

Social and Character Development
Local-site – Chicago, University of Illinois at Chicago, The Positive Action Program
Evaluation Instrument Summary & Measures

A.	General Notes about Measures	2
B.	Student Background Information	4
C.	Student Grades	4
D.	Social Problem Solving Measure.....	4
E.	Belief in the Moral Order.....	8
F.	The Self-Esteem Questionnaire	10
G.	Self-Esteem Formation and Maintenance Questionnaire	12
H.	Self esteem motivation and self-esteem control.....	14
I.	Positive Action Scale Items.....	15
J.	School/Teacher/Friends/Parents Attachment.....	16
K.	Rewards for Prosocial Behavior	17
L.	Student’s Life Satisfaction Scale	19
M.	Positive and Negative Affect Scale for Children	20
N.	Very Important Adults	22
O.	People in my life	23
P.	Student Perception of Neighborhood Context.....	24
Q.	Peer Group Affiliation	26
R.	Health Behaviors	27
S.	Character and Social Development scales	28
T.	BASC Depression and Anxiety scales	31
U.	The Revised Children’s Manifest Anxiety Scale (RCMAS) – Lie Scale.....	33
V.	The Risk Behavior Survey (RBS).....	34
	Works Cited	37

A. General Notes about Measures

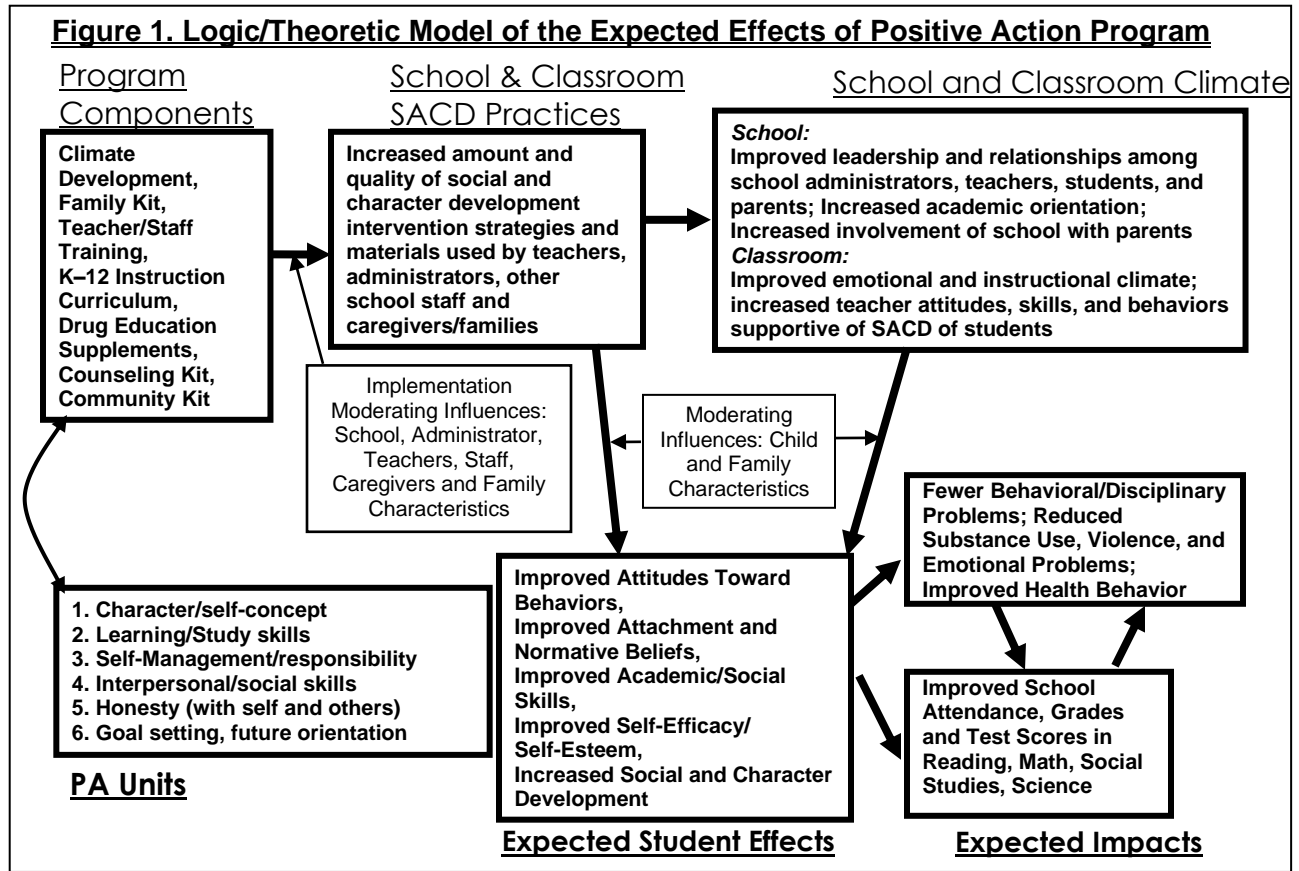
This document provides information about the measures included in the student surveys for evaluating the SACD Positive Action program. Participants were students who were in the 3rd grade at the beginning of the study. This cohort was followed for five waves, two survey administrations at Year 1 (waves 1 and 2), year 2 (waves 3 and 4), and year 3 (wave 5).

Wave	Date	Sample Size
1	Fall, 2004	594
2	Spring, 2005	557
3	Fall, 2005	549
4	Spring, 2006	512
5	Spring, 2007	500

- Test-retest correlations were based on a sample of 62 students from two control schools at Wave 5. Test-retest administrations were separated by a two-week period.
- For all measures, higher scores indicate that the student endorsed higher levels of the construct as referred to by the name of the measure.
- Instructions for all measures are listed as they were printed on the student survey.
- Scale revisions:
 - Items that are added to the scale are denoted with an ^a superscript next to the item number
 - Items that are modified are denoted with a ^b superscript next to the item number
 - Explanations for each are given in the revisions section for each scale.
- Missing Values: For scale computation, if the number of missing values exceeds the number allowed, then the student receives a missing value for that scale. Our missing value imputation guidelines are the same as adopted by the Mathematica Policy Research (MPR):

Number of variables in the scale	Number of missing values allowed
3-6	1
7-12	2
13-18	3
19-24	4
25-30	5

- SPSS syntax protocol for computing scale scores can be found in F:\Analyses\General Syntax files\Final variable scoring syntax files
- Scales were assigned to a domain construct in the Logic/theoretic model for Positive Action. The logic theoretic model is listed in Figure 1.



For all scales –

- Domain abbreviations: SCSP: School and Classroom SACD Practices; CLIM: School and Classroom Climate; STUD: Expected Student Effects; IMP: Expected Impacts.
- Construct abbreviations: IREL: Improved relationships among administrators, teachers, students, parents, community; IANB: Improved Attachment / Normative Beliefs; IATB: Improved Attitudes Towards Behaviors; ISE/SE: Improved Self-Efficacy/Self-Esteem; IASS: Improved Academic/ Social Skills; ICHAR: Improved Character and Social Development; REP: Reduced Emotional Problems; IHB: Improved Health Behavior; RSU: Reduced Substance Use; LV: Less Violence; IGTS: Improved Grades and Test Scores; FBDP: Fewer Behavioral / Disciplinary Problems; IISPC: Increased involvement of school with parents and community; IASCDI: Increased amount and quality of social and character development intervention strategies and materials used by teachers, administrators, other school staff.

