

**Scottish Schools Adolescent Lifestyle
and Substance Use Survey (SALSUS)**



MODE EFFECT STUDY REPORT (2015)



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Scottish Schools Lifestyle and Substance Use Survey 2015 – Mode Effect Study

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Executive Summary

Introduction and background

The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) is a continuation of a long established series of national surveys on smoking, drinking and drug use in young people.

In the past, the survey has always been administered on paper. However, as technology has advanced, the transition from paper to online administration is being considered. The move to a web-based survey is in line with other national surveys and reflects greater engagement with information technology (IT), particularly among young people.

Ipsos MORI Scotland was commissioned to undertake the 2015 wave of SALSUS and, as part of that contract, to conduct research to explore the administration of the survey online. After an initial feasibility study and an online pilot, a mode effect study was conducted during the 2015 Survey to examine whether the different routes of administration (online versus paper) resulted in any difference in the data collected. This report presents the detail and findings of the mode effect study.

Methods

The total target sample size was 16,000, aiming for 8,000 pupils completing online and 8,000 completing on paper. 7,125 completed online and 9,786 completed on paper, this meant that the total achieved sample was 16,911 pupils overall¹.

Every effort was made during sampling to ensure that the online and paper samples were as comparable as possible.

The following online/paper comparisons were analysed to check for differences as a result of route (or mode) of administration:

- response rates and sample profiles
- results for the 6 key substance use measures broken down into the main subgroups (13 year old boys, 13 year old girls, 15 year old boys and 15 year old girls)
- results for an additional 12 survey measures
- item non-response
- response to a cigarette branding question (the closest question in SALSUS to an open-ended question) and 'other specify' questions.

¹ This does not include pupils who completed the survey in local authorities that participated in the Realigning Children's Services. These areas were excluded from the mode effect study as all pupils completed the survey online.

Key Findings

Response rates

- The school, class and overall response rates were lower in the online sample than in the paper sample. However, there were no differences in pupil response rate and no impact on overall national representativeness of the sample.
- Differences in response rate between the online sample and the paper sample varied by local authority which has the potential to impact on local level representativeness.

Sample profile

- There were some differences between the online and paper samples in relation to the Scottish Index of Multiple Deprivation (SIMD), school sector, school denomination and rurality. However, this disappeared when school clustering was taken into account.
- While the online and paper sample differed to some extent, both were fairly closely in line with the national profile.
- There was greater variation at a local level, with some areas more likely to complete the survey on paper and others more likely to complete the survey online.

Survey results

- On almost all key substance use measures, there was no statistically significant difference between the paper and the online results.
- There were statistically significant differences for two (related) drug use measures for 15 year olds boys. However, additional comparisons showed no wider pattern of a mode effect among 15 year old boys.

Item non-response

- Overall, there were more missing answers in the online sample than the paper sample. This was considered to be most likely due to the availability of a 'prefer not to say' option in the online questionnaire which enabled respondents to readily skip questions.

Survey engagement

- There are no clear indications that moving to an online mode has increased or decreased engagement with the survey.

Conclusion

Mode did not affect the representativeness of the survey or the survey results at a national level. It was, therefore, concluded that there is no evidence of a mode effect and a recommendation was made for the SALSUS 2015 online and paper samples to be combined for analysis and reporting.

There was a greater impact at local level. Further consideration is needed before it would be possible to adopt a survey administered wholly online when local level results are required.

1 Introduction and background

Introduction

The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) is a continuation of a long established series of national surveys on smoking, drinking and drug use. SALSUS measures progress towards Scottish Government targets for smoking and drug use, and is used to inform the Scottish Government priority for addressing harmful drinking among young people. The survey series also provides local prevalence rates for smoking, drinking and drug use across Alcohol and Drug Partnerships (ADPs), local authorities and NHS Boards. More information can be found at:

<http://www.isdscotland.org/Health-Topics/Public-Health/SALSUS/>.

SALSUS currently uses a paper, self-completion questionnaire, administered in class in schools under exam conditions. However, as technology has advanced, a transition from paper to online administration was trialled during the 2015 wave of SALSUS. There are two main reasons to move from paper to online:

- cost efficiencies: with paper surveys, printing and postage alone make up a substantial proportion of the costs and there are only minor economies of scale with a larger sample size. While online surveys are more expensive to set up, beyond a certain sample size, increasing numbers only results in a small cost increase.
- improved data quality: online surveys provide greater control of the responses given by pupils, particularly in relation to complex routing.

However, previous research^{2,3,4} and experience⁵ suggests that it can be harder for schools to administer online surveys, which may have an impact on response rates. There may also be a mode effect i.e. pupils give different responses depending on whether they are completing the survey online or on paper.

Ipsos MORI Scotland was commissioned to undertake the 2015 wave of SALSUS and, as part of that contract, to conduct research to explore the administration of the survey online. This included a feasibility study, an online pilot⁶ and a mode effect study. The methodology for each phase is summarised in Figure 1.1.

² Beebe et al. (1998). An Evaluation of computer-assisted self-interviews in a school setting: Public Opinion Quarterly Volume 63: 23-632.

