A COMPARISON OF SELECTED HEALTH BEHAVIORS OF KANSAS' STUDENTS ENROLLED IN GRADES K-12

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PREFACE

A study investigated and compared selected health behaviors of Kansas' students enrolled in grades K-12. Over 18,500 students enrolled in Kansas public schools were investigated for this study. The study examined six selected health behaviors: stress management, nutrition, alcohol, smoking, safety, and physical activity.

I wish to express my sincere gratitude to all the people who assisted me in this work and during my state at Oklahoma State University. In particular, I am especially indebted to my major adviser, Dr. Betty Abercrombie, for her intelligent guidance, concern, and invaluable help. I am also thankful to the other committee members, Dr. Betty Edgley, Dr. Jim Rogers, and Dr. Robert Kamm, for their advisement in the course of this work.

Special thanks are due to the school districts of Kansas that participated in the study. My wife, LaDell, deserves my deepest appreciation for her constant support, moral encouragement, and understanding. She is my DEAR HEART!

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CHAPTER I

INTRODUCTION

At the turn of the 20th Century, the leading causes of death in the United States were influenza, pneumonia, diptheria, tuberculosis, and gastrointestinal infections. In 1900, the death rate from these major acute diseases was 580 for every 100,000 people. Today, only 30 people per 100,000 die each year from these conditions (Healthy People, 1979). Lifestyle diseases have now replaced infectious diseases as the leading causes of death. Currently, the top killers of Americans are heart disease, cancer, and stroke (Healthy People, 1979).

These leading causes of death have been associated with negative habits, including inadequate nutrition, severe stress, accidents, sedentary lifestyles, and cigarette smoking. Lifestyles which people choose to lead have been positively correlated with the personal health problems leading to premature death (Prevention Medicine, 1976).

Data accumulated over the last 100 years have shown a shift in disease patterns from infectious to stress-related disease processes (Germeroth, 1978). Researchers have established a specific relationship between stress arousal and dysfunction of various body systems (Benswanger, 1977). In a 1979 presentation, Chen (1979) stated that further investigations have shown that a relationship exists between physiological reaction to stress arousal and dysfunction of various

organ systems. The increase in stress arousal causes changes in the organ systems, usually in the form of hyperactivity of the body's autonomic and endocrine system which could contribute to the development of cardiovascular disease and other degenerative diseases.

In addition to stress arousal, anxiety can be a contributing factor in one's physical and emotional deterioration. Individuals experience anxiety differently. Described as fear, discomfort, uneasiness, guilt, apprehension, or remorse, anxiety is produced by real or unreal situations. Anxiety can lead to physical discomfort caused by muscular tension, gastrointestinal distress, headache, or excessive perspiration.

Stress and anxiety are potential difficulties for children (Curtis and Detert, 1981). Some of the factors contributing to stress and anxiety are physical maturation, peer pressure, social acceptability and low self-esteem. In addition to these, there may be unusual pressures such as death of a parent, severed relationships, academic failure, and psychological or physiological abnormalities.

The relationship between poor nutrition and disease has become increasingly clear in recent years (Bronfen, 1980). The nutrition problem is a combination of overconsumption and undernutrition - or eating too much of the wrong kinds of food. Bronfen (1980) stated that Americans eat too much fat, sugar, and refined foods that deplete the potential for health. Furthermore, the Senate Select Committee on Nutrition and Human Needs identified poor nutrition as a predisposing risk factor in cardiovascular disease, hypertension,

atherosclerosis, gall bladder disease, and uterine and female kidney cancer (Bronfen, 1980).

The Surgeon General (Healthy People, 1979) has shown that cigarette smoking is recognized as one of the significant risk factors in the leading causes of death. Smokers present a risk of death from coronary artery disease which is 70% greater than for nonsmokers (Carrol, Miller and Nash, 1976; Healthy People, 1979; Knowles, 1977). The Surgeon General in Healthy People (1979) stated that cigarette smoking is clearly the single most preventable cause of illness and premature death in the United States.

Physical activity may be a positive influence in preventing specific health problems. Farquhar (1978) suggested that exercise lowers plasma cholesterol and blood pressure levels, producing potential benefits in cardiovascular disease prevention. Ardell, in his book, High Level Wellness: An Alternative to Doctors, Drugs, and Disease (1979) stated that those who take an active interest in keeping fit usually display an abundance of wellness characteristics including: an increased ability to manage stress, greater self-confidence, better eating habits, and fewer risk-behaviors.

Traditionally, the medical care system has been concerned primarily with detection and treatment of disease. As a nation, people have demonstrated the same disease-oriented philosophy. In the United States, close to $300 billion is spent annually for health care (Ardell and Tager, 1981; Healthy People, 1979). Unfortunately, most of the dollars are spent on disease and disability. Priorities must be redirected from a disease orientation to one of prevention and health promotion (Mahler, 1983b; Healthy People, 1979; Promoting Health, 1980; Ford, 1981; Brennan, 1981; and Eckholm, 1981).

In order to meet these priorities, assessments of health behaviors and attitudes of children were needed. From these assessments, effective health promotion programs can be properly prepared. The Surgeon General's Goals of 1990 (Prospects For A Healthier America, 1984) for children and adolescents are to significantly reduce accidents and injuries; reduce alcohol and drug misuse; and be concerned about proper growth and development through proper nutrition, physical exercise, and management of stress.

Need For The Study

The failure of modern medicine is not to blame for the nation's health care problems, but rather the fact that most individuals either ignore preventive health measures or are unwilling to make the specific effort to change the long established habits of an unhealthy lifestyle. This attitude, coupled with negative health behaviors, begin early in life. The U.S. Government's Center For Disease Control reports that over half of the deaths of people between the ages of 1 and 65 are directly related to lifestyle considerations, such as; poor diet, lack of physical exercise, accidents, excessive smoking and drinking, and inability to manage stress (CDC, 1979). From the time a person enters school, instruction concerning prevention of damaging lifestyles is necessary in order to reduce lifestyle deaths. Little or no study of health behaviors or attitudes has been conducted in Kansas. Research of this age population is necessary to determine the extent of negative health behaviors and attitudes. Results of such a study will aid greatly in the development of effective prevention interventions.

Statement of the Problem

The purpose of this study was to investigate and compare the selected health behaviors of students enrolled in Kansas' public schools, grades K-12. Specifically, the study examined the health behavior of Kansas' students as it relates to six areas: stress management, nutrition, alcohol, smoking, safety and physical fitness.

Delimitations

(1) This study is limited to subjects who were randomly selected from the K-12 grade population of students enrolled in Kansas' public schools.

(2) The sample involved only public school students enrolled from September 1, 1983 through September 30, 1983 in Kansas' public schools.

(3) The method of data collection was by self-support.

(4) This study focused only on the student's present behaviors as it relates to: stress management, nutrition, alcohol, smoking, safety and physical activity.

Limitations

(1) No account was made for academic and socio-economic backgrounds of the population.

Assumptions

(1) The obtained data was dependent on a subject's willingness to give honest responses to the statements in the inventory.

(2) It was assumed that their health behavior paralled their responses.

Hypotheses

The following statistical hypotheses were tested at the .05 level.

(1) There are no significant differences in stress management behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

(2) There are no significant differences in nutrition behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

(3) There are no significant differences in alcohol behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

(4) There are no significant differences in smoking behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

(5) There are no significant differences in safety behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

(6) There are no significant differences in physical activity between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

(7) There are no significant differences in stress management behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

(8) There are no significant differences in nutrition behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

(9) There are no significant differences in alcohol behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

(10) There are no significant differences in smoking behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

(11) There are no significant differences in safety behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

(12) There are no significant differences in physical activity behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

(13) There are no significant differences in stress management behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

(14) There are no significant differences in nutrition behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

(15) There are no significant differences in alcohol behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

(16) There are no significant differences in smoking behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

(17) There are no significant differences in safety behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

(18) There are no significant differences in physical activity behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

(19) There are no significant differences in stress management behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

(20) There are no significant differences in nutrition behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

(21) There are no significant differences in alcohol behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

(22) There are no significant differences in smoking behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

(23) There are no significant differences in safety behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

(24) There are no significant differences in physical activity between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

Chapter II

REVIEW OF RELATED LITERATURE

Introduction

A review of the related literature revealed a lack of information pertaining to the prevalence of health behaviors of Kansas' students enrolled in public schools, grades K-12.

Review of the literature pertaining to this study is presented in the following sections:

1) National Health Objectives
2) Health Behavior
3) Stress Management
4) Nutrition
5) Alcohol
6) Safety
7) Smoking
8) Physical Activity

National Health Objectives

The Surgeon General in Healthy People (1979) set forth a set of major goals for improving the health of Americans. The goals were categorized for five various populations, including children and adolescents. Prospects For A Healthier America (1984) identified the health goals of children and adolescents to be achieved by 1990. Kolbe and Gilbert (1984) stated that the 1990 goal of reducing deaths of children and adolescents by 20% could be achieved through identifying growth and development problems, reducing accidents and

injuries, reducing fatal motor vehicle accidents, and reducing alcohol and drug misuse.

In order to achieve these goals, Healthy People (1979) delineated 15 health problem areas of the Nation. The fifteen priority areas were:

Preventative Health Services
1) High Blood Pressure Control
2) Family Planning
3) Pregnancy and Infant Health
4) Immunization
5) Sexually Transmitted Diseases

Health Protection
6) Toxic Agent Control
7) Occupational Safety and Health
8) Accident Prevention and Injury Control
9) Flouridation and Dental Health
10) Surveillance and Control of Infectious Diseases

Health Promotion
11) Smoking and Health
12) Misuse of Alcohol and Drugs
13) Nutrition
14) Physical Fitness and Exercise
15) Control of Stress and Violent Behavior (p. 59)

The significance of behavioral risks to the health of our population is evident (Iverson and Kolbe, 1983). In order to achieve these objectives, prevalence studies need to be conducted in all states to determine the extent of the specific health problems in each state.

Health Behavior

Today's health problems are related, in part, to personal choices of the individual. Such choices as smoking, drinking, eating, exercising, reducing stress and appropriate use of prescribed medications are major factors in determining health outcome (Healthy People, 1979).

The health of children and adolescents has made dramatic changes since the 18th century. In the 18th century, the major causes of death for children and adolescents was infectious diseases. Since the early 1900's, there has been a change in deaths from infectious diseases to lifestyle diseases (McKeown, 1978).

Knowles (1977) stated that the health of human beings is determined by their behavior, their food, and the nature of their environment. Health behaviors begin from childbirth. Children often adopt similar health behaviors from their parents or significant others (Nolte, 1983). The behaviors developed at an early age carry over into adult life. Papenfuss (1984) stated that 56.3% of all deaths in the United States are related to lifestyle. Knowles (1977) stated that major health problems could be positively altered with modification of an individual's behavior and lifestyle.

Breslow and Beloc (1972) in a five and one-half year study showed that life expectancy and health could be significantly improved through following the seven basic health habits:

1) Three meals a day at regular times and no snacking

2) Breakfast every day

3) Moderate exercise two or three times a week

4) Adequate sleep (7 or 8 hours a night)

5) No smoking

6) Moderate weight

7) No alcohol or only in moderation (p. 411)

Studies by Williamson (1978) and Beier (1984) have shown that students who make selected health behavior changes show decreased risk factors concerning death and disability. Blair, (1984)

further showed that students who adopt healthy behaviors showed a strong movement toward a more positive well-being.

Many complex factors affect a person's health and health awareness, but it is widely recognized that attitudes toward health and behavior patterns affecting health are established early in life. Evaluation of specific health attitudes and behaviors early in life allows the education system the opportunity to be a significant and positive influence in the development of positive health attitudes and behaviors.

Stress Management

> Epidemiological data for western countries show that disease patterns have shifted remarkably over the past century and a half; in essence a change from communicable diseases to stress related and degenerative diseases (Germeroth, p. 36).

Many of today's school children are experiencing all forms of stress. Young people today are faced with a greater variety of perceived pressures and anxiety-producing problems than previous generations. According to Matthews (1983), peer pressure, school pressure, changes in traditional nuclear family, even the changing economic structure and the overwhelming technology of our society all combine to induce stress situations in young people.

Society has changed at an alarming rate in the past twenty years, which has brought about a variety of problems for children. The traditional nuclear family is no longer the norm since the number of working mothers has risen. No longer is there a parent or supervisor at home when the child leaves for school. Children today lack support. Families are more mobile and spread out. Often children must adjust to a divorce, possibly second or third marriage, as the divorce rate rises

to 50 percent. Reed (1984) stated that sixty percent of all children will live in a single-parent home before they reach the age of 18. Children, like adults, internalize stressors and have difficulty managing stress (Curtis and Detert, 1983). The failure of management of this stress often results in ulcers, hypertension, nervous twitches, headaches, insomnia, cardiac problems, fatigue, and premature aging (Engelhardt, 1975). If these conditions are not dealt with, they can and often lead to early death (Germeroth, 1978).

Due to the lack of knowledge and skill in stress management, approximately two million school age children in the United States are taking amphetamines to counteract the effects of stress and tension in their lives (Engelhardt, 1975). The stressful student is observed biting nails, stuttering, 'clutching' on exams, having poor concentration and short attention span, frequent illness, and abusing substances that are not conducive to personal health. The lifestyle of the student has a definite effect on their ability to cope in the world. The physical abuses extended upon their bodies often leads to stress and its implications. The uptight student abuses everything from aspirin to alcohol. The eating of highly sugared "junk" food leads to hyperactivity, only compounding the stress (Gaudry and Spielberger, 1971). This inability to manage stress causes the student to revert to behaviors learned earlier that seemed to help them deal with the stress.

The stress response brings about the "fight or flight" mechanism. This condition brings about tension and/or anxiety. If a child is faced with this problem, the various systems of the body react, causing high internal activity and usually accompanied by generalized muscle tension (Thoresen and Eagleston, 1983). Benson

(1975) described this muscular tension-anxiety relationship quite clearly by saying, that if a child lets this tension further develop into a fear of failure, this fear can become psycho-physiologically stressful. Constant tension and stress contribute to anxiety in individuals. Students who experience these stressors have great difficulty in the educational process, because they are unmindful of details, unsure of themselves and tend to be less satisfied with life (Englehardt, 1975).

Nutrition

Five of the ten leading causes of death are diet-related (Ardell, 1979). The relationship between poor nutrition and disease has become increasingly clear in recent years. The major nutrition problem in the United States is a combination of overconsumption and undernutrition (Bronfen, 1980).

Young children do not have the knowledge to choose the proper foods everyday. Parents serve as role models and instructors of nutrition. The child is at risk from birth through adulthood if the parents do not understand nutritional requirements.

Fast food dining has become a part of our culture and eating patterns. Many people consider the items served at fast food restaurants 'junk food', empty of all nutritional value. However, this may not be the case. Hot dogs and hamburgers are not only the favorite of millions of children, but they also serve as good sources of protein and other necessary nutrients. Behrstick (1981) stated that the major problem with fast foods are caloric intake, salt, and saturated fat content. Moderation is the key. Children who select lower-fat hamburgers, reduce the frequency of french fries, and add a

salad won't be harmed by occasional visits to fast food restaurants (Behrstick, 1981).

Children learn about nutrition from many sources. Parents and teachers supply many of the nutrition behaviors which students copy. Effective educational programs on nutrition have been shown to be successful in aiding students in making lifelong nutritional advances (Beier, 1984).

Winick (1980) stated that the early environment, including early nutritional practices, can cause changes in normal growth and development which persists throughout life. For example, the caloric intake during the early growing period, while cells in various organs are still dividing, can alter the rate of cell division. This can result in an organ with fewer or greater than the expected number of cells. Severe undernutrition may result in retarded cell division in the brain, and subsequently, in a brain with a reduced number of cells.

Overnutrition, especially excess caloric intake, may result in accelerated cell division in adipose tissue and in a permanently hypercellular adipose depot (Larson-Brown, 1983). Recent studies of obesity have suggested that it is an extremely complex symptom with a number of causes (Robin, 1979). Brownell and Stunkard (1980) stated that obesity in childhood is frequently associated with adulthood obesity. A study by Hartz and Rimm (1980) found that the more overweight a woman was in her fifties, the earlier her obesity had developed.

Alcohol

Alcohol is a drug. Like a sedative, it is a central nervous system depressant. Although it has a tranquilizing effect on most

people, alcohol appears to stimlulate others. In large doses, alcohol can dull sensations and impair muscular coordination, memory, and judgement. In a study by the National Institute on Drug Abuse and Alcoholism (1982), over half of the children at the fifth and sixth grade levels had tried alcoholic beverages.

Many factors are involved with youth using and abusing alcohol. A study by Samuels (1974) stated the 91.1 percent of all alcohol or substance abusers attribtued boredom and curiosity as the major reasons for getting started. Another major factor was low self- esteem. 75.5 percent of the students listed poor self-esteem as a reason for using alcohol. Other factors that lead to the use and abuse of alcohol are: inability to handle stressful situations; lack of meaningful experiences; and lack of significant others (Garfoot, 1980).

The National Institute on Drug Abuse and Alcoholism (1983) found alcohol use among children to be related to:

-Perception that their friends drink and expect them to drink too;

-Involvement in delinquent acts; such as, lying, cheating, stealing;

-Accessibility to alcohol in social settings where unsupervised drinking can take place;

-Low levels of self-esteem;

-Belief that drinking is a sign of adulthood;

-Perception that experimental involvement with alcohol is a normal part of development;

-Parents' drinking practices and perception that parents approve of youthful drinking;

-Lower expectation of academic achievement;

-Rebellion

The leading cause of death and injuries for young Americans is alcohol-related automobile accidents (CDC, 1982). Healthy People (1979) stated that young people, inexperienced at both drinking and driving, all too often combine the two activities with fatal results. DeLuca (1981) has shown that 45% to 60% of all fatal automobile accidents involving a young driver are alcohol-related.

In a study by Wechsler, et al. (1984), 82% of teenagers in the 16+ age group had used alcohol at some time in their lives. However, Wechsler (1984) also found that 42% of the respondents reported drinking alcohol infrequently, less than once per month. In the same study, 35% of the boys and 19% of the girls reported drinking once or more a week.

Most studies have shown that approximately 40% of the student alcohol users only have one or two drinks during any given drinking episode. However, a significant number of males (26%) and females (12%) generally consumed five or more drinks at a time (Wechsler, et al. 1984).

Alcohol usage is at an all-time high. The numbers of youth using and abusing alcohol is rising. The use of alcohol, coupled with driving, is leaving numbers of students dead or seriously injured. The majority of these deaths, injuries and health problems could easily be prevented through the development of positive alcohol behaviors.

Safety

Children are victims in many types of accidents. A report by the Center for Disease Control (1982) showed that the leading cause of death for children was motor vehicle accidents. The death rate

for children aged 10 was 784 per 100,000. Motor vehicle accident death rate increases to 1350 per 100,000 as children become 15 years old (CDC, 1982). The other leading causes of death are accident- related. Drowning accidents are the second leading type of accident which causes death. Following drowning are firearm accidents, non- motor vehicle accidents, poisoning, falling, fire, water transport, and electrical accidents (CDC, 1982).

Auto accidents are the number one killer of children in the United States today. The National Highway Traffic Safety Administration has estimated that 172 lives are saved for every one percent increase in seat belt usage (Righi, 1983).

Canaro stated that in 1981 auto accidents killed 50,700 people and injured 1,900,000. Total costs for these accidents exceeded $40.5 billion. Of the deaths, 1,300 victims were four years old or under and 2,400 were between the ages of 5 and 14. The numbers were much higher for children permanently maimed and disfigured.

Righi (1983) has stated that 60% of the deaths and disfigurement could have been prevented with the use of seat belts and crash-tested child seat belts. Safety experts have said that children in safety seats or wearing seat belts are safer not only because they are protected from impact against the car, but because it reduced activity in the car. Reduced activity reduces distraction of the driver.

