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Risk Factors in Adolescent Problem Behaviors Among Native and Nonnative Americans

Roger B. Christensen
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ABSTRACT

Risk Factors in Adolescent Problem Behaviors Among
Native and Nonnative Americans

by

Roger B. Christensen, Doctor of Philosophy
Utah State University, 1998

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The high incidence of adolescent problem behaviors in the United States raises major concerns. These problem behaviors include: sexually transmitted diseases, unintended pregnancies, suicide, depression, substance abuse, crime against persons and property, and delinquency. Consequently, there continues to be a high level of concern and interest in different ethnic populations of adolescents and their level of risk.

This study evaluated the following problem behaviors: substance abuse, suicide, delinquency, and sexual intercourse; and the risk factors that increase the probability of these problem behaviors occurring. Specifically, the study identified the profiles of the population in relationship to the problem behaviors comparing Native and nonnative American adolescents. This study also described how both samples of high school students reported the connectedness of school, home, and community with their perceived feelings of belongingness and safety, in addition to their reports of problem behavior. The prevalences of problem behaviors in Native and nonnative American
adolescents were compared, the differences in the importance of risk factors related to problem behaviors in the two groups were examined, and the extent to which the risks and protective factors predict problem behaviors in Native and nonnative American adolescents also was assessed.

In comparing problem behaviors between Native and nonnative American adolescents, there were significantly higher incidences of problem behaviors in the Native American sample. Statistical analyses demonstrated that problem behaviors were not consistently predicted by the risk and protective factors for the Native American females, but they were predictable for the nonnative American female sample. The risk factors explained less of the variation in problem behavior for the males than for the females from both samples. The risk factors explained less variation in problem behaviors for Native American males than their nonnative American counterparts.

This research demonstrates the need to develop models to better understand cultural influences on adolescents in order to improve the intervention and prevention techniques necessary to reduce the number of youth at risk. There is a particular need to better identify the risk factors of importance to Native Americans.
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CHAPTER I
INTRODUCTION

Problem Statement

Society has a vested interest in the well-being of the next generation. Adolescence is a critical time, particularly in a modern society where the transitions from childhood to adulthood are often long and difficult, and the norms that apply in this society are unclear (Simmons, Blyth, Van Cleave, & Bush, 1979). Hall (1904) coined the word "adolescence" to describe a period of time when rapid physical growth coincides with erratic moral and emotional development. Hall described this stage as the period of "storm and stress."

This problem view of adolescence seems warranted in light of sobering statistics. As many as 50% of American adolescents, aged 10 to 17, are estimated to be involved with problem behaviors such as: early sexual intercourse, alcohol and drug abuse, delinquency, violence, school dropout, and school failure (Dryfoos, 1990; McWhirter, McWhirter, McWhirter, & McWhirter, 1998). Researchers have sought to identify the correlates of adolescent problem behavior including: adolescent sexual activity (Beymer, 1995; Brooks-Gunn & Furstenberg, 1989; Children's Defense Fund, 1995; Dyk, 1993; Holmes, 1995; Luster & Small, 1994), teen depression and suicide (Canetto & Lester, 1995; Fergusson & Lynskey, 1995; Husain & Vandiver, 1984; McDowell & Stillion; 1994; McWhirter, McWhirter, & Gat, 1996; Ritter, 1990), adolescent drug and alcohol abuse (Barnes & Farrell, 1992; Beauvais, Chavez, Oetting, Deffenbacher, & Cornell, 1996; Farrell, Danish, & Howard, 1992; Kandel & Davies, 1996; Johnston, O'Malley, & Bachman, 1995; Newcomb & Bentler, 1989), and violence and delinquency

Being able to better predict and intervene in these behaviors would have great benefit for society. The prevention of these problem behaviors would be a very important investment for present and future expenditures.

**Identified Risk Factors**

Social science researchers have sought to identify the factors that increase the probability of an adolescent engaging in problem behaviors during adolescence. Werner and Smith (1992) defined these risk factors as hazards, both individual and environmental, that increase an individual's vulnerability to inappropriate behavior or negative developmental outcomes. Efforts to predict adolescents at risk have identified several factors associated with drug and alcohol abuse, adolescent sexual intercourse, depression and suicide, abuse, and delinquency. Many of the same risk factors are associated with more than one problem behavior (Bronfenbrenner, 1986; CDC, 1998; Feshbach & Feshbach, 1987; Holmes, 1995; Kandel, Rosenbaum, & Chen, 1994; McWhirter et al., 1998; Metzler, Noell, & Biglan, 1992; Offord, 1989).

There are several factors associated with high- or low-risk youth, which include: single-parent households, parent-adolescent relationships, parental monitoring and control (Barnes & Farell, 1992; Bronstein, Clauson, Stoll, & Abrams, 1993; Flick, 1986; Steinberg, 1986), peer pressure (Flick, 1986; Lewis & Lewis, 1984; Quinton & Rutter, 1988; Steinberg, 1986), having been abused as a child (Butler & Burton, 1990; Tower,
1993; Walker, 1996), and safety of the neighborhood and community (Bogenschneider, Small, & Riley, 1991).

Age is also an important factor; early experimentation predicts heavier involvement in inappropriate behavior (Dryfoos, 1990; Kandel & Davies, 1996; Rosenbaum & Kandel, 1990). Lower socioeconomic status has been associated with problems including adolescent sexual activity (Dyk, Christopherson, & Miller, 1991).

Purpose

This study was conducted to provide additional information about resilience and risk factors in Native and nonnative American adolescents. The purpose of the study was to (a) compare the prevalence of problem behaviors in Native and nonnative American adolescents overall and by gender; and (b) compare the relative importance of protective factors and risk factors related to reduced risk in Native and nonnative American adolescents overall and by gender.

Research Questions

In order to target efforts for helping the more vulnerable adolescents become less vulnerable, it is necessary to identify those risk factors that characterize those adolescents who are at higher risk for engaging in problem behaviors. Another challenge comes in defining and separating the protective factors and the risk factors. Risk factors are hazards, either environmental and/or individual, that expose adolescents to negative developmental outcomes. These risk factors increase the probability that problem behavior will occur during adolescence (Werner, 1990) and will extend into adulthood (CDC, 1998).
This research has attempted to identify how some of the salient factors identified in the literature operate to place an adolescent at risk. The risk and protective factors of interest in this research, which were treated as independent variables, included: parents marital status (intactness), the adolescent's sense of personal mastery, church attendance, evidence of sexual abuse, family relationships, and education aspirations and attitudes.

The problem behaviors, or dependent variables, included delinquency behavior, alcohol and drug use, suicide ideation and behavior, and sexual intercourse behavior. Three questions were examined in this study.

1. Is the prevalence of problem behaviors different in the two samples?
2. Do the risk factors and protective factors predict problem behaviors equally for both samples?
3. Do males and females within the samples differ in how risk factors relate to problem behaviors?
CHAPTER II
LITERATURE REVIEW

Prevalence of Problem Behaviors In Adolescence

There are many problems affecting adolescents today, but those most often of concern and those on which this research focused are sexual intercourse, drug and alcohol abuse, suicide, and delinquency. Each of these has the potential to seriously limit successful social and emotional development.

Dryfoos (1990) presented a thorough description of adolescents at risk and the risk groups by using a sample of adolescents ranging from 10 to 17 years of age. These groups include: (a) very high, (b) high, (c) moderate, and (d) low-risk individuals. The group at very high risk includes approximately 10% of the youth population in the United States. These are adolescents who seriously misbehave, consistently use heavy drugs, engage in early and frequent sexual intercourse, have arrest records, and have dropped out of school or find themselves academically far behind their same age peers. According to Dryfoos, the high-risk youth constitute approximately 15% of the total youth population. These adolescents are also heavy drug users, but they commit less serious delinquent offenses than those in the very-high-risk group. This group of adolescents is also sexually active, without contraception, and are behind at least one year in school. The moderate-risk group include about 25% (7 million) of the youth population. These adolescents commit only minor delinquent offenses. They tend to use contraception if sexually active, only use drugs occasionally, and are one year or less behind their peers academically. The last group of youth is the low at-risk category. This group makes up the remaining 50% of the youth in the United States. These individuals commit no crimes, are not sexually active, and do not use drugs.
Adolescent Sexual Intercourse

Many physical changes occur in adolescence, adding confusion and new feelings to life. Adolescents leave behind their childhood image and begin to see themselves and their bodies as sexual. Many times their physical development surges ahead of their experience and maturity. There is an increase of peer pressure to try new activities and to behave in certain ways. Rodgers and Rowe (1990) found that adolescents were more likely to engage in deviant behavior (sexual intercourse, drinking, smoking, cheating) if their best friend of the same sex engaged in those behaviors, and that peers also became the major source of information about sex during adolescence. Other variables such as alcohol, having a boy or girl friend, and being sexually abused are important risk factors for predicting sexual intercourse (Small & Luster, 1994).

Adolescence is a time of risk taking as young people try new ways of behaving. Because of these new feelings and peer pressure, most teenagers experiment with sexuality. Over two thirds of single males in the United States are sexually experienced by age 18, by age 20 over 80% of males and over 70% of females have had intercourse at least once (Hayes, 1987). Moore (1995) has claimed that four out of five 19-year-old single females are sexually experienced. In a more recent study focusing on data from one state, Luster and Small (1994) found that 61% of females and 64% of males ages 17-19 had experienced intercourse at least one time. The survey identified that 16% of females and 27% of males ages 13-14 and 43% of females and 44% of males ages 15-16 had also engaged in sexual intercourse at least once. Based on data from the National Research Council (1987), by age 20, 83% of males and 74% of females report that they are "sexually active." Nationwide, 48% of high school students reported having had sexual intercourse (CDC, 1998).
A more recent concern in sexuality is the number of partners that some adolescents are reporting (Brooks-Gunn & Furstenberg, 1989). The Center for Disease Control (1992) reported that a national study showed high school students have multiple sex partners, and that 9% of all 10th-grade females, and 17% of all 12th-grade females had four or more partners last year. A more recent study shows that 16% of students surveyed had four or more sex partners (CDC, 1998). Luster and Small (1997) found similar results in their survey of Wisconsin youth, reporting that 9% of 10th-grade females and 19% of 12th-grade females have had four or more partners.

The increase of sexual intercourse and multiple partners is linked to significant problems including: sexually transmitted diseases, AIDS (20% of current heterosexual AIDS cases were contracted during adolescence), unwanted pregnancies, and having been sexually abused (CDC, 1998; Dryfoos, 1994; Luster & Small, 1997; Miller, 1995; Moore, 1995). Age at first intercourse is associated with the number of subsequent sexual partners and the risk for contracting sexually transmissible diseases. The earlier in life a person has intercourse, the more sexual partners that person is likely to have and the greater the risk for contracting sexually transmissible diseases (Dryfoos, 1994).

**Drug and Alcohol Abuse**

Abuse of drugs and alcohol by adolescents is a serious problem in our society. Alcohol use usually starts in early adolescence; many students begin drug use before the 12th grade. Tobacco and alcohol use start as early as junior high (Dryfoos, 1990). It has been suggested (Oetting & Beauvais, 1990) that the difficult transition from elementary to middle school or junior high may partially account for the increase in drug use that occurs between the sixth and ninth grades. Newcomb and Bentler
(1989) and the CDC (1998) suggest that even though drug experimentation does not always lead to multi-drug abuse, those adolescents who use more drugs, more often, and at younger ages are more likely to have serious drug and alcohol related problems later on in life. Robins and Przybeck (1987) and Kandel and Davies (1996) support this research, finding that the earlier a child has his/her first drug experience, the greater the risk of developing a serious drug problem in adolescence and adulthood.

The seriousness of this behavior is supported by recent statistics, including: 17% (5 million) of youth ages 10 through 17 in the United States smoke cigarettes, 11% (3 million) had used marijuana with 3% having already used cocaine, and 9 million (32%) drink fairly often (Dryfoos, 1990). Kandel and Davies (1996) reported from their sample that 32% had tried an illicit drug. Johnston, O'Malley, and Bachman (1992) reported from their 1991 surveys that 37% of 1991 high school seniors "tried" marijuana; 36% tried some illicit substance other than marijuana; 8% tried cocaine; 3% tried crack; 4% drank alcohol daily; 32% had five or more drinks in a row during the past two weeks; and nearly all reported drinking "on occasion." By their senior year, 91% of adolescents in the United States have tried alcohol, 44% have used marijuana/hashish, 26% have used stay-awake pills, and 33% of all adolescent females have used diet pills (Youth Indicators, 1993). More recently, the CDC (1998) study suggested that from their national sample of 16,262 youth, 70% had smoked cigarettes, 79% had tried alcohol, 47% had used marijuana, and 8% had used some form of cocaine. In reference to smoking, by the time adolescents have reached their senior year, 65% will have experimented with cigarettes, 18% will smoke on a daily basis, and 10% of these adolescents will smoke half a pack or more daily (Johnston et al., 1992). After studying adults who had smoked in high school, Johnston et al.
discovered that nearly 75% of those who smoked in high school were still smoking 10 years later.

Depression and Suicide

Adolescent mortality is related to depression, stress, violence, and abuse (Canetto & Lester, 1995; Dryfoos, 1990; McWhirter et al., 1996). There are high incidence rates among the adolescent population for both suicidal ideation and attempted suicide. Robertson and Mathews (1989) found that the suicide rate for adolescents has increased by 300% over the past 30 years. It seems that adolescents are becoming more familiar with suicidal behavior and many are sympathetic to the act. About one in every 10,000 American adolescents terminates his/her own life each year; this has tripled from 25 years ago (Curran, 1987). Davis (1985) reported that 27% of California seniors had suicidal ideation and 12% had made at least one suicide attempt. Ross (1988) reported that 13% of the students in his study made at least one suicide attempt. Other research supports these suicide tendencies: Curran (1987) found that 12% of 10th and 12th graders reported attempted suicide; Pfeffer, Zuckerman, Plutchik, and Mizuchi (1984) discovered 11.9% of high school students had attempted suicide. In another study, 18% of girls and 11% of boys attempted at least once, with 42% of girls and 25% of boys reporting that they had very seriously thought about committing suicide (National Adolescent Student Health Survey, 1988).

Suicide may be associated with other problem behaviors. Howard-Pitney, LaFromboise, Basil, September, and Johnson (1992) reported results showing significant correlations between suicide, drug use, depression, disliking school, and hopelessness.
Delinquency

Delinquency is behavior prohibited by legal statutes. Behaviors range from less severe behavior such as truancy from school, running away from home, breaking curfew, or incorrigibility, to more severe behavior such as murder, rape, burglary, vandalism, shoplifting, and drug use. Delinquency in adolescence is on the rise (Catalano & Hawkins, 1996). According to Krisberg, DeComo, Herrera, Steketee, and Roberts (1991), the number of adolescent criminal offenses has increased nearly 47% over the last 10 years. Between 1979 and 1989, the number of adolescents held in custody for criminal offenses increased dramatically: 45,126 in 1979; 57,743 in 1985; and 66,132 in 1989. These statistics only address those adolescents who were caught. Thornburg (1975) concluded that the great majority of juveniles engage in delinquent behaviors for which they are not arrested. He estimated that as many as 90% of adolescents, at some time or other, commit acts that would result in arrest if traced to them by police.

There is a link between adolescent delinquent behavior and problems in adulthood. Persistent antisocial delinquent behavior in childhood and adolescence is one of the most significant predictors of serious psychiatric and social impairment in adult life (Kohlberg, Lacrosse, & Ricks, 1972; Walker, 1996). Werner's (1989) longitudinal research summarized both the short- and long-term consequences of delinquent behavior. Some of the short-term consequences include: antisocial behavior, school problems, heavy drinking, smoking and early drug use, violence, and school dropout. Several of the long-term consequences of delinquency behavior include: school failure, alcoholism, drug abuse, unwed parenthood, violence, divorce, adult criminality, and poor mental health. Therefore, successful intervention in delinquency in adolescence could have positive outcomes in adulthood.
Risk Factors Associated with Problem Behaviors

**Interrelationships of Problem Behaviors**

There is evidence that adolescents involved in one problem behavior are more likely to be involved in other problem behaviors (Farrell et al., 1992). Newcomb and Bentler (1989) further concluded that the early onset of drug use and other problem behaviors may be precursors to more severe problems in the upcoming years. Sorensen (1973), in his national study of adolescents between the ages of 13 and 19 years old, found that many of those sexually engaged had lower grades, were less religious, used drugs and alcohol, and had less positive relationships with parents.

There are strong patterns of association that exist between academic difficulties and other types of problems during childhood and adolescence, including delinquency and conduct disorder (Offord, 1989), substance abuse (Catalano & Hawkins, 1996; Hawkins, Lishner, & Catalano, 1985), and emotional difficulties such as depression, anxiety, and low self-esteem (Fergusson & Lynskey, 1995; Feshbach & Feshbach, 1987). Metzler et al. (1992) found that sexual risk-taking behavior is highly correlated with other problem behaviors in adolescence such as alcohol and other drugs, cigarette smoking, academic failure, and antisocial behavior.

