Social and Character Development
Multi-site Evaluation
Evaluation Instrument Summary & Measures

Note: See "Social and Character Development Research Program: Measure Permission Information" document for copyright information and requirements for use of specific items.

Table of Contents

I. CHILD SELF REPORT

A. Background Information (Part A)
Citation: MPR developed
Respondent: Child Report
Number of items selected: 5
Items:
1. Are you a boy or a girl?
2. What grade are you in?
3. How old are you?
4. What month were you born?
5. And what day of that month were you born?
6. What year were you born?

Top

B. Engagement versus Disaffection with Learning (Part B)

Citation: Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology, 95*, 148-162.

Respondent: Child Report

Number of items selected: 10

Items:

1. I try hard to do well in school.
2. When I'm in class, I join in on class discussion.
3. In class, I work as hard as I can.
4. I pay attention in class.
5. When I'm in class, I listen very carefully.
6. When I'm in class, I pretend like I'm working.
7. I don't try very hard at school.
8. In class, I only work as much as I have to so that I don't get in trouble.
9. When I'm in class, I think about other things.
10. When I'm in class, my mind wanders.

Revisions and Notes:

- In the SACD Child Report, items from this scale are integrated with items from two other scales.
- The original 4-point response scale (*Not at all true, Not very true, Sort of true, Very true*) was reworded to the following 4-point scale: *Disagree A LOT, Disagree a little, Agree a little, Agree A LOT*.

Top

C. Sense of School as a Community Scale (Part B)

Citation: Roberts, W., Horn, A., & Battistich, V. (1995, April). Assessing students' and teachers' sense of the school as a caring community. *Paper presented at the meeting of the American Educational Research Association*, San Francisco, CA.

Respondent: Child Report

Number of items selected: 14

Items:

1. When I'm having a problem, some other student will help me.
2. Students at this school really care about each other.
3. Students at this school are willing to go out of their way to help someone.
4. Teachers and students treat each other with respect in this school.
5. People care about each other in this school.
6. Students at this school work together to solve problems.
7. Students in this school don't seem to like each other very well.
8. Students in this school are just looking out for themselves.
9. Students in this school treat each other with respect.
10. My school is like a family.
11. The students in this school don't really care about each other.
12. I feel that I can talk to the teachers in this school about things that are bothering me.
13. Teachers and students in this school don't seem to like each other.
14. Students in this school help each other, even if they are not friends.

Revisions and Notes:

- In the SACD Child Report, items from this scale are integrated with items from two other scales.
- The original 5-point response scale (*Disagree a lot, Disagree a little, Don't agree or disagree, Agree a little, Agree a lot*) was changed to the following 4-point scale: *Disagree A LOT, Disagree a little, Agree a little, Agree A LOT*.

Top

D. Feelings of Safety at School (Part B)

Citation: None; IES/CDC developed this measure based on a review of previous survey instruments.
Respondent: Child Report
Number of items selected: 5
Items:
1. Students feel safe at this school.
2. Students feel afraid that someone will hurt me at school.
3. Other students are afraid that someone will hurt them at school.
4. Students feel that someone will tease them at school.
5. Students feel afraid that someone will bully them in this school.

Revisions and Notes:
- In the SACD Child Report, items from this scale are integrated with items from two other scales.
- Questions 4 and 5 were added after the April 2004 update.
- Response scale: *Disagree A LOT, Disagree a little, Agree a little, Agree A LOT*.

Top

E. Children's Self-Efficacy for Peer Interaction Scale (Part C)

Citation: Wheeler, V.A., & Ladd, G.W. (1982). Assessment of children's self-efficacy for social interactions with peers. *Developmental Psychology, 18*, 795-805.

Respondent: Child Report

Number of items selected: 12

Items:

1. Some kids are teasing your friend. How easy or hard would it be for you to tell them to stop?
2. Some kids are going to lunch. How easy or hard would it be for you to ask if you can sit with them?
3. A kid cuts in front of you in line. How easy or hard would it be for you to tell the kid <u>not</u> to cut in front of you?
4. A kid wants to do something that will get you in trouble. How easy or hard would it be for you to ask the kid to do something else?
5. Some kids are making fun of someone in your classroom. How easy or hard would it be for you to tell them to stop?
6. Some kids need more people to be on their teams. How easy or hard would it be for you to ask to be on their team?
7. A kid always wants to be first when you play a game. How easy or hard would it be for you to tell the kid <u>you</u> are going first?
8. Your class is going on a trip and everyone needs a partner. How easy or hard would it be for you to ask someone to be your partner?
9. A kid does not like your friend. How easy or hard would it be for you to tell the kid to be nice to your friend?
10. Some kids are deciding what game to play. How easy would it be for you to tell them about a game <u>you</u> like?
11. A group of kids wants to play a game that you don't like How easy or hard would it be for you to tell the kid to play a game <u>you</u> like?
12. A kid is yelling at you. How easy or hard would it be for you to tell the kid to stop?

Revisions and Notes:

- The scale was very long, yet we wanted to retain the construct. The psychometric properties of the scale and the factor analysis results were reviewed (for two samples of children: one in New York and one in Indianapolis) to determine which items would be most appropriate to include in the instrument. We attended to the reliability of the individual items, the factor loadings, and the type of situation depicted in the item (conflict vs. nonconflict). We chose to drop items that loaded lower than .50 on the two factors across student samples. The following items were dropped:
  - Some kids want to play a game. Asking them if you can play is _____ for you.
  - Some kids are arguing about how to play a game. Telling them the rules is _____ for you.
  - You want to start a game. Asking other kids to play the game is _____ for you.
  - A kid tries to take your turn during a game. Telling the kid not to cut in is _____ for you.
  - You have to carry some things home after school Asking another kid to help you is _____ for you.
  - You are having fun playing a game but the other kids want to stop. Asking them to finish playing is _____ for you.
  - You are working on a project. Asking another kid to help is _____ for you.

- Some kids are using your play area. Asking them to move is _____ for you.
- Some kids are deciding what to do after school. Telling them what you want to do is _____ for you.
- Some kids are planning a party. Asking them to invite your friend is _____ for you.
  - The original 4-point response scale (*HARD!*, *hard*, *easy*, *EASY!*) was changed to the following 4-point scale: *REALLY hard*, *Hard*, *Easy*, *REALLY easy*.
  - After April 2004, the questions for all the items were changed from open-ended to closed. (e.g. FROM Asking them to invite your friend is ____ for you; TO: how easy or hard would it be to asking your friend…)

Top

F. Normative Beliefs About Aggression (Part D)

Citation: Huesmann, L.R., & Guerra, N.G. (1997). Children's normative beliefs about aggression and aggressive behavior. *Journal of Personality and Social Psychology, 72*, 408-419.

Respondent: Child Report

Number of items selected: 8

Items:

1. It is wrong to hit other people.
2. If you're angry, it is OK to say mean things to other people.
3. It is OK to yell at others and say bad things.
4. It is OK to push or shove other people around if you're mad.
5. It is wrong to insult (that is put down or make fun of) other people.
6. It is wrong to take it out on others by saying mean things when you're mad.
7. It is wrong to get into physical fights with others.
8. It is OK to take your anger out on others by using physical force.

