a procedure that assesses subjects' willingness to express perceptual judgments in the face of conflicting judgments from peers (who are in fact confederates of the experimenter). Other types of investigation, however, provide evidence of strong conformity pressures at least into middle adolescence. Coleman's (1980) review of sentence completions suggests that anxiety concerning conformity may extend beyond early adolescence through ages 14-16. Interviews of 5th, 8th, and

11th graders by O'Brien and Bierman (1988) revealed continuous increases over these grades in the perceived influence of the peer group on values, attitudes, and feelings of self-worth. Finally, Berndt's study of peer conformity in response to hypothetical dilemnas found a peak in peer conformity at ninth grade, a finding that receives support from other research (Brown, Clausen, & Eicher, 1986; Steinberg & Silverberg, 1986).

While the O'Brien and Bierman study indicates that peers' influence on attitudes and values increases across the adolescent years, Coleman's data suggest that concern about issues related to inclusion and exclusion from the group decreases. In the sentence completion task subjects responded to the stem: "If someone is not part of the group..." Younger adolescents were far more likely to focus on the disadvantages of not being in the group while older adolescents were more likely to focus on the advantages. Younger adolescents were more likely to see being outside the group as harmful, damaging, or painful. Thus, early adolescents expressed the greatest concern about inclusion in the group.

1.6b2 Individual Differences in conformity

Individual characteristics may also contribute to conformity. Hartup (1983) has reviewed the data on peer conformity. Two findings of importance to this

investigation are: 1) competent individuals have greater influence on peers, as do individuals with high status, and 2) high general esteem or high self-evaluated competence contributes to less conformity.

The role of status in conformity is particularly relevant since clear informal status hierarchies have been observed in junior and senior high schools (Buff, 1970; Coleman, 1961) and are assumed to play a role in behavior. Ethnographic data and data from experimental work indicate that adolescents are more likely to conform with high status, as compared to low status, individuals (Coleman, 1961; Harvey & Rutherford, 1960). Furthermore, low status adolescents have been shown to be more susceptible to influence than their high status peers (also see Kimmel & Weiner, 1985). Members of "elite" crowds tend to be accorded greater status and have higher general self-esteem than members of other groups (Brown & Lohr, 1987; Coleman, 1961). In general, Jocks and Populars have held the highest status, Normals and Brains have had mid-level status, and Outcasts consistently have held lowest status. According to Brown and Lohr (1987), the most commonly observed manifestations of status are peer popularity, control over extracurricular activities and school leadership positions, and positive regard from school adults.

1.6b3 Situational factors

Situational factors also influence conformity. The quality of peer relationships affect level of conformity: the more time young people spend with each other and the more closely they feel tied to their peer group, the more likely they are to influence each other. Additionally, conformity has been found to be higher in ambiguous and unfamiliar situations (see Kimmel & Weiner, 1985). Therefore, when adolescents who are members of a closeknit group find themselves in an unfamiliar or ambigious situation social influences should be quite strong. Initial opportunities to experiment with drugs are likely to be with close friends.

Summary

In summary, data on conformity are mixed. Some studies have found peer conformity to be highest around ages 11-12. Other studies suggest that peer conformity and adolescents' concern regarding friendship and conformity remains high through ages 14-16. Furthermore, evidence suggests that adolescents' response to pressure is not simply age-determined, but also is influenced by individual and situational factors. Together these findings suggest that peer influence increases as young people move into adolescence and that conformity may be situationally determined.

1.6c Relative Influence of Parents and Peers

Evidence supports the contention that peer influence increases during adolescence. But how does peer influence compare to parental influence? Parental influence may change as friends become increasingly important, but parents continue to be significant influences in most adolescents' lives. General patterns of parental and peer influence can be addressed although it must be kept in mind that there are wide individual and situational variations in parent-child and in peer relationships. Research on conformity often fails to consider two critical issues: 1) the characteristics of parents and the nature of the parent-adolescent relationship, and 2) the nature of the peer group. A third critical factor, the relative influence of parents and peers in different situations or arenas, is more often examined. The second and third factors have relevance to this investigation.

1.6c1 Peer-oriented versus Parent-oriented peer groups

Adolescents have been characterized as peer-oriented or adult-oriented based on the extent to which individuals were aligned with the values of peers as opposed to those of adults (Bronfenbrenner et al, 1965). This type of distinction is seldom made in investigations of conformity. Consideration of typical adolescent peer groups might lead to expectations that "brains" would be more adult-oriented,

while "druggies" would be more peer-oriented. In fact, some peer groups would be expected to align closely with adult values and expectations. In such peer groups there conceivably would be little conflict over choice of action since the influence of parents and peers would be essentially in the same direction.

Situational factors affect the relative influence of parents and peers. In general, parental influence is greater in some areas while peer influence is stronger in others (Brittain, 1963; Kandel & Lesser, 1969). Kandel and Lesser state: "For issues and concerns of immediate relevancy to the adolescent's life, such as drug involvement, peers play a crucial role. For issues relevant to basic values, such as religiosity, and to the adolescent's future, such as educational aspirations, parents are more important than peers" (p. 213).

Kandel and colleagues (1978) provided evidence for this position in a major study of adolescents. The relative influence of parents and peers was examined in two specific arenas: drug use and educational aspirations. Both parents' (alcohol) and peers' (marijuana) drug use were considered in relation to target adolescents' drug use (marijuana; hard liquor). In brief, peers use of marijuana was a stronger influence on adolescent marijuana use than

parental alcohol use.[1] The same was true for use of hard liquor among target adolescents. While the drug use of peers provided the more potent influence, alcohol use by parents had a strong modifying effect on their children's use of marijuana and hard liquor. The reverse pattern was found when examining educational aspirations (wanting to go to college) with parental influence being greater than peer influence.

Brittain (1963) suggested that the relative influence of parents and peers is dependent not only on the nature of the situation, but also on the perception of the relative competence of peers or parents as appropriate guides for behavior. With this in mind, it seems that parents are viewed as more competent in areas relating to values, morality, and educational and occupational plans, whereas peers' opinions carry more weight in matters of choosing friends, managing peer relationships, use of leisure time, and drug use (see Kimmel & Weiner, 1985 for review).

1.6c2 Age-related changes in the relative influence of parents and peers

The studies cited above concern the relatively greater influence of peers over parents on drug use. Several other studies have examined the nature of social

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[1]Presumably parental alcohol use was examined due to low endorsement of marijuana use among parents or because parental marijuana use was not assessed.

influence in substance use at various points during adolescence. Eleven year olds have been found to be less likely than fourteen year olds to be influenced by peers with regard to smoking (Krosnick & Judd, 1982). Both age groups were equally likely to be influenced by parents smoking and parental attitudes toward (the child) smoking. Influence of parents remained stable while the influence of peers increased with age (also see Biddle, Bank, & Marlin, 1980).

Chassin et al. (1986) challenged the conclusion that peer infuence increases while parental influence remains stable in a longitudinal study of smoking onset among 6th-11th graders. Longitudinal analyses of smoking onset revealed that both parent and peer influences predicted future transitions in smoking status; the initial onset of smoking among never smokers was more likely for adolescents with more smoking friends and parents. No grade effects were found. Both parental and peer influences were predictive of smoking onset regardless of adolescents' age. When the same data was analyzed cross-sectionally Krosnick & Judd's findings were replicated.

The contradictory findings are attributed primarily to the fact that the cross-sectional analyses included a more heterogenous sample (new smokers, regular smokers, nonsmokers) while the sample examined in the longitudinal analysis was more homogenous (non to new smokers). Chassin

and colleagues argue that when heterogenous samples are examined effects of the behavior (smoking) are confounded with social influences. Contradictory findings may also be a function of differences between adolescents who initiate cigarette use at younger ages and those who wait until they are older to try proscribed behaviors. For example, adolescents who use cigarettes during early adolescence may be more independent, more rebellious, or members of more deviant or adventuresome peer groups than those who experiment later. A focus on age without consideration of either adolescent personality characteristics or the nature of peer groups leads to findings that are difficult to interpret.

Summary

There is considerable focus on the increasing influence of peers during adolescence. Parents continue to infuence their children with respect to basic values, however, while peers play a more crucial role in areas of immediate relevancy to the adolescent. The nature of the parent-child relationship, peer relationships, and adolescent personality may all influence the degree to which parental or peer influences take precedence. In addition to a focus on the relative influence of parents and peers it would also be instructive to know about the kinds of peer pressure that adolescents experience.

1.7

PEER PRESSURE AND CONFORMITY DISPOSITIONS

1.7a Types of Peer Pressure Experienced

Although there is considerable data on conformity, little is known about the kinds of pressures that adolescents actually experience or their willingness to accede to pressure from peers. Brown, Clausen, & Eicher (1986) explored these issues in a large sample of 6th-12th graders. Subjects responded to hypothetical situations that included neutral and antisocial activities as well as answering items on perceived peer pressures and self-reported behavior.

In general, adolescents reported more pressure to engage in peer involvement (e.g., spending time with friends, going to parties, school events) than in antisocial (e.g., drugs, sex) activities. Furthermore, there appeared to be pressure <u>against</u> misconduct. With age, the pressure toward misconduct increased. That is, adolescents reported more pressure to engage in actvities such as drug use as they got older. Since drug use (e.g., alcohol, cigarettes) is legal adult behavior, this trend may reflect increasing pressure to try on adult roles rather than increasing pressures toward delinquency. An earlier investigation (Clausen & Brown, 1985) found that perceived peer pressure differed as a function of group

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membership. Perceived pressure to go out for sports was highest among students identified as Jocks, pressure to engage in misconduct was highest among Druggies, and pressure toward peer involvement was lowest among Loners.

1.7b Conformity Dispositions

In the study described above conformity dispositions were assessed by asking about subjects' willingess to conform with peers (a couple of your best friends) when they themselves were either reluctant to engage in the behavior or were interested in doing something else. Adolescents were more willing to follow peers in neutral than in antisocial activities. Males were more willing than females to accede to antisocial pressures. Finally, the strength of conformity dispositions fit theoretical assumptions peaking at early adolescence. Findings also suggest that peer pressure and conformity disposition are mutually reinforcing. That is, the higher one's willingness to conform to antisocial pressures, the stronger the association between peer pressure and self-reported misconduct and antisocial behavior.

Summary

In summary, adolescents report more pressure to engage in prosocial than in antisocial behavior and more willingness to accede to the former. The greatest pressure

to accede was felt among early adolescents. Older adolescents experience more pressure to engage in antisocial activities and males reported more willingness to take part than females. Furthermore, membership in a particular crowd or social group influenced the types of pressure experienced. It should be noted that these findings are based on explicit peer pressures (pressures that students actually perceived). Implicit peer pressures were not measured and may be difficult for adolescents to recognize. The reported findings may in fact underestimate level of peer pressures.

1.7c Acceptance and Rejection

Conformity may take place primarily to gain acceptance and avoid rejection by peers. Indeed, social acceptance during adolescence is associated with conformity to peer group norms (see Hartup, 1983). Popularity and status, which contribute significantly to acceptance, appear to increase in importance during adolescence as young people become more attuned to what others are thinking.

The literature on determinants of acceptance and rejection among children reveals some consistent associations. Attractiveness and intelligence are usually associated with acceptance. Lenerz, Kucher, East, Lerner, & Lerner (1987) reported that attractiveness was related to positive peer nominations and negatively related to

parental and teacher reports of negative behavior. Attractiveness was also related to self-perceived behavior/conduct problems in a sample of 6th graders.

Among males athletic performance is related to popularity, as is early pubertal development. The relationship between pubertal timing and social acceptance appears to be more phasic for females; during early puberty the late maturer is favored while during late maturity the early developer is more socially advantaged (Faust, 1960). These findings may be dated, however, given the social changes that have taken place over the last two to three decades.

1.7c1 Self-esteem and acceptance

General self-esteem shows a curvilinear relationship with acceptance; moderate levels of self-esteem are positively related to acceptance (see Hartup for review). Assessments of domain specific competence show that adolescents' perceptions of social and scholastic competence are associated with positive peer nominations. Almost all domains of perceived competence are negatively associated with negative peer nominations. Thus, adolescents who perceive themselves to be competent are well liked by their peers (Lenerz et al, 1987).

1.8

SELECTION FACTORS

1.8a Similarities among Friends

Although social influence is high during early adolescence, data support the contention that similarities between friends cannot be attributed entirely to the mutual influence of friends on each other (Hartup 1983, Kandel, 1978b). Best friends tend to have similar demographic profiles (age, race, gender) (Duck, 1975; Kandel, 1978b), academic perspectives (Duncan, Featherman, & Duncan, 1972), and are more similar on interpersonal understanding and social competence than unilateral or non-mutual friendship pairs (Kurdek & Kile, 1982). Since adolescent notions of friendship are based on shared identity (see Hartup, 1983), similarities in self-perceived competencies could be an additional selection factor. That is, perceived similarities in scholastic competence or athletic competence are possible contributers to a sense of shared identity which in turn contributes to friendship and crowd formation. No investigations have examined this relationship, although several have looked at general self-esteem and crowd membership.

1.8b. Self-esteem and Crowds

Some data show differences in general self-esteem

among crowds; that is, the mean level of self-esteem is higher in some crowds than others. Membership in a high status crowd is often associated with high self-esteem (Coleman, 1961), however this relationship is not always clear cut. Brown and Lohr (1987) examined differences in self-esteem among three crowds with significantly different status levels. Jock-populars, a high status group, reported the highest self-esteem followed by Druggie-toughies and Loners (individuals without group affiliation). The only significant difference in self-esteem levels was between the Loners and the other two groups. This finding was surprising since the Jock-populars and the Druggie-toughies tend to hold very different status positions.

Further analyses revealed that level of satisfaction with independent status had a significant impact on self-esteem among Loners. Those who were satisfied being independent of a group could not be distinguished from the other two crowds in terms of their self-esteem. Only those Loners who wished to be members of some group had significantly lower self-esteem. This evidence suggests that: 1) satisfaction with one's own group affiliation (or lack of) has a greater influence on self-esteem than group status, and 2) general self-esteem is a relatively poor construct for discriminating among crowds.

The inability to differentiate among these three

diverse groups of adolescents on the basis of self-esteem was unexpected, according to the authors. General self-esteem may mask important differences that more specific evaluations of self-concept would illuminate. The constellation of competencies evidenced among Jocks, Druggies, and Loners is likely to be different. The respective activities and behavior of these groups suggest quite different competencies and interests.

Summary

Selection factors have been shown to influence adolescent friendships. Previous data indicate that general self-worth does not discriminate among crowds effectively. No studies have investigated the role of perceived competencies in friendship or crowd formation. The model presented in the final section is the first to hypothesize a relationship between perceived competencies and crowd affiliation.

1.9

AN ALTERNATIVE PSYCHOSOCIAL MODEL OF DRUG USE: THE PERCEIVED COMPETENCIES AND CROWD AFFILIATION MODEL

Overview

The Perceived Competency and Crowd Affiliation (PCCA) Model includes elements of each of the three psychosocial

models presented in Section 1.3 and yet is conceptually distinct. The PCCA has been developed specifically to assist in understanding experimentation with drugs among early adolescents. The focus on this developmental stage has influenced the conceptualization of the peer group and the emphasis on the influence of the group. During early adolescence the peer group is best represented by the crowd, a large group of students who are labeled a particular way because of their actions. Crowd norms are expected to directly influence drug use behavior.

The PCCA also places emphasis on the individual and his or her role in shaping the social environment. Self-concept is the only variable examined in the personality domain thus making the conceptualization of "personality" more circumscribed than in other psychosocial models of drug use. The focus on domain specific self-esteem may be illuminating with respect to the relationship of the self to drug-related behavior. The PCCA differs from the other models in the conceptualization of self-esteem as a domain specific construct. The hypothesized indirect association between self-esteem and drug use via the peer group is similar to the relationship proposed in Peer Cluster theory.

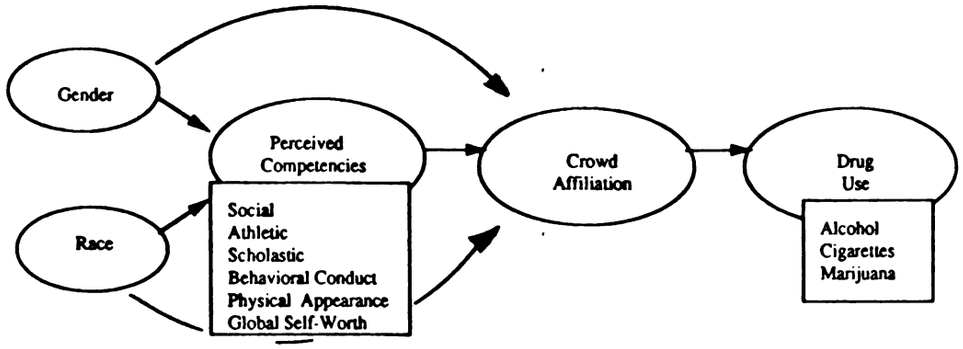

Figure 1. The Perceived Competency and Crowd Affiliation (PCCA) Model of Adolescent Drug Use.

1.9a Peer Group Influence: The Crowd

Data reviewed in previous sections show consistent associations between an individual's drug use and the drug use of his or her friends. Peers are consistently found to influence drug use despite numerous definitions of "peers." The PCCA proposes a conceptualization of the peer group and a method of assessing peer affiliations that differ from other models. Specifically, this model focuses on the influence of "crowds" which provides some advantages over other conceptualizations of peers. Theoretically, the larger social group takes on great importance during early adolescence and data support this conjecture. Early adolescents' concerns with inclusion in the group, and with group status, and their susceptibility to social influence

all contribute to the heightened influence of crowd members on behavior. Defining the peer group as the crowd also offers the advantage that crowds can be characterized on a variety of dimensions (e.g., competencies, activities, attitudes toward school, etc) thus providing the basis for development of a more complete view of the social conditions that foster or discourage drug use. And finally, a focus on crowds may provide an avenue for intervention. For example, leaders of various crowds might be targeted (a diffusion of innovations approach; Rogers, 1987) and the content of interventions tailored for each crowd (e.g., address issues of salience for that particular social network).

The PCCA model posits that the crowd is the best representation of the social conditions under which initial drug experimentation takes place. And that the most powerful norms with respect to drug use are those of the crowd. Finally, it was expected that crowd affiliation would influence availability of drugs. In sum, crowd affiliation was expected to have a direct impact on drug use.

It was hypothesized that multiple crowds would be identified with the general characteristics of: elite, normal, athletic, delinquent, and ethnic-based. Additionally, a proportion of students would be identified as outside of the peer social structure. Crowds with

delinquent tendencies were expected to exhibit the highest levels of drug use. Highly social peer-oriented crowds were also expected to have high levels of use. Finally, adult-oriented crowds, such as Brains, were expected to have low levels of drug use.

1.9b Self-Concept: Perceived Competencies

Personality variables were expected to influence crowd affiliation. This model focuses on one aspect of personality: self-esteem. Self-esteem, assessed as a domain specific construct, was expected to influence drug use indirectly through membership in a specific crowd. Adolescents who share similar competencies were expected to affiliate with each other since similarities can contribute to a sense of shared identity. Adolescents with similar skills are likely to engage in activities together: athletically talented kids are likely to play on school sports teams or simply participate in "pick-up" ballgames during school recesses. Gifted students often are placed in classes together. So, it was expected that domain specific competencies would discriminate among crowds more effectively than general self-esteem.

In addition to the hypothesized influence of competencies on crowd formation it is also possible that crowd affiliation affects perceived competencies. That is, an adolescent may surmise that because he is included in

the Sports crowd he is athletically capable or being in the Popular crowd is confirmation that one is well-liked and has high social skills. Regardless of the relative contributions of selection and socialization, profiles of perceived competencies were expected to differentiate crowds from each other. Specifically, the high social status crowds (e.g., Popular or Elite) were expected to have higher perceived social competence than their peers in other crowds. Those in the elite crowds were expected to be relatively high on all dimensions of perceived competence. The Brain or Smart crowd was expected to exhibit higher sholastic competence than any other crowd. Additionally, Brains were expected to have relatively low Athletic and Social competence. It was hypothesized that Jocks or athletes would have higher Athletic competence than their peers in other crowds.

1.9c Demographic Variables: Ethnicity & Gender

Demographic factors, specifically ethnicity and gender, were not expected to be predictive of drug use. Both ethnicity and gender were expected to relate to perceived competencies and to crowd affiliation. Based on past research, males were expected to report higher levels of athletic competence, perceived physical appearance, and global self-worth (Harter, 1985). Females were expected to report higher behavioral conduct. Ethnic differences in

perceived competencies were also expected, but no specific hypotheses were posed.

Crowd affilation may be significantly influenced by ethnicity and gender since these characteristics conceivably contribute to a sense of shared identity. The effects of ethnicity were expected to be strong, and ethnicity may overshadow the influence of competencies. It was expected that an Athletic crowd would be predominantly male. No other specific hypotheses regarding gender differences in crowd affiliation were proposed.

Summary

This models states that peer group norms directly influence substance use and that during early adolescence the peer group is best represented by the "crowd." A crowd is a relatively large group of students who are labeled a particular way because of their actions. It is further hypothesized that adolescents become members of a crowd on the basis of perceived shared identity as reflected in self-evaluative judgements in a variety of areas. These self-evaluative judgements comprise a domain specific assessment of self-esteem and are reflective of perceived competence or adequacy in five domains: scholastic, athletic, social, behavior, and physical appearance. Additionally, it was hypothesized that ethnicity may have a direct influence on crowd membership due to shared ethnic

identity.

This investigation assessed the explanatory value of the model by examining 1) the direct relationship between specific self-evaluations and crowd membership as well as 2) the correspondence between crowd membership and substance use. Additionally, the contribution of ethnicity to crowd membership was examined. The model is depicted in Figure 1.

CHAPTER TWO

METHOD

2.0

The School Environment

Eighth grade students in an ethnically mixed urban middle school on the West Coast were the subjects of this investigation. The majority of the student population is drawn from the surrounding neighborhoods which are representative of working class families. About one quarter of the student body is from a largely Hispanic neighborhood that is not immediately adjacent to the school. Total enrollment in the school is about one thousand.

School policy prohibited gathering information on socioeconomic status from the students. However, an indirect measure of SES level of the school population was available in the form of information regarding eligibility for the free meals program. The free meals program provides for free or reduced cost meals at school for children of families with limited incomes. Eligibility is determined by a variety of factors including family size, income, and immigration status. All families receiving federal support such as AFDC (Aid to Families with Dependent Children) or food stamps are eligible.

Additionally, a student from a family of four with a monthly income of less than $1300 is eligible for free meals. The same sized family with monthly income between $1300-$1900 would be eligible for reduced meals. Sixty-two percent of students were eligible: fifty percent qualified for the free meals program and an additional 12% qualified for meals at a reduced fee. Thus, a significant proportion of students come from low income households.[2]

School records indicate that Hispanics (29%) and blacks (28%) constitute the largest ethnic groups in the eighth grade, while Asians and Caucasians each constitute about 19% and other non-whites make-up the remaining 5% of the class. A similar ethnic distribution is found for the school as a whole. A local school psychologist described this school as being more racially integrated than some of the other middle schools in the district. Additionally, she described the school environment as 'safe' for students.

The percentage of gifted students in this school is high relative to other middle schools in the district. A significant proportion of students go on to attend a select public high school (18%) or private schools (5%). The overwhelming majority of students go on to local public high schools. Eighth graders CTBS scores were at the 54th

[2]These data are based on the entire school (6-8th grades) and may not be representative of the students who participated in the study.

percentile for reading and 67th percentile for math in 1989.

Teachers generally appear to be involved and dedicated. Parental involvement in school related activities does not appear to be particularly high; PTA meetings are considered 'well attended' when there are 10 individuals present.

2.01 Overview

This investigation involved three distinct phases each building on the previous one. All phases of the investigation were conducted during the academic year 1988-1989. The two initial phases of the investigation utilized an individual interview format while the third phase involved group administration of questionnaires (See Table 3). Interview data collected in Phase One identified the peer social structure in the 8th grade. Phase Two involved further refinement of the social structure and identification of students' crowd affiliations. A select group of students (as described below) participated in these two phases of the study which were conducted during late Fall and early Winter sessions. Questionnaires focusing on health and social life and on perceived competency were completed by all participating class members during the Spring in the final phase of the study.

The investigation was embedded in a health education

program conducted at the participating school. All phases of data collection took place prior to the educational program. The education focused on health-related topics including diet and nutrition, drug use, sexual behavior, and peer relationships. Students' completed questionnaires provided the basis for confidential computerized feedback on health related behavior. Feedback was given at an educational session conducted during regular classtime by physicians, psychologists, and health psychology graduate students. Additionally, anonymous questions generated by students during the data collection phase provided the basis for discussion. Thus, the focus of the education in a specific classroom was dependent in part on the questions that students' had generated.

Table 3
Summary of Method and Instruments

Phase	Focus	Sample Size	Sample Characteristics	Instruments
1	Identification of Crowds, Crowd stereotypes	21	Cross-section of peers	Interview (Appendix A)
2	Identification of Crowd Members	16	Identified crowd members	Interview
3	Self-reported crowd affiliation, drug use, perceived competencies	195	All participating students	Questionnaires: Self-Perception Profile (Appendix B) Teen Health Survey (Appendix C)

2.1

Phase One: Identification of Crowds

Phase One involved individual interviews with selected 8th graders to identify the peer social structure in the school.

2.1a. Subjects

The three 8th grade science teachers were asked to identify students who represented the various segments of the social structure in the class. Teachers provided a pool of names from which individuals were selected to contact for interviews. In selecting students from this pool the investigator attempted to reflect gender and racial make-up of the class. Interviews were conducted with 21 students who represented a cross-section of the peer culture. All ethnic groups were represented among those who participated in the interviews (n = 8 black, 5 Caucasian, 3 Asian, and 6 Hispanic). Approximately equal numbers of males (n= 10) and females (n = 11) took part.

2.1b. Procedure

Letters describing the project and the interview were sent to parents of the selected students. Verbal parental permission was obtained prior to contacting the student. Twenty-three parents were contacted. Only two of the

parents declined to have their son or daughter participate in the interviews. No student who had parental permission declined to participate.

Identified students were asked to participate in the study to assist health professionals in understanding the social world of teenagers. Interviews were scheduled during participants' science class and took place at the school in a private room. Each interview lasted 20-30 minutes. All interviews were conducted the author (MMD).

Interview Protocol: Identification of Crowds and Leaders

Participants were first asked to label the major crowds in their class. A crowd was defined as "A label you put on students who act the same way or do the same sort of things, even if they don't spend a lot of time together." (Clausen & Brown, unpublished). Students then 1) identified which, if any, crowd they belonged to, 2) identified the crowd with the highest status ("What crowd do you think most kids would say that they wanted to belong to?"), and 3) indicated the benefits of being in a crowd as well as the benefits of not being in a crowd.

Informants then focused on the crowds named in response to the initial question. For each identified crowd they indicated the gender and ethnic composition and described the stereotypic traits of the group on 7 pre-

selected dimensions: dress and grooming, sociability (how crowd members interact with students outside of their group), permeability (how crowd members would respond to an individual wanting to join their crowd) academic orientation (attitudes toward school, grades), schoool hangouts, weekend activities, and extracurricular activities. Finally, they were asked to name a few students who were members of each crowd. About one-third of the informants were not asked to identify crowd members because this question was accidently omitted from the protocol. The question was included after the fifth interview (See Appendix A).

2.2

Phase Two: Identification of Crowd Members

Phase Two involved individual interviews with students who had been identified as crowd members. The purpose of the interview was to identify the crowd affiliation of all students in the class.

2.2a Subjects

Students identified as crowd members in Phase One were contacted for the second interview. No strict guidelines were enforced in selecting students for Phase Two. A student who was mentioned more than a few times as being a

crowd member was considered eligible for this phase of the study unless he/she had already participated in the previous phase. An attempt was made to select students who had been identified as being associated with different crowds so that various perspectives would be represented. Sixteen students were contacted and completed this interview. Previous research (Clausen & Brown, unpublished) suggested that this was an adequate number of interviews for identification of crowd members.

2.2b Procedure

Contact and consent procedures were identical to those used in Phase One. No parent or student declined to participate. Interviews were conducted individually and each interview lasted approximately 45 minutes.

Interview Protocol: Identification of Crowd Members.

The purpose and procedure were described at the outset of the interview. The stated purpose was to understand more about the social world of the 8th grade by identifying crowds and crowd members. Students were told that they had been identified by their classmates as someone who was aware of the social groups. Crowd labels and brief descriptions of crowds were placed on 3 x 5 cards and attached to a bulletin board. Each informant reviewed the crowds and was provided with the opportunity to make

additions or deletions. The number of crowds changed during the process as informants added and deleted groups; there were never less than seven crowds listed. Once any suggested changes had been made, the interviewer began the process of going through a class list and having the informant identify to which crowd each individual belonged. Students placed an individual in a crowd, indicated that the individual was unknown to them, that the individual didn't fit into a crowd. Informants were encouraged to place individuals in a single crowd, but some students were placed in more than one crowd.

Two lists had been developed each of which contained the names of half the students in the eighth grade. Thirteen informants were able to complete both lists which represented the entire class; three students completed one list.

2.3

Phase Three: Self-Report Questionnaires

In the final phase of the study all 8th grade students were asked to complete confidential questionnaires focusing on drug use and other health issues, social life, self-identified crowd membership, and perceived competency. Questionnaires were completed during regular classtime. All 8th grade students, with the exception of students in

special education classes (e.g., learning disabled, ESL classes) were eligible to participate.

2.3a Procedure

Confidential questionnaires were completed during regular science classes. Science is a required course for 8th graders. Questionnaires were administered by the research team. Data collection took place on two days spaced 3 weeks apart. In addition, two make-up days were scheduled for absentees. The competency measure (Self-Perception Profile; SPP) was administered the first day and the Teen Health Survey (THS) was administered the second day.

