Section I

Attitude and Belief Assessments

The assessments in this section measure attitudes and beliefs related to:

A. Aggression/Delinquency
B. Couple Violence
C. Education and School
D. Employment
E. Gangs
F. Gender Roles
G. Guns
H. Television

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ATTITUDE AND BELIEF ASSESSMENTS					
A. Aggression/ Delinquency	A1. Normative Beliefs about Aggression; 20 items	Measures a child, adolescent, or young adult's perception of how acceptable it is to behave aggressively, both under varying conditions of provocation and when no conditions are specified. Can be administered individually or in groups.	Children in nursery school through college in several countries and with different racial/ethnic groups.	Internal consistency: .90. One-year stability: .39 (Huesmann, Guerra, Zelli & Miller, 1992; Guerra, Huesmann, & Hanish, 1995; Huesmann & Guerra, 1997).	Huesmann, Guerra, Miller & Zelli, 1992 *Copyright 1989*
	A2. Beliefs Supporting Aggression; 6 items	Measures agreement with normative beliefs about aggression. Designed to be administered in group settings with individual audio cassette players. Respondents see only response choices in written form on answer sheets.	African-American males aged 12-16.	Internal consistency: .66. Strongly associated with violent behavior (Parke & Slaby, 1983; Slaby & Guerra, 1988).	Bandura, 1973
	A3. Beliefs about Hitting; 4 items	Measures the perceptions of adult role models about fighting.	Middle school students, grades 6-8.	Internal consistency: .76.	Orpinas, 1993
	A4. Attitude Toward Violence; 6 items	Measures attitudes toward violence and its acceptability, particularly in relation to fighting.	Middle school students, grades 6-8.	Internal consistency: .67.	Houston Community Demonstration Project, 1993 *Adapted by Bosworth & Espelage, 1995*
	A5. Beliefs about Aggression and Alternatives; 12 items	Measures student beliefs about the use of aggression and endorsement of non-violent responses to hypothetical situations.	Middle school students, grades 6-8.	Internal consistency: Beliefs about aggression .72; Use of non-violent strategies .72.	Multisite Violence Prevention Project, 2004 *Adapted from Farrell, Meyer & White, 2001*
	A6. Attitude Toward Conflict; 8 items	Measures attitudes toward the use of violence in response to disagreements or conflicts. Can be administered in a classroom setting.	Sixth grade students in an urban setting.	Internal consistency: .66 to .72.	Lam, 1989

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ATTITUDE AND BELIEF ASSESSMENTS					
A. Aggression/ Delinquency (Continued)	A7. KMPM Questionnaire; 11 items	Measures beliefs about conflict, a few self-reported risk-taking behaviors and the developmental level of a child's interpersonal relationships.	Urban elementary school children, grades 4-6.	Not available.	Group for the Study of Interpersonal Development, 1993 *Adapted by Aber, Brown, Jones & Samples, 1995*
	A8. Attitude Toward Interpersonal Peer Violence; 14 items	Measures a passive or violent attitude orientation as well as knowledge and skill in resolving conflict non-violently.	Middle school students, grades 6-8.	Internal consistency: .75.	Slaby, 1989 *Adapted by Houston Community Demonstration Project, 1993*
	A9. Beliefs about Conflict—NYC Youth Violence Survey; 9 items	Measures beliefs about conflict and perceptions of familial beliefs on fighting and weapon carrying.	Students in grades 9-12.	Not available.	Division of Adolescent and School Health (DASH), CDC, 1993
	A10. Attitude Toward Delinquency— Pittsburgh Youth Study; 11 items	Measures acceptance of engaging in delinquent behaviors.	Male students initially in grades 1, 4 and 7 in 1987 or 1988, and followed into adulthood.	Internal consistency: .91.	Loeber, Farrington, Stouthamer-Loeber & Van Kammen, 1998
	A11. Delinquent Beliefs—Rochester Youth Development Study; 8 items	Measures beliefs about delinquency.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .84.	Thornberry, Lizotte, Krohn, Farnworth & Jang, 1994
	A12. Norms for Aggression and Alternatives; 36 items	Measures students' perceptions of what other students in their school would think if students engaged in aggression or alternatives to aggression (school norms) and students' own evaluations of the same behaviors (individual norms).	Middle school students, grades 6-8.	Internal consistency: *School norms*— Aggression .80; Alternatives to aggression .70. *Individual norms*— Aggression .73; Alternatives to aggression .74.	Multisite Violence Prevention Project, 2004 *Adapted from Jackson, 1966; and Sasaki, 1979*
B. Couple Violence	B1. Acceptance of Couple Violence; 11 items	Measures acceptance of couple violence. Has three subscales: male on female violence; female on male violence; and acceptance of general dating violence.	Students in grades 8-9.	Internal consistency: .74, .71 and .73.	Foshee, Fothergill & Stuart, 1992
C. Education and School	C1. Attitudes Toward School—Denver Youth Survey; 5 items	Measures attitudes toward school (e.g., homework, teachers' opinions).	African-American males aged 12-16.	Internal consistency: .38.	Institute of Behavioral Science, 1990
	C2. Commitment to School—Seattle Social Development Project; 6 items	Measures feelings about the importance of school and course work.	Students aged 11-18.	Internal consistency: .81.	Glaser, Van Horn, Arthur, Hawkins & Catalano, in press