Revisions and Notes:

- Minor wording changes: "In general" was dropped from the beginning of items 1, 3, and 8; "usually" was dropped from item 4 (original wording: *It is usually OK…*), "generally" was dropped from item 7 (original wording*: It is generally wrong…*).
- The original 4-point response scale (*It's perfectly OK, It's sort of OK, It's sort of wrong, It's really wrong*) was reversed and reworded to the following 4-point scale: *Really wrong, Sort of wrong, Sort of OK, Perfectly OK*.
- The gender-specific items in the NOBAGS were originally developed to examine gender differences in beliefs about the acceptability of aggression, specifically in relation to aggression in interpersonal relationships (i.e., could be used as a predictor of later dating violence). Because we are less interested in these gender-specific attitudes, we chose to only include the items from the "general aggression" subscale. Thus, the following items were dropped:
    - Suppose a boy says something bad to another boy, John.
        1. Do you think it's OK for John to scream at him?
        2. Do you think it's OK for John to hit him?
    - Suppose a boy says something bad to a girl.
        3. Do you think it's wrong for the girl to scream at him?
        4. Do you think it's wrong for the girl to hit him?
    - Suppose a girl says something bad to another girl, Mary.
        5. Do you think it's OK for Mary to scream at her?
        6. Do you think it's OK for Mary to hit her?
    - Suppose a girl says something bad to a boy.
        7. Do you think it's wrong for the boy to scream at her?
        8. Do you think it's wrong for the boy to hit her?
    - Suppose a boy hits another boy, John.
        9. Do you think it's wrong for john to hit him back?
    - Suppose a boy hits a girl.
        10. Do you think it's OK for the girl to hit him back?
    - Suppose a girl hits another girl, Mary.
        11. Do you think it's OK for Mary to hit her back?
    - Suppose a girl hits a boy.

12. Do you think it's OK for the boy to hit her back?

- After April 2004, minor addition to wording in question 5.

[Top](#)

G. Children's Empathy Questionnaire (Part E)
Citation: Funk, J., Elliott, R., Bechtoldt, H., Pasold, T. & Tsavoussis, A. (2003). The Attitudes Toward Violence Scale: Child Version. *Journal of Interpersonal Violence, 18*, 186-196.
Respondent: Child Report
Number of items selected: 16
Items:
1. When I'm mean to someone, I usually feel bad about it later.
2. I'm happy when the teacher says my friend did a good job.
3. I would get upset if I saw someone hurt an animal.
4. I understand how other kids feel.
5. I would feel bad if my mom's friend got sick.
6. Other people's problems really bother me.
7. I feel happy when my friend gets a good grade.
8. When I see a kid who is upset it really bothers me.
9. I would feel bad if the kid sitting next to me got in trouble.
10. It's easy for me to tell when my mom or dad has a good day at work.
11. It bothers me when my teacher doesn't feel well.
12. I feel sorry for kids who can't find anyone to hang out with.
13. Seeing a kid who is crying makes me feel like crying.
14. If two kids are fighting, someone should stop it.
15. It would bother me if my friend got grounded.
16. When I see someone who is happy, I feel happy too.

Revisions and Notes:
- Original 3-point response scale (*Yes, Maybe, No*) was reworded to the following 3-point scale: *Yes, Sometimes, No*.

H. Altruism Scale, Child Version (Part F)

Citation: Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediating effects of the Child Development Project. *Social Psychology of Education, 4*, 3-51.

Respondent: Child Report

Number of items selected: 8

Items:

1. At school or someplace else, I helped someone who was hurt.
2. At school or someplace else, I cheered up someone who was feeling sad.
3. At school or someplace else, I helped someone who was being picked on.
4. At school or someplace else, I helped someone who fell down.
5. At school or someplace else, I got help for someone who was hurt.
6. At school or someplace else, I helped an older person.
7. At school or someplace else, I stopped a kid from hurting another kid.
8. At school or someplace else, I helped a younger child who was lost.

Revisions and Notes:

- In the SACD Child Report, items from this scale are integrated with items from three other scales.
- One item was deleted due to controversial content: *I stopped someone from hurting an animal*.
- The original 4-point scale (*Never, Once, A few times, Many times*) was reworded to the following 4-point scale: *Never, Once or twice, A few times, Many times*.
- The original stem asked students to report on their behavior since the start of the school year, the stem used in this evaluation asked students to report on their behavior in the last two weeks.

Top

I. Aggression Scale (Part F)

Citation: Orpinas, P., & Frankowski, R. (2001). The Aggression Scale: A self-report measure of aggressive behavior for young adolescents. *Journal of Early Adolescence, 21*, 50-67.

Respondent: Child Report

Number of items selected: 6

Items:

1. I teased a kid at school.
2. I pushed, shoved, or hit a kid from school.
3. I called a kid at school a bad name.
4. I said that I would hit a kid at school.
5. I left out another kid on purpose.
6. I made up something about other students to make other kids not like them anymore.

Revisions and Notes:

- This scale, obtained from the authors, is an updated and shortened version of the scale published in the original article.
- In the SACD Child Report, items from this scale are integrated with items from three other scales.
- The original 7-point response scale (*0 times, 1 time, …6 or more times*) was revised to the following 4-point scale (*Never, Once or twice, A few times, Many times*). The original stem asked students to report on their behavior during the last 7 days, the stem used in this evaluation asked students to report on their behavior in the last two weeks.

Top

J. Victimization Scale (Part F)

Citation: Orpinas, P., & Kelder, S. (1995). Students for Peace Project: Second student evaluation. Unpublished manuscript. Houston, TX: University of Texas Health Science Center at Houston, School of Public Health.

Respondent: Child Report

Number of items selected: 6

Items:

1. A kid from school teased me.
2. A kid from school pushed, shoved, or hit me.
3. A kid from school called me a bad name.
4. Kids from my school said that they were going to hit me.
5. Other kids left me out on purpose
6. A student made up something about me to make other kids not like me anymore.

Revisions and Notes:

- This scale, obtained from the authors, is an updated and shortened version of the scale published in the original article.
- In the SACD Child Report, items from this scale are integrated with items from three other scales. The original 7-point response scale (*0 times, 1 time, …6 or more times*) was revised to the following 4-point scale (*Never, Once or twice, A few times, Many times*).
- The original stem asked students to report on their behavior during the last 7 days, the stem used in this evaluation asked students to report on their behavior in the last two weeks.

Top

K. Frequency of Delinquent Behavior (Part F)

Citation: Loeber, R., & Dishion, T.J. (1983). Early predictors of male delinquency: A review. *Psychological Bulletin, 94*, 325-382.

Respondent: Child Report

Number of items selected: 7

Items:

1. I was sent home from school for bad behavior.
2. I was loud or made so much noise at school that I got in trouble.
3. I broke or ruined something on purpose that belonged to the school.
4. I took something from someone at school that did not belong to me.
5. I copied other students' homework or copied off of other students' tests.
6. I skipped school or class without permission.

