

Section III

Behavior Assessments

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

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

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
A. Aggressive and Violent Behavior	A1. Aggression Scale; 11 items	Measures frequency of self-reported aggressive behaviors (e.g., hitting, pushing, name-calling, threatening).	Middle school students, grades 6-8.	Internal consistency: .87. High stability over time. Intraclass correlation coefficient: 85%. Good construct validity due to positive association with variables described as predictors of violence.	Orpinas, 1993
	A2. Modified Aggression Scale; 22 items	Composed of four subscales: fighting, bullying, anger, cooperative/caring behavior. Modified version of the Aggression Scale (A1).	Middle school students, grades 6-8.	Internal consistency: fighting: .73 bullying: .83 anger: .75 caring/cooperative behavior: .60.	Orpinas, 1993 Modified by Bosworth & Espelage, 1995
	A3. Peer-Nomination of Aggression; 24 items	Composed of six subscales: aggression, popularity, rejection, victimization, hyperactivity, prosocial behavior. Childhood peer-nominations of aggression have been shown to be highly predictive of adolescent and young adult aggression.	Urban elementary school children, grades 1-6.	Internal consistency: .98. One year stability: .62. Coefficient alphas: aggression: .97 popularity: .91 rejection: NA victimization: .85 hyperactivity: .95 prosocial behavior: .94 (Huesmann et al., 1984; 1994; Huesmann, Eron & Guerra, 1992).	Eron, Walder & Lefkowitz, 1971 Copyright 1960
	A4. Physical Fighting—Youth Risk Behavior Survey; 4 items	Measures frequency of physical fighting and injuries from fights within the past year.	National population sample of students in grades 7-12.	Kappas range from 50.5% to 68.2%. High stability over time (Brener, Collins, Kann, et al., 1995).	Division of Adolescent and School Health (DASH), CDC, 1993a

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
A. Aggressive and Violent Behavior (Continued)	A5. Fighting To and From School—NYC Youth Violence Survey; 4 items	Measures frequency of physical fighting while going to or from school.	Students in grades 9-12.	Not available.	Division of Adolescent and School Health (DASH), CDC, 1993b
	A6. Aggressive Behavior—SAGE Baseline Survey; 12 items	Measures self-reported recency of aggressive and other high risk behaviors.	African-American males aged 12-16.	Strongly associated with psychosocial measures such as beliefs supporting aggression, conflict resolution style, hostility, and ethnic identity (Rosenbaum et al., 1991).	Straus, 1979 Modified by Flewelling, Paschall & Ringwalt, 1993
	A7. Aggressive Behavior—Joyce Foundation Youth Survey; 6 items	Measures whether respondent or anyone in household has recently (in the past month) been a victim or perpetrator of violence.	Middle school students, grades 6-8; adults 18 and older.	Internal consistency: .72.	LH Research, Inc., 1993 Items added by Houston Community Demonstration Project, 1993
	A8. Aggressive Behavior—Teacher Checklist; 6 items	Measures teachers' reports of a child's proactive and reactive aggressive behavior.	Urban elementary school children, grades 1-6.	Not available.	Dodge & Coie, 1987
	A9. Aggression Towards Parents—High Risk Behavioral Assessment; 9 items	Measures the frequency with which peers or friends shout, curse, or hit their parents or are recipients of these behaviors from parents.	African-American students aged 8-18.	Not available.	Dolan, 1989 Adapted by Church, 1994

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
A. Aggressive and Violent Behavior (Continued)	A10. Fighting—High Risk Behavioral Assessment; 10 items	Measures the frequency of peer fighting, punching, kicking, knife, and gun use.	African-American students aged 8-18.	Not available.	Dolan, 1989 Adapted by Church, 1994
B. Concentration	B1. Social Health Profile; 10 items	Measures teachers' perceptions of children's concentration skills.	Urban elementary school children, grades 1-6.	Not available.	Werthamer-Larsson, Kellam & Wheeler, 1991
C. Conflict Resolution Skills	C1. Conflict Resolution—Individual Protective Factors Index; 12 items	Measures two conflict resolution skills: self-control and cooperation (6 items each).	Low-income students in grades 7-11.	Internal consistency: .65 and .65 (Gabriel, 1994).	Phillips & Springer, 1992
	C2. Conflict Resolution Style; 5 vignettes	Measures styles of handling conflict situations.	African-American males aged 12-16.	Not available.	Slaby & Guerra, 1988
D. Dating/Partner Violence	D1. Victimization in Dating Relationships; 18 items	Measures self-reported victimization of physical violence within dating relationships.	Students in grades 8-9.	Internal consistency: .90.	Foshee, Linder, Bauman, et al., 1996
	D2. Perpetration in Dating Relationships; 18 items	Measures self-reported perpetration of physical violence within dating relationships.	Students in grades 8-9.	Internal consistency: .93.	Foshee, Linder, Bauman, et al., 1996
	D3. Conflict Tactics Scales (CTS2); 78 items	Measures psychological and physical attacks between partners and the use of negotiation to deal with conflict.	Partners in dating, cohabiting, and marital relationships.	Internal Consistency: Psychological Aggression .79; Physical Assault .86; Sexual Coercion .87; Injury .95; Negotiation .86 (Straus, Hamby, Boney-McCoy et al., 1996).	Straus, Hamby, Boney-McCoy, et al., 1996 Copyright 1996

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
E. Disciplinary and Delinquent Behavior	E1. Frequency of Delinquent Behavior; 25 items	Measures self-reported delinquent behavior (e.g., intentional property damage, theft, cheating, arson).	Not available.	One year stability: .71. Has been administered to 400 children in a pilot study and shows moderate correlations with peer-nominated aggression (Loeber & Stouthamer-Loeber, 1987).	Loeber & Dishion, 1983
	E2. Disciplinary and Delinquent Behavior—SAGE Baseline Survey; 9 items	Measures self-reported recency of delinquent behaviors and school disciplinary actions.	African-American males aged 12-16.	Not available.	Straus, 1979 Modified by Rosenbaum et al., 1991; and Flewelling, Paschall & Ringwalt, 1993
	E3. Delinquent Behavior—Teen Conflict Survey; 6 items	Measures the frequency of breaking a rule or law at home, school, or in the community.	Middle school students, grades 6-8.	Internal consistency: .79.	Bosworth & Espelage, 1995
	E4. Friend's Delinquent Behavior—Denver Youth Survey; 8 items	Measures respondent's knowledge of their friends' involvement in vandalism, violence, and drug use during the past year.	African-American males aged 12-16.	Internal consistency: .89.	Institute of Behavioral Science, 1987
	E5. Friend's Delinquent Behavior—Adolescent Attitude Survey; 7 items	Measures friends' risk and prosocial activities (e.g., gang, vandalism, church, homework).	Middle school students, grades 6-8.	Internal consistency: .55 to .68.	Center for Urban Affairs & Policy Research, 1995

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
E. Disciplinary and Delinquent Behavior (Continued)	E6. Disciplinary Behavior—High Risk Behavioral Assessment; 8 items	Measures the frequency of youth suspensions, tardiness, and skipping or cutting school.	African-American students aged 8-18.	Not available.	Dolan, 1989 Adapted by Church, 1994
	E7. Delinquent Behavior—High Risk Behavioral Assessment; 5 items	Measures the frequency with which respondents have witnessed or been subjects of stealing and property damage.	African-American students aged 8-18.	Not available.	Dolan, 1989 Adapted by Church, 1994
F. Drug and Alcohol Use	F1. Youth Risk Behavior Survey; 16 items	Measures the frequency of self-reported alcohol and drug use.	National population sample of students, grades 7-12.	Kappas range from 36.1% to 87.5% (Brener, Collins, Kann, et al., 1995).	Division of Adolescent and School Health (DASH), CDC, 1993a
	F2. SAGE Baseline Survey; 7 items	Measures self-reported recency of drug and alcohol use.	African-American males aged 12-16.	Not available.	Straus, 1979 Modified by Rosenbaum et al., 1991; and Flewelling, Paschall & Ringwalt, 1993
	F3. Monitoring the Future: National Survey of High School Seniors; 5 items	Measures perceived health risk associated with occasional and/or frequent alcohol, cigarette, marijuana, and cocaine use.	African-American males aged 12-16.	Not available.	Johnston, O'Malley & Bachman, 1991 (National Institute on Drug Abuse)
	F4. Teen Conflict Survey; 12 items	Measures age of onset and frequency of substance use.	Middle school students, grades 6-8.	Internal consistency: .83.	Bosworth & Espelage, 1995

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
F. Drug and Alcohol Use (Continued)	F5. High Risk Behavioral Assessment; 5 items	Measures involvement of friends in the use and sale of drugs or alcohol.	African-American students aged 8-18.	Not available.	Dolan, 1989 Adapted by Church, 1994
G. Exposure to Gangs	G1. Houston School Cohort Survey; 6 items	Measures exposure to gangs and gang membership.	Middle school students, grades 6-8.	Internal consistency: .52.	Houston Community Demonstration Project, 1993
H. Handgun Access	H1. NYC Youth Violence Survey; 6 items	Measures possession of, access to, and risk of carrying a handgun.	Students in grades 9-12.	Not available.	Division of Adolescent and School Health (DASH), CDC, 1993b
I. Impulsivity	I1. Teen Conflict Survey; 4 items	Measures the frequency of impulsive behaviors (e.g., lack of self-control, difficulty sitting still, trouble finishing things).	Middle school students, grades 6-8.	Internal consistency: .62.	Bosworth & Espelage, 1995
J. Leisure Activity	J1. Teen Conflict Survey; 10 items	Measures the amount of time a student spends every day in a number of leisure activities (e.g., reading, watching TV, homework).	Middle school students, grades 6-8.	Not available.	Bosworth & Espelage, 1995
K. Parental Control	K1. Parental Control; 10 items	Measures the amount and kind of television parents allow their children to watch; also measures the extent to which parents know their children's friends and taste in music.	Middle school students, grades 6-8.	Internal consistency: .73.	Houston Community Demonstration Project, 1993

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
L. Safety and Threats	L1. NYC Youth Violence Survey; 9 items	Measures frequency of being threatened or harmed by someone while going to and from school or in other places.	Students in grades 9-12.	Not available.	Division of Adolescent and School Health (DASH), CDC, 1993b
M. Social Competence	M1. Social Competence; 19 items	Measures teachers' perceptions of a child's social competence. Includes two subscales: prosocial behavior and emotion regulation.	Urban elementary school children, grades 1-6.	Not available.	Conduct Problems Prevention Research Group, 1991
	M2. Social Competence—Teacher Post-ratings; 10 items	Measures teachers' perceptions of the degree of change in students' prosocial and cooperative behaviors over the course of the school year.	Urban elementary school children, grades 1-6.	Not available.	Conduct Problems Prevention Research Group, 1991
	M3. Prosocial Behaviors of Children; 19 items	Measures teachers' perceptions of their students' prosocial skills. Includes ratings of both adaptive behaviors and interpersonal social competence.	Elementary school children, grades 1-6.	Internal consistency: .95 (Fifield, 1987).	McConnell, Strain, Kerr, et al., 1984

