



Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) Technical Report 2010

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Background

This report details the methodology for the 2010 Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). The research was undertaken by Ipsos MORI Scotland and was commissioned on behalf of the Scottish Government by Information Services Division (ISD Scotland), National Services Scotland. Previous surveys have been carried out by Child and Adolescent Health Research Unit (CAHRU), The University of Edinburgh (2002 and 2004), BMRB (2006) and Ipsos MORI Scotland (2008).

The 2010 survey is the latest sweep in an important and long established series of national surveys on substance use among young people. These were carried out jointly in England and Scotland between 1982 and 2000, in order to provide national information with which to monitor smoking behaviour (from 1982), drinking behaviour (from 1990) and drug use (from 1998).

Scotland identified a need for local as well as national information and a need for contextual information on other lifestyle, health and social factors, which could not be met by the existing survey arrangements. Since 2002, separate survey arrangements have been made in Scotland and the survey has been known as the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS).

Survey purpose

The series of surveys acts as an official Scottish Government measure of progress towards targets for reducing smoking and drug use and the Scottish Government priority for addressing harmful drinking among young people. Information from the survey supports the needs of the Public Health and Substance Misuse, Drugs and Community Safety and Education Divisions of the Scottish Government in planning and monitoring implementation of policy at a national level.

In 2010, the main purpose of the survey was to continue the series of data to monitor prevalence and trends in smoking, drinking and drug use among young people at Scotland level. In addition, the survey also aimed to provide disaggregation of data at Alcohol and Drug Partnership (ADP), Local Authority and NHS Board level[1]. The local level survey findings have, in the past, been widely used in local areas, for example in the development of ADP Action Plans, in local prevention and education activities and to inform local service planning.

[1] Implementation of national alcohol and drug policies at a local level is the responsibility of ADPs and smoking is primarily addressed by NHS Boards.

SALSUS is also designed to inform policy and practice by providing information on patterns of behaviour in relation to smoking, drinking and drug use; sources of cigarettes, alcohol and drugs; pupils' attitudes to substance use; the attitudes of families and friends to substance use; and contextual information on the relationship between substance use and other lifestyle, health and social factors.

Questionnaire design

In line with the surveys since 2002, the 2010 survey looks at substance misuse in relation to a series of lifestyle and social factors. The topics included in 2010 were very similar to 2008, although some amendments were made. Amendments were made following consultation with users and review by the SALSUS Advisory Group. The differences between the 2010 and the 2008 questionnaires are discussed below.

SMOKING QUESTIONS

In 2010, the following smoking questions were removed from the questionnaire:

- How do you think your family would feel if you started smoking?
- How do you think your family would feel if they knew that you smoked?
- On average, how many cigarettes do you smoke in a week?
- Have you ever been in contact with any of the following for advice on smoking? 'Asked an adult at school', 'Asked family', 'Asked friends', 'Asked someone at a youth/young peoples' project', 'Been to see your family doctor or GP', 'Phoned Smokeline', 'Phoned an NHS smoking helpline (not including Smokeline)', 'Used NHS Stop Smoking Service'.

There were also three new smoking questions added to the survey, namely:

- a question about whether pupils had tried to buy cigarettes in the last 4 weeks and whether or not they had been successful in their attempt
- a question asking pupils to estimate the average price of a packet of 20 cigarettes
- a question asking pupils to name up to 4 brands of cigarettes that they had seen or heard of.

Finally, two of the smoking questions were amended in the 2010 questionnaire. The new category 'Yes, but only outside' was added to the question 'Are you allowed to smoke at home if you want to?' and the new categories 'I ask someone else under the age of 18 to buy me cigarettes/tobacco from a shop', 'I ask an adult I know to buy me cigarettes/tobacco from a shop' and 'I ask an adult I don't know to buy me cigarettes/tobacco from a shop' were added to the question 'Where do you usually get your cigarettes/tobacco from?'.

DRINKING QUESTIONS

The following drinking questions were removed from the survey in 2010:

- How do you think you family would feel if you started drinking?
- In the last 7 days, how much BEER, LAGER and CIDER have you drunk?
- Write in the boxes below the number of pints, half pints, large cans, small cans and bottles of BEER, LAGER and CIDER drunk in the last 7 days.
- Do you usually drink normal strength or strong beer?

Five questions about alcohol consumption were added in 2010. These were:

- In the last 7 days, how much NORMAL strength BEER, LAGER and CIDER have you drunk?
- Write in the boxes below the number of pints, half pints, large cans, small cans and bottles of NORMAL strength BEER, LAGER and CIDER drunk in the last 7 days.
- In the last 7 days, how much STRONG strength BEER, LAGER and CIDER have you drunk?
- Write in the boxes below the number of pints, half pints, large cans, small cans and bottles of STRONG strength BEER, LAGER and CIDER drunk in the last 7 days.
- The last time someone bought you alcohol, who was it?

Amendments were made to several of the alcohol questions in the 2010 survey:

- In the question 'Write in the box below the number of glasses of WINE drunk in the last 7 days' the instruction '*A standard bottle of wine (750ml) contains 6 glasses*' was added.

- In the question 'Write in the box below the number of cans and bottles of ALCOPOPS drunk in the last 7 days' a new category 'Bottles (700ml)' was added
- In the question 'In the past year, as a result of drinking alcohol have you…?' the categories 'visited A&E' and 'Been taken home by the police' were removed. The category 'had an injury that had to be seen by a doctor' was amended to 'had to be seen by a doctor'
- The question 'Have you ever been really drunk?' was amended to read 'Have you ever been drunk?'
- In the question 'If you buy alcohol, where do you usually buy it?', the category 'friends/relatives' was split into two separate categories.

DRUG USE QUESTIONS

Only one drugs question was removed from the 2010 questionnaire:

- Would you know where to go if you wanted to get more information about drugs?

While no new questions were added to the drug use section of the questionnaires, there were some amendments made:

- Several new drugs were added to the list for the questions asking pupils if they had ever been offered or used specific drugs – these were 'Mephedrone', 'BZP', 'GBL/GBH', 'Ketamine' and 'Spice'
- Two new categories were added to the question 'The last time you used drugs, where did you get them from?' – these were 'website' and 'shop'.

SCHOOL QUESTIONS

The following questions about school were removed from the survey in 2010:

- Did school lessons about smoking, alcohol or drugs help you do any of these things?
- How many times have you been excluded?

One new question was added to the schools section of the questionnaire:

- To what extent do you agree or disagree with the following statements? 'My school provides me with the advice and support I need to take

important decisions about… 'Drinking alcohol', 'Taking drugs', 'Smoking', 'Leading a healthy and active lifestyle'

The following question about school was amended:

- The categories 'smoking', 'alcohol' and 'drugs' were removed from the question 'In the last twelve months have you had any lessons, videos/DVDs or discussion in class on the following topics?'

FAMILY STRUCTURE QUESTIONS

The following questions on family structure have been removed from the 2010 questionnaire:

- Which of these best describes your father? 'He has a paid job', 'He is sick, retired or a student', 'He is looking for a job', 'He takes care of others, or is in the home', 'I don't know', 'Don't have or see him'
- Which of these best describes your mother? 'She has a paid job', 'She is sick, retired or a student', 'She is looking for a job', 'She takes care of others, or is in the home', 'I don't know', 'Don't have or see her'.

Pupils are asked who they live with. In previous years this was asked about their main or only home and their second home. In 2010, the questions about their second home were removed.

MENTAL HEALTH QUESTIONS

In addition to the existing Goodman Strengths and Difficulties Questionnaire[2], mental wellbeing was measured using the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS)[3]. WEMWBS provides a psychometrically sound tool for measuring mental wellbeing at a population level. It comprises 14 positively worded statements describing thoughts and feelings relating to aspects of mental wellbeing. For each statement, respondents are asked to indicate, using a five-point scale (from 'none of the time' to 'all of the time'), how often they have

[2] Goodman (1997) Journal of Child Psychology, Psychiatry and Allied Disciplines, 38 (5) 581-586.
[3] The Warwick-Edinburgh Mental Well-being Scale was funded by the Scottish Executive National Programme for improving mental health and well-being, commissioned by NHS Health Scotland, developed by the University of Warwick and the University of Edinburgh, and is jointly owned by NHS Health Scotland, the University of Warwick and the University of Edinburgh.

experienced these over the last two weeks. WEMWBS has been validated for use with children aged 13 to 16 years[4].

Respondents are not, as a rule, classified on the basis of their scores as a diagnostic tool. However, for the purposes of analyses presented in this report, the sample was divided into three groups, on the basis of their combined scores for the constituent items of WEMWBS. The three groups are those with 'above average' mental wellbeing (a WEMWBS score of over one standard deviation above the mean score), those with 'average' mental wellbeing (a WEMWBS score within one standard deviation of the mean) and those with 'below average' mental wellbeing (a WEMWBS score of more than one standard deviation below the mean). This three-fold classification has been created solely for the purposes of analyses presented in this report and is not based on any evidence that an average or below average score is problematic. Indeed, WEMWBS is normally distributed in the population which means that, in a given population, we would expect most people to have average wellbeing.

Fieldwork period

The fieldwork for the survey was conducted between September 2010 and February 2011. While the majority of questionnaires were returned by December, the completion and return of questionnaires was delayed throughout the winter period due to adverse weather conditions and the resulting school closures. For this reason the fieldwork period was extended to maximise the response rate. The fieldwork period was broadly in line with the 2008 and 2006 surveys and surveys in the series prior to 2002. However, it was earlier in the school year than the surveys in 2002 and 2004, which were conducted between February and May and therefore sampled slightly older pupils.

Sample design

In essence the aim of any sampling exercise is to create a subset of the survey population that is as representative as possible of that population. The SALSUS sampling is therefore critical to obtaining reliable estimates of the prevalence of smoking, drinking and drug use among S2 and S4 pupils in Scotland. In order to provide robust estimates of the prevalence of these behaviours and continue to monitor changes and trends, the approach to the SALSUS 2010 sampling

[4] For further details please see http://www.healthscotland.com/scotlands-health/population/Measuring-positive-mental-health.aspx

retained the key features of the multistage sample design adopted in previous years.

The Scottish Government schools database was used as the sampling frame. All state funded, grant-maintained, and independent secondary schools in Scotland were included in the sampling frame. As in previous years, special schools were excluded[5].

As in 2008 the primary sampling unit (PSU) was S2 and S4 classes within each of the schools in the sampling frame. In total, 429 schools with an estimated 127,080 S2 and S4 pupils and an estimated 7,060 classes (3,530 S2 classes and 3,530 S4 classes) remained in the sampling frame.

As the 2010 survey is designed to provide information at an ADP, local authority and health board level, it was decided that the minimum number of pupils sampled for each local authority should be 600. If the number of pupils sampled in each local authority was proportionate to the distribution of S2 and S4 pupils across Scotland, several of the smaller authorities would have fallen short of the target. For this reason, the target sample of 32,000 pupils was disproportionately sampled so that all local authorities could reach this figure[6].

In 2010 Greater Glasgow and Clyde NHS Board approached Ipsos MORI to look at the possibility of boosting samples to include all S2 and S4 pupils in the local authority areas covered by the NHS Board. This would allow schools to receive their own reports, and thereby enable a greater understanding and monitoring of the issues at a more local level. ISD and the Scottish Government agreed to this on a pilot basis. In the event, only two local authorities (East Dunbartonshire and West Dunbartonshire) decided to go ahead with the boost. The remaining local authorities and community health partnerships within Greater Glasgow and Clyde NHS Board had a range of reasons for not boosting through SALSUS, including other local schools surveys which more closely met their needs and resourcing issues.

[5] Special schools have historically been excluded from the survey for a number of reasons. The sampling and administration would be complicated because these schools do not typically have S2 and S4 year group classes. In addition, many pupils would need assistance to complete the questionnaire – this raises issues around confidentiality and the honesty of answers, and it would potentially be a significant burden on staff depending on how many pupils were surveyed in each school. The question of whether to include special schools in the sample will be reviewed ahead of future waves of the survey.