Revisions and Notes:

- This scale was originally developed for young adolescents (middle school).
- There are some items not appropriate for younger age ranges. These items were removed from the measure.
- The wording was changed to question 6 after April 2004.
- The question: "I took things at school without paying for them, such as food in the lunchroom" was removed after April 2004.
- Several items that assessed aggressive behavior were cut because aggressive behavior is already being tapped by other measures. Remaining items were modified to refer to minor delinquent behavior in schools. The following items were dropped:
  - Taken something from a car that did not belong to you
  - Thrown rocks or bottles at people
  - Hit, slapped, or shoved a teacher or another grown-up at school
  - Hit, slapped, or shoved one of your parents
  - Hit, slapped, or shoved other kids or got into a physical fight with them
  - Carried a weapon with you
  - Consumed any liquor
  - Smoked or chewed tobacco
  - Smoked marijuana
  - Sniffed glue

  In the SACD Child Report, items from this scale are integrated with items from three other scales. The original stem asked students to report on their behavior in the past year, the stem used in this evaluation asked students to report on their behavior in the last two weeks.
- The original scale uses open-ended responding; the scale used here contains four options: *Never, Once or twice, A few times, Many times*.

Top

II. PRIMARY CAREGIVER REPORT

A. Parent and Teacher Involvement Measure; Parent (Part A)

Citation: CPPRG (1991). Parent-Teacher Involvement Measure (Online). Available:
http://www.fasttrackproject.org/

Respondent: Primary Caregiver Report

Number of items selected: 9

Items:

1. You asked your child's teacher questions or made suggestions about your child.
2. You helped your child at home with subjects (such as reading, math, science) that he/she is having difficulty with.
3. You took your child to the library.
4. You made sure that your child got his/her homework done.
5. You volunteered at your child's school.
6. You called your child's teacher.
7. You wrote your child's teacher a note or email.
8. You were invited to attend a parent-teacher conference.
9. You attended a parent-teacher conference.

Revisions and Notes:

- Items 2 and 4 were constructed by IES/CDC.
- "(Reading, Math, Science)" was added to Item 2 after April 2004.
- Item 7 did not contain a reference to email in the original version of the instrument. Some items in the original measure were dropped because (a) of concerns about a primary caregiver's ability to report about behaviors in those items, (b) of concerns about generalization to diverse populations, and (c) the items did not reflect the primary caregiver's degree of involvement. The following items were dropped:

- In the past year, your child's teacher has called you
- In the past year, your child's teacher has written you
- In the past year, you stopped by to talk to your child's teacher
- In the past year, you have been invited to your child's school for a special event (such as a book fair).
- In the past year, you have visited your child's school for a special event (such as a book fair).
- In the past year, you have attended PTA meetings.
- You feel comfortable talking with your child's teacher about your child
- You feel your child's teacher pays attention to your suggestions
- You send things to class like story books or other things.
- You read to your child.
- You play games at home with your child to teach him/her new things.
- You feel welcome to visit your child's school
- You enjoy talking with your child's teacher
- You feel your child's teacher cares about your child
- You think your child's teacher is interested in getting to know you
- Your child's school is a good place for your child to be
- The staff at your child's school is doing good things for your child
- You have confidence in the people at your child's school
- Your child's school is doing a good job of preparing children for their futures

The original 5-point response scale for the selected items (*Never, Once or twice a year, Almost every month, Almost every week, More than once per week*) was based on the past year; this was changed to a 4-point response scale (*Never, Once or twice, Almost every week, More than once a week*) based on the past 30 days.

Top

B. Social Competence (Part B1)

Citation: Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems I: The high-risk sample. *Journal of Consulting and Clinical Psychology, 67*, 631-647.

Respondent: Primary Caregiver Report

Number of items selected: 19

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

Revisions and Notes:
- In the SACD Primary Caregiver Report, items from this scale are integrated with items from three other scales.
- The original 5-point response scale (*Not at all, A little, Moderately well, Well, Very well*) was not time-dependent and was constructed for teacher report.
- The response scale was changed to a 4-point scale (*Never, Sometimes, Often, Almost Always*) based on the child's behavior in the past 30 days.

Top

C. Responsibility Scale (Part B1)

Citation: IES/CDC constructed scale
Respondent: Primary Caregiver Report
Number of items selected: 8
Items:
1. Asks before borrowing or taking something
2. Takes responsibility for own actions.
3. Apologizes when he/she has done something wrong.
4. Takes care of borrowed belongings or materials.
5. Denies wrongdoing even when confronted with evidence.
6. Tries to get away with things that he or she knows are wrong.
7. Returns borrowed belongings or materials.
8. Takes care of own things.

Revisions and Notes:
- In the SACD Primary Caregiver Report, items from this scale are integrated with items from three other scales.
- The 4-point scale (*Never, Sometimes, Often, Almost Always*) based on the child's behavior in the past 30 days.

Top

D. BASC Aggression Subscale; Parent (Part B1)

Citation: Reynolds, C.R., & Kamphaus, R.W. (1998). *Behavioral Assessment System for Children*. Circle Pines, MN: American Guidance Service Inc.

Respondent: Primary Caregiver Report

Number of items selected: 13

Items:

1. Threatens to hurt others.
2. Shows off.
3. Dares other children to do things.
4. Hits other children.
5. Teases others.
6. Argues with parents.
7. Is a sore loser.
8. Is critical of others.
9. Complains about rules.
10. Breaks other children's things.
11. Calls other children names.
12. Argues when denied own way.
13. Is cruel to animals.

Revisions and Notes:

- In the SACD Primary Caregiver Report, items from this scale are integrated with items from three other scales.
- The original 4-point scale (*Never, Sometimes, Often, Alw*ays) was based on the child's behavior in the last 6 months; this was slightly reworded to a 4-point scale (*Never, Sometimes, Often, Almost Always*) based on the past 30 days.

Top

E. BASC Conduct Problems Subscale; Parent (Part B1)

Citation: Reynolds, C.R., & Kamphaus, R.W. (1998). *Behavioral Assessment System for Children*. Circle Pines, MN: American Guidance Service Inc.

Respondent: Primary Caregiver Report

Number of items selected: 11

Items:

1. Runs away from home.
2. Has friends who are in trouble.
3. Is in trouble with the police.
4. Uses foul language.
5. Shows a lack of concern for others' feelings.
6. Has to stay after school for punishment.
7. Lies to get out of trouble.
8. Gets into trouble in the neighborhood.
9. Gets into trouble.
10. Has been suspended from school.
11. Lies.

Revisions and Notes:

- In the SACD Primary Caregiver Report, items from this scale are integrated with items from three other scales.
- The original 4-point scale (*Never, Sometimes, Often, Always*) was based on the child's behavior in the last 6 months; this was slightly reworded to a 4-point scale (*Never, Sometimes, Often, Almost Always*) based on the past 30 days.

[Top](#)

F. Altruism Scale, Primary Caregiver and Teacher Version (Part B2)

Citation: Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediating effects of the Child Development Project. *Social Psychology of Education, 4*, 3-51.

Respondent: Primary Caregiver Report, Teacher Report on Child (adapted from Child Report)

Number of items selected: 8

Items:

1. Helped someone who was hurt.
2. Cheered up someone who was feeling sad.
3. Helped someone who was being picked on.
4. Helped someone who fell down.
5. Got help for someone who was hurt.
6. Helped an older person.
7. Stopped a kid from hurting another kid.
8. Helped a younger child who was lost.

