

Section IV

Environmental Assessments

The assessments in this section measure the following family, home, and community influences related to youth violence:

- A. Disciplinary Practices
- B. Family Communication
- C. Family Conflict and Hostility
- D. Family Relationships
- E. Parent-Child Relationships
- F. Parental Attitudes Toward Antisocial Behavior and Aggression
- G. Parental Involvement
- H. Parental Monitoring and Supervision
- I. Quality of Life
- J. Collective Efficacy
- K. Community Involvement
- L. Community Resources
- M. Exposure to Violence
- N. Fear of Crime
- O. Neighborhood Cohesion
- P. Neighborhood Disorganization
- Q. Neighborhood Integration and Exchange
- R. Neighborhood Satisfaction
- S. Social Control

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
A. Disciplinary Practices	A1. Authoritative Parenting Index; 16 items	Measures children's perceptions of their parents' level of demanding and responsive behaviors.	Students aged 8-18.	Internal consistency: Responsiveness .85; Demandingness .71 to .77.	Jackson, Henriksen & Foshee, 1988
	A2. Consistency of Discipline—Rochester Youth Development Study; 7 items	Measures the extent to which the parent maintains consistent consequences and follows through with them. Matching version for youth.	Youths initially in grades 7-8 in 1988, and followed into adulthood. Parents of the youths.	Internal consistency: Youth .65; Parents .85.	Stern, Smith & Jang, 1999 <i>Adapted from Krohn, Stern, Thornberry & Jang, 1992</i>
	A3. Positive Parenting Practices—Rochester Youth Development Study; 5 items	Measures the frequency with which parents reward the child's good behavior with praising, hugging, or similar responses. Matching version for youth.	Youths initially in grades 7-8 in 1988, and followed into adulthood. Parents of the youths.	Internal consistency: Youth .79; Parents .70.	<i>Adapted from Krohn, Stern, Thornberry & Jang, 1992</i>
	A4. Positive Parenting Practices—Chicago Youth Development Study; 6 items	Measures the frequency of parental rewards (e.g., winking, verbal praise, hugs, and special privileges) for good behavior. Matching version for youth.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth .85; Parents .84.	Tolan, Gorman-Smith & Henry, 2000
B. Family Communication	B1. Reactivity in Family Communication; 3 items	Measures the extent to which parents and children perceive that emotional states experienced by one person in a family spread easily to other family members.	Middle school students, grades 6-8, and their parents.	Internal consistency: Youth .58; Parents .66.	Multisite Violence Prevention Project, 2004b <i>Adapted from Henry, Chertok, Keys & Jegerski, 1991</i>
C. Family Conflict and Hostility	C1. Family Conflict and Hostility—Rochester Youth Development Study; 3 items	Measures the extent to which the parent reports a climate of hostility and conflict within the family.	Parents of youths initially in grades 7-8 in 1988, and followed into adulthood.	Not available.	Thornberry, Krohn, Lizotte, Smith & Tobin, 2003
D. Family Relationships	D1. Family Relationship Characteristics; 39 items	Measures four aspects of family relationship characteristics thought to distinguish risk for serious antisocial behavior: cohesion, beliefs about family, structure, and deviant beliefs.	Children and adolescents aged 6-17.	Internal consistency: .72 to .91.	Tolan, Gorman-Smith, Huesmann & Zelli, 1997
E. Parent-Child Relationship	E1. Parental-Child Attachment—Rochester Youth Development Study; 11 items	Measures the degree of warmth and lack of hostility in the parent-child relationship.	Youths initially in grades 7-8 in 1988, and followed into adulthood. Parents of the youths.	Internal consistency: Youth .87; Parents .81.	Thornberry, Lizotte, Krohn, Farnworth & Jang, 1991 <i>Adapted from Hudson, 1982</i>

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
E. Parent-Child Relationship (Continued)	E2. Attachment to Parents—Seattle Social Development Project; 4 items	Measures students' perceptions of how close they feel to their fathers and mothers.	Students aged 11-18.	Internal consistency: .76.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
	E3. Family Bonding—Individual Protective Factors Index; 6 items	Measures family bonding and communication.	Students in grades 7-11.	Internal consistency: .58 (Gabriel, 1994).	Phillips & Springer, 1992
F. Parental Attitudes	F1. Parental Attitudes Toward Discipline—Chicago Youth Development Study; 12 items	Measures the extent to which a parent disengages or avoids providing consequences for a child's behavior (avoidance of discipline), and a parent's perception of how effective their discipline is in controlling the child's behavior (discipline effectiveness).	Primary caregivers of youths initially in grades 6 and 8 in 1990, and followed into adulthood.	Internal consistency: .84.	Tolan, Gorman-Smith & Henry, 2000
	F2. Parental Attitudes Toward Drug Use—Seattle Social Development Project; 3 items	Measures youths' perceptions of their parents' attitudes about drinking and smoking.	Students aged 11-18.	Internal consistency: .78.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
	F3. Parental Attitudes Toward Antisocial Behavior—Seattle Social Development Project; 3 items	Measures youths' perceptions of how their parents would feel if they stole, drew graffiti or picked a fight with someone.	Students aged 11-18.	Internal consistency: .70.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
	F4. Parental Attitudes Toward Use of Aggression; 10 items	Measures the mother's values regarding use of aggression to solve problems.	Mothers of children in kindergarten.	Internal consistency: .55.	Dodge, Pettit & Bates, 1994
	F5. Parental Support for Fighting; 10 items	Measures students' perception of their parents' support for aggressive and non-aggressive solutions as a means of resolving conflicts.	Middle school students, grades 6-8.	Internal consistency: Aggressive solutions .62; Non-aggressive solutions .66.	Multisite Violence Prevention Project, 2004a. <i>Adapted from Orpinas, Murray & Kelder, 1999</i>

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
G. Parental Involvement	G1. Parental Involvement in School; 18 items	Assesses parental involvement with the child's schoolwork, teacher and school activities, as well as teacher involvement with the parent.	Middle school students, grades 6-8, and their parents.	Internal consistency: <i>For Students:</i> Parent involvement with child .75; Parent involvement with teacher/school .74; Teacher involvement with parent .69. <i>For Parents:</i> Parent involvement with child: .81; Parent involvement with teacher/school .76; Teacher involvement with parent .79.	Multisite Violence Prevention Project, 2004b <i>Adapted from Eccles & Harold, 1993 (Parent Version); and Smith, Connell, Wright, et al., 1997 (Student Version)</i>
	G2. Parental Involvement—Rochester Youth Development Study; 11 items	Measures how often parents report being involved with their children in a range of prosocial activities.	Parents of youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .74.	<i>Adapted from Stern & Smith, 1995</i>
	G3. Parental Involvement—Chicago Youth Development Study; 12 items	Measures the degree to which the parent is involved in the child's life.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth .79; Caregivers .78.	Gorman-Smith, Tolan, Zelli & Huesmann, 1996
	G4. Prosocial Parental Involvement—Seattle Social Development Project; 7 items	Measures students' perceptions of the opportunities and rewards offered by and experienced with their parents.	Students aged 11-18.	Internal consistency: Opportunities .76; Rewards .78.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
H. Parental Monitoring and Supervision	H1. Parental Supervision—Rochester Youth Development Study; 4 items	Measures the extent to which the youth feels that his parents are aware of his whereabouts, friends and activities.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .56.	Bjerregaard & Smith, 1993
	H2. Parental Supervision—Seattle Social Development Project; 8 items	Measures students' perceptions of what rules their parents have established and how closely their parents monitor those rules.	Students aged 11-18.	Internal consistency: .83.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
I. Quality of Life	I1. Stressful Urban Life Events Scale; 15 items	Measures stressful life events experienced in the past year (e.g., poor grades, family illness or death, robbery).	Elementary school students, grades 2-5.	Internal consistency: Stress due to negative life events .55; Stress due to neighborhood violence .61 (Tolan & Gorman-Smith, 1991).	Tolan, Miller & Thomas, 1988 <i>Adapted by Attar, Guerra & Tolan, 1994</i>

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
I. Quality of Life (Continued)	I2. Stressful Life Events—Rochester Youth Development Study; 18 items	Measures number of stressful life events experienced in the past 30 days, such as the death of someone close to them, a family member getting in trouble with the law, or getting a new boyfriend/girlfriend.	Youths initially in grades 7-8 in 1988, and followed into adulthood. Parents of the youths.	Not available.	Stern & Smith, 1995 (Parent Version) Thornberry, Krohn, Lizotte, Smith & Tobin, 2003 (Youth Version)
J. Collective Efficacy	J1. Collective Efficacy—Chicago Neighborhood Study; 10 items	Measures informal social control, willingness to intervene, and social cohesion in a neighborhood.	Urban residents, aged 18 and older.	Internal consistency: .80 to .91.	Sampson, Raudenbush & Earls, 1997
K. Community Involvement	K1. Community Involvement—Chicago Youth Development Study; 4 items	Measures the extent to which children and their caregivers are comfortable and engaged in their neighborhoods.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth involvement .49; Caregiver involvement .62.	Tolan, Gorman-Smith & Henry, 2001
	K2. Community Involvement—Seattle Social Development Project; 9 items	Measures students' perceptions of the opportunities and rewards for prosocial activities in their communities.	Students aged 11-18.	Internal consistency: Opportunities .78; Rewards .85.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
L. Community Resources	L1. Community Resources in Neighborhood—Chicago Youth Development Study; 13 items	Measures availability and use of resources in the community (e.g., relatives, grocery stores, clinics, public transportation).	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth resources .58; Caregiver resources .74.	Tolan, Gorman-Smith & Henry, 2001
M. Exposure to Violence	M1. Children's Exposure to Community Violence; 12 items	Measures frequency of exposure (through sight and sound) to violence in one's home and neighborhood.	African-American males aged 12-16.	Internal consistency: .84.	Richters & Martinez, 1990
	M2. Victimization Scale; 135 items	Measures exposure to violence and victimization in one's home, school, and neighborhood.	Middle school students, grades 6-8.	Not available.	Nadel, Spellmann, Alvarez-Canino, Lausell-Bryant & Landsberg, 1991
N. Fear of Crime	N1. Fear of Crime—Chicago Youth Development Study; 13 items	Measures fear of being the victim of a violent crime in the home and/or neighborhood, the impact of such fear, and steps taken to protect oneself from crime.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood.	Internal consistency: Fear of crime .86; Measures taken to cope with fear of crime .77.	Gorman-Smith, Tolan & Henry, 2000