The major safety hazards for the K-6 students are: bicycles, playground equipment, poisons, fires, and household hazards. For the 7-12 population; motor vehicle accidents, drowning, poisons, and fires are the leading causes of deaths (CDC, 1982).

Bicycle accidents account for over 400,000 emergency room admittants. Cycling can cause serious health injury through riding on the improper side of road, loss of control, mechanical failure, improper fit, or collision with a car or another bicycle.

Playground equipment pose another threat to the safety of children. According to the Consumer Product Safety Commission (1979), more than 100,000 children under 15 years of age receive serious injuries each year as the result of playground accidents. Many of these accidents can be avoided if playground equipment is carefully selected and children are taught to play safely on it.

The home is full of safety hazards. Every year more than four million people are injured in home accidents (U.S. Consumer, 1983). Uncovered electrical outlets, overloaded circuits, running up and down stairs, playing with matches, and ingesting toxic substances injure approximately 21 million people each year and kill over 25,000 (Olson, 1980). The majority of these injuries and deaths could have easily been prevented through the development of positive safety behaviors.

Smoking

There are 50 million smokers in the United States today (U.S. Department of Health, 1981). Many adults have stopped smoking over the past few years, which reflects a general decline among adults smokers. The only major increase in smoking has been in pre-teen and teenager girls. This has only recently leveled off with the same male age group.

Smoking is a real health problem. In a study by Nolte, O'Rourke, and Smith (1983), students clearly indicated that smoking

is a real health problem at the 7th and 8th grade level. Nolte, et al., (1983) found that with increased grade level the percent of students agreeing that smoking is a real health problem decreases.

Evans, et.al., (1979) found that students are not in strong agreement that smoking helps people to relax. Students who believe that smoking helps people to relax increase with each grade level. Nolte, O'Rourke, and Smith (1983) found that 22% of students at the 7th grade level either strongly agree or agree that smoking helps people to relax and that proportion increases to 46% at the 12th grade.

It is commonly accepted that students are influenced by their peers and parents (McCaul, et al., 1982). McCaul (1982) has shown that at the seventh grade level 76% of the students reported that all or most of their close friends do not smoke cigarettes. The percentage continued to decline with each increasing grade until by the 12th grade, only 39% of students reported that all or most of their close friends do not smoke.

Nolte, Smith and O'Rourke (1983) reported that at each grade level from the 7th to 12th grade, approximately 1/3 of the mothers smoke and 43% of the fathers smoke. Along with the study results, Nolte and others (1983) found that approximately 10% of the mothers and 16% of the fathers used to smoke, but had stopped smoking.

Green (1979) found that the prevalence of smoking increases at each grade level. Students also showed widespread experimentation. Further analysis also revealed that for most grades there was no difference between urban and rural environments.

Smoking increases with each grade level and along with that the amount smoked increases. Students who are smokers tend to increase

the amount over time. The amount smoked increases dramatically between the seventh and eighth grade. Between the tenth and twelfth grade half of the smokers indicate that they consumed four or more packs per week. Nolte, Smith, and O'Rourke (1983) also showed that much of the initial smoking is experimental, and often smoking is done out of view of parents and other significant others. Economics also played a part in study results. Younger smokers do not have the economic ability to support an intensive habit.

The results of various studies by Nolte, et al. (1983); Green (1979); Evans, et. al.; and McCaul (1982) have demonstrated that increased smoking occurs throughout the educational process. Based upon these studies, the importance of interventions at lower grades is evident.

Physical Activity

Studies have shown that there have been tremendous increases in longevity of babies born today, as compared to babies born in 1900. Infant mortality has been reduced mainly by conquering infectious diseases. In reality, a person 45 years of age today can expect to live only 2 or 3 years longer than ones counterpart in 1900 (Breslow and Belloc, 1972).

The longevity rate of the United States is 18th in the world. This is probably due to degenerative diseases (Elrick, Crakes, and Clarke, 1978).

Research studies have pointed out that at the time of World War I, one-third of the men drafted were physically unfit to serve. By the time of World War II, the situation was even worse, as one-half of the men were unfit. In 1953, tests were given to American and

European children, and it showed similar negative results. Of the American children, 57% failed, while only 8% of the European children failed.

The activity patterns of America's students are of a national concern. A study conducted by the Office of Disease Prevention and Health Promotion (1984) has shown that young children and adolescents are not developing the activity and fitness behaviors necessary to maintain a healthy lifestyle. At least 50 percent of the youth are not getting enough exercise to develop healthy cardiovascular systems.

The National Children and Youth Fitness Study, (NCYFS) (1980) investigated the activity patterns of students enrolled in 5th through 12th grades. The study (NCYFS, 1980) showed that males participated in activity more than females. Ross; et.al. (1985) stated that weekly physical activity time falls off for both males and females after early adolescence. The lowest physical activity time is for students enrolled in grades 10, 11, 12.

Physical activities change throughout a child's growth pattern. Ross; et al. (1985) has shown that the five leading activities for students enrolled in grades five through twelve were; bicycle riding, swimming, basketball, baseball/softball, and tackle football. Other popular physical activities included dancing, roller skating, weight-lifting, exercising, soccer, and touch football.

As a child develops and ages, drastic changes occur in physical activity levels. Activities such as relays, tag, jumping rope and kickball are replaced by competitive athletics. Children become less active, following a behavior modeled by their parents or significant adults.

The lack of physical activity has led to physical discomforts which carry over into adult life. Inactivity has led to lower back pain, lack of flexibility in lower back, and weakened abdominal muscles. Cardiorespiratory endurance has decreased leading to a greater predisposal towards diseases of the heart, blood vessels, lungs, and kidneys (Promoting Health, 1980). Coupled with lack of activity is obesity. Obesity may lead to diabetes, heart disease, hypertension, and psychological problems (Ross, Dotson, and Gilbert, 1985).

CHAPTER III

METHODOLOGY

The purpose of this descriptive study was to investigate the selected health behaviors of students enrolled in Kansas' public schools, grades K-12. In this chapter are presented the development of instrumentation, the selection of subjects, the research design, and the analysis of data. Each segment will be discussed as it contributed to the overall investigation.

Instrumentation

Health Behavior Inventory. Through the review of literature, it was discovered that no inventory for selected health behaviors of students existed that was appropriate for students enrolled in grades, K-12. The goals of the research demanded an instrument to measure: stress management, nutrition, alcohol, safety, smoking and physical activity. Four inventories had to be developed, one each for the following four grade classifications: K-3, 4-6, 7-8, and 9-12 (Appendix E).

To assure the readability of the statements as well as the content validity, a thirty-six member jury was selected to evaluate and revise the inventory. Six jurors were selected in each of the six subject areas, based upon the juror's expertise.

Initial contact requesting each juror's assistance in evaluation of the inventory was made by mail. A cover letter included an expla-

nation of the study and a copy of the proposed inventory statements with an evaluation form (Appendix B). The evaluation form, developed by Gilmore (1974), enabled jurors to respond to each of the statements indicating a subject's behavior (behavior or negative) in regards to each of the six health behaviors. A numerical rating system from 1 (not acceptable) to 5 (indispensable) was utilized to evaluate each statement. Evaluation consisted of calculation of the mean score for each statement. Inventory evaluation results are found in Appendix E. Statements with a mean score of 3.0 or above were accepted for inclusion in the inventory. The completed Health Behavior Inventory for all four grade classifications can be found in Appendix D.

Reliability of the inventory was determined by testing/retesting a group of students enrolled in grades K-12 from U.S.D. #253, Emporia, Kansas. Product-Moment correlation was used to determine reliaibility coefficient. Calculations resulted in a reliability coefficient of .9735 for the K-3 inventory; .9681 for the 4-6 inventory; .9895 for the 7-8 inventory, and .9680 for the 9-12 inventory.

Selection of Subjects

The setting for this study was three randomly selected public school districts from each of the 10 School Board Districts in the State of Kansas (Appendix A). Students enrolled in Kansas public schools, grades K-12, comprised the population for this study.

In June, 1983, all superintendents in the 315 public school districts in the State of Kansas were contacted for possible inclusion in the study (Appendix B). 106 school districts responded affirmatively for inclusion in the study. This response represented

34 percent of the total public school districts in Kansas. All School Board Districts were represented, except for District 4 (Appendix A). None of the school districts in District 4 chose to participate. Of the 106 school districts wishing to participate in the study, 3 school districts in each of the 10 School Board Districts of Kansas were randomly selected to represent the population of that district. A total of 18,500 students were represented in the study.

In August, 1983 the instrument (Appendix D) was disseminated to the participating school districts. The study director personally met with each of the superintendents of the participating school districts and clarified any questions for dissemination of the survey instrument (Appendix D). The study commenced on September 1, 1983 and terminated on September 30, 1983.

A random selection of students was chosen from each of the 9 participating School Board Districts to represent that particular District in comparison to the other districts. Fifty males and fifty females were randomly selected through the use of a table of random numbers. These students were representative of the students in each of the 9 School Board Districts, for a total of 900 students.

Research Design

Simple descriptive computations were utilized in this study. Total student responses were tabulated for each item on the inventory. Results were shown in numerical and percentage responses.

The research design was utilized to measure the percentage of students possessing positive or negative health behaviors.

Validity Concerns

Internal Validity. Students were randomly selected by the school district to participate in the study. Randomization allows for equivalence of groups. All subjects were assessed during the timeline of September 1, 1983 through September 30, 1983. The definitive timetable provides for maturation, which supports internal validity.

External Validity. The study results represent a total of over 18,000 student responses. The ability to generalize from the results of this study is supported by the number and randomization of the participants.

Selection of Tests

Students enrolled in grades K-3 and 4-6 responded to the Health Behavior Inventory in a yes/no format. A yes/no format represents dicotomous ordinal data, so the statistical method used to draw inferences between Kansas School Board of Education Districts is the nonparametric statistical device, Chi-square, with Test of Independence.

Students enrolled in grades 7-8 and 9-12 responded to the Health Behavior Inventory in a three-point Lickert scale; usually, occasionally, rarely/never. One-way multi-group analysis of variance with the Scheffe' test was utilized to determine if there was any significant difference in selected health behaviors between Kansas School Board of Education Districts.

Summary

The Health Behavior Inventory was utilized to determine the prevalence of health behaviors of students enrolled in Kansas' public

schools, grades K-12.

Chi-square was utilized to determine any significant differences between Kansas' School Board Districts for students enrolled in grades K-6.

One-way multi-group analysis of variance with the Scheffe' test was utilized to determine any significant differences between Kansas School Board Districts for students enrolled in grades 7-12.

CHAPTER IV

RESULTS AND DISCUSSION

The research was conducted to study the prevalance of selected health behaviors of Kansas' students enrolled in grades K-12. Comparisons of health behavior between any of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-12 were analyzed using the Chi-square and Analysis of Variance. For the purpose of discussion, descriptive results of negative health behaviors above 30 percent represented a significant amount for the K-3 and 4-6 grade level. The level of significance for 7-8 and 9-12 students was 15 percent. Levels of significance were determined through calculation of stadard deviations. The results and discussion are presented in this chapter.

Stress Management

In the study of selected health behaviors, certain stress management behaviors were shown to be significant through descriptive results. Table I represents the stress management statements in which the student responses were above the level of significance.

Students enrolled in grades K-3 and 4-6 responded in a yes/no format. Analysis of the dicotomous data was through the use of Chi-square with the Test of Independence. A four by nine analysis was utilized, comparing male and female responses versus each of the nine

participating Kansas School Board of Education Districts. Table II presents the variable versus region analysis for K-3 and 4-6 stress management variables. These data were analyzed in an attempt to identify any significant differences between responses and School Board of Education Districts.

TABLE I

STRESS MANAGEMENT STATEMENTS

K-3

1. Does it take you a long time to fall asleep at night?
2. Do you often bite your fingernails?
3. Do you worry about doing badly in school?
4. Do you often get angry and yell?

4-6

1. Do you bite your fingernails, chew on a pencil, or eat when nervous or upset?
3. At bedtime, do you fall asleep easily?
4. If you wake up in the middle of the night, it is easy for you to fall asleep again?
5. Do you often feel tired (except after hard physical activity)?
6. Do you frequently hit or yell at someone when you get mad?

7-8

4. When I feel under pressure, I bite my fingernails, tap my feet, start to perspire, or have some other nervous habit.
6. I worry about exams if I am not well prepared.
8. I know that extreme pressure or tension plays a role in causing health problems, and I am learning some specific relaxation skills to prevent and control my problems.

9-12

4. I have a habit of biting my fingernails, tapping my foot, starting to perspire, or some other nervous habit.
6. I worry about exams if I am not well prepared.
7. I consciously take time each day to relax.
8. I know that extreme pressure or tension plays a role in causing health problems, and I am learning some specific relaxation skills to prevent and control my problems.

Students enrolled in grades 7-8 and 9-12 responded in a usually, occasionally, rarely/never format. Analysis of the data was through Analysis of Variance. Table III presents the variable versus region analysis for 7-8 and 9-12 stress management variables. These data were analyzed in an attempt to identify any significant differences between responses and School Board of Education Districts.

Stress Management

The descriptive results for K-12 stress managemetn showed significant results. Students enrolled in grades K-3 had difficulty sleeping, often bit their fingernails, showed anxiety over school work, and reacted to pressure by yelling and becoming angry. The students enrolled in grades 4-6 also showed similar characteristics to students in K-3; however, they also showed signs of physical exhaustion from tension and anxiety. Students in grades 7-8 and 9-12 continued with the same characteristics, including finding it difficult to relax on their own. The comparisons between any 2 of the 9 School Board of Education Districts did show 2 of the 10 stress management behaviors for grade 4-6 to be significant. In grades 7-8, 3 of the 10 stress management behaviors showed significance. In grades 9-12, 4 of the 10 stress management behaviors showed significance. There were no significant differences in stress management behavior between any 2 of the 9 School Board of Education Districts in grades K-3.

Students enrolled in grades K-3 and 4-6 responded in a yes/no format. Analysis of the dicotomous data was through the use of Chi-square with the Test of Independence. A four by nine analysis was utilized, comparing male and female responses versus each of the nine participating Kansas School Board of Education Districts. Table V

TABLE II

GRADES K-3 and 4-6

CHI-SQUARE STRESS

MANAGEMENT

K-3		
Item No.		
1.	CHISQ = 23.9199	
2.	CHISQ = 20.2969	
3.	CHISQ = 21.9269	
4.	CHISQ = 25.5006	
	CRITICAL VALUE = 28.869	
4-6		
Item No.		
1.	CHISQ = 30.7641	*
2.	CHISQ = 7.4013	
3.	CHISQ = 14.6832	
4.	CHISQ = 23.0837	
5.	CHISQ = 9.0394	
6.	CHISQ = 46.4994	*
7.	CHISQ = 29.8254	*
8.	CHISQ = 18.7928	
9.	CHISQ = 17.0031	
10.	CHISQ = 22.5398	
	CRITICAL VALUE = 28.869	

presents the variable versus region analysis for K-3 and 4-6 nutrition variables. Theses data were analyzed in an attempt to identify any significant differences between responses and School Board of Education Districts.

TABLE III

ANALYSIS OF VARIANCE TABLE - GRADES

7-8 and 9-12 STRESS

MANAGEMENT

7-8

Item No.	F Value	Critical Value
1.	1.94	41.6692
2.	1.65	43.9814
3.	1.13	49.0904
4.	2.74	43.0959
5.	1.14	42.8839
6.	1.29	45.6368
7.	1.22	42.2890
8.	2.95	31.9933
9.	1.83	42.0518
10.	1.27	44.8499

9-12

Item No.	F Value	Critical Value
1.	2.93	40.3660
2.	2.47	44.8113
3.	2.44	45.5543
4.	2.41	41.7877
5.	1.76	41.3372
6.	1.13	46.2452
7.	1.66	40.2337
8.	1.32	39.8164
9.	1.30	39.6677
10.	1.08	37.3178

Nutrition

In the study of selected health behaviors, certain nutrition behaviors were shown to be significant through descriptive results. Table IV represents the nutrition statements in which the student responses were above the level of significance.

TABLE IV

NUTRITION STATEMENTS

K-3
3. Do you usually put salt on your food?
4. Do you eat cake, cookies, pie, candy, or other sweets every day?
4-6
1. Do you eat two or more servings of fruit or vegetables most days?
4. Do you usually put salt on your food?
6. Do you eat fried foods like french fries, fried chicken, fried eggs, or hash browns daily?
7. Do you drink at least 3 glasses of milk a day?
7-8
4. I put salt on my food.
7. I drink three or more glasses of milk most days.
9-12
4. I read the labels on food packages
6. I add salt to my food.
8. I eat snacks, such as candies, donuts, potato chips, or other sweets between meals.

Students enrolled in grades 7-8 and 9-12 responded in a usually, occasionally, rarely/never format. Analysis of the data was through

Analysis of Variance. Table VI presents the variable versus region analysis for 7-8 and 9-12 nutrition variables. These data were analyzed in an attempt to identify any significant differences between responses and School Board of Education Districts.

Nutrition

The descriptive results for K-12 nutrition showed significant results. A significant percentage of students enrolled in grades K-3 did not eat two or more servings of fruit or vegetables most days, put salt on their food, ate fried foods daily, did not drink 3 glasses of milk a day, and ate snacks higher in sugar. Students in grades 4-6, 7-8, and 9-12 also showed similar characteristics to students in K-3; however, only enrolled students in K-3 and 9-12 showed significant percentage of students eating snacks high in sugar. The comparisons between any 2 of the 9 SChool Board of Education Districts did show 2 of the 4 nutrition behaviors for grade K-3 to be significant. In grades 4-6, 1 of the 8 nutrition behaviors showed significance. In grades 9-12, 7 of the 12 nutrition behaviors showed significance. There were no significant differences in nutrition behavior between any 2 of the 9 School Board of Education Districts in grades 7-8.

Alcohol

In the study of selected health behaviors, certain alcohol behaviors were shown to be significant through descriptive results. Table VII represents the alcohol statements in which the student responses were above the level of significance.

Students enrolled in grades K-3 and 4-6 responded in a yes/no format. Analysis of the dicotomous data was through the use of

Chi-square with the Test of Independence. A four by nine analysis was utilized, comparing male and female responses versus each of the nine participating Kansas School Board of Education Districts. Table VIII presents the variable versus region analysis for K-3 and 4-6 alcohol variables. Theses data were analyzed in an attempt to identify any significant differences between responses and School Board of Education Districts.

TABLE V

GRADES K-3 and 4-6 CHI-SQUARE

NUTRITION

K-3		
Item No.		
1.	CHISQ = 22.8712	
2.	CHISQ = 24.6933	
3.	CHISQ = 58.8782	*
4.	CHISQ = 57.0015	*
	CRITICAL VALUE = 28.869	
4-6		
Item No.		
1.	CHISQ = 16.2096	
2.	CHISQ = 17.5532	
3.	CHISQ = 7.5004	
4.	CHISQ = 17.2207	
5.	CHISQ = 19.7274	
6.	CHISQ = 33.3484	*
7.	CHISQ = 16.9954	
8.	CHISQ = 20.0745	
	CRITICAL VALUE = 28.869	

TABLE VI

ANALYSIS OF VARIANCE TABLE - GRADES

7-8 and 9-12 NUTRITION

7-8

Item No.	F Value	Critical Value
1.	1.81	1.94
2.	0.99	1.94
3.	1.22	1.94
4.	1.31	1.94
5.	1.14	1.94
6.	0.89	1.94
7.	0.94	1.94
8.	1.22	1.94
9.	1.65	1.94
10.	1.24	1.94

9-12

Item No.	F Value	Critical Value
1.	1.96	1.94 *
2.	1.11	1.94
3.	2.51	1.94 *
4.	1.58	1.94
5.	0.79	1.94
6.	1.57	1.94
7.	0.86	1.94
8.	2.08	1.94 *
9.	3.41	1.94 *
10.	3.19	1.94 *
11.	2.79	1.94 *
12.	4.01	1.94 *

Students enrolled in grades 7-8 and 9-12 responded in a usually, occasionally, rarely/never format. Analysis of the data was through Analysis of Variance. Table IX presents the variable versus region

analysis for 7-8 and 9-12 alcohol variables. These data were analyzed in an attempt to identify any significant differences between responses and School Board of Education Districts.