[6] The Orkney Islands fell slightly short of the 600 pupil target due to insufficient pupil numbers.

With the additional pupils added from these two local authorities, the target sample was 35,000 in total (the disproportionate sample sizes from different local authorities were taken into account by the weighting strategy).

The main variable influencing the number of schools required and the number of classes per school is the school participation rate. It was assumed that the response rate would be similar, or slightly lower, to that achieved in 2008. Therefore, in local authorities with relatively low school response rates in 2008, proportionately more schools were selected. For example, if we estimated that 40 classes were required from local authority A (80% school participation rate in 2008) and 40 classes were required from local authority B (60% school participation rate in 2008), we would sample 50 classes from local authority A and 67 classes from local authority B. Within the broad confines of the design, this approach maximises the precision of the survey estimates by minimising the need for post-survey corrective weighting of the local authority samples.

The sample was stratified by local authority, and within each local authority area, by school type (state school or independent school), then by year group (S2 or S4). A sampling fraction was calculated for each local authority. This varied depending on the number of pupils targeted in each local authority, and the number of classes selected within each school depended upon the number of pupils, an estimate of average class size, and the 2008 local authority response rate. The same assumptions as in 2008 were used for class size – that average state school class size is 24 and average independent school class size is 17. The final level of stratification was by year group (S2 or S4), with the sampled classes being split 50/50 between the two school years.

A spreadsheet was created, which (effectively) listed every S2 and S4 class within each local authority, for example:

school A class 1

school A class 2

school A class 3

school A class 4

school B class 1

school B class 2

school C class 1

school C class 2

school C class 3

school C class 4

school C class 5

school C class 6

school D class 1

etc.

Although the exact number of classes in each school was not known, an estimate was made based on the total number of S2 and S4 pupils in the local authority and the size of the school. A random starting point was selected, then the sampling fraction was used to select the required number of classes within each local authority. At this stage the names of classes were not known, so the result was a list of schools which had one or more of its classes selected, and the number of S2 classes and S4 classes selected within each of these schools.

Contact had to be made with the relevant schools to obtain permission for the selected class(es) to participate. The final stage in the sampling process took place after relevant schools had agreed to take part. Interviewers telephoned schools to ascertain the number of S2 and S4 classes within the school. Classes were noted down in either numerical or alphabetical order, depending on how the school named them, e.g. 4A, 4B, 4C etc. or 2 'Ben Loyal', 2 'Ben Nevis', 2 'Suilven' etc. For each school, the Computer Assisted Telephone Interviewing program randomly selected which classes to invite to participate. This ensured that the whole selection process was purely random.

Access and consent

To obtain permission to contact schools, ISD Scotland sent an opt-out letter to the Director of Education in each local authority and to the Scottish Council of Independent Schools. The letter explained the purpose of the survey and what would be required from participating schools. There were no opt-outs.

Headteachers were then approached by telephone to find out if they were willing for their school to take part. After initial permission had been granted, a liaison contact was established. This contact was responsible for listing the number of S2 and S4 classes within the school so that classes were then selected randomly. They were also responsible for overseeing the administration and return of the surveys in their schools and received an instruction pack (Appendix A) to assist

them. In addition, they received copies of instructions for administering the questionnaire to distribute to the teachers involved (Appendix B).

Procedures were in place to ensure that pupils who took part did so on the basis of informed consent from themselves and their parents. Around a week prior to the survey being administered parents were sent letters explaining the purpose of the survey and the topics covered in the questionnaire (Appendix C). They were provided with slips to return to the school if they did not wish their child to take part. A week prior to the survey, pupils were also given information sheets which explained the purpose of the survey and the topics covered (Appendix D). The information sheet explained that they did not have to take part if they did not wish to. In addition, immediately before the questionnaire was completed, teachers were asked to remind pupils that "… you do not have to complete this questionnaire if you do not want to. If there are any particular questions that you do not want to answer, you do not have to answer them."

Administration of the survey

The pupils completed the paper questionnaire within class time, in a mixed ability class period such as Personal and Social Education (PSE) or Personal Health and Social Education (PHSE). Teachers were instructed to administer the questionnaires under 'exam' conditions to try to encourage honest answering. To reassure them of confidentiality, pupils were provided with sealable envelopes for their completed questionnaires and were instructed not to write their names anywhere on the questionnaire or envelope. The sealed envelopes were then handed back to the teacher. Couriers collected the boxes of completed questionnaires from the schools and delivered them to Ipsos MORI.

Schools were strongly encouraged to follow up on pupils who were absent on the day their class completed the questionnaires and to ensure that pupils who completed the questionnaire at a later date did so under the same 'exam' conditions as pupils in the main session. The main difference was that the pupils were given a reply paid envelope to return the questionnaire themselves. This was important because pupils completing the questionnaire on their own, or in a small group, would not have the same reassurance that their response was anonymous and would simply be added to a pile of other sealed envelopes. Teachers were asked to give pupils the reply paid envelope at the same time as the questionnaire and to explain at the outset that they should put it in the post

themselves – reassurances given afterwards would be too late to affect the quality of the data collected.

Response rates

In total, 302 of the 405[7] schools with sampled classes took part in the survey, giving a school response rate of 75%. The class response rate was 68%, 1,851 classes out of the original sample of 2,708. Overall 37,307[8] pupils completed the questionnaire, exceeding the target sample of 35,000. Based on the class response forms sent out to participating schools, this equates to a pupil response rate of 91%.

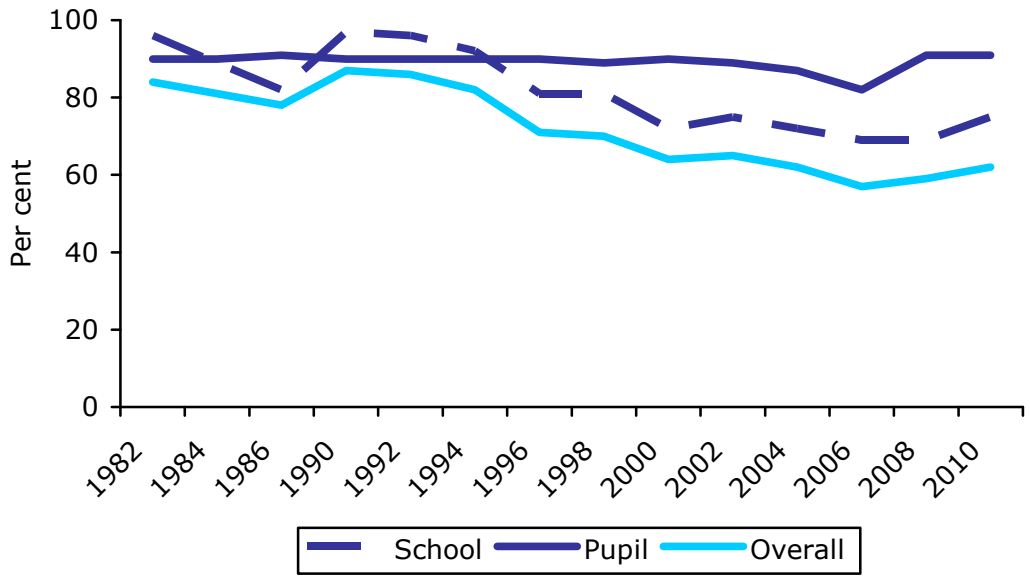
The overall response rate was 62% and was calculated as the product of the class and pupil response rate, in line with 2002, 2004 and 2008. In 2006, the overall response rate was calculated from the school and pupil response rate (**Table 1 and Figure 1**).

Table 1: Response rates for SALSUS and predecessors: 1982-2010

	Survey Year													
	1982 %	1984 %	1986 %	1990 %	1992 %	1994 %	1996 %	1998 %	2000 %	2002 %	2004 %	2006 %	2008 %	2010 %
School	96	89	82	97	96	92	81	81	72	75	72	69	69	75
Class										73	71		65	68
Pupil	90	90	91	90	90	90	90	89	90	89	87	82	91	91
Overall	84	81	78	87	86	82	71	70	64	65	62	57	59	62

[7] 8 schools were excluded from the initial sample of 413 schools on the basis that they did not have any pupils in the year group we requested.
[8] A small number of questionnaires were received after the deadline for submission but these were not included in the analysis or in the response rate calculations.

Figure 1: Response rates for SALSUS and predecessors: 1982-2010



Source ONS 1982-1998; NCSR 2000; SALSUS 2002-2010

Note: In 2002, 2004, 2008 and 2010 the overall response rate was calculated as the product of the class and pupil response rates.

School response rates had been dropping since 2002 (in line with most other school-based surveys). However, in 2010 this trend has been reversed and the school response rate is back to the 2002 level. An increase in the class response rate means that the overall response rate has also increased slightly, bringing it in line with 2004.

Non-response

Most surveys are subject to possible bias due to non-response. Within this survey there were several possible opportunities for non-response to occur.

School Non-Response

First, there is school non-response. The overall school response rate was 75%. This varied greatly between local authorities, ranging from 25% to 100%. The extent to which school non-response leads to bias in the survey results will depend on the extent to which this leads to a systematic under-representation of schools with particular features, where those features are linked with the variables the survey measures. As can be seen from **Table 2** below, the sample was representative in terms of school denomination and area type. However,

there was some under-representation of independent schools (3% in the sample, compared with 6% of the population). While such a small proportion of pupils overall is unlikely to have an impact on the survey results, this has been accounted for in the weighting strategy to ensure that all groups are adequately represented. There did not seem to be any other obvious differences between the schools which participated and those which did not (e.g. size of school). However, there may be other differences. For example, it may be that schools which place a higher priority on substance use education may be more likely to take part. It would be very difficult to quantify these differences and the effect they may have. Schools which place a higher priority on substance use education may do so because it is more of problem among their pupils – in which case the survey results may be biased by over-representing pupils who use substances. Alternatively, if the education is effective, the survey results may be biased by under-representing pupils who use substances.

Table 2: Comparison of sample profile with pupil census information

	2010 Unweighted Sample %	2010 Pupil Census %
Sex		
Boys	51	50
Girls	49	50
Year		
S2	52	50
S4	48	50
School type		
State	97	94
Independent	3	6
Denomination		
Catholic	84	83
Non denominational	16	17
Area Type		
Urban	66	67
Small Town	13	13
Rural	21	20

Pupil Non-Response

Pupil non-response within classes resulted from illness on the day of the survey, other absence (this could be authorised or unauthorised) or refusal (either from the pupil or the parent). In order to maximise the response from pupils and to

limit any bias, teachers were asked to administer questionnaires for absent pupils at a later date. This led to a very high pupil response rate of 91%, minimising any effects of pupil non-response. **Table 2** above shows the sex and year group of pupils within the sample. The sample closely matched the pupil census information.

Item Non-Response

Item non-response, whereby respondents do not answer some questions, is a feature of self-completion methodologies. If the item non-response is systematic in any way, i.e. if there is a reason why some groups of respondents are less likely than others to answer a particular question, there is the potential for bias in the results. The level of item non-response in the survey was generally low. Of 98 questions in the survey, just 6 had levels of non-response of 10% or more. Therefore, item non-response is unlikely to have greatly affected the results. It is particularly unlikely to have had an impact on trends as it is safe to assume that the same pattern of item non-response will have existed across the years.

The percentages shown below are the percentage of pupils who should have answered the question who did not respond to each item. For example, at Question 20a, of the 37,307 pupils who should have answered, 23% did not give a response to the item on how much they thought a packet of twenty cigarettes cost.

Items with non-response of 10% or more

Q13 – How many cigarettes did you smoke on each day in the last 7 days, ending yesterday?
Base: all who smoke (4600)
Monday – 11% non-response (n.r.) to this item
Tuesday – 12% n.r.
Wednesday – 12% n.r.
Thursday – 12% n.r.
Friday – 12% n.r.
Saturday – 12% n.r.
Sunday – 13% n.r.

