
***2006 Oklahoma Prevention Needs
Assessment Survey***

***Results for
Comanche County***



REPORT PROVIDED BY:

**OKLAHOMA DEPARTMENT of MENTAL
HEALTH and SUBSTANCE ABUSE SERVICES**

Introduction

2006 Oklahoma Prevention Needs Assessment Survey

Summary for Comanche County

This report summarizes the findings from the 2006 Oklahoma Prevention Needs Assessment (PNA) Survey, a survey of 6th, 8th, 10th, and 12th grade students conducted in the spring of 2006. The results for your county are presented along with comparisons to the results for the State of Oklahoma. In addition, the report contains important information about the risk and protective factor framework on which the survey is based and guidelines on how to interpret and use the data.

The Oklahoma PNA Survey is designed to assess students' involvement in a specific set of problem behaviors, as well as their exposure to a set of scientifically validated risk and protective factors. The risk and protective factors have been shown to influence the likelihood of academic success, school dropout, substance abuse, violence, and delinquency among youth.

CONTENTS:

- Introduction
- Risk & Protective Factor Model of Prevention
- Practical Implications: No Child Left Behind
- How to Read the Charts
- Tools for Assessment and Planning
- Data Charts:
 - Substance Use
 - Antisocial Behavior and Gambling
 - Risk & Protective Factor Profiles
 - Sources and Places of Alcohol and Cigarette Use
- Risk and Protective Factor Scale Definitions
- Data Tables Including the Drug Free Communities Report
- Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your county and the State of Oklahoma. A total of 415 schools across Oklahoma participated in the survey. Because not all students answer all of the questions, the number of students in the gender and ethnicity categories in Table 1 will often be less than the total number of students in grades 6, 8, 10, and 12.

When using the information in this report, please pay attention to the number and percentage of students who participated from your community. If 70% or more of the students participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than 70% participated, a review of who participated should be completed prior to generalizing the results to the entire community.

Coordination and administration of the Oklahoma PNA Survey was a collaborative effort of the Office of the Governor; Department of Mental Health and Substance Abuse Services; Area Prevention Resource Centers; Department of Health; Department of Education; Oklahoma Commission on Children and Youth; and all of the participating schools. If you have any questions about the report or prevention activities that are underway in the state, please refer to the *Contacts for Prevention* section.

Administration of the Oklahoma Prevention Needs Assessment Survey and the preparation of this report were funded by a federal grant administered by the Oklahoma Department of Mental Health and Substance Abuse Services from the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Substance Abuse Prevention (CSAP).

Table 1. Characteristics of Participants

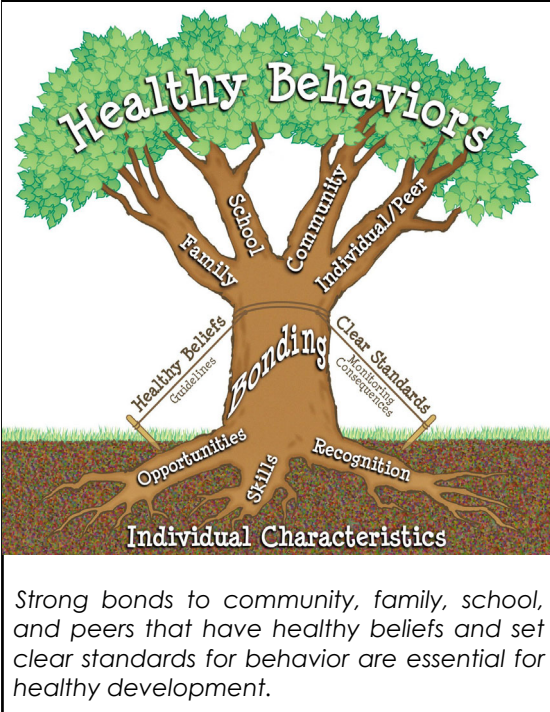
Student Totals						
Total Students	County 2004		County 2006		State 2006	
	Number	Percent	Number	Percent	Number	Percent
	3091	100	3210	100	42537	100
Grade						
6	812	26.3	1015	31.6	12013	28.2
8	995	32.2	944	29.4	11635	27.4
10	642	20.8	745	23.2	11042	26.0
12	642	20.8	506	15.8	7847	18.4
Gender						
Male	1464	48.0	1480	47.5	20000	48.1
Female	1584	52.0	1639	52.5	21576	51.9
Ethnicity						
Native American	182	6.5	207	6.9	6160	15.2
Asian	99	3.5	71	2.4	823	2.0
African American	864	30.9	831	27.5	3319	8.2
Pacific Islander	36	1.3	43	1.4	199	0.5
Hispanic	323	11.5	307	10.2	2717	6.7
White	1293	46.2	1185	39.3	24629	60.9
Multi-racial or Other	0	0.0	374	12.4	2568	6.4

RISK AND PROTECTIVE FACTORS

Risk factors are characteristics of school, community, and family environments, and characteristics of students and their peer groups, that are known to predict increased likelihood of drug use, delinquency, school dropout, and violent behaviors among youth. For example, children who live in disorganized, crime-ridden neighborhoods are more likely to become involved in crime and drug use than children who live in safe neighborhoods.

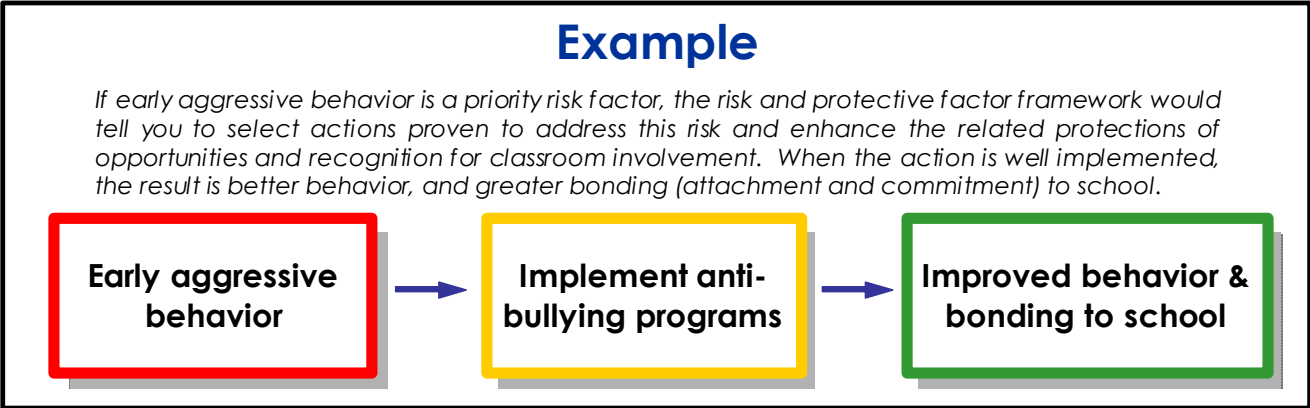
Protective factors exert a positive influence and buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research include strong bonding to family, school, community and peers, and healthy beliefs and clear standards for behavior.

Three conditions must be present in communities, neighborhoods, schools, families and peer groups for young people to develop strong bonds to these social units. These conditions are a) **Opportunities** for young people to actively contribute; b) **Skills** to be able to successfully contribute; and c) **Consistent** recognition or reinforcement for their efforts and accomplishments. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.



WHY ARE RISK AND PROTECTIVE FACTORS IMPORTANT?

Research on risk and protective factors has important implications for children’s academic success, positive youth development, and prevention of health and behavior problems. In order to promote academic success and positive youth development and to prevent problem behaviors, *it is necessary to address the factors that predict these outcomes.* By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by policies, programs and actions shown to reduce those risk factors and to promote protective factors.



PRACTICAL IMPLICATIONS OF THE OPNA

No Child Left Behind

The Safe and Drug Free Schools and Communities section of the No Child Left Behind Act (NCLB) requires that schools and communities use six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

- be based on a needs assessment using objective data regarding the incidence of drug use and violence,
- target specific performance objectives,
- be based on scientific research and be proven to reduce violence or drug use,
- be based on the analysis of predictor variables such as risk and protective factors,
- include meaningful and on-going parental input in program implementation, and
- have periodic evaluations of established performance measures.

The results of the Oklahoma Prevention Needs Assessment Survey presented in this report can help your school community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 above. The Risk and Protective Factor charts provide information related to Principle 4. Overall, using the Risk and Protective factors planning framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools to comply with the NCLB Act.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and gambling, 3) risk factor, 4) protective factor, and 5) sources and places of alcohol and tobacco use. All the charts show the results of the 2006 OPNA Survey, and the actual percentages from the charts are presented in Tables 3 through 13.

Substance Use, Antisocial Behavior, and Gambling Charts

This report contains information about alcohol, tobacco and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. For example, for the overall state 76 percent of students in grade 12 reported that they 'ever used alcohol'. This means that 76 percent of the students in grade 12 reported that they had tried alcohol at least once in their lifetime. The seven sections in the charts described below represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Ever-used** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the percentage of students who have experienced a particular substance.
- **30-day use** is a measure of the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a more sensitive indicator of the level of current use of the substance.
- **Heavy use** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey), use of **one-half a pack or more of cigarettes per day**.

- **Treatment need for alcohol, drug, or alcohol or drug.** Students who are classified as needing treatment have used alcohol or drugs on ten or more occasions in their lifetime and marked three or more of the following six items related to their past year drug or alcohol use: 1) spent more time using than intended, 2) neglected usual responsibilities because of use, 3) wanted to cut down on use, 4) others objected to substance use, 5) frequently thought about using, and 6) used alcohol or drugs to relieve feeling such as sadness, anger, or boredom. Students could mark whether these items related to their drug use or their alcohol use.
- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement** with the eight antisocial behaviors listed in the charts **in the past year**. In the charts, antisocial behavior will often be abbreviated as ASB.
- **Gambling behavior** charts show the percentage of students who engaged in 9 different types of gambling as well as an overall measure of gambling behavior in the past year.
- **Dots** are used on the charts to show the overall state average of all of the youth in each grade who participated in the survey for each behavior. The dots allow a community to compare their youth to the youth in grades 6, 8, 10, and 12 throughout the state. Information about other students in the state can be helpful in determining the seriousness of a given level of problem behavior. For example, if the percentage of students in your community engaging in a problem behavior is significantly higher than the state average, it is most likely that an intervention is needed.

Risk and Protective Factor Charts

The percentage of youth at risk and those with protection are shown for grades 6, 8, 10, and 12. The factors are grouped into four domains: community, family, school, and peer/individual. There is a separate chart for each grade that shows the percentage of students who are at-risk for youth problem behaviors on each of the risk factor scales. There are also charts that show the percentage of students in each grade who have the protective factor for each of the protective factor scales. In the charts, the bar for each scale represents the percentage of students in the grade who reported ‘elevated risk’ or ‘elevated protection’.

- **Dots** on the charts represent the percentage of all youth across Oklahoma who completed the survey in each grade who reported ‘elevated risk’ or ‘elevated protection’ on the survey. The comparison to the overall state provides additional information for your community in determining the relative importance of each risk or protective factor level. Scanning across the charts, you can easily determine which factors are most (or least) prevalent for your community. This is the first step in identifying the levels of risk and protection that are operating in your community and which factors your community may choose to address.
- **Dashed Lines** allow a comparison between the levels of risk and protection in your community and a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the risk and protective factor scales were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington.

Sources and Places of Alcohol and Cigarette Use Charts

The percentage of students who obtained alcohol and cigarettes from specific sources and the percentage who used alcohol and cigarettes in specific places in the past year is shown in charts for each grade. The percentages are based upon only those students who used alcohol (for alcohol questions) or cigarettes (cigarette questions) in the past year.

Drug Free Communities Report

Table 11 contains the information that needs to be reported by communities with Drug Free Communities grants. Perception of risk; perception of parent and peer disapproval of ATOD use; and past 30-day use and average age of first use of alcohol, cigarettes, and marijuana are reported by grade and gender.

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Oklahoma Prevention Needs Assessment Survey?

Data from the Survey can be used to help school and community planners assess current conditions and prioritize areas of greatest need.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help your school and community make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

What are the numbers telling you?

Review the charts and data tables presented in this report. Using the table below, note your findings as you discuss the following questions:

- Which 3-5 risk factors appear to be higher than you would want?
- Which 3-5 protective factors appear to be lower than you would want?
- Which levels of 30-day drug use are increasing and/or unacceptably high?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are increasing and/or unacceptably high?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for a certain percentage of high school students to drink alcohol regularly as long as that percentage is lower than the overall state rate?

Use these data for planning.

- Substance use and antisocial behavior data – raise awareness about the problems and promote dialogue
- Risk and protective factor data – identify exactly where the community needs to take action
- Selecting prevention approaches – talk with resources listed on the last page of this report for ideas about programs that are evidenced-based and have proven effectiveness in reducing the risk factors that are high in your community and increasing the protective factors that are low.