B. Student Background Information

- Items:
 1. Are you a boy or a girl?
 2. What race/ethnicity are you (choose all that apply)?
 Survey response choices: White; African Amer.; Native Amer.; Latino; Asian;
 Other (with space for student to write in his/her race/ethnicity)

C. Student Grades

- Item:
 1. What grades have you been getting this year?
 Survey response choices: 1 = Mostly Fs; 2 = Ds & Fs; 3 = Mostly Ds; 4 = Cs & Ds;
 5 = Mostly Cs; 6 = Bs & Cs; 7 = Mostly Bs; 8 = As & Bs; 9 = Mostly As
- Assigned to Domain: Construct Logic/Theoretic Model – IMP: IGTS
- Reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Grades	na	na	na	na	na	.83

D. Social Problem Solving Measure

The Social Skills Problem Solving Measure assesses students’ ability to solve interpersonal social problems (Aber, Brown, Jones, & Samples, 1995). The original questionnaire consisted of 8 visual scenarios, each of which depicts an interpersonal problem. Students choose which of 5 possible responses they feel would help solve the problem. Five items (scenarios) were selected from the full measure based on appropriateness for 3rd grade students and a reliability analysis conducted on pilot data. The questionnaire yields a score that indicates how well students use general social problem solving skills, a score for students’ selection of non-aggressive social problem solving responses, and a score for students’ selection of competent social problem solving responses.

- Citation:
 Aber, J. L., Brown, J. L., Jones, S., & Samples, F. (1995). Adapting measures of children’s beliefs, attributions and skills for use in the evaluation of violence prevention projects. New York, NY: National Center for Children in Poverty, Columbia University, 1995.
 Available at http://www.cdc.gov/ncipc/pub-res/pdf/YV/CDC_YV_SecIII.pdf. Accessed March 30, 2007
- Instructions: This next section contains pictures and questions about these pictures. Please circle the one number that is most true for you.

- Item Stem: None
- Response Choices: See items below

- Items: Note that each item is considered a social problem solving scenario for this scale.

1. Pretend this is YOU and this is a boy or girl in your class. The other child has been on the swing for a long, long time and doesn't seem to want to share the swing with you. You would really like to play on the swing. What would you say or do so that YOU could play on the swing? Would you ...

- A. say, "You'd better let me play?"
- B. ask them to share the swing?
- C. Ask the teacher to make them get off the swing?
- D. tell the teacher to not let them play anymore?
- E. just leave?

2. Pretend that this is YOU and that this is another boy or girl in your class. YOU just got a good spot near the front of the line to go outside and someone pushes you out of line and takes your place. What would you say or do so that YOU could get your place back in line? Would you ...

- A. ask the teacher to make them give you your place back?
- B. push them back?
- C. go to the back of the line?
- D. ask the teacher to make them go to the back of the line?
- E. say, "Can I have my place back"?

3. Pretend that this is YOU and that this is another boy or girl in your class, who is racing with other kids on their bikes. YOU would like to play with them, but they haven't asked you. What would you say or do to get to play with them? Would you ...

- A. ask your mom or dad to make them play with you?
- B. tell them they'd better play with you?
- C. ask them if you could play?
- D. watch them play?
- E. ask your mom or dad to make them stop racing?

4. Pretend that this is YOU and that this is another boy or girl in your class. YOU are both on the playground and the person starts calling you names and making fun of you. What would you say or do to get them to stop teasing you. Would you ...

- A. cry?
- B. call them names too?
- C. ask them to stop?
- D. tell the teacher to make them stop?
- E. tell the teacher to make them sit alone?

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

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

○ Revisions: Items 6, 7, & 8 were dropped from the scale due to poor item-total alpha correlations.

6^a. Pretend that this is you and that this is another boy or girl in your class. Let's also pretend that this is also your first day at school and YOU would like to be friends with them, but that they don't say anything to you. What would you say or do so that YOU could get to be friends with this boy or girl? Would you...

- A. wait until they talked to you?
- B. Let them ride your bike so that they'd be your friends?
- C. ask the teacher to make them play with you?
- D. say, "You'd better play with me?"
- E. ask the teacher to make them sit alone?

7^a. Pretend that this is YOU and that this is another boy or girl in your class. You are playing a game and you realize that they have taken your turn. What would you say or do to so that YOU could get your turn. Would you ...

- A. skip their turn?
- B. just forget about it?
- C. tell your mom or dad to let you win because they skipped your turn?
- D. ask if they skipped your turn?
- E. tell your mom or dad to make them give you your turn?

8^a. Pretend that this is YOU and that this is another boy or girl in your class, who is playing tag with some other kids. YOU would really like to play with them, but they haven't asked you. What would you say or do to get to play with them? Would you

- A. tell the teacher to make them stop playing?
- B. just start playing with them?
- C. ask the teacher to make them play with you?
- D. go sit by yourself?
- E. call them bad names?

- Scoring:
 - Individual item scoring protocol:
 - Item (Scenario) 1: Play on the swing.
 - Social Problem Solving: A = 0, B = 1, C = 2, D = 3, E = 4
 - Non-Aggressive: A = 1, all else = 0
 - Competent: B = 1, all else = 0
 - Item (Scenario) 2: Get your place back in line
 - Social Problem Solving: A = 3, B = 0, C = 4, D = 2, E = 1
 - Non-Aggressive: B = 1, all else = 0
 - Competent: E = 1, all else = 0
 - Item (Scenario) 3: Get to race with them.
 - Social Problem Solving: A = 3, B = 0, C = 1, D = 4, E = 2
 - Non-Aggressive: B = 1, all else = 0
 - Competent: E = 1, all else = 0
 - Item (Scenario) 4: Get them to stop teasing you
 - Social Problem Solving: A = 4, B = 0, C = 1, D = 3, E = 2
 - Non-Aggressive: B = 1, all else = 0
 - Competent: C = 1, all else = 0
 - Item (Scenario) 5: Get to play kickball
 - Social Problem Solving: A = 1, B = 4, C = 0, D = 2, E = 3
 - Non-Aggressive: C = 1, all else = 0
 - Competent: A = 1, all else = 0
 - Scale scoring
 - Social Problem Solving - mean of items (scenarios) 1 – 5, scale range: 1-5
 - Non-Aggressive Social Problem Solving – mean of all aggressive responses on items (scenarios) 1-5, scale range: 0-1
 - Competent Social Problem Solving - mean of all competent responses on items (scenarios) 1-5, scale range: 0-1
 - Assigned to Domain: Construct Logic/Theoretic Model – STUD:IASS
 - Reliability:
 - Reported alpha reliability = .60 (for older kids, age range unknown)
 - Local site reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Social Problem Solving	.44	.51	.51	.61	.53	.78
Non-Aggressive Social Problem Solving Style	.50	.58	.58	.57	.59	.66
Competent Social Problem Solving Style	.58	.68	.66	.71	.66	.81

[Top](#)

E. Belief in the Moral Order

The Belief in the Moral Order scale assesses strength of students' morals and their endorsement of socially desirable and undesirable behaviors (Arthur, Hawkins, Catalano, & Pollard, 2000; Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002; Glaser, Van Horn, Arthur, Hawkins, & Catalano, 2005). For the present research, this measure was used as the basis for development of an 11-item measure. Items were adapted and selected based on appropriateness for 3rd grade students and a reliability analysis conducted on pilot data. The item stem also was revised as indicated below. The measure yields separate scores for endorsement of behaviors that reflect positive and negative moral beliefs, respectively.

o Citation:

Arthur, M. W., Hawkins, D. J., Catalano, R. F., & Pollard, J. A. (2000). Item-Construct Dictionary for the student survey of risk and protective factors and prevalence of alcohol, tobacco, & other drug use. (Note: need to obtain this document directly from their website: (<http://depts.washington.edu/sdrg>))

Arthur, M. W., Hawkins, J. D., Pollard, J. A., Catalano, R. F., & Baglioni, A.J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: The Communities That Care Youth Survey. *Evaluation Review*, 26, 575-601

Glaser, R., Van Horn, M., Arthur, M., Hawkins, J., & Catalano, R. (2005). Measurement properties of the Communities that Care Youth Survey across demographic groups. *Journal of Quantitative Criminology*, 21, 73-102.

Glaser, R.; Van Horn, M. L., Arthur, M. W., Hawkins, J. D., Catalano, R. (2005). Measurement Properties of the Communities That Care® Youth Survey Across Demographic Groups. *Journal of Quantitative Criminology*. 21(1), 73-102.

o Instructions as printed on the student survey:

- o This next set of questions asks for your opinions about different behaviors.
- o DO YOU AGREE with the following statements?

o Item Stem: None

- o Response Choices: 1 = NO!, 2 = no, 3 = yes, 4 = YES!.

o Items:

1. It is OK to take something without asking if you can get away with it.
2. It is OK to beat up people if they start a fight.
- 3^b. It is OK to cheat on tests at school.
- 4^a. It is important to be honest with your teachers, even if they get upset with you or you get punished.

