

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)

TECHNICAL REPORT (2015)



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Background

This report provides detailed information on the fieldwork and data processing for the 2015 Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). The guide also includes appendices on technical aspects of the survey, including data specifications and the questionnaire itself.

The research was commissioned by the Scottish Government and conducted by Ipsos MORI Scotland. Previous surveys have been carried out by the Child and Adolescent Health Research Unit (CAHRU), The University of Edinburgh (2002 and 2004), BMRB (2006) and Ipsos MORI Scotland (2008, 2010, 2013).

The 2015 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

SALSUS is the Scottish Government's main source of information on alcohol, drug and tobacco use among Scotland's young people. It is vital to the Scottish Government, with data from the survey acting as the official measures of progress towards targets for reducing smoking and drug use, and to monitor their priority of addressing harmful drinking.

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 and 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.

Trend data is available dating back to 1982 and providing a time series is an important function of the survey.

Questionnaire design

In line with the surveys since 2002, the 2015 survey looked at substance misuse in relation to a series of lifestyle and social factors. The topics included in 2015 were very similar to 2013, although some amendments were made following consultation with users and review by the SALSUS Advisory Group and cognitive question testing with young people (see Appendix A). The differences between the 2013 and the 2015 questionnaires are detailed below. The full 2015 Questionnaire can be found at:

<http://www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS>

Smoking Questions

In 2015, one smoking question was removed from the questionnaire after cognitive testing confirmed concerns around question understanding and interpretation (see Appendix A):

- ‘Some tobacco is MUCH CHEAPER than the kind normally found in shops because it is fake, smuggled into the country to avoid tax, or brought back from holiday then sold on to others, sometimes these are called ‘fake fags’. Of the cigarettes that you smoke, how much of it is what we have described as ‘MUCH CHEAPER tobacco’ or ‘fake fags?’

No new questions were added.

Two of the smoking questions were amended:

- The instruction PLEASE RECORD A MAXIMUM OF 4 was removed from the question ‘Please write in the space below the names of as many makes or brands of cigarettes that you have either seen or heard of.’
- ‘Which (if any) of the following people smoke?’ was changed to ‘How often do the following people smoke?’. In addition:
 - the instruction was changed from
PLEASE CROSS ONE BOX ON EACH LINE
to
PLEASE CROSS ONE BOX ON EACH LINE. IF YOU DON’T HAVE OR
DON’T SEE A PERSON, CROSS THE BOX AT THE END OF THE LINE.
 - the order of response options was reversed from ‘Smokes daily’, ‘Smokes occasionally’, ‘Does not smoke’, ‘Don’t know’ and ‘Don’t have or don’t see this person’
 - the response categories were altered to include the word ‘Your’ before each option.

Drinking Questions

Eighteen drinking questions were removed from the survey in 2015. These mainly related to quantifying intake of different types of alcohol:

- ‘During the last 7 days, how much NORMAL strength BEER, LAGER and CIDER have you drunk? By normal strength we mean beer/lager/cider which is less than 6% alcohol.’
- ‘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.’
- ‘During the last 7 days, how much STRONG strength BEER, LAGER and CIDER have you drunk? By strong we mean beer/lager/cider which is more than 6% alcohol.’
- ‘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.’
- ‘During the last 7 days how much SHANDY have you drunk? Please do NOT include non-alcoholic shandy.’
- ‘Write in the boxes below the number of pints, half pints, large cans and small cans of SHANDY drunk in the last 7 days.’
- ‘During the last 7 days, how much WINE have you drunk?’
- ‘Write in the box below the number of glasses of WINE drunk in the last 7 days.’
- ‘During the last 7 days, how much FORTIFIED/DESSERT or TONIC WINE have you drunk? This includes drinks such as: Buckfast; Thunderbird; Port. This type of wine is stronger and sweeter than ordinary wine. Please do not include Sherry here.’
- ‘Write in the box below the number of glasses of FORTIFIED/DESSERT/TONIC WINE drunk in the last 7 days.’
- ‘During the last 7 days, how much MARTINI and SHERRY have you drunk?’
- ‘Write in the box below, the number of glasses of MARTINI and SHERRY drunk in the last 7 days.’
- ‘During the last 7 days, how much SPIRITS and liqueurs have you drunk?’
- ‘Write in the box below, the number of glasses of SPIRITS and liqueurs drunk in the last 7 days.’
- ‘During the last 7 days, how many ALCOPOPS or PRE-MIXED ALCOHOLIC DRINKS have you drunk?’
- ‘Write in the boxes below the number of cans and bottles of ALCOPOPS or PRE-MIXED ALCOHOLIC DRINKS have you drunk in the last 7 days.’
- ‘What is the main reason you buy/get someone to buy you a certain type of alcohol?’
- ‘Does how much money you have available influence what type of alcohol you drink?’

No new questions were added and no questions were amended.

Drugs Questions

No drug questions were removed.

Eight new drugs questions were added to the 2015 survey:

- 'Have you ever been offered powders or pills that are sold as legal highs?'
- 'If you know the name of the legal high that you were offered, write it in the box below. If you don't know the name, cross the 'Don't know' box.'
- 'Apart from things asked about at Q49, Q50 and Q51, have you ever been offered any other drugs?'
- 'If you know the name of the drug that you were offered, write it in the box below. If you don't know the name, cross the 'Don't know' box.'
- 'When was the last time you ever used or took powders or pills that are sold as legal highs?'
- 'If you know the name of the legal high that you took, write it in the box below. If you don't know the name, cross the 'Don't know' box.'
- 'Apart from things asked about above at Q55, Q56 and Q57, when was the last time you ever took any other drugs?'
- 'If you know the name of the other drug that you took, write it in the box below. If you don't know the name, cross the 'Don't know' box.'

Three drug questions were amended:

- The response options were adjusted for two questions: 'Have you ever been offered any of the following drugs?' and 'When was the last time you ever used or took any of the following?'
 - 'Powders or pills sold as legal highs' and 'Other drugs that would not be given to you by a doctor or chemist' were removed
 - The following options were added
 - 'MDAI, 6-APB (Benzo Fury), methylone (or other synthetic empathogen)'
 - 'MXE, MXP (or other synthetic dissociative)'
 - 'Ethylphenidate, MPA or branded packets such as Ching, Snow White, Blue stuff, Pink Panthers (or other synthetic stimulant)'
 - 'AMT, NBOMe, 2Cs (or other synthetic psychedelic)'
- The question 'If you felt that you needed to get help because you were using drugs, who/where would you go to?' was changed to 'If you wanted information about drugs, who/where would you go to?'

Health and Wellbeing Questions

No health and wellbeing questions were removed or added and only one health and wellbeing question was amended in 2015:

- The question 'Do you look after, or give any regular help or support to family members, friends, neighbours or others because they have long-term physical/mental ill health/disability or problems relating to old age?' was changed to

‘Do you care for or look after someone in your home because, for example, they have a long-term illness or disability? In other words, are you a young carer?’

Contextual Questions

Two contextual questions were removed in 2015:

- ‘How well off would you say your family/the people you live with are?’
- ‘Do you get free school meals or vouchers for free school meals?’

Four new contextual questions were added:

- ‘If you were really worried about something, how likely would you be to talk to the following people about it?’
 - ‘Your mother/carer’ – ‘Very likely’, ‘Fairly likely’, ‘Not very likely’, ‘Not at all likely’, ‘Don’t know’, ‘Don’t have or don’t see this person’
 - ‘Your father/carer’ – response options as above
 - ‘Someone else in your family’ – response options as above
- ‘In the last twelve months have you had any lessons, videos/DVDs or discussion in class on the following topics?’
 - ‘Smoking’ – ‘Yes’, ‘No’, ‘Don’t know’
 - ‘Alcohol’ – response options as above
 - ‘Drugs’ – response options as above
- ‘In school, how much have you learned about the following?’ (for full details see Appendix B)
- ‘Thinking about the future, how confident do you feel about...?’ (for full details see Appendix B)

Two contextual questions were amended in 2015:

- The wording of the second half of the question ‘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...?’ was changed slightly to ‘My school provides me with enough advice and support about...?’

- The response options for the question ‘What is your ethnic group?’ were changed from:

A White

Scottish
English
Welsh
Northern Irish
British
Irish
Gypsy/Traveller
Polish
Any other white ethnic group

B Mixed or multiple ethnic groups

Any mixed or multiple ethnic groups

C Asian, Asian Scottish, Asian British

Pakistani, Pakistani
Scottish, Pakistani British
Indian, Indian Scottish,
Indian British
Bangladeshi, Bangladeshi
Scottish, Bangladeshi
British
Chinese, Chinese
Scottish, Chinese British
Other

D African, Caribbean or Black

Caribbean, Caribbean
Scottish Caribbean British
African, African Scottish,
African British
Black, Black Scottish,
Black British
Other

E Other ethnic background

Arab
Other
Don't know

- To the following:

White – Scottish
White – other British
White – Irish
White – Gypsy/Traveller
White - Polish

White – other (Please cross and write in)
Mixed or multiple ethnic group (Please cross and write in)
Pakistani
Indian
Bangladeshi

Chinese
African
Caribbean or Black
Arab
Other (Please cross and write in)

Survey design and implementation

Fieldwork Period

The fieldwork for the survey was conducted between September 2015 and January 2016. While the majority of questionnaires were returned by December, the completion and return of questionnaires was delayed in a number of schools so the fieldwork period was extended to maximise the response rate. The fieldwork period was broadly in line with the 2010, 2008 and 2006 surveys and surveys in the series prior to 2002. However, it was earlier in the school year than the 2002 and 2004 surveys, which were conducted between February and May and, therefore, sampled slightly older pupils.

Study Design

SALSUS has historically been a paper-based survey, administered in schools. As part of the 2015 wave of SALSUS, a study was conducted to explore the feasibility of administering the survey online. This consisted of a feasibility study, an online pilot and a mode effects study.

In the mode effect study, the aim was for half of the main SALSUS target sample of 16,000 to conduct the survey online (8,000) and half (8,000) to complete on paper. One of the findings was a difference in response rates between paper and online at the school and class level, but pupil response rate was the same. However, this made no difference to the representativeness of the sample at a national level. Also, there were few statistically significant differences in the actual results (across a wide range of measures, including the key measures of substance use). It was concluded that there was no evidence of a mode effect and the data from the online and paper samples were combined for analysis and reporting of the 2015 results.

Further information on the feasibility study, online pilot and mode effect can be found at:

- Feasibility study: <http://www.gov.scot/Publications/2015/05/5493>
- Online pilot: <http://www.gov.scot/Publications/2015/06/5822/0>
- Mode effect study: <http://www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS>

Sample design

The sample design aims to create a subset that is as representative as possible of the population of S2 and S4 pupils in mainstream schools in Scotland. This is critical to obtaining reliable estimates of the prevalence of smoking, drinking and drug use within this population group.

The Scottish Government school 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.

The primary sampling unit (PSU) was S2 and S4 classes within each of the schools in the sampling frame. In total, 418 schools with an estimated 108,506 S2 and S4 pupils and an estimated 4,667 S2 and S4 classes were included in the sampling frame.

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. The number of classes selected within each school depended upon the number of pupils, an estimate of average class size, and the 2013 local authority response rate. An average class size of 23.34 was used, based on the average class size surveyed in 2013. Sampled classes were split 50/50 between the two school years for the final level of stratification by year group.

Based on the assumption that the response rate would be similar to, or slightly lower than, that achieved in 2013, proportionately more schools were selected in local authorities with relatively low school response rates in 2013. For example, if we estimated that 40 classes were required from local authority A (80% school participation rate in 2013) and 40 classes were required from local authority B (60% school participation rate in 2013), 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.

A spreadsheet was created, that 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.

An additional stage required in 2015 was to allocate schools to either the online or paper sample. This was done at random, and where possible, schools within a local authority were equally split between the two modes.

For the online sample, the advance letter to the head teacher indicated that their school had been selected to take part in SALSUS and the survey was being conducted online (it did not mention the possibility of administering the survey on paper). However, if a school declined to participate online they were then given the option to complete the survey on paper (rather than lose the school altogether). In that instance, another comparable school (based on: local authority, school size, rurality and deprivation) was moved from the paper sample to the online sample.

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.

Three local authorities boosted their sample to provide them with sufficient numbers to allow local authority level reporting.

An additional three local authorities took part in the Scottish Government programme Realigning Children's Services (RCS¹). In these local authorities all pupils in S1-S4 were asked to complete SALSUS.

Access and consent

To obtain permission to contact schools, the Scottish Government 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. No opt-outs were received.

In some areas, it is necessary to complete a research request application in order to gain permissions to conduct research in schools, in addition to writing to the Director of Education. These applications were submitted to, and approved by, the seven local authorities concerned.

Head teachers were approached by telephone to find out if they were willing for their school to take part. After initial permission had been granted, a school liaison contact was

¹ For more information about RCS please see <http://transformingchildrensfutures.scot/>

identified. This contact was responsible for listing the number of S2 and S4 classes within the school to enable random selection. They were also responsible for overseeing the administration and return of the surveys in their schools and received an instruction pack (Appendix C) to assist them. In addition, they received copies of instructions for administering the questionnaire to distribute to the teachers involved (Appendix D).

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 both parents and pupils were sent information explaining the purpose of the survey and the topics covered in the questionnaire (Appendix E). The information explained that the pupils did not have to take part if they did not wish to. Parents were provided with slips to return to the school if they did not wish their child to take part. In addition, immediately before the questionnaire was completed, teachers were asked to remind pupils that they did not have to complete the questionnaire or they could refuse to answer specific questions.

Administration of the survey

The pupils completed the survey 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 ensure confidentiality, pupils completing the paper survey were provided with sealable envelopes for their completed questionnaires. Responses were anonymous and pupils 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.

To ensure anonymity for pupils completing the online survey, they were able to select their own unique survey log-in from a page of stickers. This meant that the log-in was not linked to them by the teacher.

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.

