The indicators below, drawn from the SALT Survey, provide a sense of the extent to which students in this school have begun to experiment with behavior that risks or compromises their physical or mental health. If persistent or habitual, such behaviors can interfere with or even damage a student’s education, health, or both. (Only students in 4th grade and above take the SALT survey.)

### Student risk behaviors and attitudes

#### This school

- They did not eat any vegetables or fruits in the past day.
- On an average school day, they watch TV at least 2 hours or more.
- On an average school day, they Instant Message (IM), check their e-mail, or visit chat rooms at least 2 hours or more.
- On a typical night they get 7 hours of sleep or less.

#### R.I. 4th and 5th graders

- They smoked at least one day.
- They used chewing tobacco or snuff.
- They used illegal drugs (such as marijuana, uppers, downers, inhalants).
- They drank alcohol at least once.
- They smoked marijuana regularly.
- They had 5 or more alcoholic drinks once or twice each weekend.
- They smoked at least one day.

### Student health practices

#### This school

- They felt they had problems with one of the following: acne, overweight, underweight, too tall, too short.
- They did not eat any vegetables or fruits in the past day.
- On a typical night they get 7 hours of sleep or less.
- During the past week they ate breakfast 2 days or fewer.
- On an average school day they watch TV at least 2 hours or more.
- On an average school day, they Instant Message (IM), check their e-mail, or visit chat rooms at least 2 hours or more.

#### R.I. 4th and 5th graders

- They got less than 7 hours of sleep.
- They ate breakfast 2 days or fewer.

### Students’ primary care

Where students say they usually see their regular doctor or nurse when they are sick:

- I have no regular doctor or nurse.
- Emergency room/Hospital
- Community health clinic
- Doctor’s office
- Other health-care facility

### Teacher and principal attitudes

Percent who agree or strongly agree that the following practices are essential to effective education:

- Providing access/linkages for students and parents to health and social services or counseling
- Providing health-promoting environment and wellness programs for students (e.g., fitness days, health messages)
- Policies that support positive health practices and wellness for teachers and students (e.g., smoke-free environment, eliminate vending machines with junk food, reduce fat in lunch-room meals)
- Providing on-site health or social services