

The Impact of Family Support  
on High-Risk Behaviors  
in Adolescents


by

Aimee Jo Budleski

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Carolyn Barnhart, Ed D., CFCS

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**The Graduate School  
University of Wisconsin-Stout  
Menomonie, WI**

**Author:** Budleski, Aimee Jo

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ABSTRACT

Society should be concerned with the amount of family support our middle school students receive. The major research question asked is how family support relates to high-risk behaviors. Research suggests that weakened family support can be correlated to delinquency and high-risk behaviors (Marcotte, Marotte, & Bouffard, 2002). Seventy-three 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students at a rural school in central Wisconsin responded to a 39-item survey containing questions pertaining to family support and high-risk behavior. The survey concluded that respondents with high levels of family support are less likely to engage in high-risk behavior. Individual male results support previous research findings weakened familial support result in increased high-risk behavior. Female respondents added new meaning to previous research. Our children are the best source for suggestions on how be supportive and meet their needs. Due to the complex nature of this subject matter further research is suggested.

The Graduate School  
University of Wisconsin Stout

Menomonie, WI

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–Aimee Jo

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## Chapter I: Introduction

High-Risk behaviors and delinquency continue to be a concern in adolescence. According to a study by Matherne and Thomas, “Every five minutes a youth is arrested for some type of violent crime” (2001, p. 655). Intervention efforts are beginning to make an impact. The 2003 Wisconsin Youth Risk Behavior Survey reported a significant decrease in such areas as carrying weapons and being threatened by weapons between 1993 and 2003 (Wisconsin Department of Public Instruction, 2003), however newspapers and evening news broadcasts include stories of truancy, underage drinking, drug-use and sales, disorderly conduct; not just in high school, but in junior high and middle school as well. The problem of delinquency exists and as a society we seek answers. Several possible etiologies have been suggested such as socioeconomic status, environment, drug-use, and the use of high-risk behaviors as a problem-solving mechanism; however, all these factors can be related to family support.

Families are important because they provide role models for socially accepted behavior: they demonstrate relationships; they provide support and encouragement; and they meet the needs both physically and emotionally. When an important support structure of an individual’s life is dysfunctional in one way or another, the individual looks other places to fill the void. This theory is supported by the problem-solving framework of delinquency suggested by Brezina (2000). Brezina suggests that delinquency is a way juveniles attempt to meet needs and cope with situational factors.

### *Statement of the Problem*

The purpose of this study is to determine if a relationship exists between perceived family support and high-risk behaviors in adolescents.

### *Assumptions of the Study*

It is assumed that the English to Spanish translation was completed without losing any meaning in the questions. It is also assumed that the completed survey will indicate the honest response of the participant.

### *Definition of Terms*

*Adolescent.* For the purpose of this study the population surveyed; 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students.

*Delinquent Offense.* An act committed by a juvenile that would be considered a crime had it been committed by an adult (Stahl, Finnegan, & Kang, paragraph 3).

*Family Support.* An individual's perception of the support they receive from their family.

*High-Risk Behavior.* High-risk behaviors have been defined as (1) violent behaviors: carrying a weapon threatening, using a weapon or causing harm to a person, physically fighting; (2) theft and vandalism; (3) alcohol use; (4) tobacco use; (5) drug use, (Wisconsin Department of Public Instruction, 2003).

*Juvenile.* Someone between the ages of 10 and 17 (Stahl, Finnegan, & Kang, 2002, paragraph 9).

### *Limitations of the Study*

A limitation to this study is that not all students will be allowed to participate due to lack of parental consent. Lack of parent consent also resulted in a smaller sample size. To meet the need of Spanish speaking students the survey was translated by the English as a Second Language Instructor at the school in which the survey was conducted. Other limitations include that subjects may not have responded honestly to the high-risk

behavior survey. Another limitation is that it does not have respondents from Asian or African American populations.

### *Methodology*

Prior to conducting the survey the research project was approved by the University of Wisconsin Stout Institutional Review Board (IRB). An online Human Subjects Training was completed by the researcher. The project was then presented before the School Board in which the research was to be conducted. Consent forms were distributed by the researcher and collected by an English Teacher throughout the following week up until the day of the survey. The students who had returned parental consent forms were asked to sign an individual student consent form. The surveys were distributed in English Classes. The teacher and non-participating students were excused from the room. The researcher read the information in the box on the front of the survey. Students were asked to provide truthful answers. Discussion was discouraged to maintain confidentiality. The survey cover requested that the students refrain from writing their name on the survey. Ethnic information had been omitted from the survey to rule out possible identifying factors. Completed surveys were placed in an envelope in the back of the room. The researcher was the only individual to see the individual completed surveys. The researcher will share the completed paper with the school with the school in which the research took place.

## Chapter II: Literature Review

### *Introduction*

This chapter will discuss high-risk behaviors and delinquency as a problem facing adolescents today. It will review literature addressing several different etiologies including familial support. The chapter will conclude with information about engaging families, specifically through Head Start Programs.

### *High-Risk Behaviors/Delinquency*

High-Risk behaviors and delinquent acts are terms that can be used interchangeably.

*Defining delinquency.* The term delinquency takes on several meanings and forms. The literature available, as well as the general public, applies different meanings to the term *delinquent*. Delinquency has been defined to include such behaviors as truancy, shoplifting and antisocial behavior. According to the Juvenile Detention and Corrections Facility Census (JDCFC), *delinquent offenses* are acts committed by individuals under the age of 18 which would be considered crimes had they been committed by adults (Calhoun & Jurgens, 1993). The behaviors listed above are properly termed as *status offenses*. Status offenses are regarded as pre-criminal (Eisenman, 1994). Delinquent behaviors, when applying the proper technical terminology, include murders, forcible rape, robbery, assault, vandalism, drunkenness, runaways, arson, vehicle theft, drug and alcohol abuse, disorderly conduct, as well as curfew and loitering violations (National Center for Juvenile Justice, 2002; Snyder, Poole, & Kang, 2001; Office of Juvenile Justice and Delinquency Prevention, 2002).

*Statistics.* A clear understanding of the definition of delinquency is pertinent to interpreting the statistics. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) provides the following statistics regarding juvenile arrests: “juveniles were involved in 16% of all Violent Crime Index arrests in 2000”; “one-quarter (25%) of all persons arrested for robbery in 2000 were under the age of 18” (Snyder, 2002, p. 1). According to FBI arrest statistics, the total number of crimes committed by 10-17 year-olds reached 2,603,300 (Snyder, Poole, & Kang, 2001, p.1). The number of violent crimes including murder and non negligent manslaughter, forcible rape, robbery and aggravated assault reached 112,190 and property crimes reached 596,130 (Snyder, Poole, & Kang, 2001, p.1). According to the OJJDP, the number of arrests, including suspicions, of juveniles in 2000 were 7,327.3/100,000 persons ages 10-17 (National Center for Juvenile Justice, 2002, p.1). The number of arrests that fall under the violent crime index for 2002 is 309.4 for every 100,000 persons ages 10-17 (National Center for Juvenile Justice, 2002, p.1). It is only fair to mention that the crime rates of juveniles have decreased or remained relatively the same from 1997 to 2000, however the statistics clearly indicate that juvenile delinquency remains a problem in today’s society.