Q20a – And how much does a packet of twenty cigarettes cost?
Base: all (37307)
23% n.r.

Q20b – Please write in the space below the names of up to four makes or brands of cigarettes you have either seen or heard.
Base: all (37307)
25% n.r.

Q23 - Which (if any) of the following people smoke?
Base: all (37307)
Brother – 16% n.r.
Sister – 16% n.r.
Girlfriend/boyfriend – 20% n.r.
Best friend – 10% n.r.

Q68 – Have you ever been offered any of the following drugs?
Base: all (37307)
Other drugs that would not be given to you by a doctor or a chemist – 16% n.r.

Strengths and Difficulties Questionnaire
Base: all (37307)
I often volunteer to help others (parents, teachers, children) – 10% n.r.
I get on better with adults than with people my own age – 10% n.r.
I finish the work I am doing. My attention is good – 10% n.r.

Weighting

There were two main factors to take into account when applying weights to the 2010 SALSUS dataset. The first is to compensate for the impact of the sample design on the probability of selection - design weights. In the case of SALSUS 2010, the aspects of the sample design that had an impact on the probability of selection were; the oversampling of smaller local authorities[9], the boost samples for East and West Dunbartonshire[10] and using classes, rather than pupils, as the sampling unit.

The second reason for weighting is to correct for any under/over representation of different groups of pupils as a result of non-response – corrective weights. While there were different motivations for applying weights to the sample, the different considerations were combined to create a single weighting variable which brings the sample in line with pupil census data both at a national and a local authority level.

The weighting procedure consisted of two stages. First, design weights were applied to correct for oversampling small local authorities and the boost samples for East and West Dunbartonshire. This meant that the data from each local authority was weighted so that its contribution to the total sample was proportionate to its S2 and S4 pupil population. Second, rim weights were applied at a local authority level, compensating for the use of classes, rather than pupils, as the sampling unit and correcting for the impact of non-response within particular pupil sub-groups. Rim weighting was applied for the following variables:

- Sex
- Year group
- Sector (state/independent)
- Denomination (non-denomination/catholic)
- Urban/rural classification.

Denomination and urban/rural classification only applied to state schools as there was no information available for independent schools.

[9] This was done to ensure that there was a minimum number of pupils in each local authority to allow analysis at a local level. For more details please see the section on sample design on page 6.
[10] For more details please see the section on sample design on page 6.

The rim weighting was conducted using grossing weights which were then scaled back to align the pupil numbers in the weighted and unweighted data.

Precision of results and measurement of change

Survey respondents represent only a sample of the total population of 13 and 15 year old pupils in Scotland, and results are therefore subject to sampling error. This means that observed differences between sub-groups may have occurred by chance. Throughout the report only differences that are statistically significant, where we can be 95% confident that such a difference has not occurred by chance ($p<0.05$), are commented upon.

The sampling error is the amount by which the value of a sample estimate for a particular parameter is expected to differ from its true unknown value. The formula for calculating the sampling error (SE) of a simple random sample is:

$$SE=\sqrt{\frac{p*(1-p)}{n}}$$ where p = the estimate of the parameter and n=sample size.

The formula for calculating the sampling error for the differences between two estimators (p1 and p2) derived from two independent samples (assuming a simple random sample) is:

$$SE=\sqrt{\left(\frac{p1(100-p1)}{n1}\right)+\left(\frac{p2(100-p2)}{n2}\right)}$$

Rather than using a simple random sample, whole classes were sampled within the schools which agree to participate. Therefore, classes are clustered within those schools, and pupils are clustered within those classes. Pupils within the same class and within the same school are more likely to be similar to each other, and therefore values cannot be assumed to be independent of one another. Further details on the calculation of standard errors and design effects are provided below.

It is important to recognise that sampling error is only one of the sources of error which affect the accuracy of survey results. Other sources of error that affect the accuracy of survey results include response bias and over/under reporting, both of which are difficult to quantify.

Calculating standard errors and design effects

The sample design of the Scottish Schools Adolescent Lifestyle and Substance Use Survey is complex, involving stratification by local authority and school type (state or independent) as well as clustering within schools. Clustering reduces the precision of estimates compared with a simple random sample (SRS), whereas stratification can increase precision. Weighting can also reduce the precision of estimates. The extent to which precision is modified by the sample design is known as the Design Effect (Deff). The Design Effect for a particular variable is effectively the ratio of:

$$\frac{\textit{Variance taking into account Complex design and Non-response}}{\textit{Variance based on SRS design}}$$

The Design Factor (Deft) is the square root of the Design Effect. A Design Effect (and therefore Design Factor) greater than 1.0 indicates a confidence interval wider than it would be with simple random sampling, meaning that the precision of estimates is reduced. A Design Effect less than 1.0 indicates a narrower confidence interval and greater precision.

There are a number of techniques that can be used to calculate the variance, standard errors and Defts of our survey estimates. The three most common techniques are Linearization (Taylor series method), Balanced Repeated Replication (BRR) and Jackknife Repeated Replication (JRR). All three of these techniques have been found to provide very similar results when using large sample sizes. In order to be consistent, we have used the Taylor series method to calculate the variance of our estimates. This is referred to as the propagation of variance by Kish, and was the method used in 2006 and 2008.

In 2010, the statistical software package SPSS was used to calculate these estimates.

Thirty-eight strata were included for the calculation of standard errors and Defts, one for each combination of local authority and school type (state or independent sector). For six local authorities: Dundee City, East Renfrewshire, Fife, South Ayrshire and Stirling, the variance between clusters could not be calculated for independent schools because there was only one independent school sampled in

each of these local authorities. The independent schools in these six local authorities were combined into one stratum to calculate sampling errors and Defts. There were 1,851 clusters used in the calculations, one for each class that participated in the survey.

Tables 3 to 8 show six key variables from the survey with their 95% confidence intervals, linearised standard errors (i.e. sampling error) and Defts. The variables are the proportion of pupils: who are regular smokers, who drink alcohol at least once a week, who drank alcohol in the last week, who have ever used drugs, who have used drugs in the last year, and who have used drugs in the last month. All of the Defts reported are greater than 1.0, which is to be expected in a sample design involving clustering. For example, the Deft for 13 year old boys who have used drugs in the last month is 1.31, indicating that the confidence interval is 1.31 times wider than it would be with a simple random sample (**Table 8**).

In comparison with 2008, the standard errors in 2010 were approximately half as large, as would be expected with a much larger sample[11]. When comparing the 2010 key variables with the 2008 key variables, we have applied significance tests based on the 'pooled standard error' for each variable (a weighted sum of the true standard errors[12] for each year). **Table 9** shows the six key variables for 2008 and 2010, with the true standard errors for each year and whether or not the difference is significant at the 5% significance level.

It should be noted that when comparisons *other* than the 2008 and 2010 comparisons for these six variables are discussed in the report, the significance tests are at the 5% level, assuming a simple random sample. They do not therefore take into account the complex design of the survey, and so are more likely to find significant differences where there would not be if we took account of the sample design. This applies to sub-group comparisons in 2010 (such as girls compared with boys) and to comparisons of the 2008 and 2010 results for other variables.

[11] The 2010 survey was designed to provide data at ADP, Local Authority and Health Board level as well as at a Scotland level. In 2008, the survey was designed to provide data at a Scotland level only and therefore had a much smaller sample.
[12] i.e. the standard errors taking into account the Design Effects

Table 3: Linearised standard errors and 95% confidence intervals for the proportion of pupils who are regular smokers, by age and gender: Scotland 2010

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI Lower CI	Binomial Wald 95% CI Upper CI	Defts
13 year olds						
Boys	9610	2.82%	0.243	2.4%	3.3%	1.41
Girls	9394	3.25%	0.233	2.8%	3.7%	1.25
15 year olds						
Boys	9016	11.41%	0.445	10.6%	12.3%	1.36
Girls	8685	13.98%	0.503	13.0%	15.0%	1.38

Table 4: Linearised standard errors and 95% confidence intervals for the proportion of pupils who drink alcohol at least once a week, by age and gender: Scotland 2010

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI Lower CI	Binomial Wald 95% CI Upper CI	Defts
13 year olds						
Boys	9724	5.56%	0.323	5.0%	6.2%	1.36
Girls	9480	5.39%	0.346	4.7%	6.1%	1.46
15 year olds						
Boys	9080	20.71%	0.525	19.7%	21.8%	1.27
Girls	8712	19.92%	0.541	18.9%	21.0%	1.29

Table 5: Linearised standard errors and 95% confidence intervals for the proportion of pupils who drank alcohol in the last week, by age and gender: Scotland 2010

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI Lower CI	Binomial Wald 95% CI Upper CI	Defts
13 year olds						
Boys	9715	14.77%	0.461	13.9%	15.7%	1.25
Girls	9469	13.60%	0.524	12.6%	14.7%	1.45
15 year olds						
Boys	9085	34.54%	0.642	33.3%	35.8%	1.32
Girls	8718	33.92%	0.667	32.6%	35.2%	1.34

Table 6: Linearised standard errors and 95% confidence intervals for the proportion of pupils who have ever used drugs, by age and gender: Scotland 2010

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI Lower CI	Binomial Wald 95% CI Upper CI	Defts
13 year olds						
Boys	9586	5.76%	0.314	5.2%	6.4%	1.29
Girls	9375	4.81%	0.309	4.2%	5.5%	1.37
15 year olds						
Boys	8907	23.64%	0.609	22.5%	24.9%	1.39
Girls	8593	18.41%	0.571	17.3%	19.6%	1.40

Table 7: Linearised standard errors and 95% confidence intervals for the proportion of pupils who have used drugs in the last year, by age and gender: Scotland 2010

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI Lower CI	Binomial Wald 95% CI Upper CI	Defts
13 year olds						
Boys	9586	4.46%	0.269	4.0%	5.0%	1.25
Girls	9375	3.86%	0.263	3.4%	4.4%	1.29
15 year olds						
Boys	8907	20.63%	0.576	19.5%	21.8%	1.38
Girls	8593	16.32%	0.528	15.3%	17.4%	1.35

Table 8: Linearised standard errors and 95% confidence intervals for the proportion of pupils who have used drugs in the last month, by age and gender: Scotland 2010

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI Lower CI	Binomial Wald 95% CI Upper CI	Defts
13 year olds						
Boys	9586	2.95%	0.232	2.5%	3.4%	1.31
Girls	9375	2.48%	0.208	2.1%	2.9%	1.27
15 year olds						
Boys	8907	13.61%	0.494	12.7%	14.6%	1.39
Girls	8593	9.12%	0.416	8.3%	10.0%	1.37

Table 9: Statistical significance of comparisons between 2008 and 2010 results for key variables

