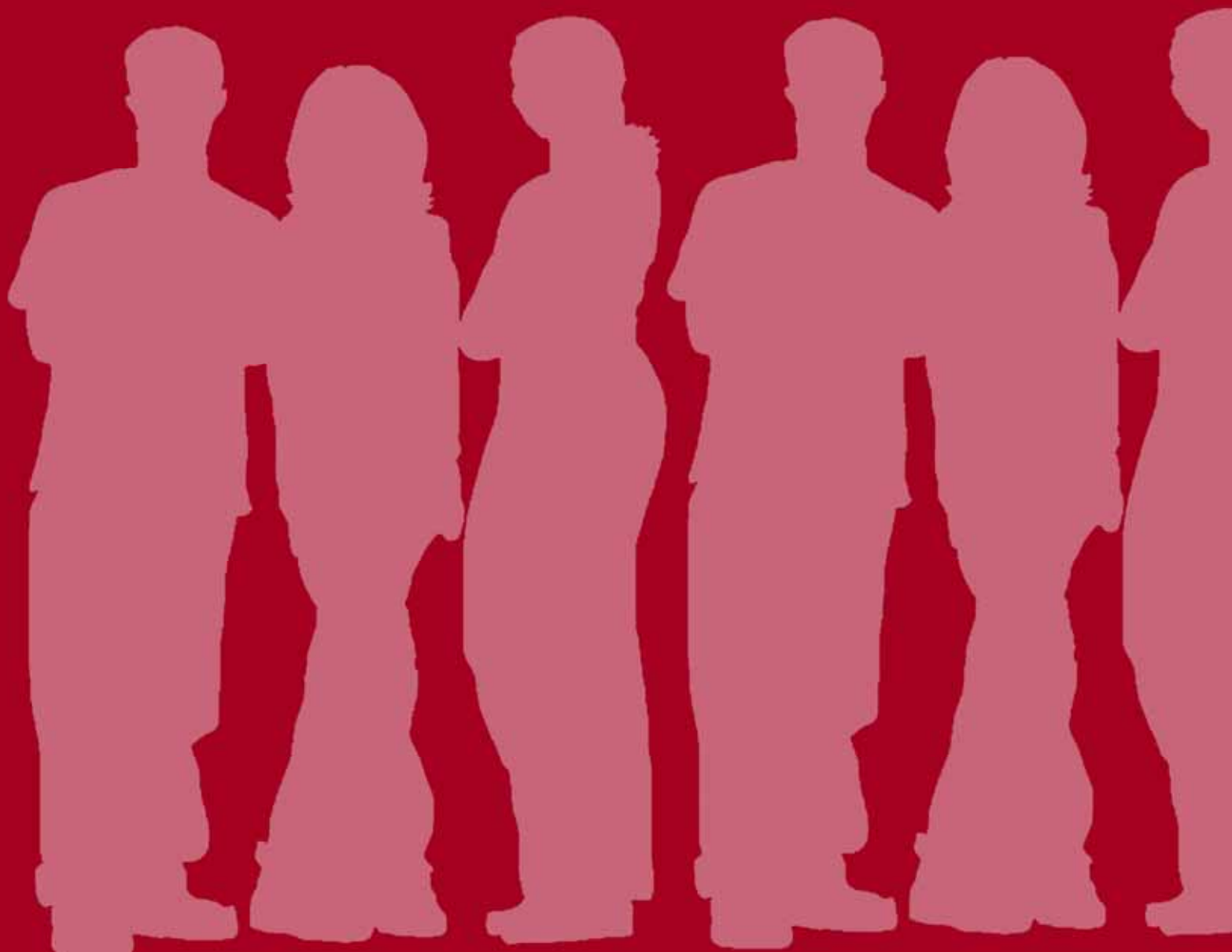




# Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) Technical Report



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## Background

This technical report covers in detail the fieldwork and data processing of the 2008 Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS).

The research was undertaken by Ipsos MORI Scotland and was commissioned on behalf of the Scottish Government by Information Services Division (ISD Scotland), National Services Scotland. Previous surveys have been carried out by Child and Adolescent Health Research Unit (CAHRU), The University of Edinburgh (2002 and 2004) and BMRB (2006).

The 2008 survey is the latest sweep of an important and long established series of national surveys on substance use among young people. These were carried out jointly in England and Scotland between 1982 and 2000, in order to provide national information with which to monitor smoking behaviour (from 1982), drinking behaviour (from 1990) and drug use (from 1998).

Scotland identified a need for local as well as national information and a need for contextual information on other lifestyle, health and social factors, which could not be met by the existing survey arrangements. Since 2002 separate survey arrangements have been made in Scotland and the survey has been known as the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS).

## Survey purpose

The series of surveys acts as an official Scottish Government measure of progress towards targets for smoking and drug use and the Scottish Government priority for addressing harmful drinking among young people. Information from the surveys supports the needs of the Public Health and Substance Misuse, Drugs and Community Safety and Education Divisions of the Scottish Government in planning and monitoring implementation of policy at a national level.

In 2006, the survey sampled over 34,000 pupils to provide disaggregation of data at Alcohol and Drug Action Team (ADAT), Local Authority and NHS Board level<sup>1</sup>. The 2006 survey findings are widely used in local areas, for example in the development of ADAT Action Plans, in local prevention and education activities and to inform local service planning.

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<sup>1</sup> Implementation of national alcohol and drug policies at a local level is the responsibility of ADATs and smoking is primarily addressed by NHS Boards.

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The main purpose of the survey in 2008 was to continue the series of data to monitor prevalence and trends in smoking, drinking and drug use among young people at Scotland level. The 2010 survey will be large enough to monitor prevalence and trends at ADAT, Local Authority and NHS Board level.

The survey is also designed to inform policy and practice by providing information on patterns of behaviour in relation to smoking, drinking and drug use; sources of cigarettes, alcohol and drugs; pupils' attitudes to substance use; the attitudes of families and friends to substance use; and contextual information on the relationship between substance use and other lifestyle, health and social factors.

## **Questionnaire design**

The SALSUS questionnaire has developed over the course of the survey series. The 2008 questionnaire covered questions on smoking, drinking and drug use, as well as lifestyle and other social factors. The full questionnaire can be found in Appendix G. The 2008 questionnaire was very similar to the 2006 questionnaire. The minor amendments that were made to the 2008 questionnaire are covered in the relevant sections of the Main Report. As the question changes were minor, and because the methodology for administering the questionnaire had not changed since 2006, it was not deemed necessary to pilot the survey in advance of the 2008 survey.

## **Fieldwork period**

The fieldwork for the 2008 survey was conducted between September 2008 and February 2009. Although the majority of questionnaires were completed by December, the fieldwork period was kept open for longer to maximise the response rate and allow the follow up of absentee pupils. This is broadly in line with the 2006 survey and surveys in the series prior to 2002. However, it was earlier in the school year than the surveys in 2002 and 2004, which were conducted between February and May and therefore sampled slightly older pupils.

## **Sample design**

Since 2002, only S2 and S4 pupils (these pupils were mainly 13 and 15 years old respectively, at the time of the survey) have been selected to take part in the survey and this was continued in 2008 with a target sample of 9,500 pupils.

In essence, the aim of any sampling exercise is to create a subset of the survey population that is as representative as possible of that population. The SALSUS sampling is thus critical to obtaining reliable estimates of the prevalence of smoking, drinking and drug use among S2 and S4 pupils in Scotland. In order to provide robust estimates of the prevalence of these behaviours at a national level, and continue to monitor changes and trends, the approach to the SALSUS 2008 sampling retained the key features of the multistage sample design adopted in previous years.

The Scottish Government schools database was used as the sampling frame. All state funded, grant-maintained, and independent secondary schools in Scotland were included in the sampling frame, while special schools were excluded. In 2006, schools were excluded from the sampling frame where the total number of pupils in S2 and S4 was lower than the average class size of 24 for state schools and 17 for independent schools. Although the exclusion of very small schools in 2006 resulted in only 0.1% of pupils being excluded, causing minimal bias, these schools remained in the sampling frame in 2008.

As in 2006, the primary sampling unit (PSU) was S2 and S4 classes within each of the schools in the sampling frame. In total, 377 schools with an estimated 129,814 S2 and S4 pupils and an estimated 7,220 classes (3,610 S2 classes and 3,610 S4 classes) remained in the sampling frame.

In order to allow for a potential continuation of the decline in school response rate over the years, while the target for SALSUS 2008 was 9,000 completed questionnaires, the sampling actually aimed for 9,500.

The number of pupils sought in each local authority was proportionate to the distribution of S2 and S4 pupils across Scotland (e.g. 9.69% from Glasgow and 0.49% from Shetland). The main variable influencing the number of schools required and the number of classes per school is the school participation rate. It was assumed that the response rate would be similar, or slightly lower, to that achieved in 2006. As such, in local authorities with low school response rates in 2006, schools were disproportionately sampled, with more schools being selected. Figures for pupil participation within each local authority were not published for the 2006 survey, so it was assumed that pupil participation was similar across local authorities (82% in 2006).<sup>2</sup>

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<sup>2</sup> See Response rates section on page 8 for the actual response rates achieved in 2008.

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So, for example, if we estimated that 40 classes were required from local authority A (80% school participation rate in 2006) and 80 classes were required from local authority B (60% school participation rate in 2006), we would sample 50 classes from local authority A and 134 classes from local authority B. Within the broad confines of the design, this approach maximises the precision of the survey estimates by removing the need for post-survey weighting of the local authority samples.

The sample was stratified by local authority, within each local authority area, by school type (state school or independent school), then by year group (S2 or S4). The first stage in the sample stratification was to calculate the sampling fraction in each local authority. As discussed above, this varied depending on the number of pupils targeted in each local authority, and the number of classes selected within each school depended upon the number of pupils, an estimate of average class size, and the 2006 local authority response rate. The same assumptions as in 2006 were used for class size – average state school class size is 24 and average independent school class size is 17. The final level of stratification was by age group (S2 or S4), with the sampled classes being split 50/50 between the two school years.

A spreadsheet was created, which (effectively) listed every S2 and S4 class within each local authority, for example:

school A class 1  
school A class 2  
school A class 3  
school A class 4  
school B class 1  
school B class 2  
school C class 1  
school C class 2  
school C class 3  
school C class 4  
school C class 5  
school C class 6  
school D class 1  
etc.

Although the exact number of classes in each school was not known, an estimate was made based on the total number of S2 and S4 pupils in the local authority and the size of the school. A random starting point was selected, then the sampling fraction was used to select the required number of classes within each local authority. At this stage, the names of classes was not known so the result was a list of schools which had one or more of its classes selected, and the number of S2 classes and/or S4 classes selected within each of these schools.

Contact had to be made with the relevant schools to obtain permission for the selected class(es) to participate. The final stage in the sampling process took place after relevant schools had agreed to take part. Interviewers phoned schools to ascertain the number of S2 and S4 classes within the school. Classes were noted down in either numerical or alphabetical order, depending on how the school named them, e.g. 4A, 4B, 4C etc. or 2 'Ben Loyal', 2 'Ben Nevis', 2 'Suilven' etc. For each school, the Computer Assisted Telephone Interviewing program randomly selected which ones to invite to participate. This ensured that the whole selection process was purely random.

## Access and consent

To obtain permission to contact schools, the Schools Directorate of the Scottish Government sent an opt-out letter to the Director of Education in each local authority and to the Scottish Council of Independent Schools. The letter explained the purpose of the survey and what would be required from participating schools. There were no opt-outs.

Headteachers were then approached by telephone to see if they were willing for their school to take part. After initial permission had been granted, a liaison contact was established. The contact was responsible for listing the number of S2 and S4 classes within the school so that classes were then selected randomly. They were also responsible for overseeing the administration and return of the surveys in their schools and received an instruction pack (Appendix A) to assist them. In addition, they received copies of instructions for administering the questionnaire to distribute to the teachers involved (Appendix B).

Procedures were in place to ensure that pupils who took part did so on the basis of informed consent from themselves and their parents. Around a week prior to the survey being administered, parents were sent letters explaining the purpose of the survey and the topics covered in the questionnaire (Appendix C). They were provided with slips to return to the school if they did not wish their child to

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take part. Also a week prior to the survey, pupils were given information sheets which explained the purpose of the survey and the topics covered (Appendix D). The information sheet explained that they did not have to take part if they did not wish to. Immediately before the questionnaire was completed, teachers were asked to remind pupils that "... you do not have to complete this questionnaire if you do not want to. If there are any particular questions that you do not want to answer, you do not have to answer them."

## **Administration of the survey**

The pupils completed the paper questionnaire within class time, in a mixed ability class period such as Personal and Social Education (PSE) or Personal Health and Social Education (PHSE). Teachers were instructed to administer the questionnaires under 'exam' conditions to try and encourage honest answering. To reassure them of confidentiality, pupils were provided with sealable envelopes for their completed questionnaires and were instructed not to write their names anywhere on the questionnaire or envelope. The sealed envelopes were then handed back to the teacher. Teachers completed a class response sheet (Appendix E) detailing the number of surveys completed in the class and reasons for any non-completion. Couriers collected the boxes of completed questionnaires from the schools and delivered them to Ipsos MORI.

Schools were strongly encouraged to follow up on pupils who were absent on the day their class completed the questionnaires and to ensure that pupils who completed the questionnaire at a later date did so under the same 'exam' conditions as pupils in the main session. The main difference was that they were given a reply paid envelope to return the questionnaire themselves. This was important because pupils completing the questionnaire on their own, or in a small group, would not have the same reassurance that their response was anonymous and would simply be added to a pile of other sealed envelopes. Teachers were asked to give pupils the reply paid envelope at the same time as the questionnaire and to explain at the outset that they should put it in the post themselves – reassurances given afterwards would be too late to affect the quality of the data collected.

## Response rates

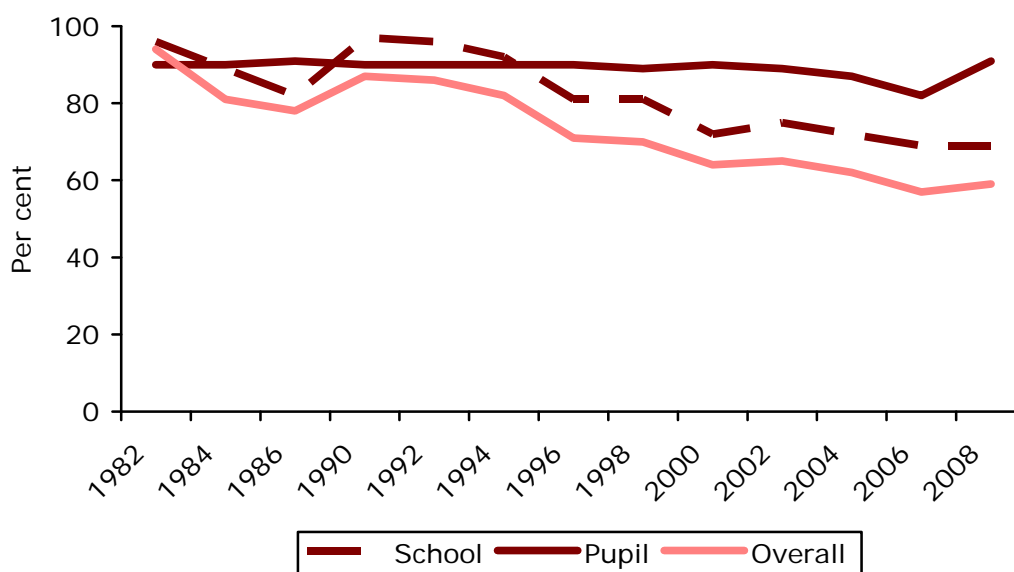
In total, 253 of the 366 schools with sampled classes took part in the survey, giving a school response rate of 69%. The class response rate was 65%, 486 classes out of the original sample of 751. Overall 10,063<sup>3</sup> pupils completed the questionnaire, greatly exceeding the target sample of 9,500. Based on the class response forms sent out to participating schools, this equates to a pupil response rate of 91%.

The overall response rate was 59% and was calculated as the product of the class and pupil response rate, in line with 2002 and 2004. In 2006, the overall response rate was calculated from the school and pupil response rate (**Table 1 and Figure 1**).

	Survey Year												
	1982 %	1984 %	1986 %	1990 %	1992 %	1994 %	1996 %	1998 %	2000 %	2002 %	2004 %	2006 %	2008 %
<b>School</b>	96	89	82	97	96	92	81	81	72	75	72	69	69
<b>Class</b>										73	71		65
<b>Pupil</b>	90	90	91	90	90	90	90	89	90	89	87	82	91
<b>Overall</b>	84	81	78	87	86	82	71	70	64	65	62	57	59

<sup>3</sup> A small number of questionnaires were received after the deadline for submission but these were not included in the analysis or in the response rate calculations

**Figure 1: Response rates for SALSUS and predecessors: 1982-2008**



Source ONS 1982-1998; NCSR 2000; SALSUS 2002-2004, BMRB 2006, Ipsos MORI 2008

Note: In 2002, 2004 and 2008, the response rate was calculated as the product of the class and pupil response rates.

Although school response rates have dropped over time (in line with most other school-based surveys), 2008 has seen a substantial improvement in the pupil response rate. This increase has halted the fall in the overall response rate.

Most surveys are subject to possible bias due to non-response. Within this survey there were some variations in school response rates among different local authorities. Corrective weighting was applied to bring proportions into line with pupil census information.

The extent to which school non-response leads to bias in the survey results will depend on the extent to which this leads to a systematic under-representation of schools with particular features, where those features are linked with the variables the survey measures. As can be seen from **Table 2** below, the sample was very representative in terms of school type, school denomination and area type. There did not seem to be any other obvious differences between the schools which participated and those which did not (e.g. size of school). However, there may be other differences. For example, it may be that schools which place a higher priority on substance use education may be more likely to take part. It would be very difficult to quantify these differences and the effect they may have. Schools which place a higher priority on substance use education may do

so because it is more of a problem among their pupils – in which case the survey results may be biased by over-representing pupils who use substances. Alternatively, if the education is effective, the survey results may be biased by under-representing pupils who use substances.