Revisions and Notes:

- This scale was developed as a child report, but has been adopted for use as a Primary Caregiver report for the SACD study.
- One item was deleted due to controversial content: *Stopped someone from hurting an animal*.
- Another item, *Stopped someone from hurting another child*, was reworded to *Stopped a kid from hurting another kid*.
- The original 4-point scale (*Never, Once, A few times, Many times*) was reworded to the following 4-point scale: *Never, Once or twice, A few times, Many times*.
- The original stem asked about behavior since the start of the school year, the stem used in this evaluation asked about behavior in the last 30 days.

Top

G. Alabama Parenting Questionnaire (Part C1)
Citation: Shelton, K.K., Frick, P.J., & Wootton, J. (1996). Assessment of parenting practices in families of elementary school-age children. *Journal of Clinical Child Psychology, 25*, 317-329.
Respondent: Primary Caregiver Report
Number of items selected: 16
Items:
1.   You let your child know when he/she is doing a good job with something.
2.   You reward or give something extra to your child for obeying you or behaving well.
3.   You compliment your child when he/she does something well.
4.   You praise your child if he/she behaves well.
5.   You hug or kiss your child when he/she has dome something well.
6.   You tell your child that you like it when he/she helps around the house.
7.   Your child fails to leave a note or let you know where he or she is going.
8.   Your child stays out in the evening past the time he/she is supposed to be home.
9.   Your child is out with friends you do not know.
10. Your child goes out without a set time to be home.
11. Your child is out after dark without an adult with him/her.
12. You get so busy that you forget where your child is and what he or she is doing.
13. You don't check that your child comes home from school when he/she is supposed to.
14. You forget to tell your child where you are going.
15. Your child comes home from school more than an hour past the time you expect him/her.
16. Your child is at home without adult supervision.

Revisions and Notes:
- Only 2 subscales from the original scale were selected: Positive Parenting and Poor Monitoring/Supervision.
- Additional subscales dropped include Involvement, Inconsistent Discipline, Corporal Punishment, and Other Discipline Practices.
- Minor wording change to 1 item (from "You don't tell your child where you are going" to "You forget to tell your child where you are going").
- Minor wording changes in questions 1 and 6 after April 2004. (e.g. from he or she to he/she).
- The original 5-point response scale (*Never…Always*) was revised to a 4-point response scale: *Never, Sometimes, Often, Almost Always*.

Top

H. Confusion, Hubbub, and Order Scale (Part C2)

Citation: Matheny, A.P., Wachs, T.D., Ludwig, J.L., & Phillips, K. (1995). Bringing order out of chaos: Psychometric characteristics of the Confusion, Hubbub, and Order Scale. *Journal of Applied Developmental Psychology, 16*, 429-444.

Respondent: Primary Caregiver Report

Number of items selected: 14

Items:

1. There is very little commotion in our home.
2. We can usually find things when we need them.
3. We almost always seem to be rushed.
4. We are usually able to stay on top of things.
5. No matter how hard we try, we always seem to be running late.
6. At home we can talk to each other without being interrupted.
7. There is often a fuss going on at our home.
8. No matter what our family plans, it usually doesn't seem to work out.
9. You can't hear yourself think in our home.
10. I often get drawn into other people's arguments at home.
11. Our home is a good place to relax.
12. The telephone takes up a lot of our time at home.
13. The atmosphere in our home is calm.
14. First thing in the day, we have a regular routine at home.

Revisions:

- Deleted one item: *It's a real zoo in our home*. Response scale: *Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree*.

Top

I. Community Risks (Part D)

Citation: Forehand, R., Brody, G.H., & Armistead, L., et al. (2000). The role of community risks and resources in the psychosocial adjustment of at-risk children: An examination across two community contexts and two informants. *Behavior Therapy, 13*, 395-414.

Respondent: Primary Caregiver Report

Number of items selected: 7

Items:

1. Litter and trash pickup is a problem in the neighborhood.

2. In the neighborhood you can find groups of people who roam the streets and carry weapons.

3. Individuals or gangs fight in the neighborhood.

4. Fights in the neighborhood occur where people are injured or killed with guns or knives.

5. Drugs are sold and used by some people in the neighborhood.

6. Many houses and apartments in the neighborhood are in poor condition (e.g., dirty, bug infested).

7. Many people in the neighborhood live in houses or apartments that have a lot of people in a few rooms.

Revisions and Notes:

- In the SACD Primary Caregiver Report, items from this scale are integrated with items from one other scale.

- The original article used the items as a simple presence/absence checklist. For this evaluation, a 4-point response scale was used: *Not at all, A little, Somewhat, A lot*.

- Items 1, 2, 4, 5, 6 and 7 represent item revisions due to concern over respondent reactivity. Original wording for those items:

    1. The streets and yards are littered with trash.

    2. Groups of individuals, who often carry weapons, roam the streets.

    4. Individuals are injured in fights that involve the use of guns and knives. (Combined with) People are killed in fights or through the use of guns or knives.

    5. Drugs are sold and used by many people in the neighborhood.

    6. Many houses and apartments in the neighborhood are in poor condition (e.g., dirty, leaky, insect infested).

    7. Many people in the neighborhood live in houses or apartments that have a lot of people in a few rooms.

- One item was deleted:

    - There is loud music and people shouting.

Top

J. Community Resources (Part D)

Citation: None; items were constructed to counterbalance the negative implications of the items from the Community Risks scale.

Respondent: Primary Caregiver Report

Number of items selected: 5

Items:

1. There are nearby libraries for children and families to go to
2. There are safe outdoor parks for children to play in
3. There is a community center in the neighborhood where children and their families can join in activities (such as a YMCA, boys and girls club, public community center)
4. Health centers and/or health services are easily located in the neighborhood
5. Programs are available in the neighborhood for kids and families to get involved in

Revisions and Notes:

- ▪ In the SACD Primary Caregiver Report, items from this scale are integrated with items from one other scale. A 4-point response scale was used: *Not at all, A little, Somewhat, A lot*.

Top

K. Child-Centered Social Control (Part D2)

Citation: Sampson, R.J., Morenoff, J.D., & Earls, F. (1999). Beyond social capital: Spatial dynamics of collective efficacy for children. *American Sociological Review, 64*, 633-660.

Respondent: Primary Caregiver Report

Number of items selected: 3 (+ 2 filler items)

Items:

In your neighborhood, how likely is it that the neighbors could be counted on to "do something" if the following things happened:

1. Neighbors would do something if children were skipping school and hanging out on a street corner.
2. Neighbors would do something if children were spray-painting graffiti on a local building.
3. Neighbors would do something if children were showing disrespect to an adult.
4. Neighbors would do something if a child was hurt.
5. Neighbors would do something if a neighbor was in need.

Revisions:

- The original 5-point response scale (*Very likely, Likely, Neither likely nor unlikely, Unlikely, or Very unlikely*) was reversed and slightly revised: *Very unlikely, Unlikely, Cannot judge, Likely, Very likely*.
- Two "filler" items were added to reduce the negativity of the scale: [In your neighborhood, how likely is it that the neighbors could be counted on to "do something" if the following things happened?] A child was hurt; A neighbor was in need.

