Survey of Outcomes Measurement in Research on Character Education Programs

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Abstract

Character education programs are school-based programs that have as one of their objectives promoting the character development of students. This report systematically examines the outcomes that were measured in evaluations of a delimited set of character education programs and the research tools used for measuring the targeted outcomes. The multi-faceted nature of character development and many possible ways of conceptualizing it, the large and growing number of school-based programs to promote character development, and the relative newness of efforts to evaluate character education programs using rigorous research methods all combine to make the selection or development of measures relevant to the evaluation of these programs especially challenging. This report is a step toward creating a resource that can inform measure selection for conducting rigorous, cost effective studies of character education programs. The report, however, does not provide comprehensive information on all measures or types of measures, guidance on specific measures, or recommendations on specific measures.

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Disclaimer
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Disclosure of Potential Conflicts of Interest

There are author for this report, Ann E. Person, Emily Moiduddin, Megan Hague-Angus, and Lizabeth M. Malone, are employees of Mathematica Policy Research with whom IES contracted to develop the examination of measures presented in this report. These and other MPR staff do not have financial interests that could be affected by the content in this report.

Foreword

The National Center for Education Evaluation and Regional Assistance (NCEE) within the Institute of Education Sciences (IES) is responsible for (1) conducting evaluations of federal education programs and other programs of national significance to determine their impacts, particularly on student achievement; (2) encouraging the use of scientifically valid education research and evaluation throughout the United States; (3) providing technical assistance in research and evaluation methods; and (4) supporting the synthesis and wide dissemination of the results of evaluation, research, and products developed.

In line with its mission, NCEE supports the expert appraisal of methodological and related education evaluation issues and publishes the results through two report series: the *NCEE Technical Methods Report* series that offers solutions and/or contributes to the development of specific guidance on state of the art practice in conducting rigorous education research and the *NCEE Reference Report* series that is designed to advance the practice of rigorous education research by making available to education researchers and users of education research focused resources to facilitate the design of future studies and to help users of completed studies better understand their strengths and limitations.

Subjects selected for *NCEE Reference Reports* are those that examine and review rigorous evaluation studies conducted under NCEE to extract examples of good or promising evaluation practices. The reports present study information to demonstrate the possible range of "solutions" so far developed. In this way, *NCEE Reference Reports* are aimed to promote cost-effective study designs by identifying examples of the use of similar and/or reliable methods, measures, or analyses across evaluations. It is important to note that *NCEE Reference Reports* are not meant to resolve common methodological issues in conducting education evaluation. Rather, they present information about how current evaluations under NCEE have focused on an issue or selected measurement and analysis strategies. Compilations are cross-walks that make information buried in study reports more accessible for immediate use by the researcher or the evaluator.

This *NCEE Reference Report* is intended to help researchers identify and select measures for assessing the outcomes of character education programs. Character education programs are school-based programs that have as one of their objectives promoting the character development of students. This report systematically examines the outcomes that were measured in evaluations of a delimited set of character education programs and the research tools used for measuring the targeted outcomes. The multi-faceted nature of character development and many possible ways of conceptualizing it, the large and growing number of school-based programs to promote character development, and the relative newness of efforts to evaluate character education programs using rigorous research methods all combine to make the selection or development of measures relevant to the evaluation of these programs especially challenging. This report is a step toward creating a resource that can inform measure selection for conducting rigorous, cost effective studies of character education programs. The report, however, does not provide comprehensive information on all measures or types of measures, guidance on specific measures, or recommendations on specific measures.

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EXECUTIVE SUMMARY

Children's social and moral development has long been a central goal of American schools (McClellan 1999). Through the Partnerships in Character Education Program (PCEP), located in the Office of Safe and Drug-Free Schools (OSDFS) in the U.S. Department of Education, the federal government has distributed up to about $25 million annually in grants to state and local education agencies for the design and implementation of character education programs. Conducted at the request of OSDFS and under the auspices of the Institute of Education Sciences (IES), the present study has three objectives: (1) to document the constructs measured in studies of a delimited group of character education programs; (2) to develop a framework for systematically describing and assessing measures of character education outcomes; and (3) to provide a resource for evaluators to help identify and select measures of the outcomes of character education programs.

METHOD

We approached the selection of programs for review so as to ensure inclusion of programs addressing the goals of PCEP and that were diverse along some key programmatic dimensions. We drew on three primary sources: (1) The IES What Works Clearinghouse (WWC) 2007 review of character education programs (WWC 2007); (2) research-driven guides to character education developed by the What Works in Character Education Project (WWCEP), a collaborative effort of the Center for Character and Citizenship at the University of Missouri-St. Louis and the Character Education Partnership (Berkowitz and Bier 2006a, 2006b); and (3) grantee reports from state and local education agencies that received funds from PCEP between 2003 and 2007. From the pool of 68 programs identified from these sources, we randomly selected 36 programs for review after stratifying by source, grade level of focus, and whether the program is comprehensive (that is, fully integrated into the life of a school) or modular (that is, a stand-alone program). Random selection of the 36 programs for examination ensured that the analysis of outcome measurement was conducted for a subset of the 68 programs which reflected the diversity in measured and unmeasured attributes of the larger set of 68 programs. We then systematically identified the studies of each program, using Psychinfo and gray literature searches, and focused on those studies that provided the greatest detail on outcome measurement. We then reviewed these studies, and developed a classification system to group related outcome constructs conceptually. This taxonomy, outlined in Table 2, was structured to organize outcomes from broad conceptual categories to increasingly specific conceptual categories. The broadest level distinguished between student-level outcomes and "other" level outcomes, with this latter category including teacher, school, parent, and community outcomes; the mid-range of specificity distinguished between student affective, behavioral, and cognitive outcomes; and finer levels of specificity distinguished, for example, between conceptual categories such as student knowledge and reasoning, and prosocial and risk behaviors. In reviewing studies, we identified all reported outcomes measured and classified them according to our taxonomy (Appendix B provides a crosswalk between the taxonomy and the programs selected for the report), we described the measures used including their psychometric properties, and we provided citations for the information on measures.

KEY FINDINGS

Research on the selected character education programs addresses a wide variety of outcomes. Student-level outcomes are measured in studies of 34 of 36 programs, with 25 of 36 programs addressing one or more cognitive outcomes, 28 addressing one or more affective outcomes, and 31 addressing one or more behavioral outcomes. Among these student level outcomes, those most often measured were: academic content (measured for 14 programs), prosocial dispositions and interpersonal strengths (each measured for 11 programs), discipline issues and interpersonal competencies (each measured for 13 programs), and substance use and intrapersonal competencies (each measured for 11 programs). In terms of outcomes at other levels (that is, beyond the student), research on 7 programs addressed teacher-level outcomes, 16 addressed school-level outcomes, and 14 addressed parent/community-level outcomes. Staff morale, school climate, and parent participation in school were the constructs measured most often in these respective domains (for 6, 16, and 11 programs, respectively).

Measurement methods were also diverse. Appendix A provides detail, by program, on every measure used in the studies reviewed for this report. For each program, the appendix provides a brief description of the program, descriptions of each measure, and an indication of which outcome constructs from the taxonomy each measure addressed. As shown in these tables, researchers employed direct and indirect assessment, as well as surveys with reports by teachers, parents, and students. They reported outcomes on scales and for stand-alone items, as well as non-scaled measures, such as attendance or disciplinary infractions.

Table 3 summarizes information on all of the scaled measures included in the studies reviewed. For each measure, the table shows the name of the instrument, whether it was developed for the study or is an "off the shelf" measure, its source, the type of assessment (for example, direct assessment versus self report), the domain it assessed (student [cognitive, affective or behavioral] or "other"), and a rating of its reliability. Table 4 provides a crosswalk between the taxonomy outlined in Table 2 and the scaled measures identified in our review with reported reliability of .70 or greater.[1] Our assessment of the characteristics of the scaled measures revealed two central themes:

- ***Among the 95 scales that researchers applied in the studies reviewed here, 46 were developed for the study under review***. An additional 17 were adapted from existing measures; and 32 were available "off the shelf," having been developed and published through other research. Among this last category, six scales were employed in research on more than one of the programs under review.

- ***Reporting of psychometric properties of character education outcome measures is not consistent.*** Researchers reported reliability statistics for 62 of the 95 multiple-item scales applied in the studies under review, with 30 of these exhibiting reliability of .70 or above, 27 exhibiting mixed reliability across contexts, and 5 exhibiting less than .70 reliability. For 33 of the 95 scaled measures, no reliability statistics were reported. Validity of measures was addressed less often than reliability; the research

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[1] See Sattler (2001) on the choice of 0.70 as a threshold of acceptable reliability of a scale measure.

on just 5 of the 36 programs selected provided information on the validity of the measures.

CONSIDERATIONS WHEN USING THIS REPORT

The evidence developed from studies of the sample of programs reviewed here suggests that character education researchers use this report's information on outcome measurement with the following considerations in mind. First, the taxonomy presented here suggests a diverse array of outcomes may be affected by character education programming. Reference to a clear theory of how program elements are linked to specific outcomes may help researchers to identify those outcomes that the program in question is most likely to affect. In the absence of a clearly articulated theory, researchers could "work backward" from the taxonomy presented here to assess the extent to which each of the constructs are likely to be influenced by their intervention, selecting for measurement those that seem most appropriate.

Second, given the complexity of "character" as a construct, it could be beneficial for researchers to select or develop measures with demonstrated reliability and validity. While the measures presented here are not necessarily representative of the universe of research on character education programs, nor are they necessarily the best measures available, this report provides information on a variety of outcome measures with demonstrated psychometric properties. Related to this, the field of character education could benefit from more consistent reporting on the psychometric properties of outcome measures. Studies provided insufficient information to assess measures' reliability in the case of 33 of 95 scaled measures identified here. Consistent reporting of measures' psychometric properties would support comparison of outcomes across programs and populations and potentially improve our understanding of effective character education practices.

Finally, the findings of this report highlight the importance of alignment between the conceptualization and measurement of outcomes. Our review revealed two ways in which measurement methods demonstrate a potential lack of such alignment: (1) there may be misalignment between items in a particular scale (they do not "hang together"); and (2) there may be a mismatch between the domain or construct a measure actually captures and the domain or construct the researcher conceptualizes or reports. Clear conceptualization of constructs and alignment with measures may be supported by reference to the outcome taxonomy and related measures presented here.

I. INTRODUCTION

Children's social and moral development has long been a central goal of American schools (cf. McClellan 1999). In recent years the issue has garnered renewed attention from policy makers, practitioners, and researchers. In 1994, the Partnerships in Character Education Program (PCEP) was established within the Department of Education. Over the ensuing years, PCEP expanded and during Fiscal Years 2003 – 2007, Congress appropriated approximately $25 million annually in grants to state and local education agencies for the design and implementation of character education programs. Concurrent with these developments at the federal level, in 2007, 14 states had mandated character education in their public schools and another 14 had enacted legislation to encourage character education in the schools (Roth-Herbst et al. 2007).

This study examines outcome measures used in the evaluation of character education programs. The impetus for the study was a request to the Institute of Education Sciences (IES) from the Office of Safe and Drug-Free Schools (OSDFS), which administers PCEP, to provide guidance on outcome measurement for PCEP grantees. All PCEP grantees are required to conduct evaluations of their programs under the terms of their grants. The purposes of this study are to describe a framework for conceptualizing character education outcome measures and to serve as a resource to help PCEP grantees and other evaluators learn about and select measures for evaluating character education programs.

The programs intended to promote character development are numerous and diverse. From the early 1990s to the present, the number of organizations developing and disseminating character education curricula has grown dramatically (Damon 2005). Both for-profit and nonprofit organizations are prominent among character education program developers and their approaches range from discrete, modular curricular programs to comprehensive, whole-school reform efforts. The range of intervention elements reflects the widely varying conceptions of what can or should be taught as "character education." Indeed, among researchers there has been a tendency in recent years to consider as character education virtually any program that seeks to promote positive youth development (Berkowitz 2007).

The What Works Clearinghouse[2] (WWC) conducted a review of character education programs in 2007 to identify programs and studies of programs, evaluate the quality of causal evidence on each program's effects, and document the effects of programs based on studies that met WWC evidence standards. While WWC researchers recognized the broad and varied nature of character education, they articulated and applied specific criteria in selecting programs for review to maintain comparability across interventions. In particular, WWC considered for review

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[2] The Department of Education established the What Works Clearinghouse to serve as a central, authoritative source of scientific evidence on the effectiveness of education interventions. See the WWC website at http://ies.ed.gov/ncee/wwc/ for more information.

only those "programs that deliberately attempt to develop students' character by teaching core values and that had most if not all of their lesson plans or prescribed activities directly related to instilling those values" (WWC 2007).

The variety of programs and their diverse goals lead to a corresponding diversity in the way the outcomes of character education programs are conceptualized and measured. The WWC review classified student outcomes into three broad categories: (1) cognitive (understanding and being able to reason about character concepts as well as academic content), (2) affective (relating to attitudes, emotions, motives, and beliefs about what is important), and (3) behavioral (acting on understandings and beliefs). Other researchers have developed detailed classifications of more specific constructs that character education interventions are hypothesized to affect. Prominent among these, Peterson and Seligman (2004) worked with other scholars in the field to develop the "Values in Action" (VIA) classification, which seeks to delineate those traits that comprise the multidimensional construct of character across populations. Corresponding to the VIA classification, these same researchers have developed instruments to measure the six strengths—wisdom, courage, humanity, justice, temperance, and transcendence—and 24 positive traits identified in their model. Branching off from Seligman and Peterson, other developmental scientists have put forth the "five Cs" as a model of positive development: competence, connection, character (comprised of VIA's six strengths), confidence, and caring or compassion (Lerner et al. 2000); and scholars have worked to develop or compile indicators to measure outcomes in each domain (Roth-Herbst et al. 2007). Focusing specifically on positive aspects of character, the Josephson Institute has identified six "pillars"—trustworthiness, respect, responsibility, fairness, caring, and citizenship—which form the basis of Character Counts!, a nationally available character education program (Josephson Institute 2009). A model central to many current character education efforts includes Lickona and Davidson's (2005) "8 Strengths of Character" which promotes developmental outcomes such as critical thinking, diligence, social-emotional skills, ethical thinking, commitment to moral action, self-discipline, community involvement, and pursuing a life with noble purpose. Still, citing the VIA as an exception, Roth-Herbst, Borbely, and Brooks-Gunn (2007) have concluded that "little work… has attempted to create a reliable and valid scale to measure the many components implied by the term character" (p. 175).

Even as the field continues to evolve, there is a pressing need to identify and measure the outcomes of character education programs. For example, where character education programs are required (as is the case in at least 14 states), accountability requirements dictate that they must demonstrate outcomes (Roth-Herbst et al. 2007). Similarly, recipients of PCEP grants are required to conduct evaluations. The 2009 PCEP request for application lists factors that may be considered in evaluating programs, including discipline, student academic achievement, and school climate, among other factors, and establishes a competitive preference for projects that use an experimental or quasi-experimental design, noting the importance of valid and reliable measurement of outcomes (U.S. Department of Education 2009).

In this context, the present study addresses three objectives: (1) to document the constructs measured in studies of a delimited set of character education programs; (2) to develop a framework for systematically describing and assessing measures of character education outcomes; and (3) to provide a resource for evaluators to help identify and select measures of the outcomes of character education programs. To ensure that the study reflects the experiences of

recent PCEP grantees and responds to the desire of OSDFS to provide guidance for future grantees, the study includes character education programs implemented by recent PCEP grantees, as well as programs identified from two reviews of school-based character education programs. However, a comprehensive investigation of the measures used to study character education programs was beyond the scope of this study. The report aims both to bring together in one place information on a set of outcome measures and to provide a framework for reviewing measures that individual researchers are considering for use in assessing the effects of a particular character education program.

II. METHOD

To address this study's objectives, we first identified a group of character education interventions for which a systematic examination of outcome measurement would be conducted. Our goal was to include programs incorporating a broad array of elements and seeking to address multiple outcomes. However, we needed to restrict the number of programs examined in light of resource constraints. Further, we sought to select programs in an objective and replicable manner. The program identification and selection process was designed to allow us to examine a set of programs and the available research on these programs, while ensuring that the nature and quality of the selected programs and studies would be broadly representative of the larger set from which the study sample was drawn. Next, using a taxonomy for classifying character education outcomes—which was developed from the literature and amended as our review revealed a need for different categories—we conducted a systematic review of research studies on the selected programs to identify and classify the outcomes measured. We then conducted cross-case analysis to identify the approaches to measurement and to describe the characteristics of the measures used to assess outcomes.

A. DEFINING PROGRAMS OF INTEREST

Defining the Set of Programs of Interest. Recognizing that the term "character education" may be used in reference to a large number of diverse interventions, we approached the selection of programs for review in a manner intended to ensure that a broad variety of relevant programs would be included. In assembling a set of programs for consideration, we used the What Works Clearinghouse (WWC) review of character education interventions as a starting point (WWC 2007). As noted, the WWC protocol for the character education review defined character education programs as "programs that deliberately attempt to develop students' character by teaching core values and that had most if not all of their lesson plans or prescribed activities directly related to instilling those values." WWC's systematic search yielded 41 programs meeting this definition. WWC researchers then reviewed the quality of the available research evidence on the impacts of each on student outcomes. This process yielded two groups of programs: 13 with at least one study meeting WWC evidence standards for measuring causal program effects and 28 with no studies that met WWC evidence standards. Because our central interest is in outcome measurement, rather than impacts, we included both of these groups in the set of programs considered for this study. (It should be noted, however, that among the 28 programs not meeting WWC evidence standards, no evaluations were available for 14 of them, leaving just 14 candidates for our review.)

As noted, the WWC adopted a definition of character education that maintained comparability across interventions, as was appropriate for a comparison of program impact estimates. However, this definition excluded programs that are widely intended and considered to provide character education. To incorporate a broader conception of character education, we turned to the What Works in Character Education Project (WWCEP—not affiliated with the What Works Clearinghouse). WWCEP is a collaborative research effort of scholars at the Center for Character and Citizenship at the University of Missouri-St. Louis and the Character Education Partnership, a national umbrella organization focused on advancing character

education in America's elementary and secondary schools. In compiling two "research-driven guides" focusing specifically on the outcomes of character education (Berkowitz and Bier 2006a, 2006b), WWCEP researchers generated a conceptual model of character education that led them to consider "any school-based K-12 initiatives either intended to promote the development of some aspect of student character or for which some aspect of student character was measured as a relevant outcome variable" (Berkowitz and Bier 2006b, p. 3). Following a systematic research protocol similar to WWC's (but using less stringent evidence standards), WWCEP researchers ultimately identified 33 programs for which scientific research was available, which included drug and alcohol prevention, violence prevention, service learning, and social-emotional learning programs. These 33 interventions comprised a second group of programs considered for the present study.

Character education programs funded by the PCEP are a third source of programs considered for this study. PCEP is authorized to make grants to state and local education agencies for the development, implementation, and evaluation of character education programs that "are able to be integrated into classroom instruction and to be consistent with State academic content standards; and…able to be carried out in conjunction with other educational reform efforts" (U.S. Department of Education 2002). The legislation cited several examples of character elements that grantee programs might seek to promote: caring, civic virtue and citizenship, justice and fairness, respect, responsibility, trustworthiness, giving, and "any other elements deemed appropriate" by the grantee. Similarly, the federal legislation offered several examples of outcomes that might be measured in evaluating grantee programs, including: discipline issues, academic achievement, participation in extracurricular activities, parental and community involvement, faculty and administration involvement, student and staff morale, and school climate. Between 2003 and 2007, PCEP awarded grants to 58 state and local education agencies around the country. The 21 programs covered by grants for which the grantee had completed at least one report to PCEP by summer 2008 formed the third group of programs considered for review here.

A total of 68 unique character education programs for which at least one report was available were identified from these three sources (WWC, WWCEP, and PCEP). From this set of 68 programs, we selected 36 for intensive review of outcomes measured and measurement methods in available research on the programs.

B. SELECTING PROGRAMS FOR REVIEW

A preliminary review of research on character education programs indicated that studies of such programs included a large, varied set of measures. Our goal in selecting programs for intensive review was to create a sample that would be diverse along key programmatic dimensions, and thus be likely to reflect the full range of outcomes of potential interest. It was also important that the sample selection criteria be replicable.

Before selecting programs, we scanned published and unpublished studies, as well as developer and evaluator websites to obtain basic descriptive information on each program and, to the extent available, on its intended outcomes. Based on this preliminary examination of information on the programs and their intended outcomes, we judged that a sample of

36 programs would be sufficient to reflect the diversity of programs in our set of 68. We also judged that an examination of 36 programs was consistent with the resources available.

First, we stratified programs based on the four groups included for consideration—that is, 13 programs meeting WWC evidence standards, 14 programs not meeting these standards, 33 WWCEP-identified programs, and 21 PCEP grantees. There was some overlap between the groups (11 programs were identified by more than one source), and we allowed programs appearing in more than one group to have a higher probability of selection. Second, to portray the broadest range of outcome measures, it was important to include programs designed for different grade levels. So we classified programs according to whether the program was designed for all grades (K-12), lower grades (K-6 or K-8), or higher grades (middle and/or high school). Third, following the WWC approach, we categorized programs by type as either comprehensive or modular. Comprehensive programs are aimed at affecting the school as a community by integrating character education into the full spectrum of school activities. Modular programs are designed to be used in a single classroom or group of classrooms or to involve a particular type of event or activity, such as an inspirational speaker, which can be a school-wide event.

Our selection process assigned a more than proportionate share of the sample to programs reviewed by WWC because we had all studies on these interventions and we judged the studies were of sufficient quality to support investigation of outcome measurement. In contrast, much of the research from WWCEP and all of the PCEP program research was unpublished and therefore potentially difficult to obtain (requiring direct requests from authors), and the quality of information on outcome measurement was unknown. We randomly selected 10 programs from each of the two WWC groups, and eight programs each from the WWCEP and PCEP groups, for a total of 36 programs from a sample frame of 68 different programs. The lists of selected programs were then visually inspected to ensure the selection resulted in a sample with sufficient variation on grade category and comprehensive/modular type.[3] While this selection process was not designed to ensure that all character education programs were represented, it did achieve broad representation of programs and studies in character education and provided clear, replicable criteria for selection of the interventions subject to examination.

C. APPROACH TO ANALYSIS

Sources Reviewed. In line with our goal of ensuring this study examined a diverse set of programs and the outcomes these programs aimed to affect, we selected for examination the study or studies of each selected program that together provided comprehensive information on program elements, outcomes, and outcomes measurement. In the case of PCEP grantee reports, the report itself was the focal study. For WWC and WWCEP programs, we analyzed bibliographies from the two groups' respective reviews, and gave preference to studies that (1) clearly explained outcome measurement, (2) were published in the past 20 years (so as to reflect a relatively current version of the intervention), and (3) appeared in peer-reviewed journals. We also reviewed any available developer and evaluator websites to obtain information on program

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[3] Decision rules for repeated sampling had been determined prior to selection to ensure diversity in these characteristics, but the first selection yielded a satisfactory mix.

elements. Finally, to ensure that we had access to the most recent research on each program, we conducted a search for each program in PsychInfo, an on-line database of psychological research conducted from the 1800s to the present (our search focused on the period since 1988). For 16 of the 36 programs selected for review, the only research available at the time was a single unpublished study. Table 1 lists the programs that were ultimately reviewed for this study, along with the grade levels for which each was designed, and a designation of comprehensive or modular. The designations of comprehensive or modular are usually, but not always, mutually exclusive, as some programs make different versions available; 16 programs are modular, 15 are comprehensive, and five can be implemented in either way. Appendix A provides information on the studies reviewed for each program.

Classification of Outcome Constructs. To examine measurement across the 36 programs, it was necessary to create a structure allowing conceptually similar outcomes to be grouped together. Development of the taxonomy used in this study was iterative. We started with a set of categories drawn from the literature; these categories were refined as review of the research on the 36 selected programs revealed a need for more or less specificity in particular areas.

Specification of the taxonomy began by integrating outcome classification approaches from each of the sources used to identify our programs (WWC, WWCEP, and PCEP).[4] Both the WWC and WWCEP begin with a basic affective-behavioral-cognitive distinction, which we adopted. The cognitive domain refers to the student's understanding of and ability to recognize values and how values may affect people and actions in different situations. The affective domain refers to caring about values, and encompasses attitudes, feelings, and self-perceptions that are related to character or the values and behaviors associated with it. The behavioral domain encompasses all outcome variables pertaining to the enacted behavior of students, including displays of core values (honesty, fairness), prosocial behavior (support for peers), or decreased problem behavior. The outcome taxonomy used in this study, shown in Table 2, includes much greater detail on the constructs within each of the three main domains than was considered by the WWC. The categories within broad domains are drawn primarily from the classification developed by WWCEP, which was designed around the specific constructs identified by Berkowitz and Bier (2006a).

Finally, while WWC and WWCEP classifications focused exclusively on student outcomes, the legislative language authorizing the PCEP grants for the development and implementation of character education programs (U.S. Department of Education 2002) included guidance directing

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[4] For more information on the WWC taxonomy, see the *WWC Evidence Review Protocol for Character Education Interventions* at http://ies.ed.gov/ncee/wwc/. For more information on WWCEP taxonomy, see Berkowitz and Bier (2006a). For information on outcome areas identified by PCEP, see legislation regarding grant competitions for character education programs in the *Elementary and Secondary Education Act of 1965, as amended, Title V, Part D, Subpart 3, Sec 5431 — Partnerships in Character Education*; 20 U.S.C. 7247 (available at http://www.ed.gov/programs/charactered/legislation.html).

TABLE 1

CHARACTERISTICS OF PROGRAMS SELECTED FOR REVIEW

maProgram Name	Grades	Comprehensive/ Modular	Source
AEGIS	K-6	M	WWC-ne
Building Decision Skills (BDS)	6-12	M	WWC, WWCEP
Building Esteem in Students Today (BEST)	K-8	C	WWC-ne
Caring School Community (CSC; formerly Child Development Project)	K-6	C	WWC, WWCEP, PCEP
Changing Lives (CL)	K-12	M	WWC-ne
Character Counts! (CC!)	PK-12	C/M	WWC-ne
CHARACTERplus (CP)	K-12	C	PCEP
Character Quality Program (CQ)	PK-12	C	PCEP
Community of Caring (C of C)	K-12	C	WWC-ne
Connect with Kids (CWK)	3-12	M	WWC
COOL Kids	K-9	C	PCEP
Educating for Character (E for C)	K-12	C	PCEP
Giraffe Heroes (GH)	K-12	C/M	WWC-ne
Heartwood Ethics Curriculum for Children (HECC)	PK-6	M	WWC
I Can Problem Solve (ICPS)	PK-6	M	WWCEP
Institute for Character Education (ICE)	K-12	C	PCEP
Just Communities (JC)	9-12	C	WWCEP
Learning for Life (LFL)	K-12	M	WWC-ne, WWCEP
LIFT	K-5	M	WWCEP
Lions Quest - Skills for Action (LQ Skills for Action)	9-12	C	WWC
Lions Quest - Skills for Adolescence (LQ Skills for Adol)	6-8	C	WWC, WWCEP
Open Circle (OC)	K-5	M	WWC-ne, WWCEP
Partnerships in Character Education (PCE)	6-12	C/M	PCEP
Positive Action (PA)	K-12	C/M	WWC, WWCEP
Project ESSENTIAL (PE)	PK-7	M	WWC-ne, WWCEP
Project Heart, Head, Hands (H3)	K-6	M	PCEP
Raising Healthy Children (RHC)	K-12	C	WWCEP
Resolving Conflicts Creatively Program (RCCP)	K-12	C	WWCEP
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	6-9	M	WWCEP
Social Decision Making/Problem Solving (SDM/PS)	K-8	M	WWCEP
Teen Outreach (TO)	7-12	M	WWCEP
Too Good for Drugs and Violence (TGFDV)	9-12	M	WWC
Too Good for Violence (TGFV)	K-8	M	WWC
Topeka Character Education Initiative/Character First (Topeka Char. 1st)	K-12	C	PCEP
Tribes TLC	K-12	C	WWC-ne
Voices LACE	K-12	C/M	WWC

Note: WWC=What Works Clearinghouse; WWC-ne=What Works Clearinghouse-no evidence; WWCEP=What Works in Character Education Project; PCEP=Partnerships in Character Education Programs.

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grantees to consider outcomes for teachers or school staff, schools, and parents or communities, as well. Accordingly, we expanded the classification system to include these other outcomes: teacher- or administrator-level outcomes, school-level outcomes, and parent- or community-level outcomes.

Table 2 shows the outcome classification as refined after completing reviews of the research on the 36 selected programs. While this classification is intended to be comprehensive enough to account for the many constructs measured as outcomes in the character education research reviewed here, it nevertheless represents a simplification of some of the key outcomes that character education seeks to affect. In particular, the assignment of constructs to the affective, behavioral, or cognitive domain does not fully recognize the complex, multifaceted nature of some developmental outcomes. For example, it is widely agreed that constructs such as self-esteem or self-efficacy involve affective, behavioral, and cognitive elements (Bandura 1997; Harter 1990). We sought to reflect such complexity in our analysis and reporting by categorizing some instruments as measuring constructs in multiple domains. Further, we note that the nature of the measures in the studies reviewed has led us to classify certain constructs differently from other researchers. Finally, our taxonomy of character education outcomes is not exhaustive: character education programs not included in our review may measure constructs that we have not considered.

Research Review. Our review process included three major phases. First, one of four researchers reviewed the selected study or studies for nine programs, using a review guide designed to collect information on program elements, fidelity and intensity of implementation, all outcomes measured, instruments used, and citations for measures or instruments. Within this rubric, the researcher noted any psychometric information provided for the measures. We were particularly interested in the reliability and validity of outcome measures, which we discuss later. If the study cited other research in describing the measure or instrument, the researcher sought to locate the citation and record pertinent information. In the second phase of our review, the 36 selected programs were redistributed among the four members of our research team; each researcher reviewed the materials assembled for three programs initially reviewed by each of the other team members (for a total of nine programs reviewed on the second round). In this way, the information on each program was reviewed by two researchers across the two review rounds. The second review step served as a quality control check on the reviews performed on the first round and an analytic step in which each researcher distilled the information contained in the review rubrics into the analytic tables that appear in this report and Appendices A and B. During this process, research meetings were conducted at least weekly to ensure consistency among reviews and to reconcile any differences of interpretation between the reviewers of each study. Finally, in the third phase of the process, we conducted cross-program analysis to identify patterns in the research under review. This phase involved review by the same four researchers of the analytic tables from Appendices A and B and further distillation into the tables appearing in the body of this report.

TABLE 2

TAXONOMY OF CHARACTER EDUCATION OUTCOMES

Student-Level Outcomes

Cognitive

Knowledge
- understanding values/norms
- risk prevention
- interpersonal knowledge
- intrapersonal knowledge
- academic content

Reasoning
- moral/ethical reasoning
- critical thinking/decision making

Affective

Attitudes/Motives
- prosocial dispositions
- attitudes toward school
- attitudes toward risk/health
- civic dispositions
- attitudes toward diversity
- intrapersonal strengths (self-esteem, self-efficacy)
- internalizing problems

Attitudes/Emotions
- caring (e.g., empathy)
- reflectivity
- school bonding/school engagement
- justice, fairness

Behavioral

Competencies/skills
- resistance
- responsibility
- integrity
- respect
- leadership
  - intrapersonal competency (self-control, self-discipline, self-regulation)
- interpersonal competency
- communication
- coping

Prosocial behaviors
- service
- healthy lifestyle
- kindness
- trustworthiness
- justice, fairness
- positive participation

Risk behaviors
- substance use
- sexual risk-taking
- violence
- absence/tardiness
- discipline issues
- crime

Other Outcomes

Teacher/Admin-Level Outcomes
- Knowledge of child development
- Support (endorse or value what goes on in school)
- Understand values/norms
- Attendance
- Staff morale
- Professional efficacy

Parent-Community Level Outcomes
- Parenting skills
- Participation in school
- Parent support of school/program
- Community climate/environment

School-Level Outcomes

School climate
- collective norms/values
- interactions among students, staff, parents (positive/ negative content)
- inclusion (e.g., individuals made to feel part of the school)
- Social systems (advisories, leadership teams, buddies, vertical families)

Democratic governance practices
Positive leadership
Positive physical environment
Positive academic environment

III. FINDINGS

A. OUTCOMES ASSESSED IN STUDIES OF CHARACTER EDUCATION PROGRAMS

To understand what constructs the studies of selected character education programs are addressing, we examined researchers' statements about what outcomes they were measuring, reported findings, and available information on the measures themselves.