There was a degree of class non-response; the response rate among S2 classes was higher than among S4 classes. As the selected classes were of mixed ability, this is likely to have had minimal impact on the data.

Pupil non-response resulted from illness on the day of the survey, other absence (this could be authorised or unauthorised), refusal (either from the pupil or the parent) or exclusion.

In order to maximise the response from pupils and to limit any bias in 2008 teachers were asked to administer and return questionnaires for absent pupils at a later date. This led to a very high pupil response rate of 91%, minimising any effects of pupil non-response.

It is very difficult to measure the impact of school, class and pupil non-response. However, the profiles in **Table 2** below provide reassurance that there are no notable gaps in the sample profile of the survey respondents in terms of those characteristics. Therefore, the effect of non-response on trend data is likely to be minimal.

## Weighting

The 2008 survey was weighted using non-response weighting to correct for any under/over representation of different groups of pupils. Corrective weighting was also used to ensure that the representation of each local authority was in line with census information.

**Table 2** shows the difference in the representation of key groups within the sample. Non-response weighting was used to correct for any under/over representation within these groups. The sample closely matched the pupil census information<sup>4</sup> within a number of the key groups. However, there was some under-representation of pupils in S4 due to a lower class response for this age group. Feedback from teachers suggested that this was mainly because of exam preparation.

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<sup>4</sup> *Pupils in Scotland, 2008*. Education series, statistical bulletin. The Scottish Government, 2009. <http://www.scotland.gov.uk/Publications/2009/04/01090908/115>

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Weighting for denomination and urban/rural classification only applied to state schools as there was no such information available for independent schools.

**Table 2: Comparison of sample profile with pupil census information**

	2008 Unweighted Sample %	2008 Pupil Census %
<b>Sex</b>		
Boys	50	50
Girls	50	50
<b>Year</b>		
S2	54	49
S4	46	51
<b>School type</b>		
State	95	94
Independent	5	6
<b>Denomination</b>		
Catholic	15	14
Nondenominational	85	86
<b>Area Type</b>		
Urban	65	66
Small Town	14	14
Rural	21	20

## Item non-response

Item non-response, whereby some respondents do not answer some questions, is a feature of self-completion methodologies. If the item non-response is systematic in any way, i.e. if there is a reason why some groups of respondents are less likely than others to answer a particular question, there is the potential for bias in the results.

The level of item non-response in the survey was generally low. Of 104 questions in the survey, just eight had levels of non-response of 10% or more (details below). Therefore, item non-response is unlikely to have greatly affected the results.

Only one of the questions with a level of non-response of 10% or more impacts on one of the key measures of prevalence. This is Q74, which asks those who said they had ever taken drugs (those who answered 'yes' at Q73), when they

had last taken particular drugs. This has the potential to affect data on prevalence of drug use in the last month and the last year. However, the non-response for the first item on the list – cannabis – was relatively low (3%) and because cannabis is by far the most commonly used drug, with relatively few drug users using other drugs but not cannabis, the impact of non-response to other items (drugs) is less than it might otherwise have been.

It is likely that the non-response to the items listed below cannabis is largely due to some respondents completing the item on cannabis and leaving the other items blank because they have never taken these other drugs.

Item non-response is also unlikely to have had an impact on trends, as it is safe to assume that similar patterns of item non-response will have existed across the years.

The percentages shown below are the percentage of pupils who should have answered the question who did not respond to each item. For example, at Question 14, of the 1,373 pupils who should have answered, 10% did not give a response to the item on how often they were with their mother when they smoked.

### **Q14 – When you smoke, how often are you with the following people**

Base: all who smoke (1373)

Mother – 10% non-response to this item

Father - 10%

Brother - 12%

Sister - 12%

Girlfriend/boyfriend - 12%

Friends - 7%

I smoke alone - 13%

### **Q18 – How long is it since you started smoking at least one cigarette a week?**

10% non response to this item

Base: regular smokers (1165)

### **Q23 - Which (if any) of the following people smoke?**

Base: all (10063)

Mother – 9%

Father – 9%

Brother – 16%

Sister – 16%

Girlfriend/boyfriend – 19%

Best friend – 11%

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### **Q24 - Have you ever been in contact with any of the following for advice on smoking?**

Base: all (10063)

- Asked an adult at school (e.g. teacher, school nurse) – 11%
- Asked family – 10%
- Asked friends – 11%
- Asked someone at a youth/young peoples' project – 12%
- Been to see your family doctor or GP – 12%
- Phoned Smokeline – 13%
- Phoned an NHS smoking helpline (not including Smokeline) – 12%
- Used NHS Stop Smoking Services – 13%

### **Q54 - When you drink alcohol, how often are you with the following people?**

Base: all who have ever had alcohol (6773)

- Mother – 7%
- Father – 7%
- Brother – 11%
- Sister – 11%
- Girlfriend/boyfriend – 12%
- Best friend – 9%
- I drink alcohol alone – 14%

### **Q74 - When was the last time you ever used or took any of the following?**

Base: all who have used drugs (1486)

- Cannabis, (Marijuana, Dope, Hash, Blow, Joints) – 3%
- Gas, Glue or other solvents (Tipp-Ex, Lighter Fuel, Aerosols) to inhale or sniff – 12%
- Amphetamines (Speed, Whizz, Sulph) – 12%
- LSD (Acid, Tabs, Trips) – 12%
- Ecstasy ('E', Eccies, XTC) – 11%
- Semeron (Sems, Semmies) – 13%
- Poppers (Amyl Nitrates, Liquid Gold, Rush) – 12%
- Tranquilisers (Downers, Jellies, Valium, Temazepam, Eggs) – 13%
- Heroin (Smack, Skag, Gear, 'H') – 13%
- Magic Mushrooms (Shrooms) – 13%
- Methadone (Linctus, Physeptone, Meth) – 13%
- Crack (Rock, Stone) – 13%
- Cocaine (Coke, Charlie, 'C') – 12%
- Anabolic Steroids (Roids) – 13%
- Other drugs that would not be given to you by a doctor or chemist (please tick box and write below the name of the drug) – 27%

### **Q78 - The last time you used drugs, did you use them all yourself or did you sell or give some to someone else?**

– 10% non-response to this item

Base: all who have used drugs (1486)

### **Q101 - How many times have you been excluded?**

Base: all who have been excluded (1035)

- First year – 11%
- Second – 14%
- Third – 22%
- Fourth – 26%

## Precision of results and measurement of change

Survey respondents represent only a sample of the total population of pupils in Scotland, and results are therefore subject to sampling error. This means that observed differences between sub-groups may have occurred by chance.

The sampling error is the amount by which the value of a sample estimate for a particular parameter is expected to differ from its true unknown value. The formula for calculating the sampling error (SE) of a simple random sample is:

$$SE = \sqrt{\frac{p^*(1-p)}{n}} \quad \text{where } p = \text{the estimate of the parameter and } n = \text{sample size.}$$

The formula for calculating the sampling error of the differences between two estimators ( $p_1$  and  $p_2$ ) derived from two independent samples (assuming a simple random sample) is:

$$SE = \sqrt{\left(\frac{p_1(100-p_1)}{n_1}\right) + \left(\frac{p_2(100-p_2)}{n_2}\right)}$$

Throughout the Main Report, only differences that are statistically significant, where we can be 95% confident that such a difference has not occurred by chance ( $p < 0.05$ ), have been commented on. Our significance tests assume a simple random sample. Therefore, the effects of the complex design of the survey, discussed in detail in the following section, have not been taken into account.

The survey did not use a simple random sample of pupils but sampled whole classes within schools. Individual schools with sampled classes then agreed or refused to take part. The pupils are therefore clustered within sampled classes and classes are clustered within participating schools. Pupils within the same class and within the same school are more likely to be similar to each other, and therefore values cannot be assumed to be independent of one another. Further details on the calculation of standard errors and design effects are provided below.

It is important to recognise that sampling error is only one of the sources of error which affect the accuracy of survey results. Other sources of error that affect the accuracy of survey results include response bias and over/under reporting, both of which are difficult to quantify.

## Calculating standard errors and design effects

The sample design of the Scottish Schools Adolescent Lifestyle and Substance Use Survey is complex, involving stratification by local authority and school type (state or independent) as well as clustering within schools. Clustering reduces the precision of estimates compared with a simple random sample (SRS), whereas stratification can increase precision. Weighting can also reduce the precision of estimates. The extent to which precision is modified by the sample design is known as the Design Effect (Deff). The Design Effect for a particular variable is effectively the ratio of:

$$\frac{\text{Variance taking into account Complex design and Non-response}}{\text{Variance based on SRS design}}$$

The Design Factor (Deft) is the square root of the Design Effect. A Design Effect (and therefore Design Factor) greater than 1.0 indicates a confidence interval wider than it would be with simple random sampling, meaning that the precision of estimates is reduced. A Design Effect less than 1.0 indicates a narrower confidence interval, and greater precision.

There are a number of techniques that can be used to calculate the variance, standard errors and Defts of our survey estimates. The three most common techniques are Linearization (Taylor series method), Balanced Repeated Replication (BRR) and Jackknife Repeated Replication (JRR). All three of these techniques have been found to provide very similar results when using large sample sizes. In order to be consistent, we have used the Taylor series method to calculate the variance of our estimates. This is referred to as the propagation of variance by Kish and was the method used in 2006.

In 2008 the statistical software package called STATA was used to calculate these estimates, although different from the software used in 2006 (SPSS) they both produce identical results.

Thirty-five strata were included for the calculation of standard errors and Defts, one for each combination of local authority and school type (state or independent sector). For six local authorities: Argyll & Bute, East Lothian, Fife, Inverclyde, Perth & Kinross, and Stirling, the variance between clusters could not be

calculated for independent schools because there was only one independent school sampled in each of these local authorities. The independent schools in these six local authorities were combined into one stratum to calculate sampling errors and Defts. There were 486 clusters used in the calculations, one for each class that participated in the survey.

Tables 3 to 8 show six key variables from the survey, with their 95% confidence intervals, linearised standard errors (i.e. sampling error) and Defts. The variables are the proportion of pupils: who are regular smokers, who drink alcohol at least once a week, who drank alcohol in the last week, who have ever used drugs, who have used drugs in the last year, and who have used drugs in the last month. All of the Defts reported are greater than 1.0, which is to be expected in a sample design involving clustering. For example, the Deft for 13 year old boys who are regular smokers is 1.12, indicating that the confidence interval is 1.12 times wider than it would be with a simple random sample.

In comparison with 2006, the standard errors in 2008 were approximately twice as large, as would be expected with a sample of half the size<sup>5</sup>. When comparing the 2008 key variables with the 2006 key variables, we have applied significance tests based on the 'pooled standard error' for each variable (a weighted sum of the true standard errors<sup>6</sup> for each year). **Table 9** shows the six key variables for 2006 and 2008, with the true standard errors for each year and whether or not the difference is significant at the 5% level.

In the Main Report, the 2006 and 2008 comparisons for these six variables take into account the complex design of the survey. For all other comparisons the significance tests are at the 5% level assuming a simple random sample. They therefore do not take into account the complex design of the survey and so are more likely to find significant differences where there would not be if we took account of the sample design. This applies to sub-group comparisons in 2008 (such as girls compared with boys) and to comparisons of the 2006 and 2008 results for other variables.

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<sup>5</sup> The 2008 survey was designed to provide data at Scotland level only and the sample was therefore not as large as in the 2006 survey which was designed to provide data at ADAT, Local Authority and Health Board level. Like the 2006 survey, the 2010 survey will have a larger sample than in 2008 and will provide data at local level.

<sup>6</sup> i.e. the standard errors taking into account the Design Effects.

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**Table 3: Linearised standard errors and 95% confidence intervals for the proportion of pupils who are regular smokers, by age and gender: Scotland 2008**

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
<b>13 year olds</b>						
Boys	2631	3.27%	0.4046	2.5%	4.1%	1.12
Girls	2683	4.30%	0.4772	3.4%	5.2%	1.15
<b>15 year olds</b>						
Boys	2296	14.21%	0.9371	12.4%	16.1%	1.35
Girls	2329	16.16%	1.1102	14.0%	18.3%	1.53

**Table 4: Linearised standard errors and 95% confidence intervals for the proportion of pupils who drink alcohol at least once a week, by age and gender: Scotland 2008**

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
<b>13 year olds</b>						
Boys	2655	8.38%	0.5900	7.2%	9.5%	1.06
Girls	2710	8.11%	0.6520	6.8%	9.4%	1.18
<b>15 year olds</b>						
Boys	2310	25.46%	1.1831	23.1%	27.8%	1.37
Girls	2337	24.41%	1.0359	22.4%	26.4%	1.22

**Table 5: Linearised standard errors and 95% confidence intervals for the proportion of pupils who drank alcohol in the last week, by age and gender: Scotland 2008**

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
<b>13 year olds</b>						
Boys	2604	10.67%	0.7248	9.2%	12.1%	1.16
Girls	2665	12.01%	0.7540	10.5%	13.5%	1.13
<b>15 year olds</b>						
Boys	2269	31.17%	1.2950	28.6%	33.7%	1.40
Girls	2320	30.64%	1.2765	28.1%	33.1%	1.40

**Table 6: Linearised standard errors and 95% confidence intervals for the proportion of pupils who have ever used drugs, by age and gender: Scotland 2008**

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
<b>13 year olds</b>						
Boys	2647	7.30%	0.5862	6.1%	8.4%	1.12
Girls	2701	5.69%	0.5179	4.7%	6.7%	1.10
<b>15 year olds</b>						
Boys	2300	25.10%	1.1112	22.9%	27.3%	1.29
Girls	2334	21.71%	1.0435	19.7%	23.8%	1.28

**Table 7: Linearised standard errors and 95% confidence intervals for the proportion of pupils who have used drugs in the last year, by age and gender: Scotland 2008**

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
<b>13 year olds</b>						
Boys	2647	5.34%	0.5024	4.4%	6.3%	1.11
Girls	2701	4.63%	0.4873	3.7%	5.6%	1.14
<b>15 year olds</b>						
Boys	2300	21.66%	1.0509	19.6%	23.7%	1.28
Girls	2334	18.77%	1.0115	16.8%	20.8%	1.31

**Table 8: Linearised standard errors and 95% confidence intervals for the proportion of pupils who have used drugs in the last month, by age and gender: Scotland 2008**

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
<b>13 year olds</b>						
Boys	2647	3.19%	0.3826	2.4%	3.9%	1.08
Girls	2701	3.39%	0.4437	2.5%	4.3%	1.21
<b>15 year olds</b>						
Boys	2300	14.30%	0.8905	12.5%	16.0%	1.28
Girls	2334	11.38%	0.8601	9.7%	13.1%	1.37

**Table 9: Statistical significance of comparisons between 2006 and 2008 results for key variables**

	2008 SALSUS			2006 SALSUS			T test (2 sided)	P – Value	Significant at 5% level?
	%	True standard error	Sample size	%	True standard error	Sample size			
<b>Regular smokers</b>									
13 yr old boys	3.3	0.405	2631	3.2	0.23	5797	0.267	0.790	No
13 yr old girls	4.3	0.477	2683	4.5	0.27	5774	-0.659	0.510	No
15 yr old boys	14.2	0.937	2296	12.6	0.44	5599	3.073	0.002	Yes
15 yr old girls	16.2	1.110	2329	18.2	0.52	5410	-3.438	0.001	Yes
<b>Drink at least once a week</b>									
13 yr old boys	8.4	0.590	2655	9.9	0.39	5790	-3.476	0.001	Yes
13 yr old girls	8.1	0.652	2710	10.9	0.41	5805	-6.244	0.000	Yes
15 yr old boys	25.5	1.183	2310	30.0	0.61	5622	-6.520	0.000	Yes
15 yr old girls	24.4	1.036	2337	29.2	0.62	5439	-6.834	0.000	Yes
<b>Drank last week</b>									
13 yr old boys	10.7	0.725	2604	12.8	0.44	5790	-4.343	0.000	Yes
13 yr old girls	12.0	0.754	2665	15.3	0.47	5805	-6.320	0.000	Yes
15 yr old boys	31.2	1.295	2269	35.2	0.64	5622	-5.477	0.000	Yes
15 yr old girls	30.6	1.277	2320	36.8	0.65	5439	-8.306	0.000	Yes
<b>Taken drugs in last month</b>									
13 yr old boys	3.2	0.383	2647	4.3	0.27	5473	-3.801	0.000	Yes
13 yr old girls	3.4	0.444	2701	3.4	0.24	5564	-0.053	0.958	No
15 yr old boys	14.3	0.891	2300	14.1	0.45	6034	0.376	0.707	No
15 yr old girls	11.4	0.860	2334	11.8	0.42	5946	-0.859	0.391	No
<b>Taken drugs in last year</b>									
13 yr old boys	5.3	0.502	2647	6.9	0.34	5473	-4.184	0.000	Yes
13 yr old girls	4.6	0.487	2701	6.0	0.32	5564	-3.928	0.000	Yes
15 yr old boys	21.7	1.051	2300	22.6	0.54	6034	-1.503	0.133	No
15 yr old girls	18.8	1.011	2334	21.4	0.53	5946	-4.322	0.000	Yes
<b>Ever taken drugs</b>									
13 yr old boys	7.3	0.586	2647	8.5	0.38	5473	-2.860	0.004	Yes
13 yr old girls	5.7	0.518	2701	7.4	0.35	5564	-4.476	0.000	Yes
15 yr old boys	25.1	1.111	2300	27.3	0.57	6034	-3.318	0.001	Yes
15 yr old girls	21.7	1.044	2334	25.5	0.56	5946	-5.896	0.000	Yes

## Comparisons with previous data

The age range in 2008 was slightly older than 2006. However, the 2002 and 2004 cohorts were on average 6 months older than 2006 and 2008 due to the later fieldwork period. It is important to bear this in mind when analysing long term trends as the previous surveys show that age plays an important role in the incidence of smoking, drinking and drug use (**Table 10**).

