

Appendix I. Normative and Psychometric Properties of the Multi-Site Evaluation Instruments

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
Normative Beliefs About Aggression	Attitudes about aggression	Child	Measures children's beliefs about the acceptability of aggression (beliefs about retaliation aggression and aggression in general)	Internal consistency = .90, One year stability = .39; Relates to expression of aggression; Predicts aggression over time	Elementary school children and older; Urban African American, Hispanic, and white; Used in Resolving Conflict Creatively and MACS evaluations	Huesmann, L.R., & Guerra, N.G. (1997). Children's normative beliefs about aggression and aggressive behavior. <i>Journal of Personality and Social Psychology</i> , 72, 408-419.
Children's Self-Efficacy for Peer Interaction Scale	Self-efficacy	Child	Taps children's evaluations of their ability to perform a verbal or persuasive prosocial skills in conflict and nonconflict peer interactions	Internal consistency = .85 (.85 for conflict, .73 for nonconflict); Test-retest reliability .90 for boys and .80 for girls; Correlates with anxiety, general self-concept	Middle-class 3rd-5th graders	Wheeler, V. A., & Ladd, G. W. (1982). Assessment of children's self-efficacy for social interactions with peers. <i>Developmental Psychology</i> , 18, 795-805.
Children's Empathy Questionnaire	Empathy	Child	Taps children's empathic response to hypothetical actual and anticipated events	Internal consistency of reactive empathy = .72; anticipated empathy = .73; Negatively correlates with attitudes toward violence	African American, Hispanic, and White 4th to 6th graders in a mid-size city	Funk, J., Elliott, R., Bechtoldt, H., Pasold, T., & Tsavoussis, A. (2003). The Attitudes Toward Violence Scale: Child version. <i>Journal of Interpersonal Violence</i> , 18, 186-196.
Engagement versus Disaffection with Learning	School engagement	Child	Assesses behavioral and emotional engagement in the classroom; perceptions of effort, attention, and persistence while initiating and	Internal consistency = .75 (behavioral engagement) to .86 (emotional engagement); Correlates with a sense of belonging or relatedness to	3rd through 6th grade students in a middle-class, suburban-rural school district; African American, Latino, and white students	Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. <i>Journal of Educational Psychology</i> , 95, 148-162.

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			sustaining learning activities	teachers and classmates, academic performance, and perceived control over academic success		
Sense of School as a Community Scale; Child Version	School connectedness	Child and School Staff	Assesses the quality of social relationships among students and school personnel	Internal consistency = .91	3rd through 5th grade students in diverse school districts with diverse student populations	Roberts, W., Horn, A., & Battistich, V. (1995, April). Assessing students' and teachers' sense of the school as a caring community. Paper presentation at the meeting of the American Educational Research Association.
Feelings of Safety at School	Feelings of safety at school	Child and Teacher	Assesses children's feelings of safety at and on the way to/from school, and the degree to which these feelings affect behavior at school	No internal consistency or validity information; Scale constructed by IES/CDC staff based on several instruments	Instruments measure is based on have been used with elementary school students	IES/CDC
Aggression Scale	Children's aggressive behavior	Child	Measures children's verbal and physical aggression	Internal consistency = .87; High stability over time; Correlates with predictors of violence	Middle school students	Orpinas, P., & Frankowski, R. (2001). The Aggression Scale: A self-report measure of aggressive behavior for young adolescents. <i>Journal of Early Adolescence</i> , 21, 50-67.

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Frequency of Delinquent Behavior	Minor Delinquency	Child	Assesses how often children engage in delinquent behavior (e.g., theft, vandalism)	One year stability = .71; Correlates with peer nominated aggression	Middle school students	Loeber, R., & Dishion, T.J. (1983). Early predictors of male delinquency: A review. <i>Psychological Bulletin</i> , 94, 325-382
Victimization	Victimization in school	Child	Measures the frequency of being teased, pushed, or threatened at school	Internal consistency = .85; Correlates with the aggression scale	Middle school students	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.
BASC Aggression Subscale; Parent Report	Children's aggressive behavior	Primary Caregiver	Measures children's verbal and physical aggression	Internal consistency = .83; Test-retest reliability = .84; Correlates with CBCL and Conners' Parent Rating Scales	Ages 6-11; normative sample	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc.
BASC Conduct Problems Subscale; Parent Report	Children's conduct problems	Primary Caregiver	Measures socially deviant and disruptive behaviors that are characteristic of conduct disorder	Internal consistency = .82; Test-retest reliability = .92; Correlates with CBCL externalizing subscale; Differentiates clinical and nonclinical samples	Ages 6-11; normative sample	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc.
Community Risks	Community risk	Primary Caregiver	Measures the degree to which community risk factors are present in the child's neighborhood (e.g., presence of trash, noise, crime)	Internal consistency = .89	Urban families; African American; Urban and Rural; Greater community risks in urban areas; Correlates with psychosocial adjustment	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. <i>Behavior Therapy</i> , 13,