Kandel et al. (1994) reported that illicit drug use is correlated with early sex and premarital pregnancy. Teenage sexual intercourse has been found to be correlated with drug abuse, delinquency, and academic failure (Brooks-Gunn & Furstenberg, 1989; Kandel & Davies, 1996). Drug use is associated with earlier first intercourse, with the more frequent the drug use the earlier the sexual activity (Mott & Haurin, 1988). Rosenbaum and Kandel (1990) found that drug use represented a specific risk factor in the initiation of sexual intercourse before age 16.
Cigarette and alcohol use are also associated with earlier sex (Rosenbaum & Kandel, 1990). The results of other studies (Farrell et al., 1991; McWhirter et al., 1998; Moore, 1995) were consistent in showing that the frequency of cigarette use, alcohol use, marijuana use, sexual intercourse, and delinquency were positively correlated with each other. These same behaviors were also negatively correlated with consistency of conventional behavior, including grade point average, attitude about school, and school attendance.

Abuse

Another factor associated with adolescent risk behaviors is abuse. Young people who have been physically and sexually abused display high rates of stress and depression, drug abuse, runaway behaviors, risky sexual behavior, multiple sex partners, and high rates of other risk-taking behavior (Browning & Laumann, 1997; Dryfoos, 1990; Luster & Small, 1997; Miller, Monson, & Norton, 1995; Stock, Bell, Boyer, & Connell, 1997; Walker, 1996).

The incidence of sexual abuse appears to be on the increase. According to data collected by the American Association for Protecting Children (1989), there was a reporting increase of 225% for all forms of maltreatment between 1976 and 1987. Reported sexual abuse more than tripled between 1980 and 1986. One study indicates that about 13% of high school students report having been sexually abused (Dryfoos, 1990). It is estimated that as many as one of every four girls and 1 of every 10 boys have suffered some form of sexual abuse (Finkelhor, 1993). From various studies of adults reporting their own experiences, it was discovered that between 9% and 52% of females, and between 3% and 9% of males, had some sexual abuse exposure as children (Finkelhor, 1984). Peters, Wyatt, and Finkelhor (1986) reported a
significant increase of sexual abuse for between 6% and 62% of females and between 3% and 31% of males. Other research reported by Dryfoos (1990) estimates that 6% of boys and 15% girls have been sexually abused before age 16.

Sexual abuse appears to be as common at higher socioeconomic levels as lower levels and also in all racial or ethnic subgroups in the United States. Children who have been abused are often described as having difficulty in emotional, cognitive, and social development. Some of the negative consequences of abuse include: promiscuity, suicide, truancy, running away, depression, lowered self-esteem, and the use of alcohol and drugs. These long-term psychological consequences also persist into adulthood (Irving, 1993; Walker, 1996). Nearly 45% of those abused as adolescents have made prior suicide attempts (Dryfoos, 1990).

There are indications that history of sexual and physical abuse is related to sexual risk-taking behavior (Boyer & Fine, 1992; Browning, 1997; Butler & Burton, 1990; Stock et al., 1997). Through clinical observations, Burgess, Groth, and McCauseland (1981) concluded that sexually abused children have shown a variety of emotional and behavioral problems. These problems include: runaway behavior, sexual promiscuity, learning difficulties, depression, and suicidal behavior.

**Family Risk Factors**

Dryfoos (1990) concluded that at-risk youth are more likely to come from families with the following traits: low socioeconomic status, history of violence, alcoholism, criminality, low communication skills, and less education. McWhirter, McWhirter, McWhirter, and McWhirter (1993) support these findings, claiming that at-risk youth are more often found in families that are substance abusing, violent, child abusing, and inconsistent in their child-rearing practices. Bogenschneider et al. (1991) found that
family risk factors include: poor parental monitoring; distant, uninvolved, and inconsistent parenting; and unclear family rules, expectations, and rewards. Hirschi and Gottfredson (1994) found laxness of parental supervision, support, and control to be associated with juvenile crime and delinquency. McWhirter et al. (1998) found that children from dysfunctional families, including substance-abusing families, violent families, child-abusing families, and psychopathological families were very much at risk. Resnick et al. (1997) found family connectedness related to sexual intercourse.

Peer Risk Factors

As school-age children mature into early adolescence, they spend less time in the family setting and increasingly more time with peers. A popular notion is that peers undo the positive effects of parents on their children (Balk, 1995; Williams & Smith, 1993). This is supported by research emphasizing that if peers promote drug use, alcohol consumption, smoking, and delinquency in general, these behaviors increase (Coombs, Paulson, & Richardson, 1991; Hawkins et al., 1985; McWhirter et al., 1998). Peer association usually occurs with peers engaged in similar behaviors (Beauvais et al., 1996; Bogenschneider et al., 1991). Dryfoos (1990) stated that it is difficult for youth to resist problem behaviors when those behaviors are present in adolescent peer relationships.

School-Related Risk Factors

School-related risk factors that influence adolescents to engage in problem behaviors may include: school transitions, academic failure, low commitment to school, school size, and an unchallenging curriculum (Bogenschneider et al., 1991; Brooks-Gunn & Furstenberg, 1989; Simmons et al., 1979; McWhirter et al., 1998). McWhirter et al. (1993) found that school-related risk factors for their study included: lack of
school and parent communication, school's inability to motivate, inability to give the students a sense of belonging, and the lack of following through on tardiness and absenteeism. Supporting this, Dryfoos (1990) reported that schools place students at risk when they have poor tracking ability, ineffective school management, segregated schools, large classes, and an emphasis on testing.

Community-Related Risk Factors

Neighborhood and community attachment are related to risk of youth involvement in problem behaviors. Low attachment means that community residents have little connection with other residents. There is no consistency with community norms regarding curfews, drug and alcohol use, and dating behavior; there is also little communication between parents of adolescents (Hawkins et al., 1985; Small, 1989). Other community risk factors include: low socioeconomic status, women's employment (Billy, Brewster, & Grady, 1994), complacent or permissive community laws and norms, community disorganization, and high mobility (Bogenschneider et al., 1991; Lauritsen, 1994; Luster & Small, 1997; McWhirter et al., 1998; Werner & Smith, 1982).

Protective Factors Associated with Problem Behaviors

Individual Protective Factors

Despite the effects of some negative familial circumstances, and environmental and personal experiences, many young people develop normally. These adolescents learn competence, autonomy, and effective strategies to cope with the world around them (Werner & Smith, 1982).

There are several individual factors that can help protect adolescents from risk. These factors may include: well developed problem-solving skills, intellectual abilities,
and good communication skills (Bogenschneider et al., 1991; Werner & Smith, 1992). A sense of self-esteem, self-efficacy, positive self-regard, and personal responsibility (Rutter, 1987; Werner & Smith, 1992), as well as healthy social and interpersonal skills (Bogenschneider et al., 1991; Werner, 1990; Werner & Smith, 1992), are also buffers. Religious commitment and church attendance (Dryfoos, 1990; Hawkins et al., 1985; Werner, 1990) are also protective factors. McWhirter et al. (1993) summarized the research supporting Werner's (1990) claim that resilient youth exhibit (a) an active approach to life's problems; (b) the ability to perceive frustration, pain, and stress constructively; (c) the ability to gain positive attention from others; and (d) a strong belief that life is positive and meaningful.

Family Protective Factors

Family environment is probably one of the most important influences on the psychosocial development of young people (Dryfoos, 1990). Families of resilient children show characteristics of healthy communication, positive home environment, with parents showing fair supervision, and well-balanced discipline (McWhirter et al., 1993; Werner & Smith, 1992). Parents who have control and good supervision techniques appear to develop effective protective buffers against delinquency in their children (Hirschi & Gottfredson, 1994; McWhirter et al., 1998).

One important characteristic of resilient youth is a close family relationship with at least one person (Werner, 1990). Rutter (1985) has claimed that one good relationship can counteract the results of bad relationships. It seems important to the adolescent that some family member accepts them regardless of their abilities, attractiveness, temperament, or intelligence (Bogenschneider et al., 1991; Werner, 1990). Among the protective family characteristics, Werner and Smith (1992) have suggested that low-
risk youth have parents who provide good role models, are supportive of teachers and school, foster faith and practices such as personal devotion and prayer, and provide reciprocal communication.

**Peer Protective Factors**

Oetting and Beauvais (1990) referred to peers as individuals or a group that influence the values, attitudes, and beliefs of an individual. Resilient youth are likely to have more friends and keep them longer than youth at risk. These friends give emotional support and can have a positive influence (Werner, 1990). Dryfoos (1990) agreed that friends have a strong influence that is highly related to the individual’s behavior. Therefore, this positive support helps the adolescent develop strong values, attitudes, and beliefs.

**School Protective Factors**

Positive school experiences provide a source of strength to adolescents. The benefits of a positive experience in school can stem from teacher relationships, academic success, and nonacademic experiences such as sports and music (Rutter, 1987; Werner & Smith, 1992). Werner (1990) found that children were most resilient in schools that were warm and responsive but also predictable and organized with well-defined and consistent rules and standards. Other research shows that small class size, good tracking techniques, and effective school management are also school protective factors (Dryfoos, 1990).

**Community Protective Factors**

Werner and Smith (1992) found from their study that the number of caring adults outside the family, whom the adolescent admired, was a significant protective factor.
These adults included: grandparents, uncles, aunts, neighbors, youth leaders, teachers, and church leaders.

The beneficial effects of a supportive community appear to be very strong for children and adolescents (Steinberg, 1989). Bogenschneider et al. (1991) found that youth are less at risk if they belong to a supportive community and there is bonding between family, neighbors, school, and other social institutions.

Summary

According to Werner and Smith (1992), there seems to be a core of individual dispositions and sources of support that contribute to the resiliency of adolescents and the development of protective factors. This core includes an individual's temperament characteristics that reciprocate positive responses socially from parents, peers, teachers, and other adults. The core includes the adolescent's efficacy, planfulness, and self-esteem. Also included are adults or caregivers who promote trust and a sense of faith, and finally the second chance opportunities from society like school, work, church, and the military. Positive experiences in these areas enable high-risk youth to acquire confidence and competence.

Differences Between the Native American Adolescents and the Nonnative American Adolescents

There is little research on problem behaviors among Native American youth. Empirical research is lacking that compares Native and nonnative American youth in reference to problem behaviors and attitudes. The following discussion will assist in better understanding the issues of interest.
According to Beauvais, Oetting, Wolf, and Edwards (1989), and Herring (1994), Native American adolescents have higher rates of drug use than their nonnative American counterparts. Marijuana use is particularly high among Native American adolescents. By the seventh grade, a significant number of Native American youth have tried drugs, particularly marijuana and alcohol, and there are few significant differences by gender. Other research suggests that Native American youth begin smoking cigarettes and marijuana, drinking, sniffing, and using cocaine as early as 10 years of age (Okwumabua & Duryea, 1987). Other research supports higher drug use among Native American youth, indicating that 53% of Native American youth compared to 35% of nonnative American adolescents are classified as "at-risk" in their drug involvement (Beauvais et al., 1989). Dryfoos (1990) reported from an Arizona state survey that there was higher use of all substances, except cocaine (with no significant difference), among Native American youth as compared to nonnative American adolescents.

Suicide is another negative behavior that appears to be higher among Native American than nonnative American adolescents in the United States. Howard-Pitney et al. (1992) discovered that 30% of the Native American students surveyed had previously attempted suicide at least one time as compared to 13% of nonnative American students (Ross, 1988).

School drop out is a serious problem for minority students, especially Native American youth. McWhirter and colleagues (1993) found the drop-out rate for Native American youngsters is 70 to 80%, compared to an average drop-out rate for nonnative American youth in the United States of about 25%. However, for some urban youth the high school drop-out rate may be as high as 50%. Dryfoos (1990)
states that Native American youth have higher school drop-out rates than any other group of adolescents in the United States.

Summary

Many studies reviewed here demonstrate the strong interrelationships between adolescent problem behaviors. These studies confirm that the problem behaviors discussed in the literature are very much interrelated. Hopefully, the research from this project will provide a better understanding and spark more interest in comparing the differences and likenesses of these Native and nonnative American adolescents. The literature referred to above is consistent in illustrating that:

1. Early adolescent sexual intercourse and multiple partners are associated with sexually transmitted diseases, unwanted pregnancies, and AIDS.
2. Sexually active adolescents are more likely to use drugs and alcohol, have lower academic success, be less religious, and have poor communication with parents.
3. Delinquent behavior in adolescence is related to school failure, drug and alcohol abuse, unwanted pregnancies, violence, and poor mental health in adulthood.
4. Sexual abuse is associated with sexual promiscuity, depression, suicide, truancy, drug and alcohol abuse, and failure in academics.
5. Drug, cigarette, and alcohol use are associated with more frequent and earlier sexual activity, delinquency, and violence.
6. Depression and suicide are strongly related to sexual abuse, early pregnancy, and substance abuse.
Hypotheses

From the review of literature, three null hypotheses have been stated below to test the differences between Native and nonnative American youth as it relates to problem behaviors in adolescence and the risk and protective factors related to them.

1. There will be no statistically significant difference in the prevalence of problem behaviors, including delinquency behaviors, drug and alcohol abuse, suicide, and sexual intercourse among the sample of female and of male adolescents by ethnicity (Native American and nonnative American).

2. There will be no statistically significant difference in the presence of protective factors and risk factors among the sample of female and male adolescents by ethnicity (Native and nonnative Americans).

3. There will be no statistically significant difference in the extent to which risk and protective factors predict problem behaviors in Native and nonnative American adolescents.
CHAPTER III
METHODS

This study is based on the statistical analysis and comparison of Native and nonnative American adolescents responding to a written survey that was administered during school hours. The adolescents were in two different school settings—one representing a Native American population and the other primarily a representative of nonnative American population. The survey was an anonymous, self-report of each adolescent's own behaviors and their perceptions of relationships with parents, peers, home, school, and community. The surveys were given only to students who were in attendance on the day the surveys were administered. The surveys were administered by trained school and nonschool employees or volunteers.

Sample

This research was based on data collected using a convenience sample from two populations of similar ages. The first group in this study was a sample of 266 Native American students. The sample represented about 92% of the total Native American adolescent population enrolled in one school. The second group of students consisted of 1,172 7th, 9th, and 11th graders in two, mostly white, rural Utah schools within one school district.

Data Collection

Surveys were administered by a Native American individual in the first sample and by community volunteers in the second sample. The self-administered questionnaires were given out and collected at school during class time. The students took
approximately 50 minutes to complete the survey. Precautions were made to insure complete anonymity so that the adolescent respondents are not identifiable. No attempt was made to solicit responses from students not attending class the day the surveys were administered.

Collecting valid responses from individuals about attitudes and behaviors requires great sensitivity. The students were assured of their rights to privacy. This was especially necessary when collecting individuals' responses about sensitive attitudes and behaviors such as sexual intercourse. Therefore, through the analysis and evaluation of this research there was no way to identify individual respondents or the communities in which they live. Data collection procedures were reviewed and approved by Utah State University's Internal Review Board (IRB) and the tribal council (see Appendix C).

Survey participation was on a voluntary basis. However, each parent in the sample was notified that the survey would be given at school; if they objected, their child did not have to participate. Anyone could decline participation or could withdraw at any time during the survey without fear of penalty or retaliation. Furthermore, in responding to the survey, participants could decline to answer any questions. No one chose to withdraw and only a few chose not to answer all questions.

The volunteers who helped administer the surveys were told that if a student were to ask a question, the volunteer was only allowed to help clarify the questions, not to suggest an answer. To provide uniformity, each volunteer was instructed to tell the students not to identify themselves in any way. In addition, they told the students they could refuse to answer any question that they chose not to answer.
Measurement

Instrumentation

In order to compare the problem behaviors of the Native and nonnative American adolescents, the same items from the two data sets were examined with respect to the four problem behavior variables. The variables were sexual intercourse, alcohol and other drug use, delinquency, and suicide attempts.

Sexual intercourse was measured with the question, "Have you had sexual intercourse?" The responses were coded as "yes = 1" or "no = 2" (see Appendices A and B, Survey page 10, question 3D).

The use of alcohol and other drugs was measured with responses from seven questions about the individual's use of smoking tobacco (cigarettes); chewing tobacco or snuff; beer/wine; hard liquor; marijuana, cocaine, crack, or ice; and other drugs. Responses ranged from "never have used = 1" to "every day use = 6" (see Appendix A, Survey page 7, questions 1-7; Appendix B, Survey page 8, questions 1-7). The seven items were summed and mean scores calculated. The alpha coefficient from the seven questions was .86.

Delinquency was measured by assessing the frequency of 17 various delinquent behaviors on a response scale from "never = 0" to "more than four times = 4" (see Appendix A, Survey page 13, questions 1-17; Appendix B, Survey pages 13-14, questions 1-17). Items were summed and a mean score calculated. The alpha coefficient from the 17 questions on delinquency was .90.