Consent Procedure

An orientation was conducted in individual classrooms informing students of the program and the need for consent from parents and from the students themselves. The orientation was conducted by members of the research staff. In addition to a brief description of the program each student received a flyer explaining the project and an envelope to be delivered to parents. The contents of the parent envelope were described to students. The envelope contained: a letter from the research staff describing the program, a letter of support from the vice-principal, separate consent forms for parent and student, a copy of the Experimental Subjects Bill of Rights, and a stamped

envelope addressed to the vice-principal. Students were asked to deliver the materials to parents, discuss the program with them, and return consent forms in the envelope provided indicating preferences regarding participation. The voluntary nature of the program was stressed both at the orientation and in the parent letter. All materials were printed in English and Spanish. In order to ensure that all parents received the information, identical materials were sent directly to parents through the mail several days after the orientation.

Over the course of the next several weeks responses were noted and parents who did not respond were contacted by phone. Over 75 parents were contacted by phone. In some cases consents had been signed but students had failed to deliver them to school. In other cases parents wanted more information, hadn't yet discussed it with their child or the other parent, had misplaced or hadn't yet seen the materials. When phone contact was not possible, additional sets of materials were given to classroom teachers to distribute to identified students.

Positive parental and student consent were required for participation in the project. Consent was obtained for 83% of the eligible 8th grade class (total class: n=258). Of the 40 students who did not have permission to participate, 8 were non-responders and 32 were refusals by either the parent(s) or the student. In only a few cases

were parents' reasons for refusing to let their child participate made explicit. Most parents did not state their reasons not wanting their child to participate when they signed the forms, however, a few parents stated their reasons during phone conversations. In one instance a parent mentioned religious reasons (Jehovahs Witnesses) and another expressed concern about discussion of sexual issues in declining to have her child participate. Parents who were contacted on the phone were very receptive to the educational and research program.

In general, students who had parental permission to participate did so. However, in one classroom a single student who was apparently a leader was vocal about not wanting to participate and several other students followed suit. Six students initially declined to participate, however, two of them later expressed their interest in being a part of the project. So, four students in this classroom declined to participate.

2.3b. Subjects

Subjects were all 8th graders enrolled in regular science classes who had permission to participate in the project and who were present on data collection days. Only students with data on both the Teen Health Survey (THS) and the competency measure (SPP) were included in the main sample. Eighteen students were excluded. Eleven of these

students had data on only one of the measures. One student was excluded because his data on the THS appeared not to be valid; this individual wrote rude comments throughout the questionnaire and gave unreasonable answers to many of the items. Subjects missing over one-third of the data on the SPP were dropped (N=6). This resulted in 195 subjects with adequate data on both measures to be included in the main analyses.

The mean age for the sample was 13.4 years (sd= .56). Fifty-three percent were female. Twenty-four percent of the sample was black, 19% Caucasian, 20% Asian, 19% Hispanic, and 18% of mixed racial origin. Hispanics were slightly underrepresented in this sample due to the exclusion of students enrolled in English Second Language (ESL) classes. With this exception, the ethnic makeup of the sample approximates that of the class as a whole. Seventy-four percent of the students had been attending the school since 6th grade which is reflective of a stable student community.

A significant proportion of students in this sample came from intact families with high levels of education. Fifty percent of the students reported living with both biological parents, 30% with mother only, and 13% with one biological parent and a step parent. The remaining 7% of students lived with father only, half time with each parent, or with neither parent. Twenty-five percent of

students were unaware of mother's educational level. Of those who knew, mean level of mother's education was completion of college, and over 40% of mothers had earned a minimum of a bachelors degree as reported by students.[3]

2.3c Instruments

2.3c1 Self Perception Profile (SPP)

The Self-Perception Profile for Children (Harter, 1985) assesses general self-esteem in addition to assessing perceived competence and adequacy across five specific domains. The six subscales are: 1) Scholastic Competence, reflecting school or academic performance, 2) Social Acceptance, with an emphasis on peer popularity, 3) Athletic Competence, stressing ability at sports and outdoor games, 4) Physical Appearance, stressing satisfaction with looks, 5) Behavioral Conduct, focusing on proscribed behavior, and 6) Global Self-Worth, tapping

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[3]It is difficult to resolve the high level of mothers' education with the number of students who come from low income families (eligible for free meals program). Several factors may contribute to this seemingly contradictory finding. First, 64% of students who reported mother's education as college degree or higher come from intact families. Thus, those with lower education are more likely to be head of household. Secondly, students in ESL classes were excluded from the investigation. These students are mostly immigrants and are likely to come from low income families. Third, twenty-five of students were unaware of mother's educational level thus introducing a significant amount of missing data. Finally, data on free meals program eligibility is for the entire school and may not be an accurate reflection of those who took part in the study.

general feelings of worth independent of any particular skill domain.

This measure utilizes a "structured alternative format" in which the child is presented with two opposing statements about how children might feel and asked to decide which statement best fits him/her. Then the child decides whether the statement is "really true of me" or "sort of true of me." For example, an item from the Scholastic Competence scale states "Some kids often forget what they learn BUT other kids can remember things easily." The structured alternative format was designed to reduce socially desirable responding. There are four response points for each item. Responses are scored from 1 to 4 with high scores reflecting perceptions of greater competence. Each subscale is comprised of six items for a total of 36 items. Within each subscale items are worded so that the first part of the statement reflects high competency for half of the items, while in the other half the first part of the statement reflects low competency. (See Appendix B).

This measure is a revised and expanded version of the Perceived Competency Scale for Children (Harter, 1982). Both scales evidence discrete factors, good internal reliability, and are unrelated to measures of social desirability (Harter, 1982; 1985). Harter (1985) reported subscales reliabilities, as measured by Chronbach's alpha, ranging from .71-.86 across four separate samples. The

Behavioral Conduct subscale consistently showed lower reliability than other subscales.

The original scale has been shown to be reliable and valid in samples of both white and ethnic minority children and young adolescents (Harter, 1982; Cauce, 1986, 1987). The revised scale has been used primarily with white children and young adolescents (Harter, 1985; Lenerz, 1987). Validity studies have shown that: 1) social competence was related to positive peer nominations (appraisal of positive peer relations generated by classmates), 2) perceived cognitive competence was correlated with cognitive abilities and performance, 3) parents' assessment of behavioral problems was negatively related to self-perceived behavioral competence, and 4) teachers' ratings of competence showed significant correspondence with students' in most domains (all except physical appearance).

2.3c2 Teen Health Survey

The Teen Health Survey (THS) was developed specifically for this study. The survey covers the following general areas: drug use, sexual behavior, vehicular use, perceptions of classmates' drug use, social relationships, self-identified crowd membership, self-esteem, and pubertal development. Some of these areas (e.g., pubertal development, sexual behavior) were included to address questions of concern to the larger health

education project and are not directly relevant to this portion of the study. All sections of the THS relevant to this segment of the study are described below (See Appendix C).

2.3c2a Background Data

Gender (Q1)

Students checked a box indicating whether they were male or female

Ethnicity (Q2)

Students placed a check next to one of seven ethnic categories that best describe their racial background. An option to write in "other race" was provided.

Age (Q7)

Students responded to the item "When were you born?" by writing in the month, day and year of birth. (Special instructions had been given to ensure that students knew how to report birthdate correctly.)

Length of time at School (Q10)

Students indicated what grade they were in when they came to this school. Choices were "6th," "7th," and "8th" grades.

Grades (Q 11)

Students were asked to indicate what kinds of grades they usually received. A nine choice format was used that included each grade (mostly As-mostly Fs) and the combination of two neighboring grades (mostly As and Bs,

mostly Bs and Cs).

Mother's Education

Each student responded to the question "How much education did your mother complete?" Six choices were provided ranging from "less than high school" to "more than a college degree". A "not sure" response was also provided.

2.3c2b. Drug-Related Items

Self-reported Drug Use

Frequency (THS Qs #16,18,21-24, 26-29)

Subjects indicated how often they smoked cigarettes, smoked marijuana, chewed tobacco, used cocaine or crack, drank alcohol in general, drank alcohol with friends, drank alcohol with parents, and drank alcohol alone. A nine choice response format ranging from "every day or almost every day" to "never used" was utilized for all the above items.

Respondents were also asked how often they sniffed something to get high, injected drugs, and how often they used any of a list of drugs that included acid, LSD, uppers, quaaludes, angel dust. These three questions utilized a four choice response format ranging from "never" to "more than a few times."

Intensity (THS Qs #17, 20, 25)

Questions about intensity of use were asked for

alcohol, cigarettes, and marijuana. The items on alcohol and cigarettes asked students to consider how much they usually drank/smoked on the occasions that they engaged in that behavior. A blank was provided for students to fill in their answer. The item asking about intensity of marijuana use per occasion provided five choices ranging from "don't smoke marijuana" to "more than one joint."

Availability of Drugs at School (Qs #30a-d)

Students were asked how frequently they had been offered drugs at school. The question was asked for each of four substances: cigarettes, alcohol, marijuana, and cocaine or crack. A seven choice response format was used ranging from "every day" to "never."

2.3c2c. Social Relationships

Importance of being in a crowd (Q 46)

Respondents indicated the degree of personal importance they placed on being in a crowd. Responses ranged from not at all important (1) to very important (4).

Crowd Identification (Q 47)

The portion of the survey focused on social life was preceeded by a brief introduction explaining the concept of crowds and providing a definition. Following this, the seven crowds identified in Phase One of the study were briefly described (see page 14 of the THS in Appendix). In order to assess perceived crowd affiliation students

were asked "What would most of your classmates say about you (with regard to social interactions)?" Responses were chosen from five statements. Three statements indicated non-membership in a crowd and were as follows "I hang out by myself most of the time," "I hang out with a few friends, but I am not in a crowd," and "I have lots of friends, but am not in a crowd." The fourth statement indicated membership in a single crowd, and the final statement indicated membership in more than one crowd.

Students who indicated that they would be considered members of a crowd(s) were asked to indicate to which of seven crowds they belonged. They were also given the option of writing in a crowd that wasn't on the list. They could indicate being a member of more than one crowd.

Major Crowd (Q 59)

Students who indicated being in more than one crowd identified one of the crowds as their major crowd. They responded to the statement: "Kids who are in more than one crowd usually feel that one of those crowds is their MAJOR CROWD, the crowd that they spend the most time with or feel the most a part of or is most important to them. Which of these crowds is your major crowd?" A line was provided for writing in the chosen crowd.

Favorite Crowd (Q 58)

Students who indicated being members of more than one crowd also identified the crowd they liked being with the

most. A line was provided for writing in the chosen crowd.

Status of Crowds (Qs 55, 68)

Crowd status was assessed by asking repondents "What crowd do you think most kids in your class would want to belong to if they could?" Respondents could indicate one of the 7 identified crowds, write in another crowd, or indicate that most kids don't want to belong to crowds.

Ideal crowd (Qs 56, 69)

The ideal crowd was assessed by asking respondents "What crowd would you like to belong to?" Again, students could identify one of the seven identified crowds, write in another crowd, or indicate that they didn't wish to be in a crowd. Respondents who had identified themselves as crowd members were also given the option to indicate "I am happy in the crowd I'm in."

CHAPTER THREE

RESULTS

OVERVIEW

Chapter 3 is organized around nine major sections. The first four sections provide a rich portrayal of adolescent social groups. The primary focus is on development of the indicators of the peer social structure in this school and classification of students into the identified peer groups. Section 3.1 covers compilation of crowd data from Phase One of the study describing the major identified crowds and stereotypic traits of these crowds. In Section 3.2 the decision rules used to determine peer-identified crowd affilations are outlined and the final peer identified crowds are presented (Phase Two). Section 3.3 provides a brief description of differences between participants and non-participants in the main study. This is followed by descriptions of the self-identified crowds obtained in Phase Three (3.4) and examination of the correspondence between peer- and self-identified crowd ratings (3.5).

The next three sections present results testing the hypothesized model. Section 3.6 introduces the Self Perception Profile (SPP) and presents findings based on discriminant analysis testing the hypothesized relationship

between perceived competencies and crowd membership. Patterns of drug use are presented in Section 3.7. Additionally, the hypothesized relationships between perceived competency, crowd affiliation, and drug use are tested using multiple logistic regression. Section 3.8 presents exploratory analyses focused on drug availability. Section 3.9 briefly summarizes the major findings.

This study was conducted during a time of transition in young people's lives and assesses emerging social structures. This adds both richness and complexity to the data that follow. Our understanding of young adolescents' social world is enhanced through analysis of characteristics of peer groups and peer group membership. Adolescents' own view of the social world and their place in that structure is still developing, however, and may be difficult to capture in a cross-sectional study.

3.1

PHASE ONE:

CROWD IDENTIFICATION

Overview

The crowd types generated in Phase One interviews with 21 informants are presented below. Crowds that were mentioned by at least a fifth of the informants were identified as major crowds. The characteristics and stereotypes of the major crowds are described in detail.

3.1a Identified Crowds

The concept of 'crowds' was familiar to most students. Only one informant was unable to generate any crowd types. This student had been in the United States only short time and appeared to be outside of the peer social structure. Although informants recognized the concept of crowds some were reluctant to identify or 'label' groups. The reluctance was noted mostly among girls.

In the initial interviews thirty-seven unique crowds were mentioned by informants (see Table 4), but these could be collapsed into a smaller list of major crowd types similiar to that found by Brown and colleagues (Brown & Mounts, 1989; Brown & Lohr, 1987). The most frequently mentioned crowd types fell into two distinct categories: 1) reputation-based crowds (crowds that reflect students' primary interests, abilities, or social position), and 2)

ethnically-based crowds (crowds that reflect one's ethnic origins). Three crowd types were mentioned by at least half the informants. These included: Popular, Rowdy or Tough, and Sports. Another four types were mentioned by at least one-fifth of informants: Black, Smart (Brains), Hispanic, and Rockers. In addition, there was some evidence of a parallel set of Popular crowds for different ethnic groups (e.g., Popular-Black, Popular-Filipino; ethnically-based reputation crowds), and a parallel set of sports crowds for males and females.

Table 4
Summary of Identified Crowds

Sports	Tough
Sports Girls	Rowdy
Football	Rowdy Girls
Basketball	
	Sassy
Popular	Fast Girls
Popular-white	Phonys
Popular-Hispanic	Vain
Popular-Filipino	Bitches
Popular-black	Wanna Bes
Nerds	Rockers
Smarts (Brains)	Rappers
	Skateboarders
Asian	New Wave
Chinese	
Black	Nice
Hispanic	Normal
Latin	Good
Hispanic (Spanish) Girls	
Hispanic Boys	Nobodies
	Loners
Get Along Gang	

Characteristics of Identified Crowds

Ethnic Composition

The majority of crowds were viewed as being ethnically mixed or black. Only a handful of crowds were perceived to be primarily Hispanic or Caucasian and even less were described as Asian. The low visibility of Asians may reflect the slightly lower percentage of this ethnic group in the student population. In contrast, blacks make up a significant proportion of the class (28%) which may account for the perception that many crowds are predominantly black. Alternatively, blacks may play a more dominant role in the peer structure than other ethnic groups. The large number of crowds described as being ethnically mixed suggests significant racial integration within the peer social structure.

Informants were surpisingly consistent in their perceptions of the ethnic composition of identified crowd types (e.g., Sports, Football). For example, most students identified the Sports crowd as ethnically mixed and Rowdys were generally seen as being mostly black. This was not true, however, of descriptions of the Popular crowd. Approximately half of those who mentioned a Popular crowd viewed is as ethnically mixed and half described it as black. The discrepancy regarding ethnic makeup raised the possibility that students were referring to different crowds but not applying an ethnic label (e.g, mixed

Popular, black-Popular). In order to explore this further, all mentions of ethnically mixed populars were classified as one group and mentions of a black popular crowd were classified as another group. The stereotypic traits of each crowd were examined to determine whether there were differences between them (see Section 3.1b). Descriptions of the two groups were distinct enough to warrant consideration as separate crowds. Thus, two Popular crowds were identified. They will be described in the following section along with all other identified crowds.

Status

Informants had been asked to indicate which of the crowds they mentioned was the one that "most kids would say they wanted to belong to." There was considerable consensus on this issue. The Popular crowd (9 votes) clearly emerged as the highest status followed by the Sports crowd (6 votes), and the Popularblack crowd (4 votes). No other crowd was mentioned most desirable. Perception of status appears to be influenced by gender of the informant (sample included 11 females and 10 males). Only males described the Sports crowd as being the most prestigious and of those who saw a Popular crowd as highest status most were female.

3.1b Stereotypic Traits of Crowds

Each informant had described the stereotypic traits (ie., attitudes toward school, sociability, etc.) for every crowd that he or she mentioned. All information on characteristics of the major identified crowds was tallied and stereotypic traits were outlined. When a clear majority of the informants described a crowd in similar terms these were taken to be strong stereotypes. For example, everyone described the Smart crowd as trying hard and enjoying school. There was less consensus regarding the gender makeup of Smarts. Most saw it as half male and half female, but a significant proportion of informants said that the Smart crowd was primarily female. In this case, both viewpoints are presented and the inconsistency noted. Given the small number of informants and the fact that not everyone mentioned all crowds, characteristics for the less frequently mentioned crowds (ie., Rockers) are based on the views of a handful of informants.

Table 5 summarizes the stereotypic traits of the major identified crowds. Seven stereotypic dimensions were assessed: dress and grooming, sociability, permeability, academic orientation, school hangouts, weekend activities, and extracurricular activities. Two dimensions queried about were not helpful in distinguishing among crowds: permeability and weekend activities. These are discussed below. Other stereotypic traits are described with respect

to individual crowds.

Weekend Activities

Informants either were unaware of what classmates outside of their immediate circle did on the weekends or believed that students spent time alone or in dyads. Therefore, weekend activities did not distinguish among crowds. Students in this age group may not engage in group weekend activities to the same degree as high school-aged students. This variable may distinguish among middle or late adolescents to a greater degree than among early adolescents. The only crowd for which there were strong stereotypes about weekend activities was the Sports crowd. It was generally agreed that members engaged in sports-related activities, whether formal or informal, on the weekends.

Permeability

Informants were asked how members of each identified crowd would react if someone wanted to join their group. This question was exploratory; it had not been included in previous studies on crowds. Responses were placed in eight general categories as follows: 1. Connections: a person must know someone in the crowd, 2. Closed: the crowd is closed to new members, 3. Reputation: entree determined by student's reputation, 4. Behavior: entree determined by acting a certain way or having particular attitudes, 5.

Similarities: entree based on shared characteristics such as ethnicity, physical appearance, talents or skills, 6. Get to know you: entree dependent on crowd members getting to know you, 7. No specific criteria, 8. Don't know.

Informants overwhelmingly viewed shared similarities as the basis for acceptance into any crowd. That is, the student wanting to join would have to share physical characteristics, ethnic similarities, cognitive capabilities, and/or interests with crowd members. Behavioral similarities also influence acceptance into crowds. For example, one student expressed the opinion that in order to be included in the Rowdy crowd one would have to get suspended or do something really bad. Another remarked that if someone started getting really good grades and shared answers with others (presumably in the Smart crowd) then they might be included in the Smart crowd. In the view of the informants, getting into any crowd is contingent primarily on being viewed as similar. Thus, while the specific characteristics on which judgments were made differed from crowd to crowd the criteria were the same.

Stereotypic Traits of Major Identified Crowds

Sports

The Sports crowd was characterized as mostly male and ethnically mixed. It was alternately described as being

friendly or cliquish and its members were viewed as dressing in a neat and clean style. Sports members were described as average students with few, if any members, in the gifted programs. Members were described as being active in sports, but generally not involved in other activites at school. The consensus was that these youngsters spent weekends either participating in organized or informal sports activities.

Rowdy (Tough)

The Rowdy crowd was viewed as composed primarily of black students. There was disagreement about gender composition: equal numbers of informants viewed it as mostly boys, mostly girls, and equally balanced between the sexes. Rowdies were characterized as troublemakers, as dressing stylishly, and as generally not participating in activities at school. Some informants thought that about half of the Rowdies were active in sports. There was inconsistency of opinion about the academic attitudes of Rowdys; they were viewed as being average to above average students or as hating school.

Hispanics

As suggested by its name, this crowd was described as Hispanic. It was generally viewed as being composed mostly of girls who were described alternately as cliquish and friendly. Hispanics were seen as "just getting by" academically. They were viewed as generally not involved in

school activities, with the exception of some of them being involved in sports. There was a lack of consensus as to how Hispanics dressed with some describing them as stylish, others neat and clean, and still others as dressing in poor taste.

Smarts (Brains)

Smarts were described as composed equally of males and females or as mostly girls. The Smart crowd was perceived to be ethnically mixed, although some described them as mostly Asian and White. Smarts were alternately described as friendly and "not with it" socially. It was the consensus that they were had poor taste in clothes. As would be expected, Smarts were described as being in gifted classes and getting excellent grades. This was the only crowd described by anyone as spending time inside (as opposed to being on the playground) during lunch. It was generally agreed that about half of the Smarts were active in performance arts (e.g., band, theater) and in activities such as the yearbook club.

Popular

Popular-Ethnically mixed

This crowd was described as cliquish by more than half of those who mentioned it. It was the unanimous opinion that crowd members dressed stylishly. Popular students were described as average or above average students with a few in honors classes. This crowd appears to be active in

school activities with up to half participating in sports, performance arts, and some in leadership positions (e.g., student body officers).

Popular-Black

This crowd was alternately described as cliquish or friendly, as either above average or just getting by academically, with either a few or no members in honors classes. Popular-black students were described as dressing stylishly. This group was clearly viewed as being active in sports; with opinion varying as to whether all or about half were involved. They did not participate in other school activities.

Black

Black students were seen as dressing stylishly, as either above average or hating school, as either cliquish or trouble-makers, and as involved in sports but not in other activities. One of the students who mentioned a Black group called it Popularblack. The descriptions of this crowd appeared to be a mixture of the Popularblack and the Rowdy crowds. Since the descriptions of a Black crowd were somewhat inconsistent and appeared to be subsumed under either the Rowdy or the Popularblack group, this crowd type was not included in the questionnaire (Phase Three).

Rockers

A handful of informants described a crowd that they

either called Rockers or Skateboarders. This crowd was described as White, both males and females, as either friendly or troublemakers, and as A/B students. They were described alternately as stylish dressers, tough dressers, or messy. In general, they were not viewed as being active in school activities. This appeared to be a somewhat peripheral crowd.

Summary

In summary, seven major crowd types were identified in Phase One of the study: Popular, Rowdy (Tough), Sports, Smart (Brains), Hispanic, Rockers, and Black. Three crowd types were mentioned by the majority of informants (Popular, Rowdy, Sports), while the other four were mentioned less frequently.

Fairly distinct characteristics were associated with the various crowds, although there was not consensus regarding all traits. Review of stereotypic traits led to a redefinition of the Popular crowd as two distinct groups, one ethnically mixed and the other primarily black. Additionally, it appeared as though the Black crowd could be subsummed under the Popularblack and Rowdy crowds and was, therefore, eliminated. So, seven distinct crowds were considered to exist in this school and were included in the second and third phases of this study. The crowds were: Popular, Popularblack, Rowdy, Sports, Smarts, Hispanic, and

Rockers.

The identified crowd structure is similar, but not identical to that described in other studies. Two commonly identified crowd types are noticably absent: Normals (Regulars) and Outcasts. The Normal crowd may disappear as a function of the increased complexity of the social structure in multi-ethnic schools. However, this was not the case in a recent study of multi-ethnic high schools (Brown & Mounts, 1989). Alternatively, early adolescents may be less likely than their older peers to perceive a Normal or an Outcast crowd. In fact, crowds are emerging social structures during the early adolescent years and middle and junior high school students may have greater difficulty in perceiving the crowd structure. They may focus on the more obvious groups (e.g., Populars, Smarts) and not on the "generic" crowds (e.g, Normals).

A single generic ethnic crowd was identified in this study (Hispanics) although there are four major ethnic groups in the school. This may reflect substantial ethnic integration in the peer social structure. It further suggests that Hispanics are less well integrated into the structure than other ethnic groups. One ethnically-based reputation crowd (Popularblacks) was identified. The high status accorded this crowd indicates that blacks play a significant role in the social structure.

Table 5
Summary of Crowd Stereotypes

CROWD	ETHNIC MAKE-UP	GENDER	DRESS	SOCIABILITY	ACADEMIC	SCHOOL ACTIVITIES	SCHOOL HANGOUTS
Sports	mixed	mostly male	neat & clean	(friendly) (cliquish)	average few Gifted	sports	(lower yard) (middle yard)
Rowdy	mostly Black	____	stylish	trouble-makers	(average) (hate school)	some sports	(all over) (upper yard)
Hispanic	His	mostly female	-----	(friendly) (cliquish)	just get by	some sports	lower yard
Smarts	mixed, more Cau & Asian	(50/50) (mostly female)	poor taste	not with it	As, Bs, Gifted	performance & club activ	(middle yard) (upper yard) (inside)
Popular	mixed	50/50	stylish	cliquish	average some Gifted	sports	(lower yard) (_____)
Popular-black	black	50/50	stylish	(friendly) (cliquish)	(average) (just get by)	most sports	upper yard
Rockers	Cauc	50/50	(stylish) (tough)	(friendly) (troublemakers)	A/B	_____	upper yard

**When two descriptors were mentioned equally often they are both included in the table in parentheses.
____ indicates inconsistency in stereotypes

3.2

PHASE TWO:

PEER IDENTIFIED CROWD AFFILIATION

Overview

The decision rules used to determine the final peer identified crowds are described in the sections below along with descriptions of the crowds themselves. Although informants placed all eighth grade students in crowds, data presented here refer only to the main sample of students who participated in Phase Three of the study (n=195).

The ratings of sixteen informants provided the basis for placing students into crowds (peer identified crowd affilation). Determination of the final peer identified crowds and students' placement within those crowds involved several steps. At the outset minimal criteria were set for classifying an adolescent as a crowd member. Students not placed in crowds a minimum percentage of the time were classified as outside the social structure. In the next step, criteria used in other studies were applied to the ratings. However, a significant number of students, many of whom were well-known, were classified as outside the social structure using these criteria. These students were affilated with two or more crowds but not primarily with one group. I concluded that 1) the criteria were not adequate to classify the current sample, and 2) further exploration of the crowd categories was necessary. In an

attempt to understand the nature of the peer structure students' associations with pairs of crowds were examined. Patterns of combined crowds represented the crowd structure better than the seven major crowds alone and two combined crowds were created. A number of students affiliated with two or more crowds still remained unclassified. An additional category (Floaters) was created to include these students. The final peer identified crowd structure differed significantly from the originally identified major crowds.

Criteria for Consideration as Crowd member

In Phase Two informants a) assigned each student in the class to one of the identified crowds or b) indicated that the student didn't belong to one of the crowds or c) indicated that he/she (the informant) did not know the student well enough to place him/her in a crowd. An 'unknown' category was created for the latter two situations; students received an assignment to 'unknown' for each instance in which an informant indicated that they were not well-enough known to categorize or didn't fit into one of the identified crowds. A few students were never identified as being a crowd member while others were placed in crowds by all informants. In order to take this into account the 'unknown' assignments were examined at the outset.

The "unknown" classification consisted of a summation of instances in which a student was not placed in a crowd by informants. All students who were placed in the 'unknown' category more than 70% of the time (more than 70% of total assignments) were considered Outsiders (outside the peer structure) and excluded from further consideration as crowd members. Thirteen percent of the sample was placed in this category (n=26). Thus, the minimum criterion for consideration as a crowd member was having less than 70% of assignments in the 'unknown' category.

Validity Check

Ten "bogus" names were included in the class list as a check on the validity of informants' classifications. All ten of the "bogus classmates" fell into the unknown category. Seven of the ten had been identified as unknown to informants 100% of the time. Of the remaining three, one was placed in a crowd once, another twice, and the third three times. The third name was a common Hispanic surname which perhaps contributed to confusion as to the identity of the individual. These findings suggest that informants were not placing students in crowds indiscriminantly.

Preliminary examination of crowd membership

Initially, criteria used by Clausen & Brown (1985) were applied to the data to determine crowd membership. The criteria described below refer to percentage of crowd

assignments, excluding assignments to 'unknown.' Students with fifty percent or more assignments in a single crowd and less than one-third assignments in any other crowd were considered to be members of the group for which they had at least 50% of their assignments. Those not meeting this criteria for crowd membership were considered to be outside of the crowd structure. Only two crowds with more than ten members emerged: Popularblack (n=15) and Smarts (n=32). In all, 60 students were assigned to a single crowd, about 31% of the sample. Brown and Lohr (1987) had found that about two-thirds of students were identified as being in the peer group structure in Caucasian middle and high schools.

The most compelling reason for re-examining classification criteria was that many students who failed to be placed in crowds were well-known. Based on my impressions from interviews some of them were key players in the social structure. Almost a fifth of the students who were well known (i.e., less than 36% of assignments "unknown") were not clearly placed in a single crowd using Clausen & Brown's criteria. One would expect these students to be prominent members of the peer group structure rather than outsiders.

Many of these students were assigned primarily to two crowds without a majority of assignments in either crowd. Two possible explanations for these findings were considered: 1) students were 'hybrids' a term coined by

Brown (1989) to describe individuals who were members of two primary crowds but not clearly identified with one, or 2) the crowd categories did not truly reflect the peer crowd structure. Given that only two sizable crowds emerged and only 30% of students were assigned to crowds, the latter consideration seemed more likely. Identified crowds didn't appear to be a true reflection of the peer crowd structure since so few class members were involved. This led to further exploration of the crowd classifications as described below.