TABLE VII

ALCOHOL STATEMENTS

K-3
None
4-6
None
7-8
None
9-12
1. When I see other people drink beer, wine, or alcohol, I also want to drink.
2. I drink 1-2 alcoholic beverages a week.
5. I get drunk when I go to a party that serves alcoholic beverages.
6. I like to hang around with my friends who drink alcoholic beverages.
9. I enjoy the "feeling" alcohol gives me.
12. Drinking alcoholic beverages makes me feel relaxed.

Alcohol

The descriptive results for K-8 alcohol showed no significant results. The students enrolled in grades 9-12 showed 6 of the 12 negative alcohol behaviors. Students often drank when they saw their peers drink, drank 1-2 drinks a week, went to parties that served alcoholic beverages, associated with peers who drank and felt that

alcohol relaxed them. The comparisons between any 2 of the 9 School Board of Education Districts did show 4 of the 5 alcohol behaviors for grade K-3 to be significant. In grades 4-6, 2 of the 7 alcohol behaviors showed significance. In grades 7-8, 7 of the 11 alcohol behaviors showed significance. In grades 9-12, 3 of the 12 alcohol behaviors showed signficance.

Students in grades K-3 drank alcoholic beverages if offered by someone other than a parent. There also was a significant difference between districts when drinking 1-2 alcoholic beverages a week.

TABLE VIII

GRADES K-3 and 4-6 CHI-SQUARE

ALCOHOL

K-3	
Item No.	
1.	CHISQ = 47.4675 *
2.	CHISQ = 23.7570 *
3.	CHISQ = 33.9846 *
4.	CHISQ = 32.2032 *
5.	CHISQ = 27.4683
	CRITICAL VALUE = 28.869
4-6	
Item No.	
1.	CHISQ = 14.3441
2.	CHISQ = 3.7264
3.	CHISQ =171.6941 *
4.	CHISQ = 2.1604
5.	CHISQ = 29.1497
6.	CHISQ = 9.2233
7.	CHISQ = 23.4439
	CRITICAL VALUE = 28.869

TABLE IX

ANALYSIS OF VARIANCE TABLE - GRADES

7-8 and 9-12 ALCOHOL

7-8

Item No.	F Value	Critical Value
1.	1.58	7.4756
2.	2.39	14.2807
3.	1.02	10.2752
4.	1.43	9.7230
5.	2.26	9.6256
6.	1.17	7.2854
7.	6.74	20.4915
8.	2.72	15.0020
9.	2.26	14.1971
10.	2.20	15.6655
11.	0.73	12.1724

9-12

Item No.	F Value	Critical Value
1.	2.79	28.3431
2.	1.57	40.9984
3.	1.22	42.2890
4.	1.27	44.8499
5.	1.93	46.1692
6.	2.39	43.0660
7.	0.79	15.9742
8.	1.85	30.5886
9.	1.36	38.4316
10.	1.78	39.1154
11.	2.08	27.5045
12.	1.39	40.1116

Safety

In the study of selected health behaviors, certain safety behaviors were shown to be significant through descriptive results. Table X

represents the safety statements in which the student responses were above the level of significance.

TABLE X

SAFETY STATEMENTS

K-3

1. Do you usually wear a seat belt when you ride in a car?

4-6

1. Do you usually wear a seat belt when you ride in a car?
2. Do you always wear a life jacket while riding in a boat or canoe?
4. Do you usually laugh or talk with food in your mouth?
5. Do you usually cross the street at crosswalks?

7-8

1. I check my home to protect it from fire and safety hazards.
2. I wear a seat belt when I ride in a car or truck.
3. I turn off or unplug appliances when they are not in use.
4. I wear a life jacket while riding in a boat or canoe and in water sports.
6. I cross the street only at crosswalks.
8. I ride my bike on the correct side of the street and stop at red lights or stop signs.
9. I run up or down stairs, or in the hallways.

9-12

1. I check my home to protect it from fire and safety hazards.
2. I turn off or unplug appliances when they are not in use.
3. I wear a seat belt when I ride in a car or truck.
4. I wear a life jacket while riding in a boat or canoe; and in water sports.
7. I run up or down stairs, or in the hallways.
9. I drive within 5 m.p.h. of the legal speed limit.

Students enrolled in grades K-3 and 4-6 responded in a yes/no format. Analysis of the dicotomous data was through the use of

Chi-square with the Test of Independence. A four by nine analysis was utilized, comparing male and female responses versus each of the nine participating Kansas School Board of Education Districts. Table XI presents the variable versus region analysis for K-3 and 4-6 safety variables. Theses data were analyzed in an attempt to identify any significant differences between responses and School Board of Education Districts.

Students enrolled in grades 7-8 and 9-12 responded in a usually, occasionally, rarely/never format. Analysis of the data was through Analysis of Variance. Table XII presents the variable versus region analysis for 7-8 and 9-12 safety variables. These data were analyzed in an attempt to identify any significant differences between responses and School Board of Education Districts.

Safety

The descriptive results for K-12 safety behaviors showed significant results. Students in all four grade perameters: K-3, 4-6, 7-8, and 9-12, did not wear their seat belts while riding in a vehicle. As students progressed from K-3 to 9-12, they exhibited negative safety behaviors; such as, talking with food in their mouth; not wearing a life jacket while in a boat or a canoe; not crossing the street at appropriate places; handling electrical applicances while wet; and running up or down stairs. The comparisons between any 2 of the 9 School Board of Education Districts did show 2 of the 4 safety behaviors for grades K-3 to be significant. In grades 4-6, 2 of the 8 safety behaviors showed significance. In grades 7-8, 3 of the 11 safety behaviors showed significance. In grades 9-12, 8 of the 10 safety behaviors showed signficance.

TABLE XI

GRADES K-3 and 4-6

CHI-SQUARE SAFETY

K-3	
Item No.	
1.	CHISQ = 65.7812 *
2.	CHISQ = 30.9561
3.	CHISQ = 46.2837
4.	CHISQ = 34.4270
	CRITICAL VALUE = 28.869
4-6	
Item No.	
1.	CHISQ = 31.7833
2.	CHISQ = 14.1770
3.	CHISQ = 14.9350
4.	CHISQ =173.8863 *
5.	CHISQ = 13.7015
6.	CHISQ = 19.9311
7.	CHISQ = 19.8368
8.	CHISQ = 23.6891
	CRITICAL VALUE = 28.869

Smoking

In the study of selected health behaviors, certain smoking behaviors were shown to be significant through descriptive results. Table XIII represents the smoking statements in which the student responses were above the level of significance.

TABLE XII

ANALYSIS OF VARIANCE TABLE - GRADES

7-8 and 9-12 SAFETY

7-8

Item No.	F Value	Critical Value
1.	2.50	1.94 *
2.	2.26	1.94 *
3.	1.02	1.94
4.	0.94	1.94
5.	1.39	1.94
6.	2.91	1.94 *
7.	1.02	1.94
8.	1.22	1.94
9.	0.99	1.94
10.	1.28	1.94
11.	1.02	1.94

9-12

Item No.	F Value	Critical Value
1.	2.27	1.94 *
2.	2.51	1.94 *
3.	7.56	1.94 *
4.	1.08	1.94
5.	6.69	1.94 *
6.	2.79	1.94 *
7.	3.42	1.94 *
8.	0.50	1.94
9.	2.79	1.94 *
10.	6.43	1.94 *

Students enrolled in grades K-3 and 4-6 responded in a yes/no format. Analysis of the dicotomous data was through the use of Chi-square with the Test of Independence. A four by nine analysis was

utilized, comparing male and female responses versus each of the nine participating Kansas School Board of Education Districts. Table XIV presents the variable versus region analysis for K-3 and 4-6 smoking variables. Theses data were analyzed in an attempt to identify any significant differences between responses and School Board of Education Districts.

TABLE XIII

SMOKING STATEMENTS

K-3
None
4-6
None
7-8
None
9-12
None

Students enrolled in grades 7-8 and 9-12 responded in a usually, occasionally, rarely/never format. Analysis of the data was through Analysis of Variance. Table XV presents the variable versus region analysis for 7-8 and 9-12 smoking variables. These data were analyzed in an attempt to identify any significant differences between responses and School Board of Education Districts.

TABLE XIV

GRADES K-3 and 4-6 CHI-SQUARE

SMOKING

K-3		
Item No.		
1.	CHISQ =	34.3837 *
2.	CHISQ =	30.8954 *
3.	CHISQ =	24.4756
4.	CHISQ =	28.3407
	CRITICAL VALUE =	28.869
4-6		
Item No.		
1.	CHISQ =	15.7909
2.	CHISQ =	40.2488 *
3.	CHISQ =	8.6325
4.	CHISQ =	14.5942
5.	CHISQ =	5.1216
6.	CHISQ =	17.8030
7.	CHISQ =	9.3160
8.	CHISQ =	55.7822 *
	CRITICAL VALUE =	28.869

Smoking

The descriptive results for K-12 smoking behavior showed no significant result. Research has shown that smoking frequency increases with age; however, the Kansas' results showed no significant results of smoking behavior. The comparisons between any 2 of the 9 School Board of Education Districts did show 2 of the 4 smoking behaviors for grades

K-3 to be significant. In grades 4-6, 2 of the 8 smoking behaviors showed significance. In grades 7-8, 2 of the 10 smoking behaviors showed significance. There were no significant differences in smoking behavior between any 2 of the 9 School Board of Education Districts in grades 9-12.

TABLE XV

ANALYSIS OF VARIANCE TABLE - GRADES

7-8 and 9-12 SMOKING

7-8

Item No.	F Value	Critical Value
1.	1.53	1.94
2.	2.51	1.94 *
3.	1.39	1.94
4.	1.13	1.94
5.	2.60	1.94 *
6.	1.28	1.94
7.	1.13	1.94
8.	1.11	1.94
9.	1.85	1.94
10.	1.59	1.94

9-12

Item No.	F Value	Critical Value
1.	1.85	1.94
2.	1.70	1.94
3.	1.13	1.94
4.	1.45	1.94
5.	1.60	1.94
6.	1.84	1.94
7.	1.07	1.94
8.	1.53	1.94
9.	0.54	1.94
10.	1.07	1.94

Physical Activity

In the study of selected health behaviors, certain physical activity behaviors were shown to be significant through descriptive results. Table XVI represents the physical activity statements in which the student responses were above the level of significance.

TABLE XVI

PHYSICAL ACTIVITY STATEMENTS

K-3
3. Do you often feel tired?
4. Does your body hurt when you run?
5. Does your body hurt when you play or exercise?
4-6
3. Would you rather get a ride to school than to walk or ride your bike?
4. Do you often feel tired?
6. Does your body hurt when you run?
7. Is playing hard something you do most days?
7-8
None
9-12
1. I climb stairs rather than using escalators or elevators.
3. I participate in a strenuous physical activity at least twice a week.
4. I do some warm-up exercises before doing strenuous exercise.
5. I encourage my family to participate in physical activities.
7. I avoid riding in a car when my destination is within walking distance.

Students enrolled in grades K-3 and 4-6 responded in a yes/no format. Analysis of the dicotomous data was through the use of Chi-square

with the Test of Independence. A four by nine analysis was utilized, comparing male and female responses versus each of the nine participating Kansas School Board of Education Districts. Table XVII presents the variable versus region analysis for K-3 and 4-6 physical activity varia- bles. Theses data were analyzed in an attempt to identify any significant differences between responses and School Board of Education Districts.

Students enrolled in grades 7-8 and 9-12 responded in a usually, occasionally, rarely/never format. Analysis of the data was through Analysis of Variance. Table XVIII presents the variable versus region analysis for 7-8 and 9-12 physical activity variables. These data were responses and School Board of Education Districts.

Physical Activity

The descriptive results for K-12 physical activity showed certain significant results. In grades K-3 and 4-6, students showed that their bodies hurt when they ran or played hard. They also often felt tired. These characteristics are often found in students who are not physically active. The students in grades 7-8 showed no significant results for negative physical activity. Studies show that students demonstrate a great amount of activity at this age group. Students in grades 9-12 showed the largest number of negative physical activity characteristics. These students showed characteristics that demonstrated lack of interest and behavior for physical activity. They preferred to use escalators or elevators instead of stairs, did not encourage family members to exercise, failed to participate in physical activity twice a week, and preferred to ride than walk. The comparisons between any 2 of the 9 School Board of EducatION Districts did show 4 of the 6 physical

activity behaviors for grades K-3 to be significant. In grades 4-6, 2 of the 8 physical activity behaviors showed significance. In grades 7-8, 2 of the 7 physical activity behaviors showed significance. In grades 9-12, 6 of the 7 physical activity behaviors showed significance.

TABLE XVII

GRADES K-3 and 4-6 CHI-SQUARE

PHYSICAL ACTIVITY

K-3		
Item No.		
1.	CHISQ = 14.2781	*
2.	CHISQ = 7.7095	*
3.	CHISQ = 6.1192	*
4.	CHISQ = 12.6077	*
5.	CHISQ = 9.6200	*
6.	CHISQ = 27.2946	*
	CRITICAL VALUE = 5.99	
4-6		
Item No.		
1.	CHISQ = 7.0326	
2.	CHISQ = 4.4530	
3.	CHISQ = 34.0243	*
4.	CHISQ = 12.5278	
5.	CHISQ = 16.9875	
6.	CHISQ = 26.7278	*
7.	CHISQ = 8.2978	
8.	CHISQ = 15.0626	
	CRITICAL VALUE = 26.3	

TABLE XVIII

ANALYSIS OF VARIANCE TABLE - GRADES

7-8 and 9-12 PHYSICAL ACTIVITY

7-8

Item No.	F Value	Critical Value
1.	2.35	1.94 *
2.	1.54	1.94
3.	1.88	1.94
4.	1.11	1.94
5.	0.95	1.94
6.	1.50	1.94
7.	2.57	1.94 *

9-12

Item No.	F Value	Critical Value
1.	2.01	1.94 *
2.	2.22	1.94 *
3.	2.37	1.94 *
4.	3.85	1.94 *
5.	4.35	1.94 *
6.	1.46	1.94
7.	3.81	1.94 *

Findings

Twenty-four null hypotheses were proposed for the research.

Null Hypothesis #1 There is no significant difference in stress management behavior between any two of the 9 School Board Districts of Kansas' students enrolled in grades K-3.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in stress management

between any two of the 9 School Board of Education District of Kansas' students enrolled in grades K-3.

Null Hypothesis #2 There is no significant difference in nutrition behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in nutrition behavior between any two of the 9 School Board Districts of Kansas' students enrolled in grades K-3.

Null Hypothesis #3 There is no significant difference in alcohol behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in alcohol behavior between any two of the 9 School Board Districts of Kansas' students enrolled in grades K-3.

Null Hypothesis #4 There is no significant difference in smoking behavior between any two of the 9 School Board of Education District of Kansas' students enrolled in grades K-3.

The null hypothesis was not rejected because the results of the study indicated there was not significant difference in smoking behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

Null Hypothesis #5 There is no significant difference in safety behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in safety

behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grade K-3.

Null Hypothesis #6 There is no significant difference in physical activity between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in physical activity between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-3.

Null Hypothesis #7 There is no significant difference in stress management behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in stress management behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

Null Hypothesis #8 There is no significant difference in nutrition behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in nutrition behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grade 4-6.

Null Hypothesis #9 There is no significant difference in alcohol behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in alcohol

behavior between any two of the 9 School Board of Education District of Kansas' students enrolled in grades 4-6.

Null Hypothesis #10 There is no significant difference in smoking behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in smoking behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

Null Hypothesis #11 There is no significant difference in safety behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grade 4-6.

The null hypothesis was not rejected because the result of the study indicated there was no significant difference in safety behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grade 4-6.

Null Hypothesis #12 There is no significant difference in physical activity behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 4-6.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in physical activity behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grade 3-6.

Null Hypothesis #13 There is no significant difference in stress management behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in stress

management behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

Null Hypothesis #14 There is no significant difference in nutrition behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grade 7-8.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in nutrition behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

Null Hypothesis #15 There is no significant difference in alcohol behavior between any two of the 9 School Board of Education District of Kansas' students enrolled in grade 7-8.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in alcohol behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

Null Hypothesis #16 There is no significant difference in smoking behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in smoking behavior between any two of the 9 School Board of Education districts of Kansas' students enrolled in grade 7-8.

Null Hypothesis #17 There is no significant difference in safety behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in safety

behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grade 7-8.

Null Hypothesis #18 There is no significant difference in physical activity behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grade 7-8.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in physical activity behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 7-8.

Null Hypothesis #19 There is no significant difference in nutrition behavior between any two of the 9 School Board of Education District of Kansas' students enrolled in grade 9-12.

The null hypothesis was not rejected because the results of the study indicated there was not significant difference in nutrition behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

Null Hypothesis #20 There is no significant difference in alcohol behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in alcohol behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

Null Hypothesis #21 There is no significant difference in smoking behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in smoking

behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

Null Hypothesis #22 There is no significant difference in safety behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in safety behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

Null Hypothesis #23 There is no significant difference in physical activity between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

The null hypothesis was not rejected because the results of the study indicated there was no significant difference in physical activity between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades 9-12.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was the purpose of this research to assess selected health behaviors of students enrolled in Kansas public schools, grades K-12. Specifically the study examined the health behaviors of Kansas' students as it related to six areas: stress management, nutrition, alcohol, smoking, safety, and physical activity. An inventory, the Health Behavior Inventory, was developed for the study. Twenty-four null hypotheses were proposed for investigated of the research.

The Health Behavior Inventory was developed by the researcher and juried by thirty-six professionals knowledgeable in the six selective health behaviors. A total of 18,576 subjects were used in the study. A random selection of fifty males and fifty females was used as a representative sample of students from each of the Kansas School Board Districts. Nine of the ten Kansas School Board Districts participated in the study. The Health Behavior Inventory was used as an instrument to measure the six selective health behaviors in the research. The experimental design consisted of the administration of the Health Behavior Inventory. Students enrolled in grades K-3 and 4-6 were read the questions, and they responded in a yes/no format. Students enrolled in grades 7-8 and 9-12 read the question and responded on a three-point Lickert scale; usually, occasionally, rarely/never.

Two statistical procedures were used: Chi-Square and Analysis of Variance. The level of statistical significance established for rejection of the null hypotheses was $p \leq .05$.

Conclusions

Based upon the findings of the research, the following conclusions were drawn:

1. The descriptive results showed that students enrolled in grades K-12 showed certain selective negative stress management behaviors.

2. The descriptive results showed that students enrolled in grades K-12 showed certain selective negative nutrition behaviors.

3. The descriptive results showed that students enrolled in grades K-12 showed certain selective negative alcohol behaviors.

4. The descriptive results showed that students enrolled in grades K-12 showed certain selective negative smoking behaviors.

5. The descriptive results showed that students enrolled in grades K-12 showed certain selective negative safety behaviors.

6. The descriptive results showed that students enrolled in grades K-12 showed certain selective negative physical activity behaviors.

7. The analysis of data showed no significant differences in stress management behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-12.

8. The analysis of data showed no significant difference in nutrition behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-12.

9. The analysis of data showed no significant difference in alcohol behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-12.

10. The analysis of data showed no significant difference in smoking behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-12.

11. The analysis of data showed no significant difference in safety behavior between any two of the 9 School Board of Education Districts of Kansas' student enrolled in grades K-12.

12. The analysis of data showed no significant difference in physical activity behavior between any two of the 9 School Board of Education Districts of Kansas' students enrolled in grades K-12.

Recommendations

Based upon the findings and conclusions of this research, the following recommendations have been made:

1. The Kansas Department of Education could investigate the results of this study and make recommendations to public school districts to enhance the health behaviors of students enrolled in grades K-12.