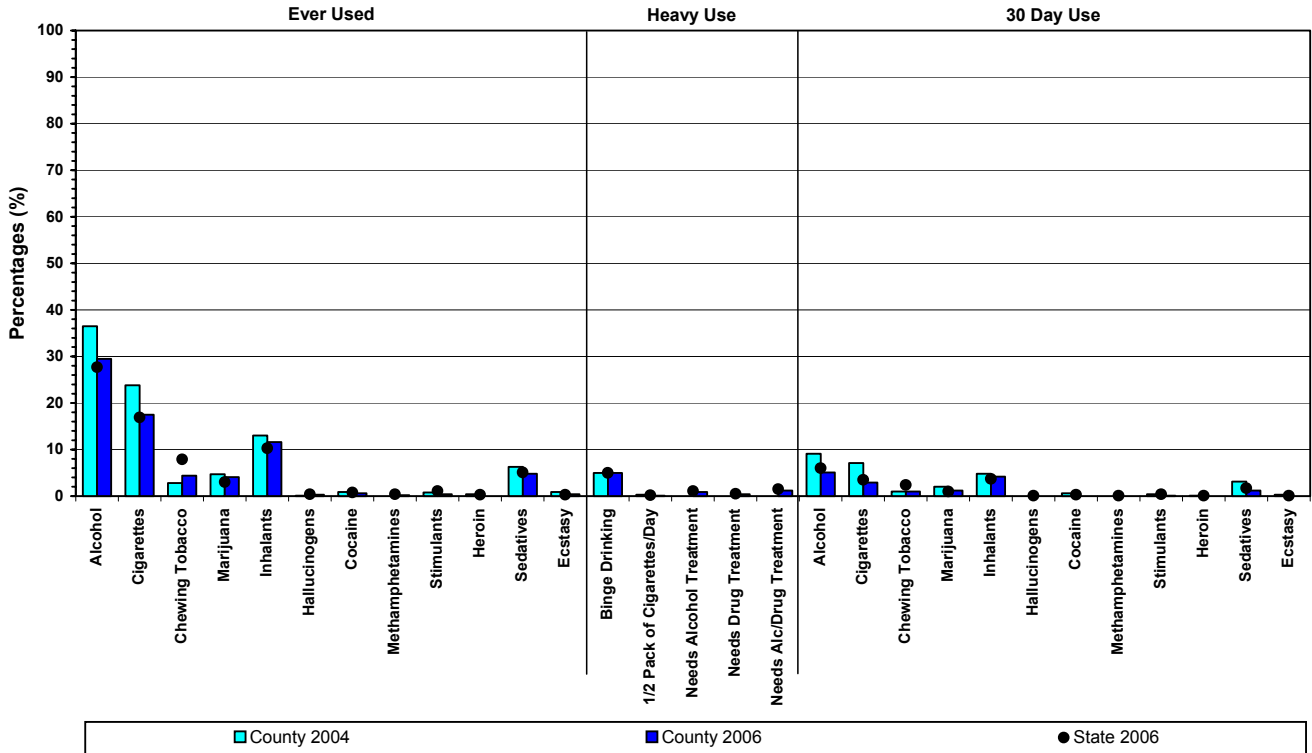
MEASURE
 Risk Factors
 Protective Factors
 Substance Use
 Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

ATOD USE AND ANTISOCIAL BEHAVIOR

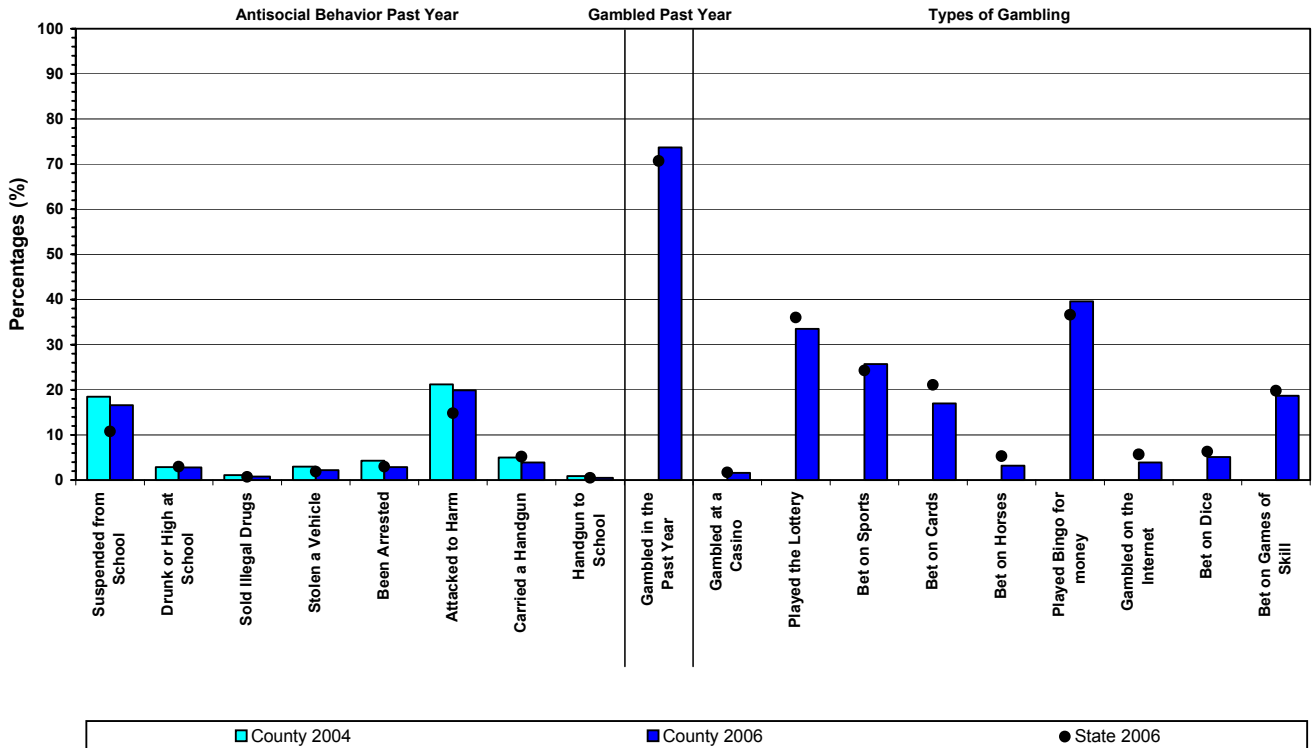
ATOD USE PROFILE

2006 Comanche County Student Survey, Grade 6



ANTISOCIAL BEHAVIOR AND GAMBLING PROFILE

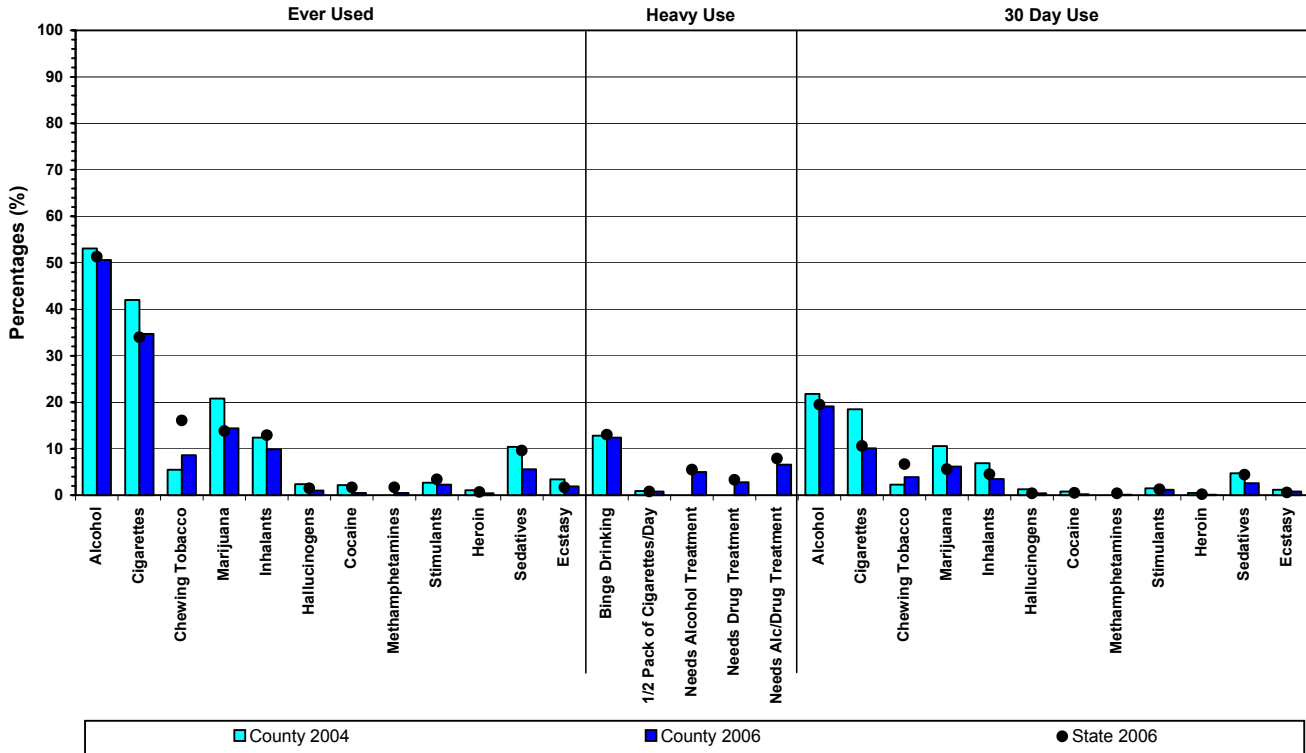
2006 Comanche County Student Survey, Grade 6



ATOD USE AND ANTISOCIAL BEHAVIOR

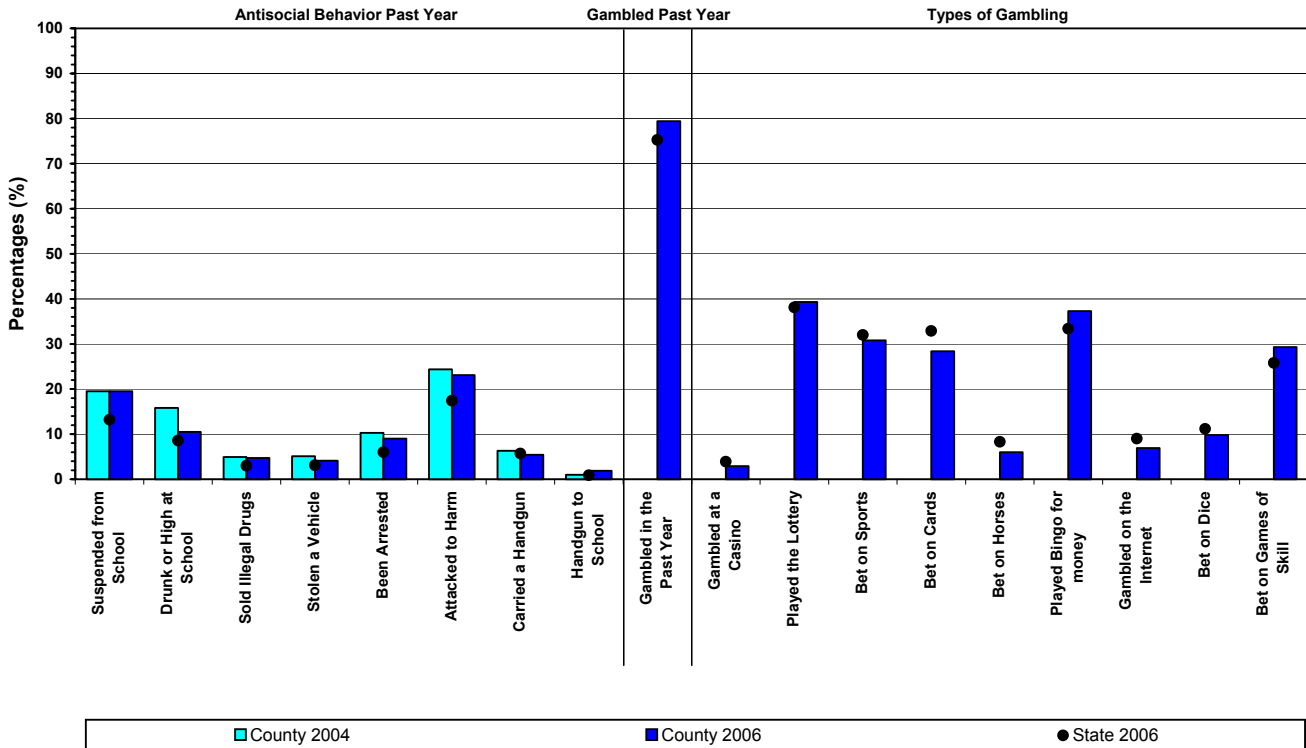
ATOD USE PROFILE

2006 Comanche County Student Survey, Grade 8

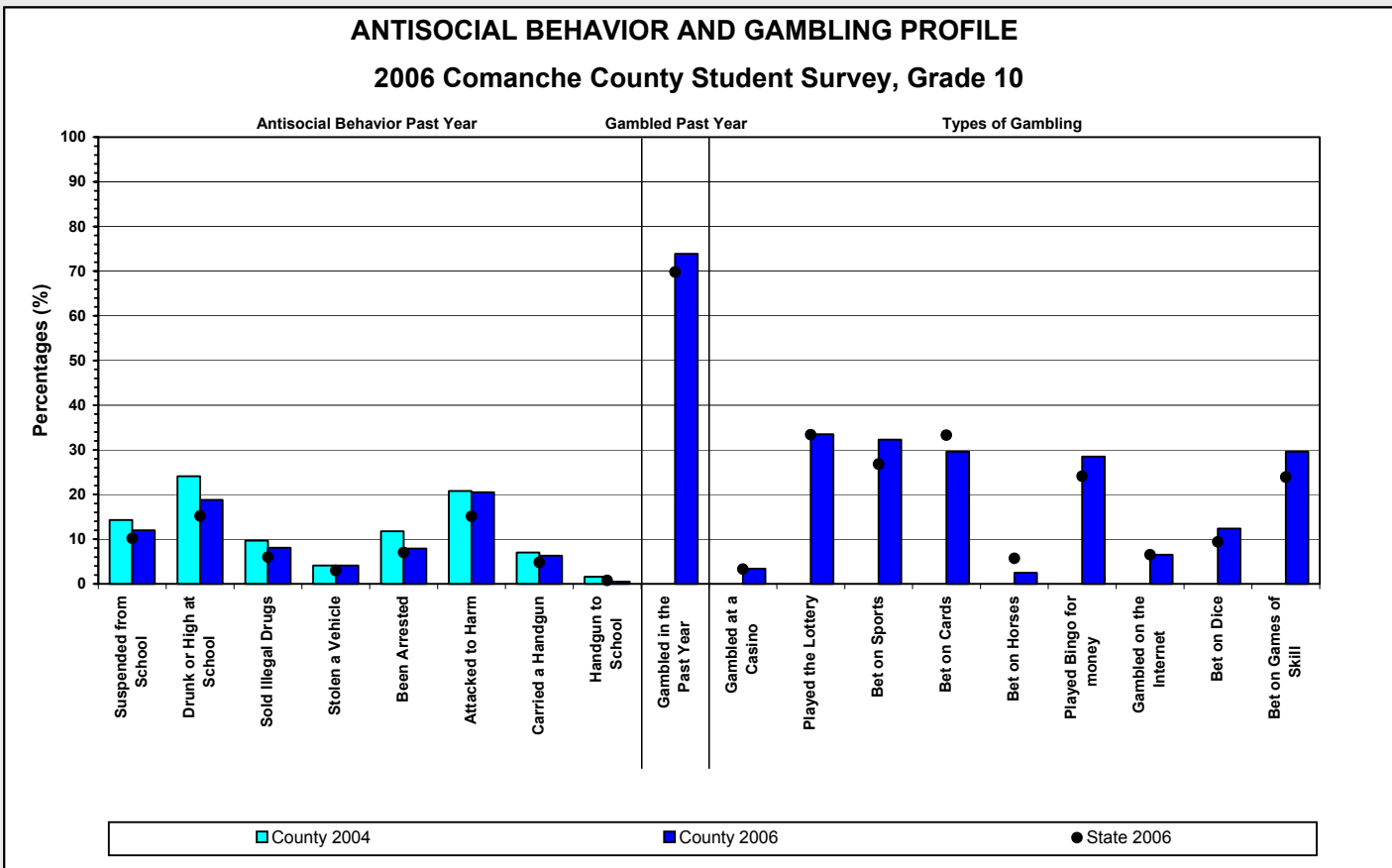
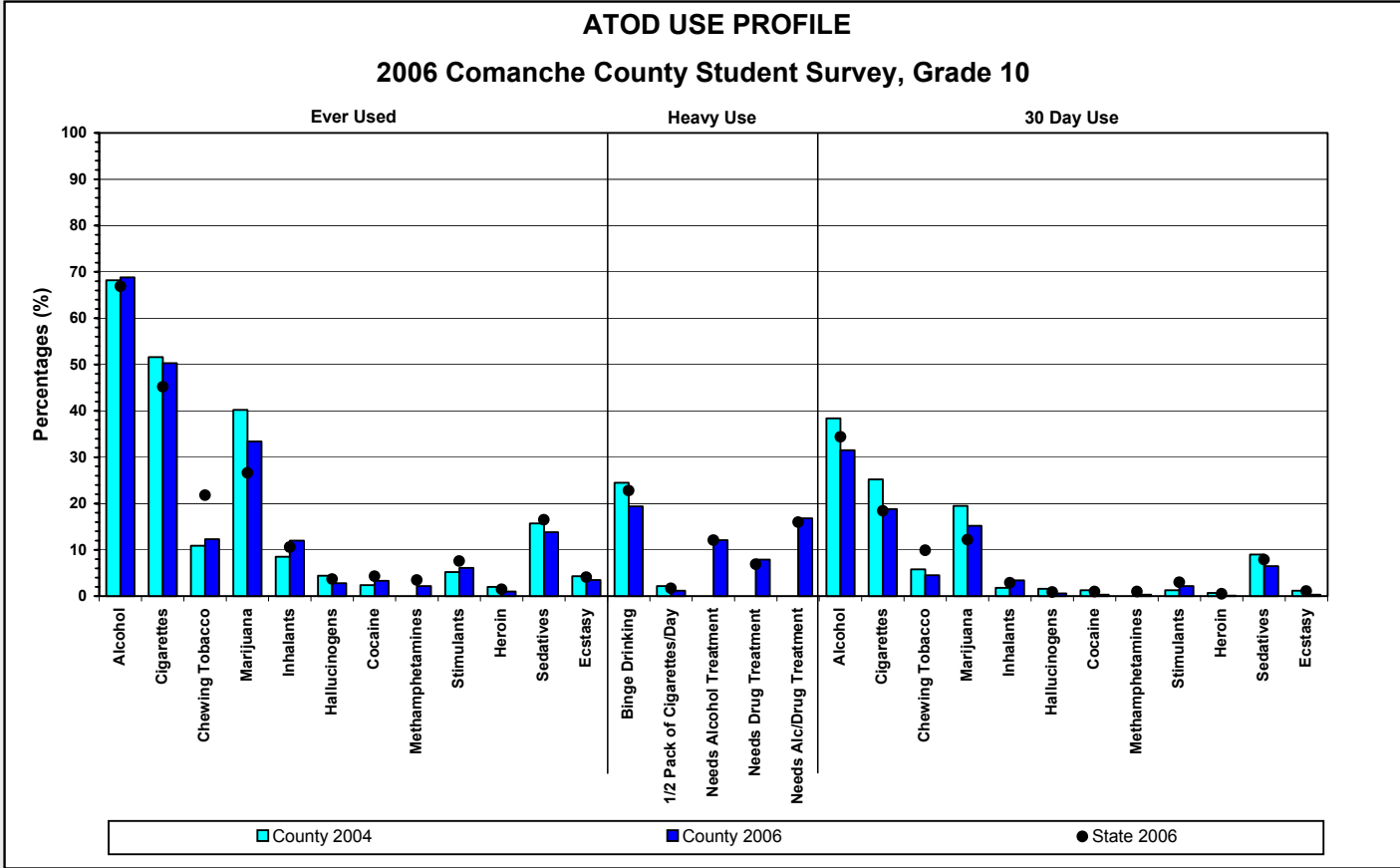


