

AN EXAMINATION OF RISK AND PROTECTIVE FACTORS, DRUG USE, AND  
DELINQUENCY IN TRINIDAD AND TOBAGO

by

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## ABSTRACT

The 2006 Trinidad and Tobago Youth Survey was administered between March and June 2006. The survey contained questions that measured 16 risk factors, 13 protective factors, and involvement in delinquency, drug use, and other youth focused concerns. Students enrolled in forms three and five were targeted for the sample population. Surveys were collected from 22 schools in five districts. A total of 2,376 respondents agreed to participate in the study, for a response rate of 36% of eligible students. The Trinidad and Tobago Youth Survey measured risk and protective factors in four domains: community, school, family, and peer/individual. This thesis focuses on a broad range of issues concerning crime, drugs, and other anti-social behavior among youth for the purpose of informing prevention, intervention, and suppression programming. The findings indicated that there is much room for improvement for reducing risk factors related to communities, schools, families, and individuals and their peers in Trinidad and Tobago.

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## Introduction

This thesis provides findings from the 2006 Trinidad and Tobago Youth Survey (TTYS). The TTYS was modeled after the Communities that Care survey, a survey instrument that had been previously tested for reliability and validity, had been used in a number of international research settings, and could be used to explain, predict, and respond to problem behaviors among youth. The Communities that Care survey is based on the risk-and-protective-factor model. The risk-and-protective-factor model was founded upon the principle that specific factors are associated with an increased and decreased likelihood that an individual will be involved in delinquency or other problem behavior. Risk and protective factors are measured in four domains: community, school, family, and peer and individual.

The purpose of this thesis is, for the first time ever in Trinidad and Tobago, to apply the risk-and-protective-factor model in order to understand problems faced by school aged youth in Trinidad and Tobago. This thesis will assess the levels of risk and protection in the four domains among the youth of Trinidad and Tobago. It will also analyze self-reported levels of drug use, gang membership, school violence, and gambling. This analyze will provide the basis for major policy recommendations aimed at reducing risk and enhancing protection among the youth in Trinidad and Tobago.

A version of this thesis was submitted to the government in Trinidad and Tobago in order to help guide policymakers in that country. Additionally, these data will be used in subsequent papers, focusing on crime, drugs, and other anti-social behavior among youth to gain a more comprehensive view of these issues for the purpose of developing prevention, intervention, and suppression programs.

## Review of Literature

One approach to explaining, predicting, and dealing with problem behaviors among youth is to use a risk-and-protective-factor approach. Risk factors are characteristics or variables that, when present, make it more likely that one person will develop a disorder than another person chosen at random (Mrazek & Haggerty, 1994). Protective factors, on the other hand, are factors that reduce the likelihood of problem behavior. These factors can either directly eliminate the risk or simply moderate the effect of the risk (Arthur *et al.*, 2002).

The risk and protective model is similar to other epidemiological approaches that examine patterns of vulnerability and susceptibility due to increased presence of risk and the absence of certain protections (Mrazek & Haggerty, 1994). The risk and protective model approach has been routinely used in the medical field for understanding and controlling heart disease, cancer, and mental illness (Newcomb, Maddahian & Bentler, 1986). The model has important policy implications in that the approach seeks to prevent problem behaviors “by eliminating, reducing, or mitigating its precursors” (Hawkins, Catalano & Miller, 1992: 65).

Risk and protective factors are categorized into four domains: community, school, family, and peer and individual. Within each of these domains there are factors that can put one at risk or provide protection from problem behaviors such as, substance use, delinquency, violence, and academic failure (See Appendix A for a thorough description of the relationship between risk and protective factors and problem behavior outcomes).

This thesis examines risk and protective factors and levels of drug use and delinquency among youth in Trinidad and Tobago. However, before reviewing the

findings this section will review the prior literature on risk and protective factors and associated outcomes and describe the methods used in this study. In particular, the section below reviews the development and validity of the risk-and-protective-factor measures, reviews the literature on risk and protective factors in the youth populations in the United States, and examines prior research that used risk and protective factors to understand outcomes across nations, including the Caribbean.

#### *Development and Validity of Risk and Protective Factors*

The survey most widely used to measure risk and protective factors in adolescents is the Communities That Care Youth Survey. This survey was developed through a multi-state study funded by the Center for Substance Abuse Prevention (CSAP) (Arthur *et al.*, 2002). The survey was designed with three objectives in mind:

- 1) To assess a broad set of risk and protective factors identified by prospective longitudinal research across the domains of community, school, family, and peer and individual, as well as health and behavior outcomes such as substance use, violence, and delinquency;
- 2) To be administered within a school setting during one class period (approximately 50 minutes);
- 3) To be appropriate for adolescents ranging in age from 11 to 18 to allow assessment of levels of risk and protective factor exposure at different ages during adolescence (Arthur *et al.*, 2002: 577).

The survey is designed to provide information on risk and protective factors, substance use, and other antisocial behaviors among youth for the purpose of designing and implementing effective interventions (Arthur *et al.*, 2007).

After initial testing, the risk and protective factor measures were refined so they could be more easily interpreted by policymakers (Arthur *et al.*, 2007). Specifically, a

system was developed so respondents could be categorized as either being at low risk or high risk for a particular measure, rather than reporting a scale score for each measure, which is the traditional approach favored by academics.<sup>1</sup>

The validity of the risk and protective factor measures has been confirmed by a number of studies (Hawkins, Catalano & Miller, 1992; Glaser *et al.*, 2005; Arthur *et al.*, 2002). For example, data from a sample of 10,000 students in grades 6, 8, and 12 suggested that there is a robust relationship between exposure to an increasing number of risk factors and the likelihood of problem behaviors (Arthur *et al.*, 2002). All of the correlations between risk factors and problem behaviors were positive, and all of the correlations between protective factors and problem behaviors were negative. Additionally, Arthur *et al.* (2002) found that of the four domains, the risk factors in the peer-individual domain had the highest correlation with problem behavior. Glaser *et al.* (2005) reported that there was construct validity for both risk and protective factors and that the measures were equally reliable across race, gender, and ethnic groups. Research has also found that the risk and protective factors are capable of predicting adolescent drug use in different times and places (Hawkins, Catalano & Miller, 1992). These findings suggest that the risk and protective factor measures are both valid and reliable.

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<sup>1</sup> The cut point that was developed by Arthur *et al.* (2007) was median +/- .15\* Mean Absolute Deviation (MAD). This decision was supported by odds ratios. This cut point equation achieved better specificity scores (the ability to classify those without the behavior) for risk factors than for protective factors, but sensitivity scores (the ability to classify those exhibiting the behavior) were strong for both risk and protective factors.

*Prior Research on Risk and Protective Factors among American Youth*

A substantial amount of research has been conducted on the relationship between risk and protective factors and problem behaviors among youth in the United States. By assessing some of the research that has been conducted in the United States, researchers have a roadmap for risk-and-protective-factor analysis in various contexts.

Research in the United States has reported that all but two of the risk and protective factors (transitions and mobility, and family conflict) were significantly associated with at least one substance use outcome. Additionally, this body of research has reported that a number of risk and protective factors (community norms favorable to drug use, perceived availability of drugs, parental attitudes favorable to drug use, attachment to fathers, and family opportunities for prosocial involvement) were significantly related to multiple-substance-use outcomes (Fagan, Van Horn, Hawkins & Miller, 2007).

Research conducted in the United States has also reported that as the number of risk factors increased, there was an increase in frequency of substance use. Even after a respondent accumulated six risk factors, his or her frequency of use of hard drugs continued to increase. The researchers reported that those with seven or more risk factors preferred harder drugs over softer drugs (Newcomb, Maddahian & Bentler, 1986).

More recently, studies have begun to examine whether levels of risk, protection, or substance use vary between communities. An analysis of 41 communities found significant community-level variation in levels of risk and protective factors and substance use. Communities vary, with some having greater risk for substance use and

some having much lower risk (Hawkins, Van Horn & Arthur, 2004). Another study on risk and protective factors and communities found that by aggregating community and family risk and protective factors youth substance abuse could be predicted two years later. Prediction was possible with the same group of students and with students from different groups; however, the prediction was stronger with the within-cohort analyses. These findings present an opportunity for researchers and practitioners to use risk and protective factors for the purposes of designing and implementing interventions that are community specific (Fagan, Van Horn, Hawkins & Miller, 2007).

#### *Cross-National Comparisons of Risk and Protective Factors*

Comparing risk and protective factors between countries demonstrates the utility of the risk and protective model not only in different social contexts, but also in different political atmospheres. Beyers *et al.* (2004) examined the differences in risk and protective factors between Australia, a country with harm-reduction policies, and the United States, a country with abstinence-focused policies. The authors reported that in the United States, individual factors related to social detachment (low school attachment, rebelliousness, favorable attitudes to antisocial behavior, poor social skills, and gang involvement) made the biggest contribution to adolescent substance use. In Australia, the strongest predictors of adolescent substance abuse were favorable youth and parent attitudes toward substance use, and tolerant community norms toward substance use (Beyers *et al.*, 2004). The authors concluded that abstinence-focused policy seems to be associated with higher levels of illicit drug use and a stronger relationship between substance use and individual indicators of social detachment. On the other hand, harm-reduction policy is associated

with more cigarette and alcohol use. This is likely because of the social norms that are more tolerant of youth cigarette and alcohol use (Beyers *et al.*, 2004).

In 1997, the World Health Organization administered the Caribbean Youth Health Survey. Of the 19 countries eligible, nine countries agreed to participate.<sup>2</sup> A total of 15,695 youth aged 10 to 18 years old participated in the survey (Blum & Ireland, 2004; Blum *et al.*, 2003). Most of the research conducted on risk and protective factors in the Caribbean has been derived from data provided through the Caribbean Youth Health Survey.

Some of the research conducted in the Caribbean has focused on risk and protective factors and family. A Caribbean study by Blum *et al.* (2003) found that parental connectedness provided the strongest protection against violence for respondents 16 years old or younger, and self-reported attendance at religious services was associated with lower rates of violence for all ages. Those who reported parental connectedness were also less likely to report involvement in or the experience of negative health outcomes (Blum *et al.*, 2003). In both the Caribbean and the United States, Blum *et al.* (2003) reported that youth were at an increased risk for negative health outcomes when they had a family member who experienced suicidal thoughts or attempts. From their research the authors concluded that family can significantly impact youth behavior, either positively or negatively.

Other research has examined risk and protective factors at the school level. Extensive research has been conducted that suggests that when young people are

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<sup>2</sup> The nine countries that participated were Antigua, Bahamas, Barbados, British Virgin Islands, Dominica, Grenada, Guyana, Jamaica, and St. Lucia



disenfranchised from school (i.e. skipping school) they have a higher risk of negative behavioral outcomes (Blum & Ireland, 2004). In both the Caribbean and the United States, school connectedness is associated with fewer instances of emotional distress, early sexual intercourse, and suicidal thoughts. School connectedness was the strongest protective factor for youth in the Caribbean, followed by family connectedness and self-reported religious service attendance (Blum & Ireland, 2004). Additionally, among Caribbean youth, school connectedness was associated with a reduction in violence. Students who did not have school connectedness displayed high rates of violence compared to those who did have the protection of school connectedness. For males, the reduction in violence was from 68.1% to 39.9% when school connectedness was taken in to consideration. For females the reduction went from 71.9% to 11.6%. When all three protective factors were taken in to account (school connectedness, family connectedness, and religiosity), the rate of violence fell to 26.7% for males and 5.8% for females (Blum & Ireland, 2004).

This body of research has also identified differences between risk and protective factors and gender. Among Caribbean youth, there were significant relationships between all risk factors and gender. Males were more likely to engage in problem behaviors; however, the strength of the relationship between risk factors and problem behaviors was stronger for females (Ohene, Ireland, & Blum, 2005). Thus, females seem to be more responsive to the presence of risk and protective factors. When risk factors are present, females are more likely to participate in problem behaviors; when protective factors are

present, females are less likely than males to engage in problem behaviors (Ohene, Ireland, & Blum, 2005).

Many of the protective factors that are associated with lower participation in problem behaviors seem to be the same in the Caribbean as they are in the United States. This is not surprising since many of these factors have to do with social bonds. Social bonds, either at home or at school, appear to be key protective factors. Research suggests that interventions or activities that strengthen social bonds will be more effective than risk reduction alone (Blum *et al.*, 2003).

Thus far, none of the risk and protective factor research conducted in the Caribbean has included Trinidad and Tobago, and furthermore there has been very little research conducted on youth in Trinidad and Tobago. A 1988 survey by Singh, Maharah, and Shipp (1991) sampled 1,603 youth in 30 schools. The authors collected data on self-reported drug use. They found usage rates of 84% for alcohol, 35% for tobacco, 8% for marijuana, and 2% for cocaine. Students of East Indian origin reported alcohol use that was twice as high as those who were of African descent. However, Africans reported higher rates of marijuana use than East Indian students (Singh, Maharah, & Shipp, 1991). The authors concluded, “With the exception of the use of marijuana in Jamaica, secondary school students in Trinidad and Tobago are foremost among users of alcohol, tobacco, and cocaine in the Caribbean region – more than either Bermuda or the Bahamas” (Singh, Maharah, & Shipp, 1991; 440).

It has been shown that the validity of the risk and protective factor measures has been confirmed by a number of studies (Hawkins, Catalano & Miller, 1992; Glaser *et al.*,

2005; Arthur *et al.*, 2002), and that the measures were equally reliable across race, gender, and ethnic groups (Glaser *et al.*, 2005). Additionally, this body of research has reported that risk and protective factors reliably predict problem behavior across time, age, and place (Hawkins, Catalano & Miller, 1992; Hawkins, Van Horn & Arthur, 2004; Arthur *et al.*, 2002). The risk and protective factor approach provides a reliable and valid framework to assess the target population in Trinidad and Tobago. This approach has never been attempted in Trinidad and Tobago. Moreover, updated research that will measure current drug- and alcohol-use rates, and which will identify risk and protective factors that can be used to design and implement targeted interventions is needed in Trinidad and Tobago.

## Setting and Methodology

This section describes the methodological strategy used in this study of Trinidad and Tobago youth. In particular, it describes the setting in which the study took place, explain the characteristics of the sample, and discuss the approaches that were used to collect and analyze the data.

### *Study Setting*

The Republic of Trinidad and Tobago is located in the Caribbean, northeast of Venezuela between the Caribbean Sea and the North Atlantic Ocean (See Exhibit 1). In the early 19<sup>th</sup> century, Trinidad and Tobago was established as a British colony.

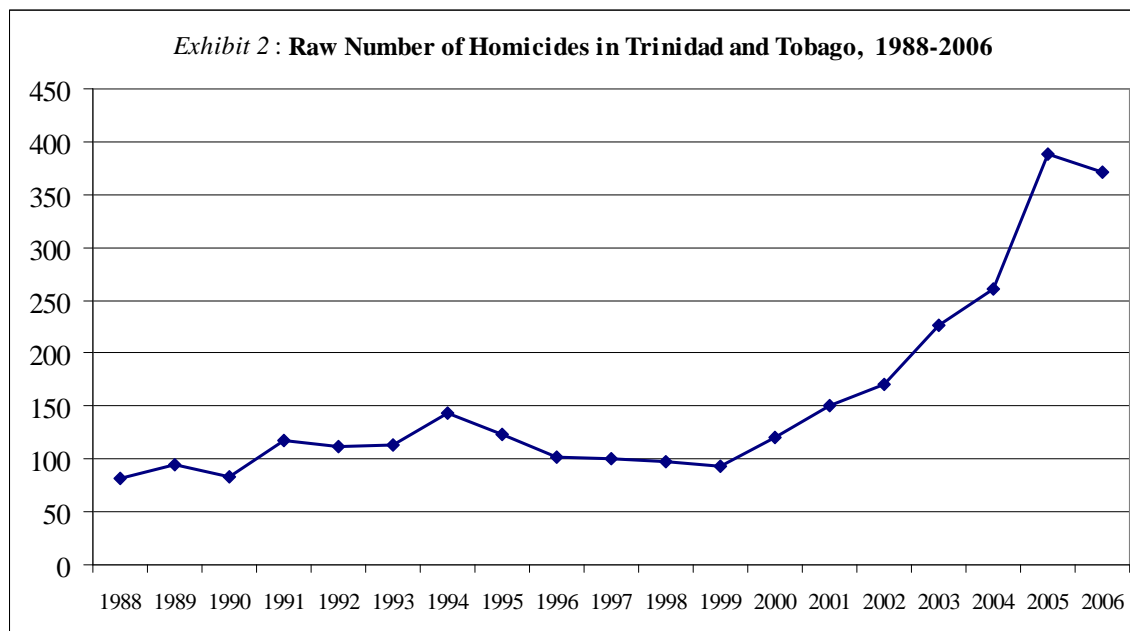
**Exhibit 1: Geographic location of Trinidad and Tobago**



The country's main exports were sugar and cocoa until the 1834 slave emancipation; from 1845 to 1917 contract laborers from India provided the sugar and cocoa industries' manpower. With the discovery of oil in Trinidad

in 1910, the nation became one of the most prosperous in the Caribbean. The Republic of Trinidad and Tobago obtained its independence from Great Britain in 1962 (Central Intelligence Agency, 2007). Having been a former British colony, the country's official language is English and its legal system is modeled after English common law. Recently, the tourism industry has been targeted for expansion, particularly in Tobago. The demographic composition of Trinidad and Tobago is approximately 40% East Indian, 37.5% African, and 20.5% Afro-Indian (Central Intelligence Agency, 2007).

Since 2000, Trinidad and Tobago has experienced a dramatic increase in homicides (See Exhibit 2). From 1988 to 1998, there was an average of 106 homicides per year. Between 1999 and 2005, homicides increased 315%; they increased from 93 in 1999 to 385 in 2005 (Maguire *et al.*, 2007). Maguire *et al.* (2007:17) found that "most of the increase in homicides is attributable to homicides by firearm." Coinciding with the increase in violence was an increase in fear of crime among residents. In a study of one Trinidad and Tobago community, Johnson (2006:1) found that "fifty-six percent of residents think the risk of being injured or killed because of crime is high, and many feel unsafe in their own neighborhood."



*Source: Maguire et al., 2007*

Education in the Republic of Trinidad and Tobago is compulsory for all children ages 6 to 12. The formal educational system is free, and is structured as two years of infant school followed by five years of primary school. Upon completing Standard 5 (the fifth year of primary school), students may continue to secondary school, vocational studies, or craft training, or they may end their formal education. The educational enrollment rate is 99% for primary education, 74% for secondary education, and 8% for higher education (Marlow-Ferguson, 2002). At the time of the current study, there were 93 public secondary schools in eight school districts across Trinidad and Tobago.

In 2000, the Youth and Social Development Project was established by the World Bank, in collaboration with the Trinidad and Tobago Ministry of Education. The goal of the project was to address challenges in the country's secondary education system. In their study of the project, the World Bank reported that "poverty, reduced family care,

and exposure to youth protective services and the judicial system pose developmental risks that may contribute to negative outcomes such as youth involvement in crime and drug culture, early sexual activity and pregnancy” (The World Bank, 2000: vii).

Although some research has examined risk and protective factors among juveniles in the Caribbean (see Blum *et al.*, 2003; Blum & Ireland, 2004; Ohene, Ireland & Blum, 2005), this body of research has not focused on youth in Trinidad and Tobago, which is one of the most populous countries in the region. The present study was designed to measure risk and protective factors, as well as problem behaviors among youth in Trinidad and Tobago.

#### *Survey Questionnaire*

For the present study, data were collected from March through June of 2006 using the Trinidad and Tobago Youth Survey. A copy of the survey instrument can be found in Appendix B. The survey instrument was designed to collect reliable and valid information on substance abuse, anti-social behavior, and risk and protective factors among youth. Many of the questions contained within the Trinidad and Tobago Youth Survey were originally developed by the Social Development Research Group at the University of Washington. The questions were later refined through the Diffusion Consortium Project, which involved seven states, the National Institute of Drug Abuse (NIDA), the Safe and Drug Free Schools Program, the Office of Juvenile Justice and Delinquency Prevention, and the Center for Substance Abuse Prevention. The survey is currently used as the core instrument for the U.S. Monitoring the Future survey (Arizona Criminal Justice Commission, 2006).

After an initial version of the instrument was constructed, it was provided to two key stakeholders employed with the Peace Promotion Programme (a unit within the Ministry of Education) for their advice and consultation. Their feedback was used to revise the instrument to reflect regional verbiage and culture. The final survey instrument contained 222 survey items that measured 16 risk factors and 13 protective factors that fell within four domains: community, school, family, and peer/individual. Some of the factors are broad and need more than one scale to measure; thus the survey instrument is comprised of 25 separate risk factor scales and 13 protective factor scales. A complete list of risk and protective factors with the corresponding scales can be found in Appendix C.

The survey instrument also measured levels of alcohol use, drug use, and delinquency. The drug use questions measured marijuana and cocaine (or crack) use. Information on delinquent behaviors such as gang involvement, gun use, gambling, theft, and fighting were also collected through the survey instrument. Appendix D contains a dictionary of the items that were used to construct each risk and protective factor scale, and the items used to measure the prevalence and frequency of alcohol use, drug use, and delinquent behavior.

#### *Validity of the Data*

A total of 2,552 survey instruments were completed by students, but a number of them were excluded because of missing or invalid data. At the end of the survey, all respondents were asked, "How honest were you in filling out this survey?" If the respondent did not answer the question (N = 63) or if the respondent indicated, "I was not



honest at all” (N = 22), his or her survey was eliminated from the dataset. Additionally, if a respondent admitted to using the non-existent drug phenoxydine, his or her survey was excluded from the database (N = 91). After the above protocols were completed a total of 2,376 surveys remained in the dataset and were used for the present study.

#### *Survey Participants*

A description of respondent demographic characteristics can be found in Exhibit 3. Of the 2,376 respondents included in the analysis, 59.7% were female. About 21% of the respondents were 14 or younger, 38.5% were 15 years old, 27.5% were 16 years old, and 13.4% were 17 or older. In terms of ethnicity, 41.3% of the respondents indicated that they were African and 23.7% indicated that they were East Indian. For purposes of the analysis, the 21 respondents who stated that they were Chinese and the 32 who stated that they were white were combined with those who indicated that they belonged to an “other” (N = 417) ethnic group. Accordingly, 20.1% of respondents were coded as “other” for the purpose of the present study. English was the primary language spoken at home for 94.2% of the respondents.

***Exhibit 3: Sample Demographic Characteristics***

	%	N
Total Sample		2,376
Gender		
Male	40.3	935
Female	59.7	1,387
Race/Ethnicity		
African	41.3	966
East Indian	23.7	554
Afro/Indian	14.9	349
Other	20.1	470
Age		
14 or younger	20.6	485
15	38.5	908
16	27.5	648
17 or older	13.4	315
Language used at home		
English	94.2	2,187
Spanish	1.2	29
Hindi	0.4	9
Chinese	0.9	21
Other	3.2	75

***Participants by District and School***

The distribution of survey respondents by district and school can be found in Exhibit 4. Because forms three and five were targeted as the sample population, only surveys from these two forms were used in the present analysis. Schools were selected based on two major criteria. The first was whether students attending the school were perceived to be at high risk for delinquency, and the second was whether the school had been “over researched” in the past. Schools that were identified as at risk and that had not been subject to multiple research projects in the recent past were selected by the Peace Promotion Programme. A few school administrators who heard about the project

also volunteered their schools for participation in the research project. In the end, all of the schools that were approached agreed to participate in the survey. Surveys were collected from 22 schools in five districts; these schools represent 23.7% of the public secondary schools and 62.5% of the districts in Trinidad and Tobago. Surveys were collected from schools in the following districts: Port-of-Spain and Environs, St. George East, Northeastern Division, Caroni, and Victoria.

One limitation of this study is its relatively low response rate.<sup>3</sup> Only 36% of eligible students in forms three and five at each school completed a valid survey. This reflects at least in part the fact that absenteeism is high in Trinidad. It is estimated that a relatively large proportion of students are absent on a regular basis.<sup>4</sup> Those who skip school most often are also those who are at greatest risk and involved in the greatest amount of delinquency (Garry, 1996; Blum & Ireland, 2004). Thus, findings from the present study should be viewed as conservative because the data only reflect those who were present the day the survey was administered, which necessarily limits the generalizability of the findings.

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<sup>3</sup> Similar school based studies in the United States had response rates of 40-70% (Beyers *et al.*, 2004).

<sup>4</sup> Several inquiries were made about absenteeism in public schools in Trinidad and Tobago. Officials in the Ministry of Education stated that this data is not routinely collected and was not available.

**Exhibit 4: Distribution of Respondents by School and District**

Districts/ Schools	Sample	Eligible Students	Percent
<b>Port of Spain and Environs</b>			
Belmont Junior Secondary	60	313	19.2
Diego Martin Junior Secondary	158	286	55.2
Russell Latapy Government School	15	100	15.0
Morvant/Laventille Secondary	104	249	41.8
South East Port-of-Spain Secondary	193	375	51.5
Success Laventille Comprehensive	76	175	43.4
St. Francois Girls' College	142	245	58.0
Queen's Royal College	146	NA	NA
Tranquility Government Secondary	56	365	15.3
St. James Secondary	204	NA	NA
<b>St. George East</b>			
El Dorado Secondary	83	440	18.9
San Juan Government Secondary	77	210	36.7
<b>North Eastern Division</b>			
Arima Government Secondary	58	203	28.6
Sangre Grande (junior) Secondary	175	353	49.6
Malabar Composite Secondary	36	140	25.7
<b>Caroni</b>			
Arranjuez Government Secondary	97	336	28.9
Carapichaima (junior) Secondary	79	NA	NA
Chaguanas (junior) Secondary	177	NA	NA
Chaguanas Senior Comprehensive	137	383	35.8
Couva Junior Secondary	180	416	43.3
<b>Victoria</b>			
Marabella (junior) Secondary	74	141	52.5
San Fernando Government Secondary	49	253	19.4

NA= Information was not available from the Ministry of Education or other school officials.

## Findings

### *Risk and Protective Factors*

The Trinidad and Tobago Youth Survey measures risk and protective factors in four domains: community, school, family, and peer/individual. Medical research has found that certain foods and lifestyles put people at risk for heart disease. For example, high-fat diets, smoking, and being overweight are all risk factors for heart disease. Similarly, social scientists have found that certain behaviors put youth at risk for substance abuse, violence, delinquency, school dropout, and teen pregnancy. Social scientists have also discovered protective factors that stifle the effects of the risk (Blum & Ireland, 2004). Risk and protective factors are measured using multiple questions for each factor. The answers to questions related to specific factor were combined and a scale score was given for that given factor. The scale was then split in to either high risk or low risk using the previously mentioned equation developed by Arthur *et al.* (2007). Thus to be clear, respondents did not directly report being at risk or having the protection of these factors, their level of risk or protection was derived from their responses to certain questions (The questions that correspond with each factor can be found in the item dictionary in Appendix D). The following analysis examines the risk and protective factors in the four domains. Supplemental analysis examining how risk and protective factors vary by age, gender, and ethnicity are presented in Appendix E.

### *Community Domain*

Community factors have been found to have varied influences on youth. If guns and drugs are readily available, or if the community is physically or socially disorganized, an individual is more likely to be involved in delinquency or violence

(Sampson *et al.*, 1981; Sampson, 1986). However, communities that provide opportunities for prosocial involvement and rewards for that involvement can potentially reduce the chance that a youth will become involved in delinquency. Exhibit 5 displays the relationship between risk factors and problem behaviors as documented by prior research. There are six risk factors and two protective factors that fall within the community domain that have been found to have a significant effect on youth behavior. Risk factors include high community disorganization; low neighborhood attachment; transition and mobility; laws and norms favorable to drugs; perceived availability of handguns; and perceived availability of drugs. Protective factors include opportunity for prosocial involvement and rewards for prosocial involvement.

**Exhibit 5: Relationship between community risk factors and problem behaviors as documented by prior research**

Youth at Risk	Problem Behavior				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
<b>Community</b>					
Low neighborhood attachment and community disorganization	X	X			X
Transitions and mobility	X	X		X	
Community laws and norms favorable toward drug use, firearms, and crime	X	X			X
Availability of firearms		X			X
Availability of drugs	X				X

*High Community Disorganization and Low Neighborhood Attachment.*

Neighborhood characteristics such as low attachment, physical deterioration, and high crime are related to delinquency. The less attached community members are to each other, the more difficult it will be to have clear goals within the community. Mobilizing community members against crime is difficult in communities where members are not committed or attached to their community. These communities become highly disorganized places where crime and delinquency happen (Sampson *et al.*, 1981; Sampson, 1986). Exhibit 5 shows that high community disorganization and low neighborhood attachment are linked with substance abuse, delinquency, and violence.

*Transitions and Mobility.*

When youth move from one school to another or from one community to another, it increases their risk of problem behavior. The more often people move, the greater the risk of problem behaviors. Some families are able to buffer the risk when they can build relationships in the new community. However, some families do not have the resources to deal with frequent moves and will experience problems due to transitions and mobility. Exhibit 5 shows that transitions and mobility is related to substance abuse, delinquency, and school dropout (Shaw & McKay, 1969).

*Laws and Norms Favorable to Drugs.*

When community norms favor or are ambivalent toward drug use youth are more at risk. Community norms are communicated through laws, policies, and informal practices. Youth who are exposed to more ads promoting drinking tend to have higher drinking levels (Atkin *et al.*, 1984). When community members or parents express

attitudes that are favorable toward drug use and crime, or if their attitudes are unclear, youth are at risk for the problem behavior. Exhibit 5 shows that laws and norms favorable to drug use are linked to substance use, delinquency, and violence.

*Availability of Handguns.*

When firearms are present in a residence, friends, family members, and acquaintances are at increased risk when compared to strangers or intruders. Moreover, when a firearm is present during the commission of a crime a fatality is more likely to occur (Arizona Criminal Justice Commission, 2006). Prior research has shown that the availability of firearms in a community is positively and significantly associated with delinquency and violence (Exhibit 5).

*Availability of Drugs.*

The more available drugs are in a neighborhood, the more likely that youth will use drugs. Similarly, if youth perceive that drugs are widely available in a community, the more likely they are to use them. Prior research suggests that the (perceived) availability of drugs in a neighborhood is associated with both drug use and violence (Exhibit 5).

*Opportunities for Prosocial Involvement.*

When there are opportunities in a community for a youth to engage in positive interaction, the youth is less likely to engage in substance use or problem behavior (Arizona Criminal Justice Commission, 2004).



*Rewards for Prosocial Involvement.*

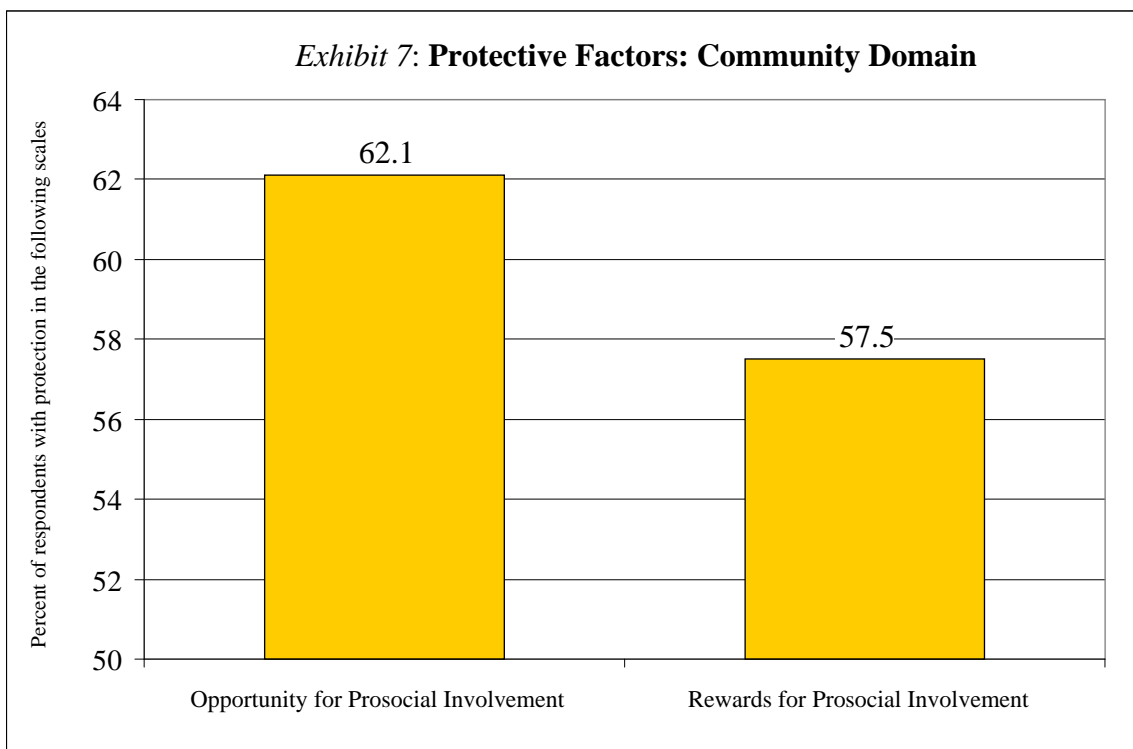
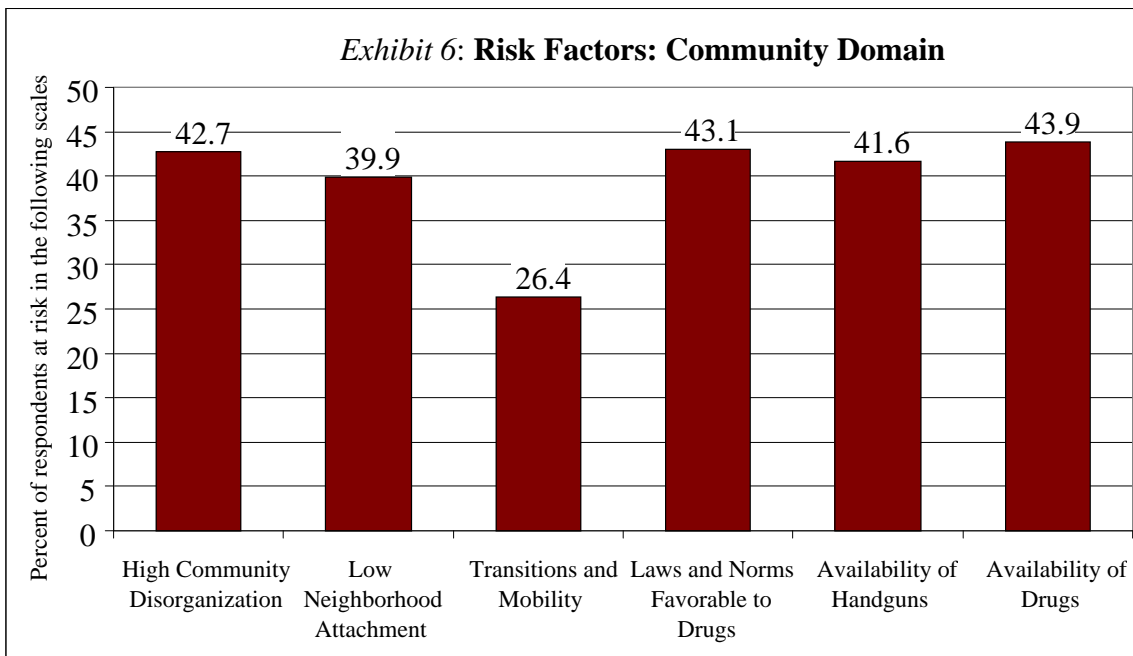
When a kid receives rewards for positive involvement from the community, he or she is more likely to bond with the community and thus less likely to engage in substance use (Arizona Criminal Justice Commission, 2004).

*Community Risk Factors: TTYS Findings*

Exhibit 6 displays the percentage of students who were identified as being at high risk within the community domain. Students were found to be at risk for availability of drugs (43.9%), followed by laws and norms favorable to drug use (43.1%), high community disorganization (42.7%), availability of handguns (41.6%), and low neighborhood attachment (39.9%). Only 26.4% of respondents reported being at high risk for transitions and mobility.

*Community Protective Factors: TTYS Findings*

Exhibit 7 displays the two protective factors in the community domain. About 62% of respondents reported having opportunities for prosocial involvement, and about 58% of respondents reported living in neighborhoods with rewards for prosocial involvement.



### *Family Domain*

An encouraging and supportive family that provides opportunities for prosocial involvement and rewards for prosocial involvement can decrease the likelihood that youth will become involved in delinquency (Blum *et al.*, 2003). On the other hand, a poorly managed family that is ambivalent toward or supportive of drug use or antisocial behavior will push a youth toward those behaviors (Blum & Ireland, 2004). There are five family domain risk factors and three protective factors that have been associated with delinquency and other at-risk behaviors. Exhibit 8 displays the relationship between risk factors in the family domain and problem behaviors. The risk factors include family history of antisocial behavior, poor family management, high family conflict, parental attitudes favorable to drug use, and parental attitudes favorable to antisocial behavior. The protective factors include family attachment, family opportunities for prosocial involvement, and family rewards for prosocial involvement.

**Exhibit 8: Relationship between risk factors and problem behaviors within the family domain as documented by prior research.**

Youth at Risk	Problem Behavior				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
<b>Family</b>					
Family history of the problem behavior	X	X	X	X	X
Family management problems	X	X	X	X	X
Family conflict	X	X	X	X	X
Favorable parental attitudes and Involvement in the problem behavior	X	X			X

*Family History of Antisocial Behavior.*

A child is at increased risk of becoming an alcoholic if his or her family has a history of addiction. Similarly, a child is at increased risk of delinquency if he or she is raised by a family that has a history of criminal involvement. Exhibit 8 shows that family history of the problem behavior is associated with substance abuse, delinquency, teen pregnancy, school dropout, and violence.

