

Adolescent smoking

A study of psychosocial and cognitive antecedents

Silje S. Hukkelberg

Norwegian Institute for Alcohol and Drug Research (SIRUS)

Norwegian Institute of Public Health (FHI)

Oslo, Norway



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Silje S. Hukkelberg

Department of Psychology, Faculty of Social Sciences

University of Oslo

2009

Her inne

ligger en due og drømmer

Papiret puster fortsatt,

og trærne siler vinden mellom bladene,

og hvis du legger øret inntil,

hører du vinden i trekronene,

duene i løvverket

og en fjern hakkespett.

Du du du

kan få all den tida du trenger,

all tida i hele verden,

for den tålmodige boka

skal ingen andre steder

enn akkurat

hit.

Gro Dahle (2007)

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SUMMARY

Smoking is a global issue of concern as it causes considerable morbidity and mortality worldwide. In spite of the well-known health consequences of smoking, adolescents continue to take up smoking for a variety of reasons. The current thesis takes a psychosocial approach, and illustrates how adolescent smoking relates to 1) prototypical smoker images, 2) the Prototype/Willingness model, and 3) psychosocial and behavioural correlates.

The first paper was concerned with the relationship between adolescents' smoking status and their prototypical smoking images, in terms of a typical smoking boy, a typical smoking girl, and a typical non-smoker. The second paper aimed to investigate non-smoking in a decision-making perspective through the use of a dual-process model. The Prototype/Willingness model assumes both a deliberate, reasoned pathway, and a more spontaneous, social reactive pathway to adolescents' smoking decisions. In the third paper, smoking was studied using a hypothesised model including social influences, as well as constellations of risk and protective behaviours, showing how these factors relate to smoking.

The papers were mainly based on self-reported questionnaire data, deriving from two different surveys. The study sample in Paper I comprised adolescents aged 14 (in 2000) participating in a national school-based study on smoking. Paper II was based on the same study sample, but this sample also included pupils who responded to the survey the following year (2001), who we were able to match. The data used in Paper III were based on two samples of 16-year-old pupils in 65 public and private schools in Oslo (2000 and 2001), who filled in a questionnaire on different health issues. Two of the studies relied on cross-sectional data (Papers I and III), whereas Paper II was based on longitudinal data.

Paper I showed that the evaluations of the three prototypical smoker targets could be reduced to three correlated factors called *social attraction*, *positive* and *negative*. Only the social attraction scale had satisfactory reliability, suggesting that the two other dimensions should be improved in terms of evaluative characteristics. Further, the results showed that the evaluation of a typical smoker, compared with that of a typical non-smoker, depended on which of the dimensions were considered. Smokers evaluated the smoker image as more favourable than

the non-risk image on the social attraction dimension, indicating that this dimension may be especially important in representing goal state properties for smokers.

Paper II revealed that willingness, and not intention, was able to predict subsequent non-smoking one year later. This result suggests that willingness is able to capture predispositions, which can predict non-smoking behaviour that intentions cannot. The result does not negate the importance of intention, but indicates that intention and willingness differ in their ability to predict adolescent non-smoking behaviour. Further, the results illuminate the usefulness of relying on a dual-processing approach which consists of both a reasoned and a social reaction pathway to smoking behaviour.

In Paper III, findings suggest that most psychosocial factors (from school, family, and peers), had a significant relation to adolescent smoking. Most of these associations were, however, absent when risk and protective behaviours were used as intermediate factors, indicating that smoking not only is influenced by these social influences, but shares a common aetiology with other risk behaviours.

In summary, the findings point to 1) the importance of targeting smoker images, perhaps especially the social attraction dimension, but also elaborating and targeting non-smoker images, 2) the value of studying adolescents' decision-making with regard to non-smoking behaviour by relying on both a reasoned and a reactive pathway, and 3) the viewpoint that smoking is a risk behaviour, which to a large extent shares a common psychosocial aetiology with other risk behaviours.

LIST OF PAPERS

- I. Skalle*, S. & Rise, J. (2006). The relationship between smoker and non-smoker prototypes and smoking status among 14-year-old Norwegians. *Addictive Behaviors*, **31**, 57-68.
- II. Hukkelberg, S. S. & Dykstra, J. L. (2009). Using the Prototype/Willingness model to predict smoking behaviour among Norwegian adolescents. *Addictive Behaviors*, **34**, 270-276.
- III. Hukkelberg, S. S. & Amundsen, E. J. (2009). Psychosocial antecedents of smoking: A study of risk and protective behaviour as mediating factors in a sample of urban Norwegian adolescents. *Journal of Adolescent Health*, submitted.

* Former name of the candidate

1. INTRODUCTION

“...tobacco is the only legally available consumer product which kills people when it is used entirely as intended.”

The Oxford Medical Companion (1994)

1.1 THE EPIDEMIOLOGY OF SMOKING

About fifty percent of all premature deaths in Western countries can be attributed to unhealthy lifestyle behaviours, in particular the “holy four”, recognised as alcohol abuse, poor nutrition, too little exercise, and smoking (Crossley, 2000). Worldwide more than one billion people smoke, which makes smoking one of the largest preventable causes of morbidity, disability, and premature death (Mathers & Loncar, 2006; U.S. Department of Health and Human Services [USDHHS], 2004). According to epidemiological statistics, tobacco kills more than 5.4 million people a year—about one person every six seconds—and is thus the cause of one in ten deaths worldwide (WHO, 2008).

The health consequences of smoking are well known. Smoking harms nearly every organ of the body, and reduces the general health of both smokers and those exposed to second-hand smoke (Fagerström, 2002). Diseases caused by long-term smoking include cardiovascular diseases, chronic obstructive lung disease, and various types of cancer, among others. Also, smoking has negative effects on fertility and pregnancy. Short-term consequences of smoking include reduced physical fitness, lower level of lung function, reduced rate of lung growth, and early signs of heart disease and stroke (USDHHS, 2004). The list of smoking-related diseases is, however, constantly being expanded.

In Europe, smoking continues to be a challenge to public health, in spite of comprehensive preventive efforts over the past decade (Schnohr et al., 2008; WHO Europe, 2007). According to available data about 28% of all Europeans smoke, among whom approximately 40% are males and 18% are females (WHO Europe, 2007). These statistics, however, hide substantial sub-regional differences: in most Western European countries the prevalence of smoking seems to have stabilised at a relatively low level, whereas the prevalence of smoking in Eastern Europe remains at a rather high level (Strong et al., 2008).

In Norway, figures indicate that about 21% of adults and about 15% of adolescents smoke daily, which represents a significant and steady decrease since 1998 (Norwegian Directorate of Health, 2009). In recent years, however, several national efforts have been implemented to increase knowledge about the health consequences of smoking through prevention programmes and media campaigns, and to reduce exposure to smoking through, for instance, implementation of smoke-free policies in schools and public areas (Braverman, Svendsen, Lund, & Aarø, 2001; Norwegian Directorate of Health, 2009). On the whole, it appears that these efforts have had an impact on the prevalence of smoking, and have caused the downward trend that is currently being observed. Nevertheless, in parallel with a decrease in daily smoking, the use of snuff has increased markedly, whereas the number of occasional smokers seems to have remained rather stable at about 12% (Lund, Skretting, & Lund, 2007; Norwegian Directorate of Health, 2009). More recent findings suggest that snuff and occasional smoking have to some extent replaced daily smoking among adolescents (Grotvedt, Stigum, Hovengen, & Graff-Iversen, 2008). Although the number of daily smokers seems to have stabilised at a fairly low level, the number of adolescents who smoke—daily or occasionally—remains substantial.

1.2 ADOLESCENT SMOKING

Most smokers had their first experience with smoking in adolescence. Findings indicate that nearly 80% of adult smokers began their smoking career before the age of 18 (Klein, Havens, & Carlson, 2005). Consequently, the adolescent years seem to be a critical period for the prevention of future smoking. Consolidation of health behaviours typically occurs at this age (Kelder, Perry, Klepp, & Lytle, 1994), and smoking in adolescence is more likely to continue into adulthood (Viner & Barker, 2005).

Smoking may be described as a progression from non-smoking to experimental/occasional smoking, and eventually to regular smoking (White, Pandina, & Chen, 2002).

Experimentation with cigarette smoking is quite common during adolescence, about 40% of adolescents report having tried smoking before the grade of 12 (CDC, 2009; Norwegian Directorate of Health, 2008). Although many of these adolescents never become daily smokers, a significant minority of them do progress to smoking on a regular basis. Recent figures indicate that having smoked in the past 30 days increased with age: about 2% of 11-year-olds, about 8% of 13-year-olds, and about 24% of 15-year-olds smoke (WHO Europe, 2007). Nevertheless, the age of smoking initiation seems to have decreased in the past few decades (Lindbak & Lund, 2007). Empirical findings indicate that the younger the age of smoking initiation is, the less likely is it that a person will ever quit smoking (Meier, 1991). Chassin and colleagues (Chassin, Presson, Pitts, & Sherman, 2000) found that adolescents who started to smoke at age 12-13 seemed to reach their peak smoking levels earlier, and smoked on average 11-20 cigarettes per day, compared with adolescents who initiated regular smoking after the age 18, who had a peak in smoking level of approximately 1-10 cigarettes per day. Moreover, like adults, young people find it difficult to quit smoking (Colby, Tiffany, Shiffman, & Niaura, 2000; Mermelstein, 2003).

Findings suggest that smoking may function as a marker for adolescents' involvement in other risk behaviours (Holmen, Barrett-Connor, Holmen, & Bjermer, 2000; Lam, Stewart, & Ho, 2001). Smoking is associated with both risk-taking and problem behaviours, including alcohol drinking, drug use, early sexual activity, riding with a drunk driver, and not wearing a seatbelt (Jessor, Donovan, & Costa, 1991; Tyas & Pederson, 1998). Smoking has also been related to health-compromising behaviours such as poor eating habits and low physical activity (Coulson, Eiser, & Eiser, 1997; Donovan & Jessor, 1985; Hawkins, Catalano, & Miller, 1992), as well as school drop-out and poor academic performance (French & Perry, 1996; Tyas & Pederson, 1998).

Furthermore, adolescents who smoke seem to have an increased probability of experiencing mental health problems such as depression and anxiety (Kandel & Davies, 1982), major depression, and substance abuse (Brown, Lewinsohn, Seeley, & Wagner, 1996). However, it is still a matter of debate whether mental health issues are to be understood as precursors to or consequences of smoking. Adolescents with depressive and anxiety symptoms have been shown to have a higher risk of smoking initiation than asymptomatic adolescents (Patton et

al., 1998; Wilens et al., 2008). Milberger and colleagues (Milberger, Biederman, Faraone, Chen, & Jones, 1997) reported that ADHD, particularly in combination with other disorders (conduct disorder, major depression, or anxiety disorders), predicted early initiation of cigarette smoking in a four-year prospective study. Further, they found that the incidence of smoking was twice as high among adolescents with conduct disorders as among those without such problems.

1.3 PSYCHOSOCIAL APPROACHES TO SMOKING

A number of psychosocial studies and theories have been advanced to understand and predict adolescent smoking. One attempt to investigate factors contributing to substance use classifies causes as pertaining to two dimensions (Petraitis, Flay, & Miller, 1995). The first dimension consists of types of influences that are found among existing theories, and are identified as: social or interpersonal, cultural or attitudinal, and intrapersonal. The second dimension consists of different levels at which these influences may operate: at a proximate, distal and ultimate level. Nevertheless, some results point to social influences (Chassin, Presson, Sherman, & Edwards, 1992; Flay & Petraitis, 1994) and risk-taking (Jessor, Donovan, & Costa, 1991) as the best predictors of smoking initiation, whereas cognitive models seem to be better predictors when studying further smoking transitions (Flay, Hu, & Richardson, 1998).

Until recently, most cognitive models have viewed health behaviours as a result of a reasoned and planful process, guided by an *expectancy-value premise* (Feather, 1990). This premise reflects that a decision to act is a consequence of a reasoned and deliberate consideration of behavioural options and expected outcomes (Loewenstein, Weber, Hsee, & Welch, 2001). When the assessment produces a positive evaluation, a decision is usually made to act. In recent years, however, more attention has been given to *dual-processing models*, which recognise a heuristic, impulsive, and reactive mode, in addition to the reasoned mode (Evans, 2008). Although the assumption that people may rely on both types of processing is not new (Osman, 2004), its application to health behaviours is novel (Gerrard, Gibbons, Houlihan, Stock, & Pomery, 2008).

One of the most frequently cited theories of the reasoned approaches is the Theory of Reasoned Action (TRA; Fishbein & Ajzen, 1975), together with its derivative, the Theory of Planned Behaviour (TPB; Ajzen 1991). TRA and TPB have been applied extensively to different health behaviours with empirical evidence (Godin & Kok, 1996). These theories have *behavioural intention* as the only proximal antecedent to behaviour. Intention may be defined as a “goal state” formulated after conscious reasoning (Ajzen, 1999). When applied to adolescent smoking, this view illustrates that among some adolescents, smoking is actually the result of an intentional and planned process. Loewenstein and colleagues (Loewenstein et al., 2001) have called this a “consequentialist” approach, since it assumes that individuals consider long- and short-term consequences of their actions before they actually decide to act.

Nevertheless, numerous shortcomings have been noted in relation to the ability of these theories to predict adolescent behaviours. First, it has been argued that reasoned models neglect the developmental course of decision making and the impact of family and context (Petraitis, Flay, & Miller, 1995). Second, it has been proposed that a reasoned approach is relatively inefficient in predicting risky behaviours such as heavy drinking, risky sex, and smoking (Albarracin, Johnson, Fishbein, & Muellerleile, 2001; Webb & Sheeran, 2006), since these behaviours tend to be more affect-laden (Reyna & Farley, 2006). A meta-analysis found that the intention-behaviour relation was lower for adolescents than for adults (Sheeran & Orbell, 1998), suggesting that intention may be a better predictor of behaviour when a person has behavioural experience. Furthermore, adolescents’ cognitive processing seems to differ from that of adults in several ways. For example, adolescents tend to be more impulsive and less introspective than adults (Beyth-Marom, Austin, Fischhoff, Palmgren, & Jacobs-Quadrel, 1993; Steinberg & Cauffman, 1996), perhaps because the brain, which is responsible for executive reasoned functioning, is not mature until age 25 (Lenroot & Giedd, 2006; Steinberg, 2007).

Based on these arguments, the second paper relied on the Prototype/Willingness model (Gibbons & Gerrard, 1995; Gibbons, Gerrard, & Lane, 2003), which was developed especially to predict adolescent health behaviour. The model is based on a dual-processing approach, and hypothesises both a reasoned and a reactive pathway to health risk behaviour (Gerrard, Gibbons, Stock, Vande Lune, & Cleveland, 2005; Gibbons, Gerrard, & Lane, 2003). More specifically, the model describes a heuristic, image-based social reaction pathway, in addition to the traditional deliberate, reasoned pathway.

The primary focus of the Prototype/Willingness model is the concept of *behavioural willingness*, which different from intention, reflect lack of planning. Willingness is defined as a reaction to the opportunity to engage in risky behaviours (Gibbons & Gerrard, 1995). Another key construct in the Prototype/Willingness model is *prototypical risk images* (Gibbons & Gerrard, 1995, Gibbons & Gerrard, 1997). With respect to a health-risk behaviour, like smoking, an adolescent has a prototypical image of the kind of person who engages in that behaviour. The role of images of smoking, and the fact that these develop early (Andrews & Peterson, 2006), have made research on adolescents' smoker images a priority (Stjerna, Lauritzen, & Tillgren, 2004). Nevertheless, research has to a large extent focused on the role of risk images, paying less attention to the possible role of non-smoker images. It could be fruitful to investigate the possible existence of non-smoker images, and to study how these actually relate to smoking behaviour. This first paper deals with the previous limitations by examining three different prototypical images: a typical smoking boy, a typical smoking girl, and a typical non-smoker. Further, the study examines how the perceptions of these images vary across smoking status.

Previous research on the Prototype/Willingness model has mainly been carried out among American adolescents (e.g., Gibbons & Gerrard, 1995; Gibbons, Gerrard, Blanton, & Russell, 1998; Gibbons, Gerrard, Lando, & McGovern, 1991; Gibbons, McGovern, & Lando, 1991). Paper II thus extends earlier findings by applying the model to a Norwegian study sample. Moreover, the model was used to explain non-smoking, and thereby potentially extends its applicability to non-smoking behaviour.

Another line of research has focused on the importance of psychosocial influences, for instance from school, parents, and peers (Petraitis, Flay, & Miller, 1995), which seem to influence smoking initiation. It is, however, not clear what causes this co-variation, and to what extent these causes are amenable to intervention (Romer, 2003). Prevention programmes typically take a single-behavioural approach, and seldom address potential mediators that can be generalised to other risk behaviour. Paper III aims to address this question by investigating to what extent social influences from school, parents, and peers relate to smoking when proceeding through constellations of risk and protective behaviours.

2. AIMS OF THE STUDY

With reference to Norwegian adolescents' self-reported data, the present thesis attempts to investigate risk and protective factors related to smoking. By relying on recent ideas of what causes smoking, the overall aim is to gain a greater understanding of psychosocial and cognitive antecedents to adolescent smoking. More specifically, the research questions were:

Paper I

- 1) To investigate dimensionality in a set of 12 characteristics used to describe a prototypical smoking girl, smoking boy and non-smoker
- 2) To explore possible differences in evaluation of these dimensions across different smoking groups

Paper II

- 1) To examine the social reaction pathway and its predictive power in explaining non-smoking behaviour
- 2) To investigate the Prototype/Willingness model, including both the reasoned and the social reaction pathways, and the extent to which the reasoned pathway enhances the prediction of non-smoking
- 3) To explore possible gender differences in the structural relations of the P/W model

Paper III

- 1) To examine how smoking correlates with risk and healthy behaviours, as well as psychosocial influences
- 2) To explore the extent to which social influences from school, parents, and peers still predict smoking when combined measures of risk and protective behaviours are used as possible mediators
- 3) To explore possible gender and school differences in the structural relations of the model

3. THEORETICAL FRAMEWORK AND CONCEPTS

The following chapter presents the theoretical approaches of Papers I, II, and III, respectively. The first and second papers examine how smoking relates to cognitive variables, while the third paper takes a somewhat broader perspective by investigating how smoking relates to risk and protective behaviours and psychosocial influences.

3.1 SMOKER IMAGES

Two decades of research have shown that the social images young people hold of smokers play an important role in explaining why some adolescents take up smoking. Specifically, having favourable smoker images (prototypes), of same age adolescents who smoke, has been shown to be predictive for subsequent smoking behaviour. Social risk images seem to be especially influential in adolescence, since this is a time characterised by heightened concern about social appearance, peer approval, and a desire to be popular (Harter, 2001; Rugkåsa et al., 2001; Youniss & Haynie, 1992).

Extensive empirical findings have demonstrated that adolescents hold elaborate cognitive representations of what a *typical smoker* their age is like (Amos, Gray, Currie, & Elton, 1997; Barton, Chassin, Presson, & Sherman, 1982; Chassin, Presson, Sherman, Corty, & Olshavsky, 1981; Chassin, Presson, Sherman, & Margolis, 1998), which have an impact on their smoking decisions (Barton, Chassin, Presson, & Sherman, 1982; Chassin et al., 1981; Chassin, Presson, Sherman, & Margolis, 1988; Leventhal & Cleary, 1980). These images typically have a number of *positive* and *negative* descriptives associated with them. It should be noted that although the prototype concept has visual components, and is referred to as a risk or non-risk *image*, it also contains other characteristics, for example “smart”, “popular”, and “immature”. Thus, the prototypical image is more “characterological” in nature than a description of the physical appearance of a smoker (Gerrard et al., 2008). Findings indicate that adolescents are more likely to start smoking if they perceive these smoker images as favourable (Gerrard et al., 2005; Gibbons & Gerrard, 1997; Gibbons & Gerrard, 1995). Further, there exists social consensus surrounding risk images (Snortum, Kremer, & Berger, 1987). Consequently, adolescents recognise that if they smoke in the presence of others, they will be seen as a smoker themselves.

Prototypes may be thought of as *mental social schemata*, or frameworks, used to organise and process information, e.g., about other people (Lane, 2004). The way these social schemata are stored in the memory can be through *exemplars* (Hintzman, 1986) or *prototypes* (Gibbons & Gerrard, 1995), each with its own distinctive method of cognitive processing and organisation of information. Nevertheless, the end result of both is the same: the production of a *typical category member* (Aron, Aron, Tudor, & Nielson, 1991). In this study the role of social images was considered by means of the prototype concept as developed by Gibbons and Gerrard (Gibbons & Gerrard, 1995; Gibbons et al., 1991), which assumes that the category itself, e.g., “adolescent smokers”, is stored in the memory. The underlying assumption of the theory of cognitive representations is that positive and negative traits are organised around and linked to different categories related to the self, other people and groups (Lane, 2004). Based on reaction time studies (e.g., Aron et al., 1991), traits that are linked to both self and groups are assumed to be facilitated (i.e., shorter reaction time) and overlap—referred to as “*prototype matching*” (Niedenthal, Cantor, & Kihlstrom, 1985; Setterlund & Niedenthal, 1993).

Findings show that the adolescents’ evaluations of a prototypical smoker predict *smoking initiation*, as well as *future smoking behaviour* (Barton, Chassin, Presson, & Sherman, 1982; Chassin et al., 1981; Gibbons & Gerrard, 1995; Gibbons, Helweg-Larsen, & Gerrard, 1995; Spijkerman, van den Eijnden, & Engels, 2005; Spijkerman, van den Eijnden, Vitale, & Engels, 2004). Also, these results have been empirically broadened in adult samples to include *smoking cessation* (Gibbons & Eggleston, 1996; Gibbons, Gerrard, Lando, & McGovern, 1991), and *smoking relapse* (Gibbons & Eggleston, 1996; Gibbons, Eggleston, & Benthin, 1997). More specifically, these results documented that smokers who participated in a smoking cessation programme, but relapsed, tended to maintain a positive smoker image, whereas smokers who actually managed to quit changed their smoker image into a more negative one (Gibbons, Gerrard, Lando, & McGovern, 1991; Gibbons & Eggleston, 1996).

Empirical findings show that a range of positive characteristics are associated with the prototypical smoker image, e.g., “tough” (Starr, 1984), “self-assured” (Lloyd, Lucas, & Fernbach, 1997), “mature”, “sociable”, and “wild” (Amos, Currie, Gray, & Elton, 1998). Based on a set of about 12 positively and negatively balanced characteristics, the smoker images have repeatedly been reduced to three factors, e.g., *self-assured-together*, *unattractive*, and *immature* (Gerrard et al., 2002; Gibbons & Gerrard, 1995), or *mature*, *fun-loving*, and

sensible (Lloyd, Lucas, & Fernbach, 1997). Spijkerman and colleagues (Spijkerman, van den Eijnden, Vitale, & Engels, 2004; Spijkerman, van den Eijnden & Engels, 2005) did, however, rely on about 20 descriptives to evaluate a prototypical smoker, and found four factors, which they labelled *well-adjusted*, *rebellious*, *cool*, and *attractive*. Since the evaluative descriptives used to assess a prototypical smoker are not stringently defined, the content and the number of the adjectives vary considerably. Thus, the different studies produce diverse factor structures.

Findings show that specific characteristics, or more general ones, may motivate adolescents to take up smoking because they perceive these attributes as attractive. Leventhal & Cleary (1980) announced the idea that smoker images may act as *goal states*. Thus, a reason to start smoking may be to acquire favourable characteristics associated with the smoker-image, like being “cool” or “mature”, in order to gain group membership and popularity among one’s peers (Rugkåsa et al., 2001). More recent findings indicate, however, that smoker images have changed considerably in recent years. In fact, smoker images have become less favourable, perhaps because more information about the detrimental consequences of smoking is available and because of increased smoking restrictions. This assumption is based on, among others, a study by Chassin, Presson, Sherman, and Kim (2003), who investigated attitudes and beliefs in the same community sample in the 1980s and 2001. Results indicated that attitudes about smoking had become significantly more negative, and that the negative social consequences of smoking were reported more frequently in 2001. Also, the images adolescents currently hold of smokers are generally more negative than positive. Smokers are not only seen as having “less common sense” than non-smokers, but also being “less interesting”, “likable”, “intelligent”, and “mature” (Gibbons & Gerrard, 1995; Pechmann & Ratneshwar, 1994). This development may suggest that smoker images do not longer function as a goal state images (Gerrard et al., 2002), but may be more *inhibiting*, than *facilitating*. Thus, it appears that the process whereby these images influence on adolescents’ smoking behaviour may be more complex than previously assumed.