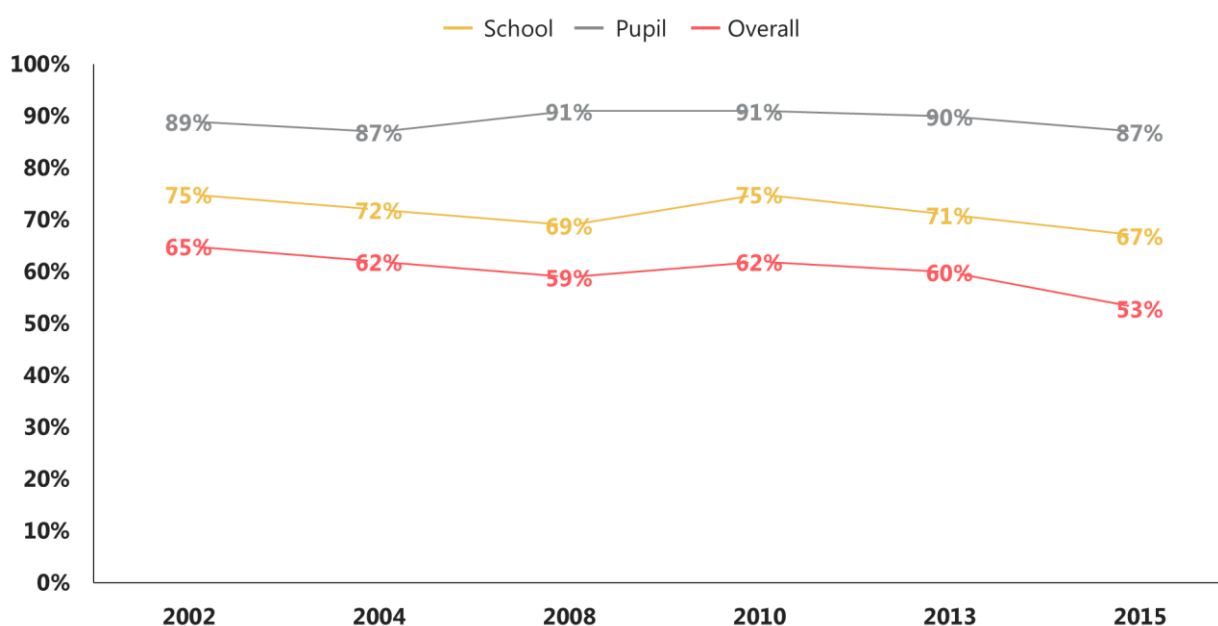
Response rates

Overall, 264 out of an invited 382 schools participated in the survey. This equated to 1,182 out of an invited 1,756 classes and 25,304 out of a possible 31,147 pupils participated in the survey. All pupils who completed the survey were included in the analysis of results. However, due to differences in sampling, the schools completing the RCS boost were not included in assessment of the overall response rate, discussed in more detail below. The response rate is based on a total sample of 16,911 pupils.

In the sample included in the response rate, 235 of the 351 invited schools took part in the survey, giving a school response rate of 67%. The class response rate was 61%, 822 classes out of the original sample of 1,345. Overall 16,911 pupils completed the questionnaire, exceeding the target sample of 16,000. Based on the class response forms² sent out to participating schools, this equated to a pupil response rate of 87%.

Prior to 2002, the survey was conducted across the whole of the UK and not just in Scotland. While in previous years the response rate was calculated as the product of the school response rate and the pupil response rate, this changed in 2002 when the Scottish survey became separated from the English and Welsh survey. From this point on, the overall response rate was calculated as the product of the class response rate and the pupil response rate, with the exception of 2006. The overall response rate in 2015 was 53% (Table 1 and Figure 1).

Figure 1: Response rates for SALSUS and predecessors: 2002-2015



Source SALSUS 2002-2015

N.B. The response rate in 2006 was calculated in a different way than other years of SALSUS and is therefore incomparable. For this reason, it has been excluded from the response rate time chart.

² Teachers were asked to complete a Class Response Sheet for each class that participated in the study. These forms collected information on how many pupils were normally in the class, how many were present at the time of survey administration and gave reasons for the absence of any pupils who were not present.

Table 1: Response rates for SALSUS and predecessors: 1982-2015

Survey year	School response rate	Class response rate	Pupil response rate	Overall response rate
1982	96%	-	90%	84%
1984	89%	-	90%	81%
1986	82%	-	91%	78%
1990	97%	-	90%	87%
1992	96%	-	90%	86%
1994	92%	-	90%	82%
1996	81%	-	90%	71%
1998	81%	-	89%	70%
2000	72%	-	90%	64%
2002	75%	73%	89%	65%
2004	72%	71%	87%	62%
2006	69%	-	82%	57%
2008	69%	65%	91%	59%
2010	75%	68%	91%	62%
2013	71%	67%	90%	60%
2015	67%	61%	87%	53%

The overall response rate has dropped since 2013. This was due to a lower than expected response rate among schools completing the survey online. The response rate for the paper sample was broadly in line with that for 2013.

Non-response

Most surveys are subject to possible bias due to non-response. Within this survey there were several possible reasons for non-response to occur: school and class non-response; pupil non-response; and item (question) non-response. The impacts of non-response bias can be addressed through the use of weights which is discussed later in further detail.

School and Class Non-Response

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. For example, smoking prevalence can be higher at schools with a high proportion of pupils living in areas of greater deprivation.

The overall school response rate was 67%. Table 2 presents a comparison of the sample with pupil census information to allow assessment of the existence of non-response bias. This shows that the sample was representative in terms of school denomination and whether the school was independent or not.

However, there was some under-representation of S4 pupils (46% in the sample, compared with 51% of the population) and over-representation of 13 year olds (54% in the sample, compared with 49% of the population).

Pupils in the sample were also more likely to be in rural areas than the population profile (22% in the sample, compared with 18% of the population) which could be indicative of bias.

There did not seem to be any other obvious differences between the schools that participated and those that did not (e.g. size of school). However, it is not possible to examine or quantify all potential sources of non-response bias. For example, it may be that schools that place a higher priority on substance use education may be more likely to take part. Schools that place a higher priority on substance use education may do so because it is more of a problem among their pupils. In this 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

	2015 Unweighted Sample %	2015 Pupil Census %
Sex		
Boys	50	50
Girls	50	50
Year		
S2	54	49
S4	46	51
School type		
State	94	94
Independent	6	6
Denomination		
Catholic	16	18
Non-denominational	84	82
Area Type		
Urban	78	82
Rural	22	18

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 87%.

Item Non-Response

Item non-response is where respondents do not answer some questions. 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 90 questions in the survey, just seven had levels of non-response of 10% or more, see Table 3. Therefore, item non-response is unlikely to have greatly affected the results.

The level of item non-response was considerably higher in the online mode than in the paper mode and this is discussed in detail in the Mode Effect Study Results report³. However, the differing levels of item non-response did not have a statistically significant impact on the results of the key prevalence measures (and, consequently, has not had an impact on the trends).

By far the highest level of item non-response was at the postcode question. It was high in both modes but, again, higher in the online mode than the paper mode. It was clear from the qualitative research with pupils, conducted during the online pilot, that there was considerable concern that providing their postcode (particularly in combination with their month and year of birth) would make them identifiable. This may explain the higher non-response for postcodes for the online mode. However, it is unclear why this would be more of a concern for those completing the survey online than on paper. One possibility could be a sense that electronic data is more easily manipulated and matched up with other electronic data. Although not identified in the pilot, another possibility is that pupils may be aware of warnings (from school and elsewhere) to be very careful about the types of personal data they submit online.

³ Available at: <http://www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS>

Table 3 Item non-response where proportions were equal to or greater than 10%

Question	Subquestion	Base	Non-response
Q46 – How much do you think your father/carer really knows about...?	How you spend your money	16,911	10%
	Where you are after school	16,911	10%
	Where you go at night	16,911	10%
	What you do with your free time	16,911	10%
Q73 – How old were you when you first?	Got drunk	16,911	19%
Q78 Do you know the postcode for your home address?		16,911	43%
Q84 – To what extent do you agree or disagree with the following statements? ‘My school provides me with enough advice and support about...?’	Drinking alcohol	16,911	10%
	Taking drugs	16,911	10%
	Smoking	16,911	10%
	Leading a healthy and active life	16,911	10%
Q85 – Thinking about the future, how confident do you feel about...?	Saying no to doing something that you don’t want to do	16,911	10%
	Knowing where to go for information and support about substance related issues	16,911	10%
	Avoiding getting into risky situations due to alcohol	16,911	10%
	Avoiding getting into risky situations due to drugs	16,911	11%
Q88 – In the past year, how many times did you skip or skive school?		16,911	10%
Q90 Strengths and Difficulties Questionnaire	All items	16,911	11-14%

Comparisons with previous data

The age range in 2015 was slightly younger than 2013 due to a two month extension to the fieldwork period in 2013 and a slight overrepresentation of 13 year olds in 2015. However, the 2002 and 2004 cohorts were older than the 2006-2015 waves 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 4).

Table 4: Age profile comparison between 2013 and 2015

Age	Survey Year	
	2013	2015
12 years old	5%	5%
13 years old	42%	47%
14 years old	7%	7%
15 years old	43%	40%
16 years old or more	2%	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 2015 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 as '15 year olds' throughout the report.

Weighting

Weighting is an adjustment factor applied to survey results to take account of any under or over representation as a result of non-response bias. For example, persons in under-represented groups get a weight larger than 1, and those in over-represented groups get a weight smaller than 1. In any analysis of the data (e.g. calculating averages, making comparisons between subgroups) the weighted values are used.

There were two main factors to take into account when applying weights to the 2015 SALSUS dataset. The first was to compensate for the impact of the sample design on the probability of selection – design weights. In the case of SALSUS 2015, the aspects of the sample design that had an impact on the probability of selection were: the additional sample for three boosted local authorities; the additional sample for the three RCS local authorities; and using classes; rather than pupils, as the sampling unit.

The second reason was to correct for any under/over representation of different groups of pupils as a result of non-response – corrective weights.

Weighting was applied for the following variables:

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

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

A single weighting variable was subsequently created to bring the sample in line with the pupil census at a national level.

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. 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 value in the population sampled from. 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 formula for calculating the sampling error (SE) of a simple random sample is:

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

The formula for calculating the sampling error for the differences between two estimators (p_1 and p_2) derived from two independent samples (assuming a simple random sample) is:

$$SE = \sqrt{\left(\frac{p_1(100-p_1)}{n_1}\right) + \left(\frac{p_2(100-p_2)}{n_2}\right)}$$

Rather than using a simple random sample, whole classes were sampled within the schools that agree to participate. Therefore, classes were clustered within those schools, and pupils are clustered within those classes. Pupils within the same class and within the same school were 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 that affect the accuracy of survey results. Other sources of error include response bias (previously discussed) and over/under reporting, both of which are difficult to quantify.

Calculating standard errors and design effects

The sample design of SALSUS is complex, involving stratification by local authority and school type (state or independent), as well as clustering within schools. In addition, weights were applied when obtaining survey estimates.

Complex design and weighting affects standard errors for survey estimates, which are generally higher than the standard errors that would be derived from an unweighted simple random sample (SRS) of the same size. For example, clustering reduces the precision of estimates, whereas stratification can increase precision. Weighting can also reduce the precision of estimates.

The ratio of the standard error of the complex sample to that of a simple random sample of the same size is known as the design factor. Put another way, the design factor (or 'Deft') is the factor by which the standard error of an estimate from a simple random sample has to be multiplied to give the true standard error of the complex design.

A 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 Factor of less than 1.0 indicates a narrower confidence interval and greater precision.

The true standard errors and Defts for SALSUS 2015 have been calculated in STATA using Linearization (Taylor series method), also known as the propagation of variance by Kish, and was the method used from 2006 to 2013. Thirty-six 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 five local authorities: Dundee City, Fife, Inverclyde, Moray 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 ten local authorities were combined into one stratum to calculate sampling errors and Defts. There were 851 clusters used in the calculations, one for each class that participated in the survey⁴.

The Deft values applied and adjusted true standard errors (which are themselves estimates subject to random sampling error) are shown in Tables 5 to 10 for six key variables from the survey along with 95% confidence intervals.

When comparing the 2015 key variables with the 2013 key variables, significance tests were applied based on the 'pooled standard error' for each variable (a weighted sum of the true standard errors⁵ for each year). Table 11 shows the six key variables for 2013 and 2015, with the true standard errors for each year and whether or not the difference is significant at the 5% level.

⁴ As the RCS sample was in fact a census, class was not used as a sampling unit and therefore the data was not clustered in the same way as for the main SALSUS sample. The school was used as the cluster variable in the Deft calculations instead.