DESCRIPTION OF MEASURES

Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ATTITUDE AND BELIEF ASSESSMENTS					
C. Education and School (Continued)	C3. Commitment to School—Rochester Youth Development Study; 10 items	Measures the youth's agreement about the importance of schoolwork.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .81.	Thornberry, Lizotte, Krohn, Farnworth & Jang, 1991
	C4. Prosocial Involvement, Opportunities and Rewards—Seattle Social Development Project; 9 items	Measures students' perception of the extent to which opportunities and rewards are available within the school setting.	Students aged 11-18.	Internal consistency: Opportunities .68; Rewards .73.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
	C5. Classroom Climate Scale; 18 items	Measures three aspects of classroom climate from a student or teacher perspective: student-student relationships, student-teacher relationships, and awareness/reporting.	Middle school students, grades 6-8 and their teachers.	Internal consistency: *Students*—Student-student relationships .61; Student-teacher relationships .66; Awareness/reporting .63. *Teachers*—Student-student relationships .64; Student-teacher relationships .74; Awareness/reporting .75.	Multisite Violence Prevention Project, 2004 *Adapted from Vessels, 1998*
D. Employment	D1. Attitudes Toward Employment—Work Opinion Questionnaire; 8 items.	Measures self-confidence and motivation for work.	African-American males aged 12-16.	Internal consistency: .54 (Harter, 1988).	Johnson, Messe & Crano, 1984
E. Gangs	E1. Attitudes Toward Gangs; 9 items	Measures attitudes toward gangs.	Students in grades 9-12.	Internal consistency: .74.	Nadel, Spellmann, Alvarez-Canino, Lausell-Bryant & Landsberg, 1996
F. Gender Roles	F1. Gender Stereotyping; 7 items	Measures gender stereotyping in the context of relationships and responsibility.	African-American males aged 12-16.	Internal consistency: .55 (Foshee & Bauman, 1992).	Gunter & Wober, 1982
	F2. Attitudes Toward Women; 12 items	Measures gender stereotyping.	Students in grades 8-9.	Internal consistency: .62 to .86.	Galambos, Petersen, Richards, & Gitelson, 1985
G. Guns	G1. Attitudes Toward Guns and Violence; 23 items	Measures attraction to guns and violence in relation to: aggressive response to shame, excitement, comfort with aggression, and power/safety. Designed for written response by 10-18 year olds and oral response by 8-9 year olds.	Students in grades 3-12.	Internal consistency: Full scale .88; Aggressive response to shame .83; Excitement .79; Comfort with aggression .81; Power/safety .72 (Shapiro, Dorman, Burkey, Walker & Clough, 1997).	Applewood Centers, Inc., 1996 *Copyright 1996*
H. Television	H1. TV Attitudes; 6 items	Measures attitudes toward television violence.	Students in grades 2-5.	Internal consistency: .38. One year stability: .36.	Huesmann, Eron, Klein, Brice & Fischer, 1983

SCALES AND ASSESSMENTS

A1. Normative Beliefs about Aggression

This scale measures a child, adolescent, or young adult's perception of how acceptable it is to behave aggressively, both under varying conditions of provocation and when no conditions are specified. It can be administered individually or in groups. Respondents are asked to select the one choice that best describes their own ideas or experience.

Retaliation Belief Questions

Suppose a boy says something bad to another boy, John.

1. Do you think it's OK for John to scream at him?
   ☐ It's perfectly OK   ☐ It's sort of OK   ☐ It's sort of wrong   ☐ It's really wrong

2. Do you think it's OK for John to hit him?
   ☐ It's perfectly OK   ☐ It's sort of OK   ☐ It's sort of wrong   ☐ It's really wrong

Suppose a boy says something bad to a girl.

3. Do you think it's wrong for the girl to scream at him?
   ☐ It's really wrong   ☐ It's sort of wrong   ☐ It's sort of OK   ☐ It's perfectly OK

4. Do you think it's wrong for the girl to hit him?
   ☐ It's really wrong   ☐ It's sort of wrong   ☐ It's sort of OK   ☐ It's perfectly OK

Suppose a girl says something bad to another girl, Mary.

5. Do you think it's OK for Mary to scream at her?
   ☐ It's perfectly OK   ☐ It's sort of OK   ☐ It's sort of wrong   ☐ It's really wrong

6. Do you think it's OK for Mary to hit her?
   ☐ It's perfectly OK   ☐ It's sort of OK   ☐ It's sort of wrong   ☐ It's really wrong

Suppose a girl says something bad to a boy.

7. Do you think it's wrong for the boy to scream at her?
   ☐ It's really wrong   ☐ It's sort of wrong   ☐ It's sort of OK   ☐ It's perfectly OK

8. Do you think it's wrong for the boy to hit her?
   ☐ It's really wrong   ☐ It's sort of wrong   ☐ It's sort of OK   ☐ It's perfectly OK

Suppose a boy hits another boy, John?

9. Do you think it's wrong for John to hit him back?
   ☐ It's really wrong   ☐ It's sort of wrong   ☐ It's sort of OK   ☐ It's perfectly OK

Suppose a boy hits a girl.

10. Do you think it's OK for the girl to hit him back?
   ☐ It's perfectly OK   ☐ It's sort of OK   ☐ It's sort of wrong   ☐ It's really wrong

Suppose a girl hits another girl, Mary.

11. Do you think it's wrong for Mary to hit her back?
   ☐ It's really wrong   ☐ It's sort of wrong   ☐ It's sort of OK   ☐ It's perfectly OK

Suppose a girl hits a boy.

12. Do you think it's OK for the boy to hit her back?
   ☐ It's perfectly OK   ☐ It's sort of OK   ☐ It's sort of wrong   ☐ It's really wrong

General Belief Questions

13. In general, it is wrong to hit other people.
   ☐ It's really wrong   ☐ It's sort of wrong   ☐ It's sort of OK   ☐ It's perfectly OK

14. If you're angry, it is OK to say mean things to other people.
   ☐ It's perfectly OK   ☐ It's sort of OK   ☐ It's sort of wrong   ☐ It's really wrong

15. In general, it is OK to yell at others and say bad things.
   ☐ It's perfectly OK   ☐ It's sort of OK   ☐ It's sort of wrong   ☐ It's really wrong

16. It is usually OK to push or shove other people around if you're mad.
   ☐ It's perfectly OK   ☐ It's sort of OK   ☐ It's sort of wrong   ☐ It's really wrong

17. It is wrong to insult other people.
   ☐ It's really wrong   ☐ It's sort of wrong   ☐ It's sort of OK   ☐ It's perfectly OK

18. It is wrong to take it out on others by saying mean things when you're mad.
   ☐ It's really wrong   ☐ It's sort of wrong   ☐ It's sort of OK   ☐ It's perfectly OK

19. It is generally wrong to get into physical fights with others.
    ☐ It's really wrong   ☐ It's sort of wrong   ☐ It's sort of OK   ☐ It's perfectly OK

20. In general, it is OK to take your anger out on others by using physical force.
    ☐ It's perfectly OK   ☐ It's sort of OK   ☐ It's sort of wrong   ☐ It's really wrong

Scoring and Analysis

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This measure is composed of three main scales. The items are scored using the following 4-point scale:

It's perfectly OK   =   4
It's sort of OK   =   3
It's sort of wrong   =   2
It's really wrong   =   1

The *General Approval Aggression* scale is calculated by summing participants' responses to 8 items (12-20) and dividing by the total number of items. A maximum score of 4 indicates a belief that it is generally acceptable to aggress against others. A minimum score of 1 indicates the belief that aggression against others is generally unacceptable.

The second scale, *Approval of Retaliation Aggression*, is calculated by summing participants' responses to 12 items (1-12) and dividing by the total number of items. A maximum score of 4 indicates a belief that it is acceptable to aggress against others in specific provocation situations. A minimum score of 1 indicates the belief that it is unacceptable to aggress against others in specific provocation situations.

The third scale, *Total Approval of Aggression*, measures beliefs about aggression in both specific and general situations. It is calculated by averaging all 20 items.