3.2a Final Peer Identified Crowds

Pure Crowds

Smarts

Given that a sizable Smart crowd (n=32) emerged, this group was retained in the final peer identified crowd structure. It was the only pure crowd to be included in the final social structure. Assignment to the Smart crowd was based on Clausen & Brown criteria (at least 50% assignments to Smart and no more than 1/3 assignments to any other crowd). Smarts were classified prior to making assignments to any of the combined crowds (see below).

Combined crowds

All students who had not been assigned to a single crowd using the initial criteria were categorized by their two primary crowd assignments (e.g., Popular-Smart,

Popularblack-Rowdy). Special attention was paid to students who were well-known (less than 36% in unknown) since they would be expected to be part of the peer social structure. Several combinations of crowds (e.g., Popular-Smart, Popular-Sports) were consistently identified. That is, a significant number of students were assigned to both groups without either receiving a clear majority. These crowd combinations were examined further.

Elite

Popular-Smart and Popular-Sports emerged as the two largest combined groups. The two combined groups shared commonalities as well as differences. Students in both groups were popular and well-known among their peers. Gender differences between the groups were found: almost all students assigned to Popular-Sports were male while nearly all of the Popular-Smarts were female. Together these findings raised the possibility that the two groups represented a single elite crowd with criteria determining membership being somewhat different for males and females.

Data from Phase One interviews suggested overlap between the Sports and Popular crowds. For example, similar descriptions regarding sociability, academic attitudes, and school activities were given for the two groups (see Table 5). Furthermore, it has been shown that athletic prowess is linked with popularity for adolescent males (Crokett et al, 1984). Thus, it appeared that some informants focused

on the popularity of these boys while others focused on their involvement in sports.

Stereotypes of the Smart and Popular crowds did not converge in the way that Popular-Sports did. The descriptions of the Smarts (see Table 5) reflect the bright, socially inept adolescent. Since a Smart crowd emerged using the initial criteria for crowd assignment it seems that some students, in the eyes of their peers, fit this description. An individual with almost equal assignments to Smart and to Popular doesn't fit this stereotype. Some peers see this person as smart, yet he or she is also viewed as a member of the most desirable crowd: the Populars. Informants appear to be making a distinction between the "socially inept" smart and the "socially capable" smart student. Who are the students who are seen as both smart and popular? They were primarily females. Two of the girls who were consistently identified in the interview phase as leaders and popular were also in gifted classes. Both were included in the Popular-Smart group. The factors that contribute to popularity may be different for girls and boys: althletic ability contributes to popularity for males and scholastic ability, combined with other attributes, contributes to popularity for girls.

Some informants expressed the viewpoint that the truly high status students were popular, athletic, and smart. The Elite student possesses a combination of these

attributes. A student who was smart but not popular would be excluded from this crowd. Informants' expressed beliefs about high status students, the patterns of combined crowds that emerged, and my impressions from spending time with students, all support the existence of an elite, or leading crowd. Criteria for membership differs by gender. Girls are more likely to be smart and popular, whereas Elite boys are more likely to be athletic and popular. Since the Elite crowd is a combination of several groups the criteria used for determining membership was more stringent than that used earlier. Students whose assignments to the Popular, Sport, and Smart crowds summed to at least 60% of their crowd assignments to specific crowds, and who had no more than 36% of total assignments in the unknown category were considered to be in the Elite crowd (n=36). Thus, only well-known stuents with a clear majority of assignments in the three crowds that comprised the Elites were included.

Popularblack-Rowdy

Another common combination of crowds that emerged was Popularblack and Rowdy. In addition to the fact that a number of students were assigned to both these crowds, there was overlap in the stereotypes of Popularblacks and Rowdys (See Table 5). Both crowds were described as mostly black and being involved in sports. Furthermore, one or two

informants had commented that these two groups were really one. Indeed, for some informants who were considered Popularblack, stirring up trouble was fun and seemed to be part of their identity. This appeared to be equally true for males and females. Therefore, another hybrid crowd "Popularblack-Rowdy" was formed. Criteria similar to that used for assignment to Elite were employed; assignments to the Popularblack and Rowdy crowds had to be equivalent to or exceed 60% and not more than 36% of total assignments could be in the unknown category (n=17).

Floaters

After assignments to the above crowds had been made a significant number of students associated with two or more crowds, but not consistently associated with a single crowd, remained unclassified. These students were considered "Floaters;" they appear to be peripheral members of two or more crowds (n=30). Floaters are not expected to share stereotypic characteristics since they may be affiliated with very different types of crowds.

Outsiders

Students who didn't meet criteria for any of the four groups described above were placed in the Outsider category. Also included were students who met the initial criteria for classification as outsiders based on percent

of unknown assignments (see pp 101-102). Thirty-six percent of the main sample was categorized as outsiders (n=69).

Summary

In summary, when peer ratings were matched with the seven orginally identified crowds only two crowds emerged with more than ten members. Many students who were well-known and seemed to be integrated into the peer social structure were not clearly identified as belonging to a single crowd. In an attempt to understand how these students fit into the peer social structure, crowd assignments were examined in pairs. The largest numbers of students were affiliated with the Popular-Sports and Popular-Smart categories, with boys more likely to be assigned to the former and girls to the latter. These two pairs of crowds appeared to represent a single leading crowd and the "Elite" crowd was formed. In addition, another pair of crowds, Popularblack-Rowdy appeared to better represent the school structure than the two crowds singly. Therefore, three main crowds emerged: Elite, Popularblack-Rowdy and Smarts.

A number of students didn't meet criteria for assignment to any of these crowds despite the fact that they were affiliated with two or more crowds. A general category called "Floaters" was created for such students. Over sixty percent of the main sample was assigned to one

of these four groups; the remainder of students were considered outside the peer social structure. Table 6 shows the final peer identified crowd structure identified in this phase of the study.

Faith in students' ability to identify the social affilations of their classmates is at the core of this procedure. Several events that took place during data collection suggested that peer ratings have ecological validity. During Phase One two male students were consistently identified by their peers as representative members of the Rowdy crowd. When I attempted to recruit them for Phase Two interviews I discovered that both had been expelled from school in the interim. So, I missed my opportunity to interview them but felt that the situation lent credence to the belief that they were "rowdy" or troublemakers.

At a later point in time I discovered that students were conducting the annual popularity poll among 8th graders. This was a school sanctioned event that was recorded in the yearbook. Two students, a male and a female, are nominated by their classmates for a variety of titles including Most Popular, Best Athlete, Cutest Couple, etc. Two students won both the Most Popular and Cutest Couple awards. Both had been consistently classified by informants in the Elite crowd. Ninety-five percent of the informants knew the female and every informant knew the

male. The Best Athlete award went to two students each of whom received about 60% of their assignments to the Sports crowd (and eventually were assigned to Elite). Thus, popularity poll results coincided with peer ratings.

The final peer identified crowd structure contains fewer crowds than were identified in Phase One. There may be some limitations to the peer identified structure. Two of the three crowds are high status groups and the third (Smarts) represents a narrowly defined group of students. Where does the average student fit into this scheme? In the absence of a category that includes the "Average-Joe" more students may be placed in the Floater or outsider groups. If this is the case, information concerning social groups is lost. Unfortunately, there is no direct way to validate crowd structures. Thus, conclusions about the adequacy of the identified structure in characterising the school must be made on the basis of indirect evidence. Before exploring evidence on the validity of the crowd ratings, the demographic characteristics of the peer identified crowds will be examined and the self-identified crowds structure will be introduced.

3.2b Characteristics of Peer Identified Crowds

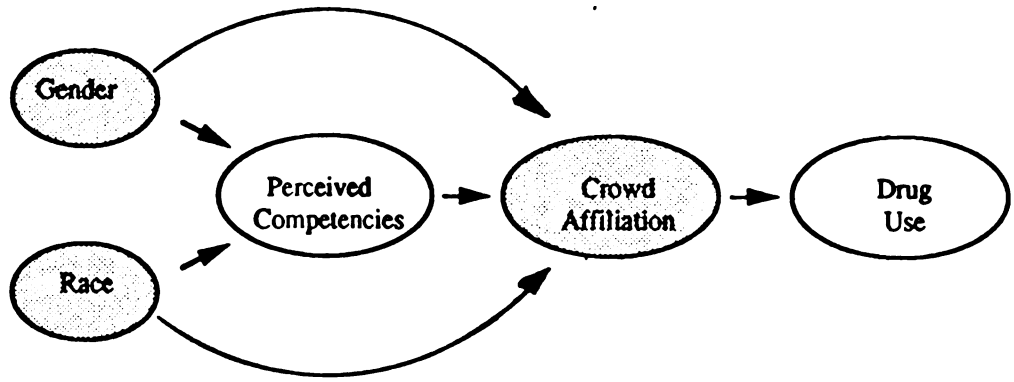


Figure 2. PCCA Model: Assocations between Race, Gender, and Crowd Affiliation (Darkened areas indicate which domains of the model are being examined.)

Ethnicity

Chi square analysis revealed significant ethnic differences among the peer identified crowds (x^2 = 80.37 (16), p <.001). The Popularblack-Rowdy crowd is exclusively black while the Floater crowd has more than twice as many Hispanics than any other ethnic group (see Table 6). In contrast, there is an equal distribution across ethnic groups in the outsider category.

Gender

Significant gender differences were also found (x^2 (4) = 21.10, p=.003) for peer identified crowds. The Smart and Popularblack-Rowdy crowds are predominantly female, while the Elite crowd has almost twice as many males as females. The largest race and gender differences are found in the Popularblack-Rowdy crowd which is exclusively black and predominantly female.

Table 6
Ethnic and Gender MakeUp of Peer Identified Crowds

	Ethnicity					Gender
	Cau	Bl	His	As	Other	M/F
Elite (n=36)	9	9	4	8	6	23/13
Popularblack Rowdy (n=16)	-	-	16	-	-	2/14
Smart (n=32)	9	3	2	11	7	8/24
Floater (n=30)	5	2	14	5	4	18/12
Outside (n=69)	14	14	14	13	14	37/32

Summary

Significant gender and ethnic differences were found among the peer-identified crowds. The Popularblack-Rowdy crowd, the only ethnically-based crowd that emerged, was composed entirely of black students. For the most part other crowds were ethnically mixed. An overwhelming majority (82%) of Hispanics were placed in the Floater and Outsider categories suggesting that Hispanic students are not as well integrated into the peer social structure as students of other ethnic backgrounds. Gender differences also emerged; the Popularblack-Rowdy and Smart crowds are predominantly female while over half of the Elite crowd is male.

3.3

PHASE THREE

ANALYSES FROM THE MAIN SAMPLE

3.3a Differences between Participants and Non-Participants

Phase Three includes only those students in the main sample (n=195). Non-participants were more likely than students in the main sample to be considered outside the peer social structure. Almost 70% of nonparticipating students fell into the outsider category; about half as many participants were categorized as such. Thus, minimal information about crowd members was lost due to nonparticipation, but significant information concerning those who are not part of the mainstream social structure is missing. A more detailed account of characteristics of the main sample is provided in Section 2.3b.

3.4

SELF-IDENTIFIED CROWD AFFILIATION

Overview

The following sections outline the self-identified crowds that emerged in Phase Three of the study and provides a descriptive account of crowd characteristics. These crowds differ somewhat from the peer identified crowds. The correspondence between peer- and self-identified crowd affiliation is addressed in Section 3.4.

3.4a Self Identified Crowds

Over half of the students identified themselves as being members of the crowd structure, while the remainder of respondents indicated that they did not belong to a crowd. Of those who identified as being outside of the peer social structure, 7.6% indicated that they tended to hang out alone, 43% reported that they spent time with a few friends, and 49.4% indicated that they had lots of friends but were not in a crowd. More females (46%) than males (37%) identified themselves as outsiders. Of those who considered themselves outside the crowd structure, females (57%) were more likely than males (41%) to indicate that they had many friends but were not in a crowd.

Among those who identified as being crowd members 55% indicated that they belonged to a single crowd while 45% reported being members of more than one crowd. Examination of the seven major crowds revealed that many were quite small. This led to the decision to give all students an assignment to a single crowd. Respondents who had identified with more than one crowd had also indicated which crowd was their "major" crowd (the crowd they most identified with) and their "favorite" crowd (the crowd they most enjoyed spending time with). These two items were used to determine a student's primary crowd assignment. All students who had indicated a major crowd were assigned to that group and students who were missing that item but

had indicated a favorite crowd were assigned to their favorite crowd. All but nine students who identified with more than one crowd had responses for at least one of these items. These nine students could not be given a crowd assignment and were excluded from all analyses that focused on specific crowds.

Five self-identified crowds emerged: Popular, Hispanic, Sport, Popularblack, and Smart. Two crowds that had been identified were eliminated from the self-identified social structure because only five students identified as members of either group (Rockers, Rowdy). These ten students were included in a crowd designated Other. All students who identified with crowds that were not included on the questionnaire were also included in the Other crowd. A total of 27 additional crowds were named, but no crowd was named by more than a couple of students so none were included as a part of the peer crowd structure. Thus, the Other crowd consisted of students who were in groups on the periphery of the peer social structure. This crowd should not be viewed as a single entity, but rather as reflective of students with a variety of group affiliations that are not part of the mainstream.

3.4b Characteristics of Self-Identified Crowds

<u>Ethnicity</u>

Examination of ethnicity across crowds revealed some

striking differences (see Table 7). Respondents who identified as members of the Hispanic and Popularblack crowds were primarily, but not exclusively, Hispanic and black, respectively. No white students identified with either of these two crowds. Asians and Caucasians were more likely than students of other ethnic backgrounds to identify with Smarts and no black student identified with this crowd. Finally, the Outsiders appeared have a sizable representation from all ethnic groups.

Gender

The most obvious gender differences were found in the Sport crowd which includes only one female. The Popular and Other crowds and those identified as Outsiders showed the least gender biases.

Table 7
Gender and Ethnic MakeUp of Self Identified Crowds

	Ethnicity					Gender
	Cau	Bl	His	As	Other	M/F
Popular (n=27)	10	5	2	4	6	15/12
Hispanic (n=9)	-	-	7	1	1	6/3
Smart (n=10)	3	-	1	5	1	3/7
Popularblack (n=14)	-	9	-	1	4	5/9
Sport (n=12)	1	2	5	3	1	11/1
Other (n=33)	7	10	7	6	3	14/19
Outsider (n=80)	15	19	14	18	14	34/46

(missing data on 10 subjects)

Importance of crowds

Students had been asked to indicate how personally important it was to be a member of a crowd. A one way analysis of variance (ANOVA) examining importance revealed a significant main effect for crowd membership ($F(6, 173) = 3.76$, $p = .002$). Post-hoc analysis (Sheffe) revealed that crowd membership was significantly more important to self-identified Populars than to Outsiders. The outsiders reported the lowest level ($M = 1.9$, $sd = .91$; 4 point scale) and the Populars the highest ($M = 2.8$, $sd = .88$) with Smarts ($M = 2.7$, $sd = .95$) also placing high importance on being in a crowd.

High Status Crowds

Two questions focused on perceived status of crowds. One focused on perceptions of classmates preferences for affilation (general status) while the other queried about personal preferences for affiliation (ideal crowd).

a. Perceived Status-General

The Popular crowd clearly emerged as the highest status crowd (see Table 8). The Popularblack crowd was viewed as second highest status followed by the Rowdys. The number of students endorsing any of the remaining crowds as being highest status was quite small.

b. Ideal Crowd

When respondents were asked to indicate their personal

preference for crowd membership 71.6% of crowd members reported being happy with their current crowd status. That is, they considered themselves to be a member of the crowd to which they most wanted to belong. Thirty-one percent of outsiders reported that they didn't want to belong to a crowd (the equivalent of being satisfied with current status; See Table 9). Crowd membersw are more likely to be happy with their group affiliation than outsiders are to be satisfied with not being in a crowd.

For those who indicated dissatisfaction with their current status highest preference was for membership in the Popular crowd (33.8%) followed by a preference for being in the Popularblack crowd (16.1%). Only outsiders expressed a desire to be a Popularblack. About 8% of both outsiders and crowd members indicated that they would like to be part of the Smart crowd; it was the third highest preferred affiliation among those dissatisfied with their current crowd affilation.

Summary

Over half of the sample identified themselves as being crowd members. Five main crowds were identified: Popular, Hispanic, Smart, Sports, & Popularblack. An additional crowd (Other) represented students who identified with crowds that were too small to be considered part of the main peer social structure. Ethnic and gender differences

among crowds were found. Ethnically-based crowds were composed primarily of ethnic minority students. Not surprisingly, the Sport crowd was almost exclusively male. The Hispanic crowd was about two-thirds male, while the Smart crowd had a preponderance of females.

The Popular crowd was identified as the highest status crowd with Popularblack and Rowdy also viewed as high status. Very few students indicated that being outside the peer social structure was desirable. About three-quarters of crowd members indicated that they were pleased with their current crowd status.

Table 8
HIGH STATUS CROWDS: Percentage of students who consider crowd to be high status shown separately for self identified crowd members and outsiders

	SELF IDENTIFIED	
CROWD	Outsider	Crowd Member
Popular	47.2	68.6
Hispanic	2.2	2.9
Smart	3.4	2.9
Rowdy	10.1	4.9
Popular/Black	20.2	14.7
Rockers	1.1	--
Sports	5.6	2.0
Other	4.5	3.9
Don't want to belong	5.6	2.9

Table 9
IDEAL CROWD: Percentage of students who chose crowd as their ideal crowd shown separately for self identified crowd members and outsiders.

	SELF-IDENTIFIED	
CROWD	Outsider	Crowd Member
Popular	23.0	10.8
Hispanic	4.6	1.0
Smart	8.0	7.8
Rowdy	1.1	--
Popular/Black	16.1	---
Rockers	1.1	1.0
Sports	10.3	3.9
Other	4.6	1.0
Don't want to belong	31.0	—
Happy in current crowd	NA	71.6

3.5

AGREEMENT BETWEEN PEER- AND SELF-IDENTIFIED CROWD MEMBERSHIP

There are two sources of crowd assignments; peer identified (Phase Two) and one's own perceived crowd affiliation (Phase Three). The correspondence between these two sources is analyzed below. (A lack of correspondence between these sources has already been noted.)

3.5a Crowd Members versus Outsiders

The correspondence between peer- and self-ratings in terms of whether a student was identified as being in or outside the crowd structure was assessed first, before examining assignments to specific crowds. Kappa statistic, which assesses the proportion of agreement between two categories accounting for the amount of agreement expected by chance, was used to examine correspondence between self- and peer- placement as being in or out of the crowd structure. The maximum value of kappa is 1 and values between .4 and .7 indicate good to excellent agreement beyond chance. Kappa revealed poor agreement between the self ratings and peer ratings (K=.26; see Table 10). That is, agreement as to whether students are in a crowd or considered outsiders was not significantly greater than would be expected by chance.

Table 10
Agreement between Peer- & Self-Identification in Crowd Structure

		PEER IDENTIFIED	
		outsider	crowd member
SELF IDENTIFIED			
	outsider	27 35.1 39.1	50 64.9 44.2
	crowd member	42 40.0 60.9	63 60.0 55.8

top row = n
middle row = percent row
bottom row = percent column

3.5b Membership in Specific Crowds

The differences between the peer identified structure and the self-identified structure will be discussed in greater detail prior to examining correspondence between crowd assignments with the two measures. In Phase Two (peer identification) some crowds were eliminated because too few students were assigned to them by informants. Additionally, several crowds that shared complementary descriptions and for which students' assignments revealed overlap were merged. (For a more complete discussion see Phase Two). As a result, the peer-identified crowds do not exactly parallel the self-identified crowds. Given that there is not perfect

symmetry between the self- and peer-identified crowds, assessment of agreement will not be an exact process. Therefore, comparisons between self and peer ratings were based on assignments to crowds that were closely related. For example, an analysis was conducted of the agreement between Elite and Popular assignments.

Table 11 reveals a lack of agreement between peer- and self-ratings. Unfortunately there is only one comparison that is an exact match; the Smart crowds. There was poor agreement between self- and peer- ratings for the Smart crowd (kappa = .20). Sixty-percent of self-identified Smarts were placed in the Smart crowd by peers, but peers also placed a significant number of other students in the Smart category. Interestingly, almost 60% of those identified by peers as Smart placed themselves in the Outsider category. A similar low level of agreement was found between peer and self- placement among self-identified Populars compared with peer-identified Elites. Just under fifty percent of those who identifed themselves as Popular were identified by their peers as being in the Elite crowd (kappa=.26). More striking perhaps is that almost 30% of those who identified themselves as Popular were considered outsiders by their peers. No student who self-identified as being a member of the Rowdy crowd (n=5) was identified by peers as part of Popularblack-Rowdy. A comparison of self-identified Popularblack and peer

identified Popularblack-Rowdy showed equally poor agreement (k=.20). The lack of agreement between peer and self ratings suggests that criteria for assigning peers to crowds differed from the criteria employed when assigning oneself to a crowd.

TABLE 11
COMPARISON OF PEER IDENTIFIED AND SELF IDENTIFIED CROWD AFFILIATION

SELF IDENTIFIED	PEER IDENTIFIED				
	Elite	PopBlack Rowdy	Brain	Floater	Outsider
Popular	13 48.1 36.1	1 3.7 6.3	1 3.7 .5	4 14.8 13.3	8 29.6 11.6
Hispanic	—	—	—	1 11.1 3.3	5 55.6 7.2
Smart	1 10.0 2.8	—	6 60.0 18.8	1 10.0 3.4	2 20.0 2.9
Popular Black	1 7.1 2.8	3 21.4 18.8	1 7.1 3.3	1 7.1 3.3	7 50.0 10.1
Sport	3 25.0 8.3	—	2 16.7 6.3	1 8.3 3.3	4 33.3 5.8
Other	4 12.1 11.1	4 12.1 25.0	3 9.1 9.4	7 21.2 23.3	13 39.4 18.8
Outsider	12 15.0 33.3	7 8.8 43.8	19 23.8 59.4	12 15.4 40.0	27 33.8 39.1

Top line =n
Middle = % row
Bottom = % column
(missing data n =12)

3.5c Ethnic Differences in Peer- and Self-Identified Crowds

Since few studies to date have examined crowd structure in ethnically diverse populations, a discussion of the relative salience of ethnic groups in this sample is of import. A crowd with a primarily black identity emerged in both the self- and peer-identified crowds; this was not true for any other ethnic group. There was a small self-identified Hispanic crowd, but peer-ratings didn't reveal such a group. Over 80% of Hispanics were placed in either the Floater or Outsider category by their peers. In fact, the peer identified Floater group was almost 50% Hispanic while no other ethnic group made up more than 17% of this crowd. Additionally, all students enrolled in ESL (English Second Language) classes (who were not part of the main study, but were included in the peer ratings) were identified as Outsiders. The failure to include the majority of Hispanic students in the main peer-identified crowds may reflect lack of incorporation of Hispanics into peer social structure. No Asian (e.g., Filipino, Japanese, Chinese or general Asian) crowd emerged from either self- or peer- identified structures. These patterns of results suggest a salient role in the peer social structure for black students.

Summary

The discrepancies between peer-identified and self-identified crowd ratings raises questions about the validity of crowd assignments. At present, there is not a "gold standard" for determining validity of crowd assignments, however the validity of ratings can be addressed by reliance on criterion validity. Do self or peer ratings show expected relationships with other variables? For example, are Smarts really smarter than other kids? Are populars more socially skilled than their peers?

Some findings from the data presented thus far on self and peer ratings may be useful in discussions of validity. It is interesting to note that more students self-identified as Popular than any other crowd. Self-identified Populars also placed high importance on crowd affiliation and this crowd was perceived by students as being the highest status group. Are students simply placing themselves in the crowd they wished they belonged to? Two important differences between self and peer ratings exist: 1) Self ratings may be subject to self-presentation biases as suggested above, and 2) Peer-identified assignments are based on multiple ratings while self-identified assignments come from a single rating.

Examination of the correspondence between self-perceived competencies and crowd affiliation will address

some of the questions raised in the previous paragraph and provides an opportunity to explore how closely crowd stereotypes identified in the intitial phases of the study match the characteristics of crowd members. If associations between perceived competencies and crowd affiliation differ for self- and peer-ratings this will shed some light on relative validity of the ratings. The following section will focus on perceived competencies and crowd affiliation. Both peer and self ratings will be used for all subsequent analyses.

Since the analyses are scattered throughout the remainder of the chapter it will be helpful to summarize them in advance. Subsequent analyses will show that peer ratings have expected relationships with perceived competencies, self-reported grades, and drug use. In contrast, no significant associations were found for self ratings in any of these areas. Thus, peer ratings appear to be the better measure of the social structure. Given that the peer ratings have greater validity findings related to peer ratings will be presented first. Data on self ratings will be summarized at the end of each section.

Assessment of crowd affiliation is a critical component of the Perceived Competencies and Crowd Model and provides a more sophisticated measure of peer affiliation than that typically used in testing models of adolescent drug use. Having developed the social component of the

model the focus will turn to the critical person dimension: self-concept. The next section will provide data on the Self-Perception Profile (SPP) and present the findings relating self-concept to crowd ratings.

3.6

PERCEIVED COMPETENCIES: THE SELF PERCEPTION PROFILE (SPP)

Overview

The Perceived Competencies and Crowd Affiliation Model (PCCA) hypothesizes that perceived competencies influence crowd affiliation and that profiles of perceived competency will vary as a function of crowd membership. This hypothesis is tested in the following section. Prior to this, the psychometric properties of the Self Perception Profile (SPP) were examined. Previous reports of the psychometric properties of the SPP have been based primarily on Caucasians with limited numbers of subjects at the 8th grade age level (Harter, 1985).

3.6a Psychometric Properties of the SPP

Principle Factors Analysis

A principle factors analysis was done to see if past findings would be replicated in the current sample. Previous studies have revealed five domain specific factors

that were called: Athletic, Social, Scholastic, Physical Appearance, and Behavioral Conduct. Principle factors analysis and oblique rotation (Promax) were performed on SAS.

Items pertaining to the five domain specific subscales, but not to the global subscale, were included in the factor analysis in order to make the analysis parallel to those conducted by Harter (1985). The global subscale has been excluded from the factor analyses because research shows that global self-worth judgment is determined in part by how competent one is in those domains that have personal importance. Since the specific domains of importance vary from person to person, and thus have a different relationship to self-worth for different people, it becomes unlikely that self-worth will systematically emerge as a distinctive factor.

Analyses revealed five factors with eigenvalues greater than one. In descending order the eigenvalues were: 5.84, 2.82, 1.40, 1.23, and 1.08. Five stable factors were identified which confirmed previous reports (See Tables 12 and 13). Cross-loadings were somewhat more common in this sample when compared to Harter's (1985) findings. Additionally, two items did not load as expected. One item intended to be part of the Physical Appearance subscale ("some kids think they are good looking") had a relatively low loading on the expected

subscale and loaded at about the same level on the Athletic Competence subscale. The second item was expected to load on the Behavioral Conduct subscale ("some kids usually like the way they behave") and did not load on any of the subscales. All subsequent analyses were conducted with a 34 item version of the scale that excluded these two variables. The Physical Appearance and Behavioral Conduct subscales consisted of five items while the remaining three domain specific subscales and the global self-worth subscale had six items each.

Table 12
Factor Analysis: Factor Structure for Self-Perception Profile (SPP)
Rotated (Oblique)

Item Description	1. Athletic Competence	2. Scholastic Competence	3. Social Acceptance	4. Physical Appearance	5. Behavioral Conduct
acwell	.74				
acbetr	.68				
acnew	.70		.35		
acwatch	.61			.39	
acwish	.63		.45	.38	
acoutdr	.50				
scwell		.78			
scfigur		.60			
scslow		.59			
scgood		.60			
scsmart		.52			
scforgt		.59		.38	
salots	.35		.72		
sapop	.37		.69		
sahard			.65		
sado			.52		
salike			.55	.35	
samore			.54	.35	
padif	.41			.75	
paface				.68	
paphys	.37			.73	
pasize				.56	
palook		.38	.40	.58	
pagdlk	.35			.37	
bcdo					.70
bctrbl					.72
bcwell					.66
bcact					.54
bcrite		.36			.45
bcbehav					

Table 13
Factor Analysis: Factor Pattern for Self-Perception Profile (SPP)
Rotated (Oblique)

Item Description	1. Athletic Competence	2. Scholastic Competence	3. Social Acceptance	4. Physical Appearance	5. Behavioral Conduct
acwell	.78				
acbetr	.70				
acnew	.68				
acwatch	.55				
acwish	.51				
acoutdr	.49				
scwell		.74			
scfigur		.61			
scslow		.58			
scgood		.57			
scsmart		.56			
scforgt		.47			
salots			.73		
sapop			.68		
sahard			.66		
sado			.51		
salike			.50		
samore			.50		
padif				.72	
paface				.71	
paphys				.69	
pasize				.57	
palook				.47	
pagdlk				(.23)	-.31
bcdo					.73
bctrbl					.69
bcwell					.63
bcact					.51
bcrite					.39
bcbehav					(.13)

Internal Consistency

Internal consistency was assessed using Chronbach's Alpha. All subscales show adequate to good reliability (Athletic Competence .81; Scholastic Competence .78; Social Acceptance .77; Physical Appearance .79; Behavioral Conduct .76; Global Self-worth .79). Reliabilities were similar to those reported by Harter (1985).