Top

L. Background Questionnaire (Part E)

Citation: Centers for Disease Control and Prevention
Respondent: Primary Caregiver Report
Number of items selected: 16
Items:

1. What is your third grader's date of birth?
2. Is this child of Hispanic or Latino origin?
3. What is this child's race?
4. What is your date of birth?
5. Are you of Hispanic or Latino origin?
6. What is your race?
7. What is the highest grade or year of school that you have completed?
8. Which category best describes your employment?
9. What is your marital status?
10. What is your relationship to this child?
11. Does your third grader live in one or multiple households?
12. Does this child live with you in your household?
13. Who lives with you in this household and how are they related to your third grader?
14. In all, how many people live in your household?
15. What is the highest grade or year of school that anyone in your household, including yourself, has completed?
16. What was your total household income from all sources before taxes in 2003?

Revisions and Notes:

▪ After April 2004, wording modifications, selected a subset of items in the full background questionnaire.

Top

III. TEACHER REPORT ON STUDENTS

A. Responsibility Scale (Part A)
Citation: IES/CDC constructed scale
Respondent: Teacher Report on Student
Number of items selected: 8
Items:
1. Asks before borrowing or taking something
2. Takes responsibility for own actions.
3. Apologizes when he/she has done something wrong.
4. Takes care of borrowed belongings or materials.
5. Denies wrongdoing even when confronted with evidence.
6. Tries to get away with things that he or she knows are wrong.
7. Returns borrowed belongings or materials.
8. Takes care of own things.

Revisions and Notes:
- In the SACD Teacher Report on Student, items from this scale are integrated with items from four other scales.
- The 4-point scale (*Never*, *Sometimes*, *Often*, *Almost Always*) based on the child's behavior in the past 30 days.

Top

B. Social Competence (Part A)

Citation: Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems I: The high-risk sample. *Journal of Consulting and Clinical Psychology, 67*, 631-647.

Respondent: Teacher Report on Student

Number of items selected: 19

Items:

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

Revisions and Notes:

- In the SACD Teacher Report on Student, items from this scale are integrated with items from four other scales.
- The original 5-point response scale (*Not at all, A little, Moderately well, Well, Very well*) was not time-dependent and was constructed for teacher report.
- The response scale was changed to a 4-point scale (*Never, Sometimes, Often, Almost Always*) based on the child's behavior in the past 30 days.

Top

C. BASC Aggression Subscale; Teacher (Part A)

Citation: Reynolds, C.R., & Kamphaus, R.W. (1998). *Behavioral Assessment System for Children*. Circle Pines, MN: American Guidance Service Inc.

Respondent: Teacher Report on Student

Number of items selected: 14

Items:

1. Argues when denied own way.
2. Threatens to hurt others.
3. Blames others.
4. Bullies others.
5. Breaks other children's things.
6. Talks back to teachers.
7. Orders others around.
8. Is critical of others.
9. Calls other children names.
10. Shows off.
11. Teases others
12. Complains about rules.
13. Hits other children.
14. Is a "sore loser'.

Revisions and Notes:

- In the SACD Teacher Report on Student, items from this scale are integrated with items from four other scales.
- The original 4-point scale (*Never, Sometimes, Often, Alw*ays) was based on the student's behavior in the last 6 months; this was slightly reworded to a 4-point scale (*Never, Sometimes, Often, Almost Always*) based on the past 30 days.

Top

D. BASC Conduct Problems Subscale; Teacher (Part A)

Citation: Reynolds, C.R., & Kamphaus, R.W. (1998). *Behavioral Assessment System for Children*. Circle Pines, MN: American Guidance Service Inc.

Respondent: Teacher Report on Student

Number of items selected: 10

Items:

1. Shows a lack of concern for others' feelings.
2. Skips classes at school.
3. Cheats in school.
4. Has to stay after school for punishment.
5. Steals at school.
6. Complains about police or other law enforcement officers.
7. Is truant.
8. Uses foul language.
9. Has been suspended from school.
10. Has friends who are in trouble.

Revisions and Notes:

- In the SACD Teacher Report on Student, items from this scale are integrated with items from four other scales.
- The original 4-point scale (*Never, Sometimes, Often, Alw*ays) was based on the student's behavior in the last 6 months; this was slightly reworded to a 4-point scale (*Never, Sometimes, Often, Almost Always*) based on the past 30 days.

Top

E. Iowa Connors Teachers Rating Scale: Hyperactivity (Part A)

Citation: Loney, J. & Milch, R. (1982). Hyperactivity, inattention, and aggression in clinical practice. *Advances in Developmental Behavioral Pediatrics,3, 113-147.*

Respondent: Teacher Report on Student

Number of items selected: 9

Items:

1. Fidgets
2. Hums and makes other odd noises
3. Is excitable or impulsive
4. Is inattentive or distractible
5. Interrupts and intrudes on others
6. Teases others
7. Fails to finish things he or she starts

Revisions and Notes:

- The full scale consists of 9 items, two of which were left out.
- Word changes to items include: "Interrupts and intrudes on others" rather than "disturbs other children"; "Teases others" rather than "Teases other children and interferes with their activities"; and "Fails to finish things he or she starts".
- Items not included include: Mood changes quickly and drastically, Restless and overactive
- The original 7-point scale (*Never…Always*) was revised to a 4-point scale (*Never, Sometimes, Often, Almost Always*).

Top

F. Altruism Scale (Part A2)

Citation: Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediating effects of the Child Development Project. *Social Psychology of Education, 4*, 3-51.

Respondent: Teacher Report on Student (adapted from Child Report)

Number of items selected: 8

Items:

1. Helped someone who was hurt.
2. Cheered up someone who was feeling sad.
3. Helped someone who was being picked on.
4. Helped someone who fell down.
5. Got help for someone who was hurt.
6. Helped an older person.
7. Stopped a child from hurting another child.
8. Helped a younger child who was lost.

Revisions and Notes:

- This scale was developed as a child report, but has been adopted for use as a Teacher report for the SACD study.
- One item was deleted due to controversial content: *Stopped someone from hurting an animal*. Another item, *Stopped someone from hurting another child*, was reworded to *Stopped a child from hurting another child*.
- The original 4-point scale (*Never, Once, A few times, Many times*) was reworded to the following 4-point scale: *Never, Once or twice, A few times, Many times*.
- The original stem asked about behavior since the start of the school year, the stem used in this evaluation asked about behavior in the last 30 days.

Top

G. Academic Competence and Motivation (Part A3 & A4)

Citation: None. IES/CDC constructed this scale based on: Gresham, F.M., & Elliott, S.N. (1990). Social Skills Rating System. Circle Pines, MN: American Guidance Service. Also based on: Achenbach, T. M. (1991). Manual for the Teacher's Report Form and 1991 profile. Burlington, VT: University of Vermont, Department of Psychiatry.

Respondent: Teacher Report on Student

Number of items selected: 5

Part A3

1. In reading, how does this child perform?
2. In mathematics, how does this child perform?
3. Overall, this child's intellectual functioning is:
4. Overall, this child's academic performance is:

Part A4

Compared to the average 3rd grade student, this child's overall motivation to succeed academically is:

Revisions and Notes:

- Items were constructed to tap perceptions of competence in specific academic subjects and overall, comparing an individual student to the grade standard.
- For items 1-4, teachers rate each child's performance as compared to grade-level standards, a modification of the SSRS obtained from the Achenbach TRF: *Far below grade level, Somewhat below grade level, At grade level, Somewhat above grade level, Far above grade level*.
- For item 5, teachers rate each child's motivation as compared to the average third-grade child: *Extremely low, Low, Average, High, Extremely high*.