	2010 SALSUS			2008 SALSUS					
	%	True standard error	Sample size	%	True standard error	Sample size	T test (2 sided)	P – Value	Significant at the 5% level?
Regular smokers									
13 yr old boys	2.8	0.243	9610	3.3	0.405	2631	1.630	0.103	No
13 yr old girls	3.2	0.233	9394	4.3	0.477	2683	3.653	0.000	Yes
15 yr old boys	11.4	0.445	9016	14.2	0.937	2296	5.138	0.000	Yes
15 yr old girls	14.0	0.503	8685	16.2	1.110	2329	3.452	0.001	Yes
Drink at least once a week									
13 yr old boys	5.6	0.323	9724	8.4	0.590	2655	7.435	0.000	Yes
13 yr old girls	5.4	0.346	9480	8.1	0.652	2710	6.585	0.000	Yes
15 yr old boys	20.7	0.525	9080	25.5	1.183	2310	7.219	0.000	Yes
15 yr old girls	19.9	0.541	8712	24.4	1.036	2337	6.954	0.000	Yes
Drank last week									
13 yr old boys	14.8	0.461	9715	10.7	0.725	2604	7.930	0.000	Yes
13 yr old girls	13.6	0.524	9469	12.0	0.754	2665	2.767	0.006	Yes
15 yr old boys	34.5	0.642	9085	31.2	1.295	2269	4.360	0.000	Yes
15 yr old girls	33.9	0.667	8718	30.6	1.277	2320	4.131	0.000	Yes
Taken drugs in last month									
13 yr old boys	2.9	0.232	9586	3.2	0.383	2647	0.897	0.370	No
13 yr old girls	2.5	0.208	9375	3.4	0.444	2701	3.480	0.001	Yes
15 yr old boys	13.6	0.494	8907	14.3	0.891	2300	1.190	0.234	No
15 yr old girls	9.1	0.416	8593	11.4	0.860	2334	4.418	0.000	Yes
Taken drugs in last year									
13 yr old boys	4.5	0.269	9586	5.3	0.502	2647	2.767	0.006	Yes
13 yr old girls	3.9	0.263	9375	4.6	0.487	2701	2.461	0.014	Yes
15 yr old boys	20.6	0.576	8907	21.7	1.051	2300	1.520	0.129	No
15 yr old girls	16.3	0.528	8593	18.8	1.011	2334	3.887	0.000	Yes
Ever taken drugs									
13 yr old boys	5.8	0.314	9586	7.3	0.586	2647	4.114	0.000	Yes
13 yr old girls	4.8	0.309	9375	5.7	0.518	2701	2.492	0.013	Yes
15 yr old boys	23.6	0.609	8907	25.1	1.111	2300	2.056	0.040	Yes
15 yr old girls	18.4	0.571	8593	21.7	1.044	2334	4.919	0.000	Yes

Comparisons with previous data

The age range in 2010 was slightly older than 2008 due to a higher proportion of completions towards the later end of the survey period. However, the 2002 and 2004 cohorts were older than 2006, 2008 and 2010 due to the later fieldwork period. It is important to bear this in mind when analysing long term trends as the previous surveys show that age plays an important role in the incidence of smoking, drinking and drug use (**Table 10**).

Table 10: Age profile comparison between 2008 and 2010

Age group	Survey Year	
	2008 %	2010 %
12 year olds	10	5
13 year olds	42	42
14 year olds	9	8
15 year olds	38	43
16 year olds	1	2

As the surveys prior to 2002 were completed by pupils aged 11-15, comparisons need to be made with age groups rather than year groups. Where comparisons with earlier surveys are made, therefore, S2 and S4 pupils from SALSUS 2010 are compared with 13 year olds and 15 year olds respectively. For simplicity, S2 pupils are referred to as '13 year olds' and S4 pupils referred to as '15 year olds' throughout the report.

Data processing

This section covers the procedures used during the data processing stage. For variables that had to be derived from responses to questions, more detailed explanations are provided.

THE DATA SPECIFICATION

Appendix F contains the full data specification that was followed in the data processing. Along with the question number and variable name, it shows the base for each question and rules that were applied when editing the data, for example, how missing values were treated and what happened when pupils did not follow the survey routing correctly.

SPECIFICATION OF KEY DERIVED VARIABLES

SCOTTISH INDEX OF MULTIPLE DEPRIVATION AND URBAN/RURAL CLASSIFICATION

The Scottish Index of Multiple Deprivation (SIMD)[13] is a scale used to determine the relative deprivation of small areas across Scotland. An aggregate score is reached by combining 38 indicators from 7 domains: current income; employment; health; education, skills and training; housing; geographic access to services; and crime. Postcodes were collected from pupils to establish the SIMD rank of the areas they lived in using the 2009 version. This was reported in quintiles with 1 being the 20% most deprived areas and 5 being the 20% least deprived areas.

Overall, 27% of pupils (n=10,045) who returned questionnaires did not provide information on their postcode or gave incomplete postcode information. Complete postcode information is important because it is used to obtain scores for the Scottish Index of Multiple Deprivation. Due to the high number of pupils with missing postcode information, missing postcodes were imputed by sorting the data by class within schools. If a postcode was missing, the postcode of the preceding person was copied, provided they were in the same class. This allowed all pupils to be included in the SIMD analysis.

Had imputation not been conducted on postcodes, a large number of pupils in the most deprived areas would have been excluded from the deprivation analysis,

[13]Scottish Index of Multiple Deprivation, 2009: General Report. http://www.scotland.gov.uk/Resource/Doc/933/0115249.pdf

leaving small base sizes. The fact that base sizes are increased as a result of the imputation reduces the chance of a Type II error[14].

MENTAL HEALTH

The Goodman Strengths and Difficulties Questionnaire (SDQ) was used in 2006 and 2008 to explore the relationship between substance use and mental health and this was repeated in 2010. The 'Strengths and Difficulties Questionnaire' was designed by Robert Goodman (1997) and is widely used by researchers, clinicians and education professionals. The questionnaire comprises 25 items that are grouped into 5 scales, with each scale including 5 questions. The scales are:

- emotional symptoms (5 items)
- conduct problems (5 items)
- hyperactivity/inattention (5 items)
- peer relationship problems (5 items)
- pro-social behaviour (5 items)

Information on how to score the self-completed SDQ was obtained from the website http://www.sdqinfo.com, a site referenced by Goodman et al[15]. For each item in each of the five scales, the value of the responses 'Not true,' 'Somewhat true,' and 'Certainly true' are assigned a value from 0 to 2. Depending on whether each item represents a positive or negative behaviour, the direction of the scale from 'Not true' to 'Certainly true' used either ranges from 0 to 2 or 2 to 0 (see **Table 11** for details on each item). A total score of 0 through 10 is possible for each of the five scales, because each contain five items with possible score from 0 to 2.

[14] A Type II error is the error of failing to reject a null hypothesis when it is in fact not true. In other words, this is the error of failing to observe a difference when in truth there is one.

[15] Goodman (1997) Journal of Child Psychology, Psychiatry and Allied Disciplines, 38 (5) 581-586

Table 11: Values assigned to each item in each scale of the SDQ

	Variable name	Not True	Somewhat True	Certainly True
Emotional Symptoms Scale				
I get a lot of headaches, stomach aches or sickness	somatic	0	1	2
I worry a lot	worries	0	1	2
I am often unhappy, downhearted or tearful	unhappy	0	1	2
I am nervous in new situations. I easily lose confidence	clingy	0	1	2
I have many fears, I am easily scared	afraid	0	1	2
Conduct Problems Scale				
I get very angry and often lose my temper	tantrum	0	1	2
I usually do as I am told	obeys	2	1	0
I fight a lot. I can make other people do what I want	fights	0	1	2
I am often accused of lying or cheating	lies	0	1	2
I take things that are not mine from home, school or elsewhere	steals	0	1	2
Hyperactivity Scale				
I am restless. I cannot stay still for long	restles	0	1	2
I am constantly fidgeting or squirming	fidgety	0	1	2
I am easily distracted. I find it difficult to concentrate	distrac	0	1	2
I think before I do things	reflect	2	1	0
I finish the work I am doing. My attention is good	attends	2	1	0
Peer Problems Scale				
I am usually on my own. I generally play alone or keep to myself	loner	0	1	2
I have one good friend or more	friend	2	1	0
Other people my age generally like me	popular	2	1	0
Other children or young people pick on me or bully me	bullied	0	1	2
I get on better with adults than with people my own age	oldbest	0	1	2
Pro-social Scale				
I try to be nice to other people. I care about their feelings	consid	0	1	2
I usually share with others (food, games, pens etc.)	shares	0	1	2
I am helpful if someone is hurt, upset or feeling ill	caring	0	1	2
I am kind to younger children	kind	0	1	2
I often volunteer to help others (parents, teachers, children)	helpout	0	1	2

Overall scores were calculated for each of the five scales by summing the scores for all items within each scale. Total Difficulties scores were also calculated as an overall measure of psychiatric health by summing the scores for Emotional Symptoms, Conduct Problems, Hyperactivity and Peer Problems, but excluding scores for Pro-social Behaviour. The range of possible Total Difficulties scores ranges from 0 through 40.

Pupils who did not answer one or more of the 25 SDQ items were excluded from the calculation of scores at varying levels. For example, if a pupil did not answer one of the five items on Emotional Symptoms, an Emotional Symptoms score could not be calculated for that pupil. This same pupil may have answered all of the items in the Conduct Problems scales, and in this case, would have a Conduct Problems score. Total Difficulties scores were only calculated for pupils who had scores for each of the 4 components in the Total Difficulties score.

Scores for each of the five scales and the Total Difficulties score were grouped into categories of Normal, Borderline, and Abnormal (**Table 12**). These groupings are used in psychiatry to aid in identification of pupils who are likely to have mental health disorders. Approximately 10% of children tend to score in the abnormal band on any given score, with a further 10% scoring in the borderline band.

Table 12: Strengths and difficulties scoring

Score	Category		
	Normal	Borderline	Abnormal
Total difficulties score	0-15	16-19	20-40
Emotional symptoms	0-5	6	7-10
Conduct problems	0-3	4	5-10
Hyperactivity/inattention	0-5	6	7-10
Peer relationship problems	0-3	4-5	6-10
Pro-social behaviour	6-10	5	0-4

FAMILY STRUCTURE

A variable on family structure (famstat) was computed for inclusion in a small number of tables in the Main Report. This variable represents pupils' family structures in their main home only, and does not include information about a second home, if one exists. In the family structure variable, pupils with a 'single

parent' live with their own mother or father, pupils with a 'step-parent' live with one of their own parents and one step-parent, pupils with 'both parents' live with both of their own parents, and pupils with an 'other' family structure do not live with either of their own parents and may live with foster parents, grandparents, older siblings, in a residential care home, or with other family members not represented. There were 838 pupils for whom there was no reported family information. These pupils have been excluded from analysis involving the family structure variable.

CLASSIFICATION OF SMOKING STATUS

Pupils were classified as 'regular smokers' (defined as usually smoking at least one cigarette a week), 'occasional smokers' (defined as currently smoking but less than one cigarette a week) or 'non-smokers' (pupils who had never smoked or who were not current smokers) using a variable (smokstat) derived from Question 8 of the questionnaire.

As not all pupils responded to Question 8, it was not possible to classify all pupils as regular smokers, occasional smokers or non-smokers. Consequently, pupils who could not be classified using Question 8 were excluded from all tables in Section 2 of the Main Report that use smoking status as an investigatory variable. However, the pupils with unknown smoking status are included in the 'all pupils' category.

CLASSIFICATION OF PARENTS' AND SIBLINGS' SMOKING STATUS

Parents' smoking status was derived from responses to Question 21 and used in Tables 2.26 and 2.27 of the Main Report. The variable 'parsmoke' includes pupils whose parents do not smoke at all, who have at least one parent who smokes daily, and those who do not see either parent. The variable has a high number of missing values because pupils who say their parents (or one parent) smoke occasionally are excluded, as are pupils who do not know the smoking status of their parents.

Whether or not pupils' siblings smoke was also derived from Question 21 and used in Table 2.28 of the Main Report. This variable, 'sibsmoke' was derived in the same way as 'parsmoke,' and thus has the same limitations of not including information on pupils whose siblings smoke occasionally or pupils who do not know their siblings' smoking status.

CALCULATION OF ALCOHOL UNITS

Pupils who reported drinking in the week before the survey were asked to report whether they had drunk any of the following types of drinks in the last 7 days:

- Normal strength beer, lager or cider
- Strong beer, lager or cider
- Shandy
- Wine
- Fortified/dessert/tonic wine
- Martini or sherry
- Spirits and liqueurs
- Alcopops or pre-mixed alcoholic drinks.

For each type of alcoholic drink reported, pupils were asked to record the number of pints/half pints/bottles/cans/glasses they had consumed and their answers were converted into units to provide a standard measure of alcohol consumption.