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
M. Social Competence (Continued)	M4. Parent/Child Social Competencies— Conflict Behavior Questionnaire; 20 items	Measures social competencies at home between children and their caregivers. True-False questionnaire (long and short form) for child to complete. Matching survey for parent to complete.	Elementary school children, grades 3-5.	Internal consistency: .92 to .93 for fathers and mothers.	Eberly, Montemayor & Flannery, 1993
	M5. Parental Report of Helping Behavior; 15 items	Measures cooperativeness, cheerfulness, and responsiveness of the child to household chores.	Parents of children in grades 3-5.	Internal consistency: .93 to .92 for mothers and fathers.	Eberly, Montemayor & Flannery, 1993
N. Social Problem Solving Skills	N1. Social Problem Solving Measure; 8 items	Measures children's aggressive and competent interpersonal negotiation strategies in proactive situations.	Urban elementary school children, grades 1-6.	Internal consistency: .67 for aggressive strategy; .60 for competent strategy (Aber, Brown, Jones & Samples, 1995).	Dodge, Bates & Pettit, 1990 Adapted by Aber, Brown, Jones & Samples, 1995
O. Victimization	O1. Victimization; 10 items	Measures the frequency of being teased, pushed, or threatened during the week prior to the survey.	Middle school students, grades 6-8.	Internal consistency: .85. Significant correlation ($r=.51$) with the Aggression Scale (A1) .	Orpinas & Kelder, 1995
P. Weapon Carrying	P1. Youth Risk Behavior Survey/ NYC Youth Violence Survey; 8 items	Measures the frequency of weapon carrying anywhere, to/from school, and on school property.	National population sample of students, grades 7-12; city sample of students, grades 9-12.	Kappas range from 65.1% to 76.3%. High stability over time (Brener, Collins, Kann, et al., 1995).	Division of Adolescent and School Health (DASH), CDC, 1993a,b

SCALES AND ASSESSMENTS

A1. Aggression Scale

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

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

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

Scoring and Analysis

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

A2. Modified Aggression Scale

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

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

No Opportunity	Never	1 or 2 Times	3 or 4 Times	5 or More Times
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Fighting

- | | | | | | |
|---|---|---|---|---|---|
| 1. I hit back when someone hit me first. | a | b | c | d | e |
| 2. I encouraged other students to fight. | a | b | c | d | e |
| 3. I pushed, shoved, slapped, or kicked other students. | a | b | c | d | e |
| 4. I got into a physical fight because I was angry. | a | b | c | d | e |
| 5. I walked away from a fight. | a | b | c | d | e |

Bullying

- | | | | | | |
|--|---|---|---|---|---|
| 6. I teased other students. | a | b | c | d | e |
| 7. I said things about other students to make other students laugh (made fun of them). | a | b | c | d | e |
| 8. I called other students names. | a | b | c | d | e |
| 9. I threatened to hit or hurt another student. | a | b | c | d | e |

Anger

- | | | | | | |
|--|---|---|---|---|---|
| 10. I frequently get angry. | a | b | c | d | e |
| 11. I was angry most of the day. | a | b | c | d | e |
| 12. I got into a physical fight because I was angry. | a | b | c | d | e |
| 13. I was mean to someone when I was angry. | a | b | c | d | e |

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

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

Scoring and Analysis

Point values are assigned as follows:

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

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

A3. Peer-Nomination of Aggression

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

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

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

Scoring and Analysis

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

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

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

A4. Physical Fighting—Youth Risk Behavior Survey

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

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

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

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

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

Scoring and Analysis

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

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

P = the proportion of subjects

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

C = frequency of behavior

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

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

Example: Incidence Rate of Physical Fighting Among White Females

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

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

k = 1,2 (Female, Male)

For white females ($j=1, k=1$) the incidence rate can be designated as IR_{jk} or IR_{11} and calculated as follows:

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

A5. Fighting To and From School—NYC Youth Violence Survey

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

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

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

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

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

Scoring and Analysis

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

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

P = the proportion of subjects

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

C = frequency of behavior

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

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

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

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

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

k = 1,2 (Female, Male)

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

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

A6. Aggressive Behavior—SAGE Baseline Survey

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

When was the last time you ...

1. pushed, grabbed, or shoved someone
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
2. hit or punched someone
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
3. kicked someone
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
4. were hurt in a fight
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
5. hurt someone else in a fight
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
6. threatened to hurt someone
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
7. threatened someone with a knife or gun
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never
8. used a knife or gun to injure someone
 Within the past month Between 1 and 6 months ago Between 6 months and 1 year ago Over 1 year ago Never

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

Scoring and Analysis

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

A7. Aggressive Behavior—Joyce Foundation Youth Survey

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

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

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

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

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

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

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

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

6. Gotten involved in a gang fight?

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

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

Scoring and Analysis

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

A8. Aggressive Behavior—Teacher Checklist

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

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

Scoring and Analysis

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

A9. Aggression Towards Parents—High Risk Behavioral Assessment

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

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

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

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

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

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

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

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

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

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

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

C. How often? rarely (1-3/year) occasionally (1-2/month) regularly (daily or 1-2/week)

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

B. How often? rarely (1-3/year) occasionally (1-2/month) regularly (daily or 1-2/week)

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

B. How often? rarely (1-3/year) occasionally (1-2/month) regularly (daily or 1-2/week)

C. Why did you run away from home?

Scoring and Analysis

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

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

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

A10. Fighting—High Risk Behavioral Assessment

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

1. A. Why do you think people fight?

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

Yes

No

C. How often?

rarely

occasionally

regularly

(1-3/year)

(1-2/month)

(daily or 1-2/week)

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

Yes

No

B. How often?

rarely

occasionally

regularly

(1-3/year)

(1-2/month)

(daily or 1-2/week)

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

Yes

No

B. How often?

rarely

occasionally

regularly

(1-3/year)

(1-2/month)

(daily or 1-2/week)

C. Why do you get into these yelling fights?

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

Yes

No

B. How often?

rarely

occasionally

regularly

(1-3/year)

(1-2/month)

(daily or 1-2/week)

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

Yes

No

B. How often?

rarely

occasionally

regularly

(1-3/year)

(1-2/month)

(daily or 1-2/week)

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

Scoring and Analysis

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

Rarely	=	1
Occasionally	=	2
Regularly	=	3

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

B1. Social Health Profile

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

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

Scoring and Analysis

Point values are as indicated above. Items 4, 7 and 9 are reverse coded, then a total score is calculated by summing individual items. Scores range from 25 to 45, with a maximum score of 45 indicating a high level of concentration and learning skills.

C1. Conflict Resolution—Individual Protective Factors Index

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

Self-Control

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

Cooperation

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

Scoring and Analysis

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

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

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

C2. Conflict Resolution Style

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Scoring and Analysis

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

D1. Victimization in Dating Relationships

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

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

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

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

Scoring and Analysis

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

D2. Perpetration in Dating Relationships

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

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

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

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

Scoring and Analysis

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

D3. Conflict Tactics Sales (CTS2)

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

No matter how well a couple gets along, there are times when they disagree, get annoyed with the other person, want different things from each other, or just have spats or fights because they are in a bad mood, are tired, or for some other reason. Couples also have many different ways of trying to settle their differences. This is a list of things that might happen when you have differences. *Please circle how many times you did each of these things in the past year, and how many times your partner did them in the past year. If you or your partner did not do one of these things in the past year, but it happened before that, circle "7."*

How often did this happen?

1 = Once in the past year

2 = Twice in the past year

3 = 3-5 times in the past year

4 = 6-10 times in the past year

5 = 11-20 times in the past year

6 = More than 20 times in the past year

7 = Not in the past year, but it did happen before

0 = This has never happened

- | | |
|---|-----------------|
| 1. I showed my partner I cared even though we disagreed. | 1 2 3 4 5 6 7 0 |
| 2. My partner showed care for me even though we disagreed. | 1 2 3 4 5 6 7 0 |
| 3. I explained my side of a disagreement to my partner. | 1 2 3 4 5 6 7 0 |
| 4. My partner explained his or her side of a disagreement to me. | 1 2 3 4 5 6 7 0 |
| 5. I insulted or swore at my partner. | 1 2 3 4 5 6 7 0 |
| 6. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 7. I threw something at my partner that could hurt. | 1 2 3 4 5 6 7 0 |
| 8. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 9. I twisted my partner's arm or hair. | 1 2 3 4 5 6 7 0 |
| 10. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 11. I had a sprain, bruise, or small cut because of a fight with my partner. | 1 2 3 4 5 6 7 0 |
| 12. My partner had a sprain, bruise, or small cut because of a fight with me. | 1 2 3 4 5 6 7 0 |
| 13. I showed respect for my partner's feelings about an issue. | 1 2 3 4 5 6 7 0 |
| 14. My partner showed respect for my feelings about an issue. | 1 2 3 4 5 6 7 0 |

15. I made my partner have sex without a condom.	1 2 3 4 5 6 7 0
16. My partner did this to me.	1 2 3 4 5 6 7 0
17. I pushed or shoved my partner.	1 2 3 4 5 6 7 0
18. My partner did this to me.	1 2 3 4 5 6 7 0
19. I used force (like hitting, holding down, or using a weapon) to make my partner have oral or anal sex.	1 2 3 4 5 6 7 0
20. My partner did this to me.	1 2 3 4 5 6 7 0
21. I used a knife or gun on my partner.	1 2 3 4 5 6 7 0
22. My partner did this to me.	1 2 3 4 5 6 7 0
23. I passed out from being hit on the head by my partner in a fight.	1 2 3 4 5 6 7 0
24. My partner passed out from being hit on the head in a fight with me.	1 2 3 4 5 6 7 0
25. I called my partner fat or ugly.	1 2 3 4 5 6 7 0
26. My partner called me fat or ugly.	1 2 3 4 5 6 7 0
27. I punched or hit my partner with something that could hurt.	1 2 3 4 5 6 7 0
28. My partner did this to me.	1 2 3 4 5 6 7 0
29. I destroyed something belonging to my partner.	1 2 3 4 5 6 7 0
30. My partner did this to me.	1 2 3 4 5 6 7 0
31. I went to a doctor because of a fight with my partner.	1 2 3 4 5 6 7 0
32. My partner went to a doctor because of a fight with me.	1 2 3 4 5 6 7 0
33. I choked my partner.	1 2 3 4 5 6 7 0
34. My partner did this to me.	1 2 3 4 5 6 7 0
35. I shouted or yelled at my partner.	1 2 3 4 5 6 7 0
36. My partner did this to me.	1 2 3 4 5 6 7 0
37. I slammed my partner against a wall.	1 2 3 4 5 6 7 0
38. My partner did this to me.	1 2 3 4 5 6 7 0
39. I said I was sure we could work out a problem.	1 2 3 4 5 6 7 0
40. My partner was sure we could work it out.	1 2 3 4 5 6 7 0
41. I needed to see a doctor because of a fight with my partner, but I didn't.	1 2 3 4 5 6 7 0
42. My partner needed to see a doctor because of a fight with me, but didn't.	1 2 3 4 5 6 7 0

- | | |
|--|-----------------|
| 43. I beat up my partner. | 1 2 3 4 5 6 7 0 |
| 44. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 45. I grabbed my partner. | 1 2 3 4 5 6 7 0 |
| 46. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 47. I used force (like hitting, holding down, or using a weapon) to
make my partner have sex. | 1 2 3 4 5 6 7 0 |
| 48. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 49. I stomped out of the room or house or yard during a disagreement. | 1 2 3 4 5 6 7 0 |
| 50. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 51. I insisted on sex when my partner did not want to (but did not use physical force). | 1 2 3 4 5 6 7 0 |
| 52. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 53. I slapped my partner. | 1 2 3 4 5 6 7 0 |
| 54. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 55. I had a broken bone from a fight with my partner. | 1 2 3 4 5 6 7 0 |
| 56. My partner had a broken bone from a fight with me. | 1 2 3 4 5 6 7 0 |
| 57. I used threats to make a partner have oral or anal sex. | 1 2 3 4 5 6 7 0 |
| 58. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 59. I suggested a compromise to a disagreement. | 1 2 3 4 5 6 7 0 |
| 60. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 61. I burned or scalded my partner on purpose. | 1 2 3 4 5 6 7 0 |
| 62. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 63. I insisted my partner have oral or anal sex (but did not use physical force). | 1 2 3 4 5 6 7 0 |
| 64. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 65. I accused my partner of being a lousy lover. | 1 2 3 4 5 6 7 0 |
| 66. My partner accused me of this. | 1 2 3 4 5 6 7 0 |
| 67. I did something to spite my partner. | 1 2 3 4 5 6 7 0 |
| 68. My partner did this to me. | 1 2 3 4 5 6 7 0 |
| 69. I threatened to hit or throw something at my partner. | 1 2 3 4 5 6 7 0 |
| 70. My partner did this to me. | 1 2 3 4 5 6 7 0 |

71. I felt physical pain that still hurt the next day because of a fight with my partner.	1 2 3 4 5 6 7 0
72. My partner still felt physical pain the next day because of a fight we had.	1 2 3 4 5 6 7 0
73. I kicked my partner.	1 2 3 4 5 6 7 0
74. My partner did this to me.	1 2 3 4 5 6 7 0
75. I used threats to make my partner have sex.	1 2 3 4 5 6 7 0
76. My partner did this to me.	1 2 3 4 5 6 7 0
77. I agreed to try a solution to a disagreement my partner suggested.	1 2 3 4 5 6 7 0
78. My partner agreed to try a solution I suggested.	1 2 3 4 5 6 7 0

Scoring and Analysis

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CTS2 has five scales: *Negotiation* (Items 1, 3, 13, 39, 59, 77), *Psychological Aggression* (Items 5, 25, 29, 35, 49, 65, 67, 69), *Physical Assault* (Items 7, 9, 17, 21, 27, 33, 37, 43, 45, 53, 61, 73), *Sexual Coercion* (Items 15, 19, 47, 51, 57, 63, 75), and *Injury* (Items 11, 23, 31, 41, 55, 71).