*Demographics.* In order to understand the problem of delinquency we will first look at the demographics of the population including gender, race and socioeconomic differences. According to research, not only is female delinquency on the rise, but the severity of crimes committed is on the rise. Calhoun and Jurgens state more females are arrested for crimes other than sexual misconduct (1993). Although sexual misconduct was the major crime committed by juvenile females in the past more females are now being arrested for more violent crimes (Calhoun & Jurgens, 1993). From 1989 to 1994

the number of female convictions related to gang activity, sexual misconduct and drug offenses quadrupled (Calhoun & Jurgens, 1993, p.1). When comparing the delinquency rates of males to females there remains a significant difference. According to the National Center for Juvenile Justice, 10,306.1 out of every 100, 000 males 10-17 years of age were arrested for delinquent crimes compared to 4,186.4 out of every 100,000 females (2002, p. 1). Although the number of female delinquents remains significantly lower than that of males, there still have been some significant changes in the juvenile delinquency trend for females.

Not only is gender an issue to consider in terms of delinquency, but race is as well. According to the National Center for Juvenile Justice the following statistics indicate the number of arrests per 100,000 persons ages 10-17 for the given racial identity; 7,353.2 Caucasians; 12,804.4 African Americans; 7,598.5 Native Americans; 3,065.3 Asians in 2000 (2002, p.1). This data shows that although the Native American and Caucasian rates are similar, there are significant differences in comparing the Asians and the African Americans with the other two groups. These statistics are significant when compared to the population by race.

Economic status, which is often correlated with race, is another issue to address. Juveniles living in poverty are often associated with delinquency (Eisenman, 1994; Calhoun & Jurgens, 1993). According to Calhoun and Jurgens, juveniles of lower socioeconomic status tend to be involved in more serious delinquent offenses whereas juveniles of upper and middle socioeconomic status tend to engage in status offenses.

Information has been provided regarding differences in juvenile delinquency in terms of gender, race and socioeconomic status. This information can be valuable in reviewing and addressing the possible etiologies of delinquency.

### *Possible Etiologies*

There are several possible causes of delinquent behavior in juveniles. Some of these include family support, socioeconomic status, environment, problem solving method and drug use. Although possible etiologies may seem unrelated, there are many conjoining factors amongst them. Family Support as a possible etiology will not be discussed in detail in this section, because it will be covered later in the literature review. However several studies do indicate that different components of family structure are connected to delinquency in adolescents (Bourduin, Henggeler & Mckee, 1989; Rebellon & Wells, 1990; Videon, 2002).

Other possible etiologies in addition to family support include socioeconomic status, environment, problem solving method and drug use. As previously mentioned, lower socioeconomic status can be associated with delinquent crimes. According to Calhoun and Jerguns (1993) this can be accounted for by the concept that young offenders commit crimes to meet their immediate needs. Examples include armed robbery or burglary for economic gain and assault or murder for protection (Calhoun & Jurgens, 1993). Calhoun and Jurgens (1993) suggest that because minorities are often over represented in the lower economical status this accounts for the difference in crime rates by race. Socioeconomic status can also be related to family structure. Single parent families have less income and may fall into the lower socioeconomic status level as a result. Environment is another possible etiology for delinquent behavior and is also

related to socioeconomic status. This environment includes school, family and peer groups. A study by Rowe and Flannery (1994) support the influence of family, school and peers on delinquency rates.

An additional possible etiology to delinquency in juveniles involves understanding the use of delinquency as a problem solving method. According to Brezina, delinquency is a form of self-regulation and can be used as a short-term coping mechanism for adolescents (2000). Delinquency, like other forms of behavior, is purposeful and has meaning to the individual exhibiting the behavior (Brezina).

It is suggested by Brooks and Whiteman (1992) that the use of drugs leads to delinquency. Although it is apparent that people make poor choices under the influence of drugs, we need to back up to the reason for the drug use keeping in mind that the use of drugs is a delinquent crime in itself.

When reviewing the possible etiologies provided for delinquency, all can be intertwined and all can be connected to family support. It is obvious how socioeconomic status and environment are related. Your family is included in your environment and your socioeconomic status as an adolescent is dependant on your family. Problem-solving measures can also be connected to family support. The juvenile is trying to adjust to what is going on in the home. The individual may be seeking attention or trying to meet needs. There are several possible etiologies, however family support is inclusive of those previously listed.

#### *Family Support*

Positive parental support improves identity achievement in adolescents. A study by Sartor and Younis (2002) found that knowledge of daily activities, social and school

monitoring is related to higher identity achievement in adolescents. Emotional support from parents is also related to higher identity achievement (2002). A seven-year longitudinal study by Pettit, Bates and Dodge (1997) found that providing supportive parenting in early childhood, prior to kindergarten, can foster a child's adjustability throughout the elementary years on into Middle School.

Communities and schools are following the advice of the research and are working together to engage families. Parent Activity Nights and teacher conferences are basic ways schools have helped foster parental support. Communities also offer a variety of opportunities to facilitate family support. The following is a list of local resources available to youth in Central Wisconsin: Boys and Girls Club, Young Men's Christian Association (YMCA), Young Woman's Christian Association (YWCA), North Central Health Care Facilities, Families and Schools Together (F.A.S.T.), Children's Service Society.

According to the media and the researcher's experience, today's youth are participating in high-risk behaviors at an earlier age. In response to this trend, emotional support is also emphasized at an earlier age. Head Start Programs, in addition to free education and a variety of other services, emphasize the importance of family support. Head Start staff focus their services the family unit and collaborate with community resources to help strengthen parenting skills and overall family dynamics. Other early intervention programs include the Family Resources Center, YMCA, YWCA and North Central Health Care Facilities Birth to Three Program.

### Chapter III: Methodology

The focus of this research is to correlate a better understanding of adolescent delinquency and the relationship between familial supports. The following sections include subject selection and description, instrumentation, data collection procedures, data analysis, and limitations.

#### *Subject Selection and Description*

The population included 73 middle school students at a small, rural school in central Wisconsin. Parent consent forms were sent home with students and 75 were returned. Two parents chose not to allow their children to participate. The sample population included 20 sixth-grade-students, 10 males and 10 females; 27 seventh-grade-students, 8 males and 19 females; 26 eighth-grade-students, 12 males and 14 females. The respondents described their grades in the following manner: 36-mostly A's, 19-mostly B's, 12-mostly C's 1-mostly F's, 5-not sure. Permission was first received from the principal and the school board. The project was approved through the University Institutional Review Board. Parent and student consent forms (Appendix B, Appendix C) were collected from each participant before the survey was administered.

#### *Instrumentation*

The survey was created for the purpose of this project (Appendix A). Questions one through four were general questions about the participant including age, gender, grade in school, and grades.

The high-risk behavior items were questions from the 2003 Wisconsin Youth Risk Behavior Survey (Wisconsin Department of Public Instruction, 2003).