Figures 1-3 display which constructs are being measured in studies of the 36 selected character education programs. Each figure shows the number (in parentheses) of character education programs for which our reviewed studies included measurement of the corresponding constructs from our classification. (Appendix A provides detailed information on each selected program and on the constructs and measures used in evaluations of that program. Appendix B summarizes which constructs in Table 2 are measured for each program.) Figure 1 addresses outcomes at the broadest level of the taxonomy, and shows that student-level outcomes are measured most often, in studies of 34 of 36 programs. At the other broad levels, research on: 7 programs addressed teacher-level outcomes, 16 addressed school-level outcomes, and 14 addressed parent/community-level outcomes.

Examining constructs at the lower (that is, more specific) level of the taxonomy, the wide bars in Figure 2 show that student-level cognitive outcomes are addressed in the research on 25 of 36 programs, student affective outcomes are addressed for 28 programs, and student behavioral outcomes are addressed for 31 programs.[5] Figure 2 shows great variety in the constructs measured, calling attention to the relative frequency with which different outcomes are assessed in the selected studies of selected character education programs. For student-level cognitive outcomes, academic content, including knowledge measured by grades and test scores, was assessed most frequently (in studies of 14 programs). Interpersonal knowledge and understanding values and norms were measured in studies of six and seven programs, respectively. Finally critical thinking and knowledge of risk prevention were measured least (in studies of one and no programs respectively). In the affective sphere, prosocial dispositions and intrapersonal strengths, such as self-esteem and self-efficacy, were measured most often (in studies of 11 programs each); in contrast, reflectivity and affective aspects of justice/fairness were assessed with little frequency (in studies of one program each). Finally, for behavioral outcomes, discipline issues and interpersonal competencies, such as conflict resolution and cooperation, were assessed most often (in studies of 13 programs each); substance use and intrapersonal competencies, such as self-control and self-discipline, were also measured with

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[5] Due to limitations on available information, not all measures could be categorized at the lowest level of classification. Therefore, the numbers presented in Figures 2 and 3 may underestimate the number of programs for which the research studies addressed constructs at the more specific level of the taxonomy. Furthermore, the numbers for the broadest levels of the taxonomy include counts from all levels below, in addition to those that could not be classified at a lower level.

FIGURE 1

NUMBER OF PROGRAMS FOR WHICH STUDENT, TEACHER, SCHOOL, AND
PARENT OUTCOMES WERE MEASURED
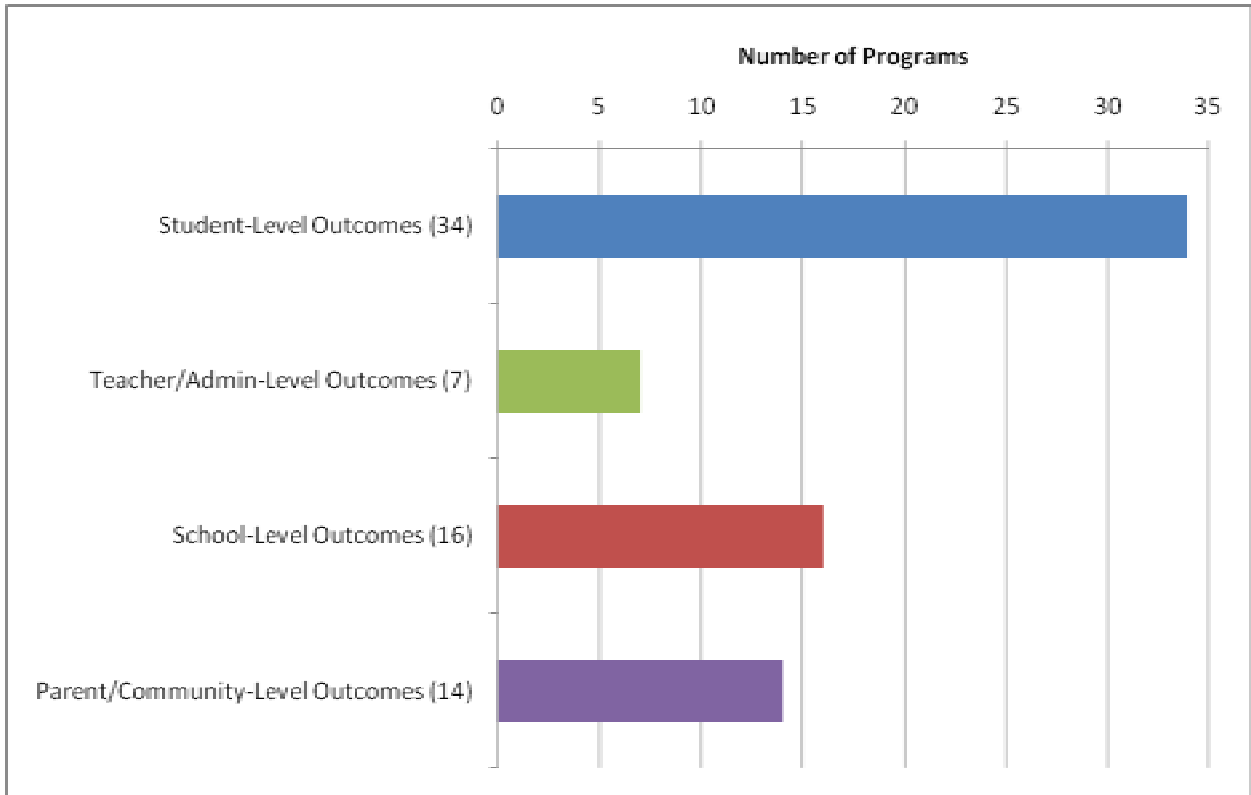
FIGURE 2

NUMBER OF PROGRAMS FOR WHICH SPECIFIC STUDENT OUTCOMES
WERE MEASURED

Number of Programs

0   5   10   15   20   25   30   35

Cognitive (25)
  Knowledge (22)
    Understanding values/norms (7)
    Risk prevention (0)
    Interpersonal knowledge (6)
    Intrapersonal knowledge (2)
    Academic content (14)
  Reasoning (10)
    Moral/ethical reasoning (7)
    Critical thinking/decision making (1)
Affective (28)
  Attitudes/Motives (28)
    Prosocial dispositions (11)
    Attitudes toward school (8)
    Attitudes toward risk/health (4)
    Civic dispositions (4)
    Attitudes toward diversity (6)
    Intrapersonal strengths (11)
    Internalizing problems (6)
  Attitudes/Emotions (13)
    Caring (e.g., empathy) (3)
    Reflectivity (1)
    School bonding/school engagement (8)
    Justice, fairness (1)
Behavioral (31)
  Competencies/Skills (23)
    Resistance (3)
    Responsibility (6)
    Integrity (6)
    Respect (8)
    Leadership (2)
    Intrapersonal competency (11)
    Interpersonal competency (13)
    Communication (1)
    Coping (1)
  Prosocial Behaviors (20)
    Service (7)
    Healthy lifestyle (0)
    Kindness (3)
    Trustworthiness (3)
    Justice, fairness (1)
    Positive participation (7)
  Risk Behaviors (23)
    Substance use (11)
    Sexual risk-taking (2)
    Violence (6)
    Absence/tardiness (3)
    Discipline issues (13)
    Crime (2)

FIGURE 3

NUMBER OF PROGRAMS FOR WHICH STUDENT, TEACHER, SCHOOL, AND
PARENT-COMMUNITY OUTCOMES WERE MEASURED

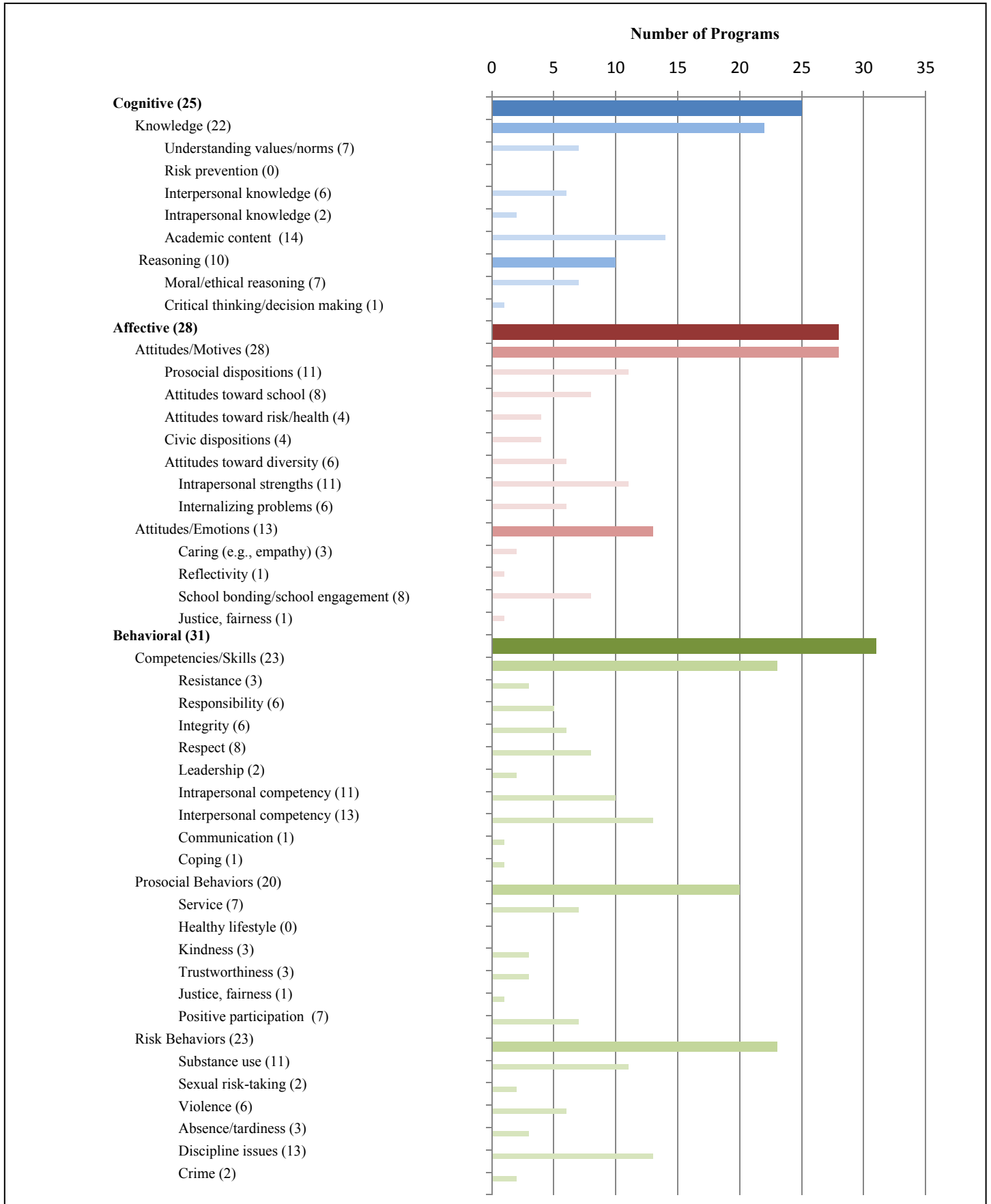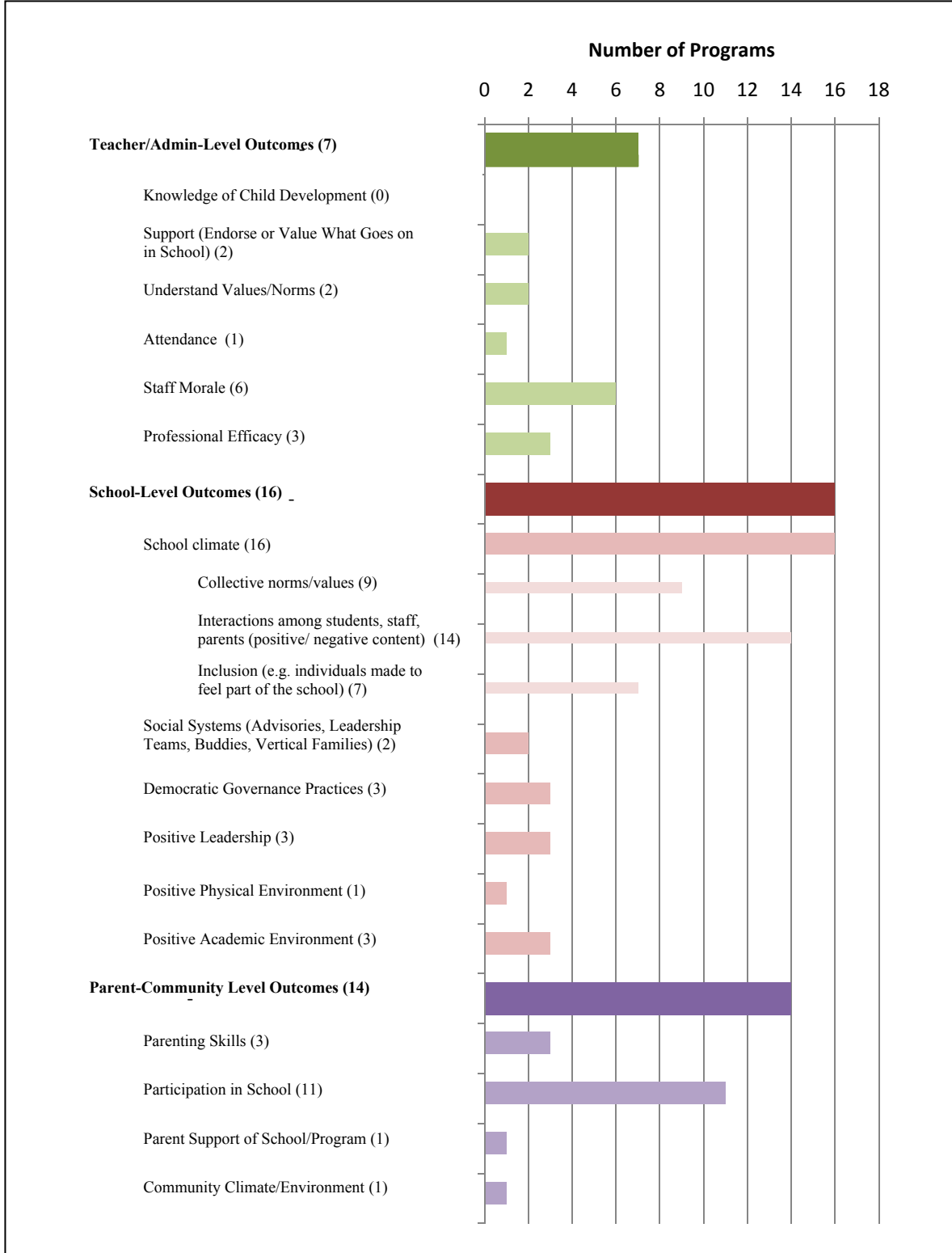relatively high frequency (in studies of 11 programs each). Conversely, healthy lifestyle was unmeasured and three other constructs were measured in studies of one program each (communication, coping, and behavioral aspects of justice/fairness).

Figure 3 indicates that two constructs at the teacher, school, or parent level were measured with relatively high frequency. At the school level, school climate—the tone or nature of interactions among members of the school community—was measured in studies of 16 programs. At the parent level, studies of 11 programs addressed parent participation in school. None of the teacher/administrator-level outcomes were measured with such frequency, but staff morale was assessed in studies of six programs. Among constructs addressed with the lowest frequency, at the teacher level, no studies addressed knowledge of child development and studies of one program addressed attendance. At the school level, the nature of social systems and the physical environment were measured in studies of two and one program, respectively. Finally, at the parent/community level, parents' support for the school or program was measured in studies of one program. Community-level outcomes were only addressed in one study, although program materials sometimes identify the broader community as a focus (for example, Character Counts!, CHARACTERplus, and Topeka Character Education Initiative/Character First) and PCEP's enabling legislation mentions community involvement as being of interest to program evaluations.

Looking across the figures and across the constructs, several issues merit note. First, as stated above, the reviewed studies of character education programs focused most often on student outcomes. At the same time, Figures 2 and 3 also demonstrate the great breadth of conceptual categories that might be affected by character education programming. Still, for most outcomes at the teacher, school, and parent levels, it sufficed to have two levels of specificity in the taxonomy (indicated by the two widths of the bars). School climate provided the single exception. In contrast, for student outcomes, many specific outcomes were measured.

B. MEASUREMENT METHODS AND CHARACTERISTICS OF MEASURES

The outcome constructs in Figures 1-3 were measured using a variety of methods.[6] Both direct and indirect assessments were used to gauge student-level outcomes. Direct assessments gauge students' ability to perform a specific task or demonstrate knowledge (for example, through a test of content knowledge or an achievement test). Indirect assessments ask students to respond to a specific scenario by describing what they would do or think in the situation represented. Responses are then scored by a third party against a well-specified standard. "Reports" by students, teachers, and parents record the respondent's perceptions about the beliefs or behaviors of the individual or group being assessed. Students reported on their own beliefs and behaviors, as well as their perceptions of school, just as teachers and administrators reported on their own beliefs and behaviors, as well as perceptions of themselves and of students.

The various assessment approaches included different types of measures, which fall into three broad categories: (1) scales or subscales, (2) stand-alone items, and (3) non-scaled

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[6] Direct observation tools were not used in any of the studies of programs reviewed. Therefore, none are addressed in this report.

measures. Scaled measures typically take the sum or average of multiple conceptually related items to derive a single score or a series of subscores, each of which is meant to reflect a single construct or combination of constructs. Stand-alone items are single questions gauging some knowledge, belief or behavior. Non-scaled measures are those that are reported in natural units, for example, attendance or disciplinary infractions. Among all three types, study authors developed their own measures, or used "off the shelf" measures and adaptations of them for the study at hand.

In examining the characteristics of outcome measures we focus on scales and subscales because well established methods for assessing the psychometric properties of scales make them the method of choice for measuring many of the complex, multifaceted, and not directly observable outcomes character education interventions seek to bring about. Table 3 provides information on the 95 scaled measures employed in studies of the 36 selected programs. The number of scaled measures used in the studies reviewed ranged from none (in studies of 5 programs) to 9 (in studies of 1 program), with the outcomes of 16 programs being assessed with one or two scales and the outcomes of 14 programs with three to six scales. For the discussion of Table 3, note that the unit of analysis changes from the program to the scaled measure.

Instruments are listed by program in the first two columns on the left. For instruments developed by researchers for the study reviewed here, we use the researchers' own descriptive terms as the name. Where a published ("off the shelf") instrument was used, we report that name. For purposes of cross-referencing, the names of these scaled measures are underlined in the program tables in Appendix A. Indented items in the "Instrument Name" column reflect use by the researchers of selected items from that instrument in combination with other items, either from other published measures or developed by the researchers themselves. In the "Developed for Study" column, we distinguish among three categories: (1) existing measures (categorized as "No," not developed for the study); (2) those that are entirely new and those where selected items are combined with items from another instrument to form a single new scale (categorized as "Yes," developed for study); and (3) those instruments that were "Adapted" from an existing measure, by reducing the number of items or rephrasing particular items. Each of the instruments summarized in Table 3 was designed to tap a single construct or group of constructs as these were defined by the researchers who conducted each study. In the column under "Domain Assessed," Table 3 indicates whether an instrument tapped constructs belonging to one or more of the highest levels of our outcome classification—student affective, behavioral, and cognitive outcomes or to an "other" category, which includes teacher-, school-, parent-, and community-level outcomes. As indicated for those scales with more than one checkmark, a single instrument can assess multiple domains.

Additionally, we report the type of sample and grade level for which each instrument was developed, as reported either in the program study or in the document cited by the authors in describing the instrument. In the "Characteristics of Development Sample" column, sample types are categorized as either the "Study Sample," (that is, the measure was developed on the sample studied in the program report); an "External Sample" (the measure was developed using a non-nationally representative sample for research other than the study reviewed here); or "Nationally Representative" sample (the measure was developed with an external, nationally representative sample). This information is potentially useful for audiences interested in assessing the outcomes of character education programs for particular populations or grade levels.

In the last column of Table 3, we summarize available information on the "Reliability" of the measures, which refers to the capacity of an instrument to measure a construct consistently. While reliability can be assessed for different dimensions, three commonly used measures of reliability are inter-rater reliability, test-retest reliability, and internal consistency reliability. *Inter-rater reliability* reflects the degree to which different raters or assessors come to the same score or conclusion using a single measure. *Test-retest reliability* captures whether a measure will produce the same score if re-administered in a short period of time (that is, before individuals assessed by the measure have an opportunity to grow or change). Finally, *internal consistency reliability* reflects the degree to which items within a measure tap aspects of the same construct (that is, the degree to which items in a single measure hang together). The various forms of reliability are each appropriate in different situations (Sattler 2001).

Typically, authors of the studies examined reported the estimated internal consistency of scale items using Cronbach's alpha (Cronbach 1951). However, researchers sometimes reported one of the other reliability estimates (indicated in Table 3 by the symbol †). Sometimes authors reported multiple reliability statistics, for example, across subscales of a single instrument, among different subpopulations, or among different reporters (students, parents, teachers). To simplify presentation, we have rated the various reliability indicators that studies provided or that we identified in other sources on a single, three-point scale. In the "Reliability Rating" column of Table 3, a "2" indicates that the instrument was reported to have a reliability (of any type) equal to or exceeding .70 (a typical threshold at which scales are considered to demonstrate adequate reliability)[7]; a "1" indicates reported reliability less than .70; and "0" indicates that there was insufficient information provided to gauge the measure's reliability. Where a range is given (1-2), this indicates that different levels of reliability were reported. An asterisk indicates that reliability information was available only from a source other than the study sample (that is, the authors of the study under review provided no reliability information for their own sample, but cited another source—typically the instrument developer—from which reliability information was available).

Validity is a second key psychometric property of measures employed in studies of character education programs. Validity refers to the degree to which a measure captures the construct it was designed to measure (Sattler 2001), with different form of validity taking a different approach to determining the extent to which the content of a measure aligns with an alternative indicator of that construct. Because studies of only 5 of 36 programs addressed any type of validity—and the information provided by these was incomplete—the results on validity are not summarized in Table 3. However, we discuss the validity of measures later in this chapter.

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[7] See, for example, Sattler 2001

TABLE 3

OVERVIEW OF SCALED INSTRUMENTS USED IN STUDIES OF 36 CHARACTER EDUCATION PROGRAMS

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
AEGIS	(no scale reported)									
BDS	Janis-Field Feeling of Inadequacy Scale	No	Robinson and Shaver 1973	Student report	X				External sample, grades NR	1-2*[†]
BDS	Social Relatedness Scale Social Development Scale—Non-School Responsibility, School Responsibility, Future Political Participation and Future Affiliation Subscales	Adapted	Newmann and Rutter 1983	Student report	X	X			External sample, grades 9-12	1-2*
BEST	BEST Student Survey of School Connectedness	No	BEST 2000	Student report	X	X			NR*	0
BEST	Social Skills Rating System—Social Skills Scale	No	Gresham and Elliot 1990	Student report	X	X	X		Nationally representative, grades 3-12	1-2*
CSC	Intra/Interpersonal Competency Child Loneliness Scale Social Anxiety Scale for Children	Yes	Asher and Wheeler 1985 LaGreca, Dandes, Wick, Shaw, and Stone 1988	Student report	X	X			Study sample, grades 3-6	0
CSC	Enhance Relationships Survey	No	Developmental Studies Center n.d.	Teacher report				X	Study sample, grades NR	1-2

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
CSC	Sense of Community Survey	No	Developmental Studies Center, see Solomon, Battistich, and Hom, 1996	Student report	X				Study sample, grade 3	1-2
CSC	California Achievement Test, Sixth Edition (CAT/6) /TerraNova, The Second Edition	No	CTB/McGraw-Hill n.d. (a)	Direct assessment			X		Nationally representative, grades 3 and 7	0
CSC	California Standards Test	No	California Department of Education n.d.	Direct assessment			X		External sample, grades 2-12	0
CL	Impressions of the School and Interaction Patterns	Yes	Katsuyama and Kimble 2002	Teacher Report				X	Study sample, grades K-6	0
CL	Behavioral Expectations at School	Yes	Katsuyama and Kimble 2002	Student report				X	Study sample, grades K-6	0
CL	Student Behavior Survey	Yes	Katsuyama and Kimble 2002	Student report		X			Study sample, grades K-6	0
CL	Student School Climate Questionnaire	Yes	Katsuyama and Kimble 2002	Student report				X	Study sample, grades K-6	0
CL	Teacher School Climate Questionnaire	Yes	Katsuyama and Kimble 2002	Teacher report				X	Study sample, grades K-6	0
CL	Perceived Value of Character Education	Yes	Katsuyama and Kimble 2002	Student report	X				Study sample, grades K-6	0
CC!	Attitudes Toward Ethical Issues—World View Subscale	Yes	Fruechte and Mitchell 2003	Student report	X				Study sample, grades 7-12	0

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
CC!	Recent Behaviors—Behavior Toward Rules, Behavior Toward Others and Positive Behaviors subscales	Yes	Fruechte and Mitchell 2003 Lennox School District 2007	Student report		X			Study sample, grades 6-12	0
CC!	Recent Behaviors—Parental Behaviors Subscale	Yes	Lennox School District 2007	Student report				X	Study sample, grades 6-8	0
CC!	Stanford Achievement Test, Ninth Edition (SAT 9)	No	Pearson Education, Inc. 1996	Direct assessment			X		Nationally representative, grades K-13	0
CC!	California Achievement Test, Sixth Edition (CAT/6)/TerraNova, The Second Edition	No	CTB/McGraw-Hill n.d. (b)	Direct assessment			X		Nationally representative, grades 3 and 7	0
Cp	School Climate and Interactions Survey	Yes	Marshall and Caldwell 2007	Student report Staff report Parent report				X	Study sample, grades 4, 8, and 11	1-2
CQ	Character Development Survey	No	Johns 1997	Student report Parent report Teacher report				X	External sample, grades NR	2
C of C	Character Development Survey	No	Johns 1997	Student report Parent report Staff report				X	External sample, grades NR	2
C of C	Upholding Values Survey	Yes	Voelker 1994	Student report Staff report				X	Study sample, grades 7-9	0

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
CWK	Students' Own Behavior	Yes	Page and D'Agostino 2005	Student report		X			Study sample, grades 3, 4, 6-12	0
CWK	Perceptions of Students' Behavior	Yes	Page and D'Agostino 2005	Student report Teacher report				X	Study sample, grades 3, 4, 6-12	0
COOL Kids	California Standards Test	No	California Department of Education n.d.	Direct assessment			X		External sample, grades 2-12	0
E for C	Survey of Perceptions of Oneself and School	Yes	Pinhas and Kim 2004	Student report	X	X			Study sample, grades 7-8	1-2
GH	(no scale reported)									
HECC	Ethical Understanding Scale	Yes	Leming, Henricks-Smith, and Antis 2000	Student direct assessment			X		Study sample, grades 1-6	1-2
HECC	Ethical Sensibility Scale	Yes	Leming, Henricks-Smith, and Antis 2000	Student report	X				Study sample, grades 1-6	2
HECC	Social Distance Task	Adapted	Koslin, Amarel, and Ames 1969	Direct assessment	X				External sample, grades K-6	2
HECC	Ethical Behavior Rating	Yes	Leming, Henricks-Smith, and Antis 2000	Teacher report		X			Study sample, grades 1-6	2

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
ICPS	Latent School Climate Scale Behaviors Assessment for Children Parent Report on School Climate Parent and Teacher Involvement Questionnaire	Yes	Kumpfer, Alvarado, Tait and Turner 2002 Reynolds and Kamphaus 1992 Conduct Problems Prevention Research Group 1999	Student report Parent report Teacher report				X	Study sample, grade 1 (and parents, teachers)	1-2*
ICPS	Parenting Skills Scale Parenting Practices Scale Alabama Parenting Questionnaire	Yes	Kumpfer, Alvarado, Tait and Turner 2002 Loeber, Farrington, Strouthamer-Loeber, and Van Kammen 1998 Shelton, Frick, and Wootton 1996	Parent report				X	Study sample, parents (of grade 1)	1-2*
ICPS	Behaviors Assessment for Children—Adaptability, Leadership, and Social Skills Subscales	Adapted	Reynolds and Kamphaus 1992	Parent report Teacher report		X			Nationally representative, K-PSE	2*
ICPS	Family Relations Scale	Adapted	Gorman-Smith, Tolan, Zelli, and Huesmann 1996	Parent report				X	Study sample, parents (of grade 1)	1-2*

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
ICPS	Self Regulation Scale Parent Observation of Classroom Adaptation-Revised—Impulsivity, Hyperactivity, and Aggressive/Disruptive Behavior subscales Teacher Observation of Classroom Adaptation-Revised—Impulsivity, Hyperactivity, and Aggressive/Disruptive Behavior subscales	Yes	Kumpfer, Alvarado, Tait and Turner 2002 Werthamer-Larsson, Kellam, and Ovesen-McGregor 1991	Parent report Teacher report	X				Study sample, parents and teachers (of grade 1)	1-2*
ICE	Milson's Character Education Efficacy Belief Instrument	No	Milson 2001	Teacher report				X	External sample, grades NR	1-2*
ICE	Respect for Self and Others	Yes	CI Associates 2006	Teacher report	X	X			Study sample, grades 4, 7–9	0
ICE	Integrity and Respect (Think, Do and How Many Times) Character Education Survey—Respect and Integrity Subscales	Adapted	CI Associates 2006 ETR Associates 2000	Student report	X	X			Study sample, grade 4 / External sample, grades NR	0
ICE	Responsibility	Yes	CI Associates 2006	Teacher report		X			Study sample, grades 4, 7–9	0
JC	Questionnaire on Engagement of Risky Behavior	Yes	Kuther and Higgins-D'Alessandro 2000	Student report	X	X			Study sample, grades 10-12	0

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
JC	Perceptions of Risky Behavior	Yes	Kuther and Higgins-D'Alessandro 2000	Student report	X		X		Study sample, grades 10-12	0
JC	Defining Issues Test	Adapted	Rest 1986, 1994	Direct assessment			X		External sample, grades NR	2*
JC	Standard Moral Judgment Interview	Adapted	Colby et al. 1987	Indirect assessment			X		External sample, grades NR	0
LFL	(no scale reported)									
LIFT	Walker-McConnell Scale of Social Competence and School Adjustment—Peer Preferred Social Behavior Subscale	No	Walker and McConnell 1995	Teacher report		X			External sample, grades NR	2
LQ Skills for Action	Life Review Survey	Yes	Laird, Bradley, and Black 1998	Student report	X	X			Study sample, grades 9-12	0
LQ Skills for Action	Service-Learning Survey	Adapted	Blyth, Satino, and Berkas 1997	Student report	X	X			External sample, grades NR	0
LQ Skills for Action	Checklist of Personal Gains	Adapted	Conrad and Hedin 1980	Student report	X				External sample, grades NR	0
LQ Skills for Adol	Perception of Substance Use Survey Monitoring the Future Survey	Yes	Eisen, Zellman, and Murray 2003 Johnston, O'Malley, and Bachman 1996	Student report	X				Study sample ,grades 6-9	2

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
LQ Skills for Adol	Parental Monitoring	Yes	Eisen, Zellman, and Murray 2003	Student report				X	Study sample, grades 6-9	1
OC	Social Skills Rating System—Social Skills, Problem Behaviors and Academic Competence Scales	No	Gresham and Elliott 1990	Student report Parent report Teacher report	X	X	X		Nationally representative, grades 3-12	1-2*
OC	Relational Health Indices—Youth Version	No	Liang, Tracy, Kenny, Brogan, and Gatha (under review)	Indirect assessment	X				External sample, grades NR	2*
OC	Survey of Adaptation Tasks—Middle School	Adapted	Elias et. al 1992	Student report		X			External sample, grades NR	2
OC	Parent Report of School Adjustment	Yes	Taylor, Liang, Tracy, Williams and Siegle 2002	Parent report	X				Study sample, grade 6	2
PCE	Pennsylvania System of School Assessment	No	Pennsylvania Department of Education	Direct assessment			X		NR	0
PCE	TerraNova Supera	No	CTB/McGraw-Hill n.d. (c)	Direct assessment			X		Nationally representative of Spanish-speaking students, grades 1-10	2*[†]
PCE	Survey of Student Behavior and Affect	Yes	RMC Research Corporation 2007	Student report	X	X			Study sample, grades 6-12	1-2*