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
O. Neighborhood Cohesion	O1. Neighborhood Cohesion; 8 items	Measures the extent to which residents feel a sense of belonging in the neighborhood and share the same values as their neighbors.	Urban residents, aged 18 and older.	Internal consistency: .68	Perkins, Florin & Rich, 1990 <i>Adapted by Houston Community Demonstration Project, 1993</i>
P. Neighborhood Disorganization	P1. Neighborhood Disorganization—Rochester Youth Development Study; 17 items	Measures the parent's perception of crime, dilapidation, and disorganization in his/her neighborhood.	Parents of youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .95.	Thornberry, Krohn, Lizotte, Smith, & Tobin, 2003
	P2. Neighborhood Disorganization—Seattle Social Development Project; 5 items	Measures students' perception of crime, fighting, physical deterioration, and safety in their communities.	Students aged 11-18	Internal consistency: .79.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
	P3. Perceived Community Problems—Chicago Youth Development Study; 14 items	Measures the extent to which youth and their caregivers feel certain negative qualities are problems in their communities (e.g., unkept front yards, vacant lots, noise, vandalism).	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth perceptions .78; Caregiver perceptions .84.	Tolan, Gorman-Smith & Henry, 2001
	P4. Neighborhood/Block Conditions; 13 items	Measures residents' perceptions of neighborhood conditions (e.g., severity of problems, sense of safety).	Urban residents, aged 18 and older.	Internal consistency: .90.	Perkins, Florin & Rich, 1990 <i>Adapted by Houston Community Demonstration Project, 1993</i>
Q. Neighborhood Integration and Exchange	Q1. Neighborhood Integration—Rochester Youth Development Study; 7 items	Measures the extent to which neighbors are familiar with one another and interact on a routine basis.	Parents of youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .85.	Thornberry, Krohn, Lizotte, Smith & Tobin, 2003
	Q2. Sense of Belonging—Chicago Youth Development Study; 6 items	Measures the extent to which youth and their caregivers feel a sense of loyalty and identity to their neighbors.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth belonging .52; Caregiver belonging .76.	Tolan, Gorman-Smith & Henry, 2001
	Q3. Reciprocated Exchange—Chicago Neighborhood Study; 5 items	Measures the relative frequency of social exchange within the neighborhood on issues of consequence for children.	Urban residents, aged 18 and older.	Internal consistency: .65.	Sampson, Morenoff & Earls, 1999

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
Q. Neighborhood Integration and Exchange (Continued)	Q4. Community Support—Chicago Youth Development Study; 6 items	Measures the extent to which youth and their caregivers feel comfortable with people in their neighborhoods, ask their advice, and interact with them.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth support .61; Caregiver support .80.	Tolan, Gorman-Smith & Henry, 2001
	Q5. Intergenerational Connections—Chicago Neighborhood Study; 5 items	Measures intergenerational connections and active support of neighborhood children by parents and other adults.	Urban residents, aged 18 and older.	Internal consistency: .74.	Sampson, Morenoff & Earls, 1999
R. Neighborhood Satisfaction	R1. Neighborhood Satisfaction; 4 items	Measures residents' attitudes toward their neighborhood (e.g., good place to live).	Urban residents, aged 18 and older.	Internal consistency: .70.	Perkins, Florin & Rich, 1990 <i>Adapted by Houston Community Demonstration Project, 1993</i>
S. Social Control	S1. Neighborhood Action/Willingness to Intervene; 6 items	Measures perceived likelihood that someone will intervene when presented with a problem in the neighborhood (e.g., break up a fight, stop drug selling).	Urban residents, aged 18 and older.	Internal consistency: .71.	Perkins, Florin & Rich, 1990 <i>Adapted by Houston Community Demonstration Project, 1993</i>
	S2. Social Control of Children—Chicago Neighborhood Study; 3 items	Measures general aspects of social cohesion and neighborhood control in situations involving children.	Urban residents, aged 18 and older.	Internal consistency: .72.	Sampson, Morenoff & Earls, 1999

SCALES AND ASSESSMENTS

A1. Authoritative Parenting Index

This index measures children’s perception of their parents’ authoritative behavior on two dimensions: responsiveness and demandingness. Items measuring indicators of parental warmth, acceptance, involvement, and intrusiveness comprise the responsive dimension. The demanding dimension includes items measuring indicators of parental supervision, assertive control, monitoring, and permissiveness.

We asked other kids what THEIR mothers are like. Listed on this page is what these other kids said. Now we want to know what YOUR mother is like. Put an X to show if what the other kids said is Just like, A lot like, Sort of like, or NOT like your mother or step-mother.

	Just like	A lot like	Sort of like	Not like
Responsiveness				
1. She is always telling me what to do.	4	3	2	1
2. She makes rules without asking what I think.	4	3	2	1
3. She makes me feel better when I am upset.	4	3	2	1
4. She is too busy to talk to me.	4	3	2	1
5. She listens to what I have to say.	4	3	2	1
6. She likes me just the way I am.	4	3	2	1
7. She tells me when I do a good job on things.	4	3	2	1
8. She wants to hear about my problem.	4	3	2	1
9. She is pleased with how I behave.	4	3	2	1
Demandingness				
1. She has rules that I must follow.	4	3	2	1
2. She tells me times when I must come home.	4	3	2	1
3. She makes sure I tell her where I am going.	4	3	2	1

	Just like	A lot like	Sort of like	Not like
4. She makes sure I go to bed on time.	4	3	2	1
5. She asks me what I do with friends.	4	3	2	1
6. She knows where I am after school.	4	3	2	1
7. She checks to see if I do my homework.	4	3	2	1

Note. Students who do not live with their mother or father are asked to answer the questions for their grandmother, aunt or other adult with whom they live. When used with younger children (grades 3-5), an oversized mock up of the scale is used to show children how to mark their choice. When used with adolescents, “kids” is replaced with “students” in the instructions.

Scoring and Analysis

Point values are assigned as indicated above. Items for *Responsiveness* should be reverse coded. Point values for all items are summed. Intended range is 16 to 64, with high scores indicating a high level of authoritative parenting behavior.

A2. Consistency of Discipline—Rochester Youth Development Study

These items measure the extent to which a parent maintains consistent consequences and follows through with them. Corresponding items for youth measure the extent to which the youth feels that the parent maintains consistent consequences and follows through with them.

	Often	Sometimes	Seldom	Never
Parent Items				
1. How often do you give up when you ask your child to do something and he/she doesn't do it?	4	3	2	1
2. How often does your child get away with things?	4	3	2	1
3. When your child is punished, how often does the punishment work?	4	3	2	1
4. How often do you feel that you can correct your children's behavior?	4	3	2	1
5. Once a punishment has been decided, how often can your child get out of it?	4	3	2	1
6. How often do you have to ask your child to do the same thing more than once?	4	3	2	1
7. How often does your child get punished sometimes, but not other times, for doing the same thing?	4	3	2	1
Youth Items				
1. Once your parent decides a punishment, how often can you get out of it?	4	3	2	1
2. How often do you get away with things?	4	3	2	1
3. How often do you get punished sometimes, but not other times, for doing the same thing?	4	3	2	1

- | | Often | Sometimes | Seldom | Never |
|--|----------------------------|--|----------------------------|----------------------------|
| 4. How often does your parent have to ask you to do the same thing more than once? | 4 | 3 | 2 | 1 |
| 5. When you get punished, how much does the kind of punishment you get depend on your parent's mood? | | | | |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Totally on mood | Mostly on mood | About half on mood half on your behavior | Mostly on your behavior | Totally on your behavior |

Scoring and Analysis

Parent and youth items should be scored separately. Point values are summed and then divided by the total number of items (7 for parent; 5 for youth). Intended range of scores is between 1 and 4 (parent), and 1 and 4.2 (youth). Higher scores indicate a greater frequency of positive parenting.

A3. Positive Parenting Practices—Rochester Youth Development Study

These items measure the frequency with which parents reward the child’s good behavior with praising, hugging, or similar responses. Corresponding items measure the youth’s report of the frequency with which parents reward the child’s good behavior with praising, hugging, or similar responses.

Parent Items

When your child has done something that you like or approve of, how often do you ...

	Often	Sometimes	Seldom	Never
1. Say something nice about it or praise your child for it?	1	2	3	4
2. Give your child something like a hug, kiss, or pat on the back for it?	1	2	3	4
3. Give your child some reward for it, like a present, money, or food?	1	2	3	4
4. Give your child a special privilege, like staying up late or a special activity?	1	2	3	4
5. Go someplace or do something special with your child as a reward?	1	2	3	4

Youth Items

When you have done something that your parent likes or approves of, how often does she/does he ...

	Often	Sometimes	Seldom	Never
1. Say something nice about it or praise you for it?	1	2	3	4
2. Give you something like a hug, kiss, or pat on the back for it?	1	2	3	4
3. Give you some reward for it, like a present, money, or food?	1	2	3	4

	Often	Sometimes	Seldom	Never
4. Give you a special privilege, like staying up late or a special activity?	1	2	3	4
5. Go someplace or do something special with you as a reward?	1	2	3	4

Scoring and Analysis

Parent and youth items should be scored separately. Point values are assigned as indicated above. Point values are summed and then divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a greater frequency of positive parenting.

A4. Positive Parenting Practices—Chicago Youth Development Study

These items measure the frequency of parental rewards (e.g., winking, verbal praise, hugs, and special privileges) for good behavior. Comparable items are administered to youth.

Parent Items

In the past 12 months, when your youth did something that you liked or approved of, how often did you ...

	Almost never	Sometimes	Almost always
1. Give him a wink or a smile?	1	3	5
2. Say something nice about it; praise or approval?	1	3	5
3. Give him a hug, pat on the back, or kiss for it?	1	3	5
4. Give him some reward for it, like a present, extra money, or something special to eat?	1	3	5
5. Give him some special privilege such as staying up late, watching TV, or doing some special activity?	1	3	5
6. Do something special together, such as going to the movies, playing a game, or going somewhere special?	1	3	5

Youth Items

When you have done something that your parents like or approve of, how often does your caregiver ...