Top

H. Parent and Teacher Involvement Measure; Teacher (Part B; B1-B4)

Citation: CPPRG (1991). Parent-Teacher Involvement Measure (Online). Available:
http://www.fasttrackproject.org/

Respondent: Teacher Report on Student

Number of items selected: 9

Items:

Since the beginning of this school year, how often have this child's parents or guardians done the
following actions?

Part B1

1. Called you on the phone
2. Volunteered at school
3. Written you a note or email
4. Asked questions or made suggestions about this child
5. Been invited to a parent-teacher conference
6. Attended a parent-teacher conference\

Part B2

7. How well do you feel you can talk to and be heard by this child's parents or guardians?

Part B3

8. How involved is this child's parent or guardian in his/her education and school life?

Part B4

9. Compared to the parents of other children in your class, how would you rate the encouragement to
   succeed academically that this child receives from his/her parents or guardians?

Revisions and Notes:

- Item 9 was constructed by IES/CDC. Item 3 did not contain a reference to email in the
  original version of the scale.
- Some items in the original measure were dropped because (a) of concerns about a teacher's
  ability to report about behaviors in those items, (b) of concerns about generalization to
  diverse populations, and (c) the items did not reflect the primary caregiver's degree of
  involvement. The following items were dropped:
  - How often have you called this child's parent in the past year?
  - How often have you written a note to this child's parent in the past year?
  - How often has this child's parent stopped by to talk to you in the past year?
  - How much is this parent interested in getting to know you?
  - How often has this child's parent been invited to visit your school for a special
    event (e.g., book fair) in the past year?
  - How often has this child's parent visited your school for a special event (e.g.,
    book fair) in the past year?
  - How often has this child's parent been invited to attend PTA meetings in the past
    year?
  - How often has this child's parent been to PTA meetings in the past year?
  - If you had a problem with this child, how comfortable would you feel talking to
    his/her parent about it?
  - How often does this parent send things to class like story books or objects?
  - To the best of your knowledge how much does this parent do things to
    encourage this child's positive attitude towards education (e.g, take him/her to

the library, play games to teach child new things, read to him/her, help him/her make up work after being absent)?

- How important is education to this family?
- How much do you feel this parent has the same goals for his/her child that the school does?

▪ The original 5-point response scale for items 1-6 (*Never, Once or twice a year, Almost every month, Almost every week, More than once per week*) was based on the past year; this was changed to a 4-point response scale (*Never, Once or twice, Almost every week, More than once a week*) based on the past 30 days. For items 7 and 8 the original response scale was: *Not at all, A little, Some, A lot, A great deal*. The response scales for items 7, 8, and 9 for this evaluation were:

> 7. *Not at all, A little, Somewhat, Well, Very well, Cannot judge*
> 8. *Not at all, A little, Somewhat, Involved, Very involved, Cannot judge*
> 9. *Very low, Somewhat low, About average, Somewhat high, Very high, Cannot judge*

[Top](#)

IV. TEACHER REPORT ON CLASSROOM AND SCHOOL

A. Teacher Survey on Professional Development and Training (Part A)

Citation: Lewis, L., et al. (1999). U.S. Department of Education. National Center for Education Statistics. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*.

Respondent: Teacher Report on Classroom and School

Number of items selected: 10

Items:

1. Are you male or female?
2. Are you of Hispanic or Latino origin?
3. What is your race?
4. Including this school year, how many years have you been employed as a teacher?
5. Including this school year, how many years have you been employed as a teacher at this school?
6. What type, if any, general elementary education teaching certificate in this state do you hold? (none………..)
7. Please indicate the highest degree that you hold. (Less than a bachelors degree ………..)

Revisions and Notes:

- A sample of items were drawn from the NCES survey and slightly modified to enhance ease of response.
- After April 2004, Professional Development questions moved to Part D.

Top

B. Activities that you have implemented in your classroom (Part B)
Citation: SACD-Activities workgroup developed
Respondent: Teacher
Number of items selected:
Items:

B1. Violence prevention/peace promotion
B2. Social and emotional development
B3. Character education
B4. Tolerance and diversity
B5. Risk prevention/health promotion
B6. Civic responsibility and community service

For B1-B6:
      a. Program/activity included:
            All students or Some students
      b. Program/activity occurred how often:
            Daily, Weekly, Monthly, One time, As needed, or Other

B7. What types of materials, if any, have you used in conjunction with the programs or activities listed in this section?
      a. Teacher/instructor guides
      b. Materials for student completion
      c. Instructional aides
      d. Giveaways
      e. Specific children's literature
      f. Other
      g. None of the above

B8. The following is a list of strategies that might be used to promote social and character development. Please indicate below if you have used each strategy with students in your classroom since the beginning of the school year.
      a. Role-playing
      b. Cooperative learning
      c. Peer group discussions
      d. Direct instruction of social and character development
      e. Skill training (intrapersonal and interpersonal)
      f. Highlight/incorporating social and character development content into academic curriculum
      g. Parent training
      h. Parent/community involvement in program development or delivery
      i. Mentoring
      j. Good behavior notes sent home daily or weekly
      k. Presenting role models
      l. Targeted story readings or focused writing on social and character development themes
      m. Peer mediation
      n. Honor role for positive behavior
      o. Pledges and recitations on social and character development themes

p. Guided visualizations
q. Student-lead/Student assisted instruction
r. Journaling
s. Time out of negative behavior
t. Daily or weekly rewards for positive behavior

B9. Please think about behavior management programs or activities that you have used with your class since the beginning of the school year to address social and character development. By behavior management we mean strategies or techniques designed to maximize positive behaviors and minimize negative behaviors. Typical examples are sticker or star charts, points or token program, time out for disruptive behavior, and daily and weekly reward programs.

Do you have any behavior management programs or activities going on in your classroom?
No – go to 10B
Yes – List name and description of the program below:

B9A: Do you use these behavior and management strategies with
1: All students
2: Some of your students

B9B: Please indicate how often the behavior management program or activity occurs with your students: <Daily, Weekly, Monthly, One-time, As Needed, other> with number hours and weeks.

B10. The following is a list of school activities that might be used with students through the school that are devoted to promoting social and character development. Please indicate whether each has been used in your school to address social and character development since the beginning of the school year.

    a.   morning announcements or videos
    b.   school assemblies
    c.   school newspapers or bulletins
    d.   special school days
    e.   special events
    f.   other (specify)

Answers choices include "used in school" or "not used".

Top

C. School-Level Environment Questionnaire (Part C)

Citation: Fisher, D.L, & Fraser, B. J. (1991). Validity and use of school environment instruments. *Journal of Classroom Interaction, 26*, 13-18.