2. The school districts participating in the study could interpret the data for their own particular district and develop health promotion programs to enhance the health behaviors of their students enrolled in grades K-12.

3. Further research could investigate the effects of health promotion programs upon the selected health behaviors addressed the study.

4. Further research could investigate other health behaviors; i.e., drugs and smokeless tobacco.

5. Data from this study could be utilized to compare against health behaviors in other states.

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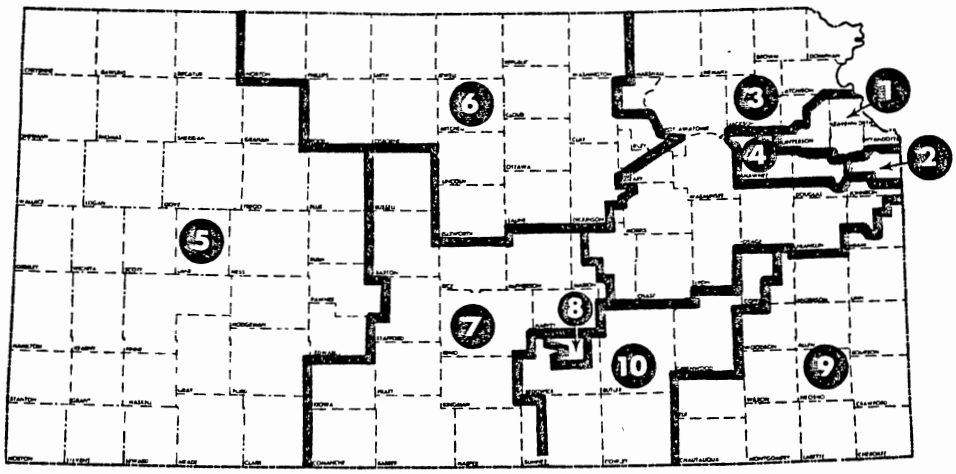
APPENDIXES

APPENDIX A

KANSAS STATE BOARD OF EDUCATION DISTRICTS

Kansas State Board of Education Districts



District No.	1978 Pop
1 (Senate Districts 3, 4, 5 6)	241,982
2 (Senate Districts 7, 8, 9, 10)	242,183
3 (Senate Districts 1, 11, 17, 21)	239,759
4 (Senate Districts 2, 18, 19, 20)	240,203
5 (Senate Districts 37, 38, 39, 40)	229,382

Effective January, 1981

District No.	1978 Pop.
6 (Senate Districts 22, 23, 24, 36)	232,423
7 (Senate Districts 25, 33, 34 35)	232,128
8 (Senate Districts 27, 28, 29, 31)	229,152
9 (Senate Districts 12, 13, 14, 15)	241,112
10 (Senate Districts 16, 26, 30, 32)	230,938

APPENDIX B

LETTER TO SUPERINTENDENTS

Dear Superintendent:

I would like permission to survey the health behaviors of the K-12 students in your school district. The Kansas Association For Health, Physical Education, Recreation, and Dance; the Kansas Department of Health and Environment; Emporia State University (Division of H.P.E.R.&A.); and the American Cancer Society have granted me funds to conduct a state-wide survey of the general health risk factors or behaviors of Kansas' students, K-12. A search of the current literature has indicated that such a study has not been conducted to date.

In view of this, it is interesting to note that the U.S. Government's Center for Disease Control reports that over half of the deaths of people between the ages of 1 and 65 are related directly to lifestyle considerations and inability to manage stress. Also it is a fact that most of us either ignore preventative health measures of are unwilling to make the specific effort needed to change the long established habits of an unhealthy lifestyle. Health attitudes and behaviors do begin early in life.

All 315 unified school districts in Kansas are being contacted for inclusion in the study. Of the school districts responding affirmatively, three (3) school districts from each of the 10 Kansas Board of Education Districts will be randomly selected for study. A visitation will be made after August 1, 1983 by the project director to each of these 30 school districts. The purpose of this visit will be to provide procedures for survey dissemination, to answer questions concerning the study, and to provide survey questionnaires.

Dissemination of the survey instrument will begin on September 1, 1983. The K-3 and 4-6 grade inventory will be read to the students. The students will answer the questions in a yes/no format on a provided answer sheet. The 7-8 and 9-12 grade inventory will be read and answered by the student. The student will respond on an answer sheet incorporating a usually, occasionally, rarely/never format. In all cases, this survey procedure can be completed in approximately 10-15 minutes. Thus, it will interfere very little with normal school day procedures.

Four hundred randomly selected responses from each of the K-3, 4-6, 7-8, and 9-12 grade classifications from each of the 10 Kansas Board of Education Districts will be used for statistical analysis. Statistical analysis of the data will report percentage responses to each question.

The surveying of students will be completed by December 23, 1983, with all questionnaires being mailed to the project director. Tabulation of survey results will begin on January 1, 1984 through April 30, 1984. The study will culminate on May 31, 1984, with the release of survey results to the participating school districts, all funding agencies, and interested parties.

All costs for this study are funded by the previously mentioned agencies. Participating school districts will not have to incur any costs.

A pilot study was conducted in April, 1982 in U.S.D. #253, Emporia. If you have any concerns about the validity and importance of this study or my professional credibility, feel free to contact Mr. Dan Lumley, Director of Secondary Learning, U.S.D. #253, Emporia, Kansas.

All results of this study will be kept in strict confidence. The results of this study should aid school districts in discovering positive and negative health behaviors of K-12 students. These results should further aid school districts in evaluating their health/physical education curriculums.

I hope you will evaluate the importance of such a study and consent to have your school district participate. Please return the enclosed post card by July 25, 1983 to indicate your affirmative or negative participation.

I wish to thank you for your time and consideration in reviewing this proposed study. I look forward to working with you and your school district. Please feel free to contact the Division of Health, Physical Education, Recreation, and Athletics at Emporia State University if we can ever assist your school district with their health/physical education needs.

Sincerely,

Darrel Lang
Project Director
Coordinator of Health Education
Division of Health, Physical
Education, Recreation and Athletics

DL:dy

APPENDIX C

RESULTS FOR COMPARISON OF HEALTH BEHAVIORS

STRESS MANAGEMENT

K-3

1. Does it take you a long time to fall asleep at night?

	#	%		#	%		
Males							
Yes	1775	64	No	966	35	NR	12
Females							
Yes	1450	61	No	926	38	NR	13
Total							
Yes	3225	63	No	1892	36	NR	25

2. Do you often bite your fingernails?

	#	%		#	%		
Males							
Yes	852	31	No	1886	69	NR	15
Females							
Yes	818	34	No	1553	65	NR	18
Total							
Yes	1670	32	No	3439	67	NR	33

3. Do you often worry about doing badly in school?

	#	%		#	%		
Males							
Yes	1308	47	No	1437	52	NR	8
Females							
Yes	1182	49	No	1192	50	NR	15
Total							
Yes	2490	48	No	2629	51	NR	23

4. Do you often get angry and yell?

	#	%		#	%		
Males							
Yes	1156	42	No	1582	57	NR	15
Females							
Yes	914	38	No	1458	61	NR	17
Total							
Yes	2070	40	No	3040	59	NR	32

NUTRITION

K-3

1. Do you eat a meal or breakfast every morning?

	#	%		#	%		
Males							
Yes	2318	84	No	426	15	NR	9
Females							
Yes	2027	85	No	348	14	NR	14
Total							
Yes	4345	84	No	774	15	NR	23

2. Do you eat fruits or vegetables most days?

	#	%		#	%		
Males							
Yes	1900	69	No	838	30	NR	15
Females							
Yes	1797	75	No	576	24	NR	16
Total							
Yes	3697	72	No	1414	27	NR	31

3. Do you usually put salt on your food?

	#	%		#	%		
Males							
Yes	930	34	No	1810	65	NR	13
Females							
Yes	626	26	No	1752	73	NR	11
Total							
Yes	1556	30	No	3562	69	NR	24

4. Do you eat cake, cookies, pie, candy, or other sweets every day?

	#	%		#	%		
Males							
Yes	878	32	No	1859	67	NR	16
Females							
Yes	661	28	No	1711	71	NR	17
Total							
Yes	1539	30	No	3570	69	NR	33

ALCOHOL

K-3

1. Would you use someone else's medicine without asking your parents first?

	#	%		#	%		
Males							
Yes	165	6	No	2579	93	NR	9
Females							
Yes	105	4	No	2279	95	NR	5
Total							
Yes	270	5	No	4858	94	NR	14

2. Would you take candy from a stranger without your parent's permission?

	#	%		#	%		
Males							
Yes	59	2	No	2688	97	NR	6
Females							
Yes	30	1	No	2351	98	NR	8
Total							
Yes	89	2	No	5039	97	NR	14

3. When you see other people drink beer, wine, or alcohol, do you also want to take a drink of that beer, wine or alcohol?

	#	%		#	%		
Males							
Yes	281	10	No	2464	89	NR	8
Females							
Yes	140	6	No	2239	93	NR	10
Total							
Yes	421	8	No	4703	91	NR	18

4. Does drinking beer, wine or alcohol make you look grown-up?

	#	%		#	%		
Males							
Yes	243	9	No	2505	90	NR	5
Females							
Yes	264	11	No	2115	88	NR	10
Total							
Yes	507	10	No	4620	89	NR	15

5. Do you sometimes take medicine without asking a grown-up?

	#	%		#	%		
Males							
Yes	185	7	No	2562	92	NR	6
Females							
Yes	123	5	No	2257	94	NR	9
Total							
Yes	308	6	No	4819	93	NR	15

SMOKING

K-3

1. Does someone you care very much about smoke?

	#	%		#	%		
Males							
Yes	1810	66	No	928	33	NR	15
Females							
Yes	1636	68	No	742	31	NR	11
Total							
Yes	3446	67	No	1670	32	NR	26

2. Does smoking make you look grown-up?

	#	%		#	%		
Males							
Yes	199	7	No	2537	92	NR	17
Females							
Yes	216	9	No	2162	90	NR	11
Total							
Yes	415	8	No	4699	91	NR	28

3. Would it be easy for you to get a cigarette, cigar or pipe?

	#	%		#	%		
Males							
Yes	519	19	No	2223	80	NR	11
Females							
Yes	322	13	No	2050	86	NR	17
Total							
Yes	841	16	No	4273	83	NR	28

4. Can smoking hurt you?

	#	%		#	%		
Males							
Yes	2418	88	No	314	11	NR	21
Females							
Yes	2109	88	No	263	11	NR	17
Total							
Yes	4527	88	No	577	11	NR	38

SAFETY

K-3

1. Do you usually wear a seat belt when you ride in a car?

	#	%		#	%		
Males							
Yes	1491	54	No	1248	45	NR	14
Females							
Yes	1412	59	No	961	40	NR	16
Total							
Yes	2903	56	No	2209	43	NR	30

2. Do you usually stop, look both ways, and listen before you cross the street?

	#	%		#	%		
Males							
Yes	2577	94	No	165	5	NR	11
Females							
Yes	2293	96	No	83	3	NR	13
Total							
Yes	4870	95	No	248	4	NR	24

3. Do you sometimes light matches when grown-ups are not around?

	#	%		#	%		
Males							
Yes	202	7	No	2538	92	NR	13
Females							
Yes	92	4	No	2282	95	NR	15
Total							
Yes	294	6	No	4820	93	NR	28

4. Do you sometimes try things even when grown-ups say you might get hurt?

	#	%		#	%		
Males							
Yes	566	21	No	2176	78	NR	11
Females							
Yes	363	15	No	2011	84	NR	15
Total							
Yes	929	18	No	4187	81	NR	26

PHYSICAL ACTIVITY

K-3

1. Do you play outdoors a lot?

	#	%		#	%		
Males							
Yes	2437	89	No	300	10	NR	16
Females							
Yes	1990	83	No	385	16	NR	14
Total							
Yes	4427	86	No	685	13	NR	30

2. Does your body move a lot when you play?

	#	%		#	%		
Males							
Yes	2547	93	No	192	6	NR	14
Females							
Yes	2170	91	No	207	9	NR	12
Total							
Yes	2717	92	No	399	7	NR	26

3. Do you often feel tired?

	#	%		#	%		
Males							
Yes	1465	53	No	1273	46	NR	15
Females							
Yes	1567	66	No	808	33	NR	14
Total							
Yes	3032	59	No	2081	40	NR	29

4. Does your body hurt when you run?

	#	%		#	%		
Males							
Yes	853	31	No	1883	68	NR	17
Females							
Yes	840	35	No	1539	64	NR	10
Total							
Yes	1693	33	No	3422	66	NR	27

5. Does your body hurt when you play or exercise?

	#	%		#	%		
Males							
Yes	786	29	No	1953	70	NR	14
Females							
Yes	908	38	No	1472	61	NR	9
Total							
Yes	1694	33	No	3425	66	NR	23

PHYSICAL ACTIVITY, Continued

6. Do you like to climb things?

	#	%		#	%		
Males							
Yes	2360	86	No	376	13	NR	17
Females							
Yes	1736	73	No	636	26	NR	17
Total							
Yes	4096	80	No	1012	19	NR	34

STRESS MANAGEMENT

4 - 6

1. Do you bite your fingernails, chew on a pencil, or eat when nervous or upset?

	#	%		#	%		
Males							
Yes	1093	47.85	No	1190	52.10	NR	1
Females							
Yes	1307	59.57	No	887	40.43	NR	0
Total							
Yes	2400	53.60	No	2077	46.38	NR	1

2. Do you take time to relax everyday?

	#	%		#	%		
Males							
Yes	1675	73.34	No	608	26.62	NR	1
Females							
Yes	1719	78.35	No	475	21.65	NR	0
Total							
Yes	3394	75.79	No	1083	24.18	NR	1

3. At bedtime, do you fall asleep easily?

	#	%		#	%		
Males							
Yes	745	32.62	No	1538	67.34	NR	1
Females							
Yes	751	34.23	No	1443	65.77	NR	0
Total							
Yes	1496	33.41	No	2981	66.57	NR	1

4. If you awake up in the middle of the night, is it easy for you to fall asleep again?

	#	%		#	%		
Males							
Yes	1306	57.18	No	977	42.76	NR	1
Females							
Yes	1191	54.28	No	1003	45.72	NR	0
Total							
Yes	2497	55.76	No	1980	44.22	NR	1

5. Do you often feel tired (except after hard physical activity)?

	#	%		#	%		
Males							
Yes	918	40.19	No	1362	59.63	NR	4
Females							
Yes	1015	46.26	No	1179	53.74	NR	0
Total							
Yes	1933	43.17	No	2451	56.74	NR	4

STRESS MANAGEMENT, Continued

6. Do you frequently hit or yell at someone when you get mad?

	#	%		#	%	
Males						
Yes	1492	65.32	No	789	34.54	NR 3
Females						
Yes	1325	60.39	No	865	39.43	NR 4
Total						
Yes	2817	62.91	No	1654	36.94	NR 7

7. Do you usually get a full nights sleep of about 7-9 hours?

	#	%		#	%	
Males						
Yes	1822	79.77	No	460	20.14	NR 2
Females						
Yes	1830	83.41	No	363	16.55	NR 1
Total						
Yes	3652	81.55	No	823	18.37	NR 3

8. Do you ask for help, rather than worrying about something you can't solve?

	#	%		#	%	
Males						
Yes	1807	79.12	No	471	20.62	NR 6
Females						
Yes	1745	79.54	No	447	20.37	NR 2
Total						
Yes	3552	79.43	No	918	20.50	NR 8

9. Do you try to avoid people who make you angry?

	#	%		#	%	
Males						
Yes	1743	76.31	No	540	23.64	NR 1
Females						
Yes	1829	83.36	No	364	16.59	NR 1
Total						
Yes	3572	79.77	No	904	20.19	NR 2

10. Do you generally do school work on time?

	#	%		#	%	
Males						
Yes	1914	83.80	No	368	16.11	NR 2
Females						
Yes	1910	87.06	No	281	12.81	NR 3
Total						
Yes	3824	85.40	No	649	14.49	NR 5

NUTRITION

4 - 6

1. Do you eat two or more servings of fruit or vegetables most days?

	#	%		#	%		
Males							
Yes	1535	67.21	No	747	32.71	NR	2
Females							
Yes	1489	67.87	No	704	32.09	NR	1
Total							
Yes	3024	67.53	No	1451	32.40	NR	3

2. Do you drink 1-5 glasses of soda pop, Kool Aide, Tang, or Hi-C a week?

	#	%		#	%		
Males							
Yes	1398	61.21	No	884	38.70	NR	2
Females							
Yes	1276	58.16	No	915	41.70	NR	3
Total							
Yes	2674	59.71	No	1799	40.17	NR	5

3. Do you drink 6 or more glasses of soda pop, Kool Aide, Tang, or Hi-C a week?

	#	%		#	%		
Males							
Yes	894	39.14	No	1388	60.77	NR	2
Females							
Yes	694	31.63	No	1500	68.37	NR	0
Total							
Yes	1588	35.46	No	2888	64.49	NR	2

4. Do you usually put salt on your food?

	#	%		#	%		
Males							
Yes	844	36.95	No	1435	62.83	NR	5
Females							
Yes	809	36.87	No	1383	63.04	NR	2
Total							
Yes	1653	36.91	No	2818	62.93	NR	7

5. Do you eat a meal or breakfast every morning?

	#	%		#	%		
Males							
Yes	1693	74.12	No	588	25.74	NR	3
Females							
Yes	1610	73.38	No	584	26.62	NR	0
Total							
Yes	3303	73.76	No	1172	26.17	NR	3

NUTRITION, Continued

6. Do you eat fried foods like french fries, fried chicken, fried eggs, or hash browns daily?

	#	%		#	%		
Males							
Yes	889	38.92	No	1393	60.99	NR	2
Females							
Yes	832	37.92	No	1361	62.03	NR	1
Total							
Yes	1721	38.43	No	2754	61.50	NR	3

7. Do you drink at least 3 glasses of milk a day?

	#	%		#	%		
Males							
Yes	1157	50.66	No	1125	49.26	NR	2
Females							
Yes	1072	48.86	No	1122	51.14	NR	0
Total							
Yes	2229	49.78	No	2247	50.18	NR	2

8. Do you eat 3 meals most days?

	#	%		#	%		
Males							
Yes	1977	86.56	No	304	13.31	NR	3
Females							
Yes	1911	87.10	No	282	12.85	NR	1
Total							
Yes	3888	86.82	No	586	13.09	NR	4

ALCOHOL

4 - 6

1. When you see other people drink beer, wine or alcohol, do you also want to take a drink?

	#	%		#	%		
Males							
Yes	508	22.24	No	1775	77.71	NR	1
Females							
Yes	206	9.39	No	1988	90.61	NR	0
Total							
Yes	714	15.94	No	3763	84.03	NR	1

2. Would you take candy from a stranger without your parent's permission?

	#	%		#	%		
Males							
Yes	54	2.36	No	2229	97.59	NR	1
Females							
Yes	20	.91	No	2174	99.09	NR	0
Total							
Yes	74	1.65	No	4403	98.33	NR	1

3. If someone other than your parents offered you some beer, wine, or whiskey other than a taste or sip, would you drink it?