Where do the perceived characteristics of smokers come from? Primarily they stem from smokers close to the adolescent, such as parents, siblings, relatives, and peers (Gerrard et al., 2008), that is, sources of social influence who create specific expectations with regard to smoking. For example, adolescents may learn that smoking is a way of becoming “sociable”, and “attractive” by observing older peers smoking, or “relaxed” by observing parents smoking. These images also stem from the Internet, television, films, and magazines that

portray the smoker in an attractive light. Empirical results indicate that these images develop at an early age. A study by Wills et al. (2007) showed that 9-year-olds had already established distinct images of users of marijuana, cigarettes and alcohol. Findings indicate that cigarette advertising shape adolescents' perceptions of smoking, and the portrayal of smokers, and that these images have direct impact on adolescents' smoking behaviour (Biener & Siegel, 2000; Pollay et al., 1996; Wakefield, Flay, Nichter, & Giovino, 2003). A recent Cochrane review (Lovato, Linn, Stead and Best, 2003) summarised findings from nine longitudinal studies, and found evidence that tobacco advertising and promotion significantly increased the likelihood that adolescents would start to smoke. A study by Pechmann & Knight (2002) showed that pro-smoking advertisements enhanced adolescents' subsequent smoking beliefs and intentions. In Norway, too, where tobacco marketing occurs in very limited settings, adolescents are nevertheless exposed to tobacco-related marketing, that could be related to their actual smoking behaviour (Braverman & Aarø, 2004).

3.2 THE PROTOTYPE/WILLINGNESS MODEL

The Prototype/Willingness model (Gibbons & Gerrard, 1997; Gibbons, Gerrard & Lane, 2003) is a theoretical and conceptual model for describing and explaining socio-cognitive antecedents to health risk behaviours, specifically among adolescents. The model describes cognitions that are assumed to mediate the relations between environmental factors, e.g., from family or neighbourhood context, and adolescents' health behavior (Pomery et al., 2005).

Like most decision-making models, the Prototype/Willingness model derives from an *expectancy-value approach* (Feather, 1990) —more specifically; the Theory of Reasoned Action (Fishbein & Ajzen, 1980). This is reflected in the *reasoned pathway* of the model, where *behavioural intention* is the proximal antecedent to behaviour (see Figure 1).

Behavioural intention may be defined as “plans to achieve a particular goal” (Ajzen, 1996) or “an indication of how much effort one is willing to exert to reach a particular goal” (Ajzen, 1991). Antecedents to intention are *subjective norms* and *attitudes* toward the behaviour. Subjective norms are social in content, and comprise an individual's beliefs about what significant others want one to do. Attitudes result from a consideration of possible outcomes associated with a behaviour as well as an assessment of one's affective reaction to the behaviour (Ajzen, 1996).

Meta-analyses have shown that intentions may account for between 20%-30% of the variance in health behaviours (e.g., Albarracin, Johnson, Fishbein, & Muellerleile, 2001; Connor & Sparks, 2005; Sheeran, 2002). However, unlike reasoned theories, the Prototype/Willingness model relies on dual processing (Chaiken & Trope, 1999) through incorporating a *social reaction pathway* in addition to the reasoned one. The model thus describes different levels of cognitive processing to health behaviour,- a reasoned pathway that requires planful and analytic thinking, and a social reaction pathway that operates in a more heuristic, intuitive and affective way (Evans, 2008).

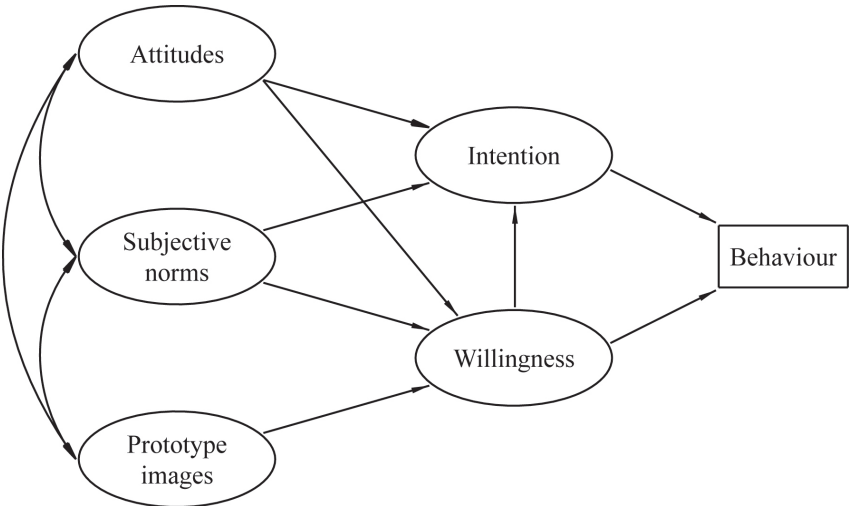


Figure 1. The Prototype/Willingness model

The Prototype/Willingness model is based on the following assumptions: 1) Among adolescents, health-risk behaviours are volitional, and may not be either intentional or rational, 2) Among adolescents, health-risk behaviours are social events, and thus not pursued in isolation, and 3) Social images associated with health-risk behaviours have an impact on adolescents' decisions to engage in them (Gibbons, Gerrard, Blanton, & Russell, 1998).

The model postulates that there are two proximal antecedents to behaviour: behavioural intention and *behavioural willingness*. Whereas behavioural intention is the proximal antecedent to behaviour in the reasoned pathway, behavioural willingness is the proximal antecedent to behaviour in the social reaction pathway, and is defined as “an openness to risk opportunity”, that is, what an adolescent is willing to do in a risk-conducive situation (Gibbons, Gerrard, & Lane, 2003). To assess behavioural willingness a risk-conducive situation is described, along with questions about what they would do if they were in it. Unlike intentions, willingness is more externally focused, and thereby more malleable to situational opportunities. Thus, willingness involves less *pre-contemplation* and less attribution of responsibility than does intention (Gibbons, Gerrard, & Lane, 2003). Both constructs have, however, been found to be highly correlated although independent predictors of behaviour (Gibbons, Gerrard, Blanton, & Russell, 1998; Gibbons, Gerrard, Ouellette, & Burzette, 2000; Thornton, Gibbons, & Gerrard, 2002). More important, the willingness construct has been found to explain additional amounts of variance in behaviour—from 2% to about 10% (see Gibbons, Gerrard, & Lane, 2003).

Further, the Prototype/Willingness model relies on the belief that adolescents (and children) have cognitive representations in terms of *social images* (prototypes) of the kind of person their age who engages in risk behaviour such as smoking (Cantor & Michel, 1979; Setterlund & Niedenthal, 1993). Adolescents also realise that if they engage in risk behaviour in a social setting they will acquire the relevant image, and will themselves be defined as e.g., a typical smoker. Thus smoking has social consequences. In the Prototype/Willingness model the social image of smokers is measured by the prototype construct, and the more positive this image is the more willing individuals are to accept the social consequences of risk behaviour (Gibbons & Gerrard, 1995; Lane, 2004).

The idea that adolescents refer to social images of smokers in order to make decisions about themselves suggests that they are performing some kind of *social comparison*. Originally, the social comparison idea was a way for people to evaluate themselves in the absence of objective standards (Festinger, 1954), but later conceptions include the idea of self-enhancement as an important motive for social comparison (Wheeler, 1991). A major assumption of the model is that people socially compare themselves with the images of the typical risk taker, and that these comparisons influence their willingness to engage in risky behaviour and their actual behaviour (Lane, 2004). Correlational studies have demonstrated

this, by showing that prototypes are stronger predictors of willingness for individuals who frequently engage in social comparison than for individuals who do not (Gibbons & Gerrard, 1995). However, as a result of a process in which these images have become more negative, social comparison with these images leads to *distancing* from the prototypical images (Gibbons, Gerrard, & Lane, 2003). Just as people are motivated to distance themselves from unfavourable social comparison targets, they are also motivated to distance themselves from prototypical targets. Adolescents with unfavourable prototype images will therefore distance themselves from the prototype that results in decreased willingness to engage in smoking. Previous studies have shown that prototype images do not influence behavioural intentions, but only behavioural willingness (Blanton et al., 1997; Gibbons, Gerrard, Blanton, & Russell, 1998; Gibbons et al., 2004; Thornton, Gibbons, & Gerrard, 2002). In line with the Prototype/Willingness model, behavioural willingness is mediated by prototype perceptions, which later have included both evaluations of risk and non-risk images (Gerrard, Gibbons, Reis-Bergan, Trudeau, Vande Lune, and Buunk, 2002). However, whereas favourable risk images are associated with risk behaviour through social reaction, non-risk images assume the presence of a more deliberate and active decision (Gerrard et al., 2002).

Furthermore, applications of both TRA and the Prototype/Willingness model often include *past behaviour* (e.g., Ajzen, 2002; Gibbons, Gerrard, Blanton & Russell, 1998). It has been argued that current behaviour is best determined by past behaviour, suggesting that past behaviour reflects habits (Conner & Armitage, 1998; Oullette & Wood, 1998) or aspects of temporal stability (Ajzen, 2002). In addition, having tried out the behaviour in the past is shown to be associated with more favourable attitudes (Bentler & Speckart, 1981), subjective norms (Gerrard, Gibbons, Benthin, & Hessling, 1996), greater behavioural intention (Bagozzi, 1981), and behavioural willingness (Gibbons & Gerrard, 1995).

3.3 PSYCHOSOCIAL INFLUENCES

Psychosocial influences seem to have an important impact on people's behaviour in general, but especially on adolescents' engagement health risk behaviours (Hawkins, Catalano, & Miller, 1992), including smoking. In addition to the home, adolescents spend a substantial amount of time at school, both of which represent significant arenas for psychosocial influences.

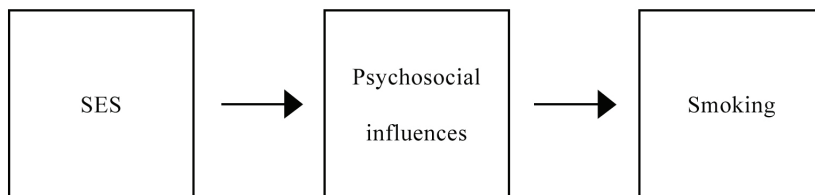


Figure 2. *The model used in Paper III*

Parental and peer influences

There are two dominant sources of psychosocial influences in adolescent years: the influence of the family, perhaps primarily parents, and that of peers. A substantial amount of research and theory suggests that smoking initiation is socially mediated, with both parents and peers playing significant roles (Avenevoli & Merikangas, 2003; Conrad, Flay, & Hill, 1992; Darling & Cumsille, 2003; Hoffman, Sussman, Unger, & Valente, 2006).

Parents may exert influence, both directly, e.g., through their smoking and parenting style, and more indirectly, e.g., through their socioeconomic status (SES). Parental smoking has been found to be a significant predictor of adolescent smoking, and an extensive amount of literature has documented an increased probability of smoking among adolescents with smoking parents compared with those without smoking parents (Otten, Engels, van de Ven, & Bricker, 2007; Darling & Cumsille, 2003). The most common interpretation of this finding is that parents who smoke serve as models for direct imitation by their children (Bandura, 1986). Consistent with modelling theory, each parent can provide a unique influence on the child's behaviour (Bandura, 1986). A longitudinal study by Peterson and colleagues (Peterson et al., 2006) showed that the odds ratio for a child to become a daily smoker when both parents smoke, compared with neither parent smoking, was 2.65. He also studied to what extent there could be a *ceiling effect*, that is, if having one parent or two parents who smoked made any difference. Peterson and colleagues found that having one smoking parent significantly increased the risk of the child becoming a daily smoker (odds ratio = 1.90), but that having

another smoking parent thus further increased the risk. It should be noted that support for this dose-response association is inconsistent, and others have found a ceiling effect (e.g., Rossow & Rise, 1994; Kandel & Wu, 1995). Avenevoli and Merikangas (1998) have, however, argued in a review of eighty-seven studies concerned with familial influences on adolescent smoking, that in summary, findings are weak and inconsistent for the associations between parent and adolescent smoking. Further, they demonstrated that sibling and peer smoking showed greater associations with adolescent smoking. Moreover, it seems that adolescents with smoking parents are more likely than adolescents without smoking parents to become affiliated with smoking friends (Engels, Vitaro, Blokland, de Kemp, & Scholte, 2004), suggesting that parental smoking may relate to adolescent smoking more indirectly.

Another important parental factor is *parenting*, that is, the emotional support from parents and the perception that parents listen and try to understand when the adolescent has a problem of concern. A high perception of *parental support* has been found to be a protective factor against adolescent smoking (Wills, Cleary et al., 2001). Another dimension of parenting is *parental monitoring*, which has repeatedly been identified as an important protective factor with regard to risky behaviours in youth (Simons-Morton, 2004). Parental monitoring refers to those aspects of parenting behaviour that involve information-seeking about the youth's daily activities as well as direct supervision and oversight of those activities (Wills & Yeager, 2003). It has, however, been argued that the concept of parental monitoring only reflects child disclosure of information more than tracking and surveillance, suggesting that the term "monitoring" is a misnomer when referred to as parental knowledge (Kerr & Stattin, 2000). Consequently, parental support and parental monitoring were combined into single parenting construct in Paper III, to assess a broader aspect of parenting.

Smoking is a public health problem that shows clear *socioeconomic differences* (Harwood, Salsberry, Ferketich, & Wewers, 2007; Laaksonen, Rahkonen, Karvonen, & Lahelma, 2005). Adolescents, through being born into a family with a given socioeconomic status (SES), seem to be influenced by parents' financial circumstances, although mixed findings have been documented. Specifically, a family background of low SES has been related to an increased probability of smoking (e.g., Koivusilta, Rimpela, & Rimpela, 1999; Soteriades & DiFranza, 2003). One explanation for this relationship could be that people might smoke as a response to stress induced by unfavourable socioeconomic circumstances (Stronks, van de Mheen, Looman, & Mackenbach, 1997).

However, non-significant relations between smoking and SES have also been found (Friestad & Klepp, 2006; Richter & Leppin, 2007), suggesting that a significant relation may, in part, depend on the way SES is operationalised, and whether or not the country of residence has a political tradition of social equality.

A conventional view is, however, that adolescence is a stage of development during which young people seek support from their friends rather than from their parents (Wills, Resko, Ainette, & Mendoza, 2004). Unlike the case in parenting, strong peer support seems to increase the probability of adolescent smoking (Engels & Willemsen, 2004; Simons-Morton, 2004). Strong peer support may, however, reflect a stronger orientation toward peers than parents, especially when parental support and monitoring are low. Notably, findings indicate that strong peer support is also associated with healthy behaviours, but in the field of smoking, Chassin and colleagues (Chassin, Presson, Sherman, Montello, & McGrew, 1986) found that adolescents who described their friends as supportive were more likely to smoke. However, another study (Chassin et al., 2000) failed to find an association between adolescent smoking and friend support.

School-related stress

Outside of the home, the most important institution for adolescents is the school. The school environment is an important part of adolescents' daily life, where they spend a substantial amount of time and see many of their friends. By virtue of being an arena for learning, school may also represent a substantial source of stress through continuous testing and high learning demands (Torsheim & Wold, 2001). Smoking is a well-documented coping mechanism for stress (Wills, Sandy, & Yaeger, 2001). Research has demonstrated that pupils who experience school as stressful are more likely to engage in smoking than those who consider school to be manageable (Aveyard, Markham, & Cheng, 2004; Vuille & Schenkel, 2002).

4. METHODS AND MATERIALS

4.1 PARTICIPANTS

The data cited in this thesis stem from two different surveys. The data in Paper I and Paper II derive from a national survey among Norwegian pupils in ninth grade in 2000 and tenth grade in 2001. The data in Paper III stem from the youth section of the Oslo Health Study (UNGHUBRO), carried out among tenth grade pupils during the spring terms (March-June) of 2000 and 2001. Whereas the first survey was concerned with smoking specifically, the second was carried out to assess information on health and well-being among young people in Oslo on a more general basis.

Study sample of Papers I and II – A survey of adolescent smoking

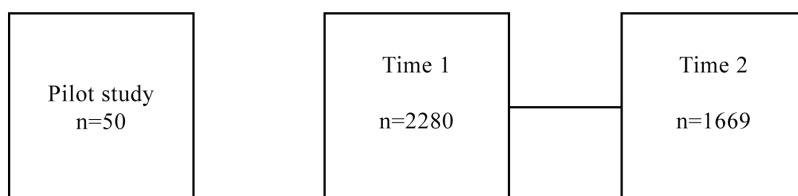


Figure 3. Study sample of Papers I and II

First, a pilot study was carried out among approximately 50 pupils, in two secondary schools in Oslo, to assess descriptives of prototypical smokers. Pilot data were collected by means of an unstructured interview during pupils' free time between classes, or after classes. The pilot study provided the basis for the prototype instruments in the survey questionnaire.

Questionnaires were sent via mail to pupils in ninth grade (in 2000) and tenth grade (in 2001) in Norway, with ≥ 15 pupils in the class, born on the sixth day of each month. In order to ensure anonymity and confidentiality, the pupils were instructed to fill out the questionnaire

in a separate room. In addition, each pupil was provided with a self-created personal code number and a sealable envelope for the filled-in questionnaire.

At Time 1 the questionnaire was completed by 2280 students, resulting in a response rate of 85% (51% girls), with a mean age of 13.95 (SD = .30). These responses constituted the study sample of Paper I. At Time 2 the questionnaire was completed by 1669 students (response rate = 76%) with a mean age of 14.92 (SD = .33). However, due to inadequate identity codes we were able to match only 913 participants (about 55% of the T2 sample, about 42% of the original sample), who constituted the study sample for Paper II.

Study sample of Paper III – UNGHUBRO

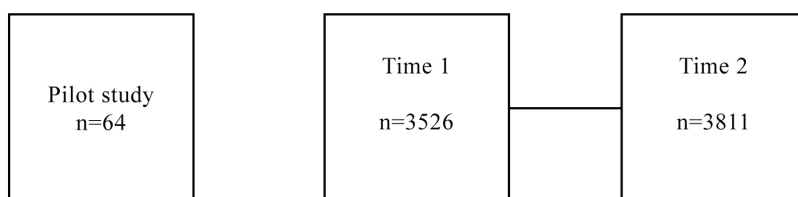


Figure 4. *The UNGHUBRO sample*

The study sample of the third paper consisted of the youth section of the Oslo Health Study (UNGHUBRO), a collaborative project between Oslo Municipality, the University of Oslo, and the Norwegian Institute of Public Health. First, an initial pilot study among 64 students in two tenth-grade classes was conducted. This was done in another county than Oslo, and results from the pilot study provided the basis for the survey instruments. The final questionnaire assessed questions about health, lifestyle, relations to family and friends, the situation at school, etc.

All students attending tenth grade in Oslo during the school years 2000 and 2001, from 65 public and private schools, were invited to participate in the survey. In the first part of the study (2000), data were assessed from 3526 pupils from 62 schools; in the second part (2001) data were assessed from 3811 students from 60 schools. During 2000 and 2001 a total of 8316 students received the invitation to participate, and altogether 7343 pupils (response rate = 88.3%) responded to at least one question.

4.2 MEASUREMENTS

The measurement instruments are described in detail in each of the papers, and are therefore not repeated here.

4.3 STATISTICAL ANALYSES

Data were investigated by means of multivariate statistical methods. Initially, raw data were stored and cleaned for logical inconsistencies in SPSS for Windows, version 12.0. The data used in Paper I were analysed by means of SPSS 12.0 software (SPSS Inc., 2006), while the data used in Papers II and III were analysed by means of structural equation modelling using Lisrel 8.0 software (Jöreskog & Sörbom, 2001).

Factor analysis

Factor analysis was performed for Papers I, II, and III. Factor analytic techniques aim to (1) reduce the number of variables, and (2) detect a structure in the relationships between variables (Gorsuch, 1983). A factor can be understood as *“a dimension or a construct which is a condensed statement of the relationships between a set of variables”* (Kline, 1994; page 5). Basically, there are two types of factor analyses: exploratory, which aims to find out more about the underlying dimensions and the construct of interest, and confirmatory, which is used to assess the extent to which the hypothesised organisation of a set of factors in fact fits the data (Nunnally & Bernstein, 1994). Thus, in contrast to exploratory factor analysis, a confirmatory approach requires some *à priori* knowledge. In the present work factor analysis was used both in an exploratory and a confirmatory way.

A major criticism against factor-reducing methods is the indeterminacy related to the number of factors to extract, and how factors should be rotated, due to few absolute guidelines and many options (Costello & Osborne, 2005). In Papers I and III the number of factors extracted was based on inspections of scree plot, the Kaiser criterion (all factors with eigenvalues greater than one), and content meaning. Especially the last criterion becomes important when one encounters factor complexity above 1 (Gorsuch, 1983), which was the case in Paper I.

However, sometimes dropping problematic items and rerunning the analysis can solve the problem. The question of rotation basically relates to whether or not factors should be correlated. The goal of rotation is to simplify and clarify the data structure (Costello & Osborne, 2005). Some argue that factors should be correlated if they are “correlated in nature”, which is often the case in the social sciences (Costello & Osborne, 2005). In Paper I, the number of factors was investigated by means of principal factor analysis with oblique rotation, which assumes that factors are correlated. Costello and Osborne (2005; page 3) argue that “*oblique rotation [in social sciences] should theoretically render a more accurate and perhaps reproducible solution*”. A drawback is, however, that oblique rotation is more likely to produce factors with cross-loadings.

Guidelines also exist for whether or not an item has an adequate factor loading. Tabachnick and Fidell (2001) argue that .32 is a rule of thumb for a minimum loading of an item, representing about 10% overlap variance with other items in the factor. In addition, a factor should preferably have more than three items, if possible with factor loadings above .50, in order to represent a solid factor (Costello & Osborne, 2005). Naming factors is a poetic, theoretical and inductive question (Gorsuch, 1983), and is usually guided by the content of the items with the highest factor loading, or a common theme suggested by items on a factor.

Analysis of variance (ANOVA)

A repeated-measures ANOVA was used in Paper I. As does any ANOVA, a repeated-measures ANOVA tests the equality of means. A repeated ANOVA provides an analysis of variance when the same measurement is made several times on each subject or case, or when sample members have been matched according to some important characteristic (Girden, 1992). The analysis carries the standard set of assumptions associated with an ordinary ANOVA: multivariate normality, homogeneity of variance, and independence. A repeated-measures ANOVA is, however, relatively robust to violations of the first two assumptions (Girden, 1992).

In Paper I, matched sets of sample members were generated (regular, occasional and non-smokers) and each member of a set were exposed to a set of factors (*positive, negative, and social attraction*). When sample members are matched, measurements across conditions are

treated like repeated-measures in a repeated-measures ANOVA. In order to reveal differences between smoking groups, it was conducted analyses across the three smoking targets (within-subjects factor) with the three evaluative scales as dependent variables, and smoking groups as between-subjects factor.

F-statistics are used to test whether evaluations of factors were significant between smoking groups. The calculated F in repeated-measures designs takes into account the fact that participants are the same in each condition (Dancey & Reidy, 2007). A significant F-value tells that the means are not all equal. However, to determine exactly which means are significantly different from each other, findings are further investigated by the means of post hoc tests (Dancey & Reidy, 2007).

Post-hoc tests are used to explore possible differences between the various sets of means. Bonferroni and Tukey's honestly significant difference tests (Tukey's HSD) are commonly used post hoc tests in psychology (Girden, 1992). There are, however, many types of post hoc tests, all based on different assumptions and for different purposes. Since there was a no prior basis for predicting smoking group differences between the factors in Paper I, group comparisons were examined using post hoc Tukey's honestly significance difference test with the Games-Howell correction that is appropriate when groups of different sample sizes are compared (Howell, 2002).

Repeated-measures ANOVA has been criticised for being difficult to perform and difficult to interpret. The main problem of post hoc tests is *α-inflation* (alpha inflation). This refers to the fact that the more comparisons are conducted, the more likely one is to claim a significant result, when there really isn't one (i.e., a Type I error; Girden, 1992).

Structural equation modelling (SEM)

The models pictured in Papers II and III were tested using structural equation modelling (SEM) with Lisrel 8.51 (*Linear structural relationship*; Jöreskog & Sörbom, 2001). SEM is a powerful multivariate analysis technique that combines the principles of confirmatory factor analysis, multiple regressions, and path analysis (Byrne, 1998). The use of SEM technique has several advantages, e.g., the ability to specify latent variable models that provide separate estimates of relations among the latent constructs and their manifest indicators (the

measurement model), and the relations among constructs in the structural model. SEM also has the ability to investigate structural relations free of random error, and to consider both the measurement and the structural model at the same time (Bollen, 1989), as well as measuring global fit in a complex model that involves numerous linear equations.