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		

PA	Student Behavior Checklist
	  Child Behavior Profile
	    Teacher Child Rating Scale
		Yes	Flay, Acock, Vuchinich, and Beets 2006
			Edelbrock and Achenbach 1984
			Hightower et al. 1986
				Teacher report		X			Study sample, grades 1-5	1-2

PA	Involvement in and Interpretation of Behaviors	Yes	Flay, Acock, Vuchinich, and Beets 2006	Student report	X	X			Study sample, grades 1-5	1-2
PA	Feelings Toward Others and the School	Yes	Flay, Acock, Vuchinich, and Beets 2006	Student report	X				Study sample, grades 1-5	1-2
PA	Attitudes and Intentions Regarding Positive Action	Yes	Flay, Acock, Vuchinich, and Beets 2006	Student report	X				Study sample, grades 1-5	2
PA	Survey of Teacher Attitudes	Yes	Flay, Acock, Vuchinich, and Beets 2006	Teacher report				X	Study sample, grades NR	2
PA	Experiences of Harassment at School	Yes	Flay, Acock, Vuchinich, and Beets 2006	Student report				X	Study sample, grades 1-5	2
PA	Family Participation in School	Yes	Flay, Acock, Vuchinich, and Beets 2006	Student report				X	Study sample, grades 1-5	1
PA	Hawaii Content and Performance Standards Test	No	Accountability Resource Center Hawaii, Hawaii Department of Education n.d. (a)	Direct assessment			X		External sample, grades NR	0

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
PA	Hawaii Department of Education School Quality Survey—Parent Involvement Subscale	No	Accountability Resource Center Hawaii, Hawaii Department of Education n.d. (b)	Parent report				X	External sample, grades NR	0
PE	Behavioral Inventory	Yes	Dunn and Wilson n.d.	Teacher report		X			Study sample, grades PreK-8	2
H3	Character Asset Questionnaire	Yes	Furco et al. 2004	Student report	X	X			Study sample, grades 2-6	1-2
RHC	Commitment to School	No	Hawkins et al.1992	Parent report Teacher report	X				External sample, grades NR	1-2[†]
RHC	Academic Performance Rating	Yes	Catalano et al. 2003	Parent report Teacher report			X		Study sample, grades 1-2	1-2[†]
RHC	Interpersonal Competency Teacher Observation of Classroom Adaptation—Revised Walker-McConnell Scale of Social Competence	Yes	Harachi et al. 1999 Werthamer-Larsson, Kellam, and Ovesen-McGregor 1990 Walker and McConnell 1988	Student report Parent report Teacher report	X				Study sample, grades 1-2	2

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
RHC	Antisocial Behavior Teacher Observation of Classroom Adaptation—Revised Teacher Report Form—Aggressive Behavior Subscale	Yes	Catalano et al. 2003 Wethamer-Larsson, Kellam, and Ovesen-McGregor 1990 Achenbach 1991 Achenbach and Edelbrock 1983	Student report Parent report Teacher report	X				Study sample, grades 1-2	2
RCCP	Teacher Checklist of Child Aggressive Behavior	Adapted	Dodge and Coie 1987	Teacher report		X			External sample, grades 3-6	2
RCCP	Social Competence Scale—Prosocial Communication and Emotional Regulation Subscales	Adapted	Conduct Problems Prevention Research Group 1991	Teacher report		X			External sample, grades K-3	2
RCCP	Seattle Personality Inventory—Depression And Conduct Problems Subscales	Adapted	Greenberg 1994	Student report	X				External sample, grades 1-5	1-2
RCCP	Home Interview—Hostile Attribution and Aggressive Negotiation Subscales	Adapted	Dodge 1986	Indirect assessment	X				External sample, grades K-3	1-2
RCCP	Social Problem Solving Measure	No	Lochman and Dodge 1994	Indirect assessment			X		External sample, grades NR	1

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
RCCP	What I Think	No	Rosenfeld, Huesmann, Eron, and Torney-Pura 1982	Student report	X				External sample, grades NR	1
SCPP-YA	Coping Skills Decision-Making Questionnaire	Yes	Caplan et al. 1992 Gersick, Grady, and Snow 1988	Indirect assessment	X	X	X		External sample, grades NR	2[†]
SCPP-YA	Rand Well-Being Scale	No	Veit and Ware 1983	Student report	X				Nationally representative sample	2
SCPP-YA	Self-Perception Profile for Children—Behavioral Conduct and Self-Worth Subscales	No	Harter 1985	Student report	X				External sample, grades NR	2
SCPP-YA	Decision-Making Confidence Scale	Adapted	Wills 1986	Student report	X				External sample, grades NR	1
SCPP-YA	Problem-Solving Efficacy	No	Weissberg, Barton, and Shriver 1997	Student report	X				External sample, grades NR	2
SCPP-YA	Attitudes Towards Substance Use	No	Botvin, Baker, Renick, Filazzola, and Botvin 1984	Student report	X				External sample, grades NR	2
SDM/PS	Youth Self Report	Adapted	Achenbach and Edelbrock 1987	Student report		X			External sample, grades 6-12	1-2*

TABLE 3 (*continued*)

Program[a]	Instrument Name[b]	Developed for Study[c]	Citation/s[d]	Type of Assessment[e]	Domain Assessed[f]				Characteristics of Development Sample[g]	Reliability Rating[h]
					Affect	Behav	Cognit	Other		
SDM/PS	Perceived Competence Scale for Children	No	Harter 1982	Student report	X				External sample, grades 3-9	1-2*
SDM/PS	Comprehensive Test of Basic Skills	No	CTB/McGraw-Hill n.d. (b)	Direct assessment			X		Nationally representative	0
SDM/PS	Group Social Problem Solving Assessment	Adapted	Elias, Rothbaum, and Gara 1986	Indirect assessment			X		External sample, grades 3-4	2*
TO	(no scale reported)									
TGFDV	Intentions Scale	Yes	Bacon 2001	Student report	X				Study sample, grades 9-12	2
TGFDV	Protective Factor Perceptions Survey	Yes	Bacon 2001	Student report	X				Study sample, grades 9-12	1-2
TGFV	Student Protective Factor Survey	No	Bacon 2000; 2001	Student report	X	X	X		External sample, grades 6-12	2
TGFV	Teacher Checklist of Student Behaviors	No	Bacon 2003	Teacher report		X	X		External sample, grades K-6	2
Topeka Char. 1st	Topeka Character Education Survey	Yes	Tatarko 2007	Student, teacher, and parent report	X	X		X	Study sample, grades 4, 7, 9	0
Tribes TLC	(no scale reported)									
V-LACE	Group for the Study of Interpersonal Development Relationship Questionnaire	No	Schultz, Selman, and LaRusso 2003	Student report		X	X		External sample, grades K-8 and 12	1-2*

TABLE 3 (*continued*)

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[a] In this table, program names have generally been abbreviated. Table 1 includes complete program names alongside the abbreviations.

[b] In instances where the instrument was developed by researchers for the study reviewed here, we use as the instrument name the researchers' own descriptive terms regarding the content. Where an published instrument was used, we report that name, even when the instrument was adapted for the purposes of the study (indicating adaptation in the next column to the right). Indented items in the "Instrument Name" column reflect use by the researchers of selected items from that instrument in combination with other items (either from other published measures or developed by the researchers themselves).

[c] If an instrument was not developed for the study reviewed here and no adaptations were made to that instrument, we report "No" in this column. If an instrument was developed for the study *or* selected items from one instrument were combined with items from another instrument to form a single scale, we report "Yes." If an existing instrument was simply shortened or researchers rephrased particular items but left the measure largely intact, we report "Adapted."

[d] Full citations for all instruments are presented in the References at the end of this report.

[e] In this column we report both the type of assessment and respondent/report. Where measures/instruments were completed by more than one reporter, they are all listed.

[f] The "Domain Assessed" column captures the broad categories in which the constructs measured by a particular instrument fall. "Affect," "Behav," and "Cognit" all refer to student-level outcomes. "Other" refers to outcomes at the school, teacher/administrator, or parent/community level. A single instrument can reflect multiple domains (i.e., checkmarks in multiple domain columns for a single instrument).

[g] This column summarizes characteristics of the sample used to develop the instrument. Sample types are categorized as either the "study sample" (i.e., the measure was developed on the sample studied in the program report); an "external sample" (i.e., the measure was developed using a non-nationally representative sample for research other than the study reviewed here); or "national sample" (i.e., the measure was developed with an external, nationally representative sample).

[h] For its reliability rating, an instrument can receive a "0" (insufficient information provided to gauge the instrument's reliability), "1" (reported reliability less than .70), or "2" (reported to have a reliability (any type) equal to or exceeding .70). Where a range is given (e.g., 1-2), this indicates that different levels of reliability were reported across subscales of a single instrument, among different subpopulations, or among different reporters (e.g., students, parents, teachers). Unless otherwise indicated (see notes below), these values refer to internal consistency reliability.

*Reliability reported for development sample, rather than study sample.

NR=Not Reported.

†Alternative measures of reliability were reported for these instruments including the following: BDS/Janis-Field Feeling of Inadequacy Scale—split-half reliability; PCE/TerraNova Supera—Kuder Richardson 20 coefficients; RHC/Commitment to School—correlation; RHC/Academic Performance Rating, parent measure—correlation; SCPP-YA—inter-rater reliability.

A number of findings emerge from the information presented in Table 3. These include findings on the use of new and existing measures, measure reliability, and measure validity, each of which is discussed below. Supporting evidence provided in program-specific tables in the appendix augments these findings. The appendix material points to issues regarding single-item measurement, which is discussed in the final section of this chapter.

Use of New vs. Existing Measures. Across the studies reviewed here on the 36 programs, researchers used 95 scale measures. In the discussion that follows, these 95 scales are the unit of analysis. About half of these (46) were developed specifically for the study under review. Of the remaining 49 scales, 17 were adapted from existing measures and 32 were developed by other researchers and/or for other studies (and were available "off the shelf" for the authors of these studies to use). Forty-four of the 46 newly developed scale measures were surveys of students, teachers, or parents. These new measures were developed to gauge constructs in the affective (20 instances), behavioral (20), or other domains (15), with relatively few new scales measuring cognitive constructs (5); instead, researchers relied on existing measures, largely published standardized tests, to assess cognitive outcomes (15).

Among existing published measures, six were employed in research on more than one program in our group. The Social Skills Rating System (SSRS; Gresham and Elliot 1990), the Teacher Observation of Classroom Adaptation-Revised (TOCA-R; Werthamer-Larsson et al. 1991), the Walker-McConnell Scale of Social Competence (Walker and McConnell 1995), the Character Development Survey (Johns 1997),[8] the California Standards Tests (California Department of Education), and the California Achievement Test, Sixth Edition/TerraNova, The Second Edition (CTB/McGraw Hill) were each used in studies of two programs. Most of these published scales were used as designed, but researchers selected items from both the TOCA-R and the Walker-McConnell to create new scales in studies of the Raising Healthy Children (RHC) program.

Inconsistent application of the same or demonstrably comparable measures across studies poses a potential challenge to the field of character education: Although conceptually similar outcome constructs are assessed in the research reviewed here, outcomes are rarely measured with the same instruments. This complicates comparison of outcomes across studies of one or more programs. Adding to the challenge, relatively little information on measurement properties is reported, as described in the next section.

Reliability of Measures. To assess the psychometric properties of measures used in studies of character education programs, we focus primarily on information regarding measure reliability. For about two-thirds of the scaled measures employed (62 of 95 scales), information on reliability was available either through the study under review or through a cited source. In 57 of these cases, a measure of internal consistency reliability, typically Cronbach's alpha, was

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[8] According to Laing et al (1999), the Character Development Survey was developed by Johns (1997) for their evaluation of the Utah Community Partnership for Character Education Development. The evaluation of the Character Quality Program by the Chugach School District (2004) reported retrieving this instrument through the Character Education Partnership "Evaluation Toolkit" at http://www.character.org.

presented (alternative reliability measures are discussed in the notes to Table 3). The focus on internal consistency reliability indicates that researchers aimed to measure single, cohesive constructs with each scale or subscale. In the one instance where researchers employed a measure other than internal consistency reliability—a measure of Coping Skills used in a study of the Social Competence Promotion Program for Young Adolescents—inter-rater reliability was assessed. Among the 62 scale measures with reliability information, 30 have reliability of .70 or above (indicated by a "2" in the reliability column of Table 3); 27 reported reliability that varied across subscales, subpopulations, or reporters; and 5 reported reliability of measures below .70.[9]

For about one-third (33 of 95) of the scale measures presented in Table 3, information provided in the studies reviewed or in references provided in the studies was insufficient to assess the reliability of the measure in any form (indicated by a "0" in the reliability column). Among instruments that were developed for the study reviewed, no reliability information was available for 19 of 46 cases. Among the scale measures for which no information on reliability was presented, it is possible that instrument developers did assess reliability, but did not report the information in any of the studies reviewed here.

Table 4 lists, for each category in our taxonomy, measures with acceptable levels of reported reliability. We have included all measures from studies of the character education programs examined in this research that have reported reliability of .70 or better. For constructs with no measure exceeding .70 reliability but with measures above .60 reliability, we have also included the measure with the highest reliability. A number of measures are cited as capturing more than one category in our taxonomy. Brief descriptions of each scale and references to the literature are presented in the Appendix A entry for the program whose acronym is shown in the second column of Table 4. Readers should note that these are not necessarily the "best" measures available for assessing a given construct. Rather, they are examples of scaled measures with demonstrated reliability that might be appropriate for a given construct.

The table also shows those constructs for which the reviewed studies lacked a measure meeting our standard for inclusion in Table 4. Three constructs were not measured using a scale (indicated by "NM" in the second column): child knowledge of risk prevention, child healthy lifestyle, and teacher knowledge of child development. In addition, 11 constructs were measured with a scale in at least one study, but none of the studies reported the reliability of the scale (indicated by "NR" in the second column of Table 4). Some of these constructs—for example, absence/tardiness and crime—may not lend themselves to measurement using scales. But others are potentially important, multifaceted character outcomes. In particular, justice/fairness and trustworthiness are not measured with demonstrated reliability—despite the fact that both constructs are among the "six pillars" of character identified by the Josephson Institute 2009 and the first of these two is among the 24 positive character traits of the VIA classification (Peterson and Seligman 2004). Still, in reviewing Table 4, it is important to keep in mind, first, that these constructs may have been measured with single items and/or non-scaled measures (see Appendix A) and, second, that for 33 of 95 scales, reliability was not reported.

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[9] See Sattler (2001) for a discussion of the designation of .7as a cut-point for relatively high reliability.

TABLE 4

OVERVIEW OF MEASURES WITH HIGHEST REPORTED RELIABILITY FOR CHARACTER EDUCATION OUTCOME CONSTRUCTS

Domain/Construct	Scaled Measure/s with Highest Reported Reliability for the Construct (Acronym for Program Assessed with Instrument)	Reported Reliability of the Scale/s or Subscale/s*	Citations
Student-Level Outcomes			
Cognitive			
Knowledge			
understanding values/norms	Ethical Understanding Scale (HECC)	.70 for grade 4-6 version	Lemming, Henricks-Smith, and Antis 2000
risk prevention	NM		
interpersonal knowledge	Student Protective Factors Survey (TGFV)	.83 for Social and Conflict Resolution and Resistance Skills subscale; .82 Communication Skills subscale	Bacon 2000; 2001
	Group for the Study of Interpersonal Development Relationship Questionnaire (V-LACE)	GSID-Rel Q: .72-.87 depending subscale	Schultz, Selman, and LaRusso 2003
intrapersonal knowledge	Student Protective Factors Survey (TGFV)	SPFS: .80 Emotional Competency subscale	Bacon 2001; 2001
	Teacher Checklist of Student Behaviors (TGFV)	TCSB: .91 Personal and Social skills subscale	Bacon 2003
academic content	Social Skills Rating System Academic Competence Scale (OC)	SSRS-ACS: .95	Gresham and Elliott 1990
	TerraNova Supera (PCE)	TNS: .80-.90 depending on subtest	CTB/McGraw-Hill n.d. (c)
	Academic Performance Rating (RHC)	APR: .92	Catalano et al. 2003
Reasoning			
moral/ethical reasoning	Defining Issues Test (JC)	DIT: averages in the .80s for different age groups	Rest 1986, 1994
	Home Interview (RCCP)	HI: .74-.78 for Hostile Attribution subscale; .87-.90 for Aggressive Negotiation subscale	Dodge 1986

Table 4 *(continued)*

Domain/Construct	Scaled Measure/s with Highest Reported Reliability for the Construct (Acronym for Program Assessed with Instrument)	Reported Reliability of the Scale/s or Subscale/s*	Citations
	Coping Skills-Decision Making Questionnaire (SCPP-YA)	CSDMQ: .81-.93	Caplan et al. 1992; Gersick, Grady, and Snow 1988
critical thinking/ decision making	Group Social Problem Solving Assessment (SDM/PS)	.75-.85 cited from other studies	Elias, Rothbaum, and Gara 1986
Affective			
Attitudes/Motives	Survey of Perceptions of Oneself and School (E for C)	SPOS: .64-.88 depending on subscale and pre/post	Pinhas and Kim 2004
	Attitudes and Intentions Toward Positive Action (PA)	AITPA: .91 for attitudes and .82 for intentions	Flay, Acock, Vuchinich, and Beets 2006**
	Involvement In and Interpretation of Own Behaviors (PA)	IIIOB: .68-.78 depending on wave	Flay, Acock, Vuchinich, and Beets 2006**
	Home Interview (RCCP)	HI: .74-.78 for Hostile Attribution subscale; .87-.90 for Aggressive Negotiation subscale	Dodge 1986
	Problem Solving Efficacy (SCPP-YA)P	PSE: .71	Weissberg, Barton, and Shriver 1997
prosocial dispositions	Social Relatedness Scale (BDS)	SRS: Sense of Social Responsibility (School), .70 pre and .76 post intervention	Newmann and Rutter 1983
	Ethical Sensibility Scale (HECC)	ESS: .80 and .83 for grades 1-3 and 4-6, respectively	Leming, Henricks-Smith, and Antis 2000
	Self-Perception Profile for Children (SCPP-YA)	SPPC: .75 for behavioral conduct scale and .76 for self worth scale	Harter 1985
	Protective Factor Perceptions Survey (TGFDV)	PFPS: .93 overall, .59 to .85 for subscales	Bacon 2001
attitudes toward school	Feelings Toward Others and the School (PA)	FTOS: .78-.85 for grade 3 and up overall, .71-.79 for subscales	Flay, Acock, Vuchinich, and Beets 2006**
	Survey of Student Behavior and Affect (PCE)	SSBA: .82 for value of school subscale	RMC Research Corporation 2007
	Commitment to School (RHC)	CS: .80 for teacher reports	Hawkins et al.1992

Table 4 *(continued)*

Domain/Construct	Scaled Measure/s with Highest Reported Reliability for the Construct (Acronym for Program Assessed with Instrument)	Reported Reliability of the Scale/s or Subscale/s*	Citations
attitudes toward risk/health	Perceptions of Substance Use Survey (LQ-Skills for Adol)	PSUS: .73-.89, depending on subscale and substance	Eisen, Zellman, and Murray 2003
	Attitudes Toward Substance Use (SCPP-YA)	ATSU: .74 for smoking attitudes; .80 for drinking attitudes	Botvin, Baker, Renick, Filazzola, and Botvin 1984
	Intentions Scale (TGFDV)	IS: .74	Bacon 2001
	Protective Factor Perceptions Survey (TGFDV)	PFPS: .93 overall, .59 to .85 for subscales	Bacon 2001
civic dispositions	Social Relatedness Scale (BDS)	.78-.80 for Future Participation; .71-.72 for Future Affiliation	Newmann and Rutter 1983
attitudes toward diversity	Social Distance Task (HECC)	.80 for grades 1-3; .85 for grades 4-6	Koslin, Amarel, and Ames 1969
intrapersonal strengths (self-esteem, self-efficacy)	Janis-Field Feeling of Inadequacy Scale (BDS)	JFFIS: .72-.88	Robinson and Shaver 1973
	Seattle Personality Inventory (RCCP)	SPI: .73-.76 for Depression subscale	Greenberg 1994
	Coping Skills-Decision Making Questionnaire (SCPP-YA)	CS-DMQ: .81-.93	Caplan et al. 1992; Gersick, Grady, and Snow 1988
	Self-Perception Profile for Children (SCPP-YA)	SPPFC: .75 for behavioral conduct scale; .76 for self-worth scale	Harter 1985
	Perceived Competence Scale for Children (SDMPS)	PCSC: .73-.86 depending on subscale and age	Harter 1982
internalizing problems	Seattle Personality Inventory (RCCP)	SPI: .73-.76 for Depression subscale	Greenberg 1994
	Rand Well-Being Scale (SCPP-YA)	RWBS: 82	Veit and Ware 1983
	Youth Self Report (SDMPS)	YSR: .71-.95	Achenbach and Edelbrock 1987
Attitudes/Emotions	Survey of Perceptions of Oneself and School (E for C)	SPOS: .64-.88 depending on subscale and pre/post	Pinhas and Kim 2004
	Relational Health Indices-Youth Version (OC)	RHI-YV: .80-.86 depending on subscale	Liang, Tracy, Kenny, Brogan, and Gatha (under review)
caring (e.g., empathy)	Social Skills Rating System Social Skills Scale (BEST, OC)	.74 for student empathy subscale	Gresham and Elliott 1990
reflectivity	NR		

Table 4 *(continued)*

Domain/Construct	Scaled Measure/s with Highest Reported Reliability for the Construct (Acronym for Program Assessed with Instrument)	Reported Reliability of the Scale/s or Subscale/s*	Citations
school bonding/school engagement	Enhanced Relationships Survey (CSC)	ERS: .78 for Liking for School subscale, .74 for Sense of Community subscale, .73 for Trust in and Respect for Teachers subscale	Developmental Studies Center n.d.
	Parent Report of School Adjustment (OC)`	PRSA: .76	Taylor, Liang, Tracy, Williams and Siegle 2002
	Feelings Toward Others and the School (PA)	FTOS: .78-.85 for grade 3 and up overall, .71-.79 for subscales	Flay, Acock, Vuchinich, and Beets 2006**
justice, fairness	NR		
Behavioral			
Competencies/skills	Survey of Perceptions of Oneself and School (E for C)	SPOS: .64-.88 depending on subscale and pre/post	Pinhas and Kim 2004
	Student Behavior Checklist (PA)	SBC: .54-.91 depending on subscale (on 3 of 17 subscales have alpha<.7)	Flay, Acock, Vuchinich, and Beets 2006**
resistance	Coping Skills-Decision Making Questionnaire (SCPP-YA)	CS-DMQ: .81-.93	Caplan et al. 1992; Gersick, Grady, and Snow 1988
	Student Protective Factors Survey (TGFV)	SPFS: .83 Social Conflict Resolution and Resistance Skills subscale	Bacon 2000; 2001
responsibility	Social Skills Rating System (OC)	SSRS: .84 for Responsibility subscale	Gresham and Elliott 1990
	Behavioral Inventory (PE)	BI:.94	
integrity	Character Asset Questionnaire (H3)	.61 Integrity and Honesty subscale	Furco et al. 2004
respect	Behavioral Inventory (PE)	BI: .94	Dunn and Wilson n.d.
	Teacher Checklist of Student Behaviors (TGFV)	TCSB: ..91 for Personal and Social Skills subscale	Bacon 2003
leadership	Behavioral Assessment System for Children (ICPS)	.85 for Leadership Subscale	Reynolds and Kamphaus 1992
intrapersonal competency (self-control, self-discipline, self-regulation)	Social Skills Rating System (BEST, OC)	SSRS: .94 for teacher and .83 for student for total scale, .92 for teacher for Cooperation subscale; .91 for teacher for Self-Control subscale; .88 for Problem Behaviors subscale	Gresham and Elliot 1990

Table 4 *(continued)*

Domain/Construct	Scaled Measure/s with Highest Reported Reliability for the Construct (Acronym for Program Assessed with Instrument)	Reported Reliability of the Scale/s or Subscale/s*	Citations
	Self-Regulation Scale (ICPS)	SRS: .85-.96 for subscales drawn from Teacher Observation of Classroom Adaptation-Revised	Werthamer-Larsson, Kellam, and Ovesen-McGregor 1991
	Behavioral Inventory (PE)	BI: .94	Dunn and Wilson n.d.
	Student Protective Factors Survey (TGFV)	SPFS: .80 Emotional Competency subscale	Bacon 2000; 2001
interpersonal competency	Social Skills Rating System (BEST, OC)	SSRS: .94 for teacher and .83 for student for total scale, .74 for student for Empathy subscale, .75 for teacher for Assertion subscale; .88 for Problem Behaviors subscale	Gresham and Elliot 1990
	Behavioral Assessment System for Children (ICPS)	BASC: .89 for Social Skills subscale, .74 for Adaptability subscale	Reynolds and Kamphaus 1992
	Walker-McConnell Scale of Social Competence and School Adjustment (LIFT)	WMS: .94 pre- and .96 post-intervention	Walker and McConnell 1995
	Survey of Adaptation Tasks-Middle School (OC)	SAT-MS: .86 reduced scale, .92 full scale	Elias et. al 1992
	Behavioral Inventory (PE)	BI: .94	Dunn and Wilson n.d.
	Interpersonal Competency-teacher measure (RHC)	IC-tm: .94	Harachi et al. 1999; Werthamer-Larson, Kellam, and Ovesen-McGregor 1990; Walker and McConnell 1988
	Interpersonal Competency-parent measure (RHC)	IC-pm: .79	Harachi et al. 1999
	Youth Self Report (SDMPS)	YSP: .71-.95	Achenbach and Edelbrock 1987
	Student Protective Factor Survey (TGFV)	SPFS: .83 for Social and Conflict Resolution and Resistance Skills subscale, .82 for Communication Skills subscale	Bacon 2000; 2001
	Teacher Checklist of Student Behaviors (TGFV)	TCSB: .93 Positive Social Behaviors subscale	Bacon 2003
communication	Student Protective Factors Survey (TGFV)	.82 for Communication Skills subscale	Bacon 2000; 2001

Table 4 *(continued)*

Domain/Construct	Scaled Measure/s with Highest Reported Reliability for the Construct (Acronym for Program Assessed with Instrument)	Reported Reliability of the Scale/s or Subscale/s*	Citations
coping	Coping Skills-Decision Making Questionnaire (SCPP-YA)	.81-.93	Caplan et al. 1992; Gersick, Grady, and Snow 1988
Prosocial behaviors	Survey of Perceptions of Oneself and School (E for C)	SPOS: .64-.88 depending on subscale and pre/post	Pinhas and Kim 2004
	Student Behavior Checklist (PA)	SBC: .54-.91 depending on subscale (3 of 17 subscales have alpha<.7)	Flay, Acock, Vuchinich, and Beets 2006**; Edelbrock and Achenbach 1984; Hightower et al. 1986
	Involvement In and Interpretation of Own Behaviors (PA)	IIIOB: .68-.78 depending on wave	Flay, Acock, Vuchinich, and Beets 2006**
service	Survey of Student Behavior and Affect (PCE)	SSBA: .77 altruism subscale	RMC Research Corporation 2007
	Social Competence Scale (RCCP)	SCS: .98	Conduct Problems Prevention Research Group 1991
	Character Asset Questionnaire (H3)	CAQ: .76 caring and social equity subscale	Furco et al. 2004
healthy lifestyle	NM		
kindness	Survey of Student Behavior and Affect (PCE)	SSBA: .77 altruism subscale	RMC Research Corporation 2007
	Character Asset Questionnaire (H3)	CAQ: .76 caring and social equity subscale	Furco et al. 2004
trustworthiness	NR		
justice, fairness	NR		
positive participation	Social Relatedness Questionnaire (BDS)	SRS1: Sense of Social Responsibility (School) subscale, .70 pre and .76 post intervention	Newman and Rutter 1983
Risk behaviors	Involvement In and Interpretation of Own Behaviors (PA)	IIIOB: .68-.78 depending on wave	Flay, Acock, Vuchinich, and Beets 2006**
	Antisocial Behavior (RHC)	AB: .78 for parents, .92 for teachers	Catalano et al. 2003; Wethamer-Larsson, Kellam, and Ovesen-McGregor 1990; Achenbach 1991; Achenbach and Edelbrock 1983

Table 4 *(continued)*

Domain/Construct	Scaled Measure/s with Highest Reported Reliability for the Construct (Acronym for Program Assessed with Instrument)	Reported Reliability of the Scale/s or Subscale/s*	Citations
	Youth Self Report (SDMPS)	YSR: .71-.95	Achenbach and Edelbrock 1987
	Student Protective Factor Survey (TGFV)	SPFS: .79 for Interactions with Others subscale	Bacon 2000; 2001
	Teacher Checklist of Student Behaviors (TGFV)	TCSB: .94 inappropriate behaviors subscale	Bacon 2003
substance use	Perceptions of Substance Use Survey (LQ Skills for Adol)	PSUS: .73 to .83	Eisen, Zellman, and Murray 2003
	Survey of Adaptation Tasks-Middle School (OC)	SAT-MS: .93	Elias et. al 1992
sexual risk-taking	NR		
Violence	Teacher Checklist of Child Aggressive Behavior (RCCP)	TCCAB: .95	Dodge and Coie 1987
	Seattle Personality Inventory (RCCP)	SPI: ..73-.79 for Conduct Problems subscale	Greenberg 1994
absence/tardiness	NR		
discipline issues	Survey of Adaptation Tasks-Middle School (OC)	SAT-MS: .85	Elias et. al 1992
	Teacher Checklist of Child Aggressive Behavior (RCCP)	TCCAB: .95	Dodge and Coie 1987
	Seattle Personality Inventory (RCCP)	SPI: ..73-.79 for Conduct Problems subscale	Greenberg 1994
crime	NR		
Teacher/Admin-Level Outcomes			
Knowledge of child development	NM		
Support (endorse or value what goes on in school)	Survey of Teacher Attitudes (PA)	.71-.97 depending on subscale	Flay, Acock, Vuchinich, and Beets 2006**
Understand values/norms	Survey of Teacher Attitudes (PA)	.71-.97 depending on subscale	Flay, Acock, Vuchinich, and Beets 2006**

Table 4 *(continued)*

Domain/Construct	Scaled Measure/s with Highest Reported Reliability for the Construct (Acronym for Program Assessed with Instrument)	Reported Reliability of the Scale/s or Subscale/s*	Citations
Attendance	NR		
Staff morale	Enhanced Relationships Survey (CSC)	ERS: .64 for Enjoyment of Teaching subscale	Developmental Studies Center n.d.
	Survey of Teacher Attitudes (PA)	STA: .71-.97 depending on subscale	
Professional efficacy	Milson's Character Education Efficacy Belief Instrument (ICE)	MCEEBI: .79 for Personal Teacher Efficacy subscale	Milson 2001
	Survey of Teacher Attitudes (PA)	STA: .93 for Teaching Self-Concept subscale, .94 for Self-Efficacy to Teach Positive Behaviors Generally subscale, .97 for Self-Efficacy to Teach Specific Positive Behaviors subscale	Flay, Acock, Vuchinich, and Beets 2006**
School-Level Outcomes			
School climate			
collective norms/values	School Climate and Interaction Survey (Cp);	SCIS: .89 for students and .95 for staff and parents for School Expectations subscale	Marshall and Caldwell 2007
	Character Development Survey (CQ; C of C)	CDS:.70-.92 depending on subscale and reporter	Johns 1997
interactions among students, staff, parents (positive/ negative content)	Enhanced Relationships Survey (CSC)	ERS: .88 for Positive Relationships Among Students subscale, .84 for Faculty Collegiality subscale, .90 for Principal Accessibility and Supportiveness subscale	Developmental Studies Center n.d.
	School Climate and Interaction Survey (Cp)	SCIS: .92-.93 for Feelings of Belonging subscale depending on reporter	Marshall and Caldwell 2007
	Character Development Survey (CQ; C of C)	CDS : .91 parents, .89 staff for Parent-Staff Relationships subscale	Johns 1997
	Latent School Climate (ICPS)	LSC: >.7 for items from Behavioral Assessment System for Children depending on wave and/or source of alpha (study VS norming sample); >.7 for items from Parent Teacher Involvement Questionnaire	Kumpfer, Alvarado, Tait and Turner 2002; Reynolds and Kamphaus 1992; Conduct Problems Prevention Research Group 1999

Table 4 *(continued)*

Domain/Construct	Scaled Measure/s with Highest Reported Reliability for the Construct (Acronym for Program Assessed with Instrument)	Reported Reliability of the Scale/s or Subscale/s*	Citations
	Experiences of Harassment at School (PA)	EHS: .82, .85 and .87 for grades 3, 4 and 5, respectively	Flay, Acock, Vuchinich, and Beets 2006**
inclusion (e.g., individuals made to feel part of the school)	School Climate and Interactions Survey (Cp)	SCIS: .92 for staff and .93 for parents for Feelings of Belonging subscale, .87 for Staff Culture of Belonging subscale, .88 for staff and .94 for parents for Parent and Staff Relations subscale	Marshall and Caldwell 2007
	Survey of Perceptions of Oneself and School (E for C)	SPOS: .75 post intervention	Pinhas and Kim 2004
	Latent School Climate (ICPS)	LSC: >.7 for items from Behavioral Assessment System for Children depending on wave and/or sample (current study VS norming sample); >.7 for items from Parent Teacher Involvement Questionnaire	Kumpfer, Alvarado, Tait and Turner 2002; Reynolds and Kamphaus 1992; Conduct Problems Prevention Research Group 1999
Social systems (advisories, leadership teams, etc.)	NR		
Democratic governance practices	School Climate and Interactions Survey (Cp)	.78 for Sense of Autonomy and Influence subscale	Marshall and Caldwell 2007
Positive leadership	School Climate and Interactions Survey (Cp)	SCIS: .88 for School Leadership subscale	Marshall and Caldwell 2007
	Character Development Survey (CQ; C of C)	CDS: .82 for students, .92 for parents and staff on School Expectations subscale	Johns 1997
Positive physical environment	NR		
Positive academic environment	School Climate and Interactions Survey (Cp)	SCIS: .85 for Altruism subscale	Marshall and Caldwell 2007
	Character Development Survey (CQ; C of C)	CDS: .70-.92 depending on reporter and subscale	Johns 1997

Table 4 *(continued)*

Domain/Construct	Scaled Measure/s with Highest Reported Reliability for the Construct (Acronym for Program Assessed with Instrument)	Reported Reliability of the Scale/s or Subscale/s*	Citations
Parent-Community Level Outcomes			
Parenting skills	Parenting Skills Scale (ICPS)	PSS: >.70 for items from the Alabama Parenting Skills Questionnaire depending on sample and subscale	Kumpfer, Alvarado, Tait and Turner 2002
	Family Relations Scale (ICPS)	FRS: .87 for Beliefs about the Family Subscale	Gorman-Smith, Tolan, Zelli, and Huesmann 1996
Participation in school	Enhanced Relationships Survey (CSC)	ERS: .76 for Parent Involvement and Supportiveness subscale	Developmental Studies Center n.d.
	Character Development Survey (CQ; C of C)	CDS: .70 for parents and .82 for staff for Parent Involvement subscale	Johns 1997
Parent support of school/program	NR		
Community climate/environment	Survey of Teacher Attitudes (PA)	STA: .89 for Perception of Neighborhood Facilities, .76 for Neighborhood Sense of Community, and .79 for Social Disorganization of Neighborhood subscales	Flay, Acock, Vuchinich, and Beets 2006**

NR=Not Reported—the construct was measured with a scale in at least one study, but no information on reliability was reported.

