THE PENNSYLVANIA STATE UNIVERSITY
SCHREYER HONORS COLLEGE

DEPARTMENT OF SOCIOLOGY AND CRIME, LAW, AND JUSTICE

PARENTAL MONITORING: IMPACT ON DRUG USE AMONG
NINTH GRADERS

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Spring 2010

A thesis
submitted in partial fulfillment
of the requirements
for a baccalaureate degree
in Crime, Law, and Justice
with honors in Crime, Law, and Justice

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ABSTRACT

There is a wealth of research that seeks to uncover the factors which influence juvenile substance use. This study seeks to uncover the effect of increased parental involvement and monitoring on juvenile substance use based on secondary analysis of the data collected through the PROSPER Project. Through the PROSPER Partnership, data has been collected from over 11,000 students in grades six to nine, but this research focuses on only the final wave of data, collected when the students were in the ninth grade. In studying the influence of parental knowledge and involvement in delinquent behaviors, specifically juvenile substance use, this project will shed light on an important factor of influence which requires research attention. The study examines the behaviors of ninth grade students, an age which has been identified as a critical time for the formation of delinquent behaviors, especially concerning substance usage. The results strongly support the primary two hypotheses, that parental monitoring and knowledge both have a strong and direct impact on juvenile substance use. Both parental monitoring and knowledge were found to have a beneficial impact on juvenile substance usage, meaning that with increased monitoring and knowledge the juvenile respondents are less likely to engage in substance use. The findings however, appear to show that ninth grade females are more likely to engage in substance use behaviors than are ninth grade males.

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Chapter 1

Introduction

INTRODUCTION

Everyone knows , and research has clearly shown, that a parent's role in a child's life can be most important to the proper development of that child (Henricson & Roker, 2000; Liddle & Rowe 1998). The question is, how important is the continued influence of that parent on the child as he or she exit childhood and enter adolescence? Is having a parent who is continually and constantly involved in a child's life more powerful influence than a parent that is detached from their child's life? Research has focused on the importance of parental knowledge or monitoring on the child possible substance use when combined with peer influence (Steinberg et al. 1994) and on the gender differences within substance use (Svenson 2003), but very little research has been done on the combinatory impact that the perceived monitoring and knowledge of a parent has on the juvenile's decisions about substance use. Also, many studies have shown a strong gender difference between males and females when it comes to substance use amongst juveniles (Bjerregaard & Smith 1993; Dembo et al. 1988). This study examines the same issue, but finds a result contrary to the majority of research. This study aims to fill the gap left by the majority of research created when applying the concepts of parental knowledge and monitoring independently. Additionally, this study aims to fill this gap by combining both of the effects of monitoring and parental knowledge of the juvenile's behaviors in order to see if the combination of the two influences, monitoring and knowledge, has a significantly greater impact than those two influences separately.

PRIOR RESEARCH

There have been many studies of parental monitoring and its impact on juvenile delinquency and substance use. However, this research has not included the impact of parental knowledge of juvenile behaviors and activities when examining the impact of parental monitoring on substance usage.

A study published in 2004 in the journal of *Adolescence* examined the impact of the relationship between parents and their children. The study, "Parent-Adolescent Relations and Adolescent Functioning: Self-Esteem, Substance Abuse, and Delinquency", by Jennifer S. Parker and Mark J. Benson, found that there was a significant impact on the reduction of drug use amongst juveniles in families with a high level of parental support and a close relationship, as it was perceived by the juvenile. Additionally, they examine this relationship between the parents and juveniles in terms of the parents keeping a watchful eye on the juveniles. This is functionally the same as this study's examination of parental knowledge. Parker and Benson, conclude that the closer the adolescent perceives the relationship to be and the greater the parental knowledge the significantly less likely the juvenile is to use or abuse substances.

Another study, published in 1994, in the journal of *Pediatrics* examined the impact of parental monitoring on juvenile substance use. The study, "Parental Monitoring and Peer Influences on Adolescent Substance Use", by Steinberg, Fletcher, and Darling examined the two competing forces of parental monitoring and peer influence amongst juvenile respondents. The examination of the variable of parental monitoring in the present study is very similar. Steinberg et al. found that close parental monitoring is negatively associated with substance use by the juveniles. Additionally, Steinberg et al.

found that the more intensely the child is monitored the likelihood of usage continued to decrease. However, the study also found that the more substance using peers the juvenile had, the more likely that juvenile was to use illicit substances. It was found that the effects of monitoring were mediated by the juvenile having substance using peers, but these monitoring effects remained strong to continue to significantly impact adolescent substance use.

Additionally, a study published in 2002 in *The Journal of Early Adolescents* examined similar variables. "Parents, Siblings, and Peers: Close Social Relationships and Adolescent Deviance" by researchers Ardelt and Day out of the University of Florida investigated the role of parental involvement and deviant peers on adolescent deviant behaviors. Ardelt and Day found that "positive family relationships and parental support had a negative effect on adolescent deviant attitudes and consistent parental discipline and adult supervision might have prevented adolescent involvement with deviant peers and in deviant behaviors" (340). Relationships were found between deviant peers and participation in deviant behaviors. The current study sought to further investigate the relationship between parental monitoring and knowledge and the engagement of juveniles in similar delinquent behaviors as those studied by Ardelt and Day. The theoretical model of the Ardelt and Day study is shown in Figure 1:

Figure 1: Theoretical Model

Figure 1: Theoretical model of the relations between parents, older siblings, peers, adolescents' characteristics, and adolescents' deviant attitudes and behaviors.
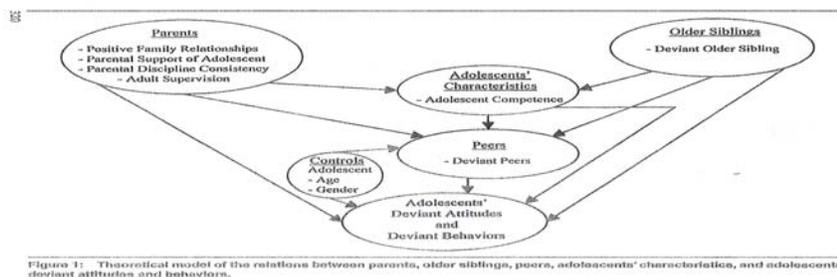
In terms of the gender difference in juvenile substance abuse, much research has demonstrated that in most circumstances males are more likely to use illegal substances than females. A 2003 study in the journal of *Youth and Society*, "Gender Differences In Adolescent Drug Use: The Impact of Parental Monitoring and Peer Deviance," by Robert Svenson examined and found just this concept. Svenson found that while there is a direct impact of parental monitoring negatively affecting substance usage, and a positive influence of deviant peers on substance use, this effect was found to be stronger among females than males. Females with deviant peers were more likely than males to respond to these influences, meaning if females had deviant peers and poor monitoring they were more likely to engage in substance use themselves than their male counterparts.