The CTS2 can be scored using a number of different methods. Information on these methods is available by contacting the developer. Basic scoring information is as follows: the CTS2 is scored by adding the midpoints for the response categories chosen by the respondent. The midpoints are the same as the response category numbers for Categories 0,1, and 2. For Category 3 (3-5 times) the midpoint is 4, for Category 4 (6-10 times) the midpoint is 8, for Category 5 (11-20 times), the midpoint is 15, and for Category 6 (<20 times in the past year), the recommended midpoint is 25. Category 7 can be scored as 0 if the researcher wants a score for the previous year; or it can be used to obtain a relationship prevalence measure of physical assault -- Respondents who answer 1 through 7 are scored as 1 (yes).

Also available from the Family Research Laboratory, University of New Hampshire:

Conflict Tactics Scales Form CTS2-CA: For use with children reporting current behavior of their parents toward each other, or adults recalling behavior of their parents toward each other (78 items).

Parent-Child Conflict Tactics Scales, Form CTSPC-CA: Measures psychological and physical maltreatment and neglect of children by parents and nonviolent modes of discipline (44 items).

E1. Frequency of Delinquent Behavior

These items measure self-reported frequency of delinquent behaviors (e.g., intentional property damage, theft, cheating, arson). Respondents are asked to write the number of times they have done each behavior in the past year since the previous Christmas vacation. If they haven't done the behavior at all, they are instructed to write a "0."

How many times have you...

1. On purpose broken or damaged or destroyed something belonging to a school?
2. Stolen or tried to steal a bicycle or skate board?
3. Taken something from a store without paying for it?
4. Taken money at home that did not belong to you like from your mother's purse or your parents' dresser?
5. Taken anything at school from the teacher or other kids that did not belong to you?
6. Taken something from a car that did not belong to you?
7. Cheated on school tests?
8. Hit, slapped, or shoved a teacher or another grown-up at school?
9. Hit, slapped, or shoved one of your parents?
10. Hit, slapped, or shoved other kids or got into a physical fight with them?
11. Gone into somebody's garden, backyard, house, or garage when you were not supposed to be there?
12. Run away from home?
13. Skipped school without an excuse?
14. Been sent home from school for bad behavior?
15. Written things or sprayed paint on walls or sidewalks or cars, where you were not supposed to do that?
16. Been loud, rowdy, or unruly in a public place so that people complained about it or you got into trouble?

17. Purposely set fire to a building, a car, or something else or tried to do so?
18. Carried a weapon with you?
19. Avoided paying for things such as movies, bus or subway rides, or food?
20. Snatched someone's purse or wallet or picked someone's pocket?
21. Thrown rocks or bottles at people?
22. Consumed any liquor?
23. Smoked or chewed tobacco?
24. Smoked marijuana?
25. Sniffed glue?

Scoring and Analysis

This measure taps delinquency in six domains: vandalism (1, 11, 17), theft (2, 3, 4, 5, 6, 19, 20, 21), physical aggression (8, 9, 10, 18, 21), truancy and other school problems (7, 12, 13, 14), disruptive behavior (15, 16), and status offenses (22, 23, 25). Responses to each item can range from 0 to 99. Each subscale is created by averaging respondents' answers to the corresponding items. High scores on each subscale indicate greater delinquency. Low scores indicate less delinquency.

E2. Disciplinary and Delinquent Behavior—SAGE Baseline Survey

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

When was the last time you ...

1. stole something

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

2. stole something worth more than \$50

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

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

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

4. were detained or arrested by the police

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

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

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

6. were sent to the principal or counselor for disciplinary reasons

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

7. skipped class

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

8. were suspended or expelled from school

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

9. were fired from a job

Within the
past month

Between 1 and
6 months ago

Between 6 months
and 1 year ago

Over 1
year ago

Never

Scoring and Analysis

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

E3. Delinquent Behavior—Teen Conflict Survey

These items measure the frequency of breaking a rule or law at home, school, or in the community. Respondents are presented with a series of behaviors, and are asked to mark with a circle the number of times they did that behavior during the last 30 days.

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

	Never	1 or 2 Times	3 or 4 Times	5 or 6 Times	7 or More Times
1. did you break a rule at home?	a	b	c	d	e
2. did you break a rule at school?	a	b	c	d	e
3. did you break a rule/law in the community?	a	b	c	d	e
4. did you get in trouble at home?	a	b	c	d	e
5. did you get in trouble at school?	a	b	c	d	e
6. did you get in trouble in the community?	a	b	c	d	e

Scoring and Analysis

Point values are assigned as follows:

Never	=	1
1 or 2 times	=	2
3 or 4 times	=	3
5 or 6 times	=	4
7 or more times	=	5

Scores are derived by summing across all responses. A total of 30 points is possible, with high scores indicating high self-reported misconduct.

E4. Friends' Delinquent Behavior—Denver Youth Survey

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

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

1. purposely damaged or destroyed property that did not belong to them?

- All of them Most of them Some of them Very few them None of them

2. hit or threatened to hit someone?

- All of them Most of them Some of them Very few them None of them

3. used alcohol?

- All of them Most of them Some of them Very few them None of them

4. sold drugs?

- All of them Most of them Some of them Very few them None of them

5. gotten drunk once in a while?

- All of them Most of them Some of them Very few them None of them

6. carried a knife or a gun?

- All of them Most of them Some of them Very few them None of them

7. got into a physical fight?

- All of them Most of them Some of them Very few them None of them

8. been hurt in a fight?

- All of them Most of them Some of them Very few them None of them

Scoring and Analysis

Point values are assigned as follows:

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

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

E5. Friends' Delinquent Behavior—Adolescent Attitude Survey

These items measure the risk and prosocial activities (e.g., gang, church, vandalism, homework) of the adolescents' friends. Respondents are asked how many of their close friends engaged in certain behaviors over the past 30 days.

Over the past 30 days, how many of the friends you spend most of your time with (circle one for each question):

1. Suggested that you do something that was against the law?

All	Most	A few	None
1	2	3	4

2. Did nearly all of their homework?

All	Most	A few	None
1	2	3	4

3. Damaged or destroyed property that did not belong to them?

All	Most	A few	None
1	2	3	4

4. Participated in religious activities like going to church?

All	Most	A few	None
1	2	3	4

5. Were involved in gang activities?

All	Most	A few	None
1	2	3	4

6. Stopped a fight?

All	Most	A few	None
1	2	3	4

7. Hit or threatened to hit someone?

All	Most	A few	None
1	2	3	4

Scoring and Analysis

Point values are assigned as shown above. Items 2 and 4 are reverse coded. Total scores can range from 7 to 28, with higher scores indicating greater exposure to friends who engage in socially acceptable behavior.

E6. Disciplinary Behavior—High Risk Behavioral Assessment

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

1. A. Have you seen other students get suspended from school? Yes No
B. How often? rarely occasionally regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

2. A. Have any of your friends been suspended? Yes No
B. How often? rarely occasionally regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

3. A. Have you ever been suspended? Yes No
B. How often? rarely occasionally regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

4. A. Have you seen other students skip or cut school? Yes No
B. How often? rarely occasionally regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

5. A. Have any of your friends skipped or cut school? Yes No
B. How often? rarely occasionally regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

6. A. Have you ever skipped or cut school? Yes No
B. How often? rarely occasionally regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

C. What did you do instead?

7. A. Have any of your friends been late to school? Yes No
B. How often? rarely occasionally regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

8. A. Have you ever been late to school? Yes No
B. How often? rarely occasionally regularly
(1-3/year) (1-2/month) (daily or 1-2/week)

C. Why were you late?

Scoring and Analysis

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

- Rarely = 1
Occasionally = 2
Regularly = 3

A high score indicates a high level of risky school behavior.

E7. Delinquent Behavior—High Risk Behavioral Assessment

This assessment measures the frequency with which respondents' have witnessed or been subjects of stealing and property damage. Questions are asked during a one-on-one interview.

1. A. Have you witnessed any stealing? Yes No

B. What kinds of things have you seen get stolen?

C. How often? rarely (1-3/year) occasionally (1-2/month) regularly (daily or 1-2/week)

D. Why do you think people steal?

2. A. Have you had things stolen from you? Yes No

B. What kinds of things have been stolen from you?

C. How often? rarely (1-3/year) occasionally (1-2/month) regularly (daily or 1-2/week)

D. Why were these things stolen?

F1. Drug and Alcohol Use—Youth Risk Behavior Survey

These items measure the frequency of self-reported alcohol and drug use. Respondents are asked to circle one response for each question.

1. How old were you when you had your first drink of alcohol other than a few sips?
 - a. I have never had a drink of alcohol other than a few sips
 - b. Less than 9 years old
 - c. 9 or 10 years old
 - d. 11 or 12 years old
 - e. 13 or 14 years old
 - f. 15 or 16 years old
 - g. 17 or more years old

2. During your life, on how many days have you had at least one drink of alcohol?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 9 days
 - d. 10 to 19 days
 - e. 20 to 39 days
 - f. 40 to 99 days
 - g. 100 or more days

3. During the past 30 days, on how many days did you have at least one drink of alcohol?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 to 29 days
 - g. All 30 days

4. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?
 - a. 0 days
 - b. 1 day
 - c. 2 days
 - d. 3 to 5 days
 - e. 6 to 9 days
 - f. 10 to 19 days
 - g. 20 or more days

5. During the past 30 days, on how many days did you have at least one drink of alcohol **on school property**?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 to 29 days
 - g. All 30 days

6. How old were you when you tried marijuana for the first time?
 - a. I have never tried marijuana
 - b. Less than 9 years old
 - c. 9 or 10 years old
 - d. 11 or 12 years old
 - e. 13 or 14 years old
 - f. 15 or 16 years old
 - g. 17 or more years old

7. During your life, how many times have you used marijuana?
 - a. 0 times
 - b. 1 or 2 times
 - c. 3 to 9 times
 - d. 10 to 19 times
 - e. 20 to 39 times
 - f. 40 to 99 times
 - g. 100 or more times

8. During the past 30 days, how many times did you use marijuana?
 - a. 0 times
 - b. 1 or 2 times
 - c. 3 to 9 times
 - d. 10 to 19 times
 - e. 20 to 39 times
 - f. 40 or more times

9. During the past 30 days, on how times did you use marijuana **on school property**?
 - a. 0 times
 - b. 1 or 2 times
 - c. 3 to 9 times
 - d. 10 to 19 times
 - e. 20 to 39 times
 - f. 40 or more times

10. How old were you when you tried **any** form of cocaine, including powder, crack, or freebase, for the first time?
- I have never tried cocaine
 - Less than 9 years old
 - 9 or 10 years old
 - 11 or 12 years old
 - 13 or 14 years old
 - 15 or 16 years old
 - 17 or more years old
11. During your life, how many times have you used **any** form of cocaine, including powder, crack, or freebase?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
12. During the past 30 days, how many times did you use **any** form of cocaine, including powder, crack, or freebase?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
13. During your life, how many times have you used the **crack** or **freebase** forms of cocaine?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
14. During your life, how many times have you used any other type of illegal drug, such as LSD, PCP, ecstasy, mushrooms, speed, ice, heroin, or pills without a doctor's prescription?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times

15. During your life, have you ever injected (shot up) any illegal drug?
- Yes
 - No
16. During the past 12 months, has anyone offered, sold, or given you an illegal drug **on school property**?
- Yes
 - No

Scoring and Analysis

Individual items can be scored by assigning point values to correspond to response categories. For items with a range, a midpoint value can also be assigned. Incidence rates for items 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, and standard errors for these estimates are calculated as follows:

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

- P = the proportion of subjects
 i = (1,2,3...n) levels of the variable of interest
 C = frequency of behavior

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

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

Example: Incidence Rate of Marijuana Use Among White Males

- i = 1,2,3,4,5 (1.5 times, 6 times, 14.5 times, 29.5 times, 40+ times)
 j = 1,2,3 (White, Black, Hispanic)
 k = 1,2 (Female, Male)

For white males (j=1,k=2) the incidence rate can be designated as IR_{jk} or IR₁₂ and calculated as follows:

$$IR_{12} = \sum_{i=1}^5 P_{i12} C_i$$

F2. Drug and Alcohol Use—SAGE Baseline Survey

These items measure self-reported recency of drug and alcohol use. Youths are asked to indicate the last time they engaged in the following behaviors.