The survey series used the same conversion factors from the introduction of the alcohol questions in 1990 until 2006. However, it became clear that the assumptions on which these factors were based no longer held true for all alcoholic beverages. In addition to the introduction of new types of drinks (such as alcopops and pre-mixed alcoholic drinks), the alcohol content of some drinks had increased since the conversion factors were first introduced, most notably in beer/lager/cider and wine. For example, the previous factors worked on the assumption that wine has alcohol by volume (ABV) content of 9%, however, it is more common now for wines to be in the range of 11.5% to 14.5%. It was suggested therefore that the level of units measured in surveys such as this may be an underestimate and new conversion factors have been produced as a result[16 and 17]. In 2008, the SALSUS series began applying the new conversion factors and this has continued in 2010. This is in line with the Scottish Health Survey which began using the new conversion factors in 2008. These are shown in **Table 13** below.

[16] Goddard E., *Estimating alcohol consumption from survey data: updated method of converting volumes to units*. National Statistics Methodological Series No. 37. Office for National Statistics 2007.
[17] The new conversion factors also take into account an increase in the measures of wine typically served in licensed premises. However, this is of less relevance to pupils who tend not to drink wine in licensed premises.

While these new conversion factors provide a more accurate estimate of pupils' alcohol unit intake, it was felt that it was also important to preserve the trend information that has been built up since 1990. Therefore, alcohol intake was also calculated using the old conversion factors.

Due to the increase in the number of units allotted to different quantities/types of alcohol in the new conversion factors, total units of alcohol calculated using the new conversion factors are higher than the total units calculated using the old conversion factors. Using both conversion factors, there were a few outliers of pupils who reported they had consumed very large amounts of alcohol in the week prior to the survey. Any pupil who reported having consumed more than 155 units of alcohol in total was excluded from the calculation of the mean units of alcohol reported in Tables 3.7 and 3.8 of the Main Report, on the basis that this level of consumption was very unlikely and probably due to over-reporting. The same cut-off was used in 2006 and 2008.

Using the old conversion factors, 163 pupils were excluded from analysis because they reported drinking more than 155 units of alcohol in the last week. One hundred and eighty-four pupils were excluded due to having total units above the threshold of 155 per week using the new conversion factors.

Table 13: Conversion factors for each type of drink into units of alcohol

Type of drink	Measure	Units of alcohol (new conversion factors)
Normal beer, lager or cider	Pint	2
	Half pint	1
	Large can	2
	Small can or bottle	1.5
	Less than half a pint	0.5
Strong beer, lager or cider	Pint	3
	Half pint	1.5
	Large can	3
	Small can or bottle	2.25
	Less than half a pint	0.75
Shandy	Pint	1
	Large can	0.75
	Half pint, small can or bottle	0.5
	Less than half a pint	0.25
Wine	Glasses	2
	Less than a glass	1
Fortified wine or spirits	Glasses	1
	Less than a glass	0.5
Alcopops	Can or bottle	1.5
	Less than a bottle	0.75

SEMERON

A bogus drug 'semeron' was included in the list of drugs presented in questions 68 and 70 in the questionnaire. A variable was derived using Question 70 to capture whether or not pupils had taken any drugs in the last month, in the last year, more than a year ago or never. This derived variable (takedrug) is used in many of the tables in Section 4 of the Main Report.

The analysis was set up to exclude pupils who reported that the only drug they had ever used was semeron from tables that report on the use of *any* drugs. This included all tables in Section 4 of the main report with the exception of Tables 4.3, 4.5, and 4.6, which report on all drugs in Question 70. Only one pupil reported using semeron and no other drugs.

Pupils who claimed to have taken semeron but also reported taking other drugs were included in the analysis.

A variable was also derived to capture whether or not pupils have ever been offered any drugs listed in Question 68. There were only five pupils who reported having been offered semeron but no other drug. As in 2008, these pupils were included in this variable and their responses are reflected in Tables 4.14 and 4.15 in the Main Report.

AGE AT WHICH FIRST SMOKED, DRANK, GOT DRUNK AND TOOK DRUGS

Question 82 asks pupils to report at what age they first smoked a cigarette (more than a puff), drank alcohol (more than a sip), got drunk and used drugs. Table 5.6 in the Main Report shows the average age of first substance use by age and gender. For consistency with 2008, ages below 5 were presumed to be unlikely. Because the SALSUS questionnaires were entered through scanning, it is probable that some values below 4 represent errors where the scanner failed to register the digit 1 preceding the value (i.e., read in 4 instead of 14). Rather than exclude pupils with a reported an age between 0 and 4, we chose to add a value of 10 to these ages so as to keep them in the calculations without skewing the averages. This had a minimal effect on the distribution of ages, but enabled more accurate calculation of average ages of first substance use.

CALCULATING PATERNAL AND MATERNAL KNOWLEDGE SCORES

Pupils' perceptions of their parents' knowledge of their behaviours was assessed in questions 65 and 66 of the questionnaire. Pupils were asked how much they

thought their mother and their father knew about five factors relating to their friends and activities:

- 'Who your friends are'
- 'How you spend your money'
- 'Where you are after school'
- 'Where you go at night'
- 'What you do with your free time'.

Separate overall scores of paternal and maternal knowledge were calculated for each pupil based on their responses to questions 65 and 66. The response option 'I think s/he knows a lot' was given a value of 2, 'I think s/he knows a little' a value of 1, and 'I don't think s/he knows anything' a value of 0 for each of the 5 items listed above. The values for each of the items were aggregated to give total paternal and maternal scores, represented in the derived variables 'mumscore' and 'dadscore'. These variables have values ranging from 0 to 10. Scores of maternal and paternal knowledge could only be calculated for pupils who answered all of the five items in questions 65 and 66, respectively.

Pupils' perceptions of parental knowledge vary by age group and sex. To take account for this variation, paternal and maternal knowledge scores were banded into below median, at median or above median scores separately for each age group: 13 year olds and 15 year olds. These bandings are used in Tables 2.30, 2.31, 3.42, 3.43, 4.37 and 4.38 in the Main Report.

Limitations of the data

As with any survey, there are a number of limitations of the data, most of which have been described at an appropriate point in this Technical Report and the Main Report. These include:

- The fact that the data are from a sample of the population as opposed to a census and therefore subject to sampling error (see sections on 'Precision of results and measurement of change' and 'Calculating standard errors and design effects').
- Non-response of schools, classes and pupils (see 'Non-response' section).
- Item non-response (see 'Non-response' section).

Other limitations which have not already been covered in detail include:

- The self-reporting nature of the results. As with all surveys, the results can only tell us what respondents *say* that they do, think or feel. We have to assume that their answers are honest and accurate. Concerns about the honesty of responses are particularly applicable to a survey such as SALSUS which covers sensitive topic areas. Although steps were taken to encourage honest answers, such as pupils sitting in exam conditions and being reassured of the confidentiality of their answers, we do not know how honest pupils were. However, English surveys of smoking, drinking and drug use among secondary school pupils carried out throughout the 1990s used saliva tests to validate the estimates of the prevalence of smoking derived from the questionnaire and smoking diary. The results consistently suggested that pupils were providing honest answers. While there is no such evidence relating to drinking or drug use, it is assumed that the proven high level of honesty extends to these substances.[18] Even if pupils answer the questions honestly, the *accuracy* of their answers will vary. Some questions will be easy for pupils to answer and should therefore produce accurate results, for example, *Would you like to give up smoking? – Yes, No, Don't know.* Other questions rely on the accuracy of pupils' recall and ask them to quantify their behaviour, for example, *How many cigarettes did you smoke on each day in the last 7 days, ending yesterday?* Answers to this type of question are therefore less likely to be accurate.

- The sample only covers pupils in mainstream secondary education. The sample excludes pupils in special schools, secure residential units and those who are home schooled. It is not possible to measure the effect of this although it is likely that substance use may be very different among pupils who are not in mainstream secondary education.

[18] http://www.archive.official-documents.co.uk/document/doh/sddyp/sddyp02.htm

Appendix A: Instructions for liaison points

SALSUS 2010

INSTRUCTIONS FOR LIAISON POINTS

Thank you very much for your help so far with this survey. Included in this pack you will find everything you need for one class to take part in SALSUS 2010. You will have been sent a pack like this for each selected class in your school. This document explains the steps you need to take.

If you have any problems or questions, please contact Carolyn Black, Ipsos MORI researcher, on 0131 240 3261 or salsus@ipsos.com.

This pack, to undertake SALSUS 2010 with one class of pupils, should contain:

- Instructions for the class teacher administering the survey (x1). These instructions are also included at the end of this document for your reference.
- Opt-out letters for parents (x33)
- Information sheets for pupils (x33)
- Questionnaires (x33)
- Plain envelopes in which pupils are to seal their completed questionnaires (x33)
- Reply paid envelopes for absent pupils participating at a later date (x5)
- Class Response Sheet (x1)
- Box for the return of the Class Response Sheet and sealed envelopes containing completed questionnaires (x1)

If there is anything missing, please contact Carolyn Black, Ipsos MORI researcher, on 0131 240 3261 or salsus@ipsos.com.

A summary of the steps involved...

1. Check the contents of each class pack and read these instructions and the class teacher instructions carefully
2. Distribute the packs to the relevant class teachers in the pop-up box supplied
3. Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the box of questionnaires on that date
4. Arrange collection of boxes of completed questionnaires
5. Follow up on absent pupils.

Step 1: Please check the contents of each class pack and read these instructions and the class teacher instructions carefully

You should keep these instructions and give everything else to the class teacher. If anything is missing or you have any questions, please contact Carolyn Black, Ipsos MORI researcher, on 0131 240 3261 or salsus@ipsos.com.

Step 2: Distribute the packs to the relevant class teachers in the pop-up box supplied

This box will also be used for return of the completed questionnaires. The address label on the original box (the one addressed to you which you have opened) shows which pack is for which class (it will say '2F' or '4B' etc.). Please use the specified classes – do not substitute with other classes. Please ensure that you use the correct box of questionnaires for each class, and please emphasise the following key points to the class teacher:

- the opt-out letters for parents and the information sheets for pupils need to be issued at least a week before the survey is completed (the school may decide to send its own opt-out letter, rather than use the one provided)
- they must complete the Class Response Sheet and include it in the box along with the completed questionnaires
- arranging for absent pupils to complete the survey at a later date is key to the reliability and representativeness of the results.

Step 3: Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the box of questionnaires on that date

Step 4: Arrange collection of boxes of completed questionnaires

When you have received the boxes of completed questionnaires for all of the selected classes in your school, please **telephone Mike Payne or Heather Dewhurst (Design to Print) on 01342 826662 to arrange the courier collection**. The process is very straightforward and they will arrange for a UPS courier collect the box(es) that day or on the next day that the school is open.

.

The final date for returning the questionnaires is **12 November 2010** but please return them as soon as they have all been completed. If more than one class in your school has been selected, please arrange for collection of the boxes at the same time. However, if one class will be completing the questionnaires significantly later than the other(s), you can return these separately.

The completed questionnaires, in their sealed envelopes, should be returned in the flat-pack box provided. Please tape round the top and bottom of the box. The box being returned should contain:

- the Class Response Sheet completed by the teacher
- a sealed envelope (containing a completed questionnaire) for each pupil in the class who completed the survey.

If more than one class has been selected to participate in the survey, the questionnaires from each class should be returned in separate boxes – please do not put questionnaires from different classes together.

Absent pupils completing the questionnaire at a later date will return their questionnaires separately (individual reply paid envelopes are supplied for this).

Spare materials should be retained until all absent pupils have completed the survey and then put in your paper recycling – please do not return any spare materials.

Step 5: Follow up on absent pupils

If any pupils are absent when the questionnaire is completed, class teachers should record this on the Class Response Sheet and note their names in the space provided in Step 4 of their instructions.