⁵ i.e. the standard errors taking into account the Design Effects

Table 5: Linearised standard errors and 95% confidence intervals for the proportion of pupils who are regular smokers, by age and gender: Scotland 2015

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	6439	1.51%	0.19%	1.15%	1.88%	1.19
Girls	6712	1.65%	0.21%	1.24%	2.07%	1.29
15 year olds						
Boys	5657	7.39%	0.48%	6.45%	8.33%	1.45
Girls	5595	7.21%	0.48%	6.27%	8.14%	1.44

Table 6: 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 2015

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	6522	2.25%	0.24%	1.78%	2.71%	1.24
Girls	6743	2.38%	0.24%	1.91%	2.85%	1.22
15 year olds						
Boys	5714	11.96%	0.59%	10.80%	13.12%	1.45
Girls	5607	12.98%	0.68%	11.65%	14.30%	1.58

Table 7: Linearised standard errors and 95% confidence intervals for the proportion of pupils who drank alcohol in the last week, by age and gender: Scotland 2015

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	6166	3.83%	0.34%	3.16%	4.51%	1.35
Girls	6431	4.22%	0.33%	3.56%	4.87%	1.27
15 year olds						
Boys	5485	15.89%	0.67%	14.57%	17.21%	1.44
Girls	5479	18.91%	0.78%	17.38%	20.44%	1.54

Table 8: Linearised standard errors and 95% confidence intervals for the proportion of pupils who have ever used drugs, by age and gender: Scotland 2015

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	6193	5.80%	0.39%	5.03%	6.57%	1.28
Girls	6531	4.92%	0.37%	4.20%	5.65%	1.31
15 year olds						
Boys	5476	20.89%	0.80%	19.33%	22.45%	1.53
Girls	5490	15.94%	0.69%	14.58%	17.30%	1.47

Table 9: 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 2015

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	6193	4.92%	0.35%	4.23%	5.62%	1.24
Girls	6531	4.15%	0.34%	3.50%	4.81%	1.29
15 year olds						
Boys	5476	18.78%	0.76%	17.28%	20.27%	1.52
Girls	5490	14.20%	0.64%	12.93%	15.46%	1.43

Table 10: 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 2015

	Sample Size	Proportion	Linearised Standard error	Binomial Wald 95% CI		Defts
				Lower CI	Upper CI	
13 year olds						
Boys	6193	3.14%	0.29%	2.58%	3.70%	1.24
Girls	6531	2.88%	0.27%	2.35%	3.41%	1.23
15 year olds						
Boys	5476	13.44%	0.67%	12.13%	14.75%	1.52
Girls	5490	8.65%	0.51%	7.65%	9.65%	1.41

Table 11: Statistical significance of comparisons between 2013 and 2015 results for key variables

	2013 SALSUS			2015 SALSUS			T test (2 sided)	P – Value	Significant at the 5% level?
	%	True standard error	Sample size	%	True standard error	Sample size			
Regular smokers									
13 yr old boys	1.82	0.199	8518	1.52	0.188	6439	1.111	0.267	No
13 yr. old girls	1.71	0.166	8546	1.65	0.211	6712	0.208	0.835	No
15 yr. old boys	8.27	0.48	8080	7.39	0.478	5657	1.296	0.195	No
15 yr. old girls	9.00	0.467	7969	7.21	0.478	5595	2.648	0.008	Yes
Drink at least once a week									
13 yr. old boys	1.90	0.212	8664	2.25	0.237	6522	-1.097	0.273	No
13 yr. old girls	1.82	0.177	8607	2.38	0.239	6743	-1.932	0.053	No
15 yr. old boys	11.86	0.513	8156	11.96	0.593	5714	-0.128	0.899	No
15 yr. old girls	11.25	0.512	8020	12.98	0.676	5607	-2.061	0.039	Yes
Drank in the last week									
13 yr. old boys	4.08	0.255	8671	3.83	0.342	6166	0.571	0.568	No
13 yr. old girls	4.22	0.294	8617	4.22	0.334	6431	0.005	0.996	No
15 yr. old boys	18.37	0.634	8178	15.89	0.674	5485	2.661	0.008	Yes
15 yr. old girls	19.06	0.629	8027	18.91	0.780	5479	0.146	0.884	No
Taken drugs in last month									
13 yr. old boys	2.34	0.198	8293	3.14	0.286	6193	-2.376	0.018	Yes
13 yr. old girls	1.75	0.166	8425	2.88	0.269	6531	-3.778	0.000	Yes
15 yr. old boys	10.92	0.494	7925	13.44	0.667	5476	-3.092	0.002	Yes
15 yr. old girls	7.83	0.405	7897	8.65	0.510	5490	-1.276	0.202	No
Taken drugs in last year									
13 yr. old boys	3.81	0.289	8293	4.92	0.354	6193	-2.460	0.014	Yes
13 yr. old girls	2.82	0.222	8425	4.15	0.335	6531	-3.455	0.001	Yes
15 yr. old boys	16.68	0.682	7925	18.78	0.762	5476	-2.056	0.040	Yes
15 yr. old girls	14.30	0.559	7897	14.20	0.644	5490	0.122	0.903	No
Taken drugs ever									
13 yr. old boys	4.79	0.322	8293	5.80	0.393	4	-1.998	0.046	Yes
13 yr. old girls	3.52	0.247	8425	4.92	0.369	6531	-3.281	0.001	Yes
15 yr. old boys	19.24	0.763	7925	20.89	0.797	5476	-1.496	0.135	No
15 yr. old girls	16.34	0.651	7897	15.94	0.695	5490	0.418	0.676	No

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.

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) is a scale used to determine the relative deprivation of small areas across Scotland. An aggregate score is reached by combining 38 indicators from seven 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 2012 version. This was reported in quintiles, with 1 being the 20% most deprived areas and 5 being the 20% least deprived areas.

Overall, 44% of pupils (n=7,375) 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 SIMD. 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, leaving small base sizes. The fact that base sizes are increased as a result of the imputation reduces the chance of a Type II error⁶.

SDQ

The Goodman Strengths and Difficulties Questionnaire (SDQ) was used to explore the relationship between substance use and mental health. 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 questions that are grouped into five scales, with each scale including five questions. The scales are:

⁶ Type II errors happen if a false null hypothesis is not rejected i.e. failing to detect an effect that is present

- emotional symptoms
- conduct problems
- hyperactivity/inattention
- peer relationship problems
- pro-social behaviour

Information on how to score the self-completed SDQ was obtained from the website <http://www.sdqinfo.com> . 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 (See Table 12). A total score of 0 through 10 is possible for each of the five scales.

Table 12 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	fight	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 summed for each of the five scales. 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 score ranges from 0 to 40.

Some pupils did not answer one or more of the 25 SDQ items. To be able to calculate a score for each scale, pupils had to answer at least three out of the five items in that scale. For example, if a pupil did not answer three or more 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 four 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 13). These groupings are used in psychiatry to aid in identification of pupils who are likely to have mental health disorders.

Table 13: 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

WEMWBS

Since 2010 the survey has included the Warwick-Edinburgh Mental Well-being Scale (WEMWBS). Developed as a tool for measuring mental well-being at a population level, the scale comprises 14 positively worded statements that relate to an individual's state of mental well-being (thoughts and feelings). Pupils were asked to indicate how often they had had such thoughts and feelings over the last two weeks.

The overall score was calculated by totalling the scores for each item (minimum possible score was 14 and the maximum was 70). The higher a person's score, the better their level of mental well-being. The mean was used as a measure of the average score and to compare different groups. Scores were calculated for pupils who gave a valid response to each of the 14 questions.

Family Structure

A variable on family structure (famstat) was computed for inclusion in a small number of tables in the National Overview and topic reports. 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 505 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. Pupils who could not be classified were excluded from the tables that use smoking status as an investigatory variable. However, the pupils with unknown smoking status were included in the 'all pupils' category.

Classification of parents' and siblings' smoking status

Parents' smoking status was derived from responses to question 23. The variable 'parsmoke' includes pupils whose parents do not smoke daily, 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 23. 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.

Semeron

A bogus drug 'semeron' was included in the list of drugs presented in questions 49 and 55 in the questionnaire. A variable was derived using question 49 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.

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. No pupils 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 49. There were no pupils who reported having been offered semeron but no other drug.

Age at which first smoked, drank, got drunk and took drugs

Question 73 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. For consistency with previous waves, ages below five 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 who 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.

Pupils who gave a valid age for first use of a substance but had previously indicated (in other questions) that they had never used this substance were excluded from the analysis.

Calculating paternal and maternal knowledge scores

Pupils' perceptions of their parents' knowledge of their behaviours was assessed in questions 45 and 46 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'

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 45 and 46.

Pupils' perceptions of parental knowledge vary by age group and sex. To take account of 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.

Limitations of the data

As with any survey, there are a number of limitations of the data. These include those already mentioned earlier in this report:

- The data are from a sample of the population as opposed to a census and, therefore, subject to sampling error
- Non-response of schools, classes and pupils
- Item non-response

There are other limitations that have not already been covered in detail. These include:

- The self-report 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.

Accuracy is also an issue with self-report and accuracy of 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 seven days, ending yesterday? Answers to this type of question are 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. Substance use may be very different among pupils who are not in mainstream secondary education and hence the results from SALSUS cannot be applied to these pupils.

Appendix A: Cognitive Question Testing

Before finalising the questionnaire for the 2015 wave, a cognitive testing exercise was undertaken in November 2014 to test proposed new questions and existing questions which were thought to be problematic.

Methods

Cognitive testing was undertaken with 26 pupils (11 boys in S2, 5 girls in S2, 6 boys in S4 and 4 girls in S4) in three schools. Two of the schools were in areas of high deprivation and one was in an area of moderate deprivation. In order to maximise the chances of identifying problems, the sample intentionally included pupils who were less academically able.

The testing was undertaken by core members of the Ipsos MORI research team. Pupils were interviewed individually or in friendship pairs. Interviews lasted approximately 45 minutes. Pupils first completed the questions on paper, while the researcher observed. This was a shortened version which included the questions to be tested plus some of the questions which immediately preceded those questions (in case that affected their interpretation).

The researcher then questioned the pupil about how they had answered the questions, checking their understanding and interpretation (retrospective verbal probing).

The testing was undertaken in three waves with around a third of pupils involved in each wave. After each of the first and second waves, a report was sent to the Scottish Government Project Manager and relevant policy colleagues, and agreed amendments were made to questions which were then tested in the next wave.

After the third wave, the findings were discussed with the Research Advisory Group and agreement was reached on the final versions for the 2015 questionnaire, or removal of the question in some cases.

Findings

The findings and final decision for each question (or series of linked questions) tested is described in this section. All iterations of questions are described, although not all are presented in full⁷.

Question on 'fake fags'

This question was tested because it involved a lengthy explanation and there was concern about the way it was being interpreted (see Figure A.1). Two amended versions were tested before a decision was made to remove the question as it proved to be too problematic.

⁷ The final wording is as shown, although the formatting in the final print version may be slightly different.

Figure A.1 : Existing version from 2013 survey

Some tobacco is MUCH CHEAPER than the kind normally found in shops because it is fake, smuggled into the country to avoid tax, or brought back from holiday then sold on to others. Sometimes these are called 'fake fags'. Of the cigarettes that you smoke, how much of it is what we have described as 'MUCH CHEAPER tobacco' or 'fake fags'?

All	<input type="checkbox"/>
Most	<input type="checkbox"/>
Some	<input type="checkbox"/>
None	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Findings from the first wave of interviews revealed that the question was indeed not well understood and required alteration. Pupils found it too long and confusing. In discussion, they appeared to have a good understanding of the concept of 'fake fags' and were familiar with the term 'fake fags'. However, as the explanation in the question was so long, many did not read it in any detail and made incorrect or incomplete assumptions about what was meant.

It was agreed that the question would be simplified (see Figure A.2). In the second wave of interviews, pupil comprehension was tested again, with a particular focus on whether pupils considered untaxed cigarettes and those containing cheaper ingredients.

Figure A.2: Version 2 of question on 'fake fags'

Q9 Of the cigarettes that you smoke, how many are much cheaper 'fake fags'?

All	<input type="checkbox"/>	
Most	<input type="checkbox"/>	GO TO Q9b
Some	<input type="checkbox"/>	
None	<input type="checkbox"/>	
Don't know	<input type="checkbox"/>	GO TO Q10

Q9b How do you know they are 'fake fags' rather than real cigarettes?
PLEASE CROSS ALL THAT APPLY

They are cheaper	<input type="checkbox"/>
The packaging looks wrong	<input type="checkbox"/>
Someone got them from abroad	<input type="checkbox"/>
They taste/smell different	<input type="checkbox"/>
Someone told me they were fake	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

A test of the second version found that some pupils thought the first part of the question was referring to e-cigarettes and answered on that basis.

Part (b) of the question seemed to be understood and answered in the way intended. One of the pupils who had thought the first part of the question was referring to e-cigarettes understood, once they had read part (b), (although they didn't then go back to Q9 to change their answer). There was also mention of the tobacco being more loosely rolled and being more yellow in colour than 'real' cigarettes.

Pupils were not including 'real' cigarettes of known brands that were brought from abroad and sold more cheaply in their definition of 'fake fags'.

One girl did include cigarettes from Barcelona that she described as 'minging', which did not light properly, and were in paper packaging. However, she admitted that she did not know that they were necessarily 'fake' and may, in theory, have been a 'real' Spanish brand that she wasn't aware of.

It was agreed that further amendments would be made to the question to specifically exclude e-cigarettes and vapour pens as well as add an additional response category of 'they look different' to part (b) of the question (see Figure A.3).

Figure A.3: Version 3 of question on 'fake fags'

9)	Of the cigarettes that you smoke, how many are 'fake fags'? By 'fake fags' we mean fags that look similar to normal cigarettes but are much cheaper. We don't mean e-cigarettes or vapour pens.	
All	<input type="checkbox"/>	
Most	<input type="checkbox"/>	GO TO Q9b
Some	<input type="checkbox"/>	
None	<input type="checkbox"/>	
Don't know	<input type="checkbox"/>	GO TO Q10
9b)	How do you know they are 'fake fags' rather than real cigarettes?	
	PLEASE CROSS ALL THAT APPLY	
They are cheaper	<input type="checkbox"/>	
The packaging looks wrong	<input type="checkbox"/>	
Someone got them from abroad	<input type="checkbox"/>	
They taste/smell different	<input type="checkbox"/>	
They look different	<input type="checkbox"/>	
Someone told me they were fake	<input type="checkbox"/>	
Don't know	<input type="checkbox"/>	

None of the respondents from day three of the interviews smoked cigarettes and were, therefore, not routed to this question. When asked to read the question and say what they thought 'fake fags' meant there were various definitions given:

- E-cigarettes (despite the new question wording)

- ‘Poisonous tobacco’
- Cigarettes from ‘dodgy’ shops
- Cigarettes from abroad
- Fake cigarettes from other countries
- Chinese cigarettes with ‘chemicals in’.

It is important to note that, as these pupils were non-smokers, they were less likely to know what was meant by ‘fake fags’. However, it did raise issues about the variability in pupils’ interpretation of the phrase ‘fake fags’.

Due to the demonstrated issues with pupil understanding and interpretation of this question, it was removed from the 2015 survey.

FINAL VERSION

Question removed.

Question on whether other people smoke

This question was tested because it had resulted in a high number of missing answers in previous waves. Two amended versions were tested and a final version agreed as the cognitive testing indicated that the amendments had improved levels of response.

Figure A.4: Existing version from 2013 survey:

Which (if any) of the following people smoke?
PLEASE CROSS ONE BOX ON EACH LINE.