	#	%		#	%		
Males							
Yes	192	8.41	No	2091	91.55	NR	1
Females							
Yes	78	3.56	No	2116	96.44	NR	0
Total							
Yes	270	6.03	No	4207	93.95	NR	1

4. Do you drink 1-2 alcoholic beverages a week?

	#	%		#	%		
Males							
Yes	128	5.60	No	2156	94.40	NR	0
Females							
Yes	34	1.55	No	2160	98.45	NR	0
Total							
Yes	162	3.62	No	4316	96.38	NR	0

5. Do you drink 3-4 alcoholic beverages a week?

	#	%		#	%		
Males							
Yes	56	2.45	No	2228	97.55	NR	0
Females							
Yes	16	0.73	No	2178	99.27	NR	0
Total							
Yes	72	1.61	No	4406	98.39	NR	0

ALCOHOL, Continued

6. Do you drink 5 or more alcoholic beverages a week?

	#	%		#	%		
Males							
Yes	92	4.03	No	2192	95.97	NR	0
Females							
Yes	12	0.56	No	2180	99.36	NR	2
Total							
Yes	104	2.32	No	4372	97.63	NR	2

7. Have you ever been drunk?

	#	%		#	%		
Males							
Yes	388	16.99	No	1893	82.88	NR	3
Females							
Yes	123	5.61	No	2069	94.30	NR	2
Total							
Yes	511	11.41	No	3962	88.48	NR	5

SAFETY

4 - 6

1. Do you usually wear a seat belt when you ride in a car?

	#	%		#	%		
Males							
Yes	383	16.77	No	1900	83.19	NR	1
Females							
Yes	440	20.05	No	1753	79.90	NR	1
Total							
Yes	823	18.38	No	3653	81.58	NR	2

2. Do you always wear a life jacket while riding in a boat or canoe?

	#	%		#	%		
Males							
Yes	1591	69.66	No	689	30.17	NR	4
Females							
Yes	1779	81.08	No	404	18.41	NR	11
Total							
Yes	3370	75.26	No	1093	24.41	NR	15

3. Do you ever take pills or medicine without your parent's or doctor's permission?

	#	%		#	%		
Males							
Yes	182	7.97	No	2101	91.99	NR	1
Females							
Yes	133	6.06	No	2060	93.89	NR	1
Total							
Yes	315	7.03	No	4161	92.92	NR	2

4. Do you usually laugh or talk with food in your mouth?

	#	%		#	%		
Males							
Yes	965	42.25	No	1318	57.71	NR	1
Females							
Yes	690	31.45	No	1503	68.51	NR	1
Total							
Yes	1655	36.96	No	2821	63.00	NR	2

5. Do you usually cross the street at crosswalks?

	#	%		#	%		
Males							
Yes	1234	54.03	No	1049	45.93	NR	1
Females							
Yes	1618	73.75	No	572	26.07	NR	4
Total							
Yes	2852	63.69	No	1621	36.20	NR	5

SAFETY, Continued

6. Do you ride your bike on the correct side of the street?

	#	%		#	%		
Males							
Yes	1416	62.00	No	860	37.65	NR	8
Females							
Yes	1742	79.40	No	450	20.51	NR	2
Total							
Yes	3158	70.52	No	1310	29.25	NR	10

7. Do you usually run up or down stairs or in the hallways?

	#	%		#	%		
Males							
Yes	1522	66.64	No	762	33.36	NR	0
Females							
Yes	1312	59.80	No	880	40.11	NR	2
Total							
Yes	2834	63.29	No	1642	36.67	NR	2

8. When wet, do you ever touch anything electrical, other than a hair dryer?

	#	%		#	%		
Males							
Yes	311	13.62	No	1970	86.25	NR	3
Females							
Yes	185	8.43	No	2007	91.48	NR	2
Total							
Yes	496	11.08	No	3977	88.81	NR	5

SMOKING

4 - 6

1. Does someone you care very much about smoke?

	#	%		#	%		
Males							
Yes	1847	80.86	No	436	19.08	NR	1
Females							
Yes	1834	83.59	No	360	16.40	NR	0
Total							
Yes	3681	82.20	No	796	17.77	NR	1

2. Do any of your friends smoke tobacco cigarettes, cigars or pipes?

	#	%		#	%		
Males							
Yes	745	32.61	No	1539	67.38	NR	0
Females							
Yes	484	22.06	No	1708	77.84	NR	2
Total							
Yes	1229	27.44	No	3247	72.51	NR	2

3. Would you smoke a tobacco cigarette if a friend offered it to you?

	#	%		#	%		
Males							
Yes	105	4.59	No	2176	95.27	NR	3
Females							
Yes	38	1.73	No	2156	98.26	NR	0
Total							
Yes	143	3.19	No	4332	96.73	NR	3

4. Have you smoked any tobacco cigarettes, cigars or pipes within the last three months?

	#	%		#	%		
Males							
Yes	197	8.62	No	2085	91.28	NR	2
Females							
Yes	68	3.09	No	2126	98.26	NR	0
Total							
Yes	265	5.91	No	4211	94.03	NR	2

5. Have you smoked any tobacco cigarettes, cigars or pipes within the last week?

	#	%		#	%		
Males							
Yes	67	2.93	No	2217	97.06	NR	0
Females							
Yes	17	0.77	No	2177	99.22	NR	0
Total							
Yes	84	1.87	No	4394	98.12	NR	0

SMOKING, Continued

6. Have you ever bought tobacco cigarettes or any tobacco products for you or your friends?

	#	%		#	%		
Males							
Yes	344	15.06	No	1940	84.94	NR	0
Females							
Yes	128	5.83	No	2066	94.17	NR	0
Total							
Yes	472	10.54	No	4006	89.46	NR	0

7. In the future, will you probably smoke regularly?

	#	%		#	%		
Males							
Yes	192	8.41	No	2091	91.55	NR	1
Females							
Yes	86	3.92	No	2104	95.90	NR	4
Total							
Yes	278	6.21	No	4195	93.68	NR	5

8. Do you often chew or put tobacco products in your mouth?

	#	%		#	%		
Males							
Yes	387	16.94	No	1894	82.92	NR	3
Females							
Yes	54	2.46	No	2139	97.49	NR	1
Total							
Yes	441	9.85	No	4033	90.06	NR	4

PHYSICAL ACTIVITY

4 - 6

1. Do you play outdoors a lot?

	#	%		#	%		
Males							
Yes	2134	93.43	No	150	6.57	NR	0
Females							
Yes	1988	90.61	No	206	9.39	NR	0
Total							
Yes	4122	92.05	No	356	7.95	NR	0

2. Do you play hard twice a week?

	#	%		#	%		
Males							
Yes	2102	92.03	No	180	7.88	NR	2
Females							
Yes	1762	80.31	No	431	19.64	NR	1
Total							
Yes	3864	86.29	No	611	13.64	NR	3

3. Would you rather get a ride to school than to walk or ride your bike?

	#	%		#	%		
Males							
Yes	916	40.11	No	1363	59.69	NR	5
Females							
Yes	1051	47.90	No	1142	52.05	NR	1
Total							
Yes	1967	43.93	No	2505	55.94	NR	6

4. Do you often feel tired?

	#	%		#	%		
Males							
Yes	881	38.57	No	1401	61.34	NR	2
Females							
Yes	957	43.62	No	1236	56.34	NR	1
Total							
Yes	1838	41.05	No	2637	58.89	NR	3

5. Does your body hurt when you play?

	#	%		#	%		
Males							
Yes	449	19.66	No	1834	80.30	NR	1
Females							
Yes	393	17.91	No	1799	82.00	NR	2
Total							
Yes	842	18.80	No	3633	81.13	NR	3

PHYSICAL ACTIVITY, Continued

6. Does your body hurt when you run?

	#	%		#	%		
Males							
Yes	723	31.65	No	1559	68.26	NR	2
Females							
Yes	857	39.06	No	1336	60.89	NR	1
Total							
Yes	1580	35.28	No	2895	64.65	NR	3

7. Is playing hard something you do most days?

	#	%		#	%		
Males							
Yes	1712	74.96	No	570	24.96	NR	2
Females							
Yes	1192	54.33	No	1000	45.58	NR	2
Total							
Yes	2904	64.85	No	1570	35.06	NR	4

8. Do you like to climb things?

	#	%		#	%		
Males							
Yes	2053	89.89	No	227	9.94	NR	4
Females							
Yes	1779	81.08	No	413	18.82	NR	2
Total							
Yes	3832	85.57	No	640	14.29	NR	6

STRESS MANAGEMENT

7 - 8

1. At bedtime I fall asleep easily.

	#	%		#	%		#	%	
Males									
Usually	755	43	Occasionally	671	39	Rarely/Never	316	18	NR 0
Females									
Usually	699	42	Occasionally	701	42	Rarely/Never	269	16	NR 0
Total									
Usually	1454	43	Occasionally	1372	40	Rarely/Never	585	17	NR 0

2. I get 6-8 hours of sleep most nights.

	#	%		#	%		#	%	
Males									
Usually	1380	79	Occasionally	262	15	Rarely/Never	100	6	NR 0
Females									
Usually	1298	77	Occasionally	277	17	Rarely/Never	93	6	NR 0
Total									
Usually	2678	78	Occasionally	539	16	Rarely/Never	193	6	NR 0

3. If I wake up in the middle of the night, it's not difficult for me to fall asleep again.

	#	%		#	%		#	%	
Males									
Usually	1020	59	Occasionally	375	21	Rarely/Never	347	20	NR 0
Females									
Usually	932	56	Occasionally	424	25	Rarely/Never	312	19	NR 1
Total									
Usually	1952	58	Occasionally	799	23	Rarely/Never	659	19	NR 1

4. When I feel under pressure, I bite my fingernails, tap my foot, start to perspire, or have some other nervous habit.

	#	%		#	%		#	%	
Males									
Usually	580	33	Occasionally	568	33	Rarely/Never	594	34	NR 0
Females									
Usually	762	46	Occasionally	508	30	Rarely/Never	399	24	NR 0
Total									
Usually	1342	39	Occasionally	1076	32	Rarely/Never	993	29	NR 0

5. I take 15 to 20 minutes a day for myself to do whatever I want.

	#	%		#	%		#	%	
Males									
Usually	1035	60	Occasionally	371	21	Rarely/Never	336	19	NR 0
Females									
Usually	925	56	Occasionally	437	26	Rarely/Never	305	18	NR 2
Total									
Usually	1960	57	Occasionally	808	24	Rarely/Never	641	19	NR 2

STRESS MANAGEMENT, Continued

6. I worry about exams if I am not well prepared.

	#	%		#	%		#	%		
Males										
Usually	1089	63	Occasionally	424	24	Rarely/Never	228	13	NR	1
Females										
Usually	1206	72	Occasionally	353	21	Rarely/Never	110	7	NR	0
Total										
Usually	2295	67	Occasionally	777	23	Rarely/Never	338	10	NR	1

7. I consciously take time each day to relax.

	#	%		#	%		#	%		
Males										
Usually	673	39	Occasionally	589	33	Rarely/Never	480	28	NR	0
Females										
Usually	657	39	Occasionally	600	36	Rarely/Never	411	25	NR	1
Total										
Usually	1330	39	Occasionally	1189	35	Rarely/Never	891	26	NR	1

8. I know that extreme pressure or tension plays a role in causing health problems, and I am learning some specific relaxation skills to prevent and control my problems.

	#	%		#	%		#	%		
Males										
Usually	276	16	Occasionally	489	28	Rarely/Never	974	56	NR	3
Females										
Usually	280	17	Occasionally	507	30	Rarely/Never	881	53	NR	1
Total										
Usually	556	16	Occasionally	996	29	Rarely/Never	1855	55	NR	4

9. I know how much pressure I can manage and can do something to control that pressure.

	#	%		#	%		#	%		
Males										
Usually	765	44	Occasionally	634	36	Rarely/Never	343	20	NR	0
Females										
Usually	685	41	Occasionally	624	37	Rarely/Never	359	22	NR	1
Total										
Usually	1450	43	Occasionally	1258	30	Rarely/Never	702	20	NR	1

10. I am able to recognize, control, and/or change some unwanted pressure in my life such as the way I look, or if I'm being accepted by my friends.

	#	%		#	%		#	%		
Males										
Usually	991	57	Occasionally	548	31	Rarely/Never	201	12	NR	2
Females										
Usually	1046	63	Occasionally	489	29	Rarely/Never	133	8	NR	1
Total										
Usually	2037	60	Occasionally	1037	30	Rarely/Never	334	10	NR	3

NUTRITION

7 - 8

1. I eat 2 or more servings of fruit or vegetables per day.

	#	%		#	%		#	%	
Males									
Usually	770	44	Occasionally	610	35	Rarely/Never	362	21	NR 0
Females									
Usually	682	41	Occasionally	585	35	Rarely/Never	362	21	NR 1
Total									
Usually	1452	43	Occasionally	1195	35	Rarely/Never	763	22	NR 1

2. I drink 1-5 glasses of soda pop, Kool Aide, Tang, or Hi-C a week.

	#	%		#	%		#	%	
Males									
Usually	946	54	Occasionally	447	26	Rarely/Never	349	20	NR 0
Females									
Usually	883	53	Occasionally	446	27	Rarely/Never	339	20	NR 1
Total									
Usually	1829	54	Occasionally	893	26	Rarely/Never	688	20	NR 1

3. I drink 6 or more glasses of soda pop, Kool Aide, Tang, or Hi-C a week.

	#	%		#	%		#	%	
Males									
Usually	637	37	Occasionally	457	26	Rarely/Never	647	37	NR 1
Females									
Usually	547	33	Occasionally	390	23	Rarely/Never	731	44	NR 1
Total									
Usually	1184	35	Occasionally	847	25	Rarely/Never	1378	40	NR 2

4. I put salt on my food.

	#	%		#	%		#	%	
Males									
Usually	582	33	Occasionally	542	31	Rarely/Never	617	36	NR 1
Females									
Usually	512	31	Occasionally	537	32	Rarely/Never	619	37	NR 1
Total									
Usually	1094	32	Occasionally	1079	32	Rarely/Never	1236	36	NR 2

5. I eat presweetened cereals for my morning meal.

	#	%		#	%		#	%	
Males									
Usually	426	24	Occasionally	613	35	Rarely/Never	701	41	NR 2
Females									
Usually	327	20	Occasionally	488	29	Rarely/Never	852	51	NR 2
Total									
Usually	753	22	Occasionally	1101	32	Rarely/Never	1553	46	NR 4

NUTRITION, Continued

6. I eat three or more meals per day.

	#	%		#	%		#	%		
Males										
Usually	1335	77	Occasionally	270	15	Rarely/Never	135	8	NR	2
Females										
Usually	1029	62	Occasionally	399	24	Rarely/Never	240	14	NR	1
Total										
Usually	2364	69	Occasionally	669	20	Rarely/Never	375	11	NR	3

7. I drink three or more glasses of milk most days.

	#	%		#	%		#	%		
Males										
Usually	684	39	Occasionally	544	32	Rarely/Never	512	29	NR	2
Females										
Usually	448	27	Occasionally	462	28	Rarely/Never	758	45	NR	1
Total										
Usually	1132	34	Occasionally	1006	29	Rarely/Never	1270	37	NR	3

8. I eat a meal or breakfast most mornings.

	#	%		#	%		#	%		
Males										
Usually	1117	64	Occasionally	387	22	Rarely/Never	237	14	NR	1
Females										
Usually	837	50	Occasionally	385	23	Rarely/Never	446	27	NR	1
Total										
Usually	1954	57	Occasionally	772	23	Rarely/Never	683	20	NR	2

9. Fried foods such as; french fries, fried chicken, fried eggs, or hash browns are a part of my daily diet.

	#	%		#	%		#	%		
Males										
Usually	472	27	Occasionally	836	48	Rarely/Never	431	25	NR	3
Females										
Usually	438	26	Occasionally	774	47	Rarely/Never	455	27	NR	2
Total										
Usually	910	27	Occasionally	1610	47	Rarely/Never	886	26	NR	5

10. I eat at "fast food" restaurants 5 or more times a week.

	#	%		#	%		#	%		
Males										
Usually	97	5	Occasionally	341	20	Rarely/Never	1300	75	NR	4
Females										
Usually	91	5	Occasionally	282	17	Rarely/Never	1291	78	NR	5
Total										
Usually	188	6	Occasionally	623	18	Rarely/Never	2591	76	NR	9

ALCOHOL

7 - 8

1. When I see other people drink beer, wine or alcohol, I also want a drink.

	#	%		#	%		#	%	
Males									
Usually	184	11	Occasionally	333	19	Rarely/Never	1223	70	NR 2
Females									
Usually	113	7	Occasionally	255	15	Rarely/Never	1298	78	NR 3
Total									
Usually	297	9	Occasionally	588	17	Rarely/Never	2521	74	NR 5

2. I drink 1-2 alcoholic beverages a week.

	#	%		#	%		#	%	
Males									
Usually	86	5	Occasionally	195	11	Rarely/Never	1460	84	NR 1
Females									
Usually	43	3	Occasionally	100	6	Rarely/Never	1524	91	NR 2
Total									
Usually	129	4	Occasionally	295	9	Rarely/Never	2984	87	NR 3

I drink 3-4 alcoholic beverages a week.

	#	%		#	%		#	%	
Males									
Usually	48	3	Occasionally	83	5	Rarely/Never	1610	92	NR 1
Females									
Usually	16	1	Occasionally	32	2	Rarely/Never	1620	97	NR 1
Total									
Usually	64	2	Occasionally	115	3	Rarely/Never	3230	95	NR 2

4. I drink 5 or more alcoholic beverages a week.

	#	%		#	%		#	%	
Males									
Usually	42	2	Occasionally	48	3	Rarely/Never	1651	95	NR 1
Females									
Usually	20	1	Occasionally	18	1	Rarely/Never	1630	98	NR 1
Total									
Usually	62	2	Occasionally	66	2	Rarely/Never	3281	96	NR 2

5. I get drunk when I drink.

	#	%		#	%		#	%	
Males									
Usually	87	5	Occasionally	144	8	Rarely/Never	1509	87	NR 2
Females									
Usually	69	5	Occasionally	108	6	Rarely/Never	1490	90	NR 2
Total									
Usually	156	5	Occasionally	252	7	Rarely/Never	2999	88	NR 4

ALCOHOL, Continued

6. I drink alcoholic beverages with my friends.

	#	%		#	%		#	%		
Males										
Usually	126	7	Occasionally	194	11	Rarely/Never	1421	82	NR	1
Females										
Usually	80	5	Occasionally	167	10	Rarely/Never	1420	85	NR	2
Total										
Usually	206	6	Occasionally	361	11	Rarely/Never	2841	83	NR	3

7. I drink alcoholic beverages with my parents and/or relatives.

	#	%		#	%		#	%		
Males										
Usually	134	8	Occasionally	396	24	Rarely/Never	1211	70	NR	1
Females										
Usually	72	4	Occasionally	299	18	Rarely/Never	1297	78	NR	1
Total										
Usually	206	6	Occasionally	695	20	Rarely/Never	2508	74	NR	2

8. I will accept a ride in a car with someone who is or has been drinking alcohol.

	#	%		#	%		#	%		
Males										
Usually	69	4	Occasionally	207	12	Rarely/Never	1464	84	NR	2
Females										
Usually	36	2	Occasionally	149	9	Rarely/Never	1482	89	NR	2
Total										
Usually	105	3	Occasionally	356	10	Rarely/Never	2946	87	NR	4

9. I enjoy the "feeling" alcohol gives me.

	#	%		#	%		#	%		
Males										
Usually	89	5	Occasionally	219	13	Rarely/Never	1431	82	NR	3
Females										
Usually	42	3	Occasionally	116	7	Rarely/Never	1510	90	NR	1
Total										
Usually	131	4	Occasionally	335	10	Rarely/Never	2941	86	NR	4

10. Drinking alcoholic beverages makes me feel older or more grown-up.

	#	%		#	%		#	%		
Males										
Usually	77	4	Occasionally	175	10	Rarely/Never	1488	86	NR	2
Females										
Usually	54	3	Occasionally	143	9	Rarely/Never	1471	88	NR	1
Total										
Usually	131	4	Occasionally	318	9	Rarely/Never	2959	87	NR	3

ALCOHOL, Continued

11. I can concentrate better if I have had an alcoholic beverage to drink.

	#	%		#	%		#	%	
Males									
Usually	55	3	Occasionally	85	5	Rarely/Never	1600	92	NR 2
Females									
Usually	21	1	Occasionally	53	3	Rarely/Never	1593	96	NR 2
Total									
Usually	76	2	Occasionally	138	4	Rarely/Never	3193	94	NR 4