### *Data Collection Procedures*

A 39 question survey (Appendix A) was administered to determine if a relationship exists between family supports and high-risk behavior. Students who did not return a signed parent consent form (Appendix B) were excused to a study hall. The students remaining were asked to sign a consent form (Appendix C). The respondents were in the room with the administrator, rather than their class instructor. Each class had the same administrator. The procedures were the same for each group of students. The completed surveys were divided by grades and then sex. The results were recorded into a spread sheet to be analyzed.

### *Data Analysis*

The replies for items 5 through 10 were assigned a value in order to determine a level of perceived family support (Table 1). A family support score was calculated for each participant. These scores were compared between males and females. The gender differences were graphed in the results section of this paper. These high-risk behavior items were also assigned values to better understand the nature of high-risk behavior for the sample populations. The individual items were divided by behavior: (1) violent behaviors: carrying a weapon threatening, using a weapon or causing harm to a person, physically fighting; (2) theft and vandalism; (3) alcohol use; (4) tobacco use; (5) drug use, (Wisconsin Department of Public Instruction, 2003). The researcher followed the value assignment in table one and extended it out to the appropriate number of responses.

Table 1

*Assigned Numerical Values for Survey Responses*

Respondents Reply	Never	Rarely	Sometimes	Most of the time	All of the Time
Assigned Value	0	1	2	3	4

In addressing the key research question, *how family support relates to high-risk behaviors*, the researcher highlighted surveys with responses indicating involvement in high-risk behaviors and correlated these findings to the perceived family support score.

*Limitations*

A limitation to this study is that not all students were allowed to participate due to lack of parental consent. Some students reported that their parents would have given consent, however the student either forgot to have them sign it or left it at home the day of the survey. To meet the need of Spanish speaking students the survey was translated by the ESL instructor at the school in which the survey was conducted. Other limitations include that subjects may not have responded honestly to the high-risk behavior survey. Even after being assured of confidentiality, students may have been altered answers due to the fear that their identity may have been revealed. Some students tried to look at other's responses during the completion of the survey. In response the researcher reminded the respondents that the survey responses were confidential. Another limitation is that the sample population does not culturally or academically represent the population as a whole.

*Summary*

This qualitative study of 73 middle school students in a small rural school in central Wisconsin is an attempt to better understand the relationship between family

support and delinquency in adolescence. A 39-question survey was administered and the results were compiled considering the limitations of the study.

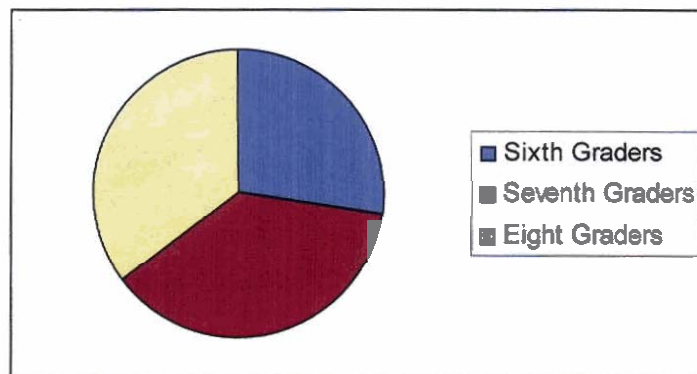
## Chapter IV: Results

The purpose of this study is to determine if a relationship exists between family support and high-risk behaviors in adolescents. A survey was given to middle school students to secure the data. The high-risk behaviors this survey focuses on are: violent behavior as such as carrying a weapon, threatening, using a weapon or causing harm to a person, physically fighting; theft and vandalism; alcohol use; tobacco use; drug use, (Wisconsin Department of Public Instruction, 2003).

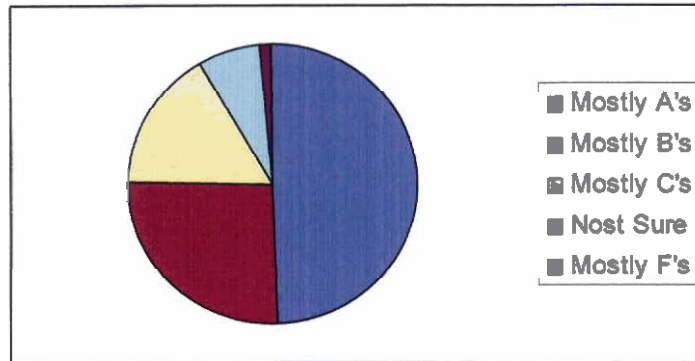
The survey asked questions about the relationship between the adolescent and family members. It is necessary to keep in mind that matters such as familial support are perceptual and often times due to an individual's situation and mood.

### *Item Analysis*

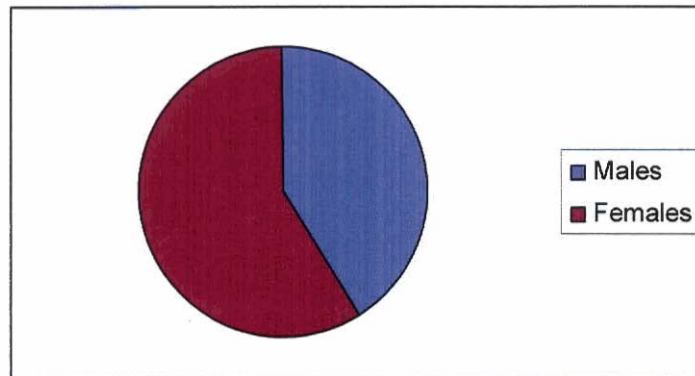
The 73 students who returned their parental consent forms and signed the student participation agreement forms were relatively evenly distributed between the three grades (Figure 1). The greater majority of these students are outstanding academic achievers (Figure 2). Of the 73 middle school respondents, 43 were female and 30 male (Figure 3).



*Figure 1.* Sample Size by Academic Class Assignment in Middle School  
N=73; Sixth Graders n=20; Seventh Graders n=27, Eight Graders n=26



*Figure 2. Sample Size by Participant Description of Current Academic Standing at the Time of the Survey*  
 N=73; Mostly A's n =36; Mostly B's n = 19; Mostly C's n= 12; Not Sure n= 5; Mostly F's n=1