	Smokes daily	Smokes occasionally	Does not smoke	Don't know	Don't have or don't see this person
Mother/carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father/carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brother - if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sister - if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girlfriend/boyfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Best friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The test of the 2013 existing version showed that some pupils left particular rows blank because they did not notice the ‘Don’t have or don’t see this person’ column. One suggested it was because of the dark line which separates that column from the others. Another said it was because ‘Don’t have or don’t see this person’ is quite long so they didn’t read it properly.

Others left rows blank because the person did not smoke. It seemed they did not look for the 'does not smoke' option because the question asked 'which of the following people smoke'. They looked down the list of people and only crossed a box if the person did smoke.

A revised version was agreed which changed the order of the response options so that 'does not smoke' was first instead of third. Furthermore, the question wording was changed to 'How often do each of the following people smoke' to try and encourage pupils to answer at each option.

Figure A.5: Version 3 of question on other people smoking:

How often do each of the following people smoke?					
PLEASE CROSS ONE BOX ON EACH LINE.					
	Does not smoke	Smokes occasionally	Smokes daily	Don't know	Don't have or don't see this person
Your mother/carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your father/carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your brother - if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your sister - if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your girlfriend/boyfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your best friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Despite the reordering of response options and change to the question wording, some pupils still left rows blank, although the level of response was better than for the original version. The reasons given for the blanks from one pupils was because they did not know the answer (and didn't notice the 'don't know' box). Another said that because they did not have a sister they just skipped that row and did not look along it for 'don't have or don't see this person'. Also, pupils with only very young siblings commented that it was odd to be asked, for example, about whether your three year old brother smokes. They did, however, answer correctly after a bit of hesitation.

It was agreed to add further instructions to the question. This was tested in interview wave three and the additional instructions did appear to help as most pupils completed the question correctly. The recommendation was to use this version as the final version.

FINAL VERSION

How often do each of the following people smoke?

PLEASE CROSS ONE BOX ON EACH LINE. IF YOU DON'T HAVE OR DON'T SEE A PERSON, CROSS THE BOX AT THE END OF THE LINE.

	Does not smoke	Smokes occasionally	Smokes daily	Don't know	Don't have or don't see this person
Your mother/carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your father/carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your brother - if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your sister - if you have more than one, answer about the eldest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your girlfriend/boyfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your best friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question on whether the pupil is a young carer

This question was revised and then tested because, in the previous wave, it has resulted in implausibly high numbers of pupils reporting that they were young carers. As a result, a new question on caring responsibilities was designed (Figure A.7) and tested.

Figure A.6: Existing question on caring responsibilities

Do you look after, or give any regular help or support to family members, friends, neighbours or others because they have long-term physical/mental ill health/disability or problems relating to old age?

Yes

No

Figure A.7: Version one of question on caring responsibilities

Do you care for or look after someone in your home (in other words, are you a young carer)?

Yes

No

The first wave of testing highlighted some confusion among pupils about whether they should include looking after a younger sibling when their parents were not around.

That said, seven out of the eight pupils tested in that wave understood that it should only include looking after an adult if that person was ill or disabled. However, one ticked 'Yes' because he cared *about* his mum.

Therefore, it was agreed that the text 'because they have a long-term illness or disability' to the question wording to avoid confusion (Figure A.8). There was a concern that the new

wording may miss those caring for someone with a mental health problem, so this was explored in more detail in the second wave of testing.

Figure A.8: Version two of question on caring responsibilities

Do you care for or look after someone in your home because they have a long-term illness or disability? In other words, are you a young carer?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Version two of the question appeared to work better than the first and none of the pupils said 'yes' simply because they cared *about* someone. There was less confusion about whether looking after younger siblings (temporarily) should be included. Moreover, two pupils who were extensively involved in caring for disabled/ill siblings correctly answered 'Yes'.

However, one girl raised an interesting point: her friend has to look after a younger sibling because, she said, her mother 'is not fit to be a mum'. She said her friend has to 'do everything' – get the brother up, take him to nursery, give him his tea etc. She thought her friend probably would cross 'yes' because she would class herself as a young carer but she wasn't sure if she should because the brother isn't disabled/ill.

For this reason, it was decided that 'for example' would be added to the question in an attempt to ensure that situations like that described above are included. The third wave of testing focused on whether this addition would cause more or less uncertainty.

Figure A.9: Version three of question on caring responsibilities

Do you care for or look after someone in your home because, for example, they have a long-term illness or disability? In other words, are you a young carer?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Version 3 of the question worked well and the addition of 'for example' did not cause any confusion. This version was used in the 2015 questionnaire.

FINAL VERSION

Do you care for or look after someone in your home because, for example, they have a long-term illness or disability? In other words, are you a young carer?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Question on what influences choice of drink

This question was tested because it had resulted in a high number of missing answers in the previous wave.

Figure A.10: Existing question version in 2013 survey

Thinking about the last time you had a drink, how much influence did each of the following things have on the type of drink you had? PLEASE CROSS ONE BOX ON EACH LINE.					
	A great deal	A fair amount	Not very much	None at all	Don't know
How cheap it was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was what everyone else was drinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How the bottle/can looked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The taste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because it could get me more drunk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How easy it was to get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I saw an advert and wanted to try it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was just what someone offered me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How many calories it has in it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Several pupils said they 'didn't know' at 'How many calories it has in it' because they didn't know how many calories *there were* rather than they didn't know *how much that influenced them*. Similarly, some of the 'how easy it was to get' and 'how cheap it was' responses seemed to be a rating of how easy it was to get/how cheap it was, rather than how much that influenced them. In the existing 2013 version of the question, pupils needed to separate how they would rate a drink on different dimensions (cheapness, availability, taste) from whether that aspect actually influenced them, and *then* estimate how *much* it influenced them. The results of the first set of interviews indicated that this involved too great a cognitive effort to provide good quality data. The question was simplified for the second round of testing so that it just asked about *what factors* influenced their choice. In addition, 'last time' was underlined for greater emphasis (Figure A.11).

It is worth noting that all seven of those who answered said 'not very much' to 'how cheap it was'. However, they were all drinking relatively cheap drinks (MD 20/20, Cactus Jack, Buckfast and Blue WKD). This may be because they see their choice of drink in the context of what other (cheap) drinks other young people are consuming so don't feel it is a particular factor. Or because they are aware that even cheaper drinks are available: one pupil mentioned paying £7 for a bottle of MD 20/20 rather than the £6 he could have paid for a bottle of Buckfast (so he said he wasn't influenced by how cheap it was). Hence this question will at best only measure how much pupils *perceive* that they have been influenced by price (in their context) and not how much the price of alcohol does influence what or how much young people drink.

Figure A.11: Version two of question on what influences choice of drink

Thinking about the last time you had a drink, why did you have that particular type of drink? PLEASE CROSS ALL THAT APPLY.	
It was cheaper than other drinks	<input type="checkbox"/>
It was what everyone else was drinking	<input type="checkbox"/>
How the bottle/can looked	<input type="checkbox"/>
I like the taste	<input type="checkbox"/>
I knew it tasted ok	<input type="checkbox"/>
It could get me drunk quickly	<input type="checkbox"/>
It was easy to get hold of	<input type="checkbox"/>
I saw an advert and wanted to try it	<input type="checkbox"/>
It would not get me too drunk	<input type="checkbox"/>
It was just what someone offered me	<input type="checkbox"/>
It has fewer calories than other drinks	<input type="checkbox"/>
Someone made me try it	<input type="checkbox"/>

The simplified version in A.11 was found to work better than the original version and, in most cases, the responses fitted the story pupils told about why they had drunk that particular drink (which was not the case for the first wave of testing).

However, the issue of pupils tending not to say that price was an influence on their choice of alcohol beverage (referred to earlier) remained.

It was decided that the question would remain unchanged for the third wave of testing. However, further consideration should be given to whether the data will be useful from a policy perspective or whether the question should be dropped to create more space/time for other questions.

The pupils that participated in the third wave of testing were less likely to have drunk alcohol than those on the first or second day of testing. This may be why a further issue emerged. A couple of pupils in this wave of testing found it difficult to specify why they drank a particular type of alcohol and answered the question in terms of why they were drinking at all. This caused some confusion as the response options did not fit with the information they were trying to provide.

Given the problematic nature of the question, after further discussion, the Research Advisory Group decided to drop the question.

FINAL VERSION
Question removed.

Questions on how much their mother and father know about their activities

These questions were tested due to high levels of missing answers in previous waves of the survey.

Figure A.12: Existing version tested from 2013 survey about parental knowledge

How much do you think your <u>mother/carer</u> really knows about.....?			
PLEASE CROSS ONE BOX ON EACH LINE			
Don't have or don't see mother/carer	<input type="checkbox"/>	GO TO Q23	
	I think she knows a lot	I think she knows a little	I don't think she knows anything
Who your friends are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How you spend your money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where you are after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where you go at night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What you do with your free time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the first wave of testing, this question (and the same question about how much they thought their father really knew about their activities) seemed unproblematic.

The only issue was that one pupil interpreted 'free time' as meaning time when his mother was out of the house (so, by that definition, she knew less about it). As a result, the question was amended so that the final row read 'What you do with your spare time'.

During the second wave of interviews, the question remained relatively unproblematic. Further probing on the use 'spare time' found that a couple of pupils still interpreted 'spare time' as being time away from parents (though it did not affect their answers). Furthermore, another pupil felt that 'free time' was a better phrase than 'spare time'. The decision was taken to revert the final row text to 'free time'. The amendment to 'spare time' does not appear to have addressed the (slight) issue identified on day one so there is not a strong enough justification for making the change.

The final wave of testing confirmed that the original question version worked well and it was retained.

FINAL VERSION

No change to existing version – refer to Figure A.12

Questions on 'other' drugs that have been offered and taken

There was a desire to check how well the item on 'other drugs' was working (the last item in Figure A.14) in terms of whether pupils noticed it and how they interpreted it. A similar cognitive test was also conducted on the question asking whether pupils have 'ever taken any drugs' (not shown). The question format is the same for both questions.

Updates to the list of drugs for the questions on 'ever been offered drugs' and 'ever taken any drugs' were not cognitively tested.

Figure A.14: Existing version tested from 2013 survey on if ever been offered drugs

Have you ever been offered any of the following drugs?		
PLEASE MAKE SURE THAT YOU CROSS ONE BOX ON EACH LINE.		
	Yes	No
Cannabis (Hash, Blow, Joints, Weed, Ganja, Smoke)	<input type="checkbox"/>	<input type="checkbox"/>
Gas, Glue or other solvents (Tipp-Ex, Lighter Fuel, Aerosols) – To inhale or sniff	<input type="checkbox"/>	<input type="checkbox"/>
Amphetamines (Speed, Whizz, Sulph)	<input type="checkbox"/>	<input type="checkbox"/>
LSD (Acid, Tabs, Trips)	<input type="checkbox"/>	<input type="checkbox"/>
Ecstasy ('E', Eccies, XTC, Pills, MDMA)	<input type="checkbox"/>	<input type="checkbox"/>
Semeron (Sems, Semmies)	<input type="checkbox"/>	<input type="checkbox"/>
Poppers (Amyl Nitrates, Liquid Gold, Rush)	<input type="checkbox"/>	<input type="checkbox"/>
Tranquilisers (Downers, Benzos, Valium, Vallies, Blues, Temazepam)	<input type="checkbox"/>	<input type="checkbox"/>
Heroin (Smack, Skag, Gear, 'H')	<input type="checkbox"/>	<input type="checkbox"/>
Magic Mushrooms (Shrooms, Mushies)	<input type="checkbox"/>	<input type="checkbox"/>
Methadone (Linctus, Physeptone, Meth)	<input type="checkbox"/>	<input type="checkbox"/>
Crack (Rock, Stone)	<input type="checkbox"/>	<input type="checkbox"/>
Cocaine (Coke, Charlie, C, Ching)	<input type="checkbox"/>	<input type="checkbox"/>
Anabolic Steroids (Roids)	<input type="checkbox"/>	<input type="checkbox"/>
Mephedrone (MMCAT, Bubbles, Drone, M-CAT, Meow Meow)	<input type="checkbox"/>	<input type="checkbox"/>
GHB/GBL (G, Liquid ecstasy)	<input type="checkbox"/>	<input type="checkbox"/>
Ketamine (K, Ket, Special K, Horsey)	<input type="checkbox"/>	<input type="checkbox"/>
Synthetic cannabis – e.g. spice, black mamba, clockwork orange	<input type="checkbox"/>	<input type="checkbox"/>
Salvia	<input type="checkbox"/>	<input type="checkbox"/>
MDMA powder (Mandy, Molly, Madman)	<input type="checkbox"/>	<input type="checkbox"/>
Powders or pills that are sold as legal highs (please cross box and write below the name of the drug)	<input type="checkbox"/>	<input type="checkbox"/>

Other drugs that would not be given to you by a doctor or chemist (please cross box and write below the name of the drug)	<input type="checkbox"/>	<input type="checkbox"/>

The focus of the first wave of testing was on the last row 'Other drugs....'. All of the pupils said they were confused by this and were not sure what it meant.

One pupil had been offered cannabis. They did not notice it was on the list because they knew it as 'grass' or 'weed' and did not read as far as 'weed' in the list of other names for cannabis. They did not think to write it in at 'other drugs' because they were confused by

what that meant and thought it was about drugs that *would* be given by a doctor, despite the instruction to the contrary.

One pupil had been offered 'base' (i.e. amphetamine) but did not know what that came under and, again, did not think to write it in under 'other drugs' because they thought that was perhaps meant for other drugs that you would get from a doctor, but at a higher dose than from a doctor.

Another pupil wondered if it meant whether you had ever been handed anything by a doctor. Another pupil wrote in 'paracetamol' but then ticked 'No' and said they didn't know what it meant.

Given the confusion of all pupils, it was agreed that the explanation in the last row would be removed and replaced with 'Any other drugs (please cross box and write in below the name of the drug)'.

As the explanation was removed, checks were made to see if pupils included drugs that they had legitimately been offered for medication during the second wave of testing.