While prior research has focused on the influence of peers on deviant juvenile behaviors, little research has been done on the combined impact of parental monitoring and knowledge on juvenile substance use. The present study to fill that gap. Additionally, this study aims to examine the gender difference in the use illicit substances amongst the respondents in this study.

BACKGROUND

There is a wealth of research that seeks to uncover the factors which influence juvenile substance use. One source of data related to this topic was collected through the PROSPER Partnership, a collaborative effort also known as Promoting School, Community, University Partnerships to Enhance Resilience. This PROSPER Project consisted of three phases of research, the goal of which was to compile and analyze data collected from middle school aged juveniles in order to evaluate the relationship between

parental involvement and friendship networks on delinquency. The PROSPER Partnership Project was developed in collaboration between Iowa State University and The Pennsylvania State University. The present study uses the fifth wave of data from the PROSPER Project and seeks uncover the effect of increased parental involvement and monitoring on juvenile substance use based on secondary data analysis derived from the survey instrument created through the PROSPER Partnership. This research has the potential to expose the impact of these factors on juvenile substance use as a precursor to advances in reducing this behavior.

Through the PROSPER Partnership, data has been collected from over 11,000 students in grades six to nine, but this study focuses on only the final wave of data, collected when the students were in the ninth grade. The data was drawn from a sample which included responses from twenty-eight separate school districts. The majority of these school districts were located in rural settings, which assisted in collecting data related to the friendship network questions. The first and second surveys were both completed during the sixth grade, one in the first half, and the second during the final portion of the year, with the next three waves being completed during the seventh, eighth, and ninth grade years by the same students. The PROSPER Partnership study had an extremely high retention rate, between 86% and 90% of all eligible students participated in each wave. The student responses were gathered using the student survey instrument. A summary of the survey items is shown in Table 1:

Table 1. PROSPER In-School Questionnaire Constructs

Constructs	Measures
Substance Use Behaviors, Other Problem Behaviors, and Related Attitudes	
Alcohol, Tobacco, and Other Drug Use	Substance use (18 items)
Conduct Problems/Delinquency	Conduct problems/delinquency (12 items, α = .83)
Substance Use Attitudes	Future intentions to use substances (7 items, α = .80) Attitudes towards substance use (3 items, α = .89) Expectations of substance use (11 items, α = .94)
Substance Use-Related Competencies	Substance refusal intentions (5 items, α = .90) Substance refusal efficacy (3 items, α = .96) Stress management (5 items, α = .73) Assertiveness (5 items, α = .70) Problem solving (5 items, α = .91)
Knowledge of Substance Use Norms	Knowledge of substance use norms (3 items, α = .87)
Affiliation with Antisocial Peers	Antisocial peer affiliation (5 items, α = .80)
Parent Competencies and Family Functioning	
Parent-Child Affective Quality	Parent-child affective quality (12 items, α = .93)
Child Management: Standard Setting, Monitoring, Consistent Discipline	General child management (13 items, α = .73)
Child Involvement in Family Activities	Parent-child activities (6 items, α = .87)
Family Cohesion	Family cohesion, support, org. (7 items, α =.71)

(Osgood, D. Wayne PA-05-118 Data)

There is concurrent research being done on the influence of friendship networks on substance use by juveniles in the same middle school age range. Osgood, Feinberg, Bierman, and Gest from the Pennsylvania State University, in collaboration with Moody from Duke University, are utilizing the same student survey form in their research which may in the future generate findings that may support the findings of this research project.

OBJECTIVES

In studying the influence of parental knowledge and involvement on delinquent behaviors, specifically juvenile substance use, this project will shed light on an important factor of influence which requires research attention. The study examines the behaviors of ninth grade students, which has been identified as a critical time for the formation of

delinquent behaviors, especially concerning substance usage. As children enter adolescence, parental supervision and involvement tends to lessen, thus allowing for the development of deviant behavioral attitudes. This research seeks to uncover if consistent and direct parental involvement during this time has any impact on juvenile substance use through the analysis of the data collected via the PROSPER Project.

The first two questions this study seeks to examine were related to parental involvement and knowledge. The first question was whether or not parental involvement in the daily life of the juvenile respondent affected that juvenile's past, present, or future substance use. The second question asks if parental knowledge of the respondent's behavior away from home also affected that juvenile's deviant substance use behaviors. During the statistical analysis of the data, a third research question was developed. This third question was focused on whether the deviant substance use was more prevalent among males or females in this study.

CHAPTER 2

DATA AND RESEARCH METHODOLOGY

DATA COLLECTION

The instrument used was a survey form given to the respondent juveniles and this study uses secondary data analysis of this previously collected data. The original survey questions and answer choices are contained in the codebook found in Appendix A. The instrument has a history of reliability and was on target for the variables seeks for this study. The survey itself consists of 145 fixed response questions and one open response section. The instructions to the student were:

- This survey is completely voluntary and confidential. It is not a test. Do not put you name on this survey. Your parents, teachers, and school officials will NOT know how you answered these questions, so please answer honestly. If you have any problems with the questions or don't understand something, please raise your hand.
   (Osgood, D. Wayne PA-05-118 Data)

The PROSPER survey generated a pool of data of over 11,000 student respondents who had each completed the student survey form multiple times over a five year period. The subjects in the data set include male and female subjects of all races and socioeconomic classes.

All subjects were identified using a number uniquely assigned to them allowing researchers the ability to match subjects with responses. All subjects were informed of the purpose of the data collection and participation was voluntary and parental consent was obtained through passive (or opt out) procedures. All student responses and parent interviews are kept confidential and stored in secure locations. All publications of results

will be done using aggregate numbers only, including this research. The information that can be used to pair the student or parent with their survey or interview responses is stored in a secure location separate from the original surveys and was not accessed for the current research. Subjects had the option to opt out at any point in the data collection process. No invasive or high risk methods were employed in this research.