NM=Not Measured with a scale in the research reviewed.

*All reliability statistics were reported as Cronbach's alpha (internal consistency reliability), with the following exceptions: Social Skills Rating System, Assertion subscale (BEST, OC)—test-retest reliability; TerraNova Supera PCE)—Kuder-Richardson 20 coefficients; Commitment to School and Academic Performance Rating, parent measure (RHC)—correlation; and Coping Skills-Decision Making Questionnaire (SCPP-YA)—inter-rater reliability.

**The scales used in evaluations of Positive Action have undergone additional development work. Information regarding those updated scales can be found in Flay and Dubois 2007.

Validity. Validity indicates whether the construct one aims to measure is actually being measured. In contrast to their treatment of reliability, the studies reviewed here included little information bearing on the validity of measures: Among the 36 programs reviewed, studies of 5 programs included information regarding the validity of their measures (the Heartwood Ethics Curriculum, LIFT, Raising Healthy Children, Open Circle, and the Topeka Character Education Initiative). In the studies of these programs, information on validity was limited to statements indicating that the authors had considered the validity of their measures, but without specific explanation of procedures to establish or verify validity. In addition to the studies of these five programs in which researchers directly discussed the validity of their measures, our review of additional sources (cited or suggested in studies of the 36 programs included in this analysis) showed that studies of 11 other programs had included outcomes measured with instruments for which validity had been established in prior studies.

Single-Item Measures. In addition to the scaled measures presented in Table 3, our analysis of outcome measures also documented single-item measures that researchers reported using (see Appendix A).

These single-item measures fall into three broad categories. First, disciplinary infractions, such as referrals to the principal, suspensions, and expulsions, are reported using either school or district administrative records or teacher or student reports. Second, teacher or administrative records are used to report student grades. Finally, multiple individual items are reported that may be related but are not reported as scales. In this situation, authors explicitly cite low reliability as a reason for reporting individual items, or they do not report whether the measures were intended for item-level analysis and reporting, or should be considered with other measures for analysis.

IV. SUMMARY AND CONSIDERATIONS FOR USING THIS REPORT

The purposes of this study were (1) to document the constructs measured in studies of a delimited group of character education programs; (2) to develop a framework for systematically describing and assessing measures of character education outcomes; and (3) to provide a resource for evaluators to help identify and select measures of the outcomes of character education programs. The first section below summarizes the findings of our review of outcome measures in studies of 36 character education programs, which addresses the first two of these three objectives. The second section suggests considerations for future research on the outcomes of character education programs, as researchers identify and select measures of the outcomes of character education programs. While representative of measures used to evaluate character education outcomes in a delimited set of programs, the outcome measures reviewed are not necessarily the best ones for use in specific character education studies.

A. SUMMARY OF REVIEW FINDINGS

In documenting the constructs measured in studies of our sample of character education programs, we found that:

- Researchers measured a wide variety of student-level outcomes in cognitive, affective, and behavioral domains. Among these, behavioral outcomes were assessed most often, in studies of 31 programs; affective outcomes were assessed for 28 programs; and cognitive outcomes were assessed for 25.

- Researchers assessed outcomes at other levels with less frequency than student-level outcomes. School-level outcomes were measured in studies of 16 programs; parent or community level outcomes were assessed for 14 programs; and teacher/administrator outcomes were assessed for 7 programs.

Our framework for describing and assessing measures of character education outcomes calls attention to several points:

- Researchers used direct and indirect assessments of student outcomes, and they solicited information about outcomes from students, teachers, administrators, and parents.

- Measurement approaches to assess outcomes included scales and subscales, stand-alone items, and non-scaled measures. Studies of all but five programs employed scaled measures.

- Among the 95 scaled measures employed across studies of 36 programs, 46 were newly developed for the study at hand; 32 had been developed prior to the study and were employed "off the shelf" by the studies' authors; an additional 17 scales were formed by adapting previously developed measures.

- Information on psychometric properties was available for 62 of 95 scales employed. Among these, 30 scales had demonstrated reliability over .70; 27 demonstrated mixed reliability; and 5 had reliability below .70. Information on validity was not available for individual measures, but studies of 16 programs either made general claims about their measures' validity or used measures with previous research addressing validity.

B. CONSIDERATIONS WHEN USING THIS REPORT

This study does not represent a comprehensive examination of all outcomes measured in research on all character education programs. Still, it provides a framework for categorizing measures used in evaluations of character education programs and a resource for identifying potentially useful, existing measures as researchers plan future studies. It also highlights several caveats as researchers consider which outcomes to measure and how best to measure them.

1. Considering Outcomes to Measure

As our taxonomy of outcome measures indicates (Table 2), character education programs address a wide variety of outcomes in diverse domains (cognitive, affective, behavioral) and for different actors (student, teacher, school, parent, community). This classification system can serve as a point of departure for researchers considering which constructs, in which domains, and for which individuals or entities a particular character education program might be expected to affect.

As in any research enterprise, studies of character education would benefit from articulation of a formal theory of change linking specific program components to the key outcome or outcomes that might result from them. Our review of research on this limited sample of character education programs leaves unclear whether, in their approach to measurement, researchers are beginning with a well-developed theory of change. This is evidenced, in part, by the relatively few programs that assessed knowledge of the concepts and content that the program sought to convey—the most proximal outcome and one which, logically, would precede changes in how students feel or behave. Studies of 5 of 36 programs assessed knowledge of program content (as detailed in the program-specific appendix tables). If the theory of change for a program is not well developed, our classification of outcomes may allow researchers to "work backward" from our categories to identify the outcomes they believe are most relevant for a particular program, and then to consider which program components might affect each of these outcomes.

2. Considering How to Measure Outcomes

In describing outcomes assessed and approaches to measurement, this review prompts researchers to consider several factors in selecting appropriate measures for assessing outcomes of character education programs. Depending on the outcome of interest, researchers should first determine which type of assessment might be most appropriate—direct, indirect, or report and, in the latter case, who the most appropriate reporter might be. Next, a review of available measures for the outcomes of interest—whether they are scales, individual items, or non-scaled measures—can help researchers to avoid "reinventing the wheel." At the same time, it can provide them with a sense of whether they are conceiving of the outcome in a way that is in line

with prior research. Such alignment is not necessarily a requirement, but consistency among researchers in the conceptualization and measurement of outcomes may support cross-study and cross-program comparisons and help to advance character education as a field.

Future research on character education outcomes could also benefit from careful attention to alignment between the conceptualization and measurement of constructs. Reliability and validity demonstrate some level of this alignment. Our review, however, revealed two ways in which measurement methods may lack such alignment: (1) there may be misalignment between items in a particular scale (they do not "hang together"); and (2) there may be a mismatch between the domain or construct a measure actually captures and the domain or construct the researcher conceptualizes or, at least, discusses. The first problem is demonstrated in scales with low internal consistency reliability, and possibly among those scales for which reliability was not reported. Reference to measures with demonstrated reliability—such as those presented in Table 4—could help researchers to avoid the problem of misaligned scale items. The second problem is perhaps more difficult to document, as it arises primarily in the particular language that researchers use to discuss their findings. The outcome taxonomy and related measures presented here can serve as a resource for researchers seeking to articulate a clear theory of change and to properly align conceptualization and measurement of character education outcomes.

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APPENDIX A
PROGRAM TABLES

TABLE A.1a

ACQUIRING ETHICAL GUIDELINES FOR INDIVIDUAL SELF GUIDANCE (AEGIS)

Program name:	Acquiring Ethical Guidelines for Individual Self Guidance (AEGIS)
Program type:	Modular
Grade level:	K-6
Studies reviewed:	Weed, S.E. "Weber School District Character Education Evaluation: Summary Report." Salt Lake City, UT: The Institute for Research and Evaluation, 1995.
Description:	A broad-based character education program for grades K-6 designed to be used throughout the school year. The program employs a sequential five-step model of teaching and learning: stimulating interest, modeling the concept, integrating the concept, linking with parents, and applying in the real world. AEGIS focuses on character-related concepts, such as rights and responsibilities, care and consideration, fairness and justice, effort and excellence, personal integrity, and social responsibility. The 35-lesson curriculum is taught two to three days per week, with 20-30 minutes for each lesson. A separate teacher manual which includes reproducible student materials is designed for each grade level. Training is available.

TABLE A.1b

PROGRAM NAME: ACQUIRING ETHICAL GUIDELINES FOR INDIVIDUAL SELF GUIDANCE (AEGIS)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
	X		Risk behaviors: substance use	Student self reports on an unspecified instrument were used to assess alcohol, tobacco, and drug experimentation and use.
X		X	Attitudes/motives: prosocial dispositions Attitudes/emotions: caring Knowledge: interpersonal knowledge, intrapersonal knowledge Reasoning: moral/ethical reasoning	In this direct assessment of student learning of central character concepts, students were presented with a series of ethical dilemmas or scenarios (8 scenarios and 16 items for K-2; 20 scenarios and 40 items for grades 3-6) involving one or more of the concepts taught in the curriculum (care and consideration, social responsibility, ethical reasoning, personal responsibility, retaliation [avoidance], and respect for property). Each scenario was presented twice during the test, once with a behavioral response considered a negative indicator of character and once with a response considered a positive indicator of character. The children indicated their endorsement of the given response on a scale ranging from 1-5. Younger students responded by coloring segments of a thermometer with five divisions (corresponding to 1-5 scale). Children were instructed that if they would do what the statement says, they should color the thermometer all the way to the top; if they would not do what the statement says, they should color only the lowest division of the thermometer; and if they were not sure, they should color somewhere in between.

A.4

TABLE A.1c

PROGRAM NAME: ACQUIRING ETHICAL GUIDELINES FOR INDIVIDUAL SELF GUIDANCE (AEGIS)

Other Outcomes

Level	Construct/Components	Measurement Information
Teacher/Administration Level		
	Staff morale	Teacher self reports on an unspecified number of items related to teacher attitudes and behaviors related to their work. Item examples included the frequency with which the teacher had lost his/her temper with students (never, occasionally, or often); how he/she felt about being a teacher (very bad, okay, or very good); and the extent to which he/she had considered quitting (not at all, somewhat, or very seriously).
Parent/Community Level		
	Parent support of school/program	Parent reports on an unspecified instrument were used to gauge support for the AEGIS program. In addition to a dichotomous yes/no item regarding support, parents were asked to rank the program in relation to other academic subjects (language arts, math, science, social studies, health, physical education, music, and art).

TABLE A.2a

BUILDING DECISION SKILLS (BDS)

Program name:	Building Decision Skills (BDS)
Program type:	Modular
Grade level:	6-12 (12 studied)
Studies reviewed:	Leming, James S. "Integrating a Structured Ethical Reflection Curriculum into High School Community Service Experiences: Impact on Students' Sociomoral Development." *Adolescence*, vol. 36, no. 141, 2001, pp. 33–45.
Description:	Building Decision Skills aims to raise middle and high school students' awareness of ethics, help them gain practical experience in developing core values, and give them practical strategies for dealing with ethical dilemmas. Building Decision Skills consists of 10 lessons that can fill two consecutive weeks of daily lessons or be drawn out over a longer period. Using readings, handouts, and overheads, the teacher covers key concepts. Students are encouraged to think about the key concepts through small group activities, class discussions, and homework assignments. The program also includes school-wide components (such as group discussions, seminars, and assemblies). And it can be combined with service learning.

TABLE A.2b

PROGRAM NAME: BUILDING DECISION SKILLS (BDS)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
		X	Reasoning: moral/ethical reasoning	To assess students' sensitivity to the ethical issues, they were presented with three right-vs.-right conflicts (see a fellow student steal property from community service site; decide whether to continue to tutor elementary student or take after-school job; how to handle discovery that local homes sources of pollution) and asked to write responses. Responses were scored on the extent to which they demonstrate (1) ethical awareness (i.e., recognize an ethical issue exists), (2) ethical acceptance (i.e., who is responsible for the situation), and (3) an ethical perspective (i.e., use of language taught in BDS such as trust vs. loyalty or justice vs. mercy). In each of the three areas, students received a score of 3 (high), 2 (medium), or 1 (low).
X			Attitudes/motives: intrapersonal strengths	Students responded to the 20-item Janis-Field Feeling of Inadequacy Scale (Robinson and Shaver 1973) to capture their sense of confidence in social settings. Items addressed, for example, how often students worry about whether others like to be with them, feel inferior, or feel like they dislike themselves. Responses occurred on a 5-point Likert-type scale ranging from "very often" to "practically never."
X	X		Attitudes/motives: prosocial dispositions; civic dispositions Prosocial behaviors: positive participation	Students responded to a Social Relatedness Questionnaire with items drawn from Newmann and Rutter's (1983) Social Development Scale (SDS). The seven-item Sense of Social Responsibility (General) subscale exactly matched items from the Non-School Responsibility subscale of the SDS and included items such as "I feel I should be doing something about problems in our community," and "I'm concerned about how to make our community a better place for everyone." The three-item Sense of Social Responsibility (School) subscale exactly matched the School Responsibility subscale from the SDS and included items such as "I try to get other students to support out school's programs and activities, and "I try to imagine how we could improve the school for everyone." Students responded to these items on a Likert-type scale ranging from "never true" (1) to "always true" (5). The final subscale addressing Future Community Participation was adapted from two subscales in Newmann and Rutter's measure (Future Political Participation and Future Affiliation), but specific items, the total number of items, and their response scale are not reported.
X			Attitude/motives Attitudes/emotions	Students rank-ordered 12 values including: compassion, responsibility, wealth, independence, honesty, recognition, respect, influence, pleasure, community, fairness, and intimacy. This task was modified from a task outlined in Rokeach 1973.

TABLE A.3a

BUILDING ESTEEM IN STUDENTS TODAY (BEST)

Program name:	Building Esteem in Students Today (BEST)
Program type:	Comprehensive
Grade level:	K-8 (4-6)
Studies reviewed:	Gooding, T.F. "Character Education: Perceptions of Social Skills Acquisition in Two Elementary Schools." UMI No. 3123558. Dissertation Abstracts International, vol. 65, no. 02, 2004.
Description:	According to Gooding (2004), Building Esteem in Students Today (BEST) emphasizes the development of regard for oneself, one's school, and other students. The program, intended for children in kindergarten through eighth grade, focuses on nine themes: positive classroom, courtesy, responsibility, caring and sharing, goal setting, honesty, conflict and feelings, health and prevention, and esteem. For each theme, classrooms implement a 15- to 25-minute lesson emphasizing its importance. Additional instruction on the character trait can be included in the daily lesson plan. Monthly newsletters for staff and parents emphasize and reinforce the themes of the program throughout the year. The BEST program emphasizes an orderly environment and participation by administrators, counselors, parents, and others. The program was initially developed by the Institute for Human Resource Development (an Indiana nonprofit) under the auspices of the Indiana State Department of Education.

TABLE A.3b

PROGRAM NAME: BUILDING ESTEEM IN STUDENTS TODAY (BEST)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X		Attitudes/emotions: school bonding Attitudes/motives: attitudes toward diversity Competencies/skills: responsibility, integrity, respect	Student self report using <u>BEST Student Survey of School Connectedness</u> (BEST 2000) with 13 items on school connections (e.g., have a role model), belonging, and learning positive behaviors in school (e.g., responsibility, patience); responses on 5-point scale of agreement (strongly disagree to strongly agree).
X	X		Attitudes/motives: caring Competencies/skills: intrapersonal competency, interpersonal competency	Student self-report using the <u>Social Skills Rating System</u> (SSRS; Gresham and Elliott 1990), with differing items across a variety of subscales. Students responded to subscales for Cooperation (items on behaviors like organization, focus, attention), Assertion (items on behaviors like speaking up for self and proactively interacting with others in a group), Self-Control (items on behaviors like regulating behavior appropriately), Empathy (characteristics such as listening, demonstrating social overtures, understanding feelings). These subscales comprise the total <u>Social Skills Scale</u> (34 items; 10 Cooperation, 10 Assertion, 10 Self-Control, 10 Empathy; note that three items belong to more than one subscale). Students used a 3-point response scale of "never," "sometimes," or "very often."

TABLE A.3c

PROGRAM NAME: BUILDING ESTEEM IN STUDENTS TODAY (BEST)

Other Outcomes

Level	Construct/Components	Measurement Information
School/Class Level		
	School climate	Teacher report on the percentage of students perceived to demonstrate a certain frequency of competency in areas such as responsibility, decision making, conflict, and school enjoyment (10 items); responses were noted as the percentage demonstrating it on a 3-point scale of frequency (seldom, occasionally, or almost always).
	School climate Positive physical environment	Principal report on 18 behavior problems at school (e.g., fighting, vandalism, truancy, disobey); responses on 3-point scale of frequency (low to high).

TABLE A.4a

CARING SCHOOL COMMUNITY (CSC)

Program name:	Caring School Community (CSC)
Program type:	Comprehensive
Grade level:	K-6 (3-6 studied)
Studies reviewed:	Battistich, V. "Effects of a School-Based Program to Enhance Prosocial Development on Children's Peer Relations and Social Adjustment." *Journal of Research in Character Education,* vol. 1, no. 1, 2003, pp. 1–16.
	Battistich, V., E. Schaps, M. Watson, and D. Solomon. "Prevention Effects of the Child Development Project: Early Findings from an Ongoing Multi-Site Demonstration Trial." *Journal of Adolescent Research,* vol. 11, no. 1, 1996, pp. 12–35.
	Roberson, I. "***Evaluation Report: Caring School Communities 2003–2004.***" San Francisco, CA: San Francisco Unified School District, Program Evaluation & Research Department, 2006.
Description:	*Caring School Community™* (CSC) is a modified version of a program formerly known as the *Child Development Project.* The *CSC* is a multiyear school improvement program that involves all students in grades K–6.
	The program aims to promote core values, prosocial behavior, and a schoolwide feeling of community. The program consists of four elements originally developed for the *Child Development Project:* class meeting lessons, cross-age "buddies" programs, "homeside" activities, and schoolwide community. Class lessons provide teachers and students with a forum to get to know one another, discuss issues, identify and solve problems collaboratively, and make a range of decisions that affect classroom life. Cross-age buddies activities pair whole classes of older and younger students for academic and recreational activities that build caring cross-age relationships and create a schoolwide climate of trust. Homeside activities, short conversational activities that are sent home with students for them to do with their parent or caregiver and then to discuss back in their classroom, incorporate the families' perspectives, cultures, and traditions, thereby promoting interpersonal understanding. Schoolwide community-building activities bring students, parents, and school staff together to create new school traditions.

TABLE A.4b

PROGRAM NAME: CARING SCHOOL COMMUNITY (CSC)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
	X		Competencies/skills: interpersonal competency	Student report on peer acceptance using sociometric nominations. Students were presented with five situations and had to nominate three classmates they would want to be with. Situations were both academic (work on class project, help on school work) and non-academic (invite to birthday party, choose on sports team, get help from when sad). Responses were totaled for each student for total number nominations, number of reciprocated nominations, and opposite-sex nominations.
X	X		Attitudes/motives: internalizing problems Attitudes/emotions: reflectivity Prosocial behaviors: justice/fairness, service Risk behaviors: discipline issues	Student report on peer behavior using sociometric nominations. Students were presented with 12 behaviors and asked to nominate classmates (no restriction on number) as fitting for those behaviors. Items included prosocial behaviors (helping, treating others fairly), negative behaviors (disobey school rules, act impulsively), competitiveness, assertiveness, and social isolation. Responses for each behavior were totaled and converted to a proportion of class.
X	X		Attitudes/motives: intrapersonal strengths, internalizing problems Competencies/skills: interpersonal competency	Student self report using a survey of <u>Intra/Interpersonal Competency</u>. Items covered Social Dissatisfaction using the <u>Child Loneliness Scale</u> (Asher et al. 1984; Asher and Wheeler 1985). (16 items; e.g., "I have nobody to talk to in class."), Social Anxiety using <u>Social Anxiety Scale for Children</u> (LaGreca et al. 1988) (10 items; e.g., "I'm afraid that other kids will not like me."), Perceived Popularity (8 items; e.g., "Other children like to play with me."), Social Competence (17 items; e.g., "I'm very good at working with other children."), Self-Esteem (17 items; e.g., "I like myself just the way I am."), and Liking of School (7 items; e.g., "I like my school."). Response options are not reported.
	X		Risk behaviors: substance use, violence, discipline issues, crime	Student self report of risk behaviors, including use of cigarettes, alcohol, and marijuana on 5-point scale (1=never, 2=once or twice, 3=once in a while, 4=often, 5=used previously but not anymore) and frequency of delinquency (10 items; e.g., run away, steal, gang fight) on 5-point scale ranging from "never" to "10 or more times."
X			Attitudes/emotions: school bonding	Student self report on <u>Sense of Community Survey</u> (Developmental Studies Center) with 45 close-ended questions falling in four areas including liking school, sense of classroom community, enjoyment of class, and trust in and respect for teacher. Response options are not reported.
		X	Knowledge: academic content	Student direct assessment on <u>California Standards Test</u> (CST; California Department of Education) measuring progress toward state academic content standards (percent of students achieving or exceeding proficiency in English Language Arts and Mathematics).
				Student direct assessment on the <u>California Achievement Test, Sixth Edition (CAT/6)/TerraNova, The Second Edition</u> (CTB McGraw-Hill), a norm-referenced test (comparing California students to those in other states) in Reading, Language, Spelling, and Mathematics.

TABLE A.4c

PROGRAM NAME: CARING SCHOOL COMMUNITY (CSC)

Other Outcomes

Level	Construct/Components	Measurement Information
Teacher/Administration Level		
	Professional efficacy; staff morale	Teachers completed an <u>Enhanced Relationships Survey</u> (Developmental Studies Center) with 51 close-ended questions. Subscales addressed Sense of Efficacy as a Teacher and Enjoyment of Teaching. Response options are not reported.
School/Class Level		
	School climate: interactions	Teachers completed an <u>Enhanced Relationships Survey</u> (Developmental Studies Center) with 51 close-ended questions. Subscales addressed Trust in Students, Positive Relationships among Students, Positive Relationships Between Students and Teachers, Faculty Collegiality, and Principal Accessibility and Supportiveness. Response options are not reported.
Parent/Community Level		
	Participation in school	Teachers completed an <u>Enhanced Relationships Survey</u> with 51 close-ended questions. Subscale addressed Parent Involvement and Supportiveness. Response options are not reported.

TABLE A.5a

CHANGING LIVES (CL)

Program name:	Changing Lives (CL)
Program type:	Modular
Grade level:	K-12 (K-6 studied)
Studies reviewed:	Katsuyama, R.M., and C.E. Kimble. "Effects of the Changing Lives Character Education Program Upon Behaviors and Perceptions of Students, Teachers, and Parents: Evidence of Transformations in the School Climate." Litchfield, MN: Mark I of North America, Inc, 2002.
Description:	Changing Lives is a K-12 character education program focused on instilling pillars of character such as respectfulness, honesty, and trust in participating students. Lessons and activities revolve around a "word of the week" that can be displayed on a poster in the classroom; there are 36 words of the week to address during the school year. A number of supporting materials are available. For the elementary grades, Changing Lives offers teacher guides, student workbooks and activity books, character journals and character posters. For middle and high school classes, Changing Lives offers journals, workbooks, and posters. Materials to use with athletic teams are also available. The program aims to increase student achievement, improve student behavior, improve student and staff attendance, improve staff morale, and increase parent and community engagement.

TABLE A.5b

PROGRAM NAME: CHANGING LIVES (CL)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X			Competencies/skills Prosocial behaviors Risk behaviors	Students responded to a <u>Student Behavior Survey</u>. Twenty-one items addressed behaviors such as honesty, completing work on time, and kindness to others. Twenty-six items addressed the frequency of positive behaviors directed toward others, the frequency of negative behaviors directed toward others, the frequency of positive behaviors received from others, and the frequency of negative behaviors received from others. Specific items are not provided, and the response options are unknown.
X			Attitudes/motives: attitudes toward school	Students responded to five questions addressing the <u>Perceived Value of Character Education</u> (e.g., helped their motivation to learn, helped them become more cooperative). Students responded on a 5-point scale, though specific values are unknown.
			Risk behaviors	Information was collected on the number of disciplinary incidents at school through monthly behavioral records. No additional information is provided.

X

TABLE A.5c

PROGRAM NAME: CHANGING LIVES (CL)

Other Outcomes

Level	Construct/Components	Measurement Information
Teacher/Administration Level		
	Attendance	Monthly information was collected concerning teacher attendance. No additional information is provided.
School/Class Level		
	Risk behaviors	Monthly records on the number of school visitors were collected. No additional information is provided.
	School climate: collective norms/values; interactions Social systems	In a questionnaire on <u>Impressions of the School and Interactions Patterns</u>, teachers responded to 50 items on the school, the staff, and communication and interaction patterns among them. An additional 13 items addressed the frequency of positive and negative behaviors and relations at school among students in the past year. There is no report of: specific items, the number of items addressing each construct, the scale for each item, or how items were summarized.
	School climate: collective values/norms; interactions; inclusion	In a <u>Student School Climate Questionnaire</u>, students responded to an unspecified number of items. Analyses identified six factors including: Classmate Citizenship (e.g., "Your classmates try to do their best in school"), Teacher Support (e.g., "Your teacher helps you when you need it"), Classroom Order/Control (e.g., "You/your classmates push or hit when angry"), Adult Expectations (e.g., "Your teacher expects you to learn a lot"), Prosocial Behaviors (e.g., "You/your classmates do helpful things for others in class"), and Inclusiveness (e.g., You/your classmates leave some students out when doing an activity). The response scale ranged from 1 to 5, though specific values are not provided.
	School climate: collective norms/values; interactions	Teachers responded to an unspecified number of items in a <u>Teacher School Climate Questionnaire</u>. Analyses identified three factors: Student Recognition (e.g., "Are students regularly recognized for positive attitudes and behaviors?"), Professional Development (e.g., "Are you encouraged to develop your knowledge and teaching skills?"), and Student Academic Initiative (e.g., "Do your students view homework as an opportunity to show they have learned?"). Responses occurred along a 5-point scale, though exact values are not reported.
	School climate	Students responded to an 18-item questionnaire on <u>Behavioral Expectations at School</u>; items addressed respect for others, honesty, completing work on time, kindness to others, etc.; sample items were not provided; responses occurred along a 5-point scale; response options are not indicated for the baseline, but for the follow-up survey, responses requested comparisons with the prior year, with values ranging from "much worse" to "much better." At the follow-up survey, students also responded to questions indicating whether they lived up to school expectations for behavior.
	Uncertain	In a telephone interview, parents responded to 26 items evaluating the child's experience at school in the past year. Specific items, response options, and approach to summarizing items are not provided.
Parent/Community Level		
	Participation in school	Monthly records were collected concerning parent attendance at parent-teacher conferences and other school events. No additional information is provided.

TABLE A.6a

CHARACTER COUNTS! (CC!)

Program name:	Character Counts! (CC!)
Program type:	Comprehensive or modular
Grade level:	PreK-12 (1-12 studied)
Studies reviewed:	Walsh-Vettern, R., and B. Wright. "South Dakota Character Counts! Evaluation Results (First Year's Data 1997–1998)." Brookings, SD: Cooperative Extension Service at South Dakota State University, 1999.
	Fruechte, K., and C.G. Mitchell. "South Dakota Character Counts! Evaluation Results (Year Five–2002)." Brookings, SD: Cooperative Extension Service at South Dakota State University, 2003.
	Harms, K., and S. Fritz. "Internalization of Character Traits by Those Who Teach Character Counts!" *Journal of Extension*, vol. 39, no. 6, 2001.
	Lennox School District. "Lennox Character Counts! Program. Final Performance Report Covering the Entire Performance Period 2002–03 Through 2005–06 School Years." Lennox, CA: Lennox School District Department of Instructional Services, 2007.
Description:	Character Counts! is a framework based on a set of values referred to as the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. It is designed to be implemented as a comprehensive character education program, appropriate for all grades (pre-K-12), but can be implemented in a more modular way by, for example, integrating lessons or activities into one subject area. While most often implemented in schools, the program includes parent and community components. For example, parents and guardians are encouraged to attend and participate in CC! activities.