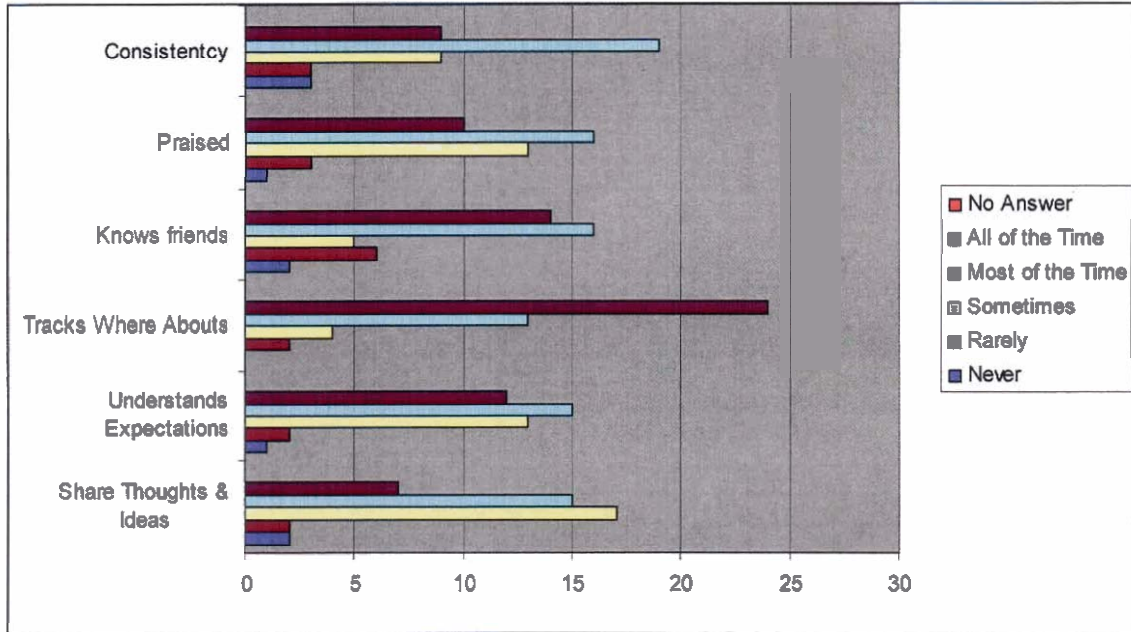


*Figure 3. Sample Size by Participant Gender*  
 N=73; Females n=43, Males n=30

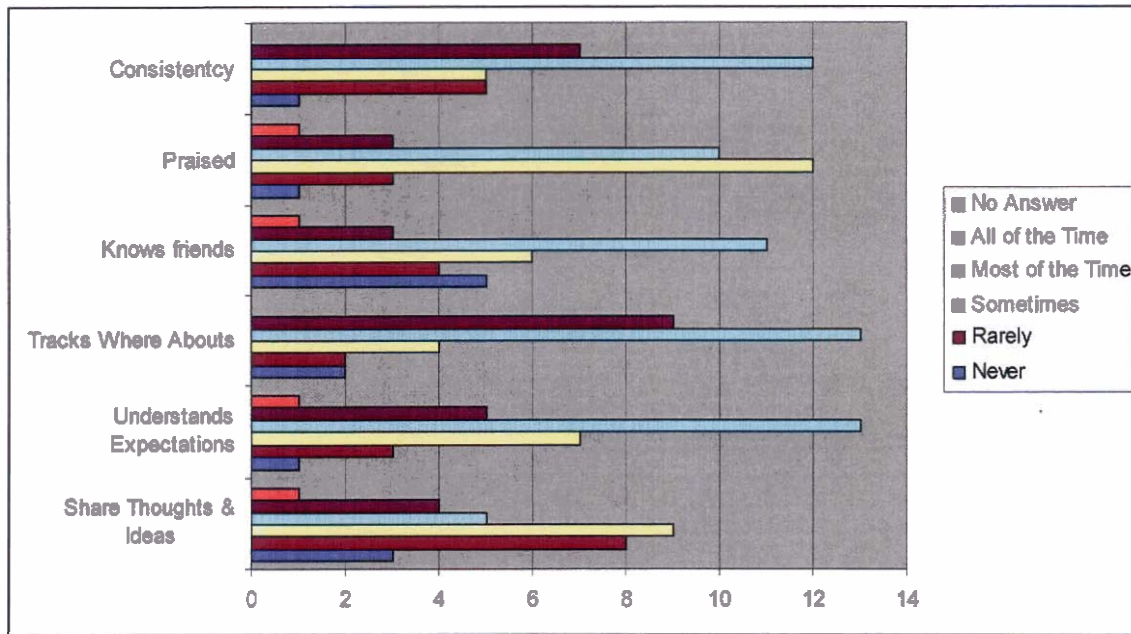
### *Family Support*

In the survey, items 5-10 referred to family support. Respondents selected from five possible responses: a) Never; b) Rarely; c) Sometimes; d) Most of the time; e) All of the time. Respondents also had the option to skip any item they did not feel comfortable answering. The six items were included in the survey to measure the respondents' individual perception of family support. The majority of the respondents responded *Sometimes, Most of the Time, or All of the Time*. The female respondents (Figure 4) were more likely than the male respondents (Figure 5) to reply *Most of the Time or All of the*

Time. Table 1 provides the number of male respondents who responded a) Never; b) Rarely; c) Sometimes; d) Most of the time; e) All of the time for each of the 6 family support items. Table 2 provides the same information for the female respondents.



**Figure 4. Female Respondents' Overall Perception of Family Support based on 6-Items of Survey**  
 N=43, Never n= 9, Rarely n=18, Sometimes n=61, Most of the Time n=94, All of the Time n=67



*Figure 5. Male Respondents' Overall Perception of Family Support Based on 6-Items of Survey*

N=30; Never n=14, Rarely n=25, Sometimes n=43, Most of the Time n=64, All of the Time n=31

Table 2

*Number of Male Middle School Students who Responded 'Never', 'Rarely', 'Sometime', 'Most of the Time', 'All of the Time' for Each of the 6 Family Support Items.*

<b>Male Family Support</b>	No. of Male Students Who Replied Never	No. of Male Students Who Replied Rarely	No. of Male Students Who Replied Sometimes	No. of Male Students Who Replied Most of the Time	No. of Male Students Who Replied All of the Time	No. of Males Students Who Did Not Reply
You are able to share your thoughts and feelings with at least one family member.	3	8	9	5	4	1
Your Caregiver lets you know in advance what kind of behavior is expected of you	1	3	7	13	5	1
Your caregiver keeps track of where you are and what you are doing	2	2	4	13	9	0
Your caregiver keeps track of who your friends are.	5	4	6	11	3	1
You are praised for what you do well.	1	2	12	10	3	2
When you break the rules, your caregiver is consistent and controlled in your punishments.	1	5	5	12	7	0
<b>Totals</b>	<b>13</b>	<b>2</b>	<b>43</b>	<b>64</b>	<b>31</b>	<b>0</b>

Table 3

*Number of Female Middle School Students who Responded 'Never', 'Rarely', 'Sometime', 'Most of the Time', 'All of the Time' for Each of the Six Family Support Items.*

<b>Female Family Support</b>	No. of Female Students Who Replied Never	No. of Female Students Who Replied Rarely	No. of Female Students Who Replied Sometimes	No. of Female Students Who Replied Most of the Time	No. of Female Students Who Replied All of the Time	No. of Females Students Who Did Not Reply
You are able to share your thoughts and feelings with at least one family member.	2	2	17	15	7	0
Your Caregiver lets you know in advance what kind of behavior is expected of you	1	2	13	15	12	0
Your caregiver keeps track of where you are and what you are doing	0	2	4	13	24	0
Your caregiver keeps track of who your friends are.	2	6	5	16	14	0
You are praised for what you do well.	1	3	13	16	10	0
When you break the rules, your caregiver is consistent and controlled in your punishments.	3	3	9	19	9	0
<b>Totals</b>	<b>9</b>	<b>18</b>	<b>61</b>	<b>94</b>	<b>67</b>	0

### *High-Risk Behaviors*

Items 17 through 39 included questions pertaining to high-risk behaviors. These items were subcategorized into the following groups of high-risk behaviors: Violent Behaviors, Theft and Vandalism, Alcohol Use, Tobacco Use, and Drug Use. The following paragraphs, tables and figures provide the results of the surveys while maintaining the confidentiality of the respondents. Again the results have been analyzed to show the gender differences.