**Table 10: Age profile comparison between 2006 and 2008**

Age group	Survey Year	
	2006 %	2008 %
12 year olds	14	10
13 year olds	37	42
14 year olds	14	9
15 year olds	34	38
16 year olds	1	1

As the surveys prior to 2002 were completed by pupils aged 11-15, comparisons need to be made with age groups rather than year groups. Where comparisons with earlier surveys are made, therefore, S2 and S4 pupils from SALSUS 2008 are compared with 13 year olds and 15 year olds respectively. Throughout the Main Report, S2 pupils are referred to as '13 year olds' and S4 pupils referred to as '15 year olds', for the purposes of consistency.

## Data processing

This section covers the procedures used during the data processing stage. For variables that had to be derived from responses to questions, more detailed explanations are provided.

### THE DATA SPECIFICATION

Appendix F contains the full data specification that was followed in the data processing. Along with the question number and variable name, it shows the base for each question and rules that were applied when editing the data, for example, how missing values were treated and what happened when pupils did not follow the survey routing correctly.

### SPECIFICATION OF KEY DERIVED VARIABLES

#### AGES OF PUPILS

Pupils were asked to report their month and year of birth in the survey. Using this information and the date their questionnaires were received by Ipsos MORI pupils' ages on completion of the survey were calculated. There are two variables for pupils' age, 'age' and 'age2'. The 'age' variable contains whole numbers of age in years, whilst the 'age2' variable contains one decimal place. The 'age2' variable was used to differentiate between older and younger S2 and S4 pupils. This variable was not used widely throughout the Main Report, but was referred to in **Table 1.3** in the introduction.

#### SCOTTISH INDEX OF MULTIPLE DEPRIVATION AND URBAN/RURAL CLASSIFICATION

The Scottish Index of Multiple Deprivation (SIMD)<sup>7</sup> is a scale used to determine the relative deprivation of small areas across Scotland. An aggregate score is reached by combining 37 indicators from 7 domains: current income; employment; health; education, skills and training; housing; geographic access to services; and crime. Postcodes were collected from pupils to establish the SIMD rank of the areas they lived in using the 2006 version. This was reported in quintiles with 1 being the 20% most deprived areas and 5 being the 20% least deprived areas.

Overall, 32% of pupils (n=3,192) who returned questionnaires did not provide information on their postcode or gave incomplete postcode information. Complete postcode information is important because it is used to obtain scores for the Scottish Index of Multiple Deprivation. Due to the high number of pupils with missing postcode information, missing postcodes were imputed by sorting the data by class within schools. If a postcode was missing, the postcode of the preceding person was copied, provided they were in the same class. This allowed all pupils to be included in the SIMD analysis.

The decision on whether or not to impute missing data has in mind the objective of arriving at data which is as close as possible to the 'real' data. In this case, the decision was taken to impute postcodes because it appeared that pupils in deprived areas were less likely to provide a postcode. Before imputation, there was a difference of six percentage points between the proportion of pupils in the

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<sup>7</sup>Scottish Index of Multiple Deprivation, 2006: General Report.  
<http://www.scotland.gov.uk/Publications/2006/10/13142739>

most deprived quintile of the SIMD (16%) and those in the least deprived (22%). We know from the Scottish Household Survey (SHS) that the proportion of households with at least one schoolchild is evenly spread, with no difference between the most and least deprived quintiles (**Table 11**).

After imputation, the spread of the postcodes across the five SIMD quintiles was more uniform and the difference between those in the most deprived and those in the least deprived quintiles had reduced to three percentage points.

Had imputation not been conducted on postcodes, a large number of pupils in the most deprived areas would have been excluded from the deprivation analysis, leaving small base sizes. The fact that base sizes are increased as a result of the imputation reduces the chance of a Type II error<sup>8</sup>.

**Table 11: Distribution of SIMD scores before and after postcode imputation**

SIMD Score	% Before imputation	Valid % Before imputation	SHS distribution %	% After imputation
1 – Most deprived	11	16	21	18
2	13	19	19	19
3	14	21	20	21
4	15	22	20	21
5 – Least Deprived	15	22	21	21
Missing	32	-	-	-
<i>Base: all pupils</i>	<i>10063</i>	<i>6871</i>	<i>n/a</i>	<i>10063</i>

## MENTAL HEALTH

The Goodman Strengths and Difficulties Questionnaire (SDQ) was used in 2006 to explore the relationship between substance use and mental health and this was repeated in 2008. The ‘Strengths and Difficulties Questionnaire’ was designed by Robert Goodman (1997) and is widely used by researchers, clinicians and education professionals. The questionnaire comprises 25 items that are grouped into 5 scales, with each scale including 5 questions. The scales are:

- emotional symptoms (5 items)
- conduct problems (5 items)

<sup>8</sup> A Type II error is the error of failing to reject a null hypothesis when it is in fact not true. In other words, this is the error of failing to observe a difference when in truth there is one.

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- hyperactivity/inattention (5 items)
- peer relationship problems (5 items)
- pro-social behaviour (5 items)

Information on how to score the self-completed SDQ was obtained from the website <http://www.sdqinfo.com>, a site referenced by Goodman et al<sup>9</sup>. For each item in each of the five scales, the value of the responses 'Not true,' 'Somewhat true,' and 'Certainly true' are assigned a value from 0 to 2. Depending on whether each item represents a positive or negative behaviour, the direction of the scale from 'Not true' to 'Certainly true' used either ranges from 0 to 2 or 2 to 0 (see **Table 12** for details on each item). A total score of 0 through 10 is possible for each of the five scales, because each contain five items with possible score from 0 to 2.

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<sup>9</sup> Goodman (1997) *Journal of Child Psychology, Psychiatry and Allied Disciplines*, 38 (5) 581-586

**Table 12: Values assigned to each item in each scale of the SDQ**

	<b>Variable name</b>	<b>Not True</b>	<b>Somewhat True</b>	<b>Certainly True</b>
<b>Emotional Symptoms Scale</b>				
I get a lot of headaches, stomach aches or sickness	somatic	0	1	2
I worry a lot	worries	0	1	2
I am often unhappy, downhearted or tearful	unhappy	0	1	2
I am nervous in new situations. I easily lose confidence	clingy	0	1	2
I have many fears, I am easily scared	afraid	0	1	2
<b>Conduct Problems Scale</b>				
I get very angry and often lose my temper	tantrum	0	1	2
I usually do as I am told	obeys	2	1	0
I fight a lot. I can make other people do what I want	fight	0	1	2
I am often accused of lying or cheating	lies	0	1	2
I take things that are not mine from home, school or elsewhere	steals	0	1	2
<b>Hyperactivity Scale</b>				
I am restless. I cannot stay still for long	restles	0	1	2
I am constantly fidgeting or squirming	fidgety	0	1	2
I am easily distracted. I find it difficult to concentrate	distrac	0	1	2
I think before I do things	reflect	2	1	0
I finish the work I am doing. My attention is good	attends	2	1	0
<b>Peer Problems Scale</b>				
I am usually on my own. I generally play alone or keep to myself	loner	0	1	2
I have one good friend or more	friend	2	1	0
Other people my age generally like me	popular	2	1	0
Other children or young people pick on me or bully me	bullied	0	1	2
I get on better with adults than with people my own age	oldbest	0	1	2
<b>Pro-social Scale</b>				
I try to be nice to other people. I care about their feelings	consid	0	1	2
I usually share with others (food, games, pens etc.)	shares	0	1	2
I am helpful if someone is hurt, upset or feeling ill	caring	0	1	2
I am kind to younger children	kind	0	1	2
I often volunteer to help others (parents, teachers, children)	helpout	0	1	2

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Overall scores were calculated for each of the five scales by summing the scores for all items within each scale. Total Difficulties scores were also calculated as an overall measure of psychiatric health by summing the scores for Emotional Symptoms, Conduct Problems, Hyperactivity and Peer Problems, but excluding scores for Pro-social Behaviour. The range of possible Total Difficulties scores ranges from 0 through 40.

Pupils who did not answer one or more of the 25 SDQ items were excluded from the calculation of scores at varying levels. For example, if a pupil did not answer one of the five items on Emotional Symptoms, an Emotional Symptoms score could not be calculated for that pupil. This same pupil may have answered all of the items in the Conduct Problems scales, and in this case, would have a Conduct Problems score. Total Difficulties scores were only calculated for pupils who had scores for each of the 4 components in the Total Difficulties score.

Scores for each of the five scales and the Total Difficulties score were grouped into categories of Normal, Borderline, and Abnormal (**Table 13**). These groupings are used in psychiatry to aid in identification of pupils who are likely to have mental health disorders. Approximately 10% of children tend to score in the abnormal band on any given score, with a further 10% scoring in the borderline band.

**Table 13: Strengths and difficulties scoring**

Score	Category		
	Normal	Borderline	Abnormal
<b>Total difficulties score</b>	0-15	16-19	20-40
Emotional symptoms	0-5	6	7-10
Conduct problems	0-3	4	5-10
Hyperactivity/inattention	0-5	6	7-10
Peer relationship problems	0-3	4-5	6-10
Pro-social behaviour	6-10	5	0-4

### FAMILY STRUCTURE

A variable on family structure (famstat) was computed for inclusion in a small number of tables in the Main Report. This variable represents pupils' family structures in their main home only, and does not include information about a second home, if one exists. In the family structure variable, pupils with a 'single parent' live with their own mother or father, pupils with a 'step-parent' live with

one of their own parents and one step-parent, pupils with 'both parents' live with both of their own parents, and pupils with an 'other' family structure do not live with either of their own parents and may live with foster parents, grandparents, older siblings, in a residential care home, or with other family members not represented. There were 209 pupils for whom there was no reported family information. These pupils have been excluded from analysis involving the family structure variable.

### **CLASSIFICATION OF SMOKING STATUS**

Pupils were classified as 'regular smokers' (defined as usually smoking at least one cigarette a week), 'occasional smokers' (defined as currently smoking but less than one cigarette a week) or 'non-smokers' (pupils who had never smoked or who were not current smokers) using a variable (smokstat) derived from Question 8 of the questionnaire.

This classification differs slightly from that used in 2006, due to the removal of a 'check' question that, in 2006, directly followed what is now Question 8. The 'check' question was asked only of pupils who said they have never smoked, and asked pupils to confirm if they never smoke now or if they do sometimes smoke cigarettes. The 'check' question resulted in a small proportion of pupils who originally said they never smoke being recoded as 'occasional smokers'. Analysis undertaken prior to the 2008 survey revealed that the proportion of pupils who were reclassified on the basis of this question was very small. Therefore the decision was made to remove the 'check' question in order to improve the flow of the questionnaire and to shorten it.

As not all pupils responded to Question 8, it was not possible to classify all pupils as regular smokers, occasional smokers or non-smokers. Consequently, pupils who could not be classified using Question 8 were excluded from all tables in Section 2 of the Main Report that use smoking status as an investigatory variable. However, the pupils with unknown smoking status are included in the 'all pupils' category.

### **CLASSIFICATION OF PARENTS' AND SIBLINGS' SMOKING STATUS**

Parents' smoking status was derived from responses to Question 23 and used in Tables 2.26 and 2.27 of the Main Report. The variable 'parsmoke' includes pupils whose parents do not smoke at all, who have at least one parent who smokes daily, and those who do not see either parent. The variable has a high number of missing values because pupils who say their parents (or one parent) smoke

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occasionally are excluded, as are pupils who do not know the smoking status of their parents.

Whether or not pupils' siblings smoke was also derived from Question 23 and used in Table 2.28 of the Main Report. This variable, 'sibsmoke' was derived in the same way as 'parsmoke,' and thus has the same limitations of not including information on pupils whose siblings smoke occasionally or pupils who do not know their siblings' smoking status.

### CALCULATION OF ALCOHOL UNITS

As in previous years of SALSUS, the numbers of units of alcohol were calculated for each type of alcohol asked about in the questionnaire using a standard chart of conversion factors. Pupils were asked to report on how much of the following types of alcohol they had in the last week:

- Beer, lager or cider
- Shandy
- Wine
- Fortified/dessert/tonic wine
- Martini and sherry
- Spirits and liqueurs
- Alcopops or pre-mixed alcoholic drinks.

Pupils reported measures of pints, half pints, large cans, small cans, bottles, and glasses, which were converted to a number of units using the conversion factors previously used in 2006. This method does not account for any variation in the strength of alcoholic drinks.

In addition to calculating units using the same method as was used in 2006, units of alcohol were also calculated using new conversion factors. The new conversions have increased the number of units allotted to cans and bottles of beer, glasses of wine, and cans and bottles of alcopops (**Table 14**). The 2008 calculation also took into account of the strength of beer, as the units of beer reported by pupils who state in Question 34 that they normally drink strong beer were multiplied by a factor of 1.5. It was felt that this would provide a more accurate measure of the number of units consumed.

Due to the increase in the number of units allotted to different quantities/types of alcohol in the new conversion factors, total units of alcohol calculated using the new conversion factors are higher than the total units calculated using the conversion factors of 2006. Using both conversion factors, there were a few outliers of pupils who reported they had consumed very large amounts of alcohol in the week prior to the survey. Any pupil who reported having consumed more than 155 units of alcohol in total was excluded from the calculation of the mean units of alcohol reported in Tables 3.8 and 3.9 of the Main Report, on the basis that this level of consumption was very unlikely and probably due to over-reporting. The same cut-off was used in 2006.

Using the old conversion factors, nine pupils were excluded from analysis because they reported drinking more than 155 units of alcohol in the last week. Twenty-five pupils were excluded due to having total units above the threshold of 155 per week using the new conversion factors.

**Table 14: Conversion factors for each type of drink into units of alcohol**

<b>Type of drink</b>	<b>Measure</b>	<b>Units of alcohol, 2006</b>	<b>New conversion factors, 2008</b>
Beer, lager or cider	Pint	2	2
	Half pint	1	1
	Large can	1.5	2
	Small can or bottle	1	1.5
	Less than half a pint	0.5	0.5
Shandy	Pint	1	1
	Large can	0.75	0.75
	Half pint, small can or bottle	0.5	0.5
Wine	Less than half a pint	0.25	0.25
	Glasses	1	2
	Less than a glass	0.5	1
Fortified wine or spirits	Glasses	1	1
	Less than a glass	0.5	0.5
Alcopops	Can or bottle	1	1.5
	Less than a bottle	0.5	0.75

\*Pupils who stated they normally drink strong beer had their units of beer multiplied by a factor of 1.5

### **SEMERON**

A bogus drug 'semeron' was included in the list of drugs presented in questions 72 and 74 in the questionnaire. A variable was derived using Question 74 to capture whether or not pupils had taken any drugs in the last month, in the last year, more than a year ago or never. This derived variable (takedrug) is used in many of the tables in Section 4 of the Main Report.

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The analysis was set up to exclude pupils who reported that the only drug they had ever used was semeron from tables that report on the use of *any* drugs. This included all tables in Section 4 of the main report with the exception of Tables 4.3, 4.5, and 4.6, which report on all drugs in Question 74.

However, there were in fact no pupils who claimed to have taken semeron but no other drug, so there was no need to exclude any pupil from this analysis.

Pupils who claimed to have taken semeron but also reported taking other drugs were included in the analysis.

A variable was also derived to capture whether or not pupils have ever been offered any drugs listed in Question 72. There were only two pupils who reported having been offered semeron but no other drug. These pupils were included in this variable and their responses are reflected in Tables 4.14 and 4.15 in the Main Report.

### **AGE AT WHICH FIRST SMOKED, DRANK, GOT DRUNK AND TOOK DRUGS**

Question 87 asks pupils to report at what age they first smoked a cigarette (more than a puff), drank alcohol (more than a sip), got drunk and used drugs. Table 5.6 in the Main Report shows the average age of first substance use by age and gender. In 2006, ages below 5 were not included in the calculation of average ages. For consistency in 2008, ages below 5 were presumed to be unlikely. Because the SALSUS questionnaires were entered through scanning, it is probable that some values below 4 represent errors where the scanner failed to register the digit 1 preceding the value (i.e., read in 4 instead of 14). Rather than exclude pupils with a reported an age between 0 and 4, we chose to add a value of 10 to these ages so as to keep them in the calculations without skewing the averages. This had a minimal effect on the distribution of ages, but enabled more accurate calculation of average ages of first substance use.

### **CALCULATING PATERNAL AND MATERNAL KNOWLEDGE SCORES**

Pupils' perceptions of their parents' knowledge of their behaviours was assessed in questions 69 and 70 of the questionnaire. Pupils were asked how much they thought their mother and their father knew about five factors relating to their friends and activities:

- 'Who your friends are'
- 'How you spend your money'
- 'Where you are after school'

- 'Where you go at night'
- 'What you do with your free time'.

Separate overall scores of paternal and maternal knowledge were calculated for each pupil based on their responses to questions 69 and 70. The response option 'I think s/he knows a lot' was given a value of 2, 'I think s/he knows a little' a value of 1, and 'I don't think s/he knows anything' a value of 0 for each of the 5 items listed above. The values for each of the items were aggregated to give total paternal and maternal scores, represented in the derived variables 'mumscore' and 'dadscore'. These variables have values ranging from 0 to 10. Scores of maternal and paternal knowledge could only be calculated for pupils who answered all of the five items in questions 69 and 70, respectively.

Pupils' perceptions of parental knowledge vary by age group and sex. To take account for this variation, paternal and maternal knowledge scores were banded into below median, at median or above median scores separately for each age and sex group: 13 year old males, 13 year old females, all 13 year olds, 15 year old males, 15 year old females and all 15 year olds. These bandings are used in Tables 2.32, 2.33, 3.44, 3.45, 4.36 and 4.37 in the Main Report.