5. It is important to be honest with your parents, even if they get upset with you or you get punished.
6. It is OK to hit someone if they hit you first.
7. It is important to play by the rules, even if no one is watching.
8. It is important to help other people, even if nobody notices.
- 9^b. It is OK to steal something if it is worth less than \$5.
10. It is important to do good things for the group, even when you want something different for yourself.
11. It is important to control your temper, even when something happens that you don't like.

- Revisions:
 - Item 3
 - Original: I think sometimes it's okay to cheat at school.
 - Modified: It is OK to cheat on tests at school.
 - Item 4
 - Original: It is important to be honest with your parents, even if they get upset with you or you get punished.
 - Modified: It is important to be honest with your teachers, even if they get upset with you or you get punished.
 - Item 9
 - Original: It is OK to steal something if it is worth more than \$5.
 - Modified: It is okay to steal something if it is worth less than \$5
 - Items 12 – 18 were dropped due to low item-total alpha correlations
 - Steal anything worth more than \$5?
 - Call other kids bad names?
 - Stay away from school all day when their parents think they are at school?
 - Attack someone with the idea of seriously hurting them?
 - Pick a fight with someone?
 - Tease other kids who are different from you?
 - Keep other kids out of your group at recess?
- Scoring:
 - Protocol:
 - Positive Values - mean of items 4, 5, 7, 8, 10, 11.
 - Negative Values - mean of items 1, 2, 3, 6, 9.
- Assigned to Domain: Construct Logic/Theoretic Model – STUD:IATB

- Reliability:
 - Reported reference alpha is .68 for 5–6th graders.
 - Local site reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Belief in the Moral Order - Positive Values	.69	.74	.72	.76	.81	.55
Belief in the Moral Order - Negative Values	.59	.64	.71	.74	.72	.62

[Top](#)

F. The Self-Esteem Questionnaire

The Self-Esteem Questionnaire is a multidimensional measure of self-esteem previously validated for use with youth between 10 and 15 years of age (DuBois, Felner, Brand, Phillips, & Lease, 1996). Items consist of statements about evaluations of the self in various domains as well as overall feelings of self-worth. The present research used an adapted short-form of the original 42-item measure. This measure includes 28 items from the original measure. These items were selected based on appropriateness for 3rd grade students and a reliability analysis conducted on pilot data. Response choices also were adapted to be appropriate for younger children and consistent with other measures used in the research. The measure yields separate scores for Global Self-Esteem as well as Peer, School, Family, Appearance, and Sports dimensions of self-esteem.

- Citation:

DuBois, D. L., Felner, R. D., Brand, S. Phillips, R. S. C., & Lease, A. M. (1996). Early adolescent self-esteem: A developmental-ecological framework and assessment strategy. *Journal of Research on Adolescence*, 6, 543-579.
- Instructions as printed on the student survey
 - This next section asks about YOU and how you feel about yourself. Please answer with your honest opinion. There are no right or wrong answers.
 - DO YOU AGREE with the following statements about YOU?
- Item Stem: None
- Response Choices: 1 = NO!, 2 = no, 3 = yes, 4 = YES!.
- Items:
 1. I have as many close friends as I would like to have.
 2. I am as good a student as I would like to be.
 3. I feel OK about how important I am to my family.
 4. I am happy with the way I look.
 5. I am as good at sports/ physical activities as I want to be.
 - 6^a. I am happy with myself as a person.

7. I am as well liked by other kids as I want to be.
8. I am doing as well on schoolwork as I would like to.
- 9^a. I get along as well as I'd like to with my family.
10. I like my body just the way it is.
- 11^a. I am the kind of person I want to be.
12. I feel OK about how well I do when I participate in sports/physical activities.
13. I feel good about how well I get along with other kids.
14. I get grades that are good enough for me.
15. My family pays enough attention to me.
16. I feel good about my height and weight.
17. I am happy about how many different kinds of sports/physical activities I am good at.
- 18^a. I am as good a person as I want to be.
- 19^a. I feel OK about how much other kids like doing things with me.
20. I feel OK about how good of a student I am.
- 21^a. I am happy about how much my family likes me.
22. I wish I looked a lot different.
23. I participate in as many different kinds of sports/physical activities as I want to.
- 24^a. I wish I had more to be proud of.
- 25^a. I am happy with the way I can do most things
- 26^a. I sometimes think I am a failure (a "loser").
27. I often feel ashamed of myself.
28. I like being just the way I am.

- Revisions :
 - Item Response changed from original measure: Strongly Disagree to Strongly Agree, to the four point scale.
 - Items 24-27 were included in the survey but as of June 22, 2007, the items were dropped from the scoring protocol based on confirmatory factor analysis procedures.
 - Items 29-38 were dropped due to low item-total alpha correlation
 - I am as popular with kids my own age as I want to be.
 - I am as good as I want to be at making new friends.
 - I wish my friends liked me more than they do.
 - I feel good about how much my friends like my ideas.
 - I am good enough at math.
 - I am as good at reading and writing as I want to be.
 - I do as well on tests in school as I want to.
 - I get too many bad grades on my report cards.
 - I am too much trouble to my family.
 - I get in trouble too much at home.
 - I am happy with how much my family loves me.
 - I feel good about how much my family cares about my ideas.

- I wish I was better at sports/ physical activities
 - I wish it were easier for me to learn new kinds of sports/physical activities.
- Scoring:
 - Note that the item numeric order in this list is different from the item numeric order in the survey and in the SPSS syntax protocol because the Student Life Satisfaction items are mixed in with survey item numbers 25-30.
 - Reversed scored items: 22R, 24R, 26R, 27R
 - Protocol
 - Peer : mean of items 1, 7, 13, 19
 - School: mean of items 2, 8, 14, 20
 - Family: mean of items 3, 9, 15, 21
 - Appearance: mean of items 4, 10, 16, 22R
 - Sports: mean of items 5, 12, 17, 23
 - Global: mean of items 6, 11, 18, 28
- Assigned to Domain: Construct Logic/Theoretic Model – STUD: ISE/SE
- Reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Peer	.71	.77	.74	.75	.75	.72
School	.68	.76	.77	.77	.78	.85
Family	.75	.75	.72	.76	.81	.74
Appearance	.66	.70	.73	.75	.78	.76
Sports	.72	.71	.76	.79	.81	.87
Global	.77	.78	.82	.80	.82	.81

[Top](#)

G. Self-Esteem Formation and Maintenance Questionnaire

The Self-Esteem Formation and Maintenance Questionnaire measures attitudes and behaviors exhibited by youth that may be adaptive or maladaptive influences on how they feel about themselves. This is a new, 21 item measure created for the present research. Items were selected from an initial pool of items based on appropriateness for 3rd grade students and a reliability analysis conducted on pilot data. The measure yields separate scores for students' use of adaptive and maladaptive behaviors/attitudes to build self-esteem, respectively.

- Citation:
New measure, items developed by DuBois.
- Instructions as printed on the student survey:
 - For this next set of questions, think about HOW MUCH OF THE TIME each of

the following things are TRUE FOR YOU.