*Violent Behaviors.* The survey included six questions that referred to violent behaviors. The questions pertain to carrying and using weapons, using a weapon to threaten to cause harm, physical fighting, and physical force.

*During the past 30 days, on how many days did you carry a weapon such as a gun, knife or club?* Two students responded “1 day”, seven students responded “6 or more days”, one student did not respond, all other students responded “0 days”.

*During the past 30 days, on how many days did you carry a gun?* Two students’ responded “1 day”, four students responded “2-3 days”, two students’ responded “6 or more days”, all other students responded “0 days”.

*During the past 12 months, how many times did you use a weapon to threaten another person?* One student responded “2 or 3 times”. All other respondents responded “0 times”.

*During the past 12 months, how many times did you use a weapon to harm another person?* One student responded “1 time”. All other respondents responded “0 times”.

*During the past 12 months, how many times were you in a physical fight?* Three students responded “1 time”, six students responded “2 or 3 times”, two students replied “4 or 5 times”, two students responded “6 or 7 times” one student replied “12 or more times”, one student did not respond to the item and all other students responded “0 times”.

*During the past 30 days, on how many days have you used physical force against a parent or sibling?* Four students responded “1 day”, six students responded “2-3 days”,

five students replied “4-5 days”, four students responded “6 or more days”, all other students responded “0 days”.

*Theft and Vandalism.* Items 17 thru 21 refer to theft and vandalism. Table 3 provides the number of times the participant had participated in various acts of vandalism or theft 12 months from the completion of the survey. The results for the female respondents are available in Table 4.

Table 4

*Number of Times Male Respondents Admitted to an Act of Theft or Vandalism*

<b>Male Theft and Vandalism (During the Past 12 Months)</b>	No. of Males Who Replied 0 Times	No. of Males Who Replied 1 Time	No. of Males Who Replied 2-3 Times	No. of Males Who Replied 4-5 Times	No. of Males Who Replied 6-7 Times	No. of Males Who Replied 8-9 Times
How many times have you stolen something from a store?	28	0	2	0	0	0
How many times have you stolen something from your parents?	24	3	3	0	0	0
How many times have you stolen something from a friend or acquaintance?	27	0	2	1	0	0
How many times have you deliberately caused damage to public property (in a park, at school, on a building)?	23	2	2	1	1	1
How many times have you deliberately damaged private property (something owned by a person other than yourself)?	23	4	1	0	0	2
<b>Total</b>	<b>125</b>	<b>9</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>3</b>

Table 5

*Number of Times Female Respondents Admitted to an Act of Theft or Vandalism*

<b>Female Theft and Vandalism (During the Past 12 Months)</b>	No. of Females Who Replied 0 Times	No. of Females Who Replied 1 Time	No. of Females Who Replied 2-3 Times	No. of Females Who Replied 4-5 Times	No. of Females who Chose Not to Answer
How many times have you stolen something from a store?	41	2	0	0	0
How many times have you stolen something from your parents?	38	2	3	0	0
How many times have you stolen something from a friend or acquaintance?	39	4	0	0	0
How many times have you deliberately caused damage to public property (in a park, at school, on a building)?	37	5	0	1	0
How many times have you deliberately damaged private property (something owned by a person other than yourself)?	39	1	2	0	1
<b>Total</b>	<b>194</b>	<b>14</b>	<b>5</b>	<b>1</b>	----

*Alcohol Use.* Five survey items asked questions that pertain to alcohol. More specifically, three ask about alcohol consumption and the other two involve alcohol and the use of motor vehicles.

*During the past 30 days, on how many days did you have at least one drink of alcohol?* Twenty respondents responded “1 or 2 days”, three replied “3 to 5 days”, two students responded “6 to 9 days”, one replied “10 to 19 days”, all other respondents responded “0 days”.

*During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?* Five respondents responded “1 or 2 days”, two replied “3 to 5 days”, all other respondents responded “0 days”.

*During the past 30 days, on the days that you did drink alcohol, how many drinks did you have per day?* Seventeen respondents responded “Less than one drink per day”, one replied “one drink per day”, three students responded “2 to 5 drinks per day”, two respondents chose not to respond to this item, and all other respondents responded “I did

not drink alcohol in the past 30 days”. *During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?*

Ten respondents responded “1 time”, eight replied “2 or 3 times”, one student responded “6 or more times”, one participant chose not to respond to this item, and all other respondents responded “0 times”.

*During the past 30 days, how many times did you drive a car or other vehicle while you had been drinking alcohol?* One participant responded “4 or 5 times”, one chose not to reply to the item, and all other respondents responded “0 times”.

*Tobacco Use.* Three survey items ask respondents about tobacco use. The first two questions inquire about cigarettes and the final questions refer to smokeless tobacco.

*During the past 30 days, on how many days did you smoke cigarettes?* Two respondents responded “3 to 5 days”, two responded “10 to 19 days”, one participant chose not to respond to this item, and all other respondents responded “0 days”.

*During the past 30 days, on the days that you did smoke, how many cigarettes did you smoke per day?* Two respondents responded “1 or 2 cigarettes per day”, two responded “20+ cigarettes per day”, two respondents chose not to respond to this item, and all other respondents responded “I did not smoke any cigarettes in the past 30 days”.

*During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip?* One participant responded “1 or 2 days”, one responded “3 to 5 days”, one participant responded “10 to 19 days”, and all other respondents responded “0 days”.

*Drug Use.* Ten survey questions asked about drug use. Two pertained to marijuana, two questions asked about cocaine use, two questions referred to

miscellaneous inhalants, two questions asked about club drugs and the final questions pertain to heroin, methamphetamines or Lysergic acid diethylamide (LSD).

*During your life, how many times have you used marijuana?*

Two students respondents responded “3 to 9 times”, one replied “40 or more times” and all other respondents responded “0 times”.

*During the past 30 days, how many times did you use marijuana?* One participant responded “10 to 19 times” and all other respondents responded “0 times”.

*During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?* One participant responded “3 to 9 times”, one responded “10 to 19 times”, and all other respondents responded “0 times”.

*During the past 30 days, how many times have you used any form of cocaine, including powder, crack, or freebase?* One participant responded “1 or 2 times”, one responded “40 or more times”, one participant chose not to respond to this item and all other respondents responded “0 times”.