ANTISOCIAL BEHAVIOR AND GAMBLING PROFILE

2006 Comanche County Student Survey, Grade 8



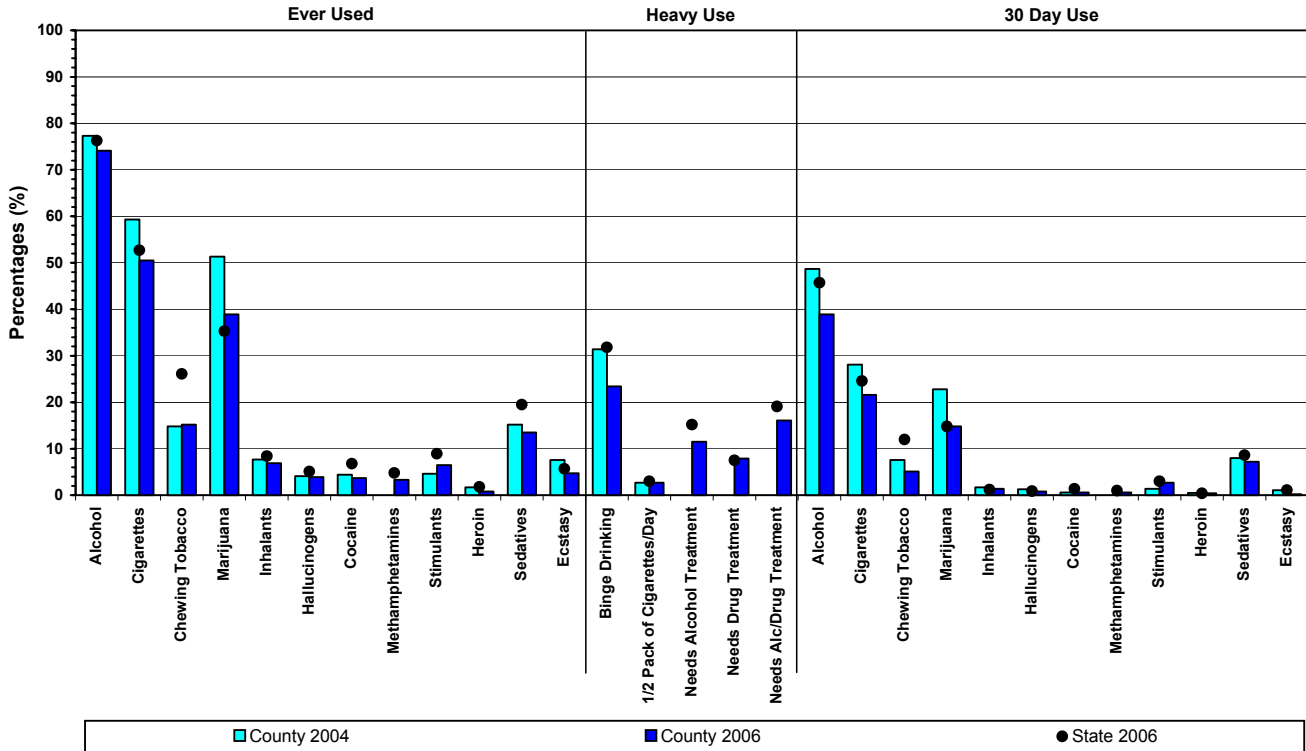
ATOD USE AND ANTISOCIAL BEHAVIOR



ATOD USE AND ANTISOCIAL BEHAVIOR

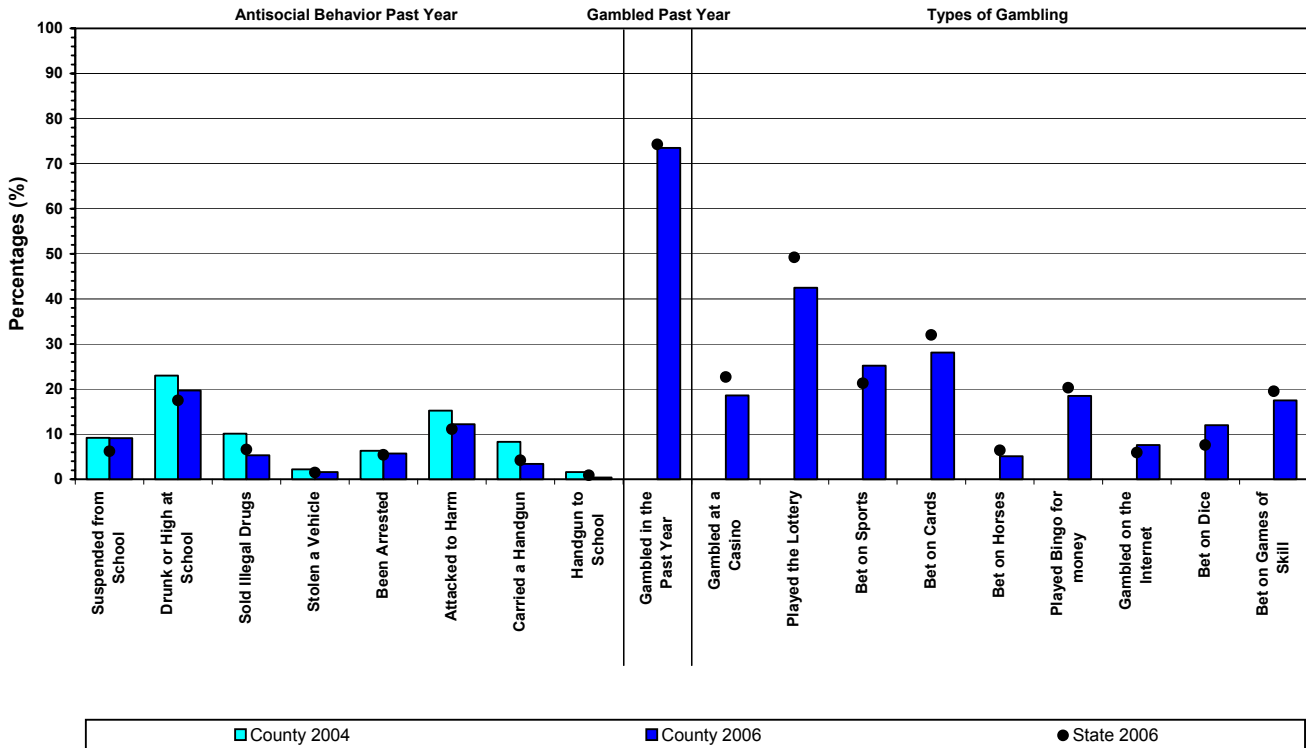
ATOD USE PROFILE

2006 Comanche County Student Survey, Grade 12



ANTISOCIAL BEHAVIOR AND GAMBLING PROFILE

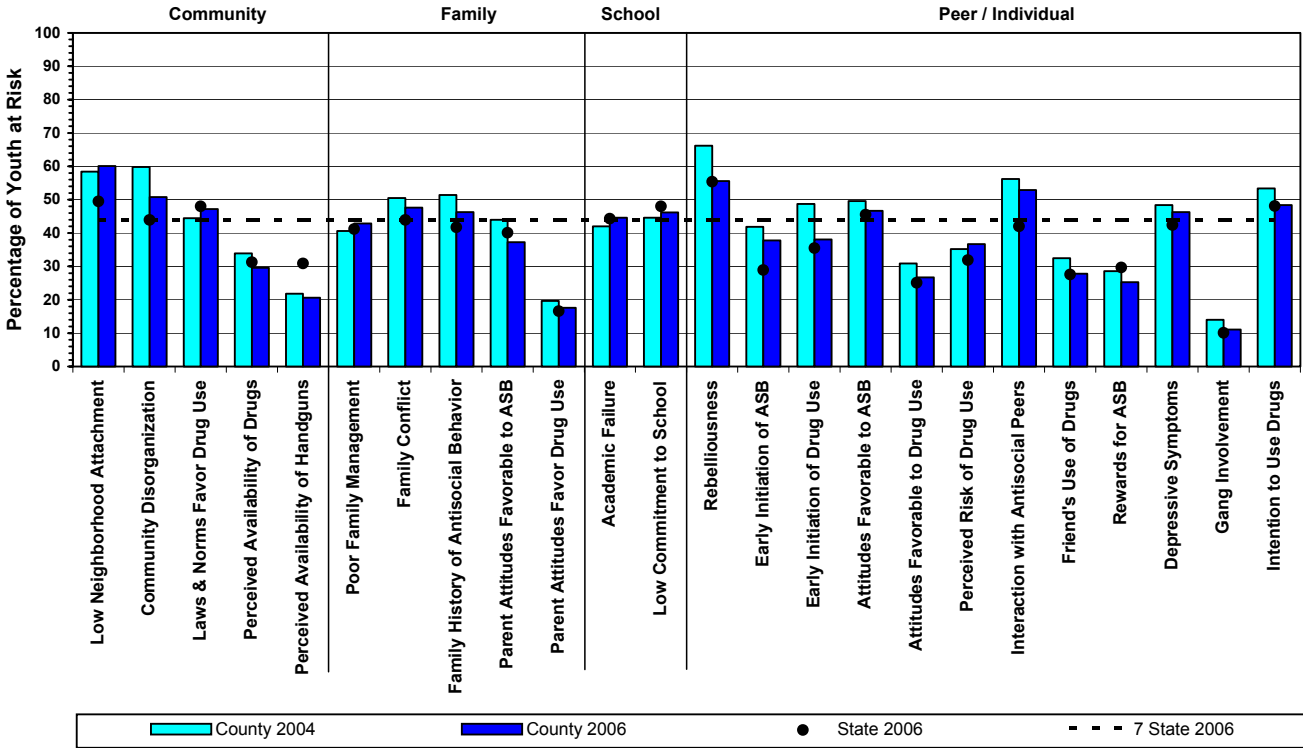
2006 Comanche County Student Survey, Grade 12