SAFETY

7 -8

1. I check my home to protect it from fire and safety hazards.

	#	%		#	%		#	%	
Males									
Usually	307	18	Occasionally	753	43	Rarely/Never	680	39	NR 2
Females									
Usually	286	17	Occasionally	760	46	Rarely/Never	622	37	NR 1
Total									
Usually	593	17	Occasionally	1513	45	Rarely/Never	1302	38	NR 3

2. I wear a seat belt when I ride in a car or truck.

	#	%		#	%		#	%	
Males									
Usually	147	8	Occasionally	362	21	Rarely/Never	1232	71	NR 1
Females									
Usually	138	8	Occasionally	397	24	Rarely/Never	1132	68	NR 2
Total									
Usually	285	8	Occasionally	759	22	Rarely/Never	2364	70	NR 3

3. I turn off or unplug appliances when they are not in use.

	#	%		#	%		#	%	
Males									
Usually	763	44	Occasionally	471	27	Rarely/Never	508	29	NR 0
Females									
Usually	916	55	Occasionally	584	35	Rarely/Never	168	10	NR 1
Total									
Usually	1679	49	Occasionally	1055	31	Rarely/Never	676	20	NR 1

4. I wear a life jacket while riding in a boat or canoe and in water sports.

	#	%		#	%		#	%	
Males									
Usually	1019	58	Occasionally	382	22	Rarely/Never	341	20	NR 0
Females									
Usually	1032	62	Occasionally	377	22	Rarely/Never	259	16	NR 1
Total									
Usually	2051	60	Occasionally	759	22	Rarely/Never	600	18	NR 1

5. I avoid taking any pills or medicine unless my parents or my doctor tells me to.

	#	%		#	%		#	%	
Males									
Usually	1309	75	Occasionally	202	12	Rarely/Never	229	13	NR 2
Females									
Usually	1314	79	Occasionally	209	12	Rarely/Never	145	9	NR 1
Total									
Usually	2623	77	Occasionally	411	12	Rarely/Never	374	11	NR 3

SAFETY, Continued

6. I cross the street only at crosswalks.

	#	%		#	%		#	%		
Males										
Usually	194	11	Occasionally	675	39	Rarely/Never	872	50	NR	1
Females										
Usually	289	17	Occasionally	735	44	Rarely/Never	644	39	NR	1
Total										
Usually	483	14	Occasionally	1410	41	Rarely/Never	1516	45	NR	2

7. While eating, I laugh or talk with food in my mouth.

	#	%		#	%		#	%		
Males										
Usually	188	11	Occasionally	292	17	Rarely/Never	1259	72	NR	3
Females										
Usually	204	12	Occasionally	594	36	Rarely/Never	869	52	NR	2
Total										
Usually	392	11	Occasionally	886	26	Rarely/Never	2128	63	NR	5

8. I ride my bike on the correct side of the street and stop at red lights or stop signs.

	#	%		#	%		#	%		
Males										
Usually	680	39	Occasionally	490	28	Rarely/Never	571	33	NR	1
Females										
Usually	928	55	Occasionally	444	27	Rarely/Never	295	18	NR	2
Total										
Usually	1608	48	Occasionally	934	27	Rarely/Never	866	25	NR	3

9. I run up or down stairs, or in the hallways.

	#	%		#	%		#	%		
Males										
Usually	630	36	Occasionally	726	42	Rarely/Never	383	22	NR	3
Females										
Usually	560	33	Occasionally	711	43	Rarely/Never	396	24	NR	2
Total										
Usually	1190	35	Occasionally	1437	42	Rarely/Never	779	23	NR	5

10. I touch electrical appliances, other than hair dryers when wet.

	#	%		#	%		#	%		
Males										
Usually	125	7	Occasionally	237	14	Rarely/Never	1377	79	NR	3
Females										
Usually	63	4	Occasionally	212	13	Rarely/Never	1392	83	NR	2
Total										
Usually	188	6	Occasionally	449	13	Rarely/Never	2769	81	NR	5

SMOKING

7 - 8

1. I smoke 1-3 tobacco cigarettes daily.

	#	%		#	%		#	%		
Males										
Usually	29	2	Occasionally	37	2	Rarely/Never	1672	96	NR	4
Females										
Usually	28	2	Occasionally	31	2	Rarely/Never	1608	96	NR	2
Total										
Usually	57	2	Occasionally	68	2	Rarely/Never	3280	96	NR	6

2. I smoke 4-20 cigarettes daily.

	#	%		#	%		#	%		
Males										
Usually	24	1	Occasionally	20	1	Rarely/Never	1696	98	NR	2
Females										
Usually	22	1	Occasionally	15	1	Rarely/Never	1630	98	NR	2
Total										
Usually	46	1	Occasionally	35	1	Rarely/Never	3326	98	NR	4

3. I smoke tobacco cigarettes to "perk" myself up.

	#	%		#	%		#	%		
Males										
Usually	31	2	Occasionally	26	1	Rarely/Never	1683	97	NR	2
Females										
Usually	16	1	Occasionally	37	2	Rarely/Never	1614	97	NR	2
Total										
Usually	47	1	Occasionally	63	2	Rarely/Never	3297	97	NR	4

4. Smoking tobacco cigarettes is pleasant and relaxing.

	#	%		#	%		#	%		
Males										
Usually	36	2	Occasionally	46	3	Rarely/Never	1658	95	NR	2
Females										
Usually	27	2	Occasionally	55	3	Rarely/Never	1585	95	NR	2
Total										
Usually	63	2	Occasionally	101	3	Rarely/Never	3243	95	NR	4

5. When I feel "down" or want to take my mind off cares and worries, I smoke a tobacco cigarette.

	#	%		#	%		#	%		
Males										
Usually	27	2	Occasionally	46	3	Rarely/Never	1667	95	NR	2
Females										
Usually	28	2	Occasionally	63	4	Rarely/Never	1576	94	NR	2
Total										
Usually	55	2	Occasionally	109	3	Rarely/Never	3243	95	NR	4

SMOKING, Continued

6. Handling a tobacco cigarette is part of the enjoyment of smoking it.

	#	%		#	%		#	%	
Males									
Usually	23	1	Occasionally	41	2	Rarely/Never	1676	97	NR 2
Females									
Usually	29	2	Occasionally	41	2	Rarely/Never	1596	96	NR 3
Total									
Usually	52	2	Occasionally	82	2	Rarely/Never	3272	96	NR 5

7. When I smoke a tobacco cigarette, part of the enjoyment is watching the smoke as I exhale it.

	#	%		#	%		#	%	
Males									
Usually	22	1	Occasionally	44	3	Rarely/Never	1673	49	NR 3
Females									
Usually	44	3	Occasionally	44	3	Rarely/Never	1579	94	NR 2
Total									
Usually	66	2	Occasionally	88	3	Rarely/Never	3252	95	NR 5

8. I inhale the tobacco cigarette smoke deeply into my lungs.

	#	%		#	%		#	%	
Males									
Usually	38	2	Occasionally	44	3	Rarely/Never	1657	95	NR 3
Females									
Usually	38	2	Occasionally	42	3	Rarely/Never	1586	95	NR 3
Total									
Usually	76	2	Occasionally	86	3	Rarely/Never	3243	95	NR 6

9. I chew tobacco products daily.

	#	%		#	%		#	%	
Males									
Usually	116	6	Occasionally	221	13	Rarely/Never	1403	81	NR 2
Females									
Usually	19	1	Occasionally	25	1	Rarely/Never	1620	98	NR 5
Total									
Usually	135	4	Occasionally	246	7	Rarely/Never	3023	89	NR 7

10. I enjoy the stimulation of chewing tobacco products.

	#	%		#	%		#	%	
Males									
Usually	160	9	Occasionally	198	11	Rarely/Never	1382	90	NR 2
Females									
Usually	17	1	Occasionally	23	1	Rarely/Never	1624	98	NR 5
Total									
Usually	177	5	Occasionally	221	6	Rarely/Never	3006	88	NR 7

PHYSICAL ACTIVITY

7 - 8

1. I ride my bike, run, or participate in sports.

	#	%		#	%		#	%	
Males									
Usually	1459	84	Occasionally	219	13	Rarely/Never	59	3	NR 5
Females									
Usually	1275	76	Occasionally	343	21	Rarely/Never	49	3	NR 2
Total									
Usually	2734	81	Occasionally	562	16	Rarely/Never	108	3	NR 7

2. I take part in strenuous activities at least twice a week.

	#	%		#	%		#	%	
Males									
Usually	1237	71	Occasionally	368	21	Rarely/Never	134	8	NR 3
Females									
Usually	937	57	Occasionally	540	32	Rarely/Never	190	11	NR 2
Total									
Usually	2174	64	Occasionally	908	27	Rarely/Never	324	9	NR 5

3. I warm-up before participating in sports.

	#	%		#	%		#	%	
Males									
Usually	1073	62	Occasionally	485	28	Rarely/Never	181	10	NR 3
Females									
Usually	1015	61	Occasionally	502	30	Rarely/Never	150	9	NR 2
Total									
Usually	2088	61	Occasionally	987	29	Rarely/Never	331	10	NR 5

4. When I see others playing, I feel like joining the activity.

	#	%		#	%		#	%	
Males									
Usually	1253	72	Occasionally	416	24	Rarely/Never	70	4	NR 3
Females									
Usually	1107	67	Occasionally	520	31	Rarely/Never	40	2	NR 2
Total									
Usually	2360	70	Occasionally	936	27	Rarely/Never	110	3	NR 5

5. I encourage others to participate with me in vigorous games and activities.

	#	%		#	%		#	%	
Males									
Usually	977	56	Occasionally	598	34	Rarely/Never	164	10	NR 3
Females									
Usually	875	53	Occasionally	637	38	Rarely/Never	154	9	NR 3
Total									
Usually	2360	70	Occasionally	936	27	Rarely/Never	110	3	NR 6

PHYSICAL ACTIVITY, Continued

6. If my destination is within a few blocks, I prefer to walk rather than ride.

	#	%		#	%		#	%	
Males									
Usually	1055	63	Occasionally	562	33	Rarely/Never	49	4	NR 3
Females									
Usually	853	51	Occasionally	619	37	Rarely/Never	267	16	NR 3
Total									
Usually	1908	56	Occasionally	1181	35	Rarely/Never	316	9	NR 6

7. Physical exercise is part of my life.

	#	%		#	%		#	%	
Males									
Usually	1046	63	Occasionally	548	32	Rarely/Never	73	5	NR 4
Females									
Usually	952	55	Occasionally	566	33	Rarely/Never	220	12	NR 2
Total									
Usually	1998	58	Occasionally	1114	33	Rarely/Never	293	9	NR 6

STRESS MANAGEMENT

9 - 12

1. At bedtime, I fall asleep easily.

	#	%		#	%		#	%		
Males										
Usually	1048	46.47	Occasionally	898	39.82	Rarely/Never	308	13.66	NR	1
Females										
Usually	1067	47.42	Occasionally	869	38.62	Rarely/Never	314	13.96	NR	0
Total										
Usually	2115	46.95	Occasionally	1767	39.22	Rarely/Never	622	13.81	NR	1

2. I get a full night's sleep of 6-8 hours most nights.

	#	%		#	%		#	%		
Males										
Usually	1479	65.59	Occasionally	526	23.32	Rarely/Never	250	11.09	NR	0
Females										
Usually	1477	65.64	Occasionally	530	23.56	Rarely/Never	242	10.76	NR	1
Total										
Usually	2956	65.62	Occasionally	1056	23.44	Rarely/Never	492	10.92	NR	1

3. If awakened, it's easy for me to fall back asleep.

	#	%		#	%		#	%		
Males										
Usually	1293	57.32	Occasionally	600	26.61	Rarely/Never	362	16.05	NR	0
Females										
Usually	1134	50.40	Occasionally	719	31.96	Rarely/Never	397	17.64	NR	0
Total										
Usually	2427	53.87	Occasionally	1319	29.28	Rarely/Never	759	16.85	NR	0

4. I have a habit of biting my fingernails, tapping my foot, starting to perspire, or some other nervous habit.

	#	%		#	%		#	%		
Males										
Usually	654	28.60	Occasionally	740	32.82	Rarely/Never	859	38.54	NR	1
Females										
Usually	867	38.54	Occasionally	705	31.33	Rarely/Never	678	30.13	NR	0
Total										
Usually	1512	33.56	Occasionally	1445	32.08	Rarely/Never	1547	34.34	NR	1

5. I take 15 to 20 minutes a day for myself to do whatever I want.

	#	%		#	%		#	%		
Males										
Usually	1273	56.46	Occasionally	514	22.79	Rarely/Never	468	20.75	NR	0
Females										
Usually	1185	52.67	Occasionally	584	25.96	Rarely/Never	480	21.33	NR	1
Total										
Usually	2458	54.56	Occasionally	1098	24.37	Rarely/Never	948	21.04	NR	1

STRESS MANAGEMENT, Continued

6. I worry about exams if I am not well prepared.

	#	%		#	%		#	%		
Males										
Usually	1243	55.12	Occasionally	633	28.08	Rarely/Never	379	16.81	NR	0
Females										
Usually	1600	71.11	Occasionally	501	22.27	Rarely/Never	148	6.58	NR	1
Total										
Usually	2843	63.11	Occasionally	1134	25.17	Rarely/Never	527	11.70	NR	1

7. I consciously take time each day to relax.

	#	%		#	%		#	%		
Males										
Usually	802	35.57	Occasionally	750	33.26	Rarely/Never	703	31.17	NR	0
Females										
Usually	604	26.84	Occasionally	818	36.36	Rarely/Never	827	36.76	NR	1
Total										
Usually	1406	31.21	Occasionally	1568	34.81	Rarely/Never	1530	33.96	NR	1

8. I know that extreme pressure or tension plays a role in causing health problems, and I am learning some specific relaxation skills to prevent and control my problems.

	#	%		#	%		#	%		
Males										
Usually	315	13.07	Occasionally	615	27.27	Rarely/Never	1323	58.67	NR	2
Females										
Usually	226	10.04	Occasionally	635	28.22	Rarely/Never	1387	61.64	NR	2
Total										
Usually	541	12.01	Occasionally	1250	27.75	Rarely/Never	2710	60.16	NR	4

9. I know how much pressure I can manage and can do something to control that pressure.

	#	%		#	%		#	%		
Males										
Usually	857	38.00	Occasionally	911	40.40	Rarely/Never	486	21.55	NR	1
Females										
Usually	753	33.47	Occasionally	979	43.51	Rarely/Never	517	22.98	NR	1
Total										
Usually	1610	35.74	Occasionally	1890	41.95	Rarely/Never	1003	22.26	NR	2

10. I am able to recognize, control, and/or change some unwanted pressure in my life; such as the way I look, or if I'm being accepted by my friends.

	#	%		#	%		#	%		
Males										
Usually	1210	53.66	Occasionally	813	36.05	Rarely/Never	230	10.20	NR	2
Females										
Usually	1319	58.62	Occasionally	776	34.49	Rarely/Never	151	6.71	NR	4
Total										
Usually	2529	56.14	Occasionally	1589	35.27	Rarely/Never	381	8.46	NR	6

NUTRITION

9 - 12

1. I eat two or more servings of fruit or vegetables most days.

	#	%		#	%		#	%		
Males										
Usually	959	42.53	Occasionally	752	33.35	Rarely/Never	544	24.12	NR	0
Females										
Usually	785	34.89	Occasionally	780	34.67	Rarely/Never	684	30.40	NR	1
Total										
Usually	1744	38.71	Occasionally	1532	34.01	Rarely/Never	1228	27.26	NR	1

2. I drink 1-5 glasses of soda pop, Kool Aide, Tang, or Hi-C a week.

	#	%		#	%		#	%		
Males										
Usually	1399	62.04	Occasionally	450	19.96	Rarely/Never	405	17.96	NR	1
Females										
Usually	1385	61.60	Occasionally	465	20.67	Rarely/Never	399	17.73	NR	1
Total										
Usually	2784	61.80	Occasionally	915	20.31	Rarely/Never	804	17.85	NR	2

3. I drink 6 or more glasses of soda pop, Kool Aide, Tang, or Hi-C a week.

	#	%		#	%		#	%		
Males										
Usually	1059	46.96	Occasionally	512	22.71	Rarely/Never	683	30.29	NR	1
Females										
Usually	972	43.20	Occasionally	487	21.64	Rarely/Never	790	35.11	NR	1
Total										
Usually	2031	45.08	Occasionally	999	22.18	Rarely/Never	1473	32.70	NR	2

4. I read the labels on food packages.

	#	%		#	%		#	%		
Males										
Usually	279	12.38	Occasionally	698	30.95	Rarely/Never	1278	56.67	NR	0
Females										
Usually	319	14.18	Occasionally	805	35.78	Rarely/Never	1126	50.04	NR	0
Total										
Usually	598	13.27	Occasionally	1503	33.36	Rarely/Never	2404	53.36	NR	0

5. I drink more than 2 cups of coffee per day.

	#	%		#	%		#	%		
Males										
Usually	115	5.10	Occasionally	188	8.34	Rarely/Never	1951	86.52	NR	1
Females										
Usually	65	2.89	Occasionally	114	5.07	Rarely/Never	2071	92.04	NR	0
Total										
Usually	180	4.00	Occasionally	302	6.70	Rarely/Never	4022	89.28	NR	1

NUTRITION, Continued

6. I add salt to my food.

	#	%		#	%		#	%		
Males										
Usually	738	32.73	Occasionally	765	33.92	Rarely/Never	750	33.26	NR	2
Females										
Usually	809	35.96	Occasionally	704	31.29	Rarely/Never	737	32.75	NR	0
Total										
Usually	1547	34.34	Occasionally	1469	32.61	Rarely/Never	1487	33.01	NR	2

7. I eat presweetened cereals for my morning meal.

	#	%		#	%		#	%		
Males										
Usually	422	18.71	Occasionally	786	34.86	Rarely/Never	1046	46.39	NR	1
Females										
Usually	269	11.96	Occasionally	607	26.98	Rarely/Never	1373	61.02	NR	1
Total										
Usually	691	15.34	Occasionally	1393	30.92	Rarely/Never	2419	53.70	NR	2

8. I eat snacks, such as candies, donuts, potato chips, or other sweets between meals.

	#	%		#	%		#	%		
Males										
Usually	954	42.31	Occasionally	988	43.81	Rarely/Never	312	13.84	NR	1
Females										
Usually	870	38.67	Occasionally	1032	45.87	Rarely/Never	347	15.42	NR	1
Total										
Usually	1814	40.27	Occasionally	2020	44.84	Rarely/Never	659	14.63	NR	2

9. I eat a meal or breakfast most mornings.

	#	%		#	%		#	%		
Males										
Usually	1312	58.18	Occasionally	479	21.24	Rarely/Never	463	20.53	NR	1
Females										
Usually	923	41.02	Occasionally	513	22.80	Rarely/Never	813	36.13	NR	1
Total										
Usually	2235	49.61	Occasionally	992	22.02	Rarely/Never	1276	28.32	NR	2

10. I eat fried foods daily.

	#	%		#	%		#	%		
Males										
Usually	918	40.71	Occasionally	1103	38.91	Rarely/Never	231	10.24	NR	3
Females										
Usually	773	34.36	Occasionally	1172	52.09	Rarely/Never	304	13.51	NR	1
Total										
Usually	1691	37.54	Occasionally	2275	50.50	Rarely/Never	535	11.88	NR	4

NUTRITION, Continued

11. I eat at "fast food" restaurants 5 or more times a week.

	#	%		#	%		#	%		
Males										
Usually	254	11.26	Occasionally	579	25.68	Rarely/Never	1419	62.93	NR	3
Females										
Usually	268	11.91	Occasionally	500	24.44	Rarely/Never	1430	63.56	NR	2
Total										
Usually	522	11.59	Occasionally	1129	25.06	Rarely/Never	2849	63.24	NR	5