Version two of the question worked better than the first and caused much less confusion. Pupils generally understood that if they had been offered or taken anything other than the drugs listed, they should write it in under 'any other drugs'. However, there were still issues, with some pupils either writing a drug name but failing to cross 'yes'; crossing 'yes' but failing to write in a drug name or not responding at all to the 'other' category. Therefore, a further amendment was agreed for testing in the third round of interviews.

The categories for 'Powders or pills that are sold as legal highs' and 'Other drugs that would not be given to you by a doctor or chemist' were separated from the main list and asked separately in new questions (see Final Version). This worked well and the new question design was agreed to be used in the 2015 survey.

FINAL VERSION

49) Have you ever been offered any of the following drugs?

PLEASE MAKE SURE THAT YOU CROSS ONE BOX ON EACH LINE.

	Yes	No
Cannabis (hash, joints, weed, green, grass, pollen, resin, bud, smoke)	<input type="checkbox"/>	<input type="checkbox"/>
Gas, Glue or other solvents (Tipp-Ex, lighter fuel, aerosols, NO, laughing gas) – to inhale or sniff	<input type="checkbox"/>	<input type="checkbox"/>
Amphetamine (speed, base, whizz, sulph)	<input type="checkbox"/>	<input type="checkbox"/>
Methamphetamine (crystal meth, tina, glass, ice)	<input type="checkbox"/>	<input type="checkbox"/>
LSD (acid, tabs, trips)	<input type="checkbox"/>	<input type="checkbox"/>
Ecstasy (E, eccies, XTC, pills, MDMA, sweeties)	<input type="checkbox"/>	<input type="checkbox"/>
Semeron (sems, semmies)	<input type="checkbox"/>	<input type="checkbox"/>
Poppers (Amyl Nitrite, Liquid Gold, Rush)	<input type="checkbox"/>	<input type="checkbox"/>
Tranquilisers (downers, benzos, valium, vallyies, blues, Temazepam)	<input type="checkbox"/>	<input type="checkbox"/>
Heroin (smack, skag, gear, H, kit)	<input type="checkbox"/>	<input type="checkbox"/>
Magic mushrooms (shrooms, mushies)	<input type="checkbox"/>	<input type="checkbox"/>
Methadone (linctus, physeptone, meth)	<input type="checkbox"/>	<input type="checkbox"/>
Cocaine (coke, charlie, c)	<input type="checkbox"/>	<input type="checkbox"/>
Crack cocaine (crack, rock, stone)	<input type="checkbox"/>	<input type="checkbox"/>
Anabolic Steroids (roids)	<input type="checkbox"/>	<input type="checkbox"/>
Mephedrone (bubbles, drone, M-CAT, meow meow)	<input type="checkbox"/>	<input type="checkbox"/>
GHB/GBL (G, liquid ecstasy)	<input type="checkbox"/>	<input type="checkbox"/>
Ketamine (K, ket, special k, horsey)	<input type="checkbox"/>	<input type="checkbox"/>
Synthetic cannabis – e.g. Damnation, Black Mamba, Clockwork Orange, Pandora's Box	<input type="checkbox"/>	<input type="checkbox"/>
Salvia	<input type="checkbox"/>	<input type="checkbox"/>
MDMA powder (mandy, molly, madman)	<input type="checkbox"/>	<input type="checkbox"/>
MDAI, 6-APB (Benzo Fury), methylone (or other synthetic empathogen)	<input type="checkbox"/>	<input type="checkbox"/>
MXE, MXP (or other synthetic dissociative)	<input type="checkbox"/>	<input type="checkbox"/>
Ethylphenidate, MPA or branded packets such as Ching, Snow White, Blue stuff, Pink Panthers (or other synthetic stimulant)	<input type="checkbox"/>	<input type="checkbox"/>
AMT, NBOMe, 2Cs (or other synthetic psychedelic)	<input type="checkbox"/>	<input type="checkbox"/>

→ GO TO Q50

50) Have you ever been offered powders or pills that are sold as legal highs?

Yes → GO TO Q51

No → GO TO Q52

51) If you know the name of the legal high that you were offered, write it in the box below. If you don't know the name, cross the 'Don't know' box.

Don't know

→ GO TO Q52

52) Apart from things asked about at Q49, Q50 and Q51, have you ever been offered any other drugs?

Yes → GO TO Q53

No → GO TO Q54

53) If you know the name of drug that you were offered, write it in the box below. If you don't know the name, cross the 'Don't know' box.

Don't know

Proposed new question on lessons about smoking, alcohol and drugs

This question was introduced as a new question in 2015 and, therefore, required testing.

Figure A.15: Version one question lessons, videos/DVDs or discussion about substance use topics

In the last twelve months have you had any lessons, videos/DVDs or discussion in class on the following topics?			
PLEASE CROSS ONE BOX ON EACH LINE			
	Yes	No	Don't know
Smoking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the first wave of testing, this question was unproblematic. The only exception was one pupil who focused just on 'videos/DVDs' and did not notice 'lessons' or 'discussion'. However, this did not, in practice, affect their answer. Therefore, it was agreed that the question should be left unchanged for the second wave of testing.

The question was, again, unproblematic in the second wave of testing. Furthermore, no other pupils focused on 'videos/DVDs' when answering the question.

Given that there were no issues with the question, there was no further testing in the third wave of research and the question was included in SALSUS 2015 unchanged.

FINAL VERSION

No change to first version – refer to Figure A.15

Proposed new question on how much learned at school about the risks of substance use

This question was introduced as a new question in 2015 and, therefore, required testing.

Figure A.16: Version one question about information learned at school

In school, how much have you learned about the following?	A lot	A little	Not much	Nothing at all	Don't know
The risks to your health from cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The risks to your health from alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The risks to your health from illegal drugs or 'legal highs'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effects that drinking alcohol can have on other areas of your life (e.g. your safety, your behaviour, your relationships, how you feel about yourself)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effects that taking illegal drugs or 'legal highs' can have on other areas of your life (e.g. your safety, your behaviour, your relationships, how you feel about yourself)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your ability to make decisions can be affected by drinking alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your ability to make decisions can be affected by taking illegal drugs or 'legal highs'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That people's views about smoking, drinking and drug use can be affected by the things their friends say or do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That people's views about smoking, drinking and drug use can be affected by the things they see on TV, in films or on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During wave one of testing, there was some confusion when pupils were asked about what 'legal highs' meant. For example, one thought it meant drugs like cannabis that were legal in other countries but not in the UK. That said, the confusion did not seem to affect their answers and they just answered in relation to 'drugs' generally.

One pupil forgot/did not notice the 'in school' part, so answered about how much she had learned in general. This affected her response to the risks from cigarettes. She put 'a lot' because her grandmother had died of lung cancer, but would have put 'a little' if she was just thinking about what she'd learned at school.

One pupil interpreted 'The effects that taking illegal drugs or 'legal highs' can have on other areas of your life (e.g. your safety, your behaviour, your relationships, how you feel about yourself)' as being about people turning to drugs because of something bad that had happened in their life.

The last item caused confusion. While most seemed to understand the concept of people's views being affected by the media, they tended to answer about *how much people's views were affected*, rather than *how much they had learned at school* about the fact that they can be. The concept is a bit more complex than the others, and requires a longer

description. Asking pupils how much they have learned about this (rather than how much does this happen) AND how much of what they've learned was at school, was too cognitively difficult. While the second last item is almost as complex, pupils did talk about 'peer pressure' and gave examples of discussions in class and DVDs they had seen in relation to this issue.

These issues resulted in two amendments being made in advance of the second wave of testing (Figure A.17). First, *illegal drugs and 'legal highs'* was changed to *drugs*. The question was not trying to distinguish between the two, and was not specifically trying to find out what they learned about 'legal highs', so it was an unnecessary complication.

Second, the last item in the question was simplified and amended to 'That people's views about smoking, drinking and drug use can be affected by TV and films'.

Figure A.17: Version two question about information learned at school

In school, how much have you learned about the following?					
	A lot	A little	Not much	Nothing at all	Don't know
The risks to your health from cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The risks to your health from alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The risks to your health from drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effects that drinking alcohol can have on other areas of your life (e.g. your safety, your behaviour, your relationships, how you feel about yourself)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effects that taking illegal drugs or 'legal highs' can have on other areas of your life (e.g. your safety, your behaviour, your relationships, how you feel about yourself)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your ability to make decisions can be affected by drinking alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your ability to make decisions can be affected by taking illegal drugs or 'legal highs'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That people's views about smoking, drinking and drug use can be affected by the things their friends say or do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That people's views about smoking, drinking and drug use can be affected by TV and films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The last item worked slightly better in the second wave of testing than in version one in the first wave. However, some pupils were still answering in relation to how much they thought people were affected by TV and films rather than how much they had learned in school about that.

In relation to the second last item, some pupils were saying they had learned in school that people have different views about these issues rather than learning that views can be affected by peers.

A further change was made to the question in advance of the third wave of testing. The second last item was changed to 'That people's smoking, drinking and drug use can be

affected by the things their friends say or do' to reflect that it is their behaviour that changes rather than their views.

As the final item on the list was still proving problematic, it was recommended that if this was still true during the third wave of testing, it should be dropped from the question.

Figure A.18: Version three question about information learned at school

In school, how much have you learned about the following?					
	A lot	A little	Not much	Nothing at all	Don't know
The risks to your health from cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The risks to your health from alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The risks to your health from drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effects that drinking alcohol can have on other areas of your life (e.g. your safety, your behaviour, your relationships, how you feel about yourself)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effects that taking illegal drugs or 'legal highs' can have on other areas of your life (e.g. your safety, your behaviour, your relationships, how you feel about yourself)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your ability to make decisions can be affected by drinking alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your ability to make decisions can be affected by taking illegal drugs or 'legal highs'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That people's smoking, drinking and drug use can be affected by the things their friends say or do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That people's views about smoking, drinking and drug use can be affected by TV and films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The third wave of testing highlighted that the changes made to the second last item, seemed to improve comprehension and the decision was taken to retain it. The last item continued to be problematic (pupils answered in relation to how much they thought people's views were affected, rather than how much they had learned at school about this) and the Research Advisory Group agreed that the item should be dropped.

FINAL VERSION

In school, how much have you learned about the following?

	A lot	A little	Not much	Nothing at all	Don't know
The risks to your health from cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The risks to your health from alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The risks to your health from drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effects that drinking alcohol can have on other areas of your life (e.g. your safety, your behaviour, your relationships, how you feel about yourself)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effects that taking drugs can have on other areas of your life (e.g. your safety, your behaviour, your relationships, how you feel about yourself)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your ability to make decisions can be affected by drinking alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your ability to make decisions can be affected by taking drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That people's views about smoking, drinking and drug use can be affected by the things their friends say or do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proposed new question on whether school provides advice and support to make healthy choices

This question was introduced as a new question in 2015 and, therefore, required testing.

Figure A.19: Version one question about advice and support received from school

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Drinking alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smoking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading a healthy and active life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Version one of this question seemed relatively unproblematic although it should be noted that it came close to the end so there was not enough time in some interviews to explore it thoroughly.

One girl interpreted the question as being about whether she would go to someone in the school if she wanted advice or support.

The second wave of testing suggested that the 'important decisions' element was being lost and pupils tended to answer in relation to whether the school provides advice and support.

It was decided that an alternative version would be tested (Figure A.20) which focused simply on whether they had sufficient advice and support to take decisions. It was thought that this may help pupils focus more on the decisions element.

Figure A.20: Version two question about advice and support received from school

To what extent do you agree or disagree with the following statements?					
'I have the advice and support I need to take important decisions about...?' PLEASE CROSS ONE BOX ON EACH LINE					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Drinking alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smoking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading a healthy and active life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Version two of the question worked well in the third wave of testing in terms of comprehension. However, discussion at the Research Advisory Group clarified that whether the school was providing enough advice and support was too important an element to drop. It was felt that this was more important than the 'important decisions' element and the final version below was agreed.

FINAL VERSION

To what extent do you agree or disagree with the following statements?
 'My school provides me with enough advice and support about...?'

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Drinking alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smoking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading a healthy and active life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proposed new question on confidence in future wellbeing choices

This question was introduced as a new question in 2015 and, therefore, required testing.

Figure A.21: Version one question about confidence in future wellbeing choices

Thinking about the future, how confident do you feel about...?	Very confident	Fairly confident	Not very confident	Not at all confident	Don't know
Having the information you need to make the right choices about your health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saying no to doing something that you don't want to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing where to go for information and support about substance related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoiding getting into risky situations due to alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoiding getting into risky situations due to drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This question appeared to be straightforward and was understood by pupils. The exception to this was that a couple of pupils were not sure what 'substance related issues' meant.

However, it should be noted, as with the previous question, it came close to the end and was not covered in as much detail as earlier questions.

In advance of the second wave of testing, the question was amended so that ‘substance related issues’ was changed to ‘smoking, drinking and drug use’.

The question was covered in more depth in the second wave of testing and it was confirmed that there were no comprehension issues related to this question. In the end, the original version was used in the final questionnaire.

FINAL VERSION
No change to first version – refer to Figure A.21

Proposed new question on whether would talk to parents if worried about something

This question was introduced as a new question in 2015 and, therefore, required testing.

Figure A.22: Version one question about whether would talk to parents if worried about something

If you were really worried about something, how likely would you be to talk to the following people about it?

	Very likely	Fairly likely	Not very likely	Not at all likely	Don't know	Don't have or don't see this person
Your mother/carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your father/carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the first wave of testing, pupils appeared to find this question uncomplicated. However, it should be noted that it came close to the end, so it was not discussed in as much depth as the earlier questions.

Only one amendment was made to the question in advance of the second wave of testing. It was decided that the dark line in front of ‘Don’t have or see this person’ should be removed because of the issue identified with similar formatting on the question about whether other people smoke.

Figure A.23: Version two question about whether would talk to parents if worried about something

If you were really worried about something, how likely would you be to talk to the following people about it?						
	Very likely	Fairly likely	Not very likely	Not at all likely	Don't know	Don't have or don't see this person
Your mother/carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your father/carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

One issue came up in the second wave of testing, a pupil left father/carers blank because she didn't notice the last column ('Don't have or see this person').

