

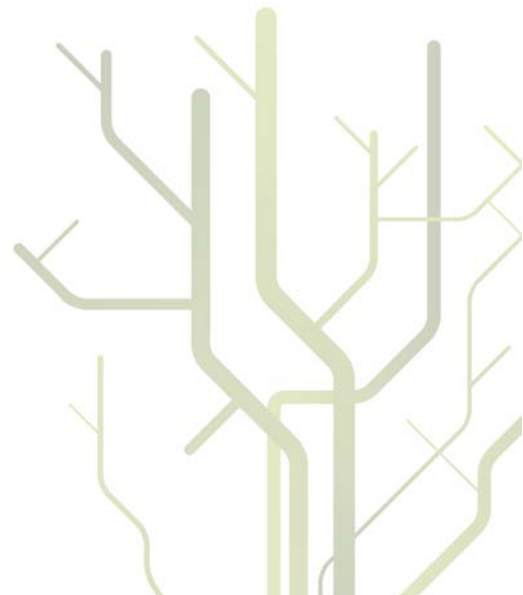
# **Risk and protective factors associated with internalizing symptoms in Sami and non-Sami adolescents in Arctic Norway**



**Margrethe Bals**

A dissertation for the degree of  
Philosophiae Doctor

September 2010



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**Title**

Risk and protective factors associated with internalizing symptoms in Sami and non-Sami adolescents in Arctic Norway

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## ABSTRACT

This thesis examined common and culture-specific risk and protective factors for internalizing (anxiety and depression) symptoms in Sami and non-Sami adolescents. This is a cross-sectional study, and the data are from The Norwegian Arctic Adolescent Health Study which was conducted among 10<sup>th</sup> graders in junior high schools in Arctic Norway in 2003-2005. The sample consisted of 4,449 adolescents, of whom 450 (10 %) were indigenous Sami and 3,999 (90 %) were non-Sami. The findings from this thesis were: (1) There were no differences between Sami and non-Sami adolescents in internalizing symptoms; (2) Strong ethnic identity, ethnic discrimination and loss of native language were cultural risk factors associated with increasing internalizing symptoms; (3) In the family socialization context, there were mostly similarities, but also some cultural differences in the impact of family factors on internalizing symptoms; (4) Engaging in cultural activities and ethnic pride were identified as cultural protective factors associated with decreasing symptom level; (5) Gender differences appeared in both ethnic groups in symptom level and in risk and protective factors associated with symptoms; (6) General protective factors, like self-efficacy, may strengthen the impact of the cultural protective factors. Findings from this study indicate both similarities and differences between Sami and non-Sami youth, and point out that the unique experience of indigenous Sami youth is related to symptoms of anxiety and depression. The integration of cultural protective factors with the well-known general protective factors is important when focusing on mental health problems and development in adolescents.

## SAMMENDRAG (ABSTRACT IN NORWEGIAN)

Denne avhandlingen undersøker felles og kulturspesifikke risiko- og beskyttelsesfaktorer for internaliseringsvansker (angst- og depresjonssymptomer) hos samiske og ikke-samiske ungdom. Dette er en tverrsnittstudie, og data er hentet fra ungdomsundersøkelsen ”Ungdom og Helse” som ble gjennomført blant 10 klassingene i ungdomskolene i Nord Norge i 2003-2005. Utvalget består av 4449 ungdom der 450 (10 %) var samer 3999 (90 %) var ikke-samer. Funnene fra avhandlingen viste følgende: (1) Det var ingen forskjeller mellom samer og ikke-samer på symptomnivå i internaliseringsvansker; (2) Sterk etnisk identitet, etnisk diskriminering og tap av samisk språk viste seg å være kulturelle risikofaktorer assosiert med økende grad av internaliseringssymptomer; (3) I en familiesosialiserings kontekst, var det mest likheter, men også noen kulturelle forskjeller i hvilke familiefaktorer som var assosiert med internaliseringssymptomer; (4) Å delta i kulturelle aktiviteter og etnisk stolthet var identifisert som kulturelle beskyttelsesfaktorer og hadde sammenheng med reduksjon av symptomer; (5) Kjønnforskjeller ble avdekket i begge etniske grupper både når det gjaldt symptomnivå og også i hvilke risiko og beskyttelsesfaktorer som var assosiert med symptomer; (6) Felles beskyttelsesfaktorer, som for eksempel tro på egen mestring, ser ut til å forsterke effekten av kulturelle beskyttelsesfaktorer. Funnene fra avhandlingen indikerer både likheter og forskjeller hos samer og ikke-samer når det gjelder internaliseringssymptomer, samt at det også viser at de unike erfaringene urfolksungdom har, er relatert til angst- og depresjonssymptomer. Integreringen av kulturelle beskyttelsesfaktorer sammen med de mer generelle beskyttelsesfaktorene er viktig når fokuset er psykiske plager og utvikling hos ungdom.



## ČOAHKKÁIGEASSU (ABSTRACT IN SAMI)

Dát nákkusgirji iská internaliserenváttuid (váttut baluin ja lossa mielain) oktasaš ja kultuvrralaš riska- ja gáhttenfáktoriid sámi ja eará nuorain. Dá lea jearahallaniskadeapmi, ja data lea vižžon nuoraid dearvvašvuodáiskadeamis mii čadáhuvvui buot 10. luohkáin davvi Norgga nuoraidskuvllain jagiid 2003-2005. Dan iskkadeapmái serve 4449 nuora, ja sis ledje 450 (10 %) sámi nuorat ja 3999 (90 %) ges eará nuorat. Nákkusgirjjis ledje čuovvovaš bohtosat: (1) Sámi ja eará nuorain eai lean erohusat internaliserenváttuin; (2) Nanu etnalaš identitehta, etnalaš vealaheapmi ja sámegeiela massin ledje kultuvrralaš riskafáktorat mat ledje čadnon internaliserenváttuid lassáneapmái; (3) Čájehuvvui ahte bearaškonteavsttas ledje ollu seammaláganvuodát, muhto maid dai kultuvrralaš erohusat das makkár bearašfáktorat ledje čadnon internaliserenváttuide; (4) Searvat kultuvrralaš doaimmaide ja leat rámis iežas etnalaš joavkkuin ledje kultuvrralaš gáhttenfáktorat mat ledje čadnon váttuid njiedjamii; (5) Sohka bealerohusat gávdnojedje goappaš etnalaš joavkkuin, sihke dan ektui man ollu váttut ledje ja makkár fáktorat ledje čadnon váttuide; (6) Obbalaš gáhttenfáktorat, nugo buorre iešdovdu, orrot nanneme kultuvrralaš gáhttenfáktoriid ávkki. Nákkusgirjji bohtosat čájehit sihke seammaláganvuodaid ja erohusaid internaliserenváttuin sámi ja eará nuoraid gaskkas. Bohtosat čájehit dasa lassin ahte leat álgoálbmot nuorran lea maid dai čadnon ballui ja lossa millii. Lea dehálaš váldit vuhtii sihke oktasaš ja kultuvrralaš gáhttenfáktoriid go iská nuoraid psyhkalaš váttisvuodaid ja ovdáneami.

## LIST OF PAPERS

1. Bals, M., Turi, A. L., Skre, I., & Kvernmo, S. (2010). Internalization symptoms, perceived discrimination and ethnic identity in indigenous Sami and non-Sami youth in Arctic Norway. *Ethnicity and Health*, 15 (2), 165-179.
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3. Bals, M., Turi, A. L., Skre, I., & Kvernmo, S. (in press). Cultural resilience factors and self-efficacy in indigenous Sami youth from Arctic Norway. *International Journal of Circumpolar Health*.

## ABBREVIATIONS

Abbreviations frequently in use:

ANOVA	Analysis of variance
CFA	Confirmatory factor analysis
CFI	Comparative Fit Index
CI	Confidence Interval
HSCL-10	Hopkins Symptom Checklist-10
ISCO-88	International Standard Classification of Occupation ISCO-1988
MEIM	The Multigroup Ethnic Identity Measure
NAAH	The Norwegian Arctic Adolescent Health Study
RMSEA	Root Mean Square Error of Approximation
RR	Response rate
SD	Standard deviations
SDQ	Strengths and Difficulties Questionnaire
SEM	Structural Equation Model
SES	Socio-economic status
SPSS	Statistical Package for the Social Sciences

## INTRODUCTION

### Background

Much of the focus given to indigenous health has been of a negative character. It is a common finding that indigenous youth have poorer mental health than the majority youth (Anderson & Mayes, 2010; Parker, 2010; Dannette, Fergusson & Boden, 2008). The studies that have been conducted in the Arctic, on the other hand, has shown few or small or if any differences in mental health problems between indigenous and non-indigenous youth (Lehti, Niemelä, Hoven, Mandell, & Sourander, 2009). The deficit model of health focusing on risks or the negative aspects of indigenous communities has gradually shifted to a more positive view of how culture is affecting health. Indigenous researchers have emphasized the two-sidedness in the study of indigenous health; the positive side is that this may lead to research and interventions to prevent ill health, while the negative side is that focusing on risks may reinforce stereotypes and add more stigmas to indigenous communities (Pyett, Waples-Crowe & van der Sterren, 2008). Focusing on strength and resilience may balance the negative side of health research. The understanding of how cultural factors can positively influence behaviours, and by that lead to better health outcomes, is only developing. In general, little research has carried out a direct assessment of the relationship between culture-specific behaviour and health. The focus of the present research is on risk and protective factors associated with psychological symptoms in Sami and non-Sami adolescents in Arctic Norway. Norway is the only Nordic country which has a specific Sami focus on public health for the Sami population, acknowledging the need for culturally and linguistically adapted health services (Hassler, Kvernmo & Kozlov, 2008). Studying cultural factors and ethnic variations in health can help to understand disease aetiology, assess need, improve

inequalities, and develop culture-sensitive knowledge and interventions in health work (Bhopal, 2007).

### **Study area**

This study is conducted in Arctic Norway in the counties of Nordland, Troms and Finnmark. The Arctic refers to an area which covers Alaska, northern Canada, Greenland, the Faroe Islands, Iceland, and the northern areas of Nordic countries and Russia (Young & Bjerregaard, 2008). The Arctic regions are inhabited by diverse populations, both indigenous and non-indigenous. The Sami are the indigenous people residing in the Arctic region of northern Scandinavia. The Sami homeland “Sapmi” stretches over the circumpolar parts of Norway, Sweden, Finland and the Russian Kola Peninsula (Hassler, Kvernmo & Kozlov, 2008). The population density of the northern regions of Scandinavia is sparse. Arctic Norway is a multi-cultural region historically populated by Norwegians, Sami and Kvens, and nowadays recent immigrants. The Kvens are descendents of Finnish speaking immigrants who moved to this area in the eighteenth century because of poverty and starvation. The different ethnic groups have lived in close proximity to one another in small multi-ethnic communities. In the coastal regions there is a greater proportion of Norwegians and people with mixed Norwegian, Sami or Kven heritage. The highest density of Sami can be found in Finnmark County, in the Sami core area, where the Sami are in the majority in several communities. About one third of the Sami population live in this county (Hassler, Kvernmo & Kozlov, 2008). The density of Sami gradually decreases with the distance from this core region (Hassler, Sjølander & Janlert, 2008).

## **Definition of culture and ethnicity**

The terms 'culture' and 'ethnicity' are closely related. Culture refers to a mixture of shared patterns of behaviour, attitudes, values, norms, beliefs and feelings which are transferred from one generation to another (Fernando, 2010). One of the original meanings of culture was husbandry - a unique way of life. However, the way of understanding the concept of culture has changed dramatically over the past thirty years, from seeing culture as something passive and clearly defined, to being something living, dynamic and changing - a flexible meaning and information system of values, traditions and worldviews that people live by (Fernando, 2010). This new perspective broadens the definition of culture. The word 'ethnicity' comes from the Greek word 'ethnos', meaning a nation, people or tribe. The terms ethnicity and culture are sometimes used interchangeably, since they overlap in meaning. The definition of ethnicity is not fixed or agreed upon by all research traditions. There is, however, a general agreement that ethnicity refers to the group to which people belong or are perceived to belong as a result of certain shared characteristics such as ancestral origin, cultural traditions and language (Bhopal, 2004; Fernando, 2010). Some studies define ethnicity based on the self-assignment of ethnic identity, while others emphasize country of birth or common ancestry (Bhopal, 2004; Bradby, 2003). The problem of relying solely on ethnic self-labelling is that it is considered to be very labile and context-dependent (the use of ethnic labels can vary with context, time and situation, and is also associated with how one is perceived by others), while the disadvantage of researcher-defined ethnicity is that it may differ from the individuals' own perceptions of their identity (Bradby, 2003). This dilemma can be solved by combining the two approaches (e.g. Kvernmo & Heyerdahl, 1996; Virta, Sam & Westin, 2004; Oppedal, Røysamb & Heyerdahl, 2005). Since there is not one true and universally applicable measure of ethnicity, the complex and changing nature of ethnicity demands that measurement of the

concept should be related to the purpose of the research (Aspinall, 2001; Bhopal, 2007). As an analytic concept, ethnicity requires precision and care in studies of health and illness.

### **Culture and ethnicity in relation to health**

The focus of culture in health is important because of the observable inequality between different populations in the experience of health and access to health services, and also because of the different ways of understanding and describing health issues. One way of exploring the role of culture in health is to examine its influence on the developmental processes in children and adolescents. Culture is an especially important aspect in the ecology of ethnic minority youths, since they are more likely to be aware of the power of culture on assumptions and daily behaviour (Yasui & Dishion, 2007; Garcia Coll, Lamberty, Jenkins, McAdoo et al., 1996).

#### *Enculturation as a theoretical framework*

In the framework of understanding cultural influences on child development, it is important to acknowledge that different factors in the environment influence culture. Ecological (geography, climate, and natural resources), social (socio-cultural history, religion, technology) and biological (temperament and personality) factors influence culture shared by an ethnic group (Matsomuto & Juang, 2008; Yasui & Dishion, 2007; Garcia Coll et al., 1996). Individuals learn about their culture through the enculturation process where they adopt the ways and manners of their culture. Enculturation processes happen in multiple cultural contexts including family, community and institutions, where the child is socialized into a culturally organized milieu. This culturally organized milieu influences parenting and child rearing styles, family systems, cultural activities, educational systems, religion and cultural scripts for behaviour in different settings. Through these systems the children learn values and

norms important to the culture. Enculturation gradually shapes individuals' psychological characteristics (attitudes, values, beliefs, behaviours) which include how individuals perceive their worlds and interact with others, and also how individuals understand and talk about mental health. For instance, some cultures have an indirect way of communicating, and direct questions about problems can be insulting and distressing (Matsumoto & Juang, 2008). In Sami culture it has also been an understanding that talking about mental health problems and traumatic experiences could be frightening and lead to more distress (Hanem, 1999). Further, in traditional Sami parenting it was a characteristic feature to communicate indirectly with children, and to have a variety of indirect approaches to guide children and adolescents (Balto, 2005; Javo, Rønning & Heyerdahl, 2004). The relationship between this indirect communication and mental health issues has not yet been examined.

Research has documented that culture influences many aspects of health, for instance the prevalence of mental health problems, aetiology of disease, expression of distress, diagnoses and assessment issues, coping styles and help-seeking pathways, treatment and intervention (Anderson & Mayes, 2010; Matsumoto & Juang, 2008; Hwang, Myers, Abe-Kim & Ting, 2008; Bhopal, 2007; Kirmayer, Brass & Tait, 2000; Turi, Bals, Skre & Kvernmo, 2009; McLaughlin, Hilt & Nolen-Hoeksema, 2007). Further, the same cultural practices may have different meanings and therefore different developmental consequences in varying cultural contexts. Javo and colleagues (2004) found that similar parenting methods had different outcomes for Sami and Norwegian children, and explained these findings with differences in cultural norms of child rearing. Teasing the child to make the child harder had a positive effect on Sami children's development, while it had a negative effect on Norwegian children's behaviour. As in other indigenous populations, teasing the child is a mode of socialization in Sami culture; however, this is not so usual in Scandinavian culture (Javo et al., 2004).