If possible, absent pupils should complete the questionnaire the next time they attend that class. If this is not possible, please arrange another suitable time. We understand the additional work involved in following up on absent pupils but **following up on these pupils will make a big difference to the representativeness of the sample and the robustness of the survey results.**
Why is this so important? Surely getting responses from 23 out of 25 pupils in a class is really good….?

The higher the response rate, the more accurate the results will be. We know from previous surveys that absenteeism is strongly linked to some of the behaviours we are looking at – so following up on absent pupils is particularly important because we know that, as a group, they are 'different' to the pupils who are not absent. If we do not follow up on absent pupils the results will be biased.

Absenteeism due to truanting and exclusion is highly correlated with substance use. For example, in the 2008 survey:

- 84% of 13 year old regular smokers had also truanted in the past year, compared with only 29% of 15 year old non-smokers
- 67% of 13 year olds who had drunk in the last week had also truanted in the past year, compared with 20%
- 41% of 15 year old regular drug users had been excluded compared with 8% of 15 year olds who had never used drugs.

Levels of absenteeism due to sickness were not asked about, but there was a question on health and this was also correlated with substance misuse (e.g. 91% of those who had never used drugs rated their health as 'excellent' or 'good' compared with 76% of regular drug users). It therefore seems likely that there is also a correlation between absenteeism due to sickness and substance misuse.

Absent pupils who are completing the questionnaire at a later date should do so under the same conditions as pupils in the main session. The main difference is that they should be given a reply paid envelope to return the questionnaire themselves. This is important because pupils completing the questionnaire on their own, or in a small group, will not have the same reassurance that their response is anonymous and will be lost in the pile of other sealed envelopes. Knowing that they are handing the sealed envelope back to a teacher and who knows who has completed it may affect the honesty of their responses. So please **give them the reply paid envelope at the same time as the questionnaire, and explain that they should put it in the post themselves.** This needs to be explained before they complete the questionnaire so that they feel they can be honest while they are completing it – reassurances given afterwards will be too late to affect the quality of the data collected. If appropriate and there is a post box near the school, the pupil could be allowed time to go and post it immediately after completing it. Otherwise, they should take it with them and post it on the way home. (We know that

some pupils may forget to do this, but we would rather get a smaller number of more honest answers than risk the quality of data).

We have provided space below for you to keep a note below of the absent pupils to be followed up. If pupils are on long-term absence, we can arrange for a pack to be sent to their home address.

Thank you very much again for your help. If you have any problems or questions, please contact Carolyn Black, Ipsos MORI researcher, on 0131 240 3261 or salsus@ipsos.com

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

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……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

Appendix B: Instructions for teachers

INSTRUCTIONS FOR CLASS TEACHERS

It is essential that you follow these instructions. They will only take around five minutes to read but please do so at least one week before you plan to administer the survey as letters must be sent to parents and information sheets given to pupils in advance.

If you have any problems or questions, please contact the liaison point within your school or Carolyn Black, Ipsos MORI researcher, on 0131 240 3261 or salsus@ipsos.com.

Class Pack

Your pack to undertake SALSUS 2010 with one class of pupils should contain:

- Opt-out letters for parents (x33)
- Information sheets for pupils (x33)
- Questionnaires (x33)
- Plain envelopes in which pupils are to seal their completed questionnaires (x33)
- Reply paid envelopes for absent pupils participating at a later date (x5)
- Class Response Sheet (x1)
- Box for the return of the Class Response Sheet and sealed envelopes of completed questionnaires – this will likely be the box you were given by your liaison point, currently containing all the other materials (x1)

If there is anything missing, please contact the liaison point within your school.

Background to the survey

SALSUS (the Scottish Schools Adolescent Lifestyle and Substance Use Survey) has been running since 1982. It provides valuable information about young people's lifestyle choices, in particular, providing data on levels of smoking, drinking and drug use.

Information Services Division of NHS Scotland, on behalf of the Scottish Government, has commissioned Ipsos MORI to undertake the 2010 wave of SALSUS.

To ensure that the results are as representative as possible, Ipsos MORI have randomly selected over 1,700 S2 and S4 classes from schools across Scotland to participate.

To ensure the results are reliable, it is important that the survey is administered in the same way across all classes and schools. We have therefore drawn up the following guidelines.

A summary of the steps involved...

- **Identify a suitable date and time to administer the survey**
- **Distribute the opt-out letters for parents and the information sheet for pupils a week in advance**
- **Administer the questionnaire**
- **Complete the Class Response Sheet and take a note of absent pupils**

- **Insert the Class Response Sheet and completed questionnaires (in individual envelopes) into the box and return the box to your school liaison point**
- **Follow up on any absent pupils.**

Step 1: Identify a suitable date and time to administer the survey

The survey must be undertaken in a mixed ability class (e.g. a Social Education/PSE class), and filled in on one occasion (not two separate occasions) – this may be over one class period or a double period (depending on how long each period lasts). The questionnaire should take a maximum of one hour to complete although many pupils will complete it in half an hour.

When planning a date to administer the survey, please bear in mind that the letters to parents/guardians and the pupil information sheets need to be issued at least a week before the questionnaire is to be administered.

Step 2: Distribute the opt-out letters for parents and information sheet for pupils

An opt-out letter should be taken home by each pupil, and given to their parent/guardian. At the same time, each pupil should be given a copy of the 'Information sheet for pupils'. In order to allow time for parents to respond if they *do not* wish their child to participate, these handouts need to be issued at least a week before the questionnaire is to be administered.

Step 3: Administer the questionnaire

Set-up of the room
To help ensure that responses are as honest as possible, it is important that pupils cannot see each other's answers. Ideally, the class room should be set-up exam style, with pupils at separate desks. If this is not practical, they should be spaced out as much as possible.

Distribute one questionnaire and one plain envelope to each pupil. To reassure pupils that their answers will be confidential and anonymous, it is important that they are given the envelope and the questionnaire at the same time.

When you are distributing the questionnaires and envelopes, please emphasise the anonymity and confidentiality of the exercise. Reiterate to pupils that their completed questionnaires should be sealed in the envelope and that all envelopes will be placed in the box together and returned to the Survey Team – please emphasise that no one in the school will see any of the completed questionnaires.

So that pupils feel they can be honest while they are completing the survey, these reassurances about confidentiality and anonymity need to be given before pupils start the survey – reassurances given afterwards will be too late to affect the quality of the data collected.

Instructions to pupils
Before pupils start, you should stress the points which are explained in the section below. You may choose to read this out. However, if not, **please stress the points in bold – it is important that *all* the points in bold are made to *all* participating pupils:**

Our school is taking part in a study about the lifestyle choices of young people in Scotland. You will be asked to fill in a questionnaire.

The questionnaire is confidential and anonymous. Nobody at school (including me), or at home, will see your answers. Don't write your name on the questionnaire. When you have filled it in, put the questionnaire in the envelope and seal it. *All the questionnaires will then be put together in a box and sent back to the Survey Team.*

Answer the questions as honestly as you can *but don't spend too much time on each question.* ***You should not talk to each other until everyone has finished.*** *Remember it is your own opinion that is of interest and not that of everyone else. Although there will be no talking,* ***the questionnaire is not a test and there are no right or wrong answers.*** *.*

Before starting to fill out the questionnaire, you should read the instructions at the beginning. *In general, all questions should be completed. However you may be asked to miss out some questions. You should therefore* ***look closely at the example questions and the instructions for each question*** *– most of the time you will be asked to put a cross in the box that best fits your answer, but not always. You must use a black or blue pen.*

If you make a mistake when filling in a box, completely fill in this box and cross the correct box as normal. *It is important that the box filled in by mistake is completely shaded in.*

An example of correcting a mistake:

Mother	☒	☒
Father	☒	■

When you have finished, please do the puzzles at the end of the questionnaire, read a book, or get on with your own work quietly.

Giving help

The questionnaire contains all the instructions pupils should need. However, it is possible that some pupils may have problems completing certain parts, and ask you for guidance.

Any help you give must not bias the pupil's answers. Therefore help should only be given if the problem is a practical one e.g. whether to place a cross or a number in a box, or how to rectify a mistake. **Please do NOT help pupils interpret questions, suggest specific responses, or influence their responses in any way.**

If the request for help would mean helping a pupil interpret a question, or suggesting an answer, then the pupil should be instructed to answer as best they can or to answer the question as they understand it. If a pupil does not understand a question they should enter the 'don't know' response if there is one, or write 'I don't understand' next to the question.

It is important that pupils are not rushed as this will affect the validity of their answers.

Pupils with learning support

If there are any pupils who would normally receive support (e.g. scribing or other assistance), they should be given the choice of:

- completing the questionnaire on their own
- not completing the questionnaire
- completing the questionnaire with support.

If a pupil is taking part with support, this should take place in an area where they cannot be overheard by anyone else. The person providing support must agree to maintain confidentiality and not to refer to the responses in any future contact with the pupil.

It is very important that pupils understand the nature of the questions before deciding whether or not they wish to participate (particularly if they want to complete the questionnaire with support). Some of the most sensitive/personal questions are shown below. Please read these questions to the pupil before they make up their minds whether they want support to take part.

Q7) Do you smoke cigarettes at all nowadays?

Yes
No

Q50) Have you ever been drunk?

No, never
Yes, once
Yes, 2-3 times
Yes, 4-10 times
Yes, more than 10 times

Q71) When was the last time you ever used or took any of the following?

Cannabis, (Marijuana, Dope, Hash, Blow, Joints)
Gas, Glue or other solvents (Tipp-Ex, Lighter Fuel, Aerosols) – To inhale or sniff
Amphetamines (Speed, Whizz, Sulph)
LSD (Acid, Tabs, Trips)
Ecstasy ('E', Eccies, XTC)
Semeron (Sems, Semmies)
Poppers (Amyl Nitrates, Liquid Gold, Rush)
Tranquilisers (Downers, Jellies, Valium, Temazepam, Eggs)
Heroin (Smack, Skag, Gear, 'H')
Magic Mushrooms (Shrooms)
Methadone (Linctus, Physeptone, Meth)
Crack (Rock, Stone)
Cocaine (Coke, Charlie, 'C')
Mephedrone (MMCAT, Bubbles, Drone, M-CAT, Meow, Meow meow
BZP
GBL or GBH
Ketamine (K, Ket, Special K, Horsey)
Spice
Anabolic Steroids (Roids)

QS (page 27) For each item, please mark the box for the Not True, Somewhat True or Certainly True.

I am helpful if someone is hurt, upset or feeling ill
I am constantly fidgeting or squirming
I have one good friend or more
I fight a lot. I can make other people do what I want
I am often unhappy, down-hearted or tearful
Other people my age generally like me
I am easily distracted. I find it difficult to concentrate
I am nervous in new situations. I easily lose confidence

Step 4: Complete the Class Response Sheet & take a note of absent pupils to be followed up

The Class Response Sheet should be completed during the session or immediately afterwards. It is really important that it is completed accurately so that we know which classes have returned their questionnaires and how many pupils per class took part. This information enables us to calculate survey response rates. Please do not forget to enclose the Class Response Sheet in the box with the completed questionnaires.

If any pupils are absent when the questionnaire is completed, please record this on the Class Response Sheet and note their names in the space provided over – this record is for your use only, the names should not be written on the Class Response Sheet.

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

Step 5: Return the Class Response Sheet and completed questionnaires to your liaison point

The box you return to your liaison point should contain the completed Class Response Sheet, and a sealed envelope (containing a completed questionnaire) for each pupil who completed the survey during the session. **Please do not forget to enclose the Class Response Sheet in the box!**

Use one box for every class – please do not include questionnaires from more than one class in the same box.

Absent pupils completing the questionnaire at a later date will return their questionnaires separately and individual reply paid envelopes are supplied for this.

Please do not return spare materials – retain them until all absent pupils have completed the survey and then put them in your paper recycling.

Step 6: Follow up on any absent pupils

If any pupils are absent when the questionnaire is completed, please record this on the Class Response Sheet and note their names in the space provided under Step 4 above.