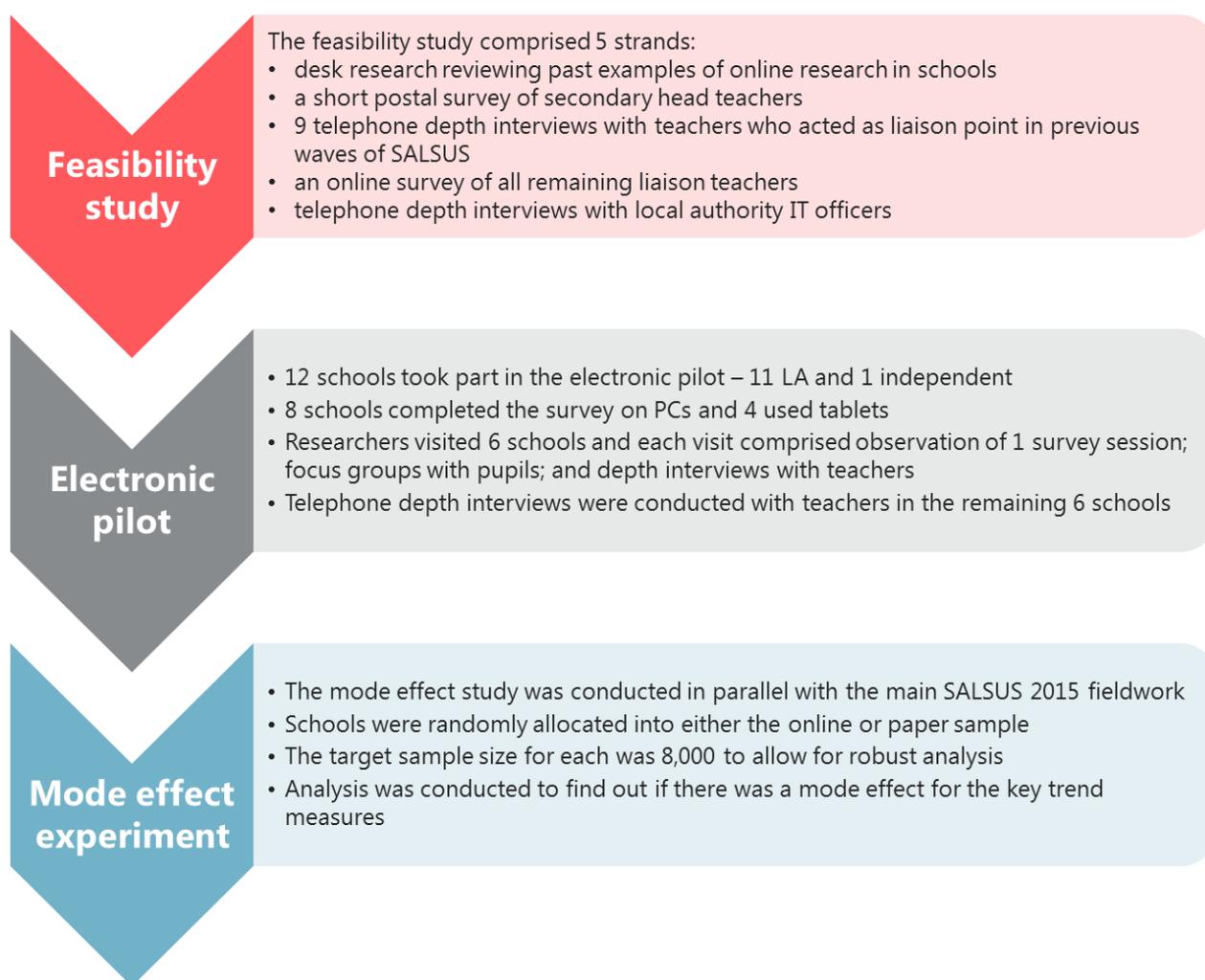
³ Brener et al. (2004). The association of survey setting and mode with self-reported health risk behaviours among high school students; Survey Methods Newsletter, National Centre for Social Research, Vol 22: Spring 2004.

⁴ Halfours et al. (2000). A comparison of paper versus computer-assisted self-interview for school alcohol, tobacco and other drug surveys.

⁵ Ipsos MORI (n.d.) In-School Online Research: The Hows, Whys, Whens and When Nots of Using Online Interviewing in Schools. [Unpublished paper].

⁶ The Feasibility Study and online pilot study are available at:
<http://www.gov.scot/Resource/0047/00477361.pdf>

Figure 1.1 Summary of methodology for the three online feasibility phases



The feasibility study

The aim of the feasibility study was to explore teachers, head teachers and local authority IT officers' views on the viability of changing the mode of data collection for SALSUS from paper to online.

It was found that the majority of local authorities (24 out of 32) would be able to complete SALSUS 2015 online. While eight local authorities were classified as possibly finding it problematic, to some extent this was due to a lack of information as there was a low response rate from both head teachers and liaison teachers in these areas.

The results suggested that an online survey could result in a reduced response rate. Participants in the study highlighted a number of potential risks when completing the survey online including timetabling issues, a lack of computers and software compatibility. Nonetheless, liaison teachers thought that moving the survey online would be more enjoyable for pupils. Only a small proportion thought it would have a negative impact on pupils' honesty or concentration.

The online pilot

Subsequent to the feasibility study, an online pilot was conducted. The aim of the pilot was to test concerns raised in the feasibility study and to highlight any technical problems in advance of rolling out online administration to a much larger group of pupils.

Taking into consideration the issues highlighted in the feasibility study, the electronic pilot focussed on the following areas:

- testing logistical issues (including timetabling, accommodating all pupils in a class and establishing exam conditions)
- testing software issues (including software compatibility, connectivity and access to survey links)
- assessing pupil reaction to the survey.

Overall, pilot schools found that administering the survey online was relatively straightforward. Pupil reactions were positive and they preferred to complete the survey online rather than on paper.

Both liaison and class teachers were positive about administering the survey online. The need to book Information and Communication Technology (ICT) suites (or to book laptops or tablets for the classroom) meant that aspect was more burdensome than administering a paper survey and required more advance planning – but it was possible. However, they also reported that once that aspect was arranged, the actual administration of the survey with the class was much easier.

On the basis that there were no unresolvable problems identified, the decision was taken to undertake the mode effect study.

2 Mode effect study

The purpose of the mode effect study was to ascertain whether or not the move from paper to online would result in a mode effect (i.e. that the different survey administration mode caused different data to be collected). The rest of this report provides details of the methods and the findings from that study.

Methods

Sampling

The total target sample size was 16,000, aiming for 8,000 pupils completing online and 8,000 completing on paper.

In SALSUS, the primary sampling unit is classes, rather than schools or individual pupils. The sampling process was conducted in the same way as in previous years. For further details of sampling please see the SALSUS 2015 Technical Report⁷.

Once the classes had been selected, a method for allocating the pupils within those classes to the online or the paper sample had to be devised. The decision was taken to split the online and paper samples by school. This meant that once the classes had been selected, all the classes in a particular school were randomly allocated to either the online or paper sample.

The aim was to make the two samples as comparable as possible, while minimising the burden of administration on schools. While splitting each participating class, or splitting classes within schools, would have been better in methodological terms, the additional administrative burden this would have placed on schools was thought to be too great. It would require all schools, or at least all schools involved in the online survey, to administer two different modes correctly. This not only complicates the task for liaison and classroom teachers, increasing the burden on them, but also increases the chances of something going wrong (e.g. the wrong consent forms being distributed or non-return of the paper questionnaires). As far as possible, schools within a local authority were equally split between the two modes.

In the online sample, the advance letter to the head teacher (see Appendix A) indicated that they 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 the following school characteristics: local authority, school size, rurality and area deprivation) was moved from the paper sample to the online sample.

⁷ The SALSUS 2015 Technical Report can be found at: <http://www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS>

Analysis

Following data cleaning and weighting (see the SALSUS 2015 Technical Report for more details), the data from the paper and online surveys was merged into a single dataset for analysis. An identifier for each case was used to show the mode of completion.

The first stage of analysis was to look at the impact of mode on response rates and sample profile. Low response rates have the potential to make surveys less representative if there is something systematically different about those who do not respond compared with those who do. Furthermore, in the case of the mode effect study, bias could be introduced if there were differences in the types of schools who participated in the different modes.

The analysis comprised:

- comparisons of the school, class and pupil response rates in each mode
- a series of statistical checks comparing the two samples (chi-squared tests, a Logit model (regression) and a series of t-tests)
- comparisons of both samples with the national profile of pupils.