A central issue for indigenous and multi-cultural youth is the development of ethnic identity. Phinney (1990; 1992; 1996) has developed a model of ethnic identity achievement where the development of ethnic identity is a result of an exploration of one's ethnicity (seek out the content of their ethnic heritage) and commitment to a role as a member of an ethnic group (how strongly adolescents embrace and value ethnic belonging as a part of their personal identity). Adolescents may pass through three distinct stages as they move toward adulthood: unexamined ethnic identity, ethnic identity search (active exploration) and achieved ethnic identity, which ideally lead to the development of a secure, positive sense of one's identity as a member of an ethnic group. Sami parents emphasize teaching their children traditional skills in order to promote Sami identity and positive orientation to the ethnic group (Javo, Alapack, Heyerdahl & Rønning, 2003). Although it is less stigmatizing to be Sami today, the process of developing a secure ethnic identity is confusing and difficult for many young Sami. Youth may know that they have a Sami heritage or background, but they do not "feel Sami" themselves (Stenlien, 2006; Pettersen, 2006). Empirical studies of Sami youth suggest that ethnic support in the community is an important factor in the development of Sami identity; the support often co-varies with the density of Sami in a community (Kvernmo & Heyerdahl, 1996). Sami youth are also more likely to define themselves as Sami if both parents are Sami. The strength of identity is also related to Sami language competence (Kvernmo & Heyerdahl, 2004). The achievement of an ethnic identity is viewed as important to a healthy development (Phinney, 1990). Research has documented that a strong ethnic identity is related to fewer symptoms of depression and anxiety, to a more positive overall self-concept and protects adolescents from a variety of behavioural problems and psychological distress (Yasui, Dorham & Dishion, 2004; Shrake & Rhee, 2004).

In conclusion, although culture is a significant factor influencing behaviour and health, it is important to remember that culture is one of many other factors influencing health. Other factors may include context, socioeconomic status, and educational level. Differences between ethnic groups in health seem to be reduced when controlling for socioeconomic status and educational level (Adler & Ostrove, 1999).

## **Psychological problems in adolescents**

### *Internalizing and externalizing symptoms in adolescents*

Psychological problems of children and adolescents are often categorized either as internalizing or externalizing in nature. Internalizing problems are characterized by disturbance in emotions and moods; symptoms like sorrow, guilt, fear and worry; mostly depression and anxiety problems (Kovacs & Devlin, 1998). The central feature of externalizing problems is dysregulated behaviour; with symptoms like impulsivity, irritability, hyperactivity, stealing, lying, argumentativeness; mostly conduct and oppositional deviant problems (Wolff & Ollendick, 2006; Kovacs & Devlin, 1998). Psychological problems during adolescence are common. Population data show that at least one in three 16-year-olds have at some stage had enough symptoms to meet the criteria for a psychiatric diagnosis (Costello, Mustillo, Erkanli, Keeler & Angold, 2003). In Norway it is estimated that 15-20 percent of children and adolescents between 3 and 18 years have symptoms of anxiety, depression or behaviour problems, leading to reduced functioning (Heiervang, Stormark, Lundervold, Heimann et al., 2007; Van Roy, Grøholt, Heyerdahl & Clench-Aas, 2006; Wichstrøm, 1999). Once adolescents develop a psychiatric disorder, their chances of continuing to have one, or developing another episode after remission, are much higher than those of their peers who have not had a psychiatric disorder.

There are gender differences in the prevalence of psychological problems. Before the age of 12 boys have more psychological problems than girls, and after 12 years of age girls report more problems (Heiervang et al., 2007; Van Roy et al., 2006; Wichstrøm, 1999; Angold, Erkanli, Silberg, Eaves & Costello, 2002). Boys report mostly concentration and behaviour problems, while girls primarily struggle with emotional problems (Van Roy et al., 2006). There is also a high co-occurrence of internalizing and externalizing problems in individuals (Wolff & Ollendick, 2006). Further, there are also gender differences in the risk and protective factors associated with mental health. Girls and boys have different biological dispositions, and when these dispositions interact with the changes of puberty and gender socialization, they affect boys and girls differently with regard to mental health (Hilt & Nolen-Hoeksema, 2009; Cyranowski, Frank, Young & Shear, 2000; Matsomuto & Juang, 2008).

#### *Psychological problems in indigenous youth in the Arctic*

In a recent review of mental health among indigenous Arctic youth, Lehti and colleagues (2009) reported that very few studies have examined the mental health problems of children and adolescents. Previous research has primarily focused on substance abuse and suicidal behaviour, discovering that the suicide rate is generally higher among indigenous youth, particularly in Greenland and Alaska, while findings with regard to substance use vary greatly between studies. A recent epidemiological study from Greenland concluded that there were no statistically significant differences in the number of reported internalization symptoms between the youth from Greenland and their Danish peers (Curtis, Larsen, Helweg-Larsen, Pedersen et al., 2006).

The studies of Norwegian Sami adolescents report few or no overall differences between Sami and their non-Sami peers in regard to behavioural/emotional problems (Kvernmo & Heyerdahl, 1998; Kvernmo & Heyerdahl, 2003; Heyerdahl, Kvernmo & Wichstrøm, 2004), suicidal behaviour (Silviken & Kvernmo, 2007) and alcohol use (Spein, Sexton & Kvernmo, 2007). The prevalence of emotional and behavioural problems in Sami adolescents is also comparable with the prevalence for non-Sami youth in Arctic Norway, with approximately 10 % being in the clinical range (Kvernmo and Heyerdahl, 1998; Kvernmo and Heyerdahl, 2003; Heyerdahl et al., 2004; Kvernmo, 2004). Results from the general youth population in Arctic Norway on internalizing problems and conduct problems were similar to a national representative adolescent sample (Heyerdahl et al., 2004). There are, however, some contextual differences in emotional and behavioural problems in the Sami youth population, with Sami adolescents living in Norwegian dominated areas and Norwegian adolescents living in Sami dominated areas having the highest rates of problems (Kvernmo, 2004; Kvernmo & Heyerdahl, 1998). Having a minority status may imply more marginalization and less cultural support. Lehti (2009) points out that there is a variation in the design and methodology of the studies in the mental health field of indigenous youth in the Arctic, making it hard to draw any final conclusions. Anyhow, Sami adolescents seem to have as good mental health as other adolescents in the same area, adolescents in national samples, and adolescents in other parts of the Arctic but also compared to other indigenous groups.

### **Common and culture-specific risk and protective factors associated with psychological problems**

The impact of risk and protective factors on health, and the interplay between them, can be complex. Some researchers enhance the buffering effect of some identified factors that can either mitigate the negative effect of stressors or risk factors, or enhance the effects of buffers,

thereby decreasing the probability of negative outcomes and negative health (Walter & Simoni, 2002; Fisher, Storck & Bacon, 1999). Resilience is the process of overcoming ongoing and acute difficulties or risks (Luthar, Cicchetti & Becker, 2000). Resilience factors may include protective processes within the individual (self-efficacy, intelligence and communicating skills), within the family and peer network (supportive families and close relations) and within the school environment and the community (supportive communities, positive teacher influence) (Olsson, Bond, Burns, Vella-Broderick & Sawyer, 2003; McMahon, Grant, Compas, Thurm & Ey, 2003). Cultural resilience refers to the role of culture as a resource for resilience in the individual (Fleming & Ledogar, 2008). A large number of risk and protective factors have been found to exert significant influence on adolescent mental health. Negative dynamics between the adolescent and his or her nuclear family, lack of social support, stress and negative life events and negative cognitive style are all found to associate with depressed mood (Shortt & Spence, 2006; Grant, Compas, Thurm, McMahon, et al., 2006; Hughes & Gullone, 2008). Not all adolescents develop psychological problems when facing these risks. Numerous factors, like activities, coping style, self-efficacy and social support, are found to be important general protective factors against mental health problems (Grant et al., 2006; Muris, Schmidt, Lambrichs & Meesters, 2001).

Indigenous-specific risk factors influencing health are often related to colonization, globalization, acculturation and rapid cultural changes (King, Smith & Gracey, 2009; Csonka & Schweitzer, 2004; Bjerregaard & Curtis, 2002). Due to these factors individuals from the minority experience stress and pressure relating to cultural change and stress related to the meeting with the majority culture. Further, factors such as loss of language, ethnic identity and traditional knowledge, and discrimination and oppression are also important in indigenous history that may have a negative influence on health (Kvernmo & Heyerdahl,

1998; Whitbeck, McMorris, Hoyt, Stubben & LaFromboise, 2002; Kirmayer, Brass & Tait, 2000). Several culture-specific protective factors for indigenous peoples have been suggested. Some examples are participation in traditional practices, strength of ethnic identity, native language competence and support from relatives and the ethnic community (Yasui & Dishion, 2007; Whitbeck, Hoyt, Stubben & LaFromboise, 2001; Whitbeck et al., 2002; Whitbeck, Yu, Johnson, Hoyt & Walls, 2008; Kirmayer, Boothroyd, Tanner, Adelson & Robinson, 2000). A recent study provided empirical evidence that efforts to preserve and revitalize traditional language in indigenous communities were associated with lower suicide rates compared with communities not engaged in such efforts (Hallett, Chandler, & Lalonde, 2007). The authors concluded that indigenous language competence seems to be a strong predictor of well-being in indigenous communities.

Previous research on cultural factors affecting the mental health of indigenous Sami have identified the protective influence of a strong ethnic identity on substance use (Spein, Sexton & Kvernmo, 2007) but not on behavioural and emotional problems (Kvernmo & Heyerdahl, 2003). Laestadian background is also found to be a protective factor against substance abuse for Sami youth, due to strong anti-alcohol norms within the religious communities (Spein, Sexton & Kvernmo, 2007). Another study found that factors diverging from traditional cultural norms were associated with suicide attempts in Sami adolescents (Silviken & Kvernmo, 2007). Thus, previous research on indigenous youth samples has found that enculturation factors are related to mental health.

Taken together, there is a need to integrate the unique experience of indigenous youth into general developmental theories (Garcia Coll et al., 1996). There is also a need to focus on cultural protective and risk factors in order to develop culture-sensitive knowledge, and

appropriate interventions for mental health problems. The aim of this thesis was to examine differences and similarities in risk and protective factors associated with anxiety and depressive symptoms in Sami and non-Sami adolescents.

## **AIMS OF THE THESIS**

The overall aim of this thesis was to explore similarities and differences in various psychosocial factors associated with internalizing symptoms in Sami and non-Sami adolescents of Arctic Norway, and to identify possible cultural risk and protective factors influencing the mental health of indigenous Sami youth.

The specific aims of the thesis were as follows:

- To examine the level of symptoms of anxiety and depression in non-Sami and Sami adolescents in Arctic Norway (Paper 1).
- To examine whether strength of ethnic identity and perceived discrimination were associated with internalization symptoms in the non-Sami and Sami youth population (Paper 1).
- To examine the relationship between the ethnic self-labelling, native language competence and internalization symptoms in Sami youth (Paper 1).
- To examine cultural similarities and differences in the impact of various family factors on internalization symptoms in Sami and non-Sami youth (Paper 2).
- To examine the influence of enculturation factors like cultural activities, ethnic pride, native language and self-efficacy on internalizing and externalizing symptoms in indigenous Sami youth from Arctic Norway (Paper 3).



## **METHODS**

### **Procedure**

From January 2003 to January 2005, The Norwegian Arctic Adolescent Health Study (NAAHS) was conducted among 10<sup>th</sup> graders (15-16 years old) in junior high schools in the three northernmost counties in Norway: Finnmark (Response Rate: 71 %), Troms (Response Rate: 82 %) and Nordland (Response Rate: 88 %). A total of 5,877 students in junior high schools in Arctic Norway were invited to participate, and 4,880 accepted (a total response rate of 83 %). The questionnaires were administered in classroom settings and monitored by project staff. The questionnaire was completed during two school hours. Students who were not present in class during the questionnaire administration completed the questionnaire at a later date. The questionnaire was available in both the Sami and Norwegian languages. The lower response rate in Troms and Finnmark county may be due to the fact that 7 out of 74 schools in Troms and 12 out of 52 schools in Finnmark did not have the possibility to participate in the health study at school, and the questionnaires were therefore mailed to the students. The data collection was conducted and funded in a joint collaboration of the Centre for Sami Health Research at the University of Tromsø and the Norwegian Institute of Public Health.

### **Sample description**

Figure 1 shows a flow chart of the subjects included in this study. The sample in this study consisted of 4,449 adolescents, of whom 450 (10 %) were indigenous Sami and 3,999 (90 %) were non-Sami. The gender distribution and socio-economic status was equal in the two ethnic groups. More Sami adolescents reported Laestadian affiliation and primary industry background (Table 1).

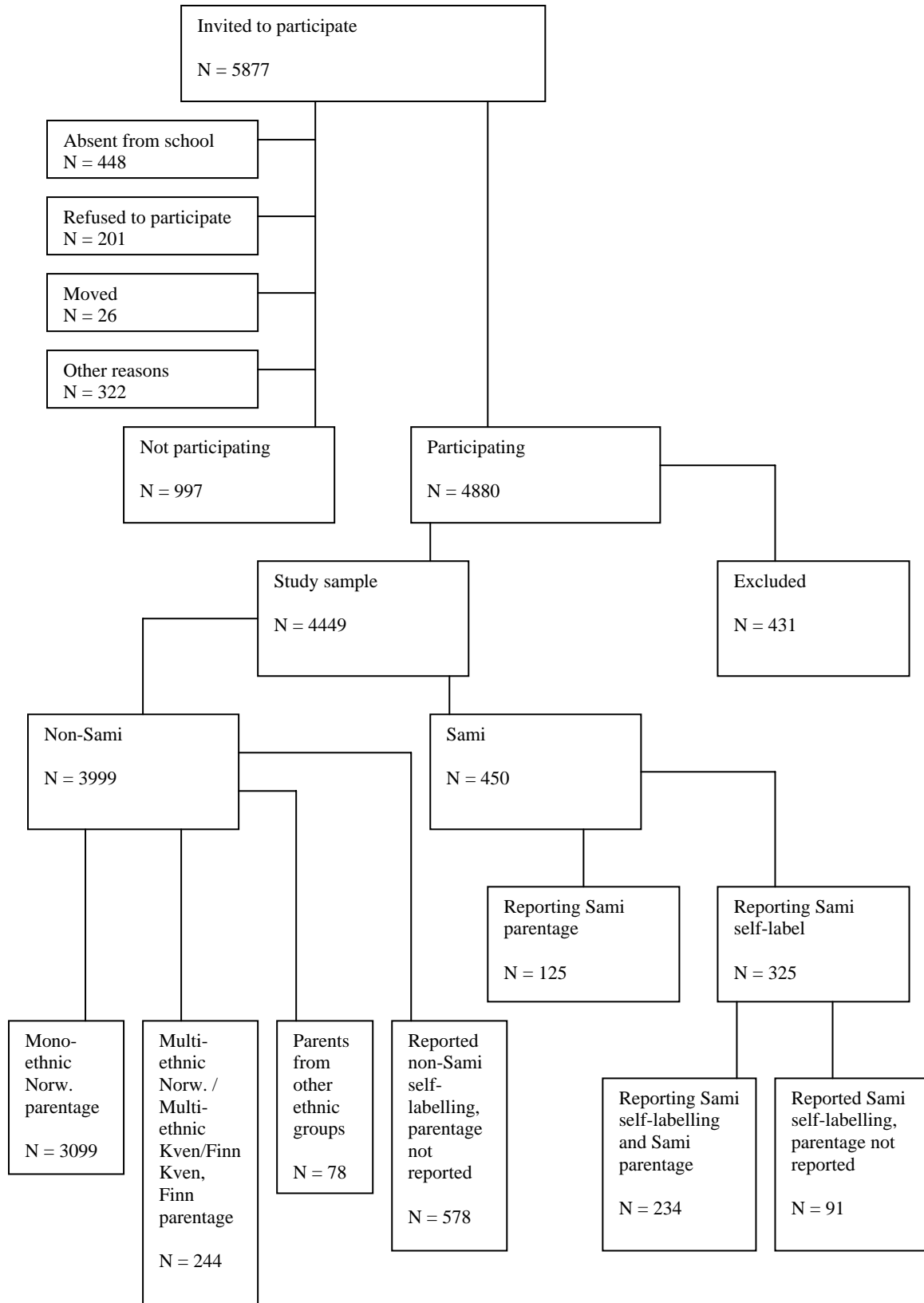


Figure 1: Participants of the Norwegian Arctic Adolescent Health Study 2003-2005

Table 1: Sample description in the study

	Sami % (N)	Non-Sami % (N)	p-value
Gender: Boys	51 % (228)	50 % (1981)	.65
Girls	49 % (222)	50 % (2018)	
High socioeconomic status	56 % (217)	56 % (1994)	.99
Rural area	77 % (346)	72 % (2892)	.04
Sami language competence	26 % (115)	0.2 % (9)	.00
Laestadian background	13 % (59)	3 % (117)	.00
Primary industry	7 % (27)	4 % (141)	.01
Ethnic context: high density of Sami	20 % (91)	1 % (26)	.00

*Note: chi-square test analyses*

*The excluded individuals.* The adolescents' ethnicity was categorized according to their reports on grandparents' and parents' Sami language competence and ethnicity, and according to their self-reported ethnicity. The non-responders (431 persons) to these questions were excluded from the analyses. The excluded individuals did not differ from the responders on the demographic variables. The reported level of internalizing symptoms was also equal in both the responders and the excluded individuals, while the level of externalizing problems was higher in the excluded individuals (Table 2).