TABLE A.6b

PROGRAM NAME: CHARACTER COUNTS! (CC!)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X	X	Attitudes/emotions: school bonding Competencies/skills Prosocial behaviors Knowledge: understanding values/norms	Teachers responded to a series of open-ended questions (e.g., "Can you provide examples of where CC! made a difference in someone's life?"); from those responses, researchers identified four categories of outcomes: children's treatment of each other (e.g., "…students are complimenting each other more often…"), life skills competency (e.g., "…this is a way for [my students] to work on social skills and improve their ability to interact with others."), a framework for behavioral corrections (shared values; e.g., "I think the students more clearly understand what is expected of them."), and sense of community/belonging (e.g., "[My students] act much more as a community, which is great because we are so diverse.").
X			Attitudes/motives: prosocial dispositions Attitudes/emotions: justice, fairness	In this measure of Attitudes Toward Ethical Issues, students in grades 7-12 responded to an eight-item questionnaire that addressed attitudes about pillars of character (4 items; e.g., "Sometimes it is okay to respond to an insult with force" and "It's okay to lie or cheat if it's to avoid unfair consequences"), about parents (1 item; e.g., "My parents set a high example of honesty and ethics"), and their World View (3 items; e.g., "In today's world, people often must lie or cheat to succeed" and "On a practical, real life basis honesty is the best policy"). Students responded on a Likert-type scale ranging from 1 to 5 that indicated the level of agreement.
	X		Competencies/skills: integrity Prosocial behaviors: trustworthiness; service; kindness Risk behaviors: substance use; discipline issues	Students in grades 7-12 responded to a survey regarding their Recent Behaviors in the past six months. Students in grades 6-8 responded to a survey regarding their behavior since being involved in CC! Individual items are not reported for the former survey, but authors report that the two surveys are similar. Question in the latter survey (grades 6-8) addressed Behavior Toward Rules (6 items; e.g., "Cheated on an exam or quiz." "Missed class without a legitimate excuse." "Failed to get my schoolwork done on time."), Behavior Toward Others (7 items; e.g., "Used physical force against someone." "Told a lie to a parent." "Teased someone because of race or ethnicity."), Illegal Behaviors (6 items; e.g., "Drank alcoholic beverages." "Used an illegal drug." "Defaced or vandalized property." "Took something without paying."), and Positive Behaviors (3 items; e.g., "Helped someone study for an exam." "Volunteered to do something in the community." "Told the truth though it might get me into trouble."). In the survey for older students, they responded using five frequency categories (with 1 = no times; 2 = 1 time; 3 = 2-5 times; 4 = 6-10 times; and 5 = 11+ times). In the survey for the younger group, they responded with the amount of behavior relative to prior to the CC! program; response options included "more often," "the same," "less," and "never." Items were summed by subcategory.
		X	Knowledge: academic content	Academic achievement of seventh grade students was measured with California Achievement Tests, Sixth Edition (CAT/6)/TerraNova, The Second Edition, and Stanford Achievement Test, Ninth Edition (SAT 9) scores. Both are norm-referenced tests (comparing California students to those in other states). Additionally, the Academic Performance Index (API) measures the academic performance and growth of California schools on a variety of academic measures.
X	X		Attitudes/motives Prosocial behaviors	Teachers graded students' citizenship and work habits. No additional information is provided.
	X		Prosocial behaviors: positive participation	Student participation in extracurricular activities was reported, but no information on its source is provided.

TABLE A.6c

PROGRAM NAME: CHARACTER COUNTS! (CC!)

Other Outcomes

Level	Construct/Components	Measurement Information
Teacher/Administration Level		
	Understanding values/norms	In a survey of educators involved in CC!, respondents reported their level of sensitivity to ethical issues since teaching CC!. All items are phrased, "Since teaching Character Counts!, I am more sensitive to ethical dilemmas [in different levels of interaction]." Educators responded using a Likert-type scale ranging from "strongly disagree" (1) to strongly agree (5).
	Support	In a survey of educators involved in CC!, respondents reported their behavior regarding advocacy for ethical decision making and taking a stand on ethical issues since teaching CC!. All items are phrased, "Since teaching Character Counts!, I am more likely to..." Educators responded using a Likert-type scale ranging from "strongly disagree" (1) to strongly agree (5).
	Staff morale	Students and teachers were asked whether school climate or staff/student morale had improved this year as a result of the Six Pillars of Character and to provide an example.
School/Class Level		
	School climate	Students and teachers were asked whether school climate or staff/student morale had improved this year as a result of the Six Pillars of Character and to provide an example.
	School climate: collective norms/values; interactions; inclusion	Teachers responded to 11 items regarding changes in students' behavior after implementation of CC!. Items fell in three areas: behavior toward one another (fight less often; help each other more often; and call each other names less [grades 1-6] or treat each other better [grades 7-12]), behavior toward authority (students less disruptive in class; treat me with more respect; and are less destructive of property [grades 1-6] or have more respect for property [grades 7-12], and adherence to school rules (cheating, playing by the rules, lunch manners, recess behavior, and lunch behavior [grades 1-6]; or cheating, detention/suspension, skipping classes, being late for classes, and getting homework done [grades 7-12]). Teachers responded on a scale ranging from 1 to 5 indicating the level of agreement (with 3 = "unsure").
Parent/Community Level		
	Parenting skills	In a survey on Recent Behaviors, students in grades 6-8 responded to questions on behavior since being involved in CC! Three items addressed Parental Behaviors ("Was lied to by a parent." "Discovered my parent doing something dishonest." "Had a parent break a promise to me."). Response options included "more often," "the same," "less," and "never." Items in the subcategory were summed.
	Participation in school	Parent/guardian participation in school was measured by the number that had signed in at a variety of events. Head counts were taken when sign-in sheets were unavailable.

TABLE A.7a

CHARACTER*plus* (CP)

Program name:	CHARACTER*plus* (Cp)
Program type:	Comprehensive
Grade level:	K-12 (4, 8, and 11 studied)
Studies reviewed:	Marshall, J., and S. Caldwell. "Missouri Show Me CHARACTERplus Implementation Study." St. Louis, MO: Cooperating School Districts, 2007.
Description:	CHARACTERPlus (Cp) is a grassroots initiative which began in St. Louis, Missouri, in 1988. It is founded on the principle that successful initiatives are those that are holistic; school leadership teams are trained to facilitate parent, community, and school involvement activities that best fit their needs. Cp supports schools through the process of designing and implementing character education programs and recruiting and developing community support. The 10 "essentials" of the Cp process include: community participation, character education policy adopted by the school board, identified and defined character traits, integrating character education into the curriculum, experiential learning opportunities for students, evaluation, adult role models, staff development, student leadership, and sustaining the program.

TABLE A.7b

Program Name: CHARACTER*plus* (Cp)

Other Outcomes

Level	Construct/Components	Measurement Information
School/Class Level		
	School climate: collective norms/values; interactions; inclusion Democratic governance practices Positive leadership	Students, parents, and staff responded to the <u>School Climate and Interactions Survey</u>; the subscales contained in the survey differed slightly for each group. All three groups responded to the 12-item Feelings of Belonging subscale which included statements such as "Students are nice to each other" and the five-item School Expectations subscale which included statements such as "Students are expected to get along."
	Positive academic environment	Students responded to three additional subscales on school climate. The five-item Sense of Autonomy and Influence subscale included statements such as "Students plan things together with their teachers." The five-item Sense of Altruism subscale included statements such as "Students report having helped someone learn something." The nine-item Feelings of Competence subscale included statements such as "Students like themselves the way they are."
		Staff responded to a number of additional questions addressing staff-level school climate. Six items regarding Interactions with School Leadership captured aspects of teacher and administrator relationships (e.g., "Both the administrators and teachers take active roles in school activities" and "Things are well organized."). Ten items addressed the Staff Culture of Belonging (e.g., "School staff members are supportive of one another" and "School staff share the same beliefs about the mission of the school.").
		Parents and staff both responded to seven items on Parent and Staff Relations (e.g., "School staff members care about parents and their families" and "School staff members make parents feel welcome at school."). Finally, parents responded to one item on School Quality, "Parents believe that their children get an excellent education at the school."
		Response scales are not reported.
Parent/Community Level		
	Participation in school	As part of the <u>School Climate and Interactions Survey</u>, students and parents responded to seven questions about Parent Involvement in school. Items included "Parents attend school functions" and "Parents talk with the student about what he/she is doing in school," among other things. The response scale is not reported.

TABLE A.8a

CHARACTER QUALITY (CQ)

Program name:	Character Quality (CQ)
Program type:	Comprehensive
Grade level:	Pre K-12 (K-5 studied)
Studies reviewed:	Chugach School District. "PCEP Grantee Report on Character Quality Program: Evaluation Report." Anchorage, AK: 2004.
Description:	Character Quality (CQ) is a locally developed comprehensive program being implemented in four schools (PK-12) in one district in Alaska (in partnership with two others). CQ draws on and enhances the district's success in systemic reform and attempts to link program goals to state educational standards. CSD focuses on implementation and integration of character qualities and education into district classrooms, home-school learning, and Anchorage House, a residential learning environment. The CQ project involves schools in remote rural communities located in south-central Alaska where poverty and unemployment are high and 21st century opportunities are low.

TABLE A.8b

PROGRAM NAME: CHARACTER QUALITY (CQ)

Other Outcomes

Level	Construct/Components	Measurement Information
School/Class Level		
	School climate: collective norms/values; interactions Positive leadership Positive academic environment	School climate was assessed with student (26 items), parent (37 items), and staff (46 items) responses to the <u>Character Development Survey</u> (Character Education Project). All three groups responded to 26 questions regarding the level of Kindness and Caring among students at the school (7 items; e.g., "The students at this school are nice to each other" and "The students at this school try to include everyone"), the level of Respect and Responsibility (7 items; e.g., "The students at this school get along well together even if they are different" and "The students at this school insult or hit each other"), the level of Fairness and Honesty (7 items; e.g., "The students at this school tell the truth" and "The students at this school lie or cheat on their homework"), and School Expectations for Interpersonal Behavior (5 items; e.g., "Our school expects everyone to get along even if they are different" and "Our school expects everyone to be kind and caring"). Staff and parents responded to an additional seven items on Staff-Parent Relationships (e.g., "The school staff cares about the student's families" and "The school staff treats parents with respect") and one item on education quality ("Children get an excellent education at this school"). Note that the CDS includes an additional subscale on Staff Relationships that was not included in this study. Students responded on a 3-point Likert-type scale ("almost always," "sometimes," and "hardly ever"), and staff and parents responded along a 5-point Likert-type scale.
Parent/Community Level		
	Participation in School	Parents and staff responded to three items in the <u>Character Development Survey</u> (Character Education Project) regarding Parents' Involvement in School (e.g., "Parents supervise their children's homework" and "Parents help in the classroom"). Staff and parents responded along a 5-point Likert-type scale.

TABLE A.9a

COMMUNITY OF CARING (C of C)

Program name:	Community of Caring (C of C)
Program type:	Comprehensive
Grade level:	K-12 (K-12 studied)
Studies reviewed:	Laing, S.O., K.D. Fink, and J.S. Johns. "Utah Community Partnership for Character Education Development Final Evaluation Report 1995–1999." ERIC Document Reproduction Service No. ED463224. Salt Lake City, UT: Utah State Office of Education, 1999.
	Voelker, M.P. "An Option to 'Just Say No': Schools as Communities." ERIC Document Reproduction Service No. ED9507505. Ann Arbor, MI: University of Michigan, 1994.
Description:	Founded in 1982 by Eunice Kennedy Shriver, Community of Caring was originally developed to prevent teen pregnancy by providing a comprehensive system of continuous care within a nurturing environment for pregnant adolescents. In its current form, the program aims to empower youth to be responsible and caring members of their community.
	The program is based on five core values: caring, respect, responsibility, trust, and family. A Community of Caring school is one with an active, participatory, caring program that includes all members of a school community. Program implementation involves staff development workshops on topics such as integrating values in and across the curriculum and expanding family and community involvement. Schools select a lead teacher or facilitator and develop a coordinating committee which can include students, staff, parents, and community members to oversee integration of Community of Caring values into the school and develop an action plan including goals, objectives, and activities for the program. Teachers integrate the five core values into the curriculum and daily activities. Schools also focus on developing student leadership, family and community involvement, and providing opportunities for service learning.

TABLE A.9b

PROGRAM NAME: COMMUNITY OF CARING (C of C)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
		X	Knowledge: understanding values/norms	In this assessment of <u>Student Knowledge of Character Education Concepts,</u> familiarity with values emphasized in character education was measured by asking students at each grade level to define and give an example of the school values. Teachers scored responses and reported the number of correct definitions and examples of behaviors representing desired values.

TABLE A.9c

PROGRAM NAME: COMMUNITY OF CARING (C of C)

Other Outcomes

Level	Construct/Components	Measurement Information
School/Class Level		
	School climate: collective norms/values; interactions Positive leadership Positive academic environment	School climate was assessed with student (26 items), parent (37 items), and staff (46 items) responses to the <u>Character Development Survey</u>. All three groups responded to 26 questions regarding the level of Kindness and Caring among students at the school (7 items; e.g., "The students at this school are nice to each other" and "The students at this school try to include everyone"), the level of Respect and Responsibility (7 items; e.g., "The students at this school get along well together even if they are different" and "The students at this school insult or hit each other"), the level of Fairness and Honesty (7 items; e.g., "The students at this school tell the truth" and "The students at this school lie or cheat on their homework"), and School Expectations for Interpersonal Behavior (5 items; e.g., "Our school expects everyone to get along even if they are different" and "Our school expects everyone to be kind and caring"). Staff and parents responded to an additional seven items on Staff-Parent Relationships (e.g., "The school staff cares about the student's families" and "The school staff treats parents with respect") and one item on education quality ("Children get an excellent education at this school"). Staff responded to an additional nine items measuring Staff Relationships and the Degree of Endorsement of Various Values (e.g., "The school staff models the behaviors they expect of students" and "The faculty and administration work well together"). Students responded on a 3-point Likert-type scale ("almost always," "sometimes," and "hardly ever"), and staff and parents responded along a 5-point Likert-type scale.
	School climate	In the <u>Community of Caring School Survey</u>, students and staff responded to approximately 48 items (the number differed slightly for the two groups) addressing whether the school was upholding the values taught or expected in a Community of Caring school. The survey addressed leadership (e.g., "Administrators and teachers are committed to equity"), school climate (e.g., "There is an acceptance for the student who is different"), whether values were integrated into the curriculum (e.g., "There is a program that impacts the school environment by connecting values to the school organization"), and students' opportunities to put learned values into practice (e.g., "Students feel comfortable participating in values discussions). Responses were given along a 5-point Likert-type scale ranging from "always happens" (1) to "never happens" (5).
Parent/Community Level		
	Participation in school	Parents and staff responded to three items in the <u>Character Development Survey</u> regarding Parents' Involvement in School (e.g., "Parents supervise their children's homework" and "Parents help in the classroom"). Staff and parents responded along a 5-point Likert-type scale.

TABLE A.10a

CONNECT WITH KIDS (CWK)

Program name:	Connect with Kids (CWK)
Program type:	Modular
Grade level:	3-12 (3-12 studied)
Studies reviewed:	Page, B., and A. D'Agostino. "Connect with Kids: 2004–2005 Study Results for Kansas and Missouri." Durham, NC: Compass Consulting Group, LLC, 2005.
Description:	Connect with Kids aims to promote prosocial attitudes and positive behavior of elementary (grades 3–5) and secondary (grades 6–12) school students by teaching core character values. Lesson plans include videos, story summaries, discussion questions, student games, and activities for both core and supplemental character traits. The classroom curriculum is reinforced by a website component and school-wide and community outreach components. The program can be incorporated into an existing curriculum or used as a standalone program. The school or teacher decides on the number of character traits covered in each session, so the program duration may vary from one semester to an entire academic year.

TABLE A.10b

PROGRAM NAME: CONNECT WITH KIDS (CWK)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
	X		Competencies/skills Prosocial behaviors	In a questionnaire on <u>Students' Own Behavior</u>, students responded to 12 items (for elementary school students) or 24 items (for middle/high school students) concerning their own behavior. Items included positive ("I am nice to students I do not know well") as well as negative ("I make fun of other students") statements. Responses occurred on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree).
X	X		Attitudes/motives Attitudes/emotions Competencies/skills Prosocial behaviors	Students were presented with eight scenarios in which a student or students enact a certain behavior. The first four scenarios included items such as, "A classmate can tell when she is getting angry and counts to ten before she says or does something." Students indicated whether the person in the scenario was "very much," "somewhat," "just a little bit," or "not at all" like them.
				The second four scenarios required students to select from four potential behavioral responses. For example, "If a classmate took something from me without asking, the first thing I would do is…"; response options include (1) take it back, (2) go up to them right away and find out why they did it, (3) tell the teacher about the situation, and (4) think about why they may have taken it before doing anything. Potential responses were tailored to each scenario. The elementary, middle and high school versions of the questions are the same.
			Risk Behavior: discipline issues	Teachers reported the number of behavior incidents by quarter that (1) were resolved in class, (2) the student was sent to the office or received detention, and (3) the student was suspended. No additional information is provided.
X				Teachers also evaluated each student's behavior quarterly on a scale ranging from 1 to 5 with higher numbers indicating greater severity (1="never disruptive in class" to 5="almost always disruptive in class/disruptions were for serious and often violent behaviors like bullying, fighting, or destruction of property/student was often sent from class, sent to office, received detention, and/or was suspended or increasing levels of disciplinary action required."
		X	Academic content	Teacher report of student quarterly grades using a table provided by the researchers.

TABLE A.10c

PROGRAM NAME: CONNECT WITH KIDS (CWK)

Other Outcomes

Level	Construct/Components	Measurement Information
School/Class Level		
	School Climate: collective values/norms; interactions; inclusion	In a questionnaire on <u>Perceptions of Students' Behavior</u>, students responded to 20 items (elementary school survey) or 32 items (middle/high school survey) and teachers responded to 37 items indicating the degree to which they agreed with statements about the behavior of students in the class. Items from all three questionnaires overlapped. Statements included both positive examples ("My classmates are nice to students they do not know well") and negative ("My classmates make fun of other students"); responses on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree).

TABLE A.11a

COOL KIDS (TRIBES AND KIDZLIT/KIDZMATH)

Program name:	COOL Kids (Tribes and KidzLit/KidzMath)
Program type:	Comprehensive
Grade level:	K-9 (K-6 studied)
Studies reviewed:	Bellevue Elementary School District. "PCEP Grantee Report on COOL Kids: Final Performance Report." Santa Rosa, CA: Bellevue Elementary School District, 2007.
Description:	A comprehensive program, implemented in grades K-6 in three California counties (also K-9 in other counties), COOL Kids (Character education = Outstanding Outcomes in Learning) integrates a comprehensive reading- and math-focused character education program into an ongoing after-school program (COOL School). COOL Kids uses a combination of two branded character education programs, Tribes TLC and the KidzLit/KidzMath curricula. The program seeks to promote good character to build a sense of belonging and promote academic achievement. Teachers and staff are trained in the curricula to support positive modeling and content delivery. Service-learning clubs support positive character development. Character education curricula and concepts are also presented to parents enrolled in English as a Second Language classes. The program focuses on teaching tolerance, respect, responsibility, cooperation, honesty, and empathy through integrated programs, parent involvement, and teacher training.
	For <u>Tribes</u>, teachers organize their students into collaborative learning groups of three to six students, with each "tribe" working together to promote a spirit of cooperation and social acceptance. At the program's core, students and teachers agree to honor four basic agreements while in the classroom: (1) they agree to listen attentively to one another, (2) they promise to show appreciation for one another and avoid "put downs," (3) they promise to show mutual respect, and (4) they agree that all students have the "right to pass" on peer-led activities in which they would rather not participate.
	<u>KidzLit/KidzMath</u> curricula are designed specifically for use in out-of-school settings but can be implemented in the classroom. The program uses a five-part process to build and develop student's appreciation for and knowledge of subject area content as well as "core values" including: helpfulness, fairness, personal responsibility, perseverance, self-respect, and respect for others.

PROGRAM NAME: COOL KIDS (TRIBES AND KIDZLIT/KIDZMATH)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
		X	Knowledge: academic content	Student direct assessment on <u>California Standards Test</u> (CST; California Department of Education) measuring progress toward state academic content standards.
				Teacher and parent report; three items on achievement (reading, math, and homework); responses noted as assessing student as "improving or having reached grade level."
			Prosocial behaviors: positive participation	Administrative data on school attendance.
	X		Risk behaviors: discipline issues	Administrative data on suspensions.
X	X		Competencies/skills: respect; intrapersonal competency; interpersonal competency Prosocial behaviors: positive participation	Teacher and parent reports on student behavior. Teachers responded to four items addressing classroom behavior, willingness to participate in class, attention in class, and respect for others. Teachers were asked to assess students as "improving or having reached grade level after participating in COOL Kids." Parents responded to two items on behavior and social skills. They were asked to assess students as "improving after participating in COOL Kids."
X	X		Attitudes/motives: intrapersonal strengths Competencies/skills: intrapersonal competency	Teacher report on attention in class and self-confidence. Teachers were asked to assess students as "improving or having reached grade level after participating in COOL Kids."

TABLE A.12a

EDUCATING FOR CHARACTER (E FOR C)

Program name:	Educating for Character (E for C)
Program type:	Comprehensive
Grade level:	K-12 (3-5 and 7-8 studied)
Studies reviewed:	Pinhas, S., and W. Kim. "Evaluation Report: Denver Public Schools Education for Character; Non-Case Study." Denver, CO: RMC Research Corporation, 2004.
Description:	The Denver Public Schools' Educating for Character program aimed to create schools that would support children's development as ethical, caring, and responsible young people. DPS used Educating for Character to build an infrastructure to support schools in planning, implementing, and strengthening their own character education programs. Educating for Character staff worked with schools to implement a consensus building process in which schools identified core values and created a shared vision around those values (i.e., a touchstone) and, from that, an implementation plan. Teachers and staff received ongoing coaching from Educating for Character stuff to support program implementation. Activities included teacher inservice on: caring, listening, knowing students, fairness and respect, promotion of enthusiasm and motivation for learning, and the importance of teachers exhibiting touchstone qualities; workshops on best practices in service-learning, leadership and parent education; and advice in program selection.

TABLE A.12b

PROGRAM NAME: EDUCATING FOR CHARACTER (E for C)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X		Attitudes/motives: prosocial dispositions; attitudes toward school Attitudes/emotions: school bonding Prosocial behavior	For elementary school students, self report using Survey of Perceptions of Oneself in School and School Climate; 28 items on a variety of topics. All but three items addressed student-level outcomes/perceptions on topics including: school engagement (2 items), responsibility for learning (3 items), respect (3 items), caring (3 items), being heard (2 items), social responsibility (3 items), resilience (3 items), prosocial behavior (3 items), school safety (3 items); responses occurred on 4-point scale ranging from "never" to "always". Items were analyzed individually.
X	X		Attitudes/motives Attitudes/emotions Prosocial behaviors Competencies/skills	For middle school students, 57 items in the Survey of Perceptions of Oneself and School addressing feelings/perceptions of themselves, other students, their teachers, and their schools. Analyses identified the following subscales: School Engagement, Responsibility for Learning, Attitudes toward Learning, Caring, Respect, Expressing Self, Being Heard, Resilience, Altruism, and Safety. The number of items in each subscale is unclear. Due to low internal consistencies, items included in the Caring and Safety subscales were analyzed individually. Responses occurred on a 4-point scale ranging from "strongly disagree" to "strongly agree."

TABLE A.12c

PROGRAM NAME: EDUCATING FOR CHARACTER (E for C)

Other Outcomes

Level	Construct/Components	Measurement Information
School/Class Level		
	Democratic governance practices School climate: inclusion	Principals reported on Student Involvement in Service Learning using four items in a self administered email survey; topics ranged from students' enthusiasm for service learning to their involvement in projects; responses ranged from "strongly agree" to "strongly disagree."
	School climate: collective norms/values	For elementary school students, self report using Survey of Perceptions of Oneself in School and School Climate; 28 items on a variety of topics with one subscale addressing school climate (3 items); responses on 4 point scale ranging from "never" to "always." Items were analyzed individually.
	School climate: collective norms/values; interactions; inclusion	For middle school students, 57 items in the Survey of Perceptions of Oneself and School addressing feelings/perceptions of themselves, other students, their teachers, and their schools. See "Student Outcomes" table above for description.
Parent/Community Level		
	Participation in school	Principals reported on Parent Involvement; there were an unspecified number of items in the self administered email survey; topics ranged from percentage of parents participating in school events this year to the willingness of parents to volunteer for school activities. Responses were open ended.

TABLE A.13a

GIRAFFE HEROES

Program name:	Giraffe Heroes
Program type:	Comprehensive or modular
Grade level:	K-12
Studies reviewed:	Center for Health Education and Research. "Giraffe Project/Standing Tall Evaluation: Final Report 1995–1997." Battle Creek, MI: W. K. Kellogg Foundation, 1991.
Description:	The Giraffe Heroes program is a modular, story-based curriculum focused on fostering caring, courage, responsibility, and civic engagement in students, grades K-12, and to help children identify real heroes (rather than celebrities). As a central component of the program, children learn about Giraffe Heroes, people identified as heroes for having taken on tough problems. The program offers age-graded curricula, as well as curricula for gifted and talented classrooms, and for service learning projects. The curricula for grades K-2, 3-5, and 6-9 provide lesson plans, stories of Giraffe Heroes, handouts, audio-visual materials, and materials that can be taken home to their families. For children in grades 10-12, the program offers a book with stories of Giraffe Heroes, concepts for becoming an active citizen, action planning tools, reflection questions, and inspiring quotations, along with a resource guide for implementing the program. Teachers can combine character education with service learning by giving students the opportunity to design and carry out a service project on an issue of their choice.

TABLE A.13b

PROGRAM NAME: GIRAFFE HEROES

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X		Affect (general) Behavior (general)	Student self report on single item on the degree to which they observed positive attitude or behavior changes in themselves as a result of the program. Response options on a Likert-type scale, ranging from "no changes" (1) to "many changes" (4). Respondents asked to give examples of the changes.
		X	Knowledge: understanding values/norms; interpersonal knowledge	Teacher report on five items regarding student competencies with respect to issues addressed in the curriculum (e.g., ability to identify and understand four key qualities of a Giraffe Hero [i.e., courage, caring, taking helpful action, persistence]; ability to distinguish a Giraffe Hero from a celebrity; ability to distinguish between a Giraffe Hero and a nice person; ability to identify Giraffe Heroes in their neighborhood, school, or community). Response options on a scale ranging from "low" (1) to "High" (5).
		X	Reasoning: moral/ethical reasoning	Students named one of their heroes and selected a reason for choosing that person from 14 options, which researchers characterized as "Giraffe Characteristics" (e.g., courage, cares for others, takes responsibility, trustworthy) or "Other Characteristics" (e.g., talented, famous, popular, rich).
X		X	Attitudes/motives: civic dispositions Reasoning: moral/ethical reasoning	Students responded to two statements ("Violence is a big problem in many American communities" and "Air and water pollution in the United States continues to be a big problem"). Students reported level of agreement with four possible responses to these problems (i.e., that it "will always be a problem and there is nothing I can do about it;" "I feel it is my personal responsibility to help solve" the problem; it "should be left up to experts;" and "I feel my friends and I can make a difference"). Response options ranged from "strongly disagree" to "strongly agree."
X		X	Attitudes/motives: prosocial dispositions; attitudes toward diversity Reasoning: moral/ethical reasoning	Students directly assessed through responses to three ethical dilemmas. Students were presented with the dilemma then asked to select their "most likely" response. Response options were meant to reflect different degrees of alignment with GH principles, specifically: build a cooperative solution; build a personal solution; avoid the problem; join others to worsen the problem; or "other." Dilemmas included vignettes in which: (1) "The coach announces only students with passing grades can play, but you are failing math." (2) "A family from another country moves into the neighborhood and opens a clean, friendly, well-stocked grocery store. Many kids in the neighborhood have been rude to the family and many adults won't shop at the store." (3) "A new kid in class looks and acts different (clothes, haircut, quiet, reads science-fiction). Many kids make fun of him but the teacher likes him because he is smart." Response options were tailored to each scenario, e.g., in the first, options included "study to catch up," "quit the team," "trash the coach," or "start a study group."

TABLE A.13c

PROGRAM NAME: GIRAFFE HEROES

Other Outcomes

Level	Construct/Components	Measurement Information
Teacher/Administration Level		
	Staff morale	Teacher self report on single item on the degree to which they observed positive attitude or behavior changes in themselves as a result of the program. Response options on a Likert-type scale, ranging from "no changes" (1) to "many changes" (4). Respondents asked to give examples of the changes.
School/Class Level		
	School climate Democratic governance practices	Teacher reports, responding to questions regarding the supportiveness/flexibility of the school environment for GH implementation (e.g., whether required to obtain administrative approval to implement the curriculum) and teacher rating of the school environment on a continuum of curricular flexibility (ranging from "established curriculum that doesn't change much" [1] to "progressive curriculum/always trying new things" [5]).
Parent/Community Level		
	Participation in school	Teachers reported responses to questions or rated statements about community involvement in the school (e.g., whether utilized classroom volunteers and degree of impact of volunteers on students; whether the classroom formed a partnership with a local business and the quality of that partnership experience; whether the GH program resulted in more interactions between the community and the classroom/school than would have occurred without the program). Response options varied, depending on the question (e.g., yes/no; Likert-type scale ranging from "strongly disagree" [1] to "strongly agree" [5]).

TABLE A.14a

HEARTWOOD ETHICS CURRICULUM FOR CHILDREN (HECC)

Program name:	Heartwood Ethics Curriculum for Children (HECC)
Program type:	Modular
Grade level:	PreK-6
Studies reviewed:	Leming, James S., Astrid Henricks-Smith, and James Antis. "An Evaluation of the Heartwood Institute's *An Ethics Curriculum for Children*: Final Report." Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, 1997 (revised April 2000). Leming, James S. "Tell Me a Story: An Evaluation of a Literature-Based Character Education Programme." *Journal of Moral Education,* vol. 29, no. 4, 2000, pp. 413–427.
Description:	The Heartwood Institute's Ethics Curriculum for Children (HECC) is an interactive, literature-based curriculum for elementary school students (middle school curriculum is also available). The program focuses on seven attributes of good character, which developers have identified as universally salient: honesty, love, loyalty, courage, respect, justice, and hope. Lessons and home assignments are organized around multicultural stories. Program activities are designed to connect the experiences of characters in the stories to students' own lives. The curriculum also includes optional components that allow for integration of character education themes across academic subject areas, as well as parental involvement. The curriculum includes three kits, each with 14 books; ideally there are 14 lessons taught over the course of a year (two lessons for each of the seven attributes), each lasting 30 to 45 minutes. The curriculum also includes a wall map to mark the location of each story, an effort to support multiculturalism.

TABLE A.14b

PROGRAM NAME: HEARTWOOD ETHICS CURRICULUM FOR CHILDREN

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
		X	Knowledge: understanding values/norms	Ethical Understanding Scale directly assessed students on understanding of the curriculum's seven core attributes by (a) choosing the term that matches the example definition (grades 1-3) or (b) providing a written definition to complete a sentence (grades 4-6). For younger children, the measure included 14 items (two for each attribute; e.g., "When I share my favorite things with others, that is: hope or love"; "When I am nice to children who look different from me, that is: respect or hope"). Items were scored as correct (1) or incorrect (2). For older children, the measure included seven items (one for each attribute; e.g., "A person is loyal when…"; "A person shows courage when…"). Items were scored as showing no understanding (1), partial understanding (2), or full understanding (3). Scoring rubrics contained example responses for each attribute.
		X	Knowledge: academic content	Students' geographic knowledge directly assessed. They were shown a black-line world map and asked to identify locations from the stories. For younger students (grades 1-3), six locations were read aloud and students placed a sticker on the map; older students (grades 4-6) were given a map and asked to number the 14 different story locations.
X			Attitudes/motives: prosocial dispositions	Ethical Sensibility Scale, for which students reported responses to 20 "I" statements on whether they would act based on the seven core attributes (e.g., "If I see someone being mean I will tell them to stop"). Students in grades 1-3 were read the statement and then placed a colored sticker on a line representing a stop light—red for no, yellow for not sure, and green for yes (scored 1, 2, 3 respectively). Students in grades 4-6 were given a questionnaire and instructed to circle the level of agreement on a 5-point scale (1=disagreement). Scores were summed across all items, ranging from 20 to 60 for younger children and from 20 to 100 for older children, with higher scores indicating higher ethical sensibility or valuing of the ethical attributes (e.g., courage, respect).