RESEARCH METHODOLOGY

After determining the primary research questions, the relevant variables were extracted from the PROSPER Project survey data that had previously been gathered. The items found below in Table 2 were drawn from the PROSPER Project and were recoded, combined, and analyzed in order to originally answer two the first two specific research questions concerning the respondent's behavior and the influence of parental monitoring and knowledge. The survey items utilized were: 25 – 28; 29 – 32; 85 – 96; 97 – 102; 103 - 104; 113 - 115.

Table 2: PROSPER Survey Items Used

Item Numbers	Variable Items are Exploring	Reasoning for Use of Items
25 – 28	Usage of Substances in the Past Month	These items examine if the respondent has used and substances, ranging from cigarettes to illegal drugs, in the past month
29 – 32	Usage of Substances in the Past Year	These items examine if the respondent has used an substances, again ranging from cigarettes to illegal drugs, in the past year.

85 - 96	Examine Perception of Respondent Towards both Mother and Father	These items examine the perceived relationship between the respondent and the respondent's parents, provides insight into how close the relationship is between the respondent and the respondent's parents
97 – 102	Involvement of Parents in Life of Respondent	These items ask the respondent to explain how often the respondent interacts with their parent or guardian; the activities range from help with homework to non-school related activities.
103 – 104	Examine if Parents Know Where the Respondent is	These items examine whether or not the parents of the respondent know where the respondent is both during the day and when they are away from home, and provides information concerning parental knowledge and its impact on the respondent's behavior
113 – 115	Examines Parental Knowledge of the Respondent's Activities Away From Home	These items examine whether or not the parents of the respondent know about the activities and positive or negative behaviors of the respondent both at school and away from home.

In the course of the data analysis a third question was developed. The third question was whether males or females are more likely to participate in the use of illegal substances. This question was developed based on the output of a logistic regression analysis performed on the variables created from the above items.

Before any analysis could be performed, the items described in Table 2 were combined into specific variables that would be used in the actual analysis. Items 29 through 32 were combined to form the variable concerning the average number of times the respondent juvenile used any of the four illegal substances in the past year,

CANYUSE. This dichotomous variable describes the usage of the respondent of any illegal substance over the past year. For this variable with a score of 1 equals any usage over the past year, while a score of 0 equals no usage over the past year.

Always *1*
Almost always *2*
About half the time *3*
Almost never *4*
Never *5*
Missing *9*
(PROSPER Codebook pg. 14)

After the creation of these variables, each one was recoded into new variables with a reverse score from the one provided above. This reverse score allowed for an easier comparison between the variable values. Also, the reversing of the scores allowed for the creation of two new variables. The first new variable created was last3, an average of the scale scores contained with the last three monitoring variables. This variable was developed to cover the concept of parental knowledge of the respondent's activities. Additionally, a second new variable was created, all5, which is an average of the scale score of all five monitor variables. This variable is aimed at combining the influences both parental monitoring and knowledge. In the case of last3, in order to be included in the average, the respondent must have information for at least two of the three variables. For the all5 variable, the respondent must have provided information for at least three of the variables in order to be included in the average.

RESULTS

With these variables, a Pearson's r Correlation was used to analyze the data. The descriptive statistics for the correlation and the correlation chart are provided below in Table 3 and Table 4, respectively.

TABLE 3. Parental Monitoring and Knowledge Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Parental Monitor 1	10199	1	5	1.65	.881
Parental Monitor 2	10184	1	5	1.76	.974
Parental Knowledge 1	10065	1	5	2.20	1.230
Parental Knowledge 2	10077	1	5	2.16	1.173
Parental Knowledge 3	10119	1	5	1.91	1.034
Parental Monitor 1 Reversed	10199	1.00	5.00	4.3494	.88074
Parental Monitor 2 Reversed	10184	1.00	5.00	4.2379	.97401
Parental Knowledge 1 Reversed	10065	1.00	5.00	3.7961	1.22999
Parental Knowledge 2 Reversed	10077	1.00	5.00	3.8434	1.17347
Parental Knowledge 3 Reversed	10119	1.00	5.00	4.0887	1.03374
Combination of 3 Knowledge Var.	10143	1.00	5.00	2.0905	.96638
Combination of all 5 Variables	10163	1.00	5.00	1.9363	.82099
Valid N (listwise)	9910				

Table 4: Substance Use/Parental Knowledge and Monitoring Correlations

		CAVGUSE	CANYUSE	monitor1	monitor2	monitor3	monitor4	monitor5	last3	all5
Average Number of Uses of Substances by Juveniles in the Past Year	Pearson Correlation	1	.669[**]	-.383[**]	-.383[**]	-.239[**]	-.236[**]	-.205[**]	-.270[**]	-.364[**]
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
	N	10253	10253	10171	10156	10037	10049	10091	10114	10134
If the Juvenile has Used Substances in the Past Year (Yes or No)	Pearson Correlation	.669[**]	1	-.292[**]	-.317[**]	-.198[**]	-.202[**]	-.159[**]	-.223[**]	-.295[**]
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000
	N	10253	10266	10182	10167	10048	10061	10101	10126	10146

Parental Monitor 1	Pearson Correlation	-.383**	-.292**	1	.755**	.431**	.432**	.404**	.501**	.749**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000
	N	10171	10182	10199	10174	10041	10054	10093	10120	10140
Parental Monitor 2 Reversed	Pearson Correlation	-.383**	-.317**	.755**	1	.447**	.450**	.386**	.508**	.760**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000
	N	10156	10167	10174	10184	10031	10040	10079	10106	10126
Parental Knowledge 1 Reversed	Pearson Correlation	-.239**	-.198**	.431**	.447**	1	.591**	.503**	.844**	.794**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000
	N	10037	10048	10041	10031	10065	9982	10018	10052	10064
Parental Knowledge 2 Reversed	Pearson Correlation	-.236**	-.202**	.432**	.450**	.591**	1	.600**	.870**	.813**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000
	N	10049	10061	10054	10040	9982	10077	10039	10073	10076
Parental Knowledge 3 Reversed	Pearson Correlation	-.205**	-.159**	.404**	.386**	.503**	.600**	1	.814**	.752**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000
	N	10091	10101	10093	10079	10018	10039	10119	10109	10114
Combination of 3 Knowledge Var.	Pearson Correlation	-.270**	-.223**	.501**	.508**	.844**	.870**	.814**	1	.933**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000
	N	10114	10126	10120	10106	10052	10073	10109	10143	10143
Combination of all 5 Variables	Pearson Correlation	-.364**	-.295**	.749**	.760**	.794**	.813**	.752**	.933**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	10134	10146	10140	10126	10064	10076	10114	10143	10163

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 simply demonstrates the recoding scales for variables monitor1 through monitor5 from variables CGCMP01, CGCMP02, CGCMP11, CGCMP12, and CGCMP13. Also, Table 3 shows the average scale created for the variables last3 and all5. The following results, those displayed in Table 4, examine the direct importance of parental monitoring and knowledge on the respondent juvenile's substance use behaviors.