Suicide was measured with the question, "Have you ever actually tried to kill yourself?" The responses were coded as "yes = 1" or "no = 2" (see Appendices A and B, Survey page 7, question 19).
Measurement of Risk/Protective Factors

The risk/protective factors, which were treated as independent variables, include six items: parents' marital status, adolescent's personal mastery scale, church attendance, sexual abuse, family strengths, and importance of education. Validity has not been established since this was the first time this survey had been used.

The first variable was parents' current marital status. Responses were recoded as either "intact = 1" (both parents in first marriage) or "nonintact = 0" (never married, divorced, widowed, or remarried; see Appendices A and B, Survey page 2, question 4).

The adolescent's personal mastery was measured with 16 questions using a Likert scale ranging from "strongly agree = 4" to "strongly disagree = 1" (see Appendix A, Survey page 6, questions 1-16; Appendix B, Survey pages 6-7, questions 1-16). The 16 items were summed and a mean score calculated. The alpha coefficient was .74 for the 16 items.

The third protective variable was church attendance. Possible responses ranged from "once a week = 5" attendance to "almost never attending = 1" (see Appendices A and B, Survey page 6, question 2).

Sexual abuse, the fourth variable, was measured with the question, "Have you ever been sexually abused?" The responses were coded as "yes = 1" or "no = 2" (see Appendices A and B, Survey page 12, question 14).

The fifth variable was family strengths. There were four questions asking about the frequency of behaviors representative of family strength in their families with responses ranging from "almost never = 1" to "almost always = 5" (see Appendices A and B, Survey page 5, questions, 10, 19, 26, and 33). The four items were summed and a mean score calculated. The alpha coefficient for the four questions about family strengths was .84.
The sixth and final variable was educational aspirations. It was assessed from the question, "How important is it to you to continue your education?", with responses ranging from "not important at all = 1" to "very important = 3" (see Appendices A and B, Survey page 4, question 16).

Analysis

The data were analyzed in two stages. The first stage of analysis compared the Native and nonnative American samples on both the problem behavior variables and the risk/protective factor variables. For the next part, $t$ tests were used for mean comparisons between the two groups on the continuous variables (delinquency, substance use, personal mastery, church attendance, family strengths, and educational goals). Chi-square was used to compare of the categorical variables (suicide attempt: yes/no; intercourse: yes/no; marital status of parents: intact/non-intact; and sexual abuse: yes/no). Also, there were comparisons of problem behavior variables and the risk/protective factor variables for Native American females with nonnative American females and Native American males with nonnative American males, again using $t$ tests and chi-square with an alpha level at .05.

In the second stage of analysis, the dependent, or four problem behavior variables, were regressed stepwise and logistically on the protective/risk factor variable set. Because statistically significant differences in problem behaviors or protective/risk factors were identified in stage one of the analyses between the Native and nonnative American samples, regressions were performed separately for the two groups and genders.
CHAPTER IV
RESULTS AND DISCUSSION

The Native American sample consisted of 266 adolescents (52% females and 48% males), with ages ranging from 12 to 19 years of age; 80% of the sample were between the ages of 13 and 17 (see Table 1). The total number of participants in the nonnative American sample was 1,172, their ages ranging from 12 to 18 with 88% between the ages of 13 and 17 (see Table 1). Forty-nine percent of the participants were female and 51% male. Some of the age differences in the two samples were noted in the 12-13 and 18-19 age categories. This may account for some of the differences in the Native and nonnative populations.

Table 1
Age Distribution for Native American and Nonnative American Samples

<table>
<thead>
<tr>
<th>Age</th>
<th>Native American</th>
<th>Nonnative American</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>12</td>
<td>16</td>
<td>6.0</td>
</tr>
<tr>
<td>13</td>
<td>24</td>
<td>9.0</td>
</tr>
<tr>
<td>14</td>
<td>32</td>
<td>12.0</td>
</tr>
<tr>
<td>15</td>
<td>47</td>
<td>17.7</td>
</tr>
<tr>
<td>16</td>
<td>71</td>
<td>26.7</td>
</tr>
<tr>
<td>17</td>
<td>37</td>
<td>13.9</td>
</tr>
<tr>
<td>18</td>
<td>32</td>
<td>12.0</td>
</tr>
<tr>
<td>19</td>
<td>6</td>
<td>2.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>266</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. Total Ns do not agree because of missing data on the age item.
Descriptive Comparisons

The comparison of the two samples shows some interesting differences (see Table 2). There were differences in the two samples regarding frequency of church attendance. In the Native American sample, 32% attended "once a week or more" compared to 40% "almost never" attending church. In the nonnative American sample, 63% attended church "once a week or more" with 17% attending "almost never."

The Native American adolescents' report of suicide attempts indicated that 21% had actually tried killing themselves once or more. The nonnative American adolescents surveyed indicated that 11% had actually tried killing themselves once or more.

One of the questions in the survey was, "Have you ever been sexually abused?" From the Native American sample, 14% claimed having been sexually abused compared to a similar amount of 12% of the nonnative American sample. In questioning the adolescents about their sexual activity, 55% of the Native American sample admitted having had sexual intercourse at least one time, whereas 15% of the nonnative American sample admitted having had sexual intercourse at least one time.

In reference to parents' marital status (intactness) only 48% of the Native American adolescents come from homes with intact marriages where they lived with both biological parents, compared to 72% of the nonnative American adolescents. Also, there were 68% fathers and 46% mothers working full time from the Native American sample, compared to 91% fathers and 48% mothers of the nonnative American adolescents. In reference to family relationships, 27% of the Native American sample expressed love frequently, while 58% of the nonnative American
Table 2

Descriptive Comparisons of the Nonnative American and Native American Adolescents

<table>
<thead>
<tr>
<th>Variables</th>
<th>Native American  (N = 266)</th>
<th>Nonnative American  (N = 1,172)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Personal variables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>137</td>
<td>52</td>
</tr>
<tr>
<td>Males</td>
<td>126</td>
<td>48</td>
</tr>
<tr>
<td>Church attendance once per week or more</td>
<td>81</td>
<td>32</td>
</tr>
<tr>
<td>Church attendance almost never</td>
<td>102</td>
<td>40</td>
</tr>
<tr>
<td>I can do anything I put my mind to</td>
<td>224</td>
<td>88</td>
</tr>
<tr>
<td>I often feel helpless in dealing with the problems of life</td>
<td>111</td>
<td>44</td>
</tr>
<tr>
<td>I am curious, exploratory, open to new experiences, active, energetic, and lively</td>
<td>224</td>
<td>88</td>
</tr>
<tr>
<td>Other variables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tried suicide</td>
<td>54</td>
<td>21</td>
</tr>
<tr>
<td>Had sexual intercourse</td>
<td>72</td>
<td>55</td>
</tr>
<tr>
<td>Have been sexually abused</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>Family Variables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents marital status - intact</td>
<td>124</td>
<td>48</td>
</tr>
<tr>
<td>Parents marital status - nonintact</td>
<td>134</td>
<td>52</td>
</tr>
<tr>
<td>Father work full-time</td>
<td>168</td>
<td>68</td>
</tr>
<tr>
<td>Mother work full-time</td>
<td>114</td>
<td>46</td>
</tr>
<tr>
<td>Family expresses love frequently</td>
<td>69</td>
<td>27</td>
</tr>
<tr>
<td>Family talks without arguing frequently</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>Family talks without arguing almost never</td>
<td>54</td>
<td>21</td>
</tr>
<tr>
<td>Educational variables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education is very important</td>
<td>198</td>
<td>76</td>
</tr>
<tr>
<td>Agree that teachers really care</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Disagree that teachers really care</td>
<td>97</td>
<td>37</td>
</tr>
<tr>
<td>Importance of career - very important</td>
<td>205</td>
<td>80</td>
</tr>
<tr>
<td>Importance of career - not important</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Delinquency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taken something from a store on purpose (shoplifting)</td>
<td>121</td>
<td>48</td>
</tr>
<tr>
<td>Have stolen more than $50</td>
<td>53</td>
<td>21</td>
</tr>
<tr>
<td>Have broken into a house</td>
<td>48</td>
<td>19</td>
</tr>
<tr>
<td>Have used a weapon to get something</td>
<td>38</td>
<td>15</td>
</tr>
<tr>
<td>Have run away from home</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>Drug Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have smoked tobacco</td>
<td>164</td>
<td>62</td>
</tr>
<tr>
<td>Have used beer or wine</td>
<td>141</td>
<td>58</td>
</tr>
<tr>
<td>Have used hard liquor</td>
<td>119</td>
<td>46</td>
</tr>
<tr>
<td>Have used marijuana</td>
<td>98</td>
<td>38</td>
</tr>
<tr>
<td>Have used cocaine, crack, or ice</td>
<td>26</td>
<td>10</td>
</tr>
</tbody>
</table>
sample expressed love frequently while in the family. This may reflect a culture bias. In responding to the question, "Can your family talk about things without arguing?", 21% answered "almost never" and 11% answered "frequently" in the Native American sample compared to 12% responding to "almost never" and 61% answering "frequently" in the nonnative American sample.

In analyzing educational issues only 6% of the Native American sample "agree" that teachers really care about them with 37% "disagreeing" that teachers really care. From the nonnative American sample, 45% "agree" and only 7% "disagree" that teachers really care about them. There were almost no differences found pertaining to the personal importance of education. Seventy-six percent of the Native American adolescents and 87% of the nonnative Americans felt that education was "very important" to them. Survey questions on attitude about careers showed similarity in the two populations. Eighty percent of the Native American adolescents felt that a good career is "very important," with 3% responding that it was not important at all. In the nonnative American sample, 89% felt that it is "very important" to have a good career with 2% responding to "not important" at all.

The following data are taken from the items on delinquent behavior in the survey (Appendices A and B). One question was, "Have you ever taken something from a store on purpose without paying for it (shoplifting)?" In the Native American sample, 48% responded "yes" to having shoppedlifted one or more times, compared to 31% of the nonnative American sample. Responding to the question, "Have you stolen more than $50?", 21% of the Native American sample answered "yes" to this question and only 10% of the nonnative American sample answered "yes." Another question referring to delinquent behavior was, "Have you ever broken into a house?" Nineteen percent of the Native American sample responded "yes" to this question, whereas 8% responded
"yes" from the nonnative American sample. Fifteen percent of the Native American sample, compared to 5% of the nonnative American adolescents, claimed they had used a weapon to get something. Responding to the question, "Have you ever run away from home?", 24% of the Native American sample answered "yes," compared to 11% of the nonnative American sample.

With regard to substance use, 62% of the Native American sample and 31% of the nonnative American sample had smoked tobacco. Responding to the question, "Have you ever used beer or wine?", 58% of the Native American sample answered "yes" and 34% of the nonnative American sample answered "yes." Responding to the same question about the use of hard liquor, 46% of the Native American sample responded "yes" and 24% of the nonnative American sample responded "yes." Thirty-eight percent of the Native American adolescents claimed to have used marijuana one or more times and 11% of the nonnative American adolescents admitted to using marijuana. One of the drug questions was, "Have you ever used cocaine, crack, or ice?" From the Native American population, 10% claimed use of one or more times while only 4% of the nonnative American population responded "yes." Delinquent behavior was also much higher in the Native American sample.

The youth survey asked the adolescents to respond to some questions about their personal mastery (Appendices A and B). The results were quite similar, with 88% of the Native American sample and 92% of the nonnative American sample agreeing or strongly agreeing that they could do anything they set their minds to. On the other hand, 44% of the Native American sample and 40% of the nonnative American sample often felt helpless in dealing with the problems of life. In responding to the comments, "I am curious, exploring, open to new experiences, active, energetic, and lively," 88%
of the Native American sample and 93% of the nonnative American sample "agreed" or "strongly agreed."

The two populations are very different in most areas. However, when surveyed about the importance of careers, incidence of being sexually abused, and their perception of personal mastery, the data illustrated some similarities.

Statistical Comparison of Problem Behaviors by Gender and Ethnicity

Delinquency Behavior

The Native American females were shown to have a statistically significantly higher incidence, $t(694) = 5.67, p = .000$, of delinquent behavior than the nonnative American females (Table 3). The Native American males also displayed a statistically significantly higher incidence, $t(674) = 3.09, p = .002$, of delinquent behavior than nonnative American males (Table 4). Ethnic differences are much larger for females than for males.

Table 3

Comparison of Problem Behaviors for Females

| Problem behaviors | Native American | | | | Nonnative American | | | |
|-------------------|--|---|--|--|-----------------|--|--|--|--|
|                   | $\bar{X}$ | SD | $n$ | $\bar{X}$ | SD | $n$ | $t$ test | Sig. |
| Delinquent        | .63 | .69 | 132 | .28 | .45 | 564 | 5.67 | .000 |
| Drug abuse        | 1.93 | .92 | 137 | 1.30 | .62 | 571 | 7.73 | .000 |
Table 4
Comparison of Problem Behaviors for Males

<table>
<thead>
<tr>
<th>Problem behaviors</th>
<th>Native American</th>
<th>Nonnative American</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{X}$</td>
<td>SD</td>
</tr>
<tr>
<td>Delinquent</td>
<td>.77</td>
<td>.87</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>1.93</td>
<td>1.12</td>
</tr>
</tbody>
</table>

Drug Behavior

The Native American females had a statistically significantly higher incidence, $t$ (706) = 7.73, $p = .000$, of drug use than the nonnative American females (Table 3). The Native American males had statistically significantly higher drug use, $t$ (710) = 3.53, $p = .001$, than nonnative American males (Table 4).

Suicide Behavior

In reference to suicide, there was a significant ethnic difference for both genders. The Native American females had a higher incidence (chi-square: $\chi^2 = 24.48$, df = 1, $p = .000$) of suicide attempts than the nonnative American females (Table 5). In a comparison of the male populations there was no statistically significant difference of suicide attempts with chi-square ($\chi^2 = .55$, df = 1, $p = .459$; Table 6).

Intercourse Behavior

There was a statistically significant difference between populations of both females and males in intercourse behavior using a chi-square test. The Native American females reported a statistically significantly higher incidence of intercourse than did the nonnative American females, $\chi^2 (1, N = 636) = 68.41$, $p = .000$ (Table 7). The Native American males also had a significant higher incidence of intercourse compared to the nonnative American males, $\chi^2 (1, N = 646) = 48.00$, $p = .000$ (Table 8).
Table 5

**Summary of Chi-Square for Suicide Attempts for Females**

<table>
<thead>
<tr>
<th>Suicide</th>
<th>Native American</th>
<th>%</th>
<th>Nonnative American</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted</td>
<td>38</td>
<td>27.7</td>
<td>64</td>
<td>11.2</td>
<td>102</td>
<td>14.4</td>
</tr>
<tr>
<td>Never attempted</td>
<td>99</td>
<td>72.3</td>
<td>507</td>
<td>88.8</td>
<td>606</td>
<td>85.6</td>
</tr>
<tr>
<td>Total</td>
<td>137</td>
<td>100.0</td>
<td>571</td>
<td>100.0</td>
<td>708</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note.* \( \chi^2 = 24.48, \) df = 1, \( N = 708, \ p = 0.000 \)

Table 6

**Summary of Chi-Square for Suicide Attempts for Males**

<table>
<thead>
<tr>
<th>Suicide</th>
<th>Native American</th>
<th>%</th>
<th>Nonnative American</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted</td>
<td>16</td>
<td>13.3</td>
<td>65</td>
<td>11.0</td>
<td>81</td>
<td>11.4</td>
</tr>
<tr>
<td>Never attempted</td>
<td>104</td>
<td>86.7</td>
<td>527</td>
<td>89.0</td>
<td>631</td>
<td>88.6</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
<td>592</td>
<td>100</td>
<td>712</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note.* \( \chi^2 = .55, \) df = 1, \( N = 712, \ p = .459 \)

Table 7

**Summary of Chi-Square for Sexual Intercourse for Females**

<table>
<thead>
<tr>
<th>Sexual intercourse</th>
<th>Native American</th>
<th>%</th>
<th>Nonnative American</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36</td>
<td>53.7</td>
<td>75</td>
<td>13.2</td>
<td>111</td>
<td>17.5</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>43.7</td>
<td>494</td>
<td>81.6</td>
<td>525</td>
<td>82.5</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100.0</td>
<td>569</td>
<td>100.0</td>
<td>636</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note.* \( \chi^2 = 68.41, \) df = 1, \( N = 636, \ p = 0.000 \)
Table 8

Summary of Chi-Square for Sexual Intercourse for Males

<table>
<thead>
<tr>
<th></th>
<th>Native American</th>
<th>%</th>
<th>Nonnative American</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36</td>
<td>56.3</td>
<td>107</td>
<td>18.4</td>
<td>143</td>
<td>22.1</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>43.7</td>
<td>475</td>
<td>81.6</td>
<td>503</td>
<td>77.9</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100.0</td>
<td>582</td>
<td>100.0</td>
<td>646</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. $\chi^2 = 48.00, \text{ df} = 1, N = 646, p = 0.000$

Comparison of Risk/Protective Factors

In order to understand the influence of risk and protective factors, a $t$ test and chi-square test were used to identify the differences between the Native and nonnative American adolescents. These analyses were done across the risk and protective factors of personal mastery, church attendance, level of perceived family strengths, educational goals, parents' marital status, and the incidence of reported sexual abuse.