A.40

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X			Attitudes/motives: attitudes toward diversity	A variation of the <u>Social Distance Task</u> (Koslin et al. 1969) was used to measure ethnocentrism. Children were shown 10 head-and-shoulder pictures of same-age children (general, not known peers), each picture on a separate page. The picture represented a girl or boy from one of five cultural groups (White, African-American, Hispanic, Asian, and American Indian). The child was asked to show their first impression of whether he/she would like the child in the picture as a friend. Children then had to place a sticker (grades 1-3) or an "X" (grades 4-6) on the paper, with proximity indicating the extent to which they would like to be friends with the children pictured. The distance from the mark to the picture was measured in centimeters with a maximum potential of 14.4. The distance across the 10 pictures were summed for a score ranging 0-144, with higher scores indicating a higher degree of ethnocentrism.
	X		Prosocial behaviors	<u>Ethical Behavior Rating</u>, for which teachers rated students' "character-related" behavior on a 5-point scale; items were summed for a potential score of 16-80, with higher scores indicating better behavior. A variation of the student-level instrument is available from the developer website, also for use by teachers in the classroom. This instrument includes the same number of items but the response scale is based on number of children displaying the behavior (from 1 = "almost no one," to 5 = "almost everyone"). The 16 items include both positive (e.g., "truthful," "helpful toward others") and problem behaviors (e.g., "puts down other children," "initiates physical aggression").
	X		Risk behaviors: discipline issues	Comparison of school administrative records of principal referrals for two consecutive years.
	X		Competencies/skills: integrity	Children were assessed for cheating behavior using an adaptation of the Hartshorne and May (1928-1930) improbable achievement test (Squares Puzzle). Children were instructed to trace a line between each of five sets of concentric squares with their eyes closed. Possible scores ranged from 1-5; a score higher than 1 correct line was classified as cheating.

TABLE A.15a

I CAN PROBLEM SOLVE (ICPS)

Program name:	I Can Problem Solve (ICPS)
Program type:	Modular
Grade level:	PreK-6
Studies reviewed:	Kumpfer, K.L., R. Alvarado, C. Tait, and C. Turner. "Effectiveness of School-Based Family and Children's Skills Training for Substance Abuse Prevention Among 6- to 8-Year-Old Rural Children." *Psychology of Addictive Behaviors*, vol. 16, no. 48, 2002, pp. S65–S71.
Description:	I Can Problem Solve (ICPS) is a modular, school-based intervention that focuses on enhancing problem-solving and critical thinking skills in preschool and elementary school-age children. Children are trained to generate alternative solutions to interpersonal problems, consider the consequences of those solutions, and recognize thoughts, feelings, and motives that generate problem situations. According to the program developer, the intervention lasts approximately three months with 40 to 50 lessons and works with small groups (6-10) of children. (In the Kumpfer study, the program was implemented in 83 20-minute lessons.) The first 10-12 lessons focus on basic skills and problem solving language (e.g., "if… then" statements to emphasize that actions have consequences; "same/different" to emphasize multiple solutions). In the next 20 lessons, students learn to identify their own and others' feelings in problem situations and to recognize that they can influence others' responses. In the last 15 lessons, students use role-playing to practice their problem solving skills. Lessons can be integrated into all aspects of the classroom curriculum. The program was originally developed for four- and five-year-old children but has since been adapted for all elementary grades. Note that in the study reviewed here, ICPS was compared to family skills training program.

TABLE A.15b

PROGRAM NAME: I CAN PROBLEM SOLVE (ICPS)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
	X		Competencies/skills: interpersonal competency, leadership	Student, parent, and teacher reports on three subscales (Adaptability, Leadership, and Social Skills) of the Behavior Assessment for System for Children (BASC; Reynolds and Kamphaus 1992), were used to measure social competence. The full BASC instruments for parents and teachers provide comprehensive measures of adaptive and problem behaviors. The child version is appropriate for children aged 6 to 11 (preschool/ages 2 ½ to 5 and adolescent/ages 12 to 18 version are also available). Parent and teacher respondents report how often certain behaviors occur on a 4-point Likert-type scale of ranging from "never" to "almost always."
X			Competencies/skills: intrapersonal competency	A Self Regulation Scale was derived using parent and teacher reports of child behaviors on the Impulsivity, Hyperactivity, and Aggressive/Disruptive Behavior subscales of the Parent Observation of Classroom Adaptation-Revised (POCA-R) and the Teacher Observation of Classroom Adaptation-Revised (TOCA-R; Werthamer-Larsson et al. 1990; Werthamer-Larsson et al. 1991). The POCA-R and TOCA-R are structured interviews, in which parents and teachers report on the child's behaviors that may affect adaptation to school. Responses are on a 6-point scale ("almost never" to "almost always"), with higher scores reflecting higher levels of aggression, hyperactivity, and problems with concentration.

A.42

TABLE A.15c

PROGRAM NAME: I CAN PROBLEM SOLVE

Other Outcomes

Level	Construct/Components	Measurement Information
School/Class Level		
	School climate: interactions, inclusion	Researchers derived a <u>Latent School Climate Scale</u> through a combination of measures from three other instruments: (1) student reports on the Attitude Toward School (9 Items) and Attitude Toward Teacher (10 items) subscales of the Behaviors Assessment for Children (child-report version; Reynolds and Kamphaus 1992); (2) an unreported number of items from the Parent Report on School Climate; and (3) parent (and/or teacher) reports of interactions with the school on the 26-item Parent and Teacher Involvement Questionnaire (Conduct Problems Prevention Research Group 1991). The study provides no additional information on how researchers combined these measures (i.e., which items were included or what analytic technique was used to develop the scale).
Parent/Community Level		
	Parenting skills	Researchers derived a <u>Parenting Skills Scale</u> using parent self reports on the Parenting Practices Scale (PPS; Loeber et al. 1998) and the Alabama Parenting Questionnaire (APQ; Shelton et al. 1996). Items from all five subscales of the PPS were used (Extent of Involvement, Supervision and Rule, Positive Parenting, Effect of Discipline and Discipline Avoidance). The APQ is a 35-item parent survey involvement with the child (10 items), use of positive reinforcement (6 items), monitoring and supervision of the child (10 items), consistency in applying discipline (6 items), and the use of corporal punishment (3 items). Items are rated on a 5-point frequency scale ranging from 1 (never) to 5 (always). The study provides no additional information on how researchers combined these measures (i.e., which items were included or what analytic technique was used to develop the scale).
	Parenting skills	Parent self report on an adapted version of the <u>Family Relations Scale</u> (including 35 items on Family Beliefs, Family Cohesion, and Family Structure; Gorman-Smith et al. 1996) used to gauge participants' family relations. Responses were given on a 5-point Likert-type scale measuring the respondent's belief in how true the item was for his or her family.

TABLE A.16a

INSTITUTE FOR CHARACTER EDUCATION (ICE)

Program name:	Institute for Character Education (ICE)
Program type:	Comprehensive
Grade level:	K-12 (K-12 studied)
Studies reviewed:	CI Associates. "Institute for Character Education: 2005–2006 Annual Report." Costa Mesa, CA: Institute for Character Education, 2006. Schneider, Stephanie H., and Doug Grove. "Orange County Department of Education's Institute for Character Education: Final Evaluation Report: 2003–2004, 2004–2005, 2005–2006." Costa Mesa, CA: Institute for Character Education, 2007.
Description:	The Orange County (Los Angeles) Department of Education's Institute for Character Education (ICE) represents a formalized system of professional development of teachers and administrators, training them as "Character Education Fellows" to integrate character education into the school's curriculum. Three aspects of character are at the program's core: integrity (academic honesty, honesty, fairness, trustworthiness), respect (for others, self, and showing compassion), and responsibility (dependability, perseverance, and civic mindedness). From 2002 through 2006, the ICE included staff from public and private schools, YMCA after-school programs, and alternative education sites. The training featured a 5-day institute during the summer. Monthly trainings occurred then throughout the school year (2003-04, 2004-05). Activities at the summer institutes included: developing character education knowledge among staff, specifying character definitions (i.e., integrity, respect, and responsibility), specifying the ICE framework concerning cognitive, emotional, and behavioral aspects of character knowledge, developing the lesson plan format and classroom practices, and addressing family involvement. Monthly meetings included review lessons, moral dilemma discussions, and collaborating on ideas and resources. Fellows also worked with each other within the school to develop ICE action plans (e.g., family nights, establishing a character corner), and in the third year of the program, held their own monthly meetings. Parent information sessions were also held. Lessons are available on the ICE website.

PROGRAM NAME: INSTITUTE FOR CHARACTER EDUCATION (ICE)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X		Attitudes/motives: intrapersonal strengths Competencies/skills: respect	Teachers responded to three items rating students' <u>Respect for Self and Others</u> (respects others, even if disagrees; exhibits strong respect for self; has talked back to teachers or school staff) on a 5-point Likert-type scale ranging from strongly agree to strongly disagree.
X	X		Attitudes/motives: prosocial dispositions Competencies/skills: respect; integrity Prosocial behaviors: trustworthiness	Students responded to a survey of <u>Integrity and Respect (Think, Do and How Many Times)</u> that addressed both attitudes and behaviors. Students in fourth grade received questions developed for the study. Students in middle and high school responded to questions drawn from the <u>Character Education Survey</u> (ETR Associates). In both instruments, subscales are referred to as "Think," "Do," and "How Many Times." For the Integrity subscale, fourth graders received seven Think items (e.g., To do well in school, you sometimes have to cheat) with response options of agree, don't know, disagree; two Do items (e.g., If make a mistake, I admit it) answered as agree, don't know, or disagree; and five How Many items (e.g., taken money or something that did not belong to you) rated for their occurrence in past year as never, 1-2 times, or more than 3 times. Middle and high school students received seven Think items (e.g., If I accidentally broke a window, I would tell, even if no one saw me) rated as strongly agree, agree, undecided, disagree, strongly disagree; three Do items (e.g., If make a mistake, I admit it) rated as strongly agree, agree, undecided, disagree, strongly disagree; and four How Many items (e.g., taken money or something that did not belong to you) rated for past year with 0 times, 1-2 times, 3-4 times, or 5 times or more. For the Respect subscale, fourth graders received two Think items (e.g., I respect people, even if they don't agree with me) with response options of agree, don't know, disagree; eight Do items (e.g., If someone hurts my feelings, I try to hurt him or her back) answered as agree, don't know, or disagree; and 10 How Many items in which they rated the frequency of occurrence in the past year as never, 1-2 items, or more than 3 times. Middle and high school students received two Think items (e.g., people deserve respect, even when they disagree with me; talking behind another person's back is not that bad) rated as strongly agree, agree, undecided, disagree, strongly disagree; nine Do items (e.g., treat others the way I would like to be treated; treat people who are different from me with kindness and respect; listen to other students during class discussion) rated as strongly agree, agree, undecided, disagree, strongly disagree; and two How Many items (e.g., been mean to someone who hurt feelings; talked back to teacher or school staff) rated for frequency in the past year with 0 times, 1-2 times, 3-4 times, 5 times or more.
	X		Competencies/skills: responsibility	Teachers rated four items regarding students' <u>Responsibility</u> (takes responsibility for choices; completes assignments; makes responsible choices in what say and do; forgets work supposed to do) on a 5-point Likert-type scale ranging from "strongly agree" to "strongly disagree."

TABLE A.16c

PROGRAM NAME: INSTITUTE FOR CHARACTER EDUCATION (ICE)

Other Outcomes

Level	Construct/Components	Measurement Information
Teacher/Administration Level		
	Professional efficacy	Teachers responded to <u>Milson's Character Education Efficacy Belief Instrument</u> (CEEBI; Milson 2001), a 24-item measure addressing Personal Teacher Efficacy (12 items; e.g., "I am confident in my ability to be a good role model." "I often find it difficult to persuade a student that respect for others is important." and "I am continuously finding better ways to develop the character of my students.") and General Teacher Efficacy (12 items; e.g., "Teachers are usually not responsible when a child becomes more courteous." "Some students will not become more respectful even if they have had teachers who promote respect."). Responses were made on a 5-point Likert-type scale.
	Staff morale	In focus groups, teachers responded to the following question: "Has teaching character education affected you personally? If so, please explain how."

JUST COMMUNITIES (JC)

Program name:	Just Communities (JC)
Program type:	Comprehensive
Grade level:	9-12 (10-12 studied)
Studies reviewed:	Kuther, T.L., and A. Higgins–D'Alessandro. "Bridging the Gap Between Moral Reasoning and Adolescent Engagement in Risky Behavior." *Journal of Adolescence*, vol. 23, no. 5, 2000, pp. 409–422.
	Power, F.C., A. Higgins, and L. Kohlberg. *Lawrence Kohlberg's Approach to Moral Education.* New York, NY: Columbia University Press, 1989.
	Power, Clark, and Ann Marie R. Power. "A Raft of Hope: Democratic Education and the Challenge of Pluralism." *Journal of Moral Education*, vol. 21, no. 3, 1992, pp. 193–206.
Description:	A comprehensive, high-school level intervention, the Just Community school is a democratic community with the goals of enhancing student moral reasoning and increasing their sense of community or attachment to the school through group discussion of moral and normative issues (Power et al. 1989). The JC school transmits the values of society by teaching justice or by assisting students to develop a stronger sense of fairness, including an understanding of the underlying purposes of laws and rules for building and maintaining trusting relationships and creating, critiquing, and improving the social order of the program itself. In a JC school, each student and faculty member has one vote and all have a stake in the school. Weekly core-group advisory meetings are conducted, in which groups of 10 to 12 students meet with a faculty core-group leader to exchange thoughts, discuss both school and personal matters, and form personal bonds. Weekly community meetings of all students and teachers are held to formulate and discuss the fairness and other moral aspects of school issues before the community, and to discuss and decide upon school issues and policies, including rules and sanctions about risky behaviors, such as alcohol and drug use. Student discussion is encouraged, as exposure to the logic of higher stages of reasoning, especially the next highest stage, promotes moral reasoning (Blatt and Kohlberg 1975; Kohlberg 1984; Power et al. 1989), and group discussion is the basis of building school norms and enhancing the bond of community (see Power et al. 1989, for operational definitions of these concepts).

TABLE A.17b

PROGRAM NAME: JUST COMMUNITIES (JC)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X		Attitudes/emotions Risk behaviors: substance abuse, violence, sexual risk-taking	Student self-reported using questionnaire on <u>Engagement in Risky Behavior;</u> included items on four types of risky activities: antisocial behavior (theft, violence), substance involvement (alcohol, marijuana, illicit drugs and selling drugs), sexual involvement (engagement, unprotected) and suicidal thoughts. The items were phrased as follows: "Do you_____? If so, how often?"; responses to the second half of the question addressing frequency occurred on seven point scale ranging from "never" to "almost every day."
X		X	Attitudes/motives: attitudes toward risk/health Reasoning: moral/ethical reasoning	Student self-reported on <u>Perceptions of Risky Behavior</u> using questionnaire on four types of risky activities: antisocial behavior (theft, violence), substance involvement (alcohol, marijuana, illicit drugs and selling drugs), sexual involvement (engagement, unprotected) and suicidal thoughts. For each item, participants were asked, "What is the basis of your decision of whether the act is right or wrong?" and were presented with three choices: (1) "It is right/wrong regardless of existing laws, rules, or social norms" (moral decision); (2) "It is right/wrong based on parental rules, laws, or social norms" (conventional decision); (3) "It is not right or wrong, but a matter of personal choice" (personal decision).
		X	Reasoning: moral/ethical reasoning	Students were directly assessed via an adapted <u>Defining Issues Test</u> (Rest 1986). Participants were presented with three short vignettes; after reading each vignette, participants rated the importance of 12 statements representing various stages of reasoning (preconventional, conventional, or postconventional). A postconventional reasoning score (indicating internalization of moral considerations) was derived from those ratings. Similar scores were derived for the percent of student reasoning at the preconventional and conventional levels (i.e., with higher percentage scores indicating a lesser degree of internalization).
		X	Reasoning; moral/ethical reasoning	Students were indirectly assessed using the <u>Standard Moral Judgment Interview</u> (Colby et al. 1987) which asked students to respond to four vignettes concerning practical dilemmas that occur in high school. The vignettes included a helping dilemma, restitution dilemma, stealing dilemma, and drug dilemma. Responses were scored for: collectiveness of school norms; phase of development of school norms; stage of school norms; level of institutional valuing of school norms; stage of community in school; stage of individual moral reasoning about school norms; and judgments of personal responsibility. The scoring method corresponded to Kohlberg's six levels of moral development (from externally enforced to internalized morality).

A.48

TABLE A.18a

LEARNING FOR LIFE (LFL)

Program name:	Learning for Life (LFL)
Program type:	Modular
Grade level:	K-12 (2, 4, and 6 studied)
Studies reviewed:	Syndics Research Corporation and Kevin Ryan. "Character Building with Learning for Life." Irving, TX: Learning for Life, n.d.
Description:	Learning for Life is a modular program, which provides a series of lessons to support students' interpersonal skills, leadership, character development, cultural competency, and problem solving/critical thinking. The K-12 program has separate curricula by grade level (K-2, 3-4, 5-6, 7-8, 9-12). Lessons can be employed as stand-alone activities or may be integrated within ongoing curricula. Elementary curricula include 61 lesson plans and middle school features 44. Lessons bring together character development, career education, life skills (e.g., health, hobbies, money management, pet care), and academic learning. Topics include accepting consequences, not giving up, respect, gangs, and violence. Students participate in role plays and small groups, as well as completing activity sheets. Tasks involve reflection and discussion of moral dilemmas.

TABLE A.18b

PROGRAM NAME: LEARNING FOR LIFE (LFL)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X		X	Knowledge: understanding values/norms; interpersonal knowledge Reasoning: moral/ethical reasoning Attitudes/motives: attitudes toward diversity	Student knowledge of specific content taught in the lessons was directly assessed using questionnaires (within a week of lessons) and surveys (pre/post). Item format varied by grade level. Instruments included a series of statements, for which students had to select true or false. Items covered cultural appreciation (e.g., "many different cultures have contributed to the success of America"), trust, prejudice, interpersonal skills, ethical/moral reasoning.
	X		Prosocial behaviors	Teacher reports on nine items regarding student behaviors (e.g., works well with others, is honest, cares about others, makes good choices). Items were rated on a 7-point scale from poor (1) to excellent (7).

TABLE A.19a

LINKING THE INTERESTS OF FAMILIES AND TEACHERS (LIFT)

Program name:	Linking the Interests of Families and Teachers (LIFT)
Program type:	Modular
Grade level:	K-5 (1 and 5 studied)
Studies reviewed:	Reid, John B., J. Mark Eddy, Rebecca A. Fetrow, and Mike Stollmiller. "Description and Immediate Impacts of a Preventive Intervention for Conduct Problems." *American Journal of Community Psychology*, vol. 27, no. 4, 1999, pp. 483–517. Eddy, J. Mark, John B. Reid, and Rebecca A. Fetrow. "An Elementary School-Based Prevention Program Targeting Modifiable Antecedents of Youth Delinquency and Violence: Linking the Interests of Families and Teachers (LIFT)." *Journal of Emotional and Behavioral Disorders,* vol. 8, no. 3, 2000, pp. 165–176. Stollmiller, Mike, J. Mark Eddy, and John B. Reid. "Detecting and Describing Preventive Intervention Effects in a Universal School-Based Randomized Trial Targeting Delinquent and Violent Behavior." *Journal of Consulting and Clinical Psychology*, vol. 68, no. 2, 2000, pp. 296–306.
Description:	Linking the Interests of Families and Teachers (LIFT) aims to target both child and parent behaviors across settings. As such, the LIFT program includes a classroom component, a school playground component, a parent component, and family involvement. The classroom component entails 1-hour lessons twice a week for 10 weeks on social skills and problem solving, specific to developmental needs of first versus fifth graders. For example, curriculum topics include listening, controlling anger, giving compliments, joining a group, and cooperating. Lessons include direct instruction and role play, practice time (small- and large-group), and skill review with daily rewards (class, small group, and individual). Games are used to encourage positive interactions and discourage negative behaviors. The parent component focuses on group training meetings (one a week across six weeks), with follow-up in person or by mail for missed meetings. Topics include discipline (appear calm, catch earlier, positive and negative consequences) and management (listening, effective requests, cooperation, encouragement). To promote family involvement, parents and teachers use a "LIFT-line" phone to leave messages for one another about home and school activities. Teachers also send home weekly newsletters and call parents.

TABLE A.19b

PROGRAM NAME: LINKING THE INTERESTS OF FAMILIES AND TEACHERS (LIFT)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X			Competencies/skills: interpersonal competencies Risk behaviors	The Interpersonal Process Code (Rusby, Estes, and Dishion 1991) was used to assess both maternal and child behaviors. To assess child physical aggression, children were observed on three separate occasions over a three week period for 10 minutes during recess. Playground behavior was coded for content (verbal, nonverbal, physical behavior), and child physical aggression was identified as any act that fell in the "negative physical" content code (aversive behavior directed at another person, such as flicking, kicking or pinching, that is done with affect such as anger, displeasure, or harshness).
	X		Competencies/skills: interpersonal competency	Teacher report on students' social behavior using the <u>Walker-McConnell Scale of Social Competence and School Adjustment</u> Peer-Preferred Social Behavior subscale (Walker and McConnell 1995). Items included "share laughter," "skillfully play games," and "makes friends easily." Neither the total number of items nor response options are specified.

TABLE A.19c

PROGRAM NAME: LINKING THE INTERESTS OF FAMILIES AND TEACHERS (LIFT)

Other Outcomes

Level	Construct/Components	Measurement Information
Parent/Community Level		
	Parenting skills	Maternal aversive behavior was coded using the Interpersonal Process Code (Rusby, Estes, and Dishion 1991). Parents and children completed a series of tasks (lasting 30 minutes) in a videotaped laboratory visit. Tasks differed somewhat by age (first versus fifth grade). Tasks were then coded from videotapes by observers blind to intervention status for activity (i.e., setting), content (verbal, nonverbal, physical behavior), and affect (tone). Affect codes include: happy, caring, neutral, distress, aversive, and sad. Frequency, sequence and duration were also captured for each behavior.
		Coded behaviors included socially negative behaviors ("Negative Interpersonal" behaviors such as name calling or humiliation; "Noncompliance" behaviors such as ignoring requests) and socially neutral behaviors with aversive affect (i.e., display harshness, anger, displeasure).

LIONS QUEST—SKILLS FOR ACTION (LQ SKILLS FOR ACTION)

Program name:	Lions Quest—Skills for Action (LQ Skills for Action)
Program type:	Comprehensive
Grade level:	9-12 (9-12 studied)
Studies reviewed:	Laird, M., L.R. Bradley, and S. Black. "The Final Evaluation of Lions-Quest's Skills for Action." Newark, OH: Lions Quest, Lions Clubs International Foundation, 1998.
	Laird, M., and S. Black. "Service Learning Evaluation Project: Program Effects for At-Risk Students." Unpublished manuscript. n.d.
Description:	Skills for Action-Lions Quest (SFA-LQ) is a comprehensive program to build positive character values, as well as life and citizenship skills for students in grades 9–12. The program includes classroom lessons and service learning. With more than 100 lessons focused around 26 personal, social, and thinking skills, SFA-LQ ranges from one semester to four years in length. Students explore personal stories, highlighting values and behavior through teachers' questions, group discussion, and resource pages in the curricular materials. For service learning, students perform school-based or community-based projects with structured reflection on their experiences. Optional components include a student magazine, an Advisory Team, and supplemental units on substance use prevention. Lions Quest provides three different programs for different age groups: Skills for Growing (K-5), Skills for Adolescence (6-8), and Skills for Action (9-12).

TABLE A.20b

PROGRAM NAME: LIONS QUEST—SKILLS FOR ACTION (LQ SKILLS FOR ACTION)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X		Attitudes/motives: attitudes toward school, civic dispositions; internalizing problems Risk behaviors: substance use, discipline issues, absence/tardiness Prosocial behaviors: service, positive participation	Student self-report on two versions of the Life Review Survey (LRS), a 45-item questionnaire asking students about their lifestyle and risk behaviors. Version A contained all of the questions; version B was modified to omit questions deemed too sensitive by some administrators (11 items on suicide, depression, and drug use). The LRS includes three subscales: the Dropout Prediction Scale (12 items, e.g., "have any of your friends dropped out;" "do you expect to graduate"); the Alcohol and Drug Use Scale (9 items, e.g., "during the last three months, I have…" had alcohol, tried marijuana), and the Structured Time Use Scale (9 items, e.g., "during an average week, how many hours do you spend…" doing homework, watching television, in clubs/organizations). Response options varied by item content, including various scales for frequency of participation (never, once, twice, three or more times; no time, 1-5 hours, 6-10 hours, etc.); true/false; and forced choice relating to content. A summative score was created across all items (ranging up to 80 points), where higher scores indicated lower risk.
X	X		Attitudes/motives: civic dispositions, attitudes toward diversity Prosocial behaviors: service, positive participation	Student self report on the Service-Learning Survey, (Blyth et al. 1997) a 38-item instrument (adapted from the original 158-item instrument) designed to tap student attitudes and values about: involvement with diverse groups (e.g., "enjoy being around people whose background and experiences are different"); helping others (e.g., "believe that taking care of people who are having trouble taking care of themselves is everyone's responsibility"); taking social action (e.g., "believe that most problems will solve themselves"); and intentions to volunteer in the community (e.g., "will be actively involved in political issues or social causes"). Response options varied by item content, including various scales for frequency of participation (no time, 1-5 hours, 6-10 hours, etc.); true/false; and Likert-type scales of agreement or likelihood. A summative score (ranging up to 115 points) was created across all items, with higher scores indicating a stronger service orientation.
X			Attitudes/motives: prosocial dispositions; attitudes toward school; intrapersonal strengths	Student self report on the 35-item Checklist of Personal Gains (adapted from Conrad and Hedin 1980), gauged students' perceptions of their own change in five areas: personal development, interpersonal development, values, attitudes toward academics, and career development. Students asked to respond "what is generally true for you right now," with the post-test version adding "as a result of your service," with responses on a 4-point Likert scale of agreement (1=strongly agree to 4=strongly disagree). Item examples include: "I am (more) able to get things done;" "I feel (more) responsible to the group or class;" "I have (more) realistic ideas about the world of work."
	X		Risk behaviors: discipline problems	Administrative records of student suspensions over the course of the intervention were analyzed.

TABLE A.21a

LIONS QUEST—SKILLS FOR ADOLESCENCE (LQ SKILLS FOR ADOL)

Program name:	Lions Quest—Skills for Adolescence (LQ Skills for Adol)
Program type:	Comprehensive
Grade level:	6-8 (6-9 studied)
Studies reviewed:	Eisen, M., G.L. Zellman, and D.M. Murray. "Evaluating the Lions-Quest 'Skills for Adolescence' Drug Education Program: Second-Year Behavior Outcomes." *Addictive Behaviors,* vol. 28, no. 5, 2003, pp. 883–897.
Description:	Lions Quest – *Skills for Adolescence* is a school-wide program designed for middle school students (grades 6–8). The program was designed to promote good citizenship skills, core character values, and social-emotional skills and discourage the use of drugs, alcohol, and violence. The program includes a classroom curriculum, school-wide practices to create a positive school climate, parent and family involvement, and community involvement. The curriculum may vary in scope and intensity, lasting from nine weeks to three years. The lessons use cooperative group learning exercises and classroom management techniques to improve classroom climate. Lions Quest provides three different programs for different age groups: Skills for Growing (K-5), Skills for Adolescence (6-8), and Skills for Action (9-12). The schools in the current study used a condensed, 40-session version of the comprehensive, 103-session version.

TABLE A.21b

PROGRAM NAME: LIONS QUEST—SKILLS FOR ADOLESCENCE (LQ SKILLS FOR ADOL)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X		Attitudes/motives: attitudes toward risk/health Risk behaviors: substance use	Student self-report on substance use with several items being adapted from the Monitoring the Future surveys (Johnston et al. 1996); substance use was collected for smoking (ever, past 30 days, and last 7 days; 3 items), alcohol, marijuana, cocaine, and other substances (ever, past 30 days; 8 items) on 6- or 7-point scale of quantity (e.g., none to more than 100 cigarettes); intentions to use in next three months was collected separately for tobacco, alcohol, marijuana, and cocaine on 4-point scale (definitely yes to definitely no; 4 items); perception of different peer group usage (best friend, friends, same-grade peers) collected separately on same substances (12 items) on 5-point scale (all to none).
X			Attitudes/motives: attitudes toward risk/health	Student self report on Perceptions of Substance Use with items adapted from the Monitoring the Future surveys (Johnston et al. 1996); three scales created on Peer Acceptance Via Substance Use (3 items) collected on alcohol, cigarettes, and drugs on 5-point response scale (strongly agree to strongly disagree); Effects of Substance Use (e.g., binge drinking, marijuana, smoking) whether help/harm health, relaxation, and popularity (15 items) on 4-point scale (very helpful to very harmful); Self-Efficacy to Resist was measured on different substances (alcohol, cigarettes, marijuana, cocaine) to say no at party, friend's house, or hanging out (12 items) on 5-point scale (very hard to very easy).

TABLE A.21c

PROGRAM NAME: LIONS QUEST—SKILLS FOR ADOLESCENCE (LQ SKILLS FOR ADOL)

Other Outcomes

Level	Construct/Components	Measurement Information
Parent/Community Level		
	Parenting skills Participation in school	Student report on <u>Parental Monitoring</u> scale using two items for whether parent knows student's whereabouts or keeps track of how doing in school; responses on 5-point scale of frequency (never to always).

TABLE A.22a

OPEN CIRCLE (OC)

Program name:	Open Circle (OC)
Program type:	Modular
Grade level:	K-5 (4 and 6 studied)
Studies reviewed:	Hennessey, Beth A. "Promoting Social Competence in School-Aged Children: The Effects of the Open Circle Program." *Journal of School Psychology*, vol. 45, no. 3, 2007, pp. 349–360. Liang, Belle, Allison Tracy, Maureen Kenny, and Deirdre Brogan. "Gender Differences in the Relational Health of Youth Participating in a Social Competency Program." *Journal of Community Psychology,* vol. 36, no. 4, 2008, pp. 499–514. Taylor, Catherine A., Belle Liang, Allison Tracy, Linda M. Williams, and Pamela Seigle. "Gender Differences in Middle School Adjustment, Physical Fighting, and Social Skills: Evaluation of a Social Competency Program." *Journal of Primary Prevention,* vol. 23, no. 2, 2002, pp. 259–272.
Description:	Open Circle (OC) is a social emotional learning program, with a curriculum focusing instruction in social skills (e.g., problem solving, communication, conflict, cooperation, nonverbal signals, listening, dealing with teasing). The Open Circle Curriculum takes an ecological approach to learning and practicing new skills. Adults in children's lives (teachers, administrators, caregivers) are trained as role models for communication, cooperation, and respect. The program begins in kindergarten and continues through elementary school (K-5). The curriculum includes numerous lessons delivered via regular circle times (twice a week). Open circle meeting times last about 15 to 30 minutes and are referred to as such because an empty chair is always included to demonstrate room for another person or voice. It is also noted as being a "context" to discuss issues, build self-esteem, and develop problem-solving skills. The developer notes the provision of materials for home newsletters, homework, and literature readings.