If possible, absent pupils should complete the questionnaire the next time they attend that class. If this is not possible, please arrange another suitable time. We understand the additional work involved in following up on absent pupils but **following up on these pupils will make a big difference to the representativeness of the sample and the robustness of the survey results.**

Why is this so important? Surely getting responses from 23 out of 25 pupils in a class is really good….?

The higher the response rate, the more accurate the results will be. We know from previous surveys that absenteeism is strongly linked to some of the behaviours we are looking at – so following up on absent pupils is particularly important because we know that, as a group, they are 'different' to the pupils who are not absent. If we do not follow up on absent pupils the results will be biased.

Absenteeism due to truanting and exclusion is highly correlated with substance use. For example, in the 2008 survey:

- 84% of 13 year old regular smokers had also truanted in the past year, compared with only 29% of 15 year old non-smokers
- 67% of 13 year olds who had drunk in the last week had also truanted in the past year, compared with 20%
- 41% of 15 year old regular drug users had been excluded compared with 8% of 15 year olds who had never used drugs.

Levels of absenteeism due to sickness were not asked about, but there was a question on health and this was also correlated with substance misuse (e.g. 91% of those who had never used drugs rated their health as 'excellent' or 'good' compared with 76% of regular drug users). It therefore seems likely that there is also a correlation between absenteeism due to sickness and substance misuse.

Absent pupils who are completing the questionnaire at a later date should do so under the same conditions as pupils in the main session. The main difference is that they should be given a reply paid envelope to return the questionnaire themselves. This is important because pupils completing the questionnaire on their own, or in a small group, will not have the same reassurance that their response is anonymous and will be lost in the pile of other sealed envelopes. Knowing that they are handing the sealed envelope back to a teacher and who knows who has completed it may affect the honesty of their responses. So please **give them the reply paid envelope at the same time as the questionnaire, and explain that they should put it in the post themselves.** This needs to be explained before they complete the questionnaire so that they feel they can be honest while they are completing it – reassurances given afterwards will be too late to affect the quality of the data collected. If appropriate and there is a post box near the school, the pupil could be allowed time to go and post it immediately after completing it. Otherwise, they should take it with them and post it on the way home. (We know that

some pupils may forget to do this, but we would rather get a smaller number of more honest answers than risk the quality of data).

Please keep your liaison point informed of when absent pupils have completed the questionnaire.

If pupils are on long-term absence, we can arrange for a pack to be sent to their home address.

Thank you very much for your help with SALSUS 2010. If you have any problems or questions, please contact the liaison point within your school or Carolyn Black, Ipsos MORI researcher, on 0131 240 3261 or salsus@ipsos.com

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

……. Date completed ……..

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

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……. Date completed ……..

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Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

…… Date completed ……..

…… Date completed ……..

…… Date completed ……..

…… Date completed ……..

…… Date completed ……..

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

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…… Date completed ……..

…… Date completed ……..

…… Date completed ……..

…… Date completed ……..

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

…… Date completed ……..

…… Date completed ……..

…… Date completed ……..

…… Date completed ……..

…… Date completed ……..

Class (e.g. '2F' or '4B' etc) ……..

Date questionnaires completed by class ……...

Names of absent pupils to be followed up: (do not include those who have refused or whose parents refused)

…… Date completed ……..

…… Date completed ……..

…… Date completed ……..

…… Date completed ……..

…… Date completed ……..

Appendix C: Parental opt-out letter

Autumn 2010

Dear Parent/Guardian

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)

Your child's class is being invited to take part in an important research study being undertaken at their school. I am writing to provide you with some information on the survey so that you can decide whether you are happy for your child to take part.

Pupils who take part in this survey will be asked to fill in a questionnaire during class time. The questions cover health and lifestyle, including attitudes towards smoking, drinking and drug use among young people. The survey has been running since 1982 and the **results have helped in the planning and development of services for young people in Scotland aimed at reducing smoking, drinking and drug use.**

Information Services Division of NHS National Services Scotland runs the survey on behalf of the Scottish Government. They have asked Ipsos MORI, an independent research agency, to run the survey within schools. More than 35,000 pupils in S2 and S4 at a large number of schools across Scotland are being asked to take part - your child's class is one of those which has been invited to take part.

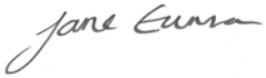
Completed questionnaires will be kept in the **strictest confidence and stored securely** and will be used for this research project only. **Pupils will not be asked to write their name on the questionnaire** so they cannot be identified in the results. Your child's answers to the questions will be looked at alongside those of lots of other pupils. To help us look for any patterns in the results across different parts of Scotland, we will ask pupils to write their postcode on the questionnaire. However, they do not have to provide this information if they would prefer not to. Only the survey research teams at Ipsos MORI and the Information Services Division (part of the NHS which deals with statistics) will have access to individual responses.

If you have any questions or concerns about this survey, please contact Carolyn Black at Ipsos MORI on 0131 240 3261 or by email salsus@ipsos.com.

If you are happy for your child to take part in the research, **you do not have to do anything.** Your child will also be asked if they wish to take part. However, if you **do not** wish for your child to take part in this survey, please complete the tear-off slip below and return it to the school **within the next 7 days**.

Thank you for your help with this important study.

Yours faithfully



Jane Eunson, Research Manager, Ipsos MORI

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)

I **do not** wish …… (Print name of child in capital letters) to take part in SALSUS 2010.

Signed …….. Date …….

Name (capital letters) ……..

Relationship to child ……. Child's year group: …….

Appendix D: Pupil information sheet

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)
Pupil information sheet

You are being asked to take part in a research study being carried out with young people across Scotland. This sheet tells you more about the study and what it involves.

Why is this survey being done?
SALSUS is an important survey which has been running since 1982. The questions cover your health and lifestyle, including smoking, drinking and drug use. The results of the research will help provide information and advice for young people on smoking, drinking and drug use.

Why have I been chosen?
S2 and S4 classes across different parts of Scotland are being asked to take part by completing a questionnaire. By the end of the research, we will have answers from around 35,000 school pupils. You are being asked to take part because your school and your class were chosen at random to take part in the study.

What does taking part in the research involve?
If you decide to take part you will be asked to complete a questionnaire in class time. The questionnaire should take about 45 minutes to do.

Do I have to take part?
It is up to you to decide whether or not to take part. However, the questions cover things that are important to young people in Scotland today and we really want to know what you think. If you decide to take part you do not have to answer all of the questions if you do not want to and it is ok to stop answering the questions at any time without giving a reason.

Will anyone see my answers?
No one from your school will see your answers. You are not asked to put your name or the school's name on the questionnaire so no one will know who gave what answers. Once you have finished the questionnaire you put it in a sealed envelope so your teacher will not see it.

Only the research teams at Ipsos MORI (the company doing the research) and the Information Services Division (part of the NHS that deals with statistics) will see your answers to the questionnaire. They will put all the answers from all pupils together before they look at the results.

What happens if I decide not to take part?
If you decide you do not want to take part, you will do other work while your classmates complete their questionnaires.

Who do I speak to if I am still not sure whether I would like to participate?
If you have any more questions about the research, please speak to the teacher who gave you this sheet or you can contact Carolyn Black from the Ipsos MORI team at salsus@ipsos.com or 0131 240 3261.

Appendix E: Class response sheet

REMEMBER TO INCLUDE THIS SHEET IN THE BOX OF QUESTIONNAIRES

SALSUS 2010
CLASS RESPONSE SHEET

Please complete this form immediately after your class has done the survey. Put it in the return box, on top of the pile of sealed envelopes, and give the box to your liaison point. It is really important that this is completed accurately so that we know which classes have returned their questionnaires and how many pupils per class took part. This information enables us to calculate survey response rates.

Ipsos MORI reference	
Name of Class (e.g. 2F or 4B)	
Number of pupils normally in class	
Number of questionnaires completed in class session (this does not include any absent pupils completing it at a later date)	

Reasons for non-completion (please give number of pupils for each reason)

Illness	
Authorised absence	
Unauthorised absence	
Exclusion	
Parent refused	
Pupil refused	
Other (please write in reasons below)	

Please write the names of any absent pupils (whether due to illness, authorised absence, unauthorised absence or exclusion) on page 5 of your instructions and arrange for them to complete the questionnaire when they are next in school.

Appendix F: Data specification

SALSUS 2010 Data Specifications

Qn Number	Variable	Base	Edit rules
Q1	sex	All	IF NOT ANSWERED, code as -9
Q2	classyr	All	IF NOT ANSWERED, code as -9 All students with the same batch number (first 3 digits of number on cover sheet of q'aire) should have the same class year. Thus, by looking at the class year of other respondents with the same batch number, missing class years can be determined for students. At the end of coding, please use the batch number provided for each class to determine class year where students have not answered this question and enter the appropriate classyr code (S2=1, S4=2).
Q3	month	All	IF NOT ANSWERED, code as -9
Q4	year	All	IF NOT ANSWERED, code as -9
Q5	pcknow	All	IF NOT ANSWERED, code as -9
Q5b	Postcode	All	IF NOT ANSWERED, code as -999
Q6	whnlvskl	All	IF NOT ANSWERED, code as -9 If multi-coded, force to first answer given (code closest to 1)
Q7	cgnow	All	IF NOT ANSWERED, code as -9.
Q8	cgstat	All	IF NOT ANSWERED, code as -9
Q9	cgfams	If Q7=1 or Q8=4 or 5 or 6	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'

			If multi-coded force to missing -9
Q10	**smhome**	**If Q7=1 or Q8=4 or 5 or 6**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **New codes in 2010 1 = Yes, 2 = Yes, but only outside, 3 = No, 4 = Don't know**
Q11	**cigsupm** **cignews** **ciggarg** **cigvan** **cigothsh** **cigmach** **cigmark** **cigfrel** **cigelse** **cigint** **cigU18** **cigadult** **cidaddk** **cigfgive** **cigsgive** **cigpgive** **cigtake** **cigother**	**If Q7=1 or Q8=4 or 5 or 6**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **Added new variables cigU18, cigadult, cigaddk this year, which are not in the 2008 dataset.**
Q12	**buy4smoke**	**If Q7=1 or Q8= 4 or 5 or 6**	**New Question** **IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-code, force to most extreme (closest to code 1).**
Q13	**cigmon** **cigtues** **cigwed** **cigthur** **cigfri** **cigsat** **cigsun**	**If Q7=1 or Q8=4 or 5 or 6**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q14	**cigbox**	**If Q7=1 or Q8=4 or 5 or 6**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If answered 'never bought cigarettes' (-9) force number of cigarettes at cigbox to 0**

Q15	**cglong**	**If Q8=5 or 6**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-coded, force to most frequent/extreme (closest to code 4)**
Q16	**cgstop**	**If Q8=5 or 6**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-coded, force to most frequent/extreme (closest to code 1)**
Q17	**cglikstx**	**If Q8=5 or 6**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q18	**cgevrstp**	**If Q8=5 or 6**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q19	**smfriend**	**All**	**IF NOT ANSWERED, code as -9** **If multi-coded, force to most frequent (closest to code 1)**
Q20a)	**smcost**	**All**	**New Question** **IF NOT ANSWERED, code as -9**
Q20b)	**smmake**	**All**	**New Question** **IF NOT ANSWERED, code as -9**
Q21	**smkmum** **smkdad** **smkbroth** **smksist** **smkgf** **smbkfrnd**	**All**	**IF NOT ANSWERED, code as -9** **IF MULTI-CODED CODE 5 AND OTHER CODES – FORCE TO CODE 5 ONLY.** **For all other multi-codes, force to most frequent (closest to code 1)**
Q22	**smconf** **smsport** **smslim** **smpreg** **smrelax**	**All**	**IF NOT ANSWERED, code as -9** **If multi-coded as agree AND disagree, code as -9.**

	smheart smlot smcold smharm smcope smsmell smfun smlung		
Q23	**health**	**All**	**IF NOT ANSWERED, code as -9 If remaining multi-codes, force to most extreme (closest to code 1)**
Q24	**longill**	**All**	**IF NOT ANSWERED, code as -9 If multi-coded force to missing -9**
Q25	**wwopti wwuse wwrelax wwintr wwenerg wwprob wwclear wwgood wwclose wwconf wwmind wwlove wwnew wwcheer**	**All**	**NEW QUESTION IF NOT ANSWERED, code as -9 IF MULTICODED, code as -9 1= none of the time 2= rarely 3= some of the time 4= often 5= all of the time**
Q26	**alevr**	**All**	**If NOT ANSWERED, code as -9**
Q27	**alfreq**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' If multi-coded, force to most extreme (closest to code 1)**
Q28	**allast**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' If multi-coded, force to most extreme (closest to code 1)**