*During your life, how many times have you sniffed glue, breathed the contents of an aerosol spray cans, or inhaled any paints or sprays to get high?* Five respondents responded “1 or 2 times”, one responded “3 to 9 times”, one participant replied “10 to 19 times”, and all other respondents responded “0 times”.

*During the past 30 days, how many times have you sniffed glue, breathed the contents of an aerosol spray cans, or inhaled any paints or sprays to get high?* Three respondents responded “1 or 2 times”, one responded “3 to 9 times”, one participant chose not to respond to this item and all other respondents responded “0 times”.

*During your life, how many times have you used club drugs, such as Ecstasy, Special K, or Gama Hydroxybutricacid (GHB)?* One respondents responded “1 or 2 times”, one responded “40 or more times”, and all other respondents responded “0 times”.

*During the past 30 days, how many times have you used club drugs, such as Ecstasy, Special K, or GHB?* All respondents responded “0 times”.

*During your life, how many times have you used heroin, methamphetamines (also called speed, crystal, crank or ice) or Lysergic acid diethylamide (LSD, also called acid)?* Two respondents responded “40 or more times” and all other respondents responded “0 times”.

*During the past 30 days, how many times have you used heroin, methamphetamines (also called speed, crystal, crank or ice) or LSD (also called acid)?* One participant responded “20 to 39 times”, one participant replied “40 or more times”, and all other respondents responded “0 times”.

#### *Family Support and High-Risk Behaviors*

The male respondents that indicated experiencing a low level of family support ( $N \leq 10$ ) also indicated more participation in high-risk behavior and delinquent acts. The results from the female respondents showed varying results. The respondents that indicated participations in high-risk behaviors showed a wide-range of results for family support ( $N=5$  thru  $N=23$ ). Unlike the male respondents, where the scores were grouped together, the female scores are scattered throughout.

*Summary*

This section incorporated the results of a survey administered to 73 middle school students in a rural town in central Wisconsin. Respondents answered questions that pertained to family support, theft and vandalism, alcohol use, tobacco use and drug use.

## Chapter V: Discussion

Seventy-three middle school students completed a 39-item survey aimed at learning more about the relationship between family support and high-risk behaviors. Research suggests weakened family support fosters an increase in delinquency and high-risk behaviors in adolescence. The results of this study both support and add new findings to previous research.

### *Limitations*

Limitations included students not returning parental consent forms. Some students reported that their parents would have given consent, however the student forgot either forgot to have them sign it or left it at home the day of the survey. This resulted in a smaller than desired sample size. The survey was translated for our Spanish-speaking students. The translations may have added more or less emphasis in each question. Other limitations included the sample population not have been culturally or academically representing the population as a whole. It is difficult to study a concept such as family support because it is perceptual and it may change on a daily basis, or even through out the day. It is situational. Due to the nature of the content in the survey, it is possible that the respondents did respond honestly to the questions.

### *Conclusions*

Sixth, seventh and eighth Graders from a rural school in central Wisconsin completed a 39-item survey aimed at securing data that would help researchers understand the relationship between family support and high-risk behavior. The following conclusions can be made from the findings: 1) perceived family support is related to high-risk behavior: 2) all respondents had a high perception of family support;

3) females had a higher overall perception of family support; 4) the number of respondents that responded to having engaged in high-risk behaviors was generally low; 5) the survey results for the individual male respondents supported the research; 6) the survey results for individual female respondents did not support a correlation between family support and high-risk behavior.

### *Implications*

One can assume that the low levels of high-risk behavior are a result of high levels of family support. The overall high level of perceived family support may be a result of the sample population. Parents may have been more inclined to sign the form if they feel they are supportive parents. Parents/guardians who are not supportive may not have even been around to sign the form. Students with less family support may have had less motivation to take the form home and return it, or simply less willingness to participate in the survey.

Results vary for the overall study and the individual male and female respondents for a number of reasons. First, family support is a perceptual concept. It can change based on situational factors. Everyone has their own ideas as to what is meant by support or how best to be supportive. In some instances, the participant engaged in several high-risk behaviors, but also noted that he or she had a high level of family support it is possible the family support. It is a now part of an intervention. Another explanation may be the adolescent sees the support as evasive, and the high-risk behavior is a way to strike-back

### *Recommendations for Professionals*

Professionals in schools need to understand that it is their responsibility to know what is going on in the lives of the children they work with. While completing this

chapter the researcher had an opportunity to listen to a teen panel discussion at a County Head Start All Staff Training in Central, WI. The guests were speaking on the topic of “Drug Endangered Children”. The researcher believes that in order to provide family support one must view support through the eyes of the beholder.

The researcher provided the following questions to the teens, in schools, *what helps you feel supported?* Several of the panelist remarked of teachers and staff that labeled them as a terminal failure. What these students were looking for was someone to listen, build up their confidence and give them advice. They need someone to be there through the good and bad times. Some may wonder how to start a relationship with an adolescent who is going through a rough time. First you need to gain their trust. Stay close- physically make yourself available often or even be visible. This is helpful for students dealing with abandonment issues. Ask a lot questions and let them answer. Self disclosure can be helpful in getting them to gain trust in themselves and others.

Teenagers and adolescents want to be asked the questions that they don't want to be asked so don't be afraid to ask them. Find out what is really going on with in their lives. Do not give up. They may get angry, but you are showing them that you are paying attention to them, you noticed something may be going on and most importantly that you care. In order to keep the relationship going you must individualize your support and attention. The best support focuses on one-on-one attention and is based on specific needs. For some students, school is a better place to be than home. It provides a safe and structured environment with adult role models. It is encouraging to know that students want help, we simply have to work to build their trust. Due to fast-paced lifestyle changes, the teen panel suggested that intervention strategies should be much earlier that

the teen years. To be effective in preventing high risk behaviors children need to be supported all their lives.

#### *Recommendations for Parents*

The majority of recommendations listed in the previous section for professionals can also be applied to parents. It is important that parents get involved at an early age. The earlier one gets involved the stronger relationship one can build with their child. Let the child know you will always be there. This provides them with a sense of safety and security. Listen more than talk. This is sometimes difficult to do and this is where many parents lose their adolescents. They do not need to answer all your questions, but if they have the opportunity to, sooner or later they will start to talk to you. Do not judge or react. This turns kids away and will shut down the lines of communications. Sometimes it is difficult, but it is very important it supportive parenting. You can inform your child of consequences based on his or her decisions and actions with out judging their character. By doing this you maintain their feelings a self-worth.

#### *Recommendations for Further Research*

Due to the importance of this topic the researcher would recommend further research. Larger samples sizes would be suggested with more cultural diversity to represent the general population. It would be beneficial to see how family support relates to high-risk behaviors is African Americana, Asians and Native Americans along with other internationals. Further research would also included quantitative data and a more complete qualitative survey. A recommendation for future research would be to address parent consent issues with the parent directly so not to rely on the participant to return the permission slip to the school.

*Summary*

Although some reports indicate a decrease delinquent crime rates, high-risk behaviors is still a topic of concern. Research suggests weakened family support results in an increase in high risk behaviors. This study including a survey of 73 sixth, seventh and eight grade student in central Wisconsin generalized supporting results for males and females. The Individual results for males and feels brought new meaning to the research. Recommendations were provided for professionals and parents. Further research on this topic is suggested.