Table 2: Sample characteristics in the excluded and study sample individuals

	Study sample	Excluded	p-value
	% (N)	% (N)	
<i>Demographic variables</i>			
Gender: Boys	50 % (2209)	53 % (229)	.17
Girls	50 % (2240)	47 % (209)	
Occupation of parents			.42
Senior officials/managers	15 % (586)	14 % (47)	
Professionals/technicians	41 % (1625)	37 % (130)	
Clerical workers	27 % (1055)	30 % (104)	
Agriculture, fishery, reindeer	4 % (168)	5 % (18)	
Manual workers	13 % (497)	14 % (49)	
<i>Outcome variables</i>			
	Mean (SD)	Mean (SD)	
Internalizing symptoms (HSCL-10)	1.47 (0.51)	1.45 (0.51)	.47
Externalizing problems (SDQ)	3.12 (1.56)	3.37 (1.52)	.00

*Note: Chi-square test analysis and t-test analysis*

### **Ethical considerations**

The study obtained the approval and consent of the Regional Medical Ethical Committee, the Norwegian Data Inspectorate and the school authorities of the counties and municipalities, and of each school board. The students and their parents were given written information about the study, and the students gave their written consent.

## Measures

Several measures are used in the presented papers. In this section the description of some scales are shortened. A more detailed description of the scales was given in the respective papers.

*Hopkins Symptom Checklist-10 (HSCL-10).* Internalizing symptoms were measured with The Hopkins Symptom Checklist-10. The Hopkins Symptom Checklist-10 was developed from the HSCL-25 (Derogatis, Lipman, Rickels, Uhlenhuth & Covi, 1974), and was designed to measure symptoms of anxiety and depression. The following items were employed in the HSCL-10: 1) Suddenly scared for no reason, 2) Feeling fearful, 3) Faintness, dizziness or weakness, 4) Feeling tense or keyed up, 5) Blaming yourself for things, 6) Feeling everything is an effort, 7) Difficulty falling asleep, staying asleep, 8) Feeling blue, 9) Feeling worthless and 10) Feeling hopeless about the future. Adolescents recorded their own estimates of symptom severity present during the past week on a four-point scale ranging from (1) not at all troubled to (4) extremely troubled. The internal consistency on the 10-item scale was  $\alpha = 0.87$  (0.86 for Sami and 0.87 for non-Sami).

*Externalizing problems.* Externalizing problems were measured by two subscales of the “Strengths and Difficulties Questionnaire” (SDQ), (Goodman, Meltzer & Bailey, 1998), the hyperactivity scale and the conduct problem scale, with five items each. The hyperactivity scale consists of the following items: 1) I am restless, I cannot stay still for long, 2) I am constantly fidgeting or squirming, 3) I am easily distracted, I find it difficult to concentrate, 4) I think before I do things (reversed) and 5) I finish work I’m doing, my attention is good (reversed). The conduct problem scale consists of the following items: 1) I get very angry and often lose my temper, 2) I usually do as I am told (reversed), 3) I fight a lot, I can make other

people do what I want, 4) I am often accused of lying or cheating, 5) I take things that are not mine from home, school or elsewhere. The items can be rated “not true” (0), “somewhat true” (1) or “certainly true” (2). The internal consistency on the ten items was  $\alpha = 0.72$  for the Sami (externalizing problems were not examined in the non-Sami sample).

*Sami ethnicity.* Sami ethnicity was measured by an assessment of Sami parentage and Sami self-labelling, with participants having one or both of these being classified as having Sami ethnicity (Kvernmo & Heyerdahl, 1996; Aubert, 1978). The participants were classified as having *Sami parentage* if one or more of their grandparents or parents were reported as having Sami language competence or if the ethnicity of one or both parents was reported as being Sami. Participants were classified as having *Sami self-labelling* if they reported their own ethnicity as being Sami, or reported multiple ethnicities in which “Sami” was one of the reported ethnicities.

*Non-Sami ethnicity.* The non-Sami group was composed of all participants who reported a non-Sami affiliation, identity and language. This group included mono-ethnic Norwegians, multi-ethnic Norwegians (Norwegian, Kven/Finns background without Sami ethnicity), Kvens, Finns and multi-ethnic Kven/Finns (without Norwegian ethnicity), and youth with an ethnicity “other” than Sami, Norwegian or Kven/Finns.

*Sami language competence.* The adolescents were asked to report whether they had learned the Sami language at home (yes or no). The adolescents were also asked to report whether they had Sami language as a subject at school (yes or no).

*Perceived discrimination.* Perceived discrimination was measured with five items that assessed the experiences of being teased or threatened or feeling unaccepted because of one's ethnicity (Berry, Kwak, Liebkind, Phinney et al., 1994). The adolescents responded on a scale ranging from (1) strongly disagree to (4) strongly agree. The internal consistency of the five items was  $\alpha = 0.82$  (0.83 for the Sami and 0.81 for the non-Sami)

*The Multigroup Ethnic Identity Measure (MEIM).* MEIM assesses exploration of, and commitment to, ethnic identity that is common to all ethnic groups (Phinney, 1992). The total scale with 12 items was used (Roberts, Phinney, Masse, Chen et al., 1999). Items are rated on a four-point scale from strongly disagree (1) to strongly agree (4). The internal consistency of the 12 items was  $\alpha = 0.89$  (0.89 for both Sami and non-Sami).

*Socio-economic status (SES).* Participants were asked about both their mother's and father's occupation. This information was classified according to the International Standard Classification of Occupation ISCO-88 (Elias & Birch, 1994), which is also the basis for the Norwegian occupational standard. The categories of ISCO-88 (COM) were reclassified into five categories, based on the parent with the highest rated occupation.

*Urban/rural area.* Urban areas are the largest cities in North Norway, and rural areas are the small towns and villages in the countryside.

*Ethnic context.* Communities were classified as either Sami-dominated or Norwegian-dominated. The Sami-dominated context is characterized by high density of Sami (> 60 %) and a high degree of ethnic support. Several Sami national institutions are located here and the Sami and Norwegian languages have equal status. The Sami-dominated contexts are

located in the highland, core area, of Finnmark County (Nesseby, Tana, Karasjok, Porsanger and Kautokeino). In the Norwegian-dominated context there is a lower density of Sami, fewer Sami speakers and less ethnic support from the community compared with the Sami-dominated context. The Norwegian-dominated contexts are located on the coast of Finnmark, Troms and Nordland, and in the highland of Troms and Nordland County.

*Family structure.* Family structure was classified as (0) Two-parent home (two biological parents or one biological parent and one step-parent), and (1) Single-parent home (living in a mother- or father-headed household).

*Number of siblings.* Adolescents reported how many siblings or half siblings they were living with.

*Family income.* Adolescents reported the economic situation in the family according to a four-point scale from (1) Not well off, to (4) Very well off.

*Number of times moved.* Adolescents were asked about how many times they had moved during the last five years, measured on a four-point scale from (1) Never, (2) Yes, once, (3) Yes, two to four times, or (4) Yes, five times or more.

*Friend approval.* Adolescents were asked to rate a statement regarding their parents' liking their friends on a four-point scale from (1) Not true at all, (2) Not so true, (3) Quite true, to (4) True.



*Family connectedness.* The family connectedness was measured with five questions assessing the relationship and attachment to one's family. The adolescents responded on a scale ranging from (1) strongly disagree to (4) strongly agree.

*Conflict with parents.* Adolescents were asked about how often they had had conflicts and quarrels with parents during the last year, measured on a four-point scale from (1) Never, to (4) Very often.

*Spend time in wilderness.* Adolescents were asked whether they spent time in the wilderness in summer and wintertime, measured on a scale ranging from (1) Never, (2) Yes, less than once in a month, to (3) Yes, more than once in a month.

*Laestadian background.* Adolescents were asked whether they or their parents had an affiliation to Laestadianism (no = 0 and yes = 1).

*Primary industry.* Adolescents reported whether their parents had an affiliation to agriculture, fishery or reindeer herding (no = 0 and yes = 1).

*Ethnic pride.* The statement “I have a lot of pride in my ethnic group and its accomplishments” was rated on a four-point scale ranging from (1) strongly disagree to (4) strongly agree.

*Cultural activities and traditions.* The statement “I participate in cultural practices of my own group such as special food, music or customs” was rated on a four-point scale ranging from (1) strongly disagree to (4) strongly agree.

*Self-efficacy.* Self efficacy was measured with five questions assessing adolescents' understanding of how they cope with different challenges and problems. The adolescents responded on a scale ranging from (1) strongly disagree to (4) strongly agree.

### **Statistical analysis**

Statistical analyses were conducted with Statistical Package for the Social Sciences version 16.0 (SPSS) for Windows. Chi-square tests and t-tests were applied for comparisons of study variables between Sami and non-Sami adolescents. In order to identify predictors of internalizing and externalizing symptoms, hierarchical multiple regression models were conducted. In Paper I, separate regression models were conducted for Sami and non-Sami adolescents. In Paper III within-group analyses were made to identify possible cultural resilience factors within the Sami subsample. In Paper II, structural equation modelling approach with Mplus was used to explore a complex model of structural relations between anxiety and depression symptoms and family environment factors in Sami and non-Sami youth.

## SUMMARY OF RESULTS: PAPERS 1-3

### **Paper 1**

Bals, M., Turi, A. L., Skre, I., & Kvernmo, S. (2010). Internalization symptoms, perceived discrimination and ethnic identity in indigenous Sami and non-Sami youth in Arctic Norway. *Ethnicity and Health*, 15 (2), 165-179.

The aim of the present study was to compare the prevalence of anxiety and depression symptoms among indigenous Sami and non-Sami youth in the Arctic part of Norway, and to examine the influence of perceived discrimination and ethnic identity on these symptoms. The relationship between ethnic self-labelling and native language competence on internalization symptoms was explored for Sami adolescents. No differences were found among ethnic groups in levels of internalization symptoms. Sami youth reported more discrimination than the non-Sami. Both ethnic identity and perceived discrimination were positively associated with internalization symptoms. Moreover, Sami youth who had not learned their native language at home were more vulnerable to experiencing internalization symptoms compared to Sami youth who had learned their native language at home. Culture-specific protective factors were discussed as potential explanations for the similarities between Sami and non-Sami youth. The present study documented a relationship between internalization symptoms, strong ethnic identity, perceived discrimination and language loss.

## **Paper 2**

Bals, M., Turi, A. L., Vittersø, J., Skre, I., & Kvernmo, S. (in press). Self-reported internalization symptoms and family factors in indigenous Sami and non-Sami adolescents in North Norway. *Journal of Adolescence*.

The aim of this study was to explore the relationship between symptoms of anxiety and depression and family factors in indigenous Sami and non-Sami boys and girls in North Norway. The findings showed that family income was, to a lesser degree, related to internalization symptoms for Sami youth than non-Sami youth. For all groups except for Sami girls, family conflict and moving was associated with increasing symptoms. Sami boys differed from the other three groups with regard to the relationship between family connectedness and symptom level. These interaction effects were discussed in light of traditional Sami values and gender socialization. The present study has indicated that in the family socialization context, culture may be related to internalization symptoms in youth.

### **Paper 3**

Bals, M., Turi, A. L., Skre, I., & Kvernmo, S. (in press). The relationship between internalizing and externalizing symptoms and cultural resilience factors in indigenous Sami youth from Arctic Norway. *International Journal of Circumpolar Health*.

The aim of this study was to examine the influence of enculturation factors like cultural activities, ethnic pride, native language, and self-efficacy on internalizing and externalizing symptoms in indigenous Sami youth from Arctic Norway. For boys, participating in cultural activities and self-efficacy were associated with decreasing internalizing symptoms.

Additionally, self-efficacy interacted with Sami language competence and cultural activities: when self-efficacy increased, these enculturation factors were related to symptom reduction.

For girls, self-efficacy had an independent effect on internalizing symptoms as well as strengthening the relationship between participation in cultural activities and reduced externalizing symptoms. Sami language competence was related to reduction of both internalizing and externalizing symptoms in girls. Several enculturation factors and self-efficacy were identified as potential protective factors against mental health problems. In order to develop theoretical models that explain the mechanisms between cultural resilience and mental health, there is a need for both qualitative studies and longitudinal studies.

## GENERAL DISCUSSION

### **Common and unique factors associated with psychological symptoms**

The aim of this thesis was to explore similarities and differences in various psychosocial factors associated with anxiety and depression symptoms in non-Sami and Sami youth, and to identify possible cultural risk and protective factors associated with mental health in Sami youth. Culture is a central part of all systems influencing developmental trajectories of adolescents, and through enculturation processes the child is socialized into a culturally organized milieu (Matsomuto & Juang, 2008; Yasui & Dishion, 2007; Garcia Coll et al., 1996). Enculturation processes happen in multiple cultural contexts including family, community and institutions, and thus, cultural influence on health can be studied at individual, family and community level (Yasui & Dishion, 2007). This thesis focused on risk and protective factors at all these levels, and found both culture-specific and common risk and protective factors for internalizing and externalizing symptoms.

### *Cultural risk factors*

In general, strong ethnic identity, ethnic discrimination and loss of language were identified as possible cultural risk factors (Paper 1).

Strong ethnic identity was associated with increasing symptoms in both Sami and non-Sami youth. This is contrary to the theory identifying ethnic identity as a protective factor on mental health (Phinney, 1990), but in line with previous research in the same area showing no protective effect of strong ethnic identity on emotional and behavioural problems (Kvernmo and Heyerdahl, 2003). It seems that ethnic identity development is distressing for adolescents in Arctic Norway. Along with other indigenous peoples, Sami share a history of colonization

and forced assimilation, with the consequence of historical trauma, cultural loss and ongoing oppression and discrimination (Lehtola, 2004; Minde, 2005). The shame and stigmatization associated with Sami group membership have caused a considerable denial of Sami ethnicity, and many Sami avoid reporting their Sami background. Although it is less stigmatizing to be Sami today, the process of developing a secure ethnic identity is still confusing and difficult for many young Sami (Steinlien, 2006). The youth may internalize and accept the negative beliefs associated with their group. On the other side, as a result of political and cultural revitalization, Sami adolescents belong to a generation that is given opportunities and equal rights that previous generations did not have. The Sami culture is more prominent and also has a strengthened position in society today. This may result in more focus on ethnic problems for discussion, and also creating larger context for debating ethnic relevant issues. The public debating of ethnic issues may expose Sami and non-Sami youth more for ethnic relevant conflicts and discrimination, which can result in increased stress in adolescents. The youth may witness increased conflicts among ethnic groups due to concerns about loss of resources and differing cultural worldviews, thus making ethnic identity a more distressing and conflicting issue in their development. Further, in the process of ethnic identity development, adolescents also face other developmental tasks, such as developing a general identity formation with a stable self-concept, school achievement, and expanding their peer relations. It is also a possibility that strong ethnic identity protects against other problem areas than anxiety and depression symptoms, like for instance substance abuse (Spein et al., 2007).