## Limitations of the data

As with any survey, there are a number of limitations of the data, most of which have been described at an appropriate point in this Technical Report and the Main Report. These include:

- The fact that the data are from a sample of the population as opposed to a census and therefore subject to sampling error (see sections on 'Precision of results and measurement of change' and 'Calculating standard errors and design effects' in this report and Appendix A in the Main Report).
- Non-response of schools, classes and pupils (see 'Response rates' section in this report and Section 1.3.5 in the Main Report).
- Item non-response (see 'Item non-response' section in this report and Section 1.3.8 in the Main Report).

Other limitations which have not been covered in detail include:

- The self-reporting nature of the results. As with all surveys, the results can only tell us what respondents say that they do, think or feel. We have

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to assume that their answers are honest and accurate. Concerns about the honesty of responses are particularly applicable to a survey such as SALSUS which covers sensitive topic areas. Although steps were taken to encourage honest answers, such as pupils sitting in exam conditions and being reassured of the confidentiality of their answers, we do not know how honest pupils were. However, English surveys of smoking, drinking and drug use among secondary school pupils carried out throughout the 1990s used saliva tests to validate the estimates of the prevalence of smoking derived from the questionnaire and smoking diary. The results consistently suggested that pupils were providing honest answers. While there is no such evidence relating to drinking or drug use, it is assumed that the proven high level of honesty extends to these substances.<sup>10</sup> Even if pupils answer the questions honestly, the *accuracy* of their answers will vary. Some questions will be easy for pupils to answer and should therefore produce accurate results, for example, *Would you like to give up smoking? – Yes, No, Don't know*. Other questions rely on the accuracy of pupils' recall and ask them to quantify their behaviour, for example, *How many cigarettes did you smoke on each day in the last 7 days, ending yesterday?* Answers to this type of question are therefore less likely to be accurate.

- The sample only covers pupils in mainstream secondary education. The sample excludes pupils in special schools, secure residential units and those who are home schooled. It is not possible to measure the effect of this although it is likely that substance use may be very different among pupils who are not in mainstream secondary education.

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<sup>10</sup> <http://www.archive.official-documents.co.uk/document/doh/sddyp/sddyp02.htm>

## Appendix A: Instructions for liaison points

SALSUS 2008

### INSTRUCTIONS FOR LIAISON POINTS

Thank you very much for your help so far with this survey. Included in this pack you will find everything you need for one selected class to take part. You will have been sent a pack like this for each selected class in your school. This document explains the steps you need to take. If you have been involved in SALSUS before, you will find that the arrangements are similar but some details will have changed so please read these instructions carefully.

**If you have any problems or questions, please contact the Ipsos MORI survey team: Carolyn Black on 0131 240 3261 or David Myers on 0131 226 8678 or [salsus@ipsos.com](mailto:salsus@ipsos.com).**

This pack should contain:

- Instructions for the class teacher administering the survey (x 1). These instructions are also included at the end of this document for your reference.
- Opt out letters for parents (x 33)
- Information sheets for pupils (x 33)
- Questionnaires (x 33)
- Plain envelopes in which pupils put their completed questionnaires (x 33)
- Reply paid envelopes for absent pupils completing the questionnaire at a later date (x 5)
- Class response sheet for the class teacher to complete and return with the sealed envelopes (x 1)
- Pop-up box for the return of the class response sheet and sealed envelopes (x 1)

If there is anything missing, please contact the Ipsos MORI survey team: Carolyn Black on 0131 240 3261 or David Myers on 0131 226 8678 or [salsus@ipsos.com](mailto:salsus@ipsos.com)

What to do next:

- 1. Please check the contents of each class pack and read these instructions and the class teacher instructions carefully.** If anything is missing or you have any questions, please contact the Ipsos MORI survey team: Carolyn Black on 0131 240 3261 or David Myers on 0131 226 8678 or [salsus@ipsos.com](mailto:salsus@ipsos.com)
- 2. Distribute the packs to the relevant class teachers in the pop-up box supplied** (this box will also be used for return of the completed questionnaires). The address label on the original box (the one addressed to you which you have opened) shows which pack is for which class (it will say '2F' or '4B' etc.). You should keep these 'Instructions for Liaison Points' and give everything else to the class teacher.

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- The survey should be completed in a mixed ability class such as PSE.
- Please ask the class teacher who will be administering the survey to read the instructions carefully and to come back to you or to the survey team with any questions.
- Point out to them that the opt out letters for parents and the information sheets for pupils need to be distributed at least a week before the survey is completed. If the school wishes to send its own opt out letter, rather than use the one provided, that's fine.
- Please also stress the importance of following up on absent pupils and arranging for them to complete the survey at a later date.

### 3. Take a note of when they plan to administer the survey and follow up if they have not returned the box of questionnaires on that date.

4. When you have received the boxes of completed questionnaires for all of the selected classes in your school, **telephone Mike Payne or Heather Dewhurst on 01342 822824 (Design to Print) to arrange the courier collection.** The process is very straightforward and they will arrange for a TNT courier to collect the box(es) that day or on the next day that the school is open.

The final date for returning the questionnaires is **14 November 2008** but please return them as soon as they have all been completed. If more than one class in your school has been selected, please arrange for collection of the boxes at the same time. However, if one class will be completing the questionnaires significantly later than the other(s), you can return these separately.

The completed questionnaires, in their sealed envelopes, should be returned in the flat-pack box provided. Please tape round the top and bottom of the box. The box should contain:

- A sealed envelope (containing a completed questionnaire) for each pupil in the class who completed the survey.
- One class response sheet completed by the teacher.

If more than one class has been selected, the questionnaires from each class should be returned in separate boxes.

Absent pupils completing the questionnaire at a later date will return their questionnaires separately (individual reply paid envelopes are supplied for this).

Please do not return any spare materials. Please retain them until all absent pupils have completed the survey and then put them in your paper recycling.

### 5. Follow up on absent pupils

If any pupils are absent when the questionnaire is completed, class teachers should record this on the Class Response Sheet and note their names in the space provided in point 5 of their instructions.

If possible, absent pupils should complete the questionnaire the next time they attend that class. If this is not possible, please arrange another suitable time. We understand the additional work involved in following up on absent pupils but **following up on these pupils will make a big difference to the representativeness of the sample and the robustness of the survey results.**

### **Why is this so important? Surely getting responses from 23 out of 25 pupils in a class is really good....?**

The higher the response rate, the more accurate the results will be. We know from previous surveys that absenteeism is strongly linked to some of the behaviours we are looking at – so following up on absent pupils is particularly important because we know that, as a group, they are 'different' to the pupils who are not absent. If we do not follow up on absent pupils the results will be biased.

Absenteeism due to truanting and exclusion is highly correlated with substance use. For example, in the 2006 survey:

- 82% of 15 year olds who had used drugs in the last month had also truanted in the past year, compared with only 40% of 15 year olds who had never used drugs
- 28% of 15 year old regular drug users had truanted more than 10 times, compared with only 4% of 15 year olds who had never used drugs
- 13% of 15 year old regular drug users had been excluded compared with 3% of 15 year olds who had never used drugs.

Levels of absenteeism due to sickness were not asked about, but there was a question on health and this was also correlated with substance misuse (e.g. 90% of those who had never used drugs rated their health as 'excellent' or 'good' compared with 77% of regular drug users). It therefore seems likely that there is also a correlation between absenteeism due to sickness and substance misuse.

Absent pupils who are completing the questionnaire at a later date should do so under the same conditions as pupils in the main session. The main difference is that they should be given a reply paid envelope to return the questionnaire themselves. This is important because pupils completing the questionnaire on their own, or in a small group, will not have the same reassurance that their response is anonymous and will be lost in the pile of other sealed envelopes. Knowing that they are handing the sealed envelope back to a teacher and who knows who has completed it may affect the honesty of their responses. So please **give them the reply paid envelope at the same time as the questionnaire, and explain that they should put it in the post themselves.** This needs to be explained before they complete the questionnaire so that they feel they can be honest while they are completing it – reassurances given afterwards will be too late to affect the quality of the data collected. If appropriate and there is a post box near the school, the pupil could be allowed time to go and post it immediately after completing it. Otherwise, they should take it with them and post it on the way home. (We know that some pupils may forget to do this, but we would rather get a smaller number of more honest answers than risk the quality of data).

We have provided space below for you to keep a note below of the absent pupils to be followed up. If pupils are on long-term absence, we can arrange for a pack to be sent to their home address.

***Thank you very much again for your help. If you have any problems or questions, please contact the Ipsos MORI survey team: Carolyn Black on 0131 240 3261 or David Myers on 0131 226 8678 or [salsus@ipsos.com](mailto:salsus@ipsos.com).***

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**Class** (e.g. '2F' or '4B' etc) .....

Date questionnaires completed by class .....

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

..... Date completed .....

..... Date completed .....

..... Date completed .....

..... Date completed .....

..... Date completed .....

**Class** (e.g. '2F' or '4B' etc) .....

Date questionnaires completed by class .....

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

..... Date completed .....

..... Date completed .....

..... Date completed .....

..... Date completed .....

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**Class** (e.g. '2F' or '4B' etc) .....

Date questionnaires completed by class .....

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

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..... Date completed .....

..... Date completed .....

..... Date completed .....

..... Date completed .....

**Class** (e.g. '2F' or '4B' etc) .....

Date questionnaires completed by class .....

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

..... Date completed .....

..... Date completed .....

..... Date completed .....

..... Date completed .....

..... Date completed .....

**Class** (e.g. '2F' or '4B' etc) .....

Date questionnaires completed by class .....

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

..... Date completed .....

..... Date completed .....

..... Date completed .....

..... Date completed .....

..... Date completed .....

**Class** (e.g. '2F' or '4B' etc) .....

Date questionnaires completed by class .....

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

..... Date completed .....

..... Date completed .....

..... Date completed .....

..... Date completed .....

..... Date completed .....

## Appendix B: Instructions for teachers

SALSUS 2008

### INSTRUCTIONS FOR CLASS TEACHERS

Thank you very much for helping with this survey. This document explains the background to the survey and steps you need to take.

If you have been involved in SALSUS before, you will find that the arrangements are similar but some details will have changed so please read these instructions carefully.

**If you have any problems or questions, please contact the liaison point within your school or the Ipsos MORI survey team: Carolyn Black on 0131 240 3261 or David Myers on 0131 226 8678 or [salsus@ipsos.com](mailto:salsus@ipsos.com).**

Your box should contain:

- Opt out letters for parents (x 33)
- Information sheets for pupils (x 33)
- Questionnaires (x 33)
- Plain envelopes in which pupils put their completed questionnaires (x 33)
- Reply paid envelopes for absent pupils completing the questionnaire at a later date (x 5)
- Class response sheet to complete and return with the sealed envelopes (x 1)
- Pop-up box for the return of the class response sheet and sealed envelopes (x 1). This will probably be the box you were given by the liaison point, currently containing all the other materials.

If there is anything missing, please contact the liaison point within your school.

### Background to the survey

SALSUS (the Scottish Schools Adolescent Lifestyle and Substance Use Survey) has been running since 1982 and provides valuable information about young people's substance misuse and, in particular, prevalence data on smoking, drinking and drug use. The aim of the research is to inform national and local planning and development of services, contributing to the monitoring of government policies aimed at reducing the prevalence of substance misuse. To achieve these aims it is important that the results are reliable and representative. Over 500 S2 and S4 classes have been selected at random from schools around Scotland.

The survey fits well with the *Curriculum for Excellence* focus on health and wellbeing and the focus on numeracy. Participating schools will receive teaching materials on substance misuse and on survey methods /understanding statistics.

Information Services Division of NHS National Services Scotland, on behalf of the Scottish Government, has commissioned Ipsos MORI to undertake the 2008 wave of SALSUS.

To ensure that the results are as reliable as possible, it is important that the survey is administered in the same way across all selected classes and schools. We have therefore drawn up the following guidelines.

### What to do next:

#### 1. Identify a suitable date and time to administer the survey.

Please note that you will need to distribute the opt out letters for parents and the information sheets for pupils at least one week before the survey is completed.

The class must be of mixed ability e.g. a Social Education/PSE class. The questionnaires must be filled in on one occasion (not two separate occasions). This may be over one class period or a double period (depending on how long each period lasts). The questionnaire should take a maximum of one hour to complete although many pupils will complete it in half an hour.

#### 2. At least a week before the survey is completed, distribute the opt out letters for parents (to be taken home by pupils and given to their parent/guardian) and the information sheet for pupils.

#### 3. Administer the questionnaire:

##### Set-up of the room.

To help ensure that pupils' responses are as honest as possible, it is important that they cannot see each other's questionnaires. Ideally, the class room should be set-up exam style, with pupils at separate desks and facing the same way. If this is not practical, they should be spaced out as much as possible.

**Please distribute one questionnaire and one plain envelope to each pupil.** It is important that they are given the envelope at the same time as the questionnaire to reassure them that their answers will be confidential: reassurances about confidentiality need to be given before pupils complete the survey so that they feel they can be honest while they are completing it – reassurances given afterwards will be too late to affect the quality of the data collected.

##### Instructions to pupils

Please stress to pupils that the research is confidential and anonymous. Once they finish the questionnaire, they should seal these in the white envelopes provided. There are some instructions at the beginning of the questionnaire. Pupils should read these before starting to fill out the questionnaire. In addition you should stress the points which are explained in the section below. You may choose to read this out, however if not, please stress the points in bold.

*"Our school is taking part in a study about the ways that young people live in Scotland. You will be asked to fill in a questionnaire, mostly by **crossing the box that best fits your answer**. You must use a black or blue pen. You may be asked to miss out certain questions, so please read the instructions beside the questions carefully.*

*Answer the questions as honestly as you can but don't spend too much time on each question. You should not talk to each other until everyone has finished. Remember it is your own opinion that is of interest and not that of everyone else. Although there will be no talking, **the questionnaire is not***

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**a test and there are no right or wrong answers.** When you have finished, please do the puzzles at the end of the questionnaire, read a book, or get on with your own work quietly.

**If you make a mistake when filling in a box, please completely fill in this box and cross the correct box as normal.** It is important that the box you filled by mistake is completely covered, as shown;

Mother  
Father



**Remember, you do not have to complete this questionnaire if you do not want to. If there are any particular questions that you do not want to answer, you do not have to answer them.**

**The questionnaire is confidential. Nobody at school, including me, or at home, will see your answers. Don't write your name on the questionnaire. When you have filled it in, put the questionnaire in the envelope and seal it. The questionnaires will then be sent back to the Survey team."**

### Conditions in the classroom

It is important that pupils are not rushed, as this will affect the validity of their answers.

**Pupils should not be allowed to talk or be able to see each other's answers.**

### Giving help

The questionnaire contains all the instructions the pupils should need, however it is possible that some pupils may have problems completing certain parts. Any help given must not bias the pupil's answers. Therefore help should only be given if the problem is a practical one e.g. whether to place a cross or a number in a box. If the request for help would mean interpreting a question or suggesting an answer, then the pupil should be instructed to answer as best they can or to answer the question as they understand it. If a pupil does not understand a question they should enter the 'don't know' response if there is one, or write 'I don't understand' next to the question.

### Pupils with learning support

If there are any pupils who would normally receive support (e.g. scribing or other assistance), they should be given the choice of:

- completing the questionnaire on their own
- not completing the questionnaire
- completing the questionnaire with support.

It is very important that pupils understand the nature of the questions before making this decision (particularly if they want to complete the questionnaire with support). Some of the most sensitive/personal questions are shown below. Please read these questions to the pupil before they make up their minds whether they want support to take part.

Q16) On average, how many cigarettes do you smoke in a week?

Q50) Have you ever been really drunk?

No, never

Yes, once

Yes, 2-3 times

Yes, 4-10 times  
Yes, more than 10 times

Q74) When was the last time you ever used or took any of the following?

- Cannabis
- Gas, Glue or other solvents
- Amphetamines
- LSD
- Ecstasy
- Heroin (Smack, Skag, Gear, 'H')
- Magic Mushrooms (Shrooms)
- Methadone (Linctus, Physeptone, Meth)
- Crack (Rock, Stone)
- Cocaine (Coke, Charlie, 'C')

QS (page 27) For each item, please mark the box for the Not True, Somewhat True or Certainly True.

- I am helpful if someone is hurt, upset or feeling ill
- I am constantly fidgeting or squirming
- I have one good friend or more
- I fight a lot. I can make other people do what I want
- I am often unhappy, down-hearted or tearful
- Other people my age generally like me
- I am easily distracted. I find it difficult to concentrate
- I am nervous in new situations. I easily lose confidence

If a pupil is taking part with support, this should take place in an area where they cannot be overheard by anyone else. The person providing support must agree to maintain confidentiality and not to refer to the responses in any future contact with the pupil.

**4. Complete the Class Response Sheet** during the session or immediately afterwards.

**5. Take a note below of any absent pupils to be followed up.** This record is for your use only, the names should not be forwarded to the survey team.

Class (e.g. '2F' or '4B' etc) .....

Date questionnaires completed by class .....

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

- ..... Date completed .....
- ..... Date completed .....
- ..... Date completed .....
- ..... Date completed .....
- ..... Date completed .....

..... Date completed .....

### **6. Return the box of completed questionnaires and class response sheet to your liaison point.** The box should contain:

- a sealed envelope (containing a completed questionnaire) for each pupil in the class who completed the survey during the session. (Absent pupils completing the questionnaire at a later date will return their questionnaires separately and individual reply paid envelopes are supplied for this).
- the completed class response sheet.

Please do not return spare materials. Please retain them until all absent pupils have completed the survey and then put them in your paper recycling.

### **7. Follow up on any absent pupils.**

If any pupils are absent when the questionnaire is completed, please record this on the Class Response Sheet and note their names in the space provided under point 5 above.

If possible, absent pupils should complete the questionnaire the next time they attend your class. If this is not possible, please discuss with the liaison point to arrange another suitable time. We understand the additional work involved in following up on absent pupils but **following up on these pupils will make a big difference to the representativeness of the sample and the robustness of the survey results.**

### **Why is this so important? Surely getting responses from 23 out of 25 pupils in the class is really good....?**

The higher the response rate, the more accurate the results will be. We know from previous surveys that absenteeism is strongly linked to some of the behaviours we are looking at – so following up on absent pupils is particularly important because we know that, as a group, they are 'different' to the pupils who are not absent. If we do not follow up on absent pupils the results will be biased.