Therefore, as with the question on whether other people smoke (discussed above) it was decided that the additional instruction 'IF YOU DON'T HAVE OR DON'T SEE THE PERSON, CROSS THE BOX AT THE END OF THE LINE' should be tested.

Figure A.24: Version three question about whether would talk to parents if worried about something

If you were really worried about something, how likely would you be to talk to the following people about it?						
PLEASE CROSS ONE BOX ON EACH LINE. IF YOU DON'T HAVE OR DON'T SEE THE PERSON, CROSS THE BOX AT THE END OF THE LINE						
	Very likely	Fairly likely	Not very likely	Not at all likely	Don't know	Don't have or don't see this person
Your mother/carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your father/carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Version three worked well in the third wave of testing and it was confirmed that this version would be used in the SALSUS 2015 questionnaire. In further discussion with the Research Advisory Group, it was subsequently decided to add 'Someone else in your family'.

FINAL VERSION

If you were really worried about something, how likely would you be to talk to the following people about it?

PLEASE CROSS ONE BOX ON EACH LINE. IF YOU DON'T HAVE OR DON'T SEE THE PERSON, CROSS THE BOX AT THE END OF THE LINE

	Very likely	Fairly likely	Not very likely	Not at all likely	Don't know	Don't have or don't see this person
Your mother/carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your father/carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone else in your family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B: Response options for new questions

Q83 In school, how much have you learned about the following?

	A lot	A little	Not much	Nothing at all	Don't know
The risks to your health from cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The risks to your health from alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The risks to your health from drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effects that drinking alcohol can have on other areas of your life (e.g. your safety, your behaviour, your relationships, how you feel about yourself)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The effects that taking drugs can have on other areas of your life (e.g. your safety, your behaviour, your relationships, how you feel about yourself)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your ability to make decisions can be affected by drinking alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That your ability to make decisions can be affected by taking drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That people's views about smoking, drinking and drug use can be affected by the things their friends say or do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

85) Thinking about the future, how confident do you feel about...?

	Very confident	Fairly confident	Not very confident	Not at all confident	Don't know
Having the information you need to make the right choices about your health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saying no to doing something that you don't want to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing where to go for information and support about substance related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoiding getting into risky situations due to alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoiding getting into risky situations due to drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C: Liaison teacher instructions

SALSUS 2015 INSTRUCTIONS FOR LIAISON POINTS – Online survey

Thank you very much for your help so far with this survey. This pack contains everything you need to take part in SALSUS 2015. You will have been sent a pack of materials for each selected class in your school. This document explains the steps you need to take.

If you have any problems or questions, please see the SALSUS website (www.ipsos-mori.com/SALSUS), or contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or salsus@ipsos.com.

Each individual class pack 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 (x30)
- Information sheets for pupils (x30)
- A set of 40 stickers with the survey link and unique log-ins for pupils (x1)
- A class response sheet (x1)

The liaison point pack should also contain:

- A separate sheet of test log-ins for you and the class teacher administering the survey (x1)
- A reply paid envelope for returning the class response sheets (x1)

If there is anything missing, please contact Ipsos MORI. Alternatively, electronic copies of the materials can be downloaded from our SALSUS website: www.ipsos-mori.com/SALSUS.

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. Raise awareness of the survey among parents.
3. Distribute the packs to the relevant class teachers in the bags supplied.
4. Use one of the test links on the separate sheet enclosed to verify that the survey works and none of the questions are blocked by a filter.
5. Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the class response sheet on that date.
6. Post the completed class response sheets to Ipsos MORI in the provided reply paid envelope.
7. 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.

Step 2: Raise awareness of the survey among parents

To ensure that parents are aware their child might/will be asked to participate in the survey, it would be much appreciated if you can raise awareness that the school is taking part in SALSUS 2015.

This could be done, for example, by posting a short message on the school website, in (e-) newsletters, or via other sources from which parents receive information from the school.

The information should make clear to parents that while participation is important, and the results of previous waves of the survey have helped in planning and developing services aimed at reducing smoking, drinking and drug use among young people in Scotland, they can request that their child does not take part in the survey.

Sample text for raising awareness of the survey among parents is provided on the SALSUS website (www.ipsos-mori.com/SALSUS), or can be obtained from us by emailing salsus@ipsos.com.

Step 3: Distribute the packs to the relevant class teachers in the bag supplied

There is a label on each bag to show 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 bag 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 return it to you
- arranging for absent pupils to complete the survey at a later date is key to the reliability and representativeness of the results.

Step 4: Test the survey with one of the links provided on the test logins sheet. These are test log-ins and should **not** be used for pupils. **If pupils use these log-ins to access the survey, the data they provide will not be recorded.**

When testing the survey, please make sure you check right through to the end (and that you say you smoke, drink and use drugs to cover all of the questions!).

You can test the survey using the main **SURVEY LINK:** www.ipsos-mori.com/SALSUS2015

Step 5: Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the class response sheet on that date

Step 6: Post all class response sheets to Ipsos MORI Scotland

Please return the completed class response sheets in the reply paid envelope provided. If you have misplaced the envelope you can contact Ipsos MORI or use the following freepost address: **SALSUS 2015, FREEPOST RTSA-ZGKX-STRU, Ipsos MORI, Kings House, Kymberley Road, Harrow, HA1 1PT** on a standard envelope.

The final date for the completion of online surveys and the return of class response sheets is **27th November 2015**, but please return your school's response sheets as soon as they have all been completed. If more than one class in your school has been selected, please return them at the same time.

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 7: Follow up on absent pupils

If any pupils are absent when the survey 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 survey the next time they attend that class. If this is not possible, please arrange another suitable time. You could administer the survey to all absent pupils at the same time in an ICT suite or the library, or in individual classes either on laptops or tablets. 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 2013 survey:

- **76% of 15 year old regular smokers had also truanted in the past year, compared with only 34% of 15 year old non-smokers**
- **54% of 15 year olds who had drunk in the last week had also truanted in the past year, compared with 25% of 15 year olds who never drink alcohol**
- **18% of 15 year olds who had used drugs in the month prior to the survey had truanted more than 10 times, compared with 3% 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 77% of those who had used drugs in the month before the survey). It therefore seems likely that there is also a correlation between absenteeism due to sickness and substance misuse.

Absent pupils who are completing the survey at a later date should do so under the same conditions as pupils in the main session. This needs to be explained before they complete the survey 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.

We have provided space below for you to keep a note 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.

The Scottish Government recognises the efforts from the liaison points, teachers and pupils involved in this survey. Without them, this important survey would not be possible. In order to give something back to schools, the Scottish Government has funded a SALSUS education pack for secondary schools. This has recently been developed by Education Scotland and Information Services Division (ISD) and is available at:

http://www.isdscotland.org/Health-Topics/Public-Health/SALSUS/Latest-Report/docs/SALSUS_2013_Education_Resource.pdf.

Further free teaching resources will be developed in 2015.

Class (e.g. '2F' or '4B' etc.)

Date surveys 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 surveys 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 surveys 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

SALSUS 2015 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 classes at your school to take part in SALSUS 2015. You will have been sent a pack of materials 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 the liaison point within your school, see the SALSUS website (www.ipsos-mori.com/SALSUS), or contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or salsus@ipsos.com.

Each pack, to undertake SALSUS 2015 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 (x30)
- Information sheets for pupils (x30)
- Questionnaires (x30)
- Plain envelopes in which pupils are to seal their completed questionnaires (x30)
- Reply paid envelopes for absent pupils participating at a later date (x5)
- Class Response Sheet (x1)
- Bag for the return of the Class Response Sheet and sealed envelopes containing completed questionnaires (x1)

If there is anything missing, please contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or salsus@ipsos.com. Alternatively, if you prefer, electronic copies of instructions for teachers, pupil information sheets, opt out letters to parents, and Class Response Sheets can be downloaded from our SALSUS website:
www.ipsos-mori.com/SALSUS.

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. Raise awareness of the survey among parents
3. Distribute the packs to the relevant class teachers in the bags supplied
4. Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the bag of questionnaires on that date
5. Arrange collection of bags of completed questionnaires
6. 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 David Myers, Ipsos MORI researcher, on 0131 240 3260 or salsus@ipsos.com, or see the SALSUS website (www.ipsos-mori.com/SALSUS).

Step 2: Raise awareness of the survey among parents

Where possible, to ensure that parents are aware their child might/will be asked to participate in the survey, it would be much appreciated if you can raise awareness that the school is taking part in SALSUS 2015.

This could be done, for example, by posting a short message on the school website, in (e)-newsletters, or via other sources from which parents receive information from the school.

The information should make clear to parents that while participation is important, and the results of previous waves of the survey have helped in planning and developing services aimed at reducing smoking, drinking and drug use among young people in Scotland, they can request that their child does not take part in the survey.

Sample text for raising awareness of the survey among parents is provided on the SALSUS website (www.ipsos-mori.com/SALSUS), or can be obtained from us by emailing salsus@ipsos.com.

Step 3: Distribute the packs to the relevant class teachers in the bag supplied

There is a label on each bag to show 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 bag 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 bag 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 4: Take a note of when the class teacher plans to administer the survey and follow up if they have not returned the bag of questionnaires on that date

Step 5: Arrange collection of bags of completed questionnaires

When you have received the bags 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 bag(s) that day or on the next day that the school is open.

The final date for returning the questionnaires is **27th November 2015** 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 bag provided. The bag 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 bags – 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 6: 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 2010 survey:

- **78% of 15 year old regular smokers had also truanted in the past year, compared with only 36% of 15 year old non-smokers**
- **62% of 15 year olds who had drunk in the last week had also truanted in the past year, compared with 23% of 15 year olds who never drink alcohol**
- **23% of 15 year olds who had used drugs in the month prior to the survey had truanted more than 10 times, compared with 3% 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 77% of those who had used drugs in the month before the survey). 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 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 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.

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

Appendix D: Class teacher instructions

SALSUS 2015
INSTRUCTIONS FOR CLASS TEACHERS – online survey
★ PLEASE READ AT LEAST A WEEK BEFORE THE SURVEY ★

Please read these instructions carefully as they are essential for the robustness of the research. 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, see the SALSUS website (www.ipsos-mori.com/SALSUS), or contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or salsus@ipsos.com.

Class Pack

Your pack to undertake SALSUS 2015 with one class of pupils should contain:

- Opt-out letters for parents (x30)
- Information sheets for pupils (x30)
- A set of 40 stickers with the survey link and unique log-ins for pupils (x1)
- Class response sheet (x1)

If there are more than 30 pupils in the class, you will require additional opt-out letters and information sheets. For additional materials, please contact David Myers or these can be downloaded from the SALSUS website.

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.

The Scottish Government has commissioned Ipsos MORI to undertake the 2015 wave of SALSUS.

To ensure that the results are as representative as possible, Ipsos MORI have randomly selected over 500 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...

- 1) Identify a suitable date and time to administer the survey**
- 2) Distribute the opt-out letters for parents and the information sheet for pupils a week in advance**
- 3) Administer the survey**
- 4) Complete the class response sheet and take a note of absent pupils**
- 5) Return the class response sheet to your school liaison point**
- 6) 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 survey should take around 30 minutes to complete although some pupils may take longer.

When planning a date to administer the survey, please bear in mind that the opt-out letters to parents and the pupil information sheets need to be issued at least a week before the survey 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. Please ask pupils to write the final return deadline (i.e. the day the survey will take place) on the opt-out letter. 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 survey is to be administered. When pupils are given these materials, please re-iterate to them that they should ensure they pass the opt-out letter on to their parent/guardian.

Step 3: Administer the survey

The survey can be administered on desktop PCs, laptops/netbooks, or tablets.

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. If pupils are completing the survey on laptops or tablets in an ordinary classroom, the room should be set up exam style, with pupils at separate desks. If an ICT suite or the school library is being used, they should be spaced out as much as possible if it is practical to do so.

Ensure that each pupil selects a sticker with the survey link and unique login at random – this will help reassure them of confidentiality and anonymity. **Do not share stickers between pupils.** We have provided 40 stickers per class in case there are more than 30 pupils per class and/or if spares are required (for example, if pupils are frozen out of the survey).

Please emphasise the anonymity and confidentiality of the exercise, and that no-one in the school will see any of the completed surveys.

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.

Pupils will be worried if you are able to see their answers, so please **remain at the front of the room as much as possible.**

Instructions to pupils

Ask pupils to type in the survey link in their computer/device's web browser, and to type in their access code in the space provided.

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 survey. **It is up to you whether you want to complete the survey. If you do complete the survey and there are any questions***

you do not want to answer you do not have to. There will be a 'prefer not to answer' option to select if this is the case.

The survey is confidential and anonymous. Nobody at school (including me), or at home, will see your answers. Don't type your name into the survey. When you have completed the questions, select 'Finish' to submit your answers. All the surveys will then be sent securely 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 survey is not a test and there are no right or wrong answers.

Before starting to fill out the survey, you should read the instructions at the beginning. Depending on how you answer certain questions, you may be asked to miss out some later questions. You should therefore look closely at the instructions for each question – most of the time you will be asked to select the box that best fits your answer, but not always. Then select the 'Next' button underneath the question.

If you have moved on and realise that you have made a mistake, select the 'Back to last question' button and then select the box that you think best fits your answer.

When you get to the end of the survey, select 'Finish' to submit your answers. This will then take you to a quiz which you can do if others are still completing the survey.

Giving help

The survey contains all the instructions pupils should need and will automatically route them to the next question. However, it is possible that some pupils may have problems answering certain questions, 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 select or type 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 really does not know what to write and there is no 'Don't know' option, they can select 'Prefer not to answer'.

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

At the end of the survey

We have provided a quiz, based on findings from 2013, at the end of the survey to occupy those pupils who complete the survey early.

Pupils with additional support needs

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

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. The survey can be completed on a laptop or tablet device, so ASN pupils can complete the survey in a different room than the rest of the class if they require privacy (e.g. because they are using a screen reader or are receiving support to complete the survey).

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 survey with support). Some of the most sensitive/personal questions are shown below. Please read these questions on the next page 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

Q35) Have you ever been drunk?

No, never

Yes, once

Yes, 2-3 times

Yes, 4-10 times

Yes, more than 10 times

Q50) When was the last time you ever used or took any of the following?