12. I eat three or more meals each day.

	#	%		#	%		#	%		
Males										
Usually	1443	63.99	Occasionally	510	22.62	Rarely/Never	300	13.30	NR	2
Females										
Usually	850	37.78	Occasionally	684	30.40	Rarely/Never	711	31.60	NR	5
Total										
Usually	2293	50.90	Occasionally	1194	26.50	Rarely/Never	1011	22.47	NR	7

ALCOHOL

9 - 12

1. When I see other people drink beer, wine, or alcohol, I also want to drink.

	#	%		#	%		#	%	
Males									
Usually	570	25.28	Occasionally	756	33.53	Rarely/Never	926	41.06	NR 3
Females									
Usually	373	16.58	Occasionally	771	34.27	Rarely/Never	1104	49.07	NR 2
Total									
Usually	943	20.93	Occasionally	1527	33.90	Rarely/Never	2030	45.06	NR 5

2. I drink 1-2 alcoholic beverages a week.

	#	%		#	%		#	%	
Males									
Usually	548	24.30	Occasionally	468	20.75	Rarely/Never	1236	54.81	NR 3
Females									
Usually	374	16.62	Occasionally	436	19.38	Rarely/Never	1437	63.87	NR 3
Total									
Usually	922	20.47	Occasionally	904	20.07	Rarely/Never	2673	59.33	NR 6

3. I drink 3-4 alcoholic beverages a week.

	#	%		#	%		#	%	
Males									
Usually	411	18.23	Occasionally	396	17.56	Rarely/Never	1446	64.12	NR 2
Females									
Usually	260	11.56	Occasionally	296	13.16	Rarely/Never	1692	75.20	NR 2
Total									
Usually	671	14.89	Occasionally	692	15.36	Rarely/Never	3138	69.66	NR 4

4. I drink 5 or more alcoholic beverages a week.

	#	%		#	%		#	%	
Males									
Usually	402	17.83	Occasionally	319	14.15	Rarely/Never	1532	67.94	NR 2
Females									
Usually	194	8.62	Occasionally	219	9.73	Rarely/Never	1835	81.56	NR 2
Total									
Usually	596	13.23	Occasionally	538	11.94	Rarely/Never	3367	74.74	NR 4

5. I get drunk when I go to a party that serves alcoholic beverages.

	#	%		#	%		#	%	
Males									
Usually	432	19.16	Occasionally	586	25.99	Rarely/Never	1235	54.77	NR 2
Females									
Usually	278	12.36	Occasionally	538	23.91	Rarely/Never	1432	63.64	NR 2
Total									
Usually	710	15.76	Occasionally	1124	24.95	Rarely/Never	2667	59.20	NR 4

ALCOHOL, Continued

6. I like to hang around with my friends who drink alcoholic beverages.

	#	%		#	%		#	%		
Males										
Usually	540	23.95	Occasionally	829	36.76	Rarely/Never	881	39.07	NR	5
Females										
Usually	359	15.96	Occasionally	813	36.13	Rarely/Never	1075	47.78	NR	3
Total										
Usually	889	19.96	Occasionally	1642	36.45	Rarely/Never	1956	43.42	NR	8

7. I drink alcoholic beverages with my parents or relatives.

	#	%		#	%		#	%		
Males										
Usually	238	10.55	Occasionally	660	29.27	Rarely/Never	1354	60.04	NR	3
Females										
Usually	148	6.58	Occasionally	710	31.56	Rarely/Never	1390	61.78	NR	2
Total										
Usually	386	8.57	Occasionally	1370	30.41	Rarely/Never	2744	60.91	NR	5

8. I will accept a ride in a car with someone who is or has been drinking alcohol.

	#	%		#	%		#	%		
Males										
Usually	271	12.02	Occasionally	609	28.53	Rarely/Never	1372	60.84	NR	3
Females										
Usually	127	5.64	Occasionally	583	25.91	Rarely/Never	1536	68.27	NR	4
Total										
Usually	398	8.83	Occasionally	1192	26.46	Rarely/Never	2908	64.55	NR	7

9. I enjoy the "feeling" alcohol gives me.

	#	%		#	%		#	%		
Males										
Usually	496	22.00	Occasionally	645	28.60	Rarely/Never	1110	49.22	NR	4
Females										
Usually	310	13.77	Occasionally	616	27.38	Rarely/Never	1321	58.71	NR	3
Total										
Usually	806	17.89	Occasionally	1261	27.99	Rarely/Never	2431	53.96	NR	7

10. Drinking alcoholic beverages makes me feel older or more grown-up.

	#	%		#	%		#	%		
Males										
Usually	111	4.92	Occasionally	342	15.17	Rarely/Never	1800	79.82	NR	2
Females										
Usually	65	2.89	Occasionally	277	12.31	Rarely/Never	1906	84.71	NR	2
Total										
Usually	176	3.91	Occasionally	619	13.74	Rarely/Never	3706	82.26	NR	4

ALCOHOL, Continued

11. I can concentrate better if I have had an alcoholic beverage to drink.

	#	%		#	%		#	%		
Males										
Usually	158	7.01	Occasionally	279	12.37	Rarely/Never	1815	80.49	NR	3
Females										
Usually	50	2.22	Occasionally	174	7.73	Rarely/Never	2023	89.91	NR	3
Total										
Usually	208	4.62	Occasionally	453	10.06	Rarely/Never	3838	85.19	NR	6

12. Drinking alcoholic beverages makes me feel relaxed.

	#	%		#	%		#	%		
Males										
Usually	566	25.10	Occasionally	582	25.81	Rarely/Never	1091	48.38	NR	16
Females										
Usually	365	16.22	Occasionally	580	25.78	Rarely/Never	1278	56.80	NR	27
Total										
Usually	931	20.67	Occasionally	1162	25.79	Rarely/Never	2369	52.59	NR	43

SAFETY

9 - 12

1. I check my home to protect it from fire and safety hazards.

	#	%		#	%		#	%		
Males										
Usually	303	13.44	Occasionally	844	37.43	Rarely/Never	1103	48.91	NR	5
Females										
Usually	261	11.60	Occasionally	826	36.71	Rarely/Never	1162	51.64	NR	1
Total										
Usually	564	12.52	Occasionally	1670	37.07	Rarely/Never	2265	50.28	NR	6

2. I turn off or unplug appliances when they are not in use.

	#	%		#	%		#	%		
Males										
Usually	911	40.40	Occasionally	655	29.05	Rarely/Never	685	30.38	NR	4
Females										
Usually	1248	55.47	Occasionally	615	27.33	Rarely/Never	385	17.11	NR	2
Total										
Usually	2159	47.92	Occasionally	1270	28.19	Rarely/Never	1070	23.75	NR	6

3. I wear a seat belt when I ride in a car or truck.

	#	%		#	%		#	%		
Males										
Usually	133	5.90	Occasionally	372	16.50	Rarely/Never	1747	77.47	NR	3
Females										
Usually	124	5.51	Occasionally	397	17.64	Rarely/Never	1728	76.80	NR	1
Total										
Usually	257	5.70	Occasionally	769	17.07	Rarely/Never	3475	77.14	NR	4

4. I wear a life jacket while riding in a boat or canoe; and in water sports.

	#	%		#	%		#	%		
Males										
Usually	971	43.06	Occasionally	610	27.05	Rarely/Never	670	29.71	NR	4
Females										
Usually	1091	48.49	Occasionally	643	28.58	Rarely/Never	515	22.89	NR	1
Total										
Usually	2062	45.77	Occasionally	1253	27.81	Rarely/Never	1185	26.30	NR	5

5. I have driven a vehicle after or while consuming alcohol.

	#	%		#	%		#	%		
Males										
Usually	319	14.15	Occasionally	564	25.01	Rarely/Never	1369	60.71	NR	3
Females										
Usually	143	6.36	Occasionally	530	23.56	Rarely/Never	1574	69.96	NR	3
Total										
Usually	462	10.26	Occasionally	1094	24.28	Rarely/Never	2943	65.33	NR	6

SAFETY, Continued

6. While eating, I laugh or talk with food in my mouth.

	#	%		#	%		#	%		
Males										
Usually	323	14.32	Occasionally	824	36.54	Rarely/Never	1105	49.00	NR	3
Females										
Usually	239	10.62	Occasionally	808	35.91	Rarely/Never	1202	53.42	NR	1
Total										
Usually	562	12.48	Occasionally	1632	36.23	Rarely/Never	2307	51.21	NR	4

7. I run up or down stairs, or in the hallways.

	#	%		#	%		#	%		
Males										
Usually	780	34.59	Occasionally	986	43.73	Rarely/Never	485	21.51	NR	4
Females										
Usually	764	33.96	Occasionally	1042	46.31	Rarely/Never	443	19.69	NR	1
Total										
Usually	1544	34.27	Occasionally	2028	45.02	Rarely/Never	928	20.60	NR	5

8. I touch electrical appliances, other than hair dryers, when wet.

	#	%		#	%		#	%		
Males										
Usually	166	7.36	Occasionally	447	19.82	Rarely/Never	1639	72.68	NR	3
Females										
Usually	83	3.69	Occasionally	371	16.49	Rarely/Never	1793	79.69	NR	3
Total										
Usually	249	5.53	Occasionally	818	18.16	Rarely/Never	3432	76.18	NR	6

9. I drive within 5 m.p.h. of the legal speed limit.

	#	%		#	%		#	%		
Males										
Usually	975	43.24	Occasionally	689	30.55	Rarely/Never	586	25.99	NR	5
Females										
Usually	1195	53.11	Occasionally	593	26.36	Rarely/Never	452	20.09	NR	10
Total										
Usually	2170	48.17	Occasionally	1282	28.46	Rarely/Never	1038	23.04	NR	15

10. I cross the street only at crosswalks.

	#	%		#	%		#	%		
Males										
Usually	187	8.29	Occasionally	637	28.25	Rarely/Never	1428	63.33	NR	3
Females										
Usually	251	11.16	Occasionally	838	37.24	Rarely/Never	1158	51.47	NR	3
Total										
Usually	438	9.72	Occasionally	1475	32.74	Rarely/Never	2586	57.40	NR	6

SMOKING

9 - 12

1. I smoke 1-3 tobacco cigarettes a day.

	#	%		#	%		#	%		
Males										
Usually	140	6.21	Occasionally	94	4.17	Rarely/Never	2016	89.40	NR	5
Females										
Usually	140	6.22	Occasionally	107	4.75	Rarely/Never	1997	88.75	NR	6
Total										
Usually	280	6.22	Occasionally	201	4.46	Rarely/Never	4013	89.08	NR	11

2. I smoke 4-20 tobacco cigarettes a day.

	#	%		#	%		#	%		
Males										
Usually	135	6	Occasionally	55	2	Rarely/Never	2060	92	NR	5
Females										
Usually	119	5	Occasionally	59	3	Rarely/Never	2065	92	NR	7
Total										
Usually	254	5	Occasionally	114	2	Rarely/Never	4125	92	NR	12

3. I smoke tobacco cigarettes to perk myself up.

	#	%		#	%		#	%		
Males										
Usually	65	3	Occasionally	104	5	Rarely/Never	2081	92	NR	5
Females										
Usually	40	2	Occasionally	120	5	Rarely/Never	2083	93	NR	7
Total										
Usually	105	2	Occasionally	224	5	Rarely/Never	4164	92	NR	12

4. Smoking tobacco cigarettes is pleasant and relaxing.

	#	%		#	%		#	%		
Males										
Usually	133	6	Occasionally	147	7	Rarely/Never	1970	87	NR	5
Females										
Usually	125	6	Occasionally	168	7	Rarely/Never	1949	87	NR	8
Total										
Usually	258	6	Occasionally	315	7	Rarely/Never	3919	87	NR	13

5. When I feel "down" or want to take my mind off cares and worries, I smoke a tobacco cigarette.

	#	%		#	%		#	%		
Males										
Usually	120	5	Occasionally	120	5	Rarely/Never	2009	90	NR	6
Females										
Usually	129	6	Occasionally	163	7	Rarely/Never	1950	87	NR	8
Total										
Usually	249	6	Occasionally	283	6	Rarely/Never	3959	88	NR	14

SMOKING, Continued

6. Handling a tobacco cigarette is part of the enjoyment of smoking it.

	#	%		#	%		#	%		
Males										
Usually	90	4	Occasionally	103	5	Rarely/Never	2056	91	NR	6
Females										
Usually	53	2	Occasionally	86	4	Rarely/Never	2103	94	NR	8
Total										
Usually	143	3	Occasionally	189	4	Rarely/Never	4159	92	NR	14

7. When I smoke a tobacco cigarette, part of the enjoyment is watching the smoke as I exhale it.

	#	%		#	%		#	%		
Males										
Usually	85	4	Occasionally	118	5	Rarely/Never	2046	91	NR	6
Females										
Usually	31	1	Occasionally	92	4	Rarely/Never	2119	95	NR	8
Total										
Usually	116	3	Occasionally	210	5	Rarely/Never	4165	92	NR	14

8. I inhale the tobacco cigarette smoke deeply into my lungs.

	#	%		#	%		#	%		
Males										
Usually	155	7	Occasionally	124	5	Rarely/Never	1970	88	NR	6
Females										
Usually	146	6	Occasionally	127	6	Rarely/Never	1968	88	NR	9
Total										
Usually	301	7	Occasionally	251	6	Rarely/Never	3938	87	NR	15

9. I chew tobacco products daily.

	#	%		#	%		#	%		
Males										
Usually	297	13	Occasionally	278	12	Rarely/Never	1674	74	NR	6
Females										
Usually	16	1	Occasionally	21	1	Rarely/Never	2204	98	NR	9
Total										
Usually	313	7	Occasionally	299	7	Rarely/Never	3878	86	NR	15

10. I enjoy the stimulation of chewing tobacco products.

	#	%		#	%		#	%		
Males										
Usually	278	12	Occasionally	288	13	Rarely/Never	1683	75	NR	6
Females										
Usually	18	1	Occasionally	31	1	Rarely/Never	2192	98	NR	9
Total										
Usually	296	7	Occasionally	319	7	Rarely/Never	3875	86	NR	15

PHYSICAL ACTIVITY

9 - 12

1. I climb stairs rather than using escalators or elevators.

	#	%		#	%		#	%		
Males										
Usually	607	27	Occasionally	883	39	Rarely/Never	761	34	NR	4
Females										
Usually	619	28	Occasionally	1036	46	Rarely/Never	586	26	NR	9
Total										
Usually	1226	27	Occasionally	1919	43	Rarely/Never	1347	30	NR	13

2. I regularly ride my bike, run, swim, or walk for exercise.

	#	%		#	%		#	%		
Males										
Usually	1232	55	Occasionally	687	30	Rarely/Never	331	15	NR	5
Females										
Usually	1075	48	Occasionally	879	39	Rarely/Never	288	13	NR	8
Total										
Usually	2307	51	Occasionally	1566	35	Rarely/Never	619	14	NR	13

3. I participate in a strenuous physical activity at least twice a week.

	#	%		#	%		#	%		
Males										
Usually	1458	65	Occasionally	486	21	Rarely/Never	306	14	NR	5
Females										
Usually	1041	46	Occasionally	658	29	Rarely/Never	543	24	NR	8
Total										
Usually	2499	55	Occasionally	1144	25	Rarely/Never	849	19	NR	13

4. I do some warm-up exercises before doing strenuous exercise.

	#	%		#	%		#	%		
Males										
Usually	1192	53	Occasionally	604	27	Rarely/Never	452	20	NR	7
Females										
Usually	1289	58	Occasionally	610	27	Rarely/Never	343	15	NR	8
Total										
Usually	2481	55	Occasionally	1214	27	Rarely/Never	795	18	NR	15

5. I encourage my family to participate in physical activities.

	#	%		#	%		#	%		
Males										
Usually	473	21	Occasionally	772	34	Rarely/Never	1004	45	NR	6
Females										
Usually	385	17	Occasionally	773	34	Rarely/Never	1084	48	NR	8
Total										
Usually	858	19	Occasionally	1545	34	Rarely/Never	2088	46	NR	14

PHYSICAL ACTIVITY, Continued

6. I have enough energy to get through my daily activities and still feel good in the evening.

	#	%		#	%		#	%		
Males										
Usually	1347	60	Occasionally	633	28	Rarely/Never	269	12	NR	6
Females										
Usually	1195	53	Occasionally	803	36	Rarely/Never	243	11	NR	9
Total										
Usually	2542	56	Occasionally	1436	32	Rarely/Never	512	11	NR	15

7. I avoid riding in a car when my destination is within walking distance.

	#	%		#	%		#	%		
Males										
Usually	528	23	Occasionally	749	33	Rarely/Never	970	44	NR	8
Females										
Usually	495	22	Occasionally	851	38	Rarely/Never	896	40	NR	8
Total										
Usually	1023	23	Occasionally	1600	36	Rarely/Never	1866	41	NR	16

APPENDIX D

INVENTORY RATING SCALE

INVENTORY RATING SCALE[1]

Directions: Enclosed is a list of statements regarding stress management behavior. Please read each statement and use the scale to the right to indicate its acceptability, based upon the degree to which the statement will reveal a subject's behavior (positive or negative) in regards to stress management. (Subjects responding to the inventory will be indicating their participation, or non-participation in the statement of stress management.) In this manner you will be judging the curricular validity of these behavior statements with respect to stress management. The inventory has been developed for use with eighth grade students.

The scale values are defined as follows:

1. NOT ACCEPTABLE: The item has no value as a statement for measuring the subject's stress management behavior.

2. SOMEWHAT ACCEPTABLE: The item has some value as a statement for measuring the subject's stress management behavior.

3. ACCEPTABLE: The statement is valuable as a statement for measuring the subject's stress management behavior.

4. VERY ACCEPTABLE: The item is very valuable as a statement for measuring the subject's stress management behavior.

5. INDISPENSABLE: The item is absolutely necessary as a statement for measuring the subject's stress management behavior.

[1]The scale was developed by Dr. Gary Gilmore for use in his doctoral dissertation, The Development, Implementation, and Evaluation of a Family Health Education Program Incorporating the Concept of Prevention, The University of Tennessee, June 1974.

APPENDIX E

INVENTORY EVALUATION RESULTS

INVENTORY STATEMENTS AND EVALUATION RESULTS

K-3

	STRESS MANAGEMENT	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	Does it take you a long time to fall asleep at night?	5	5	2	5	4	5	4.3
2.	Do you often bite your fingernails?	4	4	2	5	5	5	4.2
3.	Do you often worry about doing bad in school?	4	5	3	4	4	4	4.0
4.	Do you often get angry and yell?	4	4	4	4	4	4	4.0

INVENTORY STATEMENTS AND EVALUATION RESULTS

4-6

	STRESS MANAGEMENT	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	Do you bite your fingernails, chew on a pencil, or eat when nervous or upset?	4	3	4	5	4	4	4.0
2.	Do you take time to relax everyday?	3	2	3	4	4	5	3.5
3.	At bedtime, do you fall asleep easily?	4	5	3	2	5	4	3.8
4.	If you wake up in the middle of the night, is it easy for you to fall asleep again?	3	3	4	4	4	4	3.7
5.	Do you often feel tired (except after hard physical activity)?	5	5	3	5	4	4	4.2
6.	Do you frequently hit or yell at someone when you get mad?	4	3	3	5	5	4	4.0
7.	Do you usually get a full nights sleep of about 7-9 hours?	4	5	2	5	4	4	4.0
8.	Do you ask for help, rather than worrying about something you can't solve?	4	4	3	4	4	4	3.8
9.	Do you try to avoid people who make you angry?	4	4	4	4	4	4	4.0
10.	Do you generally do school work on time?							