A2. Beliefs Supporting Aggression

These items measure agreement with normative beliefs about aggression. Respondents select the one choice that best describes their own ideas or experience.

1. It makes you feel big and tough when you push someone around.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

2. If you back down from a fight, everyone will think you are a coward.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

3. Sometimes you have only two choices—get punched or punch the other kid first.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

4. It's OK to hit someone if you just go crazy with anger.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

5. A guy who doesn't fight back when other kids push him around will lose respect.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

6. A guy shows he really loves his girlfriend if he gets in fights with other guys about her.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

Scoring and Analysis

Point values are assigned as follows:

Strongly agree	=	4
Agree	=	3
Disagree	=	2
Strongly disagree	=	1

Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating more beliefs that support aggressive behavior.

A3. Beliefs about Hitting

These items measure the perception of adult role models about fighting. Students are asked to circle the response that reflects their thinking.

Thinking about the adults you spend the most time with, how many of them would tell you the following?

		All	Most	Few	None
1.	"If another students hits you, hit them back (it is OK to fight)."	a	b	c	d
2.	"If another student wants you to fight, you should try to talk your way out of the fight."	a	b	c	d
3.	"If another student asks you to fight, you should tell a teacher or someone older."	a	b	c	d
4.	"Fighting is not good. There are other ways to solve problems."	a	b	c	d

Scoring and Analysis

Point values are assigned as follows:

All	=	4
Most	=	3
Few	=	2
None	=	1

Item 1 is reverse scored. Responses are summed across all items, with a possible range of 4 to 16. Higher scores indicate the presence of more non-violent adult role models.

A4. Attitude Toward Violence

These items measure attitudes toward violence and its acceptability, particularly in relation to fighting. Respondents are asked to indicate the extent to which they agree or disagree with a series of statements.

How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
1. If I walk away from a fight, I'd be a coward ("chicken").	a	b	c	d	e
2. I don't need to fight because there are other ways to deal with being mad.	a	b	c	d	e
3. It's okay to hit someone who hits you first.	a	b	c	d	e
4. If a kid teases me, I usually cannot get him/her to stop unless I hit him/her.	a	b	c	d	e
5. If I really want to, I can usually talk someone out of trying to fight with me.	a	b	c	d	e
6. If I refuse to fight, my friends will think I'm afraid.	a	b	c	d	e

(Item 4 was modified and item 6 added by Bosworth & Espelage, 1995.)

Scoring and Analysis

Point values are assigned as follows:

Strongly agree = 5
Agree = 4
Neither = 3
Disagree = 2
Strongly disagree = 1

Items 2 and 5 are reverse scored. A total score of 30 is possible by summing across all items. Higher scores indicate a positive attitude toward violent strategies and limited use of nonviolent strategies.

A5. Beliefs about Aggression and Alternatives

These items measure student beliefs about the use of aggression and endorsement of non-violent responses to hypothetical situations. Respondents are asked to indicate the extent to which they agree or disagree with twelve statements.

	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
1. If I'm mad at someone, I just ignore them.	1	2	3	4
2. Even if other kids would think I'm weird, I would try to stop a fight.	1	2	3	4
3. It's O.K. for me to hit someone to get them to do what I want.	1	2	3	4
4. Sometimes a person doesn't have any choice but to fight.	1	2	3	4
5. When my friends fight, I try to get them to stop.	1	2	3	4
6. If I back down from a fight, everyone will think I'm a coward.	1	2	3	4
7. There are better ways to solve problems than fighting.	1	2	3	4
8. I try to talk out a problem instead of fighting.	1	2	3	4
9. I feel big and tough when I push someone around.	1	2	3	4
10. If people do something to make me really mad, they deserve to be beaten up.	1	2	3	4
11. Sometimes I have only two choices: get punched or punch the other kid first.	1	2	3	4
12. If I get crazy with anger, it's O.K. to hit someone.	1	2	3	4

Scoring and Analysis

Point values are assigned as indicated above. All items are reverse coded before summing. Two subscales are included in this assessment: *Beliefs about Aggression* (items 3, 4, 6, 10, 11 and 12) and *Use of Nonviolent Strategies* (items 1, 2, 5, 7 and 8). Point values for responses in each subscale are summed and then divided by the total number of items in the subscale.

Beliefs about Aggression: A high score indicates more favorable beliefs supporting the use of aggression.
Use of Nonviolent Strategies: A high score indicates higher levels of support for using nonviolent strategies.

A6. Attitude Toward Conflict

These items measure attitudes toward the use of violence in response to disagreements or conflicts. Students are asked to circle the number that best describes how they feel about each statement.

	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
1. If I'm mad at someone I just ignore them.	1	2	3	4
2. Even if other kids would think I'm weird I would try to stop a fight.	1	2	3	4
3. It's O.K. for me to hit someone to get them to do what I want.	1	2	3	4
4. Sometimes a person doesn't have any choice but to fight.	1	2	3	4
5. When my friends fight I try to get them to stop.	1	2	3	4
6. There are better ways to solve problems than fighting.	1	2	3	4
7. I try to talk out a problem instead of fighting.	1	2	3	4
8. If people do something to make me really mad, they deserve to be beaten up.	1	2	3	4

Scoring and Analysis

Point values are as indicated above, with the exception of items 3, 4 and 8. These items are reverse coded as follows:

Strongly agree = 4
Agree somewhat = 3
Disagree somewhat = 2
Strongly disagree = 1

This scale can be scored by summing the point values of the responses from a participant. If one or two responses are left blank, the average of the point values for the remaining items should be multiplied by eight to calculate a pro-rated score. The scale should generally not be scored if more than two responses are left blank.

A maximum obtainable score of 32 indicates a strong favorable attitude toward using violence to resolve disagreements or conflicts. A minimum score of 8 indicates a strong negative attitude toward using violence.

A7. Knowledge, Management, & Personal Meaning (KMPM) Questionnaire

> This assessment measures beliefs about conflict, a few self-reported risk-taking behaviors and the developmental level of a child's interpersonal relationships.