Absenteeism due to truanting and exclusion is highly correlated with substance use. For example, in the 2006 survey:

- 82% of 15 year olds who had used drugs in the last month had also truanted in the past year, compared with only 40% of 15 year olds who had never used drugs
- 28% of 15 year old regular drug users had truanted more than 10 times, compared with only 4% of 15 year olds who had never used drugs
- 13% of 15 year old regular drug users had been excluded compared with 3% of 15 year olds who had never used drugs.

Levels of absenteeism due to sickness were not asked about, but there was a question on health and this was also correlated with substance misuse (e.g. 90% of those who had never used drugs rated their health as 'excellent' or 'good' compared with 77% of regular drug users). It therefore seems likely that there is also a correlation between absenteeism due to sickness and substance misuse.

Absent pupils who are completing the questionnaire at a later date should do so under the same conditions as pupils in the main session. The main difference is that they should be given a reply paid envelope to return the questionnaire themselves. This is

important because pupils completing the questionnaire on their own, or in a small group, will not have the same reassurance that their response is anonymous and will be lost in the pile of other sealed envelopes. Knowing that they are handing the sealed envelope back to a teacher and who knows who has completed it may affect the honesty of their responses. So please **give them the reply paid envelope at the same time as the questionnaire, and explain that they should put it in the post themselves.** This needs to be explained before they complete the questionnaire so that they feel they can be honest while they are completing it – reassurances given afterwards will be too late to affect the quality of the data collected. If appropriate and there is a post box near the school, the pupil could be allowed time to go and post it immediately after completing it. Otherwise, they should take it with them and post it on the way home. (We know that some pupils may forget to do this, but we would rather get a smaller number of more honest answers than risk the quality of data).

Please keep your liaison point informed of when absent pupils have completed the questionnaire.

If pupils are on long-term absence, we can arrange for a pack to be sent to their home address.

***Thank you very much again for your help. If you have any problems or questions, please contact the liaison point within your school or the Ipsos MORI survey team: Carolyn Black on 0131 240 3261 or David Myers on 0131 226 8678 or [salsus@ipsos.com](mailto:salsus@ipsos.com).***

## Appendix C: Parental opt-out letter

September 2008

Dear Parent/Guardian

### **Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)**

Your child is being invited to take part in an important research study being undertaken at their school. I am writing to provide you with some information on the survey so that you can decide whether you are happy for your child to take part.

Pupils who take part in this survey will be asked to fill in a questionnaire during class time. The questions cover health and lifestyle, including attitudes towards smoking, drinking and drug use among young people. The survey has been running since 1982 and the **results have helped inform and monitor government policies aimed at reducing smoking, drinking and drug use among young people in Scotland.**

Information Services Division of NHS National Services Scotland runs the survey on behalf of the Scottish Government. They have asked Ipsos MORI, an independent research agency, to run the survey within schools. Pupils in S2 and S4 at a large number of schools across Scotland are being asked to take part - your child's class is one of those which has been invited to take part.

Completed questionnaires will be kept in the strictest confidence and stored securely and will be used for this research project only. Pupils will not be asked to write their name on the questionnaire so they cannot be identified in the results. Your child's answers to the questions will be looked at alongside those of lots of other pupils. To help us look for any patterns in the results across different parts of Scotland, we will ask pupils to write their postcode on the questionnaire. However, they do not have to provide this information if they would prefer not to. Only the survey research teams at Ipsos MORI and the Information Services Division (part of the NHS which deals with statistics) will have access to individual responses.

If you have any questions or concerns about this survey, please contact Carolyn Black at Ipsos MORI on 0131 240 3261 or by email [salsus@ipsos.com](mailto:salsus@ipsos.com).

If you are happy for your child to take part in the research, you do not have to do anything. Your child will also be asked if they wish to take part. However, if you do not wish for your child to take part in this survey, please complete the tear-off slip below and return to the school within the next 7 days.

Thank you for your help with this important study.

Yours faithfully



Jane MacLardie, Research Manager, Ipsos MORI

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### **Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)**

I **do not** wish ..... (Print name of child in capital letters) to take part in SALSUS 2008.

Signed ..... Date .....

Name ..... (capital letters)

Relationship to child ..... Child's year group: .....

## Appendix D: Pupil information sheet

### Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)

You are being asked to take part in a research study being carried out with young people across Scotland. This sheet tells you more about the study and what it involves.

#### Why is this survey being done?

SALSUS is an important survey which has been running since 1982. The questions cover your health and lifestyle, including smoking, drinking and drug use. The results of the research will help provide information and advice for young people on smoking, drinking and drug use.

#### Why have I been chosen?

S2 and S4 classes across different parts of Scotland are being asked to take part by completing a questionnaire. By the end of the research, we will have answers from around 9,000 school pupils. You are being asked to take part because your school and your class were chosen at random to take part in the study.

#### What does taking part in the research involve?

If you decide to take part you will be asked to complete a questionnaire in class time. The questionnaire should take about 45 minutes to do.

#### Do I have to take part?

It is up to you to decide whether or not to take part. However, the questions cover things that are important to young people in Scotland today and we really want to know what you think. If you decide to take part you do not have to answer all of the questions if you do not want to and it is ok to stop answering the questions at any time without giving a reason.

#### Will anyone see my answers?

You are not asked to put your name or the school's name on the questionnaire so no one will know who gave what answers. Once you have finished the questionnaire you put it in a sealed envelope so your teacher will not see it.

Only the research teams at Ipsos MORI (the company doing the research) and the Information Services Division (part of the NHS that deals with statistics) will see your answers to the questionnaire. They will put all the answers from all pupils together before they look at the results.

#### What happens if I decide not to take part?

If you decide you do not want to take part, you will do other work while your classmates complete their questionnaires.

#### Who do I speak to if I am still not sure whether I would like to participate?

If you have any more questions about the research, please speak to the teacher who gave you this sheet or you can contact Carolyn Black from the Ipsos MORI team at [salsus@ipsos-mori.com](mailto:salsus@ipsos-mori.com) or 0131 240 3261.

## Appendix E: Class response sheet

### SALSUS 2008 CLASS RESPONSE SHEET

Please complete this form immediately after your class has done the survey. Put it in the return box, on top of the pile of sealed envelopes, and give the box to your liaison point.

Ipsos MORI reference:

(batch number)
-------------------

Name of Class (e.g. 2F or 4B) .....

Number of pupils normally in class .....

Number of questionnaires completed .....

Reasons for non-completion (please give number of pupils for each reason)

Illness .....

Authorised absence .....

Unauthorised absence .....

Exclusion .....

Parent refused .....

Pupil refused .....

Other .....

(please write in reasons)

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Please write the names of any absent pupils (whether due to illness, authorised absence, unauthorised absence or exclusion) on page 4 your instructions and arrange for them to complete the questionnaire when they are next in school.

## Appendix F: Data specification

### SALSUS 2008 Data Specifications

Qn Number	Variable	Base	Edit rules
Q1	sex	All	IF NOT ANSWERED, code as -9
Q2	classyr	All	<p>IF NOT ANSWERED, code as -9</p> <p>All students with the same batch number (first 3 digits of number on cover sheet of q'aire) should have the same class year. Thus, by looking at the class year of other respondents with the same batch number, missing class years can be determined for students.</p> <p>At the end of coding, please use the batch number provided for each class to determine class year where students have not answered this question and enter the appropriate classyr code (S2=1, S4=2).</p>
Q3	month	All	IF NOT ANSWERED, code as -9
Q4	year	All	IF NOT ANSWERED, code as -9
Q5	pcknow	All	IF NOT ANSWERED, code as -9
Q5b	Pcode	All	IF NOT ANSWERED, code as -999
Q6	whnlvskl	All	<p>IF NOT ANSWERED, code as -9</p> <p>If multi-coded, force to first answer given (code closest to 1)</p>
Q7	cgnow	All	<p>IF NOT ANSWERED, code as -9.</p> <p>Force to code 1 if Q8= 4 or 5 or 6.</p> <p>Force to code 2 if Q8= 1 or 2 or 3.</p> <p>Also force to code 1 if any of q10 or q11 or q12</p>

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			<p>or q13 answered,  OR any q14 coded 2, 3, or 4,  OR any at q15&gt;0 or q16&gt;0 or q17&gt;0,  OR any q18 or q19 or q20 or q21 answered.</p>
Q8	cgstat	All	<p>IF NOT ANSWERED, code as -9</p> <p>IF Q7 =2 ONLY AND Q8 MULTICODED 1-3 ONLY,  CODE AS HIGHEST AT Q8 (CLOSEST TO 3)</p> <p>IF Q7=2 ONLY AND Q8 MULTICODED 1-6 AND  Q16 (cigweek) = 1+, BACKCODE Q7 TO 1 AND  FORCE TO HIGHEST AT Q8 (CLOSEST TO 6)</p> <p>IF Q7 =1 ONLY AND Q8 MULTICODED 4-6 ONLY,  CODE AS HIGHEST AT Q8(CLOSEST TO 6)</p> <p>IF Q7=1 ONLY AND Q8 MULTICODED 1-6 AND  Q16 (cigweek) =1+, CODE AS HIGHEST AT  Q8(CLOSEST TO 6)</p>
Q9	cgfamn	Q8=1 or 2 or 3	<p>IF CODED HERE BUT SHOULD NOT code as -1,  'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as  -9 'missing'</p> <p>IF MULTI-CODED FORCE TO -9</p>
Q10	cgfams	If Q7=1 or Q8=4 or 5 or 6	<p>IF CODED HERE BUT SHOULD NOT code as -1,  'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as  -9 'missing'</p> <p>If multi-coded force to missing -9</p>
Q11	cgfamz	If Q7=1 or Q8=4 or 5 or 6 AND Q10=6	<p>IF CODED HERE BUT SHOULD NOT code as -1,  'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as  -9 'missing'</p> <p>If multi-coded force to missing -9</p>
Q12	smhome	If Q7=1 or Q8=4 or 5 or 6	<p>IF CODED HERE BUT SHOULD NOT code as -1,  'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as  -9 'missing'</p>

<p><b>Q13</b></p>	<p>cigsupm cignews ciggarg cigvan cigothsh cigmach cigmark cigfrel cigelse cigint cigfgive cigsgive cigpgive cigtake cigother</p>	<p>If Q7=1 or Q8=4 or 5 or 6</p>	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>Added new variable cigvan this year, which is not in the 2006 dataset.</b></p>
<p><b>Q14</b></p>	<p>smkwmu m smkwdad smkwbro smkwsis smkwgf smkwfr smkalone</p>	<p>If Q7=1 or Q8=4 or 5 or 6</p>	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>IF MULTI-CODED CODE 1 'NEVER' AND CODE 5 'DON'T HAVE OR SEE THIS PERSON' FORCE TO CODE 5 ONLY.</b></p> <p><b>FOR ALL OTHER MULT-CODES - force to most frequent (closest to code 4)</b></p>
<p><b>Q15</b></p>	<p>cigmon cigtues cigwed cigthur cigfri cigsat cigsun</p>	<p>If Q7=1 or Q8=4 or 5 or 6</p>	<p><b>IF CODED HERE BUT SHOULD NOT, IF &gt;0 BACKCODE Q7 TO 1 AND IF Q8 = 1,2 OR 3 OR MISSING (CODE -9) CODE Q8 AS CODE 4, OTHERWISE code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>
<p><b>Q16</b></p>	<p>cigsweek</p>	<p>If Q7=1 or Q8=4 or 5 or 6</p>	<p><b>IF CODED HERE BUT SHOULD NOT,</b></p> <p><b>IF Q16=1 BACKCODE Q7 TO 1 AND IF Q8 = 1,2 OR 3 OR MISSING (CODE -9) CODE Q8= 4, OTHERWISE code as -1, 'not applicable'</b></p> <p><b>IF &gt;1 AND &lt; 7 BACKCODE Q7 TO 1 AND IF Q8 = 1,2 OR 3 OR MISSING (CODE -9) CODE Q8= 5, OTHERWISE code as -1, 'not applicable'</b></p> <p><b>IF &gt;6 BACKCODE Q7 TO 1 AND IF Q8 = 1,2 OR 3 OR MISSING (CODE -9) CODE Q8= 6, OTHERWISE code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -999 'missing'</b></p>

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Q17	cigbox	If Q7=1 or Q8=4 or 5 or 6	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -999 'missing'</b></p> <p><b>If answered 'never bought cigarettes' (-999) force number of cigarettes at cigbox to 0</b></p>
Q18	cglong	If Q16>0	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>If multi-coded, force to most frequent/extreme (closest to code 4)</b></p>
Q19	cgstop	If Q16>0	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>If multi-coded, force to most frequent/extreme (closest to code 1)</b></p>
Q20	cglikstx	If Q16>0	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>
Q21	cgevrstp	If Q16>0	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>
Q22	smfriend	All	<p><b>IF NOT ANSWERED, code as -9</b></p> <p><b>If multi-coded, force to most frequent (closest to code 1)</b></p>
Q23	smkmum smkdad smkbroth smksist smkgf smbkfrnd	All	<p><b>IF NOT ANSWERED, code as -9</b></p> <p><b>IF MULTI-CODED CODE 0 AND OTHER CODES – FORCE TO CODE 0 ONLY.</b></p> <p><b>For all other multi-codes, force to most frequent (closest to code 1)</b></p>
Q24	smadsch smadfam	All	<p><b>IF NOT ANSWERED, code as -9</b></p>

	<b>smadfr</b> <b>smadyou</b> <b>smadgp</b> <b>smkline</b> <b>smadhelp</b> <b>smadnhs</b>		<p>If multi-coded, force to most frequent (closest to code 1)</p> <p>Added two new variables this year, smadfr and smadyou which are not in the 2006 dataset.</p>
Q25	<b>smconf</b> <b>smsport</b> <b>smslim</b> <b>smpreg</b> <b>smrelax</b> <b>smheart</b> <b>smlot</b> <b>smcold</b> <b>smharm</b> <b>smcope</b> <b>smsmell</b> <b>smfun</b> <b>smlung</b>	All	<p>IF NOT ANSWERED, code as -9</p> <p>If multi-coded as agree AND disagree, code as -9.</p>
Q26	health	All	<p>IF NOT ANSWERED, code as -9</p> <p>If remaining multi-codes, force to most extreme (closest to code 1)</p>
Q27	longill	All	<p>IF NOT ANSWERED, code as -9</p> <p>If multi-coded force to missing -9</p>
Q28	alevr	All	<p>IF 2 OR MORE OF THE FOLLOWING ARE TRUE, FORCE Q28 TO CODE 1. IF ONE OR NONE OF THE FOLLOWING ARE TRUE CODE TO CODE 2.</p> <p>If Q29=1-6, or Q30=1-7 or Q31=1-7 or Q32=3, or Q33 (iterations 1-5) not=0, or Q35=3 or Q36(iterations 1-4) not=0 or Q37=3 or Q38 not=0 or Q39=3 or Q40 not=0 or Q41=3 or Q42 not=0 or Q43=3 or Q44 not=0 or Q45=3 or Q46 (iterations 1-2) not=0 or Q47=1 or Q48=1 or Q49=1 or Q50=2-5 or Q51=1-4 or Q52 (iterations 1-10) = 2-3 or Q53=1-7 or Q54 (iterations 1-7)=2-4</p>
Q29	alfreq	Q28=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to most extreme (closest</p>

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			to code 1)
Q30	allast	Q28=1	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>If multi-coded, force to most extreme (closest to code 1)</b></p>
Q31	almon altues alwed althur alfri alsat alsun	Q30=1or 2 or 3	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>
Q32	al7beer	Q30=1-3	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>IF AT Q33, al7brpt&gt;0, or al7brph&gt;0 or al7brlg&gt;0 or al7brsm&gt;1 or al7brbt&gt;0 FORCE TO CODE 3</b></p>
Q33	al7brpt al7brph al7brlg al7brsm al7brbt	Q32=3	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'</b></p>
Q34	albrstr	Q32=3	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>
Q35	al7shan	Q30=1 thru 3	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>If multi-coded, force to most extreme (closest to code 1)</b></p>

			IF AT Q36, al7sdpt>0 or al7sdhp>0 or al7sdlg>0 or al7sdsd>0 FORCE Q35=3
Q36	al7sdpt al7sdhp al7sdlg al7sdsd	Q35=3	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'
Q37	al7wine	Q30=1-3	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'  If multi-coded, force to most extreme (closest to code 1)  IF Q38 (al7wngs)>0 FORCE Q37=3
Q38	al7wngs	Q37=3	[IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'
Q39	al7frtwn	Q30=1-3	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'  If multi-coded, force to most extreme (closest to code 1)  IF Q40>0 FORCE Q39=3
Q40	al7fwgs	Q39=3	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'
Q41	al7sher	Q30=1-3	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'

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			<p>If multi-coded, force to most extreme (closest to code 1)</p> <p>If Q42&gt;0 FORCE Q41=3</p>
Q42	al7srgs	Q41=3	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'</p>
Q43	al7spir	Q30=1-3	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to most extreme (closest to code 1)</p> <p>IF CODE 44&gt;0 FORCE Q43=3</p>
Q44	al7spgs	Q43=3	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'</p>
Q45	al7pops	Q30=1-3	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to most extreme (closest to code 1)</p> <p>IF CODE Q46, al7ppsm&gt;1 or al7ppbt&gt;0 FORCE Q45=3</p>
Q46	al7ppsm al7ppbt	Q45=3	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'</p>
Q47	drnk7	Q30=1-3	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>