The second stage of analysis was to run t-test comparisons of the results for the main subgroups (13 year old boys, 13 year old girls, 15 year old boys and 15 year old girls) for each of the six key measures in the SALSUS survey (the percentage who: are regular smokers, drink alcohol at least once a week, drank alcohol in the last week; have ever used drugs; have used drugs in the last year; and have used drugs in the last month).

The key survey outputs from SALSUS are important Scottish Government indicators of substance use prevalence in young people, and they also continue trend series, some of which stretch back to the 1980s. It is, therefore, essential to know whether or not the change in mode will have an impact on these longstanding trends.

To establish whether or not the survey mode was affecting other survey results, additional comparisons were carried out for a further 12 variables (again split by the main subgroups).

The SALSUS sample design is complex, involving stratification by local authority and school type (state or independent). The clustering of the sample (in classes and in schools) reduces the precision of the estimates compared with a simple random sample. To ensure that any differences detected were not due to sampling error caused by the sample design (rather than the mode), complex standard errors and design factors were calculated for each of the demographic subgroups for each key substance use trend.

In addition, the following areas were explored:

- differences in item non-response – i.e. did the online version lead to a higher number of missing responses? This was important to check as it could give a potential indication of confidence in the anonymity of the survey. Missing responses may also have an effect on the key survey measures.

- the richness of responses to a cigarette branding question and the use of ‘other specify’ responses – this was to give an indication of how engaged pupils were with the online or paper survey. Keeping young people interested and engaged in the survey is important in ensuring they give thoughtful and accurate responses (thereby providing reliable prevalence data).

Further technical details of the analysis conducted can be found in the SALSUS 2015 Technical report⁸.

Limitations

The majority of schools that administered the survey online did so using PCs in ICT suites. It cannot be assumed that the same findings would apply to surveys administered on mobile devices (e.g. smartphones or tablets) in classrooms.

Six local authorities were excluded from the sample profile analysis. Three were part of the Realigning Children’s Services (RCS) boost and all pupils in those local authorities completed the survey online. Three others had boosted their sample. Therefore, these six local authorities were disproportionately sampled.

The three local authorities that took part in RCS were excluded from all other analyses as all the pupils completed the survey online in these areas.

⁸ The SALSUS Technical Report can be found at: <http://www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS>

3 Did the mode affect the representativeness of the survey?

This chapter first looks at the response rates for the online and paper samples before going on to discuss the impact this had on the sample profiles.

In survey research, higher response rates tend to increase representativeness i.e. the extent to which the achieved sample reflects the population of interest (in this case, 13 and 15 year olds across Scotland). While this is generally true, lower response rates are only problematic if there is something systematically different about those who respond to the survey compared with those who do not in a way which biases the results.

This is particularly important for the mode effect study as, in order to identify a mode effect, the online and paper samples needed to be comparable. If they were not, then it would not be possible to know whether any differences in the key measures were due to the mode or to a difference in the sample profiles.

Response rates

Response rate – key findings

- The school, class and overall response rates were lower in the online sample than in the paper sample
- There were no differences in pupil response rate between the online and paper samples
- Differences in response rate between the online sample and the paper sample varied by local authority

School response rates

At the start of recruitment, 175 schools were invited to complete the survey online and 176 schools were invited to complete the survey on paper. Eight schools did not want to complete the survey online but were willing to do so on paper. As a result, seven schools from the paper sample were swapped to the online sample to replace these schools. This meant that the final online sample contained 174 schools and the final paper sample contained 177 schools.

The school response rate was 72% for the paper sample (128 out of 177 schools) and 61% for the online sample (107 out of 174 schools). This shows a clear difference in the school response rate between the paper sample and the online sample. While the paper response rate is in line with that of the last wave of the survey in 2013, the online response rate is 11 percentage points lower (see Table 3.1). This suggests that the prospect of

completing the survey online is less appealing to head teachers and there is potential for lower response rates in future waves if the survey moves online.

Table 3.1 Response rates broken down by mode and year

	2013 paper	2015 paper	2015 online	2015 overall
School response rate	71%	72%	61%	67%
Class response rate	68%	68%	53%	61%
Pupil response rate	90%	88%	87%	87%
Overall response rate	60%	60%	46%	53%

- The **school** response rate shows the proportion of schools in each sample that agreed to participate in the survey, and then administered the survey to at least one class. It does not include those who initially agreed but did not complete any surveys.
- The **class** response rate shows the proportion of the total number of sampled classes that participated in the survey. As class participation is dependent on the school completing the survey, it is largely driven by the school response rate. However, it also takes into account where some sampled classes in a participating school completed the survey and others did not.
- The **pupil** response rate is the proportion of pupils *in participating classes* who completed the survey.
- The **overall** response rate is the product of the class response rate and the pupil response rate. As the survey uses a class based sample design, the class response rate, rather than the school response rate is used.

Schools completing the survey online were also less likely to complete the survey once they had agreed to take part than schools in the paper sample. Eighty-seven per cent of schools in the paper sample who originally agreed to participate went on to complete at least one class, compared with 76% of schools in the online sample. This suggests that it is more difficult for some schools to complete the survey online.

Some local authority areas had the same or similar response rates for both modes but others differed greatly (see Table 3.2). It should be noted however that, due to the small number of schools in some local authorities, the participation of even one school can influence response rates greatly. Perth & Kinross, Falkirk and City of Edinburgh all had particularly low online response rates when compared with their paper response rate. In contrast, Scottish Borders, East Lothian and Argyll & Bute had higher online response rates. There was also a higher online response rate in Glasgow. The relatively high number of pupils in Glasgow means that this may have had some impact on the sample profile.

Table 3.2 School response rates by local authority⁹

	Paper			Online		
	Schools sampled	Schools completed	% completed	Schools sampled	Schools completed	% completed
Aberdeen City	7	6	86%	8	5	63%
Angus	4	3	75%	4	4	100%
Argyll & Bute	5	2	40%	4	3	75%
Dumfries & Galloway	8	3	38%	8	5	63%
Dundee City	5	3	60%	5	3	60%
East Dunbartonshire	3	3	100%	5	2	40%
East Lothian	5	3	60%	2	2	100%
East Renfrewshire	3	3	100%	4	2	50%
Edinburgh, City of	17	13	76%	17	6	35%
Falkirk	5	3	60%	3	1	33%
Fife	10	8	80%	10	8	80%
Glasgow City	18	8	44%	19	12	63%
Highland	12	12	100%	11	6	55%
Inverclyde	3	3	100%	4	4	100%
Midlothian	3	1	33%	3	2	67%
Moray	4	4	100%	5	3	60%
North Ayrshire	4	4	100%	5	3	60%
North Lanarkshire	12	9	75%	12	8	67%
Orkney Islands	1	1	100%	1	1	100%
Perth & Kinross	7	5	71%	7	1	14%
Renfrewshire	6	3	50%	5	2	40%
Scottish Borders	5	3	60%	5	5	100%
Shetland Islands	2	2	100%	1	1	100%
South Ayrshire	4	4	100%	4	3	75%
Stirling	4	3	75%	4	3	75%
West Dunbartonshire	2	2	100%	3	3	100%

Class response rates

The class response rate is driven to a large extent by the school response rate, so it is inevitable that it is lower for the online than the paper sample (see Table 3.1). 345 out of an invited 649 classes completed the survey online and 477 out of an invited 705 classes completed the survey on paper. This means that, in total, 822 classes out of 1,345 classes completed the survey.