The finding that Sami youth reported a higher prevalence of ethnic discrimination than non-Sami peers is consistent with other studies that show higher discrimination rates among indigenous and minority groups than among the majority population (Harris, Tobias, Jeffreys, Waldergrave et al., 2006). This finding also confirms similar findings from the Sami adult

population who report higher discrimination rates compared with non-Sami adults (Hansen, Melhus, Høgmo & Lund, 2008). Ethnic discrimination has a negative impact on the psychological health of adolescents (LaFromboise, Hoyt, Oliver & Whitbeck, 2006; Montgomery & Foldspang, 2007; Stangor, 2009). The results from this thesis indicate that discrimination is a problem in Arctic Norway, affecting adolescents' internalizing symptom level. The Norwegian government has debated the problems with inequality and discrimination, and developed the National Plan of Action against Racism and Discrimination (2002-2006). This Discrimination Act became a Norwegian law in 2006, emphasizing that everyone living in Norway should have equal opportunities, rights and obligations to participate in the Norwegian society, regardless of their ethnic, language, religious or national background. Further, communities should focus on reducing discrimination by enhancing knowledge about different ethnic groups, encouraging meaningful contacts between groups, promoting positive views on different cultures and thereby reducing prejudice and negative stereotypes (Stangor, 2009).

Loss of native language emerged as a risk factor for increasing internalizing symptoms. Sami youth who did not learn the Sami language at home seemed to be more vulnerable to symptom increase than Sami youth who had the opportunity to learn their native language. This is in line with theory indicating that cultural loss may have a negative influence on the health of indigenous peoples (King et al., 2009). Indigenous studies have also emphasized that language competence seems to be a strong predictor of well-being in indigenous communities (Hallett, Chandler, & Lalonde, 2007) and that language revitalization can be seen as a health promotion strategy (King et al., 2009). Language competence strengthens the ethnic identity of adolescents, strengthens the ethnic group cohesion and increases the perceived social support from the Sami group (Kvernmo & Heyerdahl, 2004). Not having the opportunity to



learn their native language may hinder the adolescents in gaining admittance to the Sami youth group, and also increasing the feeling of not being accepted by the ethnic group. In line with theory indicating cultural risk in the context of the history of forced assimilation and colonization of indigenous peoples, the results from this thesis show that even today that loss of language, ethnic discrimination and ethnic identity development are vulnerable issues for young Sami adolescents.

### *Cultural protective factors*

Ethnic pride and cultural activities were identified as culture-specific protective factors (Paper 3). The protective effect of having positive feelings towards culture and engaging in cultural practices are in line with other indigenous research focusing on cultural resilience (Whitbeck et al., 2001; Whitbeck et al., 2002; Whitbeck et al., 2008; Kirmayer, Bothroyd, Tanner, et al., 2000; LaFromboise et al., 2006). Adherence to cultural practices and ethnic pride may give Sami adolescents increased cultural competence and a positive view of their culture, and, by this, foster cultural resilience. This thesis further revealed that in the family socialization context there may be some different cultural factors protecting youth from internalizing symptoms (Paper 2). According to theory family stress is associated with increasing psychological symptoms in adolescents (Shortt & Spence, 2006; Grant et al., 2006; Hughes & Gullone, 2008). The same general family stress factors may have different meanings and therefore different developmental consequence in varying cultural contexts. Culture influences the family milieu in which adolescents are embedded, and, through enculturation processes, adolescents learn values and norms important to their family and culture. These enculturation processes influence the development of children and adolescents (Matsomuto & Juang, 2008; Yasui & Dishion, 2007; Garcia Coll et al., 1996). For many Sami adolescents the family context differs from the mainstream Scandinavian and European family context on

several factors, for instance on child rearing practices and the extended family system (Balto, 1996, 2005; Javo, Alapack, Heyerdahl & Rønning, 2003), health service use and behaviour (Turi et al., 2009), Christian or religious affiliation (Spein et al., 2007) and how families talk about and explain mental health problems (Hanem, 1999). In summary, family context variables have a substantial impact on the developmental trajectories of adolescents. It is therefore important to know about cultural variations in how family context influences development and health.

#### *Similarities between Sami and non-Sami youth*

Several similarities between Sami and non-Sami youth were revealed when exploring anxiety and depression symptoms. The prevalence of internalizing symptoms was similar in the two ethnic groups (Paper 1). This is in line with previous research showing that Sami youth have just as good mental health status as non-Sami youth (Kvernmo & Heyerdahl, 1998; Kvernmo & Heyerdahl, 2003; Heyerdahl et al., 2004). Further, there were many common factors in the association between family context variables and internalizing symptoms, indicating some universality in risk and protective factors. Several family context variables (such as family structure, number of siblings, using wilderness and primary industry) had no associations with internalizing symptoms. Many of these variables were hypothesized to be especially important for Sami youth due to traditional Sami practices/values such as extended family, reindeer herding and the relationship to nature. Interestingly, these traditional practices did not contribute significantly to the mental health of Sami youth.

Similarities between Sami and non-Sami youth may be explained by the similar growing-up conditions in Arctic Norway. The socio-economic differences between groups are small, the living conditions are in general good, and globalization processes may reduce differences

between adolescent cultures (Allen & Astuto, 2009). Similarities can also be explained by cultural resilience in the Sami group. Enculturation processes or other cultural protective factors may, for instance, prepare Sami adolescents to face discrimination and other obstacles, and therefore reduce the risk of developing mental health problems. Further, Sami societies have experienced an ethnic and cultural revival in recent decades, Sami are acknowledged as indigenous people with cultural rights, and have strengthened their position as an ethnic minority in relation to a global indigenous network (Lund, Brustad & Høgmo, 2008). This has led to a more positive view of the Sami culture. Many young Sami are learning to speak, write and read in their ethnic language, and are engaging in traditional Sami practices. Sami adolescents belong to a generation that is given opportunities and rights that previous generations did not have. This may contribute to a good mental health situation.

#### *Gender differences in psychological symptoms*

The results from this thesis also found gender differences in psychological symptoms. Girls had higher levels of internalizing problems than boys in both ethnic groups, and Sami boys reported higher levels of externalizing symptoms than Sami girls (externalizing problems were not explored in the non-Sami sample). This gender difference was an expected finding and in line with previous research (Van Roy et al., 2006; Heiervang et al., 2007; Wichstrøm, 1999; Angold et al., 2002; Heyerdahl et al., 2004). Further, girls and boys differed in which risk and protective factors were associated with increased symptom level. Girls and boys have different genetic or biological dispositions, and when these dispositions interact with environmental factors (such as gender socialization) gender differences appear in mental health and in factors related to mental health (Hilt & Nolen-Hoeksema, 2009; Cyranowski, Frank, Young & Shear, 2000; Matsomuto & Juang, 2008). When focusing on psychological

symptoms in adolescents it is important to have in mind both gender and cultural differences, although the gender differences seemed to be of greater importance than cultural differences.

In sum, in the youth population of Arctic Norway there are both similarities and differences between Sami and non-Sami youth when it comes to internalizing symptoms. Results suggest that there is a range of risk and protective factors at individual, family and community level for youth in both genders and in both ethnic groups. The culture-specific risk factors identified were perceived ethnic discrimination, strong ethnic identity and language loss, while the culture protective factors were family socialization, ethnic pride and cultural activities. Some of the cultural factors had an impact on symptoms independently or in interaction with other factors (like gender, context and self-efficacy). There were also intra-group differences within the Sami and non-Sami samples. The results from this thesis should lead to awareness of cultural differences and similarities in psychosocial factors associated with mental health.

### **Methodological considerations**

This study has several strengths. It has a population-based design, with a high response rate, and high representability of 15-16-year-old adolescents in Arctic Norway, including the Sami. Further, these results are representative for both urban and rural youth. The ethnic groups compared in this cross-sectional study were highly similar in socioeconomic status and many other demographic factors, and thus ethnicity was not confounded by social poverty. The measurements used to assess psychological problems (HSCL-10 and SDQ) are well established and have been used in diverse cultures (Syed, Zachrisson, Dalgard, Dalen et al., 2008; Oppedal & Røysamb, 2004; Smedje, Broman, Hetta & von Knorring, 1999; Koskelainen, Sourander & Kaljonen, 2000; Rønning, Handegaard, Sourander & Mørch,

2004). Finally, the study focuses on cultural protective factors which have only sparsely been examined previously in Sami adolescents. The limitation of a cross-sectional design is that it can never document a causal relationship between the outcome variables and the independent variables. The use of the terms ‘risk’ and ‘protective factors’ can therefore be misleading. Anyhow, the design shows significant associations of possible risk and protective factors. The exclusion of 431 persons who did not answer the questions about ethnicity may reduce the generalizability of our findings. The excluded individuals did not differ in socioeconomic status or gender, but they reported more externalizing problems than did the study sample; thus they differ from the study sample in relation to behavioural problems.

The operationalization of ethnicity resulted in quite heterogenic Sami and non-Sami categories. Heterogenic populations are a well-known problem in epidemiological studies, requiring awareness when using the concept of ethnicity in research. A broad ethnicity definition may result in misclassifications and subsequently reduce the differences between groups, making them almost identical (Bhopal, 2007). Misclassification can also weaken the associations between the study variables. A further problem is that heterogenic ethnic categories may hide ethnic-specific differences (Møllersen & Holte, 2008). There are many possible ways to deal with heterogeneity, for instance to select comparable groups (e.g. age, SES), to analyse subgroups separately, or to adjust data statistically by making stratified analysis, or to include control variables in the statistical models (Bhopal, 2007; 2008). In this thesis we have followed these recommended procedures to deal with heterogenic Sami and non-Sami groups. We have analysed Sami and non-Sami groups separately (Papers 1, 2 and 3). We have controlled for gender, SES and context for both ethnic groups. For the Sami group we have controlled for ethnic context, self-label, and language competence. In Paper 2

we controlled for both gender and ethnic differences by doing separate analyses for the four groups: Sami boys, Sami girls, non-Sami boys and non-Sami girls.

Reliability refers to the degree of accuracy and stability of a measuring instrument. The reliability coefficient indicates the amount of relevant variance in a measure. The scales used in this study (HSCL-10, two subscales of SDQ, MEIM and perceived discrimination) had acceptable reliability coefficients. Construct validity refers to the extent to which a theoretically formulated concept is represented by the psychometric construct that is designed to measure it, if the scale measures the factors it claims to measure. We have examined the factor structure of HSCL-10 in both of the ethnic groups in our sample. These analyses indicated a similar factor structure in both Sami and non-Sami youth (Paper 2), showing that the construct validity may be equal in both groups. The other instruments (SDQ and MEIM) used in the present study are standardized, acknowledged and widely used in research, but the scales are not validated for either of the ethnic groups. Further, the construct validity of the ethnic groups can be unsure. The adolescents in this study often checked more than one box when they were asked about their ethnic background. The youth of today may perceive themselves as having multiple ethnic identities, but because we are doing comparative research, we need to categorize them into specific ethnic categories.

### **Clinical and research implications**

Although the prevalence of internalizing symptoms is similar between Sami and non-Sami youth, there is a need to focus on common and culture-specific factors associated with psychological symptoms in adolescents. One implication of this thesis is the development of some new hypothesis in which cultural factors may be protective or increasing risk for internalizing and externalizing problems in Sami and non-Sami adolescents. The awareness and acceptance of cultural differences and similarities is necessary to develop greater

knowledge about the impact of culture on mental health, and thereby increase culture sensitivity in the field of mental health. Cultural sensitivity and competence requires cultural awareness in health care providers and researchers. When planning prevention and intervention programmes, one should focus on ethnic, gender and contextual differences. Each specific ethnic group will have special issues to consider when adapting preventive programmes, gender differences should also be considered. For Sami youth, preventive strategies may include language revitalization, engaging in cultural activities, strengthening ethnic pride and self-esteem. Further, ethnic discrimination seems to be a community problem in Arctic Norway, creating emotional disturbances in the multicultural adolescents. Ethnic identity also seems to be a sensitive issue in this region. Communities should have preventive interventions to increase acceptance of ethnic-relevant issues and to create greater tolerance of ethnic differences.

Gaining an understanding of the concept of culture, and appreciating the varying influence of culture on individual, family and community processes seems relevant in the context of Arctic youth. The purpose of cross-sectional studies is to explore associations and generate hypotheses. To further increase the knowledge about culture's role in development and health, longitudinal studies are needed to understand how culture influences developmental processes, and also for better exploration of causality. In order to improve and develop theoretical models in this field, there is also a need for qualitative studies. Qualitative studies can contribute to identifying relevant cultural resilience factors for the Sami population and also lead to the development of culture-sensitive measures.

## **Conclusions**

This thesis examined general and culture-specific risk and protective factors for internalizing symptoms in a multiethnic youth sample. The most important finding on commonalities was that there is no difference between Sami and non-Sami youth in the prevalence of internalizing symptoms. Further, ethnic discrimination and ethnic identity are associated with increasing internalizing symptoms in both ethnic groups; and the relationship between family factors and internalizing symptoms is influenced by culture and gender. For Sami youth, the culture-specific risk factors identified were language loss and discrimination, while several enculturation factors, such as ethnic pride, engaging in cultural activities and native language competence, made up the culture-specific factors. The thesis also found that general protective factors, like self-efficacy, may strengthen the impact of the enculturation factors. Very little systematic research has been conducted on cultural resilience factors in the indigenous populations of the Arctic. The focus of cultural strength and resilience may contribute to stepping away from the deficit model of indigenous health focusing on the negative aspects of indigenous communities. Cultural awareness is needed when planning preventive interventions.



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## **Paper 1**

Bals, M., Turi, A. L., Skre, I., & Kvernmo, S. (2010). Internalization symptoms, perceived discrimination and ethnic identity in indigenous Sami and non-Sami youth in Arctic Norway. *Ethnicity and Health*, 15 (2), 165-179.



## **Paper 2**

Bals, M., Turi, A. L., Vittersø, J., Skre, I., & Kvernmo, S. (in press). Self-reported internalization symptoms and family factors in indigenous Sami and non-Sami adolescents in North Norway. *Journal of Adolescence*.





## **Paper 3**

Bals, M., Turi, A. L., Skre, I., & Kvernmo, S. (in press). Cultural resilience factors and self-efficacy in indigenous Sami youth from Arctic Norway. *International Journal of Circumpolar Health*.



## **APPENDICES**

Youth Health Questionnaires U and U/T (Norwegian)

Youth Health Questionnaires U and U/T (Sami)



Etikett

U

# Helseundersøkelsen

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)

Astma .....  JA  NEI

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)

Bevegelsehemming .....  Nei  Ja, litt  Ja, mye

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)

Hode (hodepine, migrene e.l.) .....  JA  NEI

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

JA  NEI

### 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 internet)?

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

JA    NEI

### 4.5 Har du noen gang drukket alkohol?..... (f.eks. alkoholholdig øl, 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) (Lettøl og alkoholfritt øl 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, ørret, 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"/>
	1	2	3	4	5	6

## 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"/>
	1	2	3	4	5

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

Smør/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"/>
	1	2	3	4	5

### 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 kr  6

### 5.6 Bruker du følgende kosttilskudd: Ja, daglig Iblandt 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 noen gang vært til behandling for spiseforstyrrelser?

Nei  1    Nei, men jeg burde vært  2    Ja  3

## 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 ansent 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"/>

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

(Sett ett kryss for hver linje)

	JA	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, beføling, 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 lese- og 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"/>
Sykehusinnleggelse.....	<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/skolellege.....	<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 høyere grad.....	<input type="checkbox"/> 1
(F.eks. lektor, advokat, sivilingeniør, tannlege, lege, psykolog, siviløkonom)	
Universitet eller høyskoleutdanning på mellomnivå.....	<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.)