Q29	**almon altues alwed althur alfri alsat alsun**	**Q28=1or 2 or 3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q30	**al7beer**	**Q28=1-3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q31	**al7brpt al7brph al7brlg al7brsm al7brbt**	**Q30=3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -99 'missing' IF AT Q31, al7brpt>0, or al7brph>0 or al7brlg>0 or al7brsm>1 or al7brbt>0 FORCE Q30 TO CODE 3**
Q32	**al7strbr**	**Q28=1-3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q33	**al7strpt al7strph al7strlg al7strsm al7strbt**	**Q32=3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -99 'missing' IF AT Q33, alstrpt>0, or al7strph>0 or al7strlg>0 or al7strsm>1 or al7strbt>0 FORCE Q32 TO CODE 3**
Q34	**al7shan**	**Q28=1-3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' If multi-coded, force to most extreme (closest to code 1)**
Q35	**al7sdpt al7sdhp al7sdlg al7sdsm**	**Q34=3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'**

			IF AT Q35, al7sdpt>0 or al7sdhp>0 or al7sdlg>0 or al7sdsm>0 FORCE Q34=3
Q36	**al7wine**	**Q28=1-3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-coded, force to most extreme (closest to code 1)**
Q37	**al7wngs**	**Q36=3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'** **IF Q37 (al7wngs)>0 FORCE Q36=3**
Q38	**al7frtwn**	**Q28=1-3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-coded, force to most extreme (closest to code 1)**
Q39	**al7fwgs**	**Q38=3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'** **IF Q39>0 FORCE Q38=3**
Q40	**al7sher**	**Q28=1-3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-coded, force to most extreme (closest to code 1)**
Q41	**al7srgs**	**Q40=3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'**

			If Q41>0 FORCE Q40=3
Q42	**al7spir**	**Q28=1-3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-coded, force to most extreme (closest to code 1)**
Q43	**al7spgs**	**Q42=3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'** **IF CODE 43>0 FORCE Q42=3**
Q44	**al7pops**	**Q28=1-3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-coded, force to most extreme (closest to code 1)**
Q45	**al7ppsm** **al7ppbt**	**Q44=3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -99 'missing'** **IF CODE Q45, al7ppsm>0 or al7ppbt>0 FORCE Q44=3**
Q46	**drnk7**	**Q28=1-3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q47	**drndelib**	**Q28=1-3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q48	**drnsick**	**Q28=1-3**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**

Q49	**drunk**	**Q26=1**	**IF BASE INCORRECT (Q26 ≠ 1) code as -1, 'not applicable'** **If multi-coded, force to most extreme (closest to code 5)**
Q50	**drkfive**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-coded, force to most extreme (closest to code 1)**
Q51	**argue** **fight** **hospadm** **doctor** **offschl** **vomit** **trydrugs** **trubplc**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-coded, force to most extreme (closest to code 3).** **Added new variable doctor this year not in the 2008 dataset. Variables visitae, injury and hompolic removed.**
Q52	**drkpub** **drkclub** **drkpty** **drkhome** **drkfhome** **drkout** **drkse**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q53	**alcwmum** **alcwdad** **alcwbro** **alcwsis** **alkwgf** **alcwbf** **alcalone**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **IF MULTI-CODED CODE 5 AND OTHER CODES – FORCE TO CODE 5 ONLY.** **For all other multi-codes, force to most frequent (closest to code 4)**
Q54	**alcnfri**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-coded, force to most extreme (closest to code 1)**

Q55	**buynev buypub buyclub buyoff buyshop buysupm buyfri buyrel buyse buyswe**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' Added new variables buyfri and buyrel which are not in the 2008 dataset. Removed variable buyfrrel.**
Q56	**buy4shop**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' If multi-code, force to most extreme (closest to code 1).**
Q57	**buy4pup**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' If multi-code, force to most extreme (closest to code 1).**
Q58	**buy4els**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q59	**buy4who**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicoded force to -9.**
Q60	**famdrink**	**Q26=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q61	**alchome**	**All**	**IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q62	**mahome pahome stepma steppa**	**All**	**IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF brohome>0 code bruv=1**

	grandma grandpa fostma fostpa bruv sister ahome difhome		IF sishome>0 code sister=1 We think there was an issue in how respondents interpreted this question… some respondents may have chosen 'mother' AND 'father's partner' to describe their mother, and chosen similar responses for fathers. Please use these coding instructions: If stepma = 1 AND mahome = 1, force stepma to 0. If steppa = 1 AND pahome = 1, force steppa = 0.
	brohome (number of brothers)	All	If bruv= 1 and NOT ANSWERED, code as -9 If bruv not=1 and NOT ANSWERED, code as 0
	sishome (number of sisters)	All	If sister= 1 and NOT ANSWERED, code as -9 If sister not=1 and NOT ANSWERED, code as 0
Q63	scottish english welsh nirish british irish gtrav polish whoth mixed pakist indian bangla chinese asianoth blkcar blkafr blkscbr blkother otharab otheth ethdk	All	IF NOT ANSWERED, code as -9 IF any scottish, english, welsh, nirish, british, irish, gtrav, polish = 1 AND any whoth, asianoth, blkother, otheth, ethdk = 1, force whoth, asianoth, blkother, otheth, ethdk = 0 . IF any pakist, indian, bangle, chinese = 1 AND any whoth, asianoth, blkother, otheth, ethdk = 1, force whoth, asianoth, blkother, otheth, ethdk = 0 . IF any blkcar, blkafr, blkscbr, otharab = 1 AND any whoth, asianoth, blkother, otheth, ethdk = 1, force whoth, asianoth, blkother, otheth, ethdk = 0 .
Q64	welloff	All	IF NOT ANSWERED, code as -9
Q65	maknow1 maknow2 maknow3 maknow4 maknow5	All	IF NOT ANSWERED, code as -9. IF CODED 'DON'THAVE OR SEE MOTHER -1 FORCE ALL CODES TO -1.
Q66	paknow1 paknow2 paknow3 paknow4	All	IF NOT ANSWERED, code as -9 IF CODED 'DON'T HAVE OR SEE FATHER FORCE ALL CODES TO -1.

	paknow5		
Q67	**owncash**	**All**	**IF NOT ANSWERED, code as -9**
Q68	**dgofcan** **dgofgas** **dgofamp** **dgoflsd** **dgofecs** **dgofsem** **dgofpop** **dgoftrn** **dgofher** **dgofmsh** **dgofmth** **dgofcrk** **dgofcok** **dgofana** **dgofmph** **dgofbzp** **dgofghb** **dgofket** **dgofspc** **dgofoth**	**All**	**If dgofoth = 'prescription/over the counter drugs' or 'irrelevant response' from the other code, please force dgfoth to NO.** **IF NOT ANSWERED, code as -9** **Added new variables dgofmph, dgofbzp, dgofghb, dgofket, dgofspc**
Q69	**dgtake**	**All**	**IF NOT ANSWERED, code as -9**
Q70	**dgfqcan** **dgfqgas** **dgfqamp** **ddfqlsd** **dgfqecs** **dgfqsem** **dgfqpop** **dgfqtrn** **dgfqher** **dgrqmsh** **dgfqmth** **dgfqcrk** **dgfqcok** **dgfqana** **dgfqmph** **dgfqbzp** **dgfqghb** **dgfqket** **dgfqspc** **dgfqoth**	**If Q69=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **If multi-coded, force to most extreme (closest to code 1)** **Added new variables dgfqmph, dgfqbzp, dgfqghb, dgfqket, dgfqspc which are not in the 2008 dataset.**
Q71	**drugfreq**	**If Q69=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**

Q72	**drugdrk**	**If Q69=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q73	**drugsib** **drugpeer** **drugofr** **drugyfr** **drugpart** **drugpar** **drugsp** **drugsdk** **drugstr** **drugwb** **drugshp** **drugse**	**If Q69=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **Added two new variables drugwb and drugshp which are not in the 2008 dataset.**
Q74	**drugself**	**If Q69=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q75	**drugarg** **drugfite** **drugane** **drughosp** **druginj** **drugpol** **drugscl** **drugsick** **drugtry** **drugtro**	**If Q69=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'** **IF multicode, force to most extreme (closest to code 3).**
Q76	**usehome** **usesehom** **useparty** **usepub** **useclub** **useschl** **useout** **useoth**	**If Q69=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q77	**drughelp**	**If Q69=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'** **IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'**
Q78	**wherehlp**	**If Q69=1**	**IF CODED HERE BUT SHOULD NOT code as -1, 'not**

			applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q79	drugease	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 1)
Q80	heradd herdang injhiv injhepc snifdam cokedang candang	All	IF NOT ANSWERED, code as -9
Q81	excite helpadv stupid sellpun	All	IF NOT ANSWERED, code as -9
Q82	fstdrink fstdrunk fstsmoke fstdrugs	All	IF CROSSED 'NEVER' CODE AGE TO -1 IF NOT ANSWERED, code as -9
Q83	spendsm spendalc spenddrg	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 1)
Q84	cigok alcok drunkok glueok canok cokeok	All	IF NOT ANSWERED, code as -9
Q85	choices	All	IF NOT ANSWERED, code as -9 If multi-coded, force to -9
Q86	schalc schdrg schsm schact	All	If not answered, code as -9 If multicoded, code as -9
Q87	hivclass hpbclass hpcclass	All	If not answered, code as -9 If multicoded, code as -9 Removed variables smclass, alclass, dgclass.
Q88	youth drama	All	IF NOT ANSWERED, code as -9

	sports comp noclubs clubdk		
Q89	seefrnds music films cmpgame shops mags books wsport dsport cinema street hobby frhouse concert church volwork nothin	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 1)
Q90	closefr	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 4)
Q91	agefr	All	IF NOT ANSWERED, code as -9 If multi-coded force to code 4
Q92	withfrev	All	IF NOT ANSWERED, code as -9 If multi-coded TWO BOXES take force to highest answer given (code closest to 7) IF MULTICODED 3 OR MORE BOXES, CODE AS NUMBER OF BOXES SELECTED (UP TO 7)
Q93	fsm	All	IF NOT ANSWERED, code as -9
Q94	likeskl	All	IF NOT ANSWERED, code as -9 If multi-coded, force to -9
Q95	pressu1	All	IF NOT ANSWERED, code as -9
Q96	Truant1	All	IF NOT ANSWERED, code as -9
Q97	exclax	All	IF NOT ANSWERED, code as -9

STRENGTHS AND DIFFICULTIES	**considresles somaticshares tantrumloner obeysworries caringfidgetyfriend fightsunhappy populardistrac clingykind liesbullied helpoutreflect stealsoldbestafraid attends**	**All**	**IF NOT ANSWERED, code as -9** **Code not true=0, somewhat true=1, and certainly true=2.**
Instructions for missing postcodes			**For each missing postcode in a particular batch (batch numbers are provided for each class), please randomly select a postcode from the relevant batch and replace the missing postcode. Random selection should be conducted from the original postcodes given in a particular batch, and not from the 'imputed' postcodes.**

Appendix G: 2010 SALSUS Questionnaire

The following pages contain the final version of the questionnaire given to pupils.