*Poor Family Management.*

Families that have negative communication patterns, inconsistent or unclear behavior limits, and unrealistic parental expectations increase the risk of adolescent drug abuse. Additionally, low parental educational aspiration predicts initiation into drug use (Reilly, 1979; Penning & Barnes, 1982). Exhibit 8 shows that poor family management is associated with substance abuse, delinquency, teen pregnancy, school dropout, and violence.

*High Family Conflict.*

Children who come from homes that experience serious conflict are susceptible to an increased risk of delinquency and drug use. Family conflict is a stronger predictor of delinquency than family structure (whether the family has biological parents, one parent, or some other caregiver) (Porter & O'Leary, 1980). Exhibit 8 shows that family conflict is associated with substance abuse, delinquency, teen pregnancy, school dropout, and violence.

*Parental Attitudes Favor Drug Use and Antisocial Behavior.*

Prior research indicates that a child raised by parents who use high levels of alcohol or drugs is at increased risk of drug use (McDermott, 1984). In a similar way, if a child is raised by a family that is criminally involved his or her risk of becoming involved in delinquency increases. However, parental permissiveness toward substance use is more important than actual parental substance use when predicting youth drug use (McDermott, 1984). Exhibit 8 shows that favorable parental attitudes and involvement in the problem behaviors are associated with substance abuse, delinquency, and violence.

*Family Attachment.*

When a youth that feel attached to their family and feel valued by their family are less likely to engage in substance use and are less likely to participate in problem behaviors (Arizona Criminal Justice Commission, 2004).

*Opportunities for Prosocial Involvement.*

A person that is exposed to opportunities to be involved in important and meaningful family activities if less likely to use substance or engage in problem behavior (Arizona Criminal Justice Commission, 2004).

*Rewards for Prosocial Involvement.*

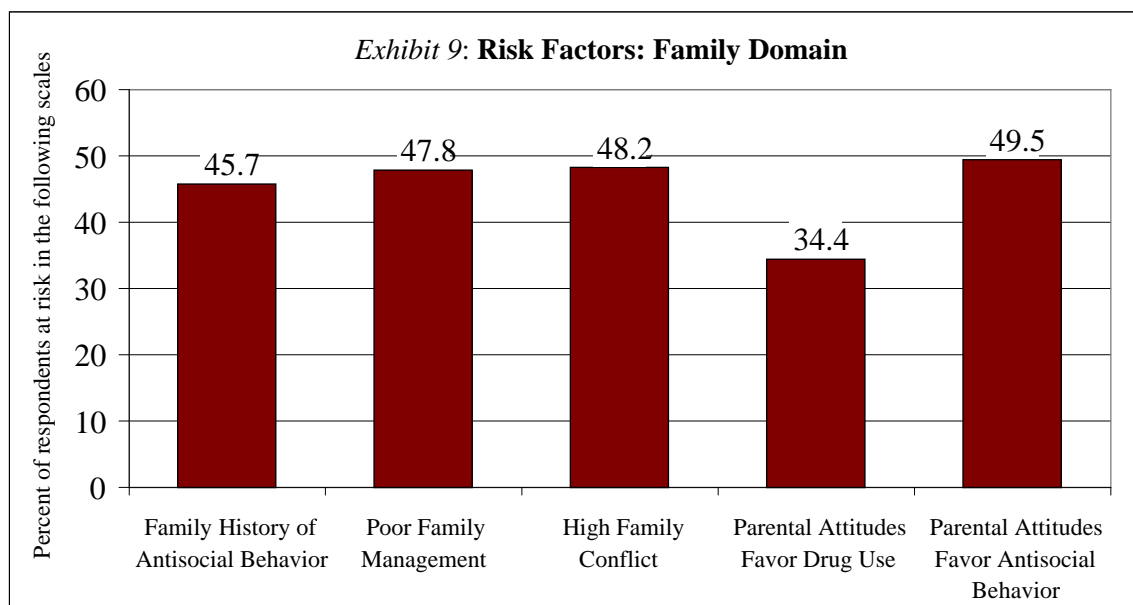
When a child receives encouragement and praise from other family members for positive interaction, that child is less likely to engage in substance use and problem behavior later in life (Arizona Criminal Justice Commission, 2004).

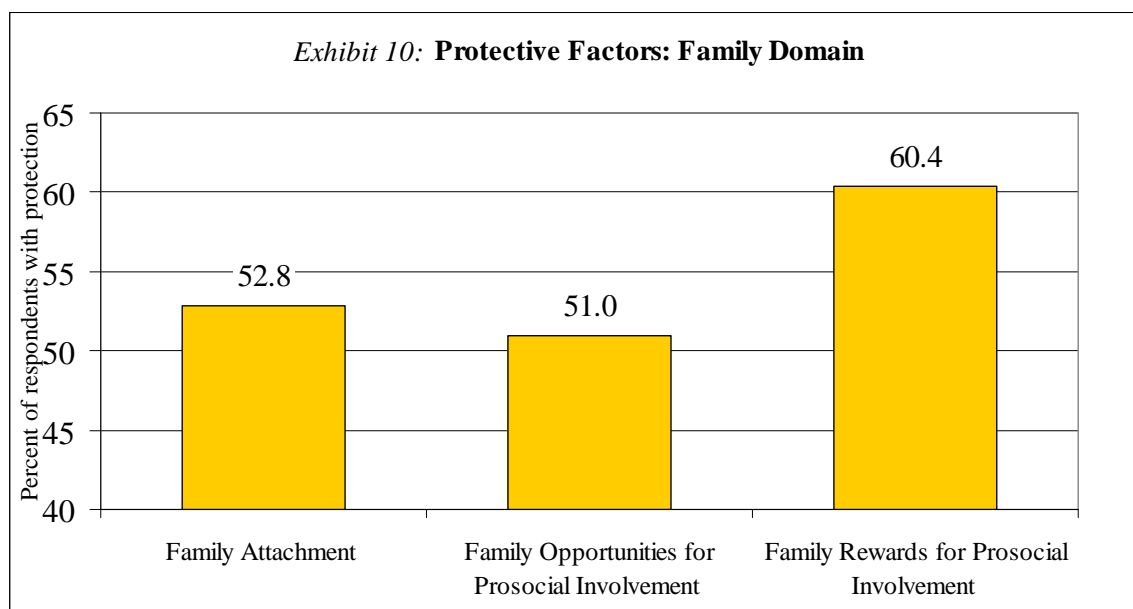
*Family Risk Factors: TTYS Findings*

Exhibit 9 shows that 49.5% of the respondents were at risk for being in a family where parental attitudes favored antisocial behavior. About 48% of students were deemed to be at risk for poor family management and high family conflict. About 46% of the sample reported a family history of antisocial behavior, and about 34% reported that their parent's attitudes favored drug use.

*Family Protective Factors: TTYS Findings*

Exhibit 10 shows that 60.4% of students reported having the protection of family rewards for prosocial involvement. About 53% of respondents reported the protection of family attachment, and 51% reported high levels of family opportunities for prosocial involvement.





### *School Domain*

Schools are very influential in the early years of one's life. If a child experiences academic failure or a low commitment to school, he or she is at greater risk of behavioral problems. However, if a child is presented with opportunities for prosocial involvement and rewards for that involvement, the risk of a youth becoming involved in problem behavior diminishes (Blum & Ireland, 2004). Exhibit 11 shows the relationship between risk factors in the school domain and problem behaviors. The risk factors are academic failure and low school commitment. The protective factors are school opportunity for prosocial involvement and school rewards for prosocial involvement.

**Exhibit 11: Relationship between risk factors and problem behaviors within the school domain as documented by prior research**

Youth at Risk	Problem Behavior				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
<b>School</b>					
Academic failure beginning in late elementary school	X	X	X	X	X
Lack of commitment to school	X	X	X	X	X

*Academic Failure.*

Academic failure that begins in late elementary school increases a student's risk of substance abuse, delinquency, teen pregnancy, school dropout, and violence (Exhibit 11). Research has shown that intellectual ability and delinquency have an inverse relationship (Gottfredson, 1981). The opposite is also true. High school performance, for example, reduces the likelihood of frequent drug use (Hundleby & Mercer, 1987).

*Low School Commitment.*

Students who are not committed to school are at increased risk of substance abuse, delinquency, teen pregnancy, school dropout, and violence (Exhibit 11). For instance, research has reported that the amount of time a student spends on homework is related to their drug use (Friedman, 1983). If a student is committed to their education, they are less likely to display problem behaviors.

*. Opportunities for Prosocial Involvement.*

When a young person is presented with opportunities to be involved in positive interactions and activities at school he or she is less likely to use substances or engage in problem behavior (Arizona Criminal Justice Commission, 2004).



*Rewards for Prosocial Involvement.*

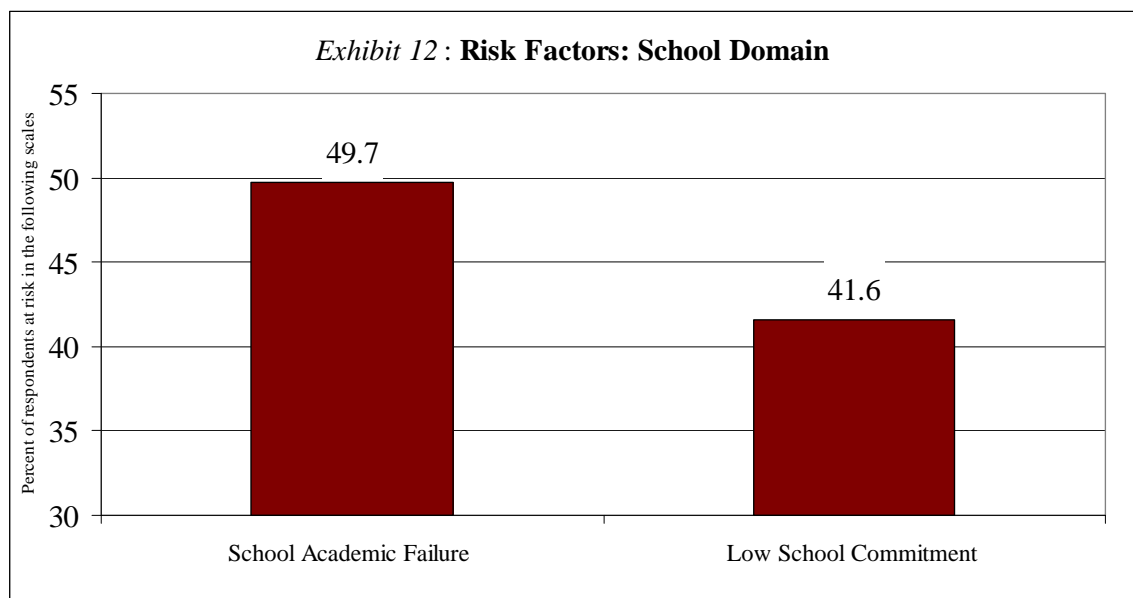
When a youth is rewarded or given praise for the work or participation in school, he or she is less likely to engage in substance use or problem behavior (Arizona Criminal Justice Commission, 2004).

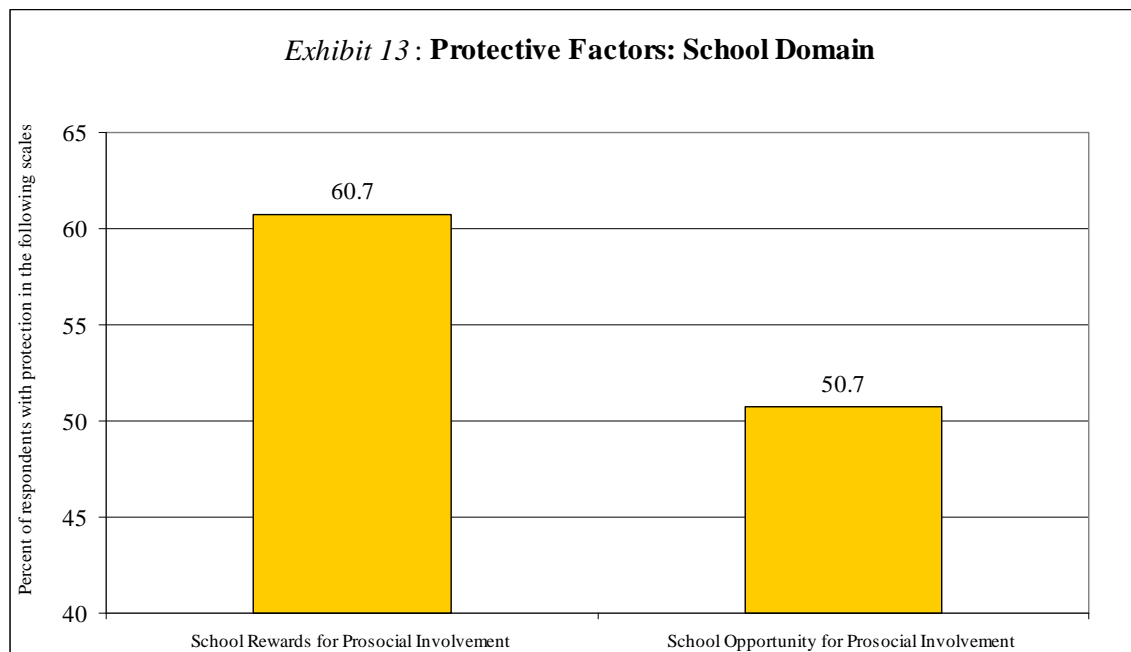
*School Risk Factors: TTYS Findings*

The analysis indicated that 49.7% of respondents were at risk for academic failure, and about 42% of respondents had a low level of school commitment (Exhibit 12).

*School Protective Factors: TTYS Findings*

Exhibit 13 shows that 60.7% of respondents reported high rates of protection related to school rewards for prosocial involvement. About 51% of respondents reported high levels of protection with regard to school opportunity for prosocial involvement.





### *Peer-Individual Domain*

Youth are more at risk for substance abuse and problem behavior when they have peers who use drugs or peers who engage in problem behavior. Additionally, the earlier one starts using drugs or participating in delinquent behavior, the more at risk one is for later drug use and criminal behavior (Arizona Criminal Justice Commission, 2006).

There are some protective factors that can weaken the influence of negative peer pressures. Youth who have good social skills and who have prosocial peers, that is, peers who stay drug free and do well in school, will experience protection from drug use and antisocial behavior (Hawkins, Catalano & Miller, 1992). Exhibit 14 displays the relationship between risk factors in the peer/individual domain and five problem behaviors.

Thirteen risk factors and six protective factors exist within the peer/individual domain. The risk factors include rebelliousness, early initiation of drug use, early initiation of antisocial behavior, attitudes favorable to antisocial behavior, attitudes favorable to drug use, intention to use, perceived risk of drug use, antisocial peers, peers' drug use, rewards for antisocial involvement, gang involvement, sensation seeking, and depression. Protective factors include religiosity, social skills, belief in moral order, prosocial involvement, rewards for prosocial involvement, and interaction with prosocial peers.

**Exhibit 14: Relationship between risk factors and problem behaviors within the peer/individual domain as documented by prior research**

Youth at Risk	Problem Behavior				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
<b>Peer/Individual</b>					
Rebelliousness	X	X		X	
Early initiation of the problem behavior	X	X	X	X	X
Favorable attitudes toward the problem behavior	X	X	X	X	
Intention to use alcohol, tobacco, and other drugs	X				
Friends who engage in a problem behavior	X	X	X	X	X
Depressive symptoms	X	X			
Gang involvement	X	X		X	X
Constitutional factors	X	X			X

*Rebelliousness.*

Prior research has reported that youth who feel alienated from dominant societal values, who are resistant to traditional authority, and who are actively rebellious are at a higher risk of substance abuse, delinquency, and violence (Bachman *et al.*, 1981) (Exhibit 14).

*Early Initiation of Problem Behavior.*

Research has shown that those who use alcohol earlier in life are more at risk for alcoholism than those who start using alcohol later in life. Likewise, early onset of drug use predicts more frequent use of more dangerous drugs (Rachal *et al.*, 1982; Robins & Pryzbeck, 1985). Exhibit 14 shows that early initiation of problem behavior is associated with all five problem behaviors.

*Favorable Attitudes Toward the Problem Behavior.*

When youth associate with others who are participating in problem behaviors, their perceptions and attitudes change. This usually happens after primary school. A favorable attitude toward substance use or antisocial behavior precedes initiation of that behavior (Kandel *et al.*, 1978). Exhibit 14 shows that favorable attitudes toward problem behaviors are associated with substance abuse, delinquency, teen pregnancy, and school dropout.

*Intention to Use.*

Youth who indicate that they intend to use alcohol, tobacco, or other drugs when they are older are at higher risk for substance abuse (Exhibit 14). When intention to use is

high, intervention strategies should focus on education about the potential harmful effects of drugs.

*Friends Who Engage in a Problem Behavior.*

Peer substance use is one of the strongest predictors of drug use among youth (Kandel & Andrews, 1987; Brook *et al.*, 1990). For example, children who are raised in well-managed families are still at increased risk for drug use if they socialize with youth who use drugs or participate in delinquency. Exhibit 14 shows that having friends who engage in problem behavior puts one at risk for substance abuse, delinquency, teen pregnancy, school dropout, and violence.

*Depressive Symptoms.*

Young people who are depressed have a difficult time engaging in prosocial activities. Research has found that those who are depressed use drugs more frequently than those who are not depressed (Arizona Criminal Justice Commission, 2006). Exhibit 14 shows that having depressive symptoms is associated with both substance use and delinquency.

*Gang Involvement.*

Youth who belong to or are associated with a gang are more at risk for drug use and antisocial behavior. The adverse effects of gangs have been documented in the media and in research. Gang members are often linked to violence, shootings, and other illegal activities. Exhibit 14 shows that gang involvement is associated with substance abuse, delinquency, school dropout, and violence.

*Constitutional Factors.*

Constitutional factors are biological or physiological in nature. These factors are evident in youth who display sensation seeking or a lack of impulse control. Exhibit 14 shows that constitutional factors are linked with substance abuse, delinquency, and violence.

*Religiosity.*

People who regularly attend religious services are less likely to engage in problem behavior (Arizona Criminal Justice Commission, 2004).

*Social Skills.*

Young people that engage in positive interactions with other and those who have good social skills will be more likely to turn down pressure to use drugs. Youth that have good social skills will not give in to negative peer pressure as easily (Arizona Criminal Justice Commission, 2004).

*Belief in the Moral Order.*

A person that has a strong belief of what is “right” or “wrong” he or she is less likely to use illegal drugs (Arizona Criminal Justice Commission, 2004).

*Prosocial Involvement.*

Positive interactions at school and in the community protect a youth from negative behavior outcomes (Arizona Criminal Justice Commission, 2004).

*Rewards for Prosocial Involvement.*

Young people that are rewarded and encouraged to have prosocial interactions are less likely to engage in substance use and problem behavior (Arizona Criminal Justice Commission, 2004).

*Interaction with Prosocial Peers.*

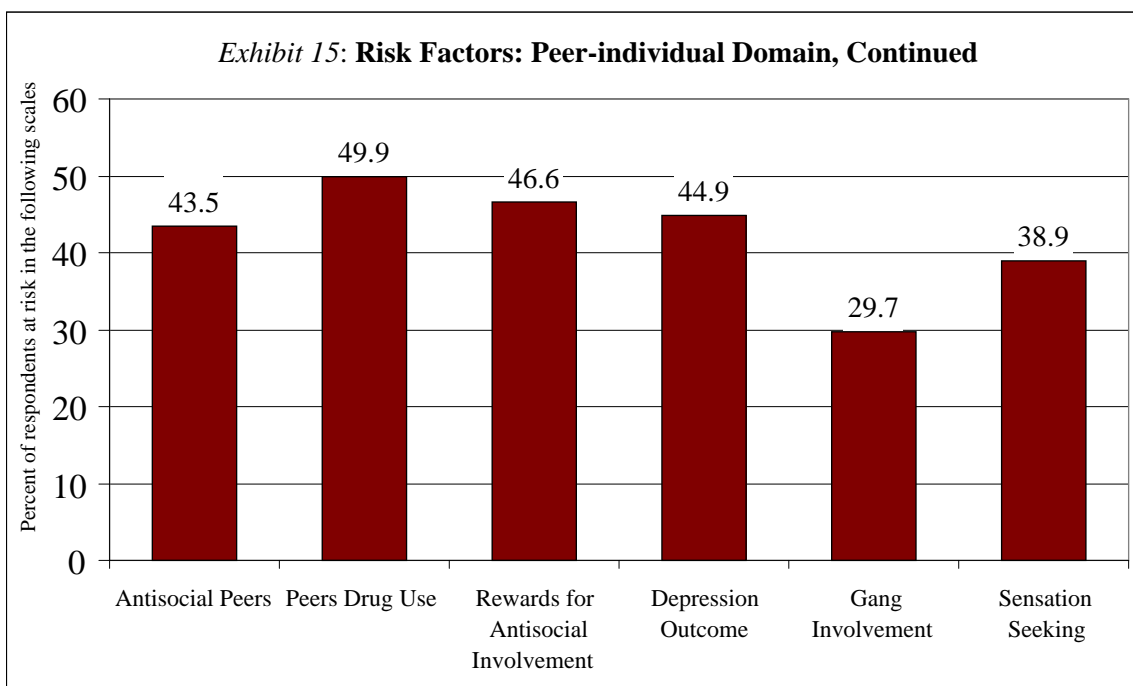
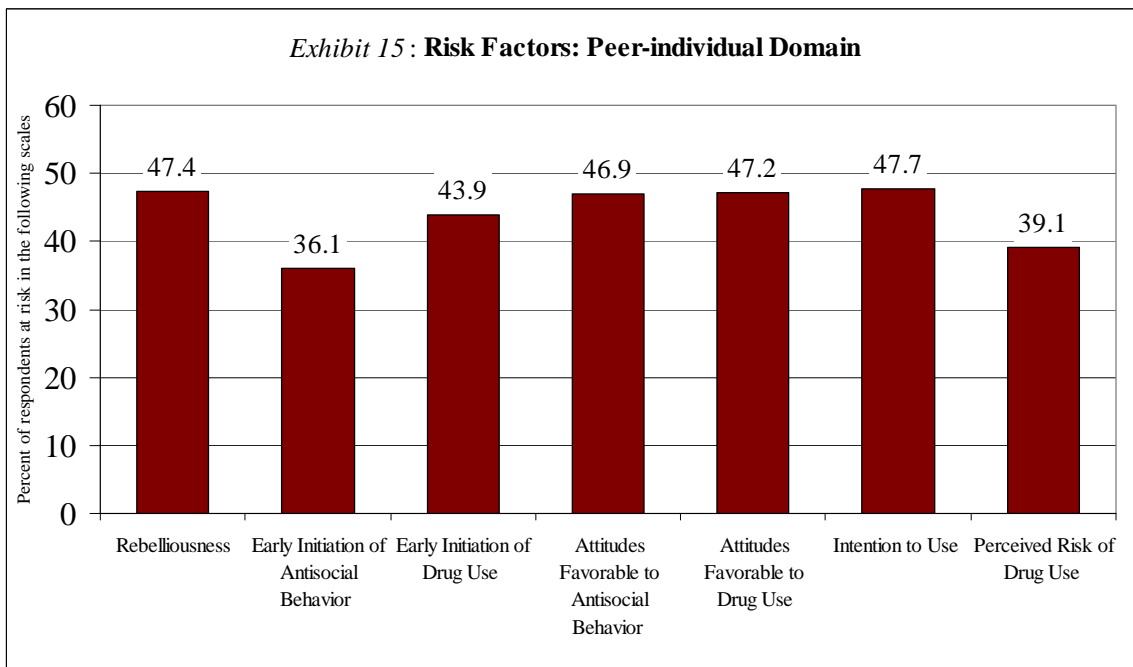
A person that interacts with peers that are a positive influence will experience protection from engaging in antisocial behavior and drug use (Arizona Criminal Justice Commission, 2004).

*Peer-Individual Risk Factors: TTYS Findings*

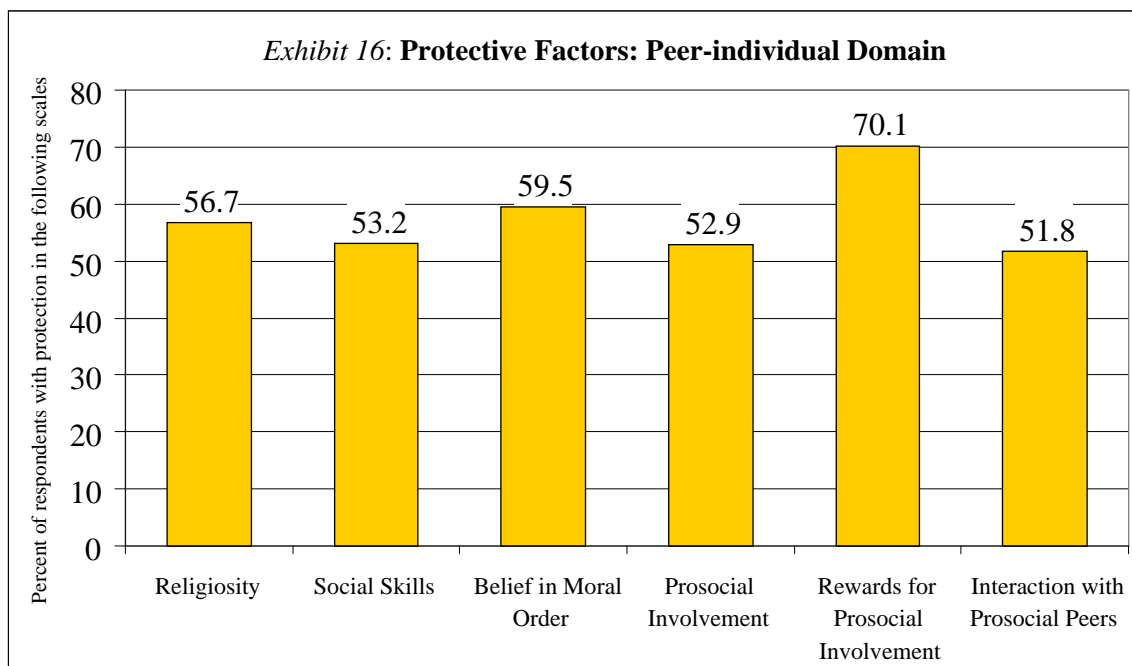
Exhibit 15 shows that 49.9% of respondents were at risk for peers' drug use, 47.7% reported intention to use drugs, and 39.1% indicated a perceived risk of drug use. Additionally, our analysis indicated that slightly less than 50% of respondents were at risk for rebelliousness, had attitudes favorable to antisocial behavior and drug use, and for receiving rewards for antisocial involvement.

*Peer-Individual Protective Factors: TTYS Findings*

Exhibit 16 shows that 70.1% of respondents reported receiving rewards for prosocial involvement. About 57% of students reported the protection of religiosity, and 59.5% reported the protection of belief in moral order. About 53% of respondents indicated the protection of social skills and prosocial involvement, and 51.8% of youth reported interaction with prosocial peers.







### *Substance Use*

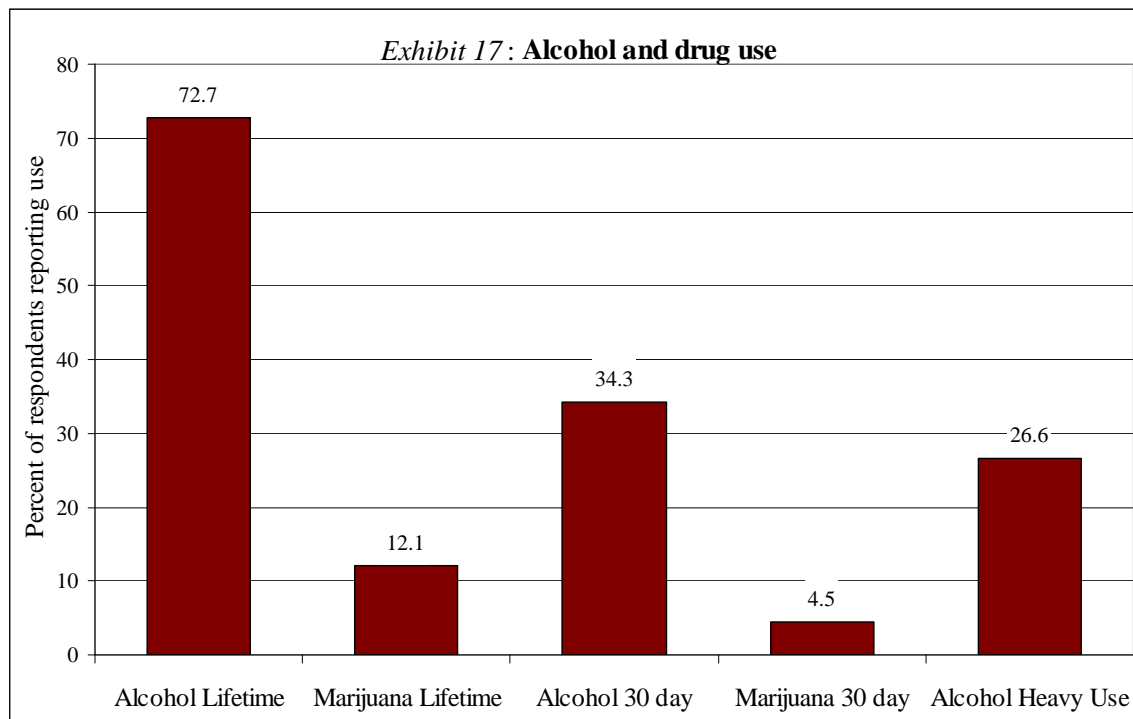
The Trinidad and Tobago Youth Survey measured self-reported alcohol, marijuana, and cocaine use. However, our measure for cocaine use was excluded from the analysis because so few students reported using it during their lifetime (N=8).

#### *Age of Initiation*

The earlier that a person starts using drugs or committing crime, the more likely he or she is to participate in these activities later in life. (Rachal *et al.*, 1982; Robins & Pryzbeck, 1985). Asking students to report the age that they first used a substance allows one to calculate an average age of first use. Prevention planners can use this information to determine the best time to introduce prevention and intervention programming. For those who indicated that they had used alcohol, the average age of first use was 12.7. The average age of first regular alcohol use (i.e. drinking alcohol once or twice a week) was 13.5. For those who indicated they had used marijuana, the average age of first use was 13.2.

#### *Alcohol and Marijuana Use*

Exhibit 17 shows the percentage of respondents who used alcohol or marijuana in their lifetime and in the past 30 days. Exhibit 17 also shows the percentage of respondents who reported heavy alcohol use (five or more alcoholic drinks all at once in the last two weeks). About 73% of respondents reported using alcohol at least once in their lifetime, and 12.1% reported using marijuana at some point in their life. About 34% of respondents reported using alcohol in the past 30 days, and 4.5% reported using marijuana in the past 30 days. Over 26% of respondents reported heavy alcohol use.



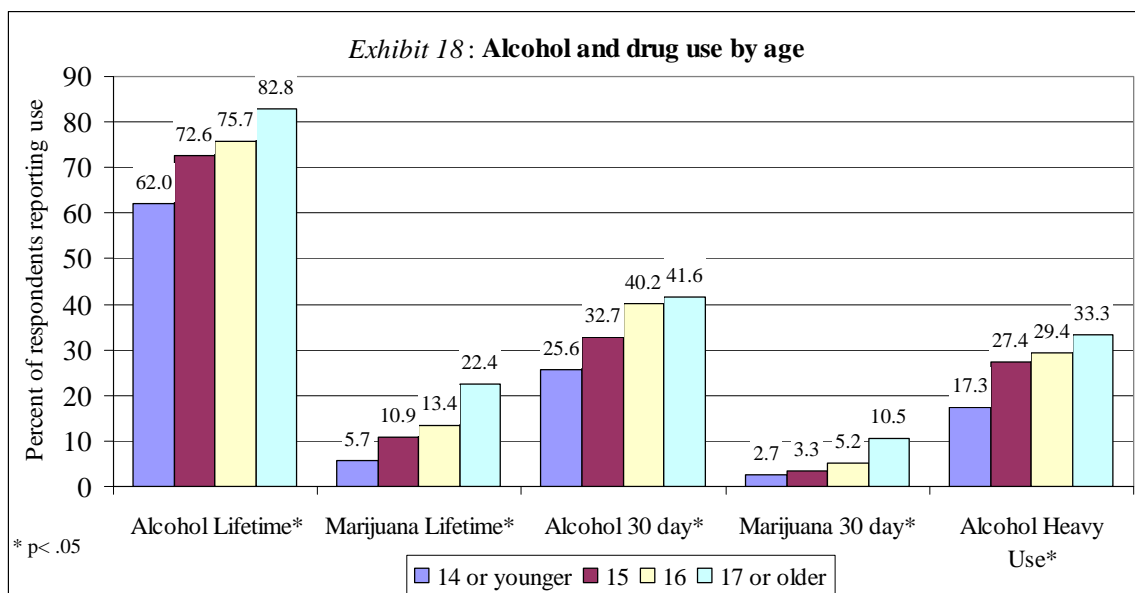
### *Chronic Drug and Alcohol Use*

Chronic use is defined as using a substance six or more times in the past 30 days. About 10% of respondents reported chronic alcohol use, while 2% of respondents reported chronic marijuana use (findings not reported in exhibit).

### *Alcohol and Marijuana Use by Age*

Exhibit 18 shows the percentage of respondents who reported alcohol or marijuana use by age. For both alcohol and marijuana, as the respondent's age increased the reported rate of substance use also increased. For each measure, there were statistically significant differences in use by age. About 62% of those 14 or younger, 72.6% of 15-year-olds, 75.7% of 16-year-olds, and 82.8% of those 17 or older reported using alcohol in their lifetime. Lifetime marijuana use also increased with age. About 6%

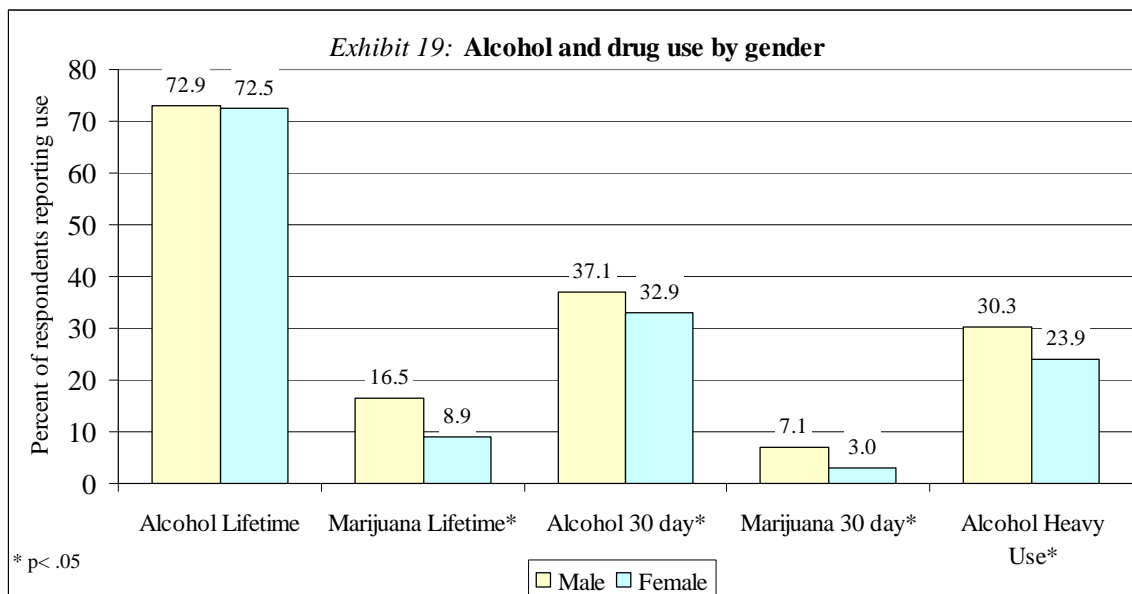
of those 14 or younger, 10.9% of 15-year-olds, 13.4% of 16-year-olds, and 22.4% of those 17 or older reported using marijuana in their lifetime. About one-fourth (25.6%) of those 14 or younger and 41.6% of those 17 or older reported using alcohol in the past 30 days. The highest rate of marijuana use in the past 30 days (10.5%) occurred among those 17 or older. About 17% of those 14 or younger, 27.4% of 15-year-olds, 29.4% of 16-year-olds, and 33.3% of those 17 or older reported heavy alcohol use.