Personal Mastery

There was a statistically significant difference, $t (698) = -6.20, p = .000$, between female Native American and female nonnative Americans (Table 9). Although there was no statistically significant difference, $t (701) = -1.64, p = .102$, in personal mastery between Native American males and nonnative American males (Table 10).

Church Attendance

There was also a statistically significant difference between both genders in reference to church attendance. The Native American females' data illustrated a statistically significant difference, $t (697) = -8.29, p = .000$, in their church attendance.
Table 9
Comparison of Self-Reported Risk/Protective Factors for Females

<table>
<thead>
<tr>
<th>Risk/protective factors</th>
<th>Native American</th>
<th></th>
<th>Nonnative American</th>
<th></th>
<th>t test</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>SD</td>
<td>n</td>
<td>X</td>
<td>SD</td>
<td>n</td>
</tr>
<tr>
<td>Personal mastery</td>
<td>2.77</td>
<td>.41</td>
<td>132</td>
<td>3.01</td>
<td>.39</td>
<td>568</td>
</tr>
<tr>
<td>Church attendance</td>
<td>2.82</td>
<td>1.75</td>
<td>132</td>
<td>4.15</td>
<td>1.42</td>
<td>567</td>
</tr>
<tr>
<td>Family strengths</td>
<td>2.99</td>
<td>.98</td>
<td>137</td>
<td>3.57</td>
<td>.96</td>
<td>568</td>
</tr>
<tr>
<td>Education goals</td>
<td>3.19</td>
<td>.56</td>
<td>138</td>
<td>3.35</td>
<td>.31</td>
<td>573</td>
</tr>
</tbody>
</table>

compared to the nonnative American females (Table 9). The difference between the Native American males and the nonnative American males was also statistically significant ($t(699) = -5.34, p = .000$) in reference to attendance at church (Table 10).

Family Strengths

The Native American females reported statistically significantly lower family strengths, $t(703) = -6.33, p = .000$, than did their nonnative counterparts (Table 9). There was also a statistically significant difference, $t(701) = -3.02, p = .003$, between
Native American males and nonnative American males in reference to family strengths (Table 10).

**Educational Goals**

There were statistically significant differences by ethnicity in adolescents' educational goal. The Native American females, $t(709) = -3.21, p = .002$, reported a statistically significant difference from the nonnative American females (Table 9), also with the Native American males, $t(720) = -2.63, p = .009$, compared to the nonnative American males (Table 10).

**Parent's Marital Status**

In order to compare differences in intactness of parents' marriage by ethnicity, a chi-square test was performed. There was a statistically significant difference in Native American and nonnative American parents marital status for both genders. A much smaller percentage of Native American females reported an intact parents' marriage compared to nonnative American females, $\chi^2(1, N = 704) = 53.67, p = .000$, Table 11). The Native American males also reported statistically significantly lower intact parental marriage than nonnative American males (Table 12), $\chi^2(1, N = 714) = 27.20, p = .000$.

**Sexual Abuse**

In calculating chi-square, there was not a statistically significant difference between the female samples (Table 13), $\chi^2(1, N = 623) = 2.36, p = .125$. There was also no statistically significant difference in male reports of sexual abuse (Table 14), $\chi^2(1, N = 610) = 1.20, p = .274$. 
Table 11
Chi-Square Analysis for Parent's Marital Status for Females

<table>
<thead>
<tr>
<th>Parent's marital status</th>
<th>Native American</th>
<th>%</th>
<th>Nonnative American</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intact</td>
<td>63</td>
<td>46.3</td>
<td>442</td>
<td>77.8</td>
<td>505</td>
<td>71.7</td>
</tr>
<tr>
<td>Nonintact</td>
<td>73</td>
<td>53.7</td>
<td>126</td>
<td>22.2</td>
<td>199</td>
<td>28.3</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
<td>568</td>
<td>100.0</td>
<td>704</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. $\chi^2 = 53.67$, df = 1, N = 704, p = 0.000

Table 12
Chi-Square Analysis for Marital Status for Males

<table>
<thead>
<tr>
<th>Parent's marital status</th>
<th>Native American</th>
<th>%</th>
<th>Nonnative American</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intact</td>
<td>61</td>
<td>50.0</td>
<td>437</td>
<td>73.8</td>
<td>498</td>
<td>69.7</td>
</tr>
<tr>
<td>Nonintact</td>
<td>61</td>
<td>50.0</td>
<td>155</td>
<td>26.2</td>
<td>216</td>
<td>30.3</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
<td>100.0</td>
<td>592</td>
<td>100.0</td>
<td>714</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. $\chi^2 = 27.20$, df = 1, N = 714, p = 0.000

Table 13
Chi-Square Analysis for Sexual Abuse for Females

<table>
<thead>
<tr>
<th>Sexually abused</th>
<th>Native American</th>
<th>%</th>
<th>Nonnative American</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>25.6</td>
<td>100</td>
<td>18.0</td>
<td>117</td>
<td>18.8</td>
</tr>
<tr>
<td>No</td>
<td>49</td>
<td>74.4</td>
<td>457</td>
<td>82.0</td>
<td>506</td>
<td>81.2</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>100.0</td>
<td>557</td>
<td>100.0</td>
<td>623</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. $\chi^2 = 2.356$, df = 1, N = 623, p = .125
Table 14

Chi-Square Analysis for Sexual Abuse for Males

<table>
<thead>
<tr>
<th>Sexually abused</th>
<th>Native American</th>
<th>%</th>
<th>Nonnative American</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>3.0</td>
<td>35</td>
<td>6.4</td>
<td>37</td>
<td>6.1</td>
</tr>
<tr>
<td>No</td>
<td>64</td>
<td>97.0</td>
<td>509</td>
<td>93.6</td>
<td>573</td>
<td>93.9</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>100.0</td>
<td>544</td>
<td>100.0</td>
<td>610</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. $\chi^2 = 1.197$, df = 1, $N = 610$, $g = .274$

Correlations Among the Independent Variables

As the correlation matrices show in Tables 15-18, the independent variables are not highly correlated among themselves. Each variable represents a separate protective/risk factor.

Regression Analysis

Regression analyses were conducted to understand the relationship of the problem behaviors to the risk and protective factors. Stepwise linear regressions were conducted for the continuous dependent variables of delinquent behavior and substance abuse. For the dichotomous dependent variables of ever attempted suicide and ever had sexual intercourse, logistic regression analyses were used.

Delinquent Behavior

An $R^2 = .15$ was calculated on all delinquent behaviors of the Native American females, indicating that 15% of this variable was explained by the independent risk/
Table 15

Correlation Matrix of Independent Variables for Native American Female Adolescents

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Abuse</th>
<th>Religious attendance</th>
<th>Intactness</th>
<th>Self-mastery</th>
<th>Family strengths</th>
<th>Educational goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious attendance</td>
<td>.03</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intactness</td>
<td>-.04</td>
<td>.25***</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-master</td>
<td>.00</td>
<td>.16</td>
<td>.21*</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family strengths</td>
<td>.10</td>
<td>.16</td>
<td>.10</td>
<td>.32**</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Educational goals</td>
<td>-.38**</td>
<td>.08</td>
<td>.24**</td>
<td>.11</td>
<td>.16</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Table 16

Correlation Matrix of Independent Variables for Nonnative American Female Adolescents

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Abuse</th>
<th>Religious attendance</th>
<th>Intactness</th>
<th>Self-mastery</th>
<th>Family strengths</th>
<th>Educational goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious attendance</td>
<td>.08</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intactness</td>
<td>.19**</td>
<td>.25**</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-master</td>
<td>.19**</td>
<td>.27**</td>
<td>.21**</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family strengths</td>
<td>.08</td>
<td>.22**</td>
<td>.19**</td>
<td>.38**</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Educational goals</td>
<td>.07</td>
<td>.14**</td>
<td>.18</td>
<td>.19**</td>
<td>.25**</td>
<td>1.00</td>
</tr>
</tbody>
</table>

* p < .05

** p < .01
Table 17

Correlation Matrix of Independent Variables for Native American Male Adolescents

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Abuse</th>
<th>Religious attendance</th>
<th>Intactness</th>
<th>Self-mastery</th>
<th>Family strengths</th>
<th>Educational goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious attendance</td>
<td></td>
<td>-.09</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intactness</td>
<td></td>
<td>.15</td>
<td>.29**</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-master</td>
<td></td>
<td>-.12</td>
<td>.09</td>
<td>.03</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Family strengths</td>
<td></td>
<td>.11</td>
<td>.19*</td>
<td>.19*</td>
<td>.24*</td>
<td>1.00</td>
</tr>
<tr>
<td>Educational goals</td>
<td></td>
<td>-.01</td>
<td>.15</td>
<td>.25**</td>
<td>.26**</td>
<td>.25**</td>
</tr>
</tbody>
</table>

Table 18

Correlation Matrix of Independent Variables for Nonnative American Male Adolescents

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Abuse</th>
<th>Religious attendance</th>
<th>Intactness</th>
<th>Self-mastery</th>
<th>Family strengths</th>
<th>Educational goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious attendance</td>
<td></td>
<td>.01</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intactness</td>
<td></td>
<td>.09*</td>
<td>.30**</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-master</td>
<td></td>
<td>.17*</td>
<td>.06</td>
<td>.02</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Family strengths</td>
<td></td>
<td>.17**</td>
<td>.22**</td>
<td>.12**</td>
<td>.39**</td>
<td>1.00</td>
</tr>
<tr>
<td>Educational goals</td>
<td></td>
<td>.17**</td>
<td>.14**</td>
<td>.10*</td>
<td>.26**</td>
<td>.29**</td>
</tr>
</tbody>
</table>

*p < .05

**p < .01
protective factor variables (Table 19). For the nonnative American adolescent female sample, the regression for delinquent behavior showed an $R^2 = .26$, indicating that 26% of delinquent behavior was explained by the independent risk/protective factor variables (Table 19).

The indicated amount of sexual abuse, levels of personal mastery, and aspirations of educational goals all had statistically significant effects ($p = .000$) on delinquent behavior of nonnative American adolescent females. The females with no history of sexual abuse, with high personal mastery skills, and high educational goals were less likely to participate in delinquent behavior. The same was true with church attendance ($p = .010$), marital status of parents ($p = .038$), and family feelings ($p = .042$) also indicating statistically significant effects on delinquent behavior.

For the Native American males, the dependent variable, delinquent behavior, indicated an $R^2 = .23$, showing that 23% of delinquent behavior is explained by the

Table 19

<table>
<thead>
<tr>
<th>Risk factors</th>
<th>Native American girls</th>
<th>Nonnative American girls</th>
<th>Native American boys</th>
<th>Nonnative American boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beta</td>
<td>Sig. t</td>
<td>Beta</td>
<td>Sig. t</td>
</tr>
<tr>
<td>Sexually abused</td>
<td>.18</td>
<td>.193</td>
<td>-.16</td>
<td>.000</td>
</tr>
<tr>
<td>Personal mastery</td>
<td>-.22</td>
<td>.095</td>
<td>-.17</td>
<td>.000</td>
</tr>
<tr>
<td>Religious attendance</td>
<td>-.17</td>
<td>.195</td>
<td>-.10</td>
<td>.010</td>
</tr>
<tr>
<td>Intactness</td>
<td>-.12</td>
<td>.377</td>
<td>-.08</td>
<td>.038</td>
</tr>
<tr>
<td>Family feelings</td>
<td>.07</td>
<td>.590</td>
<td>-.09</td>
<td>.042</td>
</tr>
<tr>
<td>Education goals</td>
<td>-.07</td>
<td>.617</td>
<td>-.26</td>
<td>.000</td>
</tr>
<tr>
<td>$R^2$</td>
<td>.15</td>
<td></td>
<td>.26</td>
<td></td>
</tr>
</tbody>
</table>
independent risk/protective factor variables for the Native American adolescent male sample (Table 19). Family feelings was the only independent variable that demonstrated a statistically significant effect ($p = .004$), suggesting that those Native American males with strong family feelings were less likely to be involved with delinquent behavior. Sexual abuse ($p = .828$), personal mastery ($p = .861$), church attendance ($p = .876$), intactness of parents' marriage ($p = .212$), and educational goals ($p = .254$) were not statistically significant in predicting delinquent behavior for Native American adolescent males.

The last multiple regression of delinquent behavior was calculated with the nonnative American male sample with $R^2 = .35$, indicating that 35% of delinquent behavior is explained by the independent risk/protective factor variables (Table 19). Personal mastery ($p = .000$), parents' marital status ($p = .000$), family feelings ($p = .000$), and educational goals ($p = .000$) were all statistically significant followed by sexual abuse ($p = .003$), also statistically significant. All of the independent variables except for church attendance ($p = .833$) had a statistically significant influence on delinquent behavior in the nonnative American adolescent male sample.

**Drug Use Behavior**

Regression analysis results for the dependent variable, drug use behavior, were similar to the results for delinquent behavior reported above. The Native American females were not significantly influenced by any of the independent risk/protective factor variables displaying $R^2 = .15$, suggesting that only about 15% of drug use behavior is explained by the independent variables (Table 20), sexual abuse ($p = .914$), personal mastery ($p = .071$), church attendance ($p = .104$), marital status of parents ($p = .677$), family strengths ($p = .942$), and educational goals ($p = .374$).
Table 20

Standardized Regression Coefficients Relating Risk/Protective Factors to Drug Use

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Native American girls</th>
<th>Nonnative American girls</th>
<th>Native American boys</th>
<th>Nonnative American boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beta</td>
<td>Sig. t</td>
<td>Beta</td>
<td>Sig. t</td>
</tr>
<tr>
<td>Sexually abused</td>
<td>.01</td>
<td>.914</td>
<td>-.14</td>
<td>.000</td>
</tr>
<tr>
<td>Personal mastery</td>
<td>-.23</td>
<td>.071</td>
<td>-.13</td>
<td>.002</td>
</tr>
<tr>
<td>Religious attendance</td>
<td>-.21</td>
<td>.104</td>
<td>-.25</td>
<td>.000</td>
</tr>
<tr>
<td>Intact</td>
<td>-.06</td>
<td>.677</td>
<td>-.01</td>
<td>.850</td>
</tr>
<tr>
<td>Family feelings</td>
<td>-.01</td>
<td>.942</td>
<td>-.14</td>
<td>.000</td>
</tr>
<tr>
<td>Education goals</td>
<td>-.13</td>
<td>.374</td>
<td>-.23</td>
<td>.000</td>
</tr>
<tr>
<td>$R^2$</td>
<td>.15</td>
<td>.29</td>
<td>.36</td>
<td>.24</td>
</tr>
</tbody>
</table>

Among the nonnative American female sample there is statistically significant influence of all independent variables on drug use behavior, except for marital status of parents ($p = .850$). The $R^2 = .29$ indicates that 29% of drug use behavior is explained by the independent variables (Table 20), sexual abuse ($p = .000$), personal mastery ($p = .002$), church attendance ($p = .000$), family strength ($p = .000$), and educational goals ($p = .000$). Nonnative American adolescent females with no history of sexual abuse, good personal mastery, regular church attendance, positive family strengths and high educational goals are less likely to participate in drug use behavior.

For Native American male adolescents (Table 20) the dependent variable, drug use behavior, showed an $R^2 = .36$, indicating that about 36% of drug use behavior is explained by the independent variables. Church attendance ($p = .013$) and educational goals ($p = .057$) were the most influential variables for drug use for these adolescents followed by nonsignificant effects of sexual abuse ($p = .219$), personal mastery ($p = .526$), intactness of parents' marital status ($p = .252$), and family strengths ($p = .083$).
The final multiple regression on drug use behavior looked at the effects of the independent variables on drug use behavior of nonnative American adolescent males, yielding an $R^2 = .24$ (Table 20). All of the independent variables had a statistically significant effect on drug use behavior except for sexual abuse ($p = .390$). The statistical significance of the other five independent variables were, personal mastery ($p = .000$), church attendance ($p = .000$), parents' marital status ($p = .000$), family strength ($p = .025$), and educational goals ($p = .006$) in predicting drug use behavior.

**Sexual Intercourse**

Because sexual intercourse experience was measured as a dichotomy, logistic regression was used to investigate the strength of association with the independent risk/protective factor variables, sexual abuse, church attendance, intactness of parents' marital status, personal mastery, strength of family, and educational goals. For the sample of Native American adolescent females it was demonstrated, $\chi^2 (6, N = 62) = 9.87, p = .1301$, that the independent variables showed nonsignificant influence on the incidence of sexual intercourse (Table 21).

The regression results of the nonnative American females suggested that the independent variables had statistically significant effects on sexual intercourse, $\chi^2 (6, N = 536) = 89.30, p = .000$, indicating the most significant influences were sexual abuse ($p = .000$) and church attendance ($p = .000$; Table 22). However, the data relating to parents' marital status, self-mastery, family strengths, and education goals showed no significance.