Respondent: Teacher Report on Classroom and School

Number of items selected: 56

Items:

1. There are many disruptive, difficult students in the school.
2. I seldom receive encouragement from colleagues.
3. Teachers frequently discuss teaching methods and strategies with each other.
4. I am often supervised to ensure that I follow directions correctly.
5. Decisions about the running of the school are usually made by the principal or a small group of teachers.
6. It is very difficult to change anything in this school.
7. The school or department library includes an adequate selection of books and periodicals.
8. There is constant pressure to keep working.
9. Most students are helpful and cooperative to teachers.
10. I feel accepted by other teachers.
11. Teachers avoid talking with each other about teaching and learning.
12. I am not expected to conform to a particular teaching style.
13. I have to refer even small matters to a senior member of staff for a final answer.
14. Teachers are encouraged to be innovative in this school.
15. The supply of equipment and resources is inadequate.
16. Teachers have to work long hours to complete all their work.
17. Most students are pleasant and friendly to teachers.
18. I am ignored by other teachers.
19. Professional matters are seldom discussed during staff meetings.
20. It is considered very important that I closely follow syllabuses and lesson plans.
21. Action can usually be taken without gaining the approval of the subject department head or a senior member of staff.
22. There is a great deal of resistance to proposals for curriculum change.
23. Video equipment, tapes, and files are readily available and accessible.
24. Teachers don't have to work very hard in this school.
25. There are many noisy, badly-behaved students.
26. I feel that I could rely on my colleagues for assistance if I needed it.
27. Many teachers attend inservice and other professional development courses.
28. There are few rules and regulations that I am expected to follow.
29. Teachers are frequently asked to participate in decisions concerning administrative policies and procedures.
30. Most teachers like the idea of change.
31. Adequate duplicating facilities and services are available to teachers.
32. There is no time for teachers to relax.
33. Students get along well with teachers.
34. My colleagues seldom take notice of my professional views and opinions.
35. Teachers show little interest in what is happening in other schools.
36. I am allowed to do almost as I please in the classroom.
37. I am encouraged to make decisions without reference to a senior member of staff.

38. New courses or curriculum materials are seldom implemented in the school.
39. Tape recorders and cassettes are seldom available when needed.
40. You can take it easy and still get the work done.
41. Most students are well-mannered and respectful to the school staff.
42. I feel that I have many friends among my colleagues at this school.
43. Teachers are keen to learn from their colleagues.
44. My classes are expected to use prescribed textbooks and prescribed resource materials.
45. I must ask my subject department head or senior member of staff before I do most things.
46. There is much experimentation with different teaching approaches.
47. Facilities are inadequate for catering for a variety of classroom activities and learning groups of different sizes.
48. Seldom are there deadlines to be met.
49. Very strict discipline is needed to control many of the students.
50. I often feel lonely and left out of things in the staffroom.
51. Teachers show considerable interest in the professional activities of their colleagues.
52. I am expected to maintain very strict control in the classroom.
53. I have very little say in the running of the school.
54. New and different ideas are always being tried out in this school.
55. Projectors for filmstrips, transparencies, and films are usually available when needed.
56. It is hard to keep up with your work load.

Revisions and Notes:
- In the SACD Teacher Report on Classroom and School, items from this scale were integrated with items from another scale.
- The original 5-point response scale was used: *Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree*.

D. Feelings of Safety at School (Part C)

Citation: None; IES/CDC developed this measure based on a review of previous survey instruments.
Respondent: Teacher Report on Classroom and School
Number of items selected: 2
Items:
1.   Students feel safe at this school.
2.   Students are afraid that someone will hurt them at school.

Revisions and Notes:
- In the SACD Teacher Report on Classroom and School, items from this scale were integrated with items from another scale.
- A 5-point response scale was used: *Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree*.

Top

E. Social and Character Development Incorporation Into Relationships and Styles (Part C)
Citation: SACD-Activities workgroup developed
Respondent: Teacher Report on Classroom and School
Number of items selected: 1
Items:
How often does each of the following happen at your school?
a. How often do teachers and staff in your school model positive traits of character and behaviors with students?
b. How often do teachers and staff in your school model positive traits of character and behaviors with other teachers?
c. How often do teachers and staff in your school involve students in decision making?
d. How often do students have a voice in school governance or role setting?
e. How often does this school actively encourage parents to get involved in their children's social and character development?
f. How often do discipline strategies focus on promoting development rather than merely punishing for misbehavior?
Revision and Notes:
- A 5-point response scale was used: *All/Almost all of the time, Most of the time, Some of the time, Hardly ever, Never, Don't know*.

Top

F. Professional Development (Part D)
Citation: SACD-Activities workgroup developed
Respondent: Teacher Report on Classroom and School
Number of items selected: 3
Items:
D1. Regarding your professional development, in which of the following categories have you attended or participated in training in the last 6 months?
Choices include: violence prevention, social and emotional character development, character education, tolerance/diversity, risk prevention/health promotion, civic responsibility and community service, behavior management, other, none.

D2. During the past 12 months, approximately how many hours in total have you received training in these social and character development activities?

D3. Teachers and staff can hold a range of different opinions about having social and character development activities in school. Which of the following best describes your attitude?
Choices include: 1. I am enthusiastic about social and character development efforts in this school, 2. I am cooperative but not enthusiastic, 3. I openly dislike.

Revision and Notes:

Top

V. PRINCIPAL INTERVIEW

A. Background information
Citation: SACD-Activities workgroup developed
Respondent: Principal
Number of items selected: 4
Items:
A1. Title of Respondent
> ➢ Principal, School Nurse, Assistant/Associate Principal, Social Worker, Guidance Counselor, Teacher, School Psychologist, Other

A2. Indicate other school staff present for interview
> ➢ Principal, School Nurse, Assistant/Associate Principal, Social Worker, Guidance Counselor, Teacher, School Psychologist, Other

A3. Who are the people in this school who are primarily responsible for coordinating social and character development programs or activities with students?
> ➢ Principal, School Nurse, Assistant/Associate Principal, Social Worker, Guidance Counselor Teacher, School Psychologist, Other, Leadership team charged with coordinating

A4. How long have you been principal at this school? (in years)

Revision and Notes:

Top

B. Programs/Activities at school

Citation: SACD-Activities workgroup developed
Respondent: Principal
Number of items selected: 7
Items:

RESPONDENT LOOKS AT PIE CHART. The pie chart shows six broad goals of social and character development. Respondents are asked to find out about programs and activities you use at this school to promote these goals.

B1a. Can you give me the name of any programs or activities related to these goals that you are doing at this school?

B1b. Can you give me a brief description of how this program/activity is conducted? Looking at the pie chart again, which of these areas or goals does this program/activity address?
Responses Violence Prevention/Peace Promotion, Risk Prevention/Health Promotion, Social and Emotional Development, Civic Responsibility and Character Education, Community Service, Tolerance/Diversity, Other *(Please Specify)*

B1D. Which students participate in this program/activity?
Responses: ALL STUDENTS IN THE SCHOOL, ALL STUDENTS IN CERTAIN GRADES ((SPECIFY GRADES) SOME STUDENTS (How is it decided which students to include?)

B1e. And which staff delivers or runs this program/activity?
Responses Teacher in class, other teachers, guidance counselor, administrator, Outside personnel, other

B1f. Was this program/activity first introduced in your school . . .
Responses This year, last year, or was it started more than a year ago?

B1g. Did the teachers and/or other staff receive any special training in this program/activity?
Responses: Yes, or no (if yes, describe)

B1h. In some social and character development programs, parents play an active role in either creating or delivering the program to students. Are parents at your school actively involved with this specific program or activity? Could you describe how parents are involved: Yes, or no (if yes, describe)

Revisions and Notes:

- The same questions are asked 10 times in order for the respondent to document any other programs. The questions are B2, B3, B4, B5, B6, B7, B8, B9, B10.