- HOW MUCH OF THE TIME is this true for YOU?
- Item Stem: None
- Response Choices: None of the time = 1, Some of the Time = 2, Most of the Time = 3, All of the Time = 4.
- Items:
 1. I have a hard time seeing good things about myself.
 2. I am good at figuring out what I need to do to improve myself.
 3. I think I am more talented than other kids I know.
 4. If something goes wrong in my life, I think it is my fault.
 5. I work hard to develop my talents (things that I am good at).
 6. I hang around with kids who get in trouble.
 7. I avoid asking for help even when I need it to do something well.
 8. I treat others the way I like to be treated.
 9. If someone tries to make me feel bad about myself, I do something to get even with them.
 10. I can only be happy with myself when I do something perfectly.
 11. I keep trying at something even if I fail at it the first time.
 12. I put others down so I can feel better about myself.
 13. I have trouble doing well at the things most important to me.
 14. I care about improving myself as a person.
 15. When I have a hard time doing something, I just stop caring about it.
 16. I feel like the things I do well are not important.
 17. I care about being respectful toward my teachers.
 18. I only care about doing things for myself.
 19. I hide it from others when I do something well.
 20. I work hard to achieve my goals.
 21. I brag about how well I can do things.
- Revisions: None
- Scoring
 - Two factor scoring protocol
 - Positive: Mean of items 2, 5, 8, 11, 14, 17, 20
 - Negative: Mean of items 1, 3, 4, 6, 7, 9, 10, 11, 12, 13, 15, 16, 19, 21
 - Three factor scoring protocol
 - Positive: Mean of items 2, 5, 8, 11, 14, 17, 20
 - Maladaptive – self evaluation lowering: 1, 4, 7, 10, 13, 16, 19
 - Maladaptive – self evaluation raising: 3, 6, 9, 12, 15, 18, 21
- Assigned to Domain: Construct Logic/Theoretic Model – STUD: ISE/SE

- Reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Positive	.74	.78	.76	.79	.77	.81
Negative	.78	.79	.81	.81	.81	.53

[Top](#)

H. Self esteem motivation and self-esteem control.

- Citation:

New measure, items developed by DuBois.

- Instructions as printed on the student survey:
 - For this next set of questions, think about HOW MUCH OF THE TIME each of the following things are TRUE FOR YOU.
 - HOW MUCH OF THE TIME is this true for YOU?
- Item Stem: None
- Response Choices: None of the time = 1, Some of the Time = 2, Most of the Time = 3, All of the Time = 4.
- Items:
 1. I work hard to feel good about myself as a person.
 2. One of my most important goals is to feel good about myself as a person.
 3. I try to do things that help me feel good about myself as a person.
 4. I can do things to change how I feel about myself as a person.
 5. How I feel about myself as a person is something I can control.
 6. I am not able to control how I feel about myself as a person.
- Revisions: None
- Scoring:
 - Note: SPSS syntax scoring has variable names that are in a different numeric sequence than listed here.
 - Protocol
 - Self-Esteem Motivation – Mean of items 1, 2, 3
 - Self-esteem Control – mean of items 4, 5, 6
- Assigned to Domain: Construct Logic/Theoretic Model – STUD: ISE/SE
- Reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Self-Esteem Motivation	.73	.79	.80	.81	.82	.75
Self-Esteem Control	.57	.55	.49	.58	.51	.46

[Top](#)

I. Positive Action Scale Items.

Items were taken from the Positive Action Evaluation scales. These scales represent theoretical constructs from the Positive Action Program.

- Citation:
Positive Action, Inc. Retrieved May 9, 2007 from
<http://www.positiveaction.net/support/index.asp?ID1=2&ID2=215>
- Instructions as printed on the student survey:
 - For this next set of questions, think about HOW MUCH OF THE TIME each of the following things are TRUE FOR YOU.
 - HOW MUCH OF THE TIME is this true for YOU?
- Item Stem: None
- Response Choices: None of the time = 1, Some of the Time = 2, Most of the Time = 3, All of the Time = 4.
- Items:
 1. I feel good about my future.
 2. I feel scared about my future.
 3. I feel good about who I am.
 4. I feel successful in life.
 5. I feel happy about my life.
 6. I feel good about what I'm doing.
 7. I feel good when I do good things.
 8. I feel bad when I do bad things.
- Revisions: None
- Scoring:
 - Note: items 2 and 8 are included in the student survey, they are included in the SPSS local-site database, but the SPSS syntax does not include those items in its scoring protocol
 - Protocol: Positive Action Scale Items: mean of items - 1, 3, 4, 5, 6, 8
- Assigned to Domain: Construct Logic/Theoretic Model – STUD: ICHAR
- Reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Positive Action Scale	.83	.81	.85	.86	.76	.80

[Top](#)

J. School/Teacher/Friends/Parents Attachment

A measure to assess students' sense of attachment toward and relationships with school, teachers, friends, and parents was developed for the present research. This measure draws items from two existing measures - Cook, Greenberg, and Kusche (1995), Goodenow (1993), and Murray and Greenberg (2001). The measure consists of 16 items that were adapted and selected based on appropriateness for 3rd grade students and a reliability analysis conducted on pilot data. The item stem was "Do you agree with the following statements?" The four point response scale (NO!, no, yes, YES!) is consistent with other measures used in the research. The measure yields separate scores for parents, teachers, friends, and school.

o Citation:

Cook, E. T., Greenberg, M. T., & Kusche, C. A. (1995, March). People In My Life: Attachment relationships in middle childhood. Paper presented at the Society for Research in Child Development, Indianapolis, IN.

Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools, 30*, 79-90.

Murray, C., & Greenberg, M. T. (2000). Children's relationships with teachers and bonds with school: An investigation of patterns and correlates in middle childhood. *Journal of School Psychology, 38*, 423-445.

o Instructions as printed on the student survey:

- o This first set of questions asks you about your teachers and school, your friends, and your parents.
- o DO YOU AGREE with the following statements?

o Item Stem: None

o Response Choices: 1 = NO!, 2 = no, 3 = yes, 4 = YES!.

o Items:

- 1^b. I feel like I belong to this school.
- 2^b. I like my teachers.
- 3^a. I like all of my friends.
- 4^a. I like my parents.
- 5^b. I care about my school.
- 6^b. I get along with my teachers.
- 7^a. I get along with all of my friends.
- 8^a. I get along with my parents.
- 9^b. I wish I were in a different school.
- 10^b. Most of my teachers treat me fairly.
- 11^a. Most of my friends treat me fairly.

- 12^a. My parents treat me fairly.
- 13^b. I'm proud I go to this school.
- 14^b. My teachers are nice to me.
- 15^a. My friends are nice to me.
- 16^a. My parents are nice to me.

- Revisions:
 - Response choices: original item response choices from Murray and Greenberg (2000) were on a 4-point scale ranging from “almost never or never true” to “almost always or always true.”
 - The school and teacher items (1, 2, 5, 6, 9, 10, 13, 14) are adapted from Murray and Greenberg (2000).
 - The parent and friend items were adapted by substituting “parent” and “friend” for “school” and “teacher”
- Scoring:
 - Item # 9 is reversed scored.
 - Scoring protocol:
 - School: mean of items 1, 5, 9R, 13
 - Parents: mean of items 4, 8, 12, 16
 - Teachers: mean of items: 2, 6, 10, 14
 - Friends: mean of items 3, 7, 11, 15
- Assigned to Domain: Construct Logic/Theoretic Model – STUD: IANB
- Reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
School	.74	.81	.84	.89	.82	.80
Parents	.54	.73	.73	.78	.75	.76
Teachers	.68	.79	.84	.86	.86	.78
Friends	.72	.78	.79	.81	.83	.76

[Top](#)

K. Rewards for Prosocial Behavior

The Rewards for Pro-social Behavior scale assesses students’ perceptions of the extent to which their parents and teachers reinforce their pro-social behaviors with others (Arthur et al., 2000). For the present research, this measure was used as the basis for development of a 6-item scale. Items were adapted and selected based on appropriateness for 3rd grade students and a reliability analysis conducted on pilot data. The item stem was “When I am nice to others...” The choices for the four point response scale (None of the time, Some of the time, Most of the time, All of the time) were adapted to be consistent with other measures used in the research. The measure yields separate scores for parents and teachers.