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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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

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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### 8.4 Hvilken karakter fikk du siste gangen i karakterboken? (Sett bare inn hele tallkarakterer)

Matte Norsk skriftlig Engelsk Samfunnsfag

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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## 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  1    Middels råd  2    God råd  3    Svært god råd  4

9.7 Er far og/eller mor i arbeid nå?

Ja, heltid  1    Ja, deltid  2    Arbeidsløs/trygdet  3    Hjemmeværende  4    Går på skole/studerer  5    Død  6

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  1    Bare mor  2    Bare far  3    Omtrent like mye hos mor og far  4

Mor el. far og ny samboer el. ektefelle  5    Fosterforeldre  6    Andre  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"/>

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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 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  1    Ja, bare av ungdom  2    Ja, bare av voksne  3    Ja, av både ungdom og voksne  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  1    Ja, kondom  2    Ja, p-pille/p-sprøyte  3    Ja, annet  4    Vet ikke  5

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 brukt 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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 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 .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hvilken type prevensjon?:

\_\_\_\_\_

12.6 Til deg som bruker p-pille/minipille:

Hvilket merke bruker du nå?:

\_\_\_\_\_



## 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
Jeg prøver å være hyggelig mot andre.	<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 er rastløs. Jeg kan ikke være lenge i ro .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg har ofte hodepine, vondt i magen eller kvalme .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg deler gjerne med andre (mat, spill, andre ting) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg blir ofte sint og har kort lunte .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er ofte for meg selv.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg gjør som regel ting alene .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg gjør som regel det jeg får beskjed om .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg bekymrer meg mye .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg stiller opp hvis noen er såret, lei seg eller føler seg dårlig .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg er stadig urolig eller i bevegelse .....	<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 slåss mye. Jeg kan få andre til å gjøre det jeg vil .....	<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 blir som regel likt av andre på min alder ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg blir lett distraheret, jeg synes det er vanskelig å konsentrere meg .....	<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 blir lett usikker .....	<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 blir ofte beskyldt for å lyve eller jukse .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andre barn eller unge plager eller mobber meg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg tilbyr meg ofte å hjelpe andre (foreldre, lærere, andre barn/unge) .....	<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 tar ting som ikke er mine hjemme, på skolen eller andre steder .....	<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 er redd for mye, jeg blir lett skremt .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg fullfører oppgaver. Jeg er god til å konsentrere meg .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.2 Samlet, synes du at du har vansker på ett eller flere av følgende områder: med følelser, konsentrasjon, oppførsel eller med å komme overens med andre mennesker?

Nei	Ja, små vansker	Ja, tydelige vansker	Ja, alvorlige vansker
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Hvis du har svart JA, vennligst svar på følgende spørsmål:

#### Hvor lenge har disse vanskene vært tilstede?

Mindre enn en måned	1-5 måneder	6-12 måneder	Mer enn ett år
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

#### Forstyrrer eller plager vanskene deg?

Ikke i det hele tatt	Bare litt	En god del	Mye
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

#### Virker vanskene inn på livet ditt på noen av disse områdene?

	Ikke i det hele tatt	Bare litt	En god del	Mye
Hjemme/ i familien .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forhold til venner .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Læring på skolen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fritidsaktiviteter .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## U/T

### Er vanskene en belastning for de rundt deg (familie, venner, lærere osv.)?

Ikke i det hele tatt	Bare litt	En god del	Mye
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

## U/T2. BEKYMNINGER OG PROBLEMER

### 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"/>

## U/T3. LITT OM RØYK, RUSMIDLER OG HOLDNINGER

	Helt enig	Delvis enig	Delvis uenig	Helt uenig
Det er lett for ungdom å få tak i sigaretter/tobakk .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er lett for ungdom å få tak i øl .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er lett for ungdom å få tak i vin/brennevin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er lett for ungdom å få tak i hasj .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er lett for ungdom å få tak i «partydop», (ecstasy, amfetamin, GHB, kokain osv) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er lett for ungdom å få tak i «dopingmidler» (anabole steroider, testosteron osv) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er OK for ungdom på min alder å røyke .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er OK for ungdom på min alder å drikke alkohol på fest .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det er OK for ungdom på min alder å røyke hasj .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Det burde være lovlig å bruke hasj .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## U/T4. HVEM KAN DU SNAKKE MED

### 4.1 Hvis du har personlige problemer, hvem føler du at du kan snakke med om dette? (Kryss av ett alternativ i hver linje)

	Ja	Nei	Vet ikke
Ingen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Venn/venninne(r) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kamerater/gjengen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Søsken .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreldre .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lærer .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helsesøster .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Ja	Nei	Vet ikke
Egen lege .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andre slektninger .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andre voksne .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3

## U/T5. SKOLESITUASJONEN DIN

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

	Helt enig	Delvis enig	Delvis uenig	Helt uenig
Jeg trives på skolen .....	<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"/>
Jeg synes jeg har gode muligheter til å snakke mitt morsmål med mine medelever på skolen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg føler at jeg har et språkproblem (fordi jeg har et annet morsmål enn norsk) .....	<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

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

(Sett ett kryss for hver linje)

	Alltid lett	Som regel lett	Som regel vanskelig	Alltid vanskelig
Blant ungdom med samme kulturelle bakgrunn som meg .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blant ungdom med en annen bakgrunn enn meg .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Er du adoptert?	Ja	Nei	Hvis «ja», hvor fra? (Spesifiser)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.....

### 5.3 Ønsker du å bosette deg på hjemstedet ditt når du er ferdig med utdanningen din?

- 1  Ja, svært gjerne      2  Ja, dersom det faller seg slik  
 3  Usikker                      4  Nei, jeg ønsker å bosette meg et annet sted

## U/T6. FORHOLDET TIL FAMILIEN DIN

### 6.1 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 tilfredsstillere 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"/>
Å ha kontakt med besteforeldre, tanter/onkler, gudforeldre osv. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

## U/T7. KULTUR OG KONTAKT

Du kan føle deg som medlem av ulike etniske eller kulturelle grupper, som samisk, finsk, kvensk, russisk, tamilsk osv, og du kan samtidig føle at du er en del av et større samfunn som for eksempel det norske.

### 7.1 Her følger noen utsagn om kontakt mellom etniske grupper.

(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 etniske grupper og kulturer .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg foretrekker å være sammen med folk fra samme etniske gruppe som meg selv ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg synes at folk fra andre etniske grupper og kulturer burde tilpasse seg norske kulturtradisjoner og <u>ikke</u> 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 min egen kultur .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siden jeg bor i Norge, er det best jeg lever helt som norsk .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg synes at folk med en annen kulturell bakgrunn skal leve som de gjør i sin gruppe/kultur, 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 norsk, eller i tråd med min egen etniske gruppe/kultur .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeg føler meg like trygg sammen med nordmenn som folk fra min egen gruppe/ kultur .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

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

Jeg oppfatter meg selv som:	Helt enig	Delvis enig	Delvis uenig	Helt uenig
Norsk .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samisk .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kvensk .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finsk .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annet (hva) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	3	2	1

Jeg har brukt tid til å prøve å finne ut mer om min etniske gruppe, slik som historie, tradisjoner og skikker .....

Jeg deltar aktivt i organisasjoner eller sosiale sammenhenger som hovedsakelig har medlemmer fra min egen etniske gruppe ..

Jeg har en klar oppfatning av min etniske bakgrunn og hva den betyr for meg .....

Jeg tenker mye på hvordan min etniske tilhørighet vil påvirke livet mitt .....

Jeg er glad for å tilhøre den gruppen jeg tilhører .....

Jeg har en sterk følelse av å tilhøre min etniske gruppe .....

Jeg har en ganske god forståelse av hva min etniske tilhørighet betyr for meg .....

For å lære mer om min bakgrunn, har jeg ofte snakket med andre om min etniske tilhørighet .....

Jeg er veldig stolt over min etniske gruppe .....

Jeg deltar i kulturelle aktiviteter og tradisjoner innen min etniske gruppe slik som f.eks tradisjonell matlaging, musikk eller andre skikker .....

Jeg føler en sterk tilknytning til min egen etniske gruppe .....

4 3 2 1

	Helt enig	Delvis enig	Delvis uenig	Helt uenig
Jeg er fornøyd med min etniske eller kulturelle bakgrunn .....	<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 føler at jeg er en del av den norske kulturen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	3	2	1

**Min etnisitet er** (skriv ett eller flere av tallene nedenfor):

1=Norsk, 2=Samisk, 3=Kvensk, 4=Finsk, 5=Annet

(skriv hvilken): .....

**Fars etnisitet er** (bruk tallene ovenfor): .....

**Mors etnisitet er** (bruk tallene ovenfor): .....

### 7.3 Hvilket språk snakker du og familien din?

(Sett ett eller flere kryss)

	Norsk	Samisk	Kvensk/finsk	Annet språk
Hjemme har jeg lært .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. språk på skolen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. språk på skolen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Far snakker .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mor snakker .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farmor snakker(t) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farfar snakker(t) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mormor snakker(t) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morfar snakker(t) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 7.4 Har du, dine foreldre /foresatte og besteforeldre tilhørighet til noe spesielt trossamfunn?

(Kryss av det som passer for deg, dine foreldre/foresatte og besteforeldre)

	Meg selv	Mor	Far	Besteforeldre
Statskirken .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Læstadianismen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annet (feks. Pinsemenigheten, Jehovas vitner) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 7.5 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 ovenfor 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/T8. KOSTHOLD

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

	Sjelden/aldri	1-3 g. mnd.	1-2 g. pr. uke	2-4 g. pr. uke	5-7 g. pr. uke
Kokt fisk .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fisk (uansett type) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stekt kjøtt (alle slag, inkl. hamburgere, pølser, kjøttkaker) ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinkjøtt .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tørket kjøtt .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jerntabletter .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vitamintabl. som inneholder jern .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

## U/T9. MAGE-/TARM SYMPTOMER

9.1 Har du noen gang hatt smerter eller «verk» i magen som har vart i minst 3 måneder?  Ja  Nei

9.2 Hvis Ja, hvor i magen sitter smertene?

Øvre del  Nedre del  Hele magen

9.3. Er smerten eller «verken» jevnt over tilstede:

1  I perioder på en til flere dager? 2  I perioder av ukers varighet?

3  I perioder på måneders varighet? 4  Bestendig?

5  Etter måltider? 6  Om natten?

9.4 Er du ofte plaget av oppblåsthet, rumling i magen eller rikelig luftavgang?  Ja  Nei

9.5 Er avføringen din vanligvis:

1  Normal 2  Vekslende hard og løs 3  Løs

4  Hard og perlete 5  Illeluktende 6  Fettaktig og glinsende

9.6 Har du i perioder 3 eller flere avføringer daglig:

Ja  Nei

9.7 Har du hatt plager i mage/tarm etter inntak av melk:

Ja  Nei

9.8 Er det andre i familien som har de samme mage symptomene:

Mor  Far  Søsknen  Ingen  Vet ikke

9.9 Har du vært undersøkt hos lege på grunn av:

Magesmerter i lengre tid (> 3 mndr)?  Ja  Nei

Avføringsproblemer?  Ja  Nei

Halsbrann/sure oppstøt?  Ja  Nei

Lav blodprosent eller dårlig jernlagre?  Ja  Nei

## U/T10. SELVSKADING

10.1 Kjenner du noen som har tatt sitt eget liv?  Ja  Nei

10.2 Hvis «ja», var det: (Sett ett eller flere kryss)

1  Nær familie? 2  Slekt? 3  Venn/venninne?

4  Medelev? 5  Kjæreste? 6  Noen i nærmiljøet?

10.3 Har du noen gang tenkt på å ta livet ditt?  Ja  Nei

10.4 Har du noen gang forsøkt å ta ditt eget liv?  Ja  Nei

10.5 Har du skadet deg selv med vilje noen gang?  Ja  Nei

Hvis du har svart «Nei» på alle de tre spørsmålene ovenfor, hopp til punkt U/T11. RISIKOATFERD.

10.6 Har du i løpet av de siste 12 månedene tenkt på å ta livet ditt?  Ja  Nei

10.7 Har du i løpet av de siste 12 månedene forsøkt å ta ditt eget liv?  Ja  Nei

DERSOM DU ALDRI HAR FORSØKT Å TA DITT EGET LIV, HOPP TIL SPØRSMÅL 10.13.

10.8 På hvilken måte forsøkte du å ta ditt eget liv?

1  Henging 2  Ved hjelp av piller/medikamenter

3  Skarp gjenstand 4  Skytevåpen

5  Annet

10.8.1 Var du beruset/rusa da du forsøkte å ta ditt eget liv?  Ja  Nei

10.9 Hvor gammel var du første gang du forsøkte å ta ditt eget liv? Jeg var  år

10.10 Hvor mange ganger har du forsøkt å ta ditt eget liv?  Antall ganger

10.11 Fortalte du til noen andre om selvmordsforsøket?  Ja  Nei

10.12 Har du vært i kontakt med helsepersonell, lege, helsesøster og /eller politi i forbindelse med selvmordsforsøket/ene?  Ja  Nei

10.12.1 Hva var årsaken til at du forsøkte å ta ditt eget liv?

10.13 Har du i løpet av de siste 12 månedene skadet deg selv med vilje?  Ja  Nei

10.14 På hvilken måte skadet du deg selv?

- 1  Brenning 2  Kutting, skjæring, risping med skarp gjenstand  
3  Slag mot kroppsdeler, hodedunking 4  Annet

## U/T11. RISIKOATFERD

11.1 Har det i løpet av de siste 12 månedene hendt at du i forbindelse med din egen bruk av alkohol (Sett ett kryss for hver linje)

	Nei	Ja, 1-2 ganger	Ja, flere ganger/alltid
– Har følt deg mer ovenpå (hatt større selvtilit) ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Har hatt ubeskyttet samleie (ikke brukt kondom) mens du har vært påvirket? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Har havnet i bråk eller slagsmål? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Har følt at din alkoholbruk går utover din fysiske helse? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Har følt at din alkoholbruk går utover din psykiske helse? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3

11.2 Har du noensinne vært passasjer i kjøretøy der sjåføren har vært i alkoholpåvirket tilstand? (Sett ett eller flere kryss)

- 1  Nei, aldri 2  Ja, motorsykel 3  Ja, snøscooter 4  Ja, bil

## U/T12. FORELSKELSE OG SEKSUALITET

12.1 Har du fast kjæreste?

- 1  Ja, har kjæreste nå, han/hun er  år  
2  Nei, men jeg har hatt kjæreste tidligere  
3  Nei, jeg har aldri hatt fast kjæreste

12.2. Har du noen gang vært forelsket

- |                   | Nei                      | Ja                       | Usikker                  |
|-------------------|--------------------------|--------------------------|--------------------------|
| i en jente? ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I en gutt? .....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12.3. Har du hatt noen form for seksuelt omgang med personer av samme kjønn som deg selv (klining, beføling, samleie og lignende)?

- Ja  Nei

12.4. Hva regner du som din seksuelle legning/orientering?

- 1  Heterofil 2  Lesbisk/homofil 3  Biseksuell/bifil 4  Usikker

## U/T13. OM VENNER

13.1 Omtrent hvor mange nære venner har du?(Ta ikke med søsken)

- |  | Ingen                    | 1                        | 2-3                      | 4 eller flere            |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 1                        | 2                        | 3                        | 4                        |
- 13.2 Omtrent hvor mange ganger i uka er du sammen med dem utenom skolen? .....

13.3 Er noen av dine beste venner eldre enn deg?

- 1  Ingen 2  Noen  
3  Omtrent halvparten 4  Alle eller nesten alle

## U/T14. PUBERTETSUTVIKLING

Når man er tenåring er det perioder da man vokser raskt.

14.1 Har du merket at kroppen din har vokst fort (blitt høyere)?

- 1  Har ikke begynt  
2  Har så vidt begynt å vokse raskt  
3  Har helt tydelig begynt å vokse raskt  
4  Det virker som om jeg er ferdig å vokse raskt

14.2 Og hva med hår på kroppen (under armene og i skrittet?) Vil du si at hår på kroppen din har:

- 1  Ikke begynt å vokse enda 2  Har så vidt begynt  
3  Helt tydelig begynt å vokse 4  Det virker som om håret på kroppen er utvokst

14.3 Har du begynt å få uren hud, f.eks kviser?

- 1  Ikke merket noe enda 2  Har så vidt begynt  
3  Har helt tydelig begynt 4  Har hatt uren hud en god stund

## BARE FOR JENTER:

14.4 Har du begynt å få bryster?

- 1  Har ikke begynt ennå 2  Har så vidt begynt  
3  Har helt tydelig begynt 4  Det virker som om brystene er fullt utviklet

## BARE FOR GUTTER:

14.5 Har du begynt å komme i stemmeskiftet?

- 1  Har ikke begynt ennå 2  Har så vidt begynt  
3  Har helt tydelig begynt 4  Det virker som om stemmeskiftet er helt ferdig

14.6 Har du begynt å få bart eller skjegg?

- 1  Har ikke begynt ennå 2  Har så vidt begynt  
3  Har helt tydelig begynt 4  Har fått en god del skjeggvekst

## U/T 15. HVORDAN ER DU?

Nedenfor er en liste over egenskaper folk kan ha. Vennligst kryss for det som stemmer eller ikke stemmer for deg.

