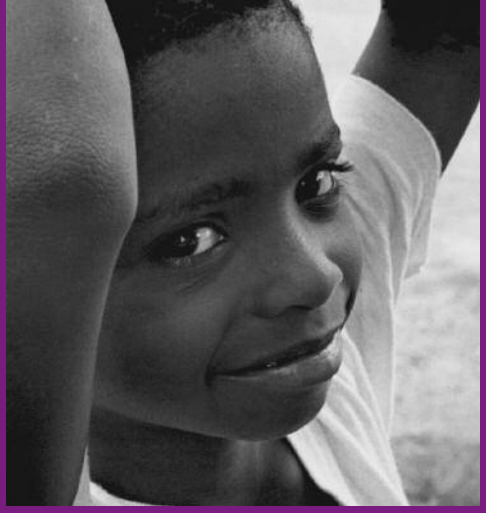

Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths:

A Compendium of Assessment Tools

Second Edition

SAFER • HEALTHIER • PEOPLE™

This compendium of assessment tools is a publication of the National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention.

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

A Compendium of Assessment Tools
Second Edition

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2005

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How To Use This Compendium

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

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

Most of the measures in this compendium are intended for use with youths between the ages of 11 and 24 years, to assess such factors as serious violent and delinquent behavior, conflict resolution strategies, social and emotional competencies, peer influences, parental monitoring and supervision, family relationships, exposure to violence, collective efficacy, and neighborhood characteristics. The compendium also contains a number of scales and assessments developed for use with children between the ages of 5 and 10 years, to measure factors such as aggressive fantasies, beliefs supportive of aggression, attributional biases, prosocial behavior, and aggressive behavior. When parent and teacher versions of assessments are available, they are included as well.

How This Compendium Is Organized

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

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

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

- ***Scales and Assessments.*** The items that make up each assessment are provided, along with response categories and some guidance to assist you with scoring and analysis. In the few instances where scales have been adapted, the most recent (modified) version is presented. We also have provided information on how to obtain permission to use copyrighted materials. In most cases, we have presented individual scales rather than the complete instruments because instruments generally are composed of several scales. This approach increases the likelihood that the scales' test properties will be altered. Nonetheless, we did this because the field has produced few standardized instruments with established population norms for a range of target audiences.

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

Choosing the Right Instrument

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

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

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

Introduction

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

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

Why Outcome Evaluations Are So Important

In their desire to be responsive to constituents' concerns about violence, schools and communities often are so involved with prevention activities that they rarely make outcome evaluations a priority. Such evaluations, however, are necessary if we want to know what works in preventing aggression and violence. In the area of youth violence, it is not enough to simply examine how a program is being implemented or delivered, or to provide testimonials about the success of an intervention or program. Programs must be able to show measurable change in behavioral patterns or change in some of the mediating or moderating factors associated with aggression and violence. To demonstrate these changes or to show that a program made a difference, researchers and prevention specialists must conduct an outcome evaluation.

Components of Comprehensive Evaluations

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

- ***Formative Evaluation*** activities are those undertaken during the design and pretesting of programs.[7] Such activities are useful if you want to develop a program or pilot test all or part of an intervention program prior to implementing it routinely. You can also use formative evaluation to structure or tailor an intervention to a particular target group or use it to help you anticipate possible problems and identify ways to overcome them.

- ***Process Evaluation*** activities are those undertaken to monitor program implementation and coverage.[7] Such activities are useful if you want to assess whether the program is being delivered in a manner consistent with program objectives; for

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

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

Ten Steps for Conducting Outcome Evaluations

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

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

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

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

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

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

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

Special consideration should be given to sample selection, size, and equivalency between groups as part of your evaluation plan. Outcome evaluations are, by definition, comparative. Determining the impact of a program requires comparing persons who have participated in a program with equivalent persons who have experienced no program or an alternative program.[7] The manner in which participants are selected is important for the interpretation and generalizability of the results. Sample size is important for detecting group differences. When estimating the sample size, ensure the sample is large enough to be able to detect group differences and anticipate a certain level of attrition, which will vary depending on the length of the program and the evaluation. Before the program is implemented, make sure that the treatment and control/comparison groups are similar in terms of demographic characteristics and outcome measures of interest. Establishing equivalency at baseline is important because it helps you to attribute change directly resulting from the program rather than change resulting from an extraneous factor.

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

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

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

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

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

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

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

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

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

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

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

When preparing reports, be sure to present the results in a manner that is understandable to the target audience. School, community and policy officials are not likely to understand complex statistical presentations. Reports should be brief and written with clarity and objectivity. They should summarize the program, evaluation methods, key findings, limitations, conclusions and recommendations.