The fieldwork monitoring figures suggest that, in addition to fewer schools participating in the online survey, those that did were less likely to follow up on missing classes. One of the main findings from the electronic pilot was that completing the survey in ICT suites required a greater amount of advanced planning than completing the paper survey. It

⁹ Six local authorities were excluded from the sample profile analysis. Three were part of the Realigning Children's Services (RCS) boost and all pupils in those local authorities completed the survey online. Three others had boosted their sample. Therefore, these six local authorities were disproportionately sampled.

could be that quickly following up on missing classes in response to a reminder from the survey contractor is less feasible when using an online methodology. Furthermore, some schools had prelims for the National 5 and 6 courses in January (the fieldwork contingency period) which meant that many of the ICT suites had already been booked.

Pupil response rates

7,125 out of a possible 8,231 pupils completed the survey online and 9,786 out of a possible 11,170 pupils completed the survey on paper. This meant that a total of 16,911 pupils out of a total of 19,401 pupils completed the survey. There was no difference in pupil response rate by mode (see Table 3.1).

Sample profile

This next section looks at the sample profile for those completing the survey online, compared with those completing on paper and compared with the national profile.

While the overall response rate is lower for the online sample than the paper sample, this is not necessarily an issue. Lower response rates are mainly a problem if this introduces bias into the results by skewing the profile of respondents in ways that affect the survey measures.

Sample profile – key findings

- There were some differences between the online and paper samples in relation to the Scottish Index of Multiple Deprivation (SIMD), school sector, school denomination and rurality. However, this disappeared when school clustering was taken into account.
- While the online and paper sample differed from each other to some extent, both were reasonably in line with the national profile
- There was greater variation at a local level, with some areas more likely to complete the survey on paper and others more likely to complete the survey online

There were some differences between the online and paper samples (Table 3.3), but these differences were related to how pupils were clustered within schools. This was mainly due to the fact that schools in some local authorities were more likely to agree to the online survey and others to the paper survey (see Table 3.4). However, once the clustering of schools was taken into account, there were no substantial differences in pupil characteristics as a result of data collection method.

Table 3.3 Sample profile

	Scotland	Paper	Online	Combined
Gender				
Girls	49.7%	50.0%	49.6%	49.9%
Boys	50.3%	50.0%	50.4%	50.1%
Year group				
S2	49.2%	54.5%	53.4%	54.0%
S4	50.8%	45.5%	46.6%	46.0%
School sector				
State	94.3%	94.1%	94.9%	94.4%
Independent	5.7%	5.9%	5.1%	5.6%
School denomination				
Non-denominational	82.3%	86.9%	80.3%	84.2%
Roman Catholic	17.7%	13.1%	19.7%	15.9%
Rurality				
Urban	81.9%	76.3%	81.2%	78.4%
Rural	18.1%	23.7%	18.9%	21.7%
SIMD				
1 - most deprived	20.1%	17.8%	25.3%	21.0%
2	18.4%	18.4%	18.3%	18.4%
3	19.2%	17.4%	14.7%	16.3%
4	21.2%	21.3%	19.4%	20.5%
5 - least deprived	21.2%	25.1%	22.2%	23.9%

Analysis was conducted to explore any differences using chi-squared tests. There were no differences between the online and paper sample in terms of the age or gender of pupils. There were statistically significant differences between the two samples in relation to SIMD, school sector, denomination and rurality.

A regression model was used to check whether gender, age, school sector, denomination, rurality and SIMD were significantly related to the probability of having completed the survey online or on paper, while taking into account that pupils were clustered within schools. The results show that these variables did not have a significant impact on the chance of having completed a questionnaire online or on paper.

It is important to note that while the two samples differed on some characteristics, both were reasonably in line with the national profile. For some sample characteristics (rurality, denomination and year group), the online sample was more representative than the paper sample.

Table 3.4 shows the local authority profile of Scotland and of the combined, paper and online survey samples. For most local authorities, the likelihood of completing the survey on paper or online was similar. However, there were a number that showed more notable

differences: City of Edinburgh, Perth & Kinross and, to a lesser extent, North Lanarkshire were all more likely to complete the survey on paper than online. Glasgow and, to a lesser extent, Fife were more likely to complete the survey online than on paper.

Table 3.4 Local authority profile¹⁰

	Scotland	Combined	Paper	Online
Aberdeen City	4.1%	4.9%	4.8%	5.0%
Angus	2.8%	2.4%	1.9%	3.0%
Argyll & Bute	1.9%	1.5%	1.6%	1.4%
Dumfries & Galloway	3.6%	2.2%	1.8%	2.8%
Dundee City	3.2%	2.9%	2.9%	2.8%
East Dunbartonshire	3.1%	1.8%	2.0%	1.6%
East Lothian	2.4%	2.6%	2.6%	2.6%
East Renfrewshire	3.3%	2.4%	2.8%	1.8%
Edinburgh City	7.9%	12.4%	14.7%	9.5%
Falkirk	3.8%	2.0%	2.3%	1.6%
Fife	8.8%	9.1%	7.9%	10.8%
Glasgow City	11.3%	14.9%	10.0%	21.2%
Highland	5.9%	5.0%	6.0%	3.8%
Inverclyde	1.9%	2.6%	2.0%	3.3%
Midlothian	2.3%	0.8%	0.4%	1.2%
Moray	2.4%	1.9%	1.8%	2.0%
North Ayrshire	3.4%	2.7%	3.1%	2.2%
North Lanarkshire	9.0%	9.4%	10.7%	7.8%
Orkney Islands	0.5%	0.6%	0.4%	0.9%
Perth & Kinross	3.4%	4.6%	7.6%	0.7%
Renfrewshire	4.3%	2.1%	2.6%	1.3%
Scottish Borders	2.8%	2.9%	1.9%	4.1%
Shetland Islands	0.6%	0.7%	1.0%	0.3%
South Ayrshire	2.6%	3.1%	3.2%	2.9%
Stirling	2.5%	2.2%	2.1%	2.3%
West Dunbartonshire	2.2%	2.5%	2.0%	3.2%

Moving to online administration may result in a reduced response rate but the analyses suggest that this would not affect the representativeness of the sample at a national level. However, a greater impact has been demonstrated at a local level. SALSUS has tended to

¹⁰ Six local authorities were excluded from analysis. Three were part of the Realigning Children's Services boost and were completed solely online and three had boosted their sample. They were, therefore, disproportionately sampled.

be run every two years, providing local level results (with a larger sample size) every other wave (i.e. every four years). The local level differences have implications for how the survey is administered depending on whether national results or local level results are required.