Although SEM basically takes a confirmatory approach, Jöreskog & Sörbom (2001) describe three frameworks for testing models: 1) strictly confirmatory, 2) alternative models, and 3) model generating. The first approach tests whether or not data fit a model, specified according to a priori theory. In the second option, alternative (or competing) models are tested, all grounded in theory. In the third instance, having rejected a theoretically driven theory, the focus is on locating misfits and determine a model that better describes the sample data. Through theory or data driven *re-specification*, to aim is to find a model that is meaningful and statistically well-fitting. In Paper II data were specified according to the theoretical framework of the Prototype/Willingness model, with pre-specified directional and reciprocal relations. In Paper III we tested a hypothesised model based on theories about the individual constructs, and how they might operate. The problem with this approach is that models confirmed in this manner are *post hoc*, which may not be stable, since they have been created based on the uniqueness of a dataset (Jöreskog & Sörbom, 2001).

The assessment of model fit was based on multiple fit indices (Byrne, 1998), since the χ^2 – value is sensitive to e.g., sample size. Additional indices may include RMSEA (Root Mean Square Error of Approximation), TLI (Tucker-Lewis reliability Index), and CFI (Comparative Fit Index). The RMSEA is an *absolute fit index* (Hu & Bentler, 1999) and shows how well an a priori model reproduces the sample data. TLI and CFI are both *incremental indices*, and demonstrate improvement in fit by comparing the target model with a more restricted, nested baseline model (Hu & Bentler, 1999). As a rule of thumb, the χ^2/df - ratio should be below 3 (Kline, 2005), RMSEA should be less than .05, and TLI and CFI should be above .95 (Browne & Cudeck, 1993; Hu & Bentler, 1999), to demonstrate close fit, and thus a parsimonious model.

4.4 MEDIATION AND MODERATION

In both Papers II and III, central questions included tests for moderation and mediation (Baron & Kenny, 1986). The purpose of mediation analysis is to investigate “*the process underlying the relation between an independent variable and dependent variable*” (MacKinnon, 2008; page 23). Theories of social cognition focus on how a person’s thoughts and perceptions processes mediate between stimuli from the environment on behavioural responses. In Paper II, the socio-cognitive Prototype/Willingness model was investigated. This model describes cognitions that are thought to mediate the relations between environmental factors, e.g., from peers, family or neighbourhood context, and adolescents’ health behavior (Pomery et al., 2005). Further, the model identifies potential mediators to target for preventing adolescents from e.g., smoking, since it claims to identify how environmental factors influence on behaviour (Gerrard et al., 2008). For example, the Prototype/Willingness model suggests that programs should target social smoker images (prototypes) and willingness, and that these are potential mediators of successful smoking preventions. Another mediational hypothesis in the Prototype/Willingness model, is the extent to which willingness mediate the relationship between prototypes and behaviour (Gibbons & Gerrard, 1995; 1997).

Moderation, on the other hand, is variables that alter the relation between two variables. Moderator effects are also known as an interaction effects (Baron & Kenny, 1986). A moderator “*modifies the form or strength of the relation between an independent and dependent variable*” (MacKinnon, 2008; page 275). Moderators tend to be variables that are relatively immune to change over time (e.g., gender, ethnic group, etc.). Multi-group comparison (stacked modelling) was performed in Papers II and III, to investigate possible moderation of gender in the models. That is, if the strength of the relations between the latent constructs were different between boys and girls. Further, a number of contextual variables have been shown to moderate the influence of willingness on behaviour. For example, a study by Gibbons and colleagues (2004) showed that this relation was significant stronger among adolescents who grew up in a neighbourhood with crime, gang violence, accessibility of alcohol, cigarettes, and drugs (i.e., high neighbourhood risk), compared to those adolescents growing up in a low-risk neighbourhood.

4.5 MISSING DATA

A concern in most studies involves how to deal with missing data. There are various ways of addressing this issue (Widaman, 2006). A common method is to simply exclude any case that has missing data for any of the variables, that is, listwise deletion (Allison, 2001). This way of dealing with missing data was applied in Paper I. This method does, however, have major disadvantages. First, this method often excludes a sizable proportion of the sample, and this approach assumes that missing data are completely at random (Allison, 2001). If this assumption is violated, the result may be inaccurate estimates and sample bias (Allison, 2001). Alternative ways of dealing with missing data were therefore carried out in Papers II and III.

In Paper II, missing data were examined and computed using the multiple imputation method in *Preliis 2.51* (Jöreskog, & Sörbom, 2001). This method generates values for the missing data through iterated linear regressions. One advantage of this method is that variations among the imputations reflect uncertainty with which the missing values can be predicted from the observed ones, thereby enhancing the validity of the generated data (Allison, 2001). In Paper III, missing values in parcels were replaced with the series mean of each scale, whereas listwise deletion was applied to missing values in single indicators.

5. RESULTS

5.1 SUMMARY OF PAPER I

Skalle, S. & Rise, J. (2006). The relationship between smoker and non-smoker prototypes and smoking status among 14-year-old Norwegians. *Addictive Behaviors*, **31**, 57-68.

Background: Findings have repeatedly demonstrated that evaluation of prototype images seems to be multi-dimensional, whereby the underlying factors that lie behind this evaluative structure may be masked when relying on a global index. This suggests that risk and non-risk images may represent goal states, but that this depends on which dimension is being considered. It may be, for example, that highly valuable information is found at one dimension of the smoker image. A review of motivational pathways to smoking supports this assumption, indicating that initiators tend to regard social motives as most important for their smoking decisions (Baker, Brandon, & Chassin, 2004), which further suggests that a social dimension may be important for adolescents when considering the smoker image as a goal state.

Purposes: The first aim of the study was to investigate dimensionality in a set of 12 characteristics used to describe a typical smoking girl, a typical smoking boy, and a typical non-smoker. The second purpose was to explore differences in these dimensions between regular, occasional and non-smokers.

Method: Exploratory factor analysis and repeated-measures ANOVA in SPSS.

Findings: A consistent pattern was found across the three smoking targets when using the whole sample: One social attraction dimension consisting of the items cool, popular, and sexy, one negative dimension consisting of the four items immature, confused, self-centred, and dull, and finally one positive dimension of the items self-conceited, sympathetic, smart, and independent. However, some of the items exhibited factor complexity above 1 (unattractive and dull), that is, they loaded on several factors. A typical non-smoker was evaluated more favourably than a typical smoker, on both the positive and negative scales, while no difference was found for the social attraction scale. There were no systematic differences in the descriptions of a typical smoking girl and boy, which may be related to the age of the participants.

Main conclusions: In summary, the results showed that non-risk images should be advocated to a greater extent as a goal state, among both smokers and non-smokers. The extent to which dimensions are goal state depends on which dimensions are being considered. Whereas the positive scale functions as a goal state for smokers and non-smokers alike, the social attraction scale seems to be more descriptive for smokers than non-smokers.

5.2 SUMMARY OF PAPER II

Hukkelberg, S., & Dykstra, J.L. (2009). Using the Prototype/Willingness Model to Predict Smoking among Norwegian Non-smoking Adolescents. *Addictive Behaviors*, **34**, 270-276.

Background: The Prototype/Willingness model relies on a socio-cognitive dual-processing approach to health risk behaviour, and has been successfully applied to predict various adolescent health-risk behaviours, including smoking. The traditional approach to behaviour portrays the decision-maker as a rational and reasoned person who considers positive and negative outcomes in line with expectancy utility, but this approach has been criticised for its limitations in predicting complex social behaviours among adolescents, because behavioural decision-making does not always appear to be based on reasoned and sequential thinking (Gibbons, Gerrard, & Lane, 2003; Loewenstein et al., 2001). The social reaction path includes prototype perception that is thought to predict willingness, which further predicts behaviour. The reasoned pathway includes attitudes and social norms which are thought to predict intention which, again, is the proximal factor of behaviour. To date, few studies have investigated the two pathways among adolescent non-smokers. This would illuminate the model's applicability and, in particular, the usefulness of the social reaction path, when considering health-promoting behaviours.

Purposes: The first goal of this study was to examine the social reaction pathway and its predictive power in explaining non-smoking behaviour. Second, the full Prototype/Willingness model was examined, included both the reasoned and the social reaction path, to investigate whether the inclusion of the reasoned pathway could enhance the prediction of non-smoking. Third, possible gender differences in the structural relationships were investigated.

Method: Confirmatory factor analysis by means of structural equation modelling.

Results: The abbreviated model the social reaction pathway consisting of behaviour at T1 and T2, willingness, and prototype evaluations showed that the model fit the data well ($\chi^2 (15) = 30.21$; $p < .001$; RMSEA=.037; TLI= .97; CFI= .98), and was able to explain 16% of smoking behaviour. Next, the reasoned pathway (including subjective norm, attitudes and intention) was included in the model, resulting in a full prototype-willingness model. This model showed acceptable fit ($\chi^2 79 = 249.37$; $p < .001$; RMSEA=.05; TLI= .98; CFI= .99). Based on modification indices one path was freed to obtain a well-fitting model the relation from past behaviour (BH-T1) to willingness (WILL), which improved the model fit significantly ($\chi^2 80 = 160.28$, RMSEA=.036, TLI= .96, and CFI=.97), and which explained 25% of the variance in smoking behaviour at T2. This was an increase of 9% from the abbreviated version of the model. The latent prototype construct remained the strongest predictor of willingness ($R^2=.31$), whereas subjective norm was the strongest predictor of intention ($R^2=.44$). The Prototype/Willingness model applied similarly to girls and boys.

Main conclusions: The current study suggested that the framework of the Prototype/Willingness model is applicable and useful in understanding non-smoking among adolescents. Consistent with the theory, willingness was able to mediate the influence of prototype on smoking behaviour, whereas intention failed to predict smoking. The current study confirms the importance of including a social reaction path when studying smoking among young adolescents.

5.3 SUMMARY OF PAPER III

Hukkelberg, S. & Amundsen, E. (2009). Smoking among urban Norwegian adolescents: behavioural and psychosocial antecedents. *Journal of Adolescent Health*, submitted.

Background: A previous study suggests that smoking may function as a marker for adolescents' engagement in other risk behaviours, since smoking is often associated with other health-risk behaviours such as drinking alcohol, substance use, unhealthy eating habits, and not exercising. Further, accumulated findings have identified numerous psychosocial factors that relate to adolescent smoking (Tyas & Pederson, 1998), among which parents and friends exert a considerable influence.

Parents may exert explicit or implicit influence, e.g., through their socioeconomic status (SES) and smoking behaviour, or through their parenting style. Another factor which seems to increase the probability of adolescent smoking is strong peer support, as a result of which adolescents seek support from their friends rather than from their parents. Another and often overlooked psychosocial factor is adolescents' perceived school-related stress. The school environment is an important part of adolescents' daily life, where they spend a substantial amount of time and see their friends. By virtue of being an arena for learning, school may also represent a substantial source of stress, especially for those pupils who perceive school as too demanding.

Purposes: The present study examined how adolescent smoking relates to 1) risk and protective behaviours, as well as psychosocial factors, and 2) psychosocial factors, when risk and protective behaviours were used as mediating factors, to reveal possible unique relationships to smoking.

Method: Exploratory factor analysis by means of structural equation modelling.

Results: Correlations showed that smoking was positively associated with risk behaviours ($r = .41, .53, \text{ and } .46, p < .01$ for sex, drinking, and drugs) and negatively related to protective behaviours ($r = -.13; -.31; -.24, p < .01$ for exercising, meals, and perceived health). Significant relations were found between smoking and the assessed psychosocial factors. Our study indicated that most psychosocial factors were not uniquely related to smoking; only parenting practice showed an independent (protective) effect on smoking when risk and protective behaviours were used as mediating factors.

Main conclusions: The results showed that most of the psychosocial factors included in this study were not uniquely related to smoking behaviour, but were, rather, common antecedents to clusters of behaviours. Adolescent smoking should be regarded as a type of risk behaviour, but further longitudinal research is needed to clarify whether this is a result of the "hardening hypothesis" (Chassin, Presson, Morgan-Lopez, & Sherman, 2007). The results indicate that adolescents may benefit from interventions which target smoking in a multiple-risk perspective since these behaviours seem to share much of the same psychosocial risk factors.

6. DISCUSSION

The discussion is divided into three parts. The first part takes a theoretical perspective, and discusses some of the main findings in each of the papers, respectively. The second part discusses methodological issues. Last, implications of results with a view to its application in prevention are presented.

6.1 THEORETICAL CONSIDERATIONS

Targeting smoker images

Both theoretically and empirically, there seems to be a consensus that prototypical smoker images consist of several underlying dimensions. These dimensions can be understood as *evaluative dimensions* showing the nature and structure of information adolescents rely on when perceiving smoker images. Although these images include visual components, they are primarily “typologies” (Gerrard, et al., 2008), rather than a description of the physical appearance of a typical smoker. Moreover, images seem to influence behaviour without explicit awareness (Gerrard, Stock, Dykstra, & Houlihan, 2005; Gerrard et al., 2008), which makes it interesting to examine the content-meaning of these images, and to further understand how adolescents categorise image information.

Paper I showed that, based on 12 descriptives, the prototypical image of a typical smoker could be reduced into three underlying dimensions, labelled *social attraction*, *negative*, and *positive*. Whereas the *social attraction* factor reflects a content of externally-oriented characteristics (“cool”, “popular” and “sexy”), the *positive* dimension represents more internally-oriented characteristics (“self-conceited”, “sympathetic”, “smart”, and “independent”). Other findings using the same prototype approach, and relying on about the same number of descriptives, have shown similar multi-factorial solutions (Gibbons & Gerrard, 1997; Lloyd, Lucas, & Fernbach, 1997; Lloyd et al., 1998; Piko, Bak, & Gibbons, 2007). For example, one study (Piko, Bak, & Gibbons, 2007) revealed a three-factorial solution, called *positive social appearance prototype* (e.g., “cool”, “popular”), *positive individual competence prototype* (e.g., “smart”, “independent”), and a *negative prototype*

(e.g., “dull”, “childish”), and thus demonstrated similar results to the ones presented in Paper I. Together, these results confirm that there is some *social consensus* surrounding the smoker images. Also, the results indicate that measurement instruments assessing smoker prototypes should include items covering several dimensions.

It is worth noting that the results arrived at in Paper I showed no systematic pattern of differences between the evaluation of a typical girl and a typical boy who smokes, across the three scales. Thus, the assessment of gender-specific prototypes seems superfluous in this context, at least for adolescents this age. It is, however, likely that social images become increasingly differentiated with increasing age and experience. Findings also point to this assumption, e.g., showing differentiation in the smoker image projected towards boys and girls (Amos & Haglund, 2000; Denscombe, 2001; DiRocco & Shadel, 2007; Lloyd et al., 1998).

Further, Paper I showed that the *social attraction* dimension of the risk image was evaluated as more favourable than the same dimension of the non-risk image, among smokers. This indicates that this dimension may contain especially important features defining smoking as a goal state image. Piko and colleagues (2007) also found that the *positive social appearance* dimension played an important role when considering smoking, reporting that more smokers evaluated a typical smoker as e.g., “good-looking”. These results illuminate the function of cigarette smoking as a *visual marker*, signalling adult style, individuality, sociability, rebellion, and peer group bonding (Amos, Gray, Currie, & Elton, 1997; Amos et al., 1998; Holm, Kremers, & de Vries, 2003; Tilleczek & Hine, 2006; Watson, Clarkson, Donovan, & Giles-Corti, 2003). Results also confirm the assumption that young adolescents (initiators) tend to regard social motives as most important (Baker, Brandon, & Chassin, 2004) for their smoking decisions e.g., as expressed by socially attractive features as opposed to more individual characteristics.

The complex nature and early development of smoking images (Andrews, Hampson, Barckley, Gerrard, & Gibbons, 2008; Wills, Sargent, Stoolmiller, Gibbons, & Gerrard, 2008) raises a key question: What shapes the content of these images? When adolescents are asked this question they respond that their sources are television, films, magazines, family, and friends (Gibbons, Pomery, & Gerrard, 2008). Accumulated findings from the past few decades conclude that tobacco-related marketing, by using attractive visual representations

and symbols (Pollay, 1991), has a significant impact on adolescents' smoking uptake (Pierce, Lee, & Gilpin, 1994; Unger, Johnson, & Rohrbach, 1995; Wakefield, Flay, Nichter, & Giovino, 2003). A study carried out in Norway, where comprehensive bans on smoking advertising are in place, also arrived at a similar conclusion (Braverman & Aarø, 2004). The authors found that among adolescents aged 13-15 in 1990 and 1995, about half of the participants had seen smoking-related marketing and, further, that smoking behaviour increased with the reported number of smoking-related exposures. These results illustrate that one important way to reduce smoking is through preventing exposure to smoking-related advertising. Positive images of smoking in the media may potentially downplay the serious health consequences of smoking, but contributing to portraying smoking as a "normal" part of everyday life (Watson, Clarkson, Donovan, & Giles-Corti, 2003).

Another source projecting influential smoker images is popular films (Sargent et al., 2007), which portray smokers in attractive and favourable ways. It is worth noting that research indicates that young adolescents perceive film images of smokers as realistic representations which exist in real life, whereas older adolescents acknowledge that these are only *ideal representations*, and correct them by drawing on their own experience (McCool, Cameron, & Petrie, 2001; McCool, Cameron, & Petrie, 2003; McCool, Cameron, & Petrie, 2005). The assumption that prototypical smoker images represent realistic figures should be confronted, since this may motivate adolescents to take up smoking. Last, important sources of smoking images are family and peers. Findings indicate that adolescents with smoking parents have more favourable smoker images (Blanton, Stuart, & Van den Eijnden, 2001; Gibbons et al., 2008). In addition, having friends who smoke is associated with more favourable images (Blanton, Van den Eijnden, et al., 2001).

Furthermore, findings in Paper I revealed that, independent of smoking groups, risk images were perceived as more negative than non-risk images. This clearly indicates that non-smoker images should be targeted in order to increase their potential as goal-state images. On the other hand, this result indicates that many adolescents probably do *not* take up smoking because of a negative smoker image. Although they may view smoking as appealing and exciting, they do not smoke because they hold an image that actually inhibits initiation. Similar to the findings of Paper I, Gerrard and colleagues (Gerrard et al., 2002) found that also the non-drinker image was evaluated fairly positive, and significantly more positive than the drinker image- even among drinkers.

Intention versus willingness

When asked, many adolescents report that they have no intention of engaging in smoking, although many of them do (Gibbons, Gerrard, Reimer, & Pomery, 2006). This illustrates why intentions may be less effective at predicting adolescent behaviour (e.g., Sheeran & Orbell, 1998). The Prototype/Willingness model assumes that much health behaviour is not intentional, but rather a reaction to social circumstances.

The results of Paper II showed that intention to not smoke was unable to predict subsequent non-smoking behaviour. On the other hand, willingness predicted subsequent non-smoking ($\beta=.20^{**}$). The correlation between intention and willingness was $r=.34$ ($p<.001$), which is within the range of $r=.25-.65$ which previously has been reported, depending on behaviour (Baker, Brandon, & Chassin, 2004; Blanton, Van den Eijnden, et al., 2001; Gerrard et al., 2008). In line with the P/W model, a significant directional path from willingness to intention was found ($\beta=.42$). Significant correlations between intention and subsequent behaviour ($r=.21$) and between willingness and behaviour ($r=.40$) were demonstrated.

Intention is the focal construct of many health behaviour theories, which one of the most cited is the Theory of Reasoned Action (Fishbein & Ajzen, 1975). Intentions have been defined as “*the amount of effort one is willing to exert to attain a goal*” (Ajzen, 1991), “*behavioural plans that ... enable attainment of a behavioural goal*” (Ajzen, 1996), or simply “*proximal goals*” (Bandura, 1986). Basically, intentions can be conceived of as goal states in the expectancy-value tradition, which are the result of a conscious process which takes time, requires some deliberation, and focuses on consequences (Ajzen, 1991; Loewenstein et al., 2001). The findings in Paper II demonstrated that adolescents did not have intentional plans to not smoke, which was able to predict subsequent non-smoking behaviour.

Previous findings have demonstrated that up to age 18, correlations between adolescents’ willingness and substance use are stronger than between their intention and substance use (Pomery et al., 2005; Spijkerman, van den Eijnden, & Engels, 2005). Findings also show that willingness can be assessed earlier, for children as young as age 9 or 10 (Bowen, Dahl, Mann, & Peterson, 1991), and thus before intentions are well developed (Gibbons, Gerrard, Lune et al., 2004, Gerrard et al., 2008). This may explain the inconsistency between adolescents’ reported intentions and actual behaviour (Gibbons, Gerrard, Reimer, & Pomery, 2006).

Furthermore, findings show that when adolescents are actually presented with alternatives, they report that their smoking behaviour was not intended, but rather a result of willingness. Gibbons, Gerrard, Reimer and Pomery (2006) asked adolescents aged 13, 15 and 18 at three time waves whether or not they had intended to smoke the last time they actually did smoke. Answers were assessed on a 4-point scale from 1= “It just happened” to 4= “I planned to do it”. Over the waves the percentage that smoked ranged from 35% to 49%. The percentage that answered “1” ranged from 67- 72%, whereas the percentage that answered “4” was 6% in both waves one and two, but rose to 18% in the last wave. These results illustrate that when adolescents are given the opportunity to report on both their intentions and their willingness, they are able to *discriminate* between the two, and report less intention, but more willingness.

There may be several explanations for the non-significant intention-behaviour relation reported in Paper II. First, it may be that the sample of adolescents was *too young* to have formed intentions which were able to predict subsequent behaviour. According to one study (Galotti, 2005), older adolescents tend to report goals with a stronger future orientation and longer time frames than do younger individuals. In addition, older adolescents are able to set goals of greater complexity, controllability and realism than are younger ones. Thus, for both cognitive reasons (e.g., the ability to reason systematically and consider options) and psychosocial reasons (e.g., more realistic sense of self-appraisal), intention-behaviour relation may be stronger, and possibly more likely, among older adolescents than younger ones. Second, it may be that the *time frame* for the assessments (one year) was too long for studying adolescent behaviour. As previously noted, adolescent behaviour is characteristically unstable (Romer, 2003) and it is not unlikely that cognitions have changed over the span of a year.

A third reason may be related to the intention instrument, which consisted of negatively worded items (e.g., “I will *try* not to smoke”), and therefore required careful reading and understanding. Last, whereas the measurements of the reasoned path were in line with *the principle of compatibility/correspondence* (Fishbein, 2008), that is, that measures involve the same action, target, context and time, the constructs of the social reaction path were assessed more generally, which may be a more suitable method of obtaining measures from adolescents, because the wording becomes less complex.

The operationalisation and theoretical definition of the willingness construct has, however, been criticised. One critic (Fishbein, 2008; page 836) claims that “*Available evidence to date*

suggests that there is little to be gained by the proposed distinction between willingness, expectations and intentions". First, Fishbein points to an unreasonably narrow interpretation of the intention construct, which he defines as "a readiness to engage in a particular behaviour" (page 836). In relying on this rather wide conceptualisation, he argues that intention also applies to statements that have been separated from intentions and defined as expectations (e.g., "I expect to engage in smoking") and willingness (e.g., "I will try to smoke"). Second, Fishbein (2008) argues that the distinction made between intentions, expectations, and willingness as theoretically related but independent concepts is exaggerated, and argues that items of these concepts should be regarded as indicators of the same intention construct. With a specific view to the willingness concept, Fishbein (2008) doubts its operationalisation, that is, the claim that willingness encompasses non-intentional, reactive and irrational influences on behaviour, through the aggregated total of three conditionally evaluated willingness-related indicators, with an increased level of risk.

The results of Paper II, however, indicate otherwise. In fact, the results demonstrated that intention and willingness had different qualities and abilities to predict non-smoking. Although the constructs were correlated, willingness was able to predict subsequent behaviour, whereas intention was not. This actually supports that willingness and intention should be regarded as separate constructs, with different predictive power, at least in adolescent study samples. Previous findings have also demonstrated the usefulness of applying willingness and intention as separate constructs (e.g., Gibbons, Gerrard, Ouellette, & Burzette, 2000). As noted earlier, the willingness construct has also been shown to explain additional amounts of variance in behaviour, from 2% to about 10% (Gibbons, Gerrard, & Lane., 2003), compared to relying on intentions only. Moreover, willingness is usually a better predictor than intention for adolescents (Gerrard, et al., 2008). With age and experience, however, intention is likely to exceed willingness (Gerrard et al., 2008).

Furthermore, since willingness develops earlier, and can be assessed at an earlier stage, this construct seems useful in revealing *pre-intentional tendencies*. Since the prevalence of risk behaviours, including smoking, is low in childhood and early adolescence, the willingness concept (along with prototypes) may be useful in measuring substance-related cognitions at an early age, and may thus give an indication of adolescents who are at risk of becoming future smokers. In fact, it has been suggested that cognitions regarding substance use develop

as early as age 10, and that these cognitions are predictive of later use (Gerrard et al., 2005; Gibbons, Gerrard, Cleveland, Wills, & Brody, 2004).