1. The best reason why young people in your neighborhood or school fight is:
   a. their parents tell them to fight back
   b. they just like to
   c. to get revenge
   d. they were hit
   e. they frequently see that people solve problems by fighting
   f. they just like fighting to show who's in charge
   g. people talk behind their back

2. The best reason why some young people avoid fighting is:
   a. they decide they don't like to fight
   b. they don't hang out with kids who fight
   c. they realize they don't need to fight to prove themselves
   d. they begin to learn other ways to deal with problems
   e. they stay home
   f. they learn to walk away or ignore kids who fight or spread rumors
   g. they are wimps

3. The best reason why some young people join gangs is:
   a. to protect themselves
   b. other kids make them
   c. to show off in front of other girls and boys
   d. it gives them a sense of family that they might not feel
   e. to be cool
   f. they just want to

4. Joe doesn't like the idea of stealing things from stores. One day Joe's best friend Noah says he is going to steal something from a store and asks Joe to go with him. Joe says he doesn't want to, and Noah calls him a wimp. What would you suggest Joe do?
   a. just leave
   b. punch his friend Noah
   c. tell Noah to leave him alone
   d. explain to Noah why he thinks stealing is wrong and try to get him not to steal
   e. tell Noah he won't have anything to do with him if he steals
   f. persuade Noah that he isn't a wimp just because he won't go along with Noah

5. Leroy met Manuel when they both joined the neighborhood basketball team. Leroy liked how well Manuel played basketball and wanted to be his friend. What would you suggest Leroy do to become friends with Manuel?

    a. lend him his favorite video game

    b. do what he does

    c. invite him to join the group of friends he hangs with

    d. talk about the team

    e. ask him over to his house

6. Sarah had not been getting along with her mother lately because she had been on her back about schoolwork and housework. Recently Sarah slept over at her best friend's house and liked the way her friend got along with her mother. Sarah decided that she wants to get along better with her own mother. What would you suggest she do?

    a. ask her mother for advice

    b. have meals at the same time

    c. tell her mother she will be a better daughter

    d. tell her mother that she gets on her back too much

    e. talk to her mom about times when they can talk about their feelings

7. Raynaldo has saved some money to buy a walkman, but his mother needs money to pay some bills. Raynaldo's mother asks him if he will lend her the money. What would you suggest Raynaldo do?

    a. just give her the money

    b. lend her the money, expecting to be paid back

    c. ask her to buy you an extra gift for your birthday in exchange for lending her the money

    d. ignore her

    e. join with the rest of the family to organize a way to raise money

    f. lend his mother the money since he needs the bills to be paid too

8. Claudia could not finish her homework because she had to help her mother who was sick. The next day in school, the teacher tells Claudia that she has to stay after school to finish her homework. If Claudia does that, she will miss the big basketball game that is after school, and she is the star player on the team. What would you suggest Claudia do?

    a. walk out of class and go to the basketball game because Claudia is right

    b. offer to stay after school on another day to make up the work

    c. explain to the teacher what happened, why basketball is so important, and work out another date for the homework

    d. run out of class and hide

    e. just do what the teacher says

    f. try to convince the teacher to let her go by explaining what happened

9. When I get in physical fights with other people, it is because:
   a. they talk about me behind my back
   b. I always defend my family and friends
   c. I like beating up on people
   d. I keep my self-respect by not backing down
   e. I realize that we live in a world where you have to fight to survive
   f. I don't let anyone mess with me

10. When I don't get in physical fights with other people, it is because:
    a. people just gang up on you if you fight all the time
    b. not fighting is the best way for me to deal with problems
    c. I don't want to get in trouble
    d. it's not really me—it would be the last thing I do
    e. nobody likes a bully
    f. I don't want to get my face messed up

11. When someone calls my mother a name or insults me in school:

    Choose one answer from either X or Y—not both.

    X. I would fight them because:
       a. you have to defend yourself and your family
       b. if you let them get away with it once it will just happen again
       c. even though I know that fighting is not always the best thing to do, sometimes there's no other way to deal with disrespect
       d. nobody messes with me

    Y. I would not fight them because:
       a. I could get beat up
       b. the school rule is no fighting
       c. I only fight when physically attacked
       d. fighting's not going to make me feel better or solve anything even if I beat up the other kid

(These items are a subset of the original, with slightly modified wording by Aber, Brown, Jones & Samples, 1995, for use with the intended sample.)

Scoring and Analysis

This information is not available.

A8. Attitude Toward Interpersonal Peer Violence

These items assess either a passive or violent attitude orientation as well as knowledge and skill in resolving conflicts nonviolently. Students are asked to indicate their opinions or feelings about fighting, defined as physical fights with pushing and hitting, not just arguments.

1. If I walked away from a fight, I'd be a coward ("chicken").
   ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

2. The best way to stop a fight before it starts is to stop the argument (problem) that caused it.
   ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

3. Anyone who won't fight is going to be "picked on" even more.
   ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

4. I don't need to fight because there are other ways to deal with being mad.
   ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

5. It's OK to hit someone who hits you first.
   ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

6. If my friends want to go someplace where a fight might happen, I find it easy to say I don't want to go with them.
   ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

7. When actions of others make me angry, I can usually deal with it without getting into a physical fight.
   ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

8. If a kid teases me or "disses" me, I usually cannot get them to stop unless I hit them.
   ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

9. If a kid at school hits me, it is harder to report them to a teacher or other adult than it is to just hit them back.
   ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

10. If I really want to, I can usually talk someone out of trying to fight with me.
    ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

11. My family would be mad at me if I got in a fight with another student, no matter what the reason.
    ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

12. If a student hits me first, my family would want me to hit them back.
    ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

13. I usually can tell when things are bothering me or getting on my nerves.
    ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

14. If things are bothering me or getting on my nerves, I do things to relax.
    ☐ Disagree a lot   ☐ Disagree a little   ☐ Agree a little   ☐ Agree a lot

Scoring and Analysis

Point values are assigned as follows:

Disagree a lot	=	1
Disagree a little	=	2
Agree a little	=	3
Agree a lot	=	4

Items 1, 3, 5, 8, 9 and 12 are reverse coded. The scale is scored by summing the point values of the responses and dividing by the total number of responses. Blank items are not counted in the number of responses. Higher mean scores, which can range from 1 to 4, indicate higher levels of knowledge and skills in resolving conflict non-violently. Lower mean scores indicate less knowledge or skill in non-violent conflict resolution and a more violent orientation.

A9. Beliefs about Conflict—NYC Youth Violence Survey

These items measure beliefs about conflict and perceptions of familial beliefs on fighting and weapon carrying. Respondents are asked to select the response that best corresponds to their beliefs.