Table 4 shows the actual correlation. Table 4 demonstrates, especially for the variables last3 and all5, that are strongly and significantly negatively correlated to the variables of CAVGUSE and CANYUSE, thus providing strong evidence that parental involvement and monitoring of juveniles has an impact on the juvenile's past substance use. In addition it is important to note that each parental monitoring variable was statistically significantly correlated with the past substance use of the juvenile respondents. The analysis found in table 4 show that main results of the impact of parental monitoring and knowledge on juvenile substance use. These negative correlations show that with a direct increase in parental monitoring and knowledge, there is a responding decrease in both any usage and the amount of usage of substances. Additionally, each correlation is statistically significant at the p<.001 level. These results again support just how strongly both parental monitoring and knowledge impact substance use individually. However, the results also show that when combined together, the effects of parental monitoring and knowledge have an even more negatively correlated with substance use and consequently have a stronger impact on preventing juvenile substance use. Additionally, the testing of the last3 variable and the all5 variable, which are comprised of the combination of the other variables result in even stronger correlations than most of the individual variable tests, demonstrating that when

monitoring and knowledge are combined the usage and average amount of usage becomes even less.

Going beyond the individual correlations of the substance use and the monitoring items, the following linear regression is aimed at controlling for three potentially confounding variables to determine if the correlations remain significant with these controls. Next, another new variable was created, pastyearuseyesno, out of the adding of items 29 – 32 together. These items concern past year substance by the respondent juvenile. By adding the scored together, a new dichotomous variable was created, with any score of 4 equally no usage, while any score greater than four equating to substance use within the past year. In addition to this variable, another new variable, sumparentknow3ofthem, was created. This variable was created by combining all five monitoring variables and averaging the scores on the scale. In order to be counted in the average, the respondent must have provided information for at least three of the items used. In order to make this variable into a dichotomous variable, a score of 4, which would equal no usage during the past year of any of the four listed substances, would be considered a response of no, while any number greater than four would be considered a response of yes. Logistic regression was used to control for three other independent variables: whether or not the respondent received subsidized or free school lunch; the sex of the respondent; and whether or not the respondent was white. The output for the logistic regression is provided below in Table 5.

Table 5: Results of Logistic Regression Model

	B	S.E.	Wald	Sig.
Step 1(a) Parental Knowledge	-1.414	.035	1667.560	.000
Subsidized Lunches	.285	.072	15.495	.000
Gender	-.251	.062	16.295	.000
White	-.028	.081	.120	.729
Constant	19.276	.504	1460.148	.000

(a) Variables(s) entered on step 1: CWHTRACE

Table 5 demonstrates that controlling for the variables of subsidized lunches, in this case controlling for poverty, sex of the respondent, and whether or not the respondent is white or not has no impact on the strength or significance of the effect of parental monitoring on substance use by the respondent. This is evident in the lack of change in the beta value even when controlling for those three variables. Also, two of the control variables were found to be statistically significantly associated with substance use, subsidized lunches and sex of respondent, at the $p < .001$ level. Race was found not to be significantly related to substance use with a p-value of .729. One reason for this result may be due to the lack of diversity within the samples, thus creating insufficient variation to detect a relationship.

GENDER SPECIFIC ANALYSIS

The analysis of the logistic regression led to the development of a third research question, namely, whether or not substance use by males or females was more prevalent. The development of this question was generated by the negative beta value associated with the controlling for of respondent sex. The negative result, shown in Table 5, indicated that more females than males were participating in substance use, which was

unexpected based on prior research and warranted further analysis. In order to test this

question, a crosstabs was used and the results are displayed in Tables 6 and 7 below:

Table 6: Substance Use by Gender Crosstabulation

Count		pastyearuseyesno		
		No use	Past year use	Total
TSEX_rfinal	Female	3321 63.136%	1939 36.863%	5260
	Male	3279 66.377%	1661 33.623%	4940
Total		6600	3600	10200

Table 7: Substance Use by Gender Chi-Square Results

	Value	df	Asymp. Sig (2-sided)
Peason Chi Square	11.707(a)	1	.001

(a) 0 cells (.0%) have expected count <5. The minimum expected count is 1743.53

The results of Tables 6 and 7 shows that females are more likely to use than males,

and that difference is statistically significant at the p=.001 level. Table 6 provides the

actual N count for each sex for past year use. This results in a finding of 36.9% of

females, while 33.7% of males were involved in substance use. Table 7 provides the p-

values for these results, with p=<.001.

Upon finding a statistically significant relationship between substance use and sex,

with females being significantly more likely, at the p=.001 level, than males to engage in

the use of illegal substances. As this finding was contrary to the majority of previous

research, additional, more specific research became necessary to examine this result. For

this test, I separately examined measures of four specific types of substance use, from

items 29 – 32, as provided in the codebook in Appendix A. The first variable refers to

the frequency of alcohol use by the respondent in the past year. The second variable

refers to the frequency of marijuana use by the respondent over the past year. Similarly,

the third variable examines the use of inhalants over the past year by the respondent.

Finally, the fourth variable examines the usage of methamphetamines by the respondent

over the past year. These variables were created on a scale of 1 through 5 with 1 being

never and 5 being more than twelve times. Thus a higher score on the scale means

increased usage over the past year. Each of these variables was cross tabulated with sex

of the respondent through the use of Chi-Squared tests. The crosstabs and Chi-Squared

test results are provided in Tables 8 through 16.

