

Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths:

A Compendium of Assessment Tools
Second Edition



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Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths:

**A Compendium of Assessment Tools
Second Edition**



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How To Use This Compendium

This compendium provides researchers and prevention specialists with a set of tools to assess violence-related beliefs, behaviors, and influences, as well as to evaluate programs to prevent youth violence. If you are new to the field of youth violence prevention and unfamiliar with available measures, you may find this compendium to be particularly useful. If you are an experienced researcher, this compendium may serve as a resource to identify additional measures to assess the factors associated with violence among youths.

Although this compendium contains more than 170 measures, it is not an exhaustive listing of available measures. A few of the more widely used measures to assess aggression in children, for example, are copyrighted and could not be included here. Other measures being used in the field, but not known to the authors, are also not included. Many of the measures included in the first edition of the compendium focused on individual violence-related attitudes, beliefs, and behaviors. These types of measures are included in this edition as well and may be particularly useful if you are evaluating a school-based curriculum or a community-based program designed to reduce violence among youths. Several measures to assess peer, family, and community influences have been added to the compendium. Many of these measures are from the major longitudinal and prevention research studies of youth violence being conducted in the United States.

Most of the measures in this compendium are intended for use with youths between the ages of 11 and 24 years, to assess such factors as serious violent and delinquent behavior, conflict resolution strategies, social and emotional competencies, peer influences, parental monitoring and supervision,

family relationships, exposure to violence, collective efficacy, and neighborhood characteristics. The compendium also contains a number of scales and assessments developed for use with children between the ages of 5 and 10 years, to measure factors such as aggressive fantasies, beliefs supportive of aggression, attributional biases, prosocial behavior, and aggressive behavior. When parent and teacher versions of assessments are available, they are included as well.

How This Compendium Is Organized

The Introduction, beginning on page 5, provides information about why outcome evaluations are so important and includes some guidance on how to conduct such evaluations. Following the Introduction, you will find four sections, each focusing on a different category of assessments. Each section contains the following components:

- ***Description of Measures.*** This table summarizes key information about all of the assessments included in the section. Each assessment is given an alphanumeric identifier (e.g., A1, A2, A3) that is used repeatedly throughout the section, to guide you through the array of assessments provided. The table identifies the constructs being measured (appearing in alphabetical order down the left-hand column), provides details about the characteristics of the scale or assessment, identifies target groups that the assessment has been tested with, provides reliability and validity information where known, and identifies the persons responsible for developing the scale or assessment. When reviewing the *Target Group* information, keep in mind that we have included only those

target groups we know and that the reliability information pertains specifically to these groups and may not apply to other groups. When reviewing the *Reliability/Validity* information, you will notice that several measures are highly reliable (e.g., internal consistency $\geq .80$) whereas others are minimally reliable (e.g., internal consistency $< .60$). We included measures with minimal reliability because the reliability information is based, in some cases, on only one target group from one study; these measures may be more appropriate for a different target group. We also included measures with limited reliability with the hope that researchers will try to improve and refine them. Evidence of validity is available for only a few of the measures included in this compendium.

- ***Scales and Assessments.*** The items that make up each assessment are provided, along with response categories and some guidance to assist you with scoring and analysis. In the few instances where scales have been adapted, the most recent (modified) version is presented. We also have provided information on how to obtain permission to use copyrighted materials. In most cases, we have presented individual

scales rather than the complete instruments because instruments generally are composed of several scales. This approach increases the likelihood that the scales' test properties will be altered. Nonetheless, we did this because the field has produced few standardized instruments with established population norms for a range of target audiences.

- ***References.*** This list includes citations for published and unpublished materials pertaining to original developments as well as any recent adaptations, modifications, or validations. In the few instances where scales have been adapted, references for the most recent (modified) version are provided. To obtain information about the original versions, please contact the developers and refer to any relevant references cited.

Choosing the Right Instrument

Developing instruments that are highly reliable, valid, and free of any bias is not always possible. Carefully choose among the measures included in this document. The criteria on the facing page may assist you in making this selection. As with any research effort, consider conducting a pilot test to minimize problems and to refine the instrument.

General Rating Criteria for Evaluating Scales				
Criterion Rating	Exemplary	Extensive	Moderate	Minimal
Inter-item correlation	Average of .30 or better	Average of .20 to .29	Average of .10 to .19	Average below .10
Alpha-coefficient	.80 or better	.70 to .79	.60 to .69	< .60
Test-Retest Reliability	Scores correlate more than .50 across a period of at least 1 year.	Scores correlate more than .40 across a period of 3-12 months.	Scores correlate more than .30 across a period of 1-3 months.	Scores correlate more than .20 across less than a 1 month period.
Convergent Validity	Highly significant correlations with more than two related measures.	Significant correlations with more than two related measures.	Significant correlations with two related measures.	Significant correlations with one related measure.
Discriminant Validity	Significantly different from four or more unrelated measures.	Significantly different from two or three unrelated measures.	Significantly different from one unrelated measure.	Different from one correlated measure.

Source: Robinson JP, Shaver PR, Wrightsman LS. Measures of personality and social psychological attitudes. San Diego, CA: Academic Press, Inc., 1991.

Introduction

Youth violence is a serious global public health problem.¹ Despite a decline in homicide rates across the United States during the 1990's,² homicide rates are again rising and continue to claim the lives of many young people. The human and economic toll of violence on young people, their families, and society is high. Homicide is the second leading cause of death for persons 15-24 years of age and has been the leading cause of death for African-Americans in this age group for over a decade.² The economic cost associated with violence-related illness, disability, and premature death is estimated to be in the billions of dollars each year.¹

Researchers and prevention specialists are under pressure to identify the factors that place young people at risk for violence, to find out which interventions are working, and to design more effective prevention programs. Across the country, primary prevention efforts involving families, schools, neighborhoods, and communities appear to be essential to stemming the tide of violence, and many promising and effective programs have been identified.³⁻⁶ Identifying effective programs rests, in part, on the availability of reliable and valid measures to assess change in violence-related attitudes, beliefs, behaviors, and other influences. Monitoring and documenting proven strategies will go a long way toward reducing youth violence and creating peaceful, healthier communities.

Why Outcome Evaluations Are So Important

In their desire to be responsive to constituents' concerns about violence, schools and communities often are so involved with prevention activities that they rarely make outcome evaluations a priority. Such evaluations, however, are necessary if we want to know what works in preventing aggression and

violence. In the area of youth violence, it is not enough to simply examine how a program is being implemented or delivered, or to provide testimonials about the success of an intervention or program. Programs must be able to show measurable change in behavioral patterns or change in some of the mediating or moderating factors associated with aggression and violence. To demonstrate these changes or to show that a program made a difference, researchers and prevention specialists must conduct an outcome evaluation.

Components of Comprehensive Evaluations

Evaluation is a dynamic process. It is useful for developing, modifying, and redesigning programs; monitoring the delivery of program components to participants; and assessing program outcomes. Each of these activities represents a type of evaluation. Together, these activities compose the key components of a comprehensive evaluation.

- **Formative Evaluation** activities are those undertaken during the design and pretesting of programs.⁷ Such activities are useful if you want to develop a program or pilot test all or part of an intervention program prior to implementing it routinely. You can also use formative evaluation to structure or tailor an intervention to a particular target group or use it to help you anticipate possible problems and identify ways to overcome them.
- **Process Evaluation** activities are those undertaken to monitor program implementation and coverage.⁷ Such activities are useful if you want to assess whether the program is being delivered in a manner consistent with program objectives; for

determining *dose* or the extent to which your target population participates in the program; and for determining whether the delivery of the program has been uniform or variable across participants. Process or monitoring data can provide you with important information for improving programs and are also critical for later program diffusion and replication.

- **Outcome Evaluation** activities are those undertaken to assess the impact of a program or intervention on participants.⁷ Such activities are useful if you want to determine if the program achieved its objectives or intended effects—in other words, if the program worked. Outcome evaluations can also help you decide whether a program should be continued, implemented on a wider scale, or replicated in other sites.

Ten Steps for Conducting Outcome Evaluations

Outcome evaluations are not simple to conduct and require a considerable amount of resources and expertise. If you are interested in conducting an outcome evaluation, you will need to incorporate both formative and process evaluation activities and take the following steps:

- Clearly define the problem being addressed by your program.
- Specify the outcomes your program is designed to achieve.
- Specify the research questions you want the evaluation to answer.
- Select an appropriate evaluation design and carefully consider sample selection, size, and equivalency between groups.
- Select reliable and valid measures to assess changes in program outcomes.
- Address issues related to human subjects, such as informed consent and confidentiality.
- Collect relevant process, outcome, and record data.

- Analyze and interpret the data.
- Disseminate your findings, using an effective format and reaching the right audience.
- Anticipate and prepare for obstacles.

Define the problem. What problem is your program trying to address? Who is the target population? What are the key risk factors to be addressed? Youth violence is a complex problem with many causes. Begin by focusing on a specific target group and defining the key risk factors your program is expected to address within this group. Draw evidence from the research literature showing the potential benefit of addressing the identified risk factors. Given the complexity of the problem of youth violence, no program by itself can reasonably be expected to change the larger problem.

Specify the outcomes. What outcome is your program trying to achieve? For example, are you trying to reduce aggression, improve parenting skills, or increase awareness of violence in the community? Determine which outcomes are desired and ensure that the desired outcomes match your program objectives. A program designed to improve conflict resolution skills among youths is not likely to lead to an increased awareness of violence in the community. Likewise, a program designed to improve parenting skills probably will not change the interactions of peer groups from negative to prosocial. When specifying outcomes, make sure you indicate both the nature and the level of desired change. Is your program expected to increase awareness or skills? Do you expect your program to decrease negative behaviors and increase prosocial behaviors? What level of change can you reasonably expect to achieve? If possible, use evidence from the literature for similar programs and target groups to help you determine reasonable expectations of change.

Specify the questions to be answered. Research questions are useful for guiding the evaluation.

When conducting an outcome evaluation of a youth violence prevention program, you may want to determine the answers to three questions: Has the program reduced aggressive or violent behavior among participants? Has the program reduced some of the intermediate outcomes or mediating factors associated with violence? Has the program been equally effective for all participants or has it worked better for some participants than for others? If multiple components of a program are being evaluated, then you also may want to ask: Have all components of the program been equally effective in achieving desired outcomes or has one component been more effective than another?

Select an appropriate evaluation design.

Choose an evaluation design that addresses your evaluation questions. Your choice in design will determine the inferences you can make about your program's effects on participants and the effectiveness of the evaluation's various components. Evaluation designs range from simple one-group pretest/posttest comparisons to nonequivalent control/comparison group designs to complex multifactorial designs. Learn about the various designs used in evaluation research and know their strengths and weaknesses.

Special consideration should be given to sample selection, size, and equivalency between groups as part of your evaluation plan. Outcome evaluations are, by definition, comparative. Determining the impact of a program requires comparing persons who have participated in a program with equivalent persons who have experienced no program or an alternative program.⁷ The manner in which participants are selected is important for the interpretation and generalizability of the results. Sample size is important for detecting group differences. When estimating the sample size, ensure the sample is large enough to be able to detect group differences and anticipate a certain level of attrition,

which will vary depending on the length of the program and the evaluation. Before the program is implemented, make sure that the treatment and control/comparison groups are similar in terms of demographic characteristics and outcome measures of interest. Establishing equivalency at baseline is important because it helps you to attribute change directly resulting from the program rather than change resulting from an extraneous factor.

Choose reliable and valid measures to assess program outcomes. Selecting appropriate measurement instruments—ones that you know how to administer and that will produce findings that you will be able to analyze and interpret—is an important step in any research effort. When selecting measures and developing instruments, consider the developmental and cultural appropriateness of the measure as well as the reading level, native language, and attention span of respondents. Make sure that the response burden is not too great, because you want respondents to be able to complete the assessment with ease. Questions or items that are difficult to comprehend or offensive to participants will lead to guessing or non-responses. Subjects with a short attention span or an inability to concentrate will have difficulty completing a lengthy questionnaire.

Also consider the reliability and validity of the instrument. Reliable measures are those that have stability and consistency. The higher the correlation coefficient (i.e., closeness to 1.00), the better the reliability. A measure that is highly reliable may not be valid. An instrument is considered valid if it measures what it is intended to measure. Evidence of validity, according to most measurement specialists, is the most important consideration in judging the adequacy of measurement instruments.

Address issues related to human subjects. Before data collection begins, take steps to ensure

that participants understand the nature of their involvement in the project and any potential risks associated with participation. Obtaining informed consent is necessary to protect participants and researchers. Obtaining permission from participants eliminates the possibility that individuals will unknowingly serve as subjects in an evaluation. You may choose to use *active informed consent*, in which case you would obtain a written statement from each participant indicating their willingness to participate in the project. In some cases, you may decide to use *passive informed consent*, in which case you would ask individuals to return permission forms only if they are not willing to participate in the project. Become familiar with the advantages and disadvantages of both approaches. Once you have secured informed consent, you also must take steps to ensure participants' anonymity and confidentiality during data collection, management and analysis.

Collect relevant data. Various types of data can be collected to assess your program's effects. The outcome battery may be used to assess attitudinal, psychosocial, or behavioral changes associated with participation in an intervention or program. Administering an outcome battery alone, however, will not allow you to make conclusions about the effectiveness of your program. You also must collect process data (i.e., information about the materials and activities of the intervention or program). For example, if a curriculum is being implemented, you may want to track the number of sessions offered to participants and the number of sessions attended by participants, as well as monitor the extent to which program objectives were covered and the manner in which information was delivered. Process data allow you to determine how well a particular intervention is being implemented as well as interpret outcome findings. Interventions that are poorly delivered or implemented are not likely to have an effect on participants.

In addition to collecting data from participants, you may want to obtain data from parents, teachers, other program officials, or records. Multiple sources of data are useful for determining your program's effects and strengthening assertions that the program worked. The use of multiple sources of data, however, also presents a challenge if conflicting information is obtained. Data from records (i.e., hospital, school, or police reports), for example, are usually collected for purposes other than the evaluation. Thus, they are subject to variable record-keeping procedures that, in turn, may produce inconsistencies in the data. Take advantage of multiple data sources, but keep in mind that these sources have limitations.

Analyze and interpret the data. You can use both descriptive and inferential statistical techniques to analyze evaluation data. Use descriptive analyses to tabulate, average, or summarize results. Such analyses would be useful, for example, if you want to indicate the percentage of students in the treatment and comparison groups who engaged in physical fighting in the previous 30 days or the percentage of students who reported carrying a weapon for self-defense. You also could use descriptive analyses to compute gain scores or change scores in knowledge or attitudes by subtracting the score on the pretest from the score on the posttest. You could extend the descriptive analyses to examine the relationship between variables by utilizing cross-tabulations or correlations. For example, you might want to determine what percentage of students with beliefs supportive of violence also report engaging in physical fights.

Inferential analyses are more difficult to conduct than descriptive analyses, but they yield more information about program effects. For example, you could use an inferential analysis to show whether differences in outcomes between treatment

and comparison groups are statistically significant or whether the differences are likely due to chance. Knowing the change scores of the treatment or comparison groups is not as useful as knowing if the change scores are statistically different. With inferential statistical techniques, evaluators can also take into account (i.e., statistically control for or hold constant) background characteristics or other factors (e.g., attrition, program dose, pretest score) between the treatment and comparison groups when assessing changes in behavior or other program outcomes. Regardless of the statistical technique you use, always keep in mind that statistical significance does not always equate with *practical meaningful significance*. Use caution and common sense when interpreting results.

Many statistical techniques used by researchers to assess program effects (e.g., analysis of variance or covariance, structural equation, or hierarchical linear modeling) require a considerable amount of knowledge in statistics and measurement. You should have a good understanding of statistics and choose techniques that are appropriate for the evaluation design, research questions, and available data sources.

Disseminate your findings. This is one of the most important steps in the evaluation process. You must always keep program officials abreast of the evaluation findings, because such information is vitally important for improving intervention programs or services. Also communicate your findings to research and prevention specialists working in the field. Keep in mind that the traditional avenues for disseminating information, such as journal articles, are known and accessible to researchers but not always to prevention specialists working in community-based organizations or schools.

When preparing reports, be sure to present the results in a manner that is understandable to the

target audience. School, community and policy officials are not likely to understand complex statistical presentations. Reports should be brief and written with clarity and objectivity. They should summarize the program, evaluation methods, key findings, limitations, conclusions and recommendations.

Anticipate obstacles. Evaluation studies rarely proceed as planned. Be prepared to encounter a number of obstacles—some related to resources and project staffing and others related to the field investigation itself (e.g., tension between scientific and programmatic interests, enrollment of control groups, subject mobility, analytic complexities, and unforeseeable and disruptive external events).⁸ Multiple collaborating organizations with competing interests may result in struggles over resources, goals, and strategies that are likely to complicate evaluation efforts. Tension also may exist between scientists, who must rigorously document intervention activities, and program staff, who must be flexible in providing services or implementing intervention activities. During the planning phases of the evaluation, scientific and program staffers must have clear communication and consensus about the evaluation goals and objectives, and throughout the evaluation, they must have mechanisms to maintain this open communication.

Future Considerations

The field of violence prevention needs reliable, valid measurement tools in the quest to determine the effectiveness of interventions. In past years, researchers in violence prevention have looked to the literature for established measures and have modified them accordingly to assess violence-related attitudes and behaviors. These adaptations have sometimes yielded satisfactory results, but in other cases, the measures have not yet proven to be very reliable. Researchers have also tried to develop new measures to gauge skill and behavior changes

resulting from violence prevention interventions. Many of these measures also require further refinement and validation.

To ensure that the instruments we use are culturally appropriate, we must involve a wide range of target groups. Violence cuts across all racial and ethnic groups and is especially prevalent among African-American and Hispanic youths. Some of the more standardized instruments that have been adapted for use in violence prevention efforts, however, were not developed specifically for use with minority populations. Thus, the items contained in some of the more standardized instruments may not be culturally or linguistically appropriate for minority populations.

One final problem we must continue to address is the lack of time-framed measures that can be used for evaluation research. To assess the effectiveness of an intervention, we must be able to assess how a particular construct (e.g., attitudes toward violence or aggressive behavior) changes from one point in

time to another point in time following an intervention. Instruments that instruct respondents to indicate “usual behavior,” or to “describe or characterize the behavior of a child or teenager,” are not likely to precisely measure behavior change. Instruments that instruct respondents to consider behavior “now or in the last six months” are also not precise enough to measure behavior change.

Much progress has been made over the last decade in terms of understanding the factors that place young people at risk for violence and identifying promising and effective approaches to reduce youth violence. Still, more work remains to be done. New tools must be developed and existing tools need to be improved. More importantly, researchers and prevention specialists dedicated to the prevention of youth violence must have access to the many measurement tools that have been developed. We hope that increased use of and experience with these measures will help to validate them and will expand our knowledge about effective strategies to prevent youth violence.

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Section I

Attitude and Belief Assessments



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

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

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

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

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

SCALES AND ASSESSMENTS

A1. Normative Beliefs about Aggression

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

Retaliation Belief Questions

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

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

Suppose a boy says something bad to a girl.

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

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

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

Suppose a girl says something bad to a boy.

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

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

Suppose a boy hits another boy, John?

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

Suppose a boy hits a girl.

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

Suppose a girl hits another girl, Mary.

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

Suppose a girl hits a boy.

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

General Belief Questions

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

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

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

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

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

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

19. It is generally wrong to get into physical fights with others.
 It's really wrong It's sort of wrong It's sort of OK It's perfectly OK
20. In general, it is OK to take your anger out on others by using physical force.
 It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

Scoring and Analysis

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

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

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

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

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

A2. Beliefs Supporting Aggression

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

1. It makes you feel big and tough when you push someone around.
 Strongly agree Agree Disagree Strongly disagree
2. If you back down from a fight, everyone will think you are a coward.
 Strongly agree Agree Disagree Strongly disagree
3. Sometimes you have only two choices—get punched or punch the other kid first.
 Strongly agree Agree Disagree Strongly disagree
4. It's OK to hit someone if you just go crazy with anger.
 Strongly agree Agree Disagree Strongly disagree
5. A guy who doesn't fight back when other kids push him around will lose respect.
 Strongly agree Agree Disagree Strongly disagree
6. A guy shows he really loves his girlfriend if he gets in fights with other guys about her.
 Strongly agree Agree Disagree Strongly disagree

Scoring and Analysis

Point values are assigned as follows:

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

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

A3. Beliefs about Hitting

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

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

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

Scoring and Analysis

Point values are assigned as follows:

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

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

A4. Attitude Toward Violence

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

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

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

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

Scoring and Analysis

Point values are assigned as follows:

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

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

A5. Beliefs about Aggression and Alternatives

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

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

Scoring and Analysis

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

Beliefs about Aggression: A high score indicates more favorable beliefs supporting the use of aggression.

Use of Nonviolent Strategies: A high score indicates higher levels of support for using nonviolent strategies.

A6. Attitude Toward Conflict

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

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

Scoring and Analysis

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

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

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

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

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

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

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

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

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

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

5. Leroy met Manuel when they both joined the neighborhood basketball team. Leroy liked how well Manuel played basketball and wanted to be his friend. What would you suggest Leroy do to become friends with Manuel?
 - a. lend him his favorite video game
 - b. do what he does
 - c. invite him to join the group of friends he hangs with
 - d. talk about the team
 - e. ask him over to his house

6. Sarah had not been getting along with her mother lately because she had been on her back about schoolwork and housework. Recently Sarah slept over at her best friend's house and liked the way her friend got along with her mother. Sarah decided that she wants to get along better with her own mother. What would you suggest she do?
 - a. ask her mother for advice
 - b. have meals at the same time
 - c. tell her mother she will be a better daughter
 - d. tell her mother that she gets on her back too much
 - e. talk to her mom about times when they can talk about their feelings

7. Raynaldo has saved some money to buy a walkman, but his mother needs money to pay some bills. Raynaldo's mother asks him if he will lend her the money. What would you suggest Raynaldo do?
 - a. just give her the money
 - b. lend her the money, expecting to be paid back
 - c. ask her to buy you an extra gift for your birthday in exchange for lending her the money
 - d. ignore her
 - e. join with the rest of the family to organize a way to raise money
 - f. lend his mother the money since he needs the bills to be paid too

8. Claudia could not finish her homework because she had to help her mother who was sick. The next day in school, the teacher tells Claudia that she has to stay after school to finish her homework. If Claudia does that, she will miss the big basketball game that is after school, and she is the star player on the team. What would you suggest Claudia do?
 - a. walk out of class and go to the basketball game because Claudia is right
 - b. offer to stay after school on another day to make up the work
 - c. explain to the teacher what happened, why basketball is so important, and work out another date for the homework
 - d. run out of class and hide
 - e. just do what the teacher says
 - f. try to convince the teacher to let her go by explaining what happened

9. When I get in physical fights with other people, it is because:
- they talk about me behind my back
 - I always defend my family and friends
 - I like beating up on people
 - I keep my self-respect by not backing down
 - I realize that we live in a world where you have to fight to survive
 - I don't let anyone mess with me
10. When I don't get in physical fights with other people, it is because:
- people just gang up on you if you fight all the time
 - not fighting is the best way for me to deal with problems
 - I don't want to get in trouble
 - it's not really me—it would be the last thing I do
 - nobody likes a bully
 - I don't want to get my face messed up

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

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

- X. I would fight them because:
- you have to defend yourself and your family
 - if you let them get away with it once it will just happen again
 - even though I know that fighting is not always the best thing to do, sometimes there's no other way to deal with disrespect
 - nobody messes with me
- Y. I would not fight them because:
- I could get beat up
 - the school rule is no fighting
 - I only fight when physically attacked
 - fighting's not going to make me feel better or solve anything even if I beat up the other kid

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

Scoring and Analysis

This information is not available.

A8. Attitude Toward Interpersonal Peer Violence

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

1. If I walked away from a fight, I'd be a coward ("chicken").
 Disagree a lot Disagree a little Agree a little Agree a lot
2. The best way to stop a fight before it starts is to stop the argument (problem) that caused it.
 Disagree a lot Disagree a little Agree a little Agree a lot
3. Anyone who won't fight is going to be "picked on" even more.
 Disagree a lot Disagree a little Agree a little Agree a lot
4. I don't need to fight because there are other ways to deal with being mad.
 Disagree a lot Disagree a little Agree a little Agree a lot
5. It's OK to hit someone who hits you first.
 Disagree a lot Disagree a little Agree a little Agree a lot
6. If my friends want to go someplace where a fight might happen, I find it easy to say I don't want to go with them.
 Disagree a lot Disagree a little Agree a little Agree a lot
7. When actions of others make me angry, I can usually deal with it without getting into a physical fight.
 Disagree a lot Disagree a little Agree a little Agree a lot
8. If a kid teases me or "disses" me, I usually cannot get them to stop unless I hit them.
 Disagree a lot Disagree a little Agree a little Agree a lot
9. If a kid at school hits me, it is harder to report them to a teacher or other adult than it is to just hit them back.
 Disagree a lot Disagree a little Agree a little Agree a lot
10. If I really want to, I can usually talk someone out of trying to fight with me.
 Disagree a lot Disagree a little Agree a little Agree a lot
11. My family would be mad at me if I got in a fight with another student, no matter what the reason.
 Disagree a lot Disagree a little Agree a little Agree a lot

12. If a student hits me first, my family would want me to hit them back.
 Disagree a lot Disagree a little Agree a little Agree a lot
13. I usually can tell when things are bothering me or getting on my nerves.
 Disagree a lot Disagree a little Agree a little Agree a lot
14. If things are bothering me or getting on my nerves, I do things to relax.
 Disagree a lot Disagree a little Agree a little Agree a lot

Scoring and Analysis

Point values are assigned as follows:

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

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

A9. Beliefs about Conflict—NYC Youth Violence Survey

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

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

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

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

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

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

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

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

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

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

Scoring and Analysis

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

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

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

A10. Attitude Toward Delinquency—Pittsburgh Youth Study

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

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

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

Scoring and Analysis

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

A11. Delinquent Beliefs—Rochester Youth Development Study

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

How wrong do you think it is to ...

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

Scoring and Analysis

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

A12. Norms for Aggression and Alternatives

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

1. How would you feel if a kid in your school ignored a rumor that was being spread about him or her? Like it Not like it Not care
2. How would the kids in your school feel if a kid ignored a rumor that was being spread about him or her? Like it Not like it Not care
3. How would you feel if a kid in your school hit someone who said something mean? Like it Not like it Not care
4. How would the kids in your school feel if a kid hit someone who said something mean? Like it Not like it Not care
5. How would you feel if a kid in your school told another student who was starting to get into a fight that there's a choice between fighting and other ways of solving problems? Like it Not like it Not care
6. How would the kids in your school feel if a kid told another student who was starting to get into a fight that there's a choice between fighting and other ways of solving problems? Like it Not like it Not care
7. How would you feel if a kid in your school yelled at someone who said something mean? Like it Not like it Not care
8. How would the kids in your school feel if a kid yelled at someone who said something mean? Like it Not like it Not care
9. How would you feel if a kid in your school asked a teacher or another adult for help when challenged to a fight after school? Like it Not like it Not care
10. How would the kids in your school feel if a kid asked a teacher or another adult for help when challenged to a fight after school? Like it Not like it Not care

11. How would you feel if a kid in your school apologized to someone that he or she accidentally bumped into in the hall? Like it Not like it Not care
12. How would the kids in your school feel if a kid apologized to someone that he or she accidentally bumped into in the hall? Like it Not like it Not care
13. How would you feel if a kid in your school threatened someone who said something mean? Like it Not like it Not care
14. How would the kids in your school feel if a kid threatened someone who said something mean? Like it Not like it Not care
15. How would you feel if a kid in your school told another student to “stop and calm down” when the other student started to get into a fight? Like it Not like it Not care
16. How would the kids in your school feel if a kid told another student to “stop and calm down” when the other student started to get into a fight? Like it Not like it Not care
17. How would you feel if a kid in your school hit someone who hit first? Like it Not like it Not care
18. How would the kids in your school feel if a kid hit someone who hit first? Like it Not like it Not care
19. How would you feel if a kid in your school hit someone for no reason? Like it Not like it Not care
20. How would the kids in your school feel if a kid hit someone for no reason? Like it Not like it Not care
21. How would you feel if a kid in your school threatened someone because that person yelled first? Like it Not like it Not care
22. How would the kids in your school feel if a kid threatened someone because that person yelled first? Like it Not like it Not care
23. How would you feel if a kid in your school avoided a fight walking down a different hall to class? Like it Not like it Not care

24. How would the kids in your school feel if a kid avoided a fight by walking down a different hall to class? Like it Not like it Not care
25. How would you feel if a kid in your school listened to a friend's side of the story, even though the two were in an argument? Like it Not like it Not care
26. How would the kids in your school feel if a kid listened to a friend's side of the story, even though the two were in an argument? Like it Not like it Not care
27. How would you feel if a kid in your school yelled at someone for no reason? Like it Not like it Not care
28. How would the kids in your school feel if a kid yelled at someone for no reason? Like it Not like it Not care
29. How would you feel if a kid in your school yelled at someone who yelled first? Like it Not like it Not care
30. How would the kids in your school feel if a kid yelled at someone who yelled first? Like it Not like it Not care
31. How would you feel if a kid in your school threatened someone for no reason? Like it Not like it Not care
32. How would the kids in your school feel if a kid threatened someone for no reason? Like it Not like it Not care
33. How would you feel if a kid in your school threatened someone who hit first? Like it Not like it Not care
34. How would the kids in your school feel if a kid threatened someone who hit first? Like it Not like it Not care
35. How would you feel if a kid in your school took a deep breath when he or she started to lose his temper? Like it Not like it Not care
36. How would the kids in your school feel if a kid took a deep breath when he or she started to lose his temper? Like it Not like it Not care

Scoring and Analysis

Point values are assigned as follows:

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

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

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

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

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

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

B1. Acceptance of Couple Violence

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

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

Scoring and Analysis

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

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

C1. Attitudes Toward School—Denver Youth Survey

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

1. Homework is a waste of time.
 Strongly agree Agree Disagree Strongly disagree
2. I try hard in school.
 Strongly agree Agree Disagree Strongly disagree
3. Education is so important that it's worth it to put up with things about school that I don't like.
 Strongly agree Agree Disagree Strongly disagree
4. In general, I like school.
 Strongly agree Agree Disagree Strongly disagree
5. I don't care what teachers think of me.
 Strongly agree Agree Disagree Strongly disagree

Scoring and Analysis

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

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

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

C2. Commitment to School—Seattle Social Development Project

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

- How often do you feel that the school work you are assigned is meaningful and important?
 Never Seldom Sometimes Often Almost always
- How interesting are most of your courses to you?
 Very interesting and stimulating Quite interesting Fairly interesting Slightly dull Very dull
- How important do you think the things you are learning in school are going to be for your later life?
 Very important Quite important Fairly important Slightly important Not at all important

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

- Enjoy being in school?
 Never Seldom Sometimes Often Almost always
- Hate being in school?
 Never Seldom Sometimes Often Almost always
- Try to do your best work in school?
 Never Seldom Sometimes Often Almost always

Scoring and Analysis

Point values are assigned as follows:

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

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

C3. Commitment to School—Rochester Youth Development Study

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

How much do you agree or disagree with these statements?

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

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

- Definitely go out with friends
 Probably go out with friends
 Probably study
 Definitely study

Scoring and Analysis

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

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

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

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

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

Opportunities

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

Rewards

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

Scoring and Analysis

Items are scored as follows:

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

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

C5. Classroom Climate Scale

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

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

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

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

Scoring and Analysis

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

Student-Student Relationships: A higher score indicates a more positive relationship among students.

Student-Teacher Relationships: A higher score indicates a more positive relationship between students and teachers.

Awareness/Reporting: A higher score indicates a stronger awareness of the need for reporting violent incidents.

D1. Attitudes Toward Employment—Work Opinion Questionnaire

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

1. I am not quite ready to handle a part-time job.
 Strongly agree Agree Disagree Strongly disagree
2. I have enough skills to do a job well.
 Strongly agree Agree Disagree Strongly disagree
3. I know I can succeed at work.
 Strongly agree Agree Disagree Strongly disagree
4. I would take almost any kind of job to get money.
 Strongly agree Agree Disagree Strongly disagree
5. I admire people who get by without working.
 Strongly agree Agree Disagree Strongly disagree
6. The only good job is one that pays a lot of money.
 Strongly agree Agree Disagree Strongly disagree
7. Working hard at a job will pay off in the end.
 Strongly agree Agree Disagree Strongly disagree
8. Most jobs are dull and boring.
 Strongly agree Agree Disagree Strongly disagree

Scoring and Analysis

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

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

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

E1. Attitudes Toward Gangs

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

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

Scoring and Analysis

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

F1. Gender Stereotyping

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

1. Most women like to be pushed around by men.
 Strongly agree Agree Disagree Strongly disagree
2. Most women like to show off their bodies.
 Strongly agree Agree Disagree Strongly disagree
3. Most men want to go out with women just for sex.
 Strongly agree Agree Disagree Strongly disagree
4. Most women like romantic affairs with men.
 Strongly agree Agree Disagree Strongly disagree
5. Most women depend on men to get them out of trouble.
 Strongly agree Agree Disagree Strongly disagree
6. It is sometimes OK for a man to hit his wife.
 Strongly agree Agree Disagree Strongly disagree
7. Men and women should have equal responsibility for raising children.
 Strongly agree Agree Disagree Strongly disagree

Scoring and Analysis

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

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

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

F2. Attitudes Toward Women

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

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

Scoring and Analysis

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

G1. Attitudes Toward Guns and Violence

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

1. You've got to fight to show people you're not a wimp. Agree Not sure Disagree
2. If someone disrespects me, I have to fight them to get my pride back. Agree Not sure Disagree
3. Carrying a gun makes people feel safe. Agree Not sure Disagree
4. Carrying a gun makes people feel powerful and strong. Agree Not sure Disagree
5. If people are nice to me I'll be nice to them, but if someone stops me from getting what I want, they'll pay for it bad. Agree Not sure Disagree
6. I'd like to have a gun so that people would look up to me. Agree Not sure Disagree
7. It would be exciting to hold a loaded gun in my hand. Agree Not sure Disagree
8. I wish there weren't any guns in my neighborhood. Agree Not sure Disagree
9. I bet it would feel real cool to walk down the street with a gun in my pocket. Agree Not sure Disagree
10. I'd feel awful inside if someone laughed at me and I didn't fight them. Agree Not sure Disagree
11. It would make me feel really powerful to hold a loaded gun in my hand. Agree Not sure Disagree
12. Most people feel nervous around someone with a gun and they want to get away from that person. Agree Not sure Disagree
13. The people I respect would never go around with a gun because they're against hurting people. Agree Not sure Disagree
14. I think it would be fun to play around with a real gun. Agree Not sure Disagree

15. If someone insults me or my family, it really bothers me, but if I beat them up, that makes me feel better. Agree Not sure Disagree
16. If somebody insults you, and you don't want to be a chump, you have to fight. Agree Not sure Disagree
17. I don't like people who have guns because they might kill someone. Agree Not sure Disagree
18. A kid who doesn't get even with someone who makes fun of him is a sucker. Agree Not sure Disagree
19. Belonging to a gang makes kids feel safe because they've got people to back them up. Agree Not sure Disagree
20. If I acted the way teachers think I should out on the street, people would think I was weak and I'd get pushed around. Agree Not sure Disagree
21. I wish everyone would get rid of all their guns. Agree Not sure Disagree
22. I don't like being around people with guns because someone could end up getting hurt. Agree Not sure Disagree
23. Kids in gangs feel like they're part of something powerful. Agree Not sure Disagree

Scoring and Analysis

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

H1. TV Attitudes

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

1. How much of what kids see on television is fake?

<input type="checkbox"/> Almost all of it	<input type="checkbox"/> A lot of it	<input type="checkbox"/> Some of it	<input type="checkbox"/> Only a little of it	<input type="checkbox"/> None of it
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2. Are television shows with a lot of hitting and shooting harmful for kids?