3.6b Ethnic and Gender Differences in Perceived Competencies

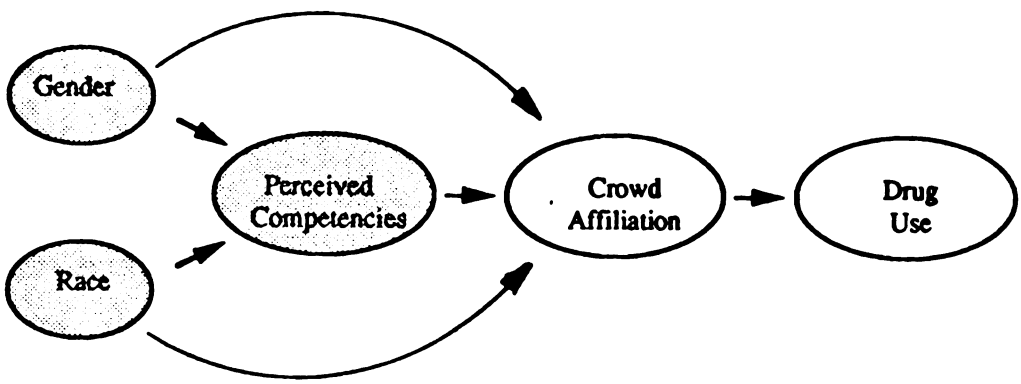


Figure 3. The PCCA Model: Associations between Race, Gender, and Crowd Affiliation

Gender differences in perceived competencies were expected. Previous investigations have found that middle school-aged boys evidence higher global self-worth, athletic competence, and have a more positive view of their physical appearance than their female counterparts (Harter, 1985). Girls in this age group evidence higher behavioral conduct scores. These findings, however, are based on a single sample of 8th graders (n=142). No previous studies

have focused on ethnic differences in perceived competencies.

A multivariate analysis of variance (MANOVA) was performed to examine gender and ethnic differences in SPP subscale scores. Significant differences were found for gender ($F(7, 179) = 8.79$, $p < .001$) and ethnicity ($F(28, 646) = 2.02$, $p = .002$) by Wilks' Criterion. No gender x ethnicity interaction was found.

A series of ANOVAs were carried out to determine on which subscales males and females differed. Post-hoc analyses using the Tukey HSD revealed that males had significantly higher scores on the Athletic Competence, Physical Appearance, and Global Self-Worth subscales while females achieved higher scores on the Behavioral Conduct subscale. These findings support results reported by Harter (1985). Mean scores for males and females on the SPP are presented in Table 14.

Parallel analyses were carried out to examine ethnic differences. ANOVAs revealed significant ethnic differences on the Social Competence subscale [$F(4, 8.92)=5.64$, $p<.001$] and the Global Self-worth subscale [$F(4, 5.52) =3.84$, $p =.005$]. Post-hoc analyses using Tukey HSD showed that blacks had significantly higher perceived social competency scores than Hispanics and Asians. Global Self-worth subscale scores were higher for Caucasians and blacks relative to Asians (See Table 15).

Table 14
Means and Standard Deviations for Self-Perception Profile by Gender

SPP	MALES (n=92)	FEMALES (n=103)	TOTAL SAMPLE (n=195)
ATHLETIC	2.99 (.65)	2.54 (.71)	2.75 (.72)
SCHOLASTIC	2.78 (.62)	2.82 (.65)	2.80 (.63)
SOCIAL	3.01 (.63)	3.02 (.68)	3.02 (.65)
PHYSICAL APPEARANCE	2.69 (.73)	2.42 (.79)	2.55 (.77)
BEHAVIORAL CONDUCT	2.59 (.70)	2.87 (.61)	2.74 (.67)
GLOBAL	3.26 (.59)	3.03 (.63)	3.14 (.62)

(Scale range 1-4)

Table 15
Means and Standard Deviations for Self-Perception Profile by Race

SPP	ASIAN (n=39)	BLACK (n=47)	HISPANIC (n=37)	WHITE (n=37)	OTHER (n=35)
ATHLETIC	2.59 (.55)	2.98 (.55)	2.63 (.71)	2.68 (.91)	2.83 (.81)
SCHOLASTIC	2.78 (.63)	2.80 (.60)	2.59 (.65)	2.93 (.61)	2.92 (.68)
SOCIAL	2.69 (.60)	3.33 (.63)	2.90 (.62)	3.08 (.64)	3.02 (.62)
PHYSICAL APPEARANCE	2.42 (.72)	2.59 (.76)	2.57 (.84)	2.52 (.77)	2.63 (.81)
BEHAVIORAL CONDUCT	2.71 (.60)	2.78 (.63)	2.66 (.78)	2.75 (.75)	2.78 (.62)
GLOBAL	2.90 (.62)	3.28 (.53)	3.07 (.59)	3.35 (.62)	3.07 (.70)

(Scale Range 1-4)

3.6c Crowd Affiliations and Perceived Competencies

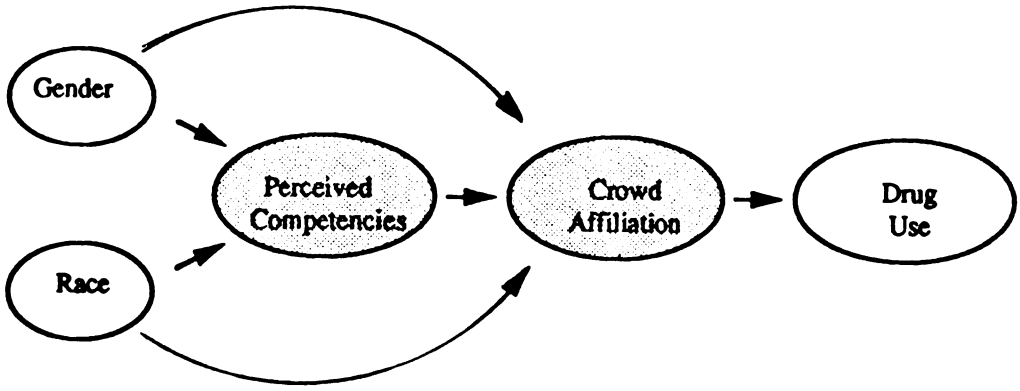


Figure 4. The PCCA Model: Associations between Perceived Competencies and Crowd Affiliation

It was expected that students affiliated with a particular crowd would share similar profiles of competencies. Profiles of competencies were expected to vary across crowds. Mean values for each of the six SPP subscales are presented by crowd in Table 16 (Also see Figures 5 & 6). Both self- and peer-identified crowds are included. Differences between outsiders and crowd members as a whole were examined prior to looking at the relationship between the SPP and membership in specific crowds.

Table 16
Mean Subscale Scores and Standard Deviations on SPP by Crowd

	SELF-PERCEPTION PROFILE					
	Athletic Competence	Scholastic Competence	Social Acceptance	Physical Appearance	Behavioral Conduct	Global Self-Worth
PEER IDENTIFIED CROWDS						
Elite (36)	3.12 (.76)	2.81 (.59)	3.29 (.51)	2.69 (.70)	2.64 (.69)	3.23 (.66)
Popularblack-Rowdy (16)	2.76 (.43)	2.94 (.49)	3.64 (.39)	2.79 (.83)	2.64 (.64)	3.29 (.54)
Smarts (32)	2.58 (.72)	3.16 (.54)	2.85 (.54)	2.25 (.70)	3.06 (.60)	2.95 (.61)
Floaters (30)	2.85 (.56)	2.75 (.65)	2.87 (.64)	2.73 (.65)	2.70 (.70)	3.16 (.54)
Outsiders (69)	2.68 (.56)	2.74 (.64)	2.93 (.68)	2.57 (.81)	2.70 (.65)	3.25 (.60)

Table 16 (continued)
Mean Subscale Scores and Standard Deviations on SPP by Crowd

	SELF-PERCEPTION PROFILE					
	Athletic Competence	Scholastic Competence	Social Acceptance	Physical Appearance	Behavioral Conduct	Global Self-Worth
SELF IDENTIFIED CROWDS						
Popular (27)	3.10 (.63)	2.87 (.52)	3.39 (.40)	2.92 (.66)	2.59 (.64)	3.40 (.58)
Hispanic (9)	2.44 (.70)	2.24 (.61)	2.85 (.51)	2.42 (.99)	2.36 (.72)	2.76 (.60)
Smart (10)	2.68 (.59)	3.04 (.67)	2.97 (.56)	2.26 (.78)	3.24 (.75)	2.92 (.85)
Popularblack (14)	2.97 (.53)	2.79 (.61)	3.25 (.61)	2.31 (.72)	3.00 (.51)	3.20 (.45)
Sport (12)	2.96 (.85)	2.72 (.86)	3.07 (.55)	2.75 (.69)	2.64 (.74)	3.19 (.75)
Other (33)	2.70 (.84)	2.95 (.67)	3.14 (.55)	2.50 (.80)	2.50 (.64)	3.15 (.54)
Outsiders (80)	2.68 (.66)	2.82 (.59)	2.84 (.73)	2.49 (.80)	2.84 (.65)	3.10 (.64)

(Scale range 1-4)
(Self-Id crowds: missing 9 ss)
(n for each crowd in parentheses)

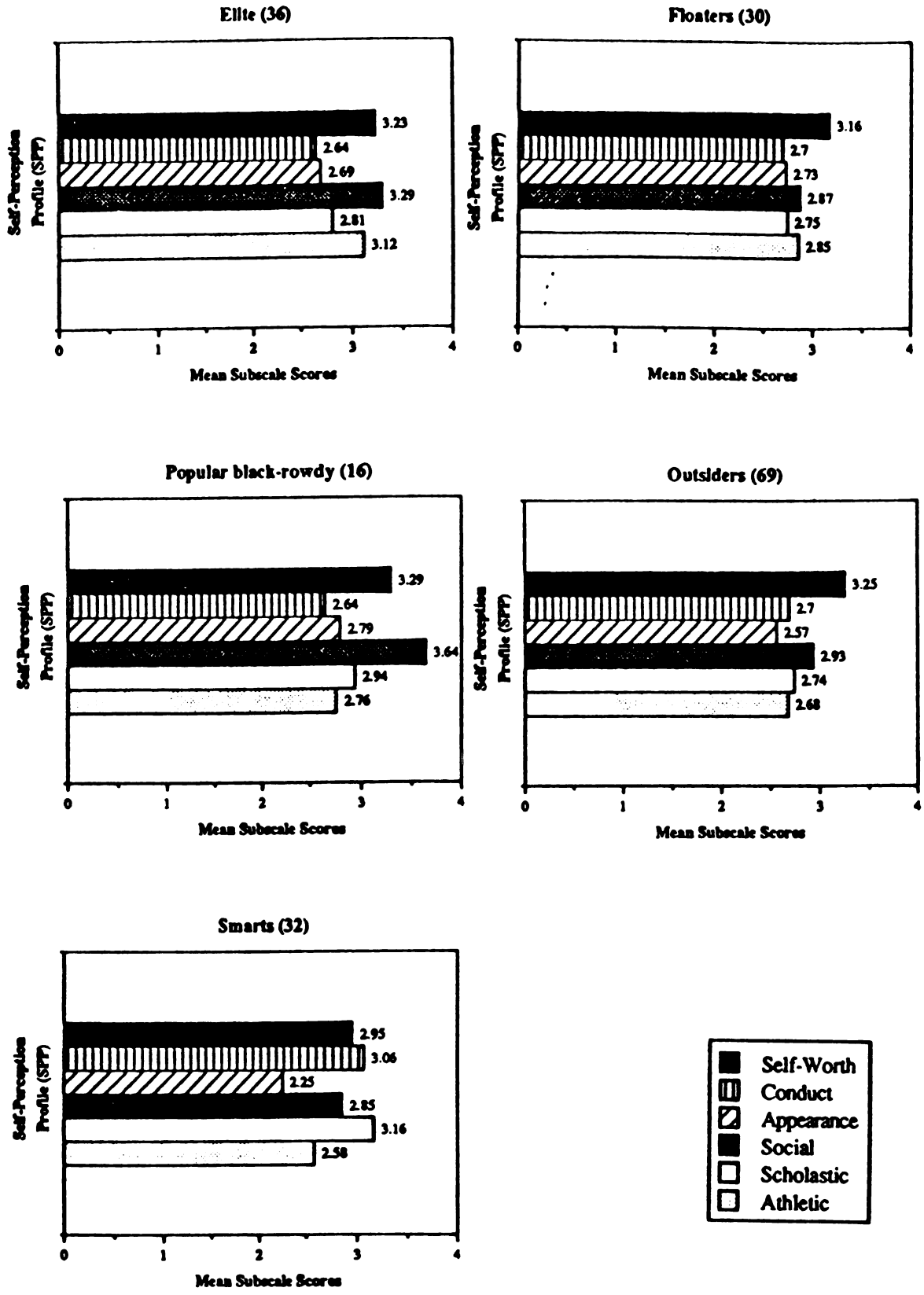


Figure 5. Profile of Perceived Competencies for Peer Identified Crowds

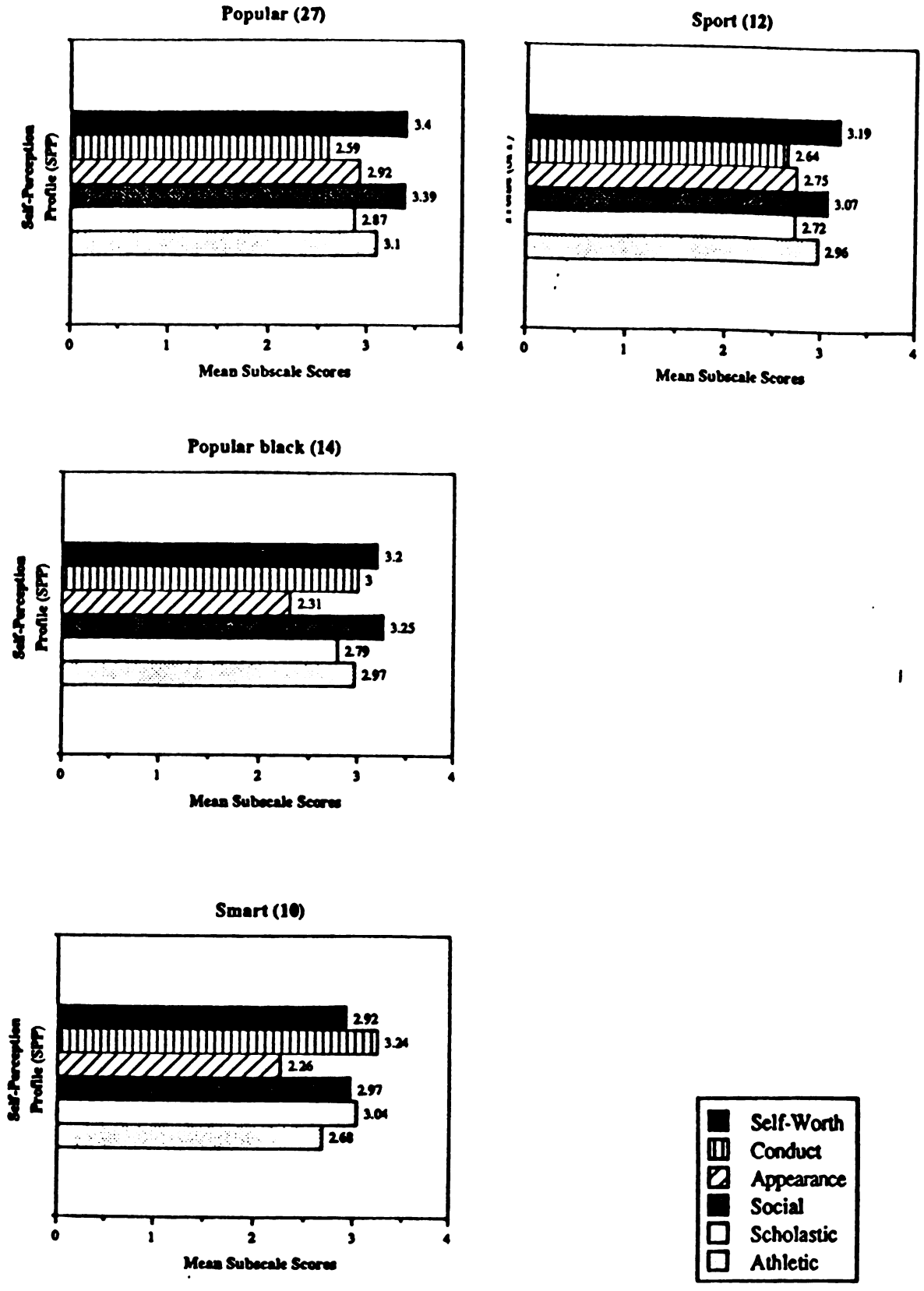
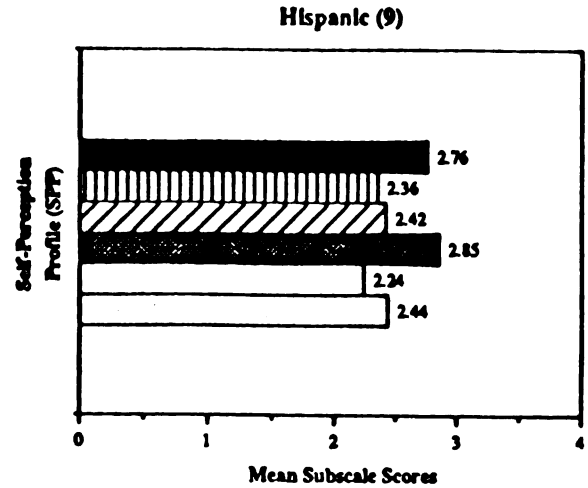
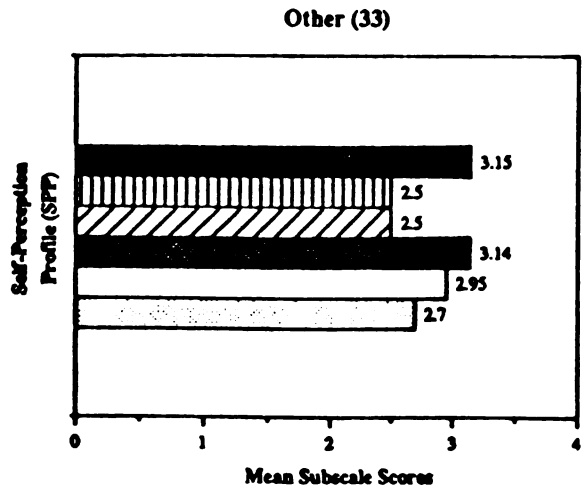
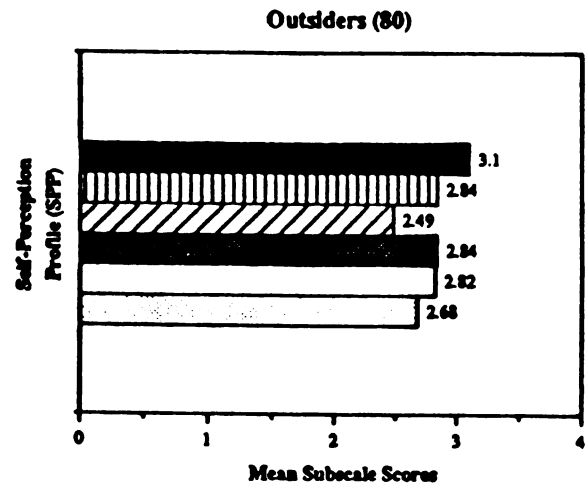
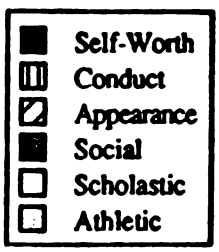


Figure 6. Profile of Perceived Competencies for Self Identified Crowds









(Figure 6 continued)

Discriminant analysis (using BMDP) was used to examine the relationship between competencies and group membership. Discrminant analysis provides a linear equation (the discriminant function) with beta weights indicating the relative importance of each variable in predicting the criterion. Weights yielded are those that maximally differentiate or separate the groups (e.g., maximizes the between to within association). In cases where there are more than two criterion groups multiple functions are derived that are orthogonal to each other.

The discriminant procedure also classifies subjects into groups using the discriminant functions. Since group membership is known, it is possible to estimate one's ability to correctly classify on the basis of the predictor variables. An external classification analysis is usually carried out to assess the accuracy of the (maximized) hit rates. External classification requires analyses in which data to be classified are not used in constructing the classification function. Jackknife is the procedure of choice for small to moderate sized samples. In this procedure each subject is categorized based on a classification statistic derived from the remaining (n-1) subjects. That is, one observation at a time is held out and the discriminant function is estimated on the basis of the remaining observations. The resultant discriminant function is used to classify the held-out observation.

This process is repeated until all observations have been classified. Both the maximized hit rate and the Jackknife classification will be reported for all analyses.

3.6d Perceived Competencies in Peer Identified Crowds

A stepwise two group discriminant function analysis was performed to ascertain whether perceived competencies discriminated between crowd members and outsiders as defined by peers. This is a test of the equality of group centroids and is conventionally measured by the Wilks' lambda statistic (Λ=.909; $F(6, 176) = 2.94$, $p<.05$). All six SPP subscales significantly discriminated between crowd members and Outsiders (see Table 17). The function is most heavily weighted by Global self-worth, Scholastic Competency, and Social Competency. High social and scholastic competency and low global self-worth played the largest roles in distinguishing crowd members from outsiders. The findings that crowd members had lower global self-worth than outsiders is somewhat puzzling. Higher social and scholastic competencies among crowd members was expected.

The discriminant function accurately predicted group membership 67.8% of the time. The Jackknife procedure revealed a similar success rate (65.6%). In the case of two groups, approximately 50% correct classification is expected by chance alone. Thus, the predictive ability of

perceived competencies in distinguishing between peer identified crowd members and outsiders is rather unimpressive. Classification levels differed for the two groups: Eighty-five percent of group members were correctly identified, but only 39% of Outsiders were so classified. The predictive ability of the SPP is far superior for crowd members than for outsiders. This suggests that outsiders are a more heterogenous group than crowd members.

Stepwise multiple discriminant analysis with the three main peer identified crowds (Elite, Popularblack-Rowdy, Smarts) provided the test of the hypothesis that profiles of perceived competency would differ among crowds. Floaters were excluded from the analysis because that group does not represent a cohesive unit. Thus, Floaters would not be expected to share characteristics to the same degree as members of clearly identified crowds. Three variables: Athletic Competence (r=.562), Scholastic Acceptance (r=.646), and Social Competence (r=.737) significantly discriminated among the crowds ($F(6, 158)= 8.78$, $p<.01$). The resultant discriminant functions are presented in Table 18. In the first function, Social and Scholastic Competence make the largest contributions: High scores on Social and low scores on Scholastic Competence significantly discriminated in the first function. Both Popularblack-Rowdys and Elites have high Social competence and lower scores on Scholastic competence than Smarts. In

the second function, Athletic and Social Competence are the dominant components. In this case it is low scores on Social and high scores on Athletic competence that allow for discrimination among crowds. Smarts have lower social competence than the other two crowds and Elites have the highest Athletic competence.

Crowd membership was accurately predicted 68% of the time (63.1% by Jackknife procedure). This finding is reflective of relatively good classification, only 33% correct classification would be expected by chance given three groups of equal size. Classification rates differed by group: Seventy-five percent of Elites and 72% of Brains were correctly classified compared to 44% of Popularblack-Rowdys (See Table 19). The relatively poor classification of Popularblack-Rowdys most likely stems from overlapping characteristics of this crowd with Elites. Elites and Popularblack-Rowdys are more similar to each other than either crowd is to Smarts (see Figure 7). The shared similarity may stem from the fact that both are high status groups.

These findings provide partial support for the hypothesis that crowd members share similar profiles of perceived competence and that competencies differ among crowds. The poor discrimination achieved for the Popularblack-Rowdy crowd appears to be primarily, but not exclusively, a function of shared similarities with the

Elite crowd. It may be that crowds that are viewed as "popular"-which both of these groups are-share similar profiles of competency. There is a clear difference in ethnic composition between these two groups: Popularblack-Rowdy is exclusively black while the Elite crowd is ethnically mixed. So, in this case the characteristic that would distinguish Popularblack-Rowdys from Elites is ethnicity rather than perceived competencies.

Table 17
Significant Predictors of Crowd Affiliation

Analysis: Discriminating Peer Identified Crowd Members (n=114) from Outsiders (n=69) based on SPP

Variable	Crowd Member M	Outsider M	Wilks' Lambda	Standardized Discriminant Function Coefficient
Athletic	2.85 (.69)	2.68 (.74)	.981	.35
Scholastic	2.90 (.60)	2.74 (.64)	.972	.58
Social	3.10 (.61)	2.93 (.68)	.968	.83
Physical	2.59 (.73)	2.58 (.81)	.960	.06
Behavior	2.77 (.67)	2.70 (.65)	.960	.21
Global	3.14 (.61)	3.25 (.60)	.909	-1.28

Analysis: Discriminating Self Identified Crowd Members (n=114) from Outsiders (n=80) based on SPP

Variable	Crowd Member M	Outsider M	Wilks' Lambda	Standardized Discriminant Function Coefficient
Social	3.16 (.53)	2.84 (.73)	.939	.91
Scholastic	2.80 (.65)	2.82 (.59)	.924	-.30
Athletic	2.86 (.73)	2.60 (.65)	.931	.47
Physical	2.59 (.76)	2.49 (.80)	.922	-.19

Table 18
Standardized Discriminant Function Coefficients for Peer Identified Crowds

Variable	Z1	Z2
Athletic	.23	.79
Scholastic	-.79	-.46
Social	1.19	-.75

Table 19
Hit Rates Using a Discriminant Function to Predict Crowd Affiliation

	Predicted Crowd			
Actual Crowd	Elite	Popularblack-Rowdy	Smart	Total
Elite	27 75%	4 11%	5 14%	36 38%
Popularblack Rowdy	6 38%	7 44%	3 18%	16 19%
Smart	8 25%	1 3%	23 72%	32 38%
Total	41 49%	12 14%	31 37%	84

top row=frequency
bottom row=percent

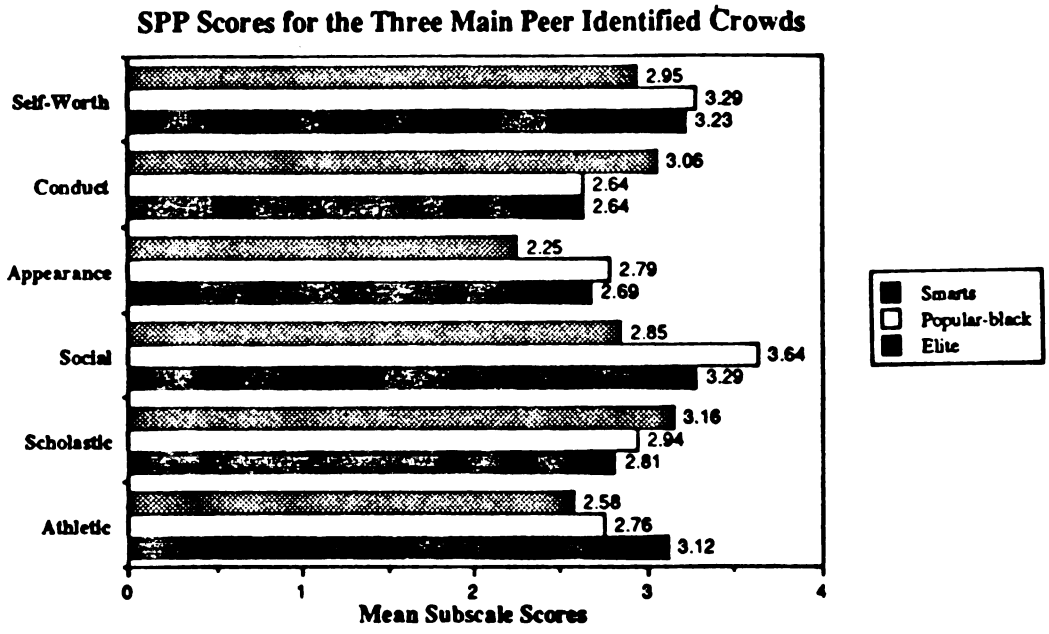


Figure 7. Comparison of SPP Scores for Three Main Peer Identified Crowds

3.6e Exploratory Analyses

A set of exploratory analyses was conducted to further examine the relationship between competencies and crowd membership. The Person Environment Model assumes that similarities in competencies provides a basis for friendship and crowd formation. Others, however, have expressed the view that inclusion or exclusion from a group can influence self-esteem (Hartup, 1983; Kaplan, 1975). For example, a student who is included in the Sports group may feel that his or her athletic abilities are being affirmed and thus have an increased sense of athletic competence. Along the same lines, an adolescent who wishes to be part of the Popular crowd and isn't included may subsequently have a decreased sense of her likeability and social abilities. One's sense of self may be enhanced or deflated depending on whether one feels part of an aspired to crowd. It may be that the relationship between perceived competencies and crowd membership is bidirectional. The cross-sectional nature of the current investigation precludes drawing cause and effect conclusions, thus conducting the MANOVA for exploratory purposes is justified.

MANOVA is a useful procedure for instances where there are multiple dependent variables that are correlated and share a conceptual meaning. MANOVA is natural generalization of the univariate ANOVA. The primary

difference between the MANOVA and the discriminant procedure is that MANOVA requires that the dependent variable be continuous while the discriminant utilizes a categorical dependent variable. Each procedure allows for examination of the data from a different perspective.

A MANOVA examining the relationship of SPP to peer identified crowd membership revealed significant effects using Wilks Criterion ($F(12, 152) = 5.18$, $p < .001$). A series of ANOVAs were conducted to determine on which subscales differences were found. Post-hoc analyses using Sheffe procedure revealed significant differences among the three main peer identified crowds on all five domain specific subscales of the SPP. No differences were found for global self-worth.