*Alcohol and Marijuana Use by Gender*

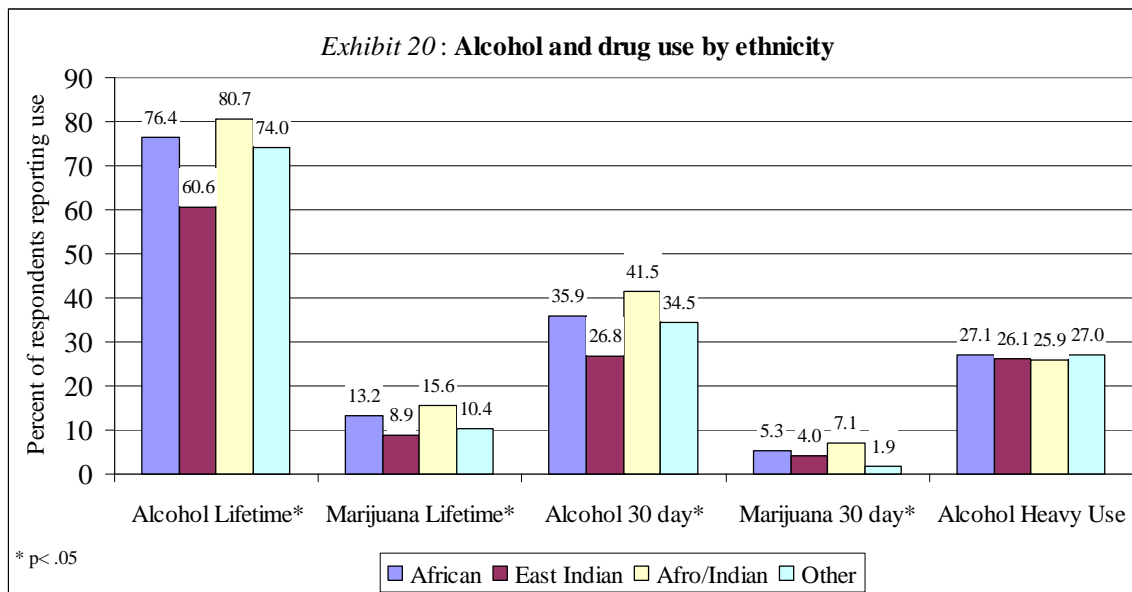
Exhibit 19 displays alcohol and marijuana use by gender. There were statistically significant differences between male and female respondents for alcohol use in the past 30 days, heavy alcohol use, lifetime marijuana use, and past 30 day marijuana use. About 37% of males and 32.9% of females reported alcohol use in the past 30 days, and 30.3% of males and 23.9% of females reported heavy alcohol use. Males (16.5%) were more likely than females (8.9%) to report using marijuana in their lifetime and males were more than

twice as likely as females to report marijuana use in the past 30 days (7.1% compared to 3.0%).



#### *Alcohol and Marijuana Use by Ethnicity*

Exhibit 20 shows the findings related to alcohol and marijuana use by ethnicity. There were significant differences between ethnic groups for lifetime alcohol use, lifetime marijuana use, 30 day alcohol use, and 30 day marijuana use. Afro/Indians reported the highest rate of lifetime alcohol use (80.7%), lifetime marijuana use (15.6%), 30 day alcohol use (41.5%), and 30 day marijuana use (7.1%). East Indians reported the lowest rate of lifetime alcohol use (60.6%), lifetime marijuana use (8.9%), and 30 day alcohol use (26.8%). There was relatively little difference in heavy alcohol use as reported by students from each of the ethnic groups.



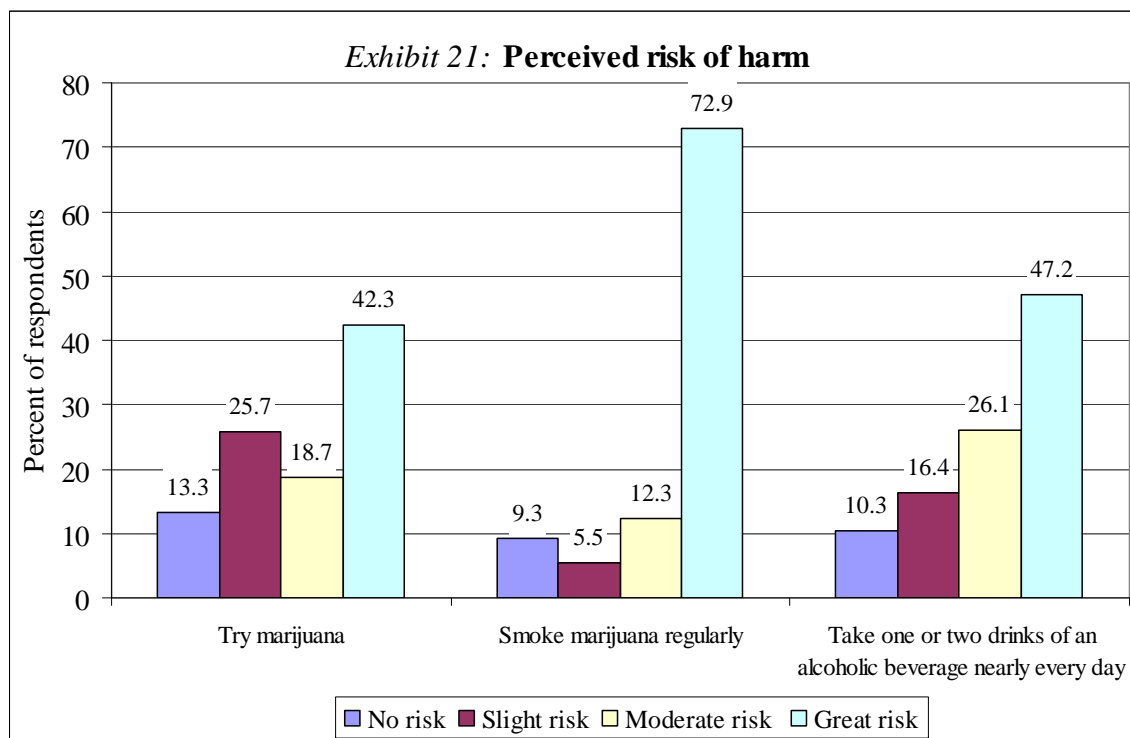
### *Intention to Use*

Respondents were asked whether they intended to use alcohol or marijuana when they were adults. About 44% of respondents indicated that they intended to use alcohol and about 5% indicated that they intended to use marijuana when they were adults (findings not reported in exhibit).

### *Perceived Risk of Harm*

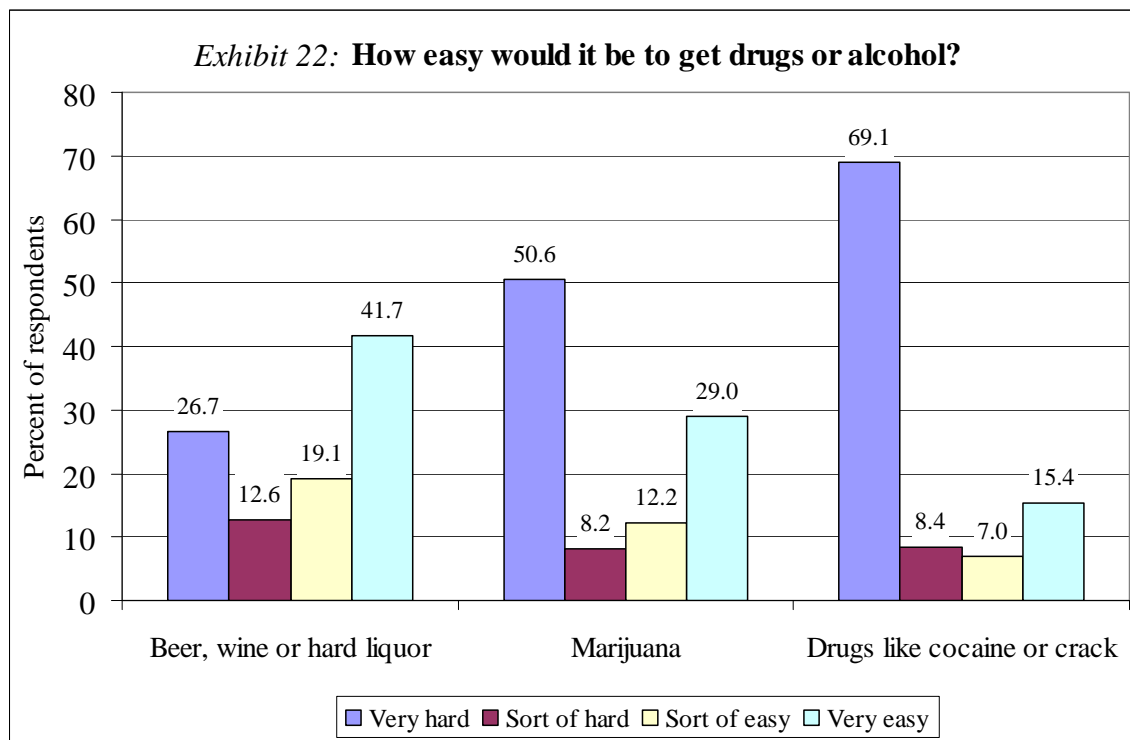
Respondents were asked to indicate how much people risk harming themselves by trying marijuana, smoking marijuana regularly, and drinking alcohol nearly everyday. Exhibit 21 shows that 13.3% of respondents reported that trying marijuana was not risky, 25.7% reported that it posed a slight risk, 18.7% reported that it carried a moderate risk, and 42.3% reported that trying marijuana puts one at great risk of harm. About 73% of the respondents reported that smoking marijuana regularly puts one at great risk of harm, whereas only 9.3% indicated that there is no risk in smoking marijuana regularly. About 10% of students said that there was no risk in having one or two drinks of alcohol nearly

every day, 16.4% indicated slight risk, 26.1% indicated moderate risk, and 47.2% of respondents perceived great risk of harm for drinking alcohol nearly every day.



### *Perceived Availability of Drugs and Alcohol*

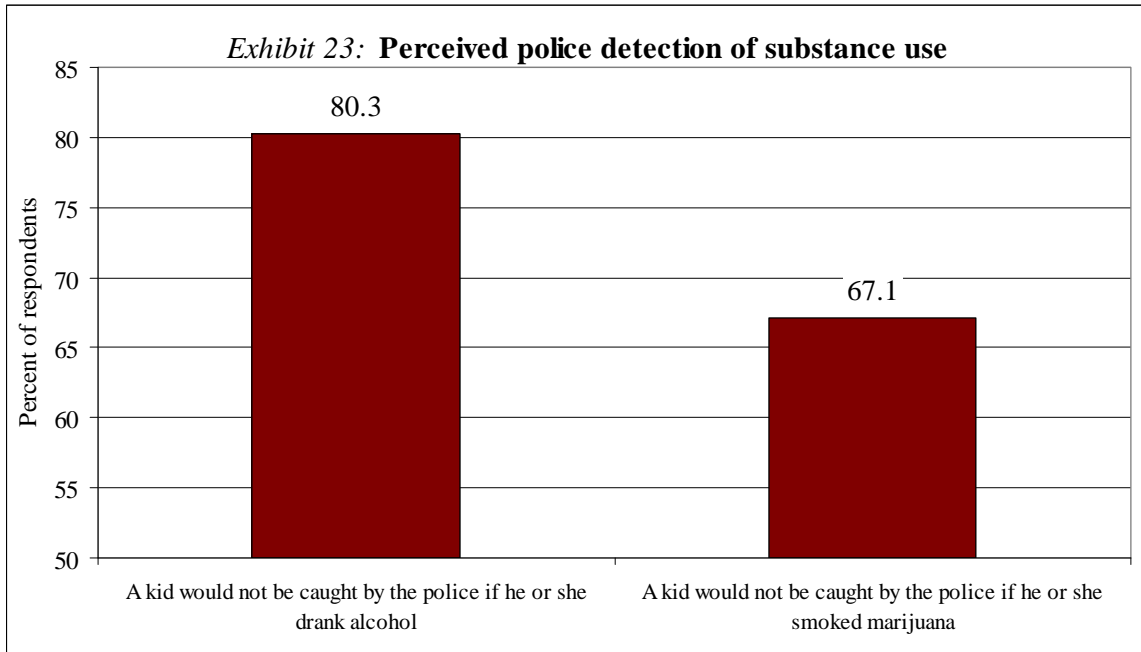
Exhibit 22 shows the perceived availability of alcohol, marijuana, and cocaine. About 42% of respondents reported that it would be very easy to get beer, wine, or hard liquor, whereas, 26.7% indicated that it would be very hard to get. Twenty-nine percent of students reported that it would be very easy to get marijuana, 12.2% indicated that it would be sort of easy, 8.2% reported that it would be sort of hard, and 50.6% reported that it would be very hard to get marijuana. The majority of students (69.1%) reported that it would be very hard to get drugs like cocaine or crack. However, 22.4% of students reported that it would be sort of easy or very easy to get cocaine or crack.



*Perceived Police Detection of Substance Use*

Exhibit 23 shows the percentage of respondents who indicated a kid would not get caught if he or she used alcohol or marijuana. About 80% of respondents reported that in their neighborhood a kid would not get caught by the police if they drank alcohol, and 67.1% of students reported that the police would not catch a kid if they smoked marijuana.





## Delinquency

Exhibit 24 shows the findings regarding delinquency in the past 12 months. Over 21% of respondents reported attacking someone with the intention of harming them, 13.1% reported that they attacked someone with a weapon, 6% had been arrested, 5.3% carried a gun, 3.1% sold drugs, and 2% reported stealing a vehicle.

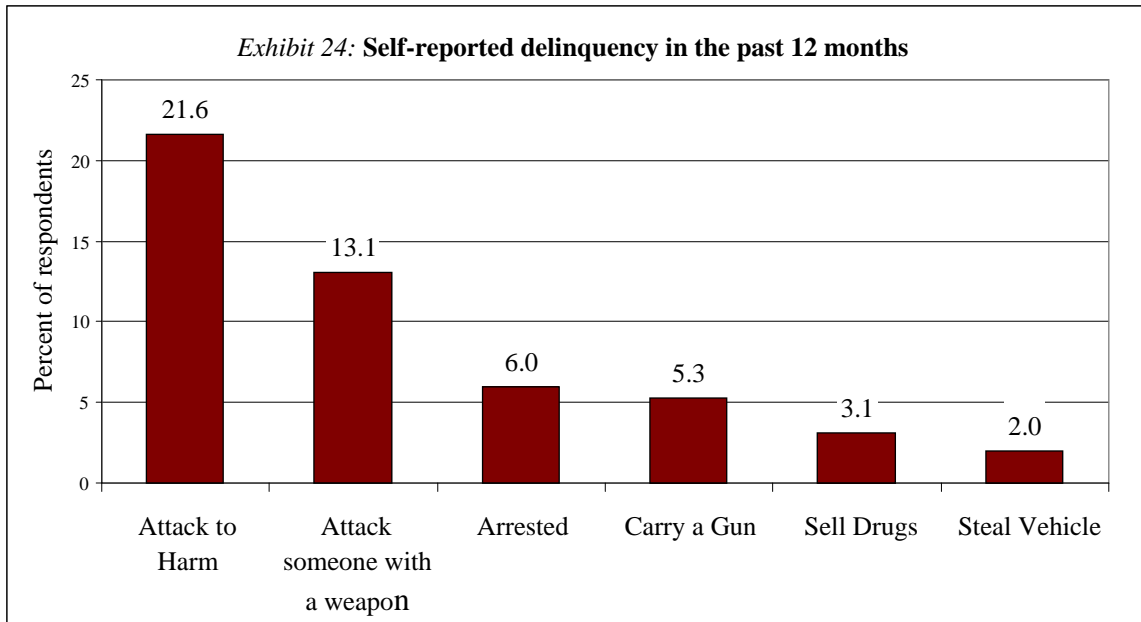
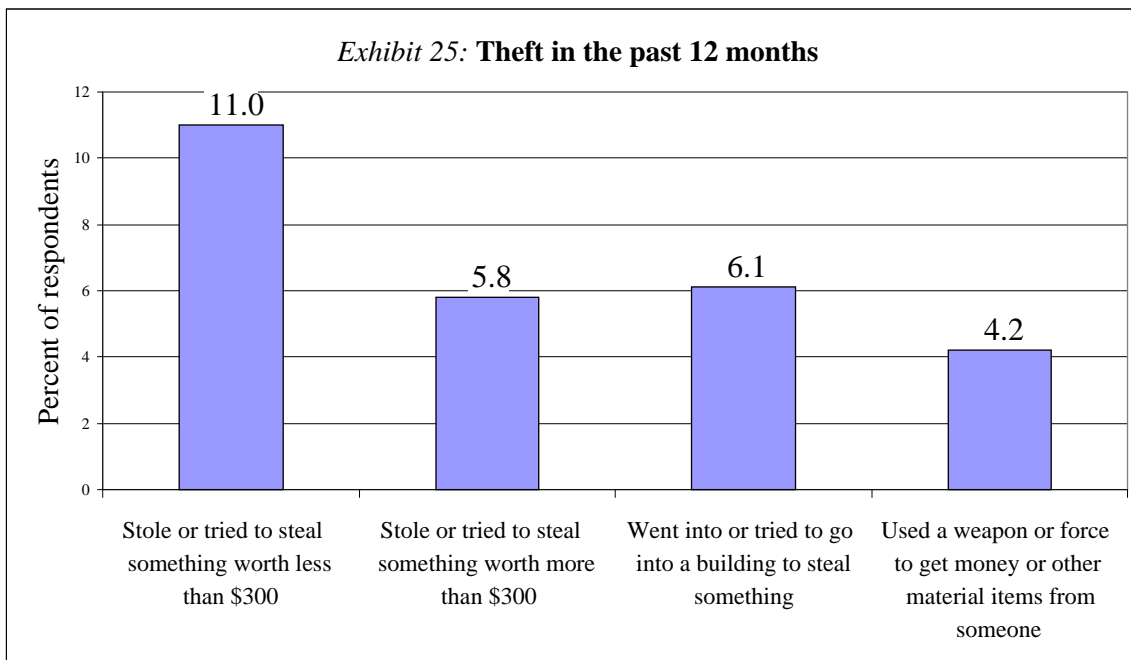


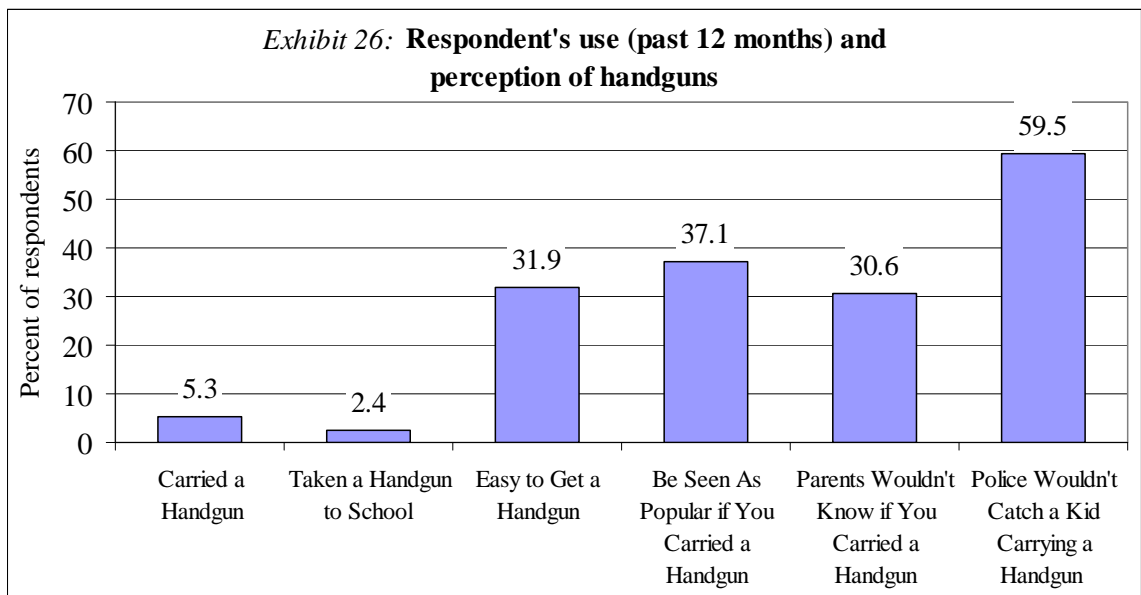
Exhibit 25 shows the percentage of respondents involved in theft or robbery in the past 12 months. Eleven percent of respondents reported stealing or trying to steal something worth less than \$300, and 5.8% reported stealing or trying to steal something worth more than \$300. Over 6% of respondents reported that they went into a building or tried to go into a building to steal something in the past 12 months, and 4.2% of respondents reported using a weapon or force to get money or some other material object from someone.



## Firearms

### Use and Perception of Handguns

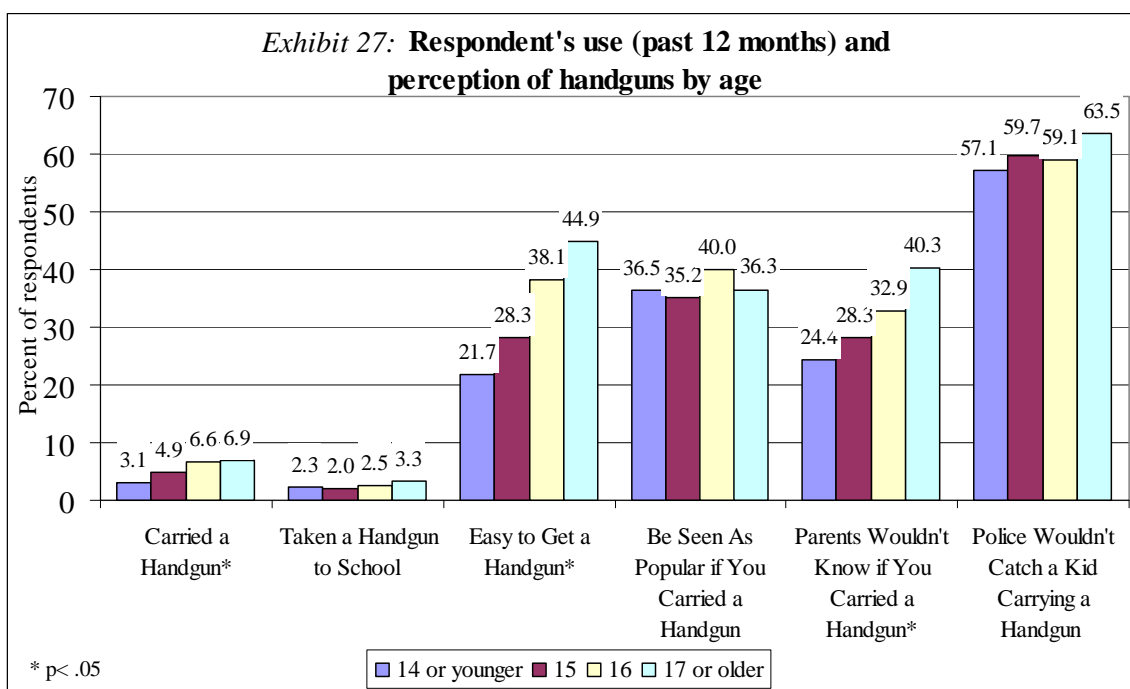
Exhibit 26 shows the respondent's use and perceptions of handguns. About 5% of respondents reported that they had carried a handgun in the past 12 months, and 2.4% reported that they had taken a handgun to school in the past 12 months. Approximately 32% of respondents indicated that it would be easy for them to get a handgun, and 37.1% indicated that they would be seen as popular if they carried a handgun. About 31% of respondents believed that their parents would not know if they carried a handgun, and 59.5% of respondents believed that the police would not catch them if they carried a handgun.



### Use and Perception of Handguns by Age

Exhibit 27 shows that there were significant differences between youth based on their age with respect to gun carrying and perceptions of guns. Those 17 or older were the most likely to have carried a handgun (6.9%) and to have taken a handgun to school (3.3%) in the past 12 months. About 45% of those 17 or older indicated that it would be

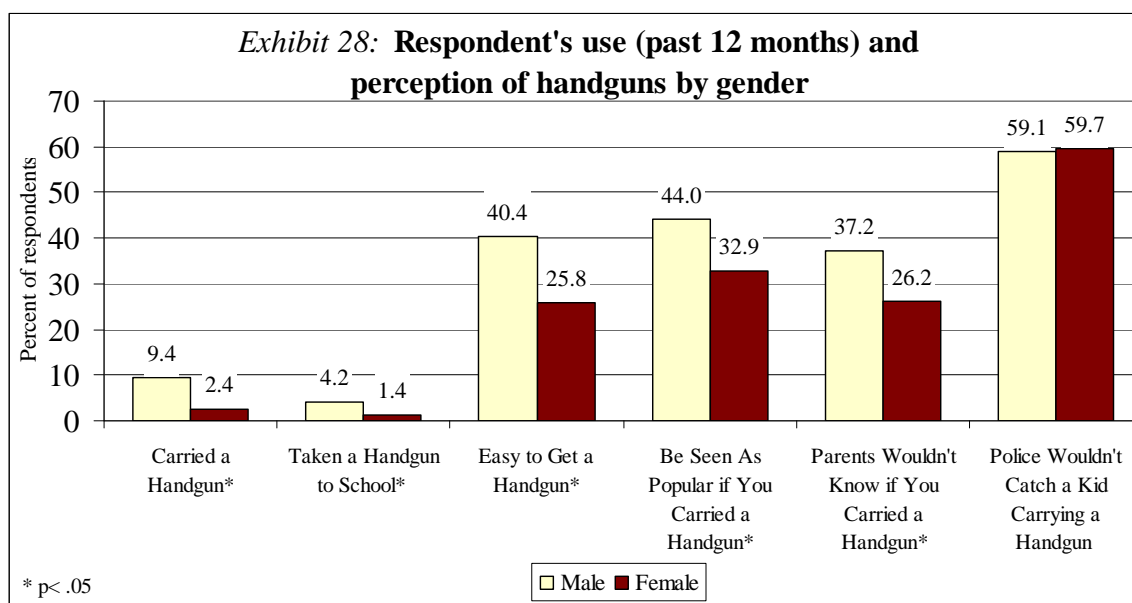
easy to get a handgun, compared to about 22% of those 14 or younger. Sixteen-year-olds were the mostly likely age group to indicate that they would be seen as popular if they carried a handgun (40%). As the respondent's age increased, the more likely they were to indicate that their parents would not know if they carried a handgun. About 24% of those 14 or younger, 28.3% of 15-year-olds, 32.9% of 16-year-olds, and 40.3% of those 17 or older indicated that their parents would not know if they carried a handgun. Conversely, 57.1% of those 14 or younger, about 59% of 15 and 16-year-olds, and 63.5% of those 17 or older indicated that the police would not catch a kid if he or she carried a handgun.



### *Use and Perception of Handguns by Gender*

Exhibit 28 shows that there are statistically significant differences between males and females regarding gun carrying and perceptions of guns. Males were more likely than females to have carried guns and had more favorable attitudes toward guns than did females. About 9% of males and 2.4% of females reported carrying a handgun in the past

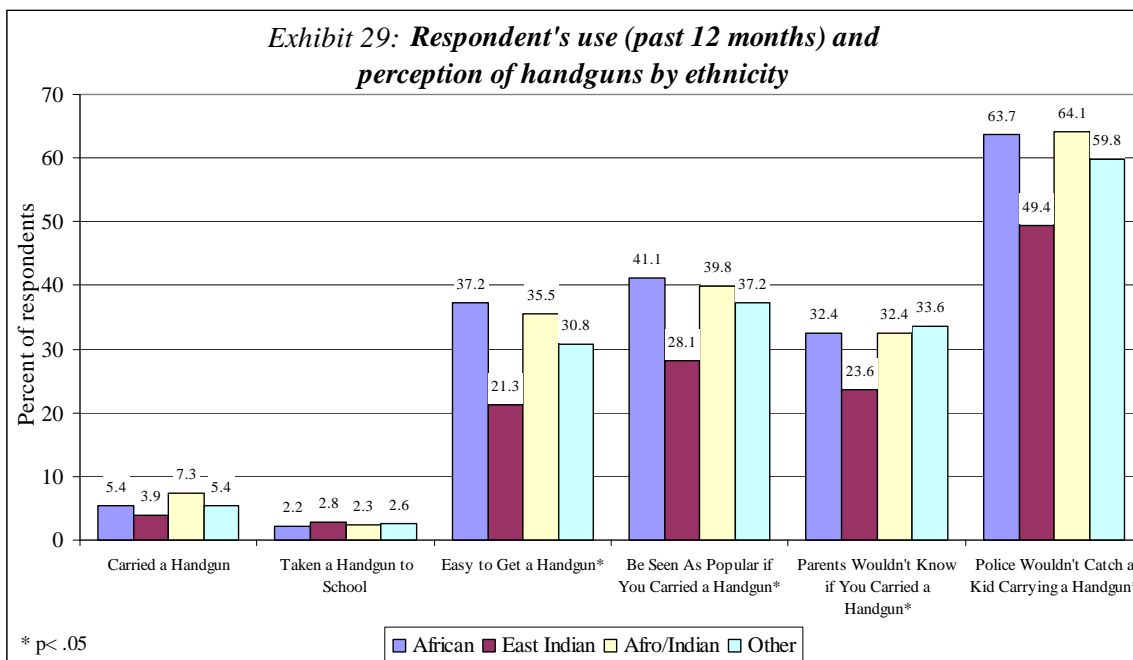
12 months. Likewise, males were more likely than females to have taken a handgun to school in the past 12 months (4.2% compared to 1.4%). Approximately 40% of males indicated that it would be easy to get a handgun compared to 25.8% of females. Males (44%) were more likely than females (32.9%) to indicate that they would be seen as popular if they carried a handgun. Males were also more likely to believe that their parents would not know if they carried a handgun (37.2% compared to 26.2%). About 59% of both males and females indicated that the police would not catch a kid if he or she carried a handgun.



#### *Use and Perception of Handguns by Ethnicity*

Exhibit 29 shows significant differences between ethnic groups with respect to gun carrying and perceptions of guns. Afro/Indians were the most likely ethnic group to have carried a handgun in the past 12 months (7.3%), compared to 5.4% of Africans, and 3.9% of East Indians. About 2 to 3% of all ethnic groups reported taking a handgun to school in the past 12 months.

There were also significant differences exist between ethnic groups with respect to perceptions about how easy it would be to obtain a gun. For example, 37.2% of Africans reported that it would be easy to get a handgun, compared to 35.5% of Afro/Indians, and 21.3% of East Indians. Similarly, about 41.1% of Africans reported that they would be seen as popular if they carried a handgun, compared to 39.8% of Afro/Indians, and 28.1% of East Indians. Our findings indicated that 33.6% of those who reported belonging to an “other” ethnic group, 32.4% of Africans and Afro/Indians, and about 23.6% of East Indians reported that their parents would not know if they carried a handgun. About 64% of Africans and Afro/Indians, compared to 49.4% of East Indians reported that the police would not catch a kid carrying a handgun.



*Firearm Acquisition*

Exhibit 30 shows the main reason respondents reported having a gun. About 59% of respondents who had ever had a gun indicated that they obtained it for protection or

self-defense, 22.7% obtained a gun for hunting or target practice, 5.3% obtained a gun to use it for criminal activity, and 12.8% obtained a gun for some other reason.

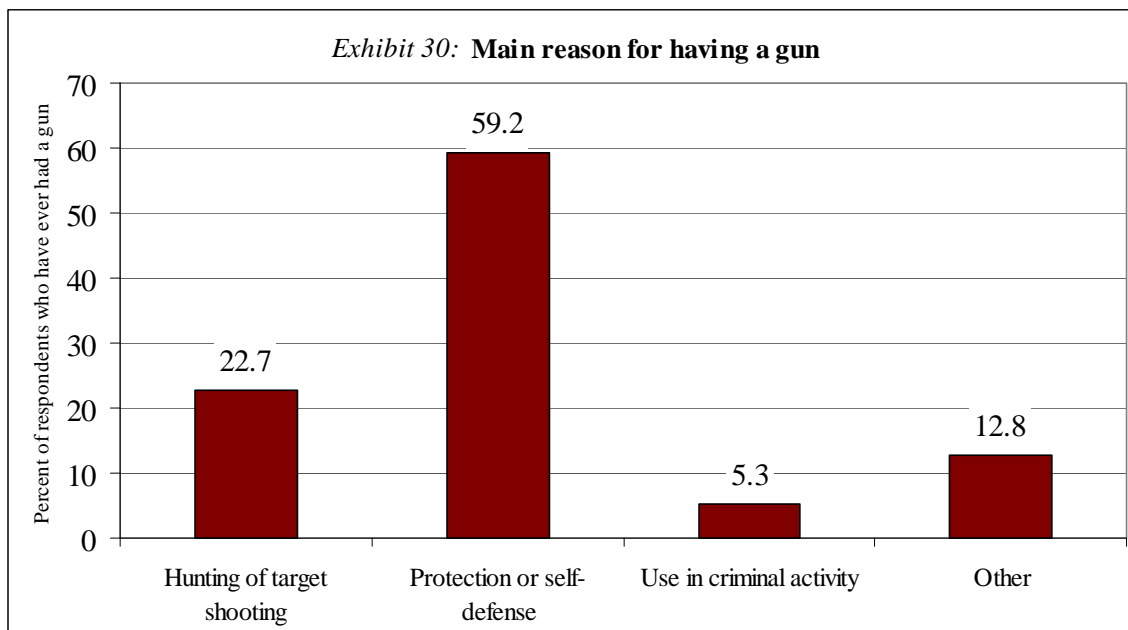


Exhibit 31 displays how respondents obtained the gun that they most recently possessed. Almost 27% of respondents reported that the gun that they most recently possessed was obtained by borrowing it from another person, 18.9% reported that they bought their gun, 3.9% reported that they rented their gun, 2.6% reported trading something for the gun, and 2% reported that they obtained their gun by stealing it. About 29% of respondents indicated that they most recently acquired their gun in some other way.



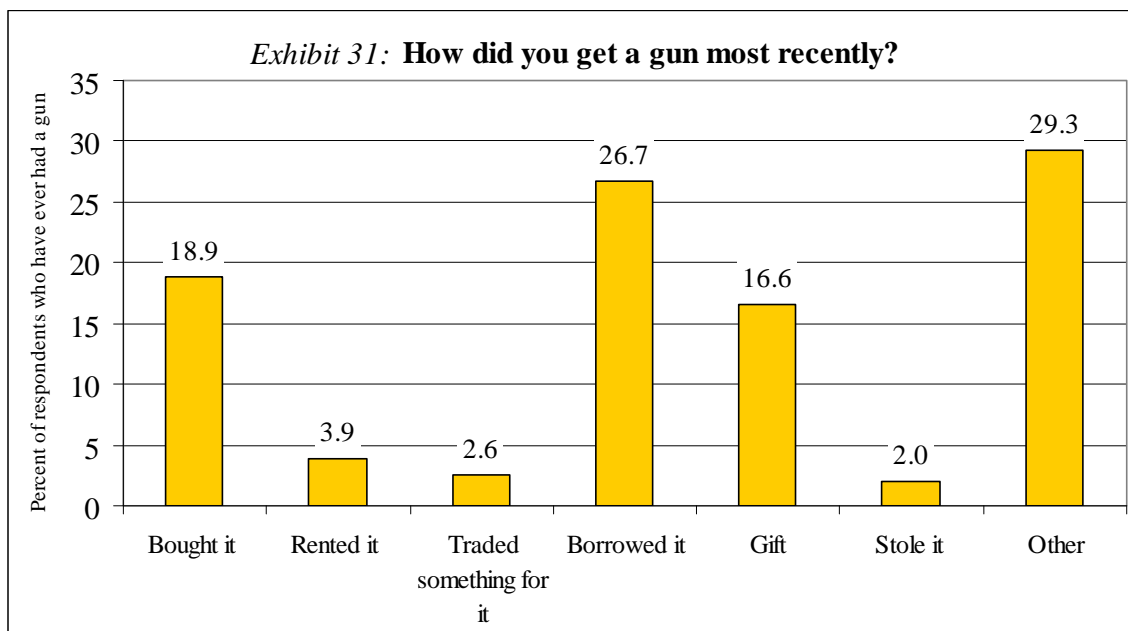


Exhibit 32 provides information on who the respondents obtained their more recent gun from. About 29% of respondents got the gun from a friend, 22.9% from a family member, 14% from a legal gun shop, 9.1% from a drug dealer, 7.6% from an illegal gun dealer, and about 2% from a pawn shop.

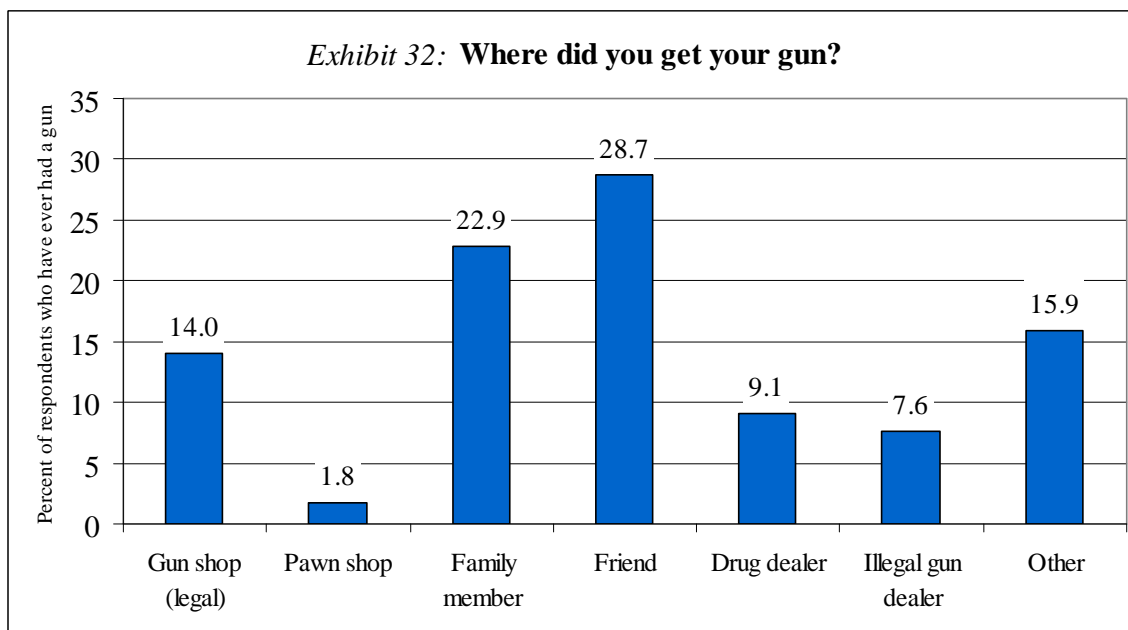


Exhibit 33 shows the location the respondents reported keeping their gun. About 33% of respondents indicated that they hid their gun outside, 18.9% reported keeping their gun in their house or apartment, 16% had a family member or friend hold it, and 2.4% paid someone to hold the gun. About 30% of respondents indicated they kept their gun in some other location.