When was the last time you ...

1. sold any amount of illicit drugs

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

2. drank alcohol, including beer, wine, or hard liquor

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

3. had five or more alcoholic drinks at one time

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

4. smoked a cigarette

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

5. used marijuana

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

6. used cocaine

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

7. used crack

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

Scoring and Analysis

Items can be considered separately or as an index of violence-related behavior within a given time period. To create an index for past-year violent or violence-related behavior, a point should be given for each item with a check in one of the first three response categories, thus creating a possible range of 1-7.

F3. Drug and Alcohol Use— Monitoring the Future: National Survey of High School Seniors

These items measure perceived health risk associated with occasional and/or frequent alcohol, cigarette, marijuana, and cocaine use. Respondents are asked to estimate how risky certain behaviors are to them.

	No Risk	Slight Risk	Moderate Risk	Great Risk	Can't Say, Drug Not Familiar
1. Smoke one or more packs of cigarettes per day	1	2	3	4	99
2. Smoke marijuana occasionally	1	2	3	4	99
3. Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day	1	2	3	4	99
4. Have five or more drinks once or twice each weekend	1	2	3	4	99
5. Take cocaine occasionally	1	2	3	4	99

Scoring and Analysis

Point values are assigned as indicated above. A “99” is used to identify missing responses. Values are summed and divided by the total number of items (5) for each respondent. Intended range is 1-4, with a higher score indicating greater risk perceived by the respondent.

F4. Drug and Alcohol Use—Teen Conflict Survey

These items measure the age of onset and frequency of substance use. Respondents are asked to indicate when they first used specific substances without their parents' permission and how often in the last 30 days they used specific substances.

Without your parents' permission, when did you first (if you ever have)....

	Never	8th Grade	7th Grade	6th Grade	Before 6th
1. use tobacco?	a	b	c	d	e
2. drink beer, wine, or liquor?	a	b	c	d	e
3. get drunk?	a	b	c	d	e
4. use marijuana?	a	b	c	d	e
5. use inhalants?	a	b	c	d	e
6. use other drugs?	a	b	c	d	e

Without your parents' permission, in the last 30 days, how often (if at all) did you do the following?

	Never	1 Time	2 or 3 Times	4 Times	5 or More Times
7. use tobacco?	a	b	c	d	e
8. drink beer, wine, or liquor?	a	b	c	d	e
9. get drunk?	a	b	c	d	e
10. use marijuana?	a	b	c	d	e
11. use inhalants?	a	b	c	d	e
12. use other drugs?	a	b	c	d	e

Scoring and Analysis

For the first set of questions, point values are assigned as follows:

Never	=	1
8th grade	=	2
7th grade	=	3
6th grade	=	4
Before 6th	=	5

Scores are derived by summing across all responses. A total of 30 points is possible, with high scores indicating more drug use and earlier onset.

For the second set of questions, point values are assigned as follows:

Never	=	1
1 time	=	2
2 or 3 times	=	3
4 times	=	4
5 or more times	=	5

Scores are derived by summing across all responses. A range of 6 to 30 points is possible, with high scores indicating higher drug/alcohol activity in the last 30 days.

B. Have you seen other people sell drugs? Yes No

C. How often? rarely (1-3/year) occasionally (1-2/month) regularly (daily or 1-2/week)

4. A. Have you seen any of your friends sell drugs? Yes No

B. How often? rarely (1-3/year) occasionally (1-2/month) regularly (daily or 1-2/week)

5. A. Have you been involved in selling drugs? Yes No

B. How often? rarely (1-3/year) occasionally (1-2/month) regularly (daily or 1-2/week)

C. Why did you sell drugs?

Scoring and Analysis

The number of “A” items to which the respondent answered “yes” are summed. Then for those respondents who scored at least 1, the frequency is calculated by averaging the answers for the “How Often” items. Point values are assigned as follows:

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

A high score indicates a high level of involvement with drugs and/or alcohol.

G1. Exposure to Gangs—Houston School Cohort Survey

These items measure exposure to gangs and gang membership.

1. Are there gangs in your neighborhood? Yes No
2. Are gang members troublemakers? Yes No
3. Do you have friends who are gang members? Yes No
4. Are there gang members in this school? Yes No
5. Would you like to be a gang member? Yes No
6. Are you a gang member? Yes No

Scoring and Analysis

Point values are assigned as follows:

- Yes = 1
- No = 0

Item 2 should be reverse coded, then the scale can be scored by adding all point values and dividing by the total number of responses. Blank items are not counted in the number of responses. Higher mean scores indicate higher levels of exposure to and favorability of gangs and gang membership. Lower mean scores indicate lower levels of exposure to or favorability of gangs and gang membership.

H1. Handgun Access—NYC Youth Violence Survey

These items measure possession of, access to, and risk of carrying a handgun. Respondents are asked to indicate where they can obtain handguns and why they might carry one.

1. Where do most students who carry handguns get them from?
 - a. Parent or other family member’s handgun taken from home
 - b. Purchased from a store that sells handguns
 - c. Purchased “on the street”
 - d. Borrowed from a friend or someone they know
 - e. Stolen
 - f. Other

2. Could you get a handgun if you wanted to?
 - a. Yes
 - b. No
 - c. Don’t know

3. During the past 30 days, the last time you carried a handgun, from where did you get the handgun?
 - a. I did not carry a handgun during the past 30 days
 - b. Parent or other family member’s handgun taken from home
 - c. Purchased from a store that sells handguns
 - d. Purchased “on the street”
 - e. Borrowed from a friend or someone I know
 - f. Stolen
 - g. Other

4. Does your school use metal detectors to look for weapons carried by students?
 - a. Yes
 - b. No
 - c. Don’t know

5. Do you think that metal detectors should be used to find weapons carried by students at your school?
 - a. Yes
 - b. No
 - c. Don’t know

6. What is the single most important reason **some students** carry a weapon such as a gun, knife, or club?
- a. For protection against attacks by other people
 - b. Because their friends carry weapons
 - c. Because it makes them feel important
 - d. To “show off” and impress their friends
 - e. Because they want to hurt someone
 - f. Other

Scoring and Analysis

These are individual items and should be scored accordingly.

11. Impulsivity—Teen Conflict Survey

These items measure the frequency of impulsive behaviors (e.g., lack of self-control, difficulty sitting still, trouble finishing things). Respondents are asked to indicate how often they perform certain impulsive behaviors.

How often would you make the following statements?

	Never	Seldom	Sometimes	Often	Always
1. I have a hard time sitting still.	a	b	c	d	e
2. I start things but have a hard time finishing them.	a	b	c	d	e
3. I do things without thinking.	a	b	c	d	e
4. I need to use a lot of self-control to keep out of trouble.	a	b	c	d	e

Scoring and Analysis

Point values are assigned as follows:

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

Scores are derived by summing across all responses. A range of 4 to 20 points is possible, with high scores indicating higher self-reported impulsivity.

J1. Leisure Activity—Teen Conflict Survey

These items measure the amount of time a student spends every day in a number of leisure activities (e.g., reading, watching TV, working at the computer, doing homework). Respondents are asked to indicate the extent to which they engage in certain activities on an average school day.

On an average school day, I...

	0 Mins	1-30 Mins	30-60 Mins	1-2 Hrs	2-4 Hrs
1. Watch TV or videos.	a	b	c	d	e
2. Read for fun.	a	b	c	d	e
3. Listen to radio, records, tapes, or CDs.	a	b	c	d	e
4. Do homework.	a	b	c	d	e
5. Play computer or video games.	a	b	c	d	e
6. Talk to or do activities with family.	a	b	c	d	e
7. Talk to or do activities with friends.	a	b	c	d	e
8. Do chores around the house.	a	b	c	d	e
9. Spend time without an adult around.	a	b	c	d	e
10. Participate in extracurricular activities.	a	b	c	d	e

Scoring and Analysis

Point values are assigned as follows:

0 mins	=	1
1-30 mins	=	2
30-60 mins	=	3
1-2 hrs	=	4
2-4 hrs	=	5

Scores are derived by summing all responses, with a possible range of 10 to 50. Higher scores indicate higher involvement in constructive activities.

K1. Parental Control

These items measure the amount and kind of television parents allow their children to watch. It also measures the extent to which parents know their children's friends and taste in music. Respondents are asked to indicate the extent to which they agree or disagree with a series of statements.

	Agree a Lot	Agree a Little	Disagree a Little	Disagree a Lot
1. My parent(s) watch television programs and movies with me.	4	3	2	1
2. Parents should limit the amount of television their children watch.	4	3	2	1
3. My parent(s) limit the amount of television I watch.	4	3	2	1
4. My parent(s) limit the kinds of television programs I watch.	4	3	2	1
5. I discuss with my parent(s) the difference between what is real and what is pretend in stories that are on television and in the movies.	4	3	2	1
6. My parent(s) know the words of the music and rap that I listen to.	4	3	2	1
7. My parent(s) permit me to listen to only certain kinds of music/rap.	4	3	2	1
8. My parent(s) know who my friends are.	4	3	2	1
9. My parent(s) like my friends.	4	3	2	1
10. My parent(s) permit me to be friends with any one I choose.	4	3	2	1

Scoring and Analysis

Point values are assigned as indicated above, with item 10 reverse coded. Scores are derived by summing the point values of the responses from a participant and dividing the total by the number of responses. Blank items are not counted in the number of responses. Higher mean scores indicate higher levels of parental involvement with and control over student's exposure to television, music, and friends. Lower mean scores indicate lower levels of parental involvement or control.

L1. Safety and Threats—NYC Youth Violence Survey

These items measure frequency of being threatened or harmed by someone while going to and from school or in other places. Students are asked to circle one response for each question.