	Stemmer ikke i det hele tatt	Stemmer nok så dårlig	Stemmer omtrent	Stemmer nok så godt	Stemmer helt
Forsvarer mine meninger .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tar hensyn til andre .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sterk personlighet .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forståelsesfull .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Har lederegenskaper .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trøster gjerne andre .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Villig til å ta sjanser .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Varm .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sier hva jeg mener .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vennlig .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

TIL SLUTT VIL VI SPØRRE DEG OM DITT SAMTYKKE TIL Å KONTAKTE DEG IGJEN FOR EVT. VIDERE UNDERSØKELSER:  JA  NEI

# U DEARVVASVUOĐA - ISKKADEAPMI

Beaivi goas deavddát:

Beaivi   Mánnu   Jahki

## U1. IEŽAN DEARVVASVUOHTA

### 1.1 Mo lea dál du dearvasvuohhta?

(Russe dušše oktii)

Heittot  <sub>1</sub> li áibbas buorre  <sub>2</sub> Buorre  <sub>3</sub> Hirbmat buorre  <sub>4</sub>

### 1.2 Leago dus, dahje leago dus leamaš? (Russe oktii juohke linjás) JO II

Astma .....

Suoidneallergiija (pollenallergiija, allergialaš reakšuvdna, golgi njunni, hilašteaddji čalmmit) .....

Eksema .....

Diabetes (sohkardávda) .....

### 1.3 Leago dus leamaš manjimus 12 mánus? (Russe oktii juohke linjás)

Bealljesiedjun .....

Čottavuolši (uhcimusat 3 geardde) .....

Bronkihtta dahje geahpesboaldáhat .....

Psykalaš givssit man dihtii leat ohcan veahki .....

Duodalaš vahát dahje dávda .....

Jus vástidit «JO», makkár duodalaš vahát dahje dávda lei dat:

### 1.4 Leago dus dát doaimmashehttejupmi?

(Russe dušše oktii)

	li	Juo, veháš	Juo, olu
Lihkadanhehttejupmi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heajos oaidnu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heajos gullu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.5 Leatgo manjimus 12 mánus mángii váivašuvvan

bákcasiiguin? (Russe oktii juohke linjás)

	JO	IN
Oaivvis (bávččas, migrene ds.)	<input type="checkbox"/>	<input type="checkbox"/>
Niskkis/oalggis	<input type="checkbox"/>	<input type="checkbox"/>
Giedain/julggiin/čippiin	<input type="checkbox"/>	<input type="checkbox"/>
Čoavjgis	<input type="checkbox"/>	<input type="checkbox"/>
Čielggis	<input type="checkbox"/>	<input type="checkbox"/>

Jus vástidit «IN» visot 1.5 gažaldagain: Njuike de U2:i.

### 1.6 Leatgo dáid bákcasiid geažil leamaš ruovttus go galget skuvlii?

Almmut vel su. galle skuvlabeaivvi manjimus 12 mánus. (Russe dušše oktii)

In	Jo, 1-2 beaivái	Jo, 3-5 beaivái	Jo, 6-10 beaivái	Jo, badjel 10 beaivái
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

### 1.7 Leatgo bákcasiid geažil geahpedan doaimmaid astoáiggis?

JO	IN
<input type="checkbox"/>	<input type="checkbox"/>

## U2. BÁTNEĐIKŠUN

### 2.1 Oaivvildatgo ahte dus leat buoret dahje heajut bánít go eará du ahkašaš nuorain? (Russe dušše oktii)

Buoret  <sub>1</sub> Nugo eanaš earáin  <sub>2</sub> Heajut  <sub>3</sub> In diede  <sub>4</sub>

### 2.2 Beroštatgo ahte dus leat čáppa bánít? (Russe dušše oktii)

Jo, olu  <sub>1</sub> Jo, veaháš  <sub>2</sub> In  <sub>3</sub>

### 2.3 Man dávjá gealat bánídat? (Russe dušše oktii)

Mángii beaivái	Oktii beaivvi	Juohke nuppi beaivvi	Hárvvit go juohke nuppi beaivvi
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

### 2.4 Leago leamaš bátnevárka ráiggi geažil? (Russe mángii jus heive)

Jo, muhto ovdal go skuvlii álgen  Jo, manjil go skuvlii álgen  li goassige  In diede

## U3. LÁŠMMOHALLAN JA FYSALAŠ DOAIBMA

### 3.1 Olggobeal skuvlaáiggi: Gallii vahkus

valáštalat/lášmmohalat nu ahte šieddaluvat dahje bivastuvat?  geardde vahkkui

### 3.2 Sullii galle diimmu vahkkui geavahat dása?

0 diimmu	1-2 diimmu	3-4 diimmu	5-7 diimmu	8-10 diimmu	11 diimmu dahje eanet
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

### 3.3 Gilvvohalatgo valáštallamis/lášmmohallamis?

(Okto dahje searvvis)

### 3.4 Finadatgo luonddus (mehciin ja olgun)?

	In goassige	Jo, uhcit go oktii mánnui	Jo, oktii mánnui dahje eanet
Geassit	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
Dálvet	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

### 3.5 Olggobeal skuvlaáiggi: Galle diimmu juohke skuvlabeaivvi (vuossárg-gas bearjadahkii) čohkkát gaskamearalaččat TV, video, ja/dahje PC (spealu ja internehta) ovdas?

Gitta 1 diimmu	1-2 diimmu	3-5 diimmu	Badjel 5 diimmu
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

### 3.6 Mo manat dábálaččat skuvlii geassejahkebealis? (Russe dušše oktii)

Bussiin/togain ds. (almmolaš sáhttu) .....  <sub>1</sub>

Biillain/mopedain .....  <sub>2</sub>

Syhkkeliiguin .....  <sub>3</sub>

Vácci .....  <sub>4</sub>

### 3.7 Man guhkes skuvluuodda lea dus?

Vuollet 2 km  <sub>1</sub> 2-4 km  <sub>2</sub> Badjel 4 km  <sub>3</sub>

Ále čále dákkko: 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. BORGGUHEAPMI, GÁRRENÁVDNASAT JA DOPA

### 4.1 Borgguhatgo, dahje leatgo borgguhan? (Russe dušše oktii)

In goassige Jo, muhto lean heaitán Jo, muhtimin Jo, juohke beaivvi

1  2  3  4

Jus leat vástidan «IN GOASSIGE»: de njuike 4.3 čuoggái.

### 4.2 Man boaris ledjet go borgguhšoghtet? jagi

### 4.3 Geavahatgo dahje leatgo geavahan snuvssa dahje njunneuhpáha dahje sullasačča? (Russe dušše oktii)

In goassige Jo, muhto lean heaitán Jo, muhtimin Jo, juohke beaivvi

1  2  3  4

### 4.4 Borgguhago oktage geaiguin ovttas ásat? (Russe oktii dahje moddii)

Jo, eadni Jo, áhčči Jo, oappát/vieljat Jo, earát li

1  2  3  4  5

### 4.5 Leatgo goassige alkohola juhkan?

(omd. vuola alkoholain, «rusbrus», viinni, buolleviinni dahje godena)

Jus vástidit «IN»; de njuike 4.8 čuoggái.

### 4.6 Leatgo goassige nu olu alkohola juhkan ahte leat leamaš gárremiin (juhkan)? (Russe dušše oktii)

In goassige Jo, oktii Jo, 2-3 geardde Jo, 4-10 geardde Jo, badjel 10 geardde

1  2  3  4  5

### 4.7 Sullii gallii leat manimus jagis juhkan alkohola? (Russe dušše oktii)

(Geahppavuolla ja alkoholahis vuolla ii lohko)

4-7 geardde vahkkui 2-3 geardde Sullii oktii 2-3 geardde

1  2  3  4

Sullii oktii Moddii In leat juhkan In leat goassige

mánnui manimus jagis alkohola manimus jagi juhkan alkohola

5  6  7  8

### 4.8 Leatgo goassige geahččalan dopenávdnasiid? (Russe dušše oktii)

In goassige Jo, oktii Jo, mángii Jo, geavahan jeavddalaččat

1  2  3  4

## U5. BORRAN, JUHKAN JA BORRANVIERUT

### 5.1 Man dávjá borat dábaláččat dáid borramušaid? (Russe oktii juohke linjás)

	Hárve/ in goassige	1-3g. mánnui	1-3g. vahkkui	4-6g. vahkkui	1-2g. vahkkui	3g, dahje eanet beaivái
Šattuid, murjiid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vuosttá (juohkelágan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budehiid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vuššon ruotnasiid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Varas ruotnasiid/ saláhta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buoiddes guoli (omd. luosa, dápmoha, makrealla, saliiha)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Šuhkuláda/njálgáid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chips, budetbihtáid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.2 Olu jugat dábaláččat dáid: (Russe oktii juohke linjás)

(1/2 líhter = 3 glása)

	Hárve/ in goassige	1-6 glása vahkkui	1 glása beaivái	2-3 glása beaivái	4 glása dahje eanet beaivái
Ollesmielkki, kefira, yoghurta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geahppamielkki, cultura, geahppayoghurta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skummamielkki (suvrra/čielga)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cola/sohkarbruvssa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cola/«light» bruvssa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Šaddojuica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Máihlli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Čázi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## U5. Borran, juhkan ja borranvierut (joatka)

### 5.3 Makkár vuoja geavahat dávjimusat láibbi alde? (Russe dušše oktii)

Vuoja/garra Dipma/geahppa  
margariinna margariinna Oljjuid In geavat

1  2  3  4

### 5.4 Man dávjá borat dáid borramiid dábaláš vahkus? (Russe oktii juohke linjás)

	Hárve/ in goassige	1-2 geardde vahkkui	3-4 geardde vahkkui	5-6 geardde vahkkui	Juohke beaivvi
Iditborramuša	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ovdalgaskabeaiborra- muša/niesti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mállásiid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.5 Olu ruđa geavahat vahkkui snop, snacks, cola/bruvssa ja geaidnogievkkanborramušaide? (Russe dušše oktii)

0-25 ru 26-50 ru 51-100 ru 101-150 ru 151-200 ru badjel 200 ru

1  2  3  4  5  6

### 5.6 Geavahatgo dáid biebمولasáhusaid: Jo, beaivválaččat Muhtimin In

Trána, tránatablehtaid, guolleuodja-  
tablehtaid?

Vitamiidna- ja/dahje minerála-  
lasáhusa?

### 5.7 Leatgo goassige geahččalan guoiradit iežat? (Russe dušše oktii)

In goassige Jo, ovdal Jo, dál Jo, čadat

1  2  3  4

Jus vástidit «IN GOASSIGE»; de njuike 5.9 čuoggái.

### 5.8 Maid leat dahkan guoiradeamis? (Russe oktii juohke linjás)

	In goassige	Hárve	Dávjá	Čadat
Borran uhcit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fástudan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hárjehallan eanet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vuovssadan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geavahan baikindálcasiid dahje čáhcevuojehandálcasiid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Borran gallehan- dahje nealge- láivudeaddjidálcasiid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.9 Olu deddet go manimus vihkkejit iežat? olles kg

### 5.10 Man allat ledjet go manimus mihtidit iežat? olles cm

### 5.11 Maid oaivvildat iežat deattu birra? (Russe dušše oktii)

Deaddu Lean veaháš Lean menddo Lean veaháš Lean menddo  
lea OK menddo lossat lossat menddo geahpas geahpas

1  2  3  4  5

### 5.12 Beroštan olu iežan deattus. (Russe dušše oktii)

Ovttamielas  Veaháš ovttamielas  In ovttamielas

### 5.13 Man deattu in livččet duhtavaš dál («čálgodeaddu»)? olles kg

### 5.14 Leatgo dikšojuvvon borranvátu geažil? (Russe dušše oktii)

In In, muhto háliidivččen veahki Jo

## U6. DÁVGGUT JA HÁLDDAŠEAPMI

### 6.1 Vulobeal listtus leat mánggalágan givssit. Leatgo dáid dovdan manimus vahkkus (otnáš rádjai)? (Russe oktii juohke linjás)

	In giksa- šuvvan	Veaháš giksašuvvan	Viehka olu	Hirbmat olu
Fáhka balu siva haga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovdan leat balus dahje árgi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skurvasa dahje oaivejorrama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovddan iežan čavgen dahje huššas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Álkit sivahalan iežan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oadđinváttisvuodat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## U6. Dávvgut ja hálddašeapmi (joatkka)

	In giksašuvvan	Veaháš giksašuvvan	Viehka olu	Hirbmat olu
Hurvvas, lossamielat (váivvis) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovddan leat ávkemeahtton, unnán árvvus .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovddan ahte visot lea lossat .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovddan eahpedoaivvu boahhteáiggi ektui .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

### 6.2 Vulobealde leat soames dajahusat. (Russe oktii juohke linjás)

	Áibbas boastut	Oalle boastut	Oalle riehta	Áibbas riehta
Nákcen álo čoavdit stuorra váttisvuodaid jus doarvái garrasit geahččalan ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jus oktage bargá mu vuostá, de sáhtán gávdnat vugiid vai manná mu miela mielde .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jus mus lea váttisvuhta ja lean darvnan, de dábálaččat beasan das .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean vissis dasa ahte nákcen hálddašit vuorddekahtes dáhpáhusaid beaktilit ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orun lotka go šaddet váttisvuodas, go luohrán iežan hálddašan-/lihkostuvvangálggaide .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

### 6.3 Leatgo manjimus 12 mánuis ieš vásihan maidege dáin:

(Russe oktii juohke linjás)

	JUO	IN
Váhnemat (fuolaheaddjit) leat šaddan bargguheamit dahje bargonávccaheamit .....	<input type="checkbox"/>	<input type="checkbox"/>
Ieš duodalaččat lean buohcan dahje vahágahtton .....	<input type="checkbox"/>	<input type="checkbox"/>
Lagaš olmmoš duodalaččat lea buohcan dahje vahágahtton ..	<input type="checkbox"/>	<input type="checkbox"/>
Lagaš olmmoš jápmán .....	<input type="checkbox"/>	<input type="checkbox"/>
Seksuálalaš illasteami (omd. nuoladeami, iskama, bággejuvnon ánašeami) .....	<input type="checkbox"/>	<input type="checkbox"/>

### 6.4 Leatgo ovttaga dáin vásihan?

(Russe oktii juohke linjás)

	In	Jo, muhtimin	Jo, dávjá
Olu bargu skuvllas .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earáin garra deaddu lihkostuvvat/bures bargat skuvllas .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hui váttis čohkket jurdagiid diimmuin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hui váttis áddet oahpaheaddji go son oahpaha ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 6.5 Leatgo fágabargit dadjan ahte dus leat dahje leat leamaš čállinváttisvuodát? (Russe dušše oktii)

Jo, stuorra	Jo, gaskageardán	Jo, veaháš	Eai
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

### 6.6 Leatgo manjimus 12 mánuis dovdan váttisvuodaid ahte skuvllas/skuvla- luottas givssiduvvot? (Russe dušše oktii)

In goassige	Muhtimin	Sullii oktii vahkkui	Mángii vahkkui
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

## U7. DEARVVASVUODABÁLVALUSAIÐ GEAVAHEAPMI

### 7.1 Leatgo manjimus 12 mánu ieš geavahan?

(Russe oktii juohke linjás)

	In oktiige	1-3 geardde	4 geardde dahje eanet
Skuvldearvasvuodabálvalusa .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuoraid dearvasvuodabálvalusa .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dábálaš doaktára .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PP-bálvalusa .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psykologa dahje psykiahtera (priváhta dahje poliklinihka) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bearrárddeaddi .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eará spesialista (priváhta dahje poliklinihka) ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doavttervávtta (priváhta dahje almmolaš) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buohcceviessosisačáliheami .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gieldda sosiálbálvalusa .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fysioterapevta .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## U7. DEARVVASVUODABÁLVALUSAIÐ GEAVAHEAPMI (joatkka)