**RISK AND PROTECTIVE
FACTOR PROFILES**
Elevated Risk and Protection

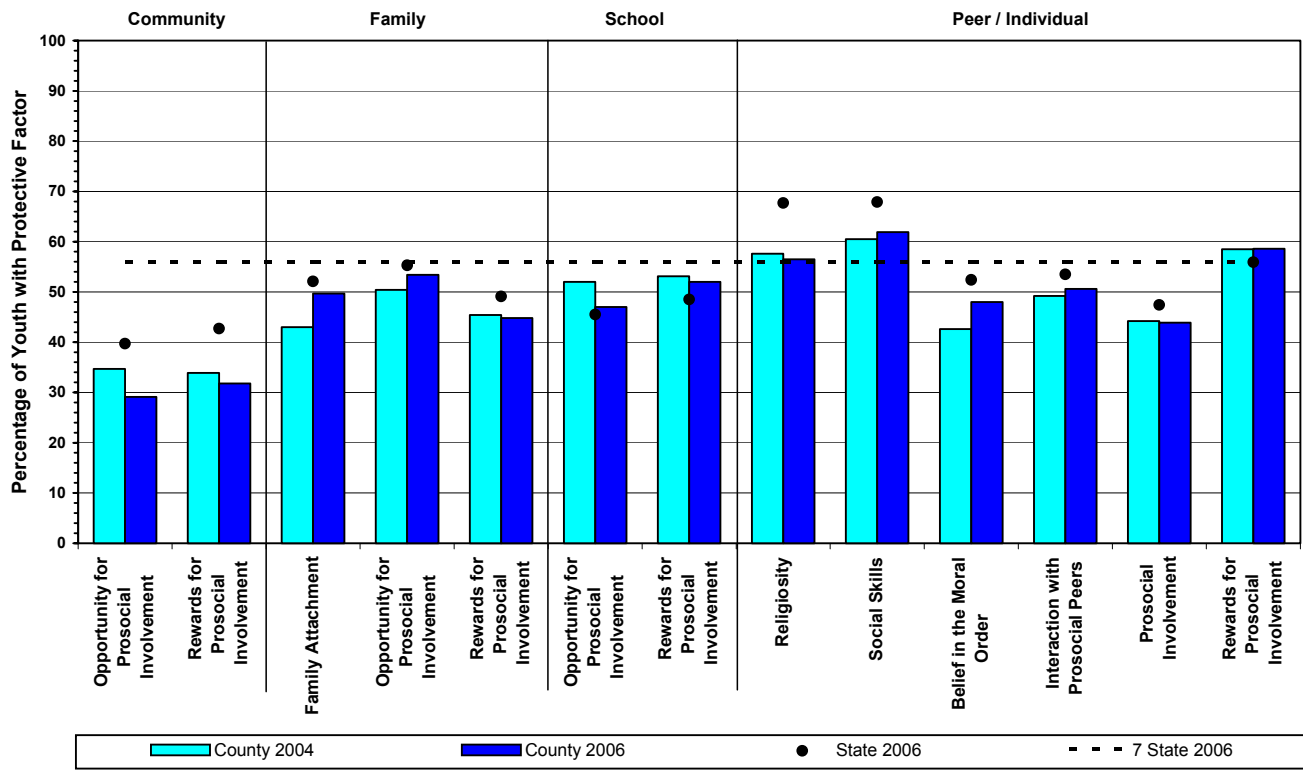
RISK PROFILE

2006 Comanche County Student Survey, Grade 6



PROTECTIVE PROFILE

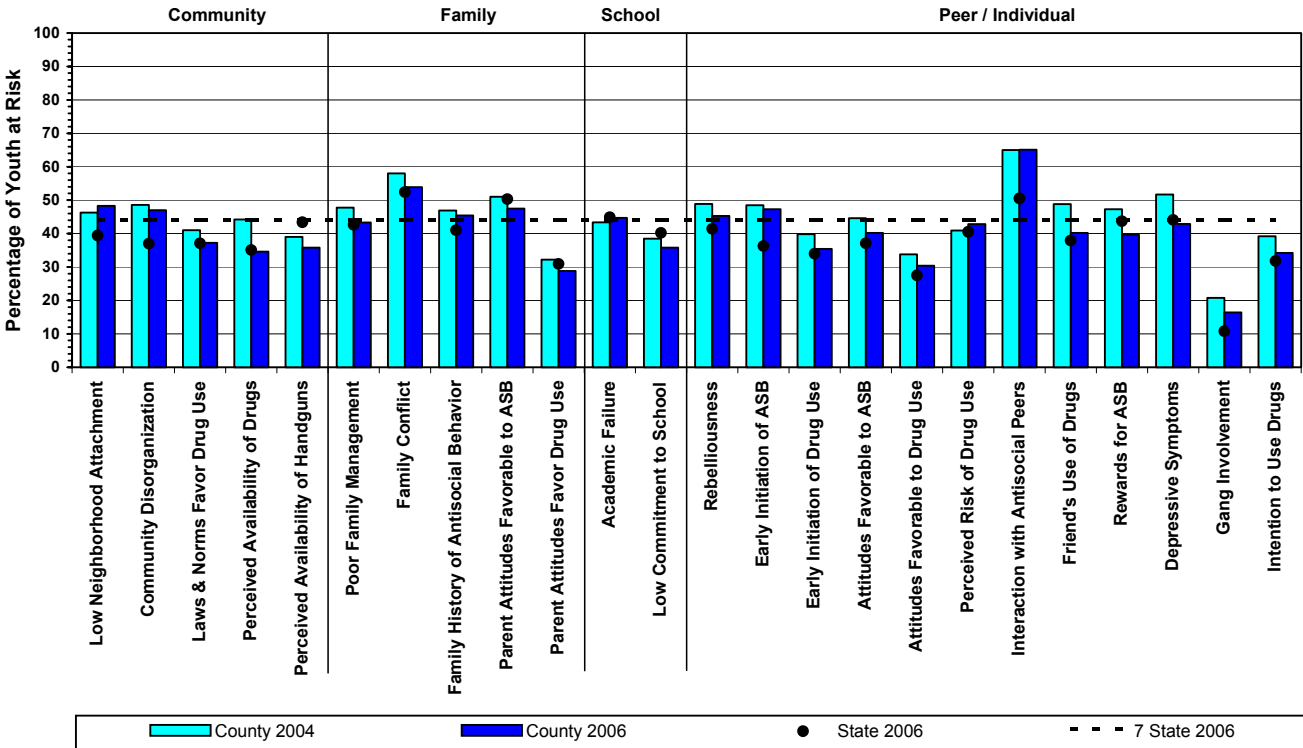
2006 Comanche County Student Survey, Grade 6



**RISK AND PROTECTIVE
FACTOR PROFILES**
Elevated Risk and Protection

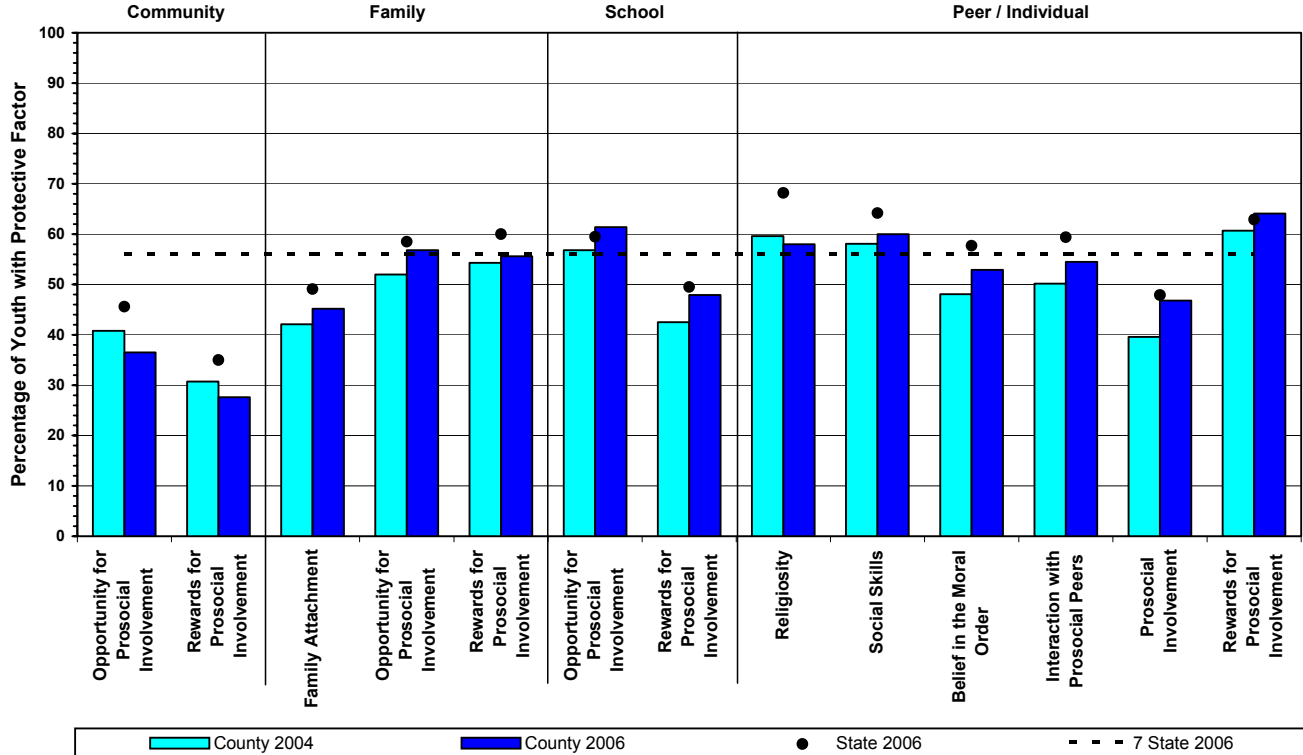
RISK PROFILE

2006 Comanche County Student Survey, Grade 8



PROTECTIVE PROFILE

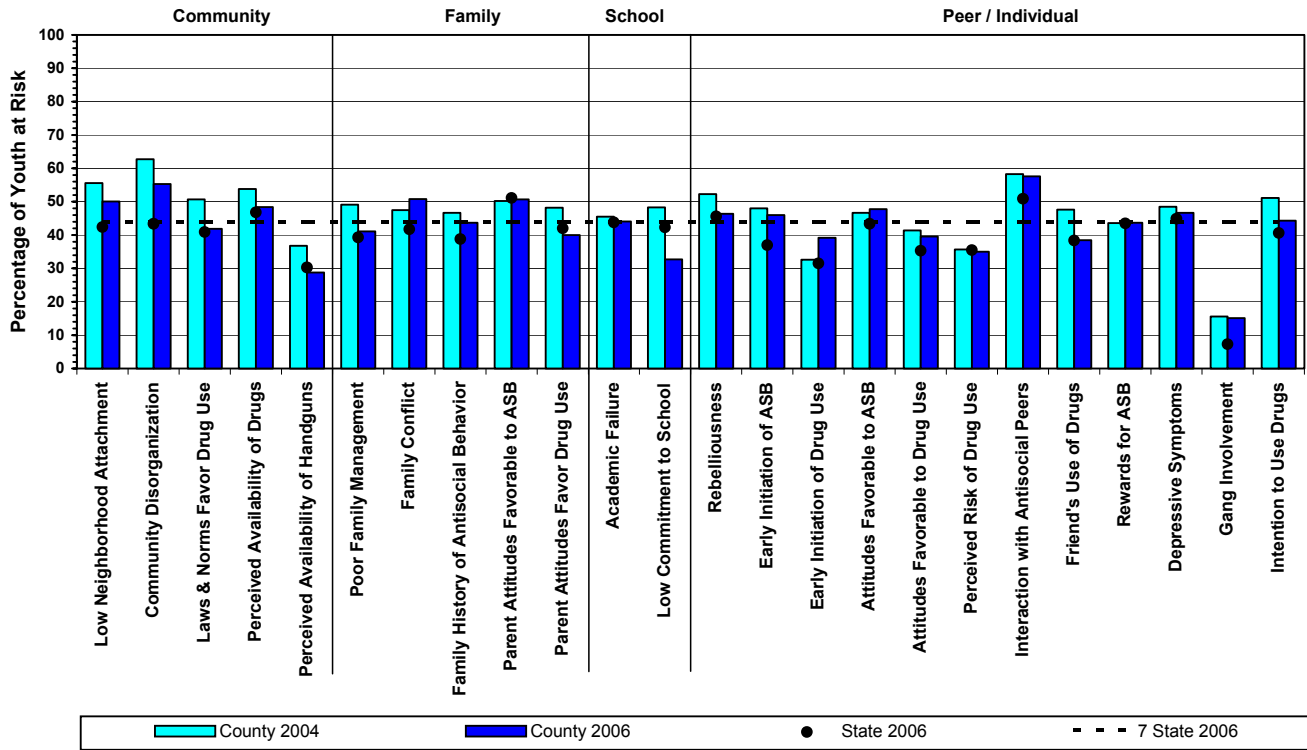
2006 Comanche County Student Survey, Grade 8