1. Suppose someone was trying to start a physical fight with you. Which one of the following is **most important** in deciding whether you would get in a physical fight?
   a. What your friends would think
   b. What your parents would think
   c. Whether you would get into trouble at school
   d. Whether you would get hurt
   e. Other

2. Threatening to use a weapon is an effective way to avoid a physical fight.
   a. Yes
   b. No
   c. Don't know

3. Avoiding or walking away from someone who wants to fight you is an effective way to avoid a physical fight.
   a. Yes
   b. No
   c. Don't know

4. Carrying a weapon is an effective way to avoid a physical fight.
   a. Yes
   b. No
   c. Don't know

5. Apologizing (saying you're sorry) is an effective way to avoid a physical fight.
   a. Yes
   b. No
   c. Don't know

6. If someone hit me first, my family would want me to hit them back.
   a. Yes
   b. No
   c. Not sure

7. If someone attacked me, my family would want me to defend myself even if it meant using a weapon.
   a. Yes
   b. No
   c. Not sure

8. If I was going to be in a physical fight, I'd feel safer if I had a knife.
   a. Yes
   b. No
   c. Not sure

9. If I was going to be in a physical fight, I'd feel safer if I had a handgun.
   a. Yes
   b. No
   c. Not sure

Scoring and Analysis

Items can be considered separately or as an index of beliefs about conflict resolution. If considered separately, point values are assigned to correspond to the response categories. To create an index using items 2-9, point values can be assigned as follows:

Yes	=	3
Don't know	=	2
No	=	1

Items 3 and 5 should be reverse coded. Scores are derived by summing across all responses. A total of 24 points is possible, with high scores indicating poor conflict resolution beliefs.

A10. Attitude Toward Delinquency—Pittsburgh Youth Study

These items measure the acceptance of engaging in delinquent behavior. Youth are asked to indicate how wrong they think it is for someone their age to engage in certain delinquent behaviors.

How wrong do you think it is for someone your age to …

	Very wrong	A little wrong	Wrong	Not wrong at all
1. Skip school without an excuse?	3	2	1	0
2. Lie, disobey or talk back to adults such as parents, teachers, or others?	3	2	1	0
3. Purposely damage or destroy property that did not belong to him?	3	2	1	0
4. Steal something worth less than $5?	3	2	1	0
5. Steal something worth $50?	3	2	1	0
6. Steal something worth $100?	3	2	1	0
7. Go into or try to go into a building to steal something?	3	2	1	0
8. Go joyriding, that is, take a motor vehicle such as a car or motorcycle for a ride or drive without the owner's permission?	3	2	1	0
9. Hit someone with the idea of hurting that person?	3	2	1	0
10. Attack someone with a weapon or with the idea of seriously hurting that person?	3	2	1	0
11. Use a weapon, force, or strong-arm methods to get money or things from people?	3	2	1	0

Scoring and Analysis

Point values are assigned as indicated above. All items are reverse coded before summing. Higher scores indicate greater acceptance of delinquency.

A11. Delinquent Beliefs—Rochester Youth Development Study

These items measure beliefs about delinquency. Respondents are asked to indicate how wrong they think it is for someone to engage in certain delinquent behaviors.

How wrong do you think it is to …

	Very wrong	Wrong	A little bit wrong	Not at all wrong
1. Steal something worth $100?	4	3	2	1
2. Use a weapon or force to get money or things from people?	4	3	2	1
3. Attack someone with a weapon with the idea of seriously hurting them?	4	3	2	1
4. Hit someone with the idea of hurting them?	4	3	2	1
5. Take a car or motorcycle for a ride without the owner's permission?	4	3	2	1
6. Steal something worth $50?	4	3	2	1
7. Damage or destroy someone else's property on purpose?	4	3	2	1
8. Skip classes without an excuse?	4	3	2	1

Scoring and Analysis

Point values are assigned as indicated above. All items are reverse coded before summing. Higher scores indicate greater acceptance of delinquency.

A12. Norms for Aggression and Alternatives

> These items measure students' perceptions of what other students in their schools would think if they engaged in certain behaviors (school norms), and students' own evaluations of the same behaviors (individual endorsement). Respondents are asked to indicate whether they (or other students) would like the behavior, would not like it, or would not care.

1. How would you feel if a kid in your school ignored a rumor that was being spread about him or her? ☐ Like it ☐ Not like it ☐ Not care

2. How would the kids in your school feel if a kid ignored a rumor that was being spread about him or her? ☐ Like it ☐ Not like it ☐ Not care

3. How would you feel if a kid in your school hit someone who said something mean? ☐ Like it ☐ Not like it ☐ Not care

4. How would the kids in your school feel if a kid hit someone who said something mean? ☐ Like it ☐ Not like it ☐ Not care

5. How would you feel if a kid in your school told another student who was starting to get into a fight that there's a choice between fighting and other ways of solving problems? ☐ Like it ☐ Not like it ☐ Not care

6. How would the kids in your school feel if a kid told another student who was starting to get into a fight that there's a choice between fighting and other ways of solving problems? ☐ Like it ☐ Not like it ☐ Not care

7. How would you feel if a kid in your school yelled at someone who said something mean? ☐ Like it ☐ Not like it ☐ Not care

8. How would the kids in your school feel if a kid yelled at someone who said something mean? ☐ Like it ☐ Not like it ☐ Not care

9. How would you feel if a kid in your school asked a teacher or another adult for help when challenged to a fight after school? ☐ Like it ☐ Not like it ☐ Not care

10. How would the kids in your school feel if a kid asked a teacher or another adult for help when challenged to a fight after school? ☐ Like it ☐ Not like it ☐ Not care

11. How would you feel if a kid in your school apologized to someone that he or she accidentally bumped into in the hall?   ☐ Like it   ☐ Not like it   ☐ Not care

12. How would the kids in your school feel if a kid apologized to someone that he or she accidentally bumped into in the hall?   ☐ Like it   ☐ Not like it   ☐ Not care

13. How would you feel if a kid in your school threatened someone who said something mean?   ☐ Like it   ☐ Not like it   ☐ Not care

14. How would the kids in your school feel if a kid threatened someone who said something mean?   ☐ Like it   ☐ Not like it   ☐ Not care

15. How would you feel if a kid in your school told another student to "stop and calm down" when the other student started to get into a fight?   ☐ Like it   ☐ Not like it   ☐ Not care

16. How would the kids in your school feel if a kid told another student to "stop and calm down" when the other student started to get into a fight?   ☐ Like it   ☐ Not like it   ☐ Not care

17. How would you feel if a kid in your school hit someone who hit first?   ☐ Like it   ☐ Not like it   ☐ Not care

18. How would the kids in your school feel if a kid hit someone who hit first?   ☐ Like it   ☐ Not like it   ☐ Not care

19. How would you feel if a kid in your school hit someone for no reason?   ☐ Like it   ☐ Not like it   ☐ Not care

20. How would the kids in your school feel if a kid hit someone for no reason?   ☐ Like it   ☐ Not like it   ☐ Not care

21. How would you feel if a kid in your school threatened someone because that person yelled first?   ☐ Like it   ☐ Not like it   ☐ Not care

22. How would the kids in your school feel if a kid threatened someone because that person yelled first?   ☐ Like it   ☐ Not like it   ☐ Not care

23. How would you feel if a kid in your school avoided a fight walking down a different hall to class?   ☐ Like it   ☐ Not like it   ☐ Not care