## *Gangs, Gang Membership, and Gang Crime*

### *Gang Affiliation*

The Trinidad and Tobago Youth Survey included several questions on gang membership, gang organization, and gang activities. Exhibit 34 shows that 80.3% of respondents stated that they have never belonged to a gang. However, 7.1% of respondents reported that they were associated with a gang (two or more friends in a gang), 6.0% self-reported current gang membership, and 6.7% self-reported that they were former gang members. Males were more likely than females to be associated with a gang (9.7% compared to 5.3%), and males were more than twice as likely as females to self-report being a current gang member or former gang member. Fifteen-year-olds were most likely to be gang associates (7.8%) and current gang members (6.5%). Those 17 or older were more likely to be former gang members (10.5%) when compared to other age groups. About 5% of East Indians, 7% of Africans and Afro/Indians, and 9% of those from an “other” ethnic group reported being gang associates. Those who reported belonging to an “other” ethnic group reported the highest rate of current gang membership (7.3%), followed by Africans (6.1%), East Indians (5.5%), and Afro/Indians (4.7%).

**Exhibit 34: Gang affiliation by respondent characteristics**

	Never	Gang Associate	Current member	Former member	Total	
	%	%	%	%	%	N
Total	80.3	7.1	6.0	6.7	100.0	2345
Gender						
Male	71.4	9.7	9.0	9.8	100.0	914
Female	86.3	5.3	4.1	4.3	100.0	1379
Age*						
14 or younger	86.0	5.8	4.6	3.5	100.0	480
15	79.6	7.8	6.5	6.1	100.0	897
16	78.7	7.2	6.4	7.8	100.0	642
17 or older	77.1	6.5	5.9	10.5	100.0	306
Ethnicity						
African	81.3	7.1	6.1	5.5	100.0	953
East Indian	83.0	5.3	5.5	6.2	100.0	547
Afro/Indian	78.5	7.0	4.7	9.9	100.0	344
Other	77.1	9.0	7.3	6.6	100.0	467

\*p&lt;.05

Exhibit 35 displays the primary reasons that current gang members stated that they joined their gang. About 44% of gang members indicated that they joined their gang for friendship, 22.2% joined for protection or safety, 12.7% joined to make money, and 7.1% joined because their parent(s) or sibling(s) were in a gang.

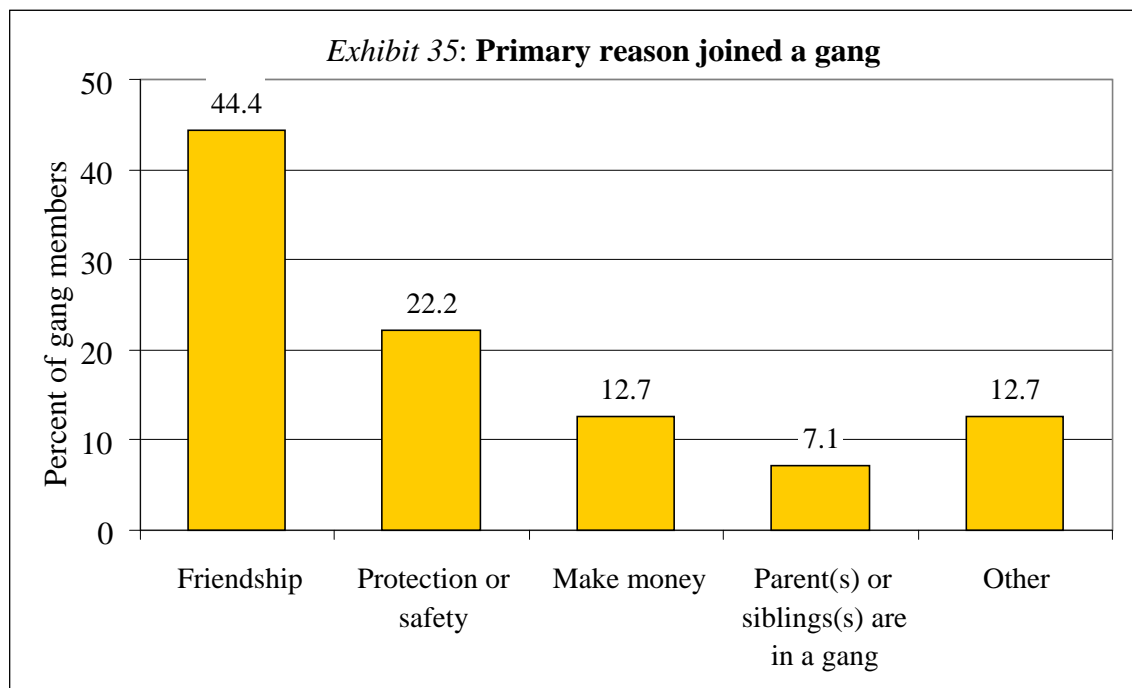
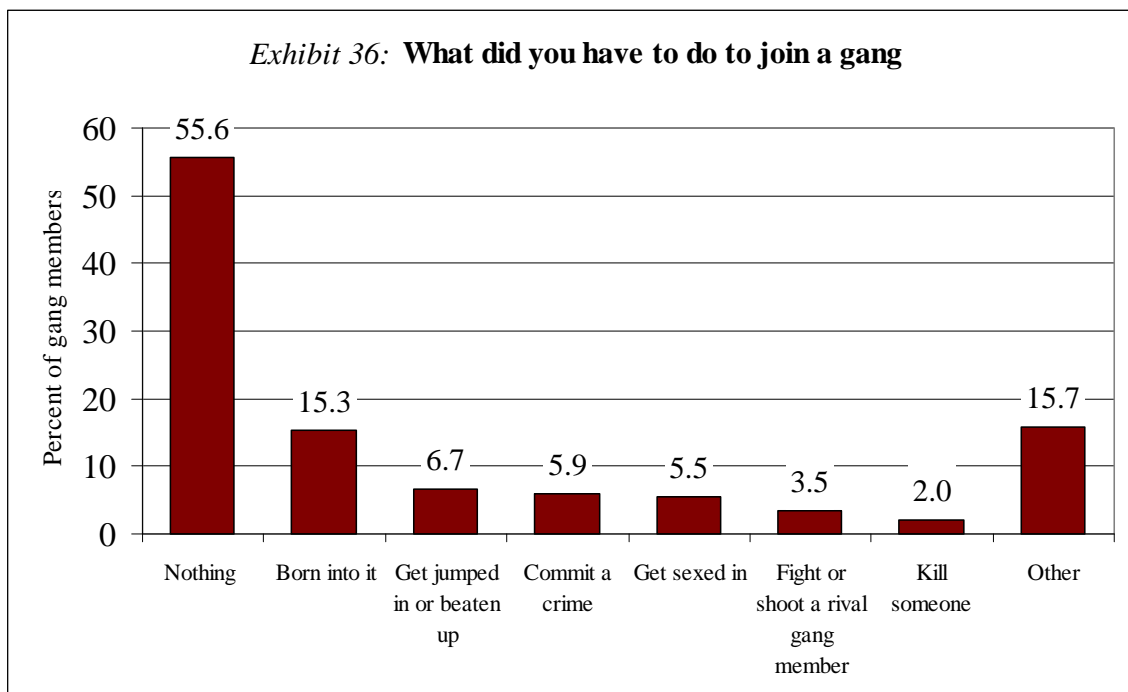


Exhibit 36 presents findings related to what current and former gang members were required to do to join their gang. The majority of respondents (55.6%) indicated that they did not have to do anything to join their gang, 15.3% reported that they were born into their gang, 6.7% were jumped in (i.e., beat up before being admitted to the gang), 5.9% committed a crime, 5.5% were sexed in (i.e., forced to have sex with members of the gang before being admitted) 3.5% got in a fight or shot a rival gang member, and 2.0% (N = 5) had to kill someone to join their gang.



Additionally, information was collected on gang organization, structure, and activities. Exhibit 37 shows the organizational characteristics of gangs in Trinidad and Tobago as indicated by current and former gang members. About 64% of respondents indicated that their gang had a name, 61.9% had a territory or turf, and 42.6% had special colors, signs, symbols, or clothes. About 49% of gang members stated that their gang had a leader, 51.5% stated that their gang had regular meetings, 48.3% stated that their gang had rules, and 34.1% stated that their gang had punishments if the rules were broken.

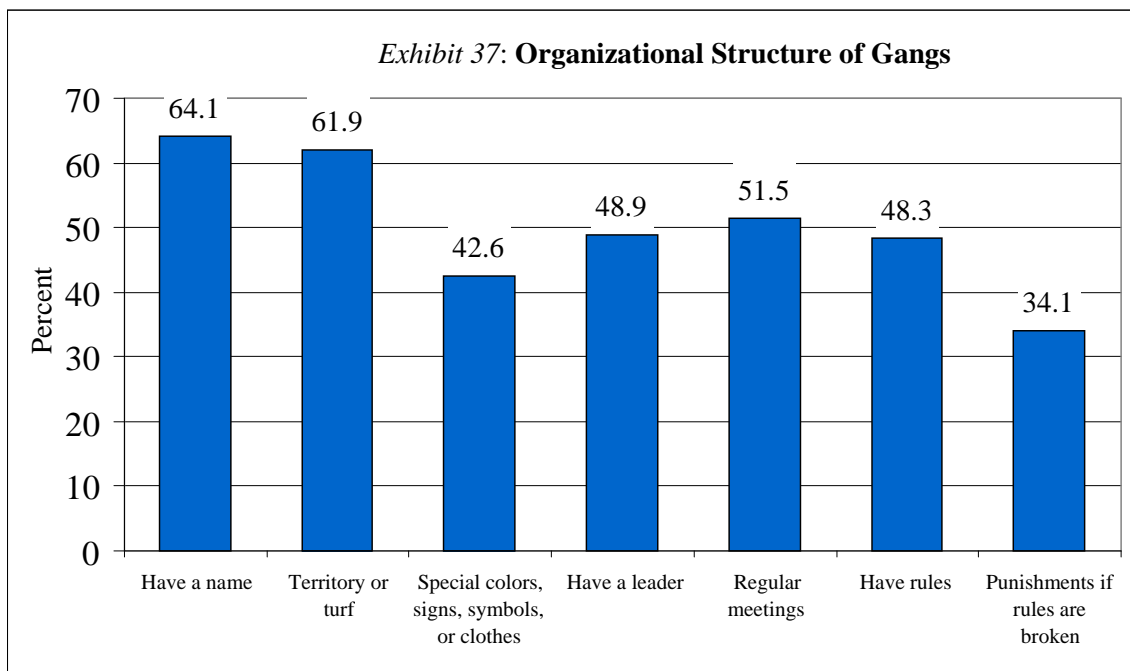
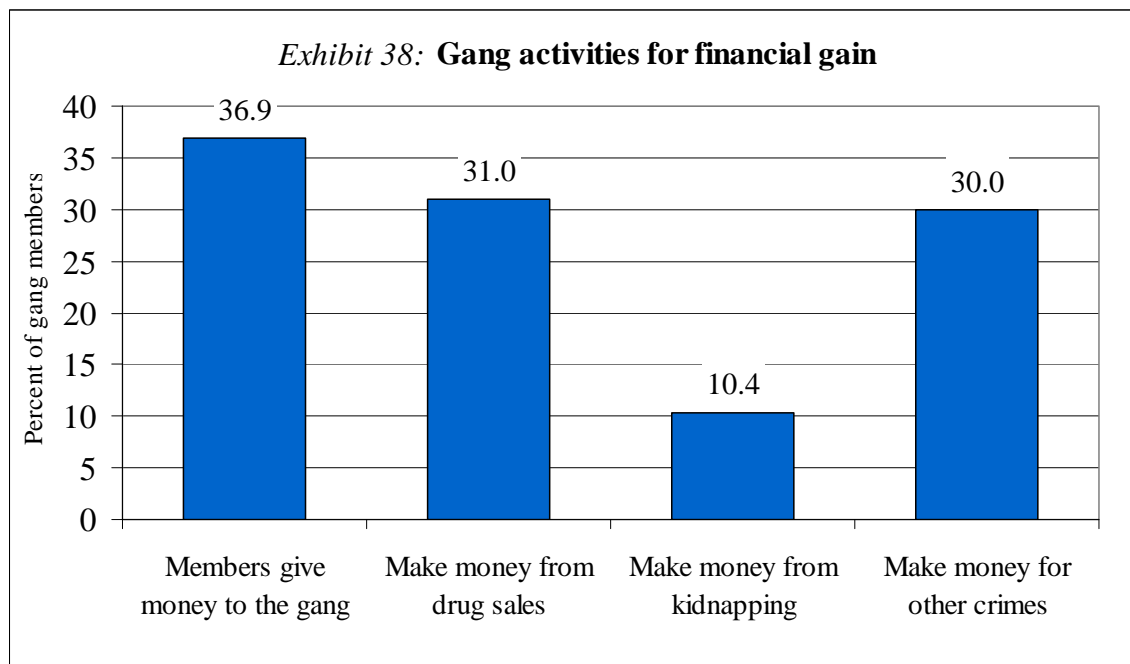


Exhibit 38 shows the frequency with which the respondent's gangs committed crimes for monetary gain. About 37% of respondents reported that gang members gave money to the gang, 31% reported that their gang made money from drug sales, 10.4% made money from kidnapping, and 30.0% made money from other crimes.



#### *Delinquency and Substance Use by Gang Affiliation*

Gang affiliation is important in part because of the high rates of substance use and criminal activity found among gang members. Exhibit 39 displays the substance use rates by gang affiliation. About 89% of current and former gang members reported lifetime alcohol use, compared to 79.5% of gang associates and 69.4% of non-gang members. While 32.6% of current gang members reported ever using marijuana, 32% of former gang members, 20.5% of gang associates, and 8.1% of non-gang members reported using it in their lifetime. Current gang members reported using alcohol in the past 30 days (57.6%) at a higher rate than former gang members (52.7%), gang associates (51.2%), and non-gang members (29.6%). About 19% of current gang members reported using marijuana in the past 30 days, compared to 14% of former gang members, 7.9% of gang associates, and 2.4% of non-gang members. Approximately 49% of current and former



gang members, 45.5% of gang associates, and 21.3% of non-gang members reported heavy alcohol use (five or more drinks all at once in the past two weeks).

Additionally, Exhibit 39 shows that involvement in anti-social behavior is highest among current gang members, slightly lower for former gang members and associates, and lowest for non-gang members. About 38% of current gang members reported being suspended from school in the past 12 months, compared to 33.5% of former gang members, 28.7% of gang associates, and 13.7% of non-gang members. About 27% of current gang members reported carrying a gun in the past 12 months compared to 21.1% of former gang members, 12% of gang associates, and about 2% of non-gang members. About 17% of current gang members, 11.9% of former gang members, 6.1% of gang associates, and only about 1% of non-gang members reported selling drugs. Approximately 11% of current gang members reported stealing a vehicle, versus 3.8% of gang associates, and 1.3% of former and non-gang members. Approximately 29% of current gang members, 10.6% of former gang members, 9.2% of gang associates, and 3.6% of non-gang members reported being arrested. The majority of current gang members (59.1%) reported attacking someone with the intention of harming them, followed by 47.4% of former gang members, 35.8% of gang associates, and 15.4% of non-gang members. About 38% of current gang members, 28.5% of former gang members, 19.3% of gang associates, and 7.8% of non-gang members reported being drunk at school in the past 12 months. Former gang members reported taking a gun to school at the highest rate (23%), followed by current gang members (16.8%), gang associates (4.2%), and non-gang members (1.2%).

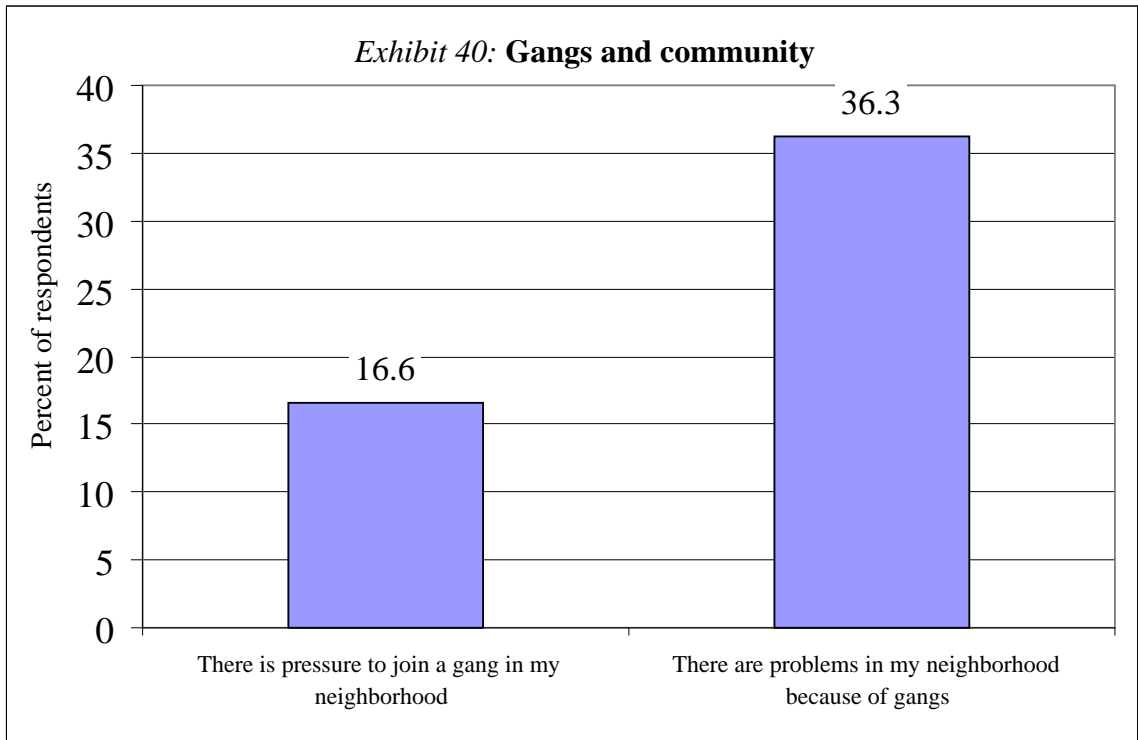
**Exhibit 39: Problem behavior and substance use by gang affiliation**

	Non-Gang Member	Gang Associate	Current Member	Former Member
	%	%	%	%
<b>Substance use</b>				
Alcohol lifetime*	69.4	79.5	89.0	88.8
Marijuana lifetime*	8.1	20.5	32.6	32.0
Alcohol 30 days*	29.6	51.2	57.6	52.7
Marijuana 30 days*	2.4	7.9	19.1	14.0
Heavy alcohol use*	21.3	45.5	49.5	49.0
<b>Problem behavior</b>				
Suspended from school*	13.7	28.7	37.9	33.5
Carried a gun*	1.8	12.0	26.6	21.1
Sold drugs*	1.1	6.1	17.3	11.9
Stole a vehicle*	1.3	3.8	10.9	1.3
Arrested*	3.6	9.2	29.2	10.6
Attacked to harm*	15.4	35.8	59.1	47.4
Drunk at school*	7.8	19.3	38.2	28.5
Took a gun to school*	1.2	4.2	16.8	23.0
N	1882	166	141	156

\*p&lt;.05

*Gangs and Community*

Exhibit 40 shows that 36.3% of respondents reported that gangs have caused problems in their neighborhood, and that 16.6% of respondents felt pressured to join a gang in their neighborhood.



### *School Safety and School Crime*

The Trinidad and Tobago Youth Survey asked students questions about school safety and school crime. Students were asked if they felt safe at school and how many days they skipped school in the last month because they felt unsafe. Additionally, students were asked whether or not they carried a weapon to school and if they had been in a fight or went to school drunk. The responses refer to the past 12 months unless otherwise noted.

Exhibit 41 shows that over the past 12 months 30% of respondents reported being in a physical fight on school property, 17.7% had been suspended from school, and 11.8% had gone to school drunk. Related, 10.9% of students reported taking a weapon to school (gun, knife, or small stick) at least once in the past 30 days, and 2.4% reported taking a gun to school at least once in the past year.

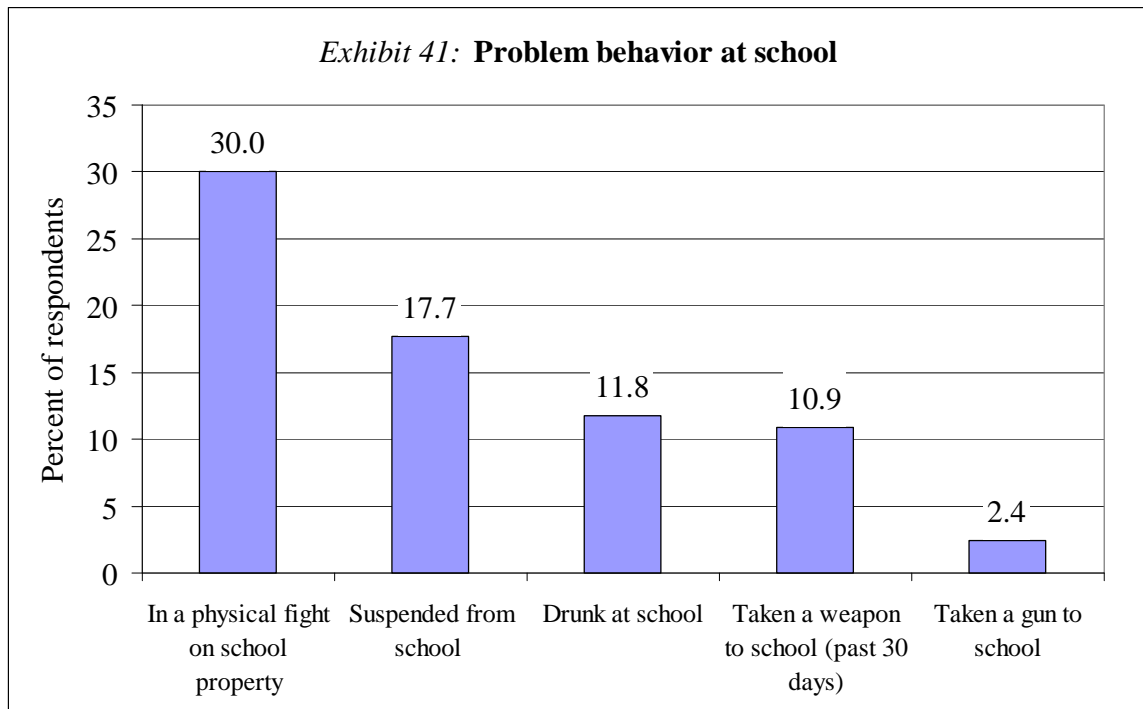


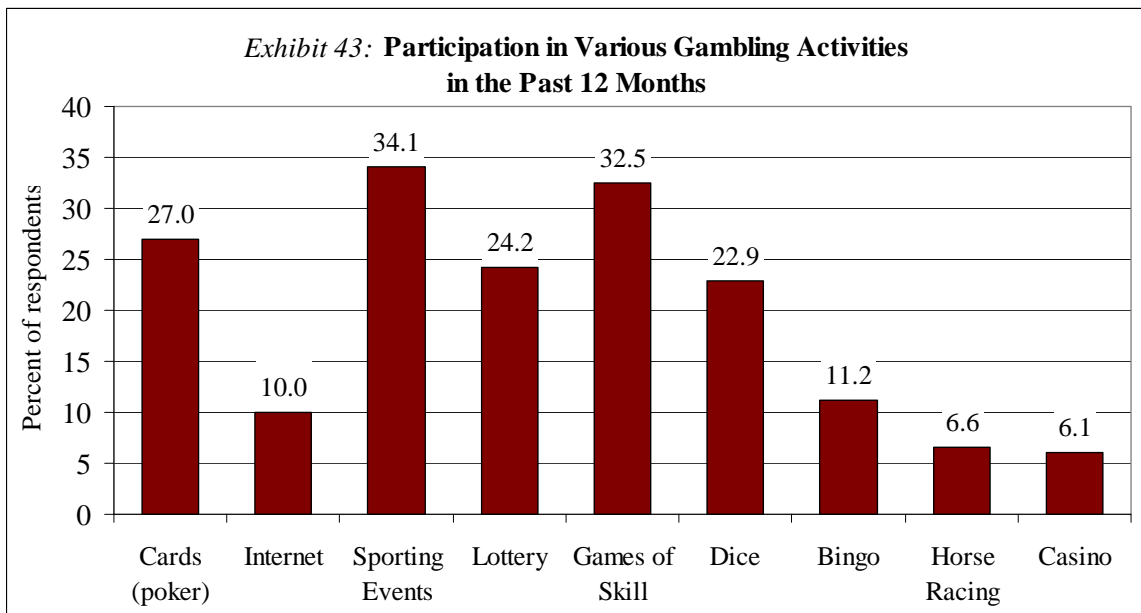
Exhibit 42 shows that 35.7% of respondents did not feel safe at school and 21.4% of respondents had been threatened or injured with a weapon on school property in the past 12 months. About 12% of students reported that they skipped at least one day of school in the past 30 days because they felt they would be unsafe at school or on the way to or from school.



## *Gambling*

Respondents were asked to indicate the frequency with which they participated in various gambling activities in the past 12 months. Respondents who indicated that they participated in the activity at all (the numbers ranged from one to 40+ times) were coded as having participated in that activity.

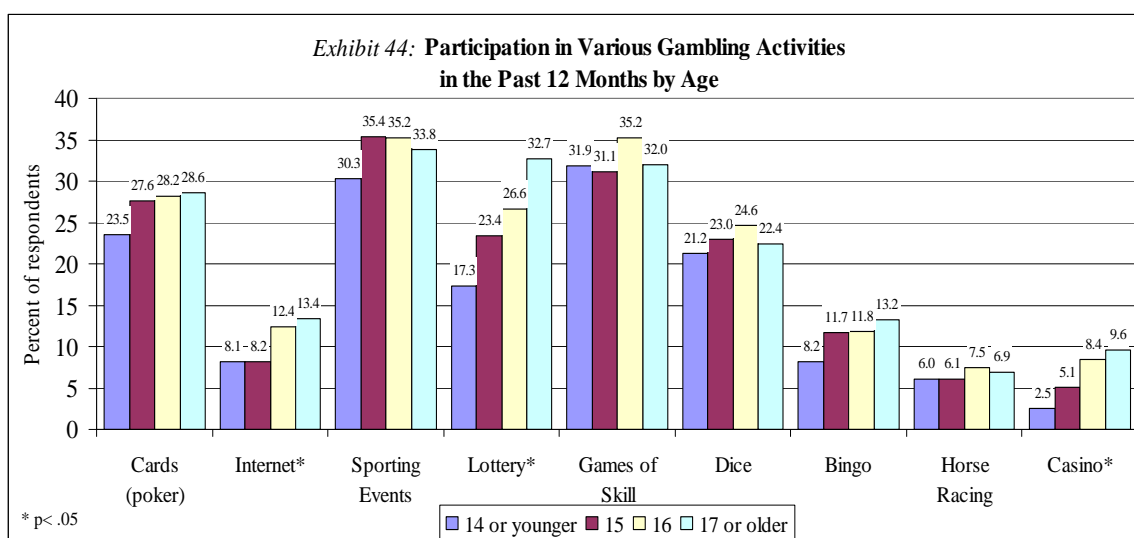
Exhibit 43 shows that betting on sports events occurred with the highest frequency (34.1%). About 33% of respondents reported that they had bet on games of skill and 27% bet on cards, such as poker, in the past 12 months. Betting on the internet, horse racing, and at a casino had the lowest rates of participation with 10%, 6.6%, and 6.1%, respectively.



## *Gambling by Age*

Exhibit 44 shows that there were significant differences between age groups for betting on the internet, the lottery, and in a casino. As the respondent's age increased, the more likely the respondent was to participate in card games (poker), internet gambling, lottery, bingo, and casino gambling. While roughly 8% of those 15 or younger gambled

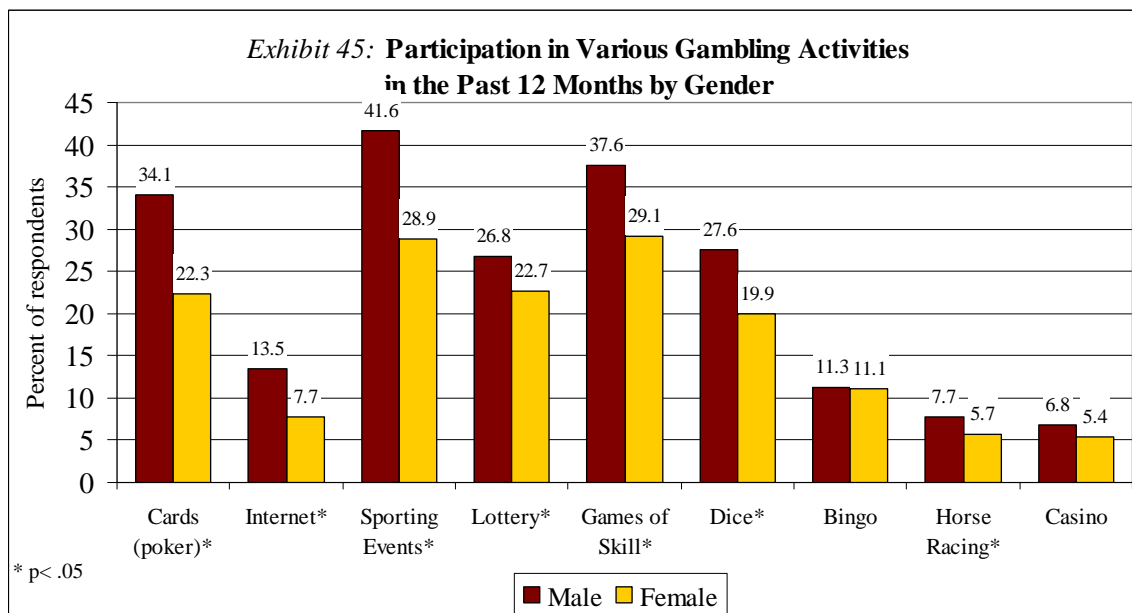
on the internet, 13% of those 16 or older participated in internet gambling. More than 17% of those 14 or younger, 23.4% of 15-year-olds, 26.6% of 16-year-olds, and 32.7% of those 17 or older reported playing the lottery in the past 12 months. About 3% of those 14 or younger, 5.1% of 15-year-olds, 8.4% of 16-year-olds, and 9.6% of those 17 or older indicated that they had gambled at a casino. Sixteen-year-olds were the most likely to bet on games of skill (35.2%), dice (24.6%), and horse racing (7.5%). Those 17 or older were the most likely to report betting on bingo (13.2%) and betting at a casino (9.6%).



### *Gambling by Gender*

Exhibit 45 shows our findings with respect to student participation in various gambling activities by gender in the past 12 months. We found that there were significant differences between males and females with regard to the following gambling activities: cards, internet, sporting events, lottery, games of skill, dice, and horse racing. Males were more likely than females to participate in all nine gambling activities. Most notably, 34.1% of males and only 22.3% of females bet on cards, about 42% of males and 28.9%

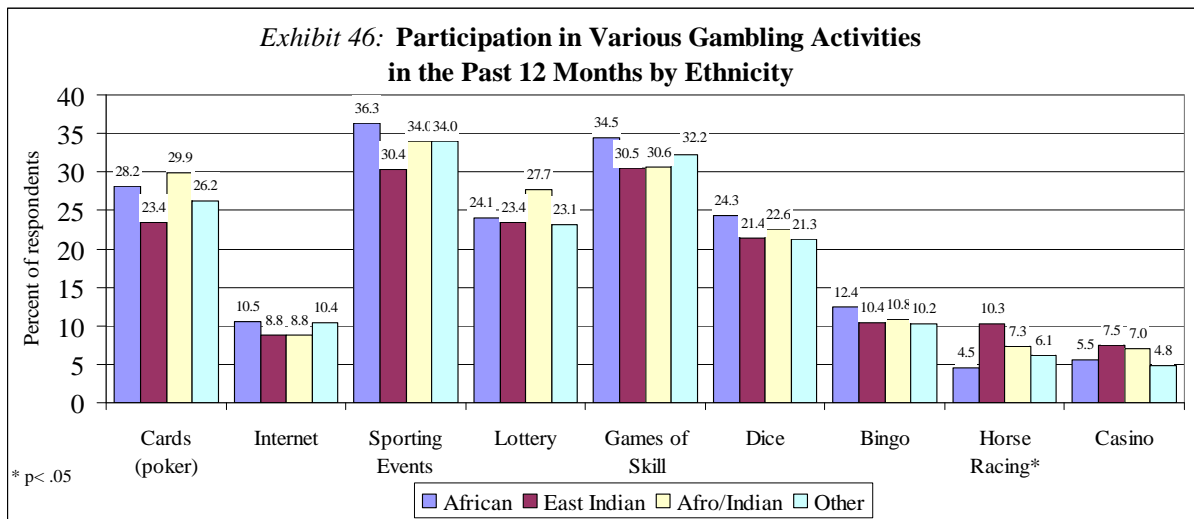
of females bet on sporting events, 37.6% of males and 29.1% of females bet on games of skill, and 27.6% of males and only 19.9% of females bet on dice.



### *Gambling by Ethnicity*

Exhibit 46 displays respondent participation in various gambling activities by ethnicity over the past 12 months. As seen below, analyses revealed significant differences between ethnic groups for betting on horse racing, with East Indians the most likely to bet on horse racing, followed by Afro/Indians, other ethnic groups, and Africans. In general, however, Africans were more likely to bet on sporting events (36.3%), games of skill (34.5%), dice (24.3%) and bingo (12.4%). Afro/Indians, on the other hand, were the most likely to play the lottery (27.7%) and bet on cards (29.9%), and East Indians were the most likely to bet at a casino (7.5%).





## Discussion and Recommendations

The 2006 Trinidad and Tobago Youth Survey was designed to measure risk and protective factors as well as levels of alcohol use, drug use, and delinquent behaviors such as gang involvement, gun use, gambling, theft, and fighting. The survey was administered to students in forms 3 and 5 from March to June of 2006 in 22 schools in Trinidad and Tobago. Numerous steps were taken to eliminate surveys that contained invalid data. The final analysis consisted of 2,376 completed surveys. This section reviews some of the literature on using risk and protective factors to design interventions, then summarizes four major findings from the 2006 Trinidad and Tobago Youth Survey and provides policy recommendations.

### *Using Risk and Protective Factors for Interventions*

Knowledge of risk and protective factors is a valuable tool in designing interventions. Previous research suggests that drug use develops along multiple pathways. Interventions should not focus on one particular reason or risk factor to address all types of drug use. A more comprehensive approach will be the most effective (Newcomb, Maddahian & Bentler, 1986). Additionally, interventions should utilize information on protective factors, because some risk factors may be resistant to change. Protective factors mediate the effects of increased exposure to risk. Thus, to the extent that protective factors can be identified and enhanced, interventions can be designed to prevent drug use and problem behaviors (Newcomb, Maddahian & Bentler, 1986; also see Arthur *et al.*, 2007).

At the heart of risk and protective factors is social bonding. Youth that have social bonds with family or school are less likely to display problem behaviors. In order to

enhance social bonding, interventions should try to manipulate a social setting. This can be done using principles from social learning theory. There are three objectives for designing interventions in order to increase social bonds. First, interventions should provide opportunities for children to be involved in prosocial activities. Second, provide the skills required by these activities. Third, interventions should provide positive reinforcement for successful involvement. These objectives can be used in the school setting or with parents, daycare providers, or any group that is involved in the socialization of children (Hawkins, Catalano & Miller, 1992). Early-childhood education has the potential to reduce the risk factors for drug abuse. This type of early intervention can buffer the effects of extreme poverty and neighborhood disorganizations by lessening the effects of childhood behavior problems, family management problems, and academic failure (Hawkins, Catalano & Miller, 1992; also see Blum & Ireland, 2004).

Risk and protective factor measures are valid and reliable. They provide information that can lead to informed interventions that attempt to reduce risk and enhance protection. Interventions should focus on communities or groups that display multiple risk factors. According to research, the most effective interventions will be early interventions that respond to multiple risk factors while attempting to promote prosocial bonds with school and family.

#### *Major Findings with Policy Recommendations*

##### 1. Relatively low drug use among Trinidad and Tobago youth

The findings revealed that students in Trinidad and Tobago engage in relatively low levels of drug use, particularly when compared to similarly aged students in the

United States. Analysis of risk and protective factors found modest levels of risk for availability of drugs, attitudes favorable to drugs, intention to use drugs and peers' drug use. Prior research indicates that when availability of drugs increases--either real or perceived--drug use also increases. Similarly, when an individual has favorable attitudes toward drugs and reports the intention to use drugs, it is very likely that he or she will use drugs.