Threats Anywhere

1. During the past 12 months, while **anywhere**, how many times did someone threaten to hurt you?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times

2. Where did most of the threats occur?
 - a. I was not threatened anywhere during the past 12 months
 - b. Housing project
 - c. Subway
 - d. Playground
 - e. Street
 - f. School
 - g. Home
 - h. Other

3. Who made most of the threats against you?
 - a. I was not threatened by anyone during the past 12 months
 - b. A stranger
 - c. A friend or someone I know
 - d. A boyfriend, girlfriend, or date
 - e. A parent, brother, sister, or other family member
 - f. A group of youths (gang or posse members)
 - g. Other

Threats Going To and From School

4. How do you **usually** travel to and from school?
 - a. Walk
 - b. Bicycle
 - c. School bus
 - d. City bus or subway
 - e. Motorcycle or moped
 - f. Car
 - g. Other

5. During the past 30 days, how many days did you not go to school because you felt you would not be safe **going to or from school**?
 - a. 0 days
 - b. 1 day
 - c. 2 or 3 days
 - d. 4 or 5 days
 - e. 6 or more days

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

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

8. Who made most of the threats against you?
 - a. I was not threatened going to or from school during the past 12 months
 - b. A stranger
 - c. A friend or someone I know
 - d. A boyfriend, girlfriend, or date
 - e. A group of youths (gang or posse members)
 - f. Other

9. During the past 12 months, how many times has someone stolen or deliberately damaged your property such as your car, clothing, or books **on school property**?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times

Scoring and Analysis

Individual items can be scored by assigning point values to correspond to response categories. For items with a range, a midpoint value can also be assigned. Incidence rates for items 1, 5, 6 and 9, and standard errors for these estimates are calculated as follows:

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

P = the proportion of subjects

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

C = frequency of behavior

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

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

Example: Incidence Rate of Being Threatened Among Hispanic Males

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

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

k = 1,2 (Female, Male)

For Hispanic males (j=3,k=2) the incidence rate can be designated as IR_{jk} or IR₃₂ and calculated as follows:

$$IR_{32} = \sum_{i=1}^7 P_{i32} C_i$$

M1. Social Competence

This assessment measures teachers' perceptions of a child's social competence. Teachers are asked whether a child engages in certain prosocial behaviors and how well a child controls his or her emotions.

	Not At All	A Little	Moderately Well	Well	Very Well
1. Can accept things not going his/her way.	1	2	3	4	5
2. Copes well with failure.	1	2	3	4	5
3. Accepts legitimate imposed limits.	1	2	3	4	5
4. Expresses needs and feelings appropriately.	1	2	3	4	5
5. Thinks before acting.	1	2	3	4	5
6. Resolves peer problems on his/her own.	1	2	3	4	5
7. Can calm down when excited or all wound up.	1	2	3	4	5
8. Can wait in line patiently when necessary.	1	2	3	4	5
9. Is very good at understanding other people's feelings.	1	2	3	4	5
10. Is aware of the effect of his/her behavior on others.	1	2	3	4	5
11. Works well in a group.	1	2	3	4	5
12. Plays by the rules of the game.	1	2	3	4	5
13. Controls temper when there is a disagreement.	1	2	3	4	5
14. Shares materials with others.	1	2	3	4	5
15. Cooperates with peers without prompting.	1	2	3	4	5
16. Is helpful to others.	1	2	3	4	5
17. Listens to others' points of view.	1	2	3	4	5

	Not At All	A Little	Moderately Well	Well	Very Well
18. Can give suggestions and opinions without being bossy.	1	2	3	4	5
19. Acts friendly towards others.	1	2	3	4	5

Scoring and Analysis

Point values are assigned as indicated above. Two subscales are used: *Prosocial Behavior* (items 4, 6, 9-11, 14-19) and *Emotion Regulation* (items 1-3, 5, 7, 8, 12, 13). Items for each subscale are averaged. Higher scores indicate higher prosocial behavior or emotion regulation.

M2. Social Competence—Teacher Post-ratings

This assessment measures teachers' perceptions of the degree of change in students' prosocial and cooperative behaviors over the course of the school year. Teachers are asked to think about how a child was behaving at the beginning of the school year and to rate the degree of change that has taken place since then.

	Much Worse	Somewhat Worse	A Little Worse	A Little Improved	Somewhat Improved	Much Improved
1. Ability to sound out unfamiliar words.	1	2	3	4	5	6
2. Ability to read sentences and paragraphs and answer questions about what they have just read.	1	2	3	4	5	6
3. Ability to stop and calm down when excited or upset.	1	2	3	4	5	6
4. Ability to verbally label emotions of self and others.	1	2	3	4	5	6
5. Ability to show empathy and compassion for others' feelings.	1	2	3	4	5	6
6. Ability to handle disagreements with others in a positive way.	1	2	3	4	5	6
7. Ability to initiate interactions and join in play with others in an appropriate and positive manner.	1	2	3	4	5	6
8. Ability to provide help, share materials, and act cooperatively with others.	1	2	3	4	5	6
9. Ability to take turns, play fair, and follow the rules of the game.	1	2	3	4	5	6
10. Self-esteem	1	2	3	4	5	6

Scoring and Analysis

Point values are assigned as indicated above. Values are summed or averaged for each respondent. Higher scores indicate improvement in social competence over the course of the school year.

M3. Prosocial Behaviors of Children

These items measure teachers' perceptions of their students' prosocial skills. It includes ratings of both adaptive behaviors and interpersonal social competence. Teachers are asked to indicate how often their students exhibit certain behaviors.

1. Other children seek the child out to involve him/her in activities.
 Never Rarely Sometimes Often Frequently
2. The child uses free time appropriately.
 Never Rarely Sometimes Often Frequently
3. The child shares laughter with peers.
 Never Rarely Sometimes Often Frequently
4. The child has good work habits (e.g., is organized, makes efficient use of class time).
 Never Rarely Sometimes Often Frequently
5. The child compromises with peers when a situation calls for it.
 Never Rarely Sometimes Often Frequently
6. The child responds to teasing or name calling by ignoring, changing the subject, or some other constructive means.
 Never Rarely Sometimes Often Frequently
7. The child accepts constructive criticism from peers without becoming angry.
 Never Rarely Sometimes Often Frequently
8. The child plays or talks with peers for extended periods of time.
 Never Rarely Sometimes Often Frequently
9. The child initiates conversation with peers in informal situations.
 Never Rarely Sometimes Often Frequently
10. The child listens carefully to teacher instructions and directions for assignments.
 Never Rarely Sometimes Often Frequently
11. The child displays independent study skills (e.g., can work adequately with minimum teacher support).
 Never Rarely Sometimes Often Frequently

12. The child appropriately copes without aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance, defends self).
 Never Rarely Sometimes Often Frequently
13. The child interacts with a number of different peers.
 Never Rarely Sometimes Often Frequently
14. The child can accept not getting his/her own way.
 Never Rarely Sometimes Often Frequently
15. The child attends to assigned tasks.
 Never Rarely Sometimes Often Frequently
16. The child keeps conversations with peers going.
 Never Rarely Sometimes Often Frequently
17. The child invites peers to play or share activities.
 Never Rarely Sometimes Often Frequently
18. The child does seatwork assignments as directed.
 Never Rarely Sometimes Often Frequently
19. The child produces work of acceptable quality given her/his skill level.
 Never Rarely Sometimes Often Frequently

Scoring and Analysis

Point values are assigned as follows:

Never	=	1
Rarely	=	2
Sometimes	=	3
Often	=	4
Frequently	=	5

Four subscale scores are computed by summing individual items: *Prosocial Behavior and Social Competence* subscale (all 19 items); *School Adjustment* subscale (items 2, 7, 10, 11, 15, 18, 19); *Peer Preferred Behavior* subscale (items 1, 3, 8, 9, 13, 16, 17); and *Teacher Preferred Behavior* subscale (items 5, 6, 7, 12, 14). A high score on any subscale indicates a great amount of prosocial behavior.

M4. Parent/Child Social Competencies—Conflict Behavior Questionnaire

This assessment measures social competencies at home between children and their caregivers. Children complete one True-False questionnaire and parents complete a matching questionnaire. Both positive and negative behaviors are included.

	True	False
1. My child is easy to get along with.	A	B
2. My child is well behaved in our discussions.	A	B
3. My child is receptive to criticism.	A	B
4. For the most part, my child likes to talk to me.	A	B
5. We almost never seem to agree.	A	B
6. My child usually listens to what I tell him or her.	A	B
7. At least three times a week, we get angry at each other.	A	B
8. My child says that I have no consideration of his or her feelings.	A	B
9. My child and I compromise during arguments.	A	B
10. My child often doesn't do what I ask.	A	B
11. The talks we have are frustrating.	A	B
12. My child often seems angry at me.	A	B
13. My child acts impatient when I talk.	A	B
14. In general, I don't think we get along very well.	A	B
15. My child almost never understands my side of an argument.	A	B
16. My child and I have big arguments about little things.	A	B
17. My child is defensive when I talk to him or her.	A	B

	True	False
18. My child thinks my opinions don't count.	A	B
19. We argue a lot about rules.	A	B
20. My child tells me he or she thinks I am unfair.	A	B

Scoring and Analysis

This 20-item measure contains both “positive” and “negative” statements regarding a child’s social competence/conflictual behaviors. Items are rated by selecting either a 1 = true or 2 = false. To obtain an overall measure of social competence, “false” items are recoded to a value of 1, while “true” responses are recoded to a value of 0 (items 1, 2, 3, 4, 6 and 9). Then all 20 items are summed to obtain an overall score and measure of conflictual behaviors (range = 0-14). A non-zero score indicates some conflictual behaviors; a high score indicates a great amount of conflict.

M5. Parental Report of Helping Behavior

These items measure cooperativeness, cheerfulness, and general responsiveness of a child to household chores. Parents are asked to determine how often their child has engaged in a series of helpful behaviors.

	Rarely	Sometimes	Usually	Almost Always
1. How often has your child volunteered to help you make something?	A	B	C	D
2. How often has your child helped you in fixing something that has been broken?	A	B	C	D
3. When you were doing chores around the house, how often has your child volunteered his or her assistance?	A	B	C	D
4. When you were with other people, how often has your child helped you without being asked?	A	B	C	D
5. When you needed to get something, how often has your child offered to get it for you?	A	B	C	D
6. When only you and your child are together, how often has he or she helped you without being asked?	A	B	C	D
7. How often has your child volunteered to help you carry something?	A	B	C	D
8. How often has your child done something for you without expecting anything in return?	A	B	C	D
9. How often has your child made helpful suggestions which made the task you were doing easier?	A	B	C	D
10. How often has your child done something that you needed to have done and then did it again without being asked?	A	B	C	D
11. How often has your child offered to finish a task that you had been working on so that you could do something else?	A	B	C	D

	Rarely	Sometimes	Usually	Almost Always
12. How often has your child cleaned up a mess that he or she didn't make without you having to ask?	A	B	C	D
13. How often has your child helpfully reminded you of something you needed to remember?	A	B	C	D
14. How often has your child offered to lend a hand so the task could be finished quicker?	A	B	C	D
15. How often has your child offered to do something for you when you were not around?	A	B	C	D

Scoring and Analysis

Point values are assigned as follows:

Rarely	=	1
Sometimes	=	2
Usually	=	3
Almost Always	=	4

The 15 items are summed to obtain an overall helping behavior index (range = 15-60). A high score indicates a great amount of helpful behavior in the home environment, while a low score indicates little responsiveness of the child to household chores. Missing values are replaced by mean substitutions.

N1. Social Problem Solving Measure

These items assess children's aggressive and competent interpersonal negotiation strategies in proactive situations. Children are shown pictures (pages 228-235) that correspond to each vignette. The vignette is read to the child and then the child is asked to select the best answer to each question.

1. Pretend this is YOU and that this is a boy or girl in your class. The other child has been on the swing for a long, long time and doesn't seem to want to share the swing with you. You would really like to play on the swing. What would you say or do so that YOU could play on the swing?
Would you:
 - A. say, "You'd better let me play?"
 - B. ask them to share the swing?
 - C. ask the teacher to make him get off the swing?
 - D. tell the teacher to not let them play anymore?
 - E. just leave?
2. Pretend that this is YOU and that this is another boy or girl in your class. Let's also pretend that this is your first day at school and YOU would like to be friends with them, but they don't say anything to you. What would you say or do so that YOU could get to be friends with this boy or girl?
Would you:
 - A. wait until they talked to you?
 - B. let them ride your bike so that they'd be your friend?
 - C. ask the teacher to make them play with you?
 - D. say, "You'd better play with me?"
 - E. ask the teacher to make them sit alone?
3. Pretend that this is YOU and that this is another boy or girl in your class. YOU just got a good spot near the front of the line to go outside and someone pushes you out of line and takes your place. What would you say or do so that YOU could get your place back in line?
Would you:
 - A. ask the teacher to make them give you your place back?
 - B. push them back?
 - C. go to the back of the line?
 - D. ask the teacher to make them go to the back of the line?
 - E. say, "Can I have my place back?"