Table 8: Summary of Data for Analysis

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender by Use of Alcohol	10154	98.60%	145	1.40%	10299	100.00%
Gender by Use of Marijuana	10148	98.50%	151	1.50%	10299	100.00%
Gender by Use of Inhalants	10152	98.60%	147	1.40%	10299	100.00%
Gender by Use of Methamphetamines	10143	98.50%	156	1.50%	10299	100.00%

Table 9:
Gender by Alcohol Use

	Alcohol Use by Respondent											
	1		2		3		4		5		Total	
Female	3486	66.4%	751	14.3%	505	9.6%	208	4.0%	293	5.6%	5243	51.6%
Male	3480	70.9%	582	11.9%	358	7.3%	174	3.5%	317	6.5%	4911	48.4%
Total	6966	68.6%	1333	13.1%	863	8.5%	382	3.8%	610	6.0%	10154	100%

Table 10:
Alcohol Use by Gender Chi-Square Results

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.628a	4	0.000

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 184.75.

Tables 9 and 10, above, demonstrate that females in this data set are significantly more likely to engage in the use of alcohol than males over the past year. However, Tables 9 and 10 also demonstrate that males who do engage in the use of alcohol are significantly more likely to engage in these behaviors more often than females in the past year. As can be seen in the results above, females are significantly more likely than males, with 33.6% of females and 29.1% of males, participating in the use of alcohol. Additionally however, based on the percentages of usage, females are less likely than males to use alcohol more frequently. This analysis provided a unique window into the substance usage of juveniles that is contrary to most available research.

TABLE 11:
Gender by Marijuana Use

	Marijuana Use by Respondent					
	1	2	3	4	5	Total
Females	4352 83.1%	328 6.3%	205 3.9%	111 2.1%	243 4.6%	5239 51.6%
Males	4075 83.0%	272 5.5%	158 3.2%	90 1.8%	314 6.4%	4909 48.4%
Total	8427 83.0%	600 5.9%	393 3.9%	201 2.0%	557 5.5%	10148 100%

TABLE 12:
Marijuana Use by Gender Chi-Square Results

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	202.952a	4	0.000

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 97.23.

Tables 11 and 12 show the usage of, and frequency of usage of, marijuana by juveniles over the past year by sex of the respondent. Table 11 provides the necessary statistical information to determine that males are both more likely to use and to use marijuana more often than females. Based on the results of the correlations provided in Table 11, it is possible to determine that males, 17%, and females, 16.9%, are statistically significantly different in the probability of marijuana usage. Table 12 provides the p-values that allow for this finding to be statistically significant at the level of p<.001.

TABLE 13:
Gender by Inhalants Use

	Inhalant Use by Respondent					
	1	2	3.000	4	5	Total
Females	4983 95.1%	164 3.1%	47 0.9%	19 0.4	29 0.6%	5242 51.6%
Males	4698 95.7%	110 2.2%	43 0.9%	12 0.2%	47 1.0%	4910 48.4%
Total	9681 95.3%	274 2.7%	90 0.9%	31 0.3%	76 0.7%	10152 100%

TABLE 14:
Inhalant Use by Gender Chi-Square Results

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.212a	4	0.007

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.99.

Table 13 provides the statistical information necessary to determine that, like in Table 11, that males are again more likely to both use and use inhalants more often than females in this data set. The percentages displayed in Table 13, provide this evidence, where 4.3% of males and 4.9% of females have participated in inhalant usage in the past

year. While this difference is quite small, the information provided in Table 14 clearly

shows that this difference is statistically significant at the level of p<.05.

TABLE 15:
Gender by Methamphetamine Use

	Methamphetamine Use by Respondent					
	1	2	3.000	4	5	Total
Females	5174 98.8%	29 0.6%	11 0.2%	9 0.2%	15 0.3%	5238 51.6%
Males	4816 98.1%	23 0.5%	15 0.3%	9 0.2%	42 0.9%	4905 48.4%
Total	9990 98.5%	52 0.5%	26 0.3%	18 0.2%	57 0.6%	10143 100%

TABLE 16:
Methamphetamine Use by Gender Chi-Squar Results

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.011a	4	0.003

a.   0 cells (.0%) have expected count less than 5. The minimum expected count is 8.70.

Tables 15 and 16 show again that males are more likely than females to use

methamphetamines and of those who do use methamphetamines, males are again more

likely to engage in use more often than females. This finding is evident by the

percentages, 1.9% for males and 1.2% for females. Table 16 provides the p-value for the

Chi-Square test, allowing this finding to be statistically significant at the p<.05 level,

with p=.003.

This additional analysis of the gender and substance use revealed that females

primarily engage in one type of behavior, the use of alcohol, more often than males,

causing the finding in the less specific analysis shown in Tables 9 and 10. These findings

demonstrate that the cause for the initial data analysis to appear that females engage in

more substance use than males is not entirely correct, but was skewed by the vast

difference between males and females that have engaged in the use of alcohol over the past year. Additionally, these results support that belief that males engage in more substance use overall and engage in those behaviors more often. This can be determined based on the results in Tables 11 through 16.

In sum, these results strongly support the primary hypotheses, that parental monitoring and knowledge have a strong and direct impact on juvenile substance use. Both parental monitoring and knowledge are shown to have a positive impact on juvenile substance usage, meaning that with increased monitoring and knowledge the juvenile respondents are less likely to engage in substance use. The findings however, do not completely support, but instead partially support the concept found in the third research question that females are more likely to engage in substance use behaviors. The results show that in the instance of alcohol, females are more likely to use than males, but are less likely to use as often as males or in the case of the other three substances studied.

CHAPTER 3

DISCUSSION

IMPLICATIONS FOR FUTURE RESEARCH

This research seeks to provide insight into three very important questions concerning juvenile substance use. It was predicted that both parental monitoring and parental knowledge would have a positive impact on the prevention substance use by juveniles. Using data from the PROSPER Partnership Project survey, a number of variables were use to and test these predictions. Overall, the findings were strongly supportive of the two main hypotheses developed and tested. The first main research hypothesis was that parental monitoring would be negatively correlated to substance use by the individual. Table 4 shows this to be supported, and that the relationship is statistically significant with p<.001. Similarly, the second main hypothesis was whether or not parental knowledge of the respondent's behaviors both at school and away from home would be shown to be strongly negatively correlated with the substance use of the respondent. This relationship is also shown to be statistically significant with p<.001 in Table 4. The final research question was created in response to findings that resulted from the analysis of the first two research questions. This unexpected result was that females in this data were more likely than males to engage in substance use. The results of subsequent testing, as demonstrated in Tables 5, 6, 7, and 8 through 16, did not fully support that conclusion. However, in Tables 9 and 10 it was found that females were more likely to use alcohol than males. In contrast to that finding and the overall concept, males were more likely to

use the three substances, other than alcohol, more often than females. Also, males who use alcohol do so significantly more often than do females. It is the finding that females are more likely to use alcohol than their male peers that necessitates further research. The findings related to the original two research questions lend themselves to the development of theories for prevention of juvenile substance use behaviors based on parental monitoring and knowledge.