Smoking as a risk behaviour

The results of Paper III showed that smoking was highly related to the factor *risk behaviour* ($\beta = .79$), but less so to the factor *protective behaviour* ($\beta = -.24$). These findings are consistent with previous research (Donovan, Jessor, & Costa, 1991; Donovan, Jessor, & Costa, 1993; Romer, 2003; Tyas & Pederson, 1998), showing that health-enhancing and health-risk behaviours tend to be negatively correlated, and that adolescent smoking relates positively with risk behaviours.

Accumulated research supports the distinction between risk or problem behaviours and health-related behaviours. One study (Neumark-Sztainer, Story, French, & Resnick, 1997) found that health behaviours can be separated from problem behaviours, whereas another (Røysamb, Rise, & Kraft, 1997) found both a general factor (*health-enhancing* vs. *health-threatening*) and more specific factors (*addiction*, *high action*, and *protection*) of risk and protective behaviours. Turbin, Jessor, and Costa (1993) found that smoking loaded on problem behaviour, but not on health-compromising behaviours, and concluded that smoking should be understood as problem behaviour. The behaviours comprising risk behaviour in Paper III (alcohol use, early sex, and use of illicit doping agents) have traditionally been defined as *problem behaviours*, since these involve transgressions of social and legal norms, and sanctions from the larger society (Turbin, Jessor, & Costa, 2000). On the other hand, smoking has also been regarded as a part of the constellation called *health compromising* behaviours, which do not involve such sanctions, and include behaviours like unhealthy dietary habits, poor dental hygiene, and insufficient exercise. Smoking does, however, have similarities with both these behavioural constellations: like problem behaviours it involves transgression of social and legal norms; like health-compromising behaviours it has well-known serious health consequences. However, the two constellations do not necessarily carry the same meaning and function for adolescents (Donovan, Jessor, & Costa, 2000). In line with previous findings (Coulson, Eiser, & Eiser, 1997; Hawkins, Catalano & Miller, 1992), results showed that smoking was less related to health promoting behaviours, which in Paper III

consisted of the indicators “regular meals”, “exercising”, and “perceived health”. Findings thus indicate that smoking should be regarded as problem behaviour.

It is worth noting that the indicators of the health-risk factor had, on average, stronger factor loadings ($\lambda = .53- .62$) than the indicators of the protective factor ($\lambda = .28- .58$). Thus, the relation between smoking and the protective factor would probably have been higher if the protective indicators had been better, in terms of stronger factor loadings. A lambda of .28 for exercising is below the required limit of criteria (Kline, 1994), which requires a minimum factor loading of .30 (Kline, 1994). Thus, it could be discussed to what extent physical activity is a good indicator of protective behaviours among adolescents. The reason why exercising failed as an effective indicator, may be because sports and athletic activities are too common among Norwegian adolescents. In addition, the instrument did not discriminate between different types of sports that might have improved the measurement. A French study demonstrated that adolescents engaged in team sports are less likely to smoke than those who exercise on their own. The study revealed a curvilinear relationship, where smoking is related to physical inactivity, but also to heavy physical activity (Peretti-Watel, Beck, & Legleye, 2002). Thus it is possible that the inverse relationship between exercise and smoking is more complex than measured in Paper III, since this measurement did not discriminate between different types and levels of exercising.

Further, it may be the case that constellations of behaviours change over time. For example, some have indicated a “hardening hypothesis” (Chassin, Presson, Morgan-Lopez, & Sherman, 2007), suggesting that adolescents who take up smoking in low-prevalent times are different from adolescents who take up smoking in high-prevalent times. More specifically, those who take up smoking in low-prevalent times may be more deviant-prone, since they smoke in spite of having fewer smokers in the environment (less modelling) and more anti-smoking messages. A similar phenomenon has been shown with regard to alcohol use in Norway, where aggressive behaviour and school misconduct were shown to be higher in a low prevalent period than in the later high prevalent period (Storvoll, Pape, & Rossow, 2008). This suggests that although fewer adolescents take up smoking, those who start to smoke in low-prevalent times may be more at risk of engaging in other risk behaviours. Consequently, one can expect stronger constellations of problem behaviours in low prevalent times.

It has also been suggested that smoking functions as a marker for adolescents' engagement in risk behaviours (Holmen et al., 2000). Smoking may represent a "lower-stage drug" that may progress to a "higher-stage drug" in line with the gateway theory (Lindsay & Rainey, 1997). A large national sample of youth (Hornik, 2003) found that tobacco and alcohol use usually preceded marijuana use, and that marijuana use was rarely present in the absence of tobacco and alcohol use. Prior smoking did, however, predict alcohol use, but the reverse also held true: prior alcohol drinking predicted smoking uptake, suggesting that these behaviours are more or less simultaneously initiated. Findings point to the importance of targeting smoking and alcohol use at an early stage, since preventing these may prevent a further developmental sequence of other drugs. Thus, together with the results of Paper III, this supports a rationale for implementing preventive programmes targeting multiple risk behaviours.

Up till now, interventions have typically targeted single behaviours, and separate programmes aim at reducing different behaviours. The results of Paper III showed that the impact of psychosocial influences on smoking was reduced when constellations of risk and protective behaviours were used as intermediate factors. This indicates that risk behaviours, including smoking, and protective behaviours are influenced by many of the same psychosocial factors, and thus support the potential of multi-behavioural interventions. However, few studies have examined multi-pronged approaches, and more research is needed. An intervention which is able to reduce more than one risk behaviour may be more easily adopted by schools, families, and the larger community, as well as being more cost-effective. Nevertheless, it remains to be investigated which variables are behaviour specific, and which are related to risk behaviours more generally. The traditional narrow focus may be a reason why smoking preventions often show modest long-term effectiveness (Wiehe, Garrison, Christakis, Ebel, & Rivara, 2005), since single behaviour approaches may undermine the co-existence of risk behaviours and the fact that these share the same psychosocial aetiology.

6.2 METHODOLOGICAL CONSIDERATIONS

Reliability

Reliability refers to consistency, precision, and repeatability of a measure, and can be defined as “*the degree to which a particular observation has yielded a replicable score*” (Liebert & Liebert, 1995; page 50). A score is unreliable to the degree that it is influenced by random measurement error, or by irrelevant chance factors caused by, e.g., acquiescence response bias, social desirability, effects related to fatigue or boredom, or data having been collected under dissimilar conditions. A reliability coefficient gives an indication of the amount of relevant variance in a measure, and reasonable reliability is essential in order to establish the validity of a measure and to ensure consistent interpretation of the results. Self-report measures of smoking may contain substantial measurement error (Palmer, Dwyer, & Semmer, 1994). If errors are non-random, they may produce confounding and biased estimates (Liebert & Liebert, 1995).

Further, reliability can be measured in terms of both *stability* and *consistency*. Stability can be measured by *test-retest reliability* (Kline, 1994), which evaluates the stability of a test across time. This can be done by evaluating the measurement instrument at two different points in the sample of interest. High test-retest reliability implies that there is little change in the quality or construct being measured. Kline (1994) suggests that the gap between the test and retest should be at least three months, and that the correlation between the two tests should be no less than .70. Generally, reliability will be higher when less time has passed between the test and the retest. In adolescent samples, however, a time span of three months may be considered long, especially since behaviours and cognitions are characteristically unstable in these years (Romer, 2003). However, we did not evaluate test-retest of the measurements used in this thesis.

Consistency, on the other hand, can be measured by *internal consistency reliability*, which means that items used on the same test must be highly inter-related if the scale is to be consistently reliable. Essentially, this measures the extent to which test items measure the same construct. In the current thesis a number of sum score indices were constructed. More specifically, in Paper I, items of each factor were summarised into indices. In Papers II and

III, items representing each of the constructs were combined into summarised parcels (Hall, Snell, & Foust, 1999; Little, Cunningham, Shahar, & Widaman, 2002). An advantage of indices is that random error is to some degree parcelled out, leading to a more reliable measurement (Little, Cunningham, Shahar, & Widaman, 2002). Chronbach's alpha (Cronbach, 1951; Cronbach & Shavelson, 2004) is the most commonly reported measure of internal consistency. The alpha coefficient (α) ranges from 0 to 1, and while Nunnally & Bernstein (1994) suggest a value of .70 as a lower limit for an acceptable alpha, DeVellis (1991) offers the following guidelines: below .60: "unacceptable"; between .60 and .65: "undesirable"; between .65 and .70: "minimally acceptable"; between .70 and .80: "respectable"; between .80 and .90: "very good"; above .90: "too many items?". The alpha coefficients in this thesis ranged from "unacceptable" (e.g., $\alpha=.40$, for protective behaviours, Paper III) to "too many items" (e.g., $\alpha=.96$ for attitudes, Paper II), according to DeVellis's guidelines. Whereas the high alpha of "attitudes" may indicate too many test items, an alpha of .40 indicates that the measurement should be improved to better represent the construct. Increasing the number of items can be a way of increasing alpha to an acceptable level in an instrument (Nunnally & Bernstein, 1994). Low reliability seems to be more common, however, when the measures are assessed from younger participants (cf. Wills, Sandy, & Yaeger, 2001).

Alpha should, however, be used and interpreted with certain limitations in mind (Cortina, 1993). First, the size of the alpha depends on the number of items in the test, that is, alpha increases with an increasing number of items. Consequently, a test consisting of many items may have a high alpha, although the average item inter-correlations are low. Second, alpha may be high in a multidimensional construct. Thus, items should be investigated by means of factor analysis before the establishment of internal reliability is undertaken.

Structural equation modelling (SEM) has the advantage of correcting for measurement error, and thus better extraction of common variance (Byrne, 1998). Consequently, latent constructs are assumed to contain only common variance from the single items, resulting in a "cleaner" representation of a construct. In both Papers II and III models included latent constructs, and most of these had several indicators, which allow for identifying and taking into account measurement errors. A drawback with this method is, however, that items related to one construct may have significant relations to other constructs which may be ignored (Bagozzi & Heatherton, 1994). However, for a construct with only one single indicator (a manifest

variable) the indicator is specified without measurement error ($\theta=0$). This may, however, not be true in many cases. In the current thesis smoking behaviour was measured by a single question (“Do you smoke?”), and only through self-report, and this represents a drawback in that it cannot be adjusted for possible unreliability.

Construct validity

Construct validity can be defined as the extent to which the operationalisation of a measurement accurately reflects the theoretical properties of a construct (Cronbach & Meehl, 1955). In general, a test is said to be valid if it measures what it purports to measure (Liebert & Liebert, 1995). That is, that the observed pattern, how things operate in reality, corresponds with the theoretical pattern. Construct validity can also be thought of as the extent to which test scores are indicators of the theoretical construct of interest (Benson & Hagtvet, 1996). However, an instrument exists and is interpreted within a particular theoretical agenda (Pedhazur & Schmelkin, 1991), in this case in light of a psychosocial theoretical framework and conventional operationalisation of concepts.

One study (Steenkamp & Van Trijp, 1991) claims that the criteria for achieving construct validity include uni-dimensionality, within-method convergent validity, reliability, stability, across-method convergent validity, discriminant validity and nomological validity. A powerful means of testing construct validity launched by Kerlinger (1986) is factor analysis. Constructs may vary from uni-dimensional to multi-dimensional in their fundamental composition. In Paper I factor analysis was applied to evaluate dimensionality in the prototype measurement, revealing three correlated factors, called *social attraction*, *negative*, and *positive*.

Convergent and discriminant validity are considered subcategories of construct validity. Whereas convergent validity measures the extent of observed relatedness between constructs which theoretically should be related to each other, convergent validity measures constructs which theoretically should be unrelated to each other (Pedhazur & Schmelkin, 1991). If we have discriminant validity, the relationship between measures from different constructs should be low. In Paper II the discriminant validity of the constructs used in the Prototype/

Willingness model was considered by means of Lisrel. First, convergent validity was examined by looking at the significance of the loadings and the modification indices.

If modification indices indicate that the fit in the model could be considerably improved by adding a cross-loading, the *a priori* theoretical specification of the construct is modified. If items load significantly on the specified theoretical construct and modification indices do not indicate a cross-loading, the constructs can be said to be distinct from each other. This was the case in Paper II, and thus the discriminant validity of the constructs was reasonable.

Generalisability

A key question is to what extent results from this study can *be generalised to other people, places, or times* (Cook, Campbell, & Peracchio, 1990). Sources of bias are conditions which affect the *external validity* of statistical results. In Papers I and II, the questionnaires were sent via mail to Norwegian secondary school pupils. More specifically, one pupil born on a precise date (the sixth day in every month) from every eighth grade class with more than 15 pupils was chosen to participate. A total of 2280 students from all over Norway completed the questionnaire (response rate = 85%) at Time 1 (2000), of whom 2153 constituted the study sample in Paper I. Although the response rate was high, the procedure does not assure representative sampling, which implies that the observed group has the same characteristics as the target population, in all areas that are relevant to the study (Kerlinger, 1986). Thus, we cannot guarantee that the study sample was representative of Norwegian pupils in eighth grade as a whole, and even less of second grade pupils. Therefore, it is problematic to generalise these results.

The same students were participants at Time 2 (November, one year later) when the questionnaire was completed by 1669 pupils (response rate = 76%), although we were able to link data from only 913 pupils (ca. 41% of the sample at T1). This may be due to the way anonymity was ensured: each pupil was provided with a self-created personal code number, made according to a given procedure. This code may have been difficult to replicate a year later, or misunderstandings about the guidelines could have produced another code. Thus, the study sample used in Paper II had a low response rate in addition to the non-generalisable

procedure for selecting pupils. Consequently, results based on this study sample could not be generalised to Norwegians of the same age.

The study sample for Paper III (UNGHUBRO) also consisted of pupils in school settings, but was carried out for two whole waves of students in Oslo 2000/2001, who were further combined into one study sample. The response rate was high (88.3 %), and considerable efforts were exerted to reach the students who were not present on the actual survey day. The study sample used in Paper III was limited to ethnic Norwegians (defined as having at least one Norwegian parent). The high response rate and the fact that whole waves of pupils were investigated heighten generalisability. Results can be generalised to other adolescents in Oslo of the same age, but it is uncertain to what extent the results obtained apply to Norwegian adolescents in general. In order to achieve this level of generalisability, more information about ethnic Norwegians in other cities should have to be obtained, to assess their central characteristics, and compare them with characteristics of ethnic Norwegians adolescents in other cities. Also, this would provide us with information about the extent to which the study sample differs from other ethnic Norwegians living in Norway. Furthermore, the study sample might be influenced by cohort effects that is, effects related to being born and raised in a particular time or place (Liebert & Liebert, 1995), which could make the participants unique. Since all data derive from students in Oslo, we cannot exclude the possibility that urban adolescents possess certain characteristics which are not shared by rural ones. Consequently, all results should be interpreted with caution, and in light of limitations in terms of generalisability.

6.3 POSSIBLE IMPLICATIONS FOR PREVENTION

The present thesis aimed to study neither interventions as such, nor the transferability of concepts to preventions targeting adolescent smoking. Consequently, the implications for prevention are only *hypothetical* suggestions.

It is well known that many young smokers choose to ignore the long-term health consequences associated with smoking, focusing instead on the short-term advantages. Revealing such immediate advantages is of crucial importance for preventing children and adolescents from taking up smoking. On such direct advantage may relate to the favourable

images associated with smoking. Smoking may serve a function where it facilitates e.g., a desired social image and as well as peer acceptance.

Smoking thus functions as a social and visual tool that “immediately” signals belonging to certain groups, and a marker for social interaction. The content meaning of risk images seems to be especially salient, and moreover, findings indicate that they develop at an early age. An early detection of positive images may, however, represent an opportunity to identify children and young adolescents with a *disposition* that puts them at risk of later smoking initiation.

Research on the Prototype/Willingness model suggests that targeting smoker images may play an important role in successful interventions. For example, did Gibbons and colleagues (Gerrard et al., 2005; Gibbons, Gerrard, Lando & McGovern, 1991) show that successful adult quitters were able to distance themselves from the smoker image (i.e., downward comparison). This result suggests that altering heuristic representations, as smoker images, may be fruitful for preventing adolescents from taking up smoking. Interventions should address these images at an early stage, *before* they are consolidated into favourable risk images. Specifically, the results of Paper I suggest that interventions should target several dimensions of the smoker image, to picture the diverse aspects associated with being a smoker. The social attraction dimension seems to be especially important in representing goal state properties for smokers. Also, it seems to be valuable to target smoker images, because these may be less difficult to alter compared to other cognitive variables.

Although research in the area has mainly focused on risk images, adolescents do, over time, also develop an image of the type of person who does not smoke (Gerrard et al., 2008). Hence, interventions should shape healthy images by elaborate on favourable non-smoker characteristics, and make these more salient. Also, interventions should correct the favourability associated with smoker images. Correcting and shaping images is a strategy that is likely to decrease willingness to initiate early smoking. This can, for example, be accomplished by studying the motive of pro-smoking messages. Adolescents should be told that attractive smoking images are projected by tobacco companies, whose aim is to get adolescents addicted to smoking so they, the companies, can earn more money. Seen in this light, commercial smoker images may be less appealing. Furthermore, visual images of both short- and long-term health consequences of smoking may provide an opportunity to elaborate on a negative risk image and promote healthy non-smoker images.

Findings suggest that both the reasoned and the social reaction pathway should be approached through interventions. Inclusion of the latter pathway seems to be especially valuable when targeting adolescents, since their smoking decisions, especially, often are a result of heuristic processing and finding themselves in risk-conducive situations. However, the social reaction and reasoned pathways are linked, and some adolescents also have intentional plans concerning smoking. Consequently, both paths should be approached.

The Prototype/Willingness model, especially, sheds light on the importance of including behavioural willingness as a proximal antecedent to smoking. Willingness develops earlier than intentions, and also seems to be a better predictor of smoking in the adolescent years. For interventions, this implies that adolescents should be made aware that risk behaviour may be based on willingness. Further, adolescents should be trained to be prepared for risk-conducive situations where their willingness is challenged, and adopt planful strategies for avoiding such situations (e.g., avoiding going to a party where cigarettes are available, or avoiding attending leisure activities where parents are not present and cigarettes are available). Encouraging forethought in adolescents, and making them think ahead of time about situations they could possibly face, would make it easier for them to say “No thanks!” when they are offered cigarettes. This would further target the reasoned and deliberate pathway that includes responsibility for their smoking behaviour.

Paper III indicated that adolescent smoking is strongly related to other risk behaviours, but less so to protective behaviours. Further, the paper indicated that social influences do not relate uniquely to smoking, but to risk and protective behaviours more generally. This points to the development of broader programmes that are able to reduce several risk behaviours. This would be both cost-effective and probably more easily adopted by schools. An old proverb states that “children should be seen, not heard”. The findings of Paper III indicate otherwise. Specifically, parents seem to exert a major influence on adolescents’ behaviour through their parenting style. Consequently, interventions ought to include parents, who should be taught good parenting skills, which promote adolescent communication, monitoring, and support. Moreover, parents should be made aware of their influence. Findings indicate that parents seem to be more influential than they think they are (Smetana, Crean, & Daddis, 2002).

7. LIMITATIONS AND STRENGTHS

Several limitations and strengths of the present thesis should be recognised. First, the studies described in Papers I and III were both based on cross-sectional data, which do not allow causal interpretations to be drawn. Thus, the first paper does not provide an ideal method of determining whether prototype perceptions actually predict smoking. Nor can Paper III present the process over time, i.e., how psychosocial influences or behaviours predict adolescent smoking. We cannot exclude the possibility that precursors and consequences were confounded. For example, it may be that smoking relates to other risk behaviours from a “gateway” point of view, where smoking *precedes* rather than *follows* the use of e.g., doping agents (Paper III). It is also likely that prototype perceptions and smoking relate in a reciprocal way: smoking may influence prototype favourability, but holding a certain image is also likely to influence actual smoking behaviour (Paper I). Nevertheless, it *is* possible in a cross-sectional design to *assume* a causal relationship, based on the nature of (some of) the variables. For example, it seems more likely that parental smoking and parental SES precede adolescent smoking, rather than the other way around.

Paper II was based on two waves, and thus relied on longitudinal data which were specified according to the P/W model. Results demonstrated that, e.g., willingness was significantly related to smoking behaviour one year later. It should, however, be noted that the model was specified in line with the P/W model, and it may, in fact, be possible that other causal orderings would be consistent with the data (MacCallum, Wegener, Uchino, & Fabrigar 1993). In addition, Paper II had the strength of being analysed using modern SEM techniques by means of the Lisrel program. This approach has several advantages, e.g., the ability to estimate relations between latent variables free from measurement error, and the ability to consider the measurement model and the hypothesised structural model simultaneously. However, it should be noted that the model has undergone several changes since it was assessed in the current project. For example, subjective norms are now assessed in a *descriptive* rather than an *injunctive* form. That is, subjective norms are conceptualised in terms of what significant others actually do, rather than what they think the adolescent ought to do, as proposed by the theory of reasoned action.

Gibbons and colleagues have also more recently assessed *personal susceptibility* to risk behaviours, which is a construct combining the properties of willingness, intention and expectations (e.g., see Cleveland, Gibbons, Gerrard, Pomery, & Brody, 2005). Nevertheless, Paper III represents one of very few studies to examine the Prototype/Willingness model using data from Norwegian adolescents. Most studies investigating this model rely on data from American students, and these results are not necessarily applicable in a Norwegian context. In addition, the model was used to explain non-smoking, and thereby illustrates the model's applicability to non-smoking behaviour.

Several of the constructs suffered from low reliability, e.g., subjective norms (Paper II, the dimensions *positive* and *negative* in Paper I), as well as "protective behaviours" (Paper III), which were all well below the proposed "limit" of .70 (DeVellis, 1991). Low reliability of scales is, however, not uncommon when the measures are assessed from younger participants (cf. Wills, Sandy, & Yeager, 2001). In Paper II, this may be due to reading problems; the wording was negative and the sentences relatively long (e.g. "People who mean something to me wish I would not start to smoke in the forthcoming year"), which may have caused difficulties in interpretation and answering (DeVellis, 1991). It may also reflect the age of the participants, and the fact that cognitions at this age are dynamic, not yet stable and well-formed. One advantage is, however, that this instability may indicate that constructs are still changeable, by intervention programmes.

All information, except from the variable called "parental SES" (Paper III), relied on adolescents' self-reported data. We do not believe adolescents had reasons to report inaccurately, but additional reports would have been interesting and useful, e.g., for "parental monitoring" and "parental support" (Paper III). Although measurements by self-report are usually reliable (Dolcini, Adler, Lee, & Bauman, 2003), they seem to be affected by the context in which they are assessed (Schwarz, 1999). In this project, questionnaires were filled in at school, where non-smoking attitudes are usually strong. We cannot exclude the possibility that this fact had an impact on the adolescents' reporting, i.e., that adolescents under-reported their smoking because they were at school, especially when supervised by a teacher. In addition, concerning the assessment of smoking-related cognitions, it is possible that adolescents reported more negative prototypes and attitudes towards smoking than they actually had, as they were aware of the *social desirability* of non-smoking. Social desirability may thus have had an impact on data (Ganster, Hennessey, & Luthans, 1983).

For a respondent to provide accurate information, he or she must, at a minimum, comprehend the question being asked, recall information, make decisions about the accuracy of the information recalled, and format an answer into the questionnaire (Jacobs & Klaczynski, 2005). Many of the measures used to assess the Prototype/Willingness model were phrased negatively, e.g., “For me, *not to smoke* in the forthcoming year is...”; “People who mean something to me think I should *not start to smoke* in the forthcoming year”. Even though some argue that negatively phrased statements serve to “guard against acquiescent behaviour” or “make respondents attend more to the questions” (Barnette, 2000), many of the sentences in Paper II were long and rather complicated. Ideally, the ability of adolescents to read and understand such complex sentences should be tested in a *pilot study* to ensure that the measurements meet reliability and validity purposes. It should also be noted that negatively worded items may be more problematic with regard to, e.g., internal consistency, factor structures, and other statistics (Barnette, 2000). Unfortunately, we do not know to what extent adolescents had or did not have an opportunity to clarify possible misunderstandings or difficulties with interpretation of instruments in the questionnaire.

Last, we do not have information about the non-respondents. Findings suggest that non-respondents are more likely to have poorer health behaviour, as well as a lower socio-economic background than respondents (Mattila, Parkkari, & Rimpela, 2007). A Swedish study among young adults showed that non-respondents had a higher prevalence of daily smoking and lower SES than did respondents (Bostrom et al., 1993). However, relative few studies have documented characteristics related specifically to adolescent non-respondents.

8. CONCLUDING COMMENTS

The present thesis encompasses three different approaches to adolescent smoking: 1) prototypical smoker images, 2) the Prototype/Willingness model, and 3) psychosocial and behavioural correlates.