<input type="checkbox"/> They are very harmful	<input type="checkbox"/> They are fairly harmful	<input type="checkbox"/> Maybe	<input type="checkbox"/> They are fairly harmless	<input type="checkbox"/> They are very harmless
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3. How many television programs show life just like it really is?

<input type="checkbox"/> All of them	<input type="checkbox"/> A lot of them	<input type="checkbox"/> Some of them	<input type="checkbox"/> Only a few of them	<input type="checkbox"/> None of them
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4. How likely is it that watching a lot of violent television shows would make a kid meaner?

<input type="checkbox"/> Very likely	<input type="checkbox"/> Likely	<input type="checkbox"/> Possible	<input type="checkbox"/> Unlikely	<input type="checkbox"/> Very unlikely
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5. How much of a kid's free time should be spent watching television?

<input type="checkbox"/> Almost all of it	<input type="checkbox"/> A lot of it	<input type="checkbox"/> Some of it	<input type="checkbox"/> Only a little of it	<input type="checkbox"/> None of it
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6. How harmful is it for a kid to watch television all of the time?

<input type="checkbox"/> Very harmful	<input type="checkbox"/> Harmful	<input type="checkbox"/> Somewhat harmful	<input type="checkbox"/> Only a little harmful	<input type="checkbox"/> Not at all harmful
--	----------------------------------	--	---	--

Scoring and Analysis

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

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

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

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Section II

Psychosocial and Cognitive Assessments



The assessments in this section measure the following psychosocial and cognitive factors related to youth violence:

- A. Aggressive Fantasies
- B. Attachment to Role Models
- C. Attributional Bias
- D. Depression
- E. Emotional or Psychological Distress
- F. Ethnic Identity
- G. Fatalism
- H. Future Aspirations
- I. Hopelessness
- J. Hostility
- K. Moral Reasoning
- L. Perceived Likelihood of Involvement in Violence and Other Problem Behaviors
- M. Perceptions of Self
- N. Personal Safety
- O. Responsibility and Citizenship
- P. Self-Efficacy, Impulse Control, Desire of Control, and Coping
- Q. Self-Esteem
- R. Sense of Caring and Support
- S. Social Consciousness

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
A. Aggressive Fantasies	A1. Fantasy Measure; 17 items	Measures the types and frequency of the fantasy behavior in which children engage. Can be used to construct 3 scales: aggressive fantasy, active-heroic fantasy, and prosocial fantasy.	Urban elementary school children, grades 2-6.	Internal consistency: .64. One-year stability: .41.	Rosenfeld, Huesmann, Eron & Torney-Purta, 1982 <i>Adapted by Huesmann & Eron, 1986</i>
	A2. Aggressive Fantasies; 7 items	Measures levels of internal aggressive fantasy, validated against peer nominations of aggression.	Middle school students, grades 6-8.	Internal consistency: .69 (Nadel, Spellmann, Alvarez-Canino, Lausell-Bryant & Landsberg, 1996).	Huesmann & Eron, 1986 <i>Adapted by Nadel, Spellmann, Alvarez-Canino, Lausell-Bryant & Landsberg, 1996</i>
B. Attachment to Role Models	B1. Rutgers Teenage Risk and Prevention Questionnaire; 5 items	Measures the extent to which there are adults in the home or community whom the youth admires and goes to for guidance.	African-American males aged 12-16.	Not available.	Nakkula et al., 1990 <i>Additional items developed by Institute of Behavioral Science, 1990</i>
	B2. Attachment to Teacher—Rochester Youth Development Study; 5 items	Measures youths' agreement about how much they like and respect their teachers.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .63.	Smith, Lizotte, Thornberry & Krohn, 1995
C. Attributional Bias	C1. Peer Relations Assessment; 8 items per vignette	Measures attributional bias and preference for reactive aggression. Is administered in small groups (2-3) or individually for younger children and those with reading difficulties.	Students in grades 3-6.	Six-week test-retest correlations: .68 for bias subscale; .74 for anger subscale; .71 for preferred behavior subscale.	Hudley & Graham, 1993
	C2. Home Interview (Vignettes); 4 items per vignette	Measures children's attributions of hostile or benign intent to the provocateur in hypothetical vignettes.	Urban elementary school children, grades 1-6.	Internal consistency: .70 (Aber, Brown, Jones & Samples, 1995).	Dodge, 1980 <i>Adapted by Fitzgerald & Asher, 1987; and by Aber, Brown, Jones & Samples, 1995</i>
D. Depression	D1. DSM Screener for Depression; 26 items	Measures depression, incorporating diagnostic criteria for DSM disorders for children and adolescents. Can be analyzed as either depression "caseness," using DSM III-R criteria, or as a scale.	Middle school students, grades 6-8. Pretested in a primary care clinic.	Internal consistency: above .90 for most subgroups (Roberts, Roberts & Chen, 1995).	Roberts, 1993
	D2. Modified Depression Scale; 6 items	Measures the frequency of depressive symptoms in the past month.	Students aged 10-18.	Internal consistency: .74.	Orpinas, 1993
	D3. Depression—Rochester Youth Development Study; 14 items	Measures frequency of depressive symptoms.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .79.	<i>Adapted from Radloff, 1977</i>

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
E. Emotional or Psychological Distress	E1. Distress—Weinberger Adjustment Inventory; 12 items	Measures global psychological distress including anxiety, depression, low self-esteem, and low well-being.	Sixth grade students in an urban setting.	Internal consistency: .77, .68 and .73 (Feldman & Weinberger, 1994).	Weinberger & Schwartz, 1990 <i>Copyright 1991</i>
	E2. Seattle Personality Questionnaire; 45 items	Measures self-reported psychological symptomatology. Consists of four subscales: anxiety, conduct problems, somatization and depression.	Urban elementary school children, grades 1-6.	Internal consistency: Anxiety .57; Conduct problems .63; Depression .67; not available for somatization subscale (Aber, Brown, Jones & Samples, 1995).	Greenberg & Kusche, 1990; Greenberg, 1994 <i>Adapted by Aber, Brown, Jones & Samples, 1995</i>
	E3. PTSD Interview (PTSD-I); 22 items	Composed of 17 items written to follow the DMS-III-R version of PTSD symptoms, a summary section and 3 introductory/filter questions.	Wide variety of populations spanning many age groups.	Internal consistency: .92. Test-retest reliability: .95.	Watson, Juba, Manifold, Kucala & Anderson, 1991
F. Ethnic Identity	F1. Multigroup Ethnic Identity; 20 items	Measures aspects of ethnic identification, ethnic practices and belonging.	High school and college students (Asian, Black, Hispanic); also pilot tested in middle schools.	Internal consistency: .81 to .90.	Phinney, 1992
	F2. Ethnic Identity; 15 items	Measures importance of African-American ethnic pride.	African-American males aged 12-16.	Internal consistency: .66 (Paschall & Flewelling, 1997).	Phinney, 1992 <i>Additional items developed by Flewelling, Paschall & Ringwalt, 1993</i>
	F3. Ethnic Identity—Teen Conflict Survey; 4 items	Measures ethnic pride and respect for differences.	Middle school students, grades 6-8.	Internal consistency: .73.	Bosworth & Espelage, 1995
G. Fatalism	G1. Fatalism; 5 items	Measures confidence in one's ability to influence the future.	African-American males aged 12-16.	Internal consistency: .09.	Cummings, 1977 <i>Additional items developed by Flewelling, Paschall & Ringwalt, 1993</i>
H. Future Aspirations	H1. Future Aspirations—Peer Leader Survey; 6 items	Measures future and career orientation and aspirations.	Middle school students, grades 6-8.	Internal consistency: .60.	Center for Urban Affairs and Policy Research, 1995 <i>Adapted by Houston Community Demonstration Project, 1993</i>
	H2. Positive Outlook—Individual Protective Factors Index; 6 items	Measures one's outlook for the future.	Low income students in grades 7-11.	Internal consistency: .56 (Gabriel, 1994).	Phillips & Springer, 1992

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
H. Future Aspirations (Continued)	H3. Achievement Motivation—Denver Youth Survey; 13 items	Measures motivation to achieve future outcomes associated with job, family and community.	African-American males aged 12-16.	Internal consistency: .78.	Institute of Behavioral Science, 1990
I. Hopelessness	I1. Children's Hopelessness; 17 items	Measures negative (hopeless) future expectations. Adapted from the Hopelessness Scale for adults (Beck et al., 1974).	Psychiatric inpatient children aged 8 to 13.	Internal consistency: .62. One-year stability: .48.	Kazdin, French, Unis, Esveldt-Dawson & Sherick, 1983
	I2. Children's Hopelessness (Modified Version); 6 items	Measures negative (hopeless) future expectations. Is a subset of the 17-item hopelessness scale, with one additional item.	African-American males aged 12-16.	Internal consistency: .55 (Paschall & Flewelling, 1997).	Kazdin, Rodgers & Colbus, 1986
J. Hostility	J1. Hostility—SCL-90; 6 items	Measures symptoms of underlying hostility, reflecting qualities such as aggression, irritability, rage and resentment.	African-American males aged 12-16.	Internal consistency: .73 (Paschall & Flewelling, 1997).	Derogatis, Rickels & Rock, 1976
K. Moral Reasoning	K1. Sociomoral Reflection Measure, Short Form (SRM-SF); 11 items	Measures moral reasoning and moral judgement. Conducted during a one-on-one interview.	Students in grades 4 and 6, and in high school.	Internal consistency: .93 (Basinger, Gibbs & Fuller, 1995).	Gibbs, Basinger, & Fuller, 1992 <i>Copyright 1992</i>
L. Perceived Likelihood of Involvement in Violence and Other Problem Behaviors	L1. Likelihood of Violence and Delinquency; 9 items	Measures perceived likelihood of engaging in violence and other high risk behaviors.	African-American males aged 12-16.	Internal consistency: .89.	Flewelling, Paschall & Ringwalt, 1993
	L2. Perception of Problem Behavior—Pittsburgh Youth Study; 18 items	Measures willingness to engage in problem behavior.	Male students initially in grades 1, 4 and 7 in 1987 or 1988, and followed into adulthood.	Internal consistency: .84.	Loeber, Farrington, Stouthamer-Loeber & Van Kammen, 1998
	L3. Violent Intentions—Teen Conflict Survey; 8 items	Measures intentions to use nonviolent strategies to control anger and conflict.	Middle school students, grades 6-8.	Internal consistency: .84.	Bosworth & Espelage, 1995
	L4. Peer Reactions to Delinquency—Rochester Youth Development Study; 6 items	Measures peer reactions to delinquent acts.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .82.	Thornberry, Lizotte, Krohn, Farnworth & Jang, 1994
M. Perceptions of Self	M1. Twenty Statements	Measures concept of self. Youths list descriptive words; responses coded by complexity and consensual or subconsensual statements.	Students in grades 1-8.	Coefficient of reproducibility: .90. Test-retest reliability: .85.	Kuhn & McPartland, 1954

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
N. Personal Safety	N1. Personal Safety—Joyce Foundation Youth Survey; 5 items	Measures how safe a youth feels in his or her neighborhood and school, and going to and from school.	Middle school students, grades 6-8.	Internal consistency: .63.	LH Research, Inc., 1993
	N2. Sense of Safety; 11 items	Measures feelings of safety at home, in or on the way to school, and in the neighborhood.	Students in grades 1-8.	Internal consistency: .89.	Henry, 2000 <i>Adapted from Schwab-Stone, et al., 1995</i>
O. Responsibility and Citizenship	O1. Social Responsibility; 6 items	Measures civic responsibility and awareness.	African-American males aged 12-16.	Internal consistency: .52.	Nedwek, 1987 <i>Additional items developed by Flewelling, Paschall & Ringwalt, 1993</i>
P. Self-Efficacy, Impulse Control, Desire of Control, and Coping	P1. Self-Efficacy; 7 items	Measure one's confidence in attaining educational and career goals and avoiding fights.	African-American males aged 12-16.	Internal consistency: .70.	Prothrow-Stith, 1987 <i>Additional items developed by DeJong, Spiro, Brewer-Wilson, et al., 1992</i>
	P2. Control—Individual Protective Factors Index; 13 items	Measures sense of control. Has two subscales: self-efficacy (7 items) and self-control (6 items).	Low income students in grades 7-11.	Internal consistency: .56 and .65 (Gabriel, 1994).	Phillips & Springer, 1992
	P3. Restraint—Weinberger Adjustment Inventory; 30 items	Measures self-restraint; items pertain to suppression of aggression, impulse control, responsibility, consideration of others. Can be administered in classrooms.	Sixth grade students in an urban setting.	Internal consistency: Full scale .85 to .88; Suppression of aggression .79 to .82; Impulse control .66 to .69; Responsibility .76 to .77; Consideration of others: .68 to .68 (Feldman & Weinberger, 1994).	Weinberger & Schwartz, 1990 <i>Copyright 1991</i>
	P4. Children's Desire for Control; 16 items	Measures the desire for control and endorsement of aggressive strategies for gaining control.	2nd through 5th graders in urban schools serving low-income African-American and Hispanic children.	Internal consistency: .69. One-year stability: .49.	Guerra, Crawshaw & Huesmann, 1993
	P5. Self-Efficacy—Teen Conflict Survey; 5 items	Measures an individual's confidence in his or her ability to control anger and resolve conflicts nonviolently.	Middle school students, grades 6-8.	Internal consistency: .85.	Bosworth & Espelage, 1995
	P6. Minimization; 10 items	Measures minimization as a coping strategy.	Older adolescents.	Internal consistency: .67.	Plutchik & Van Praag, 1989
	Q. Self-Esteem	Q1. Low Self-Esteem—Weinberger Adjustment Inventory; 7 items	Measures an individual's perception of his or her value. Has items from Weinberger's Distress Scale.	Sixth grade students in an urban setting.	Internal consistency: .55 to .72 (Feldman & Weinberger, 1994).

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
Q. Self-Esteem (Continued)	Q2. Hare Area-Specific Self-Esteem Scale; 10 items	Measures adolescents' feelings about their worth and importance among peers, as students, and as family members.	African-American males aged 12-16.	Internal consistency: .71 (Paschall & Flewelling, 1997).	Shoemaker, 1980
	Q3. How I Think Questionnaire; 54 items	Measures an adolescent's cognitive distortions with respect to the social world.	A variety of age groups and children from different ethnic/racial backgrounds.	Internal consistency: .96 (Barriga & Gibbs, 1996).	Gibbs, Barriga & Potter, 1992 <i>Copyright 1992</i>
	Q4. Modified Rosenberg's Self-Esteem Inventory (a); 10 items	Measures an individual's perception of self-worth, ability, self-satisfaction and self-respect.	Students in grades 8-9.	Reported reliability values vary.	Rosenberg, 1965
	Q5. Modified Rosenberg Self-Esteem Inventory (b); 4 items	Measures an individual's perception of self.	Middle school students, grades 6-8.	Internal consistency: .50.	Rosenberg, 1965
	Q6. Self-Concept—Individual Protective Factors Index; 12 items	Has two subscales: self-concept (6 items) and self-confidence (6 items).	Students in grades 7-11.	Internal consistency: .58 and .59 (Gabriel, 1994).	Phillips & Springer, 1992
	Q7. Self-Esteem—Rochester Youth Development Study; 9 items	Measures youth's agreement with statements about his or her self-concept.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .78.	Adapted from Rosenberg, 1965
R. Sense of Caring and Support	R1. Presence of Caring—Individual Protective Factors Index; 9 items	Measures an individual's sense of support from an adult.	Students in grades 7-11.	Internal consistency: .65. Correlation with a number of helping behaviors: .35 (Gabriel, 1994).	Phillips & Springer, 1992
	R2. Vaux Social Support Record; 9 items	Measures satisfaction with perceived emotional advice and guidance, and practical social support.	Elementary school students, grades 1-6.	Internal consistency: .86.	Vaux, 1988
	R3. Sense of School Membership; 5 items	Measures a student's sense of belonging to his or her middle school.	Middle school students, grades 6-8.	Internal consistency: .77 to .88.	Goodenow, 1993
	R4. Empathy—Teen Conflict Survey; 5 items	Measures ability to listen, care, and trust others.	Middle school students, grades 6-8.	Internal consistency: .62.	Bosworth & Espelage, 1995
S. Social Consciousness	S1. Social Consciousness; 5 items	Measures perceptions of how one's behavior affects others.	African-American males aged 12-16.	Internal consistency: .12.	Flewelling, Paschall & Ringwalt, 1993

SCALES AND ASSESSMENTS

A1. Fantasy Measure

This scale measures the types and frequency of the fantasy behavior in which children engage. Respondents are asked how often they have pretend thoughts or daydreams that just “pop into their heads.”

1. Do you sometimes daydream about helping other kids in trouble?
 No A little A lot
2. Do you sometimes daydream that you enter a burning building to save somebody in a fire?
 No A little A lot
3. When you get mad, sometimes, do you think about the things you would like to do to the person you're made at—like hitting, or breaking his toys, or telling on him?
 No A little A lot
4. Do you sometimes pretend that you are a brave hero who saves somebody or who captures a bad guy?
 No A little A lot
5. Do you play games where you pretend to fight with somebody?
 No A little A lot
6. Do you play scary pretend games like ghost or monsters or something like that?
 No A little A lot
7. Do you sometimes dream about accidents or fires or crashes?
 No A little A lot
8. Do you sometimes have daydreams or night dreams about running away from somebody who is trying to catch you and punish you—even when you weren't really bad?
 No A little A lot
9. Do you ever think about doing nice things for other people?
 No A little A lot
10. When you are daydreaming, do you think about being the winner in a game that you like to play?
 No A little A lot
11. Do you ever daydream about helping your mother get something she wants?
 No A little A lot

12. Do you sometimes think about something bad that you did, that nobody knows about but you?
 No A little A lot
13. Do you sometimes daydream about what would happen if you did real bad in school even when this didn't really happen?
 No A little A lot
14. Have you ever daydreamed about being an important person who helps poor people?
 No A little A lot
15. When you are daydreaming, do you think about being a great astronaut, or scientist, or singer, or somebody like that who is very famous?
 No A little A lot
16. Do you sometimes have daydreams about hitting or hurting somebody that you don't like?
 No A little A lot
17. Have you ever daydreamed about saving a kid who fell in the lake?
 No A little A lot

Scoring and Analysis

This scale is composed of three subscales. They are all scored using a 3-point scale:

No	=	1
A little	=	2
A lot	=	3

The first subscale, *Aggressive Fantasies*, is scored by summing responses to six items (3, 5, 8, 12, 13 and 16) and dividing by the total number of items. A maximum score of 3 indicates that the respondent has frequent fantasies about committing aggressive acts. A minimum score of 1 indicates that the respondent does not have fantasies about committing aggressive acts.

The second subscale, *Active-Heroic Fantasies*, is calculated by summing responses to six items (2, 4, 6, 7, 10 and 15) and dividing by the total number of items. A maximum score of 3 indicates that the respondent frequently has fantasies about active or heroic actions. A minimum score of 1 indicates that the respondent does not have fantasies about active or heroic actions.

The final subscale, *Prosocial Fantasies*, is calculated by summing responses to 5 items (1, 9, 11, 14 and 17) and dividing by the total number of items. A maximum score of 3 indicates that the respondent often has fantasies about prosocial behaviors. A minimum score of 1 indicates that the respondent does not have such fantasies.

A2. Aggressive Fantasies

This scale measures levels of aggressive fantasy, validated against peer nominations of aggression. It was originally constructed for elementary school children, but modified for adolescents.

	Never	A little	A lot
1. When you get mad, do you sometimes imagine hitting or hurting the other person?	0	1	2
2. Do you sometimes imagine or daydream about what would happen if you did something real bad in school, or got arrested for something, even when this did not really happen?	0	1	2
3. Do you sometimes imagine or have daydreams about hitting or hurting somebody that you don't like?	0	1	2
4. Do you sometimes have daydreams or nightmares about running away from someone who is trying to catch you and hurt you, or do something bad to you?	0	1	2
5. Do you sometimes imagine or daydream about using powerful weapons to destroy your enemies?	0	1	2
6. Do you sometimes daydream or imagine rape scenes, or forcing someone to have sex?	0	1	2
7. Do you ever daydream about people getting killed?	0	1	2

(All items were either added or modified by Nadel, Spellmann, Alvarez-Canino, Lausell-Bryant & Landsberg, 1996)

Scoring and Analysis

Point values for all items are added, with totals ranging from 0 to 14. A high score indicates a high level of aggressive fantasies. A low score indicates a low level of aggressive fantasies.

B1. Rutgers Teenage Risk and Prevention Questionnaire

These items measure the extent to which there are adults in the home or community that the youth admires and goes to for guidance. Youths are asked to check the response that corresponds to their beliefs.

1a. Are there any adults who you admire and would want to be like?

- Yes No

1b. If yes, please check any of the following categories that include adults you admire.

- Mother or stepmother
- Father or stepfather
- Older sister
- Older brother
- Other female relative
- Other male relative
- Other female adult in community
- Other male adult in community
- Sports or entertainment star
- Other _____

2a. If you needed some information or advice about something, is there someone you could talk with?

- Yes No

2b. If yes, please check any of the categories that include persons you could go to for advice.

- Mother or stepmother
- Father or stepfather
- Older sister
- Older brother
- Other female relative
- Other male relative
- Other female adult in community
- Other male adult in community
- Sports or entertainment star
- Other _____

- 3a. If you were having trouble at home, is there someone you could talk to?
- Yes No
- 3b. If yes, please check any of the categories that include persons you could talk to.
- Mother or stepmother
 Father or stepfather
 Older sister
 Older brother
 Other female relative
 Other male relative
 Other female adult in community
 Other male adult in community
 Sports or entertainment star
 Other _____
- 4a. If you got an award or did something well, is there someone you would tell?
- Yes No
- 4b. If yes, please check any of the categories that include persons you would tell.
- Mother or stepmother
 Father or stepfather
 Older sister
 Older brother
 Other female relative
 Other male relative
 Other female adult in community
 Other male adult in community
 Sports or entertainment star
 Other _____
5. Of all the teachers you have known, how many have you liked?
- a. None of them
b. A few
c. Half of them
d. Most of them
e. All of them

(Items 2-5 were added by the Institute of Behavioral Science, 1990.)

Scoring and Analysis

Items should be considered separately, since they do not constitute a scale.

B2. Attachment to Teacher—Rochester Youth Development Study

These items measure youths' agreement about how much they like and respect their teachers. Respondents are asked to indicate to what extent they agree or disagree with several statements.

	Strongly agree	Agree	Strongly disagree	Disagree
1. If you needed advice on something other than school work, you would go to one of your teachers.	4	3	2	1
2. You feel very close to at least one of your teachers.	4	3	2	1
3. You don't care what your teachers think of you.	4	3	2	1
4. You have lots of respect for your teachers.	4	3	2	1
5. Thinking of the teacher you like the most, would you like to be like him or her? <input type="checkbox"/> In some ways <input type="checkbox"/> In most ways <input type="checkbox"/> Not at all				

Scoring and Analysis

Point values for items 1-4 are assigned as indicate above. For item 5, point values are assigned as follows:

In some ways = 1

In most ways = 2

Not at all = 3

Point values are summed for each respondent and then divided by the number of items. Higher scores indicate a greater attachment to the teacher.

C1. Peer Relations Assessment

This assessment measures attributional bias and preference for reactive aggression. It is administered in small groups (2-3) or individually for younger children and those with reading difficulties. Students are asked to read along as several short stories are read aloud. They then must answer several questions about how they would think or feel if the stories had truly happened to them.

Six of the short stories are presented below, followed by a standard set of eight questions.

Recess Line

Your teacher has asked the class to line up quietly to go out for recess. As you are standing in the line waiting to go, the student behind you bumps you so hard that you almost fall down.

Now imagine that you really are standing in the line and another student bumps into you really hard from behind.

Playing Baseball on the Yard

You are on the playground at recess. Some of the other students have started to play baseball. You are standing by third base just watching the game. Suddenly the third base player runs into you, knocking you back so hard that you almost fall down. Just as you get your balance back the bell rings to end recess.

Now imagine that you really were watching the game and a player almost knocked you down.

Making Plans on the Weekend

Suppose you and another kid in your class make plans to meet on a Saturday afternoon to do something fun, like go to a movie or to the mall or a video arcade—anything that you think would be fun. The two of you agree to meet at the playground at noon. You're there right on time, but the other kid is not. You wait a long time. You look at your watch and see that it is two o'clock. You decide to leave. As you are walking off the yard, the other kid comes running around the corner and comes up to you. The kid says, "I'm sorry to be so late. When I was on my way here I passed the record store, and they're having a raffle today at three o'clock. The prize is two free tickets to that concert we really want to go hear. I stood in line for almost two hours to get us two free chances for the drawing. Let's go back over there and see if we win."

Now imagine that you really had waited to meet someone who was late for almost two hours.

Homework Paper

One morning you are coming to school. As you come into the gate and onto the schoolyard, you happen to look down and see that your shoelace is untied. You set your notebook down on the ground so that you can tie your shoelace. While your notebook is sitting on the ground, an important homework paper that you worked on for a long time flies out. Just then another student from your class walks by and stomps on your homework paper, leaving a muddy footprint right in the middle. The other student laughs really hard and says, "Too bad for your homework."

Now imagine that someone really stomped on your homework and laughed about it.

C2. Home Interview (Vignettes)

This scale measures children's attributions of hostile or benign intent to the provocateur in hypothetical vignettes. Children are shown some pictures (pages 81-86) that correspond to each vignette. The vignette is read to the child and then the child is asked to select only one answer to each question.

- I. Imagine that you are sitting at the lunch table at school, eating lunch. You look up and see another child coming over to your table with a carton of milk. You turn around to eat your lunch, and the next thing that happens is that the child spills milk all over your back. The milk gets your shirt all wet.
- A. Why did the child get milk all over your back?
1. The child slipped on something.
 2. The child just does stupid things like that to you.
 3. The child wanted to make fun of you.
 4. The child wasn't looking and didn't see you.
- B. Do you think the child:
1. Tried to pour milk on you?
 2. Poured milk on you by accident?
- C. What would you do next after the child poured milk on you?
1. Ignore it.
 2. Leave the lunchroom.
 3. Ask the teacher to get a towel or something.
 4. Pour milk on the child's back the next day.
- D. Do you think the child should be:
1. Punished a lot?
 2. Punished a little?
 3. Not punished?
- II. Imagine that you are standing on the playground, playing catch with a lot of other kids. You throw the ball to another child and the child catches it. You turn around, and the next thing you know the child has thrown the ball and hit you in the middle of your back. The ball hits you hard, and it hurts a lot.
- A. Why did the child hit you in the back?
1. The ball slipped and hit you.
 2. The child was being mean.
 3. The child was mad at you for something.
 4. You shouldn't have turned around.

- B. Do you think the child hit you:
1. On purpose?
 2. By accident?
- C. What would you do next after the child hit you?
1. Do nothing.
 2. Quit playing.
 3. Hit the child with the ball.
 4. Get some ice for the pain.
- D. Do you think the child should be:
1. Punished a lot?
 2. Punished a little?
 3. Not punished?

III. Imagine that you are walking to school and you're wearing your brand new sneakers. You really like your new sneakers and this is the first day you have worn them. All of a sudden, you are bumped from behind by another child. You stumble and fall into a mud puddle and your new sneakers get muddy.

- A. Why did the child bump you from behind?
1. The child was being mean.
 2. The child was fooling around and pushed too hard by accident.
 3. The child was running down the street and didn't see you.
 4. The child was trying to push you down.
- B. Do you think the child:
1. Bumped you on purpose?
 2. Bumped you by accident?
- C. What would you do next after the child bumped you?
1. Clean up your sneakers.
 2. Run away.
 3. Forget about it.
 4. Push the child in the mud.
- D. Do you think the child should be:
1. Punished a lot?
 2. Punished a little?
 3. Not punished?

- IV. Imagine that you have finished an art project for school. You've worked on it for a long time and you're really proud of it. Another child comes over to look at your project. The child is holding a jar of paint. You turn away for a minute and when you look back the child has spilled paint all over your art project. You worked on the project for a long time and now it's messed up.
- A. Why did the child spill paint on your project?
1. The child is mean.
 2. The child dropped the paint by accident.
 3. The child is kind of clumsy.
 4. The child wanted to mess up your project.
- B. Do you think the child spilled the paint:
1. On purpose?
 2. By accident?
- C. What would you do next after the child spilled paint on your project?
1. Try to fix the project.
 2. Act like nothing happened.
 3. Spill paint on the child.
 4. Avoid being near the child in the future.
- D. Do you think the child should be:
1. Punished a lot?
 2. Punished a little?
 3. Not punished?
- V. Imagine that you are on the playground. You and some other kids are having a race. Another child is standing on the side, bouncing a basketball. The next thing you know the child has bounced the ball and it rolled under your feet, making you fall. You skin your knee and someone else wins the race.
- A. Why did the child bounce the ball under your feet?
1. The child wanted to get back at you for something.
 2. The child didn't see you coming.
 3. It accidentally got away from the child.
 4. The child wanted you to lose the race.
- B. Do you think the child:
1. Made you fall on purpose?
 2. Made you fall by accident?

C. What would you do next after the child made you fall?

1. Go off by yourself and probably cry.
2. Try to forget it.
3. Get back at the child because you'd be really mad.
4. Take care of your knee.

D. Do you think the child should be:

1. Punished a lot?
2. Punished a little?
3. Not punished?

VI. Imagine that you brought your new toy to school today. You saved up your money to buy the toy and you want to show it to the other kids at school. You let another child play with it for a few minutes while you go get a drink of water. When you get back you see that the child has broken your brand new toy.

A. Why did the child break your toy?

1. The toy wasn't made well.
2. It was an accident.
3. The child was mad at you.
4. The child was jealous of you.

B. Do you think the child broke it:

1. On purpose?
2. By accident?

C. What would you do next after the child broke your toy?

1. Not play with the child again.
2. Try to figure out what's wrong with the toy.
3. Break something that belongs to that child.
4. Do nothing.

D. Do you think the child should be:

1. Punished a lot?
2. Punished a little?
3. Not punished?

(Fitzgerald & Asher, 1987, added the graphics presentation and modified the wording for sensitive and effective use with multiracial/multiethnic populations.)

Scoring and Analysis

For each vignette, only the “why” questions (I-A, II-A, III-A, etc.) are scored. The child’s response to the “why” questions are coded to either a hostile (1) or non-hostile (0) response, and then averaged. Hostile and non-hostile responses are coded as follows:

Vignette I:

A: 1,4 = non-hostile
2,3 = hostile

Vignette II:

A: 1,4 = non-hostile
2,3 = hostile

Vignette III:

A: 2,3 = non-hostile
1,4 = hostile

Vignette IV:

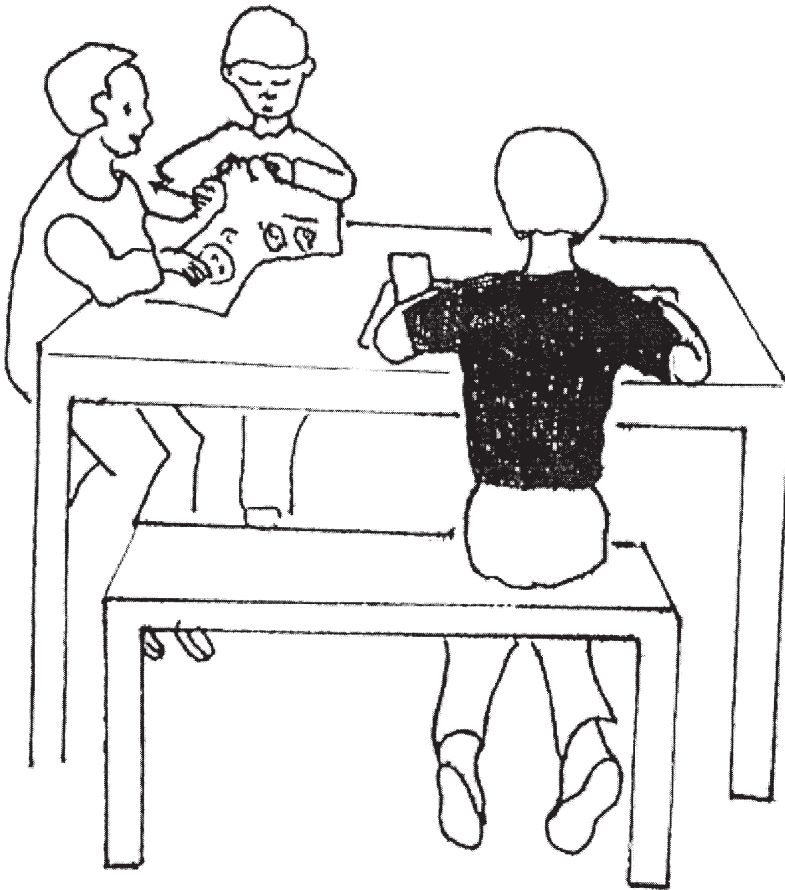
A: 2,3 = non-hostile
1,4 = hostile

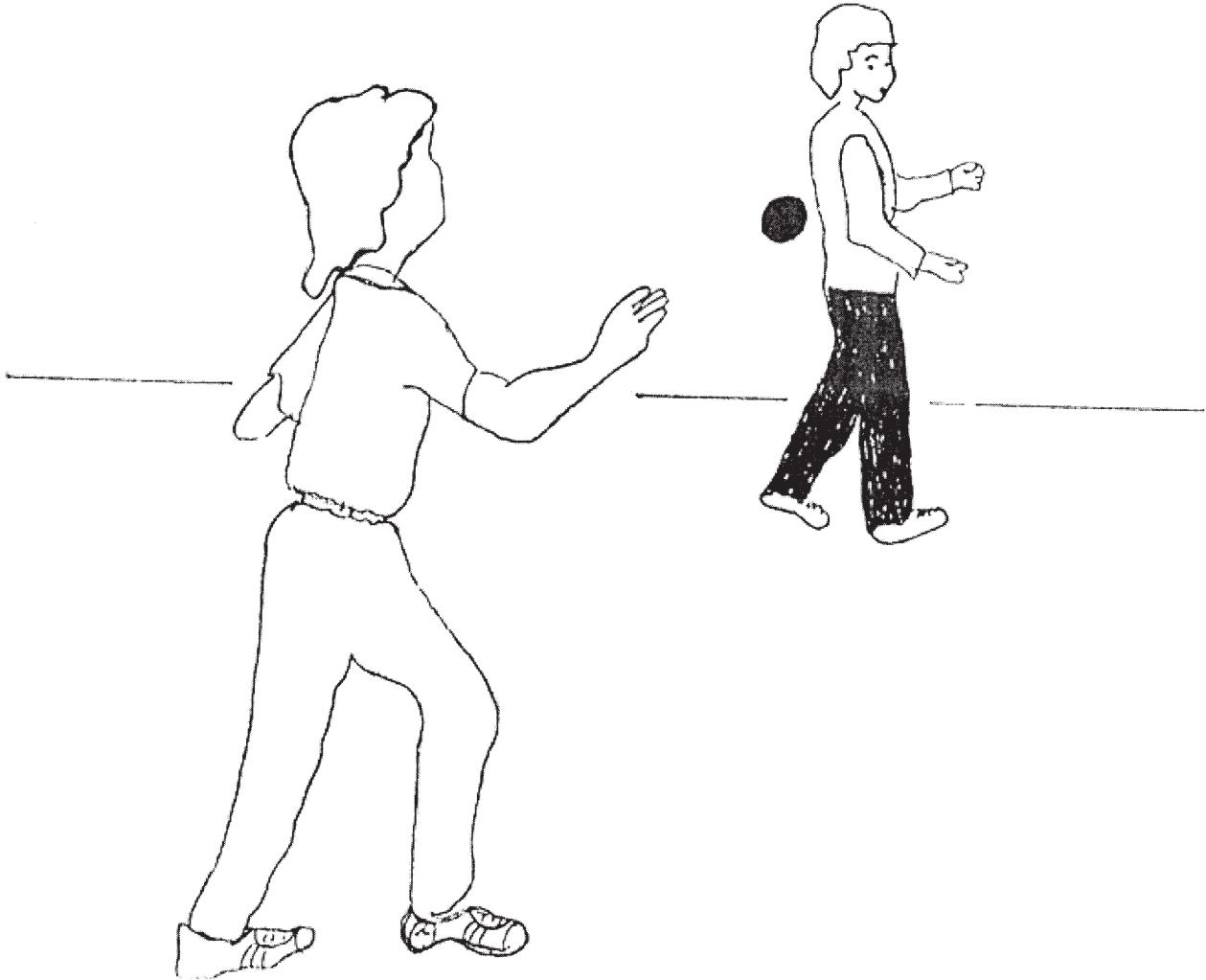
Vignette V:

