

What is this survey designed to measure?

This survey is designed to measure *behaviors associated with violence (ATOD)*. More specifically, it measures recent (past 30-day) use of violence. These items were adapted by O'Neill (2002) from Orpinas (1993) and Bosworth and Espelage (1995).

Who is this survey designed to assess?

The survey is designed to assess students in grades 4-12. It has been used by the author in urban and suburban school districts with predominantly lower- and middle-class students in grades 4-12 who represented a variety of ethnic/cultural backgrounds, including African-American, Asian, Caucasian, and Latino. Nevertheless, this measure's suitability with your targeted population should be determined prior to its administration via a review by your local Advisory Council and a pilot test with a small sample of respondents.

Please note that any ED-funded project involving the assessment of violent behavior or other illegal or anti-social behaviors of minors must include the collection of written informed consent from the parent/guardian prior to administration of the assessment. Consent must include, but not be limited to, wording indicating that (a) the questions will ask about the use of violent behavior, (b) the survey is confidential and the results will be reported about the group only – not individual students, (c) the student is not required to answer any questions that make the student feel uncomfortable or that the student or student's parent(s)/guardian(s) think the student should not answer, and (d) there is no penalty for skipping some or all of the survey questions. Check with your LEA or consortia to determine other information to include in the consent form.

When should this survey be administered?

This survey is designed to be administered as a "pre/post" measure immediately before the program begins and at least one time after the program is completed. Note that the posttest includes three items (#15-17) to measure participants' satisfaction with the program, which is a valuable process evaluation indicator.

Is this survey reliable and valid?

Tests of reliability have shown acceptable levels of internal consistency reliability (Cronbach's alpha > .70) in several samples of urban and suburban school districts with predominantly lower- and middle-class students in grades 4-12 who represented a variety of ethnic/cultural backgrounds, including African-American, Asian, Caucasian, and Latino. Regarding validity, data from several samples showed a significantly higher level of aggressive behaviors for males than for females, which is consistent with numerous research studies of gender differences in aggression.

Can I modify this survey?

It might be tempting to customize this measure (e.g., delete items, add items or change item wording) to better suit your target population. However, customizing the measure can adversely affect its reliability and validity, leading to results that are difficult or impossible to interpret. If you think this measure needs customizing, consult a professional evaluator/researcher for assistance.

What should I do to ensure that this survey is administered properly?

Here are several tips to facilitate good survey administration:

- Make sure those who administer the survey have reviewed it in order to become familiar with its format and wording and to consult with you, if needed, about any questions or concerns they have about the survey or administration schedule, protocol or related matters.
- Introduce yourself if the respondents do not know you. Explain the purpose of the survey and ask for their participation. They are not required to participate and not everyone will be willing to do so.
- Stress that their survey answers are confidential (or private) and that their names will not be on the survey.
- As you conduct the survey, make sure you ask the same questions to all respondents.
- If you are asked a question about a survey item, be neutral in your response – don't lead them into answering the way you want them to answer. If they don't understand a question, instruct them to leave it blank.
- Make sure you ask the questions in the same way to all respondents.
- Say thanks. It takes time and effort to participate in a survey.

How do I score this survey?

Commonly, these items are scored individually by tabulating the percentage of respondents who answer each response choice (e.g., “3 or 4 times” and “5 or more times”) or a grouping of similar response choices (e.g., 3-4 times/5+ times). These percentages should be calculated separately for the pretest and posttest data.

In addition, an average score can be computed from the percentages across items that measure the same indicator (e.g., violent attitudes) in order to form a global (multi-item) indicator for the pretest and posttest[s]. If you compute an average score, you’ll have to “reverse score” some items, which means that you re-assign values for responses so that the lowest value (e.g., 1) is now coded as the highest value (e.g., 4). Reverse score item #13 and #17-20 so that high scores reflect more violent behavior.

What is the primary reference for this survey?

O’Neill, J.M. (2002). *Self-report student survey of violent attitudes and behaviors*. Lansing, MI: Michigan Department of Community Health, Office of Drug Control Policy.

References from which measure was adapted:

Bosworth, K., & Espelage, D. (1995). Teen conflict survey. Bloomington, IN: Center for Adolescent Studies, Indiana University. Items were published in Dahlberg, L.L., Toal, S.B., Behrens, C.B., (1998). *Measuring Violence-Related Attitudes, Beliefs, and Behaviors Among Youths: A Compendium of Assessment Tools*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Available online: <http://www.cdc.gov/ncipc/pub-res/measure.htm>

Orpinas, P. (1993). *Skills training and social influences for violence prevention in middle schools: A curriculum evaluation*. Doctoral Dissertation. Houston, TX: University of Texas Health Science Center at Houston, School of Public Health.

Student Survey on Violence

Student Code: _____

Date: ____/____/____

School Name: _____

Teacher Name: _____

Teacher/Facilitator: Please read the following instructions and, as you conduct the survey, read each item to the students.

Instructions: Please take a few minutes to answer this survey about violence. Please answer honestly. If a question makes you feel uncomfortable, you don't have to answer it. If you don't understand a question, raise your hand and someone will help you.

For each statement below, please fill in the circle that shows how many times you did this activity or task in the last 30 days. If you did not have the opportunity to do the activity, check "No opportunity."

In the past 30 days . . .

	No opportunity	Never	1 or 2 times	3 or 4 times	5 or more times
1. I hit back when someone hit me first.	①	②	③	④	⑤
2. I encouraged other students to fight.	①	②	③	④	⑤
3. I pushed, slapped, or kicked another student.	①	②	③	④	⑤
4. I was in a physical fight because I was angry.	①	②	③	④	⑤
5. I walked away from a fight.	①	②	③	④	⑤
6. I was angry most of the day.	①	②	③	④	⑤
7. I was mean to someone when I was angry.	①	②	③	④	⑤
8. I threatened to hit or hurt another student.	①	②	③	④	⑤
9. I helped someone stay out of a fight.	①	②	③	④	⑤
10. I told another student how I felt when he/she upset me.	①	②	③	④	⑤
11. I avoided getting into a physical fight when somebody wanted to fight me.	①	②	③	④	⑤
12. I helped other students solve a conflict peacefully.	①	②	③	④	⑤

13. What's your gender?: ① Male ② Female

14. What is your grade?: 4 5 6 7 8 9 10 11 12

THANK YOU!

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4. I was in a physical fight because I was angry.	①	②	③	④	⑤
5. I walked away from a fight.	①	②	③	④	⑤
6. I was angry most of the day.	①	②	③	④	⑤
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13. What's your gender?: ① Male ② Female

14. What is your grade?: 4 5 6 7 8 9 10 11 12

These next few questions are about the program. Please give us your opinion.

15. If you were to grade this program, what grade would you give it? ① A ② B ③ C ④ D ⑤ F

16. Would you recommend this program to other kids your age? ① Yes ② Maybe ③ No

17. What is the most useful thing you've learned in this program? _____

THANK YOU! _____