Smarts perceived themselves to be better behaved and more scholastically capable than Elites. Popularblack-Rowdys and Elites had higher perceived social competence than Smarts. Finally, Elites perceived themselves to be more athletic and more physically attractive than Smarts.[4]

Self-reported Grades and Crowd Affilation

Analyses focused on perceived competencies have

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[4]A review of mean scores on SPP subscales (Table 16) shows that Popularblack-Rowdys have higher scores than Elites on Scholastic Competence and Physical Appearance, yet no significant differences between this crowd and Smarts are revealed with the Sheffe procedure. The Sheffe procedure is a conservative test of group differences that takes into account sample size. The relatively small size of the Popularblack-Rowdy crowd apparently decreased the possibility of detecting significant differences.

revealed differences among peer identified crowds on scholastic competence with Smarts evidencing higher scores. In a related analysis, self-reported grades were examined for peer-identified crowds. Self-reported grades have been shown to be a valid measure of true grades ($r=.76$) (Crockett, Schulenberg, & Petersen, 1987; Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987). One would expect Smarts to achieve better grades than other students. A one way analysis of variance (ANOVA) examining the relationship between crowd assignments and self-reported grades revealed a main effect for peer-identified crowd affiliation ($F(4, 176)= 7.87$, $p<.001$). Post-hoc analyses (Sheffe) indicated that Smarts had significantly higher grades than Popularblack-Rowdys, Floaters, and Outsiders. Elites grades were not significantly different from other crowds and fell below the Smarts but above Popularblack-Rowdys.

3.6f Perceived Competencies in Self-Identified Crowds

Similar sets of analyses looking at perceived competencies and crowd affilation were conducted with self-identified crowds. Findings from the discriminant analyses are presented first followed by the MANOVA.

Two group discriminant analysis revealed that four variables (Athletic, Scholastic, Social, and Physical Appearance) significantly discriminated self-identified

crowd members from outsiders ($F(4, 189) = 4.003$, $p < .01$). Standardized discriminant function coefficients are presented in the lower part of Table 17. It can be seen that Social and Athletic Competence make the greatest contributions to discrmination between crowd members and outsiders. Classification was poor, however, with 62.9% of subjects correctly classified (Jackknife =61.9%). Eighty-two percent of crowd members were correctly classified whereas only 35% of outsiders were so classified.

The small size of the self-identified crowds precluded conducting a multiple group discriminant function analysis. Specifically, the ratio of predictor variables to size of actual groups was too small to allow meaningful analyses (Stevens, 1986).

A MANOVA conducted with the primary self-identified crowds (Popular, Hispanic, Smart, Sports, & Popularblack) revealed significant differences using Wilks Criterion ($F(24, 217{,}50) = 1.75$, $p = .02$). Follow up ANOVAs showed differences on Social Competence, Physical Appearance, and Behavioral Conduct subscales. Post-hoc tests using Sheffe procedure showed no significant differences between any two self-identified crowds on these dimensions. Thus, the exploratory analyses did not support the notion that members of various self-identified crowds would differ in perceived competencies. However, statistical power was low due to the small size of crowds.

Finally, a one way ANOVA examining the relationship between self-identified crowd membership and grades revealed no significant differences. Thus, none of the analyses focused on differences in competencies among self-identified crowd members yielded significant findings.

Summary

The SPP was found to have five factors as others have shown although two items did not load in the expected manner (Harter, 1985). These items were dropped and a 34 item version of the SPP employed. Gender differences in SPP scores were similar to those reported elsewhere. Ethnic differences were also found with blacks evidencing higher scores than Asians or Hispanics in Social Competence. Additionally, Caucasians and blacks had higher scores on Global self-worth than Asians.

Discriminant analysis showed differences in perceived competencies among the three primary peer identified crowds. Athletic, Social, and Scholastic competencies distinguished among the crowds. Elites evidenced highest Athletic competency while the Smarts had the highest perceived Scholastic competency. Both Popularblack-Rowdys and Elites had high Social competency. This provided partial support for the hypothesized model. The small size of the self-identified crowds obviated the discriminant analysis. Two group discriminant analyses focused on crowd

members versus outsiders revealed some differences for both peer-and self- identified groups, but ability to correctly classify students based on these differences was relatively poor.

Exploratory analyses revealed that peer identified crowds had significant differences in all five domain specific competencies but not on global self-worth. No significant differences in competencies were found with self-identified crowds. Peer-identified Smarts were found to have higher self-reported grades than other crowds. No significant differences in self-reported grades were found among self-identified crowds. Thus, expected differences in competencies were found only for peer identified crowds providing support for their validity.

3.7

CORRELATES OF DRUG USE: TESTING THE MODEL

Overview

The following sections present findings on respondents' drug use. General patterns of drug use are described and the relationship of drug use to race, gender, perceived competencies, crowd affiliation are examined. The remaining sections describe differences in the availability of drugs across crowds.

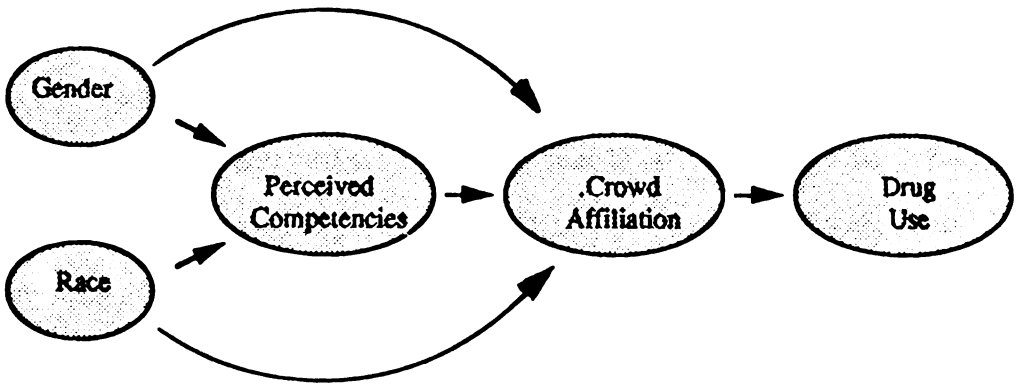

Figure 8. The PCCA Model: Test of the Entire Model

3.7a Levels of Self-reported Drug Use

Three separate assessments of alcohol use were obtained: use with parents, with friends, and alone. Since the concern of this investigation is with peer relationships, alcohol use with friends is the most relevant of these behaviors. All subsequent references to alcohol use refer to use with friends unless otherwise

specified.

In general, the prevalence of any use of cigarettes, alcohol, and marijuana was low. Additionally, low levels of use were found among adolescents who had tried any of these three drugs. Therefore, drug use items were reduced from a nine point scale to a three point scale reflecting nonuse (never), experimental use (tried once or twice, used to do but quit), and regular use (a few times a year or more).

Overall, more students had tried alcohol (32.1%) and cigarettes (39.4%) than had smoked marijuana (17%; See Table 20). Regular use of any of the three substances is under nine percent suggesting that most students who had tried drugs are currently experimental users. Given the small numbers of students who reported regular use the drug items were reduced further to a binary variable (ever vs never used).

Table 20
Reported Substance Use in Percents

	ALCOHOL			CIGARETTES	MARIJUANA
	with Parents	with Friends	Alone		
Regular	5.2	8.8	3.1	5.7	2.6
Experimental	52.3	23.3	15.1	33.7	14.4
Never	42.0	67.9	81.8	60.6	83.0

(n=195)

Tables 21 and 22 present use of alcohol with friends, marijuana, and cigarettes by gender and ethnicity. Chi square analyses revealed no gender differences in reported use of any of the three substances. No ethnic differences were found for use of alcohol or cigarettes, but Asians reported lower use of marijuana than blacks.

Not unexpectedly, use of other "harder" drugs is lower than use of alcohol, marijuana, and cigarettes. Reported use of chewing tobacco is also very low. Use of smokeless tobacco, cocaine, or injected drugs ranged from .5% (n=1) to 3.0% (n=6). Seven percent (n=14) of students reported ever "sniffing something like glue or whiteout to get high." Given the extremely low usage of these drugs all further analyses were focused on cigarettes, alcohol, and marijuana.

Table 21
Reported Drug use by Gender (in percents)

	Male	Female
Ever Used		
Cigarettes	33.0	45.1
Alcohol	30.4	33.7
Marijuana	16.3	17.6

Table 22
Reported Drug use by Ethnicity (in percents)

	Cauc	Black	Hispanic	Asian	Other
Ever Used					
Cigarettes	41.7	41.3	40.5	35.9	37.1
Alcohol	33.3	34.8	32.4	25.6	34.3
Marijuana	22.2	27.7	10.8	7.7	14.3

3.7b Testing the Hypothesized Model

Overview

In the following sections, analyses addressing the hypothesized influence of race, gender, competencies, and crowd affilation on drug use were carried out. The model hypothesizes that competencies indirectly influence drug use through peer group membership and that peer group membership directly relates to drug use. It was expected that ethnicity and gender would influence drug use only indirectly through differences in competencies and/or crowd membership.

A series of hierarchical linear logistic regression analyses were conducted to test the hypothesized model. Linear logistic regression model is a statistical model that allows the estimation of the effect size of each of a number of factors on the probability of some event occuring. Logistic regression is the appropriate method of

analysis when the dependent variable is binary (Hosmer & Lemeshow, 1989).

Separate analyses were conducted to examine the ability of the model to predict alcohol, cigarette, and marijuana use. Additionally, examination of the contribution of crowd affiliation was done separately for peer- and self-identified crowds. Therefore, six analyses were conducted to test the model: three analyses included peer identified crowds and three included self identified crowds.

Variables were entered into the model hierarchically. Therefore, presented values reflect the influence of that variable over and above variables already entered into the equation. Order of entry was determined by the hypothesized model. Race and gender were entered first into the equation since demographic variables were expected to indirectly influence drug use through associations with competencies and crowd affiliation. Competencies, which were hypothesized to predict crowd affiliation, were entered next. Crowd affiliation was entered last since group membership was expected to directly affect drug use. All categories of group membership, including outsiders, were utilized.

3.7b1 Test of the Adequacy of the Model (GOF)

An assessment of the adequacy of the fitted model should precede any attempt to interpret contributions of

individual variables to the outcome. The Hosmer-Lemeshow (1989) chi square goodness of fit (GOF) is the appropriate test for models that include continuous variables. The chi square GOF indicates how effective the model is in describing the outcome variable. A non-significant chi square indicates an adequate fit.

Hosmer chi square GOF indicated that the model provided an adequate fit for predicting alcohol (GOF=.584) and cigarette use (GOF=.209) among peer identified crowds. The fit was poor for predicting marijuana use among peer identified crowds (GOF=.066). Discussion is limited to analyses in which the model provided a good fit. Findings for alcohol and cigarette use in peer identified crowds are presented below.

3.7b2 Interpreting the Model

Tables 23-25 present findings for the tests of the model that provided an adequate fit and for which findings were significant. In all analyses "0" represents non-use of the specified drug. For each variable, the tables give a) the estimated logistic coefficients (B), b) the estimated standard errors (SE), c) estimated odds ratio (OR), and d) the 95% confidence in interval (CI) for each odds ratio. The odds ratio estimates the likelihood that an individual with a given characteristic will have used the specified drug and a confidence interval that does not include one indicates that the finding is significant. For

example, an adolescent in the Elite crowd is almost 6 times as likely as a member of the Smart crowd to have used alcohol (see Table 23). For continuous variables, such as competencies, the OR estimates the likelihood that an individual will have used alcohol for an incremental change in that variable. For the competency variables this is a change of one (on a 4 point scale).

3.7c. Test of the Model with Peer Identified Crowds

Alcohol use with Friends. The logistic model revealed no significant contribution of race or gender to reported alcohol use (x^2 (5) = 1.2, ns; See Table 23). Perceived competencies as a set was a significant predictor (x^2 (6)= 15.05, $p<.05$). More specifically, Social Competency and Behavioral Conduct significantly increased the ability to predict alcohol use. A unit increase in Social Competency increased the odds of alcohol use by two and a half. In contrast a unit increase in perceived Behavioral Conduct decreased by half the odds of alcohol use. So, students with high Social Competency and low perceived Behavioral Conduct were more likely to have used alcohol. Crowd membership also significantly contributed to predicting alcohol use over and above the contributions of race, gender, and perceived competency (x^2 (4)= 9.85, $p=.05$). A member of the Elite crowd was almost six times more likely to report having used alcohol than a member of the Smart

crowd. Popularblack-Rowdys were not significantly different from other crowds on alcohol use.

Cigarette Use. No significant effects of race or gender were found in predicting cigarette use (x^2 (5)=2.15, ns; Table 24). Perceived competency did make a significant contribution (x^2 (6)= 14.90, $p < .05$) with both Social Competency and Behavioral Conduct influencing cigarette use. An increment increase in Social Competency increased the likelihood of having smoked cigarettes by about two, while the same increase in Behavioral Conduct decreased by half the likelihood of having smoked cigarettes. Crowd affiliation made no contribution over and above that made by variables entered prior (x^2 (4) =8.95, ns), although this finding was marginally nonsignificant. Both Floaters and Outsiders were about a third as likely to have smoked cigarettes when compared to Elites.

Table 23
Logistic Model Summary for Alcohol Use in Peer Identified Crowds

Variable	B	SE(B)	OR	95% CI
Demographics				
Gender (0=male)	-.167	.326	.846	(.45, 1.60)
Race				
Cauc-Black	.147	.476	1.16	(.45, 2.94)
Cauc-Hispanic	-.029	.511	.97	(.36, 2.79)
Cauc-Asian	-.312	.513	.73	(.27, 1.99)
Cauc-Other	-.088	.528	.92	(.54, 1.03)
Competencies (SPP)				
Athletic	-.329	.301	1.39	(.77, 2.50)
Scholastic	.153	.322	1.17	(.62, 2.19)
Social	.913	.392	2.49*	(1.17, 5.37)
Physical	.186	.279	1.21	(.69, 2.08)
Behavior	-.680	.297	.50*	(.28, .67)
Global	-.297	.404	1.35	(.49, 1.11)
Crowd Affiliation				
Elite vs Popularbl-Rowdy	-1.50	.789	.22	(.05, 1.05)
Elite vs Smart	-1.78	.673	5.96*	(.05, .63)
Elite vs Floater	-1.10	.609	.33	(.10, 1.09)
Elite vs Outside	-.847	.477	.43	(.17, 1.09)

Hosmer's GOF p=.584.
Demographics $x^2(5)= 1.2$, ns
SPP $x^2(6)= 15.05$, $p<.05$)
Crowd $x^2(4)= 9.85$, $p=.05$
OR significant

Table 24
Logistic Model Summary for Cigarette Use in Peer Identified Crowds

Variable	B	SE(B)	OR	95% CI
Demographics				
Gender (0=male)	-.395	.317	.67	(.36, 1.25)
Race				
Cauc-Black	-.153	.465	.86	(.35, 2.13)
Cauc-Hispanic	.016	.489	1.02	(.39, 2.65)
Cauc-Asian	-.307	.486	.74	(.02, .12)
Cauc-Other	-.356	.513	.70	(.25, 1.90)
Competencies (SPP)				
Athletic	-.254	.285	.78	(.44, 1.35)
Scholastic	.048	.306	1.05	(.52, 2.13)
Social	.737	.362	2.09*	(1.03, 4.25)
Physical	-1.29	.269	.88	(.67, 1.93)
Behavior	.701	.289	.50*	(1.14, 3.55)
Global	-.122	.394	1.13	(.41, 1.91)
Crowd Affiliation				
Elite vs Popularbl-Rowdy	-1.32	.782	.27	(.05, 1.34)
Elite vs Smart	-1.48	.613	.23	(.75, 1.74)
Elite vs Floater	-1.19	.596	.30	(.09, .98)
Elite vs Outsider	-1.19	.484	.31	(.12, .79)

Hosmer's GOF p=.209
Demographics x^2 (5)=2.15, ns
SPP x^2 (6)=14.90, p<.05
Crowd x^2 (4) =8.95, ns
* OR significant

3.7d Direct Effects of Competency (SPP) on Drug Use

The hierarchical logistic regression analyses reported previously did not examine the influence of competencies on drug use over and above that of crowd affilation. It is clear that when competencies are entered into the equation prior to crowd affiliation both Social and Behavioral

competencies influence alcohol and cigarette use. Once crowd affiliation is entered into the equation, do competencies still contribute to prediction of drug use or is this influence only indirect? The best way to address this question within the limitations of the current data (e.g., outcome variable is dichotomous, thus eliminating possibility of conducting path analysis) is to construct a model in which crowd variables are entered into the equation prior to competencies.

In order to test the direct influence of competencies on drug use a series of hierarchical logistic analyses were conducted in which race and gender were entered first (as a set), crowd affilation second, and competencies last. Only models evidencing adequate fit (Hosmer' GOF) will be discussed. Since the model being tested included the same variables used in the above analyses no changes in the goodness of fit were found. For peer identified crowds the model provided adequate fit for cigarette and alcohol use.

When peer identified crowd membership was entered into the equation immediately following demographic variables it made a significant contribution to the prediction of alcohol use (x^2 (4)=12.4, $p<.01$). Perceived competencies significantly added to the ability to predict alcohol use over and above the contributions of race, gender, and crowd affilation (x^2 (6)=12.5, $p=.05$). Social competency (OR=2.35, CI(1.03, 5.34) and Behavioral Conduct (OR=.52,

CI(.28, .94) influenced alcohol use. Thus, the contribution of competencies to prediction of alcohol use was similar despite the fact that peer identified crowd affiliation already had been entered.

Prediction of cigarette use among peer identified crowds was influenced by crowd affiliation (x^2 (4)=11.14, p<.05) over and above the influence of race and gender. When competencies were entered last they also significantly predicted cigarette use (x^2(6)= 12.74, p=.05). Within this set, only Behavioral Conduct was significant (OR=.49, CI(.27, .89). So, although competencies continued to influence prediction of alcohol use after including peer identified crowd affilation into the equation, they made a less of a contribution.

Taken together, these findings suggest that perceived competencies have both direct and indirect effects on cigarette and alcohol use. The direct effect of competencies on drug use is somewhat decreased when crowd variables are entered into the equation first.

3.7e Test of the Model with Self Identified Crowds

Tests of the hypothesized model were also conducted for self-identified crowds and findings are presented below. For self-identified crowds the model fit well for predicting cigarette use (GOF=.860) and marijuana use (GOF=.432). A poor fit was achieved for alcohol use among self-identified crowds (GOF=.019). Therefore, only models

for cigarette and marijuana use are discussed.

Cigarette Use. Demographic variables (race, gender) and perceived competencies showed the same relationships as the previous analyses with cigarettes and peer identified crowds. That is, race and gender did not predict cigarette use and two domains of perceived competency-behavioral conduct and social competency were each related to cigarette use (see Table 25). Self-identified crowd affiliation did not make a significant contribution over and above that made by variables already in the equation (x^2 (6) =3.81, ns). Among self-identified crowds only perceived competencies contributed significantly to the prediction of cigarette use.

Marijuana Use. Although the goodness of fit chi square indicated an adequate fit of the model in predicting marijuana use, no steps in the model significantly contributed to prediction of use. This is probably due to the low use of marijuana in the sample (17.0 %) which leaves very little variance to be explained.

Table 25
Logistic Model Summary for Self Identified Crowds
Cigarette Use

Variable	B	SE(B)	OR	95% CI
Demographics				
Gender (0=male)	-.599	.318	.549	(.29, 1.02)
Race				
Cauc-Black	-.069	.469	1.07	(.37, 2.68)
Cauc-Hispanic	.129	.489	1.14	(.44, 2.96)
Cauc-Asian	-.162	.487	.85	(.33, 2.20)
Cauc-Other	.419	.529	.66	(.23, 1.86)
Competencies (SPP)				
Athletic	-.463	.296	.63	(.35, 1.12)
Scholastic	.110	.302	1.12	(.62, 2.02)
Social	.919	.363	2.50*	(1.23, 5.10)
Physical	-.126	.271	.88	(.52, 1.49)
Behavior	.659	.279	.52*	(.29, .89)
Global	-.277	.394	.76	(.35, 1.63)
Crowd Affiliation				
Popular vs Hispani	.978	.926	2.66	(.43, 16.2)
Popular vs Smart	-.479	.901	.62	(.10, 3.64)
Popular vs Popularblack	-.586	.807	.56	(.11, 2.70)
Popular vs Sport	-.529	.841	.59	(.11, 3.06)
Popular vs Other	.162	.584	1.18	(.38, 3.67)
Popular-Outsider	-.211	.534	.81	(.28, 2.31)
Constant	-.45582			

Hosmer's GOF p=.860
Demographics x2 (5)=2.14, ns
SPP x2(6) =16.44, p<.05
Crowd x2(6) =3.81, ns
* OR significant

Summary

In summary, race and gender made no direct contributions to the prediction of drug use. Two domains of perceived competency, Social Competency and Behavioral Conduct, consistently contributed to prediction of

cigarette and alcohol use. Adolescents who perceived themselves to be highly social and those who viewed themselves as less well-behaved were more likely to have used alcohol or tried cigarettes.

Findings were mixed regarding the importance of crowd membership in predicting drug use over and above that predicted by race, gender, and competencies. Peer identified crowd membership significantly contributed to the prediction of alcohol use: Elites were more likely than Smarts to have drunk alcohol. Floaters and Outsiders were less likely than Elites to have smoked cigarettes, but this finding did not reach statistical significance.

Tests of the contributions of self-identified crowd membership were limited to cigarette use since this was the only model that provided an adequate fit. Self identified crowd membership did not predict cigarette use after demographic variables and competencies had been entered. The small size of self-identified crowds may have contributed to this finding.

3.8

DRUG AVAILABILITY

Drug Offers

Preceeding analyses demonstrate differences in drug use among peer identified crowds. In addition to examining

actual drug use among crowds data were gathered on the availability drugs which may differ in the various crowds. Drug availability is reflected in how frequently respondents have been offered drugs. Fifty-eight percent of the sample reported never having been offered drugs at school. Reports of frequent offers (e.g., once a month, once a week) were extremely low leading to a decision to dichotomize the offers variable (no, yes: where yes was any offers at school). Table 26 presents percentage of offers for cigarettes, alcohol, and marijuana separately for each peer- and self-identified crowd.

Significant differences were found among peer identified groups in offers of all three substances ($x^2(4) = 9.33$, $p = .05$ for cigarettes; $x^2(4) = 21.94$, $p < .001$) for alcohol; & $x^2(4) = 11.57$, $p = .02$ for marijuana; see Table 26). Smarts and Floaters received the least number of offers. Not a single member of the Smart crowd reported being offered alcohol at school, while over half of the Popularblack-Rowdy crowd did so. The highest percentage of reported offers of both alcohol and marijuana was in the Popularblack-Rowdy crowd, while the Elites reported highest offers of cigarettes.

When offers of all three substances were summed (range 0-3), Elites and Popularblack-Rowdys reported highest offers followed by Outsiders. Among self-identified crowds significant differences were found only for the summation

of all drug offers (x^2 (6)= 14.05, p=.03). When all drugs were examined together, the lowest offers are found in the Smart and Sport crowds. In the Popular, Hispanic, and Other crowds over half of the crowd members report being offered drugs at school.

Table 26
Percentage Students Ever Offered Drugs at School
by Crowd Affiliation

a. Peer identified Crowds

	Drug Offered			
Crowd	Cigarettes	Alcohol	Marijuana	Alldrugs
Elite	44.4 (16)	36.1 (13)	25.0 (9)	52.8 (19)
PopBlack Rowdy	33.3 (5)	53.3 (8)	37.5 (6)	62.5 (10)
Smart	21.9 (7)	--- (0)	3.2 (1)	21.7 (7)
Floater	13.8 (4)	13.8 (4)	10.3 (3)	24.1 (7)
Outsider	23.5(16)	23.9 (16)	23.9 (16)	43.3 (29)

b. Self-Identified Crowds

	Drug Offered			
Crowd	Cigarettes	Alcohol	Marijuana	Alldrugs
Popular	42.3 (11)	34.6 (9)	23.1 (6)	61.5 (16)
Hispanic	44.4 (4)	22.2 (2)	11.1 (1)	55.6 (5)
Smart	20.0 (2)	10.0 (1)	---	20.0 (2)
Pop-Black	28.6 (4)	35.7 (5)	28.6 (4)	42.9 (6)
Sport	16.7 (2)	16.7 (2)	8.3 (1)	16.7 (2)
Other	42.4 (14)	28.1 (9)	31.3 (10)	57.6 (19)
Outsider	16.7 (13)	15.6 (12)	15.4 (12)	29.5 (23)

n in parentheses

Users versus Nonusers

Even crowds with significant drug use include members who are non-users. Exploration of differences between users and nonusers in crowds with high drug availablility may provide information on how psychological characteristics mediate social influences on early experimentation with drugs.

Crowds with relatively high levels of reported drug offers were characterized as groups in which drugs were accessible (See Table 27). Although drugs appear to be available in particular crowds, not all students have tried drugs. A series of analyses were carried out to explore differences between subjects who use drugs and those who don't in crowds with high drug availability.

Among peer identified crowds the Elites and Popularblack-Rowdys were the two crowds with the highest overall reported offers of drugs. Within the Elite crowd those who had smoked cigarettes had lower Athletic competency than those who had never smoked ($t(33)=2.00$, $p=.05$; Users $M=2.9$, Non-Users $M=3.4$), alcohol users had somewhat lower Scholastic competency than those who had not used alcohol ($t(34)=1.82$, $p=.08$; Users $M=2.6$, Non-Users $M=3.0$), and those who had smoked marijuana had lower Behavioral Conduct scores than Elites who had not smoked marijuana ($t(34)=2.03$, $p=.05$; Users $M=2.2$, Non-Users $M=2.8$). Within the Popularblack-Rowdy crowd differences

between users and nonusers were found only in the case of marijuana; users reported lower Behavioral Conduct scores than nonusers ($t(13.6)=-2.23$, $p=.04$; Users $M=2.5$, Non-Users $M=3.0$).

In sum, there were small differences in some domains of competency distinguishing users from non users in peer identified crowds with high drug availability (as assessed by reported offers of drugs at school). The only consistent finding across the two crowds examined was that marijuana users reported lower Behavioral Conduct scores than non-users. That is, users reported being less well-behaved than non-users. Given that marijuana use in the sample is quite low this suggests that the more "deviant" students within a group are the most likely to use marijuana during early adolescence.

Table 27
Reported Substance Use by Crowd Affiliation

a. Peer Identified Crowds

	Ever Used Drug		
	Alcohol	Cigarettes	Marijuana
Crowd			
Elite	52.8% (19)	60.0% (21)	22.2% (8)
Popularbl-Rowdy	37.5% (6)	43.8% (7)	25.0% (4)
Smarts	15.6% (5)	28.1% (9)	9.4% (3)
Floaters	26.7% (8)	33.3% (10)	13.3 (4)
Outsiders	31.3% (21)	33.9% (23)	19.1% (13)

b. Self-Identified Crowds

Crowd			
Popular	30.8% (8)	42.3% (11)	11.5% (3)
Hispanic	44.4% (4)	66.7% (6)	11.1% (1)
Smart	10.0% (1)	30.0% (3)	0%
Popularbl	15.4% (2)	28.6% (4)	21.4% (3)
Sport	16.7% (2)	25.0% (3)	8.3% (1)
Other	51.5 (17)	51.5 (17)	30.3 (10)
Outsider	30.0 (24)	34.2 (27)	16.3 (13)

n is in parentheses

Marijuana use and Perceived Competency

Due to the low marijuana use in this sample few conclusions have been made about the influence of hypothesized predictor variables on use. Analyses focused on crowds with high drug availability suggested that behavioral conduct is lower for those who have tried marijuana. In order to explore this further a hierarchical logistic regression analysis was conducted with the entire sample to examine the relationship between perceived competencies and marijuana use. The model demonstrated adequate fit (GOF=.18). Race and gender were entered into the equation first as a set (ns), followed by each of the SPP subscales one at a time. This was done to examine the effect of the individual competency domains. Only Behavioral Conduct made a significant contribution to prediction of marijuana use ($x^2((1)=7.34$, $p=.007$; OR=.403, CI (.20, .80). Students with high behavioral conduct scores were less likely to report having used marijuana.

In sum, the low use of marijuana in this sample limited the usefulness of the hypothesized model in predicting conditions correlated with use. However, a logistic regression analysis examining the contributions of specific domains of the SPP showed that low perceived behavioral conduct is related to marijuana use. No other domains of competency were related to marijuana use.

3.9

SUMMARY

3.9a. Crowd Affiliation Ratings

Lack of correspondence of peer- and self- identified crowd affilation was found. Data presented throughout this chapter indicate that peer ratings have greater criterion validity. Peer identified crowds showed expected relationships with perceived competencies and self-reported grades, whereas self-identified crowds did not. Differences in drug use were found among peer identified crowds but not among self identified crowds. The high percentage of students who self-identified with Populars, the highest status crowd, suggests that self-presentation biases may have influenced the self ratings.

3.9b. The Perceived Competency and Crowd Affiliation Model

As predicted, race and gender influenced both perceived competencies and crowd affilation, but had no direct effect on drug use. Domain specific competencies were related to peer identified crowd affiliation, but not to self-identified crowd affilation. No differences among crowds were found on global self-worth providing support for the contention that domain specific assessments of self-esteem are needed to distinguish among adolescent social groups. Contrary to prediction, perceived

competencies also had a direct effect on alcohol and cigarette use. High social competency and low behavioral conduct were each associated with drug use. Finally, as hypothesized, peer identified crowd affiliation was directly related to cigarette smoking and alcohol use among peer identified crowds. No significant associations between self-identified crowds and drug use were found.