The first paper showed that adolescents' prototypical smoker evaluations could be reduced to three correlated factors, labelled *social attraction*, *negative*, and *positive*. It appeared that the dimension called *social attraction* contained especially important features for defining smoking as a goal-state image, but in general the non-smoker image was evaluated more favourably than the smoker image. Methodologically, Chronbach's alpha indicated that it would be desirable to improve the dimensions of the prototype construct, for example by adding descriptives.

Second, we investigated to what extent the Prototype/Willingness model could be applied to explain non-smoking. The results showed that the social reaction path was able to explain 16% of the variance of future non-smoking behaviour, whereas the model, including both the reasoned and the reactive pathways, was able to explain 25% of the variance in non-smoking behaviour. The current study indicates that the Prototype/Willingness model may represent a useful framework for studying non-smoking. Methodologically, several of the latent constructs suffered from low reliability and should be improved. Furthermore, it seems essential to increase knowledge about how adolescents understand, interpret and respond to cognitive instruments, and perhaps especially questions being phrased negatively.

Third, the thesis draws attention to smoking and its behavioural and psychosocial correlates. Results showed that smoking was more strongly related to the assessed risk behaviours than the protective behaviours. Further, findings indicated that the impact of the psychosocial factors on smoking could be mediated by constellations of risk and protective behaviours.

With reference to Norwegian adolescents' self-reported data, the present thesis illuminates some important risk and protective factors related to smoking. By relying on recent ideas of what causes smoking, this thesis contributes to a greater understanding of psychosocial and cognitive antecedents to adolescent smoking.

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Paper III

Smoking among urban Norwegian adolescents: psychosocial and behavioural antecedents

Silje S. Hukkelberg^{a*}, MS, and Ellen J. Amundsen^b, PhD,

^aNorwegian Institute of Public Health, Oslo, Norway

^bNorwegian Institute for Alcohol and Drug Research, Oslo, Norway

* Corresponding author: Silje S. Hukkelberg,
Norwegian Institute of Public Health
Department of Health Surveillance and Prevention
P.O. Box 4404, Nydalen
NO-0403 Oslo
Norway
Phone: +47-928 68 553/ Fax: +47-22 42 12 10
Email: shukkelberg@gmail.com

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Abstract

Purpose: To study 1) how smoking relates to constellations of risk and protective behaviours, and psychosocial factors related to school, family, and peers, and 2) the potential mediating effect of risk and protective behaviours, in the relation between psychosocial factors on smoking .

Methods: Survey data from the youth part of the Oslo Health Study (UNGHUBRO), collected from urban Norwegian pupils aged 16 (N=5,049) in Oslo. Structural equation modelling was used to investigate the hypothesised model of mediation, where parental socioeconomic status and psychosocial factors were specified as distal variables, and constellations of risk and protective behaviours were specified as mediating variables.

Results: Adolescent smoking was closely related to the risk behaviours, but less so to the protective behaviours. All the assessed psychosocial factors were significantly related with adolescent smoking, but most of these associations were absent when risk and protective behaviours were specified as mediating factors.

Conclusions: Findings from this study lend support to that smoking should be targeted in a multiple risk perspective, since these behaviours seem to share the same aetiology of psychosocial risk and protective factors.

Keywords: Smoking, Psychosocial factors, Risk behaviours, Protective behaviours

Word count: abstract: 180, main text: 3497

Appendix I

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Kommunennummer

Skole ID

Klasse

VRF-kode

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Røyking i norske 9. klasser

Kjære 9. klassing !

Vi undersøker røykevaner blant 9. klasser i hele Norge. Vi er derfor veldig glade for at du vil være med å bidra ved å fylle ut dette spørreskjemaet. Det er viktig at du leser instruksjonene underveis nøye.

Noen spørsmål kan virke veldig like. Prøv likevel å svare så godt du kan. Det finnes ingen rette svar. Dessuten er alle svar hemmelige.

Spørreskjemaet består av en felles del for røykere og ikke-røykere, en del som bare skal fylles ut av deg som røyker, og en del som bare skal fylles ut av deg som ikke røyker.

Fordi svarene skal leses av en maskin, er det viktig at dere bruker en blå eller svart penn når dere fyller ut skjema og at dere setter krysset innenfor ruten og ikke utenfor. Hvis dere skal komme til å sette kryss i feil rute, fargelegg hele ruten og sett nytt kryss i riktig rute. Når dere skal skrive inn tall, begynn å skriv inn tall fra høyre, for eksempel hvis dere røyker 15 sigaretter i uka skal dette skrives slik:

	1	5	antall sigaretter
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Takk for hjelpen !

NB !!!

Før du begynner med spørsmålene skal du lage en personlig kode som består av 3 tall.

I den første ruten skriver du 1 hvis du går i 9a, 2 hvis du går du i 9b, 3 hvis du går i 9c , 4 hvis du går i 9d, 5 hvis du går i 9e osv.

I de siste to rutene skal du skrive to tall for måneden du er født i. Er du født i januar blir koden 01, februar er 02, mars er 03, april er 04, mai er 05, juni er 06, juli er 07, august er 08, september er 09, oktober er 10, november er 11 og desember er 12.

Eksempel: Nils går i 9b, og er født i juni. Hans personlige kode blir da 206.

			Personlig kode
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Først kommer noen spørsmål om din bakgrunn.

1. Er du gutt eller jente?

Jente..... 1
Gutt..... 2

2. Hvor gammel er du?

| alder

3. Har du søsken

Jeg har | eldre søsken.

Jeg har | yngre søsken

4. Hva tror du at du kommer til å gjøre når du er ferdig med ungdomsskolen?

Kun ett kryss mulig

Ta meg jobb eller gå i lære..... 1
Gå på videregående skole yrkesfaglig retning..... 2
Gå på videregående skole-allmennfaglig retning 3
Ta et hvileår..... 4
Være arbeidsløs..... 5
Annet..... 6

5. Hvordan liker du deg på skolen nå for tiden?

Kun ett kryss mulig

Liker meg veldig godt..... 1
Liker meg ganske godt..... 2
Verken/eller..... 3
Liker meg ikke særlig godt..... 4
Liker meg ikke i det hele tatt..... 5

6. Hvordan er stedet/byen der du bor?

Kun ett kryss mulig

Færre enn 200 innbyggere..... 1
Mindre tettsted (200-2000) innbyggere..... 2
Mindre by/tettsted (over 2000 innbyggere)..... 3
Stor by (over 20.000 innbyggere) 4

7. Hvem røyker i din familie/vennekrets?

Flere svar mulig

Mor/stemor..... 1
Far/stefar..... 2
Eldre (halv-) bror/søster..... 3
Yngre (halv-) bror/søster..... 4
Beste venn/venninne..... 5
Ingen..... 6

8. Hvor ofte røyker du? (sett bare ett kryss)

Kun ett kryss mulig

Hver dag..... 1
3-5 ganger i uken..... 2
1-2 ganger i uken..... 3
Sjeldnere..... 4
Har sluttet..... 5
Aldri røykt..... 6

9. Har du prøvd hasj?

Kun ett kryss mulig

Aldri..... 1
1 gang..... 2
Noen ganger..... 3
Flere ganger..... 4

10. Bruker du snus?

Kun ett kryss mulig

Daglig..... 1
Av og til..... 2
Sjelden..... 3
Aldri..... 4

11. Hvor ofte drikker du alkohol?

Kun ett kryss mulig

Flere ganger i uka..... 1
1 gang i uka..... 2
2 – 3 ganger i måneden..... 3
1 gang i måneden..... 4
Sjeldnere/aldri..... 5

12. Har klassen din vært med i VÆR røykFRI?

Kun ett kryss mulig

Ja..... 1
Nei..... 2

13. Har du skrevet under kontrakt om å ikke røyke?

- Ja..... 1
 Nei 2
 Har ikke deltatt 3

14. Tenk på en typisk JENTE SOM RØYKER. Hvordan vil du beskrive denne jenta ved hjelp av disse egenskapene ?

<i>Kun ett kryss mulig pr. linje</i>	<i>Stemmer Helt</i>	<i>Stemmer noenlunde</i>	<i>Verken eller</i>	<i>Stemmer ikke</i>	<i>Stemmer ikke i det hele tatt</i>
Smart	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Forvirret.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Umoden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kul.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvbevisst.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uavhengig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sexy.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Lite tiltrekkende	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kjedelig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sympatisk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvopptatt.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Moden.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

15. Tenk på en typisk GUTT SOM RØYKER. Hvordan vil du beskrive denne jenta ved hjelp av disse egenskapene ?

<i>Kun ett kryss mulig pr. linje</i>	<i>Stemmer Helt</i>	<i>Stemmer noenlunde</i>	<i>Verken eller</i>	<i>Stemmer ikke</i>	<i>Stemmer ikke i det hele tatt</i>
Smart	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Forvirret.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Umoden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kul.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvbevisst.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uavhengig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sexy.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Lite tiltrekkende	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kjedelig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sympatisk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvopptatt.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Moden.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

16. Hvor lik synes du at du er en typisk røyker ?

<i>Svært lik</i>	<i>Ganske lik</i>	<i>Noe lik</i>	<i>Verken eller</i>	<i>Noe ulik</i>	<i>Ganske ulik</i>	<i>Svært ulik</i>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

17. Tenk på en typisk IKKE-RØYKER. Hvordan vil du beskrive en ikke-røyker ved hjelp av disse egenskapene ?

<i>Kun ett kryss mulig pr. linje</i>	<i>Stemmer Helt</i>	<i>Stemmer noenlunde</i>	<i>Verken eller</i>	<i>Stemmer ikke</i>	<i>Stemmer ikke i det hele tatt</i>
Smart	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Forvirret.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Umoden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kul.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvbevisst.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uavhengig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sexy.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Lite tiltrekkende	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kjedelig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sympatisk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvopptatt.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Moden.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

18. Hvordan vil du beskrive DEG SELV ved hjelp av disse egenskapene ?

<i>Kun ett kryss mulig pr. linje</i>	<i>Stemmer Helt</i>	<i>Stemmer noenlunde</i>	<i>Verken eller</i>	<i>Stemmer ikke</i>	<i>Stemmer ikke i det hele tatt</i>
Smart	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Forvirret.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Umoden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kul.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvbevisst.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uavhengig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sexy.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Lite tiltrekkende	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kjedelig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sympatisk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvopptatt.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Moden.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

19. Nå kommer noen utsagn som du skal si deg enig eller uenig i.

Kun ett kryss mulig pr. linje

	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
Jeg har mye felles med mine venner/ vennegjengen.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg identifiserer meg med mine venner/ vennegjengen.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg har sterke bånd til mine venner/ vennegjengen.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

20. Nå kommer noen utsagn hvor du skal gradere hvor enig du er.

<i>Kun ett kryss mulig pr. linje</i>	<i>Svært høy grad</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>Svært liten grad</i>
I hvilken grad er dine venner/vennegjengen viktige for deg ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
I hvilken grad føler du tilhørighet med dine venner/ vennegjengen ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

21. Nå kommer noen flere utsagn som du skal si deg enig eller uenig i.

<i>Kun ett kryss mulig pr. linje</i>	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
Jeg har det som skal til	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg mener at jeg har tilstrekkelige kvaliteter	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg føler meg vanligvis som en mislykket person	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg har ingenting å være stolt av	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg kan gjøre det meste likeså godt som andre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg har det bra med meg selv	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg er vanligvis fornøyd med meg selv	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

22. Mange snakker om at det finnes et røykepress blant ungdom. Har du selv erfart at andre har prøvd å presse det til å røyke mot din vilje ? Her følger noen situasjoner som vi ber deg tenke over om du har opplevd. Har noen spurt eller sagt følgende:

<i>Kun ett kryss mulig pr. linje</i>	<i>Flere ganger</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>Aldri</i>
Har du lyst på en røyk ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Du bør ta deg en røyk nå !	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Nå skal du ta deg en røyk !	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Hvis du ikke tar deg en røyk, så... ..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

**Denne delen skal fylles ut av DEG SOM RØYKER DAGLIG ELLER AV OG TIL
Du som ikke røyker kan gå til side 13**
23. Får du lov å røyke av foreldre/foresatte?

- Ja..... 1
 Nei..... 2
 Vet ikke..... 3

24. Vet foreldre/foresatte at du røyker ?

- Ja..... 1
 Nei..... 2
 Vet ikke..... 3

25. Ser du for deg at du røyker om 10 år?

- Ja..... 1
 Nei..... 2
 Vet ikke..... 3

26. Liker du tanken på at du røyker om 10 år ?

- Ja..... 1
 Nei..... 2
 Vet ikke..... 3

27. Hvor lenge har du røykt som du gjør nå ?

fill inn antall måneder

28. Hvor mange sigaretter røyker du hver dag ?

fill inn antall sigaretter

29. Hvor mange sigaretter røyker du hver uke ?

fill inn antall sigaretter

30. Røyker du vanligvis filtersigaretter eller rullsigaretter (rullings) ?

Kun ett kryss mulig

Mest filtersigaretter..... 1

Mest rullsigaretter (rullings) 2

Begge deler 3

Her kommer noen spørsmål om dine røykeplaner, og hva røyking gjør med deg.

31. Hvilke planer har du lagt for året som kommer når det gjelder røyking ?

Kun ett kryss mulig pr. linje

	<i>Svært sannsynlig</i>	<i>Sannsynlig</i>	<i>Litt sannsynlig</i>	<i>Verken eller</i>	<i>Litt usannsynlig</i>	<i>Usannsynlig</i>	<i>Svært usannsynlig</i>
Fortsette som før.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Røyke mindre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Røyke mer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Bytte til et mildere merke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Slutte.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

32. Min røyking gjør meg...

Kun ett kryss mulig pr. linje

	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
Sint	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Glad	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Avslappet.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Irritert	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Trist	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Stresset	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Stimulert.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Nå kommer en del utsagn. Kryss av for hvor sannsynlige eller usannsynlige du synes du det er.

33. Hvis jeg i det kommende året røyker mindre ...

Kun ett kryss mulig pr. linje

	<i>Svært sannsynlig</i>	<i>Sannsynlig</i>	<i>Litt sannsynlig</i>	<i>Verken eller</i>	<i>Litt usannsynlig</i>	<i>Usannsynlig</i>	<i>Svært usannsynlig</i>
... er det mindre sjans for at jeg får kreft	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... vil ikke mine venner synes at jeg er så kul	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... lever jeg lengre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... blir jeg mindre stressa	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... sparer jeg penger	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... får jeg bedre helse	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

34. Nå kommer en del utsagn. Kryss av for hvor enig eller uenig du er....

<i>Kun ett kryss mulig pr. linje</i>	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
Jeg er redd for å få kreft	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ønsker å føle meg mindre stressa..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ønsker å ha god helse	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ønsker å spare penger.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ønsker å bli sett på som kul.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ønsker å leve lenge.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

35. Å røyke er for meg:

Sett kryss i den ruten som passer best for deg mellom de to ytterpunktene

<i>Bra</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<i>Dårlig</i>
<i>Nyttig</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<i>Unyttig</i>
<i>Gunstig</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<i>Ugunstig</i>
<i>Riktig</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<i>Uriktig</i>
<i>Klokt</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<i>Dumt</i>

36. Nå kommer en del påstander vi ber deg ta stilling til. Selv om spørsmålene kan virke like, prøv så godt du kan !

<i>Kun ett kryss mulig pr. linje</i>	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
Mine foreldre synes at jeg skal røyke mindre i løpet av året som kommer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Min kjæreste eller en jeg kunne tenke meg å ha som kjæreste synes jeg skal røyke mindre i året som kommer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Min beste venn/ venninne synes jeg skal røyke mindre i året som kommer.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Mine søsken synes jeg skal røyke mindre i året som kommer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

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*Kun ett kryss mulig pr. linje**Veldig
mye**Ikke i det
hele tatt*

I hvor stor grad ønsker du å gjøre slik som foreldrene dine synes du skal gjøre ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
I hvor stor grad ønsker du å gjøre slik som kjæresten eller en du kunne tenke deg å ha som kjæreste synes du skal gjøre ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
I hvor stor grad ønsker du å gjøre slik som beste venn/ venninne synes du skal gjøre ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
I hvor stor grad ønsker du å gjøre slik som dine søsken synes du skal gjøre ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

37. Kryss av for hvor enig eller uenig du er i følgende:*Kun ett kryss mulig pr. linje**Helt
enig**Enig**Litt
enig**Verken
eller**Litt
uenig**Uenig**Helt
uenig*

Mennesker som betyr noe for meg, synes at jeg burde røyke mindre i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Mennesker som betyr noe for meg, ville ønske at jeg røykte mindre i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Mennesker som betyr noe for meg, ville mislike at jeg røykte mindre i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

38. I året som kommer...*Kun ett kryss mulig pr. linje**Svært
sannsynlig**Sann-
synlig**Litt
sannsynlig**Verken
eller**Litt
usannsynlig**Usann-
synlig**Svært
usannsynlig*

...forventer jeg å være mye sammen med andre røykere på min alder	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...tror jeg at jeg blir mer avhengig av røyk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...kommer jeg til å holde meg mye hjemme	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...jeg til å være mye sammen med andre personer på min alder som ikke røyker	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...vil jeg få mye å gjøre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...tror jeg at vennene mine kommer til å røyke mindre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

39. Det blir lettere/vanskeligere å redusere røykingen min hvis...

<i>Kun ett kryss mulig pr. linje</i>	<i>Mye lettere</i>	<i>Lettere</i>	<i>Litt lettere</i>	<i>Verken eller</i>	<i>Litt vanskelig</i>	<i>Vanskeligere</i>	<i>Mye vanskeligere</i>
...jeg er mye sammen med røykere på min alder i året som kommer.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... jeg blir mer avhengig av røyking det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... jeg er mye hjemme i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...jeg er mye sammen med personer på min alder som ikke røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... jeg får mye å gjøre det kommende året.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... vennene mine reduserer røykingen sin det kommende året.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

40. Her kommer en del påstander. Kryss av for hvor enig eller uenig du er. I det kommende året...

<i>Kun ett kryss mulig pr. linje</i>	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
...vil jeg enkelt kunne røyke mindre hvis jeg vil	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...er det først og fremst opp til meg selv om jeg vil røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... har jeg ikke noen problemer med å røyke mindre, hvis jeg virkelig vil	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...vil jeg like å røyke mindre, men jeg er ikke helt sikker på om jeg klarer det	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...er det vanskelig for meg å røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

41. I det kommende året...

<i>Kun ett kryss mulig pr. linje</i>	<i>Høy kontroll</i>					<i>Lav kontroll</i>	
...vil jeg ha full kontroll over min røyking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

<i>Kun ett kryss mulig pr. linje</i>	<i>Svært sannsynlig</i>	<i>Sannsynlig</i>	<i>Litt sannsynlig</i>	<i>Verken eller</i>	<i>Litt usannsynlig</i>	<i>Usannsynlig</i>	<i>Svært usannsynlig</i>
...er det sannsynlig at jeg klarer å røyke mindre, hvis jeg prøver	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

<i>Kun ett kryss mulig pr. linje</i>	<i>Svært lett</i>	<i>Lett</i>	<i>Litt lett</i>	<i>Verken eller</i>	<i>Litt vanskelig</i>	<i>Vanskelig</i>	<i>Svært vanskelig</i>
...vil det å røyke mindre være.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

**42. Her kommer enda flere utsagn. Kryss av for hvor enig eller uenig du er.
Min røyking fører til at jeg:**

<i>Kun ett kryss mulig pr. linje</i>	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
Blir tungpusten	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Får dårlig ånde.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Holder meg slank	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Får lungekreft	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Blir mer sosial	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Hoster mer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Får flere venner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Blir mer populær	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Slapper av	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Får dårlig kondis.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Får vond lukt av klærne.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Blir slankere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Konsentrerer meg bedre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Får hjertetribbel	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

43. Her kommer enda flere påstander. Kryss av for hvor enig eller uenig du er.

<i>Kun ett kryss mulig pr. linje</i>	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
Jeg ser på meg selv som en person som røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg er et godt eksempel på en person som røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ville føle at jeg gikk glipp av noe hvis jeg ikke røykte	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg har ikke noen sterke følelser til det å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Røyking er ikke en viktig del av meg .	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ser på meg selv som en røyker	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ville føle det som et tap hvis jeg måtte slutte å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
For meg betyr det å røyke mer enn selve handlingen.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Det er moralsk galt av meg å røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg føler skyld hvis jeg røyker	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg får dårlig samvittighet hvis jeg jeg røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg kan ikke forestille meg at jeg noen gang vil endre min beslutning om å røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Min beslutning om å røyke mindre er vel gjennomtenkt.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Min avgjørelse om å røyke mindre er en riktig avgjørelse	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Min beslutning om å røyke mindre er en viktig beslutning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

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Kun ett kryss mulig pr. linje

Jeg føler meg forpliktet til å gjennomføre min beslutning om å røyke mindre

Helt enig	Enig	Litt enig	Verken eller	Litt uenig	Uenig	Helt uenig
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

44. Her kommer noen nye utsagn. Kryss av for hva du synes passer. Hvor mange av vennene/vennegjengen din tror du...

Kun ett kryss mulig pr. linje

... røyker i det kommende året ?

... ville synes det var bra hvis du reduserer røykingen din i det kommende året ?

... vil mislike at du røyker mindre i det kommende året ?

... vil røyke mindre enn de gjør i dag, i det kommende året ?

Alle	Over halvparten	Omtrent halvparten	Under halvparten	Ingen
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

45. Min røyking får meg til å oppleve meg som:

Kun ett kryss mulig pr. linje

Respektert

Attraktiv

Anerkjent

En del av gjengen

Dum

Stolt

Uten kontroll

Som en outsider

Helt enig	Enig	Litt enig	Verken eller	Litt uenig	Uenig	Helt uenig
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

46. I det kommende året ...

Kun ett kryss mulig pr. linje

... har jeg til hensikt å røyke mindre....

... vil jeg prøve å røyke mindre

... planlegger jeg å røyke mindre

... ønsker jeg å røyke mindre

... vil jeg komme til å røyke mindre ?

Svært sannsynlig	Sannsynlig	Litt sannsynlig	Verken eller	Litt usannsynlig	Usannsynlig	Svært usannsynlig
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

47. Hvor mye har du tenkt på hvordan du skal klare å røyke mindre det kommende året?

Svært mye	Mye	Litt	Svært lite	Har ikke tenkt på det
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

48. Har du eventuelt lagt noen klare og konkrete planer om hvordan du skal gjennomføre din plan om å røyke mindre i det kommende året? For eksempel...

Kun ett kryss mulig pr. linje

Ja

Nei

- a) ... hvordan unngå bestemte situasjoner 1 2
- b) ... hvordan unngå bestemte personer 1 2
- c) ... hvordan unngå bestemte grupper/gjenger 1 2
- d) ... hvordan finne på noe annet å gjøre i stedet 1 2

49. Hvor sannsynlig er det.....

Kun ett kryss mulig pr. linje

Svært
sannsynlig

Sann-
synlig

Litt
sannsynlig

Verken
eller

Litt
usannsynlig

Usann-
synlig

Svært
usannsynlig

- ...at den typiske røykeren på din alder vil få lungekreft i løpet av livet sitt? ... 1 2 3 4 5 6 7
- ...at din røyking gjør at du får lungekreft i løpet av livet ditt? 1 2 3 4 5 6 7
- ...at din røyking gjør at du får lungekreft hvis du fortsetter å røyke resten av livet?..... 1 2 3 4 5 6 7
- ...at du ville lykkes med å slutte å røyke, hvis du gjorde et forsøk på det nå? 1 2 3 4 5 6 7
- ...at du vil få lungekreft i løpet av livet ditt?..... 1 2 3 4 5 6 7

50. Til slutt kommer disse spørsmålene. Er du bekymret for muligheten for...

Kun ett kryss mulig pr. linje

Svært
ubekymret

Ubekymret

Litt
ubekymret

Verken
eller

Litt
bekymret

Bekymret

Svært
bekymret

- ...å få lungekreft hvis du fortsetter å røyke livet ut?..... 1 2 3 4 5 6 7
- ...å få lungekreft, hvis du slutter å røyke i løpet av et par år?..... 1 2 3 4 5 6 7

Kun ett kryss mulig pr. linje

Ikke alvorlig
i det hele tatt

Svært
alvorlig

- Hvor alvorlig ville du synes det var å få lungekreft?..... 1 2 3 4 5 6 7

51. Sammenlignet med andre røykere på din alder...

Kun ett kryss mulig pr. linje

Mye større
sjanse

Stor
sjanse

Noen
sjanse

Omtrent
samme
sjanse

Litt
mindre
sjanse

Mindre
sjanse

Mye
mindre
sjanse

- ...hvor stor sjanse er det for at du blir avhengig av nikotin i det kommende året? 1 2 3 4 5 6 7
- ...hvor stor sjanse tror du at det er for at du vil klare å røyke mindre i det kommende året? 1 2 3 4 5 6 7

+

+

Kun ett kryss mulig pr. linje

	<i>Mye større sjanse</i>	<i>Stor sjanse</i>	<i>Noen sjanse</i>	<i>Omtrent samme sjanse</i>	<i>Litt mindre sjanse</i>	<i>Mindre sjanse</i>	<i>Mye mindre sjanse</i>
...hvor stor sjanse er det for at du vil få en alvorlig sykdom på grunn av din røyking ?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...hvor stor sjanse er det for at du får lungekreft i løpet av livet ditt ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...hvor stor sjanse er det for at du får lungekreft i løpet av livet ditt hvis du slutter å røyke om et par år	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
..hvor stor sjanse tror du det er for at du får lungekreft i løpet av livet ditt hvis du fortsetter å røyke resten av livet ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...hvor stor sjanse tror du det er for at du vil klare å slutte å røyke , hvis du prøver ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Du som røyker har nå fullført skjemaet, og vi takker for din deltakelse
Resten av spørsmålene gjelder de som ikke røyker.