Q48	drndelib	Q30=1-3	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>
Q49	drnsick	Q30=1-3	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>
Q50	drunk	Q28=1	<p><b>IF BASE INCORRECT (Q28 ≠ 1) code as -1, 'not applicable'</b></p> <p><b>If multi-coded, force to most extreme (closest to code 5)</b></p>
Q51	drkfive	Q28=1	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>If multi-coded, force to most extreme (closest to code 1)</b></p>
Q52	<p>argue fight visitae hospadm injury hompolic offschl vomit trydrugs trubplc</p>	Q28=1	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>If multi-coded, force to most extreme (closest to code 3).</b></p>
Q53	<p>drkpub drkclub drkpty drkhome drkfhome drkout drkse</p>	Q28=1	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>
Q54	<p>alcwmum alcwdad alcwbro alcwsis alkwgf</p>	Q28=1	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>

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	alcwbf alcalone		<p><b>IF MULTI-CODED CODE 5 AND OTHER CODES – FORCE TO CODE 5 ONLY.</b></p> <p><b>For all other multi-codes, force to most frequent (closest to code 4)</b></p>
Q55	alcnfri	Q28=1	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>If multi-coded, force to most extreme (closest to code 1)</b></p>
Q56	buynev buypub buyclub buyoff buyshop buysupm buyfrrel buyse buyswe	Q28=1	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>
Q57	buy4shop	Q28=1	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>If multi-code, force to most extreme (closest to code 1).</b></p>
Q58	buy4pup	Q28=1	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>If multi-code, force to most extreme (closest to code 1).</b></p>
Q59	buy4els	Q28=1	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>

Q60	famdrink	Q28=1	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>
Q61	famstart	Q28=2 AND Not Q60=1-4	<p><b>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</b></p> <p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p>
Q62	alchome	All	<b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b>
Q63A	mahome pahome stepma steppa grandma grandpa fostma fostpa bruv sister ahome difhome	All	<p><b>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</b></p> <p><b>IF brohome&gt;0 code bruv=1</b>  <b>IF sishome&gt;0 code sister=1</b></p> <p><b>We think there was an issue in how respondents interpreted this question... some respondents may have chosen 'mother' AND 'father's wife/girlfriend' to describe their mother, and chosen similar responses for fathers. Please use these coding instructions:</b></p> <p><b>If stepma = 1 AND mahome = 1, force stepma to 0.</b>  <b>If steppa = 1 AND pahome = 1, force steppa = 0.</b></p>
	brohome (number of brothers, main home)	All	<p><b>If bruv= 1 and NOT ANSWERED, code as -9</b></p> <p><b>If bruv not=1 and NOT ANSWERED, code as 0</b></p>
	sishome (number of sisters, main home)	All	<p><b>If sister= 1 and NOT ANSWERED, code as -9</b></p> <p><b>If sister not=1 and NOT ANSWERED, code as 0</b></p>
	nscdhme (No second	All	<b>We would like to have a variable which tells us whether or not the respondent has a second home. Using Q63A and Q63B, Please create a variable called nscdhme 'No second home'.</b>

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	home)		Code 1 = 'Has main home only' and 2='Does have a second home'.
Q63B	bmahome bpahome bstepma bsteppa bgrandma bgrandpa bfostma bfostpa bbruv bsister bahome bdifhome	The table spec has a derived variable called nscdhme use this variable to filter here, so that all answering are filtered on nscdhme=2	<p>IF NOT ANSWERED, code as -9</p> <p>IF bbrohome&gt;0 code bbruv=1 IF bsishome&gt;0 code bsister=1</p> <p>May be same interpretation issue as with Q63A; therefore, please use these instructions:</p> <p>If stepma = 1 AND mahome = 1, force stepma to 0. If steppa = 1 AND pahome = 1, force steppa = 0.</p>
	bbrohome (number of brothers, second home)	The table spec has a derived variable called nscdhme use this variable to filter here, so that all answering are filtered on nscdhme=2	<p>IF NOT ANSWERED, code as 0</p> <p>If nscdhme=2 and bbruv= 1 and NOT ANSWERED, code as -9</p> <p>If nscdhme=2 and bbruv not=1 and NOT ANSWERED, code as 0</p>
	bsishome (number of sisters, second home)	The table spec has a derived variable called nscdhme use this variable to filter here, so that all answering are filtered on nscdhme=2	<p>IF NOT ANSWERED, code as 0</p> <p>If nscdhme=2 and bsister= 1 and NOT ANSWERED, code as -9</p> <p>If nscdhme=2 and bsister not=1 and NOT ANSWERED, code as 0</p>
Q64A	staya	All	IF NOT ANSWERED, code as -9
Q64B	stayb	nscdhme=2	IF NOT ANSWERED, code as -9

Q65	dadwork	All	<p>IF NOT ANSWERED, code as -9</p> <p>IF MULTI-CODED DADWORK=1 AND OTHER CODES FORCE TO CODE 1 ONLY.</p> <p>FOR ALL OTHER MULTI-CODES – FORCE TO -9</p> <p>(response options modified since 2006; new var name this year, so won't be found in 2006 dataset).</p>
Q66	mumwork	All	<p>IF NOT ANSWERED, code as -9</p> <p>IF MULTI-CODED MUMWORK=1 AND OTHER CODES FORCE TO CODE 1 ONLY.</p> <p>FOR ALL OTHER MULTI-CODES – FORCE TO -9</p> <p>(response options modified since 2006; new var name this year, so won't be found in 2006 dataset).</p>
Q67	<p>scottish english welsh nirish british irish gtrav polish whoth mixed pakist indian bangla chinese asianoth blkcar blkafr blkscbr blkother otharab otheth ethdk</p>	All	<p>IF NOT ANSWERED, code as -9</p> <p>New variables this year include nirish (Northern Irish), gtrav (Gypsy/Traveller), polish (Polish), blkscbr (Black, Black Scottish or Black British), otharab (Arab)</p> <p>IF any scottish, english, welsh, nirish, british, irish, gtrav, polish = 1 AND any whoth, asianoth, blkother, otheth, ethdk = 1, force whoth, asianoth, blkother, otheth, ethdk = 0 .</p> <p>IF any pakist, indian, bangle, chinese = 1 AND any whoth, asianoth, blkother, otheth, ethdk = 1, force whoth, asianoth, blkother, otheth, ethdk = 0 .</p> <p>IF any blkcar, blkafr, blkscbr, otharab = 1 AND any whoth, asianoth, blkother, otheth, ethdk = 1, force whoth, asianoth, blkother, otheth, ethdk = 0 .</p>
Q68	welloff	All	IF NOT ANSWERED, code as -9
Q69	<p>maknow1 maknow2 maknow3 maknow4 maknow5</p>	All	<p>IF NOT ANSWERED, code as -9.</p> <p>IF CODED 'DON'THAVE OR SEE MOTHER -1 FORCE ALL CODES TO -1.</p>

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<p><b>Q70</b></p>	<p><b>paknow1 paknow2 paknow3 paknow4 paknow5</b></p>	<p><b>All</b></p>	<p><b>IF NOT ANSWERED, code as -9</b></p> <p><b>IF CODED 'DON'T HAVE OR SEE FATHER FORCE ALL CODES TO -1.</b></p>
<p><b>Q71</b></p>	<p><b>owncash</b></p>	<p><b>All</b></p>	<p><b>IF NOT ANSWERED, code as -9</b></p>
<p><b>Q72</b></p>	<p><b>dgofcan dgofgas dgofamp dgoflsd dgofecs dgofsem dgofpop dgoftrn dgofher dgofmsh dgofmth dgofcrk dgofcok dgofana dgofoth</b></p>	<p><b>All</b></p>	<p><b>If dgfoth = 'prescription/over the counter drugs' or 'irrelevant response' from the other code, please force dgfoth to NO.</b></p> <p><b>IF NOT ANSWERED, code as -9</b></p>
<p><b>Q73</b></p>	<p><b>dgtake</b></p>	<p><b>All</b></p>	<p><b>Please code as NO at Q73 respondents who have answered 'prescription/over the counter drugs' or 'irrelevant response' from the other code at Q74 AND no other responses at Q74. Code all subsequent answers from Q75 to Q82 as -1.</b></p> <p><b>IF Q74, dgfqcan=1-3 or dgfqgas=1-3 or dgfqamp=1-3 or dgfqlsd=1-3 or dgfqecs=1-3 or dgfqpop=1-3 or dgfqtrn=1-3 or dgfqher=1-3 or dgfqmsh=1-3 or dgfqmth=1-3 or dgfqcrk=1-3 or dgfqcok=1-3 or dgfqana=1-3 or dgfqoth=1-3 FORCE Q73=1</b></p> <p><b>IF 2 OR MORE OF THE FOLLOWING ARE TRUE, FORCE Q73 TO CODE 1.</b></p> <p><b>IF Q75 drugfreq=1-6 IF Q76 drugdrk=1 or 2 If drugsib(Q77a)=1 or drugpeer(Q77b)=1 or drugofr(Q77c)=1 or drugyfr(Q77d)=1 or drugpart(Q77e)=1 or drugpar(Q77f)=1 or drugsp(Q77g)=1 or drugsdk(Q77h)=1 or drugstr(Q77i)=1 or drugse(Q77j)=1</b></p>

			<p>If Q78 drugself=1-3          If ANY Q79 = 2-3          If ANY of Q80 (usehome, useseshom, useparty, usepub, useclub, useschl, useout, useoth)=1</p> <p>IF NOT ANSWERED, code as -9</p> <p>Added a rule: if Q73 = -9 and if dgfqcan = 4 and dgfqgas = 4 and dgfqamp = 4 and dgfqlsd = 4 and dgfqecs = 4 and dgfqpop = 4 and dgfqtrn = 4 and dgfqher = 4 and dgfqmsh = 4 and dgfqmth = 4 and dgfqcrk = 4 and dgfqcok = 4 and dgfqana = 4 and dgfqoth = 4 force to code Q73 = 2 .</p>
Q74	dgfqcan dgfqgas dgfqamp ddfqlsd dgfqecs dgfqsem dgfqpop dgfqtrn dgfqher dgrqmsh dgfqmth dgfqcrk dgfqcok dgfqana dgfqoth	If Q73=1	<p>Please code as NO at Q73 respondents who have answered 'prescription/over the counter drugs' or 'irrelevant response' from the other code at Q74 AND no other responses at Q74. Code all subsequent answers from Q75 to Q82 as -1.</p> <p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to most extreme (closest to code 1)</p>
Q75	drugfreq	If Q73=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>Old dataset uses 7 for not applicable as well – please code all not applicable responses as -1.</p>
Q76	drugdrk	If Q73=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>Remove code 3 'not applicable' that was used in 2006 dataset – please code not applicables as -1.</p>

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Q77	drugsib drugpeer drugofr drugyfr drugpart drugpar drugsp drugsdk drugstr drugse	If Q73=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q78	drugself	If Q73=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q79	drugarg drugfite drugane drughosp druginj drugpol drugsc drugscs drugscsick drugtry drugtro	If Q73=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'  IF multicode, force to most extreme (closest to code 3).  This is a new question this year and will not be found in the 2006 dataset.
Q80	usehome usesehom useparty usepub useclub useschl useout useoth	If Q73=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q81	drughelp	If Q73=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q82	wherehlp	If Q73=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'  IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q83	drugease	All	IF NOT ANSWERED, code as -9

			If multi-coded, force to most extreme (closest to code 1)
Q84	druginf	All	IF NOT ANSWERED, code as -9
Q85	heradd herdang injhiv injhepc snifdam cokedang candang	All	IF NOT ANSWERED, code as -9  Variables injhepc and candang and new this year and will not be in the 2006 dataset.
Q86	excite helpadv stupid sellpun	All	IF NOT ANSWERED, code as -9
Q87	fstdrink fstdrunk fstsmoke fstdrugs	All	IF CROSSED 'NEVER' CODE AGE TO -1  IF NOT ANSWERED, code as -9  Adding a rule: For drinking and being drunk, if any people in the 'not stated' category answered 'no' at q28, they should be changed to 'never' in Q87. For smoking, if any in the 'not stated' category answered 'no' at Q97', they should be 'never' at Q87. For drugs, if any in the 'not stated' category answered 'no' to Q73, they should be coded 'never' at Q87.
Q88	spendsm spendalc spenddrdg	All	IF NOT ANSWERED, code as -9  If multi-coded, force to most extreme (closest to code 1)
Q89	cigok alcok drunkok glueok canok cokeok	All	IF NOT ANSWERED, code as -9
Q90	choices	All	IF NOT ANSWERED, code as -9  If multi-coded, force to -9
Q91	smclass alclass dgclass	All	New question this year – code yes=1, no=2, don't know=3.

## Technical report

	<b>hivclass</b> <b>hpbclass</b> <b>hpcclass</b>		
<b>Q92</b>	<b>hlpfdout</b> <b>hlprisk</b> <b>hlpreal</b> <b>hlpinfo</b> <b>hlpoffer</b> <b>hlpavoid</b>	<b>All</b>	<b>IF NOT ANSWERED, code as -9</b>  <b>New question this year – code yes=1, no=2, don't know=3.</b>
<b>Q93</b>	<b>closefr</b>	<b>All</b>	<b>IF NOT ANSWERED, code as -9</b>  <b>If multi-coded, force to most extreme (closest to code 4)</b>
<b>Q94</b>	<b>agefr</b>	<b>All</b>	<b>IF NOT ANSWERED, code as -9</b>  <b>If multi-coded force to code 4</b>
<b>Q95</b>	<b>withfrev</b>	<b>All</b>	<b>IF NOT ANSWERED, code as -9</b> <b>Code as in 2006 dataset.</b>  <b>If multi-coded TWO BOXES take force to highest answer given (code closest to 7)</b>  <b>IF MULTICODED 3 OR MORE BOXES, CODE AS NUMBER OF BOXES SELECTED (UP TO 7)</b>
<b>Q96</b>	<b>fsm</b>	<b>All</b>	<b>IF NOT ANSWERED, code as -9</b>
<b>Q97</b>	<b>likeskl</b>	<b>All</b>	<b>IF NOT ANSWERED, code as -9</b>  <b>If multi-coded, force to -9</b>
<b>Q98</b>	<b>pressu1</b>	<b>All</b>	<b>IF NOT ANSWERED, code as -9</b>
<b>Q99</b>	<b>Truant1</b>	<b>All</b>	<b>IF NOT ANSWERED, code as -9</b>
<b>Q100</b>	<b>exclax</b>	<b>All</b>	<b>IF NOT ANSWERED, code as -9</b>  <b>If exclcs1=2-4 or exclcs2=2-4 or exclcs3=2-4 or exclcs4=2-4 FORCE Q100=1</b>  <b>If exclcs1=0 or 4 and exclcs2=0 or 4 and exclcs3=0 or 4 and exclcs4=0 or 4 FORCE Q100=2</b>

<p><b>Q101</b></p>	<p>excls1 excls2 excls3 excls4</p>	<p><b>Q100=1</b></p>	<p><b>IF NOT ANSWERED, code as -9</b></p> <p><b>If multi-coded CODE 0 AND CODE 4 FORCE TO CODE 0</b></p>
<p><b>Q102</b></p>	<p>youth drama sports comp noclubs clubdk</p>	<p><b>All</b></p>	<p><b>IF NOT ANSWERED, code as -9</b></p>
<p><b>Q103</b></p>	<p>seefrnds music films cmpgame shops mags books wsport dsport cinema street hobby frhouse concert church volwork nothin</p>	<p><b>All</b></p>	<p><b>IF NOT ANSWERED, code as -9</b></p> <p><b>If multi-coded, force to most extreme (closest to code 1)</b></p>
<p><b>STRENGTHS AND DIFFICULTIES</b></p>	<p>consid resles somatic shares tantrum loner obeys worries caring fidgety friend fights unhappy popular distrac clingy kind lies bullied helpout reflect steals oldbest afraid</p>	<p><b>All</b></p>	<p><b>IF NOT ANSWERED, code as -9</b></p> <p><b>Code not true=0, somewhat true=1, and certainly true=2.</b></p>

## Technical report

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	<b>attends</b>		
<b>Instructi ons for missing postcod es</b>			<b>For each missing postcode in a particular batch (batch numbers are provided for each class), please replace the missing postcode with the postcode of a pupil in the same class whose response is directly above (or below if the first pupil) the respondent with the missing postcode.</b>

## Appendix G: 2008 SALSUS Questionnaire

The following pages contain the final version of the questionnaire given to pupils.

# Scottish Schools Adolescent, Lifestyle and Substance Use Survey (SALSUS) 2008

Thank you for helping us with this survey. We hope you enjoy filling in the questionnaire.

## Who will see my answers?

Only the survey research teams at Ipsos MORI (the company running the survey) and the Information Services Division (part of the NHS which deals with statistics) will see the completed questionnaires, no-one else will see your answers. Once you have filled in the questionnaire, put it in the envelope provided and seal it. It will then be passed onto the survey team.

## How to fill in the questionnaire

- Please fill in the questionnaire using **black pen**.
- Most questions can be answered by putting a cross in the box next to the answer that applies to you.
- **Please only cross one box for each question, unless asked to cross more than one box.** If it is difficult to choose, then cross the answer that is true for most of the time.
- Sometimes you are asked to write in your answer in your own words, please write this in the space provided.
- Sometimes you'll be asked to write in a number e.g. the number of times you have done something. If you are unsure, please use your best guess, instead of missing out the answer.
- When writing in a number, please write in figures not words e.g. 23.
- Some questions will not apply to you. At each question you will be given instructions on what question to move onto next.
- If you cross a box and want to change this, please score over your first answer and then cross your new answer in the box that applies.

1234567890

Barcode placement only. Do not print

## EXAMPLE QUESTIONS AND ANSWERS

1) How many holidays have you been on in the last 12 months?

2

GO TO Q2

If you are writing a number please write it clearly and avoid writing over any borders

2) Thinking about the last holiday you had in the past 12 months, who did you go on holiday with?

YOU CAN CROSS MORE THAN ONE ANSWER HERE.