The results of the logistic regression of the Native American adolescent male sample indicates that their sexual intercourse behavior is influenced by some of the
Table 21
Standardized Regression Coefficients Relating Risk/Protective Factors to Intercourse--
Native American Females \((n = 62)\)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta</th>
<th>SE</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>.71</td>
<td>.67</td>
<td>1.13</td>
<td>1</td>
<td>.288</td>
</tr>
<tr>
<td>Religious attendance</td>
<td>.01</td>
<td>.17</td>
<td>.01</td>
<td>1</td>
<td>.943</td>
</tr>
<tr>
<td>Intactness</td>
<td>-.53</td>
<td>.58</td>
<td>.84</td>
<td>1</td>
<td>.359</td>
</tr>
<tr>
<td>Self-mastery</td>
<td>-.33</td>
<td>.74</td>
<td>.20</td>
<td>1</td>
<td>.654</td>
</tr>
<tr>
<td>Family feeling</td>
<td>-.01</td>
<td>.29</td>
<td>.00</td>
<td>1</td>
<td>.962</td>
</tr>
<tr>
<td>Ed. goals</td>
<td>-1.13</td>
<td>.67</td>
<td>2.90</td>
<td>1</td>
<td>.089</td>
</tr>
</tbody>
</table>

Note. Model \(\chi^2 (6, n = 62) = 9.87\) \(p = .130\)

Table 22
Standardized Regression Coefficients Relating Risk/Protective Factors to Intercourse--
Nonnative American Females \((n = 536)\)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta</th>
<th>SE</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>1.39</td>
<td>.31</td>
<td>19.96</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>Religious attendance</td>
<td>.52</td>
<td>.09</td>
<td>35.10</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>Intact</td>
<td>.40</td>
<td>.31</td>
<td>1.70</td>
<td>1</td>
<td>.192</td>
</tr>
<tr>
<td>Self-mastery</td>
<td>.00</td>
<td>.40</td>
<td>.00</td>
<td>1</td>
<td>.997</td>
</tr>
<tr>
<td>Family feeling</td>
<td>.28</td>
<td>.15</td>
<td>3.42</td>
<td>1</td>
<td>.064</td>
</tr>
<tr>
<td>Ed. goals</td>
<td>.58</td>
<td>.39</td>
<td>2.26</td>
<td>1</td>
<td>.133</td>
</tr>
</tbody>
</table>

Note. Model \(\chi^2 (6, n = 536) = 89.30\) \(p = .000\)

independent variables, \(\chi^2 (6, N = 56) = 16.830, p = .010\), the most statistical significant being parents' marital status \(p = .013\) and family strength \(p = .064; Table 23\).

Compared to their counterparts, the nonnative American male sample had a higher rate of incidence of sexual intercourse influenced by the dependent variables,
Table 23

Standardized Regression Coefficients Relating Risk/Protective Factors to Intercourse—Native American Males (n = 56)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta</th>
<th>SE</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>-8.92</td>
<td>36.67</td>
<td>0.06</td>
<td>1</td>
<td>.808</td>
</tr>
<tr>
<td>Religious attendance</td>
<td>-.30</td>
<td>.19</td>
<td>2.40</td>
<td>1</td>
<td>.121</td>
</tr>
<tr>
<td>Intact</td>
<td>-1.85</td>
<td>.74</td>
<td>6.18</td>
<td>1</td>
<td>.013</td>
</tr>
<tr>
<td>Self-mastery</td>
<td>.35</td>
<td>.88</td>
<td>0.16</td>
<td>1</td>
<td>.693</td>
</tr>
<tr>
<td>Family feeling</td>
<td>-.78</td>
<td>.42</td>
<td>3.53</td>
<td>1</td>
<td>.060</td>
</tr>
<tr>
<td>Ed. goals</td>
<td>.35</td>
<td>.95</td>
<td>0.14</td>
<td>1</td>
<td>.710</td>
</tr>
</tbody>
</table>

Note. Model $\chi^2 (6, n = 56) = 16.83$, $p = .010$

$\chi^2 (6, N = 516) = 78.57$, $p = .000$, suggesting the most influential being church attendance ($p = .000$) and intactness of their parents' marriage ($p = .005$; Table 24).

Suicide Attempts

Suicide attempts also were analyzed in relation to the risk/protective variables using logistic regression. The results indicate that suicide attempts are influenced by the independent variables for the Native American adolescent female sample, $\chi^2 (6, N = 64) = 19.48$, $p = .003$; the most influential independent variables were sexual abuse ($p = .000$) and church attendance ($p = .015$; Table 25).

For nonnative American adolescent females, there was a significant influence on the incidence of suicide, $\chi^2 (6, N = 535) = 100.96$, $p = .000$, as explained by the independent variables, sexual abuse ($p = .000$), church attendance ($p = .019$), and personal mastery ($p = .001$; Table 26).
Table 24

Relationships of Risk/Protective Factors to Intercourse--Nonnative American Males

\( (n = 516) \)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta</th>
<th>SE</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>.38</td>
<td>.46</td>
<td>.66</td>
<td>1</td>
<td>.417</td>
</tr>
<tr>
<td>Religious attendance</td>
<td>.38</td>
<td>.07</td>
<td>27.94</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>Intact</td>
<td>.92</td>
<td>.26</td>
<td>12.18</td>
<td>1</td>
<td>.001</td>
</tr>
<tr>
<td>Self-mastery</td>
<td>.45</td>
<td>.31</td>
<td>2.09</td>
<td>1</td>
<td>.148</td>
</tr>
<tr>
<td>Family feeling</td>
<td>.13</td>
<td>.14</td>
<td>.89</td>
<td>1</td>
<td>.346</td>
</tr>
<tr>
<td>Ed. goals</td>
<td>.49</td>
<td>.32</td>
<td>2.40</td>
<td>1</td>
<td>.121</td>
</tr>
</tbody>
</table>

*Note.* Model \( \chi^2 (6, n = 516) = 78.57 \quad p = .000 *

Table 25

Relationships of Risk/Protective Factors to Suicide--Native American Females \( (n = 64) \)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta</th>
<th>SE</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>-3.10</td>
<td>.92</td>
<td>11.23</td>
<td>1</td>
<td>.001</td>
</tr>
<tr>
<td>Religious attendance</td>
<td>.48</td>
<td>.25</td>
<td>3.80</td>
<td>1</td>
<td>.015</td>
</tr>
<tr>
<td>Intact</td>
<td>1.11</td>
<td>.81</td>
<td>1.86</td>
<td>1</td>
<td>.172</td>
</tr>
<tr>
<td>Self-mastery</td>
<td>.60</td>
<td>.84</td>
<td>.50</td>
<td>1</td>
<td>.477</td>
</tr>
<tr>
<td>Family feeling</td>
<td>-.22</td>
<td>.41</td>
<td>.28</td>
<td>1</td>
<td>.594</td>
</tr>
<tr>
<td>Ed. goals</td>
<td>-.65</td>
<td>.63</td>
<td>1.07</td>
<td>1</td>
<td>.301</td>
</tr>
</tbody>
</table>

*Note.* Model \( \chi^2 (6, n = 64) = 19.48 \quad p = .0034 *
Table 26

Relationships of Risk/Protective Factors to Suicide--Nonnative American Females

\( (n = 535) \)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta</th>
<th>SE</th>
<th>Wald</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>1.95</td>
<td>.35</td>
<td>33.62</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>Religious attendance</td>
<td>.24</td>
<td>.1</td>
<td>5.49</td>
<td>1</td>
<td>.019</td>
</tr>
<tr>
<td>Intact</td>
<td>.48</td>
<td>.34</td>
<td>1.96</td>
<td>1</td>
<td>.162</td>
</tr>
<tr>
<td>Self-mastery</td>
<td>1.50</td>
<td>.46</td>
<td>10.87</td>
<td>1</td>
<td>.001</td>
</tr>
<tr>
<td>Family feeling</td>
<td>.33</td>
<td>.17</td>
<td>3.72</td>
<td>1</td>
<td>.054</td>
</tr>
<tr>
<td>Ed. goals</td>
<td>.58</td>
<td>.43</td>
<td>1.77</td>
<td>1</td>
<td>.184</td>
</tr>
</tbody>
</table>

Note. Model \( \chi^2 (6, n = 535) = 100.96 \quad p = .000 \)

For Native American adolescent males, there was no statistical significant association between suicide attempts and the independent risk/protective factor variables, \( \chi^2 (6, N = 59) = 6.16, p = .405 \), indicating that the independent variables had little influence on the incidence of suicide attempts in the Native American male sample (Table 27).

The final logistic regression analyses were done for the sample of nonnative American adolescent males. With this sample there was a significant influence on suicide attempts for some independent variables, \( \chi^2 (6, N = 521) = 46.454, p = .000 \), especially intactness of parents' marriage \( (p = .006) \) and personal mastery \( (p = .000; \) Table 28).
### Table 27

**Relationships of Risk/Protective Factors to Suicide--Native American Males (n = 59)**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta</th>
<th>SE</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>6.80</td>
<td>36.68</td>
<td>0.03</td>
<td>1</td>
<td>.853</td>
</tr>
<tr>
<td>Religious attendance</td>
<td>.20</td>
<td>.34</td>
<td>.34</td>
<td>1</td>
<td>.561</td>
</tr>
<tr>
<td>Intact</td>
<td>.29</td>
<td>1.11</td>
<td>.07</td>
<td>1</td>
<td>.792</td>
</tr>
<tr>
<td>Self-mastery</td>
<td>1.23</td>
<td>1.38</td>
<td>.80</td>
<td>1</td>
<td>.372</td>
</tr>
<tr>
<td>Family feeling</td>
<td>1.012</td>
<td>.67</td>
<td>2.25</td>
<td>1</td>
<td>.134</td>
</tr>
<tr>
<td>Ed. goals</td>
<td>.72</td>
<td>1.34</td>
<td>.28</td>
<td>1</td>
<td>.594</td>
</tr>
</tbody>
</table>

*Note. Model $\chi^2 (6, n = 59) = 6.16 \quad p = .405$*

### Table 28

**Relationships of Risk/Protective Factors to Suicide--Nonnative American Males (n = 521)**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Beta</th>
<th>SE</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse</td>
<td>.46</td>
<td>.49</td>
<td>.89</td>
<td>1</td>
<td>.347</td>
</tr>
<tr>
<td>Religious attendance</td>
<td>.06</td>
<td>.09</td>
<td>.40</td>
<td>1</td>
<td>.529</td>
</tr>
<tr>
<td>Intact</td>
<td>.93</td>
<td>.34</td>
<td>7.59</td>
<td>1</td>
<td>.006</td>
</tr>
<tr>
<td>Self-mastery</td>
<td>1.57</td>
<td>.39</td>
<td>16.22</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>Family feeling</td>
<td>-.04</td>
<td>.18</td>
<td>.05</td>
<td>1</td>
<td>.831</td>
</tr>
<tr>
<td>Educational goals</td>
<td>.63</td>
<td>.34</td>
<td>3.45</td>
<td>1</td>
<td>.063</td>
</tr>
</tbody>
</table>

*Note. Model $\chi^2 (6, n = 521) = 46.45 \quad p = .000$*
CHAPTER V
SUMMARY AND CONCLUSIONS

Research examining differences in Native and nonnative American adolescents' problem behaviors, and the protective and risk factors that influence the behaviors, is very limited. It was the purpose of this study to examine some of those factors and behaviors.

This research indicates that many adolescents in these samples are at risk for problem behaviors. The identified problem behaviors were delinquency, drug and alcohol use, sexual intercourse, and suicide. The data are consistent with the literature, suggesting that there are a significant number of adolescents engaging in these behaviors (Dryfoos, 1990; Hayes, 1991; Howard-Pitney et al., 1992; Luster & Small, 1994; Okwumabua & Duryea, 1987).

Previous research is sparse in comparing problem behaviors between Native and nonnative American adolescents. In these samples there were higher incidences of problem behaviors for both male and female Native American adolescents. According to Beauvais et al. (1989), drug use is higher among Native American adolescents. Dryfoos (1990) also reported that there was a higher use of all illicit substances among Native American youth. Howard-Pitney et al. (1992) found that Native American adolescents attempt suicide more often than nonnative American adolescents. Dryfoos (1990) and McWhirter et al. (1993) found school drop-out rates higher among Native American youth. The findings in this study were consistent with the existing literature.

This study showed differences both in descriptive and predictive findings. Native American youth showed higher rates of problem behaviors in all areas. Native
Americans were also different in terms of risk and protective factors, including personal mastery, church attendance, family strengths, educational goals, intactness of parents' marriage, but not sexual abuse.

Summary of Hypotheses Testing

Hypothesis 1 stated that no statistically significant difference was expected in the prevalence of the problem behaviors—delinquency, alcohol and drug abuse, suicide attempts, and sexual intercourse among the samples of female and male adolescents by ethnicity (Native and nonnative American). Hypothesis 1 was rejected because there were statistically significant differences in all of the problem behaviors (delinquency, drug use, suicide, and intercourse) when comparing this sample of Native American female adolescents and a sample of nonnative American females. There were similar differences when comparing the Native American males and the nonnative American males except for suicide attempts, which showed no difference between the male samples (see Tables 3-8). These results suggest that cultural influence may be an important factor in the problem behavior of adolescents. Additional factors not assessed in this study may explain male suicide behavior.

Hypothesis 2 stated no difference was expected in risk and protective factors among the samples of female and male adolescents by ethnicity (Native American and nonnative American). From the results of this study, this hypothesis was rejected with the exception of sexual abuse for both genders (see Tables 13 and 14) and with the exception of personal mastery in the male samples (see Table 10). Perhaps Native American adolescents have different cultural definitions that would apply to the questions used in the sexual abuse and self-mastery measures. Possibly, the statistically significant differences of the risk and protective factors between the two
cultures can be explained by the accepted norms of the individual cultures. What may be acceptable to the Native American culture may not be acceptable to the nonnative American culture because of traditional beliefs and expectations.

Hypothesis 3 stated that there would be no differences for predicting problem behaviors with risk and protective factors for Native American females compared to nonnative American females and Native American males compared to nonnative American males. The risk and protective factors were not statistically significant predictors of delinquent behavior, drug use behavior, and sexual intercourse among native American females. However, suicide attempts were influenced by the independent variables. The two most influential predictors were abuse and church attendance (see Table 25). The results of the regression on the nonnative American females indicated that delinquent behavior, drug and alcohol abuse, suicide, and sexual intercourse were all statistically significant predictors for their behaviors. Based on these findings, we can conclude that only one problem behavior (suicide attempts) was predicted by sexual abuse and church attendance for Native American females, but each of the risk and protective factors predicts all behaviors for nonnative American females. The null hypothesis is rejected, therefore (excluding suicide attempts), for the Native American female population.

Family feelings was the only independent variable that predicted delinquency for Native American males (see Table 19). For nonnative American males, however, all independent variables, except for church attendance, influenced their delinquency (see Table 19). In predicting drug behavior for Native American males, all risk and protective factors were statistically nonsignificant, except for church attendance (see Table 20). In the nonnative American sample, all independent variables were
statistically significant in predicting drug and alcohol use except for sexual abuse (see Table 20).

The only statistically significant predictor for Native American males being involved in sexual intercourse was parents' marital status (see Table 23). The nonnative American males' sexual intercourse behavior was influenced by church attendance and parents' marital status (see Table 24).

The final dependent variable studied was suicide. There was no influence of the independent variables on the incidence of suicide attempts for Native American males (see Table 27). However, parents' marital status and self-mastery both influenced the incidence of suicide attempts for nonnative American males (see Table 28).

In conclusion, Native American females' problem behaviors were not as consistently predicted by the risk and protective factors as problem behaviors were for their counterparts. These risk and protective factors almost always predicted the problem behaviors for nonnative American females. Males were less predictable in both samples; however, there were more risk and protective factors associated with the nonnative American males' problem behaviors than their counterparts. The findings in respect to the influence of risk and protective factors vary with each problem behavior for males.

Possible explanations for less predictability with the Native American samples may include: (a) less social sanction coupled with easier access to drugs and alcohol, (b) varied importance and modeling of educational attitudes and attainment, (c) cultural and social differences and expectation in religious teachings and attendance, (d) different interpretation and expectations of family strengths and individual family roles, and (e) possible cultural differences in government influences and support.
This study suggests that there are additional factors that influence adolescent behavior not yet thoroughly examined in the literature or in this research. These data further reinforce the need to have research that are culturally specific. In creating intervention and prevention programs, further research is needed to discover and understand risk and protective factors that could influence the unique Native American population. This would be particularly needed in predicting the Native American females’ behaviors. Because the problem behaviors are so interrelated, prevention and intervention of one problem behavior could be significant with all problem behaviors.

Another suggestion for further research would be to look at protective and risk factors influencing problem behaviors among other minority cultures in the United States. This would allow researchers to see the consistency of all adolescents and compare other minority groups to the Native American adolescents.