4 Does mode affect responses to key substance use questions?

SALSUS data is used by Scottish Government policy makers (in alcohol, drugs and tobacco) to monitor key targets, with at least one key trend extending back to the 1980s. This means it is crucial that SALSUS can continue to deliver robust evidence that can be used for monitoring purposes and maintain the valuable, longstanding trends.

This chapter presents findings on whether or not the mode had any impact on the key substance use measures, a key element of the Mode Effect Study.

Prevalence of substance use measures – key findings

- On almost all key substance use measures, there was no statistically significant difference between the paper and the online results
- There were statistically significant differences for two (related) drug use measures for 15 year olds boys
- Additional comparisons showed no wider pattern of a mode effect among 15 year old boys

Prevalence of substance use

On almost all measures, t-tests revealed there were no statistically significant differences between the paper and the online results (see Table 4.1). If there had been a mode effect, we would have expected to see statistically significant differences, in the same direction, across a range of measures.

On two of the measures (drug use in the past year and drug use ever), for one of the sub-groups (15 year old boys), there were statistically significant differences between the paper and the online results. However, these two measures are very closely linked: they are based on the same question (*'when was the last time you ever used or took any of the following...?'*) and anyone who answered 'in the last year' was automatically included in the 'ever' figures. Almost all of the 15 year old boys who had ever taken drugs had also taken drugs in the past year, hence these two variables are essentially measuring the same thing. In this context, they should, therefore, be seen as two aspects of the same measure.

Table 4.1: Comparison of paper and online results for key substance use measures

	2015 paper prevalence	2015 online prevalence	Statistically significant difference
Regular smoker			
13 yr old boys	1.6%	1.4%	No
13 yr old girls	1.7%	1.7%	No
15 yr old boys	8.1%	7.0%	No
15 yr old girls	7.7%	6.8%	No
Drink alcohol at least once a week			
13 yr old boys	2.4%	2.2%	No
13 yr old girls	2.5%	2.5%	No
15 yr old boys	12.1%	11.4%	No
15 yr old girls	12.5%	13.9%	No
Drank alcohol in the last week			
13 yr old boys	3.8%	3.8%	No
13 yr old girls	4.2%	4.4%	No
15 yr old boys	16.2%	14.1%	No
15 yr old girls	18.7%	18.8%	No
Used drugs in the last month			
13 yr old boys	3.4%	2.6%	No
13 yr old girls	3.2%	3.0%	No
15 yr old boys	14.9%	12.3%	No
15 yr old girls	9.5%	7.6%	No
Used drugs in the last year			
13 yr old boys	5.4%	4.3%	No
13 yr old girls	4.7%	4.2%	No
15 yr old boys	21.3%	16.2%	Yes
15 yr old girls	14.9%	13.6%	No
Ever used drugs			
13 yr old boys	6.3%	5.2%	No
13 yr old girls	5.6%	4.8%	No
15 yr old boys	23.2%	18.8%	Yes
15 yr old girls	17.1%	14.9%	No

To investigate whether there was a wider mode effect trend among 15 year old boys, a number of further comparisons were carried out for an additional 12 variables.

Given that nearly 50 comparisons were conducted, it is reasonable to assume that at least some of the differences would be statistically significant. In total, only eight of the additional comparisons were significant and none were among 15 year old boys. This indicates that there is not a more widespread effect on them due to the mode.

Table 4.2 Comparisons of paper and online for additional survey measures¹¹

	2015 paper prevalence	2015 online prevalence	Statistically significant difference
Never used e-cigarettes			
13 yr old boys	84.6%	83.7%	No
13 yr old girls	87.3%	86.4%	No
15 yr old boys	64.8%	68.4%	No
15 yr old girls	70.5%	69.9%	No
Ever been drunk			
13 yr old boys	42.0%	43.0%	No
13 yr old girls	43.9%	52.9%	Yes
15 yr old boys	63.8%	67.9%	No
15 yr old girls	69.2%	72.4%	No
Expects to go to University			
13 yr old boys	50.9%	46.6%	No
13 yr old girls	65.2%	62.8%	No
15 yr old boys	46.0%	47.6%	No
15 yr old girls	63.7%	64.0%	No
Below median Mother's knowledge			
13 yr old boys	33.3%	35.2%	No
13 yr old girls	27.0%	32.0%	Yes
15 yr old boys	45.8%	48.6%	No
15 yr old girls	38.6%	39.9%	No

¹¹ For more information on the questionnaire and on particular measures, see the SALSUS 2015 Technical Report

	2015 paper prevalence	2015 online prevalence	Statistically significant difference
Hangs out on the street at least weekly			
13 yr old boys	37.5%	44.8%	Yes
13 yr old girls	33.7%	40.5%	Yes
15 yr old boys	36.8%	39.7%	No
15 yr old girls	31.9%	34.9%	No
Has two or more close friends			
13 yr old boys	95.1%	95.8%	No
13 yr old girls	95.1%	94.0%	No
15 yr old boys	94.2%	93.7%	No
15 yr old girls	93.9%	94.0%	No
Spent 4 or more nights out a week with friends			
13 yr old boys	45.7%	47.8%	No
13 yr old girls	43.5%	45.8%	No
15 yr old boys	42.3%	41.6%	No
15 yr old girls	37.4%	36.5%	No
Mostly has older friends			
13 yr old boys	4.0%	4.5%	No
13 yr old girls	3.1%	2.7%	No
15 yr old boys	5.0%	4.4%	No
15 yr old girls	4.2%	4.1%	No
Has ever been excluded			
13 yr old boys	8.4%	9.1%	No
13 yr old girls	9.3%	7.9%	No
15 yr old boys	13.2%	11.9%	No
15 yr old girls	8.6%	7.3%	No
Does not like school at all			
13 yr old boys	8.1%	9.0%	No
13 yr old girls	6.9%	10.2%	Yes
15 yr old boys	10.3%	10.9%	No
15 yr old girls	15.0%	17.9%	Yes
Feels pressured by school a lot of the time			
13 yr old boys	15.4%	20.9%	Yes
13 yr old girls	21.2%	27.8%	Yes
15 yr old boys	34.6%	36.8%	No
15 yr old girls	59.5%	63.1%	No

	2015 paper prevalence	2015 online prevalence	Statistically significant difference
Ever truanted			
13 yr old boys	34.2%	33.1%	No
13 yr old girls	31.8%	33.0%	No
15 yr old boys	41.9%	38.1%	No
15 yr old girls	44.0%	42.8%	No

5 Does mode affect non-response to individual questions?

In addition to response rates, sample profile and key question response patterns, it is important to also consider the impact of mode on non-response in individual questions. This chapter looks at the impact of mode on missing answers.

Non-response – key findings

- Overall, there were more missing answers in the online sample than the paper sample. This was considered to be most likely due to the availability of a 'prefer not to say' option in the online questionnaire.