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## Appendix A: Family Support and High-Risk Behavior Survey

### **Family Support and High-Risk Behaviors Survey**

This survey asks questions about family support and high-risk behaviors. The information you provide will be used by a graduate student as research for a master's level research paper at UW-Stout, Menomonie, WI.

**DO NOT** write your name on this survey. The answers you give will be kept confidential. No one will know how you answer the questions. In order to produce accurate results, please answer the questions honestly.

Completing this survey is voluntary. Whether or not you answer the questions will not affect your grades in this class or any other class. If you do not feel comfortable answering a question, just leave it blank.

Questions referring to your background will not be used to identify you. This information is simply used to describe the types of students completing the survey. Your name will not be identified or reported.

Please read each questions carefully and circle the response that applies to you. After completing your survey please place in the envelope provided.

***Thank you for your time and cooperation!!!***

**Questions 1-4 ask for general information about you.**

1. How old are you?
  - a. 12 yrs old or younger
  - b. 13 yrs old
  - c. 14 yrs old
  - d. 15 yrs old
  - e. 16 yrs old
  - f. 17 yrs old
  - g. 18 yrs old or older
  
2. Are you:
  - a. Male
  - b. Female
  
3. What grade are you currently in?
  - a. 6<sup>th</sup> grade
  - b. 7<sup>th</sup> grade
  - c. 8<sup>th</sup> grade
  - d. 9<sup>th</sup> grade
  - e. 10<sup>th</sup> grade
  - f. 11<sup>th</sup> grade
  - g. 12<sup>th</sup> grade
  
4. How would you currently describe your grades in school?
  - a. Mostly A's
  - b. Mostly B's
  - c. Mostly C's
  - d. Mostly D's
  - e. Mostly F's
  - f. None of these grades
  - g. Not sure

**Questions 5-10 refer to family support.**

5. You are able to share your thoughts and feelings regularly with at least one family member.
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Most of the time
  - e. All of the time
6. Your caregiver lets you know in advance what kind of behavior is expected from you.
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Most of the time
  - e. All of the time
7. Your caregiver keeps track of where you are and what you are doing.
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Most of the time
  - e. All of the time
8. Your caregiver keeps track of who your friends are.
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Most of the time
  - e. All of the time
9. You are praised for what you do well.
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Most of the time
  - e. All of the time
10. When you break rules, your caregiver is consistent and controlled in your punishments.
- a. Never
  - b. Rarely
  - c. Sometimes
  - d. Most of the time
  - e. All of the time

**Questions 11-16 ask about violent behaviors.**

11. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?
- a. 0 days
  - b. 1 day
  - c. 2-3 days
  - d. 4 or 5 days
  - e. 6 or more days
12. During the past 30 days, on how many days did you carry a gun?
- a. 0 days
  - b. 1 day
  - c. 2-3 days
  - d. 4 or 5 days
  - e. 6 or more days
13. During the past 12 months, how many times did you use a weapon to threaten another person?
- a. 0 times
  - b. 1 time
  - c. 2 or 3 times
  - d. 4 or 5 times
  - e. 6 or 7 times
  - f. 8 or 9 times
  - g. 10 or 11 times
  - h. 12 or more times.
14. During the past 12 months, how many times did you use a weapon to harm another person?
- a. 0 times
  - b. 1 time
  - c. 2 or 3 times
  - d. 4 or 5 times
  - e. 6 or 7 times
  - f. 8 or 9 times
  - g. 10 or 11 times
  - h. 12 or more times.
15. During the past 12 months, how many times were you in a physical fight?
- a. 0 times
  - b. 1 time
  - c. 2 or 3 times
  - d. 4 or 5 times
  - e. 6 or 7 times
  - f. 8 or 9 times
  - g. 10 or 11 times
  - h. 12 or more times.
16. During the past 30 days, on how many days have you used physical force against a parent or sibling?
- a. 0 days
  - b. 1 day
  - c. 2-3 days
  - d. 4 or 5 days
  - e. 6 or more days

**Questions 17-21 ask about theft and vandalism.**

17. During the past 12 months, how many times have you stolen something from a store?

- |                 |                      |
|-----------------|----------------------|
| a. 0 times      | e. 6 or 7 times      |
| b. 1 time       | f. 8 or 9 times      |
| c. 2 or 3 times | g. 10 or 11 times    |
| d. 4 or 5 times | h. 12 or more times. |

18. During the past 12 months, how many times have you stolen something from your parents?

- |                 |                      |
|-----------------|----------------------|
| a. 0 times      | e. 6 or 7 times      |
| b. 1 time       | f. 8 or 9 times      |
| c. 2 or 3 times | g. 10 or 11 times    |
| d. 4 or 5 times | h. 12 or more times. |

19. During the past 12 months how many times have you stolen something from a friend or acquaintance?

- |                 |                      |
|-----------------|----------------------|
| a. 0 times      | e. 6 or 7 times      |
| b. 1 time       | f. 8 or 9 times      |
| c. 2 or 3 times | g. 10 or 11 times    |
| d. 4 or 5 times | h. 12 or more times. |

20. During the past 12 months, how many times have you deliberately damaged public property (in a park, at school, on a building)?

- |                 |                      |
|-----------------|----------------------|
| a. 0 times      | e. 6 or 7 times      |
| b. 1 time       | f. 8 or 9 times      |
| c. 2 or 3 times | g. 10 or 11 times    |
| d. 4 or 5 times | h. 12 or more times. |

21. During the past 12 months, how many times have you deliberately damaged private property (something owned by a person other than yourself)?

- |                 |                      |
|-----------------|----------------------|
| a. 0 times      | e. 6 or 7 times      |
| b. 1 time       | f. 8 or 9 times      |
| c. 2 or 3 times | g. 10 or 11 times    |
| d. 4 or 5 times | h. 12 or more times. |

**Questions 22-26 ask about alcohol use.**

22. During the past 30 days, on how many days did you have at least one drink of alcohol?

- a. 0 days
- b. 1 or 2 days
- c. 3 to 5 days
- d. 6 to 9 days
- e. 10 to 19 days
- f. 20 to 29 days
- g. All 30 days

23. During the last 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?

- a. 0 days
- b. 1 or 2 days
- c. 3 to 5 days
- d. 6 to 9 days
- e. 10 to 19 days
- f. 20 to 29 days
- g. All 30 days

24. During the past 30 days, on the days that you did drink alcohol, how many drinks did you have per day?

- a. I did not drink alcohol in the past 30 days
- b. Less than one drink per day
- c. 1 drink per day
- d. 2 to 5 drinks per day
- e. 6 to 10 drinks per day.
- f. 11 to 20 drinks per day
- g. More than 20 drinks per day

25. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?