4. Pretend that this is YOU and that this is another boy or girl in your class, who is racing with other kids on their bikes. YOU would like to play with them, but they haven't asked you.
What would you say or do to get to play with them?
Would you:
- A. ask your mom or dad to make them play with you?
 - B. tell them they'd better play with you?
 - C. ask them if you could play?
 - D. watch them play?
 - E. ask your mom or dad to make them stop racing?
5. Pretend that this is YOU and that this is another boy or girl in your class. YOU are playing a game and you realize that they have taken your turn.
What would you say or do so that YOU could get your turn?
Would you:
- A. skip their turn?
 - B. just forget about it?
 - C. tell your mom or dad to let you win because they skipped your turn?
 - D. ask if they skipped your turn?
 - E. tell your mom or dad to make them give you your turn?
6. Pretend that this is YOU and that this is another boy or girl in your class, who is playing tag with some other kids. YOU would really like to play with them, but they haven't asked you.
What would you say or do to get to play with them?
Would you:
- A. tell the teacher to make them stop playing?
 - B. just start playing with them?
 - C. ask the teacher to make them play with you?
 - D. go sit by yourself?
 - E. call them bad names?
7. Pretend that this is YOU and that this is another boy or girl in your class. YOU are both on the playground and the person starts calling you names and making fun of you.
What would you say or do to get them to stop teasing you?
Would you:
- A. cry?
 - B. call them names too?
 - C. ask them to stop?
 - D. tell the teacher to make them stop?
 - E. tell the teacher to make them sit alone?

8. Pretend that this is YOU and that this is another boy or girl in your class, who is choosing sides for kickball with some other kids. YOU would really like to play with them, but they haven't asked you.

What would you say or do to get to play kickball?

Would you:

- A. offer to keep score if you could play the next game?
- B. go sit with the teacher?
- C. take the ball so that they couldn't play?
- D. ask the teacher to take the ball away?
- E. ask the teacher to put you on a team?

(Aber et al., 1995, adapted all responses for the multiple choice format. The pictures were also modified to include a representation of racial and ethnic diversity among subjects portrayed.)

Scoring and Analysis

Point values are assigned as follows:

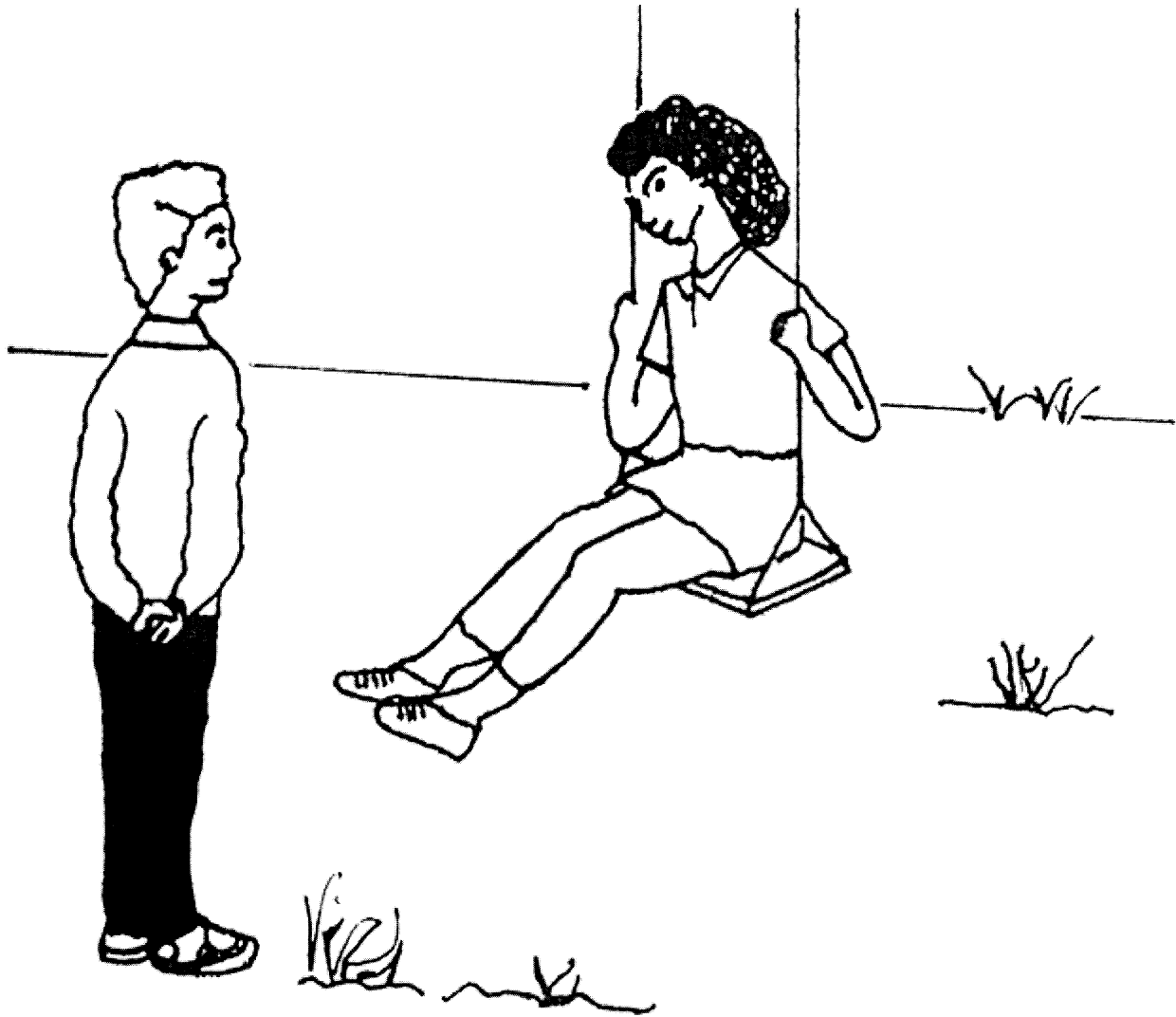
Aggressive response	=	0
Competent response	=	1
Authority/punish response	=	2
Authority/intervene response	=	3
Passive/inept response	=	4

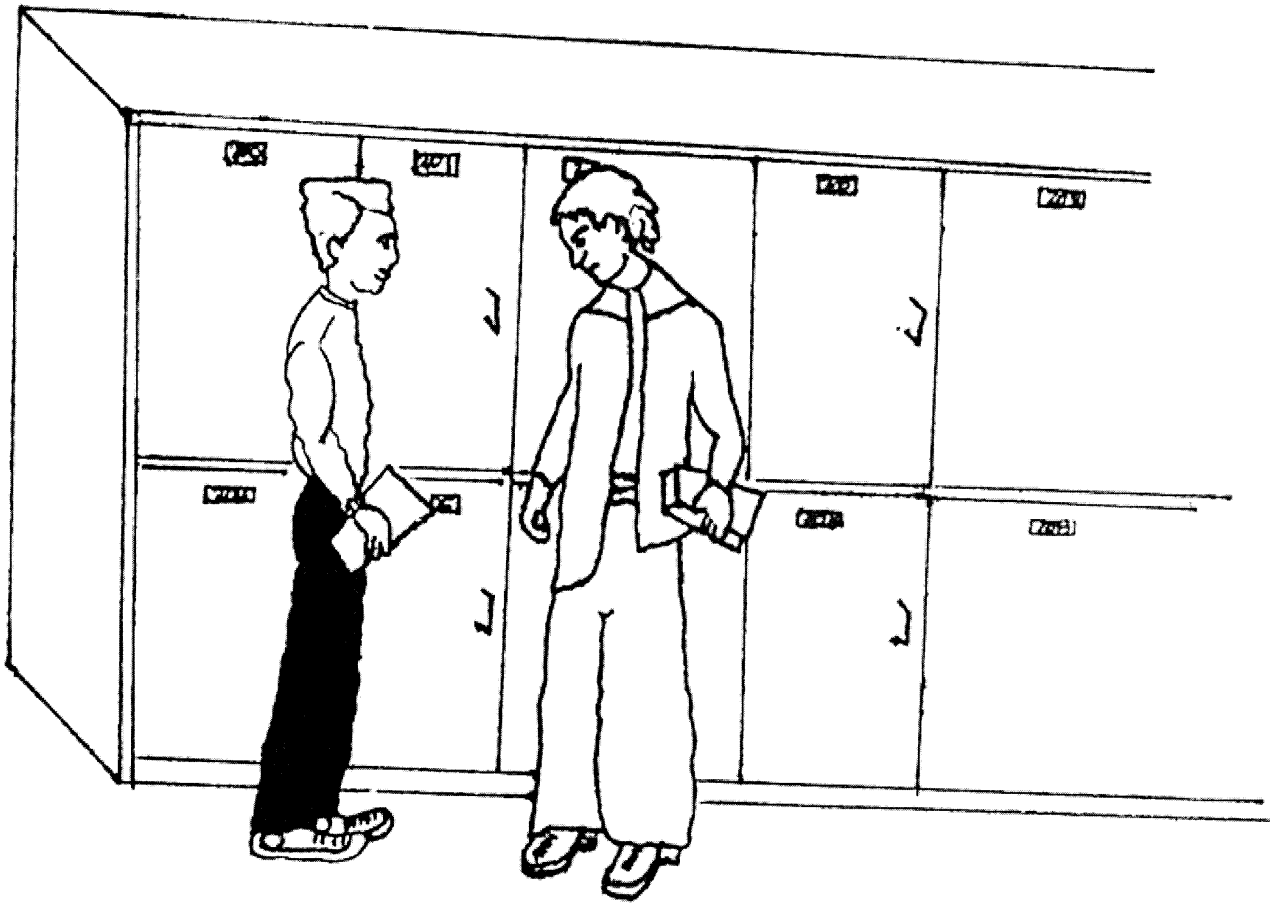
Point values for each response category are given on the following page along with scoring information for two subscales.