	Almost never	Sometimes	Almost always
1. Give you a wink or smile?	1	3	5
2. Say something nice about it; praise or approval?	1	3	5
3. Give you a hug, pat on the back, or kiss for it?	1	3	5

	Almost never	Sometimes	Almost always
4. Give you some reward for it, like a present, extra money or something special to eat?	1	3	5
5. Give you some special privilege such as staying up late, watching TV, or doing some special activity?	1	3	5
6. Do something special together, such as going to the movies, playing a game, or going somewhere special?	1	3	5

Scoring and Analysis

Parent and youth items should be scored separately. Point values are assigned as indicated above. Point values are summed and then divided by the total number of items. Intended range is 1-5, with higher scores indicating a greater sense of positive parenting.

B1. Reactivity in Family Communication

Emotional reactivity is the tendency for emotional states to be contagious among family members. In reactive families, multiple family members will become emotionally aroused if a single family member is upset. These items measure this characteristic of families.

	Never	Rarely	Sometimes	Often	Almost always
1. Family members jump to conclusions when we talk.	1	2	3	4	5
2. I know what other members of my family will say before they finish saying it.	1	2	3	4	5
3. We interrupt one another when we talk or argue.	1	2	3	4	5

Scoring and Analysis

Point values are assigned as indicated above. Point values are summed and then divided by the total number of items. Intended range is 1-5, with higher scores indicating greater reactivity in family communication.

C1. Family Conflict and Hostility—Rochester Youth Development Study

These items measure the extent to which the parent reports a climate of hostility and conflict within the family. Respondents are asked to indicate how often hostile situations have occurred in their families in the past 30 days, not including their children’s fights with each other.

	Often	Sometimes	Seldom	Never
1. How often has there been quarreling or arguing in your household?	1	2	3	4
2. How often do family members lose their temper or blow up for no good reason?	1	2	3	4
3. How often have there been physical fights in the household, like people hitting, shoving, throwing objects at each others, threatening with a weapon, and so forth?	1	2	3	4

Scoring and Analysis

Point values are assigned as indicated above. Point values are summed and then divided by the total number of items. The intended range of scores is 1-4, with a higher score indicating a higher level of hostility and conflict within the family.

D1. Family Relationship Characteristics

This assessment measures four aspects of family relationship characteristics thought to distinguish risk for serious antisocial behavior: cohesion, beliefs about family, structure, and deviant beliefs. Youth and their parents are asked to indicate the extent to which they agree with various statements about their family.

	Strongly disagree	Disagree	Agree	Strongly agree
1. Family togetherness is very important.	1	2	3	4
2. Kids should value a close relationship with their family and not have to be asked to spend time at home.	1	2	3	4
3. No matter what, family members should stick together.	1	2	3	4
4. Family members should be able to speak their minds with one another.	1	2	3	4
5. Parents should teach their children what they need to know to make it in the world.	1	2	3	4
6. Children should always talk to their parents with respect.	1	2	3	4
7. Kids should obey their parents even when they don't agree with them.	1	2	3	4
8. Parents should expect kids my age (kid's _____age) to do some work around the house.	1	2	3	4
9. Kids my age (kid's _____age) should call home if they think they might be late.	1	2	3	4
10. Kids my age (kid's _____age) should clean up for themselves without having to be told.	1	2	3	4
11. It's O. K. to lie to someone if it will keep you out of trouble with them.	1	2	3	4
12. It's O. K. to steal something from someone who is rich and can easily replace it.	1	2	3	4

	Strongly disagree	Disagree	Agree	Strongly agree
13. It's O. K. to skip school every once in awhile.	1	2	3	4
14. It's O. K. to fight if the other guy says bad enough things about you or your family.	1	2	3	4
	Not at all true	Hardly true	True a lot	Almost always or always true
15. My family knows what I mean when I say something.	1	2	3	4
16. My family and I have the same views about what is right and wrong.	1	2	3	4
17. I am able to let others in the family know how I really feel.	1	2	3	4
18. My family and I have the same views about being successful.	1	2	3	4
19. I'm available when others in the family want to talk to me.	1	2	3	4
20. I listen to what other family members have to say, even when I disagree.	1	2	3	4
21. Family members ask each other for help.	1	2	3	4
22. Family members like to spend free time with each other.	1	2	3	4
23. Family members feel very close to each other.	1	2	3	4
24. We can easily think of things to do together as a family.	1	2	3	4
25. Family members attend church, synagogue, Sunday school, or other religious activities fairly often.	1	2	3	4
26. We often talk about the religious meaning of Christmas, Passover, or other holidays.	1	2	3	4

	Not at all true	Hardly true	True a lot	Almost always or always true
27. My family expects too much of me.	1	2	3	4
28. My family doesn't care about me.	1	2	3	4
29. I often don't understand what other family members are saying.	1	2	3	4
30. If someone in the family has upset me, I keep it to myself.	1	2	3	4
31. I have trouble accepting someone else's answer to a family problem.	1	2	3	4
32. My family doesn't let me be myself.	1	2	3	4
33. I am tired of being blamed for family problems.	1	2	3	4
34. The children make the decisions in our family.	1	2	3	4
35. It is hard to identify the leaders in our family.	1	2	3	4
36. It is hard to tell who does which household chores.	1	2	3	4
37. I sometimes get headaches or other aches and pains after I fight with my family.	1	2	3	4
38. I sometimes use feeling sick to get out of doing something.	1	2	3	4

For Parent Version: In addition to the preceding items, the following item is added.

	Strongly disagree	Disagree	Agree	Strongly agree
39. When you feel someone is out to get you, it's better to get them first.	1	2	3	4

Scoring and Analysis

This measure includes four subscales assessing aspects of family relationships, including structure, cohesion, beliefs about family, and deviant beliefs. All subscales are scored by computing means scores of the items listed.

Cohesion: Includes items 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 and 26. A maximum score of 4 indicates more cohesion among family members.

Beliefs about Family: Includes items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. A maximum score of 4 indicates more positive beliefs about the family.

Structure: Includes items 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37 and 38. A maximum score of 4 indicates more family structure.

Deviant Beliefs: Includes items 11, 12, 13 and 14 (and item 39 for Parent version). A maximum score of 4 indicates greater sense of deviant beliefs.

E1. Parental-Child Attachment—Rochester Youth Development Study

These items measure the degree of warmth and lack of hostility in the parent-child relationship. Respondents are asked to indicate the extent to which each statement is true for them.

Parent Items

How often would you say that ...

	Often	Sometimes	Seldom	Never
1. You get along well with your child?	4	3	2	1
2. You feel that you can really trust your child?	4	3	2	1
3. You just do not understand your child?	4	3	2	1
4. Your child is too demanding?	4	3	2	1
5. You really enjoy your child?	4	3	2	1
6. Your child interferes with your activities?	4	3	2	1
7. You think your child is terrific?	4	3	2	1
8. You feel very angry toward your child?	4	3	2	1
9. You feel violent toward your child?	4	3	2	1
10. You feel proud of your child?	4	3	2	1
11. You wish your child was more like others that you know?	4	3	2	1

Youth Items

How often would you say that ...

	Often	Sometimes	Seldom	Never
1. You get along well with your parent?	4	3	2	1
2. You feel that you can really trust your parent?	4	3	2	1
3. Your parent does not understand you?	4	3	2	1
4. Your parent is too demanding?	4	3	2	1
5. You really enjoy your parent?	4	3	2	1
6. You have a lot of respect for your parent?	4	3	2	1
7. Your parent interferes with your activities?	4	3	2	1
8. You think your parent is terrific?	4	3	2	1
9. You feel very angry toward your parent?	4	3	2	1
10. You feel violent toward your parent?	4	3	2	1
11. You feel proud of your parent?	4	3	2	1

Scoring and Analysis

Parent and youth items are scored separately. Point values are assigned as indicated above. Youth items 3, 4, 7, 9 and 10 are reverse coded; parent items 3, 4, 6, 8, 9 and 11 are reverse coded. Point values are summed and then divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a higher level of attachment.

E2. Attachment to Parents—Seattle Social Development Project

These items measure students' perceptions of how close they feel to their fathers and mothers, and whether they share their thoughts and feelings with their parents. 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.

1. Do you feel very close to your mother?	NO!	no	yes	YES!
2. Do you share your thoughts and feelings with your mother?	NO!	no	yes	YES!
3. Do you feel very close to your father?	NO!	no	yes	YES!
4. Do you share your thoughts and feelings with your father?	NO!	no	yes	YES!

Scoring and Analysis

Items 1-4 are scored as follows:

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

Point values for all items are added. Higher scores indicate higher levels of parental attachment.

E3. Family Bonding—Individual Protective Factors Index

These items measure family bonding and communication. 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.

1. I can tell my parents the way I feel about things.	YES!	yes	no	NO!
2. My family expects too much of me.	YES!	yes	no	NO!
3. Sometimes I am ashamed of my parents.	YES!	yes	no	NO!
4. My family has let me down.	YES!	yes	no	NO!
5. I like to do things with my family.	YES!	yes	no	NO!
6. I enjoy talking with my family.	YES!	yes	no	NO!

Scoring and Analysis

Items 1, 5 and 6 are scored as follows:

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

All other items are reverse coded. Point values for all items are added. Blank items are excluded, with the scale score adjusted for the number of items completed when two or few items are blank. The maximum obtainable score of 24 indicates a strong family bond. A minimum score of 6 indicates a weak family bond.

F1. Parental Attitudes Toward Discipline— Chicago Youth Development Study

These items measure two aspects of parental attitudes toward discipline. The first set of items assess the extent to which a parent disengages or avoids providing consequences for a child’s behavior (*Avoidance of Discipline*). The second set of items assess a parent’s perception of how effective their discipline is in controlling the child’s behavior (*Discipline Effectiveness*).