A: 2,3 = non-hostile
1,4 = hostile

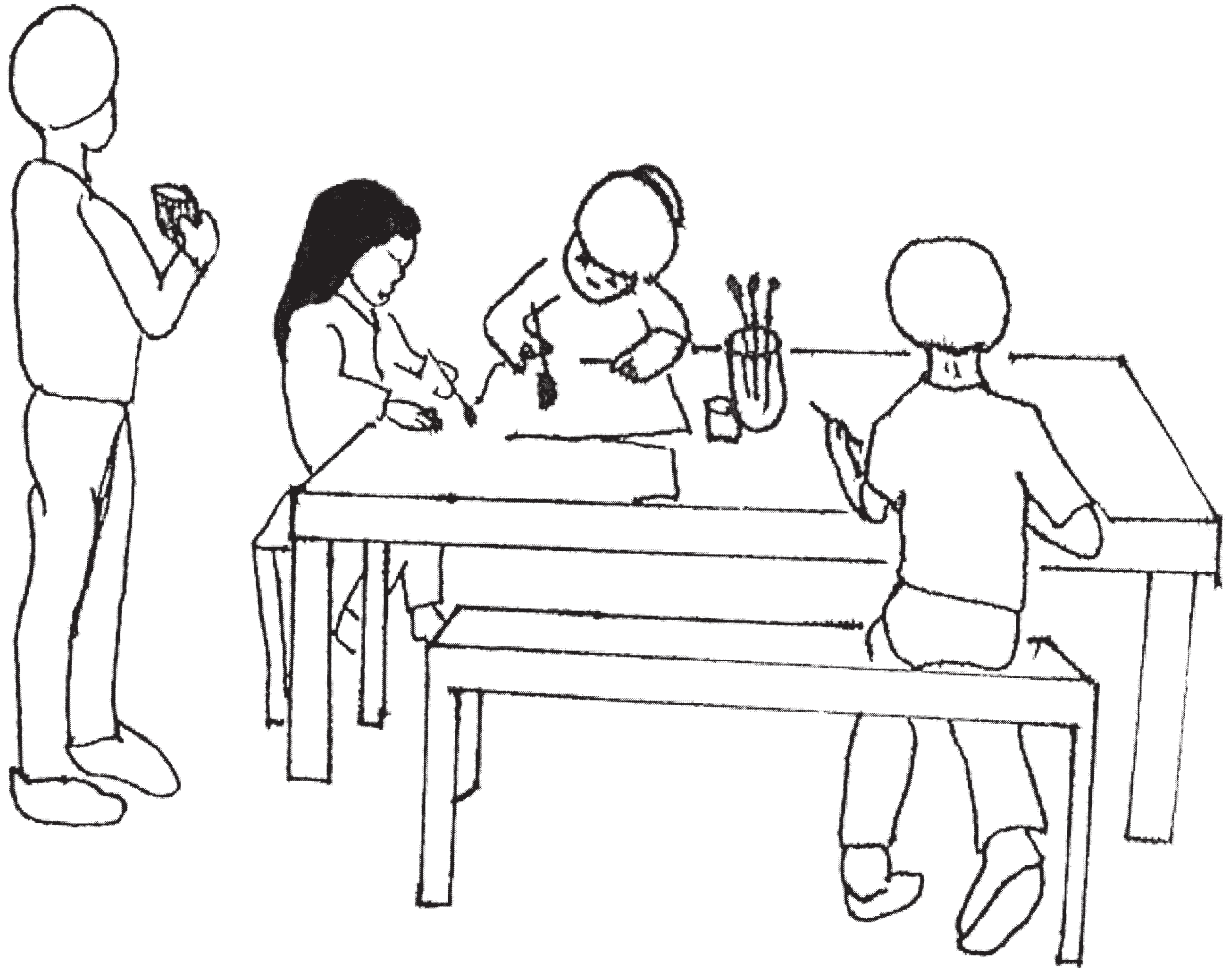
Vignette VI:

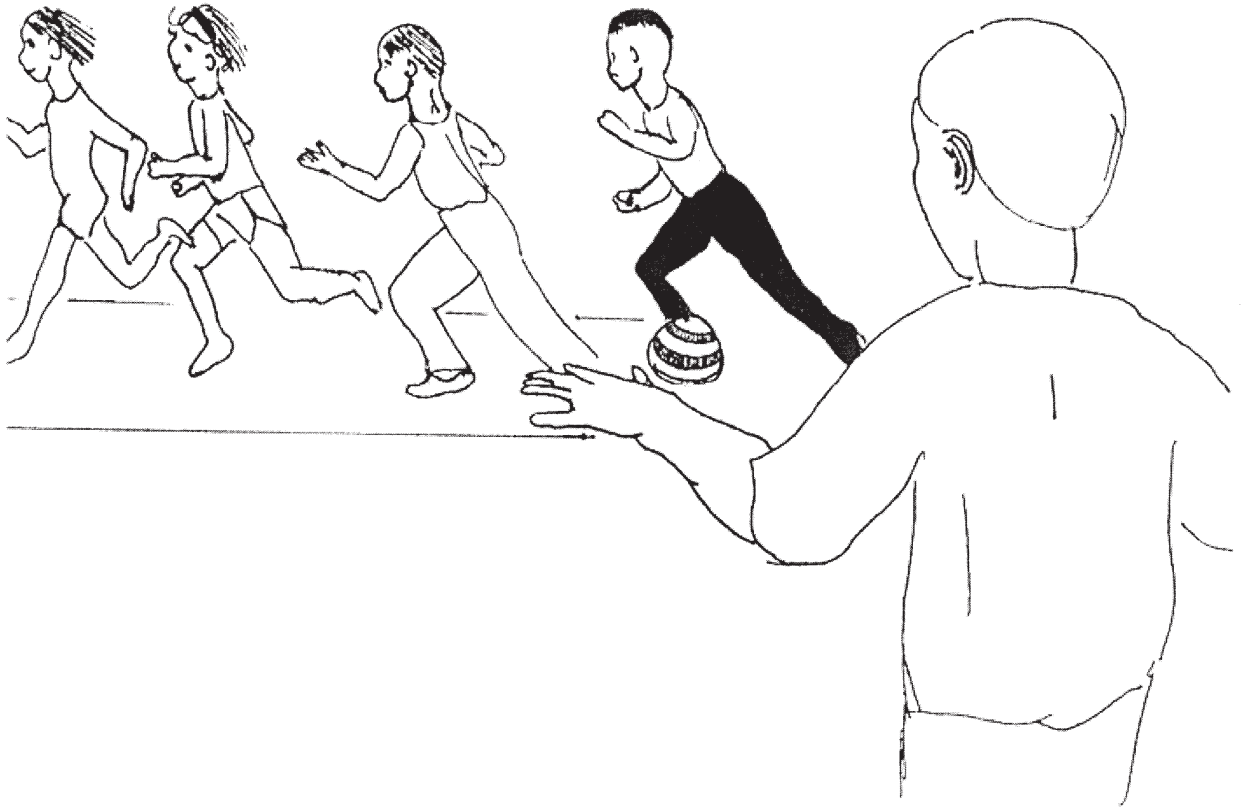
A: 1,2 = non-hostile
3,4 = hostile

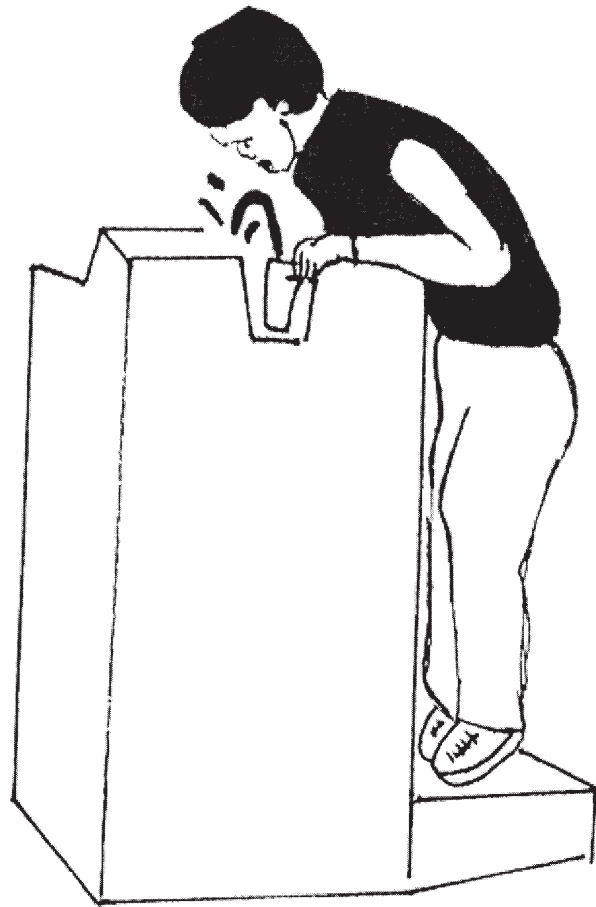












D1. DSM Screener for Depression

This scale measures depression, incorporating diagnostic criteria for DSM disorders for children and adolescents. It can be analyzed as either depression “caseness,” using DSM III-R criteria, or as a scale. Respondents are asked to mark the response that best describes them during the past two weeks.

In the past two weeks...	Frequency			
	Hardly ever or never	Sometimes	Often	Almost every day
1. Have you been very sad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you been grouchy or irritable, or in a bad mood, so that even little things would make you mad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Were there times when nothing was fun for you, even things you used to like?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Were there times when you just weren't interested in anything and felt bored or just sat around most of the time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you felt like not eating?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you wanted to eat more than usual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you had more trouble sleeping than usual (falling asleep or staying asleep or waking up too early)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you slept a lot more than usual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you talked or moved around a lot less than usual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you been very restless, when you just had to keep walking around?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Have you been so down that it was hard for you to do your schoolwork?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you had trouble looking after yourself or your things, like keeping yourself clean or picking up after yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Hardly ever or never	Sometimes	Often	Almost every day
13. Have you felt more tired than usual, so that you sat around and didn't do much of anything?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Have you felt like you had much less energy than usual, so that it was a big effort to do anything?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Have you felt less good about yourself than usual and blamed yourself a lot for things that happened in the past?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Have you been more down on yourself than usual, when you felt that you couldn't do anything right?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Have you felt bad about the way you look?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Have you felt like you were about to cry or were in tears?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Have you had more trouble than usual paying attention to your schoolwork, or keeping your mind on other things you were doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Have you been unable to concentrate or to think as clearly or as quickly as usual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Have you felt that things never seem to work out all right for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Were there times it was harder for you to make up your mind about things or to make decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Have you felt that life was hopeless and that there was nothing good for you in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Have you thought more than usual about death or dying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Did you wish you were dead?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Have you thought about suicide or killing yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring and Analysis

The assessment can be scored as a summated scale. Point values are assigned as follows:

Hardly ever or never	=	0
Sometimes	=	1
Often	=	2
Almost every day	=	3

Scores will range from 0 to 78, with a high score indicating severe depression.

D2. Modified Depression Scale

This scale measures the frequency of depressive symptoms. Respondents are asked to indicate how they have been feeling during the past 30 days.

In the last 30 days, how often ...

	Never	Seldom	Sometimes	Often	Always
1. Were you very sad?	a	b	c	d	e
2. Were you grouchy or irritable, or in a bad mood?	a	b	c	d	e
3. Did you feel hopeless about the future?	a	b	c	d	e
4. Did you feel like not eating or eating more than usual?	a	b	c	d	e
5. Did you sleep a lot more or a lot less than usual?	a	b	c	d	e
6. Did you have difficulty concentrating on your school work?	a	b	c	d	e

Scoring and Analysis

Point values are assigned as follows:

Never	=	1
Seldom	=	2
Sometimes	=	3
Often	=	4
Always	=	5

Scores are calculated by summing all responses, with a possible range of 6 to 30. Higher scores indicate more depressive symptoms.

D3. Depression—Rochester Youth Development Study

These items measure the frequency of depressive symptoms. Respondents are asked to indicate how often they have felt certain symptoms in the past month.

In the past 30 days, how often did you ...

	Often	Sometimes	Seldom	Never
1. Feel you had trouble keeping your mind on what you were doing?	4	3	2	1
2. Feel depressed or very sad?	4	3	2	1
3. Feel hopeful about the future?	4	3	2	1
4. Feel bothered by things that don't usually bother you?	4	3	2	1
5. Not feel like eating because you felt upset about something?	4	3	2	1
6. Feel that everything you did was an effort?	4	3	2	1
7. Think seriously about suicide?	4	3	2	1
8. Feel scared or afraid?	4	3	2	1
9. Toss and turn when you slept?	4	3	2	1
10. Feel that you talked less than usual?	4	3	2	1
11. Feel nervous or stressed?	4	3	2	1
12. Feel lonely?	4	3	2	1
13. Feel people disliked you?	4	3	2	1
14. Feel you enjoyed life?	4	3	2	1

(Items 1, 2, 3, 4, 6, 12, 13 and 14 were taken directly from the CES-D Scale developed by Radloff, 1977. Items 5, 9 and 10 were adapted from the CES-D Scale, and items 7, 8 and 11 were added by the Rochester Youth Development Study.)

Scoring and Analysis

Point values are assigned as indicated above. Point values for all responses are summed, with a possible range of 14 to 56. Higher scores indicate more depressive symptoms.

E1. Distress—Weinberger Adjustment Inventory

These items measure global psychological distress including anxiety, depression, low self-esteem, and low well-being. Respondents are asked to indicate the extent to which each statement reflects their current feelings.

	False	Somewhat false	Not sure	Somewhat true	True
1. I'm not very sure of myself.	1	2	3	4	5
2. I usually think of myself as a happy person.	1	2	3	4	5
3. I really don't like myself very much.	1	2	3	4	5
4. I'm the kind of person who has a lot of fun.	1	2	3	4	5
5. I worry too much about things that aren't important.	1	2	3	4	5
6. I often feel sad or unhappy.	1	2	3	4	5
7. I usually feel I'm the kind of person I want to be.	1	2	3	4	5
	Never	Not often	Sometimes	Often	Almost always
8. I get into such a bad mood that I feel like just sitting around and doing nothing.	1	2	3	4	5
9. I feel very happy.	1	2	3	4	5
10. In recent years, I have felt more nervous or worried about things than I have needed to.	1	2	3	4	5
11. I feel nervous or afraid that things won't work out the way I would like them to.	1	2	3	4	5
12. I feel lonely.	1	2	3	4	5

Scoring and Analysis

This scale is copyrighted. For permission to use, contact:

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Items 1-7 are scored on the following 5-point scale, with items 2, 4 and 7 reverse coded:

False	=	1
Somewhat false	=	2
Not sure	=	3
Somewhat true	=	4
True	=	5

Items 8-12 are scored on the following 5-point scale, with item 9 reverse coded:

Never	=	1
Not often	=	2
Sometimes	=	3
Often	=	4
Almost always	=	5

This inventory can be scored by summing the point values of the responses from a participant. If between one and four responses are left blank, the average of the point values for the remaining items should be multiplied by 12 to calculate a pro-rated score. The inventory should generally not be scored if more than four responses are left blank. The maximum obtainable score of 60 indicates a high level of emotional distress. A minimum score of 12 indicates a low level.

E2. Seattle Personality Questionnaire

This assessment measures self-reported psychological symptomatology. Respondents are asked to indicate the extent to which each statement reflects their current feelings.

1. Do you talk in class a lot when you are not supposed to? No Yes Don't know
2. Do you feel afraid a lot of the time? No Yes Don't know
3. Do you worry about what other kids might be saying about you? No Yes Don't know
4. Is it easy for you to express your feelings? No Yes Don't know
5. Are you afraid to try new things? No Yes Don't know
6. Do you get a lot of pains in your body? No Yes Don't know
7. Do you worry a lot that other people might not like you? No Yes Don't know
8. Is it easy for you to solve problems with friends on your own? No Yes Don't know
9. Do you like everyone you know? No Yes Don't know
10. Do you often take things that aren't yours? No Yes Don't know
11. Would it be hard for you to ask kids you didn't know to join them in a game? No Yes Don't know
12. Is it easy for you to understand other people's feelings? No Yes Don't know
13. Do you have a lot of scary dreams or nightmares? No Yes Don't know
14. Do you get a lot of headaches? No Yes Don't know
15. Are you always good? No Yes Don't know
16. Do you worry what others think about how you behave? No Yes Don't know
17. Do you get a lot of tummy aches? No Yes Don't know
18. Do you get into a lot of fights? No Yes Don't know

19. Do you ever feel mad? No Yes Don't know
20. Do you work well with other kids? No Yes Don't know
21. Is it hard for you to listen and follow directions? No Yes Don't know
22. Do you tell a lot of lies? No Yes Don't know
23. Do you feel like throwing up a lot? No Yes Don't know
24. Is it easy for you to share with others? No Yes Don't know
25. Do you argue a lot with other people? No Yes Don't know
26. Do you worry about what other people think of you? No Yes Don't know
27. Do you often tease or make fun of other kids? No Yes Don't know
28. Do you like working together with your friends? No Yes Don't know
29. Do you worry about being teased? No Yes Don't know
30. Do you sometimes break things on purpose? No Yes Don't know
31. Do you feel unhappy a lot of the time? No Yes Don't know
32. Are you helpful to others? No Yes Don't know
33. Do you feel like crying a lot of the time? No Yes Don't know
34. Do you feel upset about things? No Yes Don't know
35. Do you have trouble paying attention in class? No Yes Don't know
36. Do you listen to what other people think? No Yes Don't know
37. Do you feel that you do things wrong a lot? No Yes Don't know
38. Do you feel that most things are not that much fun? No Yes Don't know
39. Do you feel sorry for yourself? No Yes Don't know

40. Can you tell other people what you think without being bossy? No Yes Don't know
41. Do you have trouble falling or staying asleep? No Yes Don't know
42. Do you feel tired a lot of the time? No Yes Don't know
43. Do you often feel like not eating even though it is meal time? No Yes Don't know
44. Are you friendly towards others? No Yes Don't know
45. Do you want to be by yourself a lot? No Yes Don't know

(Items 4, 8, 12, 16, 20, 24, 28, 32, 36, 40 and 44 were added by Aber, Brown, Jones & Samples, 1995, for use in a self-report format. Items 1, 6, 10 and 12 were modified to aid administration.)

Scoring and Analysis

Point values are assigned as follows:

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

Four subscales are used: *Anxiety* (items 2, 3, 5, 7, 11, 26, 29); *Conduct Problems* (items 1, 10, 18, 21, 22, 27 and 30); *Somatization* (items 6, 13, 14, 17 and 23); and *Depression* (items 31, 33, 34, 35, 37, 38, 39, 41, 42, 43 and 45). Items for each subscale are averaged to derive an overall score. A high number indicates a high level of personality disorder.

E3. PTSD Interview (PTSD-I)

These items measure post-traumatic stress disorder symptoms. Three introductory and filter questions are used to assess symptomatology.

Instructions

The examiner should read question A-1 (and A-2, if necessary) to the interviewee and fill in the appropriate blanks. The examiner also completes A-3. He should then give the interviewee a copy of the rating key. The examiner should read each B, C, D, and E item to the interviewee verbatim and ask him to rate himself, using the key. The examiner then records each response before reading the next item. Finally, the examiner completes the Summary Section.

A-1. Have you ever experienced something that is both very uncommon and so horrible that would be very distressing to almost anyone—such as substantial military combat, rape, seeing someone killed, etc.?

Interviewee says “yes.” _____

If “yes,” what was it?

If interviewee answers “yes” to A-1, skip A-2 and go to A-3.

A-2. Interviewee says “no.” _____ Then ask,

“What was the most horrible or frightening thing that you have experienced?”

A-3. If an event listed in either A-1 or A-2 is both unusual (“outside the range of usual human experience”) and severe (“likely to evoke significant stress symptoms in almost anyone”), it is defined as a trauma. If either or both criteria cannot be met, assume that the interviewee has not experienced a trauma.

Has the interviewee experienced a trauma? Yes _____ No _____

How old was the interviewee when the event happened? Age _____ Date _____

(Now give the interviewee a copy of the rating key. Read him/her the questions and ask him/her to choose the correct response.)

Rating Key

- 1 = No or never
- 2 = Very little or very rarely
- 3 = A little or sometimes
- 4 = Somewhat or commonly
- 5 = Quite a bit or often
- 6 = Very much or very often
- 7 = Extremely or always

B-1. Have upsetting memories of (cite the stressor listed in A-1 or A-2) frequently pushed themselves into your mind at times?

B-2. Have you had recurring unpleasant dreams about (the stressor)?

B-3. Have you ever suddenly acted or felt as if (the stressor) were happening again? This includes flashbacks, illusions, hallucinations or other “re-livings” of the event, even if they occur when you are intoxicated or just waking up.

B-4. Have things that reminded you of (the stressor) sometimes upset you a great deal?

C-1. Have you ever tried to avoid thinking about (the stressor) or feelings you associate with it?

C-2. Have you sometimes avoided activities or situations that remind you of (the stressor)?

C-3. Have you found you sometimes couldn't remember important things about (the stressor)?

C-4. Have you lost a lot of interest in things that were very important to you before (the stressor)?

C-5. Have you felt more cut off emotionally from other people at some period than you did before (the stressor)?

C-6. Have there been times when you felt that you did not express your emotions as much or as freely as you did before (the stressor)?

C-7. Have there been periods since (the stressor) when you felt that you won't have much of a future—that you may not have a rewarding career, a happy family, or a long, good life?

D-1. Have you had more difficulty falling asleep or staying asleep at times than you did before (the stressor)?

D-2. Have you gotten irritated or lost your temper more at times than you did before (the stressor)?

D-3. Have there been periods since (the stressor) when you had more trouble concentrating than you had before it?

D-4. Have there been times when you were more overly alert, watchful, or super-aware of menacing noises or other stimuli than you were before (the stressor)?

D-5. Have there been times since (the stressor) when unexpected noise, movement, or touch startled you more than they did before?

D-6. Have things which reminded you of (the stressor) made you sweat, tense up, breathe hard, tremble, or overrespond in some other physical way?

E-1. Have you had these problems at least a few times a week for at least a month sometime since (the stressor)?

E-2. Have you had these problems at least a few times each week over the past month?

When did these feelings or problems first occur (month and year)? _____

Scoring and Analysis

Does the interviewee meet the DSM-III-R criteria for:

Section A. History of trauma (“yes” response to item A-3)? Yes No

Section B. Trauma reexperiencing (at least one “4” or higher response to items B-1, B-2, B-3 and/or B-4)? Yes No

Section C. Avoidance of stimuli associated with trauma (at least three “4” or higher responses to items C-1, C-2, C-3, C-4, C-5, C-6 and/or C-7)? Yes No

Section D. Increased arousal (at least two “4” or higher responses to items D-1, D-2, D-3, D-4, D-5 and/or D-6)? Yes No

A lifetime PTSD diagnosis (“yes” responses to Summary Sections A, B, C and D, and to item E-1). Yes No

A current PTSD diagnosis (“yes” responses to Summary Sections A, B, C, D, and to item E-2). Yes No

PTSD-I Overall Frequency/Severity score (sum of items B-1 through D-6). Score: _____

F1. Multigroup Ethnic Identity

This assessment measures aspects of ethnic identification, ethnic practices, and belonging. Respondents are asked to indicate how they feel about or react to their ethnicity or their ethnic group.

1. I have spent time trying to find out more about my own ethnic group, such as its history, traditions, and customs.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
2. I am active in organizations or social groups that include mostly members of my own ethnic group.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
3. I have a clear sense of my ethnic background and what it means for me.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
4. I like meeting and getting to know people from ethnic groups other than my own.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
5. I think a lot about how my life will be affected by the ethnic group I belong to.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
6. I am happy that I am a member of the group I belong to.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
7. I sometimes feel it would be better if different ethnic groups didn't try to mix together.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
8. I am not very clear about the role of my ethnicity in my life.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
9. I often spend time with people from ethnic groups other than my own.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
10. I really have not spent much time trying to learn more about the culture and history of my ethnic group.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
11. I have a strong sense of belonging to my own ethnic group.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree

12. I understand pretty well what my ethnic group membership means to me, in terms of how to relate to my own group and other groups.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
13. In order to learn more about my ethnic background, I have often talked to other people about my culture.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
14. I have a lot of pride in my ethnic group and its accomplishments.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
15. I don't try to become friends with people from other ethnic groups.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
16. I participate in cultural practices of my own group, such as special food, music, or customs.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
17. I am involved in activities with people from other ethnic groups.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
18. I feel a strong attachment towards my own ethnic group.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
19. I enjoy being around people from ethnic groups other than my own.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
20. I feel good about my cultural or ethnic background.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree

Scoring and Analysis

Point values are assigned as follows:

Strongly agree	=	4
Somewhat agree	=	3
Somewhat disagree	=	2
Strongly disagree	=	1

The total score is derived by reversing the negative items (8 and 10), summing across items, and obtaining a mean. Subscales are as follows: *Affirmation and Belonging* (items 6, 11, 14, 18 and 20), *Ethnic Identity Achievement* (items 1, 3, 5, 8, 10, 12 and 13), and *Ethnic Behaviors* (items 2 and 16). A high score indicates a strong level of ethnic identity; a low score indicates a weak level of ethnic identity.

F2. Ethnic Identity

This assessment measures the importance of African-American ethnic pride. Respondents are presented with questions about their ethnicity and asked how they feel about it or react to it.

1. I have spent time trying to find out more about my own ethnic group, such as its history, traditions, and customs.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
2. I have a clear sense of my ethnic background and what it means for me.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
3. I like meeting and getting to know people from ethnic groups other than my own.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
4. I think a lot about how my life will be affected by the ethnic group I belong to.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
5. I am happy that I am a member of the group I belong to.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
6. I sometimes feel it would be better if different ethnic groups didn't try to mix together.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
7. In order to learn more about my ethnic background, I have often talked to other people about my African-American culture.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
8. I have a lot of pride in my ethnic group and its accomplishments.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
9. I don't try to become friends with people from other ethnic groups.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
10. I feel good about my cultural or ethnic background.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree
11. I feel anger towards many white people.
 Strongly agree Somewhat agree Somewhat disagree Strongly disagree

12. It is so hard for African-Americans to succeed in this country that I sometimes wonder what is the use in even trying.

- Strongly agree Somewhat agree Somewhat disagree Strongly disagree

13. Whites are usually fair to people regardless of race.

- Strongly agree Somewhat agree Somewhat disagree Strongly disagree

14. I have a strong commitment to improve life in my ethnic community.

- Strongly agree Somewhat agree Somewhat disagree Strongly disagree

15. African-Americans have the opportunity to succeed in this society.

- Strongly agree Somewhat agree Somewhat disagree Strongly disagree

(Items 11-15 were developed by Flewelling et al., 1993.)

Scoring and Analysis

Point values for items 1-5, 7, 8, 10 and 13-15 are assigned as follows:

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

Items 6, 9, 11 and 12 are reverse coded. Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a greater sense of ethnic pride and a positive outlook on one's future in a multiracial society.

F3. Ethnic Identity—Teen Conflict Survey

These items measure ethnic pride and respect for differences. Respondents are asked to indicate how often they would make each statement.

How often would you make the following statements?

	Never	Seldom	Sometimes	Often	Always
1. I am proud to be a member of my racial/cultural group.	a	b	c	d	e
2. I am accepting of others regardless of their race, culture, or religion.	a	b	c	d	e
3. I would help someone regardless of their race.	a	b	c	d	e
4. I can get along well with most people.	a	b	c	d	e

Scoring and Analysis

Point values are assigned as follows:

Never	=	1
Seldom	=	2
Sometimes	=	3
Often	=	4
Always	=	5

Scores are calculated by summing all responses, with a possible range of 4 to 20. Higher scores indicate higher respect for diversity and higher self-ethnic pride.

G1. Fatalism

These items measure confidence in one's ability to influence the future. Respondents are asked the extent to which they agree or disagree with the following statements.

1. If a person is not a success in life, it is his own fault.
 Strongly agree Agree Disagree Strongly disagree
2. Even with a good education, I'll have a hard time getting the right kind of job.
 Strongly agree Agree Disagree Strongly disagree
3. People like me don't have much of a chance in life.
 Strongly agree Agree Disagree Strongly disagree
4. Whether I get into trouble is just a matter of chance.
 Strongly agree Agree Disagree Strongly disagree
5. I can pretty much decide what will happen in my life.
 Strongly agree Agree Disagree Strongly disagree

(Items 4 and 5 were added by Flewelling, et al., 1993.)

Scoring and Analysis

Point values for items 1, 3 and 4 are assigned as follows:

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

Items 2 and 5 are reverse coded. Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a more fatalistic view of one's future (i.e., less control over that future).

H1. Future Aspirations—Peer Leader Survey

These items measure future and career orientation and aspirations. Respondents are asked to indicate how important it is that they achieve six future goals.

How important is it to you that in the future ...

	Very important	Important	Somewhat important	Not at all important
1. You will graduate from high school?	4	3	2	1
2. You will go to college?	4	3	2	1
3. You will have a job that pays well?	4	3	2	1
4. You will stay in good health?	4	3	2	1
5. You will do community work or volunteer work?	4	3	2	1
6. You will have good friends you can count on?	4	3	2	1

Scoring and Analysis

Point values are summed for each respondent, then divided by the total number of responses. Blank items should not be counted in the number of responses. Higher mean scores (ranging from 1 to 4) indicate stronger aspirations in a variety of education, career, and social domains. Lower mean scores indicate lower and less diverse future aspirations.

H2. Positive Outlook—Individual Protective Factors Index

These items measure one’s outlook for the future. Students are asked to indicate how closely several statements match their feelings. A “YES!” is checked if the statement is very true for them; “yes” if it is somewhat true; “no” if it is somewhat false; and “NO!” if it is very false.

1. I will probably die before I am thirty.	YES!	yes	no	NO!
2. I think I will have a nice family when I get older.	YES!	yes	no	NO!
3. I am afraid my life will be unhappy.	YES!	yes	no	NO!
4. Bad things happen to people like me.	YES!	yes	no	NO!
5. I think I can have a nice house when I grow up.	YES!	yes	no	NO!
6. I will probably never have enough money.	YES!	yes	no	NO!

Scoring and Analysis

Items 1, 3, 4 and 6 are scored as follows:

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

Items 2 and 5 are reverse coded. To score, point values for all six items are added. Blank items are excluded, with the score adjusted for the number of items completed when two or few items are blank. The maximum obtainable score of 24 indicates a high positive outlook. A minimum score of 6 indicates a relatively negative outlook.

H3. Achievement Motivation—Denver Youth Survey

These items measure motivation to achieve future outcomes associated with job, family, and community. Youths are asked to indicate the extent to which each statement reflects their current feelings.

How important is it to...

1. Have a college education?
 Very important Quite important Somewhat important Not too important Not at all important
2. Own your own home?
 Very important Quite important Somewhat important Not too important Not at all important
3. Have a great deal of money?
 Very important Quite important Somewhat important Not too important Not at all important
4. Have a good paying job?
 Very important Quite important Somewhat important Not too important Not at all important
5. Have a good reputation in the community?
 Very important Quite important Somewhat important Not too important Not at all important
6. Have a happy family life?
 Very important Quite important Somewhat important Not too important Not at all important
7. Study hard for good grades?
 Very important Quite important Somewhat important Not too important Not at all important
8. Work hard to get ahead?
 Very important Quite important Somewhat important Not too important Not at all important

9. Save money for the future?

- Very important Quite important Somewhat important Not too important Not at all important

10. Be careful what you spend?

- Very important Quite important Somewhat important Not too important Not at all important

11. Be popular?

- Very important Quite important Somewhat important Not too important Not at all important

12. Get a job to help out your family?

- Very important Quite important Somewhat important Not too important Not at all important

13. Help out around the house?

- Very important Quite important Somewhat important Not too important Not at all important

Scoring and Analysis

Point values are assigned as follows:

- Very important = 5
- Quite important = 4
- Somewhat important = 3
- Not too important = 2
- Not at all important = 1

Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-5, with a higher score indicating greater motivation to achieve in conventional areas (home, school, community).

11. Children's Hopelessness

This assessment measures a child's negative (hopeless) expectations for the future. "No" responses indicate hopelessness; "yes" responses indicate lack of hopelessness.

1. I want to grow up because I think things will be better. YES NO
2. I might as well give up because I can't make things better for myself. YES NO
3. When things are going badly, I know that they won't be bad all of the time. YES NO
4. I can imagine what my life will be like when I'm grown up. YES NO
5. I have enough time to finish the things I really want to do. YES NO
6. Someday, I will be good at doing the things that I really care about. YES NO
7. I will get more of the good things in life than most other kids. YES NO
8. I don't have good luck and there's no reason to think I will when I grow up. YES NO
9. All I can see ahead of me are bad things, not good things. YES NO
10. I don't think I will get what I really want. YES NO
11. When I grow up, I think I will be happier than I am now. YES NO
12. Things just won't work out the way I want them to. YES NO
13. I never get what I want, so it's dumb to want anything. YES NO
14. I don't think I will have any real fun when I grow up. YES NO
15. Tomorrow seems unclear and confusing to me. YES NO
16. I will have more good times than bad times. YES NO
17. There's no use in really trying to get something I want because I probably won't get it. YES NO

Scoring and Analysis

Point values for most of the items in this scale are assigned as follows: Yes = 1; No = 0. Eight positively-worded items are reverse coded: 1, 3, 5, 6, 7, 11 and 16. Responses are added to derive an overall score. A maximum score of 17 indicates high hopelessness. A minimum score of 0 indicates low hopelessness.

12. Children's Hopelessness (Modified Version)

This modified version of the Children's Hopelessness scale measures negative future expectations. It is a subset of the items in the previous scale, with one additional item. Youths are asked the extent to which they agree or disagree with the following statements.

1. I have enough time to finish the things I really want to do.
 Strongly agree Agree Disagree Strongly disagree
2. All I can see ahead of me are bad things, not good things.
 Strongly agree Agree Disagree Strongly disagree
3. When I grow up, I think I will be happier than I am now.
 Strongly agree Agree Disagree Strongly disagree
4. I don't think I will have any real fun when I grow up.
 Strongly agree Agree Disagree Strongly disagree
5. I will have more good times than bad times.
 Strongly agree Agree Disagree Strongly disagree
6. There's no use in really trying to get something I want because I probably won't get it.
 Strongly agree Agree Disagree Strongly disagree

Scoring and Analysis

Point values for items 2, 4 and 6 are assigned as follows:

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

Items 1, 3 and 5 are reverse coded. Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating more hopelessness.

J1. Hostility—SCL-90

These items measure symptoms of underlying hostility, reflecting qualities such as aggression, irritability, rage, and resentment. Youths are asked to indicate how often they feel irritable or engage in the following behaviors.

How often do you ...

	Never	Once in a while	Fairly often	Most of the time
1. Feel easily annoyed or irritated?	1	2	3	4
2. Have temper outbursts you cannot control?	1	2	3	4
3. Have urges to beat, injure, or harm someone?	1	2	3	4
4. Have urges to break or smash things?	1	2	3	4
5. Get into frequent arguments?	1	2	3	4
6. Shout or throw things?	1	2	3	4

Scoring and Analysis

Point values are assigned as indicated above. Values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating more hostility.