**RISK AND PROTECTIVE
FACTOR PROFILES**
Elevated Risk and Protection

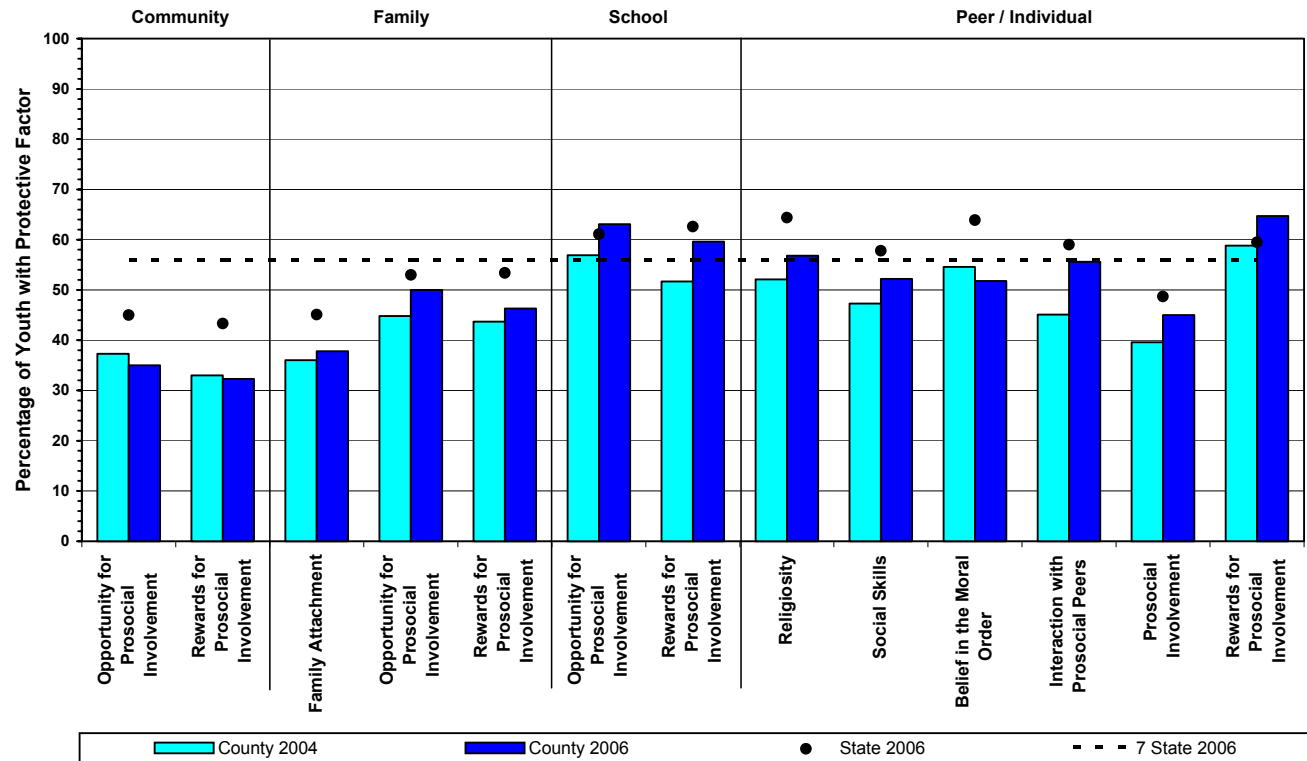
RISK PROFILE

2006 Comanche County Student Survey, Grade 10



PROTECTIVE PROFILE

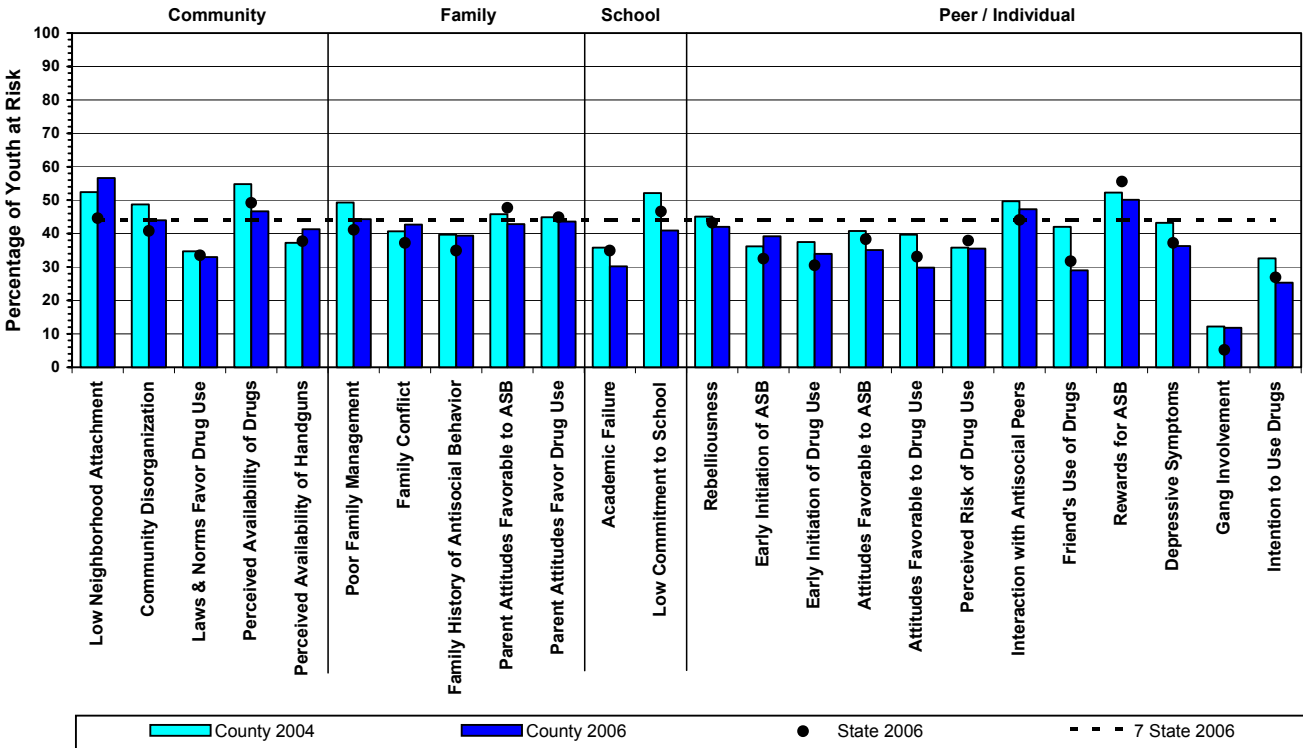
2006 Comanche County Student Survey, Grade 10