	In oktiige	1-3 geardde	4 geardde dahje eanet
Bátnedoaktára/skuvlabátnedoaktára .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Molssaevttolaš divššára .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## U8. OAHPPAN JA OAHPPANPLÁNAT

### 8.1 Mii lea alimus oahppu maid leat jurddašan váldit? (Russe dušše oktii)

Alitdási universitehta dahje allaskuvlaoahpu (Omd. lektor, advokáhta, siviilaingeneara, bátnedoavttir, doavttir, psykologa, siviilaekonomia) .....	<input type="checkbox"/> 1
Gaskadási universitehta dahje allaskuvlaoahpu (omd. cand.mag. oahpaheaddji, sosionoma, buohccedivššár, boles, ingeneara, journalista) .....	<input type="checkbox"/> 2
Joatkka dábálašfága/ekonomalaš hálddahušlaš fágaid .....	<input type="checkbox"/> 3
Fidnofágalaš oahpu joatkkaskuvllas (koahkka, vuoktačuohppi, huksenfága, elektrofága, dearvasvuoda- ja sosiálfága js.) .....	<input type="checkbox"/> 4
Jagi joatkkaskuvllas .....	<input type="checkbox"/> 5
Eará: .....	<input type="checkbox"/> 6
In leat mearridan .....	<input type="checkbox"/> 7

### 8.2 Olu go geavahit iežat ruđain manjimus vahku? ru.

(Smávvaostimat ja stuorát biergasiid nugo musihkarusttega)

### 8.3 Leago dus bálkábargu skuvlajagis? JO II

Jus vástidit «JO»: Galle diimmu barggat vahkus? su. <input type="text"/> olles diimmu
Olu diinet gaskamearálaččat mánnui dán barggus? ru. <input type="text"/>

### 8.4 Makkár árvosáni ožžot manjimus háve arvosátnegirjái?

(Bija dušše olles lohkoárvosániid)

Rehket	Čálalaš dárugiella	Eangalasgiella	Servodatfága
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## U9. BAJÁŠŠADDAN JA GULLEVAŠVUOHTA

### 9.1 Man guhká leat Norggas ássan? olles jagi

### 9.2 Man guhká leat ássan doppe gos dál ásat? olles jagi

### 9.3 Leatgo fárren 5 manjimus jagis? (Russe dušše oktii)

In	Jo, oktii	Jo, 2-4 geardde	Jo, 5 geardde dahje eanet
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

### 9.4 Mu váhnemat leat: (Russe dušše oktii)

Náitalan/ ovttasássit	Náitalkeahhtá	Earránan/ earráneaddji	Nubbi dahje guktot leaba jápmán	Eará
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

### 9.5 Gos leaba du váhnemat riegeadan?

Norggas	Eará riikkas	Man riikkas:
Áhčči <input type="checkbox"/>	<input type="checkbox"/>	Áhčči: _____
Eadni <input type="checkbox"/>	<input type="checkbox"/>	Eadni: _____

### 9.6 Jáhkán ahte mu bearrašis, earáid ektui Norggas, lea: T

(Russe dušše oktii)

Heajos ráddi	Gaskageardán ráddi	Buorre ráddi	Hirbmat buorre
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

### 9.7 Leago áhčči ja /dahje eadni dál barggus?

	Jo, ollesáiggis	Jo, oasseáiggis	Bargguheapme/ oajus	Ruovttus	Vázzá skuvlla/ studere	Jápmán
Áhčči: <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	
Eadni: <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	

## U9. Bajássaddan ja gullevašvuoha (joatka)

Jus áhčči ja /dahje eadni leaba barggus, makkár bargu lea sudnos?

Áhčis: \_\_\_\_\_

Čále oanehaččat maid barggus dahká:

Eatnis: \_\_\_\_\_

Čále oanehaččat maid barggus dahká:

## U10. BEARAŠ JA USTIBAT

### 10.1 Geainna ásat dál ovttas? (Russe dušše oktii)

(Ale váldde oappáid/vieljaid ja oabbábeliid/vielljabeliid mielde)

Sullii seamma olu  
Etniin ja áhčiin <sub>1</sub> Dušše etniin <sub>2</sub> Dušše áhčiin <sub>3</sub> eatni go áhči luhtte <sub>4</sub>

Etniin dahje áhčiin <sub>5</sub> odđa ovttasássiin <sub>6</sub> dahje náittosguimmiin <sub>7</sub> Biebmováhnemiin <sub>8</sub> Earáiguin <sub>9</sub>

### 10.2 Galle oappáin/vieljain dahje oabbábeliin/vielljabeliin ásat ovttas?

Galle oappáin/vieljain

### 10.3 Gallis sis leat du ahkahaččat dahje du boarrásat?

Galle oappá/vielja

### 10.4 Go jurddašat bearrašat birra, dajašit go dalle: (Russe oktii juohke linjás)

	Ovttamielas	Belohakkii ovttamielas	Belohakkii vuostá	Áibbas vuostá
Dovddan gullat iežan bearrašii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu bearrašis váldet mu duodas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bearaš deattuha mu oaiviliid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mearkkašan olu iežan bearrašii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sáhtán vuordit ahte bearraš mu veahkeha go dan dárbbášan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 10.5 Makkár gaskavuoha lea dus váhnemiiddát? (Russe oktii juohke linjás)

	Lea hui duohta	Lea oalle duohta	li leat nu duohta	li oppa leatge duohta
Mu váhnemat dihtet gos lean ja maid dagan vahkkoloahpaid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu váhnemat dihtet gos lean ja maid dagan árgabeivviid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu váhnemat dihtet geaiguin lean ovttas astoáiggis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu váhnemat liikojit daid ustibiidda geain lean ovttas astoáiggis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 10.6 Go jurddašat ustibiiddát birra, dajašit go dalle: (Russe oktii juohke linjás)

	Ovttamielas	Belohakkii ovttamielas	Belohakkii vuostá	Áibbas vuostá
Dovddan lagaš gullevašvuoda ustibiiddášan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu ustibat deattuhit mu oaiviliid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sáhtán leat veahkin/leat doarjjan ustibiiddášan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sáhtán vuordit ahte ustibat veahkehit mu go dan dárbbášan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 10.7 Earret du lagaš bearraš, gallis leat du nu lahka ahte sáhtát vuordit veahki jus dus:

Leat persovnnalaš váttisvuodát   Galle olbmo

Leat geavtlaš váttisvuodát   Galle olbmo

(omd. skuvlabarguin)

### 10.8 Leatgo ieš illastuvvon (čorbmon, čikčon js.) manimus 12 mánuš?

(Russe dušše oktii)

In goassige <sub>1</sub> Jo, dušše nuorain <sub>2</sub> Jo, dušše rávisolbmuin <sub>3</sub> Jo, sihke nuorain ja rávisolbmuin <sub>4</sub>

## U11. SEKSUÁLALAŠ GEAVAHUS JA PREVENŠUVDNA

11.1 Leatgo goassige anašan? <sub>1</sub> Jo, ovttain <sub>2</sub> Jo, moaddásiin <sub>3</sub> In <sub>4</sub>

Jus vástidit «IN», de njuike U12:i

11.2 Ahki vuosttas geardde?   Ledjen   jahkášaš

### 11.3 Geavahitgo/geavaheiddego prevenšuvdna manimus anašeamis?

In/ean	Jo, kondoma	Jo, p-pillaid/p-cirgganasa	Jo, eará	In diede
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

11.4 Leatgo goassige leamaš áhpeheapme/dagahan nieidda áhpeheapmin?    JO IN In, diede

Jus vástidit «JO»:

Man boaris ledjet go dát dáhpáhuvai?   Ledjen   jahkášaš

Váldetgo ogi eret?    JO IN In, diede

## U12. DÁLKASIID GEAVAHEAPMI JNA.

### 12.1 Man dávjá leat manimus 4 vahkus geavahan dáid dálkasiid?

(Russe oktii juohke linjás)

Dálkasiiguin oaivildat apotehkas oston dálkasiid. Biebمولasáhus ja vitaminnat eai lohko dás mielde.

	In goassige	Beaivvá-laččat	Juohke vahku, muhto in beaivvá-laččat	Hárvvit go juohke vahku	In geavahan manimus 4 vahku
Bávččasvuogiheaddji resepta haga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bávččasvuogiheaddji resepttain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allergi-dálkasiid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Astma-dálkasiid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oaddindálkasiid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ráfohandálkasiid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dálkasiid hurvi vuostá	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eará dálkasiid resepttain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 12.2 Čále daid dálkasiid namaid maid leat russen bajábealde, ja manne geavahit dáid dálkasiid (dávda dahje dávdamearka)

(Russe dasa man guhká leat dálkasiid geavahan)

Dálkasiid nama:	Manne geavahan dálkasiid:	Gitta 1 jagi	1 jagi dahje guhkit
(okta nama juohke linjás)		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

Jus dás ii leat doarvái sadji, de sáhtát joatkit eará báhpárii, maid de bijat mielde.

## NIEIDDAIDE GAŽALDAGAT

12.3 Leatgo mánnodávddaid ožžon?   JO IN

Jus vástidit «IN», njuike 12.5:i

### 12.4 Man boaris ledjet go vuosttas geardde ožžot mánnodávddaid?

Ledjen   jahkášaš

### 12.5 Geavahitgo, dahje leatgo geavahan? (Russe oktii juohke linjás)

	Dál	Ovdal, muhto in dál	In goassige
P-pillaid/minipillaid/p-cirgganasa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eará prevenšuvdna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Makkár prevenšuvdna?: \_\_\_\_\_

### 12.6 Dutnje gii geavahat p-pillaid/minipillaid:

Makkár mearkka geavahat dál? \_\_\_\_\_



## U/T1. DU NANA JA HEAJOS BEALIT

### 1.1 Vástit dan vuodul mo dus leamaš 6 manjimus mánus.

(Russes oktii juohke linjás)

	li duohta	Belohahkii duohta	Duohta
Geahččalan leat earáiguin smadáhkkes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beroštan sin dovdduin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean staduheapme. In sáhte leat guhká jaskat ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mus lea dávjá oaivebávččas, čoavjebávččas dahje váibmogákkahat .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juogadan áinnas earáiguin (borramuša, spealaid, eará) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dávjá suhtan ja lean nivssáhahkes .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean dávjá okto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doaimmahan dábálaččat áššiid okto. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dagan dábálaččat masa gohčohalan .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hui olu váivašuvan .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mun veahkehan jus soames lea bávččagahtton, váivvis dahje illáveaje .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean jámma ráfeheapme dahje lihkaeamen ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mus lea okta dahje mánga buori ustiba .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doarun olu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oaččun earáid dahkat nu mo sidan. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean dávjá váivvis, šlunddas dahje čierostuvan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu ahkahaččat dábálaččat liiokijt munnje .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mun álkit sollašuvan, mu mielas lea váttis čohkket jurdagiid .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balan go lean odđa diliin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Šattan álkit eahpesihkar .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean šiega nuorabuin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dávjá sivahallon ahte gielistan dahje dájuhan ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eará mánát dahje nuorat bieguhít dahje givssidit mu .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fálan dávjá earáide veahki (váhnemiidda, oahpaheaddjiide, eará mánáide/nuoraide) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smiehtastan ovdal go barggan .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Válddán biergasiid mat eai gula munnje, sihke ruovttus, skuvllas dahje eará sajis .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soabadan buorebut ollesolbmuiguin go iežan ahkahaččaiiguin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mus lea olu mas balan, álkit suorganan .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ollašuhan barggaid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nagodan čohkket jurdagiid .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 1.2 Oktiihuot, orrotgo dus leamen váttisvuodát ovttá dahje moatti dáid oktavuodain: dovdduiguin, jurdagiid čohkkemiin, láhttemiin dahje earáiguin soabademiin?

In	Jo, veaháš váttis	Jo, viehka váttis	Jo, duodaid váttis
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

JUS LEAT VÁSTIDAN «JO», DE VÁSTIDAT DÁID GAŽALDAGAID:

#### Man guhká leat dus leamaš dát váttisvuodát?

Vuollel mánu	1-5 mánu	6-12 mánu	Badjel jagi
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

#### Muosehuttetgo dahje givssiditgo du dát váttisvuodát?

Eai oppanassiige	Dušše veaháš	Oalle dávjá	Olu
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

#### Čuhcetgo dát váttisvuodát moktege du beaivválaš eallimii dáid oktavuodain?

	Eai oppanassiige	Dušše veaháš	Oalle dávjá	Olu
Ruovttus/bearrašis .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ustibiid gaskavuodas .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oahppamii skuvllas .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Astoáigedoaimmain .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## U/T

### Leatgo váttisvuodát noadđin earáide (bearrašii, ustibiidda, oahpaheaddjiide jna.)?

Eai oppanassiige	Dušše veaháš	Oalle dávjá	Olu	T
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>

## U/T2. VÁIVVIT JA VÁTTISVUODAT

### Leago dus manjimus 12 mánus leamaš oktage dáid váttisvuodain?

(Russes oktii juohke linjás)

	Eai goassige	Jo, muhtimin	Mángii	Hui dávjá
Nákkáhállan dahje riiddut du váhnemiiguin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Váivvit seksualitehta ektui .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psykalaš váttisvuodát váhnemiin/fuolaheaddjiin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Váttisvuodát ustibiid ektui .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruhtaváttisvuodát váhnemiin/fuolaheaddjiin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gárrenmirkkováttisvuodát váhnemiin/fuolaheaddjiin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## U/T3. VEAHÁŠ BORGGUHEAMI, GÁRRENÁVDNASIID JA GUOTTUID BIRRA

	Áibbas ovtamielas	Belohahkii ovtamielas	Belohahkii vuostá	Áibbas vuostá
Nuoraide lea álki fidnet sigarehtaidda/duhpáha .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuoraide lea álki fidnet vuola .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuoraide lea álki fidnet viinni/buolliviinni .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuoraide lea álki fidnet hášša .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuoraide lea álki fidnet «partydopa» (ecstasy, amfetamin, GHB, kokain jna.) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuoraide lea álki fidnet «dopen-ávdnasiid» (anabile steroidat, testosteron jna.) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu ahkahaš nuoraide lea OK borgguhit .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu ahkahaš nuoraide lea OK juhkat alkohola feasttas .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu ahkahaš nuoraide lea OK borgguhit hášša .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Galgašii leat lobálaš geavahit hášša .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## U/T4. GEAINNA SÁHTÁT HÁLEŠTIT

### Jus dus leat váttisvuodát iežainat, geainna dovddat ahte sáhtát háleštít dan birra? (Russes ovtta molssaeavttu juohke linjás)

	Jo	In	In diede
In ovttainge .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ustibiin/Ustibiiguin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ustijjoavkkuin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vieljaiguin/Oappáiguin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Váhnemiiguin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oahpaheaddjiin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dearvasvuodabuohccidivššáriin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doaktáriinnán .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eará fulkkiiguin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eará rávisolbmuiguin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## U/T5. DU SKUVLADILLI

### 5.1 Mo dus lea skuvllas? (Russes oktii juohke linjás)

	Áibbas ovttamielas	Belohakkii ovttamielas	Belohakkii vuostá	Áibbas vuostá
Mun loavttán skuvllas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mus lea hui olu oktasaš earáiguin luohkás	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovddan gullamin luohkkái	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mus orrot buorit vejolašvuodat hállat eatnigiela mieloahppiiguin skuvllas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovddan ahte mus lea giellaváttis- vuohka ( go lea eará eatnigiella go dárogiella)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Luohkká deattuha mu oaiviliid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oahpaheaddjit deattuhit mu oaiviliid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oahpaheaddjit atnet mu árvvus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oahpaheaddjit veahkehit mu fágaiguin go dan dárbbášan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oahpaheaddjit veahkehit mu iežan váttisvuodaiguin jus dan dárbbášan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

### 5.2 Man álki lea dutnje oazžut odđa ustibiid skuvllas?

(Russes oktii juohke linjás)

	Álo álki	Dábálaččat álki	Dábálaččat válttis	Álo válttis
Nuoraid gaskkas geain lea seamma kultuvrralaš duogáš go mus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuoraid gaskkas geain lea eará kultuvrralaš duogáš go mus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

Jo In Jus «jo», gos eret (Čilge dárkilit)

Leatgo biebmománna?