- Citation:
Arthur, M. W., Hawkins, J. D., Pollard, J. A., Catalano, R. F., & Baglioni, A.J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: The Communities That Care Youth Survey. *Evaluation Review*, 26, 575-601.
- Instructions as printed on the student survey:
 - The next questions ask about HOW MUCH OF THE TIME your Parents and Teachers notice when you are nice to others.
- Item Stem: When I am nice to others, ...
- Response Choices: None of the time = 1, Some of the Time = 2, Most of the Time = 3, All of the Time = 4.
- Items:
 - 1^b...my parents notice.
 - 2^b...my parents tell me I'm doing a good job.
 - 3^a...my parents tell me they are proud of me.
 - 4^b...my teacher notices.
 - 5^b...my teacher tells me I'm doing a good job.
 - 6^a...my teacher tells me they are proud of me.
- Revisions:
 - Items Modified: Items 1,2,4,5, are modified. Original item was "My parents notice when I am doing a good job and let me know about it. " Item was split into two items for each of the parent and teacher domains.
- Scoring:
 - Parents rewards: mean of items 1, 2, 3
 - Teachers rewards: mean of items 4, 5, 6
- Assigned to Domain: Construct Logic/Theoretic Model – CLIM: IREL
- Reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Rewards for Prosocial Behavior - Parents Rewards	.72	.76	.77	.82	.84	.68
Rewards for Prosocial Behavior - Teacher Rewards	.80	.83	.84	.87	.89	.67

[Top](#)

L. Student's Life Satisfaction Scale

The Student's Life Satisfaction Scale assesses students' perceived quality of life (Huebner, 1991). The measure was previously validated with 3rd through 8th grade students. The present research used an adapted short-form of the original measure. This measure includes 3 items from the original measure that were selected based on a reliability analysis conducted on pilot data. The item stem was "Do you agree with the following statements about you?" The measure yields a single total score.

- Citation:

Huebner, E. S. (1991a). Further validation of the Students' Life Satisfaction Scale: The independence of satisfaction and affect ratings. *Journal of Psychoeducational Assessment*, 4, 363-368.

Huebner, E. S. (1991b). Initial development of the Student's Life Satisfaction Scale, *School Psychology International*, 12, 231-240.

- Instructions as printed on the student survey:

- This next section asks about YOU and how you feel about yourself. Please answer with your honest opinion. There are no right or wrong answers.
- DO YOU AGREE with the following statements about YOU?

- Item Stem: None

- Response Choices: 1 = NO!, 2 = no, 3 = yes, 4 = YES!.

- Items:

1. My life is just right.
2. I have a good life.
3. I have what I want in life.

- Revisions:

- The original four-point response scale (Never, Sometimes, Often, Almost Always) also was adapted to a four point scale (NO!, no, yes, YES!) to be consistent with other measures used in the research.
- Items Dropped because item alpha values were below .30.
 - I like the way things are going for me
 - My life is going well
 - I would like to change many things in my life
 - I wish I had a different kind of life
 - I feel good about what's happening to me
 - My life is better than most kids
- Note: these items in the survey are mixed with the final items of the self-esteem questionnaire items.

- Scoring:
 - Scoring Protocol - mean of items 1, 2, 3
- Assigned to Domain: Construct Logic/Theoretic Model – IMP: REP
- Reliability
 - Reported Alpha - Huebner (1991a; 1991b)
 - 254 3rd – 8th grade students
 - 9 item scale, alpha = .86, 10 item, alpha = .84 (both alphas reported in Huebner)
 - Test retest: 202 3rd – 8th students, test-retest = .74
 - Local site:

Scale	W1	W2	W3	W4	W5	Test-Retest
Life Satisfaction	.70	.78	.76	.79	.80	.85

[Top](#)

M. Positive and Negative Affect Scale for Children

The Positive and Negative Affect Scale for Children assess children’s levels of positive and negative affect during the previous two weeks (Laurent et al., 1999). The measure was validated using 4th – 8th grade students. The present research used a briefer, 12-item version of the full 27 item scale and adapted the original 5 point response set for consistency with other measures in the protocol to a 4 point scale (None of the time, Some of the time, Most of the time, All of the time). The item stem was “How much of the time have you been feeling this way over the past 2 weeks?” Items were selected based on content appropriateness for 3rd grade students and a reliability analysis conducted on pilot data. We also modified the original item stem that asked students to indicate how often they have felt the listed emotions during the "past few weeks" to refer to the "past 2 weeks." The measure yields separate scores for positive and negative affect.

- Citation:

Laurent, J., Catanzaro, S. J., Joiner, T. E., Rudolph, K.D., Potter, K.I., Lambert, S., Osborne, L., Gathright, T. (1999). A measure of positive and negative affect for children: Scale development and preliminary validation. *Psychological Assessment*, 11, 326-338.
- Instructions as printed on the student survey
 - The next questions are about different FEELINGS that YOU may have experienced recently. Remember - there are no right or wrong answers.
 - HOW MUCH OF THE TIME have you been feeling this way over the past 2 weeks?
- Item Stem: None
- Response Choices: None of the time = 1, Some of the Time = 2, Most of the Time = 3, All of the Time = 4.

- Items:
 1. Sad
 2. Excited
 3. Ashamed
 4. Happy
 5. Nervous
 6. Strong
 7. Guilty
 8. Cheerful
 9. Afraid
 10. Proud
 - 11^a. Slighted (Dissed)
 12. Joyful

- Revisions:
 - Response choices: The original item stem asked students to indicate how often they have the listed feelings during the "past 2 weeks" on a 5-point Likert scale (1 = very slightly or not at all, 5 = extremely).
 - Items dropped because item-total alpha correlations were below .30.
 - Frightened
 - Upset
 - Alert
 - Energetic
 - Interested
 - Active
 - Blue
 - Calm
 - Daring
 - Disgusted
 - Fearless
 - Gloomy
 - Jittery
 - Lively
 - Lonely
 - Mad
 - Miserable
 - Cared

- Scoring:
 - Positive affect: mean of items 2, 4, 6, 8, 10, 12
 - Negative affect: mean of items 1, 3, 5, 7, 9, 11

- Assigned to Domain: Construct Logic/Theoretic Model – IMP: REP
- Reliability:
 - Reported alpha, Laurent et al. 1999.
 - Sample size 349 4th – 8th students,
 - Positive affect (15 items), alpha = .89
 - Negative affect (15 items), alpha = .94
 - Local Site

Scale	W1	W2	W3	W4	W5	Test-Retest
Positive affect	.68	.75	.79	.79	.81	.80
Negative affect	.74	.79	.75	.74	.76	.70

[Top](#)

N. Very Important Adults

The Very Important Adults Questionnaire (DuBois, Neville, Parra, & Pugh-Lilly, 2002) assesses if students can cite adults who are mentors to them (More to add).

- Citation:
DuBois, D. L., Neville, H. A., Parra, G. R., & Pugh-Lilly, A. O. (2002). Testing a new model of mentoring. In G. G. Noam (Ed.-in-chief) & J. E. Rhodes (Ed.), *A critical view of youth mentoring- New Directions for Youth Development: Theory, Research, and Practice* (pp. 21-57). San Francisco: Jossey-Bass.
- Instructions as printed on the student survey: This part of the survey is about Very Important Adults (VIAs).
- Item stem: Very Important Adults are adults (persons 18 years-old or older) who:
 - you count on and are there for you
 - believe in you and care deeply about you
 - make you want to do your best
 - make a difference in what you do and the choices you make
- Item Response Choices: Yes, No
- Items:
 1. Do you have a parent or other person who has helped raised you and who is a Very Important Adult?
 2. Besides your parents or the person(s) who raised you, do you happen to have any other Very Important Adults in your life right now?
- Additional Instructions as printed on the student survey:
If you answered NO, you should go to Section G, “People in My Life”, ON THE NEXT PAGE and answer all of the questions there.

If you answered YES, please tell us below who the Very Important Adults (VIAs) are in your life. Just write each VIA's relationship to you. For example: basketball coach, teacher, neighbor, aunt, or friend of the family. If there are more than 4 VIAs in your life, just choose the 4 who are most important to you at this time. Please answer the questions provided for each VIA you list. Only write down persons who are VERY IMPORTANT Adults in your life—just leave the other lines blank. Never write more than 1 person on a line.