Limitations

There are several considerations in regards to the limitations of this research. In general terms, one consideration was the length of the survey, covering 17 pages of questions. The fatigue factor could have influenced the completion of the survey. Another issue was the complexity of the questionnaire, including vocabulary, definitions, and interpretations. Reading-impaired individuals may have experienced difficulty in actually responding to the questions. These factors could impact the attention span of adolescents and their accuracy in answering the questions. The competency levels of adolescents answering the survey varied greatly, possibly impacting the outcome of the research. Because the survey was administered in the school setting, students may not have found it comfortable asking for clarification on
specific questions. Students not in attendance did not have a chance to respond. The convenience sampling probably underrepresented the more at-risk students who are inconsistent attenders at school. The population that had already dropped out of school was not represented in either sample. The literature shows that the drop-out rate for Native American adolescents is as much as twice that of nonnative American adolescents. Also, the two surveys were administered by different individuals at different times in different settings. Yet another limitation to comparing the samples was the difference in sample size. With a small group, peer pressure and group dynamics can significantly impact the group, whereas in a larger group, peer pressure is overall less significant. The Native Americans in the small sample have associated for years, whereas the larger sample participants have not associated as a group.

A major consideration of limitations was the cultural differences. The small number of minority adolescents in the larger sample was not significant. Yet, the smallest sample included only Native American adolescents. Cultural differences may include variation in definition of variables (i.e., religion, family dynamics, and status), levels of importance (i.e., success in education), and differences in perceptions (i.e., the use of hallucinogens in religious functions). Thus, the researcher suggests that the study was not specific enough to the Native American culture. There is a need to study these issues from a more culturally specific perspective of Native Americans and identify the pertinent variables within that culture.

Another limitation is found in questions regarding sexual activity. The school officials would not allow the researchers, when collecting the nonnative sample responses, to ask explicit questions about sexual activity. As a result, the researchers were only able to get information about whether the respondent had or had not had sexual intercourse. More in-depth questions would have contributed more to the data.
REFERENCES


Appendix A

The Utah Teen Survey—Native American Adolescent Sample
Welcome to the 1995 Utah Teen Survey in your county. We thank you for your help in filling out this survey.

We would like to know what you do and how you feel about some things in your life. Your answers are very important to us. But, it is up to you whether you fill out the survey. Filling it out or not will not affect your grades or school work in any way. Your answers will be anonymous.

If you choose to fill out the survey, please be completely honest in your answers. Your parents and teachers will NOT see them.

You may be confused about some questions or feel uncomfortable about others. Just give your best answer or leave any item blank that you don't want to answer. At any time, you may stop filling out the survey if you want to.

You will probably be able to complete this survey in about 35 minutes or less. It may take you longer if you like to think a lot about each question. Please answer each question carefully.

THANK YOU FOR HELPING US LEARN MORE ABOUT YOU AND UTAH'S OTHER TEENAGERS!
The Utah Teen Survey

Directions: For each question, please mark a ✓ or an X on the line that best describes you or what you think. There are questions on BOTH sides of the page, so please be sure to answer every question.

ABOUT YOURSELF
Please check the answer that best describes you.

1. What is your sex?
   ___ Male
   ___ Female

2. How old are you?
   ___ 11
   ___ 12
   ___ 13
   ___ 14
   ___ 15
   ___ 16
   ___ 17
   ___ 18 or older

3. What grade are you in?
   ___ 6th grade
   ___ 7th grade
   ___ 8th grade
   ___ 9th grade
   ___ 10th grade
   ___ 11th grade
   ___ 12th grade
   ___ I am not in school

4. What is the marital status of your parents? Mark only ONE.
   ___ Married
   ___ Remarried
   ___ Divorced
   ___ Separated
   ___ Widowed (One of your parents died)
   ___ They never married
   ___ Not married but living together

5. Who are the people who take care of you? Mark only ONE.
   ___ Both my parents (biological)
   ___ Remarried or step parents (one biological parent)
   ___ One parent only
c   ___ Other relative
   ___ Foster parents
   ___ Adopted parents
   ___ Other ____________________________
6. Does your father work?
   ___ He has a full time job.
   ___ He has a part time job.
   ___ He is unemployed, but looking for work.
   ___ He is retired.
   ___ He is deceased.

7. How much education did your father get?
   Give your best guess if you are not sure.
   ___ He finished elementary or junior high school.
   ___ He finished high school.
   ___ He finished some college or technical school.
   ___ He graduated from a 2 year college or technical school.
   ___ He has a college degree.
   ___ He has a graduate degree (such as masters, Ph.D., M.D.).

8. Does your mother work?
   ___ She has a full time job.
   ___ She has a part time job.
   ___ She is unemployed, but looking for work.
   ___ She is a homemaker/does not work outside the home.
   ___ She is retired.
   ___ She is deceased.

9. How much education did your mother get?
   Give your best guess if you are not sure.
   ___ She finished elementary or junior high school.
   ___ She finished high school.
   ___ She finished some college or technical school.
   ___ She graduated from a 2 year college or technical school.
   ___ She has a college degree.
   ___ She has a graduate degree (such as masters, Ph.D., M.D.).

10. Do you currently have a job for which you are paid?  Y       N
    If yes, how many hours do you work per week ___ hours.

11. As you look to the future, how important is it to you to get a good job or be successful in a career?
    ___ Not important at all
    ___ Not very important
    ___ Somewhat important
    ___ Very important

12. Generally, how well do you like the academic (learning) part of school?
    ___ Dislike it very much
    ___ Generally dislike it
    ___ Neutral
    ___ Generally like it
    ___ Like it very much

13. Generally, how well do you like the social (friends) part of school?
    ___ Dislike it very much
    ___ Generally dislike it
    ___ Neutral
    ___ Generally like it
    ___ Like it very much
14. My teachers really care about me.
   ___ Not at all
   ___ Not much
   ___ Not sure
   ___ Somewhat
   ___ Very much

15. How important is it to your parents that you continue your education?
   ___ Not important at all
   ___ Somewhat important
   ___ Quite important, but up to me
   ___ Very important

16. As you look to the future, how important is it to you to continue your education?
   ___ Not important at all
   ___ Somewhat important
   ___ Very important

17. How long do you plan to go to school?
   ___ I would like to quit school as soon as I can
   ___ I plan to finish high school, then stop
   ___ I plan to go to trade (vocational) school when I graduate
   ___ I plan to go to college
   ___ I plan to get an additional degree after college (for example, become a doctor or lawyer)
   ___ I am undecided

18. What is your zip code? ___ ___ ___ ___ ___
FEELINGS ABOUT YOUR FAMILY

Please put the number next to the statement that best describes your feelings about your family. For example, if the statement said "We quarrel a lot in our family", you would mark 1 if your family never quarrels; 2 if your family quarrels once in a while; 3 if sometimes you quarrel; 4 if it happens frequently; and 5 if it happens a lot.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost Never</td>
<td>Once In A While</td>
<td>Sometimes</td>
<td>Frequently</td>
<td>Almost Always</td>
</tr>
</tbody>
</table>

1. We enjoy doing things together.
2. We all help make the decisions in our family.
3. We are proud of our family.
4. We think the same things are important.
5. We compliment each other.
6. We can say what we really feel.
7. We know we can handle the problems that come up.
8. We share interests and hobbies.
9. When there is a problem, children's/youth's suggestions are listened to.
10. We respect one another.
11. We have similar values and beliefs.
12. We do nice things for each other.
13. We really listen to each other.
14. We can count on each other.
15. Our family often does fun things together.
16. Children/youth have a say in the rules and discipline.
17. We stick together as a family.
18. We agree about what is right and wrong.
19. We express love for each other.
20. We believe it's important to understand each other’s feelings.
21. Things usually work out for the best in our family.
22. Togetherness is very important in our family.
23. Chores are divided up fairly in our family.
24. We have traditions that we carry on.
25. We agree about what really matters in life.
26. We feel very close to each other.
27. We can talk about things without arguing.
28. We have friends and relatives we can count on.
29. It is easy for us to think of things to do together.
30. Our family discusses problems until we find a solution that’s good for everyone.
31. We are proud of our family’s history.
32. It’s important to do what is right in our family.
33. We care about how others in the family feel.
34. We enjoy talking about things together.
35. We look forward to what the future will bring.
Many of the questions in the rest of this survey will ask you whether you agree or disagree with a statement. The choices below mean the following: "Strongly Agree" is how you really feel, "Agree" is how you feel most of the time, "Not Sure" is if you don't have an opinion, "Disagree" is if you disagree with the statement most of the time, and "Strongly Disagree" is if disagree with the statement all of the time.

**RELIGION**

1. Religion is important to me.

2. How often do you attend worship services?
   - once a week or more
   - about 2 or 3 times a month
   - about once a month
   - several times a year
   - almost never

**QUESTIONS ABOUT YOU**

1. There is really no way I can solve some of the problems I have.

2. Sometimes I feel that I'm being pushed around in life.

3. I have little control over the things that happen to me.

4. I can do just about anything I really set my mind to.

5. I often feel helpless in dealing with the problems of life.

6. What happens to me in the future mostly depends on me.

7. There is little I can do to change many of the important things in my life.

8. I am curious and exploring, open to new experiences.

9. I am active, energetic, and lively.

10. I rely on myself more than others.

11. I hate to wait for things I want.

12. I quickly change moods.

13. I am easily irritated by little things.

14. I go against what people ask me to do.

15. There is nobody I can talk to about my problems.

16. Most of the time I feel it doesn't pay to try hard because things never turn out.
17. How often in the last few months did you feel so depressed, worthless or discouraged that you were not able to do your work?

- Never
- Once or twice
- A few times
- Many times
- Very often

18. Have you ever seriously considered killing yourself?

- Never
- Once or twice
- A few times
- Many times
- Very often

19. Have you ever actually tried to kill yourself?

- Never
- Once
- Two or three times
- Four or five times
- More than five

ALCOHOL AND OTHER DRUG USE

Please mark each item to show how often you use the following substances:

<table>
<thead>
<tr>
<th>Substance</th>
<th>Never</th>
<th>Have tried</th>
<th>2-3 times</th>
<th>1-3 times</th>
<th>1-2 times</th>
<th>Every day</th>
<th>If used, at what age did you first start?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking Tobacco (cigarettes)</td>
<td>Never</td>
<td>Used to</td>
<td>2-3 per year</td>
<td>1-3 per month</td>
<td>1-2 per week</td>
<td>Every day</td>
<td>___ yrs.</td>
</tr>
<tr>
<td>Chewing Tobacco or Snuff</td>
<td>Never</td>
<td>Used to</td>
<td>2-3 per year</td>
<td>1-3 per month</td>
<td>1-2 per week</td>
<td>Every day</td>
<td>___ yrs.</td>
</tr>
<tr>
<td>Beer/Wine (other than a few sips for religion)</td>
<td>Never</td>
<td>Used to</td>
<td>2-3 per year</td>
<td>1-3 per month</td>
<td>1-2 per week</td>
<td>Every day</td>
<td>___ yrs.</td>
</tr>
<tr>
<td>Hard Liquor</td>
<td>Never</td>
<td>Used to</td>
<td>2-3 per year</td>
<td>1-3 per month</td>
<td>1-2 per week</td>
<td>Every day</td>
<td>___ yrs.</td>
</tr>
<tr>
<td>Marijuana</td>
<td>Never</td>
<td>Used to</td>
<td>2-3 per year</td>
<td>1-3 per month</td>
<td>1-2 per week</td>
<td>Every day</td>
<td>___ yrs.</td>
</tr>
<tr>
<td>Cocaine, Crack, or Ice</td>
<td>Never</td>
<td>Used to</td>
<td>2-3 per year</td>
<td>1-3 per month</td>
<td>1-2 per week</td>
<td>Every day</td>
<td>___ yrs.</td>
</tr>
<tr>
<td>Other Drugs (upper, downers, &quot;ludes&quot;, valium, LSD, heroin, steroids, nitrous oxide, inhalants, paint thinner, glue)</td>
<td>Never</td>
<td>Used to</td>
<td>2-3 per year</td>
<td>1-3 per month</td>
<td>1-2 per week</td>
<td>Every day</td>
<td>___ yrs.</td>
</tr>
</tbody>
</table>

PLEASE LIST: ____________________________________________
8. If you drink, how often do you drink to get drunk?
   - I don't drink.
   - I never drink to get drunk.
   - I rarely drink to get drunk.
   - I sometimes drink to get drunk.
   - I drink to get drunk most of the time.

9. If you drink alcohol, where do you most often do it?
   - I don't drink
   - At my home without parents' permission
   - At my home with parents' permission
   - At a friend's home without their parents' permission
   - At a friend's home with their parents' permission
   - At a party
   - In a car, truck, or van
   - Outside in a park or hangout
   - In a bar, tavern or restaurant

10. If you drink alcohol, what time of the day do you mostly drink?
    - I don't drink
    - I drink before noon
    - Noon to 3:00 PM
    - 3:00 PM to 6:00 PM
    - After 6:00 PM

11. If you use drugs, what time of the day do you mostly use them?
    - I don't use drugs
    - I use before noon
    - Noon to 3:00 PM
    - 3:00 PM to 6:00 PM
    - After 6:00 PM

ALCOHOL AND OTHER DRUG USE

Even though using alcohol or other drugs involves many risks for teenagers, some choose to use these substances. How strongly do you agree or disagree with the following reasons in deciding whether to use alcohol or other drugs as a teenager?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. It would mess up my body.</td>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. If I was caught, I may not be able to participate in athletics or extra-curricular activities.</td>
<td>15.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I would feel guilty if I did.</td>
<td>16.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. It might mess up my future plans for college, school or a career.</td>
<td>17.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I don't think I would like how it would make me feel.</td>
<td>18.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I think it is morally wrong or against my religion.</td>
<td>19.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Most of my friends don't drink.</td>
<td>20.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PERSONAL ISSUES AND PROBLEMS

1. If I were having a serious personal problem, there is an adult in my school who I would feel OK talking to.
   ___ Yes
   ___ I'm not sure
   ___ No

2. If I had a problem, there are neighbors who I could count on to help me.
   ___ Yes
   ___ I'm not sure
   ___ No

3. If you were having a personal problem and needed someone to talk to, which of the following people would you be willing to talk to? MARK ALL
   ___ Teacher or coach
   ___ Employer/boss
   ___ School counselor
   ___ Parent or stepparent
   ___ Minister, Bishop, priest or rabbi
   ___ Older brother/sister
   ___ Grandparent or other adult relative
   ___ Adult friend
   ___ One of my friends
   ___ No one

4. If you were having a personal problem and needed someone to talk to, which of the following people would you MOST likely go to? MARK ONLY ONE.
   ___ Teacher or coach
   ___ Employer/boss
   ___ School counselor
   ___ Parent or stepparent
   ___ Minister, Bishop, priest or rabbi
   ___ Older brother/sister
   ___ Grandparent or other adult relative
   ___ Adult friend
   ___ One of my friends
   ___ No one

SEXUALITY

The following questions focus on sex. The term sexual intercourse or having sex is the sexual act by which babies are created.

1. Which parent would you be most likely to ask questions about sex?
   ___ mother (including step mother)
   ___ father (including step father)
   ___ both
   ___ none of the above

2. Which parent would be most likely to start a discussion about sex with you?
   ___ mother (including step mother)
   ___ father (including step father)
   ___ both
   ___ none of the above
3. Have you ever done any of the following with a person of the opposite sex: (circle one)  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Made out (kissed for a long time)?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>B. Fondled (touched private parts) another person's body?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>C. Allowed another person to fondle (touch private body parts) your body?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>D. Had sexual intercourse?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>E. Have you had sexual intercourse during the past three months?</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

4. If you have had sexual intercourse, what time of the day did it happen or if you have had sexual intercourse more than once, what time of the day does it mostly happen?  

- I have not had sexual intercourse  
- Before noon  
- Noon to 3:00 PM  
- 3:00 PM to 6:00 PM  
- After 6:00 PM

5. If you have had sexual intercourse, how many different partners have you had?  

- I have not had sexual intercourse  
- One partner  
- Two partners  
- Three partners  
- Four partners  
- Five partners  
- Six or more partners

6. If you have had sexual intercourse, where do you most often do it?  

- I have not had sexual intercourse  
- At my home  
- At my partner's home  
- At a friend's home  
- At a party  
- In a car, truck, or van  
- Outside in a park or hangout

7. If you date, how often do you date?  

a. I don't date  
b. Less than once a month  
c. Twice a month  
d. 2 - 3 times a month  
e. Once a week  
f. More than once a week  

7a. If you date, at what age did you start dating? ___

8. Do your parents have rules about who, when, where or how often you date?  

a. No rules  
b. One or two  
c. Several rules  
d. Many rules  
e. Never discussed dating rules
9. Do you feel the rules your parents have set about dating are fair?
   a. Not fair at all
   b. Somewhat fair
   c. Reasonable, but negotiable
   d. Very fair
   e. Parents have no rules

10. Do you feel most people your age have similar dating rules? Y   N

11. Do you have a steady boyfriend or girlfriend? If so, how much time do you spend with this person?
   ___ No, I don’t have a steady boyfriend or girlfriend.
   Yes, I do. I spend about 1-5 hours with him/her each week.
   Yes, I do. I spend about 5-10 hours with him/her each week.
   Yes, I do. I spend about 10-20 hours with him/her each week.
   Yes, I do. I spend more than 20 hours each week with him/her.