Du som er IKKE-RØYKER skal svare på disse sidene her. Svar så godt du kan!

52. Ser du for deg at du røyker om 10 år?

Ja..... 1
 Nei 2
 Vet ikke 3

53. Liker du tanken på at du røyker om 10 år?

Ja 1
 Nei..... 2
 Vet ikke..... 3

54. Hvilke planer har du lagt for året som kommer når det gjelder røyking ?

<i>Kun ett kryss mulig pr. linje</i>	<i>Svært sannsynlig</i>	<i>Sannsynlig</i>	<i>Litt sannsynlig</i>	<i>Verken eller</i>	<i>Litt usannsynlig</i>	<i>Usannsynlig</i>	<i>Svært usannsynlig</i>
... fortsette ikke å røyke?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... Begynne å eksperimentere (f.eks. festrøyking eller lignende)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... Begynne å røyke et par ganger i uken?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... Begynne å røyke daglig?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

55. Å la være å begynne å røyke det kommende året vil for meg være?

Bra	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Dårlig
Nyttig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Unyttig
Gunstig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Ugunstig
Riktig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Ugunstig
Klokt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Dumt

56. Nå kommer en del spørsmål der du skal svare om du er enig eller ikke:

<i>Kun ett kryss mulig pr. linje</i>	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
Mennesker som betyr noe for meg, synes at jeg burde la være å begynne å røyke i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Mennesker som betyr noe for meg, ville ønske at jeg lot være å begynne å røyke i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Mennesker som betyr noe for meg, ville mislike at jeg lot være å begynne å røyke i det kommende året.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

57. I det kommende året...

<i>Kun ett kryss mulig pr. linje</i>	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
... vil jeg lett kunne la være å begynne å røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... er det først og fremst opp til meg selv om jeg vil la være å begynne å røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... har jeg ikke noen problemer med å la være å begynne å røyke, hvis jeg virkelig vil.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... ville jeg like å la være å begynne å røyke, men jeg er ikke helt sikker på om jeg klarer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
... er det vanskelig for meg å la være å begynne røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

58. I det kommende året...

<i>Kun ett kryss mulig pr. linje</i>	<i>Høy kontroll</i>						<i>Lav kontroll</i>
... har jeg full kontroll over det å la være å begynne å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<i>Kun ett kryss mulig pr. linje</i>	<i>Svært sannsynlig</i>	<i>Sannsynlig</i>	<i>Litt sannsynlig</i>	<i>Verken eller</i>	<i>Litt usannsynlig</i>	<i>Usannsynlig</i>	<i>Svært usannsynlig</i>
... er det sannsynlig at jeg klarer å la være å begynne å røyke, hvis jeg ville	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
<i>Kun ett kryss mulig pr. linje</i>	<i>Svært vanskelig</i>	<i>Vanskelig</i>	<i>Litt vanskelig</i>	<i>Verken eller</i>	<i>Litt lett</i>	<i>Lett</i>	<i>Svært lett</i>
... er det å la være å begynne å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

59. Hvor sannsynlig er det at du vil få lungekreft i løpet av livet ditt

<i>Svært sannsynlig</i>	<i>Sannsynlig</i>	<i>Litt sannsynlig</i>	<i>Verken eller</i>	<i>Litt usannsynlig</i>	<i>Usannsynlig</i>	<i>Svært usannsynlig</i>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

60. Er du bekymret for muligheten or å få lungekreft

<i>Kun ett kryss mulig pr. linje</i>	<i>Svært ubekymret</i>	<i>Ubekymret</i>	<i>Litt ubekymret</i>	<i>Verken eller</i>	<i>Litt bekymret</i>	<i>Litt bekymret</i>	<i>Svært bekymret</i>
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

61. Hvor alvorlig ville du synes det var å få lungekreft

<i>Kun ett kryss mulig pr. linje</i>	<i>Ikke alvorlig i det hele tatt</i>						<i>Svært alvorlig</i>
...	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

62. Kryss av det som er riktig for din vennegjeng.

<i>Kun ett kryss mulig pr. linje</i>	<i>Alle</i>	<i>Over halvparten</i>	<i>Omtrent halvparten</i>	<i>Under halvparten</i>	<i>Ingen</i>
Hvor mange av vennegjengen din tror du er ikke-røykere i det kommende året.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Hvor mange av vennegjengen vil synes det er bra at du ikke begynner å røyke i det kommende året.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Hvor mange av vennegjengen tror du vil komme til å begynne røyke i det kommende året.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Hvor mange i vennegjengen ville synes at det var leit hvis du begynte å røyke i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

63. Tenk deg at du er i følgende situasjon: Du er på en fest og mange av dine venner røyker. Du blir tilbudt en røyk av en person du liker godt. Se på situasjonene nedenfor og kryss av for hva du tror du vil gjøre.

<i>Kun ett kryss mulig pr. linje</i>	<i>Svært sannsynlig</i>	<i>Sannsynlig</i>	<i>Litt sannsynlig</i>	<i>Verken eller</i>	<i>Litt usannsynlig</i>	<i>Usannsynlig</i>	<i>Svært usannsynlig</i>
Ta imot og prøv den	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Ta i mot, men ikke prøv den.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Si ” Nei takk !”	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Forlate situasjonen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

64. Hvor enig eller uenig er du i følgende påstander

<i>Kun ett kryss mulig pr. linje</i>	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
Jeg kan ikke forestille meg at jeg noen gang vil endre min beslutning om å la være å begynne å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Min beslutning om å la være å begynne å røyke er vel gjennomtenkt.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Min avgjørelse om å la være å begynne å røyke er en riktig avgjørelse....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Min beslutning om å la være å begynne å røyke er en viktig beslutning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg føler meg forpliktet til å gjennomføre min beslutning om å la være å begynne å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg er et godt eksempel på en person som ikke røyker	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg har sterke følelser til det å ikke røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

+

+

<i>Kun ett kryss mulig pr. linje</i>	<i>Helt enig</i>	<i>Enig</i>	<i>Litt enig</i>	<i>Verken eller</i>	<i>Litt uenig</i>	<i>Uenig</i>	<i>Helt uenig</i>
Å ikke røyke er en viktig del av hvem jeg er	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Røyking er noe jeg sjelden tenker på	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ser på meg selv som en person som er opptatt av røyking og helse.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ser på meg selv som en person som tenker nøye over røykingens helseskader.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ser på meg selv som helsebevisst person.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ser på meg selv som en som er svært opptatt av røyking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Det ville være moralsk galt av meg å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg føler en sterk personlig forpliktelse til ikke å røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Å la være å røyke er en moralsk forpliktelse for meg	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg ville føle skyld hvis jeg røykte.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Jeg føler en sterk personlig forpliktelse til å ikke røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

65. Hvor mange av vennene/ vennegjengen din...

<i>Kun ett kryss mulig pr. linje</i>	<i>Alle</i>	<i>Over halvparten</i>	<i>Omtrent halvparten</i>	<i>Under halvparten</i>	<i>Ingen</i>
...er ikke-røykere ?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
... ville synes det er bra at du ikke begynner å røyke i løpet av neste året ?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
... tror du vil komme til å begynne røyke i løpet av det neste året?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
... ville synes at det var leit hvis du begynte å røyke i løpet av neste året?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

66. I det kommende året...

<i>Kun ett kryss mulig pr. linje</i>	<i>Svært sannsynlig</i>	<i>Sannsynlig</i>	<i>Litt sannsynlig</i>	<i>Verken eller</i>	<i>Litt usannsynlig</i>	<i>Usannsynlig</i>	<i>Svært usannsynlig</i>
...har jeg til hensikt å la være å begynne å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...vil jeg prøve å la være å begynne å røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...planlegger jeg å la være å begynne å røyke mindre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...ønsker jeg å la være å begynne å røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...vil jeg komme til å la være å begynne å røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

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67. Sammenlignet med andre ikke- røykere på din alder...

Kun ett kryss mulig pr. linje

	<i>Mye større sjanse</i>	<i>Stor sjanse</i>	<i>Noen sjanse</i>	<i>Omtrent samme sjanse</i>	<i>Litt mindre sjanse</i>	<i>Mindre sjanse</i>	<i>Mye mindre sjanse</i>
...hvor stor sjanse er det for at du ikke kommer til å begynne å røyke i det kommende året?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
...hvor stor sjanse er det for at du får lungekreft i løpet av livet ditt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Appendix II



RØYKING I NORSKE 10. KLASSER

Kjære 10. klassing !

Vi undersøker røyking blant 10. klasser i hele Norge og setter stor pris på at du fyller ut dette spørreskjemaet.

Det er viktig at du leser instruksjonene underveis nøye. Noen spørsmål kan virke veldig like. Prøv likevel å svare så godt du kan. For de fleste spørsmålene finnes det ingen riktige eller gale svar. Vi er bare ute etter din mening. Dessuten er alle svar hemmelige.

Spørreskjemaet består av 3 deler:

- Del 1 skal fylles ut av både røykere og ikke røykere,
- Del 2 skal bare fylles av dem som røyker og
- Del 3 skal kun fylles ut av dem som ikke røyker.

Svarene skal leses av en maskin. Vi må derfor be dere om å følge disse retningslinjene:

- Bruk blå eller svart penn når du setter kryss i en rute.
- Sett krysset innenfor ruten og ikke utenfor. Hvis dere skulle komme til å sette kryss i feil rute, fargelegg hele ruten og sett nytt kryss i riktig rute.
- Når dere skal skrive inn tall, begynn å skriv inn tall fra høyre, for eksempel hvis dere røyker 15 sigaretter i uka skal dette skrives slik:

	1		5
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 antall sigaretter

NB! Dette er viktig. Kryss av for hvilken måned du er født i:

Januar 01
 Februar 02
 Mars 03
 April 04

Mai 05
 Juni 06
 Juli 07
 August 08

September 09
 Oktober 10
 November 11
 Desember 12

Angi hvilken klasse du går i ved å sette et kryss i en av rutene under:

10 A 1
 10 B 2
 10 C 3

10 D 4
 10 E 5
 10 F 6

10 G 7
 10 H 8
 Annet 9

- DEL 1 -

Disse spørsmålene skal besvares
BÅDE AV RØYKERE OG IKKERØYKERE.

1. Er du gutt eller jente?

Jente 1
Gutt 2

2. Hvor gammel er du?

Alder

3. Hvem røyker i din familie/vennekrets?

Flere svar mulig	Ja	Nei
Mor/stemor	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Far/stefar	<input type="checkbox"/> 2	<input type="checkbox"/> 2
Eldre (halv-) bror/søster	<input type="checkbox"/> 3	<input type="checkbox"/> 3
Yngre (halv-) bror/søster	<input type="checkbox"/> 4	<input type="checkbox"/> 4
Beste venn/venninne	<input type="checkbox"/> 5	<input type="checkbox"/> 5

4. Hvor ofte røyker du? (Kun ett kryss)

Hver dag 1
3-5 dager i uken..... 2
1-2 dager i uken..... 3
Sjeldnere 4
Har sluttet..... 5
Aldri røykt..... 6
Sjeldnere/aldri..... 5

5. Har du prøvd hasj? (Kun ett kryss)

Aldri..... 1
1 gang..... 2
Noen få ganger..... 3
Flere ganger 4

6. Bruker du snus? (Kun ett kryss)

Daglig..... 1
Av og til..... 2
Sjelden 3
Aldri 4

7. Hvor ofte drikker du alkohol?

Flere ganger i uka..... 1
1 gang i uka..... 2
2 - 3 ganger i måneden 3
1 gang i måneden 4

8. Har klassen din vært med i VÆR røykFRI?

Ja..... 1
Nei..... 2

9. Har du skrevet under kontrakt om å ikke røyke?

Ja..... 1
Nei..... 2

10. Tenk på en typisk JENTE SOM RØYKER. Hvordan vil du beskrive denne jenta ved hjelp av disse egenskapene ?

Sett ett kryss pr. linje	Stemmer ikke i det hele tatt	Stemmer ikke	Verken eller	Stemmer	Stemmer helt
Smart	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Forvirret.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Umoden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kul	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvbevisst.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uavhengig.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sexy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Lite tiltrekkende.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kjedelig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sympatisk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvopptatt.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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Sett ett kryss pr. linje	Stemmer ikke i det hele tatt	Stemmer ikke	Verken eller	Stemmer	Stemmer helt
Hensynsfull	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uforsiktig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvstendig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Voksen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sosial	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Usunn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

11. Tenk på en typisk GUTT SOM RØYKER. Hvordan vil du beskrive denne gutten ved hjelp av disse egenskapene ?

Sett ett kryss pr. linje	Stemmer ikke i det hele tatt	Stemmer ikke	Verken eller	Stemmer	Stemmer helt
Smart	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Forvirret	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Umoden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kul	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvbevisst	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uavhengig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sexy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Lite tiltrekkende	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kjedelig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sympatisk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvopptatt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Hensynsfull	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uforsiktig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvstendig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Voksen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sosial	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Usunn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

12. Tenk på en typisk IKKERØYKER. Hvordan vil du beskrive en ikke-røyker ved hjelp av disse egenskapene ?

Sett ett kryss pr. linje	Stemmer ikke i det hele tatt	Stemmer ikke	Verken eller	Stemmer	Stemmer helt
Smart	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Forvirret	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Umoden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kul	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvbevisst	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uavhengig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sexy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Lite tiltrekkende	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kjedelig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sympatisk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvopptatt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Hensynsfull	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uforsiktig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvstendig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Voksen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sosial	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Usunn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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13. Hvordan vil du beskrive **DEG SELV** ved hjelp av disse egenskapene ?

Sett ett kryss pr. linje	Stemmer ikke i det hele tatt	Stemmer ikke	Verken eller	Stemmer	Stemmer helt
Smart	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Forvirret	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Populær	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Umoden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kul	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvbevisst	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uavhengig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sexy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Lite tiltrekkende	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Kjedelig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sympatisk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvopptatt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Hensynsfull	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Uforsiktig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Selvstendig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Voksen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sosial	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Usunn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

14. Nå kommer noen flere utsagn som du skal si deg enig eller uenig i.

Sett ett kryss pr. linje	Helt uenig	Uenig	Litt uenig	Verken eller	Litt enig	Enig	Helt enig
1. Jeg har det som skal til	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Jeg mener at jeg har tilstrekkelige kvaliteter	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Jeg føler meg vanligvis som en mislykket person	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. Jeg har ingenting å være stolt av	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. Jeg kan gjøre det meste likeså godt som andre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
6. Jeg har det bra med meg selv	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
7. Jeg er vanligvis fornøyd med meg selv	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

15. Mange snakker om at det finnes et røykepress blant ungdom. Har du selv erfart at andre har prøvd å presse deg til å røyke mot din vilje ? Her følger noen situasjoner som vi ber deg tenke over om du har opplevd. Har noen spurt eller sagt følgende:

Sett ett kryss pr. linje	Aldri	Flere ganger					
1. Har du lyst på en røyk ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Du bør ta deg en røyk nå !	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Nå skal du ta deg en røyk !	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. Hvis du ikke tar deg en røyk, så... ..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

16. Til deg som IKKE røykte i november i fjor. Her er noen spørsmål om ditt forhold til røyking det siste året (nov. 2000 – nov. 2001). I løpet av det siste året har jeg...

Sett ett kryss pr. linje	NEI	JA
1. ...fortsatt å ikke røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2
2. ...begynt å eksperimentere (f.eks på fester)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
3. ...begynt å røyke et par ganger i uken	<input type="checkbox"/> 1	<input type="checkbox"/> 2
4. ...begynt å røyke daglig	<input type="checkbox"/> 1	<input type="checkbox"/> 2

17. Til deg som RØYKTE i november i fjor. Her er noen spørsmål om ditt forhold til røyking det siste året (nov. 2000 – nov. 2001). I løpet av det siste året har jeg...

Sett ett kryss pr. linje	NEI	JA
1. ...fortsatt å røyke som før	<input type="checkbox"/> 1	<input type="checkbox"/> 2
2. ...røykt mindre enn før.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
3. ...røykt mer enn før.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
4. ...byttet til et mildere merke	<input type="checkbox"/> 1	<input type="checkbox"/> 2
5. ...sluttet å røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2

- DEL 2 -

Denne delen skal bare fylles ut av DEM SOM RØYKER DAGLIG ELLER AV OG TIL. Du som ikke røyker kan gå til side 11.

18. Ser du for deg at du røyker om 10 år?

Ja.....	<input type="checkbox"/> 1
Nei.....	<input type="checkbox"/> 2
Vet ikke.....	<input type="checkbox"/> 3

19. Liker du tanken på at du røyker om 10 år ?

Ja.....	<input type="checkbox"/> 1
Nei.....	<input type="checkbox"/> 2
Vet ikke.....	<input type="checkbox"/> 3

20. Hvor lenge har du røykt som du gjør nå ?

fill inn antall måneder

21. Hvor mange sigaretter røyker du hver dag ?

fill inn antall sigaretter

22. Hvor mange sigaretter røyker du hver uke ?

Fyll inn antall sigaretter

23. Hvilke planer har du lagt for året som kommer når det gjelder røyking ?

Sett ett kryss pr. linje	Svært usannsynlig	Usannsynlig	Litt usannsynlig	Verken eller	Litt sannsynlig	Sannsynlig	Svært sannsynlig
1. Fortsette som før	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Røyke mer.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. Bytte til et mildere merke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. Slutte	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

24. Hvis jeg i det kommende året røyker mindre ...

Sett ett kryss pr. linje	Svært usannsynlig	Usannsynlig	Litt usannsynlig	Verken eller	Litt sannsynlig	Sannsynlig	Svært sannsynlig
1. ...er det mindre sjanse for at jeg får kreft ...	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. ...vil ikke mine venner synes at jeg er så kul	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. ... lever jeg lengre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. ... blir jeg mindre stressa	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. ... sparer jeg penger.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
6. ... får jeg bedre helse	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

25. Nå kommer en del utsagn. Kryss av for hvor enig eller uenig du er....

Sett ett kryss pr. linje	Helt uenig	Uenig	Litt uenig	Verken eller	Litt enig	Enig	Helt enig
1. Jeg er redd for å få kreft	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Jeg ønsker å bli sett på som kul.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Jeg ønsker å leve lenge.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. Jeg ønsker å føle meg mindre stressa	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. Jeg ønsker å spare penger.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
6. Jeg ønsker å ha god helse	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

26. Å røyke mindre i det kommende året er for meg: (Ett kryss pr. linje!)

1. Dårlig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Bra
2. Unyttig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Nyttig
3. Ugunstig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Gunstig
4. Galt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Riktig
5. Dumt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Klokt
6. Straffende	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Belønnende
7. Unødvendig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Nødvendig

27. Ta stilling til følgende påstander ved å sette ett kryss per linje.

	Helt uenig	Uenig	Litt uenig	Verken eller	Litt enig	Enig	Helt enig
1. Mine foreldre synes at jeg skal røyke mindre i løpet av året som kommer.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Min kjæreste eller en jeg kunne tenke meg å ha som kjæreste synes jeg skal røyke mindre i året som kommer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Min beste venn/ venninne synes jeg skal røyke mindre i året som kommer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. Mine søsken synes jeg skal røyke mindre i året som kommer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. I hvilken grad ønsker du å gjøre slik som foreldrene dine synes du skal gjøre ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
6. I hvilken grad ønsker du å gjøre slik som kjæresten eller en du kunne tenke deg å ha som kjæreste synes du skal gjøre ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
7. I hvilken grad ønsker du å gjøre slik som beste venn/ venninne synes du skal gjøre ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
8. I hvilken grad ønsker du å gjøre slik som dine søsken synes du skal gjøre ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

28. Kryss av for hvor enig eller uenig du er i følgende:

Sett ett kryss pr. linje	Helt uenig	Uenig	Litt uenig	Verken eller	Litt enig	Enig	Helt enig
1. Mennesker som betyr noe for meg, synes at jeg burde røyke mindre i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Mennesker som betyr noe for meg, ville ønske at jeg røykte mindre i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Mennesker som betyr noe for meg, ville mislike at jeg røykte mindre i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

29. I året som kommer...

<i>Sett ett kryss pr. linje</i>	<i>Svært usannsynlig</i>	<i>Usannsynlig</i>	<i>Litt usannsynlig</i>	<i>Verken eller</i>	<i>Litt sannsynlig</i>	<i>Sannsynlig</i>	<i>Svært sannsynlig</i>
1. ...forventer jeg å være mye sammen med andre røykere på min alder.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. ...tror jeg at jeg blir mer avhengig av røyk	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. ...kommer jeg til å holde meg mye hjemme.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. ...kommer jeg til å være mye sammen med andre personer på min alder som ikke røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. ...vil jeg få mye å gjøre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
6. ...tror jeg at vennene mine kommer til å røyke mindre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

30. Det blir lettere/vanskeligere å redusere røykingen min hvis...

<i>Sett ett kryss pr. linje</i>	<i>Mye vanskeligere</i>	<i>Vanskeligere</i>	<i>Litt vanskeligere</i>	<i>Verken eller</i>	<i>Litt lettere</i>	<i>Lettere</i>	<i>Mye lettere</i>
1. ...jeg er mye sammen med røykere på min alder i året som kommer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. ... jeg blir mer avhengig av røyking det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. ... jeg er mye hjemme i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. ...jeg er mye sammen med personer på min alder som ikke røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. ... jeg får mye å gjøre det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
6. ... vennene mine reduserer røykingen sin det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

31. På listen under finner du ulike situasjoner hvor folk blir fristet til å røyke. Vi ønsker å vite I HVILKEN GRAD DU BLIR FRISTET i disse situasjonene.

<i>Sett ett kryss pr. linje</i>	<i>I liten grad</i>					<i>I høy grad</i>
1. Når jeg er på fest sammen med venner.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
2. Når jeg står opp om morgenen.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
3. Når jeg er veldig nervøs og stresset.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
4. Når jeg er på kafé og drikker kaffe, brus el.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
5. Når jeg føler at jeg trenger en oppmuntring.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
6. Når jeg er veldig sint på noe eller noen.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
7. Når kjæresten min eller en nær venn røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
8. Når jeg oppdager at jeg ikke har røykt på en stund.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
9. Når ting ikke går slik jeg ønsker og jeg er frustrert	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
10. Når jeg har spist.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

32. Her kommer en del påstander. I DET KOMMENDE ÅRET...

<i>Sett ett kryss pr. linje</i>	<i>Helt uenig</i>	<i>Uenig</i>	<i>Litt uenig</i>	<i>Verken eller</i>	<i>Litt enig</i>	<i>Enig</i>	<i>Helt enig</i>
1. ...vil jeg enkelt kunne røyke mindre hvis jeg vil.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. ...er det først og fremst opp til meg selv om jeg vil røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. ... har jeg ikke noen problemer med å røyke mindre, hvis jeg virkelig vil	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. ...vil jeg ha full kontroll over min røyking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Sett ett kryss pr. linje

	Helt uenig	Uenig	Litt uenig	Verken eller	Litt enig	Enig	Helt enig
5. ...er jeg sikker på at jeg kan røyke mindre	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
6. ...tror jeg at jeg klarer å røyke mindre..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

Lav kontroll

Høy kontroll

7. ...hvor mye personlig kontroll føler du at du har over å røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
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	Svært vanskelig	Vanskelig	Litt vanskelig	Verken eller	Litt lett	Lett	Svært lett
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8. ...vil det å røyke mindre være.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
--	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

	Svært usannsynlig	Usannsynlig	Litt usannsynlig	Verken eller	Litt sannsynlig	Sannsynlig	Svært sannsynlig
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9. ...er det sannsynlig at jeg klarer å røyke mindre, hvis jeg prøver	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
---	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

33. Tenk deg at du er i følgende situasjon: Du er sammen med venner, og noen av dem røyker. Du blir tilbudt sigaretter. Hva gjør du?