- a. 0 times
- b. 1 time
- c. 2 or 3 times
- d. 4 or 5 times
- e. 6 or more times

26. During the past 30 days, how many times did you drive a car or other vehicle while you had been drinking alcohol?

- a. 0 times
- b. 1 time
- c. 2 or 3 times
- d. 4 or 5 times
- e. 6 or more times

**Questions 27-29 refer to tobacco use.**

27. During the past 30 days, on how many days did you smoke cigarettes?
- |                |                  |
|----------------|------------------|
| a. 0 days      | e. 10 to 19 days |
| b. 1 or 2 days | f. 20 to 29 days |
| c. 3 to 5 days | g. All 30 days   |
| d. 6 to 9 days |                  |
28. During the past 30 days, on the days you did smoke, how many cigarettes did you smoke per day?
- |   |                                |
|---|--------------------------------|
| a. I did not smoke any cigarettes in the last 30 days | e. 6 to 10 cigarettes per day  |
| b. Less than 1 cigarette per day                      | f. 10 to 20 cigarettes per day |
| c. 1 or 2 cigarettes per day                          | g. 20+ cigarettes per day      |
29. During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip?
- |                |                  |
|----------------|------------------|
| a. 0 days      | e. 10 to 19 days |
| b. 1 or 2 days | f. 20 to 29 days |
| c. 3 to 5 days | g. All 30 days   |
| d. 6 to 9 days |                  |

**Questions 30-39 refer to drug use.**

30. During your life, how many times have you used marijuana?
- |                 |                     |
|-----------------|---------------------|
| a. 0 times      | d. 10 to 19 times   |
| b. 1 or 2 times | e. 20 to 39 times   |
| c. 3 to 9 times | f. 40 or more times |
31. During the past 30 days, how many times did you use marijuana?
- |                 |                     |
|-----------------|---------------------|
| a. 0 times      | d. 10 to 19 times   |
| b. 1 or 2 times | e. 20 to 39 times   |
| c. 3 to 9 times | f. 40 or more times |
32. During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?
- |                 |                     |
|-----------------|---------------------|
| a. 0 times      | d. 10 to 19 times   |
| b. 1 or 2 times | e. 20 to 39 times   |
| c. 3 to 9 times | f. 40 or more times |

33. During the past 30 days, how many times have you used any form of cocaine, including powder, crack, or freebase?
- a. 0 times
  - b. 1 or 2 times
  - c. 3 to 9 times
  - d. 10 to 19 times
  - e. 20 to 39 times
  - f. 40 or more times
34. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
- a. 0 times
  - b. 1 or 2 times
  - c. 3 to 9 times
  - d. 10 to 19 times
  - e. 20 to 39 times
  - f. 40 or more times
35. During the past 30 days, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
- a. 0 times
  - b. 1 or 2 times
  - c. 3 to 9 times
  - d. 10 to 19 times
  - e. 20 to 39 times
  - f. 40 or more times
36. During your life, how many times have you used club drugs, such as ecstasy, Special K, or GHB?
- a. 0 times
  - b. 1 or 2 times
  - c. 3 to 9 times
  - d. 10 to 19 times
  - e. 20 to 39 times
  - f. 40 or more times
37. During the past 30 days, how many times have you used club drugs, such as Ecstasy, Special K, or GHB?
- a. 0 times
  - b. 1 or 2 times
  - c. 3 to 9 times
  - d. 10 to 19 times
  - e. 20 to 39 times
  - f. 40 or more times
38. During your life, how many times have you used heroin, methamphetamines (also called speed, crystal, crank or ice), or LSD (also called acid)?
- a. 0 times
  - b. 1 or 2 times
  - c. 3 to 9 times
  - d. 10 to 19 times
  - e. 20 to 39 times
  - f. 40 or more times
39. During the past 30 days, how many times have you used heroin, methamphetamines (also called speed, crystal, crank or ice), or LSD (also called acid)?
- a. 0 times
  - b. 1 or 2 times
  - c. 3 to 9 times
  - d. 10 to 19 times
  - e. 20 to 39 times
  - f. 40 or more times

## Appendix B: Parent/Guardian Consent Form

Dear Parent or Guardian:

Your child's school has an opportunity to take part in a study about familial support in relation to high-risk behaviors. The information from this survey will serve as research for a Master's Level Research Paper through the University of Wisconsin-Stout, Menomonie, WI. The school Board has approved this project and I am asking your permission for your son or daughter to be included in this study.

A 39-question survey will be conducted in class during the last week of school. Questions 1-4 ask for general information about the participants including age, gender, grade in school, and academic grades. This information will be used only to describe the population of students surveyed and **will not** be used to identify students. Items 5-10 include statements that refer to familial support. An example from the survey is: *You are able to share your thoughts and feelings regularly with at least one family member.* The student then has the following answers to choose from: a)Never; b)Rarely; c)Sometimes; d)Most of the time; e)All of the time. The remaining questions refer to high-risk behaviors such as violence, theft and vandalism, alcohol and tobacco use, and drug use. Sample questions include:

*During the past 30 days, on how many days did you carry a gun?*

*During the past 12 months, how many times have you stolen something from a store?*

*During the past 12 months, how many times have you deliberately damaged public property?*

*During the past 30 days, how many times did you ride in a car or other vehicle with someone who had been drinking?*

*During the past 30 days, on how many days did you smoke cigarettes?*

*During your lifetime, how many times have you used marijuana?*

Responses for these questions are also multiple-choice. Participants may skip any item they feel uncomfortable responding to.

If you have any questions about the study, please contact meat Abbotsford Middle School/Senior High School (715) 223-2386 in the mornings or leave a message at (715) 297-5050. Or contact my research advisor at (715) 232-2183. Please sign the sign the attached form indicating whether or not you have agreed to have your child participate at return it to the school office by **June 1, 2004**.

Questions or Concerns about the research study should be addressed to, Aimee Budleski (715) 223-2386 or (715) 297-5050, the researcher, or Dr. Carolyn Barnhart (715) 232-22545, the research advisor. Questions about the rights or research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 152 Vocational Rehabilitation Building, Menomonie, WI, 54751, phone (715) 232-1126.

A report of student responses will be made available at the school. You are welcome to read them. Each child's individual responses will be kept anonymous. Thanks you very much for your time and cooperation.

Sincerely,

Sincerely,

Aimee Budleski  
Researcher

Carolyn Barnhart  
Research Advisor

I do/do not (circle one) agree to allow my child, \_\_\_\_\_, to participate in  
(child's name)  
this study.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix C: Individual Participant Consent Form

**Family Support and High-Risk Behavior Survey  
Individual Consent Form**

I understand that my participation in this study is strictly voluntary and I may discontinue my participation at any time without prejudice. I understand that the purpose of this study is to investigate familial support as relates to high-risk behaviors. I further understand that any information about me that is collected during this study will be held in the strictest confidence and will not be part of my permanent record. I understand that at the conclusion of this study all records which identify individual participants will be destroyed.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: Questions or Concerns about the research study should be addressed to, Aimee Budleski (715) 223-2386 or (715) 297-5050, the researcher, or Dr. Carolyn Barnhart (715) 232-2545, the research advisor. Questions about the rights or research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 152 Vocational Rehabilitation Building, Menomonie, WI, 54751, phone (715) 232-1126.