

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
- 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 et al, 1982 Adapted by Huesmann & Eron, 1986
	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 et al., 1996).	Huesmann & Eron, 1986 Adapted by Nadel, Spellmann, Alvarez-Canino et al., 1996
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 Additional items developed by Institute of Behavioral Science, 1990
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

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
C. Attributional Bias (Continued)	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 Adapted by Fitzgerald & Asher, 1987; and by Aber, Brown, Jones & Samples, 1995
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
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 Copyright 1991
	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: .57 for anxiety; .63 for conduct problems; .67 for depression; not available for somatization subscale (Aber, Brown, Jones & Samples, 1995).	Greenberg & Kusche, 1990; Greenberg, 1994 Adapted by Aber, Brown, Jones & Samples, 1995

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
E. Emotional or Psychological Distress (Continued)	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 et al., 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.	Phinney, 1992 Additional items developed by Flewelling, Paschall, & Ringwalt, 1993
	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 Additional items developed by Flewelling, Paschall, & Ringwalt, 1993
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 Adapted by Houston Community Demonstration Project, 1993

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
H. Future Aspirations (Continued)	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
	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, et al., 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.	Kazdin, Rodgers & Colbus, 1986
J. Hostility	J1. Hostility— SCL-90; 4 items	Measures symptoms of underlying hostility, reflecting qualities such as aggression, irritability, rage, and resentment.	African-American males aged 12-16.	Internal consistency: .73.	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 Copyright 1992

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
L. Perceived Likelihood of Involvement in Violence	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. 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
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
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
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 Additional items developed by Flewelling, Paschall & Ringwalt, 1993
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 Additional items developed by DeJong, Spiro, Brewer-Wilson, et al., 1992

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
P. Self-Efficacy, Impulse Control, Desire of Control, and Coping (Continued)	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 Copyright 1991
	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.	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 Copyright 1992
	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
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

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
R. Sense of Caring and Support (Continued)	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, 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, 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, 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 et al., 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.

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 69-74) 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:

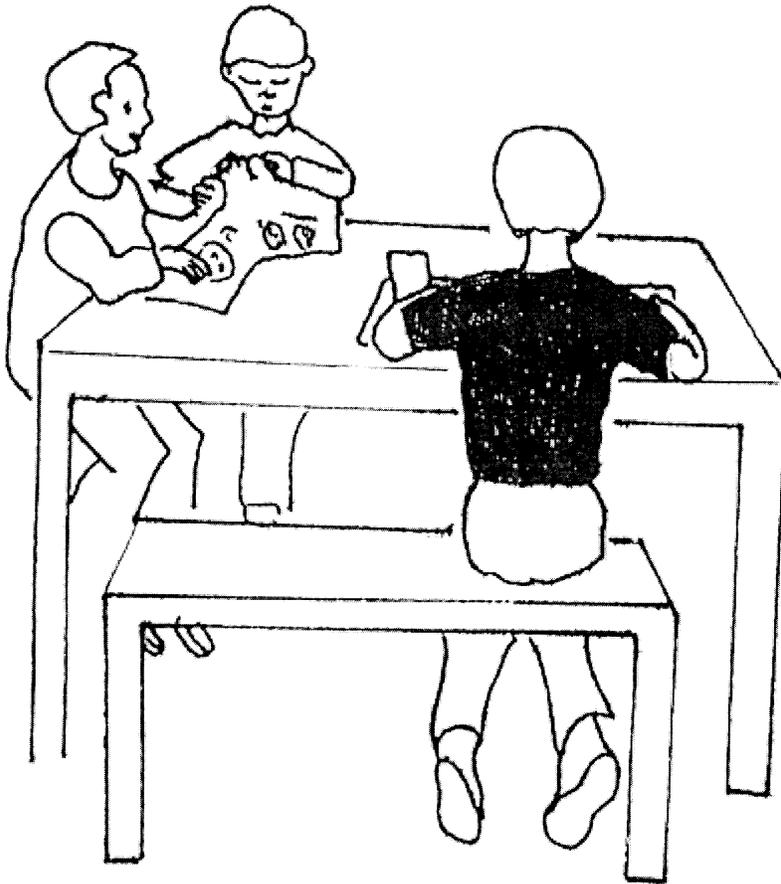
A: 2,3 = non-hostile
1,4 = hostile

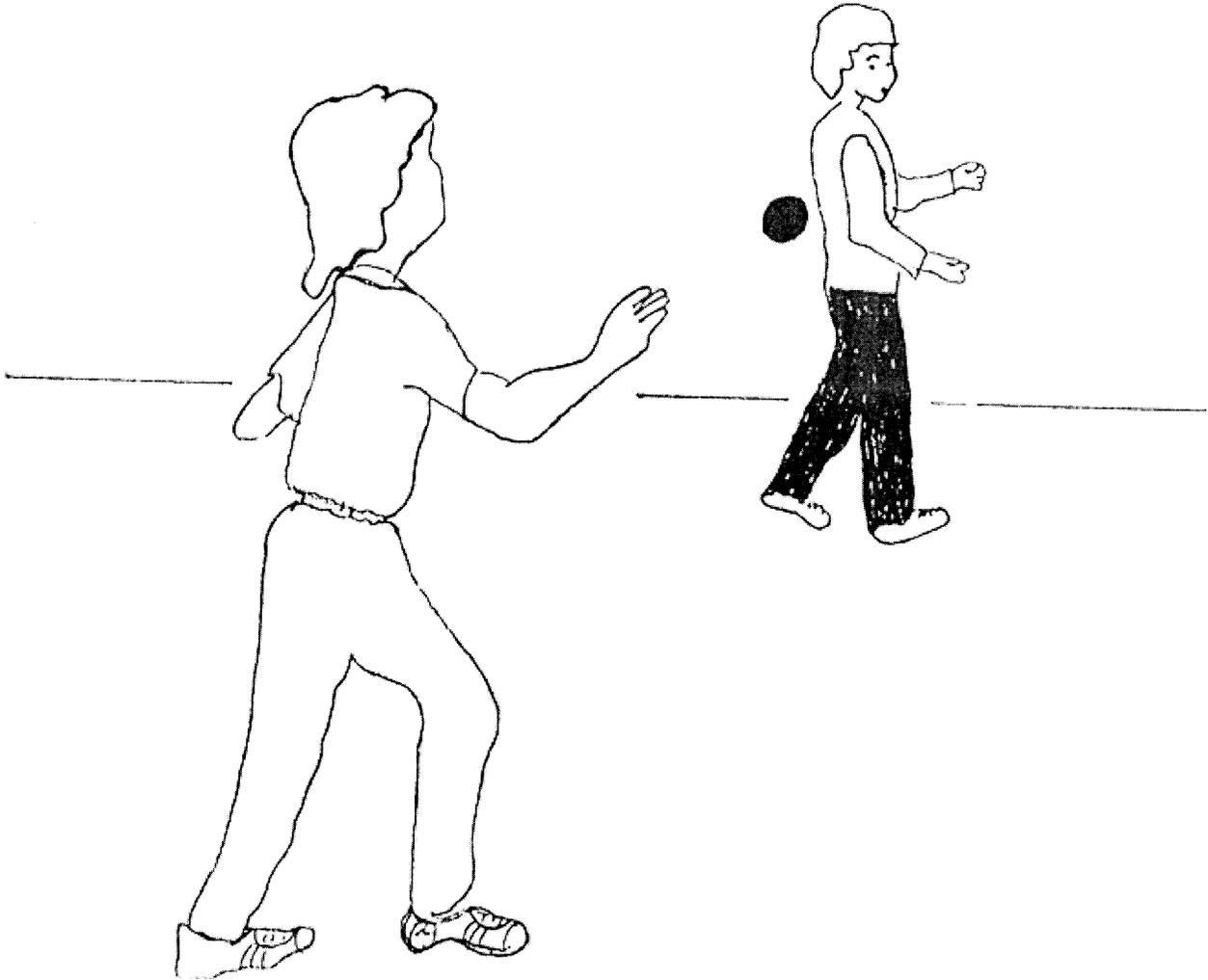
Vignette V:

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

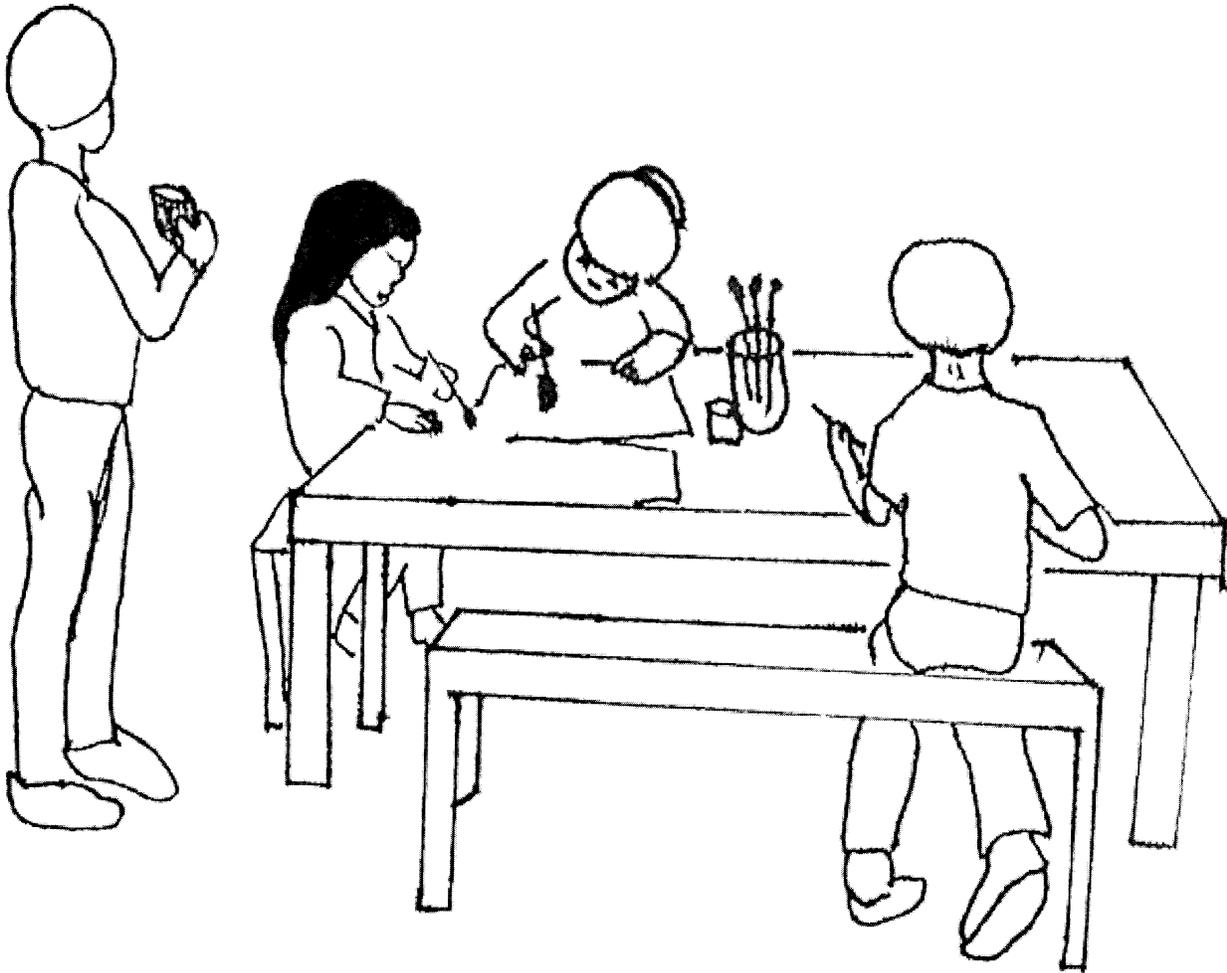
Vignette VI:

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

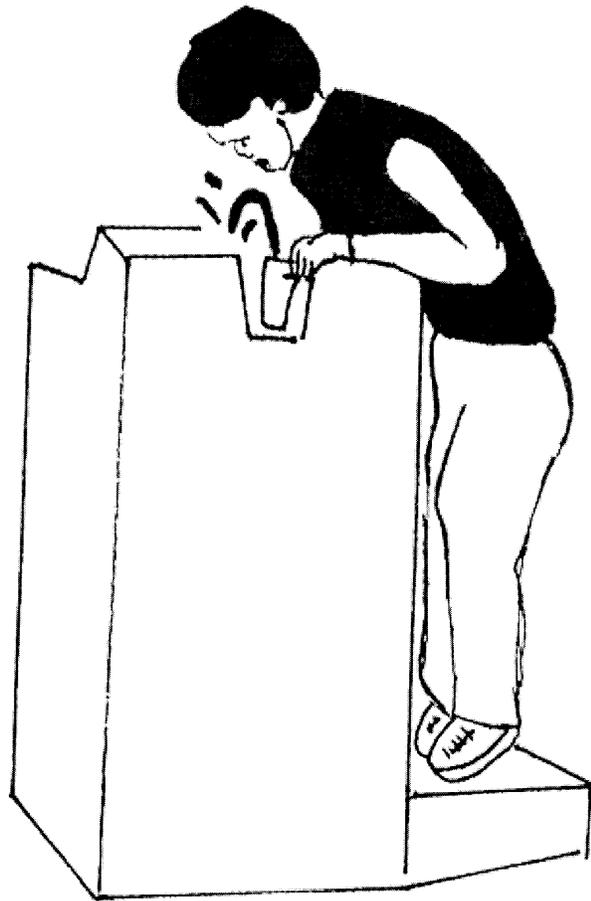
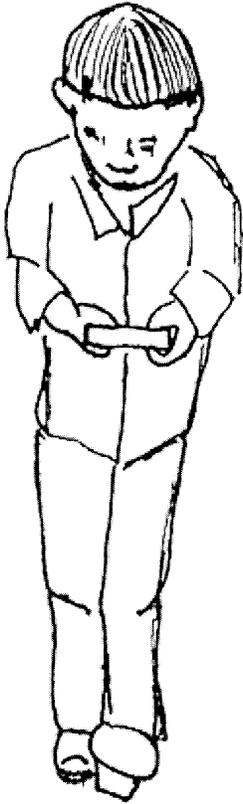












D1. DSM Screener for Depression

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.

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

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Tel: (440) 808-1500

Fax: (440) 808-1503

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 et al., 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, 30); *Somatization* (items 6, 13, 14, 17, 23); and *Depression* (items 31, 33, 34, 35, 37, 38, 39, 41, 42, 43, 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, 20), *Ethnic Identity Achievement* (items 1, 3, 5, 8, 10, 12, 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. 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.

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 nonevaluative, 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				Nonevaluative	
nice	I	likeable	I	on the track team	E
mad	I	fat	E	boyscout	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.

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 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, 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.

		Somewhat		Somewhat	
	False	False	Not Sure	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

Scoring and Analysis

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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/Mislabeling

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 few items are blank. The maximum obtainable score of 48 indicates a strong self-concept. A minimum score of 12 indicates a weak self-concept.

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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