Sett ett kryss per linje

	Svært usannsynlig	Usannsynlig	Litt usannsynlig	Verken eller	Litt sannsynlig	Sannsynlig	Svært sannsynlig
1. Tar imot og røyker én sigarett ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Tar imot og røyker flere sigaretter ?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Sier "Jeg tror ikke det..."	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. Sier "Nei takk !"	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. Forlater situasjonen ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

34. Ta stilling til følgende spørsmål og utsagn:

NB! Sett ett kryss per linje

I liten grad

I høy grad

1. I hvilken grad identifiserer du deg med røykere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Hvor mye ligner du på gruppen av røykere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Jeg har mye til felles med røykere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. Vi røykere er en enhetlig gruppe.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. I hvilken grad føler du tilhørighet til røykere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

35. Ta stilling til følgende utsagn:

NB! Sett ett kryss per linje

Helt uenig

Helt enig

1. Jeg tror at røykere har lite å være stolt av.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Jeg har gode følelser overfor røykere.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Jeg har lite respekt for røykere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. Jeg vil helst ikke fortelle at jeg tilhører gruppen av røykere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. Jeg identifiserer meg med andre røykere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
6. Jeg ligner på andre røykere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
7. Gruppen røykere er en viktig refleksjon av hvem jeg er	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
8. Jeg vil fortsette og omgås røykere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
9. Jeg misliker å tilhøre gruppen av røykere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
10. Jeg vil heller tilhøre gruppen av "ikke-røykere"	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

36. Ta stilling til følgende utsagn:*NB! Kun ett kryss per linje*

	<i>Helt uenig</i>					<i>Helt enig</i>	
1. "Ikkerøykere" er attraktive.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Jeg foretrekker "ikke-røykere".....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Jeg "ser opp til" "ikke-røykere".....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. Jeg ligner på "ikke-røykere".....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

37. Ta stilling til følgende påstander ved å sette ett kryss per linje.

<i>Sett ett kryss pr. linje</i>	<i>Helt uenig</i>	<i>Uenig</i>	<i>Litt uenig</i>	<i>Verken eller</i>	<i>Litt enig</i>	<i>Enig</i>	<i>Helt enig</i>
1. Jeg ser på meg selv som en person som røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Jeg er et godt eksempel på en person som røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Jeg ville føle at jeg gikk glipp av noe hvis jeg ikke røykte.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. Jeg har ikke noen sterke følelser til det å røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. Røyking er ikke en viktig del av meg.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
6. Jeg ser på meg selv som en røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
7. Jeg ville føle det som et tap hvis jeg måtte slutte å røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
8. For meg betyr det å røyke mer enn selve handlingen.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
9. Det er moralsk galt av meg å røyke.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
10. Jeg føler skyld hvis jeg røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
11. Jeg får dårlig samvittighet hvis jeg jeg røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
12. Jeg kan ikke forestille meg at jeg noen gang vil endre min beslutning om å røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
13. Min beslutning om å røyke mindre er vel gjennomtenkt.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
14. Min avgjørelse om å røyke mindre er en riktig avgjørelse.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
15. Min beslutning om å røyke mindre er en viktig beslutning.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
16. Jeg føler meg forpliktet til å gjennomføre min beslutning om å røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

38. I det kommende året ...

<i>Sett ett kryss pr. linje</i>	<i>Svært usannsynlig</i>	<i>Usannsynlig</i>	<i>Litt usannsynlig</i>	<i>Verken eller</i>	<i>Litt sannsynlig</i>	<i>Sannsynlig</i>	<i>Svært sannsynlig</i>
1. ...har jeg til hensikt å røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. ...vil jeg prøve å røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. ...planlegger jeg å røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. ...ønsker jeg å røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. ...vil jeg komme til å røyke mindre.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

39. Har du eventuelt lagt noen klare og konkrete planer om hvordan du skal gjennomføre din plan om å røyke mindre i det kommende året? For eksempel...

<i>Sett ett kryss pr. linje</i>	NEI	JA
1... hvordan unngå bestemte situasjoner.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
2... hvordan unngå bestemte personer.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
3... hvordan unngå bestemte grupper/gjenger.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
4... hvordan finne på noe annet å gjøre i stedet.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Spørsmål 39 fortsetter... Hvis du har lagt konkrete planer om hvordan du skal klare å røyke mindre i det kommende året ...

Sett ett kryss pr. linje	NEI	JA
5... har du fortalt det til dine foreldre?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
6... har du fortalt det til din kjæreste eller den du ønsker som kjæreste?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
7... har du fortalt det til din beste venn/venninne?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
8... har du fortalt det til dine søsken?	<input type="checkbox"/> 1	<input type="checkbox"/> 2

40. Ta stilling til påstandene ved å sette ett kryss per linje

Sett ett kryss pr. linje	Helt uenig		Nøytral		Helt enig	
1. Jeg holder meg informert og tar vanligvis fornuftige avgjørelser	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4
2. Jeg er stolt av min gode vurderingsevne.....	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4
3. Jeg er ikke en utpreget systematisk person.....	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4
4. Jeg liker å ha alt på sin plass slik at jeg vet akkurat hvor det er...	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4
5. Når jeg forplikter meg til noe, kan en alltid stole på at jeg følger opp.....	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4
6. Jeg forsøker å utføre alle oppgaver jeg blir pålagt på en Samvittighetsfull måte.....	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4
7. Jeg arbeider hardt for å nå mine mål.....	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4
8. Jeg har klare mål og arbeider systematisk for å nå dem...	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4
9. Jeg har problemer med å få meg selv til å gjøre det jeg burde gjøre	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4
10. Jeg er en produktiv person som alltid får arbeidet unna...	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4
11. Jeg tar sjelden forhastede avgjørelser.....	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4
12. Jeg vurderer alltid konsekvensene før jeg handler.....	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 4

41. Hvor sannsynlig er det.....

Kun ett kryss mulig pr. linje	Svært usannsynlig	Usannsynlig	Litt usannsynlig	Verken eller	Litt sannsynlig	Sannsynlig	Svært sannsynlig
1. ...at den typiske røykeren på din alder vil få lungekreft i løpet av livet sitt ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. ...at din røyking gjør at du får lungekreft i løpet av livet ditt ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. ...at din røyking gjør at du får lungekreft hvis du fortsetter å røyke resten av livet ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. ...at du ville lykkes med å slutte å røyke, hvis du gjorde et forsøk på det nå ?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5. ...at du vil få lungekreft i løpet av livet ditt ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
6. ...at du blir avhengig av nikotin i løpet av et par år?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

42. Sammenlignet med andre 10. klassinger som røyker, hva tror du sjansen er for at du...

Kun ett kryss mulig pr. linje	Mye mindre	Mindre	Litt mindre	Omtrent lik	Litt større	Større	Mye større
1. ...får lungekreft en gang i livet?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. ...blir avhengig av nikotin i løpet av et par år?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. ...ville lykkes med å slutte å røyke hvis du forsøkte å slutte?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

43. Tenk deg en person som røyker en tjue-pakning sigaretter hver dag og som begynner å røyke når han/hun er 15 år gammel. Hvor enig eller uenig er du i følgende påstander?

<i>Kun ett kryss mulig pr. linje</i>	<i>Helt uenig</i>						<i>Helt enig</i>	
1. "Det er ikke så farlig å røyke noen få år".	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
2. "Hver enkelt sigarett gjør bare litt skade"	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
3. "Selv om røykingen kan skade denne personen til slutt, vil den neste sigaretten sannsynligvis ikke gjøre noe skade"	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
4. "Skadevirkningene av røyking skjer vanligvis ikke før en person har røykt regelmessig i mange år"	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	

44. Hvis du tenker på tiden da du begynte å røyke, ville du gjort det samme om igjen?

<i>Nei, helt sikkert ikke</i>					<i>Ja, helt sikkert</i>	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

- DEL 3 -

Bare de som IKKE RØYKER skal svare på de siste sidene.

45. Ser du for deg at du røyker om 10 år?

Ja	<input type="checkbox"/> 1
Nei	<input type="checkbox"/> 2
Vet ikke	<input type="checkbox"/> 3

46. Liker du tanken på at du røyker om 10 år?

Ja	<input type="checkbox"/> 1
Nei	<input type="checkbox"/> 2
Vet ikke	<input type="checkbox"/> 3

47. Hvilke planer har du lagt for året som kommer når det gjelder røyking ?

<i>Sett ett kryss pr. linje</i>	<i>Svært usannsynlig</i>	<i>Usannsynlig</i>	<i>Litt usannsynlig</i>	<i>Verken eller</i>	<i>Litt sannsynlig</i>	<i>Sannsynlig</i>	<i>Svært sannsynlig</i>
1. Fortsette ikke å røyke?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Begynne å eksperimentere (festrøyking el.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. Begynne å røyke et par ganger i uken?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. Begynne å røyke daglig?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

48. Å la være å begynne å røyke det kommende året vil for meg være? (Ett kryss pr. linje!)

1. Dårlig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Bra
2. Unyttig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Nyttig
3. Ugunstig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Gunstig
4. Galt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Riktig
5. Dumt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Klokt
6. Straffende	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Belønnende
7. Unødvendig	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	Nødvendig

49. Nå kommer en del spørsmål der du skal svare om du er enig eller ikke:

<i>Sett ett kryss pr. linje</i>	<i>Helt uenig</i>	<i>Uenig</i>	<i>Litt uenig</i>	<i>Verken eller</i>	<i>Litt enig</i>	<i>Enig</i>	<i>Helt enig</i>
1. Mennesker som betyr noe for meg, synes at jeg burde la være å begynne å røyke i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. Mennesker som betyr noe for meg, ville ønske at jeg lot være å begynne å røyke i det kommende året	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

+

+

*Sett ett kryss pr. linje**Helt uenig**Uenig**Litt uenig**Verken eller**Litt enig**Enig**Helt enig*

3. Mennesker som betyr noe for meg, ville mislike at jeg lot være å begynne å røyke i det kommende året.....

 1 2 3 4 5 6 7**50. Her kommer en del påstander. I DET KOMMENDE ÅRET...***Sett ett kryss pr. linje**Helt uenig**Uenig**Litt uenig**Verken eller**Litt enig**Enig**Helt enig*

1. vil jeg lett kunne la være å begynne å røyke

 1 2 3 4 5 6 7

2. ...er det først og fremst opp til meg

 1 2 3 4 5 6 7

selv om jeg vil la være å begynne å røyke

3. ...har jeg ikke noen problemer med å la

 1 2 3 4 5 6 7

være å begynne å røyke, hvis jeg virkelig vil..

4. ...har jeg full kontroll over det

 1 2 3 4 5 6 7

å la være å begynne å røyke

5. ...er jeg sikker på at jeg vil la være

 1 2 3 4 5 6 7

å begynne røyke

6. ...tror jeg at jeg klarer å la være

 1 2 3 4 5 6 7

å begynne røyke

*Sett ett kryss pr. linje**Lav kontroll**Høy kontroll*

7. ...hvor mye personlig kontroll følger du at

 1 2 3 4 5 6 7

du har over å la være å begynne å røyke

*Sett ett kryss pr. linje**Svært vanskelig**Vanskelig**Litt vanskelig**Verken eller**Litt lett**Lett**Svært lett*

8. ...er det å la være å begynne å røyke

 1 2 3 4 5 6 7*Sett ett kryss pr. linje**Svært usannsynlig**Usannsynlig**Litt usannsynlig**Verken eller**Litt sannsynlig**Sannsynlig**Svært sannsynlig*

9. ...er det sannsynlig at jeg klarer å

 1 2 3 4 5 6 7

la være å begynne å røyke, hvis jeg ville

51. Tenk deg at du er i følgende situasjon: Du er sammen med venner, og noen av dem røyker. Du blir tilbudt én sigarett. Hva gjør du?*Sett ett kryss per linje**Svært usannsynlig**Usannsynlig**Litt usannsynlig**Verken eller**Litt sannsynlig**Sannsynlig**Svært sannsynlig*

1. Tar imot og prøver den ?.....

 1 2 3 4 5 6 7

2. Sier "Jeg tror ikke det..."

 1 2 3 4 5 6 7

3. Sier "Røyking er ikke bra"

 1 2 3 4 5 6 7

4. Sier "Nei takk !"

 1 2 3 4 5 6 7

5. Forlater situasjonen ?

 1 2 3 4 5 6 7**52. Hvor enig eller uenig er du i følgende påstander***Sett ett kryss pr. linje**Helt uenig**Uenig**Litt uenig**Verken eller**Litt enig**Enig**Helt enig*

1. Jeg kan ikke forestille meg at jeg noen

 1 2 3 4 5 6 7

gang vil endre min beslutning om å la

være å begynne å røyke

2. Min beslutning om å la være å

 1 2 3 4 5 6 7

begynne å røyke er vel gjennomtenkt

3. Min avgjørelse om å la være å

 1 2 3 4 5 6 7

begynne å røyke er en riktig avgjørelse.....

4. Min beslutning om å la være å begynne

 1 2 3 4 5 6 7

å røyke er en viktig beslutning

5. Jeg føler meg forpliktet til å gjennomføre

 1 2 3 4 5 6 7

min beslutning om å la være å begynne

å røyke.....

+

12

+

+

+

<i>Sett ett kryss pr. linje</i>	<i>Helt uenig</i>	<i>Uenig</i>	<i>Litt uenig</i>	<i>Verken eller</i>	<i>Litt enig</i>	<i>Enig</i>	<i>Helt enig</i>
6. Jeg er et godt eksempel på en person som ikke røyker.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
7. Jeg har sterke følelser til det å ikke røyke...	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
8. Å ikke røyke er en viktig del av hvem jeg er	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
9. Røyking er noe jeg sjelden tenker på	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
10. Jeg ser på meg selv som en person som er opptatt av røyking og helse.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
11. Jeg ser på meg selv som en person som tenker nøye over røykingens helseskader.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
12. Jeg ser på meg selv som en helsebevisst person.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
13. Jeg ser på meg selv som en som er svært opptatt av røyking.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
14. Det ville være moralsk galt av meg å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
15. Jeg føler en sterk personlig forpliktelse til ikke å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
16. Å la være å røyke er en moralsk forpliktelse for meg	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
17. Jeg ville føle skyld hvis jeg røykte.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

53. I det kommende året...

<i>Sett ett kryss pr. linje</i>	<i>Svært usannsynlig</i>	<i>Usannsynlig</i>	<i>Litt usannsynlig</i>	<i>Verken eller</i>	<i>Litt sannsynlig</i>	<i>Sannsynlig</i>	<i>Svært sannsynlig</i>
1. ...har jeg til hensikt å la være å begynne å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. ...vil jeg prøve å la være å begynne å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3. ...ønsker jeg å la være å begynne å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4. ...vil jeg komme til å la være å begynne å røyke	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

54. Sammenlignet med andre ikke-røykere på din alder...

<i>Sett ett kryss pr. linje</i>	<i>Mye mindre</i>	<i>Mindre</i>	<i>Litt mindre</i>	<i>Omtrent lik</i>	<i>Litt større</i>	<i>Større</i>	<i>Mye større</i>
1. ...hvor stor sjanse er det for at du ikke kommer til å begynne å røyke i det kommende året?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2. ...hvor stor sjanse er det for at du får lungekreft i løpet av livet ditt?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

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Appendix III

U Helseundersøkelsen i Oslo

Dato for utfylling:
 Dag Måned

År

U1. EGEN HELSE

1.1 Hvordan er helsen din nå? (Sett bare ett kryss)

Dårlig 1 Ikke helt god 2 God 3 Svært god 4

1.2 Har du, eller har du hatt? (Sett ett kryss for hver linje) JA NEI

Astma

Høysnue (pollenallergi, allergisk reaksjon, rennende nese, svie i øynene)

Eksem

Diabetes (sukkersyke)

1.3 Har du de siste 12 mnd hatt? (Sett ett kryss for hver linje)

Ørebetennelse

Halsbetennelse (minst 3 ganger)

Bronkitt eller lungebetennelse

Psykisk plage som det er søkt hjelp for

Alvorlig skade eller sykdom

Hvis du svarte «JA»: hva slags alvorlig skade eller sykdom var dette:

1.4 Har du følgende funksjonshemming? (Sett ett kryss for hver linje) Nei Ja, litt Ja, mye

Bevegelseshemming

Nedsatt syn

Nedsatt hørsel

1.5 Har du i løpet av de siste 12 mnd flere ganger vært plaget med smerter i? (Sett ett kryss for hver linje) JA NEI

Hode (hodepine, migrene e.l.)

Nakke/skuldre

Armer/ben/knær

Mage

Rygg

Hvis du svarte «NEI» på alle spørsmålene under 1.5: Hopp til U2

1.6 Har disse smertene ført til at du har vært hjemme fra skolen?

Oppgi også ca. antall skoledager de siste 12 mnd: (Sett bare ett kryss)

Nei 1 Ja, 1-2 dager 2 Ja, 3-5 dager 3 Ja, 6-10 dager 4 Ja, mer enn 10 dager 5

1.7 Har smertene ført til redusert aktivitet i fritida?..... JA NEI

U2. TANNHELSE

2.1 Mener du at du har bedre eller dårligere tenner enn andre ungdommer på din alder? (Sett bare ett kryss)

Bedre 1 Som de fleste 2 Dårligere 3 Vet ikke 4

2.2 Bryr du deg om at du har fine tenner? (Sett bare ett kryss)

Ja, mye 1 Ja, litt 2 Nei 3

2.3 Hvor ofte pusser du tennene dine? (Sett bare ett kryss)

Flere ganger om dagen 1 En gang om dagen 2 Annenhver dag 3 Sjeldnere enn annenhver dag 4

2.4 Har du hatt tannverk på grunn av hull? (Sett eventuelt flere kryss)

Ja, men før jeg begynte på skolen Ja, etter at jeg begynte på skolen Nei, aldri Vet ikke

U3. MOSJON OG FYSISK AKTIVITET

3.1 Utenom skoletid: Hvor mange ganger i uka driver du idrett/mosjon slik at du blir andpusten eller svett? ganger pr. uke

3.2 Omtrent hvor mange timer pr. uke bruker du på dette?

0 timer 1 1-2 timer 2 3-4 timer 3 5-7 timer 4 8-10 timer 5 11 timer eller mer 6

3.3 Driver du med konkurranseidrett?..... (Individuelt eller på lag)

3.4 Bruker du naturen (skog og mark) til turer?

Aldri 1 Ja, mindre enn 1 gang i måneden 2 Ja, 1 gang i måneden eller mer 3

Sommer: 1 2 3

Vinter: 1 2 3

3.5 Utenom skoletid: Hvor mange timer pr. skoledag (mandag til fredag) sitter du i gjennomsnitt foran TV, video og/eller PC (spill og internett)?

Inntil 1 time 1 1-2 timer 2 3-5 timer 3 Mer enn 5 timer 4

3.6 Hvordan kommer du deg normalt til skolen i sommerhalvåret? (Sett bare ett kryss)

Med buss/tog e.l. (offentlig transport)..... 1

Med bil/moped..... 2

På sykkel..... 3

Til fots..... 4

3.7 Hvor lang skolevei har du?

Mindre enn 2 km 1 2-4 km 2 Over 4 km 3

Ikke skriv her: 1.3 (skade)

8.1 (utdanning - annet)

9.5 (far født)

(mor født)

9.7 (far - yrke)

9.7 (mor - yrke)

12.5 (prevensjon)

12.6 (p-pille merke)

U4. RØYKING, RUSMIDLER OG DOP

4.1 Røyker du, eller har du røykt? (Sett bare ett kryss)

Nei, aldri 1 Ja, men jeg har sluttet 2 Ja, av og til 3 Ja, hver dag 4

Hvis du har svart «NEI, ALDRI»; hopp til pkt. 4.3

4.2 Hvor gammel var du da du begynte å røyke? år

4.3 Bruker du eller har du brukt snus, skrå eller lignende? (Sett bare ett kryss)

Nei, aldri 1 Ja, men jeg har sluttet 2 Ja, av og til 3 Ja, hver dag 4

4.4 Røyker noen av de du bor sammen med? (Sett ett eller flere kryss)

Ja, mor Ja, far Ja, søsken Ja, andre Nei

4.5 Har du noen gang drukket alkohol? (f.eks. alkoholholdig ol, rusbrus, vin, brennevin eller hjemmebrent)

Hvis du svarte «NEI»; hopp til pkt. 4.8

4.6 Har du noen gang drukket så mye alkohol at du har vært beruset (full)? (Sett bare ett kryss)

Nei, aldri Ja, en gang Ja, 2-3 ganger Ja, 4-10 ganger Ja, mer enn 10 ganger

4.7 Omtrent hvor ofte har du i løpet av det siste året drukket alkohol? (Sett bare ett kryss) (Lettol og alkoholfritt ol regnes ikke med)

4-7 ganger i uka 1 2-3 ganger i uka 2 ca. 1 gang i uka 3 2-3 ganger pr. måned 4 Omtrent 1 gang i måneden 5 Noen få ganger siste år 6 Har ikke drukket alkohol siste år 7 Har aldri drukket alkohol 8

4.8 Har du noen gang prøvd dopingmidler? (Sett bare ett kryss)

Nei, aldri 1 Ja, en gang 2 Ja, flere ganger 3 Ja, jeg bruker det regelmessig 4

U5. MAT, DRIKKE OG SPISEVANER

5.1 Hvor ofte spiser du vanligvis disse matvarene? (Sett ett kryss for hver linje)

	Sjelden /aldri	1-3 g. pr.mnd	1-3 g. pr.uke	4-6 g. pr.uke	1-2 g. pr.dag	3 g. el. mer pr.dag
Frukt, bær.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ost (alle typer).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poteter.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kokte grønnsaker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rå grønnsaker/salat....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feit fisk (f.eks. laks, orret, makrell, sild).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sjokolade/smågodt.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chips, potetgull.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

U5. Mat, drikke og spisevaner (fortsettelse)

5.2 Hvor mye drikker du vanligvis av følgende? (Sett ett kryss pr. linje) (1/2 liter = 3 glass)

	Sjelden /aldri	1-6 glass pr.uke	1 glass pr.dag	2-3 glass pr.dag	4 glass el. mer pr.dag
Helmelk, kefir, yoghurt.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lettmelk, cultura, lettyoghurt..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skummet melk (sur/søt).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cola/brus med sukker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cola/brus «light».....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fruktjuice.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saft.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vann.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Hva slags fett bruker du oftest på brødet? (Sett bare ett kryss)

Smor/hard margarin 1 Myk/lett margarin 2 Oljer 3 Bruker ikke 4

5.4 Hvor ofte spiser du disse måltidene en vanlig uke? (Sett ett kryss for hver linje)

	Sjelden /aldri	1-2 ganger pr.uke	3-4 ganger pr.uke	5-6 ganger pr.uke	Hver dag
Frokost.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formiddagsmat/matpakke....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middag.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.5 Hvor mye penger bruker du i uka på snop, snacks, cola/brus og gatekjøkkenmat? (Sett bare ett kryss)

0-25 kr 1 26-50 kr 2 51-100 kr 3 101-150 kr 4 151-200 kr 5 over 200 i 6

5.6 Bruker du følgende kosttilskudd: Ja, daglig Iblant Nei

Tran, trankapsler, fiskeoljekapsler?..... Vitamin- og/eller mineraltilskudd?.....