Overall, there were considerably more missing answers in the online mode (see Table 5.1). In other words, pupils were more likely to select 'prefer not to say' in the online mode than they were to leave a question blank, give an unintelligible response, or give an incorrect response (e.g. ticking two contradicting statements within the same question) in the paper mode¹².

Table 5.1 Proportion of missing answers for key substance use measures

	Paper	Online
Regular smoker	1.16%	1.95%
Drink once a week	0.20%	1.76%
Drank in the last week	0.37%	1.81%
Drug use ever/in last year/in last month	1.77%	7.36%
Base	9,752	6,962

A further example is presented in Table 5.2 regarding pupil postcodes. As with the substance use measures, there were more missing answers among those who completed the survey online (59%) than on paper (38%).

Table 5.2 Proportion of pupils providing a *valid* postcode by survey mode

	Paper	Online
Valid postcode	54%	36%
Invalid/incomplete postcode	8%	5%
Missing postcode	38%	59%
Base	9,414	7,114

Low postcode response is important because the data is used to assign each pupil a Scottish Index of Multiple Deprivation¹³ ranking and an urban/rural classification¹⁴ and if

¹² One of the advantages of the online mode is that pupils cannot leave a question blank, give an unintelligible response or give more than one answer when they shouldn't.

¹³ For more details please see <http://www.gov.scot/Topics/Statistics/SIMD>

¹⁴ For more details please see <http://www.gov.scot/Topics/Statistics/About/Methodology/UrbanRuralClassification>

incorrect could impact on analysis using these variables. However, imputation (please see the SALSUS 2015 Technical Report¹⁵ for details) can be used to address this.

Despite a lower completion level, the online survey may provide a benefit in ensuring better quality of postcode entry. There was a higher percentage of invalid postcodes for the paper mode compared to online which may result from lack of clarity so they can't be identified during the scanning process, or they were incorrectly identified. Although no controls were included in the online survey, such as over the format or automatic checks to ensure that it was a valid postcode, such controls could be added to future surveys online.

The low postcode response and postcode quality are certainly issues to consider for future SALSUS survey waves.

Inclusion of a 'prefer not to say' option in the online version

One of main differences between the paper and online questionnaires was that the online questionnaire had a 'prefer not to say' option at every question whereas the paper version did not have any.

For ethical reasons, it was felt important to allow pupils to refuse to answer a question, so this meant a 'prefer not to say' option was included at every question (including at every row in grid questions, so they could choose to respond to some of the items but not others). This was in preference to allowing them to move on to the next question without registering a response, as that may have been by accident.

However, the SALSUS 2015 paper questionnaire did not contain a 'prefer not to say' option at every question. This was necessary to keep the questionnaire as comparable with previous waves as possible as a 'prefer not to say' option has never been included before. From an ethical perspective, the argument is that respondents to a paper questionnaire can easily just miss out a question if they do not wish to answer it.

Impact of the 'prefer not to say' option

In the online mode, if respondents selected 'prefer not to say' the response was classed as missing. In the paper mode, if a pupil left a question blank, if the response was unintelligible (e.g. because there wasn't a clear enough mark in one box) or if they made errors (e.g. ticked two contradicting statements within the same question) then the response was classed as missing. Towards the end of the questionnaire, some of the missing answers (in both modes) are because pupils ran out of time.

It was clear that the availability of an obvious 'prefer not to say' option increased the proportion of missing answers. However, we cannot be sure *why* pupils selected 'prefer not to say'. Some may do so because they do not want to give an honest answer to the question. It might be that this is more likely where pupils are concerned that the data may not be anonymous, and when the response is perceived as socially undesirable. This might be expected to impact more on questions relating to substance use and drug use in particular. This is suggested by the difference in missing responses to the drug use question between paper (1.77%) and online (7.36%) shown in Table 5.1 above. However,

¹⁵ The SALSUS 2015 Technical Report can be found at: <http://www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS>

such difference does not appear to have impacted on prevalence figures as previously demonstrated (refer back to Table 4.4).

It is likely this has impacted on postcodes. In the pilot study, there was some concern from pupils about providing their postcodes, as they felt that this could potentially make them identifiable (for example, if they are the only 15 year old girl living in that postcode area). It is unclear why this would be more of a concern for those completing the survey online than on paper. However, one possibility could be a perception that electronic data is more easily manipulated and matched up with other electronic data. Although the postcodes on paper questionnaires are scanned and transferred to an electronic file, this is less obvious and it may be that pupils perceive less risk providing a postcode on a paper questionnaire.

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 what personal data they submit online. They may know from experience that submitting an email address or mobile number can result in unwanted mail and calls. Again, although this can also happen with information submitted on paper, warnings tend to focus on online activity and may, therefore, have more of an effect on the online mode.

Another reason that pupils might select 'prefer not to say' is that it is an easy option: some may have no concerns about answering honestly but have worked out that they can get through the questionnaire more quickly by selecting 'prefer not to say', particularly if the question is more cognitively demanding, which is the case for the drugs question. Further analysis was undertaken to assess this possibility by comparing responses to the drug question (see Appendix B, Figure B1) and a similarly burdensome question (but less sensitive) about what pupils do in their free time (see Appendix B, Figure B2).

The proportion of missing answers to the leisure question in the online mode is very similar to the proportion of missing answers to the drug use question (see Table 5.3). Also, the proportion of missing answers in the paper mode is higher than at the drug use question. This may, in part, be due to the fact that the leisure question comes later in the questionnaire and some missing responses may be due to pupils having run out of time.

Table 5.3 Proportion of missing answers for what pupils do in their free time

	Paper	Online
Drug use ever/in last year/in last month	1.8%	7.4%
What pupils do in their spare time	3.3%	7.6%
Base	9,752	6,962

In summary, there are more missing answers in the online mode, and it seems likely that this is due to the availability of an obvious 'prefer not to say' option. However, it would be wrong to assume that a significant proportion of pupils do not want to give an honest answer to the question as there are number of other possible explanations.

6 Does mode affect survey engagement?

This chapter explores the impact of mode on survey engagement as indicated by responses to the open-ended and 'other specify' questions in SALSUS 2015.

The quality and richness of responses to open-ended questions is often used in mode comparison studies to gauge the extent to which respondents are engaged. This is important as engaged respondents are more likely to give thoughtful and accurate answers. There are no real open-ended questions in the current SALSUS questionnaire, but we looked at responses to the cigarette branding question (*'Please [write/type] in the space below the names of as many makes or brands of cigarettes that you have either seen or heard of'*) and at a number of questions which allowed for an 'other specify' response.

Survey engagement – key findings

- There were no clear indications that the online mode increased or decreased engagement with the survey
- Lower engagement was suggested by higher non-response to the cigarette branding question (the closest to an open-ended question) among pupils completing the survey online compared to paper
- Higher engagement was suggested by higher use of 'other specify' for those responding online compared to paper

In the cigarette branding question, 50% of pupils did not name any brands in the paper mode, compared with 59% in the online mode¹⁶. This suggests that pupils found it 'easier' to skip past the question in the online mode.