The analyses revealed, for example, that less than 1% of Trinidad and Tobago students had used cocaine and 4.5% had used marijuana in the past 30 days, compared to about 2% and 14% of youth in the United States, respectively (Arizona Criminal Justice Commission, 2005). It should be mentioned, however, that the data did indicate that some youth in Trinidad and Tobago are at higher risk than others for drug use. For instance, the analyses indicated that males were at higher risk than females and Africans and Afro/Indians were at a higher risk than East Indians for the drug-related risk factors.

These findings suggest that the Republic of Trinidad and Tobago should continue to monitor youth substance abuse, along with risk and protective factors, on an annual or biennial basis. Specifically, it is recommended that Ministry of Education conduct an annual risk and protective survey to determine those issues and problems facing schools, communities, families, and youth in Trinidad and Tobago. The survey should consist of similar questions to those used in the present study because it will allow future researchers to examine changes in reported behavior, and will allow them to compare their results to other countries.

## 2. Relatively high levels of gang membership among Trinidad and Tobago youth

The analyses indicated that about 30% of Trinidad and Tobago students are at risk for gang involvement. These findings have significant policy implications because gang members are disproportionately involved in criminal behavior and substance use. For example, current gang members are about three times more likely than non-gang members to get suspended from school, fifteen times more likely to have carried a gun or sold drugs, four times more likely to have assaulted someone, and about five times more likely to have taken a gun to school. Given the burgeoning gang problem in Trinidad and Tobago, and the significant amount of crime and violence associated with gangs, there should be a comprehensive, community-wide approach to gangs involving three ministries: the Ministry of National Security, the Ministry of Education, and the Community Mediation Services Division of the Ministry of Social Development, should be implemented in Trinidad and Tobago.

The Comprehensive Gang Suppression Model requires the development of a lead organization, street enforcement unit, outreach workers (usually former gang influentials), crisis intervention specialists, prevention specialists, and others working together to target gang members and those at high risk for gang involvement, in *very high risk* communities (Appendix F). The Comprehensive Gang Suppression Model includes the use of five core strategies: community mobilization, opportunities provision, social intervention, suppression, and organizational change and development.

Community mobilization involves the creation of a Steering Committee that coordinates suppression and outreach activities. Opportunities provisions provide gang

youth with special access to economic opportunities in the community, including education, training, and employment. Social intervention is directed to targeted youth and their family (not their gang), by providing them with a variety of services such as mentoring, family counseling, drug treatment, and street-level crisis intervention.

Suppression involves the police not only directing traditional law enforcement activities toward targeted youth, but also having regular, informal contact with targeted youth, their families, and others in the targeted community. Organizational change and development involves participating personnel and agencies to relinquish prior notions and practices and adopt the goals and objectives identified by the steering committee, and support other personnel involved in the comprehensive gang model.

### 3. Relatively high levels of violence among Trinidad and Tobago youth

The data analysis revealed high rates of violent behavior among respondents. About 22% of respondents reported attacking someone with the intention of harming them, and about 13% indicated that they attacked someone with a weapon in the past 12 months. These rates are significantly higher than those found in many Western nations. Similarly, the analysis found that rates of school violence were also high. For example, 30% of respondents reporting that they had been in a physical fight on school property. High rates of youth violence, specifically on school property, can make it difficult for students to focus on academics.

Over the past several decades, a substantial body of scientific evidence has focused on the effectiveness of early prevention programs. These studies have followed youth for long periods of time and have determined the programmatic effects of

prevention programs on violence and other related problem behaviors. As a whole, this body of literature indicates that some early violence prevention programs are cost-effective strategies when compared to imprisonment and other more traditional criminal justice responses. One early intervention program that has repeatedly been found to be effective is the Child-Parent Center (CPC), which provides comprehensive educational support and family support to poor children and their parents. The guiding principle of the program is that by providing a school-based, stable learning environment for youth ages 5 through 8, in which parents are active and consistent participants in their child's education, scholastic success will follow and youth will be engaged in substantially less violence in the future. The program requires parental participation and emphasizes a child-centered, individualized approach to social and cognitive development.<sup>5</sup> The Ministry of Education should pilot test CPC's in five high-crime neighborhoods. This is intended to be a long term response to the aforementioned problem and will take 10 to 15 years for its impact to be realized.

4. Trinidad and Tobago youth experience relatively high levels of fear of crime at school

About 36% of respondents reported that they did not feel safe at school, and about 12% of respondents indicated that they did not go to school at least once in the past 30 days because they felt unsafe at school or on the way to school. These rates are significantly higher than those found in most Western nations, and they suggest that many students may not be attending school because they feel unsafe.

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<sup>5</sup> More information about CPCs can be found at:  
<http://www.promisingpractices.org/program.asp?programid=98>

It is recommended that the Ministry of Education and the Ministry of National Security create a joint steering committee to examine potential responses to school crime and fear of crime. First, the steering committee should conduct a more in-depth, systematic study to examine the root causes of school crime and fear of crime, and make recommendations based on their findings. Based on the steering committee's findings, they might consider restructuring school and classroom management practices to increase school safety and decrease fear of crime. Second, the steering committee should consider the adoption of a school resource officer program. School resource officer programs have been found to increase student reporting of crime and have decreased fear of crime in schools when the students have a positive impression of the school resource officer. If the joint steering committee decides to recommend a school resource officer program, they should emphasize the need for 1) formal school resource officer training, 2) careful selection processes that involve both the principal and an executive with the TTPS, and 3) a written policy that defines the roles and responsibilities of the officer.<sup>6</sup>

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<sup>6</sup> More information about school resource officer programs can be found at:  
[http://www.cops.usdoj.gov/files/ric/CDROMs/SchoolSafety/Law\\_Enforcement.htm](http://www.cops.usdoj.gov/files/ric/CDROMs/SchoolSafety/Law_Enforcement.htm)



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APPENDIX A  
RELATIONSHIP BETWEEN RISK AND PROTECTIVE FACTORS  
AND PROBLEM BEHAVIORS

Risk Factors	Substance abuse	Delinquency	Teen pregnancy	School drop-out	Violence
<b>Community</b>					
Availability of drugs	χ				χ
Availability of firearms		χ			χ
Community laws and norms favorable toward drug use, firearms, and crime	χ	χ			χ
Media portrayals of violence					χ
Transitions and mobility	χ	χ		χ	
Low neighborhood attachment and community disorganization	χ	χ			χ
Extreme economic deprivation	χ	χ	χ	χ	χ
<b>Family</b>					
Family history of problem behavior	χ	χ	χ	χ	χ
Family management problems	χ	χ	χ	χ	χ
Family conflict	χ	χ	χ	χ	χ
Favorable parental attitudes and involvement in the problem behavior	χ	χ			χ
<b>School</b>					
Academic failure beginning in late elementary school	χ	χ	χ	χ	χ
Lack of commitment to school	χ	χ	χ	χ	χ
<b>Individual/Peer</b>					
Early and persistent antisocial behavior	χ	χ	χ	χ	χ
Friends who engage in the problem behavior	χ	χ	χ	χ	χ
Favorable attitudes toward the problem behavior	χ	χ	χ	χ	
Early initiation of the problem behavior	χ	χ	χ	χ	χ
Constitutional factors	χ	χ			χ

APPENDIX B

TRINIDAD AND TOBAGO YOUTH SURVEY

## Trinidad and Tobago Youth Survey

Thank you for agreeing to participate in this survey. The purpose of this survey is to learn how students in our schools feel about their community, family, peers, and school. The survey also asks about health behaviors.

The survey is completely voluntary and anonymous. DO NOT put your name on the questionnaire. After you have finished the survey place it in the envelope that we have provided to you, seal it, and place your survey in the box in your classroom.

This is not a test, so there are no right or wrong answers. We would like you to work quickly so you can finish.

All of the questions should be answered completely filling in one of the answer spaces. If you do not find an answer that fits exactly, use the one that comes closest. If any question does not apply to you, or you are not sure what it means, just leave it blank. You can skip any questions that you do not wish to answer.

Please mark only one answer for each question.

**Q1** What school do you attend?

\_\_\_\_\_

**Q2** Putting them all together, what were your grades like last year?

Mostly 29 & below .....  Mostly 40-59 ...  Mostly 60-79 ...  Mostly 80-100 .

**Q3** How important do you think the things you are learning in school are going to be for your later life?

Very important .....  Slightly important .....   
Quite important .....  Not at all important .....   
Fairly important .....

**Q4** How interesting are most of your subjects to you?

Very interesting and stimulating .....  Slightly dull .....   
Quite interesting .....  Very dull .....   
Fairly interesting .....

**Q5** During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped class?

None .....  2 .....  4-5 .....  11 + .....   
1 .....  3 .....  6-10 .....

**Q6** Now thinking back over the past year in school, how often did you:

	Never	Seldom	Sometimes	Often	Almost Always
a. enjoy being in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. hate being in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. try to do your best work in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. how often do you feel that the school work you are assigned is meaningful and important?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q7** What are the chances you would be seen as popular if you:

	No or very little chance	Little chance	Some chance	Pretty good chance	Very good chance
a. worked hard at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. began drinking alcoholic beverages regularly, that is at least once or twice a month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. defended someone who was being verbally abused at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. regularly volunteered to do community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q8** How many times have you done the following things

	Never	Yes, but not in the past year	Less than once a month	About once a month	Two or three times a month	Once a week or more
a. Done what feels good no matter what	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Done something dangerous because someone dared you to do it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Done crazy things even if they are a little dangerous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Q9 Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:**

	0	1	2	3	4
a. participated in clubs, organizations, or activities at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. tried beer, wine, or hard liquor when their parents didn't know about it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. made a commitment to stay drug free?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. used marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. tried to do well in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. used cocaine, crack, or other illegal drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. been suspended from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. liked school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. sold illegal drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. regularly attended religious services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. been arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. dropped out of school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. been a member of a gang?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q10 How old were you when you first:**

	Never	10 or younger	11	12	13	14	15	16	17 or older
a. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. used cocaine or crack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. had more than a sip or two of beer, wine, or hard liquor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. began drinking alcoholic beverages once or twice a month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. got suspended from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. got arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. carried a handgun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. attacked someone with the intention of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. belonged to a gang?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q11 How wrong do you think it is for someone your age to:**

	Very wrong	Wrong	A little bit wrong	Not wrong at all
a. take a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. steal anything worth more than \$30?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. pick a fight with someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. attack someone with the intention of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. stay away from school all day when their parents think they are at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. drink beer, wine, or hard liquor regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. smoke marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. use cocaine or crack?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q12 How wrong would most adults (over 21) in your neighborhood think it is for young people your age to:**

	Very wrong	Wrong	A little bit wrong	Not wrong at all
a. use marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. drink alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q13 How wrong do your parents feel it would be for YOU to:**

	Very wrong	Wrong	A little bit wrong	Not wrong at all
a. drink beer, wine, or hard liquor (for example vodka, whiskey, or gin) regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. smoke marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. steal something worth more than \$30?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. draw graffiti, write things, or draw pictures on buildings or other property (without the owner's permission)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. pick a fight with someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q14 How much do you think people risk harming themselves (physically or in other ways) if they**

	No risk	Slight risk	Moderate risk	Great risk
a. Try marijuana once or twice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Smoke marijuana regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Take one or two drinks of an alcoholic beverage nearly every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q15 On how many occasions (if any) have you:**

	Never	1-2	3-5	6-9	10-19	20-29	30-39	40+
a. had alcoholic beverages (beer, wine, or hard liquor) to drink in your lifetime- more than just a few sips?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. had beer, wine or hard liquor to drink during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. used marijuana in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. used marijuana during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. used cocaine or crack in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. used cocaine or crack in the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. used phenoxydine (pox, px, breeze) in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. used phenoxydine (pox, px, breeze) in the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q16 During the past 12 months, how many times...**

	0	1	2-3	4-5	6-7	8-9	10-11	12 or more
a. Has someone threatened or injured you with a weapon such as a gun, knife, or small stick on school property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Were you in a physical fight on school property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q17 During the past 30 days, on how many days did you...**

	0	1	2-3	4-5	6-7	8-9	10-11	12 or more
a. Not go to school because you felt you would be unsafe at school or on the way to or from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Carry a weapon such as a gun, knife, or small stick onto school property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q18 If you have ever had a gun, what was the main reason for having a gun?**

I have never had a gun .. <input type="checkbox"/>	Use in Criminal Activity... <input type="checkbox"/>
Hunting or Target <input type="checkbox"/>	Other ..... <input type="checkbox"/>
Shooting ..... <input type="checkbox"/>	
Protection or Self-defense ..... <input type="checkbox"/>	

**Q19 Thinking about the gun you acquired most recently, how did you get this gun?**

I have never had a gun .. <input type="checkbox"/>	Borrowed it ..... <input type="checkbox"/>
Bought it..... <input type="checkbox"/>	It was a gift ..... <input type="checkbox"/>
Rented it ..... <input type="checkbox"/>	Stole it..... <input type="checkbox"/>
Traded something for it . <input type="checkbox"/>	Other ..... <input type="checkbox"/>

**Q20 Which of the following best describes where you got that gun?**

I have never had a gun .. <input type="checkbox"/>	Friend ..... <input type="checkbox"/>
Gun shop (legal) ..... <input type="checkbox"/>	Drug Dealer ..... <input type="checkbox"/>
Pawn shop ..... <input type="checkbox"/>	Illegal Gun Dealer..... <input type="checkbox"/>
Family member ..... <input type="checkbox"/>	Other ..... <input type="checkbox"/>

**Q21 When you are not carrying your gun, where do you usually keep it? (The gun carried most often)**

I have never had a gun ..... <input type="checkbox"/>
In your house/apartment, etc. .... <input type="checkbox"/>
Hide it outside somewhere ..... <input type="checkbox"/>
Friend or family hold it for you ..... <input type="checkbox"/>
You pay someone to hold it for you ..... <input type="checkbox"/>
Other ..... <input type="checkbox"/>

**Q22 How well do the following statements describe you?**

	<i>Very False</i>	<i>Somewhat False</i>	<i>Somewhat True</i>	<i>Very True</i>
a. I do the opposite of what people tell me, just to get them mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I like to see how much I can get away with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I ignore rules that get in my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q23 If you wanted to, how easy would it be for you to get the following:**

	<i>Very hard</i>	<i>Sort of hard</i>	<i>Sort of easy</i>	<i>Very easy</i>
a. Some beer, wine or hard liquor (for example vodka, whiskey, or gin)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Some marijuana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Drugs like cocaine or crack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A handgun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q24 About how many adults (over 21) have you known personally who in the past year have:**

	0	1	2	3-4	5+
a. used marijuana, crack, cocaine, or other drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. sold or dealt drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging, or assaulting others, etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. gotten drunk or high?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q25 How many times in the PAST YEAR (12 months) have you:**

	<i>Never</i>	1-2	3-5	6-9	10-19	20-29	30-39	40+
a. been suspended from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. sold illegal drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. participated in clubs, organizations, or activities at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. been arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. done extra work on your own for school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. attacked someone with the intention of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. attacked someone with a weapon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. been drunk or high at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. volunteered to do community service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. taken a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. stolen or tried to steal something worth <b>less</b> than \$300?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. stolen or tried to steal something worth <b>more</b> than \$300?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. gone into or tried to go into a building to steal something?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. used a weapon or force to get money or other material items from someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. bet on card games (poker)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. bet using internet gambling sites?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. bet on sporting events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. buy lottery, scratch-off tickets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. bet on other games of skill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. bet on dice games?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. bet on bingo?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. bet on horse racing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. bet at a casino?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q26 Have any of your brothers or sisters ever:**

	No	Yes	I don't have any brothers or sisters
a. drunk beer, wine, or hard liquor (for example vodka, whiskey, or gin)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. taken a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. been suspended or expelled from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q27 Have you ever belonged to a gang?**

No .....

No, but would like to .....

Yes, in the past .....

Yes, belong now .....

Yes, but would like to get out .....

**Q29 If you have ever belonged to a gang, what did you have to do to join? (mark all that apply)**

I have never belonged to a gang .....

Get jumped in / beaten up .....

Commit some kind of crime .....

Fight / shoot a rival gang member .....

Kill someone .....

Get sexed in .....

Born into it .....

Nothing .....

Other .....

**Q28 If you have ever belonged to a gang, what was the one major reason you joined?**

I have never belonged to a gang .....

Protection/safety .....

Friendship .....

Parent(s) are in a gang .....

Sibling(s) are in a gang .....

Make money .....

Other .....

**Q30 The following questions are about some of the characteristics of your gang. (If you have ever belonged to a gang)**

	Never in a gang	No	Yes
a. Does/Did your gang have a name?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Does/Did your gang have a territory or turf it claims?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is/Was there one person who is the leader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Does/Did your gang have regular meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Does/Did your gang have rules that members have to follow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Are/Were there punishments if the rules are broken?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Does/Did your gang have special colors, signs, symbols, or clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Do/Did members give money to the gang?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Does/Did your gang make money from drug sales?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Does/Did your gang make money from kidnapping?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Does/Did your gang make money from other crimes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q31 Have you changed homes in the past year (the last 12 months)?**

No .....  Yes .....

**Q35 My parents (or those who you consider to be your parents) notice when I am doing a good job and let me know about it.**

Never or almost never .....

Sometimes .....

Often .....

All of the time .....

**Q32 Are sports activities for people your age available in your community?**

No .....  Yes .....

**Q33 Are club activities for people your age available in your community?**

No .....  Yes .....

**Q36 How often do your parents tell you they're proud of you for something you've done?**

Never or almost never .....

Sometimes .....

Often .....

All of the time .....

**Q34 Have you changed schools in the past year?**

No .....  Yes .....

- Q37** Think back over the last two weeks. How many times have you had five or more alcoholic drinks all at once?  
 None .....  3-5 times .....   
 Once .....  6-9 times .....   
 Twice .....  10 or more times .....
- Q38** You're looking at CD's in a music store with a friend. You look up and see her slip a CD into her bag. She smiles and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees, and no other customers. What would you do now?  
 Ignore her .....  Tell her to put the CD back .....   
 Grab a CD and leave the store .....  Act like it is a joke, and ask her to put the CD back .....
- Q39** You are visiting another part of the country, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?  
 Push the person back .....  Say "Watch where you are going" and keep walking .....   
 Say "Excuse me" and keep on walking .....  Swear at the person and walk away .....
- Q40** You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you do?  
 Drink it .....  Just say "No thanks" and walk away .....   
 Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else .....  Make up a good excuse, tell your friend you had something else to do, and leave .....
- Q41** It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say "To lime with some friends." She says "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?  
 Leave the house anyway .....  Not say anything and start watching TV .....   
 Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out .....  Get into an argument with her .....
- Q42** How often do you attend religious services or activities?  
 Never .....  Rarely .....  1-2 times a month .....  About once a week or more .....

For questions that have the following answers: NO! no yes YES!

Mark (the BIG) YES! if you think the statement is DEFINITELY TRUE for you.  
 Mark (the little) yes if you think the statement is MOSTLY TRUE for you.  
 Mark (the little) no if you think the statement is MOSTLY NOT TRUE for you.  
 Mark (the BIG) NO! if you think the statement is DEFINITELY NOT TRUE for you.

Example: Chocolate is the best ice cream flavor.

\_\_\_ NO! \_\_\_ no \_\_\_ X \_\_\_ yes \_\_\_ YES!

In the example above, the student marked "yes" because he or she thinks the statements is mostly true.

- Q43** When I am an adult I will:
- |  | NO!                      | no                       | yes                      | YES!                     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. drink beer, wine or liquor                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. smoke marijuana                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. use cocaine, crack, or another illegal drug | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

<b>Q44</b>	<b>How much does each of the following statements describe your neighborhood?</b>	<i>NO!</i>	<i>no</i>	<i>yes</i>	<i>YES!</i>
	a. crime and/or drug selling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. fights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. lots of empty or abandoned buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. lots of graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. There is pressure to join a gang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. There are problems because of gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. If I had to move I would miss the neighborhood I now live in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. My neighbors notice when I am doing a good job and let me know about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i. I like my neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j. There are lots of adults in my neighborhood I could talk to about something important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	k. I'd like to get out of my neighborhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	l. There are people in my neighborhood who are proud of me when I do something well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	m. There are people in my neighborhood who encourage me to do my best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n. I feel safe in my neighborhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	o. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	p. If a young person drank some beer, wine, or hard liquor (for example vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	q. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q45</b>	<b>The next section asks about experiences at school.</b>	<i>NO!</i>	<i>no</i>	<i>yes</i>	<i>YES!</i>
	a. I think its okay to cheat at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. In my school, students have lots of chances to help decide things like class activities and rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Teachers ask me to work on special classroom projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. My teacher(s) notices when I am doing a good job and lets me know about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. There are lots of chances for students in my school to talk with a teacher one on one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. I feel safe at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. The school lets my parents know when I have done something well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i. My teachers praise me when I work hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j. Are your school grades better than the grades of most students in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	k. I have lots of chances to be part of class discussions or activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q46</b>	<b>These questions ask about your feelings</b>	<i>NO!</i>	<i>no</i>	<i>yes</i>	<i>YES!</i>
	a. It is important to think before you act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Sometimes I think that life is not worth living.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. At times I think I am no good at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. All in all, I am inclined to think that I am a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. It is alright to beat up people if they start the fight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. I think it is okay to take something without asking if you can get away with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q47 These questions ask about your family**

	NO!	no	yes	YES!
a. the rules in my family are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. people in my family often insult or yell at each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. when I am not at home, one of my parents knows where I am and who I am with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. we argue about the same things in my family over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. if you drank some beer, wine, or liquor (for example vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. my family has clear rules about alcohol and drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. if you carried a handgun without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. if you skipped school would you be caught by your parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. my parents ask me what I think before most family decisions affecting me are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. if I had a personal problem I could ask my mother or father for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. my parents give me lots of chances to do fun things with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. my parents ask if I've done my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. people in my family have serious arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. would your parents know if you came home on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. it is important to be honest with your parents, even if they become upset or you get punished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q48 In the set of questions listed below, TTPS stands for the Trinidad and Tobago Police Service.**

	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
a. It is easy to contact the police when I need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It is easy to get the police to come to me when I need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. TTPS constables know how to carry out their official duties properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. TTPS constables are neutral and fair when dealing with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. TTPS constables address citizens in a respectful manner and appropriate tone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The quality of services provided by the TTPS is consistent and predictable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The TTPS is responsive to the needs of citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. TTPS constables show care and concern for the welfare of the citizens they deal with on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. TTPS constables use too much force with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. TTPS constables accept payments or favors from known criminals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Overall, I am satisfied with the services provided by the TTPS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q49 If I want to report a crime to the police, I would most likely:**

Flag down a police officer or a police vehicle on the street...

Call or speak with an officer who I already know personally .

Go to a police station .....

Go to a police post .....

Call E-999 .....

**Q52 What form are you in?**

1st.....  3rd .....  5th.....  Lower 6th

**Q53 Please choose the ONE answer that BEST describes what you consider yourself to be?**

African .....  Chinese .....

East Indian .....  White .....

Afro/Indian.....  Other .....

**Q50 Are you:**

Male.....  Female .....

**Q54 What is the language you use most often at home?**

English.....  Chinese .....

Spanish.....  Another language .....

Hindi .....

**Q51 How old are you?**

10 or younger .  14 .....  18 .....

11 .....  15 .....  19 or older .....

12 .....  16 .....

13 .....  17 .....

**Q55** What is the highest level of schooling completed by your mother?  
 Primary .....  Secondary .....  Degree .....

**Q56** What is the highest level of schooling completed by your father?  
 Primary .....  Secondary .....  Degree .....

**Q57** Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)

Mother .....	<input type="checkbox"/>	Grandfather.....	<input type="checkbox"/>
Stepmother.....	<input type="checkbox"/>	Uncle .....	<input type="checkbox"/>
Foster mother.....	<input type="checkbox"/>	Other adults .....	<input type="checkbox"/>
Grandmother.....	<input type="checkbox"/>	Brother(s) .....	<input type="checkbox"/>
Aunt.....	<input type="checkbox"/>	Stepbrother(s) .....	<input type="checkbox"/>
Father.....	<input type="checkbox"/>	Sister(s) .....	<input type="checkbox"/>
Stepfather .....	<input type="checkbox"/>	Stepsister(s) .....	<input type="checkbox"/>
Foster father .....	<input type="checkbox"/>	Other children .....	<input type="checkbox"/>

**Q58** How honest were you in filling out this survey?

I was very honest.....	<input type="checkbox"/>
I was honest most of the time.....	<input type="checkbox"/>
I was honest some of the time .....	<input type="checkbox"/>
I was honest once in awhile.....	<input type="checkbox"/>
I was not honest at all .....	<input type="checkbox"/>



## APPENDIX C

### RISK AND PROTECTIVE FACTORS WITH CORRESPONDING SCALES

## Risk and Protective Factors and their Associated Scales

<i>Community Domain Protective Factors</i>	<u>Protective Factors</u>	<u>Associated Scales</u>
	Community Opportunities for Prosocial Involvement	Community Opportunities for Prosocial Involvement
	Community Rewards for Prosocial Involvement	Community Rewards for Prosocial Involvement
<i>Community Domain Risk Factors</i>	<u>Risk Factor</u>	<u>Associated Scales</u>
	Low Neighborhood Attachment and Community Disorganization	Low Neighborhood Attachment and Community Disorganization
	Transitions and Mobility	Transitions and Mobility
	Laws and Norms Favorable to Drug Use, Firearms, and Crime	Laws and Norms Favorable to Drug Use
	Availability of Drugs and Firearms	Perceived Availability of Drugs
	Media Portrayals of Violence	Perceived Availability of Handguns
	Extreme Economic Deprivation	No Scale
		No Scale
<i>Family Domain Protective Factors</i>	<u>Protective Factors</u>	<u>Associated Scales</u>
	Family Attachment	Family Attachment
	Family Opportunities for Positive Involvement	Family Opportunities for Positive Involvement
	Family Rewards for Positive Involvement	Family Rewards for Positive Involvement

*Family Domain Risk Factors*

<u>Risk Factor</u>	<u>Associated Scales</u>
Family Management Problems	Poor Family Management
Family Conflict	Family Conflict
Family Involvement in the Problem Behavior	Family History of Antisocial Behavior
Favorable Parental Attitudes Toward The Problem Behavior	Parental Attitudes Favorable to Antisocial Behavior
	Parental Attitudes Favorable to Drug Use

*School Domain Protective Factors*

<u>Protective Factors</u>	<u>Associated Scales</u>
School Opportunities for Prosocial Involvement	School Opportunities for Prosocial Involvement
School Rewards for Prosocial Involvement	School Rewards for Prosocial Involvement

*School Domain Risk Factors*

<u>Risk Factor</u>	<u>Associated Scales</u>
Academic Failure Beginning in Late Elementary School	Academic Failure
Lack of Commitment to School	Low School Commitment

*Individual/Peer Protective Factors*

<u>Protective Factor</u>	<u>Associated Scales</u>
Religiosity	Religiosity
Social Skills	Social Skills
Belief in the Moral Order	Belief in the Moral Order

Prosocial Involvement	Prosocial Involvement
Rewards for Prosocial Involvement	Rewards for Prosocial Involvement
Interaction with Prosocial Peers	Interaction with Prosocial Peers
<b><u>Risk Factor</u></b>	
<b><u>Associated Scales</u></b>	
Rebelliousness	Rebelliousness
Early and Persistent Antisocial Behavior	Early Initiation of Drug Use
	Early Initiation of Antisocial Behavior
Friends Who Engage in Problem Behavior	Interaction with Antisocial Peers
	Friends Use of Drugs
	Rewards for Antisocial Behavior
Favorable Attitudes Toward the Problem Behavior	Attitudes Favorable Toward Antisocial Behavior
	Attitudes Favorable Toward Drug Use
	Perceived Risks of Drug Use
	Intention to Use
Gang Involvement	Gang Involvement
Constitutional Factors	Depressive Symptoms

*Individual/Peer Risk Factors*

APPENDIX D  
ITEM DICTIONARY

Item Dictionary for the Trinidad and Tobago Youth Survey

SCALES AND QUESTIONS	RESPONSE CATEGORIES	TTYS #
<b>DEMOGRAPHICS</b>		
What school do you attend?	Open-ended	q1
Are you:	Male; Female	q50
How old are you?	10 or younger; 11; 12; 13; 14; 15; 16; 17; 18; 19 or older	q51
What form are you in?	1st; 3rd; 5th; Lower 6th	q52
Please choose the ONE answer that BEST describes what you consider yourself to be?	African; East Indian; Afro/Indian; Chinese; White; Other	q53
What is the language you use most often at home?	English; Spanish; Hindi; Chinese; Another Language	q54
What is the highest level of schooling completed by your mother?	Primary; Secondary; Degree	q55
What is the highest level of schooling completed by your father?	Primary; Secondary; Degree	q56
Think of where you live most of the time. Which of the following people live there with you?	Mother; Stepmother; Foster mother; Aunt; Father; Stepfather; Foster father; Grandfather; Uncle; Other adults; Brother(s); Stepbrother(s); Sister(s); Stepsister(s); Other children	q57
<b>COMMUNITY: Low Neighborhood Attachment</b>		
<i>How much do each of the following statements describe your neighborhood:</i>		
I'd like to get out of my neighborhood	NO!; no; yes; YES!	q44k
I like my neighborhood.	same as above	q44i
If I had to move, I would miss the neighborhood I now live in.	same as above	q44g
<b>COMMUNITY: Community Disorganization</b>		
<i>How much does each of the following statements describe your neighborhood:</i>		
Crime and/or drug selling	NO!; no; yes; YES!	q44a
Fights	same as above	q44b
Lots of empty or abandoned buildings	same as above	q44c
Lots of graffiti	same as above	q44d
I feel safe in my neighborhood	same as above	q44n

<b>COMMUNITY: Transitions and Mobility</b>		
Have you changed homes in the past year (the last 12 months)?	No; Yes	q31
Have you changed schools in the past year?	No; Yes	q34
<b>COMMUNITY: Laws and Norms Favorable to Drug Use</b>		
<i>How wrong would most adults (over 21) in your neighborhood think it is for young people your age to:</i>		
To use marijuana	Very wrong; Wrong; A little bit wrong; Not wrong at all	q12a
To drink alcohol	same as above	q12b
If a kid drank some beer, wine, or hard liquor (for example vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?	NO!; no; yes; YES!	q44p
If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!; no; yes; YES!	q44o
If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!; no; yes; YES!	q44q
<b>COMMUNITY: Perceived Availability of Drugs</b>		
<i>If you want to, how easy would it be for you to get the following:</i>		
Some beer, wine or hard liquor (for example, vodka, whiskey, or gin)	Very hard; Sort of hard; Sort of easy; Very easy	q23a
Some marijuana	same as above	q23b
Drugs like cocaine or crack	same as above	q23c
<b>COMMUNITY: Perceived Availability of Handguns</b>		
<i>If you want to, how easy would it be for you to get the following:</i>		
A handgun	same as above	q23d
<b>COMMUNITY: Opportunities for Prosocial Involvement</b>		
There are lots of adults in my neighborhood I could talk to about something important	NO!; no; yes; YES!	q44j
Are sports activities for people your age available in your community?	No; Yes	q32
Are club activities for people your age available in your community?	No; Yes	q33
<b>COMMUNITY: Rewards for Prosocial Involvement</b>		
My neighbors notice when I am doing a good job and let me know about it.	NO!; no; yes; YES!	q44h
There are people in my neighborhood who encourage me to do my best.	same as above	q44m
There are people in my neighborhood who are proud of me when I do something well.	same as above	q44l

<b>FAMILY: Poor Family Management</b>		
My parents ask if I've done my homework.	NO!; no; yes; YES!	q47r
Would your parents know if you did not come home on time?	same as above	q47t
When I am not at home, one of my parents knows where I am and who I am with.	same as above	q47c
The rules in my family are clear.	same as above	q47a
My family has clear rules about alcohol and drug use.	same as above	q47f
If you drank some beer, wine, or hard liquor (for example vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	same as above	q47e
If you skipped school would you be caught by your parents?	same as above	q47h
If you carried a handgun without your parents' permission, would you be caught by your parents?	same as above	q47g
<b>FAMILY: Family Conflict</b>		
People in my family often insult or yell at each other.	NO!; no; yes; YES!	q47b
People in my family have serious arguments.	same as above	q47s
We argue about the same things in my family over and over.	same as above	q47d
<b>FAMILY: Family History of Antisocial Behavior</b>		
<i>Have any of your brothers or sisters ever:</i>		
Drank beer, wine or hard liquor (for example vodka, whiskey, or gin)?	No; Yes; I don't have any brothers or sisters	q26a
Smoked marijuana?	same as above	q26b
Taken a handgun to school?	same as above	q26c
Been suspended or expelled from school?	same as above	q26d
<i>About how many adults (over 21) have you known personally who in the past year have:</i>		
Used marijuana, crack, cocaine, or other drugs?	0; 1; 2; 3-4; 5+	q24a
Sold or dealt drugs?	same as above	q24b
Done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging, or assaulting others, etc?	same as above	q24c
gotten drunk or high?	same as above	q24d



<b>FAMILY: Parental Attitudes Favorable Toward Drug Use</b>		
<i>How wrong do your parents feel it would be for YOU to:</i>		
Drink beer, wine, or hard liquor (for example vodka, whiskey, or gin) regularly?	Very wrong; Wrong; A little bit wrong; Not wrong at all	q13a
Smoke marijuana?	same as above	q13b
<b>FAMILY: Parental Attitudes Favorable to Antisocial Behavior</b>		
<i>How wrong do your parents feel it would be for YOU to:</i>		
Steal something worth more than \$30?	Very wrong; Wrong; A little bit wrong; Not wrong at all	q13c
Draw graffiti, write things, or draw pictures on buildings or other property (without the owner's permission)?	same as above	q13d
Pick a fight with someone?	same as above	q13e
<b>FAMILY: Attachment</b>		
Do you feel very close to your mother?	NO!; no; yes; YES!	q47i
Do you share your thoughts and feelings with your mother?	same as above	q47j
Do you feel very close to your father?	same as above	q47p
Do you share your thoughts and feelings with your father?	same as above	q47l
<b>FAMILY: Opportunities for Prosocial Involvement</b>		
My parents give me lots of chances to do fun things with them.	NO!; no; yes; YES!	q47q
My parents ask me what I think before most family decisions affecting me are made.	same as above	q47k
If I had a personal problem I could ask my mother or father for help	same as above	q47o
<b>FAMILY: Rewards for Prosocial Involvement</b>		
My parents (or those who you consider to be your parents) notice when I am doing a good job and let me know about it.	Never or almost never; Sometimes; Often; All of the time	q35
How often do your parents tell you they're proud of you for something you've done?	same as above	q36
Do you enjoy spending time with your mother?	NO!; no; yes; YES!	q47m
Do you enjoy spending time with your father?	same as above	q47n

<b>SCHOOL: Academic Failure</b>		
Putting them all together, what were your grades like last year?	Mostly 29 & below; Mostly 30-39; Mostly 40-59; Mostly 60-79; Mostly 80-100	q2
Are your school grades better than the grades of most students in your class?	NO!; no; yes; YES!	q45j
<b>SCHOOL: Low Commitment to School</b>		
How interesting are most of your subjects to you?	Very interesting and stimulating; Quite interesting; Fairly interesting; Slightly dull; Very dull	q4
How important do you think the things you are learning in school are going to be for your later life?	Very important; Quite important; Fairly important; Slightly important; Not at all important	q3
During the LAST FOUR WEEKS ho many whole days of school have you missed because you skipped class?	None; 1; 2; 3; 4-5; 6-10; 11+	q5
<i>Now thinking back over the past year in school, how often did you:</i>		
How often do you feel that the school work you are assigned is meaningful and important?	Never; Seldom; Sometimes; Often; Almost Always	q6d
Enjoy being in school?	same as above	q6a
Hate being in school?	same as above	q6b
Try to do your best work in school?	same as above	q6c
<b>SCHOOL: Opportunities for Prosocial Involvement</b>		
In my school, students have lots of chances to help decide things like class activities and rules.	NO!; no; yes; YES!	q45b
There are lots of chances for students in my school to talk with a teacher one on one.	same as above	q45f
Teachers ask me to work on special classroom projects.	same as above	q45c
There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	same as above	q45e
I have lots of chances to be part of class discussions or activities.	same as above	q45k
<b>SCHOOL: Rewards for Prosocial Involvement</b>		
My teacher's notices when I am doing a good job and lets me know about it.	NO!; no; yes; YES!	q45d
The school lets my parents know when I have done something well.	same as above	q45h
I feel safe at my school.	same as above	q45g
My teachers praise me when I work hard in school.	same as above	q45i