CHAPTER FOUR

DISCUSSION

Overview

This study examined the explanatory value of a newly proposed psychosocial model of adolescent drug use which reconceptualized two constructs that are commonly hypothesized to be related to drug use: self-esteem and the peer group. Partial support for the model was found. Self-esteem was conceptualized as a domain specific construct and found to relate to peer group affiliation and drug use. The associations between domain specific competencies and crowd affiliation highlight the importance of shared similarities in peer relationships during adolescence. Shared competencies appear to be significant determinant of crowd affiliation. Competencies were also found to be directly related to drug use, whereas general self-worth was not. Assessment of domain specific competencies provides a new avenue for exploring the relationship of self-esteem to peer affiliation and to drug use.

The peer group was defined as the "crowd" and crowd affiliation was related to alcohol use. The influence of the larger social group on drug use behavior was demonstrated and new directions for intervention outlined. These data highlight the importance of both personal and social factors in drug related behavior during early

adolescence. Both peer ratings and self ratings of crowd affilation were assessed. Peer ratings were found to be more valid. The delineation of the peer social structure adds to our knowledge about social relations during early adolescence and provides a new avenue for implementing drug prevention interventions.

4.1

THE CROWD STRUCTURE

Two methods of identifying the peer social structure have been utilized in past research: peer ratings and self ratings. The relative validity of these techniques has not been examined previously.

4.1a Validity of Ratings

Peer and self ratings of crowd affiliation each provided a different view of the social structure. Peer ratings showed hypothesized relationships with perceived competencies and drug use, whereas self ratings did not, giving support to the relatively greater validity of peer ratings. Methodological differences in assessment of self and peer ratings may have influenced findings. Peer ratings were obtained in individual interviews whereas self ratings were gathered via questionnaire in a group setting. Also, peer ratings were based on multiple assessments while self ratings were based on a single assessment. Multiple

assessments may have contributed to peer ratings being more stable than self ratings.

Self-presentation biases may have affected self ratings. The most obvious bias was students' tendency to place themselves in the highest status crowd: the Populars. The self-identified Popular crowd was almost twice as big as any other crowd and 30% of self-identified Populars were considered outsiders by their peers. Popularity may be particularly important during early adolescence when young people are experiencing a multitude of changes that call their self-concept into question. A belief that one is in the most popular crowd may enhance self-esteem. It appears that many students who wished to be in the Popular crowd placed themselves in that crowd.

Another kind of bias also appeared to influence self ratings. Females were less likely than males to place themselves in crowds. Instead, they identified themselves as having many friends but not being in a crowd. The opposite trend was evident in peer ratings (Females were more likely to be placed in crowds than males). Historically, males and females have had different socialization experiences with males being more often socialized to groups and females to dyads or trios. Sex role socialization factors may influence one's perceptions of the social structure.

The discrepancy between self- and peer ratings

provided an opportunity to analyze differences in perceptions of crowd affiliation. The relatively greater validity of peer ratings has implications for future studies of crowd structure. Peer ratings are more costly to gather but, in this study, provided a more useful analysis of peer group affilation than self ratings. The only other study that has examined agreement between self and peer ratings found good agreement for general ratings (in or outside of the social structure) in a large homogenous sample of junior high and high school students (Brown & Mounts, 1989). The current sample is exclusively middle school-aged students and is ethnically mixed. Differences in sample characteristics may have contributed to discrepancies in findings. Further methodological work is needed to uncover the ways in which peer and self ratings differ.

4.1b Final Peer Identified Crowds

The final peer identified social structure consisted of three main crowds: Elite, Popularblack-Rowdy, and Smart. An additional group, the Floaters, included students who were identified as members of multiple groups, but not primarily associated with one crowd. A group of outsiders was also identified. Brown & Mounts (1989) found many more crowds in their study of ethnically mixed high schools. Theoretically, crowds should be better established at the

high school than the middle school level and this may be reflected in the identification of a larger numbers of crowds. The nature of crowds identified in the two studies was also somewhat different. The most striking differences were the absence of generic ethnic crowds (e.g., blacks, Asians) in the current study and the presence of an ethnically-based reputation crowd.

No generic ethnic crowds were identified in peer ratings although the self-ratings produced a single generic ethnic crowd : Hispanics. While there was no peer identified Hispanic group, Hispanics were seldom classified in the major crowds. Hispanics appear to be less incorporated into the social structure than other ethnic groups. Brown and Mounts found a generic ethnic category for each ethnic minority group in a study of high school students and speculated that these categories serve as "catch alls" for students who are not well-known. Findings from this study lend support to this view. A significant proportion of Hispanics in this school are immigrants. The natural barriers that exist for immigrants are reinforced when students are enrolled in special education classes (ESL). Together these factors appear to isolate Hispanics.

A single reputation-based ethnic crowd was identified in this school: Popularblack-Rowdy (in the self ratings a Popularblack crowd emerged). The salient role of blacks in

the social structure is suggested by the presence of a high status black group and the inclusion of significant numbers of blacks in the Elite crowd (the highest status group). Furthermore, informants' comments about students "acting black" in order to gain entree into a high status and predominantly black crowd added to this impression. Blacks and Hispanics make an interesting contrast. They are the two largest ethnic groups in the class (28% black, 29% Hispanic), yet they hold opposite status positions in the peer social structure. A variety of factors determine the status of various ethnic groups. One factor that may contribute to the greater status of blacks relative to Asians and Hispanics is immigration status.
In California, blacks are the only ethnic minority group that doesn't include a significant number of immigrants or first generation Americans. The cultural variation within general ethnic groups (e.g., Vietamese, Korean, & Chinese are all "Asian") adds complexity to the situation. Both language and cultural barriers can serve to prevent students from entering the mainstream.

Differences in status aside, the level of racial integration in this school is significant. Of the three main peer identified crowds, two are ethnically mixed. Interview data also indicated a fair level of integration. Ethnic integration may be more common in geographic areas where there are multiple ethnic groups with no group

constituting a clear majority. In this school, no ethnic group constitutes more than 29% of the school population. The role of ethnicity in the social structure may be different in other geographic locations. As a result, social structures in multiethnic schools may show greater school to school variation than social structures in homogenous schools.

It was somewhat surprising that no "delinquent" crowd was included in the final crowd structure. No Drug crowd was identified and the Rowdy crowd was incorporated into the Popularblack group. It is more common to find a rowdy than a drug crowd at the middle school level (Brown, 1988, personal communication). Typically, however, the Rowdy or Tough crowd has low status. In this study, the Popularblack-Rowdys were considered high status. It is not clear whether rowdy is a desirable characteristic or if it has different meaning in this environment than in other school environments.

The absence of a Regular or Normal crowd is also noteworthy. Middle school adolescents may not perceive average kids as constituting a crowd. The focus may be on students with salient characteristics that set them apart from others, such as being star of the basketball team or the top student in the class. Without a normal or average crowd there may be greater misclassification of students since average students are more likely to fall into the

peripheral (floater) or outsider categories. On the other hand, since crowds are just beginning to emerge at early adolescence the structure may be less developed and not include a Normal crowd.

From a developmental perspective, a greater number of middle school than high school students would be expected to be involved primarily in cliques or chumships and perhaps be "outside" of a larger peer social structure. The emergence of crowds is a gradual process and not all early adolescents will be involved with crowds. Some students will continue to associate primarily with their best friend while others will be in same sex cliques. Up until this time young people have typically socialized with same sex peers. In all probability, groups of girls and boys with similar interests and talents will join together to form a larger crowd. The process of developing mixed sex groups will take place over time. Thus, groups will sometimes appear to be same sex and other times appear to be mixed sex. This was seen in Phase One when parallel same sex crowds (e.g., Sports Male, Sports Female) were identified.

In addition to the changing structure, students' affiliations are also likely to change over time. Theoretically, early adolescents are preoccupied with finding a satisfactory group with which to affiliate and adolescents may affiliate with several groups in their

search for an ideal crowd. Students may "float" across crowd boundaries making it difficult to classify them as a member of a single crowd. Crowd boundaries may be permeable, but the cross-sectional nature of the study obviates being privy to information on movement from one group to another. In fact, attempts to represent crowds as distinct groups with rigid boundaries may obfuscate the dynamic nature of adolescent social relationships. A longitudinal study would allow for examination of changes in social structure and the process of crowd formation and dissolution.

Future studies may want to examine characteristics of the outside group more closely. Outsiders as a group are not expected to share characteristics to the same degree as members of clearly identified crowds. In fact, outsiders may include both the socially isolated loner and a tightly knit cluster of drug users who are not incorporated into the mainstream. When the focus of the study is on the relationship of the peer structure to behavioral patterns information is lost when distinctions within the outsider group are not made. For example, at the middle school level where the majority of students have not yet tried drugs, drug use-especially marijuana-is still a deviant activity. Therefore, greater drug use may be found in "pockets" of students who are not part of the mainstream. Identification of the characteristics of groups of students

who initiate drug use early is important since early drug use is associated with negative outcomes (Kandel, 1978).

Little information was gained through the identification of a Floater category. A variety of factors may have contributed to the failure to identify students primarily with one crowd. Students labeled floaters may be in transition from one group to another or they may indeed be members of more than one crowd. In a longitudinal investigation it would be possible to examine changes in primary crowd identification over time. Additionally, a larger sample would provide the opportunity to create subcategories of students with dual crowd assignments and conduct analyses with these subgroups.

4.1c Characteristics of the Major Identified Crowds

The Elites and Smarts provided the greatest contrast in terms of personal characteristics and drug use behavior. Using Bronfennbrenner's (1965) terminology, Smarts appear to be an adult-oriented peer group while Elites are peer-oriented. Smarts exhibit behavior that meets adult expectations. They are high achievers, well-behaved, and are unlikely to be experimenting with drugs. Students in this crowd are unlikely to experience much conflict between peer and parental norms and expectations.

Elites, on the other hand, are far more likely to be using drugs. Elites also have different personal

strengths than Smarts: they are socially competent, athletically competent, and perceive themselves to be physically attractive. These characteristics are associated with popularity during adolescence and Elites hold the highest status in the peer social structure. The Popularblack-rowdys were more similar to Elites than Smarts both in perceived competencies and in drug use. The most obvious differences between Elites and Popularblack-rowdys were demographic (ie., race, gender). This points to the importance of focusing on ethnicity and gender in developing a clear understanding of peer social groups. Furthermore, it emphasizes the increasingly complex nature of the peer social structure in ethnically mixed schools.

Dramatic differences in alcohol use by crowd were found even when controlling for the influence of perceived competencies and demongraphics. Smaller differences in cigarette use were found. Availability is one way in which the peer group influences use. Not a single member of the Smarts reported having been offered alcohol at school, whereas thirty-six percent of Elites and 53% of Popularblack-Rowdys reported receiving offers. The greater influence of the peer group on alcohol use, compared to cigarette use, may have to do with availability and societal norms about drug use among adolescents. Cigarettes may be more easily obtained without reliance on peers. It has been shown that cigarettes are easily

purchased by underage adolescents (Altman, 1988). It is less likely that alcohol can be easily purchased without an older source. Proscriptions against alcohol use among adolescents are likely to be greater than against cigarettes due to the higher legal age for alcohol use and the more immediate debilitating physical effects of alcohol. One may need the support or encouragement of the peer group to try a behavior for which the potential negative consequences are greater. Alternatively, engaging in proscribed behavior may be a means of establishing solidarity with a particular reference group.

Peer influence has been consistently associated with drug use. "Peers" have most often been defined as a few close friends. Only one other study has examined drug use within well-defined peer groups that had been identified by students themselves. Differences in personal characteristics and in drug use were found among self-identified groups (Mosbach & Leventhal, 1988). In the current study differences in personal characteristics and alcohol use were found among peer identified crowds. Differences in methodology, samples, and in data analytic techniques make direct comparison of these two studies difficult. However, both point to the value of focusing on the larger peer group in studies of adolescent risk behavior. The larger social group is a somewhat cohesive unit of adolescents who share personal characteristics and

behavioral patterns. Peer group norms appear to develop within crowds.

Findings from this study suggest that prevention needs differ among crowds. A focus on specific peer groups rather than the school or class as a whole may be a successful means of intervening with drug use and other risk behavior. Identification of well-defined peer groups provides an avenue for implementing a diffusion of innovations intervention in the schools. The diffusion model involves use of a variety of sources to communicate and faciliate innovations within a social system (Rogers, 1987). The interpersonal channels (e.g., peer networks) are most effective in forming and changing atttitudes and influence decisions to adopt or reject the innovation. Specifically, "opinion leaders" are used to "diffuse" the information down the ranks. Central crowd members, or leaders, are most likely the opinion leaders for peer groups. Past use of peer led interventions have met with mixed results (see Ellickson & Bell, 1990). However, no interventions have identified crowds and targeted crowd leaders.

4.2

REPORTED DRUG USE

4.2a Prevalence of drug use

The majority of students have not experimented with

drugs. Thirty-two percent had tried alcohol with their friends, 39% had smoked cigarettes, and 17% had smoked marijuana. Use of alcohol, and cigarettes usually precedes experimentation with marijuana. Thus, the relative levels of use of these three substances in this sample are consistent with other data. Lifetime prevalence of alcohol, cigarette, and marijuana use in this sample is higher than national levels for this age group. However, drug use among 12-17 year olds in the Western region of the U.S. is consistently high. Very little "regular" drug use was identified in this sample and it wasn't possible to conduct meaningful analyses to identify the correlates of regular drug use. Larger samples are needed to examine this important at-risk group of adolescents.

Neither race nor gender accounted for significant variance in reported drug use. This finding is in keeping with other reported studies showing that demographic variables have accounted for minimal variance in drug use over the last 10 or 15 years (see Chassin, 1984; Kandel, 1978). The decreasing explanatory power of demographic factors makes understanding personality and social variables more critical in the study of drug use. Two demographic trends in use are worth noting, however. Females reported slightly higher cigarette use than males (45.1% vs 33%). While not statistically significant, this finding highlights the need to focus on smoking among

adolescent females. Ethnic differences in marijuana use were found with slightly higher use among blacks compared to Asians. This may reflect cultural values as well as differences in availability.

4.2b Competencies and Drug Use

Competencies were found to be directly related to drug use as well as having an indirect effectr through crowd membership. Students who perceived themselves to be better behaved were less likely to have used drugs than those who perceived themselves to be less well behaved. The cross-sectional nature of the study precludes analysis of whether perceptions of poor behavioral conduct precede or follow experimentation with drugs. Other invesigators have found that poor perceived "obedience" (e.g., obey rules, laws, parents, etc.) among early adolescents was strongly correlated with with initation of marijuana use three years later (Smith & Fogg, 1978) suggesting that poor behavioral conduct precedes initiation of marijuana use. Behavioral conduct could be conceptualized as a proxy for conformity to adult standards and higher drug use among those with low perceived behavioral conduct a reflection of nonconformity. This interpretation would be in keeping with data relating nonconformity to drug use among adolescents (Jessor & Jessor, 1977; 1978). A logical next step is to focus on the source of poor behavioral conduct among early

adolescents. While this promises to be a complex task, it may provide tools for early intervention.

High perceived social acceptance was associated with use of alcohol, but not with use of cigarettes or marijuana. Previous studies have shown that socially active adolescents are more likely to use drugs (e.g., Selnow & Crano, 1986) and that adolescents rated as "sociable" by their peers are more likely to initiate marijuana use at an early age (prior to 10th grade) Smith & Fogg, 1978). The current study goes a step further and shows that self-perceived social acceptance relates to alcohol use even when controlling for crowd affiliation. There are several explanations for this unexpected finding.

Measurement error in the assessment of crowd affiliation could contribute to the direct relationship between social competency and drinking. That is, students affiliated with the crowds where alcohol is used may be incorrectly assigned to another crowd. This would cause the relationship between social competency and alcohol use to appear to be stronger than it is. Alternatively, regardless of their primary crowd affiliation, socially competent students are more likely than their less competent peers to be invited to parties and other social events where alcohol is available. Thus, highly socially competent adolescents are likely to find themselves in situations where alcohol is available and where their peers

are drinking even if they are not part of the particular crowd. Social competency may contribute to adolescents being exposed to social situations that their less competent peers do not experience.

On the other hand, social competence may contribute directly to experimentation with alcohol. The socially competent youngster may pay more attention to the behaviors of others, especially those in their immediate environment (e.g., parents, older siblings, teachers) or those they admire (e.g., rock stars, media personalities). In this society, drinking alcohol is a accepted social activity for adults and is modeled both in the media and, for some, in the family. Since there are clear age-graded norms regarding alcohol, the initiation of drinking may mark a transition from "child" to "older teen" or "adult." Alcohol use may be perceived as a rite of passage into adulthood. The socially competent adolescent may be more attuned to the meaning of these behaviors and be more eager to achieve adult status.

4.3

SELF-ESTEEM

This study has contributed to our conceptual understanding of the associations between self esteem and drug use. First, the relatively greater explanatory power

of domain specific, as opposed to general, self esteem has been shown. Specific domains of competency were related to peer group affiliation and to drug use whereas, general self worth was not. Secondly, the usefulness of examining the indirect associations between self concept and drug use was demonstrated. The associations between aspects of self-concept and peer group affiliation provide an additional avenue for investigations of self-concept to drug use.

It is not general self-esteem, but rather particular aspects of self esteem that are associated with drug use. Typically the focus has been on the association of low self-esteem to drug use. In this study high social competence and low behavioral conduct both related to drug use. Thus, an exclusive focus on low self-esteem limits our understanding of how aspects of the self influence drug use during adolescence. An additional advantage of the domain specific approach to self-concept is that it provides a unifying construct with which to examine how personality influences behavior. Some investigators have assessed variables that are similar to the domains of self-esteem examined in this study. For example, sociability has been related to drug use, but has not been identified as part of self-concept. The umbrella of self-concept provides a means of examining the interrelatedness of these aspects of personality and helps achieve conceptual

clarity.

There has been relatively little focus on the indirect relationship of self-esteem to drug use among adolescents. This study provides preliminary data on similarities in domain specific competency among crowd members. It suggests that data on similarities among friends can be extended to the larger social group and that investigations of crowd affiliation will be instrumental in furthering our understanding of adolescent social relationships. The crowd appears to be a good representation of the peer group during early adolescence. The lack of findings with respect to global self-worth suggests that this concept is a poor discriminator among crowds.

4.4

SUGGESTIONS FOR FUTURE RESEARCH

Findings from this study point to the need for further research in several areas. Methodology for assessment of crowds is in its infancy and further work is needed to 1) identify the ways in which self- and peer-ratings of crowd affiliation differ, 2) develop the means for identifying subgroups within the outsider group, and 3) identify adolescents' relative positions within the crowd (e.g., leaders, followers, peripheral members). A longitudinal study of crowd affiliation would provide valuable

information concerning the formation, maintenance, and dissolution of peer relationships during early adolescence. Inclusion of a measure of domain specific competencies would also contribute to our understanding of how competencies and crowd affiliation relate over time.

New directions for prevention are suggested by this study. As mentioned previously, crowd leaders could be used to implement a diffusion of innovations intervention in a school setting. Groups of students who are more in need of intervention could be targeted and the intervention designed to meet the specific needs of each crowd. This type of approach would allow for the introduction of primary prevention in crowds with little or no drug use and cessation programs in crowds where drugs are used regularly.

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Appendix A

SUBJECT#:_____

INTERVIEW

Date:_____

Gender:_____ Race:_____ Age:_____

CROWD

1_____

2_____

3_____

4_____

5_____

6_____

7_____

8_____

PROBES:
SELF-IDENTIFIED: Do you belong to one of these crowds?

STATUS
What crowd do you think most kids would say that they wanted to belong to?

CROWD

9._____

10._____

11._____

12 _____

WHAT ARE SOME OF THE GOOD THINGS ABOUT BEING IN A CROWD?

WHAT ARE SOME OF THE GOOD THINGS ABOUT NOT BEING IN A CROWD?

Q2. LET'S TALK A LITTLE MORE ABOUT THESE CROWDS ONE AT A TIME. I AM GOING TO ASK YOU ABOUT THINGS LIKE HOW KIDS IN A CERTAIN CROWD DRESS OR HOW THEY ACT TOWARD OTHER KIDS. LET'S START WITH THE CROWD YOU MENTIONED FIRST, THE_____

CROWD CHARACTERISTICS #_____

_____ GENDER: M F 50/50 +M +F N =

ETHNICITY: ASIAN HIS BL W
MIX_____

DRESS:
How do they dress?
m: NEAT/CLEAN
STYLISH
MESSY/DIRTY
"TOUGH"
POOR TASTE
DK

---

f: NEAT/CLEAN
STYLISH
MESSY/DIRTY
"TOUGH"
POOR TASTE
DK

SOCIABILITY:
What are kids like? How do they act toward people not in their crowd?
m:MAKE TROUBLE
NOT WITH IT
FRIENDLY
CLIQUISH
DK

---

f:MAKE TROUBLE
NOT WITH IT
FRIENDLY
CLIQUISH
DK

PERMEABILITY:
If someone wanted to join this crowd, how would crowd members act?
m:

---

f:

ACADEMIC ORIENTATION:

a. What kinds of attitudes do they have about school work?

m:ENJOY/TRY
POSITIVE/AVE
JUST GET BY
HATE
DK

---

f:ENJOY/TRY
POSITIVE/AVE
JUST GET BY
HATE
DK

---

b. What kinds of grades do they get?

m:	A	AB	B	BC	C	CD	D	DF	F	DK
f:	A	AB	B	BC	C	CD	D	DF	F	DK

c. Are they in special classes? gifted/honors remedial DK

SCHOOL HANGOUTS:

Where do kids hang out at school?

a. general

m:COMMON PLACES
OUT-OF-WAY
SPECIAL INTEREST
NOWHERE
DK

b. at lunch

---

a. general

f:COMMON PLACES
OUT-OF-WAY
SPECIAL INTEREST
NOWHERE
DK

b. at lunch

WEEKEND ACTIVITIES: #_____

What do kids in this crowd do on weekends?

m:SOC EVENTS
  DRUGS
  TROUBLE
  ALONE/DYADS
  DK

_____

f:SOC EVENTS
  DRUGS
  TROUBLE
  ALONE/DYADS
  DK

_____

EXTRACURRICULAR ACTIVITIES:

What other things do kids do? Do they take part in sports, play in the band, student body, yearbook staff...?

m:

_____

f:

_____

_____

WHO ARE THE LEADERS OF THIS CROWD? (KIDS WHO ARE CENTRAL TO THE CROWD)

Appendix B

What I Am Like

This questionnaire asks questions about how you are feeling and about things you do. It also asks about your social experiences.

Your answers are completely private. No teacher nor anyone in your family will ever see your answers. Your questionnaire will only have a number on it, it will not have your name.

There are no right or wrong answers. We want to know about your experiences and opinions.

ABOUT YOU

Please place a **check in the box** next to the one answer that best describes you.

1. Sex

- ☐ 1. Male
- ☐ 2. Female

2. What is your race or ethnic background?

- ☐ 1. American Indian
- ☐ 2. Asian
- ☐ 3. Black/Afro American
- ☐ 4. Hispanic/Chicano
- ☐ 5. Pacific Islander (Filipino, Samoan)
- ☐ 6. Southeast Asian (Vietnamese, Cambodian, Thai)
- ☐ 7. White
- ☐ 8. Other, please specify: _____

3. When were you born? (Example: write April 5, 1974 as 04-05-74)

☐☐ month ☐☐ day ☐☐ year

4. How old are you?

☐☐ years

WHAT YOU ARE LIKE

Read each sentence carefully.

FIRST decide which statement is most like you.

SECOND decide if that statement is sort of true for you or really true for you.

THEN put a check in the box that best fits you.

LOOK AT THE SAMPLE QUESTION BELOW

Some kids would rather play outdoors in their spare time, BUT other kids would rather watch TV."

FIRST decide which one is more like you. Would you rather play outdoors or would you rather watch TV?

THEN decide if it is <u>really true</u> or <u>sort of true</u> for you. Now, check the box that best fits you.

Sample Sentence

Really True for Me	Sort of True for Me				Sort of True for Me	Really True for Me
☐	☐	Some kids would rather play outdoors in their spare time.	**BUT**	Other kids would rather watch TV.	☐	☐

BE SURE YOU MARK ONLY <u>ONE</u> BOX ON EACH LINE!

IF YOU HAVE ANY QUESTIONS, PLEASE RAISE YOUR HAND.

WHAT YOU ARE LIKE

Read each sentence carefully.

FIRST decide which statement is most like you.

SECOND decide if that statement is sort of true for you or really true for you.

THEN put a check in the box that best fits you.

LOOK AT THE SAMPLE QUESTION BELOW

Some kids would rather play outdoors in their spare time, BUT other kids would rather watch TV."

FIRST decide which one is more like you. Would you rather play outdoors or would you rather watch TV?

THEN decide if it is <u>really true</u> or <u>sort of true</u> for you. Now, check the box that best fits you.

Sample Sentence

Really True for Me	Sort of True for Me				Sort of True for Me	Really True for Me
☐	☐	Some kids would rather play outdoors in their spare time.	BUT	Other kids would rather watch TV.	☐	☐

BE SURE YOU MARK ONLY <u>ONE</u> BOX ON EACH LINE!

IF YOU HAVE ANY QUESTIONS, PLEASE RAISE YOUR HAND.

WHAT I AM LIKE

	Really True for Me	Sort of True for Me				Sort of True for Me	Really True for Me
1.	☐ 1	☐ 2	Some kids feel that they are very *good* at their school work.	**BUT**	Other kids *worry* about whether they can do the school work assigned to them.	☐ 3	☐ 4
2.	☐ 1	☐ 2	Some kids find it *hard* to make friends.	**BUT**	Other kids find it's pretty *easy* to make friends.	☐ 3	☐ 4
3.	☐ 1	☐ 2	Some kids do very *well* at all kinds of sports.	**BUT**	Other kids *don't* feel that they are very good when it comes to sports.	☐ 3	☐ 4
4.	☐ 1	☐ 2	Some kids are *happy* with the way they look.	**BUT**	Other kids are *not* happy with the way they look.	☐ 3	☐ 4
5.	☐ 1	☐ 2	Some kids often do *not* like the way they behave.	**BUT**	Other kids usually *like* the way they behave.	☐ 3	☐ 4
6.	☐ 1	☐ 2	Some kids are often *unhappy* with themselves as a person.	**BUT**	Other kids are pretty *pleased* with themselves.	☐ 3	☐ 4
7.	☐ 1	☐ 2	Some kids feel like they are *just as smart* as other kids their age.	**BUT**	Other kids aren't so sure and *wonder* if they are as smart.	☐ 3	☐ 4
8.	☐ 1	☐ 2	Some kids have *a lot* of friends.	**BUT**	Other kids *don't* have very many friends.	☐ 3	☐ 4
9.	☐ 1	☐ 2	Some kids wish they could be a lot better at sports.	**BUT**	Other kids feel they are good enough at sports.	☐ 3	☐ 4

WHAT I AM LIKE

	Really True for Me	Sort of True for Me			Sort of True for Me	Really True for Me
1.	1	2	Some kids feel that they are very good at their school work.	BUT	3	4
2.	1	2	Some kids find it hard to make friends.	BUT	3	4
3.	1	2	Some kids do very well at all kinds of sports.	BUT	3	4
4.	1	2	Some kids are happy with the way they look.	BUT	3	4
5.	1	2	Some kids often do not like the way they behave.	BUT	3	4
6.	1	2	Some kids are often unhappy with themselves as a person.	BUT	3	4
7.	1	2	Some kids feel like they are just as smart as other kids their age.	BUT	3	4
8.	1	2	Some kids have a lot of friends.	BUT	3	4
9.	1	2	Some kids wish they could be a lot better at sports.	BUT	3	4

Other kids worry about whether they can do the school work assigned to them.

Other kids find it pretty easy to make friends.

Other kids don't feel that they are very good when it comes to sports.

Other kids are not happy with the way they look.

Other kids usually like the way they behave.

Other kids are pretty pleased with themselves.

Other kids aren't so sure and wonder if they are as smart.

Other kids don't have very many friends.

Other kids feel they are good enough at sports.