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

Future Considerations

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

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

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

One final problem we must continue to address is the lack of time-framed measures that can be used for evaluation research. To assess the effectiveness of an intervention, we must be able to assess how a particular construct (e.g., attitudes toward violence or aggressive behavior) changes from one point in time to another point in time following an intervention. Instruments that instruct respondents to indicate "usual behavior," or to "describe or characterize the behavior of a child or teenager," are not likely to precisely measure behavior change. Instruments that instruct respondents to consider behavior "now or in the last six months" are also not precise enough to measure behavior change.

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

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Section I

Attitude and Belief Assessments

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

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

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

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

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

SCALES AND ASSESSMENTS

A1. Normative Beliefs about Aggression

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

Retaliation Belief Questions

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

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

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

Suppose a boy says something bad to a girl.

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

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

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

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

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

Suppose a girl says something bad to a boy.

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

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

Suppose a boy hits another boy, John?

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

Suppose a boy hits a girl.

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

Suppose a girl hits another girl, Mary.

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

Suppose a girl hits a boy.

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

General Belief Questions

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

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

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

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

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

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

19. It is generally wrong to get into physical fights with others.
☐ It's really wrong ☐ It's sort of wrong ☐ It's sort of OK ☐ It's perfectly OK

20. In general, it is OK to take your anger out on others by using physical force.
☐ It's perfectly OK ☐ It's sort of OK ☐ It's sort of wrong ☐ It's really wrong

Scoring and Analysis

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

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

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

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

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

A2. Beliefs Supporting Aggression

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

1. It makes you feel big and tough when you push someone around.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

2. If you back down from a fight, everyone will think you are a coward.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

3. Sometimes you have only two choices—get punched or punch the other kid first.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

4. It's OK to hit someone if you just go crazy with anger.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

5. A guy who doesn't fight back when other kids push him around will lose respect.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

6. A guy shows he really loves his girlfriend if he gets in fights with other guys about her.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Scoring and Analysis

Point values are assigned as follows:

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

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

A3. Beliefs about Hitting

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

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

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

Scoring and Analysis

Point values are assigned as follows:

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

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

A4. Attitude Toward Violence

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

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

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

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

Scoring and Analysis

Point values are assigned as follows:

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

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

A5. Beliefs about Aggression and Alternatives

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

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

Scoring and Analysis

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

Beliefs about Aggression: A high score indicates more favorable beliefs supporting the use of aggression.
Use of Nonviolent Strategies: A high score indicates higher levels of support for using nonviolent strategies.

A6. Attitude Toward Conflict

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

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

Scoring and Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9. When I get in physical fights with other people, it is because:
   a. they talk about me behind my back
   b. I always defend my family and friends
   c. I like beating up on people
   d. I keep my self-respect by not backing down
   e. I realize that we live in a world where you have to fight to survive
   f. I don't let anyone mess with me

10. When I don't get in physical fights with other people, it is because:
   a. people just gang up on you if you fight all the time
   b. not fighting is the best way for me to deal with problems
   c. I don't want to get in trouble
   d. it's not really me—it would be the last thing I do
   e. nobody likes a bully
   f. I don't want to get my face messed up

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

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

   X. I would fight them because:
      a. you have to defend yourself and your family
      b. if you let them get away with it once it will just happen again
      c. even though I know that fighting is not always the best thing to do, sometimes there's no other way to deal with disrespect
      d. nobody messes with me

   Y. I would not fight them because:
      a. I could get beat up
      b. the school rule is no fighting
      c. I only fight when physically attacked
      d. fighting's not going to make me feel better or solve anything even if I beat up the other kid

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

Scoring and Analysis

This information is not available.

A8. Attitude Toward Interpersonal Peer Violence

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

1. If I walked away from a fight, I'd be a coward ("chicken").
   ☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

2. The best way to stop a fight before it starts is to stop the argument (problem) that caused it.
   ☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

3. Anyone who won't fight is going to be "picked on" even more.
   ☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

4. I don't need to fight because there are other ways to deal with being mad.
   ☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

5. It's OK to hit someone who hits you first.
   ☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

6. If my friends want to go someplace where a fight might happen, I find it easy to say I don't want to go with them.
   ☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

7. When actions of others make me angry, I can usually deal with it without getting into a physical fight.
   ☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

8. If a kid teases me or "disses" me, I usually cannot get them to stop unless I hit them.
   ☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

9. If a kid at school hits me, it is harder to report them to a teacher or other adult than it is to just hit them back.
   ☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