Almost
never Sometimes Often

Avoidance of Discipline

- | | | | |
|--|---|---|---|
| 1. Do you hesitate to enforce the rules with your child because you fear he might then harm someone in your household? | 1 | 3 | 5 |
| 2. Do you feel that you must be careful not to upset your child? | 1 | 3 | 5 |
| 3. Do you feel that other family members must be careful not to upset your child? | 1 | 3 | 5 |
| 4. Do you feel that it is more trouble than it is worth to ask your child to help you? | 1 | 3 | 5 |
| 5. Do you think that your child will take it out on other children if you try to make him obey you? | 1 | 3 | 5 |
| 6. Do you leave your child alone because of his moodiness? | 1 | 3 | 5 |
| 7. Do you think that your child will try to get back at you if you try to make him obey you? | 1 | 3 | 5 |

Discipline Effectiveness

- | | | | |
|--|---|---|---|
| 8. If you punish your child, does his behavior get worse? | 1 | 3 | 5 |
| 9. When you are by yourself, do you have much difficulty controlling your child? | 1 | 3 | 5 |
| 10. When other adults are present, do you have much difficulty controlling your child? | 1 | 3 | 5 |

	Not really	Half of the time	Usually
11. If your child is punished, does the punishment work?	1	3	5
12. Is the discipline you use effective for your child?	1	3	5

Scoring and Analysis

Avoidance of Discipline: Reverse code items 1-7 and then compute a mean score.

Discipline Effectiveness: Reverse code items 8-10 and then compute a mean score of items 8-12.

F2. Parental Attitudes Toward Drug Use— Seattle Social Development Project

These items measure youths' perceptions of their parents attitudes about drinking and smoking. Respondents are asked to indicate how wrong their parents feel certain behaviors are for them.

How wrong do your parents feel it would be for you to ...

1. Drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?
 Very wrong Wrong A little bit wrong Not wrong at all
2. Smoke cigarettes?
 Very wrong Wrong A little bit wrong Not wrong at all
3. Smoke marijuana?
 Very wrong Wrong A little bit wrong Not wrong at all

Scoring and Analysis

Point values are assigned as follows:

Very wrong	=	4
Wrong	=	3
A little bit wrong	=	2
Not wrong at all	=	1

Point values should be summed and then divided by the total number of items. Higher scores indicate greater parental concern about drug use.

F3. Parental Attitudes Toward Antisocial Behavior— Seattle Social Development Project

These items measure youths' perceptions of how their parents would feel if they stole, drew graffiti or picked a fight with someone. Respondents are asked to indicate how wrong their parents feel certain behaviors are for them.

How wrong do your parents feel it would be for you to ...

1. Steal anything worth more than \$5?
 Very wrong Wrong A little bit wrong Not wrong at all

2. Draw graffiti, or write things or draw pictures on buildings or other property
(without the owner's permission)?
 Very wrong Wrong A little bit wrong Not wrong at all

3. Pick a fight with someone?
 Very wrong Wrong A little bit wrong Not wrong at all

Scoring and Analysis

Point values are assigned as follows:

Very wrong	=	4
Wrong	=	3
A little bit wrong	=	2
Not wrong at all	=	1

Point values are summed and then divided by the total number of items. Higher scores indicate greater parental concern about antisocial behavior

F4. Parental Attitudes Toward Use of Aggression

These items measure a mother's values regarding the use of aggression to solve problems. Mothers are asked to indicate the extent to which they agree or disagree with ten statements.

For each item, decide whether you agree or disagree, then choose a number between 1 and 7 using the following scale.

- I let my child watch adventure television shows that have killing and violence in them.
 1 2 3 4 5 6 7
Definitely Neutral Definitely
disagree agree
- If my child were teased by other kids at school, I would want my child to defend himself/herself even if it meant hitting another child.
 1 2 3 4 5 6 7
Definitely Neutral Definitely
disagree agree
- When my child does something wrong, talking about it with him/her helps more than spanking.
 1 2 3 4 5 6 7
Definitely Neutral Definitely
disagree agree
- If my child gets into a fight with another child, I won't try to stop it because my child has to show that she/he can defend herself/himself.
 1 2 3 4 5 6 7
Definitely Neutral Definitely
disagree agree
- It is important to keep a gun at home to protect the family.
 1 2 3 4 5 6 7
Definitely Neutral Definitely
disagree agree
- Sometimes a physical fight might help my child have a better relationship with other children.
 1 2 3 4 5 6 7
Definitely Neutral Definitely
disagree agree

7. It would bother me if my child saw one adult hit another in real life.
- | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| Definitely disagree | | | Neutral | | | Definitely agree |
8. If I found out my child hit another child, I would be very disappointed, no matter what the reason.
- | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| Definitely disagree | | | Neutral | | | Definitely agree |
9. I wouldn't mind if my child got a reputation as the "toughest" kid in school.
- | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| Definitely disagree | | | Neutral | | | Definitely agree |
10. I believe that television violence has a bad effect on children.
- | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| Definitely disagree | | | Neutral | | | Definitely agree |

Scoring and Analysis

Point values are assigned as indicated above. Items 3, 7, 8 and 10 are reverse coded. Point values are summed and then divided by the number of items for each respondent. Higher scores indicate a greater acceptance of using aggression for problem solving.

F5. Parental Support for Fighting

These items measure a student’s perception of his or her parent’s support for aggressive and non-aggressive solutions as means of resolving conflicts. Students are asked to respond “yes” or “no” to each item based on what their parents tell them about fighting.

Does your parent tell you these things about fighting?

Yes No

Aggressive Solutions

- | | | |
|--|---|---|
| 1. If someone hits you, hit them back. | 0 | 1 |
| 2. If someone calls you names, hit them. | 0 | 1 |
| 3. If someone calls you names, call them names back. | 0 | 1 |
| 4. If someone asks you to fight, hit them first. | 0 | 1 |
| 5. If you can’t solve the problem by talking, it is best to solve it through fighting. | 0 | 1 |

Non-Aggressive Solutions

- | | | |
|---|---|---|
| 6. If someone calls you names, ignore them. | 0 | 1 |
| 7. If someone asks you to fight, you should try to talk your way out of a fight. | 0 | 1 |
| 8. You should think the problem through, calm yourself, and then talk the problem out with your friend. | 0 | 1 |
| 9. If another student asks you to fight, you should tell a teacher or someone older. | 0 | 1 |
| 10. No matter what, fighting is not good; there are other ways to solve problems. | 0 | 1 |

Scoring and Analysis

Point values are assigned as indicated above. Point values are summed and then divided by the number of items in each subscale. Intended range is between 0 and 1.

Aggressive Solutions: High values indicate the perception of strong parental support for aggression or fighting in response to conflict.

Non-Aggressive Solutions: High scores indicate the perception of strong parental support for peaceful solutions to conflict.

G1. Parental Involvement in School

These items assess parental involvement with the child's schoolwork, teacher and school activities, as well as teacher involvement with the parent. Ratings are made on different types of school activities, including homework, communication with teachers, and attendance at school events. Respondents can be either the child or his/her parent.

Parent Involvement with Child's Schoolwork

1. How often do you check your child's homework?
 Never Once a month Once a week Several times a week Every day
2. How often do you ask your child what he/she did at school?
 Never Once a month Once a week Several times a week Every day
3. How often do you go over graded papers with your child?
 Never Once a month Once a week Several times a week Every day
4. How often do you talk with your child about his/her schoolwork?
 Never Once a month Once a week Several times a week Every day
5. How often do you talk with your child about how she/he behaves at school?
 Never Once a month Once a week Several times a week Every day
6. How often do you talk with your child about doing his/her best at school?
 Never Once a month Once a week Several times a week Every day
7. How often do you ask or talk with your child about one of his/her teachers at school?
 Never Once a month Once a week Several times a week Every day

Parent Involvement with Teacher/School

8. How often do you talk with one of your child's teachers?
 Never Hardly ever Sometimes Often Very often
9. How often do you attend functions in the school like open house, fund-raisers, PTA meetings, and the like?
 Never Hardly ever Sometimes Often Very often
10. How often do you volunteer to help at a school-related function like a field trip, athletic game, or other event?
 Never Hardly ever Sometimes Often Very often

11. How often to you attend parent-teacher conferences when they are scheduled by your child's school?
 Never Hardly ever Sometimes Often Very often
12. How often do you contact your child's school to request a meeting with a teacher or school official to discuss your child's behavior?
 Never Hardly ever Sometimes Often Very often
13. How often do you call a teacher on the telephone or write a note to the teacher concerning your child's schoolwork?
 Never Hardly ever Sometimes Often Very often

Teacher Involvement with Parent

14. How often does your child's teacher contact you to request a meeting to discuss your child's behavior?
 Never Hardly ever Sometimes Often Very often
15. How often does the teacher provide information to you on how your child is performing in school?
 Never Hardly ever Sometimes Often Very often
16. How often does the teacher provide information to you in advance on upcoming assignments, projects, or events for your child at school?
 Never Hardly ever Sometimes Often Very often
17. How often does the teacher or school provide information to you on how your child is behaving in school?
 Never Hardly ever Sometimes Often Very often
18. How often does the teacher provide information on your child's accomplishments at school?
 Never Hardly ever Sometimes Often Very often

Scoring and Analysis

Point values are assigned as follows:

Items 1-7:

Never	=	0
Once a month	=	1
Once a week	=	2
Several times a week	=	3
Every day	=	4

Items 8-18:

Never	=	0
Hardly ever	=	1
Sometimes	=	2
Often	=	3
Very often	=	4

This measure has three subscales, with the score of each calculated by summing the responses and then dividing by the total number of items in each subscale.

Parent Involvement with Child's Schoolwork: Items 1, 2, 3, 4, 5, 6 and 7.

Parent Involvement with Teacher/School: Items 8, 9, 10, 11, 12 and 13.

Teacher Involvement with Parent: Items 14, 15, 16, 17 and 18.

G2. Parental Involvement—Rochester Youth Development Study

These items measure how often parents report being involved with their child in a range of prosocial activities. Respondents are asked to indicate how often they engage in certain behaviors with their children.

How often ...

	Often	Sometimes	Seldom	Never
1. Are you too busy or unavailable to do things with your child?	4	3	2	1
2. Does your child do things with other members of the family?	4	3	2	1
3. Do you play sports or games with your child?	4	3	2	1
4. Does your child help with important decisions?	4	3	2	1
5. Do you go with your child to the movies or some special event?	4	3	2	1

Sometimes parents take part in activities with their children by attending meetings or events, driving their children, or being a coach. How involved are you in this activity with your children?

	Very involved	Somewhat involved	A little involved	Not at all involved
6. Organized sports clubs or teams outside of school	4	3	2	1
7. School sports	4	3	2	1
8. School activities like clubs or special events	4	3	2	1
9. Church or religious activities	4	3	2	1
10. Other organized groups like the “Y” or like the Boys and Girls Club	4	3	2	1
11. Organized musical or singing groups, including in school	4	3	2	1

Scoring and Analysis

Point values are assigned as indicated above, with item 1 reverse coded. Point values are summed and then divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a higher level of parental involvement.