11a. If you have ever gone steady, at what age did you start going steady? ___

SEXUAL DECISIONS

Even though sexual activity involves many risks for teenagers, some choose to be sexually active. How strongly do you agree or disagree with the following reasons for delaying sex until marriage?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It would increase my risk of getting a disease like AIDS or VD.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It is morally wrong.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. It is against my religion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. My parents don’t approve.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My partner or I might get pregnant.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am not in love with anyone yet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I would feel guilty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. It might mess up my future plans for college, school or a career.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I have decided to wait until I am married.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I feel that having sex as a teenager would make it harder to have a good marriage in the future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Even if there is no pregnancy, having sex can cause a lot of other problems for unmarried teenagers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The best way to avoid unwanted teen pregnancies and STD Sexual Transmitted Diseases is to save sex for marriage.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. Have you received information about sex from any of the following?
   (Check all that apply)
   1. Parents
   2. Boy/Girl friend
   3. Other kids at school
   4. Class at school
   5. Printed educational material (book, pamphlet, etc.)
   6. Family doctor or nurse
   7. Public Family Planning Clinic
   8. Brother, sister or other family member
   9. Religious leaders
   10. Who ______________________

14. Sometimes, people use force to do sexual things to others or use force to get others to do sexual things to them. Has anyone ever done this to you?
   ___ No (If no, please go to question 17)
   ___ Yes

15. When were you forced to do sexual things with another person?
   (Mark ALL that apply.)
   ___ I am currently being forced to do sexual things.
   ___ In the past 2 years.
   ___ More than 5 years ago.

16. Who forced you to do sexual things?
   (Mark ALL that apply.)
   ___ My mother
   ___ My father
   ___ My stepmother
   ___ My stepfather
   ___ Brother or sister
   ___ Other relative (Grandparent/aunt/uncle)
   ___ Friend, neighbor, caretaker (babysitter)
   ___ A stranger
   ___ Teacher
   ___ Boyfriend or girlfriend

17. Have you ever been physically abused by an adult (for example, beat up, hit with an object, kicked, or some other form of physical force)?
   ___ No (If no, skip #18 and #19)
   ___ Yes

18. When were you physically abused?
   (Mark ALL that apply.)
   ___ I am currently being physically abused.
   ___ In the past 2 years.
   ___ More than 5 years ago.

19. Who physically abused you?
   (Mark ALL that apply.)
   ___ My mother
   ___ My father
   ___ My stepmother
   ___ My stepfather
   ___ Brother or sister
   ___ Other relative (Grandparent/aunt/uncle)
   ___ Friend, neighbor, caretaker (babysitter)
   ___ A stranger
   ___ Teacher
   ___ Boyfriend or girlfriend
OTHER BEHAVIORS

Please let us know how much you are involved in the following activities.

During the past year have you:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>One time</th>
<th>Two times</th>
<th>Three times</th>
<th>More than four times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Taken something from a store on purpose without paying for it (shoplifting)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Stolen anything worth less than $50.00 (not counting shoplifting)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Stolen anything worth more than $50.00 (not counting shoplifting)?</td>
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<tr>
<td>4. Broken into another person's house or business to do something illegal?</td>
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<tr>
<td>5. Used any weapons (e.g., a gun, club or knife) on another person to hurt them?</td>
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<tr>
<td>6. Used any part of your body (e.g., fists or feet) on another person to hurt them?</td>
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<tr>
<td>7. Used any weapon to frighten or hurt someone so they would give you money or something you wanted?</td>
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<tr>
<td>8. Used any part of your body to frighten or hurt someone so that they would give you something you wanted?</td>
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<tr>
<td>9. Used force or threats to make another person have sex with you?</td>
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<tr>
<td>10. Taken an automobile, truck, bus or motorcycle without the owner's permission?</td>
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<tr>
<td>11. Been picked up (not just stopped) by the police?</td>
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<tr>
<td>12. Run away from home?</td>
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<tr>
<td>13. Purposely damaged or destroyed public or private property that didn't belong to you?</td>
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<tr>
<td>14. During the last four weeks, how many times have you missed school because you skipped or &quot;cut&quot;?</td>
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<tr>
<td>15. How many times have you been sent to the principal's or vice principal's office because of problems during the past six months?</td>
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<tr>
<td>16. How many times have you got in trouble at school and your parents were called during the past six months?</td>
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<tr>
<td>17. How many times have you been suspended or expelled from school during the past six months?</td>
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</tbody>
</table>
18. If you have been involved in any of the previous mentioned activities, what time of the day where you mostly involved?

- I have not been involved
- Before noon
- Noon to 3:00 PM
- 3:00 PM to 6:00 PM
- After 6:00 PM

19. Are you involved with a gang?

- No (If no, skip to #21)
- Yes

20. How often do you do things with this gang?

- I rarely do things with them.
- I sometimes do things with them.
- I often do things with them.
- I always do things with them.

21. Have you ever brought a hand gun to school?

- Yes
- No

22. Have you ever brought other weapons to school (excluding a small pocket knife)?

- Yes
- No

23. Do any of your friends bring hand guns or other weapons to school?

- Yes
- No

24. As far as you are concerned, are the number of things for teenagers to do in your community: (Mark only ONE.)

- Extremely limited (nothing to do)
- Limited (not much to do)
- Some things to do
- There's mostly enough to do
- There's plenty to do

25. I am concerned about the violence and problems in my community and elsewhere. I feel my attitude and actions can make a difference in stopping the problems.

a. I strongly agree
b. I somewhat agree
c. I don't know if I can make a difference
d. I strongly disagree
e. I don't think anyone can make a difference

26. Which adult has had the most influence on your life, all things considered? (Mark only one)

- Mother
- Father
- Stepmother
- Steppfather
- Aunt or Uncle
- Grandparent
- Other relative
- Teacher, coach, or school counselor
- Minister, Bishop, priest or rabbi
- Other
27. In my life, people have been sensitive to my needs.
28. I feel safe in my community.
29. I feel safe in my home.
30. I feel safe at school.
31. My life has been very painful.
32. I think most people care about each other.
33. I would help a stranger.
34. Sometimes I feel angry enough to destroy things.
LEISURE TIME ACTIVITY QUESTIONS

For the following activities, choose the answer which most accurately describes how much time you spend on that activity:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Do not Do</th>
<th>1 hour or less weekly</th>
<th>Between 1 to 3 hours weekly</th>
<th>Between 3 to 5 hours weekly</th>
<th>Between 5 to 10 hours weekly</th>
<th>More than 10 hrs weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Sports</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Indoor Sports</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>School Sports</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Youth Groups</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Music/Drama</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Studying</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Hanging Out</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>With Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Playing Board Games</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Cruising (in a car)</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Watching Live Sports</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Watching TV</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Working on a Hobby</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Martial Arts</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Playing Home Games</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Computer Games</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Playing Arcade Games</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Working, Paid or Volunteer</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>Other, Please Specify:</td>
<td></td>
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</tr>
</tbody>
</table>

Now, go back and look at the activities, numbered 1-18. Which of these activities would you like to spend more time doing? Please list by number: __, __, __, __, __, __, __, __, __, __, __, __.

19. If there are activities you'd like to do more often, why don't you? (Circle all that apply)

- No local place to do it.
- I didn't have the needed skills.
- It cost too much to do it.
- Transportation was a problem.
- I had too many other activities.
- My parents didn't approve.
- My friends didn't do it.
- It interfered with my school work.
- I didn't like the leader.
- Meeting time was inconvenient.
- Other reason, __________________

20. From the time school is over until 6:00 PM I am usually:

- With a parent
- With an adult other than a parent
- With other kids my own age
- With other kids older than me
- With other kids younger than me
- On my own
- Other __________________
YOUR TURN TO TALK

Please list some of the things that are most stressful for you or that you worry about the most:

Please list some of the things that you enjoy most in your life.

You have now completed the survey. Thank you very much!
Appendix B

The Utah Teen Survey—Nonnative American Adolescent Sample
The
Utah
Teen Survey

Directions: For each question, please mark a ✓ or an X on the line that best describes you or what you think. There are questions on BOTH sides of the page, so please be sure to answer every question.

ABOUT YOURSELF
Please check the answer that best describes you.

1. What is your sex?
   - Male
   - Female

2. How old are you?
   - 12
   - 13
   - 14
   - 15
   - 16
   - 17
   - 18
   - 19 or older

3. What grade are you in?
   - 6th grade
   - 7th grade
   - 8th grade
   - 9th grade
   - 10th grade
   - 11th grade
   - 12th grade
   - I am not in school

4. What is the marital status of your parents? Mark only ONE.
   - Married
   - Remarried
   - Divorced
   - Separated
   - Widowed (One of your parents died)
   - They never married
   - Not married but living together

5. Who are the people who take care of you? Mark only ONE.
   - Both my parents (biological)
   - Remarried or step parents (one biological parent)
   - One parent only
   - Other relative
   - Foster parents
   - Adopted parents
   - Other
6. Does your father work?
   ___ He has a full time job.
   ___ He has a part time job.
   ___ He is unemployed, but looking for work.
   ___ He is retired.
   ___ He is deceased.

7. How much education did your father get?
   Give your best guess if you are not sure.
   ___ He finished elementary or junior high school.
   ___ He finished high school.
   ___ He finished some college or technical school.
   ___ He graduated from a 2 year college or technical school.
   ___ He has a college degree.
   ___ He has a graduate degree (such as masters, Ph.D., M.D.).

8. Does your mother work?
   ___ She has a full time job.
   ___ She has a part time job.
   ___ She is unemployed, but looking for work.
   ___ She is a homemaker/does not work outside the home.
   ___ She is retired.
   ___ She is deceased.

9. How much education did your mother get?
   Give your best guess if you are not sure.
   ___ She finished elementary or junior high school.
   ___ She finished high school.
   ___ She finished some college or technical school.
   ___ She graduated from 2 year college or technical school.
   ___ She has a college degree.
   ___ She has a graduate degree (such as masters, Ph.D., M.D.).

10. Do you currently have a job for which you are paid?  Y  N
    If yes, how many hours do you work per week ______ hours.

11. As you look to the future, how important is it to you to get a good job
    or be successful in a career?
    ___ Not important at all
    ___ Not very important
    ___ Somewhat important
    ___ Very important

12. Generally, how well do you like the academic (learning) part of school?
    ___ Dislike it very much
    ___ Generally dislike it
    ___ Neutral
    ___ Generally like it
    ___ Like it very much
13. Generally, how well do you like the social (friends) part of school?
   ___ Dislike it very much
   ___ Generally dislike it
   ___ Neutral
   ___ Generally like it
   ___ Like it very much

14. My teachers really care about me.
   ___ Not at all
   ___ Not much
   ___ Not sure
   ___ Somewhat
   ___ Very much

15. How important is it to your parents that you continue your education?
   ___ Not important at all
   ___ Somewhat important
   ___ Quite important, but up to me
   ___ Very important

16. As you look to the future, how important is it to you to continue your education?
   ___ Not important at all
   ___ Somewhat important
   ___ Very important

17. How long do you plan to go to school?
   ___ I would like to quit school as soon as I can
   ___ I plan to finish high school, then stop
   ___ I plan to go to trade (vocational) school when I graduate
   ___ I plan to go to college
   ___ I plan to get an additional degree after college (for example become a doctor or lawyer)
   ___ I am undecided

18. What is your zip code? _ _ _ _
FEELINGS ABOUT YOUR FAMILY

Please put the number next to the statement that best describes your feelings about your family. For example, if the statement said "We quarrel a lot in our family", you would mark 1 if your family never quarrels; 2 if your family quarrels once in a while; 3 if sometimes you quarrel; 4 if it happens frequently; and 5 if it happens a lot.

<table>
<thead>
<tr>
<th></th>
<th>Almost Never</th>
<th>Once In A While</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We enjoy doing things together.</td>
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<tr>
<td>2</td>
<td>We all help make the decisions in our family.</td>
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<tr>
<td>3</td>
<td>We are proud of our family.</td>
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<td>4</td>
<td>We think the same things are important.</td>
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<td>5</td>
<td>We compliment each other.</td>
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<tr>
<td>6</td>
<td>We can say what we really feel.</td>
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<tr>
<td>7</td>
<td>We know we can handle the problems that come up.</td>
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<tr>
<td>8</td>
<td>We share interests and hobbies.</td>
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<tr>
<td>9</td>
<td>When there is a problem, children's/youth's suggestions are listened to.</td>
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<tr>
<td>10</td>
<td>We respect one another.</td>
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<tr>
<td>11</td>
<td>We have similar values and beliefs.</td>
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<tr>
<td>12</td>
<td>We do nice things for each other.</td>
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<tr>
<td>13</td>
<td>We really listen to each other.</td>
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<tr>
<td>14</td>
<td>We can count on each other.</td>
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<tr>
<td>15</td>
<td>Our family often does fun things together.</td>
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<tr>
<td>16</td>
<td>Children/youth have a say in the rules and discipline.</td>
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<tr>
<td>17</td>
<td>We stick together as a family.</td>
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<tr>
<td>18</td>
<td>We agree about what is right and wrong.</td>
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<tr>
<td>19</td>
<td>We express love for each other.</td>
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<tr>
<td>20</td>
<td>We believe it's important to understand each other's feelings.</td>
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<tr>
<td>21</td>
<td>Things usually work out for the best in our family.</td>
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<tr>
<td>22</td>
<td>Togetherness is very important in our family.</td>
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<tr>
<td>23</td>
<td>Chores are divided up fairly in our family.</td>
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<td>24</td>
<td>We have traditions that we carry on.</td>
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<tr>
<td>25</td>
<td>We agree about what really matters in life.</td>
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<tr>
<td>26</td>
<td>We feel very close to each other.</td>
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<tr>
<td>27</td>
<td>We can talk about things without arguing.</td>
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</tr>
<tr>
<td>28</td>
<td>We have friends and relatives we can count on.</td>
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<tr>
<td>29</td>
<td>It is easy for us to think of things to do together.</td>
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<tr>
<td>30</td>
<td>Our family discusses problems until we find a solution that's good for everyone.</td>
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</tr>
<tr>
<td>31</td>
<td>We are proud of our family's history.</td>
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<tr>
<td>32</td>
<td>It's important to do what is right in our family.</td>
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<tr>
<td>33</td>
<td>We care about how others in the family feel.</td>
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<td></td>
</tr>
<tr>
<td>34</td>
<td>We enjoy talking about things together.</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>35</td>
<td>We look forward to what the future will bring.</td>
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</tbody>
</table>
Many of the questions in the rest of this survey will ask you whether you agree or disagree with a statement. The choices below mean the following:

- "Strongly Agree" is how you really feel,
- "Agree" is how you feel most of the time,
- "Not Sure" is if you don't have an opinion,
- "Disagree" is if you disagree with the statement most of the time, and
- "Strongly Disagree" is if disagree with the statement all of the time.

### RELIGION

1. Religion is important to me.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. How often do you attend worship services?

- once a week or more
- about 2 or 3 times a month
- about once a month
- several times a year
- almost never

### QUESTIONS ABOUT YOU

1. There is really no way I can solve some of the problems I have.

2. Sometimes I feel that I'm being pushed around in life.

3. I have little control over the things that happen to me.

4. I can do just about anything I really set my mind to.

5. I often feel helpless in dealing with the problems of life.

6. What happens to me in the future mostly depends on me.

7. There is little I can do to change many of the important things in my life.

8. I am curious and exploring, open to new experiences.

9. I am active, energetic, and lively.

10. I rely on myself more than others.

11. I hate to wait for things I want.

12. I quickly change moods.
13. I am easily irritated by little things.

14. I go against what people ask me to do.

15. There is nobody I can talk to about my problems.

16. Most of the time I feel it doesn’t pay to try hard because things never turn out.

17. How often in the last few months did you feel so depressed, worthless or discouraged that you were not able to do your work?

   Never
   Once or twice
   A few times
   Many times
   Very often

18. Have you ever seriously considered killing yourself?

   Never
   Once or twice
   A few times
   Many times
   Very often

19. Have you ever actually tried to kill yourself?

   Never
   Once
   Two or three times
   Four or five times
   More than five
# ALCOHOL AND OTHER DRUG USE

Please mark each item to show how often you use the following substances:

<table>
<thead>
<tr>
<th>Substance</th>
<th>Never</th>
<th>Have tried but don't now</th>
<th>2-3 times per year</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>Every day</th>
<th>If used, at what age first started</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking Tobacco (cigarettes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chewing Tobacco or Snuff</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Beer/Wine (other than a few sips for religion)</td>
<td></td>
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<tr>
<td>Hard Liquor</td>
<td></td>
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</tr>
<tr>
<td>Marijuana</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cocaine, Crack, or Ice</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Drugs (uppers, downers, &quot;ludes&quot;, valium, LSD, heroin, steroids, nitrous oxide, inhalants, paint thinner, glue)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

8. If you drink, how often do you drink to get drunk?

   - I don't drink.
   - I **never** drink to get drunk.
   - I **rarely** drink to get drunk.
   - I **sometimes** drink to get drunk.
   - I drink to get drunk **most of the time**.