Cannabis (hash, joints, weed, green, grass, pollen, resin, bud, smoke)

Gas, Glue or other solvents (Tipp-Ex, lighter fuel, aerosols, NO, laughing gas) – To inhale or sniff

Amphetamine (speed, base, whizz, sulph)

Methamphetamine (crystal meth, tina, glass, ice)

LSD (acid, tabs, trips)

Ecstasy (E, eccies, XTC, pills, MDMA, sweeties)

Semeron (sems, semmies)

Poppers (Amyl Nitrite, Liquid Gold, Rush)

Tranquilisers (downers, benzos, valium, vallies, blues, Temazepam)

Heroin (smack, skag, gear, H, kit)

Magic mushrooms (shrooms, mushies)

Methadone (linctus, physeptone, meth)

Cocaine (coke, charlie, c)

Crack cocaine (crack, rock, stone)

Anabolic Steroids (roids)

Mephedrone (bubbles, drone, M-CAT, meow meow)

GHB/GBL (G, liquid ecstasy)

Ketamine (K, ket, special k, horsey)

Synthetic cannabis – e.g. Damnation, Black Mamba, Clockwork Orange, Pandora's Box

Salvia

MDMA powder (mandy, molly, madman)

MDAI, 6-APB (Benzo Fury), methylone (or other synthetic empathogen)

MXE, MXP (or other synthetic dissociative)

Ethylphenidate, MPA or branded packets such as Ching, Snow White, Blue stuff, Pink

Panthers (or other synthetic stimulant)

AMT, NBOMe, 2Cs (or other synthetic psychedelic)

Powders or pills that are sold as legal highs

Other drugs that would not be given to you by a doctor or chemist

SDQ 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 submitted their surveys and how many pupils per class took part. This information enables us to calculate survey response rates. Please do not forget to return the class response sheet to your school's liaison point.

If any pupils are absent when the survey is completed, please record this on the class response sheet and note their names in the space provided below – 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 surveys 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 to your liaison point

Return the class response sheet to your liaison point so that they can post it back to us.

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 survey 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 survey the next time they attend that class. If this is not possible, please arrange another suitable time. You could administer the survey to all absent pupils at the same time in an ICT suite or the library, or in individual classes either on laptops or tablets. 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 2013 survey:

- **76% of 15 year old regular smokers had also truanted in the past year, compared with only 34% of 15 year old non-smokers**
- **54% of 15 year olds who had drunk in the last week had also truanted in the past year, compared with 25% of 15 year olds who never drink alcohol**
- **18% of 15 year olds who had used drugs in the month prior to the survey had truanted more than 10 times, compared with 3% 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 77% of those who had used drugs in the month before the survey). It therefore seems likely that there is also a correlation between absenteeism due to sickness and substance misuse.

Absent pupils who are completing the survey at a later date should do so under the same conditions as pupils in the main session.

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

If pupils are on long-term absence, we can arrange for them to complete the survey at home.

If you have any problems or questions, please contact the liaison point within your school or David Myers, Ipsos MORI researcher, on 0131 240 3260 or salsus@ipsos.com, or see the SALSUS website (www.ipsos-mori.com/SALSUS).

Thank you very much for your help with SALSUS 2015

The Scottish Government recognises the efforts from teachers and pupils involved in this survey. Without them, this important survey would not be possible. In order to give something back to schools, the Scottish Government has funded a SALSUS education pack for secondary schools. This has recently been developed by Education Scotland and Information Services Division (ISD) and is available at:

http://www.isdscotland.org/Health-Topics/Public-Health/SALSUS/Latest-Report/docs/SALSUS_2013_Education_Resource.pdf.

Further free teaching resources will be developed in 2015.

The SALSUS deliverables continue to evolve and the Scottish Government are striving to produce outputs that are accessible to a number of audiences, including pupils, particularly through the use of infographics.

SALSUS 2015
INSTRUCTIONS FOR CLASS TEACHERS
★ PLEASE READ AT LEAST A WEEK BEFORE THE SURVEY ★

Please read these instructions carefully as they are essential for the robustness of the research. 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, see the SALSUS website (www.ipsos-mori.com/SALSUS), or contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or salsus@ipsos.com.

Class Pack

Your pack to undertake SALSUS 2015 with one class of pupils should contain:

- Opt-out letters for parents (x30)
- Information sheets for pupils (x30)
- Questionnaires (x30)
- Plain envelopes in which pupils are to seal their completed questionnaires (x30)
- Reply paid envelopes for absent pupils participating at a later date (x5)
- Class Response Sheet (x1)
- Bag for the return of the Class Response Sheet and sealed envelopes of completed questionnaires – this return bag is attached to the Class Response Sheet (x1)

If there are more than 30 pupils in the class, you will require additional materials. For additional materials, please contact David Myers, Ipsos MORI researcher, on 0131 240 3260 or salsus@ipsos.com.

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.

The Scottish Government, has commissioned Ipsos MORI to undertake the 2015 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...

- 1) Identify a suitable date and time to administer the survey**

- 2) Distribute the opt-out letters for parents and the information sheet for pupils a week in advance**
- 3) Administer the questionnaire**
- 4) Complete the Class Response Sheet and take a note of absent pupils**
- 5) Insert the Class Response Sheet and completed questionnaires (in individual envelopes) into the return bag provided (the bag which came attached to the Class Response Sheet) and return the bag to your school liaison point**
- 6) 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 opt-out letters to parents 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. When pupils are given these materials, please re-iterate to them that they should ensure they pass the opt-out letter on to their parent/guardian.

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 bag 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. **It is up to you whether you want to complete 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 bag 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Father	<input checked="" type="checkbox"/>	<input type="checkbox"/>

When you have finished, please 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 additional support needs

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.

Q6) Do you smoke cigarettes at all nowadays?

Yes

No

Q34) Have you ever been drunk?

No, never

Yes, once

Yes, 2-3 times

Yes, 4-10 times

Yes, more than 10 times

Q49) When was the last time you ever used or took any of the following?

Cannabis (hash, joints, weed, green, grass, pollen, resin, bud, smoke)

Gas, Glue or other solvents (Tipp-Ex, lighter fuel, aerosols, NO, laughing gas) – To inhale or sniff

Amphetamine (speed, base, whizz, sulph)

Methamphetamine (crystal meth, tina, glass, ice)

LSD (acid, tabs, trips)

Ecstasy (E, eccies, XTC, pills, MDMA, sweeties)

Semeron (sems, semmies)

Poppers (Amyl Nitrite, Liquid Gold, Rush)

Tranquillisers (downers, benzos, valium, vallis, blues, Temazepam)

Heroin (smack, skag, gear, H, kit)

Magic mushrooms (shrooms, mushies)

Methadone (linctus, physeptone, meth)

Cocaine (coke, charlie, c)

Crack cocaine (crack, rock, stone)

Anabolic Steroids (roids)

Mephedrone (bubbles, drone, M-CAT, meow meow)

GHB/GBL (G, liquid ecstasy)

Ketamine (K, ket, special k, horsey)

Synthetic cannabis – e.g. Damnation, Black Mamba, Clockwork Orange, Pandora's Box

Salvia

MDMA powder (mandy, molly, madman)

MDAI, 6-APB (Benzo Fury), methylone (or other synthetic empathogen)

MXE, MXP (or other synthetic dissociative)

Ethylphenidate, MPA or branded packets such as Ching, Snow White, Blue stuff, Pink

Panthers (or other synthetic stimulant)

AMT, NBOMe, 2Cs (or other synthetic psychedelic)

Powders or pills that are sold as legal highs

Other drugs that would not be given to you by a doctor or chemist

SDQ (on page 30) 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 bag 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 below – 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 return bag is attached to the Class Response Sheet. The bag 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 bag!**

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

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 2010 survey:

- **78% of 15 year old regular smokers had also truanted in the past year, compared with only 36% of 15 year old non-smokers**
- **62% of 15 year olds who had drunk in the last week had also truanted in the past year, compared with 23% of 15 year olds who never drink alcohol**
- **23% of 15 year olds who had used drugs in the month prior to the survey had truanted more than 10 times, compared with 3% 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 77% of those who had used drugs in the month before the survey). 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 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.

If you have any problems or questions, please contact the liaison point within your school or David Myers, Ipsos MORI researcher, on 0131 240 3260 or salsus@ipsos.com, or see the SALSUS website (www.ipsos-mori.com/SALSUS).

Thank you very much for your help with SALSUS 2015

The Scottish Government recognises the efforts from teachers and pupils involved in this survey. Without them, this important survey would not be possible. In order to give something back to schools, the Scottish Government has funded a SALSUS education pack for secondary schools. This has recently been developed by Education Scotland and Information Services Division (ISD) and is available at:

Appendix E: Parent and pupil information letters

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 an online 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.

The Scottish Government have asked Ipsos MORI, an independent research agency, to run the survey within schools. More than 16,000 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 have 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 type their name into 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 type their postcode into the questionnaire. However, they do not have to provide this information if they would prefer not to. Only the survey research team at Ipsos MORI will have access to individual responses.

If you have any questions or concerns about this survey, please contact me 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

Carolyn Black, Project 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 2015.

Signed

Date

Name (capital letters)

Relationship to child

Child's year group:

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 16,000 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 team at Ipsos MORI (the company doing the research) 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 David Myers from the Ipsos MORI team at david.myers@ipsos.com or 0131 240 3260.

Appendix F: Data specification

General Notes on this SALSUS 2015 Spec:

In general, if a question is left blank when it should have been answered as part of the normal routing of the questionnaire, it should be coded as -9 'not answered'.

If a question is left blank and it should indeed be blank due to the routing, code as -1 'not applicable'.

If a question has been answered even though it should have been skipped in the normal routing, it should also generally be coded as -1. However, there are a few questions where we have asked you to force answers based on the responses to follow-up questions, and these will be specifically outlined in the table below.

If a question has multiple responses where it should not, we have included instructions for how force the question to code as a single response (e.g., force to code closest to 4).

If there are no instructions for coding erroneous multiple responses for a particular question, force code to -9 'no answer'. These will be questions where forcing an answer is difficult because the response options are not scaled. Whenever there are multiple responses when there should not be, we would like you to **flag** the cases. Based on the number of respondents who chose multiple answers, we may want to change our method of forcing answers to make it randomised.

Qn Number	Variable	Base	Edit rules
Q1	sex	All	IF NOT ANSWERED, code as -9
Q2	classyr	All	<p>IF NOT ANSWERED, code as -9</p> <p>All students with the same batch number (first 3 digits of number on cover sheet of q'aire) should have the same class year. By looking at the class year of other respondents with the same batch number, missing class years can be determined for students.</p> <p>At the end of coding, please use the batch number provided for each class to determine class year where students have not answered or multi-coded this question and enter the appropriate classyr code (S2=1, S4=2).</p>
Q3	month	All	IF NOT ANSWERED or MULTI-CODED, code 9 (September)
Q4	year	All	IF NOT ANSWERED, code as 3 if classyr = 2 and code 5 if classyr = 1

			If multi-coded, force to oldest closest to code 1
Q5	whnlvskl	All	IF NOT ANSWERED, code as -9 If multi-coded, force to extreme (code closest to 1)
Smoking edits: <ul style="list-style-type: none"> • Correct multiples as per specification below • Edit Q12 (as per specification), clearing data if sum of cigarettes > 100 • If Q7 not codes 4-6 and sum Q13 = 1, Q7 = 4 • If Q7 not codes 4-6 and sum Q13 = 2-6, Q7 = 5 • If Q7 not codes 4-6 and sum Q13 = 7+, Q7 = 6 • If any (as per edit) – Q8-Q12, Q6 = 1 • If Q7 = 4-6, Q6 = 1; If Q7 = 1-3, Q6 = 2 			
Q6	cgnow	All	IF NOT ANSWERED, code as -9. Force to code 1 if Q7= 4 or 5 or 6. Force to code 2 if Q7= 1 or 2 or 3. Force to code 1 if any at Q8-Q12
Q7	cgstat	All	IF NOT ANSWERED, code as -9 If multi-coded, force to extreme (closest to 6)
Q8	cgfams	Q7=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 extreme (code closest to 1)
Q9	smhome	Q7=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-code force to extreme (code closest to 1)
Q10	cigsupm cignews ciggarg cigvan cigothsh cigmark cigint cigfrel cigelse cigU18	Q7=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'

	cigadult cidaddk cigfgive cigsgive cigpgive cigtake cigothor		
Q11	buy4smoke	Q7=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-code, force to most extreme (closest to code 1).
Q12	cigmon cigtues cigwed cigthur cigfri cigsat cigsun	Q7=4 or 5 or 6	IF CODED HERE BUT SHOULD NOT, IF any cigmon-cigsun >0 BACKCODE Q7 TO 1 AND Q8 AS CODE 4, OTHERWISE code as -1, 'not applicable' IF SHOULD HAVE CODED BUT ALL BLANK code as -9 'missing' IF AT LEAST ONE (CIGMON-CIGSUN) > 0, CODE BLANKS AS 0 IF SUM (CIGMON-CIGSUN) >100, PLEASE EXCLUDE
Q13	cglong	If Q7=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 extreme (closest to code 4)
Q14	cgstop	If Q7=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 extreme (closest to code 1)
Q15	cglikstx	If Q7=5 or 6	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q16	cgevrstp	If Q7=5 or 6	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q17	smfriend	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most frequent (closest to code 1)
Q18	homesmk	All	New question IF CODED HERE BUT SHOULD NOT code as -1, 'not