<b>PEER-INDIVIDUAL: Rebelliousness</b>		
I do the opposite of what people tell me, just to get them mad.	Very False; Somewhat False; Somewhat True; Very True	q22a
I ignore the rules that get in my way.	same as above	q22c
I like to see how much I can get away with.	same as above	q22b
<b>PEER-INDIVIDUAL: Early Initiation of Drug Use</b>		
<i>How old were you when you first:</i>		
Smoked marijuana?	Never; 10 or younger; 11; 12; 13; 14; 15; 16; 17 or older	q10a
Used cocaine or crack?	same as above	q10b
Had more than a sip or two of beer, wine, or hard liquor?	same as above	q10c
Began drinking alcoholic beverages once or twice a month?	same as above	q10d
<b>PEER-INDIVIDUAL: Early Initiation of Antisocial Behavior</b>		
<i>How old were you when you first:</i>		
Got suspended from school?	same as above	q10e
Got arrested?	same as above	q10f
Carried a handgun?	same as above	q10g
Attacked someone with the intention of seriously hurting them?	same as above	q10h
<b>PEER-INDIVIDUAL: Favorable Attitudes Toward Antisocial Behavior</b>		
<i>How wrong do you think it is for someone your age to:</i>		
Take a handgun to school?	Very wrong; Wrong; A little bit wrong; Not wrong at all	q11a
Steal anything worth more than \$30?	same as above	q11b
Pick a fight with someone?	same as above	q11c
Attack someone with the intention of seriously hurting them?	same as above	q11d
Stay away from school all day when their parents think they are at school?	same as above	q11e
<b>PEER-INDIVIDUAL: Favorable Attitudes Toward Drug Use</b>		
<i>How wrong do you think it is for someone your age to:</i>		
Drink beer, wine or hard liquor regularly?	Very wrong; Wrong; A little bit wrong; Not wrong at all	q11f
Smoke marijuana?	same as above	q11g
Use cocaine or crack?	same as above	q11h

<b>PEER-INDIVIDUAL: Intentions to Use</b>		
<i>When I am an adult I will:</i>		
Drink beer, wine or liquor	NO; no, yes; YES!	q43a
Smoke marijuana	same as above	q43b
Use cocaine, crack, or another illegal drug	same as above	q43c
<b>PEER-INDIVIDUAL: Perceived Risks of Drug Use</b>		
<i>How much do you think people risk harming themselves (physically or in other ways) if they:</i>		
Try marijuana once or twice	No risk; Slight risk; Moderate risk; Great risk	q14a
Smoke marijuana regularly	same as above	q14b
Take one or two drinks of an alcoholic beverage nearly every day	same as above	q14c
<b>PEER-INDIVIDUAL: Interaction with Antisocial Peers</b>		
<i>Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
Been suspended from school?	0; 1; 2; 3; 4	q9g
Carried a handgun?	same as above	q9i
Sold illegal drugs?	same as above	q9j
Stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	q9l
Been arrested?	same as above	q9m
Dropped out of school?	same as above	q9n
<b>PEER-INDIVIDUAL: Friends' Use of Drugs</b>		
<i>Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
Tried beer, wine, or hard liquor when their parents didn't know about it	0; 1; 2; 3; 4	q9b
Used marijuana?	same as above	q9d
Used cocaine or crack, or other illegal drugs?	same as above	q9f
<b>PEER-INDIVIDUAL: Sensation Seeking</b>		
<i>How many times have you done the following things:</i>		
Done what feels good no matter what.	Never; Yes, but not in the past year; Less than once a month; About once a month; Two or three times a month; Once a week or more	q8a
Done something dangerous because someone dared you to do it.	same as above	q8b
Done crazy things even if they are a little dangerous.	same as above	q8c

<b>PEER-INDIVIDUAL: Rewards for Antisocial Involvement</b>		
<i>What are the chances you would be seen as popular if you:</i>		
Began drinking alcoholic beverages regularly, what is at least once or twice a month?	No or very little chance; Little chance; Some chance; Pretty good chance; Very good chance	q7b
Smoked marijuana?	same as above	q7d
Carried a handgun?	same as above	q7f
<b>PEER-INDIVIDUAL: Gang Involvement</b>		
<i>Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
Been a gang member?	0; 1; 2; 3; 4	q9o
Have you ever belonged to a gang?	No; No, but would like to; Yes, in the past; Yes, belong now; Yes, but would like to get out	q27
If you have ever belonged to a gang, does/did your gang have a name?	Never in a gang; No; Yes	q30a
How old were you when you first belonged to a gang?	Never; 10 or younger; 11; 12; 13; 14; 15; 16; 17 or older	q10i
<b>PEER-INDIVIDUAL: Depressive Symptoms</b>		
Sometimes I think that life is not worth living	NO!; no; yes; YES!	q46b
At times I think I am not good at all.	same as above	q46c
All in all, I am inclined to think that I am a failure.	same as above	q46d
In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?	same as above	q46e
<b>PEER-INDIVIDUAL: Religiosity</b>		
How often do you attend religious services or activities?	Never; Rarely; 1-2 times a month; About once a week or more	q42
<b>PEER-INDIVIDUAL: Social Skills</b>		
You're looking at CD's in a music store with a friend. You look up and see her slip a CD into her bag. She smiles and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees, and no other customers. What would you do now?	Ignore her; Grab a CD and leave the store; Tell her to put the CD back; Act like it is a joke, and ask her to put the CD back	q38
It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say "To lime with some friends." She says "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?	Leave the house anyway; Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out; Not say anything and start watching TV; Get in to an argument with her	q41

<p>You are visiting another part of the country, and you don't know any of the people you are there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?</p>	<p>Push the person back; Say "Excuse me" and keep on walking; Say "Watch where you are going" and keep walking; Swear at the person and walk away</p>	<p>q39</p>
<p>You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you do?</p>	<p>Drink it; Tell your friend "No, thanks, I don't drink" and suggest that you and your friend go and do something else; Jus say "No thanks" and walk away; Make up a good excuse, tell your friend you had something else to do, and leave</p>	<p>q40</p>
<p><b>PEER-INDIVIDUAL: Belief in Moral Order</b></p>		
<p>I think it is okay to take something without asking if you can get away with it.</p>	<p>NO; no, yes; YES!</p>	<p>q46g</p>
<p>I think sometimes it's okay to cheat at school.</p>	<p>same as above</p>	<p>q45a</p>
<p>It is all right to beat up people if they start the fight.</p>	<p>same as above</p>	<p>q46f</p>
<p>It is important to be honest with your parents, even if they become upset or you get punished.</p>	<p>same as above</p>	<p>q47u</p>
<p><b>PEER-INDIVIDUAL: Prosocial Involvement</b></p>		
<p><i>How many times in the PAST YEAR (12 months) have you:</i></p>		
<p>Participated in clubs, organizations and activities at school?</p>	<p>Never; 1-2; 3-5; 6-9; 10-19; 20-29; 30-39; 40+</p>	<p>q25e</p>
<p>Done extra work on your own for school?</p>	<p>same as above</p>	<p>q25g</p>
<p>Volunteered to do community service?</p>	<p>same as above</p>	<p>q25k</p>
<p><b>PEER-INDIVIDUAL: Rewards for Prosocial Involvement</b></p>		
<p><i>What are the chances you would be seen as popular if you:</i></p>		
<p>Worked hard in school?</p>	<p>No or very little chance; Little chance; Some chance; Pretty good chance; Very good chance</p>	<p>q7a</p>
<p>Defended someone who was being verbally abused at school?</p>	<p>same as above</p>	<p>q7c</p>
<p>Regularly volunteered to do community service?</p>	<p>same as above</p>	<p>q7e</p>
<p><b>PEER-INDIVIDUAL: Interaction with Prosocial Peers</b></p>		
<p><i>Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i></p>		
<p>Participated in clubs, organizations and activities at school?</p>	<p>0; 1; 2; 3; 4</p>	<p>q9a</p>
<p>Made the commitment to stay drug-free?</p>	<p>same as above</p>	<p>q9c</p>
<p>Tried to do well in school?</p>	<p>same as above</p>	<p>q9e</p>
<p>Liked school?</p>	<p>same as above</p>	<p>q9h</p>
<p>Regularly attended religious services?</p>	<p>same as above</p>	<p>q9k</p>

<b>DRUG USE OUTCOMES</b>		
<i>On how many occasions (if any) have you:</i>		
Had alcoholic beverages (beer, wine, or hard liquor) to drink in your lifetime- more than just a few sips?	Never; 1-2; 3-5; 6-9; 10-19; 20-29; 30-39; 40+	q15a
Had beer, wine or hard liquor to drink during the past 30 days?	same as above	q15b
Think back over the last two weeks. How many times have you had five or more alcoholic drinks all at once?	None; Once; Twice; 3-5 times; 6-9 times; 10 or more times	q37
Used marijuana in your lifetime?	same as above	q15c
Used marijuana during the past 30 days?	same as above	q15d
Used cocaine or crack in your lifetime?	same as above	q15e
Used cocaine or crack in the past 30 days?	same as above	q15f
Used phenoxydine (pox, px, breeze) in your lifetime?	same as above	q15g
Used phenoxydine (pox, px, breeze) in the past 30 days?	same as above	q15h
<b>OUTCOME: Antisocial Behavior</b>		
<i>How many times in the PAST YEAR (12 months) have you:</i>		
Been suspended from school?	Never; 1-2; 3-5; 6-9; 10-19; 20-29; 30-39; 40+	q25a
Carried a handgun?	same as above	q25b
Sold illegal drugs?	same as above	q25c
Stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	q25d
Been arrested?	same as above	q25f
Attacked someone with the intention of seriously hurting them?	same as above	q25h
Been drunk or high at school?	same as above	q25j
Taken a handgun to school?	same as above	q25i
<b>FINAL QUESTION</b>		
How honest were you in filling out this survey?	I was very honest; I was honest most of the time; I was honest some of the time; I was honest once in awhile; I was not honest at all	q58

ADDITIONAL GANG QUESTIONS		
Have you ever belonged to a gang?	No; No, but would like to; Yes, in the past; Yes, belong now; Yes, but would like to get out	q27
If you have ever belonged to a gang, what was the one major reason you joined?	I have never belonged to a gang; Protection/safety; Friendship; Parent(s) are in a gang; Sibling(s) are in a gang; Make money; Other	q28
If you have ever belonged to a gang, what did you have to do to join? (mark all that apply)	I have never belonged to a gang; Get jumped in/ beaten up; Commit some kind of crime; Fight/ shoot a rival gang member; kill someone; Get sexed in; Born into it; Nothing; Other	q29
<i>If you have ever belonged to a gang:</i>		
Does/Did your gang have a name?	Never in a gang; No; Yes	q30a
Does/Did you gang have a territory or turf it claims?	same as above	q30b
Is/Was there one person who is the leader?	same as above	q30c
Does/Did your gang have regular meetings?	same as above	q30d
Does/Did your gang have rules that members have to follow?	same as above	q30e
Are/Were there punishments if the rules are broken?	same as above	q30f
Does/Did you gang have special colors, sign, symbols, or clothes?	same as above	q30g
Do/Did member give money to the gang?	same as above	q30h
Do/Did you gang make money from drug sales?	same as above	q30i
Does/Did your gang make money from kidnapping?	same as above	q30j
Does/Did your gang make money from other crimes?	same as above	q30k
<i>How much does each of the following statements describe your neighborhood:</i>		
There is pressure to join a gang.	<i>NO; no; yes; YES!</i>	q44e
There are problems because of gangs.	same as above	q44f



<b>PERCEPTION OF TRINIDAD AND TOBAGO POLICE SERVICE (TTPS)</b>		
It is easy to contact the police when I need them.	Disagree Strongly; Disagree Somewhat; Agree Somewhat; Agree Strongly	q48a
It is easy to get the police to come to me when I need them.	same as above	q48b
TTPS constables know how to carry out their official duties properly.	same as above	q48c
TTPS constables are neutral and fair when dealing with citizens.	same as above	q48d
TTPS constables address citizens in a respectful manner and appropriate tone.	same as above	q48e
The quality of services provided by the TTPS is consistent and predictable.	same as above	q48f
The TTPS is responsive to the needs of citizens.	same as above	q48g
The TTPS constable show care and concern for the welfare of the citizens they deal with on the job.	same as above	q48h
TTPS constables use too much force with citizens.	same as above	q48i
TTPS constables accept payments or favors from known criminals.	same as above	q48j
Overall, I am satisfied with the services provided by the TTPS.	same as above	q48k
If I want to report a crime to the police, I would most likely:	Flag down a police officer or a police vehicle on the street; Call or speak with an officer who I already know personally; Go to a police station; Go to a police post; Call E-999	q49
<b>GAMBLING</b>		
<i>How many times in the PAST YEAR (12 months) have you:</i>		
Bet on card games (poker)?	same as above	q25q
Bet using internet gambling sites?	same as above	q25r
Bet on sporting events?	same as above	q25s
Buy lottery, scratch-off tickets?	same as above	q25t
Bet on other games of skill?	same as above	q25u
Bet on dice games?	same as above	q25v
Bet on bingo?	same as above	q25w
Bet on horse racing?	same as above	q25x
Bet at a casino?	same as above	q25y

<b>ADDITIONAL QUESTIONS</b>		
<i>How many times have you done the following things:</i>		
<i>During the past 12 months, how many times...</i>		
Has someone threatened or injured you with a weapon such as a gun, knife, or small stick on school property?	0; 1; 2-3;4-5; 6-7; 8-9; 10-11; 12 or more	q16a
Were you in a physical fight on school property?	same as above	q16b
<i>During the past 30 days, on how many days did you...</i>		
Not go to school because you felt you would be unsafe at school or on the way to or from school?	same as above	q17a
Carry a weapon such as a gun, knife, or small stick onto school property?	same as above	q17b
If you have ever had a gun, what was the main reason for having a gun?	I have never had a gun; Hunting or Target Shooting; Protection or Self-defense; Use in Criminal Activity; Other	q18
Thinking about the gun you acquired most recently, how did you get this gun?	I have never had a gun; Bought it; Rented it; Traded something for it; Borrowed it; It was a gift; Stole it; Other	q19
Which of the following best describes where you got the gun?	I have never had a gun; Gun shop (legal); Pawn shop; Family member; Friend; Drug Dealer; Illegal Gun Dealer; Other	q20
When you are not carrying your gun, where do you usually keep it? (The gun carried most often)	I have never had a gun; In your house/apartment, etc.; Hide it outside somewhere; Friend or family hold it for you; You pay someone to hold it for you; Other	q21
<i>How many times in the PAST YEAR (12 months) have you:</i>		
Attacked someone with a weapon?	Never; 1-2; 3-5; 6-9; 10-19; 20-29; 30-39; 40+	q25i
Stolen or tried to steal something worth <b>less</b> than \$300?	same as above	q25m
Stolen or tried to steal something worth <b>more</b> than \$300?	same as above	q25n
Gone into or tried to go into a building to steal something?	same as above	q25o
Used a weapon or force to get money or other material items from someone?	same as above	q25p
It is important to think before you act.	NO; no; yes; YES!	q46a

## APPENDIX E

### RISK AND PROTECTIVE FACTORS BY AGE, GENDER, AND ETHNICITY

*Community Domain: Risk Factors**High Community Disorganization*

Over 51% of those 17 or older reported living in neighborhoods with high levels of community disorganization, followed by about 45% of 16-year-olds, and about 40% of those 15 year old and younger (Exhibit 47). Exhibit 48 shows that about 43% of males and about 42% of females reported high community disorganization. Exhibit 49 shows significant differences between ethnic groups for high community disorganization. About 51% of Africans reported living in a neighborhood characterized by high levels of community disorganization, compared to 28.9% of East Indians.

*Low Neighborhood Attachment*

As the respondent's age increased, the more likely they were to report being at risk for low neighborhood attachment. For instance, about 47% of those 17 or older, 40% of 16-year-olds, 39% of 15-year-olds, and 36% of those 14 or younger reported being at risk for low neighborhood attachment (Exhibit 47). Exhibit 48 shows that about 41% of males and about 39% of females reported being at risk for low neighborhood attachment. Exhibit 49 shows that there was a significant relationship between ethnicity and low neighborhood attachment, with about 44% of those from an "other" ethnic group reporting low neighborhood attachment, followed by about 40% of Africans and Afro/Indians, and 34.9% of East Indians.

*Transitions and Mobility*

As shown in Exhibit 47, respondent age was significantly associated with transitions and mobility, with 19% of respondents 14 or younger at risk for transitions

and mobility, compared to 24.2% of 15-year-olds, 31.9% of 16-year-olds, and 32.7% of those 17 and older. About 27% of females and 25% of males reported being at risk for transitions and mobility (Exhibit 48). Exhibit 49 shows that about 26% of Africans, East Indians, and Afro/Indians and 28% of those from an “other” ethnic group reported being at risk for transitions and mobility.

#### *Laws and Norms Favorable to Drugs*

About 39% of those 14 or younger, about 43% of 15 and 16-year-olds, and about 47% of those 17 or older reported being at risk for living in a community with laws and norms favorable to drugs (Exhibit 47). As shown in Exhibit 48, about 46% of males and about 42% of females were at risk for living in a community with laws and norms favorable to drugs. Exhibit 48 shows a significant difference in ethnicity and laws and norms favorable to drugs. Africans were at highest risk with 47.8% at risk for living in a community with laws and norms favorable to drugs, followed by about 47% of Afro/Indians, about 44% of those from an “other” ethnic group, and 32.4% of East Indians (Exhibit 49).

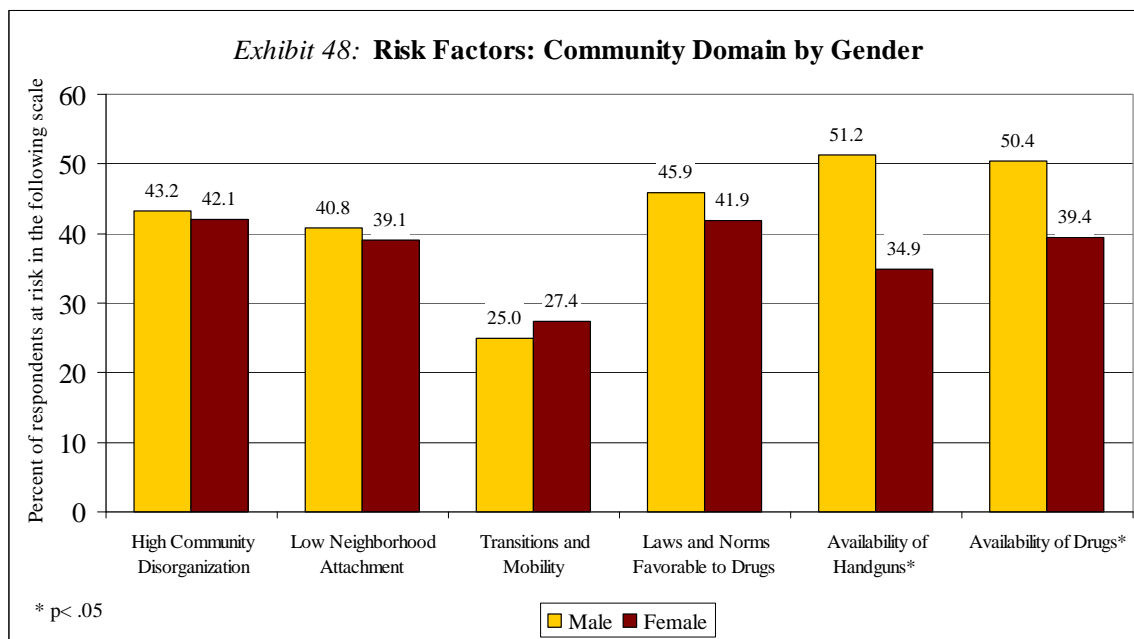
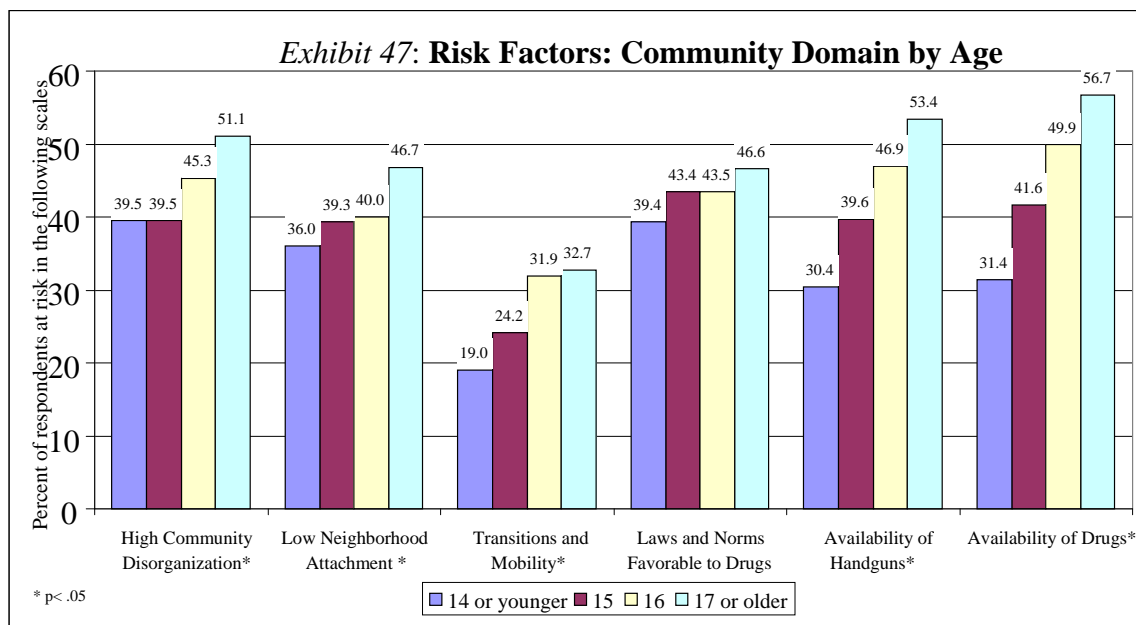
#### *Availability of Handguns*

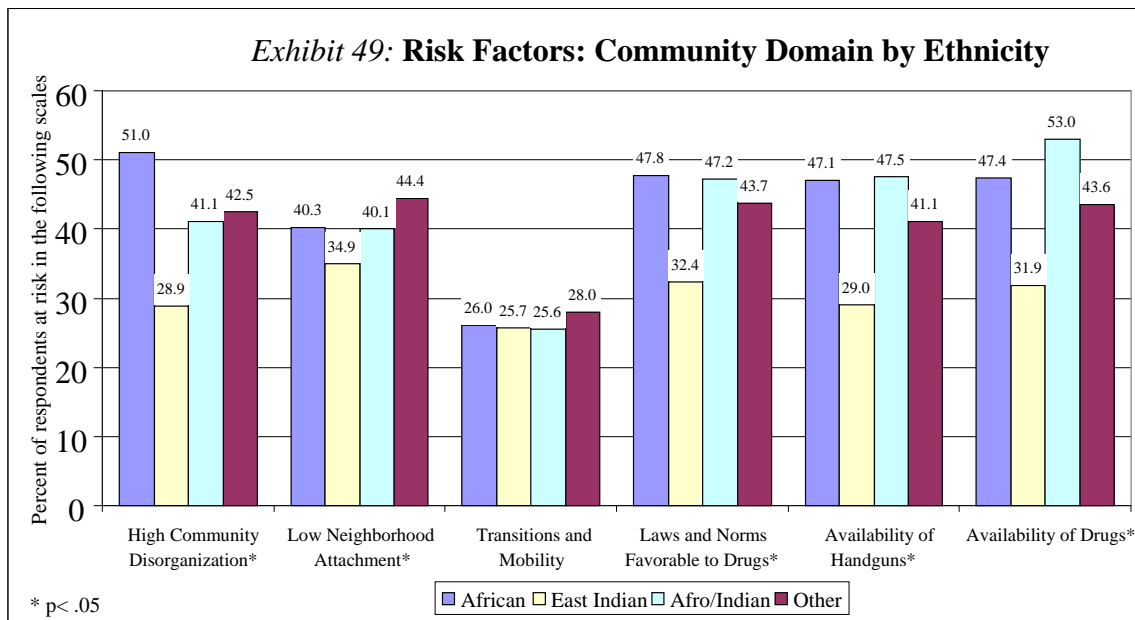
As shown in Exhibit 47, respondents 14 or younger were at the lowest risk for handgun availability (30.4%), followed by 39.6% of 15-year-olds, about 47% of 16-year-olds, and about 53% of those 17 or older. The analysis also showed that there was a significant difference in terms of gender, with males being significantly more likely to perceive that handguns were available to them (51.2% compared to 34.9%) (See Exhibit 48). Additionally, Exhibit 49 shows a significant relationship between ethnicity and the

availability of handguns. For example, only 29% of East Indian students believed that handguns were available to them compared to 41.1% of those from an “other” ethnic group, and about 47% Africans and Afro/Indians.

#### *Availability of Drugs*

Age was significantly associated with the perceived availability of drugs, with older students being more likely to perceive the availability of drugs than younger students. Specifically, only 31.4% of those 14 or younger perceived drugs to be available to them, followed by 41.6% of 15-year-olds, 49.9% of 16-year-olds and 56.7% of those 17 or older (see Exhibit 47). As seen in Exhibit 48, there was also a significant difference between male and female students, with 50.4% of males and 39.4% of females perceiving the availability of drugs. Last, Exhibit 49 shows significant differences between ethnic groups in their perceptions of the availability of drugs. While only about 32% of East Indians perceived the availability of drugs, about 50% Afro/Indians and Africans perceived their availability.





### *Community Domain: Protective Factors*

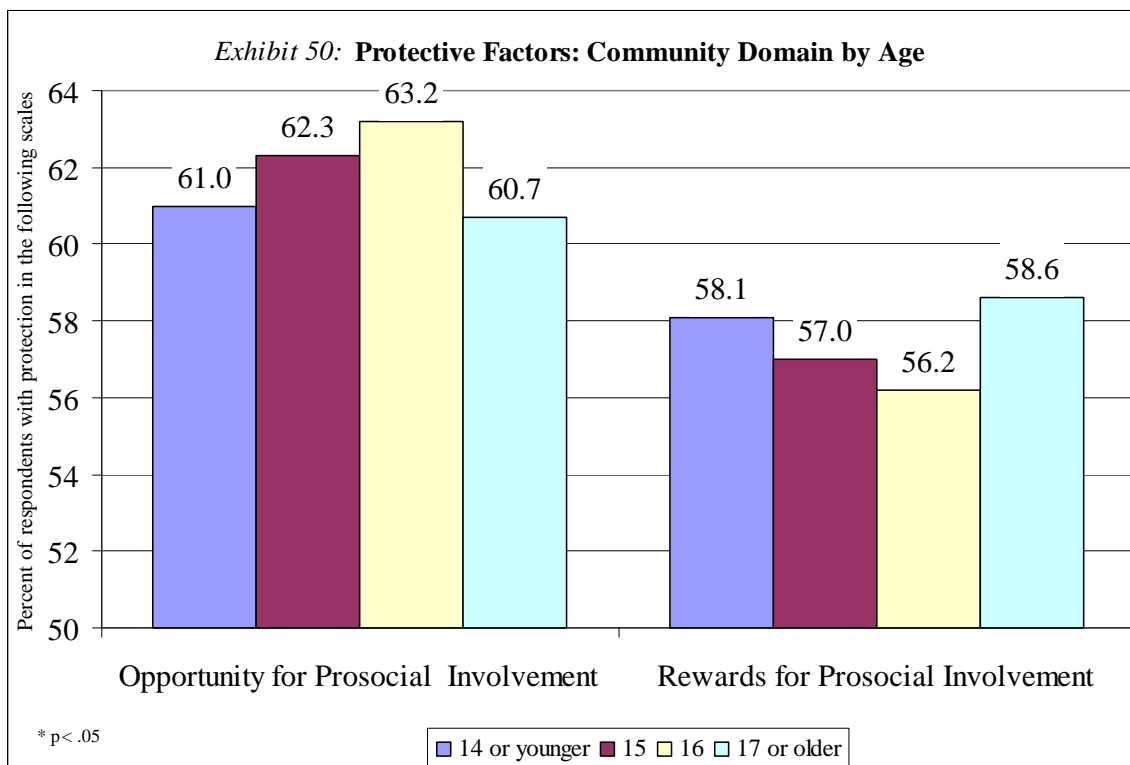
#### *Opportunity for Prosocial Involvement*

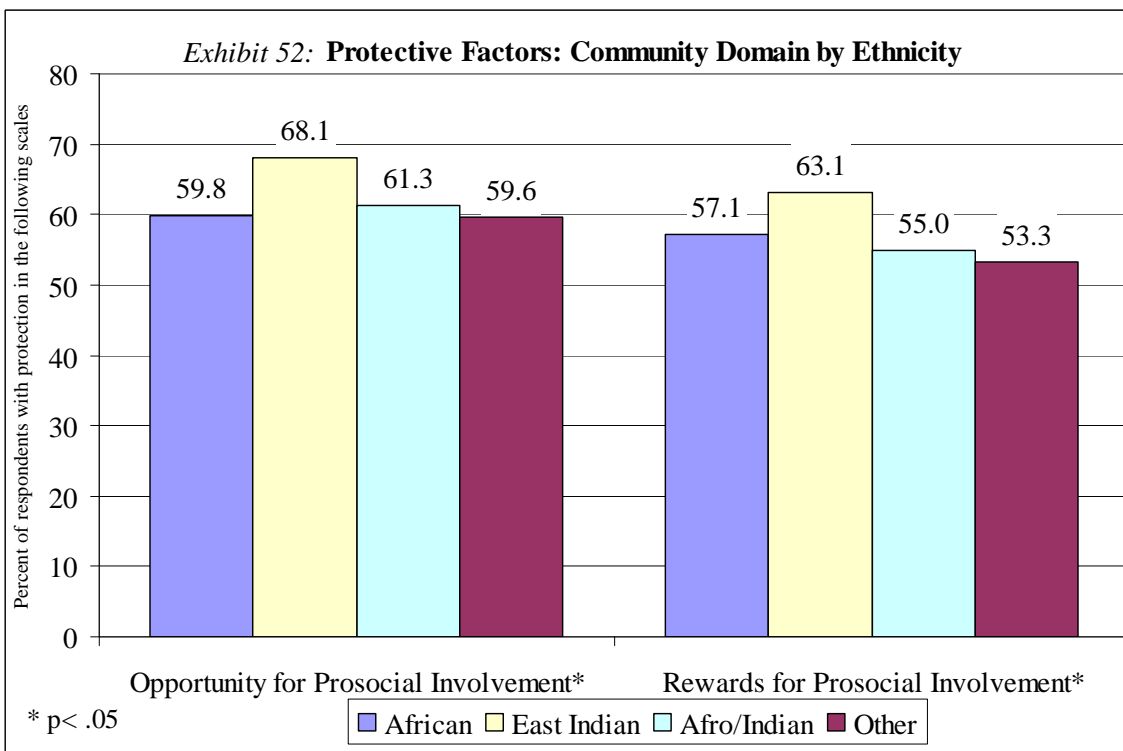
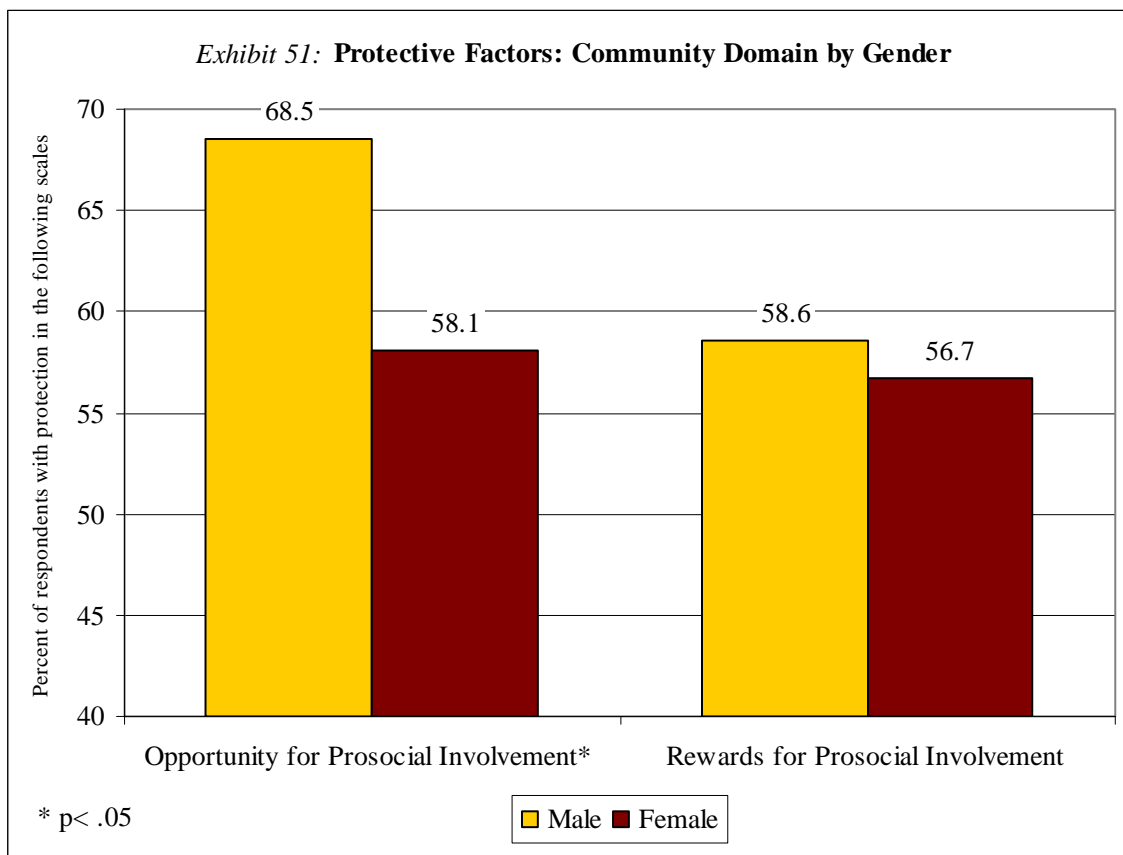
Respondents 16-years-old reported the highest rate of opportunity for prosocial involvement (63.2%), followed by 62.3% of 15-year-olds, 61% of respondents 14 or younger and 60.7% of those 17 or older (see Exhibit 50). Exhibit 51 shows a significant relationship between gender and opportunity for prosocial involvement. About 69% of males reported an opportunity for prosocial involvement in the community compared to about 58% of females. Exhibit 52 also shows that there was a significant relationship between ethnicity and opportunity for prosocial involvement. About 68% of East Indians reported having opportunity for prosocial involvement compared to 61.3% of Afro/Indians, and about 60% of Africans and those from an “other” ethnic group.



### *Rewards for Prosocial Involvement*

Exhibit 50 shows that 58.1% of those 14 or younger, 57% of 15 year olds, 56.2% of 16- year-olds, and 58.6% of those 17 or older reported living in a neighborhood with rewards for prosocial involvement. Exhibit 51 shows that 58.6% of males and 56.7% of females reported rewards for prosocial involvement. On the other hand, as seen in Exhibit 52, there was a significant relationship between ethnicity and rewards for prosocial involvement. East Indians reported the highest rate of rewards for prosocial involvement (63.1%) followed by Africans (57.1%), Afro/Indians (55%) and those who reported belonging to an “other” ethnic group (53.3%).





### *Family Domain: Risk Factors*

#### *Family History of Antisocial Behavior*

As seen in Exhibit 53, the age of the respondent was significantly associated with a family history of antisocial behavior. Specifically, family history of antisocial behavior was reported by 33.1% of those 14 or younger, 43.7% of 15-year-olds, 50.4% of 16-year-olds, and 60.1% of those 17 and older. Exhibit 54 shows that 43.3% of males and 47.3% of females reported having a family history of antisocial behavior. Exhibit 55 indicates a significant relationship between ethnicity and family history of antisocial behavior with 28.5% of East Indians reporting a family history of antisocial behavior, compared to 53.4% of Africans, about 54.6% of Afro/Indians, and 43% of those from an “other” ethnic group.

#### *Poor Family Management*

The findings indicated that age was significantly associated with poor family management with 37.3% of those 14 or younger, 46.3% of 15-year-olds, 50.9% of 16-year-olds, and 60.7% of those 17 and older reporting being at-risk for poor family management (see Exhibit 53). Likewise, as indicated in Exhibit 54, males were significantly more likely to report being at risk for poor family management (54.7%) than females (42.8%). Exhibit 55 indicates that poor family management was significantly associated with ethnicity. East Indians reported being at the lowest risk for poor family management (39.2%), followed by about 49% Africans and Afro/Indians, and 52.7% of those from an “other” ethnic group.

### *High Family Conflict*

Exhibit 53 shows that there was a significant relationship between age and high family conflict. About 42.4% of those 14 or younger, 44% of 15-year-olds, 53.6% of 16-year-olds, and 57.8% of those 17 or older reported being at risk for high family conflict. Females reported being at significantly higher risk for family conflict than males (49.8% versus 44.9%) (Exhibit 54). Related, Exhibit 55 shows that East Indians (39.5%) reported significantly less family conflict compared to Africans (50.8%), Afro/Indians (53.3) and those who belong to an “other” ethnic group (50%).