G3. Parental Involvement—Chicago Youth Development Study

These items measure the extent to which the parent is involved in the child’s life. Respondents are asked to indicate how often they engage in certain interactions with their children and how often the child is involved in family activities. With minor modifications, youth can also complete this assessment.

Caregiver Items

	Don't know	More than 1 month ago	Within last month	Within last week	Yesterday/ today
1. When was the last time that you talked with your youth about their plans for the coming day?	1	2	3	4	5
2. When was the last time that you talked with your youth about what he had actually done during the day?	1	2	3	4	5
	Don't know	Less than once a month	At least once a month	At least once a week	Almost every day
3. In the past 12 months, about how often have you discussed with your youth his plans for the coming day?	1	2	3	4	5
4. In the past 12 months, about how often have you talked with your youth about what he had actually done during the day?	1	2	3	4	5
		Hardly ever	Sometimes	Often	
5. Does your youth help with family fun activities?		1	3	5	
6. Does your youth like to get involved in family activities?		1	3	5	
7. How often do you have time to listen to your youth, when he wants to talk to you?		1	3	5	
8. Do you and your youth do things together at home?		1	3	5	

	Hardly ever	Sometimes	Often
9. Does your youth go with members of the family to movies, sports events or other outings?	1	3	5
10. How often do you have a friendly talk with your youth?	1	3	5
11. Does your youth help you with chores, errands and/or other work?	1	3	5
12. How often do you talk with your youth about how he is doing in school?	1	3	5

Youth Items

	Don't know	More than 1 month ago	Within last month	Within last week	Yesterday/ today
1. When was the last time that you talked with your caregiver about what you were going to do for the coming day?	1	2	3	4	5
2. When was the last time that you talked with your caregiver about what you had actually done during the day?	1	2	3	4	5

	Don't know	Less than once a month	At least once a month	At least once a week	Almost every day
3. How often does your caregiver talk to you about what you were going to do for the coming day?	1	2	3	4	5
4. In the past 12 months, how often has your caregiver talked with you about what you had actually done during the day?	1	2	3	4	5

	Hardly ever	Sometimes	Often
5. Do you help with family fun activities?	1	3	5
6. Do you like to get involved in family activities?	1	3	5
7. How often does your caregiver have time to listen to you when you want to talk with one of them?	1	3	5
8. How often do you and your caregiver do things together at home?	1	3	5
9. How often do you go with members of the family to movies, sports events, or other outings?	1	3	5
10. How often do you have a friendly talk with your caregiver?	1	3	5
11. How often do you help with chores, errands and/or other work around the house?	1	3	5
12. How often does your caregiver talk with you about how you are doing in school?	1	3	5

Scoring and Analysis

Caregiver and youth items should be scored separately. Point values are assigned as indicated above. Point values are summed and then divided by the total number of times. Higher scores indicate greater levels of parental monitoring and involvement.

G4. Prosocial Parental Involvement—Seattle Social Development Project

These items measure students' perceptions of the opportunities and rewards offered by and experienced with their parents. Respondents are asked to indicate how much they agree or disagree with seven statements about their relationship with their mother or father. 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. My parents give me lots of chances to do fun things with them. | NO! | no | yes | YES! |
| 2. My parents ask me what I think before most family decisions affecting me are made. | NO! | no | yes | YES! |
| 3. If I had a personal problem, I could ask my mom or dad for help. | NO! | no | yes | YES! |

Rewards

- | | | | | |
|---|-----|----|-----|------|
| 4. My parents notice when I am doing a good job and let me know about it.
<input type="checkbox"/> Never or almost never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> All the time | | | | |
| 5. How often do your parents tell you they're proud of you for something you've done?
<input type="checkbox"/> Never or almost never <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> All the time | | | | |
| 6. Do you enjoy spending time with your mother? | NO! | no | yes | YES! |
| 7. Do you enjoy spending time with your father? | NO! | no | yes | YES! |

Scoring and Analysis

Items 1-3, 6 and 7 are scored as follows:

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

Items 4 and 5 are scored as follows:

All the time	=	4
Often	=	3
Sometimes	=	2
Never or almost never	=	1

Point values for all items are added, with a possible total score ranging from 7-28. Higher scores indicate stronger prosocial parental involvement.

H1. Parental Supervision—Rochester Youth Development Study

These items measure the extent to which the youth feels that his parents are aware of his or her whereabouts, friends and activities.

	Often	Sometimes	Seldom	Never
1. In the course of a day, how often does your parent know where you are?	4	3	2	1
2. How often would your parent know who you are with when you are away from home?	4	3	2	1
	Very important	Important	Not very important	Not at all important
3. How important is it to your parent to know who your friends are?	4	3	2	1
4. How important is it to your parent to know where you are?	4	3	2	1

Scoring and Analysis

Point values are assigned as indicated above. Point values are summed and then divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a higher level of parental supervision.

H2. Parental Supervision—Seattle Social Development Project

These items measure students’ perceptions of what rules their parents have established and how closely their parents monitor those rules. Respondents are asked to indicate the extent to which they agree or disagree with statements describing their parents’ supervisory standards and behavior. 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.

1. My parents ask if I’ve gotten my homework done.	NO!	no	yes	YES!
2. Would your parents know if you did not come home on time?	NO!	no	yes	YES!
3. When I am not at home, one of my parents knows where I am and who I am with.	NO!	no	yes	YES!
4. The rules in my family are clear.	NO!	no	yes	YES!
5. My family has clear rules about alcohol and drug use.	NO!	no	yes	YES!
6. If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents’ permission, would you be caught by your parents?	NO!	no	yes	YES!
7. If you skipped school would you be caught by your parents?	NO!	no	yes	YES!
8. If you carried a handgun without your parents’ permission, would you be caught by your parents?	NO!	no	yes	YES!

Scoring and Analysis

Point values are assigned as follows:

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

Point values for all items are added, with scores ranging from 8-32. Higher scores indicate higher levels of positive parental supervision.

11. Stressful Urban Life Events Scale

These items measure stressful life events. Respondents are asked to indicate if they have experienced a traumatic event (e.g., moved to a new home, been robbed, lost a family member or close friend) in the past year

- | | | |
|--|-----|----|
| 1. During the last year, did you get poor grades on your report card? | Yes | No |
| 2. During the last year, have you gotten into trouble with a teacher or principal at school? | Yes | No |
| 3. During the last year, did you get suspended from school? | Yes | No |
| 4. During the last year, did your family move to a new home or apartment? | Yes | No |
| 5. During the last year, has your family had a new baby come into the family? | Yes | No |
| 6. During the last year, has anyone moved out of your home? | Yes | No |
| 7. During the last year, did a family member die? | Yes | No |
| 8. During the last year, did another close relative or friend die? | Yes | No |
| 9. During the last year, has a family member become seriously ill, injured badly, and/or had to stay at the hospital? | Yes | No |
| 10. During the last year, has someone else you know, other than a member of your family, gotten beaten, attacked or really hurt by others? | Yes | No |
| 11. During the last year, have you seen anyone beaten, shot or really hurt by someone? | Yes | No |
| 12. In the past year, did you change where you went to school? | Yes | No |
| 13. During the last year, have you seen or been around people shooting guns? | Yes | No |
| 14. During the last year, have you been afraid to go outside and play, or have your parents made you stay inside because of gangs or drugs in your neighborhood? | Yes | No |
| 15. During the last year, have you had to hide someplace because of shootings in your neighborhood? | Yes | No |

(This scale originally had 23 items, but 8 were dropped in the adaptation by Attar, et al., 1994.)

Scoring and Analysis

Point values are assigned as follows: Yes = 1; No = 0. This measure has five subscales, with the score of each subscale calculated by summing the responses to the items and dividing by the total number of items. The five subscales are:

Hassles: Includes items 1, 2, 13, 14 and 15. A higher score indicates greater exposure to daily life hassles during the past year.

Life Transitions: Includes items 4, 5, 6 and 12. A higher score indicates greater exposure to life transitions during the past year.

Circumscribed Events: Includes items 3, 7, 8, 9, 10 and 11. A higher score indicates greater exposure to discrete stressful events during the past year.

Violence: Includes items 10, 11, 13, 14 and 15. A higher score indicates greater exposure to violence during the past year.

School Problems: Includes items 1, 2 and 3. A higher score indicates greater experience with school problems during the past year.

12. Stressful Life Events—Rochester Youth Development Study

These items measure stressful life events experienced in the last 30 days, such as the death of someone close, a family member getting in trouble with the law, or getting a new boyfriend/girlfriend.

Parent Items

In the past 30 days ...

- | | | |
|---|-----|----|
| 1. Did you get married? | Yes | No |
| 2. Did you get divorced or separated? | Yes | No |
| 3. Did you get back together with a spouse or partner? | Yes | No |
| 4. Has anyone in your family had a serious accident or illness? | Yes | No |
| 5. Has anyone in your family abused alcohol, including you? | Yes | No |
| 6. Has anyone in your family abused other drugs, including you? | Yes | No |
| 7. Has anyone in your family been laid off temporarily from his or her job? | Yes | No |
| 8. Has anyone in your family lost their job permanently? | Yes | No |
| 9. Has your child been placed in foster care or in the care of others? | Yes | No |
| 10. Did anyone in your family or a close friend die? | Yes | No |

Youth Items

In the past 30 days ...

- | | | |
|---|-----|----|
| 1. Did you fail a course at school? | Yes | No |
| 2. Did you get suspended or expelled from school? | Yes | No |
| 3. Did you break up with your boyfriend/girlfriend? | Yes | No |
| 4. Did you have a big fight or problem with a friend? | Yes | No |

- | | | |
|--|-----|----|
| 5. Did anyone you were close to die in the past 30 days? | Yes | No |
| 6. Have you had a major illness or were you hospitalized? | Yes | No |
| 7. Did you get a new boyfriend/girlfriend? | Yes | No |
| 8. Did you start hanging around with a new group of friends? | Yes | No |

Scoring and Analysis

Parents and youth items should be scored separately. Point values are assigned as follows:

Yes = 2

No = 1

Point values for all responses are added. Higher scores indicate higher levels of stress in the parent or child's life.