In conclusion, this study found that not only were parental monitoring and knowledge significantly negatively correlated to juvenile substance use, but that the combination of these two factors had an even stronger deterrent effect when combined together. This finding not only support the original research hypothesis, but also help to demonstrate the overall importance of involved parenting on adolescents. Finally, this study has provided information on what can be done to and what factors may help, prevent one of the most damaging issues facing juveniles today, substance use.

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PROSPER

<u>In-School Survey</u>

Codebook

Cohort 1

Fall 2002
(Wave 1)

C10FAMID   Student ID XXXXXXX

C10STATE   **State**

Iowa 1
Pennsylvania 2
Missing 9

C1SCHOOL   **School**

School XXX
Missing 999

C1BUILDG   **Building**

Building XXX
Missing 999

C1COHORT   **Cohort**

Cohort 1 1
Cohort 2 2
Missing 9

C1CONDIT   **Condition**

Intervention 1
Comparison 2
Missing 9

Interview Date

C1IMONTH   Month XX
Missing 99

C100IDAY   Day XX
Missing 99

C10IYEAR   Year XXXX
Missing 9999

C1OUTCOM   **Outcome**

Complete............................ 1
Absent................................. 2
Parent Refusal 3
Student Refusal 4
Not Eligible........................ 5
Incomplete 6
Unconsented....................... 7
Moved................................ 8

C1LITHO   Litho Code XXXX

C1FORM   **Survey Form**

Form A……………….......... A
Form B…………………….... B

Office-assigned universal variables

STUDID   Student ID……………….... XXXXXXX

COHORT   **Study Cohort**

Cohort 1………………….. 1
Cohort 2… 2

STATE   **Study Location**

Iowa.. 1
Pennsylvania 0

COND   **Treatment Condition**

Intervention group.............. 1
Control group 0

SCID   School ID XXX

1. Date of birth

C1BIRTHM	Month..............................XX	
	Missing 99	
C1BIRTHD	Day XX	
	Missing 99	
C1BIRTHY	Year XXXX	
	Missing 9999	

C1SSEX   **2. Gender**

Male...............................1
Female 2
Missing 9

C1WHOLIV   **3. Who do you live with <u>most of the year</u>?**

Mother and father 1
Mother and stepfather.........2
Stepmother and father.........3
Mother only........................4
Father only 5
Other 6
Missing 9

C1ETHNIC   **4. Choose the category which <u>best</u> describes you.**

Latino/Hispanic 1
Black/African-American....................2
Asian..3
Native American/American Indian 4
White 5
Other 6
Missing 9

C1SLUNCH

5. What do you usually do for lunch on school days?

I bring my lunch from home 1
I go home for lunch 2
I receive free lunch from school 3
I buy my lunch at school at a reduced price 4
I buy my lunch at school for the full price 5
I buy my lunch outside of school 6
I don't eat lunch 7
Missing 9

C1SGRADE

6. What grades do you generally get in school?

Mostly A's (90-100) 1
Mostly B's (80-90) 2
Mostly C's (70-80) 3
Mostly D's (60-70) 4
Mostly lower than D's 5
Missing 9

C1ABSENT

7. About how many days were you absent from school last year?

None 1
1-2 days 2
3-6 days 3
7-15 days 4
16 or more days 5
Missing 9

Do you think you will use any of these within the next year?

Definitely not................ 1
Probably not................. 2
Maybe 3
Probably will................ 4
Definitely will.............. 5
Missing........................ 9

C1WLUSE1   8.   Cigarettes
C1WLUSE2   9.   Beer, wine, wine coolers or liquor (not counting use during religious ceremonies or drinking just a few sips)
C1WLUSE3   10.   Marijuana or hashish (pot, reefer, weed, blunts)
C1WLUSE4   11.   Cocaine, methamphetamine (meth), or other hard drugs
C1WLUSE5   12.   Glue, paint, gas or other things you inhale <u>to get high</u>
C1WLUSE6   13.   Chewing tobacco
C1WLUSE7   14.   Cigars

Have you ever:

Yes 1
No 2
Missing.......... 9

C1EVUS01   15.   Had a drink of alcohol
C1EVUS02   16.   Drunk more than just a few sips of alcohol
C1EVUS03   17.   Been drunk from drinking alcohol
C1EVUS04   18.   Smoked a cigarette
C1EVUS05   19.   Smoked marijuana (grass, pot) or hashish (hash)
C1EVUS06   20.   Sniffed glue, paint, gas or other things you inhale <u>to get high</u>
C1EVUS07   21.   Used methamphetamine (meth)
C1EVUS08   22.   Used ecstasy (MDMA)
C1EVUS09   23.   Used hard drugs or medications that were prescribed by a doctor to someone else
C1EVUS10   24.   Used Vicodin, Percocet, or Oxycontin

During the past <u>month,</u> how many times have you:

> *Not at all 1*
> *One time............................... 2*
> *A few times 3*
> *About once a week................ 4*
> *More than once a week......... 5*
> *Missing................................. 9*

C1PMUSE1	25.	Smoked any cigarettes
C1PMUSE2	26.	Had beer, wine, wine coolers, or other liquor
C1PMUSE3	27.	Been drunk from drinking wine, wine coolers, or other liquor
C1PMUSE4	28.	Smoked marijuana (pot, reefer, weed, blunts)

During the past <u>year,</u> how many times have you:

> *Not at all 1*
> *1 to 2 times................... 2*
> *3 to 6 times................... 3*
> *7 to 12 times................. 4*
> *More than 12 times....... 5*
> *Missing.......................... 9*

C1PYUSE1	29.	Been drunk from drinking wine, wine coolers, or other liquor
C1PYUSE2	30.	Smoked marijuana (pot reefer, weed, blunts)
C1PYUSE3	31.	Sniffed glue, paint, gas or other things you inhale <u>to get high</u>
C1PYUSE4	32.	Used methamphetamine (meth)

How wrong do you think it is for someone your age to do any of the following things?