Once those who provided at least one brand were separated from those giving no answer, analysis showed there was very little difference in the number of brands named in each mode. This suggests that pupils are more likely to not give an answer in the online mode, but among those who do, neither mode prompts more responses.

The 'other specify' options were more commonly used among pupils in the online sample, compared with the paper sample (see Table 6.1). For example, for *'Where do you usually get your cigarettes/tobacco from?'*, 7.1% of pupils in the online sample selected the 'other' response, compared with only 2.5% of pupils in the paper sample. This suggests a higher level of engagement from the online sample.

¹⁶ For various reasons, a more detailed analysis of the differences between modes in relation to missing answers and those who specifically stated 'none' or 'don't know' or similar would be very complicated and would be unlikely to yield particularly informative results.

Table 6.1 Proportion of 'other' responses by survey mode

	Paper	Online
Where do you usually get your cigarettes/tobacco from?		
% 'other' response option	2.48%	7.14%
<i>Base</i>	714	369
Where were you the last time you used drugs?		
% 'other' response option	3.61%	7.81%
<i>Base</i>	1,017	590
If you felt that you needed to get help because you were using drugs, who/where would you go to?		
% 'other' response option	1.45%	4.84%
<i>Base</i>	9,287	6,271

A greater use of the 'other specify' options could point to increased engagement with the survey with the assumption that those that are engaged deliberate more on questions, including considering 'other' answers beyond those specified on the list. However, the situation is not clear given that higher levels of non-response to the cigarette branding question suggests that the online mode did not increase the level of consideration that pupils gave to that question.

7 What else has been learned?

In general, among those schools that had at least one class who completed the survey using the online administration, the process ran smoothly and appeared to be straightforward. The lower response rate for the online survey, however, suggests that it is a less appealing methodology from some schools' perspectives. Overall only a small number of schools raised any issues regarding the online administration. These are described in this chapter.

The survey link

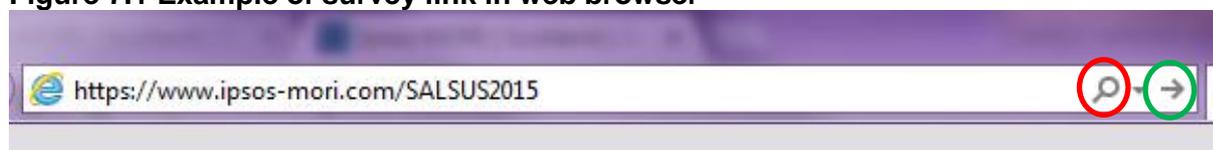
The most common problems were associated with the survey link. There were two main issues.

Firstly, some schools lost their note of the survey link. The link was provided to schools on a single paper document. This meant that if it was misplaced and the school no longer had a record of it, they had to get in touch with the survey team before they could proceed with the survey (this also applied to the test log-ins we provided for liaison teachers to check the survey in advance of administration). While this did not prevent any schools from participating, it did cause them unnecessary extra effort.

This is easily fixed, and in future waves of the research we would recommend including the survey link on multiple documents (class teacher instructions, liaison teacher instructions etc.), in addition to providing it electronically by email.

Secondly, in a number of schools, some pupils had problems entering the survey link into their web browser. When someone begins to type in the survey link *https://www.ipsos-mori.com/SALSUS2015* into the web browser, the browser bar suggestions give the Ipsos MORI website. Pupils were clicking on the suggested website, rather than typing in the full survey link. Alternatively, they entered the full web address but then hit 'search' (circled in red) instead of 'go to' (circled in green). This took them to a results page, which again linked to the main Ipsos MORI website – the survey would not show up in a search engine results list as it is hosted on a secure server and is not visible to the public.

Figure 7.1 Example of survey link in web browser



In some schools, this was prevented as the class teacher had uploaded the survey link to all of the computers in the ICT suite in advance rather than individual pupils typing in the survey address. In future waves, we would suggest that schools did this, where possible. In addition, it would be important to cover this issue in the class teacher survey instructions so that they know how to deal with the problem if it occurs. Furthermore, we would suggest greater exploration of which websites appear more frequently in the search results with a view to putting a redirection notice on relevant Ipsos MORI web pages. However, this option would require further investigation.

Other technical problems

As previously noted, very few schools contacted Ipsos MORI with technical problems. However, there was evidence from the class response sheets, that a very small number of pupils (n=26) could not complete the survey due to technical problems. It is difficult to know exactly what these issues were from the descriptions provided. The indications are that they were related to the schools' IT systems rather than the survey itself (e.g. internet problems, computers crashing etc.).

8 Conclusions

Summary of findings

The online sample had a lower response rate than the paper sample (the response rate for the latter was very similar to the 2013 wave). This might have impacted on the representativeness of the survey. However, despite some small differences between the paper and online samples, both were reasonably in line with the national profile and any differences could be accounted for by weighting. This indicates that, at least at a national level, mode did not affect survey representativeness.

There was no evidence that the mode affected responses to key substance use questions. On almost all key substance use measures, there were no statistically significant differences between the paper and online results, with the exception of drug use among 15 year olds boys. However, analysis of a further 12 variables, demonstrated that there was no wider mode effect pattern among 15 year old boys.

Overall, non-response to individual questions was greater among pupils who completed the survey online than among those who completed it on paper. This was considered to be most likely due to the inclusion of a 'prefer not to say' option. However, this did not occur to an extent to have a statistically significant impact on the results.

Pupils who completed the survey online were more likely than those completing the survey on paper to respond to 'other specify' answers – which could suggest they were more engaged with the survey. However, the online sample were *less* likely to respond to the cigarette branding question (the closest to an open question in the survey). Overall therefore, it was not clear from the study whether or not mode has an impact on survey engagement.

Conclusion

- Mode did not affect the representativeness of the sample or the survey results at a national level
- The conclusion is that there is no evidence of a mode effect at national level and SALSUS 2015 online and paper samples can be combined for analysis and reporting

Future considerations/implications for SALSUS

While the lower online response rate did not impact on survey representativeness at a national level, there was a greater impact at a local authority level. This means that further consideration may need to be given to adopting a fully online administration when local level results are required.

Provision of postcode data has been declining in SALSUS over the past few waves, and the results of the study suggest that if an online administration were to be introduced this would fall further. Postcode data can be imputed, but as the number of original postcodes

falls, that imputation becomes less reliable. This issue needs to be given further consideration – whether in terms of finding a different way to collect postcode information or finding a new method of identifying socio-economic status and rurality.

Appendix A: Head Teacher advance letters

Letter for school delivering online administration

Dear Head teacher

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2015

We are writing to ask you for your support in connection with the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). The Director of Education for your local authority has confirmed that they are happy for us to approach schools to participate in the survey.