24. How would the kids in your school feel if a kid avoided a fight by walking down a different hall to class? ☐ Like it ☐ Not like it ☐ Not care

25. How would you feel if a kid in your school listened to a friend's side of the story, even though the two were in an argument? ☐ Like it ☐ Not like it ☐ Not care

26. How would the kids in your school feel if a kid listened to a friend's side of the story, even though the two were in an argument? ☐ Like it ☐ Not like it ☐ Not care

27. How would you feel if a kid in your school yelled at someone for no reason? ☐ Like it ☐ Not like it ☐ Not care

28. How would the kids in your school feel if a kid yelled at someone for no reason? ☐ Like it ☐ Not like it ☐ Not care

29. How would you feel if a kid in your school yelled at someone who yelled first? ☐ Like it ☐ Not like it ☐ Not care

30. How would the kids in your school feel if a kid yelled at someone who yelled first? ☐ Like it ☐ Not like it ☐ Not care

31. How would you feel if a kid in your school threatened someone for no reason? ☐ Like it ☐ Not like it ☐ Not care

32. How would the kids in your school feel if a kid threatened someone for no reason? ☐ Like it ☐ Not like it ☐ Not care

33. How would you feel if a kid in your school threatened someone who hit first? ☐ Like it ☐ Not like it ☐ Not care

34. How would the kids in your school feel if a kid threatened someone who hit first? ☐ Like it ☐ Not like it ☐ Not care

35. How would you feel if a kid in your school took a deep breath when he or she started to lose his temper? ☐ Like it ☐ Not like it ☐ Not care

36. How would the kids in your school feel if a kid took a deep breath when he or she started to lose his temper? ☐ Like it ☐ Not like it ☐ Not care

Scoring and Analysis

Point values are assigned as follows:

Like it	=	3
Not like it	=	1
Not care	=	2

Four subscales are included in this assessment. Point values for responses in each subscale are summed and then divided by the total number of items in the subscale:

School Norms for Aggression: Includes items 4, 8, 14, 18, 20, 22, 28, 30, 32 and 34.

School Norms for Alternatives to Aggression: Includes items 2, 6, 10, 12, 16, 24, 26 and 36.

Individual Norms for Aggression: Includes items 3, 7, 13, 17, 19, 21, 27, 29, 31 and 33.

Individual Norms for Alternatives to Aggression: Includes items 1, 5, 9, 11, 15, 23, 25 and 35.

B1. Acceptance of Couple Violence

This assessment measures acceptance of couple violence. It has three subscales: male on female violence, female on male violence, and acceptance of general dating violence. Respondents are asked to circle the answer that corresponds with their beliefs.

		Strongly disagree	Disagree	Agree	Strongly agree
1.	A boy angry enough to hit his girlfriend must love her very much.	1	2	3	4
2.	Violence between dating partners can improve the relationship.	1	2	3	4
3.	Girls sometimes deserve to be hit by the boys they date.	1	2	3	4
4.	A girl who makes her boyfriend jealous on purpose deserves to be hit.	1	2	3	4
5.	Boys sometimes deserve to be hit by the girls they date.	1	2	3	4
6.	A girl angry enough to hit her boyfriend must love him very much.	1	2	3	4
7.	There are times when violence between dating partners is okay.	1	2	3	4
8.	A boy who makes his girlfriend jealous on purpose deserves to be hit.	1	2	3	4
9.	Sometimes violence is the only way to express your feelings.	1	2	3	4
10.	Some couples must use violence to solve their problems.	1	2	3	4
11.	Violence between dating partners is a personal matter and people should not interfere.	1	2	3	4

Scoring and Analysis

Point values are as indicated. Three subscales can be scored: the *Acceptance of Male on Female Violence* subscale is based on items 1, 3 and 4; the *Acceptance of Female on Male Violence* subscale is based on items 5, 6 and 8; and the *Acceptance of General Dating Violence* subscale is based on items 2, 7, 9, 10 and 11.

Within each subscale the score is calculated by summing the point values of the responses from a participant. Alternatively, the score can be derived by summing the point values and dividing by the number of responses. A high score indicates a high level of acceptance of couple violence; a low score indicates a low level of acceptance.

C1. Attitudes Toward School—Denver Youth Survey

These items measure attitudes toward school (e.g., homework, teachers' opinions). Youths are asked to check the response that best corresponds with their beliefs.

1. Homework is a waste of time.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

2. I try hard in school.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

3. Education is so important that it's worth it to put up with things about school that I don't like.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

4. In general, I like school.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

5. I don't care what teachers think of me.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

Scoring and Analysis

Point values for items 2-4 are assigned as follows:

Strongly agree	=	4
Agree	=	3
Disagree	=	2
Strongly disagree	=	1

Items 1 and 5 should be reverse coded. Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a more positive attitude toward education.

C2. Commitment to School—Seattle Social Development Project

These items measure feelings about the importance of school and course work. Students are asked to check the response that best corresponds with their beliefs.

1. How often do you feel that the school work you are assigned is meaningful and important?
   ☐ Never   ☐ Seldom   ☐ Sometimes   ☐ Often   ☐ Almost always

2. How interesting are most of your courses to you?
   ☐ Very interesting and stimulating   ☐ Quite interesting   ☐ Fairly interesting   ☐ Slightly dull   ☐ Very dull

3. How important do you think the things you are learning in school are going to be for your later life?
   ☐ Very important   ☐ Quite important   ☐ Fairly important   ☐ Slightly important   ☐ Not at all important

Now, thinking back over the past year in school, how often did you...

4. Enjoy being in school?
   ☐ Never   ☐ Seldom   ☐ Sometimes   ☐ Often   ☐ Almost always

5. Hate being in school?
   ☐ Never   ☐ Seldom   ☐ Sometimes   ☐ Often   ☐ Almost always

6. Try to do your best work in school?
   ☐ Never   ☐ Seldom   ☐ Sometimes   ☐ Often   ☐ Almost always

Scoring and Analysis

Point values are assigned as follows:

First response	=	5 (For example, in item 1, the first response is "Never." In item 2, the first response is "Very interesting and stimulating.")
Second response	=	4
Third response	=	3
Fourth response	=	2
Fifth response	=	1

Items 2, 3 and 5 should be reverse coded. Point values are summed for each respondent and then divided by the number of items. Higher scores indicate a lower commitment and involvement in school.

C3. Commitment to School—Rochester Youth Development Study

These items measure youth's agreement about the importance of school work. Youth are asked to check the response that most closely reflects their beliefs.