K1. Sociomoral Reflection Measure, Short Form (SRM-SF)

This assessment measures moral reasoning and moral judgement. It is conducted in a one-on-one interview. Respondents are to identify things they think are important for people to do, and explain why they think these things are important.

1. Think about when you've made a promise to a friend of yours. How important is it for people to keep promises, if they can, to friends?

Circle one: Very important Important Not important

Why is that very important/important/not important (whichever one you circled)?

2. What about keeping a promise to anyone? How important is it for people to keep promises, if they can, even to someone they hardly know?

Circle one: Very important Important Not important

Why is that very important/important/not important (whichever one you circled)?

3. What about keeping a promise to a child? How important is it for parents to keep promises to their children?

Circle one: Very important Important Not important

Why is that very important/important/not important (whichever one you circled)?

4. In general, how important is it to tell the truth?

Circle one: Very important Important Not important

Why is that very important/important/not important (whichever one you circled)?

5. Think about when you've helped your mother or father. How important is it for children to help their parents?

Circle one: Very important Important Not important

Why is that very important/important/not important (whichever one you circled)?

6. Let's say a friend of yours needs help and may even die, and you're the only person who can save him or her. How important is it for a person (without losing his or her own life) to save the life of a friend?

Circle one: Very important Important Not important

Why is that very important/important/not important (whichever one you circled)?

7. What about saving the life of anyone? How important is it for a person (without losing his or her own life) to save the life of a stranger?

Circle one: Very important Important Not important

Why is that very important/important/not important (whichever one you circled)?

8. How important is it for a person to live even if that person doesn't want to?

Circle one: Very important Important Not important

Why is that very important/important/not important (whichever one you circled)?

9. How important is it for people not to take things that belong to other people?

Circle one: Very important Important Not important

Why is that very important/important/not important (whichever one you circled)?

10. How important is it for people to obey the law?

Circle one: Very important Important Not important

Why is that very important/important/not important (whichever one you circled)?

11. How important is it for judges to send people who break the law to jail?

Circle one: Very important Important Not important

Why is that very important/important/not important (whichever one you circled)?

Scoring and Analysis

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L1. Likelihood of Violence and Delinquency

These items measure perceived likelihood of engaging in violence and other high risk behaviors. Youths are asked to indicate how likely they are to engage in various behaviors over the next 30 days.

Within the next month, how likely is it that you will...

1. Get into a physical fight?
 Very likely Somewhat likely Not very likely Not at all likely
2. Carry a gun?
 Very likely Somewhat likely Not very likely Not at all likely
3. Carry a knife?
 Very likely Somewhat likely Not very likely Not at all likely
4. Get injured in a fight?
 Very likely Somewhat likely Not very likely Not at all likely
5. Injure someone else in a fight?
 Very likely Somewhat likely Not very likely Not at all likely
6. Drink an alcoholic beverage?
 Very likely Somewhat likely Not very likely Not at all likely
7. Get drunk?
 Very likely Somewhat likely Not very likely Not at all likely
8. Get high on drugs?
 Very likely Somewhat likely Not very likely Not at all likely
9. Have sexual intercourse?
 Very likely Somewhat likely Not very likely Not at all likely

Scoring and Analysis

Point values are assigned as follows:

Very likely	=	4
Somewhat likely	=	3
Not very likely	=	2
Not at all likely	=	1

Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a greater likelihood for violent or other delinquent behaviors.

L2. Perception of Problem Behavior—Pittsburgh Youth Study

These items measure willingness to engage in problem behavior. Youth are asked to indicate whether or not they feel it is acceptable for them to engage in 18 “risky” behaviors.

Is it all right for you ...

	No	Yes
1. To miss school if you are not sick?	0	1
2. To keep things that you find in the street?	0	1
3. To yell and argue to solve a conflict?	0	1
4. To carry matches or a lighter with you?	0	1
5. To choose your own friends, even if your parents don't like them?	0	1
6. To take a drink of alcohol?	0	1
7. To not tell your parents what you are doing?	0	1
8. To drive a car on your own before age 16?	0	1
9. To fight kids who call you names?	0	1
10. To have friends your parents do not approve of?	0	1
11. To smoke?	0	1
12. To take something from people who would not miss it?	0	1
13. To experiment with drugs?	0	1
14. To steal under certain circumstances?	0	1
15. To get into fist fights with your friends?	0	1
16. To tell a little lie?	0	1
17. To rebel against your parents?	0	1
18. To use your fists to resolve a conflict?	0	1

Scoring and Analysis

Point values are assigned as indicated above, then summed to derive a total score. Higher scores indicate greater willingness to engage in problem behavior.

L3. Violent Intentions—Teen Conflict Survey

These items measure intentions to use nonviolent strategies to control anger and conflict. Respondents are asked to indicate how likely they would be to adopt certain nonviolent behaviors the next time they get angry.

The next time you find yourself really angry at someone or something, how likely is it that you would ...

	Very likely	Likely	Unlikely	Very unlikely
1. Ignore the situation?	a	b	c	d
2. Ignore the situation and get the person later?	a	b	c	d
3. Try to talk it out?	a	b	c	d
4. Suggest peer mediation?	a	b	c	d
5. Channel your anger into something constructive?	a	b	c	d
6. Laugh it off?	a	b	c	d
7. Try to reduce your anger?	a	b	c	d
8. Try to see the other person's point of view?	a	b	c	d

Scoring and Analysis

Point values are assigned as follows:

Very likely	=	4
Likely	=	3
Unlikely	=	2
Very unlikely	=	1

Item 2 is reverse scored. Responses are summed, with a possible range of 8 to 32. High scores indicate a stronger intention to use non-violent strategies.

L4. Peer Reactions to Delinquency—Rochester Youth Development Study

These items measure peer reactions to delinquency. Respondents are asked to think about all of the people they have spent time with over the past 30 days, not just their closest friends, and to indicate what their friends’ reactions might be to certain delinquent acts.

Think about all the people you hung around with over the past 30 days, not just your three best friends. What would the people in this group say if you ...

	Say it was okay	Not say anything	Say it was wrong
1. Used a weapon or force to get money or things from people?	3	2	1
2. Hit someone with the idea of hurting them?	3	2	1
3. Stole something worth \$50?	3	2	1
4. Damaged or destroyed someone else’s property on purpose?	3	2	1
5. Took a car or motorcycle for a ride or drive without the owner’s permission?	3	2	1
6. Skipped classes without an excuse?	3	2	1

Scoring and Analysis

Point values are assigned as indicated above. Point values all responses are summed and then divided by the total number of items. Higher scores indicate greater acceptance of delinquency among peers.

M1. Twenty Statements

This scale measures an individual's concept of self. Each respondent is asked to list 20 statements that describe himself or herself; responses are coded by complexity and consensual/subconsensual statements.

Directions

Think about the words you might use if you had to talk about yourself to someone who had never met you before. Imagine someone came from a foreign country and wanted to learn about what you are like. What would you tell that person about yourself? What kinds of things would you say about yourself so that the other person would know about you? How would you describe yourself? Write only one thing on each line. You don't have to spell these right. Write something different on each line that tells what you are like. Don't write your name on any of the lines. You do not have to fill all the lines, just fill as many as you think are right with words that you might use to tell someone about yourself.

Coding Instructions

STEP 1

Read all the statements. Then, decide whether the statements are either codable or uncodable as defined below. Put a "U" next to each uncodable response.

1. Codable responses are those that are legible, understandable, relevant statement. Examples of codable responses are: "I am smart," "I like baseball." Even statements that use an assumed subject and verb are codable such as "boy," "nice," or "Mexican."
2. Uncodable responses are those that are not understandable. Examples of uncodable responses are:
 - i) isolated word or words out of context (e.g., entire response consists of "while," "stick up for," or "I am")
 - ii) response is about someone else (e.g., "you are nice," "my cousin lives with me")
 - iii) response is a question posed to another (e.g., "Do you like me?")
 - iv) response is unreadable, usually because of spelling errors or handwriting (e.g., "I am peute")
 - v) response duplicates another (e.g., "I am nice," "I am nice")

Do not give any codes to uncodable responses.

Evaluate the responses using the following coding scheme.

A. Decide in which of these three categories the response fits:

1. External*

Responses that reference physical characteristics such as name, hair color, age, etc. Possessions and general information are included. Examples are: "I have a doll," "I am a Boy Scout," or "I was born in Chicago." Descriptions of one's appearance are included (e.g., "I am pretty" or "I am fat").

2. Behavioral*

Responses that reference behavior. The behavior refers to one in a specific context or in general (e.g., “I like to swim” or “I play”). These should NOT refer to a global context or behavioral trait (e.g., “playful” or “helpful”). Trait names are included if they are discussed in behavioral terms.

3. Internal*

Responses that reference feelings, beliefs, thoughts, or knowledge (e.g., “I am sad” or “I know my division”). Personality traits and temperament are included (e.g., “care,” “share,” “angry,” “careful,” and “smart”) as well as any behavior expressed in terms of a trait (e.g., “I am good at basketball” or “I am fun to be with”).

B. Within each of the above categories, decide whether the response is:

1. Non-evaluative—These responses include no descriptors and require no interpretation. They indicate common knowledge. (Code as 0 in the Evaluative category.)
2. Evaluative—These responses are ambiguous, and therefore require interpretation. They are often in the form of a judgement and may include a descriptor such as “a lot,” “very,” or “good.” Evaluative statements are responses which have a range of meanings (e.g., sad, mad, or hurt). (Code as 1 in the Evaluative category.)
3. Preferential—Responses that reference likes and dislikes (e.g., “I like roller- blading”). Note: Both “love” and “hate” should be evaluated in terms of reference and context. For example, “I hate my sister” is not a preference, whereas “I hate chocolate pudding” seems to be a statement which refers not to preferring chocolate pudding. These responses are also evaluative.
4. Comparative-Evaluative—These responses are an evaluation of a comparative statement. They must state a clear comparison; do NOT include implied comparisons. They are statements requiring interpretation and may include a descriptor or modifier. Examples are “I am the prettiest girl in my class,” “I have more friends than my brother,” or “I like playing cards the best.” These responses are often evaluative.
5. Qualified-Evaluative—These responses include a qualifier, modifier, or descriptor that refers to variability in time, situation, or quantity (e.g., “sometimes I get mad at people,” “I am kinda tall,” or “I have a lot of dolls”). These responses are often evaluative.
6. Speculative—These responses include a speculation about why something is the way it is. They tend to speculate about the causes of stated strengths or weaknesses. A clear reason for a response must be stated (e.g., “I help people because I am nice” or “I get mad when I’m pushed”).

C. Record the code (0=No or 1=Yes) for each child’s response on a coding worksheet. For example, if the first statement is speculative, code it as “1” on the coding worksheet underneath the speculative heading. If a statement is NOT speculative, then code as “0” underneath the speculative heading. All spaces must be filled with either a 0 or 1.

STEP 2

Count the number of codable statements which reference group affiliation and put the total number in Section II on the worksheet.* These responses refer to organized activities and those pertaining to groups. Examples are “Boy Scout,” “I play softball,” “I’m on the track team,” or “I’m in a gang.”

STEP 3

Count the number of codable statements that fall into the following defined categories. These statements must refer to aggressive or pro-social personality traits or behaviors which inhibit or promote interaction with others. Be careful not to assume the converse is true for a statement (e.g., if it is not aggressive, don't assume it's automatically pro-social). Record the totals in Section III on the worksheet.* Note that many statements will NOT fall into either category; also, do NOT include general preferential statements.

AGGRESSIVE responses refer to aggressive personality traits or behaviors. These statements specify hostile, injurious, or destructive behavior. They will tend to inhibit satisfactory relations with others. Examples are "I get into a lot of fights," "hateful," "mean," "tough," and "I hurt people." Responses referencing emotional states are NOT aggressive (e.g., "angry" or "mad"). Aggressive responses do NOT include statements about NOT being aggressive (e.g., "I don't get into fights" or "I don't hit people").

PRO-SOCIAL responses refer to pro-social personality traits or behavior promoting interaction which benefits others (e.g., "I am helpful," "I'm considerate," "I share," or "I am nice to other people"). Responses such as "thankful," "I am fun to be with," and "I am not bossy" are NOT pro-social.

STEP 4

Count the number of codable statements that fall into the following categories. Record the totals in Section IV on the worksheet.* Many statements will not fall into either category.

POSITIVE responses are those that are generally positive in nature (e.g., "a good person," "friendly," "nice," and "smart").

NEGATIVE responses are those that are generally negative in nature (e.g., "mean," "ugly," "fat," and "stupid").

STEP 5

Count the total number of codable responses and record in Section V on the worksheet.*

STEP 6

Count the total number of uncodable responses and record in Section VI on the worksheet.*

STEP 7

Add the numbers from step 6 and step 7 and record the total in Section VII on the worksheet.*

* On your worksheet, include the following sections:

- I. External, Behavioral, and Internal (with responses in each of these three categories designated as non-evaluative, evaluative, preferential, comparative-evaluative, qualified-evaluative, or speculative).
- II. Co-curricular
- III. Aggressive and Prosocial
- IV. Positive and Negative
- V. Number of codable responses
- VI. Number of uncodable responses
- VII. Total number of responses

For more information, see Kuhn & McPartland, 1954.

Example Coding Sheet

Code the following responses as: I=Internal E=External B=Behavioral

Evaluative				Non-Evaluative	
nice	I	likeable	I	on the track team	E
mad	I	fat	E	boy scout	E
sharing	I	bossy	I	play softball	B
pretty	E	good	I	pick fights	B
Christian	E	kind	I	know my division	I
dark	E	protector	I	play	B
light	E	shareful	I	work	B
playful	I	thankful	I	watch TV	B
stingy	I	wavy	E	slanted eyes	E
dark skinned	E	small	E	brown hair	E
fair	B	big	E	black (race)	E
not mean	I	rude	I	white (race)	E
wishful	I	cute	E	collect cards	B
fat	E	weird	I	ride a bike	B
bad	I	fun	I	5'5"	E
undangerous	I	lovely	I	110 pounds	E
dangerous	I	helpful	I	play baseball	B
cool	I	angry	I	dance	B
mean	I	crazy	I		
hateful	I	strong	E		
bad	I				

* All responses referencing a preference are EVALUATIVE.

* All responses with “very,” “a lot,” “sometimes,” “sorta,” “some,” “mostly,” etc. are EVALUATIVE/QUALIFIED.

* Behaviors expressed as INTERNAL traits include: “good reader,” “bike rider,” “card collector,” and “drawer.”

* Examples of PROSOCIAL responses are: “considerate,” “share,” “helpful,” “caring,” and “I am nice to people.”

* AGGRESSIVE responses include: “hateful,” “mean,” “tough,” “I pick fights,” “dangerous.”

N1. Personal Safety—Joyce Foundation Youth Survey

These items measure how safe a youth feels in his or her neighborhood and school, and going to and from school. Students are asked to think about themselves and circle the answer that best reflects their opinion or feelings about each statement.

How often would you say the following statements about yourself?

	Never	Seldom	Sometimes	Often	Always
1. I have been affected personally by violence.	a	b	c	d	e
2. I live in a safe neighborhood.	a	b	c	d	e
3. I worry about my safety getting to and from school.	a	b	c	d	e
4. I worry about my safety in school.	a	b	c	d	e
5. I see gang activity in my neighborhood.	a	b	c	d	e

Scoring and Analysis

Point values are assigned as follows:

Never	=	1
Seldom	=	2
Sometimes	=	3
Often	=	4
Always	=	5

Item 2 is reverse coded, then scores are calculated by summing all responses. Possible range is 5 to 25, with higher scores indicating more concern for personal safety, or the student's perception that his or her personal safety is at risk.

N2. Sense of Safety

These items measure feelings of safety at home, in or on the way to school, and in the neighborhood. Respondents are asked to indicate how frequently they feel safe in these situations.

	Never	Sometimes	Always
1. I feel safe on my way to school in the morning.	0	1	2
2. I feel safe on the school grounds before school starts.	0	1	2
3. I feel safe in my class at school.	0	1	2
4. I feel safe at lunch in school.	0	1	2
5. I feel safe in gym class at school.	0	1	2
6. I feel safe after school before I go home.	0	1	2
7. I feel safe on my way home from school.	0	1	2
8. I feel safe at the park closest to my house.	0	1	2
9. I feel safe outside of my house.	0	1	2
10. I feel safe playing on my block.	0	1	2
11. I feel safe walking around my neighborhood.	0	1	2

Scoring and Analysis

Point values are assigned as indicated above. Scores are based on the mean item response of non-missing items up to a threshold of 2/3 of the items being non-missing. Six (6) items must be present to calculate a score. A higher score indicates a greater sense of feeling safe.

01. Social Responsibility

These items measure civic responsibility and awareness. Youths are asked the extent to which they agree or disagree with the following statements.

1. It is hard to get ahead without breaking the law now and then.
 Strongly agree Agree Disagree Strongly disagree
2. If I want to risk getting into trouble, that is my business and nobody else's.
 Strongly agree Agree Disagree Strongly disagree
3. I don't owe the world anything.
 Strongly agree Agree Disagree Strongly disagree
4. What I do with my life won't make much difference one way or another.
 Strongly agree Agree Disagree Strongly disagree
5. I really care about how my actions might affect others.
 Strongly agree Agree Disagree Strongly disagree
6. I have a responsibility to make the world a better place.
 Strongly agree Agree Disagree Strongly disagree

(Items 2-6 were added by Flewelling, et al., 1993.)

Scoring and Analysis

Point values are assigned as follows:

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

Items 5 and 6 are reverse coded. Point values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a greater sense of social responsibility.

P1. Self-Efficacy

These items measure one's confidence in attaining educational and career goals and in avoiding fights. Youths are asked to indicate the extent to which they agree or disagree with the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
1. I will graduate from high school.	1	2	3	4
2. I will finish college.	1	2	3	4
3. I will get a job I really want.	1	2	3	4
4. I am confident in my ability to stay out of fights.	1	2	3	4
5. If someone called me a bad name, I would ignore them or walk away.	1	2	3	4
6. I don't need to fight because there are other ways to deal with anger.	1	2	3	4
7. I can get along well with most people.	1	2	3	4

(Item 7 was added by DeJong, Spiro, Brewer-Wilson, et al., 1992.)

Scoring and Analysis

Point values are assigned as indicated above. Values are summed for each respondent and divided by the number of items. The intended range of scores is 1-4, with a higher score indicating a greater confidence in one's ability to finish school, get a job, and avoid violent encounters. Items 4-7 can be treated as a separate scale.

P2. Control—Individual Protective Factors Index

This assessment measures sense of control and has two subscales: self-efficacy and self-control. Students are asked to indicate how closely several statements match their feelings. A “YES!” is checked if the statement is very true for them; “yes” if it is somewhat true; “no” if it is somewhat false; and “NO!” if it is very false.

Self-Efficacy

1. Other people decide what happens to me. YES! yes no NO!
2. It is important to think before you act. YES! yes no NO!
3. If I study hard, I will get better grades. YES! yes no NO!
4. When I try to be nice, people notice. YES! yes no NO!
5. If you work hard, you will get what you want. YES! yes no NO!
6. To make a good decision, it is important to think. YES! yes no NO!
7. I am responsible for what happens to me. YES! yes no NO!

Self-Control

8. Sometimes you have to physically fight to get what you want. YES! yes no NO!
9. I get mad easy. YES! yes no NO!
10. I do whatever I feel like doing. YES! yes no NO!
11. When I am mad, I yell at people. YES! yes no NO!
12. Sometimes I break things on purpose. YES! yes no NO!
13. If I feel like it, I hit people. YES! yes no NO!

Scoring and Analysis

Items 1, 8, 9, 10, 11, 12 and 13 are scored as follows:

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

All other items are reverse coded. To score the scale, point values for all 13 items are added. Blank items are excluded, with the scale score adjusted for the number of items completed when two or few items are blank. The maximum obtainable score of 52 indicates a high sense of self-control. A minimum score of 13 indicates a relatively low sense of control.

P3. Restraint—Weinberger Adjustment Inventory

This inventory measures self-restraint. It includes items pertaining to suppression of aggression, consideration of others, impulse control, and responsibility. It can be administered in classrooms to groups of students.

	False	Somewhat false	Not sure	Somewhat true	True
1. Doing things to help other people is more important to me than almost anything else.	1	2	3	4	5
2. I'm the kind of person who will try anything once, even if it's not that safe.	1	2	3	4	5
3. I should try harder to control myself when I'm having fun.	1	2	3	4	5
4. I do things that are against the law more often than most people.	1	2	3	4	5
5. I often go out of my way to do things for other people.	1	2	3	4	5
6. People who get me angry better watch out.	1	2	3	4	5
	Never	Not often	Sometimes	Often	Almost always
7. I think about other people's feelings before I do something they might not like.	1	2	3	4	5
8. I do things without giving them enough thought.	1	2	3	4	5
9. When I have the chance, I take things I want that don't really belong to me.	1	2	3	4	5
10. If someone tries to hurt me, I make sure I get even with them.	1	2	3	4	5

	Never	Not often	Sometimes	Often	Almost always
11. I enjoy doing things for other people, even when I don't receive anything in return.	1	2	3	4	5
12. I become "wild and crazy" and do things other people might not like.	1	2	3	4	5
13. I do things that are really not fair to people I don't care about.	1	2	3	4	5
14. I will cheat on something if I know no one will find out.	1	2	3	4	5
15. When I'm doing something for fun (for example, partying, acting silly), I tend to get carried away and go too far.	1	2	3	4	5
16. I make sure that doing what I want will not cause problems for other people.	1	2	3	4	5
17. I break laws and rules I don't agree with.	1	2	3	4	5
18. I like to do new and different things that many people would consider weird or not really safe.	1	2	3	4	5
19. Before I do something, I think about how it will affect the people around me.	1	2	3	4	5
20. If someone does something I really don't like, I yell at them about it.	1	2	3	4	5
21. People can depend on me to do what I know I should.	1	2	3	4	5
22. I lose my temper and "let people have it" when I'm angry.	1	2	3	4	5
23. I do things that I know really aren't right.	1	2	3	4	5

	Never	Not often	Sometimes	Often	Almost always
24. I say the first thing that comes into my mind without thinking enough about it.	1	2	3	4	5
25. I pick on people I don't like.	1	2	3	4	5
26. I try very hard not to hurt other people's feelings.	1	2	3	4	5
27. I stop and think things through before I act.	1	2	3	4	5
28. I say something mean to someone who has upset me.	1	2	3	4	5
29. I make sure I stay out of trouble.	1	2	3	4	5
30. When someone tries to start a fight with me, I fight back.	1	2	3	4	5

Scoring and Analysis

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Items 1 and 5 are scored on the following 5-point scale:

- False = 1
- Somewhat false = 2
- Not sure = 3
- Somewhat true = 4
- True = 5

Items 2, 3, 4 and 6 are recoded as follows:

False	=	5
Somewhat false	=	4
Not sure	=	3
Somewhat true	=	2
True	=	1

Items 7, 11, 16, 19, 21, 26, 27 and 29 are scored on the following 5-point scale:

Never	=	1
Not often	=	2
Sometimes	=	3
Often	=	4
Almost always	=	5

Items 8, 9, 10, 12, 13, 14, 15, 17, 18, 20, 22, 23, 24, 25, 28 and 30 are recoded as follows:

Never	=	5
Not often	=	4
Sometimes	=	3
Often	=	2
Almost always	=	1

Within each subscale the score is calculated by summing the point values of the responses from a participant. If 25% or less of the responses are left blank, the average of the point values for the remaining items should be multiplied by the total number of items in the scale to calculate a pro-rated score. The scale should generally not be scored if more than 25% of the responses are left blank.

The maximum obtainable score of 150 indicates a high level of emotional restraint. A minimum score of 30 indicates a low level.

A short version of the restraint scale is based on the sum of the following 12 items: 6, 7, 8, 9, 10, 12, 14, 15, 16, 19, 22 and 23. The maximum obtainable score of 60 indicates a high level of emotional restraint. A minimum score of 12 indicates a low level.

Four subscales are based on the following items:

Suppression of Aggression—6, 10, 20, 22, 25, 28 and 30

Impulse Control—2, 3, 8, 12, 15, 18, 24 and 27

Consideration of Others—1, 5, 7, 11, 16, 19 and 26

Responsibility—4, 9, 13, 14, 17, 21, 23 and 29

In each case, the maximum obtainable score (of 35 or 40) indicates a high level of suppression of aggression. A minimum score of 7 or 8 indicates a low level.

P4. Children's Desire for Control

This scale measures the desire for control and endorsement of aggressive strategies for gaining control. Respondents are asked to indicate the extent to which they feel certain statements about controlling behavior are true for them.

1. I'd rather give orders than receive orders.
 Not at all true Not very true Sort of true Very true
2. When it comes to watching TV, I want to choose the shows I watch.
 Not at all true Not very true Sort of true Very true
3. It's important to me that I can have my friends over whenever I want.
 Not at all true Not very true Sort of true Very true
4. I like to be the boss when I am with my friends.
 Not at all true Not very true Sort of true Very true
5. If people at home would listen to me more, things would be better.
 Not at all true Not very true Sort of true Very true
6. I like it when my parents let me decide what to do.
 Not at all true Not very true Sort of true Very true
7. My parents should decide what I get to eat for snacks.
 Not at all true Not very true Sort of true Very true
8. My parents should check my homework to make sure it's done.
 Not at all true Not very true Sort of true Very true
9. I like it when my parents tell me what clothes to wear.
 Not at all true Not very true Sort of true Very true
10. I like it when the gym teacher picks the teams for the games.
 Not at all true Not very true Sort of true Very true
11. It's okay when other people boss me around.
 Not at all true Not very true Sort of true Very true
12. I like it when other kids tell me what to do.
 Not at all true Not very true Sort of true Very true

13. I'd rather be a follower than a leader.
 Not at all true Not very true Sort of true Very true
14. My friends usually know what's best for me.
 Not at all true Not very true Sort of true Very true
15. I'd rather do my own homework and make mistakes than listen to someone else's ideas.
 Not at all true Not very true Sort of true Very true
16. I try to avoid situations where someone else tells me what to do.
 Not at all true Not very true Sort of true Very true

Scoring and Analysis

This measure produces a Total Desire for Control scale. Point values are assigned as follows:

Not at all true	=	1
Not very true	=	2
Sort of true	=	3
Very true	=	4

Items signifying desire to be controlled by others are reverse scored (4, 8, 10, 11, 12, 14 and 16). The final scale is created by averaging responses to 16 items. A maximum score of 4 indicates increased desire for self-control. A minimum score of 1 indicates decreased desire for self-control.

P5. Self-Efficacy—Teen Conflict Survey

These items measure an individual's confidence in his or her ability to control anger and resolve conflicts nonviolently. Respondents are asked to indicate how likely they would be to use certain nonviolent strategies.

	Very confident	Somewhat confident	Unsure	Not very confident	Not at all confident
1. Stay out of fights?	a	b	c	d	e
2. Understand another person's point of view?	a	b	c	d	e
3. Calm down when you are mad?	a	b	c	d	e
4. Talk out a disagreement?	a	b	c	d	e
5. Learn to stay out of fights?	a	b	c	d	e

Scoring and Analysis

Point values are assigned as follows:

Very confident	=	5
Somewhat confident	=	4
Unsure	=	3
Not very confident	=	2
Not at all confident	=	1

Scores are calculated by summing all responses. Possible range is 5 to 25, with higher scores indicating more confidence.

P6. Minimization

These items measure the use of minimization as a coping strategy. Respondents are asked to indicate the extent to which certain statements describe them.

	Not like me	Like me
1. I don't worry ahead of time about problems that are probably going to happen.	0	1
2. I feel that things are not as bad as they seem to others.	0	1
3. When I get angry, I try to hide my feelings.	0	1
4. I feel that problems have a way of taking care of themselves.	0	1
5. I have to be very sick to see a doctor.	0	1
6. I do not worry about things in the future because I am sure that everything will turn out all right.	0	1
7. When something bothers me, I can ignore it.	0	1
8. I feel there is very little that is worth worrying about.	0	1
9. No matter how bad things seem, I do not let it upset me.	0	1
10. I'm not afraid to take risks, because when your number's up, it's up.	0	1

Scoring and Analysis

Point values are as indicated above. Responses are summed to derive a total score, with possible scores ranging from 0 to 10. A higher score indicates a high use of minimization as a coping strategy. A lower score indicates less frequent use of minimization.

Q1. Low Self-Esteem—Weinberger Adjustment Inventory

This subscale measures an individual's perception of his or her value. Some of the items are from Weinberger's Distress Scale. Youths are asked to indicate how true various statements are for them.

	False	Somewhat false	Not sure	Somewhat true	True
1. I'm not very sure of myself.	1	2	3	4	5
2. I really don't like myself very much.	1	2	3	4	5
3. I sometimes feel so bad about myself that I wish I were somebody else.	1	2	3	4	5
	Never	Not often	Sometimes	Often	Almost always
4. I usually feel I'm the kind of person I want to be.	1	2	3	4	5
5. I feel I can do things as well as other people can.	1	2	3	4	5
6. I feel that I am a special or important person.	1	2	3	4	5
7. I feel that I am really good at things I try to do.	1	2	3	4	5

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Items 1-3 are scored as indicated above. Items 4-7 are reverse coded. The scale can be scored by summing the point values of the responses from a participant. If one or two responses are left blank, the average of the point values for the remaining items should be multiplied by 7 to calculate a pro-rated score. The scale should generally not be scored if more than two responses are left blank. The maximum obtainable score of 35 indicates a low level of self-esteem. A minimum score of 7 indicates a high level.

Q2. Hare Area-Specific Self-Esteem Scale

This scale measures adolescents' feelings about their worth and importance among peers, as students, and as family members. Students are asked to indicate the extent to which they agree or disagree with 10 statements.

	Strongly disagree	Disagree	Agree	Strongly agree
Peer				
1. I am <i>not</i> as popular as other people my age.	1	2	3	4
2. Other people think I am a lot of fun to be with.	1	2	3	4
3. I wish I were a different kind of person because I'd have more friends.	1	2	3	4
Home				
4. My parents are proud of the kind of person I am.	1	2	3	4
5. No one pays much attention to me at home.	1	2	3	4
6. I often feel unwanted at home.	1	2	3	4
7. My parents believe that I will be a success in the future.	1	2	3	4
School				
8. In the kinds of things we do in school, I am at least as good as other people in my classes.	1	2	3	4
9. I often feel worthless in school.	1	2	3	4
10. I am an important person in my classes.	1	2	3	4

Scoring and Analysis

Point values are assigned as follows:

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

Items 1, 3, 5, 6 and 9 are reverse coded. Values are summed and divided by the total number of items (10) for each respondent. The intended range is 1-4, with a high score indicating a greater feeling of self-worth.

Q3. How I Think Questionnaire

This scale measures an adolescent's cognitive distortions with respect to the social world. It can be administered quickly despite the large number of items. Respondents are asked to read a statement, then ask themselves, "Is it fair to say that this statement describes how I think about things?"

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A few sample items are provided below in four categories of cognitive distortion.

Self-Centered

If I see something I like, I take it.
If I lie to people, that's nobody's business but my own.
If I really want to do something, I don't care if it's legal or not.
When I get mad, I don't care who gets hurt.

Minimizing/Mislabeled

If you know you can get away with it, only a fool wouldn't steal.
Everybody lies. It's no big deal.
You have to get even with people who don't show you respect.
People need to be roughed up once in a while.

Assuming the Worst

You might as well steal. If *you* don't take it, somebody else will.
I might as well lie—when I tell the truth, people don't believe me anyway.
People are always trying to hassle me.
You should hurt people first, before they hurt you.

Blaming Others

If somebody is careless enough to lose a wallet, they deserve to have it stolen.
People force me to lie when they ask me too many questions.
When I lose my temper, it's because people try to make me mad.
If people don't cooperate with me, it's not my fault if someone gets hurt.

Q4. Modified Rosenberg's Self-Esteem Inventory (a)

This scale measure an individual's perception of self-worth, ability, self-satisfaction, and self-respect. Respondents are asked to indicate how strongly they agree or disagree with several statements.

	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
1. I feel that I'm a person of worth, at least on an equal par with others.	3	2	1	0
2. I feel that I have a number of good qualities.	3	2	1	0
3. All in all, I am inclined to feel that I'm a failure.	3	2	1	0
4. I am able to do things as well as most other people.	3	2	1	0
5. I feel I do not have much to be proud of.	3	2	1	0
6. I take a positive attitude toward myself.	3	2	1	0
7. On the whole, I am satisfied with myself.	3	2	1	0
8. I wish I could have more respect for myself.	3	2	1	0
9. I certainly feel useless at times.	3	2	1	0
10. At times I think that I am no good at all.	3	2	1	0

Scoring and Analysis

Point values are as indicated above, with the exception of items 3, 5, 8, 9 and 10. These items should be reverse coded so that a higher score indicates a greater self-esteem. To score this scale, the point values of the responses from a participant should be summed. Alternatively, the score could be calculated by summing the responses and dividing by the total number of responses. A high score indicates a high level of self-esteem; a low score indicates a low level of self-esteem.

Q5. Modified Rosenberg Self-Esteem Inventory (b)

These items measure an individual's perception of self. Respondents are asked to indicate how often the following statements are true for them.

How often would you say the following statements?

	Never	Seldom	Sometimes	Often	Always
1. I am popular as other people my age.	a	b	c	d	e
2. I wish I were a different person.	a	b	c	d	e
3. I feel like people pay attention to me at home.	a	b	c	d	e
4. After high school, I will get a job I really want.	a	b	c	d	e

Scoring and Analysis

Point values are assigned as follows:

Never	=	1
Seldom	=	2
Sometimes	=	3
Often	=	4
Always	=	5

Item 2 is reverse coded. Scores are calculated by summing all responses, with a possible range of 4 to 20. Higher scores indicate higher self-esteem.

Q6. Self-Concept—Individual Protective Factors Index

These items measure an individual’s sense of self-concept and self-confidence. Students are asked to indicate how closely several statements match their feelings. A “YES!” is checked if the statement is very true for them; “yes” if it is somewhat true; “no” if it is somewhat false; and “NO!” if it is very false.

Self-Concept

1. I like the way I act.	YES!	yes	no	NO!
2. People usually like me.	YES!	yes	no	NO!
3. I can be trusted.	YES!	yes	no	NO!
4. My life is all mixed up.	YES!	yes	no	NO!
5. I can do most things I try.	YES!	yes	no	NO!
6. I like the way I look.	YES!	yes	no	NO!

Self-Confidence

7. I will always have friends.	YES!	yes	no	NO!
8. I get along well with other people.	YES!	yes	no	NO!
9. I like being around people.	YES!	yes	no	NO!
10. It is hard for me to make friends.	YES!	yes	no	NO!
11. My friends respect me.	YES!	yes	no	NO!
12. I often feel lonely.	YES!	yes	no	NO!

Scoring and Analysis

Items 1, 2, 3, 5, 6, 7, 8, 9 and 11 are scored as follows:

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

All other items are reverse coded. To score, point values for all 12 items are added. Blank items are excluded, with the score adjusted for the number of items completed when two or fewer items are blank. The maximum obtainable score of 48 indicates a strong self-concept. A minimum score of 12 indicates a weak self-concept.

Q7. Self-Esteem—Rochester Youth Development Study

These items measure a youth’s sense of self-esteem. Respondents are asked to indicate to what extent they agree or disagree with several statements about themselves.

	Strongly agree	Agree	Strongly disagree	Disagree
1. In general, you are satisfied with yourself.	4	3	2	1
2. At times you think you are no good at all.	4	3	2	1
3. You feel that you have a number of good qualities.	4	3	2	1
4. You can do things as well as most other people.	4	3	2	1
5. You feel you do not have much to be proud of.	4	3	2	1
6. You feel useless at times.	4	3	2	1
7. You feel that you are at least as good as other people.	4	3	2	1
8. You wish you could have more respect for yourself.	4	3	2	1
9. Sometimes you think of yourself as a bad person.	4	3	2	1

Scoring and Analysis

Point values are assigned as indicated above. Items 2, 5, 6, 8 and 9 should be reverse coded. Point values for all responses are summed and then divided by the total number of items. Higher scores indicate a greater sense of self-esteem.