**RISK AND PROTECTIVE
FACTOR PROFILES**
Elevated Risk and Protection

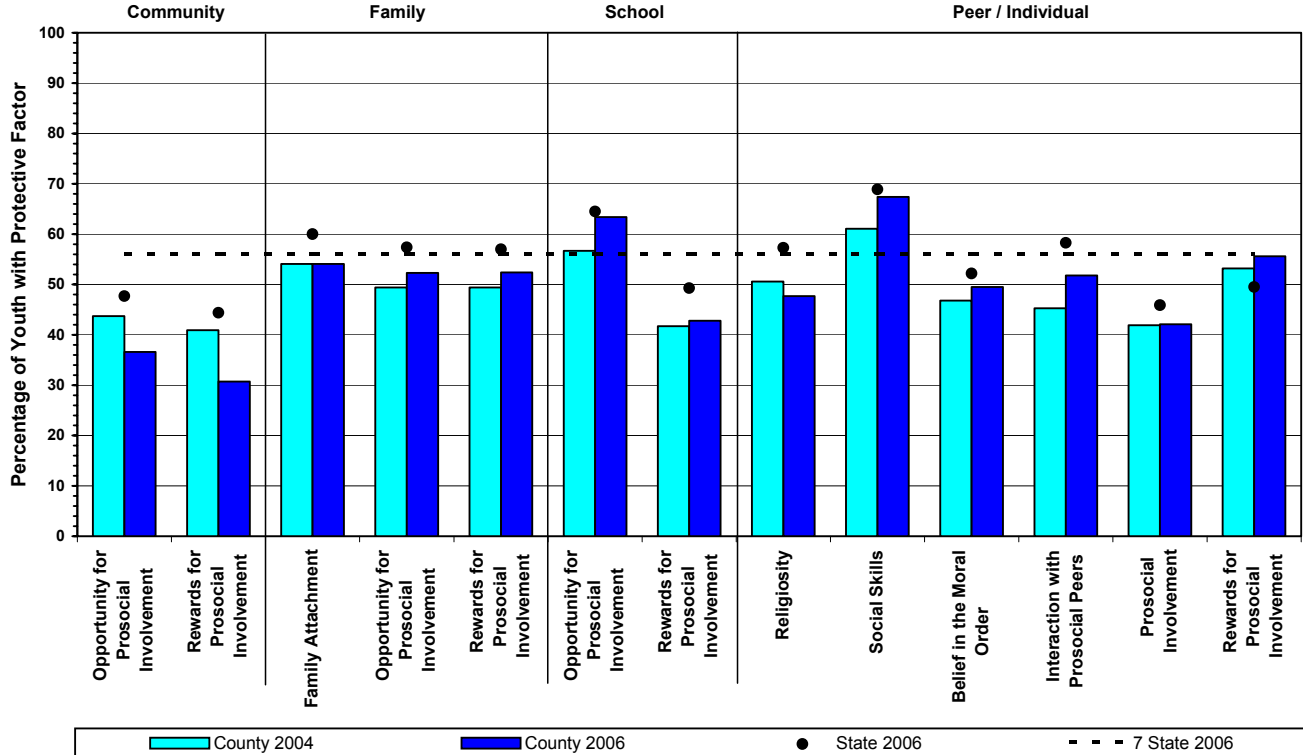
RISK PROFILE

2006 Comanche County Student Survey, Grade 12



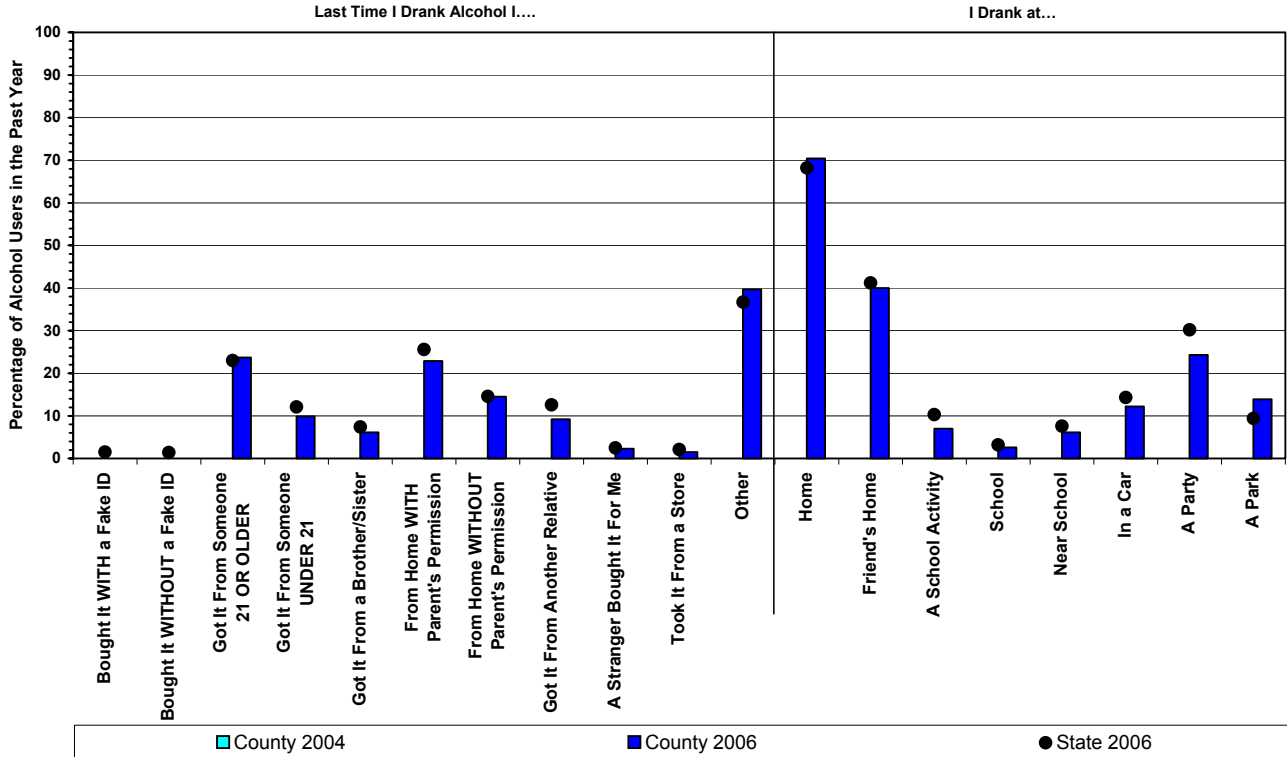
PROTECTIVE PROFILE

2006 Comanche County Student Survey, Grade 12

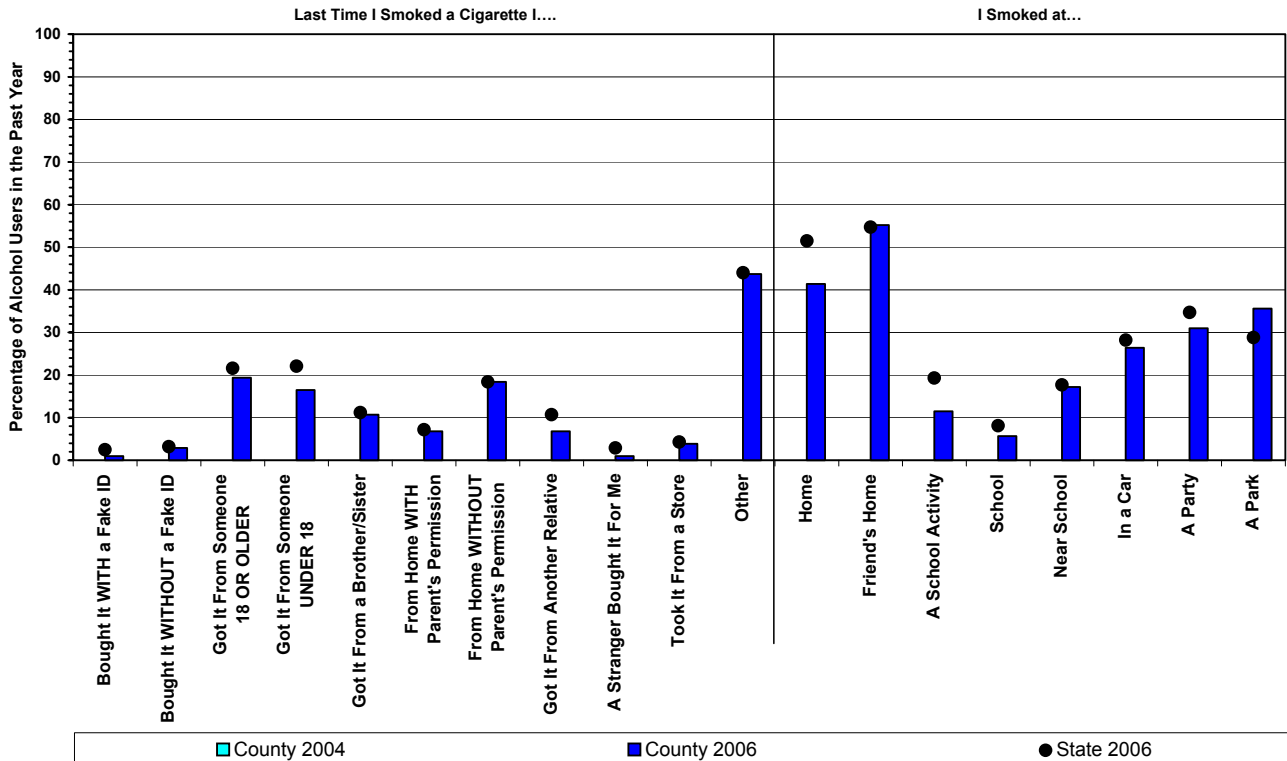


SOURCES AND PLACES OF ALCOHOL AND TOBACCO USE

SOURCES AND PLACES OF ALCOHOL USE 2006 Comanche County Student Survey, Grade 6

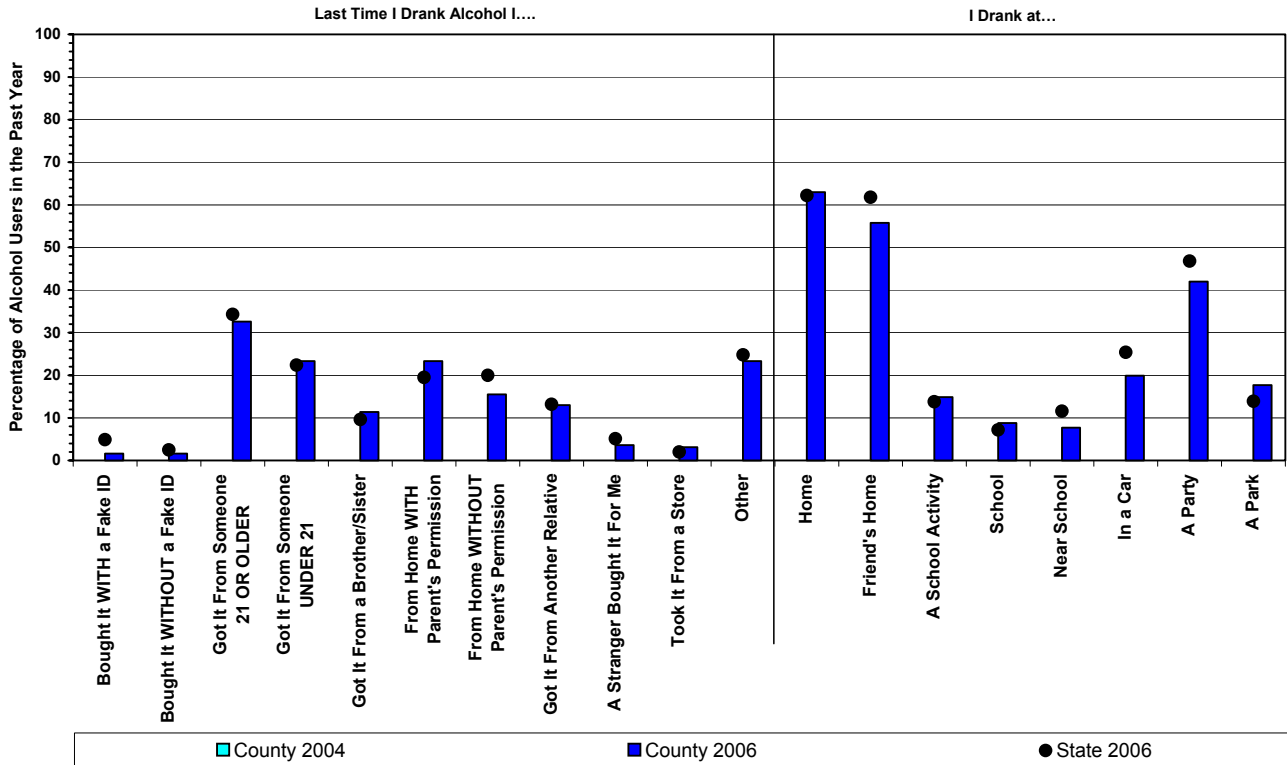


SOURCES AND PLACES OF CIGARETTE USE 2006 Comanche County Student Survey, Grade 6

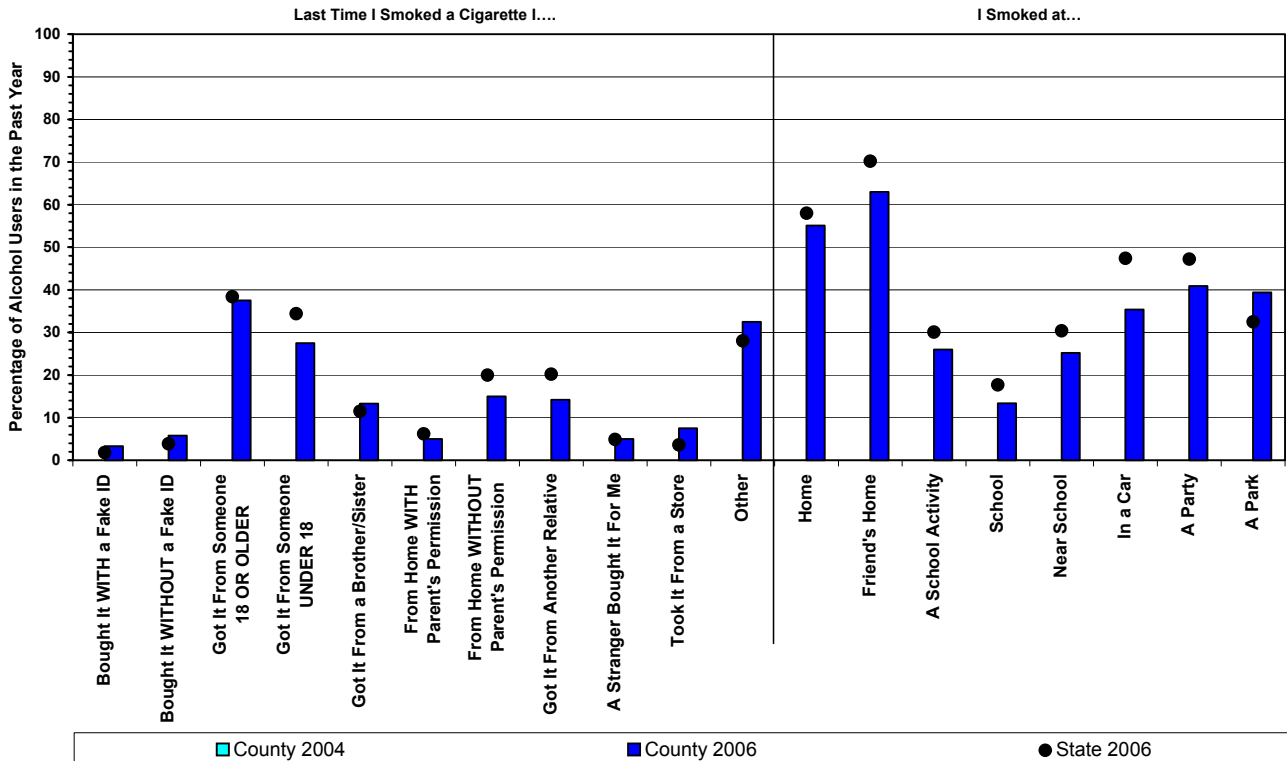


SOURCES AND PLACES OF ALCOHOL AND TOBACCO USE

SOURCES AND PLACES OF ALCOHOL USE 2006 Comanche County Student Survey, Grade 8

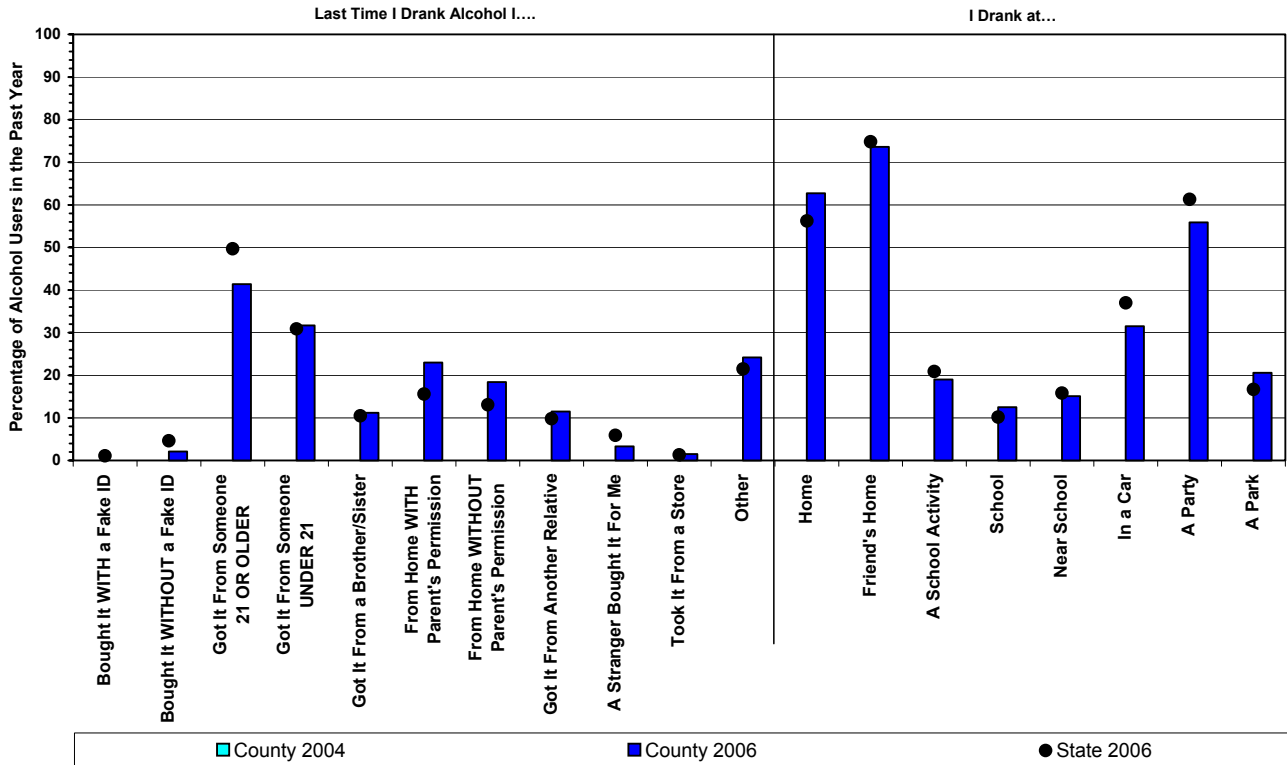


SOURCES AND PLACES OF CIGARETTE USE 2006 Comanche County Student Survey, Grade 8

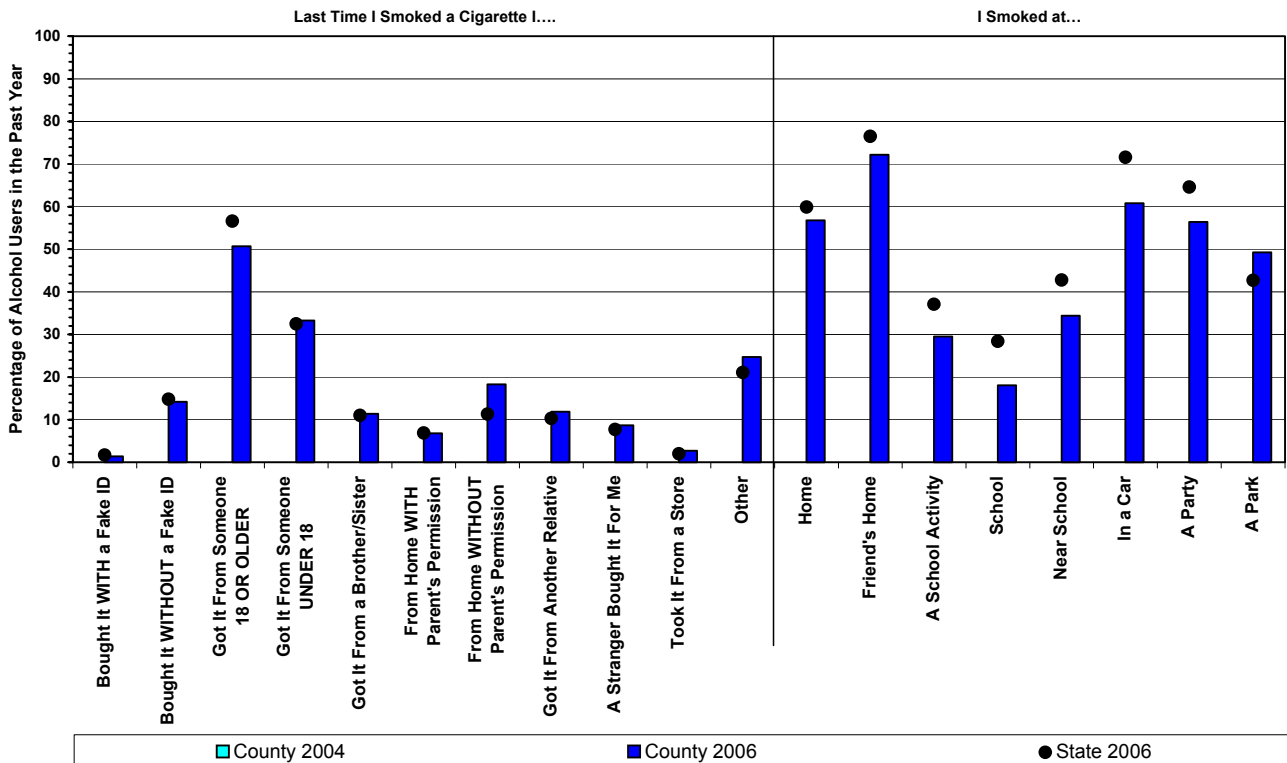


SOURCES AND PLACES OF ALCOHOL AND TOBACCO USE

SOURCES AND PLACES OF ALCOHOL USE 2006 Comanche County Student Survey, Grade 10

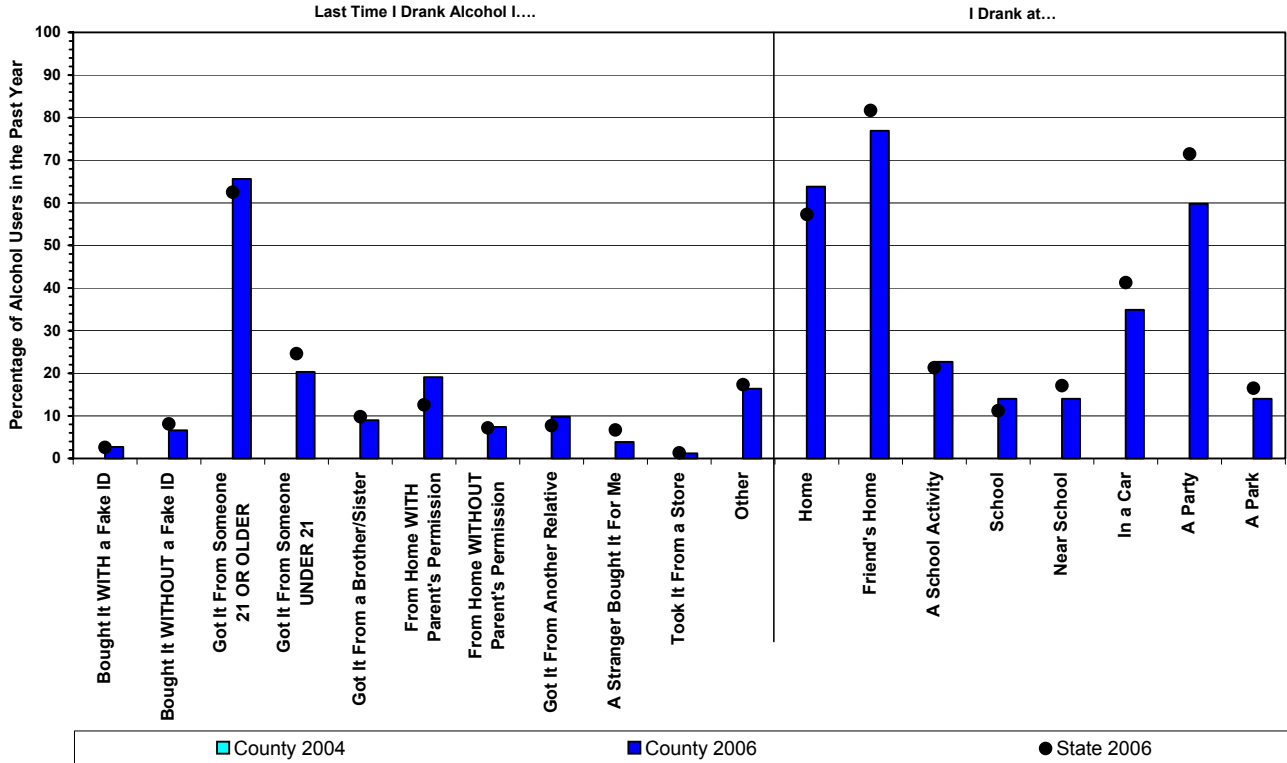


SOURCES AND PLACES OF CIGARETTE USE 2006 Comanche County Student Survey, Grade 10



SOURCES AND PLACES OF ALCOHOL AND TOBACCO USE

SOURCES AND PLACES OF ALCOHOL USE 2006 Comanche County Student Survey, Grade 12



SOURCES AND PLACES OF CIGARETTE USE 2006 Comanche County Student Survey, Grade 12