How much do you agree or disagree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
1. You like school a lot.	4	3	2	1
2. School is boring.	4	3	2	1
3. You do poorly at school.	4	3	2	1
4. You don't really belong at school.	4	3	2	1
5. Homework is a waste of time.	4	3	2	1
6. You try hard at school.	4	3	2	1
7. You usually finish your homework.	4	3	2	1
8. Getting good grades is very important to you.	4	3	2	1
9. Sometimes you do extra work to improve your grades.	4	3	2	1

10. If you could choose on your own between studying to get a good grade on a test or going out with your friends, would you:

☐ Definitely go out with friends ☐ Probably go out with friends ☐ Probably study ☐ Definitely study

Scoring and Analysis

Point values for items 1-9 are assigned as indicated above. Point values for item 10 are assigned as follows:

Definitely go out with friends = 1
Probably go out with friends = 2
Probably study = 3
Definitely study = 4

Items 2, 3, 4 and 5 are reverse coded, then all values are summed and divided by the total number of items. Intended range is 1-4, with a higher score indicating greater commitment to school.

C4. Prosocial Involvement, Opportunities and Rewards—
Seattle Social Development Project

These items measure students' perception of the extent to which opportunities and rewards are available within the school setting. Respondents are asked to indicate how strongly they feel each sentence is true for them. A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false.

Opportunities

1.	In my school, students have lots of chances to help decide things like class activities and rules.	NO!	no	yes	YES!
2.	There are lots of chances for students in my school to talk with a teacher one-on-one.	NO!	no	yes	YES!
3.	Teachers ask me to work on special classroom projects.	NO!	no	yes	YES!
4.	There are lots of chances for students in my school to get involved in sports, clubs, and other activities outside of class.	NO!	no	yes	YES!
5.	There are lots of chances to be part of class discussions or activities.	NO!	no	yes	YES!

Rewards

1.	My teacher(s) notices when I am doing a good job and lets me know about it.	NO!	no	yes	YES!
2.	The school lets my parents know when I have done something well.	NO!	no	yes	YES!
3.	I feel safe at my school.	NO!	no	yes	YES!
4.	My teachers praise me when I work hard in school.	NO!	no	yes	YES!

Scoring and Analysis

Items are scored as follows:

YES!	=	4
yes	=	3
no	=	2
NO!	=	1

Point values for all items are summed and then divided by the total number of items. Higher scores indicate greater opportunities and/or rewards for prosocial involvement in school.

C5. Classroom Climate Scale

These items measure three components of students' or teachers' perceptions of their classroom climate: student-student relationships, student-teacher relationships, and awareness/reporting. Respondents are asked to indicate the extent to which they agree or disagree with a series of declarative statements.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Student-Student Relationships				
1. Students are kind and supportive of one another.	1	2	3	4
2. Students from different social classes and races get along well.	1	2	3	4
3. Students stop other students who are unfair or disruptive.	1	2	3	4
4. Students get along well together most of the time.	1	2	3	4
5. Students respectfully listen to each other during class discussions.	1	2	3	4
6. Students make friends easily.	1	2	3	4
7. Students enjoy being at school.	1	2	3	4
Student-Teacher Relationships				
8. Teachers treat students with respect.	1	2	3	4
9. Teachers praise students more often than they criticize them.	1	2	3	4
10. Teachers treat students fairly.	1	2	3	4
11. Teachers take the time to help students work out their differences.	1	2	3	4

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Awareness/Reporting				
12. Students feel free to ask for help from teachers if there is a problem with a student.	1	2	3	4
13. Teachers know when students are being picked on or being bullied.	1	2	3	4
14. Students are encouraged to report bullying and aggression.	1	2	3	4
15. Students know who to go to for help if they have been treated badly by another student.	1	2	3	4
16. Students report it when one student hits another.	1	2	3	4
17. Teachers take action to solve the problem when students report bullying.	1	2	3	4
18. Students report it when one student teases or makes fun of another.	1	2	3	4

(Items 1, 2, 5, 6, 7 and 9 were adapted from Vessels, 1998.)

Scoring and Analysis

Point values are assigned as indicated above. Point values are summed and then divided by the total number of items for each subscale. Intended range for each subscale is 1-4.

Student-Student Relationships: A higher score indicates a more positive relationship among students.
Student-Teacher Relationships: A higher score indicates a more positive relationship between students and teachers.
Awareness/Reporting: A higher score indicates a stronger awareness of the need for reporting violent incidents.

D1. Attitudes Toward Employment—Work Opinion Questionnaire

These items measure self-confidence and motivation for work. Youths are asked to check the response that best corresponds with their beliefs.

1. I am not quite ready to handle a part-time job.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

2. I have enough skills to do a job well.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

3. I know I can succeed at work.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

4. I would take almost any kind of job to get money.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

5. I admire people who get by without working.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

6. The only good job is one that pays a lot of money.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

7. Working hard at a job will pay off in the end.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

8. Most jobs are dull and boring.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Scoring and Analysis

Point values for items 2, 3 and 7 are assigned as follows:

Strongly agree = 4
Agree = 3
Disagree = 2
Strongly disagree = 1

Items 1, 4, 5, 6 and 8 should be reverse coded. Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a more positive attitude toward employment.

E1. Attitudes Toward Gangs

These items measure attitudes toward gangs. Respondents are asked to indicate how true certain statements about gangs are for them.

	Not true for me	True for me
1. I think you are safer, and have protection, if you join a gang.	0	1
2. I will probably join a gang.	0	1
3. Some of my friends at school belong to gangs.	0	1
4. I think it's cool to be in a gang.	0	1
5. My friends would think less of me if I joined a gang.	0	1
6. I believe it is dangerous to join a gang; you will probably end up getting hurt or killed if you belong to a gang.	0	1
7. I think being in a gang makes it more likely that you will get into trouble.	0	1
8. Some people in my family belong to a gang, or used to belong to a gang.	0	1
9. I belong to a gang.	0	1

Scoring and Analysis

Point values are as indicated above. Items 5, 6 and 7 are reverse coded, then a total is derived by summing all items. Higher scores indicate a more positive (accepting) attitude toward gangs.

F1. Gender Stereotyping

These items measure gender stereotyping in the context of relationships and responsibility. Youths are asked to check the response that best corresponds to their beliefs.

1. Most women like to be pushed around by men.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

2. Most women like to show off their bodies.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

3. Most men want to go out with women just for sex.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

4. Most women like romantic affairs with men.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

5. Most women depend on men to get them out of trouble.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

6. It is sometimes OK for a man to hit his wife.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

7. Men and women should have equal responsibility for raising children.
   ☐ Strongly agree   ☐ Agree   ☐ Disagree   ☐ Strongly disagree

Scoring and Analysis

Point values for items 1-6 are assigned as follows:

Strongly agree   =   4
Agree   =   3
Disagree   =   2
Strongly disagree   =   1

Item 7 should be reverse coded. Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a more stereotypical attitude.