J1. Collective Efficacy—Chicago Neighborhood Study

These items measure informal social control, willingness to intervene, and social cohesion in a neighborhood. Residents are asked about the likelihood that their neighbors can be counted on to intervene in various situations and the level of trust they feel for their neighbors.

Social Control

1. If a group of neighborhood children were skipping school and hanging out on a street corner, how likely is it that your neighbors would do something about it?
 Very likely Likely Neither likely nor unlikely Unlikely Very unlikely
2. If some children were spray-painting graffiti on a local building, how likely is it that your neighbors would do something about it?
 Very likely Likely Neither likely nor unlikely Unlikely Very unlikely
3. If there was a fight in front of your house and someone was being beaten or threatened, how likely is it that your neighbors would break it up?
 Very likely Likely Neither likely nor unlikely Unlikely Very unlikely
4. If a child was showing disrespect to an adult, how likely is it that people in your neighborhood would scold that child?
 Very likely Likely Neither likely nor unlikely Unlikely Very unlikely
5. Suppose that because of budget cuts the fire station closest to your home was going to be closed down by the city. How likely is it that neighborhood residents would organize to try to do something to keep the fire station open?
 Very likely Likely Neither likely nor unlikely Unlikely Very unlikely

Social Cohesion

6. People around here are willing to help their neighbors.
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

7. This is a close-knit neighborhood.
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
8. People in this neighborhood can be trusted.
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
9. People in this neighborhood generally don't get along with each other.
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
10. People in this neighborhood do not share the same values
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Scoring and Analysis

Point values are assigned as follows:

Social Control

Very likely	=	5
Likely	=	4
Neither likely nor unlikely	=	3
Unlikely	=	2
Very unlikely	=	1

Social Cohesion

Strongly agree	=	5
Agree	=	4
Neither agree nor disagree	=	3
Disagree	=	2
Strongly disagree	=	1

Items 9 and 10 are reverse coded. Point values for all responses are summed. Intended range is 10-50, with higher scores indicating higher levels of perceived collective efficacy in a neighborhood.

K1. Community Involvement—Chicago Youth Development Study

These items measure the extent to which children and their caregivers are comfortable and engaged in their neighborhoods. Respondents are asked to indicate the extent to which they agree with several statements about their communities.

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
1. I regularly stop and talk with people in my neighborhood.	1	2	3	4	5
2. I know most of the names of people on my block.	1	2	3	4	5
			True	False	
3. I am involved in neighborhood or block organizations that deal with neighborhood issues or problems.			1	2	
4. I have done volunteer work in the last year to benefit my neighborhood.			1	2	

Scoring and Analysis

Reverse code items 1 and 2; recode items 3 and 4 as follows: 1 = 4; 2 = 2. Once items have been recoded, point values for all items are summed and then divided by the total number of items. A higher score indicates greater comfort and engagement in the neighborhood.

K2. Community Involvement—Seattle Social Development Project

These items measure students’ perceptions of the opportunities and rewards for prosocial activities in their communities. Respondents are asked to indicate how strongly they agree or disagree with statements about the presence of supportive adults and the availability of sports and other community activities. 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. There are lots of adults in my neighborhood I could talk to about something important. | NO! | no | yes | YES! |
|---|-----|----|-----|------|

Which of the following activities for people your age are available in your community?

- | | | | | |
|-------------------------|--|-----|----|--|
| 2. Sports teams | | Yes | No | |
| 3. Scouting | | Yes | No | |
| 4. Boys and girls clubs | | Yes | No | |
| 5. 4-H clubs | | Yes | No | |
| 6. Service clubs | | Yes | No | |

Rewards

- | | | | | |
|--|-----|----|-----|------|
| 7. My neighbors notice when I am doing a good job and let me know about it. | NO! | no | yes | YES! |
| 8. There are people in my neighborhood who encourage me to do my best. | NO! | no | yes | YES! |
| 9. There are people in my neighborhood who are proud of me when I do something well. | NO! | no | yes | YES! |

Scoring and Analysis

Items 1, 7, 8 and 9 are scored as follows:

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

For items 2-6, point values are: Yes = 1; No = 0. Point values for all items are added. Higher scores indicate higher levels of community involvement.

L1. Community Resources in Neighborhood— Chicago Youth Development Study

These items measure the availability and use of resources in the community (e.g., relatives, grocery stores, clinics, public transportation) for youth and their adult caregivers. Respondents are asked to indicate whether each statement is true or false for their neighborhoods.

	True	False
1. I have relatives living in my neighborhood.	1	2
2. There is a grocery store in or near my neighborhood.	1	2
3. There is a church or synagogue that I could attend in my neighborhood.	1	2
4. There is a clinic or other medical services near my neighborhood.	1	2
5. There are entertainment places in my neighborhood.	1	2
6. There are parks that we can use in or near my neighborhood.	1	2
7. Public transportation is convenient for me to use.	1	2
8. There are neighborhood or block organizations that deal with neighborhood issues or problems.	1	2
9. There is a school in this neighborhood.	1	2
10. We regularly do our shopping in my neighborhood.	1	2
11. I attend religious services in my neighborhood.	1	2
12. When I need medical services, I use those in the neighborhood.	1	2
13. I use the recreational facilities available in my neighborhood.	1	2

Scoring and Analysis

Resources Available to Adult Caregiver: Items 9 and 11 are not included in calculating the score. Items 1-8, 10, 12 and 13 should be reverse coded. Compute a mean score from these items.

Resources Available to Youths: Items 9 and 11 are not included in calculating the score. Items 3, 4, 5, 6, 7, 8, 10, 12 and 13 should be reverse coded. Compute a mean score from these items.

M1. Children's Exposure to Community Violence

These items measure the frequency of exposure (through sight and sound) to violence in one's home and neighborhood. Respondents are asked to indicate how often they have seen or heard certain things around their home and neighborhood (not on TV or in movies).

1. I have heard guns being shot.
 Never Once or twice A few times Many times
2. I have seen somebody arrested.
 Never Once or twice A few times Many times
3. I have seen drug deals.
 Never Once or twice A few times Many times
4. I have seen someone being beaten up.
 Never Once or twice A few times Many times
5. My house has been broken into.
 Never Once or twice A few times Many times
6. I have seen somebody get stabbed.
 Never Once or twice A few times Many times
7. I have seen somebody get shot.
 Never Once or twice A few times Many times
8. I have seen a gun in my home.
 Never Once or twice A few times Many times
9. I have seen alcohol such as beer, wine, or hard liquor in my home.
 Never Once or twice A few times Many times
10. I have seen gangs in my neighborhood.
 Never Once or twice A few times Many times
11. I have seen somebody pull a gun on another person.
 Never Once or twice A few times Many times

12. I have seen someone in my home get shot or stabbed.

- Never Once or twice A few times Many times

Scoring and Analysis

Point values are assigned as follows:

Never = 1

Once or twice = 2

A few times = 3

Many times = 4

Point values are summed and then divided by the total number of items. Intended range is 1-4, with a higher score indicating more frequent exposure to acts of crime and violence.

M2. Victimization Scale

This scale measures exposure to violence and victimization in the home, at school, and in the community. Respondents are asked to indicate how often they have seen or experienced certain behaviors since the beginning of the school year.

	Never	Once	Sometimes	Often
At school, how often have you been ...				
1. Hit by a student	1	2	3	4
2. Hit by school staff	1	2	3	4
3. Kicked or pushed by a student	1	2	3	4
4. Kicked or pushed by school staff	1	2	3	4
5. Badly beaten up	1	2	3	4
6. Threatened with a knife or sharp weapon	1	2	3	4
7. Attacked with a knife or sharp weapon	1	2	3	4
8. Threatened with a gun	1	2	3	4
9. Verbally or emotionally abused by a student; that is, being called names or having things said to you that make you feel bad about yourself or afraid	1	2	3	4
10. Verbally or emotionally abused by school staff	1	2	3	4
11. Sexually harassed by a student	1	2	3	4
12. Sexually harassed by school staff	1	2	3	4
13. Sexually assaulted	1	2	3	4
14. Robbed	1	2	3	4

Never Once Sometimes Often

At school, how often have you seen others being ...

1. Hit by a student	1	2	3	4
2. Hit by school staff	1	2	3	4
3. Kicked or pushed by a student	1	2	3	4
4. Kicked or pushed by school staff	1	2	3	4
5. Badly beaten up	1	2	3	4
6. Threatened with a knife or sharp weapon	1	2	3	4
7. Attacked with a knife or sharp weapon	1	2	3	4
8. Threatened with a gun	1	2	3	4
9. Verbally or emotionally abused by a student	1	2	3	4
10. Verbally or emotionally abused by school staff	1	2	3	4
11. Sexually harassed by a student	1	2	3	4
12. Sexually harassed by school staff	1	2	3	4
13. Sexually assaulted	1	2	3	4
14. Robbed	1	2	3	4
15. In a fight after drinking or getting high	1	2	3	4

In your neighborhood, how often have you been ...

1. Hit	1	2	3	4
2. Kicked	1	2	3	4
3. Pushed or shoved	1	2	3	4

	Never	Once	Sometimes	Often
4. Badly beaten up	1	2	3	4
5. Threatened with a knife or sharp weapon	1	2	3	4
6. Attacked with a knife or sharp weapon	1	2	3	4
7. Threatened with a gun	1	2	3	4
8. Shot at	1	2	3	4
9. Verbally or emotionally abused, that is, being called names or having things said to you that make you feel bad about yourself or afraid	1	2	3	4
10. Sexually harassed	1	2	3	4
11. Sexually assaulted	1	2	3	4
12. Robbed	1	2	3	4

In your neighborhood, how often have you seen others being ...

1. Hit	1	2	3	4
2. Kicked	1	2	3	4
3. Pushed or shoved	1	2	3	4
4. Badly beaten up	1	2	3	4
5. Threatened with a knife or sharp weapon	1	2	3	4
6. Attacked with a knife or sharp weapon	1	2	3	4
7. Threatened with a gun	1	2	3	4
8. Shot at	1	2	3	4
9. Verbally or emotionally abused	1	2	3	4

	Never	Once	Sometimes	Often
10. Sexually harassed	1	2	3	4
11. Sexually assaulted	1	2	3	4
12. Robbed	1	2	3	4
13. In a fight after drinking or getting high	1	2	3	4

At school, how often have you heard of other students being ...