R1. Presence of Caring—Individual Protective Factors Index

These items measure an individual’s sense of support from an adult. Respondents are asked to indicate how closely several statements match their feelings. A “YES!” is checked if the statement is very true for them; “yes” if it is somewhat true; “no” if it is somewhat false; and “NO!” if it is very false.

1. There are people I can depend on to help me if I really need it. YES! yes no NO!
2. There is not an adult I can turn to for guidance in times of stress. YES! yes no NO!
3. If something went wrong, no one would come to my assistance. YES! yes no NO!
4. There is an adult I could talk to about important decisions in my life. YES! yes no NO!
5. There is a trustworthy adult I could turn to for advice if I were having problems. YES! yes no NO!
6. There is no one I can depend on for help if I really need it. YES! yes no NO!
7. There is no adult I can feel comfortable talking about my problems with. YES! yes no NO!
8. There are people I can count on in an emergency. YES! yes no NO!
9. There is a special person in my life who cares about my feelings. YES! yes no NO!

Scoring and Analysis

Items 1, 4, 5, 8 and 9 are scored as follows:

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

All other items are reverse coded. To score, point values for all 9 items are added. Blank items are excluded, with the score adjusted for the number of items completed when two or few items are blank. The maximum obtainable score of 36 indicates a strong presence of caring. A minimum score of 9 indicates a weak presence.

R2. Vaux Social Support Record

These items measure satisfaction with perceived emotional advice, guidance, and practical social support. Youths are asked to indicate how much they agree or disagree with a series of statements.

	Not at all	Some	A lot
1. At school, there are adults I can talk to, who care about my feelings and what happens to me.	0	1	2
2. At school, there are adults I can talk to, who give good suggestions and advice about my problems.	0	1	2
3. At school, there are adults who help me with practical problems, like helping me get somewhere or helping with a project.	0	1	2
4. There are people in my family I can talk to, who care about my feelings and what happens to me.	0	1	2
5. There are people in my family I can talk to, who give good suggestions and advice about my problems.	0	1	2
6. There are people in my family who help me with practical problems, like helping me get somewhere or help me with a job or project.	0	1	2
7. I have friends I can talk to, who care about my feelings and what happens to me.	0	1	2
8. I have friends I can talk to, who give good suggestions and advice about my problems.	0	1	2
9. I have friends who help me with practical problems, like how to get somewhere, or help me with a job.	0	1	2

Scoring and Analysis

Point values, as indicated above, are summed. A high score indicates a high level of social support. A low score indicates a low level of social support.

R3. Sense of School Membership

These items measure a student's sense of belonging to his or her middle school. Youths are asked to indicate how much they agree or disagree with a series of statements.

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

1. I feel proud of belonging to my middle school.
 Strongly agree Agree Neither Disagree Strongly disagree
2. I am treated with as much respect as other students.
 Strongly agree Agree Neither Disagree Strongly disagree
3. I feel very different from most other students here.
 Strongly agree Agree Neither Disagree Strongly disagree
4. The teachers here respect me.
 Strongly agree Agree Neither Disagree Strongly disagree
5. There's at least one teacher or other adult in this school I can talk to if I have a problem.
 Strongly agree Agree Neither Disagree Strongly disagree

Scoring and Analysis

Point values are assigned as follows:

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

Item 3 is reverse coded. Scores are derived by summing across all items, with a possible range from 5 to 25. Higher scores indicate a higher sense of belonging.

R4. Empathy—Teen Conflict Survey

These items measure an individual's ability to listen, care, and trust others. Youths are asked to indicate how often they would make several statements.

How often would you make the following statements?

1. I can listen to others.
 Never Seldom Sometimes Often Always
2. Kids I don't like can have good ideas.
 Never Seldom Sometimes Often Always
3. I get upset when my friends are sad.
 Never Seldom Sometimes Often Always
4. I trust people who are not my friends.
 Never Seldom Sometimes Often Always
5. I am sensitive to other people's feelings, even if they are not my friends.
 Never Seldom Sometimes Often Always

Scoring and Analysis

Point values are assigned as follows:

Never	=	1
Seldom	=	2
Sometimes	=	3
Often	=	4
Always	=	5

Scores are derived by summing all responses, with possible scores ranging from 5 to 25. Higher scores indicate higher empathy.

S1. Social Consciousness

These items measure perceptions of how one's behavior affects others. Youths are asked to indicate the extent to which they agree or disagree with the following statements.

1. The problems of other people don't really bother me.
 Strongly agree Agree Disagree Strongly disagree
2. If I was mean to someone, I would feel bad about it later.
 Strongly agree Agree Disagree Strongly disagree
3. If I knew for sure I wouldn't get caught, I would probably steal something that I really wanted.
 Strongly agree Agree Disagree Strongly disagree
4. People usually have a good reason for fighting.
 Strongly agree Agree Disagree Strongly disagree
5. Telling a lie makes me feel uncomfortable.
 Strongly agree Agree Disagree Strongly disagree

Scoring and Analysis

Point values are assigned as follows:

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

Items 2 and 5 are reverse coded. Values are summed and divided by the total number of items (5) for each respondent. The intended range is 1-4, with a high score indicating a greater sense of how one's behavior may affect others.

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Section III

Behavior Assessments

The assessments in this section measure behaviors related to youth violence:

- A. Aggressive and Violent Behavior
- B. Concentration
- C. Conflict Resolution Skills
- D. Dating Violence
- E. Delinquent and Disciplinary Behavior
- F. Drug and Alcohol Use
- G. Exposure to Gangs
- H. Handgun Access
- I. Impulsivity
- J. Leisure Activity
- K. Parental Control
- L. Safety and Threats
- M. Social Competence
- N. Social Problem Solving Skills
- O. Victimization
- P. Weapon Carrying

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
A. Aggressive and Violent Behavior	A1. Aggression Scale; 11 items	Measures frequency of self-reported aggressive behaviors (e.g., hitting, pushing, name-calling, threatening).	Students in grades 3-8.	Internal consistency: .88 to .90. (Orpinas, Horne & Staniszewski, 2003).	Orpinas & Frankowski, 2001
	A2. Modified Aggression Scale; 22 items	Composed of four subscales: fighting, bullying, anger, cooperative/ caring behavior. Modified version of the Aggression Scale (A1).	Middle school students, grades 6-8.	Internal consistency: Fighting .73; Bullying .83; Anger .75; Caring/cooperative behavior .60.	Orpinas, 1993 <i>Modified by Bosworth & Espelage, 1995</i>
	A3. Aggression/ Victimization Scale; 12 items	Measures the frequency of being victimized or showing self-reported aggressive behaviors during the previous week. Combines longer versions of an Aggression Scale (A1) and a Victimization Scale (O1).	Students in grades 4 and 5.	Internal consistency: Aggression .86; Victimization .84.	Orpinas & Frankowski, 2001
	A4. Peer-Nomination of Aggression; 24 items	Composed of six subscales: aggression, popularity, rejection, victimization, hyperactivity, prosocial behavior. Childhood peer-nominations of aggression have been shown to be highly predictive of adolescent and young adult aggression.	Urban elementary school children, grades 1-6.	Internal consistency: .98. One year stability: .62. Aggression: .97; Popularity .91; Rejection NA; Victimization .85; Hyperactivity .95; Prosocial behavior .94 (Huesmann, Eron, Lefkowitz & Walder, 1984; Huesmann, Eron & Guerra, 1992; Huesmann, Eron, Guerra & Crawshaw, 1994).	Eron, Walder & Lefkowitz, 1971 <i>Copyright 1960</i>
	A5. Physical Fighting—Youth Risk Behavior Survey; 4 items	Measures frequency of physical fighting and injuries from fights within the past year.	National population sample of students in grades 9-12.	Kappas range from 50.5% to 68.2%. High stability over time (Brener, Collins, Kann, Warren & Williams, 1995).	Division of Adolescent and School Health (DASH), CDC, 1993, 2003
	A6. Fighting To and From School—NYC Youth Violence Survey; 4 items	Measures frequency of physical fighting while going to or from school.	Students in grades 9-12.	Not available.	Division of Adolescent and School Health (DASH), CDC, 1993

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
A. Aggressive and Violent Behavior (Continued)	A7. Aggressive Behavior—SAGE Baseline Survey; 12 items	Measures self-reported recency of aggressive and other high risk behaviors.	African-American males aged 12-16.	Internal consistency: Beliefs supporting aggression .66; Aggressive conflict-resolution style .80. Strongly associated with psychosocial measures such as beliefs supporting aggression, conflict resolution style, hostility, and ethnic identity (Rosenbaum et al., 1991; Paschall & Flewelling, 1997).	Straus, 1979 <i>Modified by Flewelling, Paschall & Ringwalt, 1993</i>
	A8. Aggression—Problem Behavior Frequency Scale; 18 items	Measures the frequency of physical aggression, non-physical aggression, and relational aggression.	Middle school students, grades 6-8.	Internal consistency: Physical aggression .80; Nonphysical aggression .79; Relational aggression .72.	Multisite Violence Prevention Project, 2004 <i>Adapted from Crick & Bigbee, 1998; Farrell, Kung, White & Valois, 2000; Orpinas & Frankowski, 2001</i>
	A9. Seriousness of Violence Classification—Pittsburgh Youth Study; 5 items	Measures the highest level of violence a youth reached during the assessment period of 6 months or 1 year.	Male students initially in grades 1, 4 and 7 in 1987 or 1988, and followed into adulthood.	Not applicable.	Loeber, Farrington, Stouthamer-Loeber & Van Kammen, 1998
	A10. Nonphysical Aggression—Pittsburgh Youth Study; 16 items	Measures non-physical aggressive behavior in terms of arguing, bragging, seeking attention, disobeying parents and teachers, etc.	Male students initially in grades 1, 4 and 7 in 1987 or 1988, and followed into adulthood.	Internal consistency: .85.	Loeber, Farrington, Stouthamer-Loeber & Van Kammen, 1998
	A11. Aggressive Behavior—Joyce Foundation Youth Survey; 6 items	Measures whether respondent or anyone in household has recently (in the past month) been a victim or perpetrator of violence.	Middle school students, grades 6-8; adults 18 and older.	Internal consistency: .72.	LH Research, Inc., 1993 <i>Items added by Houston Community Demonstration Project, 1993</i>
	A12. Reactive/Proactive Aggression—FastTrack; 26 items	Measures frequency of proactive and reactive aggressive behavior.	Male students, aged 7-16.	Internal consistency: Reactive aggression .84 to .90; Proactive aggression .86 to .91.	Dodge & Coie, 1987 Raine, Dodge, Loeber, et al., unpublished
	A13. Reactive/Proactive Aggression—FastTrack (Teacher Checklist); 6 items	Measures teachers' perceptions of a child's proactive and reactive aggressive behavior.	Teachers of children and adolescents, aged 4-18.	Internal consistency: Reactive aggression .94; Proactive aggression .90 (Corrigan, 2003).	Dodge & Coie, 1987
	A14. Aggression Towards Parents—High Risk Behavioral Assessment; 9 items	Measures the frequency with which peers or friends shout, curse, or hit their parents or are recipients of these behaviors from parents.	African-American students aged 8-18.	Not available.	Dolan, 1989 <i>Adapted by Church, 1994</i>

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
A. Aggressive and Violent Behavior (Continued)	A15. Fighting—High Risk Behavioral Assessment; 10 items	Measures the frequency of peer fighting, punching, kicking, knife, and gun use.	African-American students aged 8-18.	Not available.	Dolan, 1989 <i>Adapted by Church, 1994</i>
B. Concentration	B1. Social Health Profile; 10 items	Measures teachers' perceptions of children's concentration skills.	Urban elementary school children, grades 1-6.	Not available.	Werthamer-Larsson, Kellam & Wheeler, 1991
C. Conflict Resolution Skills	C1. Conflict Resolution—Individual Protective Factors Index; 12 items	Measures two conflict resolution skills: self-control and cooperation (6 items each).	Low-income students in grades 7-11.	Internal consistency: .65 and .65 (Gabriel, 1994).	Phillips & Springer, 1992
	C2. Conflict Resolution Style; 5 vignettes	Measures styles of handling conflict situations.	African-American males aged 12-16.	Not available.	Slaby & Guerra, 1988
D. Dating/Partner Violence	D1. Victimization in Dating Relationships; 18 items	Measures self-reported victimization of physical violence within dating relationships.	Students in grades 8-9.	Internal consistency: .90.	Foshee, Linder, Bauman, et al., 1996
	D2. Perpetration in Dating Relationships; 18 items	Measures self-reported perpetration of physical violence within dating relationships.	Students in grades 8-9.	Internal consistency: .93.	Foshee, Linder, Bauman, et al., 1996
	D3. Conflict Tactics Scales (CTS2); 78 items	Measures psychological and physical attacks between partners and the use of negotiation to deal with conflict.	Partners in dating, cohabiting, and marital relationships.	Internal Consistency: Psychological aggression .79; Physical assault .86; Sexual coercion .87; Injury .95; Negotiation .86 (Straus, Hamby, Boney-McCoy & Sugarman, 1996).	Straus, Hamby, Boney-McCoy & Sugarman, 1996 <i>Copyright 1996</i> Straus, Hamby & Warren, 2003
E. Delinquent and Disciplinary Behavior	E1. Self-Reported Delinquency—Rochester Youth Development Study; 36 items	Measures the self-reported frequency of 36 delinquent acts.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Not available.	Thornberry, Krohn, Lizotte, Smith & Tobin, 2003
	E2. Self-Reported Delinquency—Problem Behavior Frequency Scale; 8 items	Measures the frequency of delinquency behaviors such as suspension, stealing, shoplifting, and cheating.	Middle school students, grades 6-8.	Internal consistency: .76.	Multisite Violence Prevention Project, 2004 <i>Adapted from Jessor & Jessor, 1977</i>
	E3. Disciplinary and Delinquent Behavior—SAGE Baseline Survey; 9 items	Measures self-reported recency of delinquent behaviors and school disciplinary actions.	African-American males aged 12-16.	Not available.	Straus, 1979 <i>Modified by Rosenbaum, et al., 1991; and Flewelling, Paschall & Ringwalt, 1993</i>

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
E. Delinquent and Disciplinary Behavior (Continued)	E4. Friend's Delinquent Behavior—Denver Youth Survey; 8 items	Measures respondent's knowledge of their friends' involvement in vandalism, violence, and drug use during the past year.	African-American males aged 12-16.	Internal consistency: .89.	Institute of Behavioral Science, 1987
	E5. Friends' Delinquent Behavior—Peer Deviancy Scale; 10 items	Measures youth reports of friends' involvement in delinquent activity, and parents' perceptions of their child's friends and their involvement in delinquent activity.	Middle school students, grades 6-8, and their parents.	Internal consistency: Youth .85; Parents .84.	Multisite Violence Prevention Project, 2004 <i>Adapted from Conduct Problems Prevention Research Group, 2000</i>
	E6. Delinquent Peers—Rochester Youth Development Study; 8 items	Measures the youth's report of how many of his/her friends are involved in delinquent activities.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .88.	Thornberry, Lizotte, Krohn, Farnworth & Jang, 1994
	E7. Disciplinary Behavior—High Risk Behavioral Assessment; 8 items	Measures the frequency of youth suspensions, tardiness, and skipping or cutting school.	African-American students aged 8-18.	Not available.	Dolan, 1989 <i>Adapted by Church, 1994</i>
	E8. Delinquent Behavior—High Risk Behavioral Assessment; 5 items	Measures the frequency with which respondents have witnessed or been subjects of stealing and property damage.	African-American students aged 8-18.	Not available.	Dolan, 1989 <i>Adapted by Church, 1994</i>
F. Drug and Alcohol Use	F1. Drug & Alcohol Use—Youth Risk Behavior Survey; 18 items	Measures the frequency of self-reported alcohol and drug use.	National population sample of students, grades 9-12.	Kappas range from 36.1% to 87.5% (Brener, Collins, Kann, et al., 1995).	Division of Adolescent and School Health (DASH), CDC, 2003
	F2. Drug & Alcohol Use—SAGE Baseline Survey; 7 items	Measures self-reported recency of drug and alcohol use.	African-American males aged 12-16.	Not available.	Straus, 1979 <i>Modified by Rosenbaum et al., 1991; and Flewelling, Paschall & Ringwalt, 1993</i>
	F3. Drug and Alcohol Use—Problem Behavior Frequency Scale; 6 items	Measures the frequency of drug and alcohol use in the past month.	Middle school students, grades 6-8.	Internal consistency: .84.	Multisite Violence Prevention Project, 2004 <i>Adapted from Farrell, Kung, White & Valois, 2000; and Kandel 1975</i>
	F4. Drug & Alcohol Use—Teen Conflict Survey; 12 items	Measures age of onset and frequency of substance use.	Middle school students, grades 6-8.	Internal consistency: .83.	Bosworth & Espelage, 1995
	F5. Drug & Alcohol Use—High Risk Behavioral Assessment; 5 items	Measures involvement of friends in the use and sale of drugs or alcohol.	African-American students aged 8-18.	Not available.	Dolan, 1989 <i>Adapted by Church, 1994</i>
G. Exposure to Gangs	G1. Exposure to Gangs—Houston School Cohort Survey; 6 items	Measures exposure to gangs and gang membership.	Middle school students, grades 6-8.	Internal consistency: .52.	Houston Community Demonstration Project, 1993

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
H. Handgun Access	H1. Handgun Access—NYC Youth Violence Survey; 6 items	Measures possession of, access to, and risk of carrying a handgun.	Students in grades 9-12.	Not available.	Division of Adolescent and School Health (DASH), CDC, 1993
I. Impulsivity	I1. Impulsivity — Teen Conflict Survey; 4 items	Measures the frequency of impulsive behaviors (e.g., lack of self-control, difficulty sitting still, trouble finishing things).	Middle school students, grades 6-8.	Internal consistency: .62.	Bosworth & Espelage, 1995
J. Leisure Activity	J1. Leisure Activity—Teen Conflict Survey; 10 items	Measures the amount of time a student spends every day in a number of leisure activities (e.g., reading, watching TV, homework).	Middle school students, grades 6-8.	Not available.	Bosworth & Espelage, 1995
K. Parental Control	K1. Parental Control; 10 items	Measures the amount and kind of television parents allow their children to watch; also measures the extent to which parents know their children's friends and taste in music.	Middle school students, grades 6-8.	Internal consistency: .73.	Houston Community Demonstration Project, 1993
L. Safety and Threats	L1. Safety and Threats—NYC Youth Violence Survey; 9 items	Measures frequency of being threatened or harmed by someone while going to and from school or in other places.	Students in grades 9-12.	Not available.	Division of Adolescent and School Health (DASH), CDC, 1993
M. Social Competence	M1. Social Competence; 19 items	Measures teachers' perceptions of a child's social competence. Includes two subscales: prosocial behavior and emotion regulation.	Urban elementary school children, grades 1-6.	Not available.	Conduct Problems Prevention Research Group, 1991
	M2. Social Competence—Teacher Post-Ratings; 10 items	Measures teachers' perceptions of the degree of change in students' prosocial and cooperative behaviors over the course of the school year.	Urban elementary school children, grades 1-6.	Not available.	Conduct Problems Prevention Research Group, 1991
	M3. Prosocial Behaviors of Children; 19 items	Measures teachers' perceptions of their students' prosocial skills. Includes ratings of both adaptive behaviors and interpersonal social competence.	Elementary school children, grades 1-6.	Internal consistency: .95 (Fifield, 1987).	McConnell, Strain, Kerr, et al., 1984

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
M. Social Competence (Continued)	M4. Parent/Child Social Competencies—Conflict Behavior Questionnaire; 20 items	Measures social competencies at home between children and their caregivers. True-False questionnaire (long and short form) for child to complete. Matching survey for parent to complete.	Elementary school children, grades 3-5.	Internal consistency: .92 to .93 for fathers and mothers.	Eberly, Montemayor & Flannery, 1993
	M5. Parental Report of Helping Behavior; 15 items	Measures cooperativeness, cheerfulness, and responsiveness of the child to household chores.	Parents of children in grades 3-5.	Internal consistency: .93 to .92 for mothers and fathers.	Eberly, Montemayor & Flannery, 1993
N. Social Problem Solving Skills	N1. Social Problem Solving Measure; 8 items	Measures children's aggressive and competent interpersonal negotiation strategies in proactive situations.	Urban elementary school children, grades 1-6.	Internal consistency: Aggressive strategy .67; Competent strategy .60 (Aber, Brown, Jones & Samples, 1995).	Dodge, Bates & Pettit, 1990 <i>Adapted by Aber, Brown, Jones & Samples, 1995</i>
O. Victimization	O1. Victimization; 10 items	Measures the frequency of being teased, pushed, or threatened during the week prior to the survey.	Middle school students, grades 6-8.	Internal consistency: .85. Significant correlation ($r=.51$) with the Aggression Scale (A1).	Orpinas & Kelder, 1995
	O2. Victimization—Problem Behavior Frequency Scale; 12 items	Measures the frequency of relational and overt victimization in the past month.	Middle school students, grades 6-8.	Internal consistency: Overt victimization .84; Relational victimization .84.	Multisite Violence Prevention Project, 2004 <i>Adapted from Crick & Bigbee, 1998; Orpinas & Frankowski, 2001; Sullivan, Esposito & Farrell, 2003</i>
P. Weapon Carrying	P1. Weapon Carrying—Youth Risk Behavior Survey/ NYC Youth Violence Survey; 8 items	Measures the frequency of weapon carrying anywhere, to/from school, and on school property.	National population sample of students, grades 9-12; city sample of students, grades 9-12.	Kappas range from 65.1% to 76.3%. High stability over time (Brenner, Collins, Kann, Warren & Williams, 1995).	Division of Adolescent and School Health (DASH), CDC, 1993, 2003

SCALES AND ASSESSMENTS

A1. Aggression Scale

This scale measures frequency of self-reported aggressive behaviors (e.g., hitting, pushing, name-calling, threatening). Respondents are presented with a series of behaviors, and are asked to mark with a circle the number of times they did that behavior during the last 7 days.

Please answer the following questions thinking of what actually happened to you during the last 7 days. For each question, indicate how many times you did something during the last 7 days.

	Number of times						
	0	1	2	3	4	5	6+
1. I teased students to make them angry.	0	1	2	3	4	5	6+
2. I got angry very easily with someone.	0	1	2	3	4	5	6+
3. I fought back when someone hit me first.	0	1	2	3	4	5	6+
4. I said things about other kids to make other students laugh.	0	1	2	3	4	5	6+
5. I encouraged other students to fight.	0	1	2	3	4	5	6+
6. I pushed or shoved other students.	0	1	2	3	4	5	6+
7. I was angry most of the day.	0	1	2	3	4	5	6+
8. I got into a physical fight because I was angry.	0	1	2	3	4	5	6+
9. I slapped or kicked someone.	0	1	2	3	4	5	6+
10. I called other students bad names.	0	1	2	3	4	5	6+
11. I threatened to hurt or to hit someone.	0	1	2	3	4	5	6+

Scoring and Analysis

This scale is scored by adding all responses. Possible range is between 0 and 66 points. Each point represents one aggressive behavior the student reported engaging in during the week prior to the survey. If four or more items are missing, the score cannot be computed. If three or less items are missing, these values are replaced by the respondent's average.

A2. Modified Aggression Scale

This scale is composed of four subscales: fighting, bullying, anger, cooperative/caring behavior. It is a modified version of the Aggression Scale (A1). Respondents are presented with a series of behaviors, and are asked to mark with a circle the number of times they did that behavior during the last 30 days.

Choose how many times you did this activity or task in the last 30 days. In the last 30 days....

	No opportunity	Never	1 or 2 times	3 or 4 times	5 or more times
Fighting					
1. I hit back when someone hit me first.	a	b	c	d	e
2. I encouraged other students to fight.	a	b	c	d	e
3. I pushed, shoved, slapped, or kicked other students.	a	b	c	d	e
4. I got into a physical fight because I was angry.	a	b	c	d	e
5. I walked away from a fight.	a	b	c	d	e
Bullying					
6. I teased other students.	a	b	c	d	e
7. I said things about other students to make other students laugh (made fun of them).	a	b	c	d	e
8. I called other students names.	a	b	c	d	e
9. I threatened to hit or hurt another student.	a	b	c	d	e
Anger					
10. I frequently get angry.	a	b	c	d	e
11. I was angry most of the day.	a	b	c	d	e
12. I got into a physical fight because I was angry.	a	b	c	d	e
13. I was mean to someone when I was angry.	a	b	c	d	e

	No opportunity	Never	1 or 2 times	3 or 4 times	5 or more times
14. I took my anger out on an innocent person.	a	b	c	d	e
Caring/Cooperative Behavior					
15. I helped someone stay out of a fight.	a	b	c	d	e
16. I told other students how I felt when they did something I liked.	a	b	c	d	e
17. I cooperated with others.	a	b	c	d	e
18. I told other students how I felt when they upset me.	a	b	c	d	e
19. I protected someone from a “bully.”	a	b	c	d	e
20. I gave someone a compliment.	a	b	c	d	e
21. I helped other students solve a problem.	a	b	c	d	e
22. I avoided getting in trouble at home, school, or in the community.	a	b	c	d	e

(Items 5, 10, 13, 14, 15, 19, 20 and 22 were added by Bosworth & Espelage, 1995. Item 6 was modified.)

Scoring and Analysis

Point values are assigned as follows:

No opportunity	=	1
Never	=	1
1 or 2 times	=	2
3 or 4 times	=	3
5 or more times	=	4

The *Fighting* subscale is calculated by reverse coding Item 5 and summing across all five items. A total of 20 points is possible and a high score indicates more aggression or fighting. The other three subscales are calculated similarly, by summing across all responses. The *Bullying* subscale has a total of 16 points; the *Anger* subscale has a total of 20 points; and the *Caring/Cooperative Behavior* subscale has a total of 32 points. High scores indicate more bullying behavior, more anger, and more caring/cooperative behavior.

A3. Aggression/Victimization Scale

These items measure the frequency of being victimized or showing self-reported aggressive behaviors during the previous week. It combines longer versions of an Aggression Scale (A1) and a Victimization Scale (O1), and asks respondents to think about how many times specific behaviors occurred during the past 7 days.

	Number of times						
Victimization							
1. How many times did a kid from your school tease you?	0	1	2	3	4	5	6+
2. How many times did a kid from your school push, shove, or hit you?	0	1	2	3	4	5	6+
3. How many times did a kid from your school call you a bad name?	0	1	2	3	4	5	6+
4. How many times did kids from your school say that they were going to hit you?	0	1	2	3	4	5	6+
5. How many times did other kids leave you out on purpose?	0	1	2	3	4	5	6+
6. How many times did a student make up something about you to make other kids not like you anymore?	0	1	2	3	4	5	6+
Aggression							
7. How many times did you tease a kid from your school?	0	1	2	3	4	5	6+
8. How many times did you push, shove, or hit a kid from you school?	0	1	2	3	4	5	6+
9. How many times did you call a kid from your school a bad name?	0	1	2	3	4	5	6+
10. How many times did you say that you would hit a kid from your school?	0	1	2	3	4	5	6+
11. How many times did you leave out another kid on purpose?	0	1	2	3	4	5	6+

Number of times

12. How many times did you make up something about other students to make other kids not like them anymore? 0 1 2 3 4 5 6+

(Adapted by Pamela Orpinas for upper elementary school students from the Aggression Scale: Orpinas & Frankowski, 2001.)

Scoring and Analysis

Point values for all items are added. Intended range is between 0 and 72 points. Each point represents one instance of victimization or aggression reported by the student during the week prior to the survey. If four or more items are missing, the score cannot be computed. If three or less items are missing, these values are replaced by the respondent's average. Higher scores indicate higher levels of victimization and aggression.

A4. Peer-Nomination of Aggression

This scale is composed of six subscales: aggression, popularity, rejection, victimization, hyperactivity, and prosocial behavior. Students are given a list of the names of the children in their class, separated by gender, and are asked to mark the names of everyone who fit each question as it is read aloud. “No Boy” and “No Girl” are included as acceptable responses. Students ratings are then compared with teacher ratings.

1. Who are you?
2. Who are the children who always sit around you?
3. Who would you like to sit next to in class?
4. Who likes to share with others?
5. Who does not obey the teacher?
6. Who often says “Give me that!”?
7. Who gets along well with others?
8. Who are the children who are usually chosen last to join in group activities?
9. Who gets picked on by other kids?
10. Who gets out of their seat a lot?
11. Who gives dirty looks or sticks out their tongue at other children?
12. Who makes up stories and lies to get other children in trouble?
13. Who does things that bother other children?
14. Who helps other kids?
15. Who are the children you would like to have for your best friends?
16. Who are the children that you really don't like?
17. Who wiggles or moves around in their seat a lot?

18. Who gets hit and pushed by other kids?
19. Who starts a fight over nothing?
20. Who pushes or shoves other children?
21. Who is always getting into trouble?
22. Who says mean things?
23. Who takes other children's things without asking?
24. Who does nice things to help other people?

Scoring and Analysis

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The scale taps six domains. Scores on each scale range from 0 to 1. Each score represents the total proportion of times the child has been nominated on behaviors in that domain. The *Aggression* scale is calculated by summing the number of times a child is nominated by peers on 10 aggression items (5, 6, 11, 12, 13, 19, 20, 21, 22 and, 23) and dividing by the total number of nominators. A maximum score of 1 signifies that the child has been nominated on every aggressive behavior by every nominator. A minimum score of 0 signifies that the child has not been nominated by anyone for any behavior.

The *Prosocial* scale is calculated similarly, using 4 prosocial items (4, 7, 14 and 24). The score indicates the proportion of times the child was nominated on these items by the nominator out of all possible times the child could have been nominated.

The *Popularity* scale is based on items 3 and 15, with a higher score indicating greater popularity. The *Rejection* scale uses items 8 and 16, and a higher score means that the child is rejected more for social contact by his or her peers. With the *Victimization* scale (items 9 and 18), a higher score means more victimization. And with the *Hyperactivity* scale (items 10 and 17), higher scores indicate greater hyperactivity.

A5. Physical Fighting—Youth Risk Behavior Survey

These items measure frequency of physical fighting and injuries from fights within the past year. Respondents are asked to circle one response for each question.

1. During the past 12 months, how many times were you in a physical fight?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times

2. The **last time** you were in a physical fight, with whom did you fight?
 - a. I have never been in a physical fight
 - b. A total stranger
 - c. A friend or someone I know
 - d. A boyfriend, girlfriend, or date
 - e. A parent, brother, sister, or other family member
 - f. Someone not listed above
 - g. More than one of the persons listed above

3. During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?
 - a. 0 times
 - b. 1 times
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or more times

4. During the past 12 months, how many times were you in a physical fight **on school property**?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times

(The Youth Risk Behavior Survey has been administered every other year since 1991. Item 2, above, was included in the 1993 survey.)

Scoring and Analysis

Individual items can be scored by assigning point values to correspond to response categories. For items with a range, a midpoint value can also be assigned. Incidence rates for items 1, 3 and 4, and standard errors for these estimates are calculated as follows:

$$\text{Incidence Rate} = \sum_{i=1}^n P_i C_i \quad \text{Standard Error} = \sqrt{\sum C_i^2 (\text{Var}(P_i))}$$

P = the proportion of subjects

i = (1,2,3...n) levels of the variable of interest

C = frequency of behavior

Incidence Rate = the proportion of subjects with the behavior of interest (P_i) multiplied by the frequency of that behavior (C_i), or use a midpoint if there is a range.

Standard Error = the square root of the sum of the frequency of the behavior squared (C_i²) multiplied by the variance of each proportion (Var(P_i)).

Example: Incidence Rate of Physical Fighting Among White Females

i = 1,2,3,4,5,6,7 (1 time, 2.5 times, 4.5 times, 6.5 times, 8.5 times, 10.5 times, 12+ times)

j = 1,2,3 (White, Black, Hispanic)

k = 1,2 (Female, Male)

For white females (j=1,k=1) the incidence rate can be designated as IR_{jk} or IR₁₁ and calculated as follows:

$$IR_{11} = \sum_{i=1}^7 P_{i11} C_i$$

A6. Fighting To and From School—NYC Youth Violence Survey

These items measure frequency of physical fighting while going to and from school. Respondents are asked to circle one response for each question.

1. During the past 12 months, while **going to or from school**, how many times were you in a physical fight?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times

2. Where did most of the fights occur?
 - a. I did not fight going to or from school during the past 12 months
 - b. Housing project
 - c. Subway
 - d. Playground
 - e. Street
 - f. Other

3. Who did you fight with most often?
 - a. I did not fight going to or from school during the past 12 months
 - b. A stranger
 - c. A friend or someone I know
 - d. A boyfriend, girlfriend, or date
 - e. A group of youths (gang or posse members)
 - f. Other

4. During the past 12 months, while **going to or from school**, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times

Scoring and Analysis

Individual items can be scored by assigning point values to correspond to response categories. For items with a range, a midpoint value can also be assigned. Incidence rates for items 1 and 4, and standard errors for these estimates are calculated as follows:

$$\text{Incidence Rate} = \sum_{i=1}^n P_i C_i \quad \text{Standard Error} = \sqrt{\sum C_i^2 (\text{Var}(P_i))}$$

P = the proportion of subjects

i = (1,2,3....n) levels of the variable of interest

C = frequency of behavior

Incidence Rate = the proportion of subjects with the behavior of interest (P_i) multiplied by the frequency of that behavior (C_i), or use a midpoint if there is a range.

Standard Error = the square root of the sum of the frequency of the behavior squared (C_i^2) multiplied by the variance of each proportion ($\text{Var}(P_i)$).

Example: Incidence Rate of Physical Fighting To and From School Among Black Males

i = 1,2,3,4,5,6,7 (1 time, 2.5 times, 4.5 times, 6.5 times, 8.5 times, 10.5 times, 12+ times)

j = 1,2,3 (White, Black, Hispanic)

k = 1,2 (Female, Male)

For black males ($j=2, k=2$) the incidence rate can be designated as IR_{jk} or IR_{22} and calculated as follows:

$$IR_{22} = \sum_{i=1}^7 P_{i22} C_i$$

A7. Aggressive Behavior—SAGE Baseline Survey

These items measure self-reported recency of aggressive and other high risk behaviors. Respondents are asked to indicate the last time they engaged in the following behaviors.

When was the last time you ...

1. Pushed, grabbed, or shoved someone?
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
2. Hit or punched someone?
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
3. Kicked someone?
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
4. Were hurt in a fight?
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
5. Hurt someone else in a fight?
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
6. Threatened to hurt someone?
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
7. Threatened someone with a knife or gun?
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
8. Used a knife or gun to injure someone?
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

9. Watched a fight?
- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
10. Carried a gun?
- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
11. Carried a knife?
- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
12. Needed medical care for an intentionally caused injury (such as being punched, pushed, attacked, or shot)?
- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

Scoring and Analysis

Items can be considered separately or as an index of violence-related behavior within a given time period. To create an index for past-year violent or violence-related behavior, a point should be given for each item with a check in one of the first three response categories, thus creating a possible range of 1-12.

A8. Aggression—Problem Behavior Frequency Scale

These items measure the frequency of physical aggression, non-physical aggression, and relationship aggression. Respondents are asked to indicate how often a particular problem behavior has occurred in the past month.

In the last 30 days, how many times have you ...