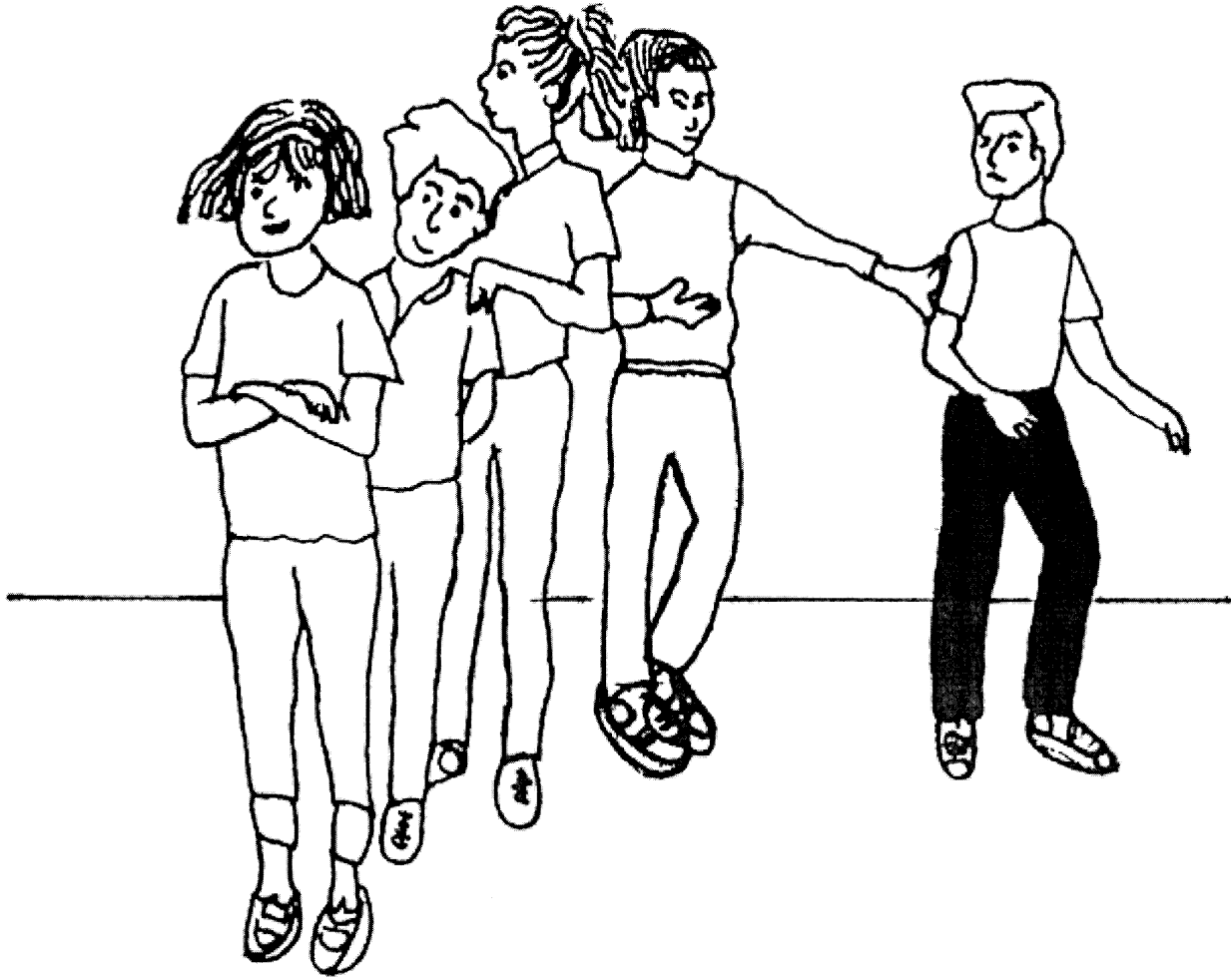
For each item, the point values are:

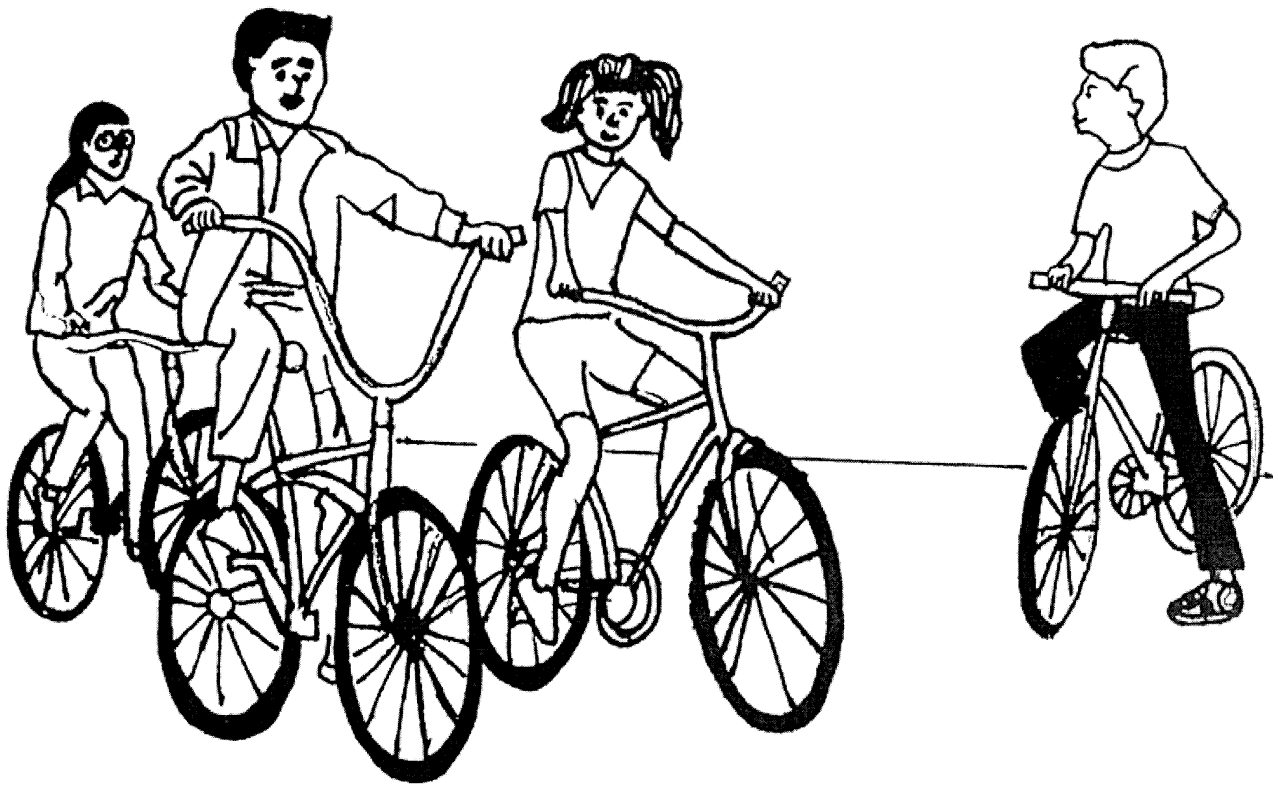
Item	Response	Value	Item	Response	Value
1	A	0	5	A	0
	B	1		B	4
	C	3		C	2
	D	2		D	1
	E	4		E	3
2	A	4	6	A	2
	B	1		B	1
	C	3		C	3
	D	0		D	4
	E	2		E	0
3	A	3	7	A	4
	B	0		B	0
	C	4		C	1
	D	2		D	3
	E	1		E	2
4	A	3	8	A	1
	B	0		B	4
	C	1		C	0
	D	4		D	2
	E	2		E	3

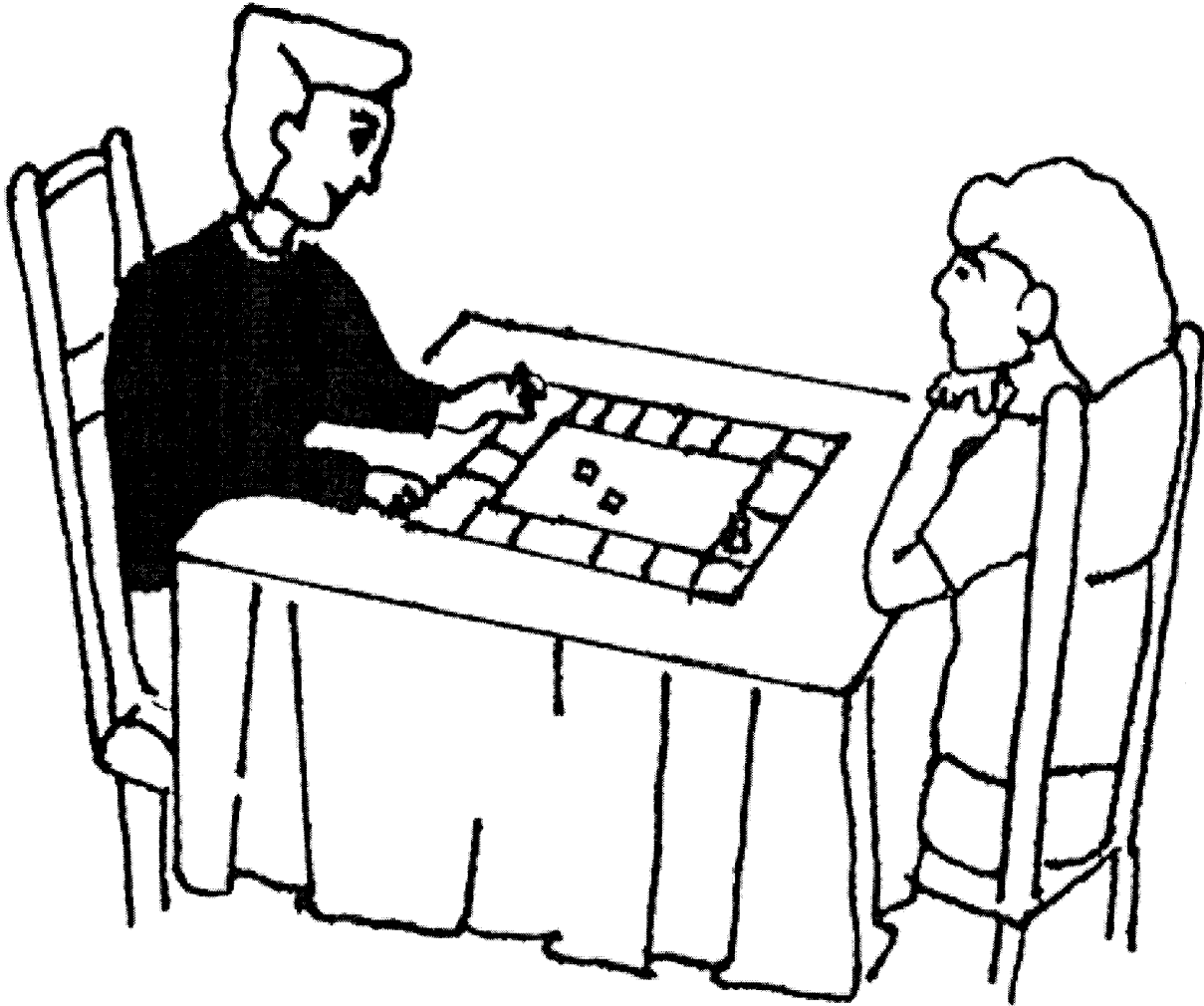
Two subscales are created. The *Aggressive Strategy* subscale is scored by recoding items to either aggressive response (1) or non-aggressive response (0), and then calculating an average. The *Competent Strategy* subscale is scored by recoding items to either competent response (1) or non-competent response (0), and then calculating an average.