	Really True for Me	Sort of True for Me				Sort of True for Me	Really True for Me
10.	☐ 1	☐ 2	Some kids are *happy* with their height and weight.	**BUT**	Other kids wish their height or weight were *different*..	☐ 3	☐ 4
11.	☐ 1	☐ 2	Some kids usually do the *right* thing.	**BUT**	Other kids often *don't* do the right thing.	☐ 3	☐ 4
12.	☐ 1	☐ 2	Some kids *don't* like the way they are leading their lives.	**BUT**	Other kids *do* like the the way they are leading their lives.	☐ 3	☐ 4
13.	☐ 1	☐ 2	Some kids are pretty *slow* in finishing their school work.	**BUT**	Other kids can do their school work *quickly*.	☐ 3	☐ 4
14.	☐ 1	☐ 2	Some kids would like to have a lot more friends.	**BUT**	Other kids have as many friends as they want.	☐ 3	☐ 4
15.	☐ 1	☐ 2	Some kids think they could do well at just about any new sports activity they haven't tried before.	**BUT**	Other kids are afraid they might *not* do well at sports they haven't ever tried.	☐ 3	☐ 4
16.	☐ 1	☐ 2	Some kids wish their bodies were *different*t.	**BUT**	Other kids *like* their bodies the way they are.	☐ 3	☐ 4
17.	☐ 1	☐ 2	Some kids usually *act* the way they know they are supposed to.	**BUT**	Other kids often *don't* act the way they are supposed to.	☐ 3	☐ 4
18.	☐ 1	☐ 2	Some kids are usually happy with themselves as a person.	**BUT**	Other kids are often *not* happy with themselves.	☐ 3	☐ 4

	Really True for Me	Sort of True for Me			Sort of True for Me	Really True for Me
10.	1	2	Some kids are happy with their height and weight.	BUT	3	4
11.	1	2	Some kids usually do the right thing.	BUT	3	4
12.	1	2	Some kids don't like the way they are leading their lives.	BUT	3	4
13.	1	2	Some kids are pretty slow in finishing their school work.	BUT	3	4
14.	1	2	Some kids would like to have a lot more friends.	BUT	3	4
15.	1	2	Some kids think they could do well at just about any new sports activity they haven't tried before.	BUT	3	4
16.	1	2	Some kids wish their bodies were different.	BUT	3	4
17.	1	2	Some kids usually act the way they know they are supposed to.	BUT	3	4
18.	1	2	Some kids are usually happy with themselves as a person.	BUT	3	4

Really True for Me	Sort of True for Me				Sort of True for Me	Really True for Me
19. ☐ 1	☐ 2	Some kids often *forget* what they learn.	**BUT**	Other kids remember things *easily*.	☐ 3	☐ 4
20. ☐ 1	☐ 2	Some kids are always doing things with *a lot* of kids.	**BUT**	Other kids usually do things *by themselves*.	☐ 3	☐ 4
21. ☐ 1	☐ 2	Some kids feel that they are *better* than others their age at sports.	**BUT**	Other kids *don't* feel they can play as well.	☐ 3	☐ 4
22. ☐ 1	☐ 2	Some kids wish their physical appearance (how they look) was *different*.	**BUT**	Other kids *like* their physical appearance the way it is.	☐ 3	☐ 4
23. ☐ 1	☐ 2	Some kids usually get in *trouble* because of things they do.	**BUT**	Other kids usually *don't* do things that get them in trouble.	☐ 3	☐ 4
24. ☐ 1	☐ 2	Some kids *like* the kind of person they are.	**BUT**	Other kids often wish they were someone else.	☐ 3	☐ 4
25. ☐ 1	☐ 2	Some kids do very well at their classwork.	**BUT**	Other kids don't do very well at their classwork.	☐ 3	☐ 4
26. ☐ 1	☐ 2	Some kids wish that more people their age liked them.	**BUT**	Other kids feel that people their own age do like them.	☐ 3	☐ 4
27. ☐ 1	☐ 2	In games and sports some kids usually *watch* instead of play.	**BUT**	Other kids usually *play* rather than watch.	☐ 3	☐ 4

	Really True for Me	Sort of True for Me			Sort of True for Me	Really True for Me
19.	☐ 1	☐ 2	Some kids often forget what they learn.	BUT	☐ 3	☐ 4
20.	☐ 1	☐ 2	Some kids are always doing things with a lot of kids.	BUT	☐ 3	☐ 4
21.	☐ 1	☐ 2	Some kids feel that they are better than others their age at sports.	BUT	☐ 3	☐ 4
22.	☐ 1	☐ 2	Some kids wish their physical appearance (how they look) was different.	BUT	☐ 3	☐ 4
23.	☐ 1	☐ 2	Some kids usually get in trouble because of things they do.	BUT	☐ 3	☐ 4
24.	☐ 1	☐ 2	Some kids like the kind of person they are.	BUT	☐ 3	☐ 4
25.	☐ 1	☐ 2	Some kids do very well at their classwork.	BUT	☐ 3	☐ 4
26.	☐ 1	☐ 2	Some kids wish that more people their age liked them.	BUT	☐ 3	☐ 4
27.	☐ 1	☐ 2	In games and sports some kids usually watch instead of play.	BUT	☐ 3	☐ 4

	Really True for Me	Sort of True for Me			Sort of True for Me	Really True for Me
19.	1	2	Some kids often forget what they learn.	BUT	3	4
20.	1	2	Some kids are always doing things with a lot of kids.	BUT	3	4
21.	1	2	Some kids feel that they are better than others their age at sports.	BUT	3	4
22.	1	2	Some kids wish their physical appearance (how they look) was different.	BUT	3	4
23.	1	2	Some kids usually get in trouble because of things they do.	BUT	3	4
24.	1	2	Some kids like the kind of person they are.	BUT	3	4
25.	1	2	Some kids do very well at their classwork.	BUT	3	4
26.	1	2	Some kids wish that more people their age liked them.	BUT	3	4
27.	1	2	In games and sports some kids usually watch instead of play.	BUT	3	4

	Really True for Me	Sort of True for Me				Sort of True for Me	Really True for Me
28.	☐ 1	☐ 2	Some kids wish something about their faces or hair looked *different*.	**BUT**	Other kids *like* their faces and hair the way they are.	☐ 3	☐ 4
29.	☐ 1	☐ 2	Some kids do things they know they *shouldn't* do.	**BUT**	Other kids *hardly ever* do things they know they shouldn't do.	☐ 3	☐ 4
30.	☐ 1	☐ 2	Some kids are very *happy* being the way they are.	**BUT**	Other kids wish they were *different*.	☐ 3	☐ 4
31.	☐ 1	☐ 2	Some kids have *trouble* figuring out the answers in school.	**BUT**	Other kids almost *always* can figure out the answers.	☐ 3	☐ 4
32.	☐ 1	☐ 2	Some kids are popular with others their age.	**BUT**	Other kids are not very popular.	☐ 3	☐ 4
33.	☐ 1	☐ 2	Some kids *don't* do well at new outdoor games.	**BUT**	Other kids are *good* at new games right away.	☐ 3	☐ 4
34.	☐ 1	☐ 2	Some kids think that they are good looking.	**BUT**	Other kids think that they are not very good looking.	☐ 3	☐ 4
35.	☐ 1	☐ 2	Some kids behave themselves very well.	**BUT**	Other kids often find it hard to behave themselves.	☐ 3	☐ 4
36.	☐ 1	☐ 2	Some kids *are not* very happy with the way they do a lot of things.	**BUT**	Other kids think the way they do things is *fine*.	☐ 3	☐ 4

	Really True for Me	Sort of True for Me			Sort of True for Me	Really True for Me
28.	1	2	Some kids wish something about their faces or hair looked different.	BUT	3	4
29.	1	2	Some kids do things they know they shouldn't do.	BUT	3	4
30.	1	2	Some kids are very happy being the way they are.	BUT	3	4
31.	1	2	Some kids have trouble figuring out the answers in school.	BUT	3	4
32.	1	2	Some kids are popular with others their age.	BUT	3	4
33.	1	2	Some kids don't do well at new outdoor games.	BUT	3	4
34.	1	2	Some kids think that they are good looking.	BUT	3	4
35.	1	2	Some kids behave themselves very well.	BUT	3	4
36.	1	2	Some kids are not very happy with the way they do a lot of things.	BUT	3	4

Appendix C

The Teen Health Survey

The **Teen Health Survey** asks questions about how you are feeling and about things you do that might affect your health. It also asks about your social experiences. Your answers are put in a computer and the computer gives back information that tells you what things you can do to make your life healthier. It will take a few weeks to get the feedback from the computer.

Your answers are completely private. No teacher nor anyone in your family will ever see your answers. Your questionnaire will only have a number on it, it will not have your name.

There are no right or wrong answers. We want to know about your experiences and opinions. It is only by giving honest answers that you can get back information that will be true for you.

As you have heard, part of this study is about friends.
Please write your best friend's name here:

NAME: _____

First Middle Last

The Teen Health Survey

The Teen Health Survey asks questions about how you are feeling and about things you do that might affect your health. It also asks about your social experiences. Your answers are put in a computer and the computer gives back information that tells you what things you can do to make your life healthier. It will take a few weeks to get the feedback from the computer.

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As you have heard, part of this study is about friends.
Please write your best friend's name here:

NAME: _____

First Middle Last

ABOUT YOU

Please place a **check in the box** next to the one answer that best describes you.

1. Sex

- ☐ 1. Male
- ☐ 2. Female

2. What is your race or ethnic background?

- ☐ 1. American Indian
- ☐ 2. Asian
- ☐ 3. Black/Afro American
- ☐ 4. Hispanic/Chicano
- ☐ 5. Pacific Islander (Filipino, Samoan)
- ☐ 6. Southeast Asian (Vietnamese, Cambodian, Thai)
- ☐ 7. White
- ☐ 8. Other, please specify: _____

3. What *language* do you feel most comfortable reading?

- ☐ 1. English
- ☐ 2. Spanish
- ☐ 3. Vietnamese
- ☐ 4. Portugese
- ☐ 5. Tagalog
- ☐ 6. Cambodian
- ☐ 7. Other, please specify: _____

4. Were you born in the United States?

☐ 1. Yes ☐ 2. No

If no, what country were you born in?_____

5. How many years have you lived in the United States?

☐☐

6. Were your parents born in the United States?

☐ 1. Yes ☐ 2. No

If no, where were your parents born?_____

ABOUT YOU

Please place a check in the box next to the one answer that best describes you.

1. Sex

☐ 1. Male
☐ 2. Female

2. What is your race or ethnic background?

☐ 1. American Indian
☐ 2. Asian
☐ 3. Black/Afro American
☐ 4. Hispanic/Chicano
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☐ 6. Southeast Asian (Vietnamese, Cambodian, Thai)
☐ 7. White
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☐ 7. Other, please specify: _____

4. Were you born in the United States?

☐ 1. Yes ☐ 2. No

If no, what country were you born in? _____

5. How many years have you lived in the United States?

☐☐

6. Were your parents born in the United States?

☐ 1. Yes ☐ 2. No

If no, where were your parents born? _____

MORE ABOUT YOU

7. When were you born? (Example: write April 5, 1974 as 04-05-74)

☐☐ month ☐☐ day ☐☐ year

8. How old are you?

☐☐ years

9. Place a check next to the statement that best describes which parent(s) live(s) in your house.

- ☐ 1. Mother and Father
- ☐ 2. Mother and Stepfather
- ☐ 3. Mother only
- ☐ 4. Father and Stepmother
- ☐ 5. Father only
- ☐ 6. Live half time with Mother, half time with father
- ☐ 7. Don't live with either parent

MORE ABOUT YOU

7. When were you born? (Example: write April 5, 1974 as 04-05-74)

month	day	year
☐☐	☐☐	☐☐

8. How old are you?

☐☐ years

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- ☐ 2. Mother and Stepfather
- ☐ 3. Mother only
- ☐ 4. Father and Stepmother
- ☐ 5. Father only
- ☐ 6. Live half time with Mother, half time with father
- ☐ 7. Don't live with either parent

ABOUT SCHOOL

Please place a **check in the box** next to the one answer that best describes you.

1. What grade were you in when you came to Aptos?

- ☐ 1. 6th grade
- ☐ 2. 7th grade
- ☐ 3. 8th grade

2. What kind of grades do you usually get?

- ☐ 1. mostly A's
- ☐ 2. mostly A's and B's
- ☐ 3. mostly B's
- ☐ 4. mostly B's and C's
- ☐ 5. mostly C's
- ☐ 6. mostly C's and D's
- ☐ 7. mostly D's
- ☐ 8. mostly D's and F's
- ☐ 9. mostly F's

3. How do you usually get to and from school?

- ☐ 1. on a city bus or street car (MUNI)
- ☐ 2. on a school bus
- ☐ 3. walk, ride a bike, or get a ride in a car

4. How much education did your mother complete?

- ☐ 1. less than high school
- ☐ 2. some high school
- ☐ 3. high school graduate
- ☐ 4. some college
- ☐ 5. a 4-year college degree
- ☐ 6. more than a college degree
- ☐ 7. not sure

ABOUT SCHOOL

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- ☐ 5. mostly C's
- ☐ 6. mostly C's and D's
- ☐ 7. mostly D's
- ☐ 8. mostly D's and F's
- ☐ 9. mostly F's

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- ☐ 3. high school graduate
- ☐ 4. some college
- ☐ 5. a 4-year college degree
- ☐ 6. more than a college degree
- ☐ 7. not sure

MORE ABOUT SCHOOL

5. **During this school year, (since September) about how many days did you miss school because you were sick or injured? (If you haven't missed school, write '0'.)**

☐☐ days

6. **During this school year, (since September) about how many days did you miss school because you cut or skipped class? (If you haven't cut school, write '0'.)**

☐☐ days

ABOUT TOBACCO

Some people have smoked cigarettes and/or used drugs like marijuana or alcohol. Other people have not used cigarettes, alcohol, or drugs.

The next questions ask about your use of any of these things.

Please place **a check in the box** next to the one answer that best describes you.

1. How often do you smoke cigarettes?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only smoked cigarettes once or twice
- ☐ 8. used to smoke cigarettes, but don't anymore
- ☐ 9. have never smoked cigarettes

2. On a day that you smoke cigarettes, how many do you usually smoke? (If you never smoke write a '0' in the box.)

☐☐ per day

ABOUT TOBACCO

Some people have smoked cigarettes and/or used drugs like marijuana or alcohol. Other people have not used cigarettes, alcohol, or drugs:

The next questions ask about your use of any of these things.

Please place a check in the box next to the one answer that best describes you.

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- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only smoked cigarettes once or twice
- ☐ 8. used to smoke cigarettes, but don't anymore
- ☐ 9. have never smoked cigarettes

2. On a day that you smoke cigarettes, how many do you usually smoke? (If you never smoke write a '0' in the box.)

☐☐ per day

MORE ABOUT TOBACCO

3. How often do you chew tobacco or use snuff?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only chewed tobacco or used snuff once or twice
- ☐ 8. used to chew tobacco or use snuff, but don't anymore
- ☐ 9. have never chewed tobacco or used snuff

ABOUT ALCOHOL

Please place a **check in the box** next to the one answer that describes you.

1. How often do you drink alcohol?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only had alcohol once or twice
- ☐ 8. used to drink alcohol, but don't anymore
- ☐ 9. have never had alcohol

2. On a day that you drink alcohol, how many drinks do you usually have? (For example, 1 drink = 1 bottle of beer or 1 glass of wine or 1 wine cooler, or 1 shot of hard liquor.) If you never drink write '0' in the box.

☐☐ per day

3. How often do you drink alcohol WITH YOUR FRIENDS?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only had alcohol with my friends once or twice
- ☐ 8. used to drink alcohol with my friends, but don't anymore
- ☐ 9. have never had alcohol with my friends

ABOUT ALCOHOL

Please place a check in the box next to the one answer that describes you.

1. How often do you drink alcohol?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
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- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only had alcohol with my friends once or twice
- ☐ 8. used to drink alcohol with my friends, but don't anymore
- ☐ 9. have never had alcohol with my friends

MORE ABOUT ALCOHOL

Please place **a check in the box** next to the one answer that describes you.

4. How often do you drink alcohol WITH YOUR PARENTS OR FAMILY (for example at dinner or on special occasions)?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only had alcohol with my parents or family once or twice
- ☐ 8. used to drink alcohol with my parents or family, but don't anymore
- ☐ 9. have never had alcohol with my parents or family

5. How often do you drink alcohol ALONE (by yourself)?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only had alcohol alone once or twice
- ☐ 8. used to drink alcohol alone, but don't anymore
- ☐ 9. have never had alcohol alone

Please place a check in the box next to the one answer that describes you

4. How often do you drink alcohol WITH YOUR PARENTS OR FAMILY (for example at dinner or on special occasions)?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only had alcohol with my parents or family once or twice
- ☐ 8. used to drink alcohol with my parents or family, but don't anymore
- ☐ 9. have never had alcohol with my parents or family

5. How often do you drink alcohol ALONE (by yourself)?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only had alcohol alone once or twice
- ☐ 8. used to drink alcohol alone, but don't anymore
- ☐ 9. have never had alcohol alone

ABOUT OTHER DRUGS

Please place **a check in the box** next to the one answer that best describes you.

1. How often do you smoke marijuana (pot)?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only smoked marijuana once or twice
- ☐ 8. used to smoke marijuana, but don't anymore
- ☐ 9. have never smoked marijuana

2. On a day that you smoke marijuana (pot), how much do you usually smoke?

- ☐ 1. don't smoke marijuana
- ☐ 2. a few puffs
- ☐ 3. more than a few puffs, but less than one joint
- ☐ 4. one joint
- ☐ 5. more than one joint

ABOUT OTHER DRUGS

Please place a check in the box next to the one answer that best describes you

1. How often do you smoke marijuana (pot)?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only smoked marijuana once or twice
- ☐ 8. used to smoke marijuana, but don't anymore
- ☐ 9. have never smoked marijuana

2. On a day that you smoke marijuana (pot), how much do you usually smoke?

- ☐ 1. don't smoke marijuana
- ☐ 2. a few puffs
- ☐ 3. more than a few puffs, but less than one joint
- ☐ 4. one joint
- ☐ 5. more than one joint

MORE ABOUT DRUGS

Please place a **check in the box** next to the one answer that best describes you.

3. How often do you use cocaine or crack?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only used cocaine or crack once or twice
- ☐ 8. used to use cocaine or crack, but don't anymore
- ☐ 9. have never used cocaine or crack

4. How often have you sniffed something like glue or whiteout to get high?

- ☐ 1. never
- ☐ 2. once or twice
- ☐ 3. a few times
- ☐ 4. more than a few times

MORE ABOUT DRUGS

Please place a check in the box next to the one answer that best describes you.

3. How often do you use cocaine or crack?

- ☐ 1. every day or almost every day
- ☐ 2. a few times a week
- ☐ 3. about once a week
- ☐ 4. two or three times a month
- ☐ 5. about once a month
- ☐ 6. a few times a year
- ☐ 7. have only used cocaine or crack once or twice
- ☐ 8. used to use cocaine or crack, but don't anymore
- ☐ 9. have never used cocaine or crack

4. How often have you sniffed something like glue or whiteout to get high?

- ☐ 1. never
- ☐ 2. once or twice
- ☐ 3. a few times
- ☐ 4. more than a few times

MORE ABOUT DRUGS

Please place a **check in the box** next to the one answer that best describes you.

5. How often have you used other drugs (like quaaludes, uppers, acid, LSD or angel dust)?

- ☐ 1. never
- ☐ 2. once or twice
- ☐ 3. a few times
- ☐ 4. more than a few times

6. How often have you used a needle to inject drugs into yourself?

- ☐ 1. never
- ☐ 2. once or twice
- ☐ 3. a few times
- ☐ 4. more than a few times

7. How often have you been at school and had someone offer to share one of the following with you?

	every day	almost every day	2-3 times a week	once a week	1-2 times a month	once or twice	never
a. cigarettes	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
b. alcohol (wine, wine cooler, beer, or hard liquor)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
c. marijuana (pot)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
d. cocaine or crack	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7

Please place a check in the box next to the one answer that best describes you.

5. How often have you used other drugs (like quaaludes, uppers, acid, LSD or angel dust)?

- ☐ 1. never
- ☐ 2. once or twice
- ☐ 3. a few times
- ☐ 4. more than a few times

6. How often have you used a needle to inject drugs into yourself?

- ☐ 1. never
- ☐ 2. once or twice
- ☐ 3. a few times
- ☐ 4. more than a few times

7. How often have you been at school and had someone offer to share one of the following with you?

	every day	almost every day	2-3 times a week	once a week	1-2 times a month	once or twice	never
a. cigarettes	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
b. alcohol (wine, wine cooler, beer, or hard liquor)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
c. marijuana (pot)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
d. cocaine or crack	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7

ABOUT YOUR FRIENDS

The following questions ask about your four closest friends.

Please circle the best answer (number) for each question.

How many of your four closest friends...	Number of friends				
1. HAVE EVER TRIED alcohol?	0	1	2	3	4
2. Drink alcohol NOW, EVEN IF IT'S JUST ONCE IN A WHILE?	0	1	2	3	4
3. HAVE EVER TRIED cigarettes?	0	1	2	3	4
4. Smoke cigarettes NOW, EVEN IF IT'S JUST ONCE IN A WHILE?	0	1	2	3	4
5. HAVE EVER TRIED marijuana (pot)?	0	1	2	3	4
6. Smoke marijuana (pot) NOW, EVEN IF IT'S JUST ONCE IN A WHILE?	0	1	2	3	4
7. HAVE EVER TRIED cocaine or crack?	0	1	2	3	4
8. Use cocaine or crack NOW, EVEN IF IT'S JUST ONCE IN A WHILE?	0	1	2	3	4
9. Have ever had sexual intercourse?	0	1	2	3	4

ABOUT YOUR FRIENDS

The following questions ask about your four closest friends.

Please circle the best answer (number) for each question.

How many of your four closest friends...	Number of friends				
1. HAVE EVER TRIED alcohol?	0	1	2	3	4
2. Drink alcohol NOW, EVEN IF IT'S JUST ONCE IN A WHILE?	0	1	2	3	4
3. HAVE EVER TRIED cigarettes?	0	1	2	3	4
4. Smoke cigarettes NOW, EVEN IF IT'S JUST ONCE IN A WHILE?	0	1	2	3	4
5. HAVE EVER TRIED marijuana (pot)?	0	1	2	3	4
6. Smoke marijuana (pot) NOW, EVEN IF IT'S JUST ONCE IN A WHILE?	0	1	2	3	4
7. HAVE EVER TRIED cocaine or crack?	0	1	2	3	4
8. Use cocaine or crack NOW, EVEN IF IT'S JUST ONCE IN A WHILE?	0	1	2	3	4
9. Have ever had sexual intercourse?	0	1	2	3	4

The next questions ask about "crowds."

By a crowd we mean groups of kids that have different names (like "brains" or "populars") because of the things they do, clothes they wear, or things they like to talk about.

Crowds are not school or church clubs or other formally organized groups. Crowds are not just a small group of 2 or 3 friends. Crowds usually have 10-20 kids in them. Some of the crowds that kids in your school have told us about are:

POPULAR: everybody knows them, get good grades, some are in GATE classes, some play sports or are cheerleaders.

HISPANIC/LATIN: mostly Hispanic, friendly but don't spend alot of time with other kids, hang out in the lower yard.

SMART: enjoy school and get good grades, are in GATE classes, some are student body officers.

ROWDY: mostly Black, tough, play around alot at school, sometimes fight.

POPULAR/BLACK: mostly Black, lots play sports, lots of people know them, sometimes tease other students and fight.

ROCKERS: mostly White, like heavy metal or new wave music, some are skateboarders, get good grades, some have dyed streaks in their hair or pony tails.

SPORTS: on sports teams, really into sports, more boys than girls.

Kids have a lot of ideas about crowds and feelings about being or not being in a crowd. This questionnaire asks about you and about your feelings.

The next questions ask about "crowds."

By a crowd we mean groups of kids that have different names (like "brains" or "populars") because of the things they do, clothes they wear, or things they like to talk about.

Crowds are not school or church clubs or other formally organized groups. Crowds are not just a small group of 2 or 3 friends. Crowds usually have 10-20 kids in them. Some of the crowds that kids in your school have told us about are:

POPULAR: everybody knows them, get good grades, some are in GATE classes, some play sports or are cheerleaders.

HISPANIC/LATIN: mostly Hispanic, friendly but don't spend alot of time with other kids, hang out in the lower yard.

SMART: enjoy school and get good grades, are in GATE classes, some are student body officers.

ROWDY: mostly Black, tough, play around alot at school, sometimes fight.

POPULAR/BLACK: mostly Black, lots play sports, lots of people know them, sometimes tease other students and fight.

ROCKERS: mostly White, like heavy metal or new wave music, some are skateboarders, get good grades, some have dyed streaks in their hair or pony tails.

SPORTS: on sports teams, really into sports, more boys than girls.

Kids have a lot of ideas about crowds and feelings about being or not being in a crowd. This questionnaire asks about you and about your feelings.

ABOUT OTHER CROWDS

There may be other crowds at your school not listed on page 14. **If you are in a CROWD THAT ISN'T LISTED,** please answer the questions on this page.

REMEMBER a CROWD is not just small group of 3-4 friends. A CROWD usually has 10-20 kids in it.

If you are not in a crowd, or if your crowd is listed, SKIP THIS PAGE.

1. What would you call your crowd?

_____

2. About how many people are in your crowd?

☐☐ people

3. Check all the items that describe your crowd.

- ☐ 1. mostly boys
- ☐ 2. mostly girls
- ☐ 3. boys and girls
- ☐ 4. mostly Asian
- ☐ 5. mostly Black
- ☐ 6. mostly Hispanic
- ☐ 7. mostly White
- ☐ 8. ethnically mixed
- ☐ 9. popular
- ☐ 10. play sports or are cheerleaders
- ☐ 11. in GATE classes
- ☐ 12. in regular classes
- ☐ 13. everybody knows them
- ☐ 14. not well-known outside the group
- ☐ 15. in the band or orchestra
- ☐ 16. on student body
- ☐ 17. wear designer clothes
- ☐ 18. dress neat and clean
- ☐ 19. wear wild or different clothes
- ☐ 20. don't talk much to other students
- ☐ 21. friendly to other students
- ☐ 22. tease other students
- ☐ 23. get in fights
- ☐ 24. try hard in school

Write in other things that describe your crowd:

_____

4. Where does your crowd hang out at lunch?

_____

ABOUT OTHER CROWDS

There may be other crowds at your school not listed on page 14. If you are in a CROWD **THAT ISN'T LISTED**, please answer the questions on this page.

REMEMBER a CROWD is not just small group of 3-4 friends. A CROWD usually has 10-20 kids in it.

If you are not in a crowd, or if your crowd is listed, SKIP THIS PAGE.

1. What would you call your crowd?

_____

2. About how many people are in your crowd?

☐☐ people

3. Check all the items that describe your crowd.

- ☐ 1. mostly boys
- ☐ 2. mostly girls
- ☐ 3. boys and girls
- ☐ 4. mostly Asian
- ☐ 5. mostly Black
- ☐ 6. mostly Hispanic
- ☐ 7. mostly White
- ☐ 8. ethnically mixed
- ☐ 9. popular
- ☐ 10. play sports or are cheerleaders
- ☐ 11. in GATE classes
- ☐ 12. in regular classes
- ☐ 13. everybody knows them
- ☐ 14. not well-known outside the group
- ☐ 15. in the band or orchestra
- ☐ 16. on student body
- ☐ 17. wear designer clothes
- ☐ 18. dress neat and clean
- ☐ 19. wear wild or different clothes
- ☐ 20. don't talk much to other students
- ☐ 21. friendly to other students
- ☐ 22. tease other students
- ☐ 23. get in fights
- ☐ 24. try hard in school

Write in other things that describe your crowd:

_____

4. Where does your crowd hang out at lunch?

_____

SOCIAL LIFE

Not everyone is in a crowd.

Some kids spend time with a small group of friends or by themselves. Some kids belong to crowds at school and others belong to different crowds outside of school.

This questionnaire asks only about how things are AT SCHOOL.

1. What do you think are some of the good things about being in a crowd? (Check all that apply.)

- ☐ 1. You feel like you're a part of things.
- ☐ 2. You make more friends.
- ☐ 3. Bigger kids don't pick on you.
- ☐ 4. You become more popular
- ☐ 5. There is nothing good about being in a crowd.

2. What are some of the good things about NOT being in a crowd? (Check all that apply.)

- ☐ 1. You can hang out with anyone you want.
- ☐ 2. You won't get into trouble.
- ☐ 3. You don't feel pressure to do certain things.
- ☐ 4. You can't be labeled.
- ☐ 5. There is nothing good about not being in a crowd.

3. How important is it to you to belong to a crowd? (Check the one box that best applies.)

☐	☐	☐	☐
1. not at all important	2. only a little important	3. somewhat important	4. very important

Not everyone is in a crowd.

Some kids spend time with a small group of friends or by themselves. Some kids belong to crowds at school and others belong to different crowds outside of school.

This questionnaire asks only about how things are AT SCHOOL.

1. What do you think are some of the good things about being in a crowd? (Check all that apply.)

- ☐ 1. You feel like you're a part of things.
- ☐ 2. You make more friends.
- ☐ 3. Bigger kids don't pick on you.
- ☐ 4. You become more popular
- ☐ 5. There is nothing good about being in a crowd.

2. What are some of the good things about NOT being in a crowd? (Check all that apply.)

- ☐ 1. You can hang out with anyone you want.
- ☐ 2. You won't get into trouble.
- ☐ 3. You don't feel pressure to do certain things.
- ☐ 4. You can't be labeled.
- ☐ 5. There is nothing good about not being in a crowd.

3. How important is it to you to belong to a crowd? (Check the one box that best applies.)

☐ 1. not at all important	☐ 2. only a little important	☐ 3. somewhat important	☐ 4. very important

ABOUT YOU AT SCHOOL

1. What would most of your classmates at Aptos say about you? (Check the one box that best applies.)

☐ **a.** I hang out by myself most of the time.

☐ **b.** I hang out with a few friends, but I am not in a crowd.

☐ **c.** I have lots of friends, but I am not in a crowd.

If you checked a, b, or c,
GO TO PAGE 18 •
"ABOUT YOU"

☐ **d.** I am in <u>one</u> crowd. (Check the box next to the crowd that you are in.)

- ☐ 1. Popular
- ☐ 2. Hispanic/Latin
- ☐ 3. Smart
- ☐ 4. Rowdy
- ☐ 5. Popular/Black
- ☐ 6. Rockers
- ☐ 7. Sports
- ☐ 8. Other (please name) _____

If you checked d,
GO TO PAGE 22 Δ
"ABOUT CROWDS"

☐ **e.** I am in <u>more than one crowd</u>. (Check the boxes next to the crowds that you are in.)

- ☐ 1. Popular
- ☐ 2. Hispanic/Latin
- ☐ 3. Smart
- ☐ 4. Rowdy
- ☐ 5. Popular/Black
- ☐ 6. Rockers
- ☐ 7. Sports
- ☐ 8. Other (please name) _____

If you checked e,
GO TO PAGE 21
"MORE THAN ONE CROWD"

Not everyone is in a crowd.

Some kids spend time with a small group of friends or by themselves. Some kids belong to crowds at school and others belong to different crowds outside of school.

This questionnaire asks only about how things are AT SCHOOL.

1. What do you think are some of the good things about being in a crowd? (Check all that apply.)

- ☐ 1. You feel like you're a part of things.
- ☐ 2. You make more friends.
- ☐ 3. Bigger kids don't pick on you.
- ☐ 4. You become more popular
- ☐ 5. There is nothing good about being in a crowd.

