

**APPENDIX II**  
**CHILD SELF REPORT**

## **A. Background Information**

**Citation:** MPR developed

**Respondent:** Child Report

**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 in?
5. And what day of that month is your birthday?
6. What year were you born?

## **B. Engagement versus Disaffection with Learning**

**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:** 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.

**Scale:** 1: Disagree A LOT  
2: Disagree a little  
3: Agree a little  
4: Agree A LOT

### **Revisions and Notes:**

- Items were obtained from the authors for use in the Social and Character Development Evaluation only. For item and scale information, contact Dr. Ellen Skinner, Department of Psychology, Portland State University.
- The original 4-point response scale (Not at all true, Not very true, Sort of true, Very true) was modified.

### **C. Sense of School as a Community Scale**

**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

**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.

**Scale:** 1: Disagree A LOT  
2: Disagree a little  
3: Agree a little  
4: Agree A LOT

**Revisions and Notes:**

- 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*.

### **D. Feelings of Safety at School**

**Citation:** None; IES/CDC developed this measure based on a review of previous survey instruments.

**Respondent:** Child Report

**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.

**Scale:** 1: Disagree A LOT  
2: Disagree a little  
3: Agree a little  
4: Agree A LOT

## **E. Children's Self-Efficacy for Peer Interaction Scale**

**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

### **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 not 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 you 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 you 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 you like?
12. A kid is yelling at you. How easy or hard would it be for you to tell the kid to stop?

**Scale:** 1: REALLY EASY!  
2: Sort of easy  
3: Sort of hard  
4: REALLY HARD!

### **Revisions and Notes:**

- Ten items were dropped from the original scale
- The original 4-point response scale (*HARD!*, *hard*, *easy*, *EASY!*) was modified.

## **F. Normative Beliefs About Aggression**

**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

### **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.

**Scale:** 1: Really wrong  
2: Sort of wrong  
3: Sort of OK  
4: Perfectly OK

### **Revisions and Notes:**

- 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 modified.
- Twelve items were dropped from the original scale.

## **G. Children's Empathy Questionnaire**

**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:** 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.

**Scale:** 1: Yes  
2: Sometimes  
3: No

**Revisions and Notes:**

- Items were obtained from the authors for use in the Social and Character Development Evaluation only. For item and scale information, contact Dr. Jeanne Funk, Department of Psychology, University of Toledo.
- Original 3-point response scale (*Yes, Maybe, No*) was modified.

## **H. Altruism Scale, Child Version**

**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:** 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.

**Scale:** 0: Never  
1: Once or twice  
2: A few times  
3: Many times

### **Revisions and Notes:**

- Items were obtained from the authors for use in the Social and Character Development Evaluation only. For item and scale information, contact Dr. Victor Battistich, Division of Educational Psychology, Research, and Evaluation, College of Education, University of Missouri – St. Louis.
- One item was deleted due to controversial content.
- The original 4-point scale (*Never, Once, A few times, Many times*) was modified.
- “At school or someplace else” stem was added to each item for clarity.
- 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.

## **I. Aggression Scale**

**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:** 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.

**Scale:** 0: Never  
1: Once or twice  
2: A few times  
3: Many times

### **Revisions and Notes:**

- This scale is an updated and shortened version of the scale published in the original article and was obtained for use in the Social and Character Development Evaluation only. For item and scale information, contact Dr. Pamela Orpinas, College of Education, University of Georgia.
- The original 7-point response scale (*0 times, 1 time, ...6 or more times*) was revised.
- 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.

## **J. Victimization Scale**

**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:** 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.

**Scale:** 0: Never  
1: Once or twice  
2: A few times  
3: Many times

### **Revisions and Notes:**

- This scale is an updated and shortened version of the scale published in the original article and was obtained for use in the Social and Character Development Evaluation only. For item and scale information, contact Dr. Pamela Orpinas, College of Education, University of Georgia.
- The original 7-point response scale (*0 times, 1 time, ...6 or more times*) was revised.
- 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.

## **K. Frequency of Delinquent Behavior**

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

**Respondent:** Child Report

**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.

**Scale:** 0: Never  
1: Once or twice  
2: A few times  
3: Many times

**Revisions and Notes:**

- This scale was originally developed for young adolescents (middle school). Several items from the original measure were removed for developmental reasons.
- 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.