- GO TO Q3
- Mother (including father's wife/girlfriend)
  - Father (including mother's husband/boyfriend)
  - Brother
  - Sister
  - Friend(s)
  - Girlfriend/Boyfriend
  - Other (PLEASE CROSS AND WRITE IN)

3) In the future, where would you most like to go on holiday to?

PLEASE WRITE IN

Australia

Please now move onto the next page to begin the survey,  
thank you for your help.

# FIRST A FEW DETAILS ABOUT YOURSELF

1) Are you male or female?

- GO TO Q2 {  Male  
 Female

2) What school year are you in?

- GO TO Q3 {  Secondary 2  
 Secondary 4

3) What month were you born?

- GO TO Q4 {  January  
 February  
 March  
 April  
 May  
 June  
 July  
 August  
 September  
 October  
 November  
 December

4) What year were you born

- GO TO Q5 {  1991  
 1992  
 1993  
 1994  
 1995  
 1996

5) Do you know the postcode for your home address?

IF YOU DO, CROSS 'YES' AND WRITE IT DOWN, IF NOT CROSS 'NO'.

- GO TO Q6 {  Yes  

--	--	--	--

--	--	--

  
 No

6) Which one of these do you think you are most likely to be doing when you leave school?  
PLEASE CROSS ONE BOX ONLY

- GO  
TO  
Q7
- University
  - Further Education College
  - Apprenticeship/trade
  - Youth Training/Skill Seekers
  - Working
  - Unemployed
  - Don't know
  - Other (PLEASE CROSS AND WRITE IN)

## THESE NEXT QUESTIONS ARE ABOUT SMOKING TOBACCO

7) Do you smoke cigarettes at all nowadays?

- GO  
TO  
Q8
- Yes
  - No

8) Now read the following statements carefully and cross the box next to the one which best describes you

- GO  
TO  
Q9
- I have never smoked
  - I have only ever tried smoking once
  - I used to smoke sometimes but I never smoke a cigarette now
- GO  
TO  
Q10
- I sometimes smoke cigarettes now but I don't smoke as many as one a week
  - I usually smoke between one and six cigarettes a week
  - I usually smoke more than six cigarettes a week

9) How do you think your family would feel if you started smoking?

- GO  
TO  
Q22
- They would stop me
  - They would try to persuade me not to smoke
  - They would do nothing
  - They would encourage me to smoke
  - I don't know

IF YOU SMOKE AT ALL PLEASE ANSWER THE FOLLOWING QUESTIONS, IF YOU DO NOT SMOKE AT ALL GO TO QUESTION 22

10) How does your family feel about you smoking?

- GO TO Q12 {
- They stop me
  - They try to persuade me not to smoke
  - They do nothing
  - They encourage me to smoke
  - I don't know
  - They don't know I smoke → GO TO Q11

11) How do you think your family would feel if they knew that you smoked?

- GO TO Q12 {
- They would stop me
  - They would try to persuade me not to smoke
  - They would do nothing
  - They would encourage me to smoke
  - I don't know

12) Are you allowed to smoke at home if you want to?

- GO TO Q13 {
- Yes
  - No
  - I don't know

13) Where do you usually get your cigarettes from?

PLEASE CROSS MORE THAN ONE BOX IF YOU OFTEN GET CIGARETTES FROM DIFFERENT PEOPLE OR PLACES.

- GO TO Q14 {
- I buy them from a supermarket
  - I buy them from a newsagent, tobacconist or a sweet shop
  - I buy them from a garage shop
  - I buy them from a van, such as an ice cream van or burger van
  - I buy them from some other type of shop
  - I buy them from a machine
  - I buy them from street markets
  - I buy them from friends or relatives
  - I buy them from someone else
  - I buy them on the Internet
  - Friends give them to me
  - My brother or sister gives them to me
  - My mother or father gives them to me
  - I take them
  - I get them in some other way (please cross and then write below where and how you get them)

14) When you smoke, how often are you with the following people?

PLEASE CROSS ONE BOX ON EACH ROW

	Never	Rarely	Sometimes	Often	Don't have or don't see this person
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brother - if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sister- if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girlfriend/boyfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I smoke alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

GO TO Q15

15) How many cigarettes did you smoke on each day in the last 7 days, ending yesterday?

IF YOU DID NOT SMOKE ON A DAY WRITE 0.

Last Monday I smoked  cigarettes

Last Tuesday I smoked  cigarettes

Last Wednesday I smoked  cigarettes

Last Thursday I smoked  cigarettes

Last Friday I smoked  cigarettes

Last Saturday I smoked  cigarettes

Last Sunday I smoked  cigarettes

GO TO Q16

16) On average, how many cigarettes do you smoke in a week?

I smoke  cigarettes a week.

GO TO Q17

17) Last time you bought cigarettes, how many were in the packet? Write the number below.

cigarettes in the packet

If you have never bought cigarettes please tick this box

IF YOU SMOKE **LESS THAN ONE** CIGARETTE A WEEK GO TO Q22  
 IF YOU SMOKE **ONE OR MORE** CIGARETTES A WEEK GO TO Q18

THESE NEXT QUESTIONS (FROM Q18-Q21) ARE FOR PEOPLE WHO SMOKE ONE OR MORE CIGARETTES A WEEK

18) How long is it since you started smoking at least one cigarette a week?

- GO  
TO  
Q19
- Less than 3 months
  - 3-6 months
  - 6 months to 1 year
  - More than one year

19) How easy or difficult would you find it to give up smoking altogether if you wanted to?

- GO  
TO  
Q20
- Very difficult
  - Fairly difficult
  - Fairly easy
  - Very easy

20) Would you like to give up smoking?

- GO  
TO  
Q21
- Yes
  - No
  - Don't know

21) Have you ever tried to give up smoking?

- GO  
TO  
Q22
- Yes
  - No

THESE NEXT QUESTIONS ARE FOR EVERYONE TO ANSWER

22) What about your friends - how many of them smoke?

- GO  
TO  
Q23
- All or almost all
  - More than half
  - Half
  - Less than half
  - Almost none
  - None

23) Which (if any) of the following people smoke?

PLEASE CROSS ONE BOX ON EACH LINE.

	Smokes daily	Smokes occasionally	Does not smoke	Don't Know	Don't have or don't see this person
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brother - if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sister- if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girlfriend/boyfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Best friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ALL GO TO NEXT QUESTION, Q24

24) Have you ever been in contact with any of the following for advice on smoking?

PLEASE CROSS ONE BOX ON EACH LINE.

	Yes - within the last 12 months	Yes - more than 12 months ago	No
Asked an adult at school (e.g. teacher, school nurse) <i>Please do not include lessons in school on smoking</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asked family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asked friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asked someone at a youth/young peoples' project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been to see your family doctor or GP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phoned Smokeline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phoned an NHS smoking helpline (not including Smokeline)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used NHS Stop Smoking Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ALL GO TO NEXT QUESTION, Q25

25) Please read the following statements about smoking and say if you agree or disagree with each one.

PLEASE CROSS ONE BOX FOR EACH STATEMENT.

	Agree	Disagree
Smoking gives people confidence	<input type="checkbox"/>	<input type="checkbox"/>
Smoking makes people worse at sports	<input type="checkbox"/>	<input type="checkbox"/>
Smokers stay slimmer than non-smokers	<input type="checkbox"/>	<input type="checkbox"/>
If a woman smokes when she is pregnant, it can harm her unborn baby	<input type="checkbox"/>	<input type="checkbox"/>
Smoking helps people relax if they feel nervous	<input type="checkbox"/>	<input type="checkbox"/>
Smoking can cause heart disease	<input type="checkbox"/>	<input type="checkbox"/>
Smoking is not really dangerous, it only harms people who smoke a lot	<input type="checkbox"/>	<input type="checkbox"/>
Smokers get more coughs and colds than non-smokers	<input type="checkbox"/>	<input type="checkbox"/>
Other people's smoking can harm the health of non-smokers	<input type="checkbox"/>	<input type="checkbox"/>
Smoking helps people cope better with life	<input type="checkbox"/>	<input type="checkbox"/>
Smoking makes your clothes smell	<input type="checkbox"/>	<input type="checkbox"/>
Smokers are more fun than non-smokers	<input type="checkbox"/>	<input type="checkbox"/>
Smoking can cause lung cancer	<input type="checkbox"/>	<input type="checkbox"/>

ALL GO TO NEXT QUESTION, Q26

## THE NEXT FEW QUESTIONS ARE ABOUT YOUR HEALTH AND HOW YOU FEEL

26) How is your health in general? Would you say it was...?

- GO TO Q27 {
- Excellent
  - Good
  - Fair
  - Poor

27) Do you have any longstanding illness or disability?

*By longstanding I mean anything that has gone on for a long time or is likely to go on for a long time such as a year or more.*

- GO TO Q28 {
- Yes
  - No
  - Don't know

## THESE NEXT QUESTIONS ARE ABOUT ALCOHOL

28) Have you ever had a proper alcoholic drink - a whole drink, not just a sip?

*Please don't count drinks labelled low alcohol.*

- Yes → GO TO Q29
- No → GO TO Q61

29) How often do you USUALLY have an alcoholic drink?

- GO TO Q30 {
- Almost every day
  - About twice a week
  - About once a week
  - About once a fortnight
  - About once a month
  - Only a few times a year
  - I never drink alcohol now

30) When did you last have an alcoholic drink?

- GO TO Q31 {
- Today
  - Yesterday
  - Some other time during the last seven days
- GO TO Q50 {
- 1 week, but less than 2 weeks ago
  - 2 weeks, but less than 4 weeks ago
  - 1 month, but less than 6 months ago
  - 6 months ago or more

31) On which of these days during the last 7 days did you have an alcoholic drink?

PLEASE CROSS ALL THAT APPLY.






- GO TO Q32 {
- Monday
  - Tuesday
  - Wednesday
  - Thursday
  - Friday
  - Saturday
  - Sunday

32) During the last 7 days, how much BEER, LAGER and CIDER have you drunk?

Please don't count drinks labelled low alcohol.

- GO TO Q35 {
- Have not drunk beer, lager or cider in the last 7 days
  - Less than half a pint
  - Half a pint or more → GO TO Q33

33) Write in the boxes below the number of pints, half pints, large cans, small cans and bottles of BEER, LAGER and CIDER drunk in the last 7 days.

<input type="text"/>	Pints	
<input type="text"/>	Half pints	
<input type="text"/>	Large cans	
<input type="text"/>	Small cans	
<input type="text"/>	Bottles	

GO TO Q34

34) Do you usually drink normal strength or strong BEER?





If you usually drink both normal and strong beer, please cross the box for the type you drank most recently.

- GO TO Q35 {
- Normal strength beer
  - Strong beer

35) During the last 7 days how much SHANDY have you drunk?

- GO TO Q37 {
- Have not drunk shandy in the last 7 days
  - Less than half a pint
  - Half a pint or more → GO TO Q36

36) Write in the boxes below the number of pints, half pints, large cans and small cans of SHANDY drunk in the last 7 days.

	Pints	
	Half pints	
	Large cans	
	Small cans	

GO TO Q37

37) During the last 7 days, how much WINE have you drunk?

- GO TO Q39 {
- Have not drunk wine in the last 7 days
  - Less than a glass
  - One glass or more → GO TO Q38

38) Write in the box below the number of glasses of WINE drunk in the last 7 days.

	Glasses	
--	---------	--

39) During the last 7 days, how much FORTIFIED/DESSERT or TONIC WINE have you drunk? This includes drinks such as: Buckfast; Thunderbird; Port. This type of wine is stronger and sweeter than ordinary wine. Please do not include Sherry here.

- GO TO Q41 {
- Have not drunk fortified/dessert/tonic wine in the last 7 days
  - Less than a glass
  - One glass or more → GO TO Q40

40) Write in the box below the number of glasses of FORTIFIED/DESSERT/TONIC WINE (e.g. Buckfast, Thunderbird, Port) drunk in the last 7 days.

	Glasses	
--	---------	---

GO TO Q41

41) During the last 7 days, how much MARTINI and SHERRY have you drunk?

- GO TO Q43 {
- Have not drunk martini or sherry in the last 7 days
  - Less than a glass
  - One glass or more → GO TO Q42

42) Write in the box below, the number of glasses of MARTINI and SHERRY drunk in the last 7 days.

	Glasses	
--	---------	---

GO TO Q43

43) During the last 7 days, how much SPIRITS and liqueurs (e.g. whisky, vodka, gin, tequila, Baileys, Tia Maria) have you drunk?

*By a glass we mean a single pub measure.*

- GO TO Q45 {  Have not drunk spirits or liqueurs in the last 7 days  
 Less than a glass  
 One glass or more → GO TO Q44

44) Write in the box below, the number of glasses of SPIRITS and liqueurs (e.g. whisky, vodka, gin, tequila, Baileys, Tia Maria) drunk in the last 7 days.

Glasses



GO TO Q45

45) During the last 7 days, how many ALCOPOPS or PRE-MIXED ALCOHOLIC DRINKS (e.g. Bacardi Breezer, WKD ('Wicked'), Red Square, Red Square Reloaded, Archers Aqua, Reef, Smirnoff Ice) have you drunk?

- GO TO Q47 {  Have not drunk alcopops or pre-mixed alcoholic drink in the last 7 days  
 Less than a bottle  
 One bottle or more → GO TO Q46

46) Write in the boxes below the number of cans and bottles of ALCOPOPS or PRE-MIXED ALCOHOLIC DRINKS (e.g. Bacardi Breezer, WKD ('Wicked'), Red Square, Red Square Reloaded, Archers Aqua, Reef, Smirnoff Ice) drunk in the last 7 days.

Cans



Bottles



GO TO Q47

47) Have you been drunk in the last 7 days?

- GO TO Q48 {  Yes  
 No

48) Have you deliberately tried to get drunk in the last 7 days?

- GO TO Q49 {  Yes  
 No

49) Have you felt ill, sick or vomited from drinking too much alcohol in the last 7 days?

- GO TO Q50 {  Yes  
 No

EVERYONE WHO HAS EVER HAD AN ALCOHOLIC DRINK ANSWER NOW

50) Have you ever been really drunk?

- GO TO Q51 {
- No, never
  - Yes, once
  - Yes, 2-3 times
  - Yes, 4-10 times
  - Yes, more than 10 times

51) During the last 30 days, how many times did you have five or more drinks on the same occasion?

- GO TO Q52 {
- 4 or more times
  - 3 times
  - twice
  - once
  - I have not had 5 or more drinks **on the same occasion** in the last 30 days
  - I have **never** had 5 or more drinks **on the same occasion**

52) In the past year, as a result of drinking alcohol have you ...?

PLEASE CROSS ONE BOX ON EACH LINE.

	No	Once	Twice or more
Had an argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had a fight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited an A&E department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been admitted to hospital overnight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had an injury that needed to be seen by a Doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been taken home by police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stayed off school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been sick (vomited)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tried any drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been in trouble with the police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO TO Q53

53) When you drink alcohol, where are you **USUALLY**...?

YOU CAN CROSS MORE THAN ONE BOX IF THIS APPLIES TO YOU.

- GO TO Q54 {
- In a pub or bar
  - In a club or disco
  - At a party with friends
  - At my home
  - At someone else's home
  - Out on the street, in a park or other outdoor area
  - Somewhere else

54) When you drink alcohol, how often are you with the following people?

PLEASE CROSS ONE BOX ON EACH LINE.

	Never	Rarely	Sometimes	Often	Don't have or don't see this person
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brother - if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sister- if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girlfriend/boyfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Best friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I drink alcohol alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

GO TO NEXT QUESTION, Q55

55) What about your friends - how many of them drink alcohol?

- GO TO Q56 {
- All or almost all
  - More than half
  - Half
  - Less than half
  - Almost none
  - None

56) If you buy alcohol, where do you USUALLY buy it?

- GO TO Q57 {
- I never buy alcohol
  - In a pub or bar
  - In a club or disco
  - From an off-licence
  - From a shop
  - From a supermarket
  - From a friend/relative
  - From someone else, please cross and write in
- 
- From somewhere else, please cross and write in
- 

57) In the last 4 weeks, have you bought or tried to buy alcohol from a shop, supermarket, or off-licence?

- GO TO Q58 {
- Yes - I bought some alcohol
  - Yes - I tried to buy alcohol but was refused
  - No - I did not buy or try to buy alcohol from a shop, supermarket or off-licence
  - No - I have never tried to buy alcohol from a shop, supermarket or off-licence

58) In the last 4 weeks, have you bought or tried to buy alcohol in a pub, bar or club?

- GO  
TO  
Q59
- Yes - I bought some alcohol
  - Yes - I tried to buy alcohol but was refused
  - No - I did not buy or try to buy alcohol from a pub, bar or club
  - No - I have never tried to buy alcohol from a pub, bar or club

59) Have you got anyone else to buy any alcohol for you in the last 4 weeks?

- GO  
TO  
Q60
- Yes
  - No

60) How does your family feel about you drinking alcohol?

- GO  
TO  
Q62
- They don't like it
  - They don't mind
  - They don't know I drink alcohol
  - I don't know

EVERYONE ANSWER NOW (unless instruction given to skip to Q62)

61) How do you think your family would feel if you started drinking alcohol?

- GO  
TO  
Q62
- They would be upset or angry
  - They wouldn't mind
  - I don't know

62) Do your parents/guardians allow you to drink alcohol at home?

- GO  
TO  
Q63
- Yes, always
  - Yes, sometimes
  - No, never

# FAMILY AND WHERE YOU LIVE

**63) Now we'd like to ask you about who you live with.**

Sometimes people live in two different homes, this may be because their parents live in different places, and they spend time at both of their homes.

Please fill in **column A** for your **main or only home**.

Fill in **column B** if you have a **second home**, that is not including holiday or summer homes or places you may stay at just when your parents/guardians are away.

**A MAIN OR ONLY HOME**

Please tick all the people who live here.