Top

C. Behavior Management

Citation: SACD-Activities workgroup developed
Respondent: Principal
Number of items selected: 8
Items:

C1a. Principals are asked about behavior management programs or activities that take place at the school. Behavior management includes strategies or techniques designed to maximize positive behaviors and minimize negative behaviors. Typical examples are sticker or star charts, point or token programs, time out for disruptive behavior, and daily and weekly reward programs. Principals are asked to describe any behavior management programs or activities going on at your school and to describe the name of the program or activities.

1b. Can you give me a brief description of how this program/activity is conducted?

C1c. Using the pie chart listing six goals of social and character development, the principal is asked whether the behavior management program or activity is used as a strategy to meet any of the overall goals on the chart?   If yes, the Which goal(s)?
Responses: Violence Prevention/Peace Promotion, Risk Prevention/Health Promotion, Social and Emotional Development, Civic Responsibility and Character Education, Community Service, Tolerance/Diversity, Other

C1d. Which students participate in this behavior management program/activity?

C1e. And which staff delivers or runs this behavior management program/activity?

C1f. Was this program/activity first introduced in your school . . .

C1g. Did the teachers and/or other staff receive any special training in this program/activity?

C1h. Are parents at your school actively involved with this specific program or activity? (IF NEEDED: in either creating or delivering the program/activity to students)
IF YES: Could you describe how parents are involved.

Revisions and Notes:

- The same questions are asked 3 times in order for the respondent to document any other programs. The questions are C2, C3.

Top

D. School Decision Making And Faculty Support Regarding Social And Character Development

Citation: SACD-Activities workgroup developed
Respondent: Principal
Number of items selected: 6
Items:
D1. How are decisions made regarding social and character development activities at your school?

D2. Teachers and staff can hold a range of different opinions about having social and character development activities in schools. Some are enthusiastic about such efforts, some cooperate but are not enthusiastic, and some openly dislike social and character development efforts. What is your best estimate as to the percentage of teachers and staff **in your school** that fall into each of these categories? Remember, the total of these three categories should equal 100 percent. What percent would you say :

Percent

    a.   Are enthusiastic about social and character
        development efforts in this school? .... %

    b.   Are cooperative, but not enthusiastic about
        social and character development efforts in this
        school? .... %

    c.   Openly dislike social and character development
        efforts in this school? .... %

INTERVIEWER CHECK: **TOTAL = 100%**

D3.   In most schools, teachers and staff vary in the extent to which they incorporate social and character development qualities into their professional relationships and styles. Please tell me how often teachers and staff in your school . . .
    a.   Model positive traits of character and behaviors with **students**? Would you say . . .
        All or almost all the time? Most of the time?, Some of the time? Hardly ever? Or never?
        DON'T KNOW/CAN'T RATE

    b.   How often do teachers and staff in your school model positive traits of character and behaviors with **other teachers**? Would you say . . .
        All or almost all the time? Most of the time? Some of the time? Hardly ever? Or never?

        DON'T KNOW/CAN'T RATE

    c.   And how often do teachers and staff in your school involve students in decision making?
        All or almost all the time? Most of the time? Some of the time? Hardly ever? Or never?

        DON'T KNOW/CAN'T RATE

    d.   How often do students have a voice in school governance or role setting?
        All or almost all the time?   Most of the time? Some of the time? Hardly ever? Or never?

        DON'T KNOW/CAN'T RATE

e. How often does this school actively encourage parents to get involved in their children's social and character development?
    All or almost all the time?   Most of the time? Some of the time? Hardly ever? Or never?

    DON'T KNOW/CAN'T RATE

f. And how often do discipline strategies focus on promoting development rather than merely punishing for misbehavior?
    All or almost all the time?   Most of the time? Some of the time? Hardly ever? Or never?

    DON'T KNOW/CAN'T RATE

D4. Did any of your staff participate in professional development activities or training relating to social and character development within the last year? (Please include staff development that might have taken place during the summer months.)

D5. In total, how many teachers and staff received social and character development related training last year? Your best guess is fine.
    RECORD NUMBER. IF RANGE GIVEN TAKE MID-POINT

D6. And how many hours of training or professional development, on average, did each receive? Again, your best guess is fine.
    RECORD HOURS PER PERSON. IF RANGE GIVEN TAKE MID-POINT

Revisions and Notes:

Top

VI. SACD ACTIVITIES OBSERVATION INSTRUMENT

A. Observation Form

Citation: SACD-Activities workgroup developed
Respondent: Team Leader
Number of items selected:
Items:
Spaces for which forms were completed:
Choices: Outside school, Front entrance, Front Office, Hallways, Cafeteria, Multi-purpose room, Library, Gym.

Revisions and Notes:

- **Respondent was asked to check off the spaces and number of forms completed per space**.

FORM:

LOCATION: _____ INTERVIEWER:_____ SCHOOL: _____

Check box for space observed below. Record details in LOCATION space above (e.g., Wilson Room 4, Kindergarten hallway, Gym 2). If space is a classroom, record information *exactly* as it appears on front cover.	Recognition/Awards	Violence Prevention/ Peace Promo	Social & Emotional Development	Character Education	Tolerance/ Diversity	Risk Prev/ Health Promo	Civic & Comm Service
MODE 1 ☐ Outside school 2 ☐ Front entrance 3 ☐ Front office 4 ☐ Hallway 5 ☐ Cafeteria 6 ☐ Multipurpose 7 ☐ Library 8 ☐ Gym 0 ☐ Classroom							
	Who Source						
Student Work:		1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
Bulletin Board/Display Case:		1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
Posters:		1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
Banners:		1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
Recognition/Awards:	1 ☐ Individual 2 ☐ Group/Class 3 ☐ School 1 ☐ Internal 2 ☐ External	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
Other (DESCRIBE IN DETAIL)		1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
Behavior Management	1 ☐ Reward 3 ☐ Both 2 ☐ Consequences	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
Books on SACD (Stated Theme)		1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
Mission/Vision/Motto on SACD		1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Rules posted (school, hallway, classroom, etc)   1 ☐ **Yes**   0 ☐ **No**
Student desks arranged for cooperative learning 1 ☐ **Yes**   0 ☐ **No**   .

If rules posted: Do they include SACD themes?   1 ☐ **Yes**   0 ☐ **No**
Presence of graffiti, trash or vandalism   1 ☐ **A lot**   2 ☐ **A little**

Revisions and Notes:
- **Portions of this part of the questionnaire have been removed to fit on this page.**

Top

B. School Atmosphere
Citation: SACD-Activities workgroup developed
Respondent: Team Leader
Number of items selected: 5
Items:
Now that you have completed your walk-through observation of this school, please answer the following questions. These are summary evaluations based on your general impression of the physical environment of the school.

1. How welcoming (warm, friendly) does the school appear to be?
2. How clean and well-kept does the school appear to be?
3. How safe does the school appear to be?
4. How clearly does this school represent a focus on social and character development?
5. How consistent were posted rules throughout the school?

Revisions and Notes:
- **Responses were on a Likert scale from 0 to 4, with 0 being the least (not at all) and 4 being the most (very much).**

Top