- Item question:
 1. When did this person become a Very Important Adult in your life? (check only 1)
Response choices: Before 1st grade, 1st grade, 2nd grade, 3rd grade, Last summer, This school year
 2. Is this person someone you see at school?
Response choices: Yes, No
- Revisions:
 - Items Added: none
 - Items Dropped: none
 - Items Modified:
 - Language simplified for younger children
 - have youth indicate whether each mentor (VIA) was seen at school
 - when they had first met each mentor
- Scoring:
 - Scoring procedures are in development.
- Assigned to Domain: Construct Logic/Theoretic Model – CLIM: IREL
- Reliability
 - Needs to be calculated

O. People in my life

The People in my Life Questionnaire (DuBois, Neville, Parra, & Pugh-Lilly, 2002) assesses if students feel they can cite adults who are mentors to them. (More to add).

- Citation:

DuBois, D. L., Neville, H. A., Parra, G. R., & Pugh-Lilly, A. O. (2002). Testing a new model of mentoring. In G. G. Noam (Ed.-in-chief) & J. E. Rhodes (Ed.), *A critical view of youth mentoring-New Directions for Youth Development: Theory, Research, and Practice* (pp. 21-57). San Francisco: Jossey-Bass.
- Instructions as printed on the student survey: HOW MUCH OF THE TIME do the following things happen to you?
- Item Stem: None
- Response Choices: None of the time = 1, Some of the time = 2, Most of the time = 3, All of the time = 4.

- Items
 1. You do something fun with your friends.
 2. You do something fun with your family.
 3. You do something fun with teachers or other adults at school.
 4. You get help from friends about solving a problem.
 5. You get help from your family about solving a problem.
 6. You get help from teachers or other adults at school about solving a problem.
 7. You talk to your friends about something that is bothering you.
 8. You talk to a member of your family about something that is bothering you.
 9. You talk to teachers or other adults at school about something that is bothering you.
 10. Your friends do something to help you feel good about yourself.
 11. Your family does something to help you feel good about yourself.
 12. Teachers or other adults at school do something to help you feel good about yourself.
 13. Your friends do something to help you show positive behavior.
 14. Your family does something to help you show positive behavior.
 15. Teachers or other adults at school do something to help you show positive behavior.
- Revisions: to be added
- Scoring: to be developed
- Assigned to Domain: Construct Logic/Theoretic Model – CLIM: IREL
- Reliability: to be calculated

[Top](#)

P. Student Perception of Neighborhood Context

The Student Perception of Neighborhood Context was originally called the Neighborhood Youth Inventory which assessed how youth experience their neighborhoods (Chipuer et al., 1999). Items ask about whether or not specific activities take place in the youth's neighborhood and the youth's sense of neighborhood safety. Based on a consideration of item content appropriateness for 3rd grade students and a reliability analysis conducted on pilot data, a subset of 9 items from the measure was selected for use in the present research. The item stem was "How much of the time do these things happen in your neighborhood?" The original response scale was revised from a five-point scale to a four point scale (None of the time, Some of the time, Most of the time, All of the time) to be consistent with other measures used in the research. The original measure yields four subscale scores: support, safety, activity, friendships. However, given the reduced number of items for the present research, only a single total score is computed. This score indicates the overall level of reported positive experiences in the student's neighborhood.

- Citation:
Chipuer, H., Pretty, G. H., Delorey, E., Miller, M., Powers, T., Rumstein, O., Barnes, A., Cordasic, N., Laurent, K. (1999). The Neighborhood Youth Inventory: Development and validation. *Journal of Community & Applied Social Psychology*, 9, 355-368.
- Instructions as printed on the student survey:
 - The next set of questions asks about your experiences in your neighborhood. By neighborhood, we want you to think of the streets and places around your home where you see people you know and do everyday things like visit and play with your friends.
 - HOW MUCH OF THE TIME do these things happen in your neighborhood?
- Item Stem: None
- Response Choices: None of the time = 1, Some of the time = 2, Most of the time = 3, All of the time = 4.
- Items:
 1. People in my neighborhood work together to get things done.
 2. There are bad kids in my neighborhood.
 3. There are things for kids my age to do in my neighborhoods.
 4. People are there for each other in my neighborhood.
 5. There are gangs in my neighborhood.
 6. People support each other in my neighborhood.
 7. There are drug dealers in my neighborhood.
 8. I like being with other kids in my neighborhood.
 9. When I want, I can find someone to talk to in my neighborhood.
- Revisions:
 - Items 10-22 were dropped because the item alpha values were below .30.
 - People are willing to help each other in my neighborhood.
 - We look out for each other in my neighborhood.
 - If I needed help I could go to anyone in my neighborhood.
 - People in my neighborhood pitch in to help each other.
 - I feel okay asking for help form my neighbors.
 - The neighbors are suspicious of kids who live there.
 - There are fights in my neighborhood.
 - People in my neighborhood can be really mean.
 - There is a place for kids my age to hang out in my neighborhood.
 - There is not much to do in my neighborhood.
 - In my neighborhood there are things to get involved in.
 - None of my friends live in my neighborhood.
 - My friends live close to my neighborhood.
- Scoring:

- Items 2, 5, 8, are reversed scored.
- Item 6 was not included in the scoring.
- Neighborhood: mean of items 1, 2R, 3, 4, 5R, 7, 8R, 9.
- Assigned to Domain: Construct Logic/Theoretic Model – CLIM: IREL
- Reliability:
 - Reported - Chipuer et al., 1999
 - 934 students, 7th, 9th, 11th Australian urban and rural areas
 - Neighborhood support subscale = .92 - .94, support subscale, .75 - .81, activity subscale, .64-.77.
 - Local Site

Scale	W1	W2	W3	W4	W5	Test-Retest
Neighborhood	.69	.76	.73	.76	.78	.86

[Top](#)

Q. Peer Group Affiliation

The Peer Group Affiliation scale asks students if they affiliate with other students who engage in either negative or positive behaviors (Elliott et al., 1996). For the present research, this measure was used as the basis for development of a 7-item measure. The original items were adapted based on appropriateness for 3rd grade students and new items were created to address additional behaviors of students’ friends. Items were selected based on a reliability analysis conducted on pilot data. The original response choices were unknown. The item stem was “How many of your friends do these things?” A four point scale (None of my friends, Some of my friends, Most of my friends, All of my friends) was used to be consistent with other measures used in the research. The measure yields two scores, indicating the extent to which students report having friends that engage in positive or negative behaviors, respectively.

- Citation:
Elliott, D. S., Wilson, W. J. Huizinga, D., Sampson, R. J., Elliott, A., & Rankin, B. (1996). The effects of neighborhood disadvantage on adolescent development. *Journal of Research in Crime and Delinquency*, 33, 389-426.
- Instructions as printed on the student survey: None
- Item Stem: HOW MANY OF YOUR FRIENDS do these things?
- Response Choices: 1 = NONE of my friends, 2 = SOME of my friends, 3 = MOST of my friends, ALL of my friends.
- Items:
 1. Bully other kids?
 2. Are interested in school?
 3. Go to school regularly?

4. Get into fights at school?
 5. Do bad things?
 6. Make fun of other kids?
 7. Are nice to other kids?
- Revisions:
 - In the SPSS data sets and syntax files, the variables are numbered from 2-8. There is no documentation explaining why the item numbering is in this format.
 - The following items were dropped: Prior to the study, based on reliability analyses conducted with pilot data, we item 8 was dropped because the item alpha value was below .30.
 - Get good grades in school?
 - Scoring:
 - Good friends: mean of items 2, 3, 7
 - Bad friends: mean of items 1, 4, 5, 6
 - Assigned to Domain: Construct Logic/Theoretic Model – STUD: IANB
 - Reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Good Friends	.60	.60	.58	.68	.64	.50
Bad Friends	.84	.85	.86	.85	.83	.60

[Top](#)

R. Health Behaviors

A 10 item scale was developed for the present research to assess how often students report engaging in different healthy and unhealthy behaviors in the areas of diet, exercise, rest and hygiene. The measure includes items selected from the evaluation measures for the Positive Action program. Final items were selected based on appropriateness for 3rd grade students and a reliability analysis conducted on pilot data. The measure yields a single total score indicating students' reports of engaging in healthy behaviors and refraining from unhealthy behaviors and two separate subscales, hygiene and food and exercise.