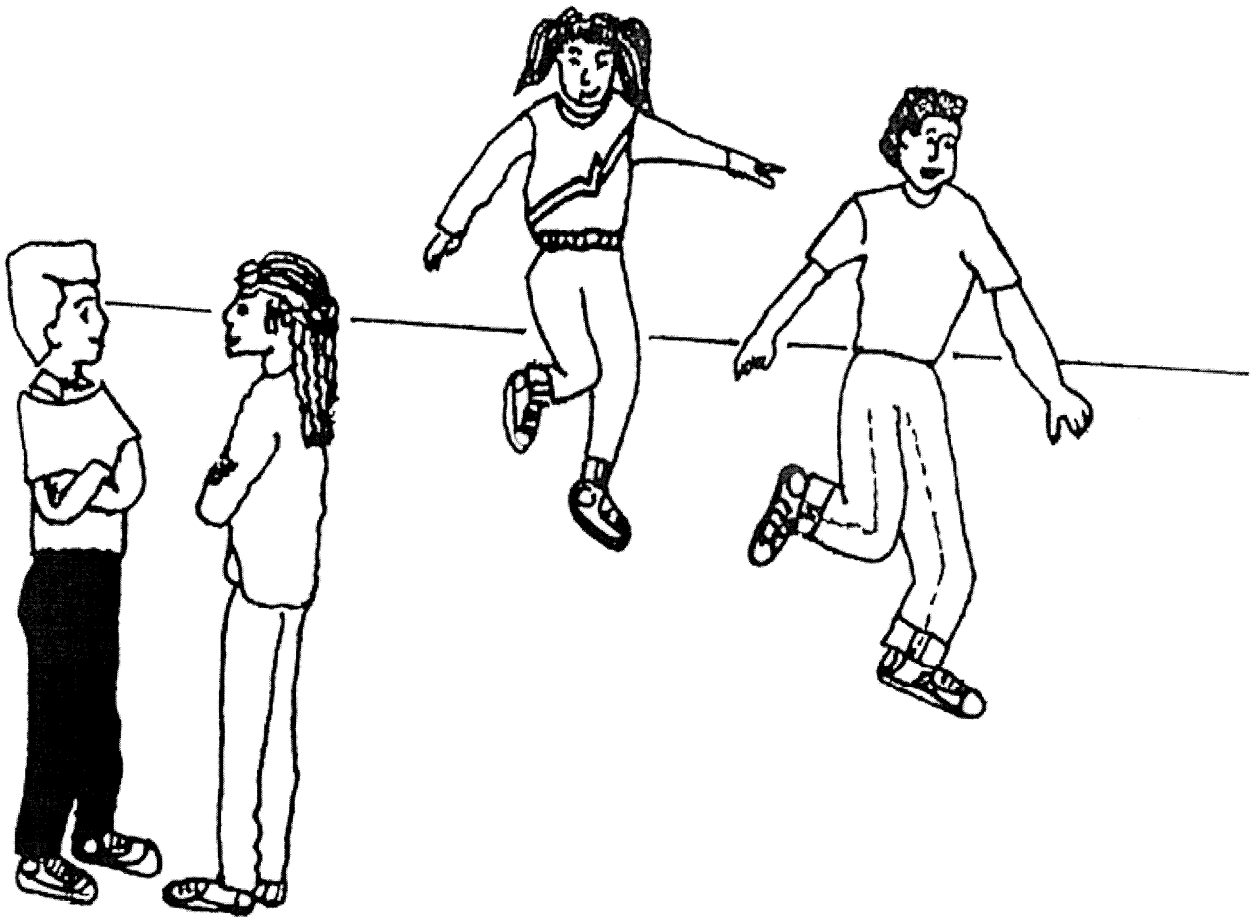


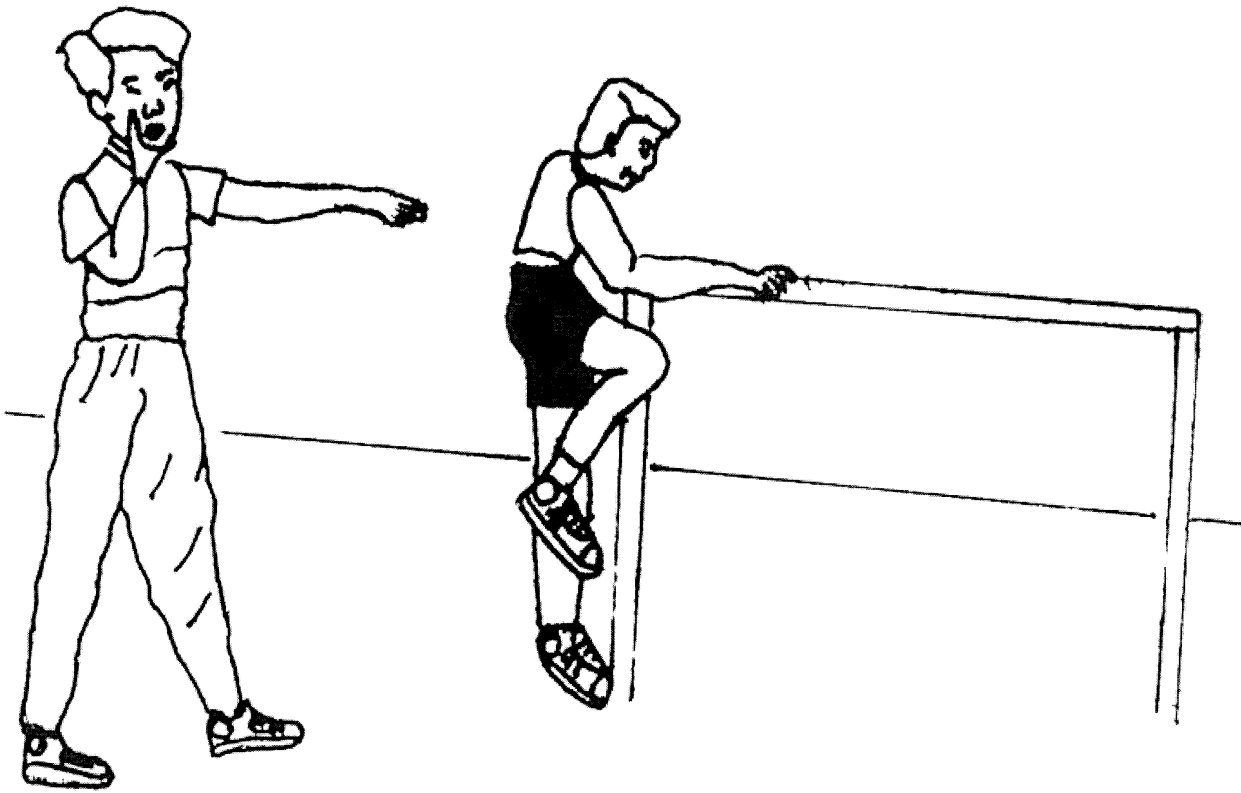


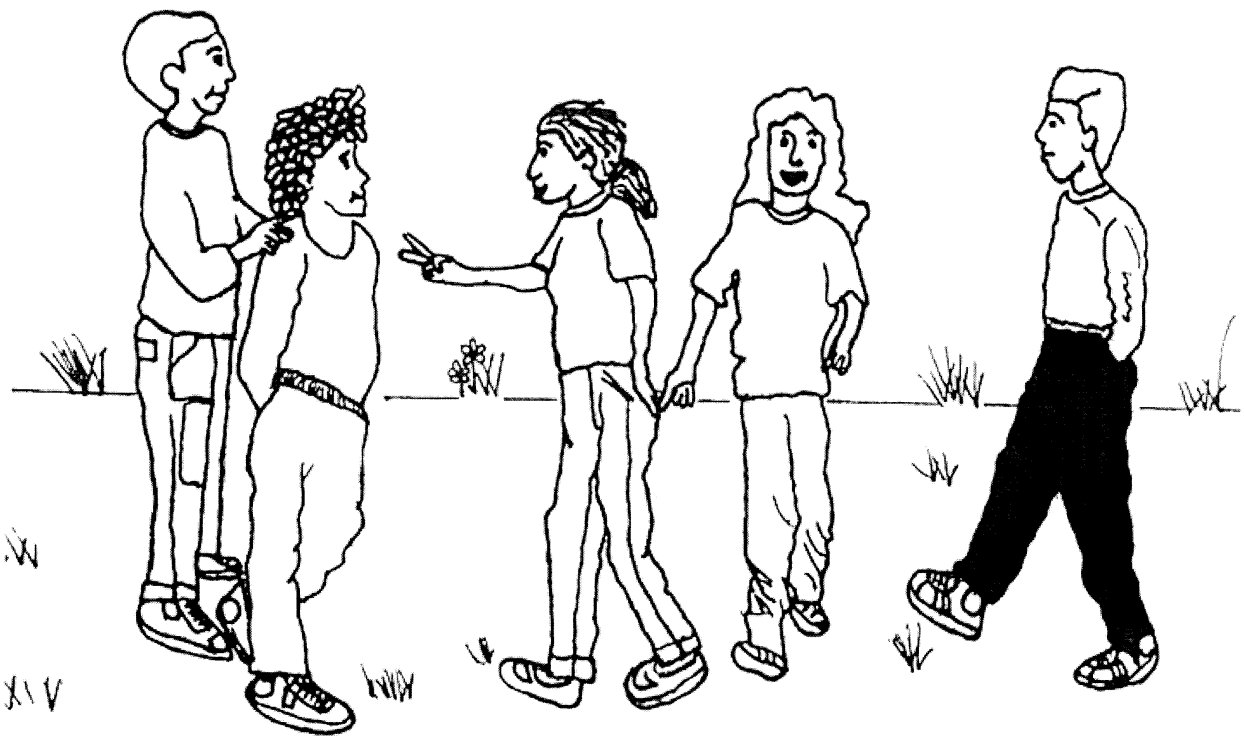












01. Victimization

These items measure the frequency of being victimized during the week prior to the survey (e.g., being teased, pushed, threatened). Respondents are asked to indicate the number of times another student did something to them during the past 7 days.

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

	Number of Times						
	0	1	2	3	4	5	6+
1. A student teased me to make me angry.	0	1	2	3	4	5	6+
2. A student beat me up.	0	1	2	3	4	5	6+
3. A student said things about me to make other students laugh (made fun of me).	0	1	2	3	4	5	6+
4. Other students encouraged me to fight.	0	1	2	3	4	5	6+
5. A student pushed or shoved me.	0	1	2	3	4	5	6+
6. A student asked me to fight.	0	1	2	3	4	5	6+
7. A student slapped or kicked me.	0	1	2	3	4	5	6+
8. A student called me (or my family) bad names.	0	1	2	3	4	5	6+
9. A student threatened to hurt me or to hit me.	0	1	2	3	4	5	6+
10. A student tried to hurt my feelings.	0	1	2	3	4	5	6+

Scoring and Analysis

This scale is scored by adding the responses; the range is between 0 and 66 points. Each point represents one instance of victimization reported by the student during the week prior to the survey. If three or more items are missing, the score cannot be computed. If two or less items are missing, these values are replaced by the respondent's average.

P1. Weapon Carrying— Youth Risk Behavior Survey/ NYC Youth Violence Survey

These items measure frequency of weapon carrying. Respondents are asked to indicate the number of days they carried a weapon anywhere, to and/or from school, or on school property.

Anywhere

1. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?
 - a. 0 days
 - b. 1 day
 - c. 2 or 3 days
 - d. 4 or 5 days
 - e. 6 or more days

2. During the past 30 days, on how many days did you carry a gun?
 - a. 0 days
 - b. 1 day
 - c. 2 or 3 days
 - d. 4 or 5 days
 - e. 6 or more days

3. What is the single most important reason that you carried a weapon such as a gun, knife, or club during the past 30 days?
 - a. I did not carry a weapon such as a gun, knife, or club during the past 30 days
 - b. For protection against attacks by other people
 - c. Because my friends carry weapons
 - d. Because it makes me feel important
 - e. To “show off” and impress my friends
 - f. Because I wanted to hurt someone
 - g. Other

4. During the past 30 days, the last time you carried a handgun, from where did you get the handgun?
 - a. I did not carry a handgun during the past 30 days
 - b. Parent or other family member’s handgun taken from home
 - c. Purchased from a store that sells handguns
 - d. Purchased “on the street”
 - e. Borrowed from a friend or someone I know
 - f. Stolen
 - g. Other

To/From School

5. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club **going to or from school**?
- a. 0 days
 - b. 1 day
 - c. 2 to 3 days
 - d. 4 to 5 days
 - e. 6 to 9 days
 - f. 10 to 13 days
 - g. 14 to 17 days
 - h. 18 or more days
6. During the past 30 days, on how many days did you carry a handgun **going to or from school**?
- a. 0 days
 - b. 1 day
 - c. 2 to 3 days
 - d. 4 to 5 days
 - e. 6 to 9 days
 - f. 10 to 13 days
 - g. 14 to 17 days
 - h. 18 or more days

On School Property

7. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club **on school property**?
- a. 0 days
 - b. 1 day
 - c. 2 or 3 days
 - d. 4 or 5 days
 - e. 6 or more days
8. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club **on school property**?
- a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times

Scoring and Analysis

Individual items can be scored by assigning point values to correspond to response categories. For items with a range, a midpoint value can also be assigned. Incidence rates for items 1, 2, 5, 6, 7 and 8, and standard errors for these estimates are calculated as follows:

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

P = the proportion of subjects

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

C = frequency of behavior

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

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

Example: Incidence Rate of Weapon Carrying Among Hispanic Females

i = 1,2,3,4 (1 day, 2.5 days, 4.5 days, 6+ days)

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

k = 1,2 (Female, Male)

For Hispanic females ($j=3, k=1$) the incidence rate can be designated as IR_{jk} or IR_{31} and calculated as follows:

$$IR_{31} = \sum_{i=1}^4 P_{i31} C_i$$

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