- Mother
- Father
- Father's wife/girlfriend
- Mother's husband/boyfriend
- Grandmother
- Grandfather
- Foster mother
- Foster father
- Brother (include half/step /foster)
- Sister (include half/step/foster)
- I live in a care home
- Someone or somewhere else, please write below

Please say how many brothers and sisters live here (including half, step or foster brothers and sisters).

Please write in the number (e.g. 2).  
If there are none please write 0.

Number of **brothers**

Number of **sisters**

**B SECOND HOME**

Please tick all the people who live here.

- Mother
- Father
- Father's wife/girlfriend
- Mother's husband/boyfriend
- Grandmother
- Grandfather
- Foster mother
- Foster father
- Brother (include half/step/foster)
- Sister (include half/step/foster)
- I live in a care home
- Someone or somewhere else, please write below

Please say how many brothers and sisters live here (including half, step or foster brothers and sisters).

Please write in the number (e.g. 2).  
If there are none please write 0.

Number of **brothers**

Number of **sisters**

**64) Do you stay here...**

- All the time
- Most of the time
- Half the time

**64) Do you stay here...**

- Half the time
- Regularly but less than half the time
- At weekends
- Sometimes
- Hardly ever

## THESE NEXT QUESTIONS ARE ABOUT YOUR PARENTS' JOBS

- 65) Which of these best describes your father (or mother's husband/boyfriend if you live with him most of the time)?
- 66) Which of these best describes your mother (or father's wife/girlfriend if you live with her most of the time)?
- |   |  |
|---|--|
| <input type="checkbox"/> He has a paid job                          | <input type="checkbox"/> She has a paid job                          |
| <input type="checkbox"/> He is sick, retired or a student           | <input type="checkbox"/> She is sick, retired or a student           |
| <input type="checkbox"/> He is looking for a job                    | <input type="checkbox"/> She is looking for a job                    |
| <input type="checkbox"/> He takes care of others, or is in the home | <input type="checkbox"/> She takes care of others, or is in the home |
| <input type="checkbox"/> I don't know                               | <input type="checkbox"/> I don't know                                |
| <input type="checkbox"/> Don't have or see him                      | <input type="checkbox"/> Don't have or see her                       |

GO TO Q27

- 67) What is your ethnic group?  
CHOOSE ONE SECTION FROM A TO E, THEN CROSS THE APPROPRIATE BOX TO INDICATE YOUR ETHNIC GROUP.

**A White**

- Scottish  
 English  
 Welsh  
 Northern Irish  
 British  
 Irish  
 Gypsy/Traveller  
 Polish  
 Any other white ethnic group

**B Mixed or multiple ethnic groups**

- Any mixed or multiple ethnic groups, please cross and write in:

--

**C Asian, Asian Scottish or Asian British**

- Pakistani, Pakistani Scottish or Pakistani British  
 Indian, Indian Scottish or Indian British  
 Bangladeshi, Bangladeshi Scottish or Bangladeshi British  
 Chinese, Chinese Scottish or Chinese British  
 Other

**D African, Caribbean or Black**

- Caribbean, Caribbean Scottish or Caribbean British  
 African, African Scottish or African British  
 Black, Black Scottish or Black British  
 Other

**E Other ethnic background**

- Arab  
 Other  
 Don't know

GO TO Q68

68) How well off would you say your family is?

- GO TO Q69 {
- Very well off
  - Quite well off
  - Average
  - Not well off
  - Not at all well off

69) How much do you think your mother (or father's wife/girlfriend if you live with her most of the time) really knows about.....?

PLEASE CROSS ONE BOX ON EACH LINE.

Don't have or don't see mother → GO TO Q70

	I think she knows a lot	I think she knows a little	I don't think she knows anything
Who your friends are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How you spend your money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where you are after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where you go at night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What you do with your free time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO TO Q70

70) How much do you think your father (or mother's husband/boyfriend if you live with him most of the time) really knows about.....?

PLEASE TICK ONE BOX ON EACH LINE.

Don't have or don't see father → GO TO Q71

	I think he knows a lot	I think he knows a little	I don't think he knows anything
Who your friends are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How you spend your money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where you are after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where you go at night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What you do with your free time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO TO Q71

71) How much money of your own do you have most weeks to spend as you like?

- GO TO Q72 {
- Nothing
  - less than £5 a week
  - £5 or more, but less than £10 a week
  - £10 or more, but less than £20 a week
  - £20 or more, but less than £30 a week
  - £30 or more a week

## THE NEXT QUESTIONS ARE ABOUT DRUGS

72) Have you ever been offered any of the following drugs?

PLEASE MAKE SURE THAT YOU CROSS ONE BOX ON EACH LINE.

	Yes	No
Cannabis, (Marijuana, Dope, Hash, Blow, Joints)	<input type="checkbox"/>	<input type="checkbox"/>
Gas, Glue or other solvents (Tipp-Ex, Lighter Fuel, Aerosols) - To inhale or sniff	<input type="checkbox"/>	<input type="checkbox"/>
Amphetamines (Speed, Whizz, Sulph)	<input type="checkbox"/>	<input type="checkbox"/>
LSD (Acid, Tabs, Trips)	<input type="checkbox"/>	<input type="checkbox"/>
Ecstasy ('E', Eccies, XTC)	<input type="checkbox"/>	<input type="checkbox"/>
Semeron (Sems, Semmies)	<input type="checkbox"/>	<input type="checkbox"/>
Poppers (Amyl Nitrates, Liquid Gold, Rush)	<input type="checkbox"/>	<input type="checkbox"/>
Tranquilisers (Downers, Jellies, Valium, Temazepam, Eggs)	<input type="checkbox"/>	<input type="checkbox"/>
Heroin (Smack, Skag, Gear, 'H')	<input type="checkbox"/>	<input type="checkbox"/>
Magic Mushrooms (Shrooms)	<input type="checkbox"/>	<input type="checkbox"/>
Methadone (Linctus, Physeptone, Meth)	<input type="checkbox"/>	<input type="checkbox"/>
Crack (Rock, Stone)	<input type="checkbox"/>	<input type="checkbox"/>
Cocaine (Coke, Charlie, 'C')	<input type="checkbox"/>	<input type="checkbox"/>
Anabolic Steroids (Roids)	<input type="checkbox"/>	<input type="checkbox"/>
Other drugs that would not be given to you by a doctor or chemist (please cross box and write below the name of the drug)	<input type="checkbox"/>	<input type="checkbox"/>

ALL GO TO NEXT QUESTION, Q73

73) Have you ever used or taken any of the drugs listed above (even if only once)?

Yes → GO TO Q74

No → GO TO Q83

**74) When was the last time you ever used or took any of the following?**

PLEASE MAKE SURE THAT YOU CROSS ONE BOX ON EACH LINE.

	In the last month	In the last year	More than a year ago	Never
Cannabis, (Marijuana, Dope, Hash, Blow, Joints)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gas, Glue or other solvents (Tipp-Ex, Lighter Fuel, Aerosols) - To inhale or sniff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amphetamines (Speed, Whizz, Sulph)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LSD (Acid, Tabs, Trips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ecstasy ('E', Eccies, XTC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Semeron (Sems, Semmies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poppers (Amyl Nitrates, Liquid Gold, Rush)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tranquilisers (Downers, Jellies, Valium, Temazepam, Eggs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heroin (Smack, Skag, Gear, 'H')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magic Mushrooms (Shrooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methadone (Linctus, Physeptone, Meth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crack (Rock, Stone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cocaine (Coke, Charlie, 'C')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anabolic Steroids (Roids)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other drugs that would not be given to you by a doctor or chemist (please cross box and write below the name of the drug)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOT TO Q75

**75) How often do you usually use drugs?**

- GO TO Q76 {
- I have only taken drugs once
  - I used to take drugs sometimes but I don't take them anymore
  - I take drugs a few times a year
  - I take drugs once or twice a month
  - I take drugs at least once a week
  - I take drugs most days

**76) The last time you used drugs, were you also drinking alcohol?**

- GO TO Q77 {
- Yes
  - No

77) The last time you used drugs, who did you get them from?

- GO TO Q78 {
- My brother or sister
  - A friend of my own age
  - A friend older than me
  - A friend younger than me
  - My boyfriend/girlfriend
  - My mother or father
  - My father's wife/girlfriend or mother's husband/boyfriend
  - Someone I knew of, but didn't know personally
  - A stranger
  - Someone else

78) The last time you used drugs, did you use them all yourself or did you sell or give some to someone else?

- GO TO Q79 {
- Used it all myself
  - Sold some of it
  - Gave some of it away

79) In the past year, as a result of taking drugs have you ...?

PLEASE CROSS ONE BOX ON EACH LINE.

	No	Once	Twice or more
Had an argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had a fight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited an A&E department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been admitted to hospital overnight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had an injury that needed to be seen by a Doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been taken home by police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stayed off school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been sick (vomited)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tried any other drugs you had not tried before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been in trouble with the police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO TO Q80

80) Where were you the last time you used drugs?

- GO TO Q81 {
- At home
  - In someone else's home
  - At a party
  - In a pub
  - At a club, disco or rave
  - At school
  - Out on the street, in a park or other outdoor area
  - Other place (please cross the box and write in below where you were)

81) Have you ever felt that you needed to get help because you were using drugs?

- GO TO Q82 {  Yes  
 No

82) If you felt that you needed to get help because you were using drugs, would you know where to go?

- GO TO Q83 {  Yes  
 No

EVERYONE ANSWER NOW

83) How easy would it be for you to get illegal drugs if you wanted to?

- GO TO Q84 {  Very easy  
 Fairly easy  
 Fairly difficult  
 Very difficult  
 Impossible  
 Don't know

84) Would you know where to go if you wanted to get more information about drugs?

- GO TO Q85 {  Yes  
 No  
 Don't know

85) Please read the following statements about drugs and say if you think they are true or false. PLEASE CROSS ONE BOX FOR EACH STATEMENT.

	True	False	Don't know
Heroin is addictive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heroin is more dangerous than cannabis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Injecting drugs can lead to HIV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Injecting drugs can lead to Hepatitis C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inhaling or sniffing solvents can cause brain damage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking cocaine is dangerous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking cannabis is dangerous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOT TO Q86

86) Please read the following statements about drugs and say if you agree or disagree. PLEASE CROSS ONE BOX FOR EACH STATEMENT.

	Agree	Disagree	Don't know
Taking drugs is exciting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People my age who take drugs need help and advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who take drugs are stupid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All people who sell drugs should be punished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO TO Q87

87) How old were you when you first did the following things?  
 IN EACH LINE THERE IS THE OPTION TO CROSS THE 'NEVER' BOX FOR SOMETHING YOU HAVE NOT DONE AT ALL.

Drank alcohol (more than a small amount)	<input type="checkbox"/> Never	I was <input type="text"/> years old WRITE IN THE BOX HOW OLD YOU WERE
Got drunk	<input type="checkbox"/> Never	I was <input type="text"/> years old WRITE IN THE BOX HOW OLD YOU WERE
Smoked a cigarette (more than a puff)	<input type="checkbox"/> Never	I was <input type="text"/> years old WRITE IN THE BOX HOW OLD YOU WERE
Used drugs	<input type="checkbox"/> Never	I was <input type="text"/> years old WRITE IN THE BOX HOW OLD YOU WERE

GO TO Q88

88) How much money do you usually spend each week on tobacco/cigarettes, alcohol or drugs?  
 PLEASE CROSS ONE BOX ON EACH LINE.

	Nothing	Less than £1 a week	£1 or more but less than £5 a week	£5 or more but less than £10 a week	£10 or more but less than £20 a week	£20 or more but less than £30 a week	£30 or more a week
Tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO TO Q89

89) Do you think it is ok for someone your age to do the following?  
 PLEASE CROSS ONE BOX ON EACH LINE.

	It's ok	It's not ok	Don't Know
Try smoking a cigarette to see what it's like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try drinking alcohol to see what it's like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try getting drunk to see what it's like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try sniffing glue to see what it's like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try taking cannabis to see what it's like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try taking cocaine to see what it's like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO TO Q90

90) 'Choices for Life' events take place every year in locations around Scotland. These events include a pop concert as well as giving information on the risks of alcohol, smoking and drug use. Do you remember attending one of these 'Choices for Life' events?  
 PLEASE CROSS ONE ONLY.

GO TO Q91 {  Yes  
 No  
 Don't know

91) In the last twelve months have you had any lessons, videos/DVDs or discussion in class on the following topics?

PLEASE CROSS ONE BOX ON EACH LINE.

	Yes	No	Don't know
Smoking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The blood borne infection HIV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The blood borne infection Hepatitis B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The blood borne infection Hepatitis C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO TO Q92

92) Did the school lessons about smoking, alcohol or drugs help you do any of these things?

PLEASE CROSS ONE BOX ON EACH LINE.

	Yes	No	Don't know
They helped me find out more about smoking, alcohol and drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They helped me think about the risks of smoking, alcohol and drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They helped me realise taking drugs is against the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They helped me to find out where to go to get information or help about smoking, alcohol and drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They helped me think about what I would do if someone offered me drugs, alcohol or tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They helped me to avoid smoking, alcohol and drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO TO Q93

## THESE NEXT QUESTIONS ARE ABOUT RELATIONSHIPS WITH FAMILY AND FRIENDS

93) How many close friends would you say you have?

- GO TO Q94 {
- None
  - One
  - Two
  - Three or more

94) Are your friends older, younger, or about the same age as you?

PLEASE CHOOSE ONE ANSWER ONLY.

- GO TO Q95 {
- Older than me
  - Younger than me
  - About the same age as me
  - Mixed ages
  - Don't know

95) Thinking about a typical week, how many evenings do you spend out with friends?

- 0   
  1   
  2   
  3   
  4   
  5   
  6   
  7   
 Evenings

GO TO Q96

## NOW HERE ARE SOME QUESTIONS ABOUT SCHOOL

96) Do you get free school meals or vouchers for free school meals?

- GO TO Q97 {
- Yes
  - No
  - Don't know

97) How much do you like school at the moment?

- GO TO Q98 {
- I like it a lot
  - I like it a bit
  - I don't like it very much
  - I don't like it at all

98) How often do you feel strained or pressured by the schoolwork you have to do?

- GO TO Q99 {
- Never
  - Sometimes
  - A lot of the time

99) In the past year, how many times did you skip or skive school?

- GO TO Q100 {
- Not at all
  - Once
  - Twice
  - 3 times
  - 4 times
  - 5 times
  - Between 6 and 10 times
  - More than 10 times

100) Since you started secondary school, have you been excluded?

- Yes → GO TO Q101
- No → GO TO Q102

101) How many times have you been excluded?

PLEASE CROSS ONE BOX ON EACH LINE.

	Never	Once or twice	3 or 4 times	5 or more times	Does not apply to me
In the first year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the second year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the third year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the fourth year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO TO Q102

## NOW WE'D LIKE TO ASK ABOUT SOME LEISURE ACTIVITIES

102) Have you actively taken part in any of these groups, clubs or organisations during the last 12 months?

- GO TO Q103 {
- Youth groups (e.g. scouts, guides, youth clubs)
  - Drama, arts, music or singing groups (including evening classes)
  - Sports clubs, gyms, exercise or dance groups
  - Computer clubs/groups
  - None of these
  - Don't know

103) Here is a list of things that teenagers sometimes do in their free time, when they aren't at school. What about you?

PLEASE CROSS ONE BOX ON EACH LINE.

*When I'm not at school I.....*

	(1)	(2)	(3)	(4)	(5)
	Every day	Most days	Weekly	Less often	Never
See my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch films/DVD's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play computer games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Look around the shops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read comics or magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to watch sports matches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do a sport e.g. football, swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to the cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hang around the street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do a hobby, art or play a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to a friend's house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to concerts or gigs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to the church, mosque or temple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help other people/do voluntary work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do nothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GO TO THE STRENGTHS AND DIFFICULTIES QUESTIONNAIRE ON THE NEXT PAGE

# Strengths and Difficulties Questionnaire

S) For each item, please mark the box for the Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted. I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I am doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for your help

# FOR THOSE WHO HAVE COMPLETED THE QUESTIONNAIRE - WE HAVE SOME PUZZLES

Just in case you have finished all of the questions early, you may like to do the following word search or the Sudoku puzzle below.

Countries of the World

C	U	W	Q	A	C	P	O	Q	F	B	C	Q	N	G
D	C	N	B	N	I	B	C	T	I	I	P	Q	U	N
P	Y	R	J	K	P	N	A	U	S	T	R	I	A	T
W	T	O	O	C	E	Y	A	W	R	O	N	T	A	T
T	A	I	L	A	R	T	S	U	A	A	S	Y	N	B
J	X	O	R	L	T	A	G	B	H	I	U	A	I	M
J	S	A	B	L	K	I	T	U	K	T	P	N	H	O
H	U	V	J	D	M	B	A	A	G	A	I	V	C	R
S	J	D	P	B	K	M	P	G	J	K	I	L	C	O
A	Z	F	S	E	A	O	D	A	R	E	P	D	S	C
Y	Y	V	O	P	O	L	I	N	T	F	O	K	E	C
A	M	V	M	Q	G	O	X	N	A	J	H	W	M	O
R	L	T	A	Q	Y	C	A	K	V	L	I	T	P	S
J	X	R	E	H	L	M	A	F	C	L	O	E	Q	P
C	Y	T	O	G	O	E	K	L	Z	L	Z	P	Y	G

The below countries are all in the grid, either horizontally, vertically or diagonally!

- AUSTRALIA
- AUSTRIA
- CHINA
- COLOMBIA
- CROATIA
- JAPAN
- LITHUANIA
- MOROCCO
- NORWAY
- PAKISTAN
- POLAND
- TOGO
- VIETNAM

		3	5		
1					3
	2			6	
	3			4	
3					6
		4	1		

## Sudoku

There are just 3 rules to Sudoku, which are that:

- 1) Each row must have the numbers 1 to 6 appearing once, and once only.
- 2) Each column must have the numbers 1 to 6 appearing only once.
- 3) The numbers 1 to 6 must appear only once in each of the 3x2 mini-grids.