	Number of times					
Physical Aggression						
1. Thrown something at someone to hurt them?	0	1-2	3-5	6-9	10-19	20 or more
2. Been in a fight in which someone was hit?	0	1-2	3-5	6-9	10-19	20 or more
3. Threatened to hurt a teacher?	0	1-2	3-5	6-9	10-19	20 or more
4. Shoved or pushed another kid?	0	1-2	3-5	6-9	10-19	20 or more
5. Threatened someone with a weapon (gun, knife, club, etc.)?	0	1-2	3-5	6-9	10-19	20 or more
6. Hit or slapped another kid?	0	1-2	3-5	6-9	10-19	20 or more
7. Threatened to hit or physically harm another kid?	0	1-2	3-5	6-9	10-19	20 or more
Non-Physical Aggression						
8. Insulted someone's family?	0	1-2	3-5	6-9	10-19	20 or more
9. Teased someone to make them angry?	0	1-2	3-5	6-9	10-19	20 or more
10. Put someone down to their face?	0	1-2	3-5	6-9	10-19	20 or more
11. Gave mean looks to another student?	0	1-2	3-5	6-9	10-19	20 or more
12. Picked on someone?	0	1-2	3-5	6-9	10-19	20 or more

Number of times

Relational Aggression

13. Didn't let another student be in your group anymore because you were mad at them?	0	1-2	3-5	6-9	10-19	20 or more
14. Told another kid you wouldn't like them unless they did what you wanted them to do?	0	1-2	3-5	6-9	10-19	20 or more
15. Tried to keep others from liking another kid by saying mean things about him/her?	0	1-2	3-5	6-9	10-19	20 or more
16. Spread a false rumor about someone?	0	1-2	3-5	6-9	10-19	20 or more
17. Left another kid out on purpose when it was time to do an activity?	0	1-2	3-5	6-9	10-19	20 or more
18. Said things about another student to make other students laugh?	0	1-2	3-5	6-9	10-19	20 or more

Scoring and Analysis

Point values for each subscale are assigned as follows:

Never	=	1
1-2 times	=	2
3-5 times	=	3
6-9 times	=	4
10-19 times	=	5
6-20 or more times	=	6

Point values are summed for each subscale. High scores indicate higher levels of aggressive behavior.

A9. Seriousness of Violence Classification—Pittsburgh Youth Study

These items measure the highest level of violence a youth reached during the previous 6 months or 1 year. Youth are asked to indicate if they have been involved in a gang fight, used weapons, physically hurt someone, etc.

In the past six months ...

	No	Yes
1. Have you been involved in a gang fight?	0	1
2. Have you used a weapon, force, or strong-arm methods to get money or things from people?	0	1
3. Have you attacked someone with a weapon or with the idea of seriously hurting or killing them?	0	1
4. Have you physically hurt or threatened to hurt someone to get them to have sex with you?	0	1
5. Have you had or tried to have sexual relations with someone against their will?	0	1

Scoring and Analysis

The construct has a starting value of 0.

If the answer to Question 1 is “yes,” set the construct to 1.

If the answer to Question 2 is “yes,” set the construct to 2.

If the answer to Question 3, 4 or 5 is “yes,” set the construct to 3.

High scores indicate more serious violence (gang fighting, forcible theft, attack, forced sex, or coerced sex).

A10. Nonphysical Aggression—Pittsburgh Youth Study

These items measure non-physical aggressive behavior. Youth are asked about the extent to which they engage in 16 non-physical aggressive behaviors such as arguing, bragging, seeking attention, disobeying parents or teachers, not getting along with others, swearing, and sulking.

	Not true	Sometimes true	Very true
1. You argue a lot.	0	1	2
2. You brag.	0	1	2
3. You try to get a lot of attention.	0	1	2
4. You disobey your parents.	0	1	2
5. You disobey at school.	0	1	2
6. You don't get along with other kids.	0	1	2
7. You are jealous of others.	0	1	2
8. You scream a lot.	0	1	2
9. You show off or clown.	0	1	2
10. You are stubborn.	0	1	2
11. You swear or use dirty language.	0	1	2
12. You tease others a lot.	0	1	2
13. You have a hot temper.	0	1	2
14. You threaten to hurt people.	0	1	2
15. You are louder than other kids.	0	1	2
16. You sulk or pout a lot.	0	1	2

Scoring and Analysis

For the purposes of this construct, all positive responses are equivalent. Responses of 2 “very true” are recoded to 1 “sometimes true.” All scores are summed to derive a total. Higher scores indicate more aggressive behavior.

A11. Aggressive Behavior—Joyce Foundation Youth Survey

These items measure whether the respondent or anyone in the household has recently, in the past month, been a victim or perpetrator of violence.

1. Within the past 30 days, **have you** ...
 - a. Been punched or beaten by another person? Yes No
 - b. Been threatened with or actually cut with a knife? Yes No
 - c. Been threatened with a gun or shot at? Yes No

2. Within the past 30 days, **has anyone you live with** ...
 - a. Been punched or beaten by another person? Yes No
 - b. Been threatened with or actually cut with a knife? Yes No
 - c. Been threatened with a gun or shot at? Yes No

3. Within the past 30 days, **have you** ...
 - a. Become violent while under the influence of alcohol or drugs? Yes No
 - b. Become violent while buying or selling drugs? Yes No
 - c. Punched or beaten another person? Yes No
 - d. Used a knife or gun against another person? Yes No

4. Within the past 30 days, **has anyone you live with** ...
 - a. Become violent while under the influence of alcohol or drugs? Yes No
 - b. Become violent while buying or selling drugs? Yes No
 - c. Punched or beaten another person? Yes No
 - d. Used a knife or gun against another person? Yes No

Over the past 30 days, **how often have you** (circle one for each question) ...

5. Hit someone because you did not like something they said or did?

Never	Once or twice	3-4 times	5-9 times	10 or more times
1	2	3	4	5

6. Gotten involved in a gang fight?

Never	Once or twice	3-4 times	5-9 times	10 or more times
1	2	3	4	5

(Items 5 and 6 were added by Houston Community Demonstration Project, 1993.)

Scoring and Analysis

Items 1-6 can be considered a single scale, which can be scored by adding the point values of the responses and dividing the total by the number of responses. Blank items should not be counted in the number of responses. Higher mean scores indicate higher levels of exposure to or participation in violent or aggressive behavior. Lower mean scores indicate lower levels of exposure to or participation in violent or aggressive behavior.

A12. Reactive-Proactive Aggression—FastTrack

These items measure reactive and proactive aggression. Respondents are presented with a series of behaviors and are asked to circle the number that best represents the frequency with which they did that behavior. When administered to young children, the teacher reads each statement and circles the students' response.

How often have you ...

	Never	Hardly ever	Some- times	Often	Always or almost always
1. Yelled at others when they have annoyed you?	0	1	2	3	4
2. Had fights with others to show who was on top?	0	1	2	3	4
3. Reacted angrily when provoked by others?	0	1	2	3	4
4. Taken things from other students?	0	1	2	3	4
5. Had temper tantrums?	0	1	2	3	4
6. Vandalized something for fun?	0	1	2	3	4
7. Damaged things because you felt mad?	0	1	2	3	4
8. Had a gang fight to be cool?	0	1	2	3	4
9. Gotten angry when frustrated?	0	1	2	3	4
10. Hurt others to win a game?	0	1	2	3	4
11. Become angry or mad when you lost a game?	0	1	2	3	4
12. Used physical force to get others to do what you want?	0	1	2	3	4
13. Gotten angry or mad when you lost a game?	0	1	2	3	4
14. Threatened and bullied someone?	0	1	2	3	4

	Never	Hardly ever	Some- times	Often	Always or almost always
15. Gotten angry when others threatened you?	0	1	2	3	4
16. Used force to obtain money or things from others?	0	1	2	3	4
17. Damaged things because you felt angry?	0	1	2	3	4
18. Made obscene phone calls for fun?	0	1	2	3	4
19. Felt better after hitting or yelling at someone?	0	1	2	3	4
20. Gotten others to gang up on someone else?	0	1	2	3	4
21. Hit others to defend yourself?	0	1	2	3	4
22. Carried a weapon to use in a fight?	0	1	2	3	4
23. Gotten angry or mad or hit others when teased?	0	1	2	3	4
24. Threatened or forced someone to have sex?	0	1	2	3	4
25. Set fire to things because you felt angry?	0	1	2	3	4
26. Yelled at others so they would do things for you?	0	1	2	3	4

Scoring and Analysis

Point values are assigned as indicated above. Two subscales are included: *Reactive Aggression* (items 1, 3, 5, 7, 8, 11, 13, 14, 16, 19 and 22) and *Proactive Aggression* (items 2, 4, 6, 9, 10, 12, 15, 17, 18, 20, 21 and 23). Point values for each subscale are summed, then subscale scores are added to derive the *Total Aggression* score. Higher scores indicate higher frequencies of aggressive behavior.

A13. Reactive/Proactive Aggression—FastTrack (Teacher Checklist)

These items measure teachers' reports of a child's proactive and reactive aggressive behavior. Teachers are asked to indicate how often each child exhibits certain aggressive behaviors.

	Never true	Rarely true	Sometimes true	Usually true	Almost always true
1. When this child has been teased or threatened, he or she gets angry easily and strikes back.	1	2	3	4	5
2. This child always claims that other children are to blame in a fight and feels that they started the trouble.	1	2	3	4	5
3. When a peer accidentally hurts the child (such as bumping into him or her), this child assumes that the peer meant to do it, and then overreacts with anger/fighting.	1	2	3	4	5
4. This child gets other kids to gang up on a peer that he or she does not like.	1	2	3	4	5
5. This child uses physical force (or threatens to use force) in order to dominate other kids.	1	2	3	4	5
6. This child threatens or bullies others in order to get his or her own way.	1	2	3	4	5

Scoring and Analysis

Point values are as indicated above. The measure has two subscales: *Reactive Aggressive Behavior* (items 1-3) and *Proactive Aggressive Behavior* (items 4-6). Items for each scale are averaged, with high scores indicating high reactive (or proactive) aggressive behavior.

A14. Aggression Towards Parents—High Risk Behavioral Assessment

This assessment measures the frequency with which peers or friends shout, curse, or hit their parents; or are recipients of these behaviors from their parents. Questions are asked during a one-on-one interview.

1. A. Do you know of kids who shout or curse at their parents? Yes No
B. How often? Rarely Occasionally Regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

2. A. Have any of your friends shouted, cursed, or hit their parents? Yes No
B. How often? Rarely Occasionally Regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

3. Why do you think your friends strike out at their parents?

4. A. Have you ever shouted, cursed, or hit your parents? Yes No
B. How often? Rarely Occasionally Regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

- C. Why did you shout, curse, or hit your parents?

5. A. Why do you think parents shout or hit their children?

- B. Do you know of any adults who hit or yell at their children? Yes No
C. How often? Rarely Occasionally Regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

6. A. Have any of your friend's parents hit or yelled at their children? Yes No
B. How often? Rarely Occasionally Regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

7. A. Why do you think some kids run away from home?

B. Do you know of any kids who have run away from home? Yes No

C. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)

8. A. Have any of your friends run away from home? Yes No

B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)

9. A. Have you ever run away from home? Yes No

B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)

C. Why did you run away from home?

Scoring and Analysis

The number of “A” items to which the respondent answered “yes” are summed. Opened ended questions are not scored. For those respondents who scored at least 1, the frequency is calculated by averaging the answers for the “B” or “C” items (How often?). Point values are assigned as follows:

- Rarely = 1
- Occasionally = 2
- Regularly = 3

A high score indicates a high level of exposure to aggressive family behavior.

A15. Fighting—High Risk Behavioral Assessment

This assessment measures the frequency of peer fighting, punching, kicking, knife, and gun use. Questions are asked during a one-on-one interview.

1. A. Why do you think people fight?

B. Have you seen others get into a “yelling” fight where they only used their words and didn’t hit?

Yes

No

C. How often?

Rarely

Occasionally

Regularly

(1-3/year)

(1-2/month)

(daily or 1-2/week)

2. A. Have your friends gotten into “yelling” fights?

Yes

No

B. How often?

Rarely

Occasionally

Regularly

(1-3/year)

(1-2/month)

(daily or 1-2/week)

3. A. Have you gotten into “yelling” fights?

Yes

No

B. How often?

Rarely

Occasionally

Regularly

(1-3/year)

(1-2/month)

(daily or 1-2/week)

C. Why do you get into these yelling fights?

4. A. Have you seen others get into fights where they had to punch or kick to defend themselves?

Yes

No

B. How often?

Rarely

Occasionally

Regularly

(1-3/year)

(1-2/month)

(daily or 1-2/week)

5. A. Have you seen your friends get into fights where they had to punch or kick to defend themselves?

Yes

No

B. How often?

Rarely

Occasionally

Regularly

(1-3/year)

(1-2/month)

(daily or 1-2/week)

6. A. Have you gotten into fights where you had to punch or kick to defend yourself?
 Yes No
 B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)
7. A. Have you seen others get into fights where they had to use a knife or gun to defend themselves?
 Yes No
 B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)
8. A. Have you seen your friends get into fights where they had to use a knife or gun to defend themselves?
 Yes No
 B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)
9. A. Have you gotten into fights where you had to use a knife or gun to defend yourself?
 Yes No
 B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)
10. A. Have you ever been in a situation where you were scared and couldn't defend yourself?
 Yes No
 B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)

Scoring and Analysis

The number of "A" items to which the respondent answered "yes" are summed. Then for those respondents who scored at least 1, the frequency is calculated by averaging the answers for the "B" items (How often?).

Point values are assigned as follows:

Rarely	=	1
Occasionally	=	2
Regularly	=	3

A high score indicates a high level of exposure to interpersonal conflict.

B1. Social Health Profile

These items measure a teacher's perception of children's concentration skills. Teachers are asked to indicate how often each child exhibits certain skills and behaviors.

	Never	Rarely	Sometimes	Often	Very often	Always
1. Self-reliant	1	2	3	4	5	6
2. Works hard	1	2	3	4	5	6
3. Learns up to ability	1	2	3	4	5	6
4. Easily distracted	1	2	3	4	5	6
5. Concentrates	1	2	3	4	5	6
6. Completes assignments	1	2	3	4	5	6
7. Shows poor effort	1	2	3	4	5	6
8. Eager to learn	1	2	3	4	5	6
9. Mind wanders	1	2	3	4	5	6
10. Works well alone	1	2	3	4	5	6

Scoring and Analysis

Point values are as indicated above. Items 4, 7 and 9 are reverse coded, then a total score is calculated by summing individual items. Scores range from 10 to 60, with a maximum score of 60 indicating a high level of concentration and learning skills.

C1. Conflict Resolution—Individual Protective Factors Index

These items measure two conflict resolution skills: self-control and cooperation (6 items each). Respondents are asked to indicate how closely several statements match their feelings. A “YES!” is checked if the statement is very true for them; “yes” if it is somewhat true; “no” if it is somewhat false; and “NO!” if it is very false.

Self-Control

1. Sometimes you have to physically fight to get what you want. YES! yes no NO!
2. I get mad easily. YES! yes no NO!
3. I do whatever I feel like doing. YES! yes no NO!
4. When I am mad, I yell at people. YES! yes no NO!
5. Sometimes I break things on purpose. YES! yes no NO!
6. If I feel like it, I hit people. YES! yes no NO!

Cooperation

1. I like to help around the house. YES! yes no NO!
2. Being part of a team is fun. YES! yes no NO!
3. Helping others makes me feel good. YES! yes no NO!
4. I always like to do my part. YES! yes no NO!
5. It is important to do your part in helping at home. YES! yes no NO!
6. Helping others is very satisfying. YES! yes no NO!

Scoring and Analysis

The items listed under *Self-Control* are scored as follows:

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

The *Cooperation* items are reverse coded. To score, point values for all 12 items are added. Blank items are excluded, with the score adjusted for the number of items completed when two or few items are blank. The maximum obtainable score of 48 indicates a high level of conflict resolution skills. A minimum score of 12 indicates a low level.

C2. Conflict Resolution Style

These items measure adolescents' styles of handling conflict situations. Respondents are asked to select the response that best corresponds to the way they would react or behave.

1. Imagine that you're in line for a drink of water. Someone your age comes along and pushes you out of line.

What would you probably do if this happened to you? (check all that apply)

- Say something nasty to him.
- Ask him why he pushed you.
- Nothing, just walk away.
- Tell him it's your place in line.
- Push him out of line.

2. You're walking to the store. Someone your age walks up to you and calls you a name.

What would you probably do if this happened to you? (check all that apply)

- Call him a name.
- Ask him what's going on.
- Walk away from him.
- Tell him to cut it out.
- Hit him.

3. You see your friend fighting with another boy his age.

What would you probably do if this happened to you? (check all that apply)

- Cheer for your friend to win.
- Find out why your friend and the other kid are fighting.
- Go away and let your friend and the other kid fight it out.
- Try to get both of them to calm down and stop fighting.
- Join your friend fighting against the other kid.

4. You see another guy trying to kiss and put his arm around your girlfriend.

What would you probably do if this happened to you? (check all that apply)

- Say something rude to him.
- Ask him why he's messing with your girlfriend.
- Nothing, just ignore the situation.
- Let him know that she's your girlfriend.
- Push him away from your girlfriend.

5. Suppose that you were with your girlfriend at a party. She was dancing real close and acting sexy, but now she doesn't want to make out with you.

What would you probably do if this happened to you? (check all that apply)

- Say something mean or insulting to her.
- Ask her why she doesn't want to make out.
- Ignore her and go talk to someone else.
- Tell her that you're really in the mood for making out with her.
- Start kissing her and making out anyway.

(Items 4 and 5 were added and minor modifications in wording were made by Flewelling, et al., 1993.)

Scoring and Analysis

A point should be given for each selection of a verbally and/or physically aggressive response choice. The first responses are the verbally aggressive choices; the last responses are the physically aggressive choices. Possible ranges are 1-5 or 1-10. Higher scores indicate higher aggressive tendencies.

D1. Victimization in Dating Relationships

This scale measures self-reported victimization of physical violence within dating relationships. Respondents are asked to indicate the number of times they have experienced certain violent acts while on a date.

How many times has **any person that you have been on a date with** done the following things to you? Only include it when the dating partner **did it to you first**. In other words, don't count it if they did it to you in self-defense. *Please circle one number on each line.*

	10 or more times	4 to 9 times	1 to 3 times	Never
1. Scratched me	3	2	1	0
2. Slapped me	3	2	1	0
3. Physically twisted my arm	3	2	1	0
4. Slammed me or held me against a wall	3	2	1	0
5. Kicked me	3	2	1	0
6. Bent my fingers	3	2	1	0
7. Bit me	3	2	1	0
8. Tried to choke me	3	2	1	0
9. Pushed, grabbed, or shoved me	3	2	1	0
10. Dumped me out of a car	3	2	1	0
11. Threw something at me that hit me	3	2	1	0
12. Forced me to have sex	3	2	1	0
13. Forced me to do other sexual things that I did not want to do	3	2	1	0
14. Burned me	3	2	1	0

	10 or more times	4 to 9 times	1 to 3 times	Never
15. Hit me with a fist	3	2	1	0
16. Hit me with something hard besides a fist	3	2	1	0
17. Beat me up	3	2	1	0
18. Assaulted me with a knife or gun	3	2	1	0

Scoring and Analysis

Point values are as indicated above. The score is calculated by summing the point values of the responses from a participant. Alternatively, the score can be derived by summing the point values and dividing by the number of responses. A high score indicates a high level of victimization in dating relationships; a low score indicates a low level of victimization.

D2. Perpetration in Dating Relationships

The scale measures self-reported perpetration of physical violence within dating relationships. Respondents are asked to indicate the number of times they have ever performed certain violent acts to their date.

How many times have **you ever** done the following things to a person that you have been on a date with? Only include when **you did it to him/her first**. In other words, don't count it if you did it in self-defense. *Please circle one number on each line.*

	10 or more times	4 to 9 times	1 to 3 times	Never
1. Scratched them	3	2	1	0
2. Slapped them	3	2	1	0
3. Physically twisted their arm	3	2	1	0
4. Slammed or held them against a wall	3	2	1	0
5. Kicked them	3	2	1	0
6. Bent their fingers	3	2	1	0
7. Bit them	3	2	1	0
8. Tried to choke them	3	2	1	0
9. Pushed, grabbed, or shoved them	3	2	1	0
10. Dumped them out of a car	3	2	1	0
11. Threw something at them that hit them	3	2	1	0
12. Forced them to have sex	3	2	1	0
13. Forced them to do other sexual things that they did not want to do	3	2	1	0

	10 or more times	4 to 9 times	1 to 3 times	Never
14. Burned them	3	2	1	0
15. Hit them with my fist	3	2	1	0
16. Hit them with something hard besides my fist	3	2	1	0
17. Beat them up	3	2	1	0
18. Assaulted them with a knife or gun	3	2	1	0

Scoring and Analysis

Point values are as indicated above. The score is calculated by summing the point values of the responses from a participant. Alternatively, the score can be derived by summing the point values and dividing by the total number of responses. A high score indicates a high level of perpetration in dating relationships; a low score indicates a low level of perpetration.

D3. Conflict Tactics Scales (CTS2)

This instrument measures the extent to which partners in dating, cohabiting, or marital relationships engage in psychological and physical attacks on each other and also their use of reasoning or negotiation to deal with conflicts. Respondents are asked to indicate the number of times in the past year they or their partner engaged in a particular behavior.

CTS2 has five subscales: Negotiation, Psychological Aggression, Physical Assault, Sexual Coercion, and Injury. Sample items for each subscale are:

Negotiation

1. I said I cared about my partner even though we disagreed.
2. I suggested a compromise to a disagreement.

Psychological Aggression

3. I shouted or yelled at my partner.
4. I stomped out of the room or house or yard during a disagreement.

Physical Assault

5. I slapped my partner.
6. I punched or hit my partner with something that could hurt.

Sexual Coercion

7. I insisted on sex when my partner did not want to (but did not use physical force).
8. I used force (like hitting, holding down, or using a weapon) to make my partner have sex.

Injury

9. I had a sprain, bruise, or small cut because of a fight with my partner.
10. I needed to see a doctor because of a fight with my partner, but I didn't.

The full scale consists of 39 items, each of which is asked twice, first for what the respondent did and then for what the partner did.

Scoring and Analysis

This scale is copyrighted. For permission to use and specific scoring information, contact:

Western Psychological Services (WPS)
12031 Wilshire Boulevard
Los Angeles, CA 90025
Tel: (800) 648-8857
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www.wpspublish.com

The full CTS may be purchased from WPS at www.wpspublish.com. If the sample items above are reproduced, written permission must first be obtained by writing to Susan Weinberg at WPS (weinberg@wpspublish.com) or calling the toll free number 1-800-648-8857.

E1. Self-Reported Delinquency—Rochester Youth Development Study

This index measures the self-reported frequency of 36 delinquent acts. Respondents are asked to indicate if they have engaged in a variety of problem or delinquent behaviors in the past month.

In the past 30 days, have you ...

1. Run away from home?	Yes	No
2. Skipped classes without an excuse?	Yes	No
3. Lied about your age to get into someplace or to buy something (for example, lying about your age to get into a movie or to buy alcohol)?	Yes	No
4. Hitchhiked a ride with a stranger?	Yes	No
5. Carried a hidden weapon?	Yes	No
6. Been loud or rowdy in a public place where somebody complained and you got in trouble?	Yes	No
7. Begged for money or things from strangers?	Yes	No
8. Made obscene telephone calls, such as calling someone and saying dirty things?	Yes	No
9. Been drunk in a public place?	Yes	No
10. Damaged, destroyed or marked up somebody else's property on purpose?	Yes	No
11. Set fire on purpose or tried to set fire to a house, building, or car?	Yes	No
12. Avoided paying for things, like a movie, taking bus rides, using a computer, or anything else (including video games)?	Yes	No
13. Gone into or tried to go into a building to steal or damage something?	Yes	No
14. Tried to steal or actually stolen money or things worth \$5 or less?	Yes	No
15. How about between \$5 and \$50?	Yes	No
16. How about between \$50 and \$100?	Yes	No

17. How about over \$100?	Yes	No
18. Shoplifted or taken something from a store on purpose (including anything you already told me about)?	Yes	No
19. Stolen someone's purse or wallet or picked someone's pocket?	Yes	No
20. Stolen something from a car that did not belong to you?	Yes	No
21. Tried to buy or sell things that were stolen?	Yes	No
22. Taken a car or motorcycle for a ride without the owner's permission?	Yes	No
23. Stolen or tried to steal a car or other motor vehicle?	Yes	No
24. Forged a check or used fake money to pay for something?	Yes	No
25. Used or tried to use a credit card, bank card, or automatic teller card without permission?	Yes	No
26. Tried to cheat someone by selling them something that was not what you said it was or that was worthless?	Yes	No
27. Attacked someone with a weapon or with the idea of seriously hurting or killing them?	Yes	No
28. Hit someone with the idea of hurting them (other than what you have already mentioned)?	Yes	No
29. Been involved in gang or posse fights?	Yes	No
30. Thrown objects such as rocks or bottles at people (other than what you have already mentioned)?	Yes	No
31. Used a weapon or force to make someone give you money or things?	Yes	No
32. Been paid for having sexual relations with someone?	Yes	No
33. Physically hurt or threatened to hurt someone to get them to have sex with you?	Yes	No

- | | | |
|---|-----|----|
| 34. Had or tried to have sexual relations with someone against their will (other than what you have already mentioned)? | Yes | No |
| 35. Sold marijuana, reefer or pot? | Yes | No |
| 36. Sold hard drugs such as crack, heroin, cocaine, LSD or acid? | Yes | No |

Scoring and Analysis

“Yes” responses are assigned a point value of 1, then summed. Higher scores indicate a greater level of delinquency.

E2. Self-Reported Delinquency—Problem Behavior Frequency Scale

These items measure the frequency of delinquency behaviors. Respondents are asked to indicate how often in the past month they have been suspended, stolen something or shoplifted, cheated, or damaged the property of others.

In the last 30 days, how many times have you ...

	Number of times					
	0	1-2	3-5	6-9	10-19	20 or more
1. Been on suspension?	0	1-2	3-5	6-9	10-19	20 or more
2. Stolen something from another student?	0	1-2	3-5	6-9	10-19	20 or more
3. Snuck into someplace without paying such as movies, onto a bus or subway?	0	1-2	3-5	6-9	10-19	20 or more
4. Skipped school?	0	1-2	3-5	6-9	10-19	20 or more
5. Cheated on a test?	0	1-2	3-5	6-9	10-19	20 or more
6. Taken something from a store without paying for it (shoplifted)?	0	1-2	3-5	6-9	10-19	20 or more
7. Written things or sprayed paint on walls or sidewalks or cars where you were not supposed to?	0	1-2	3-5	6-9	10-19	20 or more
8. Damaged school or other property that did not belong to you?	0	1-2	3-5	6-9	10-19	20 or more

Scoring and Analysis

Point values are assigned as follows:

Never	=	1
1-2 times	=	2
3-5 times	=	3
6-9 times	=	4
10-19 times	=	5
20 or more times	=	6

Point values for all responses are summed. High scores indicate higher levels of delinquency.

E3. Disciplinary and Delinquent Behavior—SAGE Baseline Survey

These items measure self-reported recency of delinquent behaviors and school disciplinary actions. Respondents are asked to indicate the last time they engaged in the following behaviors.

When was the last time you ...

1. Stole something?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

2. Stole something worth more than \$50?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

3. Damaged or destroyed property that didn't belong to you?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

4. Were detained or arrested by the police?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

5. Were required to appear in court for something you had done?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

6. Were sent to the principal or counselor for disciplinary reasons?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

7. Skipped class?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

8. Were suspended or expelled from school?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

9. Were fired from a job?

Within the
past month

Between 1 and
6 months ago

Between 6 months
and 1 year ago

Over 1
year ago

Never

Scoring and Analysis

Items can be considered separately or as an index of violence-related behavior within a given time period. To create an index for past-year violent or violence-related behavior, a point should be given for each item with a check in one of the first three response categories, thus creating a possible range of 1-9.

E4. Friends' Delinquent Behavior—Denver Youth Survey

These items measure respondents' knowledge of their friends' involvement in vandalism, violence, and drug use during the past year. Respondents are asked to indicate how many of their close friends have engaged in delinquent and high risk behaviors.

During the last year **how many of your friends** have ...

1. Purposely damaged or destroyed property that did not belong to them?
 All of the Most of them Some of them Very few them None of them
2. Hit or threatened to hit someone?
 All of the Most of them Some of them Very few them None of them
3. Used alcohol?
 All of them Most of them Some of them Very few them None of them
4. Sold drugs?
 All of them Most of them Some of them Very few them None of them
5. Gotten drunk once in a while?
 All of them Most of them Some of them Very few them None of them
6. Carried a knife or a gun?
 All of them Most of them Some of them Very few them None of them
7. Got into a physical fight?
 All of them Most of them Some of them Very few them None of them
8. Been hurt in a fight?
 All of them Most of them Some of them Very few them None of them

Scoring and Analysis

Point values are assigned as follows:

All of them	=	4
Most of them	=	3
Some of them	=	2
Very few of them	=	1
None of them	=	0

Values are summed and divided by the total number of items (8) for each respondent. Intended range is 0-4, with a higher score indicating greater association with (or exposure to) delinquent behavior by close friends.

E5. Friends' Delinquent Behavior—Peer Deviancy Scale

These items measure youth reports of friends' involvement in delinquent activity. Students are asked how many friends they would consider to be close friends. They are then presented with 10 problem behaviors and asked how many of their friends have done these behaviors in the past 3 months.

How many friends would you consider to be close friends? These are friends who you see more than once a week. These are friends who you spend time with and enjoy doing things with. _____ (Record number of friends).

Now, in the last 3 months, how many of these friends have ...

	None of them	Very few of them	Some of them	Most of them	All of them
1. Skipped school without an excuse?	0	1	2	3	4
2. Stolen something worth less than \$100?	0	1	2	3	4
3. Gone into or tried to go into a building to steal something?	0	1	2	3	4
4. Gone joyriding, that is, taken a motor vehicle such as a car or motorcycle for a ride or drive without the owner's permission?	0	1	2	3	4
5. Hit someone with the idea of really hurting that person?	0	1	2	3	4
6. Attacked someone with a weapon or other thing to really hurt that person?	0	1	2	3	4
7. Use a weapon, force, or strong arm methods to get money or things from people?	0	1	2	3	4
8. Drank alcohol?	0	1	2	3	4
9. Been in a gang fight?	0	1	2	3	4
10. Hit or slapped a boyfriend/girlfriend?	0	1	2	3	4

(A corresponding scale can be administered to parents. All items are identical, but the lead-in statement is amended to read: “How many friends of your child would you consider to be close friends? These are friends who your child sees more than once a week. These are friends who your child spends time with and enjoys doing things with. _____(Record number of friends). Now, in the last 3 months, how many of these friends do you think have ...”)

Scoring and Analysis

Point values are assigned as indicated above. Point values for all responses are summed. Higher scores indicate higher levels of problem behaviors among peers.

E6. Delinquent Peers—Rochester Youth Development Study

These items measure youths' reports of how many of their friends are involved in delinquent activities. Respondents are asked to indicate how many of their friends have exhibited delinquent behavior in the past month.

In the past 30 days, how many of your friends ...

	Most of them	Some of them	A few of them	None of them
1. Used a weapon or force to get money or things from people?	4	3	2	1
2. Attacked someone with a weapon or with the idea of seriously hurting them?	4	3	2	1
3. Hit someone with the idea of hurting them?	4	3	2	1
4. Stole something worth more than \$100?	4	3	2	1
5. Stole something worth more than \$5 but less than \$50?	4	3	2	1
6. Damaged or destroyed someone else's property on purpose?	4	3	2	1
7. Took a car for a ride or drive without the owner's permission?	4	3	2	1
8. Skipped classes without an excuse?	4	3	2	1

Scoring and Analysis

Point values are assigned as indicated above. Point values for all responses are summed. Higher scores indicate higher levels of delinquency among peers.

E7. Disciplinary Behavior—High Risk Behavioral Assessment

This assessment measures the frequency of youth suspensions, tardiness, and skipping or cutting school. Questions are asked during a one-on-one interview.

1. A. Have you seen other students get suspended from school? Yes No
B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)
2. A. Have any of your friends been suspended? Yes No
B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)
3. A. Have you ever been suspended? Yes No
B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)
4. A. Have you seen other students skip or cut school? Yes No
B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)
5. A. Have any of your friends skipped or cut school? Yes No
B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)
6. A. Have you ever skipped or cut school? Yes No
B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)
- C. What did you do instead?

7. A. Have any of your friends been late to school? Yes No
B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)

8. A. Have you ever been late to school? Yes No
B. How often? Rarely Occasionally Regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

C. Why were you late?

Scoring and Analysis

The number of “A” items to which the respondent answered “yes” are summed. Then for those respondents who scored at least 1, the frequency is calculated by averaging the answers for the “B” items (How often?).

Point values are assigned as follows:

- Rarely = 1
Occasionally = 2
Regularly = 3

A high score indicates a high level of risky school behavior.

E8. Delinquent Behavior—High Risk Behavioral Assessment

This assessment measures the frequency with which respondents' have witnessed or been subjects of stealing and property damage. Questions are asked during a one-on-one interview.

1. A. Have you witnessed any stealing? Yes No

B. What kinds of things have you seen get stolen?

C. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)

D. Why do you think people steal?

2. A. Have you had things stolen from you? Yes No

B. What kinds of things have been stolen from you?

C. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)

D. Why were these things stolen?

F1. Drug and Alcohol Use—Youth Risk Behavior Survey

These items measure the frequency of self-reported alcohol and drug use. Respondents are asked to circle one response for each question.

1. How old were you when you had your first drink of alcohol other than a few sips?
 - a. I have never had a drink of alcohol other than a few sips
 - b. 8 years old or younger
 - c. 9 or 10 years old
 - d. 11 or 12 years old
 - e. 13 or 14 years old
 - f. 15 or 16 years old
 - g. 17 years old or older

2. During your life, on how many days have you had at least one drink of alcohol?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 9 days
 - d. 10 to 19 days
 - e. 20 to 39 days
 - f. 40 to 99 days
 - g. 100 or more days

3. During the past 30 days, on how many days did you have at least one drink of alcohol?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 to 29 days
 - g. All 30 days

4. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?
 - a. 0 days
 - b. 1 day
 - c. 2 days
 - d. 3 to 5 days
 - e. 6 to 9 days
 - f. 10 to 19 days
 - g. 20 or more days

5. During the past 30 days, on how many days did you have at least one drink of alcohol **on school property**?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 to 29 days
 - g. All 30 days

6. How old were you when you tried marijuana for the first time?
 - a. I have never tried marijuana
 - b. 8 years old or younger
 - c. 9 or 10 years old
 - d. 11 or 12 years old
 - e. 13 or 14 years old
 - f. 15 or 16 years old
 - g. 17 years old or older

7. During your life, how many times have you used marijuana?
 - a. 0 times
 - b. 1 or 2 times
 - c. 3 to 9 times
 - d. 10 to 19 times
 - e. 20 to 39 times
 - f. 40 to 99 times
 - g. 100 or more times

8. During the past 30 days, how many times did you use marijuana?
 - a. 0 times
 - b. 1 or 2 times
 - c. 3 to 9 times
 - d. 10 to 19 times
 - e. 20 to 39 times
 - f. 40 or more times

9. During the past 30 days, on how times did you use marijuana **on school property**?
 - a. 0 times
 - b. 1 or 2 times
 - c. 3 to 9 times
 - d. 10 to 19 times
 - e. 20 to 39 times
 - f. 40 or more times

10. During your life, how many times have you used **any** form of cocaine, including powder, crack, or freebase?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
11. During the past 30 days, how many times did you use **any** form of cocaine, including powder, crack, or freebase?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
12. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
13. During the past 30 days, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
14. During your life, how many times have you used heroin (also called smack, junk, or China White)?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times

15. During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
16. During your life, how many times have you used ecstasy (also called MDMA)?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
17. During your life, how many times have you taken steroid pills or shots without a doctor's prescription?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
18. During your life, how many times have you used a needle to inject any illegal drug into your body?
- 0 times
 - 1 time
 - 2 or more times
19. During the past 12 months, has anyone offered, sold, or given you an illegal drug **on school property**?
- Yes
 - No

Scoring and Analysis

Individual items can be scored by assigning point values to correspond to response categories. For items with a range, a midpoint value can also be assigned. Incidence rates for items 2 through 18, and standard errors for these estimates, are calculated as follows:

$$\text{Incidence Rate} = \sum_{i=1}^n P_i C_i \quad \text{Standard Error} = \sqrt{\sum C_i^2 (\text{Var}(P_i))}$$

P = the proportion of subjects

i = (1,2,3....n) levels of the variable of interest

C = frequency of behavior

Incidence Rate = the proportion of subjects with the behavior of interest (P_i) multiplied by the frequency of that behavior (C_i), or use a midpoint if there is a range.