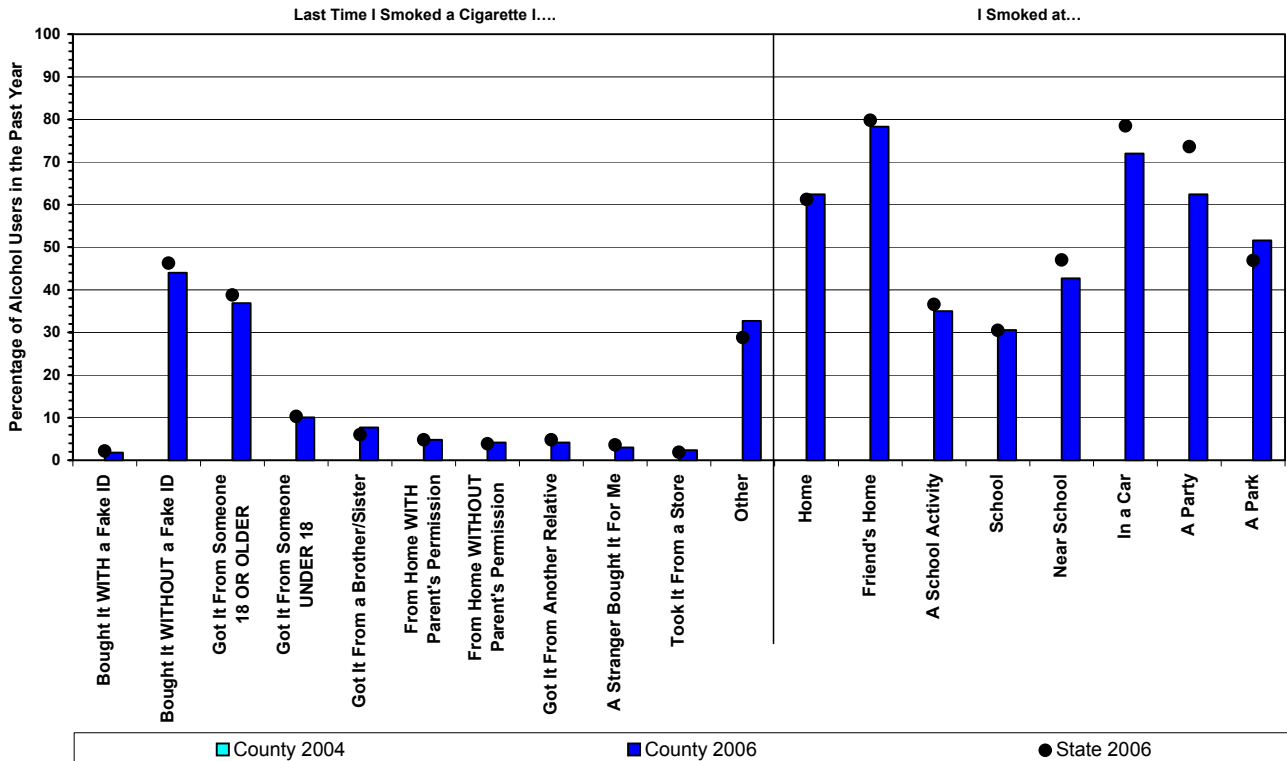


Table 2. Risk and Protective Factor Scale Definitions

<i>Community Domain Risk Factors</i>	
<i>Community Disorganization</i>	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
<i>Low Neighborhood Attachment</i>	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
<i>Family History of Antisocial Behavior</i>	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
<i>Family Conflict</i>	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
<i>Poor Family Management</i>	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.
<i>Family Domain Protective Factors</i>	
<i>Family Attachment</i>	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
<i>Opportunities for Positive Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.
<i>School Domain Risk Factors</i>	
<i>Academic Failure</i>	Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or non-medically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Table 2. Risk and Protective Factor Scale Definitions (Continued)	
<i>School Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.
<i>Peer-Individual Risk Factors</i>	
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<i>Friends' Use of Drugs</i>	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Intention to Use ATODs</i>	Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.
<i>Depressive Symptoms</i>	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Religiosity</i>	Young people who regularly attend religious services are less likely to engage in problem behaviors.
<i>Social Skills</i>	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Prosocial Norms</i>	Young people who view working hard in school and the community are less likely to engage in problem behavior.
<i>Involvement with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

Table 3. Number of Students Who Completed the Survey

Number of Youth	Grade 6			Grade 8			Grade 10			Grade 12		
	County		State	County		State	County		State	County		State
	2004	2006	2006	2004	2006	2006	2004	2006	2006	2004	2006	2006
	812	1015	12013	995	944	11635	642	745	11042	642	506	7847

Table 4. Percentage of Students Who Used ATODs During Their Lifetime

Drug Used	Grade 6			Grade 8			Grade 10			Grade 12		
	County		State	County		State	County		State	County		State
	2004	2006	2006	2004	2006	2006	2004	2006	2006	2004	2006	2006
	36.5	29.5	27.7	53.1	50.6	51.3	68.2	68.8	66.9	77.3	74.1	76.3
Alcohol	36.5	29.5	27.7	53.1	50.6	51.3	68.2	68.8	66.9	77.3	74.1	76.3
Cigarettes	23.8	17.5	16.9	42.0	34.7	34.0	51.6	50.3	45.2	59.3	50.5	52.7
Chewing Tobacco	2.8	4.4	7.9	5.5	8.6	16.1	10.9	12.3	21.8	14.8	15.2	26.1
Marijuana	4.7	4.1	3.0	20.8	14.4	13.8	40.2	33.4	26.6	51.3	38.9	35.3
Inhalants	13.0	11.6	10.3	12.4	9.9	12.9	8.5	12.0	10.6	7.7	6.9	8.4
Hallucinogens	0.1	0.3	0.4	2.4	1.0	1.5	4.4	2.8	3.7	4.1	3.9	5.1
Cocaine	0.9	0.6	0.8	2.2	0.5	1.7	2.4	3.3	4.3	4.4	3.7	6.8
Methamphetamines	n/a	0.2	0.4	n/a	0.5	1.7	n/a	2.2	3.5	n/a	3.3	4.8
Stimulants	0.8	0.4	1.1	2.7	2.3	3.4	5.2	6.1	7.6	4.6	6.5	8.9
Heroin	0.4	0.0	0.3	1.1	0.4	0.7	2.0	1.0	1.5	1.7	0.8	1.8
Sedatives	6.3	4.8	5.1	10.4	5.6	9.6	15.7	13.8	16.5	15.2	13.5	19.5
Ecstasy	0.9	0.4	0.3	3.4	1.9	1.7	4.3	3.5	4.1	7.6	4.7	5.7
Any Drug	19.2	18.1	15.9	30.7	24.2	26.9	44.1	42.3	36.7	53.6	44.2	42.7

Table 5. Percentage of Students With Heavy Use of Alcohol and Cigarettes

Drug Used	Grade 6			Grade 8			Grade 10			Grade 12		
	County		State	County		State	County		State	County		State
	2004	2006	2006	2004	2006	2006	2004	2006	2006	2004	2006	2006
	5.0	5.0	5.0	12.8	12.4	13.0	24.5	19.4	22.8	31.4	23.4	31.8
Binge Drinking	5.0	5.0	5.0	12.8	12.4	13.0	24.5	19.4	22.8	31.4	23.4	31.8
1/2 Pack of Cigarettes/Day	0.3	0.1	0.2	0.9	0.8	0.8	2.2	1.2	1.7	2.7	2.7	3.0
Needs Alcohol Treatment	n/a	0.9	1.1	n/a	5.0	5.5	n/a	12.1	12.1	n/a	11.5	15.2
Needs Drug Treatment	n/a	0.4	0.5	n/a	2.8	3.3	n/a	7.9	6.9	n/a	7.9	7.5
Needs Alc/Drug Treatment	n/a	1.2	1.5	n/a	6.6	7.9	n/a	16.8	16.0	n/a	16.1	19.1

Table 6. Percentage of Students Who Used ATODs During the Past 30 Days

Drug Used	Grade 6			Grade 8			Grade 10			Grade 12		
	County		State	County		State	County		State	County		State
	2004	2006	2006	2004	2006	2006	2004	2006	2006	2004	2006	2006
	9.1	5.1	6.0	21.8	19.1	19.5	38.4	31.5	34.4	48.7	38.9	45.7
Alcohol	9.1	5.1	6.0	21.8	19.1	19.5	38.4	31.5	34.4	48.7	38.9	45.7
Cigarettes	7.1	2.9	3.5	18.5	10.1	10.6	25.2	18.8	18.4	28.1	21.6	24.6
Chewing Tobacco	1.0	1.0	2.4	2.3	3.9	6.7	5.8	4.5	9.9	7.6	5.1	12.0
Marijuana	2.0	1.2	1.0	10.6	6.2	5.6	19.5	15.2	12.2	22.8	14.8	14.8
Inhalants	4.8	4.2	3.7	6.9	3.5	4.5	1.8	3.4	2.9	1.7	1.4	1.2
Hallucinogens	0.0	0.0	0.1	1.3	0.4	0.4	1.6	0.6	0.9	1.3	0.8	0.9
Cocaine	0.6	0.0	0.3	0.8	0.2	0.5	1.3	0.3	1.0	0.6	0.6	1.4
Methamphetamines	n/a	0.0	0.1	n/a	0.1	0.4	n/a	0.3	1.0	n/a	0.6	1.0
Stimulants	0.4	0.1	0.4	1.5	1.2	1.3	1.3	2.2	3.0	1.4	2.7	3.0
Heroin	0.1	0.0	0.1	0.5	0.1	0.2	0.7	0.1	0.5	0.5	0.4	0.4
Sedatives	3.1	1.2	1.7	4.7	2.6	4.4	9.0	6.5	7.9	8.0	7.2	8.6
Ecstasy	0.3	0.0	0.1	1.2	0.8	0.6	1.2	0.3	1.1	1.1	0.2	1.1
Any Drug	9.2	6.3	6.5	17.4	11.9	13.2	23.8	21.8	19.2	26.6	19.1	20.8

Table 7. Percentage of Students With Antisocial Behavior in the Past Year

Behavior	Grade 6			Grade 8			Grade 10			Grade 12		
	County		State	County		State	County		State	County		State
	2004	2006	2006	2004	2006	2006	2004	2006	2006	2004	2006	2006
Suspended from School	18.5	16.6	10.8	19.5	19.5	13.2	14.3	12.0	10.2	9.2	9.1	6.2
Drunk or High at School	2.9	2.8	3.0	15.8	10.5	8.6	24.1	18.8	15.2	23.0	19.7	17.5
Sold Illegal Drugs	1.1	0.8	0.7	4.9	4.7	3.0	9.7	8.1	6.0	10.1	5.3	6.6
Stolen a Vehicle	3.0	2.2	1.9	5.1	4.1	3.1	4.1	4.1	3.0	2.2	1.6	1.5
Been Arrested	4.3	2.9	3.0	10.3	9.0	6.0	11.8	7.9	7.0	6.3	5.7	5.4
Attacked to Harm	21.2	19.9	14.8	24.4	23.1	17.4	20.8	20.5	15.1	15.2	12.2	11.1
Carried a Handgun	5.0	3.9	5.2	6.3	5.4	5.7	7.0	6.3	4.8	8.3	3.4	4.2
Handgun to School	0.9	0.5	0.5	1.0	1.9	0.9	1.6	0.5	0.8	1.6	0.4	0.9

Table 8. Percentage of Students Gambling in the Past Year

Behavior	Grade 6			Grade 8			Grade 10			Grade 12		
	County		State	County		State	County		State	County		State
	2004	2006	2006	2004	2006	2006	2004	2006	2006	2004	2006	2006
Gambled in the Past Year	n/a	73.7	70.7	n/a	79.4	75.3	n/a	73.9	69.8	n/a	73.5	74.3
Gambled at a Casino	n/a	1.6	1.7	n/a	2.9	3.9	n/a	3.4	3.3	n/a	18.6	22.7
Played the Lottery	n/a	33.5	36.0	n/a	39.3	38.1	n/a	33.5	33.4	n/a	42.5	49.2
Bet on Sports	n/a	25.7	24.3	n/a	30.8	32.0	n/a	32.3	26.8	n/a	25.2	21.3
Bet on Cards	n/a	17.0	21.1	n/a	28.4	32.9	n/a	29.6	33.3	n/a	28.1	32.0
Bet on Horses	n/a	3.2	5.3	n/a	6.0	8.3	n/a	2.5	5.7	n/a	5.1	6.4
Played Bingo for money	n/a	39.6	36.6	n/a	37.3	33.4	n/a	28.5	24.1	n/a	18.5	20.3
Gambled on the Internet	n/a	3.9	5.7	n/a	6.9	9.0	n/a	6.5	6.5	n/a	7.6	5.9
Bet on Dice	n/a	5.1	6.3	n/a	9.8	11.2	n/a	12.4	9.4	n/a	12.0	7.6
Bet on Games of Skill	n/a	18.7	19.8	n/a	29.3	25.8	n/a	29.6	23.9	n/a	17.5	19.5

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	County		State	County		State	County		State	County		State
	2004	2006	2006	2004	2006	2006	2004	2006	2006	2004	2006	2006
Community Domain												
Opportunity for Prosocial Involvement	34.7	29.1	39.7	40.8	36.5	45.6	37.3	35.0	45.0	43.7	36.6	47.7
Rewards for Prosocial Involvement	33.9	31.8	42.7	30.7	27.6	35.0	33.0	32.3	43.3	40.9	30.7	44.4
Family Domain												
Family Attachment	43.0	49.7	52.1	42.1	45.2	49.1	36.0	37.8	45.1	54.1	54.1	60.0
Opportunity for Prosocial Involvement	50.4	53.4	55.3	52.0	56.8	58.5	44.8	50.0	53.0	49.4	52.3	57.4
Rewards for Prosocial Involvement	45.4	44.8	49.1	54.3	55.6	60.0	43.7	46.3	53.4	49.4	52.4	57.0
School Domain												
Opportunity for Prosocial Involvement	52.0	47.0	45.5	56.8	61.4	59.5	56.9	63.1	61.1	56.7	63.4	64.5
Rewards for Prosocial Involvement	53.1	52.0	48.5	42.5	47.9	49.5	51.7	59.6	62.6	41.7	42.8	49.3
Peer-Individual Domain												
Religiosity	57.6	56.5	67.7	59.6	58.0	68.2	52.1	56.8	64.4	50.6	47.7	57.3
Social Skills	60.5	61.9	67.9	58.1	60.0	64.2	47.3	52.2	57.8	61.1	67.4	68.9
Belief in the Moral Order	42.6	48.0	52.4	48.1	52.9	57.7	54.6	51.8	63.9	46.8	49.5	52.2
Interaction with Prosocial Peers	49.2	50.6	53.5	50.2	54.5	59.4	45.1	55.6	59.0	45.3	51.8	58.3
Prosocial Involvement	44.2	43.9	47.4	39.6	46.8	47.9	39.6	45.0	48.7	41.9	42.1	45.9
Rewards for Prosocial Involvement	58.5	58.6	55.9	60.7	64.1	62.9	58.8	64.7	59.5	53.2	55.6	49.5