5.7 Har du noen gang prøvd å slanke deg? (Sett bare ett kryss)

Nei, aldri 1 Ja, tidligere 2 Ja, nå 3 Ja, hele tiden 4

Hvis du svarte «NEI, ALDRI»; hopp til pkt. 5.9:

5.8 Hva har du gjort for å slanke deg? (Sett ett kryss for hver linje)

	Aldri	Sjelden	Ofte	Alltid
Jeg spiser mindre.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg faster.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg trener mer.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg kaster opp.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg bruker avføringspiller eller vandrivende midler.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg tar mettende eller sult-dempende piller.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.9 Hva veide du sist du veide deg? hele kg

5.10 Hvor høy var du sist du målte deg? hele cm

5.11 Hva synes du om vekta di? (Sett bare ett kryss)

Vekta er OK 1 Veier litt for mye 2 Veier alt for mye 3 Veier litt for lite 4 Veier alt for lite 5

5.12 Jeg bryr meg mye om vekta mi. (Sett bare ett kryss)

Enig Litt enig Ikke enig

5.13 Hvilken vekt ville du vært tilfreds med nå (din «trivselsvekt»)? hele kg

5.14 Har du vært behandlet for spiseforstyrrelser (Sett bare ett kryss)

Nei Nei, men jeg ønsker hjelp Ja

U6. PÅKJENNINGER OG MESTRING

6.1 Under finner du en liste over ulike plager. Har du opplevd noe av dette den siste uken (til og med i dag)?

(Sett ett kryss for hver linje)

	Ikke plaget	Litt plaget	Ganske mye	Veldig mye
Plutselig frykt uten grunn.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Føler deg redd eller engstelig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matthet eller svimmelhet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Føler deg anspent eller oppjaget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lett for å klandre deg selv.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Søvnproblemer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nedtrykt, tungsindig (trist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Følelse av å være unyttig, lite verd.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Følelse av at alt er et slit.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Følelse av håpløshet mht. framtida.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

6.2 Under finner du noen påstander.

(Sett ett kryss for hver linje)

	Helt galt	Nokså galt	Nokså riktig	Helt riktig
Jeg klarer alltid å løse vanskelige problemer hvis jeg prøver hardt nok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hvis noen motarbeider meg, så kan jeg finne måter og veier for å få det som jeg vil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hvis jeg har et problem og står helt fast, så finner jeg vanligvis en vei ut.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg føler meg trygg på at jeg ville kunne takle uventede hendelser på en effektiv måte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg beholder roen når jeg møter vanskeligheter, fordi jeg stoler på mine evner til å mestre/få til ting.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

6.3 Har du i løpet av de siste 12 mnd selv opplevd noe av følgende?

(Sett ett kryss for hver linje)

	J A	NEI
Foreldre (foresatte) har blitt arbeidsløse eller uføretrygdet	<input type="checkbox"/>	<input type="checkbox"/>
Alvorlig sykdom eller skade hos deg selv	<input type="checkbox"/>	<input type="checkbox"/>
Alvorlig sykdom eller skade hos noen som står deg nær	<input type="checkbox"/>	<input type="checkbox"/>
Dødsfall hos noen som sto deg nær	<input type="checkbox"/>	<input type="checkbox"/>
Seksuelle overgrep (f.eks. blotting, befoing, ufrivillig samleie m.m.).....	<input type="checkbox"/>	<input type="checkbox"/>

6.4 Har du opplevd noe av følgende?

(Sett ett kryss for hver linje)

	Nei	Ja, av og til	Ja, ofte
Stort arbeidspress på skolen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stort press fra andre for å lykkes/ gjøre det bra på skolen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Store vansker med å konsentrere deg i timen...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Store vansker med å forstå læreren når hun/han underviser.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.5 Har fagpersonell sagt at du har eller har hatt skrivevansker. (Sett bare ett kryss)

Ja, store	Ja, middels	Ja, lette	Nei
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

6.6 Har du i løpet av de siste 12 mnd, opplevd problemer med mobbing på skolen/skoleveien? (Sett bare ett kryss)

Aldri	Av og til	Omtrent en gang i uka	Flere ganger i uka
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

U7. BRUK AV HELSETJENESTER

7.1 Har du de siste 12 mnd, selv brukt?:

(Sett ett kryss for hver linje)

	Ingen ganger	1-3 ganger	4 ganger eller mer
Skolehelsetjenesten.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helsestasjon for ungdom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vanlig lege (Allmennpraktiserende lege)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PP-tjenesten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psykolog eller psykiater..... (privat eller på poliklinikk)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Familierådgivning.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annen spesialist (privat eller på poliklinikk)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legevakt (privat eller offentlig).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sykehussinnleggelse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sosialtjenesten i kommunen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fysioterapeut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tannlege/skoletannlege.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternativ behandler.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

U8. UTDANNING OG UTDANNINGSPLANER

8.1 Hva er den høyeste utdanning du har tenkt å ta?

(Sett bare ett kryss)

Universitet eller høyskoleutdanning av <u>høyere grad</u>	<input type="checkbox"/> 1
(F.eks. lektor, advokat, sivilingeniør, tannlege, lege, psykolog, siviløkonom)	
Universitet eller høyskoleutdanning på <u> mellomnivå</u>	<input type="checkbox"/> 2
(F.eks. cand.mag., lærer, sosionom, sykepleier, politi, ingeniør, journalist)	
Videregående allmennfaglig/økonomisk administrative fag ...	<input type="checkbox"/> 3
Yrkesfaglig utdanning på videregående skole.....	<input type="checkbox"/> 4
(kokk, frisør, byggfag, elektrofag, helse- og sosialfag o.l.)	
Ett år på videregående skole.....	<input type="checkbox"/> 5
Annet:	<input type="checkbox"/> 6
Har ikke bestemt meg.....	<input type="checkbox"/> 7

8.2 Hvor mye egne penger brukte du siste uke?kr

(Småinnkjøp pluss større gjenstander som f.eks. musikkanlegg o.l.)

JA NEI

8.3 Har du lønnet arbeid i løpet av skoleåret?.....

Hvis du svarte «JA»:

Hvor mange timer i uka arbeider du? ca. hele timer

Hvor mye tjener du i gjennomsnitt pr. måned på dette arbeidet? kr

8.4 Hvilken karakter fikk du siste gangen

i karakterboken? (Sett bare inn hele tallkarakterer)

Matte Norsk skriftlig Engelsk Samfunnsfag

U9. OPPVEKST OG TILHØRIGHET

9.1 Hvor lenge har du bodd i Norge? hele år

9.2 Hvor lenge har du bodd der du bor nå? hele år

9.3 Har du flyttet i løpet av de siste 5 årene? (Sett bare ett kryss)

Nei	Ja, en gang	Ja, 2-4 ganger	Ja, 5 ganger eller flere
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

9.4 Mine foreldre er: (Sett bare ett kryss)

Gift/samboere	Ugift	Skilt/separert	En eller begge er døde	Annet
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

9.5 Hvor er dine foreldre født?

Norge	Annet land	Hvilket land:
Far: <input type="checkbox"/>	<input type="checkbox"/>	Far:
Mor: <input type="checkbox"/>	<input type="checkbox"/>	Mor:

U9. Oppvekst og tilhørighet (fortsettelse)

9.6 Jeg tror vår familie, sett i forhold til andre i Norge, har:
(Sett bare ett kryss)
Dårlig råd Middels råd God råd Svært god råd T

1 2 3 4

9.7 Er far og/eller mor i arbeid nå?
Ja, heltid Ja, deltid Arbeidsløs/trygdet Hjemmeværende Går på skole/studerer Død

Far: 1 2 3 4 5 6

Mor: 1 2 3 4 5 6

Hvis far og/eller mor er i arbeid, hvilket yrke har de?

Far: _____
Skriv kort hva han gjør på jobben:

Mor: _____
Skriv kort hva hun gjør på jobben:

U10. FAMILIE OG VENNER

10.1 Hvem bor du sammen med nå? (Sett bare ett kryss)
(Ta ikke med søsken og halvsøsken.)
Mor og far Bare mor Bare far Omtrent like mye hos mor og far

1 2 3 4

Mor el. far og ny samboer el. ektefelle Fosterforeldre Andre

5 6 7

10.2 Hvor mange søsken eller halvsøsken bor du sammen med? Antall søsken

10.3 Hvor mange av disse er like gamle eller eldre enn deg? Antall søsken

10.4 Når du tenker på familien din, vil du si at:
(Sett ett kryss for hver linje)

	Helt enig	Delvis enig	Delvis uenig	Helt uenig
Jeg føler meg knyttet til familien min ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg blir tatt på alvor i familien min	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Familien legger vekt på mine meninger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg betyr mye for familien min	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg kan regne med familien min når jeg trenger hjelp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 2 3 4

10.5 Hvilket forhold har du til dine foreldre?
(Sett ett kryss for hver linje)

	Stemmer meget godt	Stemmer ganske godt	Stemmer ikke særlig godt	Stemmer ikke i det hele tatt
Foreldrene mine vet hvor jeg er og hva jeg gjør i helgene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreldrene mine vet hvor jeg er og hva jeg gjør på hverdagene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreldrene mine vet hvem jeg er sammen med i fritida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreldrene mine liker vennene jeg er sammen med på fritida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 2 3 4

10.6 Når du tenker på vennene dine, vil du si at: (Sett ett kryss for hver linje)

	Helt enig	Delvis enig	Delvis uenig	Helt uenig
Jeg føler meg nært knyttet til vennene mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vennene mine legger vekt på mine meninger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg kan bidra/være til støtte for vennene mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg kan regne med vennene mine når jeg trenger hjelp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 2 3 4

10.7 Hvor mange personer utenfor din nære familie står deg så nær at du kan regne med å få hjelp hvis du:
Har personlige problemer Antall personer

Har praktiske problemer (f.eks. m/ skolearbeidet) Antall personer

10.8 Har du selv vært utsatt for vold (blitt slått, sparket e.l.) de siste 12 mnd.? (Sett bare ett kryss)

	Aldri	Ja, bare av ungdom	Ja, bare av voksne	Ja, av både ungdom og voksne
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

U11. SEKSUELL ADFERD OG PREVENSJON

11.1 Har du noen gang hatt samleie? Ja, med en partner Ja, med flere partnere Nei

Hvis du svarte «NEI»; hopp til U12

11.2 Alder første gang? Jeg var år

11.3 Brukte du/dere prevensjon ved siste samleie?
Nei Ja, kondom Ja, p-pille/p-sprøyte Ja, annet Vet ikke

1 2 3 4 5

JA NEI Vet ikke

11.4 Har du noen gang blitt gravid/gjort ei jente gravid? JA NEI Vet ikke

Hvis du svarte «JA»;

Hvor gammel var du da dette skjedde? Jeg var år

Ble det utført abort? JA NEI Vet ikke

U12. BRUK AV MEDISINER M.M

12.1 Hvor ofte har du i løpet av de 4 siste ukene brukt følgende medisiner? (Sett ett kryss for hver linje)
Med medisiner mener vi her medisiner kjøpt på apotek. Kosttilskudd og vitaminer regnes ikke med her.

	Aldri	Daglig	Hver uke, men ikke daglig	Sjeldnere enn hver uke	Ikke bruk siste 4 uker
Smertestillende uten resept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smertestillende på resept ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allergi-medisin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Astma-medisin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sovemedisin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beroligende medisin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medisin mot depresjon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annen medisin på resept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 2 3 4 5

12.2 Skriv navnet på medisinen som du har krysset av for ovenfor, og hva grunnen var til at du tok medisinen (sykdom eller symptom):
(Kryss av for hvor lenge du har brukt medisinen)

Navn på medisinen: (ett navn pr. linje):	Grunn til bruk av medisinen:	Inntil 1 år	Ett år eller mer
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

Dersom det ikke er nok plass her, kan du fortsette på eget ark som du legger ved.

SPØRSMÅL TIL JENTENE

12.3 Har du fått menstruasjon («mensen»)? JA NEI

Hvis du svarte «NEI»; hopp til 12.5

12.4 Hvor gammel var du da du fikk din første menstruasjon?

Jeg var år

12.5 Bruker du, eller har du brukt:
(Sett ett kryss for hver linje)

	Nå	Før, men ikke nå	Aldri
P-pille/minipille/ p-sprøyte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annen prevensjon

Hvilken type prevensjon?:

12.6 Til deg som bruker p-pille/minipille:
Hvilket merke bruker du nå?:

E-post

U/T

Helseundersøkelsen i Oslo

T

Dato for utfylling:

Dag

Måned

År

HER KOMMER FLERE SPØRSMÅL!!!

Du synes kanskje vi allerede har spurt deg om det meste - men enda er det mer vi gjerne vil vite. Dette skjemaet har blant annet spørsmål om de sterke og svake sidene dine, om skolesituasjonen, om kultur og kontakt og om idrett og aktivitet.

Vi håper du tar deg tid til å tenke gjennom det vi spør om og at du svarer det **du** mener er riktig for **deg**.

Lykke til!

T

U/T1 DINE STERKE OG SVAKE SIDER

1.1 Svar på grunnlag av slik du har hatt det de siste 6 månedene. (Sett ett kryss for hver linje)

	Stemmer ikke	Stemmer delvis	Stemmer helt		Stemmer ikke	Stemmer delvis	Stemmer helt
Jeg prøver å være hyggelig mot andre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg er ofte lei meg, nedfor eller på gråten.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg bryr meg om hva de føler.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg blir som regel likt av andre på min alder...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er rastløs. Jeg kan ikke være lenge i ro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg blir lett forstyrret. Jeg synes det er vanskelig å konsentrere meg.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg får ofte hodepine, vondt i magen eller kvalme.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg blir nervøs i nye situasjoner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg deler gjerne med andre (mat, spill, blyanter osv.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg blir lett usikker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg blir veldig sint og har et hissig temperament.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg er snill mot de som er yngre enn meg.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er vanligvis for meg selv.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg blir ofte beskyldt for å lyve eller jukse.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg gjør som regel ting alene.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Andre barn eller unge erter eller plager meg...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg gjør vanligvis det jeg får beskjed om.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg tilbyr meg ofte å hjelpe andre (foreldre, lærere, andre barn/ungo).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg bekymrer meg mye.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg tenker meg om før jeg handler (gjør noe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er hjelpsom hvis noen er såret, oppskaket eller føler seg dårlig.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg tar ting som ikke er mine, hjemme, på skolen eller andre steder.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er stadig urolig, det kribler i kroppen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg kommer bedre overens med voksne enn de på min egen alder.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har en eller flere gode venner.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg er redd for mye. Jeg blir lett skremt.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg slåss mye. Jeg kan presse andre til å gjøre det jeg vil.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jeg fullfører oppgaver. Jeg er god til å holde på oppmerksomheten.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3		1	2	3

U/T2. BEKYMRINGER OG PROBLEMER

2.1 Har du i løpet av de siste 12 månedene hatt noen av disse problemene? (Sett ett kryss for hver linje)

	Nei, aldri	Ja, av og til	Flere ganger	Svært ofte
Krangler, eller konflikter med foreldrene dine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bekymringer i forhold til seksualitet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psykiske problemer hos foreldre/foresatte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problemer i forhold til venner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Økonomiske problemer hos foreldre/foresatte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rusproblemer hos foreldre/foresatte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andre problemer.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

U/T3. SKOLESITUASJONEN DIN

3.1 Hvordan har du det på skolen? (Sett ett kryss for hver linje)

	Helt enig	Delvis enig	Delvis uenig	Helt uenig
Jeg trives i klassen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har mye til felles med andre i klassen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg føler meg knyttet til klassen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Klassen legger vekt på mine meninger...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lærerne legger vekt på meningene mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lærerne mine setter pris på meg.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lærerne hjelper meg med fagene når jeg trenger det.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lærerne hjelper meg med personlige problemer hvis jeg trenger det.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

3.2 Hvor lett er det for deg å få nye venner på skolen?

	Alltid lett	Som regel lett	Som regel vanskelig	Alltid vanskelig
Blant ungdom med norsk bakgrunn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blant ungdom med innvandrerbakgrunn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

U/T4. FORHOLDET TIL FAMILIEN DIN

4.1 Hvor viktig er det for deg: (Sett ett kryss for hver linje)

	Meget viktig	Ganske viktig	Litt viktig	Ikke viktig i det hele tatt
Å tilfredsstille behovene til familien din, selv om dine egne behov er forskjellige fra deres.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Å unngå krangling med andre medlemmer av familien.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Å sette familiens behov foran dine egne.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Å dele tingene (eiendelene) dine med andre i familien	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Å dele pengene dine med familien din.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Å leve opp til forventningene fra familien din	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

U/T5. KULTUR OG KONTAKT

5.1 Hvordan er det å ha kontakt med folk fra forskjellige kulturer? (Sett ett kryss for hver linje)

	Helt enig	Delvis enig	Delvis uenig	Helt uenig
Jeg liker meg like godt blant nordmenn som blant folk fra andre land og kulturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg foretrekker å være sammen med folk fra det landet jeg kommer fra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg synes at folk fra andre land og kulturer burde tilpasse seg norske kulturtradisjoner og ikke holde på sine egne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har like godt forhold til nordmenn som til folk fra andre land og kulturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siden jeg bor i Norge, er det best jeg lever helt som nordmenn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg synes at folk fra andre land og kulturer skal leve som de gjør i hjemlandet sitt, selv om de bor i Norge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg synes det er vanskelig å velge om jeg skal leve som nordmenn, eller som folk fra andre land og kulturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er ofte vanskelig for ungdom med norsk og innvandrer bakgrunn å være sammen på fritida, fordi vi har ulike regler vi må følge.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreldrene mine har godt kjennskap til hva ungdommene her i Norge gjør på fritida.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg synes det er vanskelig å bestemme om jeg skal leve som nordmenn, eller som folk fra andre land og kulturer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

5.2 Du kan føle deg som medlem av ulike etniske eller kulturelle grupper som pakistanere, vietnamesere, eller andre, og du kan føle at du er en del av et større samfunn som for eksempel Norge.

Hvordan ser du på deg selv? (Sett ett kryss for hver linje)

	Helt enig	Delvis enig	Delvis uenig	Helt uenig
Jeg ser på meg selv som norsk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg ser på meg selv som pakistaner/ vietnameser/ chilener/ iraner/ annet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg føler jeg er en del av kulturen til pakistanere/ vietnamesere/ chilener/ iranere/ annet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er glad for å være norsk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er stolt av å være pakistaner/ vietnameser/ chilener/ iraner/ annet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg føler at jeg er en del av den norske kulturen.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er glad for å være pakistaner/ vietnameser/ chilener/ iraner/ annet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er stolt av å være norsk.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

5.3 Når folk med forskjellig bakgrunn er sammen, kan noen føle seg urettferdig behandlet. Følgende utsagn handler om dette. (Sett ett kryss for hver linje)

	Helt enig	Delvis enig	Delvis uenig	Helt uenig
Jeg synes at andre har oppført seg urettferdig eller negativt overfor folk fra min kultur.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg føler meg ikke akseptert av folk fra andre kulturer.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg føler at folk fra andre kulturer har i mot meg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har blitt ertet og fornærmet på grunn av min kulturelle bakgrunn.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har blitt truet eller angrepet på grunn av min kulturelle bakgrunn.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

U/76. KRIGSOPPLEVELSER

- 6.1 Har noen av foreldrene dine opplevd krig og følgene av krig på nært hold? JA NEI Vet ikke
- 6.2 Har du noen gang opplevd krig og følgene av krig på nært hold?

U/77. SORGE

- 7.1 Har du opplevd sorg, som har eller har hatt betydning for din helse? (Sett bare ett kryss)
- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| Ja, on gang for | Ja, flere ganger for | Ja, har nå | Nei |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
- 7.2 Hvilke helseplager fikk du i så fall av hendelsen? (den siste, hvis du har opplevd flere)
- | | | | |
|----------------------------|----------------------------|----------------------------|--------------------------|
| Mest kroppslige | Mest følelsesmessige | Begge omtrent like mye | T |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> |
- 7.3 Omtrent hvor lenge varte/ har helseplagene vart? (den siste, hvis du har opplevd flere)
- | | | |
|---------------------------------|------------------------------------|-------------------------|
| <input type="text"/> uker eller | <input type="text"/> måneder eller | <input type="text"/> år |
|---------------------------------|------------------------------------|-------------------------|
- 7.4 Hvis du har opplevd slik sorg, var den en følge av? (den siste, hvis du har opplevd flere) (Sett ett kryss for hver linje)
- | | | |
|--------------------------|--------------------------|--------------------------|
| Dødsfall av: | JA | NEI |
| Foreldre..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Besteforeldre..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Søsken..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Annen nær slektning..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Venn..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Andre..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Alvorlig sykdom:..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Kjærlighetssorg:..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Annet:..... | <input type="checkbox"/> | <input type="checkbox"/> |
- Hvis «JA» på annet, spesifiser:
-
- 7.5 Har du fått profesjonell hjelp etter hendelsen? (den siste, hvis du har opplevd flere)..... JA NEI
- Hvis «JA»;
 Kryss av for hvem som har gitt denne hjelpen:
 (Sett ett kryss for hver linje)
- | | | |
|----------------------|--------------------------|--------------------------|
| Allmenpraktiker..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Psykiater..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Psykolog..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Lærer..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Annen rådgiver..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Prest..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Sorggruppe..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Annet..... | <input type="checkbox"/> | <input type="checkbox"/> |
- Hvis «JA» på annet, spesifiser:
-
- 7.6 Fikk du medisiner på resept som en del av behandlingen? (siste gang, hvis du har opplevd flere sorger) JA NEI

U/78. TANNHELSE

8.1 Dersom du skulle til tannlegen i morgen, hva ville du da føle?
 (Med tannlege menes også skoletannlege)
 (Sett kryss ved det alternativet som passer best)

- Jeg ville se frem til det som en ganske hyggelig opplevelse..... 1
- Ville ikke føle noe, det ville være det samme for meg..... 2
- Det ville gjøre meg litt urolig..... 3
- Jeg ville bli redd for at det skulle bli ubehagelig og vondt..... 4
- Jeg ville bli svært redd med tanke på hva tannlegen skulle gjøre..... 5

8.2 Når du venter på tannlegens venteværelse, eller venter på å bli hentet til tannlegen, hvordan føler du deg da?
 (Sett kryss ved det alternativet som passer best)

- Avslappet..... 1
- Litt urolig..... 2
- Ansspent, nervøs..... 3
- Redd, engstelig..... 4
- Så redd at jeg av og til begynner å svette eller nesten føler meg syk..... 5

8.3 Når du sitter i tannlegestolen og venter på at tannlegen skal begynne behandlingen, hvordan føler du deg da?
 (Sett kryss ved det alternativet som passer best)

- Avslappet..... 1
- Litt urolig..... 2
- Ansspent, nervøs..... 3
- Redd, engstelig..... 4
- Så redd at jeg av og til begynner å svette eller nesten føler meg syk..... 5

8.4 Tenk deg at du sitter i tannlegestolen og skal få tennene rensset og pusset. Mens du sitter og venter på at tannlegen skal finne instrumentene som brukes til å pusse og skrape med, hvordan føler du deg da?
 (Sett kryss ved det alternativet som passer best)

- Avslappet..... 1
- Litt urolig..... 2
- Ansspent, nervøs..... 3
- Redd, engstelig..... 4
- Så redd at jeg av og til begynner å svette eller nesten føler meg syk..... 5

8.5 Hvor redd er du for å få utført tannbehandlingen, alle forhold tatt i betraktning?
 (Sett kryss ved det alternativet som passer best)

- Ikke i det hele tatt..... 1
- Litt..... 2
- Noe..... 3
- Mye..... 4
- Veldig mye..... 5

U/T9. FOREBYGGING AV SKADE

9.1 Når du er passasjer i bil, bruker du bilbelte når du sitter? (Sett ett kryss for hver linje)

	Aldri	Sjelden	Ofta	Alltid
Foran:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bak:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

9.2 Hvis du har stått slalåm / utfor i løpet av de siste 12 måneder, har du da fått kontrollert bindingene i forhold til din vekt? (Sett bare ett kryss)

Ja	Nei	Har ikke stått på ski	T
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	

9.3 Brukte du legg-/knebeskytter ved dine aktiviteter i løpet av de siste 12 måneder? (Sett ett kryss for hver linje)

	Aldri	Sjelden	Ofta	Alltid	Ikke aktuelt
Rulleskøyter/ rullebrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Håndball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fotball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annen ballsport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slalåm/ utfor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snøbrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ishockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annen aktivitet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

Hvis "Annen aktivitet" - hvilken:

9.4 Brukte du håndledd-/ albueskytter ved dine aktiviteter i løpet av de siste 12 måneder? (Sett ett kryss for hver linje)

	Aldri	Sjelden	Ofta	Alltid	Ikke aktuelt
Syssel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rulleskøyter/ rullebrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Håndball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annen ballsport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snøbrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ishockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annen aktivitet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

Hvis "Annen aktivitet" - hvilken:

9.5 Brukte du hjelm ved dine aktiviteter i løpet av de siste 12 måneder? (Sett ett kryss for hver linje)

	Aldri	Sjelden	Ofta	Alltid	Ikke aktuelt
Syssel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rulleskøyter/ rullebrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slalåm-/ utfor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snøbrett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ishockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ridning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annen aktivitet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

Hvis "Annen aktivitet" - hvilken:

U/T10. FYSISK AKTIVITET

10.1 Hvor ofte har du drevet med følgende aktiviteter i løpet av de siste 12 måneder?

Vinter er fra oktober til mars. Sommer er fra april til september.
(Sett ett kryss for hver linje)

	T	Aldri	1-5 ganger i sesongen	1-3 ganger i mnd.	1 gang i ukå	Flere ganger i ukå
Sykling	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rulleskøyter/ rullebrett	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Håndball	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fotball	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annen ballsport	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ishockey	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ridning	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turn	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kampsport	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friidrett	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Svømming i basseng	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slalåm/ utfor	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snøbrett	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telemark	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Langrenn	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annen aktivitet	vinter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sommer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1	2	3	4	5

Hvis "Annen aktivitet" - hvilken:

Ikke skriv her:

7.4 (Annen sorg)

7.5 (Annen hjelp)

9.3

9.4

9.5

10.1