- Citation:
Positive Action, Inc. Retrieved May 9, 2007 from
<http://www.positiveaction.net/support/index.asp?ID1=2&ID2=215>
- Instructions as printed on the student survey: How much of the time do you do the following things?
- Item stem: None
- Response choices: 1 = None of the time, 2 = Some of the time, 3 = Most of the time, 4 = All of the time = 4

- Items:
 1. I eat fresh fruits and vegetables.
 2. I eat junk food (chips, candy).
 3. I eat fast food.
 4. I drink soda pop.
 5. I exercise hard enough to make me sweat and breathe hard.
 6. I go to bed by 9:00 pm on school nights.
 7. I wash my hands after using the toilet.
 8. I brush my teeth at least twice a day.
 9. I cover my nose and mouth when I sneeze and cough.
 10. I drink or eat dairy products (milk, cheese, yogurt).
- Revisions:
 - Items 11-13 were dropped due to poor item-total alpha correlations
 - I keep myself clean.
 - I do physical activities
 - I play sports or do other physical activities after school.
- Scoring:
 - Reversed scored items 2, 3, 4
 - Item 6 is not used in scoring, protocol should be revised to include the item in scoring procedure
 - Hygiene: mean of items 7, 8, 9
 - Food and exercise: mean of items 1, 2R, 3R, 4R, 5, 10,
- Assigned to Domain: Construct Logic/Theoretic Model – IMP: IHB
- Reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Health Behaviors	.56	.54	.51	.58	.58	.85
Hygiene	.58	.56	.56	.58	.53	.76
Food and Exercise	.43	.46	.42	.53	.57	.79

[Top](#)

5. Character and Social Development scales

A 37-item measure of student character was developed for the present research. The items contributing to the measure were selected and adapted from several sources, including a) evaluation measures for the Positive Action program and b) the Matson Evaluation of Social Skills for Individuals with Severe Retardation (MESSISR) (Matson, 1995). The final 28 items were selected based on appropriateness for 3rd grade students, a reliability analysis conducted on pilot data, and exploratory and confirmatory factor analyses conducted on data from the first two waves of study data. The measure yields two, overlapping sets of scores. One set yields

scale scores that correspond to different areas of the theoretical model for the Positive Action (PA) program; the other set yields measures that correspond to personal and ecologically-oriented domains (P-E)

- Citation:

Matson, J.L. (1995). The Matson evaluation of social skills for individuals with severe retardation. Baton Rouge, LA: Disability Consultants, LLC.

Positive Action, Inc. Retrieved May 9, 2007 from

<http://www.positiveaction.net/support/index.asp?ID1=2&ID2=215>

- Instructions as printed on the student survey: How much of the time do you do the following things?
- Item stem: none
- Response choices: None of the time = 1, Some of the time = 2, Most of the time = 3, All of the time = 4
- Items:
 1. I play nicely with others. (Matson)
 2. I do things that are good for the group. (Matson)
 3. I treat my friends the way I like to be treated. (Matson)
 4. I am nice to kids who are different from me. (Matson)
 5. I try to cheer up other kids if they are feeling sad. (Matson)
 6. I am a good friend to others. (PA)
 7. I apologize when I have done something wrong. (Matson)
 8. I tell the truth when I have done something wrong. (Matson)
 9. I tell others the truth. (PA)
 10. I keep promises I make to others. (PA)
 11. I admit my mistakes. (Matson and pa)
 12. I make myself a better person. (PA)
 13. I keep trying at something until I succeed. (PA)
 14. I set goals for myself (make plans for the future). (PA)
 15. I try to be my best. (PA)
 16. I obey my teacher. (Matson)
 17. I obey my parents. (Matson)
 18. I follow the rules at home. (Matson)
 19. I follow school rules. (Matson)
 20. I speak politely to my teacher. (Matson)
 21. I speak politely to my parents. (Matson)
 22. I follow the teacher's directions. (Matson)
 23. I listen (without interrupting) to my parents. (Matson)
 24. I listen (without interrupting) to my teacher. (Matson)
 25. I wait my turn in line patiently. (Matson)

- 26. I keep my temper when I have an argument with other kids. (Matson)
- 27. I follow the rules even when nobody is watching. (Matson)
- 28. I ignore other children when they tease me or call me bad names. (Matson)

- Revisions:
 - Items with (PA) indicated that the items were from measures on the PA website.
 - Items with (Matson) are from the Matson scale
 - There were initially 37 items. Not all the items were used in scoring. The 37 items were originally in an 8 factor structure. Items were restructured into a 6 factor structure. Further revisions may be done.
 - Note that SPSS variable names are not reflective of the current labeling system of the CASD subscales. Variable names have not yet been updated as of July 24, 2007 because the variables names needed to remain constant for trend analysis program purposes. Variable names and labels need to be updated during a time when updating variable names would not disrupt current statistical analysis programming needs.

Current SPSS variable name	Updated variable label
meanBW_3C	PA and PE: Self-Control
meanBW_4C	PA: Respect
meanBW_decision	PA and PE: Honesty
meanBW_honesty	PA and PE: Self-Development
meanBW_peer	PA and PE: Peer
meanBWB_3R	PA: Rules
meanBWGF	PA: Global
meanDW_Control	same as meanBW_3C
meanDW_honesty	same as meanBW_decision
MeanDW_Peer	same as meanBW_peer
MeanDW_Parent	PE: Home
meanDWB_Teacher	PE: School
meanDWGF	PE: Global

- Scoring:
 - Prosocial Behavior (Peers) – mean of items 1, 2, 3, 4, 5, 6
 - Honesty – mean of items 7, 8, 9, 10, 11
 - Self-Development – mean of items 12,13, 14, 15,
 - Self-Control – mean of items 25, 26, 27, 28
 - Additional factors:
 - Positive Action Theoretical Model Factors
 - Rules – mean of items 16, 17, 18, 19
 - Respect – mean of items 20, 21, 22, 23, 24
 - Personal and Ecologically-Oriented Domains (P-E) Factors
 - School – mean of items 16, 19, 20, 22, 24

- Home – mean of items 17, 18, 21, 23
- Assigned to Domain: Construct Logic/Theoretic Model – STUD: ICHAR
- Reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Full Scale – Brian	.88	.91	.91	.93	.90	.79
Full Scale – David	.88	.90	.90	.91	.90	.79
Social Bonding (Peer)	.77	.81	.82	.82	.81	.76
Self-Development	.70	.79	.80	.80	.78	.62
Honesty	.63	.73	.76	.78	.81	.75
Self-control	.62	.66	.66	.73	.75	.63
PA Theoretical Model – Rules	.68	.67	.68	.72	.76	.75
PA Theoretical Model – Respect	.60	.73	.73	.79	.78	.74
P-E Model – School	.69	.83	.83	.86	.88	.78
P-E Model – Home	.59	.69	.72	.75	.81	.72

[Top](#)

T. BASC Depression and Anxiety scales

The BASC Depression and Anxiety scale (Reynolds & Kamphaus, 2002) is a 12-item measure of student depression (6-items) and anxiety (6-items). The present research uses 12 items that were selected from a 26-item scale and item selection was based on an exploratory factor analysis procedure using data collected from another SACD site - NYU. The NYU sample consisted of 904 4th grade students that were surveyed in the Spring of 06. The original response choices were retained. Final items were selected if a) they were one of the top four factor loadings that were greater than .6, b) if item had an item-total alpha value of .40 and above, and c) if the item was considered to have content validity (e.g. I feel depressed, I often worry about something bad happening to me). Based on NYU data, full scale correlations between the depression and anxiety scale was .45, and the correlation between the depression and anxiety scales using the items that we selected for our site was .41. The measures yields separate scores for students' level of depression and anxiety. An additional item was added that asks students if they would like to talk to a counselor about their responses to some of the scale items.

- Citation:
Reynolds, C., & Kamphaus, R. (2002). *The clinician's guide to the Behavior Assessment System for Children (BASC)*. New York, NY: Guilford Press.
- Instructions as printed on the student survey:
 - The next sentences are about how some boys and girls think or feel. We would like you to mark which sentence are TRUE OR FALSE ABOUT YOU since the

beginning of the year in January. Read each sentence carefully. If you don't agree with the sentence, circle 1 for "False." If you do agree with the sentence, circle 2 for "True."