2. What are some of the good things about NOT being in a crowd? (Check all that apply.)

- ☐ 1. You can hang out with anyone you want.
- ☐ 2. You won't get into trouble.
- ☐ 3. You don't feel pressure to do certain things.
- ☐ 4. You can't be labeled.
- ☐ 5. There is nothing good about not being in a crowd.

3. How important is it to you to belong to a crowd? (Check the one box that best applies.)

☐ 1. not at all important	☐ 2. only a little important	☐ 3. somewhat important	☐ 4. very important

ABOUT YOU AT SCHOOL

1. What would most of your classmates at Aptos say about you? (Check the one box that best applies.)

☐ **a.** I hang out by myself most of the time.

☐ **b.** I hang out with a few friends, but I am not in a crowd.

☐ **c.** I have lots of friends, but I am not in a crowd.

If you checked a, b, or c, GO TO PAGE 18 • "ABOUT YOU"

☐ **d.** I am in <u>one</u> crowd. (Check the box next to the crowd that you are in.)

- ☐ 1. Popular
- ☐ 2. Hispanic/Latin
- ☐ 3. Smart
- ☐ 4. Rowdy
- ☐ 5. Popular/Black
- ☐ 6. Rockers
- ☐ 7. Sports
- ☐ 8. Other (please name) _____

If you checked d, GO TO PAGE 22 Δ "ABOUT CROWDS"

☐ **e.** I am in <u>more than one crowd</u>. (Check the boxes next to the crowds that you are in.)

- ☐ 1. Popular
- ☐ 2. Hispanic/Latin
- ☐ 3. Smart
- ☐ 4. Rowdy
- ☐ 5. Popular/Black
- ☐ 6. Rockers
- ☐ 7. Sports
- ☐ 8. Other (please name) _____

If you checked e, GO TO PAGE 21 ● "MORE THAN ONE CROWD"

ABOUT YOU AT SCHOOL

1. What would most of your classmates at Aptos say about you?
(Check the one box that best applies.)

- ☐ a. I hang out by myself most of the time.
- ☐ b. I hang out with a few friends, but I am not in a crowd.
- ☐ c. I have lots of friends, but I am not in a crowd.
- ☐ d. I am in one crowd. (Check the box next to the crowd that you are in.)
  - ☐ 1. Popular
  - ☐ 2. Hispanic/Latin
  - ☐ 3. Smart
  - ☐ 4. Rowdy
  - ☐ 5. Popular/Black
  - ☐ 6. Rockers
  - ☐ 7. Sports
  - ☐ 8. Other (please name) _____
- ☐ e. I am in more than one crowd. (Check the boxes next to the crowds that you are in.)
  - ☐ 1. Popular
  - ☐ 2. Hispanic/Latin
  - ☐ 3. Smart
  - ☐ 4. Rowdy
  - ☐ 5. Popular/Black
  - ☐ 6. Rockers
  - ☐ 7. Sports
  - ☐ 8. Other (please name) _____

If you checked a, b, or c,
GO TO PAGE 18 "ABOUT YOU"

If you checked d,
GO TO PAGE 22 △ "ABOUT CROWDS"

If you checked e,
GO TO PAGE 21 "MORE THAN ONE CROWD"

ABOUT YOU •

Answer these questions if you are not in a crowd at school. **If you are in a crowd, GO TO PAGE 21 "MORE THAN ONE CROWD" OR 22 "ABOUT CROWDS."**

Please place a **check in the box** next to the one answer that best describes you.

1. How much of your free time do you spend by yourself?

☐ 1. none ☐ 2. some ☐ 3. a lot ☐ 4. almost all

2. How often do you suggest that a friend or a few friends do things you want to do (like going to a movie, going to the mall, or playing basketball)?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

3. When you suggest doing something, how often do your friends do the things you ask them to do?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

4. How often do you say "no" to something that one of your friends wants to do?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

5. How often do you feel left out of things that happen with your friends?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

Answer these questions if you are not in a crowd at school. If you are in a crowd,
GO TO PAGE 21 "MORE THAN ONE CROWD" OR 22 "ABOUT CROWDS."

Please place a check in the box next to the one answer that best describes you.

1. How much of your free time do you spend by yourself?

☐ 1. none ☐ 2. some ☐ 3. a lot ☐ 4. almost all

2. How often do you suggest that a friend or a few friends do things you want to do (like going to a movie, going to the mall, or playing basketball)?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

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4. How often do you say "no" to something that one of your friends wants to do?

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5. How often do you feel left out of things that happen with your friends?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

MORE ABOUT YOU•

The next questions ask about how much time you spend with friends, for example during lunch or on the weekends.

Please place **a check in the box** next to the one answer that best describes you.

6. How much of these times do you spend with one friend or a few friends?

	almost always	lots of the time	sometimes	never
a. On weekdays				
1. before school	☐	☐	☐	☐
2. during lunch	☐	☐	☐	☐
3. after school	☐	☐	☐	☐
4. in the evenings	☐	☐	☐	☐
	1	2	3	4
b. On weekends				
1. weekend days	☐	☐	☐	☐
2. weekend nights	☐	☐	☐	☐
	1	2	3	4

The next questions ask about how much time you spend with friends, for example during lunch or on the weekends.

Please place a check in the box next to the one answer that best describes you.

6. How much of these times do you spend with one friend or a few friends?

	almost always	lots of the time	sometimes	never
a. On weekdays				
1. before school	☐	☐	☐	☐
2. during lunch	☐	☐	☐	☐
3. after school	☐	☐	☐	☐
4. in the evenings	☐	☐	☐	☐
	1	2	3	4
b. On weekends				
1. weekend days	☐	☐	☐	☐
2. weekend nights	☐	☐	☐	☐
	1	2	3	4

MORE ABOUT YOU•

Please place a **check in the box** next to the **ONE** answer that best describes you.

7. When you're not in school and not with your friends, how much time do you spend talking on the phone to your friends?

☐ never ☐ sometimes ☐ lots of the time ☐ almost always

8. What crowd do you think most kids in your class would want to belong to if they could? (Choose only one.)

☐ 1. Popular
☐ 2. Hispanic/Latin
☐ 3. Smart
☐ 4. Rowdy
☐ 5. Popular/Black
☐ 6. Rockers
☐ 7. Sports
☐ 8. Other (please name) _____
☐ 9. Most kids do not want to belong to a crowd

9. What crowd would you like to belong to? (Choose only one.)

☐ 1. Popular
☐ 2. Hispanic/Latin
☐ 3. Smart
☐ 4. Rowdy
☐ 5. Popular/Black
☐ 6. Rockers
☐ 7. Sports
☐ 8. Other (please name) _____
☐ 9. I do not want to belong to a crowd

YOU ARE DOING GREAT!

NOW GO TO PAGE 26 "**ABOUT YOUR FEELINGS**"

MORE ABOUT YOU*

Please place a check in the box next to the ONE answer that best describes you.

7. When you're not in school and not with your friends, how much time do you spend talking on the phone to your friends?

- ☐ never
- ☐ sometimes
- ☐ lots of the time
- ☐ almost always

8. What crowd do you think most kids in your class would want to belong to if they could? (Choose only one.)

- ☐ 1. Popular
- ☐ 2. Hispanic/Latin
- ☐ 3. Smart
- ☐ 4. Rowdy
- ☐ 5. Popular/Black
- ☐ 6. Rockers
- ☐ 7. Sports
- ☐ 8. Other (please name) _____
- ☐ 9. Most kids do not want to belong to a crowd

9. What crowd would you like to belong to? (Choose only one.)

- ☐ 1. Popular
- ☐ 2. Hispanic/Latin
- ☐ 3. Smart
- ☐ 4. Rowdy
- ☐ 5. Popular/Black
- ☐ 6. Rockers
- ☐ 7. Sports
- ☐ 8. Other (please name) _____
- ☐ 9. I do not want to belong to a crowd

YOU ARE DOING GREAT!

NOW GO TO PAGE 26 "ABOUT YOUR FEELINGS"

MORE THAN ONE CROWD

Some kids are in more than one crowd at school. If you are in more than one crowd, please answer the questions on this page.

If you are in only one crowd or not in a crowd at all, SKIP THIS PAGE.

1. On the lines below please fill in the names of the crowds that you are in. Then in the boxes to the right, check how much time you spend with each crowd. (If you are in more than 3 crowds, choose the crowds you spend the most time with for this question.)

Crowds I am in:	How much of your time outside of classes do you spend with this crowd?			
	a little	**half**	**more than half**	**almost all**
a. _____	☐	☐	☐	☐
b. _____	☐	☐	☐	☐
c. _____	☐	☐	☐	☐

2. Which of these crowds do you like being with the most? (Put the name of that crowd on the line below.)

_____

3. Kids who are in more than one crowd usually feel that one of the crowds is their MAJOR CROWD, the crowd that they spend the most time with or feel the most a part of or is most important to them. Which of these crowds is your major crowd? (Put the name of that crowd on the line below.)

_____

NOW GO TO THE NEXT PAGE "ABOUT CROWDS Δ"

Some kids are in more than one crowd at school. If you are in more than one crowd, please answer the questions on this page.

If you are in only one crowd or not in a crowd at all, SKIP THIS PAGE.

1. On the lines below please fill in the names of the crowds that you are in. Then in the boxes to the right, check how much time you spend with each crowd. (If you are in more than 3 crowds, choose the crowds you spend the most time with for this question.)

Crowds I am in:	How much of your time outside of classes do you spend with this crowd?			
	a little	half	more than half	almost all
a. _____	☐	☐	☐	☐
b. _____	☐	☐	☐	☐
c. _____	☐	☐	☐	☐

2. Which of these crowds do you like being with the most?
(Put the name of that crowd on the line below.)

_____

3. Kids who are in more than one crowd usually feel that one of the crowds is their MAJOR CROWD, the crowd that they spend the most time with or feel the most a part of or is most important to them. Which of these crowds is your major crowd? (Put the name of that crowd on the line below.)

_____

NOW GO TO THE NEXT PAGE "ABOUT CROWDS △"

ABOUT CROWDS Δ

Answer these questions if you belong to a crowd at school. If you are not in a crowd, GO TO PAGE 26, "ABOUT YOUR FEELINGS."

If you are in more than one crowd, **please think about your MAJOR CROWD when you answer these questions.**

Please place **a check in the box** next to the one answer that best describes you.

1. How often do you suggest that kids in your crowd do things you'd like to do (like going to the mall, going to a movie, or playing basketball)?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

2. When you suggest doing something, how often do kids in your crowd do the things you want to do?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

3. How often do you say "no" to something that most people in your crowd want to do?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

4. How often do you feel left out of things that happen in your crowd?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

ABOUT CROWDS A

Answer these questions if you belong to a crowd at school. If you are not in a crowd, GO TO PAGE 26, "ABOUT YOUR FEELINGS."

If you are in more than one crowd, please think about your MAJOR CROWD when you answer these questions.

Please place a check in the box next to the one answer that best describes you.

1. How often do you suggest that kids in your crowd do things you'd like to do (like going to the mall, going to a movie, or playing basketball)?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

2. When you suggest doing something, how often do kids in your crowd do the things you want to do?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

3. How often do you say "no" to something that most people in your crowd want to do?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

4. How often do you feel left out of things that happen in your crowd?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

MORE ABOUT CROWDS Δ

Please place a **check in the box** next to the one answer that best describes you.

5. How important is it to <u>you</u> to belong to <u>this</u> crowd (your MAJOR CROWD)?

☐ 1. not at all important
☐ 2. only a little important
☐ 3. somewhat important
☐ 4. very important

6. How many of your four closest friends are in this crowd (your MAJOR CROWD)?

☐ 0
☐ 1
☐ 2
☐ 3
☐ 4

MORE ABOUT CROWDSΔ

The next questions ask about how much time you spend with kids in your crowd for example during lunch or on the weekends.

Please place a **check in the box** next to the one answer that best describes you.

7. Look at the item on the left. Then check the box that best fits how much time you spend with kids in your crowd?

a. On weekdays	almost always	lots of the time	sometimes	never
1. before school	☐	☐	☐	☐
2. during lunch	☐	☐	☐	☐
3. after school	☐	☐	☐	☐
4. in the evenings	☐	☐	☐	☐
	1	2	3	4

b. On weekends	almost always	lots of the time	sometimes	never
1. weekend days	☐	☐	☐	☐
2. weekend nights	☐	☐	☐	☐
	1	2	3	4

8. When you're not in school and not with kids in your crowd, how much time do you spend talking on the phone to kids in your crowd?

☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

The next questions ask about how much time you spend with kids in your crowd for example during lunch or on the weekends.

Please place a check in the box next to the one answer that best describes you.

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1. before school	☐	☐	☐	☐
2. during lunch	☐	☐	☐	☐
3. after school	☐	☐	☐	☐
4. in the evenings	☐	☐	☐	☐
	1	2	3	4

b. On weekends	almost always	lots of the time	sometimes	never
1. weekend days	☐	☐	☐	☐
2. weekend nights	☐	☐	☐	☐
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☐ 1. never ☐ 2. once in a while ☐ 3. a lot of the time ☐ 4. almost all the time

MORE ABOUT CROWDSΔ

Please place a **check in the box** next to the ONE answer for each question.

9. What crowd do you think most kids in your class would want to belong to if they could? (Choose only one.)

- ☐ 1. Popular
- ☐ 2. Hispanic/Latin
- ☐ 3. Smart
- ☐ 4. Rowdy
- ☐ 5. Popular/Black
- ☐ 6. Rockers
- ☐ 7. Sports
- ☐ 8. Other (please name) _____
- ☐ 9. Most kids do not want to belong to a crowd.

10. What crowd do you wish you could belong to? (Choose only one.)

- ☐ 1. Popular
- ☐ 2. Hispanic/Latin
- ☐ 3. Smart
- ☐ 4. Rowdy
- ☐ 5. Popular/Black
- ☐ 6. Rockers
- ☐ 7. Sports
- ☐ 8. Other (please name) _____
- ☐ 9. I'm happy in the crowd I'm in.
- ☐ 10. I wish I didn't belong to a crowd.

YOU ARE DOING GREAT!
KEEP GOING

MORE ABOUT CROWDS

Please place a check in the box next to the ONE answer for each question.

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- ☐ 6. Rockers
- ☐ 7. Sports
- ☐ 8. Other (please name) _____
- ☐ 9. Most kids do not want to belong to a crowd.

10. What crowd do you wish you could belong to? (Choose only one.)

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- ☐ 2. Hispanic/Latin
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YOU ARE DOING GREAT!
KEEP GOING

ABOUT YOUR FEELINGS

Listed below are statements that describe how people feel. Read each statement and decide whether you strongly agree with it, agree with it, disagree with it, or strongly disagree with it.

There are no right or wrong answers. We are interested in how YOU feel, so try to answer each question as honestly as you can.

Check the statement that best fits how you feel.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel that I am a person of worth, at least on an equal plane with others.	☐ 1	☐ 2	☐ 3	☐ 4
2. I feel that I have a number of good qualities.	☐ 1	☐ 2	☐ 3	☐ 4
3. All in all, I am inclined to feel that I am a failure.	☐ 1	☐ 2	☐ 3	☐ 4
4. I am able to do things as well as most people.	☐ 1	☐ 2	☐ 3	☐ 4
5. I feel that I do not have much to be proud of.	☐ 1	☐ 2	☐ 3	☐ 4
6. I take a positive attitude toward myself.	☐ 1	☐ 2	☐ 3	☐ 4
7. On the whole, I am satisfied with myself.	☐ 1	☐ 2	☐ 3	☐ 4
8. I wish I could have more respect for myself.	☐ 1	☐ 2	☐ 3	☐ 4
9. I certainly feel useless at times.	☐ 1	☐ 2	☐ 3	☐ 4
10. At times I think I am no good at all.	☐ 1	☐ 2	☐ 3	☐ 4

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9. I certainly feel useless at times.	☐ 1	☐ 2	☐ 3	☐ 4
10. At times I think I am no good at all.	☐ 1	☐ 2	☐ 3	☐ 4

ABOUT YOUR GROWTH AND DEVELOPMENT

Please place a **check in the box** next to the one answer that best describes you.

1. When adults meet you, how old do they think you are?

- ☐ 1. 6-7 years old
- ☐ 2. 8-9 years old
- ☐ 3. 10-11 years old
- ☐ 4. 12-13 years old
- ☐ 5. 14-15 years old
- ☐ 6. 16 years or older

2. Compared to your classmates, how are you developing physically?

- ☐ 1. a lot slower
- ☐ 2. a little slower
- ☐ 3. about the same
- ☐ 4. a little faster
- ☐ 5. a lot faster

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- ☐ 5. a lot faster

ABOUT YOUR GROWTH AND DEVELOPMENT (FEMALES)

If you are **FEMALE,** answer questions on this page. If you are **MALE** GO TO PAGE 29.

Please place a **check in the box** next to the one answer that best describes you.

1. What grade were you in the first time you had a menstrual period (monthly bleeding)?

- ☐ 1. I have not yet started my menstrual periods
- ☐ 2. before 5th grade
- ☐ 3. 5th grade
- ☐ 4. summer between 5th and 6th grade
- ☐ 5. 6th grade
- ☐ 6. summer between 6th and 7th grade
- ☐ 7. 7th grade
- ☐ 8. summer between 7th and 8th grade
- ☐ 9. 8th grade

2. How old were you when you started your menstrual periods?

- ☐ 1. I have not started my menstrual periods
- ☐ 2. 9 years old
- ☐ 3. 10 years old
- ☐ 4. 11 years old
- ☐ 5. 12 years old
- ☐ 6. 13 years old
- ☐ 7. 14 years old
- ☐ 8. 15 years old

3. What month was it when you started your menstrual period?

- ☐ 1. January
- ☐ 2. February
- ☐ 3. March
- ☐ 4. April
- ☐ 5. May
- ☐ 6. June
- ☐ 7. July
- ☐ 8. August
- ☐ 9. September
- ☐ 10. October
- ☐ 11. November
- ☐ 12. December

- ☐ 13. I have not yet started my menstrual periods.

ABOUT YOUR GROWTH AND DEVELOPMENT (FEMALES)

If you are FEMALE, answer questions on this page. If you are MALE GO TO PAGE 29.

Please place a check in the box next to the one answer that best describes you.

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- ☐ 6. summer between 6th and 7th grade
- ☐ 7. 7th grade
- ☐ 8. summer between 7th and 8th grade
- ☐ 9. 8th grade

2. How old were you when you started your menstrual periods?

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- ☐ 2. 9 years old
- ☐ 3. 10 years old
- ☐ 4. 11 years old
- ☐ 5. 12 years old
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- ☐ 11. November
- ☐ 12. December

- ☐ 13. I have not yet started my menstrual periods.

ABOUT YOUR GROWTH AND DEVELOPMENT (MALES)

If you are **MALE,** answer questions on this page. If you are **FEMALE** GO TO PAGE 31.

Please place a **check in the box** next to the one answer that best describes you.

1. One change that happens when a male gets older is that he gets taller. He may grow several inches over a few months. He may need to buy new pants or to have them made longer. This sudden growth is called a "growth spurt." WHERE ARE YOU IN TERMS OF YOUR GROWTH SPURT?

- ☐ 1. have not begun growth spurt
- ☐ 2. growth spurt has barely started
- ☐ 3. growth spurt is definitely underway
- ☐ 4. growth spurt is completed

2. Another change that males have is facial hair growth. This begins with hair growing on the upper lip and later to the cheek area. WHERE ARE YOU IN TERMS OF FACIAL HAIR?

- ☐ 1. facial hair has not begun to grow
- ☐ 2. facial hair has barely started to grow
- ☐ 3. facial hair growth is definitely underway
- ☐ 4. facial hair growth is completed

3. Body hair also develops for males. This means underarm hair and pubic hair. WHERE ARE YOU IN TERMS OF YOUR BODY HAIR GROWTH?

- ☐ 1. body hair has not begun to grow
- ☐ 2. body hair has barely started to grow
- ☐ 3. body hair growth is definitely underway
- ☐ 4. body hair growth is completed

ABOUT YOUR GROWTH AND DEVELOPMENT (MALES)

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- ☐ 4. body hair growth is completed

MORE ABOUT YOUR GROWTH AND DEVELOPMENT (MALES)

Please place **a check in the box** next to the one answer that best describes you.

4. Male voices deepen as they get older. WHERE ARE YOU IN TERMS OF YOUR VOICE CHANGE?

- ☐ 1. voice change has not yet begun
- ☐ 2. voice change has barely started
- ☐ 3. voice change is definitely underway
- ☐ 4. voice change is completed

5. Skin changes also take place as males get older. Have you noticed any skin changes, especially pimples?

- ☐ 1. have not had any skin changes
- ☐ 2. have just noticed skin changes
- ☐ 3. have had skin changes for awhile
- ☐ 4. used to have skin problems, but not anymore

MORE ABOUT YOUR GROWTH AND DEVELOPMENT (MALES)

Please place a check in the box next to the one answer that best describes you.

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ABOUT RELATIONSHIPS, SEXUALITY, AND AIDS

The questions below ask about your own sexual activity. Remember that NO ONE WILL THAT KNOW THESE ANSWERS ARE YOURS.

Please place a **check in the box** next to the one answer that best describes you.

1. Some teenagers have had sexual intercourse and others have not. Have you ever had sexual intercourse? (BOYS: putting your penis into a girl's vagina; GIRLS: having a guy put his penis into your vagina--The kind of sex that can get a girl pregnant.)

☐ 1. yes
☐ 2. no

2. If you've ever had sexual intercourse, how old were you the first time? (If you have never had sexual intercourse, write "00".)

☐☐ years old (fill in the number)

3. What is the total number of times you have had sexual intercourse? (If you have never had sexual intercourse, write "00".)

☐☐ times (fill in the number)

4. How many different people have you had sex with?

☐ 1. none
☐ 2. 1
☐ 3. 2-5
☐ 4. 6-10
☐ 5. more than 10

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☐☐ times (fill in the number)

4. How many different people have you had sex with?

- ☐ 1. none
- ☐ 2. 1
- ☐ 3. 2-5
- ☐ 4. 6-10
- ☐ 5. more than 10

Please place a **check in the box** next to the one answer that best describes you.

5. Which of the following best describes you, and how often you use birth control?

- ☐ 1. I have never had sexual intercourse
- ☐ 2. my partner and I never use birth control when we have sexual intercourse
- ☐ 3. my partner and I use birth control less than half the time
- ☐ 4. my partner and I use birth control about half the time
- ☐ 5. my partner and I use birth control more than half the time
- ☐ 6. my partner and I use birth control every time we have intercourse

6. Which of the following best describes you, and how often you use condoms (rubbers)?

- ☐ 1. I have never had sexual intercourse
- ☐ 2. my partner and I never use condoms when we have sexual intercourse
- ☐ 3. my partner and I use condoms less than half the time
- ☐ 4. my partner and I use condoms about half the time
- ☐ 5. my partner and I use condoms more than half the time
- ☐ 6. my partner and I use condoms every time we have intercourse

7. Did you and your partner use birth control the last time you had sexual intercourse?

- ☐ 1. I have never had sexual intercourse
- ☐ 2. yes, we used birth control
- ☐ 3. no, we did not use birth control

Please place a check in the box next to the one answer that best describes you.

5. Which of the following best describes you, and how often you use birth control?

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- ☐ 6. my partner and I use condoms every time we have intercourse

7. Did you and your partner use birth control the last time you had sexual intercourse?

- ☐ 1. I have never had sexual intercourse
- ☐ 2. yes, we used birth control
- ☐ 3. no, we did not use birth control

Please place a **check in the box** next to the one answer that best describes you.

8. Have you ever had a venereal disease (VD) or sexually transmitted disease (STD) such as gonorrhea (clap), herpes, or chlamydia?

- ☐ 1. yes
- ☐ 2. no
- ☐ 3. I am not sure

9. Did you go to a doctor or clinic for these VDs or infections?

- ☐ 1. yes
- ☐ 2. no
- ☐ 3. I have never had any VDs or infections

10. Have you ever been pregnant (girls) or gotten someone pregnant (boys)?

- ☐ 1. yes
- ☐ 2. no
- ☐ 3. I am not sure

If you answered yes, how old were you when this happened?

☐☐ years old (fill in the number)

11. Do you sometimes wonder if you might be gay (homosexual or lesbian)?

- ☐ 1. yes, I know I'm gay
- ☐ 2. yes, I've wondered, and I think I am gay
- ☐ 3. yes, I've wondered and I'm not sure if I'm gay
- ☐ 4. yes, I wondered, and I don't think I'm gay
- ☐ 5. yes, I've wondered, and I'm definitely not gay
- ☐ 6. I've never thought about it but I know I'm not gay

Please place a check in the box next to the one answer that best describes you.

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WHAT DO OTHER KIDS DO

We have been asking questions about you all along, NOW WE WOULD LIKE YOU TO THINK ABOUT OTHER KIDS IN YOUR CLASS AND WHAT THEY DO.

These questions are about drugs and kids in different crowds.

On the left side of the page are names of some of the crowds in your school. Across the top are the words, "alcohol," "marijuana," and "cigarettes."

We want to know what you think kids in different crowds do. For each crowd, indicate how many kids in that crowd drink alcohol, smoke cigarettes and smoke marijuana.

	Alcohol	Marijuana	Cigarettes
A. POPULAR	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None
B. HISPANIC/ LATIN	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None
C. SMART	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None

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B. HISPANIC/ LATIN	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None
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WHAT DO OTHER KIDS DO

For each crowd, indicate how many kids in that crowd drink alcohol, smoke cigarettes and smoke marijuana.

	Alcohol	Marijuana	Cigarettes
D. ROWDY	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None
E. POPULAR/ BLACK	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None
F. ROCKERS	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None
G. SPORTS	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None	1 ☐ Almost all 2 ☐ More than half 3 ☐ Less than half 4 ☐ Only a few 5 ☐ None

For each crowd, indicate how many kids in that crowd drink alcohol, smoke cigarettes and smoke marijuana.

	Alcohol	Marijuana	Cigarettes
D. ROWDY	1 ☐ Almost all	1 ☐ Almost all	1 ☐ Almost all
	2 ☐ More than half	2 ☐ More than half	2 ☐ More than half
	3 ☐ Less than half	3 ☐ Less than half	3 ☐ Less than half
	4 ☐ Only a few	4 ☐ Only a few	4 ☐ Only a few
	5 ☐ None	5 ☐ None	5 ☐ None
E. POPULAR/ BLACK	1 ☐ Almost all	1 ☐ Almost all	1 ☐ Almost all
	2 ☐ More than half	2 ☐ More than half	2 ☐ More than half
	3 ☐ Less than half	3 ☐ Less than half	3 ☐ Less than half
	4 ☐ Only a few	4 ☐ Only a few	4 ☐ Only a few
	5 ☐ None	5 ☐ None	5 ☐ None
F. ROCKERS	1 ☐ Almost all	1 ☐ Almost all	1 ☐ Almost all
	2 ☐ More than half	2 ☐ More than half	2 ☐ More than half
	3 ☐ Less than half	3 ☐ Less than half	3 ☐ Less than half
	4 ☐ Only a few	4 ☐ Only a few	4 ☐ Only a few
	5 ☐ None	5 ☐ None	5 ☐ None
G. SPORTS	1 ☐ Almost all	1 ☐ Almost all	1 ☐ Almost all
	2 ☐ More than half	2 ☐ More than half	2 ☐ More than half
	3 ☐ Less than half	3 ☐ Less than half	3 ☐ Less than half
	4 ☐ Only a few	4 ☐ Only a few	4 ☐ Only a few
	5 ☐ None	5 ☐ None	5 ☐ None

ABOUT CARS, MOTORCYCLES, BICYCLES, AND SKATEBOARDS

Please place a **check in the box** next to the one answer that best describes you.

1. How often do you ride on a motorcycle, motor scooter, or moped?

- ☐ 1. very often
- ☐ 2. sometimes
- ☐ 3. rarely
- ☐ 4. only once
- ☐ 5. never

2. How often do you take chances when riding on a bicycle or skateboard?

- ☐ 1. I don't ride a bicycle or skateboard.
- ☐ 2. very often
- ☐ 3. sometimes
- ☐ 4. rarely
- ☐ 5. only once
- ☐ 6. never

3. How often do you ride in a car or motorcycle when the driver has been using alcohol or drugs?

- ☐ 1. very often
- ☐ 2. sometimes
- ☐ 3. rarely
- ☐ 4. only once
- ☐ 5. never

4. How often do you ride in a car or motorcycle when the driver is drunk or high on drugs?

- ☐ 1. very often
- ☐ 2. sometimes
- ☐ 3. rarely
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MORE ABOUT CARS, MOTORCYCLES, BICYCLES, AND SKATEBOARDS

Please place a **check in the box** next to the one answer that best describes you.

5. How often do you ride a bicycle or skateboard when you have used alcohol?

- ☐ 1. I don't ride a bicycle or skateboard.
- ☐ 2. very often
- ☐ 3. sometimes
- ☐ 4. rarely
- ☐ 5. only once
- ☐ 6. never

6. How often do you ride a bicycle or skateboard when you have used drugs?

- ☐ 1. I don't ride a bicycle or skateboard.
- ☐ 2. very often
- ☐ 3. sometimes
- ☐ 4. rarely
- ☐ 5. only once
- ☐ 6. never

7. How often do you wear your seatbelt when you are in a car?

- ☐ 1. very often
- ☐ 2. sometimes
- ☐ 3. rarely
- ☐ 4. only once
- ☐ 5. never

8. How often do you wear a helmet when you ride a bicycle or skateboard?

- ☐ 1. I don't ride a bicycle or skateboard.
- ☐ 2. very often
- ☐ 3. sometimes
- ☐ 4. rarely
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THANK YOU VERY MUCH!

YOU DID A GREAT JOB

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