TABLE A.22b

PROGRAM NAME: OPEN CIRCLE (OC)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X			Attitudes/motives: caring Competencies/skills: responsibility, intrapersonal competency, interpersonal competency	Parent, teacher, and student report using the <u>Social Skills Rating System</u> (SSRS; Gresham and Elliott 1990), with differing items across a variety of subscales. The items also vary across reporters to reflect the home versus classroom settings. All three report forms included subscales for Cooperation (items on behaviors like organization, focus, attention), Assertion (items on behaviors like speaking up for self and proactively interacting with others in a group), and Self-Control (items on behaviors like regulating behavior appropriately). These three subscales comprise the total <u>Social Skills Scale</u> for teachers (30 items; 10 Cooperation, 10 Assertion, 10 Self-Control). The student form differs from the teacher report in that it includes an Empathy subscale (characteristics such as listening, demonstrating social overtures, understanding feelings) as part of the total Social Skills Scale. The student form has 34 items total (10 Cooperation, 10 Assertion, 10 Self-Control, 10 Empathy; note that three items belong to more than one subscale). The parent form also differs in that it has a subscale for Responsibility (behaviors like request help, ask permission, provide information or question things). The form then includes 38 items total (10 cooperation, 10 assertion, 10 self-control, 10 responsibility; one items belongs to two subscales). All reporters use a 3-point scale of never, sometimes, or very often.
X	X		Attitudes/movies: internalizing problems Competencies/skills: intrapersonal competency; risk behaviors	Teacher report using <u>Social Skills Rating System Problem Behavior Scale</u> (SSRS; Gresham and Elliott 1990); 18 items across three subscales: Externalizing Problems like arguing or fighting, Internalizing Problems like depression or anxiety, and Hyperactivity like being fidgety or distractible; original manual notes a 3-point response scale of never, sometimes, and very often.
X	X	X	Knowledge: academic content Attitudes/motives Competencies/skills	Teacher report on academic achievement using the <u>Social Skills Rating System Academic Competence Scale</u> (SSRS; Gresham and Elliott 1990); 9 items on reading and math competence, motivation, behavior, and parent involvement; responses on 5-point scale from "lowest 10%" to "highest 10%" on the child's level relative to other children in the same classroom.

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X			Attitudes/emotions	Student report using the <u>Relational Health Indices-Youth Version</u> (Liang et al. under review); students identified a Close Friend, Mentor, and Community Group and were asked an unspecified number of items about their relationship with each (e.g., "I feel like this friend understands me," "I can really be myself with this mentor," and "Being a part of this group makes me feel good.). Questions regarding each entity (i.e., friend, mentor group) make up separate subscales. Responses ranged from "never" (1) to "always" (5).
	X		Competencies/skills: interpersonal competency Risk behaviors: substance use, discipline issues	Using a subset of items from the <u>Survey of Adaptation Tasks-Middle School</u> (Elias et al. 1992), students reported 19 items on three subscales including Peer Relations (treated like child, trouble making friends), Substance Use (alcohol, drugs, cigarettes), and Conflict (forget locker combination, tough teacher, sent to principal); responses on 4-point scale of "no problem" to "large problem." Using one item from the Conflicts with Authority subscale, students reported whether or not they had a problem with fighting (response was either "yes" or "no").
X			Attitudes/emotions: school bonding	Parents and teachers reported on students' adjustment to school. The <u>Parent Report of School Adjustment</u> included two items regarding how well their child is adjusting and how much they like school. Responses were made on a 4-point scale ranging from "not well/not much" to "very well/very much." Teachers responded to one item on "overall adjustment" providing a rating of "poor," "fair," "excellent," or "good."

TABLE A.23a

PARTNERSHIPS IN CHARACTER EDUCATION (PCE)

Program name:	Partnerships in Character Education (PCE)
Program type:	Comprehensive or modular
Grade level:	6-12 (6-12 studied)
Studies reviewed:	RMC Research Corporation. "Partnerships in Character Education: Evaluation Report." Denver, CO: 2007.
Description:	Partnerships in Character Education is a program in the Philadelphia school district that provides professional development to teachers and classroom support for service-learning by connecting schools with community organizations through a coordinator or liaison. The organization Need in Deed focuses on connecting academics with the real world and provided teachers with 22 one-hour sessions throughout the year. Delaware Valley Earth Force provided three teacher workshops focused on environmental issues and projects. Educators were trained in a six-step model to engage students and provide them with real-world service activities. Champions of Caring provided four professional development sessions focused on transforming students into "champions" by supporting their efforts to complete service projects. Champions of Caring offers both student and teacher workshops and a curriculum called "Journey of a Champion" that addresses topics such as community, oppression, and self-reflection through service learning and character education. Through City Year, youth served as mentors or tutors and conducted community service projects. Schools developed partnerships with one or more of these or other organizations to achieve their character education goals.

TABLE A.23b

PROGRAM NAME: PARTNERSHIPS IN CHARACTER EDUCATION (PCE)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X	X	Attitudes/motives: civic dispositions; attitudes toward school Attitudes/emotions: school bonding Competencies/skills: respect, intrapersonal competency Prosocial behaviors: service, kindness, positive participation Reasoning	Student self-report using a <u>Survey of Student Behavior and Affect</u>; the 10 subscales/topics included: Citizenship (2 items), Civic Engagement (3 items), Altruism (4 items), Social Responsibility (3 items), Caring (9 items), Respect (4 items), Ability to Choose between Right and Wrong (1 item), Efficacy (4 items), Persistence (2 items), Internal Locus of Control (2 items) and Value of School (10 items).
		X	Knowledge: academic content	Student academic achievement as indicated by <u>Pennsylvania System of School Assessment</u> (PSSA; Pennsylvania Department of Education), the state test used to comply with NCLB; standards based and criterion referenced. The PSSA tests students in reading and mathematics in grades 3-8 and grade 11 and writing in grades 5, 8, 11; rankings include advanced, proficient, basic, or below basic. Student achievement was also measured with the <u>TerraNova</u> (CTB/McGraw-Hill), to assess Language, Mathematics, Writing, and Science. The TerraNova offers both English and Spanish (the SUPERA) versions.
X	X	X	Attitudes/motives Competencies/skills: respect; interpersonal competency Prosocial behavior Knowledge: understanding values/norms Reasoning	Teachers responded to 15 items addressing student behaviors, attitudes, and knowledge on topics such as citizenship, efficacy, motivation, attendance, problem solving, and respect. Teachers rated performance as either "low," "moderate," or "high."
	X		Risk behaviors: absence/tardiness, discipline issues	Average daily attendance records were gathered from the Philadelphia school district. Administrative data gathered on discipline records regarding both in school and out of school suspensions. Records were collected from the district at the school level. School records were collected on the exact number of serious misconduct incidents reported.

TABLE A.24a

POSITIVE ACTION (PA)

Program name:	Positive Action (PA)
Program type:	Comprehensive or modular
Grade level:	K-12 (1-5 studied)
Studies reviewed:	Flay, B., A. Acock, S. Vuchinich, and M. Beets. "Progress Report of the Randomized Trial of Positive Action in Hawaii: End of Third Year of Intervention." Twin Falls, ID: Positive Action, Inc., 2006.
Description:	Positive Action, a K–12 program, aims to promote character development, academic achievement, and social-emotional skills and to reduce disruptive and problem behavior. The program is based on the philosophy that you feel good about yourself when you think and do positive actions, and there is always a positive way to do everything. The curriculum includes six units; some grades have a review for a seventh unit. All lessons are scripted and use classroom discussion, role-play, games, songs, and activity sheets or text booklets. Optional components that may or may not be implemented as part of the program are: site-wide climate development; drug education for grade 5 and middle school; conflict resolution; counselor, parent, and family classes; and community/coalition components.

PROGRAM NAME: POSITIVE ACTION (PA)

Student Outcomes

A.65

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
	X		Competencies/skills Prosocial behaviors Risk behaviors: substance use	Teachers completed a 75-item Student Behavior Checklist adapted from the Child Behavior Profile and the Teacher Child Rating Scale. (Edelbrock and Achenbach 1984; Hightower et al. 1986). The 17 subscales address positive (4 items) and negative (4 items) aspects of self-concept, positive (3 items) and negative (2 items) physical behaviors, positive (6 items) and negative (2 items) intellectual behaviors, responsibility (6 items), self control (4 items), disruptiveness (6 items), consideration (7 items), respect (5 items), social behaviors (3 items), positive (6 items) and negative (5 items) aspects of honesty, self-improvement (6 items), avoidance of substance use (3 items), and substance use (3 items). Neither individual items nor the response scale are provided.
X	X		Attitudes/motives Prosocial behaviors Risk behaviors	Students responded to surveys on their Involvement in and Interpretation of Own Behaviors: questions addressed their involvement in positive and negative behaviors and how they felt about themselves when engaging in those behaviors. Individual items are not presented. Up to grade 3, the response options include "no" (1), "sometimes" (2) and "yes" (3). At grade 4, response options changed to "none of the time" (1), "some of the time" (2), "most of the time" (3) and "all of the time" (4). Students also responded to five questions on Helping Behaviors such as "Have you helped someone who was hurt." The response scale is not provided.
X			Attitudes/motives: attitudes toward school Attitudes/emotions: school bonding	Students responded to surveys addressing Feelings Toward Others and the School with questions on how much they like others including peers and adults and the degree to which they feel attached to their school. The scale included five items when children were in early elementary school and ten items when they were in later elementary school. Factor analysis suggested three components for the scale: peers, adults, and school/teachers. Neither individual items nor the response scale are provided.
	X		Risk behaviors: substance use and violence	Once students reached fifth grade, they responded to substance use questions regarding tobacco, alcohol, marijuana, binge drinking, and having been drunk or high. Questions on violence addressed carrying a knife or razor to hurt someone, threatening to stab or cut someone, cutting or stabbing someone on purpose to hurt them, carrying a gun or shooting someone. For both substance use and violence, the authors created indicators of whether students had ever engaged in any of the behaviors.
X			Attitudes/motives	In later elementary school, students responded to questions about their Attitudes and Intentions Regarding Positive Action. Six items addressed their attitudes toward the PA program, and three items addressed their intentions to use the positive actions they had learned in the program outside of school. Neither individual items nor the response scale are provided.
	X		Risk behaviors: absence/tardiness	Average daily absences. The source of the information is not reported.
		X	Knowledge: academic content	Students knowledge of academic content was assessed with two types of information drawn from the standardized Hawaii Content and Performance Standards Test: (1) the percent proficient in grade 5 reading and (2) Adequate Yearly Progress scores calculated for No Child Left Behind requirements.

TABLE A.24c

PROGRAM NAME: POSITIVE ACTION (PA)

Other Outcomes

Level	Construct/Components	Measurement Information
Teacher/Administration Level		
	Understanding values/norms Staff morale Professional efficacy	In this Survey of Teacher Attitudes, teachers reported their attitudes on a variety of topics: teaching self-concept (5 items), self-efficacy to teach positive behaviors generally (14 items), school responsibility to teach social and character development (14 items), self-efficacy to teach specific positive behaviors (33 items), attitudes toward parents (5 items), attitudes toward students (10 items) attitudes toward other teachers (7 items), attitudes toward administrators (7 items), attitudes toward working in the school (8 items), attitudes towards Positive Action (4 items) and the degree of positive reinforcement of positive behaviors (4 items). Neither individual items nor the response scale are provided.
School/Class Level		
Support	School climate: interactions	Students responded to a six-item Experiences of Harassment at School scale which introduced each question with the phrase, "How often do other kids at this school…" and included behaviors such as teasing and leaving the student out on purpose. The response scale is not reported.
	School climate: interactions; inclusion	The Hawaii Department of Education School Quality Survey (SQS) asks students, parents, and teachers for their opinions of school quality and is administered every two years. This study used parent responses to a subscale on Support for Parent Involvement that addresses issues such as whether the school actively seeks to involve parents in helping achieve the schools' goal and whether they are involved in planning. The exact number of items is not reported. Responses occur along a 5-point Likert-type scale ranging from "strongly disagree" (1) to "strongly agree" (5).
Parent/Community Level		
	Participation in school	In later elementary school, students responded to questions about Family Involvement in Positive Action, a two-item scale. Neither individual items nor the response scale are provided.
	climate/environment	In this Survey of Teacher Attitudes, teachers responded to three subscales regarding the neighborhood: Perception of Neighborhood Facilities (9 items), Neighborhood Sense of Community (6 items), and Social Disorganization of Neighborhood (4 items).

TABLE A.25a

PROJECT ESSENTIAL (PE)

Program name:	Project Essential (PE)
Program type:	Modular
Grade level:	Pre K-7 (K-8 studied)
Studies reviewed:	Dunn, L.S., and D.E. Wilson. "Moral Classrooms: The Development of Character and Integrity in the Elementary School." Kansas City, MO: Teel Institute for the Development of Integrity and Ethical Behavior, n.d.
Description:	A modular classroom intervention, Project ESSENTIAL (PE) and its associated curriculum the ESSENTIAL Curriculum (EC) is designed for grades preK – 7 (additional grade levels are under development). EC focuses on teaching skills, behaviors, and attitudes necessary for every young person to lead a successful, secure, and productive life. For each grade level, the curriculum is divided into three types of learning and teaching: principles, supporting concepts, and skills. The scripted curriculum is organized conceptually around: (A) "Key Principles": (1) admitting, correcting, and learning from mistakes; (2) identifying the appropriate roles of emotion and reason; (3) learning to identify and fulfill one's true responsibilities; and (4) respecting one's own rights and the rights of all others; (B) "Supporting concepts and curriculum topics": (1) human individuality; (2) the proper ways to seek excitement and fun; (3) the roles of effort and pride; and (4) human relationships; and (C) "Skills": (1) goal-setting; (2) moral reasoning; (3) introspection; and (4) empathy. The same topics are taught year after year with different, developmentally appropriate techniques and activities. Ideally, the curriculum is taught at least on a weekly basis.

TABLE A.25b

PROGRAM NAME: PROJECT ESSENTIAL (PE)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X			Competencies/skills: responsibility; respect; interpersonal competency; intrapersonal competency	Teachers rated students using a <u>Behavioral Inventory</u>. In an unspecified number of items, ratings are made for four clusters of behaviors: (1) willingness to admit and correct mistakes; (2) respecting their own rights and the rights of others; (3) exhibiting self-discipline; and (4) reliability in meeting responsibilities; the study indicates that scores may range from 0-150, but the details of the scoring system are not provided.
X	X		Attitudes/motives: intrapersonal strengths Competencies/skills: intrapersonal competency	Students provided self-report using a self-esteem inventory. In an unspecified number of items, students addressed areas such as self-control, self-discipline, self-governance, and responsibility. Specific items are not provided. The response scale is not specified. The study does not report whether items were used as a scale.
		X	Knowledge: understanding values/norms; academic content	The Knowledge Test is a paper-and-pencil direct assessment of students' knowledge regarding both general concepts as well as items specifically linked to the "ESSENTIAL principles" (e.g., responsibility, empathy, rights of others, emotions, goal-setting, and mistakes). No systematic information given on item content.

TABLE A.26a

PROJECT HEART, HEAD, HANDS (H3)

Program name:	Project Heart, Head, Hands (H3)
Program type:	Modular
Grade level:	K-6 (2-6 studied)
Studies reviewed:	Furco, A., E. Middaugh, M. Goss, S. Darche, J. Hwang, and T. Tabernik. "Project Heart, Head, Hands: A Study of Character Development in Elementary School Students." Hayward, CA: Alameda County Office of Education, 2004.
Description:	This project combines "proven" curricula and educational strategies into a modular system that is aligned and integrated with standards-based curricula of two of California's language arts programs—SRA's Open Courts and Houghton Mifflin Reading. The idea is that developing character education in concert with content standards is critical. Service-learning is linked to the K-6 curriculum. Teachers receive professional development to train them on the curriculum in the summer and meet monthly to discuss the progress.

TABLE A.26b

PROGRAM NAME: PROJECT HEART, HEAD, HANDS (H3)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X		Attitudes/motives: attitudes toward diversity; intrapersonal strengths Competencies/skills: integrity; intrapersonal competency; responsibility; resistance Prosocial behaviors: service; kindness	Student self-report using the 25-item <u>Character Asset Questionnaire</u>. Items are based on a subset of the 40 developmental assets identified by the Search Institute. The Integrity and Honesty subscale has four items addressing subjects such as telling the truth and waiting one's turn. The Responsibility for Oneself subscale has four items addressing subjects such as paying attention, persistence, and trying one's best. The Caring and Social Equity subscale has eight items addressing topics such as helping others, making the neighborhood a better place, and taking care of one's school. The Social Competence subscale included five items on topics such as a positive outlook and making friends who are different from oneself. The Interpersonal Communication subscale has four items on topics such as not listening or interacting with others who tease or do bad things. Responses were made on a 4-point scale ranging from "Never" to "Always."
X		X	Reasoning Attitudes/motives	Indirect assessment of students' character development using a group-administered instrument. Students are asked to read four different scenarios with the researchers. Each scenario presents a dilemma and four possible action steps (e.g., Scenario: playground equipment that should have been brought in is left out; Possible action steps: (1) tell last person to go back, (2) go inside and not say anything, (3) pick up yourself, (4) tell last person and go with him/her to pick up. Students are asked to select the one action step that they would be most likely to take in response to the situation. Each of the four possible responses serves as an indicator for one or more character trait (e.g., caring, social equity, problem solving). Once they complete the scenarios, the researchers facilitate a discussion with the students, probing them for the reasons why they made the selections that they did. The researchers then document students' verbal responses to capture the rationale behind the choices. Responses are then quantified.

TABLE A.27a

RAISING HEALTHY CHILDREN (RHC)

Program name:	Raising Healthy Children (RHC)
Program type:	Comprehensive
Grade level:	K-12 (1-3 and 6-10 studied)
Studies reviewed:	Brown, Eric C., Richard F. Catalano, Charles B. Fleming, Kevin P. Haggerty, and Robert D. Abbott. "Adolescent Substance Use Outcomes in the Raising Healthy Children Project: A Two-Part Latent Growth Curve Analysis." *Journal of Consulting and Clinical Psychology*, vol. 73, no. 4, 2005, pp. 699–710.
	Catalano, Richard F., James J. Mazza, Tracy W. Harachi, Robert D. Abbott, Kevin P. Haggerty, and Charles B. Fleming. "Raising Healthy Children Through Enhancing Social Development in Elementary School: Results After 1.5 Years." *Journal of School Psychology*, vol. 41, no. 2, 2003, pp. 143–164.
	Haggerty, Kevin P., Charles B. Fleming, Richard F. Catalano, Tracy W. Harachi, and Robert D. Abbott. "Raising Healthy Children: Examining the Impact of Promoting Healthy Driving Behavior Within a Social Development Intervention." *Prevention Science*, vol. 7, no. 3, 2006, pp. 257–267.
	Harachi, Tracy W., Robert D. Abbott, Richard F. Catalano, Kevin P. Haggerty, and Charles B. Fleming. "Opening the Black Box: Using Process Evaluation Measures to Assess Implementation and Theory Building." *American Journal of Community Psychology*, vol. 27, no. 5, 1999, pp. 711–731.
Description:	Raising Healthy Children aims to reduce teenage antisocial behavior and mental health problems. To achieve these goals, the program establishes teacher-parent relationships; enhances opportunities for positive interactions among teachers, parents, and students; and builds students' positive social skills.
	Across elementary school and middle school, the teacher intervention includes school-level workshops on classroom management topics such as proactive management, cooperative learning, and problem solving skills. Each teacher also receives individual coaching. Parents work with a "school-home coordinator" in family management workshops and in school and in-home sessions.
	In early elementary school, students with academic or behavior problems participate in summer camps and experience in-home sessions with a school-home coordinator. As they get older, students volunteer in tutoring and study clubs. During middle and high school, students attend one-on-one sessions and group workshops. Social skill workshops are offered during middle school. Through all of these activities, students learn social skills and problem solving.

TABLE A.27b

PROGRAM NAME: RAISING HEALTHY CHILDREN (RHC)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X			Attitudes/motives: attitudes toward school	Commitment to School (Hawkins et al. 1992) was measured with both teacher and parent reports via two items from the Seattle Social Development Project ("tries hard in school" and "wants to do well in school"). Response options are unknown.
		X	Knowledge: academic content	Parents and teachers completed Academic Performance Rating for each student. Teachers compared students' performance to their peers in reading, language arts, and math, and parents compared performance in reading and math. Response options are unknown.
X			Competencies/skills: interpersonal competency	Students, teachers, and parents all rated student's Interpersonal Competency using separate scales. Students completed self reports on two yes/no items ("is it easy for you to make friends at school" and "is it easy for you to ask kids who you don't know if you can join them in a game"). Parents completed seven items on behaviors such as making friends and working out conflicts. Teachers rated nine items drawn from the Teacher Observation of Classroom-Revised (Werthamer-Larsson et al. 1990) and the Walker-McConnell Scale of Social Competence (Walker and McConnell 1988) on understanding other's feelings, cooperating with others, accepting responsibility, and sharing. Teachers and parents responded on either 3- or 5-point scales, but no further details are provided.
	X		Risk behavior	Students, parents, and teachers all rated students' Antisocial Behavior. In self-reports, students indicated whether or not they engaged in eight behaviors (e.g., lying, breaking things, making fun of others). Parents and teachers responded to 10 items drawn from the Teacher Observation of Classroom Adaptation-Revised (Werthamer-Larsson et al. 1990) and the Aggressive Behavior scale of the Teacher Report Form (Achenbach 1991). This scale tapped behaviors such as breaking things, lying, and fighting within the past month. Items had a 3-point scale where 1=rarely or never true and 3=often true.
	X		Risk behavior: substance use	Students completed self-reports on the frequency of substance use for alcohol, marijuana, and cigarettes using a 6-point scale (0=no use in previous year to 5=20 or more times in past month for alcohol and marijuana; 5=40 or more cigarettes per day).

A.72

TABLE A.28a

RESOLVING CONFLICT CREATIVELY PROGRAM (RCCP)

Program name:	Resolving Conflict Creatively Program (RCCP)
Program type:	Comprehensive
Grade level:	K-12 (K-8 studied)
Studies reviewed:	Aber, J.L., J.L. Brown, and S.M. Jones. "Developmental Trajectories Toward Violence in Middle Childhood: Course, Demographic Differences, and Response to School-Based Intervention." *Developmental Psychology*, vol. 39, no. 2, 2003, pp. 324–348. Aber, J.L., S.M. Jones, J.L. Brown, N. Chaudry, and F. Samples. "Resolving Conflict Creatively: Evaluating the Developmental Effects of a School-Based Violence Prevention Program in Neighborhood and Classroom Context." *Development and Psychopathology*, vol. 10, no. 2, 1998, pp. 187–213.
Description:	The Resolving Conflict Creatively Program (RCCP) is a comprehensive violence prevention program, designed for grades K-12. Developed by the non-profit Educators for Social Responsibility, in collaboration with the New York City Board of Education, the program seeks to develop students' social and emotional skills to deal positively with conflict and diversity, and to teach educators to create collaborative and non-violent classrooms and schools. Teachers administer the program through a curriculum, which includes conflict resolution, anger management, and intergroup relations. Topics addressed include active listening, assertiveness, expressing feelings, perspective taking, cooperation, negotiation, and being aware of biases or prejudice. The program relies on peer mediation and cooperative learning.

TABLE A.28b

PROGRAM NAME: RESOLVING CONFLICT CREATIVELY PROGRAM (RCCP)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
	X		Risk behaviors: violence; discipline issues	Teacher Checklist of Child Aggressive Behavior (Dodge and Coie 1987) used to report the frequency of six behavior items (e.g., "When this child is teased or threatened, he or she gets angry easily" and "This child threatens or bullies others in order to get his or her own way"). Responses given on Likert-type scale ranging from 1 (never) to 5 (always).
	X		Prosocial behaviors	Teacher report on child prosocial behavior using 19 items from the Social Competence Scale (Conduct Problems Prevention Research Group 1991), the Prosocial/Communication skills and Emotional Regulation skills subscales. Teachers reported how well the items (e.g., the child "is helpful to others" and "acts friendly towards others") described the child with response options ranging from "not at all" (1) to "very well" (5).
X	X		Attitudes/motives: internalizing problems; intrapersonal strength Risk behaviors: violence, discipline issues	Students reported on adapted form of the Seattle Personality Inventory, Depression and Conduct Problems subscales (Greenberg 1994). The Depression subscale used 11 items to assess depressive symptoms (e.g., "Do you feel unhappy a lot?" and "Do you feel that most things are not that much fun?"). The Conduct Problem subscale used 8 items (e.g., "Do you get into a lot of fights?" and "Do you tease or make fun of other kids?"). Response options for the study sample included yes, no, and don't know.
X			Attitudes/motives	Six items from student reports on the "What I Think" instrument (Rosenfeld et al. 1982) were used to create a subscale for aggressive fantasies. Sample items included "Do you sometimes have daydreams about hitting or hurting someone you don't like?" Response options were not reported.
X		X	Attitudes/motives Reasoning: moral/ethical reasoning	The Home Interview (Dodge 1986) provided an indirect assessment of students' hostile attribution bias and aggressive interpersonal negotiations. The Hostile Attribution subscale included six vignettes, which were read aloud while children viewed an illustration. For each vignette, children were asked to imagine themselves as having been provoked or offended by a peer, the cause of which was both visually and verbally ambiguous. The children were then asked about the cause of the provocation and asked to select one of four possible causal attributions, which were then scored as either hostile (1) or benign (0) and averaged across the six items. Following assessment of attributions of intent, children were asked what they would do next in each of the six scenarios, selecting from four possible response strategies. Forming the Aggressive Negotiation subscale, these responses were coded as either aggressive (1) or nonaggressive (0) and averaged across items.
		X	Knowledge: interpersonal knowledge	Indirect assessment via the Social Problem Solving Measure (Lochman and Dodge 1994). Researchers assessed children's interpersonal skills through their responses to eight vignettes, which described problems typical of children's social settings. Students' solutions to the problems were coded as either competent (1) or noncompetent (0) and scores were averaged across items.

TABLE A.29a

SOCIAL COMPETENCE PROMOTION PROGRAM FOR YOUNG ADOLESCENTS (SCPP-YA)

Program name:	Social Competence Promotion Program for Young Adolescents (SCPP-YA)
Program type:	Modular
Grade level:	6-9 (6-7 studied)
Studies reviewed:	Caplan, M., R.P. Weissberg, J.S. Grober, P.J. Sivo, K. Grady, and C. Jacoby. "Social Competence Promotion with Inner-City and Suburban Young Adolescents: Effects on Social Adjustment and Alcohol Use." *Journal of Consulting and Clinical Psychology*, vol. 60, no. 1, 1992, pp. 56–63. Weissberg, Roger P., H.A. Barton, and T.P. Shriver. "The Social Competence Promotion Program for Young Adolescents." In *Primary Prevention Works,* G.W. Albee and T.P. Gullotta. Thousand Oaks, CA.: Sage Publications, 1997.
Description:	The Social Competence Promotion Program for Young Adolescents (SCPP–YA) is a modular school prevention program that teaches students cognitive, behavioral, and affective skills and encourages them to apply these skills in dealing with daily challenges, problems, and decisions. The program targets African-American and white youths in middle and junior high schools. The 45-session SCPP–YA has three modules. The first module includes 27 lessons of intensive instruction in social problem-solving (SPS) skills. Students are taught to (1) stop, calm down, and think before they act; (2) express the problem (aloud) and how they feel; (3) set a positive goal; (4) think of lots of solutions; (5) think ahead to the consequences; and (6) go ahead and try the best plan. These foundational lessons are followed by two nine-session programs that teach students to apply SPS skills to the prevention of substance abuse and high-risk sexual behavior. To foster the application and generalization of SPS concepts and skills to daily life, teachers are trained to model problem-solving to students in situations other than formal classroom lessons and to guide and encourage students to try out problem-solving strategies in school, at home, and in the community.

TABLE A.29b

PROGRAM NAME: SOCIAL COMPETENCE PROMOTION PROGRAM FOR YOUNG ADOLESCENTS (SCPP-YA)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X	X	Attitudes/motives: attitudes toward risk/health; intrapersonal strengths Competencies/skills: resistance; coping Reasoning: moral/ethical reasoning	To address Coping Skills, students were assessed in two ways. In an assessment adapted from Decision-Making Questionnaire (Gersick et al. 1988), students responded to hypothetical vignettes by listing procedures they *would* try in the face of peer pressure to smoke. In the second assessment, students listed the different things they would do to calm themselves down when feeling anxious or stressed. Neither individual items nor the total number of items are reported. For both assessments, responses were coded by outside raters in a two-step process in which non-redundant responses were counted and then qualitatively rated on a scale ranging from "not very effective" (1) to "very effective" (4) for the smoking vignettes and "very maladaptive" (1) to "very adaptive" (4) in the case of strategies for calming down.
			Competencies/skills: intrapersonal competency; interpersonal competency	Teachers indicated how well four items described a student's social and emotional adjustment (constructive conflict resolution with peers, impulse control, popularity, assertiveness with adults) on a scale ranging from "not at all" (1) to "very well" (5) (Allen et al. 1989).
XX			Attitudes/motives: internalizing problems	Using the Rand Well-Being Scale (Veit and Ware 1983), students responded to 12 items assessing their general mood and emotional state that asked them to judge how often they experienced feelings such as loneliness, restlessness, and sadness. Responses were made on a 5-point scale.
X			Attitudes/motives: prosocial dispositions; intrapersonal strengths	Students responded to two subscales of the 36-item Self-Perception Profile for Children (Harter 1985). The Behavioral Conduct subscale measures the degree to which students like the way they behave, act the way they are supposed to, and avoid getting into trouble. The Self-Worth subscale focuses on how much children like themselves. Individual items, the total number of items in the subscales, and response categories are not provided.
X			Attitudes/motives; intrapersonal strength	In the Decision-Making Confidence Scale (Wills 1986), students rated how strongly they agreed with four statements (out of eight in the original scale) regarding decision-making using a 5-point scale. No additional information is provided.

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X			Attitudes/motives	In a measure of <u>Problem Solving Efficacy</u>, students indicated the usefulness of each of four problem-solving steps on a 4-point scale ranging from "not at all" (1) to "very useful" (4). Individual items are not reported.
X			Attitudes/motives: attitudes towards risk/health	To measure students' intent to use substances, they indicated what they would say if a friend offered them cigarettes, beer, wine, hard liquor, marijuana, cocaine, crack, depressants, or stimulants. Responses were made on a 5-point scale ranging from "definitely no" (1) to "definitely yes" (5).
X			Attitudes/motives: attitudes towards risk/health	Two separate 10-item <u>Attitudes Towards Substance Use</u> (Botvin et al. 1984) scales assessed students' attitudes toward smoking and drinking. Students responded to statements such as "Kids who smoke have more friends," and "Drinking makes you look cool," on a 5-point scale indicating the degree of agreement.
	X		Risk behaviors: substance use	Students were asked to indicate how often they had used cigarettes, beer, wine, hard liquor, marijuana, cocaine, crack, depressants, or stimulants in the past two months, with response options of never, less than once a month, once or twice a month, once a week, two or more times a week. An additional item with a fake drug ("donovites") was included to gauge over-reporting. To explore excessive use, students responded to four questions about the frequency of drinking alcohol. No additional information is provided. Questions were adapted from Grady et al. 1986 and Kandel et al. 1978.

A.77

TABLE A.30a

SOCIAL DECISION MAKING/PROBLEM SOLVING (SDM/PS)

Program name:	Social Decision Making/Problem Solving (SDM/PS)
Program type:	Modular
Grade level:	K-8
Studies reviewed:	Elias, Maurice J., Michael A. Gara, Thomas F. Schuyler, Leslie R. Branden-Muller, and Michael A. Sayette. "The Promotion of Social Competence: Longitudinal Study of a Preventive School-Based Program." *American Journal of Orthopsychiatry*, vol. 61, no. 3, 1991, pp. 409-417.
	Bruene-Butler, Linda, June Hamson, Maurice J. Elias, John F. Clabby, Jr., and Thomas F. Schuyler. "The Improving Social Awareness, Social Problem-Solving Project." In *Primary Prevention Works,* G.W. Albee and T.P. Gullotta. Thousand Oaks, CA.: Sage Publications, 1997.
Description:	Social Decision Making/Problem Solving (SDM/PS) aims to be a primary prevention program by promoting social competence, in particular the ability to choose correct behaviors. Focal areas include decision making/problem solving, self-control, group participation, peer acceptance, and social awareness to apply skills, especially under stress. Elias et al. (1991) note this as prevention program during grade 4 and 5. Bruene-Butler et al. (1997), however, describe the program as serving both elementary and middle school students (K-6). The SDM/PS curriculum has three stages. First, the readiness stage focuses on learning skills and cues, with lessons on self-control (listening, turn taking, following multi-step directions), group participation, and social awareness (share ideas, ask/give/receive help, give/receive praise, choose friends). Second, the instructional stage focuses on an 8-step thinking process for decision making: (1) look for signs of different feelings, (2) identify problem, (3) set goal, (4) think of solutions, (5) reason each solution consequence, (6) choose best solution, (7) plan and check, (8) try and rethink. The 8-step program is spread across 22 lessons. Third, the application stage entails practice across settings (creative writing, social studies, starting projects) with reinforcement by teachers. The curriculum includes specifically ordered lessons with activities. Support for teachers is available as well as materials for including school- and family-level components in the intervention.