F2. Attitudes Toward Women

This scale measures gender stereotyping. Adolescents are asked to indicate the extent to which they agree or disagree with each statement.

	Strongly disagree	Disagree	Agree	Strongly agree
1. Swearing is worse for a girl than for a boy.	1	2	3	4
2. On a date, the boy should be expected to pay all expenses.	1	2	3	4
3. On the average, girls are as smart as boys.	1	2	3	4
4. More encouragement in a family should be given to sons than daughters to go to college.	1	2	3	4
5. It is all right for a girl to want to play rough sports like football.	1	2	3	4
6. In general, the father should have greater authority than the mother in making family decisions.	1	2	3	4
7. It is all right for a girl to ask a boy out on a date.	1	2	3	4
8. It is more important for boys than girls to do well in school.	1	2	3	4
9. If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.	1	2	3	4
10. Boys are better leaders than girls.	1	2	3	4
11. Girls should be more concerned with becoming good wives and mothers rather than desiring a professional or business career.	1	2	3	4
12. Girls should have the same freedom as boys.	1	2	3	4

Scoring and Analysis

Point values are as indicated, with the exception of items 3, 5, 7, 9 and 12. These items should be reverse coded so that a higher score indicates a stronger gender stereotyping. To score this scale, the point values of the responses from a participant should be summed. A high score indicates a high level of gender stereotyping; a low score indicates a low level of stereotyping.

G1. Attitudes Toward Guns and Violence

These items measure attraction to guns and violence in relation to four major factors: aggressive response to shame, excitement, comfort with aggression, and power/safety. Respondents are asked to indicate whether they agree, disagree, or are not sure about an idea.

1. You've got to fight to show people you're not a wimp. ☐ Agree ☐ Not sure ☐ Disagree

2. If someone disrespects me, I have to fight them to get my pride back. ☐ Agree ☐ Not sure ☐ Disagree

3. Carrying a gun makes people feel safe. ☐ Agree ☐ Not sure ☐ Disagree

4. Carrying a gun makes people feel powerful and strong. ☐ Agree ☐ Not sure ☐ Disagree

5. If people are nice to me I'll be nice to them, but if someone stops me from getting what I want, they'll pay for it bad. ☐ Agree ☐ Not sure ☐ Disagree

6. I'd like to have a gun so that people would look up to me. ☐ Agree ☐ Not sure ☐ Disagree

7. It would be exciting to hold a loaded gun in my hand. ☐ Agree ☐ Not sure ☐ Disagree

8. I wish there weren't any guns in my neighborhood. ☐ Agree ☐ Not sure ☐ Disagree

9. I bet it would feel real cool to walk down the street with a gun in my pocket. ☐ Agree ☐ Not sure ☐ Disagree

10. I'd feel awful inside if someone laughed at me and I didn't fight them. ☐ Agree ☐ Not sure ☐ Disagree

11. It would make me feel really powerful to hold a loaded gun in my hand. ☐ Agree ☐ Not sure ☐ Disagree

12. Most people feel nervous around someone with a gun and they want to get away from that person. ☐ Agree ☐ Not sure ☐ Disagree

13. The people I respect would never go around with a gun because they're against hurting people. ☐ Agree ☐ Not sure ☐ Disagree

14. I think it would be fun to play around with a real gun. ☐ Agree ☐ Not sure ☐ Disagree

15. If someone insults me or my family, it really bothers me, but if I beat them up, that makes me feel better.　　☐ Agree　☐ Not sure　☐ Disagree

16. If somebody insults you, and you don't want to be a chump, you have to fight.　　☐ Agree　☐ Not sure　☐ Disagree

17. I don't like people who have guns because they might kill someone.　　☐ Agree　☐ Not sure　☐ Disagree

18. A kid who doesn't get even with someone who makes fun of him is a sucker.　　☐ Agree　☐ Not sure　☐ Disagree

19. Belonging to a gang makes kids feel safe because they've got people to back them up.　　☐ Agree　☐ Not sure　☐ Disagree

20. If I acted the way teachers think I should out on the street, people would think I was weak and I'd get pushed around.　　☐ Agree　☐ Not sure　☐ Disagree

21. I wish everyone would get rid of all their guns.　　☐ Agree　☐ Not sure　☐ Disagree

22. I don't like being around people with guns because someone could end up getting hurt.　　☐ Agree　☐ Not sure　☐ Disagree

23. Kids in gangs feel like they're part of something powerful.　　☐ Agree　☐ Not sure　☐ Disagree

Scoring and Analysis

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This instrument has four main factors. The *Aggressive Response to Shame* factor has items that measure the belief that shame resulting from being insulted can be undone only by means of aggression (items 1, 2, 5, 10, 15, 16, 18 and 20). The *Excitement* factor measures whether the respondent finds guns to be intrinsically exciting, stimulating and fun (items 6, 7, 9, 11 and 14). The *Comfort With Aggression* factor measures general beliefs, values, and feelings about aggression and violence (items 8, 12, 13, 17, 21 and 22). The *Power/Safety* factor measures the belief that guns and violence increase one's safety on the streets and bring a sense of personal power (items 3, 4, 19 and 23).

H1. TV Attitudes

These items measure attitudes toward television violence. Respondents are asked to check the response that best corresponds with their beliefs.

1. How much of what kids see on television is fake?
    ☐ Almost all of it   ☐ A lot of it   ☐ Some of it   ☐ Only a little of it   ☐ None of it

2. Are television shows with a lot of hitting and shooting harmful for kids?
    ☐ They are very harmful   ☐ They are fairly harmful   ☐ Maybe   ☐ They are fairly harmless   ☐ They are very harmless

3. How many television programs show life just like it really is?
    ☐ All of them   ☐ A lot of them   ☐ Some of them   ☐ Only a few of them   ☐ None of them

4. How likely is it that watching a lot of violent television shows would make a kid meaner?
    ☐ Very likely   ☐ Likely   ☐ Possible   ☐ Unlikely   ☐ Very unlikely

5. How much of a kid's free time should be spent watching television?
    ☐ Almost all of it   ☐ A lot of it   ☐ Some of it   ☐ Only a little of it   ☐ None of it

6. How harmful is it for a kid to watch television all of the time?
    ☐ Very harmful   ☐ Harmful   ☐ Somewhat harmful   ☐ Only a little harmful   ☐ Not at all harmful

Scoring and Analysis

Point values for items 2, 3 and 5 are assigned as follows:

First response   =   1
Second response   =   2
Third response   =   3
Fourth response   =   4
Fifth response   =   5

Items 1, 4 and 6 are reverse coded. The scale score is computed by adding the scores from all six items and dividing by 6. Higher scores indicate a belief that violence shown on TV is realistic and harmless for children.

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