Standard Error = the square root of the sum of the frequency of the behavior squared (C_i^2) multiplied by the variance of each proportion ($\text{Var}(P_i)$).

Example: Incidence Rate of Marijuana Use Among White Males

i = 1,2,3,4,5 (1.5 times, 6 times, 14.5 times, 29.5 times, 40+ times)

j = 1,2,3 (White, Black, Hispanic)

k = 1,2 (Female, Male)

For white males ($j=1, k=2$) the incidence rate can be designated as IR_{jk} or IR_{12} and calculated as follows:

$$IR_{12} = \sum_{i=1}^5 P_{i12} C_i$$

F2. Drug and Alcohol Use—SAGE Baseline Survey

These items measure self-reported recency of drug and alcohol use. Youths are asked to indicate the last time they engaged in the following behaviors.

When was the last time you ...

1. Sold any amount of illicit drugs?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

2. Drank alcohol, including beer, wine, or hard liquor?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

3. Had five or more alcoholic drinks at one time?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

4. Smoked a cigarette?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

5. Used marijuana?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

6. Used cocaine?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

7. Used crack?

- Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

Scoring and Analysis

Items can be considered separately or as an index of violence-related behavior within a given time period. To create an index for past-year violent or violence-related behavior, a point should be given for each item with a check in one of the first three response categories, thus creating a possible range of 1-7.

F3. Drug and Alcohol Use—Problem Behavior Frequency Scale

These items measure self-reported frequency of drug and alcohol use. Respondents are asked to indicate how often in the past month they have smoked cigarettes, used marijuana, or drunk beer, wine or other liquor.

In the last 30 days, how many times have you ...

	Number of times					
1. Drunk beer (more than a sip or taste)?	0	1-2	3-5	6-9	10-19	20 or more
2. Drunk wine or wine coolers (more than a sip or taste)?	0	1-2	3-5	6-9	10-19	20 or more
3. Smoked cigarettes?	0	1-2	3-5	6-9	10-19	20 or more
4. Been drunk?	0	1-2	3-5	6-9	10-19	20 or more
5. Drunk liquor (like whiskey or gin)?	0	1-2	3-5	6-9	10-19	20 or more
6. Used marijuana (pot, hash, reefer)?	0	1-2	3-5	6-9	10-19	20 or more

Scoring and Analysis

Point values are assigned as follows:

Never	=	1
1-2 times	=	2
3-5 times	=	3
6-9 times	=	4
10-19 times	=	5
20 or more times	=	6

Point values for all responses are summed. High scores indicate higher levels of drug use.

F4. Drug and Alcohol Use—Teen Conflict Survey

These items measure the age of onset and frequency of substance use. Respondents are asked to indicate when they first used specific substances without their parents' permission and how often in the last 30 days they used specific substances.

Without your parents' permission, when did you first (if you ever have) ...

	Never	8th grade	7th grade	6th grade	Before 6th
1. Use tobacco?	a	b	c	d	e
2. Drink beer, wine, or liquor?	a	b	c	d	e
3. Get drunk?	a	b	c	d	e
4. Use marijuana?	a	b	c	d	e
5. Use inhalants?	a	b	c	d	e
6. Use other drugs?	a	b	c	d	e

Without your parents' permission, in the last 30 days, how often (if at all) did you do the following?

	Never	1 time	2 or 3 times	4 times	5 or more times
7. Use tobacco?	a	b	c	d	e
8. Drink beer, wine, or liquor?	a	b	c	d	e
9. Get drunk?	a	b	c	d	e
10. Use marijuana?	a	b	c	d	e
11. Use inhalants?	a	b	c	d	e
12. Use other drugs?	a	b	c	d	e

Scoring and Analysis

For the first set of questions, point values are assigned as follows:

Never	=	1
8th grade	=	2
7th grade	=	3
6th grade	=	4
Before 6th	=	5

Scores are derived by summing across all responses. A total of 30 points is possible, with high scores indicating more drug use and earlier onset.

For the second set of questions, point values are assigned as follows:

Never	=	1
1 time	=	2
2 or 3 times	=	3
4 times	=	4
5 or more times	=	5

Scores are derived by summing across all responses. A range of 6 to 30 points is possible, with high scores indicating higher drug/alcohol activity in the last 30 days.

B. Have you seen other people sell drugs? Yes No

C. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)

4. A. Have you seen any of your friends sell drugs? Yes No

B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)

5. A. Have you been involved in selling drugs? Yes No

B. How often? Rarely (1-3/year) Occasionally (1-2/month) Regularly (daily or 1-2/week)

C. Why did you sell drugs?

Scoring and Analysis

The number of “A” items to which the respondent answered “yes” are summed. Then for those respondents who scored at least 1, the frequency is calculated by averaging the answers for the “How Often” items. Point values are assigned as follows:

- Rarely = 1
- Occasionally = 2
- Regularly = 3

A high score indicates a high level of involvement with drugs and/or alcohol.

G1. Exposure to Gangs—Houston School Cohort Survey

These items measure exposure to gangs and gang membership.

1. Are there gangs in your neighborhood? Yes No
2. Are gang members troublemakers? Yes No
3. Do you have friends who are gang members? Yes No
4. Are there gang members in this school? Yes No
5. Would you like to be a gang member? Yes No
6. Are you a gang member? Yes No

Scoring and Analysis

Point values are assigned as follows:

Yes = 1

No = 0

Item 2 should be reverse coded, then the scale can be scored by adding all point values and dividing by the total number of responses. Blank items are not counted in the number of responses. Higher mean scores indicate higher levels of exposure to and favorability of gangs and gang membership. Lower mean scores indicate lower levels of exposure to or favorability of gangs and gang membership.

H1. Handgun Access—NYC Youth Violence Survey

These items measure possession of, access to, and risk of carrying a handgun. Respondents are asked to indicate where they can obtain handguns and why they might carry one.

1. Where do most students who carry handguns get them from?
 - a. Parent or other family member's handgun taken from home
 - b. Purchased from a store that sells handguns
 - c. Purchased "on the street"
 - d. Borrowed from a friend or someone they know
 - e. Stolen
 - f. Other

2. Could you get a handgun if you wanted to?
 - a. Yes
 - b. No
 - c. Don't know

3. During the past 30 days, the last time you carried a handgun, from where did you get the handgun?
 - a. I did not carry a handgun during the past 30 days
 - b. Parent or other family member's handgun taken from home
 - c. Purchased from a store that sells handguns
 - d. Purchased "on the street"
 - e. Borrowed from a friend or someone I know
 - f. Stolen
 - g. Other

4. Does your school use metal detectors to look for weapons carried by students?
 - a. Yes
 - b. No
 - c. Don't know

5. Do you think that metal detectors should be used to find weapons carried by students at your school?
 - a. Yes
 - b. No
 - c. Don't know

6. What is the single most important reason **some students** carry a weapon such as a gun, knife, or club?
 - a. For protection against attacks by other people
 - b. Because their friends carry weapons
 - c. Because it makes them feel important
 - d. To “show off” and impress their friends
 - e. Because they want to hurt someone
 - f. Other

Scoring and Analysis

These are individual items and should be scored accordingly.

11. Impulsivity—Teen Conflict Survey

These items measure the frequency of impulsive behaviors (e.g., lack of self-control, difficulty sitting still, trouble finishing things). Respondents are asked to indicate how often they perform certain impulsive behaviors.

How often would you make the following statements?

	Never	Seldom	Sometimes	Often	Always
1. I have a hard time sitting still.	a	b	c	d	e
2. I start things but have a hard time finishing them.	a	b	c	d	e
3. I do things without thinking.	a	b	c	d	e
4. I need to use a lot of self-control to keep out of trouble.	a	b	c	d	e

Scoring and Analysis

Point values are assigned as follows:

Never	=	1
Seldom	=	2
Sometimes	=	3
Often	=	4
Always	=	5

Scores are derived by summing across all responses. A range of 4 to 20 points is possible, with high scores indicating higher self-reported impulsivity.

J1. Leisure Activity—Teen Conflict Survey

These items measure the amount of time a student spends every day in a number of leisure activities (e.g., reading, watching TV, working at the computer, doing homework). Respondents are asked to indicate the extent to which they engage in certain activities on an average school day.

On an average school day, I...

	0 mins	1-30 mins	30-60 mins	1-2 hrs	2-4 hrs
1. Watch TV or videos.	a	b	c	d	e
2. Read for fun.	a	b	c	d	e
3. Listen to radio, records, tapes, or CDs.	a	b	c	d	e
4. Do homework.	a	b	c	d	e
5. Play computer or video games.	a	b	c	d	e
6. Talk to or do activities with family.	a	b	c	d	e
7. Talk to or do activities with friends.	a	b	c	d	e
8. Do chores around the house.	a	b	c	d	e
9. Spend time without an adult around.	a	b	c	d	e
10. Participate in extracurricular activities.	a	b	c	d	e

Scoring and Analysis

Point values are assigned as follows:

0 mins	=	1
1-30 mins	=	2
30-60 mins	=	3
1-2 hrs	=	4
2-4 hrs	=	5

Scores are derived by summing all responses, with a possible range of 10 to 50. Higher scores indicate higher involvement in constructive activities.

K1. Parental Control

These items measure the amount and kind of television parents allow their children to watch. It also measures the extent to which parents know their children's friends and taste in music. Respondents are asked to indicate the extent to which they agree or disagree with a series of statements.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
1. My parent(s) watch television programs and movies with me.	4	3	2	1
2. Parents should limit the amount of television their children watch.	4	3	2	1
3. My parent(s) limit the amount of television I watch.	4	3	2	1
4. My parent(s) limit the kinds of television programs I watch.	4	3	2	1
5. I discuss with my parent(s) the difference between what is real and what is pretend in stories that are on television and in the movies.	4	3	2	1
6. My parent(s) know the words of the music and rap that I listen to.	4	3	2	1
7. My parent(s) permit me to listen to only certain kinds of music/rap.	4	3	2	1
8. My parent(s) know who my friends are.	4	3	2	1
9. My parent(s) like my friends.	4	3	2	1
10. My parent(s) permit me to be friends with any one I choose.	4	3	2	1

Scoring and Analysis

Point values are assigned as indicated above, with item 10 reverse coded. Scores are derived by summing the point values of the responses from a participant and dividing the total by the number of responses. Blank items are not counted in the number of responses. Higher mean scores indicate higher levels of parental involvement with and control over student's exposure to television, music, and friends. Lower mean scores indicate lower levels of parental involvement or control.

L1. Safety and Threats—NYC Youth Violence Survey

These items measure frequency of being threatened or harmed by someone while going to and from school or in other places. Students are asked to circle one response for each question.

Threats Anywhere

1. During the past 12 months, while **anywhere**, how many times did someone threaten to hurt you?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times

2. Where did most of the threats occur?
 - a. I was not threatened anywhere during the past 12 months
 - b. Housing project
 - c. Subway
 - d. Playground
 - e. Street
 - f. School
 - g. Home
 - h. Other

3. Who made most of the threats against you?
 - a. I was not threatened by anyone during the past 12 months
 - b. A stranger
 - c. A friend or someone I know
 - d. A boyfriend, girlfriend, or date
 - e. A parent, brother, sister, or other family member
 - f. A group of youths (gang or posse members)
 - g. Other

Threats Going To and From School

4. How do you **usually** travel to and from school?
 - a. Walk
 - b. Bicycle
 - c. School bus
 - d. City bus or subway
 - e. Motorcycle or moped
 - f. Car
 - g. Other

5. During the past 30 days, how many days did you not go to school because you felt you would not be safe **going to or from school**?
 - a. 0 days
 - b. 1 day
 - c. 2 or 3 days
 - d. 4 or 5 days
 - e. 6 or more days

6. During the past 12 months, while **going to or from school**, how many times did someone threaten to hurt you?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times

7. Where did most of the threats occur?
 - a. I was not threatened going to or from school during the past 12 months
 - b. Housing project
 - c. Subway
 - d. Playground
 - e. Street
 - f. Other

8. Who made most of the threats against you?
 - a. I was not threatened going to or from school during the past 12 months
 - b. A stranger
 - c. A friend or someone I know
 - d. A boyfriend, girlfriend, or date
 - e. A group of youths (gang or posse members)
 - f. Other

9. During the past 12 months, how many times has someone stolen or deliberately damaged your property such as your car, clothing, or books **on school property**?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times

Scoring and Analysis

Individual items can be scored by assigning point values to correspond to response categories. For items with a range, a midpoint value can also be assigned. Incidence rates for items 1, 5, 6 and 9, and standard errors for these estimates are calculated as follows:

$$\text{Incidence Rate} = \sum_{i=1}^n P_i C_i \quad \text{Standard Error} = \sqrt{\sum C_i^2 (\text{Var}(P_i))}$$

P = the proportion of subjects

i = (1,2,3....n) levels of the variable of interest

C = frequency of behavior

Incidence Rate = the proportion of subjects with the behavior of interest (P_i) multiplied by the frequency of that behavior (C_i), or use a midpoint if there is a range.

Standard Error = the square root of the sum of the frequency of the behavior squared (C_i²) multiplied by the variance of each proportion (Var(P_i)).

Example: Incidence Rate of Being Threatened Among Hispanic Males

i = 1,2,3,4,5,6,7 (1 time, 2.5 times, 4.5 times, 6.5 times, 8.5 times, 10.5 times, 12+ times)

j = 1,2,3 (White, Black, Hispanic)

k = 1,2 (Female, Male)

For Hispanic males (j=3,k=2) the incidence rate can be designated as IR_{jk} or IR_{32} and calculated as follows:

$$IR_{32} = \sum_{i=1}^7 P_{i32} C_i$$

M1. Social Competence

This assessment measures teachers' perceptions of a child's social competence. Teachers are asked whether a child engages in certain prosocial behaviors and how well a child controls his or her emotions.

	Not at all	A little	Moderately well	Well	Very well
1. Can accept things not going his/her way.	1	2	3	4	5
2. Copes well with failure.	1	2	3	4	5
3. Accepts legitimate imposed limits.	1	2	3	4	5
4. Expresses needs and feelings appropriately.	1	2	3	4	5
5. Thinks before acting.	1	2	3	4	5
6. Resolves peer problems on his/her own.	1	2	3	4	5
7. Can calm down when excited or all wound up.	1	2	3	4	5
8. Can wait in line patiently when necessary.	1	2	3	4	5
9. Is very good at understanding other people's feelings.	1	2	3	4	5
10. Is aware of the effect of his/her behavior on others.	1	2	3	4	5
11. Works well in a group.	1	2	3	4	5
12. Plays by the rules of the game.	1	2	3	4	5
13. Controls temper when there is a disagreement.	1	2	3	4	5
14. Shares materials with others.	1	2	3	4	5
15. Cooperates with peers without prompting.	1	2	3	4	5
16. Is helpful to others.	1	2	3	4	5
17. Listens to others' points of view.	1	2	3	4	5

	Not at all	A little	Moderately well	Well	Very well
18. Can give suggestions and opinions without being bossy.	1	2	3	4	5
19. Acts friendly towards others.	1	2	3	4	5

Scoring and Analysis

Point values are assigned as indicated above. Two subscales are used: *Prosocial Behavior* (items 4, 6, 9-11 and 14-19) and *Emotion Regulation* (items 1-3, 5, 7, 8, 12 and 13). Items for each subscale are averaged. Higher scores indicate higher prosocial behavior or emotion regulation.

M2. Social Competence—Teacher Post-Ratings

This assessment measures teachers' perceptions of the degree of change in students' prosocial and cooperative behaviors over the course of the school year. Teachers are asked to think about how a child was behaving at the beginning of the school year and to rate the degree of change that has taken place since then.

	Much worse	Somewhat worse	A little worse	A little improved	Somewhat improved	Much improved
1. Ability to sound out unfamiliar words.	1	2	3	4	5	6
2. Ability to read sentences and paragraphs and answer questions about what they have just read.	1	2	3	4	5	6
3. Ability to stop and calm down when excited or upset.	1	2	3	4	5	6
4. Ability to verbally label emotions of self and others.	1	2	3	4	5	6
5. Ability to show empathy and compassion for others' feelings.	1	2	3	4	5	6
6. Ability to handle disagreements with others in a positive way.	1	2	3	4	5	6
7. Ability to initiate interactions and join in play with others in an appropriate and positive manner.	1	2	3	4	5	6
8. Ability to provide help, share materials, and act cooperatively with others.	1	2	3	4	5	6
9. Ability to take turns, play fair, and follow the rules of the game.	1	2	3	4	5	6
10. Self-esteem	1	2	3	4	5	6

Scoring and Analysis

Point values are assigned as indicated above. Values are summed or averaged for each respondent. Higher scores indicate improvement in social competence over the course of the school year.

M3. Prosocial Behaviors of Children

These items measure teachers' perceptions of their students' prosocial skills. It includes ratings of both adaptive behaviors and interpersonal social competence. Teachers are asked to indicate how often their students exhibit certain behaviors.

1. Other children seek the child out to involve him/her in activities.
 Never Rarely Sometimes Often Frequently
2. The child uses free time appropriately.
 Never Rarely Sometimes Often Frequently
3. The child shares laughter with peers.
 Never Rarely Sometimes Often Frequently
4. The child has good work habits (e.g., is organized, makes efficient use of class time).
 Never Rarely Sometimes Often Frequently
5. The child compromises with peers when a situation calls for it.
 Never Rarely Sometimes Often Frequently
6. The child responds to teasing or name calling by ignoring, changing the subject, or some other constructive means.
 Never Rarely Sometimes Often Frequently
7. The child accepts constructive criticism from peers without becoming angry.
 Never Rarely Sometimes Often Frequently
8. The child plays or talks with peers for extended periods of time.
 Never Rarely Sometimes Often Frequently
9. The child initiates conversation with peers in informal situations.
 Never Rarely Sometimes Often Frequently
10. The child listens carefully to teacher instructions and directions for assignments.
 Never Rarely Sometimes Often Frequently
11. The child displays independent study skills (e.g., can work adequately with minimum teacher support).
 Never Rarely Sometimes Often Frequently

12. The child appropriately copes without aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance, defends self).
 Never Rarely Sometimes Often Frequently
13. The child interacts with a number of different peers.
 Never Rarely Sometimes Often Frequently
14. The child can accept not getting his/her own way.
 Never Rarely Sometimes Often Frequently
15. The child attends to assigned tasks.
 Never Rarely Sometimes Often Frequently
16. The child keeps conversations with peers going.
 Never Rarely Sometimes Often Frequently
17. The child invites peers to play or share activities.
 Never Rarely Sometimes Often Frequently
18. The child does seatwork assignments as directed.
 Never Rarely Sometimes Often Frequently
19. The child produces work of acceptable quality given her/his skill level.
 Never Rarely Sometimes Often Frequently

Scoring and Analysis

Point values are assigned as follows:

Never	=	1
Rarely	=	2
Sometimes	=	3
Often	=	4
Frequently	=	5

Four subscale scores are computed by summing individual items: *Prosocial Behavior and Social Competence* subscale (all 19 items); *School Adjustment* subscale (items 2, 7, 10, 11, 15, 18 and 19); *Peer Preferred Behavior* subscale (items 1, 3, 8, 9, 13, 16 and 17); and *Teacher Preferred Behavior* subscale (items 5, 6, 7, 12 and 14). A high score on any subscale indicates a great amount of prosocial behavior.

M4. Parent/Child Social Competencies—Conflict Behavior Questionnaire

This assessment measures social competencies at home between children and their caregivers. Children complete one True-False questionnaire and parents complete a matching questionnaire. Both positive and negative behaviors are included.

	True	False
1. My child is easy to get along with.	A	B
2. My child is well behaved in our discussions.	A	B
3. My child is receptive to criticism.	A	B
4. For the most part, my child likes to talk to me.	A	B
5. We almost never seem to agree.	A	B
6. My child usually listens to what I tell him or her.	A	B
7. At least three times a week, we get angry at each other.	A	B
8. My child says that I have no consideration of his or her feelings.	A	B
9. My child and I compromise during arguments.	A	B
10. My child often doesn't do what I ask.	A	B
11. The talks we have are frustrating.	A	B
12. My child often seems angry at me.	A	B
13. My child acts impatient when I talk.	A	B
14. In general, I don't think we get along very well.	A	B
15. My child almost never understands my side of an argument.	A	B
16. My child and I have big arguments about little things.	A	B
17. My child is defensive when I talk to him or her.	A	B

	True	False
18. My child thinks my opinions don't count.	A	B
19. We argue a lot about rules.	A	B
20. My child tells me he or she thinks I am unfair.	A	B

Scoring and Analysis

This 20-item measure contains both “positive” and “negative” statements regarding a child’s social competence/conflictual behaviors. Items are rated by selecting either a 1 = true or 2 = false. To obtain an overall measure of social competence, “false” items are recoded to a value of 1, while “true” responses are recoded to a value of 0 (items 1, 2, 3, 4, 6 and 9). Then all 20 items are summed to obtain an overall score and measure of conflictual behaviors (range = 0-14). A non-zero score indicates some conflictual behaviors; a high score indicates a great amount of conflict.

M5. Parental Report of Helping Behavior

These items measure cooperativeness, cheerfulness, and general responsiveness of a child to household chores. Parents are asked to determine how often their child has engaged in a series of helpful behaviors.

	Rarely	Sometimes	Usually	Almost always
1. How often has your child volunteered to help you make something?	A	B	C	D
2. How often has your child helped you in fixing something that has been broken?	A	B	C	D
3. When you were doing chores around the house, how often has your child volunteered his or her assistance?	A	B	C	D
4. When you were with other people, how often has your child helped you without being asked?	A	B	C	D
5. When you needed to get something, how often has your child offered to get it for you?	A	B	C	D
6. When only you and your child are together, how often has he or she helped you without being asked?	A	B	C	D
7. How often has your child volunteered to help you carry something?	A	B	C	D
8. How often has your child done something for you without expecting anything in return?	A	B	C	D
9. How often has your child made helpful suggestions which made the task you were doing easier?	A	B	C	D
10. How often has your child done something that you needed to have done and then did it again without being asked?	A	B	C	D
11. How often has your child offered to finish a task that you had been working on so that you could do something else?	A	B	C	D

	Rarely	Sometimes	Usually	Almost always
12. How often has your child cleaned up a mess that he or she didn't make without you having to ask?	A	B	C	D
13. How often has your child helpfully reminded you of something you needed to remember?	A	B	C	D
14. How often has your child offered to lend a hand so the task could be finished quicker?	A	B	C	D
15. How often has your child offered to do something for you when you were not around?	A	B	C	D

Scoring and Analysis

Point values are assigned as follows:

Rarely	=	1
Sometimes	=	2
Usually	=	3
Almost always	=	4

The 15 items are summed to obtain an overall helping behavior index (range = 15-60). A high score indicates a great amount of helpful behavior in the home environment, while a low score indicates little responsiveness of the child to household chores. Missing values are replaced by mean substitutions.

N1. Social Problem Solving Measure

These items assess children's aggressive and competent interpersonal negotiation strategies in proactive situations. Children are shown pictures (pages 256-263) that correspond to each vignette. The vignette is read to the child and then the child is asked to select the best answer to each question.

1. Pretend this is YOU and that this is a boy or girl in your class. The other child has been on the swing for a long, long time and doesn't seem to want to share the swing with you. You would really like to play on the swing.
What would you say or do so that YOU could play on the swing?
Would you:
 - A. say, "You'd better let me play?"
 - B. ask them to share the swing?
 - C. ask the teacher to make him get off the swing?
 - D. tell the teacher to not let them play anymore?
 - E. just leave?
2. Pretend that this is YOU and that this is another boy or girl in your class. Let's also pretend that this is your first day at school and YOU would like to be friends with them, but they don't say anything to you. What would you say or do so that YOU could get to be friends with this boy or girl?
Would you:
 - A. wait until they talked to you?
 - B. let them ride your bike so that they'd be your friend?
 - C. ask the teacher to make them play with you?
 - D. say, "You'd better play with me?"
 - E. ask the teacher to make them sit alone?
3. Pretend that this is YOU and that this is another boy or girl in your class. YOU just got a good spot near the front of the line to go outside and someone pushes you out of line and takes your place. What would you say or do so that YOU could get your place back in line?
Would you:
 - A. ask the teacher to make them give you your place back?
 - B. push them back?
 - C. go to the back of the line?
 - D. ask the teacher to make them go to the back of the line?
 - E. say, "Can I have my place back?"

4. Pretend that this is YOU and that this is another boy or girl in your class, who is racing with other kids on their bikes. YOU would like to play with them, but they haven't asked you.
What would you say or do to get to play with them?
Would you:
 - A. ask your mom or dad to make them play with you?
 - B. tell them they'd better play with you?
 - C. ask them if you could play?
 - D. watch them play?
 - E. ask your mom or dad to make them stop racing?

5. Pretend that this is YOU and that this is another boy or girl in your class. YOU are playing a game and you realize that they have taken your turn.
What would you say or do so that YOU could get your turn?
Would you:
 - A. skip their turn?
 - B. just forget about it?
 - C. tell your mom or dad to let you win because they skipped your turn?
 - D. ask if they skipped your turn?
 - E. tell your mom or dad to make them give you your turn?

6. Pretend that this is YOU and that this is another boy or girl in your class, who is playing tag with some other kids. YOU would really like to play with them, but they haven't asked you.
What would you say or do to get to play with them?
Would you:
 - A. tell the teacher to make them stop playing?
 - B. just start playing with them?
 - C. ask the teacher to make them play with you?
 - D. go sit by yourself?
 - E. call them bad names?

7. Pretend that this is YOU and that this is another boy or girl in your class. YOU are both on the playground and the person starts calling you names and making fun of you.
What would you say or do to get them to stop teasing you?
Would you:
 - A. cry?
 - B. call them names too?
 - C. ask them to stop?
 - D. tell the teacher to make them stop?
 - E. tell the teacher to make them sit alone?

8. Pretend that this is YOU and that this is another boy or girl in your class, who is choosing sides for kickball with some other kids. YOU would really like to play with them, but they haven't asked you. What would you say or do to get to play kickball?
- Would you:
- A. offer to keep score if you could play the next game?
 - B. go sit with the teacher?
 - C. take the ball so that they couldn't play?
 - D. ask the teacher to take the ball away?
 - E. ask the teacher to put you on a team?

(Aber, et al., 1995, adapted all responses for the multiple choice format. The pictures were also modified to include a representation of racial and ethnic diversity among subjects portrayed.)

Scoring and Analysis

Point values are assigned as follows:

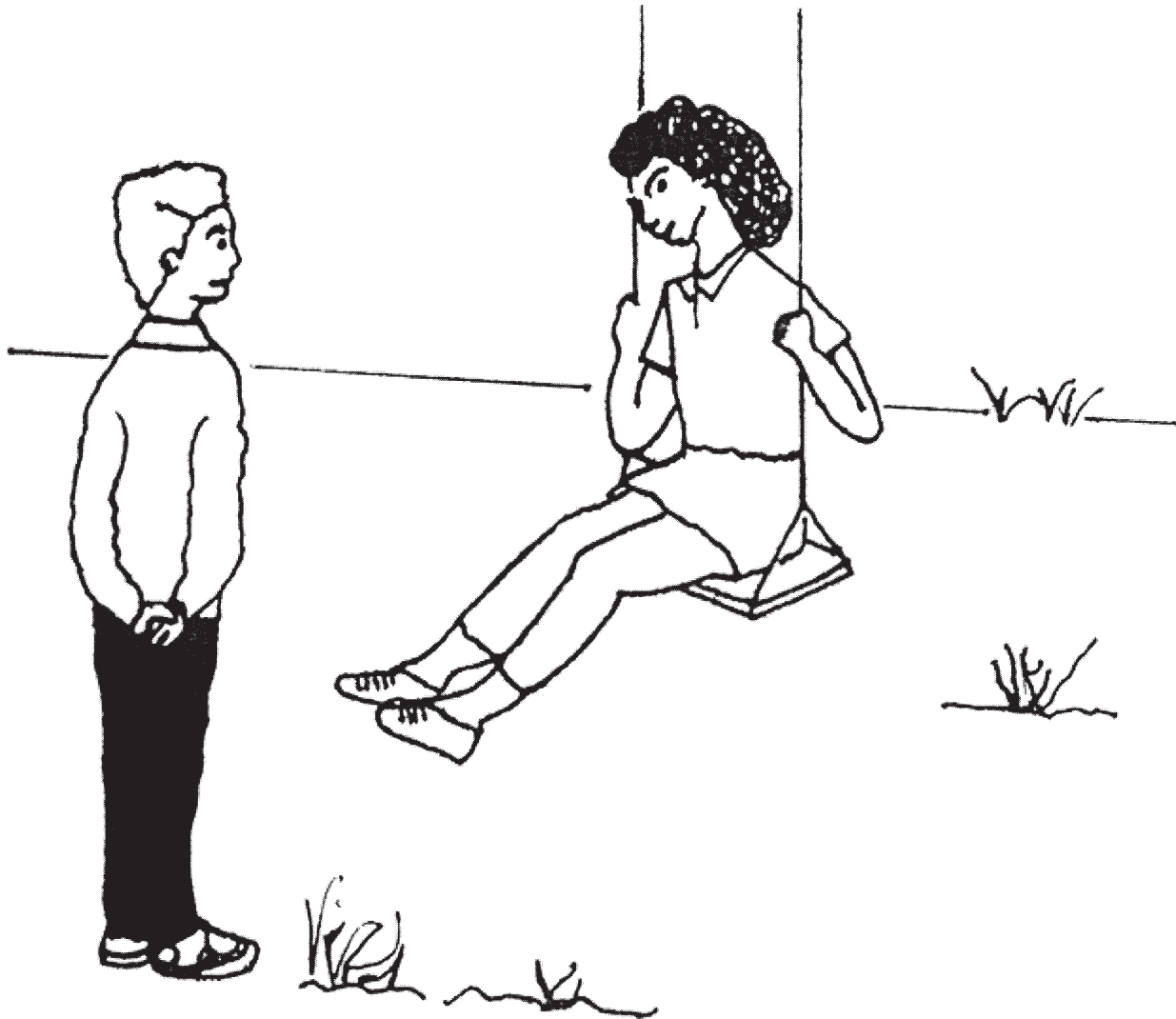
Aggressive response	=	0
Competent response	=	1
Authority/punish response	=	2
Authority/intervene response	=	3
Passive/inept response	=	4

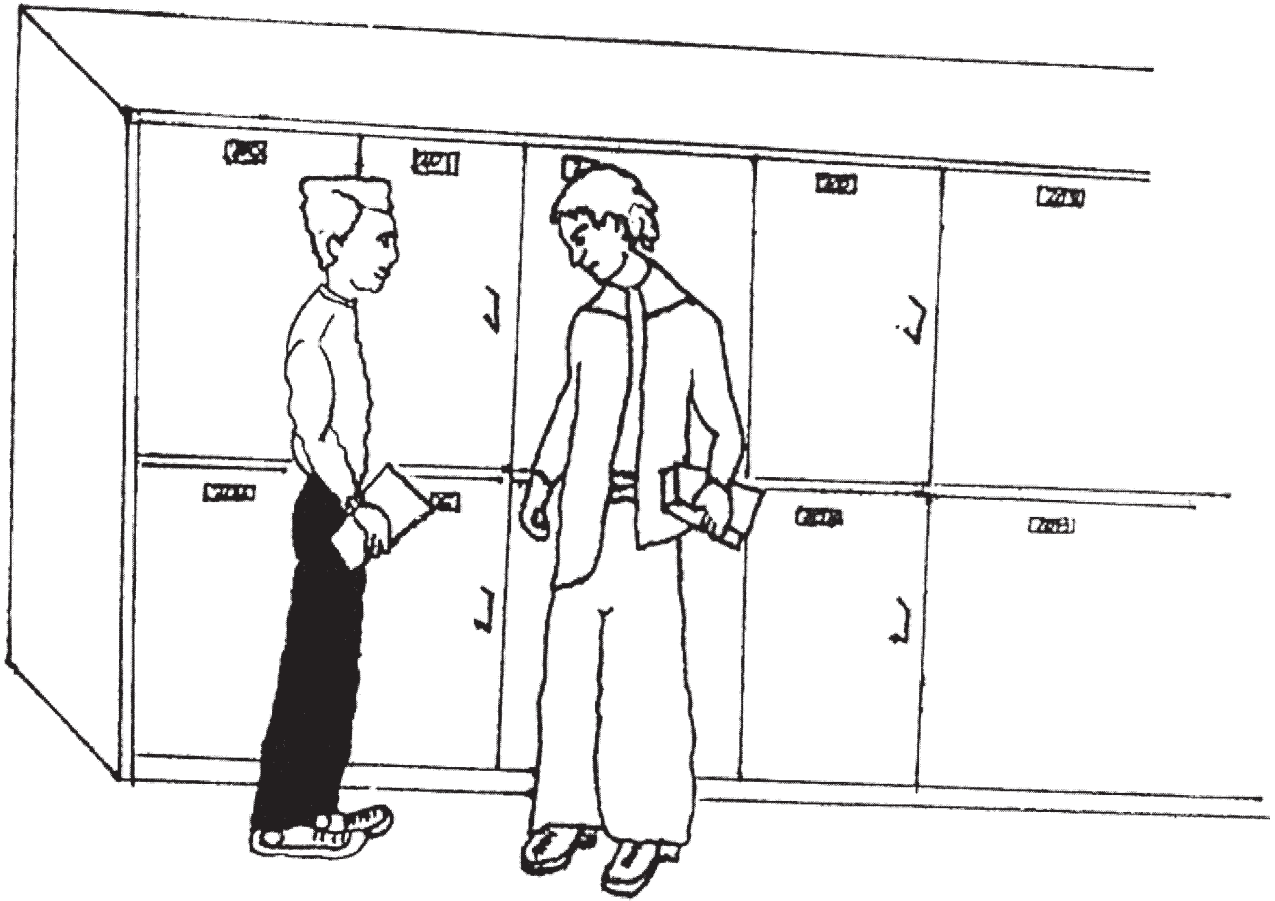
Point values for each response category are given on the following page along with scoring information for two subscales.