			<p>applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to extreme (closest to code 1)</p>
Q19	carsmk	All	<p>New question</p> <p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to extreme (closest to code 1)</p>
Q20	ecig	All	<p>New question</p> <p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to extreme (closest to code 7)</p>
Q21	smcost	All	<p>IF NOT ANSWERED, code as -9</p>
Q22	smmake	All	<p>IF NOT ANSWERED, code as -9</p> <p>Question wording has changed – respondents are asked to include only up to 4 answers. Should be dealt with by coding though.</p>
Q23	smkmum smkdad smkbroth smksist smkgf smbkfrnd	All	<p>IF NOT ANSWERED, code as -9</p> <p>IF MULTI-CODED CODE 0 AND OTHER CODES – FORCE TO CODE 0 ONLY.</p> <p>For all other multi-codes, force to most frequent (closest to code 1)</p> <p>Order of answer options has changed but coding to remain the same as 2013 so:</p> <p>Does not smoke = 3, Smokes occasionally = 2, Smokes daily = 1, Don't know = 4, Don't have or see this person = 0.</p>
Q24	smconf smsport smslim smpreg smrelax smheart smlot smcold smharm smcope smsmell smfun smlung smskin smwind	All	<p>IF NOT ANSWERED, code as -9</p> <p>If multi-coded 1 and 2 code as 1 If multi-coded 3 and 4 code as 4 Any other multi-code code as -9</p>

	smeasy		
Q25	health	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 1)
Q26	longill	All	IF NOT ANSWERED, code as -9 If multi-coded force to missing -9
Q27	activi	Q26/1	IF NOT ANSWERED, code as -9 If multi-coded force to missing -9
Q28	wwopti wwuse wwrelax wwintr wwenerg wwprob wwclear wwgood wwclose wwconf wwmind wwlove wwnew wwcheer	All	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
Q29	carer15	All	NEW question – replaces old carer question in 2013 IF NOT ANSWERED, code as -9 IF MULTICODED, code as -9
Alcohol edits:			
<ul style="list-style-type: none"> • Correct multICODES for Q31-32 as specified • If Q31 = 1-6 and any at Q32, code Q30 as 1 • If Q30 <> 1, clear Q31-42 • If Q32 <> 1-3, clear Q33 			
Q30	alevr	All	IF NOT ANSWERED, code as -9
Q31	alfreq	Q30=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)
Q32	allast	Q30=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'

			<p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to most extreme (closest to code 1)</p>
Q33	drnk7	Q32=1-3	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>
Q34	drunk	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>If multi-coded, force to most extreme (closest to code 5)</p>
Q35	<p>argue fight doctor offschl vomit trydrugs trubplc badwk threat hospadm posted text regret</p>	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-coded, force to most extreme (closest to code 3).</p> <p>Added new variables in 2013 – badwk, threat, posted, text, regret</p>
Q36	<p>drkpub drkclub drkpty drkhome drkfhome drkout drkse</p>	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>
Q37	<p>buypub buyclub buyoff buyshop buysupm buyfri buyrel buyse buyswe buyweb gethome stealshp</p>	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>New variables added for 2013 – buyweb, gethome and stealshp</p> <p>Removed variable for 2013 – buynev</p>
Q38	buy4shop	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-code, force to most extreme (closest to code 1).</p>

Q39	buy4pup	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multi-code, force to most extreme (closest to code 1).</p>
Q40	buy4els	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>IF multicoded and Q59 = any, force to 1 IF multicoded and Q59 missing, force to -9</p>
Q41	buy4who	Q30=1	<p>IF CODED HERE BUT SHOULD NOT force Q58 to code 1</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>IF multicoded force to -9.</p>
Q42	alchome	Q30=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multicoded force to extreme, closest to 1</p>
Q43	mahome pahome stepma steppa grandma grandpa fostma fostpa bruv sister ahome difhome	All	<p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>IF brohome>0 code bruv=1 IF sishome>0 code sister=1</p> <p>If stepma = 1 AND mahome = 1, force stepma to 0. If steppa = 1 AND pahome = 1, force steppa = 0.</p>
	brohome (number of brothers)	All	<p>If bruv= 1 and NOT ANSWERED, code as -9</p> <p>If bruv not=1 and NOT ANSWERED, code as -1</p>
	sishome (number of sisters)	All	<p>If sister= 1 and NOT ANSWERED, code as -9</p> <p>If sister not=1 and NOT ANSWERED, code as -1</p>
Q44	ethnicity	All	<p>NEW question to replace old ethnicity question</p> <p>IF NOT ANSWERED, code as -9</p> <p>I'd really like this to be single code – but I think coding may have dealt with it as a multicode.</p> <p>I'm not entirely sure what the multICODES will be as we've simplified the question – could you send through and we</p>

			can devise new rules for this question?
Q45	maknow1 maknow2 maknow3 maknow4 maknow5	All	IF NOT ANSWERED, code as -9. IF CODED 'DON'T HAVE OR SEE MOTHER -1 FORCE ALL CODES TO -1.
Q46	paknow1 paknow2 paknow3 paknow4 paknow5	All	IF NOT ANSWERED, code as -9 IF CODED 'DON'T HAVE OR SEE FATHER FORCE ALL CODES TO -1.
Q47	talkma talkpa talkoth	All	NEW IF NOT ANSWERED, code as -9 IF MULTI-CODED CODE DON'T HAVE OR SEE AND OTHER CODES – FORCE TO CODE DON'T HAVE OR SEE ONLY. IF MULTI 1+2, CODE 1 IF MULTI 3+4, CODE 4 IF MULTI (1-4) + 5, CODE (1-4)
Q48	owncash	All	IF NOT ANSWERED, code as -9 IF MULTICODE force to extreme closest to 6
Q49	dgofcan dgofgas dgofamp dgoflsd dgofecs dgofsem dgofpop dgoftrn dgofher dgofmsh dgofmth dgofcrk dgofcok dgofana dgofmph dgofghb dgofket dgofspc dgofmdma dgofsal dgofcrys dgofsyemp dgofsystem dgofsydiss dgofsypsy	All	IF <u>all</u> variables missing, code as -9 IF some variables missing but any variables = 1, force missings to code 2 IF some variables missing but no variables = 1, force to missings to -9 New variable added 2015 – dgofcrys, dgofsyemp, dgofsystem, dgofsydiss, dgofsypsy Deleted variables 2015 – dgoflhi, dgofoth
Q50	npsoff	All	NEW IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicoded force to -9.

Q51	npsoffknw	Q50 = 1	NEW IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicoded force to -9.
Q52	othdrgoff	All	NEW IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicoded force to -9.
Q53	odoffknw	Q52=1	NEW IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' IF multicoded force to -9.
Drug edits: <ul style="list-style-type: none"> • Clear Q54 if multied • Correct multicoes Q55 – Q66 as per spec • Count qualifiers at Q56, Q58, Q60 - Q66 <ul style="list-style-type: none"> ○ Q56 = 1-3 ○ Q58 = 1-3 ○ Q60 = any ○ Q61 = 1 ○ Q62 = 1 ○ Q63 = any ○ Q64 = any ○ Q65 = any greater than 1 ○ Q66 = any • Count any drug use at Q55 – exclude semeron • If qualifier count >1 or drug use >=1, Q54 = 1 • If NO DRUG USED at q55 – i.e. count of code 4 = 24 and Q56 = 4 and Q58 = 4, Q54 = 2. This edit overrides the previous i.e. if something mentioned at Q60-66 but no drugs at Q55,56, and 58 Q70 = 2. 			
Q54	dgtake	All	IF NOT ANSWERED, code as -9 IF multicoded force to -9

Q55	<p>dgfqcan dgfqgas dgfqamp ddfqlsd dgfqecs dgfqsem dgfqpop dgfqtrn dgfqher dgrqmsh dgfqmth dgfqcrk dgfqcok dgfqana dgfqmph dgfqghb dgfqket dgfqspc dgfqmdma dgfqsal dgfqcrys dgfqsyemp dgfqsystem dgfqsydiss dgfqsypsy</p>	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF all missing code all missing as -9 IF some missing but any = 1-3 force missing to code 4 IF some missing but non = 1-3 force missing to -9</p> <p>If multi-coded, force to most extreme (closest to code 1)</p> <p>New variable added 2015 – dgfqcrys, dgfqsyemp, dgfqsystem, dgfqsydiss, dgfqsypsy</p> <p>Deleted variables 2015 – dgoflhi, dgofoth</p>
Q56	npstak	If Q54=1	<p>NEW</p> <p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>IF MULTICODE FORCE TO most extreme, closest to 1</p>
Q57	npstaknw	If Q56 = 1	<p>New</p> <p>IF NOT ANSWERED CODE -9</p>
Q58	othdrgtak	If Q54=1	<p>NEW</p> <p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>IF MULTICODE FORCE TO most extreme, closest to 1</p>
Q59	odtaknw	If Q58 = 1	<p>NEW</p> <p>IF NOT ANSWERED CODE -9</p>
Q60	drugfreq	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>IF MULTICODE FORCE TO EXTREME CLOSEST TO 6</p>

Q61	drugdrk	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>IF MULTICODE FORCE TO MISSING -9</p>
Q62	drugmult	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>If multicode = -9</p>
Q63	drugrib drugpeer drugofr drugyfr drugpart drugpar drugsp drugsdk drugstr drugwb drugshp drughome drugse	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>
Q64	drugself drugsold druggave	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>
Q65	drugarg drugfite drughosp drugsci drugstick drugtry drugtro drugdoc drugreg drugtext drugthre drugbad drugpest	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p> <p>IF multicode, force to most extreme (closest to code 3).</p>
Q66	usehome usesehom useparty usepub useclub useschl useout useoth	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p> <p>IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'</p>
Q67	drughelp	If Q54=1	<p>IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable'</p>

			IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q68	drugstop	If Q54=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing' If multicoded = -9
Q69	helptch helppar helpfri helpdsv helpksw helpkst helptfw helptft helpclw helpweb helpdk helpoth	If Q54=1	IF CODED HERE BUT SHOULD NOT code as -1, 'not applicable' IF SHOULD HAVE CODED BUT MISSING code as -9 'missing'
Q70	drugease	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 1)
Q71	heradd herdang injhiv injhepc snifdam cokedang candang	All	IF NOT ANSWERED, code as -9 Multicode 1+2 = -9 Multicode 1+3 = 1 Multicode 2+3 = 2
Q72	excite helpadv stupid sellpun legalhi	All	IF NOT ANSWERED, code as -9 Multicode 1+2 = -9 Multicode 1+3 = 1 Multicode 2+3 = 2 New variable for 2013 – legalhi
Q73	fstdrink fstdrunk fstsmoke fstdrugs	All	IF CROSSED 'NEVER' CODE AGE TO -1 IF NOT ANSWERED, code as -9 For drinking and being drunk, if any people in the 'not stated' category answered 'no' at q32, they should be changed to 'never' in Q85. For smoking, if any in the 'not stated' category answered 'no' at Q7', they should be 'never' at Q85. For drugs, if any in the 'not stated' category answered 'no' to Q70, they should be coded 'never' at Q85. Add 10 to any answer under 5.

Q74	cigok alcok drunkok glueok canok cokeok	All	IF NOT ANSWERED, code as -9 Multicode 1+2 = -9 Multicode 1+3 = 1 Multicode 2+3 = 2
Q75	hivclass hpbclass hpcclass	All	If not answered, code as -9 Multicode 1+2 = -9 Multicode 1+3 = 1 Multicode 2+3 = 2
Q76	youth drama sports comp noclubs clubdk	All	IF NOT ANSWERED, code as -9
Q77	seefrnds music films cmpgame shops mags books wspport dspport cinema street hobby frhouse concert church volwork socialnet publib museum theatre nothin	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 1)
Q78	pcknow	All	IF NOT ANSWERED, code as -9
Q78b	Pcode	All	IF NOT ANSWERED, code as -999
Q79	closefr	All	IF NOT ANSWERED, code as -9 If multi-coded, force to most extreme (closest to code 4)
Q80	agefr	All	IF NOT ANSWERED, code as -9 If multi-coded force to code 4
Q81	withfrev	All	IF NOT ANSWERED, code as -9 Code as in 2006 dataset.

			<p>If multi-coded TWO BOXES take force to highest answer given (code closest to 7)</p> <p>IF MULTICODED 3 OR MORE BOXES, CODE AS NUMBER OF BOXES SELECTED (UP TO 7)</p>																																																																
Q82	smclass alclass dgclass	All	<p>NEW (ish was in in 2008)</p> <p>If not answered, code as -9</p> <p>If multicoded, code as -9</p>																																																																
Q83	smrisk alrisk drgrisk allife drglife aldecs drgdecs peerviews	All	<p>NEW</p> <p>If not answered, code as -9</p> <p>If multicoded, code as -9</p>																																																																
Q84	schalc schdrg schsm schact	All	<p>If not answered, code as -9</p> <p>If multicoded, code as -9</p>																																																																
Q85	infoneed sayno subsinfo avoidal avoiddrg	All	<p>NEW</p> <p>If not answered, code as -9</p> <p>If multicoded, code as -9</p>																																																																
Q86	likeskl	All	<p>IF NOT ANSWERED, code as -9</p> <p>If multi-coded, force to -9</p>																																																																
Q87	pressu1	All	IF NOT ANSWERED, code as -9																																																																
Q88	Truant1	All	IF NOT ANSWERED, code as -9																																																																
Q89	exclax	All	IF NOT ANSWERED, code as -9																																																																
<p>STRENGT HS AND DIFFICUL TIES</p> <p>Q90</p>	<p>consid resles somatic shares tantrum loner obeys worries caring fidgety friend fights unhappy popular distrac clingy kind lies bullied</p>	All	<p>IF NOT ANSWERED, code as -9</p> <table border="1"> <thead> <tr> <th></th> <th>Not true</th> <th>Somewhat true</th> <th>Certainly true</th> </tr> </thead> <tbody> <tr> <td colspan="4">EMOTION</td> </tr> <tr> <td>somatic</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>worries</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>unhappy</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>clingy</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>afraid</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td colspan="4">HYPERACTIVE</td> </tr> <tr> <td>resles</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>fidgety</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>distrac</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>reflect</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>attends</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td colspan="4">CONDUCT</td> </tr> <tr> <td>tantrum</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>obeys</td> <td>2</td> <td>1</td> <td>0</td> </tr> </tbody> </table>		Not true	Somewhat true	Certainly true	EMOTION				somatic	0	1	2	worries	0	1	2	unhappy	0	1	2	clingy	0	1	2	afraid	0	1	2	HYPERACTIVE				resles	0	1	2	fidgety	0	1	2	distrac	0	1	2	reflect	2	1	0	attends	2	1	0	CONDUCT				tantrum	0	1	2	obeys	2	1	0
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