INVENTORY STATEMENTS AND EVALUATION RESULTS

7-8

	STRESS MANAGEMENT	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	At bedtime I fall asleep easily.	5	5	4	3	4	5	4.3
2.	I get 6-8 hours of sleep most nights.	3	5	4	3	4	4	3.8
3.	If I wake up in the middle of the night, it's not difficult for me to fall asleep again.	4	5	4	4	5	5	4.5
4.	When I feel under pressure, I bite my fingernails, tap my foot, start to perspire, or have some other nervous habit.	4	5	4	4	5	5	4.5
5.	I take 15 to 20 minutes a day for myself to do whatever I want.	3	2	4	4	4	5	3.7
6.	I worry about exams if I am not well prepared.	4	4	4	4	4	4	4.0
7.	I consciously take time each day to relax.	4	3	4	3	4	5	3.8
8.	I know that extreme pressure or tension plays a role in causing health problems, and I am learning some specific relaxation skills to prevent and control my problems.	2	3	4	3	4	4	3.3
9.	I know how much pressure I can manage and can do something to control that pressure.	4	3	3	4	5	4	3.8
10.	I am able to recognize, control, and/or change some unwanted pressure in my life such as the way I look, or if I'm being accepted by my friends.	4	3	3	4	4	4	3.7

INVENTORY STATEMENTS AND EVALUATION RESULTS

9-12

	STRESS MANAGEMENT	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	At bedtime, I fall asleep easily?	5	5	4	3	4	4	4.2
2.	I get a full night's sleep of 6-8 hours most nights.	4	5	4	3	4	5	4.2
3.	If awakened, it's easy for me to fall back asleep.	4	5	4	4	5	5	4.5
4.	I have a habit of biting my fingernails, tapping my foot, starting to perspire, or some other nervous habit.	3	4	4	5	4	4	4.0
5.	I take 15 to 20 minutes a day for myself to do whatever I want.	4	4	4	4	3	4	3.8
6.	I worry about exams if I am not well prepared.	5	3	3	4	4	4	3.8
7.	I consciously take time each day to relax.	4	3	4	4	3	4	3.7
8.	I know that extreme pressure or tension plays a role in causing health problems, and I am learning some specific relaxation skills to prevent and control my problems.	2	3	4	3	4	4	3.3
9.	I know how much pressure I can manage and can do something to control that pressure.	5	3	3	5	4	5	4.2
10.	I am able to recognize, control, and/or change some unwanted pressure in my life; such as the way I look, or if I'm being accepted by my friends.	4	3	3	4	5	4	3.8

INVENTORY STATEMENTS AND EVALUATION RESULTS

k-3

	NUTRITION	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	Do you eat a meal or breakfast every morning?	4	3	4	3	3	5	3.7
2.	Do you eat fruits or vegetables most days?	5	3	3	4	5	5	4.2
3.	Do you usually put salt on your food?	4	3	3	3	5	4	3.7
4.	Do you eat cake, cookies, pie, candy, or other sweets every day?	3	3	2	3	5	5	3.5

INVENTORY STATEMENTS AND EVALUATION RESULTS

4-6

	NUTRITION	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	Do you eat two or more servings of fruit or vegetables most days?	2	3	3	4	4	5	3.5
2.	Do you drink 1-5 glasses of soda pop, Kool-Aide, Tang, or Hi-C a week?	5	5	3	4	5	5	4.5
3.	Do you drink 6 or more glasses of soda pop, Kool-Aide, Tang, or Hi-C a week?	5	5	3	4	5	5	4.5
4.	Do you usually put salt on your food?	4	2	3	4	5	4	3.7
5.	Do you eat a meal or breakfast every morning?	4	3	4	3	3	5	3.7
6.	Do you et fried foods like french fries, fried chicken, fried eggs, or hash browns daily?	4	5	2	4	5	4	4.0
7.	Do you drink at least 3 glasses of milk a day?	5	3	3	4	5	5	4.2
8.	Do you eat 3 meals most days?	3	4	3	3	4	3	3.3

INVENTORY STATEMENTS AND EVALUATION RESULTS

7-8

	NUTRITION	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	I eat two or more servings of fruit or vegetables per day.	2	3	3	4	4	5	3.5
2.	I drink 1-5 glasses of soda pop, Kool-Aide, Tang, or Hi-C a week.	4	3	3	4	5	5	4.0
3.	I drink 6 or more glasses of soda pop, Kool-Aide, Tang, or Hi-C a week.	4	3	3	4	5	5	4.0
4.	I put salt on my food.	5	3	3	4	5	5	4.2
5.	I eat presweetened cereals for my morning meal.	2	3	3	3	5	5	3.5
6.	I eat three or more meals per day.	4	4	3	3	3	5	3.7
7.	I drink three or more glasses of milk most days.	3	3	3	3	3	5	3.3
8.	I eat a meal or breakfast most mornings.	4	4	3	3	3	5	3.7
9.	Fried foods such as; french fries, fried chicken, fried eggs, or hash browns are a part of my daily diet.	4	5	3	3	5	4	4.0
10.	I eat at "fast food" restaurants 5 or more times a week.	4	5	3	3	5	4	4.0

INVENTORY STATEMENTS AND EVALUATION RESULTS

9-12

	NUTRITION	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	I eat two or more servings of fruit or vegetables most days.	2	3	2	4	5	5	3.5
2.	I drink 1-5 glasses of soda pop, Kool-Aide, Tang, or Hi-C a week.	4	3	3	4	5	5	4.0
3.	I drink 6 or more glasses of soda pop, Kool-Aide, Tang, or Hi-C a week.	4	3	3	4	5	5	4.0
4.	I read the labels of food packages.	4	5	3	4	5	5	4.3
5.	I drink more than 2 cups of coffee per day.	3	3	3	3	4	4	3.4
6.	I add salt to my food.	5	2	3	4	4	4	3.3
7.	I eat presweetened cereals for my morning meal.	2	3	3	4	5	5	3.7
8.	I eat snacks, such as candies, donuts, potato chips, or other sweets between meals.	3	5	2	3	3	5	3.5
9.	I eat a meal or breakfast most mornings.	4	2	2	3	3	5	3.2
10.	I eat fried foods daily.	4	5	3	4	5	4	4.2
11.	I eat at "fast food" restaurants 5 or more times a week.	4	5	3	4	5	4	4.2
12.	I eat three or more meals each day.	3	3	3	3	4	3	3.2

INVENTORY STATEMENTS AND EVALUATION RESULTS

K-3

	ALCOHOL	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	Would you use someone else's medicine without asking your parents first?	3	5	3	5	5	3	4.0
2.	Would you take candy from a stranger without your parents permission?	3	4	2	4	3	4	3.3
3.	When you see other people drink beer, wine, or alcohol, do you also want to take a drink of that beer, wine or alcohol?	3	5	3	4	4	5	4.0
4.	Does drinking beer, wine or alcohol make you look grown-up?	4	5	4	5	4	4	4.3
5.	Do you sometimes take medicine without asking a grown-up?	3	5	4	5	5	5	4.5

INVENTORY STATEMENTS AND EVALUATION RESULTS

4-6

	ALCOHOL	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	When you see other people drink beer, wine, or alcohol, do you also want to take a drink?	3	3	3	4	4	4	3.5
2.	Would you take candy from a stranger without your parents permission?	3	4	2	4	4	3	3.3
3.	If someone other than your parents offered you some beer, wine, or whiskey other than a taste of sip, would you drink it?	3	4	4	4	4	4	3.8
4.	Do you drink 1-2 alcoholic beverages a week?	3	5	3	4	5	5	4.2
5.	Do you drink 3-4 alcoholic beverages a week?	3	5	3	4	5	5	4.2
6.	Do you drink 5 or more alcoholic beverages a week?	3	5	3	4	5	5	4.2
7.	Have you ever been drunk?	3	5	4	4	4	5	4.2

INVENTORY STATEMENTS AND EVALUATION RESULTS

7-8

	ALCOHOL	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	When I see other people drink beer, wine, or alcohol, I also want to drink.	3	5	4	3	3	4	3.7
2.	I drink 1-2 alcoholic beverages a week.	3	5	3	3	4	3	3.5
3.	I drink 3-4 alcoholic beverages a week.	3	5	3	3	5	5	4.0
4.	I drink 5 or more alcoholic beverages a week.	3	5	3	3	5	5	4.0
5.	I get drunk when I drink.	3	5	3	3	5	5	4.0
6.	I drink alcoholic beverages with my friends.	3	4	2	3	4	5	3.5
7.	I drink alcoholic beverages with my parents and/or relatives.	3	5	3	3	4	5	3.8
8.	I will accept a ride in a car with someone who is or has been drinking alcohol.	3	5	4	3	4	4	3.8
9.	I enjoy the "feeling" alcohol gives me.	4	5	4	3	5	4	4.2
10.	Drinking alcoholic beverages makes me feel older or more grown-up.	4	5	3	3	5	4	4.0
11.	I can concentrate better if I have had an alcoholic beverage to drink.	4	5	3	3	4	5	4.0

INVENTORY STATEMENTS AND EVALUATION RESULTS

9-12

	ALCOHOL	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	When I see other people drink beer, wine, or alcohol, I also want to drink.	3	5	4	3	4	4	3.8
2.	I drink 1-2 alcoholic beverages a week.	3	5	3	3	4	5	3.8
3.	I drink 3-4 alcoholic beverages a week.	3	5	3	3	4	4	3.7
4.	I drink 5 or more alcoholic beverages a week.	3	5	3	3	5	4	3.8
5.	I get drunk when I go to a party that serves alcoholic beverages.	3	5	3	3	3	4	3.5
6.	I like to hang around with my friends who drink alcoholic beverages.	3	4	3	3	4	5	3.7
7.	I drink alcoholic beverages with my parents or relatives.	3	5	3	3	4	5	3.8
8.	I will accept a ride in a car with someone who is or has been drinking.	3	5	4	3	4	4	3.8
9.	I enjoy the "feeling" alcohol gives me.	4	5	4	3	4	5	4.2
10.	Drinking alcoholic beverages makes me feel older.	4	5	3	3	4	5	4.0
11.	I can concentrate better if I have had an alcoholic beverage to drink.	4	5	3	3	4	5	4.0
12.	Drinking alcoholic beverages makes me feel relaxed.	4	5	4	3	5	4	4.2

INVENTORY STATEMENTS AND EVALUATION RESULTS

K-3

	SAFETY	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	Do you usually wear a seat belt when you ride in a car?	5	5	5	3	5	3	4.3
2.	Do you usually stop, look both ways, and listen before you cross the street?	4	5	5	3	4	4	4.2
3.	Do you sometimes light matches when grown-ups are not around?	4	4	4	4	4	3	3.8
4.	Do you sometimes try things even when grown-ups say you might get hurt?	5	3	4	3	4	4	3.8

INVENTORY STATEMENTS AND EVALUATION RESULTS

4-6

	SAFETY	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	Do you usually wear a seat belt when you ride in a car?	4	4	4	4	5	4	4.2
2.	Do you always wear a life jacket while riding in a boat or canoe?	5	4	3	3	4	4	3.8
3.	Do you ever take pills or medicine without your parent's or doctor's permission?	5	4	5	3	4	4	4.2
4.	Do you usually laugh or talk with food in your mouth?	4	4	3	2	4	2	3.2
5.	Do you usually cross the street at crosswalks?	5	3	4	3	4	4	3.8
6.	Do you ride your bike on the correct side of the street?	4	4	4	3	4	3	3.7
7.	Do you usually run up or down stairs in the hallways?	4	3	3	3	3	3	3.2
8.	When wet, do you ever touch anything electrical, other than a hair dryer?	4	3	5	3	4	4	3.8

INVENTORY STATEMENTS AND EVALUATION RESULTS

7-8

	SAFETY	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	I check my home to protect it from fire and safety hazards.	4	4	3	2	3	4	3.3
2.	I wear a seat belt when I ride in a car or truck.	5	4	5	3	5	4	4.3
3.	I turn off or unplug appliances when they are not in use.	5	3	5	3	4	3	3.8
4.	I wear a life jacket while riding in a boat or canoe and in water sports.	5	4	4	3	4	5	4.2
5.	I avoid taking pills or medicine unless my parents or my doctor tells me to.	5	3	4	3	4	4	3.8
6.	I cross the street only at crosswalks.	5	3	4	2	4	5	3.8
7.	While eating, I laugh or talk with food in my mouth.	4	4	3	2	4	3	3.3
8.	I ride my bike on the correct side of the street and stop at red lights or stop signs.	4	4	4	3	4	3	3.7
9.	I run up or down stairs, or in the hallways.	4	3	3	3	4	3	3.3
10.	I touch electrical appliances, other than hair dryers when wet.	4	4	5	3	4	5	4.2

INVENTORY STATEMENTS AND EVALUATION RESULTS

9-12

	SAFETY	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	I check my home to protect it from fire and safety hazards.	5	4	3	3	4	4	3.8
2.	I turn off or unplug appliances when they are not in use.	5	3	5	3	4	4	4.0
3.	I wear a seat belt when I ride in a car or truck.	5	5	5	3	5	4	4.5
4.	I wear a life jacket while riding in a boat or canoe; and in water sports.	5	4	5	3	4	5	4.3
5.	I have driven a vehicle after or while consuming alcohol.	5	5	5	4	5	3	4.5
6.	While eating, I laugh or talk with food in my mouth.	5	4	3	2	4	3	3.5
7.	I run up or down stairs, or in the hallways.	5	3	3	3	4	3	3.5
8.	I touch electrical appliances, other than hair dryers, when wet.	4	4	5	3	4	5	4.2
9.	I drive within 5 m.p.h. of the legal speed limit.	5	4	5	3	4	4	4.2
10.	I cross the street only at crosswalks.	5	3	4	2	4	4	3.7

INVENTORY STATEMENTS AND EVALUATION RESULTS

K-3

	SMOKING	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	Does someone you care very much about smoke?	3	5	4	4	3	4	3.8
2.	Does smoking make you look grown-up?	3	3	4	5	5	4	4.0
3.	Would it be easy for you to get a cigarette, cigar or pipt?	3	5	4	4	4	4	4.0
4.	Can smoking hurt you?	4	4	5	5	5	5	4.6

INVENTORY STATEMENTS AND EVALUATION RESULTS

4-6

	SMOKING	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	Does someone you care very much about smoke?	4	5	4	4	3	4	4.0
2.	Do any of your friends smoke tobacco cigarettes, cigars or pipes?	4	5	3	5	5	5	4.3
3.	Would you smoke a tobacco cigarette if a friend offered it to you?	4	4	5	5	4	5	4.5
4.	Have you ever bought tobacco cigarettes or any tobacco products for you or your friends?	4	4	4	4	3	4	3.8
5.	Have you ever bought tobacco cigarettes, cigars or pipes within the last three months?	5	4	4	5	5	5	4.7
6.	Have you smoked any tobacco cigarettes, cigars or pipes within the last week?	5	4	4	5	5	5	4.7
7.	In the future, will you probably smoke regularly?	3	4	5	5	5	5	4.5
8.	Do you often chew or put tobacco products in your mouth?	4	5	4	4	4	5	4.3

INVENTORY STATEMENTS AND EVALUATION RESULTS

7-8

	SMOKING	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	I smoke 1-3 tobacco cigarettes daily.	4	4	4	5	4	5	4.3
2.	I smoke 4-20 tobacco ciggarettes daily.	4	4	4	5	4	5	4.3
3.	I smoke tobacco cigarettes to "perk" myself up.	3	4	4	4	5	5	4.2
4.	Smoking tobacco cigarettes is pleasant and relaxing.	3	4	4	4	5	5	4.2
5.	When I feel "down" or want to take my mind off cares and worries, I smoke a tobacco cigarette.	3	4	4	5	5	5	4.3
6.	Handling a tobacco cigarette, part of the enjoyment of smoking it.	3	4	4	5	5	5	4.3
7.	When I smoke a tobacco cigarette, part of the enjoyment is watching the smoke as I exhale it.	3	4	4	4	5	5	4.2
8.	I inhale the tobacco cigarette smoke deeply into my lungs.	4	4	4	4	5	5	4.3
9.	I chew tobacco products daily.	4	4	4	4	4	4	4.0
10.	I enjoy the stimulation of chewing tobacco products.	3	4	4	4	4	4	3.8

INVENTORY STATEMENTS AND EVALUATION RESULTS

9-12

	SMOKING	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	I smoke 1-3 tobacco cigarettes a day.	4	4	4	5	4	5	4.3
2.	I smoke 4-20 tobacco cigarettes a day.	4	4	4	5	4	5	4.3
3.	I smoke tobacco cigarettes to "perk" myself up.	3	4	4	4	5	4	4.0
4.	Smoking tobacco cigarettes is pleasant and relaxing.	3	4	4	4	5	4	4.0
5.	When I feel "down" or want to take my mind off cares and worries, I smoke a tobacco cigarette.	3	4	4	5	5	5	4.3
6.	Handling a tobacco cigarette is part of the enjoyment of smoking it.	3	4	4	5	5	5	4.3
7.	When I smoke a tobacco cigarette, part of the enjoyment is watching the smoke as I exhale it.	3	4	4	4	5	4	4.0
8.	I inhale the tobacco cigarette smoke deeply in my lungs.	4	4	4	4	5	4	4.2
9.	I chew tobacco products daily.	4	4	4	4	4	4	4.0
10.	I enjoy the stimulation of chewing tobacco products.	3	4	4	4	4	4	3.8

INVENTORY STATEMENTS AND EVALUATION RESULTS

K-3

	PHYSICAL ACTIVITY	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	Do you play outdoors a lot?	4	4	5	3	5	3	4.0
2.	Does your body move a lot when you play?	5	4	4	3	5	3	4.0
3.	Do you often feel tired?	2	3	4	4	3	2	3.0
4.	Does your body hurt when you play or exercise?	3	4	4	4	4	2	3.5
5.	Does your body hurt when you run?	3	4	4	4	4	2	3.5
6.	Do you like to climb things?	3	3	4	5	5	4	4.0

INVENTORY STATEMENTS AND EVALUATION RESULTS

4-6

	PHYSICAL ACTIVITY	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	Do you play outdoors a lot?	4	4	5	4	5	4	4.3
2.	Do you play hard twice a week?	4	4	5	4	5	3	4.2
3.	Would you rather get a ride to school than walk or ride your bike?	4	3	5	5	4	3	4.0
4.	Do you often feel tired?	2	3	4	4	4	2	3.2
5.	Does your body hurt when you run?	3	4	4	4	4	3	3.7
6.	Does your body hurt when you play?	3	4	4	4	4	3	3.7
7.	Is playing hard something you do most days?	4	2	4	3	3	2	3.0
8.	Do you like to climb things?	3	3	5	5	5	5	4.3

INVENTORY STATEMENTS AND EVALUATION RESULTS

7-8

	PHYSICAL ACTIVITY	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	I ride my bike, run, or participate in sports.	4	3	5	4	5	3	4.0
2.	I take part in strenuous activities at least twice a week.	4	4	5	4	4	3	4.0
3.	I warm-up before participating in sports.	3	3	5	4	4	3	3.7
4.	When I see others playing, I feel like joining the activity.	4	3	4	4	4	3	3.7
5.	I encourage others to participate with me in vigorous games and activities.	4	2	4	4	4	3	3.5
6.	If my destination is within a few blocks, I prefer to walk rather than ride.	4	2	5	3	4	3	3.5
7.	Physical exercise is part of my life.	4	3	5	4	4	3	3.8

INVENTORY STATEMENTS AND EVALUATION RESULTS

9-12

	PHYSICAL ACTIVITY	RATING BY JURORS A	B	C	D	E	F	MEAN SCORE
1.	I climb stairs rather than using escalators or elevators.	5	3	5	3	5	3	4.0
2.	I regularly ride my bike, run, swim, or walk for exercise.	5	3	5	3	5	4	4.2
3.	I participate in a strenuous physical activity at least twice a week.	5	3	5	4	4	3	4.0
4.	I do some warm-up exercises before doing strenuous exercise.	4	3	5	4	3	3	4.2
5.	I encourage my family to participate in physical activities.	4	2	5	3	4	3	3.5
6.	I have enough energy to get through my daily activities and still feel good in the evening.	4	1	4	3	4	4	3.3
7.	I avoid riding in a car when my destination is within walking distance.	4	3	5	3	4	4	3.8

VITA 2

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Candidate for the Degree of

Doctor of Education

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