9. If you drink alcohol, where do you most often do it?

   - I don't drink
   - At my home without parents' permission
   - At my home with parents' permission
   - At a friend's home without their parents' permission
   - At a friend's home with their parents' permission
   - At a party
   - In a car, truck, or van
   - Outside in a park or hangout
   - In a bar, tavern or restaurant
ALCOHOL AND OTHER DRUG USE

Even though using alcohol or other drugs involves many risks for teenagers, some choose to use these substances. How strongly do you agree or disagree with the following reasons in deciding whether to use alcohol or other drugs as a teenager?

10. It would mess up my body.  
11. My parents would not approve.  
12. I might get in trouble.  
13. If I was caught, I may not be able to participate in athletics or extra-curricular activities.  
14. I would feel guilty if I did.  
15. It might mess up my future plans for college, school or a career.  
16. I don't think I would like how it would make me feel.  
17. I think it is morally wrong or against my religion.  
18. Most of my friends don't drink.  

PERSONAL ISSUES AND PROBLEMS

1. If I were having a serious personal problem, there is an adult in my school who I would feel OK talking to.
   
   Yes  
   I'm not sure  
   No  

2. If I had a problem, there are neighbors who I could count on to help me.

   Yes  
   I'm not sure  
   No  

3. If you were having a personal problem and needed someone to talk to, which of the following people would you be willing to talk to?  

   MARK ALL of those that you would talk to about a personal problem.

   Teacher or coach  
   Employer/boss  
   School counselor  
   Parent or stepparent  
   Minister, Bishop,  
   priest or rabbi  
   Older brother/sister  
   Grandparent or other adult relative  
   Adult friend  
   One of my friends  
   No one
4. If you were having a personal problem and needed someone to talk to, which of the following people would you MOST likely go to? **MARK ONLY ONE.**

Teacher or coach
Employer/boss
School counselor
Parent or stepparent
Minister, Bishop, priest or rabbi
Older brother/sister
Grandparent or other adult relative
Adult friend
One of my friends
No one

SEXUALITY

The following questions focus on sex. The term sexual intercourse or having sex is the sexual act by which babies are created.

1. Which parent would you be most likely to ask questions about sex?
   - mother (including step mother)
   - father (including step father)
   - both
   - none of the above

2. Which parent would be most likely to start a discussion about sex with you?
   - mother (including step mother)
   - father (including step father)
   - both
   - none of the above

3. Have you ever done any of the following with a person of the opposite sex: (circle one) **YES NO**

   A. Made out (kissed for a long time)? Y N
   B. Fondled (touched private parts) another person's body? Y N
   C. Allowed another person to fondle (touch private body parts) your body? Y N
   D. Had sexual intercourse? Y N
   E. Have you had sexual intercourse during the past three months? Y N

4. If you date, how often do you date?
   a. I don't date
   b. Less than once a month
   c. Twice a month
   d. 2 - 3 times a month
   e. Once a week
   f. More than once a week
   4a. If you date, at what age did you start dating? _____
5. Do your parents have rules about who, when, where or how often you date?
   a. No rules
   b. One or two
   c. Several rules
   d. Many rules
   e. Never discussed dating rules

6. Do you feel the rules your parents have set about dating are fair?
   a. Not fair at all
   b. Somewhat fair
   c. Reasonable, but negotiable
   d. Very fair
   e. Parents have no rules

7. Do you feel most people your age have similar dating rules? Y N

8. Do you have a steady boyfriend or girlfriend? If so, how much time do you spend with this person?
   _____ No, I don't have a steady boyfriend or girlfriend.
   _____ Yes, I do. I spend about 1-5 hours with him/her each week.
   _____ Yes, I do. I spend about 5-10 hours with him/her each week.
   _____ Yes, I do. I spend about 10-20 hours with him/her each week.
   _____ Yes, I do. I spend more than 20 hours each week with him/her.

8a. If you have ever gone steady, at what age did you start going steady? _____

SEXUAL DECISIONS

Even though sexual activity involves many risks for teenagers, some choose to be sexually active. How strongly do you agree or disagree with the following reasons for delaying sex until marriage?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It would increase my risk of getting a disease like AIDS or VD.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It is morally wrong.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. It is against my religion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. My parents don't approve.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My partner or I might get pregnant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am not in love with anyone yet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I would feel guilty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. It might mess up my future plans for college, school or a career.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I have decided to wait until I am married.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. I feel that having sex as a teenager would make it harder to have a good marriage in the future.

11. Even if there is no pregnancy, having sex can cause a lot of other problems for unmarried teenagers.

12. The best way to avoid unwanted teen pregnancies and STD Sexual Transmitted Diseases is to save sex for marriage.

13. Have you received information about sex from any of the following? (Check all that apply)
   1. Parents
   2. Boy/Girl friend
   3. Other kids at school
   4. Class at school
   5. Printed educational material (book, pamphlet, etc.)
   6. Family doctor or nurse
   7. Public Family Planning Clinic
   8. Brother, sister or other family member
   9. Religious leaders
   10. Who __________

14. Sometimes, people use force to do sexual things to others or use force to get others to do sexual things to them. Has anyone ever done this to you?
   __ No (If no please go to question 17)
   __ Yes

15. When were you forced to do sexual things with another person? (Mark ALL that apply.)
   __ I am currently being forced to do sexual things.
   __ In the past 2 years.
   __ 2-5 years ago.
   __ More than 5 years ago.

16. Who forced you to do sexual things? (Mark ALL that apply.)
   __ My mother  __ Other relative (Grandparent/aunt/uncle)
   __ My father  __ Friend, neighbor, caretaker (babysitter)
   __ My stepmother  __ A stranger
   __ My stepfather  __ Teacher
   __ Brother or sister  __ Boyfriend or girlfriend

17. Have you ever been physically abused by an adult (for example, beat up, hit with an object, kicked, or some other form of physical force)?
   __ No (If no, skip #18 and #12)
   __ Yes
18. When were you physically abused?
(Mark ALL that apply.)

- I am currently being physically abused.
- In the past 2 years.
- 2-5 years ago.
- More than 5 years ago.

19. Who physically abused you?
(Mark ALL that apply.)

- My mother
- My father
- My stepmother
- My stepfather
- Brother or sister
- Other relative (Grandparent/aunt/uncle)
- Friend, neighbor, caretaker (babysitter)
- A stranger
- Teacher
- Boyfriend or girlfriend

**OTHER BEHAVIORS**

Please let us know how much you are involved in the following activities.

During the past year have you:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>One time</th>
<th>Two times</th>
<th>Three times</th>
<th>More than four times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Taken something from a store on purpose without paying for it (shoplifting)?</td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Stolen anything worth less than $50.00 (not counting shoplifting)?</td>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Stolen anything worth more than $50.00 (not counting shoplifting)?</td>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Broken into another person's house or business to do something illegal?</td>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Used any weapons (e.g., a gun, club or knife) on another person to hurt them?</td>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Used any part of your body (e.g., fists or feet) on another person to hurt them?</td>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Used any weapon to frighten or hurt someone so they would give you money or something you wanted?</td>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Used any part of your body to frighten or hurt someone so that they would give you something you wanted?</td>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Used force or threats to make another person have sex with you?</td>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Taken an automobile, truck, bus or motorcycle without the owner's permission?</td>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Been picked up (not just stopped) by the police?

12. Run away from home?

13. Purposely damaged or destroyed public or private property that didn't belong to you?

14. During the last four weeks, how many times have you missed school because you skipped or "cut"?

15. How many times have you been sent to the principal's or vice principal's office because of problems during the past six months?

16. How many times have you got in trouble at school and your parents were called during the past six months?

17. How many times have you been suspended or expelled from school during the past six months?

18. Are you involved with a gang?

   No (If no, skip to #20)
   Yes

19. How often do you do things with this gang?

   I rarely do things with them.
   I sometimes do things with them.
   I often do things with them.
   I always do things with them.

20. Have you ever brought a hand gun to school?

   Yes
   No

21. Have you ever brought other weapons to school (excluding a small pocket knife)?

   Yes
   No

22. Do any of your friends bring hand guns or other weapons to school?

   Yes
   No
23. As far as you are concerned, are the number of things for teenagers to do in your community:  (Mark only ONE.)

- Extremely limited (nothing to do)
- Limited (not much to do)
- Some things to do
- There's mostly enough to do
- There's plenty to do

24. I am concerned about the violence and problems in my community and elsewhere. I feel my attitude and actions can make a difference in stopping the problems.
   a. I strongly agree
   b. I somewhat agree
   c. I don't know if I can make a difference
   d. I strongly disagree
   e. I don't think anyone can make a difference

25. Which adult has had the most influence on your life, all things considered?  (Mark only one)
   - Mother
   - Father
   - Stepmother
   - Stepfather
   - Aunt or Uncle
   - Grandparent
   - Other relative
   - Teacher, coach, or school counselor
   - Minister, Bishop, priest or rabbi
   - Other

26. In my life, people have been sensitive to my needs.

27. I feel safe in my community.

28. I feel safe in my home.

29. I feel safe at school.

30. My life has been very painful.

31. I think most people care about each other.

32. I would help a stranger.

33. Sometimes I feel angry enough to destroy things.
**LEISURE TIME ACTIVITY QUESTIONS**

For the following activities, choose the answer which most accurately describes how much time you spend on that activity:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Do not Do</th>
<th>1 hour or less weekly</th>
<th>Between 1 to 3 hours weekly</th>
<th>Between 3 to 5 hours weekly</th>
<th>Between 5 to 10 hours weekly</th>
<th>More than 10 hrs weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outdoor Sports</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>2. Indoor Sports</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>3. School Sports</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>4. Youth Groups</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>5. Music/Drama</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>6. Studying</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>7. Hanging Out With Friends</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>8. Reading</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>9. Playing Board Games</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>10. Cruising (in a car)</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>11. Watching Live Sports</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>12. Watching TV</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>13. Working on a Hobby</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>14. Martial Arts</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>15. Playing Arcade Games</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>16. Working, Paid or Volunteer</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
<tr>
<td>17. Other, Please</td>
<td>0)</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
<td>4)</td>
<td>5)</td>
</tr>
</tbody>
</table>

Specify: ______

Now, go back and look at the activities, numbered 1-18. Which of these activities would you like to spend more time doing? Please list by number: ____, ____, ____, ____, ____, ____, ____, ____, ____.  

19. If there are activities you'd like to do more often, why don't you? (Circle all that apply)

- No local place to do it.
- I didn't have the needed skills.
- It cost too much to do it.
- Transportation was a problem.
- I had too many other activities.
- My parents didn't approve.
- My friends didn't do it.
- It interfered with my school work.
- I didn't like the leader.
- Meeting time was inconvenient.
- Other reason, ______.
YOUR TURN TO TALK

Please list some of the things that are most stressful for you or that you worry about the most:

Please list some of the things that you enjoy most in your life.

You have now completed the survey. Thank you very much!
Appendix C

IRB Approval
MEMORANDUM

TO: Glen Jenson  
    Thomas Lee

FROM: True Rubal, Secretary to the IRB

SUBJECT: Parents and Youth Working Together and Utah Teen Survey

The above-referenced proposal has been reviewed by this office and is exempt from further review by the Institutional Review Board. The IRB appreciates researchers who recognize the importance of ethical research conduct. While your research project does not require a signed informed consent, you should consider (a) offering a general introduction to your research goals, and (b) informing, in writing or through oral presentation, each participant as to the rights of the subject to confidentiality, privacy or withdrawal at any time from the research activities.

The research activities listed below are exempt from IRB review based on the Document of Health and Human Services (DHHS) regulations for the protection of human research subjects, 45 CFR Part 46, as amended to include provisions of the Federal Policy for the Protection of Human Subjects, June 18, 1991.

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through the identifiers linked to the subjects; and (b) any disclosure of human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your research is exempt from further review based on exemption number 2. Please keep the committee advised of any changes, adverse reactions or termination of the study. A yearly review is required of all proposals submitted to the IRB. We request that you advise us when this project is completed, otherwise we will contact you in one year from the date of this letter.
VITA

Roger B. Christensen

ADDRESS

Work:
Assistant Professor
Department of Family and Human Development
Utah State University
Uintah Basin Branch Campus
987 East Lagoon (124-9)
Roosevelt, UT 84066

EDUCATION

Ph.D. Utah State University, 1998
Major: Family and Human Development
Major Professors: Dr. Glen O. Jenson and Dr. Thomas R. Lee

Dissertation Title: Risk Factors in Adolescent problem Behaviors Among Native and Nonnative Americans

M.S. Utah State University, 1985

Thesis Title: Self-Esteem and Adolescent Sexual Attitudes and Behavior

B.S. University of Utah, 1974
Major: Communicational Disorders
Minor: Psychology

PROFESSIONAL EXPERIENCE

University Teaching

USU 1340 “Social Systems and Issues”
FHD 1500 “Human Development”
FHD 2610 “Parenting and Child Guidance”
FHD 4230 “Families and Social Policy”
FHD 120 “Marriage in the American Family”
FHD 150 “Human Growth and Development”
FHD 260 “Guidance of Children”
FHD 300 “Child Abuse and Neglect”
FHD 301 “Death and Dying”
FHD 304 “Human Sexuality”
FHD 376 “Contemporary Families in the United States”
FHD 378 “Understanding Infants”
FHD 379 “Children Two to Five”
FHD 360 “Children Six to Twelve”
FHD 381 “Adolescence”
FHD 388 “Update on Family Issues”
FHD 389 “Update on Children’s Issues”
FHD 412 “Families in Crisis”
FHD 415 “Pre-practicum Skills In Family and Human Relationships”
FHD 420 “Families in Middle and Later Life”
FHD 490 “Independent Study”
FHD 550 “Interdisciplinary Workshop”
FHD 690 “Independent Study”
EDU 556 “USU Challenge Course”
CDA/Ute Tribe “Training for CDA Credential”

Director of the USU Ultimate Challenge Course

Research

January 1997: Survey and analysis of Ute Adolescent’s behaviors and attitudes.
April 1996: Ute Indian Tribe Needs Assessment from Targeted Allocated Fund.
Utah Mineral Interest Funds grant for projects that benefit a large portion of Uintah county.
April 1995: Survey and analysis of adolescent’s behavior and attitudes. Iron County, Utah
September 1993: Research Assistant. Department of Family and Human Development Project on “Prevention of Drug Abuse for Adolescents,” which included putting together a video presentation that has been used on educational television.
September 1990 - June 1991 Research Assistant. Department of Family and Human Development. Duties included participation in various research projects and teaching opportunities.

PUBLICATIONS


PRESENTATIONS


Christensen, R. B. (1997, October). *Making marriage last forever*. Keynote address at a Marriage Enrichment Seminar, Wasatch County Family Preservation, Midway, UT.


Christensen, R. B. (1991, October). *The harm of drug and alcohol use*. Guest speaker to a group of parents and youth in Montpelier, ID.


**PROFESSIONAL MEMBERSHIPS**

NCFR National Conference of Family Relations
AFCC Association of Family and Conciliation Courts
NAEYC National Association for Education of Young Children

**HONORS**

1997 Chosen Section Leader for the National Convention School on Alcoholism and Drug Dependencies UofU
1996 Teacher of the Year for USU Uintah Basin Campus
1996 Appointed Director USU Ultimate Challenge Course
1996 Chosen Section Leader for the National Convention School on Alcoholism and Drug Dependencies U of U
1995 Chosen Section Leader for the National Convention School on Alcoholism and Drug Dependencies U of U
1993 National Dean's List
1993 Phi Upsilon Omicron Honor Society Membership
1992 National Dean's List
1991 Graduate Senator for College of Family Life
1991 Teaching Assistant of the Year
1991 National Dean's List
STATE AND LOCAL COMMITTEES

1997-present
Chairperson for Committee to Develop a New Curriculum. The Ute Indian Tribe Head Start.

August 1995-1997
Member of The Governor's Children and Youth Task Force Committee (Policy Makers)

January 1992 - March 1992
Member of evaluation team that evaluated several programs in the Logan School District and the Cache County School District.

NATIONAL COMMITTEES

November 1998
CYFAR National Incentive. Reviewer and evaluator for the National Outcome Work Group for Children and Community Based Programs.

November 1998
National 4-H Cooperative Curriculum System (4-H CCS), School Age Curriculum Team. Team Member.

June 1995-1997
Group Leader of the Family Section for the National School On Alcoholism And Other Drug Dependencies.