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Community Protective Factors	Community resources	Primary Caregiver	Assess the degree to which resources are available in the neighborhood	No internal consistency or validity information; scale constructed by IES/CDC	None	395-414. IES/CDC
Confusion, Hubbub, and Order Scale	Environmental confusion	Primary Caregiver	Assesses the degree of unwanted stimulation in the home (e.g., noise, crowding, and traffic patterns)	Internal consistency = .79; Test-retest reliability = .74; Negatively correlates with SES and parent education level; Correlates with young children's social and cognitive development	Used with African American and white families	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. <i>Journal of Applied Developmental Psychology</i> , 16, 429-444.
Alabama Parenting Questionnaire	Positive parenting and supervision/monitoring	Primary Caregiver	Assesses the degree to which a parent supports the child and rewards him/her with praise; Indicates the degree of monitoring and supervision of the child	Internal consistency = .75 (Monitoring) to .85 (Positive parenting)	Used with clinical and nonclinical samples; Ethnically diverse; Varying SES levels; Single and dual parent households	Shelton, K.K., Frick, P.J., & Wootton, J. (1996). Assessment of parenting practices in families of elementary school-age children. <i>Journal of Clinical Child Psychology</i> , 25, 317-329.

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Altruistic Behavior	Child's prosocial behavior	Primary Caregiver, Teacher, and child	Assesses the child's propensity to perform acts of caring and helping.	Internal consistency = .82	Used with a diverse population of elementary school children.	Soloman, 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. <i>Social Psychology of Education</i> , 4, 3-51.
Child-Centered Social Control and Intergenerational Closure	Social capital in the community	Primary Caregiver	Assesses child-centered behavior that illustrates social cohesion and neighborhood control; support of neighborhood children by adults	Child-Centered Social Control internal consistency = .72; Intergenerational Closure = .74; Related to social capital oriented neighborhood services; Lower in disadvantaged, residentially unstable, high-density areas	Used with ethnically diverse samples, varying social class	Sampson, R.J., Morenoff, J.D., & Earls, F. (1999). Beyond social capital: Spatial dynamics of collective efficacy for children. <i>American Sociological Review</i> , 64, 633-660.
Background Questionnaire	Demographics	Primary Caregiver	Gathers demographic data.	N/A	Used with ethnically diverse samples, varying social class	CDC
Social Competence	Child's self-regulation, cooperation, and prosocial behavior	Primary Caregiver and Teacher	Assesses emotional and behavioral regulation, prosocial behavior, and cooperative behaviors, such as sharing materials or complying with rules and directions	Internal consistency = .87	Urban and rural elementary school children, grades 1-6; High risk sample	Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems I: The high-risk sample. <i>Journal of Consulting and Clinical Psychology</i> , 67, 631-647.

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
Responsibility Scale	Child's responsibility	Primary Caregiver and Teacher	Measures the degree to which children take responsibility for their own actions	No internal consistency or validity information; Scale constructed by IES/CDC	Some items used to build scale have been tested with elementary school students	IES/CDC
Parent and Teacher Involvement Measure; Parent and Teacher Report	Parent involvement in the child's school life	Primary Caregiver and Teacher	Measures the degree to which parents interact with teachers and school staff, participate in school activities, attend school events, are involved in their children's academic lives (help with homework, stress the importance of learning); and feel welcomed at the school	Internal consistency = .77 (Freq of parent-teacher contact); .90 (Qual of relationship between parent and teacher); .78 (Parent involvement with school); .92 (Parent endorsement of child school); Correlates with degree of risk	Elementary school students; high risk and normative sample	CPPRG (1991). Parent-Teacher Involvement Measure - Parent. (Online). Available: http://www.fastrackproject.org/
BASC Aggression Subscale; Teacher Report	Children's aggressive behavior	Teacher	Assesses children's verbal and physical aggression	Internal consistency = .95; Test-retest reliability = .91; Correlates with TRF (Achenbach)	Ages 6-11; normative sample	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc.
BASC Conduct Problems Subscale; Teacher Report	Children's conduct problems	Teacher	Measures socially deviant and disruptive behaviors that are characteristic of conduct disorder	Internal consistency = .77; Test-retest reliability = .80; Correlates with TRF (Achenbach)	Ages 6-11; normative sample	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc.
IOWA-Connors Rating	ADHD	Teacher	Measures children's	Alpha = .89 to .92	Boys and girls K-5;	Loney, J., & Milich, R. (1982).