Table 10. Percentage of Students Reporting Risk

Risk Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	County		State	County		State	County		State	County		State
	2004	2006	2006	2004	2006	2006	2004	2006	2006	2004	2006	2006
Community Domain												
Low Neighborhood Attachment	58.4	60.1	49.5	46.3	48.3	39.4	55.6	50.1	42.4	52.4	56.6	44.6
Community Disorganization	59.8	50.8	43.9	48.6	47.0	37.0	62.7	55.3	43.4	48.7	44.0	40.8
Laws & Norms Favor Drug Use	44.5	47.2	48.0	41.0	37.2	37.1	50.7	41.9	40.9	34.7	33.0	33.5
Perceived Availability of Drugs	33.9	29.6	31.3	44.2	34.6	35.1	53.8	48.4	46.8	54.8	46.7	49.2
Perceived Availability of Handguns	21.8	20.6	30.9	39.0	35.8	43.4	36.8	28.8	30.3	37.2	41.3	37.7
Family Domain												
Poor Family Management	40.6	42.9	41.2	47.8	43.3	42.6	49.1	41.1	39.3	49.3	44.3	41.1
Family Conflict	50.5	47.6	43.9	58.0	53.9	52.4	47.5	50.8	41.7	40.7	42.7	37.2
Family History of Antisocial Behavior	51.4	46.3	41.7	46.9	45.4	41.0	46.7	43.7	38.8	39.7	39.4	34.9
Parent Attitudes Favorable to ASB	44.0	37.3	40.1	51.0	47.5	50.3	50.2	50.7	51.1	45.8	42.8	47.7
Parent Attitudes Favor Drug Use	19.7	17.6	16.6	32.2	28.8	30.9	48.2	40.0	42.0	44.9	43.6	44.9
School Domain												
Academic Failure	42.0	44.6	44.3	43.4	44.7	44.9	45.5	44.1	43.8	35.8	30.2	34.9
Low Commitment to School	44.6	46.2	48.0	38.5	35.8	40.2	48.3	32.7	42.3	52.1	40.9	46.6
Peer-Individual Domain												
Rebelliousness	66.2	55.6	55.4	48.9	45.3	41.4	52.3	46.4	45.6	45.1	42.0	43.2
Early Initiation of ASB	41.9	37.8	28.9	48.5	47.3	36.3	48.0	46.0	37.0	36.2	39.2	32.5
Early Initiation of Drug Use	48.7	38.1	35.5	39.8	35.4	34.0	32.6	39.2	31.5	37.5	33.9	30.5
Attitudes Favorable to ASB	49.6	46.7	45.5	44.6	40.2	37.1	46.7	47.8	43.4	40.8	35.1	38.3
Attitudes Favorable to Drug Use	30.9	26.7	25.1	33.8	30.4	27.5	41.4	39.6	35.3	39.7	29.8	33.1
Perceived Risk of Drug Use	35.2	36.7	31.9	40.9	42.8	40.5	35.7	35.0	35.5	35.8	35.5	37.9
Interaction with Antisocial Peers	56.2	52.9	42.0	65.0	65.1	50.5	58.3	57.6	50.9	49.7	47.3	44.1
Friend's Use of Drugs	32.5	27.8	27.6	48.8	40.2	37.9	47.6	38.5	38.4	42.0	29.0	31.7
Rewards for ASB	28.6	25.3	29.7	47.3	39.7	43.7	43.6	43.7	43.5	52.3	50.1	55.6
Depressive Symptoms	48.4	46.3	42.4	51.7	42.9	44.1	48.5	46.7	44.9	43.2	36.3	37.2
Gang Involvement	14.0	11.1	10.1	20.8	16.4	10.8	15.6	15.1	7.3	12.2	11.8	5.2
Intention to Use Drugs	53.4	48.4	48.1	39.2	34.2	31.8	51.1	44.3	40.6	32.6	25.3	26.9

Table 11. Drug Free Communities Report (2006 Data)*

Outcomes	Definition	Substance	Grade 6		Grade 8		Grade 10		Grade 12		Male		Female		Total†	
			Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Perception of Risk <i>(People are at Moderate or Great Risk of harming themselves if they...)</i>	drink 1 or two drinks nearly every day	Alcohol	33.9	940	37.4	861	37.1	715	35.3	484	41.0	1358	31.0	1564	35.9	3000
	smoke 1 or more packs or cigarettes per day	Cigarettes	18.5	949	16.1	871	11.5	724	8.5	485	17.3	1379	11.8	1574	14.5	3029
	smoke marijuana regularly	Marijuana	14.7	917	16.5	836	15.4	702	19.9	468	19.4	1322	13.3	1522	16.2	2923
Perception of Parent Disapproval <i>(Parents feel it would be Wrong or Very Wrong to...)</i>	drink beer, wine, or hard liquor regularly	Alcohol	5.2	826	12.7	679	17.6	621	20.5	434	12.8	1130	12.7	1377	12.8	2560
	smoke cigarettes	Cigarettes	1.8	790	5.6	625	7.3	593	16.2	390	6.7	1052	6.2	1299	6.5	2398
	smoke marijuana	Marijuana	3.1	741	4.2	596	2.4	551	2.6	379	4.4	990	1.7	1230	3.1	2267
Perception of Peer Disapproval <i>(I think it is Wrong or Very Wrong for someone my age to...)</i>	drink beer, wine, or hard liquor regularly	Alcohol	7.3	1003	22.4	916	39.8	728	37.4	494	24.9	1444	22.9	1616	24.0	3141
	smoke cigarettes	Cigarettes	5.0	993	17.5	908	31.5	731	36.1	496	19.6	1432	19.8	1616	19.8	3128
	smoke marijuana	Marijuana	2.3	993	12.4	901	24.2	727	22.9	493	15.4	1423	12.1	1612	13.6	3114
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	5.1	965	19.1	873	31.5	720	38.9	491	21.5	1390	20.1	1576	20.8	3049
		Cigarettes	2.9	953	10.1	855	18.8	722	21.6	487	11.4	1373	12.1	1563	11.8	3017
		Marijuana	1.2	960	6.2	850	15.2	715	14.8	488	9.3	1369	7.2	1564	8.2	3013
			Age	Number	Age	Number	Age	Number	Age	Number	Age	Number	Age	Number	Age	Number
Average Age of Onset** <i>(How old were you when you first...)</i>	average age	Alcohol	10.6	317	11.8	491	13.1	519	14.1	364	12.3	767	12.6	877	12.5	1691
		Cigarettes	10.5	197	11.7	337	12.5	375	13.2	267	11.9	521	12.2	623	12.1	1176
		Marijuana	11.3	32	12.3	146	13.7	245	14.5	204	13.1	308	13.9	302	13.5	627

*The "Number" column represents the sample size (the number of youth who answered the question). The "Percent" column represents the percentage of youth in the sample answering the question as specified.

**For Average Age of Onset, "Number" represents the number of youth who reported any age of first use for the specified substance other than "Never Used."

†The "Total" column represents responses from students in *all* grades surveyed. (In order to report individual grades accurately, the grade must have a minimum of twenty students reporting data. The "Total" sample may contain additional data from grades that did not make the sample cutoff, and so may exceed the sum of the individual grade columns displayed.)

Table 12. Percentage of Students Reporting Alcohol Use

Risk Factor	Grade 6		Grade 8		Grade 10		Grade 12	
	County	State	County	State	County	State	County	State
	2006	2006	2006	2006	2006	2006	2006	2006
The last time I drank alcohol I...								
Bought It WITH a Fake ID	0.0	1.5	1.6	4.9	0.0	1.1	2.7	2.6
Bought It WITHOUT a Fake ID	0.0	1.4	1.6	2.5	2.1	4.6	6.6	8.1
Got It From Someone 21 OR OLDER	23.7	23.0	32.6	34.3	41.4	49.7	65.6	62.5
Got It From Someone UNDER 21	9.9	12.1	23.3	22.4	31.7	30.9	20.3	24.6
Got It From a Brother/Sister	6.1	7.4	11.4	9.6	11.2	10.5	9.0	9.8
From Home WITH Parent's Permission	22.9	25.6	23.3	19.5	23.0	15.6	19.1	12.6
From Home WITHOUT Parent's Permission	14.5	14.6	15.5	20.0	18.4	13.1	7.4	7.2
Got It From Another Relative	9.2	12.6	13.0	13.2	11.5	9.8	9.8	7.7
A Stranger Bought It For Me	2.3	2.5	3.6	5.1	3.3	5.9	3.9	6.7
Took It From a Store	1.5	2.1	3.1	2.0	1.5	1.3	1.2	1.3
Other	39.7	36.7	23.3	24.8	24.2	21.5	16.4	17.3
On the last day I had alcohol, I drank at...								
Home	70.4	68.2	63.0	62.2	62.7	56.2	63.8	57.3
Friend's Home	40.0	41.2	55.8	61.8	73.6	74.8	76.9	81.7
A School Activity	7.0	10.3	14.9	13.8	19.0	20.9	22.7	21.3
School	2.6	3.2	8.8	7.2	12.5	10.2	14.0	11.2
Near School	6.1	7.6	7.7	11.6	15.1	15.8	14.0	17.1
In a Car	12.2	14.3	19.9	25.4	31.5	37.0	34.9	41.3
A Party	24.3	30.2	42.0	46.8	55.9	61.3	59.8	71.5
A Park	13.9	9.4	17.7	13.9	20.6	16.7	14.0	16.5

Table 13. Percentage of Students Reporting Tobacco Use

Risk Factor	Grade 6		Grade 8		Grade 10		Grade 12	
	County	State	County	State	County	State	County	State
	2006	2006	2006	2006	2006	2006	2006	2006
The last time I smoked a cigarette I...								
Bought It WITH a Fake ID	1.0	2.5	3.3	1.8	1.4	1.7	1.8	2.2
Bought It WITHOUT a Fake ID	2.9	3.2	5.8	3.9	14.2	14.8	44.0	46.3
Got It From Someone 18 OR OLDER	19.4	21.6	37.5	38.4	50.7	56.6	36.9	38.8
Got It From Someone UNDER 18	16.5	22.1	27.5	34.4	33.3	32.5	10.1	10.3
Got It From a Brother/Sister	10.7	11.2	13.3	11.5	11.4	11.0	7.7	6.0
From Home WITH Parent's Permission	6.8	7.2	5.0	6.2	6.8	6.9	4.8	4.8
From Home WITHOUT Parent's Permission	18.4	18.4	15.0	20.0	18.3	11.3	4.2	3.9
Got It From Another Relative	6.8	10.7	14.2	20.2	11.9	10.3	4.2	4.8
A Stranger Bought It For Me	1.0	2.9	5.0	4.9	8.7	7.7	3.0	3.6
Took It From a Store	3.9	4.3	7.5	3.6	2.7	2.0	2.4	1.9
Other	43.7	44.0	32.5	28.0	24.7	21.1	32.7	28.8
On the last day I smoked, I smoked at...								
Home	41.4	51.5	55.1	58.0	56.8	59.9	62.4	61.2
Friend's Home	55.2	54.7	63.0	70.2	72.2	76.5	78.3	79.8
A School Activity	11.5	19.3	26.0	30.1	29.5	37.1	35.0	36.6
School	5.7	8.1	13.4	17.7	18.1	28.4	30.6	30.5
Near School	17.2	17.7	25.2	30.4	34.4	42.8	42.7	47.0
In a Car	26.4	28.2	35.4	47.4	60.8	71.6	72.0	78.5
A Party	31.0	34.7	40.9	47.2	56.4	64.6	62.4	73.6
A Park	35.6	28.8	39.4	32.5	49.3	42.7	51.6	46.9

CONTACTS FOR PREVENTION

Regional Prevention Contacts:

**Bill Willis Community Mental Health Center
Area Prevention Resource Center (APRC)**
918-207-3020
Serves Adair, Cherokee, Sequoyah and Wagoner
Counties

A Chance to Change Foundation APRC
405-840-9000
Serves Oklahoma County

**Community Service Council of Greater Tulsa
APRC**
918-585-5551
Serves Tulsa County

Eagle Ridge Institute APRC
405-840-1359
Serves Oklahoma County

Gateway to Prevention and Recovery APRC
405-275-3391
Serves Lincoln and Pottawatomie Counties

**Green Country Behavioral Health Services,
Inc. APRC**
918-682-8407
Serves Muskogee County

John Crow Foundation
918-656-3905
Serves McIntosh County

**McCurtain County Educational Cooperative
APRC**
580-286-3344
Serves Choctaw, Latimer, Leflore, McCurtain,
and Pushmataha Counties

**NAIC – Center for Alcohol & Drug Services
APRC**
405-321-6446
Serves Canadian, Cleveland, and McClain
Counties

The Next Step Network APRC
580-338-3733
Serves Beaver, Cimarron, and Texas Counties

Northwest Center for Behavioral Health APRC
580-571-3241
Serves Alfalfa, Ellis, Harper, Major, Woods and
Woodward Counties

The Oaks Rehabilitative Services APRC
918-423-1113
Serves Atoka, Coal, Haskell, Hughes, and
Pittsburg Counties

OSU, Center for Health Sciences, Tulsa APRC
918-749-8800
Serves Tulsa County

**OSU, Center for Health Sciences, PaNOK
APRC**
405-624-2220
Serves Kay, Noble, Osage, Payne, and Pawnee
Counties

**OSU, Center for Health Sciences, Tri-County
APRC**
918-733-2845
Serves Creek, Okfuskee, and Okmulgee Counties

PreventionWorkz APRC
580-234-1046
Serves Garfield, Grant, Kingfisher, Logan
Counties

Red Rock West APRC
580-323-2960
Serves Beckham, Blaine, Custer, Dewey, Greer,
Kiowa, Roger Mills, and Washita Counties

ROCKMN Area Youth Services
918-256-7518
Serves Craig, Delaware, Mayes, Nowata, Ottawa,
Rogers, and Washington Counties

Wichita Mountains Prevention Network
580-355-5246
Serves Caddo, Comanche, Cotton, Grady,
Harmon, Jackson, Jefferson, Stephens, and
Tillman Counties
Satellite Office Serves: Bryan, Carter, Garvin,
Johnston, Love, Marshall, Murray, Pontotoc, and
Seminole Counties

State Contacts:

Oklahoma Department of Mental Health and Substance Abuse Services

1200 NE 13th St.
Oklahoma City, OK 73152
Andrea LaFazia – 405-522-4002
alafazia@odmhsas.org

Oklahoma Prevention Resource Center

2401 NW 23rd, Suite 82
Oklahoma City, OK 73107
Norma Janssen - 405-522-3810
njanssen@odmhsas.org

Oklahoma Commission on Children and Youth Jack Chapman

Jack.Chapman@occy.state.ok.us

Oklahoma Department of Education Gayle Jones, Safe & Drug-Free Schools Coordinator

Gayle.Jones@sde.state.ok.us

Oklahoma Institute for Child Advocacy Anne Roberts

aroberts@oica.org

Oklahoma Department of Health

Doug Matheny
doug@health.state.ok.us
Dave Wattenbarger davew@health.state.ok.us

Oklahoma Department of Public Safety, Highway Safety Office

Project Under 21
Ronnie Thompson rthomps@odps.state.ok.us

Oklahoma Turning Point

Larry Olmstead
larry@health.state.ok.us

National Contacts & Resources:

Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

<http://www.ojjdp.ncjrs.org>

Safe and Drug Free Schools and Communities Program

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA) Prevention Platform

<http://preventionplatform.samhsa.gov/>

Social Development Research Group, University of Washington

<http://depts.washington.edu/sdrg/>

National Clearing House for Alcohol & Drug Information

<http://www.health.org/>

This Report was Prepared for the State of Oklahoma by Bach Harrison, L.L.C.

116 South 500 East
Salt Lake City, Utah 84102
801-359-2064
www.bach-harrison.com

**For more information about this report
or the information it contains, please
contact the Oklahoma Department of
Mental Health & Substance Abuse
Services:**

(405) 522-4002