The survey

SALSUS is the Scottish Government's main source of information on alcohol, drug and tobacco use among Scotland's young people and has been running since 1982. 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. The Scottish Government has commissioned Ipsos MORI to undertake the latest wave of SALSUS in the autumn of this year.

While in previous waves SALSUS has been carried out on paper, in this autumn's wave it will be administered online for the first time. We've piloted this approach to ensure that it runs as smoothly as possible and, in the process, found that pupils tended to prefer completing the survey online.

If you would like more information on SALSUS, including previous findings, free teaching resources and a copy of the most recent questions, please see the study website: www.ipsos-mori.com/salsus.

Survey administration

The research comprises an online survey for Secondary 2 and Secondary 4 pupils and should be administered during an appropriate mixed ability class, such as PSE, under 'exam conditions'. Pupils will be able to complete the survey in a single school period. The survey does not require a researcher to visit the school, and a set of materials will be provided for each class that contain a survey link, anonymous pupil login details, instructions for administering the survey, parent consent forms and pupil information leaflets.

Confidentiality

All responses are completely confidential: neither individual schools nor pupils will be identified in the reporting of the data. To enable analysis of the data by different types of area, pupils will be asked for their postcode. However, they do not have to provide this if they do not want to. The parent consent form informs them about this.

What happens next?

A member of the Ipsos MORI team will be in touch with you in the near future to request your support with this important survey. At that point we will provide you with the details of the number of S2 and/or S4 classes that have been selected to take part from your school. We will also request the contact details of a member of staff to act as the liaison and all subsequent arrangements will be made through them.

We hope very much that your school will take part. The participation of all schools selected is very important in order to achieve a representative picture of pupils in Scotland as a whole.

If you require any further information or have any queries, please contact Carolyn Black on 0131 240 3261 or at carolyn.black@ipsos.com.

Yours faithfully

Letter for schools delivering paper survey

Dear Head Teacher

Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2015

We are writing to ask you for your support in connection with the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS). The Director of Education for your local authority has confirmed that they are happy for us to approach schools to participate in the survey.

The survey

SALSUS is the Scottish Government's main source of information on alcohol, drug and tobacco use among Scotland's young people and has been running since 1982. 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. The Scottish Government has commissioned Ipsos MORI to undertake the latest wave of SALSUS in the autumn of this year.

If you would like more information on SALSUS, including previous findings, free teaching resources and a copy of the most recent questionnaire, please see the study website: www.ipsos-mori.com/salsus.

Survey administration

The survey comprises a self-completion questionnaire for Secondary 2 and Secondary 4 pupils and should be administered during an appropriate mixed ability class, such as PSE, under 'exam conditions'. Pupils will be able to complete the survey in a single school period. The survey does not require a researcher to visit the school, and packs will be provided that contain the questionnaires, instructions for administering the survey, parent consent forms and pupil information leaflets.

Confidentiality

All responses are completely confidential: neither individual schools nor pupils will be identified in the reporting of the data. To enable analysis of the data by different types of area, pupils will be asked for their postcode. However, they do not have to provide this if they do not want to. The parent consent form informs them about this.

What happens next?

A member of the Ipsos MORI team will be in touch with you in the near future to request your support with this important survey. At that point we will provide you with the details of the number of S2 and/or S4 classes that have been selected to take part from your school. We will also request the contact details of a member of staff to act as the liaison and all subsequent arrangements will be made through them.

We hope very much that your school will take part. The participation of all schools selected is very important in order to achieve a representative picture of pupils in Scotland as a whole.

If you require any further information or have any queries, please contact Carolyn Black on 0131 240 3261 or at carolyn.black@ipsos.com.

Yours faithfully

Appendix B: Question wording

Figure B.1 Drug use question (paper version)

55. When was the last time you ever used or took any of the following?
PLEASE MAKE SURE THAT YOU CROSS ONE BOX ON EACH LINE

	In the last month	In the last year	More than a year ago	Never
Cannabis (hash, joints, weed, green, grass, pollen, resin, bud, smoke)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amphetamine (speed, base, whizz, sulph)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methamphetamine (crystal meth, tina, glass, ice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LSD (acid, tabs, trips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ecstasy (E, eccies, XTC, pills, MDMA, sweeties)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gemeron (sems, semmies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poppers (Amyl Nitrite, Liquid Gold, Rush)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tranquilisers (downers, benzos, valium, vallies, blues, Temazepam)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heroin (smack, skag, gear, H, kit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magic mushrooms (shrooms, mushies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methadone (linctus, physeptone, meth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cocaine (coke, charlie, c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crack cocaine (crack, rock, stone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anabolic Steroids (roids)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mephedrone (bubbles, drone, M-CAT, meow meow)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GHB/GBL (G, liquid ecstasy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ketamine (K, ket, special k, horsey)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthetic cannabis – e.g. Damnation, Black Mamba, Clockwork Orange, Pandora's Box	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salvia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MDMA powder (mandy, molly, madman)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MDAI, 6-APB (Benzo Fury), methylone (or other synthetic empathogen)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MXE, MXP (or other synthetic dissociative)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
AMT, NBOMe, 2Cs (or other synthetic psychedelic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure B.2 Free time activities question (paper version)

77. Here is a list of things that young people sometimes do in their free time, when they aren't at school. What about you?

PLEASE CROSS ONE BOX ON EACH LINE

When I'm not at school I...	Every day	Most days	Weekly	Less often	Never
See my friends	<input type="checkbox"/>				
Listen to music	<input type="checkbox"/>				
Watch films/DVDs	<input type="checkbox"/>				
Play computer games	<input type="checkbox"/>				
Go online and use social networking sites (e.g. Facebook, Twitter)	<input type="checkbox"/>				
Look around the shops	<input type="checkbox"/>				
Read comics or magazines	<input type="checkbox"/>				
Read books	<input type="checkbox"/>				
Go to watch sports matches	<input type="checkbox"/>				
Do a sport e.g. football, swimming	<input type="checkbox"/>				
Go to the cinema	<input type="checkbox"/>				
Hang around the street	<input type="checkbox"/>				
Do a hobby, art or play a musical instrument	<input type="checkbox"/>				
Go to a friend's house	<input type="checkbox"/>				
Go to concerts or gigs	<input type="checkbox"/>				
Go to the public library (not the school library)	<input type="checkbox"/>				
Go to museums or galleries	<input type="checkbox"/>				
Go to theatres or concert halls	<input type="checkbox"/>				
Go to the church, mosque or temple	<input type="checkbox"/>				
Help other people/do voluntary work	<input type="checkbox"/>				
Do nothing	<input type="checkbox"/>				

A National Statistics publication for Scotland

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How to access background or source data

The data collected related to this publication:

X are available in more detail through the UK Data Archive

X may be made available on request, subject to consideration of legal and ethical factors, please contact salsus@gov.scot

X will be available from late November 2016 on www.statistics.gov.scot

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