TABLE A.30b

PROGRAM NAME: SOCIAL DECISION MAKING/PROBLEM SOLVING

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X		Attitudes/motives: internalizing problems Competencies/skills: interpersonal competency Risk behaviors	Items from the social and activities competence and clinical scales of the <u>Youth Self Report</u> (YSR; Achenbach et al. 1987) were used to assess respondents' social competence and psychopathology. The YSR also includes open-ended responses to items covering physical problems, concerns, and strengths. Youths rate themselves for how true each item is now or was within the past six months, using a 3-point response scale, ranging from "not true" (0) to "very true" or "often true" (2). Social Competence items gauged the quality of youths' relationships (e.g., how they get along with parents or peers). Activity items captured information on number of clubs/organizations youth belong to, as well as how well they carry out job tasks or chores. The original instrument includes six clinical scales: depression, unpopularity, aggression, delinquency, somatic complaints, and thought disorder (with varying items for girls and boys; and an additional scale on self-destruction/identity problems for boys). The Elias et al. study included all items in the YSR, but then discriminant analysis ultimately led to the use of depression, delinquency, unpopularity, and self-destructive (males only) as individual scales. Researchers also dichotomized scale scores, using the YSR clinical cut-offs, to create a count of clinical problems (ranging 0 to 7).
X			Attitudes/motives: intrapersonal strengths	Student self reports on the <u>Perceived Competence Scale for Children</u> (PCSC; Harter 1982) used 28 items to measure self-efficacy. The instrument includes a subscale for General Self-Worth, as well as multiple items in the domains of Cognitive, Social, and Physical Competency. Items for Self-Worth include, for example, "sure of myself," and "happy the way I am" (7 items); for Cognitive Competence, "good at school work" and "can figure out answers" (7 items); for Social Competence, "have a lot of friends" and "easy to make friends" (7 items); for Physical Competence, "do well at all sports" and "play rather than watch" (7 items). Self Worth items are presented with a "structure alternative format" (designed to limit social desirability bias) in which children respond "really true for me" or "sort of true for me" on one of two paired alternative statements. The student first selects the option most like him/her (e.g., "some kids often forget what they learn but other kids can remember things easily") then selects whether it is "really" or "sort of" true. In the original PCSC, low vs. high competence options were varied on left and right, and scores ranged from 1 (low perceived competence) to 4 (high perceived competence). Elias et al. (1991) report the range as 4 to 112, indicating summing across items. Total scores were then divided into four levels: negative; mixed, mostly negative; mixed, mostly positive; positive (no information was provided on cut-points for these).

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
	X		Risk behaviors: substance use, violence	Student self reports on six items from the <u>National Youth Survey</u> (Elliot et al. 1983) were included to assess risk behavior: (1) use of cigarettes/tobacco; (2) buy/provide alcohol for others; (3) vandalism against parental property; (4) hit or threaten other student; (5) hit or threaten parents; and (6) attack another person. Students reported the frequency with which they had engaged in the behaviors over the past year, using a 7-point scale (0=never, 3=once every 2-3 weeks, 6=2-3 times a day).
		X	Knowledge: academic content	Direct assessment of student knowledge via the <u>Comprehensive Test of Basic Skills</u> (CTBS; CTB McGraw Hill). The CTBS is a norm-referenced, comprehensive, standardized achievement test covering multiple domains. Elias et al. (1991) report the composite score as well as sub-scores for language arts, math, and science (for 11th graders).
	X		Prosocial behavior: positive participation	Administrative records provided a count of student absences over the course of one school year.
		X	Reasoning: critical thinking/decision making	Indirect assessment of students' interpersonal sensitivity, planning, and problem analysis with the <u>Group Social Problem Solving Assessment</u> (Elias et al. 1986). Students are presented with two vignettes, each containing a problem or dilemma (e.g., "You are in class, having a math lesson. The teacher reads from the book and calls on you to answer. You answer, but you are wrong. A few other children laugh at you. You are upset about this, and you do not want to be laughed at."). The student then writes answers for a series of open-ended questions addressing what he or she thinks or should consider about the situation. These questions introduce contingencies that prevent students from posing obvious solutions. Scores may be calculated for consequences, planning, expectancies, alternative solutions, and problem-solving strategies.

TABLE A.31a

TEEN OUTREACH

Program name:	Teen Outreach
Program type:	Modular
Grade level:	7-12 (9-12 studied)
Studies reviewed:	Allen, J.S., S. Philliber, S. Herrling, and G.P. Kupermine. "Preventing Teen Pregnancy and Academic Failure: Experimental Evaluation of a Developmentally Based Approach." *Child Development*, vol. 64, 1997, pp. 729–742.
	Allen, J.S., and S. Philliber. "Who Benefits Most from a Broadly Targeted Prevention Program? Differential Efficacy Across Populations in the Teen Outreach Program." *Journal of Community Psychology*, vol. 29, no. 6, 2001, pp. 637–655.
	Allen, J.P, S. Philliber, and N. Hoggson. "School-Based Prevention of Teenage Pregnancy and School Dropout; Process Evaluation of the National Replication of the Teen Outreach Program." *American Journal of Community Psychology*, vol. 18, no. 4, 1990, pp. 505–524.
	Allen, J.P., G. Kupermine, S. Philliber, and K. Herre. "Programmatic Prevention of Adolescent Problem Behaviors: the Role of Autonomy, Relatedness, and Volunteer Service in the Teen Outreach Program." *American Journal of Community Psychology*, vol. 22, no. 5, 1994, 617–638.
Description:	The Teen Outreach Program is designed to prevent adolescent problem behaviors by enhancing normative processes of social development. The program seeks to engage young people in a high level of structured, volunteer community service that is closely linked to classroom-based discussions of future life options, such as those surrounding future career and relationship decisions. Students meet weekly to discuss their "developmental" challenges like life skills, dealing with family stress, human development, teen pressure, etc. Students also work in community service.
	In total, the program consists of three interrelated elements: supervised community volunteer service, classroom-based discussions of service experiences and classroom-based discussion and activities related to key social-developmental tasks of adolescence.

TABLE A.31b

PROGRAM NAME: TEEN OUTREACH

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
	X		Risk behaviors: sexual risk taking	Student self report on a single item if ever pregnant/responsible for a pregnancy.
	X		Risk behaviors: discipline issues	Student self report on a single item on whether suspended in prior year.
		X	Knowledge: academic content	Student self report on a single item on whether failed a course in prior year.

TABLE A.32a

TOO GOOD FOR DRUGS & VIOLENCE (TGFDV)

Program name:	Too Good for Drugs & Violence (TGFDV)
Program type:	Modular
Grade level:	9-12 (9-12)
Studies reviewed:	Bacon, T.P. "Impact on High School Students' Behaviors and Protective Factors: A Pilot Study of the Too Good for Drugs and Violence Prevention Program." Florida Educational Research Council, Inc., Research Bulletin, vol. 32, nos. 3 & 4, 2001, pp. 1–40.
Description:	TGFDV is designed to promote high school students' prosocial skills, positive character traits, and violence- and drug-free norms. The curriculum consists of 14 core lessons (60 minutes each) and an additional 12 lessons that can be infused into other subject areas (such as English, science, and social studies). All lessons are scripted and intended to be taught by trained teachers or Too Good instructors. The program emphasizes prosocial skills, respect for others, and personal and social responsibility. Students engage in role-play and cooperative learning activities and are encouraged to apply the skills to different contexts. The program includes optional family and community involvement. (Related program, Too Good for Violence (K–8), also reviewed here.)

TABLE A.32b

PROGRAM NAME: TOO GOOD FOR DRUGS & VIOLENCE (TGFDV)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X			Attitudes/motives: attitudes toward risk/health	Student self-report using the four-item <u>Intentions Scale</u> (Bacon 2000). Items addressed intentions to use tobacco, alcohol, marijuana, or violence in next 12 months. Responses were made on a five-point scale ranging from "strongly disagree" to "strongly agree."
X			Attitudes/motives: prosocial dispositions, attitudes toward risk/health	Student self-report using the 61-item <u>Protective Factor Perceptions Survey</u> (Bacon 2000). The nine subscales included Positive Attitudes toward Non-Drug Use, Positive Attitudes Toward Non-Violence, Perceptions of Peer Normative Substance and Violence Use, Perceptions of Peer Disapproval of Substance and Violence Use, Perceptions of Emotional Competence, Perceptions of Goal Setting and Decision Making Skills, Perceptions of Social and Peer Resistance Skills, Perceptions of Harmful Effects of Substance Use, and Perceptions of Parental Attitudes Toward Substance Use. Responses were made on a five-point scale ranging from "strongly disagree" to "strongly agree."

TOO GOOD FOR VIOLENCE (TGFV)

Program name:	Too Good For Violence (TGFV)
Program type:	Modular
Grade level:	K-8 (3 studied)
Studies reviewed:	Bacon, T.P. "Impact on High School Students' Behaviors and Protective Factors: A Pilot Study of the Too Good for Drugs and Violence Prevention Program." Florida Educational Research Council, Inc., Research Bulletin, vol. 32, nos. 3 & 4, 2001, pp. 1–40.
	Hall, B.W., and T.P. Bacon. "Building a Foundation Against Violence: Impact of a School-Based Prevention Program on Elementary Students." *Journal of School Violence*, vol. 4, no. 4, 2005, pp. 63–83.
Description:	A school-based "social influence intervention" with 7 units (30-60 min each). This K-8 violence prevention/character education program seeks to improve student behavior and minimize aggression. TGFV teaches students positive attitudes, beliefs, and behaviors; builds skills sequentially with developmentally appropriate curricula designed to address the most significant risk and protective factors for each grade.
	TGFV promotes a CAREing approach to violence prevention by teaching: Conflict resolution; Anger management; Respect for self and others; and Effective communication.
	As designed, a trained teacher, counselor, or prevention specialist delivers TGFV in a classroom setting. Each grade-level kit includes: scripted curriculum, workbooks, and materials (e.g., posters, games, CDs, visual aids). Also includes Information and Exercises for Parents and Kids, to be copied and sent home. Highly interactive teaching methods encourage students to bond with prosocial peers, and engage students through role-playing, cooperative learning, games, small-group activities, and class discussions. TGFV teaches that each student has what it takes to solve conflicts peaceably and provides opportunities to practice peacemaking and antibullying skills.

TABLE A.33b

TOO GOOD FOR VIOLENCE (TGFV)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X	X	Competencies/skills: resistance; intrapersonal competency; interpersonal competency; communication Knowledge: interpersonal knowledge; intrapersonal knowledge Risk behaviors	The Student Protective Factors Survey is a 32-item instrument gathering student self-reports on their Emotional Competency Skills (e.g., "I can calm myself down when I am upset," and "I know many different words to describe what I feel inside."), their Social and Conflict Resolution and Resistance skills (e.g., "If a student was bothering me, I would walk away," and "I use peaceful ways to work out conflicts with other students."), Communications Skills (e.g., "I can tell how students feel by listening to their tone of voice," and "I use 'I feel' messages to share my feelings with other students.") and Interactions with Other Students such as yelling and pushing. Students responded on a 5-point Likert-type scale ranging from "strongly disagree" (1) to "strongly agree" (5). The number of items in each subscale is not reported.
X		X	Competencies/skills: respect; interpersonal competency Prosocial behaviors Risk behaviors Knowledge: intrapersonal knowledge	The Teacher Checklist of Student Behaviors includes 21-items addressing Personal and Social Skills (e.g., treats other students with respect, uses a variety of verbal labels for emotions), Positive Social Behaviors (e.g., helps other students; takes turns, plays, follows rules), and Inappropriate Behaviors (e.g., name calling, yelling, pushing). Teachers responded on a 5-point Likert-type scale ranging from "never" (1) to "almost always" (5). The number of items addressing each topic is not reported.

TABLE A.34a

TOPEKA CHARACTER EDUCATION INITIATIVE/CHARACTER FIRST®

Program name:	Topeka Character Education Initiative/Character First®
Program type:	Comprehensive
Grade level:	K-12 (4, 7, 9 studied)
Studies reviewed:	Tatarko, Beth. "Topeka Character Education Initiative: Evaluation Report Prepared for the U.S. Department of Education." Overland Park, KS: The Austin Peters Group, Inc., 2007.
Description:	The Topeka Character Education Initiative (TCEI) took a multi-faceted approach to character education in Topeka Public Schools. First, Topeka City of Character, a nonprofit community organization that promotes good character throughout the city, partnered with the schools by providing resources and training to families and to conduct a community-wide media campaign. Second, Topeka Public Schools implemented character education activities in the schools through Character First, a nonprofit organization in Oklahoma City. Character First offers training seminars for teachers on how to implement and integrate character education throughout a school at all grade levels. In their three-step approach, teachers (1) *emphasize* character through classroom lessons, school assemblies, daily application, and volunteer mentoring; (2) *require* character by setting examples and taking advantage of teachable moments; and (3) *recognize* when good character is displayed. Teacher seminars include topics such as changing the culture, how to teach character, building character with praise, character-based correction of behavior, and steps for implementation. Character First emphasizes 49 different character qualities. It offers four curricula, each with nine character traits that can be implemented on a monthly basis throughout the school year. Teacher guides, DVDs, video and audio tapes, character cards, songbooks, and posters are available for each of the four sets of character qualities. Separate materials are available for elementary and secondary students. Finally, Topeka Public Schools formed a partnership with Professional Mentoring to sustain professional development of staff through online courses with a curriculum written by a member of the City of Character Council.

TABLE A.34b

PROGRAM NAME: TOPEKA CHARACTER EDUCATION INITIATIVE/CHARACTER FIRST®

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X		Attitudes/motives: attitudes toward school Attitudes/emotions: school bonding Competencies/skills: responsibility, intrapersonal competency	Student self-report and parent report on school experiences using <u>Topeka Character Education Survey</u>; 3 scales on Academic Abilities (5 items; being a good student, working hard, school easy), Work Ethic (3-4 items; homework completion, doing best is important), and Quality of School Life (5 items; like school, feel safe, treated fairly); responses on 5-point scale of agreement (strongly disagree to strongly agree).
X	X		Attitudes/motives: prosocial disposition, intrapersonal strengths Competencies/skills: responsibility, respect, integrity Prosocial behavior: trustworthiness, service, positive participation	Student self-report and parent report on attitudes and behaviors using <u>Topeka Character Education Survey</u>; 4 scales on Student Generosity (5 items; helping others, doing good deeds), Responsibility (3 items; take care of things, treat others with respect), Self-Confidence (4 items; class participation, feel good about self), and Trust/Truthfulness (5 items; trusted by others, tell truth); responses on 5-point scale of agreement (strongly disagree to strongly agree).
		X	Knowledge: academic content	Administrative data on academic achievement—reading test scores (instrument not specified), Kansas state assessment, pass/fail rates, and grades.
			Prosocial behavior: positive participation	Administrative data on attendance and graduation rates.
X			Attitudes/motives: in general, attitudes toward school	Administrative data on post-high school goals (writing goals, career guidance, post-secondary enrollment, four-year academic plans).
X	X		Risk behaviors: discipline issues	Administrative data on suspensions.

TABLE A.34c

PROGRAM NAME: TOPEKA CHARACTER EDUCATION INITIATIVE/CHARACTER FIRST®

Other Outcomes

Level	Construct/Components	Measurement Information
School/Class Level		
	School climate	Teacher report on student school experiences (across all students) using Topeka Character Education Survey; 3 scales on Academic Abilities (5 items; being a good student, working hard, school easy), Work Ethic (3 items; homework completion, doing best is important), and Quality of School Life (5 items; like school, feel safe, treated fairly); responses on 5-point scale of agreement (strongly disagree to strongly agree).
	School climate: collective norms/values, interactions	Teacher report on student attitudes and behaviors (across all students) using Topeka Character Education Survey; 4 scales on Student Generosity (5 items; helping others, doing good deeds), Responsibility (3 items; take care of things, treat others with respect), Self-Confidence (4 items; class participation, feel good about self), and Trust/Truthfulness (5 items; trusted by others, tell truth); responses on 5-point scale of agreement (strongly disagree to strongly agree).
Parent/Community Level		
	Participation in school	Student, teacher, and parent report on scale for Parent Participation in Schooling using Topeka Character Education Survey; 6 items such as talking to teacher/student on schoolwork and attending parent-teacher conferences; one additional item for students only on whether parents could name close friends; teacher ratings referred to students in general; responses on 5-point scale of agreement (strongly disagree to strongly agree).

TABLE A.35a

TRIBES TLC

Program name:	Tribes TLC
Program type:	Comprehensive
Grade level:	K-12 (4-5 students, K-8 teachers studied)
Studies reviewed:	Chesswas, R.J.D., L.J. Davis, and T. Hanson. "Evaluation of the Implementation and Impact of Tribes TLC." Windsor, CA: CenterSource Systems, LLC, July 2003. Spring Branch Independent School District. "PCEP Grantee Report on Project HEART: Implementation Report." Spring Branch, TX: 2003.
Description:	Tribes TLC is a comprehensive, K-12 character education program centered on the development of learning communities within classrooms. Tribes teachers organize their students into collaborative learning groups of three to six students, with each "tribe" working together to promote a spirit of cooperation and social acceptance. At the program's core, students and teachers agree to honor four basic agreements while in the classroom: (1) they agree to listen attentively to one another, (2) they promise to show appreciation for one another and avoid "put downs," (3) they promise to show mutual respect, and (4) they agree that all students have the "right to pass" on peer-led activities in which they would rather not participate.

TABLE A.35b

PROGRAM NAME: TRIBES TLC
Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X	X		Attitudes/motives: attitudes toward school Competencies/skills: respect, leadership Prosocial behaviors Risk behaviors	Student self-report on feelings about and experiences at school; 20 items on activities in class (e.g., take turns speaking, put other people down, share how feel) with responses on 4-point scale of frequency ranging from "Yes, all of the time" to "No, never"; 11 items on attitude toward school (e.g., feel happy at school, help make class rules) with responses on 4-point scale of frequency ranging from "Yes, all of the time" to "No, never"; 4 items on experiences (e.g., hit/push others, spread lies about others, get help from another when having a bad time) with responses on 4-point scale of frequency ranging from "0 times" to "3 or more times."
		X	Knowledge: academic content	Student direct assessment on state standardized achievement tests on reading and math. No additional information is provided.
	X		Risk behaviors: crime, discipline issues	Administrative data on criminal and discipline actions (e.g., disruptive, public lewdness).

TABLE A.35c

PROGRAM NAME: TRIBES TLC

Other Outcomes

Level	Construct/Components	Measurement Information
School/Class Level		
	School climate: collective norms, interactions	Teacher report on student behavior among his/her students; 15 items on student behavior (e.g., listening, respecting each other) and engagement in learning (e.g., reflecting, being a leader); responses on 4-point scale of frequency (always to never) <u>and</u> on pattern (increased, decreased, same).
	School climate: collective norms, interactions	Teacher report on the learning environment; 4 items on interview protocol concerning teacher-student interactions (e.g., recognize and reward student success, classroom rules determined together); responses asking for level of agreement, but no information provided on coding of interview data.

TABLE A.36a

VOICES LITERATURE AND CHARACTER EDUCATION PROGRAM (V-LACE)

Program name:	Voices Literature and Character Education Program (V-LACE)
Program type:	Comprehensive or modular
Grade level:	K-12 (6-7 studied)
Studies reviewed:	Demetriades-Guyette, A. "Patterns of Change in the Social-Cognitive Development of Middle School Children Following a School-Based Multicultural Literature Program." UMI No. 3052695. Dissertation Abstracts International, 2002.
Description:	Voices Literature and Character Education Program (V-LACE; formerly known as Voices of Love and Freedom and Literacy and Values) is a modular K–12 program that aims to promote positive character and citizenship values, literacy skills, and social skills. The program contains a curriculum that can be used over any length of time. During classroom lessons, students read books about such everyday issues as ethnic discrimination, fighting, and bullying, and elaborate on central themes through role-playing and discussions practiced in school and at home. Emphasis is given to promoting caring relationships between teachers and students and among students, and to connecting the values taught through students' personal stories. V-LACE may also be implemented as a comprehensive, schoolwide improvement program. Optional components of the program include schoolwide events and restructuring of school organization and practices (establishing student assemblies and creating small learning communities), parental involvement (home visits and family nights), and community support (joint campaigns with supporting organizations and business).

PROGRAM NAME: VOICES LITERATURE AND CHARACTER EDUCATION PROGRAM (V-LACE)

Student Outcomes

Affective	Behavioral	Cognitive	Constructs/Components	Measurement Information
X		X	Competencies/skills: interpersonal competency Knowledge: interpersonal knowledge	Student report on the Group for the Study of Interpersonal Development Relationship Questionnaire (GSID Rel-Q; Schultz et al. 2003), a measure of changes in social cognition that assesses the developmental level of social competence for children and adolescents in relationships with peers and adults. This version of the Rel-Q is a written, 24-item, multiple-choice questionnaire for children in grades 4-12. (A picture-based version is available for K-3.) This version of the Rel-Q measures relationship maturity through five subscales: (1) Interpersonal Understanding defined as one's "knowledge of the nature of relationships" (6 items); (2) Interpersonal Negotiation, or one's ability to manage conflicts in relationships (4 items); (3) Perspective Taking (4 items); (4) Conflict Negotiation Strategies (4 items); and (5) Personal Meaning, or the ability to evaluate one's emotional investment in a relationship (6 items). Each multiple choice item presents a scenario or statement regarding relationships that requires a follow-up action or opinion; students must evaluate four potential follow-ups. Each option represents points in the continuum of four theoretical levels in the coordination of social perspectives, ranging from egocentric (Level 0), to unilateral (Level 1), to reciprocal (Level 2), to mutual (Level 3). Respondents rate whether each of the four follow-up options is "poor," "OK," "good" or "excellent" using a Likert-type scale, then indicating which of the four choices they believe is best. For example, one item states, "My parents are important to me because: (a) they make me feel better about myself; (b) they just are important; (c) they help me stay out of trouble; and (d) they provide the support that I need." Scores are generated for both the "best choice" and item ratings.
			Prosocial: service Risk: violence, discipline issues	Student self-reports were used to gauge the frequency of prosocial and risk behaviors in the past four weeks, including: (1) helping a peer; (2) physical fights in and (3) out of school; and (4) being sent to the principal's office.
	X			

APPENDIX B

CONSTRUCTS MEASURED FOR 36 SELECTED PROGRAMS

Program columns (left to right):

AEGIS · Building Decision Skills (BDS) · Building Esteem in Students Today (BEST) · Caring School Community (CSC) · Changing Lives (CL) · Character Counts! (CCI) · CHARACTERplus (CP) · Character Quality Program (CQ) · Community of Caring (C of C) · Connect With Kids (CWK) · COOL Kids · Educating for Character (E for C) · Giraffe Heroes (GH) · Heartwood Ethics Curriculum (HECC) · I Can Problem Solve (ICPS) · Institute for Character Education (ICE) · Just Communities (JC) · Learning for Life (LFL) · LIFT · Lions Quest - Skills for Action (LQ Skills for Action) · Lions Quest - Skills for Adolescence (LQ Skills for Adol) · Open Circle (OC) · Partnerships in Character Education (PCE) · Positive Action (PA) · Project Essential (PE) · Project Heart, Head, Hands (H3) · Raising Healthy Children (RHC) · Resolving Conflicts Creatively (RCCP) · Social Competence Promotion Program (SCCP-YA) · Social Decision Making/Problem Solving (SDM/PS) · Teen Outreach (TO) · Too Good for Drugs and Violence (TGFDV) · Too Good for Violence (TGFV) · (Topeka Char. 1st) · Tribes TLC · Voices LACE

I. Student-Level Outcomes

a. Cognitive

i. Knowledge
  1. understanding values/norms — √ (CWK), √ (E for C), √ (Giraffe Heroes), √ (Just Communities), √ (Positive Action), √ (Project Essential)
  2. risk prevention
  3. interpersonal knowledge — √ (Giraffe Heroes), √ (Just Communities), √ (Resolving Conflicts Creatively), √ (Tribes TLC), √ (Voices LACE)
  4. intrapersonal knowledge — √ (Tribes TLC)
  5. academic content — √ (Changing Lives), √ (COOL Kids), √ (Educating for Character), √ (Giraffe Heroes), √ (Open Circle), √ (Partnerships in Character Ed.), √ (Positive Action), √ (Project Essential), √ (Raising Healthy Children), √ (Social Decision Making), √ (Teen Outreach), √ (Tribes TLC), √ (Voices LACE)

ii. Reasoning — √ (Partnerships in Character Ed.), √ (Project Essential)
  1. moral/ethical reasoning — √ (Building Decision Skills), √ (Giraffe Heroes), √ (Just Communities), √ (Learning for Life), √ (Social Decision Making), √ (Teen Outreach)
  2. critical thinking/decision making — √ (Social Decision Making)

b. Affective — √ (Giraffe Heroes)

i. Attitudes/Motives — √ (Caring School Community), √ (Character Counts!), √ (Community of Caring), √ (Connect With Kids), √ (Open Circle), √ (Partnerships in Character Ed.), √ (Positive Action), √ (Raising Healthy Children), √ (Social Competence Promotion), √ (Social Decision Making), √ (Tribes TLC)
  1. prosocial dispositions — √ (Caring School Community), √ (Character Counts!), √ (Educating for Character), √ (Giraffe Heroes), √ (Heartwood Ethics), √ (I Can Problem Solve), √ (LIFT), √ (Social Decision Making), √ (Too Good for Drugs & Violence), √ (Too Good for Violence)
  2. attitudes toward school — √ (Giraffe Heroes), √ (LIFT), √ (Open Circle), √ (Partnerships in Character Ed.), √ (Raising Healthy Children), √ (Tribes TLC), √ (Voices LACE)
  3. attitudes toward risk/health — √ (Institute for Character Ed.), √ (Social Decision Making), √ (Too Good for Violence)
  4. civic dispositions — √ (Giraffe Heroes), √ (Lions Quest SFA), √ (Open Circle)
  5. attitudes toward diversity — √ (Giraffe Heroes), √ (Heartwood Ethics), √ (Just Communities), √ (Lions Quest SFA), √ (Resolving Conflicts Creatively)
  6. intrapersonal strengths — √ (Building Esteem), √ (Educating for Character), √ (Institute for Character Ed.), √ (Lions Quest SFA), √ (Project Heart Head Hands), √ (Raising Healthy Children), √ (Resolving Conflicts Creatively), √ (Social Competence Promotion), √ (Social Decision Making), √ (Tribes TLC)
  7. internalizing problems — √ (Lions Quest SFA), √ (Partnerships in Character Ed.), √ (Resolving Conflicts Creatively), √ (Social Competence Promotion), √ (Social Decision Making)

	AEGIS	BDS	BEST	CSC	CL	CC!	CP	CQ	C of C	CWK	COOL	E for C	GH	HECC	ICPS	ICE	JC	LFL	LIFT	LQ-Action	LQ-Adol	OC	PCE	PA	PE	H3	RHC	RCCP	SCCP-YA	SDM/PS	TO	TGFDV	TGFV	Topeka	Tribes	Voices
ii. Attitudes/Emotions										√		√					√					√														
1. caring (e.g., empathy)			√																			√														
2. reflectivity																																				
3. school bonding/school engagement				√	√							√										√	√	√											√	
4. justice, fairness																																				
c. Behavioral												√																								
i. Competencies/Skills				√		√						√										√		√												
1. resistance	√	√																								√				√				√		
2. responsibility																√						√		√	√									√		
3. integrity	√				√										√	√									√									√		
4. respect				√							√					√							√	√									√	√	√	
5. leadership																√																				√
6. intrapersonal competency (e.g., self-control)			√	√							√					√						√	√	√	√		√						√	√		
7. interpersonal competency			√	√							√					√	√					√	√	√		√	√	√					√			√
8. communication	√																																√			
9. coping																														√						
ii. Prosocial Behaviors				√		√			√	√											√	√	√							√			√		√	
1. service	√	√		√																	√	√			√										√	√
2. healthy lifestyle	√																																			
3. kindness																							√		√											
4. trustworthiness																√																		√		
5. justice, fairness	√																																			
6. positive participation				√							√											√		√						√				√		

√

√

	AEGIS	BDS	BEST	CSC	CL	CC!	CP	CQ	C of C	CWK	COOL	E for C	GH	HECC	ICPS	ICE	JC	LFL	LIFT	LQ-Action	LQ-Adol	OC	PCE	PA	PE	H3	RHC	RCCP	SCCP-YA	SDM/PS	TO	TGFDV	TGFV	Topeka	Tribes	Voices
iii. Risk Behaviors																			√			√		√			√			√		√			√	
1. substance use	√		√	√													√			√	√	√		√			√		√	√		√				
2. sexual risk-taking																	√													√						
3. violence																	√							√			√			√						√
4. absence/tardiness																							√		√	√										
5. discipline issues				√	√				√	√		√								√					√	√			√				√	√	√	√
6. crime																																			√	

II. Teacher-Admin Level Outcomes

	AEGIS	BDS	BEST	CSC	CL	CC!	CP	CQ	C of C	CWK	COOL	E for C	GH	HECC	ICPS	ICE	JC	LFL	LIFT	LQ-Action	LQ-Adol	OC	PCE	PA	PE	H3	RHC	RCCP	SCCP-YA	SDM/PS	TO	TGFDV	TGFV	Topeka	Tribes	Voices
a. Knowledge of child development																																				
b. Support (endorse or value what goes on in school)					√																		√													
c. Understanding values/norms																							√													
d. Attendance																																				
e. Staff morale	√			√	√										√		√						√													
f. Professional efficacy																	√						√													

III. School-Level Outcomes

	AEGIS	BDS	BEST	CSC	CL	CC!	CP	CQ	C of C	CWK	COOL	E for C	GH	HECC	ICPS	ICE	JC	LFL	LIFT	LQ-Action	LQ-Adol	OC	PCE	PA	PE	H3	RHC	RCCP	SCCP-YA	SDM/PS	TO	TGFDV	TGFV	Topeka	Tribes	Voices
(III. header)				√																																
a. School climate			√	√	√				√			√																							√	
i. Collective norms/values				√	√	√	√	√	√				√																						√	√
ii. Interactions among students, staff, parents				√	√	√	√	√	√	√	√	√		√		√								√											√	√
iii. Inclusion (e.g., individuals made to feel part of the school)				√	√	√			√	√						√								√												
e. Social systems (e.g., advisories, leadership teams)					√										√																					
f. Democratic governance practices						√				√	√																									
g. Positive leadership						√	√	√																												

A √ indicates checkmark placements in the crosswalk table.

	AEGIS	BDS	BEST	CSC	CL	CC!	CP	CQ	C of C	CWK	COOL Kids	E for C	GH	HECC	ICPS	ICE	JC	LFL	LIFT	LQ Action	LQ Adol	OC	PCE	PA	PE	H3	RHC	RCCP	SCCP-YA	SDM/PS	TO	TGFDV	TGFV	Topeka Char. 1st	Tribes TLC	Voices LACE
h. Positive physical environment																																				
i. Positive academic environment				√	√	√																														
IV. Parent-Community Level Outcomes																																				
a. Parenting skills																			√		√															
b. Participation in school				√	√	√	√	√	√									√	√					√	√											√
c. Parent support of school/program																																				
d. Community climate/environment				√																				√												

Notes:

A √ indicates that the relevant construct was addressed by at least one measure in one study of a particular program. Individual measures may reflect multiple constructs and multiple measures may be applied to measure the same construct within a single study.

Due to limitations on available information, not all measures could be categorized at the lowest level of our taxonomy. Such constructs are reflected in the crosswalk by a checkmark in a row referring to one of the higher-levels of our taxonomy (e.g. "Behavioral"). Therefore, the construct counts presented in the text—which focus on the lowest level of the taxonomy—may be underestimates of the total number of programs that actually addressed that particular construct. Constructs that could only be categorized at higher levels include the following: at the student-level, 2 measures were associated with reasoning, 1 with affect, 11 with attitudes/motives, 5 with attitudes/emotions, 1 with behavior, 6 with competencies/skills, 11 with prosocial behaviors, and 8 with risk behaviors; at the school-level, one outcome was not categorized below the overarching category (school) and six measures of school climate could not be placed in the subcategories of collective norms/values, interactions, or inclusion.