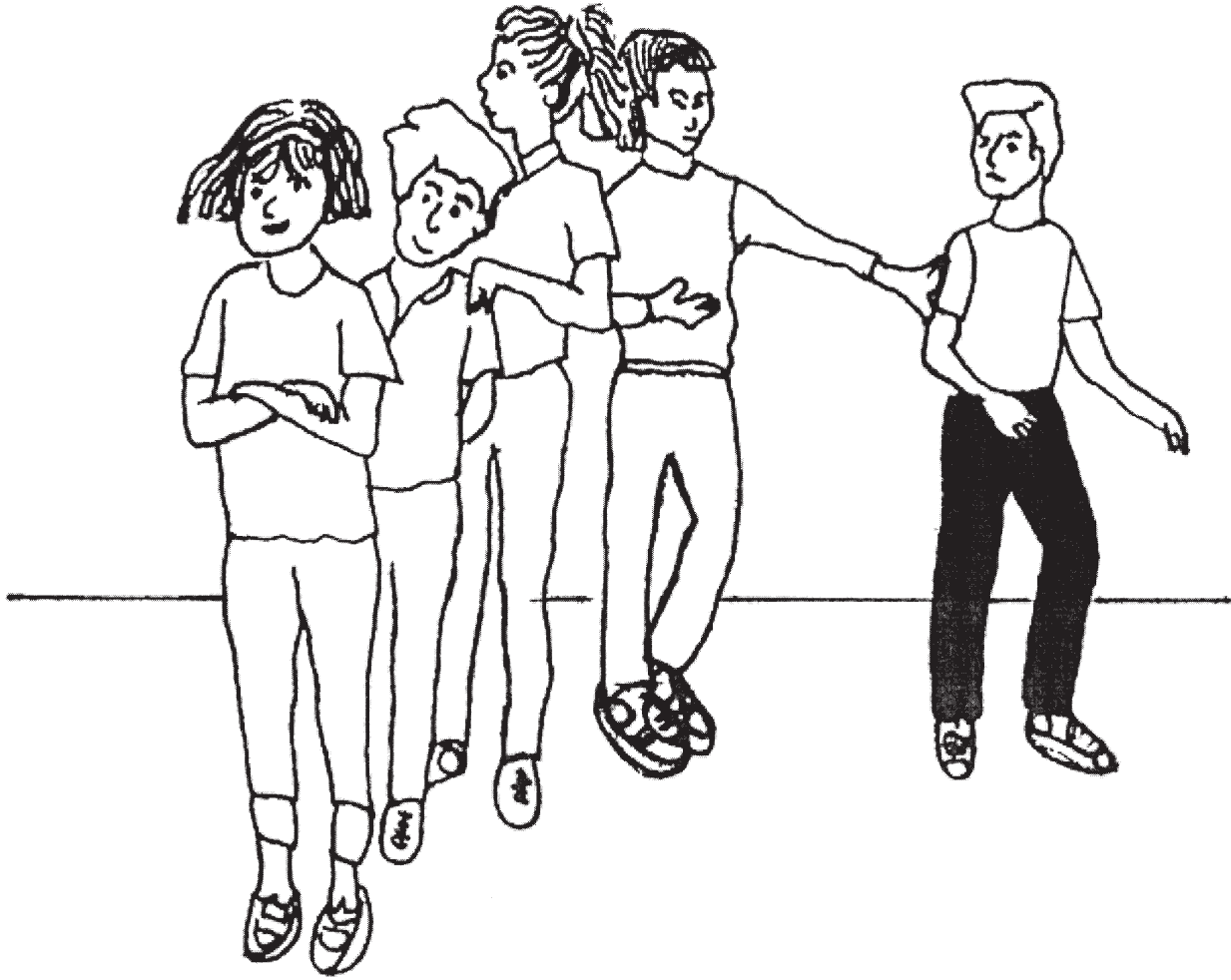
For each item, the point values are:

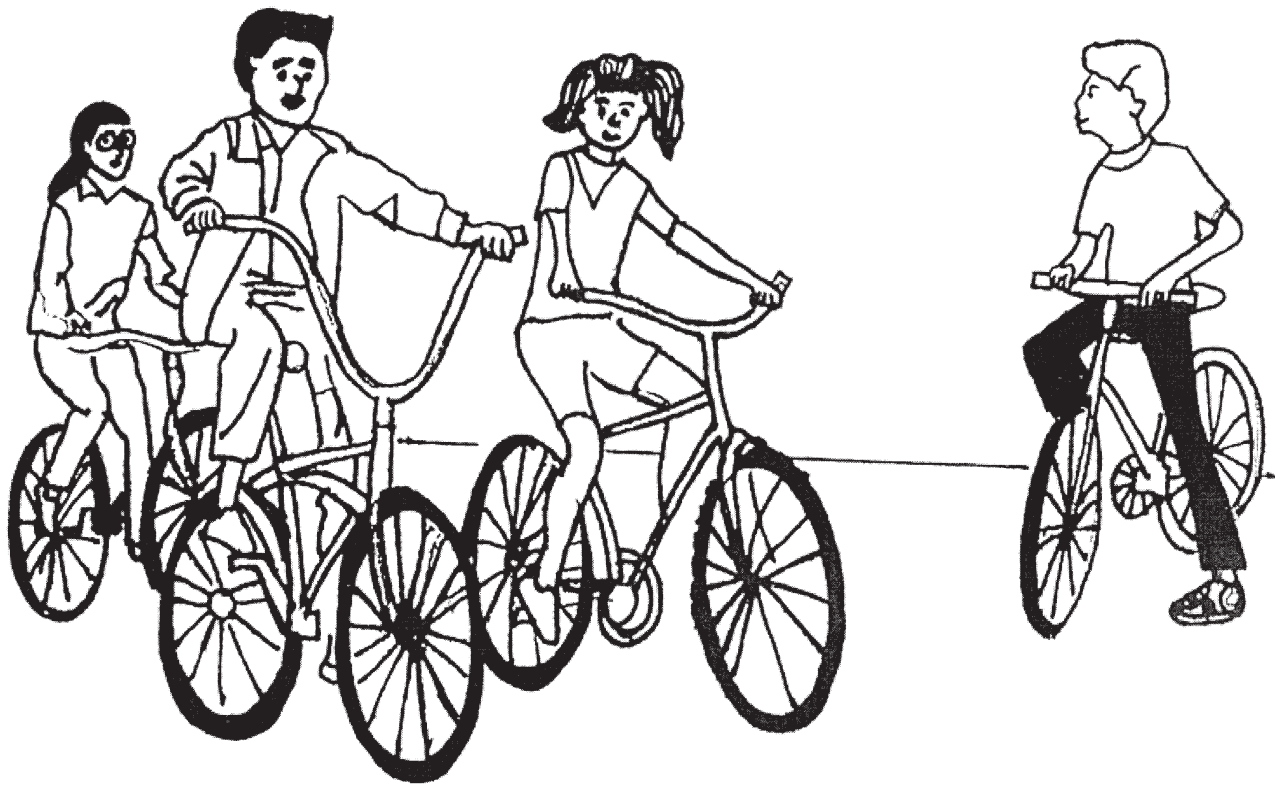
Item	Response	Value	Item	Response	Value
1	A	0	5	A	0
	B	1		B	4
	C	3		C	2
	D	2		D	1
	E	4		E	3
2	A	4	6	A	2
	B	1		B	1
	C	3		C	3
	D	0		D	4
	E	2		E	0
3	A	3	7	A	4
	B	0		B	0
	C	4		C	1
	D	2		D	3
	E	1		E	2
4	A	3	8	A	1
	B	0		B	4
	C	1		C	0
	D	4		D	2
	E	2		E	3

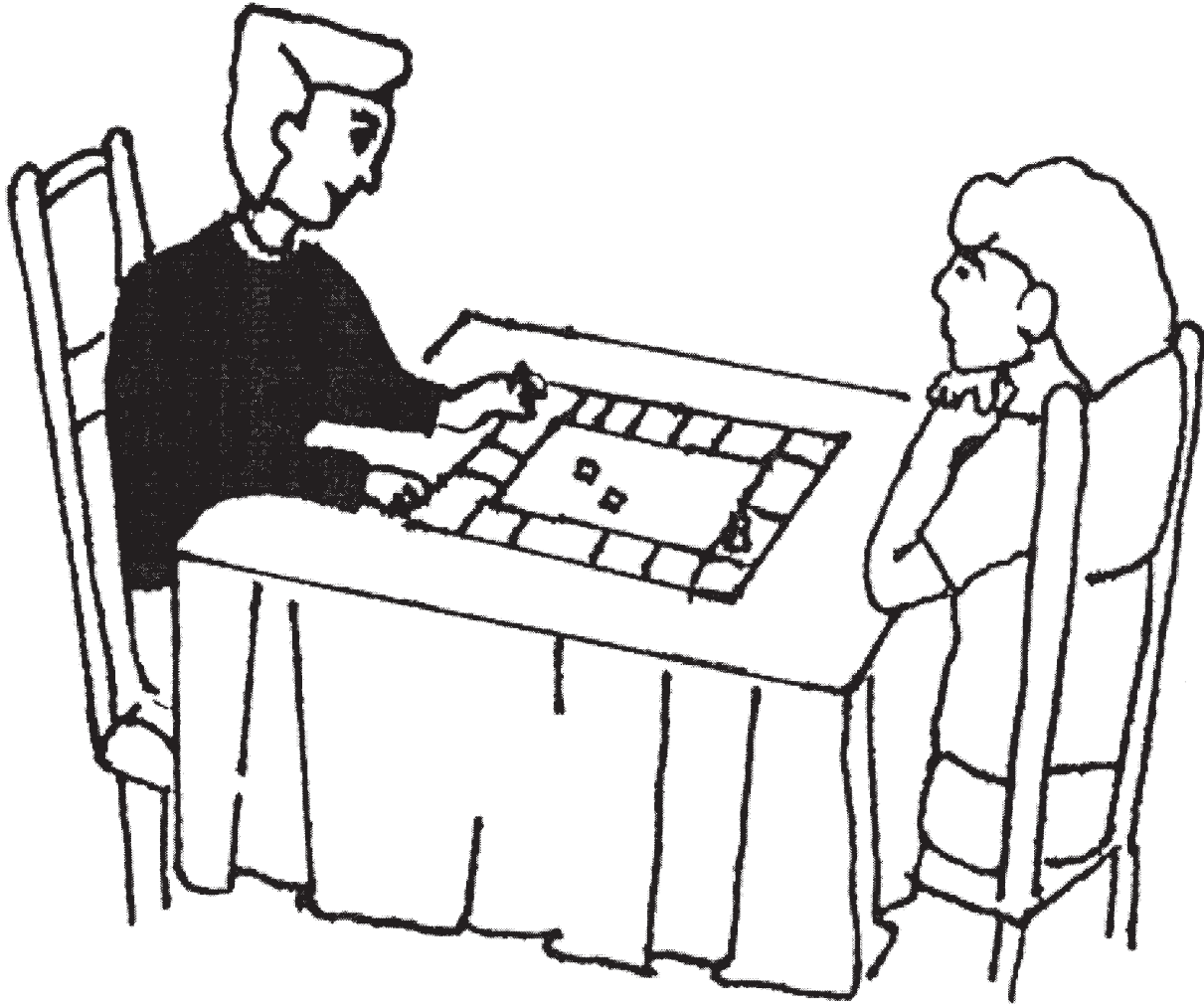
Two subscales are created. The *Aggressive Strategy* subscale is scored by recoding items to either aggressive response (1) or non-aggressive response (0), and then calculating an average. The *Competent Strategy* subscale is scored by recoding items to either competent response (1) or non-competent response (0), and then calculating an average.

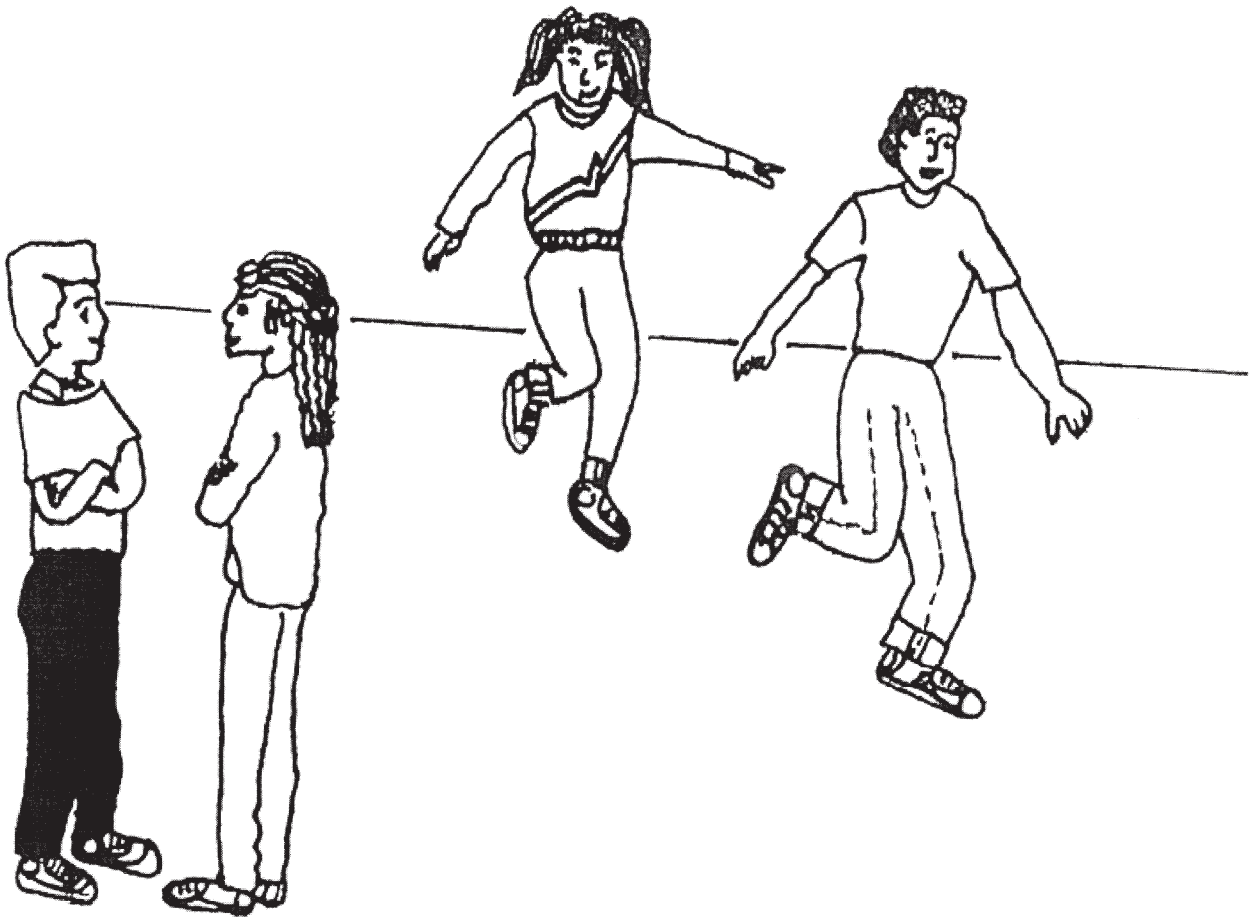


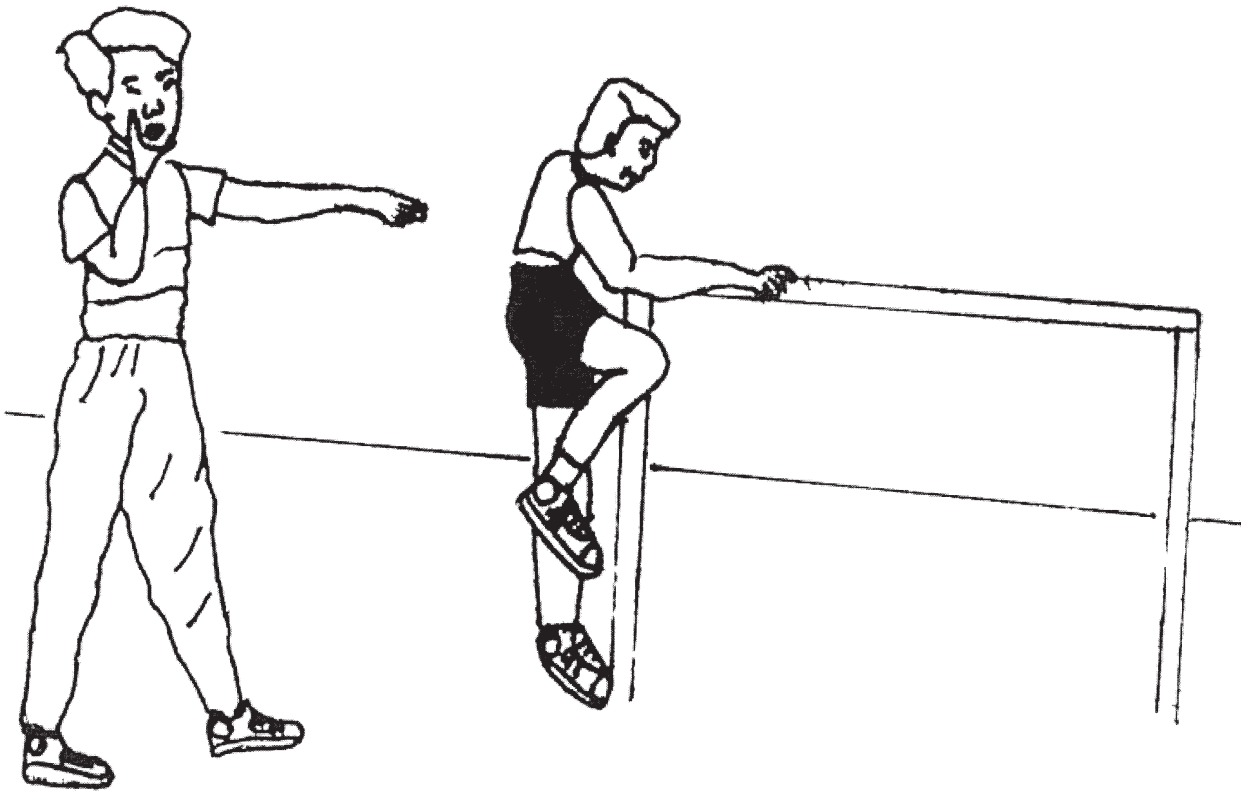


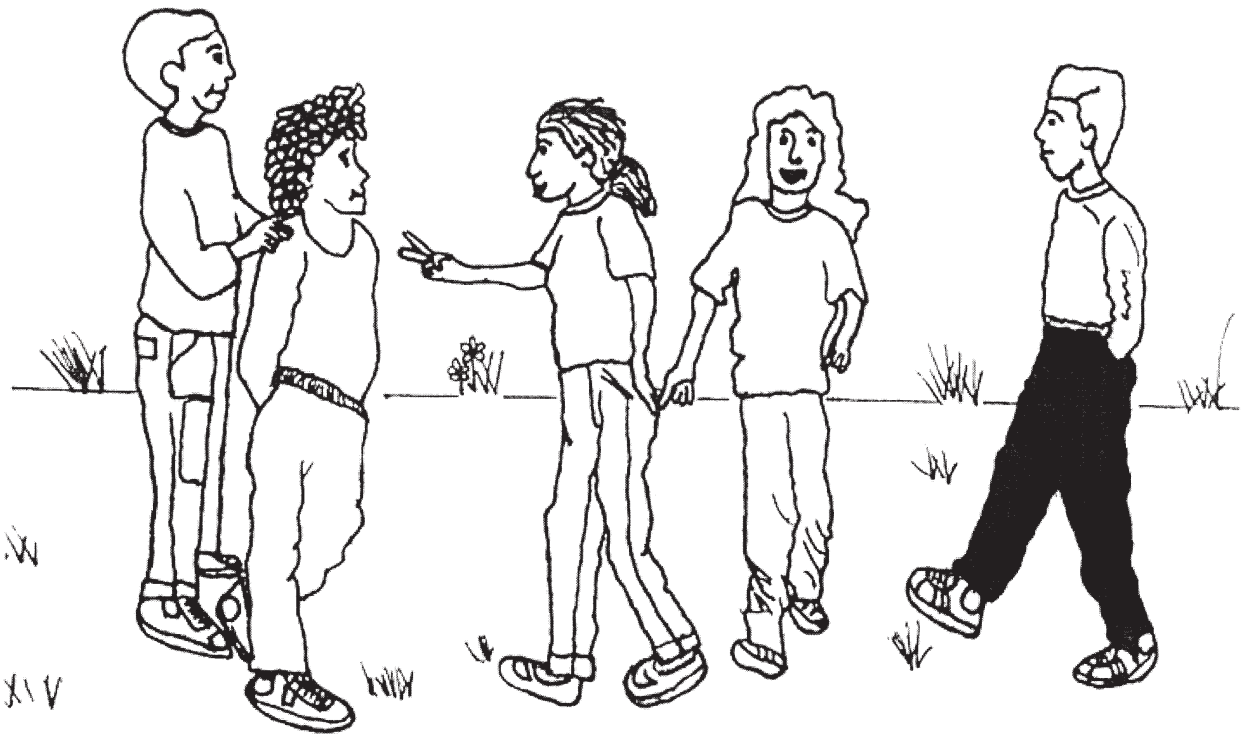












01. Victimization

These items measure the frequency of being victimized during the week prior to the survey (e.g., being teased, pushed, threatened). Respondents are asked to indicate the number of times another student did something to them during the past 7 days.

Please answer the following questions thinking of what actually happened to you during the last 7 days. For each question, indicate how many times another student did something to you during the last 7 days.

	Number of times						
	0	1	2	3	4	5	6+
1. A student teased me to make me angry.	0	1	2	3	4	5	6+
2. A student beat me up.	0	1	2	3	4	5	6+
3. A student said things about me to make other students laugh (made fun of me).	0	1	2	3	4	5	6+
4. Other students encouraged me to fight.	0	1	2	3	4	5	6+
5. A student pushed or shoved me.	0	1	2	3	4	5	6+
6. A student asked me to fight.	0	1	2	3	4	5	6+
7. A student slapped or kicked me.	0	1	2	3	4	5	6+
8. A student called me (or my family) bad names.	0	1	2	3	4	5	6+
9. A student threatened to hurt me or to hit me.	0	1	2	3	4	5	6+
10. A student tried to hurt my feelings.	0	1	2	3	4	5	6+

Scoring and Analysis

This scale is scored by adding the responses; the range is between 0 and 66 points. Each point represents one instance of victimization reported by the student during the week prior to the survey. If three or more items are missing, the score cannot be computed. If two or less items are missing, these values are replaced by the respondent's average.

02. Victimization—Problem Behavior Frequency Scale

These items assess the frequency of relational and overt victimization. Respondents are asked to indicate how often they have been subject to particular victimization behaviors during the past month.

In the last 30 days, how many times have you ...

	Number of times					
Relational Victimization						
1. Had a kid say they won't like you unless you do what he/she wanted you to do?	0	1-2	3-5	6-9	10-19	20 or more
2. Had someone spread a false rumor about you?	0	1-2	3-5	6-9	10-19	20 or more
3. Been left out on purpose by other kids when it was time to do an activity?	0	1-2	3-5	6-9	10-19	20 or more
4. Had a kid try to keep others from liking you by saying mean things about you?	0	1-2	3-5	6-9	10-19	20 or more
5. Had a kid tell lies about you to make other kids not like you anymore?	0	1-2	3-5	6-9	10-19	20 or more
6. Had a kid who is mad at you try to get back at you by not letting you be in their group anymore?	0	1-2	3-5	6-9	10-19	20 or more
Overt Victimization						
7. Been hit by another kid?	0	1-2	3-5	6-9	10-19	20 or more
8. Been pushed or shoved by another kid?	0	1-2	3-5	6-9	10-19	20 or more
9. Been yelled at or called mean names by another kid?	0	1-2	3-5	6-9	10-19	20 or more
10. Another student threatened to hit or physically harm you?	0	1-2	3-5	6-9	10-19	20 or more
11. Been threatened or injured by someone with a weapon (gun, knife, club, etc.)?	0	1-2	3-5	6-9	10-19	20 or more
12. Had a student asked you to fight?	0	1-2	3-5	6-9	10-19	20 or more

Scoring and Analysis

Point values for each subscale are assigned as follows:

Never	=	1
1-2 times	=	2
3-5 times	=	3
6-9 times	=	4
10-19 times	=	5
20 or more times	=	6

Point values for each subscale are summed. High scores indicate higher levels of victimization.

P1. Weapon Carrying—Youth Risk Behavior Survey/ NYC Youth Violence Survey

These items measure frequency of weapon carrying. Respondents are asked to indicate the number of days they carried a weapon anywhere, to and/or from school, or on school property.

Anywhere

1. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?
 - a. 0 days
 - b. 1 day
 - c. 2 or 3 days
 - d. 4 or 5 days
 - e. 6 or more days

2. During the past 30 days, on how many days did you carry a gun?
 - a. 0 days
 - b. 1 day
 - c. 2 or 3 days
 - d. 4 or 5 days
 - e. 6 or more days

3. What is the single most important reason that you carried a weapon such as a gun, knife, or club during the past 30 days?
 - a. I did not carry a weapon such as a gun, knife, or club during the past 30 days
 - b. For protection against attacks by other people
 - c. Because my friends carry weapons
 - d. Because it makes me feel important
 - e. To “show off” and impress my friends
 - f. Because I wanted to hurt someone
 - g. Other

4. During the past 30 days, the last time you carried a handgun, from where did you get the handgun?
 - a. I did not carry a handgun during the past 30 days
 - b. Parent or other family member’s handgun taken from home
 - c. Purchased from a store that sells handguns
 - d. Purchased “on the street”
 - e. Borrowed from a friend or someone I know
 - f. Stolen
 - g. Other

To/From School

5. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club **going to or from school**?
 - a. 0 days
 - b. 1 day
 - c. 2 to 3 days
 - d. 4 to 5 days
 - e. 6 to 9 days
 - f. 10 to 13 days
 - g. 14 to 17 days
 - h. 18 or more days

6. During the past 30 days, on how many days did you carry a handgun **going to or from school**?
 - a. 0 days
 - b. 1 day
 - c. 2 to 3 days
 - d. 4 to 5 days
 - e. 6 to 9 days
 - f. 10 to 13 days
 - g. 14 to 17 days
 - h. 18 or more days

On School Property

7. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club **on school property**?
 - a. 0 days
 - b. 1 day
 - c. 2 or 3 days
 - d. 4 or 5 days
 - e. 6 or more days

8. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club **on school property**?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times

(Items 3, 4, 5 and 6, above, are from the NYC Youth Violence Survey.)

Scoring and Analysis

Individual items can be scored by assigning point values to correspond to response categories. For items with a range, a midpoint value can also be assigned. Incidence rates for items 1, 2, 5, 6, 7 and 8, and standard errors for these estimates are calculated as follows:

$$\text{Incidence Rate} = \sum_{i=1}^n P_i C_i \quad \text{Standard Error} = \sqrt{\sum C_i^2 (\text{Var}(P_i))}$$

P = the proportion of subjects

i = (1,2,3....n) levels of the variable of interest

C = frequency of behavior

Incidence Rate = the proportion of subjects with the behavior of interest (P_i) multiplied by the frequency of that behavior (C_i), or use a midpoint if there is a range.

Standard Error = the square root of the sum of the frequency of the behavior squared (C_i^2) multiplied by the variance of each proportion ($\text{Var}(P_i)$).

Example: Incidence Rate of Weapon Carrying Among Hispanic Females

i = 1,2,3,4 (1 day, 2.5 days, 4.5 days, 6+ days)

j = 1,2,3 (White, Black, Hispanic)

k = 1,2 (Female, Male)

For Hispanic females ($j=3, k=1$) the incidence rate can be designated as IR_{jk} or IR_{31} and calculated as follows:

$$IR_{31} = \sum_{i=1}^4 P_{i31} C_i$$

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Section IV

Environmental Assessments

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

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

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

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

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

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

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

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

SCALES AND ASSESSMENTS

A1. Authoritative Parenting Index

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

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

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

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

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

Scoring and Analysis

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

A2. Consistency of Discipline—Rochester Youth Development Study

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

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

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

Scoring and Analysis

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

A3. Positive Parenting Practices—Rochester Youth Development Study

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

Parent Items

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

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

Youth Items

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

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

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

Scoring and Analysis

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

A4. Positive Parenting Practices—Chicago Youth Development Study

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

Parent Items

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

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

Youth Items

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

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

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

Scoring and Analysis

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

B1. Reactivity in Family Communication

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

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

Scoring and Analysis

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

C1. Family Conflict and Hostility—Rochester Youth Development Study

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

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

Scoring and Analysis

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

D1. Family Relationship Characteristics

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

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

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

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

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

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

Scoring and Analysis

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

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

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

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

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

E1. Parental-Child Attachment—Rochester Youth Development Study

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

Parent Items

How often would you say that ...

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

Youth Items

How often would you say that ...

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

Scoring and Analysis

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

E2. Attachment to Parents—Seattle Social Development Project

These items measure students' perceptions of how close they feel to their fathers and mothers, and whether they share their thoughts and feelings with their parents. Respondents are asked to indicate how strongly they feel each sentence is true for them. A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false.

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

Scoring and Analysis

Items 1-4 are scored as follows:

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

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

E3. Family Bonding—Individual Protective Factors Index

These items measure family bonding and communication. Respondents are asked to indicate how strongly they feel each sentence is true for them. A “YES!” is checked if the statement is very true for them; “yes” if it is somewhat true; “no” if it is somewhat false; and “NO!” if it is very false.

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

Scoring and Analysis

Items 1, 5 and 6 are scored as follows:

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

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

F1. Parental Attitudes Toward Discipline— Chicago Youth Development Study

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

	Almost never	Sometimes	Often
Avoidance of Discipline			
1. Do you hesitate to enforce the rules with your child because you fear he might then harm someone in your household?	1	3	5
2. Do you feel that you must be careful not to upset your child?	1	3	5
3. Do you feel that other family members must be careful not to upset your child?	1	3	5
4. Do you feel that it is more trouble than it is worth to ask your child to help you?	1	3	5
5. Do you think that your child will take it out on other children if you try to make him obey you?	1	3	5
6. Do you leave your child alone because of his moodiness?	1	3	5
7. Do you think that your child will try to get back at you if you try to make him obey you?	1	3	5
Discipline Effectiveness			
8. If you punish your child, does his behavior get worse?	1	3	5
9. When you are by yourself, do you have much difficulty controlling your child?	1	3	5
10. When other adults are present, do you have much difficulty controlling your child?	1	3	5

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

Scoring and Analysis

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

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

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

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

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

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

Scoring and Analysis

Point values are assigned as follows:

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

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

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

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

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

1. Steal anything worth more than \$5?
 Very wrong Wrong A little bit wrong Not wrong at all
2. Draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?
 Very wrong Wrong A little bit wrong Not wrong at all
3. Pick a fight with someone?
 Very wrong Wrong A little bit wrong Not wrong at all

Scoring and Analysis

Point values are assigned as follows:

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

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

F4. Parental Attitudes Toward Use of Aggression

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

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

1. I let my child watch adventure television shows that have killing and violence in them.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Definitely disagree			Neutral			Definitely agree

2. If my child were teased by other kids at school, I would want my child to defend himself/herself even if it meant hitting another child.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Definitely disagree			Neutral			Definitely agree

3. When my child does something wrong, talking about it with him/her helps more than spanking.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Definitely disagree			Neutral			Definitely agree

4. If my child gets into a fight with another child, I won't try to stop it because my child has to show that she/he can defend herself/himself.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Definitely disagree			Neutral			Definitely agree

5. It is important to keep a gun at home to protect the family.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Definitely disagree			Neutral			Definitely agree

6. Sometimes a physical fight might help my child have a better relationship with other children.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
Definitely disagree			Neutral			Definitely agree

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

Scoring and Analysis

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

F5. Parental Support for Fighting

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

Does your parent tell you these things about fighting?

Yes No

Aggressive Solutions

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

Non-Aggressive Solutions

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

Scoring and Analysis

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

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

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

G1. Parental Involvement in School

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

Parent Involvement with Child's Schoolwork

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

Parent Involvement with Teacher/School

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

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

Teacher Involvement with Parent

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

Scoring and Analysis

Point values are assigned as follows:

Items 1-7:

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

Items 8-18:

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

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

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

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

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

G2. Parental Involvement—Rochester Youth Development Study

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

How often ...

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

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

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

Scoring and Analysis

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

G3. Parental Involvement—Chicago Youth Development Study

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

Caregiver Items

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

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

Youth Items

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

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

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

Scoring and Analysis

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

G4. Prosocial Parental Involvement—Seattle Social Development Project

These items measure students' perceptions of the opportunities and rewards offered by and experienced with their parents. Respondents are asked to indicate how much they agree or disagree with seven statements about their relationship with their mother or father. A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false.

Opportunities

- | | | | | |
|---|-----|----|-----|------|
| 1. My parents give me lots of chances to do fun things with them. | NO! | no | yes | YES! |
| 2. My parents ask me what I think before most family decisions affecting me are made. | NO! | no | yes | YES! |
| 3. If I had a personal problem, I could ask my mom or dad for help. | NO! | no | yes | YES! |

Rewards

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

Scoring and Analysis

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

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

Items 4 and 5 are scored as follows:

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

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

H1. Parental Supervision—Rochester Youth Development Study

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

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

Scoring and Analysis

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

H2. Parental Supervision—Seattle Social Development Project

These items measure students’ perceptions of what rules their parents have established and how closely their parents monitor those rules. Respondents are asked to indicate the extent to which they agree or disagree with statements describing their parents’ supervisory standards and behavior. A “YES!” is checked if the statement is very true for them; “yes” if it is somewhat true; “no” if it is somewhat false; and “NO!” if it is very false.

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

Scoring and Analysis

Point values are assigned as follows:

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

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

11. Stressful Urban Life Events Scale

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

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

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

Scoring and Analysis

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

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

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

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

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

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

12. Stressful Life Events—Rochester Youth Development Study

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

Parent Items

In the past 30 days ...

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

Youth Items

In the past 30 days ...

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

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

Scoring and Analysis

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

Yes = 2

No = 1

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

J1. Collective Efficacy—Chicago Neighborhood Study

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

Social Control

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

Social Cohesion

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

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

Scoring and Analysis

Point values are assigned as follows:

Social Control

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

Social Cohesion

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

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

K1. Community Involvement—Chicago Youth Development Study

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

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

Scoring and Analysis

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

K2. Community Involvement—Seattle Social Development Project

These items measure students’ perceptions of the opportunities and rewards for prosocial activities in their communities. Respondents are asked to indicate how strongly they agree or disagree with statements about the presence of supportive adults and the availability of sports and other community activities. A “YES!” is checked if the statement is very true for them; “yes” if it is somewhat true; “no” if it is somewhat false; and “NO!” if it is very false.

Opportunities

- | | | | | |
|---|-----|----|-----|------|
| 1. There are lots of adults in my neighborhood I could talk to about something important. | NO! | no | yes | YES! |
|---|-----|----|-----|------|

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

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

Rewards

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

Scoring and Analysis

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

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

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

L1. Community Resources in Neighborhood— Chicago Youth Development Study

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

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

Scoring and Analysis

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

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

M1. Children's Exposure to Community Violence

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

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

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

- Never Once or twice A few times Many times

Scoring and Analysis

Point values are assigned as follows:

Never = 1

Once or twice = 2

A few times = 3

Many times = 4

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

M2. Victimization Scale

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

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

Never Once Sometimes Often

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

At school, how often have you done these things?

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

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

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

Scoring and Analysis

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

N1. Fear of Crime—Chicago Youth Development Study

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

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

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

Has a fear of crime caused you to...

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

Scoring and Analysis

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

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

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

01. Neighborhood Cohesion

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

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

Scoring and Analysis

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

P1. Neighborhood Disorganization—Rochester Youth Development Study

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

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

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

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

Scoring and Analysis

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

P2. Neighborhood Disorganization—Seattle Social Development Project

These items measure students' perception of crime, fighting, physical deterioration, and safety in their communities. Respondents are asked to indicate to what extent five statements accurately describe their neighborhood. A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false.

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

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

Scoring and Analysis

Items 1-4 are scored as follows:

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

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

P3. Perceived Community Problems—Chicago Youth Development Study

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

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

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

Scoring and Analysis

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

P4. Neighborhood/Block Conditions

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

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

Scoring and Analysis

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

Q1. Neighborhood Integration—Rochester Youth Development Study

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

How many people who live in your neighborhood ...

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

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

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

Scoring and Analysis

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

Q2. Sense of Belonging—Chicago Youth Development Study

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

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

Scoring and Analysis

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

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

Q3. Reciprocated Exchange—Chicago Neighborhood Study

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

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

Scoring and Analysis

Point values are assigned as follows:

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

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

Q4. Community Support—Chicago Youth Development Study

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

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

Scoring and Analysis

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

Q5. Intergenerational Connections—Chicago Neighborhood Study

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

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

Scoring and Analysis

Point values are assigned as follows:

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

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

R1. Neighborhood Satisfaction

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

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

Scoring and Analysis

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

S1. Neighborhood Action/Willingness to Intervene

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

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

Scoring and Analysis

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

S2. Social Control of Children—Chicago Neighborhood Study

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

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

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

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

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

Scoring and Analysis

Point values are assigned as follows:

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

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

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