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
Scale	symptomology		behavior that is symptomatic of ADHD (e.g., inattentive or distractible, excitable or impulsive)	for IO and OD subscales; Correlation between IO and OD subscales = .62; Girls obtain lower scores; Older children obtain lower scores; Similar factor structure across ethnic groups	European American and African American samples	<p>Hyperactivity, inattention, and aggression in clinical practice. In K. Gadow & I. Bailer (Eds.), <i>Advances in Developmental and Behavioural Pediatrics</i>, Vol. 3, Greenwich, CT: JAI Press.</p> <p>Pelham, W.E. Jr., Milich, R., Murphy, D.A., & Murphy, H.A. (1989). Normative data on the IOWA Conners TRS. <i>Journal of Child Clinical Psychology</i>, 18, 259-262.</p> <p>Reid et al. (2001). Using behavior rating scales for ADHD across ethnic groups: The IOWA Conners. <i>Journal of Emotional and Behavioral Disorders</i>, 9, 210-219.</p>
SSRS Academic Competence and Achenbach's Teacher Report Form (TRF)	Academic competence	Teacher	Measures a student's academic performance relative to grade-level expectations in various achievement areas (e.g., reading, math)	<p>SSRS - Internal consistency = .96; Test-retest reliability = .93; Negatively correlates with problem behaviors</p> <p>TRF - Internal consistency range = .72 to .95; Test-retest reliability range = .62 to .96.</p>	<p>SSRS - Grades K-6; normative sample</p> <p>TRF - diverse sample of 2,319 children.</p>	<p>Gresham, F.M., & Elliott, S.N. (1990). <i>Social Skills Rating System</i>. Circle Pines, MN: American Guidance Service.</p> <p>Achenbach, T. M. (1991). Manual for the teacher's report form and 1991 profile. Burlington, VT: University of Vermont, Department of Psychiatry.</p>
Teacher Survey on Professional Development and Training	Demographics and teaching experience	Teacher and School Staff	Gathers background information on teachers, including demographics, certification, teaching experience, and professional	N/A	Nationally representative sample	Lewis, L. et al. (1999). U.S. Department of Education. National Center for Education Statistics. <i>Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers</i> .

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
School-Level Environment Questionnaire	School Organizational Climate	School Staff	development Measures the degree to which teachers and school staff are supported and valued by administration officials; are provided adequate resources for carrying out their duties; are autonomous in managing their own activities; are collegial with one another and school leadership; and have a voice in school policy decisions	Internal consistency = .82 for full scale; Affiliation = .84, Student Support = .85, Professional Interest = .81, Staff Freedom = .64, Participatory Decision Making = .82, Innovation = .81, Resource Adequacy = .65; No reliability information yet for work pressure scale; Preliminary evidence that it differentiates different types of schools; Case study suggests scale is sensitive enough to pick up change post-intervention	Elementary school teachers; Developed in Australia	Rentoul, A.J., & Fraser, B.J. (1983). Development of a school-level environment questionnaire. <i>Journal of Educational Administration</i> , 21, 21-39. Fisher, D. L., & Fraser, B. J. (1991). Validity and use of school environment instruments. <i>Journal of Classroom Interaction</i> , 26, 13-18.
SACD-Activities Observation	Extent and nature of SACD-relevant displays and artifacts in the school	None (observation)	Presence and nature of SACD-relevant displays or artifacts in various school locations	N/A	None	IES/CDC
SACD-Activities Principal Interview	School-wide SACD activities and policies	School principal	School-wide activities related to SACD, including decision-making and cross-grade-	N/A	None	IES/CDC

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
SACD-Activities Teacher Survey	Classroom and school-wide SACD activities and strategies; professional training in SACD areas	School Staff	level work; school wide policies and programs with a specific focus on social and character development Classroom activities and strategies related to social and character development; approaches to classroom management and instruction; school-wide SACD activities; professional development	N/A	None	IES/CDC
School Records	School- and student-level academic and behavioral outcomes	None (records)	School-level: student demographics, test scores, school characteristics, and behavioral indicators Student-level: demographics, grades, test scores, awards, and behavioral indicators	N/A	None	IES/CDC; School and District Availability

N/A = not available.