1. Hit by a student	1	2	3	4
2. Hit by school staff	1	2	3	4
3. Kicked or pushed by a student	1	2	3	4
4. Kicked or pushed by school staff	1	2	3	4
5. Badly beaten up	1	2	3	4
6. Threatened with a knife or sharp weapon	1	2	3	4
7. Attacked with a knife or sharp weapon	1	2	3	4
8. Threatened with a gun	1	2	3	4
9. Verbally or emotionally abused by a student, that is, they were called names or had things said to them that made them feel bad about themselves, or afraid	1	2	3	4
10. Shot at	1	2	3	4
11. Verbally or emotionally abused by school staff	1	2	3	4
12. Sexually harassed by a student	1	2	3	4
13. Sexually harassed by school staff	1	2	3	4
14. Sexually assaulted	1	2	3	4

	Never	Once	Sometimes	Often
15. Robbed	1	2	3	4
16. In a fight after drinking or getting high	1	2	3	4

In your neighborhood, how often have you heard of others being ...

1. Hit	1	2	3	4
2. Kicked	1	2	3	4
3. Pushed or shoved	1	2	3	4
4. Badly beaten up	1	2	3	4
5. Threatened with a knife or sharp weapon	1	2	3	4
6. Attacked with a knife or sharp weapon	1	2	3	4
7. Threatened with a gun	1	2	3	4
8. Shot at	1	2	3	4
9. Verbally or emotionally abused	1	2	3	4
10. Sexually harassed	1	2	3	4
11. Sexually assaulted	1	2	3	4
12. Robbed	1	2	3	4
13. In a fight after drinking or getting high	1	2	3	4

At home, in the past, how often have you been ...

1. Hit	1	2	3	4
2. Kicked	1	2	3	4
3. Pushed or shoved	1	2	3	4

	Never	Once	Sometimes	Often
4. Badly beaten up	1	2	3	4
5. Threatened with a knife or sharp weapon	1	2	3	4
6. Attacked with a knife or sharp weapon	1	2	3	4
7. Threatened with a gun	1	2	3	4
8. Shot at	1	2	3	4
9. Verbally or emotionally abused	1	2	3	4
10. Sexually harassed	1	2	3	4
11. Sexually assaulted	1	2	3	4
12. Robbed	1	2	3	4

At home, in the past, how often have you seen other family members being ...

1. Hit	1	2	3	4
2. Kicked	1	2	3	4
3. Pushed or shoved	1	2	3	4
4. Badly beaten up	1	2	3	4
5. Threatened with a knife or sharp weapon	1	2	3	4
6. Attacked with a knife or sharp weapon	1	2	3	4
7. Threatened with a gun	1	2	3	4
8. Shot at	1	2	3	4
9. Verbally or emotionally abused	1	2	3	4
10. Sexually harassed	1	2	3	4

	Never	Once	Sometimes	Often
11. Sexually assaulted	1	2	3	4
12. Robbed	1	2	3	4

At school, how often have you done these things?

1. Hit or kicked someone	1	2	3	4
2. Pushed or shoved someone when you were angry	1	2	3	4
3. Badly beaten somebody up	1	2	3	4
4. Carried a knife or sharp weapon or other blade	1	2	3	4
5. Threatened someone with a knife or sharp weapon	1	2	3	4
6. Attacked someone with a knife or sharp weapon	1	2	3	4
7. Carried a weapon	1	2	3	4
8. Threatened someone with a gun	1	2	3	4
9. Verbally or emotionally abused someone, that is, said something that made them feel bad about themselves, or afraid	1	2	3	4
10. Sexually harassed someone	1	2	3	4
11. Sexually assaulted someone	1	2	3	4
12. Robbed someone	1	2	3	4
13. Been suspended	1	2	3	4
14. Gotten into a fight after drinking or getting high	1	2	3	4

Outside of school, how often have you done these things?

1. Hit or kicked someone	1	2	3	4
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	Never	Once	Sometimes	Often
2. Pushed or shoved someone when you were angry	1	2	3	4
3. Badly beaten somebody up	1	2	3	4
4. Carried a knife or sharp weapon or other blade	1	2	3	4
5. Threatened someone with a knife or sharp weapon	1	2	3	4
6. Attacked someone with a knife or sharp weapon	1	2	3	4
7. Carried a weapon	1	2	3	4
8. Threatened someone with a gun	1	2	3	4
9. Verbally or emotionally abused someone, that is, said something that made them feel bad about themselves, or afraid	1	2	3	4
10. Sexually harassed someone	1	2	3	4
11. Sexually assaulted someone	1	2	3	4
12. Robbed someone	1	2	3	4
13. Been suspended	1	2	3	4
14. Gotten into a fight after drinking or getting high	1	2	3	4

Scoring and Analysis

Point values are assigned as indicated above. Items are scored by domain (school, community, family) and by whether violence is direct or vicarious. More specific timeframes can be used with this measure (e.g., past 30 days, past 3 months, past 6 months).

N1. Fear of Crime—Chicago Youth Development Study

These items assess a subject’s fear of being the victim of a violent crime in their home and/or neighborhood and the impact of such fear on the places they go. They also assess the measures taken to protect oneself from crime.

How afraid are you of being attacked or robbed ...

	Not fearful	A little fearful	Somewhat fearful	Very fearful
1. At home in your house or apartment?	1	2	3	4
2. On the streets of your neighborhood during the day?	1	2	3	4
3. Out alone at night in your neighborhood?	1	2	3	4
4. Out with other people at night in your neighborhood?	1	2	3	4

Has a fear of crime caused you to...

	No	Yes
5. Limit the places or the times that you go shopping?	0	1
6. Limit the places or the times that you will work?	0	1
7. Limit the places that you will go by yourself?	0	1
8. Purchase a weapon for self-protection?	0	1
9. Install a home security system or install protective devices such as bars on the windows, buzzers on windows and/or doors, etc.?	0	1
10. Move to a different place to live?	0	1
11. Do you have a rifle in your home?	0	1
12. Do you have a shotgun in your home?	0	1
13. Do you have a handgun in your home?	0	1

Scoring and Analysis

Point values are assigned as indicated above. Point values are summed and then divided by the number of items.

Fear of Crime: Compute the mean score of items 1, 2, 3 and 4.

Measures Taken To Cope with Fear of Crime: Compute the mean score of items 5-10. Items 11-13 are retained to assess firearm ownership.

01. Neighborhood Cohesion

These items measure the extent to which residents feel a sense of belonging in the neighborhood and share the same values as their neighbors. Respondents are asked if they agree or disagree with descriptions of themselves or the people who live on their block.

	Agree	Disagree	No opinion
1. People on this block do not share the same values.	1	3	2
2. I have almost no influence over what this block is like.	1	3	2
3. If there is a problem on this block, people who live here can get it solved.	1	3	2
4. My neighbors and I want the same things for the block.	1	3	2
5. I feel at home on this block.	1	3	2
6. People on this block generally do not get along.	1	3	2
7. Occasionally, I visit with neighbors inside their homes.	1	3	2
8. Occasionally, my neighbors visit with me inside my home.	1	3	2

Scoring and Analysis

Point values are assigned as indicated above. Items 3, 4, 5, 7 and 8 should be reverse coded (Agree = 3; Disagree = 1; No opinion = 2). Point values for all responses are summed and then divided by the total number of items. Blank items are not counted in the total number of responses. Higher scores indicate higher levels of a sense of belonging, cohesion, and shared values among neighbors on a block.

P1. Neighborhood Disorganization—Rochester Youth Development Study

These items measure a parent’s perception of crime, dilapidation, and disorganization in his/her neighborhood. Respondents are presented with a list of problems that may occur in neighborhoods and asked to indicate to what extent that problem exists anywhere around their home or within 4 or 5 blocks.

Thinking of your neighborhood, how much of a problem is ...

	A big problem	Sort of a problem	Not a problem
1. High unemployment?	3	2	1
2. Different racial or cultural groups who do not get along with each other?	3	2	1
3. Vandalism, buildings and personal belongings broken and torn up?	3	2	1
4. Little respect for rules, laws and authority?	3	2	1
5. Winos and junkies?	3	2	1
6. Prostitution?	3	2	1
7. Abandoned houses or buildings?	3	2	1
8. Sexual assaults or rapes?	3	2	1
9. Burglaries and thefts?	3	2	1
10. Gambling?	3	2	1
11. Run down and poorly kept buildings and yards?	3	2	1
12. Syndicate, mafia or organized crime?	3	2	1
13. Assaults and muggings?	3	2	1
14. Street gangs or delinquent gangs?	3	2	1
15. Homeless street people?	3	2	1

	A big problem	Sort of a problem	Not a problem
16. Drug use or drug dealing in the open?	3	2	1
17. Buying or selling stolen goods?	3	2	1

Scoring and Analysis

Point values are assigned as indicated above. Point values are summed and then divided by the number of items. The intended range of scores is 1-3, with a higher score indicating a higher level of neighborhood crime, dilapidation and disorganization.

P2. Neighborhood Disorganization—Seattle Social Development Project

These items measure students' perception of crime, fighting, physical deterioration, and safety in their communities. Respondents are asked to indicate to what extent five statements accurately describe their neighborhood. 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.

How much do each of the following statements describe your neighborhood?

1. Crime and/or drug selling.	NO!	no	yes	YES!
2. Fights.	NO!	no	yes	YES!
3. Lots of empty or abandoned buildings.	NO!	no	yes	YES!
4. Lots of graffiti.	NO!	no	yes	YES!
5. I feel safe in my neighborhood.	NO!	no	yes	YES!

Scoring and Analysis

Items 1-4 are scored as follows:

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

Item 5 is reverse coded. Point values for all items are added. Higher scores indicate higher levels of perceived disorganization in the community.

P3. Perceived Community Problems—Chicago Youth Development Study

These items measure the extent to which youth and their caregivers feel certain negative qualities are problems in their communities (e.g., unkempt front yards, vacant lots, noise, vandalism). Youth and their caregivers are asked to indicate how strongly they agree or disagree with fourteen statements about their neighborhoods.