> *Not at all wrong 1*
> *A little bit wrong........ 2*
> *Fairly wrong 3*
> *Very wrong................ 4*
> *Missing...................... 9*

C1ATTUS1	33.	Smoke cigarettes
C1ATTUS2	34.	Drink beer, wine, or liquor
C1ATTUS3	35.	Use marijuana or pot

In general, how many <u>people your age</u> do you think:

> *None or almost none........1*
> *Less than half..................2*
> *About half.......................3*
> *More than half.................4*
> *All or almost all...............5*
> *Missing...........................9*

C1SUNOR1	36.	Smoke cigarettes
C1SUNOR2	37.	Drink beer, wine or liquor
C1SUNOR3	38.	Smoke marijuana (pot, reefer, weed, blunts)

How much do you agree or disagree with each statement?

> *Strongly disagree.......1*
> *Disagree....................2*
> *Not sure.....................3*
> *Agree.........................4*
> *Strongly agree...........5*
> *Missing.....................9*

C1EXPT01	39.	Kids who smoke have more friends
C1EXPT02	40.	Smoking cigarettes makes you look cool
C1EXPT03	41.	Smoking cigarettes lets you have more fun
C1EXPT04	42.	Kids who drink alcohol have more friends
C1EXPT05	43.	Drinking alcohol is a good way of dealing you're your problems
C1EXPT06	44.	Drinking alcohol makes you look cool
C1EXPT07	45.	Drinking alcohol lets you have more fun
C1EXPT08	46.	Drinking helps you get along with other people
C1EXPT09	47.	Kids who use marijuana (pot) have more friends
C1EXPT10	48.	Smoking marijuana (pot) makes you look cool
C1EXPT11	49.	Smoking marijuana (pot) lets you have more fun

How likely are you to say "no" when someone tries to get you to:

> *Definitely would say "no".............. 1*
> *Probably would say "no".............. 2*
> *Not sure.. 3*
> *Probably would <u>not</u> say "no"........ 4*
> *Definitely would <u>not</u> say "no"....... 5*
> *Missing.. 9*

C1SAYNO1	50.	Smoke a cigarette
C1SAYNO2	51.	Drink beer, wine, or liquor
C1SAYNO3	52.	Smoke marijuana or hashish
C1SAYNO4	53.	Use cocaine, methamphetamine (meth), or other hard drugs
C1SAYNO5	54.	Sniff glue, paint, gas, or other things you inhale to get high

How confident are you that you could do well in the following situations?

> *Not at all confident..........1*
> *A little bit confident.........2*
> *Somewhat confident.........3*
> *Mostly confident..............4*
> *Very confident.................5*
> *Missing...........................9*

C1CONFD1	55.	Refusing marijuana/pot offered by a friend
C1CONFD2	56.	Refusing a cigarette offered by a friend
C1CONFD3	57.	Refusing an alcoholic drink offered by a friend

How true is each of the following statements for you?

Never true 1
Seldom true 2
Sometimes true 3
Usually true 4
Always true............. 5

C1SCAT01	58.	I like school a lot
C1SCAT02	59.	I try hard at school
C1SCAT03	60.	Grades are very important to me
C1SCAT04	61.	School bores me
C1SCAT05	62.	I don't feel like I really belong at school
C1SCAT06	63.	I feel very close to at least one of my teachers
C1SCAT07	64.	I get along well with my teachers
C1SCAT08	65.	When I have to write a paper or do a reading assignment, I get kind of worried about it
C1SCAT09	66.	I find it hard to take tests in school
C1SCAT10	67.	I feel that teachers are picking on me

How much do you agree or disagree with the following statements about your closest friends?

Strongly disagree.......... 1
Disagree....................... 2
Neutral 3
Agree........................... 4
Strongly agree 5

C1DVPRL1	68.	These friends sometimes get into trouble with the police
C1DVPRL2	69.	These friends sometimes break the law
C1DVPRL3	70.	These friends don't get along very well with their parents
C1DVPRL4	71.	These friends don't like school very much
C1DVPRL5	72.	These friends get bad grades in school

We'd like to know whether you've done any of these things during the past 12 months.

During the past 12 months, how many times have you:

Never..............................1
Once...............................2
Twice.............................3
Three or four times..........4
Five or more times...........5
Missing...........................9

C1DEVB01	73.	Taken something worth less than $25 that didn't belong to you
C1DEVB02	74.	Taken something worth $25 or more that didn't belong to you
C1DEVB03	75.	Beat up someone or physically fought with someone because they made you angry (other than just playing around)
C1DEVB04	76.	Purposely damaged or destroyed property that did not belong to you
C1DEVB05	77.	Broken into or tried to break into a building just for fun or to look around
C1DEVB06	78.	Thrown objects such as rocks or bottles at people to hurt or scare them
C1DEVB07	79.	Been picked up by the police for breaking a law
C1DEVB08	80.	Run away from home
C1DEVB09	81.	Skipped school or classes without an excuse
C1DEVB10	82.	Carried a hidden weapon
C1DEVB11	83.	Avoided paying for things such as movies, rides, food, or computer services
C1DEVB12	84.	Taken something from a store that you did not pay for

For the following questions, think about the parents or guardians <u>that you live with now.</u>

Always or almost always 1
Often 2
About half the time 3
Not very often.. 4
Never or almost never 5
I don't live with my mom or other female guardian..... 6
Missing.. 9

During the past month, when you & your mom have spent time talking or doing things together, how often did <u>she</u>:

C1MCAQM1   85.   Let you know she really cares about you
C1MCAQM2   86.   Act loving & affectionate toward you
C1MCAQM3   87.   Let you know that she appreciates you, your ideas, or the things you do

During the past month, when you & your mom have spent time talking or doing things together, how often did <u>you</u>:

C1MCAQY1   88.   Let her know you really care about her
C1MCAQY2   89.   Act loving & affectionate toward her
C1MCAQY3   90.   Let her know that you appreciate her, her ideas, or the things she does

For the following questions, think about the parents or guardians <u>that you live with now.</u>

Always or almost always 1
Often 2
About half the time 3
Not very often 4
Never or almost never 5
I don't live with my dad or other male guardian 6
Missing 9

During the past month, when you & your dad have spent time talking or doing things together, how often did <u>he</u>:

C1FCAQF1	91.	Let you know he really cares about you
C1FCAQF2	92.	Act loving & affectionate toward you
C1FCAQF3	93.	Let you know that he appreciates you, your ideas, or the things you do

During the past month, when you & your dad have spent time talking or doing things together, how often did <u>you</u>:

C1FCAQY1	94.	Let him know you really care about him
C1FCAQY2	95.	Act loving & affectionate toward him
C1FCAQY3	96.	Let him know that you appreciate him, his ideas, or the things he does

During the past month, how often did you do these things with your mom or dad?