- (at the end of the set of items): The questions you just answered asked about different feelings you may be having recently such as sadness or worries. Sometimes these kinds of feelings can be upsetting and hard to handle on your own. If you would like us to tell your counselor or social worker at school that you want help handling difficult or upsetting feelings, please check this box:
- Item stem: none
- Response choices: 1 = False. 2 = True

- Items:
 1. Nothing ever goes right for me.
 2. I often worry about something bad happening to me.
 3. Nothing is fun anymore.
 4. Little things bother me.
 5. Nothing about me is right.
 6. I worry but I don't know why.
 7. I worry when I go to bed at night.
 8. I feel depressed.
 9. No one understands me.
 10. I worry about what is going to happen.
 11. I get nervous when things do not go the right way
 12. I feel like my life is getting worse and worse.

- Revisions:
 - Items 1-12 were retained because they had the highest factor loadings. Additional items were retained for content validity.
 - Instructions at the end of the item set were included to ensure that participants could notify survey personnel if they wanted to discuss their responses to the items.
 - Excluded items:
 - I worry about little things
 - I used to be happier
 - I am bothered by thoughts about death
 - Nothing goes my way
 - I am afraid I might do something bad
 - I have too many problems
 - I get nervous
 - Nobody ever listens to me
 - I am bothered by not getting enough sleep
 - I am afraid of a lot of things
 - I don't seem to do anything right

- I just don't care anymore
 - I get so nervous I can't breathe
 - I feel sad
- Scoring:
 - Depression – mean of items 1, 3, 5, 8, 9, 12
 - Anxiety – mean of items 2, 4, 6, 7, 10, 11
- Assigned to Domain: Construct Logic/Theoretic Model – IMP: REP
- Reliability:
 - Alpha results are based on another site sample (NYU)
 - Depression = .72, Anxiety = .73

Scale	W1	W2	W3	W4	W5	Test-Retest
Depression	Na	Na	Na	na	.79	.76
Anxiety	Na	Na	Na	na	.77	.60

[Top](#)

U. The Revised Children's Manifest Anxiety Scale (RCMAS) – Lie Scale

The RCMAS is a 37-item self-report inventory used to measure anxiety in children, for clinical purposes (diagnosis and treatment evaluation), educational settings, and for research purposes. Only the 9 Lie items are used as a measure for social desirability with two subscales, a positive and a negative lie scale. The Lie scale was administered during the 2nd administration of the test-retest survey at wave 5 only.

- Citation:

Gerard, A. B., & Reynolds, C. R. (1999) Characteristics and applications of the Revised Children's Manifest Anxiety Scale. In M. E. Maruish (Ed.), *The use of psychological testing for treatment and planning and outcomes assessment* (2nd ed., pp. 323-340). Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved June 22, 2007, from <http://www.swin.edu.au/victims/resources/assessment/affect/rcmas.html>

Reynolds, C. R. & Paget, K. D. (1981). Factor analysis of the Revised Children's Manifest Anxiety Scale for blacks, whites, males, and females with a national normative sample. *Journal of Consulting & Clinical Psychology*, 49, 352-359.
- Instructions as printed on the student survey:
 - Read each question carefully. Circle "1" if you think the statement is not true for you, and circle "2" if you think the statement is true about you. Please be honest.
- Item stem: none
- Response choices: 1 = No. 2 = yes
- Items:
 1. I like everyone I know.

2. I am always kind.
 3. I always have good manners.
 4. I am always good.
 5. I am always nice to everyone.
 6. I tell the truth every single time.
 7. I never get angry.
 8. I never say things that I shouldn't.
 9. I never lie.
- Revisions: none
 - Scoring:
 - Full Lie scale: mean of items 1-9
 - Lie 1, positive – mean of items 1-6.
 - Lie 2, negative – mean of items 7-9
 - Assigned to Domain: Construct Logic/Theoretic Model – NA
 - Reliability:

Scale	W1	W2	W3	W4	W5	Test-Retest
Full Scale	Na	Na	Na	na	.83	Na
Lie 1, positive	Na	Na	Na	na	.85	Na
Lie 2, negative	Na	Na	Na	na	.68	Na

[Top](#)

V. The Risk Behavior Survey (RBS)

The RBS is an 11-item scale that assess children's inventory used to measure the frequency of students use of substance use such as alcohol, cigarettes, marijuana, and other illicit drugs and of violent behaviors. The scale was only administered at wave 5. Impact analyses used the multi-site Child Report: Problem Behavior at wave 1 as a covariate. Scores on the RBS were calculated by counting the number of times a student reported endorsing each of the substance use or violence item and by using a frequency approach and a categorical variable that indicated whether or not a student endorsed none or any of the substance abuse or violence items.

- Citation:
Centers for Disease Control and Prevention (2004). Methodology of the Youth Risk Behavior Surveillance System. RR-12. Available at:
<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>. Accessed July 8, 2007.
- Instructions as printed on the student survey:

The next set of questions asks if you have ever done some things. If you have never done them, you can circle 1 for “No”. Please be honest. This information will be kept strictly confidential.

- Item stem: none
- Response choices: 1 = No; 2 = yes, once; 3 = yes, 2-5 times; 4 = yes, more than 5 times.

- Items:
 1. Smoked a cigarette (or used some other form of tobacco)?
 2. Drank alcohol (beer, wine or liquor)?
 3. Gotten drunk on alcohol?
 4. Used Marijuana (pot, weed, grass, herb, blunt, or refer)?
 5. Used any more serious drug?
 6. Carried a knife or razor to use to hurt someone?
 7. Threatened to cut or stab someone?
 8. Cut or stabbed someone on purpose to hurt them?
 9. Been asked to join a gang?
 10. Hung out with gang members?
 11. Been a member of a gang?

- Revisions and notes: None
- Scoring:
 - Mean response to substance abuse items: mean of items 1-5
 - Mean response to violence items: mean of items 6-11
 - Frequency count of having used drugs or committed a violent act:
 - For each substance abuse item (1-5), if response = 0, then frequency count for that item is 0. If response ≥ 1 , then frequency count for that item is 1.
 - Add all the frequency counts for each item (i.e. 0 or 1).
 - Repeat procedure for the violence items.
 - Categorical variable - ever or not ever having used drugs or committed a violent act:
 - If all frequency counts for the substance abuse items equal 0, then variable equals 0, else if > 0 , then variable equals 1.
 - Repeat procedure for the violence items.
- Assigned to Domain: Construct Logic/Theoretic Model – IMP: RSU and IMP: LV
- Reliability:
 - Test-retest was performed on individual items at wave 5. “na” is listed for “used any more serious drug?” because all answers were constant (“0”) for the first administration of the test-retest.

Scale	W1	W2	W3	W4	W5	Test-Retest
Substance Use	Na	Na	Na	na	.63	.77
Violence behaviors	Na	Na	Na	na	.76	.84
Smoked a cigarette (or used some	Na	Na	Na	na	na	.83

UIC Social and Character Development Instrument Inventory 36
Last Update July 24, 2007

other form of tobacco)?						
Drank alcohol (beer wine or liquor)?	Na	Na	Na	na	na	.48
Gotten drunk on alcohol?	Na	Na	Na	na	na	.70
Used Marijuana (pot, weed, grass, herb, blunt, or refer)?	Na	Na	Na	na	na	1.0
Used any more serious drug?	Na	Na	Na	na	na	na
Carried a knife or razor to use to hurt someone?	Na	Na	Na	na	na	.58
Threatened to cut or stab someone?	Na	Na	Na	na	na	.53
Cut or stabbed someone on purpose to hurt them?	Na	Na	Na	na	na	.81
Been asked to join a gang?	Na	Na	Na	na	na	.86
Hung out with gang members?	Na	Na	Na	na	na	.70
Been a member of a gang?	Na	Na	Na	na	na	.72

[Top](#)

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[Top](#)