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
1. Dirty or unkempt front yards are a problem on my block.	1	2	3	4	5
2. There is a public park near to my block.	1	2	3	4	5
3. Vacant lots are a problem on my block.	1	2	3	4	5
4. Morning noise is quite irritating on my block.	1	2	3	4	5
5. Night noise is quite irritating on my block.	1	2	3	4	5
6. Abandoned or boarded-up homes are a problem on my block.	1	2	3	4	5
7. Vandalism is a problem in my neighborhood.	1	2	3	4	5
8. Burglary is a problem in my neighborhood.	1	2	3	4	5
9. Homelessness is a problem in my neighborhood.	1	2	3	4	5
10. Crime has gotten worse in my neighborhood in the last few years.	1	2	3	4	5
	A little	Some	Pretty much	A lot	A serious problem
11. Gangs are a problem in my neighborhood.	1	2	3	4	5
12. Graffiti is a problem in my neighborhood.	1	2	3	4	5
13. Drugs are a problem in my neighborhood.	1	2	3	4	5

	A little	Some	Pretty much	A lot	A serious problem
14. Violent crime is a problem in my neighborhood.	1	2	3	4	5

Scoring and Analysis

Point values are assigned as indicated above. Point values are summed and then divided by the number of items. The intended range of scores is 1-5, with a higher score indicating a higher level of neighborhood crime, dilapidation and disorganization.

P4. Neighborhood/Block Conditions

These items measure residents' perceptions of neighborhood conditions (e.g., severity of problems, sense of safety). Respondents are given a list of common urban problems and are asked to indicate the extent to which each is a problem on their block.

	No problem	A minor problem	A serious problem
1. Property damage? Is that ...	1	2	3
2. Drug dealing? Is that ...	1	2	3
3. Groups of young people hanging around? Is that...	1	2	3
4. Physical assaults of people on the street? Is that ...	1	2	3
5. Organized gangs? Is that ...	1	2	3
6. Physical fighting? Is that ...	1	2	3
7. Gunshots? Is that ...	1	2	3
8. Lack of supervised activities for youth? Is that ...	1	2	3
9. Feeling unsafe while out alone on your block during the day? Is that ...	1	2	3
10. Feeling unsafe while out alone on your block during the day? Is that ...	1	2	3
11. Inadequate recreational facilities available for young people? Is that...	1	2	3
12. Feeling unsafe in your home? Is that ...	1	2	3
13. Poor city services, like trash pick-up and police response? Is that ...	1	2	3

Scoring and Analysis

Point values for responses are summed and then divided by the total number of items. Blank items should not be counted in the number of responses. Higher scores indicate higher levels of perceived problems in residents' neighborhood.

Q1. Neighborhood Integration—Rochester Youth Development Study

These items measure neighborhood integration. Respondents are asked to indicate the extent to which neighbors are familiar with one another and interact on a routine basis.

How many people who live in your neighborhood ...

	A lot	Some	A few	None
1. Do you know by sight?	4	3	2	1
2. Do you know by name?	4	3	2	1
3. Do you talk to on a regular basis?	4	3	2	1

How often do you and other people who live in your neighborhood ...

	Often	Sometimes	Seldom	Never
4. Borrow things like tools or recipes from each other?	4	3	2	1
5. Ask each other to watch your children when you are not at home?	4	3	2	1
6. Have a talk with each other?	4	3	2	1
7. Ask each other to drive or take your children somewhere?	4	3	2	1

Scoring and Analysis

Point values are assigned as indicated above. Point values are summed and then divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a higher level of routine neighborhood interaction.

Q2. Sense of Belonging—Chicago Youth Development Study

These items measure the extent to which youth and their caregivers feel a sense of loyalty and identity to their neighbors. Respondents are asked to indicate the extent to which they agree with statements about their neighborhoods.

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
1. I feel like I belong to the neighborhood.	1	2	3	4	5
2. I feel loyal to the people in my neighborhood.	1	2	3	4	5
3. I would be willing to work together with others on something to improve my neighborhood.	1	2	3	4	5
4. I like to think of myself as similar to the people who live in this neighborhood.	1	2	3	4	5
5. Overall, I am very attracted to living in this neighborhood.	1	2	3	4	5
6. Given the opportunity, I would like to move out of this neighborhood.	1	2	3	4	5

Scoring and Analysis

Caregiver’s Sense of Belonging: Reverse code items 1, 2, 4 and 5; then compute a mean score from these four items. Ignore item 3.

Youth’s Sense of Belonging: Reverse code items 1, 2, 4 and 6; then compute a mean score from these four items. Ignore item 3.

Q3. Reciprocated Exchange—Chicago Neighborhood Study

These items measure the relative frequency of social exchange within the neighborhood on issues of consequences for children. Respondents are asked to indicate how often they engage in five interactive behaviors with their neighbors.

1. About how often do you and people in your neighborhood do favors for each other? By favors we mean such things as watching each other's children, helping with shopping, lending garden or house tools, and other small acts of kindness?
 Very often Often Sometimes Rarely Never
2. How often do you and people in this neighborhood have parties or other get-togethers where other people in the neighborhood are invited?
 Very often Often Sometimes Rarely Never
3. When a neighbor is not at home, how often do you and other neighbors watch over their property?
 Very often Often Sometimes Rarely Never
4. How often do you and other people in this neighborhood visit in each other's homes or on the street?
 Very often Often Sometimes Rarely Never
5. How often do you and other people in the neighborhood ask each other advice about personal things such as childrearing or job openings?
 Very often Often Sometimes Rarely Never

Scoring and Analysis

Point values are assigned as follows:

Very often	=	5
Often	=	4
Sometimes	=	3
Rarely	=	2
Never	=	1

Point values for all responses are summed. Intended range is 5-25, with higher scores indicating higher frequencies of social exchange within the neighborhood.

Q4. Community Support—Chicago Youth Development Study

These items measure the extent to which youth and their caregivers feel comfortable with people in their neighborhoods, ask their advice, and interact with them. Respondents are asked to indicate the extent to which they agree or disagree with several statements about interactions with their neighbors.

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
1. I visit with my neighbors in their homes.	1	2	3	4	5
2. If I needed advice about something I could go to someone in my neighborhood.	1	2	3	4	5
3. I regularly stop and talk with people in my neighborhood.	1	2	3	4	5
4. I know most of the names of people on my block.	1	2	3	4	5
5. I would feel comfortable asking to borrow some food or a tool from people on my block.	1	2	3	4	5
6. I would feel comfortable asking people on my block to watch my home while I was away.	1	2	3	4	5

Scoring and Analysis

Reverse code items 1, 2, 3, 4 and 5. Compute a mean score from these five items. Ignore item 6.

Q5. Intergenerational Connections—Chicago Neighborhood Study

These items measure connections between neighbors and active support of neighborhood children by parents and other adults. Respondents are asked to indicate the extent to which they agree or disagree with five statements about their neighbors.

1. Parents in this neighborhood know their children's friends.
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
2. Adults in this neighborhood know who the local children are.
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
3. There are adults in this neighborhood that children can look up to.
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
4. Parents in this neighborhood generally know each other.
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
5. You can count on adults in this neighborhood to watch out that children are safe and don't get in trouble.
 Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Scoring and Analysis

Point values are assigned as follows:

Strongly agree	=	5
Agree	=	4
Neither agree nor disagree	=	3
Disagree	=	2
Strongly disagree	=	1

Point values for all responses are summed. Intended range is 5-25, with higher scores indicating higher levels of intergenerational connections and active support within the neighborhood.

R1. Neighborhood Satisfaction

These items measure residents’ attitudes toward their neighborhood (for example, whether or not it is a good place to live). Respondents are asked to indicate whether they agree or disagree with four statements about neighborhood satisfaction.

	Agree	Disagree	No opinion
1. I am satisfied with this block as a place to live.	3	1	2
2. Compared to other blocks in this area, my block is a good place to live.	3	1	2
3. In the past year, the general conditions on my block have gotten worse.	3	1	2
4. In the next year, the general conditions on my block will probably get better.	3	1	2

Scoring and Analysis

Point values are assigned as indicated above. Point values for all responses are summed and then divided by the total number of items. Blank items are not counted in the number of responses. Higher scores indicate higher levels of respondent satisfaction with their block as a place to live and their expectations about the future for their block.

S1. Neighborhood Action/Willingness to Intervene

These items measure the perceived likelihood that the resident or a neighbor will intervene when presented with a problem in the neighborhood (e.g., break up a fight, stop drug selling). Respondents are presented with six problems that may or may not happen on their block, and asked to determine the likelihood of a neighbor responding appropriately.

	Not at all likely	Somewhat likely	Very likely
1. If some 10 to 12 year-old youths were spray painting a street sign on the block, how likely is it that you or some of your neighbors would tell them to stop?	1	2	3
2. If a suspicious stranger was hanging around the block, how likely is it that you or some of your neighbors would notice this and warn others to be on guard?	1	2	3
3. If someone on your block was playing loud music, how likely is it that you or some of your neighbors would ask them to turn the music down?	1	2	3
4. If teenagers were fist-fighting on your block, how likely is it that you or some of your neighbors would attempt to stop it?	1	2	3
5. If someone on your block was firing a gun, how likely is it that you or some of your neighbors would do something about it?	1	2	3
6. If drugs were being sold on your block, how likely is it that you or some of your neighbors would do something about it?	1	2	3

Scoring and Analysis

Point values are assigned as indicated above. Point values for all responses are summed and then divided by the total number of items. Blank items should not be counted in the number of responses. Higher scores indicate higher levels of expressed likelihood that the respondent or a neighbor would intervene when presented with a problem on their block.

S2. Social Control of Children—Chicago Neighborhood Study

These items measure general aspects of social cohesion and neighborhood control. Respondents are asked to indicate how likely it is that their neighbors can be counted on to “do something” in three situations involving children.

How likely is it that your neighbors can be counted on to “do something” if ...

- 1. Children were skipping school and hanging out on a street corner?
 Very likely Likely Neither likely nor unlikely Unlikely Very unlikely

- 2. Children were spray-painting graffiti on a local building?
 Very likely Likely Neither likely nor unlikely Unlikely Very unlikely

- 3. Children were showing disrespect to an adult?
 Very likely Likely Neither likely nor unlikely Unlikely Very unlikely

Scoring and Analysis

Point values are assigned as follows:

Very likely	=	5
Likely	=	4
Neither likely nor unlikely	=	3
Unlikely	=	2
Very unlikely	=	1

Point values are summed and then divided by the total number of items. Higher scores indicate higher levels of child-centered social control.

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