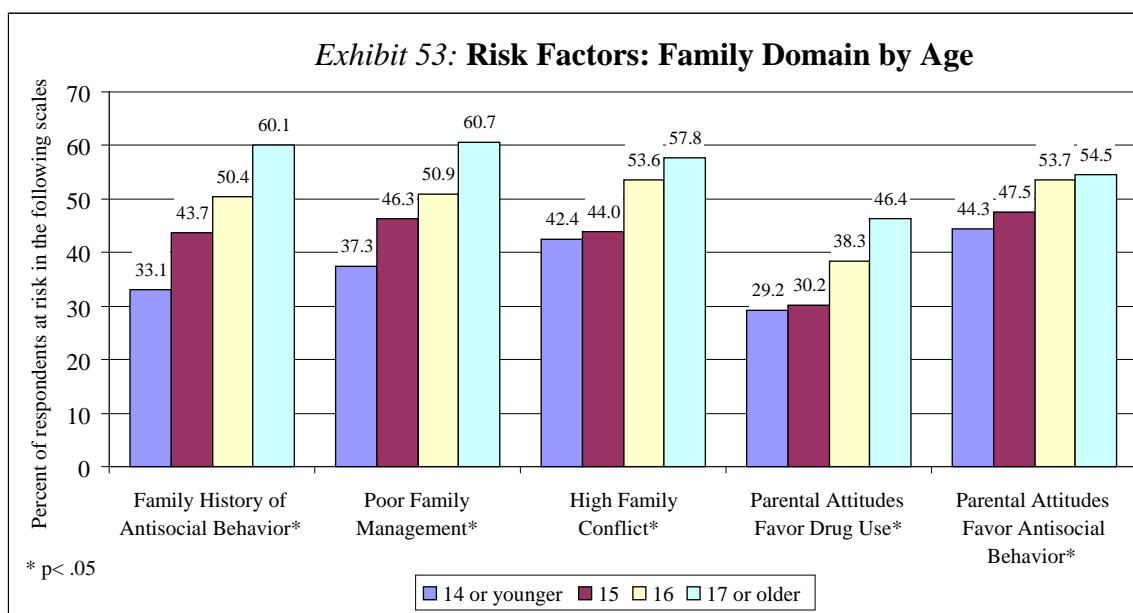
### *Parental Attitudes Favor Drug Use*

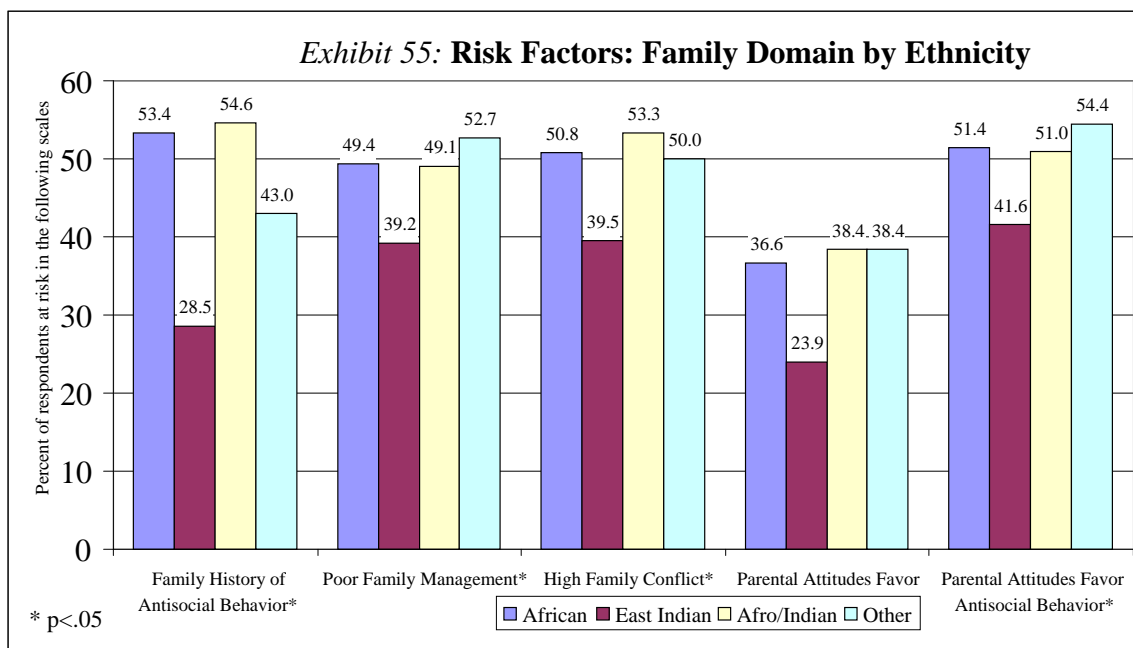
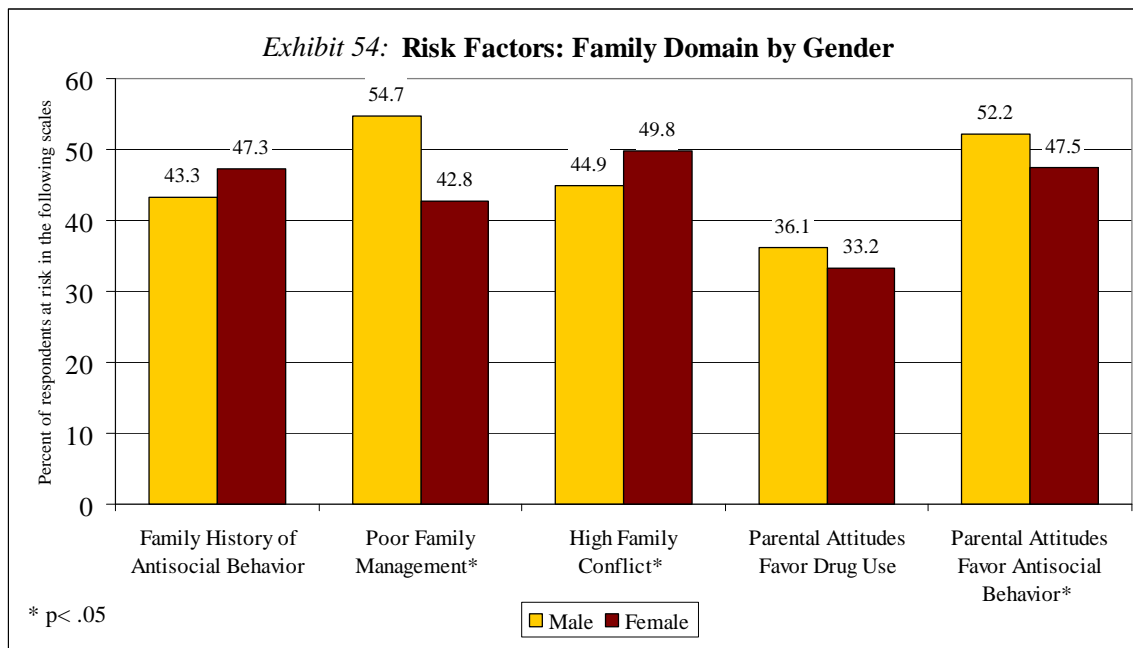
The age of the respondent was significantly associated with their risk of parental attitudes favoring drug use (Exhibit 53). About 29% of those 14 or younger, 30.2% of 15-year-olds, 38.3% of 16-year-olds, and 46.4% of those 17 or older were at risk for parental attitudes favoring drug use. Exhibit 54 shows that gender was unrelated to parental attitudes favoring drug use. However, the findings indicated a significant relationship between ethnicity and parental attitudes favoring drug use (Exhibit 55). Specifically, 23.9% of East Indians reported being at risk for parental attitudes favoring drug use, compared to 36.6% of Africans, 38.4% of Afro/Indians and those from an “other” ethnic group.

### *Parental Attitudes Favor Antisocial Behavior*

Exhibit 53 shows a significant relationship between age and risk of parental attitudes favoring antisocial behavior. About 44% of those 14 or younger, 47.5% of 15-year-olds, 53.7% of 16-year-olds, and 54.5% of those 17 or older reported being at risk

for parental attitudes that favor antisocial behavior (see Exhibit 53). Exhibit 54 shows a significant relationship between gender and parental attitudes favoring antisocial behavior with 52.2% of males and 47.5% of females at risk. As shown in Exhibit 55, there was a significant relationship between ethnicity and parental attitudes that favor antisocial behavior. East Indian students reported the lowest rate of parental attitudes favoring antisocial behavior (41.6%), followed by about 51% of Africans and Afro/Indians and 54.4% of those who reported belonging to an “other” ethnic group.





### *Family Domain: Protective Factors*

#### *Family Attachment*

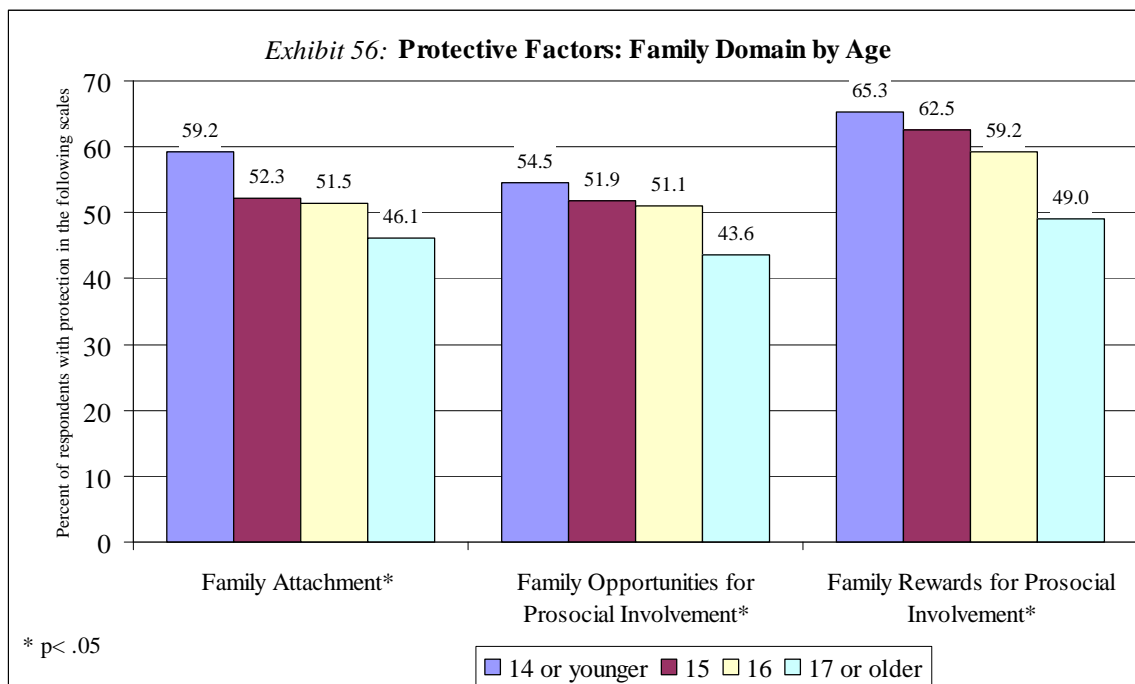
The results of the analysis indicated that there was a significant relationship between age and family attachment (Exhibit 56). For instance, 59.2% of those 14 or younger, 52.3% of 15-year-olds, 51.5% of 16-year-olds, and 46.1% of those 17 and older reported family attachment. Exhibit 57 shows a significant relationship between gender and family attachment with 58.9% of males and 49.1% of females reporting family attachment. Ethnicity was also found to be significantly related to family attachment, with 61.4% of East Indians reporting high family attachment, followed by 51.7% of Afro/Indians, 50.3% of Africans and, 50.1% of those who reported belonging to an “other” ethnic group (See Exhibit 58).

#### *Family Opportunities for Prosocial Involvement*

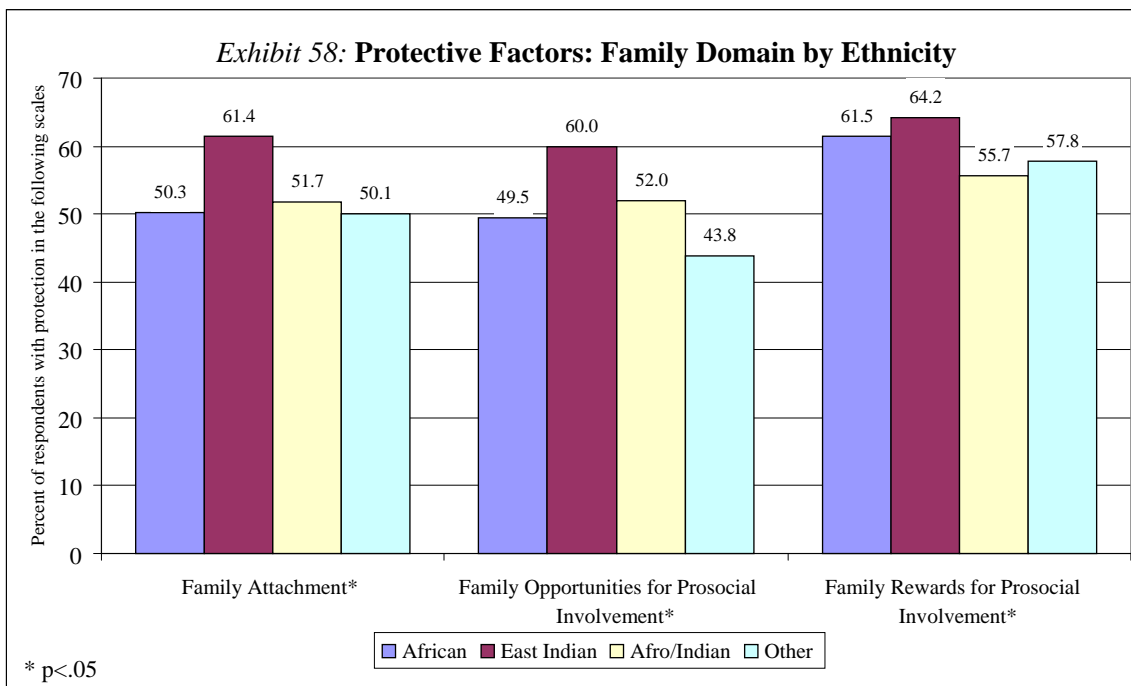
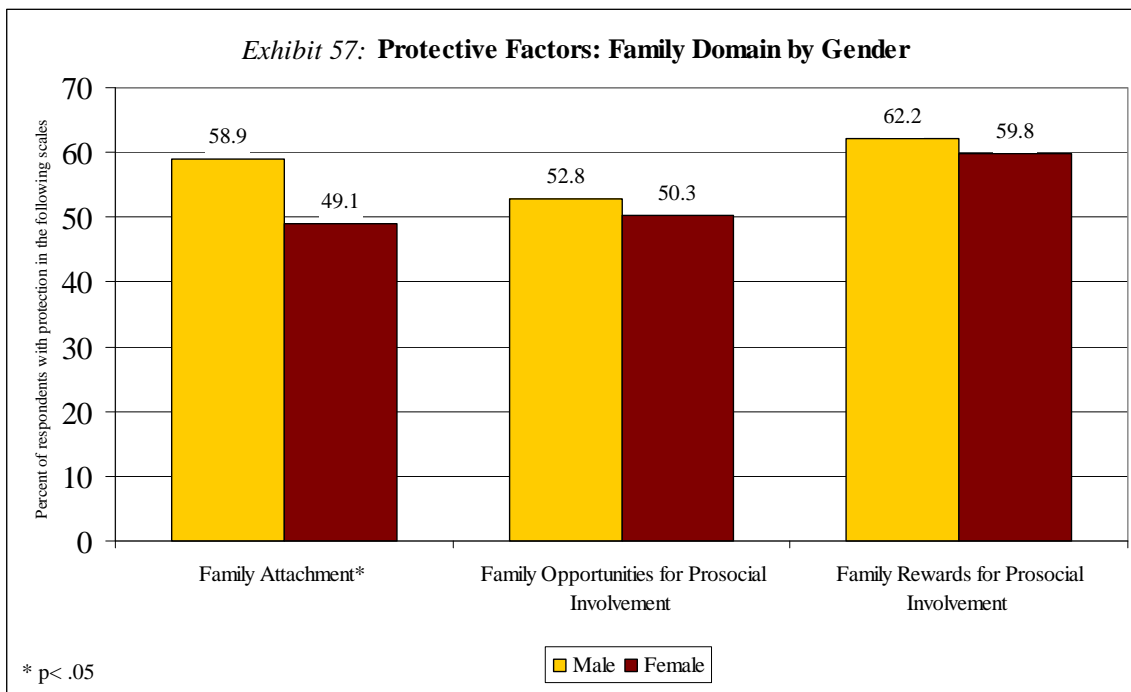
With respect to age, high levels of family opportunities for prosocial involvement was reported by 54.5% of those 14 or younger, 51.9% of 15-year-olds, 51.1% of 16-year-olds, and 43.6% of those 17 or older reported (See Exhibit 56). Likewise, 52.8% of male and 50.3% of female respondents reported high levels of family opportunities for prosocial involvement (See Exhibit 57). Family opportunities for prosocial involvement was also significantly associated with the respondent’s ethnicity. Specifically, East Indians were the most likely ethnic group to report high family opportunity for prosocial involvement (60%), followed by 52% of Afro/Indians, 49.5% of Africans and 43.8% of those who reported belonging to an “other” ethnic group (See Exhibit 58).

#### *Family Rewards for Prosocial Involvement*

Exhibit 56 indicates that age is significantly related to perceptions of family rewards for prosocial involvement. Specifically, 65.3% of those 14 or younger, 62.5% of 15-year-olds, 59.2% of 16-year-olds and 49% of those 17 or older reported family rewards for prosocial involvement. While 62.2% of males and 59.8% of females reported family rewards for prosocial involvement, this relationship was not found to be significant (Exhibit 57). Exhibit 58 shows a significant relationship between ethnicity and family rewards for prosocial involvement. East Indians reported the highest levels of family rewards for prosocial involvement (64.2%), followed by 61.5% of Africans, 57.8% of those from an “other” ethnic group, and 55.7% of Afro/Indians.





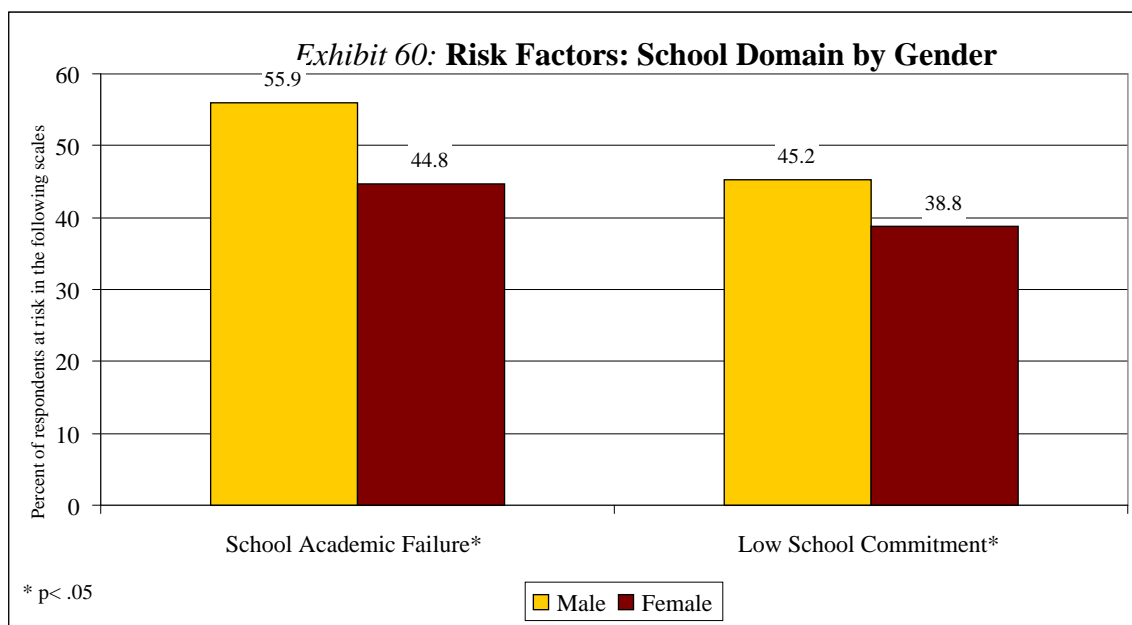
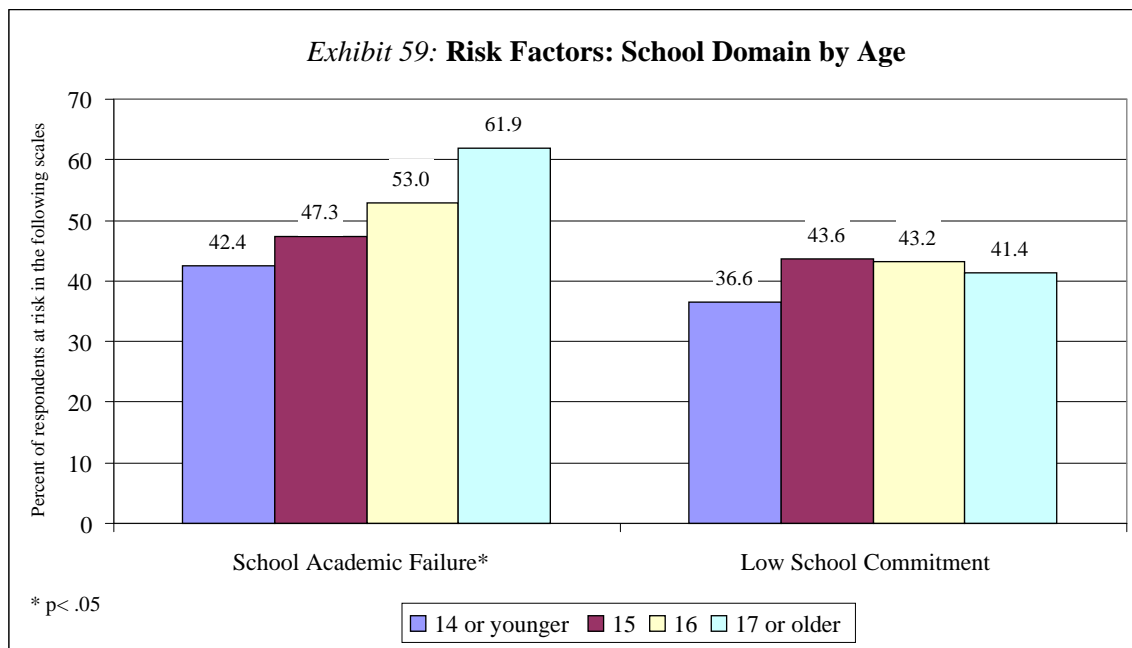


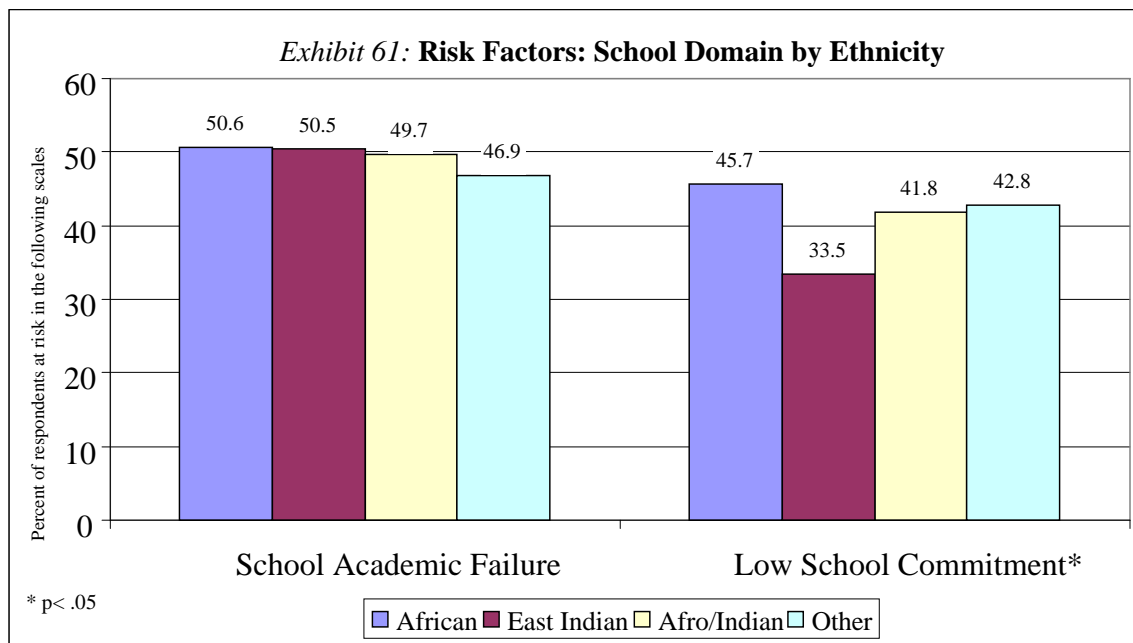
*School Domain: Risk Factors**School Academic Failure*

Exhibit 59 shows that the risk for academic failure increased with respondent age. For instance, 42.4% of those 14 or younger, 47.3% of 15-year-olds, 53% of 16-year-olds, and 61.9% of those 17 or older reported being at risk for school academic failure. Exhibit 60 shows that about 56% of males and about 45% of females reported being at risk for school academic failure. Exhibit 61 shows that 50.6% of Africans, 50.5% of East Indians, 49.7% of Afro/Indians, and 46.9% of those from an “other” ethnic group reported being at risk for school academic failure.

*Low School Commitment*

Exhibit 59 indicates that about 37% of those 14 or younger, 43.6% of 15-year-olds, 43.2% of 16-year-olds, and 41.4% of those 17 or older reported being at risk for low school commitment. We found a significant relationship between gender and low school commitment, with 45.2% of males and 38.8% of females reporting risk for low school commitment (Exhibit 60). Similarly, Exhibit 61 shows a significant relationship between ethnicity and low school commitment. East Indians reported the lowest risk for low school commitment (33.5%), compared to 42.8% of those from an “other” ethnic group, 41.8% of Afro/Indians, and 45.7% of Africans.





*School Domain: Protective Factors*

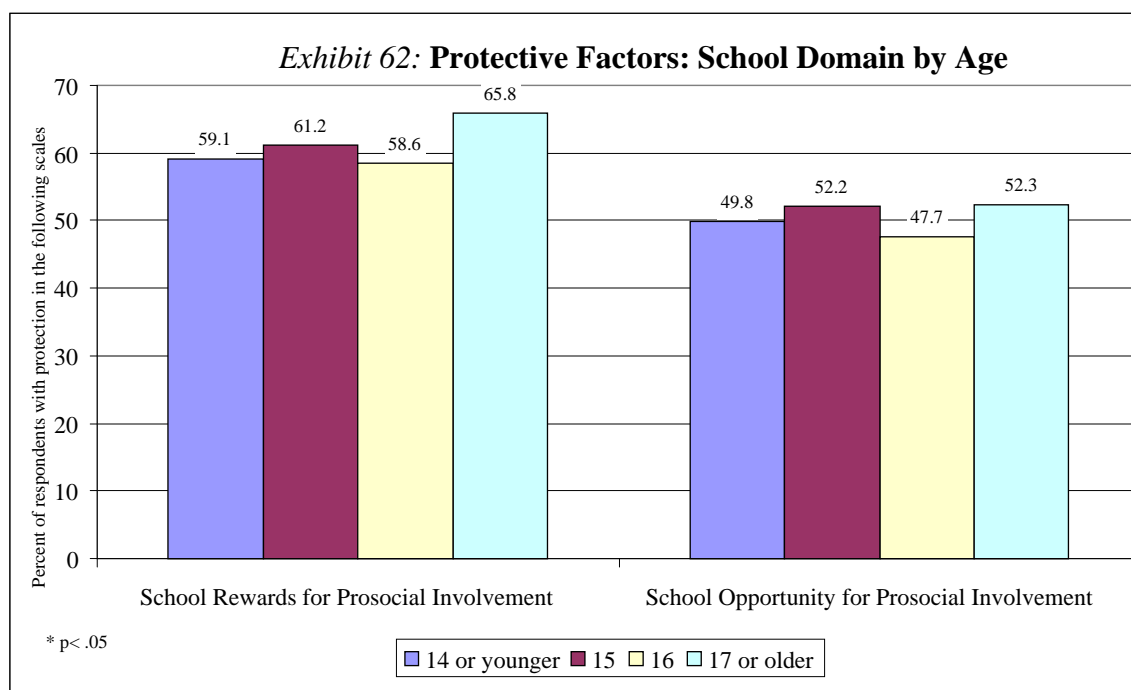
*School Rewards for Prosocial Involvement*

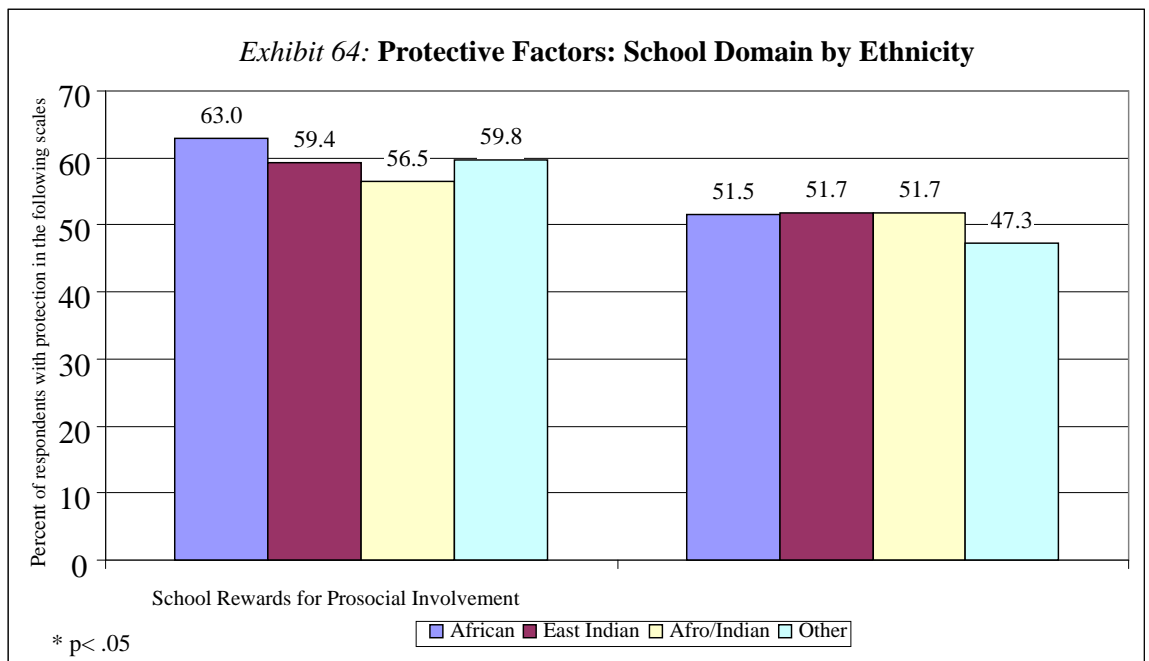
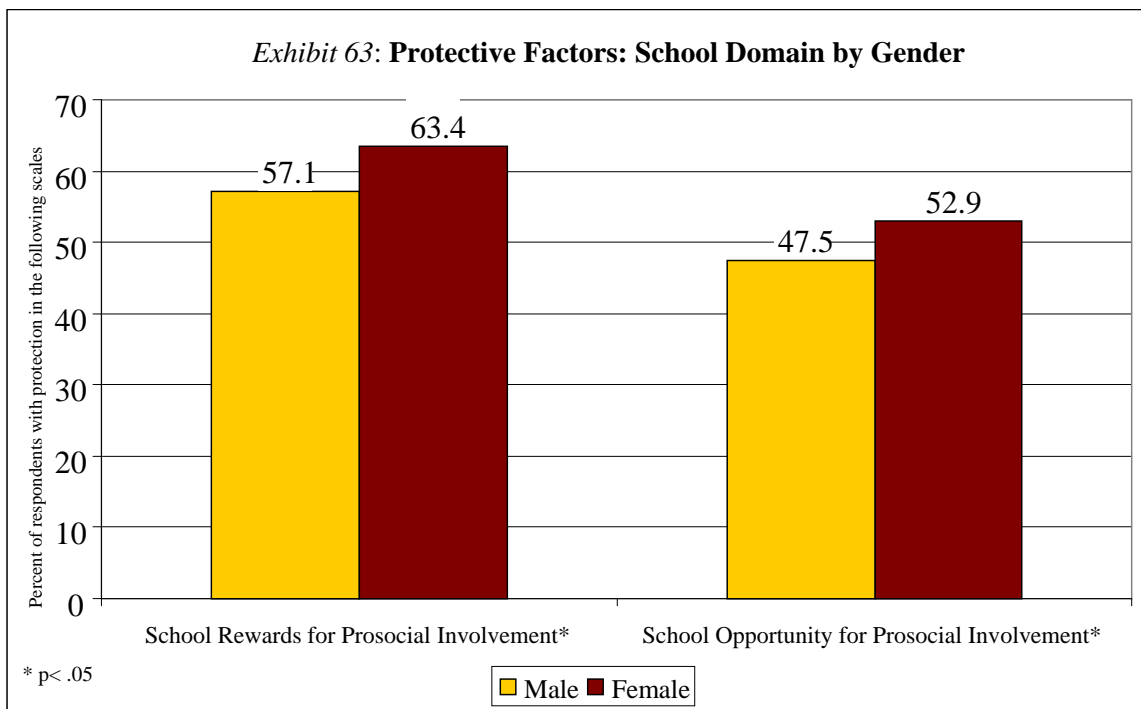
Those 17 years old and older reported the highest rates of protection for school rewards for prosocial involvement (65.8%), followed by 61.2% of 15-year-olds, 59.1% of those 14 and younger, and 58.6% of 16-year-olds. Males (57.1%) were significantly less likely than females (63.4%) to have the protection of school rewards for prosocial involvement (Exhibit 63). Last, Exhibit 64 shows that about 63% of Africans, 59.4% of East Indians, 56.5% Afro/Indians and 59.8% of those who reported belonging to an “other” ethnic group had high protection of school rewards for prosocial involvement.

*School Opportunity for Prosocial Involvement*

While school opportunity for prosocial involvement was not significantly related to age (See Exhibit 62), it was significantly related to the gender of the student. Exhibit 63 illustrates that 47.5% of males and 52.9% of females reported having the protection of

school opportunity for prosocial involvement. Those who belonged to an “other” ethnic group had the lowest rate of protection of school opportunity for prosocial involvement (47.3%) compared to about 52% Africans, East Indians, and Afro/Indians (Exhibit 64).





*Peer-Individual Domain: Risk Factors*

*Rebelliousness*

Exhibit 65 shows that students 17 or older were at the highest risk for rebelliousness (53.3%), compared to 48.8% of 16-year-olds, 45.9% of 15-year-olds, and 44.2% of those 14 or younger. Exhibit 66 shows a significant relationship between gender and rebelliousness. About 50% of females and only about 44% of males reported being at risk for rebelliousness. Exhibit 67 illustrates that there was a significant relationship between ethnicity and rebelliousness. East Indians reported the lowest risk for rebelliousness (39.8%) compared to about 49% of Africans and those who reported belonging to an “other” ethnic group, and 52.3% of Afro/Indians.

*Early Initiation of Antisocial Behavior*

As the respondent’s age increased the more likely they were to report being at high risk for early initiation of antisocial behavior (Exhibit 65). About 31% of those 14 or younger, about 34.6% of 15-year-olds, 37.6% of 16-year-olds, and 45.6% of those 17 or older were at risk for early initiation of antisocial behavior. Males were more likely than females to report being at high risk for early initiation of anti-social behavior (44% versus 31%) (Exhibit 66). Last, 44.1% of Afro/Indians reported being at risk for early initiation of antisocial behavior compared to 40.7% of Africans and 26.8% of East Indians (Exhibit 67).

*Early Initiation of Drug Use*

Exhibit 65 shows that 15-year-olds reported the highest risk (45.6%) and those 14 or younger reported the lowest risk (40.5%) for early initiation of drug use. A significant

relationship exists between males and females for early initiation of drug use, with about 46% of males and about 42% of females being at risk (Exhibit 66). Likewise, Exhibit 67 shows a significant relationship between ethnic groups for early initiation of drug use. The exhibit indicates that Afro/Indians had the highest rate of risk (51.3%) for early initiation of drug use, followed by those who reported belonging to an “other” ethnic group (45.3%), Africans (44.3%), and East Indians (37%).

#### *Attitudes Favorable to Antisocial Behavior*

Age was found to be significantly related to attitudes favorable to antisocial behavior (Exhibit 65). For example, 43.9% of those 14 or younger, 44.7% of 15-year-olds, 50.1% of 16-year-olds, and 51.2% of those 17 or older reported having attitudes favorable to antisocial behavior (Exhibit 65). Exhibit 66 shows that males reported significantly higher rates of attitudes favorable to antisocial behavior when compared to females (51.9% versus 43.2%, respectively). Exhibit 67 shows that about 50% of Africans and those who reported belonging to an “other” ethnic group reported attitudes favorable to antisocial behavior, compared to 47.2% of Afro/Indians and 37.2% of East Indians.

#### *Attitudes Favorable to Drug Use*

Of interest was the trend that as the respondent’s age increased, the more likely students were to report attitudes favorable to drug use. For instance, 41.6% of those 14 or younger reported attitudes favorable to drug use compared to 53.3% of those 17 or older. Just over 51% of males and about 45% of females reported attitudes favorable to drug use



(Exhibit 66). Exhibit 67 shows that just over 50% of Africans and those from an “other” ethnic group reported attitudes favorable to drug use compared to 33.9% of East Indians.

#### *Intention to Use Drugs*

Exhibit 65 reveals significant differences between ages for intention to use drugs. About 54% of 16-year-olds reported intention to use drugs later in life, compared to 48.2% of those 17 and older, 45.6% of 15-year-olds, and 42.6% of those 14 or younger. Exhibit 66 shows that males were more likely than females to report intention to use, 50.3% compared to 46.2%. Last, Exhibit 67 indicates significant differences between ethnic groups for intention to use drugs. About 55% of Afro/Indians stated that intended to use drugs in the future, compared to 51.7% of those from an “other” ethnic group, 48.9% of Africans, and 37.3% of East Indians.