Every day 1
A few times a week 2
About once a week 3
Two or three times during the past month 4
Once during the past month 5
Not during the past month 6
Missing 9

C1PCACT1	97.	Work on homework or a school project together
C1PCACT2	98.	Do something active together, like playing sports, bike riding, exercising, or going for a walk
C1PCACT3	99.	Talk about what's going on at school
C1PCACT4	100.	Work on something together around the house
C1PCACT5	101.	Discuss what you want to do in the future
C1PCACT6	102.	Do some other fun activity that you both enjoy

Thinking about the parents or guardians you live with now, how often do each of the following things happen?

Always 1
Almost always 2
About half the time 3
Almost never 4
Never 5
Missing 9

C1GCMP01	103.	During the day, my parents know where I am
C1GCMP02	104.	My parents know who I am with when I am away from home
C1GCMP03	105.	When my parents ask me to do something and I don't do it right away, they give up
C1GCMP04	106.	My parents discipline me for something some times, and then other times don't discipline me for the same thing
C1GCMP05	107.	When my parents discipline me, the kind of discipline I get depends on their mood
C1GCMP06	108.	When I do something wrong and my parents decide on the discipline, I can get out of it
C1GCMP07	109.	When I do something wrong, my parents lose their temper and yell at me
C1GCMP08	110.	My parents give me reasons for their decisions
C1GCMP09	111.	My parents ask me what I think before making a decision that affects me
C1GCMP10	112.	When I don't understand why my parents make a rule for me, they explain the reason
C1GCMP11	113.	My parents know when I do something really well at school or some place else away from home
C1GCMP12	114.	My parents know when I get into trouble at school or some place else away from home
C1GCMP13	115.	My parents know when I do not do things they have asked me to do

How much do you agree or disagree with each of the following statements?

Strongly disagree....... 1
Disagree.................... 2
Neutral 3
Agree......................... 4
Strongly agree........... 5
Missing..................... 9

C1FCOHO1	116. Family members really help and support each other
C1FCOHO2	117. We fight a lot in our family
C1FCOHO3	118. Activities in our family are pretty carefully planned
C1FCOHO4	119. Family members rarely become openly angry
C1FCOHO5	120. We are generally very near & orderly
C1FCOHO6	121. It's often hard to find things when you need them in our household
C1FCOHO7	122. Family members hardly ever lose their tempers

C1CHRCH1   **123. How often do you go to church or religious services?**

More than once a week 1
Once a week 2
Two or three times a month 3
Once a month 4
About every other month 5
Once or twice a year 6
Hardly ever.................................. 7
Never 8
Missing 9

When you feel nervous, how often do you:

Never...................... 1
Occasionally 2
Sometimes 3
Usually................... 4
Always................... 5
Missing.................. 9

C1SCOPE1	124. Sit quietly and relax all the muscles in your body
C1SCOPE2	125. Imagine yourself being in a peaceful place
C1SCOPE3	126. Focus on your breathing
C1SCOPE4	127. Try to make yourself be calm and at ease
C1SCOPE5	128. Eat

How likely would you be to:

Definitely would 1
Probably would 2
Not sure.............................3
Probably would not 4
Definitely would not 5
Missing...............................9

C1ASSRT1	129. Express an opinion even though others may disagree with you?
C1ASSRT2	130. Ask a teacher to explain something you don't understand?
C1ASSRT3	131. Say "no" when someone asks you to do something that you don't want to do?
C1ASSRT4	132. Compliment your friends?
C1ASSRT5	133. Ask for directions if you don't know where you are?

When you have a problem, how often do you:

Never.................... 1
Occasionally 2
Sometimes 3
Usually................ 4
Always................ 5
Missing............... 9

C1PROBS1   134. Get information that is needed to deal with the problem

C1PROBS2   135. Think about which of the choices is best

C1PROBS3   136. Think about the risks of different ways to deal with the problem

C1PROBS4   137. Think about the possible consequences of each choice

C1PROBS5   138. Compromise to get something positive from the situation

How often do you do the following things?

C1SENSK1   139. Do what feels good, regardless of the consequences

C1SENSK2   140. Do something dangerous because someone dared you to do it

C1SENSK3   141. Do crazy things just to see the effect on others

If you had the money and the chance, how likely would you be to do the following?

Definitely would 1
Probably would 2
Not sure........................ 3
Probably would not 4
Definitely would not 5
Missing........................ 9

C1SINSK1   142. Parachute jumping

C1SINSK2   143. Bungee jumping

C1SINSK3   144. Riding down a steep hill on a skate board

Who are your best and closest friends <u>in your grade</u>? Spell out the names the best you can.

How often do you spend time just hanging out with this person outside of school (without adults around)?

Never 1
Once or twice a month 2
Once a week........................ 3
A few times a week 4
Almost every day................ 5
Missing 9

C1TWBFR1	145.	Best Friend 1
C1TWBFR2	146.	Best Friend 2
C1TWCFR1	147.	Close Friend 1
C1TWCFR2	148.	Close Friend 2
C1TWCFR3	149.	Close Friend 3
C1TWCFR4	150.	Close Friend 4
C1TWCFR5	151.	Close Friend 5

ACADEMIC VITA

Robert J. MacClaren

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Education:
  Bachelor of Science Degree in Crime, Law, and Justice
  Minor in Sociology
  Honors in Crime, Law, and Justice, Schreyer Honors College
  Thesis Title: Parental Monitoring: Impact on Drug Use Among Ninth Graders
  The Pennsylvania State University, May 2010

Related Experience:
  Teaching Assistant, Crime, Law, and Justice, Penn State, Spring and Fall 2008
  Volunteer Catholic Family Center, Aging, and Adult Services
  Volunteer Catholic Family Center, Homeless and Housing

Awards:
  Dean's List
  All Big Ten Distinguished Scholar Athlete
  Academic All Big Ten
  Omicron Delta Kappa Honor Society
  Golden Key International Honour Society
  Phi Kappa Phi Honor Society
  Phi Eta Sigma Honor Society
  Liberal Arts Academic Scholarship, Penn State University
  NCAA Division National Champion, 2-Time Penn State Fencing

Activities:
  Athlete Pep Hour Penn State Thon
  Vice President/President Penn State University Student Club, Magic the Gathering