### 5.3 Háliidat go ássat ruovttubáikái go oahpuin leat geargan?

- 1  Jo, áinnas 2  Jo, jus nu šaddá
- 3  Eahpesihkar 4  In, háliidan eará báikái ássat

## U/T6. GASKAVUOHTA DU BEARRAŠII

### Man dehálaš lea dutnje: (Russes oktii juohke linjás)

	Hirbmat dehálaš	Oalle dehálaš	Veaháš dehálaš	li oppa dehálašge
Duhtadit du bearraša dárbbuid, vaike du dárbbut leat earálágan go sin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garvit nákkáhallama du bearraša eará miellahtuiguin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bidjat bearraša dárbbuid du iežat ovddabeallái	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juogadit iežat dinggaid (opmo- daga) earáiguin bearrašis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juogadit iežat ruđa du bearrašiin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eallit du bearraša vuordámušaid ektui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doallat oktavuoda ádjáiguin/áhkuiiguin, siesáiguin, muotáiguin, etnuiguin, čeziiguin, risváhnemiiguin jna.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

## U/T7. KULTUVRA JA OKTAVUOHTA

Sáhtát dovdat iešguđet čearddalaš dahje kultuvrralaš joavkku miellahtun,  
nugo sámii, suoma, kveana, ruošša, tamila jna. ja sáhtát seammás dovdat  
ahte leat stuorát servodaga oassin nugo dáža.

### 7.1 Dál muhtin dahjusat čearddalaš joavkkuid oktavuodaidd birra?

(Russes oktii juohke linjás)

	Áibbas ovttamielas	Belohakkii ovttamielas	Belohakkii vuostá	Áibbas vuostá
Liikon seamma bures leat ovttas dážaiguin go eará čearddalaš joavkkuid ja kultuvrraid olbmuiguin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

Áibbas  
ovttamielas Belohakkii  
ovttamielas Belohakkii  
vuostá Áibbas  
vuostá

Liikon buoremusat leat ovttas seamma

čearddalaš joavkku olbmuiguin go ieš lean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu mielas galggašedje eará čearddalaš joavkku ja kultuvrraid olbmot heivehit iežaset norgga kulturvieruide <u>eaige</u> doalahit iežaset vieruid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mus lea seamma buorre gaskavuohka dážaide go iežan kultuvrra olbmuide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go jo ásan Norggas, lea buoremus ahte ealán justa nugo norgalaš	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu mielas galget eará kultuvrralaš duogáš olbmot eallit nugo dahket iežaset joavkkus/kultuvrras, vaike elletge Norggas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mu mielas lea váttis válljet galgan go eallit nugo norgalaš, vai iežan čearddalaš joavkku/kultuvrra mielde	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovddan iežan seamma oadjebas ovttas norgalaččaiguin go iežan čearddalaš joavkku/kultuvrra olbmuiguin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

### 7.2 Maid anát iežat? (Russes oktii juohke linjás)

	Áibbas ovttamielas	Belohakkii ovttamielas	Belohakkii vuostá	Áibbas vuostá
<b>Anán iežan:</b>				
Norgalažžan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sápmelažžan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kveanan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suopmelažžan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eará (manin)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	3	2	1

Lean atnán ággi gávnnahit eanet iežan etnalaš joavkku birra, nugo historjja, árbevieruid ja dábiid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searvvan servviide dahje sosiála oktavuodaide main leat eanaš mu čearddalaš joavkku miellahtut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mus lea čielga aidnu iežan čearddalaš duogáži ja maid dat mearkkaša munnje	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jurddašan olu ahte mo mu čearddalaš gullelašvuohka váikkuha mu eallima	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean ilus go gulan dan jovkui masa gulan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mus lea nana dovdu ahte gulan iežan čearddalaš jovkui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mun ádden bures maid mu čearddalaš gullelašvuohka mearkkaša munnje	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oahppan dihtii eanet iežan duogáža birra, de lean dávjá hállan earáiguin iežan čearddalaš gullelašvuoda birra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean hirbmat čevalái čearddalaš joavkkui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searvvan kultuvrralaš doaimmaide ja vieruide iežan čearddalaš joavkkus, nugo árbevirolaš málesteamis, musihkas dahje eará vieruin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovddan nana gullelašvuoda iežan čearddalaš jovkui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean duhtavaš čearddalaš dahje kultuvrralaš duogážiinán	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean ilus go lean norgalaš	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovddan ahte lean norgga kultuvrra oassin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	3	2	1

⊥

**Mu čearddalašvuohhta** (čále ovtta dahje moatti vulobeale loguin)  
1-Norgga 2-Sámi 3-Kveana 4-Suoma 5- Eará (čále man)

**Áhči čearddalašvuohhta** (geavat bajábeal logu): .....

**Eatni čearddalašvuohhta** (geavat bajábeal logu): .....

**7.3 Makkár giela hálat don ja du bearáš?**

(Russes oktii dahje moddii)

	Dároggiella	Sámeigiella	Kveana-/suomagiella	Eará giela
Ruovttus lean oahppan .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. giella skuvllas .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. giella skuvllas .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Áhčči hállá .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eatni hállá .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Áhčieatni hállá/hálai .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Áhčihčči hállá/hálai .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eatnieadni hállá/hálai .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eatniáhčči hállá/hálai .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7.4 Gulletgo don, du váhnemat/fuolaheaddjit ja ádját/áhkut dihto oskoser-  
vodahkii?** (Russes gokko dutnje, du váhnemiidda/fuolaheaddjiide ja  
ádjáide/áhkuide heive)

	leš	Eatni	Áhčči	Ádját/áhkut
Stáhtagirkui .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lestadianismii .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eará (Hellodastubiidda, Jehova duodašteaddjiide) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7.5 Go mánggalágan duogáš olbmot leat ovttas, sáhtta dovdat ahte  
vuoigatmeahtumit meannuvvo. Dát dahjus lea dan birra.**

(Russes oktii juohke linjás)

	Áibbas ovttamielas	Belohahkii ovttamielas	Belohahkii vuostá	Áibbas vuostá
Mu mielas leat earát meannudan vuoigat- meahtumit dahje unohasat mu kultuvrra olbmuid .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eará kultuvrra olbmot eai oro mu dohkkeheamen .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dovddan ahte eará kultuvrra olbmot leat mu vuostá .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean hárdášuvvon ja loavkašuvvon kultuvrralaš duogázan geažil .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lean áitojuvvon ja fallehuvvon kultuvrralaš duogázan geažil .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

**U/T8. BORRANDÁBIT**

**Man dávjá borat dáid borramušaid?** (Russes juohke linjás)

	Hárve/ in goassige	1-3 g. mánui	1-2 g. vahkui	2-4 g. vahkui	5-7 g. vahkui
Vuššon guoli .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guoli (makkár dal leš) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Báiston bierrgu (juohkelágan, oktan hamburgeriid, márfiid, bierrgogáhkuid) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bohccobierrgu .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goikebierrgu .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruovdetablehtaid .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vitamintab. main lea ruovdi .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

**U/T9. ČOAVJE-/ČOALLEDÁVDAMEARKKAT**

**9.1 Leatgo dus goassige leamaš bákčasat dahje «várka» čovvjis mii lea  
bistán ainjuo 3 mánu?**  Jo  li

**9.2 Jus Jo, gokko čovvjis leat bákčasat?**

Bajit oasis  Vuolit oasis  Miehtá čovvji

**9.3. Dovdgo bávččas dahje «várka» jámma:**

- 1  Ovttahje moatti beaivvi bistá? 2  Vahkuid ain bistá?  
3  Mánuid ain bistá? 4  Čadat?  
5  Maŋŋil borramiid? 6  Ijjaid?

**9.4 Giksašuvvatgo dávjá baggamiin, čovvešnjeoaraidemiin  
dahje olu buoskkuhemiin?**  Jo  In

**9.5 Leago du baika dábálaččat:**

- 1  Dábálaš 2  Vurohagaid garas ja njárbat 3  Njárbat  
4  Garas ja gáhkirlágan 5  Guohca 6  Buoidi ja gearrat

**9.6 Baikkátgo soames áigge 3 dahje eanet geardde beaivái?**

Jo  In

**9.7 Leatgo giksašuvvan čovvjis/čoliin maŋŋilgo mielkki leat juhkan?**

Jo  In

**9.8 Leatgo earáin bearrasís seamma dávdamearkkat čovvjis?**

Eatnis  Áhččis  Oappás/vieljas  li ovttasge  In diede

**9.9 Leago doavttir du iskan dan sivas go lea:**

	JO	II
Čovvebákčasat guhkit áiggi (>3 mánu)? .....	<input type="checkbox"/>	<input type="checkbox"/>
Baikinváttisvuodat? .....	<input type="checkbox"/>	<input type="checkbox"/>
Čottaboaldin/čáhcečoohat? .....	<input type="checkbox"/>	<input type="checkbox"/>
Vuolleis varraproseanta dahje heajos ruovderájus? .....	<input type="checkbox"/>	<input type="checkbox"/>

**U/T10. IEŠVAHÁGAHTTIN**

**10.1 Dovddatgo ovttage gii lea iežas sorbmen?**  Jo  In

**10.2 Jus «jo», leigo:** (Russes oktii dahje moddii)

- 1  Lagaš bearáš? 2  Fuolki? 3  Ustit?  
4  Mieloahppi? 5  Irgi/moarsi? 6  Soames lagasbirrasis?

**10.3 Leatgo goassige jurddašan sorbmet iežat?**  JO  IN

**10.4 Leatgo goassige geahččalan sorbmet iežat?**  JO  IN

**10.5 Leatgo iežat vahágahtán iešdáhtus goassige?**  JO  IN

**Jus leat vástidan «In» visot golmma gažaldahkii bajábealde,  
de njuike Čuoggái U/T11. RISKAGEAVAHUS**

**10.6 Leatgo maŋimus 12 mánu jurddašan sorbmet iežat?**  JO  IN

**10.7 Leatgo maŋimus 12 mánu geahččalan sorbmet iežat?**  JO  IN

**Jus it leat goassige geahččalan sorbmet iežat, de njuike čuoggái 10.13.**

**10.8 Man láhkai geahččalit sorbmet iežat?**

- 1  Henget 2  Pillaiguin/medikamentaiguin  
3  Bastilis ávdnasiin 4  Báhcínvearjjuin  
5  Eará

**10.8.1 Ledjetgo gárreimiin/mirkkonaga go geahččalit  
sorbmet iežat?**  JO  IN

**10.9 Man boaris ledjet go vuosttas geardde  
geahččalit sorbmet iežat?** Ledjen  jagi boaris

**10.10 Gallii leat geahččalan sorbmet iežat?**  Geardde

**10.11 Muitalitgo oktiige ahte geahččalit iežat sorbmet?**  Jo  In

**10.12 Leatgo dearvasvuodabargiguin, doaktáriin,  
dearvasvuodadivššáriin ja/dahje bolesiin leamaš  
oktavuođas iešsorbmemaga geahččaleamis?**  Jo  In

## 10.12.1 Makkár sivva lei dasa go geahččalit sorbmet iežat?

11.13 Leatgo manjimus 12 mánuš vahágahttán iežat iešdáhut? JO IN

## 10.14 Man láhkai vahágahttet iežat?

1  Boaldimiin 2  Skáidnemiin, čuohppamiin, bastilis ávdnasiin  
 3  Rumašosiid huškumiin, oaivenordamiin 4  Eará

## U/T11. RISKAGEAVAHUS

### 11.1 Leago manjimus 12 mánuš geavvan nu ahte go ieš leat geavahan alkohola (Russes oktii juohke linjás)

	Jo, In	1-2 geardde	Jo,mángii / čadat
– Leat dovdan iežat nannosat (luohtán eanet alccen)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Lea leamaš suodjalkeahkes anašepmi (kondoma haga) go leat leamaš juhkan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Leat šaddan riidduide dahje doarrumiidda?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Dovdan ahte du alkoholageavaheapmi lea du fysalaš dearvvasvuhtii čuočan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– Dovdan ahte du alkoholageavaheapmi lea du psykalaš dearvvasvuhtii čuočan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3

### 11.2 Leatgo goassige leamaš mielčuoovu fievrus mas vuoddji lea leamaš juhkan? (Russes oktii dahje moddii)

1  In goassige 2  Jo, mohtorsyhkkeliin  
 3  Jo, muohtaskohteriin 4  Jo, biillain

## U/T12. RÁHKÁSMUVVAN JA SEKSUALITEHTA

### 12.1. Leago dus fásta moarsi/irgi?

1  Jo, mus lea moarsi/irgi, son lea   jahkásaš  
 2  Ii, muhto mus lea ovdal leamaš moarsi/irgi  
 3  Ii, mus ii leat goassige leamaš fásta moarsi/irgi

12.2. Leatgo goassige ráhkásmuvvan In Jo Eahpesihkar  
 niidii?     
 gándii?

### 12.3. Leago goassige leamašan makkárge seksualalaš oktavuohka seamma sohka beali olbmui go ieš leat (cummástallan, njávkadan, anašan ja sullasačča)?

Jo  Ii

### 12.4. Maid anát iežat seksuálalaččat?

1  Heterofiila 2  Lesba/homofiila  
 3  Biseksuála/bifiilal 4  Eahpesihkar

## U/T13. USTIBIID BIRRA

### 13.1 Sullii galle lagaš ustiba leat dus? (Oappát/vieljat eai lohko)

Li oktage 1 2-3 4 dahje eanet  
 1  2  3  4

### 13.2 Sullii gallii vahkui leat singuin ovttas earret skuvlaáiggi?

Vuollel 1 1 dahje 2 3 dahje eanet  
 1  2  3

### 13.3 Leago oktage du buoremus ustibiin du boarrasat?

1  Ii oktage 2  Muhtimat  
 3  Sullii bealli 4  Buohkat dahje masá buohkat

## U/T14. RÁVÁSMANAHKI

Go lea nuorra, de leat áiggit goas jođánit šaddá.

### 14.1 Leatgo dovdan ahte rumaš lea jođánit šaddan (guhkkun)?

1  In leat álgán  
 2  Lean aiddo jođánit šaddagohtán  
 3  Lean čielgasit jođánit šaddagohtán  
 4  Orun geargan šaddamin jođánit

### 14.2 Naba guolggat rupmašis (giedavuolde ja hárcčis)? Dajašitgo ahte guolggat du rupmašis:

1  Eai leat vel šaddagohtán 2  Aiddo dal leat šaddagohtán  
 3  Čielgasit leat šaddagohtán 4  Orro ahte guolggat rupmašis leat jo šaddan

### 14.3 Leago dus šaddagohtán čivhllas liiki?

1  In leat vuos dovdan 2  Aiddo dal álgán  
 3  Lea čielgasit álgán 4  Lea leamaš čivhllas liiki guhkit áiggi

## DUŠŠE NIEIDDAIDE:

### 14.4 Leatgo čiččiid oažžugohtán?

1  Eai leat vel álgán 2  Aiddo dal álgán  
 3  Lea čielgasit álgán 4  Čiččit orrot leat ollásit šaddan

## DUŠŠE GÁNDDAIDE:

### 14.5 Leago álgán jietnasatnja?

1  Ii leat vel álgán 2  Aiddo dal álgán  
 3  Lea čielgasit álgán 4  Orro ahte jietnasatnja lea nohkan

### 14.6 Leatgo oažžugohtán sepmona dahje skávžžáid?

1  Eai leat vel álgán 2  Aiddo dal álgán  
 3  Lea čielgasit álgán 4  Lean olu skávžžáid ožžon

## U/T15. MO LEAT?

Vulobealde lea listu iešvuodain mat olbmui sáhttet leat. Itgo russes dakko gokko heive dahje ii heive du ektui.

	Ii heive oppanassiige	Hui heajut heive	Heive sullii	Heive oalle bures	Heive áibbas
Bealuštan iežan oaiviliid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Válddán earáid vuhtii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nana iešvuohka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buorre áddejupmi earáide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leat jodihanattáldagat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jedden áinnas earáid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dáhtun geahččaladdat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liekkus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dajan maid oaivildan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ustilaš	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

LOAHPAS JEARRAT OAŽŽUTGO ODDASIT DUINNA VÁLDIT OKTAVUODA, JUS ÁIGUT LIIGE ISKOSIID DAHKAT?  JO  II





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