#### *Perceived Risk of Drug Use*

About 31% of those 14 or younger, 38.3% of 15-year-olds, 44.4% of 16-year-olds, and 42.8% of those 17 or older reported being at risk for drug use (See Exhibit 65). Exhibit 66 shows that about 40% of males and about 38% of females were at risk for drug use. Related, 35.3% of East Indians and about 40% of all other ethnic groups were at risk for drug use.

#### *Antisocial Peers*

As the respondent’s age increased the more likely they were to report having antisocial peers. Exhibit 65 shows that about 37% of those 14 or younger, about 43% of 15-year-olds, about 47% of 16-year-olds, and about 49% of those 17 or older were at risk for having antisocial peers. About 53% of males and about 37% of females were at risk

for having antisocial peers, a significant difference (Exhibit 66). Exhibit 67 shows significant differences between ethnic groups for antisocial peers. Africans reported the highest risk (45.6%) for having antisocial peers, compared to 45% of those from an “other” ethnic group, 43.6% of Afro/Indians, and 37.9% of East Indians.

#### *Peers' Drug Use*

Exhibit 65 shows that as the respondent's age increased, the more likely they were to be at risk for peers' drug use. About 43% of those 14 or younger compared to about 60% of those 17 or older were at risk for peers' drug use. Gender was significantly related to peers' drug use. Specifically, 58.4% of males and 44.4% of females reported having peers that use drugs (Exhibit 66). Exhibit 67 shows significant differences in ethnic groups for peers' drug use. About 41% of East Indians and about 53% of all other ethnic groups were at risk for peers' drug use.

#### *Rewards for Antisocial Involvement*

About 44% of students 15 or younger and about 50% of those 16 or older reported receiving rewards for antisocial involvement (Exhibit 65). Exhibit 66 shows significant differences between males and females for rewards for antisocial involvement. About 54% of males and about 42% of females were at risk for rewards for antisocial involvement. Exhibit 67 shows significant differences between ethnic groups for rewards for antisocial involvement. About 50% of Africans and Afro/Indians were at risk for rewards for antisocial involvement, compared to about 38% of East Indians.

#### *Depression Outcome*

Exhibit 65 shows significant differences between ages for the depression outcome. As the respondent's age increased, the more likely they were to be at risk for depression. Those 14 or younger were at the lowest risk (38.3%) for depression, and those 17 or older (50%) were at the highest risk. About 50% of females and about 37% of males, a significant difference, were at risk for depression (Exhibit 66). Exhibit 67 shows that Afro/Indians reported the highest risk for depression (48.8%), followed by East Indians (46.3%), Africans (43.7%), and those from an "other" ethnic group (43.4%).

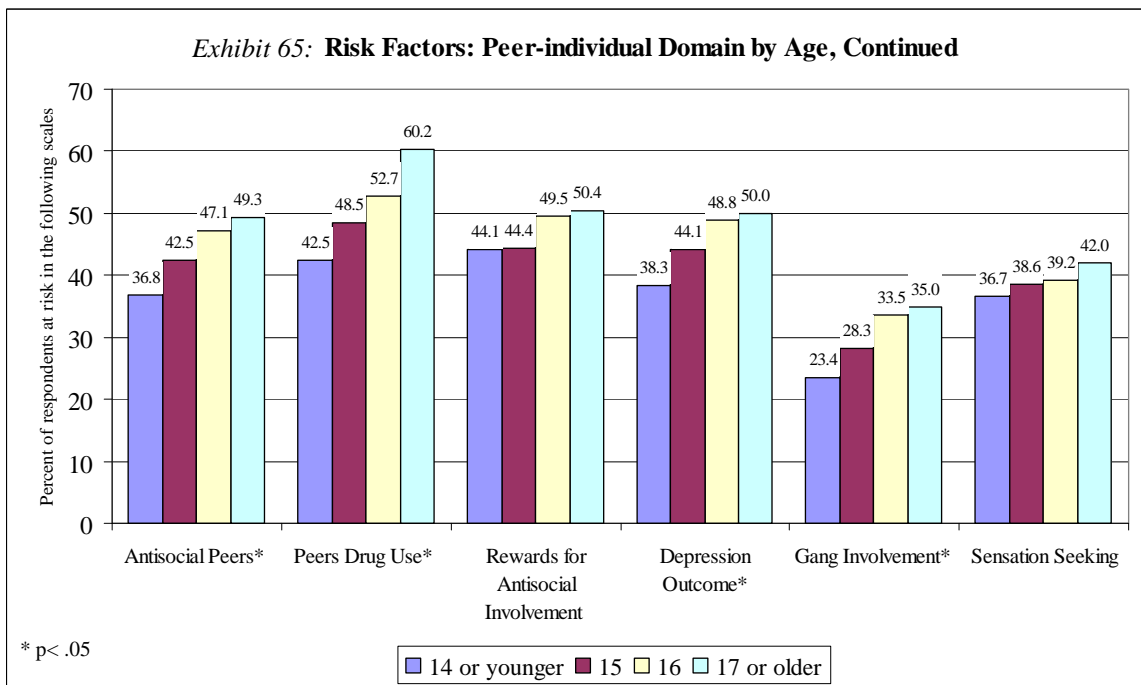
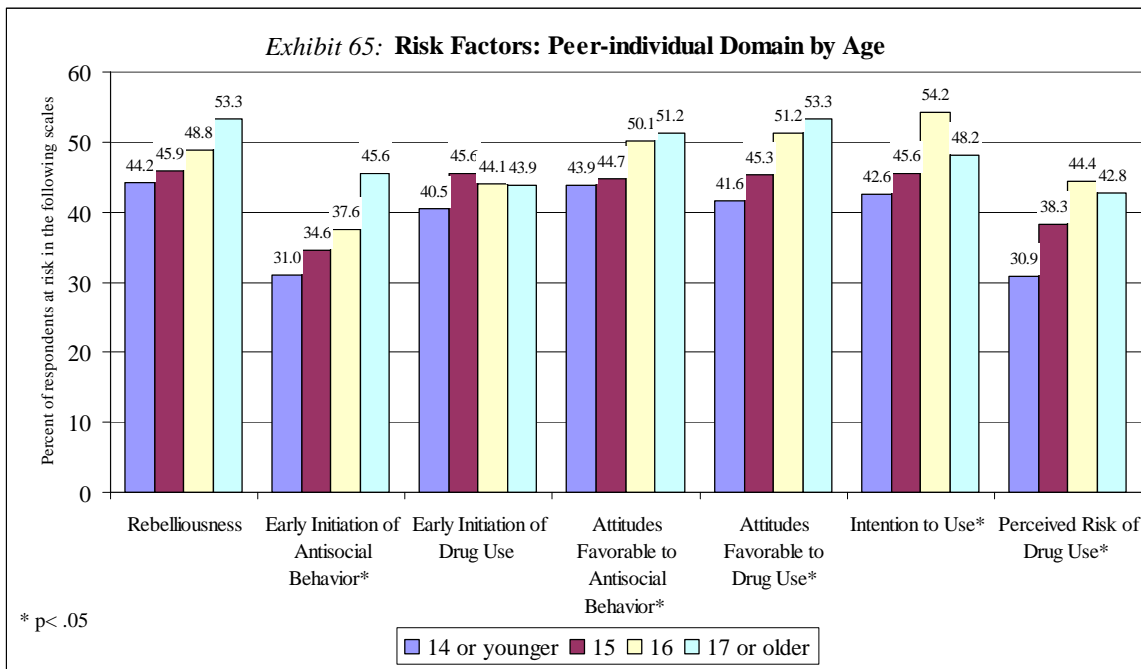
#### *Gang Involvement*

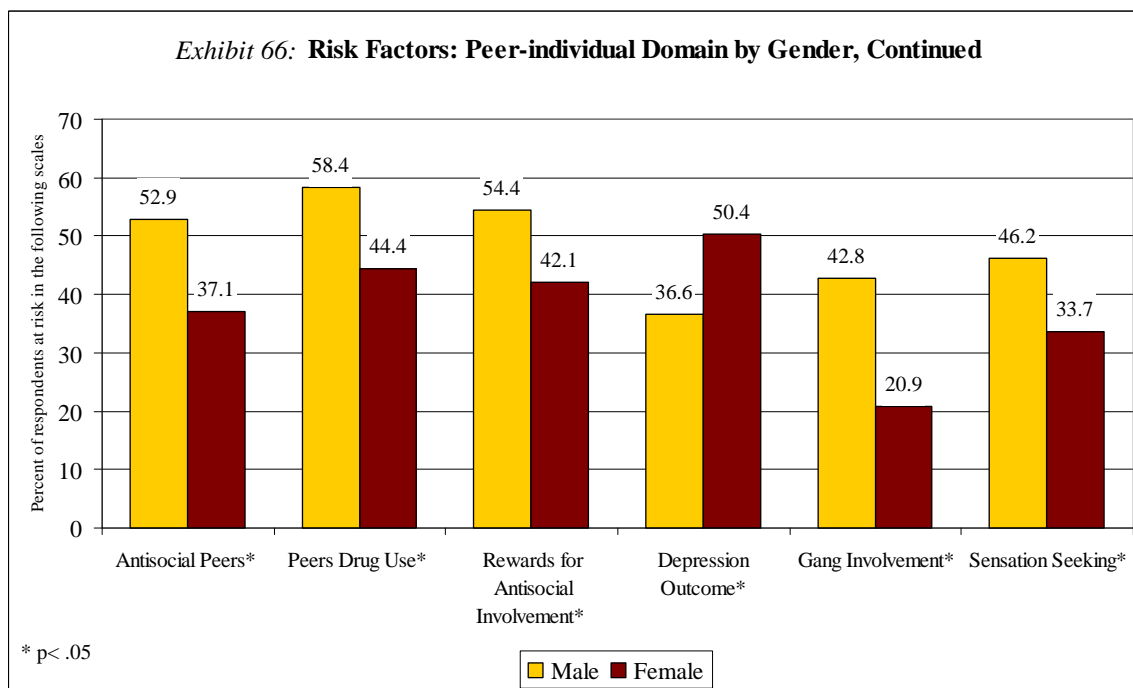
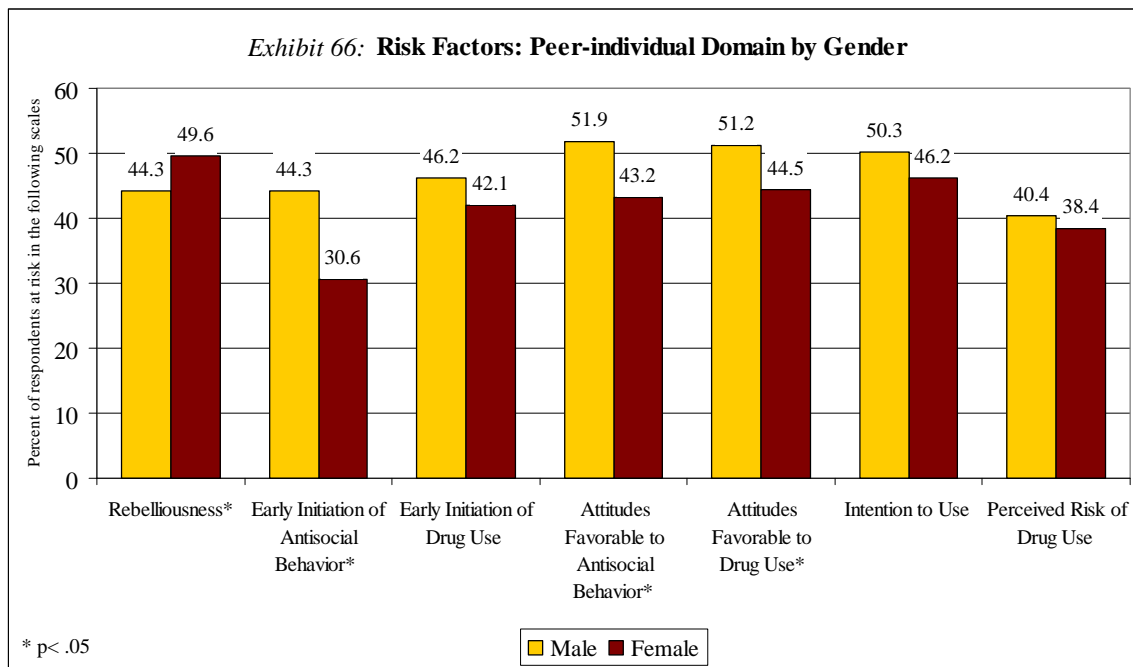
As the respondent's age increased, the more likely they were to be at risk for gang involvement. Exhibit 65 shows that 23.4% of those 14 or younger, 28.3% of 15-year-olds, 33.5% of 16-year-olds, and 35% of those 17 or older were at risk for gang involvement. Exhibit 66 shows that males were twice as likely as females (42.8% compared to 20.9%) to be at risk for gang involvement. Exhibit 67 shows that 33.7% of those from an "other" ethnic group were at risk for gang involvement compared to 30.3% of Afro/Indians, 28.9% of Africans, and about 27% of East Indians.

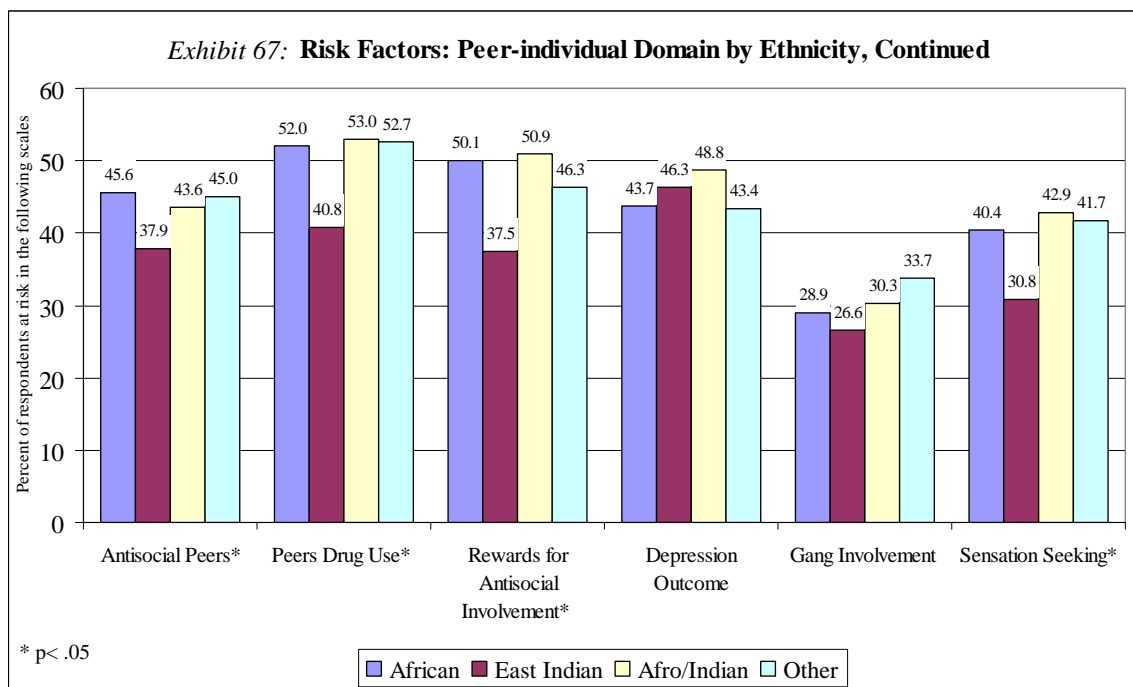
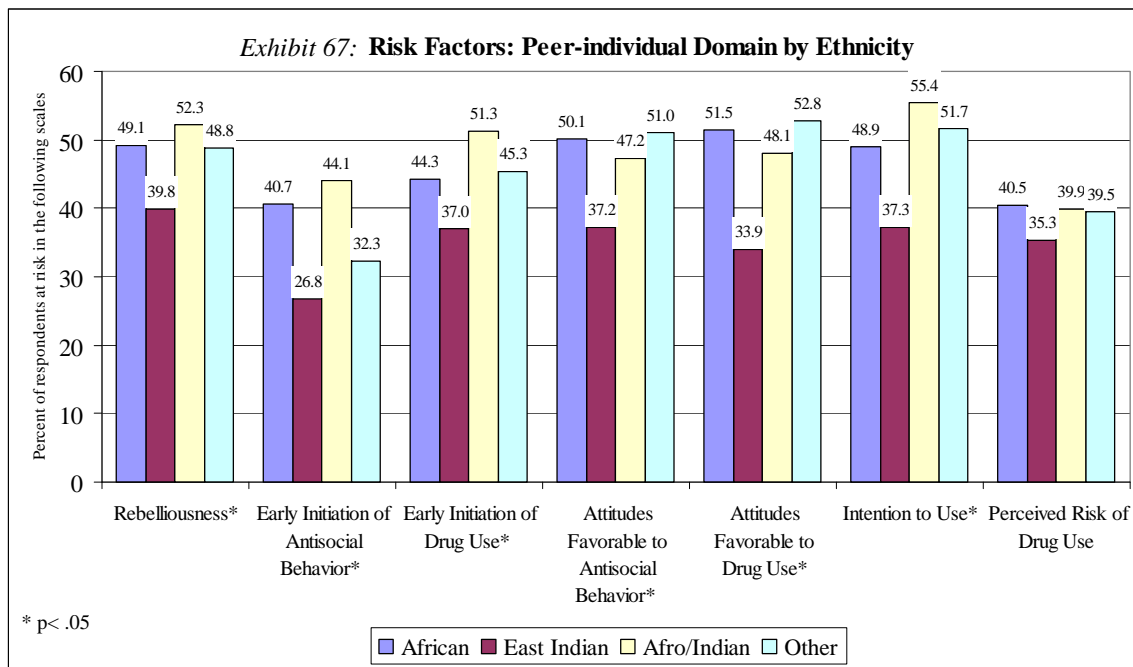
#### *Sensation Seeking*

Exhibit 65 shows that 36.7% of those 14 or younger, 38.6% of 15-year-olds, 39.2% of 16-year-olds, and 42% of those 17 or older were at risk for sensation seeking. Exhibit 66 shows that 46.2% of males and 33.7% of females were at risk for sensation seeking. Exhibit 67 shows significant differences between ethnic groups for sensation seeking. About 43% of Afro/Indians were at risk for sensation seeking compared to

41.7% of those from an “other” ethnic group, 40.4% of Africans, and 30.8% of East Indians.







*Peer-Individual Domain: Protective Factors**Religiosity*

Exhibit 68 shows that as the respondent's age increased, the less likely they were to have the protection of religiosity. Significant differences were found between ages for religiosity. About 62% of those 14 or younger, 58.7% of 15-year-olds, 55.1% of 16-year-olds, and 44.1% of those 17 or older had the protection of religiosity. About 55% of males and 58.5% of females had the protection of religiosity (Exhibit 69). Exhibit 70 shows ethnicity was not significantly related to religiosity protection.

*Social Skills*

Exhibit 68 shows significant differences between ages for social skills. About 59% of those 14 or younger, 55.9% of 15-year-olds, 45.7% of 16-year-olds, and 51.3% of those 17 or older had protection of social skills. A significant difference exists between males and females for social skills. Females had a higher rate of protection (59.9%) than males (43.9%) (Exhibit 69). Exhibit 70 shows that East Indians had the highest rate of social skills (65.4%), followed by those from an "other" ethnic group (53.1%), Africans (48.6%), and Afro/Indians (47.2%).

*Belief in Moral Order*

Exhibit 68 reveals that as the age of the respondent increased, their level of protection of belief in moral order decreased. About 65% of those 14 or younger, 61.7% of 15-year-olds, 55.7% of 16-year-olds, and 53.7% of those 17 or older had protection of belief in moral order. Exhibit 69 shows that 63.7% of females and 53.5% of males had protection of belief in moral order. East Indians had the highest rate of protection from

belief in moral order (70.2%); compared to about 58% of Afro/Indians and those from an “other” ethnic group, and 54.6% of Africans (Exhibit 70).

#### *Prosocial Involvement*

Exhibit 68 shows about 51% of those 15 or younger and about 55% of those 16 or older had the protection of prosocial involvement. Exhibit 69 shows that females had slightly higher protection than males (54.4% compared to 51.1%). As shown in Exhibit 70, those who reported belonging to an “other” ethnic group had the highest level of prosocial involvement (55.5%), and East Indians had the lowest (48.5%).

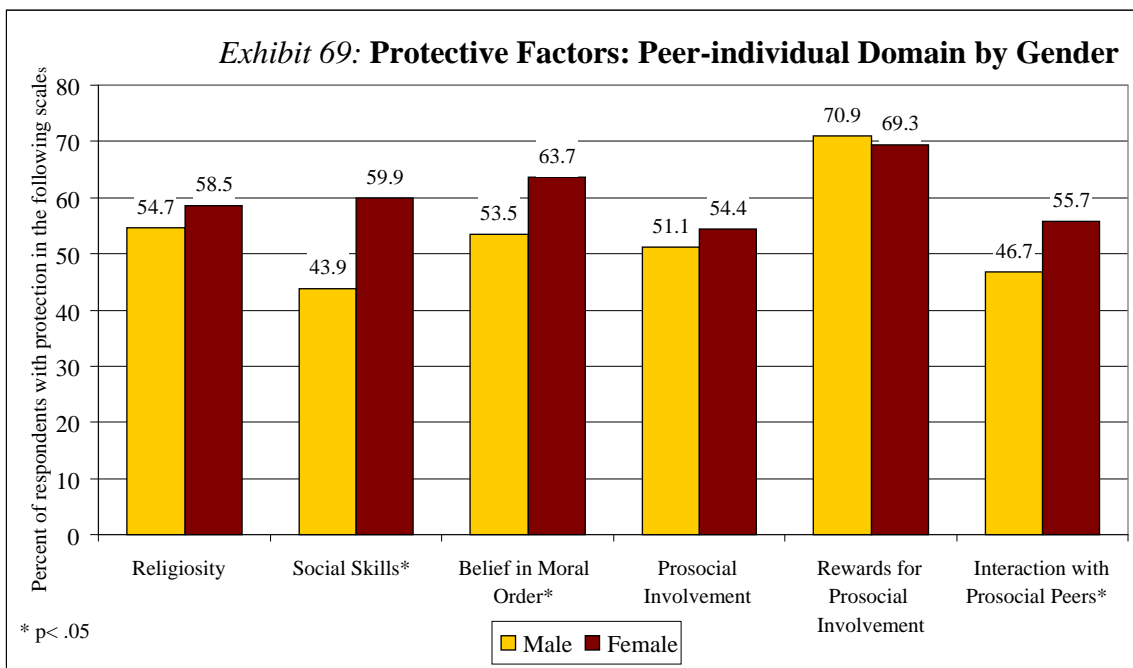
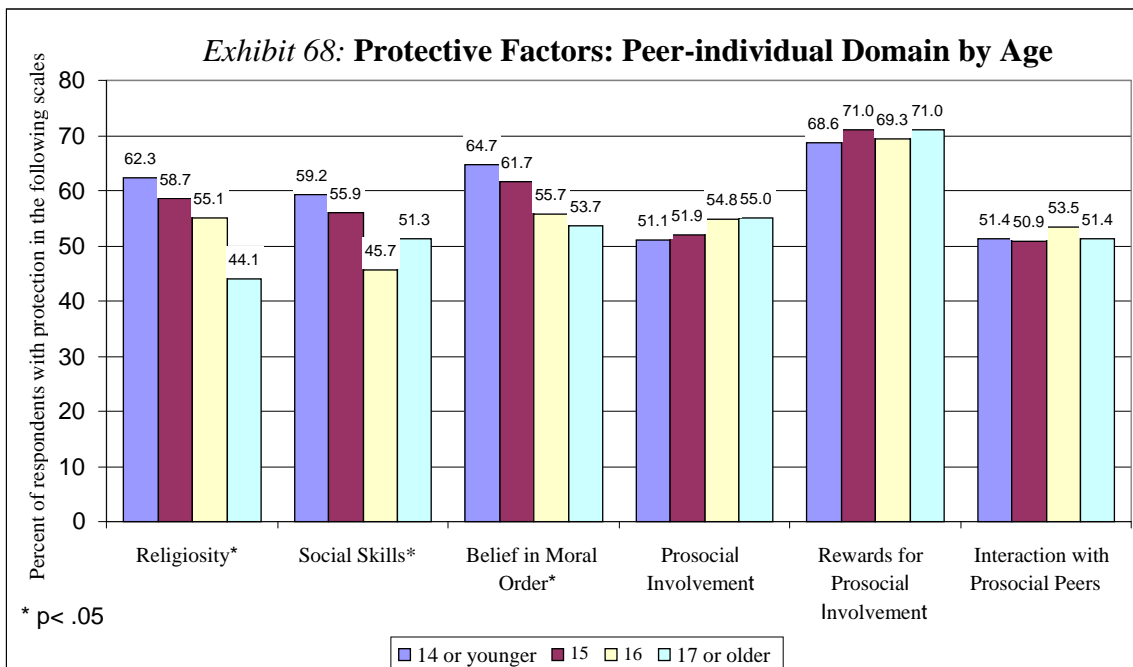
#### *Rewards for Prosocial Involvement*

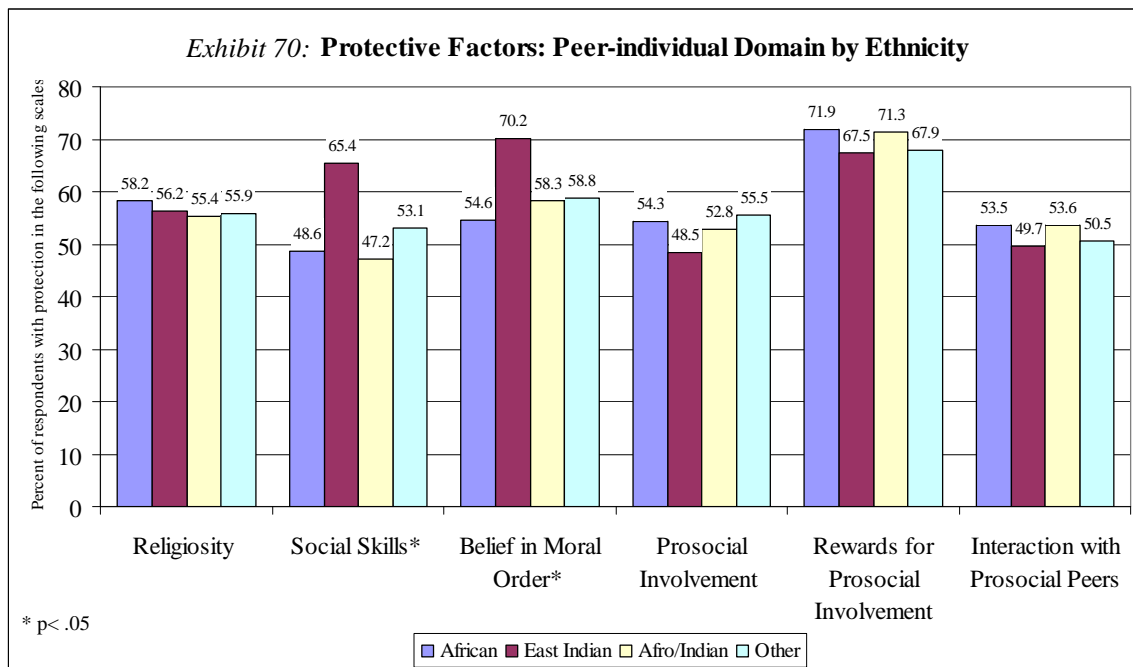
Exhibit 68 shows that about 69% of those 14 or younger and 16-year-olds reported rewards for prosocial involvement, compared to 71% of 15-year-olds and those 17 or older. Exhibit 69 shows about 71% of males and about 69% of females reported rewards for prosocial involvement. Exhibit 70 shows that while Africans and Afro/Indians were the most likely to report receiving rewards for prosocial involvement (71.9% and 71.3%, respectively), East Indians were the least likely (67.5%).

#### *Interaction with Prosocial Peers*

Exhibit 68 shows that 16-year-olds had the highest rate of interaction with prosocial peers (53.5%), compared to about 51% of all other ages. Exhibit 69 shows about 56% of females and about 47% of males had the protection of interaction with prosocial peers, a significant difference. Exhibit 70 shows about 54% Africans and Afro/Indians and about 50% of East Indians and those from an “other” ethnic group reported the protection of interaction with prosocial peers.

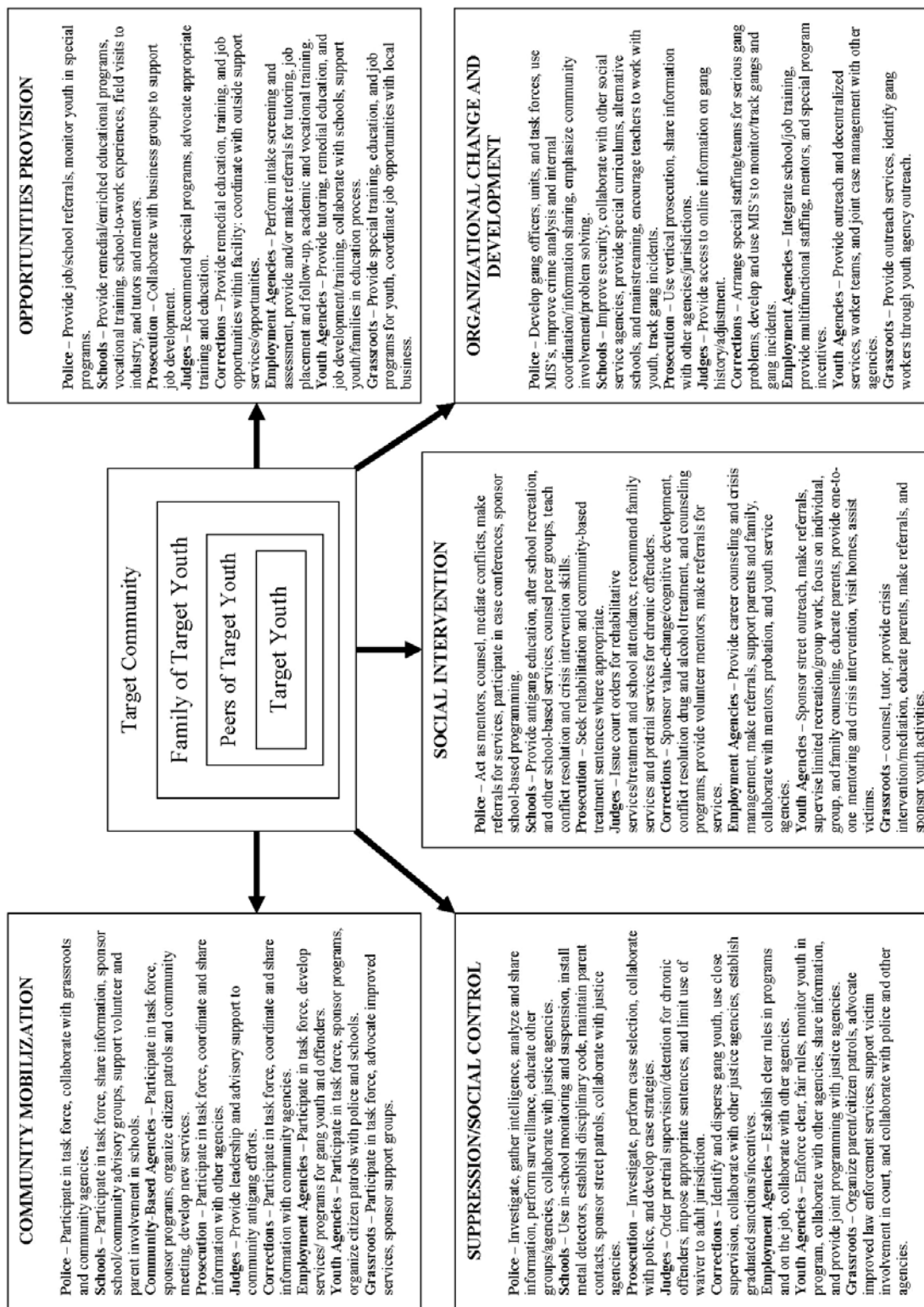






## APPENDIX F

### COMPREHENSIVE GANG SUPPRESSION MODEL

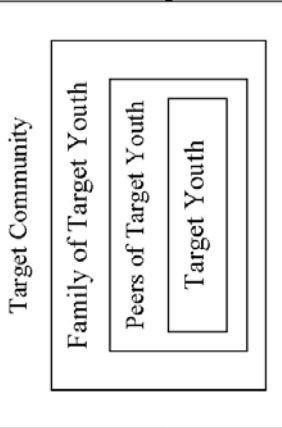


**OPPORTUNITIES PROVISION**

**Police** – Provide job/school referrals, monitor youth in special programs.  
**Schools** – Provide remedial/enriched educational programs, vocational training, school-to-work experiences, field visits to industry, and tutors and mentors.  
**Prosecution** – Collaborate with business groups to support job development.  
**Judges** – Recommend special programs, advocate appropriate training and education.  
**Corrections** – Provide remedial education, training, and job opportunities within facility; coordinate with outside support services/opportunities.  
**Employment Agencies** – Perform intake screening and assessment, provide and/or make referrals for tutoring, job placement and follow-up, academic and vocational training.  
**Youth Agencies** – Provide tutoring, remedial education, and job development/training, collaborate with schools, support youth/families in education process.  
**Grassroots** – Provide special training, education, and job programs for youth, coordinate job opportunities with local business.

**ORGANIZATIONAL CHANGE AND DEVELOPMENT**

**Police** – Develop gang officers, units, and task forces, use MIS's, improve crime analysis and internal coordination/information sharing, emphasize community involvement/problem solving.  
**Schools** – Improve security, collaborate with other social service agencies, provide special curriculums, alternative schools, and mainstreaming, encourage teachers to work with youth, track gang incidents.  
**Prosecution** – Use vertical prosecution, share information with other agencies/jurisdictions.  
**Judges** – Provide access to online information on gang history/adjustment.  
**Corrections** – Arrange special staffing/teams for serious gang problems, develop and use MIS's to monitor/track gangs and gang incidents.  
**Employment Agencies** – Integrate school/job training, provide multifunctional staffing, mentors, and special program incentives.  
**Youth Agencies** – Provide outreach and decentralized services, worker teams, and joint case management with other agencies.  
**Grassroots** – Provide outreach services, identify gang workers through youth agency outreach.



**SOCIAL INTERVENTION**

**Police** – Act as mentors, counsel, mediate conflicts, make referrals for services, participate in case conferences, sponsor school-based programming.  
**Schools** – Provide anti-gang education, after school recreation, and other school-based services, counsel peer groups, teach conflict resolution and crisis intervention skills.  
**Prosecution** – Seek rehabilitation and community-based treatment sentences where appropriate.  
**Judges** – Issue court orders for rehabilitative services/treatment and school attendance, recommend family services and pretrial services for chronic offenders.  
**Corrections** – Sponsor value-change/cognitive development, conflict resolution drug and alcohol treatment, and counseling programs, provide volunteer mentors, make referrals for services.  
**Employment Agencies** – Provide career counseling and crisis management, make referrals, support parents and family, collaborate with mentors, probation, and youth service agencies.  
**Youth Agencies** – Sponsor street outreach, make referrals, supervise limited recreation/group work, focus on individual, group, and family counseling, educate parents, provide one-to-one mentoring and crisis intervention, visit homes, assist victims.  
**Grassroots** – counsel, tutor, provide crisis intervention/mediation, educate parents, make referrals, and sponsor youth activities.

**COMMUNITY MOBILIZATION**

**Police** – Participate in task force, collaborate with grassroots and community agencies.  
**Schools** – Participate in task force, share information, sponsor school/community advisory groups, support volunteer and parent involvement in schools.  
**Community-Based Agencies** – Participate in task force, sponsor programs, organize citizen patrols and community meeting, develop new services.  
**Prosecution** – Participate in task force, coordinate and share information with other agencies.  
**Judges** – Provide leadership and advisory support to community anti-gang efforts.  
**Corrections** – Participate in task force, coordinate and share information with community agencies.  
**Employment Agencies** – Participate in task force, develop services/programs for gang youth and offenders.  
**Youth Agencies** – Participate in task force, sponsor programs, organize citizen patrols with police and schools.  
**Grassroots** – Participate in task force, advocate improved services, sponsor support groups.

**SUPPRESSION/SOCIAL CONTROL**

**Police** – Investigate, gather intelligence, analyze and share information, perform surveillance, educate other groups/agencies, collaborate with justice agencies.  
**Schools** – Use in-school monitoring and suspension, install metal detectors, establish disciplinary code, maintain parent contacts, sponsor street patrols, collaborate with justice agencies.  
**Prosecution** – Investigate, perform case selection, collaborate with police, and develop case strategies.  
**Judges** – Order pretrial supervision/detention for chronic offenders, impose appropriate sentences, and limit use of waiver to adult jurisdiction.  
**Corrections** – Identify and disperse gang youth, use close supervision, collaborate with other justice agencies, establish graduated sanctions/incentives.  
**Employment Agencies** – Establish clear rules in programs and on the job, collaborate with other agencies.  
**Youth Agencies** – Enforce clear, fair rules; monitor youth in program, collaborate with other agencies, share information, and provide joint programming with justice agencies.  
**Grassroots** – Organize parent/citizen patrols, advocate improved law enforcement services, support victim involvement in court, and collaborate with police and other agencies.