10. If I really want to, I can usually talk someone out of trying to fight with me.
    ☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

11. My family would be mad at me if I got in a fight with another student, no matter what the reason.
    ☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

12. If a student hits me first, my family would want me to hit them back.
☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

13. I usually can tell when things are bothering me or getting on my nerves.
☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

14. If things are bothering me or getting on my nerves, I do things to relax.
☐ Disagree a lot ☐ Disagree a little ☐ Agree a little ☐ Agree a lot

Scoring and Analysis

Point values are assigned as follows:

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

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

A9. Beliefs about Conflict—NYC Youth Violence Survey

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

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

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

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

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

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

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

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

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

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

Scoring and Analysis

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

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

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

A10. Attitude Toward Delinquency—Pittsburgh Youth Study

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

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

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

Scoring and Analysis

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

A11. Delinquent Beliefs—Rochester Youth Development Study

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

How wrong do you think it is to …

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

Scoring and Analysis

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

A12. Norms for Aggression and Alternatives

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

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

11. How would you feel if a kid in your school apologized to someone that he or she accidentally bumped into in the hall? ☐ Like it ☐ Not like it ☐ Not care

12. How would the kids in your school feel if a kid apologized to someone that he or she accidentally bumped into in the hall? ☐ Like it ☐ Not like it ☐ Not care

13. How would you feel if a kid in your school threatened someone who said something mean? ☐ Like it ☐ Not like it ☐ Not care

14. How would the kids in your school feel if a kid threatened someone who said something mean? ☐ Like it ☐ Not like it ☐ Not care

15. How would you feel if a kid in your school told another student to "stop and calm down" when the other student started to get into a fight? ☐ Like it ☐ Not like it ☐ Not care

16. How would the kids in your school feel if a kid told another student to "stop and calm down" when the other student started to get into a fight? ☐ Like it ☐ Not like it ☐ Not care

17. How would you feel if a kid in your school hit someone who hit first? ☐ Like it ☐ Not like it ☐ Not care

18. How would the kids in your school feel if a kid hit someone who hit first? ☐ Like it ☐ Not like it ☐ Not care

19. How would you feel if a kid in your school hit someone for no reason? ☐ Like it ☐ Not like it ☐ Not care

20. How would the kids in your school feel if a kid hit someone for no reason? ☐ Like it ☐ Not like it ☐ Not care

21. How would you feel if a kid in your school threatened someone because that person yelled first? ☐ Like it ☐ Not like it ☐ Not care

22. How would the kids in your school feel if a kid threatened someone because that person yelled first? ☐ Like it ☐ Not like it ☐ Not care

23. How would you feel if a kid in your school avoided a fight walking down a different hall to class? ☐ Like it ☐ Not like it ☐ Not care

24. How would the kids in your school feel if a kid avoided a fight by walking down a different hall to class? ☐ Like it ☐ Not like it ☐ Not care

25. How would you feel if a kid in your school listened to a friend's side of the story, even though the two were in an argument? ☐ Like it ☐ Not like it ☐ Not care

26. How would the kids in your school feel if a kid listened to a friend's side of the story, even though the two were in an argument? ☐ Like it ☐ Not like it ☐ Not care

27. How would you feel if a kid in your school yelled at someone for no reason? ☐ Like it ☐ Not like it ☐ Not care

28. How would the kids in your school feel if a kid yelled at someone for no reason? ☐ Like it ☐ Not like it ☐ Not care

29. How would you feel if a kid in your school yelled at someone who yelled first? ☐ Like it ☐ Not like it ☐ Not care

30. How would the kids in your school feel if a kid yelled at someone who yelled first? ☐ Like it ☐ Not like it ☐ Not care

31. How would you feel if a kid in your school threatened someone for no reason? ☐ Like it ☐ Not like it ☐ Not care

32. How would the kids in your school feel if a kid threatened someone for no reason? ☐ Like it ☐ Not like it ☐ Not care

33. How would you feel if a kid in your school threatened someone who hit first? ☐ Like it ☐ Not like it ☐ Not care

34. How would the kids in your school feel if a kid threatened someone who hit first? ☐ Like it ☐ Not like it ☐ Not care

35. How would you feel if a kid in your school took a deep breath when he or she started to lose his temper? ☐ Like it ☐ Not like it ☐ Not care

36. How would the kids in your school feel if a kid took a deep breath when he or she started to lose his temper? ☐ Like it ☐ Not like it ☐ Not care

Scoring and Analysis

Point values